Comprehensive Education Data and Research System (CEDARS) Reporting Guidance

For the 2015-2016 School Year

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<table>
<thead>
<tr>
<th>Revision</th>
<th>Authors</th>
<th>Date</th>
<th>Description</th>
</tr>
</thead>
</table>
| 8.0      | Lisa Ireland – OSPI | April 2015 | - Reporting Students Who Did Not Graduate Due to Not Meeting Assessment Requirements  
- Home- or Private-School Students Enrolled in Public School  
- Reporting Students Enrolled in Juvenile Justice Schools  
- Coding of Students Who Exit School and/or District  
- Learning Assistance Program (LAP)  
- Free and Reduced-Price Meals  
- Reengagement Programs (Open Doors Youth Reengagement)  
- Washington State Seal of Biliteracy  
- Limited English Proficiency (Bilingual)  
- Special Education  
- Reporting State Course Codes  
- Students at Skills Centers  
- Reporting Online Courses  
- Student Grade History  
- Course Designation Code Definitions  
- Content Area Codes  
- Student Absence  
- Student Discipline  
- Teacher Indicators |
| 8.1      | Lisa Ireland – OSPI | May 2015   | - Establishing Student Grade Level  
- Reporting Preschool Students |
| 8.2      | Lisa Ireland – OSPI | November 2015 | - Reporting Students as Confirmed Transfers  
- Students Who Exit Over Summer Months  
- Reporting Preschool Students  
- Coding of Students Who Exit School and/or District  
- Reengagement Programs (Open Doors Youth Reengagement)  
- Course Designation Code Definitions  
- Reporting Students Taking Running Start Courses in the High School (removed)  
- Student Discipline  
- Teacher Certificate Numbers  
- Teacher Indicators |
TABLE OF CONTENTS

Publication History .........................................................................................................................3
CEDARS Reporting Guidance ........................................................................................................4
Introduction ......................................................................................................................................6
Student Enrollment and Graduation .....................................................................................................7
  Reporting Student Names ..................................................................................................................7
  Requiring Birth Certificate for Enrollment .......................................................................................7
  Establishing Student Grade Level ....................................................................................................8
  Reporting Students Enrolled/Served Past Grade 12 .......................................................................8
  Reporting Student Completers/Graduates ......................................................................................8
  Reporting Students Who Did Not Graduate Due to Not Meeting Assessment Requirements ....9
  Reporting Students as Confirmed Transfers .................................................................................9
  Students Who Exit Over the Summer Months .............................................................................11
  The T1 Withdrawal Code ...............................................................................................................11
  Establishing Expected Year of Graduation ....................................................................................12
  Establishing Graduation Requirements Year ................................................................................12
  Immigrant .......................................................................................................................................13

Home- or Private-School Students Enrolled in Public School ..........................................................13
  Reporting ALE Course Type Instruction .........................................................................................14
  Reporting Students Enrolled in Running Start ..............................................................................15
  Reporting Students Enrolled in Juvenile Justice Schools .............................................................15
  Students Enrolling Through School Choice .................................................................................16
  Reporting Preschool Students .....................................................................................................17
  Coding of Students Who Exit School and/or District ....................................................................17
  Disability Code .............................................................................................................................19

Updating Student Demographic Information ..................................................................................20

Student Attributes and Programs .................................................................................................21
  21st Century Learning Centers Program .......................................................................................21
  Early Education Program ...............................................................................................................21
  Highly Capable/Gifted Program .....................................................................................................21
  Learning Assistance Program (LAP) ..............................................................................................21
  Title I, Part A ..................................................................................................................................22
  504 Plan .......................................................................................................................................22
  Migrant Education Program .........................................................................................................22
  NCLB Supplemental Services .........................................................................................................23
  Free and Reduced-Price Meals .......................................................................................................23
  Title I Neglected/Delinquent Supplemental Services ....................................................................25
  Title VII Native American ............................................................................................................25
  Unaccompanied Youth ..................................................................................................................25
  College Bound Scholarship .........................................................................................................25
  Reengagement Programs (Open Doors Youth Reengagement) .................................................25
  Washington State Seal of Biliteracy ..............................................................................................28
  Limited English Proficiency (Bilingual) .......................................................................................30
  Special Education ........................................................................................................................31
  Courses, Student and Staff Schedules, and Grade History ..........................................................32
  Reporting State Course Codes ......................................................................................................32
Introduction

In an effort to assist schools and districts in understanding Comprehensive Education Data and Research System (CEDARS) reporting requirements and to answer frequently asked questions, we have prepared this CEDARS Reporting Guidance. This document supplements the CEDARS manual and appendices to assist districts with submitting data to OSPI for CEDARS.

Information contained within this document is intended to be complementary to information contained within other OSPI documents, namely the CEDARS manual itself. Please contact Customer Support if you find inconsistencies in our guidance.

The information contained within this document is grouped into the following topics:

1. Student Enrollment and Graduation
2. Updating Student Demographic Information
3. Student Attributes and Programs
4. Limited English Proficiency (Bilingual)
5. Special Education
6. Courses, Student and Staff Schedules, and Grade History
7. Ethnicity and Race
8. Student Absence
9. Student Discipline
10. Teacher Information
11. Other Information
12. Resources

Where appropriate or necessary, this document will refer to the appropriate CEDARS Manual submission file(s) and elements affected by this guidance.
Student Enrollment and Graduation

In this section, guidance is given to assist in general questions relating to enrollment, graduation or withdrawal codes, and demographic data elements.

Reporting Student Names

The following guidelines should be followed for the student name elements in the CEDARS data collection.

- If available, report the student’s first, middle, and last names in CEDARS.
- Whenever possible, the student’s legal name should be reflected in the CEDARS file. If the student’s legal name is not available, or not provided, submit the name as provided by the parent/guardian.
- If a student enrolls and is identified by only one name, and your student information system (SIS) requires both a first and last name be provided for a student, enter the name in District Student File (B) in both Element B06 – Legal Last Name and Element B07 – Legal First Name. If your SIS allows you to provide only one name, and the student is identified by only one name, this should be submitted to Element B06 – Legal Last Name.
- Districts that have a student or their parent/guardian request a name change without legal documentation or cause may allow the requested change if a written affidavit of name change has been received. An affidavit is a written statement explaining that student has changed their name for all intents and purposes and that the change has not been made for fraudulent reasons.
- If the student is eligible for Direct Certification or Medicaid funding, the funding may be lost if the legal name is not provided correctly, because Department of Social and Health Services (DSHS) only has the student’s legal name and the records will not match in the automatic match process performed by OSPI that communicates to DSHS.
- If the student is in high school, state assessments may not show in the CAA/CIA Graduation Database if the student’s legal name is changed in CEDARS due to the automatic match process performed by OSPI. Once the student’s name change is submitted, the record will be reflected in the “Student Validation” report found within the ‘Submissions’ tab in CEDARS. The district user should validate that the new record is in fact the same student submitted under a former name in a previous submission.

Requiring Birth Certificate for Enrollment

OSPI does not require districts to submit information to the state regarding the collection of proof of age, nor do they require that districts collect this information.

The following link takes you to the General Information, Student and Family, Parent and Student Rights page within the OSPI website, http://www.k12.wa.us/Generalinfo/StudentRights.aspx. Within the section titled Key Educational Rights for Washington Families is a section titled Enrollment in School. The third bullet item lists a birth certificate as one of the items required for first-time enrolling students in Washington.

As for requiring a birth certificate for students who are not enrolling in school for the first time, research through the Common School Manual, OSPI policies and Washington State RCW’s and WAC’s indicates that the requirement for providing a birth certificate, if the student is not a ‘first-time enrolling student’, is a district not a state policy.

The excerpt below is from RCW 28A.225.160 – Qualification for admission to district’s schools –

“Except as otherwise provided by law or rules adopted by the superintendent of public instruction, districts may establish uniform entry qualifications, including but not limited to birth date requirements, for admission to kindergarten and first grade programs of the common schools.”

The RCW, in its entirety, can be located using the following link http://apps.leg.wa.gov/RCW/default.aspx?cite=28A.225.160.
Establishing Student Grade Level
The determination of grade level placement and/or promotion is a district determination.

Washington does not have any RCW’s or WAC’s that state this is a district’s responsibility. As school districts in Washington operate under local control, decisions that are not guided by state laws are to be determined by local school district policy, this includes grade level placement.

The determination of a student’s grade level, upon initial enrollment to a school district should be based upon:

1. Social promotion or,
2. Age level placement or,
3. Transcript review for grade level determination.

The district policy should be applied consistently with all newly enrolling students and not on a case by case basis.

Reporting Students Enrolled/Served Past Grade 12
Students who continue to be enrolled or served in public school past grade 12 or age 18, who have not been graduated, are to be considered and reported as actively enrolled.

Per WAC 392.121.108 districts may not continue to provide public education services for students who have been reported to CEDARS as Graduates. This includes special education students and students in CTE programs.

Example 1:
Student is graduated and has been reported as a graduate to CEDARS but wishes to continue participating in vocational skills center courses. This student is not eligible to continue enrollment in Skills Center once they are reported as a graduate.

Example 2:
Student is a special education student who is graduated with his/her class at grade 12 and reported as a graduate to CEDARS. The student wishes to continue participating in Life Skills or transitional skills courses or programs. This student is not eligible to continue enrollment once they are reported as a graduate.

Reporting Student Completers/Graduates
High school diplomas may be issued by a school district or by a community or technical college approved to issue high school diplomas. Both districts and community or technical colleges must at least require the State Board minimums but, school districts and community or technical colleges may add local graduation requirements to those set by the State Board of Education. Regardless of the district or community or technical college requirements, the diploma issued is simply a high school diploma. The appropriate Valid Value to use when reporting a graduate earning a regular High School Diploma is:

- School Student File (C), Element C09 – School Withdrawal Code, Valid Value G0 – Graduated with regular High School Diploma.

Students receiving Special Education Services may be awarded a high school diploma with modifications to their graduation requirements specified in their Individualized Education Program (IEP). The appropriate Valid Value to use when reporting a graduate with modifications due to their IEP is:

- School Student File (C), Element C09 – School Withdrawal Code, Valid Value C2 – Graduated with a High School Diploma with modifications identified in students Individualized Education Program (IEP)

In 2009, the state Legislature passed Substitute House Bill 1758, Pathways to a High School Diploma, which allows students earning an associate’s degree from a community or technical college to earn/receive a high school (HS) diploma from the college they are enrolled in, even if they have not otherwise met the high school graduation requirements (credits, state assessments, high school and beyond plan and culminating project).

The appropriate Valid Value to use when reporting a graduate earning an Associate’s Degree is:
School Student File (C), Element C09 – School Withdrawal Code, Valid Value GA – Graduated with Associate’s Degree.

The state Legislature passed Substitute House Bill 1524, recognizing the International Baccalaureate Diploma, allows students who complete specified requirements of an International Baccalaureate Diploma Programme, if they have met state standard on required state assessments and studied the U.S. and Washington Constitutions as required by law, to be recognized as graduates. The appropriate Valid Value to use when reporting student who graduates with an International Baccalaureate Diploma is:


Reporting Students Who Did Not Graduate Due to Not Meeting Assessment Requirements

Students who did not graduate due to not meeting all state assessment requirements, and will continue their enrollment in the school year in the fall, should not be reported as exiting. Their enrollment should continue to be reported, similar to other students who are continuing their education within the school/district.

Students who did not graduate due to not meeting all state assessment requirements, and will not be continuing their enrollment in the following school year must be reported as a dropout. A school and district exit date must be reported with a school withdrawal code of dropout.

Students who are reporting as dropping out but later meet the state assessment requirements and are to be graduated should be re-enrolled and reported as a graduate either:

- On the data the assessment was taken, e.g., August retakes.
- The date notice was received the student passed the assessment in the fall.

Reporting Students as Confirmed Transfers

During the school year, students move in and out of districts throughout the state, often without notifying the ‘sending’ district of where they will be enrolling in school once they have moved. This then presents the challenge to schools/districts of attempting to locate these students, so the school/district can report the student as a confirmed transfer and to ensure the student’s educational records are forwarded, as appropriate.

Below are guidelines for determining confirmed transfers and the Valid Values to be used when submitting a confirmed transfer to School Student File (C), Element C09 – School Withdrawal Code:

- **T0** – Confirmed transfer to another school district within Washington
  - Student whose transcripts and/or student records have been requested by another school/district in Washington or the district can identify the student as enrolled in another school/district in Washington using our state level student reporting system.

- **T1** – Confirmed transfer from one school to another within the same district
  - The student has moved enrollment, changed schools, within the district and is actively enrolled and participating in education

- **T2** – Confirmed transfer to private or homeschool within Washington
  - Student’s parent/guardian have filed a signed ‘Intent to Provide Home-Based Instruction’ with the school/district or the student’s transcripts and/or student records have been requested by a private school in Washington along with information that the student is being enrolled in the private school

- **T3** – Confirmed transfer out of Washington
  - Student whose transcripts and/or student records have been requested by a school/district outside of Washington, student was enrolled in the school/district as a foreign exchange student and their exchange term has ended, student’s parent/guardian is a member of the military and confirmation is received that the family has moved out of the country, the student and their parent/guardian have moved out of the country for work purposes, or the student meets the district policy for confirmation of leaving the U.S. to return to their country of origin
CEDARS has several tools to assist with finding confirmed transfer students:

- Search Students tab
- Student Record Exchange
- P210 Withdrawal Report

These tools allow schools/districts enrolling students to determine if a student has been enrolled elsewhere in the state prior to their enrolling in the receiving school/district. The Student Record Exchange Request Records feature also enables the enrolling school/district the ability to request enrollment information for these students.

Students in Washington who leave their enrollment, with the student and/or parent or guardian indicating they are moving and will be enrolling in education elsewhere, but confirmation of re-enrollment in education is not received are to be reported as:

1. U3 – Unconfirmed transfer until such time confirmation is received or it is determined the student is a dropout.
   a. Student’s reported with a U3 – Unconfirmed transfer are included as a dropout for state accountability and all other reporting purposes.
Students Who Exit Over the Summer Months

There are several categories of students who exit during the summer months –
1. District receives a records request for a student during the summer months (confirmed transfer, school withdrawal code of T0, T2 or T3 dependent upon type of transfer confirmation received)
2. District receives notice from parent/guardian/student that student is moving and will not be enrolled in new school year (unconfirmed transfer, school withdrawal code of U3)
3. Student is enrolled through end of prior school year, expected to enroll/participate in new school year and does not appear in the fall (summer no show, school withdrawal code of U2)

It is recommended that the exit/withdrawal information for each of these students is reported in the prior school year. As most districts continue to submit data to CEDARS for the prior school year into early September this should not place a reporting burden on districts.

Reporting the exit in the prior school year ensures the student is not inappropriately included in any reporting for the new school year, e.g., Title I, Gifted, LAP, Unexcused Student Absences, LEP/Bilingual, etc.

The decision on how/when to report students who exit from a district during the summer months is a district decision. As always, we do recommend that districts be consistent with how they report these students and apply the same business rules to all.

The T1 Withdrawal Code

The T1 withdrawal code may be used to tell CEDARS a variety of new information about a student within one school year:
- For situations where the student is changing primary status but not actually leaving the school.
- For students changing schools within the district within the same school year ONLY.
- For dual enrolled students who change to enrollment in only one of the schools within the district E.g., student half-time at school A and school B in the district chooses to go full-time at school A part way through the school year).

When NOT to use the T1 withdrawal code:
- To “roll-up” students at the end of the school year to a new school, e.g., elementary to middle school
- To “roll-up” students at the end of the school year to the next grade level (ex: grade 3 to grade 4)
- Re-enrolling a student who was previously reported as a drop-out from your district.

School districts may use a T1 withdrawal code for records that have overlapping school enrollment spans. The purpose of using T1 is to reflect that the student transferred their primary school, allowing these records to be loaded by the CEDARS database for reporting and to remove them from the submission exception errors page.

An example of these records using T1 as the withdrawal code that will NOT cause a CEDARS error in the school student file:

Student enrolls in School A (Primary School) and School B on 9/1/09. Student withdraws from School A (Primary School) on 3/10/10 and is still enrolled in School B. School B becomes students Primary School on 3/11/10. Three records are reported in the School Student file for the student as:

<table>
<thead>
<tr>
<th>Location ID</th>
<th>School Entry</th>
<th>School Exit</th>
<th>School Withdrawal Code</th>
<th>Primary School Flag</th>
</tr>
</thead>
<tbody>
<tr>
<td>School A</td>
<td>9/1/2009</td>
<td>3/10/2010</td>
<td>T1</td>
<td>Yes</td>
</tr>
<tr>
<td>School B</td>
<td>9/1/2009</td>
<td>3/10/2010</td>
<td>T1</td>
<td>No</td>
</tr>
<tr>
<td>School B</td>
<td>3/11/2010</td>
<td></td>
<td></td>
<td>Yes</td>
</tr>
</tbody>
</table>

*Please note: This potential resolution may not work in all situations. Please work with your vendor if you wish to make these changes.
Establishing Expected Year of Graduation
Students in Washington are to be assigned an expected year of graduation, reported in CEDARS District Student File (B), Element B27 – Expected Year of Graduation, at the beginning of grade 9 to reflect a 4-year period.

- Special education students may be assigned an extended expected year of graduation, but this must be done by the time they are 16. Special education students may be given up to 7 years to graduate if their Individualized Education Plan (IEP) determines the need for 7 years.

- Limited English Proficient students may also be given up to 7 years to graduate, and migrant students may be given up to 5 years.

- There are very few instances or exceptions in which a student’s expected year of graduation may be changed once it is assigned within a school/district. If an error was made and is documented, when the expected year of graduation is first determined and reported, it is acceptable to update the incorrect record. For example, a student’s IEP indicates the student will take 7 years to obtain the credits or skills to graduate, even though 4 years was initially reported; or an LEP student had an expected year of graduation set at 4 years prior to LEP assessment or transcript review from a sending school or district.

- If a student transfers in from another school district, the receiving school/district has the option, based on district policy, to assign an expected year of graduation based upon the number of credits the student has obtained. This can reset the expected year of graduation.

While the annual estimated graduation and dropout data is no longer being used for AMO (AYP) determination this data is still utilized at OSPI by many entities, including the Building Bridges and Re-engagement program folks, requested by the legislature and researchers and reported to the feds. The expected year of graduation is a vital component in calculating these rates, and this element is still requested by researchers as it answers a different question than Graduation Requirements Year. In addition to being used to calculate the annual rates, this data is used internally and externally for data review and research purposes.

Establishing Graduation Requirements Year
Students in Washington are to be assigned a graduation requirements year for which the student is held accountable for meeting the requirements for graduation, reported in CEDARS District Student File (B), Element B26 – Graduation Requirements Year. To determine the Graduation Requirements Year, report the school year (Spring) that is four years after the student enters 9th grade for the first time, regardless of where the initial grade 9 enrollment occurred. For example, students entering 9th grade in the 2010–11 school year are assigned a graduation year of 2014. If the student transfers to a new district and their expected year of graduation is adjusted, due to credit attainment or for any other reason, their Graduation Requirements Year may not be updated.

The Graduation Requirements Year is used in the Actual Cohort Graduation rate calculation and for End of Course assessment pre-id.

Regardless of the year reported for Expected Year of Graduation, the student is held to the graduation requirements that are defined for the Graduation Requirements Year. Students who take more, or less, time to graduate still must meet the graduation requirements for their assigned graduation year, not the year of actual graduation.

- Even if special education, transitional bilingual, or migrant students have an adjusted Expected Year of Graduation; they must meet the requirements of their unadjusted Graduation Requirements Year (9th grade entry plus 4 years). In other words, students are always held to the graduation requirements in place for their entering 9th grade class.

- This year is not to be changed due to IEP or State Transitional Bilingual Instruction plans. If an IEP or State Transitional Bilingual Instruction plan indicates the student may have additional years to graduate, Expected Year of Graduation will reflect this extension.
Immigrant

Immigrant is an attribute of a student, and does not indicate the student is enrolled in a program or receiving services. A student meets the definition of Immigrant if they are between the ages of 3 and 21, were born outside of the United States and have attended school in the United States for less than three full academic years. Students born in any of the 50 states, the District of Columbia, and the Commonwealth of Puerto Rico (Section 3301(6) of ESEA) are not considered immigrant.

Starting with the 2014-2015 School Year, we will no longer be collecting Element B31 – Is Student Identified as Immigrant.

Immigrant status will be determined using a combination of:

- Element B09 – Birth Date
- Element B10 – Birth Country
- Element B32 – Initial USA School Enrollment
- Element B24 – Student Exchange Status

Students born on military bases outside of the 50 states or the District of Columbia must have the country in which they were born reported in Element B10 – Birth Country.

For students who enroll new to your district their transcript or other school records should provide the information necessary to complete Element B32 – Initial USA School Enrollment.

If your district enrolls a student prior to receiving the transcript or other student records, and you do not have the Initial USA Public School Enrollment you may treat the student as if your district is the first district they are entering in the United States and provide information accordingly. After you have received the student(s) transcript or enrollment records from their previous school(s) you may then update the information as appropriate.

Home- or Private-School Students Enrolled in Public School

Determining Primary Status

The final decision as to whether or not to report Home- or Private-School students, enrolled and receiving educational services in a school within your district, as IsPrimary=Yes, within School Student File (C), Element C10 – Is this the School that is Primarily Responsible for the Student?, is a district decision.

Students who are enrolled and participating in classes must be submitted to CEDARS. The decision as to whether or not to report these students as IsPrimary=Yes is a district decision. However, it is the recommendation of the Student Information office to report the students as IsPrimary=Yes to CEDARS if your district is the only public school/district providing public education services. Reporting the students as IsPrimary=Yes will allow the students to be included in your enrollment reporting, including but not limited to, October and May 1 student enrollment, November 1 Child Count for Special Education Students, Free/Reduced Meal Reporting (if students are determined eligible) and a host of other reports.

Participation in Running Start or Skills Centers

Any student seeking credit through Running Start must enroll through the local public school district, at the high school, and have obtained junior or senior standing. Junior or senior standing is determined in accordance with a school district’s grade placement policies.

Any student seeking to enroll/participate in a Skills Center must enroll through the local public school district at the high school and have obtained at least grade nine standing. Grade nine standing is determined in accordance with a school district’s grade placement policies.

Home- or Private-School students enrolled in your district for the sole purpose of participating in a Skills Center must be reported as IsPrimary=Yes at the high school and IsPrimary=No at the Skills Center.

Additional information can be found at http://www.sbctc.edu/college/studentsvcs/2013_rs_questions_and_answers.pdf
Regardless of a student’s Home/Private/Public school status, students may not enroll only in a Skills Center.

Home- or Private-School students who are only participating in ancillary / non-credit activities - such as after school sports or clubs – do not need to be submitted to CEDARS.

Beginning in school year 2012-13 the valid values collected within the data elements listed below were updated to meet the reporting requirements of WAC 392.121.182. Due to requirements outlined in the WAC districts are required to report if private- or home-school students are participating in approved ALE programs and if they are claimed with an FTE ‘less than or equal to 0.8’ or ‘greater than 0.8’ at any time from the start of a school year through January of the same school year.

Element B22 – Is Student an Approved Private-School Student Attending Class Part Time
Element B23 – Is Student A Home-Schooled Student Attending Class Part Time

The valid values are:
- 0 – No
- 1 – Yes, student is/was a private-school/home-school student participating in public school courses and has not claimed any ALE funding in any month through the January count date.
- 2 – Yes, student is/was a private-school/home-school student participating in public school ALE courses. The students ALE Enrollment was claimed for at least one month through the January count date but never for more than 0.8 FTE.
- 3 – Yes, student is/was a private-school/home-school student participating in public school courses and in at least one month through the January count date, the students ALE Enrollment was claimed as greater than 0.8 FTE.

An excerpt from the WAC states ‘Any student whose alternative learning experience enrollment is claimed as greater than 0.8 full-time equivalent in any one month through the January count date must be included by the school district in any required state or federal accountability reporting for that school year, subject to existing state and federal accountability rules and procedures’. This means some private- or home-school students (those reported with valid value of 3) will be included in state and federal reporting beginning with the 2012-13 school year. These students had previously been excluded from annual state testing requirements, reports and other calculations.

If at any time prior to January 31 of the reporting school year a private- or home-school student, enrolled and participating in an approved ALE program, is claimed with an FTE above 0.8 the student would be reported in the appropriate data element, B22 or B23, with a valid value of 3 – Students ALE Enrollment was claimed as greater than 0.8 FTE in any one month through January.

While we recognize the enrollment/FTE percentage for private- or home-school students participating in approved ALE programs can change after January, once a value of 3 is submitted, it should not be changed for the remainder of the school year, regardless of any change in FTE for that student.

Home- or Private-School student who are not claimed at greater than 0.8 FTE for ALE in any one month through January of the current school year, may choose to participate in/take the state assessments. Their results are not included in the aggregate results for their enrolled school/district nor are they included in any of the AYP determinations for schools/districts, regardless of the primary status of the student(s).

**Reporting ALE Course Type Instruction**

Beginning with the 2014-15 school year Student Schedule File (E), Element E09 – ALE Course Type and Student Grade History File (H), Element H27 – ALE Course Type were updated to collect course type information as opposed to funding information. This change was a requirement of WAC: 392-121-182 (3) (a) (ii).

Districts are required to indicate whether or not the course was taught through ALE and, if so, the valid values below must be reported in E09 and H27:
- O – “Online course” means an alternative learning experience course that has the same meaning as provided in RCW 28A.250.010
• R – “Remote course” means an alternative learning experience course or course work that is not an online course where the student has in-person instructional contact time for less than twenty percent of the total weekly time for the course.
• S – “Site-based course” means an alternative learning experience course or course work that is not an online course where the student has in-person instructional contact time for at least twenty percent of the total weekly time for the course.

Reporting Students Enrolled in Running Start
All students participating in Running Start must be reported in CEDARS through their home or enrolled high school and have obtained junior or senior standing. Junior or senior standing is determined in accordance with a school district’s grade placement policies.

Full-time Running Start students must be reported as IsPrimary ‘Yes’ in School Student File (C), Element C10 Is this the School that is Primarily Responsible for the Student?. These students are not excluded from state accountability reporting solely based on their Running Start status.

Students enrolled in your district for the sole purpose of attending Running Start, with a signed 'Intent to Home School' form on file or who are enrolled in a Private School but are enrolled for Running Start, must be reported in CEDARS. If these students are attending Running Start classes, they are choosing to access public education and therefore must fill out the required district enrollment paperwork, be assigned an SSID, and be reported in CEDARS.

Home- or Private school students seeking credit through Running Start must enroll through the local public school district, or high school and have obtained junior or senior standing. Junior or senior standing is determined in accordance with a school district’s grade placement policies.

All credits attempted by students participating in Running Start must be reported through CEDARS Grade History (H).

The Running Start FAQ document can be found at http://www.sbctc.edu/college/studentsvcs/2013_rs_questions_and_answers.pdf.

Reporting Students Enrolled in Juvenile Justice Schools
Special attention is required to manage enrollment data for students who are served in juvenile justice schools, inside county detention centers, adult jails, group homes and state juvenile justice facilities. Juvenile justice schools are managed by a school district or Educational Service District (ESD). Enrollment and transfers in and out of juvenile justice schools are expected to be managed just like any other in-district or out-of-district transfers.

Only those students who have been enrolled in and received educational services or those scheduled to engage in educational activity during the current week while at a juvenile detention center are to be reported to CEDARS. Children detained, but not provided educational services (e.g., enter Friday night, released Sunday morning) are not to be reported in CEDARS.

The following information provides guidance for determining if a student is to be reported as enrolled in a juvenile justice school and the appropriate school withdrawal codes.

• How to determine if a child/youth, detained at a juvenile detention center should be enrolled/reported in CEDARS
  • Children/youth who enter juvenile detention centers are not always served by juvenile justice schools; and, therefore, may not need to be entered into CEDARS. Children/youth who must be reported are those who are receiving educational services while at a juvenile justice school or those scheduled to engage in educational activity during the current week.
The following scenarios provide guidelines for determining if a student is considered enrolled in a juvenile justice center school and needs to be reported in CEDARS.

- **Enrolled** – A student enters a juvenile facility on a Monday morning, receives educational evaluation Monday afternoon and attends classes starting Tuesday morning in the juvenile justice school classroom. Educational evaluation and services have been provided and the student should be reported in CEDARS.

- **Enrolled** – A student enters a juvenile facility on Sunday afternoon, and by mid-day Monday their sending school provides the student’s current classroom and homework assignments. With the assistance of the juvenile justice school teacher(s), the student works on their school work in the classroom each day. Educational evaluation and services have been provided and the student should be reported in CEDARS.

- **Enrolled** – A student enters a juvenile facility on Saturday night, and Monday morning receives educational evaluation and is assigned school work by the juvenile justice school teacher(s). Student is in attendance through Tuesday and then exits Tuesday night. Educational evaluation and services have been provided and the student is reported in CEDARS.

- **Not enrolled** – A student enters a juvenile facility Friday night and exits Sunday morning. No educational evaluation or other services have been provided. Student should not be reported in CEDARS.

- **Not enrolled** – A student enters a juvenile facility Saturday night and Monday morning is taken to court for his/her hearing. Student is released/exits at 2:00 p.m. on Monday. No educational evaluation or other services have been provided. Student is not reported in CEDARS.

Districts may choose whether or not to withdraw the student once they learn of the enrollment in the juvenile center. If the student is at the juvenile center for a few days, a district may choose to keep the student enrolled in their school and wait for the student to return after the suspension or expulsion has elapsed. If the student has a longer stay at the juvenile center, the district may choose to withdraw the student. Either way, this is a district decision.

- If the student is withdrawn from the district school due to a suspension or expulsion and is enrolled at a juvenile center:
  - The district should report the days of absence, submitted in Student Absence File (N), related to the suspension or expulsion up to the point the student is withdrawn.

- If the student is not withdrawn from the district school due to a suspension or expulsion and is enrolled at a juvenile center:
  - The district must change the students Primary status to No until the student returns to enrollment in their district.
  - The district may not claim FTE funding for the student while they are enrolled in a juvenile center.
  - The district must report the days of absence, submitted in Student Absence File (N), related to the suspension or expulsion up to the point the student returns from the suspension or expulsion. These absences should be reported as excused.

**Students Enrolling Through School Choice**

Students may opt to enroll in a district that is outside of their serving district for a variety of reasons. These students must be granted a release from their serving district and be accepted into enrollment in the district they wish to attend. Students who choose this enrollment option must be reported within CEDARS, through School Student File (C), Element C11 – School Choice Code of “3” (Student Enrollment Options, State Law). Information regarding Learning By Choice can be found at [http://www.k12.wa.us/GeneralInfo/EnrollmentOptions.aspx](http://www.k12.wa.us/GeneralInfo/EnrollmentOptions.aspx).

There are three methods by which students can be enrolled or served outside of their home/serving school without physically moving outside of the school boundaries. They are intra-district enrollment, inter-district enrollment, and enrollment through School Choice. Some, but not all, of these enrollment choices require the student(s) to be reported within CEDARS School Student File (C), Element C11 – School Choice Code.

**Choice Enrollment:**
Students who request a release from their home/serving school to enroll in a public school outside of their district are considered to be enrolling by Choice. A student who chooses to enroll full-time in an alternative program in a neighboring district would be utilizing Choice Enrollment. A student whose parent enrolls them in a district near their work for purposes of child care would be a student enrolled by School Choice. Students who request, and are provided, a release from their serving district and are accepted into enrollment in another district are those who would be reported within School Student File (C), Element C11 – School Choice Code, valid value 3.

Intra-district (i.e., within district) enrollment through personal choice:
Students who enroll in another school within their district, due to parent or student choice, for purposes of educational opportunities, day care, or other personal reasons are not to be reported as enrolling through School Choice. The correct school enrollment for the student is to be reported but there are no further reporting requirements.

Intra-district (i.e., within district) enrollment tied to AYP or a school being identified as ‘persistently dangerous’:
Students who transfer schools within their district due to their home/serving school failing to meet AYP requirements, or being identified as “Persistently Dangerous”, as defined in No Child Left Behind (NCLB) are also to be reported within School Student File (C), Element C11 – School Choice Code, valid values 1 and 2, respectively.

Inter-district enrollment for student services:
Schools/districts may have students who require special services or educational opportunities they cannot provide, e.g., special education services or gifted education. The home/school may then enter into an inter-district agreement with a local school/district to provide the needed services or education for the student(s). These students are also not to be reported as being enrolled through School Choice.

Reporting Preschool Students
All students enrolled in and receiving preschool education/services should be reported to CEDARS (this includes PK students in special education).

The following must be included when submitting data for PK students to CEDARS:

- District and school enrollment
- Ethnicity and Race
- All appropriate program information

Districts are not required to submit student course, student/staff schedule or staff file information.

Preschool, or PreK, students who are withdrawn from schools/districts often present a challenge when determining the correct, or proper, school withdrawal code to utilize.

This unique population of students differs from the grades K-12 population in that they may be enrolled and served for a very short time period for speech services, contracted special education, or early head start learning. PreK students whose reason for withdrawal is not clear, reporting a T0 – transferred out of district/school withdrawal code is appropriate/acceptable.

Coding of Students Who Exit School and/or District
Accurate coding of students who exit a school and/or district can be a challenge for many districts. Following are examples of how and when to report students who exit.

In-district transfer with no break in service
Student enrolls on November 1, 2010 in District A, High School #1. On January 10, 2011 the student transfers to High School #2 within the same district. The district would report a T1 school withdrawal on January 10, 2011 from High School #1 and an entry of January 11, 2011 to High School #2. A district withdrawal is not reported since the student is still enrolled within the district.
Student reported as dropout/unconfirmed transfer, but information on enrollment is later received.
Student exits school and district on February 22, 2011, informing school they are moving to another state. As information is not available as to where the student will be enrolled the school withdrawal code must be reported as an Unconfirmed Transfer-U3 and report an exit from school and district date of February 22, 2011. April 25, 2011 the district receives a transfer request for the student from their new enrolling school. The school should then update the withdrawal code for the student to reflect a T0-Confirmed Transfer out of District in their SIS system. CEDARS will reflect the change in the student’s status after the next submission of data from the district.

- Student exits with Unconfirmed Transfer, confirmation is received in next school year.
  Student exits school and district on June 8, 2010, informing school they are moving to another state. As information is not available as to where the student will be enrolled the school withdrawal code must be reported as an Unconfirmed Transfer-U3 and report an exit from school and district date of June 8, 2010. On September 29, 2010 – after the district has completed their year-end transition filings, the district receives a transfer request for the student from their new enrolling school. As the final year end files have been submitted, the district will need to update the withdrawal code for the student to reflect a T0-Confirmed Transfer out of District in their SIS system and within CEDARS via a CEDARS submission for the appropriate school year.

- Student enrolls in a school/district but never attends.
  A student who enrolls in a school within your district but never attends should not be submitted to CEDARS. If the students records are submitted to CEDARS and then it is determined that the student did not receive educational services and should not be reported the student should be removed from your CEDARS submissions. Their records will be appropriately logically deleted after the CEDARS submission in which their records are removed/not reported. If a district chooses to report the student’s enrollment and exit during the school year the student did not attend the student may be included in some reports.
Disability Code

Beginning with the 2014-15 school year Disability Code is collected in file I.

If a student is identified as having one of the 14 disability categories listed in CEDARS Appendix I - Disability Codes, regardless of whether or not they are receiving special education program services, the disability is to be reported in Students Attributes and Program File (I). The data should be submitted to CEDARS in the following elements:

- Element I06 – Attribute or Program Code, Valid Value 36 – Student Identified with a Disability
- Element I10 – Qualification Code, Valid Value from Appendix I
Updating Student Demographic Information

School districts may change the demographic items listed below upon student or parent/guardian request. Districts may determine the process by how the requests are made, e.g., verbal or written.

- Last Name
- First Name
- Middle Name(s)
- Ethnicity and/or Race
- Gender (see additional information below regarding Gender Identification)

The change(s) should be made within the district’s Student Information System (SIS) and sent as the new value in the next CEDARS submission. The new value will replace the value previously sent for the student.

**Gender Identification -**

From the Equity and Civil Rights Office - In our state, because there are no requirements for how gender is collected for the purpose of maintaining student records, school districts should adopt a process similar to the one they use for a student who wishes to change their ethnicity. It provides a process for parents and/or youth to change their gender designation in student information systems and on school documents. The process should not be overly cumbersome, and the district should not require verification from a physician. In other words, it should be relatively simple. This change is not retro-active, but it should be effective moving forward. The following is the official language sent to school districts in our student information management newsletter and reporting guidance:

“School districts may change a student’s gender designation upon parent/student request, by using a process similar to the one they use to change a student’s ethnicity. The change should be recorded in the district’s Student Information System and sent as the new value in the next CEDARS submission. The new value will replace the value previously sent for the student.”
Student Attributes and Programs

The following is guidance regarding student participation in various programs reported in the CEDARS data collection.

21st Century Learning Centers Program

Students participating in the 21st Century Program receive opportunities for academic enrichment, including providing tutorial services to help students (particularly students in high-poverty areas and those who attend low-performing schools) meet state and local student performance standards in core academic subjects such as reading and mathematics.

The program also offers students a broad array of additional services, programs, and activities, such as, youth development activities, drug and violence prevention programs, counseling programs, art, music, and recreation programs, technology education programs, and character education programs that are designed to reinforce and complement the regular academic program of participating students. In addition, the program offers families of students served by community learning centers opportunities for literacy and related educational development.

Students served in the 21st Century Learning program are to be reported in CEDARS Student Attributes and Programs File (I), Element I06 – Program Code Valid Value “1”.

Additional information regarding the 21st Century Learning program may be found at the following link, http://www.k12.wa.us/21stCenturyLearning/default.aspx.

Early Education Program

Early education is no longer collected by CEDARS beginning the 2012-13 school year.

Highly Capable/Gifted Program

The Highly Capable/Gifted Program are state, district and locally funded programs designed to provide educational opportunities that meet the unique academic needs of students identified as highly capable/gifted.

Students served in a Highly Capable/Gifted program are to be reported in CEDARS Student Attributes and Programs File (I), Element I06 Program Code, using one of the four valid values listed below:

32 – Gifted – services or programs provided in the general education classroom
33 – Gifted – services or programs provided in a unique highly capable program
34 – Gifted – services or programs provided through acceleration
35 – Gifted – services or programs provided outside the traditional school setting

Additional information regarding the Highly Capable/Gifted program may be found at the following link, http://www.k12.wa.us/HighlyCapable/default.aspx.

Learning Assistance Program (LAP)

LAP is a supplemental services program to assist underachieving students and reduce disruptive behaviors in the classroom. LAP programs serve eligible students who need academic support for English language arts and mathematics, or who need to develop the readiness skills to successfully learn these core subjects. LAP funds can be used to support eligible 11th and 12th graders who are not on track to meet local or state graduation requirements as well as 8th graders who need additional assistance to have a successful entry into high school. LAP programs also serve students who need support to reduce disruptive behavior in the classroom.

Additionally, 5% LAP funds may be used for “Readiness to Learn” services to form partnerships with organizations to provide academic and non-academic supports for participating students. These supports are intended to reduce barriers to learning, increase student engagement, and improve readiness to learn.
Students served in the Learning Assistance Program are to be reported in CEDARS Student Attributes and Programs File (I), Element I06 – the CEDARS Manual contains the various Valid Values for reporting LAP services.

Additional information regarding LAP may be found at the following links;  
https://www.k12.wa.us/LAP/default.aspx  

Title I, Part A

Title I is a federal program that provides financial assistance to local educational agencies and public schools with high numbers or high percentages of children eligible for free and reduced lunch to help ensure that all children meet challenging state academic standards. Title I is a formula grant program for "improving the academic achievement of the disadvantaged."

There are two types of programs within Title I: Schoolwide program (SWP) funds are provided to serve and benefit all students in a school or building. Targeted Assistance program (TAS) serves individual students that are 'targeted' to receive services. Students receiving Title I funded services may receive assistance with reading, language arts, mathematics, and science.

Students served in Title I Targeted Assistance are to be reported in CEDARS Student Attributes and Programs File (I), Element I06 – the CEDARS Manual contains the various Valid Values for reporting Title I services. Individual students served in a Title I Schoolwide program who also receive additional Title I assistance should be reported in CEDARS Student Attributes and Programs File (I), Element I06 using the applicable Title I Schoolwide – Additional Program Assistance valid values (21, 22, 26 or 27).

Additional information regarding Title I, Part A program may be found at the following link,  
http://www.k12.wa.us/TitleI/default.aspx.

504 Plan

Students who meet the definition of a person with a disability under Section 504 of the Rehabilitation Act of 1973 are those who: have a physical or mental impairment which substantially limits one or more major life activities; have a record of such an impairment; or are regarded as having such an impairment.

If a student is determined as eligible for a 504 plan, a written plan is developed by the district in conjunction with the student’s parent/guardian, detailing accommodations that will be made to ensure the student has access to programs and activities maintained by the district until such time it is determined the student no longer meets eligibility requirements.

Section 504 is a separate law from Special Education under the Individuals with Disabilities Education Act (IDEA). Under Section 504, there is no requirement that a student’s disability to fit into a specific category, unlike in Special Education. Rather, Section 504 requires that each school district provide a free appropriate public education (FAPE) to qualified students who have “a physical or mental impairment that substantially limits one or more major life activities.” A student does not need to meet any Special Education definition or category to qualify under Section 504.

Students with a 504 plan must be reported in CEDARS Student Attributes and Programs File (I), Element I06 – Program Code, Valid Value “16”. CEDARS does not require a disability code for students who are reported with a 504 plan.

Additional information regarding the 504 plans may be found at the following link,  
http://www.k12.wa.us/equity/Families/Section504.aspx.

Migrant Education Program

The Migrant Education Program was no longer being collected in CEDARS effective with the 2012-13 school year. Migrant information for students in your district should be reported/obtained from the Migrant Student Data
NCLB Supplemental Services
Title I Supplemental Services, was no longer collected in CEDARS effective with the 2013-14 school year..

Free and Reduced-Price Meals
OSPI currently uses a student’s free and reduced lunch eligibility as reported in CEDARS as an indicator of poverty.

The National School Lunch/School Breakfast Program serving students in Washington are designed to promote the health and well-being of children by providing free and reduced-price meals to all students in need.

Only students eligible for or served free and reduced-price meals program are to be reported in CEDARS Student Attributes and Programs File (I), Element I06 – Program Code, Valid Value “19”.

For free and reduced-price meals, the federal rules state that students who were eligible the previous school year remain eligible for program services for up to the first thirty (30) serving days in the following school year or until a new eligibility determination is made.

It is important to note that if a student’s Qualification Code changes during the year, e.g., 11 – Reduced price via household application changes to 1 – Free via household income/family size application, the change in Qualification Code does not affect the continuous eligibility of the student and the continuous eligibility should be reflected within CEDARS.

Students who were eligible for free and reduced meals in the prior school year are eligible for the same free and reduced meal benefits for up to the first 30 serving days in the new school year or until a new eligibility determination is made. As students are deemed eligible in the new school year via a new application, direct certification or participation in other programs (i.e., homeless, migrant, etc.), the dates need to be reflected in CEDARS Student Attributes and Programs File (I) as follows:

- **Carryover Record**: The student should first have a record that indicates the eligibility information from the prior school year while the new school year information is being processed. The start date should be on or before the student’s first day of school in the new school year. It is acceptable to have the start date still reflect the date from the last school year, if necessary. Once the new application is processed, or the 30 serving days expire, the carryover record should be ended.
  - **Not eligible in new year**: If the student is determined to not be eligible in the new school year, an end date should be reported on the carryover record from the previous year that reflects the last day the student was eligible.
  - **Eligible in new year**: If the student is determined to be eligible in the new school year, an end date should be reported on the carryover record from the previous year that reflects the end of the carryover record and a new record created for the new school year.

- **New School Year Record**: A new record should be reported in order to reflect the new eligibility for the new school year, with the appropriate qualification code. The start date of this new record should be one school day past the end date of the carryover record to ensure the student is identified as being continuously eligible for free and reduced lunch for the entire school year.

There are no rules that say one qualification code has precedence over another for students who qualify for free and reduced meals via several avenues (e.g., migrant, homeless, direct certification, etc.). Following are two tips that will assist you in making the decision on how to code these students:

**For any student who qualifies via the DSHS Direct Certification**, report the qualification code that is identified in the DSHS Direct Certification District List download file in Element I10 – Qualification Code. The Direct Certification District List download file will identify students with qualification codes of 19 – Directly Certified

Records System (MSDR). Please contact the OSPI Migrant Bilingual office for any additional questions: http://www.k12.wa.us/MigrantBilingual/Services.aspx
Free via Department of Social and Health Services (DSHS) Basic Food list, 20 – Directly Certified Free via DSHS TANF list, or 21 – Directly Certified Free via DSHS foster child list. This code should be reported regardless of the student qualifying in other ways (e.g., migrant, homeless, etc.).

For students who do not qualify via the DSHS Direct Certification but have multiple qualification codes that apply, use the lowest qualification code that is applicable to the student. For a student who is migrant, homeless, and has an approved household income/family size application, for example, report a qualification code of 1 – Free Via Household Income/Family Size Application in Element I10 – Qualification Code.

Family Economic Survey
Beginning with the 2014-15 school year, the Family Economic Survey can be used to identify students eligible for free/reduced meals in schools that do not offer meal programs, who are enrolled in Provision 2 or CEP schools or do not have access to a meal program at a participating school, e.g. full-time Running Start.

The eligibility for free/reduced meals can be determined for a student using the Family Economic Survey and then reported to CEDARS Student Attributes and Programs File (I). This will ensure that free and reduced lunch rates are more accurately reflected in various determinations and reports including Report Card and AYP.

The Family Economic Survey can be found here. Students identified as eligible for free/reduced meals by the Family Economic Survey will then be reported to CEDARS Attributes and Programs File (I), Element I06-Attribute or Program Code with a valid value of 19 and Element I10 – Qualification Code with a valid value of 25. A complete list of Free/Reduced Meal valid values are listed in CEDARS Appendix X, found at http://www.k12.wa.us/CEDARS/Manuals.aspx.

Provision 2 and CEP schools need to submit information to CEDARS regarding students who are eligible for free/reduced meals. Districts should report students who are direct certified in the same way as has been done previously for CEDARS, using valid values 3-7, 14, 18-21 and 24. For students in Provision 2 and CEP schools who are not direct certified, districts should use the Family Economic Survey to identify, collect and submit to CEDARS those students eligible for free/reduced meals in schools.

Students transferring into a CEP or Provision 2 school from another school within their district, identified in their sending school as eligible for free/reduced meals via application, should continue to be reported with that eligibility in the CEP or Provision 2 schools. A Family Economic Survey does not need to be completed for these students.

District or individual schools without meal programs. Districts, or individual schools, that do not have meal programs should utilize the Family Economic Survey to identify, collect and submit to CEDARS those students eligible for free/reduced meals in schools. This includes districts or schools that do not sponsor meal programs and schools such as online schools that do not have direct contact with students.

Students enrolled that do not have access to a meal program, e.g., ALE, Running Start, Home Based. Districts, or individual schools, that offer meal programs but have students enrolled who do not have access to meals should utilize the Family Economic Survey to identify, collect and submit to CEDARS those students eligible for free/reduced meals in schools. All other students in the district/school, with access to the meal program, should be reported using direct certification or the official free and reduced price meal application.

Districts or schools not participating in the National School Lunch Program (NSLP), the School Breakfast Program (SBP) or who have students that do NOT have access to a meal program may not use the official free and reduced price meal application to determine eligibility as it is against federal regulations. The Family Economic Survey is the tool that should be used to collect and determine eligibility for these students.

Additional information regarding Free Reduced Meals program may be found at the following link, http://www.k12.wa.us/ChildNutrition/Programs/NSLBP/default.aspx.
Title I Neglected/Delinquent Supplemental Services
Title I Neglected/Delinquent Supplemental Services, was no longer collected in CEDARS effective with the 2013-14 school year.

Title VII Native American
The Title VII Native American program is designed to address the unique education and culturally related academic needs of American Indian and Alaska Native students. Grant funds supplement the regular school program and activities such as after-school programs, enrichment programs, tutoring, and dropout prevention.

Students served in the Title VII Native American program are to be reported in CEDARS Student Attributes and Programs File (I), Element I06 – Program Code, Valid Value “23”.

Additional information regarding the Title VII Native American program may be found at the following link, http://www2.ed.gov/policy/elsec/leg/esea02/pg98.html.

Unaccompanied Youth
The term ‘unaccompanied youth’ identifies students who are not in the physical custody of a parent or guardian. These students may or may not be homeless. If a student is identified as an ‘unaccompanied youth’ they are to be reported in CEDARS Student Attributes and Programs File (I), Element I06 – Program Code, Valid Value “24”

College Bound Scholarship
The Washington Student Achievement Council (WSAC) offers the College Bound Scholarship to students. Low income 7th and 8th grade students who sign a pledge by June 30 of their 8th grade year are eligible for this scholarship. These students promise to graduate from high school, demonstrate good citizenship, and seek admission to a college or university. More details about the scholarship can be found on this website: http://www.wsac.wa.gov/ProgramAdministration/FinancialAid/CollegeBound. Counselors and others in your schools likely know about this opportunity and have been connecting students with this scholarship over the last couple of years.

In support of this effort, OSPI and the WSAC partner to update data each year that is needed to evaluate student success in meeting the measures outlined in the pledge. Additionally, we have added to the 2011-12 CEDARS data collection a Student Attributes and Programs File (I) valid value for Element I06 – Program Code so districts can report those students who have submitted applications for the College Bound Scholarship. This will support the evaluation tasks that are required of OSPI and the WSAC, and it may also be helpful to districts in supporting the students and ensuring they are meeting the requirements of the scholarship program.

Reengagement Programs (Open Doors Youth Reengagement)
A reengagement program is defined as ‘A dropout reengagement system that provides education and services to youth, ages 16-21 who have dropped out of school or are not expected to graduate from high school by the age of 21.

Open Doors reengages disconnected youth through programs that:

- Encourage community partnerships
- Create multiple pathways for students to realize success
- Provide an on-ramp to post-secondary achievement through a performance based, individualized support model.

Students enrolled in reengagement programs must be reported to CEDARS the same as students enrolled in other public schools and programs in Washington.

Information regarding reengagement programs, including links to RCW’s and WACs can be found online at http://www.k12.wa.us/GATE/SupportingStudents/StudentRetrieval.aspx.
Reporting Reengagement Students to CEDARS

Currently WAC 392-700-042 section (9) instructs districts to request school codes through the EDS system to uniquely identify the OSPI approved program and the students enrolled in the program. It has been identified that the school code by itself does not provide the ability to identify the reengagement students for program evaluation, federal reporting, and interface with the longitudinal data system maintained by the ERDC.

Beginning with the 2015-16 school year, school districts, educational service districts, agencies or colleges who are involved with OSPI approved youth reengagement programs (Open Doors 1418) in any of the models of operations listed below must report student level information to CEDARS regarding the program the student is receiving services through and where the services are being provided.

Youth reengagement models of operation are:

- District operated program with district resources
- District contracted partnership with an agency or college, or
- District participation within a consortium agreement

Beginning in the 2015-16 school year, this information will be reported to CEDARS Student Attributes and Programs File (I) using program qualification codes. A program qualification code will be assigned by OSPI to each approved reengagement program service provider and maintained in CEDARS Appendix R, found at http://www.k12.wa.us/CEDARS/Manuals.aspx.

The program/school providing the reengagement services must submit reengagement program codes to CEDARS and the sending, or home, district/school must also submit the reengagement code for students being served through a consortium agreement.

Example:

**District reengagement program enrollment only from within district. District contracts with one or more providers/programs. This includes district programs that are contracting with an organization or a consortium whose reengagement program does not operate as a school.**

- CEDARS Student Attributes and Programs File (I)
  - Element I06 – Attribute or Program Code, valid value 40 - Student is participating in a 1418 Reengagement Program
  - Element I10 – Qualification Code, valid value from CEDARS Appendix R that identifies the district and program code specific to the contracted provider/program.

**Reengagement program operating as a school within a Consortium (has a school code) with students enrolled from multiple participating districts.**

- Resident/sending district submits district and school enrollment data and submits the following information to CEDARS Student Attributes and Programs File (I)
  - Element I06 – Attribute or Program Code, valid value 40 - Student is participating in a 1418 Reengagement Program
  - Element I10 – Qualification Code, valid value from CEDARS Appendix R that identifies the resident/sending district, the contracted Consortium where services are being provided and, if appropriate, the site where services are provided to the student(s)

- The Consortium providing services will submit all student information to CEDARS including the following information to CEDARS Student Attributes and Programs File (I)
  - Element I06 – Attribute or Program Code, valid value 40 - Student is participating in a 1418 Reengagement Program
  - Element I10 – Qualification Code, valid value from CEDARS Appendix R that identifies the students resident/sending district, the contracted Consortium where services are being provided and, if appropriate, the site where services are provided to the student(s)

  If the district reengagement program is part of a consortium but is not operating as a school (has a school code) within the consortium, then refer to the previous paragraph for reporting instructions for district contract with one or more providers/programs.
Reporting student in reengagement program as IsPrimary=Y or N
The school that is providing the reengagement services to the student is required to report the student to CEDARS School Student File (C), Element C10 - Is this the School that is Primarily Responsible for the Student with a valid value of Y – IsPrimary.

Districts reporting students enrolled in a resident/sending school, whose students are attending a reengagement program in a different district or in a reengagement consortium program operating a school are required to report the student to CEDARS School Student File (C), Element C10 - Is this the School that is Primarily Responsible for the Student with a valid value of N –NotPrimary.

Reporting student enrolled in Reengagement Consortium and participating in a Skills Center
Skills Centers and reengagement programs operating as schools within ESD consortia cannot issue credit but do provide courses including final grades and credits attempted, the final grade the student earned, the credits attempted and the credit(s) the student should be provided for the course(s) completed, this information should be submitted in grade history by the entity that provided the course.

In addition the resident (sending) school/district that would issue the transcript for the student should also report this information in grade history as transfer credits.

The example below is using ABC School District as the sending district, ESD999 Open Doors as the Reengagement provider and High-Tech Skills Center (in XYZ School District) as the Voc provider.

1. ESD 999 (00011), ESD 999 Open Doors Reengagement
   a. submits student enrollment information to CEDARS as Primary=Yes
   b. reports resident district as 00888, serving district as 00011
   c. submits student schedule for courses taken through ESD 999 Open Doors
   d. submits information in File I indicating the student is a Reengagement student and the qualification code of the sending district, ABC - 300
   e. when completed course information is received from the Skill Center, they report the course/final credit student attempted and the credit the student should be given or issued /all other pertinent course information in grade history by the entity that provided the course
   f. ESD 999 should also submit to grade history all course information for courses taken at the Consortium school
   g. ESD 999 must transmit, quarterly, all course information for the student to the sending district/school

2. ABC SD (00888), Hawks High (example district/school)
   a. Submits ‘shell’ enrollment for student to CEDARS as Primary=No
   b. submits information in File I indicating the student is a Reengagement student and the qualification code of their district, ABC – 300
   c. upon receipt of the course information from the Primary school, ESD 999 Open Doors, ABC will submit the course information as transfer courses in student grade history
   d. ABC will determine the credits to be assigned to the coursework completed and notify the program providing instruction of the credits assigned/earned
   e. If a transcript is requested, ABC will provide a transcript with all course information, including credits earned, for all courses taken by the student.

3. XYZ SD (00777), High-Tech Skills Center
   a. Submits student enrollment information to CEDARS as Primary=No
   b. Submits student schedule for courses taken at skills center
   c. When course(s) are completed this information is submitted to student grade history and course information is provided to ESD 999 Open Doors Reengagement so they record and submit the information as transfer courses

Who submits the credits for the courses earned at ESD 999 Open Doors Re-engagement? Hawks High?
ESD 999 sends the credit information. If the student transfers back to Hawks to attend school, or if they qualify to graduate, ESD 999 Open Doors Reengagement sends all of the students course information to Hawks.
Hawks would change the students status to Primary=Yes and report the credit history information as transfer courses. They would also report the enrollment or graduation as appropriate.

**Does ESD 999 then have to complete the P210 Voc for students who are at Open Doors Re-engagement and at Skills Center?**

No. The Skill Center would reflect the students and courses on their P210 Voc report, just as they do for all of their other enrolled and served students. The P210 Voc reports where the classes were taken with all appropriate completer info, etc.

**Does OSPI really care “who sends what to whom” as long as the Skills center course stuff goes to both ESD 999 and ABC?**

Yes. The Skills Center reports the course enrollment and grade history as the provider. As ESD 999 is the enrolling primary district they get the completed course info for reporting as transfer courses in grade history.

**Reporting School Withdrawal for Students Participating in Reengagement Program**

Students who become unenrolled from a reengagement program due to a confirmed transfer to another educational entity or whose status is dropout or unknown would be reported with the appropriate withdrawal code in CEDARS School Student File (C), Element C09 – School Withdrawal Code.

Districts whose students are attending a program in a different district or in a reengagement consortium program operating a school (resident districts) who receive information that the student(s) have been reported as withdrawing from the reengagement program as a transfer, dropout, GED recipient or unknown status would report the student as a confirmed transfer from their district. This information would be reported in CEDARS School Student File (C), Element C09 – School Withdrawal Code.

**Students Eligible to Graduate**

Students who become eligible to graduate while enrolled in a reengagement program are reported as follows:

- Reengagement program is operated by a school district and is authorized to graduate students.
  - Student(s) are to be reported with a school withdrawal code, indicating graduate, CEDARS School Student File (C), Element C09 – School Withdrawal Code.
- Reengagement program is operating as a school within a Consortium and is not eligible to graduate students
  - Consortium program school will report student as a confirmed transfer back to the resident/sending district
  - Resident/sending district will
    - change reporting status of student in their district to IsPrimary=Yes
    - report the student with a school withdrawal code, indicating graduate, CEDARS School Student File (C), Element C09 – School Withdrawal Code.

**Washington State Seal of Biliteracy**

The Washington State Seal of Biliteracy was established to recognize public high school graduates who have attained a high level of proficiency in speaking, reading, and writing in one or more world languages in addition to English. "Participating school districts with students eligible to receive the Seal, shall place a notation on a student's high school diploma and high school transcript indicating that the student has earned the seal." (RCW 28A.230.125).

OSPI has drafted criteria for awarding the Seal of Biliteracy (RCW 28A.300.575) and is developing the Washington Administrative Code (WAC).

Additional information regarding the Washington State Seal of Biliteracy can be found at http://www.k12.wa.us/WorldLanguages/SealofBiliteracy.aspx.

Districts must submit information to CEDARS Attributes and Programs File (I) for those students who earn a Washington State Seal of Biliteracy starting in the 2015-16 school year.
Element I05 – Location ID, report the location id of the school that issues the Washington State Seal of Biliteracy.

Element I06 – Attribute or Program Code, valid value 41 – Washington State Seal of Biliteracy.

Element I07 – Start Date and Element I08 – Exit Date, provide the date the Washington State Seal of Biliteracy was awarded to the student.

Element I09 – Exit Reason Code, report the method by which the Washington State Seal of Biliteracy was earned. A list of the recognized assessment methods is found in CEDARS Appendix L, [http://www.k12.wa.us/CEDARS/Manuals.aspx](http://www.k12.wa.us/CEDARS/Manuals.aspx).

Element I10 – Qualification Code, report the language code that identifies in which language the Washington State Seal of Biliteracy was earned. Language codes can be found in CEDARS Appendix K, [http://www.k12.wa.us/CEDARS/Manuals.aspx](http://www.k12.wa.us/CEDARS/Manuals.aspx).
Limited English Proficiency (Bilingual)

The State Transitional Bilingual Instruction Program (STBIP) is a state funded program that is designed to address the unique needs of students from linguistically and culturally diverse backgrounds and to help them achieve the high content and performance standards expected of all students in Washington State.

Report students in the Student Limited English Proficiency File (J) who meet the following criteria:

- Students receiving services in State Transitional Bilingual Instruction Program
- Native American students receiving English Language Development services under Title III
- Students tested but did not qualify for services in State Transitional Bilingual Instruction Program
- Native American students who tested but did not qualify for English Language Development services under Title III

The student may not be receiving services, but may have tested for one of the two programs and that information should be reported in this file.

Element J07 – Program Status Start Date must be during the current reporting school year. For students continuing services from the prior school year, this element must be updated annually.

If a student tested but did not qualify for services, the Program Status Start Date must be the same as the dates reported in both Element J08 – Program Exit Date and Element J22 – Placement Test Date (use the Placement Test Date for all three elements), Element J09 – Exit Reason Code must be a valid value of ‘O’.

Information reported in the following elements should only be for the most recent placement test. They should not be used to report any annual assessment information.

- J18 – Placement Test Code,
- J19 – Grade Level at Placement
- J20 – Placement Test Score (formerly Placement Test Scale Score)
- J21 – Placement Level (formerly Placement Test Level Score) and
- J22 – Placement Test Date

If J20 – Placement Test Score and J21 – Placement Level are not available in a student’s cumulative file or the TBIP database and Element J22 – Placement Test Date is 5/1/2006 or earlier, J20 and J21 may be null.

A new enrollment record is to be reported for a student who experiences a change in their Instructional Model Code. The initial record is to be reported in Student Limited English Proficiency File (J), with Element J08 – Program Exit Date for the last day of service with the current Model Code and Element J09 – Exit Reason Code should be reported with valid value T - Transfer within district or between models. A new record will then need to be reported for the student in Student Limited English Proficiency File (J), with Element J07 – Program Status Start Date for the first day of service and with the new Instructional Model Code in Element J06.

Element J19 – Grade Level at Placement should be reported with a value of K1 or K2 for any students who took the placement test while enrolled in Kindergarten. If the exact K1 or K2 status was not known at the time of testing, districts may determine which value to report.

In Element J21 – Placement Level, valid values L4 and L5 have the same definition. L5 is available to accommodate old placement tests that used L5 as the transitional level. If J06 – Instructional Model code is NOT Null, Element J21 May Not Be L4 or L5.
Special Education

Special education and related services provided to students in Washington are designed to meet the educational needs of all students determined to meet special education requirements under the federal Individuals with Disabilities in Education Act (IDEA) and Washington State RCW 28A.155.

Special education program services are reported in Student Special Education Programs File (K).

Element K10 - Initial Referral Date, reported in Special Education File (K), is the date the district received a written request for an initial evaluation of a student to determine if the student is eligible to receive special education services (WAC 392-172A-03005(2)).

Element K11 - Initial Eligibility Date, reported in Special Education File (K), is the date submitted upon completion of the signed evaluation report (WAC 392-172A-03005(3)). The date reported in Element K11 must be equal to or greater than Element K10 – Initial Referral Date.

Element K14 – Program Start Date is the date the student began receiving services in the special education program in the reporting district or had a change in the Least Restrictive Environment (LRE) Code reported for the student. If your district uses the first day of school of the current school year for your District Student Enrollment Date in Element B14, then Element K14 must be on or before the date reported in Element B14.

Upon completion of an evaluation, a group of qualified professionals and the parent of the student determine whether the student is eligible for special education and the educational needs of the student. The school district must provide a copy of the evaluation report and documentation of determination of eligibility at no cost to the parent.

Every year OSPI is required to submit a federal report of Special Education students enrolled and served as of November of the current school year. The students reflected in the November Special Education Child Count Report are those students that are enrolled and served on the first business day in November of the reporting year. Students that exit prior to the November count date or are initially enrolled after this date will not be included in the November Special Education Child Count Report.

The November Special Education Child Count Report reflects student counts by Least Restrictive Environment (LRE) Code. The LRE Code reported for individual students receiving Special Education services must be appropriate to the student’s age as of their last birthday.

The annual November Special Education Federal Child Count application is a separate application that is prepopulated with CEDARS data. This application is located within the Education Data System and is accessible to those users with the appropriate user roles.
Courses, Student and Staff Schedules, and Grade History

Reporting State Course Codes

State Course Codes reported within CEDARS were developed using the National Center for Educational Statistics (NCES) course codes. Special programs, e.g., special education, bilingual, gifted, do not have specific course codes designated for these programs or students. School Districts determine the course code most appropriate for each class offered. Each section within the State Course Codes has a ‘generic’ or ‘other’ code that may be used if the other course codes do not apply.

State Course Codes are provided for both high school rigor and non-high school rigor courses. Reporting State Course Codes for all courses of high school rigor is required. Reporting State Course Codes for all courses that are not of high school rigor are required in Course Catalog for grades 6-8 core content area courses when in a middle school beginning in the 2015-16 school year. Reporting all other non-high school courses is optional, but encouraged.

Advancement via Individual Determination (AVID) Courses (State Course Codes 23000 & 72007) may only be used in schools with approved courses. A list of approved schools may be found in CEDARS Appendix H, http://www.k12.wa.us/CEDARS/manuals.aspx.

Beginning with the 2015-16 school year, the State Course Code in the Course Catalog will be utilized to identify and pre–populate OSPI’s Teacher Quality Data Collection tool to make Highly Qualified Teacher (HQT) determinations. It is highly important that all high school and core content area courses in grades 6-8 middle schools are submitted in Course Catalog using specific State Course Code rather than the generic values. If the courses are not listed with the appropriate State Course Code, HQT will not recognize the correct teachers.

Information regarding both high school rigor and non-high school rigor State Course Codes can be found at http://www.k12.wa.us/CEDARS/manuals.aspx, within the State Course Codes document.

Reporting Running Start Courses

Running Start is a program that allows 11th and 12th grade students to take college courses and simultaneously earn high school and college/university credit. Courses are taught at or under the authority of certain institutions of higher education by college approved instructors. Running Start students do not pay tuition, but they do pay college fees, buy their own books, as well as provide their own transportation.

Reporting of Running Start courses is required in Student Grade History File (H). Running Start courses should be reported in Student Grade History File (H) as transfer courses and with the Course Designation Code of ‘R’ once final information is received regarding course completion and letter grades earned. Reporting Running Start courses is not required in any other CEDARS file.

Districts may choose to report placeholders for Running Start courses in the Student Schedule File (E). A corresponding record for the placeholder course will be needed in Course Catalog File (D) with the Course Designation Code of ‘R’. If a corresponding record for the placeholder course is not included in the Course Catalog File (D), the placeholder student schedule records will be submission errors.

When reporting Course Designation Code(s) in Course Catalog and Student Grade History please be aware that Running Start (R) courses cannot also be reported as International Baccalaureate (I), College in the High School (C), Tech Prep (T), Advanced Placement (A), or Cambridge Program (K) codes.

Students at Skills Centers

To participate in Skill Center courses, students must first be enrolled in grades 9-12 at a high school or middle school offering those grades. Students at a Skill Center are considered dual enrolled. This means both the “home”/sending school and the Skill Center must report student enrollment to CEDARS. Skill Centers cannot direct enroll students only at the Skill Center – students must be sent or referred to the Skill Center by their “home”/sending school.
Skill Centers must report to CEDARS all students receiving services. Skills Centers are required to report grade history for all students for the current school year. All students served at the Skill Center are reported as IsPrimary="No" in CEDARS, (found in the School Student File (C), Element C10 – Is this the School that is Primarily Responsible for the Student) The data provided by Skills Centers in CEDARS is used to generate the annual Federal Vocational Report (P210 Voc).

The student’s home or sending district must also report enrollment information to CEDARS for:
- students attending part-time at the skills center
- students attending full-time at the skills center

All courses and credits from the skills center should be reported in Student Grade History File H as transfer courses by the home/sending district once final information is received regarding course completion and letter grades earned. The home or sending district should also include in Student Grade History any information regarding CTE completer or certification status achieved by the student.

**Skill center participation summer prior to Grade 9 enrollment**

Summer school programs will be open to students in grades 9-12, except in cooperative education programs where 16 years of age will be the minimum as required for a work permit. Local school districts must have a policy in place to allow students who will be ‘incoming freshman’ in the fall to take skill center courses over the summer months. High school credits earned during the summer months will be reported as transfer credits in the fall once students are enrolled as grade 9 in their home high school. Seniors who are scheduled to graduate, but wish to complete their industry certification or program over the summer of their senior year may not be reported as a “graduate” in CEDARS by their home/sending high school until all courses have been completed.

Skills Centers that enroll students the summer between their 8th and 9th grade years must take care when providing a graduation requirements year for these students in their Student Information System (SIS). The graduation requirements year provided for a student is to be four years from when they are first enrolled in the fall of their initial grade 9 school year. E.g., student who will be a first time grade 9 student in the fall of the 2015-16 school year would have a graduation requirements year of 2019 assigned to them. This graduation requirements year is used to determine cohort placement, and other determinations, for the students. Due diligence must be taken to ensure an incorrect graduation requirements year is not provided for these students.

**Grade History Element H24 – Assessment of Technical Skills**

Beginning in the 2010-11 school year, school districts were required to report the results of students’ attainment of technical skills in the CEDARS Grade History File (H), Element H24 – Did the Student Take or Pass a State or Nationally Recognized Assessment of Technical Skill and Knowledge. This element is used to fulfill a federal requirement to report students who have attained some kind of technical skill in an approved CTE course. When analyzing the data in element H24, and in talking to CTE directors within a few districts, we realized there may be a misunderstanding of this element. Specifically, Element H24 is not to be confused with Element H21 – Did Student Receive a State or Nationally Recognized Industry Certification; H21 refers to the student passing a certification exam while H24 refers to the student taking a skills and knowledge exam.

**Reporting Online Courses**

Online courses offered by the school district are to be reported in the same manner as other school/district courses.

It is an OSPI expectation that all online teachers responsible for core content courses or courseware meet the federal highly qualified requirements. This includes teachers of online courses or teachers using online courseware. The only exception is for online courseware used for credit retrieval in a traditional, comprehensive high school where the teacher is not providing instruction. Online courses taken completely outside of the school district are to be treated the same as transfer courses.

Below are examples of what would be district reported courses and district recognized transfer courses.

**Not a transfer course**

1. Example 1
a. Student is enrolled in district A
b. District A utilizes online vendor for a course/courses in lieu of finding teacher to provide course on campus
c. The course is still a district level course that the students enroll and participate in
d. We would expect to see all pertinent pieces of information reported to CEDARS

2. Example 2
   a. Student is enrolled in district A, Choices out to online Insight school in district B
      i. Student completes coursework through enrollment in district B
      ii. District B reports all courses, including affiliated staff, to CEDARS
      iii. Student returns to district A, district A reports courses taken in district B as transfer course

Transfer course

3. Example 3
   a. Student is home-schooled student (with intent to home school on file)
      i. Parent pays for student to enroll in online school
   b. Student transfers to public school district A
   c. District A recognizes courses and reports as transfer

4. Example 4
   a. Student is enrolled in district A
      i. Student/parent-guardian determines student is credit deficient and enrolls student in online school such as American Academy to earn one credit
   b. Student completes course and brings information to enrolled school in district A
      i. School reviews and accepts students earned credit and reports as transfer credit

Please carefully review http://digitallearning.k12.wa.us/approval/glossary.php#courses for more information about online coursework.

Reporting ALE Course Type Instruction

Beginning with the 2014-15 school year Student Schedule File (E), Element E09 – ALE Course Type and Student Grade History File (H), Element H27 – ALE Course Type were updated to collect course type information as opposed to funding information. This change was a requirement of WAC: 392-121-182 (3) (a) (ii).

Districts are required to indicate whether or not the course was taught through ALE and, if so, the valid values below must be reported in E09 and H27:

- O – “Online course” means an alternative learning experience course that has the same meaning as provided in RCW 28A.250.010
- R – “Remote course” means an alternative learning experience course or course work that is not an online course where the student has in-person instructional contact time for less than twenty percent of the total weekly time for the course.
- S – “Site-based course” means an alternative learning experience course or course work that is not an online course where the student has in-person instructional contact time for at least twenty percent of the total weekly time for the course.

Questions regarding ALE courses or programs offered by your district should be directed to the Digital Learning Department at OSPI and then reported appropriately within CEDARS

http://www.k12.wa.us/DigitalLearning/default.aspx
Email: dldinfo@k12.wa.us

Student Grade History

The purpose of Student Grade History file (H) is to report all high school rigor courses where credit was attempted for every student served during the current school year, including those who exit the school. Final letter grade and credit information for each course must match what will appear on the student’s transcript. Each student’s entire grade history across school years must be submitted. Student Grade History records for courses the student received from schools outside the current serving district must be reported as a transfer course using a SchoolCode
of 9999 within Element H26 – School Code. Element H05 – Location ID is optional. This change as well as Element H25 – Certification Number were added in the 2013-14 school year to the Student Grade History file and are required for all courses. Element H06 – Staff ID is optional.

For courses that are team taught or job shared, only report the lead teacher’s Certification Number in Element H25. The determination of which teacher to report is a district decision.

If a high school is combined with an elementary school or middle school/junior high school, only the courses of high school academic rigor, where credit was attempted, should be submitted. All other non-high school academic rigor courses should not be reported in Student Grade History.

**Reporting credits awarded through non-instructional pathways.**

To submit credit awarded to students for passing the EOC, or any other non-instructional credit awarded, you will need to provide the following information:

1. Course Designation Code = Z
2. Course Code = as determined by district, e.g., EOCMath or EOCScience
3. State Course Code = choose one that is consistent with subject area, e.g., math state course code if the EOC credit is for math
4. Content Area Code = specific to credit being given
5. Staff Certification number = NA

**Course Designation Code Definitions**

RCW 392-415-070(b) details additional identifiers, Course Designation Codes, that are required to be provided on all high school transcripts for students who first entered grade nine on or after the 2002-03 school year. These identifiers provide additional information regarding the courses listed such as the rigor of the course or the location of where the course was taken. Additional information regarding the codes provided below can be found at http://www.k12.wa.us/transcripts/ within the High School Transcript Developer/User Guide and the High School Transcript FAQs documents.

- **A** – Advanced Placement (AP). A program that allows students in grades 9-12 to take rigorous college-level courses while in high school. Courses in AP world language programs are the only AP courses allowed to be taken prior to 9th grade. Students may earn college credit and/or advanced placement into upper-level college courses by taking AP exams. Only approved high schools may offer AP courses and courses must be taught by highly qualified high school teachers. AP teachers must submit course syllabi to the College Board for approval prior to using the AP trademark. Advance Placement courses cannot be taught at a college or through a college program such as Running Start. Additional information can be found at http://www.k12.wa.us/AdvancedPlacement/default.aspx and the College Board website at http://apcentral.collegeboard.com/home. Also available on the College Board website is an AP FAQ (http://www.collegeboard.com/html/apcourseaudit/faq.html).

  OSPI begins validating that your school is approved to offer that particular AP course in January of the CEDARS submission school year.

- **B** – College Academic Distribution Requirements (CADR). This designation refers to college admissions criteria established by the Washington Student Achievement Council (WSAC). The term differs from high school graduation requirements that are determined by the State Board of Education and local school districts. Courses meeting CADR are determined by the school district and noted on the transcript with the “B” designation. More information about courses and guidelines can be found on the Washington Student Achievement Council’s website at http://www.wsac.wa.gov/. District curriculum staff may have already reviewed and determined which courses meet the College Academic Distribution Requirements (CADR) guidelines.

- **C** – College in the High School. A program that allows students in grades 10-12 to concurrently enroll in high school and college to earn both high school and college credits. These courses are offered within the high school. The high school claims the class as an FTE based on the enrolled weekly minutes for Basic Ed funding. The college charges the student or district for the dual credits and the amount charged can vary for each college. Beginning with the 2015-16 school year, state funded subsidies will be allocated to eligible high schools to pay the college dual credit fee. The class is taught by faculty at the college, as well as high school instructors appointed by
the college or university to serve as adjunct faculty (RCW 28A.600.290 (2)(i)). These courses cannot be taught at a college or through a college program such as Running Start. Additional information can be found at http://www.sbctc.ctc.edu/college/_e-collegeinhighschool.aspx.

H – Honors Option. These courses are determined by each district/school. Each district should establish clear guidelines regarding what courses should be designated as Honors Options.

I – International Baccalaureate. A program that allows students ages 3-19 to take international education courses while in a PK-12 school. Only approved schools may offer IB courses and courses must be taught by program qualified school teachers. The International Baccalaureate program offers high quality programs of international education to a worldwide community of schools. These courses help develop the intellectual, personal, emotional and social skills to live, learn and work in a rapidly globalizing world. These courses cannot be taught at a college or through a college program such as Running Start. Additional information can be found at www.ibo.org. OSPI begins validating that your school is approved to offer that particular AP course in January of the CEDARS submission school year.

K – Cambridge Program. Identifies courses approved as part of the University of Cambridge which offers an international, pre-university curriculum and examination system that emphasizes the value of a broad and balanced education for academically-able students. The Cambridge Program (K) includes General Certificate of Education (GCE) Advanced (A) and Advanced Subsidiary (AS) level courses, and International General Certificate of Secondary Education (IGCSE) level courses. Cambridge Courses cannot be taught at a college or through a college program such as Running Start. For more information, go to the University of Cambridge International Examinations website at http://www.cie.org.uk/.

L – Local Competency Test. A test that is used only in Washington State. This designation is used to indicate when a student takes a Local Competency Test in place of taking the actual test and passes via the score of that test. Local Competency test designations are only used for competency based tests given within PK-12 schools and cannot also be Running Start. Running Start students take actual courses and not competency based assignments.

N – National Competency Test. A test that is used in Washington State and in one or more other states (i.e., STAMP, ACTFL OPI, OPIc, and WPT and LinguaFolio Collection of Evidence, or SLPI for ASL). This designation is used to indicate when a student takes a National Competency Test in place of taking the actual test and passes via the score of that test. National Competency test designations are only used for competency based tests given within PK-12 schools and cannot also be Running Start. Running Start students take actual courses and not competency based assignments.

Q – Quantitative. This designation is used to identify courses that meet the definition of ‘quantitative math’. Students entering college or university beginning Summer of 2012 must earn a credit in a math-based Quantitative course during their senior year of high school. This requirement may be met by completing Algebra I, geometry, Algebra II (intermediate algebra), Integrated Math I, Integrated Math II, or Integrated Math III; or by completing a math-based quantitative course like statistics, applied math, or appropriate career and technical courses; or by completing an algebra-based science course taken during the senior year. The senior-year math requirement does not mean a 4th credit of math is required, nor does it require a higher level of math; the intent is for seniors to take meaningful math. Completion of higher-level math prior to the senior year exempts students from the senior-year quantitative course requirement (e.g., pre-calculus, math analysis, or calculus). Additional information can be found at http://www.wsac.wa.gov/.

R – Running Start. A program that allows 11th and 12th grade students to take college courses and simultaneously earn high school and college/university credit. Courses are taught at or under the authority of certain institutions of higher education by college approved instructors. Running Start students do not pay tuition, but they do pay college fees and buy their own books, as well as provide their own transportation. All Running Start courses paid for through Running Start apportionment dollars must be reported as such in CEDARS. Additional information regarding Running Start can be found at http://www.k12.wa.us/SecondaryEducation/CareerCollegeReadiness/RunningStart.aspx.
S – Science Lab. This designation is used to identify courses that meet the definition of ‘laboratory science’ per district policy. Students must earn two credits of laboratory science for admission to public baccalaureate institutions beginning Summer of 2010. One credit must be in an algebra-based science course as determined by the school district. One credit must be in biology, chemistry, or physics. Principles of technology courses taught in Washington High Schools may satisfy the laboratory science requirement. Additional information can be found at http://www.wsac.wa.gov/.

T – Tech Prep. A program that allows students in grades 9-12 to take courses that integrate academics with technical skill development and offered through an articulation commitment between high school and college programs. Career and Technical Education (CTE) classes that offer students the opportunity to earn dual, high school and college, credits are identified as Tech Prep. The student does not have to apply for the college credit for the class to be identified as a Tech Prep course. Tech Prep courses are taught by high school CTE instructors at high schools or skills centers. It is not taught at a college or through another college program such as Running Start. Additional information can be found at http://www.k12.wa.us/CareerTechEd/TechPrep.aspx.

Z – Non-Instructional. A designation used for occurrences where credit is given but there isn’t an actual course or instruction provided by a teacher. It is a local decision on which courses receive credit. Awarding credit for items such as the state assessments (WASL, HSPE, and EOC), alternative assessments (Portfolio, DAPE, and CAA Options), Local/National Competency Tests (STAMP, ACTFL OPI, OPIc, WPT and LinguaFolio Collection of Evidence, SLPI for ASL), senior projects, or other district determined allowances is consistent with the district option to award credit on the basis of clearly identified competencies in WAC 180-51-050. This designation will allow the record to be submitted in CEDARS Student Grade History without a Teacher Certification Number since it is a non-instructional credit.

Course Designation Code Reporting Guidance

R – Running Start Courses. Only students in 11th and 12th grade may take Running Start courses. A student’s grade level is established based on the district grade level policy. Running Start grade level eligibility is established when the student first enters grade 11. If after a student is determined eligible and the student’s grade level later changes during the same school year to a lower grade level, the student may still attend Running Start. In these instances, report the student’s grade level at the time eligibility was granted in Student Grade History.

When reporting Course Designation Code(s) in Course Catalog and Student Grade History please be aware that Running Start courses cannot also be reported as any of the following types of courses because of proprietary rights, funding, and other participation requirements.

- Advanced Placement (A)
- Cambridge Program (K)
- College in the High School (C)
- International Baccalaureate (I)
- Local Competency Test (L),
- National Competency Test (N)
- Tech Prep (T)

Likewise, Advanced Placement (AP) and International Baccalaureate (IB) codes cannot be reported with Running Start courses.

When transferring Running Start credits into the high school that the college/university credits must be converted to high school credits. For example, at the college or university level, five quarter or three semester hours shall equal 1.0 high school credit (WAC 180-51-050 High school credit – Definition).

A – Advanced Placement (AP) Courses. The Advanced Placement Course Designation Code (A) (Element H16) should only be used in schools with approved courses or when reporting transfer courses in Student Grade History File H. A list of approved schools may be found at https://apcourseaudit.epiconline.org/ledger/.

When an AP Course Designation Code (A) is submitted in CEDARS, an AP Course Code must also be provided in Course Catalog File (D), Element D09 and/or Student Grade History File (H), Element H16. Likewise, when an AP Course Code is submitted in CEDARS, an AP Course Designation Code (A) must also be provided in Course
Catalog File (D), Element D07 – Course Designation Code and/or Student Grade History File (H), Element H13 – Course Designation Code.

Advanced Placement courses cannot be taught at a college or through a college program such as Running Start.

Only courses with a finalized Course Audit form and an approved syllabus are authorized to display “AP” in course titles and to indicate an AP designation in the Course Designation Code (A). In addition, all AP course titles must include the official AP course title or abbreviation. If districts wish to also display their chosen course title, the district may include the official AP course title or abbreviation in brackets either before or after it. Examples of acceptable and unacceptable course titles are below:

    OK: AP European History
    OK: Western Civilization [AP European History]
    OK: [AP European History] Western Civilization
    NOT OK: AP Western Civilization

For more information on approved and acceptable official AP course titles/abbreviations, go to Appendix Q of the CEDARS Manual or http://apcentral.collegeboard.com/apc/public/courses/teachers_corner/index.html. A list of approved AP courses with course abbreviations can be found in Appendix Q, in the CEDARS Appendices, located at http://www.k12.wa.us/CEDARS/Manuals.aspx.

I – International Baccalaureate (IB) Courses. The International Baccalaureate Course Designation Code (I) (Element H16) may only be used in schools with approved courses or when reporting transfer courses in Student Grade History File H. A list of approved public and private schools may be found at http://www.ibo.org/school/search/index.cfm?programmes=&country=US&region=WA&find_schools=Find.

When an IB Course Designation Code (I) is submitted in CEDARS, an IB Course Code must also be provided in Course Catalog File (D), Element D09 or Student Grade History File (H), Element H16. Likewise, when an IB Course Code is submitted in CEDARS, an IB Course Designation Code (I) must also be provided in Course Catalog File (D), Element D07 – Course Designation Code and/or Student Grade History File (H), Element H13 – Course Designation Code.

International Baccalaureate courses cannot be taught at a college or through a college program such as Running Start.

All IB courses must use the official IB course title or abbreviation identified in Appendix Q of the CEDARS Manual. If districts wish to also display their chosen course title, the district may include the official IB course title/abbreviation in brackets either before or after it.

L – Local and N – National Competency Test Designations. Local and National Competency Test Designations are to be provided when a student takes a Competency Test in place of taking the actual class and passes via the score of that test. A Local Competency Test is a test only used in Washington State (i.e., with a local teacher) and a National Competency Test is a test that is used in Washington State and in one or more other states (i.e., STAMP, ACTFL OPI, OPlc, and WPT and LinguaFolio Collection of Evidence, or SLPI for ASL). Courses designated as a Local or National Competency Test cannot also be Running Start. Running Start students take actual courses and not competency based assessments.

Z – Non-Instructional. The Non-Instructional designation is used for occurrences where credit is given but there isn’t an actual course or instruction provided by a teacher. It is a local decision on which courses receive credit. Awarding credit for items such as the state assessments (WASL, HSPE, and EOC), alternative assessments (Portfolio, DAPE, and CAA Options), Local/National Competency Tests (STAMP, ACTFL OPI, OPlc, WPT and LinguaFolio Collection of Evidence, SLPI for ASL), senior projects, or other district determined allowances is consistent with the district option to award credit on the basis of clearly identified competencies in WAC 180-51-050. This designation will allow the record to be submitted in CEDARS Student Grade History without a Teacher Certification Number since it is a non-instructional credit. Courses that are listed as Non-Instructional cannot also be reported as any of the following types of courses.
• Advanced Placement (A)
• Cambridge Program (K)
• College in the High School (C)
• International Baccalaureate (I)
• Running Start (R)
• Science Lab (S)
• Tech Prep (T)

Content Area Codes

The Content Area Codes are found in Appendix O and are reported in Course Catalog File (D), Element D06 – Content Area Code and Student Grade History File (H), Element H14 – Content Area Code.

Beginning in the 2015-16 school year only the Content Area Codes for block classes (123) or non-instructional (ZZZ) classes will be used for populating the HQT tool. The State Course Code in the Course Catalog will be utilized to make Highly Qualified Teacher (HQT) determinations. It is highly important that all high school and core content area courses in grades 6-8 middle schools are submitted in Course Catalog using specific State Course Code rather than the generic values. If the courses are not listed with the appropriate State Course Code, the HQT tool will not recognize the correct teachers.

For school years prior to 2015-16, content area codes from Course Catalog File (D), Element D06 were used for populating the Highly Qualified Teacher (HQT) Tool and for annual Title II, Part A Federal reporting requirements. The content area codes in Appendix O, utilized prior to 2015-16, are marked with a core content and non-core content indicator. Only core content area codes (valid values 1-14 and 123) were used by the HQT tool and annual federal and state HQT reports.

Valid value 122 - Miscellaneous, is intended to be used for courses where instruction occurs, but the content does not fit with all other available content area codes (e.g., Culminating Project or Navigation 101 courses). Please note, valid value 122 is not to be used beginning with the 2015-16 school year.

Multiple subject classes or classes with more than one core content area must be reported with valid value 123 - More than one core content area code (block class). Block classes teaching multiple subjects should not be reported in valid value 122 - Miscellaneous.

Examples of block classes that could be appropriately coded to valid value 123 include but are not limited to:
• Reading / English
• Language Arts / History
• Art / World Literature
• American Humanities (English, history)
• Science / Math

Content area code ZZZ - Non-Instructional time, is intended to be used to report a course when no direct instruction is happening.

Examples of classes that should be coded as valid value ZZZ are:
• Teacher’s Aide
• Advisory
• Study Hall
• Core-Flex
• Study Skills
• Assessment/Testing out of a course
• Online credit retrieval only for credit retrieval courses taken in a traditional, comprehensive high school
Grade Point Average (GPA)

Districts are required to provide a Grade Point Average (GPA) within CEDARS District Student File (B), Element B28 – Cumulative Grade Point Average. This is the cumulative GPA that is reported on the state standardized transcript.

- If the student has not been with the district long enough to generate a GPA, the GPA data field should be left blank.

WAC 392-415-055 Definition – Grade point average.

(1) Each student's "grade point average" shall be the sum of the point values, as defined in WAC 392-415-050, of all the marks/grades received for all courses attempted, divided by the sum of the credits for all courses attempted.

(2) The grade point value shall be rounded by multiplying the numerical value of the mark/grade earned by the number of credits assigned to the course.

(3) Grade point averages shall be rounded to the third decimal place and reported for each trimester/semester or other term and for the cumulative credits earned for all courses attempted in high school.

(4) All marks/grades for all courses taken shall be included in the calculation of grade point averages except for:

a) Non-numerical marks/grades shall be excluded from the calculation of grade point averages; and

b) Only the highest mark/grade earned for a class/course taken more than once to improve a mark/grade shall be included in the calculation of grade point averages.

This exception shall not apply to recurring courses. Recurring courses are not considered repeated courses taken for the purpose of improving a mark/grade. Recurring courses are those taken by a student to further develop their understanding and skills in the subject (e.g., journalism, advanced art or drama, concert band, etc.), or is taken by the student more than once to satisfy different credit requirements (e.g., advanced drama taken three times to meet an elective requirement, an art requirement, and the occupational education requirement).

(c) Credits attempted for courses taken more than once to improve a grade/mark may count only once toward the number of credits required for graduation.

(d) Credits attempted for courses taken more than once to improve a grade may count toward the number of credits required for graduation on the condition that the letter grades earned for all attempts are included in the calculation of the student's grade point average. Districts and schools shall not convert letter grades to non-numerical grades/marks for the purpose of this subsection.

Term

The following is guidance on how to best report Term within CEDARS Student Schedule File (E) – Element E08, Staff Schedule File (G) – Element G07 and Grade History File (H) – Element H19.

<table>
<thead>
<tr>
<th>Term</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>SEM1</td>
<td>The first 18 week session of the school year on the semester system</td>
</tr>
<tr>
<td>SEM2</td>
<td>The second 18 week session of the school year on the semester system</td>
</tr>
<tr>
<td>TRI1</td>
<td>The first 12 week session of the school year on the trimester system</td>
</tr>
<tr>
<td>TRI2</td>
<td>The second 12 week session of the school year on the trimester system</td>
</tr>
<tr>
<td>TRI3</td>
<td>The third 12 week session of the school year on the trimester system</td>
</tr>
<tr>
<td>Q1</td>
<td>The first 9 week session of the school year on the quarter and/or Semester system</td>
</tr>
<tr>
<td>Q2</td>
<td>The second 9 week session of the school year on the quarter and/or Semester system</td>
</tr>
<tr>
<td>Q3</td>
<td>The third 9 week session of the school year on the quarter and/or Semester system</td>
</tr>
<tr>
<td>Q4</td>
<td>The fourth 9 week session of the school year on the quarter and/or Semester system</td>
</tr>
<tr>
<td>ALLYR</td>
<td>Nine month (can be used for elementary schools)</td>
</tr>
<tr>
<td>SIXWKT1</td>
<td>The first six week session during current school year</td>
</tr>
<tr>
<td>SIXWKT2</td>
<td>The second six week session during current school year</td>
</tr>
<tr>
<td>SIXWKT3</td>
<td>The third six week session during current school year</td>
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<td>SIXWKT4</td>
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<td>SIXWKT5</td>
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<tr>
<td>SIXWKT6</td>
<td>The sixth six week session during current school year</td>
</tr>
<tr>
<td>TERM1of8</td>
<td>The first term of an eight-term school year</td>
</tr>
<tr>
<td>TERM2of8</td>
<td>The second term of an eight-term school year</td>
</tr>
<tr>
<td>TERM3of8</td>
<td>The third term of an eight-term school year</td>
</tr>
<tr>
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<td>The fourth term of an eight-term school year</td>
</tr>
<tr>
<td><strong>TERM5of8</strong></td>
<td>The fifth term of an eight-term school year</td>
</tr>
<tr>
<td><strong>TERM6of8</strong></td>
<td>The sixth term of an eight-term school year</td>
</tr>
<tr>
<td><strong>TERM7of8</strong></td>
<td>The seventh term of an eight-term school year</td>
</tr>
<tr>
<td><strong>TERM8of8</strong></td>
<td>The eighth term of an eight-term school year</td>
</tr>
<tr>
<td><strong>OTHER</strong></td>
<td>Other school session that does not meet any other Term definition</td>
</tr>
<tr>
<td><strong>SUM1</strong></td>
<td>Either the first session of a two session summer program or the only session of a single session summer program</td>
</tr>
<tr>
<td><strong>SUM2</strong></td>
<td>Second session of a two-session summer program</td>
</tr>
</tbody>
</table>

* Sum1 & Sum2 are only to be submitted to Student Grade History (H), Element H19 – Term. Sum1 & Sum2 are not valid values within Student Schedule File (E), Element E08 – Term or Teacher Schedule File (G), Element G07 – Term.

**Guidance**

1. **Alternative schools and Online Education**: If not able to identify with one particular session type, use the Quarter designation that most closely aligns with the quarter the course was taken/taught based on the number of weeks into the school year.

2. **When to use SEM1 versus Q1 and Q2**: If a course is taken/taught for only one quarter out of a semester, use the appropriate quarter designation. Otherwise, use the Semester designation.
Ethnicity and Race

Beginning with the 2010-11 school year the U.S. Department of Education (USDOE) began requiring states to collect and report ethnicity and race information consistent with new federal guidelines. These new guidelines are in alignment with those currently used by the U.S. Census and almost all other federal departments. As of September 2010, all student information concerning school years 2010-2011, and on, is required to comply with these standards. School districts are required to collect ethnicity and race data using a two-part question:

1) The first part of the question asks whether the students is identified as Hispanic or Non-Hispanic and, if Hispanic, which Hispanic subgroup(s). This information is reported within CEDARS Ethnicity File (L), Element L05 – Ethnicity Code. Valid Codes are available in CEDARS Appendix Y – Ethnicity Codes.

2) The second part of the question asks for identification of race category. Multiple race categories can be selected. This information is reported within CEDARS Race File (M), Element M05 – Race Code. Valid Codes are available in CEDARS Appendix Z – Race Codes.

Additional information regarding the federal Ethnicity and Race reporting requirements can be found at http://edocket.access.gpo.gov/2007/pdf/E7-20613.pdf. A full list of the valid Ethnicity and Race codes, sample data collection forms, FAQs for Parents and Guardians can be found at http://www.k12.wa.us/CEDARS/training.aspx.
Student Absence

Student Absence File (N) is used to report daily absences for students absent from seat-time classes. Absences from Alternative Learning and Online classes that don’t require seat-time attendance do not have to be reported in this file. All absences from seat-time instruction should be reported, even if the absence is due to participation in a district or school approved activity or instructional program.

RCW 28A.225.020 states that “failure to attend the majority of hours or periods in an average school day” is a full-day absence. A part day absence is when the student is absent for less than half of the day. Average school day is the number of hours or periods the student is scheduled to attend. WAC 392-400.325 provides a statewide definition of excused and unexcused daily absences.

In certain data systems, there may not be sufficient granularity to make the distinction between an absence that is less than half-day vs. half-day or more. For example, an elementary school absence may be recorded in the district system as only AM or PM or all day. A district may decide that an absence recorded as AM or PM in most cases is absent less than 50% and thus is a part-day absence.

Both excused and unexcused absences, whether partial or full-day, must be reported to CEDARS Student Absence File (N). Element N07 – Absence Code contains detailed descriptors for excused & unexcused absences and part- and full-day absences.

Students who are enrolled in more than one school must have their absences reported as they apply to each school.

Determining whether a student is tardy or is considered absent for part of a day is a district, or individual school, policy decision.

Report all absences for students including those that lead up to a student being dropped from enrollment due to 20 consecutive full-day unexcused absences, or non-attendance. It has been determined that if a student is to be included for enrollment, “count day” and any other school/district reporting then the students absences must also be reported to OSPI.

For students who become enrolled in juvenile detention facilities or juvenile justice schools while enrolled in your school/district, districts have several reporting options:

- The district has a choice to withdraw the student once they learn of the enrollment in the juvenile detention center. If the student is at the juvenile detention center for a few days, a district may choose to keep the student enrolled in their school and wait for the student to return after the suspension or expulsion has elapsed. If the student has a longer stay at the juvenile detention center, the district may choose to withdraw the student. Either way, this is a district decision.

- If the student is not withdrawn from the district school due to an enrollment at a juvenile detention center:
  - The district should work with the juvenile detention center so only one school is reporting the student as primary in School Student File (C), Element C10 – IsPrimarySchool.
  - The district should report the days of absence due to the suspension or expulsion up to the point the student returns from the suspension or expulsion in the Student Absence File (N).
  - The district should report the details regarding the student’s discipline record in the Student Discipline File (P).

- If the student is withdrawn from the district school due to an enrollment at a juvenile detention center:
  - The district should report the days of absence due to the suspension or expulsion up to the point the student is withdrawn in the Student Absence File (N).

Please report the most current absence information known at the time of submission. We expect the data in this file to change frequently. For example, a student who is reported with a series of unexcused absences but it is
determined later that the student is a confirmed transfer, should be updated in this file to remove the originally reported unexcused absences.

If edits to existing absences are submitted to CEDARS, e.g., original UF reported but changed to EF per district policy, the existing absence record for that same date will be updated.
Student Discipline

The Student Discipline File (P) is used to report behavior and corrective or disciplinary actions involving students during school or school related activities. Only students being disciplined should be reported in this file. Data reported in this file will be used for multiple purposes, including but not limited to pre-populating the annual Behavior and Weapons application in the Education Data System (EDS) and federal and state reporting.

Full definitions can be found in CEDARS Appendix B (Behavior) and Appendix D (Weapons), found at http://www.k12.wa.us/CEDARS/Manuals.aspx.

A school district determines when a behavior is identified as a unique incident. Students with multiple behaviors for the same incident should be reported in Student Discipline File (P) Element P07 – Behavior Code with the most serious behavior code. If more than one behavior is associated with the incident being reported, the additional behaviors are to be reported in Element P16 – Other Behaviors. It is up to the district to determine which of the multiple behaviors is the most serious for reporting in CEDARS. If multiple behaviors are to be reported for one incident, the most serious behavior must be reported in Element P07 – Behavior Code.

Reporting Corrective or Disciplinary Action

If multiple corrective or disciplinary actions are assigned to a student for one incident and if a Short- or Long-Term Suspension or Expulsion is one of the actions, any assigned corrective disciplinary action that occurs after the ‘out of school’ action should not be reported in Element P09 – Corrective or Disciplinary Action Applied. For example, if a LS – Long Term Suspension is applied and then the student is assigned an ISS – In School Suspension, the LS – Long Term Suspension should be reported in Element P09.

Students who are Emergency Expelled and have no further Corrective or Disciplinary Action applied should be reported in:

Element P09 – Corrective or Disciplinary Action Applied with a valid value of EE – Emergency Expelled
Element P14 – Emergency Expulsion with a valid value of Y – Yes
Element P15 – Emergency Expulsion Days, report the number of school days the Emergency Expulsion was in effect (days between the initial date of the Emergency Expulsion and the date it ended).

Reporting absences/enrollment for students who are suspended or expelled –

Students reported in Element P09 – Corrective or Disciplinary Action Applied with a valid value of SS – Short Term Suspension or LS – Long Term Suspension should be reported with ‘excused absences’ in Student Absence File (N) for the duration of time designated in Element P10 - Number of Corrective or Disciplinary Action Days. Students’ who do not return to enrollment after the number of days identified in Element P10, are to be reported with Unexcused Absences until such time as the absences are either excused by the parent/guardian or the student returns to enrollment.

Expelled students are no longer enrolled and any additional incidents after the expulsion cannot be reported to CEDARS.

Students who become expelled should be reported in Element B15 – Date Exited from District, Element C08 – Date Student Exited from School and Element C09 – School Withdrawal Code. The exit date reported in Elements B15 and C08 should be the same date reported in Element P08 – Corrective or Disciplinary Action Date.

Reporting Number of Corrective or Disciplinary Action Days –

Element P10 - Number of Corrective or Disciplinary Action Days collects the consecutive number of school days assigned to the student for the corrective action or discipline reported in Element P09 – Corrective or Disciplinary Action Applied or Element P14 – Emergency Expulsion.

If an emergency expulsion was the initial Action Applied, the number of days associated with the emergency expulsion should be reported in Element P15 – Emergency Expulsion Days to Conversion

Example 1 -
Student A is initially emergency expelled for 2 days, final Corrective or Disciplinary Action Applied is a long term suspension of 15 days. The total number of days the student will not be allowed to attend school is 17 days. 
Submission to CEDARS would be:
- Element P10 – Number of Corrective or Disciplinary Action Days = 17
- Element P15 – Emergency Expulsion Days to Conversion = 2

Example 2 – 
Student B is initially emergency expelled for 3 days, final Corrective or Disciplinary Action applied is a short term suspension. The final decision is the student will not be allowed to attend school a total of 10 days. Submission to CEDARS would be:
- Element P10 – Number of Corrective or Disciplinary Action Days = 10
- Element P15 – Emergency Expulsion Days to Conversion = 3

Other Behavior vs Multiple Minor Offenses –
An ‘Other Behavior’ is a one-time offense, which does not fit into the other provided Behavior categories. Multiple Minor Offenses are a series of minor offenses that individually would not result in a Correction or Disciplinary Action but that over time build up to one.

Definitions –
In School Suspension. Instances in which a student is temporarily removed from his/her regular classroom(s) for disciplinary purposes but remains under the direct supervision of school personnel. This includes but is not limited to students who are receiving the services in their IEP, appropriately participate in the general curriculum, and participate with students without disabilities to the extent they would have in their regular placement. “Direct supervision” means school personnel are physically in the same location as students under their supervision.

Short Term Suspension. A student is suspended from school for a defined number of school days up and including 10 days.

Long Term Suspension. A student is suspended from school for a defined number of school days that is equal to or greater than eleven days.

Expulsion. A student is expelled from school for up to one calendar year. In some instances school districts may petition for student to be expelled longer than one calendar year or permanently.

Emergency Expulsion. A student may be expelled immediately by a school district in emergency situations when the district believes the student’s presence poses an immediate and continuing danger to students, school staff, or poses an immediate and continuing threat of substantial disruption of the education process. The rules specifically state: “An emergency expulsion must end or be converted to another form of corrective action within ten school days from the date of the expulsion.

WAC 392-400-025, found here, provides additional information for the definitions above.

Emergency Expulsion Days to Conversion. An emergency expulsion must end or be converted to another form of corrective action within ten school days from the date of the emergency removal from school.

“School day” shall mean a calendar day except school holidays on which students enrolled in the school district are afforded the opportunity to be engaged in educational activity which is planned, supervised, and conducted by or under the supervision of the school district certified staff, and on which day all or any portion of the students enrolled in the program actually participate in such educational activity.

Academic Services. Academic services, as defined by district policy, provided to students while they are excluded from school due to suspension or expulsion. Academic services provided should enable the student to avoid the loss of academic credit when possible.
**Behavior Services.** Behavior services, as defined by district policy, provided to students while they are excluded from school due to suspension or expulsion. Behavior services provided while a student is excluded should be reasonable and related directly to the disciplinary infraction.

**Reengagement Meeting.** Reengagement Meeting means a meeting held between the school district and the student and parent/guardian to discuss how to return a long-term suspended or expelled student to an education setting as soon as possible. The reengagement meeting should be scheduled with the student and the student's parents or guardians:

1. Within 20 days of the student's long-term suspension or expulsion — if the suspension or expulsion is **longer than 20 days**
2. No later than five days before the student's reentry or enrollment — if the suspension or expulsion is **less than 20 days**

Reengagement meeting participants should take into account the

1. circumstances related to the student’s suspension or expulsion,
2. student’s prior academic and discipline history, and
3. severity of the disciplinary incident that led to the student’s exclusion.

District or school staff initiate the reengagement conference. This meeting is separate from the conference associated with the *petition for re-admission*.

**Reengagement Plan.** A reengagement plan should re-engage the student in a school program tailored to the student's individual circumstances (RCW 28A 600.022). The plan should address the services available to the student while excluded, what the student is required to do before returning to school, and the supportive interventions that will be in place when the student returns to school.

While developing a reengagement plan, school districts should consider:

1. Shortening the length of time that the student is suspended or expelled
2. Whether or not there are other forms of corrective action that could be more effective.
3. How the plan can aid the student as they take the necessary steps to remedy the situation that led to the suspension or expulsion. Supportive interventions that support academic success, and keep the student engaged and on track to graduate.
Teacher Information

Teacher Certificate Numbers
CEDARS validates teacher certification numbers against the state’s certification records. This information is used to link students to teachers for research requests and other reporting requirements. All staff records submitted to CEDARS must contain a valid Certificate number. Temporary certification numbers are no longer valid.

All public school teachers instructing students in grades PK-12 must have a valid certificate number or special exception indicator and a staff type code reported to CEDARS. Pre-school teachers should be reported with the appropriate staff type code in Staff File (F), Element F04.

A list of valid Staff Type Codes is available in CEDARS Appendix U, http://www.k12.wa.us/CEDARS/Manuals.aspx.

Long Term Substitute Teachers
OSPI expects that long term substitutes will be reported in CEDARS in order to populate the Highly Qualified Teacher Data Collection Tool, which is located in the EDS system under Electronic Certification. A long term substitute is defined as a certificated teacher who serves in a single teaching assignment for four or more consecutive weeks (20 school days).

Contract Teachers
Contract teachers are required to be certified and reported in CEDARS. The Staff Type Code for Contract teachers is 630.

Itinerant Teachers
Itinerant teachers must be reported in the Staff File. It is not necessary to report them in the Staff Schedule File.

Teacher Indicators
The Teacher Indicator is a flag used to identify a teacher’s role in the classroom. District definitions may vary from the basics described here due to contractual language.

P – Primary. The teacher responsible for grading and the majority of instruction in the classroom.

A – Alternate. An alternate teacher rotates in and out of a classroom on a regular but limited basis. Their foremost tasks consist of instruction and test administration.

T – Team – Primary. Team teaching consists of two or more teachers together who share responsibilities for teaching dual subjects in a classroom. While the team has input for grading and instruction, the primary teacher has the responsibility for overseeing grading and instruction. There can only be one primary teacher for a given course.

U – Team – Alternate. An alternate teacher rotates in and out of a classroom on a regular but limited basis in a team teaching situation. Their foremost tasks consist of instruction and test administration.

V – Team – Substitute. A team substitute teacher is one who may or may not be on contract for the district and fills in for short-term absences, scheduled or unscheduled, of other teachers in an existing team teaching situation.

W – Team – Long Term Substitute. A long-term substitute is a teacher who assumes a substitute role in one classroom for twenty (20) or more days in an existing team teaching situation.

S – Substitute. A substitute teacher is one who may or may not be on contract for the district and fills in for short-term absences, scheduled or unscheduled, of other teachers.
L – Long-term Substitute. A long-term substitute is a teacher who assumes a substitute role in one classroom for twenty (20) or more days.

J – Job Share – Primary. Job share teaching consists of two or more teachers each teaching parttime. They are, however, teaching the same subject area to the same class.

B – Job Share – Alternate. An alternate teacher rotates in and out of a classroom on a regular but limited basis in a job share situation. Their foremost tasks consist of instruction and test administration.

C – Job Share – Substitute. A job share substitute teacher is one who may or may not be on contract for the district and fills in for short-term absences, scheduled or unscheduled, of other teachers in an existing job share situation.

D – Job Share – Long Term Substitute. A long-term substitute is a teacher who assumes a substitute role in one classroom for twenty (20) or more days in an existing job share situation.
Other Information

CEDARS Website
www.k12.wa.us/CEDARS

The CEDARS website contains other helpful documents, communications, updates and training materials that are helpful for accurate CEDARS reporting.

Email Communications
OSPI uses email addresses from the Education Data System (EDS) Administration profile system to communicate with districts important information and deadlines. This means that the email address assigned as your username for EDS will be used when OSPI needs to communicate via email with each user, based on the roles assigned to the user in EDS.

A user can update and correct their email address (EDS user name) in one of two ways:

- Individual personnel with access to EDS can view their personal information by logging into the system and viewing “Edit My Personal Information”. The email address can be updated here, and the updated email address will become the user’s new user name when logging into EDS.

- District security managers may review and update user roles, assigned personnel, and email addresses within the EDS Administration link. The security manager can utilize either the Security by Organization or Security by Role link within this site to review, update and make any/all pertinent changes. The updated email address will become the user’s new user name when logging into EDS.
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Resources

U.S. Department of Education Resources

U.S. Department of Education
http://www.ed.gov

No Child Left Behind (NCLB)
http://www.ed.gov/nclb

Office of Superintendent of Public Instruction Resources

Comprehensive Education Data And Research System (CEDARS)
https://eds.ospi.k12.wa.us/CEDARS

K12 Website
http://www.k12.wa.us

Bulletins and Memos
http://www.k12.wa.us/BulletinsMemos

School Apportionment and Financial Services
http://www.k12.wa.us/safs

Special Education
http://www.k12.wa.us/SpecialEd

Enrollment Reporting Handbook
http://www.k12.wa.us/safs/INS/ENR/0809/eh.asp

OSPI Customer Support
CustomerSupport@k12.wa.us

OSPI TTY
(360) 664-3631

[End of CEDARS Reporting Guidance]