



Washington Office of Superintendent of
PUBLIC INSTRUCTION

*Comprehensive
Education Data and
Research System
(CEDARS)
Reporting Guidance*

Comprehensive Education Data and Research System (CEDARS) Reporting Guidance

For the 2023-2024 School Year

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Washington Office of Superintendent of
PUBLIC INSTRUCTION

CEDARS Reporting Guidance

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Download this material in PDF on the OSPI Comprehensive Education Data and Research System (CEDARS) site (<https://www.k12.wa.us/data-reporting/reporting/cedars>). This material is available in alternative format upon request. Contact the Resource Center at 888-595-3276, TTY 360-664-3631.

PUBLICATION UPDATES

v16.1 Fall 2023 (Updates)

| Location | Overview | Notes |
|-----------------------------------|----------|---|
| Emergency Removal | Updated | As required under House Bill 1207 (2023) updated Emergency Expulsion to Emergency Removal |

v16.0 Summer 2023 (Original)

| Location | Overview | Notes |
|---|----------------------|---|
| Eligibility | Updated | Minor verbiage updates |
| Legal Name | Updated | Minor verbiage updates |
| Proof Document Requirements | Updated | Minor verbiage updates |
| Graduation Year – Expected Year | Updated | Minor verbiage updates |
| Language(s) Family Prefers to Communicate In | New | Description of new element and reporting guidance |
| Enrollment Changes - Transfers | Updated | Minor verbiage updates |
| Alternative Learning Experience | Updated | Minor verbiage updates |
| Course Designation Codes | Updated | Added Recruiting Washington Teachers, minor verbiage updates |
| Course Sequence & Sequence Group | Updated | Data collection remaining optional through 2023-24 |
| Student Attributes & Programs | Removed valid values | Removed District-Issued Learning Device, District-Issued Hotspot, Inadequate Technology Access & Recruiting Washington Teachers |
| Student Attributes & Programs | Updated | Minor verbiage updates - Learning Assistance Program, Open Doors Reengagement Program & Title I, Part A Schoolwide |
| Interpreter Services Requested for Annual IEP Meeting | New | Description of new element and reporting guidance |
| Student Ethnicity and Race | Updated | Minor verbiage updates |
| Student Growth | Updated | Minor verbiage updates |
| Discipline Reporting | Updated | Minor verbiage updates |
| Interpreter Services Requested | New | Description of new element and reporting |

| Location | Overview | Notes |
|---|----------|----------------------------|
| <u>for Exclusionary Discipline Reengagement Meeting</u> | | guidance |
| <u>School Safety and Security Staff Reporting</u> | Updated | Updated reporting guidance |
| <u>Students Restrained or Isolated</u> | Updated | Minor verbiage updates |
| <u>Initial Evaluation and Timelines Eligibility</u> | New | New Section |

INTRODUCTION

Overview

The Comprehensive Education Data and Research System (CEDARS) is a longitudinal data system that allows the Washington Office of Superintendent of Public Instruction (OSPI) to collect, store and report data related to students, courses, and teachers in order to meet state and federal reporting requirements and to help educators and policy makers to make data driven decisions. CEDARS replaced the former data collection tool used by OSPI, the Core Student Record System (CSRS), in September 2009.

The Comprehensive Education Data and Research System (CEDARS) Reporting Guidance supplements the CEDARS Manual and appendices. It provides schools and districts detailed reporting requirements and answers to frequently asked questions.

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.

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

Publication Process

The CEDARS Data Manual and supporting documents are published at regular intervals, in tandem with the corresponding CEDARS system updates. The planned updates occur four times each school year. The table below outlines the projected dates for these activities.

| Build | Hex | Publishing and System Changes Notes |
|-----------------|---------|---|
| Original | #C00000 | Data Manual, Appendices, Course Code List, and Reporting Guidance*. <i>*Reporting Guidance may be posted for the first time at a later date.</i> |
| Fall | #06997E | When CEDARS is rolled-over to the new school year. At a minimum to accommodate new program codes. |
| Winter | #502C98 | At a minimum to accommodate new program codes. |
| Spring | #3C85C6 | Final version. At a minimum to accommodate new program codes. |

Document Versioning

Changes are summarized within the publication updates section. Additionally, text updates are represented via the font color specific to each version: **Version 1** / **Version 2** / **Version 3** / **Version 4**. A strikethrough indicates removed or replaced content.

Communication

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.

CEDARS FUNCTIONALITY

Logical Delete

A logical delete happens when a change is made to a key element in a record that is submitted to CEDARS. For a list of elements, including which are key elements, see the CEDARS Data Manual on the [OSPI CEDARS Reporting site](#).

After a submission has been checked for data errors and submission exceptions, CEDARS logically deletes any records existing in CEDARS from previous successful submissions that it cannot identify in the new submission. CEDARS checks for records to logically delete by school year, it does not compare submissions from other school years.

There are three reasons why CEDARS would be unable to identify a record:

1. The record was submitted in the last submission that loaded successfully, but is not present in the most recent submission.
2. The record was submitted in the last submission that loaded successfully, but has errors in the most recent submission. Please note that this does not mean all submission exceptions will lead to logical deletes. If a record with errors has never been successfully loaded to CEDARS before, or was logically deleted in the past, it will not appear in the logical delete list for the latest submission.
3. A key element used to identify the record has changed. Each table has a combination of elements that must be unique in CEDARS and are used to identify records. These elements are called key elements. If any value in these elements changes, the old record will be logically deleted.

The logical delete threshold is the percentage of logically deleted records in a submission that are allowed before halting your submission. By default, CEDARS sets the logical delete threshold to 2% for all files. Threshold settings can be changed in the Submission tab of the CEDARS application.

A submission that exceeds the logical delete threshold will not process until the logical delete has been accepted. Once you accept the logical delete, the submission will load that evening. Currently, only one submission per school year can process each night, so if a new submission is submitted the same day you accept the logical delete, the new submission will override the accepted submission that exceeded the logical delete threshold. More often than not, the new submission will contain the same data, and will exceed the logical delete again and the data will not load until you accept the logical delete threshold again.

You can verify if a submission has processed successfully via the Submission tab in the CEDARS application in the Submission List. This is also where you can view the details for records that have been logically deleted in successful submissions.

TRAINING PRESENTATIONS

Career Launch Programs, Core Plus Course Type, and Student Work-Based Learning Activities

Link: <https://youtu.be/7-ufY6fj0Mg>

Program: Career & Technical Education (CTE)

Files: Course Catalog File (D), Student Schedule File (E), Student Grade History File (H), Student Attributes and Programs File (I), Non-Traditional Student Credit Attempt File (T), Appendix AJ

Recorded: 2021-22 School Year

Continuous Learning 2.0+ and LAP Community Partnership

Link: <https://youtu.be/BRdmi3HCFeA>

Program: Alternative Learning Experience (ALE), Learning Assistance Program (LAP)

Files: Student Attributes and Programs File (I), Appendix F

Recorded: 2021-22 School Year

Course Sequence and Sequence Group

Link: <https://youtu.be/QzEfmtrzUTo>

Files: Course Catalog File (D), Non-Traditional Student Credit Attempt File (T)

Recorded: 2021-22 School Year

Graduation Rates (Adjusted Cohort P210)

Link: <https://youtu.be/4kPJPnUDc4E>

Program: Washington State Report Card

Files: Location File (A), District Student File (B), School Student File (C)

Recorded: 2021-22 School Year

Student Technology Access

Link: <https://youtu.be/e6dHb985L8U>

Program: Education Technology

Files: Student Attributes and Programs File (I), Appendix F, Appendix AI

Recorded: 2021-22 School Year

LOCATION

Location File (A)

This section contains guidance on reporting ancillary data for the County–District Code assigned to the Local Education Agency (LEA) by OSPI. As well as each school within the LEA.

Start Date

The CEDARS Initial School Start Date is the first instructional date of the regular school year (not including summer school) that classes are offered for students at this school, as reported in *Element A07 – Initial School Start Date*.

Unanticipated Delay

If school is cancelled on the originally scheduled start date because of an unanticipated event, the Local Education Agency may report either the date that school was scheduled to begin or the first date students were served.

Schools may adjust the start date as long as:

- It does not impact the September enrollment count day
- The basic education requirements for minimum instructional hours are met

Related Elements

Start/enrollment dates are reported in multiple files and may be contingent upon the date reported in *Element A07 – Initial School Start Date* depending on the student information system (SIS) your local education agency uses. These elements must be changed if *A07 – Initial School Start Date* was modified and the business rules and/or SIS requires the element dates to match.

- District Student File (B)
 - Element B14 – Date Enrolled in District
- School Student File (C)
 - Element C06 – Date Student Enrolled in School
- Staff Schedule File (G)
 - Element G08 – Instruction Start Date
 - Element G11 – Term Start Date
- Student Attributes and Programs File (I)
 - Element I07 – Start Date
- English Learners File (J)
 - Element J07 – Program Status Start Date
- Student Special Education Programs File (K)
 - Element K14 – Program Start Date
- Student Growth File (Q)
 - Element Q07 – Start Date

Resources

Enrollment count day: [OSPI School Apportionment](#)

Instructional hour requirements: [The Washington State Board of Education \(SBE\)](#)

DISTRICT AND SCHOOL ENROLLMENT

District Student File (B)

School Student File (C)

This section contains guidance on reporting enrollment, graduation requirements, withdrawal codes, and demographic data elements.

Eligibility

Determining whether or not the student qualifies to enroll in a school is the responsibility of the district.

New Washington Resident

The district must review the enrollment records, transcripts, or other available educational records to determine if the student would be considered a graduate by the district, **by meeting all state and local graduation requirements of the student's graduation requirements year.**

Students are not eligible to receive state-funded schooling in Washington when:

- The student has received a high school diploma or equivalent
- The student would qualify to be graduated when enrolled in the district

If it is determined the student has not received a diploma, nor qualifies for one, the district may enroll and serve the student.

If a student is determined not eligible and was already reported to CEDARS, the student must be flagged in the Student Information System (SIS) so they would not be submitted in any further CEDARS submissions. Removing them from the CEDARS submissions will cause the student to be logically deleted from CEDARS, which is appropriate.

See *Enrollment Changes* for transfer reporting guidance.

Older Than Age 18

Students can be served in public school past age 18 if they have not graduated. They should be reported as actively enrolled.

Students are no longer eligible for services if they turn 21 prior to August 31 of the serving school year.

| Student Turns 21 | Eligible for Services |
|--|-----------------------|
| On or after September 1 of the serving school year | Yes |
| On or before August 31 of the serving school year | No |

Previously Graduated

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 students with IEPs and students in

CTE programs.

Example 1:

Student graduates and has been reported as a graduate to CEDARS. The student wants 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 with an IEP graduates and has been reported as a graduate to CEDARS. The student wants 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.

Home or Resident District

Districts should report the district where a student physically resides in CEDARS District Student File (B), *Element B03 – Home County District Code*.

Homeless students enrolled in a district, but staying outside of a district’s boundaries, should have their Home County District Code be the serving district until they are identified as having a fixed residence. At that time, you would update the value in B03 to correspond to their new fixed residence.

Students enrolled in a district due to residence in a non-high district, or through school choice, must have the county district code in which they reside reported in this element. Also, students living in ‘border states’ (Idaho or Oregon) but who have special agreement to be enrolled in a school in Washington, should also have *Element B03* reported as the serving district.

Name

OSPI uses preferred first, preferred middle, and preferred last name for reports and processes (including assessments), except when matching to other data sources that require legal name.

See the [Proof Document Requirements](#) section within this document for OSPI expectations regarding birth certificates and other forms of vital information records.

Legal Name

Whenever possible, the student’s legal name should be reported in District Student File (B) *Element B06 – Legal Last Name* and *Element B07 – Legal First Name*. If the student’s legal name is not available, or not provided, submit the name as provided by the parent/guardian.

Districts should change a student’s legal name in CEDARS if the student or their parent provides documentation of a legal name change, such as a court-ordered name change or an affidavit of name change made pursuant to common law. School districts may adopt their own policies and procedures as to what constitutes confirmation of legal name change.

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 a student has only one legal name, report this in Element B06 – Legal Last Name and leave Element B07 – Legal First Name null. **If the student has two or more legal last names, all names should be reported in Element B06. Hyphens should not be added if not present in proof documents.**

Preferred Name

If a student has only one preferred name, report this in Element B36 – Preferred Last Name and leave Element B37 – Preferred First Name and Element B38 – Preferred Middle Name null.

Students have the right to be addressed by their preferred name while at school. Schools may not require a legal name change for changes to the student's preferred name or for staff to use the student's preferred name during class, on seating charts, during roll call, on tests and assignments and on other school records.

Birth Date & Country

This information is required and reported in *Elements B09 – Birth Date* and *B10 – Birth Country*. [Appendix C](#) contains the National Origin Country Codes. See the [Proof Document Requirements](#) section within this document for OSPI expectations regarding birth certificates and other forms of vital information records.

Gender Identification

Change in Identification

Per the OSPI 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 language was used in OSPI's communication to local education agencies:

"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."

Any change(s) to gender identification 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.

Identification Categories

Gender information is required data and reported in *Element B12 – Gender*. For the purposes of CEDARS reporting the categories are *F – Female*, *M - Male*, and *X - Gender not exclusively male or female*.

X - Gender not exclusively male or female was added to CEDARS in 2018-19 to align with the Department of Health Washington Administrative Code change to [WAC 246-490-075](#), wherein sex designation on a birth certificate may be changed to X. However, the presentation of a birth certificate is not required for CEDARS reporting of gender information. See the [Proof Document Requirements](#) section within this document for OSPI expectations regarding birth certificates and other forms of vital information records.

For the purposes of CEDARS reporting, use *X* for any student that identifies as a gender other than exclusively male or female. Such as, but not limited to, non-binary, gender fluid, androgynous, or Two Spirit.

Proof Document Requirements

OSPI does not require local education agencies to report the collection of proof of age, birth location, gender, or name in CEDARS; nor does OSPI require that districts collect this information.

Under [RCW 28A.225.160](#), “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.”

While a birth certificate can be one way for a district to verify a student’s name or age, a school district should accept a variety of documents for this purpose. Alternative documents could include, but are not limited to: a religious, hospital, or physician’s certificate showing date of birth; an entry in a family bible; an adoption record; an affidavit from a parent; a birth certificate; or previously verified school records. School districts should make parents aware of these alternatives.

Requests for documents, such as birth certificates, must not unlawfully bar or discourage a student from enrolling and attending school, including a student who is undocumented or has parents who are undocumented, or a child or youth who is homeless as defined by the McKinney-Vento Homeless Assistance Act. A school district must not bar or discourage a student from attending school because the student does not have a birth certificate or has records that indicate a foreign place of birth.

Moreover, a district ~~should~~ **cannot** use a student’s birth certificate or other documentation provided as a basis for inquiring into the citizenship or immigration status of the student, his or her parents, or other families members. Such requests would likely have a discouraging effect on the enrollment of a student on the basis of immigration status and may violate state and federal civil rights laws, including [Title VI of the Civil Rights Act of 1964](#) and [Chapter 28A.642 RCW](#) and [392-190 WAC](#).

The [Office for Civil Rights at the U.S. Department of Education site](#) and the [U.S. Department of](#)

[Education Student Privacy site](#) contains additional information and resources.

Grade Level Determination

The determination of grade level placement and/or promotion is a district determination.

Washington does not have any RCWs or WACs 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:

- Social promotion or,
- Age level placement or,
- Transcript review for grade level determination.

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

Students enrolled in kindergarten, including students participating in a transitional kindergarten program, should be submitted to CEDARS with a kindergarten grade level valid value that identifies how the program is funded, or the amount of time available to the student, not the amount of time they are attending. E.g., if a program is all day funded but the parent/guardian opts for their student to attend part-time, the student would still be submitted with a *K1 – Full Day Kindergarten* valid value in CEDARS District Student File (B), Element B13 – Grade Level.

Example scenario for reporting a mid-year grade level change:

- Student is in grade 9 in School A from September 15 – January 1
- Student obtains enough credits to be promoted to grade 10 in School A on January 2

| Location ID | Grade Level (Element B13) | District & School Entry (Elements B14 & C06) | District & School Exit (Elements B15 & C08) | School Withdrawal Code (Element C09) |
|-------------|---------------------------|--|---|--------------------------------------|
| School A | 9 | 09/01/2017 | 01/01/2018 | T0 |
| School A | 10 | 01/02/2018 | null | null |

Graduation Year

Expected Year

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.

- Students with IEPs may be assigned an extended expected year of graduation, but this must be done by the time they are 16. Students with IEPs may be given up to 7 years to graduate if their IEP determines the need for 7 years.
- English Learners 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 are no longer being used for accountability purposes, these data are utilized at OSPI by many entities, including the Building Bridges and Reengagement programs (**Including Open Doors**), requested by the legislature and researchers, and federally reported. 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, these data are used internally and externally for data review and research purposes.

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 2017–18 school year are assigned a graduation year of 2021. 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 students with IEPs, 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.

Language(s) Family Prefers to Communicate In (Element B43)

Beginning with the 2023-24 school year, districts must collect the language(s) that families prefer to communicate in. The language(s) must be provided by the parent/guardian, indicating the language(s) in which the parent/guardian prefers to communicate. The language(s) must be a valid value(s) from the Language Codes listed in [CEDARS Appendices](#), Appendix K. The languages the family prefers to communicate in can be oral, written or both.

Dual Enrollment

Multiple Districts

Students who are dual enrolled in multiple districts must have their enrollment and appropriate course information submitted by both serving districts.

An interdistrict agreement or contract between the home/sending district and the secondary district should detail:

- The district that will report they are primarily responsible for the student
 - Element C10 – Is this the School that is Primarily Responsible for the Student? = Yes
- The district that will be responsible for annual assessments
- The portion of FTE each district will claim for the student

If the student quits attending the second district, and the student remains enrolled in their home/sending district, the second district would submit district and school exit dates and a school withdrawal code of *T0 – Confirmed transfer to another school district within Washington State*.

If the student quits attending the home/sending district, but wishes to remain enrolled in the second district, a choice transfer agreement must be created and the district would then assume all responsibility for the student, including but not limited to primary responsibility, assessments, accountability, and reporting.

Home School or Private School *and* Public School

Home school or private school students who are only participating in ancillary or non-credit activities (sports, clubs, etc.) do not need to be submitted to CEDARS.

Home school or private school students receiving educational services in your district, attending classes (in class or online), attending a Skill Center, or participating in Running Start via your district must have their status documented and submitted to CEDARS as follows:

- Home School
 - A current signed intent to home school must be on file
 - Student Home school status must be submitted in *Element B23 – Is Student a Home-Schooled Student Attending Class Part Time?*
- Private School
 - Verification of student enrollment in a private school must be documented
 - Student private school status must be submitted to *Element B22 – Is Student an*

Approved Private-School Student Attending Class Part Time?

The data collected within the elements listed above are used to meet the reporting requirements of [WAC 392-550-050](#): *“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.”*

Due to requirements outlined in the WAC, districts must report if private or home school students are participating in approved ALE programs and if they are claimed with an FTE of ‘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.

This means home school or private school students (those reported with valid value of 3) will be included in state and federal reporting. Prior to the 2012-13 school year when this WAC was implemented, these students had previously been excluded from annual state testing requirements, reports and other calculations.

While we recognize the enrollment/FTE percentage for home school and private 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 school or private school students 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. But their results are not included in the aggregate results for their enrolled school/district, nor are they included in any accountability determinations for schools/districts, regardless of the primary status of the student(s).

Primary Status

The final decision as to whether or not to report home school 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 Students with IEPs, Free/Reduced Meal Reporting (if students are determined eligible), and a host of other reports.

*Except when the home school or private school student is enrolled in a district for the sole purpose of participating in a Skills Center. In that scenario, the student must be reported as

IsPrimary=Yes at the high school and *IsPrimary=No* at the Skills Center.

Enrollment Change

The appropriate valid value to use when reporting a home school or private school student exiting your district is *T2 – Confirmed Transfer to private or Home school in Washington State*.

Running Start

Running Start participation requires enrollment in the local school district and enrollment in grade level (Element H09 – Grade Level Code) 10, 11, or 12 at the high school Grade level is determined in accordance with local education agency'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.

Home school or private school students enrolled in your district for the sole purpose of attending 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.

Additional information on Running Start can be found on the [OSPI Running Start FAQ](#) and the [Washington State Board for Community and Technical Colleges site](#).

Skill Centers

Skill centers are regional secondary schools serving high school students from multiple local education agencies (LEA). They provide instruction in preparatory programs that are too expensive or too specialized for school districts to operate individually. The OSPI [Career & Technical Education \(CTE\) Skill Centers site](#) contains policy and program practice resources.

A student cannot be enrolled in a skill center only. To participate in a skill center a student must also be enrolled in grade level 9, 10, 11, or 12 at a non-skill center high school (or middle school serving those grades).

Both the skill center and the conventional high school must report enrollment information about the student to CEDARS, whether the student is attending the skill center part-time or full-time. The non-skill center high school is primarily responsible for the student and must report *Y – Yes* in Element C10 – *Is this the School that is Primarily Responsible*. The skill center must report *N – No* in Element C10.

The *Courses, Student Schedules, Staff Schedules, and Grade History* section of this document provides comprehensive [skill center course reporting](#) guidance.

Prior to Grade 9

Students may take courses at a skill center the summer between eighth and ninth grade. Report the student's skill center enrollment to CEDARS at the beginning of their ninth grade year. The *Courses, Student Schedules, Staff Schedules, and Grade History* section of this document provides

the [course reporting guidance](#) for this scenario.

Skill centers that enroll students the summer between their eighth and ninth grade years must take extra care when reporting Element B26 – Graduation Requirements Year. Use due diligence to ensure the grade 9 enrollment school year, not grade 8, is used for determining the graduation requirements year. Review the *District and School Enrollment, Graduation Year* section of this document for the comprehensive [graduation requirements year](#) reporting guidance.

Continuing after Grade 12

Some seniors have met all graduation requirements, but continue taking skill center courses the summer following their senior year to complete industry certification or program requirements. For the purpose of CEDARS reporting, the primarily responsible high school must not report a *graduate* withdrawal status code by until the summer skill center courses have been completed. Reference the [CEDARS Data Manual Appendix M – School Withdrawal Codes](#) for the list of withdrawal codes categorized as *graduate*.

District Transfer

Some skill centers allow students to continue their enrollment when the student transfers to a district outside of the region they typically serve. The *District and School Enrollment, Enrollment Changes* section of this document provides the [transfer reporting guidance](#) for this scenario.

Learning by Choice

There are three methods by which students can be enrolled or served outside of their home or serving school without physically moving outside of the school boundaries:

- Intradistrict Enrollment
- Interdistrict Enrollment
- Enrollment 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)*.

Intradistrict Enrollment: 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.

Intradistrict Enrollment: Accountability or Persistently Dangerous School Status

Students who transfer schools within their district due to their home/serving school failing to meet accountability requirements, or being identified as “Persistently Dangerous”, as originally defined in Every Student Succeeds Act (ESSA) are also to be reported within School Student File (C), *Element C11 – School Choice Code*, valid values 1 and 2, respectively.

Intradistrict Enrollment: 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 not to be reported as being enrolled through School Choice.

Interdistrict Enrollment: 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.

For additional information visit the [Learning by Choice site](#).

Preschool (PreK)

All students enrolled in and receiving preschool, or PreK, education or services must be reported to CEDARS per ESSA [Section 1111\(h\)\(1\)\(C\)\(viii\)\(II\)\(aa\)](#). The following must be included when submitting data for preschool students:

- District and school enrollment
- Ethnicity and race
- Preschool program funding sources in Student Attributes and Programs File (I), *Element 106 – Program Code*
 - See *Student Attributes and Programs* for specific guidance on those codes.
- All other appropriate program information

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

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.

Preschool students who are withdrawn from schools/districts often present a challenge when determining the correct, or proper, school withdrawal code to utilize. Preschool students whose reason for withdrawal is not clear, reporting withdrawal code *T0 – transferred out of district/school* is acceptable.

Institutional Education

Special attention is required to manage enrollment data for incarcerated and previously incarcerated juveniles receiving K–12 basic education services. Institutional education services are provided to students in six program areas:

- Residential habilitation centers
- Long term juvenile institutions

- Community facilities
- County detention centers
- Department of Corrections
- County and city jails

A student should be reported as enrolled when they have been:

- Enrolled in the institutional education facility and received educational services
or
- Enrolled in the institutional education facility and was scheduled to engage in educational activity

Students that were detained and were not provided educational services should not to be reported in CEDARS. *Example: Student admitted on Friday evening and released Sunday morning.* Not all facilities are served by institutional education programs via the Educational Service Districts or School Districts. Students admitted to facilities not providing these services should not be reported to CEDARS.

The following scenarios provide guidelines for determining if a student is considered enrolled in an institutional education facility and when it should 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 are informed of the institutional education enrollment. 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 been satisfied. If the student has a longer arrangement, the district may choose to withdraw the student.

- If the student is withdrawn from the district due to a suspension or expulsion and is enrolled in an institutional education facility:
 - 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 due to a suspension or expulsion and is enrolled at an institutional education facility:
 - The district must change the student *IsPrimary* 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 an institutional education facility.
 - 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.

Enrollment Changes

Graduates and Completers

Associate's Degree

[HB 1758](#), Pathways to a High School Diploma, 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).

High School Diploma

High school diplomas may be issued by:

- School districts
- Community colleges approved to issue high school diplomas
- Technical colleges approved to issue high school diplomas

School districts, community colleges, and technical colleges must follow the State Board of Education (SBE) minimum requirements. They may also enforce local graduation requirements in addition to those set by the SBE. In the event of local requirements in addition to state requirements, the diploma issued is simply a standard high school diploma.

International Baccalaureate Diploma

[HB 1524](#) allows students that complete the requirements of an International Baccalaureate Diploma Programme, to be recognized as graduates if they have also:

- Met assessment requirements
- Studied U.S. and Washington Constitutions

Modified High School Diploma

Students receiving Special Education Services may be granted modified graduation requirements as specified in their Individualized Education Program (IEP).

Multiple Diplomas

Students can be reported as *Graduated with Multiple Diplomas* if they earn both a regular High School Diploma and an Associates of Arts (AA) degree while enrolled.

Transfers

Charter Schools

Students transferring to a Washington charter school may do so without completing a Choice Transfer agreement. Charter schools do not have the specific service, or enrollment, boundaries that other public school districts have.

When a student transfers to a charter school, use I withdrawal code *T0 – Confirmed transfer to another school district within Washington State*.

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 and districts attempting to locate these students, so they 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 *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
 - Student whose transcript and/or student records have been requested by a local community/technical college high school completion program who is confirming enrollment
- 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 Home school 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, their exchange term has ended, and the student has returned to their home country,
 - Student's parent/guardian is a member of the military and confirmation is received that the family has moved out of the country,

- Student and their parent/guardian have moved out of the country for work purposes and confirmation is received that the family has moved out of the country, or
- Student meets the district policy for confirmation of leaving the U.S. to return to their country of origin
- TM – Confirmed transfer to medical facility with confirmation of educational services
 - Student is in care of a medical facility and confirmation that the student is received that educational services are being provided

The CEDARS application in the [Education Data System](#) (EDS) 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.

Confirming transfers for students who become enrolled in school outside of Washington public schools can be done in a variety of ways. Below are examples of information that would allow a student to be submitted with a confirmed transfer withdrawal code:

- Written request for records from enrolling school/district
- Faxed request for records from enrolling school/district
- Sending school/district may contact the school/district of reported enrollment and obtain verification of a student's enrollment

Regardless of the manner in which the request for records or verification of enrollment is received, it is the responsibility of the sending school/district to ensure the request is valid and that the information will hold up to audit and review. E.g., a phone call requesting records could be from anyone. Documenting the requestor's information (name, date, name of enrolling entity, address) to whom the records are being sent, verifying them via internet search or other means, and then storing all information within your student information system would ensure the request was valid.

LEAs are required to maintain official written documentation to support the withdrawal, or removal, of students consistent with ESEA section 8101(23) and (25). This official documentation must provide information that supports the school withdrawal submitted for the student, be available upon request to the SEA and auditors, and be maintained in a manner that meets student records retention requirements.

New to Washington Public Schools

Element C14 – Confirmed Transfer In is for reporting a student whose prior enrollment was a local education agency (LEA) outside of Washington State, a private school, or home school. See *Dual Enrollment* if the student will be co-enrolled in both a private school or home school and your LEA.

This element should be left blank if the student’s prior enrollment was an LEA in Washington State. This information is used to assist in the determination of graduation alternatives available to students.

Skill Centers

Some skill centers allow students to continue their enrollment when the student transfers to a school in a different local education agency (LEA) than the skill center. Report an exit date in the original skill center enrollment record. Then, create a new skill center enrollment record with the same enrollment date as the new school and LEA. Doing this ensures the change to the primarily responsible school is accurately reflected in downstream reporting.

The table below represents the correct reporting of this type of enrollment change for a single student. In this scenario, the student first enrolled in LEA V at both School W and Skill Center X. Then the student withdraws from School W and enrolls in School Y in LEA Z, but continues instruction at Skill Center X:

| Location ID (C05) | Enrollment Date (B14 / C06) | Exit Date (B15 / C08) | Withdrawal Code (C08) | Primary School (C10) |
|-----------------------|-----------------------------|-----------------------|-----------------------|----------------------|
| LEA V, School W | 9/1/2017 | 3/10/2018 | T0 | Yes |
| LEA V, Skill Center X | 9/1/2017 | 3/10/2018 | T0 | No |
| LEA V, Skill Center X | 3/11/2018 | | | No |
| LEA Z, School Y | 3/11/2018 | | | Yes |

T1 Withdrawal Code

Student has moved enrollment between schools within the same district, during the same reporting school year.

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
- 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)
- 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:

| Location ID | School Entry | School Exit | Withdrawal Code | Primary School Flag |
|-------------|--------------|-------------|-----------------|---------------------|
| School A | 9/1/2009 | 3/10/2010 | T1 | Yes |
| School B | 9/1/2009 | 3/10/2010 | T1 | No |
| School B | 3/11/2010 | | | Yes |

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.

Unconfirmed Transfers

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:

- U3 – Unconfirmed transfer until such time confirmation is received or it is determined the student is a dropout.
 - Students reported with a U3 – Unconfirmed transfer are included as a dropout for state accountability and all other reporting purposes.

Non-Attendance Withdrawal

CEDARS Data Manual: School Student File (C), Element C09 – School Withdrawal Code
 CEDARS Appendices: Appendix M – School Withdrawal Codes

School districts have the flexibility to define minimum enrollment thresholds for their students (e.g. when to withdraw students) in their policy.

For the purposes of CEDARS reporting, a threshold of 20 consecutive full days of unexcused absences is *suggested* as the minimum amount of time to keep a student enrolled prior to withdrawing the student for non-attendance.

If a local education agency withdraws a student for non-attendance, they should report the student to CEDARS as follows:

- School Withdrawal Code (Element C09) is *U4 – Involuntarily withdrawn due to non-attendance*
- Date Exited from District (Element B15) and Date Student Exited from School (Element C08)

are on or after the date of the last recorded unexcused absence

- Report all full-day unexcused absences leading up to the student being withdrawn for non-attendance
- Continue to report the student for the remainder of the school year; do not remove them from student information systems (SIS).

Withdrawing a student does not relieve a district of their responsibility to attempt to locate and reengage the student. Districts must still follow the required steps in response to unexcused absences outlined in the compulsory attendance law ([RCW 28A.225](#)).

For more information, please see the [OSPI Attendance site](#).

Changes Between School Years

There are several categories of students who exit between school years:

- District receives a records request for a student between school years (confirmed transfer, school withdrawal code of T0, T2 or T3 dependent upon type of transfer confirmation received)
- 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)
- Student is enrolled through end of prior school year, expected to enroll/participate in new school year and does not appear in the fall (school withdrawal code of U2)

The exit/withdrawal information for each of the above scenarios should be reported in the prior school year. 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 between school years 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.

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 student's 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.

Socio-Demographic Characteristics

Armed Services Vocational Aptitude Battery (ASVAB)

Legislation passed in the 2019 session ([HB 1599](#)) established multiple graduation pathway options. Meeting a score standard on the Armed Services Vocational Aptitude Battery (ASVAB) test is one of the options.

ASVAB data is collected in elements:

B39 – ASVAB Test Status

B40 – ASVAB Test Score

B41 – ASVAB Administration Year

The Department of Defense does not provide ASVAB data to OSPI, nor do the individual branches of the military. Districts and schools are responsible for collecting this information. Scores for ASVAB tests taken at Military Entrance Processing Station (MEPS) are distributed directly to the student. If the student took the ASVAB as part of the Career Exploration Program, the CEP Education Services Specialist may distribute scores to the student or directly to school counselors.

The State Board of Education (SBE) [Graduation Pathway Options site](#) contains additional information about the ASVAB graduation pathway option.

The [official ASVAB site](#) and the [ASVAB Career Exploration Program site](#) contain more information about the test itself.

Homelessness (McKinney–Vento Education)

Element B21 – Is Student Homeless? is required and identifies whether or not a student experienced homelessness at any time during the reporting school year.

Barriers for students experiencing homelessness must be removed per federal law. Therefore the

OSPI Homeless Education program office expects local education agencies to maintain student McKinney–Vento statuses over the summer and for a grace period during the *following* school year to ensure students still receive services while eligibility paperwork is distributed, completed, and processed for the new school year.

For the purposes of CEDARS reporting, do not report the student as experiencing homelessness in *Element B21* (values A, B, C, or D) if they were *only* in McKinney–Vento status as part of this summer roll over/start-of-school grace period in the reporting school year. Do report the student as experiencing homelessness in *Element B21* if they were determined eligible and received McKinney–Vento services after the initial roll over/grace period.

The [OSPI Homeless Education site](#) contains policy and practice resources.

Immigrant Status

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 are not considered immigrant (See [Section 3301\(6\) of the Non-Regulatory Guidance: English Learners and Title III of the Elementary and Secondary Education Act \(ESEA\), as amended by the Every Student Succeeds Act \(ESSA\)](#)).

Starting with the 2014-2015 School Year, we stopped collecting *Element B31 – Is Student Identified as Immigrant*.

Immigrant status is 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.

School districts may not use this information to bar or discourage students' enrollment based on their or their parents' actual or perceived immigration or citizenship status (see Title VI of the Civil Rights Act and Chapters [28A.642 RCW](#) and [392-190 WAC](#)).

Military Parent or Guardian

With approximately one hundred thirty-six thousand military families in Washington State, it was determined an identifier is needed which allows educators and policymakers to monitor critical elements of education success.

District Student File (B), *Element B35 – Military Parent or Guardian* collects information that indicates whether or not a student’s parent or guardian is currently in the military as required by [RCW 28A.300.505\(2\)\(b\)](#) and further defined in [Substitute Senate Bill 5163](#). Information about parent or guardian military status should be collected regardless of custodial rights or whether or not the student resides with the parent affiliated with the military. The parent or guardian who usually fills out the student’s personal information should fill out to the information to the best of their ability.

Upon initial enrollment of the student and in each subsequent school year served thereafter, the school is charged with ascertaining the student’s family military status. Schools and districts are not being asked to actively collect changes to this element in real-time throughout a school year. If the student’s family military status changes during the school year, the valid value first reported should only be updated if the student/family reports a parent or guardian has entered military service or if it becomes apparent a reporting error has occurred; in which case, the valid value should be corrected as appropriate.

Valid value *X – Data Not Available* is to be used only as a placeholder when needed, while schools and districts are in the process of collecting the data. Valid value X should not be the final valid value submitted for students in *Element B35 – Military Parent or Guardian*. The expectation is that the data submitted to Element B35 will be updated and included in the districts next CEDARS submission to reflect the actual valid value that applies to the student.

COURSES, STUDENT SCHEDULES, STAFF SCHEDULES, AND GRADE HISTORY

Course Catalog File (D)

Student Schedule File (E)

Staff Schedule File (G)

Student Grade History File (H)

This section contains guidance on reporting course catalog, student schedule, staff schedule, and student prior coursework data elements.

Course Catalog

To comply with the Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act (ESSA), the Educator Equity Data Collection application within the Education Data System (EDS) collects teacher and course information for federal reporting purposes. Course information is amended with data populated from CEDARS. If courses are not reported with the most accurate State Course Code in CEDARS, this will lead to issues within the Educator Equity Data Collection application. For example, teachers will be flagged out-of-field for non-matched endorsements for their course assignment(s) if the state course code reported for a course does not match their teaching certificate endorsement(s).

For questions regarding the Education Equity Data Collection, please visit the Title II Part A website at <http://www.k12.wa.us/TitleIIA/communications.aspx>.

Therefore, it is important that all high school, middle school, and elementary courses be submitted in CEDARS, Course Catalog (File C) using specific State Course Codes rather than the generic values. This includes program specific course codes such as English language development courses.

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 School Code of 9999 within Element H26 – School Code.

Element H25 – Certification Number is required for all courses submitted to Student Grade History File (H), with the exception of courses submitted with a School Code of 9999 (transfers) and those identified as Z - Non Instructional in Element H13 – Course Designation.

Beginning with the 2017-18 school year Elements H05 – Location ID and H06 – Staff ID are inactive. They may be submitted for school years prior to 2016-17.

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 Expectations by File and Instruction Type

| | Course Catalog / Student Schedule | Student Grade History | Non-Traditional Student Credit Attempt |
|--------------------------------|---|--|--|
| Traditional Course | Report in both Course Catalog and Student Schedule | Report as a course taken in district in Student Grade History | No record in Non-Traditional Student Credit Attempt |
| Online | Report in Course Catalog and Student Schedule OR report in Non-Traditional Student Credit Attempt | Report as a course taken in district or transfer course in Student Grade History | Report in Course Catalog and Student Schedule OR report in Non-Traditional Student Credit Attempt if a transfer course attempted while student enrolled in district or course was provided through non-traditional instruction |
| Running Start | Report in Course Catalog and Student Schedule OR report in Non-Traditional Student Credit Attempt | Report as a transfer course in Student Grade History | Report in Course Catalog and Student Schedule OR report in Non-Traditional Student Credit Attempt |
| Competency Based Credit | No record in Course Catalog and Student Schedule | Report as a course taken in district or transfer course in Student Grade History | Report in Non-Traditional Student Credit Attempt |
| Waiver | No record in Course Catalog and Student Schedule | No record in Student Grade History | No record in Non-Traditional Student Credit Attempt |
| Transfer Course | No record in Course Catalog and Student Schedule | Report as transfer course in Student Grade History | Report in Non-Traditional Student Credit Attempt if credit activity was attempted while student enrolled in district or during the preceding summer school term |

Advanced Placement

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

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.

AP course titles/abbreviations: [CEDARS Appendix Q](#)

Dual Credit Programs: <https://www.k12.wa.us/student-success/support-programs/dual-credit-programs>

College Board: <http://apcentral.collegeboard.com/home>

Advancement via Individual Determination (AVID)

Advancement via Individual Determination (AVID) Courses may only be used in schools with approved courses.

The [OSPI Title I, Part A Program Models site](#) contains additional AVID resources and contact information.

Alternative Learning Experience (ALE)

Reported in:

| File | Element |
|--|-------------------------------|
| Student Schedule File (E) | Element E09 – ALE Course Type |
| Student Grade History File (H) | Element H27 – ALE Course Type |
| Non-Traditional Student Credit Attempt (T) | Element T12 – ALE Course Type |

Washington’s K–12 public schools are expected to make available full-time in-person learning to all students for the 2021–22 school year, in accordance with health and safety guidelines. Although not required, school districts, charter schools, and Tribal compact schools may decide to also offer one or more instructional models that allow for instructional time away from the school building.

These more flexible, optional learning models include:

- Alternative Learning Experiences (ALE)
- Continuous Learning 2.0+ (CL2.0+)

Districts are required to report course type information in CEDARS when a course is taught through ALE instruction. All ALE course types funded by the school district must be submitted to CEDARS in the same manner as other district courses. This is a requirement of [WAC 392-550-060](#).

Definitions

The valid values, as defined in [WAC 392-550-020](#):

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 that is not an online course where the written student learning plan for the course does not include a requirement for in-person instructional contact time. No minimum in-person instructional contact time is required.

T – Site Based-written student learning plan requires regular weekly in-person instructional contact time.

U – Site Based-written student learning plan requires less than weekly in-person instructional contact time.

Contracted Instruction

Regardless of where a student is enrolled and where instruction takes place, all course catalog and accompanying staff information should be submitted to CEDARS.

Non-Traditional Courses

Beginning with the 2019-20 school year, non-scheduled courses (no corresponding record in Course Catalog File [D] or Student Schedule File [E]) and other non-course activities from ALE providers must be submitted in *both* Non-Traditional Student Credit Attempt File (T) and Student Grade History File (H).

Transfer Credits

If a student enrolls in and pays for a course independent of their district, this could be listed as a transfer credit in accordance with the district policy and procedure for accepting private transfer credits.

Determining Traditional or Transfer Credit Examples

Non-Transfer

- Example 1
 - Student is enrolled in district A
 - District A utilizes online vendor for a course/courses in lieu of finding teacher to provide course on campus
 - The course is still a district level course that the students enroll and participate in
 - We would expect to see all pertinent pieces of information reported to CEDARS Student Grade History File (H), Course Catalog (D), and Student Schedule (E)

- Example 2
 - Student is enrolled in district A, Choices out to online school in district B
 - Student completes coursework through enrollment in district B
 - District B reports all courses, including affiliated staff, to CEDARS
 - Student returns to district A, district A reports courses taken in district B as transfer course in Student Grade History File (H)

Transfer

- Example 3
 - Student is home-schooled student (with intent to home school on file)
 - Parent **provides home-based instruction and also** pays for student to enroll in online **courses with a private organization.**
 - Student transfers to public school district A
 - ~~Following district credit transfer policies,~~ District A recognizes courses and reports a transfer in both Student Grade History File (H).

- Example 4
 - Student is enrolled in district A
 - Student/parent-guardian determines student is credit deficient and enrolls student in a private online school to earn one credit
 - Student completes course and brings information to enrolled school in district A
 - ~~Following district policy, the~~ School reviews and accepts students earned credit and reports as transfer credit in both Student Grade History File (H). and Non-Traditional Student Credit Attempt File (T).

Resources

Questions regarding ALE courses or programs offered by your local education agency (LEA) should be directed to the [OSPI Learning Alternatives program](#) and then reported appropriately within CEDARS.

College in the High School

College in the high school courses are college-level courses taught by high school teachers in the high school. Colleges partner with high schools to approve teachers and ensure rigor is comparable to that taught on the college campus. Students have the option of earning college credit while completing these courses. CHS courses are available to students in grades 9-12 ([HB 1302 2021](#)). The OSPI Support Programs' [Course-Based Dual Credit site](#) has comprehensive policy information

and program resources.

All students enrolled in a course approved for and providing College in the High School must be reported to CEDARS with appropriate course titles and designations that identify it as a College in the High School course.

Course Catalog File (D)

- **Element D05 – Course Title** must provide the Institute of Higher Education’s curriculum and course number
 - E.g., PolSci102
- **Element D07 – Course Designation Code** must be *C – College in the High School*
- **Element D16 – Course Level** codes do not have grade span, program, or attribute limitations. Select the value that best aligns with the rigor of the course.

Co-Delivered with Dual Credit Courses

College in the High School can be co-delivered as an Advanced Placement, International Baccalaureate, Cambridge and CTE Dual Credit. College in the High may not be co-delivered as an Honors course.

WAC [392-725-235](#), passed in November 2017 details rules for reporting College in the High School courses that are co-delivered with another dual credit course.

If the College in the High School course(s) is co-delivered with another dual credit course, the data must be submitted to CEDARS as follows:

- **Element D05 – Course Title** must first provide the Institute of Higher Educations curriculum and course number that identifies the College in the High School approved course and then the course title description for the co-delivered course
 - E.g., Calcul204 AP Calc AB
- **Element D07 – Course Designation Code** must be submitted to CEDARS with a designator for each rigor. E.g., a course that is co-delivered as both College in the High School and Advanced Placement would be submitted as CA.
- **Element D16 – Course Level** do not have grade span, program, or attribute limitations. Select the value that best aligns with the *rigor* of the course.

Once a College in the High School course is complete, report the outcome in CEDARS *Student Grade History File (H)* with *C – College in the High School* in *Element H13 - Course Designation Code*. Do not report College in the High School course outcomes in *Non-Traditional Student Credit Attempt File (T)*.

Computer Science

CEDARS *Appendix V - State Course Codes* indicates which State Course Codes are used to fulfill the legislative reporting requirement of SHB5088. The *State Course Codes* tab includes a Computer Science column with a “Yes” or “No” value for each course.

The OSPI [Computer Science site](#) contains policy resources and contact information. Contact the Computer Science, [Graduation Pathways](#), and the [High School and Beyond Plan](#) programs for policy guidance on fulfilling math or science graduation requirements with computer science courses.

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, Student Grade History File (H), Element H14 – Content Area Code and Non-traditional Student Credit Attempt File (T).

Content Area Codes are used for populating the Educator Equity Data Collection. The State Course Code in the Course Catalog are utilized to make the Educator Equity Data Collection determinations. It is highly important that all high school rigor 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 Educator Equity Data Collection will not correctly code 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, were marked with a core content and non-core content indicator.

Valid value 122 - Miscellaneous, was 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). This valid value was made inactive as of 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

Course Designation Codes

Course Designation Codes are identifiers that provide specialty information about the courses listed, such as the intellectual challenge of the course or the location of where the course was taken. The valid values include, but are not limited to, those required by WAC 392-415-070.

Reported in:

| File | Element |
|--|-------------------------------|
| Course Catalog (D) | D07 – Course Designation Code |
| Student Grade History (H) | H13 – Course Designation Code |
| Non-Traditional Student Credit Attempt (T) | T10 – Course Designation Code |

Definitions

A – Advanced Placement (AP)

A program that allows students in grades 9-12 to take rigorous college-level courses while in high school.

B – College Academic Distribution Requirements (CADR)

This designation refers to college admissions criteria established by the Washington Student Achievement Council (WSAC).

C – College in the High School

A program that allows students in grades ~~10~~ 9-12 to concurrently enroll in high school and college to earn both high school and college credits.

D – District or Other Program Dual Credit

District or other local programs intended to provide students a program option consisting of attendance at certain institutions of higher education and the simultaneous earning of high school and college/university credit.

E – Local Transition

For the purposes of graduation pathway options, transition courses are English and math courses that, based on their final grade, allow students to place directly into credit-bearing college level courses (courses with college course numbers of 100 or above), as based on policies and criteria of school districts and applicable institutions of higher education.

G – CTE Core Plus Advanced Manufacturing

Districts that use the Core Plus curriculum, have adopted Core Plus statewide equivalency framework, and/or issue the student certificate in any Advanced Manufacturing area besides Maritime, Aerospace, or Construction. Programs who have been awarded Core Plus funds, or report students as meeting Core Plus requirements to meet the CTE graduation pathway.

H – Honors

These courses are determined by each local education agency or school.

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. Additional information is available in the [Washington State International Baccalaureate Programme brochure](#).

J – Tribal Language Competency Test

This designation is used to indicate when a student demonstrates Tribal language competency via an assessment in place of taking a Tribal language course. For Tribal languages, honoring tribal sovereignty, tribal consultation, and government to government relationships between Tribes and districts, each Tribe develops the methods and processes for determining proficiency in their respective Tribal languages.

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 includes General Certificate of Education (GCE), Advanced (A), Advanced Subsidiary (AS), and International General Certificate of Secondary Education (IGCSE) level courses. The [University of Cambridge International Examinations site](#) provides additional information.

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 course and passes via the score of that test.

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 course and passes via the score of that test.

O – Online

An ~~alternative learning experience~~ course that has the same meaning as provided in [RCW 28A.250.010](#)

P - Recruiting Washington Teachers

This designation identifies courses provided to students participating in the Recruiting Washington Teachers program.

Q – Quantitative

This designation is used to identify courses that meet the definition of 'quantitative math'. Students entering a four-year college or university in WA State must earn a credit in a math-based

Quantitative course during their senior year of high school.

R – Running Start

A program that allows 10th, 11th and 12th grade students to take college courses and simultaneously earn high school and college/university credit.

S – Science Lab

This designation is used to identify courses that meet the definition of 'laboratory science' per district policy.

T – CTE Dual Credit (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.

U – CTE Core Plus – Maritime

Districts that use the Core Plus curriculum, have adopted Core Plus statewide equivalency framework, and/or issue the student certificate in Maritime. Programs who have been awarded Core Plus funds, or report students as meeting Core Plus requirements to meet the CTE graduation pathway.

V – CTE Core Plus – Aerospace

Districts that use the Core Plus curriculum, have adopted Core Plus statewide equivalency framework, and/or issue the student certificate in Aerospace. Programs who have been awarded Core Plus funds, or report students as meeting Core Plus requirements to meet the CTE graduation pathway.

W – CTE Core Plus – Construction

Districts that use the Core Plus curriculum, have adopted Core Plus statewide equivalency framework, and/or issue the student certificate in Construction. Programs who have been awarded Core Plus funds, or report students as meeting Core Plus requirements to meet the CTE graduation pathway.

X – Locally Determined Course – Locally Administered Assessment

The LDC-LAA is an assessment graduation alternative for identified students. The OSPI [Graduation Pathways site](#) provides comprehensive policy and practice resources.

Y – 1418 Youth Reengagement Dual Credit

The Youth Reengagement Dual Credit program serves students in grades 9-12 and is offered through an articulation commitment between high school **Open Doors "1418" Youth Reengagement** and college programs.

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.

Reporting

A - Advanced Placement (AP) Courses

The Advanced Placement Course Designation Code should only be used by schools with approved courses or when reporting transfer courses in Student Grade History File (H). Advanced Placement courses cannot be taught at a college or through a college program such as Running Start. These courses cannot also be reported as Non-Instructional.

AP courses can be reported in Course Catalog File (D) and/or Student Grade History File (H), but not Non-Traditional Student Credit Attempt File (T).

Advance Placement course information must be provided together in *Course Designation Code* (D07, H13) and *Advanced Placement (AP) and International Baccalaureate (IB) Code* (D09, H16) when reported in Course Catalog File (D) and/or Student Grade History File (H).

AP schools: <https://apcourseaudit.epiconline.org/ledger/>.

B – College Academic Distribution Requirements (CADR)

The term CADR 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 site](#). 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

These courses are offered within the high school. The high school claims the class as 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. 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. These courses cannot also be reported as International Baccalaureate or Non-Instructional.

Additional information is available on the [Washington State Board for Community and Technical Colleges' college in the high school site](#).

D – District or Other Program Dual Credit.

The program(s) is paid for by local district funds or tuition paid by students. These courses cannot also be reported as Running Start or International Baccalaureate.

E – Local Transition

Bridge to College courses are transition courses. Other courses may qualify based on local placement agreements between districts and higher education entities. Transition courses must earn high school graduation requirements in English and math.

G – CTE Core Plus Advanced Manufacturing

May not be reported with another CTE Core Plus designation code in a single course record. The curriculum and course frameworks are unique and do not have crossover. However, it may also be reported with *T – CTE Dual Credit (Tech Prep)*, but no other valid values. Additional resources are available on the [OSPI Career & Technical Education](#) site.

H – Honors

Each district should establish clear guidelines regarding what courses should be designated as Honors Options. These courses cannot also be reported as Running Start or Non-Instructional.

I – International Baccalaureate

Can be reported in Course Catalog File (D) and/or Student Grade History File (H), but not Non-Traditional Student Credit Attempt File (T).

Local education agencies (LEAs) with IB-approved courses can report this designation code in Course Catalog File (D) and/or Student Grade History File (H). LEAs that are not IB-approved can only report this designation code for transfer courses in the Student Grade History File (H).

IB courses cannot be taught at a college or through a college program. Therefore, a course cannot be reported with both the IB designation code and *C – College in the High School, D – District or Other Program Dual Credit, R – Running Start Courses, T – CTE Dual Credit (Tech Prep), Y – 1418 Youth Reengagement Dual Credit, or Z – Non-Instructional*.

International Baccalaureate course information must be provided together in (D07, H13) and *Advanced Placement (AP) and International Baccalaureate (IB) Code* (D09, H16) when reported in Course Catalog File (D) and/or Student Grade History File (H).

J – Tribal Language Competency Test

May only be reported with (B) – *College Academic Distribution Requirements (CADR)*

K – Cambridge Program

Cambridge Courses cannot be taught at a college or through a college program such as Running Start. These courses cannot also be reported as Non-Instructional.

L – Local Competency Test Designation

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).

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 courses and not competency based assignments.

N – National Competency Test Designation

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 National

Competency Test is 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).

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.

O – Online

Finalized and approved supplementary reporting guidance pending, but will be added in a future publication.

Q – Quantitative

The requirement can be met by taking one credit of math equal to or beyond Algebra II, such as Pre-Calculus. This course designation code, along with the grade level, allows colleges and universities to determine if this requirement was met.

Course examples that may be considered as quantitative to meet the CADR requirement:

- Statistics
- Bridge to College Mathematics
- Other math-based quantitative courses, including
 - AP Computer Science
 - Advanced level Applied Math
 - Math-based career & technical courses
- Other algebra-based science courses
 - Chemistry
 - Physics

More information about courses and guidelines are available on the [Washington Student Achievement Council's site](#).

R – Running Start Courses

Only students in 10th, 11th and 12th grade may take Running Start courses. A student's grade level is established based the district grade level policy. Running Start grade level eligibility is established when the student first enters grade 10. 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 transferring Running Start credits into the high school, 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).

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.

Running Start cannot also be reported as: Advanced Placement (A), College in the High School (C), District or other local dual credit program (D), Honors (H), International Baccalaureate (I), Cambridge Program (K), Local Competency Test (L), National Competency Test (N), CTE Dual Credit (T), 1418 Youth reengagement dual credit (Y), or Non-Instructional (Z).

All Running Start courses paid for through Running Start apportionment dollars must be reported as such in CEDARS. Additional information regarding Running Start is available on the [OSPI Dual Credit Programs site](#).

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. These courses cannot also be reported as Non-Instructional.

Additional information is available on the [OSPI Graduation Requirements site](#).

T – CTE Dual Credit (Tech Prep)

Career and Technical Education (CTE) classes that offer students the opportunity to earn dual, high school and college, credits are identified as CTE Dual Credit (Tech Prep). The student does not have to apply for the college credit for the class to be identified as a CTE Dual Credit (Tech Prep) course. CTE Dual Credit (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. These courses cannot also be reported as International Baccalaureate or Non-Instructional.

Additional information is available on the [Career & Technical Education site](#).

U – CTE Core Plus – Maritime

May not be reported with another CTE Core Plus designation code in a single course record. The curriculum and course frameworks are unique and do not have crossover. However, it may also be reported with *T – CTE Dual Credit (Tech Prep)*, but no other valid values. Additional resources are available on the [OSPI Career & Technical Education site](#).

V – CTE Core Plus – Aerospace

May not be reported with another CTE Core Plus designation code in a single course record. The curriculum and course frameworks are unique and do not have crossover. However, it may also be reported with *T – CTE Dual Credit (Tech Prep)*, but no other valid values. Additional resources are available on the [OSPI Career & Technical Education site](#).

W – CTE Core Plus – Construction

May not be reported with another CTE Core Plus designation code in a single course record. The curriculum and course frameworks are unique and do not have crossover. However, it may also be reported with *T – CTE Dual Credit (Tech Prep)*, but no other valid values. Additional resources are

available on the [OSPI Career & Technical Education](#) site.

X – Locally Determined Course – Locally Administered Assessment

Review the [OSPI Graduation site](#) for guidance on student eligibility.

Y – 1418 Youth Reengagement Dual Credit

The Youth Reengagement Dual Credit program serves students in grades 9-12 and is offered through an articulation commitment between high school and college programs. Students are allowed to take college courses at or under the authority of Washington’s community and technical colleges. Youth Reengagement students and their families do not pay tuition. Students receive both high school and college credit for classes taken at or above the 100 level, thus accelerating their progress through the education system. These courses cannot also be reported as Running Start or International Baccalaureate.

Additional information is available on the [OSPI Open Doors Youth Reengagement site](#).

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 (SBA, WCAS, 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 allows 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. All non-instructional credits awarded must be submitted in both Student Grade History File (H) and Non-Traditional Student Credit Attempt File (T) as appropriate.

These courses cannot also be reported as Advanced Placement (A), College in the High School (C) Honors (H), International Baccalaureate (I), Cambridge Program (K), Running Start (R), Science Lab (S), or CTE Dual Credit (T).

Block Classes

Course Designation Codes should apply to *all* sections of a block class.

Multiple Designations

CEDARS can accept multiple course designation codes for a single course. But, some codes may not also be reported with others because of proprietary rights, funding restrictions, or other participation requirements. Any restrictions related to specific Course Designation Codes are outlined in the matrix below.

Course Designation Code Co-Reporting Matrix

| - | A | B | C | D | E | G | H | I | J | K | L | N | O | Q | R | S | T | U | V | W | X | Y | Z |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| A | - | Y | Y | Y | Y | N | Y | N | N | Y | N | N | Y | Y | N | Y | Y | N | N | N | Y | Y | N |
| B | Y | - | Y | Y | Y | N | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | N | N | N | Y | Y | Y |
| C | Y | Y | - | Y | Y | N | Y | N | N | Y | N | N | Y | Y | N | Y | Y | N | N | N | Y | Y | N |
| D | N | Y | Y | - | Y | N | Y | N | N | Y | N | N | Y | Y | N | Y | N | N | N | N | Y | Y | N |
| E | Y | Y | Y | Y | - | N | Y | Y | N | Y | Y | Y | Y | Y | Y | Y | Y | N | N | N | Y | Y | Y |
| G | N | N | N | N | N | - | N | N | N | N | N | N | N | N | N | N | Y | N | N | N | N | N | N |
| H | N | Y | Y | Y | Y | N | - | N | N | Y | N | N | Y | Y | N | Y | N | N | N | N | Y | Y | N |
| I | N | Y | N | N | Y | N | Y | - | N | Y | N | N | Y | Y | N | Y | N | N | N | N | Y | N | N |
| J | N | Y | N | N | N | N | N | N | - | N | N | N | N | N | N | N | N | N | N | N | N | N | N |
| K | N | Y | Y | Y | Y | N | Y | N | N | - | N | N | Y | Y | N | Y | N | N | N | N | Y | Y | N |
| L | N | Y | Y | Y | Y | N | Y | N | N | Y | - | N | Y | Y | N | Y | N | N | N | N | Y | Y | Y |
| N | N | Y | Y | Y | Y | N | Y | N | N | Y | N | - | Y | Y | N | Y | N | N | N | N | Y | Y | Y |
| O | Y | Y | Y | Y | Y | N | Y | Y | N | Y | Y | Y | - | Y | Y | Y | Y | N | N | N | Y | Y | Y |
| Q | Y | Y | Y | Y | Y | N | Y | Y | N | Y | Y | Y | Y | - | Y | Y | Y | N | N | N | Y | Y | Y |
| R | N | Y | N | N | Y | N | N | N | N | N | N | N | Y | Y | - | Y | N | N | N | N | Y | N | N |
| S | Y | Y | Y | Y | Y | N | Y | Y | N | Y | Y | Y | Y | Y | Y | - | Y | N | N | N | Y | Y | N |
| T | Y | Y | Y | Y | Y | Y | Y | N | N | Y | N | N | Y | Y | N | Y | - | Y | Y | Y | Y | Y | N |
| U | N | N | N | N | N | N | N | N | N | N | N | N | N | N | N | N | Y | - | N | N | N | N | N |
| V | N | N | N | N | N | N | N | N | N | N | N | N | N | N | N | N | Y | N | - | N | N | N | N |
| W | N | N | N | N | N | N | N | N | N | N | N | N | N | N | N | N | Y | N | N | - | N | N | N |
| X | Y | Y | Y | Y | Y | N | Y | Y | N | Y | Y | Y | Y | Y | Y | Y | Y | N | N | N | - | Y | Y |
| Y | N | Y | Y | Y | Y | N | Y | N | N | Y | N | N | Y | Y | N | Y | N | N | N | N | Y | - | N |
| Z | N | Y | N | Y | Y | N | N | N | N | N | Y | Y | Y | Y | N | N | N | N | N | N | Y | Y | - |

N = No. The designation codes *cannot* both be reported for a single course.

Y = Yes. The designation codes *can* both be reported for a single course.

Course Level

Course level identifies the course’s level of academic rigor. For this data collection, academic rigor refers to the course degree of difficulty. Based on the local education agency or school’s curriculum standards and criteria for that course.

Reported in:

| File | Element |
|--|--------------------|
| Course Catalog (D) | D16 – Course Level |
| Non-Traditional Student Credit Attempt (T) | T18 – Course Level |

Note: Course level is not collected in Student Grade History File (H) because Files D and T provide data for all coursework students take in school years 2019-2020 and forward.

Descriptions

B - Basic or remedial. A course focusing primarily on skills development, including literacy in language, mathematics, and the physical and social sciences. These courses are typically less rigorous than standard courses and may be intended to prepare a student for a general course.

G - General or regular. A course providing instruction in a given subject area that focuses primarily on general concepts appropriate for the grade level. General courses typically meet the state's* or district's expectations of scope and difficulty for mastery of the content.

E - Enriched or advanced. A course that augments the content and/or rigor of a general course, but does not carry an honors designation.

H - Honors. An advanced-level course designed for students who have earned honors status according to educational requirements. These courses typically include additional content not found in general courses, and are formally designated as honors courses.

C - College. A course that is designed to be credit-bearing at a postsecondary institution.

X - No specified level of rigor. The notion of rigor may not be appropriate for some courses; survey or interest courses that expose students to a variety of subjects and study hall are examples.

**Washington state learning standards are available on the [OSPI Learning Standards & Instructional Materials site](#).*

Determining Level

Course levels do not have grade span, program, or attribute limitations. Select the value that best aligns with the academic rigor of the course. The *majority* of courses that schools offer are general. However, some courses are distinguished by having more or less rigorous requirements than the general course.

When determining the course level, assess how its academic rigor compares to *your* local education agency's (LEA) curriculum standards for this course. A way to frame this concept is the question, "Is this *instance* of (insert course title) the same level of rigor, less rigorous, or more rigorous than my LEA's curriculum standards for (insert course title)?"

Do *not* compare similar courses with the same subject area to determine the course level, such as Spanish I and Spanish II.

Course Level Decision Tree

1. Does this *instance* of the course have a curriculum with academic rigor?
 - If **yes**, then skip to step 2
 - If **no**, meaning this is a course without an established level of academic rigor (Examples: work experience, study hall, test prep, etc.), then report *X - No specified level of rigor*

2. Is this *instance* of the course the same level of rigor, less rigorous, or more rigorous than *my LEA's* curriculum standards for the course?
- **Same** level of rigor
 - Then report *G – General or regular*
 - **Less** rigorous
 - Then report *B – Basic or remedial*
 - **More** rigorous
 - Is it credit-bearing at a postsecondary institution?
 - If **yes**, then report *C – College*
 - If **no**, is it an advanced-level course designed for students who have earned honors status?
 - If **yes**, then report *H – Honors*
 - If **no**, then report *E – Enriched or advanced*

Accommodations

Report the rigor of the standard course curriculum, not the level of the modified curriculum used to accommodate individual students.

Course Designation Codes

A course reported in the *Course Catalog (D)* or *Non-Traditional Student Credit Attempt (T)* files may have a Course Designation Code in addition to the Course Level. These identifiers provide additional context about the course but should not be referenced in isolation when evaluating rigor. Report the Course Level Code that best aligns with the combination of the course's local curriculum and the Course Designation Code.

Unlike Course Level, more than one Course Designation Code may be reported for a single course. If a course has multiple Designations, but they do *not* share alignment to a single Course Level Code, and:

- Students receive instruction at *different* levels of rigor
 - Then report per the [Multi-Level Course guidance](#) in this document.
- Students *all* receive instruction at the *same* level of rigor
 - Then report the most rigorous of the applicable Course Level Codes

See the *Courses, Student Schedules, Staff Schedules, and Grade History: Course Designation Codes* section for this document's comprehensive [Course Designation Codes guidance](#).

Dual Enrollment

Course data focuses on content. All courses, including dual enrollment courses, should be assigned a course level based on the rigor of the course content. While there are six options for coding this element, postsecondary courses (courses that are designed to be credit bearing at a postsecondary institution) should be reported with *C – College*.

Multi-Level Course

Some LEAs schedule multiple levels of rigor within a single instance of a course. If students within the same classroom or non-course credit activity receive instruction at different course levels, a

different Course ID must be reported for each course level present.

Reporting Example 1

Single course offering both General and Honors levels of rigor, showing *Course Catalog File (D)* and *Student Schedule File (E)* elements.

| | SSID (E04) | Course ID (D04 & E06) | Course Title (D05) | Course Level (D16) |
|-----------|---------------|--------------------------|--------------------------|-----------------------|
| Student A | 1234567890 | ELAII1 | English/Language Arts II | G |
| Student B | 1234567891 | ELAII2 | English/Language Arts II | H |

Reporting Example 2

Single course offering both General and Honors levels of rigor, showing *Non-Traditional Student Credit Attempt File (T)* elements.

| | SSID (T04) | Course ID (T07) | Attempt Title (T08) | Course Level (T18) |
|-----------|---------------|--------------------|------------------------|-----------------------|
| Student A | 1234567890 | LEAD01 | Leadership | G |
| Student B | 1234567891 | LEAD02 | Leadership | H |

Placeholder Course

Some LEAs use student information systems (SIS) that do not allow open or unscheduled blocks of time in a student’s schedule, for example, participation in a Running Start or Skills Center program. As a workaround to this SIS requirement, some LEAs use a “placeholder course” in a student schedule to represent when the student is not receiving instruction through the LEA. When a placeholder course is reported with the Content Area Code (Element D06 or T09) zzz - *Non-Instructional Time*, the corresponding Course Level (Element D16 or T18) should be X – *No specified level of rigor*.

Course Sequence & Sequence Group

Course Sequence & Sequence Group reporting is optional for the 2023-24 school year.

Reported in:

| File | Element |
|--|--|
| Course Catalog (D) | Element D18 – Sequence Element D19 – Sequence Group |
| Non-Traditional Student Credit Attempt (T) | Element T19 – Sequence Element T20 – Sequence Group |

Course Sequence and Sequence Group elements are necessary to differentiate whether File D or File T records reported with identical State Course Codes (Elements D08 & T11) were repeated courses or unique instances linked as co-requisite parts of a series.

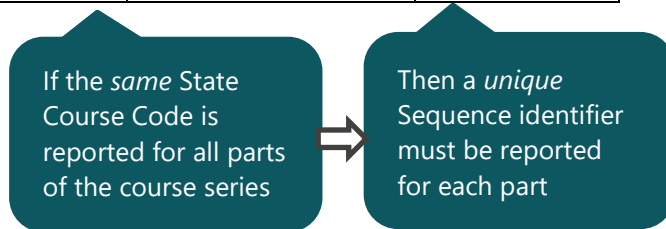
Course Sequence and Sequence Group elements are not intended to identify the relationship of a pre-requisite and subsequent course(s) with unique State Course Codes. Such as requiring Algebra 1 before Geometry. Nor are they intended to reconcile records, across one or multiple years, to check if students have taken all parts of a sequence.

Sequence

Sequence identifies a specific course's position when it is part of a consecutive series of courses reported with the same State Course Code and Sequence Group. The Sequence represents the order.

Example: The sequential order of a one-semester Study Skills course scheduled as three separate sessions or parts.

| Term/Session | State Course Code (D08/T11) | Sequence (D18/T19) |
|--------------|-----------------------------|--------------------|
| Session 1 | 22003 | Part 1 of 3 |
| Session 2 | 22003 | Part 2 of 3 |
| Session 3 | 22003 | Part 3 of 3 |

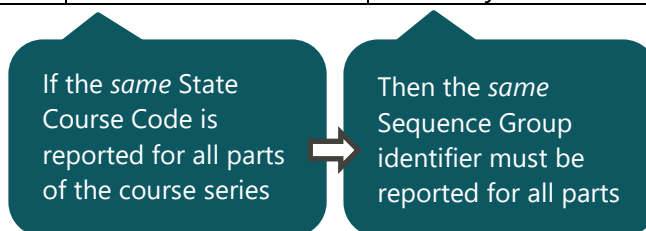


Sequence Group

Sequence Group is the identifier unique to each set of sequential courses. This identifier is used to gather all courses part of the unique set.

Example: Using the same one-semester Study Skills course from above, the set of three separate sessions parts belong to the same group.

| Term/Session | State Course Code (D08/T11) | Sequence Group (D19/T20) |
|--------------|-----------------------------|--------------------------|
| Session 1 | 22003 | AMstudySmith |
| Session 2 | 22003 | AMstudySmith |
| Session 3 | 22003 | AMstudySmith |

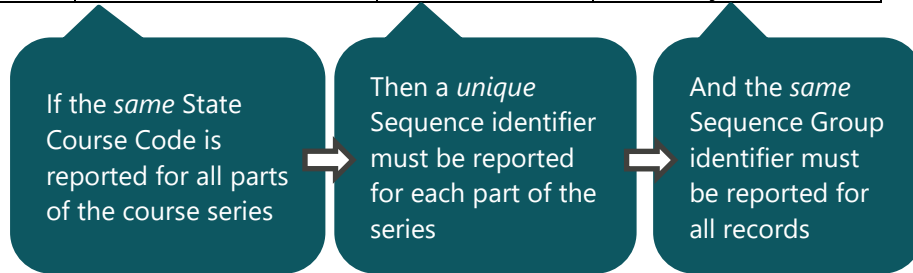


Sequence + Sequence Group

The combination of Sequence and Sequence Group defines the course-level relationship of records reported with identical State Course Codes.

Example: Combining the Sequence and Sequence Group examples above conveys a complete data story.

| Term/Session | State Course Code (D08/T11) | Sequence (D18/T19) | Sequence Group (D19/T20) |
|--------------|-----------------------------|--------------------|--------------------------|
| Session 1 | 22003 | Part 1 of 3 | AMstudySmith |
| Session 2 | 22003 | Part 2 of 3 | AMstudySmith |
| Session 3 | 22003 | Part 3 of 3 | AMstudySmith |



The combination of Sequence and Sequence Group distinguishes course records that would otherwise appear duplicative. Especially given the varied local course reporting practices.

Example: A single student course record* without Sequence and Sequence Group data.

| Attempt Title (T08) | State Course Code (T11) |
|-------------------------|-------------------------|
| English/Language Arts I | 01001 |
| English/Language Arts I | 01001 |
| Algebra I | 02052 |
| Algebra I | 02052 |
| Musical Theater | 05060 |
| Musical Theater | 05060 |

Unique occurrences or repeated courses?

It is unclear if the duplicate *English/Language Arts I*, *Algebra I*, and *Musical Theater* records are single courses consisting of two parts or one-part courses that were reported twice.

Example: A single student course record* with Sequence and Sequence Group data.

| Course Title/ Attempt Title (T08) | State Course Code (T11) | Sequence (T19) | Sequence Group (T20) |
|---|-------------------------------|-------------------|----------------------------|
| English/ Language Arts I | 01001 | Part 1 of 2 | ELA1 |
| English/ Language Arts I | 01001 | Part 2 of 2 | ELA1 |
| Algebra I | 02052 | Part 1 of 2 | Alg1 |
| Algebra I | 02052 | Part 2 of 2 | Alg1 |
| Musical Theater | 05060 | Part 1 of 1 | MT1 |
| Musical Theater | 05060 | Part 1 of 1 | MT2 |

The Sequence Group identifies that these two records belong to the *same* multi-part course series

The Sequence identifies that *this* record is the *first* part of the two-part

The Sequence identifies that *this* record is the *second* part of the two-part course series

Sequence and Sequence Group tell us that both the *English/Language Arts I* and *Algebra I* courses in this example are single courses consisting of two parts. In comparison, the *Musical Theater* course is a one-part course that was reported twice.

**The student course record was significantly simplified for ease of illustrative purposes and does not provide a comprehensive overview of Course Catalog File (D) and Non-Traditional Student Credit Attempt File (T) elements or reporting requirements.*

Determining Sequence

The method for determining the sequence of a course depends on local scheduling and grading policies, the number of local courses that map to the same state course code, and if a course is part of a larger course sequence requirement. Course sequence only indicates the order in which a series of courses were taken. It does not indicate the course's length, or the amount of credit available to a student enrolled in the course.

Reporting Scenario Examples

When *Course Catalog File (D)* or *Non-Traditional Student Credit Attempt File (T)* contain identical State Course Codes, report as outlined below.

Co-Requisite or Consecutive Courses

The student automatically scheduled for *all* instances when they enroll in the course.

Example: A one-semester course scheduled as four separate sessions, meaning four records for the course.

| Term/Session | State Course Code (D08/T11) | Sequence (D18/T19) | Sequence Group (D19/T20) |
|--------------|-----------------------------|--------------------|--------------------------|
| Session 1 | 04161 | Part 1 of 4 | CivA22 |
| Session 2 | 04161 | Part 2 of 4 | CivA22 |
| Session 3 | 04161 | Part 3 of 4 | CivA22 |
| Session 4 | 04161 | Part 4 of 4 | CivA22 |

Same for all sessions

Unique for each session

Same for all sessions

Example: A single, all-year course scheduled as two separate semester terms, meaning one course record for each semester.

| Term/Session | State Course Code (D08/T11) | Sequence (D18/T19) | Sequence Group (D19/T20) |
|--------------|-----------------------------|--------------------|--------------------------|
| Semester 1 | 08002 | Part 1 of 2 | SportsAB |
| Semester 2 | 08002 | Part 2 of 2 | SportsAB |

Same for each semester

Unique for each semester

Same for each semester

Multiple Sequence Eligibility

When a course is eligible to be part of more than one sequence.

Example: Three distinct, one-semester courses are all reported with an identical State Course Code (22115 - Academic Competition).

| Course Title (D05) | State Course Code (D08/T11) | Sequence (D18/T19) | Sequence Group (D19/T20) |
|------------------------------------|-----------------------------|--------------------|--------------------------|
| Future Business Leaders of America | 22115 | Part 1 of 1 | FBLA |
| Model UN | 22115 | Part 1 of 1 | MoUN |
| Odyssey of the Mind | 22115 | Part 1 of 1 | OotM |

The *same* code applies to all courses

Part 1 of 1 for each course

Different for each course

Partial Sequence

A student that transfers into the Local Education Agency (LEA) or school may be placed in a course that is not the first in the sequence. Additionally, a student may not complete the entire sequence of courses while enrolled in the LEA.

Example: A student transfers into the school mid-year. The language arts course for their grade level is a two-part sequence that spans the entire school year. The student is enrolled in the course for Semester 2, which is Part 2 of 2.

| Term/Session | State Course Code (D08/T11) | Sequence (D18/T19) | Sequence Group (D19/T20) |
|--------------|-----------------------------|--------------------|--------------------------|
| Semester 2 | 01003 | Part 2 of 2 | NguyenAM1 |

The *same* State Course Code as students taking both Part 1 and Part 2.

Part 2 of 2, even though they did not take Part 1 locally, since it is the *second* course in the series.

The *same* identifier as a student taking both Part 1 and Part 2.

Example: A student transfers out of the school mid-year. They only completed the first part of a two-part, year-long math sequence.

| Term/Session | State Course Code (D08/T11) | Sequence (D18/T19) | Sequence Group (D19/T20) |
|--------------|-----------------------------|--------------------|--------------------------|
| Semester 1 | 02104 | Part 1 of 2 | GarciaPM3 |

The *same* State Course Code as students taking both Part 1 and Part 2.

Part 1 of 2, even though they did not also take Part 2 locally.

The *same* identifier as students taking *both* Part 1 and Part 2.

Placeholder Courses

Some LEAs use student information systems (SIS) that do not allow open or unscheduled blocks of time in a student's schedule, for example, participation in a Running Start or Skills Center program. As a workaround to this SIS requirement, some LEAs use a "placeholder course" in a student schedule to represent when the student is not receiving instruction through the LEA. When a placeholder course is reported the Course Sequence (Element D18 or T19) should be *1 – Part 1 of 1* and the Sequence Group (Element D19 or T20) should be the locally-determined identifier unique to this placeholder course.

Repeat Courses

Student opted into each individual occurrence of a course with the same state course code.

Example: Student scheduled for two semesters of local courses reported with the same performing arts (05060 - Musical Theater) elective state course code.

| Term/Session | State Course Code (D08/T11) | Sequence (D18/T19) | Sequence Group (D19/T20) |
|--------------|-----------------------------|--------------------|--------------------------|
| Semester 1 | 05060 | Part 1 of 1 | TheaterA1 |
| Semester 2 | 05060 | Part 1 of 1 | TheaterA2 |

Same for both semesters

Part 1 of 1 for both semesters

Unique for each semester

Example: Student scheduled for two periods of the same course (14054 - Engineering and Technology Aide) for their role as a teaching assistant for two different classes (Engineering Technology and Robotics)

| Term/Session | State Course Code (D08/T11) | Sequence (D18/T19) | Sequence Group (D19/T20) |
|--------------|-----------------------------|--------------------|--------------------------|
| Period 1 | 14054 | Part 1 of 1 | EngTechTA |
| Period 2 | 14054 | Part 1 of 1 | RoboticsTA |

Same for both periods

Part 1 of 1 for both periods

Unique for each period

Note: Definition of terms for this guidance, within the context of *Course Sequence* in CEDARS *Course Catalog File (D)* and *Non-Traditional Student Credit Attempt File (T)* reporting:

Course: Unit of teaching that typically covers an individual subject.

Record: A unique unit of information comprises multiple elements from a single file.

CTE Course and Credit Equivalency

RCW 28A.230.097(2) states in part "Career and technical courses determined to be equivalent to academic core courses, in full or in part, by the high school or school district shall be accepted as meeting core requirements, including graduation requirements, if the courses are recorded on the student's transcript using the equivalent academic high school department designation and title...."

RCW 28A.700.070, RCW 28A.230.097 and RCW 28A.230.010 allow for districts to determine course credit equivalency for Career and Technical Education (CTE) courses.

CEDARS Course Catalog File (D), Element D12 – CTE Course Equivalency Identification and D13 – CTE Equivalency is used to submit CTE Course Equivalency Identification information for courses submitted with approved CIP codes that meet the definition of statewide or local course

equivalency. Courses submitted to Element D12 must meet the mandatory hours of 180 or 540, as designated, to achieve statewide course equivalency.

Information regarding the equivalency issued to a student enrolled in a CTE course with CTE equivalency is to be submitted to CEDARS Course Catalog File (D), Element D13– CTE Equivalency. The valid values reported to Element D13 will identify the specific equivalent course, e.g., valid value 02 – Algebra 2.

The [OSPI Career & Technical Education \(CTE\) Resources site](#) contains additional Statewide Approved Course Equivalency resources and contact information.

Dual Language Instruction

Reporting Dual Language Instruction is required for Dual Language Courses reported to CEDARS. The Dual Language Instruction Type is used to differentiate the purpose and structure of dual language education, world language enrichment, and world language immersion programs.

One-Way Dual Language Program

One-way Dual Language Program provides content-based instruction to students in two languages (English and a partner language other than English spoken in the local community). Students in the classroom are multilingual/English learners and/or Native American students. The goals of the program are to; 1) become bilingual and biliterate, 2) high academic achievement in all content areas, and 3) sociocultural competence.

Two-Way Dual Language Program

Two-way Dual Language Program provides content-based instruction to students in two languages (English and a partner language other than English spoken in the local community). The program is designed to close opportunity gaps and prioritizes multilingual/English learners and Native American students. The classroom has balanced numbers of multilingual/English learners and native English speakers in the classroom. The goals of the program are to; 1) become bilingual and biliterate, 2) high academic achievement in all content areas, and 3) sociocultural competence.

World Language Enrichment Program

World language enrichment is an instructional model that provides an introductory level world language experience, typically for students in grades K-8. The world language may not be related to a language in the local community. The goal of these programs is to expand students' comprehension of world languages and cultures.

World Language Immersion Program

World language immersion is an instructional model that provides content-based instruction to students in primarily the world language with a small portion of the instruction in English. The world language may not be related to a language in the local community. The goals of these programs are to develop bilingual and biliteracy proficiency in the world language through content instruction for native English speaking students and students who are proficient in English.

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.

GPA definition from [WAC 392-415-055](#)

(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.

Graduation Alliance ACE Credits

[Graduation Alliance](#) offers online courses approved by the American Council on Education's (ACE) College Credit Recommendation Service, which provides colleges and universities with student transcripts that include *recommended* college credit.

An institution listed by the American Council on Education as a higher education partner does not mean the institution recognizes *all* ACE credit recommendations. The [Council of Presidents](#) is the

association of Washington’s six public four-year college and universities. Their institutions may consider Graduation Alliance ACE credits for prior education experience, but do not award credit for those courses. For questions about a specific credit, the Council of Presidents advises contacting the institutions directly.

If college credit is not also awarded, a course cannot be reported with a dual credit designation (see course designation definitions) nor used for dual credit graduation pathways.

The OSPI Dual Credit Programs site and Graduation Pathways site contain policy resources and contact information.

Industry Recognized Certifications

Indicates which, if any, state or nationally industry recognized certifications are *offered* through a CTE course:

| File | Element |
|--------------------|--|
| Course Catalog (D) | D17 – Industry Recognized Certifications Offered |

Indicates which, if any, state or nationally industry recognized certifications were *earned* through a CTE course:

| File | Element |
|---------------------------|---|
| Student Schedule (E) | E15 – Industry Recognized Certifications Earned |
| Student Grade History (H) | H31 – Industry Recognized Certifications Earned |

Corresponding D17 & E15 Course Records: Valid Value Co-Reporting Matrix

| | | D17 | | | E15 | | |
|-----|------|-----|---|------|-----|---|------|
| | | 1 | 2 | 3-25 | 1 | 2 | 3-25 |
| D17 | 1 | - | * | N | Y | N | N |
| | 2 | * | * | * | * | * | * |
| | 3-25 | N | * | Y | N | Y | Y |
| E15 | 1 | Y | * | N | - | N | N |
| | 2 | N | * | Y | N | - | N |
| | 3-25 | N | * | Y | N | N | Y |

* Not a D17 valid value

N = No. The valid value codes *cannot* both be reported

Y = Yes. The valid value codes *can* both be reported

Corresponding D17 & H31 Course Records: Valid Value Co-Reporting Matrix

Unlike the rest of courses reported in File H, only report H31 data in records where the Course School Year (H30) is the current reporting year.

| | | D17 | | | H31 | | |
|-----|------|-----|---|------|-----|---|------|
| | | 1 | 2 | 3-25 | 1 | 2 | 3-25 |
| D17 | 1 | - | * | N | Y | N | N |
| | 2 | * | * | * | * | * | * |
| | 3-25 | N | * | Y | N | Y | Y |
| H31 | 1 | Y | * | N | - | N | N |
| | 2 | N | * | Y | N | - | N |
| | 3-25 | N | * | Y | N | N | Y |

* Not a D17 valid value

N = No. The valid value codes *cannot* both be reported

Y = Yes. The valid value codes *can* both be reported

Additional information about Industry Recognized Certifications is available on the [OSPI Career & Technical Education \(CTE\) site](#).

International Baccalaureate

All IB courses must use the official IB course title or abbreviation identified in Appendix Q of the CEDARS Manual on the [CEDARS reporting site](#). 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.

Letter Grade

Incomplete

The student is not on track for course completion or has not yet met proficiency. Allowable for students in grades 9–12 and middle school students taking credit-bearing high school level work beginning with the 2020–21 school year.

Non-Instructional Pathways

Credit is obtainable from non-instructional activities, such as End-of-Course (EOC) or World Language Competency exams. The tables below provide guidance, by file, for reporting credit-bearing non-instructional activities.

Course Catalog File (D) + Student Schedule File (E)

| Element | Value to Report |
|-------------------------|--|
| Location ID (D03 & E05) | <ul style="list-style-type: none"> The ID for the school where the student completed the activity Report the activity with the same ID in both Course Catalog (D03) and Student Schedule (E05) |

| Element | Value to Report |
|----------------------------------|---|
| Course ID (D04 & E06) | <ul style="list-style-type: none"> • Unique to each activity and created by the LEA • Report the activity with the same ID in both Course Catalog (D04) and Student Schedule (E06) |
| Content Area Code (D06) | <ul style="list-style-type: none"> • ZZZ – Non-instructional time • This element is in Course Catalog, but not Student Schedule |
| Course Designation Code (D07) | <ul style="list-style-type: none"> • Z – Non Instructional • This element is in Course Catalog, but not Student Schedule |
| State Course Code (D08) | <ul style="list-style-type: none"> • Appendix V valid value consistent with the activity • Search for Course Names such as <i>Independent Study, Workplace Experience, Other, or Test Preparation</i> and Subject Area Names like <i>Miscellaneous or Non-Subject-Specific</i> to assist with finding courses that align with non-instructional activities • This element is in Course Catalog, but not Student Schedule |

Student Grade History File (H)

| Element | Value to Report |
|----------------------------------|--|
| Course ID (H07) | Unique to each activity and created by the LEA |
| Course Designation Code (H13) | Z – Non Instructional |
| State Course Code (H15) | <ul style="list-style-type: none"> • Appendix V valid value consistent with the activity • Search for Course Names such as <i>Independent Study, Workplace Experience, Other, or Test Preparation</i> and Subject Area Names like <i>Miscellaneous or Non-Subject-Specific</i> to assist with finding courses that align with non-instructional activities |
| Content Area Code (H14) | ZZZ – Non-instructional time |
| Certification Number (H25) | May be blank if the Course Designation Code is <i>Z – Non Instructional</i> |

Non-Traditional Student Credit Attempt File (T)

If the credits are scheduled as part of a course

| Element | Value to Report |
|----------------------------|--|
| Course ID (T07) | Unique to each activity and created by the LEA |
| Content Area Code (T09) | ZZZ – Non-instructional time |

| Element | Value to Report |
|-------------------------------|---|
| Course Designation Code (T10) | Z – Non Instructional |
| State Course Code (T11) | <ul style="list-style-type: none"> • Appendix V valid value consistent with the activity • Search for Course Names such as <i>Independent Study, Workplace Experience, Other, or Test Preparation</i> and Subject Area Names like <i>Miscellaneous</i> or <i>Non-Subject-Specific</i> to assist with finding courses that align with non-instructional activities |

Non-Traditional Student Credit Attempt File (T)

If the credits are not scheduled as part of a course

| Element | Value to Report |
|-------------------------------|---|
| Course ID (T07) | <ul style="list-style-type: none"> • Leave NULL (blank) • Data is not required if the activity is not scheduled as part of a course |
| Content Area Code (T09) | <ul style="list-style-type: none"> • Leave NULL (blank) • Data is not required if the activity is not scheduled as part of a course |
| Course Designation Code (T10) | Z – Non Instructional |
| State Course Code (T11) | <ul style="list-style-type: none"> • Appendix V valid value consistent with the activity • Search for Course Names such as <i>Independent Study, Workplace Experience, Other, or Test Preparation</i> and Subject Area Names like <i>Miscellaneous</i> or <i>Non-Subject-Specific</i> to assist with finding courses that align with non-instructional activities |

Running Start

Running Start is a program where 10th, 11th and 12th grade students take college courses to simultaneously earn both high school and college/university credit. Courses are taught at or under the authority of certain institutions of higher education by college-approved instructors. The [OSPI Course-Based Dual Credit site](#) contains policy and practice resources.

Running Start courses must be reported in Student Grade History File (H) or, beginning with the 2019-20 school year, Non-Traditional Student Credit Attempt File (T).

No Student Schedule File (E) Record

If your LEA does not report Running Start courses in Student Schedule File (E), they should be reported in both Student Grade History File (H) and Non-Traditional Student Credit Attempt File (T) as transfer courses with Course Designation Code *R – Running Start**¹. Report as transfer courses

¹ See the [course designation code](#) section of this document for guidelines on reporting a course with *R – Running Start*, including designations that may also be reporting for a RS course.

once final information is received regarding course completion and letter grades.

Placeholder Student Schedule File (E) Record

Some LEAs report placeholder records for Running Start courses in Student Schedule File (E). File E business rules require a corresponding record in Course Catalog File (D). Without a corresponding record in File D, the File E placeholder record will result in a submission error. The corresponding File D and E records for the placeholder course must both have Course Designation Code *R – Running Start*².

Mapping to State Course Codes

Running Start course records still require a State Course Code (Elements D08, H15, & T11). Review courses in Appendix V with the same subject area as the Running Start course and select the course description that best aligns. Dual credit courses, such as Running Start, are not an appropriate use of course code 22999 - *Miscellaneous—Other (Subject Area: Miscellaneous)*. See the [State Course Code](#) section of this document for the comprehensive overview of all course code guidance.

Skill Centers

Skill centers are regional secondary schools that serve high school students from multiple school districts. They provide instruction in preparatory programs that are either too expensive or too specialized for school districts to operate individually. The OSPI [Career & Technical Education \(CTE\) Skill Centers site](#) contains policy and program practice resources.

To participate in a skill center course, a student must be dual enrolled at both the skill center and a conventional high school (or middle school that serves grade level 9, 10, 11, or 12). Reference *District and School Enrollment* section of this document for the comprehensive [skill center enrollment reporting guidance](#).

Skill centers must report all courses for where credit was attempted during the current reporting school year in Student Grade History File (H) or Non-Traditional Student Credit Attempt File (T). Once the course is completed and the skill center communicates outcome information, the conventional high school (school that is primarily responsible) must report it as transfer course in Student Grade History File (H) or Non-Traditional Student Credit Attempt File (T). The transfer course record must also include any applicable Career & Technical Education (CTE) information such as course designation codes, classification of instructional program (CIP) codes, etc.

Prior to Grade 9

Students may earn high school credits at a skill center the summer between eighth and ninth grade. These courses must be reported the following fall, once the student is enrolled in the primarily responsible high school (or middle school that serves grade level 9) and the skill center has communicated the outcome information.

² See the [course designation code](#) section of this document for guidelines on reporting a course with *R – Running Start*, including designations that may also be reporting for a RS course.

Continuing after Grade 12

Some seniors have met all graduation requirements, but continue taking skill center courses to complete industry certification or program requirements the summer following their senior year. The *District and School Enrollment* section of this document provides the [enrollment reporting guidance](#) for this scenario.

State Course Code

Reported in:

| File | Element |
|--|---------------------------------|
| Course Catalog (D) | Element D08 – State Course Code |
| Student Grade History File (H) | Element H15 – State Course Code |
| Non-Traditional Student Credit Attempt (T) | Element T11 – State Course Code |

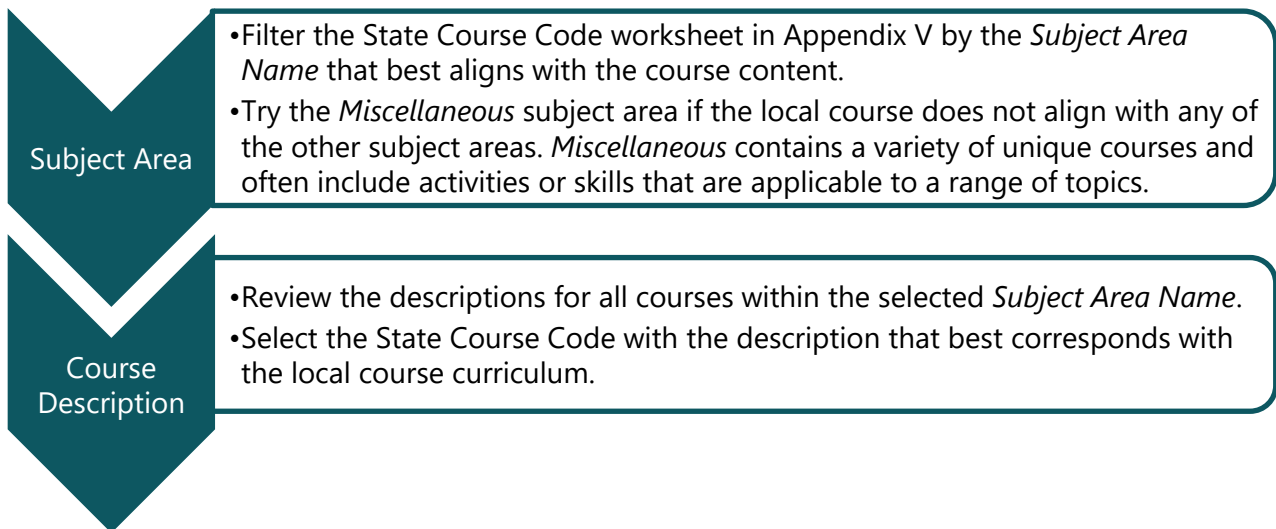
The comprehensive list of State Course Codes is located in *Appendix V*. The codes are based on the School Courses for the Exchange of Data (SCED), a common classification system for prior-to-secondary and secondary school courses. The SCED is updated and maintained by the National Forum on Education Statistics (Forum) Working Group; which is comprised of state education agency (SEA) and local education agency (LEA) representatives.

The Working Group receives suggestions and assistance from a wide network of subject matter experts at the national, state, and local levels. Recommendations for State Course Codes can be submitted to the Forum by OSPI, on behalf of Washington state LEAs. Contact the Student Information department (Student.Information@k12.wa.us) to propose a new course or a course change.

A State Course Code is required for all courses reported to Course Catalog File (D), Student Grade History File (H), or Non-Traditional Student Credit Attempt File (T). Report the course code that best aligns with the content of the course.

How to Select the State Course Code from Appendix V

LEAs determine the State Course Code most appropriate for the course; OSPI does not advise LEAs on which codes best align with their local courses. State Course Codes do not have program or attribute limitations. Detailed information and descriptions about each course are located in *Appendix V - State Course Codes* on the [CEDARS reporting site](#).



Tips

- Grade-Specific Courses:** Some of the State Course Codes are specific to individual grade levels. Locate these courses by filtering course *Name* or *Description*, using the search feature to refine by the grade level of interest.
- Prior-to-Secondary Courses:** The Non-Subject-Specific subject area contains codes for prior-to-secondary courses that do not have content differentiated by subject area. These courses focus on grade-specific content and cover various subjects throughout the day, rather than a single subject-specific content area.
- Washington-Specific Courses:** A handful of courses are unique to Washington and are not based on the School Courses for the Exchange of Data (SCED) framework. These courses use an alphanumeric code that begins with WA, followed by four digits. Quickly locate these courses by filtering *State Course Code* by searching for "WA".

Each subject area has an 'other' code available if no other course code aligns. Subject area 22 - *Miscellaneous* contains courses that do not fit within any other subject area. Dual credit courses, such as Running Start, are not an appropriate use of course code 22999 - *Miscellaneous—Other* (Subject Area: *Miscellaneous*).

Integrated Courses

LEAs that offer integrated content from multiple subject areas, such as courses that combine both math and art, must make a local decision on how best to assign the course code. Some agencies map content for integrated courses to multiple codes. Others assign credit for one course subject area only.

Middle School Curriculum

The general middle school curriculum course code WA0006 - *Middle/Jr High Curriculum* was inactivated the 2021-22 school year and forward. To transition a course formerly reported with WA0006 - *Middle/Jr High Curriculum* to a standard course code, schedule individual courses (grade specific or content area specific).

Reporting Example:

Course formerly reported with WA0006 (2020-21 and prior)

| Course Type (Appendix V) | Course Name (Appendix V) | Course State Code (D08 / H15 / T11) |
|-----------------------------|-----------------------------|--|
| Washington Specific | Middle/Jr High Curriculum | WA0006 |



Course reported with a standard State Course Code, specific to the course content and/or grade (2021-22 and forward)

| Course Type (Appendix V) | Course Name (Appendix V) | State Course Code (D08 / H15 / T11) |
|-------------------------------------|-----------------------------|--|
| Standard (Nationally Recognized) | Writing (grade 7) | 01137 |

Detailed course code information is located in *Appendix V - State Course Codes* on the [CEDARS reporting site](#).

Non-Rigor Courses

Non-Rigor course codes were inactivated the 2021-22 school year and forward. Beginning with the 2020-21 school year, new elements *D16 – Course Level* and *T18 – Course Level* identify course level of rigor. Instead of the previous practice of using *N*, or the absence of *N*, within the State Course Code itself. The 2020-21 school year was a transitional year where CEDARS will still accept the non-rigor courses, but will also begin accepting *Elements D16* and *T18* for the first time. Information on course level reporting is located in the [Course Level](#) segment of this document.

Non-Rigor course codes in *Appendix V – State Course Codes* contained the letter *N* at the end of the code. The *N* is the only code difference between the non-rigor code and the standard code counterpart.

Example:

| Course Type | Course Title (D05 / H08 / T08) | State Course Code (D08 / H15 / T11) |
|-------------|-----------------------------------|--|
| Standard | Mathematics (grade 7) | 02037 |
| “Non-Rigor” | Mathematics (grade 7) | 02037 N |

Non-Rigor to Standard Course Code Transition

To transition a course previously reported with a non-rigor course code to a standard course code:

1. Remove the “N” from the end of the course code
2. Report the level of rigor in *Course Level* instead

Reporting Example:

Course formerly reported with a 'Non-Rigor' Course Code (2020-21 and prior)

| Course Type (Appendix V) | Course Title (D05 / H08 / T08) | Course Level (D16 / T18) | State Course Code (D08 / H15 / T11) |
|---|-----------------------------------|-----------------------------|---|
| Non-Rigor <i>(Washington Specific)</i> | English as a Second Language | NULL | 01008N |



Now report course using a standard Course Code + Course Level (2021-22 and forward)

| Course Type (Appendix V) | Course Title (D05 / H08 / T08) | Course Level (D16 / T18) | State Course Code (D08 / H15 / T11) |
|--|-----------------------------------|--|---|
| Standard <i>(Nationally Recognized)</i> | English as a Second Language | <i>Locally Determined (using valid values)</i> | 01008 |

Prior-to-Secondary Courses

Subject area 23 - *Non-Subject-Specific* contains codes for prior-to-secondary courses that do not have content differentiated by subject area. These courses focus on grade-specific content and cover various subjects throughout the day, rather than a single subject-specific content area. Specific course content must align with state standards. Additional information about Washington state learning standards is located on the [OSPI Learning Standards & Instructional Materials](#) site.

Special Programs and Populations

Distinct programs and populations (e.g., special education, bilingual, highly capable, etc.) do not have specific course codes designated for these programs or students. The course descriptions focus on content and avoid specifying delivery methods, audience, or location. Student program and attribute information is collected via other CEDARS elements, but can be linked to coursework in downstream data analyses and reporting.

Student Work-Based Learning Activities

The Federal Perkins V definition of work-based learning means, “*sustained interactions with industry or community professionals in real workplace settings, to the extent practicable, or simulated environments at an educational institution that foster in-depth, firsthand engagement with the tasks required in a given career field, that are aligned to curriculum and instruction.*”

The work-based learning data reported to CEDARS will inform district accountability for Perkins 5S3 Program Quality – Participation in Work-Based Learning. It will also be reflected in the OSPI Perkins Dashboard in Tableau and the annual CTE report to the Department of Education.

- Student Schedule File (E)
 - *Element E16 – Student Work Based Learning Activities*
- Student Grade History File (H)
 - *Element H32 – Student Work Based Learning Activities*

Definitions

Activities that are not included in the valid value list were not incorporated based on CTE stakeholder engagement feedback to ensure quality criteria are met. The following definitions should be used to inform what is appropriately reported.

Career Research and Job Interview/Job Shadow in Course Related Area

Students reflected in this category will have participated in a combination of the activities to meet the criteria. Students will have built career awareness through research that identifies training and skill requirements for a chosen career or field of interest; built practical skill through preparing materials and conducting a job interview with a career professional; and/or interacting with and observing one or more employees based on a student's interest in a specific career and/or organization. Job shadowing experiences may be done in-person, virtual, one-on-one, or in a group experience.

Guest Speaker Series with Assigned Career Mentors or Structured Field Trip to Related Job Site

Students reflected in this category will have participated in a combination of the activities to meet the criteria. Students will have targeted career exploration through learning from guest speakers; professionals related to the CTE course; being connected with a professional with experience in the occupational field or career cluster to serve as a mentor; and/or, opportunities to visit and learn from on-the-job site tours to build a better understanding of the skills and abilities necessary to be successful in the career path.

School Based Enterprises

Students lead business enterprises that provide goods or services. These businesses are operated from the school campus utilizing facilities, equipment, and other resources provide school or CTE department, but are student-led. While the instructor can provide guidance, the enterprises are student led, and are specific to the CTE course. Students should guide and inform the business plan of the school-based enterprises.

Placement/Unpaid Internship (*Minimum 20-hour experience*)

Students are placed in workplace environments to develop and practice career-related knowledge and skills for a specific career field related to the student's career interests, abilities, and goals (HSBP). Student progress is overseen by a worksite supervisor.

Placement/Paid Internship

Students are placed in workplace environments to learn about a particular industry or occupation related to the student's career interests, abilities, and goals (HSBP). Students are paid either through wages or other compensation to work for an employer for a specific period of time. Student progress is overseen by a worksite supervisor.

Apprenticeship Preparation Program/Registered Apprenticeship

Students participating in programs that have been formally recognized by the Washington State Apprenticeship Training Council as an apprenticeship preparation program, or are registered as an apprentice with Labor and Industries (L&I), and are participating in an apprenticeship program registered in Washington.

Ownership/Entrepreneurship

Students create, own, and operate a business related to the CTE course that provides goods and/or services to the marketplace. An entrepreneurship experience provides students the opportunity to develop the skills necessary to become established in their own business or to gain employment. The entrepreneurship experience is student-driven and managed.

Health Care Clinical

Students in health and medical science courses integrate knowledge acquired in the classroom with clinical practice in a variety of healthcare settings with patients at different stages of medical practice to understand the scope of healthcare professions and practice the skills they have learned in the classroom. Clinicals are required as part of the student's certification program and require on-site supervision.

Course Related Service-Learning Project

Students plan, conduct, and evaluate a project designed to provide a service to public entities or the community that must provide benefit to an organization, group, or individuals. The project must be of sufficient scope to enable development and demonstration of skills and competencies related to the CTE course.

Resources

Additional information about work-based learning activities is available on the [OSPI Career & Technical Education \(CTE\) work-based learning site](#) CTE staff can be contacted at cte@k12.wa.us.

Technical Skills

School districts are 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 technical skills 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 H31 – Industry Recognized Certifications Earned; H31 refers to the student *passing* a **certification exam** while H24 refers to the student *taking* a **skills and knowledge exam**.

Term

Indicates the term in which the course is offered.

Course term is reported in:

Student Schedule File (E), *Element E08 – Term*

Staff Schedule File (G), *Element G07 – Term*

Grade History File (H), *Element H19 – Term*

Summer

Terms Sum1 and Sum2 can only be reported in Student Grade History (H).

Summer Term Reporting Matrix

| Term | Element H19 – Term | Element E08 – Term | Element G07 – Term |
|------|--------------------|--------------------|--------------------|
| Sum1 | Yes | No | No |
| Sum2 | Yes | No | No |

All Year

There should only be a single course record for an all year course and credit should only reflect the end of year outcome of the course. Do not submit multiple records for an all year course as a method of progress reporting.

By design, reporting multiple records for a single all year course will cause CEDARS to reject the records due to a primary key violation. Please review the key structure found in the CEDARS Data Manual for more information.

Example of *Correct* ALLYR Course Reporting

| SSID (E04) | Location ID (E05) | Course ID (E06) | Section ID (E07) | Term (E08) | Letter Grade (E12) | Credits Earned (E14) |
|------------|-------------------|-----------------|------------------|------------|--------------------|----------------------|
| 1234567890 | 1234 | Hist101 | 7 | ALLYR | B+ | 1 |

Example of *Incorrect* ALLYR Course Reporting

| SSID (E04) | Location ID (E05) | Course ID (E06) | Section ID (E07) | Term (E08) | Letter Grade (E12) | Credits Earned (E14) |
|------------|-------------------|-----------------|------------------|------------|--------------------|----------------------|
| 1234567890 | 1234 | Hist101 | 7 | ALLYR | B | .25 |
| 1234567890 | 1234 | Hist101 | 7 | ALLYR | A | .25 |
| 1234567890 | 1234 | Hist101 | 7 | ALLYR | B | .25 |
| 1234567890 | 1234 | Hist101 | 7 | ALLYR | A | .25 |

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.

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.

Transcripts

The [OSPI High School Transcripts](#) site contains transcript user guides, requirements, and resources.

STAFF INFORMATION

Staff File (F)

This section contains guidance on reporting instructional staff and staff assigned to a homeroom. It is for data reporting purposes only and should not be interpreted as guidance for deciding staff eligibility.

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 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. If a paraeducator holds a certificate (certificate of completion) from the Paraeducator Certificate Program in Washington State, then report the Certification number or temporary number which starts with letter Z with the appropriate staff type code in Staff File (F), Element F04. The temporary number which starts with letter Z is issued to all districts staff who work at district and reported through the OSPI Personnel Reporting system. Please contact your district personnel who handle Personnel Reporting to obtain the temporary number.

We have developed a set of simple instructions for you to follow to obtain this temporary number through the EDS system. This Quick Tip Search document is located on the CEDARS [Training and Materials site](#).

A list of valid Staff Type Codes is available in CEDARS [Appendix U](#).

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.

Long Term Substitute Teachers

OSPI expects that long term substitutes will be reported in CEDARS in order to populate the Educator Equity Data Collection Tool, which is located in the Education Data System (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).

Paraeducators

Paraeducators are defined as “A classified public school or school district employee who works under the supervision of a certificated or licensed staff member, from grades kindergarten to grade 12, to support and assist in providing instructional and other services to students and their families, including library assistants, and excluding bus monitors, lunchroom aides, and community service aides.” (WAC 179-01-020). This definition includes paraeducators who provide instructional transition services. This definition does not include substitute paraeducators.

Beginning in the 2021-2022 school year, CEDARS will begin collecting paraeducator course assignments. OSPI encourages but does not require districts to report paraeducator course assignments through CEDARS Staff Schedule using the new Teacher Indicator valid value (G). This information will be used to link students to paraeducator supports for research requests and equity analyses of student supports, as well as to link paraeducator certificate completion to content area assignment and student program(s).

Paraeducators’ placement which includes instructional assistance in classroom setting and for individuals or small groups of students need to be reported in paired or group with certificated or licensed staff member(s) (WAC 179-01-020). Please refer the Teacher Indicator Valid Value Combinations and the Reporting Recommendations for Paraeducators.

Reporting Recommendations for Paraeducators

| Role | Report to CEDARS? | CEDARS Files |
|--|-------------------|--|
| Paraeducator who provides instructional assistance in a classroom or library | Yes | Staff File (F) and Staff Schedule File (G) |
| Paraeducator who works within multiple classrooms each school day | Yes | Staff File (F) and Staff Schedule File (G) |
| Paraeducator who works within different classrooms on different days of the week. | Yes | Staff File (F) and Staff Schedule File (G) |
| Paraeducator who provides social-emotional learning (SEL) support | Yes | Staff File (F) and Staff Schedule File (G) |
| Paraeducator who is assigned to intervention times (e.g., such as reading or math intervention) | Yes | Staff File (F) and Staff Schedule File (G) |
| Paraeducator who provides 1:1 support to a student | Yes | Staff File (F) and Staff Schedule File (G) |
| Paraeducator who provides assistance to students in specific programs such as LAP, special education, or English language development (TBIP) | Yes | Staff File (F) and Staff Schedule File (G) |
| Paraeducator who provides translation and interpretation as needed for multilingual/English learners in a general education classroom | Yes | Staff File (F) and Staff Schedule File (G) |

| Role | Report to CEDARS? | CEDARS Files |
|--|-------------------|--|
| Paraeducator who provides instructional library assistance including library assistants who assist in helping students locate and determine books/resources to use for research, citation, and documentation | Yes | Staff File (F) and Staff Schedule File (G) |
| Paraeducator who is only assigned to clerical or other office duties such as translation or interpretation for families or community members | No | No need to report in CEDARS |
| Paraeducator who is only assigned as bus monitors, lunchroom aides, and community service aides | No | No need to report in CEDARS |
| Paraeducator who is only assigned to Activity Code 25 (Pupil Management and Safety) | No | No need to report in CEDARS |

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.

A – Alternate

An alternate teacher rotates in and out of a classroom on a limited basis. Their role may include providing student instructional support, academic intervention strategies, or dropout reengagement or credit recovery support in a given course assignment.

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.

E – English Language Learner / English as a Second Language (ELL/ESL) Co-Teaching Model

An ELL or ESL teacher is assigned to provide instruction or support at the same time in the classroom as Primary teacher for a given course.

F – LAP Co-Teaching Model

A Learning Assistance Program (LAP) teacher is assigned to provide instruction or support at the same time in the classroom as Primary teacher for a given course.

G - Paraeducator

A paraeducator is assigned to provide support and assistance in instruction, consultation or tutoring, or monitoring of students in a classroom setting.

H – First Peoples’ Language, Culture, and Oral Traditions Co-Teaching Model

A First Peoples’ Language, Culture, and Oral Traditions teacher is assigned to provide instruction or support at the same time in the classroom as Primary teacher for a given course.

I – Special Education Co-Teaching Model

A Special Education teacher is assigned to provide instruction or support at the same time in the same classroom as Primary teacher for a given course.

J – Job Share – Primary

Job share teaching consists of two or more part-time teachers who split teaching time and the responsibilities for instruction and grading to the same group of students on a regular basis. Report all primary job share teachers with same course assignment with this valid value.

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.

P – Primary

The teacher responsible for grading and the majority of instruction in the classroom. There can only be one primary teacher for a given course.

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.

T – Team – Primary

Team teaching consists of two or more teachers teaching in a classroom. The teaching team collectively has responsibility for instruction and grading. Team teaching is considered a basic model of co-teaching. Report all primary team teachers with same course assignment with this valid value.

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.

Teacher Indicator Valid Value Combinations

Teacher Indicator valid value combinations are used by the Educator Equity Data Collection application in EDS to monitor teacher qualifications including certification, endorsements, and teaching assignments.

| Content or Program Area Teaching Assignment | Primary Classroom Teacher | Additional Classroom Teacher(s) |
|---|---------------------------|---------------------------------|
| Primary Teacher (P) | P | Not Applicable |
| Primary Teacher (P) Alternate Teacher (A) Paraeducator (G) | P P | A G |
| Primary Teacher (P) Substitute Teacher (S) Long-Term Substitute Teacher (L) Paraeducator (G) | P P P | S L G |
| Long-Term Substitute Teacher (L) | L | Not Applicable |
| Team-Primary (T, T) Team-Substitute (V) Team-Long Term Substitute (W) Alternate Teacher (A) Paraeducator (G) | T T T T T | T T, V T, W T, A G |
| Job Share-Primary (J, J) Job Share-Substitute (C) Job Share-Long Term Substitute (D) Alternate Teacher (A) Paraeducator (G) | J J J J J | J J, C J, D J, A G |
| Primary Teacher (P) LAP Co-Teaching Model (F) Paraeducator (G) | P P | F G |
| Primary Teacher (P) Special Education Co-Teaching Model (I) Paraeducator (G) | P P | I G |
| Primary Teacher (P) ELL/ESL Co-Teaching Model (E) Paraeducator (G) | P P | E G |
| Primary Teacher (P) First Peoples' Language, Culture, and Oral Traditions Co-Teaching Model (H) Paraeducator (G) | P P | H G |

STUDENT ATTRIBUTES AND PROGRAMS

Student Attributes and Programs File (I)

This section contains guidance on reporting students that received services, participated in a program, and/or is identified with an attribute. It is for data reporting purposes only and should not be interpreted as guidance for deciding attribute or program eligibility.

Attribute or Program Code

Attribute and program types are reported in *Element 106 – Attribute or Program Code*. All valid program codes are listed in [CEDARS Appendix F](#) for the reporting school year.

Qualification Reason

Attribute and program qualification reasons are reported in *Element 110 – Qualification Code*. Qualification codes are located in the following CEDARS documents:

| Program or Attribute | Valid Value List |
|---|--|
| Career Launch Programs | CEDARS Appendices – Appendix AJ |
| Student Identified with a Disability | CEDARS Appendices – Appendix I |
| District-Issued Learning Devices | CEDARS Appendices – Appendix AI |
| Free and Reduced Meals | CEDARS Appendices – Appendix X |
| GRADS Program | CEDARS Data Manual – Element 110 |
| Highly Capable (Gifted) Programs | CEDARS Data Manual – Element 110 |
| Reengagement Programs | CEDARS Appendix R |
| Washington State Seal of Biliteracy | CEDARS Appendices – Appendix K |

Attributes

504 Plan

Section 504 of the Rehabilitation Act of 1973, commonly called "Section 504," is a federal law that protects students from discrimination based on disability. This law applies to all programs and activities that receive funding from the federal government-including Washington public schools.

Students with 504 plans must be reported in Student Attributes and Programs File (I) using the attribute code identified in [CEDARS Appendix F](#).

If the student is no longer receiving accommodations as part of a 504 plan, exit data must be reported in *108 – Program Exit Date* and *109 – Exit Reason Code*.

If the student exits the school or district, exit data is not required in *108 – Program Exit Date* and *109 – Exit Reason Code*.

Additional information is available on the [OSPI 504 Plans and Students with Disabilities](#) site.

Student Identified with a Disability

A disability is an attribute of a student and is not a program or service. Students reported in *Special Education File (K)* must also be reported in *Student Attributes and Programs File (I)* with this attribute.

When a student is reported with this attribute in *Element 106 – Attribute or Program Code*, it identifies that they have a disability. The corresponding data in *Element 110 – Qualification Code* from *Appendix I – Disability Codes* describes the disability.

Some of the *Disability Codes* reported in *Element 110 – Qualification Code* have age-specific requirements (see Appendix I for the age requirement descriptions). If a student reported with one of these codes and has a birthday during the reporting school year that results in the student no longer meeting the age requirement, *Element 108 – Program Exit Date* is required. The record will error if an exit date is not provided in this scenario.

Element 108 – Program Exit Date is not required when a student with this attribute withdraws from the school or district. Except when the student aligns with the age-specific scenario described above, even when they are withdrawn prior to the birthday.

If a student is reevaluated and no longer has the disability, report the exit date in *Element 108 – Program Exit Date* and the reason in *Element 109 – Exit Reason Code*.

The student may receive services at any school in the district, however they will be counted at their school of primary enrollment for reports about this program.

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 106 – Program Code, Valid Value "24"*.

Washington State Seal of Biliteracy

The Washington State Seal of Biliteracy ([RCW 28A.300.575](#), [WAC 392-410-350](#)) was established in 2014 with the intent to recognize public high school graduates who have attained an intermediate-mid proficiency in English and one or more world languages, including American Sign Language and Tribal languages. Students in **all** Graduation Pathways are eligible to earn the Seal.

Proficiency rules for English, Tribal languages ([WAC 181-78A-700](#)), and world languages are provided on the [OSPI Washington State Seal of Biliteracy site](#). The site also contains resources for the transcript and diploma requirements.

Students can be reported in CEDARS with the *Proficient - Washington State Seal of Biliteracy* attribute in File I when they demonstrate proficiency in one or more world languages but has not

yet met the other requirements for the Seal. This attribute was created to recognize students who are on track to earn the Seal prior to graduation.

Students can be reported in File I with the *Earned - Washington State Seal of Biliteracy* attribute once the student meets the Seal requirements and meets graduation requirements.

- Element I05 – Location ID, report the location id of the school that identifies the student as either being recognized as Washington State Seal of Biliteracy Proficient or Washington State Seal of Biliteracy Earned
- Element I06 – Attribute or Program Code, valid value 42 – Proficient - Washington State Seal of Biliteracy or valid value 41 – Earned - Washington State Seal of Biliteracy
- Element I07 – Start Date and Element I08 – Exit Date, provide the date the student is identified as Washington State Seal of Biliteracy Proficient or the student Earned the Washington State Seal of Biliteracy.
- Element I09 – Exit Reason Code, report the method by which the student became Washington State Seal of Biliteracy Proficient or the Seal was earned. A list of the recognized assessment methods is found in [CEDARS Appendix L](#).
- Element I10 – Qualification Code, report the language code that identifies in which language the student is recognized as being Washington State Seal of Biliteracy Proficient or in which language the Seal of Biliteracy was Earned. Language codes can be found in [CEDARS Appendix K](#).

Students can earn the Seal of Biliteracy in multiple languages. On the transcript, each language will be represented with a different line. Please note that a student will earn the Seal in all languages that proficiency has been demonstrated in at once as the transition from “Proficient” to “Earned” is contingent on the ELA graduation requirements and graduation.

District Programs

Beginning with the 2023-24 school year submissions, districts are no longer required to submit information regarding the following –

- **District-Issued Learning Devices**
- **District-Issued Hotspot**
- **Inadequate Technology Access**

Washington Reading Corps Literacy Support

The Washington Reading Corps (WRC) is a partnership between the Office of Superintendent of Public Instruction (OSPI) and the Washington Service Corps (WSC), a division of the Washington State Employment Security Department. The WRC program places AmeriCorps members in Early Learning Centers, elementary schools, and community-based sites across the state to help improve the foundational literacy skills of young students in grades PK–6, through research-based tutoring practices and effective collaborations among schools, families, and communities.

The [Student Growth section](#) of this document contains guidance on the Student Growth File (Q) component of reporting students participating in this program.

The [OSPI Washington Reading Corps site](#) contains policy and practice resources.

School Programs

21st Century Community Learning Centers

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.

Students participating in this program must be reported in Student Attributes and Programs File (I) using the program code in [CEDARS Appendix F](#).

If the student is no longer participating in the program, exit data must be reported in *I08 – Program Exit Date* and *I09 – Exit Reason Code*.

This is a school level program. If a school exit is reported in *C08 – Date Student Exited from School* and/or a district exit in *B15 – Date Exited from District*, then exit data must also be reported in *I08 – Program Exit Date* and *I09 – Exit Reason Code*.

Additional information is available on the [OSPI 21st Century Community Learning Centers Program](#) site.

Career Launch

Career Launch (CL) Programs are part of the Career Connect Washington (CCW) initiative. CL programs provide students with real-life work experience related to their classroom studies. Students graduate with skills to be competitive in the job market and with a valuable credential beyond a high school diploma.

One type of CL program is the secondary career and technical education program that meets credential requirements and include a work-based component. To become a CL program, a program must first be endorsed. The endorsement process is managed by the Washington State Board for Community and Technical Colleges (SBCTC). Information on this process, as well as the most updated list of CL -endorsed programs, are available on the [SBCTC Career Launch site](#).

OSPI is required to provide on a quarterly basis to the Education Research and Data Center (ERDC) a file with all K-12 CL program participants. This information is used to meet the reporting requirements under the CCW initiative.

Program Code

Students participating in Career Launch programs endorsed by the SBCTC must be reported in Student Attributes and Programs File (I) using the program code in [CEDARS Appendix F](#).

Qualification Code

When a Career Launch (CL) program is endorsed, The Washington State Board for Community and Technical Colleges (SBCTC) assigns the CL program a specific code that starts with a "K" indicating it is a K-12 CL program. This code becomes the qualification code associated with the CL program code.

A CL program can be endorsed at any time throughout the calendar year. At the time of endorsement, the CL program provides an anticipated start date. All of this information is updated and tracked by SBCTC via an Excel workbook found on the [SBCTC Career Launch site](#). The qualification codes are updated by OSPI in accordance with the CEDARS data manual update schedule and based on additions or changes to the SBCTC list found at the above link.

Multiple Program Type Participation

A Student Attributes and Programs File (I) record must be reported for each program type when a student participates in more than one Career Launch (CL) program type.

If multiple CL program records for a single student have overlapping participation spans, they cannot have the same start dates (Element I07 – Start Date) reported to CEDARS. This is because the Student Attributes and Programs File (I) structure requires each program record to have a unique combination of key elements³. If the combination is not unique, a validation will fire and the record will not load to CEDARS. To resolve the issue, create a unique combination of key elements by altering the start date of one of the overlapping records by one calendar day. If there are more than two overlapping participation spans, all overlapping records must have different start dates reported to *I07 – Start Date*.

Reporting Example:

Student started participating in two Career Launch (CL) program types (K121 and K122) on the *same* date. In order to work around key element validation errors, report this scenario with *staggered* start dates to CEDARS.

| Key Elements | | | | | | | - |
|-------------------|------------------------------------|------------|-------------------|---------------------------------|------------------|--------------------------|---|
| School Year (I01) | Serving County District Code (I02) | SSID (I04) | Location ID (I05) | Attribute or Program Code (I06) | Start Date (I07) | Qualification Code (I10) | |
| 2022 | 12345 | 1234567890 | 1234 | 69 (Career Launch) | 09/01/2021 | K121 | |
| 2022 | 12345 | 1234567890 | 1234 | 69 (Career Launch) | 09/02/2021 | K122 | |

Exit Reason

If the student is no longer participating in the program, exit data must be reported in *I08 – Program Exit Date* and *I09 – Exit Reason Code*.

³ File I key element information is found in the *Element Summary* section of the CEDARS Data Manual, viewable on the OSPI CEDARS Data Reporting site.

This is a district level program. If the student exits the district or is no longer participating in the program, report the exit date in *108 – Program Exit Date* and the exit reason in *109 – Exit Reason Code*. Exit data is not required when a student changes school enrollment if it is within the same district and they are continuing program participation.

Program Assistance

Additional resources and contact information are available on the [OSPI Career & Technical Education \(CTE\)](#) site.

College Bound Scholarship

In 2007 the Washington State Legislature established the College Bound Scholarship. This program provides state financial aid to low-income students who may not consider college a possibility due to the cost.

[WAC 250-84](#) outlines the program parameters, including student identification, eligibility, scholarship award amounts, and the roles of the Washington Student Achievement Council (WSAC) and OSPI.

Beginning with the 2017-18 school year, OSPI securely collects data from WSAC regarding all students that have submitted College Bound Scholarship applications. This information is combined with CEDARS student data.

Enrollment reports containing College Bound data are viewable in the CEDARS application in OSPI's [Education Data System \(EDS\)](#).

Eligibility criteria and other information about the scholarship is available on the [Washington Student Achievement Council \(WSAC\) College Bound](#) site.

Continuous Learning 2.0+

Washington's K–12 public schools are expected to make available full-time in-person learning to all students for the 2021–22 school year, in accordance with health and safety guidelines. Although not required, school districts, charter schools, and Tribal compact schools may decide to also offer one or more instructional models that allow for instructional time away from the school building.

These more flexible, optional learning models include:

- Continuous Learning 2.0+ (CL2.0+)
- Alternative Learning Experiences (ALE)

The CL2.0+ model rests on the statutory framework defining the in-person instructional model, but also provides LEAs flexibility to serve students and families with health and safety needs that may limit in-person instruction. It may include daily scheduled on-campus instructional activities or, where necessary due to student health and safety needs, synchronous online instructional activities off-campus. The role of asynchronous instructional time away from the physical school setting is greatly reduced from what many students experienced during the 2020–21 school year and must not exceed a maximum of 30% of daily scheduled instructional time.

It enhances the requirements that were in place for the 2020–21 school year while allowing for some flexibility. It places a significant emphasis on full-time in-person or synchronous learning, requires access to necessary supports and services, and limits the amount of daily asynchronous instructional time to no more than 30%.

CL2.0+ allows LEAs flexibility to deliver instruction to students in nontraditional settings and at nontraditional times to better meet student learning needs. These enhancements and additional requirements are intended to ensure equity in student access, including language access and special education services, accountability to student learning, and accountability to public funding.

Continuous Learning 2.0+ requires:

- Instructional schedule available to the public and posted on the website for each school or program that shows each modality for delivery of instructional hours and describes when and how students have access to in-person, synchronous, or asynchronous instructional time each school day. Asynchronous learning time is limited to no more than 30% of the daily instructional time.
- Documentation of daily attendance and absence is required based on WAC 392-401. Note: Daily attendance practices characterized by documenting asynchronous communication such as email, text messages, short phone conversations or voicemails, or survey submissions are not acceptable in the CL2.0+ model. LEAs interested in the flexibility offered by more robust asynchronous learning models should utilize ALE.
- Supplemental programs schedule, documented and communicated to staff, students, families, and the public that reflects how students regularly access all programs, supports, and services provided as part of a basic education program each school day. The schedule should include at a minimum: days, times, locations, and a point of contact to answer questions or coordinate services. Supplemental programs and services include but are not limited to:
 - Guidance and counseling,
 - Nutrition services,
 - Tiered supports and interventions,
 - Bilingual Education Program,
 - Migrant Education Program,
 - Special education services,
 - Assessments, and
 - Graduation pathway options.
- Integration of the Academic and Student Well-being Recovery Plan developed with an equity analysis tool and submitted by June 1, 2021. This will include, at a minimum, the ongoing equity analysis, diagnostic assessments to evaluate and monitor student progress and effectiveness of strategies, and other continuous improvement practices as part of the three phases of LEA plans.

Increased flexibility is available through ALE. LEAs needing an instructional model that relies primarily on independent and asynchronous learning should utilize ALE. ALE exists to support learning that takes place independent from the regular classroom and schedule and will provide greater flexibility than CL2.0+.

For additional information on CL2.0+, please see [Bulletin 034-21](#) and [OSPI's School Apportionment](#)

Rules.

Disability Code

If a student is identified as having one of the 15 disability categories listed in CEDARS Appendix I - Disability Codes, whether or not they are receiving special education program services, the disability is to be reported in Students Attributes and Program File (I). For more information, reference [WAC 392-172A-01035](#).

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

There are two disability codes listed in CEDARS Appendix I that have restrictions for reporting applied to them:

Disability Code 1 – Developmental Delays

1. Students reported with Developmental Delays must be under the age of 10. A student must be the appropriate age for the entirety of the Disability record reported. The CEDARS validation only checks current school year CEDARS Submissions. If a File I Disability record does not contain a date in Element I08 - Exit Date, the CEDARS validation infers an Exit Date to determine if the student is an appropriate age by using the date of the CEDARS submission or the date reported in Element I07 - Start Date, whichever is greater."
 - a. Developmental Delay for a childbirth through 2: A toddler shall be eligible if he or she demonstrates a delay of 1.5 standard deviations or 25% of chronological age delay in one or more of the following developmental areas, as measured by appropriate diagnostic instruments and procedures, including the use of informed clinical opinion, and administered by qualified personnel.
 - a. Cognitive development
 - b. Physical (vision, hearing, fine or gross motor) development
 - c. Communication (receptive and expressive language) development
 - d. Social or Emotional development
 - e. Adaptive development
 - f. Informed Clinical Opinion
 - (i) The State Lead Agency (SLA) must ensure that informed clinical opinion given by qualified personnel may be used as an independent basis to establish a child's eligibility even when instruments do not establish eligibility.
 - (ii) In no event may informed clinical opinion be used to negate the results of evaluation instruments used to establish eligibility.
 - b. Developmental delay for a student 3 through 9 who is experiencing developmental delays that adversely affect the student's educational performance in one or more of the following areas: physical development, cognitive development, communication development, social or emotional development, or adaptive development and who demonstrates a delay on a standardized norm referenced test, with a test-retest or split-half reliability of .80 that is at least:

- 1) Two standard deviations below the mean in one or more of the five developmental areas; or
- 2) One and one-half standard deviations below the mean in two or more of the five developmental areas
- “Only students under the age of 3 can be reported with the disability category of Diagnosed Physical/Mental Condition. A student must be the appropriate age for the entirety of the Disability record reported. The CEDARS validation only checks current school year CEDARS Submissions. If a File I Disability record does not contain a date in Element I08 - Exit Date, the CEDARS validation infers an Exit Date to determine if the student is an appropriate age by using the date of the CEDARS submission or the date reported in Element I07 - Start Date, whichever is greater.”

Disability Code 15 – Diagnosed Physical/Mental Condition

- Only students under the age of 3 can be reported with the disability category of Diagnosed Physical/Mental Condition

A toddler shall be eligible if he or she has a diagnosed physical or mental condition that has a high probability of resulting in developmental delay. Procedures used to determine eligibility under diagnosed physical or mental condition must include the use of informed clinical opinion. Such conditions include, but are not limited to:

- a. Chromosomal abnormalities;
- b. Genetic or congenital disorders;
- c. Sensory Impairments;
- d. Inborn errors of metabolism;
- e. Disorders reflecting disturbance of the development of the nervous system;
- f. Congenital infections;
- g. Severe attachment disorders; and
- h. Disorders secondary to exposure to toxic substances, including fetal alcohol syndrome.
- i. Deafness/hearing loss – a hearing loss that adversely affects a child’s development is:
 - (i) Unilateral sensorineural hearing loss and/or permanent conductive hearing loss of 45 dB or greater.
 - (ii) Bilateral sensorineural hearing loss and or permanent conductive hearing loss, which includes:
 - A. Hearing loss of 20 dB or greater, better ear average of the frequencies 500, 1,000, and 2,000 Hz.;
 - B. High frequency loss greater than 25 dB at two or more consecutive frequencies or average of three frequencies between 2,000 and 6,000 Hz, in the better ear;
 - C. Low frequency hearing loss greater than 30 dB at 250 and 500 Hz, in the better ear; or
 - D. Thresholds greater than 25 dB on Auditory Brainstem Response threshold testing in the better ear; or
 - (iii) A six-month history of fluctuating conductive hearing loss or chronic middle ear effusion/infection of three months, unresolved past initial evaluation; or
- j. Vision Impairment – infants and toddlers with visual impairment/blindness are:

- (i) Those children who have a visual impairment that adversely affects the child's development, even with correction. Eligibility shall be dependent on documentation of a visual impairment, including one or more of the following conditions:
- (ii) Legal blindness or visual handicap, as they are customarily defined, either in terms of qualifying reduction in visual acuity and/or a qualified reduction in visual fields.
- (iii) A visual impairment that is progressive in nature and can be expected to lead to blindness within a reasonable period of time.
- (iv) If a visual acuity or field cannot be determined:
 - A. The qualified personnel must identify a diagnosis or medical history that indicates a high probability of visual loss that may adversely affect the child's development.
 - B. A functional vision evaluation by a qualified professional is necessary to determine eligibility.

This definition does not include infants and toddlers from birth to age three who do not meet the above criteria and who are at risk of having substantial developmental delays if early intervention services are not provided.

Foster Care

Districts are not required to identify and report students as Foster Care to CEDARS. Foster Care students are identified through data OSPI receives from the Department of Children, Youth, and Families (DCYF). For the purposes of reporting, students will be reported as Foster Care if at any point during the school year they are identified as such.

A report with students identified as served by Foster Care in your Local Education Agency (LEA) is viewable in the [Education Data System Administration \(EDS\)](#) by accessing CEDARS > Reports > Foster Care. Users who currently have access to CEDARS will not automatically have access to this report; it is only accessible by EDS account holders with the "Foster Care Liaison" user role. Contact [your LEA's EDS security manager](#) for EDS access and user role support.

Free and Reduced-Price Meals

The National School Lunch Program (NSLP)/School Breakfast Program (SBP) is designed to promote the health and well-being of children by providing free and reduced-price meals to all students in need. Eligibility is based on financial circumstances for each family, unless a district participates in the Community Eligibility Provision or Provision 2 Program for the NSLP and SBP.

The OSPI [Child Nutrition site](#) contains policy and practice resources, including the confidentiality requirements of Free and Reduced price eligibility data, and contact information.

Only report students Element 106 – Program Code with valid value *19 - Free/Reduced Meals Participation/Eligibility* if they are served by or identified with income levels comparable to the Free and Reduced-Price Meal Program. Report the reason the student is eligible in *Element 110 – Qualification Code* using a valid value, or code, from [Appendix X](#) – Free/Reduced-Price Meal Eligibility Status or Low Income.

Note on reporting impacts and downstream data use: OSPI currently relies on the student's Free and Reduced-Price Meal eligibility status, as reported to CEDARS, as an indicator of poverty.

Family Income Survey

The [Family Income Survey](#) can be used to identify students with income levels comparable to the Free and Reduced-Price Meal when:

- School does not have a meal program
- School has meal program, but student does not have access (e.g. full-time Running Start)
- School participates in Community Eligibility Provision (CEP) or Provision 2

The results of the [Family Income Survey](#) are 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 accountability measures.

Students identified with income levels comparable to the Free and Reduced-Price Meal Program by the Family Income Survey will then be reported to CEDARS Attributes and Programs File (I), with valid value *19 - Free/Reduced Meals Participation/Eligibility* in Element I06-Attribute or Program Code and valid value *25 – Survey: income level comparable to free or reduced price meal eligibility* in Element I10 – Qualification Code. A complete list of the Free and Reduced-Price Meal program valid values are listed in [CEDARS Appendix X](#).

Districts and Schools *without* Meal Programs

Districts, or individual schools, that do not have meal programs should utilize the [Family Income Survey](#) to identify, collect and submit to CEDARS. 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.

No Student Access in LEAs and Schools *with* Meal Programs

Students can be enrolled districts and schools with meal programs, but do not have access to a meal program (e.g., ALE, Running Start, etc.). Districts, or individual schools, that offer meal programs but have students enrolled who do not have access to meals should utilize the [Family Income Survey](#) to identify, collect and submit to CEDARS those students eligible for free/reduced meals in schools. All other students in the district or 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 Income Survey](#) is the tool that should be used to collect and determine eligibility for these students.

Qualification Codes

The reason the student qualifies for program services is reported in *Element I10 – Qualification Code* using a valid value, or code, from [Appendix X – Free/Reduced-Price Meal Eligibility Status or Low Income](#).

Direct Certification - DSHS

The *DSHS Direct Certification District List* download file identifies students with qualification codes:

- 3 – Directly Certified Migrant
- 19 – Directly Certified Basic Food DSHS/CEDARS Match List
- 20 – Directly Certified TANF DSHS/CEDARS Match List
- 21 – Directly Certified Foster Child DSHS/CEDARS Match List

There are no requirements mandating one qualification code has precedence over another when students meet multiple qualification criteria. But, the following guidance will assist in making the decision on how to best code these students. Qualification Code 19 is preferred when the student qualifies in other ways, too. *Examples: Student qualifies via both codes 19 and 3 - Report code 19.*

Community Eligibility Provision (CEP) and Provision 2

Community Eligibility Provision (CEP) and Provision 2 schools do not collect Free and Reduced Price Meal applications but still must submit eligibility information to CEDARS for each student.

Income level 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 Income Survey](#) to identify, collect, and submit to CEDARS those students with income levels comparable to the Free and Reduced Price Meals Program.

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 Income Survey](#) does not need to be completed for these students.

Students transferring from a Provision 2 or CEP school, at the beginning of the school year, to a school that does not participate in these special programs has a carryover period of 30 serving days or until a new eligibility determination has been made. Students transferring from a Provision 2 or CEP school, during the school year, to a school that does not participate in these special programs has a carryover period of 30 serving days or until a new eligibility determination has been made. Report valid value 26 - *Carryover eligibility*.

Direct Certification - Foster Care

Qualification code 21 – *Directly Certified Foster Child* is used to report students that qualify because they are in foster care. Children in foster care are directly certified in several ways:

- Direct certification match list
- Foster care school liaison list
- Foster care agency list
- Guardian provides signed court or agency documentation

Direct Certification - Medicaid

The Office of Superintendent of Public Instruction, Child Nutrition Services is participating in a USDA Pilot Project to directly certify students using Medicaid data. Students on the *DC Medicaid*

list are eligible for either free or reduced price meals. The *Direct Certification District List for Medicaid* will identify students with qualification codes:

- 6 – DC Medicaid Free
- 12 – DC Medicaid Reduced

Special Reporting Circumstances

Midyear Qualification Change

If the *reason* the student qualifies changes during the year, it does not affect the continuous eligibility of the student. This continuous eligibility should be reflected in CEDARS reporting.

Multiple Qualifications

If a student does not qualify via DSHS Direct Certification, but is determined eligible through another mechanism *and* has multiple qualification codes that apply, report the qualification code with the lowest number.

For example, if a student is experiencing homelessness and also has an approved household income/family size application, report a qualification code of *1 – Free Via Household Income/Family Size Application*.

School Year Carryover

Federal rules state that students who were eligible for the Free and Reduced-Price Meals Program in the prior school year are eligible for the same 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 (new application, direct certification, or participation in other programs [homeless, migrant, etc.]) the dates need to be reflected in CEDARS *Student Attributes and Programs File (I)* as follows:

First

Create (or Update) the Carryover Record

- The student should have a record in the *new* school year that indicates the eligibility information from the *prior* school year while the *new* school year information is being processed.
 - Your Student Information Systems (SIS) might do this automatically, check with the SIS vendor if you are not sure.
 - Create a new record if your SIS does not do this automatically
- 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.
- End the carryover record once the new application is processed or the 30 serving days expire.

Then, if determined:

- Not Eligible in the New School Year
 - Report the end date on the carryover record from the previous year that reflects the last day the student was eligible.
- Eligible in the New School Year

- Report the end date on the carryover record from the previous year that reflects the end of the carryover record.
- Create a new record for the new school year.
 - Report a new record in order to reflect the new eligibility for the new school year, with the appropriate qualification code.
 - The start date should be one school day after the end date of the carryover record to ensure the student is identified as being continuously eligible for Free and Reduced-Price Meals for the entire school year.

Graduation, Reality, and Dual-Role Skills (GRADS)

The GRADS program is for pregnant teens and/or young parents and focuses on work and family foundation skills of significance to these students. GRADS programs include student demonstration of skills leading to high school graduation and economic independence.

Students participating in this program must be reported in Student Attributes and Programs File (I) using the program code from [CEDARS Appendix F](#).

If the student is no longer participating in the program, exit data must be reported in *I08 – Program Exit Date* and *I09 – Exit Reason Code*.

This is a school level program. If a school exit is reported in *C08 – Date Student Exited from School* and/or a district exit in *B15 – Date Exited from District*, then exit data must also be reported in *I08 – Program Exit Date* and *I09 – Exit Reason Code*.

GRADS served students who bring their child(ren) to school for a GRADS (parenting teen) preschool must have enrollment records for both the parent (student in GRADS) and the child (GRADS preschool). Information on preschool enrollment is located in the Preschool segment of the District and School Enrollment guidance in this document. Additional information on the GRADS (parenting teen) preschool program is located in the Preschool segment of the Student Attributes and Programs guidance in this document.

Additional information is available on the [OSPI Career and Technical Education GRADS program](#) site.

Highly Capable (Gifted)

The highly capable, or gifted, programs are designed to provide educational opportunities that meet the unique academic needs of students identified as highly capable.

The [OSPI Highly Capable Program](#) site contains policy and practice resources.

Program Code

Students participating in this program must be reported in Student Attributes and Programs File (I) with the program code (or codes) from [CEDARS Appendix F](#) that identifies the services being provided.

Exit Date & Reason Code

If the student is no longer participating in the program, exit data must be reported in *I08 –*

Program Exit Date and 109 – Exit Reason Code.

This is a district level program. If the student exits the district or is no longer participating in the program, report the exit date in *108 – Program Exit Date* and the exit reason in *109 – Exit Reason Code*. Exit data is not required when a student changes school enrollment if it is within the same district and they are continuing program participation.

Qualification (Referral) Codes

Beginning with 2021-22 submissions, the referral method must be reported in *110 – Qualification Code* for each student reported with a Highly Capable (Gifted) program code in *Element 106 – Attribute or Program Code*.

A – Referred by screening procedure

Use when the student was referred to the gifted program based on data from the district universal screening process. Districts also may use existing data or evidence, such as state assessments and classroom performance measures for screening. However, a district must integrate multiple and objective measures besides screening procedure to determine which students will not enter the program. Students may not be eliminated from consideration for services based on a single assessment.

B – Referred by school or district staff

Use when the student was referred to the gifted program based on data or evidence from teachers or other staff.

C – Referred by parent/guardian

Use when the student was referred to the gifted program based on data or evidence from parents/guardians.

D – Referred by self

Use when the student was referred to the gifted program based on data or evidence from the student.

E – Referred by peer

Use when the student was referred to the gifted program based on data or evidence from peers.

F – Referred by other

Use when the student was referred to the gifted program based on data or evidence from community members or other permitted individuals.

K – Referred in prior year, referral reason unknown

Use when the student was referred to the gifted program in a previous school year, or the referral reason for the student is unknown due to other circumstances.

Learning Assistance Program (LAP)

The Learning Assistance Program (LAP) provides supplemental instruction and services to students who are not meeting academic standards in basic skills areas (reading, writing, and mathematics as well as readiness associated with these skills) as identified by statewide, school, or district assessments or other performance measurement tools.

These services may include academic and nonacademic supports that ~~focus on accelerating student growth to help students~~ make progress towards ~~grade-level academic standards~~ and addressing barriers preventing students from accessing core instruction. The intent is for ~~accelerated academic growth for~~ LAP-served students ~~to increase academic growth~~ during the period of time they are provided services.

Learning Assistance Programs:

- Academic Readiness
- Behavior
- Community Partnership
- English Language Arts – Reading Writing and Communication
- Extended Learning Opportunities (Graduation Assistance & Transition Services)
- Math

Students participating in these programs must be reported in Student Attributes and Programs File (I) using the corresponding program code(s) from [CEDARS Appendix F](#).

If the student is no longer participating in the program, data must be reported in *Elements 108 – Program Exit Date* and *109 – Exit Reason Code*.

These are school-level programs. If a school withdrawal is reported in *C08 – Date Student Exited from School* and/or a district withdrawal is reported in *B15 – Date Exited from District*, then data must also be reported in *108 – Program Exit Date* and *109 – Exit Reason Code*.

Students receiving LAP Academic Readiness, Behavior, English Language Arts, or Math services must also be reported in Student Growth File (Q). The [Student Growth section](#) of this document contains guidance on the Student Growth File (Q) component of reporting students participating in these programs.

The [OSPI Learning Assistance Program site](#) contains LAP policy and practice resources.

Migrant Education Program

The Migrant Education Program is no longer collected in CEDARS, beginning with the 2012-13 school year. Migrant information for students in your district should be reported to and obtained from the Migrant Student Data Records System (MSDR).

Please contact the OSPI Migrant/Bilingual office for any additional questions:

<http://www.k12.wa.us/MigrantBilingual/Services.aspx>

NCLB Supplemental Services

Title I Supplemental Services data is no longer collected in CEDARS.

Preschool (Early Learning)

All students enrolled in and receiving preschool services must be reported to CEDARS *Attributes and Programs File (I)* with the valid value(s) which describe the funding source(s).

Legal Requirement

CEDARS preschool reporting requirements ensure compliance with the [Every Student Succeeds Act \(ESSA\)](#) regulations.

ESSA preschool enrollment reporting, [Section 1111\(h\)\(1\)\(C\)\(viii\)\(II\)\(aa\)](#):

(C) Minimum Requirements -- Each State report card required under this paragraph shall include the following information:

(viii) Information submitted by the State educational agency and each local educational agency in the State, in accordance with data collection conducted pursuant to section 203(c)(1) of the Department of Education Organization Act on,

(II) the number and percentage of students enrolled in—

(aa) preschool programs;

ESSA preschool per pupil funding requirement, [Section 1111\(h\)\(C\)\(x\)](#):

(x) The per pupil expenditures of Federal, State, and local funds, including actual personnel expenditures and actual non-personnel expenditures of Federal, State and local funds, disaggregated by source of funds, for each local educational agency and each school in the State for the preceding fiscal year.

Reporting

The preschool program funding sources reported in *Student Attributes and Programs File (I)*, *Element 106 – Program Code* should align with how the educational services are delivered and funded for the student.

Element 107 – Start Date must be the date the preschool services began.

If the student is served by multiple funding sources, a unique record for each source must be reported. This also applies to preschool students with an Individualized Education Program (IEP).

If the student changes preschool programs or there are funding source changes during the school year, report the final date of the original program/funding source in *Element 108 – Exit Date*. Then, create a new record with new program/funding source. The new program/funding source *Element 107 – Start Date* should be the day following the original program's *108 – Exit Date*.

Data Use

The CEDARS preschool program funding sources reported in *Student Attributes and Programs File (I)*, *Element 106 – Program Code* should align with the actual budget expenditures reported to OSPI in SAFS F196.

These data are combined (headcount from CEDARS and actual dollar amounts from the SAFS F196) to publicly report a per-pupil-expenditure for preschool children. The chart below describes how OSPI will joins CEDARS headcount data and LEA actuals reporting.

| CEDARS Program Code | CEDARS Program Type | Fiscal Reporting |
|----------------------------|---|---|
| 56 | Special Education Preschool | Exclude from Per Pupil Expenditure; 0-2 Special Education PreK FTE is already reported in P223H |
| 57 | ECEAP (Early Childhood Education and Assistance Program) | Included in Per Pupil Expenditure (88) |
| 58 | Head Start | Included in Per Pupil Expenditure (61) |
| 59 | Title I Preschool | Included in Per Pupil Expenditure (88 - Federal Fund) |
| 60 | GRADS (parenting teen) Preschool | Included in Per Pupil Expenditure (88) |
| 61 | Family and Consumer Science Preschool | Included in Per Pupil Expenditure (88) |
| 62 | Private Pay/Tuition-Based Preschool | Included in Per Pupil Expenditure (88) |
| 63 | Grant-Funded Preschool | Included in Per Pupil Expenditure (88) |
| 64 | Working Connections Child Care Subsidy Preschool | Included in Per Pupil Expenditure (88) |
| 65 | Parent Cooperatives Preschool | Included in Per Pupil Expenditure (88) |
| 66 | Play & Learn Groups Preschool | Included in Per Pupil Expenditure (88) |
| 68 | Levy-Funded Preschool | Included in Per Pupil Expenditure (88) |
| 999 | Other Preschool | Included in Per Pupil Expenditure (88) |

More information regarding the SAFS F196 reporting can be found at:

<https://www.k12.wa.us/sites/default/files/public/bulletinsmemos/bulletins2019/b014-19attachc.pdf>

Recruiting Washington Teachers

(moved to course designation code beginning in 2023-24 school year)

Reengagement Programs (Open Doors Youth Reengagement)

Reengagement programs **and schools** provide education and services to older 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, and provide an on-ramp to

post-secondary achievement through a performance based, individualized support model.

- Students enrolled in reengagement programs/**schools** 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 on the OSPI web page [Open Doors Youth Reengagement](#).

Reengagement Students Eligible for Special Education and Other Support Services

Students enrolled in any YR program are considered public school students and as such are entitled to services that all students are entitled to.

- Students who qualify for special education must have their special education services provided by the resident district. How and when these services are delivered should be determined with the student/family, district and program provider. Districts are also responsible for developing and maintaining 504 Plans for eligible students.
- Additional services, including include TBIP, 504 plan accommodations, case management, and other barrier reduction services, e.g., mental health services may be contracted to the education provider serving the public school students. For students enrolled in a Youth Reengagement Consortium program the resident and serving district are tasked with working together to determine how best to provide these services and documenting this determination in their scope of work.

Program Open Doors Models

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 **other partner**
- District participation within a consortium agreement
- **To learn more about the partnership models, please [view this video](#).**

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.

Reporting Scenario Examples

District-based and district-sponsored 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 (an ESD that 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.

Primarily Responsible School

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 – Is Primary*.

Districts reporting students enrolled in a resident/sending school, whose students are attending a reengagement program in a different district or in a reengagement ESD 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 – Not Primary*.

Consortiums and Skills Centers

Skills Centers and reengagement programs operating as schools within ESD consortia cannot issue credit but do provide courses including 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.

- ESD 999 (00011), ESD 999 Open Doors Reengagement
 - submits student enrollment information to CEDARS as Primary=Yes
 - reports resident district as 00888, serving district as 00011
 - submits student schedule for courses taken through ESD 999 Open Doors
 - submits information in File I indicating the student is a Reengagement student and the qualification code of the sending district, ABC – 300
 - 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 as transfer courses
 - ESD 999 should also submit to grade history all course information for courses taken at the Consortium school
 - ESD 999 must transmit, quarterly, all course information for the student to the sending district/school

- ABC SD (00888), Hawks High (example district/school)
 - Submits 'shell' enrollment for student to CEDARS as Primary=No
 - submits information in File I indicating the student is a Reengagement student and the qualification code of their district, ABC – 300
 - 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
 - ABC will determine the credits to be assigned to the coursework completed and notify the program providing instruction of the credits assigned/earned
 - If a transcript is requested, ABC will provide a transcript with all course information, including credits earned, for all courses taken by the student.

- XYZ SD (00777), High-Tech Skills Center
 - Submits student enrollment information to CEDARS as Primary=No b. Submits student schedule for courses taken at skills center
 - 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 student's 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.

School Withdrawal

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*.

Eligible to Graduate

The information below is based on the qualification that the student has met the graduation requirements of the school that issues the diploma and reports the student as a graduate.

Students who become eligible to graduate while enrolled in a reengagement program should be 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.

- ESD Consortium Reengagement Program
 - Students who become eligible to graduate are transferred back to their resident (home) district/school as the ESD does not issue high school diplomas
 - Reengagement school submits to CEDARS the student withdrawal status of “confirmed transfer”
 - Resident (home) school will issue the diploma and submits to CEDARS the student withdrawal status of ‘Graduated’

- District Hosted Reengagement Program
 - School that hosts Reengagement Program but does not issue high school diplomas
 - Students who become eligible to graduate are transferred back to their resident (home) high school
 - Reengagement school submits to CEDARS the student withdrawal status of “confirmed transfer”
 - Resident (home) school will issue the diploma and submits to CEDARS the student withdrawal status of ‘Graduated’
 - School that hosts Reengagement Program and *issues* high school diplomas
 - Reengagement school will issue the diploma and submits to CEDARS the student withdrawal status of ‘Graduated’
 - Student(s) may request a transfer back to their resident (home) high school to receive a diploma from their resident (home) high school
 - Reengagement school submits to CEDARS the student withdrawal status of “confirmed transfer”
 - Resident (home) school will issue the diploma and submits to CEDARS the student withdrawal status of ‘Graduated’

Other Attributes and Program Identifiers

Public school students, participating in an **Open Doors** Youth Reengagement program, are required to be submitted to CEDARS with any attribute or additional program identifier (homeless, FRL Eligible, Disability, etc.) regardless of whether the student is receiving services related to the identifier

For additional resources and information, please visit the [Open Doors Resources webpage](#) and scroll down to the “End of Year (EOY) Annual Reporting” collapsible menu.

Title I, Part A

Title I, Part A is a federal program designed “To provide all children significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps.”

There are three types of programs within Title I, Part A:

- Targeted Assistance program (TAS)
- Schoolwide program (SWP)
- Coordination with other programs

Targeted Assistance (TAS)

Serves individual students that are ‘targeted’ to receive services.

A student served in Targeted Assistance programs must be reported in Student Attributes and Programs File (I) using the program code or codes from [CEDARS Appendix F](#).

If the student is no longer participating in the program, exit data must be reported in *I08 – Program Exit Date* and *I09 – Exit Reason Code*.

This is a school level program. If a school exit is reported in *C08 – Date Student Exited from School* and/or a district exit in *B15 – Date Exited from District*, then exit data must also be reported in *I08 – Program Exit Date* and *I09 – Exit Reason Code*.

Schoolwide (SWP)

Serves and benefits all students in a school or building.

~~Students participating in Schoolwide programs are not reported in Student Attributes and Programs File (I). SWP program codes were inactivated in the 2016-17 school year.~~

~~Beginning with the 2017-18 school year, Students served in Title I Schoolwide programs **who also receive additional Title I assistance** should not be reported in Student Attributes and Programs File (I).~~

~~Coordination with Other Programs~~

~~Title I, Part A Schoolwide programs may use Title I, Part A funds instead of Learning Assistance Program (LAP) funds for the K-4 Focus First program. Students participating in K-4 Focus First must be reported with a LAP program code even if it is funded in whole or part by Title I, Part A funds. Reporting expectations for LAP programs are located in the [LAP](#) section of the [Student Attributes and Programs](#) guidance in this document. K-4 Focus First information is available on the [OSPI LAP](#) site.~~

~~Additional information is available on the [OSPI Title I, Part A Program](#) site.~~

Title VI Native American

The Title VI 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 VI Native American program are to be reported in CEDARS Student Attributes and Programs File (I), Element I06 – Program Code, Valid Value 23 – Title VI Indian Education Supplemental Services.

The [OSPI Office of Native Education \(ONE\) site](#) contains additional program resources and contact information.

Transitional Kindergarten

Transitional Kindergarten is a program for children not yet age five who do not have access to high-quality early learning experiences prior to kindergarten and have been deemed by a school district, through a screening process and/or other instrument(s), to be in need of additional preparation to be successful in kindergarten the following year.

Students participating in this program must be reported in Student Attributes and Programs File (I) using the program code in [CEDARS Appendix F](#).

If the student is no longer participating in the program, exit data must be reported in *I08 – Program Exit Date* and *I09 – Exit Reason Code*.

This is a school level program. If a school exit is reported in *C08 – Date Student Exited from School* and/or a district exit in *B15 – Date Exited from District*, then exit data must also be reported in *I08 – Program Exit Date* and *I09 – Exit Reason Code*.

Grade level reporting expectations for this program are located in the [Grade Level Determination](#) segment of the [District and School Enrollment](#) guidance in this document.

Additional information is available on the [OSPI Transitional Kindergarten](#) site.

Truancy Actions

Districts must submit information to CEDARS for students who have a Truancy action initiated.

This includes but is not limited to Truancy Petitions filed on a student in Juvenile Court, following rules described in RCW [28A.225.030](#) and [28A.225-151](#).

Beginning with the 2018-19 school year, information regarding any Truancy action must be reported in CEDARS *Student Attributes and Programs File (I), Element I06 – Program Code* with the valid value from *CEDARS Appendix F - Student Attributes & Programs* that identifies the Truancy action initiated.

Beginning with the 2019-20 school year Truancy actions should be submitted with an exit date in

Elements 108 – Exit Date that is the same date as the start date and an exit reason code of *F – Other in Element 109 – Exit Reason Code* when submitting information for Truancy Petitions. Providing an exit date and exit reason code allows for additional Truancy actions filed under the same valid value during the school year to be submitted to CEDARS.

If a truancy petition or action is dismissed by Juvenile Court, the information regarding the initial truancy filing must still be reported to CEDARS.

If the action applied to the student as a result of the truancy petition carries into the next school year districts are not to report the filing in the new school year.

The truancy action code of *52 – Other Coordinated Means of Intervention* is intended to capture other coordinated means of intervention, a requirement for districts that have fewer than 300 students as outlined in [RCW 28A.225.026\(3\)](#). However, reporting on this element applies to all districts, not only those that have fewer than 300 students.

This refers to any coordinated means of intervention that may take place as an alternative to the student being referred to or attending a Community Engagement Board. Do not report all instances of intervention attempted prior to filing a petition, and report only one instance of other coordinated means of intervention prior to or in place of attending a Community Engagement Board. These can include, but are not limited to, an attendance or truancy workshop, community programs, Check & Connect, guidance teams or connecting student and family to community resources. A student may receive another coordinated means of intervention and then be referred to a Community Engagement Board at a later date, both must be reported to CEDARS.

Program Enrollment Requirements

Students identified with attributes and/or participating in programs reported to File I must be reported as enrolled in the school and district which they are receiving accommodations and/or services.

A student will have multiple enrollment records if they receive services in another school or in a different district. Guidance on how to report multiple, simultaneous enrollment records are located in the [Dual Enrollment](#) segment of the [District and School Enrollment](#) guidance in this document.

If a student is enrolled in more than one school within a district while identified with attributes and/or participating in programs, reports will count the student in the school that claims primary enrollment as reported in *C10 – Is this the School that is Primarily Responsible for the Student?*.

Exit Reasons

Attribute and program exit reasons are reported in *Element 109 – Exit Reason Code*. Exit reason codes are located in the following CEDARS documents:

| Program | Valid Value List |
|-------------------------------------|----------------------------------|
| Washington State Seal of Biliteracy | CEDARS Appendices – Appendix L |
| All Other Programs | CEDARS Data Manual – Element 109 |

Element 109 Definitions

A – Program no longer needed

The student met their education goals and completed the program, no longer qualifies for the program, or is no longer identified with the attribute.

B – Graduated

The student exited the program because they qualified to graduate. This reason may not to be used with Transitional Kindergarten or WA Reading Corps Literacy Support programs.

Youth Reengagement (YR) program: Some students participating in a YR program may be reported with this exit reason code from one school and complete their graduation requirements in another. For example, a high school that provides YR consortium program services will transfer students who are eligible to graduate back to their school of primary enrollment (“sending” or “home high school”).

C – No longer enrolled

The student transferred to another school*/district** or has withdrawn from enrollment (voluntary or involuntary dropout).

* School Programs: Exit dates and reasons are required when a student transfers schools within the same district and when a student transfers to a new district.

**District Programs: Exit dates and reasons are required when a student transfers to a new district, but not when a student transfers schools within the same district.

D – Opted out of program

The student/parent/guardian voluntarily withdrew from program.

F – Other

The student is no longer participating in the program or is no longer identified with the attribute for a reason other than those listed within the CEDARS valid value list.

G – Transferred to GED Program

This exit reason is may only be used with the GRADS program.

H – End of school year transition

Some districts and schools report enrollment exit dates (B15 – Date Exited from District, C08 – Date

Student Exited from School) for *all* students at the end of each school year; even for the students that will be served again the following school year. This practice is sometimes referred to as “rolling over to the next year”. If the reporting district or school engages in this practice, File I exit data must be reported in accordance with the program-specific guidance detailed within this document.

I – Student no longer qualifies for gifted program services based upon multiple objective assessment results

This exit reason is may only be used with the Gifted programs, also referred to as Highly Capable programs.

K – Parent/Guardian/Student declined services for this year only

This exit reason may only be used with the Gifted programs, also referred to as Highly Capable programs.

Washington State Seal of Biliteracy

Appendix L, within the CEDARS Appendices document, contains the exit reason codes for the Washington State Seal of Biliteracy and Competency programs. Including the corresponding assessment and provider information.

Tribal Language Assessment

For Tribal languages, honoring Tribal sovereignty, Tribal consultation and government to government relationships between Tribes and districts, each Tribe determines the level of proficiency students need in order to be considered biliterate. Tribes develop the methods and processes for determining proficiency in their respective Tribal languages. Affirmation that students have successfully earned the Seal of Biliteracy for Tribal languages follow the agreed processes determined through consultation with each Tribe.

The OSPI [Washington State Seal of Biliteracy site](#) and [Office of Native Education \(ONE\) site](#) provide policy resources and contact information.

ENGLISH LEARNERS (BILINGUAL)

English Learners File (J)

This section contains guidance on reporting students identified as English Learners. It is for CEDARS data reporting purposes only and should not be interpreted as guidance for deciding program eligibility. The [OSPI Migrant and Bilingual Education site](#) contains policy and practice resources.

All students identified as English Learners must be reported in English Learners File (J), including:

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

A 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*.

When reporting students in the English Learners File (J), *Elements B17 – Student Primary Language Code* and *B18 – Student Language Spoken at Home* can be obtained from the [Home Language Survey](#). B17 corresponds to question 2 (What language did your child first learn to speak), and B18 corresponds to question 3 (What language does YOUR CHILD use the most at home).

The [OSPI Bilingual Education Program Guidelines site](#) contains additional resources and contact information.

Instructional Model

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 the English Learners File (J), with Element J08 – Program Exit Date for the last day of service with the current Model Code – Element J06 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 with Element J07 – Program Status Start Date for the first day of service with the new Instructional Model Code and the new Instructional Model Code in Element J06.

Element J07 – Program Status Start Date must be during the current reporting school year, unless the student tested but did not qualify. 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 date reported in [Element J08](#) – Program Exit Date. [Element J09](#) – Exit Reason Code must be a valid value of 'O'. If the student tested but did not qualify for services in the current reporting year, *Element J07—Program Status Start Date*, *Element J08—Program Exit Date*, and *Element J22—Placement Test Date* should all be the same (use the Placement Test Date for all three elements).

Element J13—Initial WA Placement Test Date can be found using the LEP application.

Placement/Screening Tests & Annual Assessments

OSPI transitioned from ELPA21 to WIDA in the 2021-22 school year. English language proficiency assessment information and assessment support staff contact information are available on the [OSPI English Language Proficiency Assessments site](#).

Information reported in the elements listed below should only be for the most recent screener/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 Status (*formerly Placement Test Level*)

J22 – Placement Test Date

J23 – Overall Placement Test Score

Out-of-state acceptance:

- We are willing to accept qualifying WIDA ACCESS Screener and the A annual assessment results from within the last 12 months.
- We are willing to accept “Proficient” results on the WIDA ACCESS, based on Washington state exit criteria, regardless of when the test was administered.
- We are NOT willing to accept WIDA Screener results from out of state. A student who has not taken the WIDA ACCESS in the last 12 months and has not met the current exit criteria would need to be re-screened using the WIDA Screener.

Kindergarten Grade Level

Report the appropriate Kindergarten grade level code (K1 or K2) in *Element J19 – Grade Level at Placement* for a student who took the screener/placement test while enrolled in Kindergarten. [Appendix E – Grade Level Codes](#) contains descriptions of K1 and K2 grade levels. If the exact K1 or K2 status was not known at the time of testing, districts may determine which value to report.

Placement Test: Annual Assessment or Screener

The test the student took is reported in *Element J18 – Placement Test Code*. *8 – WIDA ACCESS* and *9 – WIDA Alt ACCESS* are annual assessments in Washington Public Schools, not screeners. *10 – WIDA Screener* is the screener for Washington Public Schools.

Placement/Screening Test Score or Status is Unknown

If *Elements J20 – Placement Test Score* and *J21 – Placement Status* 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.

Placement/Screening Status

In *Element J21 – Placement Status*, valid values may have the same definition to accommodate placement tests that use different transitional levels.

Placement/Screening Test Dates

Element J22 – Placement Test Date is for screener/placement tests and not for annual assessments. It must be on or before the date reported in *Element J07 – Program Status Start Date*.

English Learner students that leave Washington for greater than 12 months may take more than one screener/placement test. Report the most *recent* screener/placement test date for these students in *Element J22 – Placement Test Date*.

If the student has taken only one screener/placement test in Washington, report the initial placement date in both elements *Element J13 – Initial Placement Test Date* and *Element J22 – Placement Test Date*.

WIDA Screener Scores

For the WIDA Screener, report the four *domain* scores in *J20 – Placement Test Score*. Each of the four domains receive a score between 1 and 6. Report these domain scores as a 4-digit number in the following order: Listening, Reading, Speaking, Writing.

For students in kindergarten, only two domains are tested – Listening and Speaking. The other two domains are untested. Report untested domains as a 0.

Examples

Translating WIDA Screener Scores to CEDARS Reporting

| WIDA Domain Scores | | | |
|--------------------|---------|----------|---------|
| Listening | Reading | Speaking | Writing |
| 3 | 1 | 2 | 1 |

| WIDA Domain Scores | | | |
|--------------------|---------|----------|---------|
| Listening | Reading | Speaking | Writing |
| 5 | 3 | 4 | 2 |

| WIDA Domain Scores | | | |
|--------------------|---------|----------|---------|
| Listening | Reading | Speaking | Writing |
| 3 | 0 | 2 | 0 |



| J20 – Placement Test Score |
|----------------------------|
| 3121 |

| J20 – Placement Test Score |
|----------------------------|
| 5342 |

| J20 – Placement Test Score |
|----------------------------|
| 3020 |

Program Designation

Reclassified is used for Exited TBIP students who follow the state procedure for reclassification into TBIP services. This is used to distinguish reclassified students from the students that were placed into the program in error.

Parent Waivers

Example one:

If the student takes a placement test, qualifies for services, and the parent immediately waives services, report one LEP record. The student must be given the annual English Language Proficiency Assessment and reported in the LEP file each school year until the student tests out. Students who test out should be submitted with the Code "A" Re-designated/Transitioned.

- Single Record
 - J06 Program Model Code –P waiver

- J07 Program Start Date (date student tests/parents waives)
- J08 Program Exit Date (leave empty, unless SIS requires one at the end of the SY, then last day of school)
- J09 Exit Reason Code (leave empty, unless SIS requires one at the end of the SY, then T for end of school year rollover)

Example two:

If the student takes a placement test, qualifies for services, is served (even a few days), then parent waives services, report two LEP records for that school year.

- Record 1
 - J06 Program Model Code (the model code the student tested into, NOT Parent Waiver)
 - J07 Program Start Date (date the student begins receiving services)
 - J08 Program Exit Date (date parent waives)
 - J09 Exit Reason Code T – Transfer within district, between models, or end of school year rollover
- Record 2
 - J06 Program Model Code – P Waiver
 - J07 Program Start Date (date parent waived services)
 - J08 Program Exit Date (leave empty, unless SIS requires one at the end of the SY, then last day of school)
 - J09 Exit Reason Code (leave empty, unless SIS requires one at the end of the SY, then T for end of school year rollover)

In the next school year, the student must be given the annual English Language Proficiency assessment and reported in the LEP file, but with only one LEP record if no services are given that school year, the same as example one. The student must be given the annual test and reported in the LEP file each school year until the student tests out, at which point the school or LEA must code the student with Exit Code A – Re-designated/Transitioned. If parents withdraw the waiver and request that the student receive ELL services, use J09 Exit Reason Code T – Transfer within district, between models. Then create a new record to enroll the student in the district’s ELL program.

Exit Reason Code P

Re-designated / Parent Written Request to Change Home Language Survey (HLS) responses: Use judiciously!

Never use Exit Reason Code P as an alternative to a parent waiver for a student who was identified as an ELL according to state guidelines.

- Only use this code to withdraw students from program whose parents indicate in writing that the Home Language Survey used to identify the student as ELL was:
 - completed incorrectly
 - initially completed with responses of English, and the student was administered the state language proficiency assessment in error
- Maintain the parents’ written request in the student’s file

- Monitor schools with higher incidence of this code to ensure that it is only being used when appropriate.

SPECIAL EDUCATION (STUDENTS WITH INDIVIDUALIZED EDUCATION PLANS)

Student Special Education Programs File (K)

This section contains guidance on reporting students receiving special education and related services. It is for data reporting purposes only and should not be interpreted as guidance determining program eligibility.

Element K10 - Initial Referral Date is inactive beginning with the 2017-18 school year. Prior to the 2017-18 school year, districts submitted 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. This element is inactive beginning with the 2017-18 school year.

Element K14 – Program Start Date, submit 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 Students with IEPs 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. A student must be the appropriate age for the entirety of the Special Education Program record reported. The CEDARS validation only checks current school year CEDARS Submissions. If a File K record does not contain a date in Element K08 - Exit Date, the CEDARS validation infers an Exit Date to determine if the student is an appropriate age by using the date of the CEDARS submission or the date reported in Element K14 - Start Date, whichever is greater."

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.

If a student with an IEP has a CEDARS record erring out due to their least restrictive environment code not appropriate for the age of the student, the student's program record in File K must be closed (Element K08 Exit Date) using Exit Reason Code 5 (Element K09). Begin a new record with a start date beginning after the date of the closed record with the new LRE code appropriate for the age of the student.

Example: Program Start Date 11/23/2017

Date of Birth: 10/8/2015

Program Exit Date in File K would need to be 10/7/2018 with an Exit Reason Code of 5 (Change in LRE) and a new Program Start Date in File K of 10/8/2018.

If a student with an IEP has a CEDARS record erring out due to their age, it may be the student is no longer eligible, because of age restrictions, for a specific disability category.

See the business rules in the [CEDARS Data Manual](#) for CEDARS Element I10 – Qualification Code and [CEDARS Appendix I](#) – Disability Codes. To resolve this, end the record in File I by reporting an End Date in Element I08 – End Date. This date must be prior to the student's birthday (in which their age changed, making them no longer eligible).

If, after a student has been reevaluated and is found eligible, create a new record in File I for the new disability qualification code.

If a student with an IEP withdraws from the district or the student is no longer eligible for special education services, an End Date in Element I08 is required.

Early Childhood Outcomes

(Elements K16, K17, K18, K19, K20, K21, K22, K23 & K24 and Appendices AD & AE)

The federal Office of Special Education Programs (OSEP) requires local school agencies to report outcome data for every student in preschool who receives special education services through an Individualized Educational Program (IEP). Early childhood outcome data are collected when a student begins to receive special education services (usually around age 3) and again when the student exits from preschool.

Students enrolled in Grade Level PK (Element B13) with an IEP must be reported to CEDARS in the nine special education early childhood entry, exit, and progress elements.

Outcome Categories

- PreK Positive Social-Emotional Skills (Elements K16, K19 & K20)
- PreK Acquisition and Use of Knowledge/Skills (Elements K17, K21 & K22)
- PreK Appropriate Behaviors and Skills (Elements K18, K23 and K24)

Entry

Entry data is reported in Elements K16, K17 & K18 on the assessment outcome of a student that begins to receive preschool special education services. Valid value *1- Not Yet Assessed* should be reported until the student has been assessed. A student must have entry ratings in all three areas.

Exit

Exit data is reported in Elements K19, K21 & K23 on the assessment outcome of a student exiting preschool special education services. Valid value *1- Not Yet Assessed* should be reported in exit data until the student exits the preschool program. A student must have exit ratings in all three areas.

Progress

Progress is reported in Elements K20, K22 & K24 on the progress outcome of a student exiting preschool special education services. Valid value *1- Not Yet Exiting* should be reported until the student exits the preschool program. A student must have progress ratings in all three areas.

Business Rule Overview

Valid value code names and definitions are listed in Appendix AD (Special Education Pre-K Early Childhood Entry and Exit Outcomes) and Appendix AE (Special Education Pre-K Early Childhood Progress Outcomes).

This guidance is not intended to teach staff how to rate a student for the early childhood outcomes. The intent is to advise staff on how to submit the data through CEDARS. Additional assistance and training modules are available on the [OSPI Early Childhood Special Education website](#).

Element K16 – PreK Positive Social-Emotional Skills – Entry

| When K16 is _____ | | then K19 <i>can be</i> __ | then K19 <i>can't be</i> __ |
|---|--|--|-----------------------------|
| | | PreK Positive Social-Emotional Skills – Exit | |
| PreK Positive Social-Emotional Skills - Entry | 1 - Not Yet Assessed | 1 | 2, 3, 4, 5, 6, 7, or 8 |
| | 2 - No Use of Immediate Foundational | 2, 3, 4, 5, 6, 7, or 8 | 1* |
| | 3 - Some Immediate Foundational | 2, 3, 4, 5, 6, 7, or 8 | 1* |
| | 4 - Emerging Immediate Foundational | 2, 3, 4, 5, 6, 7, or 8 | 1* |
| | 5 - Rarely Uses Immediate Foundational | 2, 3, 4, 5, 6, 7, or 8 | 1* |
| | 6 - Some of the time | 2, 3, 4, 5, 6, 7, or 8 | 1* |
| | 7 - Some Concerns | 2, 3, 4, 5, 6, 7, or 8 | 1* |
| | 8 - Completely Age-Appropriate | 2, 3, 4, 5, 6, 7, or 8 | 1* |

**If the student is continuing in grade level PK, then valid value 1 is allowable for K19.*

| When K16 is _____ | then K20 <i>can be</i> __ | then K20 <i>can't be</i> _ |
|-------------------|---------------------------|----------------------------|
|-------------------|---------------------------|----------------------------|

| | | PreK Positive Social-Emotional Skills – Progress | |
|---|--|--|---------------------|
| PreK Positive Social-Emotional Skills - Entry | 1 - Not Yet Assessed | 1 - Not Yet Exiting, 4-Less 6 months | 2-Yes, 3-No |
| | 2 - No Use of Immediate Foundational | 2-Yes, 3-No, 4-Less 6 months | 1 - Not Yet Exiting |
| | 3 - Some Immediate Foundational | 2-Yes, 3-No, 4-Less 6 months | 1 - Not Yet Exiting |
| | 4 - Emerging Immediate Foundational | 2-Yes, 3-No, 4-Less 6 months | 1 - Not Yet Exiting |
| | 5 - Rarely Uses Immediate Foundational | 2-Yes, 3-No, 4-Less 6 months | 1 - Not Yet Exiting |
| | 6 - Some of the time | 2-Yes, 3-No, 4-Less 6 months | 1 - Not Yet Exiting |
| | 7 - Some Concerns | 2-Yes, 3-No, 4-Less 6 months | 1 - Not Yet Exiting |
| | 8 - Completely Age-Appropriate | 2-Yes, 3-No, 4-Less 6 months | 1 - Not Yet Exiting |

| When K16 is _____ | | Then K17 can be __ | then K17 can't be __ | and K18 can be __ | and K18 can't be __ |
|---|--|--|------------------------|---|------------------------|
| | | PreK Acquisition and Use of Knowledge/Skills – Entry | | PreK Appropriate Behaviors and Skills – Entry | |
| PreK Positive Social-Emotional Skills - Entry | 1 - Not Yet Assessed | 1 | 2, 3, 4, 5, 6, 7, or 8 | 1 | 2, 3, 4, 5, 6, 7, or 8 |
| | 2 - No Use of Immediate Foundational | 2, 3, 4, 5, 6, 7, or 8 | 1 | 2, 3, 4, 5, 6, 7, or 8 | 1 |
| | 3 - Some Immediate Foundational | 2, 3, 4, 5, 6, 7, or 8 | 1 | 2, 3, 4, 5, 6, 7, or 8 | 1 |
| | 4 - Emerging Immediate Foundational | 2, 3, 4, 5, 6, 7, or 8 | 1 | 2, 3, 4, 5, 6, 7, or 8 | 1 |
| | 5 - Rarely Uses Immediate Foundational | 2, 3, 4, 5, 6, 7, or 8 | 1 | 2, 3, 4, 5, 6, 7, or 8 | 1 |
| | 6 - Some of the time | 2, 3, 4, 5, 6, 7, or 8 | 1 | 2, 3, 4, 5, 6, 7, or 8 | 1 |
| | 7 - Some Concerns | 2, 3, 4, 5, 6, 7, or 8 | 1 | 2, 3, 4, 5, 6, 7, or 8 | 1 |
| | 8 - Completely Age-Appropriate | 2, 3, 4, 5, 6, 7, or 8 | 1 | 2, 3, 4, 5, 6, 7, or 8 | 1 |

Element K17 – PreK Acquisition and Use of Knowledge/Skills - Entry

| When K17 is _____ | | then K21 can be _____ | then K21 <i>can't</i> be _____ |
|--|--|---|--------------------------------|
| | | PreK Acquisition and Use of Knowledge/Skills – Exit | |
| PreK Acquisition and Use of Knowledge/Skills - Entry | 1 - Not Yet Assessed | 1 | 2, 3, 4, 5, 6, 7, or 8 |
| | 2 - No Use of Immediate Foundational | 2, 3, 4, 5, 6, 7, or 8 | 1* |
| | 3 - Some Immediate Foundational | 2, 3, 4, 5, 6, 7, or 8 | 1* |
| | 4 - Emerging Immediate Foundational | 2, 3, 4, 5, 6, 7, or 8 | 1* |
| | 5 - Rarely Uses Immediate Foundational | 2, 3, 4, 5, 6, 7, or 8 | 1* |
| | 6 - Some of the time | 2, 3, 4, 5, 6, 7, or 8 | 1* |
| | 7 - Some Concerns | 2, 3, 4, 5, 6, 7, or 8 | 1* |
| | 8 - Completely Age-Appropriate | 2, 3, 4, 5, 6, 7, or 8 | 1* |

**If the student is continuing in grade level PK, then valid value 1 is allowable for K21.*

| When K17 is _____ | | then K22 can be _____ | then K22 <i>can't</i> be _____ |
|---|--|---|--------------------------------|
| | | PreK Acquisition and Use of Knowledge/Skills – Progress | |
| Acquisition and Use of Knowledge/Skills - Entry | 1 - Not Yet Assessed | 1 - Not Yet Exiting, 4 - Less 6 months | 2-Yes, 3-No |
| | 2 - No Use of Immediate Foundational | 2-Yes, 3-No, 4 - Less 6 months | 1 - Not Yet Exiting |
| | 3 - Some Immediate Foundational | 2-Yes, 3-No, 4 - Less 6 months | 1 - Not Yet Exiting |
| | 4 - Emerging Immediate Foundational | 2-Yes, 3-No, 4 - Less 6 months | 1 - Not Yet Exiting |
| | 5 - Rarely Uses Immediate Foundational | 2-Yes, 3-No, 4 - Less 6 months | 1 - Not Yet Exiting |
| | 6 - Some of the time | 2-Yes, 3-No, 4 - Less 6 months | 1 - Not Yet Exiting |
| | 7 - Some Concerns | 2-Yes, 3-No, 4 - Less 6 months | 1 - Not Yet Exiting |
| | 8 - Completely Age-Appropriate | 2-Yes, 3-No, 4 - Less 6 months | 1 - Not Yet Exiting |

| When K17 is _____ | | then K16 can be__ | then K16 can't be __ | and K18 can be | and K18 can't be |
|--|--|---|------------------------|---|------------------------|
| | | PreK Positive Social-Emotional Skills - Entry | | PreK Appropriate Behaviors and Skills – Entry | |
| PreK Acquisition and Use of Knowledge/Skills - Entry | 1 - Not Yet Assessed | 1 | 2, 3, 4, 5, 6, 7, or 8 | 1 | 2, 3, 4, 5, 6, 7, or 8 |
| | 2 - No Use of Immediate Foundational | 2, 3, 4, 5, 6, 7, or 8 | 1 | 2, 3, 4, 5, 6, 7, or 8 | 1 |
| | 3 - Some Immediate Foundational | 2, 3, 4, 5, 6, 7, or 8 | 1 | 2, 3, 4, 5, 6, 7, or 8 | 1 |
| | 4 - Emerging Immediate Foundational | 2, 3, 4, 5, 6, 7, or 8 | 1 | 2, 3, 4, 5, 6, 7, or 8 | 1 |
| | 5 - Rarely Uses Immediate Foundational | 2, 3, 4, 5, 6, 7, or 8 | 1 | 2, 3, 4, 5, 6, 7, or 8 | 1 |
| | 6 - Some of the time | 2, 3, 4, 5, 6, 7, or 8 | 1 | 2, 3, 4, 5, 6, 7, or 8 | 1 |
| | 7 - Some Concerns | 2, 3, 4, 5, 6, 7, or 8 | 1 | 2, 3, 4, 5, 6, 7, or 8 | 1 |
| | 8 - Completely Age-Appropriate | 2, 3, 4, 5, 6, 7, or 8 | 1 | 2, 3, 4, 5, 6, 7, or 8 | 1 |

Element K18 – PreK Appropriate Behaviors and Skills - Entry

| When K18 is _____ | | then K23 can be__ | then K23 can't be __ |
|---|--|--|------------------------|
| | | PreK Appropriate Behaviors and Skills – Exit | |
| PreK Appropriate Behaviors and Skills - Entry | 1 - Not Yet Assessed | 1 | 2, 3, 4, 5, 6, 7, or 8 |
| | 2 - No Use of Immediate Foundational | 2, 3, 4, 5, 6, 7, or 8 | 1* |
| | 3 - Some Immediate Foundational | 2, 3, 4, 5, 6, 7, or 8 | 1* |
| | 4 - Emerging Immediate Foundational | 2, 3, 4, 5, 6, 7, or 8 | 1* |
| | 5 - Rarely Uses Immediate Foundational | 2, 3, 4, 5, 6, 7, or 8 | 1* |
| | 6 - Some of the time | 2, 3, 4, 5, 6, 7, or 8 | 1* |
| | 7 - Some Concerns | 2, 3, 4, 5, 6, 7, or 8 | 1* |
| | 8 - Completely Age-Appropriate | 2, 3, 4, 5, 6, 7, or 8 | 1* |

**If the student is continuing in grade level PK, then valid value 1 is allowable for K23.*

| When K18 is _____ | | then K24 can be__ | then K24 <i>can't</i> be __ |
|---|--|--|-----------------------------|
| | | PreK Appropriate Behaviors and Skills – Progress | |
| PreK Appropriate Behaviors and Skills - Entry | 1 - Not Yet Assessed | 1 - Not Yet Exiting, 4 - Less 6 months | 2-Yes, 3-No |
| | 2 - No Use of Immediate Foundational | 2-Yes, 3-No, 4 - Less 6 months | 1 - Not Yet Exiting |
| | 3 - Some Immediate Foundational | 2-Yes, 3-No, 4 - Less 6 months | 1 - Not Yet Exiting |
| | 4 - Emerging Immediate Foundational | 2-Yes, 3-No, 4 - Less 6 months | 1 - Not Yet Exiting |
| | 5 - Rarely Uses Immediate Foundational | 2-Yes, 3-No, 4 - Less 6 months | 1 - Not Yet Exiting |
| | 6 - Some of the time | 2-Yes, 3-No, 4 - Less 6 months | 1 - Not Yet Exiting |
| | 7 - Some Concerns | 2-Yes, 3-No, 4 - Less 6 months | 1 - Not Yet Exiting |
| | 8 - Completely Age-Appropriate | 2-Yes, 3-No, 4 - Less 6 months | 1 - Not Yet Exiting |

| When K18 is _____ | | then K16 can be__ | then K16 <i>can't</i> be __ | and K17 can be__ | and K17 <i>can't</i> be __ |
|---|--|---|-----------------------------|--|----------------------------|
| | | PreK Positive Social-Emotional Skills - Entry | | PreK Acquisition and Use of Knowledge/Skills - Entry | |
| PreK Appropriate Behaviors and Skills - Entry Knowledge/Skills - Entry | 1 - Not Yet Assessed | 1 | 2, 3, 4, 5, 6, 7, or 8 | 1 | 2, 3, 4, 5, 6, 7, or 8 |
| | 2 - No Use of Immediate Foundational | 2, 3, 4, 5, 6, 7, or 8 | 1 | 2, 3, 4, 5, 6, 7, or 8 | 1 |
| | 3 - Some Immediate Foundational | 2, 3, 4, 5, 6, 7, or 8 | 1 | 2, 3, 4, 5, 6, 7, or 8 | 1 |
| | 4 - Emerging Immediate Foundational | 2, 3, 4, 5, 6, 7, or 8 | 1 | 2, 3, 4, 5, 6, 7, or 8 | 1 |
| | 5 - Rarely Uses Immediate Foundational | 2, 3, 4, 5, 6, 7, or 8 | 1 | 2, 3, 4, 5, 6, 7, or 8 | 1 |
| | 6 - Some of the time | 2, 3, 4, 5, 6, 7, or 8 | 1 | 2, 3, 4, 5, 6, 7, or 8 | 1 |
| | 7 - Some Concerns | 2, 3, 4, 5, 6, 7, or 8 | 1 | 2, 3, 4, 5, 6, 7, or 8 | 1 |
| | 8 - Completely Age-Appropriate | 2, 3, 4, 5, 6, 7, or 8 | 1 | 2, 3, 4, 5, 6, 7, or 8 | 1 |

Element K19 – PreK Positive Social-Emotional Skills - Exit

| When K19 is _____ | | then K16 can be __ | then K16 <i>can't</i> be __ |
|---|--|---|-----------------------------|
| | | PreK Positive Social-Emotional Skills - Entry | |
| Positive Social-Emotional Skills - Exit | 1 - Not Yet Assessed | 1, 2, 3, 4, 5, 6, 7, or 8 | |
| | 2 - No Use of Immediate Foundational | 2, 3, 4, 5, 6, 7, or 8 | 1 |
| | 3 - Some Immediate Foundational | 2, 3, 4, 5, 6, 7, or 8 | 1 |
| | 4 - Emerging Immediate Foundational | 2, 3, 4, 5, 6, 7, or 8 | 1 |
| | 5 - Rarely Uses Immediate Foundational | 2, 3, 4, 5, 6, 7, or 8 | 1 |
| | 6 - Some of the time | 2, 3, 4, 5, 6, 7, or 8 | 1 |
| | 7 - Some Concerns | 2, 3, 4, 5, 6, 7, or 8 | 1 |
| | 8 - Completely Age-Appropriate | 2, 3, 4, 5, 6, 7, or 8 | 1 |

| When K19 is _____ | | then K20 can be __ | then K20 <i>can't</i> be __ |
|--|--|--|-----------------------------|
| | | PreK Positive Social-Emotional Skills – Progress | |
| PreK Positive Social-Emotional Skills - Exit | 1 - Not Yet Assessed | 1 - Not Yet Exiting, 4 - Less 6 months | 2-Yes, 3-No |
| | 2 - No Use of Immediate Foundational | 2-Yes, 3-No, 4 - Less 6 months | 1 - Not Yet Exiting |
| | 3 - Some Immediate Foundational | 2-Yes, 3-No, 4 - Less 6 months | 1 - Not Yet Exiting |
| | 4 - Emerging Immediate Foundational | 2-Yes, 3-No, 4 - Less 6 months | 1 - Not Yet Exiting |
| | 5 - Rarely Uses Immediate Foundational | 2-Yes, 3-No, 4 - Less 6 months | 1 - Not Yet Exiting |
| | 6 - Some of the time | 2-Yes, 3-No, 4 - Less 6 months | 1 - Not Yet Exiting |
| | 7 - Some Concerns | 2-Yes, 3-No, 4 - Less 6 months | 1 - Not Yet Exiting |
| | 8 - Completely Age-Appropriate | 2-Yes, 3-No, 4 - Less 6 months | 1 - Not Yet Exiting |

| When K19 is _____ | | then K21 can be __ | then K21 <i>can't</i> be __ | and K23 can be __ | and K23 <i>can't</i> be __ |
|--|--|--|-----------------------------|--|----------------------------|
| | | PreK Acquisition and Use of Knowledge/ Skills – Exit | | PreK Appropriate Behaviors and Skills – Exit | |
| PreK Positive Social-Emotional Skills - Exit | 1 - Not Yet Assessed | 1 | 2, 3, 4, 5, 6, 7, or 8 | 1 | 2, 3, 4, 5, 6, 7, or 8 |
| | 2 - No Use of Immediate Foundational | 2, 3, 4, 5, 6, 7, or 8 | 1 | 2, 3, 4, 5, 6, 7, or 8 | 1 |
| | 3 - Some Immediate Foundational | 2, 3, 4, 5, 6, 7, or 8 | 1 | 2, 3, 4, 5, 6, 7, or 8 | 1 |
| | 4 - Emerging Immediate Foundational | 2, 3, 4, 5, 6, 7, or 8 | 1 | 2, 3, 4, 5, 6, 7, or 8 | 1 |
| | 5 - Rarely Uses Immediate Foundational | 2, 3, 4, 5, 6, 7, or 8 | 1 | 2, 3, 4, 5, 6, 7, or 8 | 1 |

| | | | | | |
|--|--------------------------------|------------------------|---|------------------------|---|
| | 6 - Some of the time | 2, 3, 4, 5, 6, 7, or 8 | 1 | 2, 3, 4, 5, 6, 7, or 8 | 1 |
| | 7 - Some Concerns | 2, 3, 4, 5, 6, 7, or 8 | 1 | 2, 3, 4, 5, 6, 7, or 8 | 1 |
| | 8 - Completely Age-Appropriate | 2, 3, 4, 5, 6, 7, or 8 | 1 | 2, 3, 4, 5, 6, 7, or 8 | 1 |

Element K20 – PreK Positive Social-Emotional Skills - Progress

| When K20 is _____ | | then K16 can be _____ | then K16 can't be _____ |
|--|---------------------|---|-------------------------|
| | | PreK Positive Social-Emotional Skills - Entry | |
| PreK Positive Social-Emotional Skills - Progress | 1 - Not Yet Exiting | 1-Not Yet Assessed, 2, 3, 4, 5, 6, 7, or 8 | |
| | 2 - Yes | 2, 3, 4, 5, 6, 7, or 8 | 1-Not Yet Assessed |
| | 3 - No | 2, 3, 4, 5, 6, 7, or 8 | 1-Not Yet Assessed |
| | 4 - Less 6 months | 1-Not Yet Assessed, 2, 3, 4, 5, 6, 7, or 8 | |

| When K20 is _____ | | then K19 can be _____ | then K19 can't be _____ |
|--|---------------------|--|-------------------------|
| | | PreK Positive Social-Emotional Skills – Exit | |
| PreK Positive Social-Emotional Skills - Progress | 1 - Not Yet Exiting | 1-Not Yet Assessed | 2, 3, 4, 5, 6, 7, or 8 |
| | 2 - Yes | 2, 3, 4, 5, 6, 7, or 8 | 1-Not Yet Assessed |
| | 3 - No | 2, 3, 4, 5, 6, 7, or 8 | 1-Not Yet Assessed |
| | 4 - Less 6 months | 1-Not Yet Assessed, 2, 3, 4, 5, 6, 7, or 8 | |

| When K20 is _____ | | then K22 can be _____ | then K24 can be _____ |
|--|---------------------|---|--|
| | | PreK Acquisition and Use of Knowledge/Skills – Progress | PreK Appropriate Behaviors and Skills – Progress |
| PreK Positive Social-Emotional Skills - Progress | 1 - Not Yet Exiting | 1 - Not Yet Exiting | 1 - Not Yet Exiting |
| | 2 - Yes | 2 – Yes, 3 - No | 2 – Yes, 3 - No |
| | 3 - No | 2 – Yes, 3 - No | 2 – Yes, 3 - No |
| | 4 - Less 6 months | 4 - Less 6 months | 4 - Less 6 months |

Element K21 – PreK Positive Social-Emotional Skills - Exit

| When K21 is _____ | | then K17 can be _____ | then K17 can't be _____ |
|-----------------------|--------------------------------------|--|-------------------------|
| | | PreK Acquisition and Use of Knowledge/Skills - Entry | |
| PreK Positive Social- | 1 - Not Yet Assessed | 1, 2, 3, 4, 5, 6, 7, or 8 | |
| | 2 - No Use of Immediate Foundational | 2, 3, 4, 5, 6, 7, or 8 | 1 |
| | 3 - Some Immediate Foundational | 2, 3, 4, 5, 6, 7, or 8 | 1 |
| | 4 - Emerging Immediate Foundational | 2, 3, 4, 5, 6, 7, or 8 | 1 |

| | | | |
|--|--|------------------------|---|
| | 5 - Rarely Uses Immediate Foundational | 2, 3, 4, 5, 6, 7, or 8 | 1 |
| | 6 - Some of the time | 2, 3, 4, 5, 6, 7, or 8 | 1 |
| | 7 - Some Concerns | 2, 3, 4, 5, 6, 7, or 8 | 1 |
| | 8 - Completely Age-Appropriate | 2, 3, 4, 5, 6, 7, or 8 | 1 |

| When K21 is _____ | | then K22 can be _____ | then K22 <i>can't</i> be _____ |
|--|--|---|--------------------------------|
| | | PreK Acquisition and Use of Knowledge/Skills – Progress | |
| PreK Positive Social-Emotional Skills - Exit | 1 - Not Yet Assessed | 1 - Not Yet Exiting, 4 - Less 6 months | 2-Yes, 3-No |
| | 2 - No Use of Immediate Foundational | 2-Yes, 3-No, 4 - Less 6 months | 1 - Not Yet Exiting |
| | 3 - Some Immediate Foundational | 2-Yes, 3-No, 4 - Less 6 months | 1 - Not Yet Exiting |
| | 4 - Emerging Immediate Foundational | 2-Yes, 3-No, 4 - Less 6 months | 1 - Not Yet Exiting |
| | 5 - Rarely Uses Immediate Foundational | 2-Yes, 3-No, 4 - Less 6 months | 1 - Not Yet Exiting |
| | 6 - Some of the time | 2-Yes, 3-No, 4 - Less 6 months | 1 - Not Yet Exiting |
| | 7 - Some Concerns | 2-Yes, 3-No, 4 - Less 6 months | 1 - Not Yet Exiting |
| | 8 - Completely Age-Appropriate | 2-Yes, 3-No, 4 - Less 6 months | 1 - Not Yet Exiting |

| When K21 is _____ | | then K19 can be _____ | then K19 <i>can't</i> be _____ | and K23 can be _____ | and K23 <i>can't</i> be _____ |
|---|--|--|--------------------------------|--|-------------------------------|
| | | PreK Positive Social-Emotional Skills – Exit | | PreK Appropriate Behaviors and Skills – Exit | |
| PreK Acquisition and Use of Knowledge/Skills - Exit | 1 - Not Yet Assessed | 1 | 2, 3, 4, 5, 6, 7, or 8 | 1 | 2, 3, 4, 5, 6, 7, or 8 |
| | 2 - No Use of Immediate Foundational | 2, 3, 4, 5, 6, 7, or 8 | 1 | 2, 3, 4, 5, 6, 7, or 8 | 1 |
| | 3 - Some Immediate Foundational | 2, 3, 4, 5, 6, 7, or 8 | 1 | 2, 3, 4, 5, 6, 7, or 8 | 1 |
| | 4 - Emerging Immediate Foundational | 2, 3, 4, 5, 6, 7, or 8 | 1 | 2, 3, 4, 5, 6, 7, or 8 | 1 |
| | 5 - Rarely Uses Immediate Foundational | 2, 3, 4, 5, 6, 7, or 8 | 1 | 2, 3, 4, 5, 6, 7, or 8 | 1 |
| | 6 - Some of the time | 2, 3, 4, 5, 6, 7, or 8 | 1 | 2, 3, 4, 5, 6, 7, or 8 | 1 |
| | 7 - Some Concerns | 2, 3, 4, 5, 6, 7, or 8 | 1 | 2, 3, 4, 5, 6, 7, or 8 | 1 |
| | 8 - Completely Age-Appropriate | 2, 3, 4, 5, 6, 7, or 8 | 1 | 2, 3, 4, 5, 6, 7, or 8 | 1 |

Element K22 – PreK Acquisition and Use of Knowledge/ Skills - Progress

| When K22 is _____ | | then K17 can be _____ | then K17 <i>can't</i> be _____ |
|--|---------------------|--|--------------------------------|
| | | PreK Acquisition and Use of Knowledge/Skills - Entry | |
| PreK Acquisition and Use of Knowledge/ Skills - Progress | 1 - Not Yet Exiting | 1-Not Yet Assessed, 2, 3, 4, 5, 6, 7, or 8 | |
| | 2 - Yes | 2, 3, 4, 5, 6, 7, or 8 | 1-Not Yet Assessed |
| | 3 - No | 2, 3, 4, 5, 6, 7, or 8 | 1-Not Yet Assessed |
| | 4 - Less 6 months | 1-Not Yet Assessed, 2, 3, 4, 5, 6, 7, or 8 | |

| When K22 is _____ | | then K21 can be _____ | then K21 <i>can't</i> be _____ |
|--|---------------------|---|--------------------------------|
| | | PreK Acquisition and Use of Knowledge/Skills – Exit | |
| PreK Acquisition and Use of Knowledge/ Skills - Progress | 1 - Not Yet Exiting | 1-Not Yet Assessed | 2, 3, 4, 5, 6, 7, or 8 |
| | 2 - Yes | 2, 3, 4, 5, 6, 7, or 8 | 1-Not Yet Assessed |
| | 3 - No | 2, 3, 4, 5, 6, 7, or 8 | 1-Not Yet Assessed |
| | 4 - Less 6 months | 1-Not Yet Assessed, 2, 3, 4, 5, 6, 7, or 8 | |

| When K22 is _____ | | then K20 can be _____ | then K24 can be _____ |
|--|---------------------|--|--|
| | | PreK Positive Social-Emotional Skills – Progress | PreK Appropriate Behaviors and Skills – Progress |
| PreK Acquisition and Use of Knowledge/ Skills - Progress | 1 - Not Yet Exiting | 1 - Not Yet Exiting | 1 - Not Yet Exiting |
| | 2 - Yes | 2 – Yes, 3 - No | 2 – Yes, 3 - No |
| | 3 - No | 2 – Yes, 3 - No | 2 – Yes, 3 - No |
| | 4 - Less 6 months | 4 - Less 6 months | 4 - Less 6 months |

Element K23 – PreK Appropriate Behaviors and Skills - Exit

| When K23 is _____ | | then K18 can be _____ | then K24 can be _____ |
|--|--|---|--|
| | | PreK Appropriate Behaviors and Skills - Entry | PreK Appropriate Behaviors and Skills - Progress |
| PreK Appropriate Behaviors and Skills - Exit | 1 - Not Yet Assessed | 1, 2, 3, 4, 5, 6, 7, or 8 | 1 - Not Yet Exiting, 4 - Less 6 months |
| | 2 - No Use of Immediate Foundational | 2, 3, 4, 5, 6, 7, or 8 | 2 – Yes, 3 - No, 4 - Less 6 months |
| | 3 - Some Immediate Foundational | 2, 3, 4, 5, 6, 7, or 8 | 2 – Yes, 3 - No, 4 - Less 6 months |
| | 4 - Emerging Immediate Foundational | 2, 3, 4, 5, 6, 7, or 8 | 2 – Yes, 3 - No, 4 - Less 6 months |
| | 5 - Rarely Uses Immediate Foundational | 2, 3, 4, 5, 6, 7, or 8 | 2 – Yes, 3 - No, 4 - Less 6 months |
| | 6 - Some of the time | 2, 3, 4, 5, 6, 7, or 8 | 2 – Yes, 3 - No, |

| | | | |
|--|--------------------------------|------------------------|---------------------------------------|
| | | | 4 - Less 6 months |
| | 7 - Some Concerns | 2, 3, 4, 5, 6, 7, or 8 | 2 - Yes, 3 - No, 4 - Less 6 months |
| | 8 - Completely Age-Appropriate | 2, 3, 4, 5, 6, 7, or 8 | 2 - Yes, 3 - No, 4 - Less 6 months |

| When K23 is _____ | | then K19 can be _____ | then K19 can't be _____ | and K21 can be _____ | and K21 can't be _____ |
|--|--|--|-------------------------|--|------------------------|
| | | PreK Positive Social-Emotional Skills – Exit | | PreK Acquisition and Use of Knowledge/ Skills – Exit | |
| PreK Appropriate Behaviors and Skills - Exit | 1 - Not Yet Assessed | 1 | 2, 3, 4, 5, 6, 7, or 8 | 1 | 2, 3, 4, 5, 6, 7, or 8 |
| | 2 - No Use of Immediate Foundational | 2, 3, 4, 5, 6, 7, or 8 | 1 | 2, 3, 4, 5, 6, 7, or 8 | 1 |
| | 3 - Some Immediate Foundational | 2, 3, 4, 5, 6, 7, or 8 | 1 | 2, 3, 4, 5, 6, 7, or 8 | 1 |
| | 4 - Emerging Immediate Foundational | 2, 3, 4, 5, 6, 7, or 8 | 1 | 2, 3, 4, 5, 6, 7, or 8 | 1 |
| | 5 - Rarely Uses Immediate Foundational | 2, 3, 4, 5, 6, 7, or 8 | 1 | 2, 3, 4, 5, 6, 7, or 8 | 1 |
| | 6 - Some of the time | 2, 3, 4, 5, 6, 7, or 8 | 1 | 2, 3, 4, 5, 6, 7, or 8 | 1 |
| | 7 - Some Concerns | 2, 3, 4, 5, 6, 7, or 8 | 1 | 2, 3, 4, 5, 6, 7, or 8 | 1 |
| | 8 - Completely Age-Appropriate | 2, 3, 4, 5, 6, 7, or 8 | 1 | 2, 3, 4, 5, 6, 7, or 8 | 1 |

Element K24 – PreK Appropriate Behaviors and Skills – Progress

| When K24 is _____ | | then K18 can be _____ | then K23 can be _____ |
|--|---------------------|---|--|
| | | PreK Appropriate Behaviors and Skills - Entry | PreK Appropriate Behaviors and Skills - Exit |
| PreK Appropriate Behaviors and Skills - Progress | 1 - Not Yet Exiting | 1-Not Yet Assessed, 2, 3, 4, 5, 6, 7, or 8 | 1-Not Yet Assessed |
| | 2 - Yes | 2, 3, 4, 5, 6, 7, or 8 | 2, 3, 4, 5, 6, 7, or 8 |
| | 3 - No | 2, 3, 4, 5, 6, 7, or 8 | 2, 3, 4, 5, 6, 7, or 8 |
| | 4 - Less 6 months | 1-Not Yet Assessed, 2, 3, 4, 5, 6, 7, or 8 | 1-Not Yet Assessed, 2, 3, 4, 5, 6, 7, or 8 |

| When K24 is _____ | | then K20 can be _____ | then K22 can be _____ |
|---|---------------------|--|---|
| | | PreK Positive Social-Emotional Skills – Progress | PreK Acquisition and Use of Knowledge/Skills – Progress |
| PreK Appropriate Behaviors and Skills - Progress | 1 - Not Yet Exiting | 1 - Not Yet Exiting | 1 - Not Yet Exiting |
| | 2 - Yes | 2 – Yes, 3 - No | 2 – Yes, 3 - No |
| | 3 - No | 2 – Yes, 3 - No | 2 – Yes, 3 - No |
| | 4 - Less 6 months | 4 - Less 6 months | 4 - Less 6 months |

Interpreter Services Requested for Annual IEP Meeting (Element K26)

If the date reported in Element - K25 Annual IEP Meeting is during the current reporting school year (school year for this element is defined as August 1 through July 31), a valid value must be provided in Element K26 indicating if an interpreter was requested for the Annual IEP Meeting and, if so, was an interpreter provided. If the Annual IEP meeting occurred prior to the student enrolling in your district, then select valid value 4 – Student not enrolled in the district at the time of the Annual IEP Meeting.

For the Date of Annual IEP Meeting for a student found eligible in the same reporting year, report the date of the Initial IEP meeting.

If the student was not yet enrolled in your district at the time the district conducted the annual IEP meeting (student came was being home-schooled, in a private school or transitioning from the State Part C Program), if the meeting occurred during the reporting school year, the district should report a value of 1, 2, or 3

INITIAL EVALUATION AND ELIGIBILITY TIMELINES

Initial Evaluation and Eligibility Timelines File (U)

This section contains guidance on reporting students referred for an initial special education evaluation, regardless of their eligibility determination. It is for data reporting purposes only and should not be interpreted as guidance on program policy.

This file captures information on students that meet all of the following criteria:

- Enrolled within the reporting district
- Enrolled in any grade, preschool through 12
- Referred for an initial evaluation to determine if they are eligible for special education

Enrollment Status

Some students may not yet have an SSID when they are referred. But they may have an SSID by the time they are finished with the referral process and data can be submitted at that time. Students that are still not enrolled by the time they are finished with the referral process must be reported outside of CEDARS. Contact the OSPI [Special Education](#) department for more information.

Parental Consent

Do not report instances where there is no parental consent. The evaluation and eligibility procedure will not continue without parental consent and there will be no process or outcome data to report.

Determined Ineligible

Students referred and then determined ineligible must still be reported. Including all related timelines associated with the referral and eligibility processes.

Multiple Referrals

If a student is referred multiple times, there should be a record to represent each referral process. Do not combine data on multiple referrals into a single record.

School Year Spans

If a single referral process spans multiple *school* years (not calendar years), we would expect the entire process to be reported in File U for the school year the evaluation/eligibility determination (Element U07) and subsequent steps occurred in.

Example reporting scenarios:

| | Date of Initial Referral (Element U05) | Date District Received Consent (Element U06) | Date of Initial Evaluation/Eligibility Determination (Element U07) | File U Reporting School Year |
|------------|--|--|--|------------------------------|
| Scenario 1 | 5/1/2020 | 6/1/2020 | 6/15/2020 | 2019-2020 |
| Scenario 2 | 5/1/2020 | 6/1/2020 | 9/1/2020 | 2020-2021 |
| Scenario 3 | 6/1/2020 | 9/1/2020 | 10/1/2020 | 2020-2021 |

2019-2020 School Year

2020-2021 School Year

STUDENT ETHNICITY AND RACE

Student Ethnicity File (L)

Student Race File (M)

This section contains reporting guidance on student ethnicity and race identification data. It also explains how OSPI translates the CEDARS data, collected per the state regulations, to the U.S. Department of Education (ED) reporting requirements.

Background

The U.S. Department of Education (ED) requires states to collect and report ethnicity and race information consistent with the federal statistical standards set by the U.S. Office of Management and Budget in [Directive No. 15 - Standards for Maintaining, Collecting, and Presenting Federal Data on Race and Ethnicity](#). These guidelines are also used by the U.S. Census and almost all other federal agencies.

~~Beginning with the 2018-19 school year, OSPI collects expanded ethnicity and race classifications that align with the in the [Race and Ethnicity Student Data Task Force](#) report, as authorized by 4SHB 1541 Sec 502. [Local Education Agencies \(LEAs\) had until the end of the 2021-22 school year to fully implement the expanded categories.](#)~~

Family and Community Engagement

[Race and Ethnicity Student Data Task Force Guidance for the Washington State Public Education System](#) (Family and Community Engagement, p. 27)

OSPI parent letter:



Race_Eth_ParentLetter.pdf

Ethnicity and Race Codes

CEDARS Reporting

Ethnicity is reported in *Student Ethnicity File (L), Element L05 – Ethnicity Code*. Race is reported in *Student Race File (M), Element M05 – Race Code*. CEDARS [Appendix Y – Ethnicity Codes and Appendix Z – Race Codes](#) contain the valid values for the reporting school year.

If the parent/guardian or the student refuses to provide a response upon being resurveyed, LEAs may map the existing ethnicity (legacy code) for the student, if applicable, to one of the new codes. The 2022-23 CEDARS [Appendix Y – Ethnicity Codes and Appendix Z – Race Codes](#) contain mapping guidance for deactivated legacy codes to the valid new codes.

The [Race & Ethnicity Student Data: Guidance for Washington’s Public Education System](#) document and the [CEDARS Training and Materials](#) site hosts sample data collection forms and FAQs for Parents/Guardians.

Local education agencies (LEA) are required to collect ethnicity and race data using a two-part question:

- The first part of the question asks whether the students is identified as Hispanic or Non-Hispanic and, if Hispanic, which Hispanic group(s).
 - This information is reported in *Student Ethnicity File (L), Element L05 – Ethnicity Code*. Valid Codes are available in CEDARS Appendix Y – Ethnicity Codes
- The second part of the question asks for identification of race category. Multiple race categories can be selected.
 - This information is reported in *Student Race File (M), Element M05 – Race Code*. Valid Codes are available in CEDARS Appendix Z – Race Codes.

Federal Reporting

When reporting race & ethnicity data to the U.S. Department of Education (ED), OSPI rolls-up (summarizes) the CEDARS types to the ED classifications using the following guidelines:

- If the Aggregate for the ethnicity code reported to CEDARS in *Element L05 – Ethnicity Code* (Appendix Y) is **Hispanic/Latino**, then OPSI reports the ethnicity **Hispanic or Latino**.
- If the Aggregate for the ethnicity code reported to CEDARS in *Element L05* (Appendix Y) is **Not Hispanic**, then OSPI reports either:
 - **Two or More Races** when there are two or more Race Categories that correspond to the race codes reported in *Element M05 – Race Code* (Appendix Z)
 - The single **Race Category** that corresponds to the Race Code(s) reported in Element M05 (Appendix Z).

Example Student 1

If the Local Education Agency (LEA) reports to CEDARS:

| Ethnicity Code (L05) | Label | Aggregate |
|----------------------|----------|-----------------|
| H00 | Hispanic | Hispanic/Latino |

Since the Aggregate of Code H00 is *Hispanic/Latino*, the *Hispanic or Latino* classification is used for federal reporting

| Race Code (M05) | Label | Aggregate | Race Category |
|-----------------|----------|----------------|------------------------|
| B55 | Belizean | Latin American | Black/African-American |

Then OSPI reports to the U.S. Department of Education (ED):
Hispanic or Latino

Example Student 2

If the LEA reports to CEDARS:

| Ethnicity Code (L05) | Label | Aggregate |
|----------------------|-----------|-----------------|
| H04 | Brazilian | Hispanic/Latino |

Since the Aggregate of Code H04 is *Hispanic/Latino*, the *Hispanic or Latino* classification is used for federal reporting

| Race Code (M05) | Label | Aggregate | Race Category |
|-----------------|-----------|----------------|------------------------|
| B57 | Brazilian | Latin American | Black/African-American |

Then OSPI Reports to ED:
Hispanic or Latino

Example Student 3

If the LEA reports to CEDARS:

| Ethnicity Code (L05) | Label | Aggregate |
|----------------------|---------------------|--------------|
| H01 | Not Hispanic/Latino | Not Hispanic |

The Aggregate of Code H01 is *Not Hispanic/Latino*, so a Race Category classification is used for federal reporting

| Race Code (M05) | Label | Aggregate | Race Category |
|-----------------|------------------------|-------------------------|--------------------------------|
| N16 | Nisqually Indian Tribe | Washington State Tribes | American Indian/Alaskan Native |
| N21 | Quinault Indian Nation | Washington State Tribes | American Indian/Alaskan Native |

Since the same Race Category corresponds to both M05 Codes, *American Indian/Alaskan Native* is used for federal reporting

Then OSPI Reports to ED:
American Indian/Alaskan Native

Example Student 4

If the LEA reports to CEDARS:

| Ethnicity Code (L05) | Label | Aggregate |
|----------------------|---------------------|--------------|
| H01 | Not Hispanic/Latino | Not Hispanic |

The Aggregate of Code H01 is *Not Hispanic/Latino*, so a Race Category classification is used for federal reporting

| Race Code (M05) | Label | Aggregate | Race Category |
|-----------------|------------------------|------------------------|--|
| P18 | Tongan | Pacific Islander | Native Hawaiian/Other Pacific Islander |
| B00 | Black/African-American | Black/African-American | Black/African-American |

Since there are two different Race Categories that correspond with these M05 Codes, *Two or More Races* is used for federal reporting

Then OSPI Reports to ED:
Two or More Races

Collection Method

Collection method is reported in *Student Ethnicity File (L), Element L06 – Ethnicity Collection Method* and *Student Race File (M), Element M06 – Race Collection Method*.

The Race & Ethnicity Student Data: Guidance for Washington’s Public Education System document contains thorough policy requirements and guidance on conducting identifications.

If the parent/guardian or the student refuses to provide a response upon being resurveyed, LEAs may map the existing ethnicity (legacy code) for the student, if applicable, to one of the new codes using the logic provided below. If the LEA maps the code, report *4 – Resurvey request not completed by parent/guardian or the student, mapped from legacy code* in Element L06 – Ethnicity Collection Method.

STUDENT ABSENCE

Student Absence File (N)

This section contains guidance on *reporting* students' daily absence information in CEDARS. It is for data reporting purposes only and should not be interpreted as policy guidance. The [OSPI Attendance site](#) contains policy and practice resources, plus Attendance Program staff contact information.

Both excused and unexcused absences, whether partial or full-day, must be reported to CEDARS Student Absence File (N). Report the most current absence information known at the time of submission. Data may be updated and resubmitted if a local determination is made to retroactively change a record.

The OSPI [Attendance site](#) provides policy, guidance, and reporting resources. Including a new [Attendance & Truancy FAQ](#) document.

Absence Codes

Chapter 392-401 WAC*

- Defines absences from in-person, synchronous online, and asynchronous instruction
- Identifies the reasons that absences should be excused
- Outlines the minimum requirements of a multi-tiered system of support for attendance
- Does not define part day or full day absences**

**OSPI made permanent rule changes to [Chapter 392-401 WAC](#), effective beginning the 2021-22 school year. Reference the OSPI Attendance program's [Bulletin 061-21](#) document for policy information, including a full explanation of legal requirements.*

Excused or Unexcused

Report per the criteria defined in [Chapter 392-401 WAC*](#).

Part Day or Full Day

Report per the criteria defined in the *Element N07 – Absence Code* business rules ([CEDARS Data Manual](#)).

***Beginning the 2021-22 school year, the definitions for part day and full day absences for the purposes of reporting to CEDARS exist in the *Element N07 – Absence Code* business rules. The language was removed from the WAC, not to signal a change in definition or expectation, but to ensure that guidance existed in the proper place. Because the definition of "full day", from the state's perspective, applies solely to reporting full day absences to CEDARS.*

A legal backing for these definitions is not required. However, the definitions were informed and aligned with other standards.

- Aligned with: The Civil Rights Data Collection and the Department of Education EdFacts data collection define absence as a student missing 50% or more of the school day.

- Informed by: [RCW 28A.225.020](#) defines an unexcused absence as when a student has failed to attend the majority of hours or periods in an average school day.
 - Note: RCW 28A.225.020 is a higher threshold than the CEDARS definition and only applies to the accumulation of unexcused absences for the purposes of truancy.

Local education agencies (LEAs) may make local determinations for calculating the percentage of instructional day missed when attendance is not taken at every period, such as just once daily.

Tardies

WAC 392-401-015(4) states that a school or district shall not convert or combine tardies into absences that contribute to a truancy petition. This means if a district or school has a policy that converts a student's tardy after a specific threshold (e.g. ten minutes) into a period absence; this absence shall not be included in an absence count, roll-up or aggregation that supports a truancy petition. Similarly, if the district or school has a policy that combines multiple tardies (e.g. three tardies equal one unexcused absence); this absence shall not be included in an absence count, roll-up or aggregation that supports a truancy petition. In addition, tardies should not be reported to the state as absences.

Special Reporting Circumstances

Dual Enrolled

If a student is enrolled in more than one school, the school where the absence occurred must report it. And *only* the school where the absence occurred should report it, not both.

Field Trips

Do not report an absence when a student participates in an educational field trip where instruction is still occurring, albeit outside of the normally scheduled enrollment location.

Home/Hospital Instruction

Do not report an absence when a student participates in Home/Hospital Instruction services, which occur in a location other than the normally-scheduled enrollment location. The [OSPI Home/Hospital Instruction site](#) contains additional program resources and support contact information.

Institutional Education

If the student is not withdrawn locally while also enrolled in institutional education services, report absences up until the date the student re-attends the district school. If the student is withdrawn from the district school due to enrollment in institutional education services, report absences up until the withdrawal date.

The [OSPI Institutional Education site](#) contains additional program resources and support contact information.

State Testing

Do not report an absence when a student must miss a scheduled class due to mandatory state

testing.

Withdrawal Due to Absence

Report all absences for students withdrawn from enrollment due to district/school non-attendance policy; including the absences that contributed to the non-attendance withdrawal decision.

Work-Based Learning

Do not report an absence when a student participates in a work-based learning activity outside of the enrollment location. The OSPI CTE program's [CTE Resources site](#) contains additional Work-Based Learning resources and support contact information.

STUDENT GROWTH

Student Growth File (Q)

This file captures information about the academic growth of students participating in the Learning Assistance Program (LAP) and/or Washington Reading Corps (WRC). The [Student Attributes and Programs section](#) of this document contains guidance on the Student Attributes and Programs File (I) component of reporting students participating in these programs.

Students receiving LAP Academic Readiness, Behavior, English Language Arts, or Math services must also be reported in Student Growth File (Q). Students participating in **Community Partnerships** LAP Extended Learning Opportunities (Graduation Assistance & Transition Services) do not need to be reported in Student Growth File (Q). Additional information about Graduation Assistance is collected in the LAP Application **and End-of-Year Report** instead, which is accessed via the [Education Data System \(EDS\)](#).

The [OSPI Learning Assistance Program site](#) contains LAP policy and practice resources.

STUDENT EXCLUSIONARY DISCIPLINE

Student Exclusionary Discipline File (R)

This section contains guidance on reporting behavior incidents and exclusionary discipline actions administered to enrolled students by the authorized district. It is for data reporting purposes only and should not be interpreted as guidance for deciding if or when any student should be excluded from a classroom or school in response to behavioral violations. This document is not intended for use in determining which behaviors warrant exclusion and which do not.

Beginning with the 2018-19 school year, the Student Exclusionary Discipline File (R) is used to report behavior and exclusionary actions involving students during school or school related activities when they are excluded from their regular education setting. All firearm incidents must be reported, regardless of the school district's response to the incident. This file is only intended to collect information related to the student being disciplined and is not to include information regarding any student(s) affected by the student being disciplined.

For guidance regarding submitting discipline data for students in CEDARS Discipline File (P) for school year 2017-18 and earlier, please refer to the CEDARS Reporting Guidance for the specific school year.

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.

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 Exclusionary Discipline File (R) Element R08 – 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 R09 – Other Behaviors. It is up to the district to determine which of the multiple behaviors is the most serious for reporting in CEDARS.

If there are multiple behaviors in one incident, and one or more of the behaviors are identified as being included for federal reporting purposes, the most serious of the behaviors must be reported in Element R08 – Behavior Code.

Element R08 – Behavior Code may not be reported with a valid value of 9 or 12, 13 or 17-21 if Element R09 – Other Behaviors contains a valid value of 2-8, 10, 11 or 14-16.

Ammunition should not be reported in *Element R10 – Weapon Type*. It is not a reporting requirement under the Guns Free School Act.

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

Discipline Definitions

In School Suspension. Instances in which a student is temporarily removed from his/her regular educational setting for a defined length of time but remains in the student's current school placement 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.

Suspension. [WAC 392-400-025](#)(14) defines suspension as follows: "Suspension" means a denial of attendance in response to a behavioral violation from any subject or class, or from any full schedule of subjects or classes, but not including classroom exclusions, expulsions, or emergency [removals expulsions](#).

WAC 392-400-025, found [here](#), provides additional information for the definitions below.

Short Term Suspension. A student is out-of-school excluded from their regular classroom setting for a defined length of time, not to exceed 10 consecutive school days

Long Term Suspension. A student is out-of-school excluded from their regular classroom setting s for a length of time, in excess of 10 consecutive school days, not to exceed the length of an academic term as defined by the school board.

Expulsion. A student is excluded from the student's current school placement for a defined length of time, not to exceed the length of an academic term as defined by the school board. In some instances school districts may petition for student to be expelled longer than the length of an academic term.

Emergency Removal Expulsion. A student may be excluded from school 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.* [RCW 28A.600.015\(3\)](#) states: "Emergency [removals expulsions](#) must end or be converted to another form of corrective action within ten school days from the date of the emergency removal from school. Notice and due process rights must be provided when an emergency [removal expulsion](#) is converted to another form of corrective action." "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.

Remember when a student is suspended or expelled, districts must provide an opportunity for the student to receive educational services during this period.

Classroom Exclusion A student is excluded from a classroom, instructional area, or activity area in accordance with [RCW 28A.600.020\(2\)](#).

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. RCW 28A.600.015(8) states: "School districts may not suspend the provision of educational services to a student as a disciplinary action. A student may be excluded from a particular classroom or instructional or activity area for the period of suspension or expulsion, but the school district must provide an opportunity for a student to receive educational services during a period of suspension or expulsion."

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. Behavior services may involve the use of best practices and strategies included in the [Behavior Menu of Best Practices and Strategies](#), the state menu developed under RCW 28A.165.035

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 must be scheduled with the student and the student's parents or guardians:

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

Reengagement meeting participants should take into account the

- circumstances related to the student's suspension or expulsion,
- student's prior academic and discipline history, and
- 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 a *petition for re-admission*.

Reengagement Plan. A reengagement plan must be tailored to the student's individual circumstances and families must have access to, provide meaningful input on, and have the opportunity to participate in a culturally sensitive and culturally responsive reengagement plan (RCW 28A 600.022).

While developing a reengagement plan, school districts should consider:

- Shortening the length of time that the student is suspended or expelled
- Whether or not there are other forms of corrective action that could be more effective.
- 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.

Discipline Reporting

Attendance and Enrollment

Students reported in Element R11 – Exclusionary Action Applied with an out of school suspension or expulsion value (SS – Short Term Suspension or LS – Long Term Suspension, EE-- Emergency Removal Expulsion, or EX – Expulsion) should be reported with ‘excused absences’ in Student Absence File (N) for the school days designated in Element R13 - Duration of Exclusionary Action Days. Students who do not return to enrollment after the number of days identified in Element R13 – Duration of Exclusion Action Days, 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.

With the passage of 4SHB 1541, “school districts may not suspend the provision of educational services to a student as a disciplinary action. A student may be excluded from a particular classroom or instructional activity area for the period of suspension or expulsion, but the school district must provide an opportunity for a student to receive educational services during a period of suspension or expulsion.” Therefore, the student must continue to be enrolled in the district and school, unless the student is being immediately enrolled in another school and/or district.

Absences are not reported for the days the student participates in educational services identified as part of the Exclusionary Action. If the student does not participate in the education services for any reason, excused absences must be reported for the missed day(s).

Discipline Events without Exclusion

Some incidents do not result in exclusionary discipline but, per legislative requirements, must still be reported to OSPI. Examples include **firearms weapons** incidents or actions involving school safety and security staff.

These situations are collected in *Student Exclusionary Discipline File (R)*. The table below provides an overview for reporting the students who fall into this scenario.*

| File R Element | Valid Value Guidance |
|-----------------------|--|
| R06 – Incident ID | All students associated with this incident must be reported with the same ID. |
| R07 – Incident Date | The date must be identical for all students associated with this incident. |
| R08 – Behavior Code | Report the valid value from <i>Appendix B - Behavior</i> that best describes the incident. |
| R09 – Other Behaviors | Only report data when there’s more than one behavior associated with the incident. |
| R10 – Weapon Type | If the incident involved a weapon, report the valid value that best describes the weapon type. |

| File R Element | Valid Value Guidance |
|---|---|
| R11 – Exclusionary Action Applied | Report <i>NA – No Exclusionary Action Applied</i> or <i>NE – No Exclusionary Action Applied, Safety and Security Staff were Involved</i> because these incidents must be reported even though no exclusionary action was applied in response. |
| R12 – Exclusionary Action Date | Report the same date as R07 – Incident Date |
| R13 – Duration of Exclusionary Action Days | Must be NULL, meaning do not report data. |
| R14 – Total Amount of Exclusionary Time | Must be NULL, meaning do not report data. |
| R15 – Interim Alternative Education Setting | Must be NULL, meaning do not report data. |
| R16 – Academic Services | Must be NULL, meaning do not report data. |
| R17 – Behavior Services | Must be NULL, meaning do not report data. |
| R18 – Date Petition for Readmission Submitted | Must be NULL, meaning do not report data. |
| R19 – Date Petition for Readmission Granted | Must be NULL, meaning do not report data. |
| R20 – Petition for Extension of an Expulsion | Must be NULL, meaning do not report data. |
| R21 – Reengagement Plan | Must be NULL, meaning do not report data. |
| R22 – Date Reengagement Meeting Held | Must be NULL, meaning do not report data. |
| R23 – Appeal Code | Must be NULL, meaning do not report data. |
| R24 – Safety and Security Staff Involvement Status | Data required. Report the valid value that applies. |
| R25 – Safety and Security Staff Involvement Type | Data required. Report the valid value that applies. |
| R26 – Safety and Security Staff Involvement Outcome for Student | Data required. Report the valid value that applies. |

* Refer to the CEDARS Data Manual for the comprehensive review (Data Type, Description, Business Rule, Validation, etc.) of the Elements referenced in this table.

Duration of Exclusionary Action Days

Element R13 - Duration of Exclusionary Action Days collects the total number of consecutive school days a student is excluded from their regular education setting as a result of the unique and specific exclusionary action assigned to the student as reported in Element R11 – Exclusionary

Action Applied.

Multiple Actions for a Single Incident

If a student has multiple exclusionary actions for a single incident, each exclusionary action must be reported in a separate record. If a student is involved in an incident that results in more than one exclusionary action or, if an exclusionary action is modified and/or converted to another exclusionary action, each exclusionary action must be reported as its own record. Each exclusionary action associated with a student for a single incident must be reported with identical incident information in Elements R01 through R10. Each exclusionary action associated with a student in an incident must be reported with information specific to that exclusionary action in Elements R11 through R23.

Reported vs. Actual Duration of Exclusionary Action

When a 'Long-term Suspension' (greater than 10 consecutive school days) is reported in Element R11 – Exclusionary Action Applied and the actual length of exclusion changes to 10 or fewer consecutive days, *do not* change the reported valid value to 'Short Term Suspension'. Do change Element R13 - Duration of Exclusionary Action Days to the *actual* number of number of consecutive school days the student is excluded from their regular educational setting for any part of their school day.

Total Amount of Exclusionary Time

If a student's exclusion spans multiple days, districts should add the amount of time the student was excluded on each day, then round that summation to the nearest 0.1. Students excluded from their regular educational setting for an entire school day should be reported in Element R14 – Total Amount of Exclusionary Time as 1.0 for each full day of exclusion. Students excluded from their regular educational setting for less than a full school day should be summarized for the full duration of the exclusion and then reported rounded to the nearest 0.1. Element R 14 – Total Amount of Exclusionary Time can be considered "missed seat time" and is different than the duration of the action collected in Element R13 – Duration of Exclusionary Action Days.

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 an Exclusionary Action but that progressively lead to an Exclusionary Action in accordance with district policy.

Interpreter Services Requested for Exclusionary Discipline Reengagement Meeting (Element R27)

Beginning with the 2023-24 school year, if a student was assigned an Exclusionary Discipline Action and a Reengagement Meeting was held, submitted in Element R22 – Date Reengagement Meeting Held, a valid value must be submitted in Element R27 indicating if the student's family requested an interpreter and, if requested, was an interpreter provided.

School Safety and Security Staff Reporting

Second Substitute House Bill 1216 (2019–20) Session Law created requirements and definitions around an optional School Resource Officer (SRO) Program. The Program was codified into state law as [RCW 28A.320.124](#). [Engrossed Substitute House Bill 1214 \(2021–22\) Session Law](#) expanded and clarified the previous legislation to include all school safety and security staff personnel. Thus, the name of the SRO Program has been expanded to the School Safety and Security Staff Program.

The OSPI [School Safety and Security Staff Program site](#) contains policy resources and contact information.

Definitions

Involvement: When an action, or participation in a process, by a school safety and security staff member results in the use of force against a student by the safety and security staff member, exclusionary discipline, or the arrest of a student

Safety and Security Staff: Safety and Security Staff is a new [HB 1214 \(2021–22\)](#) category of classified staff. It is defined as SROs, school security officers (SSOs), campus security officers (CSOs), and any other commissioned or noncommissioned employees or contractors whose primary job duty is to provide safety or security services for a public school.

School Resource Officer (SRO): A commissioned law enforcement officer in WA with sworn authority to make arrests, deployed in community-oriented policing, and assigned by the employing police department or sheriff's office to work in schools to build positive relationships with students, and address crime and disorder problems, gangs, and drug activities affecting or occurring in or around K-12 schools. SROs focus on keeping students out of the criminal justice system when possible and should not be used in school disciplinary matters which are more appropriately handled within the educational system. SROs are not school district employees, but rather are employed by the law enforcement agency which has a contractual arrangement with that district. An SRO is a commissioned law enforcement officer working for a law enforcement agency. However, not all law enforcement officers are SROs. It is important to understand that when law enforcement is needed at a school, the responding officer may or may not be the school's SRO and may not be an SRO at all.

School Security Officer (SSO) and Campus Security Officer (CSO): Terms frequently used to identify classified school district employees employed to perform school safety-related functions similar to those of SROs. SSOs and CSOs are district employees, are not commissioned law enforcement officers, and cannot make arrests.

Contracted Security Personnel: Licensed professionals who work for private security companies and provide safety or security services for a public school on a contractual basis. Contracted security personnel have met prior training requirements to function in their school safety and security capacity. The Department of Licensing licenses security guards and security companies.

Use of Force: For the purpose of CEDARS reporting, the OSPI School Safety Center defines use of force as the physical, bodily interaction between school safety & security staff and a student used to compel compliance. This does not include a gentle temporary touching or holding of a student's

hand, wrist, arm, shoulder, or back for the purpose of guiding a student during an escort.

Reporting: Involvement or Not?

Examples of Safety & Security Staff (SSS) actions that would be considered involvement:

| Example Scenario | Reason example is considered involvement |
|---|--|
| An SSS uses force against a student, in any situation, even if it does not result in exclusionary discipline or arrest. | Action taken by the SSS is key in determining the outcome of the situation (use of force) |
| An SSS arrests a student (in the instance where the SSS is an SRO). | Action taken by the SSS is key in determining the outcome of the situation (arrest) |
| An SSS informs school staff that a student is suspected of doing something against school policy. The situation results in exclusionary discipline. | Action taken by the SSS is key in determining the outcome of the situation (exclusionary discipline) |
| An SSS informs school staff that a student is suspected of doing something against the law. The situation results in exclusionary discipline and arrest. | Action taken by the SSS is key in determining the outcome of the situation (exclusionary discipline/arrest) |
| An SSS witnesses an incident where a student is breaking school policy and takes the student to the office. The situation results in exclusionary discipline | Action taken by the SSS is key in determining the outcome of the situation (exclusionary discipline) |
| An SSS witnesses an incident where a student is breaking the law and takes the student to the office. The situation results in exclusionary discipline and arrest. | Action taken by the SSS is key in determining the outcome of the situation (exclusionary discipline/ arrest) |
| An SSS witnesses an incident where a student is either breaking the law or breaking school policy and uses force to get the student to the office. The situation results in exclusionary discipline. | Action taken by the SSS is key in determining the outcome of the situation (exclusionary discipline/use of force) |
| An SSS is called to a classroom to help deal with an unruly or disruptive student. The situation results in use of force by the SSS and exclusionary discipline. | Action taken by the SSS is key in determining the outcome of the situation (exclusionary discipline/ use of force) |
| School staff use information about a student provided by an SSS to determine whether a student has broken the law or school policy. The situation results in either exclusionary discipline, arrest or both. or exclusionary discipline and arrest. | SSS participation in the process is important in determining the outcome of the situation (exclusionary discipline/arrest) |

| | |
|---|--|
| A Student has broken the law and school staff decide to call an SRO from a different school. The SRO arrests the student. A incident where a student has broken the law results in exclusionary discipline staff decide to also call an SRO from a different school to come to the school and arrest student. | Action taken by an SSS (even though the SRO is assigned to a different school) is key in determining the outcome of the situation (arrest) |
| An SSS confiscates contraband from a student. The situation results in use of force by the SSS and exclusionary discipline. | Action taken by the SSS is key in determining the outcome of the situation (exclusionary discipline/ use of force) |
| Restraint is administered by an SSS, but does not result in exclusionary discipline or arrest. | Action taken by the SSS (restraint) is key in determining the outcome of the situation (use of force) |

A note about arrests: An SSS does not need to be the one to arrest the student for them to be involved in an arrest. If a student is arrested by a responding officer that does not work at the school, the SSS may still be considered involved in the situation in a different capacity. Please pay close attention to the examples above, in which an SSS may be considered involved in an arrest, even if they are not the one arresting the student.

A note about multiple types of involvement: Situations may involve more than one type of involvement. For instance, an SSS could be involved in a situation where they used force, the student was arrested, and exclusionary discipline was applied. In this instance, you would indicate all three types of SSS involvement in the incident.

Examples of Safety & Security Staff (SSS) actions that would *not* be considered involvement:

| Example Scenario | Reason example is not considered involvement |
|---|---|
| A law enforcement officer that is not an SRO arrests a student on their own (not at the request of the SSS or anyone at the school). | Outcome not dependent on the actions of an SSS |
| A law enforcement officer that is not an SRO is called to the school, by school staff, and arrests a student. | Outcome not dependent on the actions of an SSS |
| School staff decides to call the police (not an SRO) on a student and asks the SSS to get the student out of class. The SSS does not use force to get the student out of class. | Outcome not dependent on the actions of an SSS (the role of retrieving the student could have been fulfilled by any staff member) |
| An SSS talks to a student in the hallway between classes. | Does not result in exclusionary discipline/arrest/use of force |

| | |
|--|---|
| An SSS talks to a class to provide them with safety information. | Does not result in exclusionary discipline/arrest/use of force |
| An SSS is asked to go get a student and bring them to the office. The SSS does not use force to get the student to the office. | Outcome not dependent on the actions of an SSS (the role of retrieving the student could have been fulfilled by any staff member) |
| An SSS takes a student aside to speak with them one-on-one to get information about their activities or the activities of someone they know. | Does not result in exclusionary discipline/arrest/use of force |
| An SSS takes a student aside to check in on them and see how they're doing. | Does not result in exclusionary discipline/arrest/use of force |
| An SSS calls a student out of class to speak with them. | Does not result in exclusionary discipline/arrest/use of force |

Note: Situations are complicated and multi-faceted. If a situation that would not be considered SSS involvement exists together with a situation that *would* be considered SSS involvement, then the SSS should be considered involved.

For example: School staff suspects that a student has broken the law. An SSS is asked to go get the student and bring them to the office. The SSS does not use force to get the student to the office. Once in the office, school staff use information about the student, provided by the SSS, to determine whether the student has broken the law or school policy. The student is determined by school staff to have broken the law and they call outside law enforcement to the school. The student is disciplined (exclusionary) and arrested.

In this example, the SSS is considered involved because they provided information about the student that helped staff determine that the student had broken the law, even though the other aspects of the situation (bringing the student to the office; outside law enforcement being called by staff and arresting the student) are not considered SSS involvement.

Reporting: File R, File S, or Both?

Most SSS involvement will likely be recorded in the Student Exclusionary Discipline File (R). SSS involvement only needs to be recorded in the Student Restrained or Isolated File (S) if the SSS (1) uses force against a student while administering restraint or isolation.

Examples of Safety & Security Staff (SSS) involvement actions and whether it should be reported in the Student Exclusionary Discipline File (R), Students Restrained or Isolated File (S), or both:

| Example Involvement Scenario | File | Reason |
|---|------|--|
| An SSS is involved in an incident that results in exclusionary discipline. | R | The situation resulted in exclusionary discipline but did not involve restraint or isolation. |
| An SSS is involved in an incident that results in exclusionary discipline. The situation also results in use of force, arrest, or both. | R | The situation resulted in exclusionary discipline, as well as use of force or arrest, but did not involve restraint or |

| | | |
|--|-------|--|
| | | isolation. |
| An SSS is involved in an incident that results in arrest, but not in exclusionary discipline. | R* | The situation resulted in arrest but did not involve restraint or isolation. |
| An SSS is involved in an incident that results in use of force, but not in exclusionary discipline. | R* | The situation resulted in use of force but did not involve restraint or isolation. |
| Restraint is administered by an SSS. The situation does not result in exclusionary discipline. | S | The situation involves use of force by an SSS in the context of a restraint. |
| An SSS uses force to move a student into a room where the student is isolated. The situation does not result in exclusionary discipline. | S | The situation involves use of force by an SSS in the context of an isolation. |
| A situation with a student results in restraint, which is administered by an SSS. The situation also results in exclusionary discipline. | R & S | The situation involves use of force by an SSS in the context of restraint. The situation also resulted in exclusionary discipline. |
| A situation with a student results in an SSS using force to move a student into a room where the student is isolated. The situation also results in exclusionary discipline. | R & S | The situation involves use of force by an SSS in the context of isolation. The situation also resulted in exclusionary discipline. |

* Arrest or use of force incidents that involve Safety and Security Staff but do not result in exclusionary discipline should be submitted using valid value *NE* for Element R11. This code is used to indicate that Safety and Security Staff were involved but no exclusionary action was applied. For more information, please see the CEDARS Data Manual and its appendices.

Note about restraint: Any instance of an SSS administering restraint on a student is also an instance of use of force by an SSS. However, not every instance of use of force is an instance of restraint.

Restraint is administered in situations where a student’s behavior presents an imminent likelihood of serious harm to themselves or others. An additional characteristic of restraint is immobilization. An instance of use of force by an SSS that fits these characteristics should be considered a restraint. Alternatively, an SSS could use force to move a student from one location to another. This would not be considered a restraint (unless the student was immobilized during transport).

STUDENTS RESTRAINED OR ISOLATED

Students Restrained or Isolated File (S)

This section contains guidance on reporting students who are restrained or isolated and any ~~staff-injured staff or student injuries that occur~~ during those events. It is for data reporting purposes only and should not be interpreted as guidance for deciding if or when any student should be restrained or isolated. This document is not intended for use in determining which situations warrant restraint or isolation and which do not.

All actions, regardless of length, ~~that occur during the students' regularly scheduled school day that occur during school-sponsored instruction or activities~~ should be reported. ~~Incidents that occur outside the regularly scheduled school day should not be reported.~~ If a district is contracting for services and claiming the student for funding, the district is responsible for collecting and maintaining the records for that student – including proper recording and reporting of restraint or isolation events. If a student is restrained or isolated as part of a discipline incident, report the appropriate information in the discipline File R and report the appropriate information for the restraint or isolation used in File S.

This reporting to OSPI is required per RCW 28A.600.485. The data will also be used by OSPI staff and others to better understand how restraint and isolation are being used and to provide targeted training and technical assistance to districts with high incidents of restraint and isolation.

CEDARS district stakeholders provided feedback on November 15, 2018 that the Civil Rights Data Collection also asks districts to submit similar data. OSPI's data collection makes every attempt to be in alignment with existing CRDC reporting requirements and definitions wherever possible.

Restraint for the purposes of this data collection is defined as: Physical intervention or force used to control a student, including the use of a restraint device to restrict a student's freedom of movement. It does not include appropriate use of a prescribed medical, orthopedic, or therapeutic device when used as intended, such as to achieve proper body position, balance, or alignment, or to permit a student to safely participate in activities. Physical restraint does not include the touching or non-forceful⁴ holding of a student without the use of force for the purpose of directing or assisting the student in an activity. The term physical restraint does not include a physical escort which is temporary touching or holding of the hand, wrist, arm, shoulder or back for the purpose of inducing a student to walk to a safe location.

Isolation for the purposes of this data collection is defined as: Restricting the student alone within a room or any other form of enclosure, from which the student may not leave. It does not include a student's voluntary use of a quiet space for self-calming, or temporary removal of a student from his or her regular instructional area to an unlocked area as an accommodation on the student's IEP or 504 plan, or for purposes of carrying out an appropriate positive Behavior Intervention Plan (BIP). A student's voluntary removal from an environment, to which they can return at their own

⁴ "(b) Restraint or isolation of any student is permitted only when reasonably necessary to control spontaneous behavior that poses an imminent likelihood of serious harm..." 28A.600.485(3) RCW.

free will, is not isolation.

Restraint and Isolation Frequently Asked Questions:

Q. Do we only report R & I that occurs at a student's school? E.g., what if 'incident' occurs while at a sporting event or outside regular scheduled day but on school grounds

~~Incidents that occur outside the regularly scheduled school day should not be reported.~~

A. Any incident where a school employee, resource officer, or school security officer uses isolation or restraint on a student during school-sponsored instruction or activities must be reported. If R & I occurs while at a sporting event or outside the regularly scheduled day but on school grounds, then it should be reported.

Q. What if the student is restrained or isolated while attending a residential program or contract school?

A. If your district is enrolling and collecting funding for the student, the district is responsible for collecting and maintaining the records for that student – including proper recording and reporting of restraint or isolation events.

Q. If a student's IEP or learning plan identifies the potential need for restraint / isolation do we report these?

A. Yes, all incidents of restraint or isolation that occur during a student's regularly scheduled school day must be reported.

Q. Do all 'incidents' get reported regardless of length of time? E.g., if for 10 seconds do we report?

A. Yes, all incidents of restraint **or isolation** that meet the definition are to be reported – regardless of the length of time.

Q. If part of a discipline incident do we report both the discipline and the R & I separately?

A. Yes, if a student is restrained or isolated as part of a discipline incident, report the appropriate information in the discipline File R and report the appropriate information for the restraint or isolation used in File S.

Q. Why are you collecting this at the student level, what will the data be used for?

A. Detailed student data allows OSPI and others to better understand how restraint and isolation are being used, at to provide targeted training and technical assistance to districts with high incidents of restraint and isolation. It will also be used to meet OSPI's legislative requirement outlined in RCW 28A.600.485.

School Safety and Security Staff Reporting

Second Substitute House Bill 1216 (2019–20) Session Law created requirements and definitions around an optional School Resource Officer (SRO) Program. The Program was codified into state law as RCW 28A.320.124. Engrossed Substitute House Bill 1214 (2021–22) Session Law expanded and clarified the previous legislation to include all school safety and security staff personnel. Thus, the name of the SRO Program has been expanded to the School Safety and Security Staff Program.

The OSPI [School Safety and Security Staff Program site](#) contains policy resources and contact

information.

Definitions

See the *Student Exclusionary Discipline File (R), School Safety and Security Staff Reporting* section of this document for the definitions of Involvement, Safety and Security Staff, and Use of Force.

Reporting

Any instance of a school safety and security staff (SSS) administering restraint on a student is also an instance of use of force by an SSS. However, not every instance of use of force is an instance of restraint.

Restraint is administered in situations where a student's behavior presents an imminent likelihood of serious harm to themselves or others. An additional characteristic of restraint is immobilization. An instance of use of force by an SSS that fits these characteristics should be considered a restraint. Alternatively, an SSS could use force to move a student from one location to another. This would not be considered a restraint (unless the student was immobilized during transport).

The *Student Exclusionary Discipline File (R), School Safety and Security Staff Reporting* section of this document includes example involvement actions and whether it should be reported in the Student Exclusionary Discipline File (R) File, Students Restrained or Isolated File (S), or both.

INITIAL EVALUATION AND ELIGIBILITY TIMELINES

Initial Evaluation and Eligibility Timelines File (U)

This section contains guidance on *reporting* students referred for an initial evaluation to determine if a student is eligible for special education. This includes all students referred regardless of their eligibility determination and all related timelines associated with the referral and eligibility processes.

Starting with the 2020-21 school year, LEAs will submit information through CEDARS for students referred for an initial evaluation to determine if a student is eligible for special education. This includes all students referred regardless of their eligibility determination and all related timelines associated with the referral and eligibility processes. The elements (outlined below) are laid out in the order of the eligibility process. Report only the records of those students who completed process. If the process began in one reporting process (i.e., the 2022-23 school year) but eligibility was not determined until the 2023-24 school year, report the entire elements of File U in the 2023-24 school year.

The data will be summarized in an application in the Educational Data System (EDS). The data in the in the application is pre-populated **primarily** (but not solely) from CEDARS Initial Evaluation and Eligibility Timelines File U. Updates to this data must be made through a re-submission of data to CEDARS. Students referred but not yet enrolled in the LEA (and therefore not in the LEAs CEDARS submission) will also need to be included in this data collection. They will need to be added in an application within EDS.

| File U Element | Valid Value Guidance |
|---|---|
| <u>Element U01</u> – School Year | The four–digit year in which the school year ends. Business Rules: For the 2022-23 school year, report 2021. |
| <u>Element U02</u> – Serving County District Code | The serving county district code for the district submitting the data. This is the unique 5–digit number that combines the 2–digit county code and the 3–digit district code. Business Rules: Report the code representing the district as assigned by OSPI in EDS. Must be a valid value from EDS. This will appear as a numeric value and should include leading zeros even though this is submitted as a character data type. |
| <u>Element U03</u> – District Student ID | This is the student identifier assigned by the district to the student. This data element is used in the matching of district data with records in CEDARS. Business Rules: The value is unique within the school district. The value can be any combination of alpha and/or numeric values up to fifty characters in length. This ID should follow the student throughout their enrollment within the district and should not be reassigned to another student. |
| <u>Element U04</u> – State Student ID (SSID) | Randomly generated number that functions as a unique student identifier for each Washington public school student. This number is assigned by OSPI. Business Rules: SSID values must be exactly 10 digits in length and only contain numeric values. SSID numbers must not begin with a zero. Uploading two or more student records from the same district with identical SSIDs, but with different District Student IDs, will trigger an exception error. Students who are home schooled and receive services through the school district (Running Start, special education, etc.) shall be issued an SSID number and reported in CEDARS. |
| <u>Element U05</u> – Date of Initial Referral | The date the district received a referral for evaluation to special education. For students transitioning from <u>Part C to Part B</u> , the date of referral would be the date the district was notified by Part C that the student is potentially eligible for Part B. A parent or guardian of the student, a school district, a public agency, or other persons knowledgeable about the student may initiate a request for an initial evaluation to determine if the student is eligible for special education per <u>WAC 392-172A-03005</u> . The request will be in writing, unless the person is unable to write. Refer to the CEDARS Reporting Guidance for additional information, examples and guidance for submitting this data: http://www.k12.wa.us/CEDARS/Manuals.aspx . Business Rules: Required for any student referred for initial evaluation to special education. |

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| <p><u>Element U06 – Date District Received Consent</u></p> | <p>The date the district receives consent from the parent or guardian to proceed with initial evaluation for eligibility of special education services. Prior to conducting the evaluation to determine if a student is eligible for special education services, the school district proposing to conduct the evaluation must provide written notice consistent with <u>WAC 392-172A-05010</u> and must obtain consent from the parent before conducting the evaluation. This is not the date the parent signed the consent, but rather the date the district received the consent.</p> <p>Business Rules: Date is required. Date should be formatted as MM/DD/YYYY. Element U06 must be on or after <u>Element U05 – Date of Initial Referral</u>.</p> |
| <p><u>Element U07– Date of Initial Evaluation/Eligibility Determination</u></p> | <p>The date the evaluation team has completed the initial evaluation and determined if the student is eligible to receive special education services. If the student is determined eligible then the team must move forward to develop an IEP.</p> <p>Business Rules: Date is required. Date should be formatted as MM/DD/YYYY. Element U07 must occur after <u>Element U06 – Date District Received Consent</u>.</p> |
| <p><u>Element U08 – Number of School Days to Complete Initial Evaluation/Eligibility</u></p> | <p>Enter the number of school days from when the district received parent consent (<u>Element U06– Date District Received Consent</u>) to when the Initial Evaluation/Eligibility was completed. The day the district receives parent consent is considered to be day zero. School day means any day, including a partial day that students are in attendance at school for instructional purposes, including students with and without disabilities. If Element U07 Date of Initial Evaluation/Eligibility Determination is the same date as Element U06 Date District Received Consent, then total number of school days to complete is 0 (zero). Do not count days in which the district is not in session due to inclement weather.</p> <p>Business Rules: May not be null. Must be zero or greater.</p> |
| <p><u>Element U09 – Reason for Late Initial Evaluation/Eligibility</u></p> | <p>Districts must provide a reason if the initial evaluation/eligibility was not completed within the 35 school day timeline. School day means any day, including a partial day that students are in attendance at school for instructional purposes, including students with and without disabilities. Do not count days in which the district is not in session due to inclement weather.</p> <p>Business Rules: Required if <u>Element U08 – Number of School Days to Complete Initial Evaluation/Eligibility</u> is greater than 35. Refer to valid values in Appendix AF, found in the CEDARS Appendices, located at: www.k12.wa.us/data-reporting/reporting/cedars</p> |

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| <p><u>Element U10</u> – Outcome of Initial Evaluation/Eligibility</p> | <p>The outcome determined by the evaluation team as to whether the student is found eligible for special education services. Upon completion of the initial evaluation, a determination is made as to whether a student is eligible for special education as per <u>WAC 392-172A-03040</u>.</p> <p>Business Rules: Report the outcome from the list of valid values. Report 3 – <i>Determined Eligible for Special Education Services (Process Complete, no IEP to develop)</i> or 6 – <i>Determined Eligible for Special Education Services and transitioning from the State Part C Program (Process Complete, no IEP to develop)</i> if the evaluation/eligibility process was completed and the student is found eligible, but the process did not continue. For example, the student’s evaluation/eligibility is complete, but the student moves out of the district before initial IEP is developed or the parent refuses to provide consent for the initial provision of special education/related services.</p> <p><u>Develop IEP</u></p> <p>1 – Determined Eligible for Special Education Services (Develop IEP)</p> <p>4 – Determined Eligible for Special Education Services and transitioning from the State Part C Program (Develop IEP)</p> <p><u>Process Complete, Develop IEP</u></p> <p>2 – Determined NOT Eligible for Special Education Services (Process Complete, no IEP to develop)</p> <p>3 – Determined Eligible for Special Education Services (Process Complete, no IEP to develop)</p> <p>5 – Determined NOT Eligible for Special Education Services (Process Complete, no IEP to develop)</p> <p>6 – Determined Eligible for Special Education Services and transitioning from the State Part C Program (Process Complete, no IEP to develop)</p> |
| <p><u>Element U11</u>– Date of Initial IEP Meeting</p> | <p>The meeting date when the Initial IEP was completed.</p> <p>Business Rules: U11 is <i>required</i> if a determination is made that a student is eligible for special education and an IEP must be developed (<u>Element U10 – Outcome of Initial Evaluation/Eligibility</u> is 1 or 4). U11 must be null if a determination is made that a student is eligible for special education, but there’s no IEP to develop and the IEP process is complete (<u>Element U10</u> is 3 or 6). U11 must be null if a determination is made that a student is not eligible for special education (<u>Element U10</u> 2 or 5).</p> |

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| <p><u>Element U12 – Reason for Late Transition from Part C</u></p> | <p>Districts must provide a reason if the initial IEP for a student transitioning from the State Part C Birth to Three program is <u>not</u> completed on or before the student’s third birthday. If the student was found not eligible then the eligibility determination must be completed on or before the student’s third birthday.</p> <p>Business Rules: U12 must be null if the student is not transitioning from Part C (<u>Element U10 – Outcome of Initial Evaluation/Eligibility</u> is 1, 2, or 3). U12 is required for students that are transitioning from Part C and determined eligible for special education services (<u>Element U10</u> is 4 or 6), if <u>Element U11 – Date of Initial IEP Meeting</u> is not null and is after the student’s third birthday, but before the student’s fifth birthday.</p> <p>U12 is required for students that are transitioning from Part C and determined not eligible for special education services (<u>Element U10</u> is 5), if <u>Element U07 – Date of Initial Evaluation/Eligibility Determination</u> is after the student’s third birthday, but before the student’s fifth birthday.</p> <p>U12 must be NULL if Element U10 is 4 - Determined Eligible for Special Education Services and transitioning from the State Part C Program (Develop IEP) and the following is true: Element U11 is before the student’s third birthday or after their fifth birthday.</p> <p>U12 must be NULL if Element U10 is 6 - Determined Eligible for Special Education Services and transitioning from the State Part C Program (Process Complete, no IEP to develop) and the following is true:</p> <p>Element U11 is before the student’s third birthday or after their fifth birthday.</p> <p>U12 must be NULL if Element U10 is 6 - Determined Eligible for Special Education Services and transitioning from the State Part C Program (Process Complete, no IEP to develop) and the following is true: Element U11 is before the student’s third birthday or after their fifth birthday.</p> <p>U12 is required for students that are transitioning from Part C and determined eligible for special education services (<u>Element U10</u> is 6), if <u>Element U07 – Date of Initial Evaluation/Eligibility Determination</u> is after the student’s third birthday, but before the student’s fifth birthday.</p> <p>This field is only for students transitioning from the State Part C Birth to Three program.</p> |
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| <p>Element U13 – Interpreter Services Requested for Initial IEP Meeting</p> | <p>Element U13 indicates if an Initial IEP Meeting was held, submitted in U11 – Date of Initial IEP Meeting, did the student’s family request an interpreter and, if requested, was an interpreter provided.</p> <p>If Element U11 – Date of Initial IEP Meeting is not NULL, and date reported in U11 – Date of Initial IEP Meeting is during the current reporting school year (school year for this element is defined as August 1 through July 31),, a valid value must be provided in Element U13 indicating if an interpreter was requested for the Initial IEP Meeting and, if so, was an interpreter provided.</p> <p>1 – Interpreter was not requested 2 – Interpreter was requested and provided 3 – Interpreter was requested, district was unable to provide 4 – Student not enrolled in district at time of Initial IEP Meeting</p> <p>If the date reported in Element – U11 Date of Initial IEP Meeting is during the current reporting school year, a valid value must be provided in Element U13 indicating if an interpreter was requested for the Initial IEP Meeting and, if so, was an interpreter provided. If the Initial IEP meeting occurred prior to the student enrolling in your district, then select valid value 4 – Student not enrolled in the district at the time of the Annual IEP Meeting.</p> <p>If the student was not yet enrolled in your district at the time the district conducted the initial IEP meeting (student came was being home-schooled, in a private school or transitioning from the State Part C Program), if the meeting occurred during the reporting school year, the district should report a value of 1, 2, or 3.</p> |
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STUDENT SUPPORTS

Student Supports File (V)

This section contains guidance on *reporting* students screened for various state-assigned supports. It is for data reporting purposes only and should not be interpreted as guidance for deciding if or when any student should be screened.

Local education agencies (LEA) are required to report the screening process for all students

assessed for a state-assigned support eligibility in CEDARS File V. Only students that have been screened for a support listed in *Element V06 – Support Code* should be reported in this file. Students reported in this file must also be reported in *District Student File (B)* and *School Student File (C)*.

will accept multiple records for a student if each record contains a unique support code, as reported in *Element V06 – Support Code*. CEDARS will not accept multiple records for a student if each of those records contain the *same* support code. If the screening process includes multiple assessments, report the overall outcome of the completed process.

File V data is used to learn more about the students screened for state-assigned supports and the interventions they receive. This file is not used to determine which students have not been assessed.

Dyslexia

Students must be reported in this file in both the year they are screened *and* any subsequent years in which they receive the corresponding interventions. Screening expectations (when and how often) are not the same as the CEDARS reporting expectations. Each school district will adopt their own timelines for screening.

More information on the legal requirements for districts, as well as the recommendations from OSPI and the Dyslexia Advisory Council, can be found on OSPI’s [Screening Tools and Best Practices site](#).

Screened and Determined Not at Risk

Students who are screened for indicators of dyslexia and determined not at risk must be reported to CEDARS. The table below provides an overview for reporting students who fall into this scenario.*

| File V Element | Valid Value Guidance |
|---------------------------------|--|
| V06 – Support Code | <i>1 – Dyslexia</i> All students screened for indicators of dyslexia must be reported with this valid value, regardless of the outcome. |
| V07 – Identification Assessment | Report the valid value, from the list provided in the CEDARS Data Manual for Element V07, which represents the screening assessment used. |
| V09 – Support Determination | <i>1 – Screened, not at risk</i> |

| File V Element | Valid Value Guidance |
|--------------------------|--|
| V10 – Interventions Used | <p>If the student <u>was not</u> provided interventions for dyslexia because they were determined <u>not</u> at risk, report 48 – <i>No Interventions Used</i>.</p> <p>If the student <u>was</u> provided interventions for dyslexia and they were determined <u>not</u> at risk, report all of the interventions offered from the list of valid values in the CEDARS Appendices (Appendix AH – Interventions Used).</p> |

* Refer to the CEDARS Data Manual for the comprehensive review (Data Type, Description, Business Rule, Validation, etc.) of the Elements referenced in this table.

Transfer Students

This section explains how to report dyslexia screening information to CEDARS if the student was enrolled in a different Washington local education agency (LEA) and was screened during that prior enrollment.

If the student will be re-screened in the LEA where they are currently enrolled, then report information about the re-screening process and outcomes in the LEA where they are currently enrolled.

If the student will **not** be re-screened in the LEA where they are currently enrolled AND you have the student’s screening process records from the prior enrollment

| And | Then report |
|--|---|
| The student was determined <u>not</u> eligible for support interventions | Report the screening process information from the prior LEA |
| The student was determined eligible for support interventions | <p>Report the screening process information from the prior LEA* and the interventions provided in the current LEA.</p> <p>*Screening process information and dates from a school year other than the school year the student is receiving intervention supports is allowed and anticipated.</p> |

If the student will **not** be re-screened in the LEA where they are currently enrolled AND you do **not** have the student’s complete screening process records from the prior enrollment

| And | Then report |
|--|---|
| The student was determined <u>not</u> eligible for support interventions | <p>Report the assessment type that best aligns with the known screening process information from the prior LEA.</p> <p>Report the earliest known screening process date from the prior LEA. If you do not have a date, report the student's last day of enrollment in the prior LEA.</p> |
| The student was determined eligible for support interventions | <p>Report the assessment type that best aligns with the known screening process information from the prior LEA.</p> <p>Report the earliest known screening process date from the prior LEA. If you do not have a date, report the student's last day of enrollment in the prior LEA.</p> <p>Report the interventions provided in the current LEA.</p> |

Resources

The Washington State Dyslexia Advisory Council workgroup's [About Dyslexia site](#) and the [Grade Band and Literacy Skills Screening Tools Timeline Matrix](#) contain additional information.

Contact the [English Language Arts and Literacy](#) department at OSPI with screening implementation questions: dyslexia@k12.wa.us.

ADDITIONAL RESOURCES

U.S. Department of Education Resources

[U.S. Department of Education](#)

[Every Student Succeeds Act \(ESSA\)](#)

Office of Superintendent of Public Instruction Resources

[Bulletins](#)

[Comprehensive Education Data And Research System \(CEDARS\)](#)

[CEDARS District Administrators](#)

[Education Units and Directory Data](#)

[Enrollment Reporting](#)

[School Apportionment and Financial Services](#)

PUBLICATION HISTORY

| Revision | Authors | Date | Description |
|----------|---------------------|----------------|--|
| 3.0 | Lisa Ireland – OSPI | May 2010 | FINAL |
| 3.1 | Lisa Ireland – OSPI | September 2010 | Special Education Reporting Running Start and ‘Other’ Courses Reporting Students at Skill Centers Reporting Online Courses |
| 4.0 | Lisa Ireland – OSPI | April 2011 | Reporting Student Completers/Graduates Establishing Graduation Requirements Year Coding of Students Who Exit School and/or District Title III Native American Title III Immigrant Unaccompanied Youth Bilingual and Immigrant Reporting State Course Codes Definition and Description of Term |
| 4.1 | Lisa Ireland – OSPI | July 2011 | Term |
| 5.0 | Lisa Ireland – OSPI | February 2012 | Reporting Student Completers/Graduates Students Who Exit Over the Summer Months Student Withdrawal Codes Immigrant Home- or Private School Students Enrolled in Public School Students Enrolling Through School Choice Reporting Preschool Students Disability Code Reporting Running Start for Students Early Education Program Highly Capable/Gifted Program Title I, Part A Migrant Education Program Free and Reduced-Price Meals College Bound Scholarship Limited English Proficiency (Bilingual) Reporting State Course Codes Students at Skills Centers Grade History Element H24 – Assessment of Technical Skills Student Grade History Course Designation Code Definitions Term Student Absence Student Discipline Teacher Certificate Numbers |
| 5.1 | Lisa Ireland – OSPI | June 2012 | Reporting Students Enrolled/Served Past Grade 12 Learning Assistance Program (LAP) Reporting |

| Revision | Authors | Date | Description |
|----------|---------------------|----------------|--|
| | | | Reporting Running Start Courses Alternative Learning Experience (ALE) Courses Course Designation Codes Reporting Guidance Content Area Codes |
| .5.2 | Lisa Ireland – OSPI | October 2012 | Student Absence |
| 6.0 | Lisa Ireland – OSPI | July 2013 | Reporting Student Names Reporting Students Enrolled/Served Past Grade 12 Reporting Student Completers/Graduates Reporting Students as Confirmed Transfers Students who Exit Over the Summer Months The T1 Withdrawal Code Establishing Expected Year of Graduation Establishing Graduation Requirements Year Immigrant Home- or Private-School Students Enrolled in Public School Reporting ALE Status Reporting Students Enrolled in Running Start Highly Capable/Gifted Program NCLB Supplemental Services Free and Reduced-Price Meals Title I Neglected/Delinquent Supplemental Services College Bound Scholarship Limited English Proficiency (Bilingual) Special Education Reporting Running Start Courses Students at Skills Centers ALE Courses Student Grade History Course Designation Code Definitions Course Designation Code Reporting Guidance Grade Point Average (GPA) Student Discipline Teacher Certificate Numbers Long Term Substitute Teachers Contract Teachers Itinerant Teachers |
| 6.1 | Lisa Ireland – OSPI | November 2013 | Student Grade History |
| 7.0 | Lisa Ireland – OSPI | September 2014 | Student Enrollment and Graduation Requiring Birth Certificate for Enrollment Reporting Students Enrolled/Served Past Grade 12 Reporting Students Completers/Graduates Reporting Students as Confirmed Transfers Immigrant |

| Revision | Authors | Date | Description |
|----------|---------------------|---------------|---|
| | | | Home- or Private-School Students Enrolled in Public School Reporting ALE Course Type Instruction Reporting Students Enrolled in Running Start in High School Reporting Students Enrolled in Juvenile Justice Schools Coding of Students Who Exit School and/or District Disability Code Updating Student Demographic Information Free and Reduced Price Meals Reporting ALE Course Type Instruction Student Grade History Course Designation Code Definitions Course Designation Code Reporting Guidance Student Discipline |
| 7.1 | Lisa Ireland – OSPI | October 2014 | Reporting Students as Confirmed Transfers |
| 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 |

| Revision | Authors | Date | Description |
|----------|---------------------|----------------|---|
| | | | 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 |
| 9.0 | Lisa Ireland – OSPI | April 2016 | Reporting Student Names Requiring Birth Certificate for Enrollment Immigrant Military Parent or Guardian Disability Code Updating Student Demographic Information Learning Assistance Program (LAP) Title I, Part A 504 Plan Washington State Seal of Biliteracy Washington Reading Corp Literacy Support Limited English Proficiency (Bilingual) Reporting State Course Codes Reporting Online Courses Course Designation Code Definitions Course Designation Code Reporting Guidance Content Area Codes CTE Course & Credit Equivalency Student Absence Student Discipline Teacher Information Resources |
| 9.1 | Lisa Ireland – OSPI | July 2016 | Reporting Home/Resident District Truancy Petitions Reengagement Programs Course Designation Code Definitions Student Discipline |
| 9.2 | Lisa Ireland – OSPI | September 2016 | Military Parent or Guardian Disability Code Student Discipline |
| 10.0 | Lisa Ireland – OSPI | March 2017 | Introduction Publication Process Reporting Student Names Students Enrolling in Charter Schools Establishing Student Grade Level Reporting Students Past Age 18 Determining Enrollment Eligibility for Students Enrolling from Out-of-State / Out-of-Country Students Reporting Students as Confirmed Transfers Reporting Students Dropped for 20 Days Unexcused Absences or Non-Attendance |

| Revision | Authors | Date | Description |
|----------|---------------------|----------------|---|
| | | | Students Who Exit Between School Years Reporting Students Dual Enrolled in Multiple Districts Establishing Expected Year of Graduation Home- or Private-School Students Enrolled in Public School Disability Code Updating Student Demographic Information Student Attributes and Programs Learning Assistance Program (LAP) Title I, Part A Free- and Reduced-Price Meals Title VII Native American Truancy Petitions College Bound Scholarship Recruiting Washington Teachers GRADS Program (Graduation, Reality and Dual-Role Skills) Foster Care English Learners (Bilingual) Special Education Reporting State Course Codes Reporting District Transfers for Skills Center Students Reporting College in the High School Student Grade History Content Area Codes CTE Course and Credit Equivalency Student Discipline |
| 10.1 | Lisa Ireland | September 2017 | Truancy Petitions Recruiting Washington Teachers Student Discipline Military Parent or Guardian Student Absence |
| 10.2 | Lisa Ireland | January 2018 | Reporting Preschool Students Reporting College in the High School |
| 11.0 | Lisa Ireland – OSPI | April 2018 | Reporting Student Names Reporting Students as a Confirmed Transfer into Washington Reporting Student Completers/Graduates Reporting Students as Confirmed Transfers Reporting Students as Unconfirmed Transfers How to Report Students With 20 Full Day Unexcused Absences or Non Attendance as Withdrawn Home or Private School Students Enrolled in Public School Reporting ALE Course Type Instruction Reporting Students Enrolled in Running Start |

| Revision | Authors | Date | Description |
|----------|---------------------|----------------|---|
| | | | Students Enrolling Through School Choice Gender Identification Title I, Part A Truancy Petitions Reporting State Course Codes Reporting Running Start Courses Reporting College in the High School Reporting ALE Course Type Instruction Course Designation Code Definitions Course Designation Code Reporting Guidance Student Discipline Teacher Indicators |
| 11.1 | Lisa Ireland – OSPI | September 2018 | Eligibility of Students Previously Graduated Reporting Students as Confirmed Transfers The T1 Withdrawal Code Reporting Home/Resident District Establishing Expected Year of Graduation Establishing Graduation Requirements Year Military Parent or Guardian Reporting ALE Course Type Instruction Reporting Preschool Students Students With Individualized Education Plans (IEPs) (formerly Special Education) Reporting ALE Course Type Instruction Course Designation Code Definitions Course Designation Code Reporting Guidance Student Absence |
| 11.2 | Kyla Vetter | January 2019 | AVID Course Codes (missed edits from 2015-16 and 2017-18) English Learners (Bilingual) Foster Care Reporting State Course Codes Student Discipline: Reported vs. Actual Duration of Exclusionary Action |
| 12.0 | Kyla Vetter | March 2019 | Student Attributes and Programs - Title I, Part A CEDARS Functionality – Logical Delete Students Restrained or Isolated Submitting Non-Traditional High School Rigor Courses Reporting Preschool students Truancy Petitions GRADS Program (Graduation, Reality and Dual-Role Skills) English Learners (Bilingual) Students with Individualized Education Plans (IEP) Plans Reporting Running Start Courses Students at Skills Centers Reporting College in the High School Reporting Online Courses |

| Revision | Authors | Date | Description |
|----------|-------------|--------------|--|
| | | | Reporting ALE Course Type Instruction Course Designation Code Definitions Course Designation Code Reporting Guidance Content Area Codes Student Exclusionary Action Teacher Indicators |
| 12.1 | Kyla Vetter | January 2020 | Reengagement Students Eligible for Special Education and Other Support Services Transitional Kindergarten Establishing Student Grade Level Disability Code Truancy Petitions Students with Individualized Educational Plans (IEPS) Course Designation Code Definitions |

| Version | Date | Overview | Location |
|---------|--------------|----------------------------------|--|
| 13.0 | July 2020 | New Element | Armed Services Vocational Aptitude Battery (ASVAB) |
| 13.0 | July 2020 | New Definitions | Course Designation Codes |
| 13.0 | July 2020 | New Element | Course Level |
| 13.0 | July 2020 | New Definition | Program Designation |
| 13.0 | July 2020 | Clarified Expectation | Student Exclusionary Action |
| 13.0 | July 2020 | New File | Initial Evaluation and Eligibility Timelines |
| 13.0 | July 2020 | New File | Student Supports |
| 13.0 | July 2020 | Inactivated Valid Value | Teacher Indicators |
| 13.0 | July 2020 | Clarified Expectation | Term – All Year |
| 13.0 | July 2020 | Program Name Change | Title VI Native American |
| 13.1 | October 2020 | Updated WACs | Alternative Learning Experience (ALE) Courses |
| 13.1 | October 2020 | New Guidance | College in the High School |
| 13.1 | October 2020 | Updated Description and Guidance | Course Designation Codes |
| 13.1 | October 2020 | New Guidance | Course Rigor |
| 13.1 | October 2020 | New Guidance | Dual Enrollment Course Level |
| 13.1 | October 2020 | New Guidance | Dual Language Instruction |
| 13.1 | October 2020 | New Guidance | Early Childhood Outcomes |
| 13.1 | October 2020 | New Guidance | Initial Evaluation and Eligibility Timelines |
| 13.1 | October 2020 | Clarified Expectation | LAP Program |
| 13.1 | October 2020 | New Guidance | Multilevel Courses |
| 13.1 | October 2020 | Updated Links | Resources |
| 13.1 | October 2020 | New Guidance | School Start Delay |
| 13.1 | October 2020 | New Guidance | Student Supports |
| 13.2 | January 2021 | Updated Description and Guidance | Course Designation Codes |

| Version | Date | Overview | Location |
|---------|---------------|----------------------------------|------------------------------------|
| 13.2 | January 2021 | Updated Description | Course Level |
| 13.2 | January 2021 | New Section | Industry Recognized Certifications |
| 13.2 | January 2021 | New Descriptions | Student Attributes and Programs |
| 13.2 | January 2021 | Updated Description and Guidance | State Course Codes |
| 13.2.1 | February 2021 | New Guidance | Letter Grade |
| 13.3 | April 2021 | Updated Guidance | Non-Attendance Withdrawal |

| Version | Date | Overview | Location |
|---------|--------------|--|---|
| 14.0 | March 2021 | Updated | Courses: Designation Codes |
| 14.0 | March 2021 | New Section | Courses: Sequence |
| 14.0 | March 2021 | New Section | Courses: Student Work Based Learning Activities |
| 14.0 | March 2021 | New Section | English Learners: Placement Assessment |
| 14.0 | March 2021 | Updated | Programs: Career Launch |
| 14.0 | March 2021 | New Section | Programs: District-Issued Learning Devices |
| 14.0 | March 2021 | Updated | Student Supports: Dyslexia |
| 14.1 | October 2021 | Absence: Truancy Actions | Update |
| 14.1 | October 2021 | Courses: Computer Science | New |
| 14.1 | October 2021 | Courses: Course Level | New |
| 14.1 | October 2021 | Courses: Course Sequence | New |
| 14.1 | October 2021 | Courses: Designation Codes | Correction |
| 14.1 | October 2021 | Courses: Graduation Alliance ACE Credits | New |
| 14.1 | October 2021 | Courses: Reporting Expectations by File and Instruction Type | Updated |
| 14.1 | October 2021 | Courses: Non Instructional Pathways | Update & New |
| 14.1 | October 2021 | Courses: State Course Codes | Update |
| 14.1 | October 2021 | English Learners (Bilingual): Screeners/Placement Tests & Annual Assessments | Update & New |
| 14.1 | October 2021 | Enrollment: Homelessness (McKinney-Vento) | New |
| 14.1 | October 2021 | Programs: Continuous Learning 2.0+ | New |
| 14.1 | October 2021 | Programs: District-Issued Learning Devices | New |

| Version | Date | Overview | Location |
|---------|---------------|--|--------------|
| 14.1 | October 2021 | Programs: District-Issued Hotspot | New |
| 14.1 | October 2021 | Programs: Exit Reasons | New |
| 14.1 | October 2021 | Programs: Highly Capable (Gifted) | New |
| 14.1 | October 2021 | Programs: Inadequate Technology Access | Update |
| 14.1 | October 2021 | Programs: LAP | Update |
| 14.1 | October 2021 | Programs: Qualification Reason | New |
| 14.1 | October 2021 | Staff: Long Term Substitute Teachers | New |
| 14.1 | October 2021 | Staff: Paraeducator | New Section |
| 14.1 | October 2021 | Student Growth | New |
| 14.1 | October 2021 | Student Supports: Dyslexia | New |
| 14.1.1 | December 2021 | Race & Ethnicity: Federal Reporting | New |
| 14.2 | January 2022 | Attendance | New |
| 14.2 | January 2022 | Courses: Course Level | New |
| 14.2 | January 2022 | Race & Ethnicity: Collection Method | New |
| 14.2 | January 2022 | School Programs: Disability | Update |
| 14.2 | January 2022 | School Programs: Free and Reduced-Price Meals | Update |
| 14.2 | January 2022 | School Programs: LAP Community Partnerships | Update |
| 14.2 | January 2022 | Staff Information: Paraeducator Staff Type | Update |
| 14.2 | January 2022 | Training Presentations | New |
| 14.3 | April 2022 | Courses: Course Designation Codes | Update |
| 14.3 | April 2022 | Courses: Running Start | Update & New |
| 14.3 | April 2022 | Courses: State Course Code | Updated |
| 14.3 | April 2022 | English Learners: Placement/ Screener Tests & Annual Assessments | New |
| 14.3 | April 2022 | Enrollment: Dual Enrollment | Updated |
| 14.3 | April 2022 | Student Supports | New & Update |
| 14.3 | April 2022 | Student Ethnicity and Race: Family and Community Engagement | New |



**ESTD
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*All students prepared for post-secondary pathways,
careers, and civic engagement.*



Washington Office of Superintendent of
PUBLIC INSTRUCTION

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