

Disciplinary Incidents of Students with IEPs: Application User Guide

Application User Guide

April 2024



Washington Office of Superintendent of
PUBLIC INSTRUCTION

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Using the Disciplinary Incidents of Students with IEPs Application

Introduction

Disciplinary Incidents of Students with IEPs is an annual data collection, within the Behavior and Weapons application, specific to students with IEPs enrolled and served within a district. The Disciplinary Incidents of Students with IEPs Application was created to assist school districts in reviewing and verifying data before it is submitted for state and federal reporting. Starting with the 2016–17 school year, the data in the application is pre-populated from the Comprehensive Education Data and Research System (CEDARS). Details regarding which data are being pre-populated is described in the appropriate sections within this User Guide. All updates to this data must be made through a re-submission of data to CEDARS. CEDARS will refresh the data in the report nightly.

CEDARS refreshes the data in the report nightly until the application closes on August 1.

Purpose

Federal and state special education regulations require that school districts provide information regarding the numbers and types of students with IEPs who were suspended/expelled during the school year. These reports cover the entire school year and include students with IEPs aged 3 to 21.

For reporting purposes, a student's age is determined as of their age on the federal child count date. All school districts are required to submit these data reports.

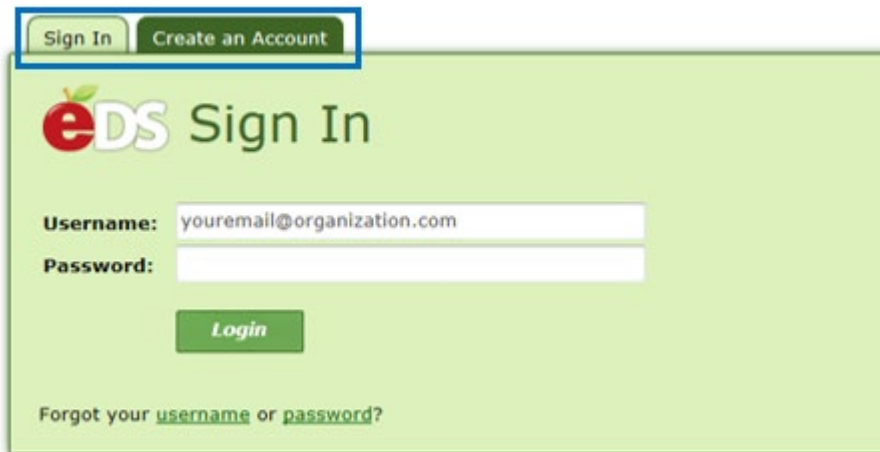
General information about this application

Accessing the Application

To access the Disciplinary Incidents of Students with IEPs Application:

- [Log into the Education Data System \(EDS\)](#).
- Select 'I Agree' on the Acceptable Use window.
- Select 'View My Applications'
- Select the 'Behavior and Weapon's application.

If you do not have an EDS account, create one by clicking on the Create an Account tab at the EDS sign-in screen or by contacting your District Security Manager (DDSM). If you have an EDS login, but do not see the Behavior and Weapons application in your list, contact your DDSM. [A listing of the district security managers can be found in EDS.](#)



The following EDS user roles give access to the Disciplinary Incidents of Students with IEPs data collection within the Behavior and Weapons application:

- CEDARS District Administrator
- Special Ed Report User
- CEDARS Report Viewer (read-only role)

Once in the application, there are multiple tabs to choose from: Home, Special Education, Reports, Admin, and Help. Special Education is the tab to select to begin reviewing and verifying the data for this report.



The current school year is defaulted to show on this screen. For this reporting cycle, make sure you are using the 2023-24 school year.

If you receive a message saying the application is not available, check to see what school year is selected. If it is not the current year, select 2023-24 from the drop-down menu and click the Search button.

Reviewing and verifying the pre-populated data

The data in the application is pre-populated using your school district’s CEDARS data submissions. The business rules used to extract the suspension/incident pull data from CEDARS Student Exclusionary Discipline File R, along with additional student demographic data from files B, I, J, and K. For more detailed information, refer to the [CEDARS Data Manual](#) and [Appendices](#).

The table below displays the district aggregate summary of the data reported for all of the schools in the district. To review the incident level information, click on any number with a hyperlink. This will open a screen showing the data at the student/incident level and how those incidents summarized in this report. Corrected data must be made through a re-submission of CEDARS data. CEDARS will refresh the data in the nightly report until the system closes on August 1.

SECTION A: Students with an IEP Ages 3-21 by Disability Category														
Disability Category	1. Unilateral Removals to an Interim Alternative Educational Setting by School Personnel (not the IEP Team)				2. Number of Students with an IEP Subject to Removals by an ALJ Determination Regarding Likely Injury	3. Out-of-school Suspensions or Expulsions		4. In-school Suspensions		5. Exclusionary Actions by Number of Days				
	1A. Unduplicated Count of Students with an IEP from Columns 1B, 1C and 1D	1B. Number of Unilateral Removals by School Personnel for Drugs	1C. Number of Unilateral Removals by School Personnel for Weapons	1D. Number of Unilateral Removals by School Personnel for inflicting bodily injury	2. Unduplicated Count of Students with an IEP removed by an ALJ from a Due Process Hearing	3A. Unduplicated Count of Students with an IEP with out-of-school suspensions or expulsions totaling 10 days or less	3B. Unduplicated Count of Students with an IEP with out-of-school suspensions or expulsions totaling greater than 10 days	4A. Unduplicated Count of Students with an IEP with in-school suspensions totaling 10 days or less	4B. Unduplicated Count of Students with an IEP with in-school suspensions totaling greater than 10 days	5A. Total Disciplinary Removals	5B. Number of Students with an IEP with Removals Greater than or equal to .5 AND less than 1.5 days	5C. Number of Students with an IEP with Removals Greater than or equal to 1.5 AND less than 10 days	5D. Number of Students with an IEP with Removals Greater than or equal 10 days	
Developmental Delays	0	0	0	0	0	0	0	0	0	0	0	0	0	
Emotional/Behavioral Disability	0	0	0	0	0	6	0	0	0	9	1	5	0	
Orthopedic Impairment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Health Impairment	0	0	0	0	0	4	0	1	0	7	1	2	1	
Specific Learning Disability	0	0	0	0	0	8	0	7	0	17	4	9	0	
Intellectual Disability	0	0	0	0	0	0	0	0	0	0	0	0	0	
Multiple Disabilities	0	0	0	0	0	0	0	0	0	0	0	0	0	
Deafness	0	0	0	0	0	0	0	0	0	0	0	0	0	
Hearing Impairment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Visual Impairment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Deaf-Blindness	0	0	0	0	0	0	0	0	0	0	0	0	0	
Communication Disorders	0	0	0	0	0	0	0	0	0	0	0	0	0	
Autism	0	0	0	0	0	3	0	0	0	5	2	1	0	
Traumatic Brain Injury	0	0	0	0	0	0	0	1	0	1	0	1	0	
Total	0	0	0	0	0	21	0	9	0	39	8	18	1	

Download Reports

District Level Reports

The final step for completing your Disciplinary Incidents of Students with IEPs Report is to download the report submitted to OSPI. Located at the top of the main screen of the Special Education tab of the Behavior and Weapons application is a drop menu for each section of this aggregate report. Choose what type of report to download (excel, text or pdf) and then choose the Section to download. Each Section must be downloaded separately.

Behavior and Weapons

Special Education Suspensions

School Year:

Final data will be pulled after the nightly CEDARS load on **August 1, 2024**

Student/Incident Level Reports

The student/incident level reports are available as soon as the district's CEDARS data is loaded into the application. District staff will be able to access this data in the Reports Tab of the Behavior and Weapons application. The path to access the student/incident level is depicted in the following two images.



Please remember, it is the district's responsibility to keep a copy of these reports.

How Students and Incidents are Summarized in this Application

Column(s):	1A	1B (Drugs)	1C (Weapons)	1D (Serious Bodily Injury)	2 Removals by ALJ
Elements:	R15 =Yes and R08 =04, 07, 08, 10, 11 (if any other values are selected, those values will not populate into this cell) or R15=A	R15 =Yes and R08 =04 (Illicit Drug) or 11 (Marijuana) (if any other values are selected, those values will not populate into this cell)	R15 =Yes and R08 =08 (Possession of a Weapon) (if any other values are selected, those values will not populate into this cell)	R15 =Yes and R08 =07 (Violence with Major Injury or 10 (Serious Bodily Injury) (if any other values are selected, those values will not populate into this cell)	R15=A (Students with an IEP removed by an Administrative Law Judge through a Due Process Hearing)

This information will also populate into Section 5.

Column(s):	3A	3B	4A	4B
Elements:	R08 =Any type of behavior R11 =SS, EE or EX R13 = greater than zero R14 = greater than zero and less than 10 days If R15=Yes or A, that data will not populate this cell.	R08 =Any type of behavior R11 =SS, LS, EE or EX R13 = greater than zero R14 = greater than 10 days If R15=Yes or A, that data will not populate this cell.	R08 =Any type of behavior R11 =IS or CE R13 = greater than zero R14 = greater than zero and less than 10 days If R15=Yes or A, that data will not populate this cell.	R08 =Any type of behavior R11 =IS or CE R13 = greater than zero R14 = greater than 10 days If R15=Yes or A, that data will not populate this cell.

This information will also populate into Section 5.

Column(s):	5A	5B-5D
Description/ Elements:	A cumulation of all incidents for a student, reported anywhere in columns 1-4B	A cumulation of a student's total intervention days throughout the school year, reported anywhere in columns 1-4B

If R15=Yes and R08≠ 04, 07, 08, 10, 11 then the incidents will still populate in these cells.

Column(s):	6A	6B
Description:	Number of students who were subject to an expulsion and received educational services during the expulsion. This includes both students with and without IEPs.	Number of students who were subject to an expulsion and did not receive educational services during the expulsion. This includes both students with and without IEPs.
Element:	R11=EX	R11=EX
Element:	R16=2	R16=1 or 3

Section A: Disciplinary Removal Type by Disability

Section A, information is reported by disability category.

Column 1A, report the number of students with IEPs ages 3–21 who were unilaterally removed for drug, weapons offenses or serious bodily injury (as defined below) by school personnel from their current educational placement to an interim alternative educational setting (determined by the IEP team) or by a hearing officer. Students with IEPs with more than one unilateral removal should be counted only once in column 1A.

Columns 1B, 1C, and 1D are counts of removals. Each student with an IEP reported in column 1A should be reported at least once in columns 1B, 1C, or 1D.

Column 1B, report the total number of times the student with an IEP reported in column 1A were unilaterally removed for drug offenses, as defined below.

Column 1C, report the total number of times the student with an IEP reported in column 1A were unilaterally removed for weapons offenses, as defined below.

Column 1D, report the total number of times the student with an IEP reported in column 1A were unilaterally removed for inflicting serious bodily injury on another person while at school, on school premises, or at a school function under the jurisdiction of a SEA or LEA.

If a student with an IEP reported in column 1A was unilaterally removed more than once then this student with an IEP should be counted more than once in columns 1B, 1C, or 1D. If, in the course of a single incident, a student with an IEP committed more than one type of offense, then report the student with an IEP in each of the appropriate columns. For example, if the student with an IEP committed both a drug offense and a weapon offense during the same incident, report the drug offense in column 1B and report the weapon offense in column 1C. **Every student with an IEP reported in columns 1B, 1C, 1D or 2 should be counted once, and only once, in column 1A.**

Students with IEPs who were removed from by school personnel for drugs, weapons, or serious bodily injury for 10 days or less and were NOT sent to an Interim Alternative Educational Setting, should be reported as having been suspended. Do not include these students in columns 1A–1D.

Students with IEPs who were removed from by school personnel for drugs, weapons, or serious bodily injury and were sent to an Interim Alternative Educational Setting for 45 days or less, should be reported in columns 1A–1D. This includes students who were sent to an IAES for 10 days or less.

Column 2, report the number of students with IEPs ages 3–21, who were removed to an interim alternative educational setting based on an **administrative law judge (ALJ)** determination of likely injury to themselves or others. **Students with IEPs removed by an ALJ more than once should be counted only once in column 2.**

Column 3 is a report of students with IEPs ages 3–21 with out-of-school suspensions or expulsions.

Column 3A, report the number of students with IEPs ages 3–21 with out-of-school suspensions or expulsions summing to 10 days or less during the school year for any offense or combination of offenses. No student with an IEP should be reported more than once in column 3A.

Column 3B, report the number students with IEPs ages 3–21 with out-of-school suspensions or expulsions summing to greater than 10 days during the school year for any offense or combination of offenses. No student with an IEP should be reported more than once in column 3B.

No student with an IEP should be reported in both column 3A and column 3B. The sum of 3A and 3B is the total number of students with IEPs with out-of-school suspensions or expulsions during the school year.

Column 4 is a report of students with IEPs ages 3–21 with in-school suspensions or classroom exclusions.

Column 4A, report the number of students with IEPs ages 3–21 with in-school suspensions or classroom exclusions summing to 10 days or less during the school year for any offense or combination of offenses. No student with an IEP should be reported more than once in column 4A.

Column 4B, report the number of students with IEPs ages 3–21 with in-school suspensions or classroom exclusions summing to greater than 10 days during the school year for any offense or combination of offenses. No student with an IEP should be reported more than once in column 4B.

No student with an IEP should be reported in both column 4A and column 4B. The sum of 4A and 4B is the total number of students with IEPs with in-school suspensions or classroom exclusions during the school year.

If a student with an IEP has both in-school/classroom exclusions and out-of-school suspensions in the same school year, that same student with an IEP can be reported in both column 3A or 3B **and** column 4A or 4B.

A student with an IEP should be counted in only one of the first three columns (1A, 2, or 3) for the same offense. If a student with an IEP is unilaterally removed for drugs and reported in column 1A, then do NOT report the student with an IEP again in column 3 for the same incident. Similarly, if a student with an IEP is removed by an administrative law judge for likely injury and is reported in column 2, then do NOT report the student with an IEP again in column 3 for the same incident.

A student with an IEP with more than one offense could be counted in more than one column (1A, 2, or 3). For example, a student with an IEP who was unilaterally removed to an interim alternative educational setting and, later in the school year, was subject to an out-of-school suspension for more than 10 school days for a separate offense, should be reported in both column 1A and column 3B.

Column 5 is a report of disciplinary removals. In column 5A, report the number of times any student with an IEP was subject to any kind of disciplinary removal during the school year. When counting disciplinary removals, include in-school suspensions, classroom exclusions, out-of-school suspensions, expulsions, removals by school personnel to an interim alternative educational setting for drug or weapon offenses or serious bodily injury, and removals by an administrative law judge for likely injury to others. Note that column 5A is a report of disciplinary events, NOT children. If a student with an IEP has more than one disciplinary removal in the school year, then each removal should be reported in column 5A.

Columns 5B through 5D, report each student with an IEP with a disciplinary removal only once according to the cumulative number of days of removal during the school year. All students with IEPs reported in columns 5B through 5D should have one or more disciplinary removals reported in column 5A. For example, a student with an IEP who was suspended three times for three days each during the school year (a total of 9 days) should be reported 3 times in column 5A and once in column 5D.

The sum of 5B through 5D is the total number of students with IEPs with one or more disciplinary removals during the school year. Each student with an IEP reported in columns 1A, 2, 3, or 4 should be reported only ONCE in column 5B through 5D, based on the cumulative number of days the student with an IEP was removed during the school year.

Section B: Disciplinary Removal Type by Race or Ethnicity

The columns found in Section A are repeated in Section B. In Section B, however, data are reported by race or ethnicity categories.

Hispanic or Latino: A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race. Refers to Hispanic and/or Latino.

American Indian/Alaska Native: A person having origins in any of the original peoples of North and South America (including Central America) and who maintains tribal affiliation or community attachment. (Does not include persons of Hispanic/Latino ethnicity.)

Asian: A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent. This includes, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam. (Does not include persons of Hispanic/Latino ethnicity.)

Black or African American, Non-Hispanic: A person having origins in any of the Black racial groups of Africa. (Does not include persons of Hispanic/Latino ethnicity.)

White: A person having origins in any of the original peoples of Europe, the Middle East, or North Africa. (Does not include persons of Hispanic/Latino ethnicity.)

Native Hawaiian or Other Pacific Islander: A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or the Pacific Islands. (Does not include persons of Hispanic/Latino ethnicity.)

Of more than one race: A person having origins in two or more of the five race categories listed immediately above. (Does not include persons of Hispanic/Latino ethnicity.)

Total: The unduplicated total across the seven (7) race/ethnicity designations.

Students can only be included in one race/ethnicity category for this report.

Section C: Disciplinary Removal Type by Gender

The columns found in Section A are repeated in Section C. In Section C, districts *must* report data by gender. All students must have a gender assigned. Valid value X is added based on WAC 246-490-075 as issued by Washington State Department of Health. CEDARS does not require the presentation of birth certificate as part of the collection or reporting of gender information. For any student record submitted to CEDARS for which a student does not identify as male or female, that submission record may report X - gender not exclusively male or female.

Section D: Disciplinary Removal Type by English Learner (EL) Status

The columns found in Section A are repeated in Section D. In Section D, districts *must* report data by EL status defined in File J of the [CEDARS Manual](#).

Section E: Children Subject to Expulsion With and Without Educational Services by Disability Status

Column 6A, report the number of students with IEPs ages 3–21 and the number of students without disabilities in grades PK through 12 who were subject to expulsion (as defined below in "Terms" table included in this document) during the school year and who received educational services during the removal.

Column 6B, report the number of students with IEPs ages 3–21 and the number of students without disabilities in grades PK through 12 who did NOT receive educational services during the removal.

Students with IEPs must receive educational services during any removal of more than 10 school days. The only students with IEPs who should be reported in column 6B are those who were removed for less than 10 school days after an expulsion (e.g., students with IEPs expelled under the Gun-Free Schools Act whose expulsions were modified to less than 10 school days).

Specific Instructions, Sections A through D

For each row in Sections A through D, the number reported in column 1A should be less than or equal to the sum of each row of columns 1B, 1C, 1D, and 2.

For each row in Sections A through D, the sum of columns 5B through 5D should be less than or equal to the sum of columns 1A, 2, 3A, 3B, 4A, and 4B.

Column 5A must be equal to or greater than the sum of columns 5B through 5D.

The number reported in each column in row 15 (the total row) of Section A should equal the number reported in the corresponding total row for Section B, section C, and section D.

When calculating cumulative days, districts must include all in- and out-of-school suspensions and classroom exclusions. Students removed from their regular education setting for an entire school day are to be reported as a full day.

If following a discipline offense, the IEP team meets and determines that the student’s current placement is not the least restrictive environment for that student and makes a permanent change in the student’s IEP placement, DO NOT report the child on the discipline report. If the student is suspended pending an IEP team meeting in which his/her IEP placement is changed, the suspension must be reported.

In instances in which the IEP team meets to determine the appropriate setting where the student will receive educational services following a unilateral removal by school personnel, a removal by an ALJ for likely injury, or a suspension or expulsion, the removal must be reported on this discipline report.

Terms and how they are used within this data collection

Terms	Use of Terms in This Data Collection
Interim alternative educational setting	An appropriate setting determined by the student’s IEP team in which the student is placed for no more than 45 days (as outlined in the Special Circumstances section of the Procedural Safeguards document). This

Terms	Use of Terms in This Data Collection
	<p>setting enables the student to continue to receive educational services and participate in the general education curriculum (although in another setting) and to progress toward meeting the goals set out in the IEP. As appropriate, the setting includes a functional behavioral assessment and behavioral intervention services and modifications to address the behavior violation so that it does not recur.</p>
<p>Removal by an administrative law judge (ALJ)</p>	<p>Those instances in which an administrative law judge orders the removal of students with IEPs from their current educational placement to an appropriate interim alternative setting for not more than 45 days based on the ALJ's determination that the public agency (usually the school district) has demonstrated by substantial evidence that maintaining the student's current placement is substantially likely to result in injury to the student or others. The IEP team is responsible for determining the interim alternative educational setting.</p>
<p>Unilateral removal</p>	<p>Instances in which school personnel (not the IEP team) order the removal of students with IEPs from their current educational placement to an appropriate interim alternative educational setting for more than 45 days (as outlined in the Special Circumstances section of the Procedural Safeguards document). The IEP team is responsible for determining the interim alternative education setting. Unilateral removals do NOT include decisions by the IEP team to change a student's placement.</p>
<p>Weapon Offenses</p>	<p>The student carries or possesses a weapon to or at school, on school premises, or to a school function under the jurisdiction of a state or a local educational agency.</p>
<p>Drug Offenses</p>	<p>The use, possession, sale, or solicitation of drugs as identified in 21 USC §812(c).</p>
<p>Suspension</p>	<p>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 expulsions.</p> <p>WAC 392-400-025, found here, provides additional information for the definitions below.</p>
<p>In-School Suspension</p>	<p>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 <i>IEP</i>, 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</p>

Terms	Use of Terms in This Data Collection
	school personnel are physically in the same location as students under their supervision.
Out-of-School Suspension	Instances in which a student with an IEP is temporarily removed from his/her regular school for disciplinary purposes to another setting (e.g., home, behavior center). This includes both removals in which no IEP services are provided because the removal is 10 days or less, as well as removals in which the child continues to receive services according to his/her IEP.
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 settings 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.
Serious Bodily Injury	Serious bodily injury means a bodily injury that involves: a substantial risk of death; extreme physical pain; protracted and obvious disfigurement; or protracted loss or impairment of the function of a bodily member, organ or faculty. (18 USC Section 1365(h)(3))
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 Expulsion	<p>A student may be excluded from school immediately by a school district in emergency situations <i>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.</i> RCW 28A.600.015(3) states: “Emergency 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 expulsion is converted to another form of corrective action.”</p> <p>“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.</p>

Terms	Use of Terms in This Data Collection
	Remember when a student is suspended or expelled, districts must provide an opportunity for the student to receive educational services during this period.
Classroom Exclusions (CE)	Classroom exclusion" means the exclusion of a student from a classroom or instructional or activity area for behavioral violations, subject to the requirements in WAC 392-400-330 and 392-400-335. Classroom exclusion does not include actions that result in missed instruction for a brief duration when: (a) A teacher or other school personnel attempts other forms of discipline to support the student in meeting behavioral expectations; and (b) The student remains under the supervision of the teacher or other school personnel during such brief duration.

Contact Information

Special Education

Sandy Grummick 360-522-3578
 Madisen Black 564-999-1421
specialeddata@k12.wa.us

Customer Support

customersupport@k12.wa.us
 1-800-725-4311, Option 1

TTY

360-664-3631

Education Data System (EDS)

[Contact your District Data Security Manager](#)
[EDS User Guide and Policy](#)

CEDARS Data

AskSI@k12.wa.us

Additional Resources and Information about Behavior and Discipline

[2020-21 School Year Student Discipline Q and A](#)

[Dear Colleague Letter on the Inclusion of Behavioral Supports in Individualized Education Programs](#)

[Discipline Requirements for Students who Receive Special Education Services](#)

[IDEA Part B Discipline Data Collection Questions and Answers](#)

[OSEP Technical Assistance Center on PBIS](#)

[OSPI Student Discipline](#)

[Parent Center Resources on Positive Behavior Supports, Functional Behavioral Assessment, and School Discipline](#)

[Special Education Discipline Flowchart](#)

[Special Education Procedural Safeguards](#)

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**ESTD
1889**

*All students prepared for post-secondary pathways,
careers, and civic engagement.*



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PUBLIC INSTRUCTION

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