Special Education November Federal Child Count

Application User Guide

2023-2024 School Year

Washington Office of Superintendent of
PUBLIC INSTRUCTION

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Using the Special Education November Federal Child Count Application

Introduction

Federal Special Education Child Count and Least Restrictive Environment (LRE) is an annual data collection specific to students with disabilities enrolled and served in special education within a local education agency (LEA). LEAs use the Special Education Child Count and LRE Reporting Application within the Special Education Reporting section in Education Data System (EDS) to review, certify, and submit data for state and federal reporting. Current year LEA Comprehensive Education Data and Research System (CEDARS) data generates the data in this application.

This application has three sections for LEAs to review or complete within the Certification tab of this application:

- Validation
- Review
- Certification

This user guide will detail:

- Accessing the application
- Reviewing errors
- Requesting to edit a student's record in the application
- Validating your submission
- Reviewing reports generated by validated data
- Certifying and locking your submission
- Resources for calculating a student's LRE

There are also reference tables relevant to this data as well as a section on how to print the reports.

Purpose

Federal and state special education regulations require that LEAs provide information regarding the numbers and types of students with disabilities in special education by placement option within the LEAs continuum of alternative placements, as well as the student's disability category, ethnicity, gender, and English Learner (EL) status.

Changes from the 2022–23 Application

An automated email will be sent when the application submission process is completed. No additional confirmation will be sent unless there are issues or follow up questions about the data.

REMINDER: Transitional to kindergarten students are coded in CEDARS File B, Element B13 as grade level kindergarten Students participating in transition to kindergarten (TTK) programs should use the following LRE codes:

Age of student	LRE Coding Options
4 and under	11-19, 35-36
Age 5 or older	1-12, 30

Refer to CEDARS Appendix W for LRE code details.

General Information about this Application

Accessing the Application

To access the Special Education November Federal Child Count Application:

- Log into the Education Data System (EDS).

- Select 'I Agree' on the Acceptable Use window.

- Select the 'View My Applications' link.

- Select the 'Special Education Reporting' link.

If you do not have an EDS account, you can:

- Create an account by accessing the Create an Account tab at the EDS sign-in screen; or,

- Contact your District Data Security Manager (DDSM).

- If you have an EDS login, but do not see the Special Education Reporting link in your list, contact your DDSM. A listing of the district security managers can be found in EDS.
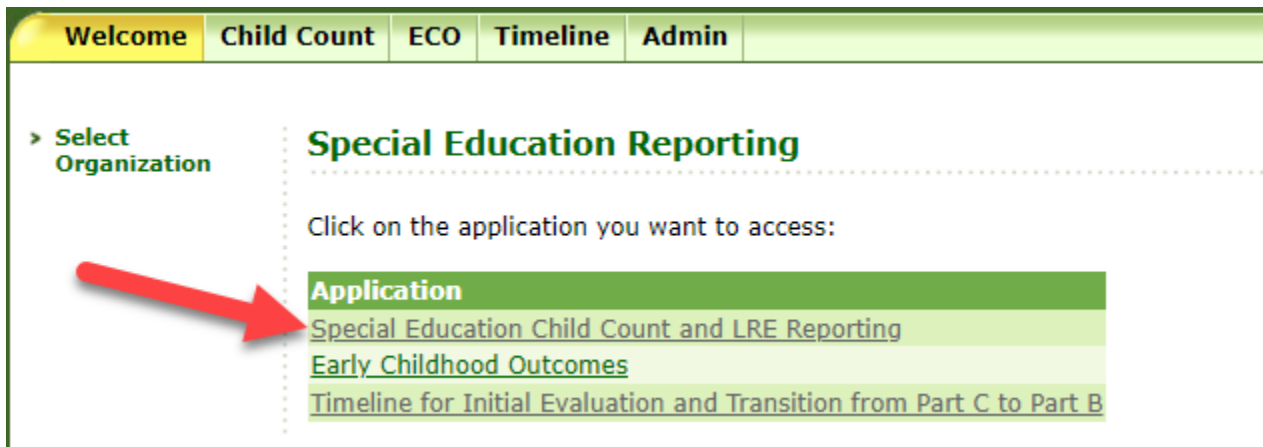

The following EDS user roles give access to the Special Education Reporting applications:

- CEDARS District Administrator
- Special Ed Report User

Please work with your CEDARS District Administrator to analyze and plan any corrections to student data.

The welcome screen below is the first screen you will see after logging into Special Education Reporting.

At this landing page, select the *Special Education Child Count and LRE Reporting* application. The Welcome page explains the purpose and process for completing the reporting requirements of this application.
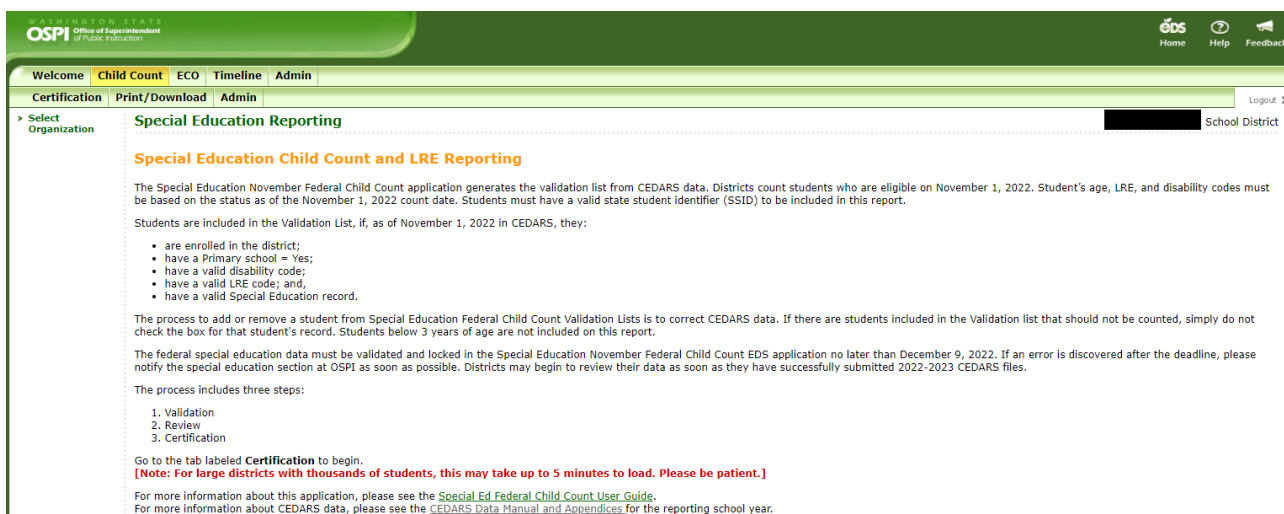
There are two tabs to choose from: Certification and Print/Download. Certification is the default tab. The body of the computer screen window outlines the steps for completion.

Certification Tab

STEP 1: VALIDATION

Begin by choosing the *Certification* tab at the top of the screen. This will default to the *Validation* sub-tab. This sub-tab includes a listing of the LEAs students with disabilities enrolled and served in special education, as reported in CEDARS. Students will only show up in an LEAs Validation list if they are reported in CEDARS as being served by the LEA. All green column headings are sortable by clicking on the word in the column header. The default sort order is: error records, non-validated records and then validated records. If you change the status of a record on the page and select the *Save* button, the data will re-sort by default order.

Do not assume that a student can be counted just because they show up on the Validation list. LEAs are responsible for ensuring each validated student meets all the criteria as of the November count date. To validate, start by correcting any errors. The errors are highlighted in pink and located at the top of the student list. It may be easier to review the data if you export it into Excel. To export your detailed student level data into an excel spreadsheet, select the *Download* button. [Also see "Errors" for details].

Once all students who should be included in the list on the Validation sub-tab are error-free, you can select the check box in the header row that says, 'IEP and current evaluation complete'. This will check all corresponding boxes in the column. If you have students that should not be included in the count, you can individually uncheck the corresponding box. Using the check all feature and unchecking any individual records that should not be included will be faster than going through the list and checking each box individually. However, it is up to you to determine what will work best for your workstyle.

Search feature

To search for a specific student in the Validation list, enter the SSID, first name, and/or last name of a student. You can also search for specific disability categories and LRE codes. The search feature is above the Validation list.

Tips: Enter an SSID or partial name to search for individual students; select "Search" with no criteria to see all students.

SSID:	
First Name:	
Last Name:	
Disability:	Visual Impairment ⌄
LRE Type:	1, 80% - 100% Regular Class (Ages 6 to 21 regardless of grade level and Age 5 not grade level PK) ⌄

Search

After all the students who should be included in the count are checked, select the *Save* button at the bottom of the list. LEAs with more than 1,000 students with disabilities enrolled and served in special education programs will have multiple pages to validate and save. Each page must be saved before navigating to the next page. [Each page contains a maximum of 1,000 student records]. Selecting the *Save* button will re-sort the records in the default sort order.

Above the table on the *Validation* sub-tab, Users will see a total row.

This row includes:

- the number of records in the table,
- the total number of records with errors,
- the total number of records validated, and
- the total number of non-validated records.

These numbers will refresh as records are selected and saved. It is good practice to review this number before moving on to the *Review* sub-tab.

Total Records: 2830   Error Records: 0   Validated Records: 0   Non-Validated Records: 2830

Download Format: XLS PDF TXT

It is also a good idea to download the Validation list and save it someplace safe in case you need to refer to it in the future.

Federal Special Education Report - Validation, Review, and Certification

| Step 1: Validation | Step 2: Review | Step 3: Certification |

This is Step 1 of the Federal Special Education Count Validation Process. This sub-tab contains a list of students potentially eligible to be counted. Where appropriate, current year district CEDARS data is used to generate the student list on this sub-tab.

The student list on this sub-tab is sorted by default in the following order: error records, non-validated records and then validated records. For a detailed description of common errors and ways to correct a student's record, see the Special Ed Federal Child Count User Guide.

CEDARS exceptions must be reconciled for students to be included on the Federal Special Education Count. If a student is listed as an exception in CEDARS, and you intend to count the student for the November Federal Count, the exception must be reconciled. The student will not appear on the validation list until the exception is corrected.

After reviewing the Special Education Exceptions (in CEDARS), verify each student listed has a valid IEP, current evaluation and was enrolled on the Federal Count date for the school year. This report is generated for the SERVING district. If a student is a resident of your district but is served by another district, the SERVING district is responsible for Special Education reporting for this Federal Report.

How to determine why students do or do not display on the Validation list:

1. Counted students must be age 3-21 as of November 1, 2022. Students older or younger will not be included on this report.
2. This report displays students who are served in your district. If they are resident students, but served in another district, they will not be on this list.
3. Check the Exceptions Report and correct any exceptions about the student. To be able to validate a student on the Federal report, the student's CEDARS data cannot be a submission exception. The student also cannot be shown an error on the validation list.
4. Verify the student was enrolled and being served in your district on the November 1 count date.
5. Make sure the student is reported as Primary School = Yes in your district OR that the student is reported as Part-time Private School = Yes or Part-time Homebased = Yes in CEDARS.

Tips: Enter an SSID or partial name to search for individual students; select "Search" with no criteria to see all students.

SSID:
First Name:
Last Name:
Disability: All
LRE Type: All

Search

Total Records: 1618   Error Records: 1109   Validated Records: 0   Non-Validated Records: 509

Download Format:

| 1 2 | | | | | | | | | | | | | | | |
IEP and current evaluation complete	Edit	SSID	District Student Id	Last Name	First Name	Middle Name	Birth Date	Age	Gender	Record Type	Primary School Name	Resident District Name	School Choice Type	LRE Code, Name	Disability Type	Federal Race Category
This record cannot be validated until the error is corrected.										Error : RE - No Race/Ethnicity Code	Avanti High School	Olympia School District	Not Applicable	2, 40% - 79% Regular Class (Ages 6 to 21 regardless of grade level and Age 5 not grade level PK)	Health Impairment	Not Provided
This record cannot be validated until the error is corrected.										Error : RE - No Race/Ethnicity Code	Avanti High School	Olympia School District	Not Applicable	1, 80% - 100% Regular Class (Ages 6 to 21 regardless of grade level and Age 5 not grade level PK)	Health Impairment	Not Provided
This record cannot be validated										Error : RE - No Race/Ethnicity Code	Avanti High School	Olympia School District	Not Applicable	2, 40% - 79% Regular Class (Ages 6 to 21	Health Impairment	Not Provided

Errors

The two most common errors in the Child Count application are:

D-Invalid disability code — If the disability code (CEDARS Element I10) for the student is reported as 01-Developmentally Delayed, the student's age as of the November count date must not be greater than 9 years old. Developmentally delayed is only allowed for students 9 years and younger (WAC 392-172a-01035(d)(i)).

AGE-Age restriction not met — The least restrictive environment (LRE) Code (CEDARS Element K06) is not appropriate for the age of the student as of the November count date. LRE Code groupings can be broken up into three segments:

1. Students who are ages 3 and 4 with any grade level and age 5 with a grade level of PK (preschool)
2. Students who are age 5 who are not grade level PK and age 6–21 with any grade level
3. Any grade and any age – Can only be used with LRE Code's 11 and 12

Refer to the 2023-24 CEDARS Manual Appendix W for details.

Total Records: 101   Error Records: 3   Validated Records: 1   Non-Validated Records: 97

Save   Download

IEP and current evaluation complete		SSID	District Student Id	Last Name	First Name	Middle Name	Birth Date	Age	Gender	Record Type	Primary School Name	School Choice Type	LRE Code, Name	Disability Type	Federal Race Category	Is Private School	Is Home School
This record cannot be validated until the error is corrected.								6	M	Error : AGE - Age restriction not met		Not Applicable	17, Reg Early Childhood Prog 10 or more hours/week & receiving SDI elsewhere (aged 3-5)	Communication Disorders	Hispanic/Latino of any race(s)	0	0
This record cannot be validated until the error is corrected.								6	M	Error : AGE - Age restriction not met		Not Applicable	14, Reg Early Childhood Prog 10 or more hours/week & receiving SDI in Reg EC Program (aged 3-5)	Developmental Delays	Hispanic/Latino of any race(s)	0	0
This record cannot be validated until the error is corrected.								9	F	Error : D - Invalid disability code		Not Applicable	2, 40% - 79% Regular Class (aged 6-21)	Developmental Delays	Hispanic/Latino of any race(s)	0	0
								8	F	Non-Validated		Not Applicable	2, 40% - 79% Regular Class (aged 6-21)	Developmental Delays	Hispanic/Latino of any race(s)	0	0

There are two ways to correct a student's record:

The preferred method for correcting errors is to submit updated information from your LEAs student information system through a successful CEDARS submission. For Disability Code errors, if a student is reported with an age specific disability qualification code in Element I10 Qualification Code (code 1 or 15) and has a birthday during the school year resulting in the student being an invalid age for the reported qualification code, an exit date IS REQUIRED. If an exit date is not reported, the student's File I record will error out in CEDARS. This applies to students who are reported as still enrolled in your district and those who have left mid-year. See the CEDARS Reporting Guidance for more information. To correct these errors, review the following elements reported:

- The student's Birth Date (element B09) in District Student File B
- The student's Attribute or Program Code (element I06) in Student Attributes and Programs File I
- The student's Disability Start Date (element I07) in Student Attributes and Programs File I
- The student's Disability Exit Date (element I08) in Student Attributes and Programs File I
- The student's Disability Qualification Code (element I10) in Student Attributes and Programs File I

A student must be the appropriate age for the entirety of the Disability record reported (based on the elements above) for the record to be accepted in CEDARS. If a File I Disability record does not contain an Exit Date, the date of submission will be used to determine how old the student is.

There are a few different ways a record could be reported. Here are examples of why a record will be rejected by a submission exception if the qualification code reported is for a student under the age of 10:

- Element I07 Start Date is on or after the student's 10th birthday
- Element I07 Start Date is prior to the student turning 10, but element I08 Exit Date is on or after the student's 10th birthday.
- Element I07 Start Date is prior to the student turning 10, there is no Exit Date reported in element I08, and the date of the submission is on or after the student's 10th birthday.

To correct LRE Code errors, review the following CEDARS elements:

- The student's Birth Date (element B09) in District Student File B
- The student's LRE code (element K06) in Student Special Education Programs File K
- The student's Start Date (element K14) in Student Special Education Programs File K
- The student's Exit Date (element K08) in Student Special Education Programs File K

A student must be both the appropriate age and grade level for the entirety of the Special Education Program record reported (based on the elements above) for the record to be accepted in CEDARS. If a File K Special Education Program record does not contain an Exit Date, the date of submission will be used to determine how old the student is.

There are a few different ways a record could be reported. Here are examples of why a record will be rejected by a submission exception.

If the LRE code reported is for student ages 3 and 4 with any grade level and 5 with a grade level of PK (preschool), the record will have a submission exception if:

- K14 Start Date is on or after the student's 6th birthday (or the student is 5 and not in PK).
- Element K14 Start Date is prior to the student turning 6, but element K08 Exit Date is on or after the student's 6th birthday (or the student is 5 and not in PK).
- Element K14 Start Date is prior to the student turning 6, there is no Exit Date reported in element K08, and the date of the submission is on or after the student's 6th birthday (or the student is 5 and not in PK).

LRE codes and the appropriate ages for each are listed in [CEDARS Appendix W](#).

Editing the record in the Child Count application. This option is only available for corrections to LRE Code or Disability Category. **Use the edit feature in the Child Count application sparingly**. In most cases, LEAs should try updating the student's information in CEDARS first and use the edit feature as a last resort.

As previously indicated, there may be an instance where a record will have an incorrect LRE Code or Disability Category. This may be due to a change in the student's age during the reporting window. Although the data submitted through CEDARS is correct for the current date, it is not correct for the student's status on the November count date. Users may now correct the record in this application by using the Edit Record Button on this page. Editing a record in the Child Count application will not change the student's record in CEDARS. OSPI special education staff approves all edit requests. Edit requests may not always be granted.

To edit a student's record in the Special Education November Child Count Application:

A. Request permission to edit a record by selecting the ⬜ icon next to the record that needs correction. A dialog box will appear on the screen to confirm the student's name, SSID and age of the student that you want to edit.
B. Select the send message (**Send Message**) button. This sends a message to the OSPI Special Education Administrators for review.
C. The OSPI Special Education Administrators will approve or deny the request to edit. An email will be generated notifying the requestor of the status of their request.
D. After the requestor receives permission to edit, an Edit button will appear next to the Student's Record on the Validation sub-tab.

E. Select the Edit button and choose the appropriate LRE Code or Disability Category.
F. Save the record. Saving will validate the record.

Edit Student

Select the LRE and Disability for the student, then save the changes.
[Note: Saving the record will also validate it.]

Student Name:
Student SSID:
Student Age: 6

LRE: 1, 80% - 100% Regular Class (aged 6-21)

Disability: Developmental Delays

Cancel   Save

Once all the errors are corrected, verify that as of the November count date, all students listed:

- Had a valid and current IEP and evaluation
- Were enrolled in the LEA and eligible to receive services

Student Validation List Business Rules

How to determine why students do or do not display on the Special Ed Federal Child Count Validation list:

- Counted students must be age 3–21 as of the November count date. Students older or younger will not be included on this report.
- This report displays students who are served in your LEA. If they are resident students, but served in another LEA, they will not be on this list.
- Check the CEDARS Submission Exceptions Report and correct any exceptions about the student. To be able to validate a student on the Federal report, the student's CEDARS data cannot be a submission exception. The student also cannot be shown as an error on the Validation list.
- Verify the student was enrolled and being served in your LEA on the November count date.
- Make sure the student is reported as Primary School = Yes in your school OR that the student is reported as Part-time Private School = Yes or Part-time Homebased = Yes in CEDARS.
- Check the status of the last CEDARS submission. If the submission exceeded the logical delete threshold, the CEDARS District Administrator will need to review and either allow the submission to proceed or resubmit a new set of files.

How CEDARS Data Updates this Application

Only non-validated records are updated by new or corrected CEDARS data. New or revised CEDARS data will not affect a record if it has been validated and saved. If a record has been validated and saved, it will not be affected by any new or different CEDARS data for that student. If data about a validated student record need to be changed:

1. un-validate the student record in this application (uncheck the box and Save), and
2. correct the student record in CEDARS.

If you use a CEDARS Non-standard submission to make a data change: the application will re-fresh the night of your successful CEDARS submission and would then be available the next day.*

*Assuming the CEDARS submission does NOT trip the logical delete threshold and require LEA action before it will be loaded for use. Work with your CEDARS District Administrator if you need assistance.

STEP 2: REVIEW

Once the student list has been validated and saved, navigate to the *Review* sub-tab. This section summarizes all the student data validated on the *Validation* sub-tab. These reports display the students validated for the November Federal Special Education Federal Count summarized by LRE, race/ethnicity, EL status, age, gender, and disability category. Review the reports to ensure accuracy. Print (see the print friendly icon in the upper right-hand corner of the screen) or download these reports after you have certified that your data is accurate on the certification page. The reports listed here and, on the *Print/Download* tab are the same.

STEP 3: CERTIFICATION

After reviewing the disability and LRE reports for accuracy, navigate to the *Certification* sub-tab. This page contains the certification report that the LEA needs to check and save before mailing the original to OSPI.

The table on the *Certification* sub-tab is summarized by Resident-Serving LEA configuration using the certified data from the *Validation* sub-tab. If you serve students that are residents of other LEAs you will see a table similar to the one below.

How the table populates:

- If a written agreement exists between two LEAs to provide special education services to a student, the Serving LEA will count the student for this federal report and the Resident LEA will be displayed in the Certification table.

- If a student has the same LEA listed for both the Resident and Serving LEA, the data will summarize based on the Resident LEA.

- If a student has a school choice code of enrollment options, or public school choice with your LEA as the Serving LEA, and another as the Resident LEA then the data will summarize with your LEA as the Resident LEA.

- If a student has a school choice code of Not Applicable with your LEA as the Serving LEA, and another as the Resident LEA, the data will summarize in the Certification matrix with the other LEA as the Resident LEA.

There is now a Resident District Name column in the Step 1: Validation list. If you are unsure why a different LEA is populating the matrix look at the Resident District Name (CEDARS element B03) and School Choice Type (CEDARS element C11) columns in the Step 1: Validation list. Students will populate under an LEA other than your own if:

- There is an LEA other than your own in the Resident District Name column; AND,
- School Choice type is Not Applicable.

Verify that the numbers on the certification page match the numbers from the Validation list. Once you have verified that the matrix is summarizing correctly, certify the report. To certify, select the box under the summary table titled: "By checking this box, I certify that the information provided on this form is to the best of my knowledge complete and accurate as per the CEDARS Special Education Report Business Rules. A knowingly false claim on this report is a criminal offense under U.S. Code, Title 18, Section 1001 or Section 287;" and then select the Save button.

Do not print this certification page until after you have certified and saved. If the Save button has not been activated, then the data has not been locked and submitted to OSPI and the process has not yet been completed.

Once you have certified and selected the Save button, the application will be re-directed to the printable reports. Included on this page is the certification report that must be printed, signed and mailed to OSPI. The LEAs submission is not complete until the OSPI Special Education Department receives hard copy of the original, signed Certification page. It is important to keep a copy of this Certification page in the LEAs files.

An automated email will be sent to you and OSPI to notify that the LEA report has been certified.

Print, sign and mail the certification page to:

Anya Boettcher
Special Education, OSPI
PO Box 47200
Olympia, WA 98504-7200

OSPI staff will not send an email confirming receipt of the signed, hard copy Certification page. Follow-up from OSPI will only occur when the hard copy is not received. The signed Certification page does not need to be received by OSPI by the due date but should be submitted to OSPI by mid-January 2024.

Print/Download Tab

The final step for completing your Special Education Federal November Child Count is to download and/or print all reports. The available downloads and print friendly formatted reports are listed under this tab. The school year selection box will be defaulted to the current school year. There are three sets of reports:

- Certification Report for mailing to OSPI
- All LRE Reports (contains the same reports from *Certification tab — Step 2: Review* sub-tab)
- Validated student detail list

The Download button next to each report will ask you to open or save a copy of the report in Excel format. The Print Friendly button next to each report (except the validated student details list) will display a pop-up window with a print friendly version of the report. To download all the reports in one Excel workbook, select the button circled in the following screen shot.

Please remember, it is your LEAs responsibility to keep a copy of these reports available for auditing purposes.

REVISING THE FEDERAL COUNT

There will be instances in which the LEA will need to remove a student from the count or revise demographic data related to a student's record after the count has been validated and locked. Unlocking an LEAs count is requested through the Certification Tab within the count application. Click on the link specifying: "*If you would like to request of unlock of your data, please click here*"

Clicking the link will generate an email to OSPI Special Education staff who will then unlock the LEAs data as requested. The person requesting the unlock will receive an email when the application has been unlocked. Once the application is unlocked, the Step 1: Validation list of students will be visible. To remove a student from the list, uncheck the IEP and current evaluation *complete* box for that specific student and click the save button. Before exiting the application re-certify the data (see page 12 of this Guide). A new Certification page must be resubmitted to OSPI after the revision is completed.

If a student's record requires a correction to the LRE Code or Disability Category, see pages the *Errors* section of this Guide.

After the count deadline, student data may only be revised or removed until close of business January 15, 2023. LEAs will not have the opportunity to modify the federal child count after this deadline.

GENERAL REPORTING TIPS

- Only count students eligible on the count date (11/1/2023) served by your LEA.

- Age is the student's actual age on the count date.

- Disability and LRE codes must be reflective of the student's age on the count date.

- Each LEA must maintain a list of students counted by age/disability and ethnicity/disability for verification or audit purposes.

- These reports include only eligible students with IEPs ages 3 to 21 (students ages birth through 2 are NOT included on this report).

- LEAs are also encouraged to review the previous year's submission to look for any discrepancies in the current submission.

- If there is a student in the validation list that should not be counted, do not check the validation box.

- If the student is a "Choice" student, make sure the element is filled out correctly. This will impact how the student is summarized in the reports.

Why is a student missing from the validation list?

- This report displays students who are served in your LEA. If they are resident students, but served in another LEA, they will not be on this list.

- Log in to CEDARS and navigate to the submissions tab. Check the status of the last CEDARS submission. If the submission exceeded the logical delete threshold, the district security manager will need to review and either allow the submission to proceed or resubmit a new set of files.

- Check the CEDARS Exceptions Report and correct any exceptions about the student. To be able to validate a student on the Federal report, the student's CEDARS data cannot be a submission exception. The student also cannot be shown an error on the Validation list.

- Verify the student was enrolled in the LEA on or before November 1.

- Verify the student is reported as Primary School = Yes in your LEA or that the student is reported as Part-time Private School = Yes or Part-time Homebased = Yes in CEDARS.

Calculating Least Restrictive Environment (LRE)

As part of OSPI's ongoing verification and validation of data and information submitted annually to the US Department of Education, Office of Special Education Programs (OSEP), the Special Education Division at OSPI is providing these resources to assist LEAs in verifying LRE calculations.

- [Special Education Reopening Guidance: LRE Case Studies](#) (PDF)

- [Early Childhood Decision Tree/Flow Chart](#) (PDF)

- [LRE Calculator](#) (Excel)

- [Special Education Guidance for COVID-19](#) (Webpage)

LRE Codes and Definitions (from CEDARS Appendix W)

(Used by Element K06)

For Transitional Kindergarten students who are Ages 3-4 and in K, please use the LRE's designated with the "Students with IEPs Age 5 and in PK or Ages 3 and 4 regardless of grade level". **For Transitional Kindergarten students who are Age 5 and in K, please use the LRE's designated with the "Students with IEPs Ages 6 to 21 Regardless of Grade Level & Age 5 Not Grade Level PK.**

Code	Students with IEPs Ages 6 to 21 Regardless of Grade Level & Age 5 Not Grade Level PK
1	**80% - 100% Regular Class** (Ages 6 to 21 regardless of grade level and Age 5 *not* in grade level PK) These are children who received special education and related services outside the regular classroom **(i.e., in a special education setting)** for less than 21 percent of the school day. This may include students with IEPs placed in • Regular class with special education/related services provided within regular classes. • Regular class with special education/related services provided outside regular classes. • Regular class with special education services provided in resource rooms
2	**40% - 79% Regular Class** (Ages 6 to 21 regardless of grade level and Age 5 *not* in grade level PK) These are children who received special education and related services outside the regular classroom **(i.e., in a special education setting)** for more than 60% of the school day. Do not include children who are reported as receiving education programs in a public or private separate school or residential facilities. This may include students with IEPs placed in: • Regular class with special education/related services provided within regular classes. • Resource rooms with part-time instruct in a regular class.
3	**0% - 39% Regular Class** (Ages 6 to 21 regardless of grade level and Age 5 *not* in grade level PK) These are children who received special education and related services outside the regular classroom (i.e., in a special education setting) for more than 60% of the school day. Do not include children who are reported as receiving education programs in a public or private separate school or residential facilities. This may include students with IEPs placed in: • Self-contained special classrooms with part-time instruction in a regular class. • Self-contained special classrooms with full-time special education instruction on a regular school campus. **Important Note:** Time spent in community settings (e.g., work placements, community outings, or other community activities) where non-disabled individuals are present is considered to be a regular education setting.
4	**Public Separate Day School** Student receiving special education/related services in public separate day school facilities. (Ages 6 to 21 regardless of grade level and Age 5 *not* in grade level PK) This includes special education students receiving special education and related services, at public expense, for greater than 50 percent of the school day in public separate schools. This may include children placed in: • Public day schools for students with disabilities. • Public day schools for students with disabilities for a portion of the school day (greater than 50 percent) and in regular school buildings for the remainder of the school day. • Washington Center for Deaf and Hard of Hearing Youth (CDHY) or Washington State

Code	Students with IEPs Ages 6 to 21 Regardless of Grade Level & Age 5 Not Grade Level PK
	• School for the Blind (WSSB) (if the student does not reside there during the week). **Important Note:** For students attending an off-campus 18-21 program, time spent in community settings (e.g., work placements, community outings, or other community activities) where non-disabled individuals are present is considered to be a *regular* education setting. If the student spends 50% or more of the school day in the community or other regular education settings, then LRE Code 4 would not be appropriate. For students in regular classroom/community settings for 50% or more of the day, LRE codes 1-3 would be used, by calculating the total amount of time the student spends in regular classroom/community setting divided by the total amount of time in the day (i.e., regular class/community time plus time in the separate special education classroom/school). LRE code 4 would be for those students who spend 51% or more of the day in the separate school setting (i.e., not in the community or regular classroom).
5	**Private Separate Day School** Student receiving special education/related services in private separate day school facilities. (Ages 6 to 21 regardless of grade level and Age 5 *not* in grade level PK) This includes students with IEPs receiving special education and related services, at public expense, for greater than 50 percent of the school day in private separate schools. This may include students with IEPs placed in: • Private day schools for students with IEPs. • Private day schools for students with IEPs for a portion of the school day (greater than 50 percent) and in regular school buildings for the remainder of the school day. • Private residential facilities, if the student does not live at the facility.
6	**Public Residential Facility** Student receiving special education/related services and lived in public residential facilities during the school week. (Ages 6 to 21 regardless of grade level and Age 5 *not* in grade level PK) This includes students with IEPs receiving special education and related services, at public expense, for greater than 50 percent of the school day in public residential facilities. This may include students with IEPs placed in: • Public residential schools for students with IEPs. • Public residential schools for students with IEPs for a portion of the school day (greater than 50 percent) and in separate day schools or regular school buildings for the remainder of the school day. • Washington Center for Deaf and Hard of Hearing Youth (CDHY) or Washington State • School for the Blind (WSSB) (if the student does reside there during the week). • Do not include students who received education programs at the facility, but do not live there.
7	**Private Residential Facility** Student receiving special education/related services and lived in private residential facilities during the school week. (Ages 6 to 21 regardless of grade level and Age 5 *not* in grade level PK) This includes students with IEPs receiving special education and related services, at public expense, for greater than 50 percent of the school day in private residential facilities. This may include students with IEPs placed in: • Private residential schools for students with IEPs. • Private residential schools for students with IEPs for a portion of the school day (greater than 50 percent) and in separate day schools or regular school buildings for the remainder of the school day. • Do not include students with IEPs who received education programs at the facility, but do not live there.
8	**Homebound or Hospital Program** (Ages 6 to 21 regardless of grade level and Age 5 *not* in grade level PK) This may include special education students placed in and receiving special education and related services in: • Hospital programs. • Homebound programs-do not include home-schooled students. See LRE Part A Code 31.

Code	Students with IEPs Ages 6 to 21 Regardless of Grade Level & Age 5 Not Grade Level PK
	• Do not include students with IEPs whose parents have opted to home-school them and who receive special education at public expense.
9	**Parentally-Placed in Private Schools (PPPS)** Student receiving special education/related services who has been enrolled by their parents/guardians in a private school. (Ages 6 to 21 regardless of grade level and Age 5 *not* in grade level PK) This includes students with IEPs who have been **enrolled by their parents or guardians** in regular parochial or other private schools and whose basic education is paid through private resources and who receive special education and related services at public expense from a local educational agency (i.e., students **enrolled by their parents/guardians** in a private school who are part-time enrolled in the LEA for services through an IEP). **Important Note:** Do not include students with IEPs who are placed in a private school **by the school district**.
10	**Home Schooled/Part-Time Enrolled** Student whose parents or guardians chose to home-school under RCW 28A.225.010(4) and is receiving special education/related services by a public school district through an IEP. (Ages 6 to 21 regardless of grade level and Age 5 *not* in grade level PK) Include students with IEPs whose parents chose to home-school them, but who receive special education and related services in his or her resident school district pursuant to RCW 28A.150.350 and chapter 392-134 WAC.
30	**Student Receiving Special Education/Related Services in Correctional Facilities** (Ages 6 to 21 regardless of grade level and Age 5 *not* in grade level PK) This includes students with IEPs receiving special education in: • Short-term detention facilities (community-based or residential). • Correctional facilities.

Code	Students with IEPs Any Grade Level and Any Age
11	**Non-Public Agency – Residential** Students with IEPs **placed and lived** in a state-approved non-public school by a public school district and receives services through an IEP.
12	**Non-Public Agency – Day School** Students with disabilities **placed but did not live** in a state-approved non-public school by a public school district and receives services through an IEP.

Code	Students with IEPs Age 5 and Grade Level PK / Ages 3 and 4 Regardless of Grade Level
13	**Early Childhood Home Setting** (Age 5 and grade level PK and Ages 3 and 4 regardless of grade level) Report students with IEPs (Age 5 and grade level PK and Ages 3 and 4 regardless of grade level) who received the majority of their special education and related services in the principal residence of the student's family or caregivers, and who did not attend a regular early childhood program or a special education program provided in a separate class, separate school, or residential facility. Include students with IEPs who receive special education and related services both at home and in some other location, if they are receiving the majority of their services in the home. The term caregiver includes babysitters.

Code	Students with IEPs Age 5 and Grade Level PK / Ages 3 and 4 Regardless of Grade Level
14	**Regular Early Childhood Program** At least 10 hours per week and receives the majority of hours of special education and related services in the Regular Early Childhood Program. (Age 5 and grade level PK and Ages 3 and 4 regardless of grade level) The student with IEP is receiving the majority of hours of special education and related services in the Regular Early Childhood Program (and the student attends a Regular Early Childhood Program at least 10 hours per week).
15	**Early Childhood Residential Facility** (Age 5 and grade level PK and Ages 3 and 4 regardless of grade level) Report students with IEPs (Age 5 and grade level PK and Ages 3 and 4 regardless of grade level) who received education programs in publicly or privately operated residential schools or residential medical facilities on an inpatient basis (do not include children who also attended a regular early childhood program). Report the child in this category even if the child <u>also</u> receives special education services in the home or in the service provider location or some other location.
16	**Early Childhood Separate School** (Age 5 and grade level PK and Ages 3 and 4 regardless of grade level) Report students with IEPs (Age 5 and grade level PK and Ages 3 and 4 regardless of grade level) who received education programs in public or private day schools designed specifically for children with disabilities (do not include children who also attended a regular early childhood program. Report the child in this category even if the child <u>also</u> receives special education services in the home or in the service provider location or some other location.
17	**Regular Early Childhood Program** At least 10 hours per week and receives the majority of hours of special education and related services in some other location. (Age 5 and grade level PK and Ages 3 and 4 regardless of grade level) The child is receiving the majority of hours of special education and related services in some other location (and the child attends a Regular Early Childhood Program at least 10 hours per week).
18	**Regular Early Childhood Program** Less than 10 hours per week and receives the majority of hours of special education and related services in the Regular Early Childhood Program. (Age 5 and grade level PK and Ages 3 and 4 regardless of grade level) The child is receiving the majority of hours of special education and related services in the Regular Early Childhood Program (and the child attends a Regular Early Childhood Program less than 10 hours per week).
19	**Regular Early Childhood Program** Less than 10 hours per week and receives the majority of hours of special education and related services in some other location. (Age 5 and grade level PK and Ages 3 and 4 regardless of grade level) The child is receiving the majority of hours of special education and related services in some other location (and the child attends a Regular Early Childhood Program less than 10 hours per week).

Code	Students with IEPs Age 5 and Grade Level PK / Ages 3 and 4 Regardless of Grade Level
35	**Separate Class** (Age 5 and grade level PK and Ages 3 and 4 regardless of grade level) Report students with IEPs (Age 5 and grade level PK and Ages 3 and 4 regardless of grade level) who attended a special education program in a class with less than 50 percent nondisabled children (do not include children who also attended a regular early childhood program. Separate class examples include, but are not limited to: regular school buildings, trailers or portables outside regular school buildings; child care facilities; hospital facilities on an outpatient basis; other community based settings. Report the child in this category even if the child <u>also</u> receives special education services in the home or in the service provider location or some other location.
36	**Service Provider Location** (Age 5 and grade level PK and Ages 3 and 4 regardless of grade level) Report students with IEPs (Age 5 and grade level PK and Ages 3 and 4 regardless of grade level) who received the majority of their special education and related services from a service provider or some other location that is not in any other category, and who did not attend an early childhood program or a special education program provided in a separate class, separate school, or residential facility. For example, speech instruction provided in: • Private clinicians' offices. • Clinicians' offices located in school buildings. • Hospital facilities on an outpatient basis. • Libraries and other public locations. Do not include children who also received special education at home. Children who received special education both in a service provider location and at home should be reported in the home category.

Contact Information/Resources

SPECIAL EDUCATION

Sandy Grummick

specialeddata@k12.wa.us

360-725-6075/360-522-3578

OSPI CUSTOMER SUPPORT

customersupport@k12.wa.us

1-800-725-4311, Option 1

OSPI TTY

360-664-3631

EDUCATION DATA SYSTEM (EDS)

Contact your District Data Security Manager

EDS User Guide and Policy

CEDARS DATA

CEDARS Data Manuals, Training Materials and Other documents

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