Special Education November Federal Child Count

Application User Guide

2026-27 School Year

Washington Office of Superintendent of
PUBLIC INSTRUCTION

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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 information displayed in this application. This report must be submitted no later than December 16, 2026.

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
- Validating your submission
- Reviewing and correcting errors
- 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 number of students with disabilities and the setting where they receive special education and related services. This data must also include each student's disability category, ethnicity, gender, and English Learner (EL) status.

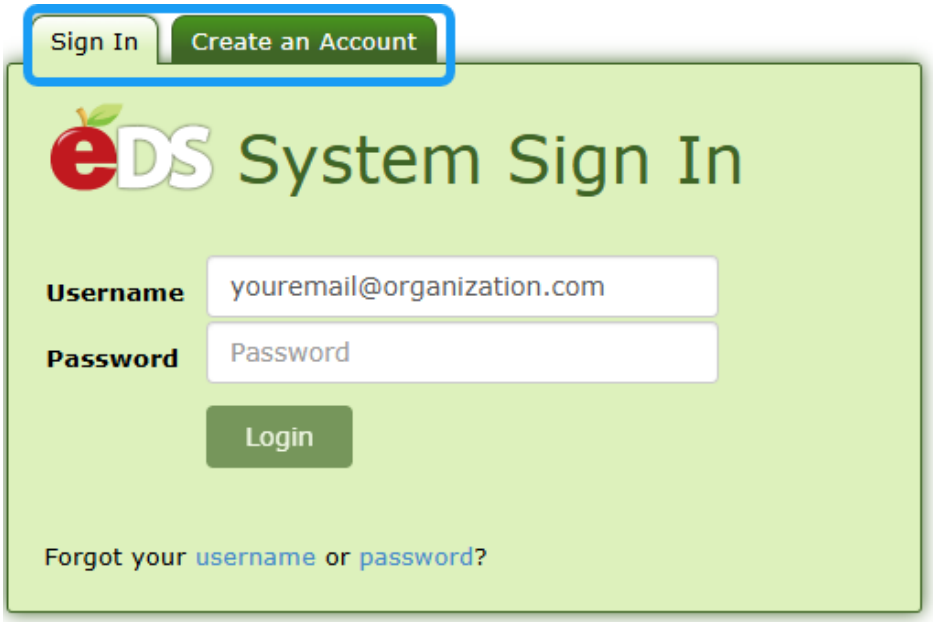
Accessing the Application

To access the Special Education November Federal Child Count Application:

1. Log into the Education Data System (EDS).
2. Select 'I Agree' on the Acceptable Use window.
3. Select the 'View My Applications' link.
4. 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 list of the district security managers can be found in EDS.

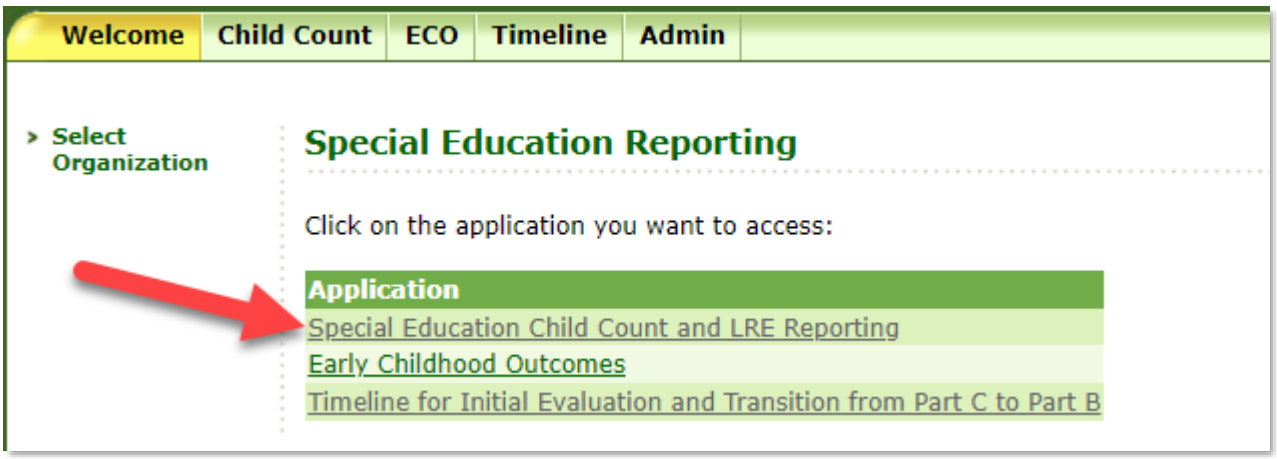


The following EDS user roles give access to the Special Education Reporting applications:

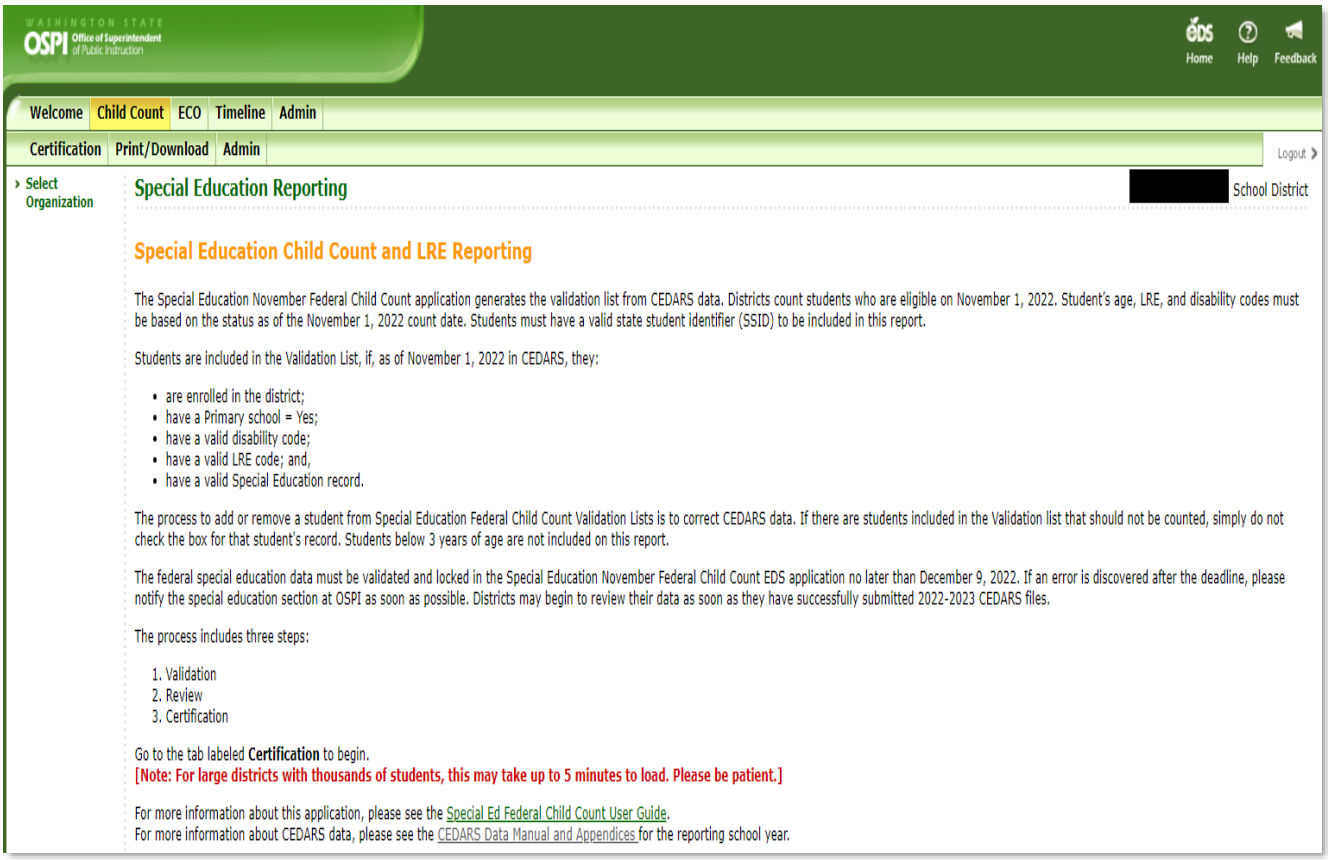
- CEDARS District Administrator
- Special Ed Report User

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. From this page, select the Special Education Child Count and LRE Reporting application.



After selecting the application, a landing page appears that describes the purpose of the application and the steps required to complete the reporting process. At the top of this page, there are two tabs: **Certification** and **Print/Download**. Select the **Certification** tab to begin.



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 displays a list of the LEA's students with disabilities who are enrolled and served in special education, as reported in CEDARS. Only students reported in CEDARS as being served by the LEA will appear in the Validation list.

The data in the table can be sorted by clicking the green column headers. By default, records are sorted in the following order: error records, non-validated records, and then validated records. If you update a record and select **Save**, the list will return to this default sort order.

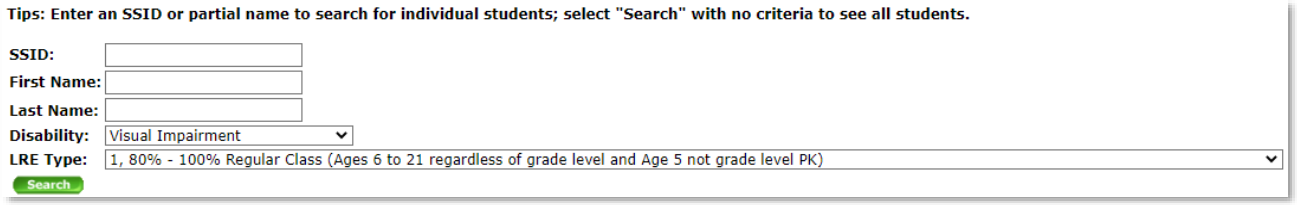
Do not assume that a student can be counted just because they show up on the Validation list. LEAs are responsible for ensuring each validated student meets all the criteria as of the November count date.

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 in Excel. To export detailed student-level data, select the Excel download format. [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 select all corresponding check 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 "select all" option and then clearing specific records may be faster than selecting each box one at a time. However, it is up to you to determine what will work best for you.

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.

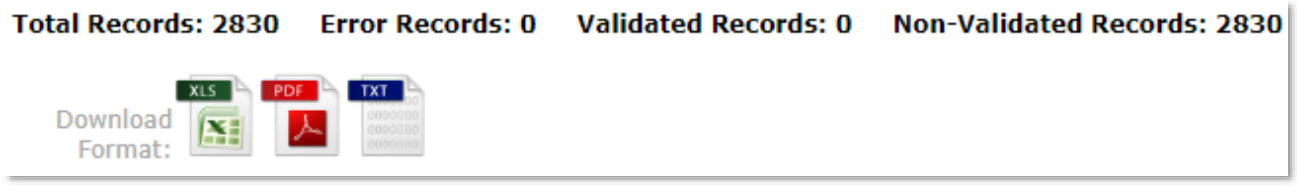


After all the students who should be included in the count are checked, select the *Save* button at the bottom of the list. LEAs with more than 1,000 students with disabilities enrolled and served in special education programs will have multiple pages to validate and save. Each page must be saved before 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.



It is also a good idea to download the Validation list and save it in a secure location for future reference.

Student Validation List Business Rules

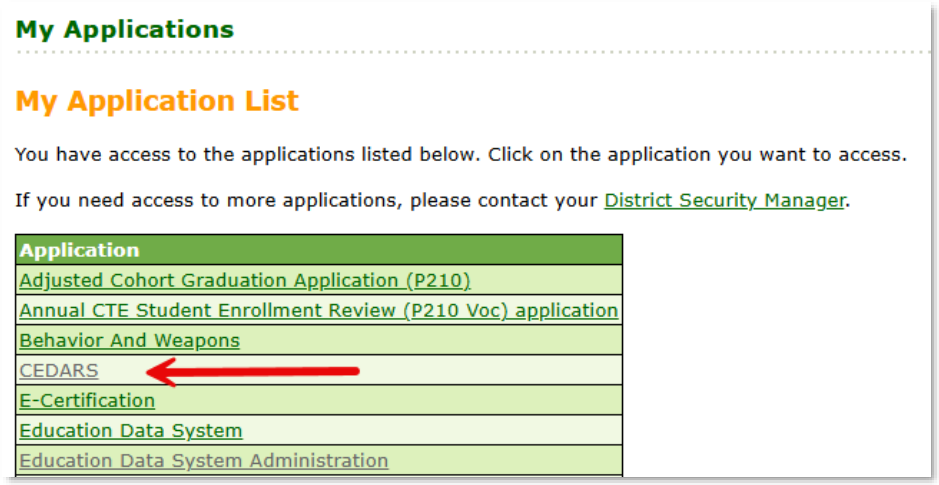
How to determine why students do or do not display on the Special Ed Federal Child Count Validation:

- Counted students must be age 3–22 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.

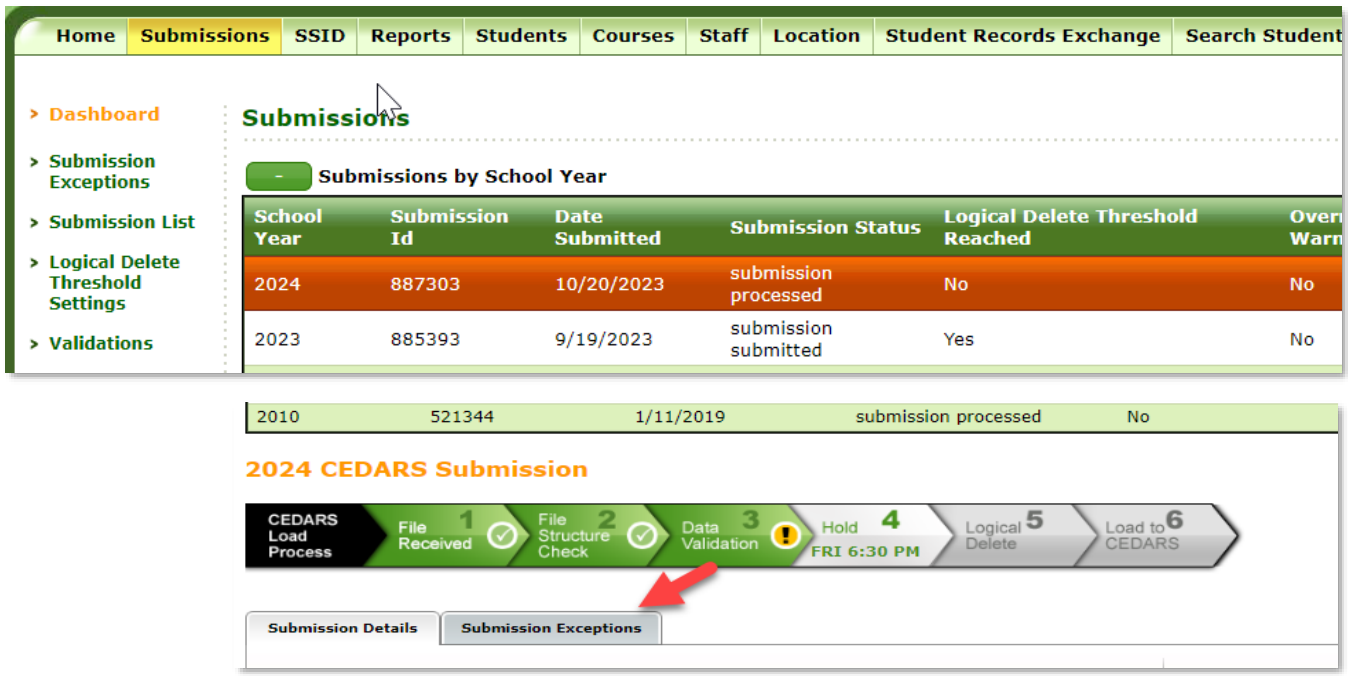
Errors

Most errors are resolved prior to data populating the EDS application. Check for any missing records by logging into CEDARS and reviewing submission details for errors.

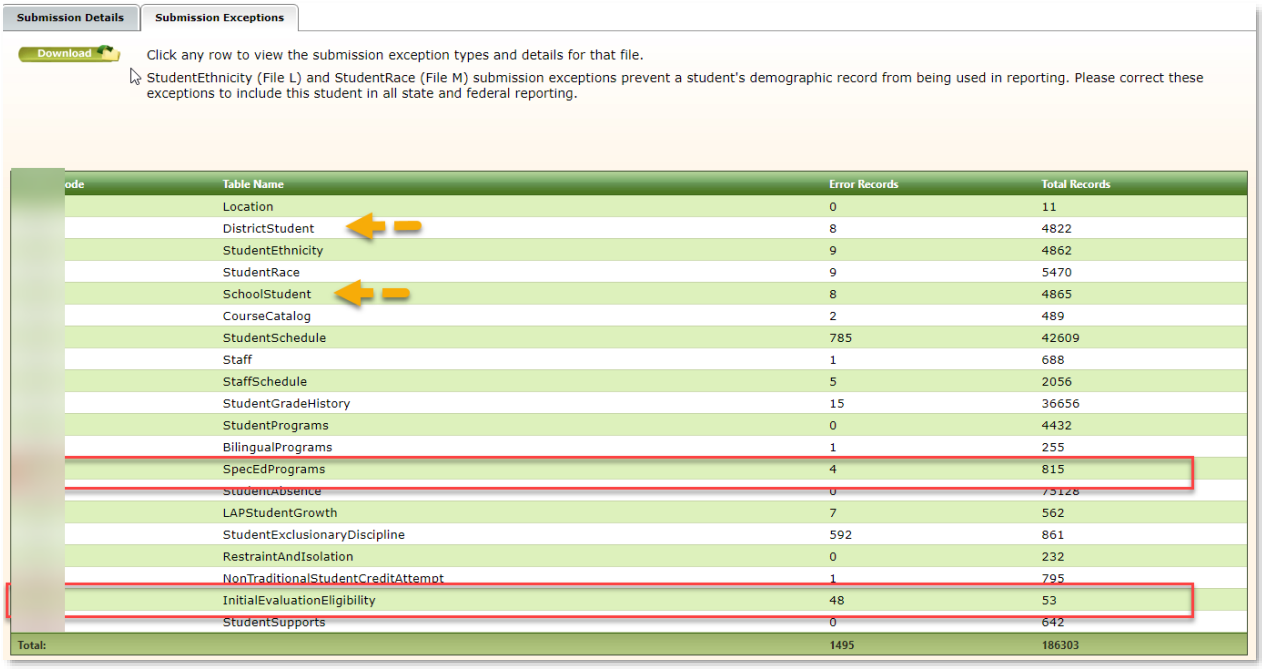
First, log into CEDARS.



Then navigate to Submission Exceptions, and choose the CEDARS file to review the records.



A record missing from the application could be due to an error in a CEDARS File under: DistrictStudent, SchoolStudent, StudentPrograms, or SpecEdPrograms. Select one of these CEDARS files to look for the missing record(s).



ode	Table Name	Error Records	Total Records
	Location	0	11
	DistrictStudent	8	4822
	StudentEthnicity	9	4862
	StudentRace	9	5470
	SchoolStudent	8	4865
	CourseCatalog	2	489
	StudentSchedule	785	42609
	Staff	1	688
	StaffSchedule	5	2056
	StudentGradeHistory	15	36656
	StudentPrograms	0	4432
	BilingualPrograms	1	255
	SpecEdPrograms	4	815
	StudentAbsence	0	75128
	LAPStudentGrowth	7	562
	StudentExclusionaryDiscipline	592	861
	RestraintAndIsolation	0	232
	NonTraditionalStudentCreditAttempt	1	795
	InitialEvaluationEligibility	48	53
	StudentSupports	0	642
Total:		1495	186303

Selecting the "View All Errors" button provides an overview of the errors for that specific file. A record could contain more than one error.

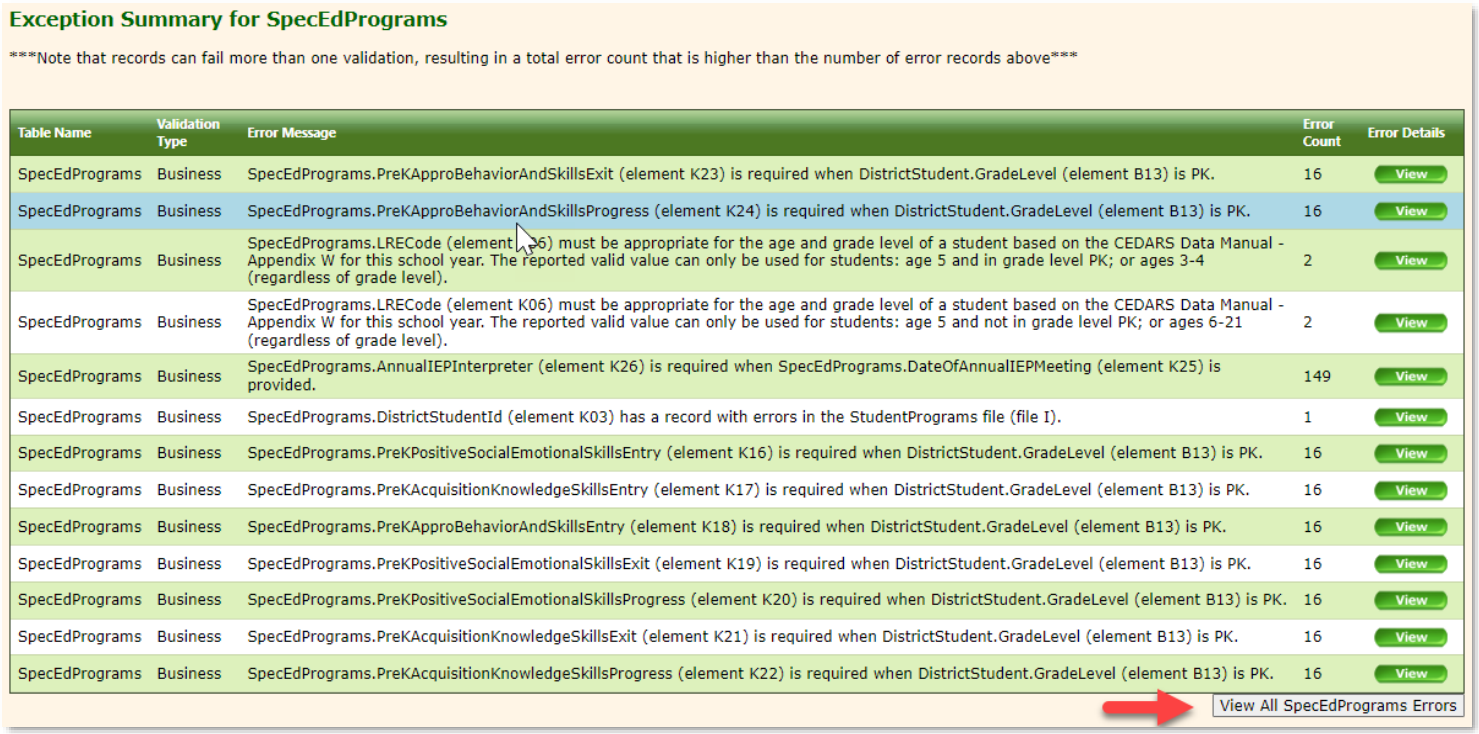
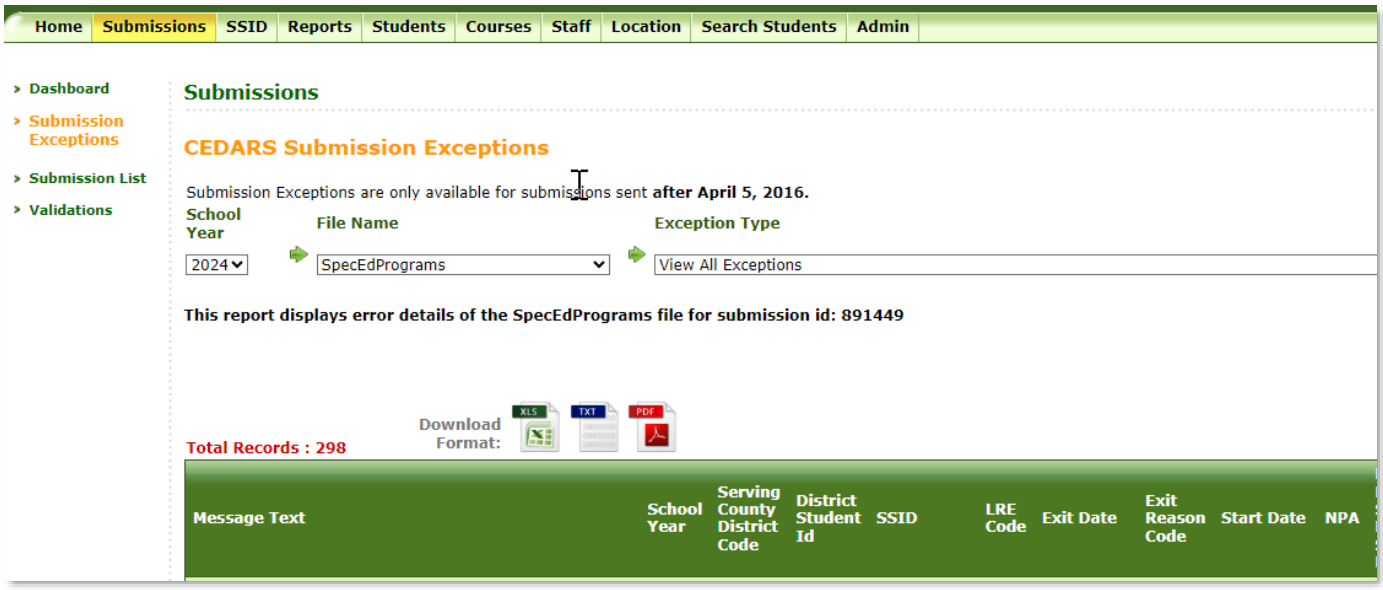


Table Name	Validation Type	Error Message	Error Count	Error Details
SpecEdPrograms	Business	SpecEdPrograms.PreKApproBehaviorAndSkillsExit (element K23) is required when DistrictStudent.GradeLevel (element B13) is PK.	16	View
SpecEdPrograms	Business	SpecEdPrograms.PreKApproBehaviorAndSkillsProgress (element K24) is required when DistrictStudent.GradeLevel (element B13) is PK.	16	View
SpecEdPrograms	Business	SpecEdPrograms.LRECode (element K06) must be appropriate for the age and grade level of a student based on the CEDARS Data Manual - Appendix W for this school year. The reported valid value can only be used for students: age 5 and in grade level PK; or ages 3-4 (regardless of grade level).	2	View
SpecEdPrograms	Business	SpecEdPrograms.LRECode (element K06) must be appropriate for the age and grade level of a student based on the CEDARS Data Manual - Appendix W for this school year. The reported valid value can only be used for students: age 5 and not in grade level PK; or ages 6-21 (regardless of grade level).	2	View
SpecEdPrograms	Business	SpecEdPrograms.AnnualIEPInterpreter (element K26) is required when SpecEdPrograms.DateOfAnnualIEPMeeting (element K25) is provided.	149	View
SpecEdPrograms	Business	SpecEdPrograms.DistrictStudentId (element K03) has a record with errors in the StudentPrograms file (file I).	1	View
SpecEdPrograms	Business	SpecEdPrograms.PreKPositiveSocialEmotionalSkillsEntry (element K16) is required when DistrictStudent.GradeLevel (element B13) is PK.	16	View
SpecEdPrograms	Business	SpecEdPrograms.PreKAcquisitionKnowledgeSkillsEntry (element K17) is required when DistrictStudent.GradeLevel (element B13) is PK.	16	View
SpecEdPrograms	Business	SpecEdPrograms.PreKApproBehaviorAndSkillsEntry (element K18) is required when DistrictStudent.GradeLevel (element B13) is PK.	16	View
SpecEdPrograms	Business	SpecEdPrograms.PreKPositiveSocialEmotionalSkillsExit (element K19) is required when DistrictStudent.GradeLevel (element B13) is PK.	16	View
SpecEdPrograms	Business	SpecEdPrograms.PreKPositiveSocialEmotionalSkillsProgress (element K20) is required when DistrictStudent.GradeLevel (element B13) is PK.	16	View
SpecEdPrograms	Business	SpecEdPrograms.PreKAcquisitionKnowledgeSkillsExit (element K21) is required when DistrictStudent.GradeLevel (element B13) is PK.	16	View
SpecEdPrograms	Business	SpecEdPrograms.PreKAcquisitionKnowledgeSkillsProgress (element K22) is required when DistrictStudent.GradeLevel (element B13) is PK.	16	View

View All SpecEdPrograms Errors

To search or sort the errors, download the data as an Excel or text file.



The two most common reasons for missing records in the Child Count application are:

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)).

One example of an error message in CEDARS may be: "StudentAttributesAndPrograms.QualificationCode (element I10) can only be '1' if student is less than 10-years old when StudentAttributesAndPrograms.ProgramCode (element I06) is '36'" or "Students enrolled in SpecEdPrograms (file K) must have a StudentAttributesAndPrograms.ProgramCode (element I06) set to '36' - Student Identified with a Disability."

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 divided into three categories:

- Students who are ages 3 and 4 with any grade level and age 5 with a grade level of PK (preschool).
- Students who are age 5 who are not grade level PK and age 6–22 with any grade level.
- Any grade and any age (although we do not expect preschool students to be served in non-public agencies or residential facilities) – Can only be used with LRE Code's 11 and 12.

An example of a CEDARS error message may be: "SpecEdPrograms.LRECode (element K06) must be appropriate for the age of a student based on the CEDARS Data Manual - Appendix W for this school year."

Refer to the 2026-27 CEDARS Manual Appendix W for details.

Correcting CEDARS Submission errors

CEDARS submission errors are corrected by updating information from your LEAs student information system and resubmitting to CEDARS.

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 generate a submission error 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.

For 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. 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.

How CEDARS Data Updates this Application

Only non-validated records are updated when new or corrected CEDARS data is received. If data about a validated student record needs to be changed:

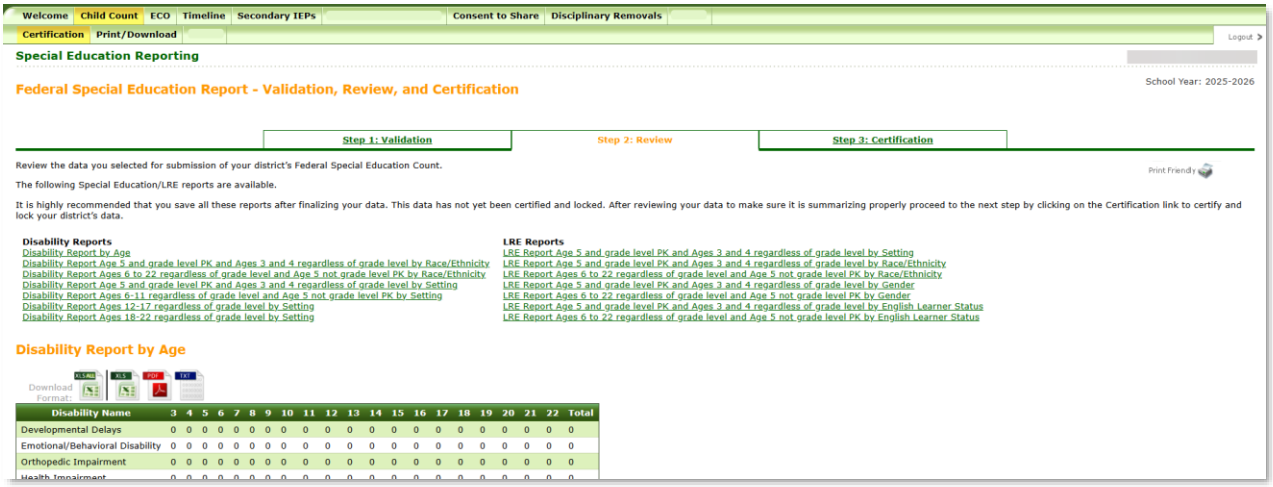
1. un-validate the student record in this application (uncheck the box and Save), and
2. correct the student record in CEDARS.

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 Special Education November Federal Child Count summarized by LRE, race/ethnicity, EL status, age, gender, and disability category. Review the reports to ensure accuracy. Reports can be printed by selecting the print-friendly icon in the upper-right corner of the screen. After certifying that your data is accurate on the Certification page, you can also download reports from the Print/Download tab.



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 listing the number of students served by your LEA but reported as residents of another LEA.

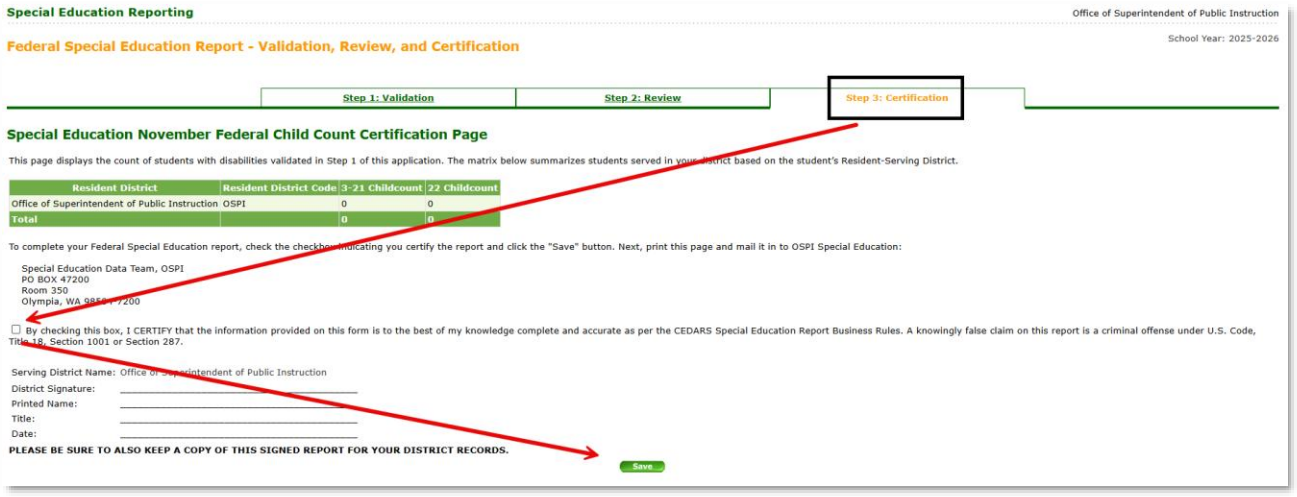
How the table populates:

- 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 a LEA other than your own if:

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

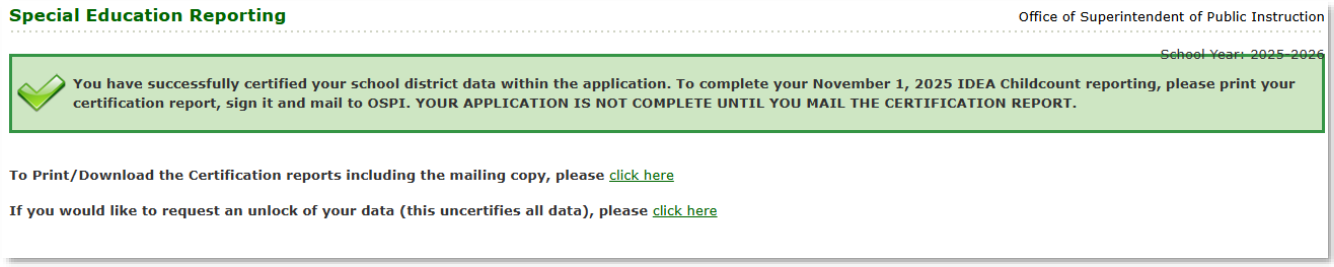
Verify that the numbers on the certification page match the numbers from the Validation list. Once you have verified that the matrix is summarizing correctly, certify the report. To certify, select the box under the summary table titled: "By checking this box, I certify that the information provided 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 LEA's 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:

Special Education Data, 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 2027.

Print/Download

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 defaults to the current school year. There are three sets of reports:

- Certification Report for mailing to OSPI
- Validated and Non-validated students lists
- Summary reports by age

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.

NOTE: it is your LEAs responsibility to keep a copy of these reports available for auditing purposes.

Revising the November Federal Child 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 an unlock of your data, please click here"

Clicking the link will generate an email to OSPI Special Education staff who will then unlock the LEA's data as requested. The person requesting the unlock will receive an email when the application has been unlocked. Once the application is unlocked, 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 11 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, refer to the Errors section of this Guide.

After the count deadline, student data may only be revised or removed until close of business January 15, 2027. 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 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 22 (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. Additionally, the student cannot be shown as 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 (CEDARS Appendix W)

(Used by Element K06) Refer to CEDARS Appendix W for LRE code details.

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

Beginning in the 2024-25 school year, Transition to kindergarten (TK) was added to CEDARS as a grade level. Students who coded in CEDARS File B, Element B13 as grade level TK should use the following LRE codes.

Students who are Ages 3-4 and in transition to kindergarten or kindergarten, should use the LRE's designated with the "Students with IEPs Age 5 and in PK or Ages 3 and 4 regardless of grade level".

Students who are Age 5 and in transition to kindergarten or kindergarten, should use the LRE's designated with the "Students with IEPs Ages 6 to 22 Regardless of Grade Level & Age 5 Not Grade Level PK.

Code	Students with IEPs Ages 6 to 22 Regardless of Grade Level & Age 5 *Not* in grade level PK
1	**80% - 100% Regular Class** 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% 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 • If the student is served part-time in a non-public agency, report the non-public agency in Element K15.
2	**40% - 79% Regular Class** These are children who received special education and related services outside the regular classroom **(i.e., in a special education setting)** for 21% to 60% of the school day. 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. • If the student is served part-time in a non-public agency, report the non-public agency in Element K15. Do not include children who are reported as receiving education programs in a public or private separate school or residential facilities.
3	**0% - 39% Regular Class** 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. • If the student is served part-time in a non-public agency, report the non-public agency in Element K15. **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.

Code	Students with IEPs Ages 6 to 22 Regardless of Grade Level & Age 5 *Not* in grade level PK
4	**Public Separate Day School** 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 School for the Blind (WSSB) (if the student does not reside there during the week). **Important Note:** For students attending an off-campus 18-22 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. Calculate 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). 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.
5	**Private Separate Day School** 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** This includes students with IEPs receiving special education and related services, at public expense, for greater than 50 percent of the school day and also living 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 receive education programs at the facility, but do not live there.

Code	Students with IEPs Ages 6 to 22 Regardless of Grade Level & Age 5 *Not* in grade level PK
7	**Private Residential Facility** Student receiving special education/related services and lived in private residential facilities during the school week. (Ages 6 to 22 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 who received education programs at the facility, but do not live there.
8	**Homebound or Hospital Program** 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 Code 10. 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)** 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 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** 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 in and living at** a state-approved non-public school by a public school district and receiving services through an IEP. 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 or public residential facilities. This may include students with IEPs placed in: • Private or public residential schools for students with IEPs. • Private or 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. This code is not appropriate for students served at the private or public residential school for less than 50 percent of the day. However, the non-public agency should still be reported in Element K15.
12	**Non-Public Agency – Day School** Students with disabilities **placed in but not living in** a state-approved non-public school by a public school district and receiving services through an IEP. 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 or public residential facilities. This may include students with IEPs placed in: • Private or public residential schools for students with IEPs. • Private or 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. This code is not appropriate for students served at the private or public residential school for less than 50 percent of the day. However, the non-public agency should still be reported in Element K15.

Code	Students with IEPs Age 5 and Grade Level PK & Ages 3 and 4 Regardless of Grade Level
13	**Early Childhood Home Setting** 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.
14	**Regular Early Childhood Program, attends 10 hours a week, with most services in EC Program** The student with an 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). If the student is served part-time in a non-public agency, report the non-public agency in Element K15.
15	**Early Childhood Residential Facility** Report students with IEPs 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). Use this category even if the child also receives special education services in the home, the service provider location, or some other location.
16	**Early Childhood Separate School** 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 also receives special education services in the home or in the service provider location or some other location.
17	**Regular Early Childhood Program, attends 10 hours per week, most services elsewhere** 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). If the student is served part-time in a non-public agency, report the non-public agency in Element K15.

Code	Students with IEPs Age 5 and Grade Level PK & Ages 3 and 4 Regardless of Grade Level
18	**Regular Early Childhood Program, attends less than 10 hours, most services in EC Program** 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). If the student is served part-time in a non-public agency, report the non-public agency in Element K15.
19	**Regular Early Childhood Program, attends less than 10 hours, most services elsewhere** 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). If the student is served part-time in a non-public agency, report the non-public agency in Element K15.
35	**Separate Class** 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 also receives special education services in the home or in the service provider location or some other location.
36	**Service Provider Location** 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

OSPI Special Education

Madisen Black/ Chethana Nanjundappa

specialeddata@k12.wa.us

(564) 999-1421/ (564) 669-1956

OSPI Student information

AskSI@k12.wa.us

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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