

# ACCESSING THE FOSTER CARE REPORT ON CEDARS

## 1. Log into the [EDS \(Education Data System\)](#) here.

A link to EDS is also found on OSPI's public website: <http://www.k12.wa.us/>.

The screenshot shows the OSPI website layout. On the left, there is a profile for Superintendent Chris Reykdal with links for 'About the Superintendent', 'News', and 'Contact Us'. The main content area is titled 'What's Happening at OSPI' and lists several COVID-19 guidance and resource updates. On the right, there is a 'DISTRICT ADMINISTRATORS' section and a 'OSPI ON TWITTER' section with recent tweets. At the bottom, a yellow navigation bar contains several categories: 'Trending Topics', 'Information for...' (with sub-links for Educators, Parents & Families, and District Administrators), 'Data & Research' (with sub-links for School Report Card, Resource Clearinghouse, and Education Data System (EDS) CEDARS), 'Translate This Page' (with a language selector), 'Contact OSPI' (with links for Contact the Agency, Work for OSPI, Request Public Records, File a Complaint, and Website Accessibility), and 'Reach OSPI' (with contact information for the Old Capitol Building). A red circle highlights the 'Education Data System (EDS) CEDARS' link, and a red arrow points to it from the 'Contact OSPI' section.

All students prepared for post-secondary pathways, careers, and civic engagement.  
[Contact Us](#) | [Site Info](#) | [Staff Only](#) | [Privacy Policy](#)

### ***Don't have an EDS account?***

Customers new to EDS will select 'Create an Account' from the EDS log in screen.

Many customers (specifically educators in the state of Washington) have an EDS account that is created by the E-Certification system. If you are an educator and already have an EDS account but have never logged into EDS, you will need to claim that account.



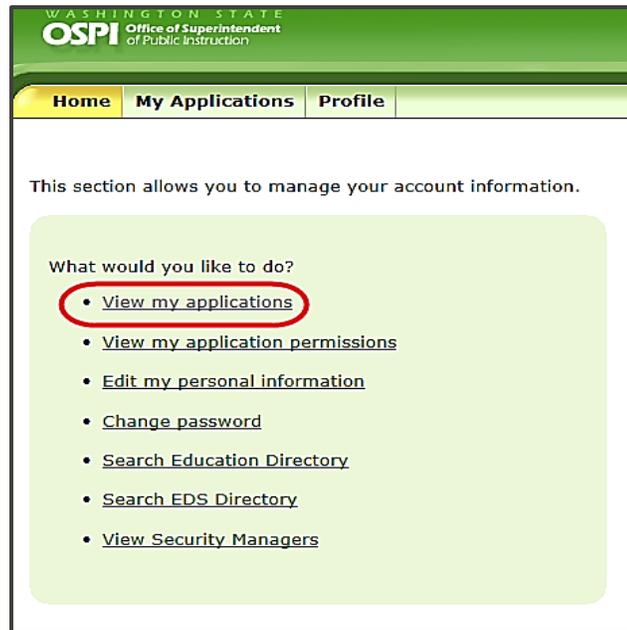
### ***Need help accessing your EDS account?***

Contact your [District Data Security Manager \(DDSM\)](#). DDSMs manage account access for all individuals within their district.

**Once you have an EDS account, you will need to request the security role that will allow you to access the CEDARS Foster Care Report.** To do this:

Contact the [District Data Security Manager \(DDSM\)](#) for your organization and request the "Foster Care Liaison" role be assigned to your EDS account.

2. Select "View My Applications" from the options in the green box.



3. Select "CEDARS" from the Application box.



4. If you have CEDARS access for more than one district, you will need to "Select Organization". If not, skip to step #5.

Home Submissions SSID Reports Students Courses Staff Log Out

**Welcome**

**Select an Organization**

Please select your organization.

Organization:

5. Select "Reports".

Home **Reports**

- > Select Organization
- > Info Center
- > OSPI CEDARS website
- > SIMON

**Welcome**

**CEDARS Info Center**

NAVIGATION TIPS:

The various sections of the CEDARS application are accessed by clicking on the links shown on the left side navigation bar. You may move to those sections by clicking on the links shown on the left side navigation bar.

Info Center:

All CEDARS information is located at <http://k12.wa.us/CEDARS>

LATEST ANNOUNCEMENTS FROM OSPI C

6. Select "Foster Care".

Home **Reports**

**Enrollment**

- > All Students
- > District Student Attribute Enrollment
- > P210 Withdrawal Preview
- > Disability Status
- > Cohort Population
- > **Foster Care**

**Enrollment Reports**

**All Students Enrollment**

The Enrollment Report is based on student enrollment data. Please select your search criteria, then click on the 'Go' button.

School Year:

Organization:

Between Start Date:  and End Date:

## 7. Read and accept the confidentiality agreement.



### INFORMATION ABOUT THIS REPORT

- Provides a current, point in time snapshot.
- Includes **only** those students who are in the Department of Children, Youth, and Families (DCYF's) care & custody **at the time report is run**.
- When student's DCYF case is closed, the name will no longer appear in the report.
- When a name drops off, verify that the student no longer qualifies. Refer student to other programs as needed.
- May not include youth in Tribal Welfare or federal foster care (Unaccompanied Refugee Minors).

### WHY IS IT IMPORTANT TO IDENTIFY STUDENTS IN FOSTER CARE?

Identifying which students are in foster care is an important part of improving educational outcomes for this at-risk population.

Identification is necessary for these reasons:

- To implement many state and federal educational provisions enacted to support students in foster care.
- Without knowing that a student is in foster care, school personnel may fail to comply with the following:
  - State laws including RCW requirements for school stability, ready enrollment (even in cases of missing records or identifying information) and transmittal of records to DCYF.
  - Federal laws including the Fostering Connections Act, Uninterrupted Scholars Act and ESEA.
- To identify students who are eligible for supplemental instructional services such as Title I, LAP, Child Nutrition Services, etc.

- To facilitate successful transitions for students.
- To facilitate high school completion and overall student success in school.
- To facilitate planning and transitioning into postsecondary education.

## **PRACTICES TO ENSURE CONFIDENTIALITY**

Identifying students in a way that maintains confidentiality and provides the utmost sensitivity is critical. Once students in foster care are properly identified, districts can implement systems and processes to track and ensure beneficial support to students.

While each district will develop its own system to support students in foster care, staff should always be mindful of the need for confidentiality. It could be harmful to students if peers learn of their foster care status. Also, foster care alumni and students in foster care have reported feeling negatively perceived by school staff. It is important for adults to be aware of students' rights to privacy and to understand the potential negative impact of revealing students' personal information.

**Here are some strategies to protect the confidentiality of students in foster care:**

- Thoughtfully file all forms, tracking logs, notebooks and data safely out of view of other students.
- Keep records secure from individuals who do not need to know the student is in foster care.
- All written information with student names should be behind password protection, in locked file cabinets or in locked bookshelves or drawers in order to avoid confidentiality violations and potential harm to a student.
- Avoid having conversations about confidential information in public spaces—particularly places where students or parents may overhear. The same care should be taken when having conversations with school staff when there are other adults around.
- Likewise, consider that confidentiality and protecting student privacy apply to both oral and written communication.

**The examples below are practices that promote or maintain confidentiality as described above while still identifying students:**

- Develop training and increase awareness with school registrars and front office staff on how to immediately enroll students and communicate newly enrolled foster students to the school district foster care liaison. Training should include sensitivity and awareness, confidentiality, safe and secure storing of records and effective practices that streamline enrollment.

- In addition to the student’s caregiver information, document the caseworker’s name and contact information in the student’s records in case further information or follow-up is needed.
- Track and monitor student progress for each campus and across the district by leveraging CEDARS Foster Care Report.

### **Communicating “need-to-know” information within a school district**

Federal and state laws and policies require that a student’s status of being in DCYF’s care and custody must generally be kept confidential. However, there will be times when information related to a student must be communicated to a teacher or school staff member who works with the student in order to ensure that the student’s health, welfare, safety and academic needs are being met. Exercising professionalism and sensitivity when addressing confidentiality issues is critical to developing an educational environment that protects and benefits students in foster care.

School personnel who might have a "need to know" about a student in foster care include the following:

- Superintendent, Principal or administrative staff—if necessary for enrollment, administrative or educational purposes.
- Teachers—if necessary for educational or other relevant classroom purposes.
- School counselor, school nurse—if necessary for educational or physical/mental health purposes.
- Title I, Part A/LAP directors and staff.
- Special education personnel—if student is or may be eligible for special education services.
- Coaches—if necessary or relevant to some aspect of the activity.
- Bus drivers—may need to know a student's address for transportation purposes; but may not need to know the student is in foster care.
- Front office staff and volunteers—may need to know who will pick the student up from school; but may not necessarily need to know the student is in foster care.
- Cafeteria staff—may need to know a student is eligible for school meal programs; but do not need to know on what eligibility grounds.

***Information from the foster care report is for in-district use only and may not be released to any third party.***

There may be additional students who qualify as being in foster care, who are not listed on this report including Unaccompanied Refugee Minors and those in Tribal Foster Care. The above guidance includes excerpts from the [Guide to Supporting Students in Foster Care](#), ©2018 Treehouse.

**For more information, please visit the OSPI [Foster Care Education website](#).**