Washington Office of Superintendent of
PUBLIC INSTRUCTION

Comprehensive Education Data and Research System (CEDARS)

Reporting Guidance

Comprehensive Education Data and Research System (CEDARS) Reporting Guidance

For the 2026-2027 School Year

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CEDARS Reporting Guidance
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PUBLICATION UPDATES

V19.0 June 2025

Location	Overview	Notes
Throughout, OSPI has replaced the full name of a program or service with the established acronym to reduce redundancy and improve readability.		
Advancement via Individual Determination (AVID)	Removed link to OSPI resources	
Attributes – 504 Plan	Updated guidance	Added information that speaks to not submitting students with a 504 plan who qualify but who do not have a plan developed or implemented.
Cambridge International	New guidance	Added guidance for new reporting requirements beginning in the 2026-27 school year
College in the High School	New guidance	Added guidance regarding requirement to submit approving Higher Education Institution
Computer Science	Removed information	Removed paragraph that includes link to Computer Science page and other information
Course Designation Codes and Reporting		Provided verbiage updates, and enhancements, and updating reporting requirements to multiple course designation codes
Early Childhood Outcomes	Updated guidance	
Enrollment Changes – Graduates & Completers	Updates	Updated to note the school withdrawal code of C2 will be deactivated at the end of 2026-27
Home School or Private School and Public School – Primary Status	Updated guidance	Expanded explanation of which Home or Private School students must be submitted as IsPrimary = Yes
Initial Evaluation And Eligibility Timelines – Enrollment Status	Updated guidance	
Non-Instructional Pathways	Updated guidance	Removed guidance regarding Student Schedule File (E) reporting requirements

Location	Overview	Notes
Placement/Screener Tests & Annual Assessments	Updated guidance	Removed outdated guidance and added new guidance for different sections
Reengagement Programs (Open Doors Youth Reengagement)	Removed information	Removed reference to archived annual P210 Voc reporting
Reporting Expectations by File and Instruction Type	Updated guidance	Updated and enhanced reporting expectations for online and running start courses
Seal of Biliteracy	Updated Guidance	Added information for students identified as biliterate proficient at the Intermediate or Advanced level
Staff Information – Certificate Numbers	Removed information	Removed information, and link, that spoke to guidance for obtaining a temporary certification
Student Absence		Removed outdated information
Student Sensory Disability	Updated guidance	Added new guidance to define students identified as blind/low vision and deaf/hard of hearing
Technical Skills	Removed reference	Removed reference to use of this data for federal reporting purposes
Training Presentations	Removed information	Removed links, provided note that documents will be moved to new CEDARS Resource and Trainings page
Transfers	Enhanced guidance	Enhanced guidance for which students can be submitted with a school withdrawal of T2 – Confirmed Transfer to Home or Private School

INTRODUCTION

Overview

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

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

Information contained within this document is intended to be complementary to information contained within other OSPI documents, namely the CEDARS manual itself. Please contact Customer Support if you find any inconsistencies in our guidance.

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

Publication Process

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

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

Document Versioning

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

Communication

OSPI uses email addresses from the Education Data System (EDS) Administration profile system to communicate with districts important information and deadlines. This means that the email address assigned as your username for EDS will be used when OSPI needs to communicate via email with each user, based on the roles assigned to the user in EDS.

A user can update and correct their email address (EDS username) in one of two ways:

- Individual personnel with access to EDS can view their personal information by logging into the system and viewing "Edit My Personal Information". The email address can be updated here, and the updated email address will become the user's new username when logging into EDS.

- District security managers may review and update user roles, assigned personnel, and email addresses within the EDS Administration link. The security manager can utilize either the

Security by Organization or Security by Role link within this site to review, update and make any/all pertinent changes. The updated email address will become the user's new username when logging into EDS.

CEDARS FUNCTIONALITY

Logical Delete

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

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

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

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

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

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

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

TRAINING PRESENTATIONS

Training links will be moved to CEDARS Resource and Training web page.

LOCATION

Location File (A)

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

Start Date

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

Unanticipated Delay

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

Schools may adjust the start date as long as:

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

Related Elements

Start/enrollment dates are reported in multiple files and may be contingent upon the date reported in E*lement A07 – Initial School Start Date* depending on the Student Information System (SIS) your LEA uses. These elements must be changed if *A07 – Initial School Start Date* was modified and the business rules and/or SIS requires the element dates to match.

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

Resources

Enrollment count day: OSPI School Apportionment
Instructional hour requirements: The Washington State Board of Education (SBE)

DISTRICT AND SCHOOL ENROLLMENT

District Student File (B)
School Student File (C)

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

Eligibility

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

New Washington Resident

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

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

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

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

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

See *Enrollment Changes* for transfer reporting guidance.

Older Than Age 18

Students can be served in public school past age 18 if they have not graduated. They should be reported as actively enrolled. Students are no longer eligible for services if they turn 21 prior to August 31 of the serving school year and are not receiving special education services.

Beginning with the 2025-26 school year, students who are age 21 prior to August 31, not yet 22, of the serving school year and are receiving special education services are eligible to continue their education and must be submitted to CEDARS.

Students not receiving special education services:

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

Students receiving special education services:

Student Turns 21	Eligible for Services
On or after September 1 of the serving school year	Yes
On or before August 31 of the serving school year and not yet 22	Yes

Previously Graduated

Per WAC 392-121-108 districts may not continue to provide public education services for students who have been reported to CEDARS as Graduates. This includes students with Individual Education Programs (IEPs) and students in CTE programs.

Example 1:
Student graduates and has been reported as a graduate to CEDARS. The student wants to continue participating in vocational skills center courses. This student is not eligible to continue enrollment in a Skill Center once they are reported as a graduate.

Example 2:
Student with an IEP graduates and has been reported as a graduate to CEDARS. The student wants to continue participating in Life Skills or transitional skills courses or programs. This student is not eligible to continue enrollment once they are reported as a graduate.

Home or Resident District

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

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

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

Name

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

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

Legal Name

Whenever possible, the student's legal name should be reported in District Student File (B) *Element B06 – Legal Last Name* and *Element B07 – Legal First Name*. If the student's legal name is not

available, or not provided, submit the name as provided by the parent/guardian.

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

If the student is eligible for Direct Certification or Medicaid funding, the funding may be lost if the legal name is not provided correctly, because Department of Social and Health Services (DSHS) only has the student's legal name and the records will not match in the automatic match process performed by OSPI that communicates to DSHS.

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

Preferred Name

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

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

Birth Date & Country

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

Gender Identification

Change in Identification

Per the OSPI Equity and Civil Rights Office:
"In our state, because there are no requirements for how gender is collected for the purpose of maintaining student records, school districts should adopt a process similar to the one they use for a student who wishes to change their ethnicity. It provides a process for parents and/or youth to change their gender designation in student information systems and on school documents. The process should not be overly cumbersome, and the district should not require verification from a physician. In other words, it should be relatively simple. This change is not retroactive, but it should be effective moving forward."

The following language was used in OSPI's communication to LEAs:

"School districts may change a student's gender designation upon parent/student request, by using a process similar to the one they use to change a student's ethnicity. The change should be recorded in the district's Student Information System and sent as the new value in the next CEDARS submission. The new value will replace the value previously sent for the student."

Any change(s) to gender identification should be made within the district's SIS and sent as the new value in the next CEDARS submission. The new value will replace the value previously sent for the student.

Identification Categories

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

X - Gender not exclusively male or female was added to CEDARS in 2018-19 to align with the Department of Health Washington Administrative Code change to WAC 246-490-075(4), wherein sex designation on a birth certificate may be changed to X. However, the presentation of a birth certificate is not required for CEDARS reporting of gender information. See the Proof Document Requirements section within this document for OSPI expectations regarding birth certificates and other forms of vital information records.

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

Proof Document Requirements

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

Under RCW 28A.225.160, "Except as otherwise provided by law or rules adopted by the superintendent of public instruction, districts may establish uniform entry qualifications, including but not limited to birth date requirements, for admission to kindergarten and first grade programs of the common schools."

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

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

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

The Office for Civil Rights at the U.S. Department of Education and the U.S. Department of Education Student Privacy websites contain additional information and resources.

Grade Level Determination

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

Washington does not have any RCWs or WACs that state this is a district's responsibility. As school districts in Washington operate under local control, decisions that are not guided by state laws are to be determined by local school district policy. This includes grade level placement.

The determination of a student's grade level, upon initial enrollment to a school district should be based upon:

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

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

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

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

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

Location ID	**Grade Level** (Element B13)	**District & School Entry** (Elements B14 & C06)	**District & School Exit** (Elements B15 & C08)	**School Withdrawal Code** (Element C09)
School A	9	09/01/2025	01/01/2026	T0
School A	10	01/02/2026	null	null

Graduation Year

Expected Year

Students in Washington are to be assigned an expected year of graduation, reported in CEDARS District Student File (B), *Element B27 – Expected Year of Graduation*, at the beginning of Grade 9 to reflect a 4-year period.

- Students with IEPs may be assigned an extended expected year of graduation, but this must be done by the time they are 16. Students with IEPs may be given up to 7 years to graduate if their IEP determines the need for 7 years.
- English Learners may also be given up to 7 years to graduate, and migrant students may be given up to 5 years.
- There are very few instances or exceptions in which a student's expected year of graduation may be changed once it is assigned within a school/district. If an error was made and is documented, when the expected year of graduation is first determined and reported, it is acceptable to update the incorrect record. For example, a student's IEP indicates the student will take 7 years to obtain the credits or skills to graduate, even though 4 years was initially reported; or an LEP student had an expected year of graduation set at 4 years prior to LEP assessment or transcript review from a sending school or district.
- If a student transfers from another school district, the receiving school/district has the option, based on district policy, to assign an expected year of graduation based upon the number of credits the student has obtained. This can reset the expected year of graduation.

While the annual estimated graduation and dropout data are no longer being used for accountability purposes, these data are utilized at OSPI by many entities, including the Building Bridges and Reengagement programs (including Open Doors), requested by the legislature and researchers, and federally reported. The expected year of graduation is a vital component in calculating these rates, and this element is still requested by researchers as it answers a different question than Graduation Requirements Year. In addition to being used to calculate the annual rates, these data are used internally and externally for data review and research purposes.

Requirements Year

Students in Washington are to be assigned a graduation requirements year for which the student is held accountable for meeting the requirements for graduation, reported in CEDARS District Student File (B), *Element B26 – Graduation Requirements Year*.

To determine the Graduation Requirements Year, report the school year (spring) that is four years after the student enters 9th grade for the first time, regardless of where the initial grade 9 enrollment occurred. For example, students entering 9th grade in the 2025–26 school year are assigned a graduation year of 2029. If the student transfers to a new district and their expected year of graduation is adjusted, due to credit attainment or for any other reason, their Graduation Requirements Year may <u>not</u> be updated.

The Graduation Requirements Year is used in the Actual Cohort Graduation rate calculation and for End of Course assessment pre-id.

Regardless of the year reported for Expected Year of Graduation, the student is held to the graduation requirements that are defined for the Graduation Requirements Year. Students who take more, or less, time to graduate still must meet the graduation requirements for their assigned graduation year, not the year of actual graduation.

- Even if students with IEPs, transitional bilingual, or migrant students have an adjusted Expected Year of Graduation; they must meet the requirements of their unadjusted Graduation Requirements Year (9th grade entry plus 4 years). In other words, students are always held to the graduation requirements in place for their entering 9th grade class.
- This year is not to be changed due to IEP or State Transitional Bilingual Instruction plans. If an IEP or State Transitional Bilingual Instruction plan indicates the student may have additional years to graduate, Expected Year of Graduation will reflect this extension.

Language(s) Family Prefers to Communicate In

Districts must collect the language(s) that families prefer to communicate in. The language(s) must be provided by the parent/guardian, indicating the language(s) in which the parent/guardian prefers to communicate. The language(s) must be a valid value(s) from the Language Codes listed in CEDARS Appendix K – Language Codes. The languages the family prefers to communicate in can be oral, written or both.

Dual Enrollment

Multiple Districts

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

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

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

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

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

Home School or Private School *and* Public School

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

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

- Home-based Instruction (HBI)
    - A current Declaration of Intent to provide home-based instruction must be on file
    - Student home-based instruction status must be submitted in *Element B23 – Is Student a Home-Schooled Student Attending Class Part Time?*

- Private School
    - Verification of student enrollment in a private school must be documented
    - Student private school status must be submitted to *Element B22 – Is Student an Approved Private-School Student Attending Class Part Time?*

The data collected within the elements listed above are used to meet the reporting requirements of WAC 392-550-050: *"Any student whose Alternative Learning Experience enrollment is claimed as greater than 0.8 full-time equivalent in any one month through the January count date must be included by the school district in any required state or federal accountability reporting for that school year, subject to existing state and federal accountability rules and procedures."*

Due to requirements outlined in the WAC, districts must report if students attending approved private schools or receiving home-based instruction are participating in approved ALE programs and if they are claimed with an FTE of 'less than or equal to 0.8' or 'greater than 0.8' at any time from the start of a school year through January of the same school year.

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

While we recognize the enrollment/FTE percentage for students attending approved private schools or receiving home-based instruction who are also participating in approved ALE programs can change after January, once a value of 3 is submitted, it should not be changed for the remainder of the school year, regardless of any change in FTE for that student.

Students attending approved private schools or receiving home-based instruction who are not claimed at greater than 0.8 FTE for ALE in any one month through January of the current school year, may choose to participate in/take the state assessments. However, their results are not included in the aggregate results for their enrolled school/district, nor are they included in any accountability determinations for schools/districts, regardless of the primary status of the student(s).

Primary Status

The final decision as to whether or not to report home school or private school students, enrolled and receiving educational services in a school within your district, as *IsPrimary=Yes*, within School Student File (C), *Element C10 – Is this the School that is Primarily Responsible for the Student?*, is a

district decision*.

Students who are enrolled to participate in classes, participate in Running Start, a Skill Center or receiving special education services must be submitted to CEDARS.

It is the recommendation of the Student Information office to report the students as *IsPrimary=Yes* to CEDARS if your district is the only public school/district providing public education services. Reporting the students as *IsPrimary=Yes* will allow the students to be included in your enrollment reporting, including but not limited to: October student enrollment, November 1 Child Count for Students with IEPs, Free/Reduced Meal Reporting (if students are determined eligible), and a host of other reports.

> *Except when the home school or private school student is enrolled in a district for the sole purpose of participating in a Skill Center. In that scenario, the student must be reported as *IsPrimary=Yes* at the high school and *IsPrimary=No* at the Skill Center.

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

Running Start

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

Full-time Running Start students must be reported as *IsPrimary=Yes* in School Student File (C), *Element C10 – Is this the School that is Primarily Responsible for the Student?*. These students are not excluded from state accountability reporting solely based on their Running Start status.

Home-based instruction or private school students enrolled in your district for the sole purpose of attending Running Start must be reported in CEDARS. If these students are attending Running Start classes, they are choosing to access public education and therefore must fill out the required district enrollment paperwork, be assigned an SSID, and be reported in CEDARS.

Additional information can be found on OSPI's on the Running Start web page in the Running Start FAQ, and the Running Start Technical Guide.

Skill Centers

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

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

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

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

Prior to Grade 9
Students may take courses at a skill center the summer between eighth and ninth grade. Report the student's skill center enrollment to CEDARS at the beginning of their ninth grade year. The *Courses, Student Schedules, Staff Schedules, and Grade History* section of this document provides the course reporting guidance for this scenario.

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

Continuing after Grade 12
Some seniors have met all graduation requirements but continue taking skill center courses the summer following their senior year to complete certification or program requirements. For the purpose of CEDARS reporting, the primarily responsible high school must not report a *graduate* withdrawal status code until the summer skill center courses have been completed. Reference the CEDARS Appendices, Appendix M – Withdrawal Codes for the list of withdrawal codes categorized as *graduate*.

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

Learning by Choice

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

- Intradistrict Enrollment
- Interdistrict Enrollment
- Enrollment through School Choice

Students may opt to enroll in a district that is outside of their serving district for a variety of reasons. These students must be granted a release from their serving district and be accepted into enrollment in the district they wish to attend. Students who choose this enrollment option must be reported within CEDARS, through School Student File (C), *Element C11 – School Choice Code* of *3* –

Student Enrollment Options (State Law).

Intradistrict Enrollment: Personal Choice
Students who enroll in another school within their district, due to parent or student choice, for purposes of educational opportunities, day care, or other personal reasons are not to be reported as enrolling through School Choice. The correct school enrollment for the student is to be reported but there are no further reporting requirements.

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

Interdistrict Enrollment: Student Services
Schools/districts may have students who require special services or educational opportunities they cannot provide, e.g., special education services or gifted education. The home/school may then enter into an inter-district agreement with a local school/district to provide the needed services or education for the student(s). These students are also not to be reported as being enrolled through School Choice.

Preschool (PreK)

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

- District and school enrollment
- Ethnicity and race
- Preschool program funding sources in Student Attributes and Programs File (I), *Element I06 – Program Code*
    - See *Student Attributes and Programs* for specific guidance on those codes.
- All other appropriate program information

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

This unique population of students differs from the K-12 population in that they may be enrolled and served for a very short time period for speech services, contracted special education, or early head start learning.

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

Institutional Education

Special attention is required to manage enrollment data for incarcerated and previously

incarcerated juveniles receiving K–12 basic education services. Institutional education services are provided to students in six program areas:

- Residential habilitation centers
- Long term juvenile institutions
- Community facilities
- County detention centers
- Department of Corrections
- County and city jails

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

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

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

The following scenarios provide guidelines for determining if a student is considered enrolled in an institutional education facility and when it should be reported in CEDARS.

- Enrolled – A student enters a juvenile facility on a Monday morning, receives educational evaluation Monday afternoon and attends classes starting Tuesday morning in the juvenile justice school classroom. Educational evaluations and services have been provided, and the student should be reported in CEDARS.
- Enrolled – A student enters a juvenile facility on Sunday afternoon, and by mid-day Monday their sending school provides the student's current classroom and homework assignments. With the assistance of the juvenile justice school teacher(s), the student works on their schoolwork in the classroom each day. Educational evaluations and services have been provided, and the student should be reported in CEDARS.
- Enrolled – A student enters a juvenile facility on Saturday night, and Monday morning receives educational evaluation and is assigned schoolwork by the juvenile justice school teacher(s). Student is in attendance through Tuesday and then exits Tuesday night. Educational evaluations and services have been provided and the student is reported in CEDARS.
- Not enrolled – A student enters a juvenile facility Friday night and exits Sunday morning. No educational evaluation or other services have been provided. Student should not be reported in CEDARS.
- Not enrolled – A student enters a juvenile facility Saturday night, and Monday morning is taken to court for his/her hearing. Student is released/exits at 2:00 p.m. on Monday. No educational evaluation or other services have been provided. Student is not reported in CEDARS.

Districts may choose whether or not to withdraw the student once they are informed of the

institutional education enrollment. A district may choose to keep the student enrolled in their school and wait for the student to return after the suspension or expulsion has been satisfied. If the student has a longer arrangement, the district may choose to withdraw the student.

- If the student is withdrawn from the district due to a suspension or expulsion and is enrolled in an institutional education facility:
    - The district should report the days of absence, submitted in Student Absence File (N), related to the suspension or expulsion up to the point the student is withdrawn.
- If the student is not withdrawn from the district due to a suspension or expulsion and is enrolled at an institutional education facility:
    - The district must change the student *IsPrimary* status to *No* until the student returns to enrollment in their district.
    - The district may not claim FTE funding for the student while they are enrolled in an institutional education facility.
    - The district must report the days of absence, submitted in Student Absence File (N), related to the suspension or expulsion up to the point the student returns from the suspension or expulsion. These absences should be reported as excused.

Enrollment Changes

Graduates and Completers

Associate's Degree

HB 1758, Pathways to a High School Diploma, allows students earning an associate's degree from a community or technical college to earn/receive a high school (HS) diploma from the college they are enrolled in, even if they have not otherwise met the high school graduation requirements (credits, state assessments, high school and beyond plan and culminating project).

High School Diploma

High school diplomas may be issued by:

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

School districts, community colleges, and technical colleges must follow the State Board of Education (SBE) minimum requirements. They may also enforce local graduation requirements in addition to those set by the SBE.

International Baccalaureate Diploma

Students that complete the requirements of an International Baccalaureate Diploma Programme, listed below, should be submitted with a school withdrawal of GB - Graduated with an International Baccalaureate High School Diploma

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

Graduated with a High School Diploma with modifications identified in student's Individualized Education Program (IEP)

Students receiving Special Education Services may be granted modified graduation requirements as specified in their IEP. Students may be submitted with a school withdrawal code of either G0 – 'Graduated with a High School Diploma' or C2 – 'Graduated with a High School Diploma with modifications identified in student's IEP.

The school withdrawal code of *C2 – 'Graduated with a High School Diploma with modifications identified in student's Individualized Education Program (IEP)'* will be deactivated / archived as of the end of the 2026-27 school year.

Multiple Diplomas

Students can be reported as *Graduated with Multiple Diplomas* if they earn both a regular High School Diploma and an associate degree while enrolled.

Transfers

Charter Schools

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

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

Confirmed Transfers

During the school year, students move in and out of districts throughout the state, often without notifying the 'sending' district of where they will be enrolling in school once they have moved. This then presents the challenge to schools and districts attempting to locate these students, so they can report the student as a confirmed transfer and ensure the student's educational records are forwarded, as appropriate.

Below are guidelines for determining confirmed transfers and the Valid Values to be used when submitting a confirmed transfer to *Element C09 – School Withdrawal Code*:

- T0 – Confirmed transfer to another school district within Washington
    - Student whose transcripts and/or student records have been requested by another school/district in Washington or the district can identify the student as enrolled in another school/district in Washington using our state level student reporting system
    - Student whose transcript and/or student records have been requested by a local community/technical college high school completion program who is confirming enrollment
- T1 – Confirmed transfer from one school to another within the same district
    - The student has moved enrollment, changed schools, within the district and is actively enrolled and participating in education
- T2 – Confirmed transfer to private or Home school within Washington
    - Student has been enrolled in school and the student's parent/guardian have filed a signed 'Intent to Provide Home-Based Instruction' with the school/district, or

student records have been requested by a private school in Washington along with information that the student is being enrolled in the private school or,
    - Student has been attending part-time with either a signed 'Intent to Provide Home-Based Instruction' or verification of private school enrollment and is exiting to return to full-time Home-Based or private school instruction
- T3 – Confirmed transfer out of Washington
    - Student whose transcripts and/or student records have been requested by a school/district outside of Washington,
    - Student was enrolled in the school/district as a foreign exchange student, their exchange term has ended, and the student has returned to their home country,
    - Student's parent/guardian is a member of the military and confirmation is received that the family has moved out of the country,
    - Student and their parent/guardian have moved out of the country for work purposes and confirmation is received that the family has moved out of the country, or,
    - Student meets the district policy for confirmation of leaving the U.S. to return to their country of origin
- TM – Confirmed transfer to medical facility with confirmation of educational services
    - District/school has documented confirmation that the student is in residence at a medical or treatment facility and is receiving educational services

The CEDARS application in the Education Data System (EDS) has several tools to assist with finding confirmed transfer students:

- Search Students tab
- Student Record Exchange
- P210 Withdrawal Report

These tools allow schools/districts enrolling students to determine if a student has been enrolled elsewhere in the state prior to their enrolling in the receiving school/district. The Student Record Exchange Request Records feature also enables the enrolling school/district the ability to request enrollment information for these students.

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

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

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

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

New to Washington Public Schools

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

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

Skill Centers

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

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

Location ID (C05)	Enrollment Date (B14 / C06)	Exit Date (B15 / C08)	Withdrawal Code (C08)	Primary School (C10)
LEA V, School W	9/1/2025	3/10/2026	T0	Yes
LEA V, Skill Center X	9/1/2025	3/10/2026	T0	No
LEA V, Skill Center X	3/11/2026			No
LEA Z, School Y	3/11/2026			Yes

T1 Withdrawal Code

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

The T1 withdrawal code may be used to tell CEDARS a variety of new information about a student within one school year:

- For situations where the student is changing primary status but not actually leaving the school.
- For students changing schools within the district within the same school year.

- For dual enrolled students who change to enrollment in only one of the schools within the district E.g., student who is enrolled half-time at school A and school B in the district chooses to go full-time at school A part way through the school year).

When NOT to use the T1 withdrawal code:

- To "roll-up" students at the end of the school year to a new school, e.g., elementary to middle school).
- Re-enrolling a student who was previously reported as a drop-out from your district.

School districts may use a T1 withdrawal code for records that have overlapping school enrollment spans. The purpose of using T1 is to reflect that the student transferred their primary school, allowing these records to be loaded by the CEDARS database for reporting and to remove them from the submission exception errors page.

An example of these records using T1 as the withdrawal code that will NOT cause a CEDARS error in the school student file:

Student enrolls in School A (Primary School) and School B on 9/1/2025. Student withdraws from School A on 3/10/2026 and is still enrolled in School B. School B becomes student's Primary School on 3/11/2026. Three records are reported in the School Student file for the student as:

Location ID	School Entry	School Exit	Withdrawal Code	Primary School Flag
School A	9/1/2025	3/10/2026	T1	Yes
School B	9/1/2025	3/10/2026	T1	No
School B	3/11/2026			Yes

In-district transfer with no break in service:
Student enrolls on November 1, 2024, in District A, High School #1. On January 10, 2025, the student transfers to High School #2 within the same district. The district would report a T1 school withdrawal on January 10, 2025, from High School #1 and an entry of January 11, 2025, to High School #2. A district withdrawal is not reported since the student is still enrolled within the district.

Unconfirmed Transfers

Students in Washington who leave their enrollment, with the student and/or parent or guardian indicating they are moving and will be enrolling in education elsewhere, but confirmation of re-enrollment in education is not received are to be reported as:

- U3 – Unconfirmed transfer until such time confirmation is received or it is determined the student is a dropout.

  Students reported with a U3 – Unconfirmed transfer are included as a dropout for state accountability and all other reporting purposes.

Guidance for Exiting Students Who are Absent or Whose Status is Unknown

Districts have the authority to establish enrollment policies including how student enrollment is maintained and tracked in their SIS. The guidance below articulates the CEDARS data reporting

recommendations. These are not requirements unless otherwise stated.

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

Students with Excused Absences

Students who are absent from school for known reasons, Excused Absences, should **not** be reported to CEDARS as withdrawn.

Enrolled Students with Extended Consecutive Unexcused Absences

School districts have the flexibility to define minimum enrollment thresholds for their students (e.g. when to withdraw students) in their school board policy. For the purposes of CEDARS reporting, a threshold of 20 consecutive full days of unexcused absences is recommended as the minimum amount of time to keep a student enrolled prior to withdrawing the student for non-attendance.

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

- Date Exited from District (Element B15) and Date Student Exited from School (Element C08) on or after the date of the last recorded unexcused absence.
    - Report all full-day unexcused absences that lead to the student being withdrawn for non-attendance.
- School Withdrawal Code (Element C09) is U4 – Involuntarily withdrawn due to non-attendance.

During this timeframe the district must follow the truancy requirements (see Legally Required Steps here and here). See also Chapter 28A.225 RCW. The student must be included in CEDARS submissions for remainder of reporting school year.

Changes Between School Years

Students who exit between school years as a confirmed or unconfirmed transfer.

- Confirmed Transfer
    - District receives a records request for a student between school years. Student would be submitted as withdrawn with a school withdrawal code of T0, T2 or T3, dependent upon type of transfer confirmation received.
- Unconfirmed Transfer
    - District receives notice from parent/guardian that their student is moving and will not be enrolled in the new school year. Student would be submitted as withdrawn with a school withdrawal code of U3.

OSPI's recommendation is to submit the exit/withdrawal information for confirmed and unconfirmed transfers that take place between school years in the prior school year.

Reporting the student as exited in the prior school year ensures the student is not included in any program or other reporting in the new school year, e.g., Title I, Gifted, LAP, LEP/Bilingual, etc.

The decision on how/when to report students who exit from a district between school years is a district decision. OSPI recommends that districts be consistent with how they report these students and apply the same business rules to all students.

When a student is withdrawn and submitted to CEDARS as an unconfirmed transfer, OSPI recommends that districts continue outreach to determine if the student/family is still living in the district. If so, efforts should be made to reengage the student.

New and expected continuing students who do not attend at the beginning of the year and no communication is received from the student or parent/guardian.

This group of students includes:

- Students enrolled through the end of the prior school year who are expected to attend the following year and,
- Students who are new to the district and who pre-enroll prior to the start of the new school year.

Students who were previously enrolled and are expected to return in the new school year and do not attend at the beginning of the year.

OSPI's recommendation is that the district maintains and submits the student's enrollment to CEDARS in the school they are registered to attend through September 30, while attempting to connect with the family to determine if they still reside in the district. If it is determined the family is in residence in the district, but there has been no communication with the student's parent/guardian, then the district must –

- submit full day unexcused absences for each day the student is enrolled and not in attendance and,
- during this timeframe the district must follow the truancy requirements outlined in Chapter 28A.225 RCW (see Legally Required Steps for elementary, middle and high schools).

Program data, such as special education, bilingual, Title I Part A, Learning Assistance, or other program identifiers, should not be submitted with the student in the new school year, until or if the student returns to enrollment.

For students who do not return to enrollment, OSPI recommends exiting the student no later than September 30th. Exiting the student ensures the students are not included in October for enrollment counts or other student programs or measures. These students must be reported with a school withdrawal code of U2 – 'Enrolled in prior year, but no show this year'. The student must be included in CEDARS submissions for the remainder of the reporting school year.

Students new to the district who enroll prior to the start of the new school year, but do not attend at the beginning of the year.

For students who are enrolled in the district prior to the start of the new school year but do not attend at the beginning of the year, OSPI recommends that districts maintain their enrollment until confirmed to be residing in a different district or enrolled in another approved educational program, or through the last school day of September, whichever is later.

If the student is determined to be in residence in the district and is not enrolled in an approved

educational program elsewhere and does not begin attending before September 30, our recommendation is to exit the student by September 30th. Doing so allows the district an opportunity to do outreach and attempt to engage the student and their parent/guardian. Students whose enrollment is maintained, for each day the student is absent the district must

- Submit full day unexcused absences must be reported for each day the student is enrolled and not in attendance and,
- during this timeframe the district must follow the truancy requirements outlined in Chapter 28A.225 RCW (see Legally Required Steps here and here).

If the student does not begin attending before September 30, OSPI recommends exiting the student by September 30th. Doing so ensures they are not included in October for enrollment or any other student measures. These students would be exited with a school withdrawal code of U4 – 'Involuntarily withdrawn due to non-attendance'. Student must be included in CEDARS submissions for the remainder of the reporting school year.

Students Who Enroll During the School Year but Do Not Attend

For students who enroll during the school year but do not attend, OSPI recommends that districts maintain their enrollment until confirmed to be residing in a different district or enrolled in another approved educational program.

If the student is determined to be residing in the district and is not enrolled in an approved educational program elsewhere, our recommendation is to maintain their enrollment through a minimum of 20 serving days. Doing so allows the district an opportunity to do outreach and attempt to engage the student and their parent/guardian. Full day unexcused absences must be reported for each day the student is enrolled and not in attendance. During this timeframe the district must follow the truancy requirements (see Legally Required Steps for elementary, middle and high school). See also Chapter 28A.225 RCW.

If the student does not begin attending prior to the end of the 20 serving days, our recommendation is to exit the student with a school withdrawal code of U4 – 'Involuntarily withdrawn due to non-attendance'. Students must be included in CEDARS submissions for remainder of the reporting school year.

Withdrawing a student does not relieve a district of their responsibility to attempt to locate and reengage the student. Districts must still follow the required steps in response to unexcused absences outlined in the compulsory attendance law (Chapter 28A.225 RCW). For more information, please see the OSPI Attendance Policies, Guidance and Data Reporting web page or email Attendance@k12.wa.us.

Students with Excused Absences

Students who are absent from school for known reasons, Excused Absences, should **not** be reported to CEDARS as withdrawn.

Student reported as dropout/unconfirmed transfer, but information on enrollment is later received.

Student exits school and district on February 22, 2024, informing school they are moving to another state. As information is not available as to where the student will be enrolled, the school withdrawal code must be reported as an Unconfirmed Transfer-U3 and report an exit from school and district date of February 22, 2024. On April 25, 2024, the district receives a transfer request for the student from their new enrolling school. The school should then update the withdrawal code for the student to reflect a T0-Confirmed Transfer out of District in their SIS system. CEDARS will reflect the change in the student's status after the next submission of data from the district.

Student exits with unconfirmed transfer; confirmation is received in next school year.

Student exits school and district on June 8, 2024, informing school they are moving to another state. As information is not available as to where the student will be enrolled the school withdrawal code must be reported as an Unconfirmed Transfer-U3 and report an exit from school and district date of June 8, 2024. On September 29, 2024 – after the district has completed their year-end transition filings, the district receives a transfer request for the student from their new enrolling school. As the final year-end files have been submitted, the district will need to update the withdrawal code for the student to reflect a T0-Confirmed Transfer out of District in their SIS system and within CEDARS via a CEDARS submission for the appropriate school year.

Socio-Demographic Characteristics

Armed Services Vocational Aptitude Battery (ASVAB)

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

ASVAB data is collected in elements:

- B39 – ASVAB Test Status
- B40 – ASVAB Test Score
- B41 – ASVAB Administration Year

The Department of Defense or individual branches of the military do not provide ASVAB data to OSPI. Districts and schools are responsible for collecting this information. Scores for ASVAB tests taken at Military Entrance Processing Station (MEPS) are distributed directly to the student. If the student took the ASVAB as part of the Career Exploration Program (CEP), the CEP Education Services Specialist may distribute scores to the student or directly to school counselors.

SBE's Graduation Pathway Options web page contains additional information about the ASVAB graduation pathway.

The ASVAB and the ASVAB CEP web pages contain more information about the test.

Homelessness (McKinney–Vento Education)

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

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

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

The OSPI Homeless Education web page contains policy and practice resources.

Immigrant Status

Immigrant is an attribute of a student and does not indicate the student is enrolled in a program or receiving services. A student meets the definition of Immigrant if they are between the ages of 3 and 21, were born outside of the United States and have attended school in the United States for less than three full academic years. Students born in any of the 50 states, the District of Columbia, and the Commonwealth of Puerto Rico are not considered immigrant (*See* Section 3301(6) of the Non-Regulatory Guidance: English Learners and Title III of the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA)).

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

Immigrant status is determined using a combination of:

- Element B09 – Birth Date
- Element B10 – Birth Country
- Element B32 – Initial USA School Enrollment
- Element B24 – Student Exchange Status

Students born on military bases outside of the 50 states or the District of Columbia must have the country in which they were born reported in *Element B10 – Birth Country*.

For students who enroll new to your district their transcript or other school records should provide the information necessary to complete Element B32 – Initial USA School Enrollment.

If your district enrolls a student prior to receiving the transcript or other student records, and you do not have the Initial USA Public School Enrollment you may treat the student as if your district is the first district they are entering in the United States and provide information accordingly. After you have received the student(s) transcript or enrollment records from their previous school(s) you

may then update the information as appropriate.

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

Military Parent or Guardian

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

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

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

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

COURSES, STUDENT SCHEDULES, STAFF SCHEDULES, AND GRADE HISTORY

Course Catalog File (D)
Student Schedule File (E)
Staff Schedule File (G)
Student Grade History File (H)

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

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

For questions regarding the Education Equity Data Collection, visit the Title II, Part A web page.

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

Student Grade History
The purpose of Student Grade History file (H) is to report all high school rigor courses where credit was attempted for every student served during the current school year, including those who exit the school. Final letter grade and credit information for each course must match what will appear on the student's transcript. Each student's entire grade history across school years must be submitted. Student Grade History records for courses the student received from schools outside the current serving district must be reported as a transfer course using a School Code of 9999 within Element H26 – School Code.

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

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

For courses that are team taught or job shared, only report the lead teacher's Certification Number in Element H25. The determination of which teacher to report is a district decision.

If a high school is combined with an elementary school or middle school/junior high school, only the courses of high school academic rigor, where credit was attempted, should be submitted. All other non-high school academic rigor courses should not be reported in Student Grade History.

Reporting Expectations by File and Instruction Type

	Course Catalog / Student Schedule	Student Grade History	Non-Traditional Student Credit Attempt
Traditional Course	Report in both Course Catalog and Student Schedule	Report as a course taken in district in Student Grade History	No record in Non-Traditional Student Credit Attempt
Online	Report in Course Catalog and Student Schedule OR report in Student Grade History ~~Non-Traditional Student Credit Attempt~~	If course was provided through a district contracted online provider, report as a course taken in district, in their enrolled school, ~~or transfer course~~ in Student Grade History	If course was provided through a district contracted online provider, report in Student Grade History. If course was attempted outside of enrolled district, during the reporting school year, report in Non-Traditional Student Credit Attempt
Running Start	No record in Course Catalog ~~and~~ may be submitted as a placeholder course in Student Schedule ~~OR report in Non-Traditional Student Credit Attempt.~~	Report as a transfer course in Student Grade History	Report in Course Catalog and Student Schedule OR report in Non-Traditional Student Credit Attempt
Competency Based Credit	No record in Course Catalog and Student Schedule	Report as a course taken in district or transfer course in Student Grade History	Report in Non-Traditional Student Credit Attempt
Waiver	No record in Course Catalog and Student Schedule	No record in Student Grade History	No record in Non-Traditional Student Credit Attempt
Transfer Course	No record in Course Catalog and Student Schedule	Report as transfer course in Student Grade History	Report in Non-Traditional Student Credit Attempt if credit activity was attempted while student enrolled in district or during the preceding summer school term

Advanced Placement

Only courses with a finalized Course Audit form and an approved syllabus are authorized to display "AP" in course titles and to indicate an AP designation in the Course Designation Code (A). In addition, all AP course titles must include the official AP course title or abbreviation. If districts wish to also display their chosen course title, the district may include the official AP course title or abbreviation in brackets either before or after it. Examples of acceptable and unacceptable course titles are below:

- OK: AP European History
- OK: Western Civilization [AP European History]
- OK: [AP European History] Western Civilization
- NOT OK: AP Western Civilization

Courses in AP world language programs are the only AP courses allowed to be taken prior to 9th grade. Students may earn college credit and/or advanced placement into upper-level college courses by taking AP exams. Only approved high schools may offer AP courses and courses must be taught by highly qualified high school teachers. AP teachers must submit course syllabi to the College Board for approval prior to using the AP trademark.

Advance Placement courses cannot be taught at a college or through a college program such as Running Start.

AP course titles/abbreviations: CEDARS Appendix Q
Dual Credit Programs: OSPI Dual Credit Programs web page
College Board
Advancement via Individual Determination (AVID)
Advancement via Individual Determination (AVID) Courses may only be used in schools with approved courses.

~~The OSPI Title I, Part A Program Models site contains additional AVID resources and contact information.~~

Alternative Learning Experience (ALE)

Reported in:

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

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

Definitions

The valid values, as defined in WAC 392-550-020:

O – "Online course" means an ALE course that has the same meaning as provided in RCW 28A.250.010.

R – "Remote course" means an ALE course that is not an online course where the written Student Learning Plan for the course does not include a requirement for in-person instructional contact time. No minimum in-person instructional contact time is required.

T – Site Based- T" means an ALE course where the written Student Learning Plan requires regular weekly in-person instructional contact time.

U – Site Based- U" means an ALE course where the written Student Learning Plan requires less than weekly in-person instructional contact time.

For more information about ALE, refer to the OSPI ALE web page or contact LearningOptions@k12.wa.us.

Contracted Instruction

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

Non-Traditional Courses

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

Transfer Credits

When a school district is contracting with another organization to provide a course to their student(s) on the districts behalf, the credits may not be submitted as transfer credits. If a student enrolls in and pays for a course independent of their district, this could be listed as a transfer credit in accordance with the district policy and procedure for accepting private transfer credits.

Determining Traditional or Transfer Credit Examples

Non-Transfer

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

- Example 2
  - Student is enrolled in District A, Choice Transfers out to an online school program in District B
    - Student completes coursework through enrollment in district B
    - District B reports all courses, including affiliated staff, to CEDARS

        - Student returns to District A, where district A reports courses taken in District B as transfer course in Student Grade History File (H)

Transfer

- Example 3
    - Student receives home-based instruction (HBI) (with Declaration of Intent on file)
        - Parent provides HBI and also pays for student to enroll in online courses with a private organization.
    - Student transfers to public school district A
    - District A recognizes courses and reports a transfer in both Student Grade History File (H) and Non-Traditional Student Credit Attempt File (T).

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

Resources

Questions regarding ALE courses or programs offered by your local education agency (LEA) should be directed to the Learning Options team at learningoptions@k12.wa.us. Additional information can be found at OSPI's ALE and Online Learning web pages.

College in the High School

College in the High School (CiHS) courses are college-level courses taught by high school teachers in the high school. Colleges partner with high schools to approve teachers and ensure rigor is comparable to that taught on the college campus. Students have the option of earning college credit while completing these courses. CiHS courses are available to students in grades 9-12 (HB 1302 2021). The OSPI Course-Based Dual Credit web page has comprehensive policy information and program resources.

All students enrolled in a course approved for and providing CiHS must be reported to CEDARS with an appropriate course title and a course designation code of 'C' identifying it as a CiHS course. Beginning with the 2026-27 school year, the college that approved the teacher and course to be offered as CiHS must be reported to CEDARS.

Course Catalog File (D)

- **Element D05 – Course Title** must provide the Institute of Higher Education's curriculum and course number
    - E.g., PolSci102
- **Element D07 – Course Designation Code** must be *C – College in the High School*

- **Element D16 – Course Level** codes do not have grade span, program, or attribute limitations. Select the value that best aligns with the rigor of the course
- **Element D21 – Higher Education Institution** identifies the higher education institution(s) that has approved the instruction being provided in the CiHS course. Valid values are found in CEDARS Appendix AM – Higher Education Institution

Co-Delivered with Dual Credit Courses
CiHS can be co-delivered as an Advanced Placement (AP), International Baccalaureate (IB), Cambridge International (CI) and CTE Dual Credit. CiHS may not be co-delivered as an Honors course.

WAC 392-725-235, passed in November 2017 details rules for reporting CiHS courses that are co-delivered with another dual credit course.

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

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

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

Computer Science

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

The SBE Graduation Requirements web page provides guidance on fulfilling math or science graduation requirements with computer science courses.

~~OSPI Computer Science web page contains policy resources and contact information. Contact the Computer Science, Graduation Pathways, and the High School and Beyond Plan (HSBP) programs for policy guidance on fulfilling math or science graduation requirements with computer science courses.~~

Content Area Codes

The Content Area Codes are found in Appendix O and are reported in Course Catalog File (D),

Element D06 – Content Area Code, Student Grade History File (H), Element H14 – Content Area Code and Non-traditional Student Credit Attempt File (T).

Content Area Codes are used for populating the Educator Equity Data Collection. The State Course Code in the Course Catalog are utilized to make the Educator Equity Data Collection determinations. It is highly important that all high school rigor courses in grades 6-8 middle schools are submitted in Course Catalog using specific State Course Code rather than the generic values. If the courses are not listed with the appropriate State Course Code, the Educator Equity Data Collection will not correctly code teachers.

For school years prior to 2015-16, content area codes from Course Catalog File (D), Element D06 were used for populating the Highly Qualified Teacher (HQT) Tool and for annual Title II, Part A federal reporting requirements. The content area codes in Appendix O, utilized prior to 2015-16, were marked with a core content and non-core content indicator.

Valid value 122 - Miscellaneous, was intended to be used for courses where instruction occurs, but the content does not fit with all other available content area codes (e.g., Culminating Project or Navigation 101 courses). This valid value was made inactive as of the 2015-16 school year.

Multiple subject classes or classes with more than one core content area must be reported with valid value 123 - More than one core content area code (block class). Block classes teaching multiple subjects should not be reported in valid value 122 - Miscellaneous.

Examples of block classes that could be appropriately coded to valid value 123 include but are not limited to:

- Reading / English
- Language Arts / History
- Art / World Literature
- American Humanities (English, history)
- Science / Math

Content area code ZZZ - Non-Instructional time, is intended to be used to report a course when no direct instruction is happening.

Examples of classes that should be coded as valid value ZZZ are:

- Teacher's Aide
- Advisory
- Study Hall
- Core-Flex
- Study Skills
- Assessment/Testing out of a course

Course Designation Codes

Course Designation Codes are identifiers that provide specialty information about the courses listed, such as the intellectual challenge of the course or the location of where the course was

taken. The valid values include, but are not limited to, those required by WAC 392–415–070.

Reported in:

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

Definitions

A – Advanced Placement (AP)
A program that allows students in grades 9-12 to take rigorous college-level courses while in high school.

B – College Academic Distribution Requirements (CADR)
This designation refers to college admissions criteria established by the Washington Student Achievement Council (WSAC).

C – College in the High School
A program that allows students in grades 9-12 to concurrently enroll in high school and college to earn both high school and college credits.

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

E – Local Transition
For graduation pathway purposes, transition courses are English and math courses that allow students, based on their final grade, to place directly into credit-bearing college-level courses (numbered 100 or above) in accordance with district and higher education institution policies ~~as based on policies and criteria of school districts and applicable institutions of higher education~~.

F – Paid Work Experience
Courses that provide students with elective credit as a result of paid employment. Students meet learning objectives while on the job. To be used to identify elective credit for paid work (under the new designated state course code) and may also be used for students in cooperative worksite learning programs that are paid experiences. WAC 392-410-316 defines the paid work experience.

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

H – Honors

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

I – International Baccalaureate (IB)
A program that allows students ages 3-19 to take international education courses while in a PK-12 school. Only approved schools may offer IB courses. Additional information is available in the Additional information may be found on the OSPI Dual Credit Program web page.

J – Tribal Language Competency Test
This designation indicates ~~is used~~ ~~when~~ that a student has demonstrated Tribal language proficiency ~~competency~~ through an assessment in place of taking a Tribal language course. For Tribal languages, honoring tribal sovereignty, tribal consultation and government-to-government relationships between Tribes and districts, each Tribe develops its own methods for assessing ~~determining~~ proficiency in their respective Tribal language.

K – Cambridge Program
Identifies courses approved as part of the University of Cambridge which offers an international, pre-university curriculum and examination system that emphasizes the value of a broad and balanced education for academically able students. The Cambridge Program includes General Certificate of Education (GCE), Advanced (A), Advanced Subsidiary (AS), and International General Certificate of Secondary Education (IGCSE) level courses. The University of Cambridge International Examinations website provides additional information.

L – Local Competency Test
A test that is used only in Washington State. This designation is used to indicate when a student takes a Local Competency Test in place of taking the actual course and passes via the score of that test.

N – National Competency Test
A test that is used in Washington State and in one or more other states (i.e., STAMP, ACTFL OPI, OPIc, and WPT and LinguaFolio Collection of Evidence, or SLPI for ASL). This designation is used to indicate when a student takes a National Competency Test in place of taking the actual course and passes via the score of that test.

O – Online
Any course that has the same meaning as provided in RCW 28A.250.010.

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

Q – Quantitative
This designation is used to identify courses that meet the definition of 'quantitative math'. Students entering a four-year college or university in WA State must earn a credit in a math-based Quantitative course during their senior year of high school.

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

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

T – CTE Dual Credit ~~(Tech Prep)~~
A program ~~that allows~~ for students in grades 9-12 to take courses that integrate academic instruction with technical skill development ~~and offered~~ through an articulation commitment between high school and college programs.

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

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

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

X – Locally Determined Course – Locally Administered Assessment
The LDC-LAA is an assessment graduation alternative for identified students. The OSPI Graduation Pathways site provides comprehensive policy and practice resources.
The LDC-LAA was an assessment graduation alternative in the 2018-19 school year for participating districts.

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

Z – Non-Instructional
A designation used for occurrences where credit is given but there isn't an actual course or instruction provided by a teacher.

Reporting

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

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

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

AP schools: https://apcourseaudit.inflexion.org/ledger/.

B – College Academic Distribution Requirements (CADR)
The term CADR differs from high school graduation requirements that are determined by the State Board of Education and local school districts. Courses meeting CADR are determined by the school district and noted on the transcript with the "B" designation.

More information about courses and guidelines can be found on the Washington Student Achievement Council's (WSAC) website. District curriculum staff may have already reviewed and determined which courses meet the CADR guidelines.

C – College in the High School
These courses are offered within the high school. The high school claims the class as FTE based on the enrolled weekly minutes for Basic Ed funding. The college charges the student or district for the dual credits and the amount charged can vary for each college. State funded subsidies will be allocated to eligible high schools to pay the college dual credit fee. The class is taught by faculty at the college, as well as high school instructors appointed by the college or university to serve as adjunct faculty (RCW 28A.600.290 (2)(i)). These courses cannot be taught at a college or through a college program such as Running Start. These courses cannot also be reported as International Baccalaureate or Non-Instructional.

Additional information is available on the Washington State Board for Community and Technical Colleges' (SBCTC) College in the High School website.

D – District or Other Program Dual Credit
The program(s) is paid for by local district funds or tuition paid by students. These courses cannot also be reported as Running Start or International Baccalaureate.

E – Local Transition
Bridge to College courses are transition courses. Other courses may qualify based on local placement agreements between districts and higher education entities. Transition courses must

earn high school graduation requirements in English and math.

F – Paid Work Experience
Courses that provide students with elective credit as a result of paid employment. Students meet learning objectives while on the job. To be used to identify elective credit for paid work (under the new designated state course code) and may also be used for students in cooperative worksite learning programs that are paid experiences. WAC 392-410-316 defines the paid work experience.

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

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

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

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

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

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

J – Tribal Language Competency Test
May only be reported with (B) – College Academic Distribution Requirements (CADR).

K – Cambridge Program (CI)
Cambridge Courses cannot be taught at a college or through a college program such as Running Start. These courses cannot also be reported as Non-Instructional.

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

(H).

L – Local Competency Test Designation
Local and National Competency Test Designations are to be provided when a student takes a Competency Test in place of taking the actual class and passes via the score of that test. A Local Competency Test is a test only used in Washington State (i.e., with a local teacher).

Local Competency test designations are only used for competency-based tests given within PK-12 schools and cannot also be Running Start. Running Start students take courses and not competency-based assignments.

N – National Competency Test Designation
Local and National Competency Test Designations are to be provided when a student takes a Competency Test in place of taking the actual class and passes via the score of that test. A National Competency Test is a test that is used in Washington State and in one or more other states (i.e., STAMP, ACTFL OPI, OPIc, and WPT and LinguaFolio Collection of Evidence, or SLPI for ASL).

National Competency test designations are only used for competency-based tests given within PK-12 schools and cannot also be Running Start. Running Start students take actual courses and not competency-based assignments.

O – Online
Online courses as defined in RCW 28A.250.010. Courses should be designated "Online" when 50% or more of the course content is delivered electronically and 50% or more of the teaching is conducted remotely from the student.

Courses designated as "Online" requires the reporting of additional elements for "online provider" and "online program".

Online Provider (CEDARS Element E10):
What is this?
Online courses may be taught by school district teachers or may be contracted to be taught by an approved online course provider. The key element for identifying the Online Provider for the course is by identifying the teacher's employer. Please see CEDARS Appendix AA for a list of approved online course providers.

Action:
Designate the appropriate approved online course provider when contracting for the course and the teacher hired by the approved online Course Provider. Designate the provider as "District-taught course" if the teacher supervising instruction for the course is a school district teacher and not employed through an approved online course provider.

Example 1: The school district has contracted with Provider A for an American Literature course. Provider A will be providing the courseware and the certificated and endorsed teacher responsible for the course. The school district would designate this online course as being provided by Provider A.

Example 2: The school district has contracted with Provider B for Algebra 1 online courseware, but a school district teacher is responsible for the course and will be reported as the teacher in CEDARS. The school district would designate this online course as "District-taught course" because the district is not contracting for instruction with a teacher who is hired by the approved online course provider.

Example 3: The school district has a district-developed US History online course through Blackboard taught by a district teacher. The school district would designate this online course as a "District-taught course".

Online Program (CEDARS Element E11):
What is this?
Online School Programs are approved by OSPI. School districts which allow students to be enrolled in a majority of online courses should be approved. Please see CEDARS Appendices, Appendix AB for a list of approved programs.

Action:
Designate the appropriate approved district online school program for the course. Each approved online school program will have a unique value in CEDARS.

Designate the course as "No approved program" if the course is not associated with an approved school program – either the district does not have an approved program, or the course is not part of an existing program in the district.

Designate the course as "New program" if the program has been approved by OSPI but a valid value has not yet been added to the list.

Additional Resources:
- CEDARS Appendix AA and AB
- OSPI list of approved online learning programs
- OSPI list of approved online course providers
- Online school program application

Contact:
Learning Options
360-725-6229
learningoptions@k12.wa.us

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

Course examples that may be considered as quantitative to meet the CADR requirement:
- Statistics
- Bridge to College Mathematics

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

More information about courses and guidelines are available on the Washington Student Achievement Council's site.

R – Running Start Courses

Only students in 11th and 12th grade may take Running Start (RS) courses during the regular school year. Students who will enter grade 11 in the fall of the next school year may participate in summer RS. A student's grade level is established based on the district grade level policy. RS grade level eligibility is established when the student first enters grade 10. If after a student is determined eligible and the student's grade level later changes during the same school year to a lower grade level, the student may still attend RS. In these instances, report the student's grade level at the time eligibility was granted in Student Grade History.

When transferring RS credits into high school, the college/university credits must be converted to high school credits. For example, at the college or university level, five quarter or three semester hours shall equal 1.0 high school credit (WAC 180-51-050 High school credit – Definition).

Courses are taught at or under the authority of certain institutions of higher education by college approved instructors. RS students do not pay tuition, but they do pay college fees and buy their own books, as well as provide their own transportation.

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

All Running Start courses paid for through Running Start apportionment dollars must be reported as such in CEDARS. Additional information regarding Running Start is available on the OSPI Dual Credit Programs. web page.

S – Science Lab

This designation is used to identify courses that meet the definition of 'laboratory science' per district policy. Students must earn two credits of laboratory science for admission to public baccalaureate institutions beginning summer of 2010. One credit must be in an algebra-based science course as determined by the school district. One credit must be in biology, chemistry, or physics. Principles of technology courses taught in Washington high schools may satisfy the laboratory science requirement. These courses cannot also be reported as Non-Instructional.

Additional information is available on the OSPI Graduation Requirements web page.

T – CTE Dual Credit
CTE courses which offer students the opportunity to earn dual, high school and college credits are identified as CTE Dual Credit. The student does not have to apply for the college credit for the class to be identified as a CTE Dual Credit course. CTE Dual Credit courses are taught by high school CTE instructors at high schools or skill centers. It is not taught at a college or through another college program such as RS. These courses cannot also be reported as IB or Non-Instructional.

Additional information is available on the OSPI CTE web page.

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

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

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

X – Locally Determined Course – Locally Administered Assessment
Review the OSPI Graduation web page for guidance on student eligibility.
The LDC-LAA was an assessment graduation alternative in the 2018-19 school year for participating districts.

Y – 1418 Youth Reengagement Dual Credit
The Youth Reengagement Dual Credit program serves students in grades 9-12 and is offered through an articulation commitment between high school and college programs. Students are allowed to take college courses at or under the authority of Washington's community and technical colleges. Youth Reengagement students and their families do not pay tuition. Students may receive both high school and college credit for classes taken at or above the 100 level, thus accelerating their progress through the education system. These courses cannot also be reported as Running Start or International Baccalaureate.

Additional information is available on the OSPI Open Doors Youth Reengagement. web page.

Z – Non-Instructional
The Non-Instructional designation is used for occurrences where credit is given but there isn't an actual course or instruction provided by a teacher. It is a local decision on which courses receive credit. Awarding credit for items such as the state assessments (SBA, WCAS, ~~HSPE, and EOC~~), alternative assessments (Portfolio, DAPE, and ~~CAA Options~~), Local/National Competency Tests

(STAMP, ACTFL OPI, OPIc, WPT and LinguaFolio Collection of Evidence, SLPI for ASL), senior projects, or other district determined allowances is consistent with the district option to award credit on the basis of clearly identified competencies in WAC 180-51-050. This designation allows the record to be submitted in CEDARS Student Grade History without a Teacher Certification Number since it is a non-instructional credit. Courses that are listed as Non-Instructional cannot also be reported as any of the following types of courses. All non-instructional credits awarded must be submitted in both Student Grade History File (H) and Non-Traditional Student Credit Attempt File (T) as appropriate.

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

Block Classes

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

Multiple Designations

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

Course Designation Code Co-Reporting Matrix

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

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

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

Course Level

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

Reported in:

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

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

Descriptions

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

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

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

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

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

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

**Washington state learning standards are available on the OSPI Learning Standards & Instructional Materials. web page.*

Determining Level

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

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

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

Course Level Decision Tree

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

2. Is this *instance* of the course the same level of rigor, less rigorous, or more rigorous than *my LEA's* curriculum standards for the course?

- **Same** level of rigor
    - Then report *G – General or regular*
- **Less** rigorous
    - Then report *B – Basic or remedial*
- **More** rigorous
    - Is it credit-bearing at a postsecondary institution?
        - If **yes**, then report *C – College*
        - If **no**, is it an advanced-level course designed for students who have earned honors status?
            - If **yes**, then report *H – Honors*
            - If **no**, then report *E – Enriched or advanced*

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

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

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

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

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

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

Multi-Level Course
Some LEAs schedule multiple levels of rigor within a single instance of a course. If students within the same classroom or non-course credit activity receive instruction at different course levels, a different Course ID must be reported for each course level present.

Reporting Example 1
Single courses offering both General and Honors levels of rigor, showing *Course Catalog File (D)* and *Student Schedule File (E)* elements.

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

Reporting Example 2
Single course offering both General and Honors levels of rigor, showing *Non-Traditional Student Credit Attempt File (T)* elements.

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

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

Course Sequence & Sequence Group

Course Sequence & Sequence Group reporting was archived as of the 2025-26 school year.

CTE Course and Credit Equivalency

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

RCW 28A.700.070, RCW 28A.230.097 and RCW 28A.230.010 allow for districts to determine course credit equivalency for CTE courses.

CEDARS Course Catalog File (D), Element D12 – CTE Course Equivalency Identification and D13 – CTE Equivalency is used to submit CTE Course Equivalency Identification information for courses submitted with approved CIP codes that meet the definition of statewide or local course equivalency. Courses submitted to Element D12 must meet the mandatory hours of 180 or 540, as designated, to achieve statewide course equivalency.

Information regarding the equivalency issued to a student enrolled in a CTE course with CTE

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

The OSPI CTE Resources web page contains additional Statewide Approved Course Equivalency resources and contact information.

Dual Language Instruction

Reporting Dual Language Instruction is required for Dual Language Courses reported to CEDARS in Elements D14 and D15. These codes are for dual language programs only and should not be added for other world language courses, heritage language courses, or Tribal language courses. The Dual Language Instruction Type in Element D14 is used to differentiate the purpose and structure of the dual language program for one-way dual language, two-way dual language, and world language immersion programs. Please note that valid value 3 (World Language Enrichment) will be deactivated in 2026-27 and should not be used.

One-Way Dual Language Program

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

Two-Way Dual Language Program

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

World Language Immersion Program

World language immersion is an instructional model that provides content-based instruction to students in two languages (English and a partner language). The classroom is comprised of primarily native or fully proficient English speaking students. The goals of these programs are to develop bilingual and biliterate proficiency in the world language through content instruction.

Grade Point Average (GPA)

Districts are required to provide a Grade Point Average (GPA) within CEDARS District Student File (B), Element B28 – Cumulative Grade Point Average. This is the cumulative GPA that is reported on the state standardized transcript.

If the student has not been with the district long enough to generate a GPA, the GPA data field should be left blank.

GPA definition from WAC 392-415-055

(1) Each student's "grade point average" shall be the sum of the point values, as defined in WAC 392-415-050, of all the marks/grades received for all courses attempted, divided by the sum of the credits for all courses attempted.

(2) The grade point value shall be rounded by multiplying the numerical value of the mark/grade earned by the number of credits assigned to the course.

(3) Grade point averages shall be rounded to the third decimal place and reported for each trimester/semester or other term and for the cumulative credits earned for all courses attempted in high school.

(4) All marks/grades for all courses taken shall be included in the calculation of grade point averages except for:

(a) Non-numerical marks/grades shall be excluded from the calculation of grade point averages; and

b) Only the highest mark/grade earned for a class/course taken more than once to improve a mark/grade shall be included in the calculation of grade point averages.

This exception shall not apply to recurring courses. Recurring courses are not considered repeated courses taken for the purpose of improving a mark/grade. Recurring courses are those taken by a student to further develop their understanding and skills in the subject (e.g., journalism, advanced art or drama, concert band, etc.) or is taken by the student more than once to satisfy different credit requirements (e.g., advanced drama taken three times to meet an elective requirement, an art requirement, and the occupational education requirement).

(c) Credits attempted for courses taken more than once to improve a grade/mark may count only once toward the number of credits required for graduation.

(d) Credits attempted for courses taken more than once to improve a grade may count toward the number of credits required for graduation on the condition that the letter grades earned for all attempts are included in the calculation of the student's grade point average. Districts and schools shall not convert letter grades to non-numerical grades/marks for the purpose of this subsection.

Industry Recognized Certifications

Indicates which, if any, state or nationally Industry Recognized Certifications (IRC) are *offered* through a CTE course:

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

Indicates which, if any, state or national IRCs were *earned* through a CTE course:

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

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

IRCs Earned are not submitted in Student Schedule File (E).

Corresponding D17 & H31 Course Records: Valid Value Co-Reporting Matrix
Unlike the rest of courses reported in File H, only report H31 data in records where the Course School Year (H30) is the current reporting year.

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

* Not a D17 valid value
N = No. The valid value codes *cannot* both be reported
Y = Yes. The valid value codes *can* both be reported

Additional information about Industry Recognized Certifications is available on the OSPI CTE web page.

International Baccalaureate

All IB courses must use the official IB course title or abbreviation identified in CEDARS Appendix Q. If districts wish to also display their chosen course title, the district may include the official IB course title/abbreviation in brackets either before or after it.

Cambridge International

All Cambridge International (CI) courses must use the official CI course title or abbreviation identified in Appendix Q of the CEDARS Manual. If districts wish to also display their chosen course title, the district may include the official CI course title/abbreviation in brackets either before or after it.

Letter Grade

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

Non-Instructional Pathways

Credit is obtainable from non-instructional activities, such as End-of-Course (EOC), World Language Competency exams, or others as defined in local policy per WAC 180-51-051. The tables below provide guidance, by file, for reporting credit-bearing non-instructional activities.

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

Credits assigned through non-instructional pathways are not submitted in Course Catalog File (D)

or Student Schedule File (E)

Element	Value to Report
~~Location ID (D03 & E05)~~	~~• The ID for the school where the student completed the activity~~ ~~• Report the activity with the same ID in both Course Catalog (D03) and Student Schedule (E05)~~
~~Course ID (D04 & E06)~~	~~• Unique to each activity and created by the LEA~~ ~~• Report the activity with the same ID in both Course Catalog (D04) and Student Schedule (E06)~~
~~Content Area Code (D06)~~	~~• ZZZ – Non-Instructional time~~ ~~• This element is in Course Catalog, but not Student Schedule~~
~~Course Designation Code (D07)~~	~~• Z – Non-Instructional~~ ~~• This element is in Course Catalog, but not Student Schedule~~
~~State Course Code (D08)~~	~~• Appendix V valid value consistent with the activity~~ ~~• Search for Course Names such as *Independent Study*, *Workplace Experience, Other,* or *Test Preparation* and Subject Area Names like *Miscellaneous* or *Non-Subject-Specific* to assist with finding courses that align with non-instructional activities~~ ~~• This element is in Course Catalog, but not Student Schedule~~

Student Grade History File (H)

Element	Value to Report
Course ID (H07)	Unique to each activity and created by the LEA
Course Designation Code (H13)	Z – Non-Instructional
State Course Code (H15)	• CEDARS Appendix V – State Course Codes, submit a valid value that aligns with the subject area of the non-instructional credit being assigned ~~consistent with the activity~~ • Search for Course Names such as Independent Study, *Workplace Experience*, *Other*, or *Test Preparation* and Subject Area Names like Miscellaneous or *Non-Subject-Specific* to assist with finding courses that align with non-instructional activities
Content Area Code (H14)	ZZZ – Non-Instructional time
Certification Number (H25)	~~May~~ Must be blank if the Course Designation Code is *Z – Non-Instructional*

Non-Traditional Student Credit Attempt File (T)

~~*If the credits are scheduled as part of a course*~~

Element	Value to Report
Course ID (T07)	Unique to each activity and created by the LEA

Element	Value to Report
Content Area Code (T09)	ZZZ – Non-Instructional time, only to be submitted with credits being assigned for competency or mastery-based learning or when credit is being assigned for non-instructional credit such as for elite sports, teacher aide or passing a state assessment
Course Designation Code (T10)	Z – Non-Instructional
State Course Code (T11)	• CEDARS Appendix V – State Course Codes, submit a valid value that aligns with the subject area of the non-instructional credit being assigned ~~consistent with the activity~~ ~~• Appendix V valid value consistent with the activity~~ • Search for Course Names such as *Independent Study*, *Workplace Experience, Other,* or *Test Preparation* and Subject Area Names like *Miscellaneous* or *Non-Subject-Specific* to assist with finding courses that align with non-instructional activities

Non-Traditional Student Credit Attempt File (T)

If the credits are <u>not</u> scheduled as part of a course

Element	Value to Report
Course ID (T07)	• Leave NULL (blank) • Data is not required if the activity is not scheduled as part of a course
Content Area Code (T09)	• Leave NULL (blank) • Data is not required if the activity is not scheduled as part of a course
Course Designation Code (T10)	Z – Non-Instructional
State Course Code (T11)	• CEDARS Appendix V – State Course Codes, submit a valid value that aligns with the subject area of the non-instructional credit being assigned ~~consistent with the activity~~ • Search for Course Names such as *Independent Study*, *Workplace Experience, Other,* or *Test Preparation* and Subject Area Names like *Miscellaneous* or *Non-Subject-Specific* to assist with finding courses that align with non-instructional activities

Running Start

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

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

No Student Schedule File (E) Record
If your LEA does not report Running Start courses in Student Schedule File (E), they should be reported in both Student Grade History File (H) and Non-Traditional Student Credit Attempt File (T) as transfer courses with Course Designation Code *R – Running Start**[1]. Report as transfer courses once final information is received regarding course completion and letter grades.

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

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

Skill Centers

Skill centers are regional secondary schools that serve high school students from multiple school districts. They provide instruction in preparatory programs that are either too expensive or too specialized for school districts to operate individually. The OSPI CTE Skill Centers web page contains policy and program practice resources.

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

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

Prior to Grade 9

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

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

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

Continuing after Grade 12
Some seniors have met all graduation requirements but continue taking skill center courses to complete industry certification or program requirements the summer following their senior year. The *District and School Enrollment* section of this document provides the enrollment reporting guidance for this scenario.

State Course Code

Reported in:

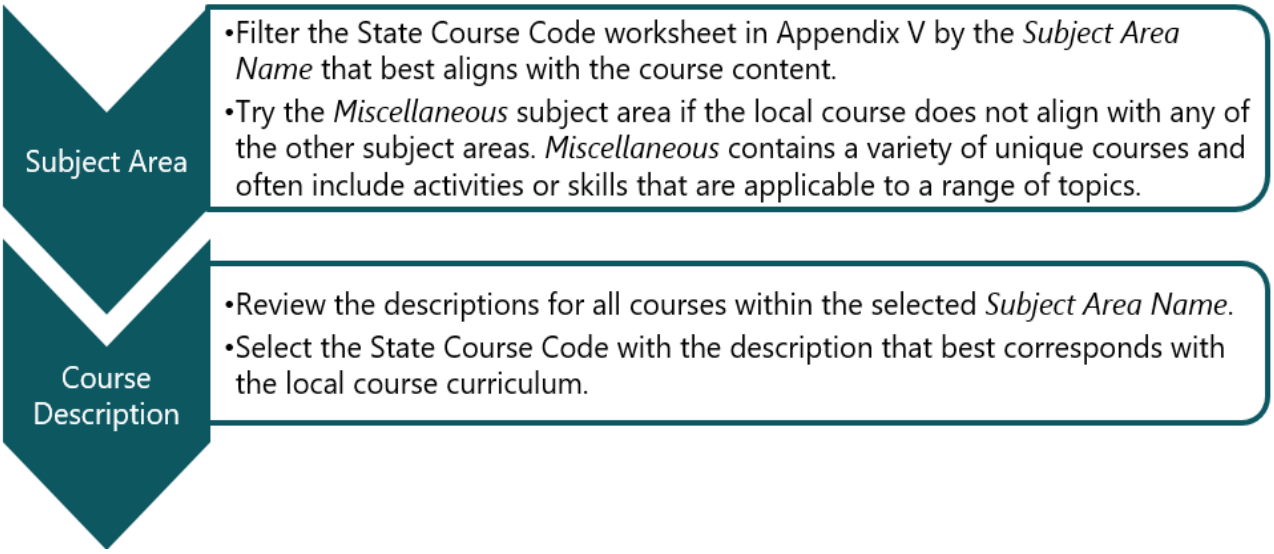
File	Element
Course Catalog (D)	Element D08 – State Course Code
Student Grade History File (H)	Element H15 – State Course Code
Non-Traditional Student Credit Attempt (T)	Element T11 – State Course Code

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

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

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

How to Select the State Course Code from Appendix V
LEAs determine the State Course Code most appropriate for the course; OSPI does not advise LEAs on which codes best align with their local courses. State Course Codes do not have program or attribute limitations. Detailed information and descriptions about each course are located in *Appendix V - State Course Codes* on the OSPI CEDARS web page.



Tips

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

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

Integrated Courses

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

Middle School Curriculum

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

Reporting Example:

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

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

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

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

Detailed course code information is located in *Appendix V - State Course Codes* on the CEDARS web page.

Non-Rigor Courses

Non-Rigor course codes were inactivated for school years 2021-22 and forward. Beginning with the 2020-21 school year, new elements *D16 – Course Level* and *T18 – Course Level* identify course level of rigor. Instead of the previous practice of using *N*, or the absence of *N*, within the State Course Code itself.

Prior-to-Secondary Courses

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

Special Programs and Populations

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

Student Work-Based Learning Activities

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

The work-based learning (WBL) data reported to CEDARS will inform district accountability for

Perkins 5S3 Program Quality – Participation in Work-Based Learning. It will also be reflected in the OSPI Perkins Dashboard in Tableau and annually reported to the Department of Education.

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

Definitions

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

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

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

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

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

School Based Enterprises

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

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

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

Placement/Paid Internship

Students are placed in workplace environments to learn about a particular industry or occupation related to the student's career interests, abilities, and goals (HSBP). Students are paid either

through wages or other compensation to work for an employer for a specific period of time. Student progress is overseen by a worksite supervisor.

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

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

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

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

Resources
Additional information about WBL activities is available on the OSPI CTE Work-Based Learning web page.

Technical Skills
School districts are required to report the results of students' attainment of technical skills in the CEDARS Grade History File (H), Element H24 – Did the Student Take or Pass a State or Nationally Recognized Assessment of Technical Skill and Knowledge. ~~This element is used to fulfill a federal requirement to report students who have attained technical skills in an approved CTE course.~~

Element H24 is not to be confused with Element H31 – Industry Recognized Certifications Earned; H31 refers to the student *passing* a **certification exam** while H24 refers to the student *taking* a **skills and knowledge exam**.

Term

Indicates the term in which the course is offered.

Course term is reported in:

Student Schedule File (E), *Element E08 – Term*
Staff Schedule File (G), *Element G07 – Term*
Grade History File (H), *Element H19 – Term*

Summer

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

Summer Term Reporting Matrix

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

All Year

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

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

Example of *Correct* ALLYR Course Reporting

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

Example of *Incorrect* ALLYR Course Reporting

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

SEM1 versus Q1 and Q2

If a course is taken/taught for only one quarter out of a semester, use the appropriate quarter designation. Otherwise, use the Semester designation.

Alternative schools and Online Education

If not able to identify with one particular session type, use the Quarter designation that most closely aligns with the quarter the course was taken/taught based on the number of weeks into the school year.

Transcripts

The OSPI High School Transcripts web page contains transcript user guides, requirements, and resources.

STAFF INFORMATION

Staff File (F)

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

Certificate Numbers

CEDARS validates teacher certification numbers against the state's certification records. This information is used to link students to teachers for research requests and other reporting requirements.

All public school teachers instructing students in grades PK-12 must have a valid certificate number or special exception indicator and a staff type code reported to CEDARS. Pre-school teachers should be reported with the appropriate staff type code in Staff File (F), Element F04. If a paraeducator holds a certificate (certificate of completion) from the Paraeducator Certificate Program in Washington State, then report the Certification number or temporary number which starts with letter Z with the appropriate staff type code in Staff File (F), Element F04. The temporary number which starts with letter Z is issued to all districts staff who work at district and reported through the OSPI Personnel Reporting system. Please contact your district personnel who handle Personnel Reporting to obtain the temporary number.

A list of valid Staff Type Codes is available in CEDARS Appendix U.

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

Contract Teachers

Contract teachers are required to be certified and reported in CEDARS. The Staff Type Code for Contract teachers is 630.

Itinerant Teachers

Itinerant teachers must be reported in the Staff File. It is not necessary to report them in the Staff Schedule File.

Long Term Substitute Teachers

OSPI expects that long term substitutes will be reported in CEDARS in order to populate the Educator Equity Data Collection Tool, which is located in the Education Data System (EDS) system under Electronic Certification. A long-term substitute is defined as a certificated teacher who serves in a single teaching assignment for four or more consecutive weeks (20 school days).

Paraeducators

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

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

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

Reporting Recommendations for Paraeducators

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

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

Teacher Indicators

The Teacher Indicator is a flag used to identify a teacher's role in the classroom. District definitions may vary from the basics described here due to contractual language.

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

C – Job Share – Substitute
A job share substitute teacher is one who may or may not be on contract for the district and fills in for short-term absences, scheduled or unscheduled, of other teachers in an existing job share situation.

D – Job Share – Long Term Substitute
A long-term substitute is a teacher who assumes a substitute role in one classroom for twenty (20) or more days in an existing job share situation.

E – English Language Learner / English as a Second Language (ELL/ESL) Co-Teaching Model
An ELL or ESL teacher is assigned to provide instruction or support at the same time in the classroom as Primary teacher for a given course.

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

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

H – First Peoples' Language, Culture, and Oral Traditions Co-Teaching Model
A First Peoples' Language, Culture, and Oral Traditions teacher is assigned to provide instruction or support at the same time in the classroom as Primary teacher for a given course.

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

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

L – Long-term Substitute
A long-term substitute is a teacher who assumes a substitute role in one classroom for twenty (20) or more days.

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

S – Substitute
A substitute teacher is one who may or may not be on contract for the district and fills in for short-term absences, scheduled or unscheduled, of other teachers.

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

V – Team – Substitute
A team substitute teacher is one who may or may not be on contract for the district and fills in for short-term absences, scheduled or unscheduled, of other teachers in an existing team teaching situation.

W – Team – Long Term Substitute
A long-term substitute is a teacher who assumes a substitute role in one classroom for twenty (20) or more days in an existing team teaching situation.

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

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

STUDENT ATTRIBUTES AND PROGRAMS

Student Attributes and Programs File (I)

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

Attribute or Program Code
Attribute and program types are reported in *Element I06 – Attribute or Program Code*. All valid program codes are listed in CEDARS Appendix F for the reporting school year.

Qualification Reason
Attribute and program qualification reasons are reported in *Element I10 – Qualification Code*. Qualification codes are located in the following CEDARS documents:

Program or Attribute	Valid Value List
Career Launch Programs	CEDARS Appendices – Appendix AJ
Student Identified with a Disability	CEDARS Appendices – Appendix I
Free and Reduced Meals	CEDARS Appendices – Appendix X
GRADS Program	CEDARS Data Manual – Element I10
Highly Capable (Gifted) Programs	CEDARS Data Manual – Element I10
Reengagement Programs	CEDARS Appendix R
Student Sensory Disability	CEDARS Appendix AL
Washington State Seal of Biliteracy	CEDARS Appendices – Appendix K

Attributes

504 Plan

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

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

If the student is no longer receiving accommodations as part of a 504 plan, exit data must be reported in *I08 – Program Exit Date* and *I09 – Exit Reason Code*.

If the student exits the school or district, exit data is not required in *I08 – Program Exit Date* and *I09 – Exit Reason Code*.

Do not submit 504 plan record for students who qualify but who do not have a plan developed or implemented.

Additional information is available on the OSPI 504 Plans and Students with Disabilities web page.

Student Identified with a Disability

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

When a student is reported with this attribute in *Element I06 – Attribute or Program Code*, it identifies that they have a disability. The corresponding data in *Element I10 – Qualification Code* from *Appendix I – Disability Code*s describes the disability.

Some of the *Disability Code*s reported in *Element I10 – Qualification Code* have age-specific requirements (see Appendix I for the age requirement descriptions). If a student reported with one of these codes and has a birthday during the reporting school year that results in the student no longer meeting the age requirement, *Element I08 – Program Exit Date* is required. The record will error if an exit date is not provided in this scenario.

Element I08 – Program Exit Date is not required when a student with this attribute withdraws from the school or district. Except when the student aligns with the age-specific scenario described above, even when they are withdrawn prior to the birthday.

If a student is reevaluated and no longer has the disability, report the exit date in *Element I08 – Program Exit Date* and the reason in *Element I09 – Exit Reason Code*.

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

Student Sensory Disability

Sensory Disability is an attribute of a student and is not a program or service. RCW 72.40.070A requires that a record must be submitted for all students identified with a Sensory Disability.

A valid value of 80, indicating the student has a Sensory Disability must be submitted in Element I06 – Attribute or Program Code and, a valid value from Appendix AL – Student Sensory Disability indicating what the Sensory Disability is, must be submitted in Element I10 - Qualification Code.

Blind/low vision:

For this data collection the Washington State educational definition for blindness/visual impairment found on the Washington Sensory Disabilities Services webpage are used. According to their official page:

"Children/youth with a visual impairment that, even with correction, adversely affects their educational performance and requires specially designed instruction." [wsds.wa.gov]

What this means in practice

- The definition includes both blind and low-vision students (they are grouped under "visual impairment").
- The determining factor is educational impact, not just a medical diagnosis.

- Even if vision can be partially corrected (glasses, contacts, etc.), a student qualifies if vision still:
    - Negatively affects learning, and
    - Requires specialized instruction or supports (e.g., Braille, assistive technology, orientation & mobility training).

Key takeaway
WSDS does not rely only on medical thresholds (like 20/200 acuity). Instead, they focus on whether the student's vision condition interferes with school performance and necessitates specialized educational services.

Deaf/hard of hearing (hearing impairment):
Washington Sensory Disabilities Services (WSDS) again uses the Washington State educational definitions for Deaf and Hard of Hearing. On their official site, the definitions are:
Deafness means a hearing impairment that is so severe that the student is impaired in linguistic information through hearing, with or without amplification, that adversely affects a student's educational performance. [wsds.wa.gov]

Hearing Impairment means an impairment in hearing, whether permanent or fluctuating, that adversely affects a student's educational performance but that is not included under the definition of deafness. [wsds.wa.gov]

Key takeaway
- WSDS groups deaf and hard of hearing under hearing-related disabilities but distinguishes them by severity.
- The determining factor is impact on educational performance, not just the medical level of hearing loss.
- Deaf = hearing loss so severe that it significantly limits processing language through hearing.
- Hard of hearing = any lesser (but still impactful) hearing loss, which may be:
    - Permanent or fluctuating, and
    - Still affects learning but does not meet the severity level of deafness.

Like their definition for vision, WSDS focuses on whether the hearing condition interferes with learning and requires specialized educational support, rather than relying only on medical thresholds.

Unaccompanied Youth

The term 'unaccompanied youth' identifies students who are not in the physical custody of a parent or guardian. These students may or may not be homeless. An unaccompanied youth may be of any grade, PreK - 12. If a student is identified as an 'unaccompanied youth' they are to be reported in CEDARS Student Attributes and Programs File (I), *Element I06 – Program Code, Valid Value "24"*. Students submitted to CEDARS as unaccompanied should have this program record submitted for the remainder of the school year, even if their status changes.

Washington State Seal of Biliteracy

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

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

Students can be reported in CEDARS with the *Proficient - Washington State Seal of Biliteracy* attribute in File I when they demonstrate proficiency in one or more world, tribal or heritage languages but has not yet met the other requirements for the Seal. This attribute was created to recognize students who are on track to earn the Seal prior to graduation.

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

- Element I05 – Location ID, report the location id of the school that identifies the student as either being recognized as Washington State Seal of Biliteracy Proficient or Washington State Seal of Biliteracy Earned
- Element I06 – Attribute or Program Code
    - If the student demonstrated proficiency prior to the 2026-27 school year submit valid value
        - 42 – Proficient - Washington State Seal of Biliteracy
    - Beginning with the 2026-27 school year, if the student was identified as proficient with an intermediate or advanced designation, submit valid value
        - 82 - Seal of Biliteracy Intermediate Proficient
        - 84 - Seal of Biliteracy Advanced Proficient and the student demonstrated proficiency with an
    - If the student has earned the Washington State Seal of Biliteracy, and the student demonstrated proficiency prior to the 2026-27 school year, submit valid value
        - 41 – Earned - Washington State Seal of Biliteracy
    - If the student has earned the Washington State Seal of Biliteracy, intermediate or advanced designation, in school year 2026-27 or after, submit valid value
        - 81 - Seal of Biliteracy Intermediate Earned
        - 83 - Seal of Biliteracy Advanced Earned
    -
- Element I07 – Start Date, provide the date the student is identified as Washington State Seal of Biliteracy Proficient or the student Earned the Washington State Seal of Biliteracy
- Element I08 – Exit Date, if an exit date is submitted an exit reason code will be required
- **IF** an exit date is submitted in Element I08, an exit reason code will be required in Element I09 – Exit Reason Code
- Element I10 – Qualification Code, report the language code that identifies in which language the student is recognized as being Washington State Seal of Biliteracy Proficient or in which language the Seal of Biliteracy was Earned. Language codes can be found in CEDARS Appendix K.

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

District Programs

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

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

Washington Reading Corps Literacy Support

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

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

The OSPI Washington Reading Corps web page contains policy and practice resources.

School Programs

21st Century Community Learning Centers

Students participating in the 21st Century Program receive opportunities for academic enrichment, including providing tutorial services to help students (particularly students in high-poverty areas and those who attend low-performing schools) meet state and local student performance standards in core academic subjects such as reading and mathematics.

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

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

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

Additional information is available on the OSPI 21st Century Community Learning Centers Program site.

Career Launch

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

One type of CL program is the secondary career and technical education program that meets credential requirements and includes a work-based component. To become a CL program, a program must first be endorsed. The endorsement process is managed by SBCTC. Information on this process, as well as the most updated list of CL endorsed programs, is available on the SBCTC Career Launch website.

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

Program Code

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

Qualification Code

When a CL program is endorsed, SBCTC assigns the CL program a specific code that starts with a "*K*" indicating it is a K-12 CL program. This code becomes the qualification code associated with the CL program code.

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

Multiple Program Type Participation

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

If multiple CL program records for a single student have overlapping participation spans, they cannot have the same start dates (Element I07 – Start Date) reported to CEDARS. This is because the Student Attributes and Programs File (I) structure requires each program record to have a unique combination of key elements[3]. If the combination is not unique, a validation will fire and the record will not load to CEDARS. To resolve the issue, create a unique combination of key elements by altering the start date of one of the overlapping records by one calendar day. If there are more than two overlapping participation spans, all overlapping records must have different start dates reported to *I07 – Start Date*.

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

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

Key Elements						
School Year (I01)	**Serving County District Code (I02)**	**SSID (I04)**	**Location ID (I05)**	**Attribute or Program Code (I06)**	**Start Date (I07)**	**Qualification Code (I10)**
2026	12345	1234567890	1234	69 (Career Launch)	09/01/2026	K121
2026	12345	1234567890	1234	69 (Career Launch)	09/02/2026	K122

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

This is a district level program. If the student exits the district or is no longer participating in the program, report the exit date in *I08 – Program Exit Date* and the exit reason in *I09 – Exit Reason Code*. Exit data is not required when a student changes school enrollment if it is within the same district and they are continuing program participation.

Program Assistance
Additional resources and contact information are available on the OSPI CTE web page.

College Bound Scholarship
The collection of College Bound Scholarship was archived as of the start of the 2017-18 school year.

Continuous Learning 2.0+
Collection of Continuous Learning 2.0+ was ended beginning with the 2025-26 school year.

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

The data should be submitted to CEDARS in the following elements:
- Element I06 – Attribute or Program Code, Valid Value 36 – Student Identified with a Disability
- Element I10 – Qualification Code, Valid Value from Appendix I

There are two disability codes listed in CEDARS Appendix I that have restrictions for reporting

applied to them:

Disability Code 1 – Developmental Delays

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

Disability Code 15 – Diagnosed Physical/Mental Condition

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

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

a. Chromosomal abnormalities;
b. Genetic or congenital disorders;
c. Sensory Impairments;
d. Inborn errors of metabolism;
e. Disorders reflecting disturbance of the development of the nervous system;
f. Congenital infections;
g. Severe attachment disorders; and
h. Disorders secondary to exposure to toxic substances, including fetal alcohol syndrome.
i. Deafness/hearing loss – a hearing loss that adversely affects a child's development is:

(i) Unilateral sensorineural hearing loss and/or permanent conductive hearing loss of 45 dB or greater.

(ii) Bilateral sensorineural hearing loss and or permanent conductive hearing loss, which includes:

A. Hearing loss of 20 dB or greater, better ear average of the frequencies 500, 1,000, and 2,000 Hz.;

B. High frequency loss greater than 25 dB at two or more consecutive frequencies or average of three frequencies between 2,000 and 6,000 Hz, in the better ear;

C. Low frequency hearing loss greater than 30 dB at 250 and 500 Hz, in the better ear; or

D. Thresholds greater than 25 dB on Auditory Brainstem Response threshold testing in the better ear; or

(iii) A six-month history of fluctuating conductive hearing loss or chronic middle ear effusion/infection of three months, unresolved past initial evaluation; or

j. Vision Impairment – infants and toddlers with visual impairment/blindness are:

(i) Those children who have a visual impairment that adversely affects the child's development, even with correction. Eligibility shall be dependent on documentation of a visual impairment, including one or more of the following conditions:

(ii) Legal blindness or visual handicap, as they are customarily defined, either in terms of qualifying reduction in visual acuity and/or a qualified reduction in visual fields.

(iii) A visual impairment that is progressive in nature and can be expected to lead to blindness within a reasonable period of time.

(iv) If a visual acuity or field cannot be determined:

A. The qualified personnel must identify a diagnosis or medical history that indicates a high probability of visual loss that may adversely affect the child's development.

B. A functional vision evaluation by a qualified professional is necessary to determine eligibility.

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

Foster Care

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

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

Free and Reduced-Price Meals

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

The OSPI Child Nutrition web page contains policy and practice resources, including the confidentiality requirements of Free and Reduced-price eligibility data, and contact information.

Only report students Element I06 – Program Code with valid value *19 - Free/Reduced Meals Participation/Eligibility* if they are served by or identified with income levels comparable to the Free and Reduced-Price Meal Program. Report the reason the student is eligible in *Element I10 – Qualification Code* using a valid value, or code, from CEDARS Appendix X – Free/Reduced-Price Meal Eligibility Status or Low Income.

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

Child Nutrition Eligibility & Education Benefit Application

Beginning in school year 2024–25, all Local Education Agencies, including those operating CEP or Provision 2 district-wide, must distribute the Child Nutrition Eligibility & Education Benefit (CNEEB) Application. The CNEEB Application merges the free and reduced-price meal application and family income survey. The family income survey is no longer a state recognized form and must not be used.

The results of the CNEEB Application are reported to CEDARS *Student Attributes and Programs File (I)*. This will ensure that free and reduced lunch rates are more accurately reflected in various determinations and reports including Report Card and accountability measures.

Students identified with income levels comparable to the Free and Reduced-Price Meal Program by the CNEEB Application, including those enrolled in CEP or Provision 2 schools, will then be reported to CEDARS Attributes and Programs File (I), with valid value *19 - Free/Reduced Meals Participation/Eligibility* in Element I10-Attribute or Program Code and using a valid value, or code, from CEDARS Appendix X – Free/Reduced-Price Meal Eligibility Status or Low Income in Element I10 – Qualification Code.

Districts and Schools *without* Meal Programs

Beginning with the 2024-25 school year, districts, or individual schools, that do not have meal programs may also utilize the CNEEB Application to identify, collect and submit to CEDARS. This includes districts or schools that do not sponsor meal programs and schools, such as ALE or online schools, that do not have in-person contact with students.

Students enrolled in schools or districts without meal programs and identified with income levels comparable to the Free and Reduced-Price Meal Program by the CNEEB Application will then be reported to CEDARS Attributes and Programs File (I), with valid value *19 - Free/Reduced Meals Participation/Eligibility* in Element I06-Attribute or Program Code and valid value *25* – No Access to Meal Programs: *Income level comparable to free or reduced-price meal eligibility* in Element I10 – Qualification Code. A complete list of the Free and Reduced-Price Meal program valid values are listed in CEDARS Appendix X.

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

Students can be enrolled districts and schools with meal programs, but do not have access to a meal program (e.g., ALE, Running Start, etc.). Districts, or individual schools, that offer meal programs but have students enrolled who do not have access to meals should also utilize the CNEEB Application to identify, collect and submit to CEDARS those students eligible for free/reduced meals in schools.

Districts or schools not participating in NSLP, SBP, or who have students that do NOT have access to a meal program may use the CNEEB application to determine eligibility. Students without access to the meal programs and identified with income levels comparable to the Free and Reduced-Price Meal Program by the CNEEB Application will then be reported to CEDARS Attributes and Programs File (I), with valid value *19 - Free/Reduced Meals Participation/Eligibility* in Element I06-Attribute or Program Code and valid value *25 – No Access to Meal Programs: Income level comparable to free or reduced-price meal eligibility* in Element I10 – Qualification Code. A complete list of the Free and Reduced-Price Meal program valid values are listed in CEDARS Appendix X.

Qualification Codes

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

Direct Certification - DSHS

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

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

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

Community Eligibility Provision (CEP) and Provision 2

For students in Provision 2 and CEP schools who are not directly certified, districts should use the CNEEB Application to identify, collect, and submit to CEDARS those students with income levels comparable to the Free and Reduced-Price Meals Program. The reason the student qualifies for program services is reported in *Element I10 – Qualification Code* using a valid application value, or code, from *Appendix X – Free/Reduced-Price Meal Eligibility Status or Low Income*.

Income level districts should report students who are direct certified in the same way as has been done previously for CEDARS, using valid values 3-7, 12-14, 18-21 and 24.

For students in Provision 2 and CEP schools who are not directly certified, districts should use the CNEEB Application to identify, collect, and submit to CEDARS those students with income levels comparable to the Free and Reduced-Price Meals Program.

Students transferring into a CEP or Provision 2 school from another school within their district, identified in their sending school as eligible for free/reduced meals via CNEEB application, should continue to be reported with that eligibility in the CEP or Provision 2 schools. A new CNEEB application does not need to be completed for these students.

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

Direct Certification - Foster Care

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

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

Direct Certification - Medicaid

OSPI, Child Nutrition Services is participating in a USDA Pilot Project to directly certify students using Medicaid data. Students on the *DC Medicaid* list are eligible for either free or reduced-price meals. The *Direct Certification District List for Medicaid* will identify students with qualification codes:

6 – DC Medicaid Free
12 – DC Medicaid Reduced

Special Reporting Circumstances

Midyear Qualification Change

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

Multiple Qualifications

If a student has multiple qualification codes that apply, a qualification code for direct certification (codes 3-7, 12-14, 18-21, and 24) should always be used in place of an application unless the application will qualify the student for a higher level of benefits. For example:

- If a student in foster care is directly certified through the school foster liaison and has an approved application, report a qualification code of *21 – Directly Certified Foster Child*.
- If a student is directly certified for reduced-price meals through Medicaid and has an approved household income/family size application for free meals, report a qualification code of *1 – Free Via Household Size & Income Application*.

If the student has multiple direct certification qualification codes, priority should be given to a qualification code of *19 – Basic Food* first. For example, a student is experiencing homelessness and has been found on the DSHS Direct Certification list as eligible through Basic Food, report a qualification code of *19 – Directly Certified Basic Food*.

School Year Carryover

Federal rules state that students who were eligible for the Free and Reduced-Price Meals Program in the prior school year are eligible for the same benefits for up to the first 30 serving days in the new school year or until a new eligibility determination is made. As students are deemed eligible in the new school year (new application, direct certification, or participation in other programs [homeless, migrant, etc.]) the dates need to be reflected in CEDARS *Student Attributes and Programs File (I)* as follows:

First

Create (or Update) the Carryover Record

- The student should have a record in the *new* school year that indicates the eligibility information from the *prior* school year while the *new* school year information is being processed.
    - Your SIS might do this automatically, check with the SIS vendor if you are not sure.
    - Create a new record if your SIS does not do this automatically.
- The start date should be on or before the student's first day of school in the new school year.
    - It is acceptable to have the start date still reflect the date from the last school year, if necessary.
- End the carryover record once the new application is processed or the 30 serving days

expire.

Then, if determined:

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

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

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

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

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

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

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

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

Additional information is available on the OSPI GRADS program web page.

Highly Capable (Gifted)

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

The OSPI Highly Capable Program web page contains policy and practice resources.

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

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

This is a district level program. If the student exits the district or is no longer participating in the program, report the exit date in *I08 – Program Exit Date* and the exit reason in *I09 – Exit Reason Code*. Exit data is not required when a student changes school enrollment if it is within the same district and they are continuing program participation.

Qualification (Referral) Codes
Beginning with 2021-22 submissions, the referral method must be reported in *I10 – Qualification Code* for each student reported with a Highly Capable (Gifted) program code in *Element I06 – Attribute or Program Code*.

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

B – Referred by school or district staff
Use when the student was referred to the gifted program based on data or evidence from teachers or other staff.

C – Referred by parent/guardian
Use when the student was referred to the gifted program based on data or evidence from parents/guardians.

D – Referred by self
Use when the student was referred to the gifted program based on data or evidence from the student.

E – Referred by peer
Use when the student was referred to the gifted program based on data or evidence from peers.

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

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

Learning Assistance Program (LAP)

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

These services may include academic and nonacademic supports that help students make progress towards academic standards and address barriers preventing students from accessing core instruction. The intent is for participating students experience accelerated academic growth during the period of time they are provided services.

Learning Assistance Programs:

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

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

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

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

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

The OSPI LAP web page contains policy and practice resources.

Migrant Education Program

The Migrant Education Program is not collected in CEDARS. Migrant information for students in your district should be reported to and obtained from the Migrant Student Data Records System (MSDR).

Please contact the OSPI Migrant/Bilingual office for additional questions.

NCLB Supplemental Services

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

Preschool (Early Learning)

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

Legal Requirement

CEDARS preschool reporting requirements ensure compliance with the ESSA regulations.

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

> *(C) Minimum Requirements -- Each State report card required under this paragraph shall include the following information:*
> *(viii) Information submitted by the State educational agency and each local educational agency in the State, in accordance with data collection conducted pursuant to section 203(c)(1)of the Department of Education Organization Act on,*
> *(II) the number and percentage of students enrolled in—*
> *(aa) preschool programs;*

ESSA preschool per pupil funding requirement, Section 1111(h)(C)(x):

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

Reporting

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

Element I07 – Start Date must be the date the preschool services began.

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

If the student changes preschool programs or there are funding source changes during the school year, report the final date of the original program/funding source in *Element I08 – Exit Date*. Then, create a new record with new program/funding source. The new program/funding source *Element I07 – Start Date* should be the day following the original program's *I08 – Exit Date*.

Data Use

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

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

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

More information regarding the SAFS F196 reporting can be found on the OSPI Administrative Budgeting and Financial Reporting Guidance web page.

Recruiting Washington Teachers

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

Reengagement Programs (Open Doors Youth Reengagement)

Reengagement programs and schools provide education and services to older youth, ages 16-21, who have dropped out of school or are not expected to graduate from high school by the age of 21. Open Doors reengages disconnected youth through programs that encourage community partnerships, create multiple pathways for students to realize success, and provide an on-ramp to postsecondary achievement through a performance based, individualized support model.

- Students enrolled in reengagement programs/schools must be reported to CEDARS the

same as students enrolled in other public schools and programs in Washington.
- Information regarding reengagement programs, including links to RCW's and WACs can be found online on the OSPI Open Doors Youth Reengagement web page.

Reengagement Students Eligible for Special Education and Other Support Services
Students enrolled in any YR program are considered public school students and as such are entitled to services that all students are entitled to.

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

Open Doors Models

School districts, educational service districts, agencies or colleges who are involved with OSPI approved youth reengagement programs (Open Doors 1418) in any of the models of operations listed below must report student level information to CEDARS regarding the program the student is receiving services through and where the services are being provided.

Youth reengagement models of operation are:
- District operated program with district resources
- District contracted partnership with an agency, college, or other partner
- District participation within a consortium agreement
- To learn more about the partnership models, please view this video.

This information will be reported to CEDARS Student Attributes and Programs File (I) using program qualification codes.
- A program qualification code will be assigned by OSPI to each approved reengagement program service provider and maintained in CEDARS Appendix R
- The program/school providing the reengagement services must submit reengagement program codes to CEDARS and the sending, or home, district/school must also submit the reengagement code for students being served through a consortium agreement.

Reporting Scenario Examples

District-based and district-sponsored reengagement program enrollment only from within district. District contracts with one or more providers/programs. This includes district programs that are contracting with an organization or a consortium whose reengagement program does not operate as a school.
- CEDARS Student Attributes and Programs File (I)
    - Element I06 – Attribute or Program Code, valid value 40 - Student is participating in

a 1418 Reengagement Program
    - Element I10 – Qualification Code, valid value from CEDARS Appendix R that identifies the district and program code specific to the contracted provider/program.

Reengagement program operating as a school within a Consortium (an ESD that has a school code) with students enrolled from multiple participating districts.

- Resident/sending district submits district and school enrollment data and submits the following information to CEDARS Student Attributes and Programs File (I)
    - Element I06 – Attribute or Program Code, valid value 40 - Student is participating in a 1418 Reengagement Program
    - Element I10 – Qualification Code, valid value from CEDARS Appendix R that identifies the resident/sending district, the contracted Consortium where services are being provided and, if appropriate, the site where services are provided to the student(s)
- The Consortium providing services will submit all student information to CEDARS including the following information to CEDARS Student Attributes and Programs File (I)
    - Element I06 – Attribute or Program Code, valid value 40 - Student is participating in a 1418 Reengagement Program
    - Element I10 – Qualification Code, valid value from CEDARS Appendix R that identifies the students resident/sending district, the contracted Consortium where services are being provided and, if appropriate, the site where services are provided to the student(s)
    - If the district reengagement program is part of a consortium but is not operating as a school (has a school code) within the consortium, then refer to the previous paragraph for reporting instructions for district contract with one or more providers/programs

Primarily Responsible School

The school that is providing the reengagement services to the student is required to report the student to CEDARS School Student File (C), *Element C10 - Is this the School that is Primarily Responsible for the Student* with a valid value of *Y – Is Primary*.

Districts reporting students enrolled in a resident/sending school, whose students are attending a reengagement program in a different district or in a reengagement ESD consortium program operating a school are required to report the student to CEDARS School Student File (C), *Element C10 - Is this the School that is Primarily Responsible for the Student* with a valid value of *N – Not Primary*.

Consortiums and Skills Centers

Skill centers and reengagement programs operating as schools within ESD consortia cannot issue credit but do provide courses including credits attempted, the final grade the student earned, the credits attempted, and the credit(s) the student should be provided for the course(s) completed, this information should be submitted in grade history by the entity that provided the course.

In addition, the resident (sending) school/district that would issue the transcript for the student should also report this information in grade history as transfer credits.

The example below is using ABC School District as the sending district, ESD999 Open Doors as the Reengagement provider and High-Tech Skill Center (in XYZ School District) as the CTE course provider.

- ESD 999 (00011), ESD 999 Open Doors Reengagement
    - submits student enrollment information to CEDARS as Primary=Yes
    - reports resident district as 00888, serving district as 00011
    - submits student schedule for courses taken through ESD 999 Open Doors
    - submits information in File I indicating the student is a Reengagement student and the qualification code of the sending district, ABC – 300
    - when completed course information is received from the Skill Center, they report the course/final credit student attempted and the credit the student should be given or issued /all other pertinent course information in grade history as transfer courses
    - ESD 999 should also submit to grade history all course information for courses taken at the Consortium school
    - ESD 999 must transmit, quarterly, all course information for the student to the sending district/school

- ABC SD (00888), Hawks High (example district/school)
    - Submits 'shell' enrollment for student to CEDARS as Primary=No
    - submits information in File I indicating the student is a Reengagement student and the qualification code of their district, ABC – 300
    - upon receipt of the course information from the Primary school, ESD 999 Open Doors, ABC will submit the course information as transfer courses in student grade history
    - ABC will determine the credits to be assigned to the coursework completed and notify the program providing instruction of the credits assigned/earned
    - If a transcript is requested, ABC will provide a transcript with all course information, including credits earned, for all courses taken by the student.

- XYZ SD (00777), High-Tech Skill Center
    - Submits student enrollment information to CEDARS as Primary=No
    - Submits student schedule for courses taken at the Skill Center
    - When course(s) are completed this information is submitted to student grade history and course information is provided to ESD 999 Open Doors Reengagement so they record and submit the information as transfer courses

Who submits the credits for the courses earned at ESD 999 Open Doors Re-engagement? Hawks High?

- ESD 999 sends the credit information. If the student transfers back to Hawks to attend school, or if they qualify to graduate, ESD 999 Open Doors Reengagement sends all of the student's course information to Hawks.

- Hawks would change the students status to Primary=Yes and report the credit history information as transfer courses. They would also report the enrollment or graduation as appropriate.

~~*Does ESD 999 then have to complete the P210 Voc for students who are at Open Doors Re-engagement and at Skill Center?*~~

- ~~No. The Skill Center would reflect the students and courses on their P210 Voc report, just as they do for all of their other enrolled and served students. The P210 Voc reports where the classes were taken with all appropriate completer info, etc.~~

Does OSPI really care "who sends what to whom" as long as the Skill Center course stuff goes to both ESD 999 and ABC?

- Yes. The Skill Center reports the course enrollment and grade history as the provider. As ESD 999 is the enrolling primary district they get the completed course info for reporting as transfer courses in grade history.

School Withdrawal

Students who become unenrolled from a reengagement program due to a confirmed transfer to another educational entity or whose status is dropout or unknown would be reported with the appropriate withdrawal code in CEDARS School Student File (C), *Element C09 – School Withdrawal Code*.

Districts whose students are attending a program in a different district or in a reengagement consortium program operating a school (resident districts) who receive information that the student(s) have been reported as withdrawing from the reengagement program as a transfer, dropout, GED recipient or unknown status would report the student as a confirmed transfer from their district. This information would be reported in CEDARS School Student File (C), *Element C09 – School Withdrawal Code*.

Eligible to Graduate

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

Students who become eligible to graduate while enrolled in a reengagement program should be reported as follows:

- Reengagement program is operated by a school district and is authorized to graduate students.
    - Student(s) are to be reported with a school withdrawal code, indicating graduate, CEDARS School Student File (C), Element C09 – School Withdrawal Code.

- Reengagement program is operating as a school within a Consortium and is not eligible to graduate students
    - Consortium program school will report student as a confirmed transfer back to the resident/sending district
    - Resident/sending district will
        - change reporting status of student in their district to IsPrimary=Yes

        - report the student with a school withdrawal code, indicating graduate, CEDARS School Student File (C), Element C09 – School Withdrawal Code.

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

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

Other Attributes and Program Identifiers

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

For additional resources and information, please visit the Open Doors Youth Reengagement web page and scroll down to the "End of Year (EOY) Annual Reporting" collapsible menu.

Title I, Part A

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

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

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

Targeted Assistance (TAS)

Serves individual students that are 'targeted' to receive services.

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

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

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

Schoolwide (SWP)

Serves and benefits all students in a school or building.

Students served in Title I Schoolwide programs should not be reported in Student Attributes and Programs File (I).

Title VI Native American

The Title VI Native American program is designed to address the unique education and culturally related academic needs of American Indian and Alaska Native students. Grant funds supplement the regular school program and activities such as after-school programs, enrichment programs, tutoring, and dropout prevention.

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

The Office of Native Education web page contains additional program resources and contact information.

Transition to Kindergarten

Beginning with the 2024-25 school year, students enrolled in Transition to Kindergarten are submitted to CEDARS with a grade level of TK.

Additional information is available on the OSPI Transition to Kindergarten web page.

Truancy Actions

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

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

Beginning with the 2018-19 school year, information regarding any Truancy action must be reported in CEDARS *Student Attributes and Programs File (I), Element I06 – Program Code* with the

valid value from *CEDARS Appendix F - Student Attributes & Programs* that identifies the Truancy action initiated.

Beginning with the 2019-20 school year Truancy actions should be submitted with an exit date in *Elements I08 – Exit Date* that is the same date as the start date and an exit reason code of *F – Other in Element I09 – Exit Reason Code* when submitting information for Truancy Petitions. Providing an exit date and exit reason code allows for additional Truancy actions filed under the same valid value during the school year to be submitted to CEDARS.

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

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

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

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

Program Enrollment Requirements

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

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

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

Exit Reasons

Attribute and program exit reasons are reported in *Element I09 – Exit Reason Code*. Exit reason codes are located in the following CEDARS documents:

Program	Valid Value List
Washington State Seal of Biliteracy	CEDARS Appendices – Appendix L
All Other Programs	CEDARS Data Manual – Element I09

Element I09 Definitions

A – Program no longer needed

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

B – Graduated

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

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

C – No longer enrolled

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

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

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

D – Opted out of program

The student/parent/guardian voluntarily withdrew from program.

F – Other

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

G – Transferred to GED Program

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

H – End of school year transition

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

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

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

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

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

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

Washington State Seal of Biliteracy

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

Tribal Language Assessment

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

The OSPI Washington State Seal of Biliteracy and Office of Native Education web pages provide policy resources and contact information.

ENGLISH LEARNERS (BILINGUAL)

English Learners File (J)

This section contains guidance on reporting students identified as English Learners. It is for CEDARS data reporting purposes only and should not be interpreted as guidance for deciding program eligibility. The OSPI Multilingual Education web page contains policy and practice resources.

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

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

A student may not be receiving services but may have tested for one of the two programs and that information *should be reported in this file*.

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

The OSPI Transitional Bilingual Program Guidance web page contains additional resources and contact information.

Instructional Model

A new enrollment record is to be reported for a student who experiences a change in their Instructional Model Code. The initial record is to be reported in the English Learners File (J), with Element J08 – Program Exit Date for the last day of service with the current Model Code – Element J06 and Element J09 – Exit Reason Code should be reported with valid value T - Transfer within district or between models. A new record will then need to be reported for the student with Element J07 – Program Status Start Date for the first day of service with the new Instructional Model Code and the new Instructional Model Code in Element J06.

Element J07 – Program Status Start Date must be during the current reporting school year, unless the student tested but did not qualify. For students continuing services from the prior school year, this element must be updated annually.

If a student tested but did not qualify for services, the Program Status Start Date must be the same as the date reported in Element J08 – Program Exit Date. Element J09 – Exit Reason Code must be a valid value of 'O'. If the student tested but did not qualify for services in the current reporting year,

Element J07—Program Status Start Date, Element J08—Program Exit Date, and *Element J22—Placement Test Date* should all be the same (use the Placement Test Date for all three elements). *Element J13—Initial WA Placement Test Date* can be found using the LEP application in EDS.

Placement/Screener Tests & Annual Assessments

OSPI transitioned from ELPA21 to WIDA in the 2021-22 school year. English language proficiency assessment information and assessment support staff contact information are available on the OSPI English Language Proficiency Assessments web page.

Information reported in the elements listed below should only be for the most recent screener/placement test. They should not be used to report any annual assessment information.

J18 – Placement Test Code
J19 – Grade Level at Placement
J20 – Placement Test Score *(formerly Placement Test Scale Score)*
J21 – Placement Status *(formerly Placement Test Level)*
J22 – Placement Test Date
J23 – Overall Placement Test Score

Out-of-state acceptance:

- We are willing to accept qualifying WIDA ACCESS annual assessment results from within the last 12 months.
- We are willing to accept "Proficient" results on the WIDA ACCESS, based on Washington state exit criteria, regardless of when the test was administered.
- We are NOT willing to accept WIDA Screener results from out of state. A student who has not taken the WIDA ACCESS in the last 12 months and has not met the current exit criteria would need to be re-screened using the WIDA Screener.
- ELPA 21 screener or annual assessment results are not accepted for placement.

Transitional Kindergarten (TK) Grade Level

For Transitional Kindergarten (TK) students receiving English language development services under provisional status (not yet formally screened), use the following reporting guidance: Updated TK CEDARS Coding Guidance 5.16.25

Kindergarten Grade Level

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

Placement Test: Annual Assessment or Screener

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

Placement/Screener Test Score or Status is Unknown

If *Elements J20 – Placement Test Score* and *J21 – Placement Status* are not available in a student's cumulative file or the TBIP database and *Element J22 – Placement Test Date* is 5/1/2006 or earlier, J20 and J21 may be null.

~~**Placement/Screener Status**~~

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

Placement/Screener Test Dates

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

~~English Learner students that leave Washington for greater than 12 months may take more than one screener/placement test. Report the most *recent* screener/placement test date for these students in *Element J22 – Placement Test Date*. If the student has taken only one screener/placement test in Washington, report the initial placement date in both elements *Element J13 – Initial Placement Test Date* and *Element J22 – Placement Test Date*.~~

Overall Placement Test Score

Students who have been assessed with the WIDA Alt Screener, their Overall Placement Test Score must be submitted to Element J23 – Overall Placement Test Score as follows:

- Valid values that may be submitted in Element J23, for students assessed with the WIDA Alt Screen, are 2.0, 3.0, 4.0 and 5.0 to be submitted when Element J18 – Placement Test Code = 11-WIDA Alt Screener
- If the WIDA Alt Screener has a score of less than 3.0, regardless of the score, submit a score of 2.0

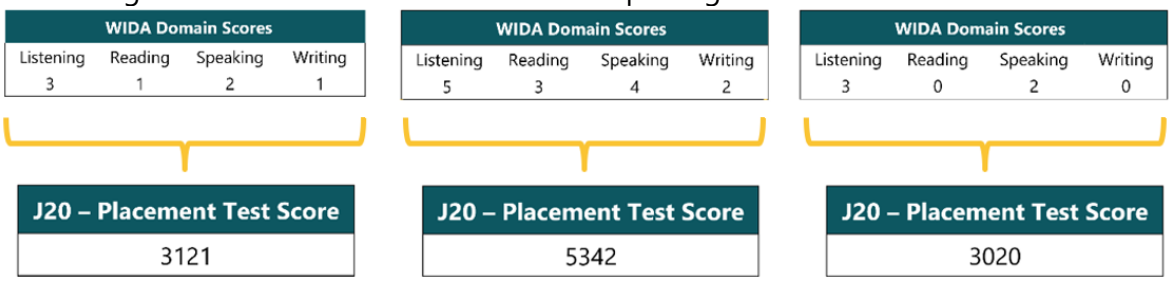
WIDA Screener Scores

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

For students in kindergarten, only two domains (Listening and Speaking) are tested prior to January 1st of that school year. ~~– Listening and Speaking~~ The other two domains are untested. Report untested domains as a 0.

Examples

Translating WIDA Screener Scores to CEDARS Reporting



Program Designation

Element J17 – Program Designation: Reclassified, valid value 4, is used for Exited TBIP students who follow the state procedure for reclassification into TBIP services. This is used to distinguish reclassified students from the students that were placed into the program in error.

Parent Waivers

Example one:

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

- Single Record
  - J06 Program Model Code –P waiver
  - J07 Program Start Date (date student tests/parents waives)
  - J08 Program Exit Date (leave empty, unless SIS requires one at the end of the SY, then last day of school)
  - J09 Exit Reason Code (leave empty, unless SIS requires one at the end of the SY, then T for end of school year rollover)

Example two:

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

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

- J09 Exit Reason Code (leave empty, unless SIS requires one at the end of the SY, then T for end of school year rollover)

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

Exit Reason Code P

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

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

- Only use this code to withdraw students from program whose parents indicate in writing that the HLS used to identify the student as ELL was:
  - completed incorrectly
  - initially completed with responses of English, and the student was administered the state language proficiency assessment in error
- Maintain the parents' written request in the student's file
- Monitor schools with higher incidence of this code to ensure that it is only being used when appropriate.

SPECIAL EDUCATION (STUDENTS WITH INDIVIDUALIZED EDUCATION PLANS)

Student Special Education Programs File (K)

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

Element K10 - Initial Referral Date is inactive beginning with the 2017-18 school year. Prior to the 2017-18 school year, districts submitted the date the district received a written request for an initial evaluation of a student to determine if the student is eligible to receive special education services (WAC 392-172A-03005(2)).

Element K11 - Initial Eligibility Date, reported in Special Education File (K), is the date submitted upon completion of the signed evaluation report (WAC 392-172A-03005(3)). The date reported in Element K11 must be equal to or greater than Element K10 – Initial Referral Date. This element is inactive beginning with the 2017-18 school year.

Element K14 – Program Start Date, submit the date the student began receiving services in the special education program in the reporting district or had a change in the Least Restrictive Environment (LRE) Code reported for the student. If your district uses the first day of school of the current school year for your District Student Enrollment Date in Element B14, then Element K14 must be on or before the date reported in Element B14.

Upon completion of an evaluation, a group of qualified professionals and the parent of the student determine whether the student is eligible for special education and the educational needs of the student. The school district must provide a copy of the evaluation report and documentation of determination of eligibility at no cost to the parent.

Every year OSPI is required to submit a federal report of Students with IEPs enrolled and served as of November of the current school year. The students reflected in the November Special Education Child Count Report are those students that are enrolled and served on the first business day in November of the reporting year. Students that exit prior to the November count date or are initially enrolled after this date will not be included in the November Special Education Child Count Report.

The November Special Education Child Count Report reflects student counts by Least Restrictive Environment (LRE) Code. The LRE Code reported for individual students receiving Special Education services must be appropriate to the student's age as of their last birthday. A student must be the appropriate age for the entirety of the Special Education Program record reported. The CEDARS validation only checks current school year CEDARS Submissions. If a File K record does not contain a date in Element K08 - Exit Date, the CEDARS validation infers an Exit Date to determine if the student is an appropriate age by using the date of the CEDARS submission or the date reported in Element K14 - Start Date, whichever is greater."

The annual November Special Education Federal Child Count application is a separate application that is prepopulated with CEDARS data. This application is located within the Education Data System and is accessible to those users with the appropriate user roles.

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

Example: Program Start Date 11/23/2017
Date of Birth: 10/8/2015
Program Exit Date in File K would need to be 10/7/2018 with an Exit Reason Code of 5 (Change in LRE) and a new Program Start Date in File K of 10/8/2018.

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

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

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

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

Early Childhood Outcomes

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

The federal Office of Special Education Programs (OSEP) requires local school agencies to report outcome data for every student in preschool who receives special education services through an Individualized Educational Program (IEP). Early childhood outcome data are collected when a student begins to receive special education services (usually around age 3) and again when the student exits from preschool. The Special Education Data Reporting and Collection web page (under the Early Childhood Outcomes accordion) provides users with complete information and resources on the collection and submission of these CEDARS elements.

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

Outcome Categories

- PreK Positive Social-Emotional Skills (Elements K16, K19 & K20)

- PreK Acquisition and Use of Knowledge/Skills (Elements K17, K21 & K22)
- PreK Appropriate Behaviors and Skills (Elements K18, K23 and K24)

Entry

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

Exit

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

Progress

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

Business Rule Overview

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

This guidance is not intended to teach staff how to rate a student for the early childhood outcomes. The intent is to advise staff on how to submit the data through CEDARS. Additional assistance and training modules are available on the Early Childhood Outcomes (Indicator 7) web page.

Element K16 – PreK Positive Social-Emotional Skills – Entry

When K16 is _____	then K20 can be __	then K20 *can't* be _
K16 – PreK Positive Social-Emotional Skills – Entry	**K20 – PreK Positive Social-Emotional Skills – Progress**	
1 - Not Yet Assessed	1 - Not Yet Exiting, 4-Less 6 months	2-Yes, 3-No
2 - No Use of Immediate Foundational	2-Yes, 3-No, 4-Less 6 months	1 - Not Yet Exiting
3 - Some Immediate Foundational	2-Yes, 3-No, 4-Less 6 months	1 - Not Yet Exiting
4 - Emerging Immediate Foundational	2-Yes, 3-No, 4-Less 6 months	1 - Not Yet Exiting
5 - Rarely Uses Immediate Foundational	2-Yes, 3-No, 4-Less 6 months	1 - Not Yet Exiting
6 - Some of the time	2-Yes, 3-No, 4-Less 6 months	1 - Not Yet Exiting
7 - Some Concerns	2-Yes, 3-No,	1 - Not Yet Exiting

	4-Less 6 months	
8 - Completely Age-Appropriate	2-Yes, 3-No, 4-Less 6 months	1 - Not Yet Exiting

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

When K16 is _____	then K20 can be __	then K20 *can't* be _
K16 – PreK Positive Social-Emotional Skills – Entry	**K20 – PreK Positive Social-Emotional Skills – Progress**	
1 - Not Yet Assessed	1 - Not Yet Exiting, 4-Less 6 months	2-Yes, 3-No
2 - No Use of Immediate Foundational	2-Yes, 3-No, 4-Less 6 months	1 - Not Yet Exiting
3 - Some Immediate Foundational	2-Yes, 3-No, 4-Less 6 months	1 - Not Yet Exiting
4 - Emerging Immediate Foundational	2-Yes, 3-No, 4-Less 6 months	1 - Not Yet Exiting
5 - Rarely Uses Immediate Foundational	2-Yes, 3-No, 4-Less 6 months	1 - Not Yet Exiting
6 - Some of the time	2-Yes, 3-No, 4-Less 6 months	1 - Not Yet Exiting
7 - Some Concerns	2-Yes, 3-No, 4-Less 6 months	1 - Not Yet Exiting
8 - Completely Age-Appropriate	2-Yes, 3-No, 4-Less 6 months	1 - Not Yet Exiting

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

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

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

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

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

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

Element K18 – PreK Appropriate Behaviors and Skills - Entry

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

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

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

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

Element K19 – PreK Positive Social-Emotional Skills – Exit

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

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

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

Element K20 – PreK Positive Social-Emotional Skills – Progress

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

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

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

Element K21 – PreK Positive Social-Emotional Skills – Exit

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

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

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

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

When K22 is _____	then K17 can be____	then K21 can be____
K22 – PreK Acquisition and Use of Knowledge/Skills – Progress	**K17 – PreK Acquisition and Use of Knowledge/Skills - Entry**	**K21 – PreK Acquisition and Use of Knowledge/Skills – Exit**
1 - Not Yet Exiting	1-Not Yet Assessed, 2, 3, 4, 5, 6, 7, or 8	1-Not Yet Assessed
2 - Yes	2, 3, 4, 5, 6, 7, or 8	2, 3, 4, 5, 6, 7, or 8
3 - No	2, 3, 4, 5, 6, 7, or 8	2, 3, 4, 5, 6, 7, or 8
4 - Less 6 months	1-Not Yet Assessed, 2, 3, 4, 5, 6, 7, or 8	1-Not Yet Assessed, 2, 3, 4, 5, 6, 7, or 8

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

Element K23 – PreK Appropriate Behaviors and Skills – Exit

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

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

Element K24 – PreK Appropriate Behaviors and Skills – Progress

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

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

Interpreter Services Requested for Annual IEP Meeting (Element K26)

If the date reported in Element - K25 Annual IEP Meeting is during the current reporting school year (school year for this element is defined as August 1 through July 31), a valid value must be provided in Element K26 indicating if an interpreter was requested for the Annual IEP Meeting and, if so, was an interpreter provided. If the Annual IEP meeting occurred prior to the student enrolling in your district, then select valid value 4 – Student not enrolled in the district at the time of the Annual IEP Meeting.

For the Date of Annual IEP Meeting for a student found eligible in the same reporting year, report the date of the Initial IEP meeting.

If the student was not yet enrolled in your district at the time the district conducted the annual IEP meeting (student came was being home-schooled, in a private school or transitioning from the State Part C Program), if the meeting occurred during the reporting school year, the district should report a value of 1, 2, or 3.

INITIAL EVALUATION AND ELIGIBILITY TIMELINES

Initial Evaluation and Eligibility Timelines File (U)

This section contains guidance on reporting students referred for an initial special education evaluation, regardless of their eligibility determination. It is for data reporting purposes only and should not be interpreted as guidance on program policy.

This file captures information on students that meet all of the following criteria:

- Enrolled within the reporting district
- Enrolled in any grade, preschool through 12
- Referred for an initial evaluation to determine if they are eligible for special education

Enrollment Status

Some students may not yet have an SSID when they are referred. But they may have an SSID by the time they are finished with the referral process and data can be submitted at that time. Students that are still not enrolled by the time they are finished with the referral process must be reported outside of CEDARS. ~~Contact the OSPI Special Education department for more information~~. Refer to the Timeline for Initial Evaluation and Transition from Part C to Part B Application User Guide for instructions on reporting those students not enrolled in your school district.

Parental Consent

Do not report instances where there is no parental consent. The evaluation and eligibility procedure will not continue without parental consent and there will be no process or outcome data to report.

Determined Ineligible

Students referred and then determined ineligible must still be reported. Including all related timelines associated with the referral and eligibility processes.

Multiple Referrals

If a student is referred multiple times, there should be a record to represent each referral process. Do not combine data on multiple referrals into a single record.

School Year Spans

If a single referral process spans multiple *school* years (not calendar years), we would expect the entire process to be reported in File U for the school year the evaluation/eligibility determination (Element U07) and subsequent steps occurred in.

Example reporting scenarios:

	Date of Initial Referral (Element U05)	Date District Received Consent (Element U06)	Date of Initial Evaluation/Eligibility Determination (Element U07)	File U Reporting School Year
Scenario 1	5/1/2023	6/1/2023	6/15/2023	2022-2023
Scenario 2	5/1/2023	6/1/2023	9/1/2023	2023-2024
Scenario 3	6/1/2023	9/1/2023	10/1/2023	2023-2024

2022-2023 School Year
2023-2024 School Year

INITIAL EVALUATION AND ELIGIBILITY TIMELINES

Initial Evaluation and Eligibility Timelines File (U)

This section contains guidance on *reporting* students referred for an initial evaluation to determine if a student is eligible for special education. This includes all students referred regardless of their eligibility determination and all related timelines associated with the referral and eligibility processes.

Starting with the 2020-21 school year, LEAs will submit information through CEDARS for students referred for an initial evaluation to determine if a student is eligible for special education. This includes all students referred regardless of their eligibility determination and all related timelines associated with the referral and eligibility processes. The elements (outlined below) are laid out in the order of the eligibility process. Report only the records of those students who completed process. If the process began in one reporting process (i.e., the 2022-23 school year) but eligibility was not determined until the 2023-24 school year, report the entire elements of File U in the 2023-24 school year.

The data will be summarized in an application in the Educational Data System (EDS). The data in the in the application is pre-populated **primarily** (but not solely) from CEDARS Initial Evaluation and Eligibility Timelines File U. Updates to this data must be made through a re-submission of data to CEDARS. Students referred but not yet enrolled in the LEA (and therefore not in the LEAs CEDARS submission) will also need to be included in this data collection. They will need to be added in an application within EDS.

File U Element	Valid Value Guidance
Element U01 – School Year	The four–digit year in which the school year ends. Business Rules: For the 2024-25 school year, report 2025.
Element U02 – Serving County District Code	The serving county district code for the district submitting the data. This is the unique 5–digit number that combines the 2–digit county code and the 3–digit district code. Business Rules: Report the code representing the district as assigned by OSPI in EDS. Must be a valid value from EDS. This will appear as a numeric value and should include leading zeros even though this is submitted as a character data type.
Element U03 – District Student ID	This is the student identifier assigned by the district to the student. This data element is used in the matching of district data with records in CEDARS. Business Rules: The value is unique within the school district. The value can be any combination of alpha and/or numeric values up to fifty characters in length. This ID should follow the student throughout their enrollment within the district and should not be reassigned to another student.
Element U04 – State Student ID (SSID)	Randomly generated number that functions as a unique student identifier for each Washington public school student. This number is assigned by OSPI. Business Rules: SSID values must be exactly 10 digits in length and only contain numeric values. SSID numbers must not begin with a zero. Uploading two or more student records from the same district with identical SSIDs, but with different District Student IDs, will trigger an exception error. Students who are home schooled and receive services through the school district (Running Start, special education, etc.) shall be issued an SSID number and reported in CEDARS.
Element U05 – Date of Initial Referral	The date the district received a referral for evaluation to special education. For students transitioning from Part C to Part B, the date of referral would be the date the district was notified by Part C that the student is potentially eligible for Part B. A parent or guardian of the student, a school district, a public agency, or other persons knowledgeable about the student may initiate a request for an initial evaluation to determine if the student is eligible for special education per WAC 392-172A-03005. The request will be in writing, unless the person is unable to write. Refer to the CEDARS Reporting Guidance for additional information, examples and guidance for submitting this data. Business Rules: Required for any student referred for initial evaluation to special education.

Element U06 – Date District Received Consent	The date the district receives consent from the parent or guardian to proceed with initial evaluation for eligibility of special education services. Prior to conducting the evaluation to determine if a student is eligible for special education services, the school district proposing to conduct the evaluation must provide written notice consistent with WAC 392-172A-05010 and must obtain consent from the parent before conducting the evaluation. This is not the date the parent signed the consent, but rather the date the district received the consent. Business Rules: Date is required. Date should be formatted as MM/DD/YYYY. Element U06 must be on or after Element U05 – Date of Initial Referral.
Element U07– Date of Initial Evaluation/Eligibility Determination	The date the evaluation team has completed the initial evaluation and determined if the student is eligible to receive special education services. If the student is determined eligible then the team must move forward to develop an IEP. Business Rules: Date is required. Date should be formatted as MM/DD/YYYY. Element U07 must occur after Element U06 – Date District Received Consent.
Element U08 – Number of School Days to Complete Initial Evaluation/Eligibility	Enter the number of school days from when the district received parent consent (Element U06 – Date District Received Consent) to when the Initial Evaluation/Eligibility was completed. The day the district receives parent consent is considered to be day zero. School day means any day, including a partial day that students are in attendance at school for instructional purposes, including students with and without disabilities. If Element U07 Date of Initial Evaluation/Eligibility Determination is the same date as Element U06 Date District Received Consent, then total number of school days to complete is 0 (zero). Do not count days in which the district is not in session due to inclement weather. Business Rules: May not be null. Must be zero or greater.
Element U09 – Reason for Late Initial Evaluation/Eligibility	Districts must provide a reason if the initial evaluation/eligibility was not completed within the 35 school day timeline. School day means any day, including a partial day that students are in attendance at school for instructional purposes, including students with and without disabilities. Do not count days in which the district is not in session due to inclement weather. Business Rules: Required if Element U08 – Number of School Days to Complete Initial Evaluation/Eligibility is greater than 35. Refer to valid values in CEDARS Appendices, Appendix AF, found on the CEDARS web page.

Element U10 – Outcome of Initial Evaluation/Eligibility	The outcome determined by the evaluation team as to whether the student is found eligible for special education services. Upon completion of the initial evaluation, a determination is made as to whether a student is eligible for special education as per WAC 392-172A-03040. Business Rules: Report the outcome from the list of valid values. Report *3 – Determined Eligible for Special Education Services (Process Complete, no IEP to develop) or 6 – Determined Eligible for Special Education Services and transitioning from the State Part C Program (Process Complete, no IEP to develop)* if the evaluation/eligibility process was completed and the student is found eligible, but the process did not continue. For example, the student's evaluation/eligibility is complete, but the student moves out of the district before initial IEP is developed or the parent refuses to provide consent for the initial provision of special education/related services. Develop IEP 1 – Determined Eligible for Special Education Services (Develop IEP) 4 – Determined Eligible for Special Education Services and transitioning from the State Part C Program (Develop IEP) Process Complete, Develop IEP 2 – Determined NOT Eligible for Special Education Services (Process Complete, no IEP to develop) 3 – Determined Eligible for Special Education Services (Process Complete, no IEP to develop) 5 – Determined NOT Eligible for Special Education Services and transitioning from the State Part C Program (Process Complete, no IEP to develop) 6 – Determined Eligible for Special Education Services and transitioning from the State Part C Program (Process Complete, no IEP to develop)
Element U11– Date of Initial IEP Meeting	The meeting date when the Initial IEP was completed. Business Rules: U11 is *required* if a determination is made that a student is eligible for special education and an IEP must be developed (Element U10 – Outcome of Initial Evaluation/Eligibility is *1* or *4*). U11 must be null if a determination is made that a student is eligible for special education, but there's no IEP to develop and the IEP process is complete (Element U10 is *3* or *6*). U11 must be null if a determination is made that a student is not eligible for special education (Element U10 *2* or *5*).

Element U12 – Reason for Late Transition from Part C	Districts must provide a reason if the initial IEP for a student transitioning from the State Part C Birth to Three program is not completed on or before the student's third birthday. If the student was found not eligible then the eligibility determination must be completed on or before the student's third birthday. Business Rules: U12 must be null if the student is not transitioning from Part C (Element U10 – Outcome of Initial Evaluation/Eligibility is 1, 2, or 3). U12 is required for students that are transitioning from Part C and determined eligible for special education services (Element U10 is 4 or 6), if Element U11 – Date of Initial IEP Meeting is not null and is after the student's third birthday, but before the student's fifth birthday. U12 is required for students that are transitioning from Part C and determined not eligible for special education services (Element U10 is 5), if Element U07 – Date of Initial Evaluation/Eligibility Determination is after the student's third birthday, but before the student's fifth birthday. U12 must be NULL if Element U10 is 4 - Determined Eligible for Special Education Services and transitioning from the State Part C Program (Develop IEP) and the following is true: Element U11 is before the student's third birthday or after their fifth birthday. U12 must be NULL if Element U10 is 6 - Determined Eligible for Special Education Services and transitioning from the State Part C Program (Process Complete, no IEP to develop) and the following is true: Element U11 is before the student's third birthday or after their fifth birthday. U12 must be NULL if Element U10 is 6 - Determined Eligible for Special Education Services and transitioning from the State Part C Program (Process Complete, no IEP to develop) and the following is true: Element U11 is before the student's third birthday or after their fifth birthday. U12 is required for students that are transitioning from Part C and determined eligible for special education services (Element U10 is 6), if Element U07 – Date of Initial Evaluation/Eligibility Determination is after the student's third birthday, but before the student's fifth birthday. This field is only for students transitioning from the State Part C Birth to Three program.

Element U13 – Interpreter Services Requested for Initial IEP Meeting	Element U13 indicates if an Initial IEP Meeting was held, submitted in U11 – Date of Initial IEP Meeting, did the student's family request an interpreter and, if requested, was an interpreter provided. If Element U11 – Date of Initial IEP Meeting is not NULL, and date reported in U11 – Date of Initial IEP Meeting is during the current reporting school year (school year for this element is defined as August 1 through July 31), a valid value must be provided in Element U13 indicating if an interpreter was requested for the Initial IEP Meeting and, if so, was an interpreter provided. 1 – Interpreter was not requested 2 – Interpreter was requested and provided 3 – Interpreter was requested, district was unable to provide 4 – Student not enrolled in district at time of Initial IEP Meeting If the date reported in Element – U11 Date of Initial IEP Meeting is during the current reporting school year, a valid value must be provided in Element U13 indicating if an interpreter was requested for the Initial IEP Meeting and, if so, was an interpreter provided. If the Initial IEP meeting occurred prior to the student enrolling in your district, then select valid value 4 – Student not enrolled in the district at the time of the Annual IEP Meeting. If the student was not yet enrolled in your district at the time the district conducted the initial IEP meeting (student came was being home-schooled, in a private school or transitioning from the State Part C Program), if the meeting occurred during the reporting school year, the district should report a value of 1, 2, or 3.

STUDENT ETHNICITY AND RACE

Student Ethnicity File (L)
Student Race File (M)

This section contains reporting guidance on student ethnicity and race identification data. It also explains how OSPI translates the CEDARS data, collected per the state regulations, to the U.S. Department of Education (ED) reporting requirements.

Background

The U.S. Department of Education (ED) requires states to collect and report ethnicity and race information consistent with the federal statistical standards set by the U.S. Office of Management and Budget in Directive No. 15 - Standards for Maintaining, Collecting, and Presenting Federal Data on Race and Ethnicity. These guidelines are also used by the U.S. Census and almost all other federal agencies.

OSPI collects expanded ethnicity and race classifications that align with the in the Race and Ethnicity Student Data Task Force report, as authorized by 4SHB 1541 Sec 502.

Family and Community Engagement
Race and Ethnicity Student Data Task Force Guidance for the Washington State Public Education System (Family and Community Engagement, p. 27).

OSPI parent letter:

Race_Eth_ParentLetter.pdf

Ethnicity and Race Codes

CEDARS Reporting
Ethnicity is reported in *Student Ethnicity File (L)*, *Element L05 – Ethnicity Code*. Race is reported in *Student Race File (M)*, *Element M05 – Race Code*. CEDARS Appendices, Appendix M contains the valid values for the reporting school year.

If the parent/guardian or the student refuses to provide a response upon being resurveyed, LEAs may map the existing ethnicity (legacy code) for the student, if applicable, to one of the new codes. The 2022-23 CEDARS Appendix Y – Ethnicity Codes and Appendix Z – Race Codes contain mapping guidance for deactivated legacy codes to the valid new codes.

The Race & Ethnicity Student Data: Guidance for Washington's Public Education System document and the CEDARS Training and Materials site hosts sample data collection forms and FAQs for

Parents/Guardians.

LEAs are required to collect ethnicity and race data using a two-part question:

- The first part of the question asks whether the students is identified as Hispanic or Non-Hispanic and, if Hispanic, which Hispanic group(s).
    - This information is reported in *Student Ethnicity File (L)*, *Element L05 – Ethnicity Code*. Valid Codes are available in CEDARS Appendix Y – Ethnicity Codes.
- The second part of the question asks for identification of race category. Multiple race categories can be selected.
    - This information is reported in *Student Race File (M)*, *Element M05 – Race Code*. Valid Codes are available in CEDARS Appendix Z – Race Codes.

Federal Reporting

When reporting race & ethnicity data to the U.S. Department of Education (ED), OSPI rolls-up (summarizes) the CEDARS types to the ED classifications using the following guidelines:

- If the Aggregate for the ethnicity code reported to CEDARS in *Element L05 – Ethnicity Code* (Appendix Y) is **Hispanic/Latino**, then OPSI reports the ethnicity **Hispanic or Latino**.
- If the Aggregate for the ethnicity code reported to CEDARS in *Element L05* (Appendix Y) is **Not Hispanic**, then OSPI reports either:
    - **Two or More Races** when there are two or more Race Categories that correspond to the race codes reported in *Element M05 – Race Code* (Appendix Z).
    - The single **Race Category** that corresponds to the Race Code(s) reported in Element M05 (Appendix Z).

Example Student 1

If the Local Education Agency (LEA) reports to CEDARS:

Ethnicity Code (L05)	Label	Aggregate
H00	Hispanic	Hispanic/Latino

Since the Aggregate of Code H00 is *Hispanic/Latino*, the *Hispanic or Latino* classification is used for federal reporting

Race Code (M05)	Label	Aggregate	Race Category
B55	Belizean	Latin American	Black/African-American

Then OSPI reports to the U.S. Department of Education (ED):
Hispanic or Latino

Example Student 2

If the LEA reports to CEDARS:

Ethnicity Code (L05)	Label	Aggregate
H04	Brazilian	Hispanic/Latino

Since the Aggregate of Code H04 is *Hispanic/Latino*, the *Hispanic or Latino* classification is used for federal reporting

Race Code (M05)	Label	Aggregate	Race Category
B57	Brazilian	Latin American	Black/African-American

Then OSPI Reports to ED:
Hispanic or Latino

Example Student 3
If the LEA reports to CEDARS:

Ethnicity Code (L05)	Label	Aggregate
H01	Not Hispanic/Latino	Not Hispanic

The Aggregate of Code H01 is *Not Hispanic/Latino*, so a Race Category classification is used for federal reporting

Race Code (M05)	Label	Aggregate	Race Category
N16	Nisqually Indian Tribe	Washington State Tribes	American Indian/ Alaskan Native
N21	Quinault Indian Nation	Washington State Tribes	American Indian/ Alaskan Native

Since the same Race Category corresponds to both M05 Codes, *American Indian/ Alaskan Native* is used for federal reporting

Then OSPI Reports to ED:
American Indian/Alaskan Native

Example Student 4
If the LEA reports to CEDARS:

Ethnicity Code (L05)	Label	Aggregate
H01	Not Hispanic/Latino	Not Hispanic

The Aggregate of Code H01 is *Not Hispanic/Latino*, so a Race Category classification is used for federal reporting

Race Code (M05)	Label	Aggregate	Race Category
P18	Tongan	Pacific Islander	Native Hawaiian/ Other Pacific Islander
B00	Black/African-American	Black/African-American	Black/African-American

Since there are two different Race Categories that correspond with these M05 Codes, *Two or More Races* is used for federal reporting

Then OSPI Reports to ED:
Two or More Races

Collection Method

Collection method is reported in *Student Ethnicity File (L)*, *Element L06 – Ethnicity Collection Method* and *Student Race File (M)*, *Element M06 – Race Collection Method*.

The Race & Ethnicity Student Data: Guidance for Washington's Public Education System document contains thorough policy requirements and guidance on conducting identifications.

If the parent/guardian or the student refuses to provide a response upon being resurveyed, LEAs may map the existing ethnicity (legacy code) for the student, if applicable, to one of the new codes

using the logic provided below. If the LEA maps the code, report *4 – Resurvey request not completed by parent/guardian or the student, mapped from legacy code* in Element L06 – Ethnicity Collection Method.

STUDENT ABSENCE

Student Absence File (N)

This section contains guidance on *reporting* students' daily absence information in CEDARS. It is for data reporting purposes only and should not be interpreted as policy guidance. The OSPI Attendance web page contains policy and practice resources, plus Attendance Program staff contact information.

Both excused and unexcused absences, whether partial or full day, must be reported to CEDARS Student Absence File (N). Report the most current absence information known at the time of submission. Data may be updated and resubmitted if a local determination is made to retroactively change a record.

The OSPI Attendance web page provides policy, guidance, and reporting resources. Including an Attendance & Truancy FAQ document.

Absence Codes

Chapter 392-401 WAC*

- Defines absences from in-person, synchronous online, and asynchronous instruction
- Identifies the reasons that absences should be excused
- Outlines the minimum requirements of a multi-tiered system of support for attendance
- Does not define part day or full day absences**

**OSPI made permanent rule changes to Chapter 392-401 WAC, effective beginning the 2021-22 school year. ~~Reference the OSPI Attendance program's Bulletin 061-21 document for policy information, including a full explanation of legal requirements.~~*

Excused or Unexcused
Report per the criteria defined in Chapter 392-401 WAC*.

Part Day or Full Day
Report per the criteria defined in the *Element N07 – Absence Code* business rules (CEDARS Data Manual).

**Beginning the 2021-22 school year, the definitions for part day and full day absences *for the purposes of reporting to CEDARS* exist in the *Element N07 – Absence Code* business rules. The language was removed from the WAC, not to signal a change in definition or expectation, but to ensure that guidance existed in the proper place. Because the definition of "full day", from the state's perspective, applies solely to reporting full day absences to CEDARS.

A legal backing for these definitions is not required. However, the definitions were informed and aligned with other standards.

- Aligned with: The Civil Rights Data Collection and the Department of Education EdFacts data collection define absence as a student missing 50% or more of the school day.

- Informed by: RCW 28A.225.020 defines an unexcused absence as when a student has failed to attend the majority of hours or periods in an average school day.
    - Note: RCW 28A.225.020 is a higher threshold than the CEDARS definition and only applies to the accumulation of unexcused absences for the purposes of truancy.

LEAs may make local determinations for calculating the percentage of instructional day missed when attendance is not taken at every period, such as just once daily.

Tardies

WAC 392-401-015(4) states that a school or district shall not convert or combine tardies into absences that contribute to a truancy petition. This means if a district or school has a policy that converts a student's tardy after a specific threshold (e.g. ten minutes) into a period absence; this absence shall not be included in an absence count, roll-up or aggregation that supports a truancy petition. Similarly, if the district or school has a policy that combines multiple tardies (e.g. three tardies equal one unexcused absence); this absence shall not be included in an absence count, roll-up or aggregation that supports a truancy petition. In addition, tardies should not be reported to the state as absences.

Special Reporting Circumstances

Dual Enrolled
If a student is enrolled in more than one school, the school where the absence occurred must report it. And *only* the school where the absence occurred should report it, not both.

Field Trips
Do not report an absence when a student participates in an educational field trip where instruction is still occurring, albeit outside of the normally scheduled enrollment location.

Home/Hospital Instruction
Do not report an absence when a student participates in Home/Hospital Instruction services, which occur in a location other than the normally-scheduled enrollment location. The OSPI Home/Hospital Instruction web page contains additional program resources and support contact information.

Institutional Education
If the student is not withdrawn locally while also enrolled in institutional education services, report absences up until the date the student re-attends the district school. If the student is withdrawn from the district school due to enrollment in institutional education services, report absences up until the withdrawal date.

The OSPI Institutional Education web page contains additional program resources and support contact information.

State Testing
Do not report an absence when a student must miss a scheduled class due to mandatory state

testing.

Withdrawal Due to Absence
Report all absences for students withdrawn from enrollment due to district/school non-attendance policy; including the absences that contributed to the non-attendance withdrawal decision.

Work-Based Learning
Do not report an absence when a student participates in a work-based learning activity outside of the enrollment location. The OSPI CTE Work-Based Learning web page contains resources, support, and contact information.

STUDENT GROWTH

Student Growth File (Q)

This file captures information about the academic growth of students participating in the Learning Assistance Program (LAP) and/or Washington Reading Corps (WRC). The Student Attributes and Programs section of this document contains guidance on the Student Attributes and Programs File (I) component of reporting students participating in these programs.

Students receiving LAP Academic Readiness, Behavior, Literacy, or Math services must also be reported in Student Growth File (Q). Students participating in Community Partnerships and/or LAP Extended Learning Opportunities (Graduation Assistance & Transition Services) do not need to be reported in Student Growth File (Q). Additional information about Graduation Assistance is collected in the LAP Report, which is accessed via EDS.

The OSPI LAP web page contains LAP policy and practice resources.

STUDENT EXCLUSIONARY DISCIPLINE

Student Exclusionary Discipline File (R)

This section contains guidance on reporting behavior incidents and exclusionary discipline actions administered to enrolled students by the authorized district. It is for data reporting purposes only and should not be interpreted as guidance for deciding if or when any student should be excluded from a classroom or school in response to behavioral violations. This document is not intended for use in determining which behaviors warrant exclusion and which do not.

Beginning with the 2018-19 school year, the Student Exclusionary Discipline File (R) is used to report behavior and exclusionary actions involving students during school or school related activities when they are excluded from their regular education setting. All firearm incidents must be reported, regardless of the school district's response to the incident. This file is only intended to collect information related to the student being disciplined and is not to include information regarding any student(s) affected by the student being disciplined.

For guidance regarding submitting discipline data for students in CEDARS Discipline File (P) for school year 2017-18 and earlier, please refer to the CEDARS Reporting Guidance for the specific school year.

Data reported in this file will be used for multiple purposes, including but not limited to pre-populating the annual Behavior and Weapons application in the Education Data System (EDS) and federal and state reporting.

A school district determines when a behavior is identified as a unique incident. Students with multiple behaviors for the same incident should be reported in Student Exclusionary Discipline File (R) Element R08 – Behavior Code with the most serious behavior code. If more than one behavior is associated with the incident being reported, the additional behaviors are to be reported in Element R09 – Other Behaviors. It is up to the district to determine which of the multiple behaviors is the most serious for reporting in CEDARS.

If there are multiple behaviors in one incident, and one or more of the behaviors are identified as being included for federal reporting purposes, the most serious of the behaviors must be reported in Element R08 – Behavior Code.

Element R08 – Behavior Code may not be reported with a valid value of 9 or 12, 13 or 17-21 if Element R09 – Other Behaviors contains a valid value of 2-8, 10, 11 or 14-16.

Ammunition should not be reported in *Element R10 – Weapon Type*. It is not a reporting requirement under the Guns Free School Act.

Full definitions can be found in CEDARS Appendix B (Behavior) and Appendix D (Weapons).

Discipline Definitions

In School Suspension. Instances in which a student is temporarily removed from his/her regular educational setting for a defined length of time but remains in the student's current school placement under the direct supervision of school personnel. This includes but is not limited to students who are receiving the services in their *IEP*, appropriately participate in the general curriculum, and participate with students without disabilities to the extent they would have in their regular placement. "Direct supervision" means school personnel are physically in the same location as students under their supervision.

Suspension. WAC 392-400-025(14) defines suspension as follows: "Suspension" means a denial of attendance in response to a behavioral violation from any subject or class, or from any full schedule of subjects or classes, but not including classroom exclusions, expulsions, or emergency removals.

WAC 392-400-025 provides additional information for the definitions below.

Short Term Suspension. A student is out-of-school excluded from their regular classroom setting for a defined length of time, not to exceed 10 consecutive school days.

Long Term Suspension. A student is out-of-school excluded from their regular classroom settings for a length of time, in excess of 10 consecutive school days, not to exceed the length of an academic term as defined by the school board.

Expulsion. A student is excluded from the student's current school placement for a defined length of time, not to exceed the length of an academic term as defined by the school board. In some instances school districts may petition for a student to be expelled longer than the length of an academic term.

Emergency Removal. A student may be excluded from school immediately by a school district in emergency situations *when the district believes the student's presence poses an immediate and continuing danger to students, school staff, or poses an immediate and continuing threat of substantial disruption of the education process*. RCW 28A.600.015(3) states: "Emergency removals must end or be converted to another form of corrective action within ten school days from the date of the emergency removal from school. Notice and due process rights must be provided when an emergency removal is converted to another form of corrective action."

"School day" shall mean a calendar day except school holidays on which students enrolled in the school district are afforded the opportunity to be engaged in educational activity which is planned, supervised, and conducted by or under the supervision of the school district certified staff, and on which day all or any portion of the students enrolled in the program actually participate in such educational activity.

Remember when a student is suspended or expelled, districts must provide an opportunity for the student to receive educational services during this period.

Classroom Exclusion A student is excluded from a classroom, instructional area, or activity area in accordance with RCW 28A.600.020(2).

Academic Services. Academic services, as defined by district policy, provided to students while they are excluded from school due to suspension or expulsion. Academic services provided should enable the student to avoid the loss of academic credit when possible. RCW 28A.600.015(8) states: "School districts may not suspend the provision of educational services to a student as a disciplinary action. A student may be excluded from a particular classroom or instructional or activity area for the period of suspension or expulsion, but the school district must provide an opportunity for a student to receive educational services during a period of suspension or expulsion."

Behavior Services. Behavior services, as defined by district policy, provided to students while they are excluded from school due to suspension or expulsion. Behavior services provided while a student is excluded should be reasonable and related directly to the disciplinary infraction. Behavior services may involve the use of best practices and strategies included in the Behavior Menu of Best Practices and Strategies, the state menu developed under RCW 28A.165.035.

Reengagement Meeting. Reengagement Meeting means a meeting held between the school district and the student and parent/guardian to discuss how to return a long-term suspended or expelled student to an education setting as soon as possible. The reengagement meeting must be scheduled with the student and the student's parents or guardians:

- Within 20 days of the student's long-term suspension or expulsion — if the long-term suspension or expulsion is **longer than 20 days.**
- No later than five days before the student's reentry or enrollment — if the long-term suspension or expulsion is **less than 20 days**.

Reengagement meeting participants should take into account the

- circumstances related to the student's suspension or expulsion,
- student's prior academic and discipline history, and
- severity of the disciplinary incident that led to the student's exclusion.

District or school staff initiate the reengagement conference. This meeting is separate from the conference associated with a *petition for re-admission*.

Reengagement Plan. A reengagement plan must be tailored to the student's individual circumstances and families must have access to, provide meaningful input on, and have the opportunity to participate in a culturally sensitive and culturally responsive reengagement plan (RCW 28A 600.022).

While developing a reengagement plan, school districts should consider:

- Shortening the length of time that the student is suspended or expelled.
- Whether or not there are other forms of corrective action that could be more effective.
- How the plan can aid the student as they take the necessary steps to remedy the situation that led to the suspension or expulsion. Supportive interventions that support academic success, and keep the student engaged and on track to graduate.

Discipline Reporting

Attendance and Enrollment

Students reported in Element R11 – Exclusionary Action Applied with an out of school suspension or expulsion value (SS – Short Term Suspension or LS – Long Term Suspension, EE - Emergency Removal, or EX – Expulsion) should be reported with 'excused absences' in Student Absence File (N) for the school days designated in Element R13 - Duration of Exclusionary Action Days. Students who do not return to enrollment after the number of days identified in Element R13 – Duration of Exclusion Action Days, are to be reported with Unexcused Absences until such time as the absences are either excused by the parent/guardian or the student returns to enrollment.

With the passage of 4SHB 1541, "school districts may not suspend the provision of educational services to a student as a disciplinary action. A student may be excluded from a particular classroom or instructional activity area for the period of suspension or expulsion, but the school district must provide an opportunity for a student to receive educational services during a period of suspension or expulsion." Therefore, the student must continue to be enrolled in the district and school, unless the student is being immediately enrolled in another school and/or district.

Absences are not reported for the days the student participates in educational services identified as part of the Exclusionary Action. If the student does not participate in the education services for any reason, excused absences must be reported for the missed day(s).

Discipline Events without Exclusion

Some incidents do not result in exclusionary discipline but, per legislative requirements, must still be reported to OSPI. Examples include weapons incidents or actions involving school safety and security staff.

These situations are collected in *Student Exclusionary Discipline File (R)*. The table below provides an overview for reporting the students who fall into this scenario.*

File R Element	Valid Value Guidance
R06 – Incident ID	All students associated with this incident must be reported with the same ID.
R07 – Incident Date	The date must be identical for all students associated with this incident.
R08 – Behavior Code	Report the valid value from *Appendix B - Behavior* that best describes the incident.
R09 – Other Behaviors	Only report data when there's more than one behavior associated with the incident.
R10 – Weapon Type	If the incident involved a weapon, report the valid value that best describes the weapon type.
R11 – Exclusionary Action Applied	Report *NA – No Exclusionary Action Applied* or *NE – No Exclusionary Action Applied, Safety and Security Staff were Involved* because these incidents must be reported even though no exclusionary action was applied in response.

File R Element	Valid Value Guidance
R12 – Exclusionary Action Date	Report the same date as R07 – Incident Date
R13 – Duration of Exclusionary Action Days	Must be NULL, meaning do not report data.
R14 – Total Amount of Exclusionary Time	Must be NULL, meaning do not report data.
R15 – Interim Alternative Education Setting	Must be NULL, meaning do not report data.
R16 – Academic Services	Must be NULL, meaning do not report data.
R17 – Behavior Services	Must be NULL, meaning do not report data.
R18 – Date Petition for Readmission Submitted	Must be NULL, meaning do not report data.
R19 – Date Petition for Readmission Granted	Must be NULL, meaning do not report data.
R20 – Petition for Extension of an Expulsion	Must be NULL, meaning do not report data.
R21 – Reengagement Plan	Must be NULL, meaning do not report data.
R22 – Date Reengagement Meeting Held	Must be NULL, meaning do not report data.
R23 – Appeal Code	Must be NULL, meaning do not report data.
R24 – Safety and Security Staff Involvement Status	Data required. Report the valid value that applies.
R25 – Safety and Security Staff Involvement Type	Data required. Report the valid value that applies.
R26 – Safety and Security Staff Involvement Outcome for Student	Data required. Report the valid value that applies.
R27 – Interpreter Services Requested for Exclusionary Discipline Reengagement Meeting	Conditional. If a Reengagement Meeting is held, reported in Element R22, R27 indicates if the family requested an interpreter and, if an interpreter was requested, was once provided.

* Refer to the CEDARS Data Manual for the comprehensive review (Data Type, Description, Business Rule, Validation, etc.) of the Elements referenced in this table.

Duration of Exclusionary Action Days

Element R13 - Duration of Exclusionary Action Days collects the total number of consecutive school days a student is excluded from their regular education setting as a result of the unique and specific exclusionary action assigned to the student as reported in Element R11 – Exclusionary Action Applied.

Multiple Actions for a Single Incident

If a student has multiple exclusionary actions for a single incident, each exclusionary action must be reported in a separate record. If a student is involved in an incident that results in more than one exclusionary action or, if an exclusionary action is modified and/or converted to another

exclusionary action, each exclusionary action must be reported as its own record. Each exclusionary action associated with a student for a single incident must be reported with identical incident information in Elements R01 through R10. Each exclusionary action associated with a student in an incident must be reported with information specific to that exclusionary action in Elements R11 through R23.

Reported vs. Actual Duration of Exclusionary Action

When a 'Long–term Suspension' (greater than 10 consecutive school days) is reported in Element R11 – Exclusionary Action Applied and the actual length of exclusion changes to 10 or fewer consecutive days, *do not* change the reported valid value to 'Short Term Suspension'. Do change Element R13 - Duration of Exclusionary Action Days to the *actual* number of consecutive school days the student is excluded from their regular educational setting for any part of their school day.

Total Amount of Exclusionary Time

If a student's exclusion spans multiple days, districts should add the amount of time the student was excluded on each day, then round that summation to the nearest 0.1. Students excluded from their regular educational setting for an entire school day should be reported in Element R14 – Total Amount of Exclusionary Time as 1.0 for each full day of exclusion. Students excluded from their regular educational setting for less than a full school day should be summarized for the full duration of the exclusion and then reported rounded to the nearest 0.1. Element R 14 – Total Amount of Exclusionary Time can be considered "missed seat time" and is different than the duration of the action collected in Element R13 – Duration of Exclusionary Action Days.

Other Behavior vs Multiple Minor Offenses

An 'Other Behavior' is a one-time offense, which does not fit into the other provided Behavior categories. Multiple Minor Offenses are a series of minor offenses that individually would not result in an Exclusionary Action but that progressively lead to an Exclusionary Action in accordance with district policy.

Interpreter Services Requested for Exclusionary Discipline Reengagement Meeting

Beginning with the 2023-24 school year, if a student was assigned an Exclusionary Discipline Action and a Reengagement Meeting was held, submitted in Element R22 – Date Reengagement Meeting Held, a valid value must be submitted in Element R27 indicating if the student's family requested an interpreter and, if requested, was an interpreter provided.

School Safety and Security Staff Reporting

Districts are required by RCW 28A.320.1241 to report data on safety and security staff involvement to OSPI. OSPI is then required to make this data publicly available.

The OSPI School Safety and Security Staff Program web page contains policy resources, contact information, and detailed data reporting guidance.

Definitions

Involvement: When an action, or participation in a process, by a school safety and security staff member results in the use of force against a student by the safety and security staff member, exclusionary discipline, or the arrest of a student.

Safety and Security Staff: Safety and Security Staff is a new HB 1214 (2021–22) category of classified staff. It is defined as SROs, school security officers (SSOs), campus security officers (CSOs), and any other commissioned or noncommissioned employees or contractors whose primary job duty is to provide safety or security services for a public school.

School Resource Officer (SRO): A commissioned law enforcement officer in WA with sworn authority to make arrests, deployed in community-oriented policing, and assigned by the employing police department or sheriff's office to work in schools to build positive relationships with students, and address crime and disorder problems, gangs, and drug activities affecting or occurring in or around K-12 schools. SROs focus on keeping students out of the criminal justice system when possible and should not be used in school disciplinary matters which are more appropriately handled within the educational system. SROs are not school district employees, but rather are employed by the law enforcement agency which has a contractual arrangement with that district. An SRO is a commissioned law enforcement officer working for a law enforcement agency. However, not all law enforcement officers are SROs. It is important to understand that when law enforcement is needed at a school, the responding officer may or may not be the school's SRO and may not be an SRO at all.

School Security Officer (SSO) and Campus Security Officer (CSO): Terms frequently used to identify classified school district employees employed to perform school safety-related functions similar to those of SROs. SSOs and CSOs are district employees, are not commissioned law enforcement officers, and cannot make arrests.

Contracted Security Personnel: Licensed professionals who work for private security companies and provide safety or security services for a public school on a contractual basis. Contracted security personnel have met prior training requirements to function in their school safety and security capacity. The Department of Licensing licenses security guards and security companies.

Use of Force: For the purpose of CEDARS reporting, the OSPI School Safety Center defines use of force as the physical, bodily interaction between school safety & security staff and a student used to compel compliance. This does not include a gentle temporary touching or holding of a student's hand, wrist, arm, shoulder, or back for the purpose of guiding a student during an escort.

What Needs to be Reported?

There are only three types of safety and security staff (SSS) involvement that need to be recorded and reported to OSPI:

- When an SSS is involved in an incident that results in exclusionary discipline;
- When an SSS is involved in an incident where a student is arrested;
- When an SSS uses force against a student.

You can report all three types of involvement as part of a student exclusionary discipline incident (in the Student Exclusionary Discipline File (R)). The only type of involvement that can be reported as part of a restraint or isolation incident (in the Students Restrained or Isolated File (S)) is use of force against a student. Use of force by an SSS should be reported as part of a restraint incident if an SSS restrains a student.

If an SSS uses force against a student or is involved with an incident where a student is arrested, but there is no exclusionary discipline incident or incident of restraint or isolation to report, these instances also must be reported through CEDARS, in File R, using valid value 99 (Non-behavior incident) for Element R08 and valid value NE (No exclusionary action applied) for Element R11. These codes are used to indicate that Safety and Security Staff were involved but no exclusionary action was applied. For more information on these data elements, please see the CEDARS Data Manual and its appendices

Additional Reporting Guidance

Detailed guidance for reporting safety & security staff involvement to OSPI through CEDARS is available on the OSPI Safety & Security Staff web page. The Safety & Security Staff Involvement Data Reporting Guidance provides detailed guidance and examples for determining reporting needs.

Students Restrained or Isolated

Students Restrained or Isolated File (S)

This section contains guidance on reporting restraint or isolation of students and any staff or student injuries that occur during those events. It is for data reporting purposes only and should not be interpreted as guidance for deciding if or when any student should be restrained or isolated. This document is not intended for use in determining which situations warrant restraint or isolation and which do not.

All actions, regardless of length, that occur during school-sponsored instruction or activities should be reported. If a district is contracting for services and claiming the student for funding, the district is responsible for collecting and maintaining the records for that student – including proper recording and reporting of restraint or isolation events. If a student is restrained or isolated as part of a discipline incident, district staff should report the appropriate information in the discipline File R and report the appropriate information for the restraint or isolation used in File S.

This reporting to OSPI is required per RCW 28A.600.485. The data will also be used by OSPI staff

and others to better understand how restraint and isolation are being used and to provide targeted training and technical assistance to districts with high incidents of restraint and isolation.

CEDARS district stakeholders provided feedback on November 15, 2018, that the Civil Rights Data Collection also asks districts to submit similar data. OSPI's data collection makes every attempt to be in alignment with existing CRDC reporting requirements and definitions wherever possible.

Restraint for the purposes of this data collection is defined as: Physical intervention or force used to control a student, including the use of a restraint device to restrict a student's freedom of movement. It does not include appropriate use of a prescribed medical, orthopedic, or therapeutic device when used as intended, such as to achieve proper body position, balance, or alignment, or to permit a student to safely participate in activities. Physical restraint does not include the touching or non-forceful holding of a student without the use of force for the purpose of directing or assisting the student in an activity. The term physical restraint does not include a physical escort which is temporary touching or holding of the hand, wrist, arm, shoulder or back for the purpose of inducing a student to walk to a safe location.

Isolation for the purposes of this data collection is defined as: Restricting the student alone within a room or any other form of enclosure, from which the student may not leave. It does not include a student's voluntary use of a quiet space for self-calming, or temporary removal of a student from his or her regular instructional area to an unlocked area as an accommodation on the student's IEP or 504 plan, or for purposes of carrying out an appropriate positive Behavior Intervention Plan (BIP). A student's voluntary removal from an environment, to which they can return at their own free will, is not isolation.

Additional Reporting Guidance

Detailed guidance for reporting restraint and isolation data to OSPI through CEDARS is available on the OSPI Restraint and Isolation web page.

School Safety and Security Staff Reporting

Districts are required by RCW 28A.320.1241 to report data on safety and security staff involvement to OSPI. OSPI is then required to make this data publicly available.

The OSPI School Safety and Security Staff Program web page contains policy resources, contact information, and detailed data reporting guidance.

Definitions

See the *Student Exclusionary Discipline File (R), School Safety and Security Staff Reporting* section of this document for the definitions of Involvement, Safety and Security Staff, and Use of Force.

Reporting

There are only three types of safety and security staff (SSS) involvement that need to be recorded and reported to OSPI:

- When an SSS is involved in an incident that results in exclusionary discipline;
- When an SSS is involved in an incident where a student is arrested;
- When an SSS uses force against a student.

The only one of these three types of involvement that needs to be reported in the Students Restrained or Isolated File (S) is use of force against a student. If an SSS restrains a student, then you should report this as an instance of use of force by a safety and security staff member. SSS involvement in an incident that results in discipline or arrest should be reported in the Student Exclusionary Discipline File (R).

Additional Reporting Guidance

Detailed guidance for reporting safety & security staff involvement to OSPI through CEDARS is available on the OSPI Safety & Security Staff web page.

STUDENT SUPPORTS

Student Supports File (V)

This section contains guidance on *reporting* students screened for various state-assigned supports. It is for data reporting purposes only and should not be interpreted as guidance for deciding if or when any student should be screened.

LEAs are required to report the screening process for all students assessed for a state-assigned support eligibility in CEDARS File V. Only students that have been screened for a support listed in *Element V06 – Support Code* should be reported in this file. Students reported in this file must also be reported in *District Student File (B)* and *School Student File (C)*.

File V will accept multiple records for a student if each record contains a unique support code, as reported in *Element V06 – Support Code*. CEDARS will not accept multiple records for a student if each of those records contain the *same* support code. If the screening process includes multiple assessments, report the overall outcome of the completed process.

File V data is used to learn more about the students screened for state-assigned supports and the interventions they receive. This file is not used to determine which students have not been assessed.

Dyslexia

Students must be reported in this file in both the year they are screened *and* any subsequent years in which they receive the corresponding interventions. Screening expectations (when and how often) are not the same as the CEDARS reporting expectations. Each school district will adopt their own timelines for screening.

More information on the legal requirements for districts, as well as the recommendations from OSPI and the Dyslexia Advisory Council, can be found on Washington State Dyslexia Advisory Council web page.

Screened and Determined Not at Risk
Students who are screened for indicators of dyslexia and determined not at risk must be reported to CEDARS. The table below provides an overview for reporting students who fall into this scenario.*

File V Element	Valid Value Guidance
V06 – Support Code	*1 – Dyslexia* All students screened for indicators of dyslexia must be reported with this valid value, regardless of the outcome.

File V Element	Valid Value Guidance
V07 – Identification Assessment	Report the valid value, from the list provided in the CEDARS Data Manual for Element V07, which represents the screening assessment used.
V09 – Support Determination	*1 – Screened, not at risk*
V10 – Interventions Used	If the student was not provided interventions for dyslexia because they were determined not at risk, report *48 – No Interventions Used*. If the student was provided interventions for dyslexia and they were determined not at risk, report all of the interventions offered from the list of valid values in the CEDARS Appendices (Appendix AH – Interventions Used).

** Refer to the CEDARS Data Manual for the comprehensive review (Data Type, Description, Business Rule, Validation, etc.) of the Elements referenced in this table.*

Transfer Students

This section explains how to report dyslexia screening information to CEDARS if the student was enrolled in a different Washington LEA and was screened during that prior enrollment.

If the student will be re-screened in the LEA where they are currently enrolled, then report information about the re-screening process and outcomes in the LEA where they are currently enrolled.

If the student will **not** be re-screened in the LEA where they are currently enrolled AND you have the student's screening process records from the prior enrollment.

And	Then report
The student was determined not eligible for support interventions	Report the screening process information from the prior LEA
The student was determined eligible for support interventions	Report the screening process information from the prior LEA* and the interventions provided in the current LEA. *Screening process information and dates from a school year other than the school year the student is receiving intervention supports is allowed and anticipated.

If the student will **not** be re-screened in the LEA where they are currently enrolled AND you do **not** have the student's complete screening process records from the prior enrollment.

And	Then report
The student was determined not eligible for support interventions	Report the assessment type that best aligns with the known screening process information from the prior LEA. Report the earliest known screening process date from the prior LEA. If you do not have a date, report the student's last day of enrollment in the prior LEA.
The student was determined eligible for support interventions	Report the assessment type that best aligns with the known screening process information from the prior LEA. Report the earliest known screening process date from the prior LEA. If you do not have a date, report the student's last day of enrollment in the prior LEA. Report the interventions provided in the current LEA.

Resources

The Washington State Dyslexia Advisory Council workgroup's About Dyslexia site and the Grade Band and Literacy Skills Screening Tools Timeline Matrix contain additional information.

Contact dyslexia@k12.wa.us with screening implementation questions.

ADDITIONAL RESOURCES

U.S. Department of Education Resources

U.S. Department of Education

Every Student Succeeds Act (ESSA)

Office of Superintendent of Public Instruction Resources

Bulletins

Comprehensive Education Data and Research System (CEDARS)

CEDARS District Administrators

Enrollment Reporting

School Apportionment and Financial Services

PUBLICATION HISTORY

Revision	Authors	Date	Description
3.0	Lisa Ireland – OSPI	May 2010	FINAL
3.1	Lisa Ireland – OSPI	September 2010	Special Education Reporting Running Start and 'Other' Courses Reporting Students at Skill Centers Reporting Online Courses
4.0	Lisa Ireland – OSPI	April 2011	Reporting Student Completers/Graduates Establishing Graduation Requirements Year Coding of Students Who Exit School and/or District Title III Native American Title III Immigrant Unaccompanied Youth Bilingual and Immigrant Reporting State Course Codes Definition and Description of Term
4.1	Lisa Ireland – OSPI	July 2011	Term
5.0	Lisa Ireland – OSPI	February 2012	Reporting Student Completers/Graduates Students Who Exit Over the Summer Months Student Withdrawal Codes Immigrant Home- or Private School Students Enrolled in Public School Students Enrolling Through School Choice Reporting Preschool Students Disability Code Reporting Running Start for Students Early Education Program Highly Capable/Gifted Program Title I, Part A Migrant Education Program Free and Reduced-Price Meals College Bound Scholarship Limited English Proficiency (Bilingual) Reporting State Course Codes Students at Skills Centers Grade History Element H24 – Assessment of Technical Skills Student Grade History Course Designation Code Definitions Term Student Absence Student Discipline Teacher Certificate Numbers

Revision	Authors	Date	Description
5.1	Lisa Ireland – OSPI	June 2012	Reporting Students Enrolled/Served Past Grade 12 Learning Assistance Program (LAP) Reporting Reporting Running Start Courses Alternative Learning Experience (ALE) Courses Course Designation Codes Reporting Guidance Content Area Codes
.5.2	Lisa Ireland – OSPI	October 2012	Student Absence
6.0	Lisa Ireland – OSPI	July 2013	Reporting Student Names Reporting Students Enrolled/Served Past Grade 12 Reporting Student Completers/Graduates Reporting Students as Confirmed Transfers Students who Exit Over the Summer Months The T1 Withdrawal Code Establishing Expected Year of Graduation Establishing Graduation Requirements Year Immigrant Home- or Private-School Students Enrolled in Public School Reporting ALE Status Reporting Students Enrolled in Running Start Highly Capable/Gifted Program NCLB Supplemental Services Free and Reduced-Price Meals Title I Neglected/Delinquent Supplemental Services College Bound Scholarship Limited English Proficiency (Bilingual) Special Education Reporting Running Start Courses Students at Skills Centers ALE Courses Student Grade History Course Designation Code Definitions Course Designation Code Reporting Guidance Grade Point Average (GPA) Student Discipline Teacher Certificate Numbers Long Term Substitute Teachers

Revision	Authors	Date	Description
			Contract Teachers Itinerant Teachers
6.1	Lisa Ireland – OSPI	November 2013	Student Grade History
7.0	Lisa Ireland – OSPI	September 2014	Student Enrollment and Graduation Requiring Birth Certificate for Enrollment Reporting Students Enrolled/Served Past Grade 12 Reporting Students Completers/Graduates Reporting Students as Confirmed Transfers Immigrant Home- or Private-School Students Enrolled in Public School Reporting ALE Course Type Instruction Reporting Students Enrolled in Running Start in High School Reporting Students Enrolled in Juvenile Justice Schools Coding of Students Who Exit School and/or District Disability Code Updating Student Demographic Information Free and Reduced-Price Meals Reporting ALE Course Type Instruction Student Grade History Course Designation Code Definitions Course Designation Code Reporting Guidance Student Discipline
7.1	Lisa Ireland – OSPI	October 2014	Reporting Students as Confirmed Transfers

Revision	Authors	Date	Description
8.0	Lisa Ireland – OSPI	April 2015	Reporting Students Who Did Not Graduate Due to Not Meeting Assessment Requirements Home- or Private-School Students Enrolled in Public School Reporting Students Enrolled in Juvenile Justice Schools Coding of Students Who Exit School and/or District Learning Assistance Program (LAP) Free and Reduced-Price Meals Reengagement Programs (Open Doors Youth Reengagement) Washington State Seal of Biliteracy Limited English Proficiency (Bilingual) Special Education Reporting State Course Codes Students at Skills Centers Reporting Online Courses Student Grade History Course Designation Code Definitions Content Area Codes Student Absence Student Discipline Teacher Indicators
8.1	Lisa Ireland – OSPI	May 2015	Establishing Student Grade Level Reporting Preschool Students
8.2	Lisa Ireland – OSPI	November 2015	Reporting Students as Confirmed Transfers Students Who Exit Over Summer Months Reporting PreSchool Students Coding of Students Who Exit School and/or District Reengagement Programs (Open Doors Youth Reengagement) Course Designation Code Definitions Reporting Students Taking Running Start Courses in the High School (removed) Student Discipline Teacher Certificate Numbers Teacher Indicators
9.0	Lisa Ireland – OSPI	April 2016	Reporting Student Names Requiring Birth Certificate for Enrollment Immigrant Military Parent or Guardian Disability Code

Revision	Authors	Date	Description
			Updating Student Demographic Information Learning Assistance Program (LAP) Title I, Part A 504 Plan Washington State Seal of Biliteracy Washington Reading Corp Literacy Support Limited English Proficiency (Bilingual) Reporting State Course Codes Reporting Online Courses Course Designation Code Definitions Course Designation Code Reporting Guidance Content Area Codes CTE Course & Credit Equivalency Student Absence Student Discipline Teacher Information Resources
9.1	Lisa Ireland – OSPI	July 2016	Reporting Home/Resident District Truancy Petitions Reengagement Programs Course Designation Code Definitions Student Discipline
9.2	Lisa Ireland – OSPI	September 2016	Military Parent or Guardian Disability Code Student Discipline
10.0	Lisa Ireland – OSPI	March 2017	Introduction Publication Process Reporting Student Names Students Enrolling in Charter Schools Establishing Student Grade Level Reporting Students Past Age 18 Determining Enrollment Eligibility for Students Enrolling from Out-of-State / Out-of-Country Students Reporting Students as Confirmed Transfers Reporting Students Dropped for 20 Days Unexcused Absences or Non-Attendance Students Who Exit Between School Years Reporting Students Dual Enrolled in Multiple Districts Establishing Expected Year of Graduation Home- or Private-School Students Enrolled in Public School Disability Code

Revision	Authors	Date	Description
			Updating Student Demographic Information Student Attributes and Programs Learning Assistance Program (LAP) Title I, Part A Free- and Reduced-Price Meals Title VII Native American Truancy Petitions College Bound Scholarship Recruiting Washington Teachers GRADS Program (Graduation, Reality and Dual-Role Skills Foster Care English Learners (Bilingual) Special Education Reporting State Course Codes Reporting District Transfers for Skills Center Students Reporting College in the High School Student Grade History Content Area Codes CTE Course and Credit Equivalency Student Discipline
10.1	Lisa Ireland	September 2017	Truancy Petitions Recruiting Washington Teachers Student Discipline Military Parent or Guardian Student Absence
10.2	Lisa Ireland	January 2018	Reporting Preschool Students Reporting College in the High School
11.0	Lisa Ireland – OSPI	April 2018	Reporting Student Names Reporting Students as a Confirmed Transfer into Washington Reporting Student Completers/Graduates Reporting Students as Confirmed Transfers Reporting Students as Unconfirmed Transfers How to Report Students With 20 Full Day Unexcused Absences or Non Attendance as Withdrawn Home or Private School Students Enrolled in Public School Reporting ALE Course Type Instruction Reporting Students Enrolled in Running Start Students Enrolling Through School Choice Gender Identification

Revision	Authors	Date	Description
			Title I, Part A Truancy Petitions Reporting State Course Codes Reporting Running Start Courses Reporting College in the High School Reporting ALE Course Type Instruction Course Designation Code Definitions Course Designation Code Reporting Guidance Student Discipline Teacher Indicators
11.1	Lisa Ireland – OSPI	September 2018	Eligibility of Students Previously Graduated Reporting Students as Confirmed Transfers The T1 Withdrawal Code Reporting Home/Resident District Establishing Expected Year of Graduation Establishing Graduation Requirements Year Military Parent or Guardian Reporting ALE Course Type Instruction Reporting Preschool Students Students With Individualized Education Plans (IEPs) (formerly Special Education) Reporting ALE Course Type Instruction Course Designation Code Definitions Course Designation Code Reporting Guidance Student Absence
11.2	Kyla Vetter	January 2019	AVID Course Codes (missed edits from 2015-16 and 2017-18) English Learners (Bilingual) Foster Care Reporting State Course Codes Student Discipline: Reported vs. Actual Duration of Exclusionary Action
12.0	Kyla Vetter	March 2019	Student Attributes and Programs - Title I, Part A CEDARS Functionality – Logical Delete Students Restrained or Isolated Submitting Non-Traditional High School Rigor Courses Reporting Preschool students Truancy Petitions GRADS Program (Graduation, Reality and Dual-Role Skills) English Learners (Bilingual)

Revision	Authors	Date	Description
			Students with Individualized Education Plans (IEP) Plans Reporting Running Start Courses Students at Skills Centers Reporting College in the High School Reporting Online Courses Reporting ALE Course Type Instruction Course Designation Code Definitions Course Designation Code Reporting Guidance Content Area Codes Student Exclusionary Action Teacher Indicators
12.1	Kyla Vetter	January 2020	Reengagement Students Eligible for Special Education and Other Support Services Transitional Kindergarten Establishing Student Grade Level Disability Code Truancy Petitions Students with Individualized Educational Plans (IEPS) Course Designation Code Definitions

Version	Date	Overview	Location
13.0	July 2020	New Element	Armed Services Vocational Aptitude Battery (ASVAB)
13.0	July 2020	New Definitions	Course Designation Codes
13.0	July 2020	New Element	Course Level
13.0	July 2020	New Definition	Program Designation
13.0	July 2020	Clarified Expectation	Student Exclusionary Action
13.0	July 2020	New File	Initial Evaluation and Eligibility Timelines
13.0	July 2020	New File	Student Supports
13.0	July 2020	Inactivated Valid Value	Teacher Indicators
13.0	July 2020	Clarified Expectation	Term – All Year
13.0	July 2020	Program Name Change	Title VI Native American
13.1	October 2020	Updated WACs	Alternative Learning Experience (ALE) Courses
13.1	October 2020	New Guidance	College in the High School
13.1	October 2020	Updated Description and Guidance	Course Designation Codes
13.1	October 2020	New Guidance	Course Rigor
13.1	October 2020	New Guidance	Dual Enrollment Course Level
13.1	October 2020	New Guidance	Dual Language Instruction
13.1	October 2020	New Guidance	Early Childhood Outcomes

Version	Date	Overview	Location
13.1	October 2020	New Guidance	Initial Evaluation and Eligibility Timelines
13.1	October 2020	Clarified Expectation	LAP Program
13.1	October 2020	New Guidance	Multilevel Courses
13.1	October 2020	Updated Links	Resources
13.1	October 2020	New Guidance	School Start Delay
13.1	October 2020	New Guidance	Student Supports
13.2	January 2021	Updated Description and Guidance	Course Designation Codes
13.2	January 2021	Updated Description	Course Level
13.2	January 2021	New Section	Industry Recognized Certifications
13.2	January 2021	New Descriptions	Student Attributes and Programs
13.2	January 2021	Updated Description and Guidance	State Course Codes
13.2.1	February 2021	New Guidance	Letter Grade
13.3	April 2021	Updated Guidance	Non-Attendance Withdrawal

Version	Date	Overview	Location
14.0	March 2021	Updated	Courses: Designation Codes
14.0	March 2021	New Section	Courses: Sequence
14.0	March 2021	New Section	Courses: Student Work Based Learning Activities
14.0	March 2021	New Section	English Learners: Placement Assessment
14.0	March 2021	Updated	Programs: Career Launch
14.0	March 2021	New Section	Programs: District-Issued Learning Devices
14.0	March 2021	Updated	Student Supports: Dyslexia
14.1	October 2021	Absence: Truancy Actions	Update
14.1	October 2021	Courses: Computer Science	New
14.1	October 2021	Courses: Course Level	New
14.1	October 2021	Courses: Course Sequence	New
14.1	October 2021	Courses: Designation Codes	Correction
14.1	October 2021	Courses: Graduation Alliance ACE Credits	New
14.1	October 2021	Courses: Reporting Expectations by File and Instruction Type	Updated
14.1	October 2021	Courses: Non Instructional Pathways	Update & New
14.1	October 2021	Courses: State Course Codes	Update
14.1	October 2021	English Learners (Bilingual): Screeners/Placement	Update & New

Version	Date	Overview	Location
		Tests & Annual Assessments	
14.1	October 2021	Enrollment: Homelessness (McKinney–Vento)	New
14.1	October 2021	Programs: Continuous Learning 2.0+	New
14.1	October 2021	Programs: District-Issued Learning Devices	New
14.1	October 2021	Programs: District-Issued Hotspot	New
14.1	October 2021	Programs: Exit Reasons	New
14.1	October 2021	Programs: Highly Capable (Gifted)	New
14.1	October 2021	Programs: Inadequate Technology Access	Update
14.1	October 2021	Programs: LAP	Update
14.1	October 2021	Programs: Qualification Reason	New
14.1	October 2021	Staff: Long Term Substitute Teachers	New
14.1	October 2021	Staff: Paraeducator	New Section
14.1	October 2021	Student Growth	New
14.1	October 2021	Student Supports: Dyslexia	New
14.1.1	December 2021	Race & Ethnicity: Federal Reporting	New
14.2	January 2022	Attendance	New
14.2	January 2022	Courses: Course Level	New
14.2	January 2022	Race & Ethnicity: Collection Method	New
14.2	January 2022	School Programs: Disability	Update
14.2	January 2022	School Programs: Free and Reduced-Price Meals	Update
14.2	January 2022	School Programs: LAP Community Partnerships	Update
14.2	January 2022	Staff Information: Paraeducator Staff Type	Update
14.2	January 2022	Training Presentations	New
14.3	April 2022	Courses: Course Designation Codes	Update
14.3	April 2022	Courses: Running Start	Update & New
14.3	April 2022	Courses: State Course Code	Updated
14.3	April 2022	English Learners: Placement/ Screener	New

Version	Date	Overview	Location
		Tests & Annual Assessments	
14.3	April 2022	Enrollment: Dual Enrollment	Updated
14.3	April 2022	Student Supports	New & Update
14.3	April 2022	Student Ethnicity and Race: Family and Community Engagement	New
16.0	Summer 2023	Updated	Eligibility
16.0	Summer 2023	Updated	Legal Name
16.0	Summer 2023	Updated	Proof Document Requirements
16.0	Summer 2023	Updated	Graduation Year – Expected Year
16.0	Summer 2023	New	Language(s) Family Prefers to Communicate In
16.0	Summer 2023	Updated	Enrollment Changes - Transfers
16.0	Summer 2023	Updated	Alternative Learning Experience
16.0	Summer 2023	Updated	Course Designation Codes
16.0	Summer 2023	Updated	Course Sequence & Sequence Group
16.0	Summer 2023	Removed valid values	Student Attributes & Programs
16.0	Summer 2023	Updated	Student Attributes & Programs
16.0	Summer 2023	New	Interpreter Services Requested for Annual IEP Meeting
16.0	Summer 2023	Updated	Student Ethnicity and Race
16.0	Summer 2023	Updated	Student Growth
16.0	Summer 2023	Updated	Discipline Reporting
16.0	Summer 2023	New	Interpreter Services Requested for Exclusionary Discipline Reengagement Meeting
16.0	Summer 2023	Updated	School Safety and Security Staff Reporting
16.0	Summer 2023	Updated	Students Restrained or Isolated
16.0	Summer 2023	New	Initial Evaluation and Timelines Eligibility
16.1	Fall 2023	Updated	Emergency Removal
17.0	July 2024	Updated	Free-Reduced Meal Reporting
17.0	July 2024	Updated	Guidance for Existing Students
17.0	July 2024	Updated	School Safety and Security Staff Reporting
17.0	July 2024	New	Student Sensory Disability
17.1	August 2024	Updated resource contacts	Alternative Learning Experience (ALE)
17.1	August 2024	Updated	Unaccompanied Youth
17.1	August 2024	Updated	Washington State Seal of Biliteracy
18.0	July 2025	Added Guidance	Added guidance for eligibility for students age 21 and receiving special education services
18.0	July 2025	Editorial Updates	

Version	Date	Overview	Location
18.0	July 2025	Updated	Updated guidance for students graduating with an IEP
18.0	July 2025	Updated	
18.0	July 2025	Updated	
18.0	July 2025	Updated	Updated guidance for Online and Running Start
18.0	July 2025	Archived	This collection is archived as of 2025-26 school year
18.0	July 2025	Updated	
18.0	July 2025	Updated	
18.0	July 2025	Archived Program	Continuous Learning 2.0+ is archived as of 2025-26 school year
18.0	July 2025	Updated	Updated guidance for Child Nutrition Eligibility & Education Benefit Application
18.0	July 2025	Updated	
18.0	July 2025	Updated	School Safety and Security Staff Reporting – Overview, Updated guidance, some guidance and resources were moved to Safety & Security Staff page
18.0	July 2025	Updated	Students Restrained or Isolated, Updated guidance, some guidance and resources were moved to Safety & Security Staff page
18.0	July 2025	Updated	School Safety and Security Staff Reporting – Guidance, Updated guidance, some guidance and resources were moved to Safety & Security Staff page

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