



# Comprehensive Education Data and Research System (CEDARS) Reporting Guidance

For the 2017-2018 School Year

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Office of Superintendent of Public Instruction  
Old Capitol Building  
P.O. Box 47200  
Olympia, WA 98504-7200

For more information about the contents  
of this document, please contact:  
Customer Support, OSPI  
E-mail: [customersupport@k12.wa.us](mailto:customersupport@k12.wa.us)  
Phone: 1-800-725-4311  
360-725-6371

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- b. Submits student schedule for courses taken at skills center
- c. 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 Skills 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 Skills center course stuff goes to both ESD 999 and ABC?*

Yes. The Skills 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.

### **Reporting School Withdrawal for Students Participating in Reengagement Program**

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.

### **Students Eligible to Graduate**

Students who become eligible to graduate while enrolled in a reengagement program are 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.

### **Reporting students who become eligible to graduate while participating in a Reengagement Program.**

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.

#### **1. ESD Consortium Reengagement Program**

- a. Students who become eligible to graduate are transferred back to their resident (home) district/school as the ESD *does not issue* high school diplomas
  - i. Reengagement school submits to CEDARS the student withdrawal status of "confirmed transfer"



- ii. Resident (home) school will issue the diploma and submits to CEDARS the student withdrawal status of ‘Graduated’
2. District hosted Reengagement Program
  - a. School that hosts Reengagement Program but *does not issue* high school diplomas
    - i. Students who become eligible to graduate are transferred back to their resident (home) high school
      1. Reengagement school submits to CEDARS the student withdrawal status of “confirmed transfer”
      2. Resident (home) school will issue the diploma and submits to CEDARS the student withdrawal status of ‘Graduated’
  - b. School that hosts Reengagement Program and *issues* high school diplomas
    - i. Reengagement school will issue the diploma and submits to CEDARS the student withdrawal status of ‘Graduated’
    - ii. Student(s) may request a transfer back to their resident (home) high school to receive a diploma from their resident (home) high school
      1. Reengagement school submits to CEDARS the student withdrawal status of “confirmed transfer”
      2. Resident (home) school will issue the diploma and submits to CEDARS the student withdrawal status of ‘Graduated’

## Washington State Seal of Biliteracy

The Washington State Seal of Biliteracy was established to recognize public high school graduates who have attained a high level of proficiency in speaking, reading, and writing in one or more world languages in addition to English. "Participating school districts with students eligible to receive the Seal, shall place a notation on a student's high school diploma and high school transcript indicating that the student has earned the seal." (RCW 28A.230.125).

OSPI has drafted criteria for awarding the Seal of Biliteracy (RCW 28A.300.575; WAC 392-410-350) and is developing the Washington Administrative Code (WAC).

Additional information regarding the Washington State Seal of Biliteracy can be found at <http://www.k12.wa.us/WorldLanguages/SealofBiliteracy.aspx>.

Graduating high school students must meet the following criteria to be awarded the Seal:

- Demonstrate proficiency in English by meeting the graduation requirements in English and meeting standard on reading and writing or English language arts assessments; and
- Demonstrate proficiency in one or more world languages.

The student’s high school transcript and high school diploma must include a notation to indicate that the student earned the WA State Seal of Biliteracy.

Students can earn a “**Proficient**” designation that is displayed when the student has demonstrated proficiency in one or more world languages but has not yet met the other requirements for the Seal. This status was created to recognize students who were on track to earn the Seal prior to graduation. The status is converted from “**Proficient**” to “**Earned**” after the student demonstrates proficiency in English and graduates. Proficiency in English is demonstrated by meeting the graduation requirements in English and meeting standard on reading and writing or English language arts assessments.

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.

Districts must submit information to CEDARS Attributes and Programs File (I) for those students who earn a Washington State Seal of Biliteracy starting in the 2015-16 school year. Districts must submit information for students who are determined to be Washington State Seal of Biliteracy Proficient.

- 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, valid value 42 – Washington State Seal of Biliteracy Proficient or valid value 41 – Washington State Seal of Biliteracy Earned
- Element I07 – Start Date and Element I08 – Exit 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 I09 – Exit Reason Code, report the method by which the student became Washington State Seal of Biliteracy Proficient or the Seal was earned. A list of the recognized assessment methods is found in CEDARS Appendix L <http://www.k12.wa.us/CEDARS/Manuals.aspx>.
- 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, <http://www.k12.wa.us/CEDARS/Manuals.aspx>.

## Washington Reading Corp Literacy Support

The Washington Reading Corps (WRC) is a partnership between the Office of Superintendent of Public Instruction (OSPI) and the Washington Service Corps (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.

Students served through the Washington Reading Corps are reported in CEDARS Student Attributes and Programs File (I), Element I06 – Program Code, Valid Value 44 – Washington Reading Corps Literacy Support.

## Recruiting Washington Teachers

The Recruiting Washington Teachers (RWT) program works to “grow our own” diverse group of future teachers who more closely reflect the population of today’s children and youth. RWT [grant funding](#) supports the recruitment and preparation of a diverse group of high school students for future careers as educators in the teacher shortage areas of Mathematics, Science, Special Education, Early Childhood Education (P-3), English Learners, and Bilingual Education. The program supports partnerships between high schools, teacher preparation programs, institutions of higher education, parents/guardians, and community based organizations to design and deliver innovative programs that support students, underrepresented in the teaching profession, in exploring and preparing for careers as educators.

Information about the RWT program can be found on the [Professional Educator Standards Board](#) web site.

Students participating in a RWT program are reported in CEDARS Student Attributes and Programs File (I), Element I06 – Program Code, Valid Value 45 – Recruiting Washington Teachers.

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

The GRADS program is for pregnant teens and/or young parents that focus 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.

Information about the GRADS program can be found on the OSPI Career and Technical Education [GRADS](#) program page.

Students participating in a GRADS program are reported in CEDARS Student Attributes and Programs File (I), Element I06 – Program Code, Valid Value 30 – GRADS Program.

## Foster Care

Districts are not required to identify and report students as Foster Care to CEDARS. Foster Care students are identified through the DSHS interface utilized by Direct Certification.

The DSHS file does NOT contain any SSID or District Student ID and is matched through a name and birthdate process.

A child in the DSHS file is matched with a student in CEDARS in one of 2 ways:

1. System makes an exact match.
2. A district Child Nutrition person, manually finds a student in the DSHS file and matches them to a student in CEDARS.

Once a match is made between a DSHS child and a student record, that match persists throughout the school year and the DSHS information follows the student regardless of district or school and regardless of a change in foster care status until the next school year.

A report identifying students identified as Foster Care in your district is available by accessing CEDARS>Reports>Enrollment, selecting the appropriate school year and indicating yes on the 'radio button' for Foster Care. The report may be created at the district and school level.

## English Learners ~~Limited English Proficiency~~ (Bilingual)

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

- Students receiving services in State Transitional Bilingual Instruction Program
- Native American students receiving English Language Development 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 English Language Development services under Title III

While many districts receive funds through Title III or the Transitional Bilingual Instructional Program, the requirement to provide English language development services for limited-English proficient students applies to all districts, regardless of whether or not they receive these funds. All districts must provide English language development services to English Learners under Title VI of the Civil Rights Act of 1964.

When reporting students in the LEP file, CEDARS 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 did your child first learn to speak), and B18 corresponds to question 3 (What language does YOUR CHILD use the most at home). For more information, please see [OSPI's definitions and procedures for identifying English Learners](#).

The 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*.

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.

Information reported in the following elements should only be for the most recent 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 **Level** (formerly Placement Test Level ~~Score~~) and
- J22 – Placement Test Date

If J20 – Placement Test Score and J21 – Placement Status **Level** 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.

Element J19 – Grade Level at Placement should be reported with a value of K1 or K2 for any students who took the placement test while enrolled in Kindergarten. If the exact K1 or K2 status was not known at the time of testing, districts may determine which value to report.

In Element J21 – Placement Status **Level**, valid values may **L4 and L5** have the same definition to accommodate ~~old~~ placement tests that use different transitional levels. If J06 – Instructional Model code is NOT Null, Element J21 May Not Be L4 or L5.

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.

## 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)

In the next school year, the student **must should** 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. 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.

**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 Home Language Survey 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

Special education and related services provided to students in Washington are designed to meet the educational needs of all students determined to meet special education requirements under the federal Individuals with Disabilities in Education Act (IDEA) and Washington State RCW 28A.155.

Special education program services are reported in Student Special Education Programs File (K).

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 Special Education students 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.

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.



# Courses, Student and Staff Schedules, and Grade History

## Reporting State Course Codes

State Course Codes reported within CEDARS were developed using the National Center for Educational Statistics (NCES) course codes. Special programs, e.g., special education, bilingual, gifted, do not have specific course codes designated for these programs or students. School Districts determine the course code most appropriate for each class offered. Each section within the State Course Codes has a ‘generic’ or ‘other’ code that may be used if the other course codes do not apply.

State Course Codes are provided for both high school rigor and non-high school rigor courses. Reporting State Course Codes for all courses of high school rigor is required. Reporting State Course Codes for all courses that are not of high school rigor are required in Course Catalog for grades 6-8 core content area courses when in a middle school beginning in the 2015-16 school year. Reporting all other non-high school courses is optional, but encouraged.

Advancement via Individual Determination (AVID) Courses (State Course Codes 23000 & 72007) may only be used in schools with approved courses. A list of approved schools may be found in CEDARS Appendix H, <http://www.k12.wa.us/CEDARS/manuals.aspx>.

Beginning with the 2015-16 school year, the State Course Code in the Course Catalog was utilized to identify and pre-populate OSPI’s Teacher Quality Data Collection tool to make Highly Qualified Teacher (HQT) determinations. The highly qualified teacher requirements were eliminated on December 10, 2015. However, it is highly important that all high school and core content area courses in grades 6-8 middle schools are submitted in Course Catalog using specific State Course Code rather than the generic values. The new Educator Equity Data Collection tool will be collecting teacher and course information for federal reporting purposes. If the courses are not listed with the appropriate State Course Code, the Educator Equity Data Collection tool will not capture the required information.

Information regarding both high school rigor and non-high school rigor State Course Codes can be found at <http://www.k12.wa.us/CEDARS/manuals.aspx>, within the State Course Codes document.

## Reporting Running Start Courses

Running Start is a program that allows 11<sup>th</sup> and 12<sup>th</sup> grade students to take college courses and simultaneously earn high school and college/university credit. Courses are taught at or under the authority of certain institutions of higher education by college approved instructors. Running Start students do not pay tuition, but they do pay college fees, buy their own books, as well as provide their own transportation.

Reporting of Running Start courses is required in Student Grade History File (H). Running Start courses should be reported in Student Grade History File (H) as transfer courses and with the Course Designation Code of ‘R’ once final information is received regarding course completion and letter grades earned. Reporting Running Start courses is not required in any other CEDARS file.

Districts may choose to report placeholders for Running Start courses in the Student Schedule File (E). A corresponding record for the placeholder course will be needed in Course Catalog File (D) with the Course Designation Code of ‘R’. If a corresponding record for the placeholder course is not included in the Course Catalog File (D), the placeholder student schedule records will be submission errors.

When reporting Course Designation Code(s) in Course Catalog and Student Grade History please be aware that Running Start (R) courses cannot also be reported as International Baccalaureate (I), College in the High School (C), Tech Prep (T), Advanced Placement (A), or Cambridge Program (K) codes.

## Students at Skills Centers

To participate in Skill Center courses, students must first be enrolled in grades 9-12 at a high school or middle school offering those grades. Students at a Skill Center are considered dual enrolled. This means both the “home”/sending school and the Skill Center must report student enrollment to CEDARS.

Skill Centers cannot direct enroll students only at the Skill Center – students must be sent or referred to the Skill Center by their “home”/sending school.

Skill Centers must report to CEDARS all students receiving services. Skills Centers are required to report grade history for all students for the current school year. All students served at the Skill Center are reported as IsPrimary=“No” in CEDARS, (found in the School Student File (C), Element C10 – Is this the School that is Primarily Responsible for the Student) The data provided by Skills Centers in CEDARS is used to generate the annual Federal Vocational Report (P210 Voc).

The student’s home or sending district must also report enrollment information to CEDARS for:

- students attending part-time at the skills center
- students attending full-time at the skills center

All courses and credits from the skills center should be reported in Student Grade History File H as transfer courses by the home/sending district once final information is received regarding course completion and letter grades earned. The home or sending district should also include in Student Grade History any information regarding CTE completer or certification status achieved by the student.

**Skill center participation summer prior to Grade 9 enrollment**

Summer school programs will be open to students in grades 9-12, except in cooperative education programs where 16 years of age will be the minimum as required for a work permit. Local school districts must have a policy in place to allow students who will be ‘incoming freshman’ in the fall to take skill center courses over the summer months. High school credits earned during the summer months will be reported as transfer credits in the fall once students are enrolled as grade 9 in their home high school. Seniors who are scheduled to graduate, but wish to complete their industry certification or program over the summer of their senior year may not be reported as a “graduate” in CEDARS by their home/sending high school until all courses have been completed.

Skills Centers that enroll students the summer between their 8<sup>th</sup> and 9<sup>th</sup> grade years must take care when providing a graduation requirements year for these students in their Student Information System (SIS). The graduation requirements year provided for a student is to be four years from when they are first enrolled in the fall of their initial grade 9 school year. E.g., student who will be a first time grade 9 student in the fall of the 2017-18 school year would have a graduation requirements year of 2021 assigned to them. This graduation requirements year is used to determine cohort placement, and other determinations, for the students. Due diligence must be taken to ensure an incorrect graduation requirements year is not provided for these students.

**Reporting District Transfers for Skills Center Students**

Students enrolled in a Skills Center hosted within their home/sending district who then move to a new school district, but wish to continue in the Skills Center, must be exited and re-enrolled in the district and Skills Center. Exiting and re-entering the student accurately reports the change in Primary responsibility for the student.

In the example below, District A is the original enrolling district who also hosts the Skills Center, District B is the district the student moves to:

Location ID	School/District Entry	School/District Exit	School Withdrawal Code	Primary School Flag
Dist A School A	9/1/2017	3/10/2018	T0	Yes
Dist A Skills Center A	9/1/2017	3/10/2018	T0	No
Dist A Skills Center A	3/11/2018			No
Dist B School B	3/11/2018			Yes

**Grade History Element H24 – Assessment of 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 some kind of technical skill in an approved CTE course. When analyzing the data in element H24, and in talking to CTE directors within a few districts, we realized there may be a misunderstanding of this element. Specifically, Element H24 is not to be confused with Element H21 – Did Student Receive a State or Nationally Recognized Industry Certification; H21 refers to the student *passing* a **certification exam** while H24 refers to the student *taking* a **skills and knowledge exam**.

## Reporting College in the High School

College in the High School courses are those offered at a high school with a teacher approved to offer the college rigor with students enrolled in the high school course and have also applied to the college offering the college credit.

Courses recognized as College in the High School must be submitted to CEDARS Course Catalog File (D), Element D07 – Course Designation Code with a valid value of C – College in the High School.

If the course(s) being offered has students taking different rigors in the same classroom, unique courses must be reported for each. E.g., Honors Math, College in the High School Math and AP Math are being provided in one class to various students three unique courses must be submitted to CEDARS.

In addition, once the course(s) is complete we would expect to see this information submitted to CEDARS Student Grade History File (H), Element H13 - Course Designation Code.

## Reporting Online Courses

(reference to highly qualified teacher requirements has been removed for 2016-17)

Online courses offered by the school district are to be reported in the same manner as other school/district courses.

Online courses taken completely outside of the school district are to be treated the same as transfer courses.

Below are examples of what would be district reported courses and district recognized transfer courses.

### Not a transfer course

1. Example 1
  - a. Student is enrolled in district A
  - b. District A utilizes online vendor for a course/courses in lieu of finding teacher to provide course on campus
  - c. The course is still a district level course that the students enroll and participate in
  - d. We would expect to see all pertinent pieces of information reported to CEDARS
2. Example 2
  - a. Student is enrolled in district A, Choices out to online Insight school in district B
    - i. Student completes coursework through enrollment in district B
    - ii. District B reports all courses, including affiliated staff, to CEDARS
    - iii. Student returns to district A, district A reports courses taken in district B as transfer course

### Transfer course

3. Example 3
  - a. Student is home-schooled student (with intent to home school on file)
    - i. Parent pays for student to enroll in online school
  - b. Student transfers to public school district A
  - c. District A recognizes courses and reports as transfer
4. Example 4
  - a. Student is enrolled in district A
    - i. Student/parent-guardian determines student is credit deficient and enrolls student in online school such as American Academy to earn one credit
  - b. Student completes course and brings information to enrolled school in district A
    - i. School reviews and accepts students earned credit and reports as transfer credit

Please carefully review <http://digitallearning.k12.wa.us/approval/glossary.php#courses> for more information about online coursework.

## Reporting ALE Course Type Instruction

Student Schedule File (E), Element E09 – ALE Course Type and Student Grade History File (H), Element H27 – ALE Course Type collect course type information as opposed to funding information. This is a requirement of WAC: 392-121-182 (3) (a) (ii).

Districts are required to indicate whether or not the course was taught through ALE and, if so, the valid values below must be reported in E09 and H27:

- O – “Online course” means an alternative learning experience course that has the same meaning as provided in RCW 28A.250.010
- R – “Remote course” means an alternative learning experience course or course work that is not an online course where the student has in-person instructional contact time for less than twenty percent of the total weekly time for the course.
- S – “Site-based course” means an alternative learning experience course or course work that is not an online course where the student has in-person instructional contact time for at least twenty percent of the total weekly time for the course.

Questions regarding ALE courses or programs offered by your district should be directed to the Digital Learning Department at OSPI and then reported appropriately within CEDARS

<http://www.k12.wa.us/DigitalLearning/default.aspx>

Email: [dldinfo@k12.wa.us](mailto:dldinfo@k12.wa.us)

## 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 credits awarded through non-instructional pathways.

To submit credit awarded to students for passing the EOC, or any other non-instructional credit awarded, you will need to provide the following information

1. Course Designation Code = Z
2. Course Code = as determined by district, e.g., EOCSMath or EOCSscience
3. State Course Code = choose one that is consistent with subject area, e.g., math state course code if the EOC credit is for math
4. Content Area Code = specific to credit being given
5. Staff Certification number = NA

## Course Designation Code Definitions

RCW 392-415-070(b) details additional identifiers, Course Designation Codes, that are required to be provided on all high school transcripts for students who first entered grade nine on or after the 2002-03 school year. These identifiers provide additional information regarding the courses listed such as the rigor of the course or the location of where the course was taken. Additional information regarding the codes provided below can be found at <http://www.k12.wa.us/transcripts/> within the High School Transcript Developer/User Guide and the High School Transcript FAQs documents.

**A – Advanced Placement (AP).** A program that allows students in grades 9-12 to take rigorous college-level courses while in high school. Courses in AP world language programs are the only AP courses allowed to be taken prior to 9<sup>th</sup> 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. Additional information can be found at <http://www.k12.wa.us/AdvancedPlacement/default.aspx> and the College Board website at <http://apcentral.collegeboard.com/home>. Also available on the College Board website is an AP FAQ (<http://www.collegeboard.com/html/apcourseaudit/faq.html>). OSPI begins validating that your school is approved to offer that particular AP course in January of the CEDARS submission school year.

**B – College Academic Distribution Requirements (CADR).** This designation refers to college admissions criteria established by the Washington Student Achievement Council (WSAC). The term 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 website at <http://www.wsac.wa.gov/>. District curriculum staff may have already reviewed and determined which courses meet the College Academic Distribution Requirements (CADR) guidelines.

**C – College in the High School.** A program that allows students in grades 10-12 to concurrently enroll in high school and college to earn both high school and college credits. 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. Additional information can be found at <http://www.sbctc.edu/colleges-staff/programs-services/college-in-high-school/>.

**H – Honors Option.** These courses are determined by each district/school. Each district should establish clear guidelines regarding what courses should be designated as Honors Options.

**I – International Baccalaureate.** 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 and courses must be taught by program qualified school teachers. The International Baccalaureate program offers high quality programs of international education to a worldwide community of schools. These courses help develop the intellectual, personal, emotional and social skills to live, learn and work in a rapidly globalizing world. These courses cannot be taught at a college or through a college program such as Running Start. Additional information can be found at [www.ibo.org](http://www.ibo.org).

OSPI begins validating that your school is approved to offer that particular AP course in January of the CEDARS submission school year.

**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 (K) includes General Certificate of Education (GCE) Advanced (A) and Advanced Subsidiary (AS) level courses, and International General Certificate of Secondary Education (IGCSE) level courses. Cambridge Courses cannot be taught at a college or through a college program such as Running Start. For more information, go to the University of Cambridge International Examinations website at <http://www.cie.org.uk/>.

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 test and passes via the score of that test. 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 actual courses and not competency based assignments.

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 test and passes via the score of that test. 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.

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. 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 will allow colleges and universities to determine if this requirement was met. More information about courses and guidelines can be found on the Washington Student Achievement Council’s website at <http://www.wsac.wa.gov/college-admissions>.

Use this designation to note quantitative type courses. Below are course examples that may be considered as quantitative to meet the CADR requirement.

Statistics	Bridge to College Mathematics
Other Math-based quantitative courses (including statistics, Advanced level of applied math, or math-based career & technical courses)	AP Computer Science
Other algebra-based science courses (e.g., chemistry or Physics)	

R – Running Start. A program that allows 11<sup>th</sup> and 12<sup>th</sup> grade students to take college courses and simultaneously earn high school and college/university credit. Courses are taught at or under the authority of certain institutions of higher education by college approved instructors. Running Start students do not pay tuition, but they do pay college fees and buy their own books, as well as provide their own transportation. All Running Start courses paid for through Running Start apportionment dollars must be reported as such in CEDARS. Additional information regarding Running Start can be found at <http://www.k12.wa.us/SecondaryEducation/CareerCollegeReadiness/RunningStart.aspx>.

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. Additional information can be found at <http://www.wsac.wa.gov/>.

T – Tech Prep. A program that allows students in grades 9-12 to take courses that integrate academics with technical skill development and offered through an articulation commitment between high school and college programs. Career and Technical Education (CTE) classes that offer students the opportunity to earn dual, high school and college, credits are identified as Tech Prep. The student does not have to apply for the college credit for the class to be identified as a Tech Prep course. Tech Prep courses are taught by high school CTE instructors at high schools or skills centers. It is not taught at a college or through another college program such as Running Start. Additional information can be found at <http://www.k12.wa.us/CareerTechEd/TechPrep.aspx>.

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. It is a local decision on which courses receive credit. Awarding credit for items such as the state assessments (WASL, 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 will allow the record to be

submitted in CEDARS Student Grade History without a Teacher Certification Number since it is a non-instructional credit.

## Course Designation Code Reporting Guidance

When reporting Course Designation Code(s) in Course Catalog and Student Grade History, please be aware that specific Course Designation Codes **cannot** also be reported with other specific types of courses because of proprietary rights, funding and other participation requirements. Any restrictions related to specific Course Designation Codes are listed below.

R – Running Start Courses. Only students in 11<sup>th</sup> and 12<sup>th</sup> grade may take Running Start courses. A student’s grade level is established based the district grade level policy. Running Start grade level eligibility is established when the student first enters grade 11. 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 Running Start. In these instances, report the student’s grade level at the time eligibility was granted in Student Grade History.

Running Start courses cannot also be reported as any of the following types of courses:

- Advance Placement (A)
- Cambridge Program (K)
- College in the High School (C)
- International Baccalaureate (I)
- Local Competency Test (L),
- National Competency Test (N)
- Tech Prep (T)
- Non-Instructional (Z)

Likewise, Advanced Placement (AP) and International Baccalaureate (IB) codes cannot be reported with Running Start courses.

When transferring Running Start credits into the high school that 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).

A – Advanced Placement (AP) Courses. The Advanced Placement Course Designation Code (A) (Element H16) should only be used in schools with approved courses or when reporting transfer courses in Student Grade History File H. A list of approved schools may be found at <https://apcourseaudit.epiconline.org/ledger/>.

When an AP Course Designation Code (A) is submitted in CEDARS, an AP Course Code must also be provided in Course Catalog File (D), Element D09 and/or Student Grade History File (H), Element H16. Likewise, when an AP Course Code is submitted in CEDARS, an AP Course Designation Code (A) must also be provided in Course Catalog File (D), Element D07 – Course Designation Code and/or Student Grade History File (H), Element H13 – Course Designation Code.

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

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

Advanced Placement courses cannot also be reported as any of the following types of courses:



- Cambridge Program (K)
- College in the High School (C)
- International Baccalaureate (I)
- Local Competency Test (L),
- National Competency Test (N)
- Running Start (R)
- Non-Instructional (Z)

For more information on approved and acceptable official AP course titles/abbreviations, go to Appendix Q of the CEDARS Manual or [http://apcentral.collegeboard.com/apc/public/courses/teachers\\_corner/index.html](http://apcentral.collegeboard.com/apc/public/courses/teachers_corner/index.html). A list of approved AP courses with course abbreviations can be found in Appendix Q, in the CEDARS Appendices, located at <http://www.k12.wa.us/CEDARS/Manuals.aspx>.

I – International Baccalaureate (IB) Courses. The International Baccalaureate Course Designation Code (I) (Element H16) may only be used in schools with approved courses or when reporting transfer courses in Student Grade History File H. A list of approved public and private schools may be found at [http://www.ibo.org/school/search/index.cfm?programmes=&country=US&region=WA&find\\_schools=Find](http://www.ibo.org/school/search/index.cfm?programmes=&country=US&region=WA&find_schools=Find).

When an IB Course Designation Code (I) is submitted in CEDARS, an IB Course Code must also be provided in Course Catalog File (D), Element D09 or Student Grade History File (H), Element H16. Likewise, when an IB Course Code is submitted in CEDARS, an IB Course Designation Code (I) must also be provided in Course Catalog File (D), Element D07 – Course Designation Code and/or Student Grade History File (H), Element H13 – Course Designation Code.

International Baccalaureate courses cannot be taught at a college or through a college program such as Running Start.

All IB courses must use the official IB 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 IB course title/abbreviation in brackets either before or after it.

International Baccalaureate courses cannot also be reported as any of the following types of courses:

- Advanced Placement (A)
- Cambridge Program (K)
- Local Competency Test (L),
- National Competency Test (N)
- Running Start (R)
- Non-Instructional (Z)

L – Local and N – National Competency Test Designations. 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) and 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). Courses designated as a Local or National Competency Test cannot also be Running Start. Running Start students take actual courses and not competency based assessments.

Local Competency courses cannot also be reported as any of the following types of courses:

- Advanced Placement (A)
- Cambridge Program (K)
- College in the High School (C)
- International Baccalaureate (I)
- National Competency Test (N)
- Running Start (R)
- Tech Prep (T)

National Competency courses cannot also be reported as any of the following types of courses:

- Advanced Placement (A)
- Cambridge Program (K)
- College in the High School (C)
- International Baccalaureate (I)
- Local Competency Test (L)
- Running Start (R)
- Tech Prep (T)

T – Tech Prep. A program that allows students in grades 9-12 to take courses that integrate academics with technical skill development and offered through an articulation commitment between high school and college programs. Career and Technical Education (CTE) classes that offer students the opportunity to earn dual, high school and college, credits are identified as Tech Prep. The student does not have to apply for the college credit for the class to be identified as a Tech Prep course. Tech Prep courses are taught by high school CTE instructors at high schools or skills centers. It is not taught at a college or through another college program such as Running Start. Additional information can be found at <http://www.k12.wa.us/CareerTechEd/TechPrep.aspx>

Tech Prep courses cannot also be reported as any of the following types of courses:

- Cambridge Program (K)
- International Baccalaureate (I)
- Local Competency Test (L)
- National Competency Test (N)
- Running Start (R)
- Non-Instructional (Z)

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 (WASL, 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 will allow 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.

- Advanced Placement (A)
- Cambridge Program (K)
- College in the High School (C)
- International Baccalaureate (I)
- Running Start (R)
- Science Lab (S)
- Tech Prep (T)

## 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 and Student Grade History File (H), Element H14 – Content Area Code.

Beginning in the 2016-17 school year all Content Area Codes will be used for populating the **Educator Equity** Data Collection. The State Course Code in the Course Catalog will be 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

## 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 Career and Technical Education (CTE) courses.

CEDARS Course Catalog File (D), Element D12 – **CTE Course Equivalency Identification and D13 – CTE Equivalency and Student Grade History File (H), Element H28** 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.

Additional information can be found at:

- CTE Statewide Course Equivalencies, <http://k12.wa.us/CareerTechEd/Clusters/CourseEquivalencies/CTEStatewideCourseEquivalencies.pdf>
- Equivalency Credit Toolkit 3.3, <http://www.k12.wa.us/CareerTechEd/Forms/EquivalencyCreditToolkit.PDF>
- CTE Forms and Standards, <http://www.k12.wa.us/CareerTechEd/FormsStandards.aspx>



## 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.

### WAC 392-415-055 Definition – Grade point average.

- (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.

## Term

The following is guidance on how to best report Term within CEDARS Student Schedule File (E) – Element E08, Staff Schedule File (G) – Element G07 and Grade History File (H) – Element H19.

Term	Description
SEM1	The first 18 week session of the school year on the semester system
SEM2	The second 18 week session of the school year on the semester system
TRI1	The first 12 week session of the school year on the trimester system
TRI2	The second 12 week session of the school year on the trimester system
TRI3	The third 12 week session of the school year on the trimester system
Q1	The first 9 week session of the school year on the quarter and/or Semester system
Q2	The second 9 week session of the school year on the quarter and/or Semester system
Q3	The third 9 week session of the school year on the quarter and/or Semester system
Q4	The fourth 9 week session of the school year on the quarter and/or Semester system
ALLYR	Nine month (can be used for elementary schools)
SIXWKT1	The first six week session during current school year
SIXWKT2	The second six week session during current school year
SIXWKT3	The third six week session during current school year
SIXWKT4	The fourth six week session during current school year
SIXWKT5	The fifth six week session during current school year
SIXWKT6	The sixth six week session during current school year
TERM1of8	The first term of an eight-term school year
TERM2of8	The second term of an eight-term school year
TERM3of8	The third term of an eight-term school year
TERM4of8	The fourth term of an eight-term school year

TERM5of8	The fifth term of an eight-term school year
TERM6of8	The sixth term of an eight-term school year
TERM7of8	The seventh term of an eight-term school year
TERM8of8	The eighth term of an eight-term school year
OTHER	Other school session that does not meet any other Term definition
SUM1*	Either the first session of a two session summer program or the only session of a single session summer program
SUM2*	Second session of a two-session summer program

\* Sum1 & Sum2 are only to be submitted to Student Grade History (H), Element H19 – Term. Sum1 & Sum2 are not valid values within Student Schedule File (E), Element E08 – Term or Teacher Schedule File (G), Element G07 – Term.

### Guidance

1. **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.
2. **When to use 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.

## Ethnicity and Race

The U.S. Department of Education (USDOE) requires states to collect and report ethnicity and race information consistent with new federal guidelines. These guidelines are in alignment with those currently used by the U.S. Census and almost all other federal departments. All student information for school years 2010-2011, and on, is required to comply with these standards. School districts are required to collect ethnicity and race data using a two-part question:

- 1) The first part of the question asks whether the students is identified as Hispanic or Non-Hispanic and, if Hispanic, which Hispanic subgroup(s). This information is reported within CEDARS Ethnicity File (L), Element L05 – Ethnicity Code. Valid Codes are available in CEDARS Appendix Y – Ethnicity Codes
- 2) The second part of the question asks for identification of race category. Multiple race categories can be selected. This information is reported within CEDARS Race File (M), Element M05 – Race Code. Valid Codes are available in CEDARS Appendix Z – Race Codes.

Additional information regarding the federal Ethnicity and Race reporting requirements can be found at <http://edocket.access.gpo.gov/2007/pdf/E7-20613.pdf>. A full list of the valid Ethnicity and Race codes, sample data collection forms, FAQs for Parents and Guardians can be found at <http://www.k12.wa.us/CEDARS/training.aspx>.

# Student Absence

Student Absence File (N) is used to report daily absences for students. Absences from Alternative Learning and Online classes that don't require seat-time attendance do not have to be reported in this file. WAC 392-401-015(a)(b) provides the definition of 'absent' or 'absences' for student's: **An absence is defined as when a student is not physically present on school grounds and not participating in instruction or instruction-related activities at an approved off-grounds location for at least fifty percent of the students scheduled school day.**

Students should now be considered present when they are involved in instruction or instruction-related activity at an approved off-grounds location. Students who are present should not be reported to the state as absent. The emergency rule does not explicitly define "instruction" or "instruction-related activity". School districts may therefore use their discretion during the 2017–18 school year to determine whether the school-related activities offered in their district are instruction or instruction-related.

RCW 28A.225.020 states that "failure to attend the majority of hours or periods in an average school day" is a full-day absence. A part day absence is when the student is absent for less than half of the day. Average school day is the number of hours or periods the student is scheduled to attend.

The CEDARS Data Manual, Element N07 – Absence Code describes a **part-day** absence as 'student failing to attend a portion of the hours or periods in that student's average school day of seat-time classes (less than 50% of the day unattended)' and a **full-day** absence as 'Student failing to attend the majority of hours or periods in that student's average school day of seat-time classes (50% or greater of the day unattended)'.

WAC 392-401-020 provides a statewide definition of excused and unexcused daily absences.

## **Excused daily absences**

The following are valid excuses for absences from school:

- (1) Participation in a district or school approved activity **that is not instruction-related**;
  - (2) Illness, health condition or medical appointment (including, but not limited to, medical, counseling, dental or optometry) for the student or person for who the student is legally responsible;
  - (3) Family emergency including, but not limited to, a death or illness in the family;
  - (4) Religious or cultural purpose including observance of a religious or cultural holiday or participation in religious or cultural instruction;
  - (5) Court, judicial proceeding, or serving on a jury;
  - (6) Post-secondary, technical school or apprenticeship program visitation, or scholarship interview;
  - (7) State-recognized search and rescue activities consistent with RCW 28A.225.055;
  - (8) Absence directly related to the student's homeless status;
  - (9) Absences related to deployment activities of a parent or legal guardian who is an active duty member consistent with RCW 28A.705.010;
  - (10) Absences **due to suspensions, expulsions or emergency expulsions imposed pursuant to chapter 392-400 WAC, unless the student is receiving educational services as required by RCW 28A.600.015 and chapter 392-400 WAC; and**
  - (11) Principal (or designee) and parent, guardian, or emancipated youth mutually agreed upon approved activity.
- The school principal (or designee) has the authority to determine if an absence meets the above criteria for an excused absence.

## **Unexcused daily absences**

Any absence from school is unexcused unless it meets one of the criteria above for an excused absence.

[Statutory Authority: RCW 28A.300.046. WSR 12-17-051, § 392-400-325, filed 8/9/12, effective 9/9/12.]

**If attendance is only taken in certain educational settings once or twice a day (e.g. elementary school) or does not take period attendance, a district shall determine if a student has missed 50% or more of their instructional day and report them as a full day absence.**

Both excused and unexcused absences, whether partial or full-day, must be reported to CEDARS Student Absence File (N). Element N07 – Absence Code contains detailed descriptors for excused & unexcused absences and part- and full-day absences.

Students who are enrolled in more than one school must have their absences reported as they apply to each school.

Report all absences for students including those that lead up to a student being dropped from enrollment due to 20 consecutive full-day unexcused absences, or non-attendance. It has been determined that if a student is to be included for enrollment, “count day” and any other school/district reporting then the students absences must also be reported to OSPI.

For students who become enrolled in juvenile detention facilities or juvenile justice schools while enrolled in your school/district, districts have several reporting options:

- The district has a choice to withdraw the student once they learn of the enrollment in the juvenile detention center. If the student is at the juvenile detention center for a few days, 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 elapsed. If the student has a longer stay at the juvenile detention center, the district may choose to withdraw the student. Either way, this is a district decision.
- If the student is not withdrawn from the district school due to an enrollment at a juvenile detention center:
  - The district should work with the juvenile detention center so only one school is reporting the student as primary in School Student File (C), Element C10 – IsPrimarySchool.
  - The district should report the days of absence due to the suspension or expulsion up to the point the student returns from the suspension or expulsion in the Student Absence File (N).
  - The district should report the details regarding the student’s discipline record in the Student Discipline File (P).
- If the student is withdrawn from the district school due to an enrollment at a juvenile detention center:
  - The district should report the days of absence due to the suspension or expulsion up to the point the student is withdrawn in the Student Absence File (N).

Please report the most current absence information known at the time of submission. We expect the data in this file to change frequently. For example, a student who is reported with a series of unexcused absences but it is determined later that the student is a confirmed transfer, should be updated in this file to remove the originally reported unexcused absences.

If edits to existing absences are submitted to CEDARS, e.g., original UF reported but changed to EF per district policy, the existing absence record for that same date will be updated.

The following are Frequently Asked Questions regarding absences and excused/unexcused.

**What about school-based field trips?** If the instructional environment takes place in another setting this **should** not be considered an absence. This includes educational field trips.

**What if an 11<sup>th</sup> grader is out of multi-grade class for state testing?** A student should not be recorded as absent (excused or unexcused) in the instance where they must miss a class due to mandatory state testing.

**What if a student is served as home/hospital and is receiving tutoring services?** Based on our interpretation of the reporting guidance, students being served as home/hospital that are receiving tutoring services would not be considered absent **for CEDARS Reporting**, as they are unable to attend class, but are receiving **tutoring/instruction at a home or hospital**. For P223 reporting for state funding, refer to the **Enrollment Reporting Handbook** or the **annual Home/Hospital bulletin**.

**How will this affect end of year attendance reporting & accountability?**

The end of year attendance reporting (now known as the “Unexcused Absences Report”) in EDS, pulls unexcused full-day absence data from CEDARS. This report is then used for **accountability** calculations. To the extent that any “non-absences”, such as school-related activities or in-school suspensions, were reported as “Other” and are now reported as unexcused, these will show up in the Unexcused Absences Report and **accountability** calculations.

If these absences are coded as excused or unexcused, and meet the criteria for calculating Chronic Absenteeism, (18 FULL days of excused or unexcused absences) they will be reflected in the Chronic Absenteeism reports.

**What if a student is participating in work study?**

Procedures do not change for programs that have existing attendance practices, such as work-based learning, that are not generally considered seat-time instruction.

## Student Discipline

The Student Discipline File (P) is used to report behavior and corrective or disciplinary 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 corrective or disciplinary action applied.** Only students being disciplined should be reported in this file. 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.

Full definitions can be found in CEDARS Appendix B (Behavior) and Appendix D (Weapons), found at <http://www.k12.wa.us/CEDARS/Manuals.aspx>.

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 Discipline File (P) Element P07 – 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 P16 – Other Behaviors. It is up to the district to determine which of the multiple behaviors is the most serious for reporting in CEDARS. If multiple behaviors are to be reported for one incident, the most serious behavior must be reported in Element P07 – Behavior Code.

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 P07. Element P07 may not be reported with a valid value of 9 or 12, 13 or 17-21 if Element P16 – Other Behaviors contains a valid value of 2-8, 10, 11 or 14-16.

Appendix B identifies the behaviors that will be included in Federal Reporting.

### Reporting Corrective or Disciplinary Action

If multiple corrective or disciplinary actions are assigned to a student for one incident and if a Short- or Long-Term Suspension or Expulsion is one of the actions, any assigned corrective disciplinary action that occurs after the ‘out of school’ action should not be reported in Element P09 – Corrective or Disciplinary Action Applied. For example, if a LS – Long Term Suspension is applied and then the student is assigned an ISS – In School Suspension, the LS – Long Term Suspension should be reported in Element P09.

### Students who are Emergency Expelled and have no further Corrective or Disciplinary Action applied should be reported in:

Element P09 – Corrective or Disciplinary Action Applied with a valid value of EE – Emergency Expelled

Element P14 – Emergency Expulsion with a valid value of Y – Yes

Element P15 – Emergency Expulsion Days, report the number of school days the Emergency Expulsion was in effect (days between the initial date of the Emergency Expulsion and the date it ended).

### Reporting absences/enrollment for students who are suspended or expelled –

Students reported in Element P09 – Corrective or Disciplinary Action Applied with an out of school suspension or expulsion value ~~a valid value of~~ (SS – Short Term Suspension or LS – Long Term Suspension, EE - Emergency Expulsion, or EX – Expulsion) should be reported with ‘excused absences’ in Student Absence File (N) for the duration of time designated in Element P10 - Number of Corrective or Disciplinary Action Days. Students who do not return to enrollment after the number of days identified in Element P10, 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 Corrective or Disciplinary Action. If the student does not participate in the education services for any reason, excused absences must be reported for the missed day(s).

### Reporting Number of Corrective or Disciplinary Action Days –

Element P10 - Number of Corrective or Disciplinary Action Days collects the total number of consecutive school days a student is excluded from their regular education setting as a result of the corrective or disciplinary actions assigned to the student as reported in Element P09 – Corrective or Disciplinary Action Applied and Element P14 – Emergency Expulsion.

If an emergency expulsion was the initial Action Applied, the number of days associated with the emergency expulsion should be reported in Element P15 – Emergency Expulsion Days.

Any emergency expulsion days must be factored into the total number of consecutive school days associated with the final Action Applied.

#### Example 1 -

Student A is initially emergency expelled for 2 days, final Corrective or Disciplinary Action Applied is a long term suspension of 15 days. The end date of the suspension would be 13 school days following the conversion:

- Element P10 – Number of Corrective or Disciplinary Action Days = 15
- Element P15 – Emergency Expulsion Days to Conversion = 2

#### Example 2 –

Student B is initially emergency expelled for 3 days, final Corrective or Disciplinary Action applied is a short term suspension of 5 days. The end date of the suspension would be 2 school days following the conversion.

Submission to CEDARS would be:

- Element P10 – Number of Corrective or Disciplinary Action Days = 5
- Element P15 – Emergency Expulsion Days to Conversion = 3

### 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 a Correction or Disciplinary Action but that over time build up to one.

### Definitions –

**In School Suspension.** Instances in which a student is temporarily removed from his/her regular classroom(s) for disciplinary purposes but remains 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.

### WAC 392-400-205 (2) defines suspension as follows:

“Suspension” shall mean a denial of attendance (other than for the balance of the immediate class period for “discipline” purposes) for any single subject or class, or for any full schedule of subjects or classes for a stated period of time. A suspension also may include a denial of admission to, or entry upon, real and personal property that is owned, leased, rented, or controlled by the school district.

WAC 392-400-205, found [here](#), provides additional information for the definitions below.

**Short Term Suspension.** A student is **excluded** from their regular classroom setting ~~suspended from school~~ for a defined number of school days, not more than 10 days. ~~up and including 10 days.~~

**Long Term Suspension.** A student is **excluded** from their regular classroom setting ~~suspended from school~~ for a defined number of school days, more than 10 days but no to exceed the length of an academic term as defined by the school board. ~~that is equal to or greater than eleven days.~~



**Expulsion.** A student is expelled from school for no longer than the length of an academic term as defined by the school board. In some instances school districts may petition for student to be expelled longer than the length of an academic term.

**Emergency Expulsion.** A student may be expelled 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.* The rules specifically state: "An emergency expulsion must end or be converted to another form of corrective action within ten school days from the date of the expulsion.

**Emergency Expulsion Days.** An emergency expulsion must end or be converted to another form of corrective action within ten school days from the date of the emergency removal from school

"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.

**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.

**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.

**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:

1. Within 20 days of the student's long-term suspension or expulsion — if the long-term suspension or expulsion is **longer than 20 days**
2. 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

1. circumstances related to the student's suspension or expulsion,
2. student's prior academic and discipline history, and
3. 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:

1. Shortening the length of time that the student is suspended or expelled
2. Whether or not there are other forms of corrective action that could be more effective.
3. 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.

## Behavior Code – Federal Reporting Grid

Code	Behavior Type	Federal
<b>07</b>	<b>Violence with Major Injury</b>	Y
10	Serious Bodily Injury	Y
<b>06</b>	<b>Violence without Major Injury</b>	Y
14	Bullying	Y
15	Sexual Harassment	Y
16	Discriminatory Harassment	Y
05	Fighting w/o Major Injury	Y
<b>08</b>	<b>Possession of a Weapon</b>	Y
<b>04</b>	<b>Illicit Drug (Not Marijuana)</b>	Y
11	Marijuana	Y
02	Tobacco	Y
<b>03</b>	<b>Alcohol</b>	Y
12	Failure to Cooperate	N
13	Disruptive Conduct	N
17	Destruction of Property/Vandalism	N
18	Sexually Inappropriate Conduct	N
19	Theft / Poss. Of Stolen Property	N
20	Academic Dishonesty / Plagiarism	N
21	Multiple Minor Accumulated Incidents	N
09	OTHER	N

For visibility, for this document:

1. The **5** federal behavior categories are bolded;
2. The WA state sub-categories are indented under the main categories.
3. The WA-specific categories are aligned right.

# Teacher Information

## Teacher 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 staff records submitted to CEDARS must contain a valid Certificate number. Temporary certification numbers are no longer valid.

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.

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 website: <http://www.k12.wa.us/CEDARS/Training.aspx> under the overview section.

A list of valid Staff Type Codes is available in CEDARS Appendix U, <http://www.k12.wa.us/CEDARS/Manuals.aspx>.

## Long Term Substitute Teachers

OSPI expects that long term substitutes will be reported in CEDARS in order to populate the Highly Qualified Teacher Data Collection Tool, which is located in the 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).

## 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.

## 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.

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.

A – Alternate. An alternate teacher rotates in and out of a classroom on a regular but limited basis. Their foremost tasks consist of instruction and test administration.

T – Team – Primary. Team teaching consists of two or more teachers together who share responsibilities for teaching dual subjects in a classroom. While the team has input for grading and instruction, the primary teacher has the responsibility for overseeing grading and instruction. There can only be one primary teacher for a given course.

U – Team – Alternate. An alternate teacher rotates in and out of a classroom on a regular but limited basis in a team teaching situation. Their foremost tasks consist of instruction and test administration.

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.

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.

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.

J – Job Share – Primary. Job share teaching consists of two or more teachers each teaching part-time. They are, however, teaching the same subject area to the same class. There can only be one primary teacher for a given course.

B – Job Share – Alternate. An alternate teacher rotates in and out of a classroom on a regular but limited basis in a job share situation. Their foremost tasks consist of instruction and test administration.

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.

## Other Information

### CEDARS Website

[www.k12.wa.us/CEDARS](http://www.k12.wa.us/CEDARS)

The CEDARS website contains other helpful documents, communications, updates and training materials that are helpful for accurate CEDARS reporting.

### Email Communications

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 user name) 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 user name 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 user name when logging into EDS.











# Resources

## U.S. Department of Education Resources

U.S. Department of Education  
<http://www.ed.gov>

No Child Left Behind (NCLB)  
<http://www.ed.gov/nclb>

[Every Student Succeeds Act \(ESSA\)](http://www.ed.gov/essa)  
<http://www.ed.gov/essa>

## Office of Superintendent of Public Instruction Resources

Comprehensive Education Data and Research System (CEDARS)  
<https://eds.ospi.k12.wa.us/CEDARS>

K12 Website  
<http://www.k12.wa.us>

Bulletins and Memos  
<http://www.k12.wa.us/BulletinsMemos>

School Apportionment and Financial Services  
<http://www.k12.wa.us/safs>

Special Education  
<http://www.k12.wa.us/SpecialEd>

Enrollment Reporting Handbook  
<http://www.k12.wa.us/safs/INS/ENR/1516/eh.asp#>

OSPI Customer Support  
(800) 725-4311 or (360) 725-6371  
[CustomerSupport@k12.wa.us](mailto:CustomerSupport@k12.wa.us)

OSPI TTY  
(360) 664-3631

[End of CEDARS Reporting Guidance]