

Early Childhood Special Education (ECSE) Updates

Important Message for OSPI's Early Learning Division-2024 Transition to Kindergarten (TK) Rules and Guidance

We wanted to take this opportunity to remind you that the new Washington Administrative Code [\(WAC\) 392-425](#) for Transition to Kindergarten (TK) has been posted on the legislative website.

[Bulletin 054-24](#) provides information about the permanent rules and guidance for local education agencies implementing a TK program. We encourage you to review these regulations carefully as they outline the requirements for TK programs in Washington State.

To support your TK implementation, OSPI has also published the [TK Minimum Standards and Requirements](#) on our website.

Additionally, we offer resources to assist you with the required comprehensive needs assessment, as well as guidance for coordinated recruitment and enrollment with local early learning providers.

Please visit the [OSPI TK website](#) for access to these important documents and resources.

Pyramid Model Implementation Data System (PIDS) Update: New URL

The Pyramid Model Implementation Data System (PIDS) website recently switched databases from SUNY to AXIOM, and due to this change, the PIDS website has a new URL address. Please take note the new URL is: <https://pids.pyramidmodel.org/>. Although we do not anticipate issues, if you do encounter any technical issues, please report them as soon as possible via a support ticket through PIDS. For more information, contact [Kelly Saavedra](#).

Ensuring Access and Positive Outcomes for All Young Children: Using Data to Understand and Eliminate the Use of Exclusionary Discipline Practices

Guidance has been developed to provide cross-sector teams at the state, territory, tribal, and local levels with strategies for collecting and using data across the mixed delivery system of early care and education programs. (This guide uses the term "state and local" to refer to all of these levels.) Collecting and analyzing qualitative and quantitative data can help inform teams to develop policy and practices that will eliminate exclusionary practices, provide the workforce



with needed resources and support, and promote improved outcomes for young children and their families.

Access the guidance document [Ensuring Access and Positive Outcomes for All Young Children: Using Data to Understand and Eliminate the Use of Exclusionary Discipline Practices \(dasycenter.org\)](#) here.

FYI-Joint Dear Colleague Letter on Early Hearing Detection and Intervention (EHDI) and Part C

A [Joint Dear Colleague Letter on Early Hearing Detection and Intervention and Part C Programs \(Aug. 5, 2024\)](#) encourages State Early Hearing Detection and Intervention (EHDI) programs and Part C Individuals with Disabilities Education Act (IDEA) Part C early intervention programs to develop coordinated systems of care. These systems will include data sharing, tracking, and surveillance to:

- Support early identification of hearing loss and timely access to early intervention services.
- Foster optimal outcomes for deaf or hard of hearing infants and toddlers and their families.

ECSE Office Hours

During these office hours, districts are invited to share current barriers and successes relating to Part C to B transition, Child Find procedures, data submission, and more.

While not required, participants are encouraged to send questions or topics they wish to have addressed during office hours in advance. To register, [click here](#). Questions or topics can be submitted to [Ryan Guzman](#).