

Program Improvement Updates

Special Education Parent Survey – Check Your Response Rate

Beginning last month, all LEAs within Educational Service Districts (ESDs) 112, 121, 123, and 171 distributed notifications to families of students with IEPs, inviting them to participate in the special education parent survey. The survey portal will remain open through at least May 1.

If you are the special education administrator of an LEA located within one of these four regions, we encourage you to take some time this month to review your current response rate in the survey portal. If participation is lower than desired (generally below 10–15 percent), consider implementing additional outreach efforts to increase engagement. This outreach may include sending a follow-up email reminder or using one of the other communication methods provided in the portal, such as text blasts, district newsletters, or postcards.

Increasing participation helps ensure that survey results are more representative and meaningful, and better inform improvement efforts at both the LEA and state levels.

If you have any questions about the new parent survey, please contact [the WISM team](#) or visit the [Special Education Parent Survey](#) webpage.

Disproportionality Workbooks due May 1 from Identified LEAs (Repeat)

Local Educational Agencies (LEAs) identified as having disproportionality or significant disproportionality by race/ethnicity concerning the identification, placement, and/or discipline of students with IEPs were notified via email on September 9, 2025. The email notification included the Disproportionality Workbook, which is required to be completed and submitted via the Education Grants Management System (EGMS) **no later than May 1, 2026**. To locate the Disproportionality Workbook in EGMS, first go to the "Monitoring" section (in the top EGMS menu), then click on "Special Education Program Review" in the Activities section on the left-hand menu.

The Disproportionality Workbook includes an LEA self-review of policies, procedures, and practices; identification of potential root cause(s) for the disproportionality; and the steps the LEA is taking to address the disproportionality. For LEAs identified as having significant disproportionality, the Workbook includes the LEA's plan for implementing Comprehensive, Coordinated Early Intervening Services (CCEIS) using 15% of the LEA's federal IDEA funds. LEAs that are not identified as having significant disproportionality could voluntarily choose to use up to 15% of federal IDEA funds to provide Coordinated Early Intervening Services (CEIS) using the template provided in the Disproportionality Workbook.



If you have any questions about the Disproportionality Workbook, please contact the [WISM team](#) or join our weekly office hours (see below).

OSPI Special Education Data, Fiscal, and Program Office Hours

Please join us if you have questions or would like to talk about any topics related to Program Improvement, including, but not limited to:

- Correction of non-compliance (EGMS Form Package 442);
- Disproportionality and significant disproportionality;
- Coordinated Early Intervening Services (CEIS) and Comprehensive Coordinated Early Intervening Services (CCEIS);
- WISM Systems Analysis reviews (including onsite visits, desk reviews, and self-assessments);
- The new special education parent survey;
- Annual determinations.

Special Education Data, Fiscal, and Program office hours will be held [through this Zoom link](#) from 1–1:30pm every Wednesday. During these office hours, participants can chat about current issues and ask questions. Breakout rooms will be available as needed for discussions on specific topics.

If you have any questions regarding these office hours, please contact [the WISM team](#) or [the special education data team](#).