

Fiscal & Data Updates

Safety Net Updates

May Window for High-Need Individual Updates

If you plan to update your High-Need Individual Safety Net application during the May update window, please notify us by completing the [May Update Request Smartsheet form](#). Applications will be reopened by April 10, 2026, or on the date your request is submitted if it is after April 10.

In the form, indicate whether you will be adding new applications or revising previously submitted applications, and upload a list of the affected applications (**using the first five digits of each SSID**).

Once your application is returned to you in the Education Grants Management System (EGMS), you may begin making updates. For more details on the May update window, see page 8 of the [Safety Net Bulletin](#).

Reminder: May updates to High-Need Individual Safety Net applications are due May 8, 2026. The EGMS due date has been extended to support the update window. If you have not yet submitted an initial Safety Net application, you may still be eligible to submit one by May 8. If you have not already contacted us about submitting an initial application in May, please reach out to the [Safety Net team](#).

Safety Net Office Hours

Safety Net office hours are now on Wednesdays only from 11–12. [Join Safety Net office hours](#).

If you have questions or need assistance with your applications, email the [Safety Net team](#).

Secondary Transition IEP Components (Indicator B-13)

Application is Open!

The Secondary Transition IEP Transition Components application is a newly required annual compliance data collection for all Local Educational Agencies (LEAs), beginning with the 2024–2025 school year. This application is housed within the Special Education Reporting application in the Education Data System (EDS) and must be completed no later than June 30, 2026. It requires each LEA to conduct a self-review of compliance related to secondary IEP Transition Components for a sample of student IEPs, ranging from 5 to 20 IEPs based on the district's total student enrollment.

Important: Regarding question 6a, if the IEP's course of study is in a table format, copy-and-paste may not transfer correctly. After pasting, review the application to ensure the information is accurate. If it isn't, you will need to enter the information manually or manually edit the information after it has been pasted into the text box.



As a reminder, the Secondary Transition IEP Components (Indicator B-13) report is a formal compliance report. Any item identified as noncompliant as of June 30, 2026, will result in a finding of noncompliance for the district. For this reason, **OSPI strongly encourages districts to begin the review process as early as possible rather than waiting until June.** Starting early allows districts sufficient time to identify and address any areas of noncompliance and to update the application prior to the June 30 deadline.

In addition, the Secondary Transition IEP Components (Indicator B-13) report also impacts the LEA's annual Determination Level, issued each year on November 1, under two of the Determination criteria:

- Criteria 3 – Timely and Accurate Data
- Criteria 4.1 – Performance on Indicator B-13

The following resources are available to assist LEAs with completing the Secondary IEP Transition Components reporting activities. These materials are all found on the [Special Education Data Reporting and Collection](#) webpage under the Secondary IEP Transition Components Report accordion and are detailed below:

- **[Secondary Transition IEP Components CEDARS webinar](#)**: This resource is the recording of the January 15, 2026, CEDARS statewide webinar that was focused on the Secondary Transition IEP Components and Consent to Share Information with State Agencies applications.
- **[Secondary IEP Transition Component Application User Guide](#)**.
- **[Secondary Transition IEP File Selection Guide](#)**: This spreadsheet is intended to assist LEAs in selecting a sample of students that is representative of the LEAs demographics, which will in turn help to ensure the state's aggregate Indicator B-13 data is representative of the state.
- **[Secondary Transition IEP Review Form](#)**: This form is designed as an optional tool to assist LEAs with submitting the data entry portion of the Secondary IEP Transition Components Application in EDS.
- **[Secondary Transition IEP Review Rubric](#)**: This rubric is intended to be an optional companion tool to the Secondary Transition IEP Review Form. It is a description of points to consider when completing each section of the Secondary Transition IEP Review Form.
 - This year's updated rubric will also include commonly misidentified examples of compliance and non-compliance as well as ways to meet the requirements and support student progress towards their identified postsecondary goals.
- **[Secondary Transition Issues and Trends \(recorded training\)](#)**: This training video addresses updates to the Secondary Transition IEP Components rubric as well as common issues and trends identified in the 2024–25 Secondary Transition IEP Components reports submitted by districts. This training was specifically designed to support school districts and ESDs with the Form Package 442 (Correction of Non-

Compliance), but it also may be helpful to provide a general update about the newly enhanced transition rubric and how to meet requirements in IEP Transition Plans.

Consent Received to Share Student Information with State Transition Agencies Application is Open!

The Consent Received to Share Student Information with State Transition Agencies application is a required annual data collection platform for all Local Educational Agencies (LEAs) beginning with the 2024–2025 school year. It is part of the Special Education Reporting application in the Education Data System (EDS). The information must be reviewed and submitted through the EDS application no later than June 30, 2026. This application includes the list of students where consent to share their information has been received.

Resources:

- [Consent Received to Share Student Information with State Transition Agencies Application User Guide](#)
- [Consent to Share Student Information with State Transition Agencies](#)
- [Consent Form One Pager for Students and Families](#)
- [Consent Form One Pager for Schools](#)

For questions regarding this data collection please contact: specialeddata@k12.wa.us

New Disciplinary Removals Application

A new application is now available under the Special Education section of EDS, replacing the former Behavior and Weapons application. This updated system continues to use the same CEDARS data that populated the previous tool, while providing a more streamlined way for districts to review and verify suspension and expulsion data.

The application is pre-populated nightly with CEDARS data and includes all student removals—both with and without IEPs. Districts can view their data now, and the ability to submit will open on **July 1, 2026**. All districts must submit their information in EDS no later than **September 15, 2026**.

The new Disciplinary Removals User Guide is located on the [Special Education Data Reporting and Collection](#) webpage or you can access it directly using the following link: [Disciplinary Removals: Application User Guide](#). For questions regarding this data collection please contact: specialeddata@k12.wa.us

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);
- Annual determinations.

Special Education Data, Fiscal, and Program office hours will be held [through this Zoom link](#) from 1–1:30 pm 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](#).