Secondary IEP Transition Components

Application User Guide

2025-2026 School Year

Washington Office of Superintendent of
PUBLIC INSTRUCTION

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Introduction

The Secondary IEP Transition Components application is an annual compliance data collection specific to students with disabilities enrolled and served in special education within a local education agency (LEA). Current year LEA Comprehensive Education Data and Research System (CEDARS) data generates the data in this application.

The data in this application is applicable to students with IEPs ages 16 and older and included in File K of the CEDARS submission. The reporting cycle for this data collection is July 1 through June 30, annually, utilizing the LEA's CEDARS Submissions of File K and other demographic data available through CEDARS.

The application generates the selection list of students with IEPs ages 16 and older from the File K of the CEDARS submission.

The activities in this application must be completed and submitted no later than June 30, 2026. If an error is discovered, LEAs will need to resubmit corrected data through a CEDARS submission.

The process includes the following tasks:

- Record Selection
- Data Entry
- Review and Submit
- Print/Download (optional)

Secondary IEP Transition Components Review

This activity captures compliance data required by the federal Office of Special Education Programs (OSEP) to be collected under the State Performance Plan for one overarching indicator:

- Indicator B-13: percent of youth (aged 16 and above) with an IEP that includes all the required secondary transition components including:
    - Age-appropriate transition assessment.
    - Measurable post-secondary goals for education/training, employment, and if appropriate, independent living skills.
    - Transition services, including course(s) of study, to help the student reach their post-secondary goals,
    - Annual IEP goals related to the students' transition services needs,
    - Evidence that the student was invited to participate in the transition IEP meeting,
    - Evidence that representatives of an outside agency were invited to participate in the IEP meeting (with parent/adult student consent) if the agency would be providing/paying for an IEP transition service.

For more information about this application, please refer to the resources for the Secondary Transition IEP Components Reporting, located at Special Education Data Reporting and Collection.

For more information about CEDARS data, please see the CEDARS Data Manual and Appendices for the reporting school year.

This user guide will detail:

- Accessing the application
- Selecting Students for Review
- Completing IEP Transition Plan Reviews
- Verifying your submission
- Reviewing reports generated by validated data
- Certifying and locking your submission
- Resources

There are also reference tables relevant to this data as well as a section describing how to print the reports.

Purpose

Federal and state special education regulations (WAC 392-172A-07015(3) require that LEAs provide information regarding the numbers and types of youth (aged 16 and above) with an IEP that includes all of the required secondary transition components as described above (State Performance Plan (SPP) Indicator B-13).The results of this compliance report will be used for LEA's Indicator B-13 performance each year. Indicator B- 13 is one of several compliance indicators, which means that any LEA that is below 100% compliance is federally required to correct those issues of non-compliance. **Therefore, if issues of non-compliance are identified in the report (i.e., the report shows that the LEA is not at 100% compliance for Indicator B-13 as of June 30th), the LEA will be notified in September and required to correct those issues as part of the annual Correction of Non-Compliance Workbook (EGMS form package 442), which is due March 1st of each year.**

Performance on Indicator B-13 will also impact an LEA's annual Determination Level, which is issued every November 1st. This report will be used under two of the Determinations criteria:

a. Beginning with the 2024–25 Determinations (to be issued November 2025), the LEA's performance on Criteria 4.1 (Indicator B-13) will be based on the results of the LEA's annual Secondary IEP Transition Components report.
b. Beginning with the 2025–26 Determinations (to be issued November 2026), Criteria 3 (Timely and Accurate Data) will include the Secondary IEP Transition Components report (Indicator B-13), which is due annually on June 30th.

General Information about this Application

Accessing the Application

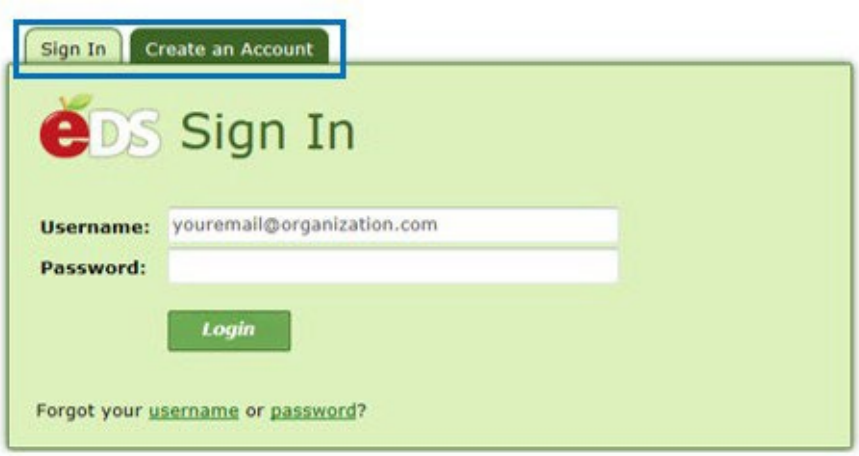
To access the Secondary IEP Transition Components Application:

- Log into the Education Data System (EDS).
- Select '*I Agree*' on the Acceptable Use window.

- Select the '*View My Applications*' link.
- Select the '*Special Education Reporting*' link.

If you do not have an EDS account, you can:

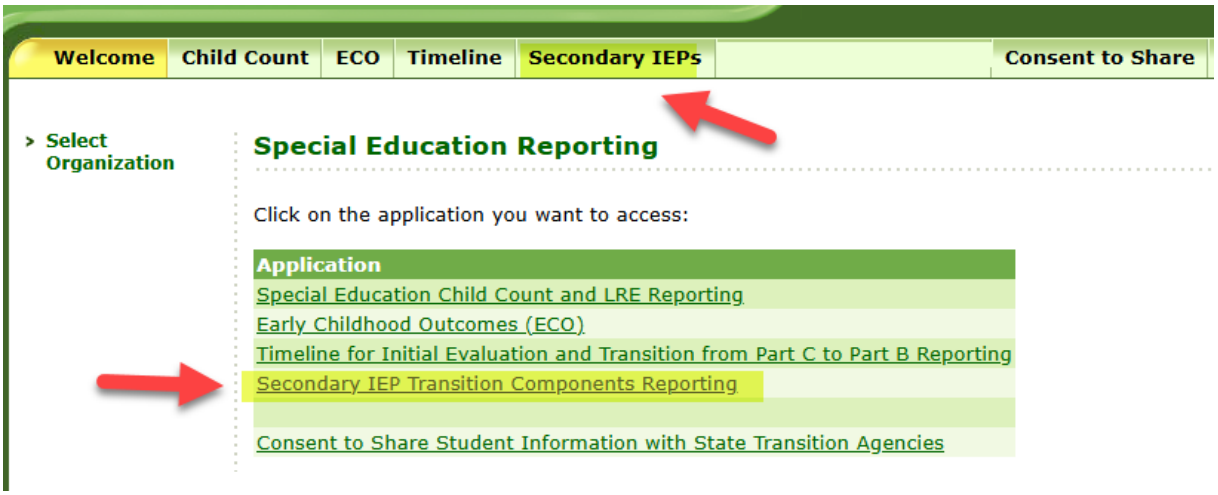
- Create an account by accessing the *Create an Account* tab at the EDS sign-in screen; or,
- Contact your District Data Security Manager (DDSM).
- If you have an EDS login, but do not see the *Special Education Reporting* link in your list, contactyour DDSM. A listing of the district security managers can be found in EDS.



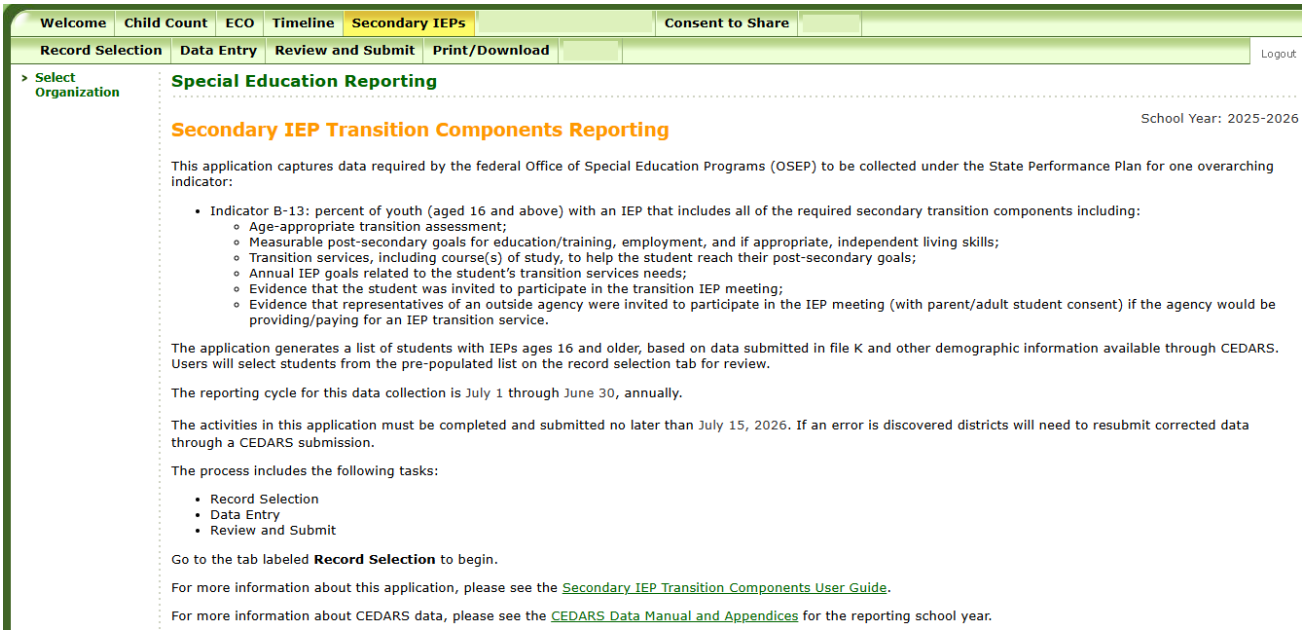
The following EDS user roles give access to the *Special Education Reporting* applications:

- CEDARS District Administrator
- Special Ed Report User

The welcome screen below is the first screen you will see after logging into Special Education Reporting.



At this landing page, select the *Secondary IEP Transition Components Reporting* application. The Welcome page explains the purpose and process for completing the reporting requirements of this application.



There are four tabs to choose from: *Record Selection, Data Entry, Review and Submit, and Print/Download*.

Required Activities in this Application

Record Selection Tab—Secondary IEP Transition Components Review

The activity on the *Record Selection* Tab is to select students to be included in the secondary IEP transition components review. **If your LEA has no records to submit, then click the "Submit" button on the Review and Submit tab confirming no students to report.**

The LEA will select a set of student IEPs to review in the *Data Entry* tab of this application. The *Record Selection* tab contains a list of students submitted by the LEA to CEDARS. LEAs are responsible for ensuring each selected record meets the criteria for selection described below.

The selected records should be representative of your LEA's student demographics in the areas of race/ethnicity, disability category, Least Restrictive Environment (LRE) code. While school building is not a specific selection parameter, LEAs with more than one high school should select files representing each of their high schools. In addition, if the LEA has students with IEPs participating in alternative programs (such as Open Doors, reengagement programs, 18–21 programs, institutional education programs, and alternative learning experiences (ALEs)), at least one student from each of those programs should be selected as well.

The number of records to be selected depends upon the total enrollment in the LEA:

Size Group	Total number of students in the LEA	Number of Transition IEPs to be reviewed*
Small/Charter	1 to 500	5
Medium	501 to 2,000	10
Large	2,001 to 10,000	15
Extra Large	Over 10,000	20

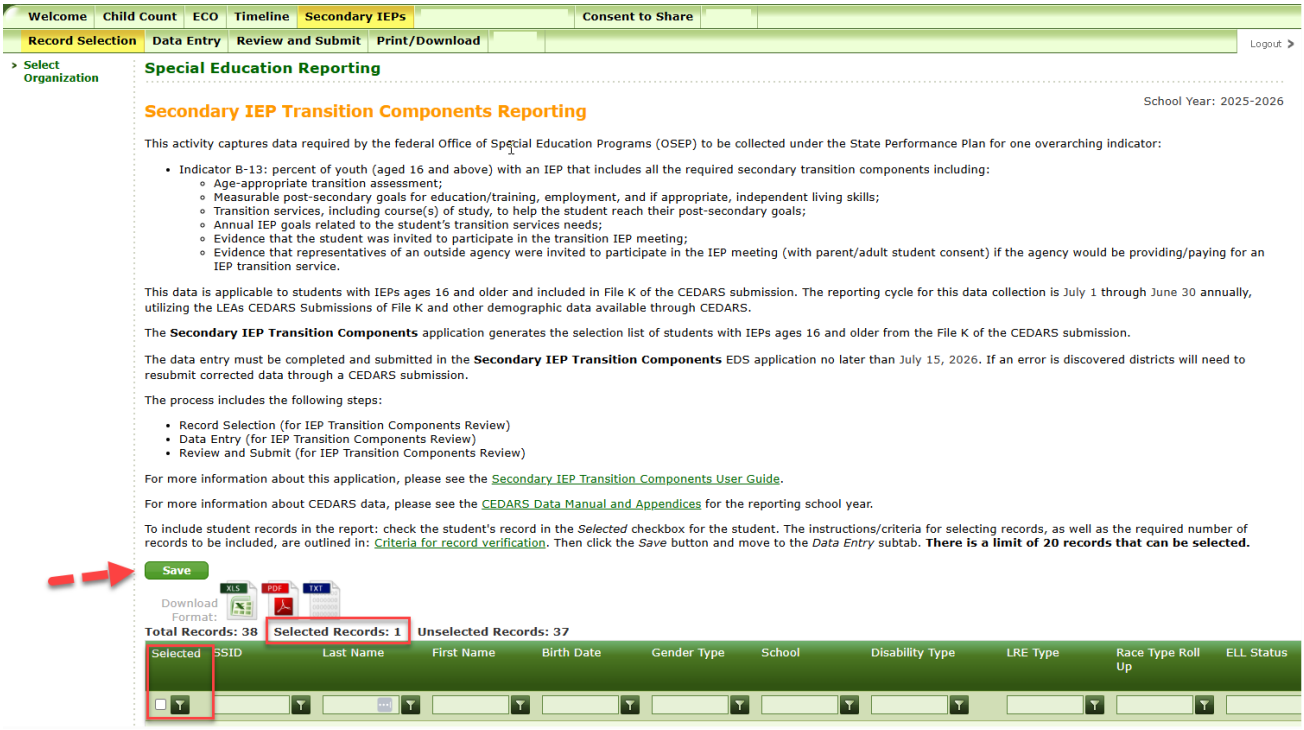
**If the LEA has fewer than the required number of transition IEPs, all the IEPs of students ages 16 and older should be reviewed.*

The File Selection Guide, which is linked within this application and is a companion to this user guide contains instructions and guidelines for selecting a representative set of IEPs to include in this report. Enter the LEA's county-district (CCDDD) number into the selection guide, and it will show how many IEPs to select in total, as well as how many to select from each of the demographic categories (race/ethnicity, LRE, and disability category). This is intended to be a guide to selecting records. Get as close as possible to the representative group.

The parameters for selecting files identified in this Guide are intended to ensure a representative sample of students from your LEA, as well as for the state's aggregate Indicator B-13 data. OSPI understands that LEAs may be unable to select the exact number of files identified in the Guide. *If your district does not have enough records to meet the recommended demographics, choose a file with the demographic that is included in the list.*

To select a student record for the report, check the record in the *Selected* check box for the student. Then click the *Save* button.

Students will only show up in the LEA's Record Selection list if they have been successfully submitted to CEDARS. All green column headings are sortable by clicking on the element name in the column header.



After selecting the records, click the *Save* button then navigate to the *Data Entry* tab.

Users should select only the number of records identified in the File Selection Guide. Users cannot select and save more than 20 records. To replace a selected record with a different one, users must first deselect the current record by unchecking it before selecting the new record.

These numbers will refresh as records are selected and saved for users to track the number of records available and selected. It is good practice to review this number before moving on to the *Data Entry* tab.

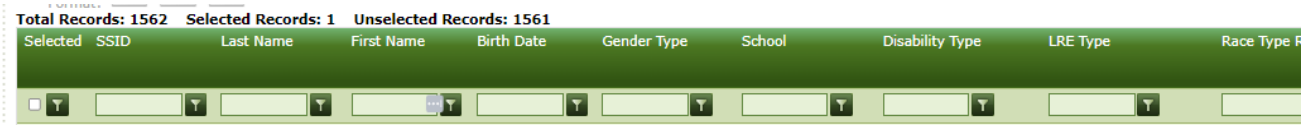
This row includes:

- the number of records in the selection list,
- the total number of records selected, and
- the total number of non-selected records.

It is also a good idea to download the Record Selection list and save it someplace safe in case you need to refer to it in the future. Having this report can be helpful in future years to know which IEPs have already reviewed, and the results of the review.

Search Feature

Users can search for records based on any element included on the Record Selection tab by clicking on the funnel icon. This helps users looking for specific demographics needed to meet the criteria identified in the File Selection Guide.



Record Selection List — Business Rules

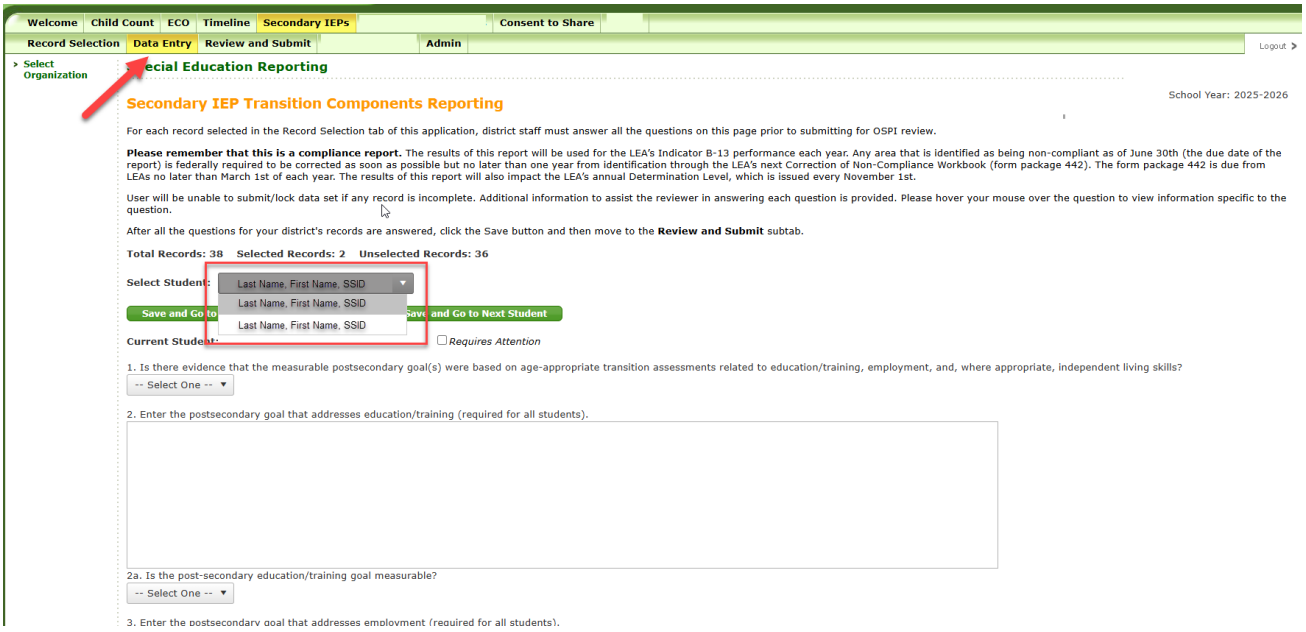
How to determine which records are displayed on the Record Selection list:

- Counted students must be age 16–21 during the reporting year and are submitted by the LEA through CEDARS. Students older or younger will not be included in this report.
- This report displays students who are served in your LEA. If they are resident students, but served in another LEA, they will not be on this list.
- Verify the student was enrolled and being served in your LEA during the reporting year.

Data Entry Tab

Once the records have been selected and saved, navigate to the *Data Entry* tab. For each record selected to be part of the IEP review for this application, LEA staff must answer all the questions on this page prior to submitting for OSPI review. Users will be unable to submit/lock the dataset if any record is incomplete.

Within the Data Entry tab, LEA staff will be able to use the drop menu to easily navigate between selected records. When moving between records using the drop menu, the application will autosave before moving to the selected record. An example of the drop menu is below:



Additional information to assist the reviewer in answering each question is provided in this User Guide and in the application. In the application, hover your mouse over the question to view information specific to the question.

In addition, there are two tools that can assist LEA reviewers in completing these IEP reviews, found on OSPI's website (under Secondary Transition IEP Components Reporting).

- The Secondary Transition IEP Review Form is designed as an optional tool to assist districts with submitting the data entry portion of the Secondary IEP Transition Components Application in EDS.
- Secondary Transition IEP Review 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 information is also provided within hover prompts within the Secondary IEP Transition Components Application in the Education Data System (EDS).

LEAs could choose to provide the reviewers (e.g., case managers, special education teachers, special education department chair, etc.) with these tools, collect the information for the selected records, and have a central office person enter the information into the application.

After all the questions for your LEA's records are answered, click the *Review and Submit* tab to move to the next step. The questions listed in the *Data Entry* tab are as follows with some additional notes for Users.

Question 1: Is there evidence that the measurable postsecondary goal(s) were based on age-appropriate transition assessments related to education/training, employment, and, where appropriate, independent living skills?

The response options include: Yes or No.

- If "Yes" is selected, no additional information is required, and the reviewer can move on to the next question.
- If "No" is selected, a text box will be provided for the reviewer to describe why the area was found to be non-compliant.

Review Notes

- The transition assessment must address the student's **s**trengths, **p**references, **i**nterests and **n**eeds (SPIN).
- Assessment sources may be from formal measures (such as interest or aptitude tests, etc.) or informal measures (such as student or family interviews, observations of the student, etc.).
- The assessment does not need to be specifically labeled "education/training", "employment", or "independent living" in order to be compliant.

Common reasons for a "**no**" response include:

- There is no evidence of transition assessment results in the student's IEP, student file, current evaluation report, or High School and Beyond Plan (HSBP).
- The transition assessment information does not address the student's preferences and interests.

Question 2: Enter the postsecondary goal that addresses education/training as written in the IEP (required for all students).

The response option is a text box.

Question 2a: Is the postsecondary education/training goal measurable?

Response options include: Yes or No.

Review Notes

- Postsecondary goals must occur AFTER the student leaves the public school system. They must be specific and measurable. They are considered "measurable" if they can be clearly identified as "met" or "not met" (i.e., they are not required to contain a baseline, target, and unit of measure like an annual IEP goal).
- If the "postsecondary goal" section of the IEP does not identify a measurable postsecondary goal for education/training, check other sections of the IEP (such as the transition assessment or transition services section) to see if the postsecondary education/training goal is identified.

Common reasons for a "**no**" response in 2a include:

- The IEP does not contain a specific goal for education/training.

The goal can be completed prior to the student leaving high school, so it is not a POST-secondary goal. Examples: "student will participate in the LEA's 18–22 transition program", "student will research community college entrance requirements", or "student will visit the local college campus".

Compliant Examples:

- Will engage in on-the-job training.
- Is planning to attend community college or university.
- Will join a literacy group to increase skills and obtain feedback on writing. *(for an employment goal of author)*
- Will continue training in volunteer experiences, including (a) Practice following a work checklist (b) Conducting self-evaluations after completion of tasks.

Non-Compliant Examples:

- Will participate in the LEA's 18-22 program/skills center *(not postsecondary)*
- Not currently interested in attending college and/or trade school. The school team will help explore postsecondary options. *(not specific and not postsecondary)*
- Will attend trade school, on-the-job training, two-year college, or a four-year university. *(not specific)*

Question 3: Please enter the postsecondary goal that addresses employment as written in the IEP (required for all students).

The response option is a text box.

Question 3a: Is the postsecondary employment goal measurable?

Response options include: Yes and No.

Review Notes

- Postsecondary goals must occur AFTER the student leaves the public school system. They are considered "measurable" if they can be clearly identified as "met" or "not met" (i.e., they are not required to contain a baseline, target, and unit of measure like an annual IEP goal).
- If the "postsecondary goal" section of the IEP does not identify a measurable postsecondary goal for employment, check other sections of the IEP (such as the transition assessment or transition services section) to see if the postsecondary employment goal is identified.

Common reasons for a "**no**" response in 3a may include:

- The IEP does not contain a postsecondary goal for employment.
- The IEP does not contain a specific goal for employment. Examples: "Will be competitively employed in a job field of his choice" AND the employment focus was not found clearly outlined in other sections of the IEP.
- The goal can be completed prior to the student leaving high school, so it is not a POST-secondary goal. Examples: "student will research the requirements of jobs in the field of computer science" or "student will have a job shadow experience in the area of automotive."

Compliant Examples:

- Would like to be employed in a field that has to do with aviation, possibly military and in something related to building and/or design.
- Demonstrate knowledge of job qualifications, job requirements, educational background, training, and degrees for a career in Aesthetician work. *(while the focus is not postsecondary- a clear postsecondary employment goal is present)*

Non-Compliant Examples:

- Will have full-time paid employment in an area that aligns with interest and skills. *(not specific)*
- Will have supported employment in the community up to maximum stamina of 20 hours a week *(not specific)*

Question 4: Did the IEP team determine that the student needed a postsecondary goal for independent living skills? *(if no, will be directed to question 5; if yes, answer 4a and 4b)*

Response options include: Yes and No.

Question 4a: Enter the postsecondary goal that addresses independent living skills.

The response option is a text box.

Question 4b: Is the postsecondary independent living skills goal measurable?

Response options include: Yes and No.

Review Notes

- A postsecondary goal for independent living skills (ILS) is typically needed if the student has needs in, and receives special education services for the areas of adaptive, self-help, and/or independent living.
- The ILS goal must be for a skill(s) that will enable the student to live as independently as possible – it must not be a goal for a placement (e.g., "the student will live at home").
- All postsecondary goals must occur AFTER the student leaves the public school system. They must be specific and be measurable.
- If the "postsecondary goal" section of the IEP indicates an independent living skills goal is needed but does not include a measurable postsecondary goal for independent living skills, check other sections of the IEP (such as the transition assessment or transition services section) to see if the independent living skills are identified.

Common reasons for a "**no**" response in 4a include:

- The ILS goal is for a placement rather than a skill (such as "the student will live at home").

- The IEP does not contain a specific goal for independent living. Example: "the student will have the skills they need to live independently" AND those skills were not found clearly outlined in other sections of the IEP.
- The IEP identifies student needs and services in the area of independent living skills but does not contain a postsecondary goal for ILS and does not identify why the team determined an ILS goal was not needed.

Compliant Examples:

- Will independently ride the bus to work
- Will have the skills to live independently (and the specific skills are described either within the goal, or within another section of the Transition Plan like the Transition Service or Course of Study section)
- Will communicate and self-advocate in home, community, and employment settings

Non-Compliant Examples:

- Will have the skills to live independently (and specific skills are not described) *(not specific)*
- Will live at home with their family (*a placement rather than a skill)*
- Will get an apartment with a roommate *(a placement rather than a skill)*

Question 5: Does the IEP contain transition services that focus on improving academic and functional achievement of the student to reasonably enable the student to meet the identified postsecondary goals?

The response options include: Yes or No.

Question 5a: If the response in **Question 5** is "No", explain why this area was found to be non-compliant.

- If "Yes", no additional information is required, and the reviewer can move on to the next question.
- If "No", a text box will be provided for the reviewer to explain why the area was found to be non- compliant.

Review Notes

- Transition services must be individualized and explicitly connected to the student's measurable postsecondary goals
- Transition services include a variety of activities, including instruction (both general education and special education (SDI), related services, community experiences, the development of employment and other post-school adult living objectives, acquisition of daily living skills, and provision of a functional vocational evaluation.

A possible reason for a "**no**" response includes:

- The student has turned 16 as of the date of the IEP, but the IEP team has not yet addressed secondary transition in the IEP (i.e., the IEP does not contain any transition components).

*NOTE: A "no" response is uncommon for this area, since the definition of transition services is very broad and includes: instruction (both general education and special education (SDI)), related services, community experiences, the development of employment and other post-school adult living objectives, acquisition of daily living skills, and provision of a functional vocational evaluation.

Question 6: Does the IEP contain a course(s) of study that will reasonably enable the student to meet the identified postsecondary goals?

Response options include: Yes or No.

- If "Yes", a text box will be provided for the reviewer to briefly describe the course of study.
- If "No", a text box will be provided for the reviewer to explain why the area was found to be non-compliant.

Review Notes

- A course of study includes, but is not limited to, vocational education opportunities, participation in specific classes, work-based learning, community experiences, etc.
- The course of study should reflect **future** coursework and instruction, rather than past courses already taken.

Common reasons for a "**no**" response include:

- The course of study says the student will take the courses required for graduation - which is what ALL high school students are doing and is not specific to the student and their postsecondary goals.
- The IEP does not contain a course of study, or says "see attached", but there is nothing attached.

Compliant Examples:

- A description of the Career and Technical Education (CTE) Sequence for the graduation pathway
- A list of individualized courses for graduation and postsecondary preparation (for example replacing language courses, the flexible third credit of math or career exploration or work-based learning options)
- A description of the specially designed instruction and community and vocational experiences the student will receive to support their postsecondary goals

Non-Compliant Examples:

- Is on track for graduation (or lists only the graduation requirements for all students) *(not specific)*
- Plan is to be determined *(not specific)*

Question 7: Does the IEP contain annual IEP goals that support the student's transition services needs?

Response options include: Yes or No.

- If "Yes", no additional information is required, and the reviewer can move on to the next question.
- If "No", a text box will be provided for the reviewer to explain why the area was found to be non- compliant.

Review Notes

The IEP is not required to have separate IEP goals in the area of transition (i.e., goals titled "vocational skills" or "transition"). Academic and functional goals in other areas can support the student in attaining their postsecondary goals.

Examples of IEP goals that support transition include: academic goals (reading, writing, math, functional academics), goals for writing resumes or letters of application, behavioral goals addressing on-the-job behaviors, adaptive goals in the area of accessing community services (such as public transportation), etc.

A possible reason for a "**no**" response may include:

The student has turned 16 as of the date of the IEP, but the IEP team has not yet addressed secondary transition in the IEP (i.e., the IEP does not contain any transition components), therefore making it difficult to identify whether the IEP goals would support the transition services or postsecondary goals.

*NOTE: A "no" response is uncommon for this area, since most IEP goals are related to enabling the student to make progress in the skills needed after high school.

Question 8: Is there evidence that the student was invited to participate in the IEP meeting?

Response options include: Yes and No.

- If "Yes", no additional information is required, and the reviewer can move on to the next question.
- If "No", a text box will be provided for the reviewer to explain why the area was found to be non- compliant.

Review Notes

Evidence that the student was invited to the IEP meeting could include any one of the following:

- Student signed the IEP.
- The IEP meeting invitation was addressed to the student.
- The IEP meeting invitation listed the student as an invited participant (in the list of those attending).
- The transition section of the IEP states (e.g., narrative or checkbox) that the student was invited or participated in the IEP meeting.

This area would only be marked with a "no" response if ALL of the following were true:

- No student signature on the IEP,
- Student name not identified on the IEP invitation form, AND
- The IEP transition section does not state that the student was invited/participated.

*NOTE: This is not a common area for a "no" response.

Question 9: Will other agencies be providing or paying for IEP transition services during the current IEP?

Response options include: Yes and No.

- If "Yes", question 9a will pop up.
- If "No", no additional information is required, and question ends.

Question 9a: Did the parent or adult student provide consent to invite a representative of the transition agency(ies) to the IEP meeting?

Response options include: Yes and No.

- If "Yes", question 9b will pop up.
- If "No", no additional information is required, and the reviewer can move onto the next question

Question 9b: Is there evidence that a representative of the agency(ies) was invited to participate in the IEP meeting?

Response options include: Yes and No.

Review Notes

Question 9:

- This question is specifically related to IEP transition services that may be provided or paid for by an outside agency (i.e., an agency other than the LEA).
- Representatives of other agencies are required to be invited to the IEP meeting, with parent/adult student consent, if one of the IEP transition services (see question 5 above) is being provided or paid for by an outside agency.
- This question is not referring to activities such as providing information to families about the services outside agencies provide and/or how to enroll for services (sometimes referred to in IEPs as "agency linkages").

Question 9a:

- If the other agency is paying or providing for IEP transition services, the LEA must obtain parent/adult student consent and invite representatives of the other agency to the IEP meeting.
- If there is evidence that parent/adult student consent was obtained, enter "Yes" for this question.
- If parent/adult student consent was attempted, but not obtained, enter "No" for this question.

Question 9b:

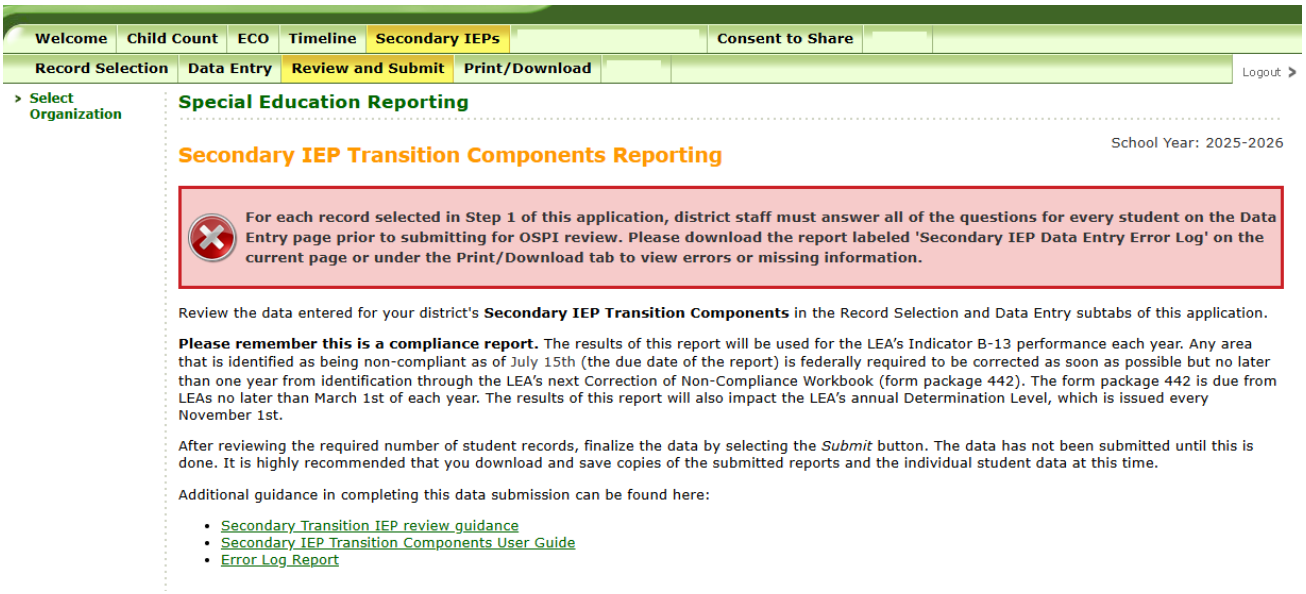
- If consent was provided and representative(s) were invited, but did not attend the IEP meeting, enter "Yes".
- This area would only be marked "No" if there is no evidence that representatives of that agency were invited to participate in the IEP meeting.

*NOTE: This is not a common area for non-compliance since it is limited to just those transition services in the IEP that are being provided/paid for by an entity other than the LEA and does NOT include agency "linkages" (i.e., getting the student/family connected with an outside agency).

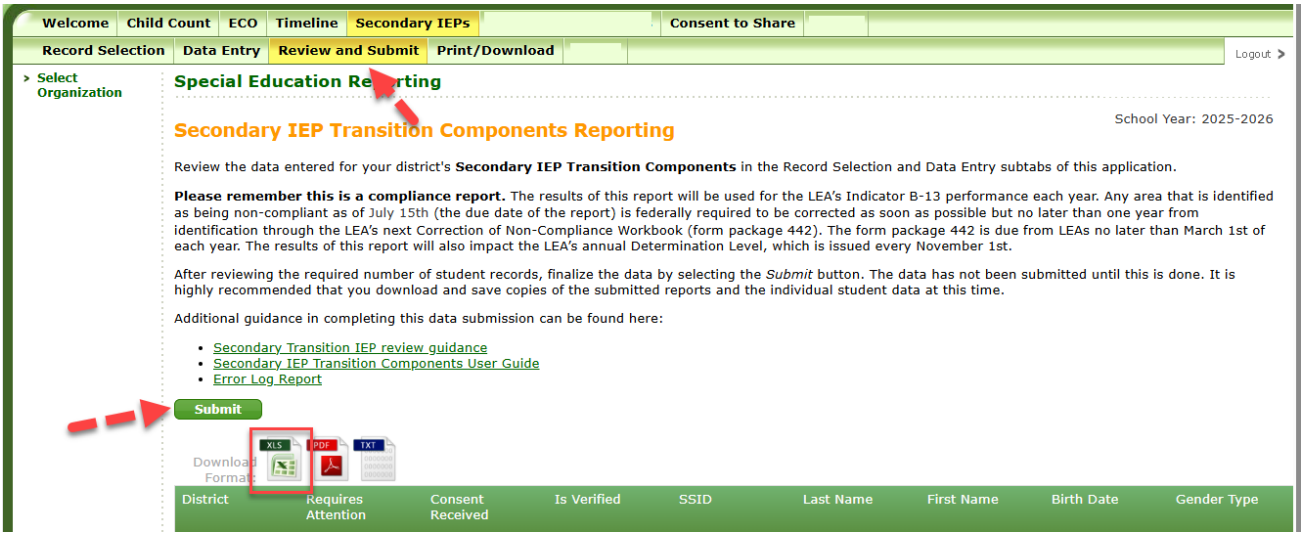
Review and Submit Tab

If records are missing components from the *Data Entry* Tab, Users will see an error message on the *Review and Submit* Tab. An Error Report log can be downloaded to assist Users in determining what

components are missing from specific records. Navigate back to the *Data Entry* Tab to update records with missing information.



Review the data entered for your LEA's Secondary IEP Transition Components records in this section of the application. After reviewing the required number of student records, finalize the data by selecting the *Submit* button. The data has not been submitted until this is done. It is highly recommended that you download and save copies of the submitted reports and the individual student data. Users can download the data submitted on this page or navigate to the *Print/Download* tab to save a copy of the information submitted.



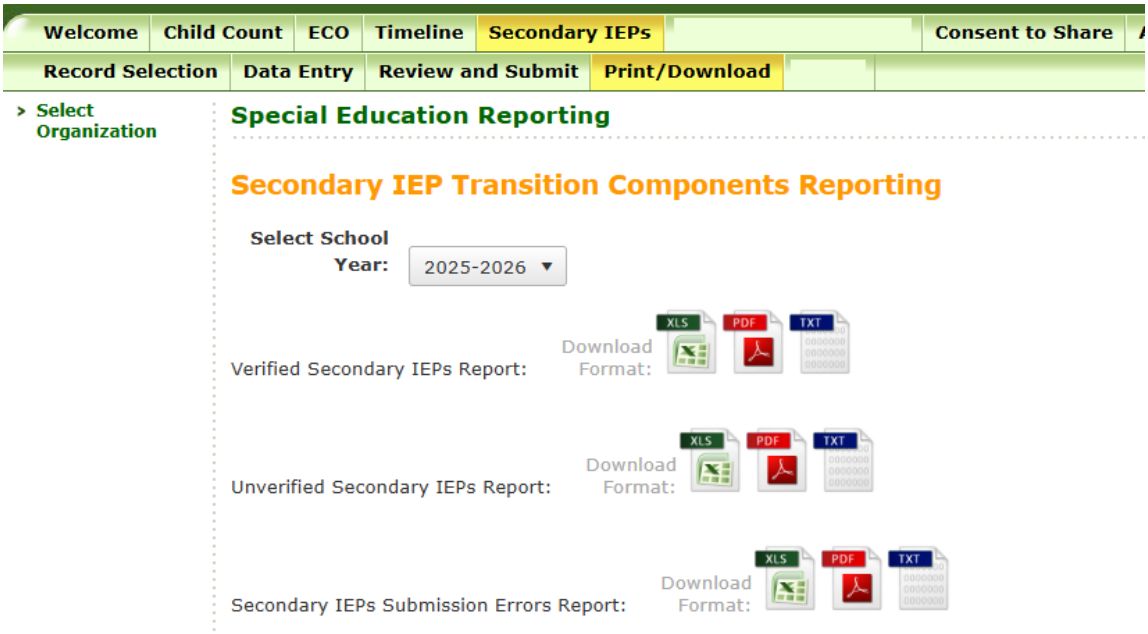
When the data is successfully submitted, Users will see a message similar to the screen shot below:

Print/Download

The available downloads and print-friendly formatted reports are listed under this tab. The school year selection drop menu will be defaulted to the current school year.

- Verified Secondary IEPs
- Unverified Secondary IEPs
- Secondary IEPs Submission Errors Report

The *Download* button next to each report will ask you to open or save a copy of the report in Excel or text format.



Please remember, it is the LEAs responsibility to keep a copy of these reports.

Revising the Application or Request for More Work

There will be instances in which the User will need to revise a record after the application has been submitted. The User will need to log in to the application and navigate to the *Review and Submit* tab. Click on the link requesting an unlock (see image below).

Clicking the link will generate an email to OSPI Special Education staff who will then unlock the LEAs data as requested. The person requesting the unlock will receive an email when the application has been unlocked.

Once the application is unlocked, the User can revise record(s) in the application. The application must be relocked after the revisions are complete.

Resources for Completing Secondary IEP Transition Reviews

OSPI has prepared tools to assist LEAs with completing the Secondary Transition IEP reporting activities. These tools are found on the Special Education Data Reporting and Collection webpage under the Secondary Transition IEP Report accordion and are detailed below:

- 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: The Secondary Transition IEP Review Form is designed as an optional tool to assist districts 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 information is also provided within hover prompts within the Secondary IEP Transition Components Application in the Education Data System (EDS) as well as in the Secondary IEP Transition Component Application User Guide

The Center for Change and Transition Services (CCTS) has a variety of resources on the Transition Services page including guidance and self-paced modules on the secondary transition IEP components (Indicator B-13) including:

- Age-Appropriate Transition Assessment
- Measurable Post-Secondary Goals
- Transition Services
- Course of Study
- Annual IEP Goals
- Outside Agency Participation

Technology Resources

Education Data System (EDS) and CEDARS

- Contact your District Data Security Manager
- CEDARS Data Manuals, Training Materials and Other documents

Contact Information

OSPI SPECIAL EDUCATION

Questions on Data Platform Functionality

Madisen Black | Sandy Grummick
specialeddata@k12.wa.us
564-999-1421 | 360-522-3578

Questions about Secondary Transition Components and Compliance

Alexandra Toney | Jennifer Story
WISM@k12.wa.us
360-280-7893 | 360-725-6075

OSPI STUDENT INFORMATION

AskSI@k12.wa.us

EDUCATION DATA SYSTEM (EDS)

Contact your District Data Security Manager
EDS User Guide and Policy

CEDARS DATA

CEDARS Data Manuals, Training Materials and Other documents

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Download this material in PDF at Special Education Data Reporting and Collection | OSPI (www.k12.wa.us). This material is available in alternative format upon request. Contact the Resource Center at 888-595-3276, TTY 360-664-3631.

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