Washington IEP Online 3.0 Transition

Frequently Asked Questions

by

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Frequently Asked Questions | | October 23, 2026

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ABOUT THE TRANSITION

For more than 15 years, Washington school districts have relied on PCG's IEP Online 2.0 software to develop and implement individualized education programs (IEPs) and meet federal reporting requirements for students with special education needs.

The transition to IEP Online 3.0 was the result of two turning points. First, Washington state school districts were asking for capabilities that the IEP Online 2.0 platform simply could not provide – things like enhanced functionality, more robust reporting capabilities, role-based user types, and greater integration with other services like Medicaid and Section 504 requirements.

Second, after many years of service, the underlying technology supporting IEP Online 2.0 had reached a technological end where PCG could no longer continue to make the necessary updates for security, accessibility, and compliance.

In 2023, PCG, in partnership with Washington School Information Processing Cooperative (WSIPC) undertook significant planning and provided extensive time, training, and resources, for school districts to prepare for and implement the shift from IEP Online 2.0 to IEP Online 3.0 in the 2026-27 school year.

One of PCG's primary goals in this process was to preserve as much of the familiar IEP Online 2.0 experience as possible. Districts had years of experience and muscle memory invested in IEP Online 2.0. PCG put significant effort into making the newest version function in ways that would feel familiar, while also migrating as much historical information as possible to ease the rollout.

IEP Online 3.0 fundamentally functions differently from IEP Online 2.0. PCG's intent in developing IEP Online 3.0 was to build a system capable of both meeting modern needs and providing a familiar user experience for Washington school districts. Implementing a technological transition across over 240 school districts after more than 15 years on the previous system is an extremely complex undertaking. Trying to replicate the previous workflow, crosswalk data, or preserve familiar lists and processes introduced complexity and, in some cases, issues not normally seen in a typical implementation of the platform.

IEP Online 3.0 went live on Aug. 3 and is in use by districts statewide. PCG continues to make system adjustments to optimize user experience and is working around the clock to address user questions and concerns as school districts adopt new workflows.

PCG has listened to districts and, in partnership with the Washington State Information Processing Cooperative (WSIPC), established focused advisory groups, identified where those transitions created problems, and moved quickly to correct them. Some of that work is complete, some is being validated, and some remains underway.

To track user questions and concerns, PCG developed an issues tracker. User-reported issues are sorted into categories comprehensively representing primary workflow areas where users are reporting the greatest day-to-day challenges.

Answers to more specific frequently asked questions about the transition are below.

WHAT WAS THE TRANSITION TIMELINE?

In 2023, PCG, the Special Education Advisory Committee (SEAC) and the Washington State Information Processing Cooperative (WSIPC) began discussing enhancements requested for IEP Online 2.0. Those discussions confirmed that districts needed more seamless functionality than IEP Online 2.0 could support.

As a result, the conversation shifted to IEP Online 3.0 as the path forward. A modern platform was needed to support district-requested functionality, student needs, federal requirements, security expectations,

integrated case management, accessibility standards, and technology expectations that had evolved significantly during more than 15 years of IEP Online 2.0 use.

PCG, WSIPC, and SEAC collectively agreed to move forward with IEP Online 3.0 and began planning how to prepare school districts for the transition.

Preparation got underway in late 2023 and continued through 2025, including subcommittees formed by WSIPC and PCG to give school district leaders the opportunity to review critical features in IEP Online 3.0 and provide feedback to optimize the initial platform instance.

At the 2024 and 2025 Washington State K-12 User Group conference held by WSIPC and attended by hundreds of special education leaders and staff, PCG held approximately 10 sessions dedicated to demonstration of IEP Online 3.0 as a solution to meeting the needs we heard from district leaders. Throughout the 2025-26 school year, PCG held hundreds of hours of meetings, trainings, and office hours with school districts and ESDs across the state. Today, training content remains available on-demand, and office hours continue to be offered to users.

In August 2025, a limited number of school district staff gained access to an IEP Online 3.0 test environment to build familiarity and to provide system feedback before access was given to all districts in February 2026. Access to the test environment was supported by weekly virtual demonstrations/training, hosted by PCG, and attended by administrative users. Throughout testing, feedback from these district users was received, processed, and used by PCG to inform optimizations in IEP Online 3.0 in preparation for systemwide deployment in the 2026-2027 school year.

In December 2025, 12 school districts transitioned to a live instance of IEP Online 3.0. Referred to as Cohort 1, users from these 12 districts received support through office hours, training materials and video recordings, and continuous access to the test environment for practice and feedback. The remaining districts gained access to the test environment, virtual demonstrations, and training in February 2026, and transitioned to the live instance of IEP Online 3.0 in August 2026.

Until June 28, 2026 – when data migration began – all school districts had full access to IEP Online 2.0. Throughout July, there was no access to data as migration was underway. Since August 3, 2026, school districts have read-only access to 2.0, with administrative users retaining advanced access to user accounts and reporting.

Today, IEP Online 3.0 is live and in use across all 240 participating districts. It supports the development of IEPs and reports. PCG continues to make system adjustments to optimize user experience.

WHAT CHANGED?

Washington school districts have shifted to an upgraded version of IEP Online, the software used to support the development of IEPs and reports.

WHY WAS THE TRANSITION NECESSARY?

School districts had used IEP Online 2.0 for more than 15 years. During that time, federal requirements, security expectations, accessibility standards, technology, and the needs of Washington’s approximately 150,000 special education students evolved significantly.

The change was needed for two reasons. First, districts were asking for capabilities that the current software platform, IEP Online 2.0, simply could not provide to meet those changing requirements.

Second, after many years of service, the underlying technology supporting IEP Online 2.0 had reached a technological end where PCG could no longer continue to make the necessary updates for security, accessibility, and compliance.

CAN SCHOOL DISTRICTS GO BACK TO IEP ONLINE 2.0?

No. Returning to IEP Online 2.0 is not a feasible or viable option. Modern technology was needed to respond to the needs articulated by school districts as early as 2022, and to enable participating school districts to meet federal requirements, current industry standards, enhanced reporting, and future needs. The path forward is to continue to stabilize, support, and improve IEP Online 3.0. This path leads to an accessible, secure, compliant – and in the long term, streamlined – user experience. Read-only access to IEP Online 2.0 data is available to select school district staff.

Additional technical context is included below:

- The transition to IEP Online 3.0 provides a sustainable, modern, technology foundation that enables faster, more effective deployment of system improvements.
- IEP Online 3.0 is better positioned to support districts' evolving needs for compliance, security, accessibility, reporting, integrations, and ongoing technology updates.
- Moving to IEP Online 3.0 enabled PCG to address important modernization priorities requested by districts —including multifactor authentication, current database and print-server technologies, and WCAG 2.1 AA accessibility—through a forward-looking platform rather than extensive redevelopment of the legacy environment.
- IEP Online 2.0 had transitioned to a read-only legacy system. All new student work was intended to be completed in IEP Online 3.0. Returning to IEP Online 2.0 would have required reactivating permissions, database jobs, SIS imports, writeback scripts, reporting, exports, and district integrations, followed by coordinated testing. This approach would have introduced additional risk into a legacy environment rather than supporting the strategic direction toward IEP Online 3.0.
- Returning to IEP Online 2.0 also would have required manual re-entry of data already entered into IEP Online 3.0 to that point.

HOW DOES THE IEP ONLINE 3.0 ARCHITECTURE DIFFER FROM IEP ONLINE 2.0 AND HOW DOES THE INFRASTRUCTURE CHANGE IMPACT DISTRICTS?

The underlying architecture of IEP Online 3.0 functions differently from IEP Online 2.0. In an effort to assist districts with the transition, PCG worked to mirror the process known to districts within the IEP Online 2.0 platform in IEP Online 3.0. Efforts to preserve familiar workflows, crosswalk data, migrate historical information, and accommodate district-specific practices, however, introduced significant technical and operational complexity. Some issues did not become fully visible until the platform was used across more than 240 districts and a much broader range of real-world scenarios.

PCG acknowledges that this does not lessen the impact on districts or its responsibility to resolve the issues. Current work is focused on the district workflows, reporting and compliance functions, permissions, and administrative processes that have created the greatest operational challenges.

Additionally, the architecture of IEP Online 3.0 handles district level system configurations differently than IEP Online 2.0. PCG is working on both short and long-term approaches to managing list items and customizing reports, which previously had been district developed, to maximize usability and align with specific district practices.

IS IEP ONLINE 3.0 AVAILABLE FOR USE?

Yes. All participating school districts can access the system, create IEPs, and run reports in IEP Online 3.0. The platform is live and functional. As of October 21, 2026:

- Over 911,000 logins have been completed
- Over 313,000 documents have been created
- Over 6,500 reports have been generated
- Over 14,700 IEPs have been finalized
- IEP Online 3.0 servers have processed over 101 million web hits
- Layered support, including office hours and extensive, on-demand training content continues to be available to users

WHAT TECHNICAL ISSUES ARE USERS EXPERIENCING?

We appreciate the consistent feedback and tickets users have submitted throughout this process. They are shaping our priorities and focus. Since August 3rd, we have resolved dozens of development items, hundreds of support tickets, and we continue to work diligently.

Users are reporting workflow disruptions that generally fall into one of two categories: technical issues and intentional changes to system workflows. PCG is addressing technical issues through its standard and best-practice process for intake, triage, prioritization, development, testing, and release, and has surged additional resources to expedite resolution. A list of technical issues PCG is aware of and working to address is available here.

The other category - intentional system workflow changes - may disrupt processes associated with IEP Online 2.0 that users have grown familiar with over 15+ years of use. Using IEP Online 3.0 workflows is and will feel different than using IEP Online 2.0 workflows. The intentional system workflow changes that prompt a different user experience do not require intervention or remedy by PCG. To help school districts work through this change, PCG will continue to provide layered support, including training resources, quick-reference crosswalk documents and manuals, training videos, weekly office hours, advisory groups, and accessibility-focused materials.

Further, in partnership with WSIPC, PCG has created workgroups designed to go more deeply into problem-solving the technical and workflow adjustments. We took an intentional and inclusive approach to forming these groups, both identifying specific individuals across school districts to participate, and inviting any school districts who wished to participate the ability to do so in order to allow broad representation across school districts of all sizes. Based on feedback from these work groups, we have organized and prioritized technical issues into the following categories and have developed workgroups to quickly vet solutions with our partners.

These groups are organized into three categories.

Workflow, Improvements, and Training

The Workflow, Improvements, and Training work group focuses on the actual tasks people need to perform every day by identifying workflow barriers, recommending functional or process improvements, and helping shape training based on real district use cases.

Reporting, Lists, and Compliance Data
The Reporting, Lists and Compliance Data work group focuses on reporting accuracy, compliance data, system lists, Safety Net, and writeback, as well as updates to various lists in IEP Online 3.0.

User Permissions and Administration

The User Permissions and Administration work group focuses on reviewing access and administrative controls to ensure alignment with district responsibilities and student data privacy.

PCG is also focused on supporting workflow and process alignment for districts, including Medicaid.

TECHNICAL DEVELOPMENTS AND REMEDIATION

HOW ARE KNOWN TECHNICAL ISSUES PRIORITIZED FOR DEVELOPMENT AND RELEASED?

Known technical issues are prioritized based on the number of districts affected, operational impact, and risk as detailed below.

Impact and Risk	**Considers the number of users and students affected, the ability to complete required work, and student, compliance, data, and operational risk.**
Workaround and Resolution	Assess whether a viable workaround exists and what is required to resolve the issue.
Issue Type	Distinguish validated defects and blockers from migration, configuration, workflow, training, and enhancement requests.

To aid prioritization, PCG uses the following criteria to determine urgency:

P1 – Critical	**A critical process is unavailable to most users, with no viable workaround.**
P2 – High	An important function is significantly degraded for a large population. A less efficient workaround exists.
P3 – Medium	A feature is not working as intended, but impact is limited and a viable workaround exists.
P4 – Low	A minor issue with minimal operational impact.

Our Software Development Life Cycle (SDLC) is the structured process we use to plan, develop, test, release, and validate system changes. This process helps ensure that updates are delivered in a controlled manner, with appropriate testing and validation before and after deployment.

Development work must account for dependencies across workflows, migrated and current data, reporting, integrations, permissions, and district-specific configurations. Changes may also require technical specifications, development, quality testing, regression testing, and operational validation before release.

Some work can be addressed through configuration or guidance, while other concerns require changes to the underlying software and therefore follow a longer development and testing process. Given these review processes, it is possible that previously communicated timelines can change.

A complete list of resolved, unresolved, and newly reported priority issues can be found on the issue tracker. Weekly summaries are provided via email to all special education directors, central office administrative staff, and ESD contacts.

HOW IS PCG IDENTIFYING AND ADDRESSING THE ROOT CAUSES OF USER CONCERNS?

PCG identifies the root causes of user concerns through a combination of issue analysis, district-provided examples, technical investigation, testing, and stakeholder feedback. Reported issues are reviewed to determine the underlying source of the problem, including contributing factors, dependencies, workflow impacts, and potential risks.

Addressing root causes requires more than completing development work. PCG considers an issue resolved only when the corrective action addresses the underlying cause and the effectiveness of the solution has been demonstrated through testing and, where appropriate, district validation. PCG is also working to make known risks, dependencies, and outstanding concerns visible alongside progress updates so that implementation activity is not mistaken for completed resolution.

HOW IS PCG ADDRESSING CONCERNS ABOUT INCONSISTENT SUPPORT EXPERIENCES AND RESPONSES?

PCG acknowledges that, given the complexities of IEP Online 3.0 and unexpected system issues, districts have had to spend considerable time reporting concerns via Zendesk and email. Though we have added additional office hours and routinely updated training resources, videos, and quick-reference guides, we recognize that the availability of these channels does not ensure that every district receives timely and consistent answers.

We monitor Zendesk response times and open tickets daily and are striving to clarify with districts which issues can be easily remedied and which ones require deeper investigation and/or development. Our support responses should now clearly acknowledge the reported issue within 24 hours and provide an escalation or follow-up path when additional investigation is needed. More significant, systemic procedural issues requiring district input are discussed during the workgroups.

HOW DOES PCG PROTECT AGAINST UNINTENDED CONSEQUENCES WHEN MAKING SYSTEM CHANGES?

PCG protects against unintended consequences by using a structured change-management process that evaluates potential impacts before changes are released. Depending on the nature of the change, this process may include impact assessment, functional testing, regression testing, user acceptance testing, district operational validation, and stakeholder review. Changes are evaluated not only for the issue they are intended to address, but also for their potential effects on related workflows, reports, integrations, data integrity, compliance requirements, and end-user experience. This approach is designed to identify and address downstream impacts before a change is deployed more broadly.

When issues require remediation, timelines are based on the scope and severity of the problem, technical dependencies, development effort, testing requirements, and the operational impact on districts. Target dates provide a planned path for resolution, but releases are not driven by schedule alone. Changes move

forward only after required testing, validation, and quality-control activities demonstrate that the solution addresses the underlying issue without creating new problems elsewhere in the system.

HOW IS PCG ADDRESSING CONCERNS THAT CHANGES MAY TAKE SEVERAL WEEKS OR CREATE ADDITIONAL ISSUES?

PCG recognizes that districts are concerned both about the time required to implement changes and the risk that changes could create new issues elsewhere in the system. The effort required to address an issue depends on its scope, technical dependencies, testing requirements, and potential effects on related workflows, reports, data, permissions, integrations, and compliance processes. Some configuration changes can be implemented relatively quickly, while software changes often require development, quality assurance, regression testing, user acceptance testing, and validation before they are released. Rushing changes into production can create unintended consequences, so our objective is to resolve issues in a way that is sustainable and does not introduce new problems for districts.

WHAT LESSONS EMERGED FROM COHORT 1, AND HOW WAS FEEDBACK INCORPORATED?

Cohort 1 was intentionally focused on validating PCG's rollout procedures for IEP Online 3.0 in a live production environment. The cohort focused on Eligibility and IEP functionality. It provided valuable insight into migrated data, testing, training, district readiness, and the level of post-go-live support districts would need.

One key lesson from Cohort 1 involved historical data. Washington's transition included an extensive migration intended to preserve information districts relied on from IEP Online 2.0. The cohort demonstrated that successfully migrating historical information did not necessarily make it available where staff needed it to complete their work. Certain IEP information — including goals, services, accommodations, and testing information—remained accessible in historical records but was not available in the IEP Online 3.0 workspace for activities such as amendments and other ongoing IEP work. In response, PCG expanded the migration approach to make additional historical information available within the IEP Online 3.0 workspace.

PCG also introduced longer, multistage training, formalized district-readiness activities, increased engagement around data cleanup, and strengthened communications regarding the differences between IEP Online 2.0 and IEP Online 3.0. Between December and June, nearly 3,500 hours were dedicated to development, quality assurance, and internal user-acceptance testing as PCG applied the lessons from Cohort 1, addressed identified issues, and made product enhancements in preparation for the broader rollout. These efforts were substantial. PCG recognizes that additional preparation and support measures may have better positioned districts for the transition to IEP Online 3.0 and set clearer expectations for them.

Cohort 1 consisted of smaller districts and did not include Writeback or other add-on products. While PCG learned a great deal and implemented meaningful changes resulting from Cohort 1's feedback, some of the issues affecting staff today became apparent only as larger districts, more complex workflows, and additional functionality were introduced.

DATA REPORTING, SECURITY, AND PRIVACY

WHAT DATA WAS MIGRATED?

Since the migration began, more than 9 million student records and PDFs have been transitioned from IEP Online 2.0 to IEP Online 3.0. Where available, historical records within the required retention period were migrated; for some school districts, this represented as many as 22 years of data.

WHY DID MIGRATED DATA CREATE IMPLEMENTATION CHALLENGES?

Data migrated from IEP Online 2.0 created implementation challenges because historical district data, workflows, and local practices had to function correctly within a redesigned IEP Online 3.0 platform. Differences in how data was structured, validated, and used across districts exposed workflow gaps, usability issues, reporting concerns, and process dependencies that were not always apparent until districts began using the system in real-world scenarios. These issues required additional review, prioritization, remediation, testing, and district validation.

n many cases, challenges did not result from a single data-conversion error but by the complexity of ensuring that migrated data, district-specific processes, reports, permissions, and end-to-end workflows operated as expected in the new environment. As districts identified issues through production use, PCG worked with district workgroups to document impacts, establish workarounds, prioritize corrections, and validate solutions before issues could be considered fully resolved.

HOW ARE STUDENT DATA AND PRIVACY PROTECTED?

Student data is securely managed in a Microsoft Azure-hosted environment. PCG and WSIPC complete annual SOC audits to evaluate implementation of data security controls. SOC 2 is a voluntary auditing standard created by the American Institute of CPAs (AICPA) that evaluates how well an organization protects consumer or client data.

HOW WILL IEP ONLINE 3.0 SUPPORT ACCURATE REPORTING?

IEP Online 3.0 is designed to support reporting accuracy and data quality through enhanced business rules, automated compliance validations, due-date calculations, workflow controls, and data quality checks that help identify issues before records are finalized. Users will continue to receive system warnings and validation checks to help identify compliance and data-quality issues before records are finalized.

PCG is also reviewing reporting outputs and downstream data to confirm that information entered or migrated into IEP Online 3.0 is represented accurately and consistently. Where discrepancies are identified, PCG is tracing them to the underlying business rule, migration logic, workflow, or reporting logic and validating corrections before considering the issue resolved. Reporting outputs, Safety Net data, and student information system (SIS) write-back functionality continue to be reviewed, tested, and validated through district pilots, reporting workgroups, and targeted remediation efforts.

Reporting accuracy is also being strengthened through several parallel initiatives:

- **Write-back**: PCG paused broad write-back deployment after identifying incomplete and unexpected results early in the process. A multi-district pilot was launched in early October to validate corrections and confirm that data is being transmitted and represented as expected across participating district SIS environments before statewide enablement.
- **Safety Net Report**: PCG is enhancing the IEP Online 3.0 Caseload Report with IEP Services and Location to support Safety Net reporting comparable to the IEP Online 2.0 Caseload

Supplementary Provider Report. The Reporting and Compliance workgroup assisted with determining additional fields to add to the report for maximum usability.

- **Referral and Initial Timeline Report:** Development of the Referral and Initial Timeline Report is a high-priority reporting need. PCG is pursuing both a canned report and an Advanced Reporting solution and requested district feedback on frequency of use and additional required fields.

PCG also plans to provide supporting documentation, including report crosswalks between IEP Online 2.0 and IEP Online 3.0 where applicable, to help districts understand changes in report availability, content, and functionality. Additionally, PCG will continue to identify and develop additional high-impact reports through both the reporting workgroup and the Advanced Report creator group.

Together, these efforts are intended to ensure districts can accurately monitor compliance, generate required reports, support state reporting, and rely on data write-back processes with confidence.

ACCOUNTABILITY AND TRANSPARENCY

WHAT PERFORMANCE EXPECTATIONS HAVE BEEN ESTABLISHED FOR PCG?

PCG's current recovery expectations include clear ownership, documented milestones, testing requirements, district validation, executive oversight, and evidence before corrective actions are treated as complete. The Corrective Action Plan (CAP), provided to WSIPC, and related recovery processes provide the structure for tracking this work.

The CAP identifies nine (9) areas to be addressed to meet conformity. These areas were identified by WSIPC on September 17, 2026.

CAP area	ID	Corrective commitment
Workflow	DW-02	Consent outside Eligibility
Workflow	DW-01	Evaluation data into a draft IEP
Workflow	DW-03	Distinct IEP Meeting Date event
Workflow	DW-00	Workflow and usability corrections
Reporting	RC-00	Progress reports and historical data
Reporting	RC-01	Write-back automation
Reporting	RC-02	Remaining Safety Net report fields
Permissions	PA-01	Service list management
Permissions	PA-02	Roles and permission groups

To close corrective actions, seven (7) validation gates must be passed; those gates are:

1. Documentation of the gap, impact, severity, and scope
2. Validation of the root cause with evidence
3. Development of correction
4. Completion of functional and regression testing
5. Validation of operational fit by district users
6. Review of evidence by WSIPC and the Special Education Advisory Committee (SEAC)
7. Formal acceptance of closure and treatment of workarounds by SEAC

PCG anticipates completion of all CAP areas to be closed in the next 2-3 weeks. Conformity will be determined by SEAC on a to-be-determined date in the future. Any anticipated delays in deadlines will be shared with WSIPC and reported to districts through the issue tracker.

Given the vital nature of meeting conformity, PCG has strengthened leadership oversight and accountability for Washington. Operational, technical, and leadership stakeholders meet regularly around critical issues. To expedite resolutions, leadership supports barrier removal, resource prioritization, escalation and timely decisions. PCG's functional leads are held accountable for progress, follow-through, and mitigating unresolved risks.

PCG's commitment to improving IEP Online 3.0 will continue beyond conformity and the closure of CAP items. Those milestones address concerns identified through the SEAC review and CAP process, while ongoing product enhancements, operational improvements, and feedback-driven development will help the platform continue to evolve in support of Washington districts and students.

WHAT RESOURCES HAS PCG ADDED TO SUPPORT WASHINGTON DISTRICTS DURING THE TRANSITION?

PCG has significantly expanded its support model for Washington by increasing executive oversight, strengthening customer-support capacity, enhancing technical issue review and resolution processes, broadening advisory participation, and deploying additional cross-functional resources to support both operational and strategic needs. This expanded approach leverages national expertise across project management, product management, data and reporting, special education subject matter expertise, and quality assurance to provide deeper and more responsive support. In addition to centralized national resources, PCG has increased direct engagement with Washington districts through dedicated workgroups, regularly scheduled office hours, targeted training opportunities, and individualized support to address district-specific questions and priorities. PCG's commitment is to provide sustained, scalable support for Washington districts during this transition.

WHY CAN'T SYSTEM UPDATES BE REPORTED DAILY?

From development to release, PCG deploys system updates in weekly batches that allow for best practice development, quality control, and testing before adjustments go live in the system and can affect actual user experience. PCG will generally update its issue tracker at least weekly, in alignment with batch updates.

As meaningful updates are completed and can be shared, we will update the issue tracker more frequently.

HOW IS PCG COMMUNICATING PRIORITY ISSUES, TARGET DATES FOR RESOLUTION, AND PROGRESS?

PCG communicates known limitations through several coordinated channels designed to provide districts with both issue visibility and context. The district-facing issue tracker serves as the primary source for known issues, current status, target milestones, and progress updates.

Additionally, PCG shares updates and answers questions through district office hours, advisory and workgroup meetings, training sessions, Friday updates, direct district support, and coordinated communications with WSIPC. These forums allow districts to receive clarification on system limitations, review available workarounds, understand anticipated timelines, and provide feedback on operational impacts.

To improve transparency, PCG is continuing to refine its communications so districts can clearly distinguish among:

- **Current known limitations** that remain unresolved;
- **Available workarounds** that can be used today;
- **Corrections and enhancements that are actively under development** and progressing through testing and validation; and
- **Longer-term product enhancements** that are being evaluated or prioritized but are not yet part of an active remediation effort.

This approach is intended to provide districts with a clear understanding of what is currently available, what interim options exist, what improvements are in progress, and what future enhancements are being considered.

HOW CAN DISTRICTS TRACK PRIORITY ISSUES, TARGET DATES, AND PROGRESS?

PCG's issue tracker provides information on known issues and resolution status. Materials include district informed priority, milestones, next steps, and projected resolution dates. Weekly emails are sent to special education directors, central office administrative staff, and ESD contacts summarizing newly identified issues and issues resolved that week.

PCG is continuing to refine how changed targets, unresolved risks, validation status, and follow-up are communicated to districts.

HOW WILL DISTRICTS BE NOTIFIED ABOUT SYSTEM CHANGES?

PCG generally deploys system changes in weekly batches to allow time for development, quality control, and testing. To provide transparency around system changes, PCG has the following communication process:

- **Wednesday – Pre-Release Communication (Email):** Special education directors, central office administrative staff, and ESD contacts are provided a preliminary list of items planned for the upcoming production release on Thursday evening. The list is intentionally conservative and reflects items expected to be ready for release to district sites that week.

- **Thursday Evening – Production Release:** Items that successfully complete the required development, testing, and release-readiness steps are deployed to production at the end of the day. Because issues continued to be worked on after Wednesday's communication, the final set of items released may differ from the preliminary list.

- **Friday – Production Validation & Communication (Email):** Following deployment, PCG validates the released items in the production environment to confirm they are functioning as expected. Any findings requiring additional review or follow-up are addressed through our standard support and development processes. Special education directors, central office administrative staff, and ESD contacts are provided with a final list of items deployed.

- **Friday – Issue Tracker Updates:** Updates are published to the Issue Tracker late Friday to close out resolved issues, add any newly identified items, and to indicate priorities for the upcoming week. The Issue Tracker is public and available to all district and ESD staff.

Changes may also be shared through district office hours, workgroups, training resources, and coordinated communications with WSIPC.

BENEFITS OF TRANSITIONING TO IEP ONLINE 3.0

IEP Online 3.0 delivers enhancements designed to support the evolving needs of special education programs. Built on a platform that has supported the development of more than 25 million IEPs and is used by thousands of school districts nationwide, IEP Online 3.0 helps school districts strengthen compliance practices, improve operational efficiency, increase visibility into student and program information, and support collaboration among educators, families, and service providers.

- **Platform support and development**: Greater investment in IEP Online 3.0 through ongoing enhancements, dedicated expertise, and resources focused on supporting and advancing the platform.

- **Accessibility**: Modernized accessibility through features designed to support WCAG accessibility standards and improve access for a broader range of users.

- **Security**: Enhanced security through modern security practices, including multi-factor authentication (MFA), role-based access controls, and a SOC 2-compliant environment designed to help protect sensitive student information.

- **Case management and workflows**: Stronger student case management with role-based dashboards, guided workflows, and automated notifications that guide users through special education processes and promote greater consistency in documentation, case management practices, and timeline-driven activities across users and school districts.

- **Family engagement**: Promotes increased family-school engagement through document translation capabilities and tools that support communication between schools and families, creating opportunities for participation throughout the special education process.

- **Comprehensive program support**: Expanded support across student programs through related plans and services, including Section 504, Gifted and Talented, Limited English Proficiency, and

EasyTrac™ for service documentation and school-based Medicaid reimbursement.

- **Reporting and monitoring**: Greater reporting potential through flexible access to student and program data for monitoring, oversight, and management of program requirements.

- **Data integration**: Broader integration opportunities through connections with student information systems, local data sources, and other tools, including EasyTrac™ for service documentation and school-based Medicaid reimbursement.

TRAINING AND USER SUPPORT

WHAT SUPPORT AND/OR TRAINING WAS PROVIDED TO WASHINGTON SCHOOL DISTRICTS?

From March through September 2026, PCG provided hundreds of hours of training through workshops, learning sessions, and conference breakouts. Ongoing support includes two weekly Teams office-hour sessions, video resources, and three advisory work groups. This support includes:

- **Training hub:** All updated resources can be found on the main page of IEP Online 3.0.

- **Office hours:** District administrative staff (level 1s) have an opportunity to join weekly office hours offered Wednesdays and Fridays. This time is structured with PCG sharing updates, providing training, and open Q&A.
    - Wednesday 3.0 Office Hours, 2:00-3:00 p.m. PST
    - Friday 3.0 Office Hours 1:00-2:00 p.m. PST

- **Advisory groups:** These advisory groups integrate local district knowledge to guide the ongoing enhancement of IEP Online 3.0. This collaboration aligns operational workflows with local practices, feature updates target vital priorities, and professional learning effectively prepares staff for seamless adoption.

    - Workflow, Improvements & Training: How people use the system successfully.
    - Reporting & Compliance: How the system supports accurate and compliant outcomes.
    - User Permissions & Roles: Who needs to do what within the system.

- **Accessibility support**: PCG provides accessibility support materials and options designed to help users access training content and system information in multiple formats.
    - IEP Online 3.0 Quick Reference Documents and Manuals contain alt text for use with screen readers to improve accessibility
    - Virtual trainings and training videos provide transcription and optional closed captioning
    - The IEP Online 3.0 system accessibility is enhanced by clearer navigation labels, structured page elements, text-based labels on buttons, and optional type in name for an electronic signature.

RESOURCES AND CONTACTS

WHERE CAN I FIND CURRENT INFORMATION?

- WSIPC Transition updates and guidance
- Known issues and resolution status

WHO SHOULD I CONTACT?

- Technical support, data concerns, training, and user questions: Mike Howard, Manager, Northwest Region at mikehoward@pcgus.com.
- Media inquiries: Alyssa Brown, Corporate Director, Communications and Public Relations at media@pcgus.com.