



Washington Office of Superintendent of
PUBLIC INSTRUCTION

*Washington State Special
Education Advisory
Council
2023–24 Annual Report*

2024

THE SPECIAL EDUCATION ADVISORY COUNCIL (SEAC) 2023–24 ANNUAL REPORT

Prepared by:

- **Tammie Jenson-Tabor**, Executive Chair
- **Jen Chong Jewell**, Vice Executive Chair
- **Diana Marker**, Executive Member



Washington Office of Superintendent of
PUBLIC INSTRUCTION

TABLE OF CONTENTS

Preface.....2

 Land Acknowledgement.....2

 OSPI Equity Statement.....2

 Functions of the SEAC.....2

 The SEAC Belief Statement.....3

 The SEAC Commitments3

 The SEAC 2023–24 Accomplishments.....4

 The SEAC Recommendations for 2023–24.....4

 The SEAC Focus Areas for the 2023–24 School Year:.....9

 The SEAC Recommendations for 2024–25.....9

 The SEAC Focus Areas for the 2024–25 School Year:..... 10

 Acknowledgements..... **Error! Bookmark not defined.**

Appendix A: The SEAC 2023–24 Member Roster..... 13

Appendix B: The SEAC Representation on Other Local, State, National Committees and Groups..... 16

Legal Notice 17

PREFACE

The Washington State Special Education Advisory Council (SEAC) respectfully submits the 2023–24 annual report to the Office of Superintendent of Public Instruction (OSPI). The annual report is a summary of the committee’s activities and recommendations during the reporting period. The SEAC provides a broad base of input to OSPI staff regarding policies, practices, and issues related to the education of children and youth with disabilities ages 3 through 21.

This report fulfills the requirements set forth by the [Individuals with Disabilities Education Act \(IDEA\)](#), and [Washington Administrative Code \(WAC\) 392-172A-07060](#).

As a part of this report, the SEAC reviewed the recommendations from the prior year (2021–22) and noted progress towards those recommendations as well as identifying emerging trends and issues in the current school year. The recommendations reflect the review of information and summarize the work of the SEAC for the 2022–23 school year.

Land Acknowledgement

We honor America’s First People and all elders, past, present, and emerging and we are called on to learn and share what we learn about the tribal history, culture and contributions that have been suppressed in telling the story of America.

OSPI Equity Statement

Each student, family, and community possess strengths and cultural knowledge that benefits their peers, educators, and schools.

Ensuring educational equity:

- Goes beyond equality; it requires education leaders to examine the ways current policies and practices result in disparate outcomes for our students of color, students living in poverty, students receiving special education and English Learner services, students who identify as LGBTQ+, and highly mobile student populations.
- Requires education leaders to develop an understanding of historical contexts; engage students, families, and community representatives as partners in decision-making; and actively dismantle systemic barriers, replacing them with policies and practices that ensure all students have access to the instruction and support they need to succeed in our schools.

Functions of the SEAC

The SEAC is established in order to help facilitate the provision of special education and related services to meet the unique needs of students eligible for special education services by [WAC 392-172A-07060](#):

- a) Advising the State Superintendent of Public Instruction and making recommendations on all matters related to special education and specifically advise the Superintendent of unmet needs within the state in the education of students eligible for special education services.

- b) Commenting publicly on any rules or regulations proposed by the state regarding the education of students eligible for special education services.
- c) Advising the state in developing evaluations and reporting such information as may assist the state in its data requirements under section 618 of the Individuals with Disabilities Education Act (IDEA).
- d) Advising the state in developing corrective action plans to address findings identified in federal monitoring reports under Part B of the IDEA.
- e) Advising the state in developing and implementing policies relating to the coordination of services for students eligible for special education services.
- f) Reviewing state due process findings and decisions.
- g) In the event that the state submits a waiver under 300.164 regarding state-level non-supplanting, OSPI must consult with the SEAC prior to the submission.

The SEAC Belief Statement

We believe that every student in Washington has the right to reach his or her full human potential. We believe that students will fully and meaningfully participate in their education and community.

We will use our strength as a broad based and diverse constituency group to play an active and influential role in decisions affecting education policies, programs, and services. Our priorities are focused on building a strong public education system that is inclusive, equitable, proactive, and supportive of students, families, and educators.

The SEAC Commitments

The commitments of this organization shall be:

- Prioritize anti-racism and anti-ablism in everything we do.
- Provide accessible solutions-taking into account the diverse needs of our communities.
- Maintain a living document with indicators and best practices on accessibility to inform council actions and communications.
- Use intentional language, recognizing individual preferences, such as but not limited to, person first and identify first language, in meetings and in written materials.
- Build partnerships across agencies and organizations to ensure the processes within education support the needs of the whole child.
- Engage invested partners throughout our schools and communities with a focus on those most impacted (including students and families).
- Review research and evidence-based practices.
- Make recommendations based on promising practices, examples, and research in our state and beyond.
- Leadership of the most impacted both by the SEAC members and seeking out and centering the voices of those experiencing intersectionality.

The SEAC 2023–24 Accomplishments

During the 2023–24 school year, the SEAC:

- Continued focus on visibility of the SEAC through virtual meetings and in person meetings.
- Increased accessibility of meetings through translation, closed captioning, and interpreting services.
- Increased knowledge of awareness of issues impacting our communities through hosting public comment at meetings.
- Continued intentional focus on diversity and equity within the SEAC membership, development of agendas, and recommendations to the state.
- Participated in numerous national and local task forces relating to issues impacting students with disabilities; birth through 21 years of age and beyond.
- The SEAC engaged in presentations during the SEAC meetings regarding the following topics:
 - Mind Your Health – Medical Lake presentation.
 - Adapted PE Specialty Endorsement.
 - Funding Equivalent of Risk Pool Mgt.
 - Request to extend IDEA Services to Age 22.
 - Planning for future Community Forums.
 - TAESE Training.
 - Revised the SEAC Bylaws and meeting norms.
 - Special Education Funding Data and IDEA Budget Review
 - Recommendation paper regarding OSPI requests to legislature around Special Education Funding.
 - ACLU report and Q&A around Restraint and Isolation
 - IDEA Annual Application
 - Recommendations around Bills: 1109, 1305, 1436, 1479, 1550, 1701, 5311, and 5315.
 - Timeline discussion around Burden of Proof.
 - Washington State School for the Blind presentation and tour.
 - SPERO Center – ESD 112
 - NPA, Interagency Agreements, and class action lawsuit updates.
 - Institutional Education

The SEAC Recommendations for 2023–24

The SEAC values our responsibility to make recommendations to Superintendent Reykdal on all matters related to special education and the needs of students eligible for special education services.

In reviewing our priorities and reflecting on information we have received over this past year of work; we have identified the following actionable recommendations for 2023–24:

Review of Data on Adequacy and Timeliness of OSPI Response and Technical Assistance

The SEAC acknowledges the ever-increasing efforts of OSPI to respond to issues pertaining to not only Special Education but the nexus of Special Education with all other education initiatives. The SEAC recognizes the growth in the efforts of OSPI to break down education department silos. This effort has increased comprehensive technical assistance efforts to families and schools. Below are a list of technical assistance acknowledgements and recommendations for continued work:

- The [Special Education Division Monthly Updates](#) provide links and guidance about contemporaneous issues as well as reminders and technical assistance. The SEAC recommends that these updates continue and continue to use of video clips to explain topics.
- Provide technical assistance on language access.
- Cross-departmental collaboration in information sharing (e.g., Foster Care Program sharing information about special education).
- The SEAC commends staff at OSPI and associated workgroups for reaching to families in pro-active ways:
 - Family and Community Liaisons attending family meetings.
 - Superintendent Reykdal and Assistant Superintendent May increase accessibility through attendance at family forums and press conferences to not only share information but also listen to voices across the state.
 - Experts on the topic of dyslexia from the state workgroup engaged in parent training on the new dyslexia screening requirements and data.
 - State Design Team inclusion of parents, as stakeholders, increasing their knowledge and providing technical assistance support.
- The SEAC recognizes the hard work of OSPI to align inclusionary practices work with the work of the Multi-Tiered Systems of Support (MTSS) efforts. The SEAC suggests continued efforts to provide technical assistance and training to school districts and parents on that alignment.
 - **Given the systematic changes that are necessary for a statewide shift in practice**, the SEAC **strongly** recommends that OSPI **prioritize** continued and sustained funding for the Inclusionary Practices work.
 - Review the progress and timeline for the Specific Learning Disability (SLD) assessment process for eligibility.
 - Analyzing data from the national implementation of response to intervention (RTI) for SLD placement on the impact of delay or denial of referral for evaluation due to assignment of MTSS.
- The SEAC recommends a presentation regarding the Johns Hopkins study, Every Minute Counts and the plan for technical assistance rollout of the information.
- The SEAC recognizes OSPI's efforts to support the training, and recruitment and retention of skilled special educators.

- The SEAC recommends continued collaboration between OSPI and the Professional Educator Standards Board (PESB) regarding efforts to train staff in inclusionary practices and multi-tiered systems of support alignment.
- The SEAC recommends a formal presentation at a 2023–24 SEAC meeting from OSPI and special education teacher preparation program(s) and alignment with current school district initiatives.
- Identify and implement strategies to retain experienced, effective special education staff serving students identified with a disability.
- Add special education as an identified category to the [State Report Card](#) for teacher qualification, teacher certification and average years of teaching experience to ensure transparency and accountability for retention.
- Overall, OSPI is recognized for its efforts to maintain a lens of best practices in providing technical assistance at the local level for schools, families, and education groups.

Convening of Joint Meeting Between the SEAC and Department of Children, Youth, and Families (DCYF) Interagency Coordinating Council (ICC)

The SEAC recognizes the importance of the coordination and alignment between the two councils. Schedules did not allow for a joint meeting during this 2023–24 school year. Due to the great importance of this activity, the SEAC makes the following recommendations:

- Recommend that the ICC set a date for one day of the 2023–24 school year to align with past scheduling practices of the SEAC.
- Recommend a day of combined training between the two councils before the start of the 2023–24 school year.
- Recommend scheduling a one-day yearly standing meeting between the SEAC and ICC.

Collection and Analysis of Data on the Collective Impact of Education Funding and the Intersection of Special Education

The SEAC continues to believe LEAs must be provided the necessary funding to support evidence-based special education programming rooted in equity and best practices. To support this endeavor, the SEAC recommends that the SEAC addresses the following funding issues —

- **Support sustained funding for implementation:**
 - Access to general education professional development to all relevant certificated and classified staff and resources to implement the following areas:
 - Universal Design for Learning (UDL).
 - MTSS.
 - Standards-based instruction.
 - Trauma invested and healing-centered practices.
 - Family and community engagement/education with cultural humility.
 - Language Access.
 - Increasing funding for language access in public schools.

- Accessible materials.
- Continue efforts to braid funding sources and increase flexibility in the use of categorical and other funds.
 - Effects of the implementation of 2SHB 1664 - Prototypical funding formula for physical, and social and emotional support in schools.
 - Amplify technical assistance regarding flexibility of funding.
 - **Recommendation**
 - Conduct an analysis of the long-term impact of the pandemic on school funding and services.
 - Conduct an analysis of the impact of the implementation of the multiplier, lowering the Safety Net threshold and raising the cap to 15% to the state special education funding model.
- Based on the LRE data from 2020–21 to 2021–22, students with disabilities aged 3–5 (Indicator 6) are not being served more inclusively and there is disparate data of children aged 3–5 receiving the majority of their special education and related services in the general education setting versus children aged 6–21 spending 80% or more of their day in the general education setting.
 - Comparatively from 2021–22 data (FFY 2021 Annual Performance Report (APR)), only 25.71% of children aged 3–5 receive the majority of special education and related services in the general education setting (Indicator 6A) compared to 62.37% of children aged 6–21 attend their general education classroom 80% or more of the day (Indicator 5A).
 - The percentage of children aged 6–21 who spend more than 80% of their day in general education is *more than double* than of the younger learners aged 3–5 who receive the majority of their services.
 - The SEAC position aligns with the [OSEP 2017 Dear Colleague Letter of Preschool Least Restrictive Environment](#) in that “the least restrictive environment (LRE) requirements...of the IDEA are fully applicable to the placement of preschool children with disabilities” and that children aged 3–5 with disabilities should be served inclusively in their general education setting with supports to the greatest extent possible.
- Based on the LRE data from 2021–22, students with disabilities aged 6–21 are being served in a more inclusive setting which could be attributed to the statewide multi-tiered funding model. The gap between Black, Indigenous, and people of color (BIPOC) students with disabilities and students with disabilities is not closing at a rate that would eliminate the gap which indicates that there is more work to be done to create more inclusive educational environments for BIPOC with disabilities. The LEAs receiving targeted supports and professional development are closing the gap at a rate three times that of non-participating LEAs.
 - Statewide Impact - Multiplier Funding Model

- Since the multitiered funding model was implemented, statewide Least Restrictive Environment (LRE) data for all students with disabilities spending 80–100% of their day in general education settings has improved from 56.6% in 2018 to 62.37% in 2022.
 - Since the multitiered funding model was implemented, statewide Least Restrictive Environment (LRE) data for BIPOC students with disabilities spending 80–100% of their day in general education settings has improved from 53.5% in 2018 to 60.08% in 2022. This is not on pace to eliminate the gap.
 - Additionally, for Black students with disabilities, who experience the greatest placements in more restrictive settings, the LRE data for this population increased from 49% in 2018 to 51.65% in 2022. This shows that the gap in placement is increasing.
- **Recommendation**
 - Conduct a targeted analysis of the updated funding model for BIPOC students with disabilities.
 - Target awareness of the nexus of service and funding for BIPOC students with disabilities.
 - Continue collaboration and reporting from other councils/departments such as the Department of Vocational Rehabilitation, Department of Health and Human Services, and Systemic Equity Review activities with the National Center for Systemic Improvement (NCSI).
 - Conduct analysis and target awareness of the nexus of service for children aged 3–5 with disabilities and inclusive practices funding with the intention to move the needle for Indicator 6 to impact our youngest learners.
 - Implore ESDs and school districts to coordinate technical assistance and partnership with local regular early childhood programs to serve children with disabilities aged 3–5 in their LRE and deliver inclusionary practices, aligned with WAC 392-172A-02050. LRE should be determined based on each child’s needs and should not automatically be developmental preschool. For children ages 3–5, a general education environment is a regular early childhood program as defined in WAC 392-172A-01152.

The SEAC Focus Areas for the 2023–24 School Year:

- Participate in a joint meeting with Educational Opportunity Gap Oversight and Accountability Committee (EOGOAC) and the SEAC on Mastery Based Learning.
- As Performance Based Pathways become an option for meeting graduation requirements, the SEAC would like to review the possible outcomes as this option enters into rulemaking.
- Identify if there is data to analyze the consistency between High School and Beyond Plans and Post-Secondary Transition Plans.
- Review the Post-Secondary Outcomes Survey data.
- Discern the circumstances and details around the barriers to graduation for students with disabilities who dropped out.
- Clearly define “limited circumstances” and “unique needs” that would allow for a course (content/subject) substitution referenced in WAC 180-51-115. We fear that this vague terminology will lead to overuse as we saw the Certificate of Individual Achievement (CIA). Less than 1 percent should qualify.
- Clarify where the accountability lies for ensuring access to graduation pathway options with significant disabilities, such as behaviors.
- Identify graduation process options for students with the most significant cognitive disabilities.

The SEAC Recommendations for 2024–25

- Updates on how interagency collaboration Department of Children, Youth, and Families (DCYF), Developmental Disabilities Administration (DDA), Division of Vocational Rehabilitation (DVR), etc.) and information on any technical assistance activities supporting the collaboration between agencies and Local Education Agencies (LEAs) (e.g. DDA and LEAs).
 - A review of possible alignment between Individuals with Disabilities Education Act (IDEA) eligibility and DDA eligibility in recognition that DDA eligibility has specific criteria on documentation and diagnostician requirements.
- Continued collaboration between the SEAC and the State Interagency Coordinating Council (SICC).
- Collection of disaggregated data related to transition services utilizing state Leaver Survey Data provided by the Center for Change and Transition Services.
 - OSPI review and present to the SEAC disaggregated data for intersectional analysis.
 - Review the new High School and Beyond Plan (HSBP) platform –
 - How is the HSBP platform inclusive of accommodation requests for post-secondary education?
 - How does the HSBP platform capture Universal Design for Learning (UDL) best practices?
 - How is guidance created for implementations of best practices for career readiness including advocacy and information on how to work with or for individuals with disabilities?

- Review and analyze the disaggregated data on who is accessing the Community Complaint process.
 - Analysis by race, socioeconomic status, multilingual learners, etc.
- Convene joint meetings with the Educational Opportunity Gap Oversight and Accountability Committee (EOGOAC).
- Receive periodic updates on the impact of the Inclusionary Practices and Reducing Restraint Eliminating Isolation Grants.
 - Continued focus, oversight, and investment in professional development for inclusive practices in early childhood education.
 - How can funding and participation in the Inclusionary Practice project coordinate with transition programming?
- Investing and OSPI oversight in anti-bias training.
- Collection and Analysis of Data on the Collective Impact of Education Funding and the Intersection of Special Education.
- Consider the cost of implementing Universal Design for Learning (UDL) with fidelity when considering the statewide funding model.
- Collect data on discipline appeals, including all demographic identifiers and also the types of incidents.
- Review the current data on district costs for contracting for staff.
 - Do virtual staff cost more when providing services to school districts?
 - How can OSPI encourage staff such as School Psychologists, Occupational Therapists, Physical Therapists, and Speech Therapists to provide services on-site versus in a virtual format?
 - What is the research on the provision of virtual versus on-site delivery of services?

The SEAC Focus Areas for the 2024–25 School Year:

- Review best practice models/frameworks to help SEAC prioritize anti-racism and anti-ableism in everything that we do.
- Disaggregated Data: the SEAC would like an ongoing review of disaggregated data through an intersectional analysis approach.
 - List areas (race, gender, LRE, socioeconomic status, multilingual learning, Highly Capable, institutional education, foster care, students experiencing homelessness).
 - Least Restrictive Environment (LRE) by race, gender, socioeconomic status, and multilingual learning in K–12 and 3–5.
 - Disaggregated discipline data.
 - Disaggregated behavior and attendance data (reviewing for trends that may indicate an alternative to expulsion (e.g. LEA calling family and saying they need to stay home but not formally excluding)).
- As per our bylaws and commitments, review research and evidence-based practices:
 - Post-secondary transitions,
 - High school and beyond planning – SEAC will review and make recommendations

- on the implementation of the new HSBP platform and make recommendations,
 - Track requirements on career readiness supports implemented by LEAs (for all students)
 - 504 planning for after high school,
 - Post-secondary services access,
 - DDA post-secondary transitions,
 - Disaggregated data on graduation pathway access to help identify barriers,
 - [SB 5790](#) Updates (statewide implementation of school to work, state transition council, data share, etc.).
- Continue focus on Inclusionary Practices initiatives:
 - Look into the possibility that funding/participation be conditional on coordinating with transition programs (both early learning and post-secondary)?
 - Will the Inclusionary Practices initiative focus on building capacity for schools, including preschool-aged programs, to expand the continuum of placement options such as itinerant models, and co-teaching models?
 - Could the SEAC present data on the district's LRE movements toward inclusion; successes and lessons to be learned across the state?
- Alternative/ Online learning:
 - Review the data on how students with disabilities are being served,
 - Review practices for students in alternative placements and Non-Public Agencies (NPAs).
- Disproportionate in discipline:
 - Review discipline rulings through an intersectional analysis approach
 - What rulings are being overturned on appeals and the reasons why?
- Reducing restraint and isolation:
 - Review statewide data through an intersectional analysis approach,
 - Provide presentations to the SEAC regarding the Reducing Restraint Eliminating Isolation initiative.
- Dispute resolution:
 - Review the guidance on best practices,
 - Review disaggregated data on access to this process.
- Birth through 5:
 - Review current practice in joint child find, early childhood transition and professional development for teachers on inclusive practice in early childhood education.
- Joint policy briefs:
 - Joint preparation for OSEP – joint strategies for consulting, advising, and assisting on the report.
- Special Education Funding:
 - Prototypical funding model with UDL - Statewide funding model that centers on UDL that ensures that all students, specifically students with disabilities cost more.
 - Impact on decision regarding service of students to age 22 years.
- Accessibility to SEAC:

- Possible community forum topic – related service location provision – related services vs. SDI.
- Continue to review and improve our community forum practices.
- Review SEAC practices and communication and follow up to public comment.

Acknowledgments

The SEAC wishes to express our appreciation for the collaborative and effective relationship we have with OSPI. This relationship provides the SEAC with the information and opportunity to maintain a strong and open line of communication regarding the issues that are critical to the needs of students with disabilities who receive special education services in Washington state.

Additionally, the SEAC recognizes the tireless work of all OSPI staff and especially the OSPI special education team. We appreciate the time spent with us sharing relevant data, ongoing work, and perspectives.

APPENDIX A: THE SEAC 2023–24 MEMBER ROSTER

Executive Team

Executive Chairperson–Tammie Jensen-Tabor (ESD113); Executive Director Special Services at Centralia School District; Term 2022–25

Executive Vice Chairperson–Jen Chong Jewell (ESD 189); Parent; Term 2022–25

Executive Member– Diana Marker (ESD 121); Director of School Service at Washington Charter Schools Association; Term 2022–25

Representative Roles

(per WAC 392-172A-07060)

Parent of child with disability, aged birth to twenty–six.

Jen Chong (ESD 189); Parent; Term 2022–25

Patricia Delgado (ESD 121); ARC of King County, Parent to Parent Coordinator for Latino Spanish Speakers; SEAC Parent Representative; Term 2022–25

Jennifer Lee (ESD 101); SEAC Parent Representative; Educational Coordinator Andrew Rypien School Program at Sacred Heart Children’s Hospital Term 2022–25

Samantha Fogg, (ESD 121), Legislative Chair Seattle Council PTSA (SCPTSA) Board, SCPTSA Representative Schools First; *Parent and Individual with a Disability*; Term 2022–25

Claudia Avendano-Ibarra, *Parent*; Term 2024–27

NOTE: Other SEAC members are also a parent of a child with a disability, and while not included in this section, the designation of “*Parent*” has been included in their information below.

Individual with disability.

Samantha Fogg, (ESD 121), Legislative Chair Seattle Council PTSA (SCPTSA) Board, SCPTSA Representative Schools First; *Parent and Individual with a Disability*; Term 2022–25

Mario Eiland, Department of Services for the Blind; *Parent and Individual with Disability*, Term 2023–27

NOTE: Other SEAC members are also individuals with a disability, and while not being included in this section, the designation of “*individual with a disability*” has been included in their information below.

Educator.

Tanya Cochran (ESD 112); Special Education Teacher at White Salmon School District; Term 2022–25

Institution of higher education that prepares special education and related services personnel.

This position has been cross-filled by SEAC members serving multiple roles:

Dr. Vanessa Tucker (ESD 121); Associate Professor Special Education at Pacific Lutheran University (PLU); *Parent and Individual with a Disability*; Term 2022–25

State and Local District officials who carry out activities under subtitle B of Title VII of the McKinney Vento Homeless Assistance Act.

This position has been cross-filled by SEAC members serving multiple roles:

Amie Verellen-Grubbs (ESD 189); Assistant Director Teaching and Learning and McKinney Vento Liaison at Lakewood School District; *Parent*; Term 2022–25

Local administrators of special education programs.

Jeff Brown (ESD 189); Director Special Programs at Burlington Edison School District; Term 2022–25
Laura Staley (ESD 113), Director of Special Services and Assessment, Rochester School District; Term 2022–25

Sean McCormick (ESD 112); Director On–Campus Education at Washington State School for the Blind (WSSB); Term 2022–25

Tammie Jensen-Tabor (ESD113); Executive Director Special Services at Centralia School District; Term 2022–25

Tamara Rosario (ESD 121); Senior Early Learning Disabilities Consultant Puget Sound ESD; Term 2022–25 *Individual with a Disability*

This position has been cross-filled by SEAC members serving multiple roles:

Jennifer Lee (ESD 101); Educator and Administrator Sacred Heart Children’s Hospital Andrew Rypien School; *Parent*; Term 2022–25

State agencies involved in the financing or delivery of related services to special education students.

Haley Lowe (ESD 113); Education Program Administrator at Department of Children, Youth, and Families (DCYF); Term 2022–25

Representatives of private schools and public charter schools.

Diana Marker (ESD 121); Director of School Service at Washington Charter Schools Association; Term 2022–25

This position has been cross-filled by SEAC members serving multiple roles:

Jennifer Lee (ESD 101); Educator and Administrator Sacred Heart Children’s Hospital Andrew Rypien School; *Parent*; Term 2022–25

Not less than one vocational community, or business organization concerned with the provision of transition services to students eligible for special education.

Samantha Fogg, (ESD 121), Legislative Chair Seattle Council PTSA (SCPTSA) Board, SCPTSA Representative Schools First; *Parent and Individual with a Disability*; Term 2022–25

Natasha Hays, (ESD 113), Retired Practitioner, Developmental/Behavioral Pediatrics Learning Diagnostics and Treatment; *Individual with a Disability*; Term 2022–25

Hodan Mohamed (ESD 121), Founder & Executive Director Washington Multicultural Services Link, *Parent*; Term 2023–26

This position has been cross-filled by a SEAC member serving dual roles:

Haley Lowe (ESD 113); Education Program Administrator at Department of Children, Youth, and Families (DCYF); Term 2022–25

A state child welfare agency employee responsible for services to children in foster care.

Valerie Arnold (ESD 113), State Administrator at Early Support for Infants & Toddlers (ESIT) – Department of Children, Youth, Families (DCYF), Term 2024–27

Pablo Villarreal (ESD 105), Vocational Rehabilitation Supervisor at Department of Social and Health Services – Division of Vocational Rehabilitation (DVR); Term 2024–27

Melanie Ingram (ESD 121), Program Manager Developmental Disabilities Administration (DDA), *Parent and Individual with a Disability*; Term 2023–26

State juvenile and adult corrections agencies.

Haley Lowe (ESD 113); Education Program Administrator at Department of Children, Youth, and Families (DCYF); Term 2022–25

Cultural linguistic diversity to reflect the communities we serve and ensure a diversified council.

This position has been cross-filled by SEAC members serving dual roles:

Patricia Delgado (ESD 121); Parent to Parent Coordinator for Latino Spanish Speakers at ARC of King County; SEAC Parent Representative; Term 2022–25

Natasha Hays, (ESD 113), Retired Practitioner, Developmental/Behavioral Pediatrics Learning Diagnostics and Treatment; *Individual with a Disability*; Term 2022–25

Claudia Avendano-Ibarra, *Parent*; Term 2024–27

Other individuals or groups as may hereafter be designated and approved by the Superintendent of Public Instruction.

APPENDIX B: THE SEAC REPRESENTATION ON OTHER LOCAL, STATE, NATIONAL COMMITTEES AND GROUPS

The SEAC members participated in a variety of local, state and national committees:

- Blind Youth Consortium
- Cultivating Inclusion Lewis County
- Early Learning Strategic Plan Steering Committee
- King County Three to Five Community Workgroup on Early Childhood Transitions
- Lake Washington School District PTSA Committee
- Language Access Workgroup
- OSPI Dyslexia Advocacy Committee
- OSPI Highly Capable Advisory Committee
- OSPI Specific Learning Disability Work Group
- PNW Association for Education and Rehabilitation of the Blind and Visually Impaired (PNW AER)
- Special Educator Stakeholder Workgroup – Least Restrictive Environment (LRE)
- Spokane Public Schools Special Education Parent Advisory Council (SEPAC)
- State Interagency Coordinating Council (ICC) for The Department of Children Youth and Families (DCYF) (Part C of the IDEA)
- State Systemic Improvement Plan (SSIP) State Design Team
- Washington State Rehabilitation Council for the Division of Vocational Rehabilitation
- Washington State Safety Net Committee

LEGAL NOTICE



Except where otherwise noted, this work by the [Office of Superintendent of Public Instruction](#) is licensed under a [Creative Commons Attribution License](#).

Alternate material licenses with different levels of user permission are clearly indicated next to the specific content in the materials.

This resource may contain links to websites operated by third parties. These links are provided for your convenience only and do not constitute or imply any endorsement or monitoring by OSPI.

Please make sure that permission has been received to use all elements of this publication (images, charts, text, etc.) that are not created by OSPI staff, grantees, or contractors. This permission should be displayed as an attribution statement in the manner specified by the copyright holder. It should be made clear that the element is one of the "except where otherwise noted" exceptions to the OSPI open license.

For additional information, please visit the [OSPI Interactive Copyright and Licensing Guide](#).

OSPI provides equal access to all programs and services without discrimination based on sex, race, creed, religion, color, national origin, age, honorably discharged veteran or military status, sexual orientation including gender expression or identity, the presence of any sensory, mental, or physical disability, or the use of a trained dog guide or service animal by a person with a disability. Questions and complaints of alleged discrimination should be directed to the Equity and Civil Rights Director at 360-725-6162 or P.O. Box 47200 Olympia, WA 98504-7200.

Download this material in PDF at [Special Education Advisory Council \(SEAC\) Webpage](#). This material is available in alternative format upon request. Contact the Resource Center at 888-595-3276, TTY 360-664-3631.



**ESTD
1889**

*All students prepared for post-secondary pathways,
careers, and civic engagement.*



Washington Office of Superintendent of
PUBLIC INSTRUCTION

Chris Reykdal | State Superintendent
Office of Superintendent of Public Instruction
Old Capitol Building | P.O. Box 47200
Olympia, WA 98504-7200