



Washington Office of Superintendent of
PUBLIC INSTRUCTION

*Washington State Special
Education Advisory
Council
2024–25 Annual Report*

THE SPECIAL EDUCATION ADVISORY COUNCIL (SEAC) 2024-25 ANNUAL REPORT

Prepared by:

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PREFACE

The Washington State Special Education Advisory Council (SEAC) respectfully submits the 2024–25 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 (2023–24) 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 2025–26 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 benefit 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.
- Receive and review quarterly disaggregated data reports, with required intersectional analysis (race, gender identity, disability category, LRE, discipline, graduation pathway, legal representation, etc.).
 - Use disaggregated data to inform feedback and decisions related to:
 - Graduation pathways (e.g., Future Ready)
 - Transition services
 - Discipline and due process trends
 - Inclusion and LRE patterns
- Leadership of the most impacted both by the SEAC members and seeking out and centering the voices of those experiencing intersectionality.

The SEAC 2024-25 Accomplishments

During the 2024-25 school year, the SEAC:

- **Focus on expanding the workforce:**
 - WEA Presented about the work that they had done on the apprenticeship for special education teacher training. They shared that they are at the forefront of doing this work to reduce barriers to adding a special education endorsement.
 - Seattle public schools presented on how they collaborated with Seattle University and PESB to update the endorsement requirements for Adaptive PE.
 - SMART Center presentation on workforce development.

- **Differentiated Monitoring and Support:**
 - SMART Center presented on the mental health assessment.
 - Regular updates from DVR.
 - Supporting awareness on Pre-ETS.
 - Seattle public schools shared about the work they are doing on disproportionate discipline for BIPOC.
 - Seattle shared how they approach using data to address their goals, policies and procedures to improve inclusion.
 - Reviewed Due Process decisions at each quarterly meeting.
 - Reviewed annual performance on Federal Indicators disaggregated by race.
 - Updates from OSPI on legislation and policies that impact special education.
 - Reviewed and tracked proposed legislation for the 2025 legislative session.
 - Updates from OSPI on Early Childhood Special Education (ECSE).
- **Accessibility**
 - Seattle shared the work they have done to expand access to PE using disaggregated data.
 - SMART Center presented on reinventing recess using disaggregated data.
- Celebrated Disability Awareness Month (add to recommendations to include annually - and possibly create something that could be shared).
- **Hosted Community Forums**
 - October 2024- In person at the Haring Center in Seattle, WA
 - February 2025 - Virtual
 - May 2025 - Virtual
- Reviewed and revised our position papers in preparation for recommendations related to legislation related to special education
 - Funding
 - Restraint and Isolation
 - Services through the school year that a student turns 22
 - Language Access

The SEAC Recommendations for 2025–26

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 2025–26:

1. Deepen Commitment to Diversity, Equity, and Inclusion (DEI) Through Data and Practice

SEAC recommends that OSPI:

- Continue to reinforce and strengthen OSPI's commitment to diversity, equity and inclusion.
- Request that **all data presented to SEAC—by OSPI staff or external partners—be fully disaggregated** to reflect and uphold the Superintendent's commitment to Diversity, Equity, and Inclusion (DEI).
- Disaggregation must include, at a minimum:
 - Race and ethnicity
 - Gender identity
 - Disability category

- Least Restrictive Environment (LRE)
- Home language
- Legal representation (in relevant data sets)
- Disciplinary action
- No data should be presented in aggregate form only; **disaggregated breakdowns are essential** for identifying trends and disparities across student populations.
- Request external presenters (e.g., grantees, contractors, partner agencies) to follow the same data disaggregation standards.
- Adopt and apply an **intersectional analysis** framework when reviewing data to address the compounded impacts of overlapping identities (e.g., race and disability).
- The Superintendent or a designee should attend at least one SEAC meeting per year to participate in a Q&A session and hear directly from SEAC members.

2. Fully Fund and Monitor Special Education

SEAC recommends:

Continued advocacy for the **full funding of basic education**, including special education, at the state and federal levels.

- Ongoing monitoring of the equitable implementation of the following laws:
 - SB 5263 – Special Education Funding.
 - SB 5253 – Transition Services for Students with Disabilities Through Age 22.
- Provide SEAC with **regular updates on the implementation** of these laws, including data that is disaggregated and analyzed through an equity lens.

3. Continue Federal Monitoring and Compliance Activities

SEAC supports OSPI’s continuation of federal monitoring activities despite the federal pause and requests **ongoing updates to SEAC** on compliance status and related efforts.

4. Inclusive and Equitable Communication Practices

SEAC recommends OSPI:

- Review and revise its communication plans to reflect **inclusive and equitable outreach strategies** that meet the needs of SEAC and broader community stakeholders.
- Provide professional development and support on:
 - Culturally responsive and trauma-informed community engagement.
 - Best practices in inclusive outreach and feedback collection.
 - Tools to help SEAC convey feedback in actionable ways.
- Ensure SEAC has the necessary support to receive and incorporate diverse, community-informed input into recommendations and reports.

5. Accessibility and Inclusion in SEAC Operations

SEAC recommends OSPI:

- Provide meeting packets and materials to the public **in advance of meetings**, to the greatest extent possible.
- Include **a glossary of common terminology** in meeting materials to improve accessibility and clarity.

- Ensure real-time **language interpretation at all public SEAC meetings**.
- Provide **translation services** for all SEAC-related community outreach efforts.
- Offer **training and tools for effective, accessible community engagement**.

6. Transparent and Disaggregated Data on Disputes and Discipline

SEAC requests that OSPI provide data that is **fully disaggregated** by race, disability category, home language, and legal representation status for:

- Due process decisions
- Community complaints
- Mediation and settlement conferences, including:
 - Number of cases
 - Success and resolution rates
- Disciplinary decisions, including:
 - Total incidents
 - Percentage of decisions overturned on appeal

These breakdowns are critical for evaluating equity in access to procedural safeguards and accountability processes.

7. Legislative Awareness and Interagency Collaboration

SEAC recommends that OSPI:

- Provide **ongoing updates on relevant federal and state legislation**, including laws that may indirectly impact students with disabilities (e.g., Medicaid, Head Start).
- Continue updates on cross-agency initiatives (e.g., DCYF, Head Start, Medicaid, and other programs).
- Work with the **Educational Opportunity Gap Oversight and Accountability Committee (EOGOAC)** to schedule a joint meeting focused on equity, inclusion, and intersectional needs.

8. Post-School Transition and SB 5253 Implementation

SEAC recommends OSPI:

- Monitor and report on:
 - How many students are accessing services provided under SB 5253.
 - Whether services are being consistently offered across districts
- Identify and share best practices that support meaningful transition, including:
 - Community building
 - Student engagement
 - Job access and employment outcomes

9. Multi-Tiered System of Supports (MTSS) and Inclusive Practices

SEAC requests updates and opportunities to provide input on:

- The implementation and expansion of MTSS frameworks across districts.
- Evidence of how MTSS structures support inclusive practices and equitable student

outcomes.

10. Restraint and Isolation Practices

SEAC requests regular reporting on:

- Use of restraint and isolation
- Progress on reduction efforts
- Monitoring systems to ensure compliance and student safety

The SEAC Focus Areas for the 2025–26 School Year:

1. Improving Accessibility and Engagement

- **Enhance SEAC accessibility and transparency** by improving public-facing communication and outreach.
- **Schedule equity focused professional development for SEAC members on:**
 - Authentic, culturally responsive community and family engagement.
 - Effective feedback loops (how SEAC feedback is shared, used, and responded to).
 - Anti-racism, anti-ableism, and anti-bias practices.
 - Intersectionality in education policy.
 - Inclusive meeting facilitation and accessible communication.
- **Strengthen meeting planning** by aligning SEAC agendas more clearly with focus areas and statutory functions.

2. Graduation and Postsecondary Transition

- **Provide targeted feedback to the State Board of Education** on inclusive graduation pathways.
- **Monitor access to and outcomes from Future Ready pathways**, ensuring students with disabilities are equitably represented in mastery-based and non-traditional graduation tracks.
- Continue oversight on the implementation of SB 5253 and the post-school leaver survey.

3. Monitoring and Accountability

- Request **WISM and ESD monitoring reports** be shared with SEAC to better understand:
 - Service delivery gaps due to funding or staffing constraints.
 - Professional development needs across districts.
 - Equity of services across regions.
- Monitor the status and impact of **state and federal funding changes** on health and safety standards and special education service delivery.

4. Inclusive Education and LRE

- Advocate for **consistent inclusive education practices across grade levels**, especially in middle and high school.
- Review inclusion-related data to identify promising practices and areas needing OSPI intervention or support.

5. Capital Improvements and Health & Safety Standards

- **Monitor updates to minimum health and safety regulations**, especially in relation to:
 - Sensory-friendly design (sound, light, air quality)
 - Playground accessibility
 - Safe, accessible transportation
- Provide feedback on capital improvements related to the needs of students with disabilities.

6. Technology and Systems Alignment

- **Explore the feasibility and implementation of a statewide IEP system**, including:
 - Usability for families
 - Data tracking capabilities
 - Equity in access and supports

Acknowledgements

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 2024-25 MEMBER ROSTER

Executive Team

Executive Chairperson–Tammie Jensen-Tabor (ESD 113); Executive Director Special Services at Centralia School District; *Individual with a Disability*; Term 2022–25

Executive Vice Chairperson– Diana Marker (ESD 189); Term 2022–25

Executive Member– Samantha Fogg (ESD 121); *Parent and Individual with a Disability*; 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

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.

Individuals with a disability.

Samantha Fogg, (ESD 121), Co-President Seattle Council PTSA (SCPTSA) Board, SCPTSA Representative Schools First; *Parent and Individual with a Disability*; Term 202–25

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

Diana Marker (ESD 189); Term 2022–25

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

Tammie Jensen-Tabor (ESD 113); Executive Director Special Services at Centralia School District; *Individual with a Disability*; Term 2022–25

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:

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:

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

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

Representatives of private schools and public charter schools.

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

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

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.

Vacant

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:

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
- Centralia College Professional Education Advisory Board
- 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
- Pope's Place for Kids Board
- 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

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**ESTD
1889**

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



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