

**WASHINGTON STATE
OFFICE OF ADMINISTRATIVE HEARINGS**

In the matter of:

Edmonds School District

Docket No. 11-2025-OSPI-02753

**FINDINGS OF FACT,
CONCLUSIONS OF LAW,
AND FINAL ORDER**

Agency: Office of Superintendent of
Public Instruction

Program: Special Education

Cause No. 2025-SE-0168

A due process hearing was held before Administrative Law Judge (ALJ) L'Nayim Shuman-Austin on March 11, 2026, via videoconference. The Parents of the Student whose education is at issue¹ appeared and represented themselves. The Edmonds School District (District) was represented by Carlos Chavez, attorney at law. Jon Bell, Executive Director of Student Services, also appeared for the District.

STATEMENT OF THE CASE

Procedural History

The Parent filed a due process hearing request on November 6, 2025. The matter was assigned to ALJ L'Nayim Shuman-Austin on November 7, 2025.

A prehearing conference was held on December 8, 2025. A Prehearing Order was issued on December 9, 2025, outlining issues for hearing, setting a readiness conference for March 4, 2026, and setting the hearing for March 11-12, 2026. The readiness conference was held as scheduled on March 4, 2026, and the hearing was held and completed on March 11, 2026.

Due Date for Written Decision

The due date for a written decision in this matter is May 8, 2026.

¹ To ensure confidentiality, names of parents and students are not used.

EVIDENCE RELIED UPON

Exhibits Admitted:

District's Exhibits: D1-D23.

Parents' Exhibits: P1-P2.

Witnesses Heard (in order of appearance):

Student's Father

Timothy Sargent, special education teacher, Lynnwood Elementary School

Student's Mother

ISSUES

- a. Whether the District violated the Individuals with Disabilities Education Act (IDEA) and denied the Student a free appropriate public education (FAPE) by:
 - i. Unilaterally changing the Student's educational placement from Lynnwood Elementary to Martha Lake Elementary, effective November 12, 2025;
 - ii. Denying the Parents participation in the District decision to change the Student's educational placement;
 - iii. Failing to obtain the Parents' consent to the Student's change of educational placement; and
 - iv. Failing to provide a Prior Written Notice (PWN) outlining the Student's change of educational placement.

- b. And, whether the Parents are entitled to their requested remedies:
 - i. Return the Student to the educational placement at Lynnwood Elementary;
 - ii. Ensure the district complies with parent participation and consent requirements for any future changes in placement;
 - iii. Review and correct the Student's Individualized Education Program (IEP) if needed to reflect the proper placement and services; and
 - iv. Other equitable remedies, as appropriate.

FINDINGS OF FACT

The Student

1. The Student is currently [REDACTED] and attends third grade at Lynnwood Elementary School (Lynnwood Elementary) in the District. D21.² He qualifies for special education services under the category of Emotional Behavioral Disability. D21 p.6.

2. The Student received an initial Individualized Educational Program (IEP) from [REDACTED] in November 2023 (November 2023 IEP),³ based on a November 2023 evaluation which included academics, communication, gross and fine motor, social/emotional/behavioral, adaptive and health. D1 p.3, 7; D15 p.5. The November 2023 IEP identified the Student's disability as Other Health Impairment, included services in academics, adapted physical education (P.E.) and fine motor skills, and provided 300 minutes per week of Specially Designed Instruction (SDI). D1 p.3, 7; D15 p.5, 20. The IEP indicated that behavior was included, but did not include designated services in behavior and social/emotional or indicate how the services would be provided. D15 p.5.

3. In November 2024, the Student received an annual IEP from [REDACTED] (November 2024 IEP), and also reportedly received a Functional Behavior Assessment (FBA) and Behavior Intervention Plan (BIP).⁴ D3 p.9-12, 20; D7; D15 p.5, 20. Regarding the Student's behaviors and social/emotional skills, the November 2024 IEP noted that the Student engaged in multiple disruptive behaviors including crawling on the floor, shouting out noises/sounds/words, banging his water bottle on the floor, throwing items on the floor, throwing himself out of his chair and engaging in physical aggression toward students.⁵ D3 p.9-10. The IEP further noted the Student struggled to stay focused and complete work, and scribbled, ripped or crumpled assignments.⁶ D3 p.9-10. The IEP also noted that the Student scored below standard in all assessed

² Exhibits are cited by party ("P" for Parents; "D" for District), exhibit number, and page number. For example, a citation to P1 p.5 is to the Parent's Exhibit 1 at page 5. The hearing transcript is cited as "Tr." with references to the page of the cited testimony. For example, a citation to Tr. 80 refers to testimony at page 80 of the transcript.

³ The record does not contain the November 2023 IEP, and only references portions of the IEP. D1 p.3, 7; D7; D15 p.5, 20.

⁴ The record does not contain the BIP, FBA or the November 2024 IEP, and only references portions of the November 2024 IEP. D3 p.9-12, 20; D7; D15 p.5, 20. Portions of the November 2024 IEP are copied into the Student's IEP effective April 23, 2025 (April 2025 IEP). D3 p.9-12

⁵ This is reflected in the April 2025 IEP, as copied from the November 2024 IEP. D3 p.9-10.

⁶ This is reflected in the April 2025 IEP, as copied from the November 2024 IEP. D3 p.9-10.

areas of reading and writing, and required assistance with math.⁷ D3 p.11. The IEP outlined services in behavior, social/emotional, academics, fine motor and gross motor, related supports in occupational therapy (OT) and physical therapy (PT), and increased the Student's SDI from 300 minutes to 600 minutes per week.⁸ D3 p.9-13, 20; D15 p.5.

2024-2025 School Year

4. In March 2025, when in second grade, the Student moved to the District from [REDACTED] D1; Tr. 21 (Father); Tr. 86 (Mother). The Student started school in the District on March 24, 2025. D1; Tr. 21 (Father); Tr. 86 (Mother).

5. On March 31, 2025, the District informed the Parents that it would implement the Student's out-of-state IEP as currently written, conduct a transfer review, and determine whether a new IEP was necessary. D1 p.3.

6. The Student spent most of his school day in a general education classroom, but received his special education services in a special education resource classroom. D3, p.13, 17. The District's resource program is for students who qualify for special education, but spend the majority of their time in the general education setting. Tr. 64 (Sargent). Students come to the resource room for a portion of the school day to obtain support for missing skills in academic, social, emotional or behavioral areas. Tr. 64 (Sargent).

April 2025 IEP and BIP

7. An IEP transfer review meeting was held on April 16, 2025. D3. Participants included the Parents, Jacklyn Henly (Lynnwood Elementary Principal); Angela Nalbadyan (general education teacher); Gina Kruaprasert (special education teacher); and Catherine Hodapp (District physical therapist (PT)). D3 p.3. Ms. Hodapp provided a PT report. D3 p.13. Tara Bittenob (District Occupational therapist (OT)) was excused from the meeting by consent of the parties, but provided an OT report. D3 p.5, 13; Tr. 24-25 (Father).

8. The IEP team, including the Parents, agreed that the Student should continue to receive the same services as outlined in the Student's IEP from [REDACTED] D3; Tr. 24-25 (Father). The IEP team created an IEP effective April 23, 2025 (April 2025 IEP), which provided the Student SDI in behavior, emotional regulation, social skills, reading,

⁷ This is reflected in the April 2025 IEP, as copied from the November 2024 IEP. D3 p.11.

⁸ This is reflected in the April 2025 IEP. D3 p.9-13, 20.

math, and written language and related OT and PT services. D3 p.9-17. The IEP outlined one goal in behavior (self-control), two goals in social/emotional (emotional regulation and social skills), one goal in math (adding and subtracting within 100); one goal in reading (decoding), and one goal in writing (copying 2 sentences). D3 p.9-13.

9. The April 2025 IEP service matrix noted that the Student would receive 672.6 minutes per week of services in the special education setting, spending 62.11% of his time in the general education setting:

Services 04/23/2025 - 04/22/2026

Concurrent	Service(s)	Service Provider for Delivering Service	Monitor	Frequency	Location (setting)	Start Date	End Date
Special Education							
No	Behavior	Special Education Teacher or Special Education Staff	Special Education Teacher	100 Minutes / 1 Times Weekly	Special Education	04/23/2025	04/22/2026
No	Emotional Regulation	Special Education Teacher or Special Education Staff	Special Education Teacher	100 Minutes / 1 Times Weekly	Special Education	04/23/2025	04/22/2026
No	Social Skills	Special Education Teacher or Special Education Staff	Special Education Teacher	100 Minutes / 1 Times Weekly	Special Education	04/23/2025	04/22/2026
No	Reading	Special Education Teacher or Special Education Staff	Special Education Teacher	120 Minutes / 1 Times Weekly	Special Education	04/23/2025	04/22/2026
No	Math	Special Education Teacher or Special Education Staff	Special Education Teacher	120 Minutes / 1 Times Weekly	Special Education	04/23/2025	04/22/2026
No	Written Language	Special Education Teacher or Special Education Staff	Special Education Teacher	120 Minutes / 1 Times Weekly	Special Education	04/23/2025	04/22/2026
Related							
No	Occupational Therapy	Occupational Therapist	Occupational Therapist	20 Minutes / 1 Times Monthly	Special Education	04/23/2025	04/22/2026
No	Physical Therapy	Physical Therapist	Physical Therapist	30 Minutes / 1 Times Monthly	Special Education	04/23/2025	04/22/2026

Total minutes per week of building instructional time available for this student (excluding lunch): 1775 minutes per week
Total minutes per week student is served in a special education setting: 672.5 minutes per week
Percent of time in general education setting: 62.11% in General Education Setting

D3 p.17. A Prior Written Notice (PWN) signed April 16, 2025, indicated that the IEP was effective April 23, 2025. D3, p.20-21.

10. The IEP team also reviewed a BIP created for the Student in April 2025, based on an undated FBA.⁹ D4. The BIP focused on the targeted behavior of non-compliance. D4. The BIP noted that data regarding the Student’s behaviors and interventions would be collected through a daily behavior chart by the special education staff and teacher, the general education teacher, and specialists. D4 p.10. This data would be reviewed with the Parents at annual IEP meetings, 3 year evaluations, semester progress reports and parent teacher conferences. D4 p.10.

⁹ The District did not conduct an FBA until October 2025, so the referenced FBA is likely from [REDACTED] Compare, D4; D16.

11. The BIP indicated it was effective April 16, 2024, and the Parents signed the BIP that same day. D4 p.16.

12. On April 22, 2025, the District sent the finalized IEP and BIP to the Parents along with their procedural safeguards. D3; D5.

May 2025 Emergency Paraeducator

13. On April 21, 2025, the school recorded a major disciplinary referral for the Student as follows: “[p]hysically threatened peers; screamed; ran in hall and classroom; noncompliance; taking items from peers; chasing students; lifting chair above head and spinning.” D21 p.9. The Parents conceded that the school contacted them when the incident occurred. D21 p.9; Tr. 54-55 (Father).

14. On Wednesday, May 14, 2025, the Student’s general education teacher, Christopher Bruce, e-mailed the Mother expressing that the Student continued to be defiant in the classroom and engaged in dangerous behaviors. D6 p.1-2; Mr. Bruce listed the following behaviors observed during class that day:

Throwing pencils on top of the cabinets, throwing pencils across the room, screaming in the classroom, slamming the classroom door, throwing students [sic] belongings on the floor, targeting two students and making fun of them and their names (“targeting” because he has gone after them several times now), ripping up student papers, throwing student belongings on floor.

D6 p.2-3; Tr. 16 (Father). The Mother responded to Mr. Bruce by e-mail that the Student was singing rather than yelling and that the Student’s behaviors could be related to having to sit alone, and requested a meeting with Mr. Bruce and the principal. D6 p.2.

15. On Monday, May 19, 2025, the school recorded a major disciplinary referral for the Student as follows: “[l]eft classroom; played tag in hall; threw items; screamed; defiant; talked back to staff.” D21 p.9. The Parents conceded that the school contacted them when these incidents occurred. D21 p.9; Tr. 54-55 (Father).

16. That same day, Ms. Henly e-mailed the Student’s Mother, referenced the incidents that day and the prior week, and informed the Mother that the school had requested an emergency 1:1 paraeducator to work with the Student and to implement recommendations from the District behavior interventionist. D6 p.1. Ms. Henley further expressed: “Additionally, when we say that he is singing, let us be clear -- this is singing at the top of his lungs/screaming. No other instruction can continue while this is happening.” D6 p.1.

17. Between June 4, 2025 and June 6, 2025, the school recorded the following major discipline incidents involving the Student:

- 6/2/25: Grabbed and twisted student's arm, continued after student told him to stop. Shortly after, while lining up, attempted to punch a different student.
- 6/3/25: Refused to line up at the end of recess, the paraeducator told him he could not go inside without getting in line. Threw rocks at paraeducator.
- 6/4/25: Threw and kicked bin, broke it; turned over chairs, ripped up peer assignments; broke peer pen; noncompliant; refused to go to special education group; refused to take a break; ran into another classroom; hugged peer, peer told him to stop, several adults needed to get him to let go of peer; kicked lunch bin in line; hit, pushed and knocked peer to floor.

D21 p.9. The Parents conceded that the school contacted them when these incidents occurred. D21 p.9; Tr. 54-55 (Father).

June 2025 IEP Amendment

18. On June 13, 2025, the IEP team met to discuss the Student's progress and amend his IEP (June 2025 IEP Amendment). D7; D8. Participants included the Parents, Ms. Henly; Libby LeCompote (District Representative); Mr. Bruce; and Mike Wallach (District Board Certified Behavior Analyst (BCBA)). D7 p.3, 24; Tr. 27 (Father).

19. A June 2025 IEP progress report indicated that the Student demonstrated ES (Emerging Skill) in his goals of emotional regulation, and IP (Insufficient Progress) in his goals of self-awareness, self-control, math and written language.¹⁰ D8 p.1-3. With regard to the Student's decoding goal, the progress report noted NI (Not been provided Instruction), noting that the Student's behavior had frequently interfered with his academic progress, he was easily distracted by others, and that managing his behavior and keeping him engaged in work was a consistent challenge. D8 p.2.

20. The IEP team, including the Parents, agreed to increase the Student's SDI from 100 to 120 minutes per week in the areas of behavior, emotional regulation and social

¹⁰ The IEP progress report used the following codes: ES (Emerging Skill demonstrated but may not achieve annual goal within duration of IEP); IP (Insufficient Progress demonstrated to meet this annual goal and may not achieve annual goal within duration of IEP); M (Mastered this annual goal); NI (Not been provided Instruction on this goal); and SP (Sufficient Progress) being made to achieve annual goal within duration of IEP. D8 p.1.

skills to reflect his current need of more services related to his behavior. D7 p.20; Tr. 28-30, 32 (Father). The June 2025 IEP Amendment service matrix noted that the Student would receive 732.5 minutes per week in services in the special education setting, spending 58.73 % of his time in the general education setting:

Services 06/16/2025 - 04/22/2026

Concurrent	Service(s)	Service Provider for Delivering Service	Monitor	Frequency	Location (setting)	Start Date	End Date
Special Education							
No	Behavior	Special Education Teacher or Special Education Staff	Special Education Teacher	120 Minutes / 1 Times Weekly	Special Education	06/16/2025	04/22/2026
No	Emotional Regulation	Special Education Teacher or Special Education Staff	Special Education Teacher	120 Minutes / 1 Times Weekly	Special Education	06/16/2025	04/22/2026
No	Social Skills	Special Education Teacher or Special Education Staff	Special Education Teacher	120 Minutes / 1 Times Weekly	Special Education	06/16/2025	04/22/2026
No	Reading	Special Education Teacher or Special Education Staff	Special Education Teacher	120 Minutes / 1 Times Weekly	Special Education	06/16/2025	04/22/2026
No	Math	Special Education Teacher or Special Education Staff	Special Education Teacher	120 Minutes / 1 Times Weekly	Special Education	06/16/2025	04/22/2026
No	Written Language	Special Education Teacher or Special Education Staff	Special Education Teacher	120 Minutes / 1 Times Weekly	Special Education	06/16/2025	04/22/2026
Related							
No	Occupational Therapy	Occupational Therapist	Occupational Therapist	20 Minutes / 1 Times Monthly	Special Education	06/16/2025	04/22/2026
No	Physical Therapy	Physical Therapist	Physical Therapist	30 Minutes / 1 Times Monthly	Special Education	06/16/2025	04/22/2026

Total minutes per week of building instructional time available for this student (excluding lunch):

1775 minutes per week

Total minutes per week student is served in a special education setting:

732.5 minutes per week

Percent of time in general education setting:

58.73% in General Education Setting

D7 p.17.

21. The IEP team also approved the emergency 1:1 paraeducator through the end of the school year and through the first month of the upcoming school year, and determined that an updated assessment would be completed in the fall. D7 p.20. The Parents did not recall the Student being assigned a 1:1 paraeducator, but a PWN dated June 16, 2025, reflected that the changes would be effective June 16, 2025, and that a BCBA referral form was submitted. D7 p.20; Tr. 31 (Father).

22. On June 15, 2025, the District submitted a BCBA referral form for the Student. D9. The referral form listed many of the Student's recorded behaviors, and indicated that the Student had an FBA and BIP. D9.

23. On June 23, 2025, the school recorded as a minor discipline incident that the Student attempted to hit a paraeducator. D21 p.9. The Parents conceded that the school contacted them when this incident occurred. D21 p.9; Tr. 54-55 (Father).

24. The Student's spring 2024-2025 report card reflects that the Student did not meet standards in literacy, mathematics or lifelong learning skills. D10. The report card further noted that "[a] tendency to avoid classroom work negatively impacted his growth in several content areas, and made it difficult to determine what [Student] is capable of academically." D10.

2025-2026 School Year

25. The 2024-2026 school year began on September 3, 2025. D23. The Student began third grade with a 1:1 paraeducator. D18; D7 p.20. The Student spent most of his day in general education classroom, but received his SDI from special education teacher Tim Sargent,¹¹ in the resource classroom. D15; Tr. 64, 79-80 (Sargent).

26. On September 10, 2025, the school invited the Parents to attend a meeting on October 16, 2025, to review the Student's educational progress and triennial reevaluation. D15.

27. On September 11, 2025, the Parents provided consent to reevaluate the Student. D14. Also on September 11, 2025, the Parents completed the SSIS Social-Emotional Learning Edition (SSIS SEL) assessment and the Behavioral Assessment System for Children, 3rd Edition (BASC-3) for the Student. D12; D13. The Parents' responses on the SSIS SEL indicated that they observed average range behaviors in the areas of self-awareness, self-management, social awareness, relationship skills and responsible decision making. D12. The Parents' responses on the BASC-3 indicated that they observed average range behaviors in the areas of externalizing problems, internalizing problems, behavioral symptoms, and adaptive skills. D13.

28. Between September 9, 2025 and October 15, 2025, the school recorded the following major and minor discipline incidents:

Major Incidents

- 9/9/25: Attempted to hit paraeducator.

¹¹ Mr. Sargent is a special education teacher at the District, and has over ten years of experience as a special education teacher, and is a member of the District's resource program. Tr. 61-61 (Sargent). Mr. Sargent received a Master's in Education with endorsements in history, social studies, Kindergarten through eighth grade, reading, and special education. Tr. 62-63 (Sargent). He holds a teaching certificate from the State of Washington. *Id.*

- 9/18/25: Made fun of a peer, peer pushed [Student], repeated pushing and name calling between him and peer. Later attempted to punch the same peer. Hit and injured the paraeducator's arm.
- 9/19/25: Pushed a student repeatedly, injured student's face; vigorously shook another student by the shoulders.
- 9/29/25: Pushed a student to the ground; noncompliance; verbally disrupted class; took materials from peers and threw them; ran from class; banged on classroom doors and windows.
- 9/30/24: Yelling/playing around during lock down drill (yelling "the police are coming"), non-compliance.
- 10/2/25: Yelling, interrupting; noncompliance; refused to go to special ed group; threw toys and water bottle; ran from class.
- 10/7 - Pushed a student to the ground during recess.
- 10/9 - Pushed a student during recess.
- 10/10 - Purposefully kicked the ball over the fence during recess.

Minor Incidents

- 9/25/25: Took paraeducator's water bottle and would not return it. Noncompliant after multiple directions. The bottle had to be taken from [Student].
- 10/2/25: Refused to line up after recess.
- 10/2/25: Fighting and using derogatory language while playing soccer.
- 10/15/25: Refused to line up after recess.

D21 p.9-10. The Parents conceded that the school contacted them when these incidents occurred. D21 p.9; Tr. 54-55 (Father).

October 2025 Reevaluation

29. On October 16, 2025, the District held a meeting to discuss the Student's reevaluation (October 2025 reevaluation). D15. Participants included the Parents, Mr. Sargent; Julie Busse (District Psychologist); Ms. Henly; Mr. Wallach; Courtney Hawkins (school nurse); and Angela Burke (special education teacher). D15, 25; Tr. 69 (Sargent).

30. The Student was evaluated in the areas of academics, social/emotional, behavior, fine motor and gross motor. D15 p.6. Ms. Busse interviewed the Parents, reviewed the Student's educational and discipline records, reviewed his prior IEPs, reviewed information from the Student's general education teacher, and observed the Student in his special education setting. D15 p.10-21. The reevaluation determined that the Student continued to meet eligibility criteria for disability, but changed his disability category to Emotional Behavioral Disability. D15 p.6.

31. Regarding the Student's academic skills, the October 2025 reevaluation noted that while the Student was in the third grade, his reading and math skills were at kindergarten level, and that he was still learning to copy words and three-word sentences. D15 p.6, 18. The reevaluation recommended that the Student continue to receive SDI in reading, math, and written language. D15 p.6.

32. Regarding the Student's social-emotional skills, the reevaluation noted that while the Parents' SSIS SEL indicated that the Student's functioning was average, the Student had engaged in physically unsafe and socially appropriate behaviors towards his peers at school, and that his delays in social/emotional functioning interfered with establishing and maintaining relationships as well as progress and participation in general education. D15 p.6, 16. The reevaluation further noted that the Student had made little progress on IEP goals related to emotional regulation and social-emotional skills. D15 p.17. The reevaluation recommended that the Student continue to receive SDI in social skills and emotional regulation. D15 p.6.

33. Regarding the Student's behavior skills, the October 2025 reevaluation noted that while the Parent's ratings on the BASC-3 indicated that the Student's behaviors outside of school were in the normal range, he continued to demonstrate inappropriate behaviors while at school. D15 p.6-7, 11. Specifically, the reevaluation noted that the Student demonstrated unsafe behaviors daily at an average of 60% of the time, and demonstrated disruptive behaviors daily at an average of 58% of the time. D15 p.12. The reevaluation noted that the Student had received 15 discipline referrals for major incidents since spring 2025, and that that the Student's behaviors occurred with high frequency, intensity and duration and continued despite intervention. D15 p.7. The reevaluation noted that the Student had made little progress on IEP goals related to behavior and recommended that the Student continue to receive SDI in behavior as well as a BIP. D15 p.7, 17.

34. Regarding the Student's gross motor and fine motor skills, the reevaluation noted that the Student demonstrated age-appropriate functionality in both areas. D15 p.7, 19-22. The reevaluation recommended that the OT and PT services be discontinued. D15 p.7, 19-22; Tr. 35-36 (Father).

35. The reevaluation team also conducted a new FBA for the Student, effective October 16, 2025 (October 2025 FBA). D16. The October 2025 FBA referenced the behavior section of the October 2025 reevaluation, and identified the targeted behaviors of maintaining a safe body and managing emotions. D16 p.2. The FBA indicated that a BIP should be considered. D16, p.4.

36. The Parents signed the October 2025 reevaluation on October 20, 2025. D15 p.25.

October 2025 IEP and BIP

37. On Thursday, October 23, 2025, the District sent the Parents drafts of an IEP (October 2025 IEP) and BIP (October 2025 BIP) to discuss at the IEP meeting scheduled for Tuesday, October 28, 2025. D17; D18; Tr. 37-38 (Father).

38. The IEP team met as scheduled on October 28, 2025, and at a follow-up meeting on November 3, 2025. D20; D21 p.21; Tr. 38-39 (Father); Tr. 70-71 (Sargent). Participants included the Parents, Mr. Sargent, Mr. Wallach, Ms. LeCompte, Ms. Henly, and Mr. Arpin. D21, p.25; Tr. 38 (Father); Tr. 70-71 (Sargent).

39. The IEP team recommended increasing the Student’s SDI from 732.5 minutes per week to 1170 minutes per week in the special education setting, resulting in him spending 34.08% of his time in the general education setting:

Services 11/10/2025 - 11/09/2026

Concurrent	Service(s)	Service Provider for Delivering Service	Monitor	Frequency	Location (setting)	Start Date	End Date
Special Education							
No	Behavior	Special Education Teacher or Special Education Staff	Special Education Teacher	150 Minutes / 1 Times Weekly	Special Education	11/10/2025	11/09/2026
No	Emotional Regulation	Special Education Teacher or Special Education Staff	Special Education Teacher	240 Minutes / 1 Times Weekly	Special Education	11/10/2025	11/09/2026
No	Social Skills	Special Education Teacher or Special Education Staff	Special Education Teacher	240 Minutes / 1 Times Weekly	Special Education	11/10/2025	11/09/2026
No	Reading	Special Education Teacher or Special Education Staff	Special Education Teacher	180 Minutes / 1 Times Weekly	Special Education	11/10/2025	11/09/2026
No	Math	Special Education Teacher or Special Education Staff	Special Education Teacher	180 Minutes / 1 Times Weekly	Special Education	11/10/2025	11/09/2026
No	Written Language	Special Education Teacher or Special Education Staff	Special Education Teacher	180 Minutes / 1 Times Weekly	Special Education	11/10/2025	11/09/2026

Total minutes per week of building instructional time available for this student (excluding lunch): 1775 minutes per week

Total minutes per week student is served in a special education setting: 1170 minutes per week

Percent of time in general education setting: 34.08% in General Education Setting

D21, p.18.

40. The IEP team also reviewed the October 2025 BIP, which focused on the targeted behaviors of maintaining a safe body and managing emotions. D20 p.1. The BIP noted that data regarding the Student's behaviors and interventions would be collected through a daily behavior chart by the special education staff and teacher, the general education teacher, and specialists. D20 p.8. This data would be reviewed with the Parents at annual IEP meetings, 3 year evaluations, semester progress reports and parent teacher conferences. D20 p.8.

41. At the IEP meeting, the District informed to the Parents that due to the Student's increase in SDI, they recommended that he be placed in an Intensive Support classroom at Martha Lake Elementary School (Martha Lake Elementary) rather than receiving SDI services in the Lynnwood Elementary resource room. D21, p.21; Tr. 70-71 (Sargent); Tr. 39-40 (Father). An Intensive Support classroom is a smaller classroom composed entirely of special education students. Tr. 72-73 (Sargent). Lynnwood Elementary has an Intensive Support classroom for developmental kindergarten, but does not have such a class for the Student's age or grade. Tr. 73 (Sargent).

42. Mr. Sargent, the Student's special education teacher, supported the recommendation that the Student move to the Intensive Support classroom at Martha Lake Elementary. Tr. 80 (Sargent). Mr. Sargent based his opinion on his observations of the Student's behaviors, reports from the BCBA and general education teachers, the school counselor, the principal, and other adults intervening in the Student's behavior on the playground and classroom. Tr. 80 (Sargent). Mr. Sargent expressed that the Student could be happy and bubbly at the beginning of the school day, but observed that his behavior declined as the day progressed. Tr. 64 (Sargent). Mr. Sargent observed that the Student's behaviors interfered with his work on academics, social-emotional learning and classroom peers. Tr. 64 (Sargent). Mr. Sargent further expressed that the Lynnwood Elementary resource room supports students primarily placed in a general education classroom, and is not structured to replace an entire day of instruction. Tr. 79-80 (Sargent).

43. The Parents agreed with discontinuing the Student's OT and PT services, and agreed with the increase in SDI because they wanted the Student to have the best help he could receive. D21 p.18; Tr. 35-36, 39-41, 45 (Father). The Parents further acknowledged that the District informed them that Lynnwood Elementary did not have the capacity to serve the Student's SDI needs, as he would be spending a significant amount of time outside the general education classroom. Tr. 39-41, 44-45 (Parent). However, the Parents objected to moving the Student to Martha Lake Elementary to receive his SDI. D21, p.21; Tr. 39-40 (Father). The Parents expressed that they planned to soon purchase a house, and did not want the Student to move schools multiple

times in a short period. D21, p.22 Tr. 40, 44-47 (Father). The Parents also disagreed with the recommendation that the Student receive 1:1 support outside the classroom, such as on the playground and during lunch. D21, p.21-22; Tr. 49 (Father); Tr. 95-96 (Mother).

44. The IEP team agreed to the Parents' request that the Student no longer receive 1:1 support outside the classroom. D21, p.21-22. However, the IEP team did not agree with the Parents that the Student should continue to be served at Lynnwood Elementary rather than moving to the Intensive Support classroom at Martha Lake Elementary. D21, p.21.

45. A PWN dated October 28, 2025, effective November 10, 2025, noted why the IEP team rejected the option of providing the Student special education services at Lynnwood Elementary:

Description of any other options considered and rejected:

The IEP Team disagrees with the parent's belief that the student's services can be provided at Lynnwood Elementary School.

The reasons we rejected those options were:

The team considered whether SDI could be delivered in a Less Restrictive Environment, but ultimately determined that his needs would not be appropriately addressed by staying at Lynnwood Elementary school. The student is unable to access his education in larger classroom environments without substantial escalations that require classroom removal.

Any other factors that are relevant to the action:

....

11/3/2025 meeting held at 4:00 in person at Lynnwood Elementary . . .

Following the Data review from the BCBA, the family shared their concerns around the change of LRE. They expressed the concern of having to change schools to meet the level of support outlined in the IEP. The family shared they are trying to buy a house outside the district and do not want XXXX to have more than one school move. The team agreed that having a 1:1 is the most restrictive environment. The family shared concerns regarding having a 1:1 and a desire for [Student] to have more freedom in all settings (but especially during restroom transitions, lunch,

and recess). The team determined that the impact of the 1:1 working outside of the classroom setting, while showing progress, was most restrictive. Per [Student's] prior IEP the 1:1 was a temporary support in order to complete a new evaluation and new plan. While a 1:1 has had a greater overall impact on [Student's] progress, it has not increased access to the GE classroom. The team had discussion on the impacts of changing schools and providing [Student] with the least restrictive environment. Each school team member shared the impact of changing schools but expressed a larger concern for the access to peers and general education curriculum. The parents disagreed.

Given the parent's expressed concerns regarding the 1:1, the team discussed and reviewed the data. The team determined that the 1:1 is no longer needed during lunch and recess. Starting 11/4/25 the 1:1 will not support [Student] during those [sic] lunch and recess.

The district rep explained that it is the team's responsibility to make decisions that are in the best interest of [Student]. The IEP team decision outlines our recommendation to provide [Student] with a Free Appropriate Public Education (FAPE). We, as the school team, recommend that [Students] have an LRE of 0%-39% and the placement in a more supportive classroom that it brings. It was explained that the data presented during last meeting's [SIC] and today's are driving this decision. It was explained that this IEP is our offer of FAPE and those in disagreement are allowed to write a dissent of the decision and reminded of their procedural rights outlined in the copy provided.

D21, p.21-22.

46. On November 5, 2025, the District e-mailed the October 2025 IEP and October 2025 BIP to the Parents. D22. While the PWN indicated that the IEP was effective November 10, 2025, the District later informed the Parents that the Student would not transfer to Martha Lake Elementary until November 12 or 13, 2025. D21, p.21-22; Tr. 50 (Father).

Due Process Hearing Request

47. On November 6, 2025, the Parents filed a due process hearing request.¹² Their hearing request indicated that they did not agree to the Student changing schools

¹² Request for Hearing, filed November 6, 2025. Administrative hearing record.

because they planned to move and change schools within three months, which would disrupt the Student's education and stability.¹³

Parent's Testimony at Hearing

48. On March 4, 2026, in preparation for hearing, the Parents provided a declaration which averred that while they were not refusing services for the Student, they were requesting that the Student remain at his current school until the family completed a move to a new home. P1.

49. At hearing, the Student's mother claimed that the real reason Lynnwood Elementary was attempting to move their Student to another school was because she reported to the principal, Ms. Henly, that the Student was hit by his teacher on or around April 29, 2025. Tr. 88-89 (Mother). The Mother asserted that when Ms. Henly would not change the Student's teacher she called the police to talk about her options. Tr. 98-99 (Mother). The Mother further declared that when the Student asked the teacher not to follow him at recess, he got upset and threw a rock at the teacher, and that Ms. Henley asked the Mother to take the Student out of school. Tr. 99-100 (Mother).

50. The Mother further asserted that while the Student is sometimes silly, he is very honest about his behavior and so she believes he is telling the truth. Tr. 94-95 (Mother). As an example, the Student explained that he broke the book bin because a classmate pinched him and the teacher punished the Student for screaming but not his classmate. D21 p.9; Tr. 119 (Mother). The Mother asserted that the Student is not an aggressive child, so she believes there is "something behind" the complaints from the school about her Student's behavior. Tr. 95 (Mother).

51. The Mother additionally claimed that the Student has endured bullying at Lynnwood Elementary, including being hit and scratched on his chest. P1; Tr. 94 (Mother). The Mother asserted that she has reached out to Ms. Henly multiple times, but there has been no resolution of the incidents. Tr. 94 (Mother). The Mother asserted that other parents at the school have experienced similar interactions with the school, as communicated to her by her manager at work, but that they are afraid to say anything. Tr. 103 (Mother).

52. When asked why the Parents did not name these other parents as witnesses, the Mother explained that she did not want to get them involved. Tr. 126-127 (Mother). When asked why the Parents did not include information about the teacher incident or

¹³ *Id.*

bullying in their complaint, the Parents asserted that they shared their concerns during an independent mediation with the District on November 26, 2025. Tr. 126-129 (Mother); Tr. 132-133 (Father).

53. As of the date of hearing, the Parents have not purchased a new home. Tr. 51 (Father). Rather, the Parents are planning on moving back to [REDACTED] and anticipate the move to occur sometime in April or May 2026. Tr. 51 (Father). The Parents asserted at hearing that they decided to move to [REDACTED] due to their experience with Lynnwood Elementary. Tr. 52 (Father).

CONCLUSIONS OF LAW

Jurisdiction and Burden of Proof

1. The Office of Administrative Hearings (OAH) has jurisdiction over the parties and subject matter of this action for the Superintendent of Public Instruction as authorized by 20 United States Code (USC) §1400 *et seq.*, the Individuals with Disabilities Education Act (IDEA), Chapter 28A.155 Revised Code of Washington (RCW), Chapter 34.05 RCW, Chapter 34.12 RCW, and the regulations promulgated under these provisions, including 34 Code of Federal Regulations (CFR) Part 300, and Chapter 392-172A Washington Administrative Code (WAC).

2. The District bears the burden of proof in this matter. RCW 28A.155.260(1). In a due process hearing, the burden of proof is a preponderance of the evidence. RCW 28A.155.260(3).

The IDEA and FAPE

3. Under the IDEA, a school district must provide a free and appropriate public education (FAPE) to all eligible children. In doing so, a school district is not required to provide a “potential-maximizing” education, but rather a “basic floor of opportunity.” *Bd. of Educ. of Hendrick Hudson Central Sch. Dist. v. Rowley*, 458 U.S. 176, 197 n.21, 200-201 (1982).

4. In *Rowley*, the U.S. Supreme Court established both a procedural and a substantive test to evaluate a state's compliance with the IDEA. The first question is whether the state has complied with the procedures set forth in the IDEA. *Rowley*, 458 U.S. at 206-07.

5. Procedural safeguards are essential under the IDEA, particularly those that protect the parent’s right to be involved in the development of their child’s educational plan. *Amanda J. v. Clark County Sch. Dist.*, 267 F.3d 877, 882 (9th Cir. 2001).

Procedural violations of the IDEA amount to a denial of FAPE and warrant a remedy only if they:

(I) impeded the child's right to a free appropriate public education;

(II) significantly impeded the parents' opportunity to participate in the decision-making process regarding the provision of a free appropriate public education to the parents' child; or

(III) caused a deprivation of educational benefits.

20 USC §1415(f)(3)(E)(ii); WAC 392-172A-05105(2); 34 CFR §300.513(a)(2).

The District Did Not Unilaterally Change the Student's Educational Placement, or Deny the Parents Participation in the Decision (Issues i and ii)

6. The Parents argue that the District violated the IDEA and denied the Student FAPE by unilaterally changing the Student's educational placement from Lynnwood Elementary to Martha Lake Elementary, effective November 12, 2025, and that the District denied the Parents meaningful participation in this decision. In post-hearing briefing, the Parents argue that they made every effort to communicate, cooperate and advocate respectfully for their Student, but that their concerns were not properly considered and that the change in the Student's educational placement was done without meaningful collaboration. Parents' Brief (PB) at 1. The Parents further argue that the Student has established routines and relationships and has made progress in his current placement, and that a sudden and unilateral change would disrupt his education and his emotional well-being and sense of security. PB at 1.

7. In response, the District denies that it unilaterally changed the Student's educational placement, or that it denied the Parents meaningful parental participation in their Student's education. District Brief (DB) at 7-8. The District argues that it properly followed IDEA procedural requirements by providing the Parents PWN of the District's proposed changes and obtained input from the Parents. DB at 7 (citing *Ms. S . v. Vashon Island Sch. Dist.*, 337 F.3d 1115, 1129 (9th Cir. 2003)). The District further argues that the IDEA does not afford the Parents the right to veto any particular educational program, or to adopt parent-provided programming requests. DB at 7 (citing *Ms. S*, 337 F.3d at 1129 (9th Cir. 2003); *Rowley*, 458 U.S. at 207; *Crofts v. Issaquah Sch. Dist.*, 22 F.4th 1048, 1056-57 (9th Cir. 2022)). DB at 7. For the reasons outlined below, the District has met its burden on these issues.

Educational Placement

8. “Educational placement” is not defined in the IDEA. WAC 392-172A-02060 pertains to placements, and provides, in part:

- (1) When determining the educational placement of a student eligible for special education including a preschool student, the placement decision shall be determined annually and made by a group of persons, including the parents, and other persons knowledgeable about the student, the evaluation data, and the placement options.
- (2) The selection of the appropriate placement for each student shall be based upon:
 - (a) The student's IEP;
 - (b) The least restrictive environment requirements contained in WAC 392-172A-02050 through 392-172A-02070, including this section;
 - (c) The placement option(s) that provides a reasonably high probability of assisting the student to attain his or her annual goals; and
 - (d) A consideration of any potential harmful effect on the student or on the quality of services which he or she needs.

9. The Ninth Circuit has examined the terms “educational placement” and “change in educational placement” and has concluded, “educational placement means the general educational program of the student.” *N.D. v. State Dep’t of Educ.*, 600 F.3d 1104, 1116 (9th Cir. 2010). In *N.D.*, the Court concluded that a “change in educational placement” occurs when a student is moved from one type of program to another type, and can also result when there is a significant change in the student’s program even if the student remains in the same setting. *Id.*

10. A change in the location in which a student’s special education services are provided does not necessarily constitute a change of placement. *R.M. v. Gilbert Unified Sch. Dist.*, 768 Fed. Appx. 720 (9th Cir. 2019) (change in elementary school a student attends does not constitute a change in placement). However, the determination as to whether a change in placement has occurred must be made on a case-by-case basis. If the change “substantially or materially alters” the educational program and services provided to the student, then a change in placement occurs. *Letter to Fischer*, 21 IDELR 992 (Office of Special Education Programs (OSEP) 1994).

11. In this case, the Student's October 2024 IEP specified he would no longer be served primarily in the general education setting and receive SDI in a resource room. Rather, the Student would be placed in an Intensive Support classroom primarily serving special education students. This constitutes a change in the Student's educational placement. The question is whether the District complied with the provisions of the IDEA when changing the Student's educational placement. For the reasons outlined below, the evidence shows that the District complied with the IDEA.

Parental Participation

12. The IDEA requires that parents have the opportunity to "participate in meetings with respect to the identification, evaluation, and educational placement of the child." WAC 392-172A-03100; 34 CFR §300.322. To comply with this requirement, parents must not only be invited to attend IEP meetings, but must also have the opportunity for "meaningful participation in the formulation of IEPs." *H.B. v. Las Virgenes Unified Sch. Dist.*, 239 Fed Appx. 342, 48 IDELR 31 (9th Cir. 2007).

13. Although parental participation is paramount under the IDEA, "a district does not necessarily violate the IDEA if it refuses to implement a parent's requests, and a parent does not have 'veto' power over IEP provisions." *L.C. v. Issaquah Sch. Dist.*, 2019 U.S. Dist. LEXIS 77834 *58, 2019 WL 2023567 (W.D. Wash 2019), *aff'd sub nom. Crofts v. Issaquah Sch. Dist. No. 411*, 2022 U.S. App. LEXIS 907 (9th Cir. 2022). "The IDEA does not require a school district to comply with every request a parent makes; rather, the district must 'seriously consider' the parents' input and concerns. *K.S. v. Fremont Unified Sch. Dist.*, 545 F. Supp. 2d 995, 1008 (N.D. Cal. 2008)." *L.C.*, 2019 U.S. Dist. LEXIS 77834 at *63.

14. In this case, the record reflects that the District provided the Parents with meaningful participation in creating the IEP. The District invited the Parents to IEP meetings in April, June, and October 2025, and a reevaluation meeting in October 2025. The Parents received notices of all meetings, and copies of draft documents before the meetings. The Parents attended and participated in all of these meetings.

15. The October 2024 reevaluation and October IEP included input from the Student's special education and general education teachers, a BCBA, and the school psychologist regarding the Student's needs for increased SDI. The Parents agreed with the District's recommendations to increase the Student's SDI in June 2025 and October 2025. The Parents also concede that the District informed them at the October IEP 2025 that it did not have the capacity to serve the Student's SDI needs at Lynnwood Elementary, but that it could provide the Student with SDI in an Intensive Support classroom at Martha Lake Elementary. The evidence demonstrates that the

Lynnwood Elementary did not have the capacity to support the Student's SDI needs in the resource room.

16. The District also seriously considered the Parent's concerns. The District held an additional IEP meeting in November 2025 to discuss the recommendation that the Student receive SDI in an Intensive Support classroom at a different school, and to address the Parents' objections to moving the Student to another school. The PWN issued with the October 2024 IEP outlined the Parents' concerns, and why the District could not adequately provide necessary SDI to the Student at his current school.

17. I conclude that the District properly provided the Parents with meaningful participation in the decision to change the Student's educational placement from SDI being provided in a resource room, to SDI being provided in an Intensive Support classroom, and considered the Parents' concerns. The fact that the Parents disagreed with the recommendation does not indicate that the District failed to provide them with meaningful participation. The Parents did not have 'veto' power over the IEP provisions which specified that the Student required services in an Intensive Support classroom.

18. The Parents also argue that the District improperly changed the Student's educational placement because they reported an incident where the Student's teacher hit him. The Parents assert that the principal at Lynnwood Elementary made the decision to remove the Student from the school based on this report. The record does not support this conclusion. Rather, as outlined above, the recommendation that the Student required additional SDI, and that this SDI should be provided in an Intensive Support classroom, was made by the IEP team, based on input from the Student's special education and general education teachers, a BCBA, and the school psychologist.

19. Based on the entirety of the record, I conclude that the District did not unilaterally change the Student's educational placement or fail to provide the Parents with meaningful participation. The District has met its burden on these issues and did not violate the IDEA or deny the Student FAPE.

The District Did Not Fail to Obtain the Parent's Consent to Change of Educational Placement (Issue iii)

20. The Parents next argue that the District violated the IDEA and denied the Student FAPE by failing to obtain their consent to change his educational placement. In post-hearing briefing, the Parents reassert that the change in the Student's educational placement was done without their consent. PB at 1.

21. As outlined above, the District argues that it followed the IDEA procedural requirements, and that the IDEA does not afford the Parents the right to veto any particular educational program. DB at 7. For the reasons outlined below, the District has met its burden on this issue.

Consent for Special Education Services

22. A parent may revoke consent for a student to continue to receive special education services, at which point the district may not continue to provide the student special education services. WAC 392-172A-03000(2)(e). However, in the present case, as outlined in the Parents' March 4, 2026 declaration, they are not refusing services. Rather, they object to the District changing the Student's educational placement.

23. The IDEA does not require parental consent to change a Student's educational placement. Rather, the IEP team develops a student's IEP and makes the decision about educational placement after considering the student's strengths, concerns of the parents, results of initial or most recent evaluation, and the academic, developmental and functional needs of the student. WAC 392-172A-02060; WAC 392-172A-03110(1). The parents must be provided the opportunity for "meaningful participation" in the development of an IEP, but have no 'veto' power over individual IEP provisions. *L.C.*, 2019 U.S. Dist. LEXIS at *58. There is no requirement that a district obtain the parents' consent to the educational placement outlined in the IEP.

24. In this case, the evidence shows that the IEP team assessed the Student's needs for increased SDI, informed the Parents of the need for increased SDI and that the Student required a different educational placement, and addressed the Parents' concerns regarding moving the Student to another school. The Parents' consent was not required to finalize the Student's IEP or his educational placement. The District has met its burden on this issue and did not violate the IDEA or deny the Student FAPE.

The District Did Not Fail to Issue a PWN Outlining the Student's Change of Educational Placement (Issue iv)

25. The Parents next argue that the District violated the IDEA and denied the Student FAPE by failing to provide a PWN outlining the Student's change of educational placement. The Parents do not address this specific issue in post-hearing briefing, instead arguing that the change in the Student's educational placement was done without meaningful parental collaboration. PB at 1.

26. In response, the District argues that they appropriately followed IDEA procedural requirements, and that the Parents' disagreement with the placement

decision was properly reflected in a PWN. DB at 2, 7-8. For the reasons outlined below, the District has met its burden on this issue.

Prior Written Notice (PWN) Requirements

27. A district must provide a PWN to the parents of a child eligible or referred for special education a reasonable time before it proposes to initiate or change the identification, evaluation, or educational placement of the student, or the provision of FAPE to the student, or refuses to initiate or change the identification, evaluation, or educational placement of the student or the provision of FAPE to the student. WAC 392-172A-05010; 34 CFR 300.503(a).

28. Written notice must be provided “a reasonable time” prior to the effective date. WAC 392-172A-05010(1); 34 CFR §300.503(a); *Letter to Chandler*, 59 IDELR 110 (OSEP 2012). “The purpose of the notice is to provide sufficient information to protect the parents’ rights under the Act.” *Kroot v. District of Columbia*, 800 F. Supp. 976, 982 (D.D.C. 1992). (19-086)

29. OSEP interprets “a reasonable time” to be at least ten calendar days:

[T]he district must provide parents with a written notice of the proposed changes a reasonable time prior to implementing the proposed changes and must maintain the child in the current program and placement during this reasonable period of time. . . . We have interpreted a “reasonable time” to be at least 10 calendar days, although some fact situations would justify a more extended period of time. Whether a shorter period of time would be acceptable in the presence of parental consent is an issue not presented by your letter and remains to be addressed by this office.

Letter to Winston, 213 IDELR 102 (OSEP 1987). “The purpose of the notice is to provide sufficient information to protect the parents’ rights under the Act.” *Kroot v. District of Columbia*, 800 F. Supp. 976, 982 (D.D.C. 1992).

30. In this case, the District provided the Parents with a PWN dated October 28, 2025. The PWN outlined the decision to implement October 2025 IEP, including providing the Student’s SDI Intensive Support classroom at Martha Lake Elementary, effective November 10, 2025. The District later informed the Parents that the Student would not transfer to Martha Lake Elementary until November 12 or 13, 2025.

31. This October 28, 2025 PWN was sufficient to meet the requirements of the IDEA. It provided the Parents with thirteen days’ notice of the decision to implement

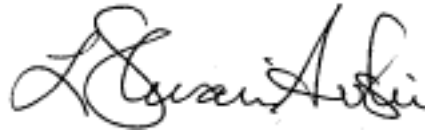
the October 2024 IEP and to have the Student attend Martha Lake Elementary. This notice was extended an additional 1-2 days. This protected the Parents' rights under the IDEA to object to the decision. In fact, the Parents filed a due process hearing request on November 6, 2025, prior to the effective date outlined in the PWN. The District has met its burden on this issue and did not violate the IDEA or deny the Student FAPE.

32. In summary, the evidence shows that the District did not violate the IDEA's procedural requirements or deny the Student FAPE. Therefore, the Parents are not entitled to any remedy.

ORDER

1. The District has met its burden to prove by a preponderance of the evidence that it did not violate the Individuals with Disabilities Education Act (IDEA) or deny the Student a free appropriate public education (FAPE).
2. The Parents request for remedies is DENIED.

SERVED on the date of mailing.



L'Nayim Shuman-Austin
Administrative Law Judge
Office of Administrative Hearings

Right To Bring A Civil Action Under The IDEA

Pursuant to 20 U.S.C. 1415(i)(2), any party aggrieved by this final decision may appeal by filing a civil action in a state superior court or federal district court of the United States. The civil action must be brought within ninety days after the ALJ has mailed the final decision to the parties. The civil action must be filed and served upon all parties of record in the manner prescribed by the applicable local state or federal rules of civil procedure. A copy of the civil action must be provided to OSPI, Legal Services, PO Box 47200, Olympia, WA 98504-7200. To request the administrative record, contact OSPI at appeals@k12.wa.us.

DECLARATION OF SERVICE

I declare under penalty of perjury under the laws of the State of Washington that true copies of this document were served upon the following as indicated:

Parents
[REDACTED]
[REDACTED] via First Class Mail

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Dated April 24, 2026, at Spokane Valley, Washington.

Jazmyn Johnson

Representative
Office of Administrative Hearings
16201 E. Indiana Avenue, Suite 3000
Spokane Valley, WA 99216

cc: Administrative Resource Services, OSPI