

The Functions and Focus Areas of the Special Education Advisory Council (SEAC)

Functions of the SEAC

The Special Education Advisory Council (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 State 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 nonsupplanting, the OSPI must consult with the SEAC prior to the submission.

The SEAC Focus Areas for 2022–2023

- **Recommendation 1:** Creation of a new two-way system of accountability through which the SEAC requests concrete and measurable actions aligned with recommendations and OSPI provides regular updates on these requests.
- **Recommendation 2:** Continue collection and analysis of disaggregated data and recommendations regarding graduation pathways. Clarify where the accountability lies for ensuring access to graduation pathway options with significant disabilities, such as behaviors.
- **Recommendation 3:** Continue the efforts of OSPI to leverage best practices in providing technical assistance and partnership to districts, families, and education groups.
- **Recommendation 4:** Convening of joint meeting between the SEAC and DCYF Interagency Coordinating Council (ICC).



- **Recommendation 5:** Collection and analysis of data on the collective impact of special education funding in relation to braided funding and impacts on BIPOC students with disabilities.

Equity

Each student, family, and community possesses 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.

Special Education Advisory Council Members

2022–23 School Year

((ESD ###) region in which member is located)

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); Program Director at Parent Training and Information Partnerships for Action, Voices for Empowerment (PAVE); 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); Program Director, Parent Training and Information at Partnerships for Action, Voices for Empowerment (PAVE); SEAC Parent Representative; 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; 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

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

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

Scott Hampton (ESD 121), Manager Education Department and Educator at Seattle Children’s Hospital; Term 2022–25

Soleil Lewis (ESD 121), Special Education Teacher, Seattle Public Schools; Term 2022–25

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

Laurie Thomas (ESD 113); ESIT 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

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

Laurie Thomas (ESD 113); ESIT Program Administrator at Department of Children, Youth, and Families (DCYF); Term 2022–25

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

Vacant

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:

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

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

OSPI's Priorities for Improving Outcomes for Students with Disabilities



Special Education Advisory Council (SEAC)

Meeting Agenda

May 23–24, 2023

Meeting Information

Date and Time: May 23, 2023; 8:30 am–4:30 pm

Location: Washington School for the Blind, Vancouver, WA [or virtually via Zoom](#)

Pre-reading for Meeting: Draft February 2023 minutes

Open Meeting | 8:30 am–9 am (30 min)

Presenter(s):

- Call to order - **Tammie Jensen-Tabor, Executive Chairperson**
 - Land Acknowledgement - **Jen Chong Jewell, Executive Vice-Chairperson**
 - Text 907-312-5085 or [click here](#) to identify Native Lands on which you are currently located and please add to the chat box to honor the Native Lands.
 - Introduction of members - **Tammie Jensen-Tabor, Executive Chairperson**
 - Review agenda, SEAC [Bylaws](#) and [Group Norms](#) – **Diana Marker, Executive Member**
 - Review and accept minutes from May 2022 meeting - **Jen Chong Jewell, Executive Vice-Chairperson**
 - **Action Item(s):** Review and accept February 2023 minutes.
-

Welcome WSSB Team | 9 am–9:15 am (15 min)

Presenter(s): Tania May

- **Action Item(s):**
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WSSB presentation/tour | 9:15–10 am (45 min)

Presenter(s):

- **Action Item(s):**
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SPERO Center Presentation | 10:00 am–10:30 am (30 min)

Presenter(s): Jeffrey Niess, Executive Director Special Education and Jillany Wellman, Director SPERO Center, ESD 112

Break | 10:30 am (15 min)

NPA, Interagency Agreements, Class Action Lawsuit Update | 10:45 am–11:30 am (45 min)

Presenter(s): Tania May, Scott Raub, and Matt Schultz

- **Topic(s):**

- **Action Item(s):**

Public Comment | 11:30 am–Noon

Presenter(s): Tammie Jensen-Tabor

Topic(s): All regular meetings of the Special Education Advisory Council are open to the public. The public is encouraged to attend and may give comment only during the designated public comment time frame on the agenda.

The Special Education Advisory Council can be addressed on any matter, but only during the public comment portion of the meeting. Please be aware that the SEAC is not required to respond to any comments, and generally does not.

When it is time for Public Comment, the Executive Chair will ask who is interested in participating, please let the Chair know of your desire to make comment. You will be called on when it is your turn. Each participant will have three (3) minutes for remarks. If the comment is longer than three minutes, the Chair has the responsibility to stop the speaker, and move forward with the next person.

If there is no one interested in giving public comment, the agenda will move forward to the next item on the agenda.

Working Lunch | Noon–12:30 pm

Due Process, Supreme Court Ruling Perz v. Sturgis PS update | 12:15 am–12:30 am (15 min)

Presenter(s): Alyssa Fairbanks

Break | 12:30 pm–12:45 pm (15 min)

Special Education Funding and Funding Code 3121 | 12:45 pm–1:15 pm (30 min)

Presenter(s): Tania May

- **Topic(s):**
- **Action Item(s):**

Annual Report Writing | 1:15 pm–2 pm (45 min)

Presenter(s): Executive Team

- **Topic(s):**
- **Action Item(s):**

Break | 2 pm (15 min)

Continue Annual Report Writing | 2:15 pm–3:15 pm

Presenter(s): Executive Team

- **Topic(s):**
- **Action Item(s):**

Discussion about setup for Community Forum | 3:15–4 pm (45 min)

Break | 4 pm (15 min)

Summary of Actions| 4:15 pm–4:30 pm (15 min)

Presenter(s): Tammie Jensen- Tabor

- **Topic(s):**
- **Action Item(s):**

Meeting Information

Date and Time: May 24, 8:30 am–4:30 pm

Location: Washington School for the Blind, Vancouver, WA [or virtually via Zoom](#)

Open Meeting | 8:30 am–8:45 am

Presenter(s): Tammie Jensen-Tabor

Institutional Education | 8:45 am–9:30 am (45 min)

Presenter(s): Haley Lowe and Paula Kitzke and team

Annual Report Writing | 9:30 am–10 am (30 min)

Presenter(s): Executive Team

- **Topic(s):**
 - **Action Item(s):**
-

Break | 10 am (15 minutes)

Continued Annual Report Writing | 10:15 am–11 am

Presenter(s): Executive Team

- **Topic(s):**
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Discussion about 2023–24 Community Forum | 11 am–12 pm

Presenter(s): Diana Marker/Tania May

- **Topic(s):**
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Working lunch | Noon–12:30 pm

Review SEAC 2023–24 Focus Areas/Recommendations, and review 2022–23 annual report | Noon–1:30 pm

Presenter(s): Executive Team

- **Topic(s):**
 - **Recommendation 1:** Creation of a new two-way system of accountability through which the SEAC requests concrete and measurable actions aligned with recommendations and OSPI provides regular updates on these requests.
 - **Recommendation 2:** Continue collection and analysis of disaggregated data and recommendations regarding graduation pathways. Clarify where the accountability lies for ensuring access to graduation pathway options with significant disabilities, such as behaviors.
 - **Recommendation 3:** Continue the efforts of OSPI to leverage best practices in providing technical assistance and partnership to districts, families, and education groups.

- **Recommendation 4:** Convening of joint meeting between the SEAC and DCYF Interagency Coordinating Council (ICC).
- **Recommendation 5:** Collection and analysis of data on the collective impact of special education funding in relation to braided funding and impacts on BIPOC students with disabilities.

- **Action Item(s):**

Break | 1:30 pm (15 minutes)

Discussion and writing recommendation papers | 1:45 pm–2:45 pm

Presenter(s): Executive Team – Diana Marker

- **Topic(s):** Draft recommendation report or position paper
- **Action Item(s):**

Break | 2:45 pm (15 minutes)

Continue discussion and writing recommendation papers | 3 pm–4 pm

Presenter(s): Executive Team – Diana Marker

- **Topic(s):** Draft recommendation report or position paper

Action Item(s): Summary of Actions | 4 pm–4:30 pm

Presenter(s): Tammie Jensen-Tabor

- **Topic(s):**
- **Action Item(s):**

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, gender expression, gender identity, 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/TTY: 360-664-3631; or P.O. Box 47200, Olympia, WA 98504-7200; or [OSPI Equity and Civil Rights email](#).

To arrange accommodations for persons with disabilities, please contact the SEAC Executive Assistant at 360-725-6075, TTY 360-664-3631 or by email, [SEAC email](#) within three business days of this event. Please note that the Americans with Disabilities Act (ADA) does not require OSPI to take any action that would fundamentally alter the nature of its programs or services or impose an undue financial or administrative burden.