



We work with families, communities, and schools to address problems together so that every student can fully participate and thrive in Washington's K-12 public schools.



Washington State
Governor's Office of the
Ombuds

We listen. We inform. We help solve problems.
Phone: 1-866-297-2597 Web: www.oeo.wa.gov



**Annual Report
2022-2023**

September 1, 2023

TO: The Honorable Jay Inslee, Governor
Chris Reykdal, Superintendent of Public Instruction
Randy Spaulding, Executive Director of the State Board of Education
Members of the Legislature

This annual report wraps up the Office of Education Ombuds (OEO) [2020-2023 strategic plan](#). This three-year strategic plan prioritized students that data showed are continually failed by the education system:

- Students Out of School, including students with disabilities on partial days
- Black, Indigenous, People of Color
- Experiencing Homelessness
- Students in Foster or Kinship care
- Immigrant, Refugees, Asylees, migrant and/or limited- no-English
- Juvenile Justice-involved
- Receiving Wraparound Intensive Service (WISe) / Children in Long-term Inpatient (CLIP)

Throughout the annual report, OEO documents the volume of calls and the range of problems impacting students.

Ombuds have a distinct role in the education space. Individuals contact OEO when they are unsure of what to do, or are frustrated, with their education-related situations. OEO's role is to listen and to help solve problems. We facilitate communication between families and educators on behalf of students, and assist in uncovering the specifics of each situation, determine what needs to be addressed, and assist in the movement towards solutions. OEO cannot resolve every concern, but we rely on our connections with partners to tackle the policies and practices creating misunderstandings and inequities.

While OEO is primarily known for our direct ombuds work with families and students, we see our outreach and policy work as equally important. Through this work we can prevent problems and improve practices for many students, thereby improving graduation and life outcomes. We take this responsibility seriously and look forward to working with you to solve problems and improve outcomes for students in Washington.

Erin Okuno
Director

Who We Are

Mission

We work with families, communities, and schools to address problems collaboratively so that every student can fully participate and thrive in Washington's K-12 public schools.

What we do

OEO listens, shares information and referrals, and works informally with families, communities, and schools to address concerns so that every student can fully participate and thrive in our state's public schools. OEO is committed to providing accessible processes, including disability-related accommodations, and providing support in multiple languages. To get help or learn more about what OEO does, please visit our website: <https://www.oeo.wa.gov/en>; email oeoinfo@gov.wa.gov, or call: [1-866-297-2597](tel:1-866-297-2597) (interpretation services are available).

The Team

[Erin Okuno, MPA - Director](#)

[Yordanos Gebreamlak, MSW; Language proficiency: Tigrinya - Deputy Director](#)

[Brittini Thompson, MEd in Guidance and Counseling - Senior Education Ombuds](#)

[Danielle Eidenberg, MIT – ELL, Anthropology, English, K-8; Parent Coach Certification - Senior Education Ombuds](#)

[Jinju Park, JD - Senior Education Ombuds](#)





[Carla Rogenmuser, Micro Masters Certification in Leading Educational Innovation and Improvement; Language proficiency: Conversational American Sign Language - Associate Education Ombuds](#)

[Karin Mendez, MEd – Bilingual Education; Language proficiency: Spanish - Associate Education Ombuds](#)

[Stephanie Palmquist, BA Spanish & Video Production; Language proficiency: Spanish - Media and Database Coordinator](#)

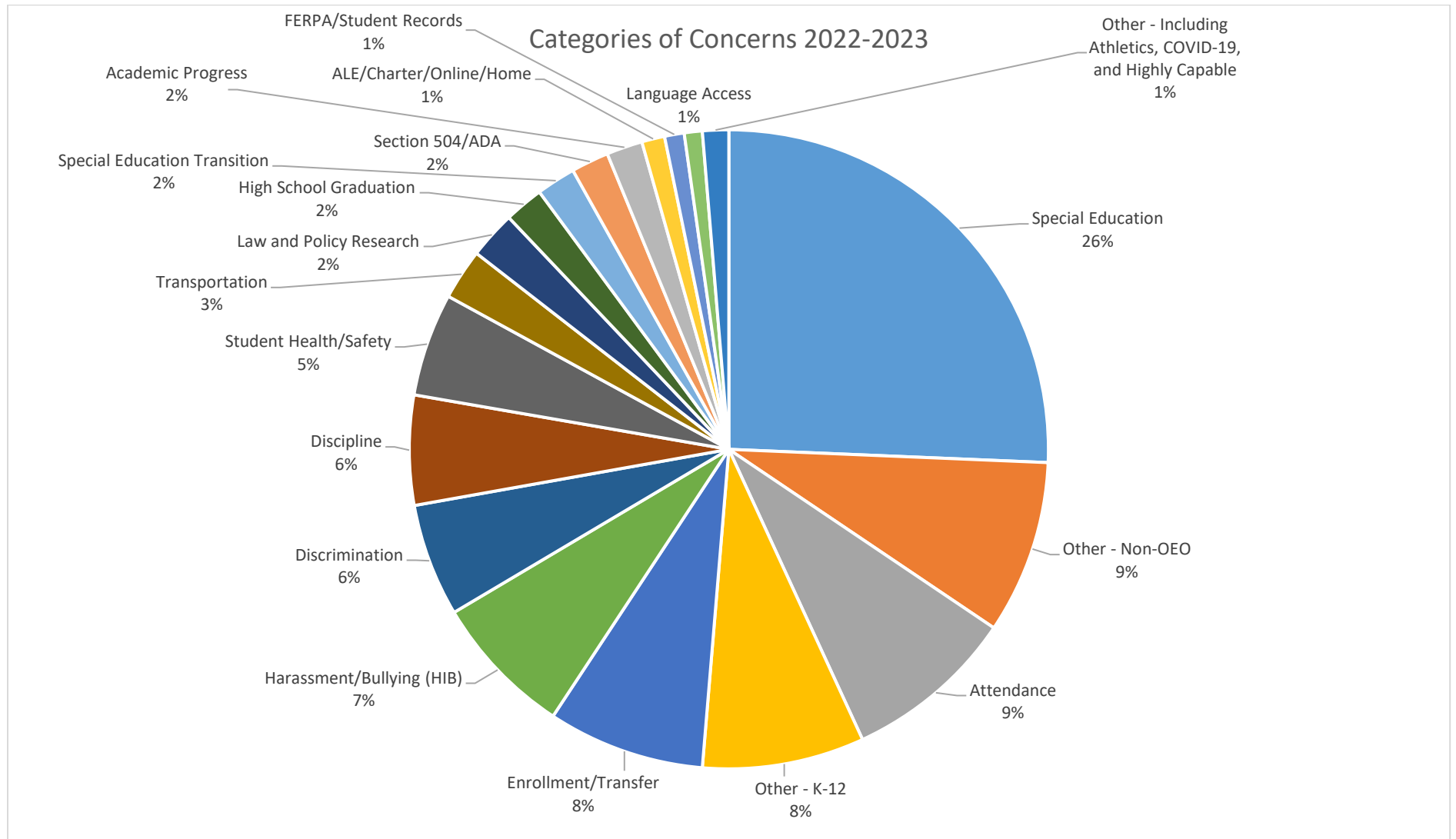
[Tamika Dean, AA Legal Administration - Community Engagement Specialist](#)

YOU! There are 1,142,500 students in Washington, we need you to support OEO by doing the following:

-  [SHARE OEO](#) with your networks of parents, educators, and anyone who is in touch with public school students in Washington
-  [SUBSCRIBE](#) to our mailing list to learn more about OEO
-  [REFER](#) families who need support to OEO
-  [INVITE OEO](#) to meet with your community, we offer presentations or can provide a resource table at an event

2022-2023 Data Overview

OEO received a total of **1208** education-related concerns during the 2022-2023 school year. The primary categories of callers' questions were **Special Education, Other – Non-OEO, Attendance, Other – K-12, Enrollment/Transfer, and Harassment/Bullying (HIB)**. Supports for students with disabilities continue to be the biggest concerns reported to OEO via case categories of special education, special education transition, and Section 504/ADA, which accounted for 357 of the cases opened during 2022-2023. Other-Non-OEO concerns included accessing archived school records, higher education issues, non-public agencies, personnel issues, and incorrect referrals for family support services.



Strategic Populations

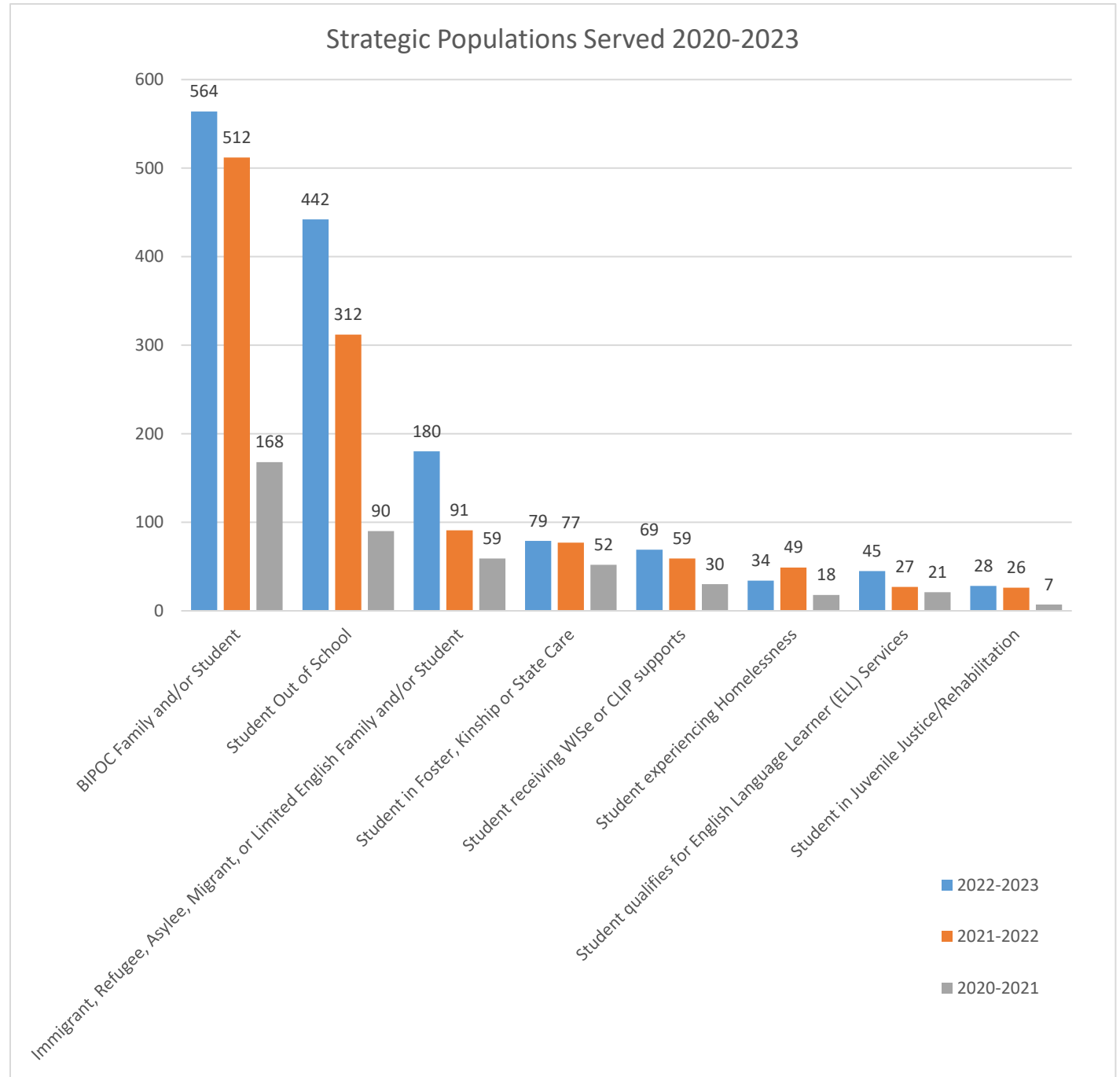
OEO implemented year three of a 3-year strategic plan dedicated to educational justice and students most impacted by opportunity gaps and COVID-19.

The chart to the right shows the number of strategic plan families served each year from 2020-2023.

Of the 1,208 concerns brought to OEO during 2022-2023, **625 involved OEO's 2020-2023 strategic plan populations.**

The primary concern within OEO's strategic plan populations was special education.

Many of the families and students within the strategic plan populations were part of two or more specific populations.



How People Contacted OEO:

During 2022-2023, 75% of concerns were reported to OEO through OEO's toll-free phone number or email. OEO offers phone interpretation in 240+ languages for callers whose primary language is not English.

OEO's online intake process is available in 13 languages: Arabic, Chinese Simplified, Chinese Traditional, English, Korean, Marshallese, Punjabi, Russian, Somali, Spanish, Tagalog, Ukrainian and Vietnamese. 305 concerns were submitted via online intake, of which 57% were from strategic populations. The online intake is available at: <https://services.oeo.wa.gov/oeo>.

OEO implemented a new online scheduling feature, which allows intake appointments to be scheduled for dates and times that are convenient for the client. 210 appointments were scheduled through this feature during the 2022-2023 academic year.

80% of the people who contacted OEO during 2022-2023 were families with concerns for their child's education, the other 20% of callers were community partners, educators, and the general public.

Language Access

16% of families contacting OEO spoke languages other than English in the home in 2022-2023. Those languages included: American Sign Language (ASL), Amharic, Arabic, Cantonese, Farsi, Hindi, Korean, Mandarin, Oromo, Portuguese, Russian, Samoan, Somali, Spanish, Tagalog, Tigrinya, Ukrainian, and Vietnamese.

8% of families requested phone interpretation in the following languages: Amharic, Arabic, Oromo, Russian, Spanish, Tagalog, Tigrinya, and Vietnamese.



**Due to small n-size in 2022-2023, Asian and Native Hawaiian & Pacific Islander Callers are combined.*

Referrals to OEO:

Self-Referral: 46%

Other: 12%

Community and Medical Professionals: 15%

OEO Website, Social Media, and Outreach events: 7%

Other Parents/Friends: 6%

Educators/School Professionals: 3%

Organizations Supporting OEO Strategic Populations: 3%

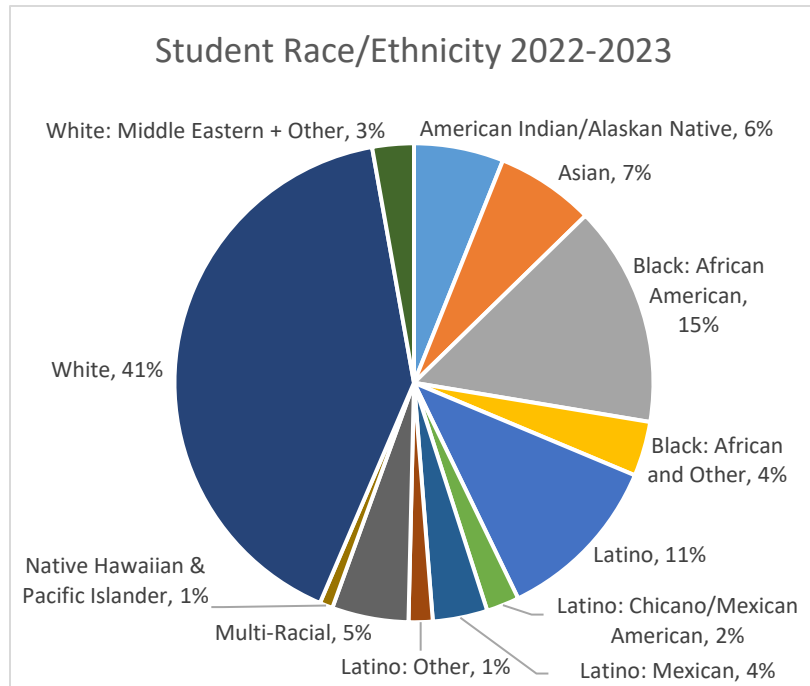
OSPI: 3%

Location:

OEO received calls concerning students in all 9 Educational Service Districts across the state.

Top Issues by Student Race / Ethnicity

Not all callers provided student race/ethnicity information. Of that provided, we see the following race/ethnicity breakdown for students.



Student Race / Ethnicity	#1 Concern	#2 Concern	#3 Concern
American Indian / Alaskan Native	Special Education / Inclusion / Equitable Access 44%	Discrimination 15%	Enrollment / Transfer 7%
Asian	Special Education / Inclusion / Equitable Access 24%	Enrollment / Transfer 20%	Discrimination 11%
Black	Special Education / Inclusion / Equitable Access 44%	Discrimination 15%	Discipline 7%
Latino	Special Education / Inclusion / Equitable Access 30%	Discipline 15%	Student Health/Safety 10%
Multi-Racial	Special Education / Inclusion / Equitable Access 46%	Discipline 8%	Discrimination 8%
Native Hawaiian and Pacific Islander	Special Education / Inclusion / Equitable Access 57%	Attendance 14%	Enrollment / Transfer 14%
White	Special Education / Inclusion / Equitable Access 42%	Discipline 8%	Harassment/Bullying (HIB) 8%

Top Issues by Opportunity Gap Populations

OEO often receives questions about education issues for specific groups of students impacted by opportunity gaps. The following chart identifies the top concerns reported to OEO from distinct Opportunity Gap Populations. While the top concern was Special Education across all groups, other concerns included Discipline, Enrollment/Transfer, Harassment/Bullying (HIB) and Attendance issues.

Opportunity Gap Populations	#1 Concern	#2 Concern	#3 Concern
Students with disabilities*	Special Education/Inclusion/Equitable Access: 47%	Discipline: 8%	Attendance: 7%
Students who are linguistically diverse learners	Special Education/Inclusion/Equitable Access: 31%	Enrollment/Transfer: 13%	Harassment/Bullying (HIB): 11%
Students who are in foster or kinship care	Special Education/Inclusion/Equitable Access: 47%	Discipline: 9%	Discrimination: 8%
Students who are experiencing homelessness	Special Education/Inclusion/Equitable Access: 25%	Enrollment/Transfer: 16%	Transportation: 11%
Students who are receiving free and reduced-price lunch	Special Education/Inclusion/Equitable Access: 45%	Discipline: 8%	Enrollment/Transfer: 8%

*For Students with Disabilities, within the top concern of Special Education/Inclusion/Equitable Access, focus was on IEP Issues, Disability Discrimination, Evaluations, and Communication/Relationship Breakdown.

Policy Recommendations

At the Office of Education Ombuds we connect with families and students once problems have arisen. By this point harm has already taken place and repair and resolutions are needed. Policy and practice changes can help to prevent problems and are the more effective and ethical ways of meeting students' needs. The recommendations are grouped by our strategic plan priority categories to reinforce the need to focus on these students and their specific needs.

Recommendations from each of the seven strategic plan categories:

Wraparound Intensive Services (WISe)/Children's Long-term Inpatient Placement (CLIP)

- **After a CLIP placement students need additional support to re-enter schools and classrooms.** Students will benefit from additional support to transition back to school and the schools need coordination and support. This will promote stability and prevent bouncing between schools and CLIP placement.
- **Consistency and improved access for Black families in WISe/CLIP care.** Black families are reporting having to navigate WISe and CLIP differently than non-Black families. Black families reported during coordination meetings with schools, educators used what they learned in those meetings to justify punishments or discipline, versus using the information to align services and educational opportunities. OEO recommends ongoing anti-Blackness training and auditing of providers to ensure they are providing equitable support to Black families.
- OEO further sees the need to have a **multi-agency/system coordination team** including DSHS, DOC, DCYF, OSPI, OEO, mental health providers, wrap-around service providers, local and county representatives, researchers, and others to look for inefficiencies and explore ways to improve educational outcome for children in WISe and CLIP programs.
- **Offering partial school credits** can help students in WISe and CLIP programs maintain and progress in their education. Mastery-based learning and transferable school credits between school districts are also important steps in helping students continue their education. These practices need to be widely available and known to students and staff who work with students involved with WISe and CLIP programs.

Black Indigenous People of Color (BIPOC)

- **Mandatory ongoing training on anti-racism and inclusive school culture.** Students of color face persistent racism and harassment, intimidation, and bullying in schools across the state – urban, suburban, and rural districts. Too many school district leaders report they cannot mandate training for employees due to local control, union contracts, or other practices. However, this allows schools' culture of bias to persist and implicitly endorses racism. This impacts school safety where students on the receiving end of harassment, intimidation, or bullying will act out, withdraw, or elope rather than take abuse.
- **Tightening and clarifying the timelines for obtaining an IEP for students.** OEO recommends tightening the timeline for evaluations to help students eligible to receive services sooner.
- **Increase staffing and implement inclusive practices for BIPOC students with disabilities.** We continually hear about students with disabilities experiencing barriers to accessing specially designed instruction as outlined in their IEPs as well as access to accommodations. We also often hear about timelines being drawn out; lengthening the time that a student goes without the supports needed to access their education. Training and

monitoring are also needed to help schools include parents in the IEP process as an equal, and to require schools to provide a Free and Appropriate Public Education - not push families out of their neighborhood schools.

- **Use and ask others to use disaggregated race data.** Washington schools collect disaggregated race and ethnicity data. School leaders and policymakers should continually use and ask for disaggregated data to discern which students are needing support and/or receiving disproportionate discipline, limited opportunity to progress, or other negative outcomes as compared to other race groups.
- **Overhauling complaint processes.** OEO hears from BIPOC families who are afraid to use formal complaint processes because they fear school staff will retaliate against their student or that the complaint needs to be filed with the person who is the target of the complaint. OEO recommends creating an accountability system outside of school districts to allow families alternatives to reporting to those closest to the problem. Other sectors have created these systems and can act as models for the education sector.

Juvenile Justice Involved

- **Ensuring students involved in the juvenile justice system still maintain their education.** Pending criminal charges are not entirely grounds for removal from school. Schools and districts need to have practices in place to allow students to continue their education while involved with the juvenile justice system. Increased awareness by ESDs and OSPI is needed to support schools and districts in keeping students in school.
- **Offering partial school credits** can help students involved in the juvenile justice system maintain and progress in their education. Mastery-based learning and transferable school credits between school districts are also important steps in helping highly mobile students continue their education. These practices need to be widely available and known to staff and students who work with students involved with the juvenile justice system.
- **Identification (ID cards), GEDs, and parental/guardian rights.** OEO hears from students and families that face barriers to reentering school or attempting to get a GED. In several cases students were not allowed to take the GED test because they didn't have an acceptable ID card. Other students faced problems accessing services because their parents were incarcerated, and their guardian didn't have the necessary parental rights. Solutions will need to involve multiple systems and coordination, and oversight of testing companies.
- **Smooth reentry.** Students coming out of incarceration or with parents who are incarcerated deserve a warm reentry into schools. Districts and schools should implement practices or update policies to ensure the school is prepared to receive the student and meet their needs, and the student knows who to turn to for support if/when problems arise.

Students Out of School, Including Students with Disabilities with Partial Day Placements

- **System for reporting, finding, and outreach to students out of school.** OEO receives calls from concerned family members (non-parents/guardians), neighbors, or other community members reporting that they know of school age children who are not in school. Washington needs to create a system for reporting, finding, and providing support for students to enter or re-enter school. We are also concerned about students who were unenrolled from schools during COVID-19 when schools transitioned to remote instruction. The school system needs to be friendly, easy to navigate, and not involve law-enforcement, child protective services, or other systems that could negatively impact re-entry into schools. Students who are out of school are at greater risk of falling through the education system.
- **Increase staffing and implement inclusive practices for students with disabilities who are out of school or on partial day placements.** We continually hear about students with disabilities experiencing barriers to accessing specially designed instruction as outlined in their IEPs as well as access to accommodations. We also often hear about timelines being drawn out; lengthening the time that a student goes without the supports

needed to access their education. Training and monitoring are also needed to help schools include parents in the IEP process as an equal, and to require schools to provide a Free and Appropriate Public Education - not push families out of their neighborhood schools.

- **Paraprofessional staffing.** The lack of stable and ongoing paraprofessional staffing is impacting students with IEPs. OEO receives calls from parents who withdraw their children because the school isn't providing the paraprofessionals necessary to keep their student safe. Washington state needs to address these staffing problems at the state level since it is impacting students statewide.
- **Ongoing research-based training and cultural shifts to support harm reduction and inclusive environments.** Students out of school are often eloping or withdrawing because of a series of incidents or problems that were not adequately addressed up-front. Policymakers and educators need to invest in continued, mandatory, ongoing training to support students who experienced trauma(s), are disabled, or otherwise marginalized. Cultural shifts in schools are needed to create safe and secure learning environments, which can be improved with mandatory training on anti-racism and inclusive school culture.

Experiencing Homelessness

- **Transportation.** Schools need to provide better communication with families about transportation options when a student is experiencing homelessness or housing instability. Families are experiencing inconsistent, lengthy, and burdensome enrollment processes when students are moving into temporary housing or shelters. Clearer communication, flexible transportation options, and accountability mechanism between transportation departments, schools, and families is necessary.
- **Special education timelines and records transfers.** Students who are highly mobile can have a harder time being identified and having an Individualized Education Plan (IEP) put into place. Policies need to be put into place to ensure student records are sent to the receiving school and the process continues versus having to start over again.
- **Offering partial school credits** can help students experiencing homelessness maintain and progress in their education. Mastery-based learning and transferable school credits between school districts are also important steps in helping highly mobile students continue their education. These practices need to be widely available and known to staff and students who work with students experiencing homelessness.
- **Identification (ID cards), GEDs, and parental/guardian rights.** OEO hears from students and families that face barriers to reentering school or attempting to get a GED. In several cases students were not allowed to take the GED test because they didn't have an acceptable ID card. Other students faced problems accessing services because their parents were incarcerated, and their guardian didn't have the necessary parental rights. Solutions will need to involve multiple systems and coordination, and oversight of testing companies. (This recommendation also applies to students in Foster and Kinship care.)
- **Support additive relationships and stability.** Support policies that add stable and supportive relationships to students experiencing homelessness or who are highly mobile. Increasing awareness of a student's right to maintain their school of origin is an important piece of maintaining stability.

Foster and Kinship Care

- **Right to enroll as an unaccompanied minor.** Some children in foster or kinship care face roadblocks accessing their records without a signed Family Educational Rights and Privacy Act (FERPA) form from their parents. Students have the right to enroll as an unaccompanied minor. This policy is not understood well and therefore keeps foster and kinship care students in limbo.
- **Kinship care support.** Currently students under kinship care do not always qualify for the same support or coordination as students in foster care. Family/kinship caregivers have unique needs that need attention and support to ensure their students are thriving in school. Expanding the

role of the OSPI Foster Care Liaisons and other systems that focus on just foster care to also support kinship care providers would help to keep students in kinship care in school and thriving.

- **Offering partial school credits** can help students involved in foster and kinship care maintain and progress in their education. Mastery-based learning and transferable school credits between school districts are also important steps in helping highly mobile students continue their education. These practices need to be widely available and known to staff and students who work with students involved with foster and kinship care.
- **Identification (ID cards), GEDs, and parental/guardian rights.** OEO hears from students and families that face barriers to reentering school or attempting to get a GED. In several cases students were not allowed to take the GED test because they didn't have an acceptable ID card. Other students faced problems accessing services because their parents were incarcerated, and their informal caregivers didn't have the necessary parental rights. Solutions will need to involve multiple systems and coordination, and oversight of testing companies.
- **Support additive relationships and stability.** Support policies that add stable and supportive relationships to students experiencing homelessness or who are highly mobile. Increasing awareness of a student's right to maintain their school of origin is an important piece of maintaining stability.

Immigrant and Limited English Proficiency

- **Interpreters.** Access to interpreters continues to be a problem in many school districts. Creating a flexible system to meet the needs of incoming immigrant groups is essential to ensuring newly arrived immigrants can access the school system. Provide support to the development of programs that can serve as a pipeline for community members who speak languages of need, especially for newly arrived immigrants, to become qualified interpreters in schools.
- **Partner with community-based organizations (CBOs).** We encourage schools and school districts to partner with and compensate CBOs who are in closer contact with newly arrived immigrants to ensure a smooth transition into school.

Work with Policy Committees and Stakeholder Groups

In addition to the annual report, OEO shares policy recommendations and serves on many Policy Committees and Stakeholder Groups, such as:

[Becca Task Force](#)

[Educational Opportunity Gap Oversight and Accountability Committee \(EOGOAC\)](#)

[Kinship Care Oversight Committee \(KCOC\)](#)

[OSPI Truancy Workgroup](#)

[Project Education Impact Initiative](#)

[School Safety and Student Well-Being Advisory Committee](#)

[Social Emotional Learning Advisory Committee](#) (represented by Jen Chong from PAVE)

[Washington Student Achievement Council](#)

Outreach to Families, Students, Educators, and Community Stakeholders 2022-2023

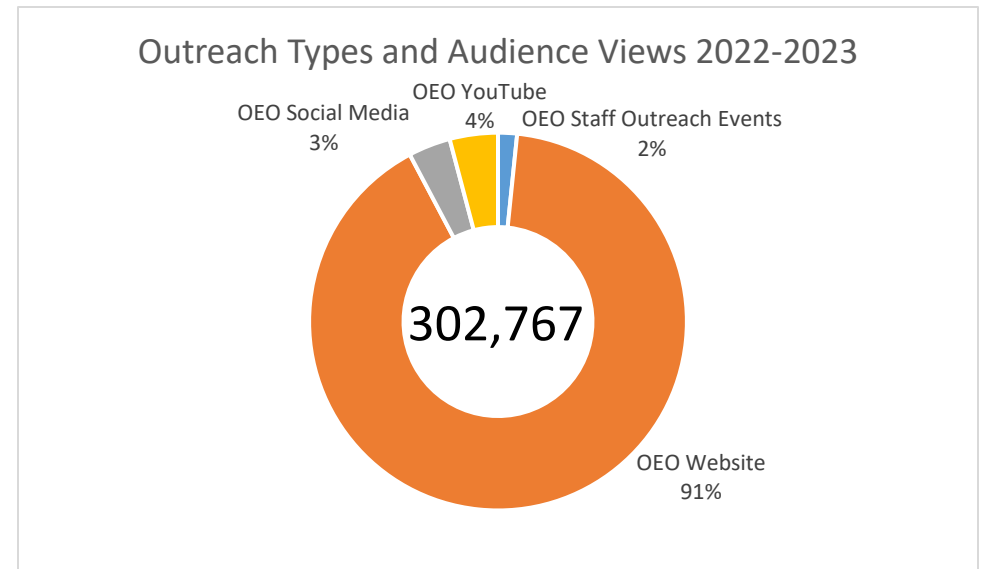
Outreach Type	# Views
OEO Staff Outreach Event Audience Totals	4,922
OEO Website	274,426
OEO Social Media	10,935
OEO YouTube	12,484
Total	302,767

OEO Website

The OEO website is available in **20 languages**: Amharic, Arabic, Chinese Simplified, Chinese Traditional, English, French, Hindi, Khmer, Korean, Marshallese, Punjabi, Russian, Samoan, Somali, Spanish, Swahili, Tagalog, Tigrinya, Ukrainian and Vietnamese. (Dari and Pashto will be added next.) Visit <https://oew.wa.gov/en> and select from the language picker to view the translated pages.

OEO added the following web page content translations in 2022-2023:

- *Discrimination Toolkit* in Spanish
- *Enrollment Toolkit* in Amharic, Arabic, Chinese Simplified, Dari, French, Hindi, Khmer, Korean, Marshallese, Punjabi, Russian, Samoan, Swahili, Tagalog, Tigrinya, Ukrainian, Vietnamese
- *Supports for Students with Disabilities* in Amharic, Arabic, Chinese Simplified, Dari, French, Hindi, Khmer, Korean, Marshallese, Punjabi, Russian, Samoan, Somali, Spanish, Tagalog, Tigrinya, Ukrainian, Vietnamese
- *What is Special Education?* in Amharic, Arabic, Chinese Simplified, Dari, French, Hindi, Khmer, Korean, Marshallese, Punjabi, Russian, Samoan, Somali, Spanish, Tagalog, Tigrinya, Ukrainian, Vietnamese
- *How does a student get started with Special Education?* in Amharic, Arabic, Chinese Simplified, Dari, French, Hindi, Khmer, Korean, Marshallese, Punjabi, Russian, Samoan, Somali, Spanish, Tagalog, Tigrinya, Ukrainian, Vietnamese
- *Individualized Education Programs* in Amharic, Arabic, Chinese Simplified, Dari, French, Hindi, Khmer, Korean, Marshallese, Punjabi, Russian, Samoan, Somali, Spanish, Tagalog, Tigrinya, Ukrainian, Vietnamese
- *Functional Behavior Assessments (FBAs), and Behavior Intervention Plans (BIPs) Toolkit* in Spanish



During 2022-2023, the OEO website has received over **274,426 views**, a 15% increase from the previous year, many of which were in Tagalog, Chinese, and Spanish languages.

The OEO website was viewed with the following language browser settings in order of frequency – English, Chinese Traditional, Spanish, Vietnamese, Tagalog, Arabic, Korean, Chinese Simplified, Russian, Japanese, Khmer, French and Portuguese.

Top pages viewed included **44,043 views** of OEO's [Attendance and Truancy](#) page, **24,238 views** of OEO's **COVID 19 Resources for Families** page in Tagalog, and **17,049 views** of the OEO [Welcome](#) page.

OEO Social Media

OEO continued to use social media to share information to a larger audience with its limited resources. OEO's Facebook page, <https://www.facebook.com/WAEducationOmbuds>, reached over **10,935** viewers during 2022-2023. OEO also had over **12,484** views on its [YouTube channel](#).

Earned Media Mentions

[Clashing with a school? In WA, education ombuds can help | The Seattle Times](#)

[Resources for parents navigating nonpublic agencies in Washington | The Seattle Times](#)

Outreach through OEO Staff-Led Events

OEO staff participated in **189** presentations (virtual and in-person), workshops, webinars, blog posts, and outreach events this year, reaching more than **4,922** people. Of those 189 events, 176 (**93%**) targeted OEO's Strategic Plan Populations.

OEO offered presentations in **English** and **Spanish**. OEO also offered presentations in English with interpretation in the following languages: **American Sign Language (ASL), Amharic, Arabic, Mandarin, Somali, Spanish, Tigrinya, Ukrainian, and Vietnamese.**

Presentations reached immigrant, refugee, asylee, migrant, and linguistically diverse families, as well as people of color, families experiencing homelessness, students and families involved in kinship or foster care, students receiving WISE and CLIP (Wraparound Intensive Services and Children in Long term Placement) services, students in juvenile justice systems or detention, and students out of school.

OEO often reached blended audiences of families, community professionals, educators, government leaders, and others.

One Out of Five: Disability History and Pride Project

In the fall of 2018, OEO launched its learning resource for celebrating disability history and pride in Washington State called [One Out of Five: Disability History and Pride Project](#). At the end of June 2023, the *One Out of Five: Disability History and Pride Project* student videos had received **25,437 views** on the OEO YouTube Channel, a **29% increase** from last year.

How Satisfied Are Our Stakeholders?

- Of the 23% of returned surveys, **95%** liked their initial experience with OEO, and **79%** liked their Ombuds experience.
 - “[T]he person I spoke to was very understanding and found people who could answer my questions. I think she went above and beyond to listen.”
 - “Thank You. Your kindness and generosity with listening to me even when you learned I needed to call another line. And then helping learn how to help my clients and kids in our neighborhood. I am grateful.” 😊
 - “Thank you so much for this support! I do wish more teams and families were aware of you!”
 - “Thank you for being here for us. I felt helpless and like I've already spent too much time on this with the school only to be turned down. You are a ray of hope. Thank you.”
 - “Thank you so much for your time, your soothing demeanor, and all the guidance and resources. I wish I had known about this program sooner and I so much appreciate the work you are doing!”
 - “I feel more empowered to advocate for my student.”

Contact Us

OEO values continuous improvement and the trust of the families, students, and educators that work with us. Please reach out if we can be of assistance.

Questions and/or comments about this report can be sent to:

P.O. Box 40004
Olympia, WA 98504

Emailed to: oeoinfo@gov.wa.gov

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