

March 2020

Special Education Update

Summary of Topics Included this Month:

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- [2020 Legislative Session – Updated](#)
- [Inclusionary Practices Project Update](#)
- [Inclusionary Practices Project Handbook Survey](#)
- [OSPI Special Education Regional Data Dives - Updated](#)
- [Notice of Annual State Application for Fiscal Year 2020 Public Comment Period](#)
- [Rulemaking Activity for WACs 392-172A, 392-173, and 392-140-601 thru -685 – Update](#)
- [School Immunization Rule Changes Starting August 1, 2020](#)
- [Teacher of the Visually Impaired Training Program Announcement](#)
- [Fiscal Monitoring Pilot – Update](#)
- [OSPI Special Education Monthly Webinar Schedule – Updated](#)
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Novel Coronavirus (COVID-19) Related Closures and Special Education and Related Services

Preparations for Novel Coronavirus (COVID-19) Outbreak in Washington State

[Bulletin 016-20](#), released March 6, 2020, provides additional guidance to school districts on the following topics as they relate to COVID-19: School closure processes, online learning, and waivers for missed days and instructional hours. [Bulletin 014-20](#), released March 3, 2020, provides the latest guidance on the topics of student attendance, waivers for missed days and instructional hours, and distance learning in response to the Novel Coronavirus (COVID-19) outbreak in Washington state. [Bulletin 013-20](#) and its [attachment](#), released February 28, 2020, provides information regarding contingency planning to prepare for a potential COVID-19 outbreak. Districts should be developing response plans and establishing mechanisms for ongoing communication with staff, students, families, and communities. The provision of educational services for students eligible to receive special education is another important consideration when engaging in this planning process.

Please visit [OSPI's Novel Coronavirus \(COVID-19\) Guidance & Resources webpage](#) for previous guidance and additional information.

For questions related to services for students receiving special education services, please contact your ESD Liaison from the Special Education Division at OSPI or the main line to our office directly at 360-725-6075, speced@k12.wa.us.

For general questions, please contact: Martin Mueller, Assistant Superintendent, Student Engagement and Support at 360-725-6175, martin.mueller@k12.wa.us. Please consult [Bulletin 014-20](#) for OSPI contact information on specific topics.

The Special Education Section has received a number of questions regarding the provision of special education services to students affected by the potential novel coronavirus (COVID-19) outbreak within the State of Washington. The following series of tips has been revised and reprinted in order to provide districts with access to the most current guidance available.

If the functioning or delivery of educational services is significantly disrupted for all or nearly all students due to an incident, then the school district is generally not required to provide services to the affected students eligible for special education during that same period of time that a school district is closed ([Letter to Pergament, December 20, 2013, Office of Special Education Programs](#)).

Depending on the district's plan for "make-up" days, a best practice would be for the district to develop a letter for all parents of students eligible for special education explaining the district's plan to make up the missed days, and the general effect, if any, on the delivery of special education services. Acknowledge that school closures do not excuse the district from fulfilling its ultimate responsibility to ensure that students eligible for special education services receive FAPE. Offer parents the opportunity to attend an IEP team meeting (including the method to request such an IEP meeting) and/or who to contact if they have IEP questions related to the closure and make-up plan. Share the content of the letter with special education staff, building administrators, and others before sending the letter out to families and address any questions the proposed letter generates.

There may be some students for which the district needs to determine whether compensatory education is required. Districts are encouraged to consider the impact of the days missed on the student's progress and performance and determine how to ensure the continued provision of FAPE. Whether an interruption in services constitutes a denial of FAPE is an individual determination that must be made on a case-by-case basis. That is, the IEP Team must determine whether the child was denied educational benefit

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Parent Engagement

Head Start programs need to engage with parents early on to help parents understand their rights to obtain an evaluation for their child and their ability to participate in decisions about their child's services, including the location of services.

If a child's IDEA services must occur at a different location from the program site, program managers must work with parents and try to minimize the child's time away from Head Start, Bergeron wrote.

504 Plans

Local school districts write 504 plans. If a child enters a Head Start program with a 504 plan or one is obtained during Head Start enrollment, the Head Start program must ensure it is implemented. Additionally, Bergeron wrote that it can be helpful for eligible children to have 504 plans established as they transition to kindergarten.

Governor Inslee Prioritizes Early Learning Programming – Repeat

Governor Inslee requested OSPI's collaboration with DCYF on integrated early learning models. OSPI provided an informational letter regarding this collaboration and process. This is a great opportunity to simplify the regulatory environment in early learning.

- [Read Governor Inslee's Directive](#)
- [Read Superintendent Reykdal's response to Governor Inslee's directive](#)

Transitional Kindergarten – Repeat

View the [Transitional Kindergarten Introductory Webinar](#)

This webinar discusses the requirements of Transitional Kindergarten (TK), where it fits in the early learning landscape and what to consider when planning to implement TK in your school. It was presented on December 5, 2019 by OSPI Early Learning, School Apportionment and Financial Services staff, along with guests from the Department of Children, Youth, and Families and Bellingham Public Schools.

Do you have questions about Transitional Kindergarten? Please reach out to [Karma Hugo](#), Director of Early Learning at OSPI

Preschool Inclusion Finance Toolkit – Repeat

OSPI with the help of the Early Childhood Technical Assistance (ECTA) Center presented the Preschool Finance Toolkit. The [presentation slides](#) are available on [OSPI's Early Childhood Special Education website](#). A recording of the presentation will be added to [this website](#) when it is available.

[ECTA Center's Preschool Inclusion Finance Toolkit](#).

State Needs Projects

Center for Change in Transition Services (CCTS) News and Updates

Upcoming Webinar – Developing Job Shadow Experiences

Join Kris Hirschmann, CCTS's Director of Transition Services, for an introduction to Developing Job Shadow Experiences (DJSE). Webinar will be live-captioned and recorded for later viewing.

- May 20, 2020; 3–4 p.m. | [Register for DJSE Webinar](#)

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Inclusionary Practices – Special Education and CTE

- CCTS is one of several agencies collaborating with OSPI as part of the [Inclusionary Practices Professional Development Project](#).
- Starting in the spring, CCTS will be working with school teams statewide to increase opportunities for students with disabilities in general education. The focus is building partnerships between Special Education and Career Technical Education (CTE).
- Please take our [confidential 5-minute survey](#) to inform our upcoming professional development and training opportunities. We value your feedback and look forward to learning more about how we can support you and your district.

View 2017–18 Post-School Outcome Data

- CCTS's Indicator B14 Post-School Outcome Report and PowerPoint for Washington state are currently available on the [CCTS website](#).
- ESD- and district-level data will be added to the TSF2's Presentations page over the next several weeks. Stay tuned for an email when your district's data are available. (Presentations will not be generated for districts with zero 2017–18 leavers.)
- To access your district's data sooner, please [complete the CCTS Data Request Form](#).

Preparing for the 2020 Post-School Survey

The Post-School Survey is a year-round process! No sooner do we finalize last year's data, than it's time to start thinking about this year's survey and the next. If you're someone that is involved in the survey at your school or district, below are a few reminders and resources to consider as you plan ahead.

- Make sure you have access to an accurate list of leavers from the 2018–19 school year. This list will be needed when leaver verification opens in May.
- Locate, review, and update contact information for your 2018–19 leavers. This information will be needed to start making phone calls when the survey opens June 1.
- Start preparing this year's leavers for the 2021 survey. The [Post-School Survey Guidance for Students and Families page](#) includes survey FAQ, informational PowerPoint, and handouts in both English and Spanish.
- Stay tuned for updates from CCTS. We'll let you know when new information is available on the [Post-School Survey Guidance for Educators](#) page.

Online Training Materials

Transition training materials are available in self-paced, online formats. Each training includes a workbook and a series of PowerPoint modules that can be reviewed individually or with a group (recommended).

- [Writing Effective Transition Plans](#) (11 modules)
- [Student-Led IEPs](#) (7 modules)

Join the CCTS Transition Network on Basecamp

- CCTS invites all Washington educators, administrators, and agency representatives to join us on Basecamp, an online communication platform.
- [Join the CCTS Transition Network on Basecamp](#) to share your thoughts, questions, ideas, and recommendations related to transition.

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Tips from the Special Education Division

Connection between the Evaluation and Service Matrix

OSPI has received questions regarding the connection between the recommendation for services in the evaluation and the special education service matrix. [Technical Assistance Paper \(TAP\) 5](#) explains the evaluation recommends service areas, but it is through the IEP process that the IEP team makes the decision about what services the student needs (see page 3 of TAP 5).

LRE, Continuum of Services, and the Inclusionary Practices Project

Research consistently supports the positive link between access to core instruction in general education settings and improved outcomes for students with disabilities.¹ Inclusion is the belief and practice that all students have the right to meaningfully access academic and social opportunities in general education settings. According to the National Council on Disability, Washington State ranks 44th out of 50 states for inclusive practices.² The goal of the [Inclusionary Practices Project \(IPP\)](#) is to increase the meaningful participation of Washington's students with disabilities in general education settings.

Continuum

Increasing participation in general education for students with disabilities is a statewide priority, and school districts are required by state and federal law to ensure that a continuum of placements is available to meet the special education and related services needs of students with disabilities, from preschool through 12th grade ([WAC 392-172A-02055](#)). The continuum must include a range of supports and instruction within the general education environment, as well as access, when needed, to special education classes, home instruction, and instruction in hospitals and institutions. Consideration and priority must always start with providing instruction to the maximum extent appropriate with the general education environment.

Definitions³

- Least Restrictive Environment (LRE) – The provision of special education services, including preschool students and students in public or private institutions or other care facilities, must be provided in the general education environment with students who are nondisabled to the maximum extent appropriate for the student. Special classes, separate schools, or other removal of students eligible for special education from the general education environment should occur only if the nature or severity of the student's disability is such that education in general education with the use of supplementary aids and services cannot be achieved.
- General Education Program – A program that includes 50 percent or more nondisabled children (i.e., children that do not have IEPs).
- Special Education Program – A program that includes less than 50 percent nondisabled children.
- Regular Early Childhood Program – An early childhood program that includes a majority (at least 50 percent) of nondisabled children. This may include, but is not limited to, Head Start or Early Childhood Educational Assistance Program (ECEAP) classrooms, kindergarten, private kindergartens or preschools, group child development center or child care, etc.

¹ Research studies including [Carlberg and Kavale](#) (1980); [Wang and Baker](#) (1985); [Oh-Young and Filler](#) (2015); and [Theobald, Goldhaber, and Gratz](#) (2018).

² [IDEA Series: The Segregation of Students with Disabilities](#) (from the National Council on Disability, February 7, 2018)

³ The definition of LRE is found in [WAC 392-172A-02050 through -02070](#). The definitions of general education, special education, and regular early childhood programs are found in the [Individuals with Disabilities Education Act \(IDEA\), Part B Data Dictionary](#).

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Determining LRE

When determining the educational placement of a student eligible for special education, the decision must be made annually by a group of persons, including the parent and other persons knowledgeable about the student, the evaluation data, and the placement options ([WAC 392-172A-02060](#)). The selection of the appropriate placement for each individual student must be based on:

- the student’s Individualized Education Program (IEP),
- the LRE requirements,
- the probability of assisting the student in attaining their annual goals, and
- the consideration of any potential harmful effect on the student or the quality of services they need.

Students should not be removed from the general education classroom solely because of needed modifications in the general education curriculum, and the student should be educated in the school they would attend if nondisabled, unless the student’s IEP requires some other arrangement.

Resources

There are several resources to support building more inclusive learning environments on the OSPI Special Education website and [IPP webpage](#):

- [LRE Self-Assessment](#) (adapted from West Ed)
- [The Universal Design for Learning \(UDL\) Guidelines](#) (from the Center for Applied Special Technology (CAST))
- [High-Leverage Practices in Special Education](#) (from the Collaboration for Effective Educator Development, Accountability, and Reform (CEEDAR) Center)
- [National Early Childhood Inclusion Indicators Initiative](#) (from The Early Childhood Technical Assistance (ECTA) Center)
- [Preschool Inclusion Finance Toolkit](#) (from ECTA)
- [Early Childhood LRE Decision Tree](#) (adapted from ECTA)

Upcoming Conferences and Professional Development

| Date and Time | Topic | Provider/Sponsor | Location |
|---|--|---|-----------------------------------|
| Ongoing | Family-Professional Partnerships in Early Childhood – New Course! | eLearning for Educators | Online Course |
| March 18, 2020 8:30 – 9:45 am | Using Preventative Practices to Disrupt the School-to-Prison Pipeline | UW School Mental Health Assessment, Research, & Training (SMART) Center | UW Husky Union Building, Room 250 |
| March 19, 2020 | School Discipline, Substance Use and Restraint & Isolation: Policy and Proactive Approaches to Support Positive Behavior | Mandy Paradise, Joshua Lynch and Lee Collyer | ESD 189, Anacortes, WA |
| March 19, 2020 1 – 5 pm Eastern Time | Attract, Prepare, Retain: OSEP National Summit on Improving Effective Personnel for Children with Disabilities | Office of Special Education Programs (OSEP) | Virtual Meeting |
| March 24, 2020 11 am – 12:30 pm Eastern Time | Behavior Basics: Laying the Groundwork for Positive Change | Military Families Learning Network | Free Webinar |

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| Date and Time | Topic | Provider/Sponsor | Location |
|--|--|--|---|
| Various dates in April 2020 | Leading Through the Master Schedule: Ensure Equity and Access to College & Career Readiness | Office of System and School Improvement (OSS) at OSPI | See schedule for locations |
| April 9–10, 2020 | ORTIi “Deconstructing Dyslexia” Conference | Oregon Response to Instruction and Intervention (ORTIi) | Red Lion Hotel on the River Jantzen Beach in Portland, OR. |
| April 15–16, 2020 | 2020 WA State Traumatic Brain Injury Conference | DSHS, WA State TBI Strategic Partnership Advisory Council | Hotel Murano, Tacoma, WA |
| April 23–22, 2020 | Day 1: The link Between General Education and Special Education Day 2: Practical Dos and Don'ts – A Solution Based Approach | Pingora Consulting | Tacoma, WA |
| April 25, 2020 8:30 am – 4 pm | The Inclusive Education Conference | The Arc of Spokane | Spokane Valley Events Center in Spokane Valley, WA |
| May 4–5, 2020 | MTSS Fest 2020 Conference is sold out, but a wait list available! | OSPI | Double Tree SeaTac, WA |
| May 6–8, 2020 | Infant and Early Childhood Conference | Infant and Early Childhood Conference (IECC) | Greater Tacoma Convention Center, Tacoma, WA |
| May 13, 2020 | Community-Led Systems Change in a Public School District through Parent Participatory Evaluation | CADRE | Webinar |
| May 14–15, 2020 | 2020 Student Support Conference | OSPI | Wenatchee Convention Center, Wenatchee, WA |
| May 20, 2020 | Equity: From the Boardroom to the Classroom | WASA, AWSP, and WSSDA | DoubleTree, SeaTac, WA |
| June 16, 2020 11 am – 12:30 pm Eastern Time | Creating Space: Arranging Environments to Promote Positive Behavior | Military Families Learning Network | Free Webinar |
| September 29, 2020 11 am – 12:30 pm Eastern Time | Let's Work Together: Building Relationships with Families to Support Positive Behavior | Military Families Learning Network | Free Webinar |
| October 28–30, 2020 | CADRE's 8th National Symposium on Dispute Resolution in Special Education -- Planting Seeds: Growing an Inclusive & Informed Community | The Center for Appropriate Dispute Resolution in Special Education (CADRE) | Renaissance Denver Stapleton Hotel , Denver, CO |

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| Date and Time | Topic | Provider/Sponsor | Location |
|--|--|--|-----------------|
| December 1, 2020 11 am – 12:30 pm Eastern Time | Make New Friends: Promoting Friendship and Belonging | Military Families Learning Network | Free Webinar |

News from Assessment and Student Information

WA-AIM Item Content and Bias/Sensitivity Reviewers Needed! – Repeat

During the 2019–2020 school year, OSPI and our vendor, Data Recognition Corporation (DRC), have set forth an aggressive item development plan to ensure educators who administer the WA-AIM have access to approximately 15 items for each Performance Task on the WA-AIM for the 2020–2021 school year.

As part of this process, OSPI and DRC will be conducting three rounds of Item Content and Bias/Sensitivity Review. OSPI is seeking educators with the following expertise or experience working with:

- Students with significant cognitive disabilities
- State academic learning standards in English language arts, mathematics, or science
- Students who are blind or deaf/hard of hearing
- English learners
- Alternate Assessments
- Students who are non-verbal
- Students who use assistive technology

Tentative Review Dates:

- Review #1: April 6–9, 2020, Spokane, Washington
- Review #2: Mid-August, location TBD
- Review #3: Early fall 2020, location TBD

Interested reviewers **must** apply through completing the [WA-AIM Item Review Application 2020](#).

Reviewers will be selected based on the items to be reviewed. Interested applicants may be selected for 1 or more review meetings. Applicants do not need to commit to all three review rounds.

- Selected reviewers for Review #1 will be notified at the beginning of March.
- Selected reviewers for Review #1 will have travel, eligible meals, and eligible lodging expenses paid or reimbursed.
- Selected reviewers for Review #1 who are in school session will have substitute costs reimbursed directly to their districts.
- Selected reviewers for Review #1 who are on spring break will be eligible for a \$200 a day stipend.

Please contact Toni Wheeler (toni.wheeler@k12.wa.us) if you have any questions.

News from the Professional Educator Standards Board (PESB)

Grant Funds Available to Operate a High School Teacher Academy

Applications are now available for a competitive grant to initiate, or continue to operate, a Recruiting Washington Teachers (RWT) high school teacher academy program.

Who should apply?

School districts and tribal compact schools in Washington State are eligible to apply.

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When are applications due?

March 16, 2020 at 5 p.m.

How do I apply?

Review the [grant application information packet](#) for additional information and application details.

What is Recruiting Washington Teachers?

Recruiting Washington Teachers (RWT) is a high school teacher academy program aimed at recruiting and supporting diverse future teachers. RWT uses a "Grow Your Own" approach; growing future teachers from within local communities, which helps to address teacher shortages across Washington State. RWT programs work to align the diversity of educators and students and eliminate the opportunity gap for students from underserved groups, with a specific focus on multicultural and multilingual students, and students of color.

By supporting participants as they complete high school, apply to and attend college, the RWT program strengthens the pathway from high school to teaching, with the goal that students will become not only certified teachers, but also education leaders who make a difference in their communities. [Learn more about RWT.](#)

Upcoming grant for Recruiting Washington Teachers - Bilingual Educators Initiative (RWT-BEI)

Applications are coming soon for a competitive grant to support the creation of high school teacher academy programs focused on developing future bilingual educators. [Learn more about the RWT-BEI grant.](#)

For questions about the [Recruiting Washington Teachers](#) program please contact pathways@k12.wa.us.

News from Outside OSPI

School-Based Health Care Services (SBHS) Update

Washington State Health Care Authority (HCA) sent out a SBHS update about program changes that are coming soon.

[Read the SBHS update.](#)

Youth Transition Survey

The Washington State Independent Living Council (WASILC) Youth Committee has officially launched the Youth Survey! [The survey is now live on the WASILC website](#) and will be **available until May 31, 2020**.

We are seeking your support and collaboration in our efforts to hear the voices of youth and young adults with disabilities in every corner of Washington State.

Please share this information with all youth, young adults, and their allies (parents/guardians, educators, caregivers, and service providers). Flyers that you are welcome to print and share with your networks are available in both English and Spanish.

At the close of this survey, WASILC intends to provide targeted feedback and guidance to individual counties and statewide.

Youth or young adult

- [Survey in English](#)
- [Survey in Spanish](#)

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Ally of a youth or young adult (parent/guardian, educator, caregiver, service provider)

- [Survey in English](#)
- [Survey in Spanish](#)

Now accepting applications: 2020 Youth Leadership Forum

Applications are **due May 31, 2020!**

We are currently accepting applications for the 2020 Youth Leadership Forum (YLF)

YLF is a program for high school juniors and seniors with disabilities. The Forum is hosted by the [Washington State Governor's Committee on Disability Issues and Employment \(GCDE\)](#). This will be the 20th year that YLF has been held in Washington State. The forum will be held **July 26-31, at Eastern Washington University in Cheney, WA.**

You can view videos of previous YLFs on Facebook at "[Friends of YLF.](#)" The forum is offered to students at **NO COST** to their parents through funding from the GCDE, other state/federal agencies, non-profit organizations and private-sector donors.

- [2020 informational postcard](#)
- [2020 informational postcard \(Spanish\)](#)
- [2020 Accessible Fillable App \(Word\)](#)
- [2020 informational brochure](#)
- [2020 informational brochure \(Spanish\)](#)

Questions? Contact Elaine Stefanowicz at 360-902-9362 or estefanowicz@esd.wa.gov.

Assistive Technology in the IEP

This [website resource](#) was developed by Daniel Cochrane, through the University of Illinois.

Governor's Committee on Disability Issues and Employment: Governor's Employer Award – Repeat

What are the Governor's Employer Awards?

GCDE recognizes Best Practices that positively shape employment opportunities for workers with disabilities. We celebrate employer achievements for recruiting, hiring and advancing workers with disabilities.

Awards Nomination Process

An individual, business, agency or organization may submit nominations for themselves or others. Submission Guidelines and electronic nomination forms can be found on the [GCDE website](#). For more information or to request a nomination form in alternate formats contact staff at 360-902-9440.

See the [attached flyer for more information](#).

New Resource! Supporting Student Mental Health: Resources to Prepare Educators – Repeat

Students of all ages have unmet mental health needs that affect their performance in school.

- How can educators and school personnel respond to the mental health needs of students?
- What do educators and school personnel need to know about child and adolescent mental health?
- Where can school districts, schools, and staff access training on how to respond?

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The [Mental Health Technology Transfer Center \(MHTTC\) Network](#) and the [National Center for School Mental Health](#) collaborated on an environmental scan and needs assessment of available educator mental health literacy training and resources. *Supporting Student Mental Health: Resources to Prepare Educators* is a new resource that:

- Describes the role of educators in supporting student mental health
- Explains the core components of mental health literacy
- Provides an annotated list of existing resources and trainings that instruct educators on mental health literacy.

[Download the new resource here.](#)

New Program Opportunity: Northwest M~POWER: My Pursuit of Work, Empowerment & Resources – Repeat

The Helen Keller National Center for Deaf-Blind Youths and Adults is offering this new program July 19–July 24, 2020, at the University of Washington for vocational and college exploration, advocacy and peer mentoring opportunities, readiness skills that lead to preparing for employment success, Seattle excursions and more!

[Click here to access a PDF to learn more about this innovative and exciting new program!](#)

Applications are due March 30, 2020.

Questions? Contact Marlene Swarts at 206-452-0049 or Marlene.Swarts@hknc.org.



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Winners

Private Employers of the Year

Small: Jerrol's

Medium: Quality Inn & Suites
Olympic National Park

Medium: Welcome Home Oak
Harbor

Senior Memory Care

Large: Huntwood
Industries

Public Employers of the Year

County: Kittitas County

State: Washington State
Employment Security
Department

Federal: US Army Corp of Engineers

Small Non - Profit Employer of the Year

Bella's Voice

Youth Employer of the Year

Swedish Edmonds Hospital

Governor's Trophy *in Memory of Carolyn Blair Brown*

Duane French

Direct Support Professional

Colleen Thornburg

Toby Olson Legacy Award

Toby Olson



**Contact the Governor's
Committee on Disability
Issues and Employment**

PO Box 9046
Olympia, Washington 98507

360-902-9440
360-586-4600 Fax

Dial 711 for Relay Services

GCDE@esd.wa.gov

For more information
on our Awards Program,
visit our website:

<http://esd.wa.gov/gcde/projects>



Governor's Committee on Disability Issues and Employment Governor's Employer Awards

Presented to outstanding employers
who have demonstrated efforts to
recruit, hire and advance employees
with disabilities, and to recognize
Best Practices in the workplace.

Why Nominate an Employer or Individual?

- ◆ To shine a spotlight on organizations and individuals making a difference.
- ◆ To showcase achievements and share best practices.
- ◆ To acknowledge employers successfully creating inclusive work places.
- ◆ To acknowledge work teams for their hard work & creativity.

**Nomination Process May - August
Selection Process- September**

****Award Ceremony** Fall 2020**



Governor's Committee on Disability Issues and Employment (GCDE)

GCDE is comprised of 27 volunteer members appointed by the Governor; the majority being individuals with disabilities representing a wide range of physical, mental or sensory disabilities.

Representatives from various state agencies and disability organizations serve as ex-officio members. The Committee is supported by a staff of four state employees.

What does the Committee do?

GCDE's mission is to provide statewide advocacy and leadership to empower the disability community to obtain equality of opportunity and maximum independence.

The Committee is nationally recognized and sought out for its expertise in the broad spectrum of issues affecting people with disabilities. Policies and programs it has developed and implemented have been cited as best practices by such federal agencies as the Equal Employment Opportunities Commission, and the Department of Justice. It has won more than **\$15M** in competitive federal funds to serve people with disabilities in Washington State.

What are the Governor's Employer Awards?

GCDE recognizes Best Practices that positively shape employment opportunities for workers with disabilities. We celebrate employer achievements for recruiting, hiring and advancing workers with disabilities.

Awards Nomination Process

An individual, business, agency or organization may submit nominations for themselves or others. Submission Guidelines and electronic nomination forms can be found on our website:

<http://esd.wa.gov/gcde/projects>.

For more information or to request a nomination form in **alternate formats** contact staff at 360-902-9440.

Selection Process

Each year a distinguished panel of professionals consisting of Committee Members, previous award winners and business representatives select the award recipients.

Awards Categories

Toby Olson Legacy Award honors a Washington resident whose body of work, vision, dedication and determination creates a lasting legacy increasing equality of opportunity and independence for individuals with disabilities.

Awards Categories

Private and Non-Profit Employers are recognized for their efforts to recruit, hire and advance individuals with disabilities.

Small (25 or less employees)

Medium (26 to 249 employees)

Large (over 250 employees)

Public Employers are federal or governmental entities (city, county, state or municipality) that are recognized for their effort to recruit, hire and advance workers with disabilities. This category has no size limit.

The Governor's Trophy in Memory of Carolyn Blair Brown honors a Washington resident with a disability who has developed or influenced programs, services, legislation etc. that result in positive outcomes dramatically enhancing the empowerment of individuals with disabilities.

The Direct Support Professional recognizes a job dedicated developer/coach who has shown extraordinary ingenuity and drive to create and sustain supported employment opportunities that create jobs.

The Youth Employer honors a private, non-profit or public employer for its efforts to sponsor programs and activities promoting employment preparation and job skill training for youth with disabilities.