This quote is critical to consider in today’s world. As this message is being prepared we have received information regarding how the world of public education is changing at the federal and in many cases the state level. We are facing a serious reduction in funding from the federal government which will likely impact IDEA and ESSA program delivery. We are seeing developments that will support increased public subsidies for private education, yet there is little evidence-based rationale for this to occur.

The current state of politics has created a sense of passion on many issues. The silver lining is we have less apathy and more energized responses to issues. We are still waiting to see how the new Secretary of Education will respond to issues related to struggling schools, services to children at risk, English Language Learners and children with disabilities.

Concerns are surfacing with regards to the impact of special education vouchers and scholarships. A report published in the February 28, 2017 edition of the Stanford News (Stanford News is a publication of Stanford University Communications), states there is no evidence that voucher programs significantly increase test scores.

The following is excerpted from this report: Professor Martin Carnoy, Stanford Graduate School of Education (GSE) stated “The evidence is very weak that vouchers produce significant gains in learning. They also carry hidden costs, and they’re distracting us from other solutions that could yield much higher returns.”

Carnoy analyzed research conducted over the past 25 years, including studies of programs in Milwaukee, New York City, Washington, D.C., Indiana and Louisiana. Most studies have evaluated the impact of vouchers through test scores (as a proxy for student achievement) and high school graduation and college enrollment rates (indicators of school performance).

In Milwaukee, where the nation’s second-largest (after Indiana’s more recent) voucher program has been operating for almost 20 years, only a
quarter of students attend their neighborhood school. “If choice were the answer, Milwaukee would be one of the highest-scoring cities in the country,” Carnoy said.

But test score data from the National Assessment of Educational Progress (NAEP) tell a different story. Among black eighth-graders in 13 urban school districts, Milwaukee – where black students make up more than 70 percent of all voucher recipients – ranked last in reading and second-to-last in math.

I would encourage you to read the entire report that Dr. Carnoy has written to prepare yourself for the anticipated push for increasing public subsidy for private education in your area. There is no new money to support establishing a dual educational system. The money being used to support voucher programs is being taken from the same resources used to support local public schools.

It seems counterintuitive to take resources from struggling public schools to fund private enterprises that have failed to demonstrate improved success. It is also a concern that we are depleting public funds that may be used to improve the neighborhood and reduce societal issues in areas that are struggling. Yet this is at the heart of President Trump’s initiative to promise billions to use taxpayer dollars to subsidize private education.

It is for this reason that all educators and supporters need to find ways to join together to resist this from happening. We must not allow ourselves to have conflict among ourselves and our allies, such as parent advocacy groups. We need to all take action to stay focused on the legislative agenda that is developing. We need to empower our colleagues and parents to speak out regarding issues that will ultimately weaken the public school system.

CASE and CEC are collaborating to bring issues to your attention that need your passionate response. CASE is also a member of the Committee for Education Funding, which also stays abreast of the issues developing in Washington, DC. Through these sources we will make every effort to keep you informed. Collectively we need to share this information, including with individuals that are not members as well as the parent advocacy groups. We must avoid circling the wagons and shooting inward. In other words, we must remain focused on the larger issues that will impact our nation and minimize the efforts to fight among ourselves on other issues.

To repeat the quote above: “The challenge of every team is to build a feeling of oneness, of dependence on one another because the question is usually not how well each person performs, but how well they work together.” - Vince Lombardi

There is no more critical time than now to find ways to mend fences and stand united for the children we serve.

Gary Myrah is the Executive Director for the Wisconsin Council of Administrators of Special Services (WCASS). He has served on several WCASS and CASE committees and is the current president of CASE. He can be reached at gary.myrah@wcass.org

CASE is ALL “a TWITTER!”
Do you “tweet”? Follow CASE at http://twitter.com/casecec
8. Are there specific instructional practices that would be beneficial for a large majority of students with disabilities who will be in my classes?

Yes. Even though there is not a set list of instructional practices in federal or state law, rules, or regulations, we think that most students with disabilities will benefit from the practices described below. To be honest, these practices will be most beneficial for those students who are pursuing general education mastery just like their non-disabled peers. They would need to be refined for students who have the most significant cognitive disabilities.

As a general education teacher the following evidenced-based practices, though not necessarily endorsed at the national or state levels, are needed by the overwhelming majority of students with disabilities. If you implement these practices with fidelity, you will see improvement in the academic performance of most students with disabilities.

• implement effective classroom management, engagement and behavioral systems
• drastically increase student practice turns and feedback
• provide explicit and systematic instruction
• implement effective vocabulary instruction
• provide literacy instruction in every classroom
• teach metacognitive strategies

For an overview of each of these practices, read Great Instruction Great Achievement for Student with Disabilities: A Road Map for Special Education Administrators. It is available at www.causecec.org

9. That list is very helpful. I see how it can set the foundation for effective instruction for students with disabilities if I implement those practices every day. Won’t many other students benefit from those instructional practices?

Yes. If you have been teaching even for a very short time, you have noticed there are many students who struggle with learning. Billy has a learning disability and receives special education services. Tonya sits right next to him and does not qualify for special education services (because of the complex way that eligibility is determined).

In your class, however, both Billy and Tonya might present in the same way. They both might struggle with the content area and developing new skills. They both might need very similar instructional practices in your class. They can both benefit from the practices listed above (high rates of practice turns and feedback, explicit instruction, etc.). In fact, virtually all students will benefit from the approaches, including students who do not struggle with the content and students who are achieving at very high levels.

10. The first instructional practice described above referenced implementing effective classroom management and behavioral systems. Even when those things are in place, some students with disabilities that I have worked with demonstrate significant behavioral needs. What should I do to support those youngsters?

Partner with the special education personnel in your school to develop and implement the student’s behavior intervention plan (BIP). Even when you provide positive and effective engagement and behavioral support (what some professionals might refer to as classroom management), some students will need additional, specialized supports. For those youngsters, the IEP team develops a behavior intervention plan (BIP). The BIP includes the prioritized areas for behavioral improvements and action steps necessary to help that individual student move toward more appropriate behavior.

Many behavior plans include appropriate, replacement behaviors that allow the student to access the function of the behavior, but using acceptable ways to do so. If a student demonstrates extremely negative behavior routinely in math class, it might be determined that he is trying to escape embarrassment because he is very weak in the content area. Virtually all students would rather be considered “tough” kids than students who have significant academic

Continued on page 4
weaknesses. The plan for the student might include intensive math instruction along with an agreement from the teacher that he won’t be called upon to explain his mathematical thinking in front of others.

In your school or school district, there are personnel trained to conduct functional behavioral assessments and to use those FBAs in developing effective behavior intervention plans. If you have a student who needs behavioral support even when there are effective engagement/behavioral mechanisms in place, contact those personnel for support to determine next steps for the particular student in need.

11. You used the term Functional Behavioral Assessment or FBA. What is the purpose of an FBA?

The purpose of the FBA is to determine why a student is demonstrating specific, negative behaviors. To oversimplify, the FBA is a process used to determine the student’s motivation for the misbehavior. By observing the student, collecting data and collecting other information, it is possible to determine patterns that surround the misbehavior. What typically occurs before the target or misbehavior is demonstrated? During what activities and times of day are those behaviors present? What typically happens after the target or misbehavior?

By analyzing patterns through the functional behavioral assessment process, the underlying triggers and motivations can be determined (even if the student is not sure of the motivations him/herself). In essence, this process helps determine the function of the misbehavior for the student, hence the name functional behavioral assessment.

All behaviors serve a purpose. Even when students demonstrate extremely negative behaviors, even those behaviors that seem to be self-defeating for the student, they are serving a purpose. By conducting systematic observations and collecting data, it is possible to determine the benefit that the student receives from the misbehavior. In most cases, the student cannot describe the purpose of the behavior, but it serves a function nonetheless.

To oversimplify, negative behaviors help the student either get something or get out of something. The student might want access to a different place, activity, person, sensory stimulation, to gain attention or control. He or she might also want to get out of something. For example, they might want to avoid emotional stress, physical pain, embarrassment, or difficult academic assignments.

12. Some students with disabilities struggle specifically in the area of mathematics. Are there instructional practices recommended for those students?

Yes there are. In 2006, the President of the United States issued an Executive Order to establish a panel who would review research to determine how to improve mathematics achievement in the United States. The National Mathematics Advisory Panel published their recommendations in 2008 and included 45 recommendations. Those recommendations included a wide array of instructional practices for ALL students. If you are a mathematics teacher at any grade level, it is critical that you access the Panel’s report to inform your practices for all students.

In addition, the Panel made specific recommendations for students with disabilities and other students who struggle with mathematics. Based on a review of the best research available, the Panel stated that students with disabilities and other low-achieving math students benefit from:

Explicit, systematic instruction (which) typically entails teachers explaining and demonstrating specific strategies and allowing students many opportunities to ask and answer questions and to think aloud about the decisions they make while solving problems. It also entails careful sequencing of problems by the teacher or through instructional materials to highlight critical features (p. 48).

It is interesting to note that the Panel recognized that explicit, systematic instruction is not beneficial only for students who have learning disabilities in mathematics. The Panel stated, “results are consistent for students with learning disabilities, as well as other students who perform in the lowest third of a typical class” (p. xxiii).

References
Hope you are planning to be a part of the CEC Convention in Boston, MA April 19-22, 2017! CASE will be very visible and active! The CASE Activities Chart gives you the full low-down so you can plan your time wisely! We will have our joint member and board meeting starting with a full breakfast sponsored by Stetson & Associates on Wednesday, April 19. Master Teacher will be once again sponsoring our Awards and Conover will be sponsoring our afternoon break! On Thursday, Lindamood-Bell will be sponsoring our CASE Showcase session with Julie Weatherly, Esq. Of course, the highlight of the convention will be CASE Night -- an amazing event at the New England Aquarium on Thursday evening, April 20. The tickets are available on the CASE website for just $65 even though it is well over a $110 experience, thanks to our sponsors, Star Autism, Education Modified, C8 Sciences, and Winsor Learning! If you haven’t gotten your CASE Night ticket, do so today as they are going fast! Be sure to stop by the CASE booth—we will be in booth 1403—it is always the happening place to be and we will have a cool give away, too!

**CASE Activities - CEC Convention, April 19-22, 2017 Boston, MA**

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<thead>
<tr>
<th>DATE/TIME</th>
<th>EVENT/ACTIVITY</th>
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<tr>
<td>Apr 18 8-11:30 a.m</td>
<td>Executive Committee Meeting</td>
<td>All CASE meetings are open</td>
<td>Sheraton Boston Hotel Kent</td>
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<tr>
<td>Apr 19 7:30-8:15 a.m</td>
<td>Membership Breakfast</td>
<td>Sponsored by Stetson &amp; Associates</td>
<td>Sheraton Boston Hotel Commonwealth</td>
</tr>
<tr>
<td>Apr 19 8:30-4:30</td>
<td>Membership/BOD meeting Awards</td>
<td>Sponsored by The Master Teacher Break Sponsored by Conover</td>
<td>Sheraton Boston Hotel Commonwealth</td>
</tr>
<tr>
<td>Apr 19-21</td>
<td>CASE BOOTH #1403</td>
<td>Come Register for a BIG Surprise!</td>
<td>Convention Center</td>
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<tr>
<td>Apr 20 9:30-11:45 a.m</td>
<td>CASE Spotlight Session</td>
<td>Julie Weatherly, Esq. Sponsored by Lindamood-Bell</td>
<td>Convention Center Ballroom C – Level 3</td>
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<td>Apr 20 5:30-9:30ish</td>
<td>CASE NIGHT -- Tickets $65 On Sale at <a href="http://www.casecec.org">www.casecec.org</a></td>
<td>Sponsored by Star Autism Support, Education Modified, C8Science, &amp; Winsor Learning</td>
<td>New England Aquarium</td>
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<tr>
<td>April 21 4:00-5:00 p.m</td>
<td>What Every Aspiring SPED ADMIN Needs to Know</td>
<td>CASE Leadership Panel</td>
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**SPECIAL THANKS TO OUR SPONSORS CEC 2017 CONFERENCE!**

PLEASE SUPPORT THESE COMPANIES AND THEIR OUTSTANDING PRODUCTS!
Every change of Administration in Washington brings challenges and opportunities. CASE has joined with a broad array of national education, civil rights, and disability organizations to express its concerns on a number of key issues.

**Picking a Secretary of Education**

First and foremost, CASE spoke out early on the nomination of Betsy DeVos to become Secretary of Education. The organization was especially concerned about her strong support for private school vouchers, which CASE actively opposes as part of its legislative agenda. Members became even more concerned about the nominee during her confirmation hearing. When questioned about whether all schools receiving federal funds should be required to meet IDEA requirements, Ms. DeVos said it was a matter best left to the States. She has since said she was somewhat confused by the question.

CASE made clear its opposition to the nominee in a time-honored Washington move: signing on with hundreds of other national organizations to an open letter stating why Ms. DeVos was not the right choice to lead the U.S. Department of Education. Ms. DeVos ultimately was confirmed on a tie-breaking vote by the Vice President. Despite CASE’s opposition to this confirmation, CASE believes now that the organization has a responsibility to help educate her about the needs of students with disabilities, the intricacies of special education law, and continuing concerns about families leaving their IDEA rights behind if private school vouchers were a reality and they opt to leave the public schools. The Executive Committee hopes to visit with her in July to convey these messages.

**Maintaining Support for Public Schools**

As noted earlier in this article, CASE has gone on record against diverting public funds to private school vouchers. CASE has acted on this plank of its legislative agenda by becoming an active member of the National Coalition for Public Education (NCPE). This group has been in existence since 1978, working to maintain and strengthen the public education system. CASE participates in visits to Capitol Hill with general and special education, civil rights, disability, and religious organizations that also believe private schools should not be funded by public dollars.

The president will be issuing a budget blueprint some time this month. Reports indicate that document will include deep cuts in the non-defense discretionary budget – including education. CASE has also heard the private school voucher idea may be realized in the budget through a tax credit plan. CASE will continue its strong advocacy, both through NCPE and the Committee for Education Funding (CEF), in support of maintaining and increasing the federal investment in education and keeping those funds in public schools.

**Fighting Cuts to School-Based Medicaid**

CASE is also a part of the newly formed Save Medicaid in Schools coalition. The first week in March CASE sent a letter to congressional leadership and chairmen and ranking members of the key committees with jurisdiction over Medicaid. In that letter, the organization expressed its deep concerns about any changes to the program in the form of block grants or per capita caps and especially cuts to school-based Medicaid reimbursements. The organization has issued several “Action Alerts” to get members involved and has asked State affiliates to send letters to their congressional delegations opposing changes to the program that would adversely affect schools.

CASE’s Legislative Consultant is actively involved in Hill visits on this important issue and has reported visiting a number of offices where staff members are unaware of the use of Medicaid funds in schools. The Save Medicaid in Schools coalition is working to provide good information, including a new report from AASA where superintendents indicate the importance of these funds specifically to provide specialized instructional support services to students with disabilities.

**Join Our Advocacy Efforts!**

As always CASE will be meeting in Washington, DC, in July and will take its messages to Capitol Hill. We invite you to be a part of this exciting event and to help educate your members of Congress about what is happening in schools in their district and State. CASE is working for you, but we can’t do it without you!

Myrna Mandlawitz, president of MRM Associates, LLC, a legislative consulting firm in Washington, DC, represents a number of national associations as a consultant and lobbyist on a broad range of general and special education issues. She has written extensively and presented across the country on special education law and policy and previously served as the Director of Government Relations for the National Association of State Directors of Special Education.
TOWARDS DIVERSITY FOR ALL STUDENTS: A SEVENTY-FIVE YEAR CHRONOLOGY OF THE PUBLIC SCHOOL SYSTEM IN MANITOBA, CANADA

PART ONE: BEGINNING THE JOURNEY

LESLEY G. EBLIE TRUDEL, PHD

Part One: Beginning the Journey
Students in Manitoba have been required to attend school for approximately seventy-five years, however, this has not always been the case for students with exceptionalities. It was at one point illegal to educate them in a public school in the province. If students with exceptionalities were in schools, placement was made in segregated facilities often located far away from their home communities. Over time, Manitoba introduced legislation to allow students with exceptionalities to attend public schools. This change required additional resources in the way of government funding to school divisions and a reconfiguration of staffing at both the provincial and school division levels. Increased parent advocacy, greater numbers of staff trained in service delivery for students and shifts in the human rights movement, saw increased numbers of students with exceptional needs attending schools. While students were included by law in the mainstream of education, their involvement in school lacked authenticity in practice. This segment is the first part in a series entitled: “Towards Diversity for All Students: A Seventy-Five Year Chronology of the Public School System in Manitoba, Canada.”

Education in a Canadian Context
In Canada, unlike other countries, there is no federal department of education and there is no nationally structured system of education. Education is primarily a provincial responsibility. (Council of Ministers of Education Canada, 2017). This arrangement can be found in Section 93 of the British North America Act (1867) and subsequently in the Constitution Act (1982). The Constitution Act, like its precursor, recognizes that each provincial legislature has the exclusive authority to make laws in relation to education. The Council for Ministers of Education (2017) relates that across Canadian jurisdictions, provincial governmental departments are responsible for the organization, delivery, and assessment of education at the elementary, secondary levels, and postsecondary levels. Within this structure the federal government of Canada provides support for postsecondary education, as well as the instruction of official languages. In addition, the federal government is responsible for the education of personnel in the armed forces, the coast guard, and inmates in federal correctional facilities. The federal government shares responsibility with First Nation communities through direct funding for provision of education to children who reside on reserves and attend federal or band-operated schools, and through indirect funding for those who attend provincial schools.

Young, Levin and Wallin (2014) indicated that in exercising the constitutional authority in education, Canadian provinces have created local educational bodies which are called school boards or school districts. Each has legally defined powers delegated to them by the provinces, however, school boards exist only at the discretion of the provincial government. Final authority over provincial educational decision making remains with a minister of education in each province and territory in Canada. Young et al. reminded us that since 1943, young people have been required to go to school everywhere in Canada. The primary vehicle for this task is a publicly funded, provincial education system. Across the country there are various legislative provisions regarding compulsory school ages, definitions of what constitutes a school, and grounds on which one might be exempted from attending. That being said, provision is made annually, for approximately five million young Canadians to attend school.

Educating Students with Exceptionalities in Manitoba
From the time of compulsory attendance until 1958 however, children and youth with exceptionalities in the Province of Manitoba, either did not attend school or were expected to enrol at special schools. Words such as mentally retarded, mentally defective, crippled and mentally handicapped, were terms used to describe students with exceptionalities during this era. If someone knowingly enrolled a student with exceptionalities at that time, they could be fined. As a result, the Department of Education funded students who were blind to attend school in
Brantford, Ontario. Students who were deaf were sent to another province to be educated at the Saskatoon School for the Deaf, or sent to the Manitoba Day School for the Deaf in Manitoba’s largest city of Winnipeg. Children with cognitive delay attended the Kinsmen Centre in Winnipeg, an institution that was funded by a provincial service organization, and in isolated cases in Winnipeg school divisions, teachers were assigned to help students who were struggling in school. Outside of the capital city of Winnipeg however, there were virtually no services offered to students with exceptionalities. In July 1957, the Manitoba government formed a Royal Commission on Education to study all aspects of education in the province below the university level. The Commission submitted its report, along with recommendations for changes, in 1959. Recommendations were made under the context of previous practice being totally inadequate and suggestions were made, such as the development of facilities and implementation of staffing for students with exceptionalities, as well as the organization of programming supported through grants established by the provincial department of education (Blais and Van Camp, 2005).

Blais and Van Camp described that in the early 1960’s the Government of Manitoba introduced legislation to allow children with handicaps to attend public schools. A section of the Public Schools Act which excluded those persons with mental deficiencies was repealed. The latter occurred simultaneously with the consolidation of many smaller school districts into larger school divisions. By the late 1960s through to 1977, youth with disabilities were slowly integrated into the school system. Staffing (beginning with two positions at the Department of Education) and block funding, was initiated by the province, while associations were established to provide professional learning through conferences and networking opportunities. Parental advocacy groups were also becoming far more common within this time. Stewart (2008) described how the 1980’s brought about whole scale school reform through the accountability movement. Commensurate with the idea of accountability was the drive for excellence in student achievement and the expectation of high performance for all. Stewart argued that not only would school divisions have to be accountable for the use of public funds while increasing student achievement, but at that time, were expected to include all children and youth as part of this movement. With the patriation of the Canadian Constitution in 1982, all individuals were considered equal before and under the law. Subsequent provincial Human Rights Codes defined multiple criteria under which protection from discrimination would be provided, and this included the elements of mental and physical disabilities. The challenge, however, surrounded the reality of including students within the school system. While students were included as required by law in the mainstream of education, their involvement often lacked authenticity in practice. Wolfensberger (1983) wrote extensively on this issue, and coined the term social role valorization to highlight the right of individuals not only to be included in mainstream society, but also to be valued equally, and to contribute meaningfully to their communities. Blais and Van Camp outlined that specific funding was eventually allocated by the Department of Education to ensure that students who met delineated criteria for disabilities received adequate services. As well, the use of educational assistants (also known as teacher assistants or paraprofessionals) became an increasingly common practice to support students with disabilities as they attended Manitoba schools. Collectively, these efforts were seen as a significant steps toward the achievement of dignity, individualization and inclusion.

In 1989, the Province of Manitoba released a manual entitled the Policy and Procedural Guidelines for the Education of Students in the Public School System. This provincial document remained the principal tool for navigating the education system for students with disabilities. It wasn’t until the late 1990’s that a review of existing programs, policies and practices occurred, including a comprehensive public consultation and data collection process. This became known as the Special Education Review (SER). The purpose of SER was essentially to improve the effectiveness and efficiency of education and school-based services for children who required special education in order to strengthen their learning opportunities and outcomes. The results of this review were detailed in a final report in 1998. A working committee known as the Special Education Review Initiative (SERI) was tasked with implementation of the recommendations of SER. Several years after, Supporting Inclusive Schools, A Handbook for Student Services (2004), was released containing a statement of philosophy on inclusion which remains current today. The Manitoba Philosophy of Inclusion reads as follows: “Inclusion is a way of thinking and acting that allows every individual to feel accepted, valued and safe. An inclusive community consciously evolves to meet the changing needs of its members. Through recognition and support, an inclusive community provides meaningful involvement and equal access to the benefits of citizenship. In Manitoba, we embrace inclusion as a means of enhancing the well-being of every member of the community. By working together, we strengthen our capacity to provide the foundation for a richer future for all of us” (p. 7). The intention of the statement was to reflect critical declarations to initiate a shift in the practice of school divisions from bureaucratic compliance, to a new way of thinking and acting. In spite of the Special Education Review Initiative and a provincial philosophy on inclusion, Manitoba was one of the few provinces in Canada that did not yet have specific legislation and clear regulations regarding students with exceptionalities. The governance

Continued on page 9
in Manitoba relating to education, had for the most part been consensus driven. After all, most agreed that the province should provide the best possible education for all students, and no one disagreed with the goal of a quality education. However, amid pressures to improve academic performance, increase services, keep more students in school yet reduce spending, the issue of education for students with exceptionalities was one of many initiatives that the government of the day had to balance (Stewart, 2005). Nonetheless, the support for special education legislation in Manitoba continued to grow purposefully. Parents advocated for the right to contribute to their children’s educational programming, for consistent services, specialized assessments, training for staff, and the public in general demanded that schools address issues around student behaviour.

References


Lesley Ebbie Trudel, PhD currently serves as the Assistant Superintendent of Student Services with the Sunrise School Division in Manitoba, Canada. Lesley has been involved in public education for twenty-nine years, working as a classroom teacher, resource teacher, school and school division administrator. She has been a sessional instructor on the topic of Legal and Administrative Aspects of Schools, at the University of Manitoba. Lesley has a keen interest in organizational learning and systemic change as it pertains to diverse and inclusive educational communities.
C³: THE CASE COMMITTEE CORNER
UPDATE FROM VARIOUS CASE COMMITTEES TO HELP KEEP YOU INFORMED ABOUT YOUR PROFESSIONAL ORGANIZATION!

POLICY AND LEGISLATIVE COMMITTEE
ERIN MAGUIRE, POLICY AND LEGISLATIVE COMMITTEE, CHAIR

CASE POLICY AND LEGISLATION COMMITTEE
WORKING FOR YOU!

The Policy and Legislative Committee continues to follow and respond to recent events since the change in administration. This includes the nomination and confirmation of Betsy Devos, the proposed revocation of the ESSA regulations, the revocation of the Title IX guidance as well as the potential for Affordable Care Act (ACA) changes on Medicaid access for our students and schools.

Of particular importance over the past month has been a focus on a position statement opposing “publicly funded subsidies of private education” (e.g. vouchers, tax credits, taxpayers savings and grant/scholarships) and letters to senators and representatives advocating for votes that align with CASE’s mission. The committee also provided comment to OCR on a recent request specific to data collection for private schools where students on IEPs have been placed.

IDEA Reauthorization continues to be a major focus of the committee work. The committee has used information provided through member survey, input from the CASE Board of Directors (representatives from your state unit) and guidance from our Policy Consultant Myrna Mandlawitz to develop specific recommendations for the reauthorization of the IDEA 2004.

Below are some of the focus topics for the IDEA Reauthorization work to date as discussed by our Board of Directors at the last meeting:

1. Maintain language for full funding of IDEA
2. Oppose “publicly funded subsidies of private education”
3. Increase the rigor of review in order to request an IEE
4. Redefine the term ‘serious bodily injury’
5. Increase flexibility in MOE determinations
6. Provide access to IEP facilitation as part of conflict resolution for IEP teams
7. Revise accountability to focus on student outcomes
8. Revise SLD definition and consider language regarding RTI/MTSS
9. Begin transition planning at age 14
10. Require local complaint process within the school district to be exhausted prior to due process complaints being filed under IDEA

We continue to add to this list and are planning to present concepts to the Executive Committee during the CEC conference in April 2017. The membership can expect a survey in the next few weeks regarding your position on these specific topics in order to ensure that all members have an opportunity to weigh in on this important work.

Erin Maguire, M.Ed joined the CASE Policy and Legislative Committee in 2014 and was appointed as Chair of the Committee in 2016. She presently serves as the Executive Director of Student Support Services for Chittenden Central Supervisory Union in Essex Junction, Vermont and has been a leader in special education for 15 years. She has experience at the state and national level advocating for student-centered policy and legislation.

Does CEC and CASE Have YOUR Correct EMAIL ADDRESS?
CASE will be conducting our election via electronic means as we have done in the past so it is critical that CEC have a current, working email address on file for you. Please take a moment to update your contact information by going to the CEC website and clicking on Member support.
PROFESSIONAL DEVELOPMENT
KINDEL MASON, PROFESSIONAL DEVELOPMENT CHAIR

CASE WINTER HYBRID

The 2017 CASE Winter Hybrid Conference February 23-24, 2017 was a huge success! We had 40 onsite attendees from 13 states and one Canadian province! We had 99 virtual sites—some of which met in spite of snow blizzards! We are excited to be getting in our Virtual Site Coordinator reports but they are still trickling in. A preliminary view of the evaluations is showing a very positive response. Look for a more detailed report in our next newsletter! The content was outstanding and if you did miss the hybrid, you can still order your own DVD to use with whomever, whenever!

CEC Convention & Expo

April 19-22, 2017 is the CEC Convention in Boston, MA. The Case PD Committee has selected 21 breakout and poster session geared towards special education administrators. The CASE Showcase Session will be the ever popular 90 tips in 120 minutes with Julie Weatherly, Resolutions in Special Education, Inc. The last couple years have seen an attendance rate of around 300 participants in this showcase session. I know she will “Plymouth Rock” the house once again while in Boston. CEC’s newest elected President Laurie Vanderploeg will be leading a session on What Every Aspiring Special Education Leader Needs to Know. This is a great session for those that are considering jumping into the special education administrative field as well giving tips for some of us that have already leapt into the fire. One of or professional development committee members Jenifer Cline will be co-presenting with Dr. David Bateman on what all administrators need to know about special education. The presentation will focus on the contents of the book A Principal’s Guide to Special Education, Third Addition which was written by Dr. Bateman and is published by CEC. We hope you can make the pilgrimage to Boston to join us, for a cornucopia of fun and learning.

CEC/CASE Legislative Summit

If you haven’t heard the CEC/CASE Legislative Summit has grown so much in the last several years, we have outgrown the venue. Don’t fret as it will still be in the quaint setting of Alexandria, but the venue will at the Westin. The Westin is just down the road from the Hilton Old Town Hotel, and is just as easily accessed by taxi, airport shuttles and the metro. We find it very exciting that this combined event has grown so much, and that the day on the Hill has such an impressive number of professionals advocating for the needs of students in special education. The date this year will be July 9-12, 2017. With all the uncertainty with our new Secretary of Education this Legislative Summit maybe one of the most important years for us to get our message out, so make your plans now to attend.

CASE Annual Fall Conference

I know it seems a long way off, but we are already making plans for the CASE Annual Fall Conference set for November 2-4, 2107, and you should be as well. This year we will be in Reno, Nevada which is dubbed the “Biggest Little City in the World”. If you have never been to Reno it is a smaller version of the well-known “Sin City” Las Vegas, Nevada. Unlike Las Vegas whose motto is “What goes on in Vegas stays in Vegas”, Reno brings a small town feel to a fast paced recreational mecca. I can assure you that what goes on in Reno should be shared as it is jam packed full of good clean fun for all ages, including families. Reno is only an hour or so away from beautiful Lake Tahoe and historical Virginia City, so make plans to come early or stay a few extra days to see the sites. You can swim or paddle board while in Tahoe, and then swing over to Virginia City for an ice cold sarsaparilla at the legendary Bucket of Blood Saloon. I grew up only an hour form Reno, so it will be like homecoming for me. I am looking forward to seeing many of the same faces we usually see at the Fall conference, but I am hoping to see some new faces of my fellow westerners in Reno. We will be starting the call for proposals in March, so keep your eye out if you have a topic you want to share with your colleagues.

The CASE professional development committee thanks all of you for supporting CASE in its’ endeavors to provide you with quality professional development opportunities that meet your needs. Please make sure to keep providing us input on how to keep up the high quality you expect, and the hot topics you need professional development on. I would like to extend a special thank you to your professional development committee for the countless hours they put in on your behalf. Thank you Abby Allen, MI, Bill Presutti, NJ, Stephanie Carpenter, ID, Laurie Vanderploeg, MI, Vicki Menamara, MO and Jenifer Cline, MT. Each Newsletter I’d like you to get to know one of your professional development committee members a little better. This issue it is Jenifer Cline:

Continued on page 12
Jenifer Cline, MA, works as a School Improvement and Compliance Specialist for the state of Montana. She received her MA in speech and hearing sciences from Washington State University and practiced speech pathology in the public schools for 6 years. After receiving her special education administrative endorsement, Cline then worked as the director of the Sanders County Special Education Services Cooperative and in the Great Falls Public School District as a special education administrator. She currently serves as the past president of the Montana Council of Administrators of Special Education and remains active in Council of Administrators of Special Education.

Kindel Mason, serves as the Professional Development Chair of CASE, and is a Past President of both Idaho CASE and Idaho CEC. He is the Director of Special Services for the Jerome School District, Jerome, ID. He has been a special education teacher, and a Regional Consultant for the Idaho State Department of Education.

ANNOUNCING THE OPEN OF THE CALL FOR PROPOSALS SUBMISSION FOR CASE FALL CONFERENCE!

CLIMBING TO NEW HEIGHTS

CASE Annual Conference 2017
November 2-4, 2017 • The Nugget • Reno, Nevada

Close date: April 24, 2017

Are you receiving the weekly CASE - CEC Update EMAIL? Did you know the CASE office sends out an email every Monday morning to update you on what is happening in the world of special education? To receive this email, you must sign up. You can go to the CASE Home Page www.casecec.org and sign up for the update or you can go directly to http://multibriefs.com/optin.php?CASE
NIGHT 2017
Thursday
April 20, 2017
(During CEC in Boston, MA)
5:30-9:30pm

The New England Aquarium

Tickets On Sale
February 1st
$65 per person
Register: www.casecec.org

Dinner, drinks, and interactive activities!
Transportation provided from Hynes Convention Center

Sponsored by:

For more information contact:
lpurcell@casecec.org or rsmith@casecec.org
You advocate for children and youth every day—why not take your advocacy to the next level at the Special Education Legislative Summit?

Help deliver CEC’s policy messages to the Hill!

The Special Education Legislative Summit is a national advocacy event for teachers, early interventionists, administrators, teacher educators, and teacher candidates. This dynamic, team-focused learning environment provides the knowledge and tools needed to become an effective Special Education Advocate.

Now more than ever, CEC needs you to participate in advocating for special education and early intervention policy, legislation, and regulations.

Can we count on you to join us?

Visit specialeducationlegislativesummit.org to learn more and register today!
Topics:

- Improving Achievement
- RTI/MTSS
- Online Learning
- Every Student Succeeds Act (ESSA) & IDEA
- Leading by Convening
- Mental Health in Schools
- Collaborating to make a difference

Call for Proposals


www.casecec.org

Close date: April 24, 2017

November 2-4, 2017
Administrators of special education are busy professionals. They spend their workdays answering questions, attending meetings, solving problems, and developing programs. In many cases, their evenings are spent responding to emails or returning phone calls. These tasks make it difficult for administrators of special education to attend to the daily events that are scheduled on their calendars, as well as the unforeseen challenges that each day presents. Therefore, workdays are prioritized and the most pressing issues of each day always rise to the top of their lists.

What can administrators of special education do to make the most of their limited time? The Council of Administrators of Special Education (CASE) can help you. The Publications and Product Review (PPR) committee is a group of six professionals with a variety of backgrounds, including university professors, special education consultants, and administrators of special education. The committee utilizes a rigorous review process to examine products and their effectiveness. The PPRc systematically reviews the body of research for each product, as well as consumer feedback.

When companies submit a request for an initial endorsement review by CASE, there is no guarantee their product will be endorsed. A rigorous endorsement process is used to determine if the product is acceptable by CASE standards. It is because of this rigorous endorsement process that CASE members can have confidence in a product endorsed by CASE.

Once a product is endorsed by CASE, an endorsement is good for three years. At that time, if requested by the vendor, a product must be reviewed through the re-endorsement process where the PPRc examines how the product has evolved. The PPRc will scrutinize both consumer feedback and research from the previous three-year endorsement period. The expectation is that the company has made improvements since the last CASE endorsement.

Administrators of special education can be assured that a CASE endorsed product has positive consumer feedback and evidence-based research that indicate quality. Currently, there are 34 products endorsed by CASE. Three products are in the initial review process, and four products are undergoing the re-endorsement process. As an administrator of special education, your schedule is hectic and your time is limited, so save time looking for products and consider using products that CASE has vetted and endorsed. A complete list of CASE endorsed products can be found on the CASE website.

Richard Templeton, Ed.D., joined the Publications and Products Review committee in 2016. As the Student Services Coordinator for the Cullman City School System in Cullman, Alabama, his responsibilities include the oversight and implementation of the Individuals with Disabilities Education Improvement Act and Section 504 of the Rehabilitation Act.
Hello to all! The CASE Research Committee is busy and has a number of projects in the works. Frequently, our work is initiated by our members and those who realize that CASE is the leader in Special Education Administration. It often begins with an inquiry from someone…”Do you know which states have an alternative graduation diploma for their students with exceptionalities?” Then it begins…this request is sent to the committee…various committee members take the lead (a combination of researchers and practitioners) and then it continues…information to the the person who made the inquiry, or the general membership, or other targeted groups. The results may be disseminated in a variety of ways. Current projects include reviewing areas of interest and concern which we have received from members, questions that we see in the field, anticipated issues that we have observed, and “on-the-spot-“ comments we have heard.

Some projects we are involved in…
• Impact of vouchers on students with disabilities in non-public schools…as the request came to us, specifically collecting DATA on the effectiveness/non-effectiveness of non-public schools receiving public funds. We want to have examples of where it works and doesn’t … especially where it works AND they meet federal requirements for accountability/ sped, etc.
• Updates on the Endrew v…
• Special Education Administrative titles…a lot of different names for similar jobs…
• Special Education Administrative preparation programs…
• And many more…

If you have a topic, need, or input…pr would like to be involved on the committee…please feel free to contact: Gina R. Scala, CASE Research Liaison, gscala@esu.edu, spedgrs@aol.com, 610-216-4857.

Dr. Gina R. Scala currently is the Chair/Professor of the Special Education/Rehabilitation Departments at East Stroudsburg University of Pennsylvania. She instructs at the undergraduate and graduate level. She provides preparation and direct supervision for students in the Professional Development School (PDS) model, a partnership between school districts and the university. She is involved in numerous University related committees, as well as professional organizations at the local, state, and national level. She has been reappointed by the Governor to the Special Education Advisory Panel for Pennsylvania. Prior to her current position, Dr. Scala was a teacher/counselor, liaison, supervisor and Acting Director for Centennial School – Lehigh University where she also taught at the graduate level.

The “G” Award nominations are due June 30, 2017. This Early Career Special Education Administrator Award is given to a Special Education Administrator who is a member of CASE, in her/his first three years administering special education programs and/or services, and who embraces the Gersh Values listed on the nomination form. The recipient will be announced and recognized at the 2017 Fall CASE Conference in Reno, Nevada. Please nominate someone for this award. What a great way to recognize your state or province! The nomination form is included in the newsletter, and a digital version can be obtained from the CASE website or by emailing julie_bost@abss.k12.nc.us.

Julie currently serves as a Program Specialist for Exceptional Children for the Alamance-Burlington School System in North Carolina. In this role, she oversees various secondary special education programming by providing leadership and support for teachers, principals, and families across the district. Previously, she taught students with exceptionalities in both special education and general education classrooms in grades K-12. Julie has served as Secretary for CASE and currently serves as Membership Chair.
FINANCE COMMITTEE
THANK YOU CASE PATRON PROGRAM

Don’t see your Unit as a Patron sponsor? The Patron program is a great way to “pay it forward.” This program is designed to give CASE the additional operating cash to assist the smaller units as they strive to improve; to assist in promoting states/provinces that do not have a unit to develop a unit; to provide for self-publishing of the Lucky 21 booklets that every CASE member receives for free when they are first published; and other great organizational projects. Talk to your unit’s president and leadership about being a Patron at one of the following levels!

THANK YOU! CASE PATRON PROGRAM

Patrons in Alphabetical Order (*Designates Charter Members)

PLATINUM LEVEL: $5,000.00
- Illinois Alliance of Administrators of Special Education (IAASE)*
- Michigan Association of Administrators of Special Education (MAASE)*
- Missouri Council of Administrators of Special Education (MO-CASE)*

GOLD LEVEL: $2,500.00
- Florida Council of Administrators of Special Education (FLCASE)
- Georgia Council of Administrators of Special Education (GCASE)*
- Indiana Council of Administrators of Special Education (ICASE)*
- Kentucky Council of Administrators of Special Education (KYCASE)*
- Virginia Council of Administrators of Special Education (VACASE)
- Wisconsin Council of Administrators of Special Services (WCASS)

SILVER LEVEL: $1,000.00
- Vermont Council Special Education Administrators (VCSEA)

COPPER LEVEL: $500.00
- Montana Council of Administrators of Special Education (MT CASE)
- New Mexico Council of Administrators of Special Education (NMCASE)
- Pennsylvania Council of Administrators of Special Education (PA CASE)
A New IDEA in LEADERSHIP!

ENJOYING WHAT YOU WORK ON (AND INFLUENCING OTHERS TO ENJOY WHAT THEY WORK ON)

By Dennis Hooper, copyright © 2017, published in the Jan, Feb, Mar, 2017 issue of the “In CASE” Newsletter

Remember when you were a kid, and you were very much looking forward to some special outing that had been promised to you? You were excited, right? You had all kinds of imaginations about how much fun you would have! You couldn't wait for the time to pass.

I was reminded of this relatively common experience as I observed my four-year old grandson awaiting Christmas. He repeatedly asked, “How many more days?” Ah, the power of anticipation is huge!

How often do you experience such positive expectancy in your work?

As we age, we learn to create “to do” lists. Concurrently, our excitement about executing those “to do” items sometimes wanes. Might it be possible to recreate the kind of excitement that I felt as I listened to my grandson express his eagerness regarding Christmas? His energy was infectious!

Would you like to “infect” individuals in your organization with similar excitement about the activities they face? Recent research by Richard Boyatzis indicates that might be possible!


Goleman notes that many organizations focus their developmental efforts for employees on their limitations. The managers concentrate on the behaviors they want their team members to improve. Employees don’t like to hear this supposedly constructive feedback, and they are rarely inspired to take the actions that will address the limitations.

Goleman references recent research by Boyatzis, a professor at the Whitehead School of Management at Case Western University. Based on focused studies of brain chemistry, Boyatzis suggests an intriguing new approach. Initiate your development conversations with a question like this one: “If everything worked out perfectly in your life, what would you be doing in ten years?”

Boyatzis used brain images to analyze how our positive and negative feelings affect our behaviors. Apparently, the impact is huge, with valuable implications for how you can best engage and inspire those under your authority--or yourself--to improve. His advice is to focus the person initially on his or her longer-term desires rather than on recent failings.

Focusing on how good it will feel to reach a goal stimulates dopamine and endorphins, “feel-good brain chemicals” that “fuel drive, energize us, let us focus better, be more flexible in our thinking, and connect effectively with the people around us.” Understanding a person’s desires for the future can open a conversation for what it will take to achieve these aspirations, leading to specific areas of improvement.

Initiating the conversation with what’s wrong with the individual--what needs to be fixed--puts people on the defensive, causes anxiety and worry, and shuts them down. Framing a limitation as a personal flaw to be overcome creates subconscious resistance and defensiveness that makes improvement difficult.

We’ve all known this for years. It’s just common sense, of course, but it’s not common practice. We leaders are pressured with so many demands that we often take the most direct route, calling out the deficiencies as we see them. Boyatzis and Goleman are advocating for honesty within a framework important to the individual. With a little bit of time and thoughtful compassion, you can do that.

I’ve found that if I can imagine an undesirable task within a context of improved future circumstances, I can make the short-term action almost enjoyable--ranging from tolerable to even fun. I used to think this was playing mind games, but Boyatzis’ recent research indicates a sound scientific foundation. The key is imagining the longer-term desired outcome. You can do the same thing for those you serve.

If you’ve not done this in the past, expect a skeptical response. Follow your initial question (above) with, “What would you be willing to do in the next year that would move you in the direction of that desired future state?” Again, don’t be surprised if there is silence and perhaps a look of bewilderment. Encourage the person to take a week to consider answers to the two questions. Set up a time in the following week to continue the conversation.

Assuming the individual has thought deeply, providing options that also support the organization’s mission, cement the commitment by asking, “What would you like from me to support your effort to move in that direction?” Ensure that you are willing to follow through, then work to gain the agreement of the person to his or her execution of the growth behaviors.

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Dennis Hooper is an executive coach in Atlanta. His website is www.buildingfutureleaders.com. He welcomes your comments and questions at dennis@buildingfutureleaders.com or 404-575-3050.

Editor’s Note: Dennis Hooper has been publishing articles on the topic of leadership for the past fifteen years. He sends copies of his periodic articles to interested readers. If his articles in our newsletter are of value to you, contact Dennis and ask him to add you to his distribution list.
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