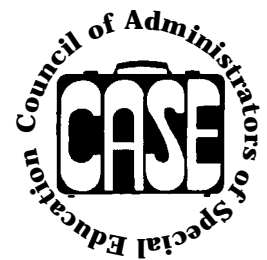


In CASE



Volume 44 • Number 4 • January - February, 2003

Put a Little L.O.V.E. in Your PR ...to build a positive special ed image in the media

by Cindy Fox

In this issue

Language Minority	2
President's Message	3
Calendar of Events	4
Oh Canada!	5
Assistive Technology	6-7



**THE NEWSLETTER FOR THE
COUNCIL OF
ADMINISTRATORS OF
SPECIAL EDUCATION**
A DIVISION OF THE COUNCIL
FOR EXCEPTIONAL CHILDREN

The CASE Newsletter is published bi-monthly by the Council of Administrators of Special Education and editor, Luann L. Purcell, Executive Director, 1005 State University Drive, Fort Valley, GA 31030. Subscription rate is free to members of CASE. Third-class Non-Profit Bulk Permit #3 is registered at Fort Valley, GA. Postmaster: Send address changes to The Council for Exceptional Children, Suite 300, 1110 North Glebe Rd., Arlington, VA 22201-5704.

Did you know that in parent satisfaction surveys, parents of students with disabilities are happier with the education their children are getting than parents of students in general education? And yet, according to Charlene Green, Associate Superintendent of Student Support Services in Clark County, Nevada, it is usually the one unhappy parent whose voice is heard loudly at school board meetings and in the media.

“Fortunately, we have a PR staff that helps us tremendously. We have built capacity internally so that our success stories are shared at every meeting, integrated into and within school communications; and we use our parents and students in our public relations efforts to share successes.” A recent article about one of their high school’s valedictorians who received special education services is a case in point.

“Special education is very demanding in today’s environment” explains Colleen Cavanaugh, Interim Executive Director for the Assabet Valley Regional Collaborative, Marlboro, Massachusetts. “A lot of good things we do don’t reach the media so the public is completely unaware of our challenges and successes. Amazing creativity and results are benefiting everyone in the community and all we see and hear in the media is negative. This has become such a critical issue to my 11 special education directors, that we are in the process of hiring a program specialist to help us get the word out about our programs.”

Sue Nelson, Kettering City Schools’ Supervisor, Special Education Services in Dayton Ohio agrees, “It should be a priority, but the practicality is that we don’t think of it as often as we should. The day to day management of programs is more complex because of requirements of federal and state laws and regulations. It’s hard to stay on top

of the core of the job, let alone think about outreach. We have a very positive image in our media because we do work at it, from arranging tours for our board of education and central office administrative team to sharing the success stories of our staff and students with our district community relations staff member. But, we have to generate the information.”

Whether or not you have a PR professional helping you get your success stories about special education out to your community; successful media communications has the following common elements — it has to be done with L.O.V.E.

The L.O.V.E. Checklist for building a positive image in the media:

Link to the “latest”

Link your success story to the release of the latest information, to a current event, or to a recent or about to be recognized success. Clark County releases a testimonial video for cable television programming of parents and students talking about their successes thanks to special education services for National Inclusion Week. Use important events, i.e. September 11th, Thanksgiving, National Literacy Week, Job Shadow Day, Exceptional Children’s Week, or graduation to plan and piggyback your successful happenings.

Overview

Provide a detailed overview of your success story. Include who, what, where, when, and why information. Decide how you want to frame the story by asking the question: “What’s important for the public to know and why would they want to know about this?” Find a way to use quotes from par-

Continued on page 8

MAKE YOUR CASE....

Language Minority Children and Youth in Special Education

By Selete Kofi Avoké, Ed.D. and Stephanie Wood-Garnett

Currently 15 to 20 percent of students in schools speak a foreign language at home and this percentage is growing at a rapid rate...

This article is reprinted with permission from the March/April 2002 Issue of TEACHING Exceptional Children. Additional copies of the article and other resources on over-representation may be obtained through the IDEA Practices website, www.ideapractices.org.

Federal law mandates that States and Local Education Agencies provide early intervention, special education, and related services for all eligible children and youth with disabilities from birth to 21. More than ever before, The Individuals with Disabilities Education Act of 1997 enables children and youth receiving special education and related services to strive for success in school by ensuring that they have access to the same curriculum as their nondisabled peers. However, some school systems, in violation of Office of Civil Rights Policy, continue to assign students to special education programs on the basis of criteria that essentially measures and evaluates the English skills of students (1970 OCR Memorandum).

Currently 15 to 20 percent of students in schools speak a foreign language at home and this percentage is growing at a rapid rate (National Clearinghouse for Bilingual Education, 1998). Most of these students do not speak English as their first language and they are often from cultures that are not well understood in the mainstream American culture. In most cases these students are also from families that live in poverty. Data from the National Longitudinal Transition Studies (1990) indicates that 47 percent of urban youth with disabilities, mostly from diverse cultures lived in households with an annual income of less than \$12,000.00.

In spite of federal regulations, concerns remain in reference to the provision of special education services to eligible diverse students. In many cases, diverse students are not identified for needed special education services in a timely manner and little assistance or effective guidance is provided to school districts to adequately develop comprehensive programs for diverse students. In order to combat these problems, several researchers have developed characteristics of effective programs for diverse or non-English speaking learners. The essential elements include:

1. Support whole school contexts (Lucas, Henz & Damate 1990; Tikunoff etc. 1991)
2. Encourage creative classrooms that are caring communities while maintaining high academic standards for all students (Turnbaugh, Lockwood et al, 2000).
3. Promote frequent student instruction through the use of collaborative learning techniques (Garcia, 1991)

4. Create safety net options for students to ensure they will stay in school (Garcia, 1991)
5. School officials should take an expanded role for themselves that goes beyond the school day (Turnbaugh et al, 2000)
6. Teachers should have a high level commitment to the education success of all students (Garcia, 1991)
7. Principals should be supportive of their instructional staff and of teachers while maintaining awareness of district policies on curriculum and academic accountability (Garcia, 1991)
8. Involve majority and minority parents in formal parent activities (Garcia, 1991)
9. Encourage and develop cultural competency among school staff.

Available Resources

The ASPIRE and ILIAD Partnership Projects are funded by the U.S. Department of Education Office of Special Education Programs. Their goal is to assist administrators and service providers in understanding and implementing The Individuals with Disabilities Education Act, 1997 (IDEA). In order to accomplish this goal, ASPIRE and ILIAD have developed resources for administrators, general and special educators, and related service providers. One such product, The Directory of Bilingual School Psychologists is a comprehensive listing of the country's school psychologists providing evaluative assessment and other services for school age children in languages other than English. This listing categorizes school psychologist by state of residence, language spoken, credentials,

Continued on page 11

PRESIDENT'S REPORT

Dr. Brenda Heiman

I have an interesting baseball cap in my office; it was given to me by the Executive Board of the New Mexico Federation of the Council for Exceptional Children when I became president of that group. The cap has two bills, and is emblazoned with the quote, "I am their leader! Which way did they go?" I keep the cap handy and on constant display, as a reminder that, though I fancy myself somewhat of a leader, it is easy to get lost in the fancying!

We each have our own definition of leadership, but I thought you might be interested to hear some of the famous quotes regarding leadership from some of our most revered leaders. Their perspectives on leadership is not only worthy of the read, but enlightening and educational.

John F. Kennedy said, "Leadership and learning are indispensable to each other." Peter Drucker said, "Leaders grow, they are not made." We all know that working in the special education field (teaching or administration) requires a commitment to lifelong learning, as rules, regulations and legislation seem to be in an endless loop of change. We are on a constant path of learning in order to make the right decisions for our students and personnel. The Manual on Military Leadership states, "Good leaders develop through a never-ending process of self-study, education, training and experience."

Albert Schweitzer reminds us of one of the expectations of leaders. He stated,

"Example is not the main thing in influencing others, it is the only thing." We work hard on a daily basis to lead by example, and I am certain that many of our leadership skills were gained through the examples of other leaders. According to Marian Anderson, "Leadership should be born out of the understanding of the needs of those who would be affected by it." Eleanor Roosevelt told us, "You gain strength, courage and confidence by every experience in which you really stop to look fear in the face. You must do the thing you think you cannot do."

Dwight Eisenhower discussed the art of leadership as, "getting someone else to do something you want done because he wants to do it." This ability not only requires leadership, but being persuasive enough to convince someone that what you want done is not only right, but that they will want to assist you in accomplishing it! As Lao Tzu stated, "A leader is best when people barely know he exists, not so good when people obey and acclaim him, worse when they despise him—but of a good leader who talks little when his work is done, his aim fulfilled, they will say, "We did it ourselves."

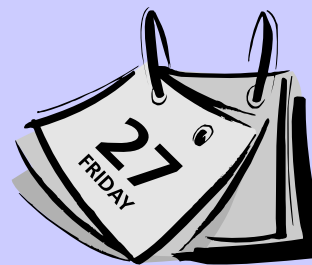
Robert K. Greenleaf tells us, "The only test of leadership is that somebody follows." However, according to Charles S. Lauer, "Leaders don't force people to follow, they invite them on a journey." And of course Ralph Nadar reminded us that, "the function of leadership is to produce more leaders, not more followers," while Walter Lippman told us, "The final test of a leader is that he leaves behind him in other men the

conviction, and the will to carry on."

In these days of IDEA reauthorization and NCLB implementation, the qualifications for good special education leadership meet and transcend all these statements. I am reminded of the many gifted leaders in special education who guided us to where we are today, as well as those leaders who continue to serve our profession daily. Whether we call them leaders, directors, supervisors or coordinators, these folks are on the front line dealing with special education issues old and new!

According to the U.S. Department of Education, there is already a shortage of personnel in the special education administration field, and the outlook is not good based on the drop in enrollments in most universities and colleges offering special education administrative programs. Perhaps, in order to entice more folks into our exciting yet frustrating field, we should use Lance Secretan's description of leadership: "Leadership is not so much about technique and methods as it is about opening the heart. Leadership is about inspiration — of oneself and of others. Great leadership is about human experiences, not processes. Leadership is not a formula or a program, it is a human activity that comes from the heart and considers the hearts of others. It is an attitude, not a routine."

CALENDAR OF EVENTS



- **January 22-24, 2003**
CASE Winter Institute — Reauthorization of IDEA, No Child Left Behind, and the President's Commission Report on Special Education, Clearwater Beach, FL. Contact: Luann Purcell, Executive Director, 478.825.7667, e-mail: lpurcell@bellsouth.net
- **January 24-25, 2003**
CASE Winter Executive Committee Meeting, Sheraton Sandkey, Clearwater Beach, FL
Contact: Luann Purcell, Executive Director, 478.825.7667, email: lpurcell@bellsouth.net
- **February 7-9, 2003**
20th Annual TAM Conference: CAPITALIZING ON BEST PRACTICES, Hyatt Regency Reston, Reston, VA Website: www.ideapractices.org. Contact: Tam Division, email: emcdowel@gmu.edu
- **March 13-14, 2003**
CASE/Sopris West Educational Services Leadership Seminar, Hilton Arlington & Towers, Arlington, VA Contact: Luann Purcell, Executive Director, 478.825.7667, email: lpurcell@bellsouth.net
- **April 9-13, 2003**
2003 CEC Annual Convention and Expo, Seattle, WA Contact: www.cec.sped.org
- **June 19-21, 2003**
2nd National Summit on the Shared Implementation of IDEA '97, Crystal Gateway Marriott, Arlington VA Contact: www.ideapractices.org
- **November 13-15, 2003**
14th Annual CASE Conference: Rethinking, Reauthorization, Retooling: The 3 R's for Special Education Leadership, Hyatt Regency, Irvine, CA Contact: Luann Purcell, Executive Director, 478.825.7667, email: lpurcell@bellsouth.net

Call for Papers!

CASE is seeking quality presentations on the five strands: Advocacy/Legislative/Legal Issues; Technology; Personnel Issues; Paraprofessionals; Accountability/Student Assessment for our 14th Annual CASE Conference at Irvine, California, November 13-15, 2003.

The Call for Papers is available on the CASE website at www.casecec.org or by contacting Luann Purcell at lpurcell@bellsouth.net or Jim Chapple at chappjw@aol.com

Oh Canada!

SYNERGY Linking District and School-Based Leadership for Special Education

Kathy Champion, President, B.C. CASE, and Cheryl Hofweber, Canadian Representative

"School principals and vice principals make a significant contribution to the culture of their schools by effectively leading and managing special education services. School cultures that are safe, healthy and harmonious must include quality supports for students with special needs. When students' special needs are not effectively addressed, the whole school community can be negatively affected". This is the introductory statement in the August 2002 document "Every Principal's Guide to Special Education in British Columbia", produced by the B.C. School Superintendents' Association in partnership with the B.C. Ministry of Education. (<http://www.bcssa.org>)

Because every student is unique, there is no one best way to teach. Ongoing inquiry, reflection and adaptation are necessary to ensure that classroom practice and learning services are maximally effective for all students. This requires continuous dialogue to support effective collaboration between administrators, teachers, paraprofessional support staff and parents. As we continue to learn more about a variety of teaching strategies and learning in general and the particular characteristics and needs of individual students, educational programs and learning services will change to incorporate new insights and understandings.

The role of the school administrator is key in establishing an inclusive school environment, and the principal has responsibility for the quality of all educational programs in the school. District level administrators responsible for Special Education have specialized expertise on a wide range

of exceptionalities as well as relevant provincial or state legislation and guidelines. They are able to provide additional support to school administrators in ensuring that quality individualized educational programs are developed, based on current research and effective practice.

The challenges of inclusive education require a culture of collaboration, with school teams functioning in a flexible and responsive manner. An important aspect of sustaining inclusion is a re-examination of the relationship between enrolling and non-enrolling staff such as ESL teachers, learning assistance teachers and resource teachers. A tidy delineation of roles will no longer be responsive in a context in which diversity is the norm. While the expertise of specialist teachers continues to be required, the effect of sharing and combining expertise in a collaborative way results in a greater response to the diversity of needs within a school. This re-examination and restructuring will be a difficult transition requiring the unlearning and relearning of roles as teams struggle with difficult questions about how they will combine the need for particular specialist knowledge with the requirement that all team members have sufficient generalist knowledge to work in an interdependent manner.

The need for teamwork requires that administrators work very closely with school-based personnel around the central agenda of the classroom curriculum. School discussion about the contributions one makes as an educator, as opposed to the label one holds, will be critical. While this direction is positive it is also challenging.



A critical question for educational leaders to explore within their own contexts is how they can support the development of flexible teams of professionals who work interdependently without losing sight of the fact that each of the individuals involved have unique and valuable specialist knowledge.

Administrative leadership must be sensitive to the ways in which school-based teams respond to teacher requests, monitor individual students, develop student plans and allocate assistant time. There is also need to have an understanding of how individual teachers conduct their classes. All of these factors affect the efficiency with which resources are used and the effectiveness of those resources in responding to student needs. Generally speaking, however, the more flexible, adaptive and collaborative the approach, the better.

There can never be enough time or resources to ensure ideal circumstances and supports for all students. Therefore, administrators must support individual and collective processes for making practical, professional and ethical decisions about the allocation and use of resources on an ongoing basis. It is a personal and professional responsibility to actively seek out new knowledge and to deepen personal understanding in order to make the best possible decisions and the most efficient use of available resources for all students, including those with special needs.



Place ASPIR

E Article here

JUST IN CASE

In Search of —

Success Stories:

It seems that many times special education focuses on the problems and horror stories associated with process, procedures, paperwork, meetings, mediation and due process. We believe there are many success stories in the field that need to be recognized and shared with others. We believe we need to celebrate success regularly. To that end, we are looking for stories of success to include in future issues of *In CASE*. Stories of success may include but are not limited to student successes; effective programs; teach-



ing strategies and interventions; and teachers and administrators who have made significant contributions to the education of children with disabilities. If you have success stories you wish to share, please submit them to John Faust at j_faust@charter.net. Success stories should be limited to 750 - 1000 words.

Positive Web Resources for Parents:

There is a plethora of information on the internet — some good and much bad! If you have found good informational sources for parents with children with disabilities, share them with CASE so we can share them with your colleagues. As we provide positive encounters with our parents, we can better forge the types of relationships that benefit our students.

No Child Left Behind — No Teacher Left Unsupported!

Joint Leadership Seminar Sponsored by CASE and Sopris West Educational Services

March 13-14, 2003

Hilton Arlington & Towers, Arlington, VA

What a challenge it is to juggle the myriad of complex issues confronting special education administration. Legal mandates, insufficient funds, staff issues, and political confrontations make the job almost impossible. However, many special education administrators find a way to become expert jugglers. They balance these issues so as to sustain excellence in their systems.

Come and join your colleagues for a lively discussion of strategies designed to sustain excellence without overwhelming your own needs. This seminar will also feature a "hands on" activity of advocating on "The Hill." Don't miss this opportunity for "guided practice" with seasoned veterans from CASE/CEC! **Look for the registration insert in this newsletter.** You can also download a copy from our web site: www.casecec.org. Don't YOU be left behind or UNSUPPORTED!

Put a Little L.O.V.E. in Your PR

Continued from page 1

ents, students, staff members, principals, school board members, or your superintendent.

Vitals

It is critical to include vital contact information: your address, home and work phone numbers and email, and other possible contacts for interview purposes to make it easy for the reporter or your PR staff to expand the story for publication. If you and/or your spokespeople aren't available to respond, someone else who does not have the same point of view may end up being interviewed. And, make sure "housekeeping

vitals" such as using people first language; proper release forms for students, and accurate sources, correct spellings of names are provided. Reporters work on tight deadlines. The easier you make it for them, the better chances you have of getting your messages in the media.

Evaluate

Use data that supports your success story. Evaluate and compare your success to others elsewhere in the county, your state, or across the nation. Explain why you have exceeded, met, and/or what you are doing to accomplish higher goals within your

media communications. For example, a new staff recruitment initiative is being implemented in a school district. The district has a high rate of special education teacher retention compared to the national average. Sharing this data with the media will provide a helpful hook for promoting special education job opportunities in the district.

Cindy Fox is the former director of marketing and public relations at CEC and is cofounder of Fox Levine Consulting Group providing communications results to educational and human services organizations. Contact her at www.foxlevine@aol.com

GLOBAL FOCUS

Bob Henderson, Executive Director, DISES

Inclusion — a Worldwide Movement



Most of us think of inclusion of students with disabilities in regular educational settings as a North American concept. However, an examination of UNESCO efforts in this area reveal that it is a worldwide movement. UNESCO's action in the field of inclusive education has been set explicitly within the "inclusive education" framework adopted at the Salamanca Conference in 1994. Note the similarity of wording from the 1990, 1994 and 2000 international conferences, and legislation in Canada and the United States:

"... Schools should accommodate all children regardless of their physical, intellectual, emotional, social, linguistic or other conditions." (Article 3, Salamanca Framework for Action)

"Regular schools with this inclusive orientation are the most effective means of

combating discriminatory attitudes, creating welcoming communities, building an inclusive society and achieving education for all; moreover, they provide an effective education to the majority of children and improve the efficiency and ultimately the cost-effectiveness of the entire education system." (Article 2, Salamanca Statement)

This framework stems from the messages of the Jomtien World Declaration on Education for All (1990) and was reaffirmed in the Dakar Framework for Action (2000):

In order to attract and retain children from marginalized and excluded groups, education systems should respond flexibly! Education systems must be inclusive, actively seeking out children who are not enrolled, and responding flexibly to the

circumstances and needs of all learners. (Education for All: Meeting our Collective Commitments. Expanded Commentary on the Dakar Framework for Action, Para 33)

"Concurrently 'inclusive education' is a transverse issue which cuts across all education initiatives - from early childhood education to primary education, vocational education, adult education, teacher education and curriculum development - as well as in spheres related to culture and social development."

To obtain more information about UNESCO's efforts in the field of inclusive education, go to their website <http://www.unesco.org/education/educprog/sne/mainline> and learn more about their primary efforts in other countries throughout the world.

LEGISLATIVE UPDATE

Gerald J. Hime, Chair, Policy and Legislative Committee

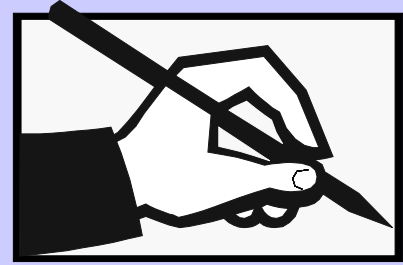
NCLB Regulations Issued

The final regulations implementing Title 1, "Improving the Academic Achievement of the Disadvantage," of No Child Left Behind (NCLB) were released on November 26th. Their release followed a review of comments submitted to the Department of Education.

The regulations address State Accountability Systems; Adequate Yearly Progress; Schoolwide Programs; LEA and School Improvement; Qualifications of Teachers and Paraprofessionals; Participation of Eligible Children in Private Schools; Allocations to LEAs; and Fiscal Requirements. The summary also includes an Analysis of Comments and Changes.

A summary of these regulations can be found on the NCLB web page at "<http://www.nochildleftbehind.gov/>".

Dear CASEy...



Dear CASEY:

As a special education administrator, I hear constantly that my role should be one of educational leader. I really agree that my major role should be that of educational leader, but it seems so difficult to maintain that focus due to the day-to-day crisis situations which I deal with daily. Do you have any suggestions to help me maintain my focus as an educational leader?

Sincerely,

Looking for a Compass

Dear Looking for a Compass:

Your frustrations are shared by many administrators both in regular education and special education. Crisis situations will always arise in our profession; however, there are resources available that can assist us as special education administrators in maintaining our focus. One good resource is *First Things First* written by A. Roger Merrill and Rebecca R. Merrill.

The authors make several important points that can assist us as administrators and educational leaders to maintain our focus. Several of these points include:

Realize the difference between the clock and the compass. One of the problems is that we live our lives dictated by the clock while ignoring our compass. Our compass is our vision and mission that helps focus our lives both personally and professionally. Our compass defines what is important to us personally and professionally and defines what the Merrill's describe as true north principles. Our compass, vision, mission, and true north principles aid in determining how much time we dedicate to spending time on what is truly important to us.

Develop a personal vision and mission statement. A personal vision and mission statement helps define our passion. It assists in placing an educational leader above being a crisis manager. It assists us in developing a plan on the manner in which we spend our time during the week, insuring that time is dedicated and devoted to building and moving toward our vision and mission. That is, we make a commitment to ourselves to do what is important to achieve to us and aligned with our mission and vision. It provides time for personal and professional development; "sharpening the saw" as Stephen Covey suggests.

Understand the quadrants in which we spend time. The Merrill's suggest that there are four quadrants in which we spend time.

Quadrant 1 deals with things that are urgent and important. These include crises, pressing problems, deadline driven projects, meetings, preparations, and the like.

Quadrant 2 deals with things that are not urgent and important. These include time for preparation and prevention, values clarification, planning, relationship building, re-creation, and empowerment. This is the quadrant of quality where we should strive to spend most of our time.

Quadrant 3 deals with things that are urgent but not important. These include interruptions, some phone calls, some mail and reports, some meetings, many proximate pressing matters, and many popular activities. This is the quadrant of deception as we often assume these things are important, but in reality they do not contribute to achieving our mission and vision.

Quadrant 4 deals with trivia, busy work, junk mail, some phone calls, time wasters, and escape activities. This is the quadrant of waste.

First Things First provides some useful tools and suggestions to assist us in dealing with the not urgent but important activities of Quadrant 2. It is an easy read and a useful staff development tool. I urge you to use this as a resource to keep your focus as an educational leader.

Sincerely,
CASEY

MAKE YOUR CASE

Continued from page 2

and if a fee is required for services. This directory will be helpful in providing students with the opportunity to be evaluated in their native language in accordance with the intent of the Individuals with Disabilities Education Act. Price: \$9.95 CEC Member Price. To Order contact the Council for Exceptional Children toll-free 1-888-232-7733, Fax: 703-264-9494, or E-mail: service@cec.sped.org. To learn more about ASPIRE and ILIAD please visit their Web site: www.ideapractices.org; Telephone: 877-CEC-IDEA.

U.S. Department of Office of Special Education Programs (OSEP) has commissioned a study on the representation of minority children in special education with the National Academy of Sciences. This project is a comprehensive two-year study of the disproportionate number of students from minority backgrounds in special education programs. This study attempts to analyze data related to over-representation. Contact information: Alexandra Wigdor, National Academy of Sciences, 2101 Constitution Avenue, NW HA178, Washington, DC 20418, Telephone: (202) 334-3026.

The Culturally and Linguistically Appropriate Services for Early Childhood (CLAS) funded by OSEP is a collaborative effort of the University of Illinois at Urbana-Champaign, The Council for Exceptional Children, the University of Wisconsin-Milwaukee, the ERIC Clearinghouse on Elementary and Early Childhood Education, and the ERIC Clearinghouse on Disabilities and Gifted Education. The project seeks to identify, evaluate and promote early intervention practices that are effective, appropriate and sensitive to children and families who are diverse culturally or linguistically from the majority population. Contact information: Early Childhood Research Institute on Culturally and Linguistically Appropriate Services, University of Illinois at Urbana-Champaign, 61 Children's Research Center, 51 Gerty Drive, Champaign, IL 61821, Telephone: (217) 333-4123 or (800) 583-4135. Web site: <http://clas.uiuc.edu/index.html>.

The "Culturally and Linguistically Relevant Strategy Instruction for Language Minority Students with Learning Disabilities" is a project that will describe the literacy strengths and difficulties faced by language minority students with learning disabilities in grades 4 – 6, develop refined instructional interventions for them, and disseminate the findings of this research. Contact information: Robert Jimenez, University of Illinois-Urbana/Champaign, 801 S. Wright Street, Champaign, IL 61820, Telephone: (217) 333-1564.

"In Search of an Exemplary Special Education Referral and Decision-making Process for Culturally and Linguistically Diverse Students" is a project that will explain how the processes used to identify, assess and place students in high-incidence special education programs may contribute to the over-identification and over-representation of ethnic minority students in such programs. This project will also identify referral and placement decision-making

processes that successfully prevent over-identification and over-representation while also providing beneficial educational outcome for students. Contact information: Beth Harry, University of Miami, School of Education, P.O. Box 248065, Coral Gables, FL 33124, Telephone: (304) 284-5365.

Funding comes from the U.S. Department of Education Offices of Special Education Programs (Cooperative Agreement Nos. H326A80005 and H326A80006). The contents of this document do not necessarily reflect the views or policies of the Department of Education, nor does mention of other organizations imply endorsement by these organizations or the U.S. Government.

References

Garcia, E. (1991) Education of Linguistically and culturally diverse students: Effective instructional practices. Educational Practice Report Number 1.

Lucas T., Henz, R., & Donato, R. (1990). Promoting the Success of Latino language minority students: An Exploratory Study of six high schools. *Harvard Educational Review*. 60(1), 315-340

National Clearinghouse for Bilingual Education. (1998). Summary Report of the Survey of the States' Limited English Proficient Students and Available Educational Programs and Services 1996-1997. Table A12. Available Online: Hwww.ncbe.gwu.edu/ncbepubs/seareports/96-97/a12.htm

Tikanoff, W; Ward, B. Van Broekhuizen, D., Romero, M., Castaneda, L.V., Lucas, T., Katz, A. (1991). A Description study of significant features of exemplary special alternative instructional programs". Washington: US Department of Educations, Office of Bilingual Education and Minority Languages Affairs.

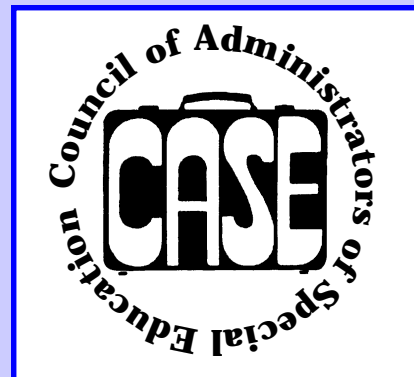
Turbaugh Lockwood, A., & Di Cerbo, P.A. (2000). Transforming Education for Hispanic Youth: Recommendations for Principals & Building level decision makers: Issues & Brief National Clearinghouse for bilingual education No.2 April

U.S. Office of Civil Rights (1970). Memorandum to States & Districts on English language skills for students.



CASE Executive Committee 2002-2003

President: **Brenda Heiman**, Louisiana
President-Elect: **Steve Milliken**, Nebraska
Immediate Past President: **Bev McCoun**, Wisconsin
Secretary: **Christy Chambers**, Illinois
Treasurer: **J. Calvin Evans**, Utah
Representative to CEC: **Tom Jeschke**, Iowa
Canadian Representative: **Cheryl Hofweber**, British Columbia
Representative of CASE Units: **Emily Collins**, Georgia
Membership Chair: **Eileen McCarthy**, New York
Publications and Product Review Chair: **John Faust**, Wisconsin
Professional Development Chair: **Jim Chapple**, Ohio
Policy and Legislation Chair: **Jerry Hime**, California
Journal Editor: **Mary Lynn Boscardin**, Massachusetts



CASE Staff

Executive Director: **Luann Purcell**
Interim Assistant: **Carolyn R. Holmes**

CASE, Fort Valley State University
1005 State University Drive, Fort Valley, GA 31030-4313
1-800-585-1753
Email: lpurcell@bellsouth.com
Web Address: www.casecec.org

Council Of Administrators of
Special Education
1005 State University Drive
Fort Valley, GA 31030



Non-Profit Org.
U.S. Postage
PAID
Fort Valley, GA
Permit 3