1.0  Call to Order and Official Items

1.1  Call to Order

President Laurie VanderPloeg called to order the regular meeting of the Council for Exceptional Children Board of Directors at 11:08 a.m. EST.

1.2  Record of Attendance and Determination of Quorum

Board Secretary Alexander T. Graham called the roll. A quorum of the following Directors was present:

Laurie VanderPloeg, President
Mary Lynn Boscardin, President Elect
Mikki Garcia, Immediate Past President
Jim McCormick, Treasurer
Tisa Aceves
Julie Bost
Dennis Cavitt
Rafael CdeBaca
Barbara Hong
Angie Jasper (joined at 2.1)
Danielle Kovach
Jenn Lesh
Kim Moffett
Diana Morales (joined at 2.1)
Alexis Morgan
Woody Stout
Mickie Wong-Lo
Mitch Yell
Paul Zinni

Not present: Linda Balon-Smith

1.3  Adoption of Agenda

MOTION: Jennifer Lesh moved to adopt the agenda. Andrea Jasper seconded.

Motion passed.
1.4 Consent Agenda

1.4.1 February 6, 2018 Minutes
1.4.2 March 7, 2018 Minutes
1.4.3 Technology and Media Division Request for Name Change

MOTION: Mickie Wong-Lo moved to approve the consent agenda. Jennifer Lesh seconded.

Motion passed.

2.0 Organizational Reports

2.1 Standards Development Workgroup Update

Standards Development Workgroup Co-Chairs Dee Berlinghoff and Virginia McLaughlin were present. They provided background on why CEC’s professional standards need to be updated. Specifically:

- Standards serve as a foundation for teacher preparation, program accreditation, curriculum development, licensure requirements
- Standards are one of CECs prioritized missions as an organization
- CAEP requires revisions/development every 7 years
- Ensures standards are current and reflective of trends/research in the field

The standards framing paper, the basis of the current workgroup’s charge, was a directive of the CEC board to direct the future of CEC’s professional standard developments. Standards revisions have been built systematically and strategically based on the work the Professional Standards Workgroup (2013), followed by the Framing Paper Workgroup (2016-2017) of these work groups since 2013.

The timeline for development of the standards is as follows:

- Feedback session at TED Convention – Nov. 2017
- Workgroup meeting - Dec. 2018
- Feedback session at 2018 CEC Convention – Feb. 2018
- First draft of standards developed – April 2018
- Standards draft open for public comment – Spring/Summer 2018
- Workgroup meeting to incorporate comments – June/July 2018
- Development of supporting explanations – Summer 2018
- External feedback opportunities – Fall 2018/Winter 2019
- Draft standards to PSPC for review – Spring 2019

They also provided a comparison of the 2012

<table>
<thead>
<tr>
<th>2012 Initial Preparation Standards</th>
<th>New Draft Initial Standards</th>
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<tbody>
<tr>
<td>Learner Development &amp; Individual Differences</td>
<td>Engaging in Professional Learning &amp; Practice within Ethical Guidelines</td>
</tr>
<tr>
<td>Learning Environment</td>
<td>Understanding &amp; Addressing Each Individual’s Developmental &amp; Learning Needs</td>
</tr>
<tr>
<td>Curricular Content Knowledge</td>
<td>Demonstrating Curricular &amp; Content</td>
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<tr>
<td>Knowledge</td>
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<td>Assessment</td>
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<td>Instructional Planning &amp; Strategies</td>
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<td>Professional Learning &amp; Ethical Practice</td>
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<tr>
<td>Collaboration</td>
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<tr>
<td>Assessing &amp; Planning for Individuals &amp; Instruction</td>
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<tr>
<td>Supporting Learning Using Effective Instruction</td>
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<tr>
<td>Supporting Social, Emotional, &amp; Behavioral Growth</td>
<td></td>
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<tr>
<td>Collaborating with Families, Paraprofessionals &amp; Other Professionals</td>
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</tbody>
</table>

A robust communication plan is in place (updates in *Special Education Today*, a webinar on May 30, live and online public feedback opportunities, specified e-blasts, etc.) to ensure awareness and transparency. Information about the standards update process is available on the CEC website at [www.cec.sped.org/StandardsDevelopment](http://www.cec.sped.org/StandardsDevelopment).

2.2 Treasurer’s Report

2.2.1 2017 Audit Review and Motion

Marina Polyakova, CPA, Principal, Audit & Assurance Services with Rogers & Co, CEC’s external auditor, reviewed the audit report and responded to questions.

**MOTION:** Rafael Cde Baca moved to accept the audit. Paul Zinni seconded.

Motion carried.

2.2.2 Financial Update

Treasurer Jim McCormick and Chief Financial Officer Craig Evans reviewed the Financial Statement Analysis with Budget for the year months ending March 31, 2018.

Recess

Without objection, President VanderPloeg called the meeting into recess at 11:45 a.m. EDT for board development until 8:30 a.m. EDT, Sunday, April 22.

**Sunday, April 22**

1.0 Call to Order and Official Items

1.1 Call to Order

President Laurie VanderPloeg called to order the regular meeting of the Council for Exceptional Children Board of Directors at 8:31 a.m. EDT.
Record of Attendance and Determination of Quorum

Board Secretary Alexander T. Graham called the roll. A quorum of the following Directors was present:

Laurie VanderPloeg, President
Mary Lynn Boscardin, President Elect
Mikki Garcia, Immediate Past President
Jim McCormick, Treasurer
Tisa Aceves
Linda Balon-Smith (joined at 2.6)
Julie Bost
Dennis Cavitt
Rafael CdeBaca
Barbara Hong
Angie Jasper
Danielle Kovach
Jenn Lesh
Kim Moffett
Diana Morales
Alexis Morgan
Woody Stout
Mickie Wong-Lo
Mitch Yell
Paul Zinni

3.0 Organizational Reports

2.3 President’s Report

President VanderPloeg reported that, on April 19, 2018, along with Deb Ziegler, Director of Policy and Advocacy, she attended a Listening Session for Senator Cory Booker regarding Diversifying the Teacher Workforce: How to Recruit and Retain Teachers of Color. A panel of presenters from diverse backgrounds presented the data and discussed the issues related to this shortage. This aligns with the Strategic Plan goal of recruiting and retaining specialized personnel. She was also invited to participate in a Technical Working Group (TWG) for the U.S. Department of Education’s study: State and Local Implementation of Individuals with Disabilities in Education Act led by Mathematica Policy Research on Monday, May 7, 2018 in Washington, DC.

2.4 Executive Director’s Report

Executive Director Alexander T. Graham reported the following:

- Staffing: There are three positions vacant including publications manager, public policy coordinator, and a part-time publications coordinator. Publications responsibilities are being filled by Al Rickard and his firm Association Vision.
• Unit Support Initiative: To date, Graham has held strategic planning sessions with Indiana CEC and Texas CEC. On May 4, Virginia CEC will meet to conduct a strategy session. Outcomes have been good, with the two hosted so far having developed and confirmed mission and core values statements. In addition, each organization has identified three to five goals. The next step is a follow up GoToMeeting session to determine strategies, tactics and assignments.

• Charter School Digital Learning Initiative: Graham and Jennifer Bullock have been working with Addie Angelov, a CEC author who has developed a curriculum for charter school professionals in special education, funded by the Walton Family Foundation. Over the past three months, CEC has conducted a series of meetings with the grant officer in charge of special education issues at Walton. During the final call, Walton stated that they could not fund the development of a digital course. However, they did say they would be interested in sponsoring sessions on charters schools during the 2019 convention in Indianapolis.

• Arming of Teachers Policy Statement: CEC sent out a statement opposing the arming of teachers. Graham provided the following details of the statement’s impact from a membership and public relationship perspective.

Summary and Distribution
In response to the recent school shooting at Marjorie Stoneman Douglas High School, the Council for Exceptional Children (CEC) developed and released a formal statement opposing the arming of teachers. CEC felt that it was appropriate to release such a statement to ensure the safety of its members and the children and youth they work with every day. The statement was published on March 9, 2018.

The statement was distributed through multiple channels to a wide audience including, members, nonmembers, and press contacts.

• March 19, 2018: The statement was posted on CEC’s homepage in the news and alerts section.
• March 21, 2018: The statement was posted on the CEC Policy Insider website and distributed through the Policy Insider email.
  o Email results: 4,975 were delivered, 1,135 (22.8%) were opened, 106 (9.3%) were clicked.
• March 22, 2018: The statement was distributed through CEC’s weekly newsletter, Special Education Today.
  o Email results: 91,241 were delivered, 15,484 (17%) were opened, 743 (4.8%) were clicked.

The statement was re-released through a press release on April 9, 2018, with the support of the public relations firm Smith & Harroff.

Smith & Harroff distributed the release to their CEC focused media contact list via email and followed up with phone calls to specially selected contacts. In total the release was sent to 58 contacts via email and eight contacts were contacted by phone.

Results and Follow-Up
After releasing the statement, CEC did receive noticeable feedback compared to previous distributed statements, newsletter, press releases, etc.
• Special Education Today: Nine messages were received in response to the statement released in the March 22 issue of Special Education Today. Of the responses, two were positive and five were negative.

• Press Release: Two press contacts responded to the press release. Kara Arundel from LRP held an interview with President VanderPloeg on April 12 and Larry Jacob from Education Talk Radio reached out asking to schedule an interview in mid-May.

To supplement the statement CEC developed a “toolkit” for School Safety: Policy & Practice Resources. The “toolkit” was distributed through the CEC Policy Insider and Special Education Today a week after the statement was published (week of March 25, 2018). These resources include:

• CEC’s School and Community Based Mental Health Issue Brief
• CEC’s Policy on Safe and Positive School Climate
• CEC’s TEACHING Exceptional Children (TEC) article, Supporting Students with Disabilities During School Crises

2.5 Board Cost Sharing

The Finance and Audit Standing Committee (FASC) began preliminary discussions regarding options for board cost-sharing, based on the experiences members had with other organizations and CEC Division support for their officers. Their discussions were simply meant to

• A capitated model, not unlike healthcare, where each board member is assigned a maximum expense amount--$1000 as an example;
• Cover just board related expenses for the Annual Convention (Convention registration and additional hotel nights covered by the board member if they decide to attend the entire convention);
• If a board member is employed, the board member explores financial support from her/his organization; and
• Board members make a financial contribution to CEC as part of their board expectation/position description.

The FASC also discussed board members applying to the Board Chair and CEO for an exemption/waiver from any cost sharing options.

2.6 Governance Assessment Workgroup Update

Immediate Past President and Leadership Development Committee (LDC) Chair, Mikki Garcia, gave an overview of the communications plan for the call for applications for the LDC, including notices in Special Education Today, the CEC website, e-blasts and various CEC online communities.

In addition, Garcia sent a personal invitation, based on recommendations received, to 60 members who met the eligibility criteria. Most of them have various characteristics that meet CEC’s newly expanded definition of diversity, below, developed in conjunction with the Diversity Committee.
CEC recognizes that diversity includes race, ethnicity, culture, language, age, [dis]abilities, family status/composition, gender identity and expression, sexual orientation, socioeconomic status, religious and spiritual values, geographic location, and country of origin.

She reported that the workgroup is currently rating the completed applications and will have a conference call May 1 to slate candidates for approval by the board. The LDC is scheduled to begin work by June 1.

Other work currently underway:
- Developing metrics and reporting format regarding composition of board as well as LDC for reporting purposes to the board, the RA, and the general membership.
- Refining content and materials for Leadership Development Program (LDP).
- Identifying potential candidates for LDP.
- Developing communications plan for call for LDP and Board applications.
- Planning a session for the Leadership Institute in July.

4.0 Departmental Updates

3.1 Convention 2018 & 2019

Carol Serrano, Director of Meetings and Conventions, provided an overview of CEC 2018 in Tampa.

- 4,111 attendees
- 8,435 hotel room nights
- 24 pre- and post-convention workshops
- 699 workshop registrants
- 200 exhibit booths (including divisions)
- 23 Learning Labs
- Yes I Can and Mobile App Sponsors

For CEC 2019 in Indianapolis, 1,276 proposals were received and are currently under review by the Program Advisory Committee. That number includes 153 demonstrations, 53 panels, 355 posters, 708 presenters with Q&A, and 27 strands. The Call for Proposals for Teacher2Teacher sessions will deploy in August or September.

3.2 Leadership Institute

Judy Harrison, Director of Membership, Marketing and Communications, provided programming Information on the July 6-8 Leadership Institute.

The opening session will be “Diversity with Intention,” a conversation between two non-profit leaders as they share actions taken, lessons learned, and organizational benefits gained from intentionally building diversity among staff, volunteer leaders, and the field. The speakers are Arlene Pietranton, Chief Executive Officer of the American Speech, Language and Hearing Association (ASHA), and Vicki Deal-Williams, ASHA Chief Staff Officer for Multicultural Affairs.
Concurrent and repeating sessions will be on:

- Membership growth and using data
- Social media and digital communications
- CEC’s new leadership model
- Trends in professional development
- Legal briefing
- Mutual responsibilities with CEC
- CAN sessions

3.3 Special Education Legislative Summit

Deb Ziegler, Director of Policy and Advocacy, reported on the status of planning for the Special Education Legislative Summit (SELS), July 8-11.

The SELS Steering Committee began work in April, with bi-weekly calls focusing on program content and developing issue briefs.

Members of the committee are from the CEC Board, the CASE Board and Policy Consultant, CEC’s Children and Youth Action Network (CAN), the Division for Early Childhood and the Teacher Education Division. They are:

- Lisa Cavin
- Rafael CdeBaca
- Alex Graham
- Erin Maguire
- Myrna Mandlawitz
- Kindel Mason
- Alexis Morgan
- Luanne Purcell
- Laurie VanderPloeg
- Sharon Walsh
- Jane West
- Phyllis Wolfram
- Deb Ziegler
- Paul Zinni

3.4 Maltreatment Workgroup Interim Report

The board received the Maltreatment Workgroup’s interim report. Ziegler also provided a timeline of activities:

- First Meeting @ CEC Convention: February 2018
- Bi-Weekly Conference Calls: began in February 2018
- Interim Report to CEC’s Board of Directors and IDC: April 2018
- RA Online Input Opportunity on Draft Policy: May 15 – June 10, 2018
- Final Policy to CEC Board for approval: July 10, 2018
Members of workgroup are:

- Catherine Corr (Chair)
- Bill Bogdan
- Kelly Carrero
- Annette Gaitan
- Jamie Hopkins
- Harold Johnson
- Mary Kealy
- Nate Marsden
- Steve Milliken
- Carol Trivette
- David Wheeler

3.5 High Leverage Practices Update

Ziegler provided the following information about dissemination of the High Leverage Practices, approved by the Board in July 2016.

- *High Leverage Practices in Special Education* published April 2017
- HighLeveragePractices.org created in May 2017
- TEACHING Exceptional Children article, May/June 2017 issue
- HLP Webinar October 2017
- CEC workgroup considering the potential integration of HLPs into the next iteration of CEC Initial and Advanced Professional Preparation Standards (Fall 2017-2020)
- HLP Keynote and Session at CEC’s Teacher Education Division Conference, Savannah, Georgia (November 2017)
- HLP Instructional Videos
- HLP CEC Podcasts
- HLP articles in CEC’s e-newsletter, Special Education Today
- CEC Off the Shelf
- Teaching Exceptional Children Special HLP Edition – “Putting HLPs into Practice” – March/April 2018
- HLP Session at CEC Annual Convention and Expo, Tampa, Florida (February 2018)
- HLP Presentations at Selected Conferences and Meetings
  - CCSSO – October 2017 and February 2018
  - TED – November 2018
- HLP Resources for Higher Education Faculty – Curricula Development
- HLP Resources for LEA Administrators and Special Education Teachers – Teacher Evaluation and Professional Development
- HLP Introductory Professional Development Toolkit – LEA Administrators and Special Education Teachers
- HLPs for the Inclusive Classroom Book - Co-published, CEC & Routledge
• Australasian Journal of Special Education, Article – Using High Leverage Practices in Teacher Preparation to Reduce the Research-to-Practice Gap in Inclusive Settings, Authors – Bonnie Billingsly, James McLeskey, Deborah Ziegler
• National Professional Resources (NPR)/CEC HLP Laminated Guides

3.6 CEF Budget Book Hill Briefing: Education Matters - Investing in America's Future

Ziegler will attend the Committee for Education Funding’s (CEF) briefing on its budget book on April 26. Once publicly available on CEF’s website, it will be share with the board.

3.7 TEC Product Profile / Products Taxonomy

Al Rickard, Interim Publications Manager, addressed several items relative to CEC publications. First was an overview of the evolution of TEACHING Exceptional Children. TEC was launched to complement the existing Exceptional Children research journal, which is now in its 84th year of publication.

TEC’s objective was to deliver practical information to classroom teachers working with exceptional children, a “research-to-practice” journal with an emphasis on effective teaching methods. During the 1980s, TEC typically featured a 10-20-page section in each issue devoted to CEC organizational news, resources and updates on government relations, information services, membership, divisions, and other such. This was discontinued in the early 2000s.

In 2010, TEC expanded its official reach to include administrators and other professionals working with children and youth with disabilities and/or gifts. The content focus remains on research-to-practice information and materials for classroom use, as well as current issues in special education teaching and learning.

To broaden potential audiences, plans include distribution of TEC at conferences of school district superintendents, school district directors of education, school principals, college professors who teach educators, CEC unit meetings, and new distribution channels with other related associations.

The CEC brand has a subtle presence alongside the feature content which needs to be enhanced. Part of the branding is also revamping the design and layout. The core of TEC is and will remain the research-to-practice feature articles that deliver the practical knowledge that teachers need, with occasional themed issues.

As well, Rickard presented a list of topics for CEC products (publications, PD offerings, etc.) along with a list of audiences, developed primarily for evaluating publication offerings. This list will be honed to become a standard taxonomy for CEC to categorize the major areas of its products and services.

3.8 Standards: Administrator and Early Childhood

Jennifer Bullock, Director of Education and Standards, indicated that CEC had received a request from the Division for Early Childhood (DEC) to explore the value and necessity of developing Professional Practice Based Early Childhood Special Education (ECSE) Standards in accordance with
the Council for Accreditation of Educator Preparation (CAEP) standards development guidelines. The process would be similar to that of developing the administrator standards in working with the Council of Administrators of Special Education.

Based on recent correspondence, CEC and CASE will continue with development of proposed standards focused on Special Education Administrator Leadership.

4.0 New Business

There was no new business.

5.0 For the Good of the Order and Adjournment

Motion: Rafael CdeBaca moved to adjourn the meeting. Jim McCormick seconded.

Motion passed.

President VanderPloeg adjourned the meeting at 12:22 p.m. EDT.