CEC POLICY MANUAL

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To champion professional excellence and advancement of special education for individuals with exceptionalities.

Our Core Values

**CEC values**
- Dignity and worth of all individuals
- Diversity and inclusiveness
- Advocacy and social justice
- Professional excellence, integrity, and accountability
- Full participation in society
- Effective individualized education
- Family engagement
- Collaboration and community
- Responsibility to members

Our Mission

The Council for Exceptional Children is an international community of professionals who are the voice and vision of special and gifted education. CEC’s mission is to improve, through excellence and advocacy, the education and quality of life for children and youth with exceptionalities and to enhance engagement of their families.

Our Vision

The Council for Exceptional Children is a premier education organization, internationally renowned for its expertise and leadership, working collaboratively with strategic partners to ensure that children and youth with exceptionalities are valued and full participating members of society. As a diverse and vibrant professional community, CEC is a trusted voice in shaping education practice and policy.

Our Beliefs

**WE BELIEVE…**
in advocating for the advancement of the education of individuals with exceptionalities.
all individuals have the right to an education.
all individuals have the ability to learn and attain self-fulfillment.

**WE BELIEVE…**
in equitable access to and meaningful participation in quality educational opportunities for individuals with exceptionalities.
in the development of preventative programs and services for children deemed to be at risk.
in the opportunity for lifelong education for all individuals with exceptionalities.

**WE BELIEVE…**
full participation of individuals with exceptionalities enriches all communities.
education is a collaborative effort among learners, educators, families, communities, governments, businesses, and industries.
CEC is THE professional organization of and for all special education professionals.

**WE BELIEVE…**
qualified professionals are essential to meeting the diverse educational needs of individuals with exceptionalities.
all special education professionals have a continuing responsibility to improve their practice.
CEC has responsibility to assist special education professionals in improving their practice.

**WE BELIEVE...**
special education professionals have knowledge and skills to share with education and other professionals to meet the diverse learning needs of individuals with exceptionalities.
special education professionals should practice in a manner consistent with CECs *Special Education Professional Ethical Principles*.
special education professionals have a responsibility to collaborate with other professionals who work with individuals with exceptionalities to improve the delivery of instruction.

**WE BELIEVE...**
governments have a responsibility to assure the provision of a free and appropriate education for all individuals with exceptionalities.
CEC is committed to an international orientation to all of its professional activities.

**WE BELIEVE...**
CEC shapes the future of education by fulfilling its mission.

**Special Education Professional Ethical Principles**

Professional special educators are guided by the CEC professional ethical principles and practice standards in ways that respect the diverse characteristics and needs of individuals with exceptionalities and their families. They are committed to upholding and advancing the following principles:

A. Maintaining challenging expectations for individuals with exceptionalities to develop the highest possible learning outcomes and quality of life potential in ways that respect their dignity, culture, language, and background.

B. Maintaining a high level of professional competence and integrity and exercising professional judgment to benefit individuals with exceptionalities and their families.

C. Promoting meaningful and inclusive participation of individuals with exceptionalities in their schools and communities.

D. Practicing collegially with others who are providing services to individuals with exceptionalities.

E. Developing relationships with families based on mutual respect and actively involving families and individuals with exceptionalities in educational decision making.

F. Using evidence, instructional data, research and professional knowledge to inform practice.

G. Protecting and supporting the physical and psychological safety of individuals with exceptionalities.

H. Neither engaging in nor tolerating any practice that harms individuals with exceptionalities.

I. Practicing within the professional ethics, standards, and policies of CEC; upholding laws, regulations, and policies that influence professional practice; and advocating improvements in laws, regulations, and policies.

J. Advocating for professional conditions and resources that will improve learning outcomes of individuals with exceptionalities.

K. Engaging in the improvement of the profession through active participation in professional organizations.

L. Participating in the growth and dissemination of professional knowledge and skills.
# SECTION ONE - Part 1

## Articles of Incorporation

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ARTICLES OF INCORPORATION

To The Recorder of Deeds, Washington, DC:

The following Articles of Amendment contain the Restated Articles of Incorporation for The Council for Exceptional Children pursuant to the District of Columbia Non-Profit Corporation Act, Title 29, Chapter 5, of the District of Columbia Code.

ARTICLE I

Name of the Corporation

The name of the corporation is The Council for Exceptional Children.

ARTICLE II

Term for Which the Corporation Is Organized

The period of duration is perpetual.

ARTICLE III

Purposes of the Corporation

The corporation is organized exclusively for the following charitable, educational, and scientific purposes:

a. To advance the education of children and youth with exceptionalities of the United States and Canada; and

b. To establish and administer programs and activities for the education of its members.

Within the framework of these purposes and within the limitations imposed by Internal Revenue Code 501(c)(3) and the Regulations thereunder, the corporation shall take steps and engage in activities necessary to meet its purposes, including but not limited to the following:

Section 1. Maintain and use a file of publications.

Section 2. Hold regional, national, international, and worldwide meetings to encourage the exchange of ideas and knowledge with specific regard to children and youth with exceptionalities.

Section 3. Issue periodic and special publications to encourage the exchange and dissemination of information with regard to the improvement of educational services for children and youth with exceptionalities.

Section 4. Act as a clearinghouse for information concerning children and youth with exceptionalities.

Section 5. Engage in appropriate research and undertake the widest possible dissemination of its research results, informing the general public as well as interested educators of its achievements and the achievements of others.

Section 6. Form and sponsor a tax-exempt charitable foundation and from time to time make contributions to such foundation.
Section 7. Take positions on matters germane to the corporation's purposes and of current import coming before legislative bodies and make its views and positions known to the legislative body concerned through direct communication, appearances, newsletters, and other appropriate means, provided no substantial part of the activities of the corporation shall consist of carrying on propaganda or otherwise attempting to influence legislation (except as may be permitted by Section 501(h) of the Internal Revenue Code, as amended) and the corporation shall in no way engage in or intervene in (including the publication or distribution of statements) any political campaign on behalf of any candidate for public office, nor shall the corporation engage in any acts that are unlawful under applicable federal, state, provincial, or local law.

Section 8. Develop publications, including textbooks, for use in educational institutions, and make such publications available to the public on a nonprofit basis in the aggregate.

Section 9. Provide technical assistance and professional development services relating to the education of children and youth with exceptionalities, primarily to federal, state, provincial, and local governments, and governmental and quasi-governmental agencies.

Section 10. Acquire land for the erection of a building or buildings to further the charitable purposes of the corporation.

Section 11. Engage in any activity and conduct any program that would tend to advance the education of children and youth with exceptionalities and is considered a proper activity for a tax-exempt educational organization, provided that no part of the net earnings of the corporation shall be distributed to any member, director, officer, or other individual except as compensation for services rendered or in accordance with the provisions of Article VII below, and provided further that the activities of the corporation be conducted on a nonprofit basis.

ARTICLE IV
Membership in the Corporation

The corporation shall be a corporation without stockholders, but it shall have members. The classes of members, their qualifications, and their rights to vote shall be as set forth in the Constitution and Bylaws.

ARTICLE V
Organization of the Corporation

Section 1. The corporation is authorized to accept units within its structure in accordance with the Constitution and Bylaws. Such units shall have constitutions and bylaws approved by the corporation and shall be completely autonomous within the purview of the charter granted. Such units shall have no power or authority to represent, contract for, or otherwise bind the corporation.

Section 2. The corporation is authorized to organize and conduct a student association and to establish regulations for the student association including procedures for the election and tenure of officers and for all matters pertaining to the operation of the association. Such association shall have no power to represent, contract for, or otherwise bind the corporation.

Section 3. The corporation is authorized to enter into any of the following affiliations and working relationships, provided such affiliations and working relationships shall in no way encumber a person's ability to become and/or remain a member of the Council or to receive all the rights, privileges, and benefits of membership, including the right to hold local, state or provincial, or international office.

a. To accept an organized group or agency as an affiliate of the corporation.

b. To join as an affiliate of another organized group or agency.

c. To join with one or more organized groups and agencies in a mutual association or endeavor. Such organization shall have no power to represent, contract for, or otherwise bind the corporation.
ARTICLE VI

Board of Directors

Section 1. The affairs and property of the corporation shall be administered by a board of directors who shall have all powers and duties of a board of directors within the meaning of District of Columbia Code 29-1018 as amended. The number of directors, their qualifications, the manner of their election or appointment, and their terms of office shall be fixed by the Constitution and Bylaws.

Section 2. The number of governors (The Council for Exceptional Children was formerly directed by a Board of Governors, now call the Board of Directors) constituting the initial Board of Governors is 58. (Note: The names and addresses of persons on the initial Board of Governors are recorded with the Articles of Incorporation filed in the Office of the Recorder of Deeds in Washington, DC, on June 17, 1969.)

ARTICLE VII

Dissolutions

Upon dissolution, all of the assets of the corporation after payment of all liabilities shall be turned over to an organization or organizations having the purpose of advancing education as the then Board of Directors shall select, provided such organization or organizations are organized and operated exclusively for exempt purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code. Any such assets not so disposed of shall be disposed of by the circuit court of the county in which the principal office of the corporation is located exclusively for such purposes or to such organization or organizations as said court shall determine which are organized and operated exclusively for such purposes.

No part of the corporation's net earnings or assets will either directly or indirectly inure to the benefit of the corporation's incorporators; or any of its directors, officers, or their families, or any private individual (except that reasonable compensation may be paid for services rendered to or on behalf of the corporation and payments and distributions may be made in furtherance of the purposes set forth in Article III hereof).

The corporation shall not be operated for profit. It shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code, or (b) by a corporation to which contributions are deductible under Section 170(c)(2) of the Internal Revenue Code.

If at any time the corporation is deemed to be a private foundation as defined in Section 509 of the Internal Revenue Code, the corporation shall distribute its income and principal, if necessary (but not to members), at such time and in such manner as not to subject the corporation to tax liability under Section 4942(a) of the Internal Revenue Code, and the corporation shall not engage in any act of self-dealing (as defined in Section 4941(d) of the Internal Revenue Code), retain any excess building business holdings (as defined in Section 4943© of the Internal Revenue Code), make any investments that would jeopardize carrying out any of its exempt purposes under Section 4944 of the Internal Revenue Code, or make any taxable expenditures (as defined in Section 4945(d) of the Internal Revenue Code).

ARTICLE VIII

Constitution and Bylaws

The corporation shall adopt a Constitution and Bylaws not inconsistent herewith, which may be amended as therein provided and which may contain any provision permissible under the laws of the District of Columbia.
ARTICLE IX
Powers of the Corporation

Subject to Article III above, the corporation shall have the following powers:

a. To have perpetual succession by its corporate name.

b. To sue and be sued, complain and defend in its corporate name.

c. To have a corporate seal that may be altered at pleasure and to use the same by causing it, or a facsimile thereof, to be impressed or affixed or in any other manner reproduced.

d. To purchase, take, receive, lease, take by gift, devise or bequest, or otherwise acquire, own, hold, improve, use, and otherwise deal in and with real or personal property, or any interest therein, wherever situated.

e. To sell, convey, mortgage, pledge, lease, exchange, transfer, and otherwise dispose of all or any part of its property and assets.

f. To purchase, take, receive, subscribe for, or otherwise acquire, own, hold, vote, use, employ, sell, mortgage, loan, pledge, or otherwise dispose of, and otherwise use and deal in and with, shares or other interests in, or obligations of, other domestic or foreign corporations, whether for profit or not for profit, associations, partnerships, or individuals, or direct or indirect obligations of the United States or of any other government, state, territory, governmental district, or municipality or of any instrumentality thereof.

g. To provide information to its members pertaining to programs of life, health, accident, property, professional liability, and other types of insurance sponsored by third parties.

h. To make contracts and incur liabilities; borrow money at such rates of interest as the corporation may determine; issue its notes, bonds, and other obligations; and secure any of its obligations by mortgage or pledge of all or any of its property, franchise, and income.

i. To conduct its affairs, carry on its operations, hold property, and have offices and exercise its powers in any part of the world.

j. To elect or appoint officers and agents of the corporation and define their duties and fix their compensation.

k. To make and alter a Constitution and Bylaws, not inconsistent with these Articles of Incorporation or with the laws of the District of Columbia, for the administration and regulation of the affairs of the corporation.

l. To make donations for the public welfare or for religious, charitable, scientific research, or educational purposes, or for other purposes for which the corporation is organized.

m. To indemnify any director or officer or former director or officer of the corporation, or any person who may have served at its request as a director or officer of another corporation, whether for profit or not for profit, against expenses actually and necessarily incurred by him in connection with the defense of any action, suit, or proceeding in which he is made a party by reason of being or having been such director or officer, except in relation to matters as to which he shall be adjudged in such action, suit, or proceeding to be liable for negligence or misconduct in the performance of a duty. Such indemnification shall not be deemed exclusive of any other rights to which such director or officer may be entitled under any Bylaw, agreement, vote of Board of Directors or members, or otherwise.

n. To cease its corporate activities and surrender its corporate franchise.

o. To have and exercise all powers necessary or convenient to effect any or all of the purposes for which the corporation is organized.

p. To have any and all other powers that may be hereafter granted to nonprofit corporations by the laws of the District of Columbia.
ARTICLE X

No Personal Liability

Neither the officers, directors, nor members of the corporation nor their property shall be subjected to or chargeable with the payment of the corporate debts or obligations of the corporation.

ARTICLE XI

Address and Registered Agent

The address including street and number of the corporation's registered office is Webster, Chamberlain & Bean, LLP, 1747 Pennsylvania Avenue, NW, Suite 1000, Washington, DC 20006, and the name of its registered agent at such address is Alan P. Dye.

ARTICLE XII

Initial Incorporators

The names and addresses of the initial incorporators of the corporation, as set forth in Articles of Incorporation filed in the Office of the Recorder of Deeds in Washington, DC, on June 17, 1969, are as follows:

Dr. John W. Kidd (now deceased)
CEC President
2372 East Broadmoor Street
Springfield, Missouri 65804

Mr. John Melcher (now deceased)
CEC President Elect
Director, Bureau for Handicapped Children
126 Langdon Street
Madison, Wisconsin 53702

Mr. William C. Geer (now deceased)
Executive Secretary
The Council for Exceptional Children
1201 Sixteenth Street, NW
Washington, DC 20036

ARTICLE XIII

Voting

There are no members with individual voting rights pertaining to voting on Articles of Amendment. The Board of Governors (formerly the corporation's equivalent of a board of directors) met on April 13, 1992, and recommended the adoption of these Articles of Amendment by a majority vote. The Delegate Assembly (the former legislative body of the corporation) met on April 15, 1992, and adopted these Articles of Amendment by a two-thirds vote. The Delegate Assembly met on April 8, 2000, and further amended these Articles of Incorporation. The Certificate of Amendment was issued to The Council for Exceptional Children on September 11, 2000, by the government of the District of Columbia.
# SECTION ONE - Part 2

## Constitution and Bylaws

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CONSTITUTION AND BYLAWS OF THE COUNCIL FOR EXCEPTIONAL CHILDREN

ARTICLE I

Name of the Organization, Offices, and Corporate Seal

Section 1. Name. The organization shall be known as The Council for Exceptional Children.

Section 2. Principal Office. The principal office of The Council for Exceptional Children (hereinafter referred to as "The Council" or "CEC") shall be at 2900 Crystal Drive, Arlington, Virginia, 22202. However, The Council may change its principal office and also establish and maintain such other offices both within and outside the District of Columbia or the United States as the Board of Directors shall designate from time to time.

Section 3. Corporate Seal. The corporate seal shall have the name of The Council and shall have inscribed thereon the words "Corporate Seal, Washington, DC." The seal may be changed at the pleasure of the Board of Directors.

ARTICLE II

Governing Authority, Purposes, and Activities of the Organization

Section 1. Articles of Incorporation and Constitution and Bylaws. The Council is incorporated under the laws of the District of Columbia pursuant to Articles of Incorporation filed on June 17, 1969. The Council shall be governed by the Constitution and Bylaws as amended from time to time in accordance with the provisions hereof. The Constitution and Bylaws shall not conflict with the Articles of Incorporation.

Section 2. Purposes. The purposes of The Council are (a) to advance the education of children and youth with exceptionalities of the United States and Canada, and (b) to establish and administer programs and activities for the education of its members.

Section 3. Activities. The Council may sponsor or engage in activities that further the purposes stated above, including but not limited to:

a. Maintaining and using a file of publications.

b. Holding regional, national, international, and worldwide meetings to encourage the exchange of ideas and knowledge.

c. Issuing periodic and special publications to encourage the exchange and dissemination of information with regard to the improvement of educational services for children and youth with exceptionalities.

d. Acting as a clearinghouse for information.

e. Receiving and administering general and specific grants for nonprofit educational purposes.

f. Engaging in appropriate research.

g. Engaging in any and all activities including but not limited to research, experimentation, dissemination of information, and funding and granting of scholarships or fellowships.

h. Any other activities that would serve the purposes of The Council as set forth in the Articles of Incorporation and the Constitution and Bylaws, provided such activities are appropriate for a tax-exempt organization described in Internal Revenue Code 501(c)(3).
ARTICLE III

Membership in the Organization

Section 1. Membership. Membership in The Council shall consist of individuals who are interested in the education of children and youth with exceptionalities and whose dues are paid. Each member will have the right to select the package of benefits and services provided they are otherwise eligible. The eligibility requirements and benefit packages may be changed by the Board of Directors.

Section 2. Unified Membership. All members of CEC state and provincial units are members of the international organization. Similarly, all members of CEC divisions are required to hold concurrent membership in CEC.

Section 3. Rights. Except as otherwise provided in the Articles of Incorporation or in the Constitution and Bylaws, membership in The Council shall include the right to vote; to hold local, state or provincial, national, and international office; to petition; to serve on appointive bodies; and to benefit from such other privileges as may be authorized from time to time.

ARTICLE IV

Structure of the Organization

Section 1. Units. The Council shall have as segments of its structure organizations (units) known as state and provincial units, divisions, and others that may be created by the Board of Directors. Chapters are authorized as a part of a state or provincial unit, and subdivisions are authorized as a part of a division and a state or provincial unit.

Section 2. Standards. The Council shall establish, for effective operation:

a. The permissible kinds of Council membership and the regulations and dues relating thereto.

b. The minimum program standards for each type of Council unit.

c. The minimum requirements for constitutions and bylaws of the Council units.

d. The minimum requirements each type of unit must meet to receive a charter.

ARTICLE V

Board of Directors

Section 1. Composition. The Board of Directors, the administrative, general legislative, and policy making body of The Council, shall consist of the following twenty members: fifteen members-at-large, four of these positions from diverse ethnic and multicultural groups; one from the classroom ranks*; one from Canada; and nine others non-designated; one Student Member; and four officers (namely, the President, President Elect, Immediate Past President, and Treasurer). In addition, the CEC Executive Director serves as a non-voting member of the Board.

*at the time of election and throughout the term of office, the individual must be a current practitioner as defined under “classroom ranks” in the CEC Glossary (SECTION FOUR, Part 1 of the CEC Policy Manual). If at any time during the term of office, the elected individual no longer meets this definition, he or she must resign from the Board of Directors and the process described in Article VI, Section 4, Terms of Office and Succession, C will be implemented.
Section 2. Eligibility Criteria for Elected Office.

a. Membership in The Council shall constitute a prerequisite for election or appointment to or continued membership on the Board of Directors.

b. Nominees for President Elect must have served on the Board of Directors or have equivalent leadership experience within other areas of the Council, in similar organizations/associations, and/or in major administrative roles to be considered by the Nominations Standing Committee as a nominee for the position.

c. The Student Member shall meet the requirements of the CEC student membership category as described in Article III, Sec. 1 c, at the time of consideration by the Nominations Standing Committee for candidacy, at the time of appointment by the Board of Directors, and at the beginning of his or her term as Student Member of the Board of Directors.

Section 3. Selection of Members of the Board of Directors.

a. All candidates for positions on the Board of Directors, with the exception of the CEC Executive Director, are nominated by the CEC Nominations Standing Committee, or become candidates through a petition process.

b. The President Elect is elected by the eligible voting membership as defined in Article III, Section 1 (a-i) and Section 3, from a suggested slate of candidates prepared by the Nominations Standing Committee and through the candidate petition process.

c. The members-at-large are elected by the eligible voting membership as defined in Article III, Section 1 (a-i) and Section 3, from a suggested slate of candidates prepared by the Nominations Standing Committee and through the candidate petition process.

d. The Treasurer and Student Member are appointed by the Board of Directors from a suggested slate of candidates prepared by the Nominations Standing Committee.

Section 4. Terms of Office and Succession.

a. Length of Term. The term of office for members of the Board of Directors shall be 3 years. The terms shall be staggered on a fixed-cycle basis (see Section Two, Part 1, Chapter 01, Paragraph 1) according to an established schedule, so that as nearly as possible one-third of the members-at-large are elected each year. The terms of office for other members of the Board of Directors shall be: President - one year; President Elect - one year; Immediate Past President - one year; Treasurer - three years; and Student Member - two years. The term of any officer or director shall expire at the end of the period for which he or she was selected or appointed, or as soon thereafter as a duly elected or appointed successor is available to assume the post.

b. Restrictions.

1. A member-at-large of the Board of Directors who was elected to and has served a full 3-year term on the CEC Board of Directors is eligible to be reelected to a second full term in the same position immediately upon completion of the first term. A third consecutive elected term in the same position is not permitted. However, a person who has served two consecutive elected terms will become eligible for reelection to the same position following a 1-year break in service. Serving as an appointed member of the Board of Directors will not be counted as elective service and will therefore not be considered in matters of individual succession.

2. A member of the Board of Directors who is elected or appointed to another post on said Board shall be eligible to accept it, effective upon termination (either by expiration or resignation) of his or her present term of office.

c. Midterm Vacancies and Election Emergencies.

1. A vacancy among the elected members of the Board of Directors, after succession, may be filled until the next regular election upon a recommendation by the Nominations Standing Committee and confirmation by the Board of Directors in session or by vote through a variety of modes of communication.
2. If the vacancy occurs in the position of the Treasurer or Student Member, the Nominations Standing Committee will recommend to the Board of Directors another individual who shall, upon appointment, complete the term of office for which he or she was appointed.

**Section 5.** Powers and Duties. The Board of Directors shall possess the following powers and duties:

a. Establish and monitor the vision, mission and strategic direction of the organization and act on such other matters as may be received and which fall within the purview of the Board, and to assume such other responsibilities as are, or shall be, assigned through the Articles of Incorporation and Constitution and Bylaws or Board policies. Duties include, but are not limited to:

1. Develop and adopt the Council’s organizing and professional policies, procedures, and/or position statements, including those in the legislative domain, that affect the rights of members or individual units, or which lead to betterment of the lives and education of children and youth with exceptionalities.

2. Adopt amendments of the Articles of Incorporation, Constitution Bylaws, and policies except for those included in the CEC Policy Manual, Section Two, Part 3, Chapter 02, Chapter 04, para. 4, Chapter 05 para. 4 and Chapter 06 para. 4 (a).

3. Oversee the work of all committees, workgroups and other entities as specified in the Constitution and Bylaws required to conduct the work of the Council, as well as establish/oversee any additional committees, workgroups and advisory groups not already provided for in the Constitution and Bylaws.

4. Act upon requests for endorsements and upon proposed Council affiliations, and, in cases of affirmative decisions, fix the terms of affiliation and endorsement within the limits of established Council provisions.

5. Adjudicate disagreements whose resolution is of importance to the Council’s welfare or operation.

b. Provide oversight and monitor activities related to CEC Units. Duties include, but are not limited to:

1. Propose policies that affect the rights of units as specified in the CEC Policy Manual, Section Two, Part 3, Chapter 02 and paragraph 4 in Chapters 04-06, for action by the Representative Assembly.

2. Act upon/approve applications to grant charters to qualified CEC units; determine when it would be in the Council’s best interest to withdraw a charter from a unit.

3. Monitor activities and accomplishments of affiliates or cooperative agreements within the established CEC provision and if appropriate, withdraw from an affiliation and direct that appropriate action be taken.

c. Provide direction, oversight, and monitoring of CEC programs and services provided to members and units for quality and effectiveness. Duties include, but are not limited to:

1. Develop and adopt policies, regulations, programs, and services to meet the divergent needs of the membership and Council units.

2. Oversee and approve, as necessary, Council activities and sponsorship associated with any US, Canadian or international conference, to include approval of the dates and sites of the annual convention, local arrangement committee chairs, and program chair (non-Board member) of the annual convention, and approve the policies and procedures related to them.

3. Grant CEC members residing in an area outside of a state, province or other designated area the same organizational rights, upon request, as other members possess and to classify each such area as either “state equivalent” or “province equivalent”.
4. Create and oversee the Council’s awards and honors.
5. Determine the general types of publications.

d. Adopt policies that provide fiduciary soundness and administrative efficiency and effectiveness. Duties include, but are not limited to:

1. Secure effective administrative leadership of the organization’s staff and office through the selection, hiring, oversight and evaluation of an Executive Director to include the termination of the Director’s contract when deemed necessary for the well-being of the organization.

2. Establish a principal office and such other offices as deemed appropriate and necessary for the operation of the Council.

3. Adopt an annual program plan and budget that is fiscally responsible within the anticipated means of the Council.

4. Approve membership dues, policies related to membership dues, and policies regarding rates for refunds/rebates to units.

5. Approve price formulas for convention registration, publications and professional development.


7. Provide for an annual audit of the organization’s budget and finances.

8. Review the financial reports and finance and audit standing committee reports.

9. Establish and adopt the legally required personnel policies for the employees of the Council.

e. Promote a capable and responsible Board of Directors to guide the direction of the Council. Duties include, but are not limited to:

1. Establish procedures relating to the membership and operations of the Board of Directors.

2. Communicate and confer with Representative Assembly as specified in the Constitution and Bylaws so as to ensure member input and guidance related to setting policy and direction of the organization, attend all meetings of the Representative Assembly and serve as non-voting members.

4. Report annually to the Representative Assembly and general membership.

5. Select two members of the Board of Directors to serve on the Nominations Standing Committee.

6. Engage in an annual assessment of Board of Directors actions and accomplishments to ensure that all roles and responsibilities are fulfilled.

7. Promote, through the work of the Nominations Standing Committee and the Elections Committee, the nomination and election of competent and committed Board Members and Officers.

8. Ensure a functioning Board of Directors including removal from office of any member of the Board of Directors for cause by two-thirds vote of the total membership of the Board of Directors.
Section 6. Meetings.

a. Regular Meetings. The Board of Directors shall schedule three regular meetings per year. One of the three meetings will be held at The Council's annual convention.

b. Special Meetings. A special meeting of the Board of Directors may be called by the President upon concurrence by a majority of the Board or upon petition signed by a majority of the Board.

c. Quorum. Two-thirds of all Board members shall constitute a quorum.

d. Presiding Officer. The President shall serve as the presiding officer of the Board of Directors.

e. Voting Regulations.

1. Each member of the Board of Directors shall possess one vote.

2. No Board member may vote by proxy.

3. In the event that less than a quorum is in attendance for any Board meeting, those present may function in an advisory capacity at the pleasure of the President, after which the President may seek Board acceptance of the group's recommendations.

4. In the event there is need to transact Board business for which a meeting is not feasible, the President may call for a ballot procedure using a variety of communication modes, the same to be confirmed at the next official Board meeting and incorporated in the minutes.

5. The minutes of each meeting of the Board of Directors shall include the votes of each director on each action item.

f. Rules. The Board of Directors shall adopt rules of procedure for the conduct of its meetings in addition to Robert's Rules of Order, Newly Revised, latest edition, which shall serve as parliamentary authority.

g. Notification. Each member of the Board of Directors shall receive notification of regular meetings no less than 14 calendar days prior to the meeting date.

Section 7. Validity of Action. Any action legally exercised by the Board of Directors shall be valid without further approval.

ARTICLE VI
Representative Assembly

Section 1. Composition. The Representative Assembly (hereinafter referred to as the “Assembly) is the membership advisory body of The Council. It meets annually during the CEC Convention. The representatives may exchange information and provide feedback on issues through a variety of modes of communication during times other than the meeting time at the annual convention. This allows the Assembly to function as a working advisory body throughout the year. The Assembly shall include two representatives from each state and provincial unit, division, and the student membership. Two-thirds of the total number of eligible representatives shall constitute a quorum.

Section 2. Membership in the Assembly. The members of the Assembly shall consist of the eligible unit and student representatives and the Board of Directors.

Section 3. Representatives

a. Individuals Eligible to be Representatives:

1. Individuals eligible to be state and provincial unit or division representatives to the Representative Assembly must be members in good standing of The Council and the unit of representation as described in Article III Membership, Section 3 Rights, at the time of nomination and selection, and remain so throughout the term of representation.
2. Individuals eligible to be student membership representatives to the Representative
Assembly must be student members in good standing of The Council at the time of
nomination and selection, and at the beginning of his or her term as student membership
representative.

b. Each state and provincial unit, division, and the student membership shall select two eligible
members to serve as its representatives to the Representative Assembly.

c. Each eligible unit shall determine the specific qualifications for eligibility to serve as its
representatives to the Representative Assembly.

d. Each state and provincial unit and division shall develop a process to select the unit’s
representatives as part of its Constitution and Bylaws. Student representatives to the
Representative Assembly shall be elected by the eligible voting student membership.

e. Each unit and student representative will possess one vote in the Assembly.

f. The President and the President Elect shall each possess one vote.

g. No other member of the Board of Directors will be entitled to vote.

Section 4. Representation by Alternates.

a. Meeting.

1. In the event that a representative to the Assembly is unable to attend a given meeting of
the body, the President of the unit or chair of the Student Committee lacking
representation may appoint an alternate representative to attend the meeting with full
powers, including the right to vote.

2. The President of the unit or chair of the Student Committee shall certify the appointment
of the alternate by a letter to the President of CEC.

3. The appointment of an alternate representative shall be valid only for the meeting to
which he or she was appointed.

b. Remainder of Term.

Where a vacancy occurs during the two-year term, the eligible unit or chair of the Student
Committee may select an eligible member to fill the remainder of the current term of
representation.

Section 5. Term of Representation and Succession.

a. Each representative to the Assembly shall serve a two-year term and may be selected for an
additional consecutive two-year term. A third consecutive term in the same position is not
permitted.

b. A person who has served two consecutive terms will become eligible for another term
following a two-year break in service. In matters of individual succession, serving as an
alternate representative to the Assembly will not be counted.

c. The term of service of any representative shall expire at the end of the period for which he or
she was selected.

d. The terms shall be staggered on a fixed cycle basis according to a schedule established by the
Board of Directors so that, as nearly as possible, one-half of the representatives are selected
each year.

e. A member of the Representative Assembly who is elected or appointed to the Board of
Directors shall be eligible to accept the position, effective upon the termination (either by
expiration or resignation) of his or her present term of representation.

Section 6. Newly Formed Units Representation.

Any eligible unit that organized after the opening of The Council's fiscal year, but prior to the
Representative Assembly meeting of that fiscal year, shall be entitled to have two unit members
serve as its representatives at that year’s meeting of the Representative Assembly. One of these representatives shall be selected for a one-year term.

Section 7. Powers and Duties. The Representative Assembly shall possess the following powers and duties:

a. To identify, discuss, and advise the Board of Directors on positions The Council should take on issues related to the field of special education and related services and to special education as a profession, and to examine the impact these issues have on children and youth with exceptional needs and those who serve them.

b. To examine key public policy issues and initiatives and to advise CEC and the Board of Directors in developing policy, direction setting, and decision making.

c. To inform the Board of Directors, CEC units, and all CEC committees regarding membership issues, concerns, needs, and perspectives on initiatives and activities.

d. To act as the forum to critically examine prospective ideas, strategic directions, activities, policy initiatives, and other issues for CEC.

e. To approve amendments to the Articles of Incorporation, the Constitution and Bylaws, and the CEC policies that affect the privileges of any CEC unit as described in the CEC Policy Manual, Section Two, Part 3, Chapter 02; Chapter 04, para. 4; Chapter 05, para. 4; and Chapter 06, para. 4.

f. To elect, by majority vote through the use of secret ballot, all members of the Nominations Standing Committee, with the exception of the Immediate past President and the other two members of the Board of Directors.

g. To establish procedures relating to its own membership.

h. To conduct awards and recognition activities.

i. To remove any member of the Board of Directors for cause by a 2/3 vote of the total membership of the Assembly.

j. To act on such other official recommendations from the Board of Directors as may be received and which fall within the purview of the Representative Assembly.

Section 8. Assembly Meetings.

a. The Council President shall serve as the presiding officer of the Representative Assembly.

b. Only eligible unit and student representatives may participate in making or supporting motions or in voting.

c. The Assembly shall adopt rules of procedure for the conduct of its meetings.

d. A special meeting of the Assembly may be authorized by the Board of Directors, either upon recommendation of the President or upon petition signed by a majority of presidents of the state and provincial units and divisions.

ARTICLE VII

Officers

There shall be four officers of CEC: the President, the President Elect, the Immediate Past President, and the Treasurer.

Section 1. Terms of Office.

a. The term of office for President, President Elect, and Immediate Past President is one year. The President automatically succeeds to the office of Immediate Past President and the President Elect automatically succeeds to the office of President upon expiration of their respective terms of office. Thus, a person elected to the position of President Elect serves a total of three successive years on the Board of Directors.
b. The Treasurer serves a three-year term of office. The Treasurer is not in the line of succession for the Presidency of The Council.

Section 2. Succession of Officers

a. The President Elect shall succeed to the office of President as soon as a vacancy occurs. If such a vacancy occurs prior to the term for which he or she was elected, the President Elect shall fill both the unexpired term to which he or she succeeded and the term for which he or she was elected.

b. If the position of President Elect becomes vacant before the term of office is completed, the duties of the President Elect will be assigned to the Immediate Past President and other members of the Board of Directors as determined by the President upon consultation with the members of the Board of Directors and the Executive Director. Within 90 days after the vacancy occurs, a special membership-wide election will be held. Pursuant to Article V, Section 3.b. of the Constitution and Bylaws, the Nominations Standing Committee will provide the names of candidates.

c. If the position of Immediate Past President becomes vacant before the term of office is completed, the duties of the Immediate Past President will be assigned to a past CEC president as determined by the President upon consultation with the members of the Board of Directors and Executive Director.

Section 3. Powers and Duties of the President. The powers and duties of the President, as the chief elected official of The Council, shall be:

a. To serve as a voting member and presiding officer of the Board of Directors and the Representative Assembly.

b. To give professional leadership to The Council's planning and programs.

c. To require the Executive Director to operate within the budget of The Council as approved by the Board of Directors.

d. To arrange through the office of the Executive Director meetings of the Board of Directors and Representative Assembly.

e. To approve all requests for scheduling and/or subsidizing official Board of Directors established committee, workgroup and advisory group meetings and activities after consultation with the President Elect.

f. To nominate to the Board of Directors, chairs for all vacancies on committees, with the exception of the Finance and Audit Standing Committee and the Nominations Standing Committee.

g. To appoint chairs of all committees, workgroups and advisory groups of the Board of Directors and Representative Assembly with the approval of the Board of Directors.

h. To provide mentorship to the President Elect and other members of the Board of Directors.

i. To serve as an ex-officio nonvoting member of all appointive bodies, except those making nominations or conducting elections, or designate a member of the Board of Directors to serve as an ex-officio nonvoting designee.

j. To serve as the official elected representative of CEC or designate an alternate.

k. To develop the agendas for the meetings of the Board of Directors and the Representative Assembly.

l. To oversee the evaluation of the Executive Director by the CEC officers with input from other members of the Board of Directors.

m. To ensure an orderly transition of duties to the President Elect at the end of the President’s term of office.
Section 4. Powers and Duties of the President Elect. The powers and duties of the President Elect shall be:

a. To serve as a voting member of the Board of Directors and the Representative Assembly.

b. To serve in the President's place and with the President's authority in the case of that officer's absence, inability, or unwillingness to serve.

c. To succeed to the office of President and to fill the unexpired term of the President should such a vacancy occur.

d. To act as the liaison between the Board of Directors and all Board of Directors established committees, workgroups and advisory groups.

e. To oversee the work of and to ensure the submission of reports from the chairs of all committees, workgroups and advisory groups unless otherwise specified.

f. To serve as a voting member of the Finance and Audit Standing Committee.

Section 5. Duties of the Immediate Past President. The duties of the Immediate Past President shall be:

a. To serve as a voting member of the Board of Directors and as a non-voting member of the Representative Assembly.

b. To serve as Chair of the Nominations Standing Committee.

c. To serve in an advisory or consultative role as designated by the President.

d. To serve as a mentor for prospective Council leaders.

e. To assume other responsibilities as may be assigned by the President.

Section 6. Treasurer.

The duties of the Treasurer shall be:

a. To serve as a member of the Board of Directors and as a non-voting member of the Representative Assembly.

b. To serve as chair and member of the Finance and Audit Standing Committee.

c. To lead The Council in its financial planning activities.

d. To report regularly to the Board of Directors on financial matters.

e. To report annually to the Representative Assembly on the financial status of the organization.

f. To oversee CEC’s overall financial accountability on behalf of the general membership.

g. To lead the Board of Directors in meeting its financial responsibility.

ARTICLE VIII

Executive Director

Section 1. Nature of the Position. The Executive Director shall be the chief executive officer of The Council, responsible to the Board of Directors.

Section 2. Powers and Duties. The powers and duties of the Executive Director shall be:

a. To administer The Council's program; direct the operation of its principal office, maintain liaison with the Canadian office, and such other offices as are deemed appropriate; and coordinate all principal office activities to ensure effective operation.
b. To maintain expenditures for each Council activity within the official budgetary designations thereof.

c. To employ and maintain a Headquarters office staff to assist in the administration of The Council's program and ensure its effective operation.

d. To recommend personnel policies as are deemed necessary or may be required by law for the maintenance of an effective Headquarters office staff and be responsible for the effective implementation of those policies.

e. To study the needs of The Council and the profession, to coordinate the development of The Council's strategic plan, and to make recommendations for Council action.

f. To serve as an ex-officio non-voting member of all appointive bodies, except those making nominations or conducting elections, or designate a member of the staff to serve as an ex-officio non-voting designee.

g. To supervise the coordination of unit activities with The Council's overall program.

h. To collect, compile, and maintain all Council records.

i. To report annually to the Representative Assembly.

j. To prepare and submit a CEC Program Plan and Budget to the Board of Directors for final approval by December 1 of each year.

k. To serve as the official staff representative of CEC or to designate an alternate.

l. To serve as a non-voting member of the Board of Directors.

m. To perform such functions as may be permanently established for, or from time to time assigned to, this position.

Section 3. Statutory Duties of Secretary. For so long as the laws of the jurisdiction in which The Council is organized require The Council to have an officer holding the position of Secretary, the Executive Director shall hold the office of Secretary of The Council.

ARTICLE IX

Committees

Section 1. The Board of Directors establishes committees not already provided for in the Constitution and Bylaws. Workgroups and advisory groups may be established, including appointments of chairs, by the President with the approval of the Board of Directors. Committees, workgroups and advisory groups shall function under the general supervision of the President Elect.

Section 2. Nominations Standing Committee.

a. The Nominations Standing Committee of The Council is responsible to ensure that all CEC constituent groups and membership segments have opportunities to participate in leadership development activities; be involved in mentoring opportunities; and become candidates for CEC elected/appointed leadership positions.

b. The Nominations Standing Committee will consist of nine members: The Immediate Past President, two other members from the Board of Directors, two members-at-large, one member from a diverse ethnic and multicultural group, one international member, one member representing divisions, and one member representing the classroom ranks.

c. With the exception of the two members of the Board of Directors and the Immediate Past President, all members of the Nominations Standing Committee shall be elected by the Representative Assembly.

d. The Immediate Past President will serve as Chair of the Nominations Standing Committee.

e. The chair of the Nominations Standing Committee shall possess one vote.
f. All members of the Nominations Standing Committee serve a two-year term with the exception of the Immediate Past President who serves a one-year term. The two-year terms will be staggered, with one-half of the members rotating off the Committee each year.

g. A member of the Nominations Standing Committee can serve only one elected term and may not be re-elected at any time.

h. Members of the Nominations Standing Committee are precluded from being a nominee or candidate for an elected or appointed Board of Directors position during their term of office on the Nominations Standing Committee.

i. If a member of the Nominations Standing Committee resigns for any reason, the candidate for that position in the previous election who received the next highest number of votes will complete the unexpired term. The person appointed may be elected for one complete term as a newly elected member.

j. The Nominations Standing Committee reports to the Board of Directors.

Section 3. Elections Standing Committee.

a. An Elections Standing Committee shall be established as a standing committee and shall consist of five members who serve a three-year term. The three-year term will be staggered with one-third of the members rotating off the committee each year. The members are appointed by the chair, subject to the approval of the President.

b. The President shall appoint a chair subject to confirmation by the Board of Directors.

c. The duties of the Committee shall be twofold: to prepare one ballot representing a slate of candidates as selected by the Nominations Standing Committee and through the petition process and to conduct elections.

d. The Elections Standing Committee reports to the Board of Directors.

Section 4. Finance and Audit Standing Committee.

a. The Finance and Audit Standing Committee is comprised of seven members: the President Elect, the Treasurer, and five other members.

b. The Finance and Audit Standing Committee will be chaired by the Treasurer.

c. The Finance and Audit Standing Committee members are appointed by the Treasurer with approval by the President and serve a three-year term. The three-year term will be staggered with one-third of the members rotating off the committee each year.

d. The responsibilities of the Finance and Audit Standing Committee:

   (1) To address the financial stability of The Council and the financial implications of services to members.

   (2) To recommend to the Board of Directors the action to be taken on the annual program plan and budget for The Council.

   (3) To consider price formulas for The Council’s saleable items.

   (4) To review financial policies on investments, bonding, and audits.

   (5) To consider the use of restricted funds.

   (6) To review on an on-going basis, the need for revision of, and additions to, the CEC financial policies.

   (7) To follow The Council’s Business Plan.
ARTICLE X
Meetings

Section 1. Professional Meetings.

a. The Council shall meet in annual conventions at regular periods except when prevented by an emergency.

b. The Council may conduct special or regular conventions, conferences, workshops, or other meetings in addition to, or alternately with, annual conventions either independently or in cooperation with other organizations and/or agencies.

Section 2. Meetings of Elective Bodies. Each elective body shall schedule at least one of its regular meetings at The Council's annual convention.

ARTICLE XI
Elections and Appointments

Section 1. Election by the Eligible Voting Membership.

a. The eligible voting membership of CEC, as defined in Article III, elects by majority vote and on a fixed cycle basis the President Elect and the Members-at-Large of the Board of Directors.

b. The eligible voting student membership of CEC, as defined in Article III, elects by majority vote and on a fixed cycle basis the student representatives to the Representative Assembly.

Section 2. Balloting.

a. The eligible voting membership shall vote by secret ballot.

   (1) A ballot for the President Elect and designated Members-at-Large positions will be prepared and will have at least two names for each position. The individual receiving the highest number of votes in each position shall be declared the winner.

   (2) A ballot for Members-at-Large, non-designated, will be prepared and will include at least twice as many candidates as there are positions to be filled (i.e., if there are three non-designated positions to be filled, the slate will include a minimum of six candidates). The candidates receiving the highest number of votes shall fill the positions.

   (3) A ballot for the student representatives to the Representative Assembly will be prepared and will have at least two names for each position to be filled. The candidate receiving the highest number of votes shall fill the position.

b. Balloting for each position may be by non-electronic means (e.g., mail), electronic means (e.g., fax, computer), or other appropriate means.

c. The balloting shall be conducted by the Elections Standing Committee at such time and in such manner as to allow completion of the election process and counting of the ballots prior to the next regular meeting of the Board of Directors.

d. The nominee for each position receiving the highest number of votes shall be elected.

e. In each case where a nominee withdraws from the election after ballots have been distributed to the membership, the nominee(s) remaining will constitute the slate and the person(s) with the highest number of votes shall be declared the winner(s).

f. In the event of a tie, the Representative Assembly will make the selection by secret ballot, using either non-electronic, electronic, or other means. The nominee for the specified position receiving the highest number of votes from the members of the Representative Assembly in this election shall be declared the winner.
**Section 3.** Appointments to the Board of Directors.

a. The Board of Directors shall make the following appointments:

(1) One Student Member for a two-year term. The Student Member is not eligible for reappointment.

(2) One Treasurer for a three-year term. The Treasurer is eligible for reappointment for one additional term.

b. These appointments are made from a slate of candidates developed by the Nominations Standing Committee.

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**ARTICLE XII**

**Amendments**

**Section 1.** Technical, Nonsubstantive, and Conforming Amendments.

a. The Board of Directors shall have the authority to enact or adopt any amendment to the Articles of Incorporation or the Constitution and Bylaws relating to (1) change of registered agent and (2) change of principal office.

b. The Board of Directors shall have the authority to enact and adopt any amendment to the Constitution and Bylaws that may be necessary to conform the Constitution and Bylaws to any amendment of the Articles of Incorporation that has been adopted.

**Section 2.** Procedure to Amend. The Articles of Incorporation and the Constitution and Bylaws can be amended using the following procedure:

a. Any member or unit of CEC can propose an amendment to the Articles of Incorporation or Constitution and Bylaws. The proposed amendment shall be submitted to the President.

b. The President shall ensure that notice of any proposed amendment to the Articles of Incorporation or Constitution and Bylaws is provided to the CEC membership at least sixty days prior to the consideration of action on the proposed amendment by either the Board of Directors or the Representative Assembly. The notice shall be placed in one of The Council’s official publications. At the President’s discretion, the notice may include the complete text of the proposed amendment, but must include a summary of the intent of the proposed amendment with administrative and financial implications.

c. Any proposed amendment to the Articles of Incorporation not related to the privileges of units as described in the CEC Policy Manual, Section Two, Part 3, Chapters 02, 04-06 para. 4, shall be approved by a two-thirds majority vote of the Board of Directors.

d. Any proposed amendment to the Articles of Incorporation that relate specifically to the privileges of units shall be approved by a two-thirds vote of the members of the Representative Assembly. If this amendment involves financial or legal implications to The Council, the amendment must be ratified by a two-thirds vote of the Board of Directors.

e. Any proposed amendment to the Constitution and Bylaws not related to the privileges of units as described in the CEC Policy Manual, Section Two, Part 3, Chapters 02, 04-06 para. 4, shall be approved by a two-thirds vote by the Board of Directors present and voting.

f. Any proposed amendment to the Constitution and Bylaws that relate specifically to the privileges of units as described in the CEC Policy Manual, Section Two, Part 3, Chapters 02, 04-06 para. 4, shall be approved by a two-thirds vote by the Representatives present and voting. If the amendment involves financial or legal implications to The Council, the amendment must be ratified by a two-thirds vote of the Board of Directors present and voting.

g. Action taken on any amendment to the Articles of Incorporation or to the Constitution and Bylaws by the Board of Directors or the Representative Assembly can be conducted by electronic, non-electronic, or other means.
Section 3. Filing of the Amendment to the Articles of Incorporation. After an amendment to the Articles of Incorporation has been adopted, such amendment shall be filed with the government of the District of Columbia in the manner prescribed by law.

Section 4. Effective Date of an Amendment.

a. An amendment to the Articles of Incorporation shall be effective upon the issuance of the certificate of amendment by the District of Columbia.

b. An amendment to the Constitution and Bylaws shall be effective upon adoption by the Board of Directors or Representative Assembly or by ratification of the action of the Representative Assembly by the Board of Directors unless the Board of Directors or Representative Assembly specifies otherwise.

ARTICLE XIII

Parliamentary Rules

Robert's Rules of Order, Newly Revised (latest edition) shall govern all official proceedings of The Council, subject to such special rules as The Council may adopt.
# Governing Bodies

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CHAPTER 01
BOARD OF DIRECTORS

Cross-reference note: CEC's Constitution and Bylaws presents information about the Board of Directors which is not repeated here. See Article V of the Bylaws for the following information about the Board of Directors:

Section 1 - Composition
Section 2 - Eligibility Criteria for Elected Office
Section 3 - Selection of Members of the Board of Directors
Section 4 - Terms of Office and Succession
Section 5 - Powers and Duties
Section 6 - Meetings
Section 7 - Validity of Action

* * * * *

The polices and procedures presented in this Chapter expand on what is contained in the Constitution and Bylaws.

Para. 1 - Procedure for Succession

The following is the cycle for Board of Directors:

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Para. 2. Minutes

a. Minutes of all meetings of the Board of Directors will be maintained.

b. The minutes will reflect the vote of each individual member of the Board of Directors on action items on the Board of Directors agenda.

c. A record of any balloting conducted aside from the three meetings of the Board of Directors shall be maintained as part of the minutes of the next meeting of the Board of Directors following the balloting.

Para. 3. Reporting

a. The Board of Directors will report annually to the Representative Assembly and general membership.

b. The Board of Directors shall prepare a response to all issues and questions presented to it by the Representative Assembly.

Para. 4. Conflict of Interest

A member of the CEC Board of Directors shall disclose to the Board any and all conflicts of interests which he or she may have as to a transaction or business to be considered by the Board. The disclosure shall be made at the time of the Board consideration and prior to any Board vote on the transaction. For purposes of this Policy, a conflict of interests transaction is defined as a transaction with CEC in which a member of the CEC Board of Directors has a direct (i.e., employee, owner, co-owner) or indirect personal interest. For purposes of this Policy, a Board member (including his/her spouse or lineal descendent) has an indirect personal interest in a transaction if: (i) another entity in which he or she has a material financial interest or in which he or she is a general partner, manager or greater than 5% shareholder is a party to the transaction; or (ii) another entity of which he or she is a director, officer or trustee is a party to the transaction and the transaction is or should be considered by the CEC Board.
A conflict of interests transaction is authorized, approved, or ratified if it receives the affirmative vote of a majority of the directors on the CEC Board or on the committee, who have no direct or indirect personal interest in the transaction. The presence of, or a vote cast by, a Board member with a direct or indirect personal interest in the transaction does not affect the validity of any action taken if the transaction is otherwise authorized, approved or ratified as provided above.

Failure to disclose a direct or indirect personal interest may result in removal from the CEC Board of Directors.

Para.5 – Removal of a Member of the CEC Board of Directors for Cause

a. The Representative Assembly may remove any member of the Board of Directors for cause by a 2/3 vote of the total membership of the Assembly. For Cause shall include but not be limited to, improperly disclosing or releasing confidential CEC information; benefiting financially from information obtained by reason of the CEC board position; using CEC funds improperly; soliciting or receiving personal gain from actual or potential donors; engaging in acts of moral turpitude; and/or ceasing to participate in fulfilling the responsibilities of the CEC Board of Directors.

b. The process for removal from office is:

(1) A petition for removal of a member of the CEC Board of Directors shall be signed by at least 12 members of the Assembly and submitted in writing to the president. If the president is the subject of the petition, it shall be submitted to the president-elect.

(2) The president (president-elect) shall, within seven days, notify each member of the Assembly in writing of the receipt of such a petition; solicit evidence from all parties concerned; identify the cause(s) for the suggested removal; and within 30 days establish a special electronic deliberation forum to consider the matter, followed by a mail ballot of the Assembly.

(3) At the meeting of the Assembly, an opportunity shall be made available to all interested parties to present any relevant evidence. Upon two-thirds majority vote of the total membership of the Assembly, the removal from office is effective immediately unless another date is established and indicated in the removal from office.

(4) The member of the Board being considered for removal shall be provided with the results of the Assembly action in writing within seven days.

CHAPTER 02
REPRESENTATIVE ASSEMBLY

Cross-reference note: CEC's Constitution and Bylaws presents information about the Representative Assembly which is not repeated here. See Article VI of the Bylaws for the following information about the Representative Assembly:

Section 1 - Composition
Section 2 - Membership in the Assembly
Section 3 - Individuals Eligible to be Unit Representatives
Section 4 - Representation by Alternates
Section 5 - Term of Representation and Succession
Section 6 - Newly Formed Unit Representation
Section 7 - Powers and Duties
Section 8 - Assembly Meetings

The policies and procedures presented in this Chapter expand on the policies contained in the Constitution and Bylaws Article VI.

Para. 1 - Representative Eligibility

a. Two representatives to the Representative Assembly shall be selected by each state or provincial unit and division from among Council members having membership in that unit at the time of nomination and selection and during the term of representation for the fiscal year in which the Assembly is held. Two student representatives shall be elected by the eligible voting student membership from among Council student members.
b. By January 1st or prior to the beginning of the unit’s administrative year if it differs from the January 1 - December 31 CEC administrative year, each unit’s president shall file with the CEC President, the names of the unit’s two representatives to the Representative Assembly who will serve during the next fiscal year.

c. Each state or provincial unit and division may select alternates for their official representatives when the representatives for the unit are unable to attend the scheduled meeting of the Representative Assembly. The chair of the Student Committee may select alternates for the student representatives.

d. Each of the alternates must be a member of the state or provincial unit or division he or she is representing at the time of selection and during the time period for which the member shall be designated as an alternate to the Representative Assembly. Alternates for student representatives must be a student member at the time of appointment and during the period of time they serve as an alternate.

e. An alternate can only participate as an eligible member of the Representative Assembly when the official representative cannot attend the meeting of the Representative Assembly.

f. Upon notification that the unit’s or students’ representative cannot attend the Representative Assembly meeting, the unit President or chair of the Student Committee shall notify the CEC President with the name of the alternate for the representative who cannot attend the meeting.

g. Either the representative or designated alternate will be assigned full voting privileges and have all the other rights granted to the members of the Representative Assembly.

h. Each representative or alternate shall be assigned a maximum of one vote.

i. A person representing one unit may not represent any other unit.

Para. 2 - Representative Registration

a. Those representatives registered with CEC as being the eligible unit’s representatives will be the official contact for all communication relative to the responsibilities of the representatives and the business of the Representative Assembly for that one-year period (January 1 - December 31).

b. As soon as it is known by the eligible unit that the unit’s representative will be unable to attend the meeting of the Representative Assembly, or will no longer function in the role of representative of that unit, the President of the unit shall notify the CEC President of this absence and provide the name of the alternate. The chair of the Student Committee shall notify the CEC President of any student representative absence and provide the name of an alternate.

c. If the absence of the unit’s or students’ representative is not known in enough time to make the appropriate notification to the CEC President (at least two weeks prior to the annual meeting), the unit President or chair of the Student Committee shall send with the alternate representative written notification that the named CEC member will represent the named unit or student membership. The alternate representative will present this notification to the CEC President prior to the convening of the Representative Assembly meeting.

d. Convention registration is a prerequisite to sitting as a member of the Representative Assembly when the meeting of this body is held at the CEC annual convention or some other CEC sponsored meeting. Representatives and alternates will be required to show their convention registration badges before entering the Representative Assembly meeting.

e. If the unit or Student Committee chair notification of the name of the representative and/or alternate is not submitted by the deadlines included in this chapter, that unit or student membership will have only the votes for those representatives and/or alternates properly registered. If names are not received through the registration process described in this chapter, the unit or student membership shall have neither representation nor votes during the Representative Assembly.
Para. 3 - Information to Representative Assembly Members

a. Information from CEC, the Board of Directors, the CEC President, and other groups regarding agenda items and other matters of information to come before the Representative Assembly will be provided to the registered representatives at various times during their terms of service and at least thirty days prior to the meeting of the Representative Assembly. Information relative to the business of the Representative Assembly and other related information shall be sent only to registered representatives by the specified deadline.

b. All registered alternates will receive the same information as the representatives, providing CEC has been notified of the alternate representation status for the unit or student membership by the specified deadline.
### Committees, Workgroups and Advisory Groups

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CHAPTER 01
COMMITTEE FUNCTIONING

Cross-reference note: CEC's Constitution and Bylaws presents information about committees which is not repeated here. See Article IX of the Bylaws for the following information about committees:

Section 1 - The Board of Directors establishes standing committees, committees, workgroups, and other advisory groups.
Section 2 - Nominations Standing Committee
Section 3 - Elections Standing Committee
Section 4 - Finance and Audit Standing Committee

** ** **

The following policies and procedures pertaining to committees expand upon what is presented in the Constitution and Bylaws.

Para. 1 – Committees

a. Standing Committee. A permanent committee fundamental to the governance and/or operation of the Council. Such committees are established under the CEC Constitution and Bylaws and are accountable to the Board of Directors. The committee chair reports to the CEC Board of Directors through the President-Elect.

b. Committee. A group established by and accountable to the Board of Directors to perform an ongoing specific service or function. The exception is the Representative Assembly committee which reports to the President and may advise both the Representative Assembly and the Board of Directors.

Para. 2 - General Responsibilities of Committees

a. Committees operate within the purposes established for the committee and any administrative policies and procedures established by the Board of Directors.

b. Committees advise and report to the Board of Directors. All committee members shall refrain from representing CEC positions unless so authorized by the President.

c. Committees operate within the policies and procedures of CEC, although committees may propose changes in such policies and procedures.

d. Committees shall, in carrying out their responsibilities, be considerate of interests of the members of CEC and be particularly attentive in their deliberations to the unique concerns of its units.

Para. 3 - Appointment to Committees

a. The President or the President-Elect, at the request of the President, nominates chairs of committees subject to approval by the Board of Directors. Members of the Board of Directors may not serve as committee chairs except for the Finance and Audit Standing Committee (Treasurer) and the Nominations Standing Committee (Immediate Past President).

b. Membership on committees, with the exception of the Nominations Standing Committee, is determined by the chair and subject to approval by the President. In making such appointments the chair:
(1) Considers the demonstrated knowledge and experience of potential members in relation to the purposes of the committee, the governance and the operations of CEC or in relation to specific member groups they represent.

(2) Considers persons recommended by CEC state and provincial units and divisions.

c. All committee chairs and members must be members of CEC.

d. The CEC President and Executive Director are ex-officio nonvoting members of all committees, except those making nominations or conducting elections.

e. The President with assistance from the President-Elect or other designee ensures, within reason, that membership across committees, not necessarily within each committee, is representative, based on ethnicity, gender, geography, disability, professional position, and unit affiliation.

f. Unless otherwise specified, committee appointments are for three years with one-third, or the nearest fraction thereof, of the membership of a committee appointed each year. Appointments may be made of a shorter duration to fill vacancies on committees. Under certain circumstances, a member’s term may be extended for a specified period of time with the approval of the President.

g. A committee chair may be removed from office, for just cause, by the President with approval of the Board of Directors.

h. A committee member may be removed from office, for just cause, by the committee chair with approval of the President.

Para. 4 - Duties and Responsibilities of Committee Chairs

The duties and the responsibilities of committee chairs are:

a. To administer and direct all charges of the committee in a manner consistent with the policies and procedures of CEC, and to collaborate with the President-Elect in all aspects of Committee operations and interactions with the Board of Directors, and the staff liaison concerning operations of the committee.

b. To appoint, with the approval of the President, members to the committee who have knowledge and experience commensurate with committee purposes ensuring representation based on ethnicity, gender, geography, disability, professional position, and unit affiliation, and encouraging broader member participation.

c. To seek approval for the establishment of a subcommittee. A subcommittee is a secondary group established by a standing committee or committee, with the Board of Directors approval, to carry out an assigned responsibility. A subcommittee must be chaired by a member of the standing committee or committee and reports back to the standing committee or committee.

d. To appoint chairs of subcommittees, from the CEC membership, with the approval of the committee.

e. To recommend to the President-Elect calendar dates and times for committee meetings, location of meetings, an agenda and a budget for proposed meetings. To provide the President-Elect copies of committee meeting (face-to-face and conference calls) agendas, minutes and reports in a timely manner.

f. To communicate directly with the President-Elect in fiscal matters relative to the committee’s functioning. Specifically, the chair will review the budgeted amount allocated to support the ongoing work of the committee. If there is a new charge to the committee or a function/project to be undertaken that was not known at the time the annual allocation was made, the chair may make a request, through the President-Elect, for additional funding. This request would include the estimated costs of all activities associated with the new tasks.
Para. 5 - Operations of Committees

a. Committees function under the general supervision of the President-Elect.

b. The Executive Director provides, within reason, staff support sufficient to implement each committee's approved agenda, including the assignment of a staff liaison.

c. Committees submit to the President-Elect a proposed agenda for the fiscal year, including:
   (1) The issues proposed to be examined by the committee and their relationship to the CEC strategic plan.
   (2) A list of subcommittees that the committee has or proposes to establish.
   (3) A proposed budget, to support additional committee work and responsibilities that arise beyond the usual meetings and communication, if necessary. This budget proposal includes any requests for committee meetings to be financed by CEC. If such meetings are requested, the agenda should include the proposed date(s), place(s), times, items for discussion/action with an itemized budget(s) for the meeting(s).
   (4) The Treasurer, in consultation with the President-Elect and the President, determines which committee budgets or portion of budgets are approved before CEC funds may be allocated.
   (5) The Executive Director provides for the payment of appropriate committee expenses in accordance with budgets approved by the President.

d. Any committee may use alternative financing to implement its agenda.

e. Official meetings of committees require a majority of the committee's membership.

f. Committees may establish subcommittees with approval of the Board of Directors to carry out the work of the committee:
   (1) Subcommittees are designed to carry out an ongoing function of the committee and must be chaired by a member of the committee. Subcommittees members are appointed by the subcommittee chair with the approval of the committee chair.
   (2) Subcommittees are under the supervision of the committee and report to the committee.

CHAPTER 02

STANDING COMMITTEES ESTABLISHED BY THE CONSTITUTION AND BYLAWS
(Nominations, Elections, and Finance and Audit)

Para. 1 - General Responsibilities of Standing Committees Established by the Constitution and Bylaws.

a. CEC standing committees operate within the purposes established for the committee, and any administrative policies and procedures established by the Board of Directors or by the Representative Assembly for the election process for the members of the Nominations Standing Committee.

b. All CEC standing committee members shall refrain from representing CEC positions unless so authorized by the President.
c. Non-designated membership on the CEC standing committees is determined by the chair with the exception of the Nominations Standing Committee members, who are elected by the Representative Assembly.

d. All CEC standing committee chairs and members must be members of CEC.

e. The CEC President is an ex-officio non-voting member of the Finance and Audit Standing Committee, but not the Nominations Standing Committee nor of the Elections Standing Committee.

f. The President encourages broad member participation and ensures, within reason, that membership across CEC standing committees, but not necessarily within each committee, is representative, based on ethnicity, gender, geography, disability, professional position, and unit affiliation.

g. With the exception of the Nominations Standing Committee, CEC standing committee appointments are for three years, with one-third or the nearest fraction thereof, of the membership of a CEC committee appointed each year. Appointments may be made of a shorter duration to fill vacancies on CEC standing committees.

h. The chairs of the CEC standing committees can be removed for just cause by the Board of Directors upon the recommendation of the President.

Para. 2 - Nominations Standing Committee
(See Article IX, Section 2, of the Constitution and Bylaws)

a. Purpose

The Nominations Standing Committee actively solicits candidates from the total membership in order to prepare a slate of nominees to fill anticipated vacancies for the coming administrative term among the President-Elect and the 15 Members-at-Large. The Members of the Nominations Standing Committee will have the responsibility to identify potential leaders representing the diversity within The Council and oversee leadership development and mentoring opportunities for members as they seek, prepare for, and assume Council leadership roles and responsibilities.

b. Composition

The Nominations Standing Committee of The Council is comprised of nine members: two members from the Board of Directors, two members-at-large from CEC, one member from an ethnic or multicultural group, one member from the classroom ranks, one international member, one member representing divisions, and the Immediate Past President, who serves as the chair.

c. Selection of Committee Members

(1) The Immediate Past President chairs the Nominations Standing Committee.

(2) The Board of Directors selects the two members of the Board of Directors to serve on the Nominations Standing Committee.

(3) The Representative Assembly shall nominate and elect the following members of the Nominations Standing Committee:

   (a) Two members-at-large
   (b) One member from an ethnic or multicultural group
   (c) One member from the classroom ranks
   (d) One international member
   (e) One member representing divisions

(4) The Representative Assembly shall use the following procedure to nominate and elect these six members to the Nominations Standing Committee:
(a) Each year the Chair of the Nominations Standing Committee will notify the President, who chairs the Representative Assembly, of the Nominations Standing Committee positions that are open. This information will be provided to the Representative Assembly by May 15 of any given year.

(b) Any member of CEC may nominate individuals to serve on the Nominations Standing Committee.

(c) An election by secret ballot to fill the vacancies will be conducted at a meeting of the Representative Assembly or by other modes of communication.

(5) With the exception of the Immediate Past President, no member of the Representative Assembly or the Board of Directors, except for the two Board members required to sit on the Nominations Standing Committee, may concurrently be a member of the Nominations Standing Committee.

d. Slates and Petitions -- Board of Directors

(1) Nominees are solicited from the total CEC membership and units and are submitted to the Chair of the Nominations Standing Committee. [Note: For a list of current vacancies, the name and address of the chair, and the deadline for submission, consult the January issue of an official CEC publication, or contact CEC Headquarters.]

(2) Any Council member, or CEC unit as a whole, may submit suggestions for nominees for vacant positions to the Nominations Standing Committee.

(3) Any member of the Nominations Standing Committee can actively seek out and submit suggestions for possible nominees for vacant positions.

(4) The Nominations Standing Committee prepares a slate of nominees to fill anticipated vacancies for the coming administrative term among the President-Elect and the Members-at-Large of the Board of Directors.

(5) The Nominations Standing Committee solicits from diverse ethnic and multicultural groups and the total membership the names of possible nominees for any anticipated vacancy or vacancies in the four designated positions of members-at-large of the Board of Directors from diverse ethnic and multicultural groups.

(6) The Nominations Standing Committee solicits from the total membership the names of possible nominees for the anticipated vacancy in the one position designated from the classroom ranks.

(7) The Nominations Standing Committee solicits from the total membership the names of possible nominees for the anticipated vacancy in the one position of Member-at-Large designated from Canada.

(8) Members, units, or the Nominations Standing Committee members, themselves, may submit a name of a nominee for office. The nominee must complete an official nomination form, which contains information determined by the Nominations Standing Committee. No additional sheets may be attached to this official form.

(9) Additional nominations may be made by petition. A nominations petition may be presented by any 100 or more Council members to the Chair of the Nominations Standing Committee at least 60 days prior to the first day of the election provided that such petition shall carry the minimum information of the petitioners (at least the printed names, signatures and CEC membership numbers) determined essential by the Nominations Standing Committee. The nominee must complete an official nominations form by the designated timeline.

e. Appointments -- Board of Directors

(1) The Nominations Standing Committee solicits from the total membership the names of possible nominees for the appointed positions of Treasurer and Student Member of the Board of Directors.
(2) Members, units, or the Nominations Standing Committee members, themselves, may submit a name of a nominee for office. The nominee must complete an official nomination form, which contains information determined by the Nominations Standing Committee.

(3) All nominations are sent to the Chair of the Nominations Standing Committee.

(4) The same process used for the review of the candidates’ background and qualifications that is used for the elected offices will be used for the appointed positions, as well.

(5) The Nominations Standing Committee presents its slate for the appointed positions of Treasurer and Student Member to the President, who will then present the slate to the Board of Directors.

(6) The Board of Directors will appoint the Treasurer and Student Member from this proposed slate.

f. Selection of Candidates -- Board of Directors

The selection procedure employed by the Nominations Standing Committee will be as follows:

(1) All nominations are sent to the chair of the Nominations Standing Committee.

(2) The Committee members will use a variety of means to review all of the candidates’ qualifications and backgrounds for each position. The Committee members may use face-to-face meetings, as well as other means (phone, electronic/regular mail, etc.) to discuss the candidates’ experience and leadership abilities and to share information. Nominations Standing Committee members may contact specified and associated references for each of the candidates as part of their review process.

(3) After full review by the members of the Nominations Standing Committee, the Chair convenes a meeting or conference call to determine the slate of candidates through consensus or other means.

(4) Following the deadline for soliciting nominations from the general membership for any given position(s) where the Nominations Standing Committee is unable to recommend a full slate of qualified candidates as required by the Council’s Constitution and Bylaws, the Committee shall (a) from the pool of existing nominees identify nominees qualified to serve in other positions and transfer, with nominee consent, his/her nomination to another position; and/or (b) from throughout the CEC membership continue to solicit and place in nomination additional qualified candidates in order to provide the eligible voting CEC membership a choice of qualified candidates.

g. Announcements of Candidates -- Board of Directors

(1) The Nominations Standing Committee presents its slate to the President in time to permit its release in one of The Council's official publications a minimum of 30 days in advance of the election date.

(2) The President also directs that a like announcement be made of any nomination by petition, provided such petition is received in time.

h. Presentation of Candidates -- Board of Directors

The Nominations Standing Committee may use a variety of means to present the candidates to the eligible voting membership. These may include “Meet the Candidates Forums” to be conducted electronically, and through other interactive means, publication of candidate biographical information (from the designated form) in various CEC publications and on the CEC web site, and a candidate profile to accompany each ballot sent to the eligible voting membership.
i. Campaigning -- Board of Directors

The following procedures and guidelines have been developed to encourage an election process that is equitable for all candidates as well as to discourage activities which may have a negative effect on CEC and its Board, staff, and units. The guidelines apply to all candidates nominated by the Nominations Standing Committee as well as to persons who may be nominated by petition.

(1) The Council for Exceptional Children shall provide various impartial means by which the qualifications and perspectives of the candidates can be provided to the eligible voting membership.

(2) Other than the basic announcement of candidates and their respective qualifications and perspectives as distributed by CEC, no campaign information on behalf of any candidates may appear in material published or distributed by CEC; CEC state/provincial units, chapters, divisions and subdivisions; its members and individual candidates.

(3) At no time may a CEC Headquarters staff member, member of the Board of Directors, Nominations Standing Committee member, or Elections Standing Committee member facilitate the election of any candidate by either suggesting campaign strategy, directing a unit on how to vote for a candidate or providing names and addresses of potential recipients of campaign literature.

(4) At no time may a CEC unit expend any of its treasury funds in support of a candidate.

(5) Candidates shall not engage in any communication to solicit votes or benefit their candidacy. No campaign material or information of any kind may be disseminated in any manner including but not limited to phone calls, mail, electronic media (e.g., mass emails), postings to social networking sites (e.g., Facebook, Twitter, etc.) or any other manner.

(6) Any violations of these procedures shall be reported to the Chair of the Nominations Standing Committee and will be considered by the Board of Directors, which will determine what corrective action, if any, shall be taken.

Para. 3 - Elections Standing Committee
(See Article IX, Section 3, of the Constitution and Bylaws)

a. Purposes:

(1) To prepare the official ballot and accompanying biographical information regarding a slate of candidates as selected by the Nominations Committee and per petition.

(2) To conduct secret ballot elections.

(3) To develop procedures for the appropriate counting of votes by the eligible voting membership.

These purposes are to be carried out in a manner determined by the Elections Standing Committee.

b. Composition: The Elections Standing Committee consists of five members. The President appoints a chair subject to confirmation by the Board of Directors. The chair appoints the remaining members subject to confirmation by the President.

c. Operations

(1) Balloting will be conducted by the Elections Standing Committee during a set period of time determined by the Elections Standing Committee to allow voting by the CEC eligible voting membership.

(2) During the designated time period as published, only CEC members eligible to vote may receive a ballot and cast their vote for the candidates of their choice.
(3) Ballots which are not marked in accordance with the directions accompanying the ballot will be invalid.

(4) Ballots not received by the published voting deadline date will be invalid.

(5) A period of at least four weeks will be provided as the voting period.

(6) The Elections Standing Committee will ensure a count of the ballots immediately after the close of the designated election period.

(7) In accordance with the CEC Constitution and Bylaws, the candidates receiving the highest number of votes are declared the winners. If a majority vote is not obtained for a position, a run-off election will be conducted by the Representative Assembly. The run-off election will commence no later than three weeks after the results of the first election are known.

(8) The Elections Standing Committee chair shall report the voting results to the President. The President shall then communicate the results of the election to all candidates. The announcement of the election results and the appointments made by the Board of Directors will be published in an official CEC publication.

(9) (a) Upon written request by the candidate, the Elections Standing Committee Chair shall present, in writing, the results of the count of all ballots for the position for which the candidate was nominated.

(b) Up to two weeks after the results of the election have been announced to all of the candidates, a candidate may request to have full access to the ballots so as to verify the count to the candidate or the candidate’s designated representative. This verification process will be arranged by the chair of the Elections Standing Committee and held at CEC Headquarters. The cost of all travel to Headquarters associated with the verification process will be the responsibility of the candidate or the candidate’s designated representative. No unit funds may be expended for this activity. Twenty-four hours after the determination of the vote, the count and tally sheet for all ballots are to be sealed by the Elections Standing Committee and maintained at CEC Headquarters for one year, after which they will be destroyed.

Para. 4 - Finance and Audit Standing Committee (seven members)
(See Constitution and Bylaws, Article IX, Section 4)

The Finance and Audit Standing Committee has the overall responsibility to review the annual Program Plan and Budget before it is presented to the Board of Directors; to make a recommendation to the Board of Directors concerning the adoption of the annual Program Plan and Budget, and to consult with CEC staff regarding the development and revision of the Business Plan for The Council. All matters having financial implications shall be referred to the Finance and Audit Standing Committee for study.

CHAPTER 03
OTHER COMMITTEES

Para. 1 - Other Committees

The Board of Directors may create committees, other than those already established by the Constitution and Bylaws, when the business of the organization makes this action necessary. The creation of committees will require a revision of CEC policies.

Para. 2 - Diversity Committee (seven members)

Purposes: (1) advise the Board of Directors regarding diversity and equity trends and issues, and the implications for CEC policy, advocacy, and partnerships; (2) recommend strategies for greater inclusivity of diverse groups throughout the Council’s membership, leadership, and unit programs/activities; (3) advise the Board of Directors on ways to enhance professional practice
to serve children and youth with exceptionalities from diverse backgrounds through scientifically based research; and (4) provide suggestions for attracting, mentoring, and supporting individuals from diverse backgrounds to enter, remain, and advance within the profession.

Para. 3 - Professional Standards and Practice Committee  (seven members)

Purposes: (1) study the area of professional standards and their implication to CEC members and others involved in the education of children and youth with exceptionalities; (2) advise the Board of Directors regarding CEC policies and activities relating to professional standards; and (3) develop guidelines and other materials to assist the field in meeting CEC professional standards.

Para. 4 - Honors Committee  (seven members)

Purposes: (1) determine, from nominations received, the recipients of the CEC Awards (SECTION Two, Part 4, Chapter 04) and any other awards and honors assigned to the Committee; and (2) review, on a periodic basis, the CEC awards program and, based on the findings of this review, make recommendations for revision to the Board of Directors.

Para. 5 – Student Committee (seven members)

Purposes: (1) advise the Board of Directors on ways to recruit, mentor, and support individuals entering the profession, (2) advise the Board of Directors on ways to recruit, mentor, and support individuals from diverse backgrounds entering the profession, (3) advise the Board of Directors on ways to enhance the experience of student members and encourage their transition to a full-dues-paying membership; (4) determine from nominations received the recipients of the Student Awards and Scholarships; (5) plan and conduct an Issues Forum at each Annual Convention that provides for discussion by student members attending the Convention, and (6) solicit from the eligible student members nominations for vacancies in the student representative positions to the Representative Assembly, and prepare a slate of nominees.

Composition: The Student Committee consists of seven members; the two student representatives to the Representative Assembly and five other members. In addition, the student member of the Board of Directors will serve as an ex-officio member of the committee. The President, upon consultation with current members of the committee, shall appoint a chair subject to confirmation by the Board of Directors. Vacant positions on the Student Committee are appointed by the chair with approval by the President, and serve a two year term.

Para. 6 – Canadian/U.S. Committee  (seven members)

Purpose: to advise the Board of Directors on ways to meet the needs of Canadian members by (1) communication, networking, and liaising; (2) professional knowledge and skills; and (3) advocacy.

Composition: The Canadian/U.S. Committee consists of seven members to include three CEC members who reside in Canada; three CEC members who reside in the United States; and the CEC Board of Directors Member-at-Large, Canada.

Para. 7 – Representative Assembly Committee  (five members)

Purposes: (1) advise the presiding officer of the Representative Assembly (the CEC President) on procedures, effective formats and field-based issues for Assembly meetings and online discussions; (2) maintain an up-to-date Representative Assembly Handbook; (3) conduct (a) orientations in various formats for Representative Assembly members; and (b) an evaluation of the Assembly Meeting held during the annual convention; (4) carry out the functions of a resolutions committee as set forth in the Standing Rules for the Representative Assembly; and (5) review and approve the minutes of the Representative Assembly Meeting held during the annual convention. The committee reports to the presiding officer of the Representative Assembly. The procedural requirements for committees as specified in CEC’s policies apply unless otherwise specified.

Composition: A majority of committee members shall be current state/provincial unit, division or student Representative Assembly representatives; other committee members shall have previous
Para. 1 – Definition

a. A group of individuals with knowledge, skills and expertise in a particular area of strategic importance to the Council. Workgroups are established by the Board of Directors and are assigned a specific charge and outcomes to be completed within a designated period of time. The workgroup chair reports to the Board of Directors through the President-Elect.

Para. 2 – General Responsibilities

a. Operate within the purposes established for workgroups and the policies and procedures of CEC.

b. Advise and report to the Board of Directors through the President-Elect. Workgroup members shall refrain from representing CEC positions unless so authorized by the President.

c. Complete the responsibilities and expected outcomes as specified by the Board of Directors within stipulated timelines.

Para. 3 – Appointments

a. The President, or the President-Elect, at the request of the President, nominates chairs of workgroups subject to the approval of the Board of Directors. Workgroup chairs must be members of CEC. Members of the Board of Directors may serve as workgroup chairs. Workgroup membership shall be limited to one Board member per workgroup unless the workgroup is addressing Board of Director functions or issues.

b. Membership on workgroups is determined by the chair, subject to approval by the President. In making such appointments the chair:

   (1) Considers the demonstrated knowledge and experience of potential of members in relation to the purposes of the workgroup and familiarity with CEC governance and operations.

   (2) May consider individuals who are not members of CEC due to their recognized expertise related to the purposes of the workgroup.

c. The chairs of the workgroups can be removed for just cause by the Board of Directors upon the recommendation of the President.

d. A member of the workgroup may be removed from the position, for just cause, by the workgroup chair with approval of the President.

e. The Executive Director provides, within reason, staff support sufficient to implement each workgroup’s approved agenda. A staff member shall be assigned by the Executive Director to serve in the role of staff liaison for each workgroup.

Para. 4 – Duties and Responsibilities of Workgroup Chairs

The duties and responsibilities of workgroup chairs are

a. To administer and direct all charges of the workgroup in a manner consistent with the policies and procedures of CEC.

b. To appoint, with the approval of the President, members to the workgroup who have knowledge and expertise commensurate with the purposes of the workgroup.
c. To inform the President-Elect of the dates, times, and locations of all proposed meetings and the dates and times of all conference call meetings.

d. To provide the President-Elect copies of meeting agendas, minutes, and interim/final reports. To collaborate with the President-Elect in all aspects of workgroup operations and interactions with the Board of Directors and staff liaison concerning workgroup operations.

e. To report to the Board of Directors through the President-Elect via reports and to provide additional information to the Board of Directors upon request.

CHAPTER 05
ADVISORY GROUPS

Para. 1 - Definitions

a. Advisory groups are a group of individuals with knowledge, skills and expertise in a particular area. An advisory group may be established by the Board of Directors or Executive Director to advise on specific issues.

b. Advisory groups may be used by the Board of Directors and CEC executive staff throughout the execution of The Council’s business for the purposes of advising on particular matters and issues. These groups serve in an advisory capacity and do not function under a formal committee or workgroup structure.

c. At times, non-CEC members may serve on these groups.

d. Examples of current advisory groups include the Convention Program Advisory Committee and the Convention Local Arrangements Committee.

Para. 2 - Convention Program Advisory Committee

a. Purpose: The Convention Program Advisory Committee (PAC) is an advisory group of the Council that advises and assists the Convention Program Chair in planning and developing the annual professional convention program.

b. Composition: (1) The Convention Program Chair is appointed by the Board of Directors and serves a two-year term. (2) The Convention Program Advisory Committee is comprised of a representative from each of the Council's divisions, and strand leaders and other individuals selected by the Chair based on expertise and convention program topic area. Each division selects its own representative to serve as a member of this advisory group.

Para. 3 - Convention Local Arrangements Committee

a. Purpose: The Convention Local Arrangements Committee supports and assists with the on-site execution of the annual convention and expo, and promotes the convention and expo throughout the state or province.

b. Composition: (1) The Local Arrangement Committee Chair is appointed by the Board of Directors. (2) The Local Arrangements Committee is comprised of leaders and volunteers from the host CEC state/provincial unit and city. The Local Arrangements Committee is composed of subcommittees responsible for different areas of logistical support for the convention.
SECTION TWO - Part 3

Units

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CHAPTER 01
GENERAL REQUIREMENTS OF UNITS

Para. 1 - Duties of Any Unit

a. To maintain a paid membership that is fully unified and that meets the minimum requirements in qualifications and numbers.

b. To operate under an elected governing body.

c. To operate a broad active program consistent with the Council’s core purpose and values, strategic direction, and the special purposes of the type of unit concerned.

d. To conduct all business transactions within the framework of provisions established in the unit’s officially adopted constitution and bylaws.

e. To ensure the equitable representation and participation of ethnic and multicultural groups in positions of leadership and at policy-making levels, based upon demonstrated interest in and contribution to the education and well-being of individuals with exceptionalities.

f. To exhibit in professionally appropriate ways, including on stationery and in publications, the name of the unit, the type of unit if not in the name, and the notation, "A unit of The Council for Exceptional Children."

g. To meet such other requirements as shall be legislated by the Board of Directors.

Para. 2 - Recruitment of Members of Ethnic and Multicultural Groups into Units and Unit Leadership

CEC encourages and will provide support to all units in efforts to actively recruit members of ethnic and multicultural groups into CEC. Correspondingly, CEC urges its units to provide these members with opportunities for full participation, including leadership opportunities, at all levels of the organization.

CHAPTER 02
GENERAL PRIVILEGES OF UNITS

Para. 1 - Privileges of Any Unit

a. To exercise autonomy of operation within the framework of The Council’s policies and procedures as adopted by the Board of Directors and the Representative Assembly.

b. To exercise fiscal autonomy except for the dues of state and provincial units; and except to the extent that the exercise of such fiscal authority would endanger The Council as a tax exempt organization described in U.S. Internal Revenue Code 501(c)(3).

c. To possess status as a separate legal entity, except for the maintenance of established minimum program standards and unified membership.

d. To possess representation in the Representative Assembly, as described in the privileges of state and provincial units, and divisions.

e. To receive a charter from The Council upon fulfillment of the minimum requirements.

f. To receive equitable and nondiscriminatory treatment among all units and types of units as to service rendered by The Council, e.g., if a service such as membership processing is funded by general revenues and performed without special charge to a type of unit, then such membership processing shall be performed without charge for all units and types of units; however, costs of services that are unique to a unit or type of unit, shall be charged to the unit(s) thus served and shall not be funded out of the general revenues of The Council.

g. To submit nominations for members of the Board of Directors and the Nominations Committee.
CHAPTER 03
UNIT CHARTERS

Para. 1 - Obtaining a Charter

New charters are authorized by the CEC Board of Directors and are presented once a year at the annual international convention during the Representative Assembly, or forwarded to the unit following the convention. Once a charter is authorized, the unit enjoys continuous charter status until the charter is withdrawn by the Board of Directors.

Official CEC charters bearing the signature of the President and Executive Director are granted to state and provincial units and divisions after two consecutive years of operation. During that time, they must meet the following requirements:

a. Maintain minimum membership requirements as provided by the CEC Articles of Incorporation, CEC Constitution and Bylaws, and CEC policies.

b. Maintain an approved constitution and bylaws on file in the CEC Headquarters office.

c. Submit satisfactory officer lists and annual assurances to the CEC Headquarters office.

Para. 2 - Maintaining Charter Status

The following requirements for a chartered unit have been established:

a. The unit shall consist of a duly organized group of persons interested in the education of students with exceptionalities, a majority of whom shall be actively engaged in professional work related to the education of such individuals.

b. The unit shall have enrolled the minimum number of members required for the type of unit.

c. The unit shall maintain its membership on a fully unified basis.

d. The unit shall exercise autonomy of operation within the framework of CEC's Articles of Incorporation, the CEC Constitution and Bylaws, and CEC policies.

e. The unit shall operate under a constitution and bylaws which the Executive Director has confirmed as being in harmony with the Articles of Incorporation and Constitution and Bylaws of CEC.

f. The unit shall keep an approved and up-to-date copy of its constitution and bylaws on file at the CEC Headquarters office.

g. The unit shall have duly elected officials charged by the membership with the responsibility of administering its program. Their names and addresses for the year concerned shall be reported to the CEC Headquarters office by January 1 or prior to the beginning of the unit’s administrative year if it differs from the January 1-December 31 CEC administrative year.

h. The unit shall keep appropriate records and submit an annual set of assurances (by January 1) to the CEC Headquarters office.

i. The unit shall meet any special requirements established for that type of unit, either in CEC's Articles of Incorporation, the CEC Constitution and Bylaws, or CEC policies.

Para. 3 - Constitution and Bylaws

All CEC units are required to have a current, approved constitution and bylaws on file at the CEC Headquarters office which contain each of the elements listed below.

(Units may include additional provisions as long as they do not conflict with The Council's Articles of Incorporation and Constitution and Bylaws. Units should file any amendments and revisions with the CEC Headquarters office. Sample constitutions are available upon request from the Council’s Headquarters office.)
Council action requires that the Constitution and Bylaws of a CEC unit must include:

a. The official name of the unit.
b. The unit's relationship to, and within, The Council for Exceptional Children.
c. A statement of purpose that is in harmony with The Council's core purposes and values and strategic direction.
d. Provision for the usual officers, selected by systematic and democratic procedures, with appropriate authority to serve. They shall also provide for the recall or the removal of officers.
e. Provision that the unit's officers must be members in good standing of The Council at the time of their nomination and election and remain so throughout the duration of their term of office.
f. A membership year that is in conformity with CEC's membership year. The CEC membership year makes it possible for membership to be for any twelve-month period.
g. A specified fiscal year and administrative term of office.
h. Provision for an active professional program, including in the case of a state or provincial unit, an annual meeting.
i. Provision for keeping records of membership, professional activity, and finance and for sending annual assurances to the Council Headquarters office.

Para 4 - Inactive Units

To receive a unit refund and to be represented on the Representative Assembly, a unit must maintain the requirements for being a unit as specified in Section 2, Part 3, Chapter 03 and any other applicable portion of the CEC Policy Manual. Prior to declaring a unit inactive, the members of the unit must be notified that the unit will be declared inactive on a specified date and the unit has until a specified date to complete actions to maintain active unit status.

CHAPTER 04
STATE AND PROVINCIAL UNITS

Para. 1 - Description

A state or provincial unit is a state, province, or territory-wide unit comprised of all members within the state, province, or territory. State and provincial units champion professional excellence and the advancement of special education for individuals with exceptionalities within their state, province, or territory.

[NOTE: Throughout the rest of this chapter please read "state, province, and other designated area" wherever the phrases "state and/or province" and "state and/or provincial" appear.]

Para. 2 - Steps in Organizing a State or Provincial Unit

a. Secure organizational materials from the CEC Headquarters office.
b. Call a meeting of members.
c. Appoint or elect a temporary chairperson and establish the necessary committees, such as constitution and bylaws, program, and finance.
Para. 3 - Requirements of a State or Provincial Unit

To function as an official CEC state or provincial unit, the following requirements, which are specified in the CEC Articles of Incorporation, CEC Constitution and Bylaws, and CEC policies, must be met. These requirements are in addition to the General Requirements of Units (SECTION TWO, Part 3, Chapter 01).

a. Maintain an organization with a minimum total state or provincial membership of 100 persons unless exempted by special action of the Board of Directors, the majority of whom are actively engaged in professional work related to the education of individuals with exceptionalities.

b. Maintain unified membership.

c. Accept into the state or provincial unit chapters, subdivisions (provided they also meet the requirements of the international divisions), student associations, high school clubs, and other special interest groups established within the state or province.

d. Provide for representation of all state or provincially recognized chapters in the governance of the state or provincial unit as well as all subdivisions which are recognized by their parent divisions and the state or provincial unit.

e. Enroll in the state or provincial unit all members within the state or province; provide equitable rights and privileges for all members; actively recruit members of ethnic and multicultural groups; and provide members with opportunities for full participation including leadership development and mentoring opportunities.

f. Abide by all official decisions of CEC.

g. Submit a constitution and bylaws to the CEC Headquarters office. Although a group may be recognized as an applicant state or provincial unit before submitting a constitution and bylaws which meet the requirements established by the Board of Directors, a charter cannot be awarded until a constitution and bylaws has been received and officially approved.

h. Inform the CEC Headquarters office of any amendments to the constitution and bylaws. An up-to-date copy should be on file at the CEC Headquarters office at all times.

i. Conduct all business transactions within the framework of provisions established in the officially adopted constitution and bylaws.

j. Select an executive body of not less than three persons, whose names and addresses have been forwarded to the CEC Headquarters office by January 1 or prior to the beginning of the unit’s administrative year if it differs from the January 1-December 31 CEC administrative year.

k. Conduct a broad, active program consistent with the Council’s core purpose and values and strategic direction.

l. Maintain a program plan and budget.

m. Conduct an annual state, provincial, or regional meeting and provide other services to enhance communication, programming, professional development, and member involvement.

n. Submit an annual set of assurances to the CEC Headquarters office (by January 1) stating that the unit will (1) maintain a unified membership of at least 100 persons, (2) provide support to recognized chapters and/or subdivisions including representation in the governance of the unit, (3) conduct a broad active program to enhance communication, professional development, member involvement, and unit leadership throughout the state or province, and (4) adopt and implement a program plan and budget.

o. After approval of the constitution and bylaws, successful operation of the state or provincial unit for two consecutive years, and submission of satisfactory officer reports and annual assurances, a charter will be issued.
Para. 4 - Privileges of a State or Provincial Unit

A state or provincial unit exercises autonomy of operation within the framework of the CEC Articles of Incorporation, CEC Constitution and Bylaws, and CEC policies adopted by the Board of Directors and the Representative Assembly. In addition to the General Privileges of Units (SECTION TWO, Part 3, Chapter 02), state and provincial units may:

a. Establish its own meeting registration fees and determine its own financial program within the framework of the state or provincial unit’s constitution and bylaws.

b. Plan its own professional program and special projects.

c. Include in its constitution and bylaws provisions that will strengthen the state or provincial unit.

d. Recommend to the international division, when it is in the best interest of the division and state or provincial unit, that it disband a subdivision.

e. Designate two members to serve as state or provincial unit representatives to the CEC Representative Assembly.

f. Participate in The Council’s program through official representation in the CEC Representative Assembly.

g. Accept the same kinds of special interest groups and make the same kinds of affiliations, on the state or provincial level, that The Council may make on the national and international levels, provided such affiliations in no way encumber a person's ability to become or remain a member of CEC, or to enjoy all the rights, privileges, and benefits of membership, including the right to hold local, state or provincial, or international office.

h. Sponsor chapters and/or subdivisions.

i. Sponsor a state or provincial student association.

j. Sponsor high school clubs for students interested in the education of individuals with exceptionalities.

k. Join with other state or provincial units to conduct state, provincial, or regional meetings as well as provide other services to enhance communication, programming, professional development, and member involvement.

Para. 5 - Exemptions

Upon the request by a state or provincial unit, the Board of Directors may grant an exemption to a state or provincial unit that does not maintain the minimum membership requirement of 100 members. If approved by the Board of Directors, the exemption would be valid within the year it was requested through December 31st of the following CEC administrative year unless stipulated otherwise. The request to be considered for an exemption must include the current unit assurance form. In order to obtain an exemption based on the size of membership, the state or provincial unit must meet the following conditions:

a. Affirm that the geographic focus set forth in the state or provincial unit’s charter serves a membership constituency whose needs are not currently provided by other CEC structures.

b. Show documentation that the state or provincial unit is delivering the services as required and the benefits and products as specified to its members.

c. Collaborate with CEC to develop a membership recruitment and retention plan and/or an action plan for membership services.
CHAPTER 05
DIVISIONS

Para. 1 - Description

A division is a special interest group of Council members who champion professional excellence and the advancement of special education for individuals with exceptionalities within special interest areas. Divisions are autonomous in developing their own professional programs.

Para. 2 - Steps in Organizing a Division

a. By September 15, submit a completed division application package to the CEC Headquarters office. Applications postmarked after September 15 will require special action by the CEC Board of Directors to be considered during the current year or will be considered for governance action during the next administrative year.

Each division application package is to provide the following:

1. Application Form

   (a) Name of the proposed division and the division's acronym, which are judged to be reflective of the division's mission and appropriate as part of the CEC division scope. Names of divisions, proposed or approved, must include the word "Division." This is not retroactive.

   (b) Purpose of the proposed division.

   (c) Names and addresses of the division's organizational committee of no less than 5 CEC members.

   (d) Specific focus area. Divisions are to be identified and presented to the CEC membership as having one of the following three focus areas: (a) Exceptionality Focus; (b) Professional Position Focus; or (c) Professional Activity Focus.

   (e) Signatures of each member of the organizational committee which indicate their intent and commitment to:

      (1) Utilize information contained in the division application package as an informal contract with CEC; submit to the CEC President written notification of changes to proposal information until the division is chartered.

      (2) Ensure that a slate of officers is identified, elections are held, and the names and addresses of the division's officers are reported to the Council’s Headquarters office prior to official recognition on January 1.

      (3) Ensure that a constitution and bylaws, which meets CEC requirements, is submitted to the Council’s Headquarters office.

      (4) Recruit the required number of members within two years of operation.

2. Division Proposal Statement

   (a) Goals and objectives of the proposed division.

   (b) Impact statement to address (1) how the proposed division will specifically promote the goals and mission of CEC; (2) the proposed division's unique role within CEC; and (3) how the proposed division will fulfill needs not currently provided by other CEC structures.

   (c) Evidence of program viability as presented through (1) needs assessment data; (2) a profile of the target member constituency; and (3) proposed division programs and services to meet identified needs of the target constituency.
3. **Petition** - signed by at least one-half of one percent of the CEC membership from the administrative year immediately preceding, who indicate by their signature that they intend to join the division if it is approved.

b. The division application package is sent to the CEC President by November 1 for consideration by the Board of Directors.

c. During a meeting, the Board of Directors reviews the division application package. A summary of the Board of Directors discussion is developed for dissemination.

d. The division application package and the Board of Directors discussion summary are disseminated to the Chair and Vice Chair of the Interdivisional Caucus (IDC) following the meeting of the Board of Directors where this review occurred.

e. Concerns identified by the Board of Directors and the leadership of the IDC are communicated to the division organizers for their response, if any, which is to be received by the CEC President no less than six weeks prior to the start of the annual convention.

f. Additional or amended information generated by division organizers is forwarded to the CEC President for consideration by the Board of Directors prior to the annual convention.

g. The Board of Directors votes to approve/not approve the creation of the new division at its annual convention meeting.

h. If approved, the new division will officially begin operation on July 1.

i. If membership does not reach the minimum number of required members two years after official recognition/operation begins, the President will refer the issue to the Board of Directors. The President will also request a plan for membership recruitment from the division by a specified date. The plan will be developed in collaboration with The Council. Evaluation of the plan will be placed on the agenda of the Board of Directors at its next meeting. At that time, the Board is required to review the division’s plan, request any changes to the plan, and determine the future status of the division.

j. After approval of the constitution and bylaws at the Council’s Headquarters office, successful operation of the division for two consecutive years, a membership which meets minimum requirements, and submission of satisfactory officer and annual reports, a charter will be issued.

**Para. 3 - Requirements of a Division**

To function as an official division of CEC, an organized group of CEC members must meet the following requirements which are specified in the CEC Articles of Incorporation, CEC Constitution and Bylaws, and CEC policies. These requirements are in addition to the General Requirements of Units (SECTION TWO, Part 3, Chapter 01).

a. Attain a membership of 1.5% of the total CEC membership by the end of the second year of operation to receive a charter, and maintain a membership of at least 1.5% of the total CEC membership to continue charter status unless exempted by the Board of Directors of CEC. (The CEC Pioneers Division is exempted from this requirement.)

b. Maintain unified membership. All of its members must concurrently be members of The Council for Exceptional Children.

c. Abide by all official decisions of CEC.

d. Operate under an approved constitution and bylaws.

e. Inform the CEC Headquarters office of any amendments to the constitution and bylaws; an up-to-date copy should be on file at the CEC Headquarters office at all times.

f. Conduct all business transactions within the framework of provisions established in the officially adopted constitution and bylaws.

g. Operate under an elected governing body of not less than five persons, including the officers, whose names and addresses for the year concerned have been identified to the CEC.
h. Conduct a broad active professional program consistent with the Council’s core purpose and values and strategic direction and its own special purposes.

i. Deliver to its members the services, benefits, and products that the unit specifies.

j. Maintain a program plan and budget.

k. Conduct meetings at regular intervals.

l. Submit an annual set of assurances to the CEC Headquarters office by January 1 stating that the unit will (1) maintain a unified membership of at least 1.5% of the total CEC membership, (2) provide support to recognized subdivisions, (3) conduct a broad active program to enhance communication, member involvement, professional development, and unit leadership within its special interest area, and (4) adopt and implement a program plan and budget.

m. Maintain the name of the division as chartered, except when a change of name is approved by the CEC Board of Directors. A request for a division name change shall be submitted to the Board of Directors no later than September 1. Prior to this submission, the division membership shall be informed of the proposed name change and rationale and have approved the name change according to the procedures outlined in the division’s constitution and bylaws. Following approval by the CEC Board of Directors, such name change will be effective January 1 of the subsequent administrative year.

n. Recognize a group as a subdivision, provided it meets the requirements of the sponsoring state or provincial unit.

o. Provide equitable rights and privileges for all members; actively recruit members of ethnic and multicultural groups; and provide members with opportunities for full participation including leadership and mentoring opportunities.

Para. 4 - Privileges of a Division

A division exercises autonomy of operation within the framework of the CEC Articles of Incorporation, CEC Constitution and Bylaws, and CEC policies. In addition to the General Privileges of Units (SECTION TWO, Part 3, Chapter 02) divisions may:

a. Exercise fiscal autonomy, except for the dues its members pay to The Council for Exceptional Children.

b. Possess status as a separate legal entity, except for the maintenance of minimum program standards and unified membership. (Thus, a division may plan its own official programs and develop its own projects, and the constitution and bylaws may include provisions that will strengthen the division.)

c. Establish the special professional qualifications of its membership.

d. Enter into affiliations or working relationships with other organizations as may be consistent with the objectives of the division, provided such affiliations or working relationships in no way encumber a person’s ability to become and/or remain a member of CEC or the division or to receive all the rights, privileges and benefits of membership, including the right to hold local, state or provincial, or international office.

e. Designate two members to serve as the division representatives to the CEC Representative Assembly.

f. Participate in The Council's program through official representation in the CEC Representative Assembly.

g. Meet at the time and place of The Council's international convention.

h. Benefit from such mutual assistance arrangements as may be agreed upon with The Council. This includes services in such areas as accounting, publications, legislation, convention programming, membership recruitment, and processing of membership applications and renewals.
i. Authorize the organization and operation of affiliated subdivisions at the state or provincial level or Canada-wide.

Para. 5 - Exemptions

Upon the request by a division, the Board of Directors may grant an exemption for a year to a division that does not maintain the minimum membership requirement of 1.5% of the total CEC membership. A request for an exemption must be submitted for each year the division membership is less than the required minimum. The request to be considered for an exemption must accompany the unit assurance form. In order to obtain an exemption based on the size of membership, the division must meet the following conditions:

a. Affirm that the Exceptionality Focus, Professional Position Focus, or Professional Activity Focus set forth in the division’s charter serves a membership constituency whose needs are not currently provided by other CEC structures.

b. Show documentation that the division is delivering the services as required and the benefits and products as specified to its members.

c. Collaborate with CEC to develop a membership recruitment and retention plan and/or an action plan for membership services.

CHAPTER 06
UNIT AWARDS

Para. 1 - Award for Excellence

The CEC Award for Excellence is designed to stimulate maximum overall growth and development of CEC units and to provide recognition of all units that have functioned in an exemplary manner. The Award for Excellence is presented annually to those units that have demonstrated ongoing activities and growth in membership development, professional program planning and delivery, public relations, communication with unit members and CEC Headquarters, and involvement in CEC decision-making processes.

Para. 2 - Public Relations Achievement Award

The Public Relations Achievement Award is presented annually to units that (a) demonstrate exemplary achievement in planning, conducting, and evaluating public relations activities designed to promote public awareness of the needs and capabilities of individuals with exceptionalities; and (b) effectively communicate information concerning CEC unit activities to its own membership, to other levels of the CEC organization, and to the public.

Para. 3 - Leadership Training Achievement Award

The Leadership Training Achievement Award is presented annually to units that (a) participate in Council governance activities, and (b) plan, conduct, and evaluate exemplary leadership training activities designed to equip new and experienced leaders alike, including workshops on such topics as unit goal setting, membership development strategies, budget/finance, governmental relations, and committee structure and function.

Para. 4 - Programming Achievement Award

The Programming Achievement Award is presented annually to units that plan, develop, conduct, and evaluate effective programs in such topic areas as direct services to individuals with exceptionalities, issues affecting students and professionals from ethnic and multicultural backgrounds, interchange among disciplines, or other concerns of specified importance to unit members.
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Para. 1 – Nondiscrimination

The Council for Exceptional children shall not discriminate on the basis of race, national origin, language, religion, gender, age, sexual orientation, socioeconomic status, or disability. All programs and activities of CEC shall be conducted in furtherance of this policy.

Para. 2 – Accessibility

The Council for Exceptional Children (CEC) provides a physical and emotional environment which is sensitive to the needs, feelings, and opinions of persons with varying mobility and communication needs. CEC makes special efforts to encourage the participation of members with exceptionalities in its activities and the utilization of its services. The Council for Exceptional Children:

a. Invites CEC members and other professionals with exceptionalities who would make use of communication, accessibility, and mobility resources to identify themselves.

b. Facilitates communication between professionals with exceptionalities and CEC Headquarters staff.

c. Orients CEC members and Headquarters staff to the needs of professionals with exceptionalities.

d. Informs professionals with exceptionalities about the resources available through CEC to enable their equitable participation in all CEC activities.

e. Guarantees that all CEC-sponsored activities are conducted in accessible and usable facilities and communication modes to ensure full and equitable participation of professionals with exceptionalities.

Para. 3 – CEC-Sponsored Online Communications

a. Users should demonstrate respect for all participants by appropriate choice of words when using CEC-sponsored online communication vehicles (blogs, interactive communications and messaging, etc.). Expressing contrasting and opposing views is encouraged to stimulate thoughtful debate. Ideas and opinions should be presented with consideration for the feelings of others.

b. These online communications vehicles are not to be used as a platform to accuse or defame any individual or organization. Users may disagree with comments posted and post a reply, but the reply may not include misleading, derogatory or disparaging comments under any conditions. Profanity is unacceptable.

c. Users of any CEC-sponsored online communications vehicles are responsible for their postings. These online communications vehicles may not be used to sell, market products or services except with explicit approval of CEC or on behalf of CEC. These vehicles may not be used to libel, or violate antitrust regulations. Users should be aware of copyright issues on the Internet and must obtain permission from the author before they quote or utilize other’s work or words.

d. CEC reserves the right to remove individuals from participation in any CEC-sponsored online communications tools who violate these policies or who continue to detract from discussion by violating etiquette.
CHAPTER 02
ADVERTISING AND SALES

Para. 1 - Statement of Purpose

CEC's advertising and sales program provides a vehicle for the dissemination of information concerning products and services which benefit personnel who serve persons with exceptionalities and/or contribute to their professional development or to the education and optimal functioning of individuals with exceptionalities. The advertising and sales program further serves as a contributing factor in assuring the economic stability of the organization.

Para. 2 - Operating Procedures

Operating procedures governing all types of CEC advertising and sales are maintained by the Executive Director. These operating procedures are compatible with and supportive of the purposes of CEC and will be subject to periodic review and comment.

Para. 3 - Types of Advertising and Sales Vehicles

CEC advertising and sales include the following, at a minimum:

a. Commercial and classified advertising which may appear in one of CEC's official journals, in a convention or conference program, or in any other publication.

b. Direct sales, by CEC or any of its exhibitors, at a CEC convention, conference, or other event. Direct sales should be understood to include fund raising type activities.

c. The rental of the CEC membership list, or subsets thereof.

CHAPTER 03
AFFILIATIONS AND ENDORSEMENTS

CEC is authorized by its Articles of Incorporation "(a) to accept an organized group or agency as an affiliate of the corporation; (b) to join as an affiliate of another organized group or agency; (c) to join with one or more organized groups and agencies in a mutual association or endeavor." (Art. V, Sec. 3)

Para. 1 - Requirements for Affiliate Status

The Council has adopted the following requirements with regard to accepting another organization as an affiliate of CEC or joining another group as an affiliate of that organization. Official affiliate status will be considered when:

a. The purpose and objectives of the proposed affiliate organization are harmonious with the mission and objectives of CEC.

b. The activities of the group are important to carrying out the program of CEC.

c. No other means would more appropriately facilitate achievement of the objectives of the proposed relationship.

d. Affiliation is the most cost effective means of achieving or contributing to the achievement of CEC's overall mission, programs, policies, or positions and the allocation of CEC's resources is consistent with CEC's program priorities as determined by the Board of Directors.

e. The nature of the affiliate relationship (including the reason for affiliation, objectives of the relationship, and a plan for achieving the objectives) is set forth by representatives of both organizations as "An Agreement to Terms of Affiliation."

f. The CEC Board of Directors ratifies the "Terms of Affiliation," thereby establishing an affiliate relationship.

g. There is written recognition that affiliation does not necessarily imply endorsement or approval of the organization's total range of policies or activities.
Para. 2 - Requirements for Endorsement

CEC is authorized "to join with one or more organized groups and agencies in a mutual association or endeavor" and to "endorse" various outcomes of those endeavors. The Council has adopted the following requirements with regard to endorsements:

a. Issues for which endorsement may be sought:
   (1) Positions/Policy
   (2) Training Programs
   (3) Conferences
   (4) Products/Services

b. Levels of endorsement possible:
   (1) Endorsement by CEC alone.
   (2) Endorsement with another organization.
      (a) CEC as the initiator.
      (b) CEC as an equal partner.
      (c) CEC as a limited participant [e.g., (1) agree in principle but no major involvement (2) wish to indicate participation in the process, but do not wish to endorse.]
   (3) No endorsement.

c. Procedure recommended for endorsement of positions or policies:
   (1) If endorsement is requested for a statement or action which is in clear concurrence with CEC policy, the Executive Director or designee makes the decision and informs the President.
   (2) If endorsement is requested for a statement or action which is in clear non-concurrence with CEC policy the Executive Director or designee turns down the request.
   (3) If endorsement is requested for a statement or action which is not referred to in CEC policy the decision will be made by the Executive Director or his designee based on the following:
      (a) If the request originates within CEC governance structure, appropriate background information will be sought from the requestor in order to begin the approval process.
      (b) If the request originates with CEC staff, the Executive Director may request the President to consider the item at a meeting of the Board of Directors or to refer the item to the appropriate Committee.
      (c) If the request originates outside of CEC, the Executive Director may refer the issue to staff for policy development work.
   (4) The Executive Director will make the decision in consultation with the President or appropriate committee chair(s) if endorsement is requested for a statement of action which:
      (a) is in substantial compliance with CEC policy; or
      (b) may be open to interpretation; or
      (c) is ambiguous in terms of its concurrence with CEC policy.
d. Endorsements of Conferences, Training Programs, Products, and Services

(1) Proposals for CEC co-sponsorship of a conference or training program are subject to approval by the Board of Directors.

(2) Proposals for CEC endorsement of conferences or training programs in which The Council's involvement is limited to publicizing and approving the program should be approved by the Executive Director in consultation with the President.

(3) Proposals for CEC cooperation in publicizing conferences or training programs without Council involvement should be approved by the Executive Director who may seek agreement by the President.

(4) Proposals for CEC endorsement of a product of service should be approved by the Executive Director.

e. Procedure recommended for endorsement of products or services:

(1) If endorsement is requested for a product or service that is in concurrence with appropriate CEC standards or criteria, the Executive Director or designee makes the decision and informs the President.

(2) If endorsement is requested for a product or service which is in non-concurrence with appropriate CEC standards or criteria, the Executive Director or designee turns down the request.

f. Appeal Procedure

If a CEC member wishes to appeal a CEC decision regarding an endorsed action or statement the following alternatives are available:

(1) Appeal may be made directly to Executive Director or President who will in turn refer it to the appropriate staff, committee or to the Board of Directors.

(2) The appeal may be made directly to the Board of Directors.

g. Reporting

The Executive Director will include a section in his/her annual report indicating the endorsements that have been requested during the previous 12 months and the actions taken on these requests.

Para. 3 - Affiliation and Endorsement Review

Existing affiliations shall be periodically reviewed by the CEC Board of Directors to determine if they continue to meet the "Requirements for Affiliate Status" as listed in Para. 1. A recommendation for continuation of an existing affiliation shall be submitted to the Board of Directors for approval every three years.

Existing endorsements shall be periodically reviewed by the CEC Board of Directors to determine if they continue to meet the "Requirements for Endorsement" as listed in Para. 2. A status report on existing endorsements shall be made by the Board of Directors on an annual basis.

CHAPTER 04
INDIVIDUAL AWARDS

CEC annually presents awards to individuals, members, and organizations who have made outstanding contributions to children and youth with exceptionalities, the field of special education, and/or to The Council for Exceptional Children. In addition, awards are given to acknowledge the achievements of children and youth with exceptionalities.

Depending on the awards, additional award criteria and selection procedures are established by the Honors Committee and the Student Committee.
Inquiries about CEC awards should be directed to the Executive Director who will forward them to the appropriate resource. CEC individual awards include:

Para. 1 - The J. E. Wallace Wallin Special Education Lifetime Achievement Award

The CEC J. E. Wallace Wallin Special Education Lifetime Achievement Award was established in 1963 by the Board of Governors to honor a professional who has made outstanding contributions to the education of children and youth with exceptionalities. The award was named for and begun with the assistance of Dr. Wallin, a pioneer in the development of clinical psychology and special education in the United States.

The award honors an individual who has made significant contributions to the education of children and youth with exceptionalities in two or more areas: research and scholarship; bridging research and practice; personnel preparation and professional development; effective programs and services (e.g., identification, assessment, instruction); dynamic leadership.

A "Call for Nominations" shall be published in official CEC publications.

Para. 2 - The Clarissa Hug Teacher of the Year Award

The Clarissa Hug Award was established in 1984 by the Delegate Assembly to recognize an outstanding teacher of children and youth with exceptionalities. The award was named for Clarissa Hug, a CEC member who served for 40 years as a teacher of homebound students for the Chicago Public Schools. The award honors a CEC member who is currently involved in the provision of direct services to students who have disabilities and/or are gifted and talented.

A "Call for Nominations" shall be published in an official CEC publication.

Para. 3 - The Frederick J. Weintraub Outstanding CEC Leadership Award

The Outstanding CEC Leadership Award was established in 1988 by the Board of Governors to recognize a CEC member who has been part of the driving force that has resulted in the Council's being recognized internationally for its commitment, leadership, and dedication to service for children and youth with exceptionalities. The award honors a CEC member who has provided leadership to the organization at the local, provincial/state, national, or international level over an extended period of time.

A "Call for Nominations" shall be published in official CEC publications.

Para. 4 - The CEC Special Education Research Award

The CEC Special Education Research Award was established in 1989 by the Board of Governors to recognize a CEC member, group of members, or an organization whose research has contributed to the body of knowledge about the education of children and youth with exceptionalities leading to the improvement of their education.

A "Call for Nominations" shall be published in official CEC publications.

Para. 5 - The Outstanding Public Service Award

The Outstanding Public Service Award honors an individual from the United States or Canada whose actions in the governmental and political arena have been of national significance, either directly or indirectly upon the education of children and youth with exceptionalities. Such actions may include any of the following: (a) promotion of beneficial legislation; (b) protection of beneficial legislation; (c) executive branch leadership on behalf of children and youth with exceptionalities; and/or (d) outstanding public advocacy as a spokesperson.

Para 6 - The Susan Phillips Gorin Award

The Susan Phillips Gorin Award was initiated in 1982 by the Student CEC Board of Governors to honor a CEC member who has demonstrated exemplary personal and professional qualities while making outstanding contributions to promote student activities and to children and youth with exceptionalities. The award was named for Ms. Gorin who served as the coordinator of student activities from 1975-1982.

A "Call for Nominations" shall be published in an official CEC publication.
Para. 7 - The Outstanding Student CEC Member of the Year Awards

The Outstanding Student CEC Member of the Year Award was established in 1982 by the Student CEC Board of Governors to honor a CEC member who is identified as a student for his or her dedication and contribution to children and youth with exceptionalities and to student activities. In 1991, the Student CEC Board of Governors expanded the award to recognize both an undergraduate and graduate student. The purpose of separating the two types of students was to encourage more participation among both groups.

A "Call for Nominations" shall be published in an official CEC publication.

Para. 8 - The CEC Yes I Care! Business Award

Established by the Board of Governors in 1992, this award recognizes a business that has promoted and provided for the enhancement, awareness, and employment of individuals with exceptionalities in order to promote and support their full participation within the community.

A "Call for Nominations" shall be published in an official CEC publication.

Para. 9 - The Yes I Can Award

The Yes I Can Award, established by the Foundation for Exceptional Children, became a part of the CEC Awards Program December 1, 1999. The award was established to acknowledge the achievements of children and youth with exceptionalities; to meet the challenges caused by the exceptionality or public misconceptions; to encourage children and youth with exceptionalities to seek their highest potential; and to increase public awareness of the abilities, aspirations, and personal qualities of individuals with exceptionalities.

A "Call for Nominations" shall be published in official CEC publications.

CHAPTER 05
CONVENTIONS, CONFERENCES, AND OTHER PROFESSIONAL DEVELOPMENT ACTIVITIES

Para. 1 - General Description of the Program

CEC conducts a variety of national, regional, and worldwide meetings to encourage the exchange of ideas and experiences with specific regard to children and youth with exceptionalities. Programs are broad in scope and complex in organization and financing. Large numbers of CEC members, governance, staff, and others are involved in the development of procedures to ensure that activities are conducted efficiently, effectively, and equitably in relation to the total CEC program.

CEC develops and supports training programs, conferences, special seminars, special chapter or unit meetings, and other similar professional development activities with special focus on children from ethnic and multicultural groups.

Para. 2 - Definitions

a. Convention--An annual assembly of persons representing all facets of the education of children and youth with exceptionalities, to encourage the exchange of ideas and experiences with specific regard to children and youth with exceptionalities.

b. Topical Conferences--Assemblies of persons representing all facets of the education of specific populations of children and youth with exceptionalities, or topics of concern for special educators and others involved with or concerned about children and youth with exceptionalities, to encourage the exchange of ideas and experiences. Such conferences are planned and conducted on a more frequent basis than the annual convention and convene as needed.
c. International Conferences--Conferences will be considered international in scope when the focus and content of said conferences are worldwide. International conferences, which are one facet of CEC's efforts to promote the development of special education worldwide, will promote:

1. Improvement of services to persons with exceptionalities;
2. Cooperative relationships among nations;
3. International exchange of ideas related to special education;
4. Understanding of programs, practices, and research throughout the world;
5. Understanding of cultures and governments.

d. Other Professional Development Activities--CEC's professional development program consists of diverse training activities which are available from CEC to the general public or upon request as inservice educational activities to local school agencies, state education agencies, CEC state and provincial units, or other organizations. The basic program includes workshops (i.e., small meetings providing intensive training and skill building on a narrow topic); and institutes (i.e., small meetings providing intensive training and skill building in a number of areas presented in sequential order); as well as symposia, academies, or other formats designed to meet specific needs of the field or of a specific requesting organization. Each activity is intended to provide specific skill development with a "how-to" emphasis for application in one's own working environment.

Para. 3 - Scheduling

a. The CEC Board of Directors reviews and approves recommendations for dates for annual conventions, topical conferences, and international conferences so that, to the greatest degree possible, these meetings will not conflict with religious obligations of any significant number of its attendees.

b. The Board of Directors determines when a major national, international, or local emergency exists that would prevent the holding of an annual convention or other professional conference or meeting and determines appropriate alternative action.

c. In scheduling CEC's professional development activities, dates will be considered that provide CEC members the opportunity to attend at the least cost for accommodations and travel.

Para. 4 - Site Selection

a. The CEC Board of Directors, acting on recommendations of the staff, selects cities for the Annual Convention based on current written procedures and established minimum criteria.

b. Sites for topical conferences, CEC-sponsored international conferences, and other professional development activities are selected using geographical, time, and topical considerations to enhance accessibility of and professional development opportunities for as many CEC members as possible.

c. All CEC sponsored activities are conducted in functionally accessible and usable facilities and communication modes to ensure full and equitable participation of professionals with disabilities. (Cross-reference: Chapter 01 of this SECTION/Part.)

d. The CEC annual convention shall not be held in states, provinces, or cities that have enacted discriminatory laws, policies, or ordinances, which result in discrimination on the basis of race, ethnicity, language, gender, age, religion, national origin, sexual orientation, or disability. If, however, holding the annual convention in such a city, state or province would increase CEC’s ability to advocate on behalf of individuals or groups who are affected by discriminatory policies and practices, such an option may be considered, provided that (a) the general membership is made aware of CEC’s concerns related to the specific violation, and (b) advocacy-oriented activities are an integral part on the convention program.
All efforts will be made to negotiate contracts with hotel and convention facilities to provide a clause in the contracts that indicates if a state, province, or city should pass discriminatory laws, policies, or ordinances which aggressively puts students or members at risk after CEC negotiates a contract, CEC reserves the right to withdraw the convention and will not be responsible for any financial loss, which the hotels and/or convention facilities may incur.

If discriminatory laws, policies, or ordinances are passed after contracts have been signed, CEC will make a concerted effort to relocate to another state, province, or city that does not have discriminatory laws, policies, or ordinances.

Should CEC be unable to negotiate a contract with a "no penalty" clause and canceling the annual convention would result in serious financial hardships, CEC shall work with its units and other local organizations to advocate against the enacted discriminatory laws, policies, or ordinances and shall provide its members with information and educational opportunities to increase awareness of discriminatory legislation. This shall also include communicating The Council's concern and opposition to such policies to appropriate governmental officials as well as informing them that the existence of such policies would preclude CEC from scheduling future annual conventions in the state/province and/or city.

Those responsible for site selection for other CEC sponsored conferences and professional development activities, including those sponsored by units within CEC, shall consider the above criteria when making decisions about site selection and shall also advocate against discriminatory laws, policies, or ordinances in a similar manner as CEC.

Para. 5 - Convention and Conference Programming

a. The Board of Directors selects a member of CEC, who is not a member of the Board, to serve as the Program Chair for the annual convention.

b. The CEC Board of Directors approves the person(s) nominated by the host CEC state or provincial unit to serve as chair(s) of the local arrangements committee for annual conventions and topical conferences.

c. Non-CEC members with experience in a field other than special education may serve as consultants to the Program Advisory Committee, but not as members of the Program Advisory Committee unless they are members of CEC.

d. The CEC Board of Directors approves the involvement of CEC in international conferences. The degree of CEC's participation will vary according to the event.

e. In addition to the professional program and official CEC business meetings, the annual convention may also include such features as tours to special education facilities, a film theater, a personnel recruitment service, research forums, exhibits and demonstrations of educational materials, and other special and social events.

f. A leadership conference for officers of CEC units may also be conducted during the convention. CEC units should make every effort to be represented.

Para. 6 - Joint Sponsorship

a. CEC may enter into contractual agreements with CEC units and with other organizations to jointly sponsor topical and other conferences, as well as other professional development activities, when such agreements will benefit CEC members and when CEC units and other organizations assume an appropriate portion of the total developmental costs and receive an appropriate share of the profit, if any is realized.

b. CEC may participate in international conferences at any one of four levels: Cooperate, Endorse, Co-sponsor, or Sponsor.

Para. 7 - Professional Incentives

a. Academic Credit--CEC may contract with accredited colleges or universities to offer academic credit to attendees at CEC conventions, conferences, and other professional development activities.

b. Continuing Education Units--Non-credit continuing education units (CEUs) may be awarded for participation at the CEC annual convention, topical conferences, and other professional development activities.
Para. 8 - Fee Determination

a. Responsibility--The Board of Directors shall establish the registration fees for annual conventions and other Council meetings.

b. Fee Structure--A fee structure for the annual convention and other Council meetings shall be determined by the Board of Directors in accordance with established CEC policies and procedures, along with consideration of the projected costs involved in presenting these programs. Fees shall be established by staff in accordance with the fee structure.

(1) Registration fees shall be determined in the following manner:
   (a) A cost budget shall be formulated including direct and indirect costs.
   (b) An attendance estimate based upon attendance at similar conventions and similar conferences shall be determined.
   (c) A profit margin of at least 25 percent shall be added to the total budgeted expense.
   (d) The base registration fee shall be determined by dividing the total amount (i.e., budgeted expenses plus profit margin) by the expected attendance.

(2) Computation of costs shall include the following:
   (a) Direct costs may include but not be limited to the following: salaries and benefits (staff); contracted personnel; supplies; postage; printing; travel; space rental; equipment rental; on-site expenses; decorating; honoraria.
   (b) Indirect costs shall be allocated based on the method and rate in effect at the time.

Para. 9 - Complimentary Registration

Complimentary and reduced registrations for the annual convention, topical conferences, symposia, and academies shall be accorded to persons according to the following provisions, except that no person may receive more than one complimentary or reduced registration for a particular event.

a. Annual Convention

(1) Full Complimentary Registration
   (a) Board of Directors (20 members)
   (b) Local Arrangements Committee (22 members)
   (c) Student Committee (7 members)
   (d) General Session Keynote Speakers
   (e) Past International Presidents

(2) Reduced Registration
   (a) On-site volunteers are to receive a 25% reduction in the convention registration for a minimum of eight hours worked during the convention.
   (b) Life Members are to receive a 50% reduction in fees.

b. Topical Conferences

(1) Full Complimentary Registration
   (a) Up to three members of the CEC Board of Directors as determined by the CEC President
(b) Local Arrangements Committee (not to exceed 15)
(c) Program Chair
(d) General Session Keynote Speakers
(e) Workshop Leaders

(2) Reduced Registration
(a) On-site volunteers are to receive a 25% reduction in the conference registration for a minimum of eight hours worked during the conference.
(b) Life members are to receive a 50% reduction in the conference registration fee.

c. Symposia
(1) Complimentary Registration
(a) Up to three members of the CEC Board of Directors as determined by the CEC President
(b) Program Chair
(c) Local Advisory Committee (not to exceed 5)
(d) General Session Keynote Speakers

(2) Reduced Registration
(a) On-site volunteers are to receive a 25% reduction in the registration fee for a minimum of eight hours worked during the conference.
(b) Retired Professional Members and Life members are to receive a 50% reduction in the registration fee.

d. Academies
(1) Persons contracting for the academy will determine complimentary and reduced rates for the respective academy.

Para. 10 – State or Provincial Unit Convention and Conference Rebate
To provide CEC state and provincial units hosting the annual convention and topical conferences with some financial assistance to offset the losses they incur from a decline in attendance at their own meeting during that year, the following additional fees shall be added to the established convention and topical conferences' fee structure for the designated host state or provincial unit(s):

<table>
<thead>
<tr>
<th>Category</th>
<th>Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Non-CEC member</td>
<td>$3</td>
</tr>
<tr>
<td>CEC member</td>
<td>$2</td>
</tr>
<tr>
<td>Non-CEC member identified as a student</td>
<td>$2</td>
</tr>
<tr>
<td>CEC member who is identified as a student</td>
<td>$1</td>
</tr>
<tr>
<td>Single-day registration (per day)</td>
<td>$1</td>
</tr>
</tbody>
</table>
Para. 1 - Dues

a. Authority--Membership dues for each member category are determined by the CEC Board of Directors. Division membership dues are determined by the respective divisions.

b. Dues

(1) Annual membership dues may vary from year to year and are subject to approval by the Board of Directors if the increase is greater than 10%. (For complete information and up-to-date figures on CEC dues, please contact the Council for Exceptional Children.)

(2) All dues must be paid in U.S. dollars.

Para. 2 – Membership Packages

CEC is authorized by its Constitution and Bylaws as follows: “The eligibility requirements and benefits packages <of membership> may be changes by the Board of Directors.” (Art. III, Sec. 1)

a. Dues for members identified as a student apply as follows: A member shall qualify for the student dues discount as a person enrolled in The Council who is a full-time or part-time student as identified by his or her accredited college or university for a period of no longer than six (6) cumulative years. Members identified as students will receive a 20% discount from any membership category selected during this period. Current student members as of July 1, 2014 will be considered in Year 1 during the transition to the new membership tiers. All other past student members or non members who qualify for this discount will begin anew with a potential of six (6) cumulative years.

b. Dues for members using a mailing address outside the United States or Canada apply as follows:

(1) Persons using a mailing address in a developing country as identified by the World Bank Model will qualify for one discounted price for a membership comparable in one category as named by the CEC Board of Directors.

(2) Persons using a mailing address of any other country are eligible to select a membership from any category. Additional postage rates may apply for membership categories providing printed journals.

c. CEC Life membership is no longer available; however, CEC has an obligation to continue providing services to these members at no additional cost for CEC membership.

d. The School/School District package applies to any public, private, or charter school or school district serving children and youth ages birth through K-12.

Para. 2 - Refunds

a. The purpose of unit refunds is to provide units with financial support for enhanced communication, programming, and member involvement.

b. Unit refunds are set by CEC policy as follows:

State/Provincial Unit Refund

All Member Categories $8.00
Note #1 Individual divisions may establish and deliver rebates to subdivisions.
Note #2 All uncashed unit checks will be voided and funds retained by CEC headquarters at the end of six months.
Note #3 On an annual basis, a refund will be issued on the first business day of April to state/provincial units utilizing the December 31 membership figures. The refund will be for the period January 1-December 31.
Note #4 To receive a unit refund a unit must maintain the requirements for being a unit as specified in Section Two, Part 3, Chapter 03 and any other applicable portion of the CEC Policy Manual. (See Section Two, Part 3, Chapter 03, Para. 4.)

c. The procedures used to calculate unit refunds and to dispense the refunds, including timelines, are examined by the Finance and Audit Standing Committee on an ongoing basis and should reflect cost effectiveness for CEC as a whole, as well as cost effectiveness for the units affected.

Para. 3 - Facts About Financial Contributors to CEC

Sponsorship categories exist for CEC members, member groups or units, and non members who make financial contribution toward specific projects and activities that help to achieve the mission of CEC. Contributions may also be made in honor of an outstanding individual who has made a significant contribution to the field or directly to CEC. There are four categories of financial contributions to CEC:

a. Benefactor Sponsor--A benefactor sponsor is an individual who contributes a minimum of $500 or a unit or an external source which contributes a minimum of $1000 to help achieve the mission of The Council for Exceptional Children.

b. Unit Sponsor--A unit sponsor is a chapter, state or provincial unit, association, subdivision, or division of CEC that contributes from $500 - $999 to help achieve the mission of The Council for Exceptional Children.

c. Patron Sponsor--A patron sponsor is an individual or unit who (which) contributes from $100-$499 to help achieve the mission of The Council for Exceptional Children.

d. Donor Sponsor--A donor sponsor is an individual or unit who (which) contributes an amount up to $100 to help achieve the mission of The Council for Exceptional Children.

Benefactor sponsor names are inscribed on a permanent plaque housed at Council Headquarters. All other contributions will be recognized in other ways.

Contributions shall be deposited in a designated account. Funds from this account shall be used to support the activities of The Council.

Each year a report shall be provided to the Board of Directors and Representative Assembly summarizing contributions under the sponsorship program, including units or individuals which (whose) successive, cumulative contributions have raised their levels of participation to a higher level, and expenditures of designated funds.

Para. 4 – Financial Ratios

Financial ratios provide an overall view of the financial health and program effectiveness of CEC. CEC strives to keep administrative costs within reasonable limits and it devotes the majority of its spending to its programs and services. It is the goal of CEC to meet or exceed these four ratios:

1. Solvency: CEC shall maintain cash and cash equivalents equal to at least 25% of its annual operating expense budget. This is calculated as cash and cash equivalents divided by total operating budget (budgeted expenses from CEC’s program plan and budget).

2. Liquidity: CEC shall maintain a liquidity ratio of 1:0. This is calculated as cash and cash equivalents compared to current liabilities.

3. Reserves: CEC shall maintain reserves equal to at least 25% of total annual expenses. This is calculated as expendable net assets divided by total expenses.

4. Program services: CEC shall maintain a program expense ratio of 75%. This is calculated as program expenses divided by total expenses.
Para. 5 - Investment Policy

a. General

This statement of Investment Policy has been adopted by the Board of Directors of the Council for Exceptional Children (CEC) to provide guidelines for the investment of funds held by the Council. The following definitions identify the types of funds held by the Council:

Operating Fund: Those funds expected to be spent in the normal course of business during the current budget cycle or committed to the next budget cycle. Short-falls in the Operating Fund will be handled through a bank line of credit or brokerage firm margin capabilities.

Short Term Investments: Those funds held to meet short-term cash flow needs.

Long Term Investments: Those funds held for the traditional purposes of providing financial stability, ensuring the real growth of capital to meet the future needs of CEC, and providing a source of revenue to meet operating requirements.

b. Procedures

To ensure the investment policy is consistent with the current mission of, and accurately reflects the current financial condition of the Council, the Finance and Audit Standing Committee shall review it annually.

The Chief Financial Officer, in consultation with the Executive Director is responsible for implementing the investment program.

The Executive Director, in consultation with the Chief Financial Officer, will recommend to the Board of Directors, for its approval, amounts to be transferred from long term to short term investment funds.

The Treasurer shall be provided notice for funds transferred from the short term investment fund to the operating fund.

It is anticipated that from time to time the services of an investment adviser may be sought to manage portions of CEC funds. The following procedure shall be followed to engage a new or replace a current investment adviser. The same procedure shall apply for both individually managed accounts and mutual funds (with the exception of investments in cash and equivalents).

(1) The Chief Financial Officer and the Executive Director will recommend the hiring or replacing of an investment adviser to the Finance and Audit Standing Committee.
(2) The Finance and Audit Standing Committee shall have the final approval.
(3) The Chief Financial Officer and the Executive Director will evaluate any managers or mutual funds and report to the Finance and Audit Standing Committee at least annually.

c. Operating Fund

(1) Purpose

The purpose of the Operating fund is to provide sufficient cash to meet the financial obligations of Council for Exceptional Children in a timely manner.

(2) Investment Objectives

The investment objectives of the Operating fund are as follows:
- Preservation of Capital
- High Liquidity
- To optimize the investment return within the constraints of (1) & (2) above, minimizing any risk to principal caused by changes in investment value.

(3) Allowable Investments

The Chief Financial Officer, and any registered investment adviser retained by CEC, shall be authorized to invest the Operating fund as follows:
(a) Federally-Insured Certificates of Deposit not to exceed the limit established under the U.S. Federal Deposit Insurance Corporation, including interest at commercial banks or savings and loans institutions.
(b) Money Market Funds that invest predominantly in government backed securities and other investments.
(c) Commercial Paper rated A-1/P-1 by Standard & Poor's and Moody's;
(d) Repurchase agreements with institutions whose senior debt rating is rated double A or better by Standard & Poor's and/or Moody's.

(4) Maturity

The maturity on investments for the Operating fund shall be limited to twelve months or less. The Chief Financial Officer will be responsible for scheduling maturities.

(5) Restrictions

The intent of this policy is to restrict the assets in the Operating fund to cash and cash equivalents. Accordingly, the Operating fund will not be invested in any security in which it is expected that the net asset value (NAV) will fluctuate.

(6) Reporting

The Chief Financial Officer shall prepare the following reports for presentation quarterly to the Executive Director, the Finance and Audit Standing Committee, and the Board of Directors:

(a) Schedule of investments held including market value.
(b) Interest income year to date.
(c) Current yield of the different portfolios.

d. Short Term Investments

(1) Purpose

The purposes of the Short Term Investments fund is to meet short-term cash flow needs.

(2) Investment Objectives

The investment objectives of the Short Term Investments are as follows:
- Preservation of Capital
- To optimize the investment return by investing funds consistent with an investment time frame of 3 years or less
- Liquidity

(3) Allowable Investments

The Chief Financial Officer, and any registered investment advisor retained by CEC, shall be authorized to invest the Short Term Investments in the following investment vehicles:

(a) Any investments suitable for the Operating fund;
(b) Agency Discount Notes;
(c) Corporate Notes rated investment grade or better;
(d) Mortgage backed securities where the mortgages are 100% government backed;
(e) Mutual funds investing in securities that meet the investment guidelines of the Short Term Investments.

(4) Maturity

The Short Term Investments shall invest in securities appropriate for a 1-3 year investment horizon. Maximum maturity shall be 3 years with an average maturity of 2 years or less. The Chief Financial Officer shall be responsible for scheduling maturities.
(5) Reporting

The Chief Financial Officer shall prepare the following reports for presentation on a quarterly basis to the Executive Director, the Finance and Audit Standing Committee and the Board of Directors:

(a) Schedule of investments held including market value.
(b) Interest income year to date.
(c) Current yield of the different portfolios.

e. Long Term Investments

(1) Purpose

The purposes of the Long Term Investments are to provide financial stability, to ensure the real growth of capital to meet the future needs of CEC, and to provide a source of revenue to meet operating requirements. Interest and dividends may be transferred automatically to the short-term investment fund. The investment time horizon for the Long Term Reserve is at least five years.

The intention of this investment policy is to document an investment approach and an investment strategy based on the concept of asset allocation. In general that approach envisions the use of a number of non-correlated asset classes to reduce volatility in an investment portfolio while generating a level of return consistent with the risk level accepted.

(2) Investment Objectives

The broad investment objectives of the Long Term Reserve are as follows:

- To maintain the financial stability of the organization;
- Real (inflation adjusted) growth, without undue risk;
- To provide current income to be used during the current budget cycle.

The objectives of the account should be pursued as a long-term goal designed to maximize the returns without exposure to undue risk. It is understood that fluctuating rates of return are characteristic of the securities markets. The greatest concern should be long-term appreciation of the assets and consistency of total portfolio returns. Recognizing that short-term market fluctuations may cause variations in the account performance, the expectations of the account will be to achieve the following specific objectives over a three to five year time period:

(a) The account's total return should exceed the increase in the Consumer Price Index by 3% annually.
(b) The account's total return should exceed the increase in the Treasury Bill Index by a minimum of 3% annually.
(c) The portfolio should be invested to minimize the likelihood of low negative total returns, defined as a three-year return worse than negative 7. It is anticipated that a loss greater than this will occur no more than once out of 20 years.

(3) Investment Guidelines

The investment policies and restrictions presented in this statement serve as a framework to achieve the investment objectives at a level of risk deemed acceptable. These policies and restrictions are designed to minimize interfering with efforts to attain overall objectives, and to minimize excluding any appropriate investment opportunities. The policy allows substantial discretion in the asset allocation and diversification of the assets for the purposes of increasing investment returns and/or reducing risk exposure. The Manager of these funds has broad responsibility to shift the commitment of assets among asset classes, industry sectors and individual securities to pursue opportunities presented by long-term changes within the capital markets.
(a) Target Asset Mix

The Long Term Investments shall be comprised of the asset classes listed in the table below. The target weight is the desired weight for each asset class. The minimum weights and maximum weights are to allow for normal market fluctuations. It shall be the responsibility of the consultant to remain within the range specified for each asset class.

<table>
<thead>
<tr>
<th>Asset Class</th>
<th>Minimum</th>
<th>Target</th>
<th>Maximum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Large Cap Stocks</td>
<td>30%</td>
<td>40%</td>
<td>45%</td>
</tr>
<tr>
<td>Mid Cap Stocks</td>
<td>0%</td>
<td>5%</td>
<td>15%</td>
</tr>
<tr>
<td>Small Cap Stocks</td>
<td>0%</td>
<td>5%</td>
<td>15%</td>
</tr>
<tr>
<td>International Stocks – Developed Countries</td>
<td>0%</td>
<td>10%</td>
<td>15%</td>
</tr>
<tr>
<td>International Stocks - Emerging Markets</td>
<td>5%</td>
<td>5%</td>
<td>7.5%</td>
</tr>
<tr>
<td>Intermediate Term Fixed Income</td>
<td>30%</td>
<td>35%</td>
<td>40%</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>100.0%</td>
<td></td>
</tr>
</tbody>
</table>

(b) Equities

The equity asset classes should be maintained at risk levels roughly equivalent to the sectors of the market represented, with the objective of exceeding a nationally recognized index measuring the performance of the designated sector over a three year moving time period net of fees and commissions. Mutual funds conforming to policy guidelines may be used to implement the investment program.

The Chief Financial Officer, and any registered investment advisor retained by CEC, shall be authorized to invest the Long Term Investments in the following investment vehicles:

A. Large capitalization stocks;
B. Mid capitalization stocks;
C. Small capitalization stocks;
D. Stocks of foreign corporations;
E. Mutual funds which invest in any of the above.

No single stock in any allowable investment should exceed 10% of the total investment portfolio.

(c) Fixed Income

Investments in fixed income securities will be managed actively to pursue opportunities presented by changes in interest rates, credit ratings, and maturity premiums. The investment may be selected from U.S. corporate debt and instrumentalities.

The Chief Financial Officer, and any registered investment advisor retained by CEC, shall be authorized to invest the Long Term Investments in the following investment vehicles:

A. Any investments suitable for the Operating fund;
B. Agency Discount Notes;
C. Corporate Notes rated investment grade or better;
D. Mortgage backed securities where the mortgages are 100% government backed;
E. Mutual funds investing in securities that meet the investment guidelines of the Short Term Investments.
(d) Prohibited Investments

The following investments are prohibited:

A. Private placement;
B. Letter stock;
C. Options, except in mutual funds;
D. Commodity or futures trading, except where the trading objective is to preserve principal;
E. Short selling;
F. Margin transactions.

(4) Performance Reporting

The Chief Financial Officer will prepare a report quarterly for the Executive Director, the Finance and Audit Standing Committee, and the Board of Directors. The following indices will be used to gauge the performance of the various asset classes:

<table>
<thead>
<tr>
<th>Asset Class</th>
<th>Index</th>
</tr>
</thead>
<tbody>
<tr>
<td>Large Cap Stocks</td>
<td>S &amp; P 500</td>
</tr>
<tr>
<td>Mid Cap Stocks</td>
<td>S &amp; P 400 Mid Cap Index</td>
</tr>
<tr>
<td>Small Cap Stocks</td>
<td>Russell 2000, Russell Small Cap</td>
</tr>
<tr>
<td>International Stocks – Developed Countries</td>
<td>EAFE(^1), MSCI(^2) Developed</td>
</tr>
<tr>
<td>International Stocks – Emerging Market</td>
<td>MSCI(^2) Emerging Market Index</td>
</tr>
<tr>
<td>Intermediate Term Fixed Income</td>
<td>BC Intermediate Govt/Credit</td>
</tr>
</tbody>
</table>

1 Europe, Australasia, and Far East Index
2 Morgan Stanley Capital International.

Para. 6 - Authorization to Perform Certain Financial Transactions

a. Authority to open bank and investment accounts and sign checks--The Executive Director of The Council for Exceptional Children, with the approval of the President, is authorized to open such savings, checking and investment accounts in state or federally chartered bank, trust company or national brokerage firm or financial institution in the name and on behalf of this Corporation as he or she may deem necessary. Furthermore, the Executive Director is authorized to designate up to three individuals employed by the Corporation to act as signatories on the Corporation’s checks.

b. Execution of Leases--The Executive Director and/or the President is hereby authorized to negotiate and sign any and all documents pertaining to leasing commercial office space, office equipment, and other equipment used in business on behalf of The Council for Exceptional Children.

c. Execution of Contracts--The Executive Director and/or the President is hereby authorized to negotiate and sign any and all documents pertaining to space and support for CEC-sponsored events, and for grants and contracts for work to be performed by CEC, sponsored by or on behalf of other entities or organizations, as well as contracts for work to be performed by others on CEC’s behalf.

d. Line of Credit--The Executive Director is authorized to apply for a secured line of credit in an amount not to exceed a total amount $500,000.00 and that the line of credit be accessed upon approval of the Executive Director and Treasurer only under the following circumstances unless approved by the Board of Directors:
(1) Payment of payroll taxes
(2) Payment of income and/or other taxes
(3) To meet payroll
(4) To pay rent
(5) To pay phone and utility bills
(6) Payment of postage and printing costs for magazines/journals
(7) Other circumstances to avoid bankruptcy actions.

Note: This Corporate Resolution was initially passed by the CEC Board of Governors April 10, 1997 and amended by the Board of Directors April 7, 2002.

Para. 7 - Procedures for Using the CEC Contingency Fund

a. Once the CEC Program Plan and Budget is approved by the Board of Directors, any motions submitted to the Board that require funding that is not already included in the current Program Plan and Budget must be deemed emergent.

b. To be deemed emergent, the need for the action indicated in the motion must have been unanticipated because the need appears suddenly or unexpectedly in response to newly available information or need for action, and must provide CEC with an activity, product, data, or information that is vital for CEC to initiate or have before the end of the current budget year.

c. The motion submitted must specify the amount of funds needed and that funding is requested from the contingency fund. The motion form will include both the projected expenses and revenue and the net amount to be deducted from the contingency fund.

d. No monies can be used from the contingency fund unless approved by the Board of Directors.
SECTION THREE - Part 1

Basic Commitments and Responsibilities to Exceptional Children

<table>
<thead>
<tr>
<th>Chapter</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
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<td>Chapter 02</td>
<td>Educational Rights and Responsibilities</td>
<td>H-3</td>
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<td>Special Education and the Community Outside the Education System</td>
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<td>H-30</td>
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<td>Chapter 09</td>
<td>Special Education's Responsibilities to Adults with Disabilities</td>
<td>H-32</td>
</tr>
</tbody>
</table>
CHAPTER 01
RESPONSIBILITIES OF THE COUNCIL FOR EXCEPTIONAL CHILDREN

Para. 1 - Purpose

The Council for Exceptional Children is an association of professional and other persons whose principal purpose is to obtain optimal educational opportunity for all children and youth with exceptionalities. These children's needs differ sufficiently from other children's so that they require special educational and related services in addition to those presently available through regular education programs and other human service delivery systems. While the legal criteria that define children and youth with exceptionalities vary greatly from one governmental jurisdiction to another, The Council for Exceptional Children is primarily concerned about children and youth having sensory deficits, physical handicaps, mental retardation, behavioral disorders, communication disorders, special learning disabilities, multiple handicaps, gifts and talents, and children who are developmentally delayed or abused and neglected. Children and youth with exceptionalities are found in all communities regardless of socioeconomic or cultural factors.

Para. 2 - Governmental Relations

Public policy legislation, litigation, appropriation, regulation, and negotiated agreements are the means by which children and youth with exceptionalities have been guaranteed the educational opportunities of our society. The Council is deeply committed to the effective implementation of existing public policy in the interest of children and youth with exceptionalities. In addition, The Council seeks extension and creation of public policy in a manner which will encourage and augment quality service programs at all governmental levels. To provide the scope and kind of services needed, The Council endorses public policies that strengthen and enhance instructional programs for all children and youth. While such general provisions should benefit the exceptional child, The Council believes that specific policy provisions are necessary to offer those children and youth with exceptional needs the opportunity to develop to their fullest potential. In carrying out its governmental activities, The Council will be guided by the policies adopted by its members and by the directives of its governance.

Para. 3 - Advocacy by Members

The Council believes that all persons concerned about the education of children and youth with exceptionalities must initiate and maintain efforts to ensure that appropriate public policy is adopted, fully implemented, and enforced.

The Council recognizes that the provision of public services to children and youth with exceptionalities is a function of the governmental process. For this reason, The Council urges and supports the active involvement of its members in activities which will build greater awareness on the part of parents, communities, and governmental officials regarding the needs of children and youth with exceptionalities and will extend appropriate information to such bodies in their efforts to carry out the objectives of this policy statement.

The Council believes that it is the responsibility of all persons concerned about the needs of children and youth with exceptionalities to continually seek to improve government provisions for their education. In this regard, The Council pledges its assistance in providing needed information and in helping to develop the necessary strategies to attain improvement of educational services for children and youth with exceptionalities.

In our democratic societies, we have created systems of law to protect the individual from the abuses of society, particularly from abuses of the agencies established by society to serve its needs. In the attempt to provide what appear to be needed services, the rights of the individual may be overlooked. For this reason, The Council urges constant vigilance on the part of all persons engaged in the education of children and youth with exceptionalities to assure that the rights of these individuals and their families are understood and observed. The Council further suggests that all public programs and private programs utilizing public funds be open to review and that flexibility be provided to allow for judicial consideration of such matters.
Para. 4 - Accessibility

The Council for Exceptional Children provides a physical and emotional environment which is sensitive to the needs, feelings, and opinions of persons with varying mobility and communication needs. CEC makes special efforts to encourage the participation of members with exceptionalities in its activities and the utilization of its services. The Council for Exceptional Children:

a. Identifies CEC members and other professionals with exceptionalities who would make use of communication, accessibility, and mobility resources.

b. Facilitates communication between professionals with exceptionalities and CEC Headquarters staff.

c. Orients CEC members and headquarters staff to the needs of professionals with exceptionalities.

d. Informs professionals with exceptionalities about the resources available through CEC to enable their equitable participation in all CEC activities.

e. Guarantees that all CEC sponsored activities are conducted in accessible and usable facilities and communication modes to ensure full and equitable participation of professionals with exceptionalities.

CHAPTER 02
EDUCATIONAL RIGHTS AND RESPONSIBILITIES

Para. 1 - Education is the Right of All Children

The principle of education for all is based on democracy's philosophical premise that every person is valuable in his or her own right and should be afforded equal opportunities to develop his or her full potential. Thus, no democratic society should deny educational opportunities to any child, regardless of the child's potential for making a contribution to society. Since the passage of the first public school laws in the mid-nineteenth century, this principle has received general endorsement and qualified execution. While lip service has been paid to the intent of the principle, various interpretations of the terms "education" and "all children" have deprived many children of their rights.

The ordinary educational opportunities provided by the schools have tended to neglect or exclude children with unusual learning needs: the gifted and talented; those having sensory deficits, physical handicaps, mental retardation, behavioral disorders, communication disorders, specific learning disabilities, or multiple handicaps; and children who are developmentally delayed or abused and neglected. These children need special education and, in order to be able to benefit fully from this education, they need the opportunity to view themselves as acceptable to society. They need stable and supportive home lives, wholesome community interactions, and the opportunity to view themselves and others in a healthy manner.

Because of their exceptionality, many children need to begin their school experiences at an earlier age than is customary; many need formal educational services well into adulthood; and many require health and social services that are closely coordinated with school programs. Meeting these needs is essential to the total development of children with exceptionalities as individuals and as members of society.

For some decades now, educators and schools have been responding to the challenges of educating children with exceptionalities. Still, not all children are being provided for fully; the intellectually gifted child, for example, and many other children who need highly specialized services, are not receiving them. The community should extend its demand that school personnel learn to understand and serve the individual needs of these children as well as those more easily accommodated in the educational system. The surge of interest among educators in individualizing instruction hopefully will mean more sensitivity to the educational needs of all children, and particularly those with special needs.

Programs for children and youth with exceptionalities should be varied in nature and conducted in a variety of settings, depending on the individual needs of the child, the child's family, and the community. It is The Council's belief that society should have the legal responsibility to extend the opportunity for every individual to be educated to the full extent of his or her capacities,
whatever they may be or however they may be attenuated by special circumstances. There is no dividing line which excludes some children and includes others in educational programs. Clearly, every exceptional child has the right to a free appropriate public education which may not in any instance be compromised because of inadequacies in the educational system or existing public policies.

Para. 2 - Government Responsibilities for Special Education in Intermediate and Local School Districts

Intermediate and local school districts carry major responsibility for the quality of educational services to children and youth with exceptionalities and for leadership and coordination with other agencies to achieve comprehensive child centered services. Intermediate and local school districts should provide continuing leadership for all educational services in the community, including participation in the financing of every education program in the district and of any program outside the district which serves children and youth with exceptionalities at the district's request.

The Council believes that school districts should be responsible for an annual review of children and youth with exceptionalities who are legal residents of the district to assure that their education is proceeding adequately, even though they may be receiving their educational services outside their district of residence.

Para. 3 - State or Provincial Governments

The basic responsibility for guaranteeing an education to all children rests with state or provincial governments through their state or provincial education agencies; however, the fulfillment of this responsibility is effected in cooperation with federal and local education authorities. The Council believes that it is the responsibility of the state/province to guarantee each child comprehensive educational opportunities without cost to the child or the child's family. Special financial support should be offered to the intermediate and local districts or combinations of these units so that no excess local cost is involved in providing specialized quality programs, services, and facilities. While the cost of services for children and youth with exceptionalities varies greatly, such considerations should not affect the goal of optimal programming for every child. The Council believes that no financial incentive should be provided to encourage the adoption of a less than optimal education program. A particular responsibility of state/province governments is to provide progressive leadership and direction to coordinated state/provincial programs of special education and to provide coordination among the several departments of government other than education which may be called upon to serve children and youth with exceptionalities and their families.

Para. 4 - Federal Governments of the United States and Canada

The Council believes the federal government should give major attention to guaranteeing educational opportunities to children and youth whose education has been neglected. The federal government has a responsibility for assuring that the rights of children with exceptionalities are not violated. Because education of children and youth with exceptionalities has, in general, been a neglected area, special categories of support should be directed to meeting their needs. Federal financial aid should be directed to state or provincial governments for the education of children with exceptionalities.

The federal government should provide for support of professional leadership in the field of special education with emphasis on assessment of needs, planning of needed programs, preparation of personnel, and research.

The federal government should provide financial support to colleges, universities, and other appropriate agencies to assist in operating programs to prepare all needed personnel to conduct comprehensive special education programs and services.

The federal government should provide financial support to school districts and combinations of school districts that wish to provide innovative or exemplary programs for children and youth with exceptionalities or that, for any reason, enroll an unusually high proportion of children and youth with special needs.
The federal government should provide major support to programs in the field of special education that serve regional or national needs such as the education of migrant children. In instances where the federal government assumes primary responsibility for the education of a group of children (i.e., American Indian and Alaska Native children in Bureau of Indian Affairs operated and contracted schools and the education of dependents in Department of Defense schools and programs), it must also provide appropriate special education to these groups. As one means of accomplishing this goal, the Department of Interior, Bureau of Indian Affairs, should maintain a specific budget line item for special education and related services for children with exceptionalities.

Para. 5 - Intergovernmental Planning

The success of the functions of federal, state/provincial, and local government requires close cooperative planning of a short- and long-term nature. Such planning requires excellence in communicative skills and facilities. Such plans for the education of children and youth with exceptionalities should form the basis for new and improved legislative and government policies at all levels of government.

Para. 6 - Compulsory Services and Attendance

The provision for universal education of children in a democratic society has been translated as a commitment to providing educational opportunities for every child, whatever may be his or her socioeconomic status; cultural or racial origins; physical, intellectual, or emotional status; potential contribution to society; and educational needs. This commitment to every child thus includes a commitment to children with unusual learning needs and to those with outstanding abilities and talents. Although providing education for these children may require a variety of specialized services and instructional programs, some costly and some requiring radical innovations in traditional educational structures, there is no basis for including some children and excluding others where the principle of universal education is concerned.

Some of the specialized services that may be essential if children with exceptionalities are to attend school include the provision of specialized transportation, functional architectural environments, personalized equipment and aids, individualized instructional programs, and special education and support personnel. Certainly the fiscal requirements for such programs may be great; if they are not instituted and maintained, however, the cost of neglect is infinitely greater and must be borne mainly by the children as well as by their families, communities, and society as a whole.

The commitment to education for all encompasses the responsibility for providing special forms of education to children and youth with exceptional characteristics and needs. This responsibility extends to all types of exceptionalities, regardless of the degree to which a child may eventually be able to contribute to society. To this end, The Council supports efforts to eliminate exclusionary clauses in compulsory school attendance laws and other such laws and administrative practices which deny children and youth with exceptionalities the educational opportunity they require.

Para. 7 - Maintenance of Educational Opportunity

The requirement to provide a free, appropriate, public education is constitutionally-based and cannot be abrogated for any child or group of children, regardless of any characteristics, disabilities, or traits of such children. Many children, including children with exceptionalities have been excluded from schools on the unacceptable grounds that they are disruptive, are perceived to be uneducable, or have undesirable characteristics.

Schools today face a growing challenge in educating students who are dangerously violent or destructive. In order for educational environments to be acceptably conducive to learning, behavior which impedes the ability of children to learn and teachers to teach must be minimized or eliminated. Schools have the responsibility to immediately consider changing the educational setting for any students who behave in a dangerously violent or destructive manner. If such an alternative educational placement is determined to be appropriate, such students must be placed in educational settings designed to meet their learning, safety, and behavioral management needs.

Few students receiving appropriate special education services become a danger to self and/or others. Rather, students with disabilities are more likely to be victimized than their nondisabled peers and would benefit directly from safer schools.
**Policy:** The exemption, exclusion, or expulsion of any child from receiving a free, appropriate, public education creates a greater problem for society and therefore should not be permitted. At the same time violent and destructive behavior is unacceptable in our schools. Acknowledging that such behavior occurs, CEC believes that schools have the responsibility to quickly and unilaterally move students who exhibit dangerously violent or destructive behavior to an alternative educational setting in which ongoing safety/behavioral goals and educational goals are addressed by appropriately trained or qualified personnel. This setting must meet the school’s dual responsibilities of providing an appropriate, public education and a safe learning/working environment in an age- and culturally-appropriate manner.

Alternative placements and programs should meet standards of quality that promote learning environments that benefit students in positive and productive ways. Less than desirable alternative placements that serve to merely contain students without meaningful learner benefits should not be used. If the student has a disability, this setting must be selected by the student’s individualized education program committee. If the student does not have a disability, another appropriate education committee should make this decision. If the alternative setting is contested, the current alternative setting will continue until the resolution of applicable due process procedures for a student with or without disabilities.

During the time a student is in an alternative educational setting, the local education agency must conduct a committee meeting (in the case of a student with a disability, an individualized education program committee meeting) as soon as possible. During this meeting, the following must be considered:

a. Whether the student’s violent behavior was an isolated incident and is not likely to happen again;

b. Whether the environment in which the violent behavior occurred was appropriate given the student’s age, cultural background, disability, related needs, and characteristics;

c. Whether or not there are new characteristics within the student or environment necessitating further evaluation or, in the case of a student with a disability, a revision of the individualized education program;

d. Whether the student’s return to the previous educational setting with appropriate supports and related services would provide safety for self and others; and

e. Whether the placement was the least restrictive environment for the student.

In determining an appropriate temporary placement for a student or when developing a new program if one is necessary, educators, parents, and other appropriate professionals should consider a variety of possibilities, such as:

a. Maintaining the current placement with additional support services.

b. Providing educational alternatives to suspension that afford students quality learning experiences.

c. Utilizing documented effective behavioral interventions, curricular modifications, and accommodation strategies appropriate to the student’s culture and designed to assist the student in controlling behavior.

Schools should ensure that all general and special educators involved in implementing the student’s education program have opportunities for staff development to acquire the knowledge and skills necessary for effective implementation of the student’s program. Providing systematic education about appropriate behavior to all students in the educational environment is also necessary. CEC also stresses the importance of the involvement and commitment of families and communities. CEC recommends that school districts, in collaboration with state/provincial agencies, community agencies, and juvenile justice systems, create appropriate alternative settings. The creation and maintenance of appropriate educational settings provide positive opportunities for all to work and learn and thus reduce the likelihood of future inappropriate behavior.
Para. 8 - Responsibility of the Schools for Early Childhood Education

Schools have traditionally assumed educational responsibility for children beginning at about age 5 or 6 and ending with late adolescence. Increasingly, it is apparent that formal educational experiences at earlier ages would pay rich dividends in the full development of the capabilities of many children with exceptionalities. Special educators have useful knowledge and many techniques for working with very young children with exceptionalities. What is needed is the identification of children who could benefit from early education and the actual implementation of programs.

Communities should make their schools responsible for conducting search and census operations through which children who may need specialized education at very early ages can be identified. The voluntary enrollment of such children by their parents is inadequate because many parents may not be aware of the child's special needs or of available forms of assistance. Procedures for child study that encourage adaptations to the particular needs of very young children with exceptionalities are an important part of early education programs.

Schools should provide educational services for individuals according to their needs and regardless of age.

Schools should actively seek out children who may have specialized educational needs in the first years of their lives. A particular commitment should be made to initiate home care training programs for parents of infants with special needs, to establish specialized early childhood and kindergarten programs, and to utilize specialized components of regular early education programs to serve children with exceptionalities.

Para. 9 - Services to Children with Exceptionalities Ages Birth Through Five

The provision of services to children with exceptionalities from birth through 5 years of age must be made a priority. It is the premise of The Council that lack of such services currently represents the most serious impediment to the development of children with exceptionalities. There is mounting evidence of the effectiveness of programs for very young children with exceptionalities and their families.

Services to young children with exceptionalities are presently provided by a variety of systems at national, state, provincial, and local levels. There is little systematic coordination between agencies, and major service gaps remain unfilled. A national initiative is needed to establish plans for systematic coordination among the social, educational, and health agencies currently serving children with exceptionalities from birth through 5 years so as to ensure maximum benefits for these children and their families, and to plan for the future provision of additional programs to fill major gaps in service to this population.

Wide variations in service arrangements are necessary to meet the individual needs of children. The Council strongly supports the principle that services for young children with exceptionalities, whenever appropriate, be provided in a context which includes children without exceptionalities. Effective integrated experiences can further the development of children with exceptionalities and also can form the roots of respect for diversity in all children. Since the success of integrated programs relies heavily on the provision of specialized teacher training and supportive resources, the importance of such supports should be reflected in legislative and funding directives.

In expanding services for children with exceptionalities from birth through 5 years, it is essential that the central role of the parent in the young child's development be recognized. Programs must be designed to incorporate parental participation and to provide support for families in their role as the child's primary care provider. The training of teachers of young children with exceptionalities should be expanded to include skills in working with parents in mutually helpful ways so that parental and agency efforts in helping the child are strengthened.

Para. 10 - Responsibilities for Providing Continuing Education Services to Exceptional Youth

The Council believes that education is a lifelong process and that, instead of age, competency and maximal development should be the terminating factor with regard to formal schooling. It also believes that individuals with learning problems, particularly exceptional youth, frequently need education and periodic reeducation beyond the traditional school attendance ages to
encourage their continuing development. These options might include postsecondary education, vocational education, job training, employment counseling, community living skills, and placement services in order to maximize their ability to contribute to society.

Para. 11 - Migrant Exceptional Students

Exceptional students who are mobile, due to their parents' migrant employment, experience reduced opportunities for an appropriate education and a reduced likelihood of completing their education. Child-find and identification policies and practices, designed for a stationary population, are inadequate for children who move frequently. Incomplete, delayed, or inadequate transfer of records seriously impedes educational continuity. Interstate/provincial differences in special education eligibility requirements, programs and resources, minimum competency testing, and graduation requirements result in repetition of processing formalities, gaps in instruction, delays in the resumption of services, an inability to accumulate credits for graduation, and other serious inequities. In addition to the disruption of learning, mobility disrupts health care, training, teacher-student rapport, and personal relationships.

The Council believes that educational policies and practices should be developed at federal, state/provincial, and local levels to improve access to education for migrant children and youth with exceptionalities. These policies should include:

a. A national system for the maintenance and transferal of special education records for migrant students with exceptionalities.

b. Intrastate/provincial and interstate/provincial cooperation in the transfer of records and of credits.

c. Flexibility in high school credit accumulation for migrant students with exceptionalities.

d. Joint planning, coordination, and shared responsibility among special education, migrant education, bilingual education, and related programs.

e. Funding patterns that adjust for variations in enrollment.

f. Flexible scheduling and other programming options that adjust for student mobility.

g. Routine monitoring of activities undertaken to identify the migrant exceptional student and to ensure educational continuity.

h. Ongoing research efforts to promote, improve, support, and evaluate the education of migrant students with exceptionalities.

i. Personnel training.

j. Parent and family information programs to facilitate record transfer.

Para. 12 - Children with Exceptionalities in Charter Schools

CEC vigorously supports educational reforms within the public schools which promote rigorous learning standards, strong educational outcomes, shared decision making, diverse educational offerings, and the removal of unnecessary administrative requirements. Charter schools, a form of public schools, are one approach many believe can be effective in achieving these objectives. However, such schools must reflect this country's commitment to free and universal public education, with equality of educational opportunity for all -- including students with disabilities.

Regardless of who takes responsibility for the delivery of educational services for children with disabilities who attend a charter school, the chartering agency – and, ultimately, state or provincial authorities -- must ensure that the rights of children with exceptionalities are upheld. It is the position of CEC that the following criteria with respect to children with disabilities be adhered to when parents, professionals, and school district authorities consider the development of charter school policy, the content of contracts or agreements establishing individual charter schools, and the actual operation of charter schools.
Student Access. Charter schools must be required to abide by the same federal or provincial nondiscrimination and equal education opportunity laws that apply to other public schools. Charter schools must not discriminate in their admissions policies, nor should they charge tuition or other mandatory fees. Disability status cannot be used as a criterion for excluding a child with a disability from attending a charter school, and policies governing admissions and students’ participation in the school program should not inadvertently exclude children with disabilities.

Provision of Free, Appropriate Public Education. As public schools, charter schools must be required to provide a free, appropriate, public education to students with disabilities, and to ensure all of the other basic fundamental procedural rights in accordance with applicable federal and provincial laws, such as the Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act in the United States, including children’s physical access to the education program offered. Enrollment in a charter school cannot be used to deny to a student with disabilities the free, appropriate education to which they have a right.

Financing the Education of Children with Disabilities. Educational and other services required by children with disabilities, including special education and related services, can be provided directly by the charter school, or through alternative arrangements with other public schools, with local school districts, or with state or provincial education agencies. State, provincial and local policies for charter schools and, when appropriate, charter agreements themselves should explicitly identify responsibility for providing and paying for any special services associated with educating children with disabilities in charter schools, including the cost of building renovations and the provision of education and related services.

Accountability. Charter schools must be held accountable by state or provincial education agencies and, when appropriate local school districts, for providing special education and related services to children with disabilities, consistent with applicable federal, provincial and state laws, just as other public schools are. The standards that apply to educating children with disabilities in charter schools must be the same as those that apply to other public schools, and enforcement of these standards must be conducted in a manner that is consistent with enforcement activities and penalties that apply in determining compliance of other public schools.

Para. 13 – Safe and Positive School Climate

CEC recognizes the important impact a safe and positive school climate has on the personal development and academic achievement of all students. Research has shown that schools implementing supportive and positive school climate strategies are more successful in creating environments conducive to learning. Recent incidents of school violence, including harassment directed at students with disabilities and/or gifts and talents, have drawn attention to the unacceptable cost of not assuring a safe and positive climate in our schools for all students. Furthermore, students with disabilities may be more at risk because they do not necessarily have the ability to understand and report what is happening to them.

Such incidents, as well as surveys of students and faculty regarding safety, document continuing and pervasive harassment and bullying experienced by students and reveal that these actions are more likely to be perpetrated on the basis of appearance and actual or perceived differences in ethnicity, race, language, abilities, gender, sexual orientation, gender expression, or religion.

As student enrollment becomes increasingly diverse, schools are challenged to assure that all students feel valued and supported. Available research confirms that students feel safer and learn better when schools have clear policies prohibiting harassment and discrimination and when all members of the school community (students, parents, educators, administrators, and other school personnel) actively uphold the right of every student to a safe learning environment. Harassment can take many forms, including cyber bullying and other technological/electronic methods. In addition, although overt acts easily come to the attention of schools, it is essential that covert acts are recognized and addressed. CEC believes that all members of the school community have a critical role to play in assuring that students have access to a safe and supportive school environment.

In light of legal mandates and professional standards that promote the use of evidence-based practices to increase positive academic and social-emotional behaviors among students, CEC believes that special educators must acquire and use a knowledge base of effective practices for promoting supportive school climates in ways that support human and civil rights and promote social justice for the diverse student populations in today’s schools.
Discrimination or harassment directed at students or adults on the basis of ethnic and racial backgrounds, language, age, abilities, family status, gender, sexual orientation, socioeconomic status, religious and spiritual values, and geographic location violates the human and/or civil rights of individuals who are the targets of such behavior.

To ensure the creation of safe learning environments that contribute to all students’ cognitive, academic, social-emotional, and ethical development, it is the policy of the Council for Exceptional Children that:

- All schools should have clear policies that prohibit harassment and discriminatory behaviors of any kind, including those related to ethnic background, language, age, abilities, family status, gender, sexual orientation, socioeconomic status, religious and spiritual values, and geographic location. Students and staff should be clearly informed of such policies and procedures, including data collection, reporting, sanctions, and indemnity to those reporting incidents. Educational efforts at the federal, provincial, state, and local levels should promote policies, guidelines, and universal interventions designed to reduce or prevent discrimination or harassment as well as to create a school climate that is conducive to respect and dignity for all individuals.

- Because bullying and harassment create emotional wounds that amplify the hardships of exceptionality as well as jeopardize the emotional and mental well-being of students, teachers, administrators, and other school support personnel with knowledge of harassment or bullying carry the responsibility to report these behaviors to relevant authorities and school personnel similar to the professional obligation to report child abuse.

- In recognition that students’ families, professionals, and staff may also be at risk of experiencing discrimination on the basis of factors including ethnic and racial backgrounds, language, age, abilities, family status, gender, sexual orientation, socioeconomic status, religious and spiritual values, and geographic location, school policies, activities, and interventions related to a positive school climate should address the needs and safety of adults as well as students.

- School-based implementation of anti-discrimination policies must equally support and provide open access for the participation of students in activities and student-led groups designed to enhance a respectful, safe, and positive school climate and to promote respect for diversity in general or with respect to one or more diversity elements.

- To support antidiscriminatory policies, schools should provide students, staff, and administrators with access to a range of resources, including designated professionals with expertise in intercultural and diversity-related counseling and human-relations.

- School policies should promote practices and curricula that build a sense of community and understanding for and among all students in recognition of the positive relationship between school climate, learning environments, and educational outcomes for all individuals.

- Professional development for educators and educational administrators should build schools’ capacity to implement a diversity-rich curriculum as well as to respond effectively to instances of harassment, bullying, or intimidation. To this end, such activities should enhance educators’ skills and strategies for effectively delivering culturally-sensitive educational experiences within the context of current standards-based curricula. Similarly, professional development for administrators should develop their leadership skills and strategies for developing and implementing anti-discrimination policies and for ensuring positive learning environments for all students. Schools should provide opportunities for parent education to complement professional development for educators.

- Teacher and educational leadership preparation programs should prepare educators, administrators, and related services personnel to create safe learning environments and to intervene effectively in the event that harassment or discriminatory behaviors occur. This includes understanding about the range of ways that schools can evaluate school climate comprehensively using evidence-based practices as well as how school climate findings can be used to build authentic learning communities that support positive youth development and academic achievement.
CHAPTER 03
SPECIAL EDUCATION WITHIN THE SCHOOLS

Para. 1 - The Relationship Between Special and Regular School Programs

Special education is an integral part of the total educational enterprise, not a separate order. In any school system, special education is a means of enlarging the capacity of the system to serve the educational needs of all children.

The particular function of special education within the schools (and the education departments of other institutions) is to identify children with unusual needs and to aid in the effective fulfillment of those needs. Both regular and special school programs play a role in meeting the educational needs of children with exceptionalities. A primary goal of educators should be to help build accommodative learning opportunities for children with exceptionalities in regular educational programs. In the implementation of this goal, special education can serve as a support system, and special educators can assist regular school personnel in managing the education of children with exceptionalities.

When the special placement of a child is required, the aim of the placement should be to maximize the development and freedom of the child rather than to accommodate the regular classroom.

Special education should function within and as a part of the regular, public school framework. Within this framework, the function of special education should be to participate in the creation and maintenance of a total educational environment suitable for all children.

From their base in the regular school system, special educators can foster the development of specialized resources by coordinating their specialized contributions with the contributions of the regular school system. One of the primary goals of special educators should be the enhancement of regular school programs as a resource for all children.

Para. 2 - Administrative Organization

The system of organization and administration developed for special education should be linked with regular education (a) to increase the capability of the total system to make more flexible responses to changes in the behavior of individual pupils and to changing conditions in schools and society, and (b) to permit all elements of the system to influence the policies and programs of the others.

Special education must provide an administrative organization to facilitate achievement for children with exceptionalities of the same educational goals as those pursued by other children. This purpose can be achieved through structures that are sufficiently compatible with those employed by regular education to ensure easy, unbroken passage of children across regular-special education administrative lines for whatever periods of time may be necessary, as well as by structures that are sufficiently flexible to adjust quickly to changing task demands and child growth needs.

The major purpose of the special education administrative organization is to provide and maintain those environmental conditions in schools that are most conducive to the growth and learning of children with special needs.

Under suitable conditions, education within the regular school environment can provide the optimal opportunity for most children with exceptionalities. Consequently, the system for the delivery of special education must enable the incorporation of special help and opportunities in regular educational settings. Children should spend only as much time outside regular class settings as is necessary to control learning variables that are critical to the achievement of specified learning goals.

Para. 3 - Scope of Program

Education for children and youth with exceptionalities requires the well planned and purposeful coordination of many disciplines. Special education is a cross-disciplinary, problem-oriented field of services which is directed toward mobilizing and improving a variety of resources to meet the educational needs of children and youth with exceptionalities.
Para. 4 - The Goal and Commitment of Special Education

The fundamental purposes of special education are the same as those of regular education: the optimal development of the student as a skillful, free, and purposeful person, able to plan and manage his or her own life and to reach his or her highest potential as an individual and as a member of society. Indeed, special education developed as a highly specialized area of education in order to provide children with exceptionalities with the same opportunities as other children for a meaningful, purposeful, and fulfilling life.

Perhaps the most important concept that has been developed in special education as the result of experiences with children with exceptionalities is that of the fundamental individualism of every child. The aspiration of special educators is to see every child as a unique composite of potentials, abilities, and learning needs for whom an educational program must be designed to meet his or her particular needs. From its beginnings, special education had championed the cause of children with learning problems. It is as the advocates of such children and of the concept of individualization that special education can come to play a major creative role in the mainstream of education.

The special competencies of special educators are more than a collection of techniques and skills. They comprise a body of knowledge, methods, and philosophical tenets that are the hallmark of the profession. As professionals, special educators are dedicated to the optimal education of children with exceptionalities and they reject the misconception of schooling that is nothing but custodial care.

The focus of all education should be the unique learning needs of the individual child as a total functioning organism. All educators should recognize and accept that special and regular education share the same fundamental goals.

Special education expands the capacity of schools to respond to the educational needs of all students.

As advocates of the right of all children to an appropriate education, special educators affirm their professionalism.

Para. 5 - Educational Environments for Exceptional Students

Special education takes many forms and can be provided with a broad spectrum of administrative arrangements. Children with special educational needs should be served in regular classes and neighborhood schools insofar as these arrangements are conducive to good educational progress. The Council believes that the goal of educating children with exceptionalities together with children without exceptionalities is desirable if the individual program is such that it will enhance the child's (with exceptionalities) educational, social, emotional, and vocational development.

It is sometimes necessary, however, to provide special supplementary services for children with exceptionalities or to remove them from parts, or all of, the regular educational program. It may even be necessary to remove some children from their homes and communities in order for them to receive education and related services in residential schools, hospitals, or training centers. The Council believes that careful study and compelling reasons are necessary to justify such removal.

The Council charges each public agency to ensure that a continuum of alternative placements, ranging from regular class programs to residential settings, is available to meet the needs of children with exceptionalities.

Children with exceptionalities enrolled in special school programs should be given every appropriate opportunity to participate in educational, nonacademic, and extracurricular programs and services with children who are not disabled or whose disabilities are less severe.

While special schools for children with exceptionalities and other separate educational facilities may function as part of an effective special educational delivery system, it is indefensible to confine groups of exceptional pupils inappropriately in such settings as a result of the failure to develop a full continuum of less restrictive programs. The Council condemns as educationally and morally indefensible the practice of categorical isolation by exceptionality without full consideration of the unique needs of each student, and the rejection of children who are difficult to teach from regular school situations. When insufficient program options exist and when
decisions are poorly made, children with exceptionalities are denied their fundamental rights to free public education. In so acting, education authorities violate the basic tenets of our democratic societies.

Like all children, children with exceptionalities need environmental stability, emotional nurturance, and social acceptance. Decisions about the delivery of special education to children with exceptionalities should be made after careful consideration of their home, school, and community relationships, their personal preferences, and effects on self-concept, in addition to other sound educational considerations.

Para. 6 - Inclusive Schools and Community Settings

The Council for Exceptional Children believes all children, youth, and young adults with disabilities are entitled to a free and appropriate education and/or services that lead to an adult life characterized by satisfying relations with others, independent living, productive engagement in the community, and participation in society at large. To achieve such outcomes, there must exist for all children, youth, and young adults a rich variety of early intervention, educational, and vocational program options and experiences. Access to these programs and experiences should be based on individual educational need and desired outcomes. Furthermore, students and their families or guardians, as members of the planning team, may recommend the placement, curriculum option, and the exit document to be pursued.

CEC believes that a continuum of services must be available for all children, youth, and young adults. CEC also believes that the concept of inclusion is a meaningful goal to be pursued in our schools and communities. In addition, CEC believes children, youth, and young adults with disabilities should be served whenever possible in general education classrooms in inclusive neighborhood schools and community settings. Such settings should be strengthened and supported by an infusion of specially trained personnel and other appropriate supportive practices according to the individual needs of the child.

Policy Implications

Schools. In inclusive schools, the building administrator and staff with assistance from the special education administration should be primarily responsible for the education of children, youth, and young adults with disabilities. The administrator(s) and other school personnel must have available to them appropriate support and technical assistance to enable them to fulfill their responsibilities. Leaders in state/provincial and local governments must redefine rules and regulations as necessary, and grant school personnel greater authority to make decisions regarding curriculum, materials, instructional practice, and staffing patterns. In return for greater autonomy, the school administrator and staff should establish high standards for each child, youth, and young adult, and should be held accountable for his or her progress toward outcomes.

Communities. Inclusive schools must be located in inclusive communities; therefore, CEC invites all educators, other professionals, and family members to work together to create early intervention, educational, and vocational programs and experiences that are collegial, inclusive, and responsive to the diversity of children, youth, and young adults. Policy makers at the highest levels of state/provincial and local government, as well as school administration, also must support inclusion in the educational reforms they espouse. Further, the policy makers should fund programs in nutrition, early intervention, health care, parent education, and other social support programs that prepare all children, youth, and young adults to do well in school. There can be no meaningful school reform, nor inclusive schools, without funding of these key prerequisites. As important, there must be interagency agreements and collaboration with local governments and business to help prepare students to assume a constructive role in an inclusive community.

Professional Development. And finally, state/provincial departments of education, local educational districts, and colleges and universities must provide high-quality preservice and continuing professional development experiences that prepare all general educators to work effectively with children, youth, and young adults representing a wide range of abilities and disabilities, experiences, cultural and linguistic backgrounds, attitudes, and expectations. Moreover, special educators should be trained with an emphasis on their roles in inclusive schools and community settings. They also must learn the importance of establishing ambitious goals for their students and of using appropriate means of monitoring the progress of children, youth, and young adults.
Para. 7 - Staff Preparation for Placement

Essential to the appropriate placement of the child with an exceptionality is the preparation of the environment for that child through preservice and/or inservice training of staff and any other necessary accommodations.

Teacher training institutions are challenged to instruct all teacher candidates about current trends in the education of exceptional children.

State and provincial departments of education are charged with the responsibility to promote inservice activities that will update all professional educators and provide ongoing, meaningful staff development programs.

Administrators can have a significant positive influence upon the professional lives of teaching staff and, therefore, upon the educational lives of children. Administrative personnel of school districts are, therefore, charged with the responsibility to promote inservice education and interprofessional exchanges which openly confront contemporary issues in the education of all children.

Para. 8 - Individualized Education Programs

The creation and operation of a series of alternative settings for exceptional persons to live their lives and to develop to the greatest degree possible requires that service providers continuously strive to deliver the highest quality services possible. The Council believes that the central element for the delivery of all the services required by a person with an exceptionality must be an individually designed program. Such a program must contain the objectives to be attained, resources to be allocated, evaluation procedures and time schedule to be employed, and a termination date for ending the program and procedure for developing a new one. The process for developing an individualized program must adhere to all the procedural safeguards of due process of law and must involve the individual person and his or her family, surrogate, advocate, or legal representative.

Para. 9 - Due Process Protections (Procedural Safeguards)

As a final component of quality control, The Council believes that no decisions can be made on behalf of any individual without strict adherence to due process of law. Most significant is our position that all individuals are entitled to adequate representation when such decisions are being made. We support the increasing efforts on the part of governments to officially require the assignment of a surrogate when a family member is not available for purposes of adequately representing the interests of the person with an exceptionality. Ultimately, however, whenever possible, a member of the individual's family provides the most desirable representation. It is also our position that the individual consumer must be given every opportunity to make his or her own decisions, that this is a right provided to all citizens, and that any abridgement of that individual right can only occur upon the proper exercise of law.

Para. 10 - Confidentiality

The Council for Exceptional Children urges members to adhere to ethical principles and act in compliance with laws and regulations which protect children and their family's right to privacy and which control the use of confidential information regarding children.

Para. 11 - Program Evaluation

Programs designed for the purpose of providing educational opportunities for children and youth with exceptionalities must not be viewed as static, for the end product must always be the exceptional child and his or her personal improvement. For this reason, all programs should contain plans to evaluate their effectiveness, and the results of such evaluations should be presented for public review.

The Council believes that all legislation to fund existing programs or create new programs should contain mechanisms for effective evaluation and that governmental advisory bodies should review the findings of evaluations on a regular basis. External as well as internal systems of evaluation should be developed to aid in the evaluation of programs for children and youth with exceptionalities.
Para. 12 - Labeling and Categorizing of Children

The field of special education is concerned with children who have unique needs and with school programs that employ specialized techniques. As the result of early attitudes and programs that stressed assistance for children with severe disabilities, the field developed a vocabulary and practices based on the labeling and categorizing of children. In recent decades, labeling and categorizing were extended to children with milder degrees of exceptionality. Unfortunately, the continued use of labels tends to rigidify the thinking of all educators concerning the significance and purpose of special education and thus to be dysfunctional and even harmful for children.

Words such as "defective," "disabled," "retarded," "impaired," "disturbed," and "disordered," when attached to children with special needs, are stigmatic labels that produce unfortunate results in both the children and in the community's attitudes toward the children. These problems are magnified when the field organizes and regulates its programs on the basis of classification systems that define categories of children according to such terms. Many of these classifications are oriented to etiology, prognosis, or necessary medical treatment rather than to educational classifications. They are thus of little value to the schools. Simple psychometric thresholds, which have sometimes been allowed to become pivotal considerations in educational decision making, present another set of labeling problems.

Special education's most valuable contribution to education is its specialized knowledge, competencies, values, and procedures for individualizing educational programs for individual children, whatever their special needs. Indeed, special educators at their most creative are the advocates of children who are not well served by schools except through special arrangements. To further the understanding of and programming for such children, special educators as well as other educational personnel should eliminate the use of simplistic categorizing.

No one can deny the importance of some of the variables of traditional significance in special education such as intelligence, hearing, and vision. However, these variables in all their complex forms and degrees must be assessed in terms of educational relevance for a particular child. Turning them into typologies that may contribute to excesses in labeling and categorizing children is indefensible and should be eliminated.

In the past, many legislative and regulatory systems have specified criteria for including children in an approved category as the starting point for specialized programming and funding. This practice places high incentives on the labeling of children and undoubtedly results in the erroneous placement of many children.

It is desirable that financial aids be tied to educational programs rather than to children and that systems for allocating children to specialized programs be much more open than in the past.

Special educators should enhance the accommodative capacity of schools and other educational agencies to serve children with special needs more effectively. In identifying such children, special educators should be concerned with the identification of their educational needs, not with generalized labeling or categorizing of children.

Decisions about the education of children should be made in terms of carefully individualized procedures that are explicitly oriented to children's developmental needs.

To further discourage the labeling and categorizing of children, programs should be created on the basis of educational functions served rather than on the basis of categories of children served.

Regulatory systems that enforce the rigid categorization of pupils as a way of allocating them to specialized programs are indefensible. Financial aid for special education should be tied to specialized programs rather than to finding and placing children in those categories and programs.

Para. 13 - Group Intelligence Testing

a. Psychological tests of many kinds saturate our society and their use can result in the irreversible deprivation of opportunity to many children, especially those already burdened by poverty and prejudice.

b. Most group intelligence tests are multileveled and standardized on grade samples, thus necessitating the use of interpolated and extrapolated norms and scores.
c. Most group intelligence tests, standardized on LEAs rather than individual students, are not standardized on representative populations.

d. In spite of the use of non-representative group standardization procedures, the norms are expressed in individual scores.

e. Most group intelligence tests, standardized on districts which volunteer, may have a bias in the standardization.

f. Many of the more severely handicapped and those expelled or suspended have no opportunity to influence the norms.

g. Group intelligence tests are heavily weighted with language and will often yield spurious estimates of the intelligence of non-English speaking or language different children.

h. A group intelligence test score, although spurious, may still be a good predictor of school performance for some children.

i. School achievement predicts future school performance as well as group intelligence tests, thus leaving little justification for relying on group intelligence tests.

j. One of the most frequent abuses of group intelligence tests is the use of such tests with populations for which they are inappropriate.

The Council goes on record in full support of the recommendations of the "Classification Project" (Hobbs, The Futures of Children, 1975, pp. 237-239) pertaining to group intelligence testing as follows:

a. "... That there be established a National Bureau of standards for Psychological Tests and Testing."

b. That there be established "minimum guidelines with respect to the utilization of psychological tests for the classification of children."

c. "That organizations that make extensive use of educational and psychological tests...should establish review boards to monitor their testing programs."

Until these three recommendations are accomplished, The Council encourages a moratorium on the use of group intelligence tests by individual school districts for the purpose of identifying children with exceptionalities.

Para. 14 - Exit Exams for Students with Exceptionalities

To ensure that exit exams are appropriately carried out regarding students with exceptionalities, it is the position of the Council for Exceptional Children that:

a. No single test score should be used to make critical educational decisions for students with exceptionalities. Multiple measures that document student learning and skills development should be used with accommodations when appropriate, in the decision-making process.

b. All students with exceptionalities must be given the opportunity to learn the material that is covered on exit exams. This includes the provision of individualized instructional services and supports that address the general education curriculum that is aligned with standards, test content, and the student’s IEP. An alternate assessment should be an option for a student as recommended by the IEP team.

c. Advance notice should be given to all students with exceptionalities and their parents on the consequences of exit exams. This should include (1) a description of the steps to be taken to prepare students and teachers for the tests themselves; (2) any additional resources/supports that are available to ensure adequate performance on the tests; and (3) a clear statement for parents and students that explains what decisions may be made on the basis of the test results.

d. On-going research should be conducted on the impact of exit exams for students with exceptionalities that address issues, such as, grade-level retention/promotion, referral rates for special education, and any limits on future employment and educational experiences resulting from alternative high school diplomas.
Para. 15 - Assessment and Accountability

To ensure that students with disabilities are appropriately assessed under educational assessment and accountability systems, it is the position of the Council for Exceptional Children that:

a. All students with exceptional learning needs shall be included in all assessment and accountability systems, and shall have available the opportunity to participate in general assessments, assessments with accommodations including off-grade level testing or alternate assessments that reflect valid and reliable performance for them, rather than cultural diversity, linguistic diversity, disability, or other exceptionality.

b. All students with exceptional needs in all settings shall be included in the assessment and accountability systems. This includes students in traditional public school placements and students who change schools or placements, as well as all students receiving publicly-funded educational services in settings such as home schools, private schools, charter schools, state-operated programs and in the juvenile justice system.

c. Only assessment processes and instruments that have been developed and validated on student samples that included students who have exceptionalities and that validly demonstrate their performance shall be used. Test designers shall be required to develop universally designed assessments.

d. State and provincial determinations of adequate yearly progress must address the progress made on grade promotions and graduation rates for exceptional students, as well as addressing other appropriate achievement indicators for students with exceptionalities, and toward making well-grounded appraisals of the particular schools.

e. The IEP team will determine student participation in assessments as part of the review of the overall individualized education program and be based on individual student needs.

f. All students with exceptionalities shall be included when assessment scores are publicly reported, whether they participate with or without accommodations or participate through an alternate assessment - subject to personal confidentiality protections. If standards-based reform is to succeed all students must be held to higher standards, and every student must therefore be counted. However, assessment data focused on school system accountability shall never be the sole basis for making individual student educational decisions.

g. To ensure equal access and opportunity for all students and to ensure inclusive accountability in all local and state/provincial accountability indices, the performance on assessments of students with exceptionalities must have the same impact on the final accountability index as the performance of other students, whether or not these students participated with accommodations or in an alternate assessment.

h. Policy makers and all other stakeholders must be committed to the continuing development of a unified system of assessment and accountability for all students.

i. There must be a firm commitment to the continuing improvement of the assessment and accountability system in the challenging years ahead, through the processes of structured monitoring, intensive ongoing evaluation, and systemic professional training based on emerging research and best practice.

j. The successful implementation of an appropriate assessment and accountability system, including its application to students with exceptional needs, requires the cooperative efforts of all teachers, related service personnel, paraprofessionals, administrators, parents, and students in its planning, application, and evaluation.

k. The support of legislators, other policy makers, and state/provincial educational service personnel is essential to guarantee that each student is afforded the opportunity to be assessed with a measure for her/his abilities.
Para. 16 - Surgical and Chemical Interventions to Control the Behavior of Human Beings

The Council condemns the inappropriate use of surgical and chemical interventions to control the behavior of human beings. Although these procedures often simplify care and maintenance, the integrity of the individual must transcend any institution's desire for administrative convenience. The Council recognizes that in certain circumstances such interventions may be appropriate; however, they should never be used without the approval of the individual to be treated, or the individual's parents or guardians, or, in circumstances where the individual is a ward of the state, the approval of an appropriate review body before which the individual or his or her representatives are guaranteed all legal due-process rights.

Para. 17 - Policy on Physical Restraint and Seclusion Procedures in School Settings

The Council for Exceptional Children (CEC) recognizes access to the most effective educational strategies as the basic educational right of each child or youth with a disability. CEC believes that the least restrictive positive educational strategies should always be used to respect the child’s or youth’s dignity and that this especially pertains to the use of physical restraint and seclusion.

A physical restraint is defined as any method of one or more persons restricting another person’s freedom of movement, physical activity, or normal access to his or her body. It is a means for controlling that person’s movement, reconstituting behavioral control, and establishing and maintaining safety for the out-of-control individual, other individuals, and school staff. Physical restraints have been in widespread use across most human service, medical, juvenile justice, and education programs for a long period of time. While some have proposed physical restraint as a therapeutic procedure for some children and youth, this view has no scientific basis and is generally discredited. Today most schools or programs that employ physical restraint view it as an emergency procedure to prevent injury to the child or youth or others when a child or youth is in crisis.

Seclusion is the involuntary confinement of a child or youth alone in a room or area from which the child or youth is physically prevented from leaving. This includes situations where a door is locked as well as where the door is blocked by other objects or held closed by staff. Any time a child or youth is involuntarily alone in a room and prevented from leaving should be considered seclusion, regardless of the intended purpose or the names applied to this procedure and the place where the child or youth is secluded. Seclusion is often associated with physical restraint in that physical restraint is regularly used to transport a child or youth to a seclusion environment. However, seclusion may occur without employing physical restraint.

In addition, schools may employ a variety of environments that may not meet the definition of seclusion (confinement alone without immediate ability to leave), but which have at least some of the elements of seclusion. These might include detention rooms and in-school suspension rooms where children and youth may not be alone or where they are not technically prevented from leaving, although they may perceive that they are prevented from leaving.

CEC supports the following principles related to the use of physical restraint and seclusion procedures in school settings:

a. Behavioral interventions for children and youth must promote the right of all children and youth to be treated with dignity.

b. All children and youth should receive necessary educational and mental health supports and programming in a safe and least-restrictive environment.

c. Positive and appropriate educational interventions, as well as mental health supports, should be provided routinely to all children and youth who need them.

d. Behavioral interventions should emphasize prevention and positive behavioral supports.

e. Schools should have adequate staffing levels to effectively provide positive supports to children and youth and should be staffed with appropriately trained personnel.

f. All staff in schools should have mandatory conflict de-escalation training, and conflict de-escalation techniques should be employed by all school staff to avoid and defuse crisis and conflict situations.
g. All children and youth whose pattern of behavior impedes their learning or the learning
of others should receive appropriate educational assessment, including Functional
Behavioral Assessments. These should be followed by Behavioral Intervention Plans that
incorporate appropriate positive behavioral interventions, including instruction in
appropriate behavior and strategies to de-escalate their own behavior.

It is the policy of the Council for Exceptional Children that:

a. Physical restraint (excluding prone and supine restraint) or seclusion procedures should
   be used in school settings only when the physical safety of the child or youth or others is
   in immediate danger.

b. Mechanical or chemical restraint should never be used in school settings when their
   purpose is simply to manage or address child or youth behavior (other than by law
   enforcement or when children or youth require travel restraint in vehicles). Their use for
   other instructional purposes should be supervised by qualified and trained individuals in
   accordance with professional standards.

c. Neither restraint nor seclusion should be used as a punishment to force compliance or as
   a substitute for appropriate educational support.

d. All seclusion environments should be safe and humane and should be inspected at least
   annually, not only by fire or safety inspectors, but for programmatic implementation of
   guidelines and data related to its use.

e. Any child or youth in seclusion must be continuously observed by an adult both visually
   and aurally for the entire period of the seclusion. Occasional checks are not acceptable.

f. Guidelines or technical assistance documents are generally not adequate to regulate the
   use of these procedures, since abuses continue to occur in states or provinces where
   guidelines are in place and these guidelines have few mechanisms for providing oversight
   or correction of abuses. Policy is needed in the form of legislation or regulation.

g. Federal, state, and provincial legislation or regulations should:
   
   1. Recognize that restraint and seclusion procedures are emergency, not treatment,
      procedures.

   2. Require that preventive measures such as conflict de-escalation procedures be in
      place in schools where restraint or seclusion will be employed.

   3. Require that individualized emergency or safety plans are created for children or
      youth whose behavior could reasonably be predicted to pose a danger. If an
      emergency or safety plan is deemed necessary for a child or youth with a disability,
      that document should be created by the IEP team and may be appended to the child’s
      or youth’s IEP.

   4. Require that comprehensive debriefings occur after each use of restraint or seclusion
      and that reports of the incident are created including parental notification.

   5. Require that data on restraint and seclusion are reported to an outside agency such as
      the state or provincial department of education.

h. Any school that employs physical restraint or seclusion procedures should have a written
   positive behavior support plan specific to that program, pre-established emergency
   procedures, specific procedures and training related to the use of restraint and seclusion,
   and data to support the implementation of positive behavior supports and specific uses of
   restraint and seclusion in that environment.

i. Additional research should be conducted regarding the use of physical restraint and
   seclusion with children or youth across all settings.
Para. 18 - Corporal Punishment

The Council for Exceptional Children supports the prohibition of the use of corporal punishment in special education. Corporal punishment is here defined as a situation in which all of the following elements are present: an authority accuses a child of violating a rule and seeks from the child an explanation, whereupon a judgment of guilt is made, followed by physical contact and pain inflicted on the child. The Council finds no conditions under which corporal punishment so defined would be the treatment of choice in special education.

Para. 19 - Child Abuse and Neglect

The Council recognizes abused and neglected children as children with exceptionalities. As professionals concerned with the physical, emotional, and mental well-being of children, educators must take an active role in the protection of children from abuse and neglect. The Council reminds its members and citizens in general, of the availability of assault and battery statutes and calls upon its members to utilize such statutes when applicable in cases of child abuse. When child abuse occurs, swift action must be taken to report the incident and protect the child. Delays caused by not knowing what to do or failure to take action, contribute to the child's injury. Educators and related personnel are urged to learn how to recognize and report child abuse and neglect and to know the community resources for treating suspected cases.

Para. 20 - Managing Communicable and Contagious Diseases

Controlling the spread of communicable and contagious diseases within the schools has always been a problem faced by educators, the medical profession, and the public. Effective policies and procedures for managing such diseases in the schools have historically been developed by health agencies and implemented by the schools. These policies and procedures were primarily designed to manage acute, temporary conditions rather than chronic conditions which require continuous monitoring and remove children from interaction with other children while the condition is contagious or communicable.

Recent public awareness of chronic infectious diseases such as those with hepatitis B-virus, cytomegalovirus, herpes simplex virus, and HIV have raised concerns necessitating the reassessment or at least clarification of school policies and procedures. The Council believes that having a chronic infection does not in itself result in a need for special education. Further, The Council believes that schools and public health agencies should assure that any such infectious and communicable disease policies and procedures:

a. Do not exclude the affected child from the receipt of an appropriate education even when circumstances require the temporary removal of the child from contact with other children.

b. Provide that determination of a nontemporary alteration of a child's educational placement should be done on an individual basis, utilizing an interdisciplinary/interagency approach including the child's physician, public health personnel, the child's parents, and appropriate educational personnel.

c. Provide that decisions involving exceptional children's nontemporary alterations of educational placements or services constitute a change in the child's Individualized Education Program and should thus follow the procedures and protections required.

d. Recognize that children vary in the degree and manner in which they come into contact with other children and school staff.

e. Provide education staff with the necessary information, training, and hygienic resources to provide for a safe environment for students and educational staff.

f. Provide students with appropriate education about infectious diseases and hygienic measures to prevent the spread of such diseases.

g. Provide, where appropriate, infected children with education about the additional control measures that they can practice to prevent the transmission of the disease agent.

h. Enable educational personnel who are medically at high risk to work in environments which minimize such risk.
i. Provide educational personnel with adequate protections for such personnel and their families if they are exposed to such diseases through their employment.

The Council believes that special education personnel preparation programs should:

a. Educate students about infectious diseases and appropriate methods for their management.

b. Counsel students as to how to determine their level of medical risk in relation to certain diseases and the implications of such risk to career choice.

The Council believes that the manner in which policies for managing infectious diseases are developed and disseminated is important to their effective implementation. Therefore the following must be considered integral to any such process:

a. That they be developed through the collaborative efforts of health and education agencies at both the state, provincial and local levels, reflecting state, provincial and local educational, health and legal requirements.

b. That provision is made for frequent review and revision to reflect the ever-increasing knowledge being produced through research, case reports, and experience.

c. That policies developed be based on reliable identified sources of information and scientific principles endorsed by the medical and educational professions.

d. That such policies be understandable to students, professionals, and the public.

e. That policy development and dissemination be a continual process and disassociated from pressures associated with precipitating events.

Para. 21 - Career Education

Career education is the totality of experience through which one learns to live a meaningful, satisfying work life. Within the career education framework, work is conceptualized as conscious effort aimed at producing benefits for oneself and/or others. Career education provides the opportunity for children to learn, in the least restrictive environment possible, the academic, daily living, personal-social and occupational knowledge, and specific vocational skills necessary for attaining their highest levels of economic, personal, and social fulfillment.

The individual can obtain this fulfillment though work (both paid and unpaid) and in a variety of other social roles and personal lifestyles, including his or her pursuits as a student, citizen, volunteer, family member, and participant in meaningful leisure time activities.

Children with exceptionalities (i.e., those whose characteristics range from profoundly and severely disabled to those who are richly endowed with talents and/or intellectual giftedness) include individuals whose career potentials range from sheltered to competitive work and living arrangements. Children with exceptionalities require career education experiences which will develop to the fullest extent possible their wide range of abilities, needs, and interests.

It is the position of The Council that individualized appropriate education for children with exceptionalities must include the opportunity for every student to attain his or her highest level of career potential through career education experiences. Provision for these educational experiences must be reflected in an individualized education program for each exceptional child, which must include the following:

a. Nondiscriminatory, ongoing assessment of career interests, needs, and potentials which assures recognition of the strengths of the individual which can lead to a meaningful, satisfying career in a work oriented society. Assessment materials and procedures must not be discriminatory on the basis of race, sex, national origin, or exceptionality.

b. Career awareness, exploration, preparation, and placement experiences in the least restrictive school, living, and community environments that focus on the needs of the exceptional individual from early childhood through adulthood.

c. Specification and utilization of community and other services related to the career development of exceptional individuals (e.g., rehabilitation, transportation, industrial and business, psychological).
d. Involvement of parents or guardians and the exceptional student in career education planning.

Career education must not be viewed separately from the total curriculum. Rather, career education permeates the entire school program and even extends beyond it. It should be an infusion throughout the curriculum by knowledgeable teachers who modify the curriculum to integrate career development goals with current subject matter, goals, and content. It should prepare individuals for the several life roles that make up an individual's career. These life roles may include an economic role, a community role, a home role, an avocational role, a religious or moral role, and an aesthetic role. Thus, career education is concerned with the total person and his or her adjustment for community working and living.

Para. 22 - Treatment of Exceptional Persons in Textbooks

The Council proposes the following points as guidelines for early childhood, elementary, secondary, and higher education instructional materials so they more accurately and adequately reflect persons with exceptionalities as full and contributing members of society.

a. In print and non-print educational materials, 10% of the contents should include or represent children or adults with an exceptionality.

b. Representation of persons with exceptionalities should be included in materials at all levels (early childhood through adult) and in all areas of study.

c. The representation of persons with exceptionalities should be accurate and free from stereotypes.

d. Persons with exceptionalities should be shown in the least restrictive environment. They should be shown participating in activities in a manner that will include them as part of society.

e. In describing persons with exceptionalities, the language used should be nondiscriminatory and free from value judgments.

f. Persons with exceptionalities and persons without exceptionalities should be shown interacting in ways that are mutually beneficial.

g. Materials should provide a variety of appropriate role models of persons with exceptionalities.

h. Emphasis should be on uniqueness and worth of all persons, rather than on the differences between persons with and without exceptionalities.

i. Tokenism should be avoided in the representation of persons with exceptionalities.

Para. 23 – Technology

The Council for Exceptional Children recognizes that the appropriate application and modification of present and future technologies can improve the education of exceptional persons. CEC believes in equal access to technology and supports equal educational opportunities for technology utilization by all individuals. Present technologies include electronic tools, devices, media, and techniques such as (a) computers and microprocessors; (b) radio, television, and videodisc systems; (c) information and communication systems; (d) robotics; and (e) assistive and prosthetic equipment and techniques. The Council believes in exploring and stimulating the utilization of these technologies in school, at home, at work, and in the community.

CEC encourages the development of product standards and consumer education that will lead to the appropriate and efficient matching of technological applications to individual and local conditions. CEC recognizes the need to communicate market needs and market expectations to decision makers in business, industry, and government.

CEC supports the continuous education of professionals who serve exceptional individuals, through (a) collection and dissemination of state-of-the-art information, (b) professional development, and (c) professional preparation of personnel to perform educational and other services for the benefit of exceptional individuals.
Para. 24 - Students with Special Health Care Needs

The Council for Exceptional Children believes that having a medical diagnosis that qualifies a student as one with a special health care need does not in itself result in a need for special education. Students with specialized health care needs are those who require specialized technological health care procedures for life support and/or health support during the school day. The Council believes the policies and procedures developed by schools and health care agencies that serve students with special health care needs should: (1) not exclude a student from receipt of appropriate special education and related services; (2) not exclude a student from receipt of appropriate educational services in the least restrictive environment; (3) not require educational agencies to assume financial responsibility for non-educationally related medical services; (4) define clearly the type, nature, and extent of appropriate related services to be provided and the nature of the appropriate provider; (5) assure that placement and service decisions involve interdisciplinary teams of personnel knowledgeable about the student, the meaning of evaluation data, and placement options; (6) promote a safe learning environment, including reasonable standards for a clean environment in which health risks can be minimized for all involved; (7) provide assurance that health care services are delivered by appropriate and adequately trained personnel; (8) provide appropriate medical and legal information about the special health care needs of students for all staff; (9) provide appropriate support mechanisms for students, families, and personnel involved with students with special health care needs; and (10) provide appropriate and safe transportation.

The Council for Exceptional Children believes that special education personnel preparation and continuing education programs should provide knowledge and skills related to: (1) the nature and management of students with special health care needs; (2) exemplary approaches and models for the delivery of services to students with special health care needs; and (3) the importance and necessity for establishing support systems for students, parents/families, and personnel.

Recognizing that this population of students is unique and relatively small, The Council for Exceptional Children still believes that the manner in which policies are developed and disseminated related to students with special health care needs is critically important to effective implementation. In development of policy and procedure for this low-incidence population, the following must be considered integral to any such process: (1) that it be developed through collaborative efforts of health and education agencies at state, provincial, and local levels; (2) that it reflects federal, state, provincial, and local educational, health, and legal requirements; (3) that it provides for frequent review and revision of intervention techniques and programs as a result of new knowledge identified through research, program evaluation and monitoring, and other review mechanisms; (4) that policies are supported by data obtained from medical and educational professions; (5) that policy development is easily understandable by students, professionals, and the public at large; and (6) that policy development and dissemination should be a continual process and disassociated from pressures associated with precipitating events.

Para. 25 - Use of Interpreters or Transliterators for Individuals Who are Deaf/Hard of Hearing

CEC recognizes that an increasing number of students who are deaf/hard of hearing are being educated in the public schools. CEC impresses upon the education field the importance of using appropriately trained and qualified persons to interpret and transliterate for students who are deaf/hard of hearing. CEC opposes the practice of using non-related or non-certified individuals to interpret or transliterate in classrooms. Additionally, CEC opposes the notion that “one size fits all” when communication modes and languages are involved. Therefore, CEC supports the following statements.

1. The practice of spontaneously pulling non-professional persons from their regularly assigned duties to fulfill the role of interpreter/transliterator when appropriate training has not been provided should be avoided altogether.
2. School districts, agencies, private schools or other employers/users should exhaust all means of obtaining professional personnel who are competent in the mode of communication used by the students before seeking the assistance of interpreters/transliterators.
3. Individuals certified to assess the communication needs of students who are deaf/hard of hearing should be consulted to determine the appropriate mode or language needed by an individual child. Providing interpretation or transliteration in a mode or language not used by the child is equally as problematic as providing no interpretation/transliteration at all, and the average signer or oral interpreter is often not qualified to make this judgment.
4. Interpreters (from natural sign languages such as ASL or Auslan to the spoken form of the country in which that language is used and vice versa) and transliterators (from English-based sign system, Cued Speech, oral interpreters, and those who use any sign system designed to pattern the grammar of that country’s spoken language) should be trained and credentialed in their mode and language of communication along with training in special education procedures and guidelines, normal child development, and the roles and responsibilities of educational interpreters. Professionals using interpreters and transliterators also should receive training in the appropriate use of these individuals to maximize effective communication among professionals, students, and parents.

5. Competencies of interpreters and transliterators must be determined before using their services. Evaluations should be conducted by certified individuals, agencies or organizations from the community familiar with the mode, language, and needs of children and youth. Competencies should include, but are not limited to, high proficiency levels in the spoken language of the country and the target language (e.g., spoken English or Czech to ASL or CSL, spoken language such as Spanish to Cued Speech or oral transliteration), knowledge of the culture and linguistic nuances, including Deaf Culture and other cultures of other spoken languages; and knowledge of cross-cultural, gender, and generational differences and expectations.

6. Upon mastery of these competencies, a certification, approval, or rating system should be required to ensure that interpreters and transliterators possess the skills necessary for providing effective services.

CHAPTER 04
ADMINISTRATIVE AND FISCAL IDENTITY

Para. 1 - Responsibility Defined

Responsibility for administering special education programs should be clearly defined so that accountability for service effectiveness can be maintained.

In the administration of the special education system, it must be clarified (a) who is to be responsible for various functions and decisions and (b) what procedures can be developed to provide adequate protection of the individual child's rights. When services essential to the improvement of a child's condition are rendered under several administrative auspices, as is so often the case with children and youth with exceptionalities, which agent or agency is to be responsible for providing which aspects of treatment needs to be clearly defined at every level to produce the most effective outcomes for the child.

The major functions commonly assigned to administrators of special education programs include the following:

a. Establishing and maintaining effective ways of identifying children with special education needs.

b. Assessing the special needs of children to determine what kinds of special programs and services should be provided for them.

c. Planning and organizing an appropriate variety of interventions or program alternatives for children with exceptionalities.

d. Marshaling the resources needed to conduct a comprehensive program of special education.

e. Using direction, coordination, and consultation as required to guide the efforts of all those who are engaged in the special education enterprise.

f. Conducting evaluation and research activities to reflect new emphases and to incorporate new knowledge and constantly improve special instruction and the quality of special services.

g. Involving community representatives in planning programs to ensure their understanding and support.

h. Conducting programs for staff development, such as inservice or continuing education.
Para. 2 - Leadership

The Council urges state/provincial and local education agencies to develop administrative structures on a policy-making level and to staff such programs with professionally qualified personnel who can provide dynamic leadership. Creative leadership at all levels of government is imperative for the development and improvement of programs for children and youth with exceptionalities. For this reason, The Council supports efforts to improve the quality of leadership and administrative operations in all phases of educational endeavor.

Para. 3 - Administrative Hierarchy

Every school system should contain a visible central administrative unit for special education programs and services which is at the same administrative hierarchical level as other major instructional program units.

The parameters of regular and special education should be articulated so that children may be afforded equal educational opportunity through the resources of either or both instructional programs.

Such articulation should be achieved through sensitive negotiations between the responsible agents of both regular and special education who meet in full parity. To protect the rights of all children to equal educational opportunity, the policy-making bodies of school systems should include administrators of both regular and special education.

Programs to meet the needs of children with exceptionalities are no less important than those designed to meet the needs of other children. The importance of programs to meet human needs should not be judged on the basis of the number of clients the programs are expected to serve.

Para. 4 - Special Education and School Budgets

Success of all education programs is dependent on the provision of adequate funding. This is essentially true of programs for children and youth with exceptionalities. Often funding for such programs becomes buried in general budgeting procedures. In such cases, children and youth with exceptionalities do not have the opportunity to have their needs directly considered by the decision-making bodies of government. Therefore, The Council urges that efforts be undertaken to assure that budgetary provisions for children and youth with exceptionalities be clearly identified. The Council opposes general funding procedures that would circumvent direct aid to programs for children and youth with exceptionalities.

Since children with exceptionalities have the same rights to education as other children, the educational needs of children with exceptionalities cannot be delayed until the needs and service demands of the majority of children have been satisfied. Educational resources are always likely to be finite. The application of the principle of "the greatest good for the greatest number" to determine which children's needs shall be met first directly contradicts our democratic society's declared commitment to equal educational opportunity for all children. History confirms that the social injustices and ill effects that flow from the application of the majority-first principle to educational budgeting are too serious for this principle to be used in educational financing.

Children with exceptionalities constitute a minority of the school population. The programs serving them represent a comparatively high financial investment in relation to the numbers of children served. In some school systems, money allocated to special education is regarded as an alternative to the improvement of regular school programs. The climate of competitive interests thus produced can jeopardize the stability of special education services.

The interests of the community are ill served if competition for funds is conducted on the basis of special interests. What is needed, rather, is the cooperation of both regular and special educators to educate the public in the desirability of meeting the needs of all children without discrimination or favoritism.

There is every reason to believe that the public interest is best protected when the responsibility for the deployment of public resources is placed in the hands of persons who are qualified by training and experience to make the necessary judgments. Thus, special education should play an active role in determining how resources are to be allocated. However, the community has the ultimate responsibility to determine goals and to evaluate performance.
Resources should be allocated to special education on the basis of programs to be provided, not on the basis of traditional categorical incidence estimates.

The mandate to provide all children with equal educational opportunities requires that all educators, whether regular or special, be equally concerned with the funding of both regular and special education programs. No school system can fulfill the mandate if rivalries for dollars are permitted to supersede the needs of children.

CHAPTER 05
SPECIAL EDUCATION AND THE COMMUNITY OUTSIDE THE EDUCATION SYSTEM

Para. 1 - Liaison with Other Agencies and Organizations

Children and youth with exceptionalities and their families require the services of many agencies which deal with their various needs. In most cases, individual agency efforts can be made more effective through a cooperative interagency and interdisciplinary approach whereby special education has a primary function for liaison with other agencies and organizations. This approach will not only encourage a consistent effort on the part of all concerned with the child's education and development, but will provide for joint establishment of the priorities and respective responsibilities for meeting the child's needs. Public policy should be encouraged at the state, provincial, and federal levels for a coordinated approach to multifunded projects under one application procedure to ensure comprehensive services to the child. Such policies should support and facilitate intergovernmental cooperation as well as interagency linkage. The Council encourages policies which promote a coordinated approach to planning for the needs of children and youth with exceptionalities and which strengthen the relationships of special education to public and private agencies providing services. The Council at all levels should consistently support a coordinated effort.

Para. 2 - Public Participation

Administrative units at all levels of government responsible for providing leadership must have responsibility for developing policy regarding the education of children and youth with exceptionalities. However, such policy must reflect the thinking of all persons involved in the education of children and youth with exceptionalities. The Council believes that advisory committees can help government agencies assess problems, plan and set priorities, and develop and oversee policies regarding the education of children and youth with exceptionalities. The Council further believes that all policies involving education of children and youth with exceptionalities should be brought before recurring public and legislative scrutiny.

Para. 3 - The School and the Family

Parents must have access to all available necessary information in order to be able to make optimal decisions about the child's education and to fulfill the family's obligations to the child.

As a means of strengthening special education programs, the parents of children with exceptionalities and organized community groups should be given a responsible voice in educational policy formation and planning activities.

The primary consumers of educational services, the children, should not be ignored as a valuable resource in the evaluation of the organization and delivery of services.

As a means of strengthening the family in fulfilling its obligations to children with exceptional needs, the schools should provide educationally related counseling and family services. In cases of clear educational neglect, the schools, through qualified professional personnel, should make extraordinary arrangements for educational services.

Access includes making information available at convenient times and locations and providing information in the parent's native language or mode of communication whenever necessary.

Part. 4 - Private Sector

The private sector (nonprofit) has long played a significant role in the field of special education. The elements of the private sector (nonprofit) are varied and encompass the full gamut of levels
of educational programs and services from preschool education through higher education, research, demonstration projects, personnel training, technology, and the development and production of media and materials. Increasingly, a working relationship has developed between the public and private sectors (nonprofit) regarding children and youth with exceptionalities. The Council believes that private enterprise (nonprofit) can make major contributions to the development of adequate special education services. The Council urges cooperation between government and private enterprise (nonprofit) to meet the needs of children and youth with exceptionalities. The Council urges that legislation be flexible enough to allow administrative agencies to involve the private sector (nonprofit) in all aspects of program development.

The Council believes that the opportunity for all children to receive an education is a public responsibility, but that program operation of such services may be conducted in varied settings and through a variety of public and private (nonprofit) agencies. For this reason, The Council supports the development and provision of special services in both the public and private sectors (nonprofit) and the support for such services through public funds, under public control and supervision.

The Council believes that when children with exceptionalities receive their education in the private sector (nonprofit) as a matter of public policy, then the appropriate state public agency shall approve the education program and personnel in such facilities, certify that the program is appropriate to the child's educational needs and is provided at no expense to the child or his family, certify that the facility meets appropriate health and safety standards, and guarantee that all rights of children with exceptionalities and their families are maintained.

CHAPTER 06
COMMUNITY-BASED SERVICES

Para. 1 - Prerequisites

Significant nationwide trends, both to reduce the populations of institutions and to improve the services provided for those who are institutionalized, necessitate comprehensive public policies on community-based services. Numerous exceptional children and adults reside in institutions. The quantity and quality of educational and other service programs provided in these facilities vary greatly. Considerable evidence, however, has been collected demonstrating that many institutions for exceptional citizens have failed to meet the needs of their residents. Institutionalization, in many instances, has violated basic individual rights and fostered inhumane deprivation. Rights violated include the opportunity to live in a humane environment and be provided with individual programs of treatment designed to allow each person to develop to the greatest degree possible.

Despite public and professional awareness of deplorable institutional conditions, persons with exceptionalities who could not live in natural homes were routinely placed in institutions. Alternative service arrangements were usually not available and an implicit assumption was made that some persons with disabilities were incapable of growth. The lack of quality services and the stigma of negative attitudes must be changed.

The Council, recognizing the necessity for community-based services, maintains that the human services system must adhere to the principle of normalization to avoid destructive individual and societal consequences and adhere to the following prerequisites:

a. Central to a person's growth and dignity is a right to live within the community, with access to high quality and appropriate services.

b. A legal mandate with fixed responsibility must exist providing community services for all persons, including those now institutionalized.

c. The goal of community services is to assure the greatest developmental gains on the part of the individual through maximum flexibility in all services.

d. The ongoing process of normalizing the service system requires developing a continuum of community-based living environments and the selective use of the full range of services available to the entire community.

e. Multiple and diverse methods of safeguarding program quality are essential at every level of responsibility.
f. All programs provided to exceptional persons must include written standards governing service delivery.

g. When a state restricts an individual's fundamental liberty, it must adhere to the principle of least restrictive environment and, further, absolutely guarantee due process.

Para. 2 - Characteristics

A comprehensive community-based service system for exceptional persons should reflect the following characteristics:

a. Services must meet the needs of persons of all ages, must accommodate the problems of individuals possessing all degrees of disabilities, and be available when needed and where needed by the individual.

b. Services must be appropriately located in populous neighborhoods and should be compatible with the surrounding community.

c. Services must be based upon a systematic plan for continuity which interrelates with other established services.

d. Services must have a legally vested authority which enables the fixing of responsibility and accountability with implementation power.

e. Services must be designed to permit the placement of exceptional persons in high quality programs in the least restrictive environment.

f. Services must be economically sound in meeting human development needs.

Para. 3 - The Need for Flexibility and Development

Because of rapid changes and developments in the environmental factors that influence the characteristics of children and the conditions of their lives, special education should maintain a flexibility that permits it to adapt to changing requirements.

Some of the events and changes that have had major impact on special education in recent years are the following: a rubella epidemic, discovery of preventatives for retrolental fibroplasia, increasing numbers of premature births, increasing awareness of the deleterious effects of poverty and malnutrition, new techniques in surgical intervention, invention of individual electronic hearing aids, and adaptation of low-vision aids. Changes and developments in public health, medicine, technology, and social programs may have only a small total effect on school systems, but they frequently have major impacts on special education programs. Changes in one aspect of special education quickly are reflected in other aspects of the field as, for example, the rapid development of day school programs for children with exceptionalities which has been reflected in a more severely disabled population in residential schools.

Special educators must seek to be highly flexible in the provision of services and the use of technology and techniques to meet the changing needs of children with exceptionalities.

School administrators and special educators have particular responsibility for sustaining their professional awareness and development as a basis for changing programs to meet changing needs.

Para. 4 - Prevention of Handicapping Conditions

Increasing knowledge of the biological and social causes of many handicapping conditions now makes some conditions preventable. The Council believes that appropriate prenatal counseling and care and intervention services could prevent or reduce the severity of many handicapping conditions. Therefore, The Council believes that there should be substantial governmental attention and resources devoted to prevention and the amelioration of the impact of handicapping conditions including:

a. Research and development

b. Public awareness

c. Prenatal services
d. Child- and family-centered early intervention services

e. Family and parenting education and support programs for teenagers and other high-risk populations

f. Reduction of social and environmental factors that cause handicapping conditions

CHAPTER 07
EDUCATION OF THE GIFTED AND TALENTED

Para. 1 - Gifted and Talented Children as Exceptional Children

Special education for the gifted is not a question of advantage to the individual versus advantage to society. It is a matter of advantage to both. Society has an urgent and accelerated need to develop the abilities and talents of those who promise high contribution. To ignore this obligation and this resource is not only shortsighted but does violence to the basic concept of full educational opportunity for all.

Special educators should vigorously support programs for the gifted and talented as consistent with their concept of the need for special assistance for all children with exceptionalities. Such programs should reflect both the cognitive and non-cognitive needs of the gifted and talented.

Para. 2 - Identification

Gifted and talented children are those who are capable of high performance as identified by professionally qualified personnel. These children require different educational programs and/or services beyond those normally provided by the regular school program in order to realize their full potential in contribution to self and society.

Broad search and an early identification system for the identification of gifted and talented children within all sectors of the population should be the hallmark of an adequate educational system. Identification procedures should also reflect individual means of identifying children with general intellectual ability, specific academic abilities, leadership abilities, and abilities in the fine and performing arts.

Para. 3 - Delivery of Services

No single administrative plan or educational provision is totally appropriate for the gifted and talented. Certain administrative and instructional arrangements may provide settings in which the gifted and talented are likely to perform more adequately. In the final analysis, however, the task is one of accommodation to the needs of the individual.

New arrangements and new provisions must be utilized, including freedom to pursue interests which might not fit the prescribed curriculum, opportunities for open blocks of time, opportunities for consultation with persons and use of resources external to the classroom, and opportunities to bypass those portions of the curriculum which have been previously achieved by the individual. These kinds of arrangements must present options across all educational settings and procedures within all programs for the gifted and talented, whether in the regular classroom or in highly specialized situations.

Special education for the gifted and talented demands individualization within special programs in terms of student needs, as well as differentiation between programs for the gifted and talented and programs for other children and adults.

A program of special education for the gifted and talented should provide continuing and appropriate educational experiences from preschool into adult years.

Para. 4 - Preparation of School and Leadership Personnel

Special preparation is required for those educators who have either specific or general responsibilities for educating the gifted and talented. Teachers and other professional educators who work with the gifted and talented need special training in both program content and process skills. Such training should be recognized by appropriate certification in the case of teachers and should receive the general support of local, state, provincial, federal, and private interests.
Para. 5 - Demonstration Programs

The preparation of school personnel in the education of the gifted and talented should be carried out in settings which permit opportunities to examine relevant research and to observe innovative administrative provisions and exemplary instruction. This requires extensive library services, ongoing research or access to such research, and most importantly, centers in which teachers may observe and try out new styles of teaching appropriate to the education of the gifted and talented.

Special model or demonstration programs should be established to illustrate to educators and others the kind and range of innovative program efforts that are possible and effective in the education of gifted and talented students.

Para. 6 - Research and Development

Research and development resources should be focused on the needs of the gifted and talented in order to develop new methodologies and curricula and to allow educators and others to evaluate current and proposed methods.

Para. 7 - Parents and the Public

One responsibility of the special educator is to educate the parents of gifted and talented children concerning their children's needs and rights.

The educational needs of the gifted and talented also warrant planned programs of public information, particularly at the local community level. Special educators should accept these responsibilities as an important part of their professional involvement.

Para. 8 - Financial Support

Although programs for the gifted and talented can sometimes be initiated at relatively modest cost, it is important that funds for this purpose be earmarked at local, state or provincial, and national levels.

Principal expenditures should be directed toward the employment of leadership personnel, the development of methods and programs, and of particular importance at the local level, the preparation of persons for the support and implementation of such methods and programs in the schools.

The importance of optimal educational services for the gifted and talented merits the expenditure of funds in appropriate amounts toward this end by all levels of government as well as by other sources.

CHAPTER 08
ETHNIC AND MULTICULTURAL GROUPS

Para. 1 - Preamble

The Council believes that all policy statements previously adopted by CEC related to children with and without exceptionalities, as well as children with gifts and talents, are relevant and applicable to both minority and nonminority individuals. In order to highlight concerns of special interest to members of ethnic and multicultural groups, the following policy statements have been developed:

Para. 2 - Ethnicity and Exceptionality

The Council recognizes the special and unique needs of members of ethnic and multicultural groups and pledges its full support toward promoting all efforts which will help to bring them into full and equitable participation and membership in the total society.

Para. 3 - Identification, Testing, and Placement

The Council supports the following statements related to the identification, testing, and placement of children from ethnic and multicultural groups who are also exceptional.

a. Child-find procedures should identify children by ethnicity as well as type and severity of
exceptionality or degree of giftedness.

b. Program service reporting procedures should identify children by ethnicity as well as exceptionality or degree of giftedness.

c. All testing and evaluation materials and methods used for the classification and placement of children from ethnic and multicultural groups should be selected and administered so as not to be racially or culturally discriminatory.

d. Children with exceptionalities who are members of ethnic and multicultural groups should be tested in their dominant language by examiners who are fluent in that language and familiar with the cultural heritage of the children being tested.

e. Communication of test results with parents of children from ethnic and multicultural groups should be done in the dominant language of those parents and conducted by persons involved in the testing or familiar with the particular exceptionality, fluent in that language, and familiar with the cultural heritage of those parents.

All levels of government should establish procedures to ensure that testing and evaluation materials and methods used for the purpose of classification and placement of children are selected and administered so as not to be linguistically, racially, or culturally discriminatory.

Para. 4 - Programming and Curriculum Adaptation

The Council supports the following statements related to programming and curriculum adaptation for children from ethnic and multicultural groups:

a. Long-term placement should be avoided unless students are reevaluated at prescribed intervals by individuals qualified in assessing such students with the most appropriate culture-free assessment instruments available.

b. All school districts should take necessary steps to ensure that both students and their parents fully comprehend the implications of and the reasons for proposed programming decisions, including the mature and length of placement. Parents should be fully involved in the decision-making process.

c. Culturally appropriate individualized education programs should be designed which include the child's present level of educational performance, annual goals, short-term objectives, and specific educational services to be provided.

d. It is of utmost importance to identify children's relative language proficiency so that language-appropriate special education programs may be provided (e.g., bilingual special education and special education programs incorporating English-as-a-Second-Language instruction).

e. Children with exceptionalities who are members of ethnic and multicultural groups should have access to special cultural and language programs provided to non-exceptional group members, with the necessary program adaptations to make the program beneficial to the exceptional child or youth.

f. Culturally appropriate educational materials should be readily available in ample quantity so that all students, including those from ethnic and multicultural groups, may benefit from their content.

g. Curriculum should be adapted or developed to meet the unique needs of children from all cultural groups. Curriculum should include a multicultural perspective which recognizes the value of diverse cultural traditions to society as well as the contributions of all cultural groups of American and Canadian society.

h. It is critical for teachers to recognize individual language and cultural differences as assets rather than deficits. Furthermore, those assets should be utilized to enhance education for all children, including those from ethnic and multicultural groups.
Para. 5 - Technical Assistance and Training

Special and unique concerns of Council members from ethnic and multicultural groups which are related to technical assistance, training, and services will receive the attention and support of the Special Assistant to the Executive Director for Ethnic and Multicultural Concerns.

Para. 6 - Special Projects

a. The Council will continue its interests in projects that meet the needs and concerns of all its membership. Furthermore, The Council will actively search for projects that include special concerns of members from ethnic and multicultural groups.

b. Projects that include special and unique concerns of members from ethnic and multicultural groups to be considered for development and implementation will receive the combined attention and support of various Council staff and the Special Assistant to the Executive Director for Ethnic and Multicultural Concerns.

c. All projects of The Council will include opportunities for perspective and participation by ethnic and multicultural groups in formulation, implementation, and evaluation phases.

Para. 7 - Cooperation with Organizations, Disciplines, and Individuals

a. The Council will support efforts to explore with other organizations mutual concerns and issues related to ethnic and multicultural children and their families. In the process, The Council will take care not to intervene in the internal affairs of any of the other organizations.

b. The Council will support efforts to work cooperatively with other organizations in activities and services related to children with exceptionalities from ethnic and multicultural groups and their families.

Para. 8 - Use of Interpreters/Translators for Culturally and Linguistically Diverse Individuals (Other than Hard of Hearing)

a. The practice of spontaneously pulling non-professional bilingual persons from their regularly assigned duties to fulfill the role of interpreter/translator when appropriate training has not been provided should be avoided altogether.

b. School districts, agencies, private schools or other employers/users should exhaust all means of obtaining professional personnel who are bilingual before seeking the assistance of interpreters/translators.

c. If the use of interpreters/translators is the only alternative, training should be provided in the briefing, interaction and debriefing processes on interpreting/translating, and in special education procedures and guidelines.

d. Professionals in organizations using interpreters/translators should also be trained in the appropriate use of these personnel to maximize effective communication among professionals, students and parents.

e. Competencies of interpreters/translators must be determined before using their services. Competencies should include, but are not limited to, high proficiency levels in English and the target language; knowledge of cultural and linguistic nuances; knowledge of cross-cultural, gender, and generational differences and expectations.

f. Upon mastery of the competencies, certification or rating through an approved system should be required to ensure that interpreters/translators possess the skills necessary for providing effective services.

CHAPTER 09
SPECIAL EDUCATION'S RESPONSIBILITIES TO ADULTS WITH DISABILITIES

Para. 1 - Preamble

The Council believes that most students can learn to become contributing citizens, family members, employees, learners, and active participants in meaningful vocational, recreational,
and leisure pursuits. We believe, therefore, that it is an important purpose of education to assist students in the attainment of such outcomes. Further, we believe that education from early childhood through adult education should focus on assuring that students with exceptionalities attain such outcomes.

Para. 2 - Collaborative Responsibilities

In order to assist students with exceptionalities to become productive workers and independent adults, special education should work in collaboration with adult service agencies to influence the provision of needed services from such agencies. Collaboration should include:

a. Working with postsecondary vocational/technical institutions, adult education, rehabilitation, and independent living centers that assess, train, and place persons with exceptionalities in meaningful work situations.

b. Interaction and collaboration to provide relevant information to agencies and organizations that will assist them to conduct job site assessments, training follow-up, and continuing training or education for persons with exceptionalities.

c. Assisting appropriate special educators to become knowledgeable about their community’s labor market needs and build close working relationships and partnerships with the business and industrial sector so that receptivity toward potential employees with exceptionalities is increased.

d. Promotion of adult and continuing education and literacy service opportunities for adults with exceptionalities.

e. Conducting systematic follow-up studies on former students so that curriculum and instruction can be appropriately modified to be responsive to employment and independent living needs.

f. Advocating the elimination of attitudinal and physical barriers which reduce the ability of these individuals to fully participate in society and increase vocational, recreational, and leisure opportunities.

g. Supporting the participation of special educators on advisory committees and in staff development and inservice training programs of agencies, organizations, and the business and industrial sector that address the needs of adults with exceptionalities and how they can be met.

h. Promoting an early close working relationship with adult service agency personnel, so secondary students can be provided more successful transition from school to adult life, and advocating for the provision of needed adult services by these agencies.
## Professional Standards and Practice

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Para. 1 - Right to Quality Instruction

The quality of educational services for children and youth with exceptionalities resides in the abilities, qualifications, and competencies of the personnel who provide the services. There is a serious deficit in the present availability of fully qualified personnel able to extend such services. This lack of competent personnel seriously hampers efforts to extend educational services to all children and youth with exceptionalities. There is a need to investigate new modes for evaluation of professional competence in the desire to accelerate the process of training effective professionals and paraprofessionals in significant numbers to meet the needs of the field. The Council affirms the principle that, through public policy, each student with an exceptionality is entitled to instruction and services by professionally trained and competent personnel. In addition, there is a need for new and appropriate training patterns which allow for broadening the role of special educators in a variety of settings to work in teams with other educators and children and youth with exceptionalities and for training the necessary supportive and ancillary personnel.

Para. 2 - Continuing Professional Development

As standards, practice, policy, and service delivery systems change, employing education agencies have a responsibility to assure that all professionals and others involved in the education of individuals with exceptionalities have the requisite knowledge and skills. Accordingly, CEC believes that both general and special education teachers and administrators, and other ancillary staff must have access to state-of-the-art knowledge and documented effective practices designed for students with exceptionalities. Therefore, access to the evolving knowledge base of effective practice is essential to maintaining programs that can respond to the needs of all students with exceptionalities. To this end, CEC calls upon the federal government and professional associations, states/provinces, local school districts, institutions of higher education, and other relevant entities to commit the necessary resources to professional development programs that are grounded in adult learning principles and reflect professional standards for continuing education.

Because effective special education is dependent on the continuous improvement of what special educators know and are able to do, CEC believes that all special education professionals must be committed to and engage in ongoing professional development that advances their practice. We further believe that professionals must have the opportunity to acquire knowledge and skills through a broad array of venues, including, but not limited to, institutions of higher education, professional associations, state/provincial education agencies, and local school districts. We further encourage collaboration among all of these entities in designing and implementing high quality professional development. Employing agencies must provide resources, including release time, to enable each special educator to engage in continuing professional development throughout her/his career. We further believe that employers and professional organizations should recognize and reward special education professionals for improving their knowledge and skills.

Para. 3 - Federal Role in Personnel Preparation

Through legislation, the federal government has played a dominant role in supporting initial efforts to prepare personnel for educating children and youth with exceptionalities. The Council believes that the federal government should continue and expand its efforts to train high-level leadership personnel, assist through leadership and financial support the development of agencies to prepare personnel, and conduct research in new systems of preparing and utilizing personnel and meeting personnel needs. Definitive data are needed concerning personnel utilization and retention and other factors of personnel usage.
Para. 4 - State, Provincial, and Local Role in Personnel Preparation

In recent years, state, provincial, and local governments, in order to improve professional competencies, have made greater efforts to support formal training programs in colleges and universities and facilitate inservice and workshop efforts. The Council believes that such activities should be increased and that greater state, provincial, and local financial support should be given to their development and operation. The Council advocates extension of state, provincial, and federal funding to new and emerging special education services.

Para. 5 - National Recruitment

Further efforts need to be undertaken to develop a national program to attract more qualified and motivated individuals into the field of special education. Such a program should include efforts to recruit more members from ethnic and multicultural groups into the field and to provide employment opportunities for those persons trained. The Council believes that such a program must be conducted through national leadership with full involvement and participation of all levels of government and professional organizations. It is only through such a well coordinated effort in recruitment that the field's needs for qualified and motivated personnel can ever be met.

Para. 6 - Responsibility of Higher Education

Colleges and universities have an obligation to develop and coordinate their resources in support of programs for exceptional children. The obligation comprises a number of factors:

a. To provide through scholarly inquiry an expanded knowledge base for special education programs.

b. To provide training for various professional and paraprofessional personnel needed to conduct programs for students with exceptionalities.

c. To cooperate in the development and field testing of innovative programs.

d. To provide for the coordinated development of programs across disciplines and professions so that training and service models are congruent with emerging models for comprehensive community services.

e. To provide all students, whether or not they are in programs relating specifically to children with exceptionalities, a basis for understanding and appreciating human differences.

f. To exemplify in their own programs of training, research, and community service--and even in their architecture--a concern for accommodating and upgrading the welfare of handicapped and gifted persons.

g. To cooperate with schools, agencies, and community groups in the creation and maintenance of needed special education programs.

Para. 7 - Government Role in Research

The Council recommends additional federal funding to bring about effective coordination of services and research efforts in order to provide a national information service encompassing curriculum methods and education technology. Funds from all levels of government should be made available for the development of more effective information and dissemination services. To facilitate more effective dissemination, an interchangeable coding and retrieval system compatible with educational enterprises and disciplines should be established across organization, agency, and government lines. Considering the exceptional child, through the teacher, as the ultimate recipient of services, The Council believes that information and dissemination systems should be coordinated so that a concerted and unified thrust is possible. Such systems should not be unique to geographic areas but national in scope.
Para. 8 - Dissemination of Research

The Council sees research and its dissemination as inextricably interrelated. No longer can these two functions be considered as separate entities if children and youth with exceptionalities are to benefit from such enterprises. The Council recommends that all government funded research projects include a means for dissemination that will contribute toward upgrading the instruction of children and youth with exceptionalities.

The Council strongly recommends that government-approved dissemination activities be provided for separately in the federal education budget and not subsumed under some other priority. Further, it is recommended that dissemination not only include information delivery, but also include the identification and implementation of better educational practices and a process to train school personnel in the implementation of the improved practices and procedures.

A coordinating process for such a system is mandatory in order to identify, redirect, and deliver information among the various parts of the system. The goal is to constantly survey the information needs of multiple audiences; inform appropriate agencies who can develop materials, methods, programs, and strategies to meet those needs; inform users of worthwhile and proven resources; and encourage their implementation.

Para. 9 - Focus of Research

The Council believes that greater emphasis needs to be given to improving educational methods and curriculum for children and youth with exceptionalities. It is suggested that government agencies give particular attention to applied educational research which would provide for the empirical evaluation of educational materials, analysis of teacher-pupil interaction, efficacy of media and technology as they relate to the instructional process, and development and evaluation of innovative instructional methods for children and youth with exceptionalities.

Equally important, as has been learned from the developing fields associated with the education of exceptional children, is the belief that research must be conducted regarding how the human service delivery system can be made available to formerly institutionalized persons with exceptionalities. The Council believes that such research should be highly programmatic in nature and should clearly focus on the development of new policies and approaches for the delivery and evaluation of needed and provided services. At a minimum, such research must focus upon the implementation and continuous evaluation of the utilization of the individualized educational program.

Para. 10 - Preparation of Personnel for Exceptional Children from Ethnic and Multicultural Groups

The Council supports the following personnel preparation policy recommendations to assist teachers and other professional personnel to improve their skills in meeting the needs of children from ethnic and multicultural groups:

a. Teachers and college faculty members and others who provide training should include information about the diversity of cultural and linguistic differences in their preservice and inservice training programs.

b. Professional personnel should be required to receive training in adapting instruction to accommodate children with different learning styles who are members of ethnic and multicultural groups.

c. College and university preservice training programs should include clinical, practicum, or other field experiences with specific focus on learning about exceptional children from ethnic and multicultural groups.
Para. 11 - High Stakes Assessment of Professional Knowledge, Skill, and Dispositions

It is the Council for Exceptional Children’s (CEC) policy that, in determining an individual's professional competence, multiple measures rather than a single test score shall be used in the decision making process to enhance the validity and reliability of decisions related to content and pedagogical competence. As a minimum assurance of fairness, when a test is used as part of the decision making process, the individual should be provided multiple opportunities to pass the test. If there is credible evidence that a test score may not accurately reflect the individual’s level of performance, the agency shall provide an alternative means by which the individual may demonstrate performance relative to professional standards.

Background: CEC recognizes the important role that standardized assessments play in documenting teacher competence to ensure that all children are provided with effective teachers. Developments in national, state and provincial policy are moving toward more rigorous assessment and accountability systems for teachers, most notably through provisions such as NCLB. CEC endorses various countries’ efforts to ensure that students with exceptional needs are guaranteed well-prepared teachers.

However, CEC is concerned by the growing reliance of policy makers on use of a single high stakes test to make critical decisions about educators’ professional competence. Several states in the United States have already adopted policies that permit individuals with a bachelor’s degree, but no training in special education, to be fully licensed in special education if they achieve a passing score on a single test. NCLB includes a provision that defines a “highly qualified teacher” as one who passes a single test. Teaching is a complex activity. None of the currently available tests adequately assesses prospective special education teachers in both content and pedagogy. The use of a single test also raises serious validity issues and could have a negative impact on otherwise qualified persons. There is consensus in the teaching community that high stakes decisions should never rest on a single test score.

CHAPTER 02
PROFESSIONAL STANDARDS, RIGHTS, AND RESPONSIBILITIES

Para. 1 - Preamble

As public awareness increases and public policies expand, new sets of conditions are created under which professionals in special education must function. While such awareness and policies may be powerful forces for improvement in the field, they do not of themselves deliver appropriate education to persons with exceptionalities. Effective education for persons with exceptionalities is also dependent upon qualified professionals who work under appropriate standards and conditions and are able to ensure their own professional rights and responsibilities.

Professionals must be adequately prepared and have a supportive environment which enables them to meet new demands. As advocates for persons with exceptionalities they must have the right to be responsive to and responsible for the vulnerable persons whom they serve. Finally, professionals must continually advance the knowledge, skills, behaviors, and values that make up the collective basis for practice and decision making for those working in the field. The combined energies of the profession and The Council for Exceptional Children are needed to accomplish these goals.

Therefore, The Council believes that professionals practicing in the field should be able to do so according to recognized standards of practice and professional ethical principles; and that only persons qualified to provide special educational services should be eligible for employment in instructional, administrative, and support roles in programs serving persons with exceptionalities.

For these reasons, The Council is committed to the development, promotion, and implementation of standards of preparation and practice, professional ethical principles, and appropriate certification and/or licensure in order to continue its leadership role in supporting professionals who serve persons with exceptionalities.
Para. 2 - Special Education Professional Ethical Principles

Professional special educators are guided by the CEC professional ethical principles and practice standards in ways that respect the diverse characteristics and needs of individuals with exceptionalities and their families. They are committed to upholding and advancing the following principles:

A. Maintaining challenging expectations for individuals with exceptionalities to develop the highest possible learning outcomes and quality of life potential in ways that respect their dignity, culture, language, and background.

B. Maintaining a high level of professional competence and integrity and exercising professional judgment to benefit individuals with exceptionalities and their families.

C. Promoting meaningful and inclusive participation of individuals with exceptionalities in their schools and communities.

D. Practicing collegially with others who are providing services to individuals with exceptionalities.

E. Developing relationships with families based on mutual respect and actively involving families and individuals with exceptionalities in educational decision making.

F. Using evidence, instructional data, research and professional knowledge to inform practice.

G. Protecting and supporting the physical and psychological safety of individuals with exceptionalities.

H. Neither engaging in nor tolerating any practice that harms individuals with exceptionalities.

I. Practicing within the professional ethics, standards, and policies of CEC; upholding laws, regulations, and policies that influence professional practice; and advocating improvements in laws, regulations, and policies.

J. Advocating for professional conditions and resources that will improve learning outcomes of individuals with exceptionalities.

K. Engaging in the improvement of the profession through active participation in professional organizations.

L. Participating in the growth and dissemination of professional knowledge and skills.

Para. 3 – Special Education Professional Practice Standards (approved October 2011)

Teaching and Assessment

Special Education Professionals:

1. Systematically individualize instructional variables to maximize the learning outcomes of individuals with exceptionalities

2. Identify and use evidence-based practices that are appropriate to their professional preparation and are most effective in meeting the individual needs of individuals with exceptionalities.
3. Use periodic assessments to accurately measure the learning progress of individuals with exceptionalities, and individualize instruction variables in response to assessment results.

4. Create safe, effective, and culturally responsive learning environments which contribute to fulfillment of needs, stimulation of learning, and realization of positive self-concepts.

5. Participate in the selection and use of effective and culturally responsive instructional materials, equipment, supplies, and other resources appropriate to their professional roles.

6. Use culturally and linguistically appropriate assessment procedures that accurately measure what is intended to be measured, and do not discriminate against individuals with exceptional or culturally diverse learning needs.

7. Only use behavior change practices that are evidence-based, appropriate to their preparation, and which respect the culture, dignity, and basic human rights of individuals with exceptionalities.

8. Support the use of positive behavior supports and conform to local policies relating to the application of disciplinary methods and behavior change procedures, except when the policies require their participation in corporal punishment.

9. Refrain from using aversive techniques unless the target of the behavior change is vital, repeated trials of more positive and less restrictive methods have failed, and only after appropriate consultation with parents and appropriate agency officials.

10. Do not engage in the corporal punishment of individuals with exceptionalities.

11. Report instances of unprofessional or unethical practice to the appropriate supervisor.

12. Recommend special education services necessary for an individual with an exceptional learning need to receive an appropriate education.

Professional Credentials and Employment

Special Education Professionals:

1. Represent themselves in an accurate, ethical, and legal manner with regard to their own knowledge and expertise when seeking employment.

2. Ensure that persons who practice or represent themselves as special education teachers, administrators, and providers of related services are qualified by professional credential.

3. Practice within their professional knowledge and skills and seek appropriate external support and consultation whenever needed.

4. Provide notice consistent with local education agency policies and contracts when intending to leave employment.

5. Adhere to the contracts and terms of appointment, or provide the appropriate supervisor notice of professionally untenable conditions and intent to terminate such employment, if necessary.

6. Advocate for appropriate and supportive teaching and learning conditions.

7. Advocate for sufficient personnel resources so that unavailability of substitute teachers or support personnel, including paraeducators, does not result in the denial of special education services.

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1 Throughout these standards, wherever “culture” and its derivatives are used, it means the sum of a group’s socially transmitted behavior patterns, thoughts and experiences, and its perceptions, values and assumptions about living that influence behavior and how those emerge with interactions and communications with other cultures.
8. Seek professional assistance in instances where personal problems interfere with job performance.

9. Ensure that public statements made by professionals as individuals are not construed to represent official policy statements of an agency.

10. Objectively document and report inadequacies in resources to their supervisors and/or administrators and suggest appropriate corrective action(s).

11. Respond objectively and non-discriminatively when evaluating applicants for employment including grievance procedures.

12. Resolve professional problems within the workplace using established procedures.

13. Seek clear written communication of their duties and responsibilities, including those that are prescribed as conditions of employment.

14. Expect that responsibilities will be communicated to and respected by colleagues, and work to ensure this understanding and respect.

15. Promote educational quality and actively participate in the planning, policy development, management, and evaluation of special education programs and the general education program.

16. Expect adequate supervision of and support for special education professionals and programs provided by qualified special education professionals.

17. Expect clear lines of responsibility and accountability in the administration and supervision of special education professionals.

Professional Development

Special Education Professionals:

1. Maintain a personalized professional development plan designed to advance their knowledge and skills, including cultural competence, systematically in order to maintain a high level of competence.

2. Maintain current knowledge of procedures, policies, and laws relevant to practice.

3. Engage in the objective and systematic evaluation of themselves, colleagues, services, and programs for the purpose of continuous improvement of professional performance.

4. Advocate that the employing agency provide adequate resources for effective school-wide professional development as well as individual professional development plans.

5. Participate in systematic supervised field experiences for candidates in preparation programs.

6. Participate as mentors to other special educators, as appropriate.
Professional Colleagues

Special Education Professionals:

1. Recognize and respect the skill and expertise of professional colleagues from other disciplines as well as from colleagues in their own disciplines.

2. Strive to develop positive and respectful attitudes among professional colleagues and the public toward persons with exceptional learning needs.

3. Collaborate with colleagues from other agencies to improve services and outcomes for individuals with exceptionalities.

4. Collaborate with both general and special education professional colleagues as well as other personnel serving persons with exceptional learning needs to improve outcomes for individuals with exceptionalities.

5. Intervene professionally when a colleague’s behavior is illegal, unethical, or detrimental to individuals with exceptionalities.

6. Do not engage in conflicts of interest.

Paraeducators

Special Education Professionals:

1. Assure that special education paraeducators have appropriate training for the tasks they are assigned.

2. Assign only tasks for which paraeducators have been appropriately prepared.

3. Provide ongoing information to paraeducators regarding their performance of assigned tasks.

4. Provide timely, supportive, and collegial communications to paraeducators regarding tasks and expectations.

5. Intervene professionally when a paraeducator’s behavior is illegal, unethical, or detrimental to individuals with exceptionalities.

Parent & Families

Special Education Professionals:

1. Use culturally appropriate communication with parents and families that is respectful and accurately understood.

2. Actively seek and use the knowledge of parents and individuals with exceptionalities when planning, conducting, and evaluating special education services and empower them as partners in the educational process.

3. Maintain communications among parents and professionals with appropriate respect for privacy, confidentiality, and cultural diversity.

4. Promote opportunities for parent education using accurate, culturally appropriate information and professional methods.
5. Inform parents of relevant educational rights and safeguards.

6. Recognize and practice in ways that demonstrate respect for the cultural diversity within the school and community.

7. Respect professional relationships with students and parents, neither seeking any personal advantage, nor engaging in inappropriate relationships.

Research

Special Education Professionals:

1. Do not knowingly use research in ways that mislead others.

2. Actively support and engage in research intended to improve the learning outcomes of persons with exceptional learning needs.

3. Protect the rights and welfare of participants in research.

4. Interpret and publish research results with accuracy.

5. Monitor unintended consequences of research projects involving individuals with exceptionalities, and discontinue activities which may cause harm in excess of approved levels.

6. Advocate for sufficient resources to support long term research agendas to improve the practice of special education and the learning outcomes of individuals with exceptionalities

Case Management

Special Education Professionals:

1. Maintain accurate student records and assure that appropriate confidentiality standards are in place and enforced.

2. Follow appropriate procedural safeguards and assist the school in providing due process.

3. Provide accurate student and program data to administrators, colleagues, and parents, based on efficient and objective record keeping practices.

4. Maintain confidentiality of information except when information is released under specific conditions of written consent that meet confidentiality requirements.

5. Engage in appropriate planning for the transition sequences of individuals with exceptionalities

Non-Educational Support

Special Education Professionals:

1. Perform assigned specific non-educational support tasks, such as administering medication, only in accordance with local policies and when written instructions are on file, legal/policy information is provided, and the professional liability for assuming the task is disclosed.
2. Advocate that special education professionals not be expected to accept non-educational support tasks routinely.

Para. 4 - Standards for the Preparation of Special Education Personnel

4.1 Program Recognition

a. Programs preparing individuals for entry level or advanced special education professional roles shall adhere to CEC’s professional standards, by seeking CEC’s official recognition through the evidence-based process of program review.

b. Program review includes examination of evidence to document quality practice in:

(1) Conceptual Framework. Programs have a conceptual framework that establishes the programs vision and its relationship to the programs components and curricula.

(2) Candidate Content, Pedagogical, and Professional Knowledge, Skills, And Dispositions

   i. Content Standards. Programs ensure that prospective special educators have mastered the CEC Special Education Content Standards for their respective roles.

   ii. Liberal Education. Programs ensure that prospective special educators have a solid grounding in the liberal curricula ensuring proficiency in reading, written and oral communications, calculating, problem solving, and thinking.

   iii. General Curriculum.

      (a) Programs ensure that prospective special educators possess a solid base of understanding of the general content area curricula i.e., math, reading, English/language arts, science, social studies, and the arts, sufficient to collaborate with general educators in:

         • Teaching or collaborative teaching academic subject matter content of the general curriculum to students with exceptional learning needs across a wide range of performance levels.

         • Designing appropriate learning and performance accommodations and modifications for students with exceptional learning needs in academic subject matter content of the general curriculum.

      (b) Programs preparing special educators for secondary level practice and licensure in which the teachers may assume sole responsibility for teaching academic subject matter classes, ensure that the prospective special educators have a subject matter content knowledge base sufficient to assure that their students can meet state curriculum standards.

(3) Assessment System and Program Evaluation. Programs have an assessment system to collect and analyze data on the applicant qualifications, candidates and graduate performance, and program operations sufficient to evaluate and improve the program.

(4) Field Experiences and Clinical Practice. Programs with their school partners have designed, implemented, and evaluated field experiences and clinical practica sufficient for prospective special educators to develop and apply knowledge, skills, and dispositions essential to the roles for which they are being prepared.

(5) Diversity. Program with their school partners have designed, implemented, and evaluated curriculum and experiences sufficient for prospective special educators to develop and apply their knowledge, skills, and dispositions necessary to help all students learn. The curricula and experiences include working with diverse faculty, candidates, and P-12 exceptional students.

(6) Faculty Qualification, Performance, and Development. The program faculty is qualified and model best professional practice in their scholarship, service, and teaching.

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1 As used the phrase, “academic subject matter content of the general curriculum”, means the content of the general curriculum including math, reading, English/language arts, science, social studies, and the arts. It does not per se include the additional specialized knowledge and skill that special educators must possess in areas such as reading, writing, and math.
Para. 5 - Standards for Entry Into Professional Practice

a. Requirements for professional practice should be sufficiently flexible to provide for the newly emerging and changing roles of special education professionals and to encourage experimentation and innovation in their preparation.

b. CEC and its divisions should be the lead organizations in establishing minimum standards for entry into the profession of special education. CEC should develop and promote a model that requires no less than a bachelor’s degree which encompasses the knowledge and skills consistent with entry level into special education teaching.

c. Each new professional in special education should receive a minimum of a one-year mentorship, during the first year of his/her professional special education practice in a new role. The mentor should be an experienced professional in the same or a similar role, who can provide expertise and support on a continuing basis.

d. State and provincial education agencies should adopt common knowledge and skills as a basis for providing reciprocity for approval of professional practice across state and provincial lines.

e. Approval of individuals for professional practice in the field of special education should be for a limited period of time with periodic renewal.

f. There should be a continuum of professional development for special educators. The continuum for special education teachers should include at a minimum:

   (1) Knowledge and skills required to practice as a teacher in a particular area of exceptionality/age grouping (infancy through secondary).
   (2) Knowledge and skills required to excel in the instruction of a particular area of exceptionality/age group (infancy through secondary).

g. Each professional in the field of educating individuals with exceptionalities shall participate an average of 36 contact hours (or an average of 3.6 CEUs) each year of planned, organized, and recognized professional development activities related to the professional’s field of practice. Such activities may include a combination of professional development units, continuing education units, college/university coursework, professional organization service (e.g., CEC state and provincial units, chapters, divisions, subdivisions, and caucuses), professional workshops, special projects, or structured discussions of readings from the professional literature. Employing agencies should provide resources to enable each professional’s continuing development.
SECTION FOUR - Part 1

GLOSSARY

The following definitions are for clarification of terms used in the CEC Constitution and Bylaws and Articles of Incorporation.

ACT - The passage of a motion (or resolution) which results in policy, regulation or authorization.

ADMINISTRATIVE YEAR - The twelve consecutive months which constitute the fiscal year of CEC.

AFFILIATE - An organization accepted in a close working relationship under the auspices of another with no organizational integration between them and with no sacrifice of autonomy by either.

ALTERNATE REPRESENTATIVE - A unit's second choice of representative to represent it in the Assembly if circumstances prevent either or both of the two elected representatives from attending the meeting of the Assembly.

APPOINTIVE BODIES - All committees and other like bodies with a majority of appointed members in contrast to those possessing a majority of elected and/or ex-officio members.

ASSEMBLY or RA - The Representative Assembly of The Council.

BOARD or BOD - The Board of Directors of The Council.

BUSINESS PLAN - The financial plan for the organization for a set period of time developed by the Finance and Audit Standing Committee and the Board of Directors.

CAUCUS - A meeting of any group of delegates to discuss the material of, and to poll reaction on a given issue that is before the Assembly, or a meeting of a related group of members such as the Black Caucus or the Interdivisional Caucus (IDC).

CHAIR - The designated group head or presider.

CHAPTER - A local unit that meets the membership, program, and organizational requirements of a state or provincial unit of the Council.

CHARTER - A document issued to a Council unit after the unit has presented evidence of having met the minimum membership, program, and organizational requirements as established by CEC.

CLASSROOM RANKS - Persons who provide direct educational services to exceptional children and youth (infancy through transition).

COMMUNICATION MODES - A variety of ways CEC may communicate with members, including electronic means.

CONFERENCE - Assemblies of persons representing any/or all facets of the education of specific populations of children and youth with exceptionalities.

CONTINUING RENEWALS - Consecutive membership reenrollments following expiration of membership.
CONVENTION - An annual assembly of persons representing any/or all facets of the education of children and youth with exceptionalities.

COUNCIL - The Council for Exceptional Children, in toto, including the local, state, provincial, national, and international aspects thereof.

COUNCIL AREA - Any geographic area from which Council membership is drawn, the extent of which is implied in the context.

COUNTRY OF ORIGIN - The country where you were born or which holds the most identity with a person.

CULTURAL IDENTITY - The context of one’s life experience as shaped by membership in groups which can be based on ethnicity, race, socioeconomic status, gender, abilities, age, language, religion, sexual orientation, and geographic region.

CULTURE - The sum of a group’s socially transmitted behavior patterns, thoughts and experiences, and its perceptions, values, and assumptions about living that influence behavior and how those emerge with interactions and communications with other cultures.

CYCLE OF OFFICE - The recurring terms of representation on the Board of Directors, the Representative Assembly, and the Nominations Standing Committee as fixed by the Constitution and Bylaws.

DESIGNATED POSITION - The positions on the Board of Directors and on the Nominations Standing Committee that represent specific groups.

DIRECTOR - A member of the Board of Directors.

DIVERSITY - Understanding and valuing the range and variety of characteristics and beliefs of individuals (including those who provide services to exceptional children, youth and adults) who demonstrate a wide range of characteristics. This includes ethnic and racial backgrounds, language, age, abilities, family status, gender, sexual orientation, socioeconomic status, religious and spiritual values, geographic location, and country of origin.

DIVISION - A Council special interest unit that meets The Council's membership, program, and organizational requirements.

ELECTION CYCLE - Annual election of Members-at-Large and the President Elect of the Board of Directors.

ELECTIONS STANDING COMMITTEE - The standing committee which conducts the elections for The Council for Members-at-Large and the President Elect.

ELIGIBLE - A person or unit that has met Council qualifications.

ELIGIBLE UNIT - A state or provincial unit, or division for representation purpose in the Representative Assembly.

ELIGIBLE VOTING MEMBERSHIP - Those members who have the right to vote in the elections of The Council as specified in Article III, Section 1, a-I, and Section 3 of the Constitution and Bylaws.

ESTABLISH POSITIONS - To authorize the number and types of positions on the paid staff.

ETHNIC OR MULTICULTURAL GROUP - Any group which, because of racial or ethnic origin, constitutes a distinctive and recognizable entity in our society. Examples of such groups include Blacks or African Americans; American Indians, Alaskan Natives, or First Nations; Hispanics, such as Mexican Americans, Puerto Ricans, Cubans, and Central and South Americans; Asians; and Pacific Islanders. (This term to be used only for the purpose of delineating the composition of the Board and the Nominations Standing Committee as outlined in CEC’s Constitution and Bylaws Article V – Board of Directors and Article IX – Committees.)

ETHNICITY - Takes into consideration people’s national origin, religion, or language. When applied to a group, it refers to a community within a larger society that is set apart by others or
who identifies itself primarily on the bases of cultural characteristics such as national origin, religion, beliefs, language or tradition that can be influenced by racial identity.

EXECUTIVE DIRECTOR - The chief executive officer of The Council, responsible to the Executive Committee, given certain responsibilities and powers as identified in the Constitution and Bylaws.

FISCAL YEAR - The twelve month period, determined by the Board of Directors for which a specific budget and set of bookkeeping records are established.

GEOGRAPHIC LOCATION - A physical place where a person is regarded as established.

HEADQUARTERS OFFICE - The Headquarters of The Council, located at 2900 Crystal Drive, Suite 1000, Arlington, VA 22202-3557.

HIGH SCHOOL CLUB - An organization of high school students sponsored by a CEC state or provincial unit and which meets the membership, program, and organizational requirements of the sponsoring unit.

INTEREST GROUP - Any group of Council members possessing a common interest in some phase of the field of education of exceptional children.

INTERNATIONAL CONFERENCE - Conferences will be considered international in scope when the focus and content of said conferences are multi-national.

INTERNATIONAL MEMBER - The member of the Nominations Standing Committee who comes from a country other than the United States.

LEGISLATED - Approved or adopted by the Board of Directors as regulation, policy or authorization.

MAJOR EMERGENCY - Any catastrophe or contingency that would prevent the calling of a governance meeting prior to the next administrative term.

MEMBER - Professional personnel or any other individual who is interested in the education of children and youth with exceptionalities and whose prescribed dues are paid in one of the categories listed below as established by the Board of Directors: Regular member, Student member, Associate member, Life member, Retired regular member, Retired life member, High School Club member, Joint member, or International member.

MEMBER-AT-LARGE - One of the 15 members of the 20 members of the Board of Directors.

MEMBERSHIP YEAR - The twelve month period over which membership extends. (As established by the Board of Directors, membership may be for any twelve month period.)

MODES OF COMMUNICATION - (see Communication Modes)

MULTICULTURAL - An understanding pertaining to, and respect for, the range and variety of social, political, economic, academic, and historical constructs of ethnicity, race, socioeconomic status, gender, age, abilities, language, religion, sexual orientation, geographic location, or country of origin.

NOMINATIONS STANDING COMMITTEE - The standing committee which nominates members of the Board of Directors and plans, coordinates, and develops various leadership and mentoring opportunities for The Council.

OFFICE - (See Terms of Office and Central Office).

OFFICERS - The four officers of The Council, namely, the President, President Elect, Immediate Past President, and Treasurer.

OFFICIAL - Any member of an elective body, any chairman of an appointive or ex-officio body, or any staff member heading a professional or administrative activity.

OFFICIAL RECOMMENDATIONS - Recommendations from a Council officer, elective body, committee chairman, or similar source to another Council official or body, which is made in the fulfillment of, or as part of, Council responsibilities.

PERIODIC TERM BASIS - The period for which regular, student, and other members enroll.

POST - Any position of an official Council body, elective, appointive, or ex-officio.

PROFESSIONAL PERSONNEL - Persons who meet The Council's professional requirements.

PROFESSIONAL REQUIREMENTS - Education required or implied in a position occupied in the education of exceptional children as a prerequisite for the majority of the persons enrolled either in a Council unit or as independent members.

PROVINCE/TERRITORY - Any of the provinces/territories of Canada, or any other geographical area inside Canada or outside Canada and the United States which, for organizational purposes, has been granted the same Council status by the Board of Directors as is enjoyed by each of the provinces/territories.

RACE - A social construction, traditionally based on biological/physical features, which may also include an individual’s cultural identity.

REPRESENTATIVE - The state or provincial unit, division, or student member elected to represent that unit or students in the Representative Assembly.

REPRESENTATIVE ASSEMBLY - The advising body of The Council, which also has the responsibility of electing members of the Nominations Standing Committee.

SERVICE PUBLICATIONS - Those that deal largely with methods, procedures, general information, and the like--on the professional, promotional, or organizational level--and are either for sale or free.

SPONSOR - An individual CEC member or unit which makes a financial contribution (in one of the sponsorship categories identified by The Council) toward special projects that help to achieve the goals of CEC.

STATE - Any of the fifty states of the United States, or any other geographical area inside the United States and Canada which, for organizational purposes, has been granted the same Council status by the Board of Directors as is enjoyed by each of the fifty states.

STATE OR PROVINCIAL UNIT – A Council state, province, or territory-wide unit comprised of all members within the state, province, or territory that meets the Council’s membership, program, and organizational requirements.

STRATEGIC PLAN - The overall organizational program plan of goals, activities, and services set by the Board of Directors to guide the organization for a particular period of time.

STUDENT ASSOCIATION - A state or provincial organization of student chapters and/or student members that meets the membership, program, and organizational requirements of a CEC state or provincial unit.

STUDENT MEMBER OF THE BOARD – A student member of The Council who is selected by the Board of Directors, and who is an ex-officio member of the Student Committee.

SUBDIVISION - The state or provincial members of a division who have organized and have been recognized by the parent division and the state or provincial unit.

TERM OF OFFICE - The regularly scheduled period or service adopted for any Council post.

TOPICAL CONFERENCE - Assemblies of persons representing any/or all facets of the education of specific populations of children and youth with exceptionalities, or topics of concern for special educators and others involved with or concerned about children and youth with exceptionalities.
TREASURER - An officer of The Council, member of the Board of Directors, and chair of the Finance and Audit Standing Committee.

TREASURER DESIGNATE - A CEC member selected by the Nominations Standing Committee during the second year of the two-year term of the Treasurer to assume the office of Treasurer upon the conclusion of the current term of that Treasurer.

UNIT - A state or provincial unit or division of The Council.

UNIFIED MEMBERSHIP -

1. Chapter or individual membership must include membership in The Council and in a state or a provincial unit, if one exists.
2. State or provincial unit membership must include membership in The Council.
3. Division membership must include membership in The Council and in a state or provincial unit, if either exists in the member's state or province.
4. Subdivision membership must include membership in The Council and in a state or provincial unit, as well as in the division of which it is a subdivision.
5. Note: Membership in a state or provincial unit or a division may or may not include chapter membership.

UNORGANIZED STATES AND PROVINCES - A state of the United States or a province of Canada that possesses neither a Council state or provincial unit. Also, any other territory, inside or outside the United States or Canada, where persons eligible for Council membership reside and which has been officially designated by the Board of Directors as "state" or "province" for the purposes of Council organizations, but which, at present possesses only independent members and/or local chapters.

WORKGROUP - A group of individuals assigned by the Board of Directors, CEC executive staff, the Representative Assembly, or standing committee chairs, to study a particular issue.
SECTION FOUR - Part 2

Conducting Official Business

Conducting Official Business (Motions and Resolutions) .......................................................... K-2

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CONDUCTING OFFICIAL BUSINESS  
(Motions and Resolutions)

Para. 1 - Introduction

CEC's Constitution and Bylaws directs that "Robert's Rules of Order, Newly Revised, Latest Edition shall govern all official proceedings of The Council, subject to such special rules as the Council may adopt." Participants in CEC leadership and governance activities at all unit levels can enhance the orderly conduct of business by being familiar with Robert's Rules of Order and any optional operating rules and procedures adopted by the meeting bodies.

Para. 2 - Definitions and Procedures for Motions and Resolutions

[NOTE: The definitions presented here are fundamental to the proper conduct of official business, but they are introductory only. They are presented in the spirit of "getting started on the right foot" and should lead to additional research and study. All references in this paragraph are to Robert's Rules of Order, Newly Revised.]

2a. What is a motion?

1. "A main motion is a motion whose introduction brings business before the assembly; such a motion can be made only while no other motion is pending." The action required should be specifically stated.
   a. "An original main motion is a main motion that introduces a substantive question as a new subject. This is the type of motion most often used.
   b. "An incidental main motion is a main motion that is incidental to or relates to the business of the assembly, or its past or future action."

2b. How is a motion made and stated?

1. "To make a main motion, a member must obtain the floor...when no other question is pending and when business of a kind represented by the motion is in order. The member then makes his/her motion, in simple cases by saying, 'I move that...[announcing the proposed wording intended to become the assembly's official statement of the action taken].'"

2. "If a main motion is adopted, it becomes the officially recorded statement of an action taken by the assembly. A motion should therefore be worded in a concise, unambiguous, and complete form appropriate to such a purpose."

[NOTE: Readers are encouraged to refer to Robert's Rules of Order for extensive additional details on motions.]

2c. What is the difference between a motion and a resolution?

1. "To make a main motion, a member must obtain the floor...when no other question is pending and when business of a kind represented by the motion is in order. The member then makes his/her motion, in simple cases by saying, 'I move that...[announcing the proposed wording intended to become the assembly's official statement of the action taken].' For more important or complex questions, or when greater formality is desired, the motion is presented in the form of a resolution."

2. "As previously stated, a main motion--particularly an original main motion--is frequently offered as a résolution, either because of its importance or because of its length or complexity."

3. In CEC operations, a resolution is most often used when it is proposed that the organization honor an individual or group or when an official position or policy statement is being considered.

4. Any official action of CEC may be presented in the form of a resolution. However, for the sake of expediency, the simpler format of a main motion ("I move that...") is used for the majority of official business at all levels of CEC governance.
2d. Is there a preferred format for resolutions?

1. Preamble. "It is usually inadvisable to attempt to include reasons for a motion's adoption within the motion itself...When special circumstances make it desirable to include a brief statement of background, the motion should be cast in the form of a resolution, with the background or reasons incorporated in a preamble which is placed before the resolving clauses."

"It should be emphasized that neither rule nor custom requires a resolution to have a preamble, and one should not be used merely for the sake of form. In general, the use of a preamble should be limited to cases where it provides little-known information without which the point or the merits of a resolution are likely to be poorly understood, or where unusual importance is attached to making certain reasons for an action a matter of record, or the like."

2. Format for a traditional resolution for action.

"Whereas, The ... [text of the first preamble clause];
Whereas,... [text of the next to the last preamble clause]; and
Whereas,... [text of the last preamble clause];
Resolved, That... [stating action to be taken];
Resolved, That... [stating further action to be taken]; and,
Resolved, That... [stating still further action to be taken]."

Para. 3 - Special Types of Resolutions

Endorsement by resolution is a significant event honoring those individuals, groups, or organizations who have made outstanding contributions to The Council for Exceptional Children and its mission. These contributions may be recognized through three options: Special Citation Resolution; Courtesy Resolution; or Special Purpose Resolution.

3a. Special Citation Resolution

• Provides recognition to those individuals and other entities whose contributions have had a significant impact on The Council for Exceptional Children in the United States, Canada, and/or other country(ies).

• Acknowledges achievements beyond those expected of a particular position or task.

• Is not to be used to merely honor someone who has held a CEC or special education position.

3b. Courtesy Resolution

• Recognizes CEC members or units who have made notable contributions in conducting the business of the international organization to fulfill its obligations to the general membership.

• Recognizes specially-appointed Presidential committees or task forces and the convention local arrangements committee.

• Recognition for those individuals and other entities cited in the special citation and courtesy resolutions may be given during the Representative Assembly by reading the names of the recipients. A printed copy of the complete context of the resolution(s) will be maintained by CEC and the unit(s) presenting the resolution(s).

3c. Special Purpose Resolution

• Recognizes a belief or position on a specific issue pertinent at the time of the annual meeting of the organization.

• Is consistent with the philosophy and strategic plan of CEC.
Para. 4 - Procedure for Developing CEC Policy and Position Statements

4a. Various bodies of CEC may be charged to develop a specific CEC policy or position statement by the Board of Directors. A policy or position statement may also result from a report or set of recommendations from a CEC standing committee or task force.

4b. The Board of Directors charges a specific CEC governance unit, CEC standing committee, or appoints a subcommittee of the BOD or an ad hoc committee representative of CEC, the units with the most expertise in the area and CEC staff to develop the proposed policy or position statement draft.

4c. The proposed draft copy of the policy or position statement may be sent to a selected group having knowledge of the issue for peer review. This group may include individuals external to CEC. When the proposed position or policy statement has a direct and specific relationship to the expertise of specific CEC units, including an issue affecting a particular geographic area, said units would be involved in the review process.

4d. A final draft would be prepared by the original working group after review and analysis of feedback from those involved in the peer review process.

4e. The Board of Directors will take action to consider adoption of the policy or position statement.

4f. After adoption, the policy or position statement will be disseminated to CEC leadership, units, and the general membership using CEC Today and other means of communication.

4g. The policy or position statement will be used by CEC in all discussion and action relevant to the issue(s) addressed.

Para. 5 - Procedure for Submitting a Resolution for Consideration

5a. Any member, group of members, or constituted unit(s) of The Council for Exceptional Children may submit a resolution in writing to the Board of Directors. The initiator(s) of the resolution should be specifically identified by name or, if applicable, by unit, i.e., John Doe, Tennessee Valley Chapter #107, Delaware State Unit #50, The Association for the Gifted, etc.

5b. A resolution presented for action to the Board of Directors shall include, as applicable, information regarding the financial, administrative, and policy implications of the proposed action.

5c. The Board of Directors will consider all resolutions that have been submitted. Resolutions may be amended by a simple majority vote at the time of final consideration.

5d. Any action taken by the Board of Directors on the resolution will be reported to the member, group of members, or CEC unit(s) which initiated the resolution. Pertinent information relative to the action taken, outcomes, and implications of the action will be reported to all of those affected.

5e. Approved resolutions become effective immediately, unless otherwise stated.

5f. It must be noted that in order to have an issue discussed or acted upon by the Board of Directors, it is not necessary to have a formal written resolution prepared. A written request stating the issue/action, background, implications to the field and/or CEC and, when applicable, the financial, administrative, and policy implications would be submitted to the CEC President for the Board of Directors consideration. The name of the member and contact information must be included. If the resolution is being submitted on behalf of a group or members or unit(s), a contact person must be identified for communication purposes.

5g. Resolutions may also be presented to, and considered by, the Representative Assembly in the areas related to its responsibilities. A special procedure for the submittal of resolutions to this body may be established by majority action of the Representative Assembly. This procedure would be found in the Representative Assembly Handbook.
Para. 6 - Form for Submitting a Motion (Resolution)

A motion/resolution form is available from the President and from the office of the Executive Director. If at all possible, this form should be used by any person desiring to present a motion/resolution to the Board of Directors.
A. **Purpose of Motion:**

B. **MOTION:**

Move, to

C. **Motion Originator:**

Name: ___________________________ Phone: ___________________________
E-mail: __________________________ Fax: ___________________________
Second: __________________________

D. **Rationale (Statement explaining the need for the motion. Indicate issue of concern. Include reference to related policies where appropriate.):**

E. **Document Changes:**

<table>
<thead>
<tr>
<th>Change</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>___</td>
<td>CEC Constitution and Bylaws</td>
</tr>
<tr>
<td>___</td>
<td>CEC Operational Policies and Procedures</td>
</tr>
<tr>
<td>___</td>
<td>CEC Professional Policies</td>
</tr>
<tr>
<td>___</td>
<td>CEC Policy Manual Appendices</td>
</tr>
<tr>
<td>___</td>
<td>CEC Strategic Plan</td>
</tr>
<tr>
<td>___</td>
<td>No change needed</td>
</tr>
</tbody>
</table>

F. **Submitted To:**

<table>
<thead>
<tr>
<th>Role</th>
<th>By:</th>
</tr>
</thead>
<tbody>
<tr>
<td>President</td>
<td></td>
</tr>
<tr>
<td>Executive Director</td>
<td>Date:</td>
</tr>
</tbody>
</table>
A. Purpose of Motion (same wording from Part I.A.):

-----------------------------

B. Financial Data:

1. Budget Year (Calendar Year):

2. In budget for specified year?  
   ___ Yes  ___ No

3. If yes, source of funds (service area program) and amount:  
   ____________________________ $ ________

4. If not in budget, source of funding and amount:  
   ____________________________ $ ________

5. Continuing in future years?  
   ___ No (see C.)  ___ Yes (see D.)

C. One-Year Budget Impact: [Refer to Worksheet]

Estimated Revenue:  $ _____________  [Total Revenue]
Estimated Expense:  $ _____________  [Total Expense]
Estimated Net:  $ _____________  [Balance (Revenue – Expense)]

D. Multi-Year Budget Impact: [Refer to Worksheet]

<table>
<thead>
<tr>
<th>Specify Year (e.g., 2015)</th>
<th>1st Year: 201_</th>
<th>2nd Year: 201_</th>
<th>3rd Year: 201_</th>
</tr>
</thead>
<tbody>
<tr>
<td>Revenue (+):</td>
<td>$</td>
<td>$</td>
<td>$</td>
</tr>
<tr>
<td>Expense (-):</td>
<td>$</td>
<td>$</td>
<td>$</td>
</tr>
<tr>
<td>Net:</td>
<td>$</td>
<td>$</td>
<td>$</td>
</tr>
</tbody>
</table>

E. Staff Designee (to assist with Part II):

-----------------------------

(Continued, Part II – Budget Worksheet, next page)
## A. Revenue
(specific revenue source including, where applicable, the number of estimated attendees and registration rate; the number of estimated products and price of a resulting publication, etc.):

<table>
<thead>
<tr>
<th>Source</th>
<th>Estimated Revenue</th>
</tr>
</thead>
<tbody>
<tr>
<td>Source 1</td>
<td>$________________</td>
</tr>
<tr>
<td>Source 2</td>
<td>$________________</td>
</tr>
<tr>
<td>Source 3</td>
<td>$________________</td>
</tr>
</tbody>
</table>

**Total Estimated Revenue:** $________________

## B. Expense:

1. **Non-Personnel Expenses**
   a. Equipment rental $________________
   b. Space rental $________________
   c. Office supplies (excluding printing) $________________
   d. Internal printing/reproduction costs $________________
   e. External printing costs $________________
   f. Postage/shipping and handling $________________
   g. Telephone $________________
   h. Travel $________________
   i. Outside/Professional services (specify) $________________
   j. Data processing $________________
   k. Other (specify) Licenses, Design, and Implementation $________________

**Total Non-Personnel Expense:** $________________

2. **Personnel Expense**
   a. Current CEC Staff [See Part II Attachment ] $__________
   b. Additional Staff [Estimated] $________________

**Total Additional Personnel Expense:** $________________

3. **Total Expense [Non-Personnel (1) and Personnel (2)]:** $________________

CEC Headquarters staff is available to committee chairs and members to assist in completing PART II. (See Part II – Worksheet Instructions, next page)
Revenue: Follow the instructions on the Part II – Budget Worksheet.

Total Estimated Non-Personnel Expense and Personnel Expense should be calculated as follows.

A list of items that could comprise Non-Personnel Expense is given. Estimate the cost involved for each item listed. If a more detailed expense breakdown is desired, attach a separate schedule to this form, but show the total of each separate schedule on the front of this form.

NOTE: Under Non-Personnel Expenses—

Line d—When estimating internal printing/reproduction costs, the approximate cost for producing one page is $0.03 per page single sided or $0.06 per page double sided.

Line g—Conference call costs can be estimated at $3.00 per person per hour and must be scheduled through CEC Headquarters.

Line h—Travel costs (including airfare, hotel, per diem, other costs) can be estimated at $800 per person.

In calculating Personnel Expense (2.), distinguish between personnel already working with CEC (a. current CEC Staff), who are expected to use some or all of their time on the proposed program/activity, and personnel who must be newly hired (b. Additional Staff) on either a permanent or temporary basis to complete the project. Estimate Personnel Expense by:

1. selecting from the following classification levels:
   - Executive Director – $750 per day
   - Deputy/Associate Executive Director – $625 per day
   - Director – $350 per day
   - Manager/Coordinator – $250 per day
   - Administrative Assistant – $200 per day

2. determining how many in each classification will be required;
3. estimating the number of days required;
4. multiplying the number in each classification by the daily rate indicated above by the number of days required; and,
5. adding all of the above and entering in Line a. (CEC Staff) or Line b. (Additional Staff).

Transfer from the Budget-Worksheet the Total Revenue (page 2 of 3) and Total Expense (page 2 of 3) to the Budget Impact section (either C. or D.) of Part II–Budget (page 1 of 3).

If revenue and expense varies from year to year, you may wish to prepare a separate Part II–Budget Worksheet for each of the first two years of activity related to the resolution. Resolutions affecting only one year will require one Budget Worksheet.

Transfer summary descriptions and data from each Budget Worksheet to the Fiscal Projection section (D.) of Part II–Budget: Year one summary descriptions and data should be transferred to the column, “1st Year.” Data from additional Budget Worksheets should be summarized in the columns, “2nd Year” and “3rd Year.”

NOTE: CEC staff is responsible for completing PART II in consultation with committee chairs/motion originator.
SECTION FOUR - Part 3

Special Purpose Resolutions and Governance Actions

Special purpose resolutions express the views, aims, beliefs, and/or aspirations of the organization in a specific area or on a specific topic, usually for a specific period of time. Special purpose resolutions differ from courtesy resolutions in that they allow the organization to “take a stand” on an issue (e.g., the Equal Rights Amendment) and to disseminate it as an official position or platform of the organization. Special purpose resolutions do not change the policy and/or procedure of the organization but they will be preserved for a designated period of time (generally two years) here in SECTION FOUR (Appendices), Part 3 (Special Purpose Resolutions) of the Policy Manual.

Special purpose resolutions may be disseminated via press releases or other special mailings to targeted audiences, are usually printed in a subsequent issue of one of CEC’s official journals, and are placed in the CEC Archives.

Special governance actions placed in this Section are actions taken by the Board of Directors for certain specific time periods or for specific purposes that generally do not affect CEC public policies, but may affect CEC procedures and internal operating policies.

Position on Preparation Program Accountability............................................................L-2

Position on Academic Subject Matter Content of the General Curriculum and Special Education...........................................................................................................L-3

Position on School Vouchers and IDEA Reauthorization ..............................................L-4

Position on Response to Intervention (RTI): The Unique Role of Special Education and Special Educators ...........................................................................................................L-6
COUNCIL FOR EXCEPTIONAL CHILDREN

POSITION ON PREPARATION PROGRAM ACCOUNTABILITY

July 2002

CEC expects that all programs, traditional and non-traditional, preparing special education teachers regardless of affiliation, location, or intensity will adhere to CEC’s professional standards, demonstrating that their graduates possess the profession’s entry-level knowledge and skills, by seeking the CEC’s official recognition through the evidence-based process of program review.

Background

Most special education personnel preparation programs are university based. Over the last several years, state education agencies and school districts have begun implementing programs to prepare special education teachers. There are indications that some of these programs have advantages, such as helping to increase diversity within the field. As the demand for special education teachers increases, non-traditional programs will likely increase.

Special educators, like other professionals, have a unique public trust. As a part of this trust, parents of individuals with exceptionalities and the community reasonably expect that special educators be prepared to practice safely and effectively.

As the preeminent professional organization of special educators, the Council of Exceptional Children (CEC) develops and maintains rigorous standards for well-prepared beginning special educators. The standards of CEC were subject to a rigorous, evidence-based validation process involving practicing teachers and teacher educators.

Through these standards, CEC provides preparation programs the opportunity to demonstrate to the public that their graduates possess validated knowledge and skills. This demonstration involves an evidence-based program review conducted by professionals in the field. CEC has recognized hundreds of preparation programs as having demonstrated that their graduates have mastered the knowledge and skills for entry to the special education profession.
CEC believes that:

a. In all situations, special educators must work within the limits of their professional knowledge and skill. They must know when to request the consultation and support of colleagues with additional expertise in a specific content area.

b. All special educators should have a solid grounding in the liberal arts curriculum ensuring proficiency in reading, written and oral communications, calculating, problem solving, and thinking.

c. All Special educators should also possess a solid base of understanding of the general content area curricula. i.e., math, reading, English/language arts, science, social studies, and the arts, sufficient to collaborate with general educators in:
   - Teaching or co-teaching academic subject matter content of the general curriculum to students with exceptional learning needs across a wide range of performance levels.
   - Designing appropriate learning and performance accommodations and modifications for students with exceptional learning needs in academic subject matter content of the general curriculum.

d. Because of the significant role that content specific subject matter knowledge plays at the secondary level, special education teachers should routinely teach secondary level academic subject matter content classes in consultation or collaboration with one or more general education teachers appropriately licensed in the respective content area. When a special education teacher assumes sole responsibility for teaching an academic subject matter class at the secondary level, the special educator should have a solid subject matter content knowledge base sufficient to assure the students can meet state curriculum standards.

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1 As used the phrase, “academic subject matter content of the general curriculum,” means the content of the general curriculum including math, reading, English/language arts, science, social studies, and the arts. It does not per se include the additional specialized knowledge and skill that special educators must possess in areas such as reading, writing, and math.
COUNCIL FOR EXCEPTIONAL CHILDREN

POSITION ON SCHOOL VOUCHERS AND IDEA REAUTHORIZATION

June 2003

It is the position of the Council for Exceptional Children (CEC) to strongly oppose any federally authorized voucher program for students with disabilities as being contrary to the best interests of children and their families, the nation’s public school systems, states and their local communities and taxpayers. Further, CEC believes that a voucher option would both contradict and undermine central purposes of the Individuals with Disabilities Education Act (IDEA) and the No Child Left Behind Act (NCLB).

IDEA Policy for Private School Placements

IDEA allows for private school placements but under very strict conditions. If a school district is unable to provide a special education and related services under the terms of a particular child’s individualized education program (IEP), then a placement may be made in a private school or facility, at no cost to the parents and paid for with public education funds. The decision is made collectively, thus involving representatives of the school district, the child’s parents, and the other members of the required IEP team. The particular receiving school must meet all of the standards that apply to the state and local educational agencies, and the child and the child’s family must be guaranteed all the rights and protections of the IDEA. Full authority, responsibility, and public accountability rest with the public school district, thus requiring ongoing supervision and monitoring of the private placement. This Congressionally authorized option for private placements has worked effectively as a component of the IDEA for over a quarter of a century.

Non-Negotiable Guarantees

CEC further opposes voucher programs at the state or local level. Recognizing, however, that some such programs have been enacted, CEC strongly believes that any such program must include the following non-negotiable guarantees:

- the same standards of accountability as those required of state and local educational agencies – including all federal and state rules and regulations – along with on-going public monitoring, full transparency of private programs, and regular reporting to parents and the public;
- full and demonstrated accessibility for all students, including students with special learning needs;
- provision for a complete program of special education, related services, and supplementary aids and services in the context of full implementation of the IEP, with periodic review and revision;
- a guarantee of a free, appropriate, public education (FAPE);
- full access for children regardless of racial or ethnic heritage, and children who are English language learners;
- a guarantee of all procedural safeguards under the IDEA, Section 504, the ADA, and other relevant civil rights laws of the United States;
- a guarantee of education in the least restrictive environment (LRE); and
- fiscal protections to guarantee that public education funds are not diverted to a voucher program at the expense of the students remaining in the public schools.
Rationale

By basic definition, voucher programs provide for the distribution of public education dollars in the form of monetary vouchers to parents of school-age children to be used toward the cost of tuition at private schools, both sectarian and nonsectarian. While CEC acknowledges the historic and continuing contribution of private schools as part of the tapestry of American culture, CEC considers current voucher proposals under IDEA as ill-conceived for at least the following reasons:

- **Absence of necessary accountability**: Public accountability is notably lacking for private schools, whereas local education agencies are held accountable by virtue of both federal and state laws and regulations. Public schools must adhere to requirements for highly qualified staff, but private schools typically are not held to these requirements. Private schools are not obligated to participate in the regular assessments toward measuring student achievement, nor are they even bound to the requirement of an individualized education program (IEP). Further, no on-going general supervision of the educational program is conducted by the state and local education agency, thus providing no assurance that special education and related services are being fully provided. Lastly, the regular reporting on individual student progress required by both IDEA and NCLB are not required.

- **No guarantee of FAPE**: A central guarantee of IDEA is the right to a free appropriate public education. Evidence indicates that the voucher approach fails to guarantee an at no cost education for a student’s family. Beyond the initial voucher payment, private schools are charging parents additional amounts. This reality ultimately makes voucher programs quite appealing to middle and upper-middle income families, but at the same time effectively eliminates lower income families and single-parent families.

- **Families opt out of procedural protections**: Though they may not at first realize it and may in fact be told otherwise, parents in effect discard their due process and other rights by accepting vouchers. IDEA, Section 504, and the ADA guarantee a host of long-standing protections for families that can be invoked on any and all aspects of educational programming, including mediation, due process hearings, state-level appeal, “stay put” guarantee, discipline timelines, on-going evaluations, and assurance of alternative placements when required. Though private schools receiving voucher payments may simply be declared in compliance with the procedural guarantees of IDEA and related laws, the absence of public accountability, public supervision, and public oversight effectively negates such an assertion.

- **Segregation within the private school**: A fundamental tenet of IDEA is the requirement of education within the least restrictive environment (LRE), starting with the absolute presumption of the general education classroom and proceeding to a continuum of service options only when demonstrated to be necessary. Since private schools are not subject to this tenet, the potential for in-school segregation of students with special learning needs predictably accelerates.

- **No guarantee of equal access**: A hallmark of public education is its availability to all children, regardless of their individual learning needs. Despite some initial efforts to provide full accessibility to all children, private schools receiving vouchers are now allowed to pick and choose whom they will enroll, and which children they will retain even after initial enrollment. For example, evidence indicates that students with more severe disabilities, or those with higher cost needs or behavioral challenges are typically not enrolled, and if enrolled, not retained.

- **Promotes re-segregation rather than diversity**: Public education is a great unifier of an ever more diverse student population, as it was throughout the 20th Century. But research indicates that voucher programs could point us in the other direction by in fact facilitating racial, ethnic, economic, religious, gender, and disability segregation.
COUNCIL FOR EXCEPTIONAL CHILDREN

POSITION ON RESPONSE TO INTERVENTION (RTI):
THE UNIQUE ROLE OF SPECIAL EDUCATION AND SPECIAL EDUCATORS

October 2008

The Council for Exceptional Children (CEC) recognizes the impact that Response to Intervention (RTI) can have on the education of all children, roles of special educators, and the special education system. The RTI process is designed to identify struggling learners early, to provide access to needed interventions, and to help identify children with disabilities. RTI is a process intended to assist in identifying children with disabilities by providing data about how a child responds to scientifically based intervention as part of the comprehensive evaluation required for identification of any disability. Special educators play an integral role and have a strong and clear identity in the RTI process. To that end, CEC believes that any RTI process must include nonnegotiable guarantees related to special education and the key role of special educators.

It is the position of CEC that an RTI process:

- Must be viewed as a school-wide initiative, with special education as an explicit part of the framework, spanning both general and special education in collaboration with families. The RTI process represents an inclusive partnership between all school personnel and families to identify and address the academic and behavioral needs of learners beginning as early as the preschool years.

- Shall not delay the referral of a child who is suspected of having a disability for a comprehensive evaluation. Children with identified disabilities may not be required to go through an RTI process in order to receive special education and related services.

Interventions

- Shall consist of a multi-tiered problem-solving process with at least three tiers (three tiers being the most common approach). As evidence shows the increasing intensity of a child’s needs, the response to these needs also increases through research-based interventions. Any child, including those with disabilities, may simultaneously be provided interventions from more than one tier. Tiers provide services and are not placement options. Services at each tier supplement rather than supplant each other.

- Shall, in the first tier, provide instruction through a universal core program. If the evidence shows that the child needs additional support for success, then more intensive interventions must be provided. At the second tier, interventions are more intensive and supplement the universal core program. The highest tier includes specially designed instruction and related services provided to children identified as having a disability. This tier also provides other intensive services designed to meet the individual needs of children not identified as having a disability.

- Shall include universal screening, high quality research-based instruction, and progress monitoring to determine the quality of student responses to intervention as well as inform decisions about the student’s movement between tiers. Tiers should differ in the intensity (i.e., duration, frequency, and time) of the research-based interventions, the level of individualization delivered, the size of student groupings, and the skill level of the educator.

- Shall include a universal screening process (generally early in tier one) that incorporates short-term progress monitoring in response to general education for determining which children require a change of tier.

- Shall use a formative evaluation process, such as progress monitoring measures, to
inform instructional decision making about adjusting instruction, changing curricula or materials, and/or determining movement among tiers.

**Referral to Special Education**

- Shall include provisions for referral for a comprehensive evaluation in any tier, which includes measures of cognitive ability, to determine if a child has a disability and is eligible for special education and related services and due process protections. Data from responsiveness to instruction in tiers one and two shall not be a substitute for a comprehensive evaluation. RTI data does not provide sufficient data to rule out or identify a disability. A comprehensive evaluation shall provide additional data to exclude other potential primary causative factors and inform individualized special instruction, including any accommodations, modifications, assistive technology, and behavioral/learning supports needed.

- May reduce the number of students referred for special education, promote effective early intervention, provide diagnostic information to consider in the identification of a disability, and/or may reduce the impact of a disability on a child’s academic progress.

**Team Roles**

- Shall recognize general educators as the primary interveners and special educators as members of the problem-solving teams in tiers one and two. Special education teachers, related service personnel and specialized general educators (e.g. teachers of English language learners, reading specialists, mental health specialists, etc.) are the primary interveners for the highest tier services. Team collaboration occurs in each tier and may involve educators, related service providers, administrators, and families. These new and expanded roles in team collaboration will ensure that the needs of all learners are met.

- Shall include families as partners in the process and, at a minimum, inform parents in writing of their rights when a student is first identified as not meeting expected intervention response rates.

**Children Who Are Twice Exceptional**

- Shall consider the educational needs of children with gifts and talents and their families, particularly related to the identification of children considered to be twice exceptional because they have gifts and talents as well as a disability. These advanced learners shall be provided access to a challenging and accelerated curriculum, while also addressing the unique needs of their disability.

**Professional Knowledge and Skills**

- Shall recognize that the knowledge and skill level of educators needed in each of the three tiers is very different, thereby supporting requirements that educators possess the appropriate level of knowledge and skills in such areas as: (1) identifying and implementing evidence-based intervention strategies; (2) monitoring academic and behavioral progress; (3) selecting, implementing, and evaluating instructional and programmatic elements; (4) participating meaningfully and actively in the multidisciplinary comprehensive evaluation process; and (5) designing, implementing, and evaluating problem-solving models that ensure fidelity and integrity.

**Research and Development**

- Shall make a firm commitment to continuing program improvement through the process of structured monitoring, intensive ongoing evaluation, and systemic professional training based on evolving research and practice.
➢ Shall consider the intended and unintended consequences of moving toward more wide-scale implementation without more extensive research and development efforts that clearly demonstrate effectiveness in improving the achievement of students with exceptionalities over time.

➢ Shall engage in research and development to inform practice, particularly in the areas of implementation across all academic and/or behavioral areas and age levels; movement back and forth from tiers and data needed to understand this movement; the use of tiers one and two data to help inform the identification of a disability; the problem-solving and standard treatment protocol approaches to instruction; and the conceptual issues associated with non-responsiveness; and measuring and defining non-responsiveness.

**Resources**

➢ Shall ensure that sufficient resources are available to cover a substantial percentage of the costs that state, provincial, and local jurisdictions will incur to implement and institutionalize this initiative without reducing expenditures for other education programs.