I am delighted to start the new year as President of CASE. As we prepare for a new school year, it is one that promises to be exciting, challenging and rewarding as we look forward to new beginnings. This summer we had an opportunity to meet as a new Executive Committee and get to know each other, blending new and former members into one integrated team. Our goal is to do more cross-committee collaboration to achieve our goals. Following our EC meetings on July 17 and 18, we all participated in the legislative seminar and Capitol Hill visits to further carry our message forward as one united delegation representing special education administrators. As you can see from our ESEA Recommendations on our website, we have shaped our message to highlight the areas most important to those leading the charge every day for students with disabilities in our schools.

Upon reflecting on these key points and my experience at the CEC international conference I attended in Riga, Latvia in July, I am reminded that we are more fortunate than most countries in our ability to pursue such advocacy efforts with a zealous passion. It was an interesting experience to hear from some of the over 550 participants from 68 countries sharing their programs, philosophies and strategies for including students with disabilities. The conference theme, “Embracing Inclusive Approaches for Children and Youth with Special Education Needs”, set the stage for a variety of presentations focused on challenges and success in implementing inclusive programs in a variety of settings in different countries.

I’d like to share some of the highlights of the themes discussed by the keynote speakers at the conference to offer a global perspective. Those themes that resonated for me revolved around policy and advocacy work, early intervention and inclusion for ALL.

Dr. Phyllis Magrab, Director, Georgetown University Center for Child
POLICY UPDATE

SPECIAL LEGISLATIVE ANALYSIS TO CASE

NJCLD Examines Assessment of Students with SLD

MYRNA MANDLAWITZ

In June, 2010, the National Joint Committee on Learning Disabilities (NJCLD) published a new paper, Comprehensive Assessment and Evaluation of Students with Learning Disabilities. Established in 1975, NJCLD is a national committee of representatives from twelve organizations committed to the education and welfare of individuals with learning disabilities. In order to clarify issues, improve practice, and increase knowledge on learning disabilities, the committee has developed and disseminated a number of reports, including recent ones on adolescent literacy and older students with learning disabilities, transition from school to work, learning disabilities and young children, and RTI and LD.

This latest document, which updates two earlier papers on the topic, examines the issues surrounding assessment, evaluation, identification, and eligibility for students with learning disabilities. The committee expresses its strong support for comprehensive assessment and evaluation by a multidisciplinary team, including both professionals and parents, for the purpose of identifying learning disabilities and determining eligibility for services. They reiterate the longstanding IDEA rule that a determination for eligibility may not be made on the basis of a single criterion, nor is a group assessment or statewide standardized assessment sufficient for this purpose.

NJCLD differentiates between assessment and evaluation, defining assessment as data collection from multiple sources. Evaluation, according to the paper, follows assessment “and integrates all data to produce a student profile to inform decisions about identification, eligibility, services, and instruction.” The paper also includes seven guiding principles for comprehensive assessment and evaluation and a description of the process of assessment and evaluation, including instruments, diagnosis, distinguishing between learning disabilities and other conditions, eligibility, and documentation. In addition, the paper provides a short discussion on Response to Intervention.

The paper concludes with 21 recommendations targeted at assuring the continued advancement of practice in comprehensive assessment and evaluation of students with or suspected of having learning disabilities. Recommendations are categorized under four areas: research, professional development, families and advocates, and administration/leadership. The last category will be of particular interest to CASE members and touches on building and district leadership; appropriate infrastructure and resources for assessment, evaluation, instruction, and data collection and analysis; examination of the relationship among curriculum, standards, and accountability measures; professional development and supports for school administrators; and, clarification of the definition of learning disabilities.

To read the full document and other reports and resources from the committee, go to http://www.ldonline.org/about/partners/njcld#reports.

Myrna Mandlawitz, president of MRM Associates, LLC, a legislative consulting firm in Washington, DC, represents a number of national associations as a consultant and lobbyist on a broad range of general and special education issues. She has written extensively and presented across the country on special education law and policy and previously served as the Director of Government Relations for the National Association of State Directors of Special Education.
LEGAL UPDATE

DISCIPLINE OF STUDENTS WITH DISABILITIES:
ESSENTIAL POINTS TO REMEMBER

(seventh in a series of articles regarding Discipline of Students with Disabilities)

JULIE J. WEATHERLY, ESQ

Resolutions in Special Education, Inc.

This is the last in a series of seven articles setting out “essential points” for educators to keep in mind regarding the issue of discipline of students with disabilities. These final three points provide final tips for ensuring compliance in this complicated area of special education law.

ESSENTIAL POINT #19: Be aware of new Restraint/Seclusion policies/procedures and remember that such interventions are not disciplinary techniques and should be reserved for ensuring safety in emergency situations.

Perhaps one of the hottest topics in special education law is the use of seclusion or restraint in public schools, especially with students with disabilities. Some members of Congress have been extremely interested in legislating in this area, and states are either reviewing/revising laws already in place that address the use of seclusion and restraint in schools or are in the process of actually putting such laws in place.

Even where there are no specific federal laws in place concerning the use of seclusion or restraint in public schools, there have been arguments made and many lawsuits brought alleging that the inappropriate use of certain restraints or seclusion is a violation of a student’s constitutional rights. In addition, arguments can and have been made that inappropriate use of seclusion/restraint violates a child’s overall right to a free appropriate public education (FAPE) under the IDEA. Thus, even in the absence of any actual federal or state law specifically regulating the use of restraint/seclusion, legal liability for the inappropriate use of restraint and/or seclusion may be likely under already-existing theories.

Most importantly, the use of restraint and seclusion should not be considered “disciplinary” and must be reserved for emergency situations where the risk of danger/injury to the student or others is imminent. Clearly all staff personnel likely to be required to use such techniques must be trained to appropriately administer them and abide by school policy/procedures and any applicable state or federal laws.

ESSENTIAL POINT #20: Maintain clear and compliant procedures for disciplining students with disabilities for violations of the code of student conduct.

The “rules” of discipline for students with disabilities are complicated enough without having confusing or vague procedures in place at the school district level. School districts must develop and maintain clear and concise procedures for school disciplinarians to follow to ensure compliance. Educators will benefit from procedures that include “step-by-step,” specific procedures to follow when an offense occurs for which removal from school is being contemplated. It may be helpful to include “checklists” for educators to follow as they attempt to navigate what can be a very complicated process. Such checklists should include a process for assessing the number of days a student has been removed from school during the school year for disciplinary infractions; for determining whether a change of placement has been triggered; for making manifestation determinations using the appropriate standard and factors; for determining services that are to be provided if a change in placement occurs, etc. Without clear procedures in place, school disciplinarians will likely impose removals that violate the “change in placement” rules that will place the school district at risk of being non-compliant with IDEA and/or Section 504.

ESSENTIAL POINT #21: Train, train, train.

Assuming good, clear discipline procedures are in place, educators must be made aware of, trained and updated with respect to these procedures. The failure to train can not only leave the disciplinarian in potential legal trouble, but has the strong potential for landing the entire school district in legal hot water.

Under 42 U.S.C. § 1983 (“Section 1983), there is a good deal of judicial authority that a school district/governmental entity can be held liable for damages if there is a “custom or policy” on the part of the school district of failing to ensure that school disciplinarians are trained properly to address disciplinary infractions committed by students with disabilities. In addition, there is significant judicial authority to support money damages remedies under Section 504 and/or the Americans with Disabilities Act for intentional discrimination, “deliberate indifference to” or “reckless disregard for” discriminatory activity in the context of discipline of students with disabilities.

Julie Weatherly is the owner of Resolutions in Special Education, Inc. in Mobile, AL, which is a consulting business designed to assist educational agencies in the avoidance of special education legal disputes. In addition, she is a founder of and attorney with The Weatherly Law Firm, LLP based in Atlanta, Georgia and is a member of the State Bars in Georgia and Alabama. Julie is a long time friend of CASE and is the author of Lucky 21 #1 and 2. Upon completion of the series, these articles will also become one of the Lucky 21 series!

Does CEC and CASE Have YOUR Correct EMAIL ADDRESS?

CASE will be moving to an electronic newsletter in the coming months so it is critical that CEC have a current, working email address on file for you. Please take a moment to update your contact information at CEC by either going online at www.cecsped.org or contacting Membership Services at 888/232-7733 (toll free) or e-mail service@cecsped.org
and Human Development, Washington, DC, is deeply engaged in global issues related to social justice and health and education and works closely with UNESCO on their agenda of Education for All. She advocated for early intervention efforts as a priority and spoke about the importance of the early years as a foundation for the values, expectations and relationships established in the context of both community and culture, creating an inclusive environment and framework as crucial to affecting the future for children with special needs and the importance of supporting their families. Among other areas, she emphasized the importance of valuing differences, promoting a culture of equality of opportunity, partnering with families, individualizing learning opportunities, and collaborating across all human service delivery systems. Issues such as social development, family engagement, professional training, quality and community attitude shifts remain significant components to continue to be addressed. She further spoke of the research connected to effective practice resulting in the development of important policy frameworks among several international bodies endorsing the message of inclusion, such as the UNESCO Education for All movement. Her message was to encourage nations to adopt a policy framework that incorporates an overarching set of principles to actively promote inclusive practices for young children and their families.

Another perspective was offered by Dr. Mmantsesta Mariope, Director, Division of Basic Education, UNESCO Headquarters, Paris, France. She spoke about inclusive Early Childhood Care and Education (ECCE) as the key to inclusive human capital development and pointed out that while education is a critical factor of growth and of broader human and social development, growth is not always accompanied by equity. Among others, inequitable education opportunities are a key factor of exclusion-broadly defined-social, economic, political, linguistic. Her address highlighted inequities in the delivery of ECCE services as one of the formidable sources of exclusion at the individual, national, regional and global level. She concluded with a call to invest in high quality and development-relevant ECCE.

Dr. Elena Kozhevnikova, Director, Early Intervention Institute, St. Petersburg, Russian Federation, spoke of the movement toward inclusion supported by new legislation and by international documents, such as the UN Convention on the Rights of Persons with Disabilities, signed by Russia. Although the legislation allows parents to choose whether their children will be educated in a mainstream or special school, medical understanding of disability is still prevailing with professionals, parents and society in general, viewing children with disabilities as “sick” children needing medical treatment and correctional education; thus many myths, fears and prejudices towards children with disabilities must be overcome. They are encouraged by early intervention programs (EIP) that have opened the doors to inclusive education by helping parents and professionals understand that a child with a disability has the same needs and interests as other children, such as developing relationships and communication with peers, and not being separated from the family. She reported that those early interventionists and parents of children visited the EIP and became the best advocates for inclusive education. Experiences of working with professional society and with mass media in changing attitudes towards people with disability and promoting inclusion continues to be a major emphasis in moving the agenda forward.

The keynote addresses provided a wonderful backdrop for the variety of engaging presentations from the diverse participants on implementing inclusive practices in their countries in a variety of settings. As conference participants, Past President Dr. Emily Collins, and I presented a session on Effective Leadership: Promoting Inclusive Practices to Ensure Success for All Students, focused on the leadership themes for implementing high quality inclusive practices in public school settings.

It was an amazing experience and left me with so many different perspectives on the challenges and successes of implementing inclusive practices throughout the world. But more importantly, it gave me a better appreciation of the work we do in the USA, our many accomplishments, and the need for a global voice through well defined and established policies to further promote inclusive environments for children with disabilities and their families. As CASE members, we are driven with the passion to advocate for the education of ALL students with one united voice. I challenge us all this year as we move closer to the reauthorization of the ESEA to take an active role in promoting the CASE agenda so that every child enjoys a world class education.

Dr. Mary Kealy is Assistant Superintendent for Pupil Services, Loudoun County Public Schools, in the northern Virginia/DC metro area, and is the current president of CASE.
A New IDEA in LEADERSHIP!

Confidence, Competence, and Awareness

DENNIS HOOPER, copyright © 2010, published in the Jul/Aug/Sep, 2010 issue of the “In CASE” Newsletter

As you read this article, I suggest you do a simple self-analysis. Of these three traits (confidence, competence, and awareness), which is the strongest contributor to your leadership effectiveness?

If I had the privilege of personally engaging you in conversation on these topics, you’d probably ask me to define one or more of these terms. Okay, let me do that to start your examination of your leadership behaviors. “Confidence” is having a feeling of assurance, a belief in your capacity to handle situations. Think about how confidently you execute your leader responsibilities!

“Competence” is having sufficient capability to influence those you lead in doing the work of your organization. There are many different attributes (such as listening, patience, priority setting, conflict management, and creativity) that contribute comprehensively to the skill that we call “leadership.” If your organization provides periodic performance reviews, the feedback topics usually address your competence in many of these characteristics.

“Awareness” comes from observing and interpreting what you see, hear, and feel. Situations that you face don’t have significance unto themselves. You make meaning of the circumstances you witness and experience. Are you open to considering new information when it presents itself to you? How aggressively do you seek (or reject) new insights?

Of these three factors, which do you think is most important in contributing to the effectiveness of a leader? Frankly, I know that I can’t generalize. In my own personal experience with clients, I find them highly variable. Further, I’ve not found any research that shows that one of the factors is more important than the other two. (If you know of such research, please let me know!)

However, I can say that one of these three factors is likely more important to your personal effectiveness as a leader than the other two. Additionally, you probably sense (and may have received feedback) that one of the other two qualities may routinely hold you back from making greater contributions as a leader.

If you could improve one or more of these characteristics, where would you put your efforts? Would you put your time and energy against your strongest asset, believing that the other two would also be enhanced as you improved? Or would you put your efforts against the one of these elements which you judge constrains your greater effectiveness?

Even if you know which of these characteristics you prefer to target, how would you find out what you can do to improve? Who would you seek as an ally in helping you enhance any of these contributors to your leadership capability? Who would you trust to help you? And who would be willing to help?

The unfortunate reality is that many leaders never even consider these questions. Many individuals just blindly go through the motions of their routine work, believing (or at least hoping) that their contributions are good enough. If they consider improvement at all, it’s usually in response to some particular piece of feedback they’ve received from someone brave enough to offer it.

Suppose you wanted to improve in one or more of these areas? Would you go to your boss and ask for help? Your boss may be capable of providing some very beneficial guidance relevant to your current and future responsibilities. But can you imagine initiating a conversation with your boss in which you confess that you need support in building your confidence? And what if you don’t respect the competence or awareness that you observe in your boss?

Would you ask a friend, or a coworker, or your spouse? You may feel more comfortable expressing your need to one of these, but they may be of very limited help to you. Perhaps this is an area where a competent, caring coach could help you significantly, maybe in all three areas.

Let me offer one particular technique that will certainly suggest to you potential improvement. Adopt the habit of asking two questions after every project or activity. The first question is, “What did I do well in handling this situation?” Taking the time to reflect on your most recent behavior, and especially to identify what worked and to examine why it worked, will reinforce that activity so that it will be more comfortable and natural for you next time you face a similar situation.

The second question is, “What could I do more effectively next time I face this situation?” By phrasing the question this way, you don’t beat yourself up for what you did, but you consider in a fresh way your vision of a desired outcome and new options for potentially achieving it.

Ask both questions separately about your confidence, your competence, and your awareness. You’ll likely have some very huge insights the first few times you pause to reflect. You’re almost guaranteed to keep improving as you continue your inquiries over time.

My hope is that just by reading this article and considering the questions, you’ve raised your awareness! Greater awareness is often leverage for experimenting and practicing the behaviors required to enhance your competence and confidence as a leader.

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DENNIS HOOPER is a leadership coach. His website is www.buildingfutureleaders.com. Dennis welcomes your comments, suggestions, and questions at dhooper2@juno.com or 478-988-0237.

Editor’s Note: Dennis Hooper has been writing weekly articles on the topic of leadership for the past eight years. He sends copies of those articles out to an e-mail distribution list. If Dennis’ articles in our newsletter have been of value to you for the past four years, consider contacting him at dhooper2@juno.com and ask to be added to his distribution list.

Are you receiving the weekly CASE - CEC Update EMAIL?

If you are not getting this weekly email that keeps you informed on what’s going on in SPED, send an email with WEEKLY EMAIL in the subject line. In the body of your email include your name, job title, and address and you will begin to receive the weekly update each Monday morning!
In CASE

8th Annual CASE Educational Leadership Seminar: Involvement Leads to Commitment—Commit to Making a Difference Was a HUGE Success!

What a great group of CASE members we had learning, networking, and making visits on the Hill this year! We had members from 23 different states making over 85 different visits to their Senators and Representatives on July 20, 2010! A couple of real highlights this year were the remarks made by Dr. Alexa Posny, Assistant Secretary for Special Education and Rehabilitative Services at the annual Thank You Reception and the terrific comments made by the distinguished legislative panel: Lindsay Hunsickler, Senate HELP Committee and Laura Schifter and James Bergeron of the House Education and Labor committee, during our annual Breakfast at the Capitol. Those who attended once again indicated it was one of the best professional development activities they have ever participated! Mark your calendar NOW so you can participate next year at the Crystal City Hyatt, July 17-22!

(Classworks Personnel and CASE President Dr. Mary Kealy)

Nebraska Delegation

SPECIAL THANKS TO CLASSWORKS, OUR SPONSOR, FOR BREAKFAST DURING THE 8TH ANNUAL CASE EDUCATIONAL LEADERSHIP SEMINAR!

[Image of CASE members and Classworks personnel]
The theme for the 21st Annual International Fall CASE Conference is “Unlock the Treasure in Leadership”. The description of our two keynote presentations and the featured panel of experts provide a clear message that it is critical for directors and other school administrators to begin preparing for the future in order to improve the quality of educational services to children with disabilities.

Participants will hear of the shortages in special education that we are facing and learn how we can evolve to an improved system of effective teachers.

In addition to the keynote presentations, participants will learn practical information regarding universal design for learning (UDL), collaborative approaches to response to intervention, using cinema in the classroom, comprehensive curriculum for students with autism, effective paraeducators, improved parent partnerships and more.

The CASE Professional Development Committee completed an extensive review of proposals and narrowed the selections to what we believe will have the greatest impact on your role as a director. We believe you will be able to learn effective strategies and techniques that you will be able to use immediately when you return to your district.

We have also designed the conference a little differently. Rather than having participants sit continuously for eight hours on Friday, we have built in a three and one half hour (3.5) break that will allow you time to enjoy the beauty of Hilton Head Island. By adjusting our presentation schedule slightly, we are hoping to provide you with some well earned relaxing in the middle of your conference day. If this is successful, we may plan this for future conferences.

**THURSDAY Keynote**

**Anastasia (Stacy) Kalamaros Skalski, PhD**

**Using Dialogue as a Catalyst for Change: Understanding and Responding to Special Education and Related Services Personnel Shortages**

**Description:** Across America school districts are faced with tightening budgets that often result in a loss of special education and related services positions. Reducing or choosing not to refill these positions can often create larger and more long lasting problems for school districts as they fail to meet student needs, encounter federal special education compliance problems, and experience long-term recruitment problems exacerbated by shortages of these professionals. Avoiding these pitfalls is possible when school boards and the educational community fully understand the critical roles that these professionals fill and the difficulty recruiting and retaining these professionals in general. The National Coalition for Personnel Shortages in Special Education and Related Services has addressed this need for increased awareness by creating a dialogue guide to help facilitate discussion among educators, community members, and policy makers. This session will provide an overview of the components and benefits of facilitated dialogue, demonstrate the use of dialogue guides as a strategy for addressing critical problems of practice, and discuss how facilitated dialogue can help prevent long term recruitment and retention problems.

in special education.

Dr. Stacy Skalski is the Director of Public Policy for the National Association of School Psychologists (NASP). Dr. Skalski works collaboratively with national policy makers, state leaders, educational and health professionals, and elected officials to advocate for expanding school-based mental health services for children and youth. She currently serves as a Co-Chair of the National Alliance of Pupil Services Organizations (NAPSO) and as an active member of the National Coalition on Personnel Shortages in Special Education and Related Services. She has more than twenty years of experience as a practitioner, university trainer, school administrator and advocate for children’s mental health. Prior to joining the NASP staff in 2005, Dr. Skalski served as the Coordinator of Mental Health Services for the Douglas County School District (DCSD), Castle Rock, CO; as an Assistant Research Professor in School Psychology and Initial Teacher Preparation at the University of Colorado at Denver; and as a School Psychologist for the Douglas County and Cherry Creek School Districts. Over the last two decades she has written numerous articles and provided hundreds of professional presentations, trainings, and inservices across the USA on legal issues, assessment, behavior planning, school violence prevention, crisis intervention, response to intervention, advocacy, and professional issues in school mental health. Dr. Skalski received her B.A. in psychology (Hanover College, IN, 1985), M.A. in educational psychology (University of Denver, CO, 1986) and her Ph.D. in school psychology (University of Denver, CO, 1991).

**FRIDAY Keynote**

**Dr. Mary Brownell, University of Florida- Gainesville FL**

Moving from Highly Qualified to Effective Special Education Teachers: What are We Aiming for?

As the policy debate moves from defining special education teachers as highly qualified to effective, district and state leaders will be in the position of articulating what it means to be an effective special education teacher and determining how to support such teachers to achieve important outcomes for students with disabilities. In this presentation, Dr. Brownell discusses what we know about effective teachers, particularly special education teachers, and what we know about supporting the development of such teachers in the workplace.

**FRIDAY Featured Panel**

Special Education Teacher Quality and Preparation: Issues and Considerations for Future Leaders

Panelists: Dr. Mary Brownell, Dr. Paul Sindelar & Dr. Jean Crockett from the University of Florida- Gainesville FL.

The panel presentation will describe the issues the directors will have to consider if they are to support the development of effective special education teachers in the workplace. Shortages of special education teachers, how special education teachers are prepared, the roles they play in school, and how professional development is delivered to these teachers must be considered if we are to secure the effective special education.

Continued on page 8
teachers we need. Panel members also discuss some of the strategies special education school and district leaders can consider for addressing these difficult issues.

We are hoping you will find the program intriguing and worth spending your ARRA money to send a team to the conference. You will find it beneficial and may even feel a little guilty over feeling a little relaxed before heading back home.

Registration Information

21st Annual CASE Conference Registration Website: http://www.cascec.org/registration/registration.asp?event=7

Conference Location

Westin Hilton Head Island, South Carolina

CASE Group rate available at the Westin until October 7, 2010. (Subject to Availability)

Hilton Head Island Westin CASE Registration: http://www.starwoodmeeting.com/StarGroupsWeb/booking/reservation?id=0910150270&key=9EFA5

C3: THE CASE COMMITTEE CORNER

CASE PRODUCT ENDORSEMENTS: “LEADING QUESTIONS”

David Grapka, Publication and Product Review Chair. Davidgrapka@gmail.com

[NEW FEATURE FOR EACH ISSUE: AN UPDATE FROM ONE OF THE CASE COMMITTEES TO HELP KEEP YOU INFORMED ABOUT YOUR PROFESSIONAL ORGANIZATION!]

Every time you visit the CASE Website, your eyes alight upon the moving “Endorsements” window. From within it, you can click to the websites of companies whose 22 products we, your PPR Committee, have endorsed. (You can also visit our sitemap and click the product endorsements link).

You may have a lot of questions about these endorsements. Questions like: “Who does the endorsements?” “What is the endorsement process?” And, “What does PPR stand for?” (Publication and Product Review).

This column is designed to answer these questions and more. For our first installment in the “CASE of PPR’s Product Endorsements,” our topic is “Leading Questions: The PPR Rubric.” The PPR Committee uses a rubric to ask questions that help us to evaluate the product, learn about its potential benefits to members, and make an informed recommendation to the Executive Board.

Here then, are the domains contained in our PPR rubric. The members of the CASE Publication and Product Review Committee and the CASE Executive Committee maintain high standards for CASE endorsement, especially for the research base of products. We believe this is the only way the CASE endorsement is truly meaningful. We invite you to share your comments, questions, and reactions to this column by writing: davidgrapka@gmail.com.

Marketability: Product has value and may be used in all states and Canada. Product is unique from other products and therefore worthy of our endorsement.

Feasibility: Use of this product would make it more likely to achieve the CASE Mission in the local setting because the vendor has conducted a feasibility study to demonstrate the product’s viability.

Research Base: A clear connection exists between the product’s functions, claims, or benefits and a body of research in the field of special education or a related field.

- Number of studies and sample sizes _______/_______
- Are these sufficient to show efficacy? Yes/No
- Publisher explains the research links in accompanying materials. Yes/No

Field Tested: Field test results are provided and third party contact information is provided for verification of the results.

Names/contacts of references:
1) ____________
2) ____________
3) ____________

Do references “check out?” Yes/No

Company Satisfaction and Reputation: Data exists that demonstrates how the product(s) supplied by the vendor meet or surpass customer expectation, or have the potential to do so. Product has been used in the field long enough to collect and share customer satisfaction. Publisher has a good track record of reputable products.

Enhances Professional Practice advocated by CASE/CEC policy and/or standards Addresses identified member needs: Appears to be able to address member needs as stated in the CASE Mission Statement, Long Range Plan, Board of Director Meeting Minutes, or current survey.

Evidence and documentation of customer satisfaction (LIST/DESCRIBE)

We welcome your questions and comments about our rubric.

NEXT ISSUE: THE CASE OF PPR’S PRODUCT ENDORSEMENTS
SPECIAL THANKS TO OUR SPONSORS

for the BOARD of DIRECTORS Meeting and the
21st Annual CASE Conference!

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Finding what you need, one customer at a time.

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Mary Kealy
Mary has been a special educator for over 3 decades in NJ and VA. She has held several administrative positions such as special education director, principal and director of professional development and currently serves as Assistant Superintendent for Pupil Services, Loudoun County Public Schools, VA, a large district in the Washington DC metro area. Mary has enjoyed her involvement in CASE leadership activities for several years in her work on the Policy and Legislation and Professional Development Committees. She has done extensive international travel and consulting and made presentations in China, Russia, Spain and Latvia on Leadership and Inclusive Practices. Mary is the 2010 recipient of the CASE Harrie M. Selznick distinguished service award.

“CASE involvement has provided me with extraordinary professional opportunities—the rewards are amazing!!!”

Emily Collins
Dr. Emily Collins is the Director of Pupil Services (Special Education and School Psychology) at a regional education services agency in Georgia. She also serves as the Executive Director of G-CASE. Prior to this she was a local school district special education director, a local school district curriculum director, a school psychologist, gifted program coordinator, and a teacher. She has taught many college and university courses and workshops and was the co-author of two books. Emily served as a member of the G-CASE Executive Board for many years, holding various offices, including President. She has been a member of the CASE Executive Committee since 2000, serving as the Representative of CASE Units, Secretary, President-Elect, and President.

Laural Jackson
Laural is the assistant superintendent of a very rural school District in Alaska. As such she wears many hats in addition to being the Special Education Director. One of those hats is the director of Federal programs. Laural has served in several leadership roles in CEC and CASE, including being president of the AK CASE organization. “I believe my knowledge of NCLB very much helps me to fully understand how that law meshes with IDEA and the ins and outs of making both programs work to improve education for all students, especially those with disabilities.”

2010-2011 EXECUTIVE COMMITTEE

Laurie VanderPloeg, President Elect
Laurie has been in special education 31 years as a teacher and administrator in the Grand Rapids, Michigan area schools. As an administrator and parent of an adult with disabilities Laurie has been an active advocate for parents and students with special needs. She also taught and prepared many current special education teachers as an adjunct professor. Laurie was on the Michigan CEC Board for ten years and continues to support new membership and MCEC’s annual conference. Prior to being President Elect, Laurie was on the Unit Development Committee and Professional Development Chair. Being a member of CASE, Laurie has acquired leadership and lobbying skills, increased her knowledge and networking opportunities and has become a stronger change agent in the educational system supporting students with exceptionalities.

Tom Adams
Tom began a two-year term as CASE Treasurer/Finance Committee Chair on July 1, 2010, having just completed an appointment as the Chair of the CASE Membership Committee. He served as President of the Indiana CASE unit (ICASE) for 2006-2007. In that role he also served as the Unit Representative for our Indiana CASE Unit and attended several different CASE meetings and workshops. Through that involvement he was motivated to become even more involved in CASE. Tom is the Director of Special Education for the Logansport Area Joint Special Services Cooperative (LAJSSC) in Logansport, Indiana. Prior to becoming the Director, he was Assistant Director of LAJSSC for two years and also taught middle and high school students with mild mental disabilities.
Mary Lynn Boscardin
Mary Lynn Boscardin, Ph.D., is Chair of the Department of Student Development and a Professor in the Special Education Program in the School of Education at the University of Massachusetts Amherst. She is also Director of two U.S. DOE, OSEP Leadership Grants, one that focuses on developing researchers and leaders in special education administration and the other that focuses on training doctoral students in speech-language pathology to become researchers and faculty at universities with a focus on public school service delivery. Prior to her work in higher education, Mary Lynn worked as a speech-language pathologist, classroom teacher, and special education supervisor. Mary Lynn has been active in CASE and CEC throughout her career. In addition to being the editor of the Journal of Special Education Leadership, Mary Lynn has served on many committees, including the CASE Research Committee and Knowledge and Skills Committee and been active in policy development. “My personal goal has been to advocate for and build strong programs and networks to the benefit of children with exceptionalities and their families.”

Christina Lebo
Christina Lebo is beginning her first year as chair of the CASE Policy and Legislative Committee having just served as a committee member for two years. She has worked in special education for thirty years as a teacher, educational audiologist, program specialist and special education coordinator. She is looking forward to the opportunity to be part of CASE’s professional efforts to influence the meaningful and appropriate inclusion and consideration of students with disabilities in the reauthorization of ESEA and IDEA.

David Grapka
During the 19 years he spent as Coordinator of the T.R.E Center - New York’s Assistive Technology and Universal Design for Learning projects - David and his team conducted statewide training to reduce and eliminate attitudinal and funding barriers that impede progress of students with disabilities. David is currently a Staff Development Coordinator for the Capital Region BOCES School Support Services Division. There, he endeavors to master two things: the “A.S.I.S.T.” process (www.livingworks.net) of providing Suicide First Aid; and, finding better ways to support the 300+ educators who have obtained their Local Assistive Technology Specialists’ Certificate. David has served as an officer of the Council of New York State Special Education Administrators (www.CNYSEA.net) for 16 years and is currently Co-Secretary. He also serves as a member of the New York State Board of Regents Technology Policy and Practices Council. David resides with his wife Barbara in a home with room for his 50+ percussion instruments, six computers, Julius the cat, and Brady the dog.

Gary Myrah
Gary is the Chair of the CASE Professional Development Committee. The Professional Development Committee helps with planning, organizing and advertising the multiple PD opportunities CASE provides its members. He had prior experience on the PD Committee as a contributing member in 2000. Gary is the Director of Special Services for the Port Washington-Saukville School District in Port Washington, Wisconsin. His responsibilities include special education programming, pupil services, youth apprenticeship, district testing, at-risk programming and all Title programming. Port Washington-Saukville School District serves 2,700 students preK-12th grade. He has served in this role for the past 26 years.

Gary served as the CASE Representative for the Wisconsin Council of Administrators of Special Services during his two year reign as president of that organization. He also has served two terms as the chair of the Wisconsin State Superintendent’s Advisory Council on Special Education. He has also been selected the director of the year three times in his career. Gary is a strong advocate for belonging to both state and national professional organizations. “The value of the collegiality and professional development is a necessary component to survive as a director of special education/pupil services. Collectively we can make significant improvement in the lives of children.”
Emilie Anderson

Emilie is the new Membership Chair for CASE. She serves as the special services coordinator for her local district in Western Montana. She is also currently serving as Past President for Montana CASE (MCASE). She has been a member of CASE for years, serving the last four years on the Unit Development Committee. She is very excited to work on increasing new membership and finding new and better ways of supporting our current members. CASE/CEC are the organizations at the national level that work for the big changes to improve what we are able to do for children every day. Please do not hesitate to contact her with any questions or if you are interested in serving on the Membership Committee.

Greta Stanfield

Greta has just embarked on her 22nd year as a special educator with the Mason County Schools in Maysville, Kentucky. Greta taught students with Emotional Behavioral Disabilities for eight years prior to becoming Director of Exceptional Children and Early Childhood Services. Greta has been active in CEC and CASE throughout her career, serving as Kentucky CASE President, Governmental Relations Chair, CASE Secretary, and Unit Representative of CASE. “My involvement with CASE at the local, state, and national levels has empowered me with the knowledge and support needed to advocate for excellence and achievement among exceptional children in the areas of programs, resources, and legislation which result in a positive impact for students.”

Gina Scala

Dr. Gina R. Scala is the Research Liaison for CASE. Her committee does active research for the good of the membership and field. Her involvement in State CEC has been across many subdivisions as elected positions as well as volunteer roles. She is currently the interim President of PaCASE. She is currently the Chair of the Special Education/Rehabilitation Department at East Stroudsburg University of Pennsylvania.

She teaches in the undergraduate and graduate programs. In addition to her teaching responsibilities, Dr. Scala is a partner in the Professional Development School model across various university programs. She has been reappointed to the Special Education Advisory Panel (SEAP) for her second term by the Governor of Pennsylvania and has been appointed to the position of Research Liaison for Council of Administrators of Special Education (CASE). Dr. Scala is a member of the Office of Dispute Resolution (ODR) stakeholders group in PA as well as the Creating Agreement Initiative. Dr. Scala is a compliance monitor for PA and a program reviewer for the Bureau of Teacher Certification. She is very involved in a Leadership Initiative, a collaborative agenda for administrators in Special Education within the Commonwealth.

Prior to becoming an ESU faculty member, Dr. Scala worked at Centennial School/Lehigh University as a teacher, liaison, supervisor, and acting director. Dr. Scala presents frequently at many venues at state and national levels. She is the wife of Gabriel Scala, and the mother of Francesca and Lexi, as well as her dog, Armando.

Luann L. Purcell, Ed.D.

Luann has just completed her 8th year as Executive Director of CASE. Prior to this, she was Assistant Superintendent of Pupil Services with the Houston County School System in Georgia for 18 years. She has been very active in CEC and CASE over her 38 year career, serving as GA CCBD President, GA-CASE president, and Unit Representative for CASE. “First thing I did when I moved from the regular classroom to the EBD class in 1974 was join CEC and the first thing I did when I became a Special Education Administrator in 1982 was join CASE—I would never have survived either if I had not had the support these organizations and colleagues provided me!”

Robin Smith

Robin has been married for 23 years and has two children, Suzanne 16 and Hunt 15. Previously in the field of dentistry for 20 years, Robin has been employed by CASE for the last three years. Her knowledge of office management and accounting has been a great asset to the CASE office.
2011 CASE Winter Institute!

Save the Dates....
February 2-4, 2011
Sheraton Sandkey, Clearwater Beach, FL

Join us for the 2011 CASE Winter Institute at the Sheraton Sandkey Resort at Clearwater Beach, FL. This year’s Institute will once again focus on critical policy issues and will have experts in the field as speakers. The CASE Professional Development Committee is working hard to line up 3 days of practical help for you and your staff. Start planning now and think about bringing some of your general education counterparts as this year seems to be the year of TEAM BUILDING and what better place to build a team than the sandy, sunny shores of Florida in January?!!!
Registration Now Available Online!

Catherine
Council of
Administrators of
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GREAT Sessions on Teacher Retention, UDL, New and Better usages of Resources, Collaborating with Parents, Policy Legal issues, and so much more!

Keynotes by
Dr. Stacy Skalski (NASP) and
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21st Annual
Fall CASE Conference

October 28 – 30, 2010

Unlock the Treasure in Leadership...

Online registration fees:
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For more information: www.casecec.org

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Group Rate- $125 For Room Reservations:
www.stanwoodmeeting.com/Book/CAJ24A
Group Rate ends October 7, 2010
21st ANNUAL CASE CONFERENCE

CONFERENCE DATES:
October 28-30, 2010

REGISTER at: www.case.org

REGISTRATIONS AFTER AUGUST 16, 2010 ARE AT REGULAR REGISTRATION FEE.
On-site registration will be available for purchase on a space available basis.

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CONFERENCE FEES:

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Written requests for refunds, minus 20% administrative costs, will be honored only if postmarked no later than October 7, 2010. Refunds will be mailed after the conference.

CASE office:
Osigian Office Centre, 101 Katelyn Circle, Suite E, Warner Robins, GA 31088 or FAX (478) 333-2453

Registration questions? Call the CASE office at (478) 333-6892 or 1-800-585-1753 or email rsmith@casecec.org.

NOTE: Please alert the CASE office if some special assistance would make your participation possible or more pleasurable.

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HOTEL REGISTRATION: Westin Hilton Head Island
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CASE Group Rate available thru October 7, 2010 Single: $125/night

Identify yourself as a member of the CASE conference at the time you register in order to receive the conference rate. (All room reservations must be guaranteed by either credit card or advance payment by check for one night’s room and tax deposit.)
Council of Administrators of Special Education, Inc.
Osigian Office Centre
101 E. Katelyn Circle, Suite E
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