CEC 2019 Yes I Can award recipient receives state honor from Prudential

Council for Exceptional Children 2019 Yes I Can Award recipient, Harrison Barnes, of Bridgeville, Delaware has been recognized as a 2019 state honoree — receiving a Prudential Spirit of Community Award.

Prudential’s awards program is the United States largest youth recognition program based exclusively on volunteer community service, honoring students for outstanding service to others at local, state and national levels.

Harrison, a senior at Woodbridge High School, founded “GearUp,” a nonprofit organization that promotes bicycle riding as a way for young people to overcome personal challenges. GearUp refurbishes and gives away used bikes, offering prizes for reaching weekly cycling goals and hosts an annual multi-state bicycle event for children of military families while mentoring young cyclists who have physical or developmental disabilities. Read more about Harrison’s initiative and award and see all of CEC’s Yes I Can Award recipients at CEC 2019 in Indianapolis.

Policy Highlights

Proven Strategies to Make American Schools Safer

Everytown for Gun Safety, American Federation of Teachers and the National Education Association “call on lawmakers to adopt proven strategies to make American schools safer,”
in their recently released report on Keeping Our Schools Safe: A Plan to Stop Mass Shootings and End Gun Violence in American Schools. The three organizations crafted a plan focused on intervention that can prevent mass shootings and help end gun violence in American schools. Read more.

Celebrating education in Black History Month

As exceptional educators, many of us spend time helping our students explore the diverse history of our nation to help them appreciate all people and their gifts.

As February is Black History Month, let’s celebrate the contributions of our most recognized among African-American educators. Read more.

High-Leverage Practices in Special Education: Reference Guides

There has been a lot of conversation recently, surrounding high-leverage practices — essential educational practices that all special educators should be utilizing. These practices are evidence based, meaning they reflect effective methods that when implemented successfully, can improve outcomes for struggling learners.

The twenty-two high-leverage practices covering the areas of collaboration, assessment, social/emotional/behavioral and instruction are designed to serve as a road map for guiding teacher preparation, professional development and/or current self-assessment.

The Council for Exceptional Children (CEC) and the CEEDAR Center provide solid resources to help educators learn about high-leverage practices and how to use them.
effectively in special educational settings.

High-Leverage Practices in Special Education resources are available now in laminated guides that fold out to present strategies, tips and myriad resources.

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**It's More Than "Just Being In"**

Creating Authentic Inclusion for Students with Complex Support Needs

By Cheryl M. Jorgensen Ph.D.

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**Upcoming Events**

**South Carolina CEC 2019 Conference**
Myrtle Beach, South Carolina | March 1-2, 2019

**79th Annual Michigan CEC Conference**
Amway Grand Plaza | Grand Rapids, Michigan
March 6 - March 8, 2019

**NJ CEC Spring 2019 Annual Conference**
Mahwah, New Jersey | March 22, 2019

**2019 Special Education Legislative Summit**
Arlington, VA | July 7-10, 2019

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**Instructional approach supports ELLs with special needs:** A group of educators developed an instructional model to support English language learners with special needs. [Read more.]

**New emoji include people with disabilities:** A dozen icons depicting the experiences of people with disabilities are coming to smartphones and other devices later this year. The
Unicode Consortium — the organization that standardizes the emoji offered by Apple, Google and other device makers — released 59 new emoji this week. Read more.

Teaming up to support English learners: Some dos and don’ts to help language specialists build strong relationships with content teachers who teach English learners. Read more.