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Special Education Today

News, resources, and tools for educators like you.

CEC Announces CEO Transition



It is with mixed emotions that we announce Alexander (Alex) Graham's departure from CEC. After five and a half years as our Executive Director, Alex will be joining the Future Business Leaders of America-Phi Beta Lambda, Inc. as President and CEO on July 19.

"During his tenure as CEC's Executive Director, Alex has made many significant contributions to our organization. His dedication to transparency, accountability, and collaborative leadership has resulted in incorporating visionary thinking, integrity, and inclusiveness into CEC's core values as we advance our strategic initiatives," said CEC President Dr. Mary Lynn Boscardin. "Because of Alex's efforts, CEC is now well-positioned for a thriving future as the leading association for all special educators, with a dedicated staff and engaged Board of Directors committed to ensuring the health and sustainability of the organization."

We hope you join us in wishing Alex well as we thank him for his many contributions to CEC. His talent, dedication, passion, and enthusiasm will be sorely missed. Over the coming months, the Board will be conducting a search to find the new Executive Director and will keep you updated on its progress.

Introducing: Video for High-Leverage Practice #20



"Intensive intervention is not a specific product or tool, but rather a process educators use to identify and provide evidence-based instruction for students with disabilities who demonstrate severe and persistent learning needs."

Guess what? The latest installment of the high-leverage practice video series is officially here! Check out [HLP #20: Provide Intensive Instruction](#) and [let us know what you think](#).

In case you haven't been following, CEC partnered with the Collaboration for Effective Educator Development, Accountability and Reform (CEEDAR) to develop 22 high-leverage practices for special educators and teacher candidates that have been shown to improve student outcomes if successfully implemented.

Access the full high-leverage practice video series and supporting resources on highleveragepractices.org for free, concrete, and practical examples of high-leverage practices in action.

Leaders - the time is now!



Calling all unit and division officers, CAN Coordinators, CEC leadership teams, and volunteers! Have you registered for [the 2019 Leadership Institute](#)? If you answered no, the time is now.

For more information about the 2019 Leadership Institute, [check out the full program](#) with session descriptions, speaker bios, and more. Housing ends on June 13, so make sure you

[register today!](#)

Register Now

New Resources for the 2019 Special Education Legislative Summit

Special educators and early childhood interventionists like you are busy preparing for their congressional appointments at the Special Education Legislative Summit on July 7-10. As you get ready to take on the Hill, check out the following resources, which have just been added to specialeducationlegislativesummit.org and will be used for the 2019 event:



- [Requesting a Congressional Meeting](#)
- [Speaker Bios](#)
- [2019 State Team Leader List](#)
- [Congressional Twitter Handles](#)
- [Conducting an Effective Congressional Meeting](#)
- And more!

If you haven't already registered for the 2019 Special Education Legislative Summit, time is running out! In the meantime, stay tuned for more updates and resources designed to help you educate Congress about the unique needs of children and youth with exceptionalities.

Policy Highlights

The Decarceration of Transition Age Youth with Intellectual/Developmental Disabilities and Mental Disorders Hill Briefing



Last week, in recognition of Mental Health Awareness Month, a panel of experts including Dr. Susan Fowler, family member and CEC, DEC, and Pioneers Past President, presented The Decarceration of Transition Age Youth with Intellectual/Developmental Disabilities and Mental Disorders:

Responding to an Emerging Problem hill [briefing](#). [Read more](#).

GAO Report: Varied State Criteria May Contribute to Differences in Percentages of Children Served in Special Education

To assist with addressing the difficulties with identifying and evaluating children for special education, GAO's latest [report](#) examined how states implement Child Find and how education monitors it. [Read more.](#)



Upcoming Events

Ohio CEC 2019 Annual Conference

Columbus, OH | June 3, 2019

2019 Leadership Institute

Arlington, VA | July 5-7, 2019

2019 Special Education Legislative Summit

Arlington, VA | July 7-10, 2019

What's Happening in Washington

CEC Webinar | July 17, 2019

News

Most Classroom Teachers Feel Unprepared to Support Students With Disabilities:

A survey from the National Center for Learning Disabilities and Understood.org found that less than 1 in 5 general education teachers feel "very well prepared" in their ability to meet the needs of millions of children with disabilities in the nation's public K-12 schools, but want the training, support, and guidance to improve.

Can 'cultural proficiency' among teachers help close student achievement gap?:

A new initiative by Branch Ed includes attention paid to culturally responsive teaching and efforts to recruit African-American males to the teaching profession.

Principals, teachers prioritize social-emotional skills for students:

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three-fourths of principals say developing students' social and emotional skills is either their school's top priority or one of the top goals, according to new results from the American Educator Panels, an ongoing project of the RAND Corp.

Are Black and Hispanic Students Identified for Special Education Too Often or Not Enough? Maybe It's Both:

A new study of Florida students suggests that minority under-identification and over-identification in special education is connected to the racial makeup of a student's school.

State, college officials say educational quality measures need a boost: State policymakers and higher-education leaders need a consensus on what defines a quality education, according to a new report from the State Higher Education Executive Officers Association (SHEEO) and the National Association of System Heads (NASH).

Low relative pay and high incidence of moonlighting play a role in the teacher shortage, particularly in high-poverty schools: A new report from the Economic Policy Institute shows that a high number of teachers work a side job, many of them simply to make ends meet.



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