

COUNCIL OF ADMINISTRATORS OF SPECIAL EDUCATION

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TODAY'S VISION, TOMORROW'S REALITY

CASE Annual Conference • November 8-10, 2018

The Beau Rivage • Biloxi, Mississippi

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Thursday, November 8, 2018 TENTATIVE AGENDA

TIME	ACTIVITY/PRESENTATION	ROOM
12:00-2:00 pm	LUNCH & KEYNOTE- Johnny Collett, Assistant Secretary in OSERS	
2:00-2:30 pm	Grand Opening of Exhibit Hall	
2:30-3:30 pm	Breakout Sessions	
	#iCanIEP!-Transforming students into IEP facilitators: Alexis Piombino & Rebecca Kurtz: The 2004 revisions to the Individuals with Disabilities Education Act (IDEA) requires students to be invited to their IEP meetings when appropriate and when postsecondary goals or transition planning activities are being discussed. Although the U.S. DOE (2000) recognized that an increasing number of students are participating and/or leading their own IEP meetings, students are often not included in this process until they are much older. The purpose of this presentation is to walk participants through the #iCanIEP! process where they can teach all students, regardless of age, how to participate and help to facilitate their own IEP meeting.	
	Strategies to Engage General Education Teacher Involvement in the Sp. Ed. Process: Carol Kosnitsky: It's always a good time to help classroom teachers fill their toolboxes with tips and strategies to effectively support their students with disabilities. This session will focus of training topics and materials guaranteed to energize and prepare teachers for their challenging responsibilities, including an overview of high frequency disability-related characteristics of their students, how these characteristics directly connect to the selection and implementation of accommodations and strategic information they can contribute to the IEP process.	
	A Schoolwide Approach to Social Inclusion in High Schools: Holly Jacobs, Andrea Cahn & Ashlyn Smith: This presentation will discuss the state of social inclusion in high schools today, including where and how students with intellectual disability are included in the high school community. Further, an ecological approach to thinking about social inclusion will be discussed, along with the merits and shortfalls of social inclusion programs currently implemented in schools. Finally, the presentation will share how the Special Olympics Unified Champion Schools program is creating socially inclusive high school communities through inclusive extracurricular activities and schoolwide engagement strategies that create more positive perceptions of social inclusion and more positive attitudes toward students with intellectual disability.	
	A Special Educator's Guide to Due Process and Section 504 Hearings: Gerald J. Hime: This session will provide a brief overview of the "Civil Rights Acts" for the disabled (Rehab Act, IDEA and ADA). The issue of due process as it relates to Section 504 of the Rehabilitation Act regarding the implementation of accommodations, regulations regarding parental consent, common mistakes leading to hearings, and the hearing process will be addressed. Tips will be provided as to how to avoid hearings. Participants will be provided with a flash drive containing resources that will be helpful in the administration of programs.	
	Achieving Positive Outcomes in Rural Settings using MTSS (Multi-tiered System of Supports): Stacy Kalamaros Skalski, Ph.D.& Paul Baker, Psy.S., NCSP: Students with behavioral and emotional health needs struggle to stay in school and are often disciplined at higher rates than their peers. Many of these students require direct instruction in interpersonal relationship and communication skills. This session will explore the Project ACHIEVE program implemented in a rural KY school district. Project ACHIEVE offers direct instruction in social skills and a behavior supports program which articulates expectations and consequences. Within this system, school mental health services have increased through the use of MTSS and an expanded role for school psychologists, resulting in improved outcomes for students with and without disabilities.	

Creating a Protocol of Early-Stage and Tier 2 Behavior Interventions: Randy Sprick: Learn about an organizational model to match a student's behavioral needs to appropriate levels of intervention to reduce the number of students who need intensive services. This requires early intervention, efficient problem-solving processes and establishment of a professional culture regarding the use of data-driven, evidence-based interventions. Sample protocols will be provided that can enhance implementation and sustainability.		
3:30-3:45 pm	Visit the Exhibitors/Silent Auction/Network with Colleagues	Regency Ballroom/At rium
3:45-4:45 pm	Breakout Sessions	
Leading by Convening: Using Process to Build Transparency and Trust: Alicia S. Tate, Ph.D: Problems in Special Education are often messy and complex. Diverse stakeholders -parents, district departments, community members, advocacy groups, etc. - have different viewpoints, passions, and priorities. Learn a simple approach to complex problems that can help you effectively address issues from the classroom to the courtroom. We will practice using an effective framework for breaking down complex problems into manageable, prioritized pieces and help you develop a clear action plan. Using a visible strategy to work on these problems allows you to identity and clarify the issues, and prioritize your actions in a way that allows for transparency, builds trust, and leads to successful implementation.		
Using Facilitated Interagency Collaboration to Strengthen Transition Initiatives: Julie Bowers & C.J. Field: Using a state team leadership team comprised of SEA, LEA, CTE and adult agencies facilitated by the National Technical Assistance Center on Transition (NTACT), Nevada has developed a series of successful transition related initiatives. This presentation will explore how these initiatives are being implemented in both and urban and rural school district. Topics to be covered will include increasing CTE inclusion of students with disabilities, getting Pre-ETS into classrooms, and operationalizing customized employment for high school transition teams. In addition, information will be shared about braiding funding to support district transition, and CTE paraprofessional positions.		
Remediation and/or Academic Supports in the Classroom: Marilyn Sprick: Review whether your system is meeting both the long-term and short-term goals of students who struggle with reading. This session will provide participants with examples of useful academic supports in general education classes, a matrix for evaluating the benefits and limitations of those supports, and address the long-term literacy potential for struggling adolescent readers.		
Creating Defensible IEPs after Endrew F - Collaborating with teams to create meaningful and measurable IEPs.: Ms. Megan Clarke, Ms. Kristen Bordonaro, Ms. Amy Gluck & Dr. Jane Pedersen: Ever feel like your IEPs aren't what you "really" do or accurately represent the student needs? How does the Endrew F ruling impact how we create IEPs? This workshop will engage administrators, special education teachers, and related service providers with creating individualized meaningful and measurable IEP Goals through alignment with PLAAFP, PLOP, goals, service minutes and placement. Participants will construct and IEP with practical strategies and take aways to implement in future IEP writing immediately.		
Don't Panic, It's not the Titanic: Gary Myrah: The focus of the presentation will be to discuss the impact of distress on a person's health, discuss methods of prevention as well as positive changes in one's lifestyle. If you are a 'stress junky' this program is for you.		
How Do Perceptions of Leadership Functions and Behaviors Drive Prioritization of Administration of Special Education Standards?: Mary Lynn Boscardin, Rob Schulze & Harvey Rude: We will share how perceptions of leadership functions and behaviors drive prioritization of administrators of special education standards. We will discuss differences in two groups of special education leaders that emerged from Q-sort ranking data in relation to leadership positions and experience: (1) transactional-instructional leaders who were focused on the day-to-day responsibilities associated with instruction and (2) transformational-relational-distributed leaders who had an affinity for the more global aspects of leadership. A dynamic action model for special education leadership is introduced to assist leaders in their strategic approaches to the provision of special education.		
4:45-5:15 pm	Visit the Exhibitors/Silent Auction/Network with Colleagues	

Friday, November 9, 2018

TIME	ACTIVITY/PRESENTATION	ROOM
7:45-9:45 am	<p align="center">Breakfast & Keynote - Dr. John Draper</p> <p>For decades elected officials, business leaders, the general public, parents, and even school employees have been fed a steady diet of warnings about “declining schools”. Dr. John Draper steps back from the rhetoric and looks at the reality of what is really happening across America’s schools. He identifies some of the <i>Talk</i>, the <i>Truth</i>, and the <i>Crucial Conversations</i> that school leaders need to lead. Dr. Draper shares his TLC Formula that reframes the conversation to be more effective with every audience. He engages the audience to face their own “Curse of Knowledge” and stop spreading the negativity that unwittingly fuels the urban myth of failing public schools. Educators will feel supported, appreciated, and encouraged to engage in the crucial conversations required to build community support for public schools.</p>	
9:45-10:15 am	<p>Visit the Exhibitors/Network with Colleagues</p>	
	<p align="center">Breakout Sessions</p>	
	<p>FAPE, LRE, SDI, IEPS – OH MY!: Carol Kosnitsky: The grounding principles in IDEA have been constant since enacted, yet the special education landscape has changed dramatically over the past 40 years. When was the last time you engaged staff in a discussion on “what makes special education special”? This session will explore our understanding of these essential concepts and how they come together to inform relevant and ambitious IEPs.</p>	
	<p>High Performance Co-Teaching: Improving the Co-Teaching Partnerships with Micro-credentialing, Virtual Learning, and Coaching: Rose Merry Kirkpatrick, Debbie Fleming & Dr. Lynne Harper Mainzer: Is effective co-teaching still a challenge in your district? Unfortunately, many co-teachers face hurdles related to lack of collaborative planning time, poor role delineation, limited implementation of co-teaching approaches, and ineffective use of instructional delivery practices. This presentation describes how a competency-based, co-teaching initiative that is powered by micro-credentialing, virtual learning, and coaching directly addresses these challenges and builds capacity at the district and school levels to implement co-teaching successfully. Insights are shared about how to use High Performance Teaming combined with specialized protocols and online professional networking to strengthen professional co-teaching partnerships and optimize learning among students with disabilities.</p>	
	<p>Relationships, Relationships, Relationships to Reduce School Violence: Dr. William Ketterer & Deborah Matthews: Educators need a way to better to understand anger and violence and how to reduce it in the classroom. This interactive workshop introduces how therapeutic concepts can be applied in schools to prevent and reduce both anger and violence. Teachers, principals, and school counselors can effectively use empathy and their relationships with student to nurture frustrated, dysregulated students. This workshop teaches how these concepts are used by educators to increase students’ self-esteem and reduce both anger and violence.</p>	
	<p>Integrated Multi-Tiered System of Supports for all Students: Linda R Wilkerson & Heath Peine: Using a multi-tiered system of supports to improve the outcomes for all students. Exploring how general education and special education staff work together to improve learning for all students within an integrated framework.</p>	
	<p>Mindfull or Mindful Leadership: Rachel Kopke: Stress and teacher burnout are at an all time high. Cultivating emotional balance and modeling mindfulness are two critical leadership qualities that are often overlooked. In a recent study, 91% of educators reported stress with the job, 74% reported anxiety, and 40-50% of new teachers reportedly leave the profession within the first 5 years. Yet 85% of</p>	

educators report they went into the field to make a difference in children's lives. As educational leaders, how can we support and model strategies to reduce stress, decrease anxiety, and retain highly qualified teachers? Through mindful leadership, leading by example, and cultivating our own emotional balance, we can start to change emotional dynamic many educators are facing.		
11:30 am-1:30 pm	LUNCH & KEYNOTE: Dr. John O' Connor	
1:30-1:45pm	Visit the Exhibitors/Network with Colleagues	
1:45-2:45 pm	Breakout Sessions	
Dr. John O'Connor		
Ensuring High Quality EdTech Supports and Services for Students with Dyslexia: Martha S. Burns, Ph.D.: EdTech can provide valuable adjunctive support for students with dyslexia, but it should be at the service of teaching, not the other way around. Well-designed EdTech provides a personalized learning environment that follows the science of learning: a "one-on-one" tutor that adapts individually to each student's capacities to maximize achievement among even the most struggling learners. This presentation will review the newest research on the multi-deficit approach to dyslexia, the science of learning, and guidelines for selecting the most effective EdTech approaches to intervention.		
School Administrators as LEA Representatives? Yes, it can be done!: Dr. Sally Earnest & Traci Hogan: At the 2017 CASE Conference, the Washoe County School administrators and LEARN & LEAD co-developers, Dr. Sally Earnest and Julie Weatherly, Esq. shared the impact, implementation and data results from the LEARN & LEAD training initiative for preparing school administrators as LEA representatives of IEP teams. This session continues the focus of school administrators actively participating in IEP meetings as the LEA Representative, or IEP Team "process leader". The special education administrator from the Greenville, SC School District and "Roving Reporter" interviews from leaders of other school districts will share strategies, implementation, and results, especially in the area of parent-school collaboration, when school administrators are the LEA Representative. Also, using video conferencing, Julie Weatherly, Esq. will highlight legal benefits when a school administrator serves as the active "process leader" of the IEP Team.		
Navigating the Co-Taught Classroom: Dr. Julie I. Bost: Effective collaboration and co-teaching requires purposeful scheduling, continuous feedback, and meaningful professional development for teachers. This session provides participants with tools for all three which will help to create and maintain effective co-taught classrooms that meet the needs of ALL learners.		
Achieving Better Outcomes for Special Education Teachers and Their Students: Scott Marfilus: Monitoring student growth and projections through accountable systems entry are of the utmost importance for teachers and administrators. Especially when teachers of students with unique learning needs primary focus is on maintaining student engagement and elevating individual student outcomes. During this session, we will look at a variety of tools in place that allows for performance-based assessment as well as pre and post monthly checkpoints that assist teachers with their instruction as they implement a stands-based curriculum to reach individuals student and classroom goals.		
Responding to Misbehavior: Changing the Mindset of Punitive Staff Members: Randy Sprick: Everyone knows that teachers should implement positive behavior support strategies. However, most schools still struggle with some staff members who repeatedly fall into negative patterns with students. Explore the reasons why and learn to provide protocols and menus of strategies that can inspire staff to view misbehavior as a puzzle not a threat. This evidence-based approach, implemented in in hundreds of districts, both large and small, guides implementation of proactive, positive and humane strategies to prevent misbehavior, resulting in improved behavior and academic growth. In this interactive session, participants will identify strengths and gaps their current professional development for teachers.		
2:45-3:15	Last Chance to Visit the Exhibitors	

3:15-4:15pm	Breakout Sessions	
	<p>Transportation Legal Issues for Students with Disabilities: David Bateman: The IDEA is very specific; transportation for students with disabilities can be a related service for those students who need it. There are, however, students who are either not provided the service, do not require its use, or are deemed as having failed in this area.</p>	
	<p>An Administrator's Guide to Eliminating Disproportionality: Linda Chambers: The presentation will include a historical perspective on disproportionality in suspension and special education identification, policy impact on this issue and practical recommendations for administrators to reduce disproportionality by focusing on early intervening in the primary grades.</p>	
	<p>What Every Administrator needs to know about Paraeducator Employment, Supervision, and Training: Kent P Gerlach, Ed.D.: Paraeducators are essential to special education teams, delivering individualized services to children with special needs under the supervision of a licensed professional (teacher, Principal, nurse, etc) . Due to the increasingly prominent instructional role in a variety of settings, paraeducators must be prepared to meet the needs of students they are assisting. Despite repeated calls for quality preparation over the last several decades, paraeducators continue to receive minimal training for their important role in special education. In addition, teachers and administrators have received minimal training on how to supervise and manage paraeducators effectively. Today there are legal and ethical issues involving the employment, training and supervision of paraeducators.</p>	
	<p>Leveraging ESSA and IDEA to Improve Access to School Mental Health Services: Eric Rossen, Ph.D., Paul Baker, Psy. S., NCSP & Stacy Kalamaros Skalski, Ph.D.: The Every Student Succeeds Act (ESSA) includes multiple provisions for supporting students' social, emotional, and behavioral needs, including formula and grant funding for safe schools, positive school climates, trauma-informed practices, school mental health services, and related professional development. This session will examine how to leverage ESSA and IDEA funding to improve access to school mental health personnel and services through improved community/school collaboration. Resources developed by the National Association of School Psychologists and others that support the comprehensive delivery of school mental health services will also be addressed.</p>	
	<p>OMG! Meeting Magic in Education: Dr. Carolyn Manard: Establishing trust in a collaborative working relationship with families is key to successful IEP and 504 meetings. OMG! Meeting Magic in Education (based on the book by Dr. Carolyn Manard and Dr. Brad Manard) informs teachers and administrators the importance of conducting a meaningful and engaging IEP or 504 meeting through Organization, Modeling and Guiding (OMG). OMG! Meeting Magic focuses on the power of giving a voice to parents who just want to be heard. Parents need caring school administrators, teachers and associates. Instead of rule dictation, we must use the rules to establish caring collaboration. OMG! Meeting Magic personalizes the procedures, makes the legalities a guide to effective communication, and uses this to create meetings focused on a deeper understanding between school personnel and parents. It guides us in developing personal relationships with parents by letting them know we care, and uses the legalities that frustrate all of us as a way of being efficient, effective, and, most importantly, caring. Practitioners will learn strategies to better communicate with a diverse group of individuals and individuals serving in parental roles today (parent, foster parent, grandparent, step-parent, etc.).</p>	
	<p>Teamwork Makes the Dream Work: Leveraging High Performing Teams and Technology to Drive Special Education Systems Change: Mrs. Rae Anne Record, Dr. Jennifer Dale & Mrs. Windy Phillips: Leading systems change to improve outcomes for students with disabilities is no simple feat! This session describes how a school system used a team-based continuous improvement process, called TAP-IT (Team-Analyze-Plan-Implement-Track) to implement their Special Education Strategic Plan. This process is unlike traditional Plan-Do-Study-Act cycles because it strategically builds high performing teams to drive continuous improvement. Even more, TAP-IT incorporates specialized protocols and technology that enhances selection, implementation, monitoring, and coaching of high leverage practices. This session explores these concepts and describes how collaboration and technology converge as a way to manage the complex work of systems change effectively and efficiently.</p>	

Saturday, November 10, 2018

TIME	ACTIVITY/PRESENTATION	ROOM
7:30-9:30 am	BREAKFAST KEYNOTE	
9:30-9:45 am	Visit the Exhibitors/Network with Colleagues	
9:45-10:45 am	Breakout Sessions	
	<p>Cultivating Leadership for Inclusive Learning Environments: Sheryl Cowart Moss, PhD & Marc Shelton, EdD: This session will address the work that is being done to improve principal preparation in Georgia and Oregon, two of CEEDAR's collaborative states. This paper will highlight efforts in these states to equip principals with understandings and resources to create and support the use of high-leverage practices in P-12 settings, with special emphasis on inclusive learning environments. The session will also detail work to promote collaboration across general education, special education, and school leadership at state, local and university levels to develop a common understanding of evidence-based practices for meeting the needs of students with disabilities.</p>	
	<p>Andrew F., an Update: David Bateman: The purpose of this presentation is to (a) explain FAPE, (b) examine the most important points of Endrew decision, and (c) describe how special education teachers, administrators, and other IEP members can ensure that they meet the requirements of IDEA and the Endrew ruling.</p>	
	<p>Applying a Trauma-Informed Approach to School Safety and Threat Assessment: Eric Rossen, Ph.D. & John Kelly, Ph.D.: There is a growing awareness that the effects of trauma on student achievement can create significant barriers to learning. Trauma-informed schools actively acknowledge the potential effects of stress, adversity, and trauma among students and families and seek to develop strategies and services that support positive outcomes for students, their families, and schools. Highlighting two case studies, this session will closely examine the impact of applying a trauma-informed approach to the threat assessment process, along with broad implications of a trauma-informed approach on school safety protocols. Implications for students with significant emotional and behavioral disabilities will be discussed.</p>	
	<p>Meeting National and State Priorities Through RTI (Or is it MTSS?): Tessie Rose Bailey, PhD & Dia Jackson, Ed.D.: Is RTI becoming another education relic? Is MTSS the same as RTI? Over the last five years, there has been a visible shift from the term RTI to MTSS. But why and does it really matter? This interactive session will share the national context of MTSS/RTI including how implementation can meet the needs of all students, from students identified for gifted and talented and special education. Presenters will share how states and districts can leverage ESSA and other state and federal programs to simplify implementation, particularly at Tier 2 and Tier 3. Impact of recent case law will be discussed.</p>	
	<p>Partnering BCBA and School Based Supports to Build a Strong Behavior Response: Molly Monk, Kristen Bordonaro, Megan Clarke & Zarah Emry: Every school and district needs a strong behavioral action plan to supports students throughout general and special education settings. This workshop will engage participants in the problem solving process to build a framework and comprehensive plan including prevention, intervention and data collection specifically for meeting student's behavior needs. Participants will examine the collaborative partnership between BCBA's and school based mental health teams to provide behavioral support and intervention. Our team has built a system of supports and targeted interventions combining co-op resources of behavior analysts and district/school based psychologists and social workers to enhance our behavioral response.</p>	
	<p>Creating a Sustainable Coaching Model for Special Education Teachers: Laura Hess: Special Education certified teaching positions are considered a hard-to-fill position nationwide. This presentation will demonstrate how a district created a sustainable model for retaining teachers through an ongoing, effective coaching model.</p>	

10:45-11:00 am	Break	
11:00-12:00 pm	Breakout Sessions	
<p>Effective IEPs: The Lighthouse for Improved Student Performance: Wendy Rogers: Effective development and implementation of Individual Education Programs lead to improved student performance. This presentation will examine the IEP content from PLAAFP statements, goals and objectives, and the progress monitoring needed to ensure student learning through effective instructional practices. The process of using progress monitoring to determine the level of improvement in student learning will be reviewed.</p>		
<p>Implementing RTI...am I doing this right?: Dia Jackson, Ed.D.: Leaders and educators continue to have difficulty getting improved student outcomes when implementing Response to Intervention (RTI) and Multi-tiered Systems of Support (MTSS). Struggles with data based decision making, data based individualization at Tier 3 and effective instructional practices at all tiers continue to be barriers. In this presentation, experts from the Center for RTI and the National Center on Intensive Intervention and Center (NCII) will share lessons learned about RTI implementation from our work with states and districts and how our professional development and technical assistance services can ensure RTI implementation has a powerful impact on student outcomes.</p>		
<p>Assessing English Learners for Special Education: 5 Pitfalls to Avoid: Liliana L.Salazar & David Calvo: This session will identify the problems in discerning whether EL students are simply struggling with acquiring English or truly have disabilities that are impeding their progress. It will include the experiences of two school principals in Miami and Los Angeles, that had a high percentage of ELs, and the experiences of a national special education director in assessing ELs for special education eligibility. Best practices will be shared throughout the presentation to ensure all participants take away the information necessary to decrease this significant national statistic.</p>		
<p>Special Education Program Development Through Cycles of Inquiry: Dr. Eric Aron Steinmiller: Administrators build shared leadership and practices for special education strategically behind a development plan founded on cycles of inquiry. A more in-depth analysis conveys a structure that builds a continuous development process for engaging teacher leaders to analyze special education program needs, creating SMART goals, planning development, enacting the plan, and progress monitoring. As a result, special education teams continue to move forward with an increased capacity to address more complex representation of school-wide problems and create a more progressive plan for improvement.</p>		
<p>Using Process Standardization to Reduce Special Education Conflict: Diana Cruz: Reducing conflict in special education can be accomplished using a variety of strategies. Aside from communication and conflict prevention skills, education systems can introduce systemic processes that, when applied consistently, can reduce the likelihood of disputes. With a focus on CADRE's Dispute Resolution System Design and Improvement areas, this presentation will enable participants to 1) identify the dimensions of conflict; 2) define process standardization 3) explore areas for systemic standardization within local educational systems; and 4) identify potential barriers to implementation.</p>		
<p>Using School Function Area Analysis to Implement Inclusive Practices: Dr. Belinda Karge: The Leadership Effectiveness and Efficiency Analysis and Action Planning for Schools (LEAPS) provide eight research based School Function Areas (SFAs). Participants will learn how schools can use the SFAs to guide strong discussions and planning for whole school inclusive practices. The SFAs assist with examining current status of a school's strengths and needs providing keys to unlocking and revealing core priorities for school improvement prioritizing, planning and implementation. Each of the SFAs highlight an essential component for the fully effective inclusive school program. The SFAs have been used in schools in both the US and internationally to improve inclusive education.</p>		