

**COUNCIL FOR EXCEPTIONAL CHILDREN
BOARD OF DIRECTORS**

**Friday, July 10, 2020
Saturday, July 11, 2020**

Virtual

**Minutes
(Approved October 28, 2020)**

Board Business Meeting Friday, July 10, 2020

1.0 Official Items

1.1 Call to Order

President Jennifer Lesh called the regular meeting of the Council for Exceptional Children Board of Directors to order at 11:07 a.m.

1.2 Record of Attendance; Determination of Quorum

Executive Director Chad Rummel called the roll. A quorum of the following Directors was present:

Jennifer Lesh
Dennis Cavitt
Mary Lynn Boscardin
Yvonne Bui
Tisa Aceves
Tachelle Banks
Rosalind Hall
Will Hunter
Laural Jackson
Danielle Kovach
Diana Morales
Cindy Perras
Charmion Rush
Kareem Thompson
Ben Tillotson
Mitch Yell
Paul Zinni

1.3 Adoption of Board Business Meeting Agenda

MOTION: Cindy Perras moved to adopt the Board Business Meeting Agenda.

Motion passed.

1.4 Adoption of Consent Agenda

- 1.4.1 June 18, 2020 Board Meeting Minutes
- 1.4.2 Committee Reports
 - 1.4.2.1 Finance and Audit Standing Committee (Interim)
 - 1.4.2.2 Leadership Development Committee Quarterly Report (Quarterly)
 - 1.4.2.3 Honors Committee (Interim)
 - 1.4.2.4 Professional Standards and Practice Committee (Interim)
 - 1.4.2.5 Representative Assembly Committee (Year-End)
 - 1.4.2.6 Student and Early Career Committee (Year-End)
 - 1.4.2.7 Yes I Can Committee (Interim)

MOTION: Dennis Cavitt moved to adopt the Consent Agenda.

The consent agenda was approved as amended, with the Student and Early Career Committee report removed as it had not been received.

2.0 Departmental Updates

Staff directors recorded presentations for viewing by board members prior to the July 10th meeting. Board members were given the opportunity during the meeting to ask questions.

Kuna Tavalin, Senior Policy and Advocacy Advisor, provided the following information:

Since the April board meeting:

COVID-19 response legislation:

- CARES Act Implementation
- HEROES Act
- Senate Action
- Supporting Children with Disabilities During COVID–19 Act
- Coronavirus Childcare and Education Relief Act

The outlook for the fall is as follows:

- Fiscal Year 2021 Appropriations
 - No new funding
 - Bills to be marked up in July
 - Deadline for action: September 30th
- Election year calendar
 - Limited legislative days
 - Focus on campaigning, conventions

Special Education Legislative Summit

- Proceeding as a virtual event
- Week of July 13:
 - Virtual town hall with Senator Chris Murphy (D-CT)
 - Deep-dive master classes on areas of focus
 - Appropriations

- Educator Shortage
- Mental Health
- The Effects of COVID-19
- Advocacy training
- Week of July 20:
 - Virtual meetings with Members of Congress and staff
 - Coordinated social media campaign

Jennifer Bullock, Director of Professional Development and Resources, provided the following information:

Since the April board meeting:

- HLP Webinar series: final 5 webinars to air September 2-November 18, 2020
- New Special Educator “Jumpstart” program developed and registration open. The course begins August 5th. 32 registrants as of 6/30.
- 23 Convention workshops open for registration
- New Learning Management System (LMS) platform contracted. Integration work and staff training underway.

Upcoming projects:

- Prioritizing LMS integration, training and implementation
- Implementation of “New Special Educator Jumpstart Program for first- through third-year teachers (August-September).
 - It is a fully online (offered in a blend of synchronous and asynchronous components) consisting five synchronous online “workshops”, synchronous virtual mentoring with CEC’s subject matter presenters, curated learning resources to supplement the course content, and a secure, online learning community accessible only to program cohort members during and beyond the program dates.
- Several potential contract training programs for the 2021 school year
- LCE curriculum update work to begin in September.

Publications Manager Al Rickard provided the following information:

Since the April board meeting:

- Published May-June issue of TEC: Theme: IEPs
- Published July-August issue of TEC: Supporting Students with Complex Needs
- Published July (Q3) issue of EC
- *Exceptional Children*
 - #1 of 44 Special Education Research Journals in 2019 as ranked in SSCI by Clarivate Analytics
 - Five-Year Impact Factor Rating of 4.136 – next highest is 3.725
- Added UDL in Physical Education book and resources from Sex Ed Mart to Catalog
- Finalizing plans to publish “Special Education: A Primer for School Board Members” authored by David Bateman, Ph.D.
 - Target audience: School Board Members and Administrators
 - Appropriate for school board members with limited time but a need to understand the big picture
 - Topic has resonated at state school board association meetings

Key Metrics

- January-June 2020 Publication Sales = \$201,154
- January-June 2019 Publication Sales = \$334,409

- June 2020 sales rebounded somewhat from April and May but were less than half of June 2019 sales
- Bulk orders starting to come back

Upcoming projects:

- Jan-Feb 2021 TEC Theme Issue on Teacher Advocacy
 - Guest Editors: Kyena E. Cornelius, Minnesota State University, Mankato and Wendy W. Murawski, California State University, Northridge
 - Guest Column: Mary Brownell, President of the Teacher Education Division (TED)
- March-April 2021 TEC Theme Issue on Adaptive Physical Education
 - Guest Editor: Kason O’Neil, East Tennessee State University
 - Guest Column: Robbie Hampton, President, Complex and Chronic Conditions: The Division for Physical, Health and Multiple Disabilities (CCC)

Brad Duncan, Director of Standards, provided the following information:

Since the April board meeting:

- Two sets of standards approved
 - Initial Practice-Based Standards for Special Educators
 - Initial Practice-Based Standards for Early Interventionist/Early Childhood Special Educators
- Submission to CAEP for use in National Recognition Process
- CEC has assumed higher touch role with managing the National Recognition Process with CAEP

Program submissions:

	Spring 2019	Fall 2019	Spring 2020	Fall 2020*
Program Review Submissions	65 Programs 42 Institutions	69 Programs 41 Institutions	39 Programs 22 Institutions	28 Programs 11 Institutions

Upcoming projects:

- Develop and publish a timeline for new and updated resources
 - New version of “The Red Book” (What Every Special Educator Must Know)
 - FAQs on the new standards
- Promotion and training on new standards
 - Webinars
 - Convention Session(s)
- Virtual training(s) for volunteers

Carol Serrano, Director of Conventions and Meetings, provided the following information:

Since the April board meeting:

CEC 2021

- Call for Proposals closed
- Registration opened
- Housing opened
 - Room Share Connection option added

- New Call for Proposals added to Program
 - Teacher Slam
 - A fast-paced, dynamic session with multiple speakers
 - Each presenter has 8-minutes to cover 8 slides on a single topic
 - Teacher Slam session submissions will be reviewed by the Program Chairs and grouped by topic to fill each one-hour session
 - Data Blitz will close July 15
 - 5-minute rapid-fire presentations grouped into sessions of up to 12 presentations
 - Presenters give attendees the very best of their research
 - Attendees will have the chance to capture the span of the field in one session
 - Collaborative Programming Session (introduced to Divisions)
 - a unique opportunity for divisions to work together towards to provide attendees a collaborative learning experience presented by leaders in the field who represent different perspectives on a common topic/issue (for example, distance learning).

Baltimore update

- CEC and the Baltimore Convention Center committed to bi-weekly meeting/updates
- CEC has formed an internal workgroup to start collecting ideas for hybrid/virtual backup.

Key Metrics

CONVENTION SUBMISSIONS RECEIVED 2018 - 2021		
2019	2020	2021
1,275	1,403	1,367

REGISTRATIONS AS OF JUNE 26		
2019	2020	2021
219	39	26
<i>EB Rate expired June 30</i>		<i>EB Expires July 31</i>

HOTEL ROOM NIGHTS RESERVED AS OF JUNE 30, 2020		
2019	2020	2021
131	2	204

NEW SESSION TYPES AS OF JUNE 30, 2020	
Teacher Slam	20
Data Blitz	3

Upcoming Projects

- Continuing convention communication July through March
 - Registration
 - Workshops
 - Lunch options
 - Housing
 - Keynotes
 - Sessions, including program chair featured sessions
- 2021 Mobile App setup (available in mid-September)
- 2022 Call for Proposals and site preparation

Judy Harrison, Director of Membership, Marketing and Communications, provided the following information:

Updates:

- 2-month complimentary membership during COVID crisis
- New Membership Model implementation
- New Membership Manager – Kevin Jacobs
- Website update continues on track for mid-August launch

Membership:

	January 2020	April 2020	June 2020
Total	19,717	44,848	26,936 (includes ~ 4,600 complimentary)
Retention	72%	78%	TBD

Approximately 8% of the 2-month complimentary members converted to membership through Division or CEC dues. Additional new members likely joined as the result of the COVID crisis.

Social Media & Website Metrics:

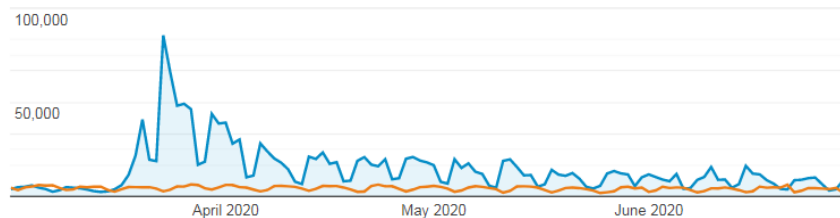
Channel	Followers		
	February 2020	April 2020	June 2020
Facebook	39,000	47,000	50,037
Twitter	12,300	13,300	13,864
Instagram	744	986	1,288

Website Traffic:

Traffic Over Time

Mar 1, 2020 - Jun 29, 2020: ● Pageviews

Mar 1, 2019 - Jun 29, 2019: ● Pageviews



Total Page Views	
March-June 2019	516,865
March-June 2020	1,727,868

Upcoming projects

- Launch new website, rebrand to exceptionalchildren.org
- Implement New Membership Model
 - Membership Database Update
 - Communications & Member Campaigns
 - Division Promotions
- Member acquisition campaigns
- Support Divisions to promote membership

Sharon Rodriguez, Director of Governance and Executive Services, provided the following updates:

Since April board Meeting

- Board of Directors
 - Calls for applications closed for board and president elect
 - Scheduled and recorded PE interviews
 - Weekly calls with President
- Committees
 - Calls for application for and Student Rep to the RA, Student and Early Career Committee and RA Committee closed; applications provided to chairs for appointment recommendations
 - conducted election for Student RA Representative
 - RA Committee appointments approved
 - Student and Early Career Committee appointments pending
- Student and Early Career Committee
 - worked with the committee on slating candidates for election as Student Representative to the RA
 - having discussion to revise the criteria for the Susan Phillips Gorin Award
- Worked with Honors and Yes I Can Committee to develop recharter applications
- Leadership Development Committee
 - Board Call for Applications
 - packaged and reviewed applications and videos for scoring
 - conducted initial slating
 - scheduled candidate interviews
 - conducted in-depth, online discussion on interview questions, process and merit

- synthesized input to develop process and final “conversation starters”
- Developed and conducted two orientation sessions for new committee members

Key Metrics

LDC

- 4 LDC meetings
- 3 LDC July Meeting group planning calls
- Approx. 18 hours additional LDC planning calls with chair
- 18 board applications received and reviewed (38 in 2019)
- 2 orientation sessions for new members
- 10 board candidate interviews scheduled

Other committees

- 10 applications for Student and Early Career Committee (10 in 2019)
- 4 applications for RA Committee (3 in 2019)

Upcoming Projects:

Board

- Competencies Assessment
- Board Assessment via BoardSource

LDC

- Conducting 10 board candidate “interviews” 7/6-9
- Exploring opportunities for a session during the virtual Leadership Institute
- Meeting 7/23-25
- Board 2nd round slating 8/4
- Using results of upcoming competencies “assessment” to inform slating decisions

RA Committee

- Discussion on reimaging RA meeting at CEC 2021

Craig Evans, CFO, and Director of Operations, presented the following updates:

Since April board meeting:

- Financial condition has improved despite pandemic shutdowns.
- Staff return to work schedule of 10 or less people in office on any given day; staff not in office continue to work effectively remotely.
- 990 Tax returns to be filed after board approval.
- Cash flow remains stable; boosted by SBA Loan under the CARES Act.

Key Metrics:

- Through May, CEC has a net operating surplus of \$1.1 million, 50% ahead of budget; last year showing a \$216K deficit through May.
- Surplus a result of financially successful Portland convention; significant reduction in overhead costs from new lease; overall lower contract services and travel costs (reduced activity from pandemic shutdowns).
- Cash flow is steady, bolstered by \$310K SBA Loan under CARES Act. Loan will be forgiven and become miscellaneous income for CEC.

Upcoming Financial Considerations:

Caution: financial challenges remain with uncertainty surrounding pandemic:

- Baltimore 2021 convention (largest cash surplus source): Travel? Large in-person events?

- Membership: schools in session? return to work? county / state budgets?
- Publications: sales through May are 28% lower than prior year
- LCE: cash sales down 23% compared to the prior year.

3.0 Organizational Items

3.1 Committees & Workgroups

3.1.1 Honors Committee Recharter Application

MOTION: Yvonne Bui moved to recharter the Honors Committee as per the recommendations contained in the Committee Recharter Application.

Motion passed.

3.1.2 Yes I Can Committee Recharter Application

MOTION: Danielle Kovach moved to recharter the Yes I Can Committee as per the recommendations contained in the Committee Recharter Application.

Motion passed.

3.1.3 Educational Diagnostician Specialty Set

MOTION: Dennis Cavitt moved to approve the CEC Educational Diagnostician Specialty Set as developed following the Council for Educational Diagnostic Services' Validation Study Plan, developed based on CEC's Specialty Set Validation Resource Manual, as recommended by the Professional Standards and Practice Committee.

Motion passed.

3.2 CEC Accreditation Program Motion

One objective of the Strategic Plan Goal 1 is that the "CEC Board of Directors will determine the viability for a CEC National Program Review and Recognition model, in addition to the CAEP Accreditation partnership, for special education preparation." Upon review, the future of working with partner organizations to provide accreditation is unstable and it is therefore prudent that CEC launch its own program to run parallel to the Council for the Accreditation of Educator Preparation (CAEP).

A recorded presentation for viewing by board members prior to the July 10th meeting provided the following information.

Pros vs. Cons of Current Model

What's Working

- Central location for College of Education to have all fields of teacher education reviewed
- Potentially more cost effective for College

What's Not Working

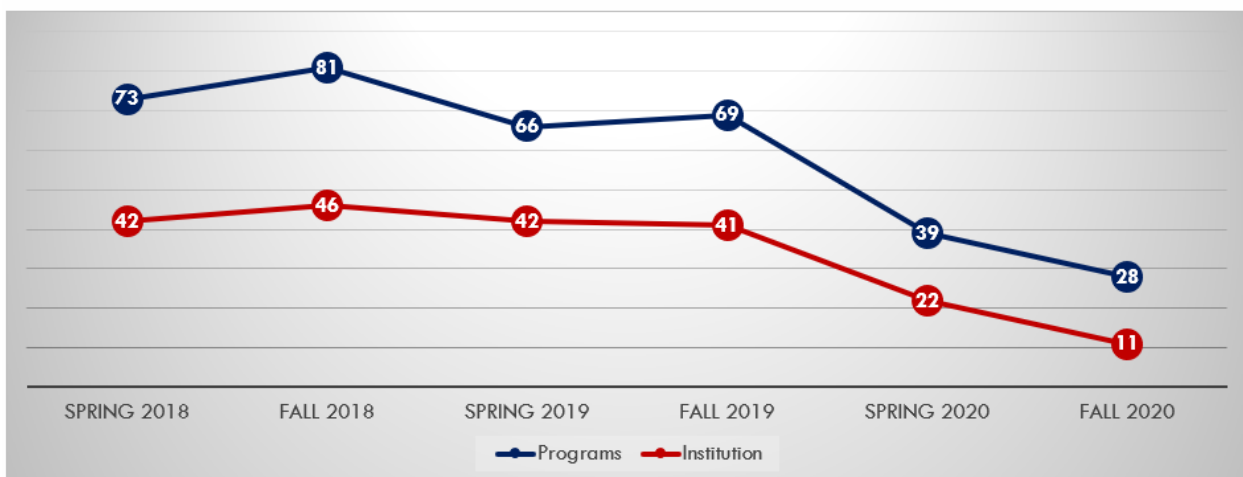
- Costs to CEC
- Special Educator program can only get National Recognition, not accreditation
- Special Educator program cannot get recognized without College of Education going through CAEP
- Not all parts of CEC standards must be met
- CAEP showing decreased interest in program review

CAEP/CEC Submissions

Submissions will continue to decline. It's important to note that the program review submission numbers are three years ahead of the CAEP submission numbers. In recent years the number of states and EPPs withdrawing from CAEP Accreditation has sharply increased.

*Fall 2020 numbers are incomplete as programs may still opt to submit reports until September 15.

Spring 2018	Fall 2018	Spring 2019	Fall 2019	Spring 2020	Fall 2020*
73 Programs 42 Institutions	81 Programs 46 Institutions	66 Programs 42 Institutions	69 Programs 41 Institutions	39 Programs 22 Institutions	28 Programs 11 Institutions



CEC as an Accrator

- Allows CEC to expand visibility and prominence within special educator programs
- CEC would be able to review programs using CEC Standards outside of CAEP Accreditation
 - No path for a program to pursue CEC National Recognition if they are not eligible for, or engaged in, CAEP Accreditation
- Potential to generate revenue for CEC and operate a more financially sustainable review process
- Expand from our current National Recognition program partnership with CAEP to also accredit Special Educator programs.
- Other peer associations are moving in similar directions due to erosion of the utilization of specialized professional associations (SPAs) standards in the CAEP process
- Launch Accreditation with Initial and Advanced K12 Standards and Early Interventionist/Early Childhood Educator Standards

Timeline

Phase 1: July-September

- Board Approval
- Identify Accreditation Governing Body
- Draft Policies & Processes
- Resource Development; Process Guidance

Phase 2: October- December

- Marketing & Release of Resources on New Standards to the field

Phase 3 – January - May

- Programs apply for candidacy

Phase 4 – June -December

- Conduct virtual site visits
- Issue Decisions

Recommendations Moving Forward

- Continue working with CAEP
- Launch individual program accreditation with the following Scope: “The Council for Exceptional Children Accredits programs leading to licensure or in support of special education at the graduate and undergraduate levels within the United States and within U.S. institutions operating abroad.”
- Pursue approval by the Council for Higher Education Accreditation (CHEA), a four-year process, which requires we have completed reviews of all programs in CEC's Scope.
- Standards within initial scope of Accreditation:
 - 2020 Initial K12
 - 2012 Advanced K12
 - 2020 EI/ECSE
- After CHEA Recognition is achieved, consider revision of standards as necessary and expansion of scope to include programs such as Initial and Advanced gifted, associate level, alternative, and non-traditional programs.

MOTION: Diana Morales moved to approve the recommendation to direct staff to create infrastructure to launch CEC’s own accreditation program in 2021 and to provide necessary policy guidelines to create an autonomous Accreditation Board to be approved at the November 2020 Board meeting.

Motion passed.

3.3 Treasurer’s Report: Investment Update

CEC’s investment advisor, Dave Trosko of Morgan Stanley, provided an overview of CEC’s current and historical investments.

3.4 President’s Report

President Jennifer Lesh reported on the following activities since the Board’s June 18th meeting:

- Conducted president-elect interviews
- Began one-on-one discussions with board members on the board’s work

- Met with Kimberly Knackstedt, Senior Disability Policy Advisor for the Democrats on the Senate Committee on Health, Education, Labor, and Pensions under Ranking Member Patty Murray.
- Met with the Special Education Legislative Summit (SELS) Planning Committee; was assigned as the lead for Florida SELS team; attended a SELS leadership meeting
- Weekly meetings with the Executive Director and Director of Governance and Executive Services
- Attended a local CEC chapter leadership meeting
- Met with the chair of the Leadership Development Committee
- Attended Policy Response Team meetings
- Wrote an editorial for USA Today and an article for the September/October issue of TEACHING Exceptional Children

3.5 Executive Director’s Report

Executive Director Chad Rummel provided the following updates since the June board meeting:

- The Special Education Legislative Summit begins on July 13, with 1,450 attendees
- CEC and CASE leaders are meeting with the HELP Committee in November
- Getting business processes in place for the new membership model
- The group membership package has been modified
 - Tier 1: Provides Full Membership plus one division for each member, which includes access to CEC print journals and all recorded webinars.
 - Tier 2: Provides Premier Membership plus one division for each member, which includes access to CEC print journals, all recorded webinars, and all live webinars.
 - Tier 3: Provides Basic Membership plus one division for each member, which includes access to CEC journals online and a limited number of professional development resources.
- Developed a “textbook” membership
 - The “University/College Classroom Package” includes journal access, members-only access to communities and resources, \$1 million student liability insurance for practicum and student teaching, and access to all CEC recorded webinars.

3.7 Joe DeMarsh Resolution

MOTION: Paul Zinni moved to approve the resolution honoring Joe DeMarsh for his service as chair of the Representative Assembly Committee.

Motion passed.

President Lesh recessed the meeting at 2:00.

Board Business Meeting Saturday, July 11, 2020

1.0 Official Items

1.1 Call to Order

President Jennifer Lesh called to order the regular meeting of the Council for Exceptional Children Board of Directors at 11:02 a.m.

1.2 Record of Attendance; Determination of Quorum

Executive Director Chad Rummel called the roll. A quorum of the following Directors was present:

Jennifer Lesh
Dennis Cavitt
Mary Lynn Boscardin
Yvonne Bui
Tisa Aceves
Tachelle Banks
Rosalind Hall
Will Hunter
Laural Jackson
Danielle Kovach
Diana Morales
Cindy Perras
Charmion Rush
Kareem Thompson
Ben Tillotson
Mitch Yell
Paul Zinni

3.0 Organizational Items

3.6 Policy Related Items

3.6.1 Policy Steering Committee Interim Report

Chair Margaret McLaughlin met with the board to discuss the first several months of the work of the committee. She indicated that the PSC was created, and its responsibilities defined, prior to changes in the organization and staffing of policy and advocacy. From her perspective, some of the responsibilities currently specified for the PSC are not feasible for a volunteer committee. For instance, the committee cannot consistently nor systematically actively monitor nor quickly respond to immediate legislative or other public policy issues. Further, developing an “issue prioritization” process is still unclear, specifically given the proposed changes to decision making.

3.6.2 Policy Disclaimer Workgroup Final Report and Recommendations

Following adoption of the policy in July 2018, questions were received about various scenarios related to this policy; e.g., when CEC does not have a policy/position on an issue, or if a unit/division is signing on to a letter and the disclaimer cannot be included. President Lesh charged a workgroup of board members and unit/division representatives to formulate a recommendation to the Board of Directors outlining the procedure/protocol for divisions and units to release public statements. The workgroup provided two options of disclaimer language to the board from which to choose.

MOTION: Cindy Perras moved to approve the following Disclaimer for Division Public Statements:

The Council for Exceptional Children (CEC) values and seeks diverse and inclusive participation within the field of special education and acknowledges the expertise of each CEC special interest

division. However, the views prepared in this publication by [Name of Division] may not reflect the official policies or positions of the CEC.

Motion passed.

The workgroup developed the following process:

Public Statement Disclaimer Process for Divisions and Units

All official divisions in good standing of the Council for Exceptional Children will adhere to the Public Statement Disclaimer Process prior to releasing any statement. Divisions will either seek CEC endorsement on a statement or apply the public disclaimer with no action from CEC based on disclaimer guidelines. Divisions releasing statements with a disclaimer will send the statement to CEC as a courtesy notice. CEC encourages the use of endorsements whenever possible. Use of the Public Statement Disclaimer Process or any disclaimer statement does not apply to CEC units as they may not express an opinion on federal legislation that is separate from that of CEC.

CEC Endorsement of Division Public Statements

Divisions seeking CEC endorsement on a public statement will follow the protocol for endorsement and will work with the President and/or Executive Director. Upon review, it will be determined if support is warranted. If not, the division will adhere to policy disclaimer guidelines.

Endorsement Statement: *The Council for Exceptional Children (CEC) values and seeks diverse and inclusive participation within the field of special education and acknowledges the expertise of each CEC special interest division. The views prepared in this publication by [Name of Division] reflect the official policies or positions of the CEC.*

Division Request for CEC Endorsement Guidelines

In the event that a division seeks CEC endorsement or collaboration on a public statement, the division will send the information below to CEC. The President and/or Executive Director will respond within 48 hours. If the endorsement is an urgent circumstance, an expedited request can be made. However, if an expedited request is not possible, the division will be notified and the disclaimer statement will be used.

- A copy of the policy statement
- Anticipated needs (endorsement/collaboration)
- Deadline of publication
- All divisions/organizations/associations signing the statement
- Contact person for additional information

CEC will respond with one of the following responses:

- Yes, the public statement is endorsed and published.
- Endorsement will be granted with changes requested and then published.
- Endorsement is not given and CEC will provide the reason endorsement will not be given.

CEC Disclaimer for Division Public Statements

Public Statement Guidelines

Divisions need a disclaimer when:

- The public statement is about a policy issue or potential policy issue.

- The public statement makes a recommendation or requests action on a policy at the state or national level.
- The policy issue or potential policy issue is a sign-on with another organization or association. (Disclaimer is used when sharing on website/social media or press releases, and if applicable, on the public statement.)
- The public statement is in opposition to the mission and vision of CEC.

Disclaimer

The Council for Exceptional Children (CEC) values and seeks diverse and inclusive participation within the field of special education and acknowledges the expertise of each CEC special interest division. However, the views prepared in this publication by [Name of Division] may not reflect the official policies or positions of the CEC.

3.6.3 Policy Response Strategy Workgroup Final Report and Recommendations

The Policy Steering Committee began its work in February 2020. By March, with the onset of the COVID-19 pandemic, and the need for quick and flexible decision making, it quickly became apparent that CEC did not have a transparent mechanism or structure with respect to responding to new proposals or initiatives. How decisions were made to develop positions and who developed those positions were not clear nor specified in the Policy Manual.

President Lesh charged a workgroup of board members to 1.) develop a process for making policy review/development actions and a coordinating rubric in order to quickly and efficiently identify policies/positions that are currently in place or areas where there are policies or positions needing to be developed, and 2.) develop a rubric that identifies the timeline for the development, review and or deployment of the policy needs to be completed.

MOTION: Yvonne Bui moved to approve piloting the use of the following Policy Response Strategy between the July and November board meetings to guide CEC in quickly and efficiently identifying policies/positions that are currently in place, areas where there are policies or positions needing to be developed, or determining the appropriateness of support a policy/position. Any adjustments to the process will be made after the board reviews the data from the pilot study.

Policy Response Strategy

CEC will often be made aware of the need to take an action by writing a letter, putting forth a policy/position, or signing on to a letter where the organization will need to make a decision either to take a stance or not. The individual bringing the issue forward will provide the organization the timeline for the action to be completed.

Action Option 1

The President and/or the Executive Director reviews the request and decides that either a letter stating the organization's position or that signing on to a letter with another organization is in alignment with CEC or not.

If the President and/or Executive Director determine that the request is in alignment, they write the letter or contact other organization regarding the intent to sign on.

Go to Action Option 5 for Deployment

If not, the information is sent to the Policy Response Team (PRT*) for review and further action. See Action Options 2, 3, and 4.

*The PRT is made up of CEC President, Executive Director, Policy and Advocacy Advisors, Policy Steering Committee Chair and President Elect.

Action Option 2

If further review is needed, the PRT will review and prepare the action (i.e. letter, current policy, current position statement, or sign on) and timeline for deployment of the action. Once completed go to Action Option 5-Deployment.

If the PRT determines further investigation is needed, go to Action Option 3 or 4.

Action Option 3

PRT determined further investigation: If the PRT determines that CEC does not have a policy or position in place that addresses the issue at hand, the Chair of the PSC distributes the information and timeline to the PSC members to develop a policy or position. The PSC will follow the procedure for Developing CEC Policy and Position Statements in Section 2 Part 5 of the CEC Policy Manual and submit a motion to the Board of Directors. After board approval, go to Action Option 5-Deployment.

Action Option 4

If the PRT determines that CEC does have a policy or position but does not currently address the issue at hand, the Chair of the PSC distributes the information and timeline to the PSC members to review and recommend updates to the policy or position. The PSC will follow the procedure for Developing CEC Policy and Position Statements in Section 2 Part 5 (Conducting Official Business of the CEC Policy Manual and submit a motion to the Board of Directors. After board approval, go to Action Option 5-Deployment.

Action Option 5

Deployment

Once the letter, policy, or position paper has been completed, CEC Headquarters deploys the letter, policy, position paper, or sign on via CEC's various communications channels.

Further moved, to revise Section 2, Part 5 (Conducting Official Business) of CEC's Policy Manual once a final Policy Response Strategy is approved by the board.

Motion passed.

3.6.4 Principles and Procedures for Developing CEC's Policy and Advocacy Priorities

The recent COVID-19 pandemic caused a major upheaval in the legislative and policy making environment at the federal and state levels. The urgency and rapid changes required that CEC's Board Officers, Executive Director, CEC Policy Staff and the Policy Steering Committee (PSC) make decisions for which there were limited guidelines or structures. In addition, the newly created PSC, in collaboration with CEC Policy Staff, became aware of the benefit of having a set of guiding policy and advocacy principles that can create a structure for decision-making, is flexible and not time bound and can also serve as a framework for assessing CEC's response to policy issues.

MOTION: Kareem Thompson moved to adopt the Principles and Procedures for Determining CEC Policy and Advocacy Priorities (Attachment A).

Further moved, that the priorities be reviewed by the PSC at least annually to determine status and recommend revisions to the Board.

Further moved, to revise Section 2, Part 5 (Conducting Official Business), Para. 1 (Procedures for Developing CEC Policy and Position Statements).

Motion passed.

3.6.5 CEC's Policy Priorities

The Policy Steering Committee is charged by the Board of Directors to develop recommendations for consideration by the board with regard to special education legislative and regulatory issues at the national, state and local levels. The PSC recommends that the priorities be reviewed at least annually to determine status and to recommend revisions and replace the prior two-year Public Policy Agenda.

MOTION: Rosalind Hall moved approve the Policy and Advocacy Priorities for the remainder of the 116th Congress.

Motion passed.

The board also approved the following motion:

MOTION: Cindy Perras moved that that the Policy Steering Committee be asked to provide a process for receiving Board and/or member input before the next version of the Policy Priorities are created.

Motion passed.

3.6.6 CEC Position on Use of Public Funds for Voucher Programs

Public education funds are in jeopardy of being moved away from public education and into private education. While efforts have been made since the 1950s to use taxpayer dollars for private education, CEC, along with allies in public education, are watching programs to incentivize this practice to grow. What was once called the 'voucher problem' is now a full-fledged attack on public education funding through the development of voucher-like programs that include tax incentive programs, education savings accounts and other mechanisms that allow public funds to be used to support through vouchers/voucher programs or provide tax relief for corporations, individuals and others underwriting private education. The impacts on students with disabilities and their families are significant and mostly negative. CEC views these efforts, which have received new and increased attention under the Trump Administration, as a threat to the provision of a free appropriate public education (FAPE) and for other reasons articulated in the proposed position.

CEC has a position on School Vouchers. In general, the position reflected current concerns about voucher programs and the impacts on children and youth with disabilities. However, the position was originally written in 2011 and although an Issue Brief was developed in 2018 for the Special Education Legislative Summit, the PSC could not verify that official action had been taken by the Board of Directors

on this important and timely topic. Accordingly, the PSC recommends that CEC adopt the draft Position on Use of Public Education Funds in Voucher and Other Voucher Type Programs.

MOTION: Rosalind Hall moved to adopt CEC's Position on Use of Public Education Funds in Voucher and Other Voucher Type Programs as presented by the Policy Steering Committee.

Motion passed.

4.0 New Business

There was no new business.

5.0 Executive Session

The board, by unanimous consent, went into executive session at 1:43 p.m. to discuss legal, personnel and/or financial matters. The board came out of executive session at 4:31 p.m.

During executive session, the board voted to appoint Danielle Kovach to the position of President Elect.

6.0 For the Good of the Order and Adjournment

Without objection, President Lesh adjourned the board business meeting at 4:32 p.m.

Para. 1- Principles for Developing CEC Policy and Position Statements

The Council for Exceptional Children is a professional association of educators dedicated to advancing the success of children with exceptionalities. We accomplish our mission through advocacy, standards, and professional development.

The organization has a long history as a leader in advocating on behalf of children and young adults with exceptionalities for the human and fiscal resources necessary to enable each individual to attain their highest level of education and employment and life success.

CEC's influence in shaping the policies that support publicly funded education, special education and early intervention is well recognized and valued by legislators and other policy makers as well as other professional organizations.

Therefore, the Policy Steering Committee (PSC) recommends that CEC establish a set of principles and a structure and process for guiding the establishment of legislative and policy priorities that is flexible and not time bound and which can also serve as a framework for assessing CEC's response to changes in policy environments. Accordingly, the PSC recommends that CEC adopt the following principles as a guide for developing policy and advocacy priorities. Further, the PSC recommends that the priorities be reviewed at least annually to determine status and to recommend revisions and replace the prior two-year Public Policy Agenda.

Guided by the following principles, CEC strives to meet the needs of infants, toddlers, children, and young adults with exceptionalities by:

1. Protecting and supporting the core principles of the Individuals with Disabilities Education Act of 2004. Specifically,
 - a. ensuring that all children with disabilities are afforded a free appropriate public education that emphasizes special education and related services designed to meet their unique needs and prepare them for further education, employment, and independent living;
 - b. that the rights of children with disabilities and parents of such children are protected;
 - c. that educators and parents have access to the necessary tools to improve educational results for children and young adults with disabilities by supporting system-wide improvement activities; coordinated research and personnel preparation; coordinated technical assistance, dissemination of evidence-based research and practices, and support; and
 - d. that states and local school districts receive the resources necessary to provide for the education of children and young adults with disabilities as well as a system of early intervention services for infants and toddlers who would be at risk of having substantial developmental delay and their families.

2. Protecting and expanding policies and programs that are outside the scope of the IDEA but support students with exceptionalities.

3. Strengthening the professions that provide the specialized interventions, education and services to infants, toddlers, children and young adults with exceptionalities, including teachers, administrators, early interventionists and other instructional staff through high quality preparation and professional learning opportunities focused on the needs of all learners.
4. Leading efforts to make certain that all public schools, early education settings and service providers receive the funding necessary to ensure that infants, toddlers, children, and young adults with exceptionalities are provided access to the materials, devices, and service providers that allow them to meet the highest possible learning outcomes and quality of life that respects their dignity, culture, language, and background.
- ~~4.5.~~ Advocating and supporting policies that promote safe, inclusive, and supportive schools where children and youth with exceptionalities have positive learning environments.

Procedures for Developing CEC Policy and Position Statements

- 1a. The Policy Steering Committee will be charged by CEC standing committees, committees, workgroups or task forces may be charged by the Board of Directors to develop policy or position statements. A policy or position statement may also result from a report or set of recommendations from the Policy Steering Committee~~one of these groups~~.
- 1b. The Board of Directors will charges the Policy Steering Committee to seek input in developing a draft policy or position statement from CEC units and members with the most expertise in the relevant topic or area including those units that are likely to be impacted by the policy or position statement. a specific CEC governance unit, 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 a draft policy or position statement.
- 1c. The Policy Steering Committee may choose to submit for review a draft policy or position statement to may be submitted to a selected others, including non-CEC members. group having knowledge of the issue for peer review, which may include non-members. When the draft 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.
- 1d. A final draft of the policy or position statement must include a statement regarding what information including peer input and review considered by the Policy Steering Committee in development.~~would be prepared after review and analysis of feedback from those involved in the peer review process.~~
- 1.e The draft policy or position statement will be recommended to the Board of Directors in the form of a Motion.
- 1e. The Board of Directors will take action to consider adoption of the policy or position statement.
- 1f. If adopted, the policy or position statement will be disseminated to CEC leadership, units,

and the general membership using an official CEC publication or other means of communication.

- 1g. The policy or position statement will be used by CEC in all discussion and action relevant to the issue(s) addressed.