

**COUNCIL FOR EXCEPTIONAL CHILDREN  
BOARD OF DIRECTORS**

**November 14-15, 2020**

**Virtual  
(Approved January 23, 2021)**

**Saturday Board Business Meeting**

**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 11:02 a.m. EST.

**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 (joined at agenda item 2.0)  
Will Hunter  
Laural Jackson  
Danielle Kovach  
Diana Morales  
Cindy Perras  
Kareem Thompson  
Ben Tillotson  
Mitch Yell  
Paul Zinni

Not present: Charmion Rush

**1.3 Adoption of Board Business Meeting Agenda**

**MOTION:** Cindy Perras moved to adopt the Board Business Meeting Agenda. Tisa Aceves seconded.

**Motion passed.**

## 1.4 Adoption of Consent Agenda

### 1.4.1 October 28, 2020 Minutes

### 1.4.2 Local Arrangements Co-Chairs Appointment (Ashley Pennypacker Hill and Karen Ramlackhan)

**MOTION:** Dennis Cavitt moved to adopt the Consent Agenda. Cindy Perras seconded.

**Motion passed.**

## 2.0 Departmental Updates Questions

Staff directors recorded updates since the July board meeting for viewing by board members prior to the 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 July Board Meeting

Influenced and endorsed four pieces of legislation:

- Supporting Children with Disabilities During COVID Act
- Saving Educators Jobs Act
- Learning Opportunity and Achievement Act
- Protecting our Students in Schools Act

Grassroots Advocacy

- The Special Education Legislative Summit (SELS) went virtual held over two weeks (July 13-24, 2020) and mirrored the in-person event
  - Town Hall-style events with policy experts and Capitol Hill veterans
  - Updates about the key issues impacting special educators, including legislation, appropriations, mental health, educator shortages, and more
  - Advocacy skills coaching with the experts about how to sharpen the message to Members of Congress
- Continued post-event outreach by SELS state leaders
- Vignettes and 1-pagers about advocacy (e.g., Advocacy 101, Advocacy During COVID, and Budget & Appropriations)
- New advocacy platform for Legislative Action Center
- Looking ahead to the 117th Congress; policy priorities will be provided prior to the meeting

Policy/Advocacy by the Numbers

- 1,300 registrants for SELS (2019: 291 registrants)
- 500-800 live participants in each session
- 200-370 views post-session
- Over 8,000 letters sent to Congress seeking emergency IDEA funding
- Zero COVID-19 response bills enacted since July

Upcoming Projects

- Finalization of the 2021 Public Policy Agenda
- Ongoing work to influence a future COVID-19 relief package
- Ongoing support to strengthen grassroots advocacy and engage members in policy
- Post-election webinar to provide an overview about what can be expected from the President in 2021 and beyond
- Ongoing collaboration with the Policy Steering Committee
- Future position statements, etc.

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

Since July Board Meeting

- Approval of two sets of standards by the Commission for Accreditation of Educator Preparation (CAEP)
  - 2020 Initial Practice-Based Professional Preparation Standards for Special Educators
  - Initial Practice-Based Professional Preparation Standards for Early Interventionists/Early Childhood Special Educators
- Administrator Standards received formative feedback from PSPC; PSPC final review November 5
- Accreditation Commission has been formed
  - 7 Commissioners: Rebecca Watts (Chair); LaSonya Moore; John Johnston; Mickie Wong-Lo; Mary Harrill; Eva Horn; Claire Hughes
  - Drafted an MOU for consideration by the Board
  - Accreditation Policy Manual (In Progress)
  - Timeline of tasks and deliverables (In Progress)

Program Reviews Submissions

	Fall 2019	Spring 2020	Fall 2020	Spring 2021*
Program Review Submissions	69 Programs 41 Institutions	39 Programs 22 Institutions	44 Programs 25 Institutions	8 Programs 6 Institutions

Upcoming Projects

- Launching new standards; webinars, trainings, resource; working with CAEP to update program report templates, phase-in timelines
- Finalizing the CASE Administrator Standards
- Accreditation Commission continues work on full policies; determining accreditation requirements; report templates
- Knowledge and Skills Subcommittee: specialty set alignment to revised standards.
- Planning for updating additional standards
  - Advanced Standards for Special Educators
  - Talented and Gifted (Initial & Advanced)

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

Since July Board Meeting

- HLP Webinar series: final two webinars to air November 2020
- Several “All Member” webinars scheduled November-December
  - Post-election webinar
  - NCSER/CEC Partner webinar
  - CEEDAR/CEC Partner webinar
  - Additional Quick Takes
- Two contract training programs underway
- New Special Educator “Jumpstart” program completed.
- New Learning Management System (LMS) platform implemented in August.
  - 940 users/1320 courses launched to date

- Top 3 courses in LMS:
  1. Preparing to Support Students in a COVID-Impacted Learning Environment
  2. Explicit Instruction, Part 1: Exploring the Foundations of Explicit Instruction
  3. Collaborating with Colleagues and Co-Teaching Like a Pro
- 16 (virtual) Convention workshops open for registration
- SME volunteer project
  - Network of over 215 volunteers to support staff/leadership
- Record high LCE sales/new accounts July-October
  - Curriculum update project to begin this month (through 2021)

Upcoming Projects

- LCE curriculum update project
- 2021 webinar, online programs and contract training planning finalized
- Expanding menu of contract training program options

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

Since July Board Meeting

- Exceptionalchildren.org launched
  - Unit & Division site migrations underway
- New Membership Model implemented
  - Student and Early Career categories added
  - Group memberships adjusted to offer greater options
- Approval process to post survey requests to All-Member Forum to promote research
- Membership is trending positive

Total Membership January 2020	Total Membership October 31, 2020	Difference
19,274	20,352	+1,078

Basic	1,288
Full	13,789
Premier	3,115
Early Career - Basic	82
Early Career - Full	832
Early Career - Premier	10
Student - Basic	546
Student - Full	1947
Student - Premier	164

New Joins/month	
June	440
July	328
August	484
September	563
October	1,196

Social Media & Website Metrics

Channel	Followers	
	June 2020	October 2020
Facebook	50,037	50,594
Twitter	13,864	14,645
Instagram	1,288	1,563

Total page views	
June 1 – Aug. 12, 2020	527,056
August 13 – Oct. 31, 2020	489,640

<b>Positive trends cec.sped.org vs exceptionalchildren.org</b>	
Session Duration	Increased
Visitors who exit quickly	Decreased
Number of pages visited/session	Increased
Amount of completed transactions	Trending upward

#### Upcoming Projects

- Audit exceptionalchildren.org
- Continue unit & division microsite migrations
- Provide individual unit & division online communities like All-Member Forum
- Refresh member renewal process & campaigns

Publications Manager Al Rickard provided the following information:

#### Since July Board Meeting

- Published Sept-Oct and Nov-Dec issue of TEC
- Published October (Q4) issue of EC
- Renegotiated Journals Contract with Sage
  - Royalties plus projected ad revenue keeps net revenue close to current level for 2021
  - CEC taking over advertising sales provides potential for further revenue growth
  - Secured flat fee agreement for digital issues to support new membership benefits strategy
  - Launched “opt-out” program for print journals to reduce expenses
- Added Developing Teacher Leaders and Trauma-Informed Framework book to catalog

<b>Publications Sales</b>	
Jan – Sept 2020	\$341,965
Jan – Sept 2019	\$568,412

- July and August 2020 sales rebounded to nearly 70% of 2019 levels
- September 2019 sales nearly set a record at \$97,190; September was the best month yet in 2020, with \$50,700 in sales

#### Upcoming Projects

##### Projected TEC Theme Issues for 2021

- Jan-Feb: Teacher Self-Advocacy
- Mar-Apr: Adapted Physical Education
- July-Aug: Racial/Cultural Diversity and Twice-Exceptional Learners (DDEL)
- Sept-Oct: Intersectionality (Several CEC Divisions collaborating on this)
- Nov-Dec: Leveraging HLPs for Student Success (CEEDAR Center)

##### Books in progress:

- A Case Study Approach to Writing Individualized Special Education Documents: From Preschool to Graduation (Nov. 2020)
  - Authors: Kathleen Boothe and Andrea Hathcote
  - Target Audience: Special Education Teachers

- Diversity, Autism, and Developmental Disabilities: Guidance for the Culturally Responsive Educator – PRISM 13 (early 20210)
  - Authors: Elizabeth A. Harkins Monaco, Marcus Fuller, and L. Lynn Stansberry Brusnahan
  - Target Audiences: Special education teachers, Behavior specialists
  - Co-Published with DADD (2021)
- Special Education: A Primer for School Board Members (2021)
  - Authors: David Bateman and Jennifer Cline
  - Target Audience: School Board Members and Administrators
- A Practical Guide to Teaching Self-Determination Skills in Elementary School (2021)
  - Authors: Vickie Mitchell and Kendra Williams-Diehm
  - Target Audiences:
    - Elementary general education teachers
    - Special education teachers
    - Instructional Support Specialists
    - Behavior Specialists
    - Special Education Administrators
    - Institutions of Higher Education, teacher preparation programs

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

Since July Board Meeting  
CEC 2021

- Moved from an in-person event to a virtual event
- Moved the 2021 in-person event venue (Baltimore) to Baltimore for CEC 2025
- Updated CEC’s website with 2021 branding and revised text
- Registration re-opened October 1, 2020 with new pricing; as of today, we have 1,000 registrations
- Expo sales are at 40 booths sold (the majority are from Portland onsite sales). Increasingly more dissatisfied with Townsend.
- Program Chairs made decisions on the Teacher Slam, Data Blitz, and Collaborative Programming sessions
- Presenters have all be notified of their status along with registration information
- Session browser opened for program preview
- WHOVA has been selected as CEC’s virtual event platform. App highlights:
  - Access from any device (phones, tablets, laptops anywhere)
  - Amazing Attendee Engagement (live polls, session Q&A, surveys, session feedback, discussion boards)
  - Expo and Career Center
  - Great opportunities for Exhibitors and Sponsors
  - Tech support provided by Factor 110

REGISTRATIONS AS OF TODAY NOVEMBER 2		
2021	2020	2019
1,000	928	1,331

TYPES OF SESSIONS/NUMBERS	
Data Blitz	41
Demonstrations	39
Multiple Presentations	70
Panels	53
Posters	482
Presentation Q&A	222
Teacher Slam	112
Workshops	16

## Upcoming Projects

Convention work continues November through March 2021

- Registration
- Finalizing Keynote agreements and working towards recording
- Working with presenters on recording sessions (plus Mainstage presenters)
- Work in Whova to upload presentations, presenter information and more
- Work with Townsend on the Expo & Sponsorships for 2021
- Re-evaluating outsourcing expo/sponsorship and convention advertising sales

2022 - Call for Proposals and site preparation (CEC 100th Anniversary, Orlando)

2023, 2024, 2025 - Check-in with Louisville, San Antonio, Baltimore

2026 - Site Selection in 2021

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

### Since July Board Meeting

- Financial condition continues to be steady; projecting largest surplus in 7+ years
- Cash flow remains stable
- Member Services experiencing increased activity from upcoming virtual convention, LCE sales, membership sales
- 2021 draft budget completed
- PPP loan forgiveness on hold until government finalizes forgiveness process
- Moved investment reserves fully out of stock market and into fixed income (U.S. Bonds, T-Bills) to reduce risk with upcoming presidential election, virtual convention and continuing pandemic.

### Key Metrics

- Through September, CEC has a net operating surplus of \$798K, over 2X budget; last year showing a \$140K deficit
- Current projections show operating surplus of \$755K by year end.
- 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 forgiveness on hold until government finalizes forgiveness process.

### Upcoming Financial Considerations

- Financial challenges remain with uncertainty surrounding pandemic:
- 2021 convention moved to virtual format; budgeting for much lower than normal convention surplus
- State and county budget cuts are possible; could affect CEC's revenue

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

### Since July Board Meeting

- Board of Directors
  - Board workgroups
  - Three online votes
  - October meeting
- Election
  - Developed election voting platform
  - "Bios" and messaging created and posted to website and voting site
  - All members directly contacted via SurveyMonkey
  - Closed on Oct. 21

- Committees
  - Worked with group to revise to Policy Steering Committee charter
  - Revised general committee application
  - Revised Policy Steering Committee application
  - Call for Committee Applications went out; closes Nov. 24
  - Representative Assembly Committee meeting on reimagining the RA meeting
    - Notice of 60-day comment period through Jan. 5, 2020 based on Oct. 28 board action
- LDC
  - Completed nine board candidate interviews and completed slating (5 candidates)
  - Held LDC “annual” meeting July 23-25 (11 hours). New committee members also attended.
    - Retrospective, current status, looking forward
    - Most time on 7/24 spent in workgroups
      - Developing Volunteer Leadership/Leadership Development Program
        - Board approved development of a subcommittee to address this part of the LDC’s charge on Oct. 28
      - Candidate Search/Selection Process
      - Promotion Activities, Strategies, Communications, Outreach
      - 7/25: Reporting out and next steps
  - Additional meetings on 8/4, 8/25, 9/14, 10/12
  - Leadership Institute
    - Developed and recorded session on “Developing and Sustaining Great Leadership”
    - Held live follow-up sessions 10/15 and 10/21
  - Updating LDC and Board applications

#### Key Metrics

- 18 motions considered by the board.
- 3 board workgroups completed charge (Competencies, ED Evaluation, Mentoring Program Evaluation)
- 250% increase in election participation (2020: 1,400; 2019: 533)
- +/- 60 Leadership Institute live session participants

#### Upcoming Projects

- Board of Directors
  - Competencies Assessment for LDC
  - Board Assessment via BoardSource
  - New Board Member Orientations and Onboarding
  - Planning for 2021
- Leadership Development Committee
  - LDC Call for Applications
  - BoD Call for Applications
  - Leadership Development Subcommittee Development based on Oct. 28 board action

### 3.0 Organizational Items

#### 3.1 Committees & Workgroups

##### 3.1.1 Policy Steering Committee (PSC)

PSC Chair Margaret McLaughlin met with the board to discuss the past few months of the work of the committee and the motions presented.



### **3.1.1.1 Position on Physical Restraint and Seclusion Procedures in School Settings**

CEC last updated its Policy on the use of Restraint and Seclusion in schools in 2009. Since then, numerous federal hearings have been held, state guidance documents have been issued, and several divisions of CEC have issued recommendations or policy statements. Therefore, one of the initial tasks of the PSC was to review the organizational policy to ensure that it aligned with current principles of the organization and to bring it into alignment with practices in schools across the country. In its review of the policy, a team of PSC members reviewed the 2009 policy, as well as policies developed by the Council of Administrators of Special Education (CASE), the Council of Children with Behavior Disorders (CCBD) and the Division of Autism and Developmental Delays (DADD). Further, the team reviewed proposed federal legislation, federal reports that had been issued since 2009, and documents developed by the Office of Special Education (OSEP), Office for Civil Rights (OCR) at the US Department of Education (ED). Each of these documents was used in the development of a draft version approved for review by the PSC.

In September, the PSC Committee sought feedback from the CEC membership. 47 people provided comments and feedback on the draft position statement. After thoughtful discussion of the input, and a thorough review by all members of the team, the PSC recommended the draft for review by the CEC Board of Directors. The definitions and language used in the policy are consistent with the federal definitions as defined by OCR and in the December 28, 2016 “Dear Colleague Letter” issued by OSEP/ED.

**MOTION:** Mitch Yell moved to adopt CEC’s Position on Physical Restraint and Seclusion Procedures in School Settings (attached). Since this was a motion from a committee, no second was required.

**Motion passed.**

### **3.1.1.2 Position on Ensuring a Safe and Positive Climate in School and Community Settings for Children and Youth with Disabilities**

CEC last updated its policy on Safe and Positive School Climate in 2008. Considerable changes in national, state, and local policies related to school safety and climate have happened since then, coupled by growing research on the importance of a positive school climate on academic and social-emotional learning. Therefore, the PSC prioritized reviewing and updating this policy statement. To do so, members reviewed the statement from 2008, gathered statements developed by CEC divisions (including CASE and the CCBD), and examined statements developed by other organizations. Of particular value was the position statement developed by the Learning Policy Institute (Building a Positive School Climate). Additionally, a Congressional bill recently drafted and shared with PSC members provided an opportunity to consider the content that may be useful to policymakers. After developing a draft position statement, several CEC members with scholarship and expertise in policies and practices related to school safety and in racial/cultural awareness were contacted for additional feedback and subsequent revisions.

Following consensus among PSC members, a draft version was sent to CEC members for review and public comment. Forty members responded with feedback. After careful consideration of the suggestions, several additional edits and revisions were made (e.g., including geography as a type of diversity, emphasizing the learning environment extends to include virtual settings, etc.). After considering all feedback, a final version was then presented to the PSC for a final vote to present the draft position to the board.

**MOTION:** Mary Lynn Boscardin moved to adopt CEC’s Position on Ensuring a Safe and Positive Climate in School and Community Settings for Children and Youth with Disabilities (attached). Since this was a motion from a committee, no second was required.

**Motion passed.**

### **3.1.1.3 Policy Priorities – 117th Congress**

The Policy Steering Committee is charged by the Board of Directors to develop recommendations for consideration by CEC’s Board of Directors 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:** Dennis Cavitt moved to adopt the draft Policy Priorities for the 117<sup>th</sup> Congress (attached). Since this was a motion from a committee, no second was required.

**Motion passed.**

### **3.1.1.4 Policy Response Strategy Motion**

In July, the board approved a motion to pilot the use of the 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/positions needing to be developed, or determining the appropriateness to support a policy/position. The strategy has been used since the July meeting and has worked effectively.

The “Guidelines for Public Policy Materials” referenced in the Action Plan are attached hereto.

**MOTION:** Rosalind Hall moved to approve the piloted Policy Response Action Plan as presented at the Board’s July 2020 meeting:

#### **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.

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

(See Guidelines for Public Policy Materials for additional clarification.)

### **Action Option 3**

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.

### **Action Option 4**

If the PRT determines that CEC does have a policy or position, but it 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**

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

**Further moved**, to revise Section 2, Part 5 (Conducting Official Business) of CEC's Policy Manual.

**Motion passed.**

## **3.1.2 Leadership Development Committee (LDC)**

LDC Chair Mikki Garcia met with the board to answer any questions about the quarterly report and Election Modification Motion.

### **3.1.2.1 Quarterly Report**

The board received the quarterly report.

### **3.1.2.2 Election Modification Motion**

The charges to the Governance Workgroup, established by the board in 2016, included:

- make recommendations to address inefficiencies, if any, and incorporate best practices from the field of association management;
- develop systems or policies to facilitate adaptability and promote innovation
- establish a process for on-going review of CEC's governance structure(s).

The final recommendations from the Governance Workgroup included the following:

*Board members will be elected by a majority vote of the sitting board from the pool of candidates provided by the LDC.*

The LDC has been successful in recruiting and slating individuals who represent many of the aspects of CEC's definition of diversity. Through a continuous improvement process, the LDC evaluates the outcomes of its activities to ensure that it is finding the most well-qualified and best-fitting candidates for the board. However, there is no guarantee, despite the best efforts of the committee, that the membership will ultimately elect board members who possess a diversity of perspectives and embody the combination of dispositions and characteristics most suitable for the board based on various needs assessments.

While another consideration is low voter participation, even more concerning to the LDC is that data reveal that voters may not be familiarizing themselves with the candidates through posted application information and, thus, not making informed voting decisions.

For example, in the 2019 election, within the first six hours after the election opened, 37% of the total number of votes received over a four-week period had been received; after 24 hours, more than half of all votes – 52% – had been received. With 14 candidates on the ballot, it is hard to imagine that the voting members had read much, if any, of the candidates' "bio" information.

**MOTION:** Cindy Perras moved the motion to change to the election of members-at-large by the membership to election by the Board of Directors to ensure not only demographic diversity on the board, but diversity of perspectives, as well as a desirable combination of personality types, KSAs, and competencies;

**Further moved,** to change appointment of the president elect by the Board of Directors to election by the membership.

Since this was a motion from a committee, no second was required.

**Motion failed.**

### **3.1.3 Board Mentoring Program Evaluation Workgroup Final Report**

Workgroup chair Ben Tillotson reviewed the report provided insights into the final recommendations made by the workgroup.

#### **Executive Session**

#### **Recess**

#### **Sunday Board Business Meeting**

##### **1.0 Official Items**

##### **1.1 Call to Order**

##### **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  
 Loral Jackson  
 Danielle Kovach  
 Diana Morales  
 Cindy Perras  
 Charmion Rush  
 Kareem Thompson  
 Ben Tillotson  
 Mitch Yell  
 Paul Zinni

#### 4.0 Strategic Plan Update

Executive Director Chad Rummel provided the following updates on the Strategic Plan:

Goal 1: Educators will be highly competent professionals entrusted to provide quality instruction that will enable all students to pursue their full potential.

Theme Areas:

- Professional Career Development
  - Personnel Shortages
  - High Leverage Practices
  - Professional Standards
- Products & Resources
  - Curriculum Materials
  - Publications
- Membership Development

**Status/Progress Indicators**

As of April 2020

Since April 2020

Anticipated for 2021

Ongoing (never will be completed)

By 2019, CEC will revise its professional standards to incorporate High Leverage Practices (HLPs).



By 2021, CEC will disseminate revised Initial Preparation Standards and related resources for utilizing the standards for Special Education



- Approved by CAEP, fall 2020
- Need to update resources (Red Book, TEC Article, Skill Sets, HLP Crosswalk)

By 2021, CEC will disseminate resources related to standards and HLPs.



- Continuing to work with CEEDAR, Fall 2021 special issue of TEC planned and paid for by CEEDAR
- Crosswalk between new standards and HLP’s developed Fall 2020 (released in TEC in November/December issue)

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 programs.



- Accreditation Commission Workgroup in progress
- MOU submitted for approval at November meeting
- First round of accreditation happening January 2021

CEC will make available products and resources to encompass Culturally Responsive, Evidence Based and High Leverage Practices in teaching practice and evaluation.



- 2020 Webinar series all about HLP’s; two contract trainings on HLP’s
- Convention workshops on HLPs and EBP’s are being prioritized; several sessions on 2021 program including 2021 convention keynote
- Project20/20\* happening 2020-2022 to develop additional resources
- Themed issue of TEC on “racial and cultural responsiveness in special education” in planning and one on “racial and cultural diversity and twice-exceptional children”; autism book for culturally responsive educator in process

\* Project20/20 is a 3-year, outcomes-based project driven by all of CEC, from individual members, to our various components (divisions, units, chapters and caucuses). Through the project, we will reaffirm our commitment to social justice and equity while striving to create deliverables that each CEC group can begin to apply over the next three years to help their groups reach the goals of the project.

The goals are:

1. Create a more diverse membership AND programs to support a more diverse membership (Diversity Leadership Program, Mentoring, Caucuses, etc.)
2. Promote equity and engagement (volunteers, leaders, and participants in CEC professionally and scholarly activities, etc.) by identifying and eliminating barriers that exist
3. Provide education and programming to support special educators in serving diverse communities (Webinars, Synchronous Courses, Resources/Tools, Sessions at Conferences, etc.)

CEC and Pioneers Division will disseminate findings of the State of the Profession Study.



- Published in TEC and as open access on website
- Presented at convention and Leadership Institute, published open access on website
- Progress thwarted due to COVID; need to reconvene with authors

Establish a content management strategy to develop, deliver, and evaluate CEC’s evidence-based content (e.g., website, journals, webinars, podcasts, Special Education Today, Policy Insider).



- Developed taxonomy in conjunction with website
- Need to audit publications, PD, etc., using taxonomy and develop strategy to continually update and deliver

Revise the Life Centered Education curriculum by December 2021



- Workgroup formed Spring 2020; delayed due to COVID
- Will deliver curriculum by end of 2021; platform upgrades to occur after

Transform CEC’s student membership to an “early career” membership experience that recognizes the distinct needs of students and new teachers. (Based on Board Action 7/10/2018.)



- Early career research study completed
- Separated student and early career membership category; new group and textbook membership options for university students; student liability insurance added for all students
- Jumpstart program made available to early career members
- Developing first-year mentoring program for 21-22 school year (or sooner)

CEC’s Board of Directors will act to address the shortage of special educators including recruitment, preparation and retention.



- Work done from membership perspective: early career study, state initiatives
- Presidential column in TEC this year; Jumpstart program
- Need to form workgroup/strategy (aligned with Dept of Ed Attract, Prepare, Retain campaign)

Goal 2: CEC will have the capacity and capabilities to lead the field of special education in advocacy, standards, and professional learning and practice.

Theme areas:

- Policy & Advocacy
  - Influencer
  - Go to organization
- Grassroots Efforts
  - Units
  - Divisions
  - State & Federal Agencies
  - Partners
- Technical Assistance
  - Business and program planning
  - Communications and marketing
  - Membership recruitment and development
  - Organizational structure and governance
- Celebration

Strengthen CEC’s Advocacy and Public Policy Issues Management Process (Based on Board Action 5/2016)



- Policy Steering Committee and Policy Response Team in place (still revising)
- Policy priorities approved

Reestablish CEC presence before Congress and relevant federal agencies. (Based on Board Action 5/2016)



- This is a never-ending task, but much ground has been gained with the policy reorganization
- Hill and Department relationships built and growing
- Incorporating Champions into 100th Anniversary

Improve Grassroots Initiatives (Based on Board Action 5/2016)



- Started developing “Advocacy 365”
- Increasing communication between the Senior Policy Advisor and CAN in coming months.

Expand technical assistance to units to strengthen advocacy, standards, and professional learning and practice.





- Launching of resources related to Advocacy 365
- Provided consultant (former executive director of CASE) to support units in 2020/2021

Expand technical assistance to units and divisions to strengthen leadership in all areas of operation.



- Hired consultant to support Units in 2020-2021
- Created Director of Component Services position for 2021
- Migrating Unit websites to new CEC web platform and managing for free
- New Membership Manager providing marketing/membership support for Units

Celebrate CEC’s Organizational Accomplishments (100<sup>th</sup> Anniversary in 2022)



- Committee report received, reviewed and synthesized for viability
- Pioneers subcommittee documenting final history to complete full 100 years
- Chairs selected for in-person (?) gala at 2022 convention
- Met with 2022 president to discuss sharing 100 success stories during anniversary year (August 2021-August 2022)

### 3.0 Organizational Items (con’t.)

#### 3.2 President’s Report

President Jennifer Lesh reported the following activities for 7/10/20 – 11/13/20

- Finished one-on-one discussions with all board members on our board work
- Weekly standing meetings with Executive Director and Director of Governance and Executive Services
- Weekly Policy Response Team meetings
- Officers calls 7/15/20, 8/19/20, 9/16/20, 10/21/20
- FASC meetings 8/26/20, 10/28/20
- LDC meetings 7/24/20, 8/4/20, 8/25/20, 9/14/20, 10/12/20
- Meetings with LDC chair 7/16/20, 10/9/20, 11/9/20
- Senior Policy Advisor/Stride transition conference call 7/20/20
- Special Education Legislative Summit
  - Opened SELS Live Washington Update meeting with CASE President Erin McGuire
  - Participated in all sessions over the week of 7/13/20-7/17/20
  - Met with Florida SELS team 7/13/20, 7/17/20, 7/21/20 – met with Ed. staffers for Senator Marco Rubio, Senator Rick Scott, Representative Lois Frankel, Representative Ted Deutch, and Representative Alcee Hastings
  - SELS 411 office hours to assist state teams 7/23/20 and 7/24/20
  - SELS leadership met with House Labor HHS Education Appropriations subcommittee minority staffer Kathryn Salmon 7/27/20 and majority staffer Phillip Tizzani Majority 7/30/20

- SELS leadership met with Senate HELP Committee staffers Phoebe Snow 7/27/20, Matt Stern 7/28/20, and Kimberly Knackstedt /30/20
  - SELS Leadership debrief 9/2/20
- Leadership Institute
  - Webinars with Chad 8/11/20 and 8/13/20
  - LDC Leadership Institute working sessions opening remarks 10/15/20, 10/21/20
- Representative Assembly Committee meeting – 8/5/20
- Meeting with PSC chair 8/6/20 on restraint and seclusion
- Provided input on 2021 PSC application 10/6/20
- Wrote article for November/December issue of TEC
- Attended the following events
  - DEC webinar 8/17/20
  - CEEDAR Center webinar 10/28/20
  - TED General Business Meeting 11/5/20
  - ISET webinar 11/10/20
  - AIR and OSEP Preparing new special education teachers 10/28/20
  - Palm Beach County CEC board meetings, socials etc 7/30/20, 10/17/20
- Hosted CEC Board Social Hour 11/6/20

### 3.3 Executive Director’s Report

Executive Director Chad Rummel provided the following updates:

#### Operations

- Monitoring budget closely with the CFO
  - Identifying temporary or permanent cuts
- Managing fully remote staff
  - First COVID case last week
- Re-allocating resources
  - Marketing Manager -> Membership Manager
  - Outsourced Web ->Digital Content Manager
  - Added Digital Content Intern
  - Added Component Services
  - Evaluating Outsourced Sales Position
- Goal-setting / Scaling Up

#### Policy/Advocacy

- Weekly Policy Response Team meeting
- Weekly strategy meeting with Kuna
  - Ongoing evaluation of Stride relationship
- Policy Steering Committee monthly meetings
- Weekly meetings with external stakeholders
  - CCD, ED Department, partner groups

#### Membership

- Reviewing all practices
  - Renewal, Onboarding/Engagement, Acquisition
- Evaluating use of all systems and software
- Evaluating state Initiatives
  - What’s working and not working
- Revamp of marketing process/strategy

#### Project 20/20 – the equity project

- Chaired by Endia Lindo (DDEL President)
- 3 Subgoals/Chairs
  - Membership/Programs
  - Equity in Engagement
  - Culturally Responsive Resources/Training
- First meetings of each group in December
- 3-year goal of developing a DEI plan

#### Components

- Component Relations Manager started 11/1
- Taking on TED Management 12/1
- In talks with CASE for communications support
- Component Relations Manager working with Unit consultants Luann Purcell on Units, creating resources
- 2-3 Division/Unit meetings a week

#### Convention

- Virtual Convention
  - Driving best practices
  - HEAVY tech lift
  - If this is successful...
- Need to re-imagine programming for convention
  - Identical to when the convention was 9,000 attendees

### **3.4 Treasurer's Report**

#### **3.4.1 Investment Status Update**

As reported in CFO Craig Evans' update, investment reserves were moved out of the stock market and into fixed income (U.S. Bonds, T-Bills) to reduce risk with upcoming presidential election, virtual convention and continuing pandemic, based on Board action (10-28-2020).

#### **3.4.2 2021 Program Plan & Budget**

**MOTION:** Diana Morales moved to approve the 2021 Program Plan and Budget, dated October 23, 2020, as submitted. Rosalind Hall seconded.

**Motion passed.**

### **3.5 Administrator of Special Education Professional Leadership Standards**

**MOTION:** Mitch Yell moved to approve the CEC Administrator of Special Education Professional Leadership Standards for submission to CAEP and for adoption as CEC's new professional preparation standards, effective July 1, 2021, as recommended by the Professional Standards and Practice Committee. Since this was a motion from a committee, no second was required.

**Motion passed.**

### 3.6 CEC Program Accreditation Commission

The Commission's purpose is to oversee and guide CEC's Special Educator Preparation Accreditation functions under the authority of the CEC Board of Directors. The Commission maintains independence from the CEC Board for decision making related to accreditation through this memorandum of understanding. Per standards provided by the Council for Higher Education Accreditation (CHEA), neither the CEC Board nor members of the board shall be involved in program accreditation reviews or accreditation decision-making.

**MOTION:** Dennis Cavitt moved to approve the Memorandum of Understanding between the CEC Program Accreditation Commission and the CEC Board of Directors. Cindy Perras seconded.

**Motion passed.**

### 3.7 Development and Fund-raising Plan

Executive Director Chad Rummel provided the following information:

Looking Backward

- "Foundation for Exceptional Children" created in 1971
  - CEC didn't have a 501c3 (until 1988)
  - Built CEC headquarters (completed 1973)
  - Own board, executive director
  - Scholarships, conferences, grants, Yes I Can, etc
  - 1996, FEC gave building to CEC
  - Support for FEC dwindled, CEC stepped in

History

- 2001, FEC narrowed/became "Yes I Can! Foundation"
  - Sponsored YIC and several awards/grants
  - \$2 dues checkoff was main source of funds
  - Wasn't sustaining funds to support itself
- 2006, legal/reporting issues for YICF
- 2008, CEC absorbed YIC and the YICF dissolved

Take-aways

- While once needed due to the 501c3 status
- Unable to "shepherd" donors to major/legacy gifts (unable to meet 8x rule)
- Programs created and solely funded by donations were not sustainable. \*Fundraising must be in line with association goals.\*
- Governance/legal stress caused the demise
- Greatest return was through the Yes I Can! program

Looking forward

- CEC already has 20,000+ contributors who give to CEC annually through membership
- Association fundraising is not "big money." It takes time to shepherd donors
- If we start a development program today, it's not something we should plan to reap the benefits of for 3-4 years
- Fundraising creates a "Margin of Excellence"

Types of fundraising

- Annual Campaigns – Often conducted by charities, annual campaigns fund operations for the current year

- Capital Campaigns – “Buy us a new science lab.” Big ticket purchase OR to kickstart something (new scholarship, for example)
- Budget Relief – Raising funds in an endowment to offset future operations/programs.

#### Field of Interest Funds

- Raise money for an “area” of work
- Budget relief where we are already doing work OR want to increase our work.
- Suggestions: Diversity Fund, Student/Early Career Initiatives Fund, Policy and Advocacy Support Fund
- Of the fund balance on October 1, 8% will be made available in the following year’s budget. Goal is to not touch principal

#### Designated Funds

- Usually covers a specific program, award, grant, scholarship, etc. Common for a Board to fund a pilot program for 3-5 years while building this endowment to fully fund it.
- Suggestion: Yes I Can Fund
- 8% of the balance on October 1 will be made available in the following year’s budget

#### General Funds

- Unrestricted and spent at the Board’s direction.
- Can be treated as a “rainy day” fund, to fund ongoing operations, or strategic initiatives
- Suggestion: Fund for the Future
- 10% of the balance on October 1 will be made available in the following year’s budget

#### Donor-Advised Funds

- Restricted by Deed of Gift upon acceptance of endowment by CEC. Often used for legacy gifts or in memoriam gifts
- Minimum commitment of \$10,000 or plan to reach \$10,000 in first three years
- CEC will charge 1% of October 1 balance each year as administrative fee if not accepting ongoing donations; 5% of balance each year as administrative fee if accepting ongoing donations
- Could support units/divisions in fundraising

#### Fundraising Strategy

- People do not give to get a tax break. Must have:
  - Linkage: must know someone (i.e. board, volunteer, etc.)
  - Ability: must have ability to financially donate
  - Interest: must care about the cause, programs
- **\*\*MUST** have volunteers interested in making the “ask” to those in which they are connected. Fundraising is EVERYONE’s job.

#### Fundraising Tactics (all TBD)

- Dues box add-in
- Online and in-person events
- Social / Facebook fundraising
- Corporate Partnership
- Legacy/Bequests
- Donor Levels– Based on annual contributions
- Leadership Society – Anyone who has given or commits to give \$5,000 over 10 years
- Legacy Society – Anyone who makes a planned giving bequest of \$10,000 or more

#### Reasonable Expectations

- October 1, 2021 - \$25,000 fund balance
  - \$2,000 available in 2022 budget
- October 1, 2022 - \$75,000 fund balance
  - \$6,000 available in 2023 budget
- October 1, 2023 - \$130,000 fund balance
  - \$11,200 available in 2024 budget

- October 1, 2024 - \$200,000 fund balance
  - \$16,000 available in 2025 budget
- October 1, 2034 - \$1,000,000 fund balance
  - \$80,000 available in 2035 budget

#### Costs

- First-year costs (\$24,000)
  - State-level charity registration fees - \$4,000
  - Outsourced registration/reporting fees - \$7,000
  - Fundraising module in database - \$13,000
- Annual costs (\$13,000)
  - State-level charity registration fees - \$4,000
  - Outsourced registration/reporting fees - \$7,000
  - Fundraising module in database - \$2,000

#### Considerations

- Have to build trust that we are creating forward focused and growth, and not just paying for today's bills.
- Creating a Development Committee to advise and assist with fundraising. These should be a cross-section of the community but people who are not afraid to make an ask and who donors don't want to turn down.
- Building a development program requires time to develop and steward donors. While we will start by building in a donating mechanism as part of the join/renew process, developing a database of donors and growing them will take time.
- With a limited "donor list" at the beginning, this will not require a ton of staff the first couple years. However, at some point, a commitment will need to be made to allocate staffing toward this effort.

### **5.0 New Business**

There was no new business.

### **6.0 For the Good of the Order and Adjournment**

Without objection, President Lesh adjourned the board business meeting at 1:57 p.m.

**COUNCIL FOR EXCEPTIONAL CHILDREN**

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**CEC MOTION FORM: PART I**

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**A. Purpose of Motion:** To approve a revised position on Physical Restraint and Seclusion Procedures in School Settings.

**B. MOTION (to include any relevant deliverable[s] and timeline):**

**Move, to** adopt CEC’s Position on Physical Restraint and Seclusion Procedures in School Settings. (Attachment A).

**C. Motion Originator:**

Name: Policy Steering Committee  
 Title: Margaret McLaughlin, Chair

**D. Rationale (Statement explaining the need for the motion. Indicate any issue[s] of concern. Include reference to related policies where appropriate.):**

**Development of CEC Position on Restraint and Seclusion Procedures in Schools**

The Council for Exceptional Children (CEC) last updated its Policy on the use of Restraint and Seclusion in schools in 2009. Since then, numerous federal hearings have been held, state guidance documents have been issued, and several divisions of CEC have issued recommendations or policy statements. Therefore, one of the initial tasks of the Policy Steering Committee (PSC) was to review the organizational policy to ensure that it aligned with current principles of the organization and to bring it into alignment with practices in schools across the country. In its review of the policy, a team of people from the PSC reviewed the current policy from CEC (2009) as well as policies developed by the Council of Administrators of Special Education (CASE), the Council of Children with Behavior Disorders (CCBD) and the Division of Autism and Developmental Delays (DADD). Further, the team reviewed proposed federal legislation, federal reports that had been issued since 2009, and documents developed by the Office of Special Education (OSEP), Office for Civil Rights (OCR) at the US Department of Education (ED). Each of these documents was used in the development of a draft version approved for review by the PSC.

In September, the PSC Committee sought feedback from the CEC membership surrounding three questions:

1. This position statement will allow for forward-thinking and courageous decision making dedicated to excellence and influence in the evolving world. (77% Agree/Strongly Agree)
2. This position statement will promote ethical and responsive behavior, transparency, and accountability. (84% A/SA)
3. This position statement demonstrates a commitment to diversity, caring, and respect for the dignity and worth of all individuals. (84% A/SA)

47 people provided comments and feedback on the draft position statement.

In reviewing and developing the draft position statement, several points of consensus were easily reached by the team and the full PSC including:

- Proactive approaches to behavioral management including the use of positive behavior interventions and supports are necessary at the school wide, classroom, and individual student levels in order to reduce and move to eliminate the use of restraint or seclusion in schools.
- Restraint and seclusion are not interventions. Instead, they are measures of last resort which should be used in the rarest of situations, in a time limited fashion, and after all other measures have been exhausted by the staff.
- Prone restraint (with a person face down), mechanical restraint (with the use of manipulatives), and chemical restraint (with the use of medications) should not be used in schools.
- School based IEP teams, including the parents, should always be involved in decision making processes regarding when and under what conditions restraint and seclusion may be used in a school and/or with an individual student.
- Reporting measures need to be enhanced in all schools so that parents are aware of what and when restraint or seclusion has occurred so that schools and parents can work together to support students.
- Disaggregating data based on race/ethnicity, gender, disability, antecedents/context, and other relevant factors is necessary for school staff to determine if teams have an understanding of how to reduce the use of these measures.

Several points required a significant level of discussion between the committee members including the following:

- The use of seclusion in schools. Specifically, the team needed to determine whether it should ever be allowed, and, if so, what parameters should be put around it.
- The use of time out in schools and how this differed from the use of seclusion.

After thoughtful discussion and a thorough review by all members of the team, the PSC recommends the attached draft for review by the CEC Board of Directors. The definitions and language used in the policy are consistent with the federal definitions as defined by OCR and in the December 28, 2016 “Dear Colleague Letter” issued by OSEP/ED. The PSC trusts that this position statement will contribute to future discussions on this issue as they arise in Washington, DC and across the country.

**E. Policy and Financial Implications: Policy – none; Financial – none.**

**F. Strategic Plan (Statement indicating how the action proposed in this motion relates to the CEC strategic plan. Include the specific strategic plan goal that is applicable).**

Goal 2: CEC will have the capacity and capabilities to lead the field of special education in advocacy, standards, and professional learning and practice.



**G. Content management/dissemination strategies, as applicable.**

Post to website and disseminate via *Special Education Today*.

**H. Document Changes:**

- CEC Bylaws
- CEC Operational Policies
- CEC Professional Policies
- CEC Strategic Plan
- No change needed

**I. Submitted To:**

<input checked="" type="checkbox"/> President	By: <u>Margaret McLaughlin, Chair, for the Policy Steering Committee</u>
<input type="checkbox"/> Executive Director	Date: _____

## **CEC's Position Statement on Restraint and Seclusion Procedures in School Settings**

As advocates for children and youth with exceptionalities, the members of the Council for Exceptional Children (CEC) are committed to ensuring a [safe and positive climate in school and community settings](#). This requires elimination of any inherent biases school leaders, teachers, and other school personnel may hold and investing in policies and practices that build community, such as developing comprehensive safety plans that emphasize proactive approaches to reducing unwanted behavior and providing access to a full continuum of positive behavioral interventions and supports for all children and youth. We find the use of practices such as restraint and seclusion to be in sharp contrast to these ideals, especially because data indicate that children and youth with exceptionalities are subjected to restraint and seclusion at significantly higher rates than their typically developing peers; and this is especially true for African American and Hispanic students with disabilities (US Department of Education/Office of Civil Rights [December 28, 2016]). The negative effects of seclusion and restraint limits the ability of education personnel to provide children and youth with exceptionalities access to a free appropriate public education (FAPE).

CEC maintains that it should be the goal of all educators and policy makers to eliminate the use of restraints and seclusion and to develop and implement positive educational strategies that respect the dignity and safety of children and youth with exceptionalities. We contend that the disciplinary practice of restraining and secluding children and youth are not behavior change strategies and therefore should never be included within Behavior Intervention Plans (BIPs) or Individualized Education Programs (IEPs), nor should they be identified in individualized safety or emergency plans. Moreover, we recognize the acute impact restraint and seclusion may have on children and youth who have experienced trauma related to previous abuse and how medications or health problems might affect the physical well-being of the student during restraint procedures or seclusion. Therefore, CEC believes that restraint and seclusion should only be used as a last resort and in extremely rare instances when a child's behavior poses an imminent threat of physical harm to him/herself or others.

Guiding the actions of administrators, teachers, and staff members should be the Functional Behavioral Assessment (FBA), the BIP, and the IEP. Core components of planning for children and youth with significant behavioral, emotional, or social challenges, these documents should be data-driven, focused on teaching age- and developmentally-appropriate behaviors and social skills, and incorporate the commitment of all team members, including families/guardians. Because the BIP should focus on plans to teach appropriate skills and responses, the use of restraints or seclusion should never be included as a planned intervention.

Throughout this document, CEC has adopted definitions provided by the Office for Civil Rights (OCR) at the US Department of Education (December 28, 2016) in considering these positions. The only federal definitions available, the OCR terminology informs reporting requirements at the school, local education agency, and state levels and thus, are currently accepted as standard reporting definitions.

### **Definitions**

The following definitions for restraints and seclusion are taken from *the December 28, 2016 Dear Colleague Letter issued by OSEP/DOE* <https://www2.ed.gov/about/offices/list/ocr/letters/colleague-201612-504-restraint-seclusion-ps.pdf>

*In general, OCR defines three categories of restraints: Mechanical, Physical and Chemical. In educational settings the use of physical and mechanical restraints are the primary concerns. The OCR uses the following definitions for mechanical restraint and physical restraint:*

*Mechanical restraint refers to the use of any device or equipment to restrict a student's freedom of movement. The term does not include devices implemented by trained school personnel, or utilized by a student that have been prescribed by an appropriate medical or related services professional and are used for the specific and approved purposes for which such devices were designed (e.g., devices or mechanical supports used to achieve proper body position, balance, or alignment to allow greater freedom of mobility; vehicle safety restraints; restraints for medical immobilization; or orthopedically prescribed devices that permit a student to participate in activities without risk of harm.*

*Physical restraint refers to a personal restriction that immobilizes or reduces the ability of a student to move his or her torso, arms, legs, or head freely. The term physical restraint does not include a physical escort. Physical escort means a temporary touching or holding of the hand, wrist, arm, shoulder or back for the purpose of inducing a student who is acting out to walk to a safe location.*

### **Seclusion**

*Seclusion refers to the involuntary confinement of a student alone in a room or area from which the student is physically prevented from leaving. It does not include a timeout, which is a behavior management technique that is part of an approved program, involves the monitored separation of the student in a non-locked setting, and is implemented for the purpose of calming.*

### **Parameters and Beliefs**

Given these definitions and our commitment to safe and positive school and community settings, CEC supports the following principles and practices related to the use of restraints and seclusion in all educational settings:

1. All children and youth should receive necessary behavioral, social, emotional, and mental health screenings, support, and programming in a safe and least-restrictive environment. Further, schools and districts should include regular school-wide behavioral screenings to identify those children and youth who are at greater risk for developing behavioral disorders.
2. The FBA and the BIP should be a core component of planning for children and youth with significant behavioral, emotional, or social challenges and the use of restraints or time out should never be a planned intervention for any child or youth. By using this process, the educational team will ensure that people with a significant level of knowledge of the child or youth, including the parents/guardians, will make decisions about how best to support the student in the school.
3. Restraint should only be used in situations where a child or youth has demonstrated that s/he is an *imminent physical danger* to himself/herself or others and all other least restrictive supports have been exhausted. Moreover, when restraint is used, it should end when the child or youth demonstrates that s/he is no longer a danger to him/herself or others or demonstrates signs of medical distress. *Restraint should never be used as a means of discipline or coercion, nor should restraint ever be used as a primary method for de-escalating a child's behavior.*

4. Seclusion, which has no known therapeutic benefits, should be used only in the extremely rare situations when a child or youth has demonstrated that s/he is an *imminent physical danger to himself/herself or others* and all other least restrictive supports have been exhausted. Additionally, seclusion should only be considered where there is no medical or psychological (e.g., the impact on children and youth who have experienced trauma related to previous abuse) contraindications and must be time-limited, ending when the child or youth demonstrates that s/he is no longer a danger to himself/herself or others or demonstrates signs of medical distress. *Seclusion should never be used as a means of disciplining a student nor should it ever be used as a primary method for de-escalating behavior.*
5. The following practices should *never* be used in educational settings (including by school, contract, or non-school staff):
  - The use of prone restraint (with the child or youth face down on his/her stomach).
  - Any restraint or maneuver, including supine restraint, that places pressure or weight on the chest, lungs, sternum, diaphragm, back, neck, or throat or that is administered in such a manner that prevents a child or youth from breathing, communicating, or speaking.
  - The use of mechanical restraint (i.e., use of devices as a means of restricting freedom of movement including handcuffs, rope, duct tape, etc.). However, prescribed assistive devices such as standing tables and chairs with restraints are not considered mechanical restraints, neither are vehicle restraints (i.e., seat belts and harnesses).
  - The use of any practice related to restraint or seclusion as a form of discipline, to force compliance, as a convenience for staff (i.e., placing a child or youth in seclusion while staff is working on other issues), or as a substitute for appropriate positive educational supports.
6. Policies and procedures should provide preference for safe, effective, evidence-based strategies to support children and youth who display challenging behaviors in educational settings over the use of restraints or seclusions. Such strategies include schoolwide positive behavior interventions and supports, trauma-informed care practices, and high leverage/evidence-based practices. The policies should be clearly articulated in the policies of school districts and individual schools and communicated to all parents and families prior to any use of the supports.
7. Policies and procedures related to the use of restraints and seclusion must make clear that they will not employ any of the practices noted in 5. above and will only be used by adequately trained individuals. Staff training should include current evidence-based programs and techniques and approaches to supporting students with significant behavioral challenges. (For a list of suggested peer reviewed programs, [click here.](#))
8. State education agencies, in partnership with local education agencies and other educational settings, must develop clear and consistent reporting systems to ensure incidents of restraint and seclusion are reported to parents/guardians immediately following the incident. Further, a series of several incidents leading to the use of restraint and/or seclusion of a child or youth should result in a review of the child or youth's programming and the BIP to determine if the incidents constitute a pattern of behaviors that should be addressed through the BIP.
9. All PK-12 educational settings should accurately report data on the use of restraint and seclusion to state and federal agencies in compliance with all applicable state and federal reporting requirements. At minimum, all schools should accurately and in a timely manner report data required under the Civil Rights Data Collection (CRDC) and any other required state reports

related to the use of restraint and seclusion and these reports should be publicly available subject to the protection of individual students' identities.

10. State and local education agencies should regularly examine data surrounding restraint and seclusion to determine data accuracy and look for trends and patterns related to racial disproportionality, age, disability category, and other relevant information that can improve oversight and the safety of children and youth.
11. Only staff members trained on the use of evidence-based, safe approaches when using restraint and seclusion should be permitted to implement these disciplinary practices. Training curriculum should follow uniform, national guidelines aligned to standards established by professional organizations and result in a certificate or other document that recognizes the successful completion of the training program. Training should occur at least annually and include content and skill development on crisis prevention, de-escalation, conflict management, and evaluation of risks of challenging behavior. Additionally, training must include methods for monitoring a child or youth's well-being, including making trainees aware of the potential psychological harm of the use of restraint and seclusion and how medications or health problems might affect the physical well-being of the child or youth during restraint procedures or seclusion. Training should also include any staff members who may deliver services in other settings (e.g., in the home or on a school bus).
12. School districts should annually inspect rooms and/or spaces that might be used in the event of a need to seclude a child or youth. Further, such spaces must be examined prior to each use to ensure they are physically and emotionally safe and humane, and free from potential danger. Additionally, while these rooms are being used with children and youth, locking mechanisms should only be engaged in a situation where the lock is activated or engaged by a human being and can be disengaged quickly in the case of an emergency. Children and youth must be continuously monitored to ensure their physical safety and their human rights must be respected.
13. Federal laws, state laws, and proactive technical assistance provided by the OCR and the Office for Special Education Programs (OSEP) should move to eliminate the incidence of restraint and seclusion and ensure that personnel in all educational settings understand the parameters of using and reporting uses of restraint or seclusion.
14. Researchers are encouraged to use existing sources of data to identify school districts, schools, and other educational settings that have significantly reduced the use of restraint and seclusion to identify additional proactive methods of supporting student behaviors.
15. Full funding of IDEA 2004, that promotes the use of FBA and BIP when a student has demonstrated behavior that impedes their learning or the learning of others, is necessary to fully support children and youth with disabilities.

The IDEA requires school districts to provide a FAPE in the least restrictive environment (LRE) to eligible students with disabilities, including those with significantly challenging and sometimes dangerous behaviors. It is clear school district personnel cannot meet this burden alone. CEC will partner with sponsors of legislation to ensure clear language and reporting requirements consistent with evidence and accountability to guarantee the safety of children and youth.

**References**

U.S. Department of Education/Office of Civil Rights. (2016). *Dear Colleague Letter: Restraint and Seclusion of Students with Disabilities*. Author.

DRAFT

**COUNCIL FOR EXCEPTIONAL CHILDREN**

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**CEC MOTION FORM: PART I**

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**A. Purpose of Motion:** To approve a revised CEC position on Ensuring a Safe and Positive Climate in School and Community Settings for Children and Youth with Disabilities.

**B. MOTION (to include any relevant deliverable[s] and timeline):**

**Move, to** adopt CEC’s Position on Ensuring a Safe and Positive Climate in School and Community Settings for Children and Youth with Disabilities. (Attachment A).

**C. Motion Originator:**

Name: Policy Steering Committee  
 Title: Margaret McLaughlin, Chair

**D. Rationale:** The Council for Exceptional Children (CEC) last updated its policy on Safe and Positive School Climate in 2008. Considerable changes in national, state, and local policies related to school safety and climate have happened since then, coupled by growing research on the importance of a positive school climate on academic and social-emotional learning. Therefore, the Policy Steering Committee (PSC) prioritized reviewing and updating this policy statement. To do so, members reviewed the statement from 2008, gathered statements developed by CEC divisions (including the Council of Administrators of Special Education and the Council of Children with Behavior Disorders), and examined statements developed by other organizations. Of particular value was the position statement developed by the Learning Policy Institute ([Building a Positive School Climate](#)). Additionally, a Congressional bill recently drafted and shared with PSC members provided an opportunity to consider the content that may be useful to policymakers. After developing a draft position statement, several CEC members with scholarship and expertise in policies and practices related to school safety and in racial/cultural awareness were contacted for additional feedback and subsequent revisions.

In reviewing and developing the draft policy, points of consensus were easily reached by the full PSC, including:

- The need to emphasize a commitment to the dignity and worth of all individuals and that this extends to include all families, children, and youth, regardless of ethnic and racial backgrounds, language, age, abilities, family status, gender, gender identity, sexual orientation, socioeconomic or immigration status, and religious and spiritual values;
- The inherent connection between a safe and positive school climate with providing educational equity and providing a free appropriate public education to children and youth with disabilities;

- The desire to emphasize positive approaches to building a safe and positive school climate, including a focus on positive approaches to behavior, multi-tiered systems of support, and mental health professionals; and
- The importance of developing comprehensive safety plans that include a variety of perspectives and professional backgrounds, emphasize positive approaches to ensuring safety, recognize the dignity of all individuals, and include opportunities for data-informed discussion and reflection.

Following consensus among PSC members, a draft version was sent to CEC members for review and public comment. Forty members responded with feedback on the position statement. After careful consideration of the suggestions, several additional edits and revisions were made (e.g., including geography as a type of diversity, emphasizing the learning environment extends to include virtual settings, etc.). After considering all feedback, a final version was then presented to the PSC for a final vote.

After thoughtful consideration by the committee, the PSC recommends the attached draft for review by the CEC Board of Directors. We hope the updated document will allow CEC to lead future discussions on this issue as they arise in Washington, DC and across the country.

**E. Policy and Financial Implications: Policy – none; Financial – none.**

**F. Strategic Plan (Statement indicating how the action proposed in this motion relates to the CEC strategic plan. Include the specific strategic plan goal that is applicable).**

Goal 2: CEC will have the capacity and capabilities to lead the field of special education in advocacy, standards, and professional learning and practice.

**G. Content management/dissemination strategies, as applicable.**

Post to website and disseminate via *Special Education Today*.

**H. Document Changes:**

- CEC Bylaws
- CEC Operational Policies
- CEC Professional Policies
- CEC Strategic Plan
- No change needed

**I. Submitted To:**

<input checked="" type="checkbox"/> President <input type="checkbox"/> Executive Director	By: <u>Margaret McLaughlin, Chair, for the Policy Steering Committee</u> Date: _____
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## **ENSURING A SAFE AND POSITIVE CLIMATE IN SCHOOL AND COMMUNITY SETTINGS FOR CHILDREN AND YOUTH WITH DISABILITIES**

As advocates for children and youth with exceptionalities, the Council for Exceptional Children (CEC) recognizes the influence a safe and positive school and community climate has on meeting the promises made in the Individuals with Disabilities Education Act (IDEA). We are committed to upholding the dignity and worth of all individuals with disabilities and believe firmly this extends to include all families, children, and youth, regardless of ethnic and racial backgrounds, language, age, abilities, family status, gender, gender identity, sexual orientation, socioeconomic or immigration status, religious and spiritual values, and geographic location. We contend that all members of a community, including the families, teachers, and staff members who work there, should feel safe, welcomed, and supported in a setting free from bullying, discrimination, harassment, aggression, violence, and abuse. This is essential to offering educational equity for all children and youth, as well as providing a free appropriate public education (FAPE) to students with disabilities.

Members of CEC recognize that an essential first step to building safe and positive school and community settings is the recognition and elimination of any inherent biases school leaders, teachers, and other school personnel may hold regarding individual students' race, culture, and other characteristics. To make this a reality, members of the school and community setting must acquire a wide knowledge base of effective practices that support human and civil rights and promote social justice for the diverse student populations in today's schools.

For children and youth with disabilities, who come from all backgrounds, recognizing and embracing their unique characteristics is essential to providing safe and positive school and community settings. Assessments, teaching practices, disciplinary responses, and extracurricular activities must be free of bias and include appropriate accommodations to ensure all children and youth learn in settings that support their social, emotional, behavioral, and academic success.

As a professional organization dedicated to improving the lives of children and youth with exceptionalities, members of CEC advocate for investing in policies and practices that build community. This includes a focus on providing adequate mental health services for children and youth and for the professionals who support their academic growth and social-emotional learning. Therefore, we reject any policy that would emphasize reactionary disciplinary practices and the invasion of privacy, such as

increased surveillance and weapons among school staff members, as a way to control behaviors.

### **Addressing School Safety through Planning, Policy, and Practice**

Providing safe school and community settings for children and youth with exceptionalities requires strategic planning and the development of comprehensive school safety plans. Designing such plans also requires a multidisciplinary perspective to ensure they are data-driven, culturally competent, and evidence-based. School and community members must collaborate in the design and identification of the resources necessary to promote the physical safety of students and staff while maintaining the rights and dignity of all children and youth. This entails providing adequate and well-trained mental and physical health professionals, including school psychologists, school nurses, counselors, and social workers. Federal, state/province, and local policies must uphold the value of such plans and make available the funding necessary to support successful implementation.

As an organization, members of CEC recognize that for all individuals to feel safe, comprehensive safety plans and policies must emphasize proactive approaches to reducing unwanted behavior. We have long advocated the implementation of tiered intervention models, including Positive Behavior Interventions and Supports (PBIS) and Multi-tiered systems of support (MTSS), as evidence-based practices to support explicit instruction in social-emotional learning and creating school-wide positive expectations. To do so effectively, school leaders and teachers must use multiple measures of school climate, such as climate survey responses and rates of student disciplinary actions such as suspension/expulsion or chronic absenteeism to inform decision making. Data should reflect every level (e.g., classroom, school, school district, and statewide) to monitor school safety, to ensure certain groups are not disproportionately represented, and to prevent unwanted behavior through an emphasis on proactive supports and targeted interventions.

### **Ensuring Adequate Preparation and Active Participation**

All members of the school community must be adequately prepared and have access to high-quality, ongoing professional learning opportunities to implement culturally competent, proactive approaches to ensuring a safe environment. This includes consideration of the social-emotional learning of children and youth and preparation to implement evidence-based trauma-informed teaching strategies, de-escalation

techniques, conflict resolution, peer mediation, and practices of restorative justice. These practices should be reflected in the systematic preparation and evaluation of administrators, teachers, and other school personnel.

Now more than ever, teaching and learning extend beyond the school walls to include virtual instruction and the use of social media. Therefore, school members must be prepared to actively uphold the right of every student to a safe, positive learning environment both in person and in virtual environments. All members of the community must be vigilant regarding the many ways in which bullying and aggression can occur, including cyberbullying and cyber aggression. School leaders, teachers, and other school personnel should receive adequate preparation to take an active role in ensuring the online safety of all students, especially those most vulnerable.

To ensure the creation of safe learning environments that contribute to all students' cognitive, academic, social-emotional, and ethical development, it is the policy of the CEC that:

- 1-Educational efforts at the federal, state/province, and local levels should promote policies, guidelines, and universal interventions designed to reduce or prevent discrimination or harassment as well as to create a school climate that is conducive to respect and dignity for all individuals.
- 2-School and community setting policies should promote practices and curricula that build a sense of community and understanding for and among all students in recognition of the positive relationship between school climate, learning environments, and educational outcomes for all individuals.
- 3-School and community setting practices should embrace positive approaches to reducing unwanted behavior, while also embracing culturally-relevant and sustaining instructional practices.
- 4-Ensuring all children and youth feel included means limiting the reliance on school exclusionary practices, such as suspension and expulsion. Examination of underlying patterns of disproportionality by race/ethnicity, disability, and other individual characteristics should take place at all levels: within schools, across a district and state/province, and nationally.
- 5-Contradicting our goal of providing a safe and positive school climate, evidence indicates children and youth with exceptionalities are restrained and secluded at higher rates than their typically developing peers; and this is especially true for African American and Hispanic students with disabilities (CRDC, 2017). As stated in the **CEC Position Statement on Time-Out, Physical Restraint, and Seclusion**, Physical restraints should only be used in situations where a child has

demonstrated behavior that s/he is an imminent physical danger to himself/herself or others and all other least restrictive options have been exhausted, there is no medical contraindication, and must be time limited. Similarly, seclusion should be used only in extremely rare situations when a child has demonstrated that s/he is an imminent physical danger to himself/herself or others and all other least restrictive options have been exhausted.

- 6-Partnerships with school resource officers or local law enforcement should emphasize proactive, positive relationship building with the school and community. Individuals in these roles should complete training similar to their colleagues in instructional settings that embraces inclusivity and bias-free approaches to working with children and youth.
- 7-Ongoing and recurring professional learning opportunities for administrators in school and community settings should affirm their leadership skills for developing research-based, trauma-informed, proactive, and supportive school climate strategies, while also ensuring preparedness for implementing anti-bullying, harassment, and discrimination policies to ensure positive learning environments for all children and youth.
- 8-Similarly, ongoing and recurring professional learning opportunities for administrators, educators, related service providers, and instructional staff members should build a school's capacity to implement research-based, trauma-informed, proactive, and supportive school climate strategies. This includes preparedness for implementing anti-bullying, anti-harassment, and nondiscriminatory policies and for ensuring positive learning environments for all children and youth.
- 9-School and community settings should seek opportunities to provide families and community members with information about trauma-informed, proactive, and supportive school climate strategies to advance anti-bullying, harassment, and discrimination policies and ensure positive learning and community environments for all children and youth.
- 10-All schools and community settings should have clear policies that prohibit bullying, harassment, and discriminatory behaviors of any kind, including those related to ethnic and racial background, language, age, abilities, family status, gender identity, sexual orientation, socioeconomic and immigration status, religious and spiritual values, and geographic location. Students, families, and staff members should be informed of such policies and procedures, including having clear and shared definitions and data collection, reporting, sanctions, and indemnity to those reporting incidents.
- 11-Bullying and harassment create emotional wounds that amplify the hardships of exceptionality as well as jeopardize the emotional and mental well-being of all

students. Therefore, teachers, administrators, and other school support personnel with knowledge of harassment or bullying are responsible for reporting these behaviors to relevant authorities, school personnel, and families, similar to the professional obligation to report child abuse. Specific guidelines and procedures should be made available at the school district, state/province, and federal levels.

- 12-Recognizing that families, professionals, and staff may also be at risk of experiencing discrimination on the basis of factors including ethnic and racial backgrounds, language, age, abilities, family status, gender, gender identity, sexual orientation, socioeconomic status, religious and spiritual values, and geographic location, school policies, activities, and interventions related to a positive school climate should address the needs and safety of adults within the school and community, as well as students.
- 13-School-based implementation of anti-discrimination policies must equally support and provide open access for the participation of students in activities and student-led groups designed to enhance a respectful, safe, and positive school climate and to promote respect for diversity in general or with respect to one or more diversity elements.
- 14-To support non-discriminatory policies, school and community settings should provide all members with access to a range of resources, including mental health professionals with expertise in intercultural and diversity-related counseling and human relations.
- 15-Programs that prepare teachers, administrators, related services personnel, and other school personnel should include explicit training in how to create and sustain safe and positive learning environments. This includes preparation in the range of ways school personnel can evaluate school climate comprehensively based on credible research and how to use data on school and classroom climate and discipline to build learning communities that support positive child and youth development and academic achievement.

**COUNCIL FOR EXCEPTIONAL CHILDREN**

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**CEC MOTION FORM: PART I**

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**A. Purpose of Motion:** To adopt CEC’s policy priorities.

**B. MOTION (to include any relevant deliverable[s] and timeline):**

**Move, to** adopt the attached Policy Priorities for the 117<sup>th</sup> Congress (Attachment A).

**C. Motion Originator:**

**Name:** Margaret McLaughlin

**Title:** Chair, Policy Steering Committee

**D. Rationale (Statement explaining the need for the motion. Indicate any issue[s] of concern. Include reference to related policies where appropriate.):**

The Policy Steering Committee is charged by the Board of Directors to develop recommendations for consideration by CEC’s Board of Directors 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.

**E. Policy and Financial Implications: Policy (Operational) – none; Financial – none.**

**F. Strategic Plan (Statement indicating how the action proposed in this motion relates to the CEC strategic plan. Include the specific strategic plan goal that is applicable).**

Strategic Plan Goal 2: CEC will have the capacity and capabilities to lead the field of special education in advocacy, standards, and professional learning and practice.

Objective: Strengthen CEC’s Advocacy and Public Policy Issues Management Process (Based on Board Action 5/2016)

Strategy: The Policy Steering Committee and staff will develop a clearly defined, transparent method of policy issue identification and management.

Tactic: Establish CEC’s legislative and regulatory agenda prior to the start of each new congressional cycle.

**G. Content management/dissemination strategies, as applicable. TBD**

**H. Document Changes:**

- CEC Bylaws
- CEC Operational Policies
- CEC Professional Policies
- CEC Strategic Plan
- No change needed

**I. Submitted To:**

- President
- Executive Director

By: Margaret McLaughlin

Date: November 2020

**CEC Draft Policy Priorities**  
**2021**

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.

**Legislative Priorities:**

Engage with Congressional and Executive Branch monitoring, strategic support, and oversight activities to ensure that all appropriations bills as well as any legislative or regulatory policies or positions proposed in response to COVID-19 are consistent



with the core principles and support public education's ability to provide a Free Appropriate Public Education to children and youth with disabilities and early intervention services to children and infants and toddlers.

In the current political environment, and especially because of the COVID-19 pandemic, CEC agrees with Congressional champions and its partner organizations that now is *not* the time to reauthorize the IDEA.

Monitor and influence appropriations and emergency COVID-19 response bills that impact IDEA; monitor authorizing legislation that could impact IDEA

**Position Statements:**

Develop CEC position statement on IDEA

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

**Legislative Priorities:**

Monitor and influence appropriation bills, authorizing bills, and emergency COVID-19 response bills that impact students with exceptionalities

**Position Statements:**

Develop CEC position statement on Javits

Develop CEC position statement on transition (including the Workforce Innovation and Opportunity Act)

Develop CEC position statement on students with exceptionalities within higher education

Develop a CEC position statement on Section 504 and the ADA

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, specialized instructional support personnel, and other instructional staff through high quality preparation and professional learning opportunities focused on the needs of all learners.

**Legislative Priorities:**

Monitor and influence the Higher Education Act

Monitor and influence COVID-19 response bills that strength the teacher pipeline

Monitor and influence evidence-based legislative initiatives that strengthen the teacher pipeline

**Position Statements:**

Develop a CEC position statement on the Higher Education Act

Develop a CEC position statement on educator shortages/pipeline  
Develop a CEC position statement on educator professional development

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.

**Legislative Priorities:**

Support emergency funding for IDEA through COVID- 19 response and recovery bills  
Support large-scale funding to states to bolster state budgets so that schools can be protected from major revenue losses and educator cuts  
Advocate for increased funding for IDEA through the Fiscal Year 2021 appropriations process  
Advocate for the full funding of IDEA by fiscal year 2029.

**Position Statements:**

Develop CEC position statement on IDEA funding  
Develop a CEC position statement on Medicaid in schools  
CEC position statement on keeping public funds in public education/ against vouchers

5. Advocating for and supporting policies that promote safe, inclusive, and supportive schools where children and youth with exceptionalities have positive learning environments.

**Legislative Priorities:**

Work with lead Congressional committees to develop restraint and seclusion legislation  
Work with lead Congressional offices to develop school climate legislation

**Policy Positions:**

CEC position statement on Restraint and Seclusion  
CEC position statement on Ensuring a Safe and Positive Climate in School and Community Settings for Children and Youth with Disabilities