

Welcome to *Board Brief*, a summary of recent decisions and actions from the CEC Board of Directors. The following is a brief summary of a December 2021 online vote and key outcomes from the January 2022 Board of Directors meeting.

LDC Mid-Term Vacancy Appointment (Online December 2021)

Appointed Laura Nugent, Ed.D., to fill a midterm vacancy on the Leadership Development Committee through August 31, 2023.

Supporting Units

The board discussed a proposal from the Executive Director and Director of Component Relations on “Strengthening Units Within CEC.” Some of the outcomes of the discussion that will be implemented are:

- Increased communication between CEC International and Units through intentional, routine communication;
- Regular/Quarterly town halls with each region of the country and Canada to discuss issues and provide resources/training;
- The hiring of an additional staff person specifically tasked with nothing but supporting Units and providing some direct management to our struggling Units; and
- Increased Unit dues from \$8 to \$10, effective January 1, 2022. The increased funds may be used however a unit would like, but they are encouraged to consider how the money could be used to support attracting new teachers and supporting early career teachers.

Policy & Advocacy

CEC issues positions statements on topics that are of wide concern to our community. These statements build consensus using research and evidence-based practice.

The following Position Statements were approved, as recommended by the [Policy Steering Committee](#):

- Position on Assessment and Accountability
- Position on Charter Schools
- Position on Funding for the Individuals with Disabilities Education Act (IDEA)
- Position on Secondary Transition

In addition to reviewing federal laws and relevant regulations, the Policy Steering Committee sought and incorporated member input on the draft position statements in December 2021.

These position statements will be available on the [CEC website](#) in the coming weeks.

Standards

Specialty Sets delineate the essential knowledge and skills that beginning special education professionals must possess to be ready to begin their practice in specific areas.

Special education preparation programs select the Specialty Set aligned to their program or use the common specialty sets which are used to inform the CEC Preparation Standards. This means that all special

education preparation programs will use either the Initial or Advanced CEC Preparation Standards as informed by the appropriate Specialty Set as they develop their curriculum and create performance assessments to demonstrate that their candidates have mastered the standards.

The following Specialty Sets, developed by the Knowledge and Skills Subcommittee, were approved, as recommended by the [Professional Standards and Practice Committee](#):

- Deaf blindness
- Deaf-blind Intervener
- Inclusion Specialist

These Specialty Sets will be available on the [CEC website](#) in the coming weeks.

Governance

The [Student and Early Career Committee](#) (SECC) Recharter Application was approved. The SECC's deliverables align with CEC's strategic plan goal to develop and support an effective and diverse workforce of special education professionals, with the stated objective to provide high-quality support to the pipeline of pre-service and early-career special education professionals. Deliverables include:

- Accessible professional development events for student and early career members;
- Virtual networking opportunities (e.g., student chapters, early career (K-12) teachers).
- Developing and disseminating introductory information about CEC (why join; important resources such as publication, journals, member-only benefits, webinars, etc.; networking opportunities, the All-Member Forum), with emphasis on targeting HBCUs and minority serving institutions.

Questions? Contact Executive Director [Chad Rummel](#).