

NC CHILDREN'S ACTION NETWORK (CAN)

LYNN R Zubov, PhD.
NC CEC CAN Coordinator

CEC's Policy on the Prevention of and Response to Maltreatment

It seems like every time I turn on the news I hear another story about someone coming forth about past abuse. In the hope of being proactive on this issue, CEC recently adopted a policy statement regarding the maltreatment of others, with special focus on children and youth with disabilities.

The policy focuses on awareness, the recognizing and reporting of maltreatment, and prevention and response strategies for everyday practice. You can read the entire policy [here](#).

CEC President Appointed as OSEP Director

The Council for Exceptional Children (CEC) is excited to share that current CEC President Laurie VanderPloeg has been appointed to serve as Director for the Office of Special Education Programs (OSEP). CEC applauds the U.S. Department of Education on this appointment given Laurie's tenure as a professional in the field of special education - her career has included service as a teacher, an administrator, and as an instructor in higher education. On behalf of CEC and its board of directors, we congratulate Laurie on this new leadership opportunity.

Concerning the continuity of leadership at CEC, Mary Lynn Boscardin, CEC's president elect, will assume the role of president following Laurie's resignation. This is in keeping with CEC's bylaws, which provide for circumstances in which a board president must step down.

Please join CEC in offering a warm congratulations to Laurie as she takes on this new role in serving her nation and, most importantly, children and youth with exceptionalities.



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CAROLINA**

The voice and vision of special education

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Quality Count Report Card Grades Nation

The 22nd annual edition of Quality Counts continues Education Week's long-standing tradition of grading the U.S. education performance. This year the nation received an overall grade of "C" 75.2 out of 100 for its Quality Counts Report Card. The centerpiece of Quality Counts remains its annual report card on the state of education for each state. The Quality Counts provides overall summative

grades, as well as scores in each of the three categories that make up the report's grading rubric: K-12 Achievement, Chance for Success, and School Finance:

K-12 Achievement - Emphasizing equity, the K-12 Achievement Index examines 18 distinct achievement measures related to reading and math performance, high school graduation rates, and the results of Advanced Place-

"Education is the most powerful weapon you can use to change the world"

Nelson Mandela

Don't miss

NC CEC 32nd Annual Conference

January 23-25, 2019

Wilmington, NC

Keynote Speaker Announced:

Dr. Samuel L. Odom



ment exams.

Chance-for-Success Index - This index combines information from 13 indicators that span a person's life from cradle to career to understand the role education plays in promoting positive outcomes across an individual's lifetime.

School Finance - The school finance analysis examines two critical aspects of school spending. The first category assesses school spending patterns and the second gauges equity in the distribution of funding across the districts within each state.

The nation's 2018 Highlights Report includes summarized results based on each of the nearly-40 indicators that make up Quality Counts' overall grading rubric and the most recently available federal data from the Census Bureau, the U.S. Department of Commerce, and other sources to understand states' education budget practices and spending habits.



Sen. Cory Booker speaking to CEC members at the 2018 Special Education Legislative Summit.

2018 Special Education Legislative Summit

The Council for Exceptional Children and the Council of Administrators of Special Education would like to thank the 266 advocates who joined us for the 2018 Special Education Legislative Summit. Your dedication to supporting children and youth with exceptionalities and your passion for the fields of special and gifted education and early intervention is beyond inspiring. We look forward to continuing our advocacy work together.

Topics covered during this year's summit were:

- Individuals with Disabilities Education Act
- Keep Public Funds in Public Education
- Education Appropriations
- Social and Emotional Learning, Positive Climate, and Mental Health Supports
- Special Education Teacher and Early Intervention Provider Shortages

Legislative Summit

LET YOUR VOICE BE HEARD

Plan on joining us for the
**2019 Special Education
Legislative Summit**

When: July 2019

Where: Alexandria, Virginia
and Washington, D.C.

This is not your typical “sit and get” event. At the summit you will be briefed on the latest proposals under consideration by the Administration and Congress. We’ll guide you to make appointments with your Senators and Representatives, arm you with information that will resonate in Congress, and prepare you to tell your stories in a way that will have a lasting impact.



CEC needs your input

What is the state of our profession? To answer this question and more, the Council for Exceptional Children (CEC) is conducting a survey in partnership with the University of Illinois Survey Research Laboratory. CEC wants to hear from practitioners what it's like to be a special educator and we want to know what concerns them about meeting the needs of students with exceptionalities.

The survey was distributed in the beginning of October to special education teachers of diverse backgrounds, including veteran and early career teachers. If you received the survey, please be sure to fill it out by November 5. Survey participants will have the option to be entered into a drawing with a chance to win a CEC 2019 Convention & Expo Registration Prize Package or a CEC Professional Library.

If you are interested in participating in the survey, please fill out this [form](#).

Issue Brief

Social and Emotional Learning, Positive Climate, and Mental Health Supports

The Council for Exceptional Children (CEC) recognizes the effect of high-quality, proactive social and emotional learning and positive school and early childhood program climates on the personal development and academic achievement of all children and youth. Good mental health is as important as and equivalent to good physical health. Schools and early childhood programs that implement social and emotional learning strategies and evidence based interventions are more successful in creating environments conducive to learning. A sense of belonging and the inclusion of all children and youth in the environment are critical features of these evidence-based practices. High-quality mental health care and treatment is needed to address the impact of trauma and environmental toxic stressors on the developing brain. These practices must be integrated into a system of care that is comprehensive in schools, early childhood programs, and communities. Investment in

teacher preparation and professional development, mental health intervention, and implementation of social and emotional learning is needed to achieve successful outcomes for children and youth and their families.

CEC supports approaches that:

- provide instruction in social and emotional learning for all children and youth and early intervention for those in need;
- are rooted in research and evidence;
- are culturally responsive;
- address social and emotional supports for all children and youth and confront the stigma of mental health challenges; and
- ensure an adequate number of personnel who are trained to address the complex needs of children and youth with social, emotional, and mental health needs.

“If a child cannot learn the way we are teaching them ...We must teach in a way the child can learn”

Ivar Lovaas

