
LEADERS & LEGACY

The Quarterly Newsletter for the CEC Leaders & Legacy Division



Council for
Exceptional
Children

Division of Leaders
and Legacy

President's Message

Summer is officially over, and you can feel the approach of fall as the temperatures get brisk. (For me, that statement is wishful thinking, as temperatures in Arizona are still in the 100s). Educators think of the fall as a time for new beginnings— so wherever you are or whatever you are now doing, as the children, teachers, and leaders begin another school year, I hope you recognize the important contributions you have made to the field of special education, and how important your continued work—in research, teaching, advocacy, or mentoring-- is to the goal of educating all children and youth with disabilities.

Current DLL Projects

For Teachers by Teachers - Short-takes on Hot Topics – is a 5-Session DLL sponsored Webinar series. DLL is proud to announce that we are collaborating with CEC's new initiative to support student teachers, the Student Teacher Success Network, to offer this series free of charge to all student teacher members of CEC. The goal of the Student Teacher Success Network program is to support student teachers and develop CEC membership by creating a semester-long program of support (resources, training, mentoring) for students during their semester(s) of student teaching. CEC currently has 150 student teachers who are part of this initiative.

All sessions begin at 7:30PM ET/ 6:30PM CT/ 5:30 PM MT/ 4:30 PM PT. It's not too late to register! Even if you miss the first session, you will have access to its recording. Register at this link: <https://events.humanitix.com/for-teachers-by-teachers>

Session 1 -Designing with Dragons: Co-teaching Redefined September 14, 2023,

Session 2 - Playing the Hand You're Dealt: Using Battle Cards for Difficult Conversations October 11, 2023

Session 3 - Proactive Classroom Management and Behavior Basics January 11, 2024 -

Session 4 - Fearless Engagement: Embracing Diverse Perspectives for Understanding and Growth
February 8, 2024,

Session 5 - ELA Tech Tools for your K-6 Special Education Classroom February 8, 2024

President's Message Continued

The highly successful DLL webinar series, Engaging in Conversations about Students Exposed to Trauma, Maltreatment, and Neglect is now available on demand! This series of virtual presentations provides a basis for educators, administrators, and support staff to understand how to observe, report and prevent maltreatment, what is meant by trauma, maltreatment, and neglect and how its effects are expressed by students in our classroom. The series explores what it takes to develop resiliency and apply those strategies to create a classroom and school environment that supports learning for all. Registration (\$59) includes links to all three recorded sessions and to all handouts and resources. Link: <https://www.eventbrite.com/e/on-demand-series-students-exposed-to-trauma-maltreatment-neglect-registration-659885815237>

Book club: DLL members and other interested CEC members are invited to gather virtually to discuss contemporary books facilitated by invited guests on a variety of topics. September's read was *Critical Race Theory: An Introduction*, moderated by Jamie Hopkins.

The November selection is *White Fragility: Why It's So Hard for White People to Talk About Racism* moderated by Candace Borger. Watch your email for the announcement and link. It's free!

Nominations are still open for **leadership** in the Division of Leaders and Legacy! We are seeking nominations for President elect, the Awards and honors committee, and the Communications committee. Here is the link: https://docs.google.com/forms/d/e/1FAIpQLScAN6xGxWAG0wi6zxEiB5nrAukhc4NnC_BMTM2uNJCDc_8rdA/viewform

Nominations open for the Mackie Award. The Romaine P. Mackie Award honors an outstanding professional who has demonstrated leadership in CEC and other organizations for an extensive

period and in various areas within the field: service delivery; teacher education and professional development; research; policy; assessment; publications. Further information and the application is at the following link.

<https://docs.google.com/forms/d/e/1FAIpQLSf70LDEeZ3THF8tGH6UtMRepSmezmLEH8PWVC3eNtcQlq8TDw/viewform>

DLL extends a special welcome to Welcome Cathy Kea, who is a new member and new chair of the DLL Awards Committee.

DLL Works in Progress

Website: Revisions to the current DLL website are underway! Stay tuned and watch us grow: <https://dll.exceptionalchildren.org/>

The History of CEC: Pam Gillet has authored a manuscript, *100 Year History of CEC*, which is in the final stages of negotiation as a book through CEC's publication arm. Stay tuned for more information on when this will be available and how you may get access.

Planning for the Convention: Join us March 13-16, 2024, in San Antonio, TX for the CEC 2024 Convention & Expo.

- DLL will be purchasing a table for the **Awards Luncheon**, Thursday, March 14, from 11-1. Please let us know if you plan on attending and would like to join your colleagues for this event.
- We are requesting convention space for the DLL Annual Business and Mackie Awards Presentation on Friday 3/15, from 9-11 am.

President's Message Continued

- **2024 Invited Showcase:** Join us at the convention for the DLL showcase: A Roadmap for Developing Your (CEC) Leadership Legacy. A panel of three CEC leaders at various levels in their CEC journey will discuss the experiences that led them to where they are today. Participants will explore what leadership in CEC means to them, give advice about how to get started, and provide various perspectives.
- **DLL Sponsored Cross-Division Collaborative Session:** The Division of Leaders and Legacy is spearheading a collaborative session: Maltreatment and the Resulting Trauma: Prevention and Response. Eleven CEC Divisions are collaborating to provide maltreatment prevention and response strategies, information, and resources. The primary focus is upon what educators can do to enhance student safety through their day-to-day professional activities. This effort supports the DLL mission, vision, and strategic plan for collaborative leadership, and the response has been enthusiastic. Participating with DLL are CASE, CCC, DEC, DCD, DCDT, DDEL, DEBH, ISET, SEDS, and TAG, with more on the way. Please join us for this session.

Treasurer's Report Lorraine McPherson



The Division is in a stable financial position as we start the last quarter of the year. We have exceeded our income projection due to a good response to the professional development events in the spring. DLL also is taking advantage of the high short-term interest rates by moving some savings into short-term time certificates. Expenditures are within or below the budget established for the year.

Overall, Division of Leaders and Legacy is in a good financial position to end the year on a positive note.

Cash on Hand as of September 15, 2023

Checking Account \$ 12,397.43

Savings Account \$ 6,153.87

Designated accounts

- June Jordan Fund \$85.20
- General Donation Fund \$0.00
- Book Publishing Account \$6,000.00
- Time Certificate of Deposit \$20,000.00

Total \$ 50,636.43





The Division of Leaders and Legacy is excited to announce that it will be seeking nominations for the leadership position of President-Elect which will begin January 1, 2024.

Interested members are encouraged to consider this dynamic and rewarding leadership opportunity.

The formal call for nominations will be sent in early July with a due date of October 6th. Self-nominations will be accepted and are encouraged.

Candidates will be asked to provide a photograph that will be used as part of the subsequent ballot along with written responses to the following:

- Years of membership in CEC and DLL, leadership roles served and activities within CEC
- As you think about the future, what is your vision of DLL's role within CEC and the field of special education?
- What are some of the opportunities and challenges you would like to see the Division address in the near future?
- What unique talents and abilities do you believe you will bring to your role on the Board?

The duties of the President-Elect are included below for your interest.

Duties of the President-Elect: The successful candidate will make a three-year commitment to Division leadership. The first year as President-Elect, this person organizes the Division's program

at the annual CEC convention, attends monthly board meetings, and participates in quarterly inter-divisional conference calls, as well as the annual CEC Leadership training event. In the second year, this person serves as President of the Division and is responsible for overseeing all divisional activities. Some of these duties include: chairing a monthly meeting of the board, appointing committee chairs, and enhancing the division's contributions to the Council and other Divisions. In the third year, this person becomes the Past President and attends monthly board meetings and Chairs the Nomination Committee.

The Division of Leaders and Legacy will also be seeking two committee chair positions, one for the Award and Honors Committee and the other for the Communication Committee beginning January 2024. These positions are appointed by the President with approval from the DLL Executive Board. Committee chairs serve a 3 year term which may be extended to a second term.

The main purpose of the Award and Honors Committee is to oversee the nomination and selection of the annual Romaine P. Mackie Leadership Award recipient which is presented during the CEC Annual Convention.

The Communications Committee Chair serves as the editor of the Division of Leaders and Legacy Newsletter, to manage and update the website and to support communication with DLL members regarding the events, activities and actions of the Board.

Please [take a look at the Bylaws](#) for additional information regarding the President-Elect and/or Committees and contact Candace Borger (candace16borger@gmail.com) Chair, Nominations Committee if you have any questions regarding these positions.

The Division of Leaders and Legacy Nominations Committee

Legacy Linkages

Diane Johnson

Historically CEC has exhibited a repetitive beat around some topics and issues of concern, but also has a building process based on past practice and current knowledge that has allowed the organization to progress over the 100 plus years since its founding.

One such concept is “diversity, equity, and inclusivity” which has been part of the organization from early days to the present. This legacy is certainly linked to the present and is likely to be linked to future discussions. Language and definitions have evolved over time, but the desire to have “all mean all” is consistent with actions designed to be sure that every aspect of the organization...governance, publications, advocacy, professional development, professional standards and policy... reflect and represent all voices and perspectives.

What follows is a collection of items that remind us of where we have been, where we are now, and where future directions and policy considerations may be adjusted to meet the ongoing challenges for the exceptional education community. Please note that the vocabulary and terminology is reflective of the time while also providing a window into the evolution over the past 100 years as CEC has addressed member concerns and desire for an “inclusive” organization.

A recent web search for “CEC diversity policy” yielded the following result:

“CEC views diversity to include race, ethnicity, culture, language, age, (dis)abilities, family status/ composition, gender identity and expression, sexual orientation, socioeconomic status, religious and spiritual values, geographic location, country of origin and professional role. Read CEC’s Non-Discrimination Policy.”

The introductory statement from CEC’s Project 20/20 white paper relating to the Policy Statement on

“Responsibility to Diverse Exceptional Learners” approved in April 2022 reads as follows:

“Recent society events confirmed for many and revealed to others how systemic racism differentially impacts students and families from culturally/ linguistically and economically diverse backgrounds. Members of the Council for Exceptional Children (CEC) are aware of the ways race, gender, linguistic differences, and socioeconomic status intersect, resulting in disparate outcomes or individuals with disabilities and those with gifts and talents. CEC members are committed to ensuring students with exceptionalities receive high quality services, that address the full range of issues.”

These two examples provide the present status of the organization’s statements related to “diversity”.

Past actions began to appear in CEC governance documents with the first official mention of the Black Caucus in CEC minutes in 1969. In 1970, the following motion was brought before the Delegate Assembly by Dr. Stanley Jackson, representing the Black Caucus, at the convention in Chicago: “It is moved that all units of The Council for Exceptional Children include all qualified members of minority groups from the total constituency in leadership and policy making functions and eliminate inequities which exist.” The motion was passed.

The “unofficial” groups called caucuses provided a linkage for members and also assisted in the development of the legacy of the formal organization. Caucuses referenced in CEC history include: American Indian; Asian American; Black; Hispanic; Educators with Disabilities; Gay, Lesbian and Bisexual. The recently reintroduced “affinity groups” continue the legacy linkage.

More formal impact in this area has come through actions within the governance structure to provide focus for the organization.

At the Miami Convention in 1971 governance changes were passed that provided for " (a) a commitment to insure equitable representation of minority individuals in leadership positions at policy making positions within the Council, (b) the expansion of the Board of Governors Executive Committee by adding two governors-at-large who would represent minorities..."

Shortly after the Miami convention, Stanley E. Jackson and Louis Bransford were nominated and elected as Governors-at-Large to the newly expanded Executive Committee. Also in 1971, President Samuel Ashcroft designated an Ad Hoc Minority Groups Committee, and in 1972 the Board of Governors (BOG) changed this group to the standing Committee on Minority Groups. In 1985, again by action of the BOG, the name was changed to the Committee on Ethnic and Multicultural Concerns indicating that the new name more closely reflected the mission and commitment of the Committee. The committee exists today as the Diversity Committee. Additionally in 1976, a staff position for a Special Assistant on Minority Concerns and Development was approved, and in 1977 Robert Fuchigami was appointed for a one-year interim period until a permanent candidate was selected. Philip C. Chinn was appointed in 1978, and others who held this or a re-titled position on the CEC staff from the 80's to the early 2000's were Bruce A. Ramirez, Grace Zamora Duran, Shelia Mingo, Kayte M. Fearn, and Betty Greene-Bryant. At the 1978 convention Parthenia (Smith) Cogdell was elected President of CEC moving "diversity" to the highest level of the organization. The following resolution, "Be It Resolved that CEC will continue to provide and expand its services to all membership and make special efforts to encourage the participation of members with disabilities in its activities and the utilization of its services" was passed in 1987. In 1992, the CEC Presidential Commission on Special Educators with Disabilities was formed by President Ron Anderson. In 1994 the Human Rights Task Force was established to address concerns that had arisen

from Legislation passed in Colorado. Today, the CEC Board of Directors and CEC staff continue to build on the totality of this legacy.

CEC's publications and professional development legacy provide the foundation for today's webinars, eBooks, and ongoing resource bank. Past examples included books, special issues of journals, topical conferences as well as special collaborations. Professional Standards one of the founding pillars of CEC also encompassed the concept of "diversity" linking our legacy to our practice. Some examples from past activities include the following.

In 1976, CEC published *Mainstreaming the Minority Child* by Reginald L. Jones. In 1977, CEC conducted a funded special project AISEP (American Indian Special Education Policy Project) to facilitate implementation of P.L. 94-142 in school systems serving American Indian and Alaska Native exceptional students. In 1981, Twin Topical Conferences on culturally Diverse were held in New Orleans, LA, "The Exceptional Black Child" and "The Exceptional Bilingual Child". In 1989, the October issue (Vol 56(2)) *Exceptional Children* Special Issue: Meeting the Multicultural Needs of the Hispanic Students in Special Education was published. CEC through the Eric Clearinghouse in 1991 published a variety of materials to assist in instruction, curriculum and parent involvement of diverse populations. A joint CEC and DDEL symposium on Culturally and Linguistically Diverse Exceptional Learners- Beyond the Rhetoric Celebrating Success and Confronting Challenges as well as a pre-symposium Institute on Disproportionate Representation was held in 1998. 2000 was the year that brought the addition of Multicultural Standards to the CEC Common Core. In 2003 the Workgroup on Diversity in Publications produced its final report. From 2006-08 the "Practitioner in Brief Series" which included briefs on culturally responsive prereferral interventions, overrepresentation of culturally and linguistically diverse students in special education, culturally responsive pedagogy and response to intervention with English language learners appeared in *Teaching Exceptional Children*. In 2007, the Diversity

Committee of the Board of Directors developed a metric that included strategies and recommendations developed by the 2004 Representative Assembly to address diversity. Items were categorized into five areas broadly representing one category focus on advancing the organization, and four categories related to professional practice. The two initial recommendations provided to the Board at that time were: a) "Strategies for organizational capacity building are a prerequisite for ensuing CEC's success in advancing culturally responsive professional practice and best practices related to serving multicultural, multilingual constituencies," and b) "In order to ensure clarity of goals as well as dissemination of resources that contain a coherent message regarding diversity, it is essential that CEC's definition of diversity (and other related terms such as culture) be shared and reflected across efforts."

Advocacy and Policy Development continued the legacy of linking policy and practice. In 1983, CEC's advocacy efforts in public policy that resulted in program priority designations for special populations, linguistic minority, traditionally underrepresented, within the Education of the Handicapped personnel preparation discretionary programs. At the Denver Convention in 1994, a Resolution was approved by the Delegate Assembly regarding CEC's support of human rights in light of Amendment 2, which prohibited Colorado or any municipality from extending protections from discrimination based on sexual orientation. In 1997 advocacy to address disproportionality in special education resulted in the Individuals with Disabilities Education Act 1997 amendments requiring states to report the number of students in special education by five race/ethnicity categories (American Indian, Asian/Pacific Islander, black, Hispanic and white (non-Hispanic). CEC's Policy on Safe and Positive School Climate was released in 2008 stating that all schools should have clear policies that prohibit harassment and discriminatory behaviors of any kind, including those related to ethnic background, language, age, abilities, family status, gender, sexual orientation, socioeconomic status, religious and spiritual values, and geographic location. Also in 2008, the New

Diversity Terminology was approved by the Board of Directors to be included in the CEC Policy Manual Glossary. CEC's Policy on Educators with Disabilities was presented in 2016. Responding to the blatant and explicit manifestations of systemic racism in 2019 and the calls for social justice by the Black Lives Matter movement, the CEC 20/20 Project was formed. Many CEC members individually and CEC units and partners joined the Project 20/20 pledge meaning "you will support CEC in implementing, when you can, the goals of the project and being a grassroots leader in helping CEC strive for a more equitable community." DLL has implemented a variety of activities including the study on the State of the Profession survey and report, the Book Club discussion on Critical Race Theory by Richard Delgado and Jean Stefancic, and a series of webinars.

During its 100-year history, CEC has always worked to address the social and humanitarian concerns of the time and their impact on the exceptional education community. Vocabulary has ranged from minority groups, multicultural concerns, human rights, equality, diversity and inclusivity as the organization continues to discuss, evolve, and determine the most effective ways to address concerns across the components and programs of CEC. As CEC members we have the responsibility to continue to learn and assist in this process. We must continue to review our legacy and determine linkages for the future so that the organization can remain strong and relevant.

Note: This article is far from comprehensive. It only provides a brief sampling of our legacy on this topic from references that were accessible and available currently with accuracy dependent on the sources accessed. If you are interested in additional information, have comments, or would like to prepare or suggest a future legacy linkage, please let us know.

Diane Johnson, DLL Historian

2023 Division of Leaders and Legacy Board Members

The following individuals serve on the 2023 CEC DLL Board of Directors. To email any board member, write to us at: cecpioneers@gmail.com

Officers

- President:** Kathleen Puckett (2023)
- President Elect:** Mikki Garcia (2023)
- Immediate Past President:** Candace Borger (2023)
- Secretary:** Jamie Hopkins (2023-2025)
- Treasurer:** Lorrane McPherson (2023-2025)

Committee Chairs

- Awards & Honors Committee:**
Gloria Taradash (2021-2023)
- Communications Committee:**
Clinton Smith (2021-2023)
- Constitution and Bylaws:**
Joan McDonald (2023-2025)
- DEC DLL: Legacy Committee:**
Pamela Gillet (2023-2025)
- Finance Committee:**
Lorrane McPherson (2023-2025)
- Membership Committee:**
Mickie Wong-Lo (2023-2025)
- Nominations & Elections Committee:**
Candace Borger (2023)
- Political Advocacy Committee (CAN):**
Richard Sabousky (2023-2025)
- Professional Development Committee:**
Mikki Garcia (2023)

Other-Voting Members

- Historian:**
Diane Johnson (2023-2025)
- Representative to Knowledge & Skills Committee:**
Debi Gartland (2022-2024)
- Representative to Project 2020:**
Mary Ruth Coleman (2023)
- Representative to CEC Division Relations Committee:**
Parthenia Cordell (2023)
- Representative to CEC Leadership Development Committee:**
Kim Moffett (2023-24)



CEC DLL Calendar



**3rd Wednesday Monthly
4:00 pm ET**



The November selection is *White Fragility: Why It's So Hard for White People to Talk About Racism* moderated by Candace Borger. Watch your email for the announcement and link. It's free!

Leaders & Legacy is published four times a year by the Division of Leaders & Legacy of the Council for Exceptional Children.

Clinton Smith, Ed.D., BCBA-D, LBA
 Communications Committee Chair
 240K Gooch Hall
 Martin, TN 38237

731-223-0080 (cell) 731-881-7193 (office)
csmit279@utm.edu or clint1967@gmail.com