



Council for  
Exceptional  
Children

MINNESOTA

The voice and vision of special education

# Minnesota Council for Exceptional Children

Newsletter

Vol. 18, No. 1

SEPTEMBER 2006



## SPECIAL EDUCATION CONFERENCE

**February 21-23, 2007**  
**Bloomington**

**PROPOSAL DEADLINE**  
October 30, 2006

**ANNOUNCING A NEW  
SPECIAL AWARD!**  
Rookie Teacher

**SPECIAL AWARDS  
NOMINATIONS DEADLINE**  
January 10, 2007

**AWARD NOMINATION FORM**  
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## Minnesota School-Wide Positive Behavioral Interventions and Supports (MN SW-PBIS) Takes Off

**By:** Char Ryan, PBIS Coordinator, MN Department of Education  
Nancy Busse, Minnesota SW-PBIS Leadership Committee  
Wendy Watson, Minnesota SW-PBIS Leadership Committee

**P**BIS has changed my viewpoint on education. I will use it no matter what area of education I am in. I use it at home, community and work. Thanks for ...helping me become a better leader.” These words were spoken by a Minnesota educator after completing intensive team training on SW-PBIS. The training was provided by George Sugai, Co-Director, OSEP Center for Technical Assistance and organized and sponsored by the Minnesota Department of Education.

Minnesota began implementing a school-wide PBIS (SW-PBIS) approach beginning with the 2005-06 school year. After almost a year of planning, three districts and nine schools were selected as pilot sites. The districts included St. Cloud, Princeton, and Clearbrook-Gonvick. Each of these districts represented slightly different demographic situations. Nine teams participated in six days of intensive training with technical assistance available throughout the year. Anecdotal and follow-up surveys revealed that participants found the training to be extremely helpful. Enthusiasm is high.

What is the Minnesota approach? Minnesota SW-PBIS is an important “systems change” approach within regular education that provides educators and others with a framework for supporting teachers and students in order to achieve improved academic and behavioral outcomes. There are “four BIG ideas” in SW-PBIS.

First, SW-PBIS focuses on creating “host environments” that promote social competence and academic achievement. Students behave and learn best in settings that support them and in which teachers can teach.

Second, SW-PBIS emphasizes decision-making based on data. For this purpose, school PBIS teams gather various data on office discipline referrals (ODRs). PBIS teams use the School-Wide Information System, or SWIS

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# Letter from the President

By Jeanne Danneker



Eyore, the pessimistic donkey in A.A. Milne's Winnie-the-Pooh stories, is one of my favorite characters. We have a lot in common, so you can imagine that I don't get excited about much, but I have to say I am excited to assume the role of President of MNCEC for the 2006-2007 year. The reasons for my excitement are numerous. First, I am taking over these responsibilities from Larry Iwen, who did an outstanding job of leading MNCEC through a process of reviewing, revising and adopting the Constitution for our state unit. Therefore, I am able to start my term with clear guidelines for the work of the board of directors.

Second, as president, I have the privilege of working with a terrific group of special educators from all around the state. Your board members bring varied perspectives (e.g., classroom, administration, and higher education) to the table. This helps keep our work pertinent. Furthermore, this particular group of directors is knowledgeable, positive, and energetic, so I'm expecting great things to happen in the coming year.

For example, our president elect, Roberta Kaufman, is ably leading an enthusiastic team in the planning of your 2007 conference. Bryce Forness-Bates, Gary Lewis and Sara Stack, as part of our Children's Action Network (CAN), are drafting our new legislative platform and planning to keep us well informed so we can all be knowledgeable as we advocate in support of our students and their families. Dawn Allen is bringing fresh energy to the Student Council for Exceptional Children (SCEC). As the advisor to our pre-professional members she is finding new ways to support the professional development of future educators.

This board has a long history of taking action on behalf of our membership. For example, last year a group from the MNCEC Board of Directors enlisted the help of Kathy Manley, from the MN Department of Education, and con-

*continued on page 4*

## Minnesota Council for Exceptional Children Mission

To improve practices and resources for persons working on behalf of individuals with exceptionality in the state of Minnesota.

## Minnesota Council for Exceptional Children Goals

- To promote and utilize systems for timely communication with our membership.
- To promote quality professional development opportunities including a quality conference.
- To support the professional development of pre-service teachers.
- To increase our involvement in political issues impacting our membership and the individuals they serve.

## 2006 – 07 MNCEC Board of Directors

<b>President:</b>	Jeanne Danneker
<b>President-Elect:</b>	Roberta Kaufman
<b>Past President:</b>	Larry Iwen
<b>Secretary:</b>	David Nelson
<b>Treasurer:</b>	Mark Krug
<b>CAN Coordinators:</b>	Bryce Forness-Bates Gary Lewis Sara Stack
<b>Elections</b>	Mary Ellen Wade
<b>Membership</b>	Mary McGrath
<b>Representative Assembly:</b>	Steven Kaatz Carol Long
<b>Student Advisor:</b>	Dawn Allen
<b>Student Governor</b>	Annah Resman
<b>Publications:</b>	Carol Long
<b>Newsletter Layout:</b>	Lynne Olson

### Directors:

Dawn Allen  
Sally Baas  
Brad Benson  
Nancy Dumke  
Bryce Forness-Bates  
Gary Lewis  
Mary McGrath  
David Nelson  
Nancy Recibe  
Jim Smith  
Sara Stack  
Mary Ellen Wade

### Division Representatives:

Steve Schoenbauer, DCDDT  
Gary Lewis, CASE/MASE  
Laura Pingry-Kile, CCBD  
Scottie Livingston, DEC

**Website:** [www.mncec.org](http://www.mncec.org)



## 2007 MNCEC/CCBD Conference Planning Update

By: **Roberta Kaufman, MNCEC President-Elect  
2007 Conference Chair**



### Conference planning continues to pick up speed!

We are pleased to announce this year's **keynote speaker** on Friday morning is Dr. Robert Brooks. His expertise is in the areas of creating a positive school climate to foster resiliency and effectively working with students who are angry and resistant.

Wednesday afternoon **pre-conference sessions** are in process of being finalized. Speakers have been invited to address current issues including RtI and over-representation. Teams of regular and special education teachers and administrators are encouraged to attend together as collaborative partners in the instructional process.

Thursday is slated as the "**State of the State**" day and will primarily focus on effective instructional practices. I encourage you to review the call for session proposals on the website at [www.mncec.org](http://www.mncec.org) for details and criteria. Proposals are due by October 30, 2006.

As in the past, **exhibitors** will be on-site all day Thursday with materials to enhance and support best practice instruction. In addition, a **Job Fair** for Student CEC members is being planned for Thursday evening.



ALSO, please consider **nominating** a student, fellow educator, or friend of education for an award. A **new award** is planned this year for a "**rookie**" **teacher** who has recently entered the special education profession. All award nominations and criteria can be found on page 11 and on the MNCEC website.

Conference registration information will be available shortly. Stay tuned for future details and check the website often at: [www.mncec.org](http://www.mncec.org)!

## SAVE THE DATE!

### February 21 - 23, 2007

### Minnesota CEC/CCBD

## 2007 Special Education Conference



*Teaching and Learning Collaboratively...  
Knowledge, Skill, & Heart in Special Education...  
Effective Practices that  
Improve Student Achievement*

**Sheraton Minneapolis South  
Bloomington, Minnesota**

**Download a Call for Presentations Application at  
[www.mncec.org](http://www.mncec.org) NOW!  
Submission Deadline is October 30**

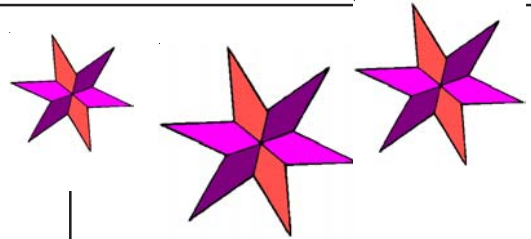
**Award Nominations on page 11 of this newsletter  
Submission Deadline is January 10, 2007**

**Registration information will be available  
online in November**

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# DEC Honors Two ECSE Professionals

By Jane Roundtree



Last March's statewide Division of Early Childhood Conference, *Connecting the Dots: Research, Practice and Outcomes*, provided an opportunity to honor two special ECSE professionals for their exceptional work.

Rosemary Graham who is a retired ECSE teacher from Minneapolis, received her award during the ECSE Leadership forum. As lead teacher, Rosemary helped develop the successful inclusion programs Minneapolis has created for young children receiving special education programming in a community or

inclusion setting. Rosemary has retired from Minneapolis but is now busy supervising ECSE student teachers from the University of Minnesota.

Jane McManus received the DEC Outstanding Professional of the Year Award during the conference luncheon. Jane is a physical therapist and 20 year veteran of the ECSE program in St. Paul. In her nomination, Jane was described as an excellent team member, an outstanding physical therapist, an expert in all areas of child development, and a superb service provider for families.

She has been in charge of many fund raising activities for the ECSE program that have resulted in thousands of dollars that provide enrichment opportunities for children and their families. She actively participates in Habitat for Humanity, collecting clothes, building houses and even enlisting her family to paint one of the homes she helped to build. While our DEC committee received many outstanding nominations, the support Jane received from parents and coworkers placed her above the others. We were pleased to present the DEC Professional of the Year Award to such a worthy colleague.

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## Letter from the President

*continued from page 2*



ducted information sessions throughout the state regarding the HOUSSE process. We hope to provide similar information sharing sessions this year on hot topics.

The third reason I am excited to serve as president of MNCEC is you, the members of this professional association. You are an amazing group of people who can be terrific resources for each other.

There are several avenues for your active participation in MNCEC. IDEA 2004 emphasized using evidence-based practices. You must be the judge of whether a strategy or curriculum material is appropriate for your students, but it is unlikely that you have the time to personally evaluate the many strategies and materials that may be available for your students. However, we can help each other with this task. If you come across something that works well for your students, you can share that

information with your colleagues around the state. Carol Long, our newsletter editor, invites you to submit reviews of curriculum materials, strategies, books, assistive technology and other resources that you have used successfully with your students (clong@winona.edu). Additionally, the conference planners will soon be putting out a call for proposals for presentations for our 2007 conference. What techniques or systems have you used successfully with your students that you could share with others through a presentation?

In addition, we annually recognize special people from our field through the "Yes I Can!" awards at our state conference. Consider nominating a colleague, student, or other person who has made an outstanding contribution to special education in your district. Specific nominations information will soon be available from our

conference committee and on our website ([www.mncec.org](http://www.mncec.org)). You can also participate in CEC via your subdivisions (Council for Children with Behavior Disorders, Division for Early Childhood, and Division for Career Development and Transition) to share information and networking opportunities. You will greatly enhance the value of your membership as you increase your involvement in MNCEC activities.

As you can see, I have the privilege of being president of a professional association in which the people really take action and make a difference. We (you, me, the board) have unlimited possibilities this year at MNCEC and I look forward to hearing from you, meeting with you, and supporting your work. As Eeyore told Pooh and Piglet, "Brains first, and then hard work." Oh, well, I suppose it will be good to be president.

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# Membership Report

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By Mary Z. McGrath, Membership Chair



## Interview with National CCBD President, Sarup Mathur

### *Why did you join CEC?*

Here are a few reasons for me to join CEC:

I have kept myself abreast with the new knowledge in the field of special education through journals, CEC newsletters, listservs, and information from continuing education classes, and conferences. It appears to me that the more I need to learn and need to share with others, the more I need to be involved in CEC. I have had the opportunity of associating with individuals who do what I do and have the understanding of my joys and frustrations. In addition, due to a strong affiliation with the division of CCBD, I have had several opportunities for community service. As the current President of CCBD, I have had the opportunity of using the leadership skills needed for effective administration, personnel preparation, and research.

### *What difference has that decision made in your career?*

It has helped me understand the reasons why professionals need to be involved in advocacy efforts for appropriate governmental policies and professional standards. It has broadened my vision about my role as a professional. I have developed a sense of commitment to advocate for underserved individuals with exceptionalities and help teachers and other professionals obtain conditions and resources necessary for effective professional practice. I have also created a network of professionals who are very supportive if me as a professional.

### *How have you been able to help teachers and students due to your CEC membership?*

I share the CEC Newsletter and headlines in my courses that I teach at Arizona State University. I discuss latest

trends in employment, research and development, and achievements of leaders in the field of special education. In addition, I have shared information on the possibility of scholarships and awards to encourage students to join and work toward the goals of the organization. In my inservices, I always take information on CEC workshops that are designed to help professional members maintain their credentials and provide practical information.

### *How would you advise members to take full advantage of being part of CEC?*

I will show the members how CEC has supported the interests of teachers and children with disabilities at the federal, state and local levels. It is the largest international professional organization dedicated to improving educational outcomes for individuals with exceptionalities, students with disabilities, and/or the gifted. While we may see many difficulties in the current way service is delivered to children with special needs, it was not the same 85 years ago. We have made enormous progress in educating parents, encouraging advocacy, and developing and implementing effective methods for meeting the needs of children with special needs. As a professional, I will encourage the members to look at the information that is available from various CEC products, participate in the committee work and decision making processes, and attend the international conferences.

## 2007 MNCEC/CCBD Special Education Conference Call for Proposals

Submission Deadline:  
October 30, 2006



Download an application at:  
[www.mncec.org](http://www.mncec.org)

or check your snail mailbox soon!

## SW-PBIS

*Continued from page 1*

which is a web-based information system, to facilitate access to current data. PBIS teams learn to focus on desired outcomes and use current data to analyze where they are in relation to these and then plan for teaching and intervening to achieve these outcomes.

Third, PBIS teams focus on improving student behavior by selecting and applying only “evidence-based” practices. With this in mind, they consciously look at behavior in the context in which it occurs and match proven interventions to achieve change.

*“Doing the Board report on student disciplinary referrals is a snap now since we began using the SWIS system.*

*Before this, reports were very labor intensive. Now they are done in a few clicks. We have current data for the Board and our staff easily available.”*

Lon Burgess, Principal  
Clearbrook-Gonvick School

Fourth, PBIS teams focus on supporting effective teaching. As Sugai frequently says, “The best way to prevent behavior problems is good teaching.” Specifically identifying problems and needs, reducing problem behavior and planning allow more time for teachers to focus on the teaching and learning process.



Taken together, SW-PBIS provides an excellent framework to create a continuum of interventions for ALL students. These universal interventions tend to promote positive school climate and ultimately reduce the number of students who need more intensive interventions. As a regular education venture, SW-PBIS teams include the building administrator and regular education teachers as well as other school personnel. Special education teachers and related service staff are involved as well.

What does SW-PBIS look like? An example would include a school-wide PBIS team who would focus on developing seven or more components during the beginning phases.

These include:

- an agreed upon and common approach to discipline,
- a positively stated purpose,
- 3-4 positively stated expectations,
- a plan for teaching these expectations,
- a system for encouraging and rewarding these expectations,
- a procedure for discouraging rule-violating behavior, and
- procedures for monitoring and evaluating the effectiveness of interventions.

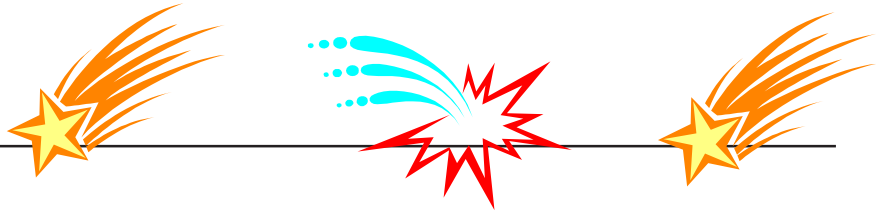
What outcomes do we see? Minnesota has just completed the first year of implementation. The outcomes are very encouraging. More than half of the schools were above 80% implementation after only a year, demonstrating not only implementation but fidelity with the model. Some schools have reported significant reductions in discipline problems and

improvement in academic performance. For example, one school reported 25% fewer office referrals before the year ended, a 50% reduction in out of school suspensions and a 30% decrease in bus referrals. Added to this was a 45% decrease in failing grades.

John Beach, Principal, Princeton North Elementary School, states, “At North...the data demonstrated a large need to work with students to create a more positive environment on the playground.” After teaching and rewarding expectations for playground behavior, he noted that “there were 61 incidents of physical aggression in February and in April there were 14.” May data indicated 33 incidents but still half of what was recorded earlier.

There is little doubt that adopting a systems approach will promote more positive host environments. A positive school climate works for students and educators alike.

This fall, 15 new schools are on board implementing SW-PBIS. They have just completed their first training with George Sugai in August and are off to a great start. Minnesota will be expanding its efforts in SW-PBIS and adding more schools next fall. If you or anyone you know is interested in applying to be a SW-PBIS school, please check the MDE website, under Special Education, Positive Behavioral Interventions and Supports. There you will find information on the Minnesota PBIS state Leadership Committee and some newsletters. Feel free to contact PBIS Leadership Committee members or Char Ryan, MN PBIS Coordinator at [charlotte.ryan@state.mn.us](mailto:charlotte.ryan@state.mn.us).



## Upcoming Legislative Elections

By Bryce Fornes-Bates, Co-chair, MNCEC Children's Action Network

**E**lections are coming. We will be voting for many candidates who would like to fill a variety of elected political positions. My question to you is, do you research the candidates you are eligible to vote for?

Beyond my particular focus on educational policy, there are so many other issues that influence my vote. I tend to choose the candidate who I agree with the most, but I will also say that I have to do the research in order to make my final decision.



We all have our own ways of determining which candidate we think will serve us best. I just want to take a moment to urge the members of CEC to investigate how the candidates view education in general, and more specifically, if they even know about or have an opinion about special education. I think that this is particularly important to investigate during this election season because this upcoming legislative session will be determining the education budget for the next two years.

Another important issue on the table for the next legislative session is special education law and policy. The federal regulations for part B of IDEA 2004 were recently finalized and now, school districts, policy makers, and legislators will have to address this. Districts will make decisions on how to implement the changes in federal law. Policy makers and legislators will revisit state law and update rules, regulations and laws.

I think it is important that we, as special education professionals, take a strong interest in the best interest of our profession and our students. In my opinion, it all starts with who we, the voting public, put into office.

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## Federal Regulations Implementing Part B of IDEA '04 Released

By Gary Lewis, Co-chair, MNCEC Children's Action Network

**O**n August 3, an "unofficial" copy of the Part B Federal Regulations implementing the Individuals with Disabilities Improvement Act of 2004 was posted on the U.S. Department of Education website – all 1,705 pages! More than 70 percent of the document was composed of responses and explanations to the over 5,500 public comments received regarding the proposed regulations. The remaining approximately 30 percent of the document is the actual regulations and their accompanying appendices.

The final, "official" copy of the Federal Regulations was published

in the Federal Register on August 14, 2006; and it's printed in smaller, single-spaced type and is 307 pages in length and can be downloaded.

The Council of Administrators for Special Education (CASE) has also posted a "user-friendly" version of the regulations on their website compiled by the Public Consulting Group (PSG) – a public policy consulting organization. This version (available in both Word and pdf formats) is *only* 99 pages – as it does not include the comment/explanations contained in the "official" publication. To assist reading the new regulations, PSG highlighted sections new to and

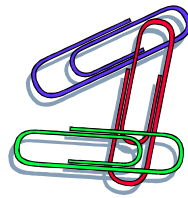
retained from the proposed regulations, bolded new language that was added into the final regulations, and included Department of Education comments to facilitate an understanding of the regulations.

### Additional Resources

The Council of Exceptional Children (CEC) has scheduled nine regional workshops to help members better understand the newly published regulations. The nearest workshop will be held in Chicago; information is available on the CEC website.

The Office of Special Education Programs (OSEP) will also be scheduling regional meetings and

# News from MN CCBD



By Laura Pingry-Kile, Incoming CCBD President

*The greatest source of power in any organization is personal power: the character, courage, determination, knowledge, and skill of the individual members of the organization.” -Keshavan Nair*

As an active board member on MN CCBD over the past few years, I have been honored, amazed and intrigued to meet many EBD teachers throughout Minnesota in different capacities. These teachers have taught me many lessons about resiliency, commitment and dedication. They have certainly demonstrated what Sister Mary Loretta said, “To be successful, the first thing to do is fall in love with your work.”



Council for Children  
with Behavioral Disorders

Our MN CCBD board is going through change this fall and we are actively recruiting new board members! Many of our board positions are up this year and these great people may choose to stay in the same position or move into new or different opportunities on our board. Open positions include: membership, student representative, awards/nominations, and communication. In addition to these opportunities we are looking for others interested in participating on various committees. Please contact us if you are interested or have questions!

Through our Networking Events, MN CCBD strives to provide opportunities for personal growth and new learning in order to support retention of teachers and their resiliency in the field of special education, especially in the area of Emotional Behavioral Disorders. Over the past 3 years, we have received great feedback from participants and they have been well attended by both our members and non-members. One highlight this past year included Dr. Char Ryan’s presentation on Relational Aggression in Girls. This year watch for our announcements and join us for more networking sessions focused on hot topics in the field!

Our first two Networking Events are already planned! The first one is called, *Self-care for Special Educators: Keeping Yourself in the Mix* and will be presented by Dr. Mary McGrath, a MNCEC Board Member. The event will be held at the Behavioral Institute for Children and Adolescents on Wednesday September 27<sup>th</sup> from

4:30-7:30. The Institute is home to the Arnold P. Goldstein Memorial Library featuring more than 2,500 specialty titles from the personal collection of the internationally recognized expert on non-violent conflict resolution and author of more than 50 books including the Skill Streaming series. Come early to browse the library and stay for a light dinner and Dr. McGrath’s presentation. The second will be during the International Child & Adolescent Conference in the evening on October 12<sup>th</sup>. The conference will be October 12<sup>th</sup> through the 14<sup>th</sup> in Bloomington. MN CCBD highly recommends attendance at this conference as well as the Thursday night CCBD networking session. For more information, visit our website ([mnccbd.org](http://mnccbd.org)) or BICA website ([behavioralinstitute.org](http://behavioralinstitute.org)).

I wish you the best of luck this school year and leave you with a “**Survival Kit for**

**EBD Professionals.**” My wish is that each of you have the following items in your top desk drawer for the specific purposes stated:

**Eraser:** To consider mistakes as opportunities to learn.

**Mint:** To make a commit – “mint” to resiliency and retention in the field of EBD.

**Penny:** To help you adapt to “change” in working with students with challenging behavior.

**Band-Aid:** to remind you to heal hurt feelings, yours or someone else’s.

**Rubber Band:** A reminder to stay flexible under even the toughest situations.

**Tea Bag:** To help you simmer down AND to remind you to relax daily and reflect on all the positive things in each child as well as your practices.

**Paper Clips:** To help you “keep it together” when the tough gets tougher.

**Bubble Gum:** To remember not to *blow it* AND to remind you to *stick* with it and you can accomplish anything!

**Life Savers:** A reminder that managing stress can make your “life” a “hole” lot better.

Remember that you are truly making a difference in the lives of many children, for our culture, our society and for the future.

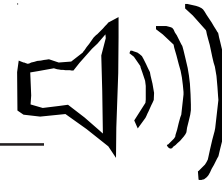
*Be well, do good work, and keep in touch.*

– *The Writer’s Almanac, Minnesota Public Radio.*

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# Student MNCEC Report

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## **SCEC @ MNCEC/CCBD 2007 Conference Job Fair**

In an effort to continue to prepare students for the real world of teaching, SCEC will be holding a job fair on Thursday, Feb. 22 from 5:30 - 7:30p.m. This event will be free to all students attending the conference.

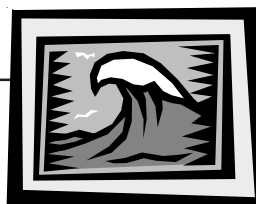
For students not attending the conference there will be a charge of \$25 to participate. Be sure to make note on your conference registration form if you plan to participate or email the SCEC Advisor, Dawn Allen at [dawn.allen@spps.org](mailto:dawn.allen@spps.org).

If you are interested in having your school district participate in the job fair email [dawn.allen@spps.org](mailto:dawn.allen@spps.org).

## **Attention All Students – Fall Retreat**

The Student Council for Exceptional Children would like to invite you to join us for our first big event of the year – the Fall Retreat.

The Retreat will be held from 9/22-9/24 at Arrowwood Resort & Conference Center in Alexandria, MN. The focus of the weekend will be preparing for THE REAL WORLD of teaching. Sessions will include everything from IEP meetings and working with paraprofessionals to how to handle the stress of it all. For more information please contact Dawn Allen at (651) 487-5037 or by email at [dawn.allen@spps.org](mailto:dawn.allen@spps.org).



## **Editor's Message**

*continued from back page*

My colleague's students and fellow faculty have experienced so much within the past year. Scattered across the country, the students of the University of New Orleans must decide whether to return to their beloved city they hardly recognize. All piece their lives together each in their own way. Houses that survived the floodwaters must be gutted down to the wall studs, sanded, disinfected, and the nails replaced. Once refurbished it can take months to get inspections and the utilities turned on. Mary told of a family wanting to rebuild their elderly mother's home in New Orleans East. It is nearly four miles from the Ninth Ward but also affected by the Industrial Canal breach. The family debated and debated whether Mother at her age should take on this task only to learn that the ground where they grew up is now too contaminated to be safe for habitation.

Mary told of students who have lost family members, their jobs, their homes, and perhaps now have lost their chance for higher education. Many people are still in temporary housing and have lost the tools of education, computers, transportation, day care, their part-time jobs. She told of the patience and flexibility it takes to work with her students these days knowing the stresses they bear and the heartaches from which they haven't recovered. Many have just disappeared.

Mary also emphasized the contributions individuals are making. She laughed when she mentioned Stuart's contribution. Stuart is now working at a convenience store and in an act of exasperation offered to work for the company if the manager would keep the store open until 10:00 pm or after. Stuart now has the 2:00 to 11:00 pm shift. But there was a hint of pride that he made the stand and was making life a bit easier for some residents of New Orleans.

She also referred to the huge relief efforts sent to the Gulf Coast. The money and volunteers have poured into the region and yet the people of New Orleans and the Gulf Coast are still waiting for the FEMA trailer, still waiting for the convenience store near them to be open, still waiting for the rubble to be cleared, still waiting for students to return, still waiting for the next storm.

One thing people of the Gulf Coast are not waiting to do is to thank those who have answered their call for help. At Representative Assembly at the national CEC convention last spring the delegate from Louisiana gave a tearful thanks to the membership for Katrina relief support. Hers were not the only eyes filled with tears as the assembly rose to its feet.

## Events Calendar



## Events Calendar



## Events Calendar

### Student CEC Fall Conference

September 22-24

Arrowwood Resort & Conference Center, Alexandria, MN  
Dawn Allen, (651) 487-5637 or [dawn.allen@spps.org](mailto:dawn.allen@spps.org)

### Annual Fall ECSE Leadership Conference

October 4-6

Ruttger's Bay Lodge and Resort, Grand Rapids, MN  
Jane Roundtree, [jane.roundtree@anoka.k12.mn.us](mailto:jane.roundtree@anoka.k12.mn.us)

### MASE Fall Leadership Conference

October 10-13

Arrowwood Resort & Conference Center, Alexandria, MN  
[www.mnase.org](http://www.mnase.org)

### The Arc of Minnesota State Convention

October 27-28

Rochester, MN

[www.arcminnesota.com](http://www.arcminnesota.com)

### MNCEC/CCBD Conference Session proposal

submission deadline: October 30, [www.mncec.org](http://www.mncec.org)

### Midwest Regional Special Education Law Conference

October 31-November 1

Minnesota State University-Mankato

Ginger Zierdt, [ginger.zierdt@mnsu.edu](mailto:ginger.zierdt@mnsu.edu), (507) 389-5444

### Minnesota CEC Board Meeting (Open to Public)

November 4, 9:00 am to 12:00 noon

New Brighton Family Service Center, New Brighton, MN

### Register for the MNCEC/CCBD Special Education Conference & reserve your hotel room! November

### Send in your MNCEC awards nominations!

January 10, 2007

### MNCEC/CCBD Special Education Conference

February 21-23, 2007

Sheraton Minneapolis South, Bloomington, MN

[www.mncec.org](http://www.mncec.org)

### International CEC Convention and Expo

April 18 -21, 2007, [www.cec.sped.org](http://www.cec.sped.org)

Louisville, KY

## Federal Regulations Released

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workshops. OSEP will, also, produce a video on the new regulations. However, their technical assistance is aimed more at assisting states rather than individuals.

Lastly, the National Association of State Directors of Special Education (NASDSE) is working on a side-by-side comparison of the current and former regulations. When finished, that document should be available on the NASDE website.

### Model Forms

In addition to publishing the regulations, OSEP also designed and released "model forms" for the

Individualized Education Program (IEP), Procedural Safeguards Notice and Prior Written Consent Notices. Copies of those model forms can be downloaded.

### What's Not Included

The Part B regulations provide direction for special education programs serving students ages 5 through 21. The regulations implementing Part C of IDEA '04, which would provide guidance for special education programs serving infants and toddlers, are currently being drafted. The draft Part C Regulations will then be released for public comment, OSEP will then make any necessary changes resulting from those comments, and final Part C Regulations will be released at some time in the future.

### IDEA '04 Federal Regulations resources/websites mentioned in the article:

Official Version: <http://a257.g.akamaitech.net/7/257/2422/01jan20061800/edocket.access.gpo.gov/2006/pdf/06-6656.pdf>

CASE Version: <http://www.casecec.org/legislative.htm>

CEC Workshops: [http://www.cec.sped.org/Content/NavigationMenu/ProfessionalDevelopment/ProfessionalTraining/Workshops/Roadshow\\_Ad.pdf](http://www.cec.sped.org/Content/NavigationMenu/ProfessionalDevelopment/ProfessionalTraining/Workshops/Roadshow_Ad.pdf)

NASDE version (coming): <http://www.nasdse.org/>

Model Forms: <http://www.ed.gov/policy/speced/guid/idea/modelform-iep.pdf>

# Call for Nominations:



## Special Student, Special Teacher, Special Person, and "Rookie of the Year" Awards



The Minnesota Council for Exceptional Children (MNCEC) is seeking award nominations for deserving individuals in the field of special education. Send the nomination and a short narrative describing why you are nominating this person. In your narrative include statements such as why you believe this person deserves the award or how this individual made a difference in the lives of exceptional students. All nominees will be notified of their nomination.

**Send To:** Roberta Kaufman, Conference Chair  
789 Sandhurst Drive W.  
Roseville, MN 55113

**E-Mail:** robertakaufman@msn.com  
**Phone:** 651-488-6149  
**Fax:** 651-438-2644

Please Check One Nomination Box Below. Due Date is January 10, 2007:

**Yes, I Can! Special Student Award**

The nominee must:

- be a student age 21 or under and currently receiving special education services in the state of Minnesota
- demonstrate any or all of the following:
  - academic excellence
  - community involvement
  - participation in special activities

**Awards will be presented at  
the 2007 MNCEC/CCBD  
Conference in Bloomington  
February 22, 2007**

**Special Teacher Award**

The nominee must:

- hold a current teacher's license in Minnesota
- be currently active in serving children with special education needs in Minnesota
- exhibit outstanding teaching skills

**Special Person Award**

The nominee must:

- be a resident or work in Minnesota
- have contributed in some way to persons who are disabled or gifted and/or to CEC

**"Rookie" Teacher of the Year Award**

The nominee must:

- hold a current teacher's license in Minnesota
- be currently active in serving children with special education needs in Minnesota
- exhibit outstanding teaching skills
- be a new teacher or non-tenured teacher
- exemplify knowledge, skill, and enthusiasm for the profession

**Membership in MNCEC is not required to nominate a candidate or to receive one of these awards!**

Name of Candidate \_\_\_\_\_ Phone \_\_\_\_\_  
Address \_\_\_\_\_ E-mail \_\_\_\_\_  
Your Name \_\_\_\_\_ Phone \_\_\_\_\_  
Address \_\_\_\_\_ E-mail \_\_\_\_\_

**For more information about the 2007 MNCEC/CCBD Conference go to: [www.mncec.org](http://www.mncec.org)**



## Letter from the Editor

By Carol Long



Recently I got to spend some time with a colleague of mine. Mary is a special education professor at the University of New Orleans and what she told me about the changes she has witnessed and experienced have given me food for plenty of thought.

Mary, and her husband Stuart, evacuated New Orleans the Saturday before Katrina hit. This was their 12<sup>th</sup> time evacuating in her 25 years at UNO. She and Stuart lived in Memphis in Stuart's family home for months with Mary teaching her classes online within six weeks after the storm. Mary said, "We went from a university with a few online classes to all online classes overnight." Mary and Stuart were very, very, very fortunate. Their home was not damaged by the wind, water, or by vandals. But as Mary is quick to point out, the levy could easily have broken on their side of the canal and if disaster strikes again it could very well be their side of the levy. They did return to find a neighbor's hot tub in their driveway.

As Mary described life in New Orleans today what comes to mind is a waiting zone. Granted the destruction is over but the ruins remain and the lives of citizens are anything but normal and appear to be on hold. Mary told of the huge

labor shortage that still exists. If the residents of New Orleans need gasoline, purchasing is a problem because gas stations are only open limited hours. Most convenience stores now stock only junk food and drinks because customers eat on the run, not knowing when they will find another store open.

*As Mary described life in New Orleans today what comes to mind is a waiting zone. Granted the destruction is over but the ruins remain and the lives of citizens are anything but normal and appear to be on hold.*

Her university was heavily damaged. But looking on the bright side, most of the devastation was confined to buildings slated for renovation and already needing repair. The attention is now focused on the students and the question is "Will they return?" Pre-storm University of New Orleans had an enrollment of over 17,000. The post-Katrina fall semester had 7,000 students taking classes. Crucial to every university is healthy enrollment. The university community is holding its breath wondering what fall semester

will bring. Projected for this fall is an enrollment of 14,000. One of the major barriers challenging those returning to the city to go to school or return to work is finding affordable housing. New construction is booming but at price well beyond most former residents' incomes.

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