



The Director

Volume 40, Number 1 - August 2019

MO-CASE is dedicated to the professional development and support of administrators of special education within Missouri's educational settings.

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PRESIDENT'S MESSAGE

By Vicki McNamara, MO-CASE President

It's hard to believe another school year is beginning. I hope yours is off to a smooth and productive start. The MO-CASE Board of Directors and our staff continue to work hard on our organizational goals and implementing the Strategic Plan.

This year a key focus for our work is to strengthen professional partnerships. The Department of Elementary and Secondary Education and MO-CASE continue to enjoy a strong, collaborative partnership. Because of our relationship with the Department, when the requirements for obtaining an administrative certificate in the state of Missouri changed, Dr. Stephen Barr, Assistant Commissioner, reached out to MO-CASE for input regarding the unique needs of the Special Education Directors across the state. Missouri is moving to one generic Administrator certificate to be earned. Many of us carry Elementary Principal, Secondary Principal and Special Education Director certificates. Moving forward, all new administrators will have one certification: Administrator. It is within their program and classes, prospective administrators may concentrate on a particular level they are interested in. As Special Education Directors, we recognize that generic training is not enough to effectively lead special education programming in a district. Accordingly, MO-CASE, in collaboration with DESE, is leading work to establish micro-credentials that result in a Special Education Director endorsement on an Administrator certificate.

Micro-credentialing is form of certification indicating demonstrated competency/mastery in a specific skill or set of skills. To earn micro-credentials, potential Special Education Directors will identify competencies they want to master and complete the requirements to earn them. Currently, MO-CASE is in the process of flushing out the skills and competencies needed to be an effective Special Education Director. Once that work is completed, the committee will determine how many and which micro-credentials equal an endorsement as a Special Education Director. This endorsement will then be added to the Administrator certificate. Both formal and informal professional learning experiences that support potential Directors developing skills and acquiring knowledge necessary to direct, lead, and evaluate special education programs in districts will be the basis for the microcredentials.

The MO-CASE Board needs your help! We are working on identifying the skills and competencies that will make up these microcredentials. Because your voice and input are important to the success of this project, I will be leading work sessions at the Fall Special Education Administrators Conference to allow our membership across the state to have a voice in this process. Please plan to join one of my sessions.

Speaking of the Fall Conference, September 22-24, 2019, registration is open and filling up quickly. Don't miss this year's amazing lineup of speakers. We will also have some special guests that you won't want to miss. Lake of the Ozarks is a great place to be in September. Fall looks good on our beautiful lake and rolling hills. Until then, have a great start to your school year.

Vicki McNamara, Ph.D.
MO-CASE President
Director Special Education, Camdenton R-III School District

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Advocacy Committee

Advocacy Update

By Steven Beldin,
Director of Innovation & Learning

A MO-CASE team attended the recent CEC/CASE Special Education Legislative Summit in Arlington, Virginia, July 7-10. This event provided an opportunity to learn more about key policy and legislative issues which impact students with disabilities and the provision of special education services in public schools, and to share information about these with senators and members of congress who represent Missouri. The following issues have been identified as legislative and policy priorities by the Council for Exceptional Children (CEC), and the Council for Administrators of Special Education (CASE):

- *Education Appropriations*
- *IDEA Information*
- *Keeping Public Funds in Public Education*
- *Mental Health: Building a Positive Climate for Learning*
- *Shortages of Special Education Teachers and Early Intervention Providers*

A clear and concise issue brief with specific information has been developed for each of these topics and may be accessed at <https://specialeducationlegislativesummit.org/resources/>, under Issue Briefs. I highly recommend downloading these for your own information and to share with others. In particular, the IDEA Information brief provides a very understandable description of the intent and purpose of this law and component parts which might be helpful to share with the leadership team in your district.



MO-CASE volunteers getting ready to provide information and advocate for special education on Capitol Hill!

Missouri Council for Administrators of Special Education (MO-CASE) Legislative and Policy Platform: Federal issues

Funding and Resources

MO-CASE strongly supports increasing federal funding to adequately support the significant special education requirements imposed on schools. The current level of federal funding to Missouri school districts for special education is generally less than 14% of the cost, well below the up to 40% funding level indicated at the time P.L. 94-142 was enacted in 1975. The ever-expanding expectations for schools to provide educational, social, health, mental health and other services for students with and without disabilities must be supported with appropriate resources.

Mental Health

MO-CASE supports access to quality and comprehensive mental health services needed to support student success in school. There is a growing unmet need for school mental health services to address the social, emotional and behavioral needs of students. Early intervention and ongoing supports are critical to positive learning outcomes. MO-CASE supports innovative and collaborative initiatives designed to increase access to specialized school mental health services from qualified providers, including school psychologists and school social workers.

Accountability

MO-CASE supports appropriate accountability for all schools and students. We support including students with disabilities in the general education curriculum and assessments to the maximum extent possible and appropriate. However, we have concerns about establishing unreasonable accountability standards for the disaggregated group of students with disabilities given the wide variation in IDEA eligibility determinations and overall incidence rate between districts and states.

Legislation Targeting Specific Disability Groups

MO-CASE supports legislation and policies that promote understanding of all disabilities and provides a framework for delivery of quality and targeted educational services to all students as part of a Multi-Tiered System of Supports (MTSS). MO-CASE opposes legislation that singles out specific disability conditions for decision making processes and public resources beyond the provisions of the Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act. IDEA and Section 504 provide a comprehensive framework for identification of students who have disabilities, and require a full range of special education and related services to meet individual student needs regardless of disability type. Additional mandates for specific disability groups will create legal confusion and increase expenses with no guarantee of improving services for children with disabilities. The legal framework of IDEA, Section 504/ADA and other existing educational laws should be used to ensure appropriate services are provided to all children, including those with disabilities or functional limitations.

Advocacy Update (Continued)

Reading Instruction

MO-CASE supports adoption of legislation and policy to ensure systematic and explicit reading instruction incorporating the essential elements identified in the National Reading Panel Report (2000), including phonemic awareness and phonics, in Missouri public schools. The report findings have again been further validated through rigorous review of applicable scientific research completed between 2000 and 2014 (*Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade*, Institute of Educational Science/What Works Clearinghouse, 2016). Systematic and explicit instruction directed toward these skills will help ensure that students are not targeted for remediation or suspected of having a disability condition due to a lack of basic reading instruction, and that they have the foundational reading skills necessary to fully access the curriculum.

Disproportionality

MO-CASE supports holding states and school districts to high standards regarding proper identification, placement and discipline of students with disabilities including ensuring racial and ethnic equity in all of these areas. However, the current IDEA requirement for school districts and other Local Education Agencies (LEAs) who are determined to have disproportionate representation to reallocate 15% of their IDEA funds, which are already grossly insufficient, to support Coordinated Early Intervening Services (CEIS) can negatively impact services for students with disabilities and not address the root cause of the disproportionality. We suggest that a better approach would be to require a comprehensive district or agency funded plan in which all aspects of the educational program, including early childhood education, are considered.

This provision is one of many that should be thoroughly re-examined and revised when the IDEA is eventually reauthorized.

A Missouri Summit:

A similar event to increase knowledge and awareness in Missouri about issues related to students with disabilities and a unified system of education which benefits all students is being planned. More information will follow.

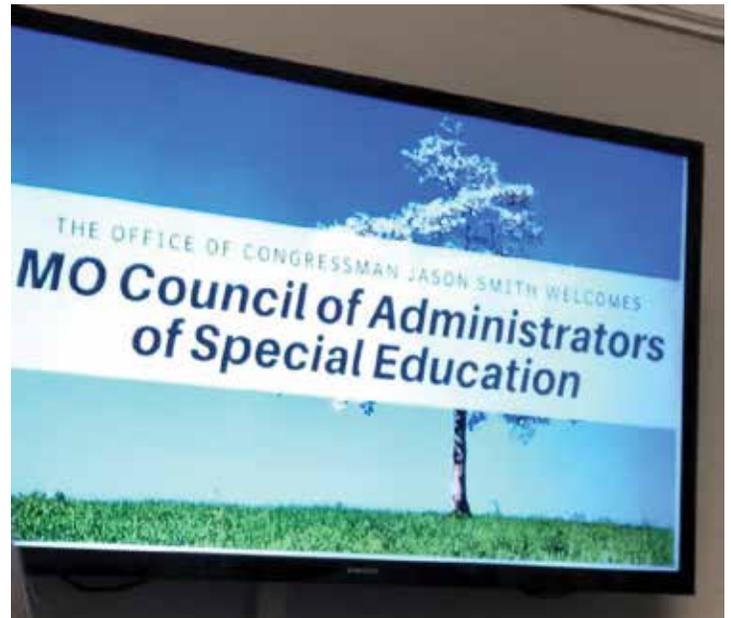
Steven Beldin is the Director of Innovation and Learning for the Missouri Council of Administrators of Special Education (MO-CASE).



MO-CASE hitching a ride thanks to Senator Hawley's office from the Senate Offices to the House Offices

Check out the link below:

<https://specialeducationlegislativesummit.org/>



MO-CASE welcomed on Capitol Hill by Missouri Congressman, Jason Smith.

Professional Development Committee

Professional Development Update

By Steven Beldin
Director of Innovation & Learning

The Professional Development Committee, led by Marlena Walley, has worked to identify and organize resources that district teams, as well as individual teachers and other service providers, can access to develop viable multi-tier systems of support and effective specialized instruction. In addition to important guidance contained in CECs High Leverage Practices in Special Education, and the CASE list of endorsed products (<http://www.casecec.org/resources/endorsed.asp>), the following six websites are recommended for high quality, reliable and practical information. This information will be added to a tab on the MO-CASE website for ready reference. Additional recommendations will be added to address particular areas of practice or issues after careful vetting.

<http://ebi.missouri.edu/>

To support the use of evidence-based interventions (EBI) in schools, the Evidence Based Intervention Network (EBIN) was developed to provide guidance in the selection and implementation of EBI in the classroom setting. The EBIN has an extensive resource base including evidence-based intervention briefs, video modeling of EBIs, information on selecting and using EBI. Each of these resources has been developed in collaboration with faculty and students from a variety of universities.

<https://ies.ed.gov/ncee/wwc/PracticeGuides>

This site contains 24 practical implementation guides addressing a variety of instruction and intervention issues. They are based on reviews of research, the experiences of practitioners, and the expert opinions of a panel of nationally recognized experts. Each includes easy to understand guides indicating the level of evidence in support of a particular component or practice.

<http://www.florida-rti.org/>

The purpose is to provide resources to help districts successfully implement and sustain a multi-tiered system of student supports with fidelity and maximize student outcomes through the application of data-based problem solving and evidence-based practices. While developed specifically for Florida the resources are generally applicable to any school district or setting. Lots of good models for establishing district procedures and guidelines.

<https://iris.peabody.vanderbilt.edu/>

This site provides several training modules, and information on evidence-based practices, including information on CEC's High leverage Practices.

<https://ccrs.osepideasthatwork.org/>

Comprehensive information about OSEP funded projects and associated resources for academic and social/emotional/behavioral intervention.

<https://www.rti4success.org/>

National Center on RTI at American Institutes for Research. This site provides access to an extensive collection of federally funded research and implementation support projects on RTI and MTSS. It includes training programs, intervention resources, assessments, and guidance for scaling up for district implementation.

Fall Administrators Conference – Breakout sessions

In addition to the annual law seminar on current special education issues Sunday afternoon, and engaging, dynamic and educationally relevant keynote presentations by John O'Connor on Monday, and Stacy Skalski on Tuesday, the conference offers 40 breakout sessions over four time periods. These presentations were intentionally selected to cover a range of topics of interest to those who supervise and administer programs and services for students with disabilities as part of a multi-tier system of supports. The presenters include agency staff, university faculty and researchers who collaborate with local school districts, as well as practitioners with particular experience and expertise. The line up also includes a repeating informal "cracker barrel" session on new certification requirements for new special education directors and options for meeting those requirements.

As much as possible sessions have been organized and scheduled into strands. For example, you could attend successive sessions on assistive technology, or sessions by attorneys, or DESE compliance, or mental health and behavior, or select a variety of sessions. With 40 sessions, and 4 time slots you have choices to make. A good approach is to divide up sessions of interest among members of your team and share notes. Join another team if you are attending solo. Of course, supporting documents for each session will be posted on the online conference app to access whether you attend that session or not.

We hope you have made a plan to be at the conference, and look forward to seeing you there.

Steven Beldin is the Director of Innovation and Learning for the Missouri Council of Administrators of Special Education

LASE Spotlight

By Liz Smith, LASE Coordinator

MISSOURI LASE GROUPS 2019-2020

REGION A (ST LOUIS)

Jefferson County LASE:

- Location Varies
- Tom Moreland - tmoreland@dunklin.k12.mo.us

St Charles Co. / St Louis LASE:

- Location Fort Zumwalt Admin Office
- Tami Yates - tyates@ssdmo.org

St Louis Charter LASE:

- Location UMSL Charter School Office
- Kari Kraichely - kkraichely@kippstl.org

REGION B (KANSAS CITY)

JJCBS LASE:

- Harrisonville
- Annie Knox - annie.knox@harrisonvilleschools.org

KC LASE:

- Raytown Schools Wellness Center
- Meagan Patterson - mpatterson@center.k12.mo.us

REGION C (SOUTHWEST)

Springfield Area LASE:

- The Pitch Pizza, Springfield
- Lorri Osbourn - losbourn@nianguaschools.com

Southwest (Joplin) LASE:

- Joplin Memorial Admin Building
- Adam Lett - alett@mcdonaldco.k12.mo.us

REGION D (CENTRAL)

Lake Area Directors LASE:

- Various Lake Area Restarants
- Nick Cotta - ncotta@lebanon.k12.mo.us

Mid-MO LASE:

- Montgomery City Library
- Sara Baumgartner - sbaumgartner@nc.k12.mo.us

ECSE Partnership:

- Various Jefferson City Locations
- Deb Crowder - dscrowder@ssdmo.org

REGION E (SOUTHEAST)

SEMO LASE:

- CTC, Cape Girardeau
- Teresa Green - tgreen@sgdragons.org



REGION F (WEST CENTRAL)

West Central LASE:

- Smith-Cotton High School, Sedalia
- Sarah Mason - smason@clintoncardinals.org

REGION G (SOUTH CENTRAL)

Four Rivers LASE:

- Franklin Co Special Education Cooperative
- Cheri Fortney - cfortney@stcmo.org

Scenic Rivers LASE:

- El Imperial Restaruant, Cabool
- Larry Williams - williams@wspgs.com

South Central Area LASE:

- Rolla Administration Bldg
- Vickie Gorsuch - v Gorsuch@cuba.k12.mo.us

REGION H (NORTHWEST)

North Central LASE:

- Various Locations (Polo, Chillicothe, Braymer)
- Becky Morris - b Morris@pattonsburg.k12.mo.us

NWMO LASE:

- Northwest Tech School - New Commons
- Lexi Heck - lheck@fxbulldogs.net

REGION I (NORTHEAST)

Chariton ValleyLASE:

- Rolling Pin, Glasgow or Route Z Restarant, Cairo
- Beth Andrews - bandrews@westran.k12.mo.us

Northeast MO LASE:

- Kirksville
- Kinsey Cissna - cissnak@paymayra.k12.mo.us

Liz Smith serves as the LASE Coordinator on the MO-CASE Board of Directors, and is the Director of Special Services for Reeds Spring School District

Membership Committee

MO-CASE Membership! Be A Member! JOIN TODAY!

TOP TEN REASONS TO JOIN MO-CASE/CASE:

10. Keep up-to-date on special education issues, significant research, practical help, and trends.
9. Network with colleagues near and far.
8. Weekly targeted electronic communications.
7. Increase your professional involvement; share, publish, volunteer - BE ACTIVE!
6. Add to your expertise - conferences, webinars, and hands-on.
5. Get the resources and CASE endorsed products you need at prices you can afford - CASE/CEC catalogs.
4. Develop your skills - leading edge information on how to be a better leader.
3. Make a difference with policy makers - local, state, and national levels.
2. Influence our education profession - Individuals gain influence when they join hands with like-minded individuals. "Never doubt that a small group of thoughtful and committed citizens can change the world; indeed, it's the only thing that ever does." - Margaret Mead
1. Improve the educational success of all students.



To learn more and join, please visit:
<http://www.casecec.org/membership/>

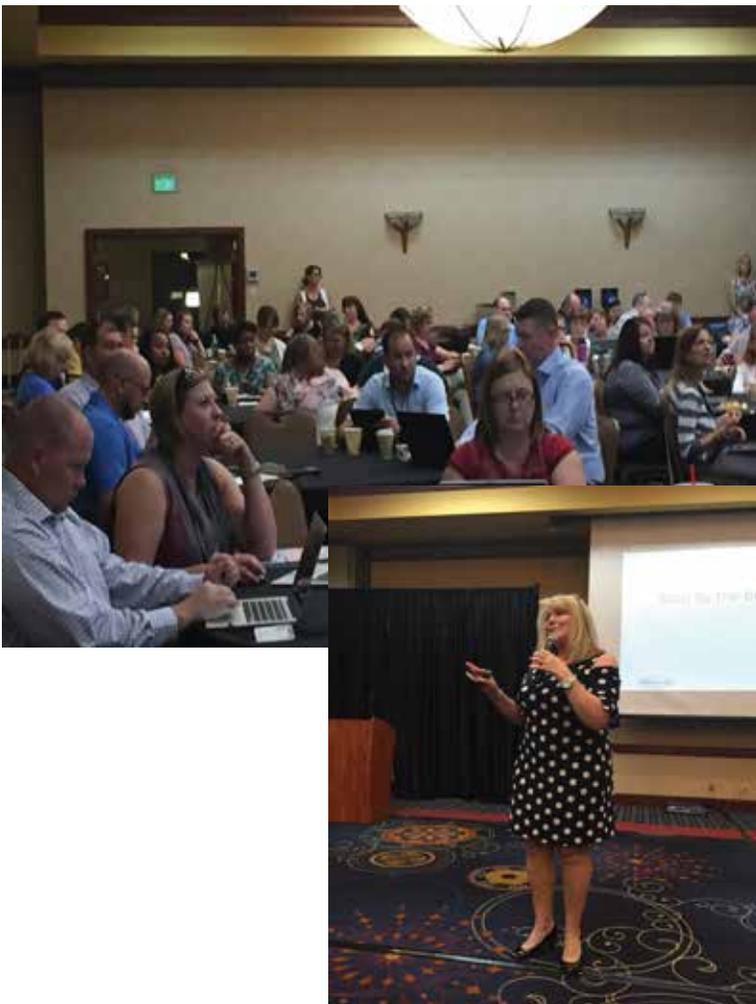
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State and National Update

New Directors Training

By Phyllis Wolfram
MO-CASE Executive Director

The Division of Special Education, Missouri Department of Elementary and Secondary Education held the annual New Directors Training for Special Education Directors and Leaders on July 25-26, 2019. Approximately 140 first and second year directors participated in the training. MO-CASE had an opportunity to share information about resources and supports, membership and Administrators Mentoring Program (AMP) with all participants. In addition, MO-CASE Staff “manned our vendor booth” for two days and enjoyed the opportunity to share individually with participants from across the state.



National CASE Update

By Phyllis Wolfram
MO-CASE Executive Director

Partnership with NCLD, National Center on Learning Disabilities

In collaboration with our 10 partners, CASE is proud to announce the release of eight principles to guide the evaluation process: Eligibility for Special Education Under a Specific Learning Disability Classification. The principles cover topics such as instruction and intervention, collaboration among team members, parent and family engagement, the use of cognitive assessments, and the use of RTI data in decision making. Visit www.nclld.org/SLDeligibility to read “Eligibility for Special Education Under a Specific Learning Disability Classification” and to see the partner organizations that are collaborating on this project, as well as additional resources.

With these principles as our foundation, this work with our partners is just beginning. We will continue to tackle the persistent challenges related to identification of students with LD and help districts improve their processes and how they engage students and families. Working together, we can decrease frustration, increase collaboration, and better serve students.

Phyllis Wolfram is the Executive Director for the Missouri Council of Administrators of Special Education (MO-CASE), and the President of the Council of Administrators of Special Education (CASE).

Mindfulness for Families

Part 2 of a 2 Part Series

By Melanie Fitzgerald, Ed.D

Mindfulness for Early Childhood and Elementary Students

Not long ago many people believed that mindfulness was far too complex for children to understand. Current research shares a very different story. When children are presented with developmentally appropriate activities, they can use mindfulness to relieve some of the daily tension and stress that impacts their lives both socially and academically. Children as young as four years old can benefit from mindfulness based activities. Current research demonstrates that children who participate in mindfulness based activities with adults who practice mindfulness and guide the activities appropriately can show improvements in self-regulation and social-emotional competence. Furthermore, mindfulness based activities can assist children with attentional focus, following directions, adapting to changing situations, waiting their turn, and emotional regulation.

As children enter school, they often need a good pilot to help them navigate the challenges of childhood. Some children can encounter stressful events at every turn without the coping skills to manage big emotions. Parents and guardians are looking for one magic solution. The unfortunate news is there is not just one solution that can guide them through the sometimes cloudy waters of growing up. Children are sometimes in need of some relief from tension and stress from daily living. One useful intervention that can assist children in today's society navigate the challenges of growing up is mindfulness based activities that can be done at home or at school with a mindful adult.

Early Childhood and Elementary Student Mindfulness Based Activities:

1. Belly Breathing

Most Children when asked to take a deep breath often times begin to shallow breath which is energizing and not calming.

- Deep belly breathing:
 - o The child lay down on the ground or sit nice and tall on the floor or a chair
 - o Place their hands on their belly
 - o Close their eyes if they want to and are comfortable doing so
- o This works very well if the adult also does the same

- o Instruct them to breathe and notice their hand going up and down. This can also be done using a small stuffed animal on their tummy so when they breath in and out the animal goes up and down.
- o This works very well if the adult also does the same activity.
- o As the adult and child breath, the adult can count and guide the breathing as follows: "I'll count as we breathe....breathe in one....two....three...four...breathe out one...two...three...four...five....six....seven....eight..."

2. Take Five Breathing

- Spread out the fingers of one hand into a star shape.
- Bring this hand to eye level with the palm facing.
- Place the pointy finger of the other hand on the wrist of the open hand.
- Breathe in slowly through the nose as the pointer finger gently moves up and traces the left side of open hand.
- Breathe out slowly through the nose as the pointy finger traces down the inside right of the first finger on the left.
- Continue to breathe in every time the pointy finger moves up the side of a finger, and breathe out every time it moves down.
- When the finger reaches the right side of the wrist, pause for five seconds.
- Breathe in as the finger moves back up first finger from the right.
- Continue to breathe in and out, around the five fingers until the pointy finger returns to the left side of the wrist.
- Change hands to breathe around the fingers of the other hand.

(<https://journalofmissh.com>)

Mindfulness for Families, Part 2 (Continued)

3. Sit and Relax
 - Sit comfortably and try squeezing and relaxing your body to release physical tension.
 - Take a deep breath in.
 - Flex your arms, clench your hands, crinkle your face, and curl each toe—squeeze every part of your body.
 - Let a long breath out and relax. (Repeat 3 times.) (www.yogajournal.com).
4. Mind Jar
 - Use an empty plastic water bottle
 - Add water and glitter
 - Replace the lid on the plastic bottle with glue so it stays sealed and do not want someone to open and drink.
 - Shake it up
 - The glitter swirls all over inside the bottle which showed the kids how scattered our thoughts are when we aren't mindful and then how it settles when we're calm. This is a fantastic activity for kids as they're very visual. (rattlesandheels.com/family-self-care-mindfulness-activities-for-kids).
5. Mindful Movement:
 - Shake like spaghetti:
 - o Stand up tall with arms by your side
 - o Stand with feet apart
 - o Your whole body is stiff like uncooked spaghetti (can demonstrate with an uncooked noodle)
 - o Now imagine your body is cooked spaghetti (can demonstrate with one cooked noodle to show difference between a cooked and uncooked noodle)
 - o Now shake your body like a cooked spaghetti noodle
 - o Can alternate fast and slow music and the children move fast or slow to the music
 - o Ending with 3 deep belly breaths slowly to bring the

- o Pretend to be uncooked spaghetti
- o Can alternate fast and slow music and the children move fast or slow to the music
- o Ending with 3 deep belly breaths slowly to bring the energy level back down.

Middle and Secondary Student Mindfulness Activities

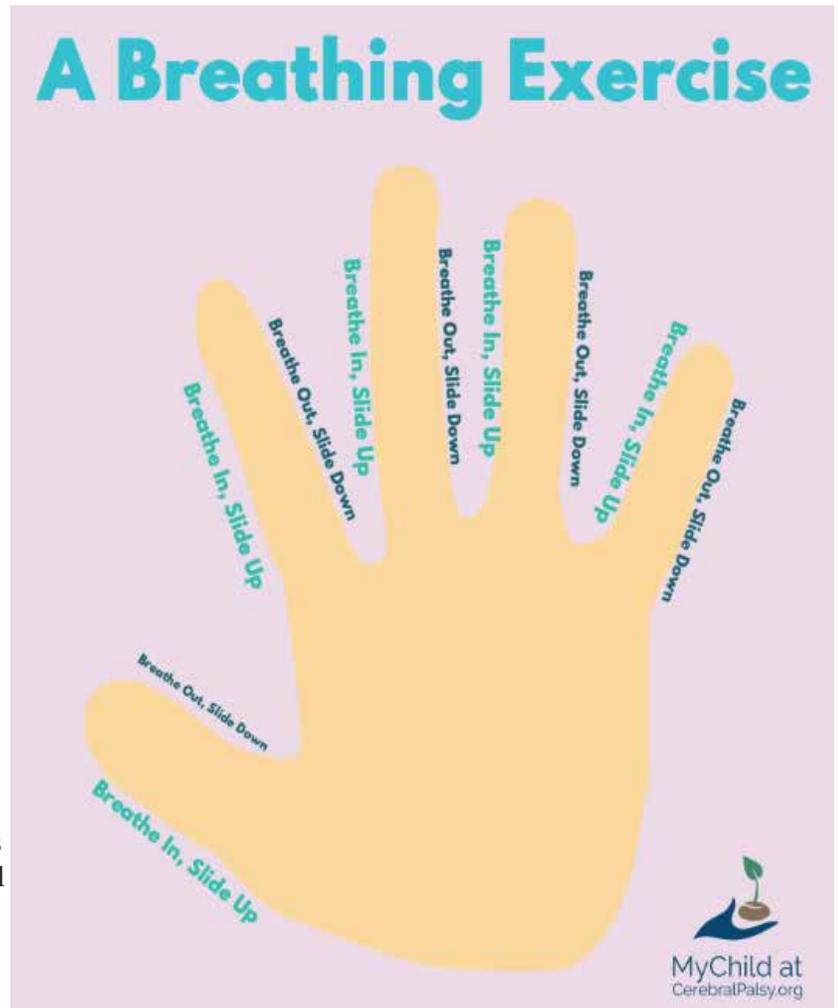
1. Mindful Listening
 - Sit with back straight and body relaxed, resting your hands gently on your knees, and close your eyes if you feel comfortable doing so. Notice your breathing as it goes in and out in the present moment.
 - Listen to the sounds in the room. Try not to make any extra effort to hear the sounds just relax and listen. What do you hear? Adult can make a suggestion. I hear a bird....ect.
 - The adult stops talking. Let's listen together. There is nothing to at all at this time. Sounds will come and go on their own. We just need to listen in our won silence to see what we can hear.
 - Discussion: What did you hear? Was anything a surprise something that you have never heard in this room before? Did the sounds stay the same or did they change? How do you feel more relaxed now? Did some sounds make you relax and others not?
 - o Tips: remind the child that your mind will wander away from the sounds and that is natural.
 - o After the activity the children could draw a picture of what the sounds represent.
 - o Listening is s great self-care strategy. So good for adults too!
2. Mindful Eating: Slowly eating one bite at a time to relax and enjoy every bite in the moment. Find a comfortable place to sit and eat. Choose an easy food to eat one at a time. You can use healthy food such as grapes, raisins, blueberries, strawberries....all the while minding any food allergies a child might have.
 - Prompt child to take one piece at a time, so one raisin or one grape, notice it how it feels, looks, smells. Notice what you are thinking as you pick it up and hold it.
 - Put the food in your mouth but do not chew it yet. Notice what it is like on your tongue. Is your mouth watering?
 - Now chew the food slowly and then swallow it. Pay close attention to how each step of the process feels.

Mindfulness for Families, Part 2 (Continued)

- Discussion: What was it like to eat one piece at a time? What was it like to hold the food in your mouth without eating it? How did your mouth feel when you were chewing it? Did you notice any thoughts or emotions?
 - o This can be described to children as eating in slow motion.
3. Three Things in Common Game
- When we have a disagreement with another person or they simply get on our nerves we acknowledge our feelings and think of three things we have in common with the other person.
- Think of someone you had an argument with.
 - How do you feel about the person? How do you think they feel about you?
 - You probably have more in common than not. Quickly name three things you have in common.
- Tips:
- o Remind the child that often the ones we love the most are often the ones that annoy us the most. This can be very helpful for siblings.
 - o An addition for this can be friendly wishes for those that annoy us.
 - o This activity is done to change the perspective and broaden the thinking not to change the way they feel about the person.
 - o This activity can change into longer conversations and raise awareness that whatever is happening whether it is good, bad or neutral it is not entirely about them and often changes. It is all a matter of perspective.

Activities retrieved from: Mindful Games: Susan Kaiser Greenland and Annaka Harris

Information gathered by Melanie Fitzgerald Ed.D ECSE
EPS



www.cerebralpalsy.org

Upcoming Events

MO-CASE 2019 SPECIAL EDUCATION ADMINISTRATORS' CONFERENCE

September 22-24, 2019

Tan-Tar-A/Margaritaville Lake Resort
Osage Beach, MO 65065

**REGISTRATION
NOW OPEN!**

EARLY BIRD DISCOUNT
ends on August 16, 2019



Visit <http://www.mo-case.org/Events> to register.

Save the Date

2019

EVENT:	DATE/LOCATION:
MO-CASE Board Meeting	September 21, 2019 - Osage Beach, MO/Tan-Tar-A Resort
MO-CASE Special Education Administrator's Conf.	September 22-24, 2019 - Osage Beach, MO/ Margaritaville Lake Resort
MO-CASE Business Meeting	September 22, 2019 - Osage Beach, MO/ Margaritaville Lake Resort
CASE Executive Committee Meeting	October 25, 2019 - Louisville, KY/Galt House
2019 CASE Fall Board of Directors Meeting	October 26-27, 2019 - Louisville, KY/Galt House
Joint CASE/NASDSE Conference	October 27-29, 2019 - Louisville, KY/Galt House

2020

EVENT:	DATE/LOCATION:
CASE Executive Committee Meeting	February 4, 2020/TBD
CASE Member/BOD Meeting	February 5, 2020/TBD
CEC 2020	February 5-8, 2020/Portland, OR/TBD
CASE Night	February 6, 2020/TBA
MO-CASE Law Conference	March 3,, 2020 - Columbia, MO/Holiday Inn Executive Center
4th Annual Collaborative Conference	March 4-5, 2020 - Columbia, MO/Holiday Inn Executive Center
MO-CASE Board Meeting	September 19, 2020 - Osage Beach, MO/Tan-Tar-A Resort
MO-CASE Special Education Administrators' Conf.	September 20-22, 2020 - Osage Beach, MO/Tan-Tar-A Resort

FUTURE DATES

EVENT:	DATE/LOCATION:
CEC 2021	February 10-13, 2021 - Baltimore, MD/TBD
MO-CASE Law Conference	March 2, 2021 - Columbia, MO/Holiday Inn Executive Center
5th Annual Collaborative Conference	March 3-4, 2021 - Columbia, MO/Holiday Inn Executive Center
MO-CASE Board Meeting	September 25, 2021 - Osage Beach, MO/Tan-Tar-A Resort
MO-CASE Special Education Administrators Conf.	September 26-28, 2021 - Osage Beach, MO/Tan-Tar-A Resort
CEC 2022 (100th Anniversary)	January 15-19, 2022 - Orlando, FL/TBD

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MISSOURI COUNCIL OF ADMINISTRATORS OF SPECIAL EDUCATION

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