

## PRESIDENT'S MESSAGE

How do educators approach self-care in the year 2020? Our current shared experience makes self-care a compelling topic. There is no one working in our field that is not engaged in a litany of experiences that lead to compassion fatigue at best and physical illness at worst.

Our "new normal" includes an exponentially intensified version of all the following: trauma & secondary trauma, school safety, prevention systems, crisis planning, responsive actions, supportive needs, and wrap around services. All this and more occupy us and monopolize our brains at a cost. The stakes are high and the demands are great; we understand the importance of each topic and we know all too well what happens in the absence of each service.

While we realize a lack of self-care compromises us, we continue to do our best to fulfill the intense demands of leadership. We must be compassionate leaders who support staff, students and families all while courageously enduring the current reality. Our collective experience of crisis includes, pandemic influences, heightened discourse, equity and access gaps, political fallout, chronic stress and the unknown.

We are faced with an undeniable truth going forward. We are not tasked with ONLY the items listed above, we also must create a healthy culture which will encourage non-stagnant forward thinkers. Our heart tells us that countering anxiety and stress by slowing down is necessary. How can we begin the process of leading by example? We can not force others into self-care but we *can* exhort by our example.

Here is an excerpt from a recent Leadership Freak blog written by Dan Rockwell that can guide us as we consider our own lack of self-care. He writes that an actionable approach to tough issues lies in the following four steps:

1. Ask questions before casting blame or offering solutions. Forward-facing curiosity is freedom to bring up tough issues.
2. Always seek to advantage others and your organization. Causing harm is never an option.
3. Define positive outcomes before developing solutions. What do you want?
4. Generate multiple solutions before choosing a simple path forward.

None of us want the negative issues of 2020 to control us. We reject learned helplessness. So the first step to self-care is to ask questions. Then we define outcomes that will not harm. Finally we generate multiple solutions.

- *What keeps you from the practice of self-care?*
- *What will your workplace look like when you practice self-care?*
- *What are ten ways to incorporate self-care?*

**ARTICLE CONTINUES ON PAGE 2...**

By Dr. Ashley Krause,  
MO-CASE President



## PRESIDENT'S MESSAGE CONTINUED...

I recall some of the best advice I have ever received sounded something like this:

“Be present in your moment. Be mindful. Pay attention to our inner being and focus on the moment at hand. Let go, be vulnerable, slow down, ask for support and never underestimate the power of breathing. Refine the way you react to lack of control.” So I conclude with my personal self-care commitment.

Right here, right now, I vow to pay attention to my emotional and physical well-being as a beginning step. I will be mindful of what I can and can not control. At this point I say, “2020, I declare you as the winner in a vast majority of the pandemic physical and mental unforeseen circumstances you have thrown my way.” I say this not with defeat, but with a firm voice as I also proclaim “My promise is to control my actions and reactions and I remain mindful. I am a work in progress.”

## Will you join me?



[Ideas](#) and [self care](#) information.

## MO-CASE Virtual Legal Webinar Updates

MO-CASE is extremely proud and excited to announce the launch of our *Virtual Legal Webinar Updates*. The purpose of the Updates is to provide meaningful, necessary, and timely information regarding current hot topics to our membership.

Our inaugural virtual webinar was presented on Tuesday, October 27, by Betsey Helfrich, with Mickes O’Toole, LLC. The topic was *Discipline of Special Education Students – Legal and Practical Strategies*. The second virtual webinar was held on Friday, November 20. It was presented by Celynda Brasher and Michelle Basi, with Tueth Keeney, LLC. *Student Confidentiality & Virtual/Distance Learning – Protecting Student Privacy & Online Safety in the Delivery of Special Education and Related Services* was the topic.

Please mark your calendars for the third Virtual Legal Webinar Update. It will be held on Friday, December 11, and presented by Shellie Guinn and Ryan Fry, with Guin Mundorf, LLC. Registration information will be available on November 25, 2020

Finally, Jim Thomeczek and John Brink, Thomeczek and Brink Law Firm, will be presenting in January with Susan Goldammer, MSBA, following in February.

**Be sure to check [mo-case.org/events](https://mo-case.org/events) to stay up to date with the latest registration openings and information!**

By Dr. Karla Arnold,  
Director of Learning and  
Innovation



## The MO-CASE Strategic Plan 2020-2022

The MO-CASE Strategic Plan provides a framework for outcomes as they relate to our work as an organization. With a focus on the future, it shapes and guides what we do and why we do it.

The MO-CASE Board initiated the process to update the 2020-2022 MO-CASE Strategic Plan in June of 2020. While the previous plan contributed greatly to the overall performance of our organization, we have approached the revision process with an intentional effort to streamline the new Strategic Plan to provide greater focus. The MO-CASE Board has been working diligently to ensure that the strategic plan provides us with direction, drive, and motivation to meet our goals through measurable outcomes.

The Board of Directors started the strategic planning process by focusing on our purpose. The primary purposes of MO-CASE are:

- *Promote professional leadership among special educators.*
- *Promote the study of issues common to its members.*
- *Communicate information that assists in the development of improved services for exceptional children in Missouri.*
- *Participate actively in the improvement of special education programs in Missouri.*

The strategic planning process has included gathering input from our committee chairs and Executive Board members throughout the plan development. Our goal focus areas are Leadership, Advocacy, Support, and Education. Strategies have been refined and key criteria were developed as well as positions or Board members were identified to implement those strategies. The strategic planning process involves evaluating goals and progress. The MO-CASE

Board meetings will designate opportunities to reflect on the actions toward goal progress.

We look forward to the journey of working through our strategic plan goals over the next 2 years!

Submitted by Marlena Walley, President Elect



## Top 10 Things All New Special Education Directors Should Know

1. Connect with other Directors in your area. LASE is a good way to do that.
2. Reach out for help when you need it! Mentors, LASE, RPDC Consultants
3. Write things down
4. Use a calendar
5. Pay attention to deadlines and due dates
6. Take time to unwind, especially in this crazy year!
7. Be creative, ask others for their thoughts
8. Know that things done one way in the past are not always the 'right way'
9. Change takes time. Don't try to eat the whole elephant all at once.
10. Remember, **YOU CAN'T DO IT ALL!!**

Please contact **Jeanne Rothermel, New Director Chairperson** if you need help making any of these connections! [jrothermel@edplus.org](mailto:jrothermel@edplus.org)

During a Fall Conference Planning meeting in June, it became very clear that we were not going to be able to meet in person in September. Changing gears very quickly, an amazing team started to plan our first “Virtual” conference. Miriah and I had attended a couple of training videos from Pheedloop and felt that was the best virtual conference platform. Margaritaville was amazing to work with us and not charge us a cancellation fee.

If you were able to attend, you saw the wonderful graphics, integration of Zoom, Twitter and Instagram. Most of the 40 sessions and keynotes were available for 2 weeks after the conference and amazingly we were able to have an Exhibit Hall with 6 sponsors/exhibitors. The Sunday Law Conference was amazing with 5 esteemed lawyers presenting very timely information. The Sunday evening award presentation was short and sweet. I know everyone was truly missing the time to congratulate these incredible winners in person.

I cannot say enough “Thank You’s” to the staff, Miriah Fowler and Karla Arnold, the additional Conference Planning Committee, Jen Beutel, Marlena Walley and to the entire MO-CASE Board, sponsors, speakers, Phyllis Wolfram and Debbi Magnifico for the use of CASE office space for “Command Central”. A extra special thank you to Nick Cotta, Ashley Krause, and Liz Smith for joining us at Command Central to provide IT support! And finally, none of this would have been possible if it weren’t for the 483 attendees that participated and helped to make the conference a success!

**I know we are all wanting to meet live for next Fall’s Conference, plan on it!! Make sure you have these dates on your calendar.**

**September 26-28, 2021**



**VIRTUAL SPRING  
LAW  
CONFERENCE**

March 23, 2021

Provided by Thomaczek Brink Law  
Firm



**VIRTUAL 5TH ANNUAL  
COLLABORATIVE  
CONFERENCE**

March 24-25, 2021

**2021 Topic  
REFRESH**

*Your High-Leverage Practices*

**RENEW**

*Your MTSS Commitment*

**REVIVE**

*Your Purpose*

**Charles Cummmings Scholarship Recipients**



**Amber Horn, Rolla Public School**



**Kelly Finley-Miller, Nixa Public School**



**Anna Heriford, Sparta Public School**

**Meghan Klosterman,  
Outstanding New Director Award  
2020**



**Matthew K. Burns, Ph.D  
Recognition Award 2020**

**THANK YOU to the Lawyers who presented at the Law Seminar! We are so grateful for such Missouri Dedicated partners!**

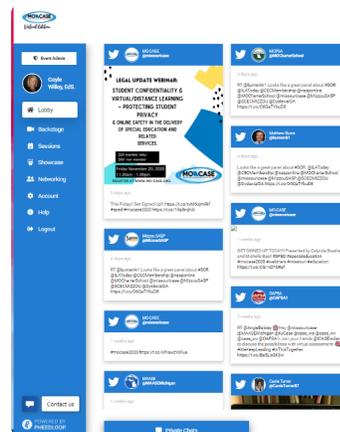
**Susan Goldammer, MO School Boards' Association**

**Betsey Helfrich and Josh Douglass, Mickes O'Toole**

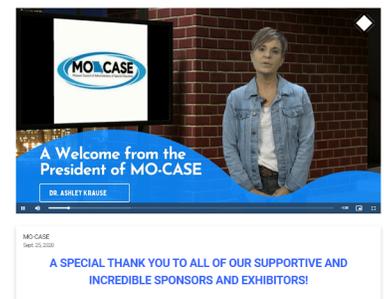
**Jim Thomaczek, Thomaczek Brink LLC**

**Shellie Guin and Ryan Fry, Guin Mundorf LLC**

**Celynda Brasher and Michelle Basi, Tueth Keeney, LLC**



**Screenshot of the Virtual Lobby!**



### Targeting Reading Interventions Based on Student Needs: Skill-by-Treatment Interaction

Matthew K. Burns

University of Missouri

Every person reading this has probably had the experience where a new student joins their school without much data or information from the previous school. Without much information to go on, the teacher goes with her or his gut and implements an instructional approach that seems to be successful and the student outcomes improve. However, imagine a similar scenario with a new student, the teacher examines some limited data, selects a research-based instructional approach, and implements it, but this time the outcomes do not improve and the intervention does not work. Why would it not work? The two most common reasons for intervention failure are, (a) the intervention was not implemented correctly, and (b) the intervention did not actually address the student's difficulties.

It is not unusual for a school to use one supplemental (tier 2) intervention for all students who struggle in reading, but consider this exercise – ask a few teachers of their approximately 25 students in their classrooms, how many reading levels are there and how many different types of reading difficulties do they see? If the answer is 10 or 15 different reading levels and 4 or 5 different types of reading problems, then why use only 1 intervention? Reading interventions are more effective if they target individual skills than if they comprehensively address multiple reading skills (Hall & Burns, 2018), especially if the intervention target is based on diagnostic data to determine student need (Burns et al., 2016).

Using preintervention measures of achievement to predict intervention effects has been called a skill-by-treatment interaction (STI; Burns et al., 2010) and has been used to identify interventions that were most likely to be

successful for individual students. Most reading teachers are familiar with the National Reading Panel (NRP; 2000) five critical reading skills that children need to acquire to become proficient readers that are outlined in Table 1. Some might argue that the NRP list of skills is too simplistic or does not adequately emphasize comprehension as the ultimate outcome, but research continues to support the areas identified by the NRP. Even influential reading curriculum author Lucy Calkins has recently acknowledged the importance of teaching basic fundamentals of reading (e.g., phonics) over cueing systems and other comprehension-only approaches (Hanford, 2020). The areas identified by the NRP can be used to target reading interventions to increase student success. Table 1 collapses vocabulary and comprehension because it is difficult to tease those two areas apart in assessment and intervention, except for children who are emerging bilingual students who should receive vocabulary interventions as part of any reading intervention effort. An STI approach to assessment and intervention for reading is essentially a three-step process, (a) select skill-based assessment to assess specific domains, (b) select intervention based on identified skill deficit and (c) continuous progress monitoring on grade level and in the area on which the intervention focuses. The process is outlined in Figure 1.

**CONTINUE READING THIS  
INFORMATION ARTICLE AND CHECK  
OUT THE IMAGES THAT SUPPORT BY  
CLICK THE BLUE BUTTON BELOW!**



## 2nd Annual MO-CASE Advocacy Day

Please mark your calendars for Tuesday, February 9, 2021 when MO-CASE members will storm the Capitol in Jefferson City! We hosted a Legislative Training Day for this event on Tuesday, November 10. The training day was by invite only and will be used as a train the trainer model to be presented at all LASE groups during the months of December and January.

Scott Kimble, Director of Legislative Advocacy with the Missouri Council of School Administrators (MCSA), kicked the Legislative Training off with a discussion on current issues/trends in the legislature, and reviewed hints and suggestions for what members should expect during Capitol visits. Two breakout sessions followed. The first was designed to teach the training group how to access the legislative members and information on the state website. The second focused on a review of the MO-CASE Legislative Platform. Finally, two members of the MO-CASE Board of Directors discussed their personal experiences with advocating at the Capitol.

The Legislative Committee has worked very hard on the development of a proposed MO-CASE Legislative Platform which will go to the Board of Directors for approval in December. The members of the Legislative Committee are: Carrie Turner, Grain Valley School District (Committee Co-Chair); Dr. Travena Hostetler, Special School District of St. Louis County (Committee Co-Chair); Dr. Karla Arnold, MO-CASE; Kim Bielawski, retired Raytown School District (working part time); Dawn Eaton, North St. Francois County and Ashley Copley, Nixa School District. Special thanks to all of them and their hard work on this most important initiative!

Submitted by

Dr. Karla Arnold, Director of Innovation and Learning

Carrie Turner, Legislative Co-Chair

Dr. Travena Hostetler, Legislative Co-Chair



Please stay tuned for more information regarding the **February 9, 2021 Advocacy Day** and be sure to attend your area LASE meeting to receive the training.



# ADVOCACY



## We're Here For You!

We know members like you are working hard every day to make sure the best educational services are being provided to students with disabilities. Ensuring students thrive in these challenging times is more demanding than ever before. It is crucial for you to have the tools, resources and up-to-date information you need to help with the changing dynamics in special education. Your membership ensures you STAY CONNECTED to a community of special education professionals, resources and all the support you need to enrich your practice and support your students.



## Members Matter to MO-CASE!

As a member of MO-CASE you have access to the following benefits:

- 
- Networking with exceptional educators
  - Representation on DESE and other state level committees
  - Information on state and federal issues
  - Legislative awareness and advocacy
  - "The Director" quarterly newsletter
  - Charles Cummings Scholarship Program
  - Professional Development Opportunities
    - MO-CASE Law Conference
    - MO-CASE Special Education Administrators Conference
      - Annual Collaborative Conference
      - Resources on the Website

**50% OFF  
MEMBERSHIP  
WITH CASE/CEC!**



## Get Involved!



One of the best resources for supporting your teachers is helping them become members of CEC. With so many resources, professional development offerings, and networking opportunities, it's a great source of both technical and moral support. Many of us "grew up" with CEC, have been members for years, and know the value of finding your professional home. Through a collaboration with CEC, you can now provide a teacher, or other staff personnel, with a new ***CEC membership at 50% off!*** Not only is this a great way to provide them with resources, but it's also a way to show them you are invested in their professional growth. Members who sign up through this opportunity will also receive special outreach from CEC and an invitation for a reduced rate to attend the virtual CEC convention.

**Use code CASE50 for 50% off any membership category through December 31, 2020.** [tps://exceptionalchildren.org/CASEcares](https://exceptionalchildren.org/CASEcares)

MO-CASE provides support to our LASE groups by providing up to date information on policy and legislative issues that could directly affect special education which can be quickly disseminated to LASE group contacts.

The LASE groups provide a local affordable means for professional development, collaboration, and networking for Special Education Directors and Process Coordinators across the state.

### **MO-CASE/LASE Committee Highlights of Fall 2020:**

- Shared information between MO-CASE Board Meetings and LASE Presidents
- Attended MO-CASE Fall Conference and Break-out Sessions
- LASE Committee zoomed with MO-CASE President
- Distributed information about upcoming legal webinars with LASE Presidents
- Emailed LASE Presidents MO-CASE Strategic Plan & Map of all LASE Groups in MO
- LASE Committee Zoomed to brainstorm ways to support LASE/MO-CASE
- LASE Presidents Zoomed to collaborate & review MO-CASE Strategic Plan
- LASE Presidents shared ideas about supporting MO-CASE/LASE/SPED Staff
- Discussed developing a Google Drive to share information, resources, & agendas with LASE Presidents
- Emailed LASE Presidents the “LASE Quality Indicators Rubric”
- Next Legal updates zoom webinar on November 20, 2020



### **LASE Highlights across the state of MO of Fall of 2020:**

- LASE Groups are meeting in person or through Zoom
- LASE Presidents are concerned that COVID has affected LASE attendance.
- LASE Presidents missed MO-CASE Conference in person for collaboration time
- LASE Presidents are providing “Sweet Magnolia” time at the end of their LASE meetings for Q & A’s as well as strategies for our own mental health (& techniques to take back to district)
- SPED Director shared involving college students with LASE/MO-CASE
- LASE Groups add to their agenda to discuss CEC, CASE, MO-CASE
- LASE Presidents invite speakers, agencies, vendors, RDPC, & lawyers to provide PD
- LASE Presidents are inviting the MO-CASE President, Executive Director, Innovation Learning Specialist, and Legislators to LASE Meetings
- LASE Presidents have offered to visit Jefferson City as a LASE Group
- LASE Presidents send Newsletters to LASE Groups listing resources/updates
- LASE Groups invite MO-CASE Conference Presenters to provide follow-up PD
- LASE Groups are trying to meet for a Christmas Get-Together

For more information on a LASE group in your area please check out the LASE section on the MO-CASE website to find info on the group closest to your location! If you need further assistance in finding a group close to you, please feel free to contact me, Kinsey Cissna at [cissnak@palmyra.k12.mo.us](mailto:cissnak@palmyra.k12.mo.us).

LASE GROUP	CONTACT	EMAIL
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West Central LASE	Sarah Mason	smason@clintoncardinals.org

THANK YOU!

A special THANK YOU to all the incredible Exhibitors and Sponsors who were with us during the Fall 2020 Conference!



CLICK THE ARROW BUTTON TO GO CHECK OUT MORE!





## **MO-CASE BOARD OF DIRECTORS**

### *Elected Officers:*

President: **Dr. Ashley Krause, Farmington R7**

Past President: **Dr. Vicki McNamara, Camdenton RIII**

President Elect: **Marlena Walley, Raymore-Peculiar**

Treasurer: **Dr. Cheri Fortney, Franklin**

\*Secretary: **Liz Smith, Reeds Spring School District**

### *Appointed Members:*

Professional Development: **Dr. Jen Beutel, Platte County**

\*LASE Chair: **Kinsey Cissna, Palmyra R-1 School District**

LASE Rep: **Christina Harbour, Sullivan School District**

\*LASE Rep: **Teresa Green, Ste Genevieve School District**

LASE Rep: **Mindy Garrett, Poplar Bluff R-1 School District**

LASE Rep: **Tami Yates, Special School District**

\*LASE Rep: **Ben O'Connor, Barton Dade Jasper Special Education Cooperative**

Policy and Legislation (co-chair): **Travena Hostetler, Special School District**

Policy and Legislation (co-chair): **Carrie Turner, Grain Valley**

AMP/New Directors: **Jeanne Rothermel, St Louis RPDC**

ECSE Rep: **Cindy Edwards, Franklin County Special Education Coop**

Communications & Technology: **Nick Cotta, Lebanon School District**

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Higher Education Rep: **Dr. Lisa Robbins, University of Central Missouri**

Higher Education Rep: **Dr. Reesha Adamson, Missouri State University**

Charter School Rep: **Kari Kraichely, KIPP Charter**

\*MO CEC Rep: **Sally Bloom, Retired Columbia Public**

MACCE/SEAP: **Amy Wilson, Columbia Public Schools**

\*New position/Board member

### **MO-CASE STAFF**

**Gayle Willey, Executive Director**

**Miriah Fowler, Conference Planner/Admin Assistant**

**Karla Arnold, Director of Innovation and Learning (July 1, 2020)**

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“MO-CASE is a subdivision of the Council of Administrators of Special Education (CASE) -  
A division of the Council for Exceptional Children (CEC).”