



# The Director

A Publication of the Missouri Council of Administrators of Special Education  
(A Subdivision of Mo-CEC)

## *President's Message - by Roxie Lanier, Fort Osage R-1*

As the year 2010 is underway, so are the challenges we face in our educational systems. Not only are we challenged with the interpretations of special education law, the compliance requirements of IDEA 2004, expenditures for our ARRA funds and reporting requirements, unprecedented budget cuts, developing and implementing RTI initiatives and three tiered models, but we continue to handle the everyday business of answering questions and running our special education departments.

So how does one stay upbeat and positive during these complex times? Network by getting involved with your colleagues, ask questions, and attend your local MO-CASE LASE group meetings. Professional development opportunities also provide some excellent opportunities for networking and the following are some activities to consider attending:

- **2010 Spring Law Conference 3/12/10**
- **MOCEC 3/12/10-3/14/10**
- **CASE/CEC Nashville 4/21/10-4/24/10**
- **Midwest Educational Leadership Breckenridge, CO 6/21/10-6/23/10**
- **Special Education Administrators' Conference 9/26/10-9/28/10**

What gives someone the right to lead? According to John C. Maxwell, "It certainly isn't gained by election or appointment. Having position, title, rank, or degrees doesn't qualify anyone to lead other people. And the ability doesn't come automatically from age or experience, either." No, it would be accurate to say that no one can be given the right to lead. The right to lead can only be earned. And that takes time. The key to becoming an effective leader is not to focus on making other people follow, but on making yourself the kind of person they want to follow. You must become someone others can trust to take them where they want to go. As you prepare yourself to become a better leader, use the following guidelines to help you grow:

### **1. Let go of your ego.**

The truly great leaders are not in leadership for personal gain. They lead in order to serve other people. Perhaps that is why Lawrence D. Bell remarked, "Show me a man who cannot bother to do little things, and I'll show you a man who cannot be trusted to do big things."

**2. Become a good follower first.**

Rare is the effective leader who didn't learn to become a good follower first. That is why a leadership institution such as the United State Military Academy teaches its officers to become effective followers first - and why West Point has produced more leaders than the Harvard Business School.

**3. Build positive relationships.**

Leadership is influence, nothing more, nothing less. That means it is by nature relational. Today's generation of leaders seem particularly aware of this because title and position mean so little to them. They know intuitively that people go along with people they get along with.

**4. Work with excellence.**

No one respects and follows mediocrity. Leaders who earn the right to lead give their all to what they do. They bring into play not only their skills and talents, but also great passion and hard work. They perform on the highest level of which they are capable.

**5. Rely on discipline, not emotion.**

Leadership is often easy during the good times. It's when everything seems to be against you - when you're out of energy, and you don't want to lead - that you earn your place as a leader. During every season of life, leaders face crucial moments when they must choose between gearing up or giving up. To make it through those times, rely on the rock of discipline, not the shifting sand of emotion.

**6. Make adding value your goal.**

When you look at the leaders whose names are revered long after they have finished leading, you find that they were men and women who helped people to live better lives and reach their potential. That is the highest calling of leadership - and its highest value.

**7. Give your power away.**

One of the ironies of leadership is that you become a better leader by sharing whatever power you have, not by saving it all for yourself. You're meant to be a river, not a reservoir. If you use your power to empower others, your leadership will extend far beyond your grasp".

In closing I would like to honor leaders in MO-CASE that have gone before me. Thanks to each of you for your daily dedication and for all you do each and every day. I personally want to congratulate and thank our previous MO-CASE Boards for their leadership and commitment that has provided a strong vision for the future of MO-CASE. We are where we are today because of their service and now we accept the challenge to continue the vision of leadership, advocacy, support and education. To become more involved in MO-CASE and for more information visit our website at [www.mo-case.org](http://www.mo-case.org). It is an honor to serve with you in this proud, proven and tested organization.



## MO-CASE Membership Update:

By: Dr. Dana Clippard, Columbia Public Schools

As the economy continues to take its toll on the country and educational budgets, the impact is reflected in the area of membership for CASE and MO-CASE. Scarce resources create a heightened need for wise investments and articulate voices on behalf of Special Education. CASE and MO-CASE meet those needs for Missouri students and educators. Two Missouri administrators share insights regarding how these organizations provide support for districts. Please continue your memberships and encourage your colleagues to do likewise so that the vision for students with disabilities remains strong during critical times.

*Jennifer Stone*

*Cooper County R-IV School District*

*Special Education Chair and Technology Coordinator*

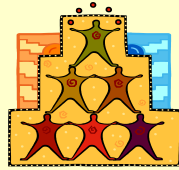
"MO-CASE provided me with the opportunities to learn about the current issues and topics in special education administration by attending organizational conferences. While at these conferences, I was able to listen to experts in the field and ask questions pertaining specifically to my school. It was so much more than simply going to meetings; I was able to get guidance from people in a variety of settings that could be implemented in my school. Through MO-CASE, I was given access to leaders at all levels - local, regional, and state. The information that I gathered was of such a high quality that I was able to bring it back and disseminate it to other teachers both in special and regular education. MO-CASE is designed for special education administrators, but it really addresses how educators in this position can influence the overall educational environment ensuring all students succeed."

*Sarah Marriott*

*Blackwater R-II School District*

*Assistant Principal/Director of Special Education*

"I would highly encourage all school districts and special education teachers and administrators to become a MO-CASE supporter. The support provided by the association is invaluable. The Annual Fall Conference as well as the Winter Institute and Spring Law Conference provide pertinent information to special educators. Relevant issues are addressed at each conference/institute, which help guide my practice as an effective administrator. The Legislative and Law updates keep me updated on changes and potential changes which may impact the educational process."



### Three-Tiered Model/RtI Update

By Thea Scott, Director of Three-Tier Model Coordination

The State of Missouri takes a comprehensive view of Response to Intervention (RtI), or three-tiered models, in that we view RtI as the implementation of three-tiered models of intervention. Whether you are talking about School-Wide Positive Behavior Support (SW-PBS), Professional Learning Communities (PLC), academic RtI, or High Schools That Work (HSTW), we see three-tiered models of intervention as a vehicle to system change; in other words, change in the way schools do business to address **all** students' needs. This system change work through the implementation of three-tiered models has been shown by national research to impact school improvement and student achievement. For example, we know that SW-PBS has been shown by the national research to decrease disciplinary incidents, increase instructional time, improve student attendance, and improve teacher retention. It is for this reason that the Missouri Department of Elementary and Secondary Education wholeheartedly endorses three-tiered models of intervention to effect meaningful change in districts to ultimately increase student achievement.

As many of you know, Missouri is one of eight states that receive the high intensity level of technical assistance with the National Center on Response to Intervention (NCRTI). To continue to receive this level of technical assistance with the NCRTI, each state must reapply annually. The reapplication was sent in on December 15, 2009 and approved on December 18, 2009. The next step in the process of continued assistance was to meet with Dr. Bruce Passman, our state liaison with the NCRTI, and Dr. Daryl Mellard, University of Kansas and co-principal with the NCRTI, to discuss our current Memorandum of Understanding (MOU) with the NCRTI. This MOU is currently finalized and an action plan is in the process of being developed.

We are currently in the process of establishing development sites to aid in our scaling up work with RtI. These sites will not function as pilot sites; rather, they will contribute to our process as we move RtI forward statewide. They will be assisting us in such activities as document review and refinement, providing feedback on process and various aspects of implementation, and participation in development of RtI related resources and tools. These development sites are Richwoods, Sullivan, and Waynesville. A High School development site is being planned.

Missouri is beginning work with Drs. Dan Reschly and Susan Smartt from Vanderbilt University to move toward establishing a higher education collaborative for the State of Missouri. Dr. Dan Reschly is professor of education and psychology at Peabody College, Vanderbilt University. He has published extensively on RTI, and is currently is the principal investigator for special needs for the Teacher Quality Center. Dr. Reschly has trained teachers, principals, and related services personnel in 27 states regarding implementation of the RTI process. Dr. Susan Smartt is a senior research associate at Vanderbilt University. Dr. Smartt's research focuses on teacher preparation related to reading and special education. She also conducts work for the Teacher Quality Center. She has 30 years of experience working in both general and special education. She writes teacher training curricula to assist teachers in data-based decision making for informed instructional planning and enhanced progress monitoring. This work will assist us in engaging faculty members from Missouri colleges and universities in understanding the principles of intervention that surround three-tiered models/RtI and the important role these models play in creating responsive educational environments that address the academic and behavioral needs of all students.

## 2010 Advocacy Network

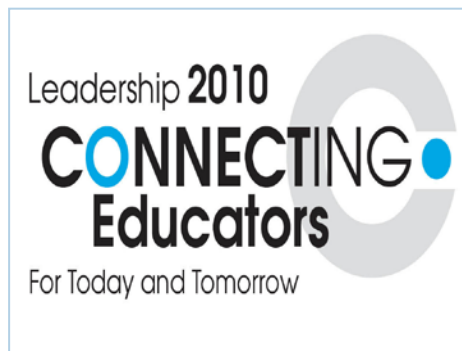
By Diane Cordry Golden, Ph.D.; MO-CASE Policy Coordinator

Again this year, MO-CASE has implemented an Advocacy Network to increase communication across the state related to legislative and policy issues impacting special education. As the MO-CASE Policy Coordinator I send out regular communications to the Advocacy Network and the MO-CASE Board on bills working their way through the legislative process and other policy issues. Each LASE group has an Advocacy Network representative as follows:

John Monroe, Northeast  
Sheryll Mitchell, Mid-Missouri  
Sara Lane, Jefferson City  
Mel Johnson, West Central  
Cheri Fortney, Franklin County  
Terri Wooten/Joy Conn, Northwest  
Marianne Doll, St. Charles County  
Reta Tyrell, Springfield  
Beth Andrews/Terri Fletcher, Chariton Valley  
Nikki Beichler, South Central

Connie Pendergrass, West Plains  
Amy Jackson, Southeast  
Vicki McNamara, St. Louis County  
Emily Miller, JJCBS  
Lorri Boydston, Kansas City  
Jeanne Rothermel, Jefferson County  
Karie Black/Pam Fetter, North Central  
Tammy Lupardus, Lake Area Directors  
Elaine O'Neal, Southwest  
Martha Disbennett/Marie Wohlert, ECSE

These individuals can provide valuable information to LASE groups about current legislative and policy initiatives that impact special education so that LASE members are informed and able to take action as necessary.



**33<sup>rd</sup> Annual Special Education Administrators' Conference**

**September 26-28, 2010**

**Tan-Tar-A Resort and Golf Club**

**KEYNOTE SPEAKER: RICK LAVOIE**

**Registration available in May!**

**(for budget planning: Conference fee for supporters: \$190 plus \$30 Supporter fee- \$220  
Room cost: \$105)**

## Finance Updates from DESE

By: Shelley Woods, Director of Funds Management



### How To Release Proportionate Share Carry-Over Funds

In October, the Division of Special Education notified school districts through SELS of an exciting new change regarding Proportionate Share Carry-Over funds. As you know, proportionate share funds are the amount of IDEA Part B funds a district must spend on parentally-placed private school children with disabilities ages five (5) to twenty-one (21) who have been evaluated and determined eligible for special education and related services within the district boundaries. If the district does not spend its proportionate share funds in the current year, it has an additional one-year carry-over period under IDEA to spend these funds.

With the influx of ARRA dollars, districts may have difficulty spending their entire proportionate share obligation. But based on new guidance from the Federal Office of Special Education Program (OSEP), any carry-over funds not obligated and/or expended by mid-year, for appropriate reasons, may be released to be spent within the district on students with disabilities. Allowable reasons for not expending the full amount of proportionate share carry-over funds include: parents/private school refused services, student aged out, student moved from district, more obligation than expenditures, etc.

While this is a pretty simple process, it gets confusing because of the Division's First-In, First-Out Policy for expending funds; meaning older funds are expended first. So districts will need to expend carry-over funds on current year proportionate share expenditures before dipping into their current year obligation. So if the current year proportionate share expenditures are more than the carry-over amount, there will be no need to request to release the carry-over funds. This is better explained in a step-by-step process as outlined below.

1. Determine Current Year (2009-10) Proportionate Share Expenditure Amount (estimated)
2. Look up the Carry-Over Amount from 2008-09 Part B Final Expenditure Report (FER)
3. Subtract the Estimated Current Year Proportionate Share Expenditure Amount from the Carry-Over Amount
4. If there is a negative balance, a form does not need to be completed and the district will expend all carry-over funds from prior year. If there is a positive balance, a form should be completed to release the amount of the balance.

Here's an example of a district eligible to release funds:

1. District's Estimated Current Year (2009-10) Proportionate Share Expenditure Amount: \$21,000
2. District's Carry-Over Funds from 2008-09 Part B FER: \$32,000
3. Take  $\$32,000 - \$21,000 = \$11,000$
4. Since there is a positive balance of Carry-Over Funds that will be unexpended, the district should complete a request form to release \$11,000 of Proportionate Share Carry-Over Funds.

Here's an example of a district not eligible to release funds:

1. District's Estimated Current Year (2009-10) Proportionate Share Expenditure Amount: \$45,000
2. District's Carry-Over Funds from 2008-09 Part B FER: \$32,000
3. Take  $\$32,000 - \$45,000 = -\$13,000$
4. Since there is a negative balance of Carry-Over Funds, all carry-over funds will be expended, in addition to the sum of the current year obligation of funds. The district should not complete a request form to release any Proportionate Share Carry-Over Funds.

The district's current year obligation, if unexpended, will become carry-over into 2010-11, at which time can be requested to be released.

This change will begin in FY10, starting with carry-over funds from 2008-09. To see if your district had carry-over funds, access the 2008-09 Part B Final Expenditure Report (FER) in ePeGS, go to the Supporting Data Page, and view the "Proportionate Share Carry-Over to Next Fiscal Year" amount, or view the list posted on the Funds Management webpage at: <http://www.dese.mo.gov/divspeced/IDEA-PPPSCD.html>. If your district is unable to expend these carry-over funds on parentally-placed private school students with disabilities, simply complete the Request to Release Proportionate Share Carry-Over Funds Form, and email to [webrepliespefm@dese.mo.gov](mailto:webrepliespefm@dese.mo.gov). The form is located on the Funds Management webpage at: <http://www.dese.mo.gov/divspeced/IDEA-PPPSCD.html>.

The Division recommends submitting the form by February 15 in order to allow ample time for approval and for the district to be able to spend the funds once they are released. However, this date is not set in stone and districts may still submit the form after this date if they want their funds released. Once the form is approved, the Division will update the current year (2009-10) FER to indicate the amount of carry-over funds that were released. Released Proportionate Share Carry-Over funds must be expended by June 30, 2010.

### **ARRA Reporting Changes**

There were two significant changes that occurred this past quarter to the American Recovery and Reinvestment Act (ARRA) guidelines that impacted how districts reported their data on the ARRA Quarterly Reporting form. The first change was in relation to the definition of a job created and a job retained. Districts are no longer required to make a subjective judgment on whether jobs were created or retained as a result of receiving ARRA funds. Instead, districts more easily and objectively report on jobs FUNDED with ARRA dollars, meaning that ONLY those jobs paid with ARRA funds will be reported as a job created/retained. The second change was in regard to the calculation of the FTE reported for jobs created/retained. Districts are no longer required to report FTE on a cumulative basis, but rather a quarterly basis. This simplifies the formula for calculating FTE by taking the hours worked in the quarter divided by the hours in a full-time schedule for the quarter.

For example, if a Transition Coordinator funded with ARRA dollars worked 75 hours in the quarter, and the full time schedule for the quarter was 480 hours, the FTE would be calculated by dividing 75 into 480. This gives an FTE of .16 to be reported as a job created/retained.

The purpose of these changes is to simplify the data collection process and give a more accurate picture of the impact of Recovery Act funding.

### **Compliance with ARRA Section 1511 Infrastructure Certifications**

As many of you are aware, Part B of the Individuals with Disabilities Education Act (IDEA) allows districts to use Part B funds, both regular IDEA and American Recovery and Reinvestment Act (ARRA) funds, on capital outlay expenditures such as: construction, renovation, equipment, and vehicles. However, when the capital outlay expenditure qualifies as an infrastructure investment, there are a few additional requirements that must be completed when using ARRA funds. The US Department of Education (USDOE) has defined infrastructure as:

An infrastructure investment is financial support for a physical asset or structure needed for the operation of a larger enterprise. Therefore, infrastructure investments include support for tangible assets or structures such as roads, public buildings (including schools), mass transit systems, water and sewage systems, communication and utility systems and other assets or structures that provide a reliable flow of products and services essential to the defense and economic security of the United States, the smooth functioning of government at all levels, and society as a whole.

Infrastructure investments will apply to very few districts. Remodeling of existing structures and ADA accessibility issues don't qualify as infrastructure investments. Infrastructure would only be applicable if the district were adding an addition to an existing building, constructing a new building, installing/replacing a mass communication system, installing/replacing a new roof, or installing/replacing a mass sewage/water system.

ARRA Section 1511 requires that the infrastructure investment has received the full review and vetting required by law and that the investment is an appropriate use of taxpayer dollars. The district would be accomplishing the full review and vetting by adhering to all local, state, and federal regulations in regard to purchases of this nature, which includes completing and submitting the Capital Outlay Purchase Approval for Part B IDEA and ARRA Funds.

In addition, the certification shall include a description of the investment, the estimated total cost, the amount of covered funds to be used, and shall be posted on a website that can be linked to Recovery.gov for transparency purposes. The Division is complying with this requirement by posting Capital Outlay Purchase Approval Forms and Approval letters for each district with infrastructure investments at: <http://www.dese.mo.gov/divspeced/Finance/Infrastructurefm.htm>.

### **The Director**

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