

President's Corner



Greg McElwee

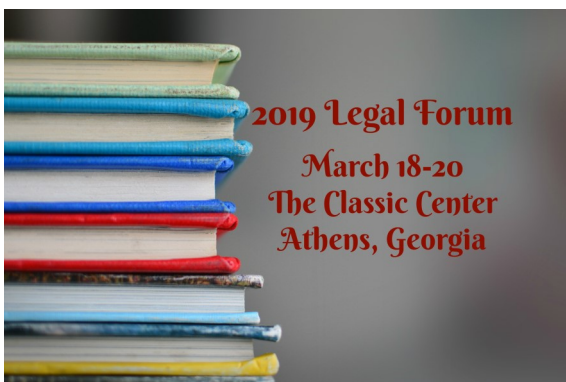
Greetings GCASE members!

I hope everyone had a wonderful holiday season and managed to catch up on some much-needed rest and family time. Wow! I want to thank Sarah for coordinating an outstanding Fall Conference. I hope you all enjoyed the time together in Savannah as much as we all did. Also please be reminded that once again

GCASE be hosting our Legal Forum in Athens. The Legal Forum will be held at the Classic Center in Athens, Georgia from March 18-March 20, 2019. As the winter months set in, many times it is important for us to be reminded of the positive impact we can have on a student's life. I have included a short article below about how one teacher changed the world for one student.

Maya Angelou: Passion in Poetry

Before Maya Angelou became the powerful poet and civil rights activist the world remembers her as she suffered a life of torment and darkness that nearly stole her voice forever. At a very young age she was forced to endure intense physical and emotional abuse at the hands of a family member. As a result, she became mute for nearly five years. It all changed one day with the help of a family friend, a teacher named Bertha Flowers. Angelou credited Mrs. Flowers for helping her find her own voice again. Through Flowers, she was introduced to African-American female artists like Frances Harper, Anne Spencer, and Jessie Fauset. In addition, Mrs. Flowers introduced Angelou to Dickens, Shakespeare, Poe, and several other prolific writers who would come to greatly influence her personal and professional philosophies.



Again, I want to thank you all for the opportunity to be President of this amazing organization. I am very honored in your trust in me to lead GCASE this year.

Please feel

free to contact me if I can ever be of assistance. I look forward to seeing you all in Athens!

Notes from the Executive Director

G-CASE has planned two valuable conferences to help you "sharpen your saw" as you program for the highest possible outcomes for our students with disabilities. Because Mental Health has become such a crucial issue for so many of our students, we are proud to be able to offer our members, as well as other interested student support staff, Trauma 101 and Brain 101 training in February. This training is first-class and will be provided by the Child Welfare Training Collaborative, Andrew Young School of Social Work Georgia State at University and will be offered as a one-day Drive-In Conference in Perry, Georgia. We will host the one-day training on February 5th and again on February 6th so that everyone can be accommodated. Registration is now available on the GAEL website. Please fee free to invite your counselors, school psychologists, and school social workers to this respected training. G-CASE has intentionally kept the price low (\$50 for G-CASE members; \$60 for non-members) so that several people from a school district can attend.

Registration for the 2019 G-CASE Spring Legal Forum will open in late January. This always highly-anticipated conference will be held at The Classic Center in Athens from March 18th (beginning at 1:00 P.M.) through March 20th (ending at 12:00 Noon). Presenters will include well-known practicing "special education" attorneys from the GaDOE, Georgia, and the nation (Jamila Pollard; Harben, Hartley, & Hawkins; Julie Weatherly; Deanna Arivett), as well as highlights from the Director of Government Relations with NASDSE (National Association of State Directors of Special Education) from Washington, D.C. and the Georgia Department of Education (Zelphine SmithDixon), and the always popular Legislative Update from Jimmy Stokes. G-CASE has worked with the attorneys and presenters to ensure that "best practices" are included in the sessions. We are also inviting all college and university professors of special education in Georgia to attend this forum so that our rising special educators will have access to this up-to-date, cutting-edge information as the prepare to teach in our schools.

As always, thanks for all you do all the time for all our students! G-CASE is strong with 448 active members like you!



Sarah Burbach



The 2019 G-CASE Spring Conference

A Special Education Legal Forum

March 18-20, 2019

The Classic Center

300 N. Thomas Street
Athens, Georgia 30601

Featuring

Phil Hartley, Beth Morris and Reagan Sauls
Harben, Hartley & Hawkins LLP
Gainesville, Georgia

Julie Weatherly
Resolutions in Special Education, Inc.
Mobile, Alabama

Deanna Arivett
Arivett Law, PLLC
(former School Psychologist)
Murfreesboro, Tennessee

Jamila Pollard
Program Manager Senior/ Legal Officer;
Family Engagement and Dispute Resolution
Georgia Department of Education
Washington Update

Valerie Williams
Director of Government Relations
National Association of State Directors of Special Education

*Plus, **Special Updates** from*
the Georgia DOE by **Dr. Zephine SmithDixon**
and
the 2019 Georgia General Assembly by **Dr. Jimmy Stokes**

Begins at 1:00 PM on Monday, March 18, 2019
and ends at 12 noon on Wednesday, March 20, 2019

Two breakfasts and one lunch are included in the conference fee of
\$347 (G-CASE Members) or \$397 (Non-Members)

Early Bird Discount through February 15th
\$327 (G-CASE Members) and \$377 (Nonmembers)

Monday, March 18, 2019



8:00 AM—11:30 AM	GNETS Meeting
8:30 AM—11:30 AM	GLRS Meeting
9:00 AM—11:30 AM	SELDA Meeting
9:00 AM—10:00 AM 10:00 AM—12:00 PM	G-CASE Advisory Board (AB) AB and Executive Board Meeting
1:00 PM—1:15 PM	Conference Kick-Off/Welcome Greg McElwee G-CASE President
1:15 PM—2:45 PM	Washington Update: Valerie Williams NASDSE, Washington DC
2:45 PM—3:00 PM	Break
3:00 PM—3:45 PM	GA General Assembly Update Jimmy Stokes GAEL Executive Director
3:45 PM—4:45 PM	Ga DOE Update Zelphine SmithDixon State Director for Special Education, GADOE



Tuesday, March 19, 2019

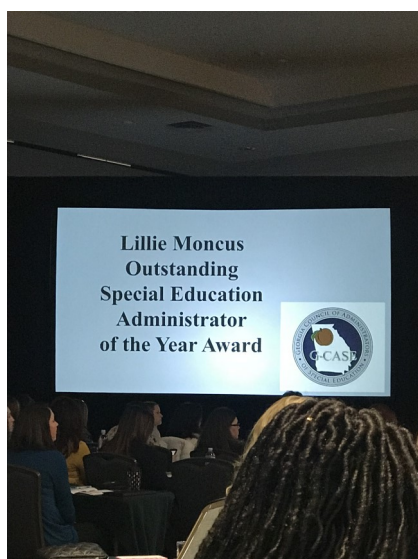
7:30 AM—8:30 AM	Breakfast
8:30 AM—9:00 AM	G-CASE Award Presentations Charlette Green G-CASE Past President
9:00 AM—10:30 AM	General Session Phil Hartley, Beth Morris, and Reagan Sauls Harben, Hartley, & Hawkins
10:30 AM—10:45 AM	Break
10:45 AM—12:00 PM	Concurrent Sessions Jamilla Pollard Phil Hartley, Beth Morris, and Reagan Sauls Deanna Arivett
12:00 PM—1:00 PM	Lunch
1:00 PM—2:15 PM	Concurrent Sessions Jamilla Pollard Phil Hartley, Beth Morris, and Reagan Sauls Deanna Arivett
2:15 PM—2:30 PM	Break
2:30 PM—4:00 PM	General Session Deanna Arivett Arivett Law, Tennessee
4:00 PM—4:30 PM	G-CASE General Meeting

Wednesday, March 20, 2019

7:30 AM—9:00 AM	Breakfast
9:00 AM—10:15 AM	General Session Julie Weatherly Resolutions in Special Education
10:15 AM—10:30 AM	Break
10:30 AM—12:00 PM	General Session Julie Weatherly Resolutions in Special Education
12:00 PM	Conference Adjourns

2018 Lillie Moncus Award Winner

Each year G-CASE presents the Lillie Moncus Award as the highest honor for an experienced special education director in Georgia. This award is presented to an individual with seven or more years of experience as a special education director who has demonstrated outstanding leadership and service in the area of special education. This person characterizes resourcefulness, compassion and professionalism as a leader. The Lillie Moncus Special Education Director of the Year has earned the respect of teachers, students, parents and fellow administrators.



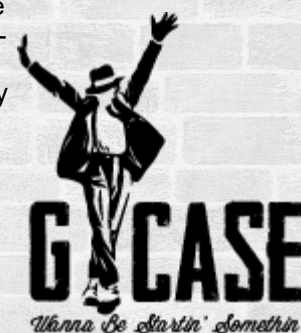
Congratulations to
2018 Lillie Moncus Award Recipient
Sarah Taylor, Forsyth County Schools

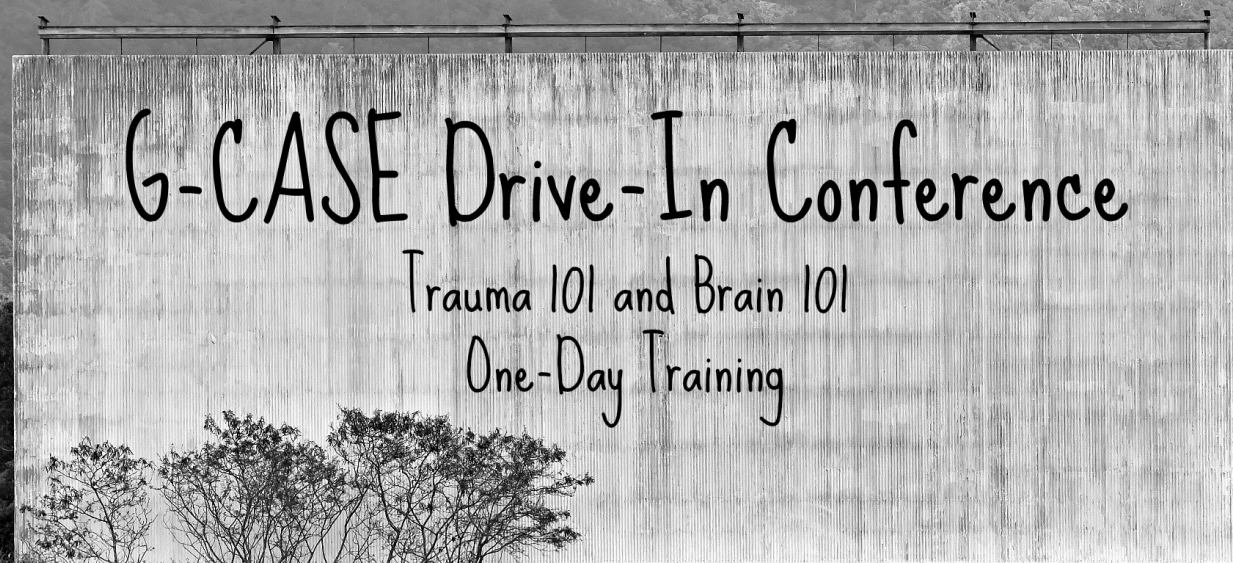
RESULTS OF FALL CONFERENCE SURVEY HELP GUIDE FUTURE G-CASE CONFERENCES

Thank you to the one hundred forty-eight (148) G-CASE members who responded to the evaluation survey after our Fall Conference in Savannah! We are already using your feedback as we fine-tune planning for the 2019 Spring Legal Forum and are analyzing your helpful comments as we complete the agenda for next year's Fall Conference.

You agreed that the registration process through the GAEL website was "very easy" and rated the Marriott facility as "high quality" or "somewhat high quality" (91%). Seventy-five percent (75%) responded that the information presented at the conference was helpful and 89% said they definitely planned to attend another G-CASE Conference. A high majority of respondents reported that the "knowledge and information gained" and "networking and meeting new people in the profession" were the most important features of the conference. All of our keynote presenters were very well-received by most of you, along with high marks for our GaDOE Update and Legal Issues presentations. You enjoyed the Breakout concurrent sessions (and asked for them to be repeated – a suggestion that we are already incorporating into our Spring Legal Forum). The area of Mental Health was rated as the most needed Professional Learning, so we used this finding to guide the decision to offer: Trauma 101 and Brain 101 at our up-coming Drive-In Conference coming in February. Many of the other issues suggested in the survey for future Professional Learning are already being discussed for our 2019 Fall Conference.

Thank you for taking the time to answer questions about the conference. We rely on our members to lead us in the decisions made for G-CASE!





This renowned one-day training will be offered two times –
Tuesday, February 5, 2019 OR Wednesday, February 6, 2019

8:30 A.M.- 4:00 P.M.

Location: Houston County Annex Auditorium, 1600 Macon Road,
Perry, Georgia

We are intentionally keeping the cost for this training low because we understand how crucial Mental Health issues have become in our schools:

\$50 G-CASE Members; \$60 Non G-CASE Members
(Catered Lunch and refreshments included in cost)

G-CASE welcomes school counselors, school social workers, school psychologists, school-level administrators, and teachers to also participate in this vital, recognized, and respected training!

Legal Update

Beth Morris and Reagan Sauls
Harbin, Hartley & Hawkins LLC

CASE HIGHLIGHT: DURBROW V. COBB COUNTY SCHOOL DISTRICT

Learning from others is always more pleasant than your district going through its own lawsuit. No one enjoys the time and acrimony that arises from any litigation, even if your district prevails. It is time consuming, costly and emotional. Thus, it is always helpful to look to other cases to try to draw comparisons to situations that may arise in your own districts and allow it to be instructive as you make choices as to how to proceed. While it cannot guarantee a specific outcome, it certainly can help drive decision making.

In Durbrow v. Cobb County School District, 887 F.3d 1182 (2018), involved a regular education student who was diagnosed with ADHD in elementary school, but whose academic career included accelerated courses and participation in a magnet program. His parents became upset during his senior year of high school when his academic performance suddenly plummeted. They filed a due process hearing request alleging that the School District had failed to identify and evaluate their son in violation of the IDEA and Section 504, and had deprived him of FAPE under the IDEA. From a procedural standpoint, that due process request raised no claims under the Americans With Disabilities Act and the parents opposed consolidation of the IDEA and 504 claims before the administrative law judge (whereas such claims are often consolidated) and therefore, the ALJ heard only the IDEA issues. Following an administrative hearing, the ALJ ruled in favor of the school district on all IDEA issues.

The parents then filed suit in federal court raising their 504 and ADA claims and appealing the ALJ's IDEA decision. On motion by the District, the District court dismissed these claims finding a failure to exhaust administrative remedies and applying the *Fry* decision based on the fact that the claims clearly involved an alleged denial of FAPE. On appeal, the Eleventh Circuit Court of Appeals agreed with the district court stating that, "Plainly, the gravamen of the Durbrows' § 504 and ADA claims was that the School District deprived Connor of a FAPE. The Durbrows did not claim that the Cobb County School District committed misconduct independent of its IDEA obligations." On that basis, the Court refused to consider the Section 504 and ADA claims.

As to the IDEA appeal, the Court of Appeals reviewed the findings from the administrative court and determined that even though the student had ADHD, "his problem in this litigation is that he was not 'a child with a disability' because he did not, on account of ADHD, require special education." The court noted that he met and exceeded academic expectations, none of his teachers felt he needed or would benefit from special education, and the problems he had in his senior year with time management and organization were not inconsistent with those encountered by other students in demanding academic programs.

As usual with due process cases, taking a look at the facts will give a good example on how to proceed with a similar issue. Here, the district responded to the student's failing grade by expanding his Section 504 Plan to include authorization to audio record classes, access to online class notes, and reduced math homework. During the meeting, the student also explained that he had been procrastinating and while the team put accommodations into place, there was little they could do to remedy his after school schedule. As his GPA decline steepened, the district granted him additional accommodations at yet another Section 504 Plan meeting. Remember, that meetings and documentation are necessary to show that the District is, in fact, taking action. It was at a meeting at the end of the year that the district initiated the process for determining the Student's eligibility for special education.

At a September 2013 meeting, the district found the Student eligible based on his failure to timely submit assignments during his senior year and continued need for support. The district's special education supervisor believed that the incomplete work was due to his ADHD. Yet both the student and his senior-year teachers attributed his failing grades not to his disability, but rather to procrastination.

The court's review of this process indicated that the district acted properly and that he was not a student with a disability and that he was not a child with a disability, not entitled to an evaluation or special education. While it was clear that he had ADHD, and that this disability could constitute a qualifying disability, he himself did not demonstrate the need for special education services. In fact, he excelled academically the majority of his education and while his grades prevented him graduating, the District initiated a process for determining whether he was a student with a disability at that time. Before that, the student's performance varied, but he was still not a student in need of special education services. The District's continued response to the student's needs, even "through means other than special education," helped ensure the district had a defensible program in place.





GEORGIA

The voice and vision of special education

Submitted by Leslie Allen
Georgia CEC President

In November several members of CEC were selected to serve as ambassadors at the fall GCASE conference. We helped with speakers, handed out door prizes, assisted with registration and did various other duties. It is a fun way to get to know others across the state working in the field of Special Education. If you have the opportunity or know someone with good hosting skills sign them up to be an ambassador for GCASE next year.

Georgia CEC is busy right now working on a Student Conference to be held on March 30 at Augusta University. Dr. Nai- Chen Kuo is the contact person. Exceptional Children's Week is March 4-8 and this year's theme is "Building Blocks for Success." The IDEAS conference at Epworth by the Sea on St. Simon's Island is June 3-7 and is hosted by Georgia DOE, Tools for Life, Georgia CEC and Vocational Rehabilitation. The DOE is now accepting proposals for the IDEAS conference. Georgia CEC is looking for nominations for our annual awards; Teacher of the Year, Paraprofessional of the Year, Business of the Year, Co-Teaching Team, and Leadership awards; think about nominating a deserving person from your district. The awards are presented at the IDEAS conference.



CASE Endorses Exceptional Products

To Help Special Educators Find Incomparable Products for Instruction and Data Management

Have you ever wondered how good a special education instructional program really is before you purchase it? Maybe it sounded great online or when someone recommended it to you. But will it really be worth your investment? One of the advantages CASE members receive is having special education products rigorously reviewed by a CASE committee of leaders in special education who review and endorse a variety of research-based products designed to improve student outcomes. The focus for products endorsed include instruction and data management/ The type of products assessed cover curriculum-based instruction and behavior intervention. Products are reviewed for re-endorsement every three years and are based on any changes/revisions to the product, new research that supports the product's efficacy and effectiveness, customer satisfaction, and CASE member satisfaction.

Products are endorsed based on:

- ☐ Product Description
- ☐ Target Market
- ☐ Feasibility
- ☐ Research Base
- ☐ Product Research
- ☐ Quality of Product Research
- ☐ Satisfaction and Reputation
- ☐ Enhancing Professional practice Advocated by CASE

A current list of CASE Endorsed Products is posted on the CASE website (<http://www.casecec.org/>) and is included in this newsletter. Use them!

CASE Endorsed Products

Product	Description	Company	Countries	Benefits to Members
Accelerated Math	Online monitoring and instructional tool to supplement an established math curriculum	Renaissance Learning	USA Canada	Subscription volume discounts
Math Facts in a Flash	Online program targeting timed practice in basic mathematics to master math facts	Renaissance Learning	USA Canada	Subscription volume discounts
Accelerated Reader 360®	Online program to support independent reading and instruction for grades K-12	Renaissance Learning	USA Canada	Subscription volume discounts
Brigance-Special Education Inventories	Group of tools for assessments, instruction, data management, and reporting to support developmental levels 0-21.	Curriculum Associates, LLC	USA Canada	5% discount
Caselite	Web-based system for scheduling, intervention tracking, record-keeping, and workload analysis for related service providers such as SLPs, OTs, PTs, VI, HI, and others	EBS Healthcare.	USA	10% Discount
Classworks	Supplemental instructional software (e.g., reading, math, science, performance tasks) for K-8	Curriculum Advantage, Inc.	USA	10% Discount
eStar Series	Web-based special education management applications	eSped	USA	Additional Training
eIEP PRO	Customizable web-based software for educators to manage the special education process	Media Net Solutions	USA	30% Discount on initial purchase; 20% Discount on training
Fast ForWord®	Language program that builds foundational skills needed for language, learning, and reading	Scientific Learning	USA Canada	5% Discount on Products
iStation Reading Curriculum and Assessments	Internet-based assessment and reading intervention program	iStation	USA Canada	20% Discount
Lexia Reading	Technology-based reading program grade level K-4	Lexia Learning Solutions	USA Canada	MOU in Progress
MindPlay Virtual Reading Coach	Online, self-paced, mastery-based reading intervention program	Mind Play	USA Canada	6 months use of RAPS360 with purchase of MRC
ParaEducator PD Now	Online modules for use with para-educators	The Master Teacher	USA Canada	10% Discount
Positive Action	Program that improves academics, behavior, and character	Positive Action, Inc.	USA Canada	10% Discount
Read 180 New Generation	Curriculum, instructional tools, and assessment intervention for grades 4-12+	Houghton Mifflin Harcourt	USA Canada	15-20% Discount
Reading Horizons	Multi-sensory phonics and foundational reading program	Reading Horizons	USA Canada	MOU in Progress

Revised January 2018

Review 360	Web-based positive behavior management system	Pearson/Clinical Assessment Division	USA Canada	TBD
CHAMPS	Program on positive classroom behavior management for K-12 educators (Tier 1)	Safe and Civil Schools Division of Teaching Strategies, Inc.	USA Canada	15% Discount
Foundations	Program on positive school-wide behavior management for K-12 educators (Tier 2)	Safe and Civil Schools Division of Teaching Strategies, Inc.	USA Canada	15% Discount
Interventions	Program on positive behavior interventions for K-12 educators (Tier 3)	Safe and Civil Schools Division of Teaching Strategies, Inc.	USA Canada	15% Discount
Seeing Stars	Program for teaching symbol imagery for phonemic awareness, sight words, and spelling	Lindamood-Bell Gander	USA Canada	10% Discount
Special Ed Connection	Web-based publication on special education legal issues	LRP Publications	USA	2 additional months
SuccessMaker K-8 Reading	Online K-8 math and reading program that identifies gaps, adapts instruction to meet individual needs, builds mastery and aligns to provincial/state curricula.	Pearson Digital Learning	USA Canada	TBD
Synergy SE	Secure program that stores student IEPs and related documents in one central database while delivering instant access to the case file	EduPoint	USA Canada	5% Discount
System 44	Intervention (Tier 3) for reading and phonics for Grades 3–12+	Houghton Mifflin Harcourt	USA	10% Discount
TIEnt Rtl	System to implement interventions before a referral to special education becomes necessary	Maximus	USA	10% Discount
TIEntnet SECM	Program to manage the special education process—including IEPs, while ensuring compliance with state and federal regulations	Maximus	USA Canada	10% Discount
Visualizing and Verbalizing	Program that develops concept imagery as a basis for higher-order thinking and comprehension	Lindamood-Bell Gander	USA Canada	10% Discount
VizZle	Online storehouse of instructional materials, data tracking tools, and generated reports as a vehicle for implementing interventions to students with Autism.	Monarch Teaching Technologies	USA Canada	10% Discount
Waterford Early Learning Reading (WELR)	Language arts curriculum for grades PreK-2 that teaches crucial skills for all early learners: phonological awareness, phonics, comprehension, vocabulary, language, concepts, and fluency	Waterford Research Institute LLC	USA	5 free licenses

Revised January 2018

**Congratulations to our CEC Ambassadors —
Selected to Participate and Assist with the
2018 G-CASE Fall Conference in Savannah!**

Leslie Allen
Amanda Day
Katie Diagostino
Amanda Duncan
Angel Helms
Courtney Savage



A special **THANK YOU** to the 2018 CEC Ambassadors

Recently, I had the prodigious honor of representing my district as a Teacher Ambassador for the Georgia Council of Administrators of Special Education (G-CASE) Fall Conference, which was held at the Savannah Marriott Riverfront Hotel, November 14-16, 2018. My excitement for being selected to serve cannot be overstated; I was truly honored to have been given the opportunity to work, and learn, with the G-CASE board members and the Special Education Administrators who attended the Fall Conference.

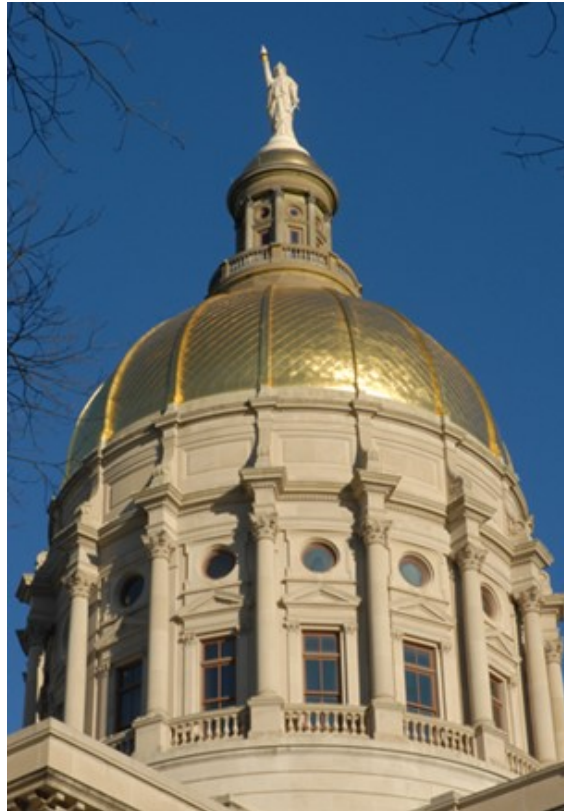
As an Ambassador, my responsibilities were diverse and meaningful. I was given the opportunity to meet and greet administrators from the entire state of Georgia while facilitating the registration process; providing information and support to various exhibitors; and working closely with executive members of G-CASE and the Council for Exceptional Children.

In total, there were six Teacher Ambassadors chosen for the Fall Conference with each bringing their strengths and area of expertise in special education. Working within a group of such knowledgeable ladies alone would have provided me with growth as a professional; however, I learned even more by being provided opportunities throughout each day for professional development. Moreover, we were given the chance to individually meet and speak with the Keynote Speakers as part of our schedule of duties ensuring each session was orchestrated smoothly. By coordinating our schedules of responsibilities, the other Ambassadors and I could take turns sitting in on breakout-sessions and listening to the keynote speakers. We were able to network and socialize with administrators throughout the state of Georgia and learn valuable information about available resources as a result of our interactions with the supporting exhibitors.

If given the opportunity to apply for a position as a Teacher Ambassador again, I would readily delve into the process and hope to be selected for the position. It was a valuable learning experience in all aspects of my teaching career and provided me with a greater understanding of the daunting, yet rewarding, responsibilities of special education administrators. Again, thank you so much for the opportunity to serve; I am looking forward to future opportunities!

Respectfully,
Amanda Duncan

GOLD DOME DAY AT THE CAPITOL!



All G-CASE members are invited to join GAEL and GACTE for a Day at the Capitol. We will share our *2019 Legislative Priorities* with our Legislators and answer questions related to each priority. Come join us!

Tuesday, February 19, 2019

8:00 A.M. to 2:00 P.M.

Register at <http://bit.ly/2019DOCH>

For more information, contact G-CASE Legislative Chair Dr. Jenny McClintic (jenny.mcclintic@hcbe.net) or Sarah Burbach, G-CASE Executive Director (sburbach@gael.org)

2019 Georgia Association of Educational Leaders (GAEL) LEGISLATIVE PRIORITIES



Provide Adequate Funding and Resources for Georgia's Students

- **PUT GEORGIA STUDENTS FIRST** and guarantee them a modern and top-notch education by updating the state funding formula and protecting students from the damaging impact of inflation since 1985.
- **GIVE MORE CHOICES TO PUBLIC SCHOOL STUDENTS** by funding expansion of STEAM Programs (Science, Technology, Engineering, Arts, Mathematics), 21st Century technology, Modern Career Pathways, and Innovative Educational Opportunities.
- **PROTECT THE INTERESTS OF THE MAJORITY OF GEORGIA'S CHILDREN** by limiting the diversion of public funds to private education institutions through vouchers, scholarships, tuition credits, or tax exemptions.
- **ADDRESS CHALLENGES FROM SOCIETY TO GEORGIA STUDENTS** by funding expanded services for school safety, school nursing, behavioral support, and mental health needs.
- **INVEST IN SUPPORT FOR REGIONAL EDUCATIONAL SERVICE AGENCIES (RESAs)** to support rural school systems and to maximize collaboration and training for all Georgia school systems.

Support Local School Board Authority

- **STAND FOR LOCAL GOVERNANCE BY COMMUNITY BOARDS OF EDUCATION** by ensuring that legislation is aligned with constitutional provisions regarding public school governance.
- **ENSURE THAT SUPERINTENDENTS SERVING CHILDREN CONTINUE TO BE APPOINTED** by locally-elected boards based on a leader's training and expertise.

Provide Qualified Teachers and Leaders to Serve Georgia's Students

- **PROUDLY PROMOTE TEACHING AS A NOBLE CAREER PATH** and recognize Georgia educators as professionals vital to the economic future of the state of Georgia.
- **SUPPORT A LONG-TERM STRATEGY TO RECRUIT**, retain, support and develop the highest quality teachers and school leaders in the nation for our students.
- **ENCOURAGE TEACHERS TO REMAIN IN GEORGIA AND IN THE PROFESSION** by supporting and strengthening Georgia's Teacher Retirement System (TRS).
- **REDUCE THE CRITICAL SHORTAGE OF TEACHERS** in Georgia classrooms by permitting retired educators to return to work full time without losing their retirement benefit. Retired teachers who return full time would contribute a percentage of their income to TRS, which would generate much-needed revenue for the retirement system.
- **ENSURE FAIR ACCOUNTABILITY** for teachers and school leaders through valid, reliable, and effective measures.

SUPPORT THE POSITION STATEMENTS AND PRIORITIES OF THE
GEORGIA ASSOCIATION OF EDUCATIONAL LEADERS (GAEL)
AFFILIATES AND **GEORGIA SCHOOL BOARDS ASSOCIATION (GSBA)**



Congratulations to Sarah West, Retired
G-CASE Executive Director, on receiving the
2019 Georgia Association of Educational
Leaders Exemplary Service Award!

G-CASE Call for Nominations for Officers

The deadline to nominate strong supporting G-CASE members for officer positions for the next fiscal year has been extended so that all of our members will have the opportunity to consider worthy special educators for these spots. You will be nominating and later voting on the positions of Vice-President (which moves into President-Elect, then President, then Immediate Past President over the next four years; currently being held by Tris Gilland), Secretary (two-year term, currently held by Katie Lowry), and CEC Representative (two-year term currently held by MaryKay Berry). Remember, you can certainly nominate yourself!

Serving as an officer of G-CASE is an honor that supports special education at the local, state, and national levels. Every year, the board becomes a unified group of professional colleagues and friends because we are all working for the same goals to achieve the highest outcomes for our students with disabilities. Please consider joining this active group of educators who work on behalf of all of us – and our students and teachers.

Please read over the attached Call for Nominations and return your nominations to our Immediate Past-President, Charlotte Green as soon as you can. Office holders will be trained well and supported by the Executive Director, President, and other members of the Executive Board. The time spent on G-CASE activities (it's really not very time-consuming!) will only enhance the work you are already doing now for students with disabilities. You can (and should!) do this!

Please consider becoming involved at this level! We welcome your input and leadership! Thanks for being invested in your professional organization! The Nomination Form is included in this newsletter. **FILL IT OUT, TODAY!**



G-CASE CALL FOR NOMINATIONS

G-CASE is seeking candidates for the following officer positions. The results of the election will be announced during the Spring Legal Forum held on March 18-20, 2019, in Athens. All newly elected officers officially begin their duties at the G-CASE Executive Board meeting held at the Summer GAEL Conference and will be publicly recognized at the 2019 G-CASE Fall Conference.

Please consider nominating individuals who meet the qualifications for the office of **Vice President** (1 year term), **Secretary** (2 year term), and/or **CEC Representative (2 year term)**, as specified in our Constitution.

Article V – Officers / Section 1. Conditions of Office

Council officers must be members in good standing of **G-CASE, CASE, and CEC at the time of nomination and election** and remain so throughout the term of office.

The positions we will elect this year, and the responsibilities of those officers, follow. If you wish to nominate someone for either of these positions, please list his or her name and contact information where indicated. Nominees should be notified of your intention to nominate them in order to determine their willingness to run for office. It is completely permissible to nominate yourself.

Vice President: The Vice President shall be a position of learning the total organization in order to move into the President position in two years. The Vice President will accede to the office of President-Elect.

Nominee for Vice President _____

Contact Information _____

Nominated by _____

Secretary: The Secretary shall keep accurate minutes of all the meetings of the Executive Board, and all General Business Meetings. He/She shall carry on correspondence as necessary in regard to matters as delegated by the President.

Nominee for Secretary _____

Contact Information _____

Nominated by _____

CEC Representative: The Representative to the Georgia CEC shall provide over sight in the area of scholarships. He/She shall represent **G-CASE** at all required meetings called by the Georgia Council for Exceptional Children.

Nominee for CEC Representative _____

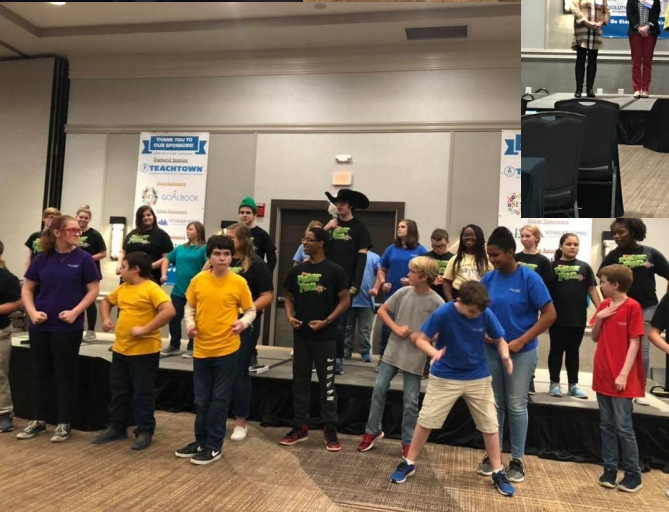
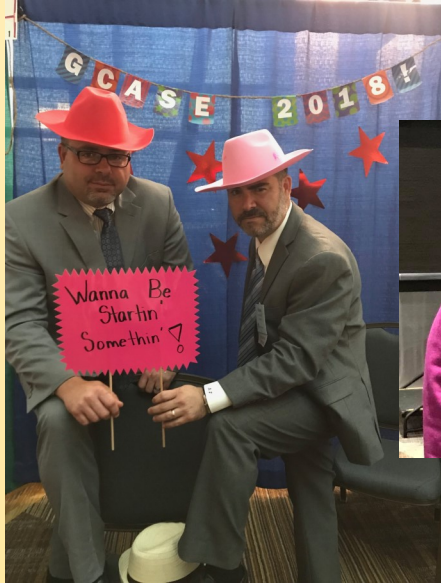
Contact Information _____

Nominated by _____

Please send your nominations as soon as possible to G-CASE Immediate Past President Charlette Green at charlette.green@cherokee.k12.ga.us.



2018 Fall Conference in Review



#GCASE18

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[@gcase2](https://twitter.com/gcase2)



<http://gcase.schoolinsites.com>

G-CASE Executive Board 2018-2019

Greg McElwee, President
 Dr. Zabrina Cannady, President Elect
 Tris Gilland, Vice President
 Charlette Green, Past President
 Katie Lowry, Secretary
 Jan NeSmith, Interim Treasurer
 Dr. Mary Kay Berry, CEC Representative
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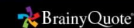
January 29-February 2, 2019
 CEC Special Education Convention & Expo
 Indianapolis, Indiana

February 5 or February 6, 2019
 G-CASE Drive-In Conference
 Trauma 101 and Brain 101

March 18-20, 2019
 GCASE Spring Legal Conference
 Athens, Georgia

**Education is the most powerful
 weapon which you can use to
 change the world.**

Nelson Mandela



Jenny Carpenter, Editor

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G-CASE serves the members of CASE who live and work in Georgia! Our major goal is to improve services to children with special needs. We strive to provide leadership and support to members by providing input into the policies and practices in Georgia which impact the quality of education and by providing support to the professionals who serve the students of Georgia.