Illinois Alliance of Administrators of Special Education
Sixteenth Annual Winter Conference

“MAKING A DIFFERENCE IN THE LIVES OF STUDENTS”

February 18, 2015 Pre-Conference
(Wednesday)
“Performance Evaluation Reform Act (PERA):
An Assessment Literacy Primer for Teacher Evaluators”

February 19-20, 2015 Winter Conference
(Thursday and Friday)

Crowne Plaza Springfield
3000 South Dirksen Parkway • Springfield, Illinois

IAASE is affiliated as a subdivision of the International Council of Administrators of Special Education (CASE)
# Program Guide Index

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Welcome to the 16th annual IAASE Winter Conference *Making a Difference in the Lives of Students*. Thank you for taking time out of your busy schedule to join us in Springfield. We hope you will feel renewed after spending some time learning and reconnecting with colleagues.

Our IAASE Program Committee, under the leadership of Dr. Lea Anne Frost, has worked diligently to plan this conference and offer an impressive selection of topics. We believe there is something for everyone, and we hope that you agree. Our keynote speakers are national leaders and are sure to leave you energized for the second half of the school year. Our Thursday morning opening session features Stanley Leone, Jr. on the topic of *Reaching from Within*. Stanley attended school right here in Illinois, and will remind us what a difference educators make in the lives of students. Jay Kraning will join us Thursday afternoon for *The Special Education Legal year in Review: The Good, The Bad & The Ugly*. Jay will inform you about current legal issues and his trademark wit is sure to entertain! Be sure to join us Friday morning for Doug Dvorak who will start us off with a laugh. Finally, we wrap up the conference with two options. Our popular attorney panel returns, moderated by Jay Kraning. For those of you involved with the upcoming DLM, we will also have ISBE staff on hand for a two-hour session on the new alternate assessment. In addition to these great general sessions, we have a wide array of high quality breakout sessions for you to select from on Thursday. Thanks to all of our presenters who make the conference possible through their willingness to share their time and talent.

We have a new session for you this year that we hope you consider attending. On Thursday afternoon, we have a legislative panel planned for you. Dr. Judy Hackett will facilitate the panel and will be joined by Dr. Brent Clark, Executive Director of IASA, and several state legislators. It is important for an organization like ours to understand and be involved in the political landscape. We have taken steps to improve our presence in this area by partnering with IASA to employ a Governmental Relations Specialist. We are excited about the opportunities this new position allows as we work to give our organization and our members the voice we deserve in Springfield.

On behalf of the Executive Board, thank you for coming and enjoy the conference!

Melissa Taylor
IAASE President
AGENDA

Wednesday – February 18, 2015
8:00 a.m. – 8:30 a.m. Pre-Conference Workshop Registration and Continental Breakfast
8:30 a.m. – 3:30 p.m. “Performance Evaluation Reform Act (PERA): An Assessment Literacy Primer for Teacher Evaluators” Pre-Conference Workshop (AA Credit Available)
10:00 a.m. – 2:30 p.m. IAASE Executive Board Meeting – All IAASE Members Are Welcome

Thursday – February 19, 2015
7:30 a.m. – 8:30 a.m. Registration and Continental Breakfast
8:00 a.m. – 5:00 p.m. Exhibit Area Open
8:30 a.m. – 8:40 a.m. Welcome and Announcements – General Session Dr. Lea Anne Frost, IAASE President-Elect
8:40 a.m. – 9:00 a.m. Introduction of IAASE Slate of Officers – General Session Melissa Taylor, IAASE President and Dr. Gineen O’Neil, IAASE Past-President
9:00 a.m. – 10:00 a.m. Keynote Address I – Stanley Leone, Jr. – General Session “REACHING FROM WITHIN”
10:00 a.m. – 10:15 a.m. Coffee Break
10:15 a.m. – 11:15 a.m. Concurrent Sessions
11:15 a.m. – 11:30 a.m. Coffee Break
11:30 a.m. – 12:30 p.m. Concurrent Sessions
12:30 p.m. – 1:30 p.m. Luncheon with Recognition of Retiring IAASE Members
1:30 p.m. – 2:30 p.m. Keynote Address II – Jay R. Kraning – General Session “THE PAST YEAR IN SPECIAL EDUCATION LAW: THE GOOD, THE BAD, AND THE UGLY”
2:40 p.m. – 3:00 p.m. Regional Meetings
3:00 p.m. – 3:15 p.m. Coffee Break
3:15 p.m. – 4:15 p.m. Concurrent Sessions
4:30 p.m. – 6:00 p.m. Social Hour (with SEA-PAC raffle) sponsored by:
- Miller, Tracy, Braun, Funk & Miller, Ltd.
- Robbins Schwartz
- Engler, Baasten & Sranga LLC
- Hauser Izzo, LLC

Friday – February 20, 2015
7:30 a.m. – 8:30 a.m. Registration and Continental Breakfast
8:30 a.m. – 8:40 a.m. Welcome and Announcements Melissa Taylor, IAASE President
(Prompt Start)
8:40 a.m. – 8:55 a.m. Award Presentations – General Session Dr. Gineen O’Neil, IAASE Past-President
8:55 a.m. – 10:00 a.m. Keynote Address III – Doug Dvorak – General Session “MEGA MOTIVATION WITH A TWIST”
10:00 a.m. – 10:15 a.m. Coffee Break
10:15 a.m. – 12:15 p.m. Breakouts Sessions:
- Attorney Panel – General Session - facilitated by Jay R. Kraning, the panel of attorneys including Steve Glink, Mary Kay Klimesh, Darcy Kriha, and Micki Moran will discuss key issues in special education law
- Or
- DLM: Making the Shift to Next Generation Alternative Assessments by Jessica Dare, Laura Quimby, and Sarah Fies
# IAASE Winter Conference Schedule At A Glance • Thursday, February 19, 2015

7:30 a.m. – 8:30 a.m. Registration and Continental Breakfast  
8:00 a.m. – 5:00 p.m. Exhibit Area Open in the Ballroom Pre-Function Area (2nd Floor) and First Floor Lobby

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## Welcome and Announcements

**Dr. Lea Anne Frost**, IAASE President-Elect

**Introduction of IAASE Slate of Officers**

**Melissa Taylor**, IAASE President and **Dr. Gineen O’Neil**, IAASE Past-President

**Keynote Address I**

**REACHING FROM WITHIN**

**Stanley Leone, Jr.**

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### Ballroom Pre-Function Area  
**(2nd Floor)**

**COFFEE BREAK**

### Concurrent Sessions

<table>
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<th>Room Name and time</th>
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<tr>
<td>10:00 a.m. to 10:15 a.m.</td>
<td><strong>Session 1</strong> Social Emotional Learning Across the Three Tiers of Intervention (1 Hour Session)</td>
<td><strong>Session 2</strong> Transition from Early Intervention to Early Childhood Special Education (1 Hour Session)</td>
<td><strong>Session 3</strong> Coaching Classroom Management: A CHAMPS Approach (1 Hour Session)</td>
<td><strong>Session 4</strong> CSI® School District (2 Hour Session)</td>
<td><strong>Session 5</strong> Replicable Systems to Address the Mathematics Common Core Standards at the Secondary Level (1 Hour Session)</td>
<td><strong>Session 6</strong> Evaluation of Co-Teachers: Is It Twice the Work? (1 Hour Session)</td>
<td><strong>Session 7</strong> A Review of Legal Obligations and Considerations When Dealing With Students Who Make Homicidal or Suicidal Threats (1 Hour Session)</td>
<td><strong>Session 8</strong> PARCC: Fulfilling the Promise - Updates and Next Steps (2 Hour Session)</td>
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<td>10:15 a.m. to 11:15 a.m.</td>
<td><strong>Dr. Gail Lantvit</strong> BEHAVIOR MANAGEMENT</td>
<td><strong>Pam Shaw, Cindy Moore</strong> EARLY CHILDHOOD</td>
<td><strong>Dr. Thomas Edgar, Christa Donnelly, Richard Schroder</strong> ADMINISTRATION</td>
<td><strong>Michelle A. Todd, Stephanie E. Jones</strong> LEGAL</td>
<td><strong>Adam Clayton, Brenda Martin</strong> CURRICULUM</td>
<td><strong>Shelley Nacke, Susan Rohling, Stacy Wilkinson</strong> ADMINISTRATION</td>
<td><strong>Cynthia M. Baasen, Teri E. Engler</strong> SOCIAL HOUR SPONSOR</td>
<td><strong>Rachel Jachino, Laura Quinnby</strong> ADMINISTRATION</td>
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<tr>
<td>11:15 a.m. to 11:30 a.m.</td>
<td><strong>Session 6</strong> Evaluation of Co-Teachers: Is It Twice the Work? (1 Hour Session)</td>
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<td><strong>Session 5</strong> Replicable Systems to Address the Mathematics Common Core Standards at the Secondary Level (1 Hour Session)</td>
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# Ballroom Pre-Function Area  
**(2nd Floor)**

**COFFEE BREAK**
### IAASE Winter Conference Schedule At A Glance • Thursday, February 19, 2015

7:30 a.m. – 8:30 a.m. • Registration and Continental Breakfast
8:00 a.m. – 5:00 p.m. • Exhibit Area Open in the Ballroom Pre-Function Area (2nd Floor) and First Floor Lobby

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<tr>
<td>11:30 a.m. to 12:30 p.m.</td>
<td>Session 9</td>
<td>Responding to Requests for a Specific Methodology (1 Hour Session)</td>
<td>Brandon K. Wright</td>
<td>SOCIAL HOUR SPONSOR</td>
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<td>Session 10</td>
<td>Impact of Bullying on Mental Health (1 Hour Session)</td>
<td>Suni Mukherjee</td>
<td>MENTAL HEALTH</td>
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<td>Session 11</td>
<td>Best Practices for Working With Students Who Are Deaf or Hard of Hearing (1 Hour Session)</td>
<td>Terri Nilson-Bugella, Patricia Even, Julie Lenz, Brenda Schmidt</td>
<td>ADMINISTRATION</td>
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<td>Session 4</td>
<td>CSI© School District (2 Hour Session)</td>
<td>Michelle A. Todd, Stephanie E. Jones</td>
<td>LEGAL</td>
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<td>Session 12</td>
<td>Addressing Critical Literacy Strategies Within the Common Core: Re-Innovating the SPED Resource Room (1 Hour Session)</td>
<td>Adam Clayton, Katie Owen</td>
<td>CURRICULUM</td>
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<td>Session 13</td>
<td>A Common Sense Approach to Curriculum, Common Core Standards, 21st Century Career Readiness, and the IEP (1 Hour Session)</td>
<td>Sandra J. Johnson, Dr. Melissa Jones-Bromenschenkel</td>
<td>CURRICULUM</td>
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<td>Session 14</td>
<td>Programming for Students on the Spectrum: Balancing the Benefits of LRE and the General Education Setting and the Need for Highly Specific, Structured Instruction (1 Hour Session)</td>
<td>Laura M. Sinars, Caroline A. Roselli</td>
<td>LEGAL</td>
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<td></td>
<td>Session 8</td>
<td>PARCC: Fulfilling the Promise - Updates and Next Steps (2 Hour Session)</td>
<td>Rachel Jachino, Laura Quimby</td>
<td>ADMINISTRATION</td>
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<td>12:30 p.m. to 1:30 p.m.</td>
<td>Ruby, Emerald, Diamond Ballroom</td>
<td>Luncheon Recognication of 2015 Retirees</td>
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<td>1:30 p.m. to 2:30 p.m.</td>
<td>Ruby, Emerald, Diamond Ballroom</td>
<td>Keynote Address II</td>
<td><strong>THE SPECIAL EDUCATION LEGAL YEAR IN REVIEW: THE GOOD, THE BAD, AND THE UGLY</strong></td>
<td>Jay R. Kraning</td>
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<td>2:40 p.m. to 3:00 p.m.</td>
<td>Region I Meeting</td>
<td>Region VII Meeting</td>
<td>Region V Meeting</td>
<td>Region VI Meeting</td>
<td>Region II Meeting</td>
<td>Region III Meeting</td>
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<td>3:00 p.m. to 3:15 p.m.</td>
<td>Ballroom Pre-Function Area</td>
<td>(2nd Floor)</td>
<td>COFFEE BREAK</td>
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<td>3:15 p.m. to 4:15 p.m.</td>
<td>Positive Practices in Alternative School Settings (1 Hour Session)</td>
<td>Session 15</td>
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<td>Session 18</td>
<td>Session 19</td>
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<td>Tim McCue</td>
<td>Prevention of Child Sexual Abuse - Whose Responsibility Is It? (1 Hour Session)</td>
<td>Sumi Mukherjee</td>
<td>Career Pathway Framework: A Multi-Tiered System of Support for Post-Secondary Decision Making (1 Hour Session)</td>
<td>Krista Paul, Dr. Janis Morgan, Dan Weidner</td>
<td>Courtney N. Stillman SOCIAL HOUR SPONSOR</td>
<td>English Language Learning and Special Education Eligibility (1 Hour Session)</td>
<td>Legislative Panel (1 Hour Session)</td>
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<td>BEHAVIOR MANAGEMENT</td>
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<td>TRANSITION</td>
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Social Hour and Special Education Administrators’ Political Action Committee (SEA-PAC) Raffle

4:30 p.m. to 6:00 p.m.

Ruby, Emerald, Diamond Ballroom (2nd Floor)

The Social Hour is Co-Sponsored by:

Robbins Schwartz,
Engler, Baasten & Sraga LLC,
Hauser Izzo, LLC,
and
Miller, Tracy, Braun, Funk & Miller, Ltd.

Please note that the Special Education Administrators’ Political Action Committee (SEA-PAC) Raffle will be held during the Social Hour on Thursday in the Ruby/Emerald/Diamond Ballroom.

Watch for information about the NEW online IAASE clothing store link!
Order IAASE Logowear online: Choose your style and color. Items will be delivered at the next IAASE Conference.
# IAASE Winter Conference Schedule At A Glance • Friday, February 20, 2015

7:30 a.m. – 8:30 a.m. • Registration and Continental Breakfast

## IAASE SIXTEENTH ANNUAL WINTER CONFERENCE

**MAKING A DIFFERENCE IN THE LIVES OF STUDENTS**

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<th>Ruby, Emerald, Diamond Ballroom (2nd Floor)</th>
<th>Sapphire Ballroom (2nd Floor)</th>
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</table>
| 10:00 a.m. to 10:15 a.m. | Welcome and Announcements  
Melissa Taylor, IAASE President  
David A. Berto and Trailblazer Awards  
Dr. Gineen O’Neil, IAASE Past-President  
Keynote Address III  
**MEGA MOTIVATION WITH A TWIST**  
Doug Dvorak |  |
| 10:15 a.m. to 12:15 p.m. | **Session 22**  
A Panel of Attorneys Discusses Current Legal Issues in Special Education  
(2 Hour Session)  
Steven E. Glink – Law Offices of Steven E. Glink  
Mary Kay Klimesh – Seyfarth Shaw LLP  
Darcy L. Kriha – Franczek Radelet P.C.  
Micki Moran – The Child & Family Law Center of the North Shore  
Moderated by Jay R. Kraning - Hodges, Loizzi, Eisenhammer, Rodick & Kohn | **Session 23**  
DLM: Making the Shift to Next Generation Alternate Assessments  
(2 Hour Session)  
Jessica Dare  
Laura Quimby  
Sarah Fies |

Your feedback is important to us. Please remember to tear out and complete your two-page conference evaluation that is located at the back of this program guide and turn it in at the conclusion of the conference. Thank you!

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**MARK YOUR CALENDARS……..**

**ADMINISTRATOR ACADEMY #1085,** May 21, 2015, at the Drury Inn in O’Fallon  
**LEGAL ISSUES IN SPECIAL EDUCATION: PUTTING THEORY INTO PRACTICE**  
Presented by Michelle A. Todd, Stephanie E. Jones, and Bennett Rodick  

**IAASE SEVENTEENTH ANNUAL FALL CONFERENCE** October 1-2, 2015  
Holiday Inn Select Hotel and Conference Center, Tinley Park, IL
MAKING A DIFFERENCE IN THE LIVES OF STUDENTS

✦ February 19, 2015 ✦
THURSDAY MORNING

✦ GENERAL SESSION ✦
8:30 a.m. to 10:00 a.m.
Ruby, Emerald, Diamond Ballroom (2nd Floor)

WELCOME AND ANNOUNCEMENTS
Dr. Lea Anne Frost, IAASE President-Elect

INTRODUCTION OF IAASE SLATE OF OFFICERS
Dr. Gineen O’Neil, IAASE Past-President
Melissa Taylor, IAASE President

KEYNOTE ADDRESS I
Stanley Leone, Jr.
Consultant and Motivational Speaker

REACHING FROM WITHIN

Stanley Leone Jr. attended Saint Xavier University in Chicago on football and academic scholarships. He graduated Magna Cum Laude with a Bachelor of Arts degree in English Literature and a minor in Religious Studies. He was recognized as an All-American Scholar by the university president, and was a multi-year recipient of the National Dean’s List.

Stanley was a member of Sigma Tau Delta, the national English Honors Society, as well as a Student Ambassador, and a four-year Presidential Scholarship recipient for outstanding academic performance.

Monda Simmons, his Teen Leadership teacher at South Houston High School, captured Stanley’s heart when he was seventeen years old. She became the first appropriate adult in his life, as well as a vital element in his college education. Stanley’s goal is to help teachers make a difference in kids’ lives, as Monda has made in his.

At the age of twenty-three, Stanley became a Leadership Consultant with The Flippen Group. He has co-keynoted at some of the largest educational conferences in the nation, including the American Association of School Administrators, the National Association of Elementary School Principals, as well as conferences in Nebraska, New Mexico, Arizona, and others, and was recently named 2014 James Umstadt Award winner by Phi Delta Kappa.

Bringing the tragedy and triumph of his life to thousands of people, Stanley describes his childhood in terms such as: insecure, confused, scared, sexually and physically abused, gang-related, arrested and sentenced, addicted to drugs, and homeless. He shares about the relationships in his life that changed him, and he believes there must be a relationship for there to be accountability and performance. Stressing that he’s “not an expert . . . he’s a product,” Stanley reminds teachers that they do count, they do make a difference, and although “you won’t win the world, you can change it – one student at a time.”

◆ COFFEE BREAK • 10:00 a.m. to 10:15 a.m. • BALLROOM PRE-FUNCTION AREA ◆
(2nd Floor)
MAKING A DIFFERENCE IN THE LIVES OF STUDENTS

◆ THURSDAY MORNING ◆ CONCURRENT SESSIONS ◆
10:15 a.m. to 11:15 a.m.

Session 1
SOCIAL EMOTIONAL LEARNING ACROSS THE THREE TIERs OF INTERVENTION
SEDOL has been a leader in embracing the Illinois Social Emotional Learning Standards, and peer-reviewed research supports our efforts. Our model of social emotional learning includes assessment and three tiers of instruction. On the instruction side, all students benefit from a positive behavior supports system. Some students receive small-group interventions. Those students with the highest levels of social-emotional and behavioral needs also receive individual counseling. All students at SEDOL (except for our severe/profound/medically fragile program) participate in the Strengths and Difficulties Questionnaire as a benchmark, diagnostic, and outcome/accountability measure. Data will be presented revealing the profiles and progress of various student disciplines and programs since the 2010-11 school year.

Dr. Gail Lantvit, Assistant Superintendent Instruction, Curriculum & Assessment, Special Education District of Lake County (SEDOL), Gages Lake, IL

Session 2
TRANSITION FROM EARLY INTERVENTION TO EARLY CHILDHOOD SPECIAL EDUCATION
This presentation by members of the Early Childhood Transition Committee focuses on IDEA transition from Part C to Part B. Topics to be covered include Indicator 12 compliance requirements, associated timelines, and strategies for facilitating smooth and effective transitions for young children.

Pam Shaw, Director of Special Education, Riverside 96, Riverside, IL
Cindy Moore, Program Coordinator, Four Rivers Special Education, Jacksonville, IL

Session 3
COACHING CLASSROOM MANAGEMENT: A CHAMPS APPROACH
One of the most effective ways a teacher can improve student achievement is by improving their classroom management skills. Teachers who spend less time managing difficult student behavior and more time managing instruction and learning typically produce the best learning outcomes. Research has shown, however, that many teachers, especially new teachers, are unprepared to address the challenging behaviors displayed by some students. They lack effective classroom and behavior management skills. Educators who don’t have a solid foundation (or interest) in classroom management, however, tend to make relatively common and easy-to-detect errors. Helping teachers understand and adopt more effective classroom management tactics can be a difficult task for administrators. This training will overview the CHAMPS classroom management model and will outline strategies and tools to help administrators support classroom teachers to adopt and adopt more effective classroom management strategies. Attendees will also learn a model of effective coaching and will learn about efficient tools they can use while supporting teachers at their school or schools.

Dr. Thomas Edgar, Student Services Department Coordinator, North Shore School District 112, Highland Park, IL
Christa Donnelly, Learning Coordinator, North Shore School District 112, Highland Park, IL
Richard Schroder, Principal, North Shore School District 112, Highland Park, IL

Session 4
CST® SCHOOL DISTRICT
School officials are often called to investigate allegations of employee misconduct and student bullying. Officials receive complaints from a myriad of sources, including parents, students, school district employees, and members of the public. Investigations concerning employee misconduct and student bullying can be tricky, with potentially grave consequences for the student victim, accused staff member, and the school district. The purpose of this presentation is to assist school officials in conducting fair and thorough investigations, which include identifying the right people to conduct the investigation and interviewing and collecting information from the complainant, other witnesses, and the accused. This presentation also will include guidance on what to do with the evidence collected, including how to prepare a comprehensive and useful investigative report and what steps to take to conclude the investigation. Finally, the presentation will address recent student-bullying legislation, including actions districts must take in response to complaints of bullying and cyber-bullying. (2 hour session)

Michelle A. Todd, Partner, Hodges, Loizzi, Eisenhammer, Rodick & Kohn LLP, Peoria, IL
Stephanie E. Jones, Partner, Hodges, Loizzi, Eisenhammer, Rodick & Kohn LLP, O’Fallon, IL
Session 5

**REPLICABLE SYSTEMS TO ADDRESS THE MATHEMATICS COMMON CORE STANDARDS AT THE SECONDARY LEVEL**

PLAZA F (1st Floor)

This presentation will demonstrate a systems approach to addressing the Common Core math standards for Special Education students at the secondary level who perform 2-4 grade levels below their peers. This presentation will demonstrate how the tenants of Assessment for Learning and Standards Based frameworks are applied to the development of a highly aligned Common Core mathematics curriculum for Special Education students. Additionally, this presentation will examine the balance between a Common Core curriculum and a research-based math intervention and why both are needed to address the performance tasks associated with the skills described in the Common Core standards of mathematics. In order for Special Education students to move through a rigorous, aligned curricular sequence and be prepared for the level of math skills and concepts taught in the general education environment, the development/creation of replicable math templates and systems that address the College Readiness Standards (CRS) will be presented. Participants will be able to identify Special Education leadership in action as they experience the strategy of applying curriculum design to facilitate a vision.

*Adam Clayton*, Special Education Division Head, Elk Grove High School, Township High School District #214, Arlington Heights, IL

*Brenda Martin*, Special Education Division Head, Rolling Meadows High School, Township High School District #214, Rolling Meadows, IL

Session 6

**EVALUATION OF CO-TEACHERS: IS IT TWICE THE WORK?**

PLAZA G (1st Floor)

Does a co-teaching evaluation look the same as a non-co-teaching staff member? With co-teaching growing, proper teacher evaluation is becoming a need. This presentation will provide administrators with helpful hints and guidelines when completing a co-teaching evaluation. Strategies and tools will be shared to give the best possible picture when evaluations are done. The Danielson Framework regarding co-teaching will be discussed in great length.

*Shelley Nacke*, Assistant Superintendent, Community Unit School District 300, Algonquin, IL

*Susan Rohling*, Director of Education Services and Instruction, Community Unit School District 300, Algonquin, IL

*Stacy Wilkinson*, Principal, Oak Ridge School, Community Unit School District 300, Carpentersville, IL

Session 7

**WHAT CAN WE, OR SHOULD WE DO NOW? A REVIEW OF LEGAL OBLIGATIONS AND CONSIDERATIONS WHEN DEALING WITH STUDENTS WHO MAKE HOMICIDAL OR SUICIDAL THREATS**

PLAZA H (1st Floor)

School districts and special education cooperatives are often faced with students with disabilities who make threats of harm toward themselves, other students, and school staff members. When these situations occur, school administrators must consider difficult questions, including: Does the threat warrant immediate intervention such as a building lockdown? When should a report be made to State and/or local law enforcement? What can the school do if the student’s parent is uncooperative? May the student be disciplined for his/her conduct? May the student be excluded from school and school-related activities until a determination is made that the student does not pose a risk? What supports need to be in place when the student returns to school? This session will discuss the legal requirements under the IDEA and Section 504 as well as recent case law that address these questions and practical tips for dealing with students with disabilities who make homicidal and/or suicidal threats.

*Cynthia M. Bausten*, Partner, Engler, Bausten & Sraga LLC, Oak Brook, IL

*Teri E. Engler*, Partner, Engler, Bausten & Sraga LLC, Oak Brook, IL

Session 8

**PARCC: FULFILLING THE PROMISE - UPDATES AND NEXT STEPS**

PLAZA I (1st Floor)

PARCC is the new assessment replacing ISAT and PSAE. The presenters will review the PARCC Accessibility Features and Accommodations Manual, Third Edition, review the training and documentation requirements for the assessment, and address frequently asked questions. (2 hour session)

*Rachel Jachino*, Principal Consultant, Illinois State Board of Education, Springfield, IL

*Laura Quimby*, Principal Consultant, Illinois State Board of Education, Springfield, IL

Session 9

**RESPONDING TO REQUESTS FOR A SPECIFIC METHODOLOGY**

SAPPHIRE BALLROOM (2nd Floor)

Increasingly, parents are requesting school districts to implement a specific methodology or curriculum as part of their child’s educational program. What are the legal obligations of a school district to include methodology within an IEP? What happens when we do? What happens when we don’t? Recent court decisions have been instructive regarding our legal obligations. Join Attorney Brandon K. Wright as he discusses these recent decisions and the practice pointers related to educational methodology.

*Brandon K. Wright*, Partner, Miller, Tracy, Braun, Funk & Miller Ltd., Monticello, IL

**THURSDAY MORNING • CONCURRENT SESSIONS (continued) •**

10:15 a.m. to 11:15 a.m.

**THURSDAY MORNING • CONCURRENT SESSIONS •**

11:30 a.m. to 12:30 p.m.
Session 10

**IMPACT OF BULLYING ON MENTAL HEALTH**

This presentation will focus on the impact of bullying on mental health. It is based on Mukherjee’s book titled “A Life Interrupted – the story of my battle with bullying and obsessive compulsive disorder”. The key message in this presentation is the fact that bullying can have long-lasting, devastating psychological impact on young people.

**Sumi Mukherjee**, Author and Public Speaker, Plymouth, MN

Session 11

**BEST PRACTICES FOR WORKING WITH STUDENTS WHO ARE DEAF OR HARD OF HEARING**

This session will cover best practices for educating deaf and hard-of-hearing students in the least restrictive environment. Supervisors of special education programs will learn about the varying needs of students with hearing loss and how to make decisions that contribute to their success. The team has participated in the development of a Best Practices Manual that will be available through ISBE.

**Terri Nilson-Bugella**, Principal/Program Supervisor, SEDOL, Gages Lake, IL

**Patricia Even**, DHH Program Supervisor, LADSE/Hinsdale South HS, Darien, IL

**Brenda Schmidt**, DHH Program Supervisor, SWCCCASE, Oak Forest, IL

**Julie Lenz**, DHH Program Supervisor, ECHO, South Holland, IL

Session 4

**CSI® SCHOOL DISTRICT**

School officials are often called to investigate allegations of employee misconduct and student bullying. Officials receive complaints from a myriad of sources, including parents, students, school district employees, and members of the public. Investigations concerning employee misconduct and student bullying can be tricky, with potentially grave consequences for the student victim, accused staff member, and the school district. The purpose of this presentation is to assist school officials in conducting fair and thorough investigations, which include identifying the right people to conduct the investigation and interviewing and collecting information from the complainant, other witnesses, and the accused. This presentation also will include guidance on what to do with the evidence collected, including how to prepare a comprehensive and useful investigative report and what steps to take to conclude the investigation. Finally, the presentation will address recent student-bullying legislation, including actions districts must take in response to complaints of bullying and cyber-bullying. (2 hour session continued from 10:15)

**Michelle A. Todd**, Partner, Hodges, Loizzi, Eisenhammer, Rodick & Kohn LLP, Peoria, IL

**Stephanie E. Jones**, Partner, Hodges, Loizzi, Eisenhammer, Rodick & Kohn LLP, O’Fallon, IL

Session 12

**ADDRESSING CRITICAL LITERACY STRATEGIES WITHIN THE COMMON CORE: RE-INNOVATING THE SPED RESOURCE ROOM**

This presentation will demonstrate how the tenants of direct and explicit instruction have been used to develop common instructional practices around the three critical literacy strategies within the Common Core: Writing & Argumentation, Critical Reading & Thinking, and Word Awareness. In order for Special Education students to benefit and maximize their learning in the general education setting and meet the demands of rigor defined by the Common Core State Standards (CCSS), specific critical literacy skills and strategies must be addressed through an instructional structure that is skills based, is developmentally appropriate, and is framed by common practices, strategies, and templates. There are three critical literacy strategies that can encompass the skills outlined by the College Readiness Standards (CRS) and the CCSS. These include: Writing & Argumentation, Critical Reading & Thinking, and Word Awareness. More specifically, this presentation will focus on connecting learning strategies from each of these three areas. Student’s thinking is clarified when they write. In order to successfully express thinking through writing, students must successfully comprehend text they read. Instructional techniques associated with direct and explicit instruction are used to address and teach common reading, writing, and vocabulary strategies. These strategies are first isolated through our instruction and then are paired together into a larger critical thinking strategy.

**Adam Clayton**, Special Education Division Head, Elk Grove High School, Township High School District #214, Elk Grove, IL

**Katie Owen**, Special Education Teacher, Elk Grove High School, Township High School District #214, Elk Grove, IL

Session 13

**A COMMON SENSE APPROACH TO CURRICULUM, COMMON CORE STANDARDS, 21ST CENTURY CAREER READINESS, AND THE IEP**

In this session the participants will first consider what the relationship between IEPs, the Common Core Standards, and 21st Century Career Readiness Skills are now. We will discuss how educators can best bridge the growing gap between achievement; meeting annual yearly progress and incorporating the Common Core Standards into the education our students with IEPs are receiving. We will demonstrate how to “unwrap” the standards and find ways to design a blueprint for success in IEP goal writing.

**Sandra J. Johnson**, Instructor, Eastern Illinois University, Special Education Department, Charleston, IL

**Dr. Melissa Jones-Bromenskenkel**, Professor, Eastern Illinois University, Special Education Department, Charleston, IL
Session 14
PROGRAMMING FOR STUDENTS ON THE SPECTRUM: BALANCING THE BENEFITS OF LRE AND THE GENERAL EDUCATION SETTING AND THE NEED FOR HIGHLY SPECIFIC, STRUCTURED INSTRUCTION  
PLAZA H (1st Floor)
Programming for students on the autism spectrum requires balancing many interests. Join Laura Sinars and Caroline Roselli to review recent decisions where courts attempt to identify the right balance for determining LRE when considering the needs of students with autism for highly specialized curriculum, general education peer models and, where appropriate, challenging academic curriculum.
Laura M. Sinars, Partner, Robbins Schwartz, Chicago, IL  
Caroline A. Roselli, Partner, Robbins Schwartz, Chicago, IL

Session 8
PARCC: FULFILLING THE PROMISE - UPDATES AND NEXT STEPS  
PLAZA I (1st Floor)
PARCC is the new assessment replacing ISAT and PSAE. The presenters will review the PARCC Accessibility Features and Accommodations Manual, Third Edition, review the training and documentation requirements for the assessment, and address frequently asked questions. (2 hour session)
Rachel Jachino, Principal Consultant, Illinois State Board of Education, Springfield, IL  
Laura Quimby, Principal Consultant, Illinois State Board of Education, Springfield, IL

◆ LUNCHEON and RECOGNITION OF 2015 RETIREES • 12:30 p.m. to 1:30 p.m. ◆
RUBY, EMERALD, DIAMOND BALLROOM

◆ GENERAL SESSION • 1:30 p.m. to 2:30 p.m. ◆
RUBY, EMERALD, DIAMOND BALLROOM

KEYNOTE ADDRESS II
Jay R. Kraning  
Attorney  
Hodges, Loizzi, Eisenhammer, Rodick & Kohn

THE SPECIAL EDUCATION LEGAL YEAR IN REVIEW: THE GOOD, THE BAD, AND THE UGLY

This session will focus on the year’s key special education decisions and their impact on school districts. In addition, Jay will discuss the practical impact of the state’s on-going school financial crisis and its impact on managing special education programs. The emphasis of the program will be on practical application of legal developments so as to help schools minimize their legal risk.

Jay Kraning is an attorney with varied experiences with children, schools, and other governmental agencies. He taught 8th grade English for five years in Jefferson, Wisconsin, before moving to Chicago to attend law-school. Upon earning his law degree and passing the bar, Jay served as a prosecutor with the Cook County State’s Attorneys’ Office. He then practiced law in the private sector, representing children with disabilities. He was later appointed as a Hearing Officer in the Juvenile Division of the Circuit Court of Cook County, where he conducted permanency hearings in abuse and neglect cases. Jay then served as the Director of Due Process & Mediation with the Chicago Public Schools. He is currently working with the law firm of Hodges, Loizzi, Eisenhammer, Rodick & Kohn.

◆ REGIONAL MEETINGS ◆
2:40 p.m. to 3:00 p.m.

REGION I ............................................. SAPPHIRE BALLROOM (2nd Floor)
REGION II ............................................. PLAZA G (1st Floor)
REGION III ......................................... PLAZA H (1st Floor)
REGION IV ......................................... PLAZA I (1st Floor)
REGION V ............................................. PLAZA E (1st Floor)
REGION VI ......................................... PLAZA F (1st Floor)
REGION VII ........................................ PLAZA AB (1st Floor)
 Session 15
POSITIVE PRACTICES IN ALTERNATIVE SCHOOL SETTINGS  
SAPPHIRE BALLROOM (2nd Floor)
The focus of this presentation will be to inform special education stakeholders on the current practices in alternate school settings with the goal of improving school climate and transitioning students back into the mainstream school setting. The presenter will model real-life practices as well as strategies to reach these goals. This session will also have periods for group interaction to collaborate on ideas to create best practices among school communities.
Tim McCue, Principal, Kankakee #111, Kankakee, IL.

Session 16
PREVENTION OF CHILD SEXUAL ABUSE - WHOSE RESPONSIBILITY IS IT?  
PLAZA AB (1st Floor)
This presentation will focus on prevention of child sexual abuse. It will elaborate on the possibility of preventing abuse by avoiding a potentially abusive setup. The presenter will discuss the numerous challenges faced in trying to work effectively with the various “systems”. It will also demonstrate how ordinary citizens can do something effective to prevent child sexual abuse.
Sumi Mukherjee, Author and Public Speaker, Plymouth, MN

Session 17
CAREER PATHWAY FRAMEWORK: A MULTI-TIERED SYSTEM OF SUPPORT FOR POST-SECONDARY DECISION MAKING  
PLAZA CD (1st Floor)
High School District 214’s new career model was built around a multi-tiered system of support. It seeks to provide opportunities for every one of its over 12,000 students to have developmentally-appropriate interventions in both the areas of career skill development and career-decision making. This system is designed so that all students can identify and start on the pathway towards a career area of interest before leaving high school. Such a unifying model is groundbreaking in the areas of school and career counseling and can have huge impacts on the future of its students.
Krista Paul, District Internship Coordinator, High School District 214, Arlington Heights, IL
Dr. Janis Morgan, Associate Superintendent for Student Services, High School District 214, Arlington Heights, IL
Dan Weidner, Director of Career and Technical Education, High School District 214, Arlington Heights, IL

Session 18
TO STAY PUT OR NOT: THE COMPLEXITIES OF "THEN CURRENT PLACEMENT"  
PLAZA E (1st Floor)
During the pendency of due process proceedings, a student is to remain in his or her “then current placement.” However, determining a student’s “stay put” can be complicated. Moreover, recent Illinois legislation allows parents the benefit of stay put when they request a stay put in special education settings with the potential to have a huge impact on the future of its students.
Courtney N. Stillman, Partner, Hauser Izzo, LLC, Flossmoor, IL

Session 19
ENGLISH LANGUAGE LEARNING AND SPECIAL EDUCATION ELIGIBILITY  
PLAZA F (1st Floor)
Is it a second language issue or is it a disability? This is a question frequently asked by IEP teams when determining eligibility for an Individual Education Plan. This presentation will provide attendees with a general overview of the importance of answering this question. Strategies and tools for teams to use when grappling with eligibility will be provided. Attendees will walk away with an understanding of the language acquisition process and the types of English language learner programs available within the state of Illinois.
Dr. Michelle Gambardella, Education Specialist, Carpentersville District 300, Algonquin, IL
Lisa Van Wageningen, Division Head-Education Services, Carpentersville District 300, Hampshire High School, Hampshire, IL

Session 20
LEGISLATIVE PANEL  
PLAZA GH (1st Floor)
This legislative panel will discuss current state issues, pending legislation, and include perspective from Dr. Brent Clark, IASA Executive Director, and several legislators contingent on scheduling in Springfield that week. The pending bills, overview of Vision 20/20 and how it connects to legislation and the IAASE legislative priorities will be discussed.
Dr. Judith Hackett, Superintendent, Northwest Suburban Special Education Organization, Mount Prospect, IL
Dr. Brent Clark, Executive Director, Illinois Association of School Administrators, Springfield, IL
Illinois Legislators: TBD
Session 21

**CO-TEACHING 2.1: AN UPGRADE TO YOUR CURRENT CO-TEACHING PRACTICE: A TRIP TO THE PARCC**

PLAZA H (1st Floor)

Don’t leave your co-teachers in the DARK! Learn how co-teaching, and inclusive environments can incorporate the NILS (New Illinois Learning Standards) and technology accommodations and be ready for P.A.R.C.C.!! This session will give administrators an overview of new trends in co-teaching, especially in the use of technology and P.A.R.C.C. Participants will learn new ideas for how to use approved P.A.R.C.C. accommodations everyday in the co-teaching classroom environment. Included will be ideas for how to incorporate (and document) PARCC accommodations in daily instruction. Participants will be active, engaged learners of co-teaching models, the P.A.R.C.C. accommodations, and the use of technology. Don’t plan on sitting through this session! Participants are encouraged to bring a device for interactive segments.

**Nicole Spatafore,** RTI Coordinator, Berkeley School District 87, Berkeley, IL

**Marie Ventura,** Special Education Teacher, Berkeley School District 87, Berkeley, IL

**Katie Kalinowicz,** RTI Coordinator, Berkeley School District 87, Berkeley, IL

**SOCIAL HOUR • 4:30 p.m. to 6:00 p.m. •**

**RUBY, EMERALD, DIAMOND BALLROOM** (2nd Floor)

SEA-PAC Raffle at 5:00 p.m.

The Social Hour is Co-Sponsored by:

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We would like to express a sincere “Thank You” to our co-sponsors for providing a relaxed time where conference attendees can network with colleagues.
MAKING A DIFFERENCE IN THE LIVES OF STUDENTS

◆ February 20, 2015 ◆
FRIDAY MORNING
◆ GENERAL SESSION ◆
8:30 a.m. to 10:00 a.m.
Ruby, Emerald, Diamond Ballroom (2nd Floor)

WELCOME AND ANNOUNCEMENTS
Melissa Taylor, IAASE President

PRESENTATION OF THE DAVID A. BERTO AND IAASE TRAILBLAZER AWARDS
Dr. Gineen O’Neil, IAASE Past-President

KEYNOTE ADDRESS III
Doug Dvorak
Humorist and Motivational Speaker

MEGA MOTIVATION WITH A TWIST
Doug Dvorak is the CEO of DMG International, Inc., a worldwide organization that assists clients with motivational productivity training, corporate humor, and workshops. Mr. Dvorak’s clients are characterized as Fortune 1000 companies, small to medium businesses, civic organizations and service businesses. Mr. Dvorak has earned an international reputation for his powerful educational methods and motivational techniques, as well as his experience in all levels of business, corporate education, and success training. His background in sales, leadership, management, and customer loyalty has allowed him to become one of world’s most sought after consultants, lecturers, and teachers. This vast experience has helped him shape and determine his philosophies on success which he now shares with thousands of individuals through keynote presentations, syndicated writing, television, seminars, books, and tapes.

COFFEE BREAK • 10:00 a.m. to 10:15 a.m. • BALLROOM PRE-FUNCTION AREA (2nd Floor)

◆ FRIDAY MORNING • CONCURRENT SESSIONS ◆
10:15 a.m. to 12:15 p.m.

A PANEL OF ATTORNEYS DISCUSSES CURRENT LEGAL ISSUES IN SPECIAL EDUCATION
RUBY, EMERALD, DIAMOND BALLROOMS (2nd Floor)
Ever wonder how your attorney analyzes your legal situation when you call them seeking their insight and assistance? Ever wonder how different attorneys can hear the same set of facts and come up with totally different interpretations and approaches to the same situation? This session will provide you with that perspective by offering you the opportunity to watch experienced and well respected attorneys thinking on their feet. The moderator will present various hypothetical scenarios and then select a pair of parent and school district attorneys to briefly identify the issues from their perspective and then argue the merits of their client’s respective case to each other. Two attorneys known for their work representing students with disabilities and their parents will match wits with two attorneys known for their representation of school district clients. None will know in advance the scenarios they will be asked to decipher by the moderator. You are in for a real treat!

Steven E. Glink, Attorney at Law, Law Offices of Steven E. Glink, Northbrook, IL
Mary Kay Klimesh, Attorney at Law, Seyfarth Shaw LLP, Chicago, IL
Darcy L. Kriha, Attorney at Law, Franczek Radelet P.C., Chicago, IL
Micki Moran, Attorney at Law, The Child and Family Law Center of the North Shore, Highland Park, IL
Moderated by Jay R. Kraning, Attorney at Law, Hodges, Loizzi, Eisenhammer, Rodick & Kohn, Arlington Heights, IL
DLM: MAKING THE SHIFT TO NEXT GENERATION ALTERNATE ASSESSMENTS

The DLM is the new Alternate Assessment for Illinois. The principal staff from ISBE supporting this transition will review how aligning instructional practices to DLM is possible, the reporting features of DLM, the role that cooperatives and private placements have with the delivery of the assessment, and updates on implementation and training requirements.

Jessica Dare, Principal Consultant, Illinois State Board of Education, Springfield, IL
Laura Quimby, Principal Consultant, Illinois State Board of Education, Springfield, IL
Sarah Fies, Principal Consultant, Illinois State Board of Education, Springfield, IL

# PRESENTERS DIRECTORY

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<td>Northern DuPage Special Education Cooperative 132 East Pine Avenue Roselle, IL 60172 603.894.0494 <a href="mailto:llfrost@ndscc.org">llfrost@ndscc.org</a></td>
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**IAASE PROGRAM COMMITTEE**

Dr. Lea Ann Frost  Linda Lenoff  Kathy Price  Susan Szekely
Dr. Andrea Dinaro  Dr. Jane Lurquin  Christine Putlak  Melissa Taylor
Dr. Christi Flores  Dr. Gineen O’Neil  Dr. Kevin Rubenstein  Jennifer Volpe
Elliott Lenoff  Mike Padavic  Dr. Kathlene Shank  Norma Gerrish
Autism Home Support Services provides in-home, customized ABA therapy for children with autism and other related disorders. We also provide school consulting services for students. We believe in achieving full potential via data-based decisions, creating research-based learning environments, and collaborating with teachers, parents, and administrators.

BRECHT’S DATABASE SOLUTIONS, INC.

Brecht’s Database Solutions, Inc. provides professional-quality, web-based software for IEPs, Medicaid billing, Response to Intervention, attendance tracking and billing, and educator evaluations. With over 6,000 users in more than 150 school districts and cooperatives, our software has been created with educators in mind. Furthermore, our top-notch customer support allows users to communicate with live, highly knowledgeable representatives via phone or email. We continually strive to provide our users with the highest quality of software and prompt support. For more information, visit us online at www.poweriep.com or call-toll-free (888)-437-9326.

CALO

CALO is a specialized residential treatment provider. We have three separate residential programs: preteen program (calopreteens.com), male teen program, and female teen program (caloteens.com). We work with a very particular set of preteen & teenagers; focusing specifically on early childhood trauma and the emotions and behavior it produces. We heal trauma. We heal trauma in specific and specialized ways. At CALO, relationships are the primary change agent. All treatment is connected to and motivated by relationships. Relationships with family, CALO staff, CALO canines, and CALO peers are what drive change. Since family relationships are primary, we do not accept students into our program - we accept families into our program. We want and encourage our families to be highly active in the CALO program and the change process. Parents are an integral part of the treatment team, and we require their intimate involvement. CALO is an ISBE approved school. Average length of stay: 12-13 months (determined on an individual basis and tied simply to the student’s progress). Age ranges: preteen program: 10-13y/o, teen programs: 13-18y/o.

CAMELOT EDUCATION

Camelot Education has 33 high quality, research-based schools in six states serving thousands of children and young adults in both therapeutic day schools (TDS) and alternative education programs. Camelot’s newest Illinois TDS school, Camelot of the Quad Cities, opened this August in Moline, joining our seven other therapeutic day schools in the state. The other seven schools are located in Belvidere, Bourbonnais, DeKalb, Hoffman Estates, Mt. Prospect, Naperville, and Oak Park and serve a wide range of children with exceptional needs from age 3 to 22. Camelot also has 25 alternative education programs, including eight in Chicago. Camelot is undaunted by the challenges presented by high-need students and complex cases. We partner with districts to tailor programs to match local needs and resources, and combined with exceptional therapy and academic instruction, are able to overcome student limitations. Camelot’s programs are structured to encourage accountability by being outcome oriented, establishing measurable goals, utilizing evidence based practices, and reporting regular progress on every child we serve. For more information, contact Rella Peeler at 847.204.7470 or email rpeeler@camelotforkids.org.

C.A.R.E. SCHOOLS

C.A.R.E. Schools are Utah-based, licensed residential treatment centers for struggling adolescents, are certified Non-Public Schools for the State of Illinois, and fully accredited through the NAAS and Utah Department of Education. Falcon Ridge Ranch in Virgin, Utah, is an all-girls facility with an EAGALA-certified, Equine-Assisted Therapy program. Red Rock Canyon School in St. George, Utah, is a psychiatric care facility that serves both males and females. Students at C.A.R.E. Schools learn and practice Positive Peer Culture through everyday scheduling and activities, as well as in formal PPC groups Monday through Friday.

CHADDOCK

Licensed, accredited, and nationally respected, Chaddock is on the cutting edge of trauma-focused residential treatment demonstrating excellent results for children who have experienced severe abuse, neglect, or other trauma in their early years of development. Chaddock has served children from more than 28 states along with the District of Columbia and one tribal nation. Chaddock has provided training and consultation to agencies from five continents including Europe, Asia, Africa, and Australia. Founded as a ministry of the United Methodist Church in 1853, Chaddock has a legacy of more than 160 years of serving children. Today, the Chaddock team includes in excess of 200 highly trained employees who serve thousands of children and families every year through community, educational, and residential services.
CUSTOMIZED TECHNOLOGY, INC.
► SILVER EXHIBITOR ◄

Art Keller, Connie Diederich, and Linda Alderman, Representatives
7305 35th Avenue Court • Moline, IL 61265
(309) 798-0257 • akeller1@att.net

We offer a customized hosted or local-server IEP database including optional modules of RTI and 504 documentation. Our software runs on PC or Mac. Database features include a modifiable goal bank aligned with CCSS, IEP, mandated and case evaluation forms, archive, compliance monitoring, and administrative reports. Customized attendance, lunchroom, and personnel modules are also available. The software is robust and interacts with SIS. Program costs are reasonable and we will meet all competition pricing. No payment is due until July 1, 2015. We also publish Paperback Goals and Objectives and CCSS Books that include skills and grade level curriculum activities. These books assist staff to articulate measurable qualitative and quantitative grade level content, essential learning as well as knowledge and skills for pre-school thru grade 12 educational programs. Additional services include online help desk, technical support, and training. Personal and excess-cost claims assistance as well as organizational analysis, consultation, and budget preparations are also available from our company.

DEL RIO ACADEMY/
SANDHILL CHILD DEVELOPMENT CENTER

Elizabeth McGhee, Representative
50 Calle Del Rio, Los Lunas, NM 87031
(505) 553-6800 • emcgee@sandhillcenter.org

Del Rio Academy/Sandhill Child Development Center is a residential program for children between the ages of 5 and 13 who are experiencing significant difficulties functioning in their current home environments, schools, and/or communities due to an inability to regulate their emotional states. Founded in 2004, we provide a clinically sophisticated therapeutic program in a nurturing “homelike” environment. Our holistic approach addresses a child’s needs on all levels by integrating our treatment philosophy into every aspect of a child’s day. Del Rio Academy/Sandhill Child Development Center emphasizes a relationally-based, clinical approach that is grounded in the Neurosequential Model of Therapeutics (NMT) developed by Bruce Perry, M.D., Ph.D. and The Child Trauma Academy.

EDUCATIONAL RESEARCH ASSOCIATES (ERA)
► GOLD EXHIBITOR ◄

Bridget Anderson, Representative
PO Box 68736 • Grand Rapids, MI 49516
(630) 388-5238 • banderson@edresearch.net

Educational Research Associates (ERA) is a consulting firm specializing in K-12 educational technology to support Response to Intervention (RTI) and behavioral/academic supports for exceptional children. ERA provides strategic support to schools at each step of the implementation process - planning, training, data analysis, and the development of intervention plans. ERA brings over 25 years of experience in the development/delivery of professional development to support the effective application of technology to maximize the success of all students.

EDUCATION ASSOCIATES

Tim Hagan, Representative
P.O. Box 23308 • Louisville, KY 40223
(502) 244-6944 • dmoore@educationassociates.com

Project Discovery - transition success for every student! Project Discovery provides a coordinated set of activities to develop compliant transition plans. Students (K-12) and young adults become job ready and life ready with this dynamic program. Using real tools of the trade, students learn about their interests, strengths, and abilities and are better prepared to make informed decisions about their future. Our hands-on career development and skills-training components provide exploration in over 72 career areas (health care, food service, financial, construction, animal care, etc.); and life skills (over 60 titles in health & nutrition, independent living, social skills, and job preparation). Project Discovery is an all-inclusive system that addresses different functioning levels, including IQs of 55 and below. The program includes knowledge- and performance-based assessments and is correlated to the Common Core and alternate assessments. Project Discovery is U.S. Department of Education approved and validated and is a National Dropout Prevention Network model program.

EMPLOYMENT FIRST – TEAM TRANSITION
► GOLD EXHIBITOR ◄

Rory Conran and Sharon Slover, Representatives
195 Poplar Place • North Aurora, IL 60542
(630) 907-2400 • linda.prewett@menta.com

The Menta Group® has designed a program to assist districts with improving post-school outcomes for students with disabilities. Team Transition is an inclusive, comprehensive, transition-focused educational program that consists of college, career, and citizenship readiness for young adults, ages 18 to 22, who have not met the transition outcomes of their Individualized Education Plan. The mission of the Team Transition Program is to assist young people in making a successful transition to adulthood with all youth achieving, within their potential, their goals in the transition domains of education, employment, living situation, and community life. The program serves ALL applicants with unique learning needs by providing career exploration, customized employment, specialized vocational and academic instruction, and comprehensive support services. The program length is dependent on the young adult’s transition plan.

ESPED.COM, INC.
► GOLD EXHIBITOR ◄

Glenn English and Mary Stollberg, Representatives
6 Riverside Drive • Andover, MA 01810
(800) 365-0114 • sales@esped.com

ESPED is proud to offer the most reliable, technologically advanced, comprehensive, time saving solution dedicated to improving special population data management and staff productivity. With eSTAR™ school districts easily manage special population data across all intervention levels. Created by educators for educators, our easy-to-use eSTAR™ applications pave the way for evaluating, planning, reporting, monitoring, translating, and electronically storing district student data in compliance with all regulations. Our expertise, spanning more than three decades, affords districts across the nation cutting edge solutions from a company dedicated solely to special populations.
ETAC (SNUG SEAT, MOLIFT, R82 & IMMEDIA)

For 40 years, we’ve been developing unique products that create possibilities for anyone with impaired strength and mobility to live a high quality life on his or her own terms. Our products are thoughtfully designed in close cooperation with users, caregivers, therapists, and industrial designers. All products have one thing in common - they are the best in terms of quality, function, reliability, and design that the market has to offer. Our commitment to providing the best in quality and innovation has positioned Etac as the brand of today and of the future. Our vision is that everyone should be able to live a free and independent life and pursue their dreams regardless of any physical circumstances. Since December, 2011, R82 and Snug Seat, Inc. are part of the Etac group.

GENESEE LAKE SCHOOL

Geneesee Lake School is a nationally-recognized provider of comprehensive residential treatment, educational and vocational services for children, adolescents, and young adults with emotional, mental health, neurological, and developmental disabilities. Genesee Lake School has specific expertise in Autism Spectrum Disorders, anxiety and mood disorders, and behavioral disorders. We provide an individualized, person-centered, integrated team approach, which emphasizes positive behavioral support, therapeutic relationships and developmentally-appropriate practices. Our goal is to assist each individual to acquire skills to live, learn, and succeed in a community-based, less restrictive environment. Genesee Lake School is particularly known for its high quality educational services for residential and day school students.

GLOBAL TELETHERAPY

Global Teletherapy (www.globalteletherapy.com) delivers speech therapy to K-12 students regardless of their location, using secure, user-friendly videoconferencing technology. Telepractice is endorsed by ASHA, and has been shown to be as effective as on-site speech therapy in numerous studies. Our company connects districts with fully licensed, highly qualified SLPs who can be available any time of day and any point in the year.

GO SOLUTIONS GROUP, INC.

Go Solutions Group, Inc. provides Medicaid billing systems and services to school districts throughout the country. Designed solely for school districts, we provide consulting services, tracking, and Medicaid billing solutions to schools ranging in size from small, rural schools to large, metropolitan districts.

HERITAGE SCHOOL

Heritage School is a non-profit residential treatment center in Provo, Utah. Founded in 1984, Heritage serves emotionally disturbed youth who struggle with depression, anxiety, substance abuse, mood and thought disorders, and a diagnosis on the autism spectrum. Pioneers of the relationship model, Heritage direct-care residential staff, who average 10 years of experience at Heritage, develop relationships of trust with students, guiding them to healthy, productive lifestyles. Our teachers, all special education certified, help students catch up on school credits and prepare for their continued education.

ILLINOIS ASSOCIATION OF SCHOOL SOCIAL WORKERS

The Illinois Association of School Social Workers (IASSW) is dedicated to improving the quality of life and education for children and their families by enhancing the professional development of school social workers.

ILLINOIS SCHOOL FOR THE DEAF (ISD) OUTREACH

Illinois School for the Deaf is a statewide resource for information, training, and technical assistance for community members, families and programs working with children who are deaf or hard of hearing. Outreach will travel statewide to provide free training and services. For a list of trainings, go to: illinoisdeaf.org/outreach/ISDOutreach.html#Tab2
**INFINITECT**

Dave Hohulin, Representative  
7550 West 183rd Street • Tinley Park, IL 60477  
(708) 269-6444 • dhohulin@ucpnet.org

Infinitec provides Assistive and Educational Technology tools and resources designed to provide access to the curriculum for all learners. Our core services are in the areas of equipment, professional learning, information, and technical assistance. The MyInfinitec.org website is an all-in-one portal that provides teachers with resources to support diverse learners in their classrooms, an App Search database, Digital Text Repository, and more than 300 professional learning videos that can be streamed 24/7 with PD credits available upon successful completion of a related quiz. Our newest service, Engage, allows administrators to create customized learning paths developed from any of the videos in the Infinitec Online Classroom. Those videos can be assigned to specific staff members, who are required to watch all videos in the path. Administrators have the option of including a discussion forum, which enriches professional learning by providing a place for the development of virtual professional learning communities. Administrators are also able to access reports detailing the progress of their staff towards completion of their assigned paths.

**LAKEMARY CENTER**

Mary Wheeler and Amanda Martell, Representatives  
100 Lakemary Drive, Paola, KS 66071  
(913) 731-6991 • mwheeler@lakemaryctr.org

The Lakemary Center is a residential school and therapeutic treatment facility for children, ages 6-21, with complex intellectual/developmental disabilities, including autism, coupled with psychiatric/behavior issues.

**LEXIA LEARNING**

Maureen Scully, Representative  
200 Baker Avenue • Concord, MA 01742  
(331) 229-0185 • mscully@lexialearning.com

Designed as an essential component of every reading curriculum, Lexia provides explicit, systematic, and personalized learning on foundational reading skills, and delivers norm-referenced performance data without interrupting the flow of instruction to administer a test. This scalable, research-based system predicts students’ year-end performance and provides teachers data-driven action plans to help differentiate instruction. Lexia advances reading skills development for all students pre-K through grade five, and helps intensify and accelerate learning for at-risk students in grades 6-12. Lexia stands as one of the most rigorously researched, independently evaluated, and respected reading programs in the world. Numerous studies published in peer-reviewed journals, Lexia has been found to accelerate the development of critical foundational literacy skills in the early grades. The studies followed rigorous scientific standards, including the use of control groups, pre-testing/post-testing, standardized and norm-referenced reading tests, and stringent statistical data analysis.

**LINGUAHEALTH LLC**

John Consalvi and Millie Fige, Representatives  
850 West Jackson Boulevard • Suite 400 • Chicago, IL 60607  
(847) 424-0107 • jnhc@linguahealth.com

LinguaHealth specialize in providing school districts in Illinois with Bilingual Speech Language Pathologists. We are based in Chicago and have years of expertise working with bilingual and multicultural populations. LinguaHealth will take the time required to understand your needs and will help your district address challenging issues related to speech language pathology staffing. We can be a helpful partner in the processes of providing in-services, bilingual diagnostic, and ongoing speech and language therapy services to your district’s bilingual special education caseloads. LinguaHealth trains and supports our staff. Our hiring process is comprehensive so we can provide the best quality SLPs possible. You do not have to worry about training or supporting our staff since we make sure they are prepared. Our licensed and credentialed Bilingual Spanish and English speaking SLPs are helpful, knowledgeable, and motivated. If you need bilingual SLPs or monolingual SLPs for the 2015-16 school year, contact John Consalvi CCC-SLP for more information. If we know your needs in the winter or spring we can help make sure you are fully staffed in the fall. Let’s talk soon so that we can help you make the 2015-16 school year successful.

**MARKLUND DAY SCHOOL**

Paula Bodzioch, Representative  
164 South Prairie Avenue • Bloomingdale, IL 60108  
(630) 920-3883 • pbodzioch@marklund.org

The Marklund Day School, located in Bloomingdale, is a non-public, state-certified school which provides a highly specialized educational experience serving students ages 3-22 on the autism spectrum and with developmental disabilities. Marklund utilizes the latest in technology and therapies including: SMART boards, iPads, computer assisted devices, physical, occupational, speech and language therapies, Snoezelen, music, recreational, aquatic, pet and art therapies, aromatherapy, and more. Skilled staff are trained in the various teaching methodologies such as, ABA, TEACH, and PECS, with staff-to-student ratio of 1:3 and 1:4. Marklund Day School provides a full 6-hour school day during the regular and summer programs together providing 12 months of education that promotes a continuous learning momentum. Visit us for a tour. To schedule a tour contact: Paula Bodzioch, Director of Education 630-397-5684 or pbodzioch@marklund.org.

**MINDPLAY**

Bill Mackie, Representative  
4400 East Broadway Boulevard • Suite 400 • Tucson, AZ 85711  
(520) 888-1800 • mail@mindplay.com

MindPlay Virtual Reading Coach® (MVRC) improves students’ reading performance by assessing reading abilities, developing an individual student syllabus, differentiating instruction, and providing mastery-based activities to address reading gaps. For students, MVRC® provides: a) interactive lessons with media-rich content, b) direct, explicit, and systematic instruction, c) scaffolded instruction and remediation, d) virtual reading specialists and speech pathologists, e) self-paced and mastery-based instruction, and f) immediate and specific feedback. For teachers and administrators, MVRC provides: a) real-time access to reports and student data, and b) instructional delivery that is automated and adaptive. MVRC provides differentiated instruction based on each student’s initial diagnostic testing and can be used by all students. The diagnostic tests, progress monitoring results, and student performance determine lesson assignment. Students are assigned targeted instruction based on needs. MVRC accommodates students with diverse reading skills and instructional needs. It is effective with students of all ages and in disparate categories, including: adult education, GED preparation, English Language Learners, bilingual education, and special education. MVRC can serve as a core reading program (Tier 1), as well as intervention for students in Tier 2 and Tier 3.
Parkland Preparatory Academy is a dynamic, creative, private therapeutic day school licensed and regulated by the Illinois State Board of Education (ISBE) that provides educational, therapeutic, and transition services to students with Special Education eligibility, for ages 5-21, in our elementary, middle, and high school program. As professionals committed to the well-being of children, Parkland Preparatory Academy offers a caring and nurturing environment. Our campuses are located in real school buildings, complete with cafeterias, gymnasiums, bright, naturally lit classrooms, and outdoor playgrounds. Our multi-disciplinary team follows the guidelines set in each student's Individualized Education Plan (IEP) which is developed with our students, parents/caregivers, home school districts, and outside therapeutic consultants as deemed appropriate. We pride ourselves on building a holistic team and forming lasting partnerships with everyone involved with the student. Parkland Preparatory Academy's curriculum addresses not only academics but also interpersonal relationships, independent living, and life skills. Our goal is to exceed all the benchmarks on our students' IEPs, both academic and social/emotional, transitioning them to successful and happy lives.

Meemic supports the educational community exclusively with auto, home, and umbrella insurance products through Meemic Insurance Company.

PCG Education

PCG Education consulting solutions help schools, school districts, and state departments of education to promote student success, improve programs and processes, and optimize financial resources. Our technology solutions are used by educators to analyze and manage state and district data and student performance information. PCG Education solutions are supported by 25 years of management consulting experience and significant K-12 educational domain expertise. We provide educators with the tools and skills to use data to make effective instructional decisions.

PresenceLearning

PresenceLearning www.presencelearning.com is the leading provider of online speech therapy and other special education-related services for K-12 districts and families of children with special needs. PresenceLearning’s nationwide network of hundreds of highly qualified clinicians includes speech language pathologists (SLPs), occupational therapists (OTs), and other related services professionals. Therapy sessions are delivered “anytime, anywhere” via live videoconferencing using the latest in evidence-based practices combined with powerful progress reporting. Serving thousands of students in public, charter, and virtual schools across the U.S. and the globe, PresenceLearning has shown that online delivery of related services is practical, convenient, and highly effective.

Provo Canyon School

Provo Canyon School (PCS) is a non-public special education school and residential treatment program serving both boys and girls between the ages of 8 and 18. We have three separate locations/campuses. All three serve the more complex mental health/behavioral health child with academic needs. Provo Canyon School has been in operation for over 40 years and is fully accredited by the JCAHO and NAAS as well as fully licensed by the State of Utah. We focus on providing mental health treatment through an academic environment and provide for a holistic approach in providing for the needs of each individual child.

QBS, Inc.

QBS Inc., a leading national behavioral training company, offers Safety-Care™ behavioral safety training. Much more than the typical “crisis prevention course”, Safety-Care is founded upon the principles and procedure of Applied Behavior Analysis and Positive Behavioral Supports and trains staff in evidence-based practices toward the prevention, minimization, and management of behavioral challenges. QBS offers a variety of other behaviorally-based training and consulting.

R & G Consultants

R&G Consultants provides a user-designed, web-based Medicaid fee-for-service system. We stress excellent service to our clients, adherence to the U-200 guidelines, and maximizing the reimbursement available. We do this by helping to identify all Medicaid-eligible students, providing unlimited free support and training, and reviewing denied claims and resubmitting when appropriate. R&G does this while maintaining one of the lowest fees of any service bureau. We are also introducing Workload Assist. A web-based scheduler and compliance tool for Special Education Departments. Our current clients are the best testament to the services we provide. Please ask for a list of references.
TAMES Health Resource Service Management has been committed to the expansion and utilization of early intervention, direct instruction, alternative core reading, supplemental, and early childhood education. TAMES pioneered Medicaid reimbursement for local education agencies and continues to provide simple and innovative ways for healthcare providers to record and document services that bring federal funds back to local school districts. All Illinois district and co-op employees are now able to enter their fee-for-service data via the company’s secure iTAMES website. Using iTAMES makes recording activities the easiest it has ever been. An online tutorial guides participants through the simple process, and built-in reports help administrators keep tabs on recording status. TAMES clients enjoy the use of the iTAMES website at no charge. (Onsite training is also available at no cost.) “TAMES” is an acronym for Trans Allied Medical Education Services. This name encapsulates the business, which is the blending of allied health care, medical, educational services, and generating funding resources to support the provision of these services to children. Visit us on the web at tameshrs.com

For over 90 years, teachers and parents have recognized Scholastic as a trusted name in learning. Scholastic has a corporate mission supported through all of its divisions of helping children around the world to read and learn. Recognizing that literacy and math are the cornerstones of a child's intellectual, personal, and cultural growth, Scholastic has continually created quality products and services that educate, entertain, and motivate children and are designed to help enhance their understanding of the world around them. As America's premier reading intervention program, READ 180 is a comprehensive system of curriculum, instruction, assessment, and professional development proven to raise reading achievement for struggling readers in grades 4-12. Now in use in over 40,000 classrooms nationwide, READ 180 is proven to help students make quantifiable gains in reading achievement. READ 180 Next Generation incorporates the latest advances in technology and best practices from a decade of classroom usage and research.

SOUTHERN PEAKS REGIONAL TREATMENT CENTER

177 Cranston Court • Glen Ellyn, IL 60137
(224) 523-1376 • charles.adam@mheducation.com

SRA McGraw-Hill provides a wide variety of specialized solutions for Pre-K - 12 including Response to Intervention, Direct Instruction, Alternative Core Reading, Supplemental, and Early Childhood Education.

RETHINK

Jim Knebel and Jennifer Wilkens, Representatives
19 West 21st Street • Suite 403 • New York, NY 10010
(312) 568-9360 • jim.knebel@rethinkfirst.com

Rethink is an award-winning program model for supporting students with disabilities in classroom settings. Our integrated and dynamic online solution, developed by nationally-recognized experts in the field, features a comprehensive video-based curriculum, a sophisticated behavior intervention planning tool, job-embedded professional development for teachers and paraprofessional staff, individualized assessments, and online skills-based activities for students tied to the curriculum. Automatically generated data-based reports that track everything from staff utilization to student progress tie everything together, allowing school and district leaders to use Rethink to evaluate program effectiveness and student outcomes.

SEQUEL YOUTH AND FAMILY SERVICES – (NIA)

Northern Illinois Academy (NIA) is a Psychiatric Residential Treatment Facility with a licensed capacity of 64 residents. Northern Illinois Academy is a Joint Commission (JCAHO) accredited program that serves youth, ages 6 to 21, from several different states. We serve a diverse cross-section of exceptional children, from children with autism to young people with complex mental health and behavioral problems. By matching treatment methods to each child’s individual abilities and needs, we achieve success in a variety of settings and produce enduring changes.

SKILL SPROUT, LLC

Jessica Slusher and Jennifer Edgington, Representatives
128 Washington Square • Washington, IL 61571
(309) 481-4060 • jslusher@skillsprout.com

Skill Sprout (www.skillsprout.com) was established in 2009 and provides diverse and specialized services for pediatrics throughout the span of 0-21 years. Predominantly, we provide home-based ABA services to children with Autism Spectrum Disorders throughout the states of Illinois and Texas. Our center-based services include: rehabilitation services such as occupational therapy and speech therapy, mental health services such as a diagnostic clinic and social skills, and academy services to include Pre-K, homeschooling, tutoring, and technology programs. Our multi-disciplinary team provides evidence-based interventions to children and utilizing data-driven, best-practice service model.

SILVER EXHIBITOR
TALENT ASSESSMENT INC.

Valerie Kean, Representative
P.O. Box 5087 • Jacksonville, FL 32247
(309) 231-7470 • valerie@talentassessment.com

Hands-on vocational assessments, planning and placement programs for individuals in Special Education as well as mainstream students.

THE HIGH FRONTIER

The High Frontier was founded in 1978 and is licensed through Texas as a residential treatment center. A Positive Peer Culture model is used to serve a co-educational student population between the ages of 12-18. We are located in the historic Davis Mountains of West Texas. The property includes over 360 acres of land and the facilities include 10 cottages, dining hall, administration buildings, recreational buildings, swimming pool, gymnasium, stables and arena, school, library, family cottages and other facilities. Academic and treatment services are provided to students who are typically experiencing significant problems in the following areas: establishing and maintaining positive long-term relationships, learning challenges, mood, anxiety or behavioral diagnoses. Our mission is to provide a positive environment for social learning, teaching care and concern for oneself and others through adherence to the Positive Peer Culture Treatment Model. The model promotes social interest as the agent of change for young people experiencing academic, family, emotional, and or behavioral problems. With this model young people can develop self-worth, significance, dignity, and responsibility as they become committed to the positive values of helping and caring for others.

THERAPISTS UNLIMITED

Meredith Fercchau and Allie Stinson, Representatives
1420 Kensington Road • Suite 201 • Oak Brook, IL 60523
(800) 494-9936 • midwesttherapist@genesishcc.com

As a leading national provider of supplemental therapy staff, our mission is to help local school districts provide a free and appropriate public education to all children, including those with physical and/or learning challenges. Therapy services are provided to students by excellent physical and occupational therapists, speech-language pathologists, school social workers, school nurses and school psychologists. Most have extensive experience working with physically and/or developmentally challenged children. Those who are new to the schools are assigned a mentor who provides instructions and guidance as needed. For more than 20 years, Therapists Unlimited has provided quality physical and occupational therapists, speech-language pathologists, school social workers, school psychologists and school nurses to school districts throughout the country!

TIMBERLINE BILLING SERVICE, LLC

Bryan Pullen and Diann Denton, Representatives
1605 Candletree Drive • Suite 103 • Peoria, IL 61614
(309) 839-2058 • bryan.pullen@timberlinebilling.com

Timberline Billing Service, LLC is a Medicaid billing service working with nearly 200 districts and cooperatives in Illinois. We offer online service entry, staff training, quality assurance service and claim-processing support. Contact us to learn about our services and how we compare with your current vendor, or how we can benefit your current claiming process.

VOYAGER SOPRIS LEARNING

Natalie O’Hara, Representative
17855 Dallas Parkway • Suite 400 • Dallas, TX 75287
(317) 727-0860 • natalie.o.hara@voyagersopris.com

Voyager Sopris Learning™ is committed to partnering with school districts to overcome obstacles that students, teachers, and school leaders face every day. The suite of instructional and service solutions we provide is not only research based, but also evidence based—proven to increase student achievement and educator effectiveness. Our solutions have been fully tested in the classroom, ensuring that they are easy to implement and teacher friendly. They are innovative, both in overall instructional approach and in the strategic use of technology in blended and 100% online solutions, and they are supported by an unparalleled commitment to build local capacity for sustained success. With a comprehensive suite of instructional resources, we provide assessments, professional development and school-improvement services, literacy and math instructional tools—both comprehensive intervention and supplemental—and resources to build a positive school climate. For more information, visit www.voyagersopris.com.

WOODRIDGE CARE OF MISSOURI

Mark Cofer and Katie Harrison, Representatives
P.O. Box 4086 • Waynesville, MO 65583
(573) 774-5353 • mcofer@woodridgecare.com

Pinetree Ridge Center has been treating children and adolescents since 1989. We offer 72 beds in a facility offering specialized treatment to include: preadolescents who are sexually reactive, males and females with inappropriate sexual behaviors, and males and females with multiple psychiatric diagnoses in a locked environment. We utilize a trauma-informed approach to therapy. All treatment is individualized. We work closely with the local school district to advance each child academically, emotionally and psychiatrically. We are located in Waynesville, MO and offer transportation services.

YELLOWSTONE BOYS AND GIRLS RANCH

Megan Olszewski, Representative
1732 South 72nd Street W • Billings, MT 59106
(406) 655-2125 • molszewski@ybgr.org

Yellowstone Boys and Girls Ranch is a fully accredited residential treatment facility located in Billings, Montana. For over 50 years, boys ages 10-18 and girls ages 12-18 from across the nation who are struggling with serious emotional and behavioral challenges live and learn on our 400-acre campus while receiving the treatment and care they need to return to their home environment successfully. These issues may include anxiety, depression, PTSD, bipolar, limited social skills, and self-harm tendencies. In addition, there is a specialty high-functioning Autism Spectrum lodge on campus for boys ages 10-15. During their time at Yellowstone, clients receive individual, family, group, recreation, and horse and other animal assisted therapies. Also available are chemical dependency services and spiritual care. Our academic services are provided on campus at our accredited K-12 school (Yellowstone Academy) that offers IEP supported placements throughout the country. Classroom sizes range from 8 to 12 students, and there is a full-time school psychologist on staff. Yellowstone Academy offers regular education, special education, vocational programming, Title programs, and Section 504 services.
OFFICERS:

President:
Melissa Taylor
Liaison: Illinois Education Roundtable
mtaylor@bths201.org

President-Elect:
Dr. Lea Anne Frost
Program Committee Chair
lfrost@ndsec.org

Past-President:
Dr. Gineen O’Neil
Nomination and Awards Chair
goneil@swccase.org

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Jeff Daugherty
Finance Committee Co-Chair
jeff.daugherty@bassc.org

Secretary:
Tom Brim
tbrim@lasec.org

Member-At-Large:
Dawn Conway
Membership/Public Relations Committee Chair
dconway@lcssu.org

BOARD MEMBERS:

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Illinois State Advisory Council

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Liaison: Illinois Speech/Language and Hearing Association

Dr. Susanne Carrescia
Liaison: SEA-PAC

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Region IV Co-Representative

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Liaison: Council for Exceptional Children
Liaison: Illinois Council for Exceptional Children

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Elliott Lenoff
Oversight Committee Chair

Linda Lenoff
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Ad hoc Value Added/Growth Model Committee Co-Chair
Liaison: Illinois State Board of Education Licensure Division

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Liaison: Illinois Association of School Social Workers

Dr. Dawn Michaud
Region III Co-Representative

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Liaison: Illinois Principals Association

Kristina Neville
Innovative Practices/Service Delivery Committee Co-Chair

Gene Olsen
Assessment Committee Chair

Mike Padavic
Liaison: Illinois State Board of Education
Liaison: Due Process Screening Committee

Brenda Patrick
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Christine Putlak
Region I Co-Representative
Transition and Planning Committee Chair
Liaison to Statewide STEP Advisory Council

Kathy Reuter
Liaison: Illinois Supervisors of Programs for Deaf and Hard of Hearing Individuals

Carol Root
Region V Co-Representative

Dr. Kevin Rubenstein
Liaison: Community and Residential Services Authority

Christian Schrader
Region II Representative

Dr. Colleen Schultz
Planning and Evaluation Committee Co-Chair

Eric Scroggs
Region III Co-Representative
Liaison: Governor’s Office on Education

Dr. Kathleen Shank
Personnel Certification & Licensure Committee Co-Chair
Ad hoc Value Added/Growth Model Committee Co-Chair
Liaison: Illinois Teacher Education Division

Kathryn Shutter
Technology and Web Site Committee Co-Chair

Susan Szekely
Liaison: Illinois Affiliation of Special Education Centers

Bill Thoman
Retired Members Committee Chair

Dr. Timothy Thomas
Legislative Committee Chair

Jennifer Volpe
Planning and Evaluation Committee Co-Chair

Dr. Michael Volpe
Region I Co-Representative

Greg Wertheim
Ethics Committee Chair
Liaison: Illinois Association of Regional School Superintendents

José Wertheim
Liaison: Illinois Department of Human Services

Dr. Marion Wilson-Brooks
Liaison: Illinois Association of School Boards

Vacant
Region VII Representative

Bennett Rodick
Legal Counsel

◆ 2014-2015 IAASE BOARD MEETING DATES AND LOCATIONS ◆

<table>
<thead>
<tr>
<th>Date</th>
<th>Location</th>
<th>Time</th>
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</table>
| February 18, 2015 | Crowne Plaza Springfield  
3000 Dirksen Parkway  
Springfield, IL | 10:00 AM - 2:30 PM |
| March 25, 2015     | L.E.A.S.E. Office  
1009 Boyce Memorial Drive  
Ottawa, IL | 10:00 AM - 2:30 PM |
| May 20, 2015       | Drury Inn & Suites  
1118 Central Park Drive  
O’Fallon, IL | 10:00 AM - 2:30 PM |
<table>
<thead>
<tr>
<th>Region Number</th>
<th>Regional Representatives</th>
<th>Regional Counties</th>
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<tbody>
<tr>
<td>Region One</td>
<td><strong>Christine Putlak</strong></td>
<td>Cook, DuPage, Grundy, Kane, Kendall, Lake, McHenry, and Will</td>
</tr>
<tr>
<td></td>
<td>A.E.R.O. Special Education 7600 South Mason Avenue Burbank, IL 60459 Phone: (708) 496-5616 Email: <a href="mailto:cputlak@aerosped.org">cputlak@aerosped.org</a></td>
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</tr>
<tr>
<td></td>
<td><strong>Dr. Michael Volpe</strong></td>
<td>Boone, Bureau, Carroll, DeKalb, Henry, Jo Daviess, LaSalle, Lee, Marshall, Mercer, Ogle, Putnam, Rock Island, Stark, Stephenson, Whiteside, and Winnebago</td>
</tr>
<tr>
<td></td>
<td>SASED 6S331 Cornwall Road Naperville, IL 60540 Phone (630) 778-4500 Email: <a href="mailto:mvolpe@sased.org">mvolpe@sased.org</a></td>
<td></td>
</tr>
<tr>
<td>Region Two</td>
<td><strong>Christian Schrader</strong></td>
<td>Adams, Brown, Calhoun, Cass, Fulton, Green, Hancock, Henderson, Knox, Mason, McDonough, Menard, Morgan, Peoria, Pike, Sangamon, Schuyler, Scott, Tazewell, Warren, and Woodford</td>
</tr>
<tr>
<td></td>
<td>L.E.A.S.E. 1009 Boyce Memorial Drive Ottawa, IL 61350 Phone: (815) 433-6433 Email: <a href="mailto:cschrader@lease-sped.org">cschrader@lease-sped.org</a></td>
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<tr>
<td>Region Three</td>
<td><strong>Eric Scroggs</strong></td>
<td>Champaign, Clark, Coles, Cumberland, DeWitt, Douglas, Edgar, Effingham, Ford, Iroquois, Kankakee, Livingston, Logan, Macon, McLean, Moultrie, Piatt, Shelby, and Vermilion</td>
</tr>
<tr>
<td></td>
<td>Woodford County Special Ed. Assoc. 205 S. Engelwood Drive Metamora, IL 61548 Phone: (309) 367-4901 Email: <a href="mailto:escroggs@wcsea.us">escroggs@wcsea.us</a></td>
<td></td>
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<tr>
<td>Region Four</td>
<td><strong>Kris Dean</strong></td>
<td>Bond, Christian, Clinton, Fayette, Jersey, Macoupin, Madison, Marion, Monroe, Montgomery, Perry, Randolph, St. Clair, and Washington</td>
</tr>
<tr>
<td></td>
<td>Tri-County Special Education Assoc. 105 E. Hamilton Road Bloomington, IL 61704 Phone: (309) 828-5231 Email: <a href="mailto:deank@tcsea.org">deank@tcsea.org</a></td>
<td></td>
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<tr>
<td>Region Five</td>
<td><strong>Dr. Dawn Michaud</strong></td>
<td>Alexander, Clay, Crawford, Edwards, Franklin, Gallatin, Hamilton, Hardin, Jackson, Jasper, Jefferson, Johnson, Lawrence, Massac, Pope, Pulaski, Richland, Saline, Union, Wabash, Wayne, White, and Williamson</td>
</tr>
<tr>
<td></td>
<td>Knox-Warren Special Education 938 Harrison Street Galesburg, IL 61402 Phone: (309) 973-2020 Email: <a href="mailto:dmichaud@galesburg205.org">dmichaud@galesburg205.org</a></td>
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<tr>
<td>Region Six</td>
<td><strong>Doug Edwards</strong></td>
<td>Chicago Public Schools</td>
</tr>
<tr>
<td></td>
<td>JAMP Special Education Services PO Box 107 Grand Chain, IL 62941 Phone: (618) 634-9800 Email: <a href="mailto:edwardsdoug63@gmail.com">edwardsdoug63@gmail.com</a></td>
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<tr>
<td>Region Seven</td>
<td><strong>TBD</strong></td>
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Call for Professional Presentations

The Illinois Alliance of Administrators of Special Education (IAASE) invites you to submit a proposal for a presentation at a future conference. As an Illinois approved Professional Development Provider, IAASE presenters provide learning opportunities for special education administrators that are aligned with the Learning Forward (2011) Standards for Professional Development, the Illinois Content Standards, the Illinois Professional Educator Standards, and the Illinois Professional Leader Standards.

To submit a proposal, please complete all of the information below and mail or fax the form to:
Norma Gerrish, IAASE Administrative Assistant (ngerrish@iaase.org)
1324 Lantern Lights Circle, Lebanon, IL 62254


Program Title:  ________________________________  Presentation Fee (If Any)  ___________
Primary Speaker:  ________________________________  Title:  ________________________________
(All correspondence will be sent to this person)
School District/ Organization:  ________________________________
Address:  ______________________________________  City, State, ZIP  ___________
Phone Number:  ______________________________________  Fax  ___________
E-mail:  ______________________________________

Additional Presenter (If Applicable. Use additional page if there are more than two presenters)
Primary Speaker:  ________________________________  Title:  ________________________________
School District/ Organization:  ________________________________
Address:  ______________________________________  City, State, ZIP  ___________
Phone Number:  ______________________________________  Fax  ___________
E-mail:  ______________________________________

1.  Conference Strand (Please select the strand that best fits your presentation)
  □ Administration  □ Autism  □ Behavior Management  □ Curriculum  □ Early Childhood
  □ Innovative Practices  □ Leadership  □ Legal  □ Mental Health  □ Product Promotion
  □ RTI  □ Technology  □ Transition  □ Other

2.  Provide a one-paragraph description of your session.  (If you are selected to present, this will be printed in the conference program.

3.  Please provide a one-paragraph biographical sketch of each presenter.  (This will be used in an introduction provided by the session host at the conference).

4.  Length of Session:  □ Keynote Speaker  □ One-hour break out  □ Two-hour break out

5.  Audio-Visual Needs (Basic equipment will be provided upon request. Please indicate what you need for your presentation).
  □ Podium  □ Table for Materials  □ Microphone on stand  □ Wireless Lavaliere Microphone
  □ Screen  □ LCD Projector  □ Video (sound)  □ Other: (please list)
6. Professional development activities at IAASE must serve one or more of the purposes listed below. Please mark the purpose(s) of your presentation:

- Increase the knowledge and skills of school and district leaders who guide continuous professional development;
- Improve the learning of students;
- Organize adults into learning communities whose goals are aligned with those of the school and district;
- Deepen educator's content knowledge;
- Provide educators with research-based instructional strategies to assist students in meeting rigorous academic standards;
- Prepare educators to appropriately use various types of classroom assessments;
- Use learning strategies appropriate to the intended goals;
- Provide educators with the knowledge and skills to collaborate; and
- Prepare educators to apply research to decision-making.

7. Provide a brief description of how the proposed presentation meets the purpose(s) checked above.

8. Professional development activities at IAASE must be aligned with one or more of the Learning Forward Standards listed below. First, identify the specific standards that you will be addressing in your presentation. Then, provide a brief description of how the proposed presentation is aligned to these standards.

- **Learning Communities:**
  Professional learning that increases educator effectiveness and results for all students occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment.

- **Resources:**
  Professional learning that increases educator effectiveness and results for all students requires prioritizing, monitoring, and coordinating resources for educator learning.

- **Learning Designs:**
  Professional learning that increases educator effectiveness and results for all students integrates theories, research, and models of human learning to achieve its intended outcomes.

- **Outcomes:**
  Professional learning that increases educator effectiveness and results for all students aligns its outcomes with educator performance and student curriculum standards.

- **Leadership:**
  Professional learning that increases educator effectiveness and results for all students requires skillful leaders who develop capacity, advocate, and create support systems for professional learning.

- **Implementation:**
  Professional learning that increases educator effectiveness and results for all students applies research on change and sustains support for implementation of professional learning for long-term change.

- **Data:**
  Professional learning that increases educator effectiveness and results for all students uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning.

9. Provide a brief description of how the proposed presentation is aligned to the standard(s) checked above.

10. Provide a brief description of how this activity will impact one or more of the following:

- Educator growth in regards to content knowledge or skills;
- Educator social and emotional growth; or
- School or district improvement plans.
- Other

Please describe:

*Please note that the Call for Presentation Proposal Form for the October 1-2, 2015 IAASE Fall Conference must be received by June 30, 2015.*
IAASE Vision

The Illinois Alliance of Administrators of Special Education is a non-profit corporation organized to promote quality education for all students and provide an organizational structure through which students with disabilities are represented at a local, state, and national level.

As a premier organization, IAASE promotes visionary leadership through active member participation, progressive professional development, dynamic networking, and open advocacy.

IAASE believes in the following core leadership values . . . .

- Upholding ethical leadership standards with integrity
- Exuding a strong sense of passion and commitment to the profession
- Emulating equity through all of our activities
- Creating solutions through adaptive problem solving
- Improving outcomes for students with special needs through data driven decision making
- Promoting change through innovative practices

SEE BELOW FOR IMPORTANT NEW PROCEDURE FOR ADMINISTRATORS AND TEACHERS……..

Professional Development Hours For License Renewal

The Illinois Alliance of Administrators of Special Education is a state approved provider of professional development under 105 ILCS 5/21B-45g which came into effect January 1, 2015. The IAASE 16th Annual Winter Conference could serve as professional development for the continuing professional development hours required for license renewal. Simply complete the ISBE 77-21A Evaluation Form on page 37 and mark the sessions attended on page 38 of this booklet, tear it out, and bring it to the check–out table at the end of the conference. You will be provided a 77-21B Evidence of Completion form that you will need to keep as documentation of your attendance. Please remember to log your PD hours into the ELIS system within 60 days of the conference. Please keep your documentation in a secure location as IAASE will not be able to re-issue Evidence of Completion forms.