



Table of Contents

- [Update from the U.S. Department Education](#)
- [Calls to Participate](#)
- [Special Education Resources](#)
- [Update From The National Dissemination Center for Children with Disabilities](#)
- [Latest Employment Opportunities Posted on NASET](#)
- [Upcoming Conferences and Events](#)
- [Funding Forecast and Award Opportunities](#)
- [Acknowledgements](#)

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Update from the U.S. Department Education

DEPARTMENT OF EDUCATION ISSUES GUIDANCE ON RIGHTS OF STUDENTS WITH DISABILITIES WHEN EDUCATIONAL INSTITUTIONS USE TECHNOLOGY

Today, the U.S. Department of Education's Office for Civil Rights (OCR) issued guidance through Dear Colleague Letters to elementary and secondary schools and institutions of higher education along with a Frequently Asked Questions document on the legal obligation to provide students with disabilities an equal opportunity to enjoy the benefits of technology. This guidance is a critical step in the Department's ongoing efforts to ensure that students with disabilities receive equal access to the educational benefits and services provided by their schools, colleges and universities. All students, including those with disabilities, must have the tools needed to obtain a world-class education that prepares them for success in college and careers.

Today's guidance provides information to schools about their responsibilities under Section 504 of the Rehabilitation Act of 1973 and Title II of the Americans with Disabilities Act. The guidance supplements a June 2010 letter issued jointly by OCR and the Civil Rights Division of the U.S. Department of Justice. The June letter explains that technological devices must be accessible to students with disabilities, including students who are blind or have low vision, unless the benefits of the technology are provided equally through other means. Today's guidance highlights what educational institutions need to know and take into consideration in order to ensure that students with disabilities enjoy equal access when information and resources are provided through technology.

"Technology can be a critical investment in enhancing educational opportunities for all students," said Russlynn Ali, assistant secretary for civil rights. "The Department is firmly committed to ensuring that schools provide students with disabilities equal access to the benefits of technological advances."

Today's guidance is part of a larger effort by the Department and Obama administration to better serve the needs of people with disabilities. Last month, U.S. Secretary of Education Arne Duncan joined Kareem Dale, associate director for the White House Office of Public Engagement and special assistant to the President for disability policy, for a conference call with stakeholders to talk about some of the Department's efforts. During

the call, Duncan discussed the Department's commitment to maintaining accountability in No Child Left Behind for all subgroups, including students with disabilities, and highlighted the Department's proposal to increase funding for students with disabilities in the fiscal year 2012 budget. Ali will also join Dale for a stakeholder conference call where she will discuss today's guidance and address the Department's work to ensure that all schools are fulfilling their responsibilities under the federal disability laws that OCR enforces.

To read the Dear Colleague Letter to elementary and secondary schools, see:

<http://www2.ed.gov/about/offices/list/ocr/letters/colleague-201105-ese.html>.

To read the Dear Colleague Letter to institutions of higher education, see:

<http://www2.ed.gov/about/offices/list/ocr/letters/colleague-201105-pse.html>.

To read the FAQ, see: <http://www2.ed.gov/about/offices/list/ocr/docs/dcl-ebook-faq-201105.pdf>.

To read the June 29, 2010 letter, see: <http://www2.ed.gov/about/offices/list/ocr/letters/colleague-20100629.html>.

U.S. Supreme Court Justice Sotomayor Swears in Presidential Advisory Commission Members Tasked with Helping America Out-Educate the Rest of the World

U.S. Supreme Court Justice Sonia Sotomayor, the Court's first Hispanic justice, swore in more than a dozen newly appointed members of the President's Advisory Commission on Educational Excellence for Hispanics at an official ceremony held last night at the Smithsonian Institution Castle. The Commissioners are tasked with advising President Obama and Education Secretary Arne Duncan to help improve academic excellence and opportunities for Hispanic students across the country.

The Commissioners will work closely with the White House Initiative on Educational Excellence for Hispanics to meet President Obama's goals for the nation to have the best-educated workforce in the world by 2020, and to once again lead the world in the number of college graduates.

In announcing the appointments, President Obama said, "The extraordinary dedication these men and women bring to their new roles will greatly serve the American people. I am grateful they have agreed to serve in this Administration and I look forward to working with them in the months and years to come."

Juan Sepúlveda, the Executive Director of the White House Initiative, led the first meeting of the Commissioners at the White House. Sepúlveda noted that Hispanics accounted for more than half of the nation's total population growth in the last decade and will drive the growth of the workforce over the next several decades.

"Hispanics are the largest minority group in our public schools, but have the lowest educational attainment level overall," said Sepúlveda. "We have a shared responsibility to deliver a world-class education to all our children. This can't be done by parents and students alone. We must all come together – governors and school boards, principals and teachers, businesses and non-profits – to make sure we succeed as a nation."

More than 1 in 5 students in the country's public elementary, middle and high schools is Hispanic. Less than half of all Hispanic students are enrolled in any early learning program. Only about half earn their high school diploma on time and only 4 percent have completed graduate or professional degree programs.

President's Advisory Commission chair and Miami Dade College president Eduardo J. Padrón helped Justice Sotomayor swear in his colleagues. Padrón said Hispanic success in education and the job market is important to America's economy.

"Hispanic students have graduated at lower rates than the rest of the population for years, making America's progress impossible if they continue to lag behind," said Padrón. "We must all work together to meet this challenge to make America competitive in the global contest for jobs and industries."

The White House Initiative on Educational Excellence for Hispanics announced the following new members of the President's Advisory Commission:

- Alicia Abella of Florham Park, N.J., innovative services research director at AT&T Labs Research
- Sylvia Acevedo of Austin, Texas, president and CEO of CommuniCard, LLC.
- Alfredo J. Artiles of Tempe, Ariz., professor at Arizona State University
- Daniel J. Cardinali of Washington, D.C., president of Communities in Schools
- Francisco G. Cigarroa of Laredo, Texas, chancellor of The University of Texas System
- Cesar Conde of Miami, Fla., president of Univision Networks at Univision Communications, Inc.
- Luis Ricardo Fraga of Seattle, Wash., associate vice provost at University of Washington in Seattle
- JoAnn Gama of McAllen, Texas, chief of schools for IDEA Public Schools
- Patricia Gándara of Los Angeles, Calif., professor at University of California, Los Angeles
- Maria Neira Latham, N.Y., vice president of New York State United Teachers
- Lisette Nieves of New York, N.Y., social entrepreneur-in-residence at Blue Ridge Foundation
- Darline P. Robles of Los Angeles, Calif., professor at University of Southern California
- Ricardo Romo of San Antonio, Texas, president of The University of Texas at San Antonio
- Manny Sanchez of Chicago, Ill., managing partner at Sanchez Daniels & Hoffman LLP
- Marta Tienda of Princeton, N.J., professor at Princeton University

FIVE STATES RECEIVE FUNDING TO TURN AROUND PERSISTENTLY LOWEST ACHIEVING SCHOOLS

U.S. Secretary of Education Arne Duncan today announced that five states will receive funding to turn around their persistently lowest achieving schools through the School Improvement Grants (SIG) program.

The funds are part of \$546 million available to states for the SIG program in fiscal year 2010. In fiscal year 2009, states received a total of \$3.5 billion for the SIG program.

Find out more—see the press release for each state at <http://www.ed.gov/news/press-releases/five-states-receive-funding-turn-around-persistently-lowest-achieving-schools-1>

OBAMA ADMINISTRATION ANNOUNCES \$500 MILLION FOR RACE TO THE TOP-EARLY LEARNING CHALLENGE

U.S. Secretary of Education Arne Duncan and U.S. Health and Human Services Secretary Kathleen Sebelius today announced a new \$500 million state-level grant competition, the Race to the Top-Early Learning Challenge. Joining Duncan and Sebelius at the announcement were business, law enforcement and military leaders who have advocated for increased investments in early learning to reduce crime, strengthen national security, and boost U.S. competitiveness.

"For kids, high quality early learning programs mean they will enter school better prepared with a greater chance of finishing high school and college," said Vice President Joe Biden, Chairman of the Administration's Middle Class Task Force. "Expanding access to such early education and child care programs will also make it easier for working parents to hold down a job—a key priority of the Middle Class Task Force—giving them peace of mind that their children are in a high quality learning environment while they are at work."

"To win the future, our children need a strong start," said Secretary Duncan. "The Race to the Top-Early Learning Challenge encourages states to develop bold and comprehensive plans for raising the quality of early learning programs across America."

"This Challenge represents the Obama Administration's commitment to helping vulnerable children and families reach their full potential," said Secretary Sebelius. "Our collective health and financial security as a nation will depend on high quality investments during the critical early years of a child's life."

The Race to the Top-Early Learning Challenge will reward states that create comprehensive plans to transform early learning systems with better coordination, clearer learning standards, and meaningful workforce development. Secretary Duncan and Secretary Sebelius also challenged the broader innovation community—leading researchers, high-tech entrepreneurs, foundations, non-profits and others—to engage with the early learning community and to close the school readiness gap.

States applying for challenge grants will be encouraged to increase access to quality early learning programs for low income and disadvantaged children, design integrated and transparent systems that align their early care and education programs, bolster training and support for the early learning workforce, create robust evaluation systems to document and share effective practices and successful programs, and help parents make informed decisions about care for their children.

Research shows that high-quality early learning programs lead to long-lasting positive outcomes for children, including increased rates of high school graduation, college attendance and college completion. Yet, just 40 percent of 4-year olds in America are currently enrolled in preschool programs. The most recent report from the National Institute for Early Education Research (NIEER) indicates that, for the first time in a decade, states are reducing some of their key investments in early learning.

The Race to the Top-Early Learning Challenge grants will encourage states to make the best possible use of current federal and state investments in child care and early learning. The Obama Administration has sought and secured increased investments in Head Start and child care so that more families have access to quality, affordable care, while also pursuing important reforms such as requiring Head Start grantees to compete for

continued funding. The administration has also steered resources towards evidence-based, cost-effective home visiting programs.

In his remarks today, Duncan also thanked Congress for supporting Race to the Top saying, "We are deeply grateful to Congress for supporting these programs. Congress understands the value of investing in education reform, particularly early learning, even in these economic times."

The Race to the Top-Early Learning Challenge will be administered jointly by the Department of Education and the Department of Health and Human Services. Starting today, the public may provide input, including data and relevant research, by visiting <http://www.ed.gov/blog/2011/05/rtt-early-learning-challenge/>. Guidance, eligibility, range of awards and number of grants will be announced in coming weeks. The application will be released later this summer with grants awarded to states no later than December 31, 2011.

[To top](#)

Calls to Participate

Survey on the Types of Afterschool Tools Available for Cities and Providers

<http://tinyurl.com/3qa3btw>

The National League of Cities' Institute for Youth, Education, and Families is partnering with The Wallace Foundation for a survey to identify the types of tools and resources that cities and afterschool providers would find most useful to expand their afterschool, summer, and expanded learning efforts. The survey will be helpful to communities as they continue to expand their afterschool, summer, and out-of-school time (OST) efforts.

United Way Announces Effort to Recruit Education Volunteers

<http://liveunited.org/content/splash>

To help schools and communities improve, United Way Worldwide has announced that it plans to recruit one million volunteer readers, tutors, and mentors. "Few issues are as important as the national debate on our education systems, yet the voices of everyday people haven't been part of the conversation," said Brian Gallagher, president and CEO of United Way Worldwide. "United Way has been listening to the concerns of Americans across the country, and what we're hearing is that they care deeply about the success of the schools and young people in their communities, and they want to be involved."

Interagency Working Group on Youth Programs Invites Submissions to Support Transition

www.findyouthinfo.gov/resourcesubmission.aspx

The Interagency Working Group on Youth Programs invites submission from the public of resources to support successful transitions of transition-age youth. Entries that are approved for posting on the website (www.FindYouthInfo.gov) can include state or local strategic plans to support youth, research articles, youth-produced public service announcements (PSAs), etc. All materials and resources posted must be free of charge and hosted on either a government or non-profit website. In addition to information on supports for transition-age youth, submissions also are accepted for a range of other youth topics such as health and nutrition, positive youth development, substance use, and parenting.

National Center to Inform Policy and Practice in Special Education Professional Development's Technical Assistance to Support Beginning Special Education Teachers

http://ncipp.education.ufl.edu/files_18/TechAssistApp.html

The National Center to Inform Policy and Practice in Special Education Professional Development (NCIPP) gives technical assistance to schools and districts working to provide differentiated instruction and mentoring supports for beginning special education teachers.

[To top](#)

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Special Education Resources

American Youth Policy Forum: Overview of Pathways to Prosperity: Meeting the Challenge of Preparing Young Americans for the 21st Century

Archived Video

<http://www.aypf.org/events/pathways020211.htm>

American Youth Policy Forum (AYPF) has archived a video of the event it hosted February 2 for the release of the Harvard Graduate School of Education report “Pathways to Prosperity: Meeting the Challenge of Preparing Young Americans for the 21st Century.” The report argues that the national strategy for education and youth development has been too narrowly focused on academics and classrooms, and that a more comprehensive approach, using career and technical education and work-based learning, is needed. The event featured an overview of the report, reactions of a panel of education and business leaders, and special remarks from U.S. Secretary of Education Arne Duncan.

Archived Webinar Transcript and Video: Strategies to Increase School Completion Rates for Students with or at Risk for Emotional/Behavioral Disorders

Archived Webinar

<http://www.ndpc-sd.org/dissemination/teleseminars.php>

The National Dropout Prevention Center for Students with Disabilities has archived their August 2010 webinar, “Strategies to Increase School Completion Rates for Students with or at Risk for Emotional/Behavioral Disorders” on their Web site.

Archived Webinar: Ready by 21 Webinar Series

Archived Webinar

<http://tinyurl.com/3j895k2>

The Forum for Youth Investment’s February 2011 “Ready by 21” webinar focused on the transition to adulthood

and the importance of postsecondary completion as a critical goal for communities to work on. The webinar materials, a summary, Q&A and a link for the recording are at their Web site.

Building a Grad Nation: Understanding the Political Environment and Ensuring that Your Voice is Heard

Archived Webinar

<http://media.all4ed.org/webinar-mar-14>

The webinar hosted March 14 by the Alliance for Excellent Education, America's Promise Alliance, and United Way World, has been archived. The webinar focused on the two March events, the "Building a Grad Nation Summit" and an "Education Town Hall." Video and PowerPoint presentations from the webinar are included.

Engineering Solutions to the National Crisis in Literacy: How to Make Good on the Promise of the Common Core State Standards

Brief

http://www.all4ed.org/publication_material/issue_policy_briefs

The Alliance for Excellent Education has issued "Engineering Solutions to the National Crisis in Literacy: How to Make Good on the Promise of the Common Core State Standards," a policy brief on calls for federal support of state literacy plans aligned to ELA Common Core Standards, so that students, regardless of where they live, can graduate from high school ready for college and the modern workplace. The brief offers recommendations for leveraging improvement in literacy skills from birth through grade 12 by providing systemic approaches, equitable resources, and strong teacher training.

Matrix Parent Center Help for Families Preparing for an IEP Meeting

Tool Kit

<http://www.matrixparents.org/pdf/packetsArticles/IEP%20Tool%20Kit%20March%202011.pdf>

The Matrix Parent Network and Resource Center offers an IEP Tool Kit to help parents/families better advocate for their children. It includes: steps in planning for an IEP meeting, tips on organizing a child's school-related papers, forms for organizing data about a child's needs and strengths to decide what might be needed in the IEP and for keeping track of needs and questions to discuss at the meeting, and information on resources special education IEP plans, effective communication, and a child's special needs. Available in pdf (637 KB, 11 pp).

National Collaborative on Workforce and Disabilities: Individual Learning Plan Fact Sheet

Fact Sheet

<http://www.ncwd-youth.info/fact-sheet/individual-learning-plan>

An individual learning plan is a tool that high school students use – with support from school counselors and parents – to define their personal interests and goals related to their career and postsecondary education and to plan what courses to take and what activities to participate in during high school to further their interests and achieve their goals. The National Collaborative on Workforce and Disabilities' ILP Fact Sheet provides an overview of the Individualized Learning Plan and highlights ways some states are using ILPs to better serve their students.

National Collaborative on Workforce and Disabilities: Tapping into the Power of Families

InfoBrief

<http://www.ncwd-youth.info/infobrief/tapping-into-the-power-of-families>

The National Collaborative on Workforce and Disabilities has published an InfoBrief, “Tapping into the Power of Families: How Families of Youth with Disabilities Can Assist in Job Search and Retention,” exploring the role that families and other caring adults play in helping young people with disabilities plan for careers, search for jobs, build work skills, and be successful in employment.

NCES Releases Public School Graduates and Dropouts from the Common Core of Data: School Year 2008-09

Report

<http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2011312>

The National Center for Education Statistics (NCES) at the Institute for Education Sciences, part of the U.S. Department of Education, has released “Public School Graduates and Dropouts from the Common Core of Data: School Year 2008-09.” These data were collected as part of the Common Core of Data (CCD), a universe survey of public schools operating in the U.S. and territories by the National Center for Education Statistics.

NCES Updates Numbers and Types of Public Elementary and Secondary Schools

Report

<http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2011345>

This “First Look” from the National Center for Education Statistics (NCES) at the Institute for Education Sciences, part of the U.S. Department of Education, presents findings on the numbers and types of public elementary and secondary schools in the United States and the territories in the 2009-10 school year.

NICHCY Information on Summer Camps for Children with Special Needs

List

<http://nichcy.org/publications/camps>

The National Dissemination Center for Children with Disabilities (NICHCY) has updated its listing of information on camps and summer opportunities. Some of the listings identify camps available to all children, and some especially for children who have disabilities. (Many communities have additional summer camps or recreational opportunities available. For information on local camps/recreation, useful sources of information include parks and recreation departments, schools and teachers, religious organizations, other community groups, parent centers, and fellow parents.)

PACER Center’s 2010 FAST Family Support Survey

Survey Report

<http://www.fastfamilysupport.org/pdf/2010FASTFamilySupportSurveyResults.pdf>

PACER’s National Family Advocacy and Support Training (FAST) project has released “2010 FAST Family Support Survey: National Results,” summarizing the results of a 2010 survey of 2,416 parents or relatives of children and youth with disabilities, ages 11 to 39, from 54 states or U.S. territories, on: finding out how to get support in 20 areas, whether they needed but were not receiving help, the quality of supports currently received, and where to find information about disability supports. FAST is an Administration on Developmental Disabilities (ADD) Project of National Significance. Available in pdf (379 KB, 32 pp).

PACER Center's FAST Training Curricula for Parent Trainers

Training Curricula

<http://www.fastfamilysupport.org/fasttraining/index.asp>

PACER's National Family Advocacy and Support Training (FAST) project has developed four training curricula for use by parent trainers across the country: "Getting and Keeping the First Job," "The Journey to Adulthood: What Every Parent Needs to Know," "Skills for Effective Parent Advocacy," and "Working for Change: using the Power of a Personal Story." Power Points and supporting materials for these trainings are available online and can be downloaded in both Spanish and English. FAST is an Administration on Developmental Disabilities (ADD) Project of National Significance.

Parent Technical Assistance Network on College Access for Students with Intellectual Disabilities

Archived Webinar

<http://tinyurl.com/3r6d48t>

Parent Technical Assistance Network has archived its April 2009 webinar, "Why Not College: Inclusive College Education for Students with Intellectual Disabilities," along with other information on the Higher Education Act and Students with Intellectual Disabilities.

Parents' Guide to Student Success

Guide

<http://www.pta.org/4446.htm>

The National Parent Teacher Association has developed a Parents' Guide to Student Success in response to the Common Core State Standards in English language arts and mathematics that more than 40 states have adopted. The guide provides grade-by-grade overviews of what students are expected to learn in mathematics and English language arts/literacy. It is available in English and Spanish at the National PTA Web site.

Performance-based Compensation: Focus on Special Education Teachers

Policy analysis

<http://www.projectforum.org/>

This policy analysis describes teacher evaluation and some specific evaluation challenges for special education teachers. Data were collected through a survey of states. Results are provided regarding: the number of states that have a system; the number that have a system that addresses special educators specifically; the states' stages of development and implementation; the adoption of a definition for teacher of record; how the systems are funded; and plans for states that have not yet included special educators in their performance-based compensation system.

Learning Port's National Online Library of Professional Development Resources

<http://www.learningport.us/>

The IDEA Partnership's Learning Port Web site has built a section listing "National Online Library of Professional Development Resources Compiled to Help Bridge Research, Policy and Practice." This library provides educators with access to an array of resources that can be used or customized to meet their needs.

NICHCY Dissemination Initiative Page

<http://nichcy.org/dissemination>

The National Dissemination Center for Children with Disabilities (NICHCY) Dissemination Initiative page has information for Technical Assistance projects on effective dissemination practices.

NICHCY New to Disability Page

<http://nichcy.org/families-community/new-to-disability>

The National Dissemination Center for Children with Disabilities (NICHCY) New to Disability page has information and resources for families and educators just entering the world of disability.

PARCC Web site

<http://www.parcconline.org/>

The Partnership for Assessment of Readiness for College and Careers (PARCC) has launched a Web site to provide information and timely updates on the progress of the 25-state PARCC consortium as it develops a next-generation common assessment system that will help ensure all students graduate from high school ready for college and careers. The Web site includes information on PARCC's goals, governance structure, key stakeholders, timeline, and challenges; information about PARCC's major design and development work; implementation issues to address for successful implementation of the Common Core State Standards and PARCC assessments; "In the Classroom," on instructional resources being developed through PARCC, as well as other instructional resources for the Common Core State Standards being created by other organizations; and progress on implementing PARCC goals and the Common Core State Standards in each of the 25 PARCC States.

Self Determination Project at Westchester Institute for Human Development

<http://www.nymyway.org/>

The Self Determination Project Web site includes information on connecting to local services, resources and bibliography, helpful sites, employment, etc.

Personnel Improvement Center and Project Forum: State Level Strategies for Recruiting and Retaining Special Education and Related Service Personnel (February 2011)

Archived Webinar

<http://www.personnelcenter.org/staterecruit.cfm>

The Personnel Improvement Center and Project Forum presented a webinar on "State Level Strategies for Recruiting and Retaining Special Education and Related Service Personnel" February 22, 2011, with information from a survey sent to all 50 states and in-depth interviews of the eight states to discuss strategies they have found effective in recruiting and retaining personnel.

Special Ed Advocate May Issue: Certificate Program v. Regular Diploma? No Way!

Newsletter issue

<http://www.annenberginstitute.org/VUE/>

The May issue of the Wrightslaw "Special Ed Advocate" features articles on the different types of graduation options offered by schools. IEP teams need to consider the course standards for a regular diploma and whether the student can meet them, whether an "alternate diploma" or a regular diploma is more appropriate for an individual student, and what parents can do to keep graduation expectations high.

The Nation's Report Card: Results of the 2009 NAEP High School Transcript Study

Report

<http://nces.ed.gov/nationsreportcard/pdf/studies/2011462.pdf>

The National Center for Education Statistics (NCES) at the Institute for Education Sciences, part of the U.S. Department of Education, has released “The Nation’s Report Card: Results of the 2009 NAEP High School Transcript Study.” The National Assessment of Educational Progress (NAEP) annually measures elementary and secondary progress in academic achievement and the High School Transcript Study explores the relationship between course-taking patterns and student achievement as measured by NAEP. Available in pdf (3.32 MB, 64 pp).

Voices in Urban Education Spring Issue: Youth Organizing for Education Reform

Newsletter issue

<http://www.annenberginstitute.org/VUE/>

The spring issue of the Annenberg Institute for School Reform’s “Voices in Urban Education” features articles on “Youth Organizing for Education Reform.” In communities around the nation, youth organizing groups are becoming partners in school reform. As the people who spend each day inside schools and classrooms, youth have first-hand knowledge of schools and bring a unique perspective to reforms. The articles in the issue, produced in collaboration with the Alliance for Education Justice, show just a few of the youth organizing efforts in different communities.

Winning the Future: Improving Education for the Latino Community

Report

<http://1.usa.gov/iS9x1V>

“Winning the Future: Improving Education for the Latino Community,” a new report from the White House Initiative on Educational Excellence for Hispanics, says that the nation cannot achieve President Obama’s goal of the United States having the highest proportion of college graduates in the world by 2020 without strengthening and expanding educational opportunities for all Latino students. Available in pdf (590 KB, 28 pp).

[To top](#)

Update from the National Dissemination Center for Children with Disabilities

IT ALL STARTS IN FAMILIES AND COMMUNITIES

Just for you...at NICHCY's site.

At NICHCY, we know that families and communities are the heart of supporting children with disabilities. Our new website is designed to give quick access to resources for families and communities. Look for this text:

Especially for...Families and Communities | On the side menu bar.

Look on the side menu bar (it's on the right side of every page) and click on *Especially for . . . Families and Communities*.

<http://nichcy.org/families-community>

Parents' Guide to Student Success.

The National Parent Teacher Association has developed a *Parents' Guide to Student Success* in response to the Common Core State Standards in English language arts and mathematics that [more than 40 states have adopted](#). The guide provides grade-by-grade overviews of what students are expected to learn in mathematics and English language arts/literacy. It is available in English and Spanish at the National PTA Web site.

<http://www.pta.org/4446.htm>

Need a financial planning guide?

The PACER Center has updated its *Possibilities: A Financial Resource for Parents of Children and Youth with Disabilities Financial Planning Guide* for 2011. First published in 2004 by the National Endowment for Financial Education (NEFE) and PACER, this financial planning guide is now in an online format and includes more content relevant to parenting transition-age youth with disabilities. Topics include organizing financial records, managing money, preparing income taxes, health insurance options, dealing with debt, saving for college, preparing youth for adult employment, and more.

<http://www.pacer.org/publications/possibilities/>

Two from...About Special Needs Children.

Family Gathering Survival Kit

When you're doing that planning, don't forget your sense of humor. Here are 10 tools to fortify you with laughter before you enter the family fray.

<http://specialchildren.about.com/od/needalaugh/ig/Family-Gathering-Survival-Kit/?nl=1>

Dealing with Toxic People

What do you say to that relative who just Does Not Get It? Think of it as a behavior-management problem, just as you would for your child.

<http://specialchildren.about.com/od/inthecommunity/a/toxicpeople.htm?nl=1>

Is the playing field level? Your opinion and input, please!

Parents and students are invited to participate in the IDEA National Survey. The study examines whether parents perceive the playing field as level for children with disabilities and their parents, and whether they

believe their rights are protected. The survey also addresses inclusion and whether children with disabilities receive the education they need, or whether they are deprived of important services. Access the survey at:

<http://www.ideasurvey.org/>

Differences in how “disability” is defined in federal laws for children and for adults.

This December 2010 report is the Country Report for the United States, written to capture our status at the moment regarding *Pathways for Disabled Students to Tertiary Education and Employment*. Chapter 1 will give you the ultimate authoritative summation of how the federal laws in the United States define the term “disability.” These definitions have important implications for youths with disabilities as they transition to adulthood and to education, employment, and adult service systems.

<http://www.oecd.org/dataoecd/16/11/47469144.pdf>

Research into autism: The strategic plan for 2011.

The Interagency Autism Coordinating Committee (IACC) has released its 2011 strategic plan for Autism Spectrum Disorder Research. The document can be downloaded from:

<http://iacc.hhs.gov/strategic-plan/2011/index.shtml>

SSA’s final rules for evaluating endocrine disorders in children and adults.

The Social Security Administration published final rules for evaluating endocrine disorders in the *Federal Register* on April 8, 2011. These are the rules that will be used to evaluate endocrine disorders in both adults and children who apply for, or receive, Social Security disability benefits or Supplemental Security Income payments based on disability. These rules will be effective on June 8, 2011, and will remain effective for 5 years, unless SSA revises and reissues them sooner or extends the effective date. The electronic version of these final rules is available in the *Federal Register*, at:

<http://edocket.access.gpo.gov/2011/pdf/2011-8389.pdf>

THE LITTLE ONES: EARLY INTERVENTION/EARLY CHILDHOOD

Where to go on NICHCY’s new website.

If you provide services for infants and toddlers with disabilities (birth through age 3) or if you’re a parent of a little one with a disability, here’s where to start looking for info at NICHCY.

Babies and Toddlers (*Birth to the 3rd birthday*) | *On the top menu bar.*

This entire section of NICHCY’s website addresses the developmental needs of babies and toddlers with disabilities or delays (up to the 3rd birthday). Here, you can connect with an overview of early intervention, how to have a child evaluated free of charge to see if there’s a disability or delay involved, parent participation, how to write the services plan for a child, effective practices in early intervention, and planning for a child’s transition from early intervention to preschool.

<http://nichcy.org/babies>

Especially For . . . Early Intervention Providers | *On the side menu bar.*

Linked on the right hand column of every page of our website, this section offers information on the law establishing early intervention services, guidance for developing a child's Individualized Family Service Plan (IFSP), effective practices, and links to even more resources on early intervention from our friends at the National Early Childhood Technical Assistance Center (NECTAC), the National Early Childhood Transition Center, and more.

<http://nichcy.org/earlyinterventionists>

Importance of early intervention for infants and toddlers with disabilities and their families.

Hot off the press from NECTAC, this fact sheet provides a brief overview of the Part C program and quick facts from the research on early brain development, the importance of intervening early, the benefits of early intervention, and current unmet needs. It is meant to be used as a tool to communicate with policymakers, pediatricians, families, and community leaders about the importance of high quality services for infants and toddlers with or at risk for developmental delays and their families.

http://www.nectac.org/~pdfs/pubs/eifactsheet_2pg.pdf

What's your state doing in early childhood?

Our friends at the Early Childhood Outcomes Center (ECO) have links to state web sites with information related to child and/or family outcome measurement system development, training, and resources.

http://www.fpg.unc.edu/~eco/pages/states_websites.cfm

SCHOOLS, K-12

Finding info quick at NICHCY's new website.

School is a huge part of a child's life, especially when there's a disability involved. That's also one of the reasons why so much information is available on NICHCY's website to help you address the educational needs of school-aged children with disabilities. Find what you're looking for through these entrance points:

Children (3-22) | *On the top menu bar.*

This option appears on every page of our site—look on the menu bar across the top. When the door swings open, you can see all the key school issues you can investigate: introductions to special education, the rights that parents have under federal law, evaluating children for disability, all about the IEP, effective practices for educators, transition to adulthood for youth with disabilities, and how to resolve disputes between families and schools. <http://nichcy.org/schoolage>

Especially for...Schools and Administrators | *On the side menu bar.*

This door “in” appears on the quick-links bar on the right of every page. This section of our site offers info for educators about the laws governing services for children with disabilities, resources for classroom teachers, guidance for administrators in dealing with students who have disabilities, and helpful summaries of current research on serving students with disabilities.

<http://nichcy.org/schools-administrators>

A-Z Topics | *On the side menu bar.*

If you have a specific topic you're investigating, try the A-Z topics page. It's probably the fastest way to zero in on the info you're seeking about school-aged children with disabilities. There's a quick link to A-Z topics in the right column of every page on the site.

<http://nichcy.org/publications/topics-az>

High school improvement: A self-assessment tool.

The National High School Center's *Self-Assessment Tool: A Coherent Approach to High School Improvement* is designed to help you identify the strengths and weaknesses of your current high school reform efforts, then align and build on them to develop a comprehensive high school improvement plan that will result in rigorous and high-quality teaching and learning for all students.

<http://www.betterhighschools.org/AssessmentTool/>

Bullying, reduced.

Bullying is an age-old problem for schools, but it's not insurmountable. The OSEP Center for Positive Behavioral Interventions and Supports offers a newly revised practical guide for *Reducing the Effectiveness of Bullying Behavior in Schools*.

http://www.pbis.org/common/pbisresources/publications/PBIS_Bullying_Behavior_Apr19_2011.pdf

Videos on accessible instructional materials (AIM).

Consider including one or more of the AIM Tips videos in training sessions or with families as a way to introduce critical issues to consider for effective student use of AIM.

Introducing AIM to Students | a 4-minute clip highlighting issues for teachers to consider when supporting students in the effective use of AIM

<http://www.youtube.com/AIMNationalCenter#p/u/o/GfZ2ICTZonE>

Technology and Skills | a 4-minute clip identifying how students and teachers can use technology to deliver accessible instructional materials

http://www.youtube.com/AIMNationalCenter#p/u/2/E_zzu_rJKY

Self Advocacy and Postsecondary | a 2-minute clip with tips for students on strategies for self-advocacy for technology and services to acquire and use AIM

<http://www.youtube.com/AIMNationalCenter#p/u/1/jEo5AbvtE5M>

Using AIM at Home | a 3-minute clip where teachers and students discuss the benefits and challenges of using AIM at home and strategies and supports to overcome them

<http://www.youtube.com/AIMNationalCenter#p/u/3/-79azWtC2Jk>

What U.S. laws and policies provide “pathways” for students with disabilities to life after high school?

This December 2010 report is the Country Report for the United States, written to capture our status at the moment regarding *Pathways for Disabled Students to Tertiary Education and Employment*. The title's big, but the content is a gold mine. It's precise and authoritative about the U.S. policies and laws in...well...look at

that title again! The report was written through the teaming of multiple federal agencies. Inside you'll find a terrific summary of how federal laws define "disability" differently for children and for adults; a statistical comparison of students with disabilities and the general student population; policies and laws relevant to students in transition; financing; parental involvement in transition planning; and available training for transition personnel and parents of transitioning students with disabilities.

<http://www.oecd.org/dataoecd/16/11/47469144.pdf>

Transition policies: An international look.

The report just mentioned above was developed as part of an international effort of the Organisation for Economic Co-operation and Development (OECD). Want to know about transition policies and laws in other countries—specifically, the Czech Republic, Denmark, France, Ireland, and Norway? Each prepared a Country Report similar to the one prepared by the United States. Find all the reports at:

http://www.oecd.org/document/41/0,3746,en_2649_39263294_38913705_1_1_1_1,00.html

STATE & SYSTEM TOOLS

State tools to explore at NICHCY's website.

Although public education for students with disabilities is a federal mandate, it can look very different from state to state. To help you find the most appropriate resources for supporting your child, we've created a searchable data base of state-level organizations. You may know these are our State Resource Sheets.

State Organizations | *On the side menu bar.*

State Organizations is one of the choices on the Quick-Links menu side bar. Here's where you can find resources in your state. You can select what types of resources you'd like to see: State Agencies, Disability Organizations, Organizations for Parents, or Other Disability Organizations. And we're not done yet enhancing the state pages. More features will be added this month to make these state pages the best ever!

<http://nichcy.org/state-organization-search-by-state>

NCES releases Digest of Education Statistics, 2010, and a Mini-Digest of the same.

To view the full reports please visit:

Digest | <http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2011015>

Mini-Digest | <http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2011016>

Education reform and the reauthorization of ESEA/NCLB.

'Education reform' is a hot topic these days, and it's a term that pops up in political campaigns, documentary films, and business and community forums. In public schools, 'education reform' is closely connected with the reauthorization of the Elementary and Secondary Education Act (ESEA, currently called NCLB). The U.S. Department of Education has shared its priorities for the reauthorization of ESEA in its Blueprint for Reform. To better understand what 'education reform' looks like for public schools, get your information from the source – the Department of Education.

<http://www2.ed.gov/policy/elsec/leg/blueprint/index.html>

More on the reauthorization of ESEA.

NICHCY is pleased to offer up-to-date info on the reauthorization as it proceeds. Visit this new page on our website, at:

<http://nichcy.org/laws/nclb/reauth>

Getting the conversation going between stakeholders.

If you're working to implement effective practices in a school system, you'll want to use the IDEA Partnership's *Dialogue Guides*. Developed around specific topics, the guides include a Facilitator's Handbook; content documents to ground your dialogue in current policy, research, and best practices; and dialogue starters to help you ask the right questions.

<http://tinyurl.com/3qn5o3m>

Evaluating children for specific learning disabilities.

When evaluating children for specific learning disabilities (SLD), local education agencies (LEAs) must use criteria set forth by their respective State Education Agencies (SEAs). A recent study was conducted to identify the criteria of SLD identification used by each of the 50 states. Results indicate that many states allow the option of other alternative research-based procedures along with severe discrepancy and a process based on RTI. The article we've linked below describes one of these alternative research-based assessment procedures—specifically, the processing deficit approaches, and how it may help educators in linking specific strategies to address the unique needs of a student with SLD.

http://www.lidaamerica.org/aboutld/parents/special_ed/sld-eval.asp

The complex ecology of RTI.

The American Institutes for Research and the University of Kansas recently released a report called *The Complex Ecology of Response to Intervention*. It contains nine articles on various facets of RTI. Of keen interest to the learning disabilities community will be the article, "Response to Intervention and Specific Learning Disabilities," which discusses the growing trend of states to use RTI as the required approach for SLD identification.

<http://www.rti4success.org/pdf/complexEcology.pdf>

[To top](#)

Latest Employment Opportunities Posted on NASET

Coordinator Thayer Academy MS Hale Learning Center

Thayer Academy Middle School Braintree, MA

Job Category: Administrative Teaching

Description

Thayer Academy Middle School Academic Support Coordinator - The Middle School Academic Support coordinator manages the Hale Learning Center in the Middle School. The primary purpose of the Hale Learning Center is to provide academic support for students, particularly those with language based learning differences, who are especially challenged by our program and who require assistance in addition to traditional classroom instruction and extra-help from their teachers.

SPECIFIC RESPONSIBILITIES INCLUDE BUT ARE NOT LIMITED TO:

- Develop, implement, coordinate, and supervise on-campus academic support programs for grades 6-8. In that capacity, the Middle School Academic Support Coordinator will work with the Middle School Director, faculty members and, in some instances, the school's educational psychologist to identify students requiring support.
- Whenever possible and appropriate, provide direct support to students through one-on-one sessions and/or small groups and communicate with teachers of said students regarding classroom support.
- Coordinate peer-tutoring program, any graduate school special education interns working at Thayer, and, where appropriate, on and off campus tutors. Coordinate neuro-psychological testing for identified students and act as a liaison with the school's educational psychologist for the purposes of reviewing neuro-psych evaluations.
- Chair team meetings: grades 7 and 8
- Coordinate standardized testing programs (ERB, ReadStep). Coordinate presentation of testing data to teachers.
- Provide admission recommendations for students with language based learning differences applying to the Middle School.
- Instruct one-semester study skills course to 6th grade students. Instruct a year-long 7th Grade English Writing Workshop Class.
- Serve as a member of the Middle School Administrative Team.
- Collaborate with the Dean of Girls and the Dean of Boys in support of students.
- Assist as appropriate with 5-year cycle of departmental reviews.
- Work with the Division Director, Dean of Girls, Dean of Boys, and Department Heads to help assess how program and resources can be refined to offer support and opportunities for faculty.

Qualifications

Degree in Special Education (ideally Master's Degree and several years experience working in a school setting.

Contact

Carson Smith, Principal Middle School, csmith@thayer.org.

Send cover letter and resume.

Benefits

Competitive salary benefits

School Psychologist (PT)

Los Angeles, CA

Job Category: School Psychologist

Description

Green Dot Public Schools (www.greendot.org), the leading public charter schools operator in Los Angeles and an important catalyst for education reform in the State of California, is looking for a part-time (2-days per week) School Psychologist (exact days/hours to be determined).

The School Psychologist will service the Locke/Jordan Cluster, specifically assigned to provide part time psychological services to Jordan High School primarily focusing on fulfilling the legal mandates regarding IEP compliance and providing DIS counseling. The School Psychologist will also support the school by consulting with the Student Study Teams (SST) as needed and providing support with the intervention process. The Psychologist may also provide group and/or individual counseling for both general education and special education students in areas such as: motivation, time and anger management, coping with grief, loss and other teen-specific, urban issues. The Psychologist will also collaborate with school counselors on crisis as needed.

Salary based on experience and number of days assigned.

Requirements

- Current CA Pupil Personnel Services (PPS) Credential
- MA/MS degree in Educational Psychology or related field
- Bilingual – Spanish: fluency in both written and oral language highly desired
- DIS counseling experience required
- Ability to work independently at a high level or professionalism
- Valid CA driver's license: job requires work at multiple sites

Contact

For a full job description, please visit: http://www.greendot.org/school_psychologist_parttime

We require all candidates to complete an online application

at: <https://edzapp.com/applicant/LoginPrivate.aspx?OriginCode=22768>

Autism (Special Education) Teacher – District of Columbia Public Schools

Washington, D.C - Salary: \$49,085-79,237

Job Category: Special Education Teacher

HOW TO APPLY: WWW.DCPS.DC.GOV/TEACHDC

OUR PUBLIC SCHOOL STUDENTS NEED YOUR EXPERTISE, PASSION AND LEADERSHIP.

We are looking for highly motivated and skilled talent to join our team at the District of Columbia Public Schools (DCPS). We seek individuals who are passionate about transforming the DC school system and making a significant difference in the lives of public school students, parents, principals, teachers, and central office employees. As part of a comprehensive reform effort to become the preeminent urban school system in America, DCPS intends to have the highest-performing, best paid, most satisfied, and most honored educator force in the nation and a distinctive central office staff whose work supports and drives instructional excellence and significant achievement gains for DCPS students.

Position Overview

Situated at the center of national government, the goal of DCPS is to provide students with a quality education that prepares them to become future leaders, productive citizens, and individuals who are engaged in the life of the community. This position reports directly to the principal of the school to which the incumbent is assigned. Energetic preschool, elementary, middle, and high school autism teachers are needed for the DCPS Autism/Applied Behavior Analysis program. Recent interest and funding has started this program on its path to becoming an exemplary autism program. Join our team and receive ongoing support and collaboration from professionals in the field to expand your knowledge and expertise in autism education. Emphasis on professional development and promotion within the program will make this position a great fit for a motivated individual.

Opportunities exist for BCBA mentorship for those who are looking to become Board Certified Behavior Analysts. This is a great time to join our team!

Responsibilities

Under direction of the school principal, the teacher plans and provides rich, age-appropriate learning experiences for students. Responsibilities include, but are not limited to: individualizing and implementing an appropriate educational program for all students based on the principles of Applied Behavior Analysis and aligned with DCPS standards, writing assessment driven IEPs and attending meetings, training and managing teacher assistants, collecting daily data on student performance and behavior, assessing challenging behavior and implementing behavior plans, involvement in weekly collaboration with support staff (BCBAs, Master Educators, school staff, etc.), coordinating inclusion efforts with general education teachers, and regular correspondence and collaboration with parents. We are seeking individuals who are highly proficient at planning for and instructing students across the Autism Spectrum and are enthusiastic about teaching beyond the academic curriculum, successfully teaching communication, social and life skills in a systematic manner.

Teachers in the DCPS Autism program will be able to:

- Create and implement an appropriate educational program for all students based on the principals of Applied Behavior Analysis (ABA)
- Systematically teach all areas of development, ensuring development of communication, social and life skills
- Efficiently and effectively incorporate practices taught in Autism/ABA professional development trainings
- Collaborate weekly with ABA coaches by presenting and reviewing student data and discussing new student concerns
- Rehearse new skills with and receive feedback from ABA coach
- Train and provide feedback for teaching assistants, using strategies provided by ABA coaches.
- Has patience, flexibility, and a willingness to take risks
- Consistently reflects on her/his own teaching practices
- Has excellent oral and written communication skills
- Has experience working with linguistically and ethnically diverse student populations
- Demonstrates commitment to professional growth and eagerness to learn
- Demonstrates commitment to improving the academic achievement of all students
- Establishes relationships with colleagues, students, families and community which reflect recognition of and respect for every individual
- Develops, along with students, reasonable rules for classroom behaviors and procedures
- Provides instruction that reflects multiple perspectives and multicultural, anti-bias education
- Holds current knowledge of classroom management strategies, educational trends, methods, research and technology
- Incorporates technology into curriculum
- Bachelor's degree in education (Special Education degree, preferred)
- Possesses or is eligible for a valid District of Columbia Teaching Certificate or License (standard or provisional)
- Meets Highly Qualified status as defined by the NCLB mandates

- Successful completion of Praxis I and II exams (Reading, Writing, Math, and Education of Exceptional Students), unless you have held a standard teaching license for at least 3 years

Desired Qualities Qualifications

TO APPLY ONLINE, PLEASE VISIT WWW.DCPS.DC.GOV/TEACHDC.

Notice of non-discrimination. In accordance with the D.C. Human Rights Act of 1977, as amended, D.C. Official Code §§ 2-1401.01 et seq. (Act), the District of Columbia does not discriminate on the basis of actual or perceived: race, color, religion, national origin, sex, age, marital status, personal appearance, sexual orientation, gender identity or expression, familial status, family responsibilities, matriculation, political affiliation, genetic information, disability, source of income, or place of residence or business. Sexual harassment is a form of sex discrimination which is prohibited by the Act. In addition, harassment based on any of the above protected categories is prohibited by the Act. Discrimination in violation of the Act will not be tolerated. Violators will be subject to disciplinary action. The following office has been designated to handle inquiries regarding non-discrimination policies: Equal Employment Opportunity Office, District of Columbia Public Schools, 825 North Capitol Street, NE, Washington, DC 20002, (202) 442-5424.

Special Education Teacher – District of Columbia Public Schools

Washington, D.C. - Salary: \$49,085-79,237

Job Category: Special Education Teacher

How to Apply: www.dcps.dc.gov/teachdc

OUR PUBLIC SCHOOL STUDENTS NEED YOUR EXPERTISE, PASSION, AND LEADERSHIP.

We are looking for highly motivated and skilled talent to join our team at the District of Columbia Public Schools (DCPS). We seek individuals who are passionate about transforming the DC school system and making a significant difference in the lives of public school students, parents, principals, teachers, and central office employees. As part of a comprehensive reform effort to become the preeminent urban school system in America, DCPS intends to have the highest-performing, best paid, most satisfied, and most honored educator force in the nation and a distinctive central office staff whose work supports and drives instructional excellence and significant achievement gains for DCPS students.

Position Overview

The Teacher position is located in all public schools within the DCPS system. Situated at the center of national government, the goal of DCPS is to provide students with a quality education that prepares them to become

future leaders, productive citizens, and individuals who are engaged in the life of the community. This position reports directly to the principal of the school to which the incumbent is assigned.

Responsibilities

On a daily basis, the incumbent performs a variety of duties that involve working with students individually, in small groups and in large group settings. The incumbent will be responsible, but not limited to the following duties:

- Prepares for IEP meetings and other meetings
- Communicates with related service providers, teachers, and case managers to ensure services and evaluations are timely
- Communicates necessary information to parents/guardians
- Develops and implements high quality IEPs
- Develops and monitors transition plans when appropriate
- Provides specially designed instruction aligned with students' IEPs
- Teaches and motivates students to develop competencies, skills, and knowledge by using the District's curricula, content standards and developmentally appropriate learning activities
- Implements research-based programs to support student needs
- Develops lesson plans and supplementary materials compatible with research based methods, techniques, and best practices
- Provides learning experiences which develop basic functional skills, utilizing technology as appropriate
- Monitors student progress through observation, daily contact, and maintenance of accurate student records
- Collects progress monitoring data for all student goals and shares this information with IEP the student, IEP team members, parents and other faculty as appropriate
- Maintains accurate and compliant special education data
- Makes data-driven decisions to improve student outcomes, particularly in the area of using classroom-specific data to evaluate student progress towards IEP goals and to determine needs for services and supports
- Supervises the work of dedicated aides and instructional assistants
- Collaborates and partners with general education teachers with specially designed instruction when appropriate in a range of arrangements, including but not limited to co-planning, consultation, and co-teaching models (from push-in to team teaching)
- Provides individualized and small group instruction to accommodate the needs of each student in the Least Restrictive Environment
- Identifies student needs, and collaborates with other professional staff members in assessing and helping students solve health, behavioral, prevocational, communication and learning challenges
- Identifies and monitors student behaviors and behavioral triggers

- Establishes and maintains standards for student behavior in order to provide a safe, orderly, and productive classroom environment
- Has experience in working with academically, linguistically, economically, ethnically, and culturally diverse populations
- Communicates with parents, school counselors and all teachers of the student with special needs on student progress
- Maintains files containing student work, evaluation and assessment data
- Provides timely feedback to students and parents
- Performs other related duties as assigned
- Proficient in special education law, methods and best practices
- Meets a rigorous standard of quality, demonstrated through Praxis II and OPI assessment
- Proficient in the use of personal computers and office software such as Open Office or Microsoft Office Suite
- Familiarity with web-based databases and online tools such as online grade books, EASYIEP or Encore, and other types of instructional technology
- Knowledge of District curriculum and adopted guidelines
- Proficient knowledge of trends in technology integration in special education instruction
- Team orientated and willing to contribute at all levels to ensure student success
- Self-motivated and a proactive problem solver with the ability to work independently
- Determined to overcome challenging obstacles while working with diverse learners
- Bachelor's or Master's degree with a major in a special education
- Successful completion of the Praxis I's (reading, writing, and math) and Praxis II's (Education of Exceptional Students -20353) and the OPI assessment.

Qualifications

Additional Desired Qualities

Education Requirements

TO APPLY ONLINE, PLEASE VISIT WWW.DCPS.DC.GOV/TEACHDC

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Certified Special Education Teacher

Bethany, Oklahoma

Job Category: Certified Special Education Teacher

DESCRIPTION

Plans, organizes and implements educational services for the patients. Evaluates, accesses and develops goals and objectives for patients' Individualized Education Plans (IEP). Works cooperatively with Rehab Staff to provide integrated services to patients. Provides direct supervision for Lead Teachers, Assistant Teachers and Education Assistants. Works under the direct supervision of the Director of Special Education.

REQUIREMENTS

- Bachelor's Degree in Special Education
- 1 Year experience with special needs children in an educational setting
- Oklahoma State Department of Education Licensed in the area of Special Education

BENEFITS

Refer to www.tccokc.org

EMPLOYMENT OPPURTUNITY DAY! JUNE 2, 2011

6800 NW 39th Expressway

Bethany, Oklahoma 73008

9am-4pm

TOURS, APPLICATIONS, AND MEET THE HR DIRECTOR

HOPE YOU CAN COME!

CONTACT

Andrea Purkey, HR Director

Tel: 405-470-2235

Fax: 405-440-6767

Email: mbrown@tccokc.org

Website: www.tccokc.org

Applications may be completed at The Children's Center, Monday – Friday from 8am – 4:30pm. Applications are also available to download from our website, www.tccokc.org.

NASET Sponsor - Drexel Online



To learn more click on the image above or - [Click here](#)

Upcoming Conferences, Workshops and Events

2011

JUNE

Inclusive Communities: Pathways to Realizing the Vision AAIDD National Conference *Conference*

Date: June 6, 2011 - June 9, 2011

Location: St Paul, MN

Website: http://www.aaidd.org/content_223.cfm?navID=75

Abstract: The American Association on Intellectual and Developmental Disabilities (AAIDD) 135th Annual Meeting, "Inclusive Communities: Pathways to Realizing the Vision," will provide practitioners, researchers, teaching faculty, policymakers, funders, and advocates with effective and emerging practices, research, and information on important policy initiatives. The conference will feature plenary sessions, panel and poster presentations, interactive cafés, task force and special interest group meetings, and networking events. Pre- and post-conference workshops will address special topics in depth.

National Conference on Volunteering and Service *Conference*

Date: June 6, 2011 - June 8, 2011

Location: New Orleans, LA

Website: www.volunteeringandservice.org/

Abstract: The 2011 National Conference on Volunteering and Service, volunteer and service leaders from the nonprofit, government and corporate sectors, will be in New Orleans, June 6-8. In addition to many general

sessions, there are several that focus specifically on disability and service, including: Targeted Recruitment and Retention Strategies for Non-traditional Volunteers and Service Members; and Stories from the Field: Members & Volunteers with Disabilities Sharing Their Experiences Inclusion 101: Creating an Welcoming Service Environment. The conference strives for full access and accommodations for people with disabilities.

Mental Health America's 2011 Annual Conference

Conference

Date: June 9, 2011 - June 11, 2011

Location: Washington, DC

Website: <http://www.mentalhealthamerica.net/go/conference>

Abstract: Mental Health America's 2011 Annual Conference will gather advocates, consumers, educators, researchers, business and community leaders, health professionals and representatives from its network of 300 affiliates to examine opportunities to strengthen wellness in individuals and communities through advocacy, education and service delivery. The conference provides an opportunity for people in the mental health field to connect with others committed to promoting improvement in health outcomes and decrease in mental health problems and substance use conditions in the United States.

Strengthening Institutions That Serve Asian American And Pacific Islander Americans

Forum

Date: June 27, 2011 - June 28, 2011

Location: Washington, DC

Website: http://www.apiasf.org/higher_ed_2011.html

Abstract: Sponsored by APIASF and held in Washington, DC. As a part of the APIASF Higher Education Summit series, the Asian & Pacific Islander American Scholarship Fund (APIASF) will host the APIASF College Completion Forum: Strengthening Institutions that Serve Asian American and Pacific Islander Americans. The forum will bring together multicultural political leaders, higher education researchers and administrators, representatives from the private and government sectors, community organizations, foundations, and students, to discuss the national college completion agenda and its impact on the APIA community. The attendance on the first day of the forum is open to the public. The second day of the forum is by invitation only.

JULY

Project Search's Fifth Annual International Conference & Gala

Conference

Date: July 11, 2011 - July 15, 2011

Location: Minneapolis, MN

Website: <http://www.projectsearch.us/events/fifthannual.php>

Abstract: Project SEARCH's annual conference is an opportunity for its international network of partners to gather for education, training, and shared-learning to assist new and existing program sites in executing the Project SEARCH model.

Keeping Our Eyes on the Prize: Independence! 2011 Annual Conference on Independent Living Conference

Date: July 13, 2011 - July 16, 2011

Location: Washington, DC

Website: <http://www.ncil.org/conference/conference2011.html>

Abstract: The National Council on Independent Living (NCIL) will hold its 2011 conference in Washington, DC.

AUGUST

UCPREP – University College Preparation, Rights & Responsibilities, Empowerment, Planning Summer Program

Date: July 31, 2011 - August 5, 2011

Location: Storrs, CT

Website: <http://www.ncil.org/conference/conference2011.html>

Abstract: The University of Connecticut will hold a transition-focused summer program, UCPREP - University College Preparation, Rights & Responsibilities, Empowerment, Planning, now open for admission, for high school juniors and seniors with disabilities, giving participants the opportunity to immerse themselves in the college setting. Participants in UCPREP will acquire a broader knowledge of college life, expectations and responsibilities; gain better understanding of their academic and personal strengths and needs, their rights and responsibilities as a student with a disability, and the skills to become an effective self-advocate; and create an individualized college transition plan that will assist with planning, preparation and adjustment.

National School Safety Conference

Conference

Date: August 1, 2011 - August 5, 2011

Location: Phoenix, AZ

Website: <http://www.schoolsafety911.com/>

Abstract: The School Safety Advocacy Council's 2011 National School Safety Conference, held in partnership with the U.S. Department of Justice, and featuring a specialized training by G.R.E.A.T, will be held August 1-5 in Phoenix, AZ. The conference is for law enforcement officers or educators who work in the school environment on best practices in education safety and strategies to keep schools safe.

OCTOBER

USBLN® Aligning Disability With The Bottom Line: Talent, Market Share, And Supplier Diversity

Conference

October 16, 2011 - October 19, 2011

Louisville, KY

<http://www.usblnannualconference.org/registration.html>

The 2011 US Business Leadership Network (USBLN®) Annual Conference & Expo will gather business executives, government, community, and industry leaders, experts from USBLN® and the Job Accommodation network (JAN), entrepreneurs with disabilities, and others interested in business and people with disabilities to network, learn how to enhance business development efforts, and expand internship and mentoring programs to include students with disabilities. Sessions will focus on how including people with disabilities improves the bottom line.

[To top](#)

Funding Forecast and Award Opportunities

Forecast of Funding Opportunities under the Department of Education Discretionary Grant Programs for Fiscal Year 2010-2011

<http://www.ed.gov/fund/grant/find/edlite-forecast.html>

This document lists virtually all programs and competitions under which the U.S. Department of Education has invited or expects to invite applications for new awards for fiscal year 2010-2011 and provides actual or estimated deadlines for the transmittal of applications under these programs. The lists are in the form of charts organized according to the Department's principal program offices and include programs and competitions previously announced as well as those to be announced at a later date.

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FY 2010-2011 Discretionary Grant Application Packages

<http://www.ed.gov/fund/grant/apply/grantapps/index.html>

This site, from the Department of Education, provides information on grant competitions that are currently open.

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<http://www.ed.gov/fund/grant/apply/grantapps/index.html>

This site, from the Department of Education, provides information on grant competitions that are currently open.

Best Buy Children's Foundation: @15 Community Grants

http://www.bestbuy-communityrelations.com/community_grants_rfp.htm

The Best Buy Children's Foundation @15 Community Grants empower teens to thrive by helping them excel in school, engage in their communities, and develop life and leadership skills. Maximum award: \$10,000.

Eligibility: nonprofit 501(c)3 certified organizations located within 50 miles of a Best Buy store or Regional Distribution Center that provide positive experiences that empower early adolescents (primarily ages 13-18) to excel in school, engage in their communities, and develop life and leadership skills. Deadline: August 1, 2011.

CVS Caremark Charitable Trust Accepting Grant Applications for Programs Serving Children With Disabilities

<http://info.cvscaremark.com/community/our-impact/charitable-trust>

The CVS Caremark Charitable Trust will award grants of up to \$50,000 to organizations working to increase opportunities for success for children under the age of 21 with disabilities. This year, the trust will accept online applications from May 1 to June 15, 2011, for applications targeting children with disabilities. CVS Caremark is most interested in funding proposals where support can help an organization expand or enhance an existing program with proven success, enable organizations to support innovative new approaches that produce positive outcomes for targeted populations, or support one-time capital needs (excluding bricks and mortar).

Applications are invited from nonprofit 501(c)(3) organizations in U.S. locations where CVS Caremark has a business presence (all states except Arkansas, Colorado, Idaho, Oregon, South Dakota, Washington, and Wyoming). Deadline: June 15, 2011.

NEA Foundation and Consortium for School Networking Invite Ideas for Mobile Phone Education Innovations

<http://tinyurl.com/28vmvu5>

The NEA Foundation's newest C2i challenge, conducted in partnership with the Consortium for School Networking, is inviting ideas for mobile phone technology that can transform teaching and learning. The foundation will award grants of \$1,000 to as many as five individuals who post the best ideas on the C2i page at the U.S. Department of Education's Open Innovation Portal. The solutions selected will be shared by the NEA Foundation and CoSN via multiple outlets. The C2i challenge is open to public school educators, students, and others with an interest in improving public education. Proposed solutions must effectively incorporate smart phones or cell phones. Portal registrants can also review, comment, and vote on the posted solutions.

U.S. Department of State: Teachers for Global Classrooms

<http://www.irex.org/project/teachers-global-classrooms-program-tgc>

The Teachers for Global Classrooms Program is a professional development opportunity for U.S. middle and high school teachers to participate in a program aimed at globalizing U.S. classrooms. Activities include an online course; two Global Education Symposiums in Washington, DC (pre- and post-travel); and an international fellowship through a two-week country visit upon successful completion of the online course. Maximum award: a fellowship, including two weeks' travel to Brazil, Ghana, India, Indonesia, Morocco, or Ukraine. Eligibility: full-time secondary-level teaching professionals with five or more years of classroom experience in disciplines including English as a Second Language, English Language or Literature, Social Studies, Mathematics, or Science, who are also U.S. citizens. Deadline: June 15, 2011.

AIAA Foundation: Grants for Excellence in Math, Science, Technology and Engineering

<http://www.aiaa.org/content.cfm?pageid=244>

American Institute of Aeronautics and Astronautics Foundation Classroom Grants encourage excellence in educating students about math, science, technology, and engineering. Eligibility: current AIAA Educator Associate or AIAA Professional members actively engaged as K-12 classroom educators. Maximum award: \$200. Deadline: rolling.

NAIS: Challenge 20/20 Partnership

<http://www.nais.org/resources/index.cfm?ItemNumber=147262>

The National Association of Independent Schools invites schools to participate in Challenge 20/20, a program that brings together one school from the United States and one school from outside of the United States. Teacher-student teams from both schools work together throughout the fall 2011 school semester to come up with a solution to a global problem. Challenge 20/20 is based on Jean Francois Rischard's book, "High Noon: 20 Global Problems, 20 Years to Solve Them." Maximum award: international cooperation and collaboration between youth. Eligibility: all U.S. schools, elementary and secondary, public or private. Deadline: August 15, 2011.

Toshiba America Foundation: Grants for Math and Science

<http://www.toshiba.com/tafpub/jsp/home/default.jsp>

The Toshiba America Foundation makes grants for projects in math and science designed by classroom teachers to improve instruction for students in grades 6-12. Maximum award: \$5,000. Eligibility: Grades 6-12. Deadline: August 1, 2011.

ASCD: Outstanding Young Educator Award

<http://www.ascd.org/programs/Outstanding-Young-Educator-Award/OYEA-Information.aspx>

The Association for Supervision and Curriculum Development is seeking nominations for its Outstanding Young Educator Award, which recognizes a teacher under the age of 40 who demonstrates excellence in his or her profession, a positive impact on students, creativity in the classroom, and leadership in his or her school or district. Maximum award: \$10,000. Eligibility: K-12 teachers under age 40; self-nominations accepted. Deadline: August 1, 2011.

[To top](#)

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[To top](#)