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Update from the U.S. Department of Education

Remarks of U.S. Secretary of Education Arne Duncan on the 40th Anniversary of Title IX

It's a pleasure and honor to follow Valerie Jarrett and Birch Bayh. Given our lineup of distinguished speakers and outstanding panelists, I am going to keep my remarks brief.

I don't believe we do enough in general in education to celebrate success. And so I'm especially pleased to be here today, because Title IX is one of the great educational and civil rights success stories of the last 40 years.

I am a big believer in the value of college sports. I can think of no other institution, apart perhaps from the military, that does as much to shape our future leaders as intercollegiate athletics. Student athletes learn lessons on the court and the playing field that are hard to learn anywhere else—lessons about teamwork, commitment, adaptation, and discipline.

I am thrilled that some of those outstanding examples of women athletes, leaders, and legends like Billie Jean King are here with us this afternoon. But it is precisely because college athletics play such an essential role, that we must be vigilant about ensuring equal opportunity for men and women in college sports. We cannot unnecessarily dissuade women or limit their opportunities.

This is a personal issue for me. I played college sports, but so did my sister. She was, by the way, a much better basketball player than me, and played a couple of years overseas. She was an early beneficiary of Title IX.

But I'll tell you something else that not many people realize. My mother was the best athlete in our family. It drove me crazy, but she beat me one-on-one for years. I quit playing tennis because I got tired of losing to her. But, unfortunately, as for so many women of her generation, her opportunities to play sports in college were severely limited.

When Title IX was enacted in 1972, less than 30,000 female students participated in sports and recreational programs at NCAA member institutions nationwide. Today, that number has increased nearly six-fold. And at the high school level, the number of girls participating in athletics has increased ten-fold since 1972, to three million girls today.

When Congress enacted Title IX, it seemed to simply enshrine a universal sentiment. Title IX prohibits discrimination on the basis of sex in any program or activity receiving federal financial assistance. And yet this simple, unexceptional 37-word long provision has forever altered our high schools and colleges for the better.

As all of you know, Title IX's benefits stretch far beyond the playing field. Women athletes are more likely to graduate from college than female students who don't play sports. They are less likely to use drugs, get pregnant as teenagers, or become obese.

And that's not all. The economic returns of Title IX have been immense. One study of Title IX by Wharton professor Betsey Stevenson found that up to 40 percent of the overall rise in employment among women in the 25 to 34 year-old age group was attributable to Title IX.

Contrary to the fears and doubts of some skeptics, Title IX did not become a zero-sum proposition. New opportunities for women didn't mean fewer opportunities for men. Title IX has been a win-win law that benefits both women and men.

Since Title IX was enacted, the number of men playing sports has actually increased. More men than women still participate in college sports, even though women now significantly outnumber men on college campuses. So we have come a long way. But we clearly still have a distance to travel before educational institutions truly provide equal opportunities to participate in athletics to men and women.

To conclude, I want today to not only celebrate Title IX's extraordinary impact and value over the last 40 years but reaffirm its great potential to advance equity in the next 40 years.

New opportunities for women in intercollegiate sports get most of the publicity. But they are only a part of Title IX's enduring legacy.

As President Obama has pointed out, Title IX "does not even mention sports... Title IX has the potential to make similar, striking advances in the opportunities that girls have in the STEM disciplines."

We are working hard to ensure that schools make available rigorous standards that help prepare all students—regardless of gender—for both college and career, including access to science, technology, engineering, and math curricula.

This landmark law prohibiting sex discrimination has other far-reaching implications in schools and universities that receive federal funds.

To cite one example, our Office for Civil Rights has redoubled enforcement of Title IX and issued groundbreaking guidance with respect to sexual harassment and sexual violence on college campuses.

Title IX similarly prohibits discrimination against pregnant and parenting students. Before Title IX, these students often were forced to drop out of school. We will continue to make sure that their rights are protected—and that discrimination against pregnant and parenting students is not tolerated.

So, thanks to all of you for coming out today and joining in this celebration. As a nation, we've accomplished more than anyone imagined under Title IX. And I absolutely believe the next 40 years of Title IX hold the promise for more great advances in educational opportunity.

Join ED for Our Teacher Summer Seminars

You are invited! Join ED for our second annual Teacher Summer Seminars. This summer's seminars—presented by teachers—will consider strategies used by teachers to ensure students' civil rights in the classroom and to engage them through personalized learning. The seminars take place at the U.S. Department of Education in Washington, D.C., and teachers can also join online through our webinar.

#1 *Civil Rights in the Classroom*

Tuesday, June 26 from 6-7:30 pm (Eastern)

This seminar offers an overview of the Civil Rights Data Collection and practical advice from current teachers, a guidance counselor, and a parent about how to protect students' civil rights in the classroom. Presenters will explore strategies to prevent bullying, engage all students, present culturally relevant lessons, and work with parents to ensure the rights of students with disabilities.

#2 *What Teachers Need to Know about Personalized Learning*

Tuesday, July 10 from 6-7:30 pm (Eastern)

This seminar presents perspectives on an emerging topic for educators: creating adaptive instruction for every student in the class. Presenters from the Department of Education will provide insights about the meaning, purpose, and future of personalized learning. Teachers will discuss how they use real-time data to individualize instruction and to engage students with varied abilities.

The seminars are offered both *at the U.S. Department of Education* (400 Maryland Avenue, SE, Washington, DC 20202) and *on the web*.

The seminars are free but *space is limited*, so reserve your spot now!

[Register for Seminar #1 \(online or at ED\), *Civil Rights In the Classroom*, June 26, from 6-7:30 PM \(Eastern\)](#)

[Register for Seminar #2 \(online or at ED\), *What Teachers Need to Know About Personalized Learning*, July 10, from 6-7:30 PM \(Eastern\)](#)

Accommodations for persons with disabilities will be provided once requested at registration as long as the participant registers at least five working days prior to the seminar.

To learn how to register, go to:

<http://www.ed.gov/blog/2012/06/join-ed-for-our-teacher-summer-seminars/>

Education Department Releases Proposal to Help Thousands of Disadvantaged Students Access College Through Savings Accounts

The U.S. Department of Education announced that it will further help thousands of disadvantaged students access higher education through investing in college savings accounts.

The College Savings Account Research Demonstration Project will commit \$8.7 million of federal GEAR UP funds to support college savings accounts for students participating in the GEAR UP program, which is designed to increase the college readiness of low-income middle school and high school students.

The project will provide about 10,000 high school students with savings accounts as well as counseling to develop smart financial habits. In addition, the project will research the impact of savings accounts on college access and success by comparing the outcomes of students receiving savings accounts with a control group, which will allow the project to inform strategies at the federal, state and local level.

"We believe that savings accounts play a key role in helping all students—especially those from low-income families—access and succeed in college," said U.S. Secretary of Education Arne Duncan. "Empowering disadvantaged students with financial resources and skills will enable them to make smart investments in higher education—and we'll gain valuable knowledge about how to best serve these students in the future."

Initial research suggests students with savings accounts are much more likely to enroll in college than students without one. In fall 2010, Duncan joined the chairmen of the FDIC and National Credit Union Administration in a commitment to increase the number of students with savings accounts. The draft notice for the College Savings Account Research Demonstration Project outlines a plan for providing 10,000 ninth-grade students and their parents with college savings accounts, financial incentives to save and targeted financial counseling.

Because many GEAR UP grantees may be more readily able to establish and manage savings accounts for GEAR UP students, the Department is proposing that state GEAR UP grantees that received new awards in FY 2011 or FY 2012 and that are participating in the cohort model would be eligible to apply for the project. Each student will receive \$200 in seed funding to start the account, which the state will open automatically. Students will have a chance to earn an extra \$10 per month in a dollar-for-dollar savings match program over the next four years, ultimately giving them the opportunity to save more than \$1,000 for college. Savings will be available for students to use for educational expenses upon enrolling in an institution of higher education.

For more information on the project, including a copy of the Notice of Proposed Priorities, visit: <http://www2.ed.gov/programs/gearup/applicant.html>.

Calls to Participate

Education Department Seeks Information on Disconnected Youth

<http://tinyurl.com/cl4v5kh>

The U.S. Department of Education has released a request for information (RFI) on Strategies for Improving Outcomes for Disconnected Youth. The RFI invites organizations to recommend effective approaches to increase the rate at which young people ages 14 to 24 who are homeless, in foster care, involved in the juvenile justice system, unemployed or not enrolled in an educational institution meet educational, employment, and other key development goals. Deadline for submissions: July 5, 2012.

OJJDP and SAMHSA Observe National Children's Mental Health Awareness Day

<http://www.samhsa.gov/children/>

The Office of Juvenile Justice and Delinquency Prevention (OJJDP) and the Substance Abuse and Mental Health Services Administration (SAMHSA) will observe National Children's Mental Health Awareness Day on May 9, 2012. This year's observance will promote recovery and resilience for children and youth in the juvenile justice and child welfare systems. OJJDP, SAMHSA, and partnering agencies will support efforts to help the public recognize signs of child trauma, promote treatment for children's traumatic experiences, and promote trauma-informed social services and supports. They seek participants in Awareness Day 2012 Community Events activities. The Community Events link on the Web site lists activities already planned state-by-state.

ASCD: Outstanding Young Educator Award

<http://tinyurl.com/7s3ualn>

The Association for Supervision and Curriculum Development (ASCD) 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; ASCD institutional membership. Eligibility: full-time K-12 teachers under age 40; self-nominations accepted. Deadline: August 1, 2012.

LeadCast Blog Invites Entries from Scholars

<http://niusileadscape.org/bl/>

The Equity Alliance at ASU's LeadCast blog was initially created to talk directly to school principals, and has expanded to include researchers, practitioners, scholars, and state and district administrators dedicated to improving education through advocacy, research, social agency and the arts and transforming the ways education is conceptualized and delivered in this country. They invite scholars interested in submitting blog entries to email niusileadscape@asu.edu.

Virginia Commonwealth University Rehabilitation Research & Training Center (VCU RRTC) Online Course: Customized Employment

<http://www.worksupport.com/training/webcourses/ce.cfm>

The Virginia Commonwealth University Rehabilitation Research & Training Center (VCU RRTC) offers an online course in "Customized Employment," March 26-April 23, 2012

Customized employment uses a flexible blend of strategies, services, supports, and funds to facilitate employment outcomes for job seekers with complex needs through negotiated employment relationships. Topics Covered: Overview of customized employment, Ways to get to know the job seeker, Strategies to find jobs & Blending supports and funds. Course Credit: Individuals who complete the course may earn 1.6 CEUs, 16 CRCs and a Certificate of Course Completion.

Virginia Commonwealth University Rehabilitation Research & Training Center (VCU RRTC) Online Course: Personalized Job Development

http://www.worksupport.com/training/webcourses/job_development.cfm

The Virginia Commonwealth University Rehabilitation Research & Training Center (VCU RRTC) offers an online course in “Personalized Job Development,” March 19-April 16, 2012. Job development is the process of locating and creating work opportunities for individuals with disabilities. This is achieved by earning an opportunity to engage an employer and then earning a commitment to meet, interview, and hire a specific job seeker. Topics Covered: Core Values, Strategies for Personal Improvement, Contact & Presentation Strategies. Individuals who complete the course may earn 1.6 CEUs, 16 CRCs and a Certificate of Course Completion.

Participants Sought for Survey on Mentoring Services for High-Risk Youth

www.surveymonkey.com/s/YouthMentoringSurvey

The National Mentoring Partnership, Global Youth Justice, and the National Partnership for Juvenile Services are conducting a survey to improve the design and delivery of mentoring services for youth at risk for delinquency, alcohol and drug abuse, truancy, and other problem behaviors. Results will be included in a research report and in training and technical assistance materials, which will be free and available online. The survey is funded by the Office of Juvenile Justice and Delinquency Prevention. Mentoring and juvenile justice professionals working in detention, corrections, probation, dependency courts, delinquency courts, and teen court/youth court diversion programs are encouraged to participate.

America's Promise Launches Grad Nation Communities

<http://www.americaspromise.org/gradnationcommunities>

America's Promise Alliance is drafting more communities into its campaign to boost high school graduation. The Alliance recently launched Grad Nation Communities, part of the Grad Nation Campaign, a 10-year initiative to mobilize all Americans to take action to end the high school dropout crisis and better prepare young people for college and the 21st century workforce. The Alliance invites communities to join this network of cities and towns that will work to improve high school graduation rates by focusing on the local schools that are most in need of improvement.

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Special Education Resources

AYPF's Building a Comprehensive System to Support All Students Getting to High School Graduation and Beyond (April 2012)

Forum Brief

<http://tinyurl.com/bquw2sd>

The American Youth Policy Forum (AYPF) has issued a brief that summarizes AYPF's forum, held April 27, 2012, focused on providing multiple pathways to high school graduation that prepare all youth for postsecondary education and careers. The event addressed federal, state, and local policies that can support efforts to prepare all learners for success. The forum highlighted New York City's portfolio of options for students off-track to graduation as well as statewide efforts in Massachusetts to support young people graduating high school ready for college and careers.

CADRE and the JAMS Foundation Present Video Resources from CADRE's Fifth National Symposium on Dispute Resolution in Special Education (October 2011)

Archived Symposium

<http://www.directionservice.org/cadre/sympvidsmain.cfm>

The National Center on Dispute Resolution in Special Education (CADRE) and the JAMS Foundation have archived the video resources from CADRE's Fifth National Symposium on Dispute Resolution in Special Education, held October 2011. CADRE, supported by the JAMS Foundation, recorded keynote and plenary presentations, and a number of breakout sessions.

Child Indicator Newsletter Features Survey Research Challenges, New Data Tools, and International Reports on Children (May 2012)

Feature Newsletter

<http://tinyurl.com/7oosxnk>

"Child Indicator" is published by Child Trends (with support from the Annie E. Casey Foundation) three times a year to inform readers of developments and resources within the child and youth indicators field. The Spring 2012 issue highlights current challenges to the collection of survey data; provides descriptions of new data tools in the areas of justice statistics, employment data, and health; and summarizes several new international indicators reports. The issue also features information on new tools for accessing data on crimes, geographic patterns of residence and employment, dropout rates and related indicators, and county-level health. The landscape for survey data collection is undergoing rapid change, challenged by rising rates of non-response and constrained government funding.

Culture Shift: Teaching in a Learner-Centered Environment Powered by Digital Learning (May 2012)

Report

<http://www.all4ed.org/>

"Culture Shift: Teaching in a Learner-Centered Environment Powered by Digital Learning," from the Alliance for Excellent Education, discusses what genuinely personalized teaching strategies require, arguing that digital learning can help teachers meet varied student needs while also supporting cultural shifts in teaching. To prepare for these roles, teachers need support and opportunities to develop new skills, and education stakeholders seeking to transition schools

must develop a deep understanding of learner-centered environments; identify required changes from current instructional models; and create opportunities to discuss and observe learner-centered instruction.

Diplomas Count: Gains in High School Graduation Rates for Latino and African American Students Boost National Graduation Rate to 73.4 Percent (June 2012)

Report

<http://www.edweek.org/ew/toc/2012/06/07/index.html>

The national high school graduation rate increased for the second straight year, according to “Diplomas Count 2012,” the annual report from Education Week and the Editorial Projects in Education (EPE) Research Center. The report pegs the graduation rate at 73.4%, an increase of 1.7 percentage points compared to last year, and the highest level of high school completion since the late 1970s. It credits the improvement in the national graduation rate to significant improvements in the graduation rates for Latino and African American students, whose graduation rates increased by 5.5 and 1.7 percentage points, respectively.

Guía Informativa Familiar Sobre la Tecnología Asistencial y Planificación de la Transición (2012)

Guide

http://www.fctd.info/show/fig_summary

The Family Center on Technology and Disability (FCTD) has released “Guía Informativa Familiar Sobre la Tecnología Asistencial y Planificación de la Transición,” the Spanish version of “The Family Information Guide To Assistive Technology and Transition Planning.” This guide discusses relevant laws and includes accounts from students on how use of assistive technology helped them transition to post-secondary education, employment, and independent living. The website links to both the Spanish and English versions.

National Center on Universal Design for Learning: Growing Momentum in States and Districts (May 2012)

Report

<http://www.udlcenter.org/advocacy/state/report>

“Universal Design for Learning: Growing Momentum in States and Districts,” offers new insights about how Universal Design for Learning (UDL) is emerging as a national innovation that is transforming curriculum and instruction for all learners.

Office of Juvenile Justice and Delinquency Prevention Updated Statistical Briefing Book Report (no date)

<http://www.ojjdp.gov/ojstatbb/>

The Office of Juvenile Justice and Delinquency Prevention (OJJDP) has updated its Statistical Briefing Book (SBB) to include the latest data on FBI arrests and victims of domestic violence, a redesigned Compendium of National Juvenile Justice Data Sets, and new Frequently Asked Questions (FAQs) on teen mothers, juvenile educational characteristics, child maltreatment victims, and school crime victimization. The SBB offers access to online information about juvenile crime and victimization and about youth involved in the juvenile justice system. Developed for OJJDP by the National Center for Juvenile Justice, the SBB provides timely and reliable answers to questions OJJDP most frequently receives from media, policymakers, and the general public.

Quality Learning Experiences, Self-Determination, and Academic Success: A Path Analytic Study among Youth with Disabilities (May 2012)

Article

<http://www.ncwd-youth.info/sites/default/files/Quality-Learning-Experiences-Journal-article.pdf>

“Quality Learning Experiences, Self-Determination, and Academic Success: A Path Analytic Study among Youth with Disabilities,” published by the Hammill Institute on Disabilities, features findings from the Individualized Learning Plan (ILP) research and demonstration project conducted by NCWD/Youth and the U.S. Department of Labor's Office of Disability Employment Policy. The authors used path analyses to show how exposure to quality secondary learning environments contributed to the development of self-efficacy, motivation, and academic achievement among 135 high school students receiving special education services; and offer recommendations for enhancing the self-determination skills of youth with disabilities by strengthening the quality and impact of transition education. Available in pdf (487 KB, 12 pp).

Restraint and Seclusion Resource Document (May 2012)

Resource Document

<http://tinyurl.com/85a5zy7>

The U.S. Department of Education has issued a publication that outlines principles for educators, parents and other stakeholders to consider when developing or refining policies and procedures to support positive behavioral interventions and avoid the use of restraint and seclusion. The goal of this resource document is to help ensure that schools are safe and healthy environments where all students can learn, develop and participate in instructional programs that promote high levels of academic achievement. It presents 15 principles for state, district, and school staff; parents; and other stakeholders to consider when policies and procedures on the use of restraint and seclusion are being developed; discusses the context within which these principles were developed; lists the principles; and highlights the current state of practice and implementation considerations for each principle.

Restraint and Seclusion Resource Document (May 2012)

Article

<http://www2.ed.gov/policy/seclusion/index.html>

The U.S. Department of Education has published this resource document on “Restraint and Seclusion” to present and describe 15 principles for state, district, and school staff; parents; and other stakeholders to consider when states, localities, and districts develop policies and procedures which should be in writing on the use of restraint and seclusion. It discusses the context within which these principles were developed, lists the principles, and highlights the current state of practice and implementation considerations for each principle. It also provides a synopsis of ongoing efforts by federal agencies to address national concerns about using restraint and seclusion in schools, information about state policies on the use of restraint and seclusion in our nation's public schools, and an annotated resource guide on the use of restraint and seclusion in schools.

Service-Learning after Learn and Serve America: Impacts and Next Steps for the Field (June 2012)

Report

<http://www.ecs.org/default.asp>

“Service-Learning after Learn and Serve America: How Five States Are Moving Forward,” from the Education Commission of the States’ National Center for Learning and Citizenship, discusses vital questions as forward-funded Learn and Serve America (LSA) programs end this August, collecting and sharing information from interviews with lead service-learning staff at five state education departments (Arizona, Colorado, Minnesota, North Carolina, and Wisconsin).

The Condition of Education 2012 (May 2012)

Report

<http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2012045>

The National Center for Education Statistics has released “The Condition of Education 2012.” The 49 indicators presented in it provide a progress report on education in America and include findings on the demographics of American schools, U.S. resources for schooling, and outcomes associated with education. Report findings include data on numbers who graduate high school, go on to undergraduate enrollment, and achieve degrees.

The Economic Impact of Communities in Schools (May 2012)

Report

<http://tinyurl.com/cdlna7o>

“The Economic Impact of Communities in Schools,” an analysis from Communities in Schools (CIS) conducted by Economic Modeling Specialists, Inc., quantifies the return on investment of CIS’ 113 high-school-serving affiliates in its network to taxpayers, businesses, and students. CIS works within the public school system, determining student needs and establishing relationships with local businesses, social service agencies, healthcare providers, and parent and volunteer organizations to provide resources.

The Importance of Being in School: A Report on Absenteeism in Public Schools (2012)

Report

<http://new.every1graduates.org/the-importance-of-being-in-school/>

“The Importance of Being in School: A Report on Absenteeism in Public Schools,” from the Everyone Graduates Center, examines the issue of chronic absenteeism (missing 10% percent or more of a school year), which differs from truancy or average daily attendance rates used for state and federal accountability. The data suggest that chronic absenteeism is concentrated in relatively few schools. Because students in poverty benefit the most from being in school, a key strategy in reducing poverty and improving achievement is to have these students in school every day.

Tips for Young Adults with Disabilities Interested in Starting a Career with the Federal Government (2012)

Fact Sheet

<http://tinyurl.com/7v2ptgo>

“A Hiring Authority Fact Sheet: Tips for Youth and Young Adults with Disabilities Interested in Starting a Career with the Federal Government” has tips to help youth with disabilities looking for government work. [To top](#)

Update from the National Dissemination Center for Children with Disabilities

RESOURCES FROM NICHCY!

School presents a unique challenge for children with behavior issues and their teachers. For many students with disabilities (and for many without), the key to success in the classroom lies in having appropriate adaptations, accommodations, and modifications made to the instruction and other classroom activities.

Teachers need tools to use to that help provide support and guidance. NICHCY is pleased to connect you with resources for helping children with disabilities.

Behavior at School

<http://nichcy.org/schoolage/behavior/atschool/>

Supports, Modifications, and Accommodations for Students

<http://nichcy.org/schoolage/accommodations/>

New at NICHCY! Education and Disability Law Articles

Looking for reliable information on topics related to IDEA, Section 504, and more? NICHCY offers access to a selection of full-text journal articles from trusted legal scholars. Find recent articles on federal and state special education laws, dispute resolution, seclusion & restraint, and more, at:

<http://nichcy.org/laws/legal>

RESOURCES FROM NICHCY!



Kids grow fast, don't they? The beginning of summer marks a time of transition. Kids and families are preparing for summer camp, beginning summer reading, and making plans for moving into a life of adulthood. The resources below will help you to plan ahead so that these transitions are smooth.

Transition Suite Pinterest Board

<http://pinterest.com/elaineindc/transition/>

Transición a la Vida Adulta (Spanish resources on transition to adulthood)

<http://nichcy.org/espanol/temas/transicion>

Transition to Preschool

<http://nichcy.org/babies/transition>

Summer Camps

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

FROM OUR FRIENDS AT THE IDEA PARTNERSHIP



Secondary Transition Collection from the IDEA Partnership is a comprehensive collection of materials and resources to assist you in understanding the secondary transition processes. Here are Dialogue Guides, which are models for conducting interactive discussions across stakeholders, including a common set of source materials and suggested procedures for involving various audiences in states and

districts.

Secondary Transition Collection Dialogue Guides

<http://tinyurl.com/c44rkjw>



IT ALL STARTS IN FAMILIES AND COMMUNITIES

Family Information Guide to Assistive Technology and Transition

The Family Center on Technology and Disability (FCTD) has released the Spanish version of *The Family Information Guide To Assistive Technology and Transition Planning*. This guide discusses relevant laws and includes accounts

from students on how use of assistive technology helped them transition to post-secondary education, employment, and independent living. Access this guide (in English and Spanish) at:

http://www.fctd.info/show/fig_summary

When Young Adults Need Help with Decisions: Guardianship and Other Approaches to Decision-making Support

This new *Got Transition* brief describes decision-making supports that may assist young adults with intellectual disabilities while ensuring independence and self-direction. This brief also provides links to important resources for more information about guardianship and other alternatives.

<http://hosted-p0.vresp.com/330372/c41b470f62/ARCHIVE>

Tips for Young Adults with Disabilities Interested in Starting a Career with the Federal Government

A Hiring Authority Fact Sheet: Tips for Youth and Young Adults with Disabilities Interested in Starting a Career with the Federal Government is to help youth with disabilities looking for government work.

<http://tinyurl.com/7v2ptgo>

70+ Tips and Tricks for Special Needs Road Trips

If you have a child with special needs, then you know summer travel plans will require extra attention to detail. Friendship Circle Blog has shared a multitude of tricks and tips to help make the planning less stressful and the travel more successful.

<http://tinyurl.com/8442u42>



THE LITTLE ONES: EARLY INTERVENTION/EARLY CHILDHOOD

Helping the little ones transition to new settings or programs

The National Early Childhood Technical Assistance Center is a great go-to resource on how to ensure seamless transitions for children and their families as they leave Part C and other early childhood programs and move to another

program or system. Visit NECTAC's transition page:

<http://www.nectac.org/topics/transition/transition.asp>

IFSP & Transition Regulations

New Part C regulations were published in September 2011. So what's new, different, or the same in regulations for the IFSP and transition?

http://www.ideainfanttoddler.org/pdf/IFSP_and_Transition_Regulations.pdf

Transition Plan

Here's a one page sample transition plan that was included in the IFSP of a child turning three and moving from early intervention (Part C) to a preschool classroom (Part B).

<http://tinyurl.com/cr857de>

Tiered Instruction | Online Module

Check out CONNECT's newest module, designed to help learners understand the purpose, use, and potential benefits of tiered instruction to promote positive behaviors and academic learning in young children in early care and education programs.

<http://community.fpg.unc.edu/node/218>



SCHOOLS, K-12

The Best Ways To Integrate Special Needs Students

Budget cuts in many school districts have some parents and teachers questioning whether they have the resources to support their students. NPR education correspondent Claudio Sanchez and Thomas Hehir of Harvard University talk about how to integrate special needs students into mainstream classrooms.

<http://tinyurl.com/89j3byj>

Preparing Middle Schoolers to Enter High School

From the UCLA Center for Mental Health in Schools - *Supporting Successful Transition to Ninth Grade*.

<http://smhp.psych.ucla.edu/pdfdocs/practicenotes/transitionsninthgrade.pdf>

101 | UDL and Transition Planning for Youth with Disabilities

Developed by National Secondary Transition Technical Assistance Center, this resource focuses on Universal Design for Learning (UDL) application in secondary transition services. It also outlines the principles of UDL, provides evidence to support its use, describes examples of UDL application in various academic content areas, and provides links to additional resources.

<http://tinyurl.com/6oczn8r>

Off to College with Autism | Navigating College Website

Navigating College, a project of The Autistic Self-Advocacy Network (ASAN), is an introduction to the college experience by and for people with autism. The writers and contributors are autistic adults, giving the advice they wish they had been given when starting college.

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



STATE & SYSTEM TOOLS

Smoothing Transitions for Children in the Child Welfare System

The American Bar Association's Center on Children and the Law has published *How the IDEA and the Fostering Connections Act Can Work Together to Ensure School Stability and Seamless Transitions for Children with Disabilities in the Child Welfare System*. The brief discusses the legal requirements of two federal laws and how they can be used to help ensure that children in foster care who have or may have a disability receive the services they need.

<http://tinyurl.com/d8wg9w8>

On Transition Services for Youth with Disabilities

This report presents statistics that reveal how students with disabilities are faring, identifies strategies that lead to desirable outcomes, and suggest resources of more information.

http://www.urbanschools.org/pdf/OP_Trans.pdf

The Condition of Education 2012

Hot off the press from NCES! The 49 indicators presented in *The Condition of Education 2012* provide a progress report on education in America and include findings on the demographics of American schools, U.S. resources for schooling, and outcomes associated with education.

<http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2012045>

What's the Score? Including Students with Disabilities in School Accountability Systems

The interim report presents descriptive information on school-level accountability, adequate yearly progress (AYP), and school improvement status of schools accountable and schools not accountable for the performance of the students with disabilities under ESEA.

<http://ies.ed.gov/ncee/pubs/20124056>

Two Resources on Restraint and Seclusion

Are you working on developing or revising state or system policies on the use of restraint or seclusion with students with disabilities? If so, these resources would be relevant.

From the U.S. Department of Education

Restraint and Seclusion: Resource Document outlines 15 principles for educators, parents, school districts, and others to consider when developing policies and procedures to support positive behavioral interventions and avoid the use of restraint and seclusion.

<http://www2.ed.gov/policy/seclusion/index.html>

From TASH

The Cost of Waiting gives examples of the consequences of not having federal legislation to

guide policies on seclusion and restraint. It includes a hefty resource list, too.

http://issuu.com/tashorg/docs/tash_the_cost_of_waiting_second_edition/17

Evaluating Principals

The National Center for Comprehensive Teacher Quality has released an *Online Practical Guide to Designing Comprehensive Principal Evaluation Systems* to assist states and districts in developing systems of principal evaluation and support.

<http://www.tqsource.org/PracticalGuidePrincipals/>

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NASET Sponsor - Arkansas State University Online



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

Latest Employment Opportunities Posted on NASET

[Teacher of Students with Autism Spectrum Disorders](#)

Coolidge, AZ

Job Category: Full Time

Special Education Services (SES), an affiliate of *The Menta Group*, provides for the educational needs of high risk, special needs children and adolescents, ages 5 through 21. Believing that all children have a right to quality educational services, SES schools find innovative solutions to critical problems in education working with an integrated focus on academic and social-emotional learning, and a continuum of learning and behavioral supports.

In conjunction with Arizona Education Cadre, specialists in the training of the Structured Teaching Model (STM), Special Education Services is looking for a teacher of students with Autism Spectrum Disorders for participation in an Autism Lab School housed in the Coolidge Unified School District. The program will provide special education and related services to

students with ASD while providing training opportunities to special and general education staff working with students in other programs. Successful candidates will have strong skills in school-based problem-solving, multidisciplinary collaboration, positive behavioral support, behavioral and academic interventions, progress monitoring and evaluation, and consultation with educational staff.

This position offers an access to medical, dental, vision plans, 403(b), sick pay, holiday pay, and personal days. The salary range is comparable for the position and area, depending upon certification/licensure and qualifications.

Qualifications

*Bachelors Degree Special Education or higher *Arizona Department of Education K-12 Special Education Endorsement *Experience working with special education students with significant emotional and behavioral disorders preferred

How to apply

www.thementagroup.org/careers/apply

Phoenix, AZ: Construction Trades + BD/ED mitch.henderson@menta.com

Fax: (602) 248-2937

www.thementagroup.org

Email Us Here: mitch.henderson@menta.com

Teacher of Students with Autism Spectrum Disorders

Phoenix, Arizona, 85014

Job Category: Full Time

Special Education Services (SES), an affiliate of *The Menta Group*, provides for the educational needs of high risk, special needs children and adolescents, ages 5 through 21. Believing that all children have a right to quality educational services, SES schools find innovative solutions to critical problems in education working with an integrated focus on academic and social-emotional learning, and a continuum of learning and behavioral supports.

In conjunction with Arizona Education Cadre, specialists in the training of the Structured Teaching Model (STM), Special Education Services is looking for a teacher of students with Autism Spectrum Disorders for participation in an Autism Lab School housed in the Pendergast School District. The program will provide special education and related services to students with ASD while providing training opportunities to special and general education staff working with students in other programs. Successful candidates will have strong skills in school-based problem-solving, multidisciplinary collaboration, positive behavioral support, behavioral and academic interventions, progress monitoring and evaluation, and consultation with educational staff.

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Fax: (602) 248-2937

www.thementagroup.org

Director - The Center for Change Transition Svcs

Seattle, Washington

Seattle University has an exciting, dynamic opportunity for a Director of The Center for Change in Transition Services to join our community.

The Director of The Center for Change in Transition Services (**CCTS**) is responsible for managing the daily operations of the Washington State Office of Superintendent of Public Instruction (OSPI) Special Education State Needs Project, **CCTS**. The Director will oversee the data collection and preparation for analysis and reporting of Indicators 1, 2, 13 and 14 outlined in Part B of the 2012-13 State Performance Plan's (SPP) as mandated by the Office of Special Education Programs (OSEP). The Director will also provide technical assistance, on- going training and support to the state's Local Education Agencies (LEAs) to meet the 2012-2013 SPP goals for Indicators 1, 2, 13 and 14. The Director will also oversee the **CCTS** budget, application of the CCTS grant for OSPI funding and update the **CCTS** online resources (including web-based training for continuing education to secondary special education staff).

In addition, the Director will collaborate with the Principal Investigator of **CCTS** and OSPI liaisons to ensure that all OSPI directed goals are obtained for September 1, 2012 through August 31, 2013.

This is a grant funded position. Employment is contingent on availability of grant funding.

Essential Job Functions

The Director will manage the **CCTS** daily budget, coordinate and prepare materials and respond to email/telephone requests for information requests regarding secondary transition services for youth with IEPs in the state.

SPECIFICALLY, THE DIRECTOR WILL SUPERVISE:

- Data collection for Part B SPP Indicators 13 & 14 and related indicators (1 & 2) to support LEAs to reach the annual goals set in the Annual Progress Report regarding secondary transition services
- Online resources dissemination activities on the Seattle University **CCTS** Website
- The Transition Systemic Framework online data collection system
- Development of training and protocols for implementing and sustaining the online system
- Develop and present the training modules for school district personnel involved in secondary transition services
- Technical assistance and training provided by the Center on all issues pertaining to the secondary transition services and related SPP indicators
- The preparation of the data for analysis and prepare all post-school data for the yearly report of the post-school follow up study.
- Production of all e-learning and web-based trainings for online use
- Literature reviews of all research-based practices in Special Education and Education Policy that will inform the work of the Center and the public schools in Washington State
- Manage all aspects of a grant following the guidelines and policies set forth by the Office of the Superintendent of Public Instruction and Seattle University.

Minimum Qualifications

Masters Degree, Ed.D. or Ph.D. in Special Education and at least two years of experience working in a similar program or field or an equivalent combination of education and experience in research methodology sufficient to successfully perform the essential duties of the job such as those listed above.

Knowledge of special education and secondary educational laws and practices is required.

Knowledge of data collection and reporting procedures is required. Knowledge and/or experience using e-learning or web-based technology is required.

Knowledge of research and literature in post-school data outcomes is necessary. Knowledge of methodology, best practices, and data analysis related to developing research projects is also necessary.

This position requires excellent interpersonal communication skills and ability to work effectively with diverse audiences with a customer-service focus.

Apply Here: <http://www.Click2Apply.net/9dj8zm9>

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Apply Here: <http://www.Click2Apply.net/9dj8zm9>

[\\$125,000 Salary for Master Middle School Teachers](#)

New York, New York

\$125,000 Salary for Master Middle School Teachers!

Earn a \$125,000 salary and join a team of master teachers at ***The Equity Project (TEP) Charter School***, recently featured on the front page of the New York Times: <http://www.tepcharter.org/nytimes.php>

TEP is a 480-student 5th through 8th grade middle school in the Washington Heights neighborhood of New York City.

Learn more and apply today at <http://www.tepcharter.org/apply.php>

You can learn more about teaching at **TEP** by participating in our Live Online Information Session (link below):

<http://www.tepcharter.org/info-session-for-teachers.php>

About *TEP Charter School*

TEP aims to put into practice the central conclusion of a large body of research related to student achievement: teacher quality is the most important school-based factor in the academic success of students, particularly those from low-income families. In singling out teacher quality as the essential lever in educational reform, TEP is uniquely focused on attracting and retaining master teachers. To do so, TEP uses a three-pronged strategy that it terms the 3 R's: Rigorous Qualifications, Redefined Expectations, & Revolutionary Compensation. For more information, visit us online at <http://www.tepcharter.org>

Info Session @ TEP

Thinking about applying for a teaching position at TEP? Attend an in-person information session with TEP's Principal, Zeke Vanderhoek. Take a tour of the school, learn more about the teacher application process and teaching at TEP, and have an opportunity to ask questions

When: Monday, July 30, 5PM (For online options, [click here](#))

Where: *TEP* Charter School

Learn how to RSVP for the event by clicking the following link:<http://www.tepcharter.org/session-for-teachers.php>

We also have a Live Online Info Session!

Click here for more information: <http://www.tepcharter.org/info-session-for-teachers.php>

Teacher for Children with Language-Based LD

Atlanta, GA

Job Category: School for children w/ language-based LD

Description

The mission of the *Atlanta Speech School* is to help each person develop his or her full potential through language and literacy. Established in 1938, the *Atlanta Speech School* serves children and adults with speech, hearing, language, or learning disabilities through clinical and educational programs, in addition to providing professional development for teachers and educators in partner schools and preschools. All of our programs are built upon a foundation of caring instruction, based on proven research, and strengthened with a depth of academic and clinical knowledge. We encourage applications for employment from professionals seeking meaningful careers and who are committed to the mission, values, and principles of the School.

The Wardlaw School for children with language-based learning disabilities is currently seeking an outstanding professional to serve as classroom teacher in our multi-disciplinary, collaborative educational environment.

The **Wardlaw School** is dedicated to serving children with average to very superior intelligence and mild to moderate language-based learning disabilities including dyslexia (reading disability). Children accepted into the Wardlaw School may exhibit underlying auditory and/or language processing problems that make it difficult for them to learn in their present educational setting. Our students are between the ages of 5 and 12 years old and are in kindergarten through 6th level. Wardlaw School students typically have a diagnosis of dyslexia or "red flags" for the disorder. They may also have difficulty understanding and/or using spoken language, expressing themselves through written language, or experience mathematical difficulties.

**THE FULL POSTING MAY BE REVIEWED
AT WWW.ATLANTASPEECHSCHOOL.ORG**

Requirements

Knowledge of research-based practices in areas of language development, reading, math; innovators and thinkers who choose to work in an environment where they can truly make a difference in the life of a child; Master's degree in learning disabilities, reading, speech/language pathology, or special education is required; possess or eligible for current Georgia teaching certificate and/or certification from ASHA; understanding of interaction between language and learning; training in at least one multi-sensory reading method. Experience preferred.

Among the many programs at the **Atlanta Speech School**, children and adults with hearing loss and language processing difficulties are served. Therefore, the clarity of an applicant's speech and language may be part of the hiring decision as they relate to performing the essential functions of the position.

Benefits

This 190-day, full-time school position offers a generous benefit package including health/dental/life/vision and long term disability insurance; the School subsidizes health insurance premiums of staff and families. Other benefits include Flexible Spending Account; 403(b) Plan; Employee Assistance Program and Travel Assistance Services; cost reduction of some Atlanta Speech School services; subsidized meals during working hours; accrued sick leave; and credit union membership.

Contact

Please submit all of the following documents by June 15th to HR@ATLSPSCH.ORG to ensure that your information is considered: cover letter, resume, copy of ASHA Certificate of Clinical Competence and Georgia License in Speech-Language Pathology, college transcript, and written submission describing how your particular skills, talents, and/or expertise could be beneficial to the **Wardlaw School** (please limit to 500 words).

Director of Special Education

Newark, NJ

Job Category: Director, Special Education, Administration

Overview

TEAM Charter Schools is a network of 5 charter schools in Newark, New Jersey, fundamentally committed to meeting the needs of all Newark students. We take great pride in our Special Education program and if we are to meet our vision of serving all students, we must continue to build a world-class Special Education program for our student population that not only mirrors local public schools in the percentage of students with identified needs, but also in the broad spectrum of academic and behavioral needs we serve every day.

We are looking for a Director of Special Education who is able to create a vision that will help us achieve that goal as we enter a period of sustained growth. Strong candidates will have instructional leadership experience, a strong knowledge of Special Education law, and the ability to develop teachers, work with families, and build strong coalitions outside of regular reporting relationships. We expect all of our employees to be kid focused, but a successful Director of Special Education must be uniquely committed to thinking of students first as they work with others to find big picture solutions to our students' needs.

The Director of Special Education ensures that all special education students, across all schools, produce breakthrough academic results. The Director holds primary responsibility for the development, implementation, and assessment of all specialized services, including special education, academic interventions, counseling, and other related services for all TEAM SCHOOLS. The Director ensures that the IEP needs of all special education students are met with robust and rigorous strategies. The Director reports to the Director of Curriculum and Instruction and provides support to principals and all TEAM SCHOOLS.

DUTIES AND RESPONSIBILITIES:

- Manage the Special Education program across TEAM SCHOOLS
- Teacher Support
- Student Support
- Professional Development of network staff

QUALIFICATIONS:

- A sense of humor
- A passion for the mission of TEAM SCHOOLS
- Strong knowledge of intervention strategies
- Five plus years of experience in teaching, teacher coaching, and/or student support
- Familiarity with intervention programs in reading and mathematics
- Strong leadership, management, and communication skills
- Detail-oriented and highly organized with strong analytical writing skills
- A proven track record of student achievement for special education students

- Master's or Education Specialist degree in Special Education, School Psychology, or related field
- Applicant must possess a valid New York State certificate in School Administration/Supervision (SAS), School District Administrator (SDA), or School Building Leadership (SBL), as well as a Certificate of Eligibility for Supervisory Placement or a valid New York City license in the specific area for which they are applying

To apply, visit <http://www.teamschools.org/jobs/> and click the "Apply Now" button at the top of the page. Once you have searched and selected this position, create an account at the bottom of the page and submit your application.

Special Education Teacher (Middle or Elementary)

Oakland, CA

Job Category: Education; Teaching; Non-Profit; Healthcare

ESSENTIAL DUTIES & RESPONSIBILITIES:

- Under supervision of the Assistant Director for Educational services, develop and implement a curriculum consistent with state requirements and individual student's IEP and treatment goals and agency philosophy.
- Provide direct supervision including the employment discharge and periodic evaluation of classroom instructional assistants. Through this supervision enable IA to assist in the instruction, child supervision and activity planning and meet goals of personal job satisfaction.
- Enrich class and student's educational programs to meet their individual needs, goals and interests using agency and community resources
- Use clinical insights, educational motivational techniques and a commitment to excellence in education to promote growth in the classroom
- Maintain all appropriate records including IEP's, teacher files, lesson plans consistent with IEP goals and objectives, attendance records, clinical notes and other records as required
- Administer periodic standard educational testing measures and use record of results to set individual goals and improve strategies
- Prepare for and attend IEP's. Conduct self in a professional manner and offer families compassion and support
- Participate in the planning for and supervision of children during milieu activities and events including field trips, parties, etc.
- Report through educational and clinical notes on children and participate in treatment team meetings as requested
- Develop and implement written lesson plans, that are marked by relevance to curriculum and individual child's needs, creativity and ease of application
- Write concise, legible, high quality Student Progress Reports as requested
- With help from the coordinator, develop a classroom budget, implement it consistently and maintain financial records in accordance with agency procedures

- Respond with cooperation and flexibility when planned or unforeseen disruptions occur such as substitute staff, make up meetings, special events, etc.
- Use, care and ordering of classroom materials, supplies, texts and equipment and maintenance of related rooms
- Provide input in to all Intake and Discharge and grade level decisions
- Conduct parent/guardian conferences and maintain quality communication with student homes consistent with treatment program guidelines
- Develop effective classroom management techniques consistent with the use of back-up systems, IEP goals and treatment plans and agency policy
- Provide assistance to the Coordinator in monitoring DIS services
- Participate in agency in-service training program
- Public relation duties as requested
- Instruct subordinates concerning all LCC safety policies, procedures, and rules, and enforcing these within work group. Ensure that subordinates attend all required safety training sessions.
- Require immediate reporting of all workplace hazards, safety rule violations, near misses, and work related injuries.

SPECIFIC SKILLS:

- Demonstrated awareness of, sensitivity to and competence in dealing with cultural and socioeconomic diversity of client population.
- Good written and verbal communication skills.
- The ability to relate effectively and professionally with children, supervisor, co-workers, family and extra-agency personnel.
- A commitment to empowering others to solve their own problems
- Valuing a nurturing family as the ideal environment for a person
- A conviction about the capacity of people to grow and change
- The ability to establish a respectful relationship with persons served to help them gain skills and confidence
- The ability to work collaboratively with other personnel and/or service providers or professionals
- The capacity to maintain a helping role and to intervene appropriately to meet service goals
- The ability to set appropriate limits

POSITION REQUIREMENTS:

- BA/BS degree from an accredited college or university, MA in reading or learning disabilities desirable.
- CA, LH or SH credential as a Special Education Teacher from accredited college or University. Eligibility for CA Emergency Specialist credential also considered.
- Minimum of one year experience teaching a special day class for seriously emotionally disturbed children.
- Valid California driver's license, a clear driving record and personal vehicle insurance coverage
- Must meet eligibility requirements to bill for Medi-Cal services

PHYSICAL REQUIREMENTS:

- The willingness and the ability to be first aid and CPR trained
- The willingness and the ability to manage acting out behavior of children ages 6-15 years old
- The willingness and the ability to be trained, using our therapeutic and relationship-building philosophy that includes Collaborative Problem-Solving, Life Space Crisis Intervention (LSCI), and SAFE Environments training programs
- Physical fitness with the ability to bend, stoop, kneel, drop to one knee and get back up

CLASSIFICATION: Regular, full-time, exempt, non-union, benefited position.

COMPENSATION: Teacher Salary Scale

BENEFITS: Competitive benefits package available

Please apply directly at the following link:

<https://home.eease.com/recruit/?id=504182>

Special Education Specialist I

Dover, NH 03820

Job Category: Full Time

Measured Progress is an Equal Opportunity/Affirmative Action Employer committed to workforce diversity.

Special Education Specialist I

Location: Dover, NH 100 Education Way

Full Time/Part Time: Full time

Position Summary

The Special Education Specialist I will provide program leadership across multiple contracts in administering assessment programs for students with significant cognitive disabilities. This role will develop special education content materials for professional development, item development, and the administration of alternate assessments. The Special Education Specialist I will provide content knowledge on contracts in an autonomous manner, and may be assigned new contract, client, and assessment work. Additional responsibilities include the following:

- Collaborate with and provide technical assistance to Measured Progress program manager, subcontractor, and/or state education agencies regarding the program's design, planning, and implementation.
- Conduct in-state professional development workshops with educational professionals on the implementation and scoring of alternate assessments.
- Develop and write administration manuals, resource guides, scoring guides, and presentation materials as needed.

- Collaborate with Measured Progress Curriculum and Assessment staff to develop and revise alternate assessment items, as well as the overall assessment design, as needed.
- Act as the main liaison with Measured Progress staff and state agencies on all test design and development issues for the contract, conducting in-state development meetings as required.
- Collaborate with the Measured Progress program manager and/or subcontractor with communicating the program's design, objectives, deliverables, budget, and deadlines to internal personnel to ensure the contract is carried out on time and according to specifications.
- Assist with the creation of contract-specific test designs and specifications for current contracts and/or proposals.

All interested applicants apply online -

<https://employment.measuredprogress.org/careers/>

Qualifications

- Bachelor's degree required
- A minimum of four (4) years of teaching experience in special education, or two (2) years of teaching experience in special education plus two (2) years of professional experience in alternate assessment
- Experience teaching students with significant cognitive disabilities
- Knowledge of alternate assessment design, development, implementation, impacts, and issues
- Excellent verbal and written communication skills
- Strong interpersonal skills and the ability to work independently

Benefits

Measured Progress's corporate campus is located 65 miles north of Boston in the New Hampshire Seacoast region. Measured Progress offers an exceptional benefits package and work environment, featuring on-site child care and gym facilities, generous paid time off and retirement savings plans, and immediate eligibility for health, dental, vision and life insurance.

Contact

All interested applicants apply online - <https://employment.measuredprogress.org/careers/>

BOCES Executive Director

Rangely and Meeker Colorado

Job Category: BOCES Administration

Directs the BOCES program which is comprised of two separate districts. Ensures compliance with regulations (State and Federal) for all programs within the BOCES.

ESSENTIAL DUTIES AND RESPONSIBILITIES: *Other duties may be assigned.*

- Acts as an agent of the Board of Directors.
- Establishes and prepares meeting agendas, presents items for consideration to the Board and responds to inquiry from the Board.
- Ensures the communication and interpretation of Board decisions and requests to staff.
- Provides goal setting and problem solving to staff.
- Responds to staff and community regarding questions or problems about BOCES operations.
- Recommends policy and program decisions to the Board.
- Develops administrative rules and procedures to implement Board policy.
- Makes frequent visits to school sites.
- Attends various organizational meetings outside the BOCES.
- Plans, supervises and evaluates all BOCES personnel.
- Consults with staff, parents and outside agencies regarding special education students and programs offered.
- Responds to parents regarding the evaluation and placement of their children.
- Educates and discusses special education programs, personnel and students with building administrators and superintendents of districts within the BOCES.
- Obtains funding from the local, state and federal programs to ensure a free and appropriate educational program for all students.
- Submits program documentation for approval, applies for grants, submits budgets and financial reports and prepares and submits program reports to agencies.
- Develops and administers the BOCES budget.
- Ensures compliance with appropriate State and Federal Constitutional and statutory rules and regulations..
- Monitors staff caseloads and student progress.
- Recruits, selects and recommends personnel to be hired for the BOCES.
- Maintains complete and cumulative individual records of all children receiving special services.
- Assists in the adaptation of district policies to include special education needs.
- Keeps informed of all legal requirements governing special education and other federal programs within the BOCES.
- Plans staff in service training activities.

SUPERVISORY RESPONSIBILITIES:

Supervises all BOCES employees. Carries out supervisory responsibilities in accordance with the organization's policies and applicable laws. Responsible for the overall direction, coordination, and evaluation of all programs within the BOCES. Responsibilities include interviewing, hiring and training employees; planning, assigning, and directing work; appraising performance; rewarding and disciplining employees; addressing complaints and resolving problems.

Requirements:

Must be capable of working in a team oriented special education department and ensure compliance with regulations (State and Federal) for all programs within the BOCES. Prospective candidate must have a master's degree or equivalent, in administration with a special education endorsement from an approved program. Three years of successful professional practice or administrative experience in special education, or combined thereof.

Benefits:

- Salary Negotiable
- Full health, dental, vision
- PERA retirement
- Rangely Recreation Center use

Contact:

402 West Main Street, Room #219,
Rangely CO. 81648
or for more information please call 970-675-206

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Upcoming Conferences, Workshops and Events

2012

JULY

Job Development (VCU RRTC)

Web-based Event

July 2, 2012 - July 30, 2012

No Location Specified

http://www.worksupport.com/training/webcourses/job_development.cfm

The Virginia Commonwealth University Rehabilitation Research & Training Center (VCU RRTC) offers an online course in “Job Development,” posted July 2 and available through July 30, 2012. Job development is the process of locating and creating work opportunities for individuals with disabilities, achieved by earning an opportunity to engage an employer and then earning a commitment to meet, interview, and hire a specific job seeker. This course covers specific principles associated with job development via online lectures and readings and then requires the learner to take action on his or her behalf to further develop a particular skill. Participants also reflect upon what he or she learned from both the online content and field based experiential activity by sharing personal insights with other course members.

PEPNet 2.0 Training Institute

Training Institute

July 9, 2012 - July 14, 2012

New Orleans, LA

<http://www.pepnet.org/pti/>

The PEPNet 2.0 Training Institute (PTI) will be held in conjunction with the Association of Higher Education and Disabilities (AHEAD) 2012 Conference in New Orleans, LA, July 9-14,

2012 and focus on issues related to enrolling, retaining, and instructing students who are deaf or hard of hearing and their varying communication needs and methods used, such as oral transliteration services, cued language transliteration services, sign language transliteration and interpreting services, and transcription.

Pursuing Justice for Children and the Poor with Urgency and Persistence: A Community and Youth Empowerment Conference

Conference

July 22, 2012 - July 25, 2012

Cincinnati, OH

<http://www.childrensdefense.org/national-conference/index.html>

On July 22-25, 2012, the Children's Defense Fund will sponsor, "Pursuing Justice for Children and the Poor with Urgency and Persistence: A Community and Youth Empowerment Conference," in Cincinnati, OH. The conference will present the information on research findings, best practices, community-building models, and empowerment strategies to meet the needs of children and the poor, including a focus on diminishing child and youth involvement in the juvenile justice system.

Improving Children's Mental Health Care in an Era of Change, Challenge, and Innovation

Training Institute

July 25, 2012 - July 29, 2012

Orlando, FL

<http://gucchd.georgetown.edu/training/88504.html>

The National Technical Assistance Center for Children's Mental Health at the Georgetown University Center for Child and Human Development is offering Training Institutes on improving mental health services for children and adolescents with or at risk for mental health challenges and their families. The biennial Training Institutes are organized in partnership with the Child, Adolescent and Family Branch of the federal Center for Mental Health Services, Substance Abuse and Mental Health Services Administration and The Annie E. Casey Foundation. The 2012 Training Institutes will focus on innovative approaches, and how lessons learned from systems of care can guide efforts to improve children's mental health service delivery.

University of Connecticut University College Preparation, Rights & Responsibilities, Empowerment, Planning (UCPREP)

Summer Program

July 30, 2012 - August 4, 2012

Storrs, CT

http://www.csd.uconn.edu/pre_admin_ucprep.html

The University of Connecticut's University College Preparation, Rights & Responsibilities, Empowerment, Planning (UCPREP) is a six day transition-focused summer program for rising high school juniors and seniors with disabilities which gives 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 a better understanding of their academic and personal strengths and needs; understand rights and responsibilities as a student with a disability; learn the skills to become an effective self-advocate; and create an individualized college transition plan that will assist with planning, preparation and adjustment.

Exploring Check & Connect

Web-based Event

July 31, 2012

1:00 PM - 2:00 PM (Central)

http://checkandconnect.umn.edu/training_consultation/webinar.html

“Exploring Check & Connect” will describe the basics of the research-based Check & Connect model and highlight the role of student engagement in keeping students in school. The webinar will include time for participants to interact with Check & Connect staff to ask questions about the model and its implementation. These webinars are offered every other month, and are intended for representatives from schools and organizations who want an introduction to the components, elements, and process of the model. Deadline for registration: July 20, 2012.

Check & Connect Mentor Training

Training

August 2, 2012 - August 4, 2012

St. Paul, MN

http://checkandconnect.umn.edu/training_consultation/implementation_siteHosted.html

This mentor training on the Check & Connect student engagement intervention model will educate and support new or existing Check & Connect mentors. This competency-based, two-day training offers an additional six months of follow-up via a private, online learning Web site to support mentors. Participants will learn the role and expectations of the mentor and the foundational Check & Connect components and elements as they apply to the mentor; affirm and enhance personal and professional mentoring skill sets, craft strategies and action plans; and create strategies for self-assessment and for monitoring implementation fidelity. Online payments accepted. Deadline for registration: July 16, 2012.

2012 Reinventing Quality Conference

Conference

August 5, 2012 - August 7, 2012

Baltimore, MD

<http://www.reinventingquality.org/upcoming/>

The Reinventing Quality Conference is for people with intellectual/developmental disabilities, family members, direct support professionals, administrators of community support agencies, advocates, managers, and government leaders, all committed to a vision of a better future for people with intellectual/developmental disabilities. This year’s conference focuses on realizing a vision of a better future for people with intellectual/developmental disabilities.

Check & Connect Preparation and Implementation Training

Training

August 9, 2012 - August 10, 2012

Fargo, ND

http://checkandconnect.umn.edu/training_consultation/implementation_siteHosted.html

This training on the Check & Connect student engagement intervention model will offer practical tools for helping students reconnect to school and get on track to graduation. Of 19 dropout prevention programs rated by the U.S. Department of Education’s What Works Clearinghouse, Check & Connect was the only program found to have strong evidence of positive effects for staying in school. Check & Connect is data-driven and grounded in research on resiliency and home-school collaboration. Registration deadline: July 25, 2012. (Deadline for “early bird” rate: July 11, 2012.)

Supported Employment Web-Based Certificate Series & Supported Competitive Employment for Individuals with Mental Illness

Online Courses

August 20, 2012 - November 12, 2012

No Location Specified

http://www.worksupport.com/training/webcourses/job_development.cfm

The Virginia Commonwealth University Rehabilitation Research & Training Center (VCU RRTC) offers two online courses, one on “Supported Employment Web-Based Certificate Series,” and one on “Supported Competitive Employment for Individuals with Mental Illness,” each in six sessions, each session available for two weeks at a time, the first posted August 20 and the others at biweekly intervals (the last available Oct. 31-Nov. 12, 2012). The Certificate Series sessions will cover employment strategies through lessons in: Federal Policy and Historical Perspective, Customer Profile and Employment Selection, Organizational Marketing and Job Development, Job-Site Training, Long-Term Support, and Funding. The Employment for Individuals with Mental Illness sessions will cover: Overview and Research Base of Supported Employment, Building Relationships with Business, Establishing a Career Direction, Job Development, Employment Support, and Benefits Counseling and Other Special Topics.

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Funding Forecast and Award Opportunities

Forecast of Funding Opportunities under the Department of Education Discretionary Grant Programs for Fiscal Year 2012-2013

<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 2012-2013 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 2012 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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AIAA Foundation: Grants for Excellence in Math, Science, Technology, and Engineering

<https://www.aiaa.org/Secondary.aspx?id=4184>

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.

Hispanic Heritage Foundation: Hispanic Heritage Youth Awards

http://www.hispanicheritage.org/press_news.php?id=143

The Hispanic Heritage Youth Awards promote young leaders who demonstrate success in the classroom and community in an effort to encourage other young people to use education as a vehicle for success. Maximum award: \$1,000 educational grant to use for their college education or to fund a community service effort the student will plan, oversee and sustain; a laptop computer and paid trip to the National Youth Awards Ceremony (Location TBA). Eligibility: current high school juniors planning to enroll in college in 2013-2014 who are citizens or permanent residents of the U.S. of Hispanic/Latino descent (at least one parent) with a minimum

3.0 GPA (on a 4.0 scale) or 7.5 (on a 10.0 scale), willing to travel at own cost to the awards ceremony in selected region. Deadline: July 6, 2012.

Ruddie Memorial Youth Foundation Offers Funding for Innovative Services to Benefit Underprivileged Youth

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

The Ruddie Memorial Youth Foundation (RMYF) seeks to help underprivileged youth reach their full potential by supporting innovative youth-serving organizations. It foundation makes grants in the greater metropolitan areas of Baltimore, Boston, Los Angeles, Madison, Milwaukee, Philadelphia, San Francisco, and Washington, DC. Its Innovation Grants program is designed to support untested, unusual, and otherwise unconventional services aimed at helping underprivileged youth. Applicants must have nonprofit status. The foundation gives preference to smaller nonprofit organizations with less than \$1 million in annual revenue. Grants range from \$5,000 to \$25,000. (Funds cannot be used to support organizational efforts not directly related to the innovative service.) Deadline: July 18, 2012.

State Farm Good Neighbor Student Achievement Grants

<http://www.ysa.org/goodneighbor>

State Farm and Youth Service America are offering grants of up to \$1,500 for programs that enhance student achievement through service-learning in K-12 public schools in the United States and the Canadian provinces of Alberta, Ontario, and New Brunswick. The State Farm Good Neighbor Student Achievement Grant program is designed to engage participating teachers and students in a service and learning program that promotes academic achievement, improved student outcomes, and stronger communities. The program requires a 12-14 week Semester of Service starting on MLK Day (January 21, 2013) and ending on Global Youth Service Day (April 26-28, 2013). Youth Service America will offer a series of regional trainings in selected geographic locations to be determined by the locations of successful applicants. The regional trainings will introduce grantees to the elements and expectations of the program and present the suite of tools, resources, and support that YSA will provide. Attendance at one regional training is a required element of participation in the grant program. Each grant, valued at \$1,500, includes the costs of the grantee's attendance at the regional training as well as up to \$1,000 in grant funding for the grantee's program. Eligibility: applicant must be a resident of one of the fifty U.S. states or the District of Columbia or the three Canadian provinces of Alberta, New Brunswick, or Ontario; and a teacher, a school administrator, or a service-learning coordinator in a K-12 public school, or a staff member in a community-based organization working in a K-12 public school; must address a significant community need and connect community service to school-required academic standards, learning goals, and/or skills, include learning and service activities continuously over at least a 12-14 week period, and provide for the measuring and tracking of academic achievement for the students involved in the program. Deadline: July 31, 2012.

Youth Service America Invites Applications for 2013 Martin Luther King Day of Service Lead Organizers

<http://www.ysa.org/grants/mlkday>

Youth Service America and the Corporation for National and Community Service will award up to 16 grants of \$40,000 to organizations working to coordinate Martin Luther King Day of Service (January 21, 2013) activities. The goal of the MLK Day Lead Organizers program is to engage youth and adult volunteers on Martin Luther King Day of Service by encouraging families, especially veterans and military families,- to serve together. Youth (between the ages of 5 and 25) and their families will focus on such pressing issues as education, health, environment, economic opportunity, and disaster relief. MLK Day may also provide a starting point for a

semester of service and/or involvement in national days of service and other volunteer activities in 2013. The program is open to applicants from all fifty states and the District of Columbia. Lead organizers will be awarded grants of \$4,000. Deadline: July 15, 2012.

Kinder Morgan Foundation Education Grants

http://www.kindermorgan.com/community/km_foundation_guidelines.cfm

The Kinder Morgan Foundation Education Grants are directed to educational programs for youth in grades K-12. On average, grants range from \$3,500-\$5,000. Funding is provided to local, state, provincial and regional educational institutions, libraries and programs that provide ongoing support, such as Junior Achievement. The foundation also supports youth programs provided by local arts organizations, symphony orchestras, museums and others. Initial approach is to contact the foundation for application form, which is required. Program Areas: Arts, Community Involvement/Volunteerism, General Education, Library, Math, Reading, Science/Environment, Social Studies. Deadline: July 10, 2012.

American Legion Child Welfare Foundation Grants to Help Children

<http://www.cwf-inc.org/grantseekers/overview>

American Legion Child Welfare Foundation Grants to Help Children aim to contribute to the physical, mental, emotional and spiritual welfare of children of America through innovative organizations and/or their programs designed to benefit youth. Grants must have the potential of helping American children in a large geographic area (more than one state). Maximum award: varies. Eligibility: nonprofit, tax-exempt organizations. Deadline: July 15, 2012.

American Association of School Administrators National Superintendent of the Year

<http://www.aasa.org/content.aspx?id=3404>

The American Association of School Administrators (AASA) National Superintendent of the Year Program pays tribute to the talent and vision of the men and women who lead the nation's public schools. Maximum award: recognition; a \$10,000 scholarship to a student in the high school from which the National Superintendent of the Year graduated. Eligibility: Any superintendent, chancellor, or top leader of a school system in the United States, Canada, or international school who plans to continue in the profession. Deadline: July 30, 2012.

ASCD Invites Nominations for Outstanding Young Educators Award

<http://tinyurl.com/2arwa2y>

ASCD recognizes the value of young professionals who make a positive difference in education every day. The Outstanding Young Educators Award (OYEA) program celebrates the next generation of teachers and administrators, under the age of 40, who demonstrate outstanding leadership. ASCD seeks candidates who exemplify a passion for excellence in educating the whole child; demonstrating leadership; improving student engagement, achievement, and learning; and contributing to the education profession. Deadline: 8/01/12.

Best Buy: Community Grants Program

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

Through the Community Grants Program, Best Buy teams across the United States select non-profit organizations that give teens access to opportunities through technology. Maximum award: \$10,000. Eligibility: non-profit organizations located within 50 miles of a Best Buy store or other facility that serve a diverse population in local or regional communities, build academic, leadership and life skills in early adolescents (primarily ages 13-17), and serve at-risk populations. Deadline: August 1, 2012.

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 from outside the United States. Teacher-student teams from both schools work together throughout the fall 2012 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 17, 2012.

P. Buckley Moss Foundation: Grants for Incorporation of the Arts

<http://www.mossfoundation.org/national-educators-awards-and-grants>

The P. Buckley Moss Foundation for Children’s Education makes grants for new or evolving programs that integrate the arts into educational programming. The purpose is to aid and support teachers who wish to establish an effective learning tool using the arts in teaching children who learn differently. Maximum award: \$1,000. Eligibility: programs for children K-12. Deadline: September 30, 2012.

CVS Grants

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

The CVS Caremark Community Grants Program focuses on inclusive programs and programs for children with disabilities under age 21; academic and enrichment programs at public schools; and programs that provide access to quality health care services and health education for at-risk and underserved populations of all ages. Grants of up to \$5,000 go to organizations that have a CVS in the area. Application deadline: October 31, 2012.

NCTM: Improving Students' Understanding of Geometry Grants

<http://www.nctm.org/resources/content.aspx?id=1324>

The National Council of Teachers of Mathematics (NCTM) Improving Students’ Understanding of Geometry grant is to develop activities that will enable students to better appreciate and understand some aspect of geometry that is consistent with the Principles and Standards for School Mathematics of NCTM. The project should include applications of geometry to art, literature, music, architecture, nature, or some other relevant area, and may integrate the use of technology into the teaching of geometry. Proposals must address: geometry content, the appropriateness of the application, the link between the Geometry Standard and the project’s activities, and the anticipated impact on students’ learning. Maximum award: \$4,000. Eligibility: teachers preK-8 who are NCTM members as of October 15, 2012, or teach at a school with a preK-8 NCTM school membership as of October 15, 2012. Deadline: November 9, 2012.

Humane Society of the United States: Education Mini-Grant

http://www.humanesociety.org/parents_educators/award/humane_education_mini_grant.html

The Humane Society of the United States is accepting applications for the 2012 Humane Education Mini-Grant, to fund innovative humane education opportunities in K-12 classrooms. Maximum award: \$1,000. Eligibility: all certified K-12 teachers in the U.S. Deadline: November 30, 2012.

Target Launches \$5 Million Giving Competition with “Ellen DeGeneres Show”

<http://ellen.warnerbros.com/schoolgiving/>

Target will distribute \$5 million in grants of \$100,000 each to elementary and secondary schools recommended by viewers of the “Ellen DeGeneres Show,” as part of its pledge to distribute \$1

billion in support of education by the end of 2015. To participate, viewers must submit through the show's Web site the name of a school that needs help and a compelling story that explains why the school should receive a grant. From those submissions, Target will select fifty schools to receive a grant, which can be used for new books, upgraded technology, and other efforts designed to improve the school's learning environment. In addition, two schools will be featured on the "Ellen DeGeneres Show." No deadline for application listed.

Fund for Teachers: Grants

<http://www.fundforteachers.org/about-us.php>

The Fund for Teachers provides funds for direct grants to teachers to support summer learning opportunities of their own design. Maximum award: \$5,000. Eligibility: teachers who work with students in grades pre-kindergarten through 12, with a minimum of three years teaching experience, full-time, spending at least 50 percent of the time in the classroom at the time grants are approved and made. Deadline: varies by state.

Open Society Foundations' Youth Initiative Seeks Proposals to Curate Web Pages at Youthpolicy.org

<http://www.youthpolicy.org/blog/2011/09/call-for-curation-proposals/>

The Open Society Foundations' Youth Initiative seeks proposals from NGOs for up to \$10,000 to develop and curate thematic pages on Youthpolicy.org, an online youth portal and community. The Web site aims to consolidate knowledge and information on youth policies across the world. Potential themes for Web site pages: Participation and Citizenship, Activism and Volunteering, Children and Youth Rights, Global Drug Policy, Community Work, Research and Knowledge, Informal Learning, Environment and Sustainability, Multiculturalism and Minorities, Justice, etc. Proposals must outline how the theme will be addressed, how content will be produced on a regular basis, how and how many contributing authors and bloggers will be involved, and how users interested in the theme will be driven to and engaged at the site. Organizations seeking funding must be registered NGOs. Grants will not be made to individuals or for-profit entities. Proposals must be submitted in English and will be reviewed on a rolling basis.

Best Buy: Teach @15 Award

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

The Teach@15 Award program improves classroom learning by helping schools (grades 7-12) meet their technology needs. A teen member (age 13-18) who is a registered member on www.at15.com can nominate his/her school to win a Teach@15 Award. Maximum award: \$1,500 in the form of Best Buy Gift Cards. Eligibility: accredited, nonprofit junior or senior public, private, parochial, magnet, and charter high schools in the U.S. serving any grades 7-12. Deadline: ongoing.

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.

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.

USGA/Alliance: Grants for the Good of the Game

http://www.accessgolf.org/grants/alliance_grants.cfm

The National Alliance for Accessible Golf (Alliance) and the United States Golf Association (USGA), believing golf should be open to everyone, support a wide variety of programs that create opportunities for individuals with disabilities to participate in the sport. They especially encourage inclusive programming – opportunities that allow participants with disabilities and participants without disabilities to learn and play the game side by side. Maximum award: \$20,000. Eligibility: tax-exempt, nonprofit organizations as defined under Section 501(c)3 of the U.S. Internal Revenue Code or government entities such as public schools or municipalities. Deadline: rolling.

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