

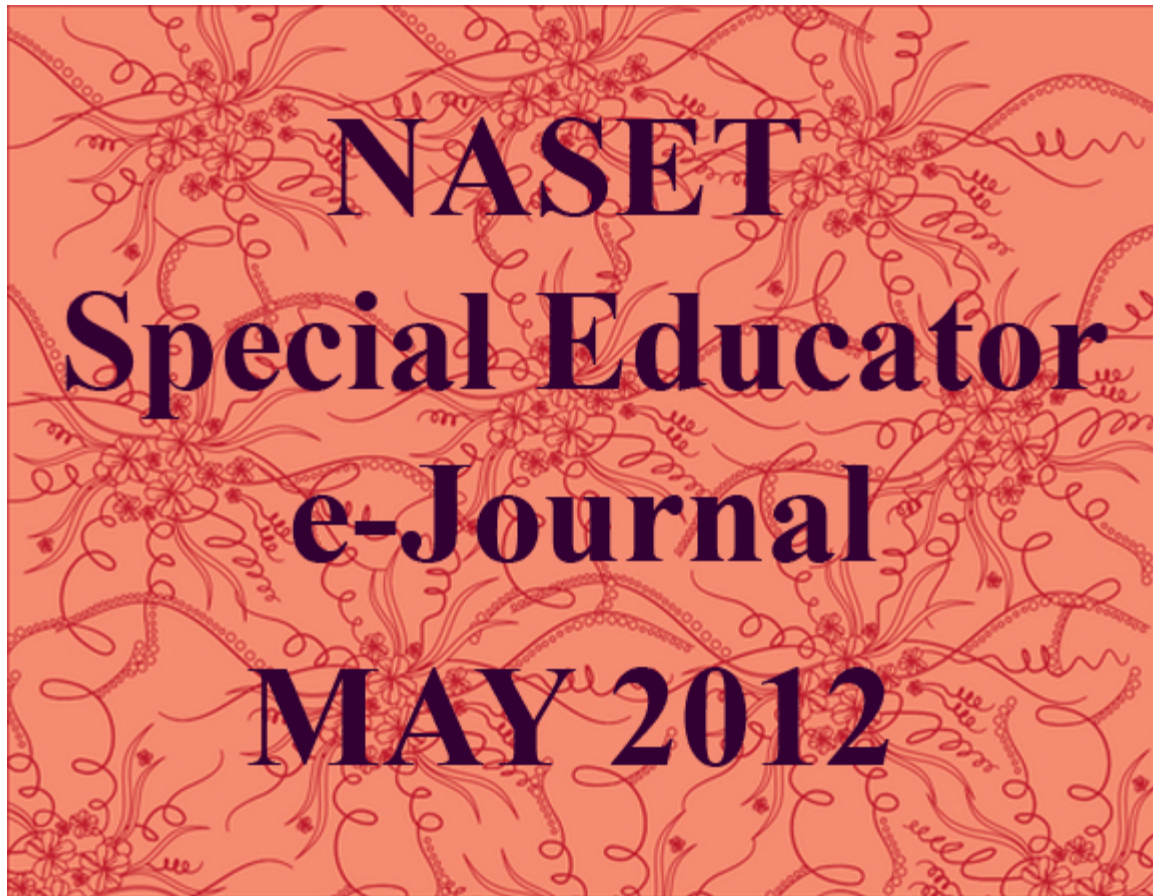


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Update from the U.S. Department of Education

Celebrating the Teachers of the Year

“A teacher is the key to a child reaching their potential,” President Obama said this week during a White House ceremony to recognize the State Teachers of the Year and to present the 2012 National Teacher of the Year Award to Rebecca Mieliwocki, a 7th grade teacher English teacher from Burbank, California.

“I wouldn’t be here today if it were not for teachers like these who challenged me, and pushed me, and put up with me, and inspired me — and set me straight when they had to,” President Obama said.

The White House ceremony is just one of many activities the National State Teachers of the Year will participate in while in Washington this week. Last night Secretary Duncan joined the teachers at the Council of State School Officers gala dinner for the State and National Teachers of the Year. “Our country needs great teachers like you,” he told the teachers.

Today, the teachers will visit the Department of Education to discuss ways to elevate the teaching profession and ED’s RESPECT project.

The RESPECT Project (Recognizing Educational Success, Professional Excellence and Collaborative Teaching), is a national conversation led by active classroom teachers working temporarily for the Department to help provide input on the administration’s 2013 budget proposal, and on the broader effort to reform teaching.

Everyone here at the Department of Education would like to congratulate Rebecca Mieliwocki, all of the State Teachers of the Year, and thank all teachers for their dedication to one of our country’s most important professions.

U.S. Education Department Reaches Agreement with Memphis City Schools on Aids, Services for Students with Disabilities

The U.S. Department of Education announced that its Office for Civil Rights has reached a resolution agreement with the Memphis, Tenn., City Schools on aids and services to students with disabilities.

The agreement resolves a compliance review initiated by the department to address whether the district is appropriately evaluating students with food allergies, asthma, diabetes, and other health impairments who have Individual Health Care Plans (IHCPs) to determine if the students are qualified students with a disability as defined by Section 504 of the Rehabilitation Act of 1973 (Section 504) and Title II of the Americans with Disabilities Act of 1990 (Title II). OCR also investigated whether there was a difference in the provision of services to health impaired students on the basis of race.

“We look forward to working with the Memphis community to ensure that all students with disabilities, regardless of their race, have equal access to a quality education,” said Russlynn Ali, assistant secretary for the Office for Civil Rights. “The agreement reached today is an important step in that direction.”

Section 504 requires recipients of federal financial assistance to properly evaluate and provide services to students who are eligible for disability services. If a student has a disability and needs or is believed to need special education or related services, he or she has a right under the regulation implementing Section 504 to an evaluation, placement and procedural safeguards. An IHCP may comply with the provisions of Section 504 if it meets the evaluation, placement, and procedural safeguard requirements of the regulation. Title VI of the Civil Rights Act of 1964 (Title VI) requires that related aids and services be provided to qualified students with disabilities regardless of race.

Prior to the conclusion of the investigation, the district entered into a voluntary resolution agreement with the district. Under the terms of the agreement:

- The district will contact the parents or guardians of all students to inform them of the district’s obligation to evaluate students who, because of disability, need or are believed to need special

education or related services. If a student currently has an IHCP, the district will provide parents or guardians with information regarding the student's possible rights to evaluation, placement, and procedural safeguards. An IHCP for a student who has a qualifying disability is insufficient if it does not incorporate these rights.

- Additionally, written communication will be provided to all parents during fall 2012 registration explaining the district's obligation to evaluate students with health related concerns, including students with IHCPs. In both notifications, parents or guardians are encouraged to address inquiries to their school counselor.
- Further, the district will revise and implement policies and procedures to ensure appropriate and prompt identification, evaluation, and placement of students with disabilities, including students with health related concerns such as food allergies, asthma and diabetes and other physical or mental conditions which may impact major life activities.
- Finally, the district will provide mandatory training to all district personnel involved in the referral, identification, evaluation, and placement of students with disabilities under Section 504 and Title II.

The enforcement of Section 504, Title II, and Title VI are top priorities of the Education Department's Office for Civil Rights. Additional information about OCR is available at <http://www2.ed.gov/about/offices/list/ocr/index.html>.

U.S. Department of Education Releases Blueprint to Transform Career and Technical Education

Secretary of Education Arne Duncan visited the Des Moines Area Community College in Ankeny, Iowa, to release the Obama Administration's blueprint for transforming Career and Technical Education (CTE), by reauthorizing the Carl D. Perkins Career and Technical Education Act of 2006. Secretary Duncan will hold a town hall to discuss how the Administration's plan will ensure the education system provides high-quality job-training opportunities that reduce skill shortages, spur business growth, encourage new investment and hires, and spark innovation and economic growth.

These imperatives are vital to sustaining the nation's recovery from the worst economic crisis since the Great Depression. Of jobs added nationwide in the last year, 60 percent went to those with at least a bachelor's degree, and 90 percent to those with at least some college. Over the next decade, as many as two-thirds of all new jobs will require education beyond high school. In Iowa between 2008 and 2018, jobs requiring postsecondary credentials will grow by about twice as much as jobs for high school graduates and dropouts. Yet educational attainment rates are not keeping up with demand – Iowa's percentage of bachelor's degrees is the lowest in the Midwest.

"In the knowledge-based economy, lifelong learning is so critical. And that means that the traditional mission of career and technical education has to change," Secretary Duncan said. "It can no longer be about earning a diploma and landing a job after high school. The goal of CTE should be that students earn an industry certification and postsecondary certificate or degree – and land a job that leads to a successful career."

The Carl D. Perkins Career and Technical Education Act of 2006 introduced important changes in federal support for CTE. These changes helped to improve the learning experiences of students, but did not go far enough to systemically create better outcomes for students and employers competing in a 21st century global economy.

Through a \$1 billion investment in the Obama Administration's FY 2013 budget, the Administration's blueprint for reauthorizing the Perkins Act will transform the Perkins program in four key areas:

1. **Alignment:** Ensuring that the skills taught in CTE programs reflect the actual needs of the labor market so that CTE students acquire the 21st century skills necessary for in-demand occupations within high-growth industry sectors.

2. Collaboration: Incentivizing secondary schools, institutions of higher education, employers, and industry partners to work together to ensure that all CTE programs offer students high-quality learning opportunities.
3. Accountability: Requiring CTE programs to show, through common definitions and related performance measures, that they are improving academic outcomes and enabling students to build technical and job skills.
4. Innovation: Promoting systemic reform of state-level policies to support effective CTE implementation and innovation at the local level

The Obama Administration already has made key investments to align classroom teaching and learning with real-world business needs. The Departments of Education and Labor are in the process of distributing \$2 billion in Trade Adjustment Assistance grants to strengthen community college programs and workforce partnerships.

The Administration's FY 2013 budget proposes an additional \$1 billion to help 500,000 (a 50 percent increase) high school students participate in Career Academies, programs offered in high school that combine college curricula with a career emphasis, such as healthcare or engineering.

The Administration also has proposed \$8 billion in the FY 2013 budget for a Community College to Career fund to train 2 million workers for high-growth industries.

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Lehigh University Special Education Law Symposium, June 24-29, 2012

Lehigh University's intensive week-long special education law symposium provides a practical analysis of legislation, regulations, and case law relating to the education of students with disabilities. The symposium provides a thorough analysis of the leading issues under the IDEA and Section 504. Special features include: parallel tracks for basic and advanced practitioners, starting with a keynote dinner and presentation by Dr. Alexa Posny, Assistant Secretary, Office of Special Education and Rehabilitative Services, U.S. Department of Education, and ending with a post-luncheon crystal-ball session by Chicago attorney Darcy Kriha; a balance of knowledgeable district, parent, and neutral perspectives; essential topics with proven effective presenters for the basic track; and a brand new set of "hot topics" and faculty presenters for the advanced track. For more information visit <http://www.lehigh.edu/education/law>. Questions? Contact Tamara Bartolet (t1p205@lehigh.edu or 610/758-3226).

Legal Issues in Special Education: Recent Court Decisions of Significant Interest to Special Education Teachers

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Case 1 – Testing Refusals

Two special education teachers who taught students with severe disabilities objected to administering Washington state’s NCLB-mandated test, even in its alternate assessment version, because—in their view—it was “inauthentic” and “ridiculous” for their children. When the principal warned them of the consequences for insubordination, they replied that conducting the testing would interfere with their legal obligation to fulfill the children’s IEP goals and is not “in the best interest of our children and their families.” When the deadline for testing passed without their implementation despite further warnings, they confirmed their position was matter of principle and supported by the children’s parents. Although some of the parents subsequently submitted written refusals for their children’s participation, the superintendent issued a ten-day unpaid suspension to each of the two teachers for insubordination. They filed for a district hearing, after which the hearing officer found that their refusal was based on professional principle, not parental objection and concluded that the district had just cause for the suspensions.

The teachers appealed the hearing officer’s decision to state court. In *Griffith v. Seattle School District No. 1* (2011), the state’s intermediate, appellate court deferred to the hearing officer’s credibility-based factual finding of the basis of the teachers’ refusal and found that their noncompliance with the legally-mandated testing directive was willful and, thus, insubordination. Finally, the court concluded that the resulting discipline was not arbitrary or capricious.

To the extent that the teachers’ stand on principle conforms to ethical norms, the court’s decision illustrates that legal requirements do not always square with them; the choice of the ethically “higher road” may entail adverse legal consequences. Moreover, depending on the applicable ethical code, responsible advocacy of a change in the NCLB and/or IDEA may have been the appropriate avenue. For example, CEC’s Special Education Professional Ethical Principles not only warns against “engaging in or tolerating any practice that harms individuals with exceptionalities,” but also emphasizes both “upholding” and “advocating improvements in laws, regulations, and policies.” More specific legally, Washington’s Code of Professional Conduct broadly aims at protecting “the health, safety and welfare of students,” but its specific provisions do not provide guidance or support for the two teachers’ actions in this situation.

Finally, as a policy matter, the place for resolving competing interests and principles in terms of accountability testing and special education students is the legislature, not the classroom. As a result of these legislated policy choices, the parents’ belated refusals are not legally controlling. The IDEA does not require consent for NCLB testing, and the IEP process provided for their participation in the IEP specification for alternate assessment.

Case 2 – True Experts

In kindergarten, physicians diagnosed C.D. with a rare genetic disease that caused double-jointedness that for him mean poor postural strength and stability as well as chronic and intermittent pain. The district’s multi-disciplinary team determined that he was eligible for an IEP, which centered on adaptive physical education and included related services. In second grade the team met for the mandated triennial reevaluation and concluded that, based on his notable gains, C.D. no longer needed special education. His parents disagreed and filed for an impartial hearing. The hearing officer relied on the testimony of a specialized physician rather than the adaptive gym teacher. The district filed for judicial review, which ultimately reached the Seventh Circuit Court of Appeals.

In *Marshall Joint Sch. Dist. No. 2 v. C.D.* (2011), the Seventh Circuit upheld the district's determination that C.D. was no longer eligible for an IEP. The key to the case, as is obvious in the appellate court's explanation, is the relative weight of the opinions of the special education teacher and the specialist physician. Here's the court's description of the teacher's role:

Because the reason for designating special education for C.D. was his need for special training and protection in gym class, [the adaptive P.E. teacher] was the key individual in the process. She was among those responsible for formulating C.D.'s prior IEPs, and she was the most important person in implementing them As such, she was the one who could testify best concerning whether he needed special education to participate in the gym curriculum and meet the goals for children in his grade level.

In contrast, consider the court's view of the specialist physician:

Dr. Trapane evaluated C.D. for 15 minutes; she did not do any testing or observation of C.D. and his educational performance. In fact, "Dr. Trapane admitted that she has no experience or training in special education and never observed C.D. in the classroom" [citing the lower court]. Her only familiarity with school curricula was with her own children. Such a cursory and conclusory pronouncement does not constitute substantial evidence to support the [hearing officer's] finding. . . . A physician's diagnosis and input on a child's medical condition is important and bears on the team's informed decision on a student's needs. . . . But a physician cannot simply prescribe special education; rather, the Act dictates a full review by an IEP team [which in this case carefully considered the physician's opinion] The cursory examination aside, Dr. Trapane is not a trained educational professional and had no knowledge of the subtle distinctions that affect classifications under the Act and warrant the designation of a child with a disability and special education.

The lesson for special education teachers and school personnel more generally is to avoid the tendency to under-estimate their pivotal position in assessing eligibility and appropriate education. Physicians and other outside specialists, including private psychologists, have a role in the diagnosis of the underlying condition and, depending on the extent of their expertise and observation, in the educational side, but they do not receive in court the knee-jerk and over-generalized obeisance that many parents and teachers accord to their opinions in relation to the high-stakes decisions under the IDEA.

Case 3 - Withering Liability?

Almost 20 years ago, a jury in West Virginia ruled that a teacher was liable for \$5,000 in compensatory damages and an additional \$10,000 in punitive damages under the IDEA for failing to implement the IEP of a student with learning disabilities (*Doe v. Withers*, 1993). This decision led to a widespread belief that special education teachers were at risk of having to pay parents money damages for violations of the IDEA and/or Section 504. However, the teacher was a general education high school teacher, not a special education teacher, and the district's insurance company paid the verdict. More significantly, more recent and weighty case law proves that this belief now is a myth; *Doe* has withered away..

First, a long line of published decisions by federal appellate court decisions extending most recently to the Third Circuit's decision in *Chambers v. School District of Philadelphia* (2009) has resulted in a clearly settling rule that money damages are not available under the IDEA against school districts, much less their individual personnel.

Second, the courts have also agreed that money damages are available under Section 504 but in most jurisdictions only upon a heightened standard of intentional discrimination (i.e., bad faith or deliberate indifference) and in all jurisdictions only against the recipient of federal financial assistance, which is the organization, not its individual personnel.

Thus, special education teachers should comply with their obligations under the IDEA and Section 504 based on ethical norms and employment security but they should not be paralyzed or paranoid with the fear of liability under these federal laws.

Calls to Participate

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.

Learning Disabilities Association of America Seeks Submissions for 2013 Conference

<http://www.ldaamerica.org/conference/index.asp>

Learning Disabilities Association of America (LDA) is seeking submissions for the 2013 Conference to be held in San Antonio, TX, February 13-16, 2013. Proposals to present a paper, conduct a workshop, provide an informational session, or make a formal presentation are invited. LDA values sessions on current and best practices, including basic information about the nature of learning disabilities as well as innovative approaches to advocacy, assessment, intervention, and instruction; sessions on new ways to ensure successful transition, use assistive technology, access the general curriculum, provide a continuum of services, and foster productive adulthood; and hands-on practical techniques for Table Talk and reports of research for Poster Sessions. Deadline for submissions: May 15, 2012.

The 4th Annual HCTRC Research Symposium Seeks Abstracts

https://uncodum.qualtrics.com/SE/?SID=SV_77A6vbYjaM6KMpS

The Health Care Transition Research Consortium (HCTRC) and GotTransition – the National Health Care Transition Center, in collaboration with the Chronic Illness & Disease Conference, Transition from Pediatric to Adult Care, seek abstracts for presentation at the 4th Annual HCTRC Research Symposium, October 17, 2012, in Houston Texas. This research symposium invites researchers, clinicians, consumers and families to share their health care transition expertise and experience; foster the development of this emerging and growing field of science and specialty practice; and facilitate networking among colleagues and consumers. They are interested in receiving abstracts addressing: Young Adult/Parent Experience, Quality Improvement/Program Design, Education, Research/Outcomes, Service Models, and Other (i.e. abstract category not listed; thematic presentation involving several presenters) Submission deadline: May 31, 2012.

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.

2012 Southwest Conference on Disability Seeks Proposals

<http://cdd.unm.edu/swconf>

The 2012 Southwest Conference on Disability seeks proposals on the theme “Access For All: To Boldly Go Where Everybody Else Has Gone Before,” with emphasis on: Access To Health, Physical Access, Access To Employment, Access To Technology, and Access To Behavioral Health Through High-Quality Service Partnerships. The conference will be held October 9-12, 2012. Deadline for proposals: May 11, 2012.

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

A Parent's Guide to 21st-Century Learning (2012)

Guide

<http://www.edutopia.org/parent-21st-century-learning-resource-guide>

Developing 21st-century skills is crucial to preparing students for success in college, careers, and their adult lives, and getting their parents involved is essential. Edutopia's "A Parent's Guide to 21st-Century Learning" provides an introduction to online resources and projects, sorted by grade levels. The section, "Ten Tips to Bring 21st-Century Skills Home" provides parents with ideas that can be acted on immediately. Available in pdf (5.71 MB, 10 pp).

Achieve College ~ ¡Hacia Adelante! ~ A Guide for College Access (2011)

Guide

<http://tinyurl.com/8ybycru>

IDRA's bilingual (English/Spanish) "Achieve College ~ ¡Hacia Adelante! ~ A Guide for College Access" promotes a collaborative approach to goal-setting and decision-making among student, family, and school. It includes four steps: getting ready in high school, making a good choice of a college, applying early to several colleges, and planning to get financial help and includes a resource CD with a workbook for planning for college and checklists for ninth, 10th, 11th, and 12th grades.

Assessing and Supporting New Special Education Teachers in Their Professional Growth

(April 2012)

Archived Webinar

<http://personnelcenter.org/>

The Personnel Improvement Center @ NASDSE hosted a Webinar March 29, 2012, featuring the Maryland State Department of Education's online professional development and support network, which emphasizes knowledge and skills needed to become a highly effective special educator. The creators of this support network, integrating CEC standards with INTASC standards into their online rubric, discussed assessing and supporting new special education teachers in their professional growth. The webinar has been archived through their Web site.

AT in Inclusive Classrooms: What Problem Are We Trying to Solve? (February 2012)

Report

<http://fctd.info/newsletters>

The Family Center on Technology and Disability (FCTD) has issued "AT in Inclusive Classrooms: What Problem Are We Trying to Solve?" their series on Technology Voices. The report discusses the role of assistive technology in supporting successful inclusive classrooms and evidence-based practices that support inclusion.

Building A Grad Nation: Progress and Challenge in Ending the High School Dropout Epidemic (March 2012)

Report

<http://www.americaspromise.org/Our-Work/Grad-Nation/Building-a-Grad-Nation.aspx>

"Building A Grad Nation: Progress and Challenge in Ending the High School Dropout Epidemic" is a new report from Civic Enterprises, the Everyone Graduates Center, America's Promise Alliance, and the Alliance for Excellent Education. The report finds that the national high school graduation rate increased from 72.6% in 2002 to 75.5% in 2009, and 24 states increased high school graduation rates, with modest to large gains, while the number of high schools graduating only 60% or fewer students on time – often referred to as "dropout factories" – decreased from 2,007 schools in 2002 to 1,550 schools in 2010.

CADRE and the JAMS Foundation is Pleased to Announce Voices from the Field (2012)

Interview Videos

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

During the Fifth National Symposium on Dispute Resolution in Special Education, with support from the JAMS Foundation, CADRE's Director Marshall Peter conducted interviews with ten representatives from the field of dispute resolution and special education. The interviews' wide range of topics includes thoughts on mediation, IEP facilitation, hearing officer training and evaluation, and stakeholder engagement. Also included are links to interviews CADRE conducted with our four Exemplar States.

College Preparation Checklist (2011)

Checklist

<http://studentaid.ed.gov/PORTALSWebApp/students/english/checklist.jsp>

The College Preparation Checklist is a resource for students and parents on the U.S. Department of Education's Federal Student Aid Web site. It includes a "to do" list to help students prepare academically and financially for education beyond high school. Each section is split into subsections for students and parents, explaining what to do.

Disability Friendly Colleges for Students with Physical Disabilities (2009)

Guide

<http://www.disabilityfriendlycolleges.com/>

"Disability Friendly Colleges: A Guide for Students with Physical Disabilities," is an online college guide for students with physical disabilities containing interactive charts of the most disability friendly colleges and profiles of the colleges that provide services necessary for students with physical disabilities to live on campus.

Education Week Spotlight on Special Education (March 2012)

Articles

<http://tinyurl.com/6p9bcfs>

Education Week's "Spotlight on Special Education" is a collection of ten articles on major trends in special education, including response-to-intervention, research-based teaching techniques, and professional development.

Getting Accommodations at College (March 2011)

Tipsheet

<http://labs.umassmed.edu/transitionsRTC/Resources/publications/Accomodationtipsheet2.pdf>

The Transitions RTC has produced a tip sheet outlining the supports and services colleges are required to offer students with mental health challenges. The Transitions RTC focuses on supports for youth and young adults, ages 14-30, with serious mental health conditions who are trying to complete their schooling and training and move into work, but these strategies are relevant to students with other disabilities. Available in pdf (364 KB, 1 p).

How SIG's Turning Out (March 2012)

Reports

<http://www.cep-dc.org>

Researchers at the Center on Education Policy have conducted two studies to learn more about states' experiences with the ARRA School Improvement Grant (SIG) funding and revised SIG requirements. "State Implementation and Perceptions of Title I School Improvement Grants under the Recovery Act: One Year Later," examines the first year of implementation of the SIGs awarded as part of ARRA, based on responses to a national survey of state Title I directors; "Opportunities and Obstacles: Implementing Stimulus-Funded School Improvement Grants in Maryland, Michigan, and Idaho," looks at SIG implementation in three states taking different approaches to school improvement, based on interviews with 35 state and local officials and case studies of 11 low-achieving schools.

Journal of Juvenile Justice Second Issue (March 2012)

Journal Issue

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

The Office of Juvenile Justice and Delinquency Prevention has published the second issue of the online "Journal of Juvenile Justice," a semi-annual, peer-reviewed journal that addresses a variety of issues in juvenile justice. The issue features articles on truancy intervention, polygraph testing for juveniles, homeless youth and arrest history, education in juvenile detention facilities, and juvenile reentry. Manuscripts for the third and fourth issues are currently being accepted.

National Clearinghouse on Disability and Exchange Tipsheets (2012)

Tipsheets

<http://www.miusa.org/ncde/tipsheets>

The National Clearinghouse on Disability and Exchange (NCDE) tipsheets address a wide range of disability topics and answers to common questions people with disabilities have when planning for or looking for an international exchange or travel. Topics covered include: Cultural Differences Related to

Disability, Power Wheelchairs and Other Electrical Devices for International Travel Air, Travel Tips for People with Disabilities, Guide Dogs and Service Animals while on International Exchange, Respectful Disability Language Pressure, Sore Prevention and Management, Medications Abroad, and International Travel Foreign Language Learning and Students with Disabilities.

Navigating College: A Handbook on Self Advocacy (2011)

Guide

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

The Autistic Self Advocacy Network (ASAN) has published, “Navigating College: A Handbook on Self Advocacy,” a guide for autistic students written by autistic adults. The handbook provides first-person insights from current and past college students on the autism spectrum on the higher education experience including disclosure, classroom accommodations, dorm life, and sexuality.

NCWD/Youth Career Exploration Brief (March 2012)

Practice Brief

<http://www.ncwd-youth.info/innovative-strategies/practice-briefs/career-exploration-in-action>

The National Collaborative on Workforce and Disability for Youth (NCWD/Youth) has released a Practice Brief, “Career Exploration in Action,” part of their series on “Innovative Strategies Practice Briefs.” Each brief highlights strategies for implementing a specific practice from the Innovative Strategies of NCWD/Youth-identified promising and exemplary programs. All of these programs and strategies are available online. This brief describes strategies and resources that youth programs and school systems use to engage all youth in exploring various career options. All youth need career exploration opportunities to identify how their interests and skills relate to various careers, learn what education and training is needed to pursue careers of interest, and make informed decisions about their future. Some types of career exploration activities include career-related guest speakers, workplace visits and tours, job shadowing, career fairs and career days, and career-focused mentoring.

Off to College: Tips for Students with Visual Impairments (2009)

Information Sheet

<http://www.c3online.org/PHP-c170.pdf>

“Off to College: Tips for Students with Visual Impairments,” provides information on how to make the transition to college, including how to find the best school and visiting their office for students with disabilities, determining whether any accommodations will be needed, communicating with teachers about one’s disability, getting books and other materials, and orienting oneself around the campus. Available in pdf (106 KB, 3 pp).

Planning for Assistive Technology in College (March 2011)

Article

<http://tinyurl.com/3jlnv6n>

“Planning for Assistive Technology in College,” from the National Center for Learning Disabilities, provides information for youth with learning disabilities who use assistive technology and are also planning to go on to college.

Student-Centered Learning Research (March 2012)

Report

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

Jobs for the Future has issued “Students at the Center: Teaching and Learning in the Era of the Common Core,” one of their series of reports on their interdisciplinary project aimed at putting middle and high school students at the center of education reform strategies to raise U.S. educational achievement, increase completion rates, and help close persistent race and income gaps by focusing on student-centered approaches that engage each student in gaining the knowledge and skills needed for success.

Technical Assistance Partnership Releases Juvenile Justice Publications (2012)

Briefs

<http://www.tapartnership.org/content/juvenileJustice/resourceSeries.php>

The Technical Assistance Partnership for Child and Family Mental Health (TA Partnership) has released three new publications to help communities meet the mental and behavioral health needs of youth in the juvenile justice system. These include: “A Primer for Mental Health Practitioners Working With Youth Involved in the Juvenile Justice System,” an overview for mental health practitioners working with youth

involved in the juvenile justice system, emphasizing emerging research and practices; “New Directions for Behavioral Health Funding and Implications for Youth Involved in the Juvenile Justice System,” exploring how different funding sources meet the behavioral health needs of youth involved in the juvenile justice system; and “Screening and Assessment in Juvenile Justice Systems: Identifying Mental Health Needs and Risk of Reoffending,” on why juvenile justice agencies and their partners must use screening and assessment tools for mental health needs and risk of reoffending when planning the most effective course of action for youth.

The High School Toolkit

Toolkit

<http://tinyurl.com/74u3up7>

The High School Toolkit can help people looking to improve or evaluate their high school. This new tool from the Center for Public Education helps users browse through their research on high school, with charts and graphs, or answers to such questions as “How many of our students go on to college?”

The Missing Element: Fostering a Holistic Path to College (April 2012)

Report

<http://tinyurl.com/77qctv2>

“Fostering a Holistic Path to College,” in Education Week, reports that an important component of the college-readiness equation is often overlooked, in directing college-readiness efforts at populations less likely to apply to or consider higher education. Young people must be not only academically and financially but developmentally prepared for college, focused on clear goals for their work. Students most in need of preparation often lack ability to seek support. College-readiness efforts must therefore help young people developmentally, building college-going identities by defining and focusing on their goals. Educators who help students focus on their personal motivation, long-term persistence, and self-regulation skills, can help them develop self-direction in setting and reaching postsecondary goals. But this focus requires programs and services that incorporate nonacademic components, as well as to academic and financial supports, to prepare students and their families for post-secondary options.

The View A Decade Later: Building a Grad Nation (March 2012)

Report

<http://www.americaspromise.org/Our-Work/Grad-Nation/Building-a-Grad-Nation.aspx>

The 2012 edition of “Building a Grad Nation from America’s Promise Alliance finds graduation rates continue to improve nationally and across many states and districts, with 12 states accounting for the majority of new graduates over the last decade. The number of “dropout factories” has also declined significantly, particularly in suburbs and towns and in the South, and at a more accelerated rate in cities in recent years. The national graduation rate increased by 3.5 percentage points between 2001 and 2009, from 72% to 75.5%. Three states saw the greatest change, decreasing the number of “dropout factories” by more than 50 between 2002 and 2010: Texas (-122); Florida (-62); and Georgia (-54). The report calculates that if each state had a graduation rate of 90%, 580,000 additional students would have graduated in the class of 2011, increasing the GDP by \$6.6 billion and generating \$1.8 billion in additional revenue due to increased economic activity.

Update from the National Dissemination Center for Children with Disabilities

RESOURCES FROM NICHCY!

Living and learning in safe and inclusive environments calls to mind the many ingredients that go into creating safe and healthy places for our children to grow—including the world within themselves. NICHCY is pleased to offer a range of resources that, depending on the disability issue that concerns you, may be helpful to you and yours.

Health care resources.

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

Mental health resources.

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

Relish is for more than hotdogs: A student's guide to making your own sweet success.

<http://nichcy.org/publications#letr>

Sexuality education for children and youth with disabilities.

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

School inclusion.

<http://nichcy.org/schoolage/placement/inclusion>

FROM OUR FRIENDS AT THE IDEA PARTNERSHIP

Create and support meaningful dialogue.

Visit the Partnership's Learning Port at the link below (to the Browse Topics page). Among the topics related to creating safe and inclusive living and learning environments for our children, you'll find collections of resources on: abuse and neglect, afterschool programs, at-risk children and youth, behavior management, building-based teams, child health and well-being... and that just takes us from A to C!

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

THE LITTLE ONES: EARLY INTERVENTION/EARLY CHILDHOOD

How safe is your classroom? Identifying hazards before accidents happen.

http://www.earlychildhoodnews.com/earlychildhood/article_view.aspx?ArticleID=273

Let them play!

Different types of play help children grow in different ways. The CDC highlights three types of play that children need.

<http://www.cdc.gov/physicalactivity/everyone/guidelines/children.html>

Find an accessible playground.

An accessible playground means it's as easy as possible for everyone to play, regardless of their abilities or disabilities. Now, more than ever, to meet ADA and due to community pressure, playgrounds are being built with an eye towards accessibility and usability. Thanks to Accessibleplayground.net, you can search for playgrounds via its directory, educate yourself about accessible play, find resources on all aspects of designing and building a playground in your community, and more.

Safe babies court teams are helping to build strong families and healthy communities.

It's awful to know: Every 7 minutes an infant or toddler is removed from the family home due to alleged abuse or neglect. It's good to know: Developmentally appropriate early intervention and child welfare policies can help infants and toddlers overcome the negative developmental consequences that stem from maltreatment. Safe Babies Court Teams are working to change local systems to improve outcomes and prevent future court involvement in the lives of very young children. Read all about it and find out if your region has a Court Team.

<http://www.zerotothree.org/maltreatment/safe-babies-court-team/safe-babies-court-teams-building-strong-families-and-healthy-communities.html/>

IT ALL STARTS IN FAMILIES AND COMMUNITIES

All about the IEP.

April is here and this is typically the time of year when IEP teams gather to plan for student success through the end of the school year and into next year. Here are several resources to help families better navigate through the IEP process.

All about the IEP.

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

Matrix parent center's IEP Toolkit.

<http://tinyurl.com/7905qkf>

Wrightslaw game plan: SMART IEPs.

<http://www.wrightslaw.com/info/iep.goals.plan.htm>

When the IEP services are not delivered.

<http://www.wrightslaw.com/info/iep.replace.services.crabtree.htm>

How can IDEA work for you?

10 Tips: How to Use IDEA 2004 to Improve Your Child's Special Education

<http://www.wrightslaw.com/idea/art/10.tips.steedman.htm>

Keeping your cool.

Easier said than done, especially when tempers and anxiety are flaring. Here are several resources that can help you "take it down a notch."

Keep it calm.

<http://specialchildren.about.com/od/behaviorstrategies/a/keepitcalm.htm>

Stop Yelling.

By keeping your cool, parents can teach their children self-control and make for a calmer, happier home.

<http://www.childmind.org/en/posts/articles/2012-3-13-stop-yelling>

Twelve alternatives to lashing out at your child.

http://www.preventchildabuse.org/publications/parents/downloads/twelve_alternatives.pdf

National parent helpline.

Being a parent is a critically important job, 24 hours a day. It's not always easy, to say the least. Call the National Parent Helpline, to get emotional support from a trained advocate and become empowered and a stronger parent. It's an simple number to remember: 1.855.4A PARENT, which translates into 1.855.427.2736.

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

All hands on deck; we are talking about chores.

It can be difficult to incorporate your child with disabilities into the routine of everyday household chores. Our friends at Friendship Circle have a few ideas on how to do just that with how to teach chores to your special needs child.

<http://blog.friendshipcircle.org/2012/03/07/how-to-teach-chores-to-your-special-needs-child/>

Love our children.

Love Our Children USA was founded on a promise to America's children to keep them safe. Its work and commitment are to break the cycle of violence against children. The site is practical and easy to navigate, doesn't scare the daylights out of you, and has resources that fit many a different person's need, including parents, advocates, the media, and kids and teens. Enter at: <http://www.loveourchildrenusa.org/index.php>

Tip sheets for parents and caregivers.

These tip sheets from Preventing Child Maltreatment and Promoting Well-Being: A Network for Action 2012 Resource Guide are designed to address particular parenting concerns or questions.

<http://www.childwelfare.gov/preventing/preventionmonth/tipsheets.cfm>

Safety for children with special needs | Video Series.

Here's an animated series of eight safety videos for families who are raising children with special needs. The series focuses on safety concerns such as fire and burn prevention, water safety, poison control, and more.

<http://blog.friendshipcircle.org/2011/12/14/video-series-safety-for-children-with-special-needs/>

SCHOOLS, K-12

Keeping children safe and providing them with nurturing learning environments requires attention on multiple fronts. The resources we've listed below highlight different facets of addressing the challenge.

Creating an emotionally safe classroom.

http://teacher.scholastic.com/professional/bruceperry/safety_wonder.htm

Safe schools/healthy students initiative.

The SS/HS Initiative is a Federal grant-making program designed to prevent violence and substance abuse among the nation's youth, schools, and communities. Read all about the initiative, watch the video Show Me How, connect with websites and federal publications on youth violence prevention, take a video tour of 4 grant sites, and get involved in the network and the initiative to keep our children safe and healthy.

SS/HS central.

<http://www.sshs.samhsa.gov/default.aspx>

Find an SS/HS initiative near you.

<http://www.sshs.samhsa.gov/initiative/currentinit.aspx>

Managing behavior challenges.

Visit NICHCY's Behavior Suite.

There are 5 individual pages in the suite: behavior expertise; behavior assessment, plans, and positive supports; behavior at home; behavior at school; and bullying (mentioned above). Enter at:

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

Behavior problems and discipline.

From Wrightslaw, this centralized page of resources branches off in many directions, so you are quite likely to find the type of behavior resource you're looking for. Lots here for parents, teachers, administrators, and IEP teams alike!

<http://www.wrightslaw.com/info/discipl.index.htm>

Children being punished for being sick? That does not sound right.

Laws that require children to attend school for a certain number of days per year are designed to deter truancy. But, as When Schools Punish Sick Children Who Miss School: A Game Plan points out, children with chronic illness or injury are not truant!

<http://www.wrightslaw.com/blog/?p=57>

Safe schools, from the CDC.

The Centers for Disease Control and Prevention offer a suite of webpages on keeping students safe at school. We've identified three in particular we hope you'll find helpful.

Main page, so you can look for yourself!

<http://www.cdc.gov/Features/safeschools/>

School health guidelines to prevent unintentional injuries and violence.

<http://www.cdc.gov/HealthyYouth/injury/guidelines/>

School health index.

The SHI is a self-assessment and planning tool that helps schools identify strengths and weaknesses of health and safety policies and programs; develop an action plan for improving student health and safety; and involve teachers, parents, students, and the community in improving school services.

http://apps.nccd.cdc.gov/DASH_SHI/default/Login.aspx

Bullying tools and resources.

Resources to stop bullying.

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

Stop bullying | The government's initiative.

<http://www.stopbullying.gov/>

Pacer's National Bullying Prevention Center.

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

STATE & SYSTEM TOOLS

It's national child abuse prevention month.

There's lots to be done. Find tools here.

<http://www.childwelfare.gov/preventing/preventionmonth/>

Need school data on...?

The Civil Rights Data Collection (CRDC) collects data on key education and civil rights issues in our nation's public schools, including student enrollment and educational programs and services. The 2009-10 CRDC collected data from a sample of approximately 7,000 school districts and over 72,000 schools. The link below takes you to the transformed CRDC, where data have been disaggregated by race and ethnicity, English learner status, sex, and by disability under the IDEA and Section 504 statutes.

<http://www2.ed.gov/about/offices/list/ocr/docs/crdc-2012-data-summary.pdf>

The six factors that can make a difference.

Protective factors are conditions in families and communities that, when present, increase the health and well-being of children and families. Research has shown that these protective factors are linked to a lower incidence of child abuse and neglect.

<http://www.childwelfare.gov/preventing/preventionmonth/factors.cfm>

What states are doing.

The Education Commission of the United States (ECS) keeps track of states' policies on many issues, including safety and discipline. The link below will take you to the entry page of that

issue area, where you'll also find links to sub-issue pages on bullying/conflict resolution, suspension/expulsion, special education, and statistics.

<http://www.ecs.org/html/issue.asp?issueid=101>

Data snapshot on children living in high poverty.

Children living in areas of concentrated poverty are more likely to experience harmful levels of stress and severe behavioral and emotional problems than children overall. This snapshot distills recent data on the percentage of children who are living in high poverty, state by state; examines what we need to move forward; and ends with a list of nine organizations that offer additional expertise.

<http://tinyurl.com/7lwa4rn>

Getting ready for safe schools Week.

Granted, Safe Schools Week isn't until October 21-27, 2012, but creating safe schools probably takes more than a week. Learn about how your state or community can participate, and find excellent suggestions for what leaders, stakeholders, and communities can do all year round at the local, district, and state levels.

<http://www.schoolsafety.us/safe-schools-week>

Strategies for reaching state goals.

Have you seen the IDEA Partnership's brief called Facilitating Community: Key Strategies for Building Communities of Practice to Accomplish State Goals?

<http://www.ideapartnership.org/documents/NewEyes-1-Strategies.pdf>

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Latest Employment Opportunities Posted on NASET

EXECUTIVE DIRECTOR, SPECIAL EDUCATION - SEATTLE PUBLIC SCHOOLS

Seattle, WA

Job Category: Director of Special Education

About the Position

This position is a District Leadership Team position with responsibility to manage and coordinate assigned operations and functions of Special Education within the division of Learning and Teaching and provides innovative leadership in the service delivery integration of these operations/functions with all other District programs and services.

ABOUT SEATTLE PUBLIC SCHOOLS

Seattle Public Schools is a diverse community of 93 schools serving 48,500 students. As the largest school system in the state of Washington, we offer a broad range of programs and learning opportunities.

Seattle students and staff represent many cultures and ethnic groups. More than 80 languages are spoken in our schools. Our work is driven by our mission of helping every student achieve.

ABOUT SEATTLE

Seattle is a great place to live, visit, or work. In 2010, we were named one of the "Ten Best Cities for the Next Decade" by Kiplinger and we are delivering on that promise with strong schools, friendly neighborhoods, a thriving arts and cultural scene, great shopping, abundant opportunities for outdoor adventure, and a year-round mild climate.

We are the home of REI, Starbucks, Microsoft, and Amazon. We have a thriving high tech industry, an innovative bio-technology sector, and one of the top public universities in the nation.

Seattle is a hub for professionals from all over the world, who are drawn here by the opportunity to pursue their dreams in a beautiful and thriving place. We are one of the most highly educated cities in the nation, with more college graduates per capital than any other major city.

Job Requirements

Education:

Master's degree in Education, or a closely-related field

Years of Experience:

Five (5) years of administrative or supervisory experience, plus three to five (3-5) years of classroom teaching experience.

Preferred:

Degree in Special Education

Teaching experience, preferably in Special Education, and in an urban school system with a culturally and ethnically diverse student population.

Preference given to candidates holding, or qualified to hold, one of the following Washington State certificates: Special Education Program Administrator or Principal.

Certification & Licenses:

Valid Washington State Teaching certificate

Clearances:

Criminal Justice Fingerprint and Background check

Job Benefits

Position is eligible for District benefit plans including medical, dental, vision, life and disability insurance, and flexible spending plans. District contribution to benefit coverage is prorated by FTE, .5 and above.

Essential Functions

- 1)** Manages and oversees the administration of assigned departmental programs and services; establishes program goals and objectives and applicable instructional strategies and delivery models; coordinates with building principals regarding the development of programs within individual schools; and directs the project management of the Special Education Review and other District priorities. (15% of the time)
- 2)** Identifies student needs and positions required to meet those needs; coordinates and teams with school principals and Human Resources staff to recruit, select and hire candidates. Supervises, assigns, evaluates and disciplines department staff; makes presentations to District administrators and convenes District administrators and staff to discuss issues regarding areas of assignment. (15% of the time)
- 3)** Works collaboratively with all District administrative offices to ensure compliance with applicable employment laws, District procedures and processes, and federal and state requirements governing areas of assignment. Maintains familiarity with educational trends, research and best practices in special programs, as well as general education. Works cooperatively within the Department for Teaching and Learning on implementation of Washington State reform mandates, including collaboration across the K-12 general education and special programs. (10% of the time)
- 4)** Participates in District budget development and staffing processes; provides background and research data, monitors reports and is responsible for management of assigned budget. Reviews building plans for program and fiscal compliance and feasibility; serves as a resource in the development of plans which include, but are not limited to, academic achievement, service delivery, parent involvement and professional development; integrates ways to assess and evaluate effectiveness of services and instruction. (10% of the time)
- 5)** Represents the department in identifying program needs and authorizing program resources and monitors use of such resources; works collaboratively with other departments to determine program placements and projects enrollments of eligible students; coordinates with District administrators, school principals and staff regarding the instruction and support services for areas of assignment. (10% of the time)
- 6)** Develops integrated service delivery models and expanded outreach to students and families; coordinates with community agencies, schools, Enrollment Services and other District departments to ensure that student needs are appropriately assessed and that services meet student needs; works with other District administrators to coordinate summer school and other special programs and services; negotiates building sites and room space, hires and assigns staff, coordinates transportation and child nutrition support. (10%)
- 7)** Serves as a project leader; facilitates/participates on various District and department committees; works as a team member within department and with other District staff to coordinate integrated services, identify professional development needs, and coordinate professional development opportunities that will enhance program, staff and student success. Coordinates and conducts workshops, orientations and professional development regarding areas of assignment; serves as a resource to staff on program and compliance issues.

8) Develops and oversees efforts to increase opportunities for family and community partnerships and involvement; ensures appropriate communication with parents regarding the education of their children with special needs; meets regularly with the Seattle Education PTSA and Special Education Advocacy and Advisory Committee parent groups. (10%)

9) Responds to staff and parent questions and concerns regarding special education services and serve as an articulate, informed spokesperson for the District at both formal and informal speaking engagements and in the development of written documents describing District program services; provides leadership in maximizing utilization of all resources to achieve high quality learning and working environments. (10%)

Contact Information

Please contact Nate Fitzpatrick at ntfitzpatric@seattleschools.org, 206-252-0378.

To Apply

Applications must be completed online. Please visit <http://bit.ly/speded2012> for the full job posting and description.

\$125,000 Salary for Master Middle School Teachers

New York, New York

Job Category: Master Middle School Teacher (Including Special Education)

\$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 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, April 23, 6PM
Where: TEP Charter School

Please **RSVP** with **David Weinreb** by calling us at **646.254.6451**

Requirements: <http://www.tepcharter.org/overview-the-3Rs.php>

Contact: jobs@tepcharter.org

SPED Teachers

Los Angeles, CA

Job Category: Special Education Teacher, Certified Teacher, Special Education Full Time High School, Resource Spec. Teachers - PT & Full Time, SPECIAL EDUCATION TEACHERS - MULTIPLE OPENINGS, SPED

Description:

ABOUT GREEN DOT: Green Dot Public Schools (www.greendot.org) is the leading charter school operator in Los Angeles, one of top three largest in the nation, and an important catalyst for education reform in the State of California. We are the only charter school operator in the country to lead the wholesale take-over and turn-around of a 3,000-plus student high school. The U.S. Department of Education featured Green Dot as a national leader in school turnarounds. Green Dot currently employs over 700 dedicated mission-driven personnel to serve more than 10,000 students.

Green Dot's mission is to transform public education in Los Angeles so that every student can graduate, prepared for college, leadership, and life. We achieve this mission by running a network of middle and high schools in low-income communities and influencing the Los Angeles school district to transform its failing secondary schools into clusters of small successful schools.

Opportunity:

We are seeking talented SPED educators (RSP, SDC/MM and SDC/MS), with a desire to foster high levels of achievement in urban high schools. Our staff is committed to continuing their own learning and refining their practice to stay current in the field ensuring a quality education for all. We offer small class sizes, and weekly professional development days, a Teacher Buddy system, monthly observations, summer training, new teacher support meetings, and opportunities for teachers to attend conferences. To learn more about what it's like to be a teacher at Green Dot, please visit: <http://www.greendot.org/careers/teachers>.

Requirements:

Bachelor's degree > California Education Specialist, Level I or II credential in SPED – Mild/Moderate or Moderate/Severe; OR verifiable, relevant subject-matter competency in order to qualify for a Provisional Internship Permit or Short-Term Staff Permit (proof of competency can be met by a degree in SPED OR at least 18 units in appropriate SPED coursework) and passage of the CSET.) At least 2 years of teaching experience is highly desirable

Contact:

We require all candidates to complete an online application at <http://www.greendot.org/careers>. Only applicants chosen for an interview will be contacted. We are looking to fill these positions by July 1, 2012.

Learning Coach: Assess and work with children

Laguna Beach, California

Job Category: Learning Coach, Teacher (Early Childhood), Teacher (K - 12), Curriculum and Teacher Preparation, (Special Education)

Description:

Anneliese Schools is a progressive, independent school that teaches children from preschool through sixth grade. It is a place where minds and hearts come alive with the wonder of learning. Anneliese Schools is looking for a learning coach to assist our students who may learn somewhat differently while remaining consistent with our philosophical beliefs regarding the ways in which children learn most effectively. We are looking for someone to assess student abilities and learning preferences using a variety of validated learning tools including standardized tests. An ability to develop and interpret existing IEPs is important. In addition, this individual would assist with triaging, placement and interfacing with outside agencies when appropriate. Creating a learning environment that motivates students intrinsically while resonating with their inner strengths and does not incorporate extrinsic reward systems is critical. This individual should demonstrate a strong familiarity with Multiple Intelligence Theory and employ inquiry based learning to motivate learning. This individual would work in alignment with the school values and philosophy. The ability to work well with others is mandatory.

Requirements:

Minimum of a B.A, Education Specialist Certification, Familiarity with efficacious programs such as LIPS, and a proven track record of successful classroom or individualized instruction.

Benefits:

Anneliese offers a competitive compensation package including medical and dental insurance and 401K program. In addition to training and professional development, our teachers are equipped with all necessary instructional supplies and technology.

Contact:

Corinne Manetto, Ph.D. Director of Admissions; c.manetto@annelieseschools.com

Maria Onesi, MA Director of Instruction and Curriculum; m.onesi@annelieseschools.com

949-497-8310 phone, 949-497-7332 fax

90062 Laguna Canyon Rd, Laguna Beach, CA 92651

Teacher of the Visually Impaired

Vancouver, Washington

Job Category: Teacher of the visually impaired, Teacher (Elementary), Teacher (K - 12), Special Education Teacher, (Special Education)

Description:

The Washington State School for the Blind currently has a full-time Teacher of the Visually Impaired/Orientation and Mobility. This position reports directly to the Director of Education and will be providing education instruction to blind and visually impaired children. The position will have, but will not be limited to, the following responsibilities:

The successful candidate will:

work in conjunction with work with other WSSB staff to provide educational services to students on campus, may perform a variety of assessments, participate in IEP development and implementation, act as an integral member of the student's educational team and teach compensatory skills.

These may include but aren't limited to:

- Daily Living Skills
- Assistive Technology
- Braille
- Use of low vision devices
- Self-help skills
- Work Experience
- Develop and plan teaching lessons for visually impaired students
- Supervises visually impaired students in variety of school settings
- Communicate with visually impaired students, families, legal guardians, and staffs about individual student IEP plans and goals
- Evaluate, prepare, instruct, and provide appropriate low vision devices for visually impaired students
- Teach and assist in Braille to visually impaired students

Requirements:

Education, Training, and Experience:

- Graduate of an accredited school of specializing in blindness, Orientation and Mobility and/or Visually Impaired; AND
- A current Washington State Teaching Certification or can obtain a Washington State Teaching certificate; AND
- Must pass the Braille Competency examination

Desirable Qualifications:

- Dual certification (TVI and, Math, Language Arts, Social Studies, Handicapped Learner); AND
- Certified Orientation and Mobility Specialist certification; AND • 2 years of teaching experience; AND

- Masters in education or related field Knowledge, Skills, and Abilities
- Strong interpersonal, communication, and listening skills with the visually impaired students, families, and staffs
- Strong written and verbal communication skills
- Strong knowledge of all applicable rules, regulations, laws, and policies
- Proficiency in use of Braille
- Proficiency in use of low vision devices
- Proficiency in use of basic Microsoft Office Software (Outlook, Excel, Microsoft Words, and internet)

Benefits:

This position is a Washington State government position. Some of the outstanding state benefits include retirement plans, health, dental, life and long-term disability insurance, 8 hours of sick leave accrual per month, one personal holiday per calendar year, military and civil leave, dependent care assistance program, employee assistance program; deferred compensation plans, professional development funds, training, and state retirement plans.

Contact:

How to apply: Please send a letter of interest, detailed resume and references to the address or email listed below. If you are interested in this position and would like more information please call Karen Mowry, Director of Education at (360)696-6321 ext 140. jessica.sydnor@wssb.wa.gov

Subject: TVI application or WSSBAttn: Human Resources2214 E 13th StVancouver, WA 98661Phone: 360-696-6321 ext 129Fax: 360-737-2120

Administrative- Superintendent

Faribault, Minnesota

Job Category: Administrator, Administration, Director, Full Time, Education Director, Superintendent, Education

Description:

The Minnesota State Academies (MSA) is a state agency made up of the Minnesota State Academy for Deaf (MSAD) and Minnesota State Academy for Blind (MSAB). MSA is governed by a seven member Board appointed by the Governor. The superintendent manages the operation, is accountable for learning and serves as its ambassador with the legislature.

Requirements:

Successful candidates must hold or be eligible for the State of Minnesota School Superintendents License, possess experience in administration of schools, and experience working with disabled children. The position is full time year around with a personal leave package.

Benefits:

Successful candidates will received the State benefit package with a salary top of \$120,269.

Contact:

Submit applications and inquiries to: Dr. Brian Boettcher, BKB Associates, 421 Diamond Creek Road, Mankato, MN 56001. brian.boettcher@mnsu.edu

Asst.-Assoc. Professor Special Education

River Forest, IL

Job Category: Department of Curriculum, Language, and Literacy

Description:

The Department of Curriculum, Language, and Literacy, within the College of Graduate and Innovative Programs at **Concordia University Chicago**, invites applications for a tenure-track faculty position at the rank of **Assistant or Associate Professor in Special Education**. The appointment will begin on July 1, 2012, or later. Applications will be accepted until the position is filled. Interviews begin the week of April 23, 2012.

The Position: Duties include teaching graduate-level Special Education courses for PreK-12 SPED teacher education endorsement, advising graduate students, conducting research, and providing local, state, and national service. The successful candidate is expected to conduct an active research agenda that addresses the issues that P-12 educators and learners face.

Key Job Elements

- Provides competency-, standards-based education which aligns with the Concordia University conceptual framework, Council on Special Needs standards, as well as supports the Concordia University style and system of learner-centered instructional delivery.
- Guides student learning in the facts, skills, dispositions, and appreciations pertaining to the course.
- Designs and delivers class instruction through the development of instructional plans to meet course competencies, the development of activities which support course objectives, and delivers the instruction as approved.
- Considers the general and special needs of the graduate students, assists them in meeting those needs, and when necessary, seeks additional help from other college services.
- Cooperates with the Department Chairperson and Program Leaders, department members, and the appropriate administrators in the development of the curriculum, in the preparation and update of course syllabi, course outlines, and selection of textbooks and other curricular materials.
- Recommends texts, instructional materials, and other resources as needed.
- Consults with Program Leaders and/or Department Chairperson on matters pertaining to departmental issues or concerns; observes proper channels of communications.
- Work to continuously improve the curriculum, instructional delivery, and assessment of all program requirements in accordance with NCATE and IBHE requirements.
- Submits midterm and final grade reports, NCATE data, and any other reports pertaining to the assigned course.
- Manages the learning environment through keeping accurate records, submitting attendance and grades and other reports on time, and enforcing school/college academic and attendance policies.
- Participates in faculty and professional organizations. Relates professional/life/industry experience to learning by the introduction of industry perspectives into courses, and the active awareness of professional/industry trends, research, and opportunities.

- Attends scheduled semi-annual professional development program meetings.

Required Education

Candidates must hold an earned doctorate or be ABD in special education, special needs populations, curriculum and instruction with an emphasis in special or gifted education, or a related field of research.

Required Experience

Must have teaching experience at some level of PreK-12 special education and/or involvement with PreK-12 special education teacher education. ABD candidates must complete the doctorate in one year by the time of start date. Applicants must show potential for developing, or have earned, a strong scholarly record as well as commitment to teaching and service. Documentation of the following will strengthen an application: knowledge and experience of special education; engagement with high-needs schools; and experience or potential to work collaboratively and across disciplines.

Contact

To apply for the position, include a letter of interest; a curriculum vitae; official copies of transcripts; a list of three references including their name, addresses, and telephone numbers/e-mail addresses; and, if available, a sample publication or manuscript that reflects the applicant's scholarly work. Application reviews will begin immediately and will continue until the position is filled. For more information, email **Dr. Carol Schefelbein** at carol.schefelbein@cuchicago.edu.

Dr. Carol Schefelbein, Associate Professor Department of Curriculum, Language, and Literacy Concordia University Chicago
7400 Augusta Street CC339C
River Forest, IL 60305
Fax: 708.209.3571
Phone: 708.209.3158
Email: carol.schefelbein@cuchicago.edu

Special Education Self-Contained Classroom Teacher

Washington, DC

Job Category: Full Time

Description

DC Bilingual is recruiting a special education teacher to provide academic services to our students with special needs within a self-contained classroom. Content areas include reading, writing, and math with integrated science and social studies. He or she will also support DC Bilingual's mission through the implementation of an inclusion/resource model and support of our dual language program. DC Bilingual is seeking motivated staff that is committed to the belief that all children can learn. All teachers receive weekly coaching by an experienced educator and are a part of the professional learning community.

Requirements

Bachelor's degree in Special Education or equivalent, DC Praxis Passing Score in Special Education; Two or more years of experience (preferably in an urban setting); Bilingual preferred but not required

(Spanish/English); Native Spanish speakers for Spanish Classrooms, required; Demonstrated ability to work with students and families from diverse backgrounds.

Benefits

Salary commensurate with experience. Benefits, including health care, retirement plan, short- and long-term disability and life insurance, are provided for full-time staff.

Contact

Cynthia Mercado-HR Recruitment Specialist

email: dcbilingualjobs@centronia.org

Website: dcbilingual.org

Application Available

English Version - [Click Here](#)

Spanish Version - [Click Here](#)

Special Education Inclusion Co-Teacher 2012-2013

Washington, DC

Job Category: Full Time

Description

DC Bilingual is recruiting a special education/inclusion teacher to provide academic services to our students with special needs. They will also support DC Bilingual's mission through the implementation of an inclusion/resource model and support of our dual language program. DC Bilingual is seeking motivated staff that is committed to the belief that all children can learn. All Inclusion Co-Teachers are expected to work jointly with the General Education Co-Teacher assigned to the same classroom.

Requirements

Bachelor's degree in Special Education or equivalent, DC Praxis Passing Score in Special Education; Two or more years of experience (preferably in an urban setting); Bilingual preferred but not required (Spanish/English); Native Spanish speakers for Spanish Classrooms, required; Demonstrated ability to work with students and families from diverse backgrounds.

Benefits

Salary commensurate with experience. Benefits, including health care, retirement plan, short- and long-term disability and life insurance, are provided for full-time staff.

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Special Education Teachers / Coordinators

New York, NY

Job Category: Teaching, Coordinators

What makes Harlem Village Academies different?

At Harlem Village Academies, we emphatically believe that excellent teachers are the most important element of excellent schools. Therefore, we have thoughtfully designed every aspect of our schools to support, develop, respect, and empower our teachers. We are people-driven, not program-driven — and the difference is profound. We're not replicating a particular program; we are deliberately and carefully setting out to create an ideal environment and rich intellectual life for teachers. By building a system of schools designed for teachers, we ensure an excellent education for all children.

RESPONSIBILITIES

- Communicate regularly with the Center for Special Education regarding special education students' needs
- Write and update Individualized Education Plans (IEPs)
- Refer students for initial and repeat evaluations
- Ensure compliance with all pertinent special education laws and policies
- Establish classroom routines and follow through consistently
- Develop and teach rigorous, engaging lessons
- Develop effective assessments, lesson plans, materials
- Analyze assessment data and use data to inform instruction and develop tutoring plans
- Collaborate with colleagues to share best practices and ensure student mastery of standards
- Maintain close relationships with students' families

Qualifications

- Minimum two years full-time elementary classroom experience as a special education teacher, preferably in an urban setting
- New York State certification strongly preferred
- Outstanding instructional skills, including the ability to motivate and challenge students
- Strong background in elementary literacy
- Demonstrated ability to create and maintain a warm, strict, orderly classroom environment
- Personal accountability for student achievement
- A belief that all students can learn at a high level and should be held to high academic standards
- The ability to communicate effectively with parents
- The ability to work effectively with colleagues as a positive, professional member of a team

Competitive salary and benefits

Contact

Interested candidates should apply through our website.
(<http://www.harlemvillageacademies.org/pages/careers>)

If you are unable to apply through our website, you may email your resume and cover letter, including how you heard about the position, to teach@harlemvillage.org with "Special Education" in the subject line. Applications will be reviewed as received, though due to the high volume of applications we receive, we are only able to notify those candidates who meet our selection criteria. If you have questions about your application, you may contact us at teach@harlemvillage.org or 646-812-9300 ext. 1382.

NASET Sponsor - Penn State Online



Upcoming Conferences, Workshops and Events

2012

MAY

Breakthrough Strategies to Teach and Counsel Troubled Youth

Workshop

Date: May 3, 2012 - May 4, 2012

Location: Seattle, WA

Website: <http://www.youthchg.com/live.html>

Abstract: The "Breakthrough Strategies to Teach and Counsel Troubled Youth" workshop will look at 200 answers to turnaround problems like delinquency, violence, apathy, truancy, defiance, ADD, school failure, bad attitudes, and poor motivation, with a special focus on children with challenges and disabilities. The workshop is sponsored by Youth Change Workshops and is intended for teachers, youth workers, counselors, psychologists, court workers, social workers, justice workers, foster parents, and school administrators. (The workshop will also be presented October 11-12, 2012, in Portland, OR.)

2012 National Transition Conference: College and Careers for Youth with Disabilities

Conference

Date: May 30, 2012 - June 1, 2012

Location: Washington, DC

Website: <http://www.transition2012.org/>

Abstract: The National Transition Conference: College and Careers for Youth with Disabilities will provide a forum for developing an action agenda, bring together partners in the transition community to exchange ideas and approaches, share knowledge gained from policy implementation, discuss transition practices and research findings, and promote the development of networks and relationships. It will bring together youth and young adults, family members/advocates/caregivers, educators, vocational rehabilitation professionals, employment and training professionals, researchers, state and federal officials, leaders in the transition community, disability service staff, student development personnel, and behavioral health professionals.

JULY

PEPNet 2.0 Training Institute

Training Institute

Date: July 9, 2012 - July 14, 2012

Location: New Orleans, LA

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

Abstract: 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

Date: July 25, 2012 - July 29, 2012

Location: Orlando, FL

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

Abstract: 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.

August

2012 Reinventing Quality Conference

Conference

Date: August 5, 2012 - August 7, 2012

Location: Baltimore, MD

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

Abstract: 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.

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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

<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 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.

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

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FY 2011-2012 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.

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.

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.

Libri Foundation: Books for Children Grants

<http://www.librifoundation.org/apps.html>

The Libri Foundation Books for Children Grants donate new, quality, hardcover children's books for small, rural, public libraries across the country. Maximum award: varies. Eligibility: Libraries should be in a rural area, have a limited operating budget, and an active children's department. The average total operating budget of a Books for Children grant recipient must be less than \$40,000. Deadline: May 15, 2012.

Entertainment Software Association: Grants for Youth Programs

<http://www.theesa.com/foundation/application.asp>

The Entertainment Software Association (ESA) Foundation is dedicated to supporting geographically diverse projects and programs that benefit American youth of all races and denominations and make a difference in the quality of their life, health and welfare. The Foundation seeks to harness the power of the interactive entertainment industry to create positive social impact in our communities, and supports. Maximum award: \$50,000. Eligibility: 501(c)(3) organizations with programs that serve youths ages 7-18. Deadline: May 15, 2012.

ING Run for Something Better Invites Grant Applications for School-Based Running Programs

http://www.ingrfsb.com/site/index/get_your_school_involved

In partnership with the National Association for Sport and Physical Education, ING will provide a minimum of fifty grants (up to \$2,500 to each school) to establish a school-based running program or expand an existing one through the ING Run for Something Better program. The program is open to elementary and middle schools (K-8) in the United States. Schools must have at least 25 students in grades 4-8 committed to their running program to be eligible. Qualifying running programs must last for at least eight weeks. Programs can take place in physical education class, during recess, before school, after school, or any combination of these. Programs may be facilitated by a physical education teacher, coach, classroom teacher, or school administrator and should culminate in a running event as a final test to help participants realize what they have accomplished. Awards are available to schools in all 50 states, the District of Columbia, and U.S. territories. Deadline: May 15, 2012.

Next Generation Learning Challenges Announces Wave III Funding Opportunities to Improve College Readiness and Completion

<http://nextgenlearning.org/the-grants>

Next Generation Learning Challenges is a collaborative, multi-year grant program aimed at increasing college readiness and completion through applied technology, particularly for low-income young adults. Wave III of NGLC funding was launched in October 2011, and focuses on the development of new blended learning models. The selection process involves two steps: An initial application and a longer, more detailed, full proposal from selected applicants. Initial applications will be accepted on a rolling basis until June 8, 2012.

MetLife/NASSP: Breakthrough Schools

<http://tinyurl.com/7c826ta>

The National Association of Secondary School Principals and the MetLife Foundation are calling for entries in the search for the nation's top Breakthrough Schools. Applicants should be high-achieving middle or high schools, or schools that are making dramatic improvements in student achievement, whose best practices and outstanding results can inform other schools as they further their own improvement efforts. Honorees will be chosen based upon documented success in implementing strategies aligned with the three core areas of NASSP's Breaking Ranks II publication: collaborative leadership; personalization; and curriculum, instruction, and assessment. Maximum award: \$5,000 recognition in the association's monthly magazine, Principal Leadership. Eligibility: high-achieving middle and high schools with 40 percent or more students eligible for free and reduced priced meals. Deadline: June 30, 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.

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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Acknowledgements

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- National Collaborative on Workforce and Disability for Youth
- National Dissemination Center for Children with Disabilities
- National Institute of Health
- National Organization on Disability
- Substance Abuse and Mental Health Services Administration
- U.S. Department of Education
- U.S. Department of Education-The Achiever
- U.S. Department of Education-The Education Innovator
- U.S. Department of Labor
- U.S. Food and Drug Administration
- U.S. Office of Special Education
- U.S. Department of Health and Human Services

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