

# NASET Special Educator e-Journal

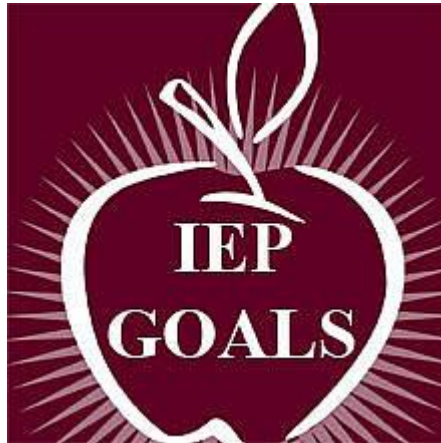


**April 2015**

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# Update from the U.S. Department of Education

## Achievement Gap Narrows as High School Graduation Rates for Minority Students Improve Faster than Rest of Nation

## Video-on-Demand Children's TV Programming Now Accessible for Thousands of Students with Visual or Hearing Disabilities

## Guidance Issued on Protecting Student Privacy While Using Online Educational Services

The U.S. Department of Education today released model terms of service guidance and a training video aimed at helping schools and districts protect student privacy while using online educational services and applications.

The guidance offers examples of terms of service provisions to help school officials identify which online educational services and applications have strong privacy and data security policies and practices.

"Reading and understanding terms of service agreements is tough, even for lawyers. We hope this guidance will help school officials identify privacy-friendly apps and online services and avoid providers that might abuse student information," said Kathleen Styles, the U.S. Department of Education's chief privacy officer.

"This guidance will help schools and districts evaluate potential agreements and offer direction regarding terminology frequently used in these agreements," Styles said. "By understanding commonly used provisions in these agreements, schools and districts will be better able to decide whether to consent to the terms for online educational services and applications."

Additionally, school officials can check to see if the company in question has signed the Student Privacy Pledge from the Future of Privacy Forum and The Software & Information Industry Association.

Among the recommendations:

- **Marketing and Advertising:** Terms of service agreements should be clear that data may not be used to create user profiles for the purposes of targeting students or their parents for advertising and marketing, which could violate privacy laws.
- **Data Collection:** Agreements should include a provision that limits data to only what is necessary to fulfill the terms.
- **Data Use:** Schools and districts should restrict data use to only the purposes outlined in the agreement.
- **Data Sharing:** While providers can use subcontractors, schools and districts should be made aware of these arrangements, and subcontractors should be bound by the limitations in the terms of service.
- **Access:** Federal student records laws require schools and districts to make education records accessible to parents. A good contract will acknowledge the need to share student
- **Security Controls.** Failure to provide adequate security could lead to a violation of the Family Educational Rights and Privacy Act, which protects student education records.

The document also provides links to the Privacy Technical Assistance Center and other resources that offer additional best-practice recommendations related to terms of service agreements.

In addition, a 9½-minute training video has been produced by the Education Department, intended to help K-12 school officials better protect student privacy while using online educational services and applications.

The video offers a summary of the issue and provides examples to help educators identify which online educational services and applications are privacy-friendly and protect student data from improper use and disclosure.

## **U.S. Department of Education Awards \$4.1 Million in Charter School Program National Leadership Grants**

The U.S. Department of Education announced six new grant awards today totaling \$4.1 million through the Charter Schools Program (CSP) National Leadership Activities program. These grants will help strengthen charter schools and charter school authorizers, while also improving capacity to serve students with disabilities and English learners. Helping the charter school sector address these key issues is a priority for the Department.

"We want to help charter schools, like all public schools, prepare students for college, careers and life," said Assistant Deputy Secretary for Innovation and Improvement Nadya Chinoy Dabby. "We know that quality authorizing practices are crucial to creating high-quality charter schools. These grants will help charter schools provide excellent educational opportunities to some of our highest-need students."

The six grantees will provide technical assistance and training and share promising practices with charter schools across the country. The grantees are: (1) the Alameda County Office of Education; (2) the California Charter Schools Association; (3) the Illinois Network of Charter Schools; (4) the Massachusetts Charter Public School Association; (5) the National Association of Charter School Authorizers; and (6) New Schools for New Orleans.

Grantees will use the money to provide teachers with professional development or on-site coaching, to provide services to students with disabilities or English learners in charter schools, and to create shared systems across multiple charter schools for finding and accessing qualified teachers and experts. Others will help charter school authorizers conduct rigorous reviews of school applications to ensure quality, as well as conduct meaningful oversight of charter schools using multiple sources of data and identify and close underperforming charter schools.

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# Literature Review -- Experiences of Parents of Children with Autism Spectrum Disorder (ASD) when Dealing with Schools Regarding their Children's Education

By Sheila Bravo

Florida International University

The present literature review will explore the importance of collaborative relationships between schools and parents. It will focus on specific reasons for parental dissatisfaction with school systems found in the existing literature in the United States and abroad. It will depict common difficulties in building productive relationships with parents. To add the voice and perspectives of the population being explored, interviews with two parents will also be included.

## Parental Involvement

Autism spectrum disorder (ASD) is a neurological condition characterized by impairments in communication, social interaction and repetitive and/or stereotyped behaviors. The growth of autism in the population has been steady and some consider it an epidemic, with the latest incidence in the United States being 1 in every 68 children identified as having an ASD by the Centers for Disease Control and Prevention's (CDC's) Autism and Developmental Disabilities Monitoring Network (ADDM, 2014). Given the documented growth in diagnosed cases of ASD, it is recommended that school systems be prepared to provide quality services for students with autism by being able to meet their specific educational needs.

An important variable in students' success is parental involvement. Parent-teacher collaboration should be ongoing to produce positive results. To guarantee parental participation in the development of educational plans for their children, legislation has been drawn such as Public Law (P.L.) 94-142 (Education for All Handicapped Children Act, 1975) that mandates parental participation on Individual Educational Programs (IEP) meetings to help design educational services for students receiving special education services. It is important to note that legislation alone is not enough to ensure parental participation and it becomes pertinent to focus on the experiences that parents have when dealing with the school systems. Disability advocacy can be an overwhelming experience for parents and may prevent them from fully participating in their children's education. Yet, parents of students with ASD tend to become very involved in their children's education, becoming very knowledgeable and acting as advocates for their children's rights.

According to Tucker and Schwartz (2013), who reviewed the results of an internet survey of 135 parents regarding their perceptions on collaboration and conflict between school personnel and parents, the parents participating in this survey considered they were highly involved in their children's educational progress. As documented, this was facilitated by their school districts and resulting from taking their input into consideration and communicating and planning regularly with them regarding their children's education.

Zablotsky, Boswell, and Smith (2012), reviewed a national sample of parents from the 2007 Parent and Family Involvement in Education survey, conducted by the US Department of Education, National Center for Educational Statistics, 2006-2007, and found that parents of students with ASD tend to be more involved with their children's education.

Specifically, parents of children with ASD were more likely to participate in conferences with the teachers, attend meetings with school counselors, and help their children with their homework, IEP goals, among others.

Consistent with these studies, both parents interviewed were very involved in their children's education, participating in IEP meetings, helping with homework, communicating with teachers and other school staff, and any other opportunities to do so.

## Reasons for Parental Dissatisfaction

Within the context of disability status, there are several reasons for parental dissatisfaction with school systems. One of the reasons cited by parents is a lack of understanding of the specificities of ASD that seems to be lacking among teachers and other school personnel. Montes, Halterman, and Magyar (2009) reviewed the results of the 2005-06 National Survey of Children with Special Health Care needs, which included 40256 parents of children with disabilities between 0-17 and compared access to, and satisfaction with school and community health resources between parents of children with ASD and other disabilities. They found that one of the problems that parents complained about relates to lack of appropriate teacher training regarding the teaching of children with ASD. Additionally, Montes et al. also reported parents' dissatisfaction in the area of providing additional services when requested and documented in the IEP.

A study by White (2013) focused on the complaints filed by parents of students with ASD in the Midwestern US. Specifically, 97 electronic summaries of complaints filed between 2004 and 2009 were reviewed. Similarly to what Montes et al. (2009) found, White also reported that a common complaint among parents was lack of staff qualifications. Along this vein, Tucker and Schwartz, et.al (2013), found that parents had mixed opinions regarding the level of knowledge of school staff regarding their child's disability.

Sciutto, Richwine, Mentrikoski and Niedzwiecki (2012) conducted a study with 97 participants (students and parents) and found that most participants considered the understanding of Asperger syndrome (AS) that teachers and other school personnel have an area where further training is needed.

In contrast to what the studies discussed portrayed, in the two sample interviews conducted, it was found that the parents interviewed did not have concerns regarding staff qualifications or knowledge about ASD. One of the parents considers that, because autism is a spectrum and children with ASD are very different from one another, it is the parents' job to inform school staff of their child's interests, likes, and dislikes to make sure that his/her needs are being met.

Another reason for parental dissatisfaction found in several studies addresses parental input and participation in IEP meetings, as well as communication with school staff.

Tucker and Schwartz, et.al, indicated that parents participating in their survey pointed out that educators not always valued their participation as equal members of the IEP team. Input and communication between parents and school professionals were noted as sources of conflict by parents. Parents and professionals frequently disagreed about IEP content such as goals, services provided, instruction, discipline, and placement.

Zablosky, et.al., found that parents of students with ASD are most unsatisfied with the level of communication with their children's schools regarding placement in a classroom and/or group. The authors also found a positive correlation between parental involvement with school activities and their satisfaction with the school. This positive correlation between involvement and satisfaction was also seen in the interviews conducted with both parents who are overall satisfied with their children's education and are very involved in their children's schools.

White, et.al, found that one third of the complaints filled by parents were related to their participation not being taken into consideration by the schools, citing lack of parental input and participation in the education process, as well as a break-down in communication between them and the schools.



Despite the legal nature of the documents addressing educational services for individuals with disabilities, some of the complaints purport schools failing to provide Procedural safeguards, written notifications, copies of IEPs, adequate notices about meetings, amongst others. Parents also complained about not having been provided with the appropriate consent forms addressing change of placement and evaluations.

Starr and Foy (2012) surveyed 144 parents of children with ASD and found that the parents surveyed in their studied noted the lack of collaboration and communication as a major source of dissatisfaction.

Once again at odds with the studies depicted, the parents interviewed for this literature review, feel that their input is taken into consideration most of the time. One of them said that sometimes he does not agree with the frequency of additional services, such as speech therapy, considering that it should be more frequent; but that the school does not have the resources to provide those services as frequently as he would like. The other parent considers that her input is taken into consideration because she has become an advocate for her child and is very knowledgeable; otherwise, the school system would provide her son with the minimum services.

Another documented area of dissatisfaction reported by parents of students with ASD, relates to transition between early intervention services and school services. According to Montes, et.al., parents complained that transition between early intervention services and school is very difficult because the first one is family centered and the second one is centered on education. Early intervention targets problems related to the disability that affect the family as a whole, such as sleep problems, feeding, among others. Whereas school systems tend to only focus on education, Montes et al. investigated access to community and school health care services and compared the levels of satisfaction with those services between parents of students with ASD and parents of children with other special health care needs. The study found that parents of children with ASD were 3 times more likely to encounter difficulties accessing community and health care services for their children than parents of children with other needs. Among the problems reported to access services were lack of qualified staff to attend their children's needs and services, as well as communication and information difficulties that impeded them to access services. Both of which seem to confirm the findings discussed earlier by Montes, et.al., 2009; Sciutto, et.al., 2012; White, 2013; and Tucker, et.al.,

The parents interviewed did not express any problems in their children's transition to school.

Other areas of dissatisfaction for parents were behavior and discipline. White, et.al, found that 24 % of the complaints filed dealt with behavior management techniques applied by schools and the related disciplinary actions. Parents complained that Functional Behavior Assessments (FBA) or Behavior Intervention Plans (BIPs) had not been established or, that when BIPs were in place, the steps outlined in the plans had not being followed. It is pertinent to note that Sciutto, et.al, found that behaviors of students with ASD are sometimes misunderstood by school staff, thus suggesting the need for further teacher training. Starr, et.al, found that the parents whose children had been suspended thought that the main reason for the suspensions was the school staff's inability to deal with the child's behavior. The children of the parents interviewed have not experienced any behavioral difficulties.

An area of general dissatisfaction found throughout the literature targeted the students' IEPs. The difficulties in this area may arise from differences in the composition of the IEP and also from difficulties with the implementation of the goals, services and accommodations. White, et.al, found that some of the issues regarding IEPs are related to goals not being measurable, IEPs not specifying service provision details, such as duration of services, frequency, among others. Also, parents complained about accommodations, services and support systems not being available and implemented in a timely manner and as documented in the IEP. One of the parents interviewed said that services and accommodations are provided as written because she makes sure that this happens and that teachers are aware of accommodations and services, frequency of services, among others. The other parent had no complaints in this area.

The dissatisfaction with school systems regarding the teaching of students with ASD seems to transcend frontiers among countries and is found in literature from different parts of the world. As evidence, Brown, Ouellette-Kuntz, Hunter, Kelley and Cobigo (2012) conducted a cross-sectional survey of 101 Canadian parents of school-aged children diagnosed with ASD and found that parents regularly reported that their children have unmet needs regarding social activities, information about services and continuous service provisions.

In line with the international trends documented, another study by Keenan, Dillerburger, Doherty, Byrne, and Gallagher (2009) explored the issue of diagnosis and forward planning for children with ASD in Ireland. The study found that parents felt that their views were not taken into consideration when developing their children's educational plans, especially if the views differed from the ones expressed by professionals. In agreement with this study, one of the parents interviewed had difficulties when his child was first placed in a classroom and expressed a similar view about the IEP team not listening to their opinions, but the situation was rectified in a later meeting. The other mother interviewed also had difficulties when her child started receiving educational services and had to insist to receive the services that she considered were necessary. She strongly believes that her son receives the services necessary because she is a strong advocate for his rights; otherwise, the school system would not provide the necessary services to meet his needs.

In a study by Tissot (2011) that examined the perceptions of parents and local authorities regarding obtaining appropriate educational placement for children with ASD, parents reported that they found the process of placement to be stressful, bureaucratic and lengthy. The authors concluded that communication between parents and local authority personnel has to be improved. Contrary to this study, the parents interviewed did not express difficulties obtaining an appropriate placement for their children or having difficulties communicating with the school.

After reviewing the literature about experiences and perceptions of parents of students with ASD some commonalities have been found. One of them is the fact that parents of students with ASD tend to be very involved in their children's education, which was also found in the interviews. Among the areas that create dissatisfaction in parents are the lack of staff qualifications and knowledge about ASD; insufficient importance given to parental input and participation on IEP meetings and inadequacy of the level of communication; difficulties with transitions between early intervention services and school services; and finally, problems with behavior management and discipline. At odds with these findings, the parents interviewed did not have complaints in relationship to any of these areas and, although they considered that some areas can be improved and more services should be provided, they were overall satisfied with their children's education.

Nevertheless, it is important that schools review complaints that parents may have in order to establish more productive relationships and collaborations that will ideally benefit students with ASD.

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## Buzz from the Hub

To access everything below in this section from Buzz from the Hub, visit:

<http://www.parentcenterhub.org/repository/buzz-feb2015/>

Welcome to the February 2015 edition of *Buzz from the Hub*, the newsletter of the Center for Parent Information and Resources—the CPIR. This issue premieres several resources of import to the Parent Center network, most especially the 2014-15 Parent Center Data Collection Form and the latest training module on Part C of IDEA, Introduction to Procedural Safeguards.

- Premiering the New Data Collection Form
- New Resources in the Hub
- Spotlight on...Resources to Support Involvement in Your State's SSIP
- Resources You Can Share with Families
- Resources Just for Parent Centers

### Premiering the New Data Collection Form

The rumor is finally reality! The data collection form that Parent Centers use to report on their fabulous work has been revised. The form now includes definitions of key terms, so PTIs and CPRCs will have a common understanding of the data they need to record and report for the 2014-2015 program year (October 1, 2014 to September 30, 2015).

Because we're already midway through the reporting period, **this year will be a pilot year for the new form**. This gives Parent Centers the opportunity to learn how the terms are defined, what to report where and about whom, and how to revise their data collection systems.

We've posted the new data collection form and definitions key on a Webinar page we created to house the form, the key to definitions, and the 40-minute webinar we pre-recorded to introduce the form and the definitions key to the network. Come and get 'em!

**Find the form and the definitions key at:**

<http://www.parentcenterhub.org/repository/webinar-datacollectionform/>

### New Resources in the Hub

What's new in the **resource library**? Here are several newbies.

#### **Overview of the Workforce Innovation and Opportunity Act.**

WIOA is designed to help job seekers (including youth with disabilities) access employment, education, training, and support services to succeed in the labor market and to match employers with the skilled workers they need.

#### **Bureau of Indian Education National Directory.**

This resource gives Parent Centers a list of Bureau of Indian Education (BIE) funded schools in their state. The BIE is responsible for the 183 elementary and secondary schools located on 63 reservations in 23 states representing 238 different tribes. With this list, Parent Centers can identify which schools are publicly funded or funded by the BIE, in order to help Native American families access their due process rights through the appropriate agency (either the BIE or the state department of education, depending on how the school is funded).

### **New Part C training module: Introduction to Procedural Safeguards.**

Hot off the press! You can use Module 10 of NICHCY's training curriculum on Part C of IDEA to acquaint families and other stakeholders with the procedural safeguards in early intervention. The module comes with a slideshow, trainer's guide, handouts, and an activity sheet for participants.

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## **Spotlight on ... Resources to Support Involvement in Your State's SSIP**

Parent Centers are important stakeholders in the Systemic State Improvement Plan (SSIP) their state is writing. The resources listed below can help support Parent Center informed involvement in discussions of their state's SSIP.

### **Distinguishing difference from disability: The common causes of racial/ethnic disproportionality in special education.**

This *Equity In Action* is intended to provide educators and researchers with comprehensive information on identifying and reducing disproportionality in schools. The brief describes a data-driven process for identifying root causes as well as the driving forces (internal and external to district) of those root causes. From the Metropolitan Center for Research on Equity and the Transformation of Schools at New York University.

### **Impact of family involvement on the education of children ages 3 to 8.**

This 2013 literature review includes 95 studies on the impact of parent engagement on young children's literacy, math, and socio-emotional skills. The authors examine the effects of various aspects of parent engagement, including parent involvement at school and schools' and teachers' efforts to engage parents.

### **Family engagement tool.**

The web-based Family Engagement Tool (FET) guides a school team (including parents) in assessing every aspect of its family engagement programs and practices and creating and monitoring an improvement plan based on indicators of effective practice. The needs assessment phase is completed in about 5 hours by the school team. FET's two-year process helps the school determine needs, set priorities, develop a plan, monitor the plan, and strengthen the school community.

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## **Resources You Can Share with Families**

This section of the newsletter identifies useful resources that you might share with families or mention in your own news bulletins.

### **Milestones | Videos in English and Spanish.**

*Milestones* is a free online collection of videos aimed at helping parents understand grade-level expectations in grades K-5. *Milestones* show students demonstrating what success looks like in reading, writing and math, grade by grade.

### **Social Security benefits for children with disabilities.**

A child with a disability who is younger than 18 years of age may be eligible for Supplemental Security Income (SSI). Have a look at SSA's Child Disability Starter Kit, which includes a factsheet on the application process, a child disability interview preparation checklist, and a Medical and School Worksheet. Also available in **Spanish**.

### **Info brief on autism spectrum disorder.**

The IRIS Center has a new information brief comparing the diagnostic criteria of the DSM-5 to those of the DSM-IV-TR and to the definition of autism found in IDEA. The brief also summarizes research findings regarding changes in the number of individuals diagnosed with autism spectrum disorders when the DSM-5 criteria were used, compared to those same numbers under the DSM-IV-TR.

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## **Resources Just for Parent Centers**

This section of the CPIR's newsletter focuses on the many priority areas that Parent Centers have, with a special emphasis on the **14 topics** that OSEP has identified as important for Parent Centers and the CPIR to address.

**This month, we're focusing on effective educational practices for improving student outcomes.** These resources may also be relevant in your state's work on the SSIP in 2015, so keep them in mind for the future.

### **Culturally responsive differentiated instruction strategies.**

This brief addresses what differentiated instruction is and how it applies to teaching and learning for diverse learners. Differentiated instruction recognizes students' varying background knowledge, readiness, language, preferences in learning, and interests, and assists teachers in knowing how to differentiate instruction given these various learning areas.

### **Evidence-based practice summaries.**

From the IRIS Center, these summaries of research about the effectiveness of instructional strategies and interventions contain links to research reports and include information about an intervention's level of effectiveness and the age groups for which it is designed. Pick your topic of interest—assessment, behavior and classroom management, content instruction, diversity, early intervention/early childhood, learning strategies, mathematics, reading and literacy, RTI, school improvement, and transition.

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# National Collaborative on Workforce and Disability

To access everything below in this section from NCWD, visit:

<http://www.ncwd-youth.info/intersection/current-issue.html>

## USDOL Rolls Out Vision for Transforming Workforce System

In a recent guidance letter, the U.S. Department of Labor (USDOL) laid out its vision for revitalizing and transforming the nation's workforce system as part of the implementation of the Workforce Innovation and Opportunity Act (WIOA). Congress passed this bill with an overwhelming bipartisan majority, and President Obama signed the bill into law in July of last year. USDOL's vision lays out "three critical hallmarks of excellence" for WIOA implementation, which include the need for both business and workers to drive workforce solutions, for American Job Centers to provide excellent customer services to jobseekers and employers alike, and for the workforce system to support strong regional economies where businesses thrive and people want to live and work.

## White House Provides Resource Guide for Hiring People with Disabilities

The White House recently released a resource guide available for employers to assist with *Recruiting, Hiring, Retaining, & Promoting People w/ Disabilities*. This guide is a product of the Curb Cuts to the Middle Class Initiative, which includes participation by agencies across the federal government. The guide is divided into four sections. The first section highlights best practices for recruiting people with disabilities, as well as a description of the ADA regulations during the interview process. The second section focuses on respecting, promoting, and retaining employees with disabilities. The third section offers guidance to providing reasonable accommodations. The final section is an overview of key information employers should know regarding the legal frameworks of the ADA and Section 503 of the Rehabilitation Act.

## White House Publishes Fact Sheet on Opportunities for People with Disabilities in 2016 Budget

On February 2, 2015, the White House released a fact sheet entitled, *Middle Class Economics: Expanding Opportunities for People with Disabilities*. The fact sheet discusses the ways in which the 2016 budget can ensure that Americans with disabilities have opportunities for economic prosperity. The fact sheet focuses on encouraging innovation, strengthening job training, increasing support for the education of children with disabilities, and providing improved housing, healthcare, and independent living services.

## CLASP Reviews President's 2016 Budget with Regard to Disconnected Youth

CLASP released *The President's Budget: Select Investments in Education and Employment Pathways for Vulnerable Youth*, which reflects on President Obama's FY 2016 budget. The publication explores areas of the budget that focus on improving education and workforce outcomes for disconnected youth and young adults, especially those from low-income households. The resource emphasizes new developments in several areas, including the Workforce Innovation and Opportunity Act, the Apprenticeship Training Fund, investments in National Service, and the Performance Partnership Pilots.

## ODEP Assistant Secretary Martinez Says Farewell

After nearly six years of service, Assistant Secretary of Labor for Disability Employment Policy Kathy Martinez is moving on from her position at the USDOL. Following a farewell event with federal staff and other community members, Martinez reflected on her time in this position with a final blog post entitled, *Looking Forward, Looking Back*. In this post, Martinez recalls significant milestones she and her collaborators helped implement in recent years, including Executive Order 13548 and the 2014 updates to Section 503 of the Rehabilitation Act, among others. She writes, "Secretary Perez often quips that he'd like the Department of Labor to be renamed the 'Department of Opportunity.' It certainly has lived up to this nickname for me. Going forward, I wish my dedicated colleagues here the best in ensuring it continues to do so for all workers, including those of us with disabilities." Martinez plans to continue advocating for disability employment in her new role.

## ODEP Archives National Online Dialogue for Family Input on Postsecondary Success for Young Adults with Disabilities

From January 26 to February 6, 2015, the U.S. Department of Labor's Office of Disability Employment Policy (ODEP) hosted an online dialogue to hear the perspectives of family members of young adults with disabilities enrolled in postsecondary education, including certificate programs, apprenticeships, community colleges, and universities. Through this virtual town hall meeting, 431 participants shared a total of 94 ideas and nearly 1,000 comments on ways that postsecondary institutions and other organizations can better assist families of young adults with disabilities in supporting their educational and employment success. The dialogue is archived a report will be coming soon. ODEP is analyzing the results to inform its work moving forward.

## WIOA Advisory Committee Launches and Archives Materials

The Advisory Committee on Increasing Competitive Integrated Employment for Individuals with Disabilities, a key part of the Workforce Innovation and Opportunity Act (WIOA), held its first meeting January 22-23, 2015 in Washington, D.C. Several panels of experts discussed various aspects of competitive integrated employment, and organizations and individuals gave public testimony. The panelists' presentations and the public testimony are now available online. The next WIOA Advisory Committee meeting is tentatively scheduled for March 23-24, 2015 in Washington, D.C and is open to the public.

## OJJDP and Mentor Launch National Mentoring Resource Center

The U.S. Department of Justice, Office of Juvenile Justice and Delinquency Prevention partnered with MENTOR: The National Mentoring Partnership to launch the National Mentoring Resource Center, which provides mentoring tools and information, program and training materials, and technical assistance, particularly relating to delinquency prevention, victimization, and juvenile justice system involvement, to help local programs and practitioners improve the quality and effectiveness of their mentoring efforts.

## America's Promise Alliance Publishes Re-engagement Paper

Stemming from the *Don't Call Them Dropouts* report, based on careful listening to young people who did not graduate in four years, America's Promise Alliance's Center for Promise released *Back to School: Exploring Promising Practices for Re-Engaging Young People in Secondary Education*. The paper explores ways to strengthen and expand re-engagement options for young people who need more time or different pathways to finish school. The paper is designed as a resource for educators, practitioners, community stakeholders, communications professionals and policymakers interested in supporting out-of-school youth who wish to obtain a high school credential.



## **New SWEAP Tools Help State Policymakers Align Workforce and Education Programs**

The National Skills Coalition's State Workforce and Education Alignment Project (SWEAP) is demonstrating how state policymakers can use information from three types of data tools to develop policies that align workforce and education programs with each other and with employer skill needs. These three tools, dashboards, pathway evaluators, and supply and demand reports, are discussed in a set of SWEAP papers. The papers discuss the steps states can take to create these data tools and provide real-world examples of states that have used these tools to inform workforce policy decisions.

## **NAD Sues Harvard and MIT for Discrimination in Public Online Content**

On February 12, 2015, the National Association of the Deaf (NAD) and four deaf and hard of hearing individuals filed two federal class actions against Harvard University and the Massachusetts Institute of Technology for not captioning online public information and educational materials, including online courses. The cases, filed in U.S. District Court in Massachusetts, assert that these universities violate the Americans with Disabilities Act and the Rehabilitation Act by denying deaf and hard of hearing people access to thousands of videos and audio tracks that each university makes publicly available, for free, on broad-ranging topics of general interest.

## **Call for Submissions: VSA's Yo Soy...Je Suis...I Am...The Future**

Students with disabilities are invited to share images of their artwork addressing the future. Students should reflect on what their hopes and dreams are for their individual futures when developing their submissions. Submitted artwork will be exhibited online. Selected works will be exhibited at the United States Department of Education in Washington, DC. Youth with disabilities, ages 3 to 22, are encouraged to submit artwork. All submissions are due by May 11, 2015.

## **Social Security Administration Announces Funding through WIPA Grants**

The Social Security Administration (SSA) has announced a funding opportunity for cooperative agreements for Work Incentives Planning and Assistance (WIPA) projects. WIPA projects are community-based organizations that provide counseling and support to disabled beneficiaries of the Social Security Disability Insurance (SSDI) and Supplemental Security Income (SSI) programs. These projects disseminate accurate information to beneficiaries with disabilities, including transition-age youth, about work incentives programs and issues related to such programs to enable individuals to make informed choices about working and whether or when to utilize their Ticket to Work. WIPA cooperative agreement awardees will provide services across the country through July 31, 2020, pending availability of funds over a five-year period of performance. Deadline for applications is March 30, 2015.

## **Access Board Announces Comment Period for ICT Standards and Guidelines**

The Access Board has released for public comment a proposed rule updating accessibility requirements for information and communication technology (ICT) in the federal sector covered by Section 508 of the Rehabilitation Act. The rule also would jointly update guidelines for telecommunications equipment subject to Section 255 of the Communications Act. Public comments on the rule, as well as on a preliminary assessment of its estimated costs and benefits, are due on or before May 28, 2015. The Access Board also will hold public hearings on the rule in San Diego on March 5 and in Washington, DC on March 11. In addition, the Access Board will conduct a public webinar to review the proposal on March 31, 2015.

## NCWD/Youth Blog Posts

NCWD/Youth's blog features current and relevant information related to the Guideposts for Success, Youth Development and Leadership, Innovative Strategies, Professional Development, and more!

- *What I Want for Black History Month*– 2/26/2015
- *The Interview that Changed My Life Forever*(cross-post from the U.S. Department of Labor Blog) – 2/27/2015

February is Black History Month! Check out some of our most popular related blogs below!

- *Black History Month and the Education, Employment, and Wage Gap for Young African American Males (Part 1 of 2)*
- *Solutions and Strategies for Closing the Education, Employment, and Wage Gap for Young African American Males (Part 2 of 2)*
- *Symmetrical Identities*

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# Legislative Announcements, Calls to Participate and New Projects

## **Autism Speaks Putting New Focus on Adults**

<http://www.disabilityscoop.com/2015/02/03/autism-speaks-focus-adults/20019/>

After prioritizing the needs of children for years, Autism Speaks, the nation's largest autism advocacy organization is turning its attention to expanding housing options and supports for adults. Starting as a pilot project in three states, Florida, New Jersey and Illinois, Autism Speaks is working with locally-based disability advocacy groups and policymakers to identify legislative goals and mobilize its own network to push for expanded home and community-based services.

## **Obama Calls for Boost to Disability Programs**

<http://www.disabilityscoop.com/2015/02/03/obama-budget-disability/20023/>

President Barack Obama wants Congress to halt planned cuts under sequestration and increase funding for special education and other programs for people with disabilities. The proposals come in Obama's \$4 trillion budget plan which was released 02/16/15. The budget highlights the president's priorities for the government's 2016 fiscal year starting Oct. 1. Included in the plan is an added \$175 million in funding for special education services for school-age children with disabilities and \$115 million for programs for young kids served under the Individuals with Disabilities Education Act.

## **Feedback to OSEP on Proposed Approach for Including Results Data in the Individuals with Disabilities Education Act (IDEA) Part C Determinations Process**

<http://tinyurl.com/m9e8hwx>

The Office of Special Education Programs (OSEP), in the Office of Special Education and Rehabilitative Services (OSERS) sought feedback on a proposed approach for including results data in the Individuals with Disabilities Education Act (IDEA) Part C determinations process. At the request of OSEP, the Early Childhood Technical Assistance Center (ECTA) developed a proposal for using results-driven data for an accountability framework to review states' performance results for children who receive early intervention services. The feedback received has been posted on OSERS' blog.

## **U.S. Education Department Reaches Agreement with Youngstown State University to Ensure Equal Access to its Websites for Individuals with Disabilities**

<http://tinyurl.com/meg6omu>

The U.S. Department of Education announced in December that its Office for Civil Rights has entered into an agreement with Youngstown State University in Ohio to ensure that the school's websites comply with federal civil rights laws prohibiting discrimination on the basis of disability, Section 504 of the Rehabilitation Act and Title II of the Americans with Disabilities Act. Youngstown State's websites were not readily accessible to persons with disabilities, and the university was not fully in compliance with the regulatory requirements regarding the publication of a notice of nondiscrimination in relevant documents. The agreement ends an OCR investigation and commits the 13,000-student public institution in northeast Ohio to providing equal access to educational opportunities for students with disabilities and to ensuring that the school's websites are accessible to persons with disabilities, including students, prospective students, employees and visitors.

## **U.S. Department of Education Announces 2014 National Blue Ribbon Schools 337 Schools Honored—287 public and 50 private**

<http://tinyurl.com/mcawtsl>

U.S. Secretary of Education Arne Duncan has announced the recognition of 337 schools – 287 public and 50 private– as National Blue Ribbon Schools for 2014 for their overall academic excellence or their progress in closing achievement gaps among student subgroups. These schools demonstrate that all students can achieve to high levels. The award affirms the hard work of students, educators, families and communities in creating safe and welcoming schools where students master challenging content. The Department invites National Blue Ribbon School nominations from the top education official in every state, the District of Columbia, Puerto Rico, the Virgin Islands, the Department of Defense Education Activity and the Bureau of Indian Education. The Council for American Private Education (CAPE) nominates private schools.

### **Disability Visibility Project**

<http://www.disabilityscoop.com/2014/06/16/storycorps-disability/19443/>

“DisabilityScoop” reported June 16, 2014, in an article, “StoryCorps Looks To Record Disability Experience,” that a new project, the Disability Visibility Project, has been launched as a community partnership with StoryCorps, a national nonprofit that allows everyday people to record casual, one-on-one conversations in an effort to preserve history. As the 25th anniversary of the Americans with Disabilities Act approaches next year, this project will encourage people within the disability community to share their stories. StoryCorps’ recording booth in San Francisco is making sessions available between July 10 and Dec. 13 specifically for members of the disability community to record their stories. Additional times are expected to be added leading up to the ADA’s 25th anniversary in July 2015.

### **Workforce Innovation and Opportunity Act**

<http://www.disabilityscoop.com/2014/07/10/congress-sheltered-eligibility/19500/>

“DisabilityScoop” reported July 10, 2014, in an article, “Congress Passes Bill Limiting Sheltered Workshop Eligibility,” that a bill that would significantly limit young people with disabilities from entering sheltered workshop programs is headed to President Barack Obama’s desk. The U.S. House of Representatives voted to approve the “Workforce Innovation and Opportunity Act.” Included in the bill are changes to the path from school to work for those with disabilities. The measure would prohibit individuals age 24 and younger from working jobs that pay less than the federal minimum of \$7.25 per hour unless they first try vocational rehabilitation services, among other requirements. It would also require state vocational rehabilitation agencies to work with schools to provide “pre-employment transition services” to all students with disabilities and require such agencies to allocate a minimum of 15% of their federal funding to help individuals with disabilities in transition under the measure.

### **U.S. Department of Education’s Guidance Letter on Charter Schools’ Legal Obligations to Individuals With Disabilities**

<http://www.disabilityscoop.com/2014/05/15/feds-warn-charters-special/19368/>

The U.S. Department of Education issued a guidance letter in May 2014 outlining charter schools’ legal obligations to individuals with disabilities, regardless of whether the schools receive federal funding. Included in the letter are reminders that students with disabilities cannot be discriminated against in admissions and disciplinary actions; and that parents with disabilities must be accommodated, e.g., with sign-language interpreters or Braille materials, when communicating with the school.

### **Disability.gov PSAs Challenge Assumptions about People with Disabilities**

<https://www.disability.gov/newsroom/psa-download-center/>

Disability.gov recently released public service announcements (PSAs) in support of the message that people are not defined by their disabilities. Each of the eight PSAs features one of Disability.gov’s “No Boundaries” participants. Each PSAs participant chose several words to describe him or herself to paint a broader picture of who they are. The PSAs are downloadable from the Disability.gov site.

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# Latest Employment Opportunities Posted on NASET

## Special Education Teacher - \$125K Salary

### New York

Job Category: Teaching

### Description:

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.

### Open Positions:

- Science Teacher
- Social Studies Teacher
- English Language Arts Teacher
- Special Education Teacher
- Mathematics Teacher
- Physical Education Teacher
- Music Teacher

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

Also, we invite you to learn more about TEP Charter School and about teaching at the school on our Live Online Information Session (link below):

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

### Benefits:

\$70,000 - 125,000 salary (commensurate with experience + potential annual bonus, full benefits package)

### To Apply:

<http://www.tepcharter.org/apply.php>

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# RePublic Schools, Director of Student Supports

**Boston**

Job Category: Director of Special Education

## **Description:**

RePublic is searching for passionate, bold, and gritty Directors of Student Supports (Special Education) ready to lock arms with the teams at Liberty Collegiate, Nashville Prep and RePublic High for the 2015-16 school year. Candidates must share our unwavering belief that every child in our school can and will graduate from college.

The Director of Student Supports will both own the school-wide Student Supports program and provide classroom support and interventions directly to students. The Director will ensure compliance with IEPs, communicate with families and service providers to keep all stakeholders actively involved, coordinate supports so that students are consistently and meaningfully set up for success, serve students by providing classroom instruction, and coach teachers on how to best reach all learners.

## **Who You Are:**

- A genuine believer that all students can achieve academic excellence
- A growth-minded tinkerer who is constantly learning and hungry for feedback
- A data-driven analyst who reflects and takes action based on results
- An optimist who supports and motivates your teammates by having their back
- A proactive communicator who reaches out to students, families, and teammates

## **What You'll Do:**

**Bring it:** Arrive at school by 7 a.m., stay at school until 5 p.m., and be reliably present and engaged by bringing your best every day.

**Own your content:** Develop and manage a sustainable, compliant, and effective special education program.

**Reach higher:** Consistently lead students to meet the high expectations set across our school for both behavior and academics by faithfully implementing our systems.

**Clear eyes, full hearts:** Dive into all team professional development with an open mind and humility.

**Joyful rigor:** Dynamically lead groups of students in full group classroom learning and smaller guided reading or tutoring groups for targeted interventions.

**Team and family:** Collaborate with teammates in the united purpose of promoting student learning and building student character.

**Sweat the small stuff:** Build and uphold the culture of the school by learning, mastering, and implementing all values, policies, and systems.

**Never stop learning:** Deliver high-quality instruction that propels student achievement, and work with your coach to grow as a classroom leader.

**Mine that data:** Track and analyze student data in a transparent and consistent way, and constantly adjust and revise your teaching in response to that data



## About RePublic Schools:

RePublic leads public charter schools that reimagine what's possible in public education. In 2013, our two founding schools -- Nashville Prep and Liberty Collegiate Academy -- were the first two charter schools in Tennessee history to reach the top 5% of public schools in the state for growth and performance. This fall, RePublic launched the Nashville Academy of Computer Science, where scholars learn to code starting in 5th grade. Next year, we will open ReImagine Prep -- the first public charter school in Mississippi.

### Contact:

Annie Kurdziel  
 Director of Talent  
 Building Excellent Schools  
[akurdziel@buildingexcellentschools.org](mailto:akurdziel@buildingexcellentschools.org)

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## Teacher

### Washington, DC

Job Category: School Year 2015-16

**Opening Date:** School Year 2015-16

**Number of openings:** Varies by content area

Our students need your expertise, passion and leadership.

We are looking for highly motivated and skilled talent to join our team at the District of Columbia Public Schools (DCPS). We seek individuals who are passionate about transforming and improving educational outcomes for our students.

In DCPS, 4,000 teachers serve the needs of 47,000 students across 110 schools. As part of a comprehensive reform effort to become the best urban school system in America, DCPS intends to have the highest-performing, best paid, most satisfied, and most honored educator force in the nation whose work drives significant achievement gains for DCPS students.

### Responsibilities

- Develop and implement curricula to meet academic standards
- Thoughtfully plan daily lessons and implement specific strategies to meet the needs of all students, providing extra support, enrichment, or variation of work when necessary
- Be accountable for students' academic growth and increase each individual student's achievement
- Design and implement assessments that measure progress towards academic standards and diagnose areas of student misunderstanding
- Use assessment data to refine curriculum and inform instructional practices
- Create a positive, achievement-oriented learning environment
- Reflect on successes and areas of growth as a teacher, seek to improve performance, and respond to feedback
- Participate in collaborative curriculum development, grade-level activities, and school-wide functions
- Invest parents and families in their children's academic success through regular communication
- Perform other related duties as assigned.

## Qualifications

- Bachelor's degree
- Possesses or is eligible for a valid District of Columbia Teaching License (for more information on DC Teacher Licensure, please visit the website of the Office of the State Superintendent of Education at [osse.dc.gov/service/teacher-licensure](http://osse.dc.gov/service/teacher-licensure))
- Successful completion of Praxis I and II exams (unless holding a standard teaching license)
- Meets Highly Qualified status as defined by the NCLB mandates
- Strong instructional skills and classroom management
- Ability to self-reflect on teaching practices and be responsive to feedback

## Personal Qualities of Top Candidates

- **Commitment to Equity:** Passionate about closing the achievement gap and ensuring that every child, regardless of background or circumstance, receives an excellent education.
- **Leadership:** Coaches, mentors, and challenges others to excel despite obstacles and challenging situations.
- **Focus on Data-Driven Results:** Relentlessly pursues the mastery of instruction based on student performance, and is driven by a desire to produce quantifiable student achievement gains.
- **Innovative Problem-Solving:** Approaches work with a sense of possibility and sees challenges as opportunities for creative problem solving; takes initiative to explore issues and find potential innovative solutions.
- **Adaptability:** Excels in constantly changing environments and adapts flexibly in shifting projects or priorities to meet the needs of a dynamic transformation effort; comfortable with ambiguity and non-routine situations.
- **Teamwork:** Increases the effectiveness of surrounding teams through collaboration, constant learning and supporting others; sensitive to diversity in all its forms; respects and is committed to learning from others

## How to apply

To apply, visit our website at [www.joindcpublicschools.com](http://www.joindcpublicschools.com), and complete our online application.

### Questions

If you have any questions, please email us at [dcpscareders@dc.gov](mailto:dcpscareders@dc.gov), or call us at 202-299-2145.

### Stay Informed!

Follow us on Twitter at [@dcpsjobs](https://twitter.com/dcpsjobs), or become a fan of [DCPS Jobs](https://www.facebook.com/DCPSJobs) on Facebook.

### Criminal Background Check

In accordance with the Criminal Background Checks for the Protection of Children Act of 2004, this position has been designated and identified as one which requires a criminal background check and/or traffic record check. If you are tentatively selected for the position, a criminal background check will be conducted. A final offer of employment is contingent upon the receipt of a satisfactory criminal background check.

### Notice of Non-Discrimination

In accordance with Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Age Discrimination Act of 1975, Title II of the Americans with Disabilities Act of 1990 and the D.C. Human Rights Act of 1977, as amended, District of Columbia Official Code Section 2-1401.01 et seq. (Act), the District of Columbia Public Schools (DCPS) does not discriminate (including employment therein and admission thereto) on the basis of actual or perceived race, color, religion, national origin, sex, age, marital status, personal appearance, sexual orientation, gender identity or expression, family status, family responsibilities, matriculation, political affiliation, genetic information, disability, source of income, status as a victim of an interfamily offense, or place of

residence or business. Sexual harassment is a form of sex discrimination, which is prohibited by the Act. In addition, harassment based on any of the above-protected categories is prohibited. Discrimination in violation of the aforementioned laws will not be tolerated. Violators will be subject to disciplinary action. Inquiries regarding the non-discrimination policies of DCPS will be handled as follows:

Employees with inquiries regarding non-discrimination policies related to employment and employees should contact:

**Equal Employment Opportunity Specialist**  
Office of Labor Management & Employee Relations  
District of Columbia Public Schools  
1200 First St, NE, 10th Floor, Washington, DC 20002  
(202) 442-5424

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## **Learning Specialist**

**San Francisco, CA**

Job Category: Teaching + Coaching

### **Description:**

**Position:** Learning Specialist

**Reports to:** Director, Curriculum & Instruction

**Location:** San Francisco, CA

**Website:** [www.newschoolsf.org](http://www.newschoolsf.org)

### **SCHOOL OVERVIEW:**

The New School of San Francisco will open our doors fall of 2015 with 88 kindergarten and first grade students from communities across San Francisco. We are a K-12 public charter school, demonstrating a "hands-on, minds-on" approach to learning that harnesses each student's curiosity and encourages learners to construct their own meaning and knowledge through hands-on experiences. With an extended school day, there is explicit time for community building, play, exploration, arts and Spanish instruction. The model is diverse by design, meaning we not only draw students from all neighborhoods in the city, but we practice equity in all we do – ensuring every child is able to access and receive an individualized education that builds off their unique strengths, skills and passions. With a thirteen-year commitment to kids and families, our approach will foster a deep love of learning in students and prepare them with the problem-solving and critical-thinking skills necessary to meet the challenges and opportunities of the 21st century. To learn more about our school, please visit: [newschoolsf.org](http://newschoolsf.org).

One of the pillars of our school is diversity and we know how important it is that our staff to reflect the diversity of our students and their families. We strongly encourage leaders and teachers of color and LGBTQ candidates to apply.

### **POSITION OVERVIEW: LEARNING SPECIALIST**

The Learning Specialist is a full time position that reports to the Director of Curriculum & Instruction. He/she will work directly with all Lead and Resident teachers to ensure every child's unique needs are being met through IEPs or Individualize Learning Plans (ILPs). The Learning Specialist will develop learning strategies and modifications to be implemented both within the classroom and in small groups outside of the classroom. S/he will administer or coordinate the administration of appropriate assessments that align to IEP goals and school values to monitor progress. We are looking for someone with deep special education expertise, knowledge of effective ELD strategies and other, targeted interventions to ensure all special learners are being met with the right supports.

The Learning Specialist will be responsible for helping our school in its founding years develop appropriate procedures and policies to ensure effective faculty collaboration, create a transparent and inclusive environment for families and ensure we are compliant at all times with the law. Finally, we are looking for someone who will bring their passions, identities, curiosities and quirks into the school each day; who is excited to work in a start-up environment; who teaches to learn and fuel more learning; who teaches to build bridges with students, families and the community; and finally, who teaches to change lives and the world around us.

## Requirements:

Please visit our website: [www.newschoolsf.org/careers/](http://www.newschoolsf.org/careers/) for a full job description including qualifications and requirements.

Compensation:

- Salary reflects education degrees, years of teaching experience, National Board Certification and special credentials (i.e. SPED, BCLAD)
- Competitive benefits package including health coverage and retirement

## Contact:

For more information please visit our website: [www.newschoolsf.org](http://www.newschoolsf.org) or contact elizabeth (at) newschoolsf (dot) org ([elizabeth@newschoolsf.org](mailto:elizabeth@newschoolsf.org))

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## School Director

**Doha Qatar**

Job Category: Director - New School for Autistic Students

## Description:

**IT WILL BE THE DIRECTOR'S RESPONSIBILITY TO:**

- Establish in consultation with others the vision, mission and mandate for the school
- Develop, coordinate and facilitate the implementation of strategic and action plans intended to accomplish that vision and mission, and specific goals and objectives.
- Build relationships with other agencies offering support in the community to students diagnosed with autism.
- Partner with local and international universities in the development of effective practices.
- Recruit and hire faculty and staff for the new school
- Establish policies and procedures to guide the efficient and effective operation of the school
- Oversee the development of the school's educational programs in regard to curriculum and instruction and make recommendations for instructional improvements and adjustments.
- Supervise and evaluate administrative, instructional, and non-instructional personnel in the business management and instructional activities of the institution.
- Prepare and administer the school's operational budget.
- Develop and maintain good public relations with parents, parent-teacher association(s) and with the community.

## Desired Qualities and Experience

**QUALITIES AND EXPERIENCE SOUGHT FOR THIS POSITION INCLUDE:**

- At least 5 years of experience as head of school or special education Director, working in a special education environment that focuses on the delivery of educational services to students diagnosed with autism.

- A strong academic background, including a minimum Master's degree in the field of special education, preferably a doctorate in a related field.
- Experience with the accreditation requirements for special education schools
- Skill and understanding in serving second language learners.

## Salary and Benefits

The salary and benefits package will be competitive and will depend on the qualifications and experience of the successful candidate.

### Application Procedure

The deadline for application is April 30, 2015. The review of files will begin as soon as applications are received. Candidates are asked to submit a letter of interest and the requested materials as early as possible to:

**Mr. Peter Corcoran**  
Executive Director  
Qatar Foundation Schools  
[pcorcoran@qf.org.qa](mailto:pcorcoran@qf.org.qa)

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## Assistant Professor of Education (215UC0317)

### Cincinnati, Ohio

Job Category: Full Time

### Description:

UC Clermont invites applications for tenure-track faculty position beginning August 15, 2015 unless otherwise indicated. UC Clermont is an open admissions regional campus thirty miles east of the University of Cincinnati in Batavia, Ohio with an enrollment of approximately 3,500 students. The college offers a variety of certificates, transfer programs, two-year technical degrees, and a baccalaureate degree.

Tenure-track faculty responsibilities include teaching 12-credit hours for two semesters and availability for both day and evening classes, unless otherwise indicated; ongoing scholarship/research; and service to the department, college, university, and community. All candidates must demonstrate/provide evidence of effective teaching and professional development. All candidates must have appropriate degrees and/or certifications awarded by time of appointment.

Assistant Professor of Education - Position 215UC0317: Responsibilities include teaching day and evening classes in an education program that caters to the needs of Early Childhood, Middle Education, Secondary Education, and Special Education degrees, along with four office hours per week.

### Qualifications:

**Required Qualifications:** Earned doctorate in the field of Education with a minimum of one year of public school teaching and one year equivalent college teaching.

**Preferred Qualifications:** Special Education and/or Education Psychology and teaching experience in an open access environment.

## Contact:

To apply for this position, go to [www.jobsatuc.com](http://www.jobsatuc.com) and in the "Search Positions" box, enter the applicable number in the "Position Number" field, (Position Number 215UC0317). Only applications received through this web site will be considered. Review of Applications to begin March 15, 2015

All positions require a cover letter, current CV, official copies of transcript for highest degree held required prior to interview (these can be mailed), three names of professional references (include contact information), a brief statement of teaching philosophy, and a summary of evidence of excellent training, teaching effectiveness and professional development.

The University of Cincinnati is an affirmative action/equal opportunity employer/ M/F/Vet/Disabled. UC is a smoke-free work environment.

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## Special Education Teacher-Cross Categorical

### Oconomowoc, WI

Job Category: Special Education Teacher

## Description:

Genesee Lake School is an accredited, nationally recognized leader providing therapeutic educational services to children and adolescents diagnosed with developmental disabilities and emotional/behavioral disorders. We have received the National Association of Special Education Teachers (NASET) award for three consecutive years. Join our team and become an important person in the lives of our students. Our 160-acre campus in the countryside near Oconomowoc provides an ideal setting for our students to learn, develop and achieve their potential.

## Position Overview:

- Ensures that classroom environment and activities are conducive to student development of independence, competence, and sense of self-worth
- Prepares assessment information, develops and provides progress updates on the Individual Education Plan (IEP)
- Implements new instructional models and new assessment techniques
- Provides classroom orientation and supervision to Instructional Aides and Direct Care Staff
- Teaching in a classroom with 8-10 students
- Position Requirements:
- Bachelor's Degree from an accredited college or university
- Certified in Cross Categorical in Early Adolescence/Adolescence Grades 6-12
- Training and experience in high school transition and vocational programming preferred
- Previous training and experience working with children with Autism or Emotional Disabilities preferred.
- Candidates should be prepared to articulate how they support students' learning as well as participate in a collaborative school-based team.

## Benefits:

- Health, Dental, Vision Coverage
- Short-Term Disability and Life Insurance
- Paid Time Off following school calendar
- 401(k)
- Employee Stock Ownership Plan



## Contact:

Please submit cover letter and resume to:

Chris Naylor, Education Coordinator, via email: [chris.naylor@geneseelakeschool.com](mailto:chris.naylor@geneseelakeschool.com) or apply online at [www.geneseelakeschool.com](http://www.geneseelakeschool.com)

EOE/MFDV

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**Oconomowoc, WI**

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## Position Overview:

- Ensures that classroom environment and activities are conducive to student development of independence, competence, and sense of self-worth
- Prepares assessment information, develops and provides progress updates on the Individual Education Plan (IEP)
- Implements new instructional models and new assessment techniques
- Provides classroom orientation and supervision to Instructional Aides and Direct Care Staff
- Teaching in a classroom with 7-8 students

## Requirements:

- Bachelor's Degree from an accredited college or university
- Certification in Cross Categorical, Emotional Behavior Disorder, or Cognitive Disabilities
- Previous training and experience working with children and young adults using "DIR", "SCERTS", SRA Direct Instruction, or experience as a line therapist a plus
- Candidates should be prepared to articulate how they support students' learning as well as participate in a collaborative school-based team.

## Benefits:

- Health, Dental, Vision Coverage
- Short-Term Disability and Life Insurance
- Paid Time Off following school calendar
- 401(k)
- Employee Stock Ownership Plan

## Contact:

Please submit cover letter and resume to Chris Naylor, Education Coordinator, via email: [chris.naylor@geneseelakeschool.com](mailto:chris.naylor@geneseelakeschool.com) or apply online at [www.geneseelakeschool.com](http://www.geneseelakeschool.com).

EOE/MFDV

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## Program Manager (Alternate Assessment) (7794)

Washington, DC

Job Category: Full Time

### Description

The Assessment Program at the American Institutes for Research (AIR) is a well regarded organization that is growing rapidly. We focus on providing our clients with customized assessments that not only measure student achievement against state standards, but also provide meaningful score reports that can help students, parents, and educators address any areas of student weakness. Our environment is fast-paced and requires people at all levels who are willing to roll up their sleeves to get the work done on time while maintaining high quality. We are currently seeking a Program Manager to join our Alternate Assessments team in Washington, DC.

### Responsibilities

The Program Manager (Alternate Assessment) will assist with managing all aspects of state testing projects, especially for special education students. They must be able to work collaboratively in a fast paced environment; anticipate problems and come up with creative methods of solving them; develop strong, positive, constructive relationships with clients; coordinate among the various project teams; and make sure that quality control procedures are adhered to in order to produce high quality assessments within deadline and budget. They must be able to work in an environment where project requirements often change and evolve, and must be comfortable seeking out information and advice, when necessary. They must be able to conceptualize how all the parts of a complex project fit together and what a change to one part will mean for the other parts. Successful candidates will create a proactive culture in which the efficient creation of high quality products is second nature.

**The responsibilities of the Program Manager (Alternate Assessment) include:**

- Working with internal staff and subcontractors to develop processes, procedures, and schedules for meeting project deliverables and client needs.
- Working with state clients to ensure that all plans and schedules are viable, that the state understands their roles and deadlines, and that clear lines of communication are established.
- Developing meeting agendas, chairing meetings, and documenting decisions.
- Ensuring that a master schedule is developed and maintained of deadlines and deliverables and making sure that all project staff are aware of the parts of the master schedule that affect them, and are aware of all changes that are made to the schedule.
- Providing information, support, direction, and problem-solving to the clients, as needed, in a manner that provides positive solutions, and if needed, adjusts current processes to improve the delivery, coordination, or quality of the product.
- Managing changes of scope so that all necessary changes to contracts, budgets, and activities, and schedules are in place.

- Making sure that other members of the project team are aware of any changes to the project scope.
- Coordinating among the senior staff members who manage the various project teams (item development, technical, reporting, website, databases, etc.) and making sure that each team receives what it needs from the other teams.
- Keeping AIR senior management informed of any potential project problems, including issues with a client or another stakeholder and any potential for missed deadlines or budget over-runs.
- Managing subcontractors.
- Monitoring budgets.

## Qualifications

- Minimum education: Masters degree or equivalent, preferably in special education or a related field.
- Experience instructing students (K-12) with significant cognitive disabilities in academic content areas.
- Minimum of 4 years of progressively increasing responsibility managing tasks and projects in a fast-paced environment.
- Ability to travel 25-40%, the peak being in the January-February timeframe.
- Experience working in large-scale assessment or a related field, such as publishing or large-scale surveys is a plus.
- Experience working with clients.

## Benefits

AIR offers an excellent compensation and benefits package, including a fully funded retirement plan, generous paid time off, commuter benefits, and tuition assistance.

## Contact:

For more information, please visit our website at [www.air.org](http://www.air.org).

To apply, please go to:

<https://jobs-airdc.icims.com/jobs/7794/program-manager-%28alternate--assessment%29/job>

EOE

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## Early Intervention Program Director

Honolulu, HI

Job Category: Director, Full Time

## Description

Easter Seals Hawaii, a growing CARF accredited Non-Profit, is committed to provide exceptional, individualized, family- centered services to empower people with disabilities and other special needs to achieve their goals and live independent fulfilling lives. We have been providing services to infants, children and other special needs, and support to their families since 1946.

The Early Intervention Program Director is a Senior Staff member responsible for the leadership and operation of Easter Seals Hawaii statewide Early Intervention Programs, providing services to children birth to age three (3).

The Program Director represents ESH at the State and National level, has responsibility for fiscal/financial management, building and enhancing of existing programs, research and implementation of new programs/services statewide and continued focus on ensuring quality CARF Accredited Services. We are seeking an experienced, successful leader to fill this Senior Management Position. Experience in successfully leading Early Intervention Programs is preferred.

## Responsibilities

- Leads and supervises statewide El Program Managers who oversee all early intervention programs and services.
- Facilitates and promotes effective communications and coordination, to include development and maintenance of all policies/procedures, including program regulations, contracts and CARF (Commission on Accreditation of Rehabilitation Facilities) requirements.
- Supports managers in overseeing departmental fiscal/financial responsibilities to include billing, reporting and annual program budgets.
- Represents Easter Seals Hawaii in Early Intervention committees with Department of Health, contractual agencies statewide and national.
- Responsible to develop program managers and facilitate staff development and training to remain current and in their fields and delivering the highest level of service to clients/families.
- Responsible for leading Program Managers and holding accountable for partnering with Human Resources in recruitment, orientation, training, counseling, disciplinary action, performance reviews and salary administration of staff.
- Supports managers in coordinating volunteer opportunities and student practicum for university/college and high students as they participate in training programs established with their educational institutions.
- Establishes and maintains cooperative and collaborative relationships with community agencies, public relations, legislative advocacy, education, community relations and internal ESH programs regarding information and referrals.
- Responsible to lead and participate in events and fundraising for the organization

## Requirements

- Bachelor's degree in health related field. Master's degree highly preferred.
- Current CPR/First Aid certification
- Three (3) to five (5) years of progressive experience working with persons with disabilities in early intervention and/or children age birth - 5 years of age.
- Five (5) years' experience in leading/managing managers/supervisors and multi-disciplinary teams
- Experience managing statewide locations and multiple governmental contracts/grants. Business experience in contracts, billing, budgeting, purchasing, data gathering and research.
- Legislative advocacy, grant writing and administration, contract negotiation/administration preferred.

## Contact

**Human Resources** - [apply@eastersealshawaii.org](mailto:apply@eastersealshawaii.org)

**Easter Seals Hawaii**

**Attention:** Human Resources Manager 710 Green St.  
Honolulu, HI 96813

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# Upcoming Conferences, Workshops and Events

## 2015

## April

### **Students with Autism Spectrum Disorder**

*Workshops*

*Monroe Twp., NJ*

<http://edenautism.org/for-families/services/training-workshops/>

Eden Autism Services has upcoming four workshops on aspects of teaching students with autism spectrum disorders. “Effective Inclusion for Students with Autism Spectrum Disorder,” February 20, 2015, will cover learning characteristics, strategies and supports, social skills training, token systems, behavior management, and the role of the paraprofessional. “Professional Training in Behavioral Teaching Strategies,” April 16-17, 2015, will cover overview of autism, teaching techniques, principles of reinforcement, functional analysis of behavior, functional communication strategies, curriculum and IEP development, and classroom design and structure. “Teaching Social Skills,” April 24, 2015, will cover setting up a social skills group, assessment and goals, teaching strategies, generalization, and data collection. “Behavior Analyst Certification Board,” May 8, 2015, will provide BCBA required training. The workshops are offered to professionals, paraprofessionals and parents interested in learning about autism and Applied Behavior Analysis.

## June

### **Check & Connect Preparation and Implementation Training**

*Training*

*June 11, 2015 - June 12, 2015*

*St. Paul, MN*

[http://checkandconnect.umn.edu/training\\_consultation/prepimplementation\\_MN.html](http://checkandconnect.umn.edu/training_consultation/prepimplementation_MN.html)

A Check & Connect Preparation and Implementation Training will be held in St. Paul MN, June 11-12, 2015. This 2-day training provides education administrators and lead staff with a thorough overview of Check & Connect and its background and how to prepare their site for implementing Check & Connect.

### **Think College Capacity Building Institute**

*Capacity Building Institute*

*June 15, 2015 - June 16, 2015*

*Boston, MA*

<http://www.thinkcollege.net/think-college-capacity-building-institute>

Think College will host a Regional Capacity Building Institute June 15-16, 2015, to support the development and expansion of high quality inclusive higher education throughout the Northeast region and beyond. It will bring together professionals from the region as well as from each of the national model demonstration projects (TPSIDs) to share strategies and build relationships.

# October

## **Check & Connect first National Conference: 25 Years of Student Engagement 1990-2015** *Conference*

*October 7, 2015 - October 8, 2015*

*St. Paul, MN*

<http://checkandconnect.umn.edu/conf/default.html>

Check & Connect's first national conference will be held in Minneapolis, MN, October 7-8, 2015. It will bring together leading experts and practitioners from around the country to address the topic of student engagement among at-risk youth. Participants will include representatives from sites implementing Check & Connect's evidence-based student engagement intervention model and professionals interested in learning more about student engagement in general and Check & Connect specifically. Participants will learn from experts in the field, share lessons learned, and gain tools for implementing Check & Connect with fidelity and sustaining their sites' implementation to support at-risk students in reaching their goals and graduating high school. CEUs will be offered.

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# Funding Forecast and Award Opportunities

## Forecast of Funding Opportunities under the Department of Education Discretionary Grant Programs for Fiscal Year 2015

<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 2015 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.

## FY 2015 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.

## Mitsubishi Electric America Foundation: Grants for Youth with Disabilities

[http://www.meaf.org/how\\_to\\_apply/](http://www.meaf.org/how_to_apply/)

The Mitsubishi Electric America Foundation Grants program is dedicated to helping young Americans with disabilities maximize their potential and fully participate in society. The foundation supports organizations and projects within its mission that have broad scope and impact and demonstrate potential for replication at other sites. A major program emphasis is inclusion: enabling young people with disabilities to have full access to educational, vocational, and recreational opportunities, and to participate alongside their non-disabled peers. Maximum award: \$90,000. Eligibility: 501(c)3 organizations. Deadline for Concept Papers: June 1, 2015.

## Arthur Vining Davis Foundations Seeks Proposals to Strengthen Secondary Education

<http://www.avdf.org/FoundationsPrograms/SecondaryEducation.aspx>

The Arthur Vining Davis Foundations offers \$100,000-\$200,000 grants to support a wide range of innovative professional development programs that strengthen teachers in grades 9-12 and their teaching. For example, projects might be designed to improve professional development for in-service and pre-service teachers, strengthen teaching skills, support practical research in teacher and high school education, or encourage innovative use of technology and new techniques for presentation of classroom materials in high schools. Projects should aim to develop solutions with potential for wide application or replication by others. Requests to support well-established programs should be for initiatives with the potential to improve the program significantly. Special consideration will be given to projects in their early stages that address the concerns and problems of secondary education on a national level. In considering proposals to support high school teaching, sustained partnerships between the faculties of colleges (e.g., arts and sciences and education) and school districts, or collaborative efforts involving reform organizations, colleges/universities, and high schools are encouraged. Eligible institutions include but are not limited to public and private colleges and universities, graduate schools of education, and freestanding educational institutes. Ongoing deadlines.

## Discover: Pathway to Financial Success Grant

<http://www.pathwaytofinancialsuccess.org/get-a-grant>

Discover is investing up to \$10 million in financial education, and any high school can apply for a grant toward a financial education curriculum. Applying schools must have implemented or be looking to implement a financial education curriculum; have a measurement tool planned or in place to assess participation in and comprehension of the financial education curriculum; and agree to share overall results of the measurement tool's pre- and post-curriculum testing with Discover upon the program's completion to assess what worked and what didn't. Maximum award: varies. Eligibility: high schools in the United States. Deadline: none.

## Dollar General: Beyond Words Library Disaster Relief

<http://www.ala.org/awardsgrants/awards/166/apply>

Dollar General, in collaboration with the American Library Association (ALA), the American Association of School Librarians (AASL) and the National Education Association (NEA), is sponsoring a school library disaster relief fund for public school libraries in the states served by Dollar General.

The fund will provide grants to public schools whose school library program has been affected by a disaster. Grants are to replace or supplement books, media and/or library equipment in the school library setting. Maximum award: up to \$15,000 to replace or supplement books, media and/or library equipment. Eligibility: public school libraries Pre K-12 located within 20 miles of a Dollar General store, distribution center or corporate office that have lost their building or incurred substantial damage or hardship due to a natural disaster (tornado, earthquake, hurricane, flood, avalanche, mudslide), fire or an act recognized by the federal government as terrorism; or have absorbed a significant number (more than 10% enrollment) of displaced/evacuee students. Deadline: none.

#### **Fender Music Foundation: Grants**

<http://www.fendermusicfoundation.org/grants/?sec=info>

Fender Music Foundation grants of instruments and equipment are awarded to music academies, schools, local music programs and national music programs across America, particularly in-school music classes, in which the students make music; after-school music programs that are not run by the school; and music therapy programs, in which the participants make the music. Maximum award: up to 8 instruments. Eligibility: established, ongoing and sustainable music programs in the United States, which provide music instruction for people of any age who would not otherwise have the opportunity to make music. Deadline: rolling.

#### **AASA: National Superintendent of the Year**

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

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

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## Acknowledgements

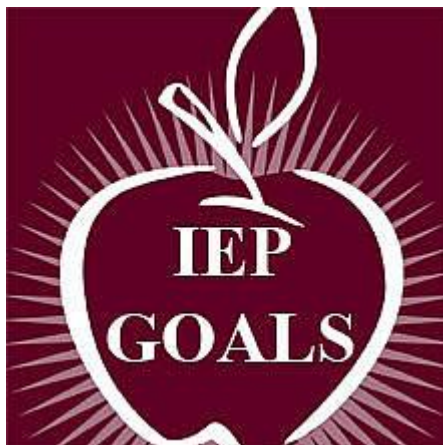
Portions of this month's *NASET Special Educator e-Journal* were excerpted from:

- Committee on Education and the Workforce
- FirstGov.gov-The Official U.S. Government Web Portal
- National Center on Secondary Education and Transition, an electronic newsletter of the National Center on Secondary Education and Transition (NCSET), available online at <http://www.ncset.org/enews>. NCSET is funded by the U.S. Department of Education, Office of Special Education Programs.
- 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

The **National Association of Special Education Teachers (NASET)** thanks all of the above for the information provided for this edition of the *NASET Special Educator e-Journal*.

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## NASET Application for iPad and iPhone



To learn more click on the image