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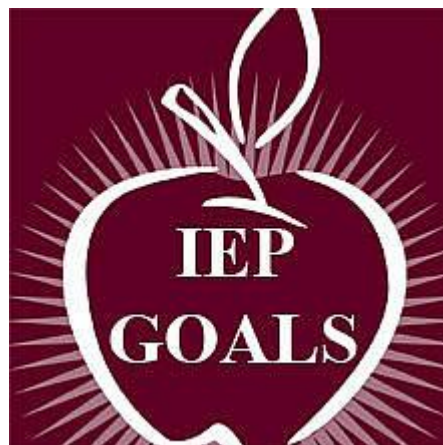
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Update from the U.S. Department of Education

U.S. Education Secretary Arne Duncan Calls for Strong Education Law That Protects All Students, Ensures High-Quality Preschool, Supports Bold State and Local Innovation

U.S. Secretary of Education Arne Duncan laid out a bold vision for the Elementary and Secondary Education Act (ESEA) that continues a focus on the nation's most vulnerable students.

During a speech on the 50th anniversary of the introduction of the nation's cornerstone education law, Duncan called for scrapping the broken law known as No Child Left Behind and replacing it with a version that not only prepares children for college and careers, but also delivers on the promise of equity and real opportunity for every child – including minority students, students with disabilities, low-income students and English learners. Duncan, joined by civil rights leaders, educators, parents, students, members of Congress, clergy, non-profit community leaders and others, emphasized the critical role of ESEA in protecting the rights of all students to a quality education that will set them up for success.

“I believe we can work together – Democrats and Republicans – to move beyond the tired, prescriptive No Child Left Behind law. I believe we can replace it with a law that recognizes that schools need more support – more money – than they receive today,” Duncan said. “A law that recognizes that no family should be denied preschool for their children. A law that recognizes the hard work educators across America are doing to support and raise expectations for students, and lifts up the profession of teaching by recognizing that teachers need better preparation, better support, and more resources. A law that says that educational opportunity isn't an option, it's a civil right.”

In his speech, Duncan called for Congress to improve access to high-quality preschool in the law. He also announced that President Obama will include an extra \$2.7 billion in his budget proposal for schools, including \$1 billion for schools that serve the most vulnerable children.

Duncan also proposed new steps to reduce the burden of testing and test preparation on classroom time and to limit unnecessary testing in schools – without sacrificing annual statewide assessments that give educators and parents the information they need to help every child be successful. Duncan also pushed for more support for states and districts that pursue bold innovations and act on evidence about what works.

Duncan called for Congress to ensure that funds are distributed among schools so that all students – regardless of zip code – have access to excellent teaching and resources like technology, instructional materials and safe facilities.

Duncan said educators deserve fair, genuinely helpful systems for evaluation and professional growth that identify excellence and include measures of student learning – as part of multiple measures like classroom observations by peers and school leaders, additional professional growth opportunities, parent and student feedback, commitment to the school community and professionalism. And he called to modernize the teaching profession by amending the law to include improved preparation, support, resources and pay, while also recognizing the work of teachers and leaders in leading dramatic, transformational change.

America has seen progress for historically underserved students in recent years under a closer, more flexible federal partnership with states. High school graduation rates are at an all-time high (80 percent), dropout rates are at historical lows and more than 1 million additional black and Hispanic students have enrolled in college. Still, Duncan said, millions of children lack access to quality preschool, disadvantaged children have less access to qualified and experienced teachers and black and Hispanic students lag in access to Advanced Placement courses.

“Let me be clear: if we walk away from responsibility as a country - if we make our national education responsibilities optional – we would turn back the clock on educational progress,” Duncan said. “For the sake of our national promise and the health of our economy, every single young person should be able to look forward to a future that holds promise. And when so many states and districts have put in place the building blocks to sustain educational progress, when so many educators are working so hard to raise the bar for their students and support them in getting there, reversing course would be a terrible mistake.”

For more information, visit www.ed.gov/esea. The text and a video of the speech will be available later in the day.

U.S. Departments of Education and Justice Release Joint Guidance to Ensure English Learner Students Have Equal Access to High-Quality Education

The U.S. Departments of Education (ED) and Justice (DOJ) released joint guidance reminding states, school districts and schools of their obligations under federal law to ensure that English learner students have equal access to a high-quality education and the opportunity to achieve their full academic potential.

"Four decades ago, the U.S. Supreme Court held in *Lau v. Nichols* that all students deserve equal access to a high-quality education regardless of their language background or how well they know English," said ED Assistant Secretary for Civil Rights Catherine E. Lhamon. "Today's guidance not only reminds us of the court's ruling, but also provides useful information for schools as they work to ensure equity for students and families with limited English proficiency."

"The diversity of this nation is one of its greatest attributes," said Acting Assistant Attorney General Vanita Gupta for the Civil Rights Division at DOJ. "Ensuring English learner students are supported in their education supports all of us. Today's guidance—40 years after passage of the landmark Equal Educational Opportunities Act—will help schools meet their legal obligations to ensure all students can succeed."

In addition to the guidance, the Departments also released additional tools and resources to help schools in serving English learner students and parents with limited English proficiency:

- A fact sheet in English and in other languages about schools' obligations under federal law to ensure that English learner students can participate meaningfully and equally in school.
- A fact sheet in English and in other languages about schools' obligations under federal law to communicate information to limited English proficient parents in a language they can understand.
- A toolkit to help school districts identify English learner students, prepared by the Education Department's Office of English Language Acquisition. This is the first chapter in a series of chapters to help state education agencies and school districts meet their obligations to English learner students.

This is the first time that a single piece of guidance has addressed the array of federal laws that govern schools' obligations to English learners. The guidance recognizes the recent milestone 40th anniversaries of *Lau v. Nichols* and the Equal Educational Opportunities Act of 1974 (EEOA), as well as the 50th anniversary of the Civil Rights Act. The EEOA, similar to *Lau*, requires public schools to take appropriate action to help English learner students overcome language barriers and ensure their ability to participate equally in school.

The guidance explains schools' obligations to:

- identify English learner students in a timely, valid and reliable manner;
- offer all English learner students an educationally sound language assistance program;
- provide qualified staff and sufficient resources for instructing English learner students;
- ensure English learner students have equitable access to school programs and activities;
- avoid unnecessary segregation of English learner students from other students;
- monitor students' progress in learning English and doing grade-level classwork;
- remedy any academic deficits English learner students incurred while in a language assistance program;
- move students out of language assistance programs when they are proficient in English and monitor those students to ensure they were not prematurely removed;
- evaluate the effectiveness of English learner programs; and
- provide limited English proficient parents with information about school programs, services, and activities in a language they understand.

Almost 5 million students in the United States are English learners—about 9 percent of all public school students. From 2002 to 2011, the percentage of English learners in public schools increased in 40 states

and the District of Columbia, and currently three out of every four public schools enroll English learner students.

The mission of the ED Office for Civil Rights (OCR) is to ensure equal access to education and promote educational excellence throughout the nation through the vigorous enforcement of civil rights. OCR is responsible for enforcing federal civil rights laws that prohibit discrimination by educational institutions on the basis of race, color, national origin, disability, sex and age, as well as the Boy Scouts of America Equal Access Act of 2001. Additional information about OCR is available [here](#) and additional resources, including previous guidance released on this topic, is available [here](#).

The enforcement of the Equal Educational Opportunities Act and Title VI of the Civil Rights Act of 1964 to ensure that English learner students and limited English proficient parents receive the services to which they are entitled is a top priority of the DOJ's Civil Rights Division.

Local superintendents weigh in on the guidance:

"It is critical that English learners are provided every opportunity to participate and excel in all of the educational opportunities offered by our schools. These guidelines clearly detail the type of support and services these students and their families need to ensure that they are able to receive the full benefits of public education. A quality educational program that adheres to these guidelines will ensure that English learners have the opportunity to become leaders and contributors in our communities." — Daniel P. King, Superintendent of Schools, Pharr-San Juan-Alamo ISD

"More than 40 percent of our students in Denver Public Schools are English language learners, and our community's future depends in large measure on our success in providing them with the education they deserve. The guidance—which provides clarity and synthesizes ELL requirements—will be a useful resource as we continue to work to meet the needs of our English language learners." — Tom Boasberg, Superintendent of Denver Public Schools

"The San Francisco Unified School District has a longstanding history of ensuring equal access to English Learners, as well as honoring and preserving home language and culture. Our preliminary review of this new guidance is that it reflects many of SFUSD's current practices in support of English Learners. It can't be said enough though that in order to implement these and other comprehensive recommended best practices, districts require adequate and appropriate resources." — San Francisco Unified School District Superintendent Richard A. Carranza

"We are pleased the department is reinforcing the importance of offering a high-quality education to English learners by providing guidance to school districts throughout the country. As educators, we have the responsibility to ensure all students have the support they need to achieve their academic potential. At AISD, we are committed to helping English learners achieve academic and linguistic proficiency through educational programs that help prepare them to graduate ready for college, career and life in a multicultural society. If we want our children to achieve their highest potential, we must build on their strengths and honor their culture and language. Complementing English with another language creates a strong educational foundation, so students may become bilingual, bi-cultural and bi-literate. Our diversity is our strength." — Dr. Paul Cruz, Austin Independent School District interim superintendent

U.S. Education Department Announces Future Ready Regional Summits

The US Department of Education's Office of Educational Technology (OET) in partnership with the Alliance for Excellent Education and with support from the Leading Education by Advancing Digital (LEAD) Commission and a coalition of more than 36 content partners will host a series of Future Ready Regional Summits to help school district leaders improve teaching and student learning outcomes through the effective use of technology.

The summits follow a Connected to the Future convening hosted by President Obama at the White House in November that featured 115 local superintendents from across the country. The summits offer school district leaders expert support to create a digital learning plan that aligns with instructional best practices, is implemented by highly trained teachers, and leads to personalized learning experiences for all students, particularly those from traditionally under-served communities.

"These summits will highlight the critical role of district leaders in creating future-ready schools by setting a vision and creating the environment where educators and students access the tools, content and

expertise necessary to thrive in a connected world," said Richard Culatta, director of the Department's Office of Educational Technology. "Being 'future-ready' means developing the human and technological capacity needed to transform teaching and personalize learning using digital tools."

The summits are open to district leadership teams on a first-come basis from districts where the superintendent has signed the Future Ready District Pledge. Already, more than 1,300 district superintendents nationwide have taken the pledge.

The summits are an important step to realizing the goals of the ConnectED Initiative announced by President Obama in 2013 to connect 99 percent of students to high speed internet and empower teachers with the technology they need to transform teaching and learning. The summits are expected to engage more than 1,300 district leaders nationwide. For more information on the regional summits please visit www.FutureReadySchools.org.

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Parent Challenges in Navigating the Special Education System: A Review of the Literature

By Alexis L. Gregory

Abstract

Federal law provides rights to parents of children with disabilities to be involved in their children's education. However, parents are facing many challenges in understanding and navigating the special education system. This literature review summarizes parent challenges specifically in communication and collaboration with school personnel, the readability of procedural safeguards, the effectiveness of special education advocates, and the unmet needs of parents and families with children with disabilities. This article makes recommendations for potential solutions to these issues and concludes with the suggestion for additional research needed in these areas.

Introduction

The Individuals With Disabilities Act (IDEA) of 2004 is a federal law that enforces the rights of parents to be involved in making decisions for their children with disabilities in the special education system. However, reports by Kogan (as cited in Brown et al. 2011) have indicated that navigating the world of special education has been a difficult task for parents to take on. Parents must learn to effectively communicate and collaborate with their child's teachers and school staff, read and understand their procedural safeguards, and find a well-trained advocate to assist them with these endeavors or discover how to advocate for themselves. This can be very overwhelming for any parent, not to mention for parents who are caring for children with disabilities. Despite these difficulties, it is important for parents to be able to navigate the special education system in order to be knowledgeable advocates for their children and to be able to influence and contribute to their child's education.

Findings

The special education system can be so confusing, that one researcher compares it to *Alice's Adventures in Wonderland* by Lewis Carroll. In her studies, Valle (2011), has interviewed many mothers of children with learning disabilities and their descriptions of entering the special education system all share common difficulties and struggles that has left them feeling, "guilt, shame, and failure," (Valle, 2011, p. 185.) How can parents be effectively involved in their child's education when they are experiencing such negative emotions when attempting to participate in it? One conclusion the researcher suggests is to use different frameworks such as critical theory and disability studies in education (DSE) when researching parent experiences in special education (Valle, 2011). In doing this, researchers' perspectives may change to instead first find *why* of an issue exists and then discover *how* to fix it. She suggests using this perspective especially when considering issues with collaboration between parents and education professionals. This proves to be an important point to contemplate, because in a survey done by Starr & Foy (2010), numerous parents expressed dissatisfaction due to the "lack of communication and effective collaboration" between parents and school personnel in special education (Starr, 2010, p. 212). To remedy this, the researchers suggest that teachers should attempt to establish "a climate of trust" by communicating and collaborating together on a regular basis with parents regarding their child's strengths as well as addressing areas of concern (Starr, 2010, p. 213).

Another way to improve collaboration and communication between parents and school personnel is to limit professional jargon, speak plainly, and provide translators, if needed. This may be helpful to parents, however, a far greater difficulty for them remains in the form of written communication. Federal law not only mandates parent involvement in their child's education, but also states that they are to receive their procedural safeguards.

This document guarantees their rights to be included in any decisions involving their child's evaluation, diagnosis, placement, services, and education and transition planning. The problem is, according to SMOG readability scores, 55% of this literature intended for parents has been scored in the reading level range of 13-16 and 39% with a score of 17 or higher (Mandic, Rudd, Hehir, & Acevedo-Garcia, 2012.) This means that 94% of procedural safeguard literature is higher than a high school reading level. Additionally, it has also been determined that 89% of parents with children with disabilities from the ages of 25-49, have high school or "limited literacy" reading skills (Mandic et al., 2012, p. 198). So, over half of the available procedural safeguards are written at a college level or higher and far more than half of the parents who are meant to read them, can only read at a high school level. This poses a major threat to parents' abilities to not only navigate the special education system, but also in understanding their rights while doing so. Mandic et al. (2012) propose that the same techniques that are used for spoken communication with parents be utilized in written communication, as well. To uphold the law, procedural safeguards should be written plainly and in short sentences so that is easily understandable and readable without the use of professional jargon.

As alarming as the previous information is, there is the potential for an invaluable resource available to parents in the form of an advocate. Parents have the right to use advocates to help them better understand their rights in the special education system. The issue with advocates, though, is that there is no monitoring system in place to determine if their services are proving to be effective. Burke (2013) raises concerns about the best methods for training special education advocates and the lack of follow up on their services. She discusses two different advocacy training programs available, Special Education Advocacy Training (SEAT) and Volunteer Advocacy Project (VAP). The two vary in their content, format, field experience opportunities and even live versus video conferencing components. She suggests that research and program evaluations are needed to add to the literature and knowledge in this field. Advocates have the potential to be extremely useful to parents in navigating the special education system, but as of now, there is simply not enough data to determine what type of training produces the most effective results in assisting these parents.

Finally, school staff can help parents in the special education system by becoming more aware of parents' and their families' unmet needs. Brown et al. (2010) found that families were at a significantly higher risk for having unmet needs if their children had low or high functional independence, in comparison to families with children with moderate independence. This is because parents of children with low functional independence have overwhelming support needs in doing simple day to day tasks, and parents with children with high functional independence have a greater need because their child may not qualify for necessary services according to the eligibility criteria. The researchers suggest school staff increase their awareness of these issues in order to identify these families and better assist them in finding ways to meet their needs.

Conclusion

Many factors contribute to the difficulties parents of children with disabilities encounter when navigating the special education system. I agree with the aforementioned researchers suggestions. Researchers may need to adjust how they gather information by using differing theories and frameworks. Interviewing parents may gain better insight on their experiences and could indicate what is and is not working in the system. Additionally, because mothers have been the primary source of this information, I would suggest encouraging the inclusion of fathers in this research. Fathers may be able to provide new perspectives that may help answer essential *why* questions.

School staff may also need to alter their perceptions on what families and their children may need based on their functional independence levels. If teachers become more aware of identifying these families, they can better assist in meeting their needs and providing appropriate services for them and their children. I would suggest they also establish and increase effective communication and value parent input to produce a trusting and effective collaborative team. Also, during communication, I would recommend using plain language and decrease the use of professional jargon, so parents can easily understand the information that is being shared while also valuing any input they may contribute.

Finally, I would suggest further research on the resources that parents use while navigating the special education system. Specifically, a better understanding is needed on the impact that the readability of procedural safeguards has on parents and the effectiveness of special education advocacy training.

Procedural safeguards are meant to be a useful tool, but if the literature is too difficult to read or understand, it will only continue to further frustrate and hinder parents' abilities in helping their child. I would also suggest determining readability levels for procedural safeguards written in other languages for parents whose primary language is not English. Furthermore, advocates have the potential to provide clarity to parents at an uncertain, overwhelming, and confusing time. Additional research on best practices for training advocates may increase their potential in assisting parents navigate the special education system with success. These recommendations for improving the navigability of the special education system will not only benefit and help parents, but achieve an ultimate and crucial goal, which is providing the best education to their children with disabilities.

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National Collaborative on Workforce and Disability

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<http://www.ncwd-youth.info/>

U.S. DOE and DOJ Release New Guidance on Educational Needs of Youth in Correctional Facilities

On December 8, 2014, the U.S. Departments of Education and Justice released new guidance and technical assistance materials to inform the efforts of states, school districts, and juvenile justice facilities serving youth, including youth with disabilities. The package includes recommendations and federal requirements for ensuring that youth in confinement receive an education comparable to those provided in traditional public school settings.

The package includes the following components:

- *Guiding Principles for Providing High-Quality Education in Juvenile Justice Secure Care Settings.*
- *Dear Colleague Letter on Individuals with Disabilities Education Act for Students with Disabilities in Correctional Facilities*, which clarifies state and public agency obligations to provide a free, appropriate public education to eligible students with disabilities who reside in correctional facilities.
- *Dear Colleague Letter on Civil Rights of Students in Juvenile Justice Residential Facilities*, which stipulates that juvenile justice residential facilities receiving DOJ or ED funding must comply with the federal civil rights laws that these agencies enforce.
- *Dear Colleague Letter on Access to Federal Pell Grants for Students in Juvenile Justice Residential Facilities*, which provides campus financial aid professionals the eligibility requirements for youth residing in juvenile justice facilities to apply for Pell Grants.

U.S. Congress Passes ABLE Act to Permit Qualified Individuals with Disabilities to Save

On December 16, 2014, the U.S. Congress passed the Achieving a Better Life Experience (ABLE) Act. President Obama signed the bill into law on December 22, 2014. Currently, individuals with disabilities who depend on federal health or income benefits, such as Medicaid or SSI, are not allowed to save more than \$2,000 in assets. The ABLE Act would allow individuals who acquire a significant disability before age 26 to save money for many disability-related expenses such as education, transportation, or employment without jeopardizing important health or income supports. Individuals who meet this criteria and already receive benefits under SSI and/or SSDI will be automatically eligible to establish an ABLE account. Individuals who are not currently receiving SSI or SSDI, but meet the age of disability onset requirement, could still be eligible to open an ABLE account.

Bipartisan JJDPa Reauthorization Introduced in Senate

On December 11, Sen. Sheldon Whitehouse (D-RI) and Sen. Charles Grassley (R-IA) introduced the Juvenile Justice and Delinquency Prevention Reauthorization Act of 2014 (S.2999) to reauthorize and improve the Juvenile Justice Delinquency and Prevention Act of 1974 (JJDPa). The law, which was most recently reauthorized in 2002, is the only federal statute that sets out national standards for the custody and care of youth in the juvenile justice system and provides direction and support for state juvenile justice system improvements. The JJDPa also supports programs and practices that have significantly contributed to the reduction of delinquency.

The JJDPa also established the Office of Juvenile Justice and Delinquency Prevention (OJJDP), which supports our host organization's Ready to Achieve Mentoring Program (RAMP). RAMP is based on NCWD/Youth foundational materials including the *Guideposts for Success*, *Paving the Way to Work: A Guide to Career-Focused Mentoring for Youth with Disabilities*, *High School/High Tech Program Guide: A Comprehensive Transition Program Promoting Careers in Science, Technology, Engineering, and Math for Youth with Disabilities*, and *Making the Right Turn: A Guide About Improving Transition Outcomes for Youth Involved in the Juvenile Justice System*.

Institute for Educational Leadership to Hold 2015 National Family and Community Engagement Conference

The Institute for Educational Leadership will be holding the 2015 National Family and Community Engagement Conference at The Palmer House in Chicago, Illinois on June 22- 24. This year's conference theme is *Shaping Our Future by Leading Together: Families, Schools, and Communities*. Super Early Registration ends December 31, 2014 and Early Registration ends March 15, 2015. Sessions will highlight high quality family and community engagement on the following topics: Early Learning & Literacy, Student Achievement and Schooling, Community Partnerships, Teacher Leadership & Professional Development, Systemic Practice and Policy, Inclusive Education, Parent Leadership & Advocacy, and High School, College & Career Transition.

NCWD/Youth and IEL Host Community Learning Exchange: *Lead On! Igniting Youth Voice, Promoting Youth Choice*

In December, NCWD/Youth and our host organization, the Institute for Educational Leadership, hosted a Community Learning Exchange (CLE), bringing together community leaders, youth-serving organizations, and youth with and without disabilities. The CLE, which took place at Gallaudet University, engaged teams in reflection around the role of youth voice in their organizations and communities, while empowering young people to drive their own decision-making processes. Organizers documented the CLE experience in a video.

NCWD/Youth Releases Individualized Learning Plans Report

NCWD/Youth's report, *Use of Individualized Learning Plans: A Promising Practice for Driving College and Career Readiness Efforts – Findings and Recommendations from a Multi-Method, Multi-Study Effort*, summarizes the findings and recommendations of ILP research and technical assistance activities that were completed between 2007 and 2013.

NCWD/Youth Gives Keynote Address on Individualized Learning Plans

On December 3, Dr. V. Scott Solberg, Boston University, gave a keynote address, "Individualized Career and Academic Plans: Inspiring All Youth to Reach Higher in Pursuit of Their Career and Life Goals" at the Individualized Career and Academic Plan (ICAP) Summit in Colorado. The Summit was hosted by the Colorado Department of Education in partnership with the Colorado Department of Higher Education, Colorado Community College System, the High School Graduation Initiative, and Colorado Council on High School and College Relations. Dr. Solberg is the Principal Investigator for NCWD/Youth's initiative on individualized learning plans (ILPs). NCWD/Youth offers technical assistance to states seeking to develop or strengthen policies and practices involving individualized learning plans. Learn more about ILPs at <http://www.ncwd-youth.info/ilp>.

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Legislative Announcements, Calls to Participate and New Projects

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.disabilitycoop.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

Teachers and Psychologist

New Campus in the City of Surprise, AZ

Job Category: Special Education

EDUCATORS JOB FAIR

Legacy Traditional Schools is opening its 9th campus in Surprise, Arizona! **LTS** is hiring for all kindergarten, elementary, junior high and special education teacher positions for the 2015-2016 school year. Founded in 2007, the **Legacy Traditional School District** has been awarded an "A" rating from the AZ Department of Education since the inception of its rating program and is fully accredited by AdvancEd. **Legacy Traditional Schools** is the largest K-8 charter school district in the state of Arizona and ranked as one of the top Arizona school districts. Using a back-to-basics curriculum in a structured, accelerated classroom environment, our teachers build a legacy of learning and achievement for students.

Please visit us at one of our upcoming job fairs:

Marley Park Heritage Pool House
15210 W. Sweetwater Ave.
Surprise, AZ 85379

- Tuesday, January 27th 11:00 a.m. - 6:00 p.m.
- Wednesday, January 28th 11:00 a.m. - 6:00 p.m.
- Tuesday, February 3rd 11:00 a.m. - 6:00 p.m.
- Wednesday, February 4th 2:00 p.m. - 6:00 p.m.

Screening interviews will take place each job fair. For more information or to apply for a position online, please visit <http://surprise.legacytraditional.org/>.

Arizona: Special Education Teacher

Phoenix, AZ

Job Category: Special Education Teacher (Public Schools)

Description:

\$46,000/year with 16 weeks off. Special Education Teachers needed in Arizona (Phoenix and surrounding cities). Needs are in the self-contained setting serving students with emotional disabilities (ED), Autism (A), Severe/Profound (S/P), and Intellectual Disabilities (ID). STARS is the largest school contract agency in AZ. STARS is therapist owned and operated. You will be an employee and receive full benefits (see below). With a proven track record, STARS is able to offer you an unbeatable support system and resources. STARS is hiring for the 2015-2016 school year. STARS places Special Education Teachers throughout the Phoenix, Tucson and the surrounding area public schools.

Requirements:

AZ Special Education Certification and AZ Fingerprint Card. We will help you obtain these credentials and reimburse you for the cost.

Benefits:

16 weeks off, 100% Company paid Health, Dental, and Life Insurance, \$1,000/year Continuing Ed Money, Paid DOE Certification Fees, Paid NASET Dues, Spanish Immersion trip, Hawaii Trip for two, 401K, 125 Plan, Direct Deposit, Evaluation tools and treatment supplies, Two company sponsored parties with professional entertainment, Company newsletter, STARS sponsored dinner meetings with national/local speakers, Yearly raises, Referral bonuses, Moving \$, Birthday gifts and other appreciation throughout the year, Genuine Appreciation

Contact:

Brian #480.221.2573; Please email your resume to Jobs@StudentTherapy.com; Apply Online at StudentTherapy.com, we would love to hear from you!

Learning Specialist

Houston, TX

Job Category: Full Time

ROLE OVERVIEW:

Provide Special Education students with learning activities and experiences designed to help them fulfill their potential for intellectual, emotional, physical, and social growth. Develop or modify curricula and prepare lessons and other instructional materials to student levels. Work in instructional settings as assigned.

QUALIFICATIONS:

Education and Knowledge:

- Bachelor's degree from an accredited institution, with a focus on Education, plus a minimum of 1-5 years of teaching experience
- Texas Teaching certificate in Special Education
- Highly Qualified teacher in accordance with NCLB and the State of Texas qualifications
- Knowledge of federal and state Special Education law

INTERVIEW WITH KIPP HOUSTON

Learning Specialist Interview Day

Wednesday, January 28th

For more information, visit

<http://kipphouston.org/learning-specialist-sped-interview-day>

Contact:

Danielle LaSaint

Manager of Recruitment

dlasaint@kipphouston.org

832-328-1051

Early Childhood Special Educator

Okinawa, Japan

Job Category: Early Intervention

Description:

Magnum Medical seeks adventurous Early Childhood Special Educator to work with infants and toddlers of American military families stationed overseas, in a home-based early intervention program. The position currently available is located at Okinawa, Japan, a warm tropical island off the southern coast of Japan!

Requirements:

Position requires a degree in Special Education, a minimum of two years experience recently working with developmentally delayed children in the 0, 1 & 2-year age population in a home-based early intervention capacity, and a current state teaching license/certification to teach in this capacity.

Benefits:

Relocation, medical and dental benefits, competitive tax-advantaged compensation.

Contact:

Lynn Romer at LynnR@magnummedicaloverseas.com or 800-852-5678 x.156 or fax 513-984-4909

Service Coordinator

Boston, MA

Job Category: Early Intervention

Description:

Provides therapeutic intervention with children and their caregivers as needed on assigned cases. Provides service coordination of assigned cases, including home visits, crisis management collateral contacts, and transition planning. Facilitates developmental assessments on all assigned cases and participates in assessments of children assigned to other team members, including doing the written reports of such assessments. Provides group leadership as assigned (parent and /or child groups), including planning, setup, cleanup and playroom maintenance with co-leader Maintains written case records in accordance with QA requirements/ Attends all necessary meetings (such as CORE s) prior to child,s transition out of the program

Requirements:

Master's degree in Clinical Psychology, Mental Health Counseling or Social Work, Master's or Bachelor's Degree in Early Childhood Education, Special Education, or Nursing (plus MA license).

Contact:

Recruiter - recruiter@baycove.org
Bay Cove Human Services

Clinical Position focused on Exceptionalities

Ann Arbor, MI

Job Category: Clinical Assistant/Clinical Associate/Clinical Full

(Note: This is an open rank, three-year, time-limited appointment with the possibility of renewal)

The School of Education at the University of Michigan prepares elementary and secondary teachers to be proficient in working with all students, including students with special needs. We are seeking an individual who will collaborate with other teacher educators to enhance attention to exceptional children and youth across the teacher education program through instruction, program design, mentoring, and faculty professional development. The appointment is a full-time, 12-month appointment. The position is a Clinical Assistant/Clinical Associate/Clinical Full appointment. The rank of the selected candidate will depend on qualifications.

The School of Education has an ambitious and coherent agenda focused on the study and improvement of practice and the advancement of diversity and equity. We seek to understand what is entailed in equitable instruction and to help professionals learn to enact it in contexts that are demographically diverse and institutionally underserved. In addition to a strong commitment to teaching in our teacher preparation programs, the successful candidate should, through his/her research, teaching, and/or service, contribute to the development of professionals who have the skills necessary to teach effectively in a society that is racially, ethnically, socio-economically, and linguistically diverse and whose schools are inequitably resourced.

Applicants should have deep knowledge of exceptionalities and, ideally, K-12 teaching or comparable field experience, along with expertise in and commitment to teacher education. Because patterns of referral to gifted education and certain categories of special education are highly associated with race, class, and gender, candidates should also be able to bring critical perspectives on issues related to the assignment and outcomes of special education services in schools.

Applicants should be prepared to participate actively in the school's endeavors to:

- transform initial teacher preparation;
- consider how the university can support teachers' learning across their careers; and
- contribute to a program of scholarship of practice that focuses on learning in, from, and for the practice of teaching.

POSITION EXPECTATIONS

The faculty member is expected to work across the entire teacher education spectrum including our undergraduate and master's with certification programs, and at both the elementary and secondary levels. The faculty member will be expected to maintain a strong record in teaching, engage in a program of scholarship of practice, and demonstrate strong service to the school and wider professional communities. Topics of instruction will include differentiated instruction, instructional accommodations, inclusive instruction, special education law, disability categories and characteristics, gifted education, Individualized Education Plans (IEPs), and Response-to-Intervention (RTI), among others. In addition, the faculty member must be well versed in issues related to the inequitable assignment of students to special education and have demonstrated the ability and knowledge to engage teacher candidates in critical consideration of issues of equity and social justice with respect to special education services.

Because this faculty member will help provide instruction for all students enrolled in certification programs, we anticipate that this individual will also help identify, work with, and supervise other consultants/instructors in this field.

REQUIRED QUALIFICATIONS

The individual will have the following qualifications:

- An earned doctorate in education or related field with evidence of expertise related to exceptionalities
- Significant teaching and teacher education experience with undergraduate and/or master's degree students, especially in the area of exceptionalities
- Significant teaching or relevant field experience at the elementary and/or secondary level, particularly demonstrating the ability to address the needs of a wide range of learners
- A demonstrated interest in or commitment to advancing equity in teaching and learning in demographically diverse and/or underserved settings
- Capacity to design and develop new teacher education courses, learning experiences, and larger programs in collaboration with others, including capacity to design alternative learning experiences (e.g., different time frames, different locations, different resources, hybrid or online offerings)
- Capacity to relate to and instruct a wide range of students
- Capacity to work collaboratively and to build relationships with faculty, staff, and students in the teacher education program as well as public school faculty and leadership
- Familiarity and experience with public education systems and policies
- Capacity to teach exceptionalities courses in a teacher preparation program
- A developing or established program of scholarship of practice in exceptionalities with clear connections to teacher education
- Ability to serve as lead faculty in exceptionalities to assist in programmatic work with other faculty members in teacher education

DESIRED QUALIFICATIONS

In addition to the required qualifications, the following are strongly desired qualifications, and can influence selection:

- Ability to draw upon current research in program design and development and teacher preparation
- Experience teaching in K-12 schools serving demographically diverse or historically marginalized communities
- Experience with and knowledge of the use assistive and adaptive technologies
- Ability to develop working relationships with districts to facilitate the use of schools as rich sites for intern learning
- Familiarity and experience with the current teacher education programs in the School of Education
- Familiarity and experience with teaching/learning resources within the university and wider community
- Familiarity with state and federal standards for teachers, and particularly the standards' use of Universal Design for Learning (UDL)
- Ability to work with state leaders on issues related to exceptionalities in teacher education

The University of Michigan School of Education is an equal opportunity employer with a strong institutional commitment to the development of a climate that supports equality of opportunity and respect for diversity. The program seeks to be supportive of the needs of dual career families, and is interested in individuals who may have had non-traditional career and academic paths. Nominations and applications will be reviewed beginning February 20, 2015 and the review process will continue until the position is filled. We seek to make an appointment to begin on August 1, 2015.

Candidates are asked to submit a letter of interest, a curriculum vitae, a sample that demonstrates scholarship of practice (such as an article, PowerPoint from a conference presentation, curriculum example, or similar artifact that conveys a focus on advancing knowledge of and/or skill with teaching), and the names of four professional references. In the letter of interest, the candidates should be sure to describe their teaching experience, the focus of their scholarship, and the ways in which their work contributes to the advancement of diversity and equity. Please submit materials electronically to umexceptionalities@umich.edu with the subject line Exceptionalities Search. For questions or to make arrangements for sending hardcopy materials, please contact the search committee, c/o Ms. Nancy Fleming at the same email address.

Achievement Center Director

Greenville, SC

Job Category: Director

Christ Church Episcopal School has retained STA to run the search for its next Achievement Center Director. The Achievement Center (AC) opened in 2012 after a year of planning by founding director Pam Kaizar and school leaders, faculty, and community members. Today, the year-round program provides learning support, tutoring, enrichment, and ESOL services to approximately 300 CCES students, as well as summer programs for the wider Greenville community.

The Director, a member of the administrative council reporting to the Head of School, will be responsible for ensuring that this model program is guided in all respects by CCES's mission, and that it maintains its strengths and retains the community's confidence. The Director will lead continued growth in the AC Summer Institute in order to broaden the program's reach, to serve more students, and to enhance CCES's local leadership presence. The Director will also further develop the Center's enrichment program, particularly in the Lower School, to provide differentiated instruction for highly capable students.

To accomplish these goals, the Director will cultivate strong relationships with all constituencies in support of student needs: division leadership, faculty, families, students themselves, friends and local supporters, and professional colleagues in the greater community. The Director will facilitate program growth by maintaining a visible presence on campus, in classrooms, and at school events; by communicating and collaborating effectively and often with division leaders, faculty, and families; and by providing consistent oversight of AC services to students. The Director will manage all programs; hire and supervise staff (currently six full-time and two part-time faculty, 32 part-time tutors, and ten outside service providers); serve as a school-wide resource for enrichment and remediation; participate in the admission process across all divisions; and manage the AC budget and finances.

Founded in 1959, CCES enrolls over 1,150 students in primer (kindergarten) through grade twelve. CCES is an International Baccalaureate (IB) World School, offering 29 IB courses. The Upper School also offers 22 AP courses and is a member of the Global Online Academy. As an Episcopal school, CCES is committed to developing the full range of students' abilities and interests: intellectual, artistic, athletic, spiritual, and the critical character traits that ensure a satisfying life. Greenville is the North American headquarters for Michelin and home to the BMW NA Plant and Visitor Center (the largest output of any BMW plant worldwide), the International Center for Automotive Research (ICAR), and Furman University. Just 35 minutes away is Clemson University. The Peace Center for the Arts is a hub for visiting performers, Broadway productions, and the Greenville Symphony Orchestra. The Bon Secours Wellness Center attracts such major artists as the Rolling Stones, James Taylor, and Elton John. Greenville offers a high quality of life in an internationally diverse community.

Please visit www.SouthernTeachers.com for a full position profile and application instructions. Please do not contact the school, but feel free to direct questions or suggestions for candidates to Mr. Jamie Estes at Estes@SouthernTeachers.com or 434-295-9122.

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.

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.

To apply please go to:

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

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)
- 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, and complete our online application.

Questions

If you have any questions, please email us at dcpsc Careers@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

Classroom Teacher

Palo Alto, California

Job Category: Teacher

Sand Hill School

A Great Place to Work!

The Sand Hill School Classroom teacher possesses a passion for teaching children who learn differently and team-teaches a class of about 12 students with learning, attention and social challenges. The Classroom teacher is responsible for designing a personalized program for each student that leads to increased student outcomes and a successful transition to a more typical classroom. The Classroom teacher collaborates effectively with their teaching partner in the classroom to deliver instruction, assess and track student progress, and effectively communicate with parents.

Requirements:

- Know students well.
- Adapt instruction.
- Ensure all students meet or exceed expected growth.
- Act professionally.
- Work with teaching partner to develop instruction and monitor student progress.
- Communicate effectively & frequently with parents.
- Effectively team and collaborate with all professionals.
- Communicate and plan with teaching partner.
- Genuinely enjoy being with students.
- Make the classroom a joyful place.
- Recognize students' strengths.
- Be expert in working with students who struggle with learning, attention and social challenges. Know the best intervention to use given the situation.
- Manage the classroom well.
- Be explicit with student expectations and boundaries.
- Know when and how to intervene to ensure positive results.
- Model exemplary classroom management skills.
- Deliver instruction that is developmentally appropriate, direct & explicit, multisensory, appropriately paced, structured & systematic.
- Set individual student goals.
- Regularly monitor and track student learning.
- Use technology to support learning, instruction and productivity.
- Seek out opportunities to grow professionally.

Benefits for regular employees working at least 30 hours per week:

- Medical Health Care Coverage
- Dependents' health Care Coverage (at employee's expense)
- Dental Care Coverage
- Vision Care Coverage
- Group Term Life Insurance Accidental Death & Dismemberment Insurance
- Long Term Disability Insurance
- 401(k)
- Section 125 Cafeteria Plan-Pretax Flexible Benefit Plan
- Eleven paid holidays each calendar year
- Sick Leave

Contact:

Interested parties should send cover letter and resume to jobs@chconline.org

www.sandhillschool.org

www.chconline.org

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Upcoming Conferences, Workshops and Events

2015

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

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.

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

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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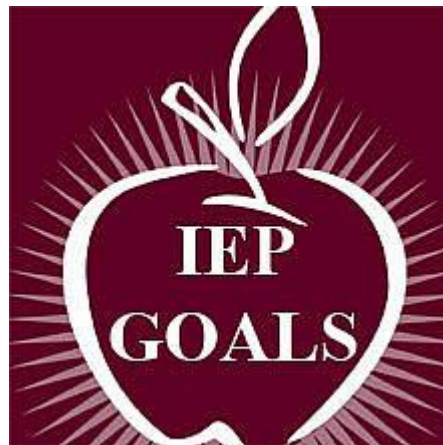
Acknowledgements

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*.

NASET Application for iPad and iPhone



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