

National Association of



Special Education Teachers

NASET

Special Educator e- Journal



AUGUST 2008

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Message from the Executive Directors

Dr. Roger Pierangelo & Dr. George Giuliani

Welcome to the August, 2008 edition of the **NASET Special Educator e-Journal**. To those of you who are new members, this is **NASET's** publication that keeps its members up to date with all of the latest news in special education that we feel is important for special education teachers, professors, and those seeking a career as a special education teacher.

We hope that all of you have had a great summer and have enjoyed or are still enjoying some well needed time off. For some of you the new school year has already started, while for others, it will begin very soon. Therefore, this would be a very important time for you to review the numerous **NASET** publications that can assist you in the new school year. We start this edition by bringing to your attention some of the many resources that **NASET** has to offer you at this time. At **NASET**, we are constantly updating our resources and listing new practical publications to help all of our members throughout the school year.

We anticipate that it's going to be another great year for **NASET**. We have offered our members numerous professional development resources, practical resources, and publications this year. We cannot thank you enough for all of the great ideas and suggestions that you have given us for these resources.

This year, we hope to see membership in **NASET** continue to grow at a phenomenal rate, both with renewals and new members. We thank all of you for referring your colleagues to us. **NASET** is dedicated to meeting all of the needs of special educators throughout the world.

Remember that **NASET** is your organization, and anything we can do to enhance your professional development, we will take very seriously. **NASET** is working very hard to meet the variety of demands placed on special educators, and we hope to continue to furnish you with all of the professional and practical resources that you need.

We hope that this edition meets your needs and keeps you current with everything happening in the field of special education. If you have any questions, comments or feedback that we can address, always be sure to write us at news@naset.org.

We hope you enjoy the rest of the summer and have a fantastic school year. The work you do as special educators is as important as any done by anyone in any field. You make a difference, and as a community, we strive to make changes, and we do. We wish you a great start to the new school year.

Sincerely,

Dr. Roger Pierangelo and Dr. George Giuliani
Executive Directors

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Here's What NASET Has to Offer

Because we have so many new members to **NASET**, we'd like to start the August edition with an update on some of the many resources that **NASET** is offering you. Take a moment to go to the website (www.naset.org) and review the various e-Publications, professional development and special education resources that we offer you or simply click on the link for each of the items listed below:

[Low Cost Educator's Liability Insurance](#)

NASET now offers Educators Liability Insurance at a discounted cost to NASET members.

[Board Certification in Special Education \(B.C.S.E.\)](#)

Board Certification in Special Education establishes a much needed standard for professionals, across disciplines, who work with exceptional children.

[Professional Development Courses](#)

NASET is proud to offer its' members access to one of the most extensive and comprehensive sources of Professional Development courses available today.

[IEP Development Tool](#)

NASET provides the raw material to develop an entire Master Curriculum or an individual IEP [Individual Education Program] to all it's members, free of charge. The development tool consists of the following components: 16 Subject Areas, 105 Goal Areas under the Subject Areas, 4,830 Objectives under the Goal Areas and 2,719 Suggested Activities for achieving the objectives.

[NASET Special Educator e-Journal](#)

The online *Special Educator e-Journal* is published ten times a year and provides timely information on what's current in special education.

[The Special Educator's List of 100 Forms, Tables, Checklists, and Procedures](#)

This list is provided to all members of **NASET** to help facilitate the numerous tasks required on a daily basis. All documents are available to view online or download as a PDF file for offline printing.

[LD Report](#)

The **NASET LD Report** is a monthly education resource that provides NASET members with a comprehensive overview of learning disabilities. The NASET LD Report covers many areas of study in the field of LD.

[The Practical Teacher](#)

The Practical Teacher is a monthly education resource that provides **NASET** members with practical tools, strategies, and relevant information that they can use both in and outside of the classroom.

[Parent Teacher Conference Handouts](#)

Parent Teacher Conference Handouts can be given at the end of parent teacher conferences to reinforce concepts and help parents better understand information discussed at the conference.

[RTI Roundtable](#)

The **NASET RTI Roundtable** is a monthly education resource that provides members with the latest information on RTI.

[Autism Spectrum Disorder Series](#)

The **NASET Autism Spectrum Disorder Series** is a monthly education resource that will focus on the research, writing, and practical information that we have obtained on causes, characteristics, eligibility, assessment, and teaching strategies.

[Behavior Management Series](#)

NASET's Behavior Management Series is a unique guide for all teachers in helping to understand what their student's behavior really means and how to identify and resolve the issue. This series offers teachers the insight into the inner dynamics, conflicts, fears, symptoms, tension, and so on of students who may be experiencing difficulty learning or behaving in the classroom.

[Classroom Management Series](#)

The **Classroom Management Series** provide teachers with practical guidelines covering a variety of topics and supportive information which may help improve their classroom.

[Researched Based Articles in Special Education](#)

A Journal of Research Based Articles in Special Education are provided courtesy of The **Journal of the American Academy of Special Education Professionals** (JAASEP). Each issue contains articles that are derived from multiple authors and are based upon the latest research in our profession.

[NASET Q & A Corner](#)

At **NASET**, we get many questions from our members about certain areas of interest. The **NASET Q & A Corner** provides all members with the opportunities to have access to these questions, and more importantly, answers to them from professionals in the field.

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NASET's WEEK in REVIEW

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NASET SPONSOR



NASET Awards Our 2008-2009 Schools of Excellence

Selection as a **NASET School of Excellence** is the highest honor a private special education school can achieve through our professional association. The recognition is bestowed on private special education schools that meet rigorous professional criteria and have demonstrated truly exceptional dedication, commitment and achievement in the field of special education. To learn more about the NASET Schools of Excellence - [CLICK HERE](#)

After review by **NASET**, the following schools have been accepted as a *School of Excellence*:

Alfred L. Blake School at Elk Hill Farm

P.O. Box 99
Goochland, VA 23063
804-457-4866
www.elkhill.org

American School for the Deaf

139 North Main Street
West Hartford, CT 06107
860-570-2300
[Learn More](#) - www.asd-1817.org

Austine School for the Deaf and Hard of Hearing

60 Austine Drive
Brattleboro, VT 05301
802-258-9500
www.vcdhh.org

Autism Treatment Center

10503 Metric Drive
Dallas, TX 75243
972-644-2076
[Learn More](#) - www.atcoftexas.org

Balboa City School

525 Hawthorn Street
San Diego, CA 92101
619-298-2990
www.balboaschool.com

Block Institute School

376 Bay 44th Street
Brooklyn, NY 11214
718-906-5400
[Learn More](#) - www.blockinstitute.org

Brehm Preparatory School

1245 E. Grand Ave.
Carbondale, IL 62901
618-475-0371
www.brehm.org

Bright Beginnings Early Learning Center

420 Gaffney Drive
Watertown, NY 13601
315-788-2730
www.thejrc.org

Brookfield Schools

1009 Berlin Road
Cheery Hill, NJ 08034
856-795-8228
[Learn More - www.brookfieldschools.org](http://www.brookfieldschools.org)

Buffalo Hearing & Speech Center

50 E. North Street
Buffalo, NY 14203
716-885-8318
www.askbhsc.org

Children's Specialized Hospital / School Program

330 South Ave.
Farnwood, NJ 07023
1-888-CHILDREN
[Learn More - http://www.childrens-specialized.org/default.asp](http://www.childrens-specialized.org/default.asp)

Devereux Arizona

6436 East Sweetwater
Scottsdale, AZ 85254
480-998-2920
[Learn More - http://www.devereux.org/site/PageServer?pagename=az_index](http://www.devereux.org/site/PageServer?pagename=az_index)

Devereux New Jersey Center for Autism

198 Roadstown Rd.
Bridgeton, NJ 08302
856-455-7200
www.devereuxnj.org

Dillard Harris Educational Center

1550 Plainfield Road
Joliet, IL 60435
815-729-0930
www.guardianangelhome.org

Essex Valley School

One Henderson Drive
West Caldwell, NJ 07006
973-244-7890

www.essexvalleyschool.org

Esther B. Clark School

650 Clark Way
Palo Alto, CA 94304
650-322-3065

www.chconline.org/content/services_esther.html

First Cerebral Palsy of New Jersey

7 Sanford Ave.
Belleville, NJ 07109
973-751-0200

[Learn more](#) - www.cerebralpalsycenter.org

The Fletcher Academy

400 Cedarview Court
Raleigh, NC 27609
919-782-5082

www.thefletcheracademy.com

Gateway Academy

7655 E Gelding Drive, Suite A-3
Scottsdale, AZ 85260
480-9981071

[Learn More](#) - www.gatewayacademy.us

Dr. Gertrude A. Barber National Institute

136 East Avenue
Erie PA, 16507
814-453-7661

www.barberinstitute.org

Hampton Academy

108 Burrs Rd.
Mt. Holly, New Jersey 08060
609-267-2757

[Learn More](#) - www.hamptonacademy.com/frames_overview.htm

The Hill Center

3200 Pickett Road
Durham, NC 27705
919-489-7464

[Learn More](#) - www.hillcenter.org

Howard S Gray Education Program

7575 E.Earl Drive
Scottsdale, AZ 85251
480-941-7615
www.howardgrayschool.com

The Ivymount School

11614 Seven Locks Road
Rockville, MD 20854
301-469-0223
www.ivymount.org

Jeanine Schultz Memorial School

2101 W. Oakton Street
Park Ridge, IL 60068
847-696-3315 <http://jeanineschultzmemorialschool.org/home>

John A. Coleman School

590 Avenue of the Americas
New York, NY 10011
646-459-3401
[Learn More - www.setonpediatric.org](http://www.setonpediatric.org)

Life Development Institute

18001 N 79TH Ave., Suite E-71
Glendale, AZ 85308
623-773-2774
[Learn More - www.Lifedevelopmentinstitute.org](http://www.Lifedevelopmentinstitute.org)

The New England Center for Children, Inc.

33 Turnpike Road
Southborough, MA 01772
508-481-1015
www.necc.org

North Valley School

855 Canyon Rd.
Redding, California 96001
530-378-1855
<http://www.victor.org/reddingcampus.htm>

The Parkside School

48 West 74th Street
New York, NY 10023
212-721-8888
www.parksideschool.org

Pathfinder Village School

3 Chenago Road

Edmeston, NY 13335-2314

607-793-8377

<http://www.pathfindervillage.org/index.html>

Pavilion Foundation School

810 W. Church

Champaign, IL 61820

217-373-1774

Learn More - http://www.pavilionhospital.com/foundation_school.htm

The Ryken Educational Center

7100 Shore Rd.

c/o Xaverian H.S.

Brooklyn, NY 11207

718-836-7100 X 142

www.xaverian.org

St. Anne Institute

160 North Main Street

Albany, NY 12206

518-437-6500

<http://www.stanneinstitute.org>

St. Elizabeth School

801 Argonne Dr.

Baltimore, MD 21218-1943

410-889-5054

www.stelizabeth-school.org

Sister Georgine School

180B Ewingville Road

Ewing, NJ 08638

609-771-4300

Learn More - www.srgeorgineschool.org

Springall Academy

6460 Boulder Lake Avenue

San Diego, CA 92119

619-460-5090

Learn More - www.springall.org

Stillwater Academy

11175 S Redwood Rd

South Jordan, Utah 84095

801-484-9911

Learn More - www.turnaboutteens.org

Sullivan House High School

8164 S. Chicago
Chicago, IL 60617
773-978-8680

www.sullivanhousebulldogs.net

The Summit School

664 E. Central Ave.
Edgewater, MD 21037
410-798-0005

www.thesummitschool.org

The Timothy School

973 Old Lancaster Road
Berwyn, PA 19087
610-725-0755

www.timothyschool.com

Westmark School

5461 Louise Ave.
Encino, CA 91316
818-986-5045

<http://www.westmarkschool.org>

Wings Learning Center

2303 Trousdale Drive
Burlingame, CA 94010
650-692-9800

[Learn More - www.wingslearningcenter.org](http://www.wingslearningcenter.org)

If you believe your school may qualify as a NASET School of Excellence and want to learn more - [CLICK HERE](#)

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Questions and Answers on Discipline Procedures

The final regulations for the reauthorized Individuals with Disabilities Education Act (IDEA) were published in the Federal Register on August 14, 2006, and became effective on October 13, 2006.

The 2004 amendments to section 615(k) of the IDEA were intended to address the needs expressed by school administrators and teachers for flexibility in order to address school safety issues balanced against the need to ensure that schools respond appropriately to a child's behavior that was caused by, or directly and substantially related to, the child's disability. The reauthorized IDEA and final regulations include provisions that address important disciplinary issues such as: the consideration of unique circumstances when determining the appropriateness of a disciplinary change in placement; expanded authority for removal of a child from his or her current placement for not more than 45 school days for inflicting a serious bodily injury at school or at a school function; the determination on a case-by-case basis as to whether a pattern of removals constitutes a change of placement; and revised standards and procedures related to a manifestation determination.

Authority: The requirements for discipline are found in the regulations at 34 CFR §§300.530 – 300.536.

A. Safeguards

Question A-1: What if the parent(s) of a child and the school personnel are in agreement about the child's change of placement after the child has violated a code of student conduct?

Answer: It is the longstanding position of the Department that there is no need to make a change of placement removal under the discipline provisions if there is agreement between school personnel and a child's parents regarding a change in educational placement when the child has violated the school's code of conduct. In short, the child's placement may be changed.

Question A-2: When a parent consents to the initial provision of some, but not all, of the proposed special education and related services, do the discipline provisions apply if the child violates the school's code of student conduct?

Answer: Yes. In general, when a parent consents to the initial provision of some, but not all, of the proposed special education and related services listed in a child's initial IEP, the child has been determined eligible for services and is entitled to all the protections of IDEA.

Question A-3: How are parents who believe that their child is in need of special education and related services informed that they must express their concerns in writing to the supervisory or administrative officials or the child's teacher in order to receive the protections for disciplinary purposes in 34 CFR §300.534?

Answer: Neither IDEA nor the regulations specifically address this issue. However, as part of its child find policies and procedures, a State may choose to include information regarding

protections for disciplinary purposes that are provided under the IDEA when a parent submits in writing to school personnel their concerns regarding the child's need for special education and related services. A State may also choose to address how notice about these written requirements will be provided to parents.

Question A-4: Under 34 CFR §300.534(b), a public agency is deemed to have knowledge that a child is a child with a disability if a parent expressed in writing a concern that their child needs special education and related services. What if a parent is unable to express this concern in writing?

Answer: The requirement that a parent express his or her concern in writing is taken directly from the Act. However, there is nothing in the Act or regulations that would prevent a parent from requesting assistance to communicate his or her concerns in writing. The Department funds State-based Parent Training and Information Centers (PTIs) and Community Parent Resource Centers (CPRCs) to assist parents of students with disabilities. Information about the PTIs and CPRCs is found at <http://www.taalliance.org/>.

Question A-5: If a removal is for 10 consecutive school days or less and occurs after a student has been removed for 10 school days in that same school year, and the public agency determines, under 34 CFR §300.530(d)(4), that the removal does not constitute a change of placement, must the agency provide written notice to the parent?

Answer: No. Under Part B, a public agency's determination that a short-term removal does not constitute a change of placement is not a proposal or refusal to initiate a change of placement for purposes of determining services under §300.530(d)(4). Therefore, the agency is not required to provide written notice to the parent.

Question A-6: If a teacher or other school personnel has concerns that a child may need special education and related services, must this concern be made in writing to school officials in order for the public agency to be deemed to have knowledge that the child is a child with a disability?

Answer: No. Teachers or other LEA personnel are not required to submit a written statement expressing concerns about a pattern of behavior demonstrated by the child under 34 CFR §300.534(b)(3); however, State child find policies may provide guidelines regarding how teachers and other school personnel should relate their concerns regarding a child's need for special education and related services. The Department encourages those States and LEAs whose child find or referral processes do not permit teachers to express specific concerns directly to the director of special education of such agency, or to other supervisory personnel of the agency, to change these processes to meet this requirement. (Analysis of Comments and Changes 46727.)

B. Definitions

Question B-1: What options are available for school personnel when a student with disabilities commits a serious crime, such as rape, at school or a school function?

Answer: Under most State and local laws, school personnel must report certain crimes that occur on school grounds to the appropriate authorities. The IDEA regulations (34 CFR §300.535(a)) do not prohibit the school or public agency from reporting crimes committed by

students with disabilities. In addition, where such crimes constitute a violation of the school's code of student conduct, school authorities may use the relevant discipline provisions related to short-term and long-term removals, including seeking a hearing to remove the student to an interim alternative educational placement if maintaining the current placement is substantially likely to result in injury to the child or others. To the extent that such criminal acts also result in an injury that meets the definition of "serious bodily injury," the removal provisions of 34 CFR §300.530(g) would apply. The definition referenced in §300.530(i) currently reads:

As defined at 18 U.S.C. 1365(h)(3)], the term serious bodily injury means bodily injury that involves:

1. A substantial risk of death;
2. Extreme physical pain;
3. Protracted and obvious disfigurement; or
4. Protracted loss or impairment of the function of a bodily member, organ, or mental faculty.

Certain Federal cases have held that rape did meet this definition of serious bodily injury because the victim suffered protracted impairment of mental faculties.

Question B-2: What is the definition of "unique circumstances" as used in 34 CFR §300.530(a), which states that "school personnel may consider any unique circumstances on a case-by-case basis when determining whether a change in placement, consistent with the other requirements of this section, is appropriate for a child with a disability who violates a code of student conduct."

Answer: The Department believes that "what constitutes 'unique circumstances' is best determined at the local level by school personnel who know the individual child and all the facts and circumstances regarding a child's behavior.... Factors such as a child's disciplinary history, ability to understand consequences, expression of remorse, and supports provided to a child with a disability prior to the violation of a school code [of student conduct] could all be unique circumstances considered by school personnel when determining whether a disciplinary change in placement is appropriate for a child with a disability." (Analysis of Comments and Changes 46714.)

Question B-3: May a public agency apply its own definition of "serious bodily injury?"

Answer: No. As specifically set out in IDEA, the term "serious bodily injury" is defined at 18 U.S.C. 1365(h)(3) and cannot be altered by States or local school boards. The definition is included in the answer to question B-1, and also in the Analysis of Comments and Changes (46723). In addition, there are Federal cases interpreting this definition.

C. Interim Alternative Educational Setting (IAES)

Question C-1: What constitutes an appropriate interim alternative educational setting?

Answer: What constitutes an appropriate interim alternative educational setting will depend on the circumstances of each individual case. An IAES must be selected so as to enable the child to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP. (Analysis of Comments and Changes 46722.)

Question C-2: May a public agency offer “home instruction” as the sole IAES option?

Answer: No. For removals under 34 CFR §300.530(c), (d)(5), and (g), the child’s IEP Team determines the appropriate interim alternative educational setting (34 CFR §300.531). Section 615(k)(1)(D) of the Act and 34 CFR §300.530(d) are clear that an appropriate IAES must be selected “so as to enable the child to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child’s IEP.” Therefore, it would be inappropriate for a public agency to limit an IEP Team to only one option when determining the appropriate IAES. As noted in the Analysis of Comments and Changes (46722) accompanying the final regulations:

Whether a child’s home would be an appropriate interim alternative educational setting under 34 CFR §300.530 would depend on the particular circumstances of an individual case such as the length of the removal, the extent to which the child previously has been removed from his or her regular placement, and the child’s individual needs and educational goals. In general, though, because removals under 34 CFR §§300.530(g) and 300.532 will be for periods of time up to 45 days, care must be taken to ensure that if home instruction is provided for a child removed under §300.530, the services that are provided will satisfy the requirements for services for a removal under 34 CFR §300.530(d) and §615(k)(1)(D) of the Act.

D. Hearings

Question D-1: Must a hearing officer make a sufficiency determination under 34 CFR §300.508(d), for an expedited due process complaint? In other words, does the hearing officer need to determine if the complaint meets the content standards listed in section 615(b)(7)(A) of the Act and 34 CFR §300.508(b)?

Answer: No. The sufficiency provision does not apply to expedited due process complaints. See 34 CFR §300.532(a). As noted in the Analysis of Comments and Changes (46725) accompanying the final regulations:

In light of the shortened timelines for conducting an expedited due process hearing under 34 CFR §300.532(c), it is not practical to apply to the expedited due process hearing the sufficiency provision in 34 CFR §300.508(d), which requires that the due process complaint must be deemed sufficient unless the party receiving the due process complaint notifies the hearing officer and the other party in writing, within 15 days of receipt of the due process complaint, that the receiving party believes the due process complaint does not include all the necessary content of a complaint as required in 34 CFR §300.508(b).

E. Functional Behavior Assessments (FBA) and Behavioral Intervention Plans (BIP)

Question E-1: Was the requirement for a “positive behavioral intervention plan” removed from the discipline regulations?

Answer: No. Under 34 CFR §300.324(a)(2)(i), the use of positive behavioral interventions and supports must be considered in the case of a child whose behavior impedes his or her learning or that of others. The requirement that a child with a disability receive, as appropriate, a functional behavioral assessment and a behavioral intervention plan and modifications designed to address

the child's behavior now only applies to students whose behavior is a manifestation of their disability as determined by the LEA, the parent, and the relevant members of the child's IEP Team under 34 CFR §300.530(e). As noted in the Analysis of Comments and Changes (46721) accompanying the final regulations:

Congress specifically removed from the Act a requirement to conduct a functional behavioral assessment or review and modify an existing behavioral intervention plan for all children within 10 days of a disciplinary removal, regardless of whether the behavior was a manifestation or not.

Question E-2: Under what circumstances must an IEP Team use functional behavior assessments (FBAs) and behavioral intervention plans (BIPs)?

Answer: As noted above, pursuant to 34 CFR §300.530(f), FBAs and BIPs are required when the LEA, the parent, and the relevant members of the child's IEP Team determine that a student's conduct was a manifestation of his or her disability under 34 CFR §300.530(e). Under 34 CFR §300.324(a)(2), in developing an IEP for a student whose behavior impedes his or her learning or that of others, the IEP Team must consider the use of positive behavioral interventions and supports, and other strategies, to address the behavior. As part of this determination, an IEP Team may decide that an FBA and BIP are appropriate interventions and supports. Nothing in these regulations prohibits an IEP Team from determining, in other situations, that an FBA or BIP is appropriate for a child.

F. Manifestation Determinations

Question F-1: What recourse does a parent have if he or she disagrees with the determination that their child's behavior was not a manifestation of the child's disability?

Answer: The regulations, at 34 CFR §300.532(a), provide that the parent of a child with a disability who disagrees with the manifestation determination under 34 CFR §300.530(e) may appeal the decision by requesting a hearing. A parent also has the right to file a State complaint alleging a denial of a free appropriate public education and to address a dispute between the parties by requesting voluntary mediation under 34 CFR §300.506.

Question F-2: What occurs if there is no agreement on whether a child's behavior was or was not a manifestation of his or her disability?

Answer: If the parents of a child with a disability, the LEA, and the relevant members of the child's IEP Team cannot reach consensus or agreement on whether the child's behavior was or was not a manifestation of the disability, the public agency must make the determination and provide the parent with prior written notice pursuant to 34 CFR §300.503.

Question F-3: Is the IEP Team required to hold a manifestation determination each time that a student is removed for more than 10 consecutive school days or each time that the public agency determines that a series of removals constitutes a change of placement?

Answer: Section 300.530(e) requires that "within 10 school days of any decision to change the placement of a child with a disability because of a violation of a code of student conduct" the LEA, the parent, and relevant members of the child's IEP Team must conduct a manifestation determination (emphasis added). Under 34 CFR §300.536, a change of placement occurs if the removal is for more than 10 consecutive school days, or if the public agency determines, on a

case-by-case basis, that a pattern of removals constitutes a change of placement because the series of removals total more than 10 school days in a school year; the child's behavior is substantially similar to the behavior that resulted in the previous removals; or because of such additional factors as the length of each removal, the total amount of time the child has been removed, and the proximity of the removals to one another.

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Calls to Participate

AJMR Special Issue on Cognitive Neuroscience Studies of Persons with Disabilities

http://www.aaidd.org/Reading_Room/pdf/AJMRcognitivespecialissue.pdf

The American Association on Intellectual and Developmental Disabilities is calling for papers for a special issue of the American Journal on Mental Retardation (AJMR) on cognitive neuroscience studies of persons with intellectual and developmental disabilities. Deadline for submissions is December 15, 2008. Available in pdf (1 page, 28 KB).

Apply to be a 2009 Global Youth Service Day Lead Agency

<http://ysa.org/GYSDUS/LeadAgency/LeadAgencyApplication/tabid/245/Default.aspx>

Youth Service America offers grants and assistance to increase participation in programs and connect with the larger youth service movement. Eligible groups can receive a \$2,000 planning grant and direct assistance. For more information, contact Andraéa LaVant at alavant@ysa.org or go to the Web site. Deadline: July 11.

Council for Exceptional Children Collecting Ideas on Transition

<http://transitioncoalition.org/transition/index.php>

The Council for Exceptional Children, Division on Career Development & Transition is collecting ideas and tips about transition practices from people in transition, to develop “101 Practical Transition Ideas”. They are collecting transition ideas in the areas of: Transition Planning, Student Involvement, Family Involvement, Interagency Collaboration, Curriculum and Instruction, Inclusion and Access to the General Curriculum, Transition Assessment, Cultural Diversity, Assistive Technology, and UDL. To submit ideas go to the Web site and click on “101 Practical Ideas for Transition.” Questions can be emailed to Ryan Kellems at rkellems@ku.edu.

Emerging Trends and People with Disabilities: Public Consultation

http://www.ncd.gov/newsroom/publications/2008/public_consultation.html

The National Council on Disability (NCD) is gathering public input for a study of emerging issues and trends affecting the lives of people with disabilities to use in NCD’s next annual progress report to the President and Congress, “National Disability Policy: A Progress Report” (required by Section 401(b) of the Rehabilitation Act of 1973, as amended). This input will help in achieving policies that guarantee equal opportunity for all individuals with disabilities, and aid them in achieving economic self-sufficiency, independent living, and inclusion and integration into all aspects of society. Comments should be sent to NCD by July 22, 2008.

ICDR Stakeholder Meeting-Save the Dates

<http://www.icdr.us/stakeholders>

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Special Education Resources

Preparing All Youth for Academic and Career Readiness

<http://tinyurl.com/5b96aj>

The National Collaborative on Workforce and Disability for Youth has published this document by Joan Wills, Director of the Center for Workforce Development, Institute for Educational Leadership. The purpose of this paper is to identify the challenges in practices and policy impeding successful postschool outcomes and propose a pathway to address these challenges for youth with disabilities that high schools must address. Available in pdf (69 pages, 363 KB).

AAP's 3rd Edition of Bright Futures Guidelines

http://brightfutures.aap.org/3rd_Edition_Guidelines_and_Pocket_Guide.html

“Bright Futures Guidelines for Health Supervision of Infants, Children, and Adolescents”, published by the American Academy of Pediatrics (AAP) with funding from the Maternal and Child Health Bureau, provides guidelines to all health workers from healthcare professionals to school nurses. The 3rd edition (2008) provides quick, easy access to topics such as developmental surveillance and milestones, physical exams, screening procedures, and immunization recommendations. It is also available in a pocket guide and PDA format. Links to online versions and ordering information for the printed version are at the Web site.

Achieve's “Mathematics at Work”

<http://www.achieve.org/MathatWork>

Achieve has produced a series of “Mathematics at Work” brochures to examine how high level mathematics is used in today's workplaces. The brochures present case studies drawn from leading industries (aerospace, information technology, health care, etc.) to illustrate the advanced mathematics knowledge and skills embedded in jobs that offer opportunities for advancement and are accessible to high school graduates.

DOD Special Needs Tool Kit

<http://tinyurl.com/3x88jd>

The Department of Defense (DOD) Special Needs Tool Kit is designed to help military families and others with special needs children navigate the maze of medical and special education services, community support, and benefits and entitlements. The Toolkit is divided into six modules that can be downloaded and printed.

Effective Teaching and At-Risk/Highly Mobile Students: What Do Award-Winning Teachers Do?

http://www.serve.org/nche/ibt/educ_mobile.php

This study reviews the literature and explores the practices of six teachers who won national and/or state awards for working with students who are at-risk or highly mobile. The study was designed by the National Center for Homeless Education and The College of William and Mary.

Family Caregiver Resources

http://caregiver.org/caregiver/jsp/fcn_content_node.jsp?nodeid=2083

Family Caregiver Alliance releases its new “Family Care Navigator,” a tool developed for Family and Informal Caregivers as well as Professional Caregivers, providing state specific resources and suggestions for a variety of issues pertinent to challenges of caregiving.

Financial Planning Tools for Families of Children with Special Needs

<http://www.brookespublishing.com/store/books/nadworny-68028/index.htm>

The “Special Needs Planning Guide: How to Prepare for Every Stage of Your Child’s Life” is by authors John W. Nadworny & Cynthia R. Haddadis who have family members with special needs and are also financial planning experts. It includes a CD-Rom with a Financial Planning Timeline and printable Letter of Intent that lets parents communicate key information, concerns, and desires to future caretakers.

Fostering School, Family, and Community Involvement: Guides to Creating Safer Schools and Communities

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

This series of five newly revised guidebooks for key components of creating safe, positive schools and communities was jointly put together by the Hamilton Fish Institute and Northwest Regional Educational Lab (with funding from the U.S. Department of Justice). The series can be downloaded from the Hamilton Fish Institute website. Available in pdf (133 pages, 1004 KB).

MDRC: Career Academies

http://www.mdrc.org/press_releases/19/press_release_19.html

MDRC (Manpower Demonstration Research Corporation) published “Career Academies: Long-Term Impacts on Labor Market Outcomes, Educational Attainment, and Transitions to Adulthood”. The report’s eight-year findings on Career Academies (a popular high school reform that combines academics with career development opportunities) show that the programs produced sustained employment and earnings gains, particularly among young men. Career Academy participants were also more likely to be living independently with children and a spouse or a partner.

National Association for Multicultural Education’s New DVDs

<http://nameorg.org/aboutname.html>

NAME has published two new DVDs on developing effective, culturally responsive practices for inclusive education. In “Affirming Diversity: Creating Multicultural Communities,” Sonia Nieto discusses how educators can create learning environments that affirm diversity and promote social justice for all; in “Building Culturally Responsive Relationships with Diverse Families of Children with Disabilities,” Beth Harry discusses how to work with families from a variety of backgrounds to develop strong, supportive relationships that benefit students.

National Center for Education Statistics’ “Trends Among High School Seniors”

<http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2008320>

The National Center for Education Statistics, Institute of Education Sciences, released “Trends Among High School Seniors, 1972-2004 (NCES 2008-320)”, presenting information on five cohorts (1972, 1980, 1982, 1992, and 2004) of high school seniors. The report analyzes overall trends, as well as trends within various subgroups defined by sex, race/ethnicity, and socioeconomic status.

National Center for Learning Disabilities-Parent Advocacy Brief: A Parent's Guide to RTI

http://www.rti4success.org/images/stories/pdfs/rti_final.pdf.

The National Center for Learning Disabilities (NCLD) is an invaluable web resource for parents. Their guide for understanding the Response-to-Intervention (RTI) process is currently used to determine special education eligibility. RTI is a tiered process designed to pair high quality instruction with research-based interventions in order to appropriately identify students in need of more individualized instruction. The guide contains comprehensive examples of RTI, glossary

of educators' terms, interview with an assistant superintendent experienced in RTI models, and list of questions that parents can ask their child's school regarding its RTI process. Available in pdf (14 pages, 458 KB).

National Federation of Families for Children's Mental Health

<http://www.ffcmh.org/systems.htm>

In developing systems of care for children and youth with mental health needs and their families, the National Federation of Families for Children's Mental Health (FFCMH) believes in family-driven care. Families have a right to participate in making decisions, to choose culturally and linguistically competent services and providers, set goals, monitor outcomes, and partner in funding decisions. Information on FFCMH's programs and links to its publications, including the "Family Guide to Systems of Care" (content and format are especially helpful because they were determined by families across the country), are available.

Service Learning: What Works and What You Need to Know

http://www.principals.org/s_nassp/sec.asp?CID=1139&DID=56295

This article from the National Association of Secondary School Principals provides an overview of service learning and what works. "Service learning" differs from community service or volunteer work, in that education, finding applications of academic skills to its community-improvement activities, is at the core.

Synthesis of Two Reports on Critical Issues for Special Education in Charter Schools

<http://projectforum.org/docs/Synthesisof2ReportsonCriticalIssuesforSpEdinCharterSchool.pdf>

This Brief Policy Analysis from Project Forum is a synthesis of two reports and focuses on a distinctive type of charter school: schools designed for students with disabilities, and virtual charter schools. The report discusses legal and policy contexts and typical issues at charter schools for students with disabilities; and how virtual charter schools handle special education. Available in pdf (12 pages, 163 KB).

Toolfind: Outcomes Evaluation Resources

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

Toolfind is a free directory from the United Way that connects professionals in youth-serving programs with measurement tools for up to 11 youth outcome areas.

Universal Design for Learning: Implementation in Six Local Education Agencies

<http://projectforum.org/docs/UDLImplementationinSixLEAs.pdf>

UDL is proactive design of curricula (including learning goals, instructional methods and materials, and assessments), accessible with little or no need for additional accommodations, and compatible with available assistive technology. For this in-depth Policy Analysis, staff from six local educational agencies in five states were interviewed to gather information about UDL practices, successes and challenges in the areas of policies and practices; systemic issues; practical application supports and influences; benefits and challenges; and recommendations. Available in pdf (32 pages, 302 KB).

What Works for Education: Lessons from Experimental Evaluations of Programs and Social Interventions to Enhance Educational Outcomes

http://www.childtrends.org/Files/Child_Trends-2008_05_28_FS_WWEducation.pdf

This Fact Sheet from ChildTrends concludes that effective programs tend to feature teacher-provided interventions, frequent and intense involvement, and academic support, and target both school adjustment and academic learning, but that it may be more cost-effective to target a

narrow range of outcomes or a single outcome and plan an intervention to address that range or outcome. Available in pdf (7 pages, 210 KB).

Youth Governance Can Help Out-Of-School Time Programs Involve At-Risk Youth (2008)
http://www.childtrends.org/Files//Child_Trends-2008_06_18_YouthGovernance.pdf

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Upcoming Conferences, Workshops and Events

August 2008

Icon to I Can: Visual Teaching Strategies and Supports for Individuals with Autism Spectrum Disorder

Date: August 22, 2008

Location: Heartspring Conference Center, Wichita, KS

Contact Information: Bethany Lippe (ph) 316-634-8723, (fax) 316-634-0555

email: blippe@heartspring.org

Website: www.heartspring.org, , 8700 E 29th St N, Wichita, KS 67226

Abstract: This seminar is designed to meet the needs of both student and educator for effective, easy to implement instructional supports. Current best practice guidelines and links to educational research will form the foundation for a day filled with “on the go” teaching strategies and low maintenance materials. There will be an emphasis on social communication, academic/vocational skills, daily living abilities and behavior management for students in both self-contained and included settings. Extensive handout materials will include a multi-use “Take and Make” project, an easy to reference resource guide and laminated samples of core visual supports. Special educators, general educators, therapists, support personnel (music, art and p.e.) administrators and family members will find that this workshop provides valuable insights regarding teaching style and problem solving for both school and home settings.

September 2008

The Contours of Inclusion: Universal Design for Learning for Arts in Education

Date: Friday, September 19, 2008 - 8:30 a.m. – 3:30 p.m.

Location: Holiday Inn Capitol - Washington, DC

Abstract: VSA arts is convening arts educators for a full-day conference that explores the application of Universal Design for Learning (UDL) to arts curriculum, instruction, and assessment. Dr. Tracey Hall, Center for Applied Special Technology (CAST), will provide a keynote to frame UDL principles and practices. Participants will then engage with examples of UDL in presentation workshops and discussion groups facilitated by expert practitioners from the VSA arts affiliate and program networks.

Information: Leah Barnum - 202-628-2800 or LJBarnum@vsarts.org

2008 Global Summit on Education for All: Inclusive Practices for Students with Disabilities Policy Summit

Date: September 19, 2008 - September 20, 2008

Location: Washington, DC

Abstract: This summit is sponsored by the U.S. Department of Education and held in Washington, DC. For more information contact Melissa Storm with the American Institute for Research, at mstorm@air.org or (202)403-5363.

October 2008

Expanding Inclusion: The Business Strategy (USBLN Annual Conference and Career Fair) Conference

Date: October 5, 2008 - October 8, 2008

Location: Portland, OR

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

Abstract: Sponsored by the U.S. Business Leadership Network (BLN), this conference is a national event for business, community leaders, and BLN chapters that have an interest in hiring, retention and marketing to people with disabilities.

National Conference Disability Inclusion & National Service: Acting Today to Shape the Future Conference

Date: October 16, 2008 - October 18, 2008

Location: Alexandria, VA

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

Abstract: This event invites the national service and disability communities to convene in a setting that fosters the development of innovative ideas and strong partnerships. With opportunities for learning, reflection and celebration, the conference will inspire current and tomorrow's leaders to direct disability inclusion in national service and enhance the ethic of service and volunteerism in the disability community.

Brewing Best Practices in Transition Conference

Date: October 16, 2008 - October 17, 2008

Location: Milwaukee, WI

Website: <http://www.dcdt.org/pdf/MilwaukeeConfBrochure.pdf>

Abstract: This conference on aspects of best practices in transition is sponsored by the Division on Career Development and Transition, Council for Exceptional Children. Available in pdf (2 pages, 382 KB).

November 2008

Opening Doors: Adventure, Connection, Solutions Conference

Date: November 10, 2008 - November 11, 2008

Location: Bethesda, MD

Website: <http://www.openingdoorsforyouth.org/sos>

Abstract: "Opening Doors" is a state-of-the-science conference on accessing services for children and youth with disabilities and special health care needs from traditionally underserved communities, sponsored by Opening Doors for Youth.

National Association for Multicultural Education 18th International Conference Conference

Date: November 12, 2008 - November 16, 2008

Location: New Orleans, LA

Website: <http://www.nameorg.org/conferences.html>

Abstract: NAME's 2008 Conference is "Beyond Celebrating Diversity: ReACTivating the Equity and Social Justice Roots of Multicultural Education." Registration deadline is August 15, 2008.

December 2008

Social Justice in the 21st Century: 33rd Annual TASH Conference

Date: December 3, 2008 - December 6, 2008

Location: Nashville, TN

Website: <http://www.tash.org/2008tash/>

Abstract: The conference theme is Social Justice: achieving the full and equal participation of every member of society in a way that is shaped to meet each member's unique needs, with all persons valued, physically and psychologically safe, and able to participate in all aspects of life in their community. This year's TASH conference will focus on the issues and trends in today's world as they relate to the bringing about social justice for people who have significant disabilities and their families.

January 2009

TRL D 2009 - Technology, Reading & Learning Diversity Conference

Date: January 22-24, 2009

Location: Hyatt Regency Hotel, San Francisco, CA

Abstract: TRLD (<http://www.trld.com/>) celebrates its 27th year and will focus on professional development opportunities that "Open the Door to Universal Learning". Educators will gather to pursue the realities of providing equitable and flexible access to learning concepts and ideas for all students. Share and learn how to apply new strategies to empower students to become active learners in this digital age. David Warlick is the keynote speaker, who among other outstanding speakers and trainers will design hands-on workshops and interactive sessions to focus on the critical issues facing K-12 and higher education. TRLD is recognized for bringing together leading educators in a unique think-tank environment to leverage the collective intelligence of many thought leaders. Learn more about successful intervention models, discuss ways to implement systematic reform, strategize ideas to prepare tomorrow's teachers, explore innovative technologies to enhance literacy skills and implement validated instructional models. TRLD is hosted by Don Johnston.

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Get Wired! - Websites, Blogs and Listservs

Harvard Family Research Project Web site

<http://www.hfrp.org>

The Harvard Family Research Project (HFRP) has launched its redesigned Web site, incorporating visitors' suggestions for improving the site to rebuild it from the ground up. Enhanced features of the new site include added tools to make it easier to find and share resources. Visitors can now search for HFRP publications and resources by topic, author, and date; search inside "The Evaluation Exchange", send articles to colleagues, print articles and other content in a reader-friendly format, order publications, and subscribe to RSS feeds.

IRIS Center

<http://iris.peabody.vanderbilt.edu/>

The IRIS Center offers special education resources and materials – validated instructional strategies, research-to-practice strategies, best practices and more. IRIS aims to provide high-quality resources for college and university faculty and professional development providers about students with disabilities, by offering free, online, interactive training enhancements that translate research about the education of students with disabilities into practice.

Resource Center: Tools and Training for Volunteer and Service Programs

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

The Corporation for National and Community Service is a "one-stop shop" for tools to strengthen volunteer and service programs, offering more than 2,500 free downloadable tools, e-courses, and other resources and materials on hundreds of topics. There are also areas for social networking and interaction.

Response-to-Intervention: Possibilities for Service Delivery at the Secondary School Level

<http://tinyurl.com/5gnw9t>

Response to Intervention (RtI) is an approach for identifying students with specific learning disabilities. It assumes a broad system of early intervention and support in place, one possible component of which is evaluating a student for suspected learning disabilities. Students are provided with evidence-based instruction and progress monitoring in general education classrooms. RtI has grown beyond just a special education identification approach and become a comprehensive, data-based prevention model for helping struggling students achieve. This e-newsletter looks at the challenges and possibilities of implementing an RtI model at the secondary level.

Building the Legacy Training Curriculum on IDEA 2004

<http://www.nichcy.org/training/contents.asp>

This Web site from the National Dissemination Center for Children with Disabilities (NICHCY) includes 19 modules from its Building the Legacy Training Curriculum on IDEA 2004. Each module includes a PowerPoint presentation to use in training sessions, discussions of IDEA for trainers, and handouts for audience participants. The modules are available for download, use, and sharing.

Career Voyages

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

Career Voyages, collaboration between the U.S. Departments of Labor and Education, provides information on high-growth, in-demand occupations and identifies the skills and education

needed for those jobs, with basic labor market information such as wage and employment trends as well as occupation descriptions and career videos for in-demand occupations. In addition, Career Voyages works directly with industry associations, providing direct access to their career exploration information, videos, education opportunities, scholarships, and other industry-specific resources.

CCSSO Secondary School Redesign Web Portal

<http://highschool.ccsso.org/web/guest/home>

The Council of Chief State School Officers launched the Secondary School Redesign Web Portal in 2008. The Web site provides a collection of existing resources, tools, and practices produced by state education agencies and others to bolster and inform secondary school redesign initiatives.

Child Trends Data Bank

<http://childtrendsdatabank.org>

The Child Trends Data Bank is a one-stop-shop for the latest national trends and research on over 100 key indicators of child and youth well-being, with new indicators added each month. Its data briefs and newsletters examine broad topics and special populations of greatest concern to policy makers, service providers, the media, and the general public.

Leading Change: Resources for Principal Preparation and professional Development

<http://www.communityschools.org/principals/index2.html>

The Coalition for Community Schools offers a new one-stop shop for research, tools and ideas to help principals and staff effectively engage communities and families. (Free registration required.)

Trace Center: Information Resources

<http://trace.wisc.edu/resources/>

The Trace Research & Development Center is a part of the College of Engineering, University of Wisconsin-Madison. Founded in 1971, Trace has been a pioneer in the field of technology and disability. The Trace Center is currently working on ways to make standard information technologies and telecommunications systems more accessible and usable by people with disabilities.

Annie E. Casey Foundation Print and E-Newsletters

<http://www.aecf.org/Newsroom/NewsletterSubscribe.aspx>

The Annie E. Casey Foundation periodically distributes print and e-mail newsletters highlighting new information and resources on a variety of topics, including leadership development, education and early care, and family economic success.

Juvenile Justice Connection Blog

<http://community.nicic.org/blogs/juvenilejustice/default.aspx>

The U.S. Department of Justice's National Institute of Corrections (NIC) has established a blog to facilitate the exchange of information among juvenile justice professionals. Juvenile Justice Connection will feature news from NIC, the Office of Juvenile Justice and Delinquency Prevention, and other federal, state, and local sources, including information about professional training opportunities and juvenile justice-related research. The blog also offers RSS and other syndication feeds.

Special Education Blog from Education Week

<http://blogs.edweek.org/edweek/speced/>

In her blog, Education Week reporter Christina A. Samuels tracks local, state, and national news and trends in the special education community.

Weekly Insider from The Center for Health and Health Care in Schools

www.healthinschools.org/News-Room/Weekly-Insider/April-1-2008.aspx

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Funding Forecast, Grants, and Award Opportunities

Forecast of Funding Opportunities under the Department of Education Discretionary Grant Programs for Fiscal Year 2008

<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 2008 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 2007-2008 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.

2009 Nestlé Very Best In Youth Program

<http://www.nestle-verybestinyouth.com/>

The Nestlé USA Very Best in Youth Program honors young people ages 13 to 18 who have excelled in school and who are making their community and the world a better place. Maximum Award: \$1000. Eligibility: youth ages 13 and 18 years of age who demonstrate good citizenship, a strong academic record, and can show how they have made a special contribution to their school, church or the community. Entrants must have permission from a parent or legal guardian to submit the nomination. Deadline: November 20, 2008.

American School Board Journal Magna Awards

<http://www.asbj.com/magna>

The American School Board Journal is accepting nominations for its 2009 Magna Awards, which recognize programs that have been important in promoting the district's mission and advancing student learning; capable of being replicated by other school boards with similar conditions and resources; and the result of collaboration between the school board and others. Maximum Award: \$3,500. Eligibility: programs developed or actively supported by school boards. Deadline: October 15, 2008.

Challenge 20/20 Program Grants for School Partnerships Around the World

<http://www.nais.org/conferences/index.cfm?ItemNumber=147262&sn.ItemNumber=148035>

The National Association of Independent Schools Challenge 20/20 Program provides an opportunity for schools to develop globally-based, experiential curricula and to build educational partnerships with schools around the world. Challenge 20/20 students form bonds with students from across the globe and learn firsthand about cross-cultural communication; together, teams tackle real problems. Maximum Award: N/A. Eligibility: elementary and secondary schools, public or private, located anywhere in the world. Deadline: August 15, 2008.

Disney Grants for Youth-Led Service Projects

<http://ysa.org/AwardsGrants/tabid/58/Default.aspx>

The Walt Disney Company and Youth Service America, through Disney Minnie Grants, are supporting youth-led service projects that are planned and implemented in communities. Service can take place between October 15 and November 15, 2008, and projects can address the environment, disaster relief, public health and awareness, community education, hunger, literacy, or any issue that youth identify as a community need. Maximum Award: \$500. Eligibility: teachers, older youth (15-25), youth-leaders, and youth-serving organizations that engage younger youth (5-14) in planning and implementation. Deadline: August 30, 2008.

Healthy Sprouts Awards

<http://www.kidsgardening.com/healthysprouts.asp>

The National Gardening Association recognizes outstanding youth programs via the Healthy Sprouts Awards. The awards support school and youth garden programs that teach about nutrition and the issue of hunger in the United States. Maximum Award: \$500 gift certificate to Gardener's Supply. Eligibility: schools or organizations that plan to garden with children between the ages of 3 and 18. Deadline: October 15, 2008.

National Gardening Association and Home Depot Announce 2009 Youth Garden Grants Program

http://foundationcenter.org/pnd/rfp/rfp_item.jhtml?id=214800008

Gifts of teaching materials and merchandise credits of up to \$1,000 will be given to schools and community organizations providing gardening programs for at least fifteen children between the ages of 3 and 18. Previous Youth Garden Grant winners who wish to reapply may do so but must wait a year (e.g., if an organization won in 2008, it can apply again in 2010) and have significantly expanded their garden programs. Priority will be given to applications that emphasize one or more of the following: educational focus or curricular/program integration; nutrition or plant-to-food connections; environmental awareness/education; entrepreneurship; and social aspects of gardening such as leadership development, team building, community support, or service-learning. Deadline: November 1, 2008

Richard Riley Award to Honor Schools That Serve as Centers of Community

http://foundationcenter.org/pnd/rfp/rfp_item.jhtml?id=217900038

An award of \$10,000 will be given to a public elementary or secondary school in the United States that provides social, civic, recreational, and artistic opportunities to the broader community around them. The American Architectural Foundation, in partnership with the Knowledge Works Foundation, invites nominations for the Richard Riley Award, which honors K-12 schools that serve as centers of community, demonstrate innovative design ideas, and help to promote student achievement. Deadline: July 25, 2008

Tommy Hilfiger Education Grants

<http://www.tommy.com/opencms/opencms/corporate/foundation/aboutthefoundation.html/>

Tommy Hilfiger Corporate Foundation Education Grants support programs/partnerships that promote educational opportunities for diverse populations in the United States. Maximum Award: \$25,000. Eligibility: 501(c)(3) organizations. Deadline: October 1, 2008.

AILF Offers K-12 Education Grants

<http://fconline.foundationcenter.org/pnd/15012347/ailfgrants>

The American Immigration Law Foundation (AILF) will award grants to teachers for the 2008-09 school year of \$100 to \$500 each to fund a limited number of K-12 grade-level projects that

provide education about immigrants and immigration. The foundation seeks to fund classroom-based activities that are innovative and supportive of AILF's mission of promoting the benefits of immigrants to the United States. Applications are limited to educators teaching in public or private primary, intermediate, and secondary-level schools. The 2008 program focuses on proposals that relate to: innovative use of technology; underrepresented minorities; community outreach and partnerships with community based organizations; and math and science. Deadlines: June 1, 2008 and November 28, 2008

CVS Community Grants

http://www.cvs.com/corpInfo/community/community_grants.html

CVS Pharmacy Community Grants will accept proposals for programs targeting children under age 18 with disabilities that address: health and rehabilitation services; a greater level of inclusion in student activities and extracurricular programs; opportunities or facilities that give greater access to physical movement; and play. Maximum Award: varies. Eligibility: Public schools with programs for children under age 18 with disabilities. Deadline: applications accepted through October 31, 2008.

Live Monarch Educator Outreach Program

<http://www.lmf-educator-award.com/index.html>

The Live Monarch Foundation Educator Outreach Program provides funding for U.S. teachers to enroll in the National Campaign to bring monarch butterflies into the classroom. This program provides education and materials to strengthen the monarch's 3,000-mile migratory route within North America by creating self-sustaining butterfly gardens and refuges. Materials will be provided for each participant to raise a virtual butterfly and start a real butterfly garden with professional instruction on each level of its maintenance and care. Maximum Award: n/a. Eligibility: teachers and classrooms in areas on the monarch migratory route. Deadline: rolling.

Reader's Digest Foundation: Make It Matter

<http://www.rd.com/makeitmatter.do>

This program honors individuals who are taking action and giving back to their communities in a significant way. Each month, Reader's Digest magazine will profile an individual who has made a significant contribution to his or her community. Deadline: n/a.

Free Parents' Guide from the U.S. Department of Education

<http://www.ed.gov/parents/academic/involve/schoolbox/index.html>

The U. S. Department of Education has developed a free publication, "Empowering Parents School Box: A Tool To Equip Parents For the School Year." The school box contains three booklets: "What Parents Need to Know," "Taking a Closer Look," and "Learning Checklists"; a brochure, "Examples of Resources"; a poster, "Empowered Parents Stay Involved With School"; a bookmark; and a door hanger. The school box provides tips on working with children from birth to high school; guidelines for taking advantage of free tutoring opportunities; steps for selecting a high-quality school; ways to get involved in children's schools; information about financial aid and scholarships; and resources for improving learning. It also includes success stories of schools where parent involvement made a difference.

June Funding Tip: Funds for Youth Workforce Development

<http://www.financeproject.org/special/irc/monthlyFundingTips.cfm>

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