



NASET Special Educator e-Journal



MAY 2007

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Message from the Executive Directors

Dr. Roger Pierangelo & Dr. George Giuliani

Welcome to the May, 2007 edition of the NASET Special Educator e-Journal. To those of you who are new members (and there sure are a lot of you this month), 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.

NASET was deeply saddened by the tragedy that unfolded on April 16, 2007 at Virginia Tech. This type of violence and suffering makes no sense, and the students and faculty Those who were killed on that morning were simply in the wrong place at the wrong time. We feel for their families and hope that the community at Virginia Tech finds the strength and faith that it needs to get through such a difficult time.

Many new and exciting things have been happening at NASET. If you visit the website, you will see all of the different e-publications, as well as updated conferences and events and resources. Most importantly, we are working on accessing our first peer-reviewed journal for our members. We feel that this type of publication will enhance NASET members' professional development to an even higher degree. We will let you know in the very near future about this endeavor.

We hope that you are having a great spring and that you are enjoying the final few weeks of the school year.

Sincerely,

Dr. Roger Pierangelo, Executive Director
Dr. George Giuliani, Executive Director

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NASET Award Nominations End Friday May 4th

Each year, **NASET** presents awards in a variety of categories for outstanding professional accomplishments. **NASET** takes great pride in the accomplishments and service of its members, and therefore bestows on to them awards and recognition for their work in the field of special education.

This year, we have created a very simple awards form to be completed online. If you have someone you feel is worthy of any of the **NASET** awards below, take the time to nominate him or her.

Award nominations end on Friday, May 4, 2007.

Visit: <http://www.naset.org/788.0.html> for more information

Outstanding Special Education Teacher Award

This award is bestowed on special education teachers who have demonstrated outstanding achievement as a teacher in the field of special education. It recognizes and rewards the special skills and excellence of special education teachers throughout the United States.

Outstanding Graduate Student Performance Awards

For the 2006-2007 academic year, the National Association of Special Education Teachers (NASET) is awarding The **NASET** Outstanding Graduate Student Performance Award to graduate students who are entering the field of teaching with degrees in special education.

Only nominations from Graduate Schools of Education are permitted to submit nominations for winners of this award. If your institution has students who are worthy of this award, **NASET** would like to send you the respective award certificates to bestow upon them either prior to or at graduation.

You may give **NASET** up to three names of students whom you feel should receive The **NASET** Outstanding Graduate Student Performance Award. You can simply discuss it amongst your faculty and let us know the names of the students you have chosen.

Certificate of Merit for Excellence in Special Education

The **NASET** Certificate of Merit for Excellence in Special Education is an award given annually to schools that NASET members believe have exhibited excellence in the education of exceptional students.

The **NASET** Certificate of Merit for Excellence in Special Education is bestowed upon schools that have shown great dedication and commitment to the education of children with special needs.

Distinguished Service Award in Special Education

The **NASET** Distinguished Service Award in Special Education is given to an individual(s) that has made a commitment to educate and/or advocate for children with disabilities and their families on a national or international level.

The **NASET** Distinguished Service Award in Special Education is **NASET's** most prestigious award and is bestowed annually. The winner of this award exemplifies a genuine concern for the education and well being of children with special needs.

NASET Exemplary Service Award

The **NASET** Exemplary Service Award is presented to a member, or members of **NASET**, who have distinguished themselves in the field of special education, as well as having attained long-term service to the field of teaching exceptional children.

NASET's Excellence in Special Education Award

NASET's Excellence in Special Education Award is open to organizations who have made a commitment to educate, and or advocate for children with disabilities and their families. The **NASET's** Excellence in Special Education Award is one of **NASET's** most distinguished awards which will be bestowed no more than once a year and not necessarily every year.

Previous winners of this award include the National Dissemination Center for Children with Disabilities (www.nichcy.org) and Learning Disabilities Online (LDonline.org)

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This Just In.... “Building the Legacy” training Curriculum on IDEA 2004 Now Posted on NICHCY

The National Dissemination Center for Children with Disabilities (NICHCY) has just posted three training modules online for the Building the Legacy training curriculum on IDEA 2004:

- Module 6, Early Intervening Services and Response to Intervention
- Module 11, Identification of Children with Specific Learning Disabilities
- Module 12, The IEP Team: Who is a Member?

All three modules include a PowerPoint slide show to use in training sessions, detailed discussions of IDEA for trainers, and handouts for audience participants. The modules are available for download, use, and sharing at:

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

In all, 19 modules on critical IDEA topics will be available by Summer 2007. We're working as fast as we can and will be sure to write you the moment that more modules are posted on our site. The next one up will be "Meetings of the IEP Team."

We hope you'll find these training resources helpful in your work or personal life.

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Legal Issues Corner

Secretary Spellings Announces Regulations to More Accurately Assess Students with Disabilities

<http://www.ed.gov/news/pressreleases/2007/04/04042007.html>

On April 4, 2007, U.S. Secretary of Education Margaret Spellings announced new regulations under the No Child Left Behind Act (NCLB) allowing states to test certain students with disabilities using an alternate assessment that more appropriately aligns with students' needs and yields more meaningful results for schools and parents. The new regulations provide states and schools with greater flexibility by allowing them to more accurately evaluate these students' academic progress and tailor instruction to individual needs.

Documents on Transitioning to Postsecondary Education from the Office for Civil Rights

<http://www.ed.gov/about/offices/list/ocr/whatsnew.html>

The Office for Civil Rights has posted two letters on its Web site to provide information about the legal rights and responsibilities of students with disabilities as they transition from high school to institutions of postsecondary education: a "Dear Colleague" letter and a "Dear Parent" letter. Also available is a Q&A document entitled Transition of Students with Disabilities to Postsecondary Education: A Guide for High School Educators, and a revised version of Students with Disabilities Preparing for Postsecondary Education: Know Your Rights and Responsibilities.

Beyond NCLB: Fulfilling the Promise to Our Nation's Children (February 2007) Report

<http://tinyurl.com/39wktb>

The Aspen Institute's Commission on No Child Left Behind (NCLB) is a bipartisan, independent effort dedicated to improving NCLB. Over the past year, the Commission has traveled across the country, listening to students, educators, parents, administrators, state and district officials, experts, and policymakers in order to develop this report, which outlines specific and actionable recommendations for establishing a high-achieving education system.

Federal Policy Positions of National High School Alliance Partners (February 2007) Brief

<http://www.hsalliance.org/Policy/FedPolicyBrief.pdf>

This brief compares and contrasts National High School Alliance partner organizations' positions on the reauthorization of No Child Left Behind. It also briefly summarizes partners' statements on other federal legislation, including policies regarding career and technical education and graduation rates. Available in PDF (14 pages, 110 KB).

Building on Results: A Blueprint for Strengthening the No Child Left Behind Act

<http://www.ed.gov/policy/elsec/leg/nclb/buildingonresults.html>

This report from the U.S. Department of Education sets forth the policy proposals of Secretary of Education Margaret Spellings for reauthorizing the No Child Left Behind Act. Proposals relating to

high schools include steps to improve graduation rates and promote rigor, and increased funding for schools serving low-income students.

Twenty-Sixth Annual Report to Congress on the Implementation of the Individuals with Disabilities Education Act

<http://www.ed.gov/about/reports/annual/osep/2004/>

The Twenty-Sixth Annual Report to Congress on the Implementation of the Individuals with Disabilities Education Act (IDEA) is now available online. Volume 1 focuses on the children and students being served under IDEA and provides profiles of individual states' special education environments. Volume 2 contains state-reported data tables and appendices.

NCLB and IDEA: What Parents of Students with Disabilities Need to Know & Do

<http://education.umn.edu/nceo/OnlinePubs/Parents.pdf>

This guide from the National Center for Educational Outcomes informs parents of students with disabilities about The No Child Left Behind Act (NCLB) and the Individuals with Disabilities Education Act (IDEA), two of the most important federal laws relating to public education. Available in PDF (23 pages, 753 KB).

Final regulations of IDEA Now Available

You've no doubt heard that final regulations for IDEA 2004 have been published. They're only 307 pages long--- including the comments and analysis of changes--- perfect reading for a 3-day weekend. Pick up your copy of the regs (in PDF), at:

<http://www.nichcy.org/reauth/IDEA2004regulations.pdf>

How Has IDEA Changed?-- Comparing IDEA 2004 to IDEA 1997

The Office of Special Education Programs (OSEP) answers this question with its Topic Briefs prepared just for the new regulations. Hook up with available briefs at:

<http://www.nichcy.org/idealist.htm>

Implementing IDEA: How Are We Doing?

www.abt.sliidea.org/reports.htm

Marking the Progress of IDEA Implementation discusses the implications from the six-year Study of State and Local Implementation and Impact of IDEA (SLIIDEA). SLIIDEA addressed how states, districts, and schools made progress toward issues of concern identified by Congress in the 1997 amendments to IDEA. A three-volume Sourcebook has been prepared to complement the report provided at the link above. Volume I summarizes study findings for each of the Congressional topics. Volume II consists of tables that display state, district, and school-level data for each data collection year and that show changes, including trends over time, in responses to individual survey items for each Congressional topic. Volume III provides a complete description of the sampling design and analytic approach used in SLIIDEA. Where would you find these three volumes? At the link above as well, where all the reports from the project can be found.

OSEP-Reviewed Materials on IDEA 2004

<http://www.nichcy.org/idealist.htm>

The materials listed on this Web page from NICHCY, the National Dissemination Center for Children and Youth with Disabilities, relate to IDEA 2004 and its implementing regulations. They have been reviewed by the U.S. Department of Education, Office of Special Education Programs for consistency with the IDEA Amendments of 2004. Materials are available on the following topics: assessment, behavior/discipline, disproportionality, due process, early intervening services,

evaluations/reevaluations, funding, highly qualified teachers, IEPs/IFSPs, learning disabilities, mediation, model forms, NCLB, NIMAS, Part C, preschool, prior written notice, private schools, procedural safeguards, state complaint procedures, and transition.

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Update from the National Dissemination Center for Children with Disabilities

Training Materials on IDEA 2004

Building the Legacy: A Training Curriculum on IDEA

Need training materials on IDEA 2004 and its final Part B regulations? NICHCY is pleased to be producing a new training package, complete with PowerPoint slide shows, detailed trainer notes, and handouts for participants. Modules are being made available as they are reviewed and finalized by OSEP.

- **Download available modules.**

www.nichcy.org/training/contents.asp

- **Sign up to be notified when new modules become available.**

www.nichcy.org/mod_signup.asp

April was Autism Awareness Month—Sites of Interest

The following are some of the leading organizations that provide information on autism spectrum disorder. To learn about what is being done to raise awareness, visit their websites at:

Autism Society of America (ASA)

www.autism-society.org

Autism Speaks

www.autismspeaks.org

Cure Autism Now (CAN)

www.cureautismnow.org

Autism Information Center/CDC

www.cdc.gov/ncbddd/autism/

More on Autism...

The April issue of Discover magazine features in a new in-depth article entitled "Autism: It's Not Just in the Head." The article provides an analysis of a few of the latest developments and concepts in

autism research. To read the article, go to: <http://discovermagazine.com/2007/apr/autism-it2019s-not-just-in-the-head>

New 2% Regulations Posted!

The final regulations under the No Child Left Behind Act (NCLB) and the Individuals with Disabilities Education Act (IDEA) provide additional flexibility to states to more appropriately measure the achievement of certain students with disabilities. These regulations otherwise known as the 2% regulation have been released. The new regulations are part of an ongoing effort to ensure that all students, including those with disabilities, fully participate in a state's accountability system and are assessed in an appropriate and accurate manner. You can find these regulations on the U.S. Department of Education's website at: www.ed.gov.

OSEP's Discretionary Projects, Described

Every year, OSEP funds nearly 1,000 projects as part of its discretionary grants program designed to improve outcomes for children with disabilities. And every year these projects are described in a set of directories that NICHCY produces for OSEP. This year's annual directories are now available online. Have a look at the projects OSEP funded with FY 2006 monies.

www.nichcy.org/directories/intro2006.as

Positive Behavioral Interventions and Supports (PBIS)

Check out their newest resource entitled "How to Get PBS in Your School" available on their newsletter at:

<http://www.pbis.org/news/New/Newsletters/Newsletter5.aspx>

Resources from the Professional Development in Autism Center (PDA)

Tip sheets designed for teachers, therapists and parents who want to use research-based instructional strategies. Each tip sheet includes a description of the instructional strategy and what the research says about the skills the strategy has been used to teach.

<http://depts.washington.edu/pdacent/tipsheets.html>

Project DATA for Toddlers: An Inclusive Approach to Very Young Children with Autism Spectrum Disorder. PDF version available at: <http://depts.washington.edu/pdacent/archive/checkitout9.pdf>

New Assistive Technology Fact sheets...

Family Center on Technology and Disability has developed fact sheets in the following topics: AT and the IEP, AT and the Law, AT glossary, and AT 101. They are available at:

www.fctd.info/resources/index.php

Research

The What Works Clearinghouse (WWC), an initiative of the U.S. Department of Education's Institute of Education Sciences, has recently released six new intervention reports to assist education consumers in locating and understanding scientifically based research. These are:

- Words and Concepts (Early Childhood Education):
www.whatworks.ed.gov/Topic.asp?tid=13&ReturnPage=default.asp
- Transition Mathematics (Middle School Math)
www.whatworks.ed.gov/Topic.asp?tid=03&ReturnPage=default.asp
- Middle College High School (Dropout Prevention)
www.whatworks.ed.gov/Topic.asp?tid=06&ReturnPage=default.asp

- Twelve Together (Dropout Prevention) www.whatworks.ed.gov/Topic.asp?tid=06&ReturnPage=default.asp
- Reading Recovery (Beginning Reading) www.whatworks.ed.gov/Topic.asp?tid=01&ReturnPage=default.asp
- Bilingual Cooperative Integrated Reading and Composition (BCIRC) (English Language Learning) www.whatworks.ed.gov/Topic.asp?tid=10&ReturnPage=default.asp

Timing and Duration of Student Participation in Special Education in the Primary Grades

The National Center for Educational Statistics (NCES) has a new Issue Brief which reports the timing of entry into special education and the number of grades in which students receive special education across the primary grades. In addition to students' gender and poverty status, results are presented separately for other student and school characteristics, including race/ethnicity and school control, urbanicity, region, and poverty concentration. Data used in the brief came from the Early Childhood Longitudinal Studies, Kindergarten Class of 1998-99 (ECLS-K).

To download, view, and print the publication as a PDF file, please visit:

<http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2007043>

The Importance of Play in Promoting Healthy Child Development and Maintaining Strong Parent-Child Bonds

This report, published by the American Academy of Pediatrics, highlights the importance of play in children's development and offers guidelines on how pediatricians can advocate for children by helping families, school systems, and communities to promote play in children's lives. To read the report go to: www.aap.org/pressroom/playFINAL.pdf

The National Assessment of Educational Progress has recent information on the " Nation's Report Card." Two new resources are available:

Grade 12 Mathematics and Reading Assessments

http://nationsreportcard.gov/reading_math_grade12_2005/

The Results of 2005 High School Transcript Study

http://nationsreportcard.gov/hsts_2005/

New Publication Series Launched: Evidence for Education

NICHCY's newly launched publication series, Evidence for Education. The series will be exploring a range of relevant evidence-based educational practices. The first in the series is attached to this email and is called The Power of Strategy Instruction. Strategy instruction is a powerful student-centered approach to teaching that is backed by years of quality research. Inside the issue, you'll find a brief overview of the foundations of strategy instruction, followed by a number of well-researched examples of strategy instruction in practice.

The Power of Strategy Instruction is also available on NICHCY's Web site in PDF and online formats. Tell your friends and colleagues to come and help themselves to a copy!

Text-only version: http://research.nichcy.org/Evidence_TOC.asp

PDF version: http://research.nichcy.org/NICHCY_EE_Strategy.pdf

New Online Evidence for Education Modules

NICHCY's new online Evidence for Education modules explore the best evidence-based practices education has to offer.

So who are they for, exactly? Well, they're for you, exactly--that is, if you're interested in learning more about what works in teaching children with disabilities. Each of us within the education community has a role to play in implementing practices based on the best available evidence--from state general and special education directors to district and school-level administrators, to classroom teachers, to related services providers, to policy makers, to parents--with students as the ultimate beneficiaries.

What sort of information will you find here? First, you'll find an easy-to-read review of educational research relating to specific academic or behavioral interventions. You'll also find practical examples of the topic at hand. Finally, you'll find connections to more detailed resources to assist you in moving the research into practice.

To learn more, visit: http://research.nichcy.org/Evidence_TOC.asp

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U.S. Department of Education
Promoting educational excellence for all Americans



U.S. Department of Education Update

Questions and Answers from the U.S. Department of Education 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. Since publication of the final regulations, the Office of Special Education and Rehabilitative Services (OSERS) in the U.S. Department of Education has received requests for clarification of some of these regulations. This is one in a series of question and answer documents prepared by OSERS to address some of the most important issues raised by requests for clarification on a variety of high-interest topics. Generally, the questions, and corresponding answers, presented in this Q&A document required interpretation of IDEA and the regulations and the answers are not simply a restatement of the statutory or regulatory requirements. The responses presented in this document generally are informal guidance representing the interpretation of the Department of the applicable statutory or regulatory requirements in the context of the specific facts presented and are not legally binding. The Q&As are not intended to be a replacement for careful study of IDEA and the regulations. The statute, regulations, and other important documents related to IDEA and the regulations are found at <http://idea.ed.gov>.

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.

What is the Department doing to help high school students who are struggling to read?

The U.S. Department of Education is seeking to improve the literacy skills of struggling adolescent readers through a new grant program called Striving Readers. According to the latest Nation's Report Card, the average 12th-grade reading score was the lowest it has been since 1992. A complement to the successful Reading First program for younger students, Striving Readers supports research-based reading interventions for middle and high school students in Title I-eligible schools that are struggling to meet the adequate yearly progress (AYP) requirements under the No Child Left Behind Act. The program seeks to raise the overall academic achievement of these students by enhancing the quality of literacy instruction across all subject areas and by building a scientific research base around specific reading strategies that improve adolescent literacy skills.

To be eligible, school districts must have schools serving grades 6-12 with at least 75 percent of their students qualifying for free and reduced-price lunches. The funds must be used for: research-based

programs designed to improve basic reading skills, vocabulary, fluency and comprehension; professional development opportunities that are aligned with scientifically based reading research; valid and reliable reading assessments; and the design and implementation of a rigorous program evaluation.

First created in 2005, Striving Readers has supported eight projects across the country, each averaging \$3 million over a five-year period. President Bush is requesting an additional \$100 million in his 2008 budget to continue funding these as well as new projects.

For more information, visit <http://www.ed.gov/programs/strivingreaders/>; or call 202-205-6272.

On May 15, from 8:00-9:00 p.m. ET, the May broadcast of "Education News Parents Can Use"

<http://www.ed.gov/news/av/video/edtv/index.html>

will focus on several award-winning teachers who are inspiring excellence in our students and explore how effective teaching is at the core of America's long-term economic competitiveness. The broadcast will include an overview of the current state of the teaching profession and what is currently being done to place a high-quality teacher in every classroom; innovative and alternative strategies to recruit, train, and reward effective teachers; and how proposed programs like the Teacher Incentive Fund, along with the Adjunct Teacher Corps and other teacher quality programs under the American Competitiveness Initiative, are strengthening our nation's teachers, schools, and students now and into the future. Learn about ED NEWS and viewing options, including webcasts, or call toll-free (800) USA-LEARN.

Teacher Quality and Development

Google, Inc., has launched "Google Teacher Academy," a free professional development experience designed for K-12 educators. Each Academy consists of an intensive, one-day event where participants engage in hands-on activities with Google's free products and other technologies, learn about innovative instructional strategies, and receive resources. Upon completion, Academy participants become "Google Certified Teachers." Applications are accepted online. (Apr. 26)

<http://www.google.com/educators/gta.html>

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Calls to Participate

Assistive Technology Reuse Programs: List Yourself in the Forthcoming AT Reuse Directory
<http://www.resna.org/taproject/deviceform.html>

The National Assistive Technology Technical Assistance Partnership and the National Pass It On Center are cataloging programs that help consumers and families reuse assistive technology. This information will be compiled and used to promote reuse of AT devices, connect reuse programs to each other, and connect consumers with reuse programs. If you have any questions, contact Nell Bailey at nbailey@resna.org. Response deadline: May 15, 2007.

Attention Education and Community Professionals: Learn About Transition Planning and Services Through KU Online Courses

<http://www.continuinged.ku.edu/is/sped.shtml#SCRL11>

The Transition Coalition at the University of Kansas is offering two graduate-level one-credit online courses this summer: Introduction to Transition Education and Services (June 4-29, 2007; enroll by May 31) and Transition Assessment (July 9-August 3, 2007; enroll by July 5). The undergraduate or graduate tuition and fees are \$316.50 for non-degree-seeking students. There is no materials cost. For more information, contact Amy Gaumer Erickson, Ph.D., course instructor, at aerickson@ku.edu.

Attention Teens: Enter the Tu Voz My Venture Contest and Help Latino Youth Stay in School
http://www.mtv3voces.com/dp/Youth_Venture

Youth Venture, in partnership with the Bill & Melinda Gates Foundation and MTV Tr3s Voces, will select teams of two or more youth, ages 13-20, every week through June 29, 2007, who submit great ideas for encouraging Latino teens to stay in school and prepare for college. Winners will receive grants of up to \$1,000 to create their ventures—organizations, businesses, or clubs—to help Latino youth stay in school and prepare for college and careers. Got an idea? ¿Que esperas? Submit it to the Tu Voz My Venture Contest and win some guap to make it a reality!

High School Juniors: Apply for a QuestBridge College Prep Scholarship

<http://www.questbridge.org/access/collegepreptext/>

The QuestBridge College Prep Scholarship is designed to level the playing field for outstanding low-income high school juniors by providing opportunities to help them prepare to apply to leading schools. The program awards a full scholarship to QuestBridge's summer program, coverage of expenses for college travel visits, an SAT prep course and material, and a new laptop computer. Application deadline: May 31, 2007.

Parent Group of the Year 2007 Contest

<http://www.ptotoday.com/pgy/details.html>

PTO Today's Parent Group of the Year Contest is an opportunity for parent groups—including PTOs, PTAs, HSAs, and PTCs—showcase their work while giving their school the chance to win cash (up to \$8,000) and prizes. Parent groups can enter in one or more of the following categories: outstanding parent group at a small school, outstanding parent group at a private or parochial school, outstanding new parent group, outstanding family event, outstanding job on a completed major project,

outstanding effort to overcome adversity, outstanding outreach to a multicultural parent base, and outstanding community service project. Entry deadline: May 31, 2007.

Submit Studies, Reports, and Evaluations of Effective Afterschool and Other Out-of-School Time Programs for a Forthcoming Compendium

<http://www.aypf.org/documents/CallforOSTEvafsforMottCompendium.pdf>

The American Youth Policy Forum is collecting studies, reports, and evaluations of effective and innovative afterschool and out-of-school time programs that predominantly serve secondary students (middle school, junior high school, and high school) who are underserved by the education system. The materials will be compiled and used to showcase effective programs and provide policy recommendations. Submission deadline: May 11, 2007. Call for submissions available in PDF (1 page, 14.4 KB).

Advanced Service-Learning Practitioners: Participate in a Professional Development Opportunity

http://www.nylc.org/services_service.cfm?oid=5456

The National Youth Leadership Council (NYLC) is offering training in service-learning best practices for advanced service-learning practitioners, through which they can earn graduate credit and a Certificate of Excellent Practice in K-12 Service-Learning. This program is being offered in conjunction with the University of Wisconsin-River Falls (UWRF) and includes online study and the submission of a portfolio for review by NYLC's evaluation committee. Potential participants should "pre-apply" to determine their eligibility. Cohorts start May 21, 2007 (pre-application deadline: May 7) and September 17, 2007 (pre-application deadline: August 31). For more information, e-mail tbyers@nylc.org or call (651) 999-7378.

Successful Individuals with Psychiatric Disabilities/Mental Illness: Share Your Stories

State of Mine, a youth-run mental health advocacy organization, is seeking recovery/success stories from individuals who have struggled with psychiatric disabilities and mental illness and have gone on to live successful lives, for a forthcoming book. If you are interested in sharing your story or being interviewed for this book, please email stateofmine2007@yahoo.com.

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Special Education Resources

Highly Mobile Children and Youth with Disabilities: Policies and Practices in Five States (March 2007)

Policy Analysis

<http://projectforum.org/docs/HighlyMobileChildrenandYouthwithDisabilities-PoliciesandPracticesinFiveStates.pdf>

This In-Brief Policy Analysis from the National Association of State Directors of Special Education focuses on children with disabilities with highly mobile families. It describes federal policies and practices for mobile children and analyzes interviews with five state directors of special education and their McKinney-Vento program coordinators regarding how states are addressing the needs of this population. Interviewees discussed causes of mobility, locating mobile children, the number of mobile children and costs of services, features of state programs under McKinney-Vento, how they track outcomes, challenges they have encountered, and policy recommendations. Available in PDF (10 pages, 171 KB).

Public and Parent Reporting Requirements: NCLB and IDEA Regulations (February 2007)

Policy Analysis

<http://projectforum.org/docs/PublicandParentReportingRequirements-NCLBandIDEARegulations.pdf>

This In-Depth Policy Analysis from the National Association of State Directors of Special Education lists the public and parent reporting requirements in the No Child Left Behind Act (NCLB) and the Individuals with Disabilities Education Act (IDEA) regulations. It also explains state reports, additional public information, and reporting to parents for each of the IDEA regulations; and compares NCLB and IDEA. Available in PDF (14 pages, 187 KB).

Reporting on State Assessment Data for Students with Disabilities: Synthesis of the 2007 NCEO Report (February 2007)

Policy Analysis

<http://projectforum.org/docs/ReportingonStateAssessmentDataforStudentswithDisabilities-Synthesisofthe2007NCEOReport.pdf>

This In-Brief Policy Analysis from the National Association of State Directors of Special Education synthesizes a National Center on Educational Outcomes (NCEO) report. NCEO analyzed the public reporting of state assessment results for students with disabilities (SWD), finding that all 50 states reported some disaggregated general assessment results for SWD, 36 reported participation and performance data for all general assessments, 12 reported participation and performance for some general assessments, and 2 reported only performance data for all tests. Available in PDF (7 pages, 94 KB).

A Day with Jonathan Mooney: Concrete Strategies for Teaching & Parenting Outside the Lines DVD

<http://www.peakparent.org/product.asp?id=89>

In this 233-minute 2-Disc DVD set, Jonathan Mooney presents four concrete strategies that parents, teachers, and administrators can use to help kids with learning differences succeed. The strategies are entitled: The Myth of Stupid, Crazy, and Lazy; Balancing Remediation and Empowerment; Academic Accommodations and Modifications; and Normal People Suck. Jonathan emphasizes that the goal is not to fix “broken” kids, but to fix broken educational environments and re-draw the lines of what we consider “normal” learning. Available for purchase (\$75) from the PEAK Parent Center.

A Parent's Guide to Response-to-Intervention (2006)

Brief

http://www.ncld.org/images/stories/downloads/parent_center/rti_final.pdf

The Individuals with Disabilities Education Improvement Act of 2004 (IDEA 2004) includes a provision that allows states and school districts to use high quality, research-based instruction in general and special education to provide services and interventions to students who struggle with learning and may be at risk of or suspected of having learning disabilities. The National Center for Learning Disabilities has written this Guide to provide an overview of the Response-to-Intervention process and its implementation and suggest questions that parents can ask about it. Available in PDF (12 pages, 469 KB).

A Systematic Review of the Effects of Curricular Interventions on the Acquisition of Functional Life Skills by Youth with Disabilities (2006)

Literature Review

http://www.nsttac.org/?FileName=what_works&type=1

This literature review from the What Works Transition Research Synthesis Project reviewed 50 studies which cumulatively intervened with nearly 500 youth with moderate to severe mental retardation. Findings provide tentative support for the efficacy of the use of functional/life skills curricular interventions across educational environments, disabilities, ages, and genders in promoting positive transition-related outcomes. A series of detailed implications for practice are suggested, and instructions for how to locate more detailed descriptions of how these interventions might be implemented in secondary educational environments are provided.

Autism Spectrum Disorders from A to Z / Los Trastornos del Espectro de Autismo de la A a la Z (2006)

Book

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

This book, written by two sisters who are professionals in the field of autism, helps professionals and families understand Autism Spectrum Disorders (ASD); how ASD affects their loved one, student, or client; and what they can do about it. Each chapter provides information, guidance, and resources on topics including the process of getting a diagnosis; dealing with its impact; understanding and obtaining in-depth, meaningful assessments; obtaining supports and services; developing individualized programs at any age or stage of life; working effectively as teams to assist families; and transitioning from one phase of life to another. Price: \$34.95. Spanish edition available.

All Students College-Ready: Findings from the Gates Foundation's Education Work 2000-2006 (October 2006)

Report

<http://www.gatesfoundation.org/nr/downloads/ed/researchevaluation/EducationFindings2000-2006.pdf>

This report from the Bill & Melinda Gates Foundation highlights findings from the first seven years of the Foundation's education grantmaking efforts, the aim of which is to prepare every student for college, work, and citizenship. Available in PDF (16 pages, 601 KB).

Best Practices and Programs in Career and Technical Education (2007)

Web Page

<http://www.acteonline.org/policy/resources/bpp/>

This Web page from the Association for Career and Technical Education (ACTE) highlights career and technical education programs in community colleges, high schools, and career centers across the

country that are providing outstanding education, superior technical skills, and innovative opportunities to their students and shows how these schools and institutions have found creative solutions to their problems. It aims to spark ideas that can be adapted to other settings and can be searched by state or topic, including ACTE division.

Beyond the Bake Sale: The Essential Guide to Family-School Partnerships (2006)

Book

http://www.thenewpress.com/index.php?option=com_title&task=view_title&metaproductid=1296

This book describes how to build strong collaborative relationships and improve interactions between parents and teachers, from insuring that PTA groups are constructive and inclusive to navigating the complex issues surrounding diversity in the classroom. Written for educators as well as parent and community leaders, it includes tools to help schools engage families in ways that will improve student achievement. It also includes tips from principals and teachers, checklists, and a resource section. Available for purchase.

Database of Summer Camps for Kids with Learning or Attention Problems

Online Tool

<http://e.schwablearning.org/a/hBF26ezANqWuFA-Gz6TAGKpLg.AOFXoy0n/schw4>

This online database from SchwabLearning.org allows users to search for summer camps for students with learning disabilities, attention deficit hyperactivity disorder, and related disabilities by state, zip code, or keyword.

Disabilities Dictionary

Online Tool

<http://www.brookespublishing.com/dictionary/>

This online Disabilities Dictionary from Brookes Publishing allows users to search more than 3,500 disability-related terms. Users can enter a word to search for its definition or enter a word or phrase that is part of a definition to search for related terms. For example, if a user enters the word “oxygen,” the dictionary will display definitions for all of the terms that have the word “oxygen” in their definitions.

Federal Student Aid FAFSA4caster

<http://www.fafsa4caster.ed.gov/>

FAFSA4caster provides college-bound students and their families an early estimate of eligibility for federal student aid. The FAFSA4caster Web site also provides information on the financial aid process; the various types of federal student aid; and other sources of aid, such as grants and scholarships. When users are ready to actually apply for aid, they can easily transition from FAFSA4caster to FAFSA on the Web—much of the information that they entered in the FAFSA4caster will populate their FAFSA on the Web application.

Manitas por Autismo

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

This Web site, created by families for families, provides information in Spanish about Autism Spectrum Disorders (ASD). It is sponsored by COSAC, the CDC, and NICHCY.

OER Commons: Open Educational Resources

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

The Institute for the Study of Knowledge Management in Education has launched OER Commons, a comprehensive open learning network that enables users to find freely available high-quality teaching

and learning materials online. Its broad selection of open educational resources for K-16 education can be browsed, searched, and enhanced using collaborative features such as tags, ratings, and reviews. It has alliances with over 60 content partners in order to provide a single point of access through which educators and learners can search over 9,000 open educational resources, read and provide descriptive information about each resource, and retrieve the ones they need.

The Evaluation Group, Institute on Community Integration

<http://ici1.umn.edu/evaluation/>

The Evaluation Group at the Institute on Community Integration is a cadre of specialists offering evaluation services to programs and organizations that serve people with disabilities and other special needs, including schools, state and local education agencies, human service agencies, and workforce development agencies. Its Web site provides information about its services and approach, staff, and past projects, as well as contact information.

Disability/Employment Grant Map

Online Tool

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

Using this Web-based tool from National Center on Workforce and Disability/Adult, users can locate innovative projects that test new strategies to improve employment outcomes for people with disabilities. Users can search by state or project and map their findings; they can also view a key to all grants, organized by state; and a map of all grants across the country.

High School Survey of Student Engagement (February 2007)

Survey

<http://ceep.indiana.edu/hssse/>

The High School Survey of Student Engagement offers teachers and administrators actionable information on school characteristics that shape the student experience. The survey, conducted by the Indiana University School of Education, was completed by nearly 300,000 students from high schools in 29 states in 2004, 2005, and 2006. On this Web page, you can read more about the survey, download the report from the 2006 survey, and learn how your high school can join the survey.

IDEA Dispute Resolution Process Comparison Chart (January 2007)

Chart

<http://www.directionservice.org/pdf/IDEA%20DR%20Process%20Comparison%20Chart.pdf>

This comparison chart was presented at the IDEA Regional Implementation Meetings in January and February 2007. It answers the following questions regarding mediation, due process complaint, resolution process, and state complaint: Who can initiate the process? What is the time limit for filing? What issues can be resolved? What is the timeline for resolving the issues? Who resolves the issues? Available in PDF (3 pages, 562 KB).

Latinos with Disabilities in the United States: Understanding and Addressing Barriers to Employment

Executive Summary

<http://www.proyectovision.net/report.html>

This Web page from Proyecto Visión provides an executive summary of a report examining the unique obstacles that Latinos with disabilities encounter in employment and offering suggestions to overcome them. Specifically, the report suggests improving vocational rehabilitation programs, reconsidering the disability community's approach to Latinos, integrating individuals with disabilities into the Latino community, and increasing the overall visibility level of Latino leaders with

disabilities. To purchase a copy of the report, contact Robin Savinar at robin@wid.org or (510)251-4325.

Literacy Theme from SchoolsMovingUp (March 2007)

Web Page

http://www.schoolsmovingup.net/cs/wested/print/htdocs/literacy_theme.htm

This Web page from WestEd's SchoolsMovingUp initiative includes all of SchoolsMovingUp's literacy resources—links to information on upcoming online events and materials from past online events on topics in literacy (including an April 27, 2006 event on IDEA and Literacy), as well as Tips to Go, a useful related link, and abstracted readings on topics in literacy.

On the Road to Agreement – IDEA '04 and More: The Fourth National Symposium on Dispute Resolution in Special Education (December 2006)

Event Materials

<http://www.directionservice.org/cadre/conf2006/resources.cfm>

CADRE, The National Center on Dispute Resolution, convened its fourth National Symposium on Dispute Resolution in Special Education on December 7-9, 2006. Materials from the keynote and concurrent sessions are now available online.

OSEP Policy Documents on the Education of Infants, Toddlers, Children, and Youth with Disabilities (2006)

Web Page

<http://www.ed.gov/policy/speced/guid/idea/>

Section 607 of the Individuals with Disabilities Education Act (IDEA) amendments of 1997 requires that the Secretary of Education publish correspondence from the Department of Education that describes interpretations of IDEA or its implementing regulations in the Federal Register. This page provides links to that correspondence.

Questions and Answers on Procedural Safeguards and Due Process Procedures for Parents and Children with Disabilities (January 2007)

Q&A

<http://www.directionservice.org/pdf/Q%20&%20A%20on%20Procedural%20Safeguards.doc>

This is the most recent Q&A document on Procedural Safeguards from the Office of Special Education Programs. It covers state complaint procedures, mediation, due process complaints, and the resolution process. Available on Word (11 pages, 64 KB).

Reviews from the What Works Clearinghouse: Dropout Prevention (March 2007)

Research Reviews

<http://www.whatworks.ed.gov/Topic.asp?tid=06&ReturnPage=default.asp>

The What Works Clearinghouse of the U.S. Department of Education's Institute of Education Sciences has published reviews of two dropout prevention interventions: Middle College High School and Twelve Together.

Self-Determination Lesson Plan Starters

Lesson Plan Starters

http://www.uncc.edu/sdsp/sd_lesson_plans.asp

The Self-Determination Synthesis Project at the University of North Carolina at Charlotte has created these lesson plan starters based on data-based research studies in which students or adults were taught a new self-determination skill or set of skills. The lesson plan starters were developed based on the

description of the intervention and data collection procedures provided in each study and includes lesson objectives, setting and materials, lesson content, teaching procedures, evaluation methods, and, if a published curriculum is referenced in the lesson plan, cost and contact information for the curriculum.

Teaching and Learning Conditions Improve High School Reform Efforts (February 2007)
Report

<http://www.teachingquality.org/pdfs/hsconditions.pdf>

This report from the Center for Teaching Quality and the North Carolina Business Committee for Education describes how redesigned and early college high schools provide working conditions for teachers that contribute to rigor, relevance, and relationships, ensuring that all students develop skills for critical thinking, problem solving, communication, collaboration, and innovation. Available in PDF (21 pages, 1.1 MB).

The Lighter Side Of Special Education: Parents and Kids (March 2007)
Article

<http://www.fetaweb.com/humor/gilman.parents.kids.htm>

Before you read this article by Aimee Gilman, be warned. As Aimee says, “If you are among those humor-challenged individuals who believe there is absolutely nothing funny about disabilities, I urge you to stop now and go back to biting your nails down to your elbows.” Aimee is an attorney who represents kids with disabilities and the parent of a child with a disability. She is also very funny.

Higher Education and Web Accessibility: Providing Training and Support for the Future (2007)
E-Journal Issue

<http://athenpro.org/node/52>

This issue of Access Technologists Higher Education Network (ATHEN) E-Journal focuses on the training needs of distance learning professionals, Webmasters, and other information technology (IT) professionals in postsecondary institutions. Specifically, it examines how we assure that such personnel design products and environments that are accessible to students with a wide range of abilities and disabilities. Articles include: Accessible Electronic & Information Technology: Legal Obligations of Higher Education and Section 508, Cultivating and Maintaining Web Accessibility Expertise and Institutional Support in Higher Education, Accessibility Training for Distance Learning Personnel, and Case Studies in Training and Professional Development for Web Accessibility.

Illness and Disability Information from Girlshealth.gov (May 2006)
Web Page

<http://www.girlshealth.gov/disability/>

Girlshealth.gov, a Web site of the U.S. Department of Health & Human Services, was created to help girls ages 10-16 learn about health, growing up, and issues they may face. This page provides definitions of “illness” and “disability,” and links to more information about each.

Preventing High School Dropout: Understanding the Underlying Issues and Useful Strategies to Address the Problem (December 2006)
Event Materials/Proceedings

<http://www.betterhighschools.org/webinar/>

On December 13, 2006, the National High School Center hosted this Webinar, which described research on dropout and described state strategies for preventing it. Presenters included Russell Rumberger, Professor and Director of Linguistic Minority Research Institute, University of

California, Santa Barbara; Cammy Lehr, Coordinator of the Dropout Prevention, Retention, and Graduation Initiative, Minnesota Department of Education; and Glory Kibbel, Interim Director of Choice and Equity for the School Choice Programs and Services Division, Minnesota Department of Education.

Redesigning High Schools in 10 Honor States: A Mid-Term Report (January 2007)

Report

<http://www.nga.org/Files/pdf/0702HONORSTATESMIDTERM.PDF>

This report from the National Governors Association (NGA) provides an overview of the high school redesign work of ten states (Arkansas, Delaware, Indiana, Louisiana, Maine, Massachusetts, Michigan, Minnesota, Rhode Island, and Virginia) during the first year of their High School Honor State grants, an NGA program supported by the Bill & Melinda Gates Foundation. Available in PDF (32 pages, 1.7 MB).

Rethinking High School: Inaugural Graduations at New York City's New High Schools (2006)

Report

<http://www.wested.org/cs/we/view/rs/830>

In 2002, New York City initiated a campaign to transform its public high schools, replacing its lowest performing high schools with new, smaller schools. This WestEd study, prepared for the Bill & Melinda Gates Foundation, examines 14 of the new, smaller high schools that graduated their first class in June 2006. Data indicate that attendance is high, ninth grade promotion rates are high, and a majority of students are graduating. A significant number of those graduates are applying to and being accepted by postsecondary institutions, and over half of these will be the first in their family to attend college.

Surprise—High School Reform is Working

Article

http://www.pdkintl.org/kappan/k_v88/k0702to1.htm

This article from the Phi Delta Kappan outlines the basic strategies of the national high school reform agenda and describes how reformers are actually making progress.

Sustaining Change in High School Reform

Brief

http://www.mdrc.org/area_issue_21.html

MDRC's research on Career Academies, First Things First, Project GRAD, and Talent Development suggests that the twin pillars of high school reform are 1) structural changes to improve personalization and 2) instructional improvement. Yet introducing change into high schools and making it stick goes beyond just implementing interventions. It requires adequate investment and perseverance. The implementation lessons described in this brief may be applicable not only to ambitious and large-scale reforms like the ones studied by MDRC but also to less far-reaching efforts to introduce change into high schools.

The Costs and Benefits of an Excellent Education for All of America's Children

Report

http://www.cbcse.org/media/download_gallery/Leeds_Report_Final_Jan2007.pdf

This report from the Center for Benefit-Cost Studies of Education at Teachers College, Columbia University uses economic analytical techniques to measure the cost benefits of specific educational programs that have documented success in producing additional high school graduates. It identifies five leading interventions that have been shown to raise high school graduation rates and calculates

their costs and their effectiveness; adds up the lifetime public benefits of high school graduation; and compares the costs of the interventions to the public benefits. Available in PDF (26 pages, 307 KB).

The Special Ed Advocate: Feature Issue on Transition

E-Newsletter

<http://www.wrightslaw.com/nltr/07/nl.0213.htm>

The Special Ed Advocate is an online newsletter about special education legal and advocacy issues, cases, and tactics and strategies, produced by Wrightslaw. This issue of The Special Ed Advocate focuses on transition.

Tool Kit for Creating Your Own Truancy Reduction Program

Tool Kit

<http://ojjdp.ncjrs.gov/publications/PubAbstract.asp?pubi=238899>

The Office of Juvenile Justice and Delinquency Prevention has created an online truancy reduction tool kit for communities interested in instituting a truancy reduction program. It covers topics such as the extent and causes of truancy and the connection between dropping out of school and delinquency, as well as lessons learned from the evaluation of truancy reduction programs. It also provides resources and information to guide communities, schools, and parents in addressing the problem of truancy.

Tools for Promoting Educational Success and Reducing Delinquency

Compendium

http://www.edjj.org/focus/prevention/JJ-SE_downloads.htm

The National Association of State Directors of Special Education and the National Disability Rights Network have undertaken a project to address the problem of the disproportionate number of children with disabilities in contact with the juvenile justice (JJ) system, including those with special education (SE) needs. The so-called “JJ/SE Shared Agenda” project has produced this compendium of best practices for promoting the educational stability of youth with disabilities and at-risk youth. Designed for teachers and educational administrators, Tools for Success includes research-based effective practices for meeting the needs of children and youth, including early identification and intervention.

User's Guide: Mental Retardation: Definition, Classification, and Systems of Supports (10th Ed.)

Guide

<http://bookstore.aaidd.org/BookDetail.aspx?bid=61>

The User's Guide: Mental Retardation, a publication of the American Association on Intellectual and Developmental Disabilities (AAIDD), explains how the supports-based AAIDD definition of intellectual disability is related to the Individuals with Disabilities Education Act (IDEA) and other contemporary practices, including educating students in least restrictive settings, using supplementary aides and services to support classroom learning, providing access to the general curriculum, and creating Individualized Education Plans (IEPs) for students. Available in PDF.

American Association of People with Disabilities

<http://www.aapd-dc.org/index.php>

The American Association of People with Disabilities is the largest national nonprofit cross-disability member organization in the U.S., dedicated to ensuring economic self-sufficiency and political empowerment for the nearly 60 million Americans with disabilities. AAPD works with other disability organizations for the full implementation and enforcement of disability nondiscrimination

laws, particularly the Americans with Disabilities Act ADA of 1990 and the Rehabilitation Act of 1973. Its Web site includes information on leadership development, mentoring, political participation, advocacy, job and internship opportunities, scholarships and awards, and much more.

Office on Disability, U.S. Department of Health & Human Services

<http://www.hhs.gov/od/>

The Office on Disability (OD) of the U.S. Department of Health & Human Services has completely redesigned its Web site. The new site provides comprehensive yet easy-to-access information on the seven domains identified by the President's New Freedom Initiative—housing, education, information technology, transportation, health, employment, and community integration—plus information on advocacy, entitlements, and emergency preparedness. It also features information on the Americans with Disabilities Act and OD initiatives. The new site is fully compliant with Sections 508 and 504 of the Rehabilitation Act.

Shared Youth Vision Federal Collaborative Partnership

<http://www.doleta.gov/ryf/>

In 2004, the U.S. Department of Labor's Employment and Training Administration (ETA) developed a new strategic vision to serve at-risk youth in response to the 2003 White House Taskforce Report on Disadvantaged Youth. It also formed the Shared Youth Vision Federal Collaborative Partnership, whose members include the U.S. Departments of Labor, Housing and Urban Development, Health and Human Services, Justice, Education, Transportation; the U.S. Social Security Administration; and the Corporation for National and Community Service. The Partnership's Web site includes information on the partners, Youth Vision Activities, and Regional Forums, as well as a Solutions Desk and Resource Materials.

Understanding Educational Equity and Excellence at Scale

<http://www.annenberginstitute.org/Equity/>

The Annenberg Institute for School Reform has launched a Web site aimed to address a crucial issue in education reform: strategies currently in use have created pockets of excellence but have not created equity—they have not lessened large-scale, persistent academic achievement gaps based on race and income. This site provides text-based, audio, and video resources from important voices in education reform to support an ongoing dialogue between the twin goals of educational excellence and equity at scale in urban schools.

Transition to College and Work for Teens (2007)

Web Page

<http://www.ncld.org/content/view/1019/389>

This Web Page from the National Center for Learning Disabilities includes information to help students with learning disabilities transition successfully to adult life, including background information on transition, information on transition research, policy and advocacy links, and links to additional resources on the Web.

Understanding Culture and Cultural Responsiveness (2006)

Professional Development Module

http://www.nccrest.org/professional/understanding_culture.html

This online professional development module from the National Center for Culturally Responsive Educational Systems (NCCRESt) explores culture and diversity as it applies to education, including the influence of culture on everyday activity, on individual identity development, and on power and privilege in education systems.

Where We Teach: The CUBE Survey of Urban School Climate (March 2007)

Report

<http://www.nsba.org/cube/whereweteach>

Where We Teach is the second school climate survey conducted by the National School Boards Association's Council of Urban Boards of Education. Approximately 4,700 teachers and 250 building principals from 12 urban school districts in 10 states participated. It follows last year's Where We Learn, a survey of 32,000 students that reported how students felt about their school environment. This report shares teacher and administrator perceptions of safety, professional development, expectations, bullying, professional climate, parental involvement, influence of race, and trust, respect, and ethos of caring.

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Upcoming Conferences, Workshops, and Events

Between Me, You, and Liberation: Starting a Group for Girls with Disabilities Workshop

Chicago, IL

http://www.accessliving.org/Flash_Betweenyoumeandliberation.htm

This event is a 3-day workshop (to be held in May 2007--specific dates to be announced) for women interested in learning how to build a gender-conscious, disability-proud, safe space for girls. It will cover recruitment, curriculum development, group dynamics, capacity building, and more. It will be presented by the co-coordinators of the Empowered Fe Fes, an ongoing group for girls with disabilities created in 1999. Participation is free, but only 12 participants will be accepted. For more information, contact Susan Nussbaum or Ana Mercado, Voice: 1-800-613-8549 TTY: 1-888-253-7003, or email: snussbaum@accessliving.org or amercado@accessliving.org. Sponsored by Access Living of Metropolitan Chicago.

Law Day 2007: Liberty Under Law: Empowering Youth, Assuring Democracy Observance

May 1, 2007

No Location Specified

<http://www.abanet.org/publiced/lawday/2007/home.shtml>

May 1, 2007 is Law Day 2007, an annual observance of the American Bar Association. This year, Law Day will focus on the intersection of youth and law. Many youth will come into contact with the legal system, whether through family court, foster care, or the juvenile justice system. In addition, all youth need to understand their rights and responsibilities under the law to become effective participants in our nation's civic life. Visit this Web site to learn how you can participate in Law Day 2007.

Second Annual Symposium: The Role of School Districts in Creating and Sustaining High Performing Urban Schools

Symposium

May 4, 2007 - May 5, 2007

San Diego, CA

<http://edweb.sdsu.edu/ncust/>

Participants in this National Center for Urban School Transformation symposium will have the opportunity to learn from and converse with leaders from several of the nation's outstanding urban schools and districts, and will also hear internationally renowned keynote speakers and award-winning superintendents.

Imagine . . . Everybody Works

Conference

May 10, 2007 - May 11, 2007

Columbus, OH

http://www.autism-society.org/site/News2?page=NewsArticle&id=9277&news_iv_ctrl=0

This conference will help people engaged in employment for individuals with autism share information, sharpen their skills, and renew their commitment to advancing employment in their own communities. Participants will enjoy quality speakers, productive dialogues, formal and informal networking, and exhibits from vendors of tools and techniques they can utilize to enhance the employment outcomes and the lives of people with disabilities. Presented by the Autism Society of America and APSE: The Network on Employment.

The 2007 Mobility Planning Services Institute

May 14-17, 2007

Bethesda, MD

www.projectaction.org

Every community has a unique history and working relationship among its disability advocates and organizations and the transportation industry. Every community is at a point where, if they make a genuine commitment to join forces and work together to identify barriers and solutions, local transportation services will become more reliable and accessible for everyone. For complete information, go to the Project Action web site.

Understanding Culture and Cultural Responsiveness

Certification Training

May 14, 2007 - May 16, 2007

Denver, CO

http://www.nccrest.org/events/certification_training.html

Participants in this certification training from the National Center for Culturally Responsive Educational Systems (NCCRESt) will define culture, understand the development of a culturally responsive perspective and pedagogy, consider the impact of culture on individuals and systems, learn what happens when we are not culturally responsive, understand the power of words and labels, and develop a diversity perspective.

Using the Education Longitudinal Study of 2002 and the National Education Longitudinal Study of 1988 for Research and Policy Discussion

Seminar

May 14, 2007 - May 16, 2007

Washington, DC

<http://ies.ed.gov/whatsnew/conferences/?id=216>

The National Center for Education Statistics, U.S. Department of Education, will sponsor a 2.5-day advanced studies seminar on the use of two longitudinal education databases—the Education Longitudinal Study of 2002 (ELS:2002) and the National Education Longitudinal Study of 1988 (NELS:88)—for research and policy studies. The design of both studies permits examination of education, work, and the socialization of youth in the U.S. and the influences of schools, teachers, community, and family in promoting growth and positive outcomes.

Transition to Meaningful Adult Roles: You Can't Put a Square Peg in a Round Hole

Web-based Event

May 15, 2007

2:00 PM - 2:45 PM (Eastern)

<http://www.worksupport.com/training/webcastSeries.cfm#w5>

This Worksupport.com Webcast will be presented by Marilyn Henn, the mother of a daughter with severe autism who is nonverbal and exhibits behaviors such as kicking, biting, screaming, pica, and self-injury. Despite these obstacles, her daughter has held a full-time job in the community with supports and full benefits for over 12 years. She has her own car and lives in her own "Family Consortium." This multimedia presentation covers the journey that Marilyn and her daughter have made over the past 30 years. Registration is required and a registration fee does apply.

Leadership and Change with Family Leaders

Teleconference Call

May 17, 2007

1:00 PM - 2:30 PM (Eastern)

http://gucchd.georgetown.edu/programs/ta_center/tacalls2007.html

Family leaders are assuming larger and larger roles in helping states reform their service delivery systems. During this teleconference, presented by the Georgetown University Center for Child and Human Development, family leaders will describe their roles in helping states and communities design and implement system changes towards the goals of family-driven and youth-guided services. They will explain the difference between leadership and advocacy, describe the skills that are used for each, and explain how each skill set can be used most effectively to promote systems reform. Participation is free, but registration is required.

Organizational Change—Examples of Successful Case Studies

Web-based Event

May 22, 2007

2:00 PM - 2:45 PM

<http://www.worksupport.com/training/webcastSeries.cfm#w6>

This Worksupport.com Webcast will describe how SEEC of Silver Spring, MD (<http://www.seeonline.org/splash.html>) transitioned to providing customized employment, including the discovery process that resulted in employment outcomes for individuals with significant developmental disabilities. Registration is required and a registration fee does apply.

Supports for Quality Living: American Association for Intellectual and Developmental Disabilities (AAIDD)

May 21-24, 2007

Atlanta, GA

www.aaidd.org

The conference will review the state of the science and practice applications in aging with developmental disabilities across the lifespan of individuals, and supportive environments for healthy living. It will address the social, environmental and technological supports needed to promote health and community participation of adults with intellectual and developmental disabilities across their life course.

Teacher-to-Teacher Summer Workshops

Workshops

May 31, 2007 - August 10, 2007

No Location Specified

<https://www.t2tweb.us/workshops/schedule.asp>

The U.S. Department of Education has announced its 2007 Teacher-to-Teacher Summer Workshops. In these free workshops held across the country, teachers will learn best practices from fellow educators who have had success in raising student achievement. Registration is required

Using the Schools and Staffing Survey and Teacher Follow-up Survey for Research and Policy Discussion

Seminar

June 6, 2007 - June 8, 2007

Washington, DC

<http://ies.ed.gov/whatsnew/conferences/?id=222>

The National Center for Education Statistics, U.S. Department of Education, will sponsor a 2.5-day advanced studies seminar on the use of the Schools and Staffing Survey (SASS) and Teacher Follow-up Survey (TFS) for research and policy discussion. This seminar is open to institutional researchers, education practitioners, and policy analysts from state and local education agencies and professional associations as well as advanced graduate students and faculty members from colleges and universities nationwide.

Customized Self-Employment

Web-based Event

June 12, 2007

2:00 PM - 2:45 PM (Eastern)

<http://www.worksupport.com/training/webcastDetails.cfm/86>

This worksupport.com Webcast will discuss and provide examples of entrepreneurship, an important employment option for individuals with disabilities. Self-employment can provide a customized job, circumventing barriers to traditional employment. Resource ownership, in which an individual purchases equipment or property that he/she brings as a resource to a paid job in the community, will also be discussed. Registration is required and a registration fee does apply.

Postsecondary Disability Training Institute

Training Institute

June 12, 2007 - June 15, 2007

Saratoga Springs, NY

<http://www.cped.uconn.edu/07pti.htm>

This Training Institute will help concerned professionals meet the unique needs of college students with disabilities. Participants can select from a variety of sessions taught by experts in the field. LD/Disability Specialists, 504/ADA Administrators, administrators, faculty members/instructors/tutors, educational and career counselors, and academic skills center personnel are encouraged to attend. Sponsored by the Center on Postsecondary Education and Disability, University of Connecticut.

2007 Bridges to Employment Conference

Conference

June 13, 2007 - June 15, 2007

Miami, FL

<http://www.proyectovision.net/english/bridges/>

Bridges to Employment is the premiere event on pathways to employment for Latinos with disabilities in the U.S. The conference brings together recruiters, occupational experts, and jobseekers from across the country to share best practices and exchange information. Workshops and roundtables will be led by employers, professional Latinos with disabilities, and representatives from Latino and disability advocacy organizations. Training sessions will provide information about vocational training opportunities; regional job openings; resume writing; interview preparation; recruiting, retention, and promotion; asset-building programs; benefits and transitions to employment; legislation and advocacy; and providing culturally competent services. Presented by Proyecto Visión.

CCSSO National Conference on Large-Scale Assessment: Effective Student Assessment: Informing and Supporting the Learning Process

Conference

June 17, 2007 - June 20, 2007

Nashville, TN

http://www.ccsso.org/projects/National_Conference_on_Large_Scale_Assessment/

The content strands for this year's Council of Chief State School Officers (CCSSO) National Conference on Large-Scale Assessment will include: alignment issues; assessing special populations: LEP, special education; assessment in content areas; assessment literacy; formative assessment issues; general interest; innovative assessment approaches; issues related to compliance, such as AYP; NAEP; operational steps in testing programs; reporting/use of assessment data; technical issues in assessment; and use of technology in developing, administering, scoring, and reporting assessments.

Using the National Assessment of Educational Progress (NAEP) Database for Research and Policy Discussion

Seminar

June 19, 2007 - June 21, 2007

Washington, DC

<http://ies.ed.gov/whatsnew/conferences/?id=225>

The National Center for Education Statistics, Institute of Education Sciences, U.S. Department of Education, will sponsor this advanced studies seminar on the use of the National Assessment of Educational Progress (NAEP) database for education research and policy analysis. The main NAEP database contains nationally representative achievement scores on 4th, 8th, and 12th graders from public and non-public schools in a variety of academic subjects, as well as background information on the students who were assessed and their learning environments.

Understanding Culture and Cultural Responsiveness Certification Training

June 19, 2007 - June 21, 2007

Denver, CO

http://www.nccrest.org/events/certification_training.html

Participants in this certification training from the National Center for Culturally Responsive Educational Systems (NCCRESt) will define culture, understand the development of a culturally responsive perspective and pedagogy, consider the impact of culture on individuals and systems, learn what happens when we are not culturally responsive, understand the power of words and labels, and develop a diversity perspective.

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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 2007

<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 2006 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 2006-2007 Discretionary Grant Application Packages

<http://www.ed.gov/fund/grant/apply/grantapps/>

This site, from the Department of Education, provides information on grant competitions that are currently open.

Captain Planet Foundation Grants

<http://www.captainplanetfdn.org/grants.html>

K-12 teachers are eligible for grants of \$250-\$2,500 for the funding of hands-on environmental projects. Proposed projects must promote understanding of environmental issues, focus on hands-on involvement, involve children and youth ages 6-18 (in grades 1-12), promote interaction and cooperation within the group, help young people develop planning and problem-solving skills, and include adult supervision. Grantees must commit to follow-up communication with the Foundation. Application deadline: June 30, 2007.

Do Something GameStop Youth Grants

http://www.dosomething.org/gamestop_grants

Do Something and GameStop award weekly grants of \$500 to young people (ages 25 and under) across the U.S. and Canada to "get things going in their neighborhoods."

Grant and Funding Information from the PEN Weekly NewsBlast

http://www.publiceducation.org/newsblast_grants.asp

This Web page lists grant and funding information from the Public Education Network (PEN) Weekly NewsBlast. It describes available grants and other funding and also provides information on maximum award, eligibility, and application deadline for each.

Charles Lafitte Foundation Education Grants

<http://www.charleslafitte.org/education.html>

The Charles Lafitte Foundation's Education Program encourages the attainment of knowledge and skills and the practice of responsible citizenship through access to effective learning opportunities. The Foundation supports innovative programs aimed at resolving social service issues, assisting students with learning disabilities, providing technology and computer-based education, creating access to arts education, supporting at-risk children and youth, and providing learning enhancement, including the development of leadership skills. The Education Program supports research and conferences as well as programs that promote academic excellence in institutions of higher learning. 501(c)(3) organizations are eligible to apply. Applications accepted year-round.

My Hometown Helper Grants from Hamburger Helper

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

Hamburger Helper is looking to lend a helping hand to neighborhoods nationwide with its "My Hometown Helper" grant program. Individuals and organizations can submit an essay of no more than 250 words describing how a "My Hometown Helper" grant of up to \$15,000 would improve their community through the supported project. Applications must be sponsored by a municipal or civic organization or public school. Application deadline: May 31, 2007.

Save Our History

<http://tinyurl.com/3e52vh>

The History Channel will honor teachers and students across the country who have demonstrated an exceptional commitment to local history through their preservation or history education efforts. A total of 25 teachers and 25 students will each win up to \$5,000 based on their creative lesson plans, activities, and/or projects. In addition, one teacher and one student will be named "Teacher of the Year" and "Student of the Year"; awarded an all-expense paid trip to Washington, DC; and recognized at the annual Save Our History National Honors Event in May 2007. Application deadline: March 30, 2007.

Target Arts in Education Grants

<http://sites.target.com/site/en/corporate/page.jsp?contentId=PRD03-003407>

Target funds arts programs that bring the arts to schools or make it affordable for youth and families to participate in cultural experiences such as school touring programs, field trips to the theater or symphony, or artist residencies and workshops in schools. Target is especially interested in programs that make the arts accessible to school children. Most grants average \$1,000-\$3,000. 501(c)(3) organizations, schools, libraries, and public agencies located within Target communities are eligible to apply. Application deadline: May 31, 2007 for programs taking place between October 1, 2007 and September 30, 2008.

Funders of High School Alliance Partner Organizations

<http://www.hsalliance.org/funders/whofundspartners.asp>

The National High School Alliance surveyed its partner organizations in August 2006 to identify which foundations were funding their high school and youth-related work. The information on this Web page is drawn from survey responses and a scan of foundation Web sites and lists foundations that fund high school and youth-related work in the following areas: policy and advocacy, program or practice, research, and information sharing.

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NASET SPONSOR



Latest Career Center Classifieds

Special Education Teachers

Charleston, SC

Job Category: Certified Teacher

Posted on April 30, 2007

Teach Charleston

Description: Change the Future. Teach our Children. Teach Charleston.

Teach Charleston seeks the nation's most outstanding certified teachers to make a difference by teaching in some of the Charleston County School District's highest poverty schools. This highly-selective initiative recruits talented individuals motivated to improve academic achievement for all students.

We are seeking outstanding candidates interested and eligible to teach all middle school and high school subject areas, however Teach Charleston is especially interested in candidates for science, math, special education, and English positions.

For more information and to apply online, please visit our website www.teachcharleston.org. Teach Charleston is only accepting online applications. Resumes emailed or mailed to our office will not be considered.

OUR APPLICATION DEADLINE IS MAY 17, 2007.

If you have more questions please call Heidi at 843-937-6495

Benefits:

- Quick, streamlined, and personalized application and selection process
- Full teacher's salary and benefits
- A network of talented, committed teachers working to make a difference where they are needed most.
- Living in a historical and coastline city.

Special Signing Bonus:

\$5,000 Signing Bonus for Low Performing Schools

\$3,000 Signing Bonus for Qualifying Schools

Visit our site at : www.teachcharleston.org

Special Education Teacher

Nashville, Tennessee

Job Category: Special Education Teacher

Posted on Thursday 26. of April 2007

Description: From pioneering surgical procedures to excellence in education, there's no better place than Vanderbilt Medical Center in Nashville, Tennessee.

As a full-time teacher within the Vanderbilt Psychiatric Hospital, you'll employ your Bachelor's degree in Education, one year of teaching experience and licensure, with an endorsement to teach special education, in Tennessee.

For those who would like to make a difference in special education cases and impact lives in a positive way, this is a highly rewarding opportunity.

From classroom instruction to behavioral interventions, you will facilitate and deliver instruction to patients while maintaining open communication between the hospital and local school. You will also coordinate with educational personnel, treatment teams, families and discharge planning to ensure the best level of instruction is being provided.

Vanderbilt offers competitive salaries, comprehensive benefits and savings/retirement plans. If you should have an interest in this opportunity, please contact us at 1-800-288-6622 or visit our website at www.mc.vanderbilt.edu. EOE/AA.

Special Education Teacher

POSITIONS AVAILABLE THROUGHOUT MARYLAND & DC

Posted on Tuesday 24. of April 2007

Description: Care Resources Inc. is a growing company with growing needs that is looking for caring, compassionate, and motivated SPECIAL EDUCATION TEACHERS and NEW GRADUATES.

Positions are available working with special needs students within the following populations:

- infants
- toddlers
- pre-k through 12th grade.

Care's teachers are provided: flexibility in choosing the job location and student population they work with, full-time employment during the school year, and skilled and supportive mentors that are always a telephone call close.

JOIN OUR EDUCATION TEAM WHERE PEOPLE MAKE ALL THE DIFFERENCE!

Requirements:

A graduate or upcoming graduate of an accredited special education program
Currently hold a certification from or are eligible to be certified by the Maryland State Department of Education as a SPECIAL EDUCATOR.

Benefits:

Care Resources Inc. offers a comprehensive benefits package that includes:

- Health, Dental & Vision Benefits
- A Sign-On Bonus
- A Strong Mentoring and Training Program

Contact us TODAY!

Care Resources Inc. Human Resources Department

Phone: (410) 583-1515 or 1-877-ASK-CARE

Fax: (410) 583-2491

e-mail: hr@careresources.net

Severe Needs Teachers

Glenwood Springs, Carbondale, & Basalt, CO

Posted on Wednesday 11. of April 2007

Description - The Roaring Fork School District is located on the western slope of the Rocky Mountains along the I-70 corridor. We serve families in the towns of Basalt, Carbondale and Glenwood Springs. These towns are linked by our namesake, the Roaring Fork River. The population of these three communities is 35,000. The mountains, rivers, recreation, and small town character of our valley brings talented teachers to our district. Community leaders and members value a high degree of involvement with their community-based schools, their academic program and extracurricular activities. We are looking for severe needs teachers for elementary, middle school and high school vacancies.

Requirements - Possess or have the ability to possess a Colorado Teaching License endorsed in severe needs.

20 reasons why you'd enjoy teaching in the Roaring Fork School District:

- 1) Induction program that includes orientation, training, ongoing support group and on-site mentor for each new teacher
- 2) Instructional facilitators to model lessons, find resources and provide feedback
- 3) District resource library for teachers to check out materials
- 4) Timely districtwide technology support and in-school support by tech teachers
- 5) Ongoing, in-school "critical friends" or support groups
- 6) Ongoing training for whole staff on best instructional practices
- 7) Visiting consultants from state/national levels
- 8) Opportunities to obtain master's degree while teaching
- 9) Remodeled, updated or new schools
- 10) Inter-school and inter-district teacher observations
- 11) Collaboration and communication for teachers to become part of a team
- 12) Excellent teaching materials – new curriculums for language arts, math and social studies within the past five years
- 13) Reading specialists in-district who provide literacy training and assistance

- 14) Community liaisons to provide bilingual support and to communicate with Spanish-speaking parents
- 15) District Assessment Team creates common assessments to drive instruction
- 16) Teachers treated as professionals and honored for what they contribute to students
- 17) Opportunities to meet with other teachers and learn from each other
- 18) Opportunities to grow professionally through leadership positions
- 19) Regular evaluations and goal setting with principals
- 20) Wide variety of professional development courses offered for recertification and salary advancement credit

Contact - Please visit our website at www.rfsd.org for more information.

School Principal

Williamsport, MD
Job Category: Education Director

Posted on Tuesday 03. of April 2007

Description: Cedar Ridge School is accepting applications for an Education Director. This is a Special Education facility that provides for the academic, emotional and spiritual needs of emotionally disturbed boys in Western Md. Cedar Ridge School is part of Cedar Ridge Ministries which is a non-denominational, non-profit Christian outreach.

The Education Director exercises general oversight of the on-grounds Special Education School which is certified by the Maryland State Department of Education as a non-public day school. This includes staff evaluation and review of certifications, licensure credentials, program development, budget development, curriculum development (review and adoption), and oversight and management of the organization within the MSDE accreditation requirements for certification.

More information is also available in PDF format on our website at: www.cedarridge.org

Requirements: The successful candidate would possess a valid Maryland professional certificate as a Special Education Supervisor, or Special Education Principal, or a valid Maryland Professional Teaching Certificate in Special Education.; and must also have at least 3 years of Special Education teaching experience

Benefits: Cedar Ridge Ministries has the following benefits:

- 1.) Health Insurance (at minimal cost to employee)
- 2.) Dental/Vision Insurance (at minimal cost to employee)
- 3.) Short Term Disability, Long Term Disability, and Life Insurance at no cost to employee
- 4.) Flexible Spending Account
- 5.) Employee Assistance Program
- 6.) Continuing Education Assistance
- 7.) Retirement Plan - 403(b)
- 8.) Paid Sick and Vacation Time

Contact: Dan Vannoy, HR Manager
Cedar Ridge Ministries
P.O. Box 439 (12146 Cedar Ridge Rd)
Williamsport, Md 21795
Phone: 301-582-0282 X151
Email: dvannoy@cedarridge.org
WebSite: www.cedarridge.org

BILINGUAL SPANISH

NYS Certified Special Educator: Birth to Grade 2 - Brooklyn, NY
Job Category: Evaluation QA Supervisor

Posted on Tuesday 20. of March 2007

All About Kids
Evaluations & Therapy

Evaluation QA Supervisor

Experience providing EI & CPSE Developmental and/or
Educational Assessments
Functional Understanding of Standardized Testing of Child
Birth to Age 5
Capable of Effective Multi-Disciplinary Review of Related
Assessments {i.e. OT, PT, SLP, Psych or SW}
Professionally Represent our Evaluation Team at
IFSP or IEP Meetings
Able to efficiently travel throughout BROOKLYN
Able to read, write & speak fluently in English & Spanish
Full-time position; Competitive salary & benefits
Fax resumes to D. Mastoridis @ 516-576-1615 or E-mail
D.Mastoridis@AllAboutKidsNY.com

ABA Special Educators

NYS Certified: Birth to Grade 2 - NY Metro Area

Job Category: ABA Special Educators

Posted on Tuesday 20. of March 2007

All About Kids
Evalulations & Therapy

ABA TEAM LEADERS ~ ABA TEACHERS ~ ABA SUPERVISORS

Experience providing Applied Behavior Analysis w/
special needs children required
Able to provide FACILITY, SCHOOL & COMMUNITYBASED
SERVICES

Qualified professionals needed to serve throughout
QUEENS, BROOKLYN, BRONX, MANHATTAN,
LONG ISLAND & WESTCHESTER COUNTY
Ongoing training opportunities & supervision
Full-time, p/t & per diem positions available
Competitive salary and contract fees
Fax resumes to D. Mastoridis @ 516-576-1615 or
e-mail D.Mastoridis@AllAboutKidsNY.com

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Acknowledgements

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

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