Learning without limits.
We see children not as they are, but as they could be. We see potential. By providing a healthy learning environment filled with incredible teachers, state-of-the-art equipment and comprehensive programs, SECEP is helping children with special needs succeed beyond expectations.

The Southeastern Cooperative Educational Programs (SECEP) is the premier regional public school system in southeastern Virginia. We provide true leadership for the development and implementation of comprehensive educational programs for students with special needs. With well-trained teachers and staff and classroom resources provided by SECEP and the cooperating school systems, SECEP has tremendous opportunities for children, parents and teachers. Where there is a need, there is a program, a school and a class.

SECEP offers five unique programs to serve the needs of the community: The Re-ED Program, the Autism Spectrum Program (ASP), Educational and Behavioral Interventions for Challenging Students (EBICS), Tidewater Regional Alternative Education Program (TRAEP), and Raising Expectations and Abilities for Children with Complex Health needs (REACH).

Located in freestanding buildings and individual classrooms within public schools, SECEP is present in more than 85 schools. We staff more than 210 classrooms in the Hampton Roads area—including the nationally recognized Renaissance Academy in Virginia Beach, home to 289,000 square feet of educational exhibits and high-tech learning space. Administrative offices are in Norfolk. Facilities are also located in Norfolk, Portsmouth, Virginia Beach, Chesapeake, Suffolk, Southampton and Isle of Wight.

SECEP is a resource for the entire community. It’s a welcoming space where students with special needs can learn with dignity and respect. It’s a powerful advocate for parents. And it’s an opportunity for teachers to grow in an environment that emphasizes ongoing training, technological resources, highly competitive salaries and comprehensive benefits. At SECEP, we’re leading the way—and providing opportunities for learning without limits.
We work best when we all work together.

SECEP is the perfect example of cooperation in action. Our cooperative is comprised of eight school systems in Hampton Roads, who joined together to plan for and provide services to students with special needs.

Policy is created by a Joint Board (made up of lay members) which functions like a traditional school board. The Committee of Superintendents recommends program activities, budgets and personnel actions. The directors of Special Education and Alternative Education make up the Advisory Committee, which ensures that needs are identified and addressed by appropriate programs. Each of the participating school systems is represented at all three levels of organization. Funding is provided by the participating school systems and the Virginia Department of Education.

Possibility for students. Peace of mind for parents.

When a child with special needs becomes a SECEP student, a world of opportunity opens up. Our benefits include:

• **Access to incredible teachers.** In addition to being caring and nurturing, SECEP educators are among the most well-trained and best-educated professionals in their field.

• **Small class size.** When working with children with special needs, individual attention is key. We are committed to providing optimal teacher/student ratios to enhance learning.

• **State-of-the-art technology.** In our classrooms and facilities such as the Renaissance Academy, students have access to assistive technology and high-tech equipment that helps them learn, communicate, and achieve a better quality of life.

• **A strong culture of teamwork.** At SECEP, we believe teamwork increases the possibility of achieving positive outcomes; students are best served when there is collaboration between school, home, and community.

• **Convenient locations.** With more than 210 classrooms, SECEP is the largest regional special education program in Hampton Roads offering more opportunities to serve children with special needs.

• **Appropriate individualized programs.** A comprehensive individual educational program (IEP) is tailored to each SECEP student, with special instruction plans and customized measurable goals.

• **A second chance at success.** SECEP’s supportive and focused environment gives many students another opportunity to receive an education.

• **A free education.** SECEP is funded by the eight cooperating school divisions and the Virginia Department of Education, so there are no tuition requirements.

• **Huge opportunities for parents.** SECEP gives parents support in lots of different ways—through access to special programs and workshops, and through the quality care we give to students. Having peace of mind and more hope for their child’s future is absolutely invaluable.
Introducing a new school of thought.

When the Renaissance Academy opened its doors for the first time in 2010, students, teachers and the community saw state-of-the-art classroom space, with computers and modern touch-screens. They saw beautiful skylights. They saw an open auditorium, a weight room, a greenhouse. But most importantly, they saw a whole new way of looking at alternative education. Virginia Beach City Public Schools, in an effort to create a comprehensive alternative educational setting, included space for the SECEP Re-ED and TRAEP programs in the Renaissance Academy facility.

Located in Virginia Beach, the award-winning Renaissance Academy offers two stories and 289,000 square feet of contemporary learning space for middle and high school students. It is nationally recognized for its energy-efficient design, educational exhibits and high-tech learning features. It’s a building that reflects the school’s mission—to deliver relevant instructional services and promote self-determination, responsibility, and integrity in a safe learning environment that fosters in each individual a sense of self-esteem and importance to society.

1. Renaissance Academy incorporates $1.5 million in environmentally friendly features, including a green roof and a light monitor in the cafeteria that adjusts to natural daylight. 2. Students in the Re-ED program learn culinary skills in state-of-the-art teaching kitchens. 3. The fully equipped weight room enhances the facility. 4. The new technology department features 15 computer workstations with current hardware and software. 5. The 1,500-square-foot digitally enhanced greenhouse is part of the Seeds of Change horticulture program. Through Seeds of Change, developed for Re-Ed, students participate in biannual community sales of plants raised onsite in the greenhouses. 6. A rainwater collection system diverts water and saves 1,000,000 gallons of drinking water every year. 7. A bright and open “schola” auditorium with seating for 174 is perfect for smaller class functions.
Employee benefits earn high marks.

Great students come from great teachers. At SECEP, we believe our employees’ professional growth and development are paramount to the success of our organization—and the success of our students. Our highly competitive benefits packages are designed to help us retain the best and the brightest.

**We offer:**
- Competitive salaries
- Health insurance
- Virginia Retirement Contribution
- Paid sick leave
- Paid personal leave
- Life insurance
- Employee assistance
- Tuition assistance
- Onsite comprehensive staff development through workshops and follow-up modeling and observation
- Culturally rich Hampton Roads lifestyle

Applying is easy and online

Our Human Resources Department will be happy to assist you with application information. Interviews are conducted year round. Visit www.secep.net for additional information regarding teaching and other staff positions. Applications can be found online at www.secep.net then click on the Employment Opportunities tab.

**Please attach the following to your application**
- College transcripts
- Letter of reference
- Student teaching evaluations
- PRAXIS I/VCLA results
- Virginia Communication and Literacy Assessment (VCLA);
- Virginia Reading Assessment (VRA)
- Teaching certification

SECEP by the numbers
- Serves more than 1,500 students
- Manages five Re-ED and four TRAEP Centers
- Operates more than 135 ASP/EBICS classrooms
- Manages two centers for REACH
- Employs more than 680 professional and classified staff
- Trains classroom and support

SECEP does not discriminate on the basis of race, color, national origin, age, religion, political affiliation, disability, or sex in its educational programs or employment.

“I have never met another person with skills and abilities that so perfectly match their job. We have always admired Joe’s progress over the years and Mr. B’s ability to bring out the best in our son Joseph.”

Parent of an EBICS student
Teaching innovation.
You want a career that enriches not only your life, but also the lives of others. As a member of the SECEP faculty and staff, it's a dream that can quickly become reality.

We believe in a culture of teamwork, respect and compassion—for both your students and your fellow coworkers. It's why we offer so many opportunities for growth and development. As part of the largest and most comprehensive regional special education program in the mid-Atlantic region, you’ll have access to incredible resources and formative supervision to support your growth as a professional. Mentorships are strongly encouraged, and with such an extensive group of friendly and knowledgeable peers, it's easy to strengthen your skills. Plus, our small class sizes make teaching more manageable and rewarding.

SECEP is a recognized technology leader.
We are committed to integrating instructional information technology into all aspects of the curriculum, an advantage that is recognized at the local, regional and state levels.

Add competitive salaries and benefits—as well as all the benefits that come from living in the vibrant Hampton Roads region—and you'll see why so many of our teachers and staff say that SECEP is more than a career. It's a passion.

Ynez Peterson, OTR
SECEP REACH Assistive Technology Specialist
Winner of WHRO Technology Integrator of the Year award in 2012.

When supporting students with hearing, visual, physical, and cognitive limitations; creativity and innovation become everyday tools for the REACH program. To meet the individual needs of the students, the staff at REACH pair research based teaching skills with new and innovative technologies. The REACH Program support team and teachers participate and present in various assistive technology conferences at the state and national level, develop online instructional training modules and webinars, instruct college students on best practices for students with multiple disabilities, and develop professional development opportunities for REACH staff and community partners.
Leadership is a shared commitment.

Take the lead with SECEP.
The Tidewater Regional Alternative Educational Program is an academic program for students in grades 6-12 that have not achieved success in the traditional classroom setting. Small classes with 10 to 15 students per class are paired with highly trained teachers.

**TRAEP offers a second chance for success.**

TRAEP's supportive and focused environment give students an “alternative” opportunity for educational success. A core curriculum of English, social studies, math and science are linked to the Standards of Learning (SOLs) as established by the Virginia Department of Education. Credit-bearing classes, GED instruction and literacy remediation provide a continuum of educational options to the student. Students also receive daily social skills training. This training is provided in a group setting and utilizes the Skillstreaming Curriculum. Students are required to model, practice and role-play a range of pro-social skill behaviors that will help them to successfully reintegrate to the regular school setting or community.

TRAEP operates freestanding centers shared with Re-Ed students in Chesapeake, Norfolk, Suffolk, and Virginia Beach. Our Norfolk location serves TRAEP students from Norfolk and Portsmouth. Our Suffolk location serves TRAEP students from Suffolk, Isle of Wight County, Franklin City, and Southampton County.

**TRAEP at a glance:**

- **Our students.** Students earn credits toward graduation or can complete the requirements for a General Equivalency Diploma (GED).
- **Convenient classrooms.** We currently operate four centers located in Chesapeake, Norfolk, Suffolk, and Virginia Beach.
- **Small class size.** A typical classroom serves 10 to 15 students per class.
- **A team approach** Each classroom is staffed with a certified teacher. Instruction in the core academics is provided as outlined by the Virginia Standards of Learning. Additionally, teachers instruct students on appropriate social skills and relationships to build competence. The classroom is supported by an Educational Specialist. The Principal supervises instruction and is regarded as the instructional leader for the center.
As one of the leading regional public school programs for autism in Virginia, SECEP’s Autism Spectrum Program (ASP) provides students with Autism Spectrum Disorder (ASD) an educational environment that is designed to meet their individual needs.

ASP addresses the core deficits of ASD through the implementation of evidence-based best practice methodologies.

Instruction is based on state standards and life skills. Classroom staff are trained in basic Applied Behavior Analysis (ABA) competencies. ABA principles and procedures, as well as other methodologies, are utilized to structure and organize the educational environment to promote learning. By providing meaningful opportunities to make choices and initiate communication, we encourage active participation from each student.

Program staff are committed to maintaining a positive, safe approach to teaching and interacting with students. Behavior interventions are designed to teach desirable behaviors and reduce problematic behaviors. Board Certified Behavior Analysts work with classroom staff and students to design, implement and monitor behavior programs.

ASP at a glance:

**Our students.** ASP serves students age two through 21 who have been found eligible for special education services for students with ASD.

**Convenient classrooms.** We currently operate more than 90 classrooms throughout the region, and the majority of students are served in public school buildings with access to regular education peers and appropriate grade-level opportunities.

**Small class size.** ASP classrooms have a typical student to staff ratio of 2 to 1. There are typically five to seven students in each classroom.

**A team approach.** Classroom teams consist of a Licensed Special Education teacher, an Education Specialist, trained Teacher Assistants and a SECEP Principal. Additional support is provided by: Speech and Language Pathologists, Board-Certified Behavior Analysts (BCBA), Reading Specialists, Teacher Specialists, Occupational Therapists, Licensed Social Workers and Assistive Technology professionals.

**School, home and community collaboration.** Quality of life for our students is the work of community-educators, parents and professionals coming together for one purpose. The instructional team communicates collaboratively with families and appropriate community agencies while linking them to available resources.

**Measuring progress.** The classroom team uses prescriptive assessments to develop an Individualized Educational Program (IEP) for each student. Progress is continually monitored. Instructional decisions are based on data that is reviewed every 4.5 weeks. Student achievement is reported to families every 4.5 weeks. As appropriate, students participate in state assessments (Standards of Learning Tests or Virginia Alternative Assessment Program).
Re-ED is founded on the belief that children can be taught to manage their behavior and learn new solutions for living in the family, school and community. Re-ED is an educational program for students with emotional disabilities. The program stresses academic competence that is coupled with a focus on responsibility to others.

The Re-ED Program is based on principles developed by psychologist Nicholas Hobbs in the 1960s. The 12 Principles of Re-Education serve as the philosophical foundation for an educational program that is calibrated to the unique needs of each student. Core academic instruction is augmented by programs for literacy remediation, social skills and group process. Middle school and high school students are eligible for instruction in culinary arts, barbering and horticulture. The belief that standard academic instruction should be aligned to real-world work experiences is a cornerstone of the program.
Re-ED at a glance:

Our students. Re-ED serves students who are identified as having an emotional disability and who have been unable to maintain appropriate behavioral control in previous placements. Students range in age from five to 21.

Convenient locations. Re-ED operates five centers in Chesapeake, Norfolk, Suffolk and Virginia Beach.

Small class size. A typical classroom serves eight-12 students.

A team approach. Most classrooms are staffed with two certified teachers, one of whom is endorsed in special education. Together the teachers instruct on the core academics as outlined by the Virginia Standards of Learning. Additionally, the teachers instruct students on appropriate social skills and relationships to build competence. The classroom is supported by an Education Specialist and Liaison Specialist. The Principal supervises the team and is regarded as the instructional leader.

The 12 Principles of Re-Education

1. Life is to be lived now.
2. Trust is essential.
3. Competence makes a difference.
4. Time is an ally.
5. Self-control can be taught.
6. Intelligence can be taught.
7. Feelings should be nurtured.
8. The group is very important.
9. Ceremony and ritual give order.
10. The body is the armature of the self.
11. Communities are important.
12. Know joy each day.
“Johnny has made incremental progress both cognitively and socially in his SECEP class ... and Johnny could not be happier. It is (SECEP) teachers and aides like these, who care deeply about their charges, who make for a singular experience not found in school systems elsewhere.”

Parent of an ASP student
SECEP’s EBICS Program offers students, with intellectual disabilities and who exhibit severe and disruptive behaviors in the school setting, an environment where they can flourish beyond expectations.

Instruction is based on state standards and life skills. Classroom staff are trained in basic Applied Behavior Analysis (ABA) competencies. ABA principles and procedures, as well as other methodologies, are utilized to structure and organize the educational environment to promote learning. Each student’s active participation in their instructional day is encouraged by providing meaningful opportunities to make choices and initiate communication. Program staff are committed to maintaining a positive, safe approach to teaching and interacting with students. Behavior interventions are designed to teach desirable behaviors and reduce problematic behaviors. Board Certified Behavior Analysts work with classroom staff and students to design, implement and monitor behavior programs.

**EBICS at a glance:**

**Our students.** The EBICS program provides services to students age two through 21 who have been found eligible for special education services for students with intellectual disabilities and who exhibit severe and disruptive behavior in a school setting.

**Convenient classrooms.** We currently operate more than 35 classrooms throughout the region, and the majority of students are served in public school buildings with regular education peers and appropriate grade-level opportunities.

**Small class size.** The EBICS program classrooms have a typical student to staff ratio of 2 to 1. There are typically four to five students in each classroom.

**A team approach.** Classroom teams consist of a Licensed Special Education teacher, an Education Specialist, trained Teacher Assistants and a SECEP Principal. Additional support is provided by: Speech and Language Pathologists, Board-Certified Behavior Analysts (BCBA), Reading Specialists, Teacher Specialists, Occupational Therapists, Licensed Social Workers and Assistive Technology professionals.

**Measuring progress.** The classroom team uses prescriptive assessments to develop an Individualized Educational Program (IEP) for each student. Progress is continually monitored. Instructional decisions are based on data that is reviewed every 4.5 weeks. Student achievement is reported to families every 4.5 weeks. As appropriate, students participate in state assessments (Standards of Learning Tests or Virginia Alternative Assessment Program).
For children in SECEP’s REACH program, academic instruction focuses on adaptive curriculum as well as individual needs. Because REACH students live in a residential facility and have intellectual disabilities as well as complex health needs, instruction is dedicated to increasing social skills and improving quality of life.

The SECEP REACH program follows a three-tiered approach to learning. It is based on aligned standards of learning and communication training, as well as functional life skills. Students benefit from both large and small group settings. High-quality instruction incorporates integrated assistive technology as well as speech, occupational and physical therapies. By fostering an active learning environment that provides safety, security, dignity and respect for students, REACH’s goal is to maximize each child’s potential.

REACH at a glance:

**Our students.** REACH serves students who have intellectual disabilities and complex health needs. These students live in a residential facility.

**Classroom locations.** Currently, REACH operates at Lake Taylor Transitional Care Hospital and St. Mary’s Home for Disabled Children.

**Teamwork counts.** Classrooms are staffed with a teaching team that consists of a Licensed Special Education teacher and two Teacher Assistants. An Education Specialist provides instructional support to each classroom, while a Principal supervises the overall school program.
“I now must say that even my initial good impressions have been surpassed many times over.”

Parent of an ASP student

“It wasn’t too long ago that my son had lost the will to even try. Talks of quitting school and going to work seemed to be his only thoughts. Now, he talks of a bright future, of graduating and going to college. I finally have a happy, confident, smiling teenage son and it makes me feel so unbelievably blessed. He blossomed into a joyful, wonderful young man.”

Parent of an ASP student

“We have worked hard as a family and educational unit to make Ashley feel loved and valued. The structure and guidelines that were personally presented to Ashley at SECEP gave her clear guidelines and expectations in order for her to reach the goals she wanted for herself.”

Parent of a Re-ED student

“Thank you for doing what each of you do day in and day out. Know that it matters to me that you took the time, effort and love to educate my son not only in book knowledge, but in the ways of the world. I will forever be grateful; I will always hold your [program] in high esteem.”

Parent of an ASP student

Learning without limits.