

CollabNews

Volume 10, Number 6

July 2007

Welcome to the July issue of *CollabNews*!

CollabNews is a monthly electronic newsletter for members and associates of the Urban Special Education Leadership Collaborative, a network of special and general education leaders from the nation's urban school districts.

FEATURES THIS MONTH:

- [Member Update](#): Welcome New Member Districts, Save the Date
- [Articles](#): NASDSE Quick Survey on 2% Alternate Assessment, CEC Assembly Identifies Top 10 Issues Facing Special Education, Schools Improving Scores with Summer Programs
- [Fall 2007 Meeting Update](#)
- [Resources](#): Physical Restraint Procedures, Methods for Teaching Culturally and Linguistically Diverse Exceptional Learners
- [School District Leadership Position](#): Executive Director of Special Education for Dayton City School District
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WE ENCOURAGE YOU TO FORWARD THIS NEWSLETTER TO OTHERS

1. MEMBER UPDATE

Welcome New Member Districts

The Collaborative is pleased to welcome our newest members, the Metropolitan School District of Pike Township and Poughkeepsie City School District.

Pike Township is located in Indianapolis, IN, and has a total enrollment of over 10,000 students. Our Member contact is Jill Slavin, Director of Special Education. Please visit www.pike.k12.in.us for more information.

Poughkeepsie City School District is located in Poughkeepsie, NY, and has a total enrollment of over 4,500 students. Our Member contact is Elizabeth Law, Assistant Superintendent for Pupil Personnel Services. Please visit www.poughkeepsieschools.org for more information.

Complete contact information for all member districts is available on the Collaborative Web site: <http://www.urbancollaborative.org> (log into the members only section to access this online database).

2. FALL 2007 MEETING UPDATE

Increasing School Completion and Graduation Rates for Students with Disabilities
October 24-27, 2007 • JW Marriott Buckhead • Atlanta, Georgia

Registration information and further details on the meeting will be sent out later this month.

CALL FOR PRESENTATIONS:

The primary topical focus for our Fall Meeting is **“Increasing School Completion and Graduation Rates for Students with Disabilities”**. As we know, students with disabilities drop out of school at two to three times the rate of their non-disabled peers and, in urban schools, the rate is even more alarming. At this meeting, we are interested in learning more about what our Member School Districts are doing to keep students with disabilities in school and provide them with maximum opportunities to graduate. These might include:

- Enhanced transition planning and services
- Effective parent and/or family engagement
- Progressive discipline policies and
- Flexible scheduling
- Community-based educational opportunities
- Partnerships with local colleges and universities
- Innovative curricular offerings
- School re-entry projects
- Use of effective instructional practices and learning strategies
- Student self-determination and resiliency programs

If your school district has a program, service, and/or a combination of initiatives that data indicate are working to increase school completion and graduation rates, we encourage you to submit a presentation proposal.

Visit our Web site to download the Call for Presentations guidelines and submission form at <http://www.urbancollaborative.org/Fall07meeting.asp>

3. ARTICLES

NASDSE "Quick Survey" on 2% Alternate Assessment

In response to a question raised by a National Association of State Directors of Special Education (NASDSE) member in June, 2007, NASDSE conducted an informal survey of its members. **The question asked in the survey was: Is your state going to adopt an alternate assessment for 2% of students as allowed for by the new regulations?** Forty-six states responded to the survey. The results listed below are for those states of Collaborative Member school districts who responded.

State	Response
Arizona	Yes
California	Yes
Colorado	No
Connecticut	Yes
Florida	Undecided
Georgia	Undecided
Indiana	Yes
Louisiana	Yes
Massachusetts	No
Maryland	Yes
Michigan	Yes
Missouri	Undecided
New Jersey	Not at this time
New York	No
Ohio	Yes
Pennsylvania	Undecided
Rhode Island	Undecided
Texas	Yes
Virginia	Yes
Washington	No
Wisconsin	No

CEC Assembly Lists Top 10 Issues

Working from a 2006 membership survey and a series of interviews and discussions with its organizational leadership, the Representative Assembly (RA) of the Council for Exceptional Children (CEC) has identified the top 10 issues facing Special Education. The RA voted on these issues at CEC's 2007 Conference and Expo in Louisville, KY in April. The top 10 issues, several of which are very broad in scope, are to be used to develop priorities for the organization's work. It is not indicated whether the list was ordered by importance. Collaborative members interested in reviewing the list can do so by following this link:

<http://www.cec.sped.org/AM/Template.cfm?Section=Home&TEMPLATE=/CM/ContentDisplay.cfm&CONTENTID=8598>

Schools improving scores with summer programs

Nearly two dozen of Collaborative Member, Montgomery County, Maryland, schools are among a growing number of systems using summer or year-round programs to help close the achievement gap. The month-long Montgomery program for children from high-poverty neighborhoods offers free breakfast and lunch, three hours of academics as well as arts, physical education and other summer camp-type activities. This document is available at: <http://www.washingtonpost.com/wp-dyn/content/article/2007/07/28/AR2007072800732.html?referrer=emailarticle>

4. RESOURCES

Physical Restraint Procedures

The use of physical restraint procedures with students who exhibit behaviors that are considered to be a threat to the safety of others has been controversial and of concern to parents, advocates and professionals. There has been increasing concern among advocates and parents about an apparent increase in the use of restraint and seclusion in schools, that these interventions are being used inappropriately, and that there is a lack of parent notification and monitoring relative to their use. The New Hampshire legislature recently passed a new law permitting the use of restraints and seclusion rooms in public schools, but requires school administrators to notify parents immediately, keep records of each incident, explain the restraint used, and explain why it was needed. School districts are also to report such use to the State Board of Education.

In South Carolina, the Developmental Disabilities Council provided funding to the Resource Center for Disabilities and Special Needs, Inc., to develop and implement Project REST (Restraint: Efficacy, Safety and Training). The project compiled a comprehensive *Manual of Recommended Practice* to be used as a resource by parents, educators, and advocates and as a guide in developing protocols and procedures. The manual looks at the use of physical restraint and seclusion in the context of a program that provides positive behavioral supports and provides educators and others with a set of principles to guide them in establishing policies and procedures. It includes: an overview of law and litigation; definitions; recommendations for documentation; and suggestions for reviewing training models. The document is available at <http://www.frdsn.org/rest.html>.

Methods for Teaching Culturally and Linguistically Diverse Exceptional Learners

This newly published book by Leonard Baca, John Hoover, Janette Klinger, and James Patton provides readers with a wealth of knowledge in instructional methods and is designed to help differentiate between learning differences and learning disabilities and then appropriately meet associated needs. It is written for any educator directly or indirectly involved in the K-12 education of culturally and linguistically diverse exceptional learners. This book may also serve as a valuable resource to professional development staff, school administrators, school psychologists, and other related service providers. Copyright 2008 by Pearson Education, Inc.

5. SCHOOL DISTRICT LEADERSHIP POSITION

Executive Director of Special Education for Dayton City School District

The Dayton City School District is currently recruiting for the position of Executive Director, Special Education. This is a 260 day 26-pay administrator position reporting directly to the Assistant Superintendent of Pupil Services. Residency within the Dayton City School District is strongly encouraged.

Qualifications include Supervisory Certification in the State of Ohio; Master's degree in Education or a related field; five years of teaching experience with at least three years in special education; excellent communication and interpersonal skills; outstanding collaboration and partnership skills; and a global, systematic perspective on regular and special education.

Your letter of interest, copy of certification and a complete resume may be forwarded to the attention of Ed Sweetnich, Executive Director, Human Resources, Dayton Public Schools, 115 S. Ludlow Street, Dayton, Ohio 45402. You may also apply online at www.dps.k12.oh.us or email to esweetni@dps.k12.oh.us. You should also include the names, addresses and telephone numbers of three professional references.

6. COLLABORATIVE HELP DESK

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