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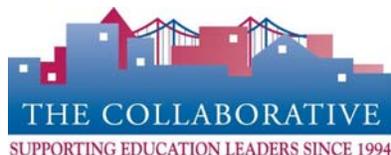
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About Us



The [Urban Special Education Leadership Collaborative](#) is a network of special and general education leaders working together to improve outcomes for students with disabilities in the nation's urban schools.

Secondary School Experiences and Academic Performance of Students With Mental Retardation

In July, The National Center for Special Education Research (NCSER) released *Facts from NLTS-2: Secondary School Experiences and Academic Performance of Students with Mental Retardation*. The [report](#) uses data from the National Longitudinal Transition Study-2 (NLTS2) to provide a national picture of the secondary school experiences and academic achievements of students with mental retardation who received special education services. The purpose of the fact sheet is to explore the secondary school experiences of students with mental retardation. Topics include the instructional practices in general, vocational, and nonvocational special education classrooms; the participation of students in various classroom settings; accommodations and support services provided to students; how their experiences compare with those of their classmates; and how students with mental retardation perform academically.

Fall Meeting - Providence Rhode Island



REGISTRATION

Registration is open for the October Fall Meeting in Providence Rhode Island. The primary focus for the meeting is "The Emerging Redefinition of FAPE: Preparing Students with Disabilities for Post-Secondary Success". We will be exploring how, as a result of recent due process and court decisions as well as increased federal involvement in establishing higher expectations for outcomes in public education, the conceptualization of Free Appropriate Public

Education (FAPE) is changing. FAPE is more frequently being viewed now with an eye on outcomes and not solely the provision of a basic floor of opportunity for students with disabilities. As a result, effective transition planning and IEPs designed to allow students to make meaningful progress towards being prepared for postsecondary education, employment, independent living,

and community participation are becoming increasingly prominent in the assessment of a school district's compliance with FAPE provisions. [Register for the meeting here.](#)

Call for Presentations DEADLINE EXTENDED

The Call for Presentations submission deadline has been extended until September 10, 2009. An online form is available and can be accessed [here](#). Proposals should speak to those successful tools, strategies, and processes that school districts have implemented that ensure the quality, efficiency, and effectiveness of transition planning and the development and implementation of IEPs designed to allow students to make meaningful progress towards being prepared for postsecondary education, employment, independent living, and community participation. Data to support the effectiveness of these tools, strategies, and/or processes should also be presented.

New Member District

The Collaborative is pleased to welcome our newest member, Williamson County Schools.

Williamson County Schools is located in Franklin, TN and has a total enrollment of about 30,200 students. Our Member contact is Carol Hendlmyer, Director of Student Support Services. Please visit <http://www.wcs.edu/> for more information.

NAEP: Recommendations for Testing Children with Disabilities and English Language Learners

Two expert panels appointed by the National Assessment Governing Board have recommended important changes in the way the National Assessment of Educational Progress (NAEP) tests students with disabilities (SD) and English language Learners (ELL). This is an effort to establish uniform national rules for NAEP testing so SD and ELL students are assessed by NAEP the same way throughout the country. There is also a goal to increase participation in the NAEP, with appropriate accommodations, by students with disabilities. A report of the recommendations as well as Powerpoint summaries of the recommendations are available at the [National Assessment Governing Board website](#).

Web Resource: Serving Students with Disabilities in Charter Schools

Through the US Charter Schools Website and in cooperation with the National Association of State Directors of Special Education, [Primers on Providing Special Education in Charter Schools](#) has been developed and disseminated online. The purpose is to provide background information and resources to facilitate the successful inclusion of students with disabilities in charter schools. The primers and the web program based on them provide background critical knowledge and resources for charter school authorizers as well as operators. They may be of interest to member districts who also serve as authorizers of charter schools or are charged with providing support to charter schools in their service area.

Inclusive Schools Network



Inclusive Schools Week 2009

This year's Inclusive Schools Week is scheduled for December 7th - 11th, 2009. The theme of the week is "Inclusive Technologies". Be sure to check the [Inclusive Schools Network website](#) for further information and updates.

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