

Welcome to the March Issue of CollabNews

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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.

Spring Meeting 2010 - Louisville, KY



Concurrent Presentations Preview

Two of the many informative concurrent presentations that are being planned are:

Fairfax County Public Schools, Virginia, will showcase the successes of its Mountain View Alternative High School, one of three alternative high schools in the school district that is designed to help students whose life circumstances could result or have resulted in an interruption of their education, or in their dropping out of school. Mountain View was recognized by the Fairfax county government for the academic achievement of its African-American and Latino students, and for its ranking as sixth in the State of Virginia for performance on the state's Standards of Learning (SOL) test. Currently, 20% of Mountain View's student population is made up of students with disabilities.

Metropolitan School District of Wayne Township, Indiana, will share information about their Student Support Centers, a "safe harbor" established in a number of the district's schools to address the diverse needs of at-risk students in an effort to support students who are at risk of placement in more

restrictive settings. The presentation will include preliminary data on how students are benefiting from these programs.

Other Member Districts scheduled to present are: Jefferson County Public Schools, Memphis City Schools, District 75 - New York, Lakewood School District, Madison Metropolitan School District, and School District of Philadelphia.

To register for the meeting, [click here](#).

Employment Opportunities

Chief of Schools, Rochester City School District Application Closing Period - March 31st!

The Rochester City School District is looking for a Chief of Schools. The Chief of Schools is a Instructional management position, supervising a cluster of K-12 schools, with a wide latitude for independent judgment and decision making. Candidates must have a New York State Certification for School District Administrator (SDA) or School District Leader (SDL) or be eligible for NY State Certification. To review job description visit our website www.rcsdk12.org under Employment Opportunities/Administrative Positions. Interested candidates should send letter of interest, resume and copy of certification via email to LoWan Brown, Director of Recruitment, at Lowan.Brown@rcsdk12.org.

Vanguard Collegiate High School Secondary School Principal Position (12 Month Program)

The Rochester City School District (RCSD) is also seeking a results-oriented leader to run a new and developing high school, Vanguard Collegiate High School. This will be 9-12 high school. All candidates must be eligible for New York certification. Send resume, cover letter and evidence of certification to LoWan Brown via email. Deadline for the receipt of applications is April 9th, 2010. Please view detailed job description at www.rcsdk12.org.

Advocacy



**CONSORTIUM FOR CITIZENS
WITH DISABILITIES**

**Collaborative Joins with Other Organizations to Oppose Using IEPs as the Primary
Accountability Tool Under ESEA**

The Collaborative has joined the Consortium for Citizens with Disabilities' [Task Force on Education](#), which is comprised of organizations that represent educators, related services professionals, direct service providers, advocates, and parents, to oppose the proposed policy

that would make the Individualized Education Program (IEP) the primary accountability tool under the Elementary and Secondary Education Act (ESEA) - currently known as No Child Left Behind (NCLB). While the Task Force on Education supports the ESEA, they believe the intention of the IEP is not to hold schools accountable for whether students with disabilities are taught to the academic content and achievement standards established by the state for all students, but to determine what supports and services are necessary for an child with a disability to receive a quality education.

Principles for the Reauthorization of Elementary and Secondary Education Act

CCD is also urging policymakers to adhere to 10 guiding principles in the reauthorization of the Elementary and Secondary Education Act (ESEA). The purpose of these principles are to ensure that all students can learn and thrive in school and be career and/or college ready. To read these principles, [click here](#)

Resource

Indicator 13 Checklist FAQ and Responses UPDATE

The National Secondary Transition Technical Assistance Center's (NSTTAC), which developed the Indicator 13 checklist, has updated Question #17 on its NSTTAC Indicator 13 Checklist: Frequently Asked Questions and Responses. This question asks about the frequency of parent consent in regards to external agency involvement. To reflect more accurate guidance, NSTTAC recommends that consent does not carry across multiple school years because needs for external agency involvement in the transition planning process may change over time for a student. To read the updated answer in full, as well all responses to commonly asked questions about Indicator 13, go to <http://www.nsttac.org/pdf/i13checklistqa.pdf> (the updated portion is highlighted in yellow). A fully updated FAQ document, based on the new measurement for Indicator 13, has been drafted and is now under review by the Office of Special Education Programs (OSEP).

Inclusive Schools Network



High Performing, Inclusive Secondary Schools: A Leadership Institute: Online Registration to Open in Late April!

A two-day institute with Dr. Lisa Dieker will be held July 14-15, 2010, in Boston, Massachusetts. During the summer institute, participants will engage in lectures, learning activities, and action planning sessions. Content will build on knowledge and skills in effective strategies for inclusion at the secondary level and leadership development. Participants will complete action steps between the summer and the fall follow-up session and have the opportunity to share successes and problem solve with faculty and peers.

Lead Faculty: Dr. Lisa Dieker is an Associate Professor and Lockheed Martin Eminent Scholar at the University of Central Florida. Her primary area of research focuses on collaboration between general and special education at the secondary level. She is the co- editor of the Journal of International Special Needs Education and an Associate Editor for the Journal of Psychological and Educational Consulting. She is the author of The Co-Teaching Lesson Plan Book and featured presenter for the video - 7 Effective Strategies for Secondary Inclusion.

Be sure to check the [Inclusive Schools Network website](#) in April for more information on the Institute.

Collaborative Help Desk

Urban Special Education Leadership Collaborative
Education Development Center, Inc.
55 Chapel Street
Newton, MA 02458

Phone: 617-969-7100 x2447

TTY: 617-964-5448

Fax: 617-969-3440

Email: collaborative@edc.org

Website: www.urbancollaborative.org