

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 SATURDAY PLENARY SESSION

School Choice and Students with Disabilities



At the Collaborative's Spring meeting in Los Angeles, we will devote the Saturday morning session to a discussion centered on school choice presented by the Los Angeles Unified School District.

School choice, or the practice of allowing the parent and student to choose among a variety of schools, carries the supposed benefit of creating a wider range of creative and high-quality school offerings, resulting in better matches with the student's interest. However, concern over whether these options conversely result in restricted choices, and whether these options actually carry equitable access to these programs, has ultimately arisen.

Please join us on Saturday morning as leaders from the Los Angeles Unified School District discuss further actions that need to be taken to address these issues, as well as a look into how they have personally worked to ensure that charter schools who have applied to operate within their district are designed to address the needs of all students.

Be a part of the conversation, [register now!](#)



WEBINAR

Building Early Warning Systems to Identify Students with Disabilities At Risk for Dropping Out of High School and Monitoring Their Response to Intervention

Webinar with Dr. Mindee O'Cummings
Special Education Coordinator and Technical Assistance Liaison
National High School Center



Tuesday, April 12th 12 - 1:30 PM EST

The high school dropout problem has been called a national crisis. According to the National Center for Education Statistics, only 74.9% of public high school students graduate with a diploma, and even more students with disabilities do not graduate. Both historically and currently, the problem is particularly severe among students of color, English language learners (ELLs), and students with disabilities. To address this problem, states, districts, and schools are increasingly interested in using early warning systems to identify middle and high school students who are at risk for dropping out of school. Informed by current research on the academic and behavioral predictors of dropping out, early warning systems use readily available student data to identify students who exhibit warning signs, such as poor attendance or course failures.

This Webinar will feature a look at the early warning system, highlight recent related research, and demonstrate the National High School Center's recently released Early Warning System Tool v2.0 embedded within a seven-step implementation process.

[Click here for registration information.](#)

NEW MEMBER DISTRICTS

Naperville Community Unit School District 203 and Elgin Unit School District 46

The Collaborative is pleased to welcome our newest members, Naperville Community Unit School District 203 and Elgin Unit School District 46. [Naperville Community Unit School District 203](#) is located in Naperville, IL, and has a total district enrollment of 17,861 students. Our member contact for this district is Ms. Kathleen Duncan, Chief Academic Officer.

[Elgin Unit School District 46](#) is located in Elgin, IL and has a total district enrollment of 41,000 students. Our member contact for this district is Ms. Pamela Harris, Director of Special Education.

We welcome our new members and look forward to getting to know them at our Spring Member Meeting in Los Angeles, California!

UNIVERSAL DESIGN GUIDELINES

UDL Guidelines v. 2.0

Nearly three years after first issuing the landmark document Universal Design for Learning Guidelines, last month The Center for Applied Special Technology (CAST) announced the release of the [UDL Guidelines v. 2.0](#) to help educators improve learning opportunities for all students.

The UDL Guidelines help educators at all grades and levels to plan, implement, and evaluate learning environments and experiences that address the needs of all individuals by providing multiple pathways to become expert learners.

INCLUSIVE SCHOOLS NETWORK

Tip of the Month: Roles of Paraeducators in Inclusive Classrooms



Don't miss the *Tip of the Month* three-part series on the Roles of Paraeducators in Inclusive Classrooms!

Tip of the Month is a regular feature of Inclusive Schools Network News, a monthly online newsletter dedicated to promoting ideas, resources and events related to building more welcoming and supportive school and communities.

Each month a useful and practical tip relating to inclusive practices is shared with readers. The Tips are archived on the Inclusive Schools Network website so that they can be accessed at any time.

In March, the Inclusive Schools Network launched a 3-part series, "The Roles of Paraeducators in Inclusive Classrooms," focusing on three aspects that require increased attention and a commitment to improved practice. They are:

- Part 1: Clarifying the roles and responsibilities of paraeducators;
- Part 2: Strengthening the role of certified teachers in providing direction and supervision for paraeducators;
- Part 3: Avoiding over-use of paraeducators support for individual students.

Each part of the series includes downloadable forms and documents to support practitioners in implementing the material.

The Tip of the Month feature is generously contributed by [Frances Stetson, PhD, Stetson and Associates, Inc.](#), Houston, Texas.

To view the most recent edition, register for the Inclusive Schools Network News, and to access the current and archived Tips, please visit <http://inclusiveschools.org/news>.

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