

# Welcome to the September Issue of CollabNews

## Volume 14, Issue 9

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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.

### FALL MEETING - REGISTRATION

**Fall Member Meeting**  
October 26-29 2011



There is still time to register for the Fall Member Meeting in Austin, Texas from October 26-29, 2011. The primary topical focus of our meeting is "Highly Effective Special Education Teachers in Urban Schools: Taking the Measure."

Ms. Lynn Holdheide, a Vanderbilt University Research Associate at the National Comprehensive Center for Teacher Quality, will serve as our keynote speaker. Ms. Holdheide will give her address on Thursday, October 27, during the meeting's opening session.

Please register for the event at [www.urbancollaborative.org](http://www.urbancollaborative.org). If you have any questions about registration, or need your login information, please contact Stephanie Stroman at [sstroman@edc.org](mailto:sstroman@edc.org).

We look forward to seeing you in Austin!

## FALL MEMBER MEETING

### Highly Effective Special Education Teachers in Urban Schools: Taking the Measure October 26-29 2011

#### SPECIAL PLENARY SESSION

On Friday morning we will have a special plenary session with Dr. Sharon Vaughn from the University of Texas. The topic of her session is *Characteristics of Effective Special Education Teachers in Urban Schools*. Dr.

Vaughn's presentation will begin a conversation about effective urban teachers that will include our members and a panel of invited school administrators.

#### CONSULTANCY SESSIONS

A Consultancy is a structured process for helping an individual or a team think more expansively about a particular, concrete dilemma. At our Member Meetings we offer the host district(s) an opportunity to present dilemmas that they would like our Collaborative members to consider and to share their expertise and experience. Our two host districts, Austin and Round Rock Independent School Districts, will be presenting two dilemmas at our consultancy sessions on Wednesday afternoon. The topics for the sessions will be:

- Increasing participation in the non-modified state assessment by students with disabilities.
- Providing appropriate services to students who are both cognitively impaired and have significant behavior difficulties.

## NOTICE OF PROPOSED RULEMAKING

### Proposed Rules on Medicaid

The US Department of Education has released a [notice of proposed rulemaking](#) to amend the IDEA Part B regulations. Changes are being proposed to the regulations regarding when a State or local educational agency seeks to use a child's or parent's public benefits or insurance (e.g., Medicaid) to pay for Part B services. These proposed amendments to the Part B regulations are intended to ensure the protection of the rights of parents and children and ensure that children with disabilities receive a free appropriate public education (FAPE) while addressing concerns raised by State educational agencies and local educational agencies regarding the burdens imposed by the current regulation.

## NEW REPORT ON POST-HIGH SCHOOL OUTCOMES

### Key Findings From the National Longitudinal Transition Study-2

NLTS2 is a 10-year-long study of the characteristics, experiences, and outcomes of a nationally representative sample of youth with disabilities who were 13 to 16 years old and receiving special education services in grade 7 or above on December 1, 2000. A new report, [The Post-High School Outcomes of Young Adults With Disabilities up to 6 Years After High School: Key Findings From the National Longitudinal Transition Study-2](#), uses data from the study to provide a national picture of post-high school outcomes for students with disabilities. The report includes postsecondary enrollment rates; employment rates; engagement in employment, education, and/or job training activities; household circumstances (e.g., residential independence, parenting status); and social and community involvement.

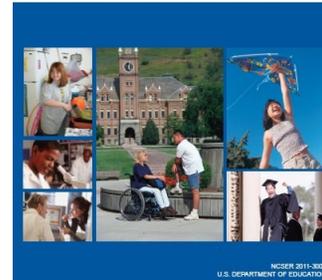
The report focuses on the following research questions:

- What are the postsecondary education, employment, independence, and social outcomes of young adults with disabilities in their first 6 years out of high school?
- How do these outcomes differ for young adults in different disability categories, for those with different school-exit characteristics and demographic characteristics?
- How do the post-high school outcomes of young adults with disabilities compare with those of similar-age peers in the general population?



The Post-High School Outcomes of Young Adults With Disabilities up to 6 Years After High School

Key Findings From the National Longitudinal Transition Study-2 (NLTS2)



## JOB OPENINGS

The Boston Public Schools has the following positions open and is seeking qualified applicants:

### [Assistant Director for Elementary Special Education](#)

Supervisor of Compliance

Supervisor of Schools

Supervisor of Behavioral Health

Supervisor of Related Services

If you have any questions, please contact Patricia Drummey at [pdrummy@boston.k12.ma.us](mailto:pdrummy@boston.k12.ma.us)

## INCLUSIVE SCHOOLS NETWORK

### Inclusive Schools Network Has Moved



Education Development Center, Inc., (EDC), has transferred ownership of the Inclusive Schools Network to Stetson & Associates, Inc., of Houston, Texas. The acquisition of the Inclusive Schools Network by Stetson & Associates was the result of a long search to find a permanent home for the Network. In Stetson & Associates, we have found a home that is as passionate about the inclusive schools message.

A newly updated website, complete with a tool for self-assessing schools' inclusive processes, other free downloadable tools and resources, and an exciting calendar of online discussion will be launched later this month. Inclusive Schools Week will be celebrated

December 5-9 with an array of wonderful celebration materials.

Please continue to support these initiatives and to encourage your principals and teachers to visit [www.inclusiveschools.org](http://www.inclusiveschools.org).

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