

Welcome to CollabNews

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Volume 15, Issue 6

In This Issue

Fall Member Meeting Update

Moving Your Numbers

Restraint and Seclusion

Accountability and Students with Disabilities

Transition

Quick Links

[Urban Special Education Leadership Collaborative Home](#)

[Spring 2012 Meeting Presentations](#)

[Fall 2011 Keynote Presentation](#)

[Fall 2011 Meeting Presentations](#)

[Spring 2011 Keynote Presentation](#)

[Spring 2011 Meeting Presentations](#)

[What Works Clearinghouse: Interventions for Students with Special Needs](#)

[Conference Materials and Presentations from 2011 Transition State Planning Institute](#)

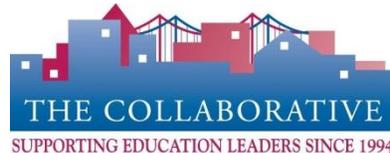
[The Office of Special Education and Rehabilitative Services \(OSERS\)](#)

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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.

COMMON, MEET DIVERSE

Fall Meeting - Pittsburgh PA

As previously announced, our Fall 2012 Member Meeting will be held in Pittsburgh, Pennsylvania, at the Sheraton Station Square from October 24th-27th. The primary topical focus is "Common, Meet Diverse: The Challenges of the Common Core State Standards for Students with Disabilities."

Registration for the meeting will open in mid-July, and we will be sending out an email to our Members and Associates with registration information at that time. Also, please be on the lookout for the Call for Presentations which will be sent out electronically. Please consider sharing the successful practices of your district with us at the meeting!



MOVING YOUR NUMBERS

Using Assessment and Accountability to Improve Outcomes

Each month we will be using CollabNews to share information and resources to guide our collective conversation for our Fall Member Meeting. One focus of this conversation will be aligning systems of intervention and special education services with the Common Core State Standards. The Common Core State Standards is a significant and historic state-reform movement that is intended to provide all students with clearer and consistent expectations nationwide.



The [National Center on Educational Outcomes](#) (NCEO) has been involved in designing and building educational assessments and accountability systems that appropriately monitor educational results for all students, including students with disabilities. NCEO has created a [website](#) that highlights the journeys of selected districts from across the country, the challenges they have encountered, and actions they have taken to make and sustain academic progress in all groups of children. Their report, [Moving Your Numbers](#), features five school districts with vastly different demographics, but with a similar commitment to improving instructional practice and student achievement for all groups of students while transitioning to the Common Core State Standards.

RESTRAINT AND SECLUSION

Restraint and Seclusion: Resource Document



The U.S. Department of Education has issued [a publication](#) outlining principles for educators, parents, and other stakeholders to consider when developing or refining policies and procedures to support positive behavioral interventions while avoiding the use of restraint and seclusion. The 15 principles that frame the document ultimately highlight how schoolwide behavioral interventions can significantly reduce or eliminate the use of restraint or seclusion. These guiding principles are intended to offer states, districts, and other education leaders a framework for developing appropriate policies related to restraint and seclusion to ensure the safety of adults and children.

ACCOUNTABILITY AND STUDENTS WITH DISABILITIES

The Inclusion of Students with Disabilities in School Accountability Systems

Formerly excluded from measures of educational performance, students with disabilities are now explicitly recognized in federal and state accountability systems. The [Institute of Education Sciences \(IES\)](#) has just released an interim report that presents descriptive information on school-level accountability, adequate yearly progress (AYP), and the school improvement status of schools accountable and schools not accountable for the performance of the students with disabilities subgroup under the Elementary and Secondary Education Act. The report is based on U.S. Department of Education EDFacts data from the 2005-06 to 2008-09 school years. The report is available [here](#).

TRANSITION

Resources on Secondary Transition

The U.S. Department of Education's Office of Special Education and Rehabilitative Services (OSERS) disseminated a resource document at the National Transition Conference, held last May in Washington, D.C. The [document](#) contains links to over 40 resources related to the secondary transition of students with disabilities. The resources are from four USDOE entities: OSERS Transition Steering Committee, the Office of Special Education Programs (OSEP), the Rehabilitation Services Administration (RSA), and the National Institute on Disability and Rehabilitation Research (NIDRR).

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