



Welcome to 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 MEMBER MEETING

Concurrent Session Preview Boston Member Meeting April 30 - May 3, 2014

The following 12 Member School Districts have been selected to present "what's working and why" during the Concurrent Sessions on Friday, May 2nd:

Baltimore City Schools

FBA/BIPs in Baltimore City Schools: Achieving System-Level Change

Boston Public Schools

Comprehensive Behavioral Health Services: An Urban District's Journey

Brockton Public Schools

Building Capacity to Manage Social, Emotional, and Behavior Issues - A District-wide Approach

Clark County School Districts

Building an RTI Infrastructure for Mental Health Supports

Katy Independent School District

Behavior Interventionist's Guide to PBIS

Metropolitan School District of Pike Township

Got Behavior?

Metro Nashville Public Schools

SEL + Behavior Supports = Success for ALL Students

Newark Public Schools

Positively Supporting Behavior, One Student at a Time

Palm Beach County

Providing High-Quality Social, Emotional, and Behavioral Supports to Students in Urban Schools

San Antonio Independent School District

Inclusion Works! (Even for Behavior)

San Diego Unified School District

ALL Means ALL: A Transdisciplinary Approach to Meet the Social, Emotional, and Behavioral Needs of ALL Students within their Neighborhood School

Tacoma Public Schools

Tacoma's Story of Partnership and Implementation of PBIS and MTSS

BOSTON MEETING RECEPTION

Opening Reception: Thursday, May 1st, 5:30 - 7:30 PM

Join us Thursday, May 1st for our Opening Reception at The Castle, Boston's Old Armory Building, built in the late 1800s. Mingle and enjoy hors d'oeuvres in The Castle, located just across the street from the Boston Park Plaza. The Armory was home of the First Corps of Cadets of Massachusetts, the Commonwealth's and the National Guard's oldest volunteer militia unit. From the first floor gunroom to the fourth floor museum and library to the sixth floor turret (where - just in case the city was invaded - communication could take place by flags atop the building in clear view across the Boston Common), volunteers lived, studied, drilled, and worked within the massive stone walls. In 1973, years after it had been ceded to the city, the Armory received National Historic Register Status and strong efforts were made to restore the structure. It was not until 30 years later that Smith and Wollensky acquired the landmark structure and spent twelve million dollars restoring the Medieval-Romanesque building.



WEBSITE OF THE MONTH

Discipline Disparities

As we approach the Collaborative's Spring Member Meeting, we will be sharing resources that focus on providing social, emotional, and behavioral supports to students. Of particular interest and concern are the data showing that students with disabilities are suspended nearly twice as often as their non-disabled peers.

This month we are featuring the work of the [Discipline Disparities Research to Practice Collaborative](#), a group of 26 nationally known researchers, educators, advocates, and policy analysts who came together to address the problem of disciplinary disparities. This group has spent nearly three years conducting a series of meetings with groups of stakeholders - advocates, educators, juvenile justice representatives, intervention agents, researchers, and policymakers-in order to increase the availability of interventions that are both practical and evidence-based, and to develop and support a policy agenda for reform to improve equity in school discipline.

A culminating report of the Collaborative's work is the formal release of the [Discipline Disparities Briefing Paper Series](#) three papers on policy, practice, and new research summarizing the state of our knowledge and offering practical, evidence-based recommendations for reducing disparities in discipline in our nation's schools.

RESEARCH ON READING

NATIONAL CENTER FOR SPECIAL EDUCATION RESEARCH

Improving Reading Outcomes for Students with or at Risk for Reading Disabilities

The Institute of Education Sciences (IES) has released a [research synthesis report](#) focusing on improving reading outcomes for students with or at risk for reading disabilities. The purpose of the synthesis is to describe what has been learned from research grants focused on improving reading funded by the Institute of Education Sciences (IES) National Center for Special Education Research and National Center for Education Research and published in peer-reviewed outlets through December 2011. This synthesis looks across the projects that IES funded to determine what has been learned and to suggest to the field avenues for further research to support reading education in our country.

NEW MEMBER DISTRICTS

The Urban Collaborative is delighted to welcome two new school districts to the Collaborative!



Cleveland Metropolitan School District is a district of 40,251 students in Cleveland, Ohio. Ms. Jessica Baldwin, Executive Director of Intervention Services, is our member. To learn more about Cleveland Metro Schools, please visit their [website](#).

Oakland Unified School District (OUSD) has also joined the Collaborative. OUSD serves over 37,000 students. Ms. Sheilagh Andujar, Associate Superintendent of Programs for Exceptional Children, is our member. Ms. Olivia Mandilk, Executive Officer of SELPA/Legal and Compliance, is our associate member. To learn more about OUSD, please visit their [website](#).

Please join us in welcoming Cleveland Metro Schools and Oakland Unified School District to the Collaborative!

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