

Welcome to CollabNews

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Volume 18, Issue 8

In This Issue

[Fall Member Meeting](#)

[Call for Presentations](#)

[Rethinking Discipline](#)

[OSEP Q&A Update](#)

[New Resource](#)

Quick Links

[Urban Special Education Leadership Collaborative](#)

[Spring 2015 Member Meeting Presentations](#)

[Fall 2014 Member Meeting Presentations and Keynote Video](#)

[Spring 2014 Member Meeting Presentations and Keynote Video](#)

[Mapping the Evolution of Special Education](#)

[American Speech-Language-Hearing Association](#)

[Education Next](#)

[Office of Special Education Programs \(OSEP\)](#)

[Education Development Center, Inc.](#)

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 MEMBER MEETING - KEYNOTE SPEAKER

Reducing Disproportionality & Expanding Inclusive Practices Through Systems Redesign November 4-7, 2015



We are excited to announce that our keynote speaker for the Fall 2015 Member Meeting is Dr. Crystal Laura, associate professor of educational leadership and codirector of the Center for Urban Research and Education at Chicago State University. Dr. Laura, a dynamic presenter, is the author of *Being Bad: My Baby Brother and the School-to-Prison Pipeline*. She focuses her work on

teacher education and leadership preparation for learning in the context of social justice with the goal of training school professionals to recognize, understand, and address the school-to-prison pipeline. "The school-to-prison pipeline" is a phrase used to describe what is seen as a widespread pattern in the United States of pushing students, especially those who are already at a disadvantage, out of school and into the American criminal justice system

Join us for the keynote address on Thursday, November 5, by [registering for the meeting on our website](#).

NOW ACCEPTING PROPOSALS!



As district-to-district sharing is a central focus of our Collaborative Meetings, we invite our Member Districts to submit proposals to present a Concurrent Session on Friday, November 6. With this Call for Presentations, we are looking for presentations from Member School Districts that highlight significant systemic changes that have impacted disproportionality in: the identification of students for special education placement; the administration of discipline; and/or the delivery of services in more inclusive settings.

A copy of our invitation and proposal form has recently been emailed to our Members and Associate Members. An electronic form can also be accessed on our [website here](#). Please consider submitting a presentation proposal no later than Friday, September 25, to the Collaborative's Associate Director, Ron Felton, at rfelton@edc.org.

RETHINKING DISCIPLINE

The Hidden Cost of Suspension - A Story Map

In preparation for the Collaborative's Fall Member Meeting, we will be sharing resources that are related to our topic: *Reducing Disproportionality & Expanding Inclusive Practices Through Systems Redesign*. Last month, the U. S. Department of Education released maps detailing where students are most likely to get suspended from school, with specifics for Native Americans, Blacks, Hispanics and those with disabilities. The department published the maps the same day the White House hosted a conference on school discipline where school leaders, government officials, and educators discussed best practices for ending the school-to-prison pipeline. You can view the maps at this [interactive website](#).

The U.S. Department of Education hosted an online discussion of the topic featuring Michael Yuden, Assistant Secretary as part of the Rethink Discipline Initiative. You can watch a YouTube video of the [discussion here](#).

OSEP Q&A UPDATE



Inclusion of English Learners with Disabilities in English Language Proficiency Assessments and Title III Annual Measurable Achievement Objectives

The Office of Special Education Programs of the US Department of Education has recently released an addendum to their 2014 guidance document on the inclusion of English Learners (ELs) with disabilities in English language proficiency (ELP) assessments under Titles I and III of the Elementary and Secondary Education Act of 1965.

The 2014 Q&A document, as well as the July 2015 addendum, can be found [here](#).

NEW RESOURCE

Identifying and Supporting English Learner Students with Learning Disabilities: Key Issues in the Literature and State Practice

This [recently released review of research and policy](#) literature distills several key elements of processes that can help identify and support English learner students with learning disabilities. It also describes current guidelines and protocols used by the 20 states with the largest populations of English learner students. This report informs education leaders who are setting up processes to determine which English learner students may need placement in special education programs as opposed to other assistance.

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