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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 MEMBER MEETING: SIZE-ALIKE MEETING

**Fall Size-Alike Meeting
Thursday, November 5**

The Size-Alike Meeting provides an opportunity for representatives from our large, medium, and small school districts to meet in size-alike groups and participate in a facilitated conversation regarding a topic or issue of current concern to special education leaders in urban school districts.

The focus of this session in Minneapolis will be the reaction to the controversial study [Minorities Are Disproportionately Underrepresented in Special Education: Longitudinal Evidence Across Five Disability Conditions](#).

We hope you will join us on Thursday morning, November 5, for this interesting and important conversation!

FALL MEETING CONCURRENT SESSIONS

**Urban Special Education Leadership Collaborative
Fall Member Meeting, Consultancy Sessions
Friday, November 6, 2015**

We are excited to announce the Concurrent Sessions that will be presented at our Fall Member Meeting!

- Charlotte-Mecklenburg - Disproportionality: Lessons Learned from the Rear View Mirror

- District 75 (NYC) - Maximizing Our Potential
- Kalamazoo Public Schools - Reducing Disproportionality in Challenging Situations
- Metropolitan Nashville Public Schools - Moving from Segregated Settings to an Inclusive District
- Minneapolis Public Schools -

How to Navigate Systems Change and Survive

- NYC Department of Education & Schenectady Public Schools - The Relentless Pursuit to Eliminate Disproportionality
- San Antonio Independent School District - Boys ≠ Girls: Creating Gender Equitable Classrooms
- San Diego Unified School District - A Comprehensive Approach to Addressing Disproportionality
- St Paul Public Schools - System Redesign Through Expanding Inclusive Practices and Addressing Disproportionality
- Tacoma Public Schools - Shifting Systems and Beliefs: Successful Recipes for Inclusion

We look forward to seeing you on Friday, November 6, for these informative and engaging presentations!

DISCIPLINE

Promising Approaches for Reducing Disciplinary Disparities in Schools

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*.

Disparities in the use of school discipline by race, gender, and sexual orientation have been well-documented, and continue to place large numbers of students at risk for short- and long-term negative outcomes. In order to improve the state of our knowledge and encourage effective interventions, the [Discipline Disparities Research to Practice Collaborative](#), a group of 26 nationally known researchers, educators, advocates, and policy analysts, came together to address the problem of disciplinary disparities.

[Promising Approaches for Reducing Disciplinary Disparities in Schools](#) is a project, supported by the Open Society Foundations, that highlights school communities throughout the nation that are implementing a range of programs and interventions to reduce suspension and expulsion, and disparities in those punishments.

POSITION AVAILABLE

ASSISTANT SUPERINTENDENT FOR SPECIAL EDUCATION SERVICES Greenville (SC) County Schools

The Greenville County (South Carolina) Public Schools is seeking candidates for the position of Assistant Superintendent for Special Education Services. A copy of the job description and information on how to apply can be found [here](#).

NEW MEMBERS

**Anne Arundel County Public Schools, Brookline Public Schools,
Fontana Unified School District, Fort Bend Independent School District, Osseo Area Schools
ISD #279 and Robbinsdale Area Schools #281**



Anne Arundel County Public Schools is located in Annapolis, MD and serves approximately 81,000 students. Ms. Bobbi Pedrick, Director of Special Education, is the Member. Joining her are Associate Members Ms. Pamela Courson and Ms. Martha Lehman. To learn more about the Anne Arundel County Public Schools, please [visit their website here](#).

Brookline Public Schools is located in Brookline, MA and serves approximately 7,570 students. Ms. Karen Shmukler, Student Services Director, is the Member. To learn more about the Brookline Public Schools, please [visit their website here](#).

Fontana Unified School District is located in Fontana, CA and serves approximately 40,139 students. Ms. Bridgette Ealy, Assistant Special Education Director, is the Member. Joining her is Associate Member Ms. Amy Foody. To learn more about the Fontana Unified School District, please [visit their website here](#).

Fort Bend Independent School District is located in Sugar Land, TX and serves approximately 71,642 students. Ms. Deena Hill, Executive Director of Special Education, is the Member. Joining her are Associate Members Ms. Michelle LeBleu and Ms. Lupita Garcia. To learn more about the Fort Bend Independent School District, please [visit their website here](#).

Osseo Area Schools ISD #279 is located in Maple Grove, MN and serves approximately 20,000 students. Ms. Kate Emmons, Director of Student Services, is the Member. Joining her is Associate Member Ms. Jill Lesne. To learn more about the Osseo Area Schools ISD #279, please [visit their website here](#).

Robbinsdale Area Schools #281 is located in New Hope, MN and serves approximately 13,077 students. Ms. Tricia Hughes, Director of Special Education, is the Member. Joining her is Associate Member Mr. Michael Favor. To learn more about the Robbinsdale Area Schools #281, please [visit their website here](#).

We look forward to meeting them at our Fall Member Meeting in Minneapolis!

AUTISM OVERVIEW



Autism Spectrum Disorder; An Overview for Educators

The IRIS Center has announced the posting of a new IRIS STAR Legacy Module: [Autism Spectrum Disorder: An Overview for Educators](#). This Module provides information on the early signs of autism spectrum disorder (ASD), as well as an overview of the difference between a medical diagnosis and an educational determination of ASD. Resources include notes on instructional considerations for teachers who have children and students with ASD in their classrooms, as well as things to keep in mind when working with the families of those children and students.

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