

Welcome to CollabNews

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Volume 19, Issue 4

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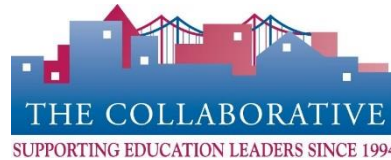
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About Us



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 2016 MEMBER MEETING CONCURRENT SESSIONS

Building Capacity to Successfully Educate Students within Urban School Districts May 4-7, 2016

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

- Boston Public Schools -

Forging Through Silos: Collaborative Practices to Support English Learners with Disabilities

- Boston Public Schools -

Applied Behavior Analysis: It Works for All Students

- Cincinnati Public Schools -

Building Capacity: Decreasing Out-of-District Placements Through Systemic Change - Partnering with an Outside Agency to Provide an In-District, Day Treatment Program Linking Education and Intensive Mental Health Services

- Fall River Public Schools -

How Does a District Meet the Social Emotional Needs of its Students in Challenging Fiscal Times?

- Gary Community School Corporation - *Special Education Transformation: An Urban District's Response to Crisis*
- Houston Independent School District - *Central Placement Review Process: A Screener of Unnecessary Out-of-District Placements*
- Houston Independent School District -

Continuum of Services for Students with Autism: Explore to TREK

- Kyrene School District -

Building Capacity for a System of Learning Support through MTSS: One School District's Journey

- North St. Paul-Maplewood-Oakdale District 622 -

Dual Eligible Learners in the Co-Taught Classroom-Systemic Implementation

- Renton School District -

Providing Pro-Active Positive Programming for Students with the Most Significant Behavioral and Mental Health Needs within a Public School District

- Round Rock Independent School District - *GOALS - A Place for Students with Extreme Emotional and Behavior Needs*
- Saint Paul Public Schools - *Aligning and Improving Systems for Special Education Services in St Paul Public Schools*

We look forward to seeing you on Friday, May 6, for these sessions.

AN EXCITING OPPORTUNITY TO ATTEND UNIVERSAL DESIGN FOR LEARNING: LEADING INCLUSIVE EDUCATION FOR ALL STUDENTS WITH TOM HEHIR AND DAVID ROSE

Special Opportunity with Harvard Graduate School of Education: Universal Design for Learning

Professional Education at the Harvard Graduate School of Education (HGSE) is pleased to announce a special opportunity for member districts of the Collaborative to join us July 11-15 for [Universal Design for Learning: Leading Inclusive Education for All Students](#). This program, which is co-chaired by Tom Hehir and David Rose, is designed for participation by teams of educators with prior experience and working familiarity of UDL, and who want to lead successful school- or district/system-wide implementation of UDL to engage all students in truly inclusive education. Educators from member districts of the Collaborative are invited to apply for priority consideration by June 1, and will be offered a special program fee of \$2950. Please [click here](#) for additional information and the link to the online application. Questions? Contact us at ppe@gse.harvard.edu or call 1.800.545.1849.

DISCIPLINE

Disciplinary Data Use and Research: Lessons from Syracuse

Join the [Urban School Improvement Alliance](#) in the national and regional conversation on using data to inform school improvement, with a special focus on disciplinary data and Syracuse City Schools. Dan Losen, director of the Civil Rights Project at UCLA, will present research on school discipline policies, ways that schools are currently collecting and analyzing disciplinary data, and the challenges and opportunities for districts in setting and practicing fair discipline policies. Participants will also learn in detail about how Syracuse rewrote its code of conduct using data and research, which is documented in a REL Northeast & Islands case study published in late 2015. For more information and to register [click here](#).

DISPUTE RESOLUTION

Constructive Individual and Systemic Approaches to Helping Frequent Filers



The The National Center on Dispute Resolution in Special Education (CADRE) has reported that states are seeing an increase in the frequency of phone calls, emails, and written complaints coming from "frequent filers." Frequent filers are individuals who file multiple complaints (informal and formal), often on overlapping issues and with increasing frustration evidenced in each subsequent filing. They may be extremely difficult to talk to and seem unwilling or unable to problem-solve around their concern. However, if and when you are able to get past the anger and begin to unpack the substance of the concern, there are often serious problems and issues that require attention. [CADRE is sponsoring a webinar](#) where the presenters will discuss approaches to constructively cutting through an individual's anger/frustration leading to a better understanding of underlying issues. They will also propose the consideration of local and state systemic approaches to "frequent filing", borrowing heavily from outstanding work in the areas of PBIS (Positive Behavioral Intervention and Supports) and MTSS/RtI (Multi-Tiered Systems of Supports/Response to Intervention).

WEBSITE OF THE MONTH

The Center for Parent Information and Resources (CPIR)



The Center for Parent Information and Resources (CPIR) serves as a central resource of information and products to the community of Parent Training Information (PTI) Centers and the Community Parent Resource Centers (CPRCs), so that they can focus their efforts on serving families of children with disabilities.

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