

Welcome to CollabNews

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FALL MEMBER MEETING

Courageous Leadership: Building Equitable and Inclusive Schools and Districts

December 7-9, 2016

Hilton Nashville Downtown

We are excited to announce that **registration will be open Thursday, September 1**, for our Fall 2016 Member Meeting!

The goal of our Fall 2016 meeting is to build our capacity to lead a district in creating equitable and effective inclusive special education supports and services. This meeting promises to be a valuable experience in leadership development. We will also have dilemmas provided to us by our host districts, sessions presented by members, a nationally recognized keynote, and new this meeting, the option of visiting schools in Nashville and joining a book club!



Visit us at urbancollaborative.org to learn more. If you have any questions about registration, please contact Pilar Miranda at pmiranda@edc.org. We look forward to seeing you in Nashville!

PROTOCOLS FOR TRANSFORMATIONAL LEARNING COMMUNITIES



Have you wondered how you can start off the school year by building learning communities throughout the schools in your district? The **School Reform Initiative (SRI)** creates transformational learning communities fiercely committed to educational equity and excellence. The SRI has a wealth of downloadable and user-friendly protocol resources that range from group development, leadership, reflection, and

community. The protocols include how to lead group consultancy sessions, data analysis, facilitating learning, inquiry-based learning, and team building resources. The implementation of systematic protocols at the beginning of school year will help develop effective leadership and learning practices throughout your district!

Click here for protocols and resources.

READ ONE OF THE NY TIMES MOST RIVETING ARTICLES ON DISABILITY

"Before I learned about the disability rights and disability pride, which I came to by way of the women's movement, I always squirmed out a shame-filled, 'I was born this way.' Now I'm likely to begin one of these uncomfortable encounters with, 'I have a disability,' and to complete it with, 'and these are the accommodations I need.' This is a claim to inclusion and right to access resources."

- Rosemarie Garland-Thomson



The New York Times has published the first essay in a weekly series by and about people living with disabilities. In this powerful piece, Garland-Thomson describes her experience of "Becoming Disabled" and the complex, yet often misunderstood disability right's movement. We encourage Collaborative members to read this piece and contribute to the comments section or NY Times Facebook page for follow-up posts.

Click here to read the article.

NEW REPORT EXAMINES THE STATUS AND TRENDS OF RACIAL AND ETHNIC GROUPS IN EDUCATION



The percentage of students completing high school and enrolling in college has increased over time for all racial and ethnic groups according to a newly released report. However, despite these gains, the rate of progress has varied among groups and gaps persist on key indicators of educational performance.

The National Center for Education Statistics in the Institute of Education Sciences recently released *Status and Trends in the Education of Racial and Ethnic Groups 2016*, a report examining the educational progress and challenges students face in the United States by race and ethnicity. The report highlights that the percentage of students served under the Individuals with Disabilities Education Act (IDEA) in 2013 was

highest for American Indian/Alaska Native students (16 percent), followed by Black students (15 percent), White students (13 percent), students of two or more races (13 percent), Hispanic students (12 percent), Pacific Islander students (11 percent), and Asian students (6 percent).

[Click here to read the full report.](#)

AUTHENTIC SCHOOL INCLUSION!

**From Philosophy to Practice: Enacting Authentic School Inclusion
Council for Exceptional Children**

September 15, 2016, 4:00-5:00 pm EST



Sign-up for this webinar that will provide strategies related to changing mindsets about students, increasing expectations, improving student engagement, and maximizing learning for all students in order to enact authentic school inclusion. This professional development opportunity will explore topics of differentiation, humanistic behavioral supports, fading adult support, and increasing independence and peer interdependence. Participants will be able to list rationales for inclusive education, implement strategies to create inclusive learning experiences, and discuss new ways to assess the authentic inclusion of students.

[Click here to register.](#)

CHECK OUT OUR NEW MEMBERS!



Arlington Independent School District

Arlington ISD is located in Arlington, TX, and serves approximately 62,712 students. We welcome Corey Golomb, Director of Special Education, as our lead member and joining her are associate members, Paula Long, Steven Wurtz and Jessica Kennedy. To learn more about the Arlington Independent School District, please **[visit Arlington ISD's website here.](#)**

Auburn School District

Auburn School District is located in Auburn, WA, and serves approximately 15,442 students. We welcome Tami Petrina, Executive Director of Student Social Services, as our lead member and joining her is associate member Hilary Conville. To learn more about the Auburn School District please **[visit Auburn School District's website here.](#)**

Haverhill Public Schools

Haverhill Public Schools is located in Haverhill, MA, and serves approximately 7,841 students. We welcome Kyle Riley, Director of Special Education, as our lead member and joining him is associate member Pamela MacDonald. To learn more about Haverhill Public Schools please **[visit Haverhill Public School's website here.](#)**

Northside Independent School District

Northside ISD is located in San Antonio, TX, and serves approximately 97,844 students. We welcome Krista Garcia, Director of Special Education, as our lead member and joining her are associate members Melissa Benavidez and Veronica Mechler. To learn more about the Northside Independent School District please [visit Northside ISD's website here](#).

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

CONTRIBUTE TO COLLAB NEWS!

In an effort to invite more collaboration and participation to bridge policy, research, and practice in urban special education, CollabNews will give member's the opportunity to submit articles, research, and news related to special education and/or your district to be published in CollabNews. If you would like to submit material for upcoming issues, please click the link below to fill out a short form and we will contact you!

CONTRIBUTE

INDIANAPOLIS PUBLIC SCHOOLS IS HIRING!



Research, Evaluation and Assessment Director:

Directly supervises employees in the Research, Evaluation, and Assessment Department. Carries out supervisory responsibilities in accordance with the organization's policies and applicable laws. Responsibilities include interviewing, hiring and training employees; planning, assigning, and directing work; appraising performance; rewarding and disciplining employees; addressing complaints and resolving problems.

Enrollment and Options Director:

Provide leadership in the daily enrollment of new and transfer students. Assist families with the school choice process, inter-district transfers, school transfers, school lottery and outreach to students/families affected by boundary or programmatic changes, changes in enrollment procedures and/or school overcrowding or overflow. Manage the school choice, transfer and student placement/assignment process, including planning, implementation, records and evaluation of services, making recommended changes and updates as appropriate. Maintain the integrity of the school choice student placement database and collect enrollment data, monitor enrollment trends and monthly reports from schools.

To apply for the position below, go to www.myips.org/applytojoin and direct your questions to SnoufferAR@myips.org.

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