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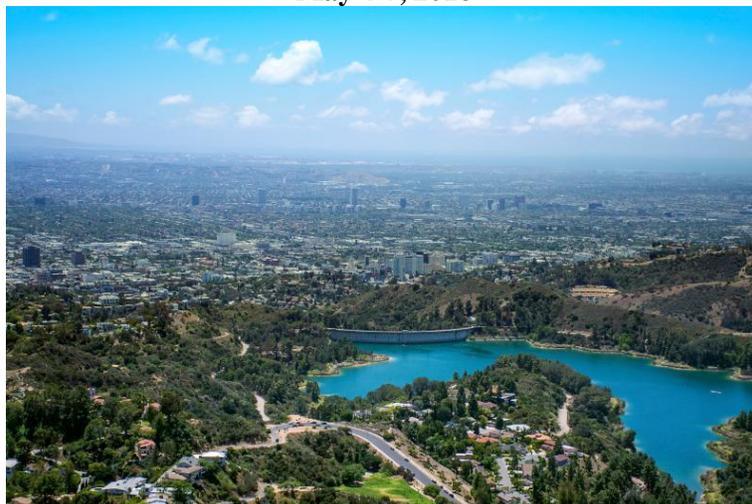
About Us



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 REGISTRATION IS OPEN!

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



We are excited to announce that registration is open for our Spring 2016 Member Meeting in Los Angeles, California! The meeting will be held at the Omni Los Angeles Hotel from May 4-7 and the primary topical focus is "Building Capacity to Successfully Educate Students within Urban School Districts."

The goal in this meeting is to better understand how to create equitable and effective district-wide, systemic, and inclusive special education supports and services. Our Spring 2016

Meeting will highlight these efforts and promises to be a valuable experience in leadership development.

As with all of our meetings, our Spring Meeting will provide many opportunities for participants to network with one another and share emerging best practices. Given the instructional as well as organizational complexities of this topic, you are encouraged to invite your general education colleagues as well as external partners (e.g., college, community agency, parent organizations) to join you for this meeting.

Please [visit our website](#) to login and register. To access the meeting invitation, [please click here](#). If you have any questions about registration, please contact Pilar Miranda at pmiranda@edc.org. We look forward to seeing you in Los Angeles!

WEBSITE OF THE MONTH

PROMISE CENTER



The [Promoting the Readiness of Minors in Supplemental Security Income \(PROMISE\)](#) program is an interagency collaboration of the U.S. Departments of Education, Health and Human

Services, Labor, and the Social Security Administration. Under this grant program, state agencies have partnered to develop and implement six model demonstration projects (MDPs) that provide coordinated services and supports to youth with disabilities receiving supplemental security income (SSI) benefits and their families in order to improve education and career outcomes. Six model demonstration projects have been established serving a total of eleven states.

GAO REPORT ON IDEA ADMINISTRATIVE & PAPERWORK BURDENS

State and Local-Imposed Requirements Complicate Federal Efforts to Reduce Administrative Burden

When IDEA was reauthorized in 2004, it included provisions to reduce administrative and paperwork requirements to address concerns about burden. The United States Government Accountability Office (GAO) was asked to review federal efforts to reduce burden related to meeting IDEA requirements for educating children with disabilities. [In January, GAO released their report.](#)

The report examines: what the Department of Education (DOE) and states have done to implement selected IDEA provisions intended to reduce burden, stakeholder views about IDEA's administrative and paperwork requirements, and steps that the DOE and others have taken to minimize IDEA-related burden.

REPORT AND PROPOSED RULEMAKING



The US Department of Education (DOE) recently issued a report entitled "*Racial and Ethnic Disparities in Special Education, A Multi-Year Disproportionality Analysis by State, Analysis Category, and Race/Ethnicity*". The purpose of this report is to provide the public with a set of tables showing the number and percentage of school districts that would be identified with significant disproportionality if the DOE's example risk ratio thresholds were adopted by all 50 states and the District of Columbia.

In addition, the DOE has issued a proposal for the "[Equity in IDEA](#)" rule. The rule would, for the first time, require states to implement a standard approach to compare racial and ethnic groups, with reasonable thresholds for determining when disparities have become significant in identification, placement, and discipline. It is [reported](#) that the new rule, if approved, would likely prompt many more districts to be classified as having significant disproportionality.

WEBINAR

Creating Change: Student-Led IEPs as a Dispute Resolution Option



The [National Center on Dispute Resolution in Special Education](#) (CADRE) has scheduled a free webinar for March 15 that will explore student-led IEPs and their relationship to self-advocacy and student engagement. The webinar will be co-facilitated by a student from Oregon, a student from Washington DC, and the program director for youth leadership from SchoolTalk, a nonprofit focused on special education dispute resolution in DC. Presenters will share their personal experiences participating in the IEP process, provide an overview of the Student-led IEP demonstration project in Washington DC, show clips from a film series, share resources, and facilitate a dialogue with webinar participants. Registration information is [available here](#).

DISPROPORTIONALITY & DISCIPLINE

Resources for Enhancing Equity in School Discipline

On January 21, 2016 the OSEP Technical Assistance Center for Positive Behavioral Interventions and Supports (PBIS) held a webinar in conjunction with faculty from the University of Oregon. The webinar and the related handouts focus on resources for enhancing equity in school discipline. The presenters describe the extent of disproportionality in school discipline and share an intervention approach for enhancing equity. The webinar and the handouts are available [here](#).

NEW MEMBER

Vancouver School District 37



Vancouver School District 37 is located in Vancouver, WA, and serves approximately 23,660 students. Ms. Brenda Martinek, Executive Director of Special Services is the Member. Joining her is Associate Member Ms Laura Bergeron. To learn more about the Vancouver School District 37 please [visit their website here](#).

We look forward to meeting them at our Spring Member Meeting in Los Angeles!

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