

Welcome to CollabNews

April 2017
Volume 20, Issue 3



URBANCOLLABORATIVE

Leading Equitable & Inclusive Education

SPRING 2017 MEMBER MEETING



Improving Outcomes for Students with Disabilities: Tapping the Genius of the Collaborative

**May 10-12, 2017
The Brown Palace Hotel
Denver, Colorado**

We are less than two weeks away from our Spring Member Meeting! We can't wait to see you in Denver!

Our preliminary agenda is available under "*Spring 2017 Pre-Meeting Mailer*". [Click here.](#)

THIS YEAR'S CONCURRENT PRESENTATIONS!

We are excited to announce this year's concurrent presentations!

- **Boston Public Schools-**
Using Applied Behavior Analysis to Tap into the World of Transition for Diverse Learners
- **Chicago Public Schools-**
Improving Outcomes for Students with Disabilities, You Cannot Do it Alone!
- **Cincinnati Public School District-**
The Future is Now: How Collaboratives Build Strong Post-Secondary Programs
- **Community Consolidated School District 181-**
Utilizing Section 504 Plans to Improve Student Outcomes and Support Inclusive Education
- **Dallas Independent School District-**
Collaborative Relationships: From Silos to Shared Responsibility
- **Denver Public Schools-**
From Urban Para professional to Special Educator: Collaborative Partnerships
- **Denver Public Schools-**
Intense Reading Instruction: A Paradigm Shift for Students with Disabilities
- **Indianapolis Public Schools-**
From Compliance to Direct Coaching to Improve Student Outcomes: The Journey of Indianapolis Public Schools
- **Sheldon Independent School District-**
Profiles in Learning: Mining the Instructional Power of the Full Individualized Evaluation
- **Seattle Public Schools-**
Transforming SPS SpeCreating an Integrated, Whole Child-Based Framework to Improve Student Outcomes

VISIT DENVER PUBLIC SCHOOLS



Spring 2017 Member Meeting participants will have the unique opportunity to visit a Denver Public School's site. We have five available options this year and participants will be assigned on a first come, first serve basis. To check out the school sites and sign-up for this unique opportunity, fill out this preference form [here](#). The survey will close once capacity is reached.

NEW THIS MEMBER MEETING- TOWN HALL!

This meeting, the Urban Collaborative will be hosting a town hall session- an opportunity to come together to build knowledge and discuss with colleagues' issues affecting the larger educational contexts in general, and in particular, special education. In this town hall, we will dig deeply into six current, relevant, and seemingly disconnected topics to find the connections between them and their relevance to our work.

The chosen topics are:

- Endrew Supreme Court case
- final disproportionality rule
- district school alternatives
- special education incidence rates
- Secretary of Education's agenda

The goal is to be better informed as a collective and prepared as individuals as we take this knowledge back to our districts. Members will have an opportunity to pose questions for the town hall.



SPECIAL EDUCATION SCHOOL VOUCHERS MAY COME WITH HIDDEN COSTS



According to the NY Times: Vouchers for students with disabilities have been endorsed by the Trump administration, and they are often heavily promoted by state education departments and by private schools, which rely on them for tuition dollars. So for families that feel as if they are sinking amid academic struggles and behavioral meltdowns, they may seem like a life raft. And often they are. But there's a catch. By accepting the vouchers, families may be unknowingly giving up their rights to the very help they were hoping to gain. The government is still footing the bill, but when students use vouchers to get into private school, they lose most of the protections of the federal Individuals with Disabilities Education Act. Read more about school vouchers in this [NY Times article](#).

ETHOS EDUCATION GROUP

What happens when an over-proportionate number of children are mislabeled as special education students? Is the mental paradigm of these students shifted to a position of self-doubt and a lack of self-worth? Within certain demographics this extreme mislabeling sometimes leads to an increased rate of student dropouts or even much worse. What if we could change the mental paradigm of students and improve the connection points with teachers, parents and communities? What if we could enable parents to utilize best practices to help create a sense of normality? Do you think that would make a difference? Well at Ethos Education Group, we have proven this to be exactly the case. Please visit www.ethoseducationgroup.com to learn more.



