

Welcome to the April Issue of CollabNews

Volume 12, Issue 4

CollabNews is a monthly electronic newsletter for members and associates of the Urban Special Education Leadership Collaborative, a network of special and general education leaders from the nation's urban school districts.



Spring Meeting Phoenix, Arizona

We are very excited about the program that has been put together for our [meeting in Phoenix](#) May 6-9. In addition to a keynote by Dr. Elizabeth City, co-author of [Data Wise](#), we will have a plenary session featuring Dr. City and [Dr. Margaret McLaughlin of the University of Maryland](#). This session will focus on how busy school leaders can take the piles of data available them to inform real improvement in schools. The session will also explore the importance of questions in helping you cut through piles of data to hone in on what is most essential, and provide a tool participants can use in their own data work when they return to their respective school districts. Participants are asked to come to this session with questions they have about achievement and/or outcomes of students with disabilities.



Stimulus Update



[The US Department of Ed. has issued modifications of guidance](#) that was provided on April 1 regarding the use of The American Recovery and Reinvestment Act (AARA) of 2009 (Recovery Act) funds for IDEA. The modifications focus on maintenance of effort considerations.

The [Council for Exceptional Children](#) (CEC) has updated a [question and answer document](#) "How the American Recovery and Reinvestment Act Impacts Special Education and Early Intervention."

In This Issue

[Spring 2009 Meeting](#)
[Stimulus Update](#)
[Practice Guide](#)
[Inclusive Schools Network Update](#)

Links

[Urban Collaborative Spring Meeting](#)
[Data Wise](#)
[Department of Education: Modifications on Guidance](#)
[CEC: ARRA](#)
[What Works Clearinghouse](#)
[WWC Practice Guide](#)
[ISN: Webinar](#)

Practice Guide

RTI and Mathematics

The [What Works Clearinghouse](#) has published a practice guide for educators addressing the challenge of reducing the number of children who struggle with mathematics by using Response to Intervention (RTI) as a means of both identifying students who need more help and providing these students with high-quality interventions. [This guide](#) provides eight specific recommendations intended to help teachers, principals, and school administrators use RTI to identify students who need assistance in mathematics and to address the needs of these students through focused interventions. The guide also provides suggestions on how to carry out each recommendation and explains how educators can overcome potential roadblocks to implementing the recommendations.

Inclusive Schools Network

The Collaborative and the Inclusive Schools Network are proud to host a webinar with Dr. Michael Giangreco on the topic of Paraprofessional Supports in Inclusive Schools.

**Wednesday, May 27, 2009
3:00-4:30 P.M. EDT**



Paraprofessionals have emerged as a key mechanism for supporting students with a range of disabilities in general education classrooms. This webinar will provide an overview of research on the provision of paraprofessional supports in inclusive classrooms, including a look at key national data on the use of paraprofessionals and related special education service delivery. Participants will examine issues such as overreliance on paraprofessionals and will explore a series of alternatives that schools can consider. The session will be interactive, providing opportunities for participants to ask questions and engage in discussion.

[Click Here to Learn More and to Register](#)

Collaborative Help Desk

Urban Special Education Leadership Collaborative
Education Development Center, Inc.
55 Chapel Street
Newton, MA 02458

Phone: 617-969-7100 x2447

TTY: 617-964-5448

Fax: 617-969-3440

Email: collaborative@edc.org

Website: www.urbancollaborative.org

