

# Welcome to the February Issue of CollabNews

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*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.*

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## Stimulus Plan Implementation

Now that the American Recovery and Reinvestment Act (ARRA) has become law, the [U.S. Department of Education \(USDOE\) has created a webpage](#) designed to provide up-to-date information on education related aspects of the stimulus plan and their impact on USDOE programs. In addition, the federal government's [Recovery.gov](#) website will be providing information on how and where the stimulus funds are being spent.

Education Week has a dedicated section of their website entitled [Stimulus and the Schools](#) which is providing up-to-date information on the impact of the stimulus package on schools. (Note: Some of the content is for subscribers only).

The [Congressional Research Service](#) has prepared a document with an updated estimate (2/13/09) of the amount of education funding each school district will receive from the Act.

## Spring 2009 Meeting



We are excited to announce that joining us at our Spring meeting to help us look at data-based decision making will be Dr. Margaret McLaughlin and Dr. Elizabeth A. City. Dr. McLaughlin is a Professor in

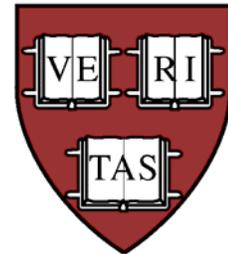
## [ISN Past Newsletters](#)

the Department of Special Education and Associate Director of the Institute for the Study of Exceptional Children and Youth at the University of Maryland. Dr. City is Director of Instructional Strategy at the Executive Leadership Program for Educators at Harvard University and the co-author of the book [Data Wise](#).

There is still time to submit a proposal to conduct a concurrent session at this meeting. Concurrent Sessions are scheduled for Thursday, May 7th and Friday, May 8th. Please visit our [Spring Meeting](#) webpage to download a presentation proposal form.

## Harvard Institute

### *Improving Outcomes for Young Children with Significant Mental Health Needs*



This year's [Institute on Critical Issues in Urban Special Education](#) focuses on identifying and exploring systemic approaches to improving academic and behavioral outcomes for students with serious emotional/behavioral disabilities in kindergarten and elementary grades.

With increased commitment to early intervention, the emphasis on home-based and community-based services, and advances in medical treatment, public schools are educating increased numbers of students with significant mental health needs.

The institute emphasizes school-based and interagency strategies for prevention, intervention, instruction, and support, based on collaboration among families, educators, and community agencies.

## IRIS Center - New RtI Case Studies

The IRIS Center at Vanderbilt University provides special education professional development resources on inclusion and scientifically-validated and evidence-based instructional strategies. We have featured their modules in the past and want share two recent additions to their case study materials on Response to Intervention (RtI).

**RTI: Progress Monitoring** is intended to be a supplement to the IRIS Center's RTI and classroom assessment module series, providing additional opportunities to practice the application of basic progress monitoring concepts, including the administration and scoring of probes and the graphing of student performance.

**RTI: Data-Based Decision Making** stresses the importance of data-based decision making within response to intervention (RTI). The case study covers topics related to determining performance level and rate of growth, using the dual-discrepancy approach, making tier placement decisions, and communicating with parents.

These items are available on the [New Materials page of their website](#).

## Inclusive Schools Network

Subscribe yourself and your  
staff to ISN News!



The Inclusive Schools Network (ISN) Newsletter provides monthly updates about new resources and events related to inclusive educational practices, and includes a Tip of the Month. If you do not already receive ISN News, you can sign up to receive this free e-newsletter at:

<http://www.inclusiveschools.org/news>

Once you have signed up, you will begin receiving the Newsletter on a monthly basis. You can also view past issues of the Newsletter on the Inclusive Schools Network website at:

<http://inclusiveschools.org/Newsletters>

Please encourage your colleagues and staff members to sign up as well! The ISN Newsletter is a great resource for promoting inclusive education in your district, and for supporting administrators and educators in their implementation of inclusive educational practices.

### Collaborative Help Desk

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