

# Creating Opportunities to Learn

## CONCURRENT SESSIONS

**Access Center and North Central Regional Resource Center**, Collaborative Initiatives for Increasing Inclusive Education

**Amelia County Public Schools, VA and Virginia State University**, Starting with the Man in the Mirror: A Small, Southern, Rural School Division's Quest to End the Disproportionate Representation of Minority Students in Special Education

**Arkansas Department of Education**, How a Statewide Positive Behavioral Support Initiative Decreases Disproportionate Discipline Referrals: The Arkansas SIG/Project ACHIEVE Approach  
**Arkansas Department of Education**, The SPRINT Team Process: Designing Pre-referral Intervention Teams that Effectively Solve Referred Students' Academic and Behavioral Problems

**Boston University**, Urban Students with Disabilities' Perspectives on their Inclusion in a High-Stakes Test

**Center for Evaluation & Education Policy at Indiana University**, Local Equity Action Development (LEAD): Addressing Disproportionality at the Local Level

**Center for Evaluation & Education Policy at Indiana University**, Sources of Disproportionality in Special Education: Tracking Minority Representation through the Referral-to-Eligibility Process

**Center for Evaluation & Education Policy at Indiana University**, THERE IS NO CHECKLIST! An experiential workshop on Cultural Competency

**Clark County School District**, A Data-Based Decision Making Model to Reducing Disproportionality in the School Setting.

**Connecticut State Department of Education, SERC Initiative on Diversity in Education, and SERC Early Intervention Project**, Straight Talk About Race: A State's Journey to Achieve Systemic Change through Statewide Conversations about Race

**Cooperative Educational Service Agency 5 + 6**, A Professional Development Model with a focus on Disproportionality: The Journey Begins with Data

**Danville Public Schools, VA**, Taking New Attitudes to Higher Altitudes

**Department of Public Instruction, WI and The Civil Rights Project at Harvard University**, Wisconsin's Approach to Addressing Racial Disproportionality in Special Education.

**Exceptional Children Division and North Carolina Department of Public Instruction**, Implementing Positive Behavior Support in North Carolina

**Exceptional Parent Connection**, Parents Are Vehicles for Eliminating the Disproportionate Representation of Diverse Students In Special Education

**Fairfax County Public Schools, VA**, A Study of Special Education for Adolescent Latino Students with Limited Formal Schooling

**Fairfax County Public Schools, VA**, Addressing Adequate Yearly Progress Through School-wide Positive Behavior Support Systems

**Fairfax County Public Schools, VA**, Breaking Barriers, Creating Links, and Establishing Culturally Competent Early Intervention and Referral Processes: One School District's Approach

**Fairfax County Public Schools, VA**, Preparing Highly Qualified Special Education Teachers: Collaborating for Success!

**Fauquier County Public Schools**, Disproportionality and Early Intervening Services in a Semi-Rural Setting

**Florida Department of Education and University of North Florida**, A Florida Focus on Disproportionality in Gifted

**Florida Department of Education**, Florida's Focus on Disproportionality in Mentally Handicapped Programming

**Fredericksburg City Public Schools, VA**, A Look at the Role of Intelligence Testing in the Disproportionate Number of Minority Students Labeled as Mentally Retarded: Are Intelligence Tests Biased?

**Harrisonburg City Public Schools, VA**, Responsible Labeling: Addressing cultural/language factors in special education evaluations



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**Kentucky Dept. of Education, Kentucky State University, and Western Kentucky University,** Teacher Recruitment and Retention for Educational Excellence: Developing Long-term Solutions to Increase the Supply of Highly Qualified Special Education Teachers from Culturally and Linguistically Diverse Backgrounds  
**Los Altos High School,** Co-Teaching in a Successful Inclusive Model

**Los Angeles Unified School District,** Applying Culturally Relevant Strategies to Systemic Reform in the Los Angeles Unified School District  
**Metropolitan Center for Urban Education, New York University,** Addressing Disproportionality through Technical Assistance: A Case Study Of New York  
**Minnesota Department of Education and Minnesota State University Moorhead,** Effective Prereferral Practices for Minority Students

**Minnesota Department of Education,** How do I talk to...? Bridging Language Barriers in Special Education

**Minnesota Department of Education,** Indian Education and Special Education: Partnering for Progress

**Mississippi State University and Humble, TX Independent School District,** Cultural Diversity on the Rise: Improving Research and Service Delivery  
**Morehead State University,** The Cross-Cultural Intersection. Who has the right away? Cultural Congruency and Student Achievement

**National Center for Special Education Accountability Monitoring,** Monitoring Compliance on Disproportionality: How Do You Focus?

**NASDSE,** Stimulating National Dialogue around Creating Culturally Responsive Systems

**New Jersey Department of Education and Northeast Regional Resource Center,** Examining Disproportionality through an "Equity Lens":

New Jersey's Collaborative Approach  
**Newport News Public Schools,** Pyramids of Prevention and Intervention-Vehicles for Student Success

**North Carolina Department of Public Instruction,** Opening a Window of Opportunity  
**North Carolina Regional Consultants,** Disproportionality and the Family-School Connection  
**North Carolina Regional Consultants,** Implementing Positive Behavior Support in North Carolina  
**North Carolina Regional Consultants,** Minority Disproportionality in North Carolina  
**North Central Regional Resource Center and the University of Minnesota,** Ethno-cultural Views of Disability: Implications for People, Policies, and Practices

**Office of the Independent Monitor, Los Angeles CA,** Disproportionate Identification of African-Americans as Emotionally Disturbed in an Urban School District  
**PEAK Denver Community Parent Resource Center (CPRC),** An Examination of Disproportionality in Special Education: Professionals Partnering with Parents

**Portland State University and Gresham High School,** Closing the Circle: The Impact of Latino Parent Involvement in Students' College Success and Community Activism

**Portland State University,** Using the Culture-Language Interpretive Matrix as a Framework for Nondiscriminatory Assessment of English Language Learners

**Poudre School District, CO,** The Use of a Multicultural Consultation and Assessment Team to Support the Pre-Referral and Assessment Processes for CLD Students

**Chesapeake Bay Consulting,** Reducing System-wide Racial Disproportionality in the Prevalence of Students Identified as Emotionally Disturbed

**Public Consulting Group,** Connecting the Dots: Numerical Disproportionality ..... Inappropriate Identification ..... Early Intervening Services

**Saint Paul Public Schools, Dept. of Educational Policy and Administration, and the University of Minnesota,** Collaborative Instructional Teams: Aligning Resources for Instructional Coherence and Student Achievement



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**Southwestern Ohio Special Education Regional Resource Center**, Supporting Urban District-wide Implementation of Culturally Responsive Positive Behavior Support

**Stafford County Virginia**, Building Equitable Futures  
**The New Teacher Project, NY**, Unintended Consequences: The Case for Reforming the Staffing Rules in Urban Teachers Union Contracts

**University of Colorado at Boulder**, Differential Treatment of Culturally and Linguistically Diverse Students during Sharing Time

**University of Colorado at Boulder**, Positive Behavior Support Systems: The Need for Developing Culturally Responsive Systems

**University of Colorado at Denver & Health Sciences Center**, Are the Culturally Responsive Instructional Practices That I Value Realized Inside My Classroom?

**University of Hawaii, Center on Disability Studies**, Culturally Responsive Science and Health Curricula: Submitted under the Strand People

**University of Hawaii, Institute on Community Integration, and the University of Minnesota**, Demonstrating Effective Practices for Improving Access to, Retention in, and Completion of Postsecondary Education by Culturally and Linguistically Diverse Youth with Disabilities

**University of New Mexico**, Calling All School Leaders! Reducing Disproportionality through Culturally Responsive Leadership

**of Northern Colorado**, Database utilization to decrease the disproportionality of minority populations in special education.

**University of Northern Colorado**, Special Needs and Gifted & Talented Students in Dual Language Programs

**University of Northern Colorado, University of Colorado Denver and, Longmont Youth Center**, Strategic Networking: Developing community cultural resources and trilateral collaborations (community-school-university)

**University of Oregon and the Oregon Dept. of Education**, Culturally Sensitive School-wide Positive Behavior Support: Impacting Disproportionality by Improving School Culture and Tracking Discipline Procedures.

**University of Wisconsin-Stevens Point and Minnesota State University-Mankato**, An Ecological Model for Discriminating Emotional Behavior Disorder from Cultural Difference

**Virginia Beach City Public Schools**, When is Disproportionality Truly Disproportionate: An Analysis of Significance Testing and Disproportionality Data in Virginia

**Virginia Department of Education**, An Action Plan for Parental Involvement

**Walden University/Insights Productions**, "Hear My Voice!": Alternative High School Students Perceptions and Implications for School Change

**West Virginia Department of Education, Office of Special Education**, Addressing Disproportionality in West Virginia through Policies and Practices

**West Ed Center for Educational Equity**, Examining the Relationship Between Cultural Competence and Academic Achievement

