

## Schedule for National Forum

date	time	what	who
<b>Tuesday, February 14th</b>			
	3pm-6pm	<b>State Liaison meeting</b>	
<b>Wednesday, February 15th</b>			
	8:30 am - 1:30 pm	<b>RRC meetings</b>	
	12 - 8 pm	<b>Registration Open-Exhibitors setting up</b>	
	2:00 pm - 5:00 pm	<b>Pre conference sessions</b> Understanding Data RTI Literacy PBIS ELL	
<b>Thursday, February 16th</b>			
	7:00am-9pm	<b>Registration open</b>	
	8:30-10:00	<b>General Session</b>	Welcome to Denver and The Forum: Opening Keynote: Creating Culturally Responsive Educational Systems- Alfredo Artiles, Elizabeth Kozleski, Janette Klingner, Beth Harry
	10:00 - 7:00	<b>Exhibits Open</b>	
	10:15-11:30 am	<b>Concurrent Session A</b>	
		A01	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 (1)

- A02 How a Statewide Positive Behavioral Support Initiative Decreases Disproportionate Discipline Referrals: The Arkansas SIG/Project ACHIEVE Approach- Part One (6)
- A03 Calling All School Leaders! Reducing Disproportionality through Culturally Responsive Leadership (39)
- A04 A Look at the Role of Intelligence Testing in the Disproportionate Number of Minority Students Labeled as Mentally Retarded: Are Intelligence Tests Biased? (2)
- A05 When is Disproportionality Truly Disproportionate: An Analysis of Significance Testing and Disproportionality Data in Virginia (3)
- A06 Unintended Consequences: The Case for Reforming the Staffing Rules in Urban Teachers Union Contracts (4)
- A07 Implementing Positive Behavior Support in North Carolina (5)
- A08 Building Equitable Futures.(8)
- A09 Florida's Focus on Disproportionality in Mentally Handicapped Programming (10)
- A10 An Examination of Disproportionality in Special Education: Professionals Partnering with Parents (13)
- A11 Culturally Responsive Science and Health Curricula (15)
- A12 Collaborative Initiatives for Increasing Inclusive Education (17)
- A13 Applying Culturally Relevant Strategies to Systemic Reform in the Los Angeles Unified School District (21)
- A14 A Study of Special Education for Adolescent Latino Students with Limited Formal Schooling (23)
- A15 Addressing Disproportionality through Technical Assistance: A Case Study Of New York (25)
- A16 How do I talk to...? Bridging Language Barriers in Special Education (26)

11:45am-  
1:30 pm **General Session  
and Luncheon**  
1:30-  
2:45 pm **Concurrent  
Session B**

Peggy McIntosh presentation from

- B01 The SPRINT Team Process: Designing Pre-referral Intervention Teams that Effectively Solve Referred Students' Academic and Behavioral Problems (7)
- B02 How a Statewide Positive Behavioral Support Initiative Decreases Disproportionate Discipline Referrals: The Arkansas SIG/Project ACHIEVE Approach- Part Two (6)
- B03 An Action Plan for Parental Involvement (63)
- B04 Breaking Barriers, Creating Links, and Establishing Culturally Competent Early Intervention and Referral Processes: One School District's Approach (14)
- B05 Ethnocultural Views of Disability: Implications for People, Policies, and Practices (18)
- B06 Addressing Adequate Yearly Progress Through Schoolwide Positive Behavior Support Systems (19)
- B07 Collaborative Instructional Teams: Aligning Resources for Instructional Coherence and Student Achievement(29)
- B08 Straight Talk About Race: A State's Journey to Achieve Systemic Change through Statewide Conversations about Race (30)

	B09	Using the Culture-Language Interpretive Matrix as a Framework for Nondiscriminatory Assessment of English Language Learners (32)
	B10	Responsible Labeling: Addressing cultural/language factors in special education evaluations (34)
	B11	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 (35)
	B12	Differential Treatment of Culturally and Linguistically Diverse Students during Sharing Time (36)
	B13	Urban Students with Disabilities' Perspectives on their Inclusion in a High-Stakes Test (37)
	B14	Examining the Relationship Between Cultural Competence and Academic Achievement (38)
	B15	Monitoring Compliance on Disproportionality: How Do You Focus? (40)
	B16	THERE IS NO CHECKLIST! An experiential workshop on Cultural Competency (54)
	B17	The Cross-Cultural Intersection. Who has the right away?: Cultural Congruency and Student Achievement (24)
3:00- 4:15 pm	<b>Concurrent Session C</b>	
	C01	Pyramids of Prevention- Part One (74)
	C02	Stimulating National Dialogue around Creating Culturally Responsive Systems - Part One (64)
	C03	Are the culturally responsive educational practices (missing part of title) Part One (71)
	C04	Connecting the Dots: Numerical Disproportionality ..... Inappropriate Identification ..... Early Intervening Services Part One (58)
	C05	Reducing System-wide Racial Disproportionality in the Prevalence of Students Identified as Emotionally Disturbed - Part one(49)
	C06	Taking New Attitudes to Higher Altitudes- Part One (69)
	C07	Culturally Sensitive School-wide Positive Behavior Support: Impacting disproportionality by improving school culture and tracking discipline procedures. (22)
	C08	Indian Education and Special Education: Partnering for Progress (27)
	C09	Special Needs and Gifted & Talented Students in Dual Language Programs (41)
	C10	Preparing Highly Qualified Special Education Teachers: Collaborating for Success! (42)
	C11	Database utilization to decrease the dispropotionality of minority populations in special education.(44)
	C12	Parents Are Vehicles for Eliminating the Disproportionate Representation of Diverse Students In Special Education (46)
	C13	"Hear My Voice!": Alternative High School Students Perceptions and Implications for School Change (47)
	C14	Wisconsin's Approach to Addressing Racial Disproportionality in Special Education. (48)
	C15	
4:30- 5:45 pm	<b>Concurrent Session D</b>	
	D01	Pyramids of Prevention- Part Two (74)
	D02	Stimulating National Dialogue around Creating Culturally Responsive Systems - Part Two (64)
	D03	Are the culturally responsive educational practices (missing part of title) Part Two (71)

- D04 Connecting the Dots: Numerical Disproportionality ..... Inappropriate Identification ..... Early Intervening Services Part Two (58)
- D05 Reducing System-wide Racial Disproportionality in the Prevalence of Students Identified as Emotionally Disturbed - Part two (49)
- D06 Taking New Attitudes to Higher Altitudes- Part Two (69)
- D07 Closing the Circle: The Impact of Latino Parent Involvement in Students' College Success and Community Activism (33)
- D08 Positive Behavior Support Systems: The Need for Developing Culturally Responsive Systems (43)
- D09 The use of a Multicultural Consultation and Assessment Team to support the Pre-Referral and Assessment Processes for CLD Students (53)
- D10 Minority Disproportionality in North Carolina- Implementing PBS in North Carolina (61)
- D11 Cultural Diversity on the Rise: Improving Research and Service Delivery (62)
- D12 Co-Teaching in a Successful Inclusive Model (68)
- D13
- D14
- D15

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6:00pm-  
9:00 pm  
**Reception and  
Awards  
Ceremony**

**Friday,  
February  
17th**

- 8:00am-5pm **Registration open**
- 8:30-10:00 **General Session** Keynote: Joe Johnson
- 10:00 - 4:00 **Exhibits Open**
- 10:15-11:30 am **Concurrent Session E**
- E01 Disproportionate Identification of African-Americans as Emotionally Disturbed in an Urban School District (31)
- E02 Sources of Disproportionality in Special Education: Tracking Minority Representation through the Referral-to-Eligibility Process (51)
- E03 A Florida Focus on Disproportionality in Gifted (11)
- E04 Addressing Disproportionality in West Virginia through Policies and Practices (12)
- E05 Demonstrating Effective Practices for Improving Access to, Retention in, and Completion of Postsecondary Education by Culturally and Linguistically Diverse Youth with Disabilities (16)
- E06 Strategic Networking: Developing community cultural resources and trilateral collaborations (community-school-university) (20)

- E07 Effective Prereferral Practices for Minority Students (28)
- E08 Examining Disproportionality through an "Equity Lens": New Jersey's Collaborative Approach (50)
- E09 Local Equity Action Development (LEAD): Addressing Disproportionality at the Local Level (55)
- E10 Opening a Window of Opportunity (56)
- E11 Supporting Urban District-wide Implementation of Culturally Responsive Positive Behavior Support (57)
- E12 A Professional Development Model with a focus on Disproportionality: The Journey Begins with Data (59)
- E13 Disproportionality and the Family-School Connection (60)
- E14 A Data-Based Decision Making Model to Reducing Disproportionality in the School Setting. (70)
- E15

11:45am- **General Session**  
 1:30 pm **and Luncheon** Glenn Singleton presentation  
 1:30- **Townhall**  
 3:00 pm **meeting**  
 3:00-4:00 **Closing**  
 pm **Ceremony/wrap up**