



---

## **TABLE OF CONTENTS**

**UPDATE**

**NOTICES**

**SPOTLIGHT**

**PEOPLE IN THE NEWS**

**RECOMMENDED READINGS**

**TOOLS YOU CAN USE**

**RESEARCH BASED PRODUCTS**

**FEATURED STATE WORK**

**FEATURED DISTRICT WORK**

**QUOTE OF THE MONTH**

**FEATURED WEBSITES**

**JOB OPENINGS**

**DID YOU KNOW...**

**UPCOMING EVENTS**

---

## **UPDATE**

Welcome to the new and improved eNEWS! We revamped our look and refurbished our content. eNEWS reflects the collaborative relationship between the National Institute for Urban School Improvement (NIUSI) and the National Center for Culturally Responsive Educational Systems (NCCREST). NIUSI has led the way in urban school improvement and inclusive schooling since 1997. Started in 2002, NCCREST is the leading national organization in reducing the disproportionate representation of culturally and linguistically diverse students in special education. By pooling the resources and expertise of both projects, eNews can communicate with the broadest audiences and provide the most innovative, vital and current information on issues in education, school reform, cultural diversity, disproportionality, inclusive practices, and much more. eNEWS will keep you informed of the work of these projects as well as other news and information in related fields.

---

## NOTICES

The NIUSI web address has changed to [www.urbanschools.org](http://www.urbanschools.org) Please update any links to the site that you may have, or add it as a link to your site!

If you would like to submit an idea for the content of this eNEWS, including events, resources, and websites, or featured work, please email it to [kate.templeton@cudenver.edu](mailto:kate.templeton@cudenver.edu)

---

## SPOTLIGHT

### **NCCREST's NATIONAL FORUM ON DISPROPORTIONALITY**

Go to [www.nccrest.org](http://www.nccrest.org) to register for the National Forum, *Creating Opportunities to Learn: A Forum for Addressing Disproportionality*. Key note speakers include Joe Johnson, Peggy McIntosh, Alfredo Artiles, Beth Harry, Janette Klingner and Elizabeth Kozleski. Join thousands of educators, policy makers, advocacy groups, parents, and community members from across the United States on February 15<sup>th</sup>-17<sup>th</sup>, 2006 in Denver, CO for three days of presentations/discussions, workshops, panels, and roundtables. Topics will focus on creating culturally responsive educational systems to assure equity in educational outcomes for *all* students and become the vehicle for eliminating the disproportionate representation of culturally and linguistically diverse students in special education.

Watch our site for coming updates that will include additional keynote speakers, pre conference workshops, and National Partners, including The National Institute for Urban School Improvement (NIUSI), and other National Technical Assistance Organizations.

### **And, Don't Forget.....Session Proposals are due Oct. 31<sup>st</sup>**

We are looking for session proposals from schools, districts, states, and advocacy personnel on topics including creating culturally responsive educational systems, literacy, numeracy, technology, universal design, behavioral supports, early interventions, English language learners, teacher quality, leadership, and data usage. We'd love for you to participate in this conference by presenting on the above topics and showing your progress, commitment and strong belief in equity and excellence in education. These topics are vital issues for the education of students today, as educational systems work to meet the requirements of NCLB and IDEA 2004. This conference will be a great way to discuss issues of school reform with policymakers, educators, parents and professional organizations.

Please spread the word about this exciting conference and disseminate this information to any interested parties in your network. We are looking forward to seeing you there and appreciate your help in making this an extraordinary event.

Questions? Email [nccrest@cudenver.edu](mailto:nccrest@cudenver.edu)

### **NCCREST's Conceptual Framework**

The *Education Policy Analysis Archives* is an open access peer-reviewed scholarly journal. EPAA has just published NCCREST's conceptual framework,

*Addressing the Disproportionate Representation of Culturally and Linguistically Diverse Students in Special Education through Culturally Responsive Educational Systems.*

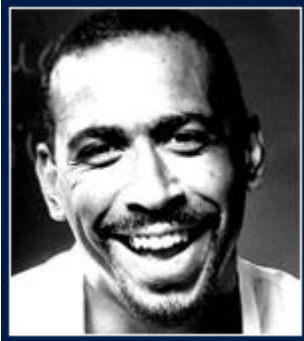
In this article, NCCREST presents a conceptual framework for addressing the disproportionate representation of culturally and linguistically diverse students in special education. The cornerstone of NCCREST's approach to addressing disproportionate representation is through the creation of culturally responsive educational systems. NCCREST's goal is to assist practitioners, researchers, and policy makers in coalescing around culturally responsive, evidence-based interventions and strategic improvements in practice and policy to improve students' educational opportunities in general education and reduce inappropriate referrals to and placement in special education. NCCREST envisions this work as cutting across three interrelated domains: policies, practices, and people. Policies include those guidelines enacted at federal, state, district, and school levels that influence funding, resource allocation, accountability, and other key aspects of schooling. We use the notion of practice in two ways, in the instrumental sense of daily practices that all cultural beings engage in to navigate and survive their worlds, and also in a technical sense to describe the procedures and strategies devised for the purpose of maximizing students' learning outcomes. People include all those in the broad educational system: administrators, teacher educators, teachers, community members, families, and the children whose opportunities we wish to improve.

The article can be accessed directly from the Recent Articles listing at the journal homepage: <http://epaa.asu.edu>

---

## PEOPLE IN THE NEWS

Dr Pedro Noguera:



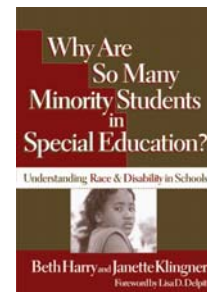
Dr. Pedro Noguera, Director of the Center for Research on Urban Schools at New York University, studies the ways social and economic forces affect urban schools. Noguera, who occasionally pulls double-duty as a public school teacher, is especially interested in detracking, desegregation, multicultural education, and youth violence intervention. He encourages teachers serving marginalized children to constantly engage their classes to find out why they're struggling. He encourages teachers to get to know each student "as a whole," and to then critically "reflect" on whether their instructional approaches are really working. Noguera has served as the chair of the Berkley School Board and a member of the U.S. Public Health Service Centers for Control Taskforce on Youth Violence. Among his many publications are: *The Imperatives of Power: Political Change and the Social Basis of Regime Support in Grenada* (1997); "Confronting the Urban in Urban Education" (1996); "Charismatic Leadership and Support" (1996); "Preventing Violence in Schools" (1995); "Transforming Urban Schools through Investments in the Social Capital of Parents" (1999); "Developing Systems to Drive Student Success" (1999); and "When Parents Want Out" (2000).

---

## RECOMMENDED READINGS

### [Why are So Many Minority Students in Special Education? Understanding Race and Disability in Schools](#)

**Beth Harry and Janette Klingner**  
Foreword by **Lisa D. Delpit**



This powerful book examines the disproportionate placement of Black and Hispanic students in special education. The authors present compelling stories representing the range of experiences that culturally and linguistically diverse students are apt to face in school. They examine the children's experiences, their families' interactions with school personnel, the teachers' and schools' estimation of the children and their families, and the school climate that influences decisions about referrals. The book concludes with recommendations for improving educational practice and teacher training for policy renewal.

To read more about this book, or to order your copy, go to <http://store.tcpress.com/080774624X.shtml>.

Visit Teachers College Press on the web at [www.tcpres.com](http://www.tcpres.com).  
Or call toll-free: 800-575-6566  
For exam/desk copy requests go to [www.tcpres.com/info\\_desk.html#5](http://www.tcpres.com/info_desk.html#5).

“All educators need to know what this book will teach them.”  
—**Dan Losen**, The Civil Rights Project at Harvard University

“Important reading for all educators within and outside of the special education system.”  
—**Robert Rueda**, Rossier School of Education, University of Southern California

---

## TOOLS YOU CAN USE

### **NIUSI Module available for free download!**

NIUSI’s Mining Data Module is now on the web. In this module we take a serious look at understanding and using data and other evidence of student performance to improve student learning. Participants will consider a variety of measures of academic performance by asking tough questions about data such as: What do students need to know? How will we know if students have learned it? What will we do if students have not learned what they need to know? Working steadily and continuously as a team, school faculty and administrators can become successful with all, not just some, of their students.

NIUSI periodically develops modules to facilitate and encourage school wide reform on various topics. Each module has a theme and is broken down into academies. To view or download the module for free please visit our web site at [www.urbanschools.org](http://www.urbanschools.org) and click on Professional Development or follow this link [http://www.urbanschools.org/professional/mod\\_2.html](http://www.urbanschools.org/professional/mod_2.html). Look out for other new modules coming soon!

### **NCCREST Module available for free download!**

NCCREST’s new Collaborative Leadership Team module is now available. The academies in this module promote inclusive and culturally responsive educational systems. The module effectively coaches Collaborative Leadership Team members in both leadership skills and team collaboration. Included academies are...

- Fostering Team Leadership in Culturally Responsive Systems
- Engaging Stakeholders in Culturally Responsive Systems
- Creating Culturally Responsive Systems

This module is useful for practitioners and administrators, as well as anyone interested in implementing school reform.

NCCRESt periodically develops modules to facilitate and encourage school wide reform on various topics. Each module has a theme and is broken down into academies. To view or download the module for free please visit our web site at [www.nccrest.org](http://www.nccrest.org) and click on Professional Development or follow this link [http://www.nccrest.org/responsive/leadership\\_teams.html](http://www.nccrest.org/responsive/leadership_teams.html). Look out for other new modules coming soon!

### **RESULTS for KIDS: RESOURCES (RKR)**

SERRC partnered with IDEA Partnership and developed the RESULTS for KIDS: RESOURCES (RKR) Library. The Results for Kids library centers largely on models, curricula, strategies, tools, practice, policy, research, and resources generated from general education and related arenas -- to the extent that these can be applied to improve outcomes for all learners. Because special education has developed ways to make general education more applicable to struggling learners, results of research and development from some of these sources are included.

You can view it at

<http://ideapartnership.org/ebp.cfm>

---

### **RESEARCH BASED PRODUCTS**

Because of the displacements of students and families due to the recent storms and flooding, The Center for Mental Health in Schools at UCLA has been collating information from a wide range of folks in directly affected states about planning and action for the mental health needs of students and school staff.

The following is a synthesis of what they have been able to glean so far.

<http://smhp.psych.ucla.edu/pdfdocs/planningneeds.pdf>

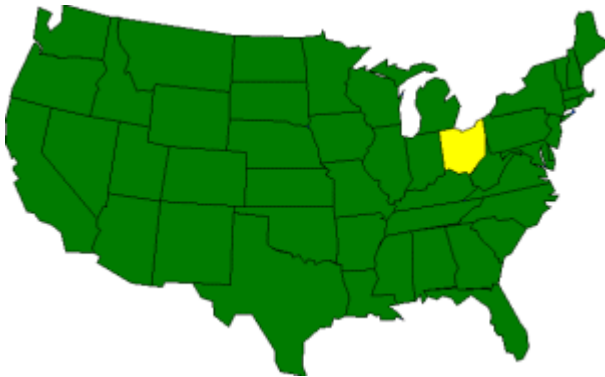
Much is being done; clearly, much more needs to be done.

Naturally, the first concerns of have been to deal with survival and related basic needs and with accommodating those who have been displaced (e.g., see

[www.fema.gov](http://www.fema.gov); [www.usda.gov](http://www.usda.gov); [www.samhsa.gov](http://www.samhsa.gov) ).

---

## FEATURED STATE WORK



### Ohio

#### DISPROPORTIONALITY AND OVERIDENTIFICATION IN SPECIAL EDUCATION

The Individuals with Disabilities Education Improvement Act of 2004 (IDEA 2004) became effective on July 1 and requires each state to determine if significant disproportionality in special education identification and placement is occurring.

In the case of a determination of significant disproportionality, the state must:  
Require any LEA identified under Section 618(d)(1) to reserve the maximum amount (15%) of funds under Section 613(f) to provide comprehensive coordinated early intervening services, particularly to serve children in those groups that are significantly over identified.

In addition, LEAs must review, revise, and publicly report related policies.

The Ohio Department of Education's Office for Exceptional Children (OEC) will be mailing informational packets to all superintendents. Included in these packets will be detailed information with respect to monitoring activities that will be completed by OEC during the 2004-05 school year to address the requirements of the law. Using June 2005 child count data, OEC will use specific formulae recommended by the United States Department of Education's Office of Special Education Programs (OSEP) to develop disproportionality reports for each district. Districts will receive data profiles based on their June 2005 data with the opportunity to review and respond before action is taken to address disproportionality.

---

## FEATURED DISTRICT WORK



### Clark County – Las Vegas, Nevada

#### Professional Development

Existing Inclusive Schools Partners teams participated in full day “Power Planning” session to overview Memo of Agreement, goals of program, rubric assessment, action plan, action planning process, role of BLT, BLT membership, and evidence binder. Site Liaisons, Pam Kazee and Jacqueline Allen used the Building Leadership Team and Data Mining PD Modules in training with schools in the Nevada Partners in Inclusive Schools.

#### Community Involvement

A Community Resource will open in Fall '05. The pilot program outcomes will be further reviewed and analyzed throughout the 2005-2006 school year, in an effort to develop a model to expand throughout regions. Services for families will include: information dissemination about disabilities and advocacy; Family Support Program that assists families with their children’s behavior management; Extended Day for students with Autism and Emotional Challenges, Health/ Medical Services, connection of families with agencies, and English Language Learner classes.

---

## QUOTE OF THE MONTH

Differences hold great opportunities for learning. Differences offer a free, abundant, and renewable resource. I would like to see our compulsion for eliminating differences replaced by an equally compelling focus on making use of these differences to improve schools.

Barth, Roland S. (1990). *Improving Schools from Within*. San Francisco: Jossey-Bass. p. 514-515.

---

## FEATURED WEBSITES

[www.taalliance.org](http://www.taalliance.org)

The Technical Assistance Alliance for Parent Centers is an innovative project that supports a unified technical assistance system for the purpose of developing,

assisting and coordinating Parent Training and Information Projects and Community Parent Resource Centers under the Individuals with Disabilities Education Act (IDEA). This project is funded by the U.S. Department of Education, Office of Special Education Programs and consists of **1 national center** and **6 regional centers**. The project is funded to strengthen the connections to the larger technical assistance network and fortify partnerships between parent centers and state education systems at regional and national levels.

<http://www.crede.org/>

The CREDE website contains resources to assist America's diverse student populations in achieving academic excellence, by improving the education of students whose ability to reach their potential is challenged by language or cultural barriers, race, geographic location, or poverty.

CREDE's philosophy is founded on the following premises:

- All children can learn.
- Children learn best when challenged by high standards.
- English proficiency is an attainable goal for all students.
- Bilingual proficiency is desirable for all students.
- Language and cultural diversity can be assets for teaching and learning.
- Teaching and learning must accommodate individuals.
- Schools can mitigate risk factors by teaching social and learning skills.
- Solutions to risk factors must be grounded in a valid general theory of developmental, teaching, and schooling processes.

---

## **JOB OPENINGS**

Mary Falvey has taken a new job at CSULA as the Director of Student Services in the Charter College of Education. Her faculty position in moderate - severe disabilities and inclusive education is open. Please spread the word far and near so they can get some viable candidates for the job. It's a great university, located in the heart of East LA representing great diversity.

<http://www.calstatela.edu/academic/position/2006-CCE-SpecEdSev-9-15-05.htm>

---

## **DID YOU KNOW...**

.....that Teaching Tolerance is running a campaign called **Mix it Up** to support the power of youth to create and sustain real change. We want to provide ideas and tools to help you break the walls of division in your school and community.

**Mix it Up** day will be November 15th...visit their site for more information and ways to participate- <http://www.tolerance.org/teens/about.jsp>

---

## UPCOMING EVENTS

TASH

Annual Conference

Milwaukee, Wisconsin, Nov. 9-12, 2005

National Association for Multicultural Education (NAME)

NAME's 15th Annual Conference

Hyatt Regency Atlanta, Georgia, Nov. 9-13, 2005

NCCRESt State TA Meeting

Denver, Colorado, Dec. 1-2, 2005

The National Staff Development Council (NSDC)

37th Annual Conference - A Declaration of Professional Learning: The Revolution Begins!

Philadelphia, Pennsylvania, Dec. 3-7, 2005

NCCRESt's National Forum on Disproportionality

Creating Opportunities to Learn: A Forum for Addressing Disproportionality

Denver, Colorado, February 15-17, 2006

NIUSI PHONE: 303.556.3990  
NIUSI FAX: 303.556.6141  
NIUSI EMAIL: NIUSI@CUDENVER.EDU  
NIUSI WEBSITE: WWW.URBANSCHOOLS.ORG

NCCREST PHONE: 303.556.8449  
NCCREST FAX: 303.556.6141  
NCCREST EMAIL: NCCREST@CUDENVER.EDU  
NCCREST WEBSITE: WWW.NCCREST.ORG

The National Center for Culturally Responsive Educational  
Systems and the National Institute for Urban School Improvement  
is funded by the U.S. Department of Education,  
Office of Special Education Programs (OSEP).  
NIUSI Award No. H326B020002. Project Officer: Anne Smith  
NCCREST Award No. H326E020003. Project Officer: Grace Zamora Durán.

