

Resources

for Significant Disproportionality

FROM THE
PENNSYLVANIA
DEPARTMENT OF
EDUCATION

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BUREAU OF SPECIAL
EDUCATION

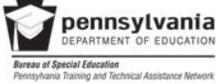


2018

MTSS
Academic Implementers' Forum

October 16-18, 2018
PaTTAN Harrisburg

Multi-Tiered Systems
of Support (MTSS)
Embracing Equity, Innovation,
and Inclusion



pennsylvania
DEPARTMENT OF EDUCATION
Bureau of Special Education
Pennsylvania Training and Technical Assistance Network



Websites

Pennsylvania Training and Technical Assistance Network (PaTTAN)

www.pattan.net

The 2018 MTSS Academic Implementers' Forum

This forum will provide practitioners with the opportunity to deepen their knowledge and skills through focused strands and direct collaboration with persons who are already implementing MTSS concepts and effective practices. Join other stakeholders to discuss current issues related to leadership; problem-solving; curriculum and instruction; assessment and progress monitoring; positive school climate and culture; and family, school, and community partnering, featuring national, state and local MTSS implementers!

Resources

The Pennsylvania Training and Technical Assistance Network has developed a broad array of web-based publications, materials, and streaming media resources addressing the topic of cultural responsiveness. These materials span an array of educational topics and can be accessed by using the keyword "Culture" or "Cultural" in the search box.

Documents

Significant Disproportionality: Essential Questions and Answers

<https://tinyurl.com/SigDisQ-A>

Significant Disproportionality: Essential Questions and Answers is a federal publication regarding significant disproportionality. This document describes in detail the methodology used for calculation, the regulatory requirements (now delayed), and the remedies recommended when a local educational agency (LEA) is identified as having significant disproportionality for students with disabilities.

Continued...

The Pennsylvania Equity and Inclusion Toolkit

<https://tinyurl.com/PAequitytoolkit>

This toolkit is designed to assist all school entities in their efforts to prevent and address bias and discrimination. Everyone – from the state level of government to school entities and the community at large – has a moral and legal obligation to ensure the safety of all children placed under their care. The Toolkit was designed to provide relevant, evidence-based resources and information for school leaders and administrators to ensure that all students feel safe, respected, and welcomed in classrooms across the commonwealth. This Toolkit has three focus areas – prevention, response, and recovery – aimed at helping educators address and eliminate bias, discrimination, and harassment and promote equity and inclusion in schools.

The NYU Metro Center

<https://steinhardt.nyu.edu/metrocenter/>

The NYU Metro Center is nationally and internationally renowned for its work on educational equity and school improvement. It brings together scholars, educators, and innovators from diverse backgrounds to collaborate on a range of projects to strengthen and improve access, opportunity, and educational quality across varied settings, but particularly in striving communities.

NYU Metro Center promotes equity and opportunity in education through engaged science work: applied research, program evaluation, policy analysis, community engagement, and professional assistance to educational, governmental, and community agencies serving vulnerable populations.

The Future of IDEA: Monitoring Disproportionate Representation of Minority Students in Special Education and Intentional Discrimination Claims

By Natasha M. Strassfeld

<https://tinyurl.com/Strassfeld>

In this article, the author addresses the pursuit of equity regarding proportional placement for minority students with disabilities. She states that the continuing difficulties faced by parents of racial and ethnic minority students who reside in districts that have run afoul of IDEA regulations must be viewed as a continuing civil rights concern where civil rights continue to be at stake. The author concludes by examining the potential impact of new regulatory changes and offering recommendations for future best practices.

This article appeared in Volume 67, Issue 4 of the Case Western Reserve Law Review. The Case Western Reserve Law Review is a student edited, scholarly publication dealing with subjects of general interest in the legal profession.