

PDMAC MEETING MINUTES FROM JANUARY 27, 2022

Approval of minutes from November 18, 2021 – Approved by majority

School board member joining the call - None present

Guest speaker moved on the agenda - Lynne Mowatt presentation on the Bridging the Gap (BTG) plan.

Presentation highlights: Focus on prevention services, hiring of extra personal for behavior specialists. There is a shortage of ESE teachers in PCS. Currently working with HR to recruit certified ESE teachers and support staff. Lynne will be getting data for DMAC on how many staff members are AA for behavior specialist, behavior analysts, and behavior technician. Behavior Technician- have high school diploma/working towards BA/or have their BA/have or are working towards their BT certificate. Behavior Specialist- required to have min 3 years ESE instructional service, must have their ESE certification Behavior Analyst- both BA and MA in ESE, also have their board cert, and have 20 hours of classwork. Request for data for AA support staff within the ESE department.

OLD BUSINESS: Revisiting the unfinished recommendations and recommendations that were completed. Please note that all recommendations that have been revised are written in red. Motions in black are the original motions. All recommendations include who made the motion, who seconded, and how it passed. There are recommendations that we will need to revisit and recommendations that we need to complete

DMAC RECOMMENDATIONS

September 23, 2021

Six Areas of Focus

I. GRADUATION RATE

- To increase the literacy proficiency of graduating seniors for improved preparation for higher learning and work readiness (Carol)
- **Revised recommendation: When the district releases the graduation rate for seniors (FSA/ACT/SAT) we would also like to see graduating students individual Lexile levels. [Motion made by Carol, seconded by Ariel, passes with the majority]**
- More partnership with dual enrollment through PTC and SPC.

- **Revised recommendation:** To encourage an increased partnership with PTC and SPC to encourage and support student graduation rate. [Motion made by Ariel, seconded by Tharius, passes with the majority]

II. STUDENT ACHIEVEMENT

- To strengthen outreach efforts to include AA students in experiential learning including virtual museum tours, STEM activities, and SAT preparation.
- **Revised Recommendation:** Recommendation stands as written. [Motion made by Trenaia, seconded by Brittany, passes with the majority]
- To extend literacy promotion supports in grades 1, 2, and 3 without interruption for sustainability until learner reads on grade level
- **Revised Recommendation:** Recommendation stands as written. [Motion made by Trenaia, seconded by Brittany, passes with the majority]
- To increase the attendance of at-risk students with greater monitoring, diligent parental notification process, referrals for family support services, and partnership with JWB to reinstitute “Attendance Matters” Campaign.
- **Revised Recommendation:** Recommendation stands as written. [Motion made by Trenaia, seconded by Valerie, passes with the majority]
- To increase support before students enter accelerated courses to increase their success in these courses. i.e., conversations with guidance counselors that go over what accelerated courses entail
- **Revised recommendation:** Recommendation stands as written. [Motion made by Ariel, seconded by Brittany, passes with the majority]

III. ADVANCED COURSEWORK

To strengthen the accountability of the referral process of AA students to advanced coursework, especially targeting middle school students.

Revised recommendation: Recommendation stands as written. [Motion made by Trenaia, seconded by Brittany, passes with the majority]

IV. STUDENT DISCIPLINE

- To implement a standardized evidence-based social- emotional learning program in grades K-5 to help students develop specific socio-emotional learning (SEL) competencies.
- **Revised recommendation:** Recommendation stands as written. [Motion made by Trenaia, seconded by Tharius, passes with the majority]
- To evaluate existing SEL programmatic efforts for efficacy to reduce school disciplinary referrals and suspensions.
- **Revised recommendation:** For the district to provide a report to this body for the existing SEL programmatic effort for efficacy to reduce school disciplinary referrals and suspensions. [Motion made by Trenaia, seconded by Tharius, passes with the majority]
- To provide data on school disciplinary referrals and arrests by school and income levels

- Revised recommendation: To provide data on school disciplinary referrals and arrests by school and income level. [Motion made by Trena, seconded by Ariel, passes with the majority] ***The group decided we would like to revisit this due to language and the possible level of offense***
- Revised Recommendation 1/27 : To provide data on school disciplinary referrals and arrests by school and literacy level. [Motion made by Trena, Tharius second, passes with the majority]
- To provide parent effectiveness training and community resources to targeted parents/care givers of learners with repeated school referrals.
- Revised Recommendation: Motion stands as written [Motion made by Trena, seconded Brittany, passes with the majority]
- To strengthen compliance with the philosophy that school misbehavior be managed by school personnel as first responders in lieu of School Resource Officers unless a public safety issue arises.
- Revised Recommendation: Motion stands as written, [Motion made by Trena, Seconded by Tharius, Passes with majority]
- Districtwide refocus on restorative practice and equity training including a follow up with teachers. Gain more RP facilitators.
- Revised recommendation: To have a districtwide refocus on restorative practice/equity training and to obtain more certified restorative practice trainers. [Motion made by Ariel, seconded by Brittany, passes with the majority]

V.ESE IDENTIFICATION

Studies agree that the disproportionality and identification of low-income learners was higher in softer disability categories, such as Emotional and Intellectual Disability. Another concern for low-income learners was what happens after their identification. We need to consider whether identification for special education is appropriate and what happens to that student in the school. Further, students from low-income families were much more likely to be placed in separate classrooms and segregated from their non-disabled peers after they were identified for special education.

- To educate parents on the advantages of ESE such as accommodations for testing (Diane)
- Revised Recommendation: Recommendation stands as written. [Motion made by Diane, Seconded by Trena, Passes with Majority]
- To conduct a study of the 255 existing special education students with a file review to determine the length of time in placement, and if the placement is appropriate. Data should be disaggregated by socio-economic level and include disciplinary actions.
- Revised Recommendation: To conduct a study per the BTG data existing special education students with a file review to determine the length of time in placement, and if the placement is appropriate. Data should be disaggregated by socio-

economic level and include disciplinary actions [Motion made by Trenaia, Seconded by Tharius, motion passes with majority]

VI.MINORITY HIRING

- To provide an incentive package to complement other hiring strategies such as “Call Me Mister” and “Grow Your Own” to increase Black instructional staff.
- Revised Recommendation: Recommendation stands as written. [Motion made by Trenaia, Tharius Seconded, passes with majority]
- To utilize the community for recruitment of candidates by attending community events and announce search for support. (Ron)
- Revised Recommendation: Recommendation stands as written. [Motion made by Ron, Trenaia seconded, passes with majority]

VII.OTHER

- Utilize minority publications for PCS community reporting in addition to PCS websites.
- Revised Recommendation: Recommendation stands as written. [Motion made by Trenaia, Brittany seconded, passes with majority]

All recommendations pass with majority

NEW BUSINESS

Agenda items for next meeting: Culturally Relevant Training, conversations with the district to make a clear distinction of what that is and how it is used in PCS.

Next meeting will be March 31st , 2022

Following Meetings: July 28th , 2022 and November 3rd , 2022

Dates pass with Majority.