

February 12, 2020 meeting notes

*Attendees (members' names **bolded**):*

Linda Smith [PPS Director of TAG/IB], Shanice Clarke [PPS Director of Community Engagement], Scott Bailey [PPS Board/TAGAC Board liaison], **Tanya Awabdy, Megan Robertson, Eric Houghton, Marnie Faust**, Jane Chaddick, Jenny Staab, Kevin Clark (Benson Tech Site Council, etc.), Bella Gilbertson (Madison Youth Action Council adult liaison), Lane Shaffer (Madison Youth Action Council student liaison), Margaret DeLacy [OATAG]

I. Call to Order

- A. Introductions
- B. Call for additional agenda items:
- C. Announcements:

OATAG: October 24th Fall Conference date has been set. Passes 'save the date' bookmarks. Attended last week's Council for Exceptional Children Council conference- has handouts.

TAG: February 19th RubyDawn talk. Childcare and Spanish translation will be available. Marnie is able to table. Who else? The April talk will be at a different location with childcare, etc.

II. Special Guests: (Bella & Lane, Madison Youth Action Council)

- A. The Madison Youth Action Council is developing TAG policy recommendation to state legislators. The council has five policy recommendations drafted and is asking TAGAC to consider support.
 - 1. Make accelerated learning opportunities accessible to HS freshmen & sophomores. Make sure that counselors have better information, updated course guides, etc. Reduce the need for self-advocacy and remove students from the position of bringing staff up to speed.
 - 2. Update/provide TAG plans for all HS; some do not have useful information or are not published at all.
 - 3. Include student voice on TAG issues. The district TAG plan, for example, does not include the input of students in creating individual TAG plans. Students are interested in establishing a youth sub-committee of TAGAC or another method of engagement.
 - 4. Revise individual TAG plan process. Students report difficulty getting TAG plans. For example, they are told that since school offers AP or IB, there is no need.
 - 5. Approve access to higher rate and level courses at a younger grade level. Students are losing class time to self-advocacy. For example, efforts to complete credits by exam are met with confusion or incorrect information, followed by unresponsiveness. Advanced courses are not included in forecasting; if students don't know to go to the counselor or feel empowered to do so, they conclude they can't take those courses. TAG students report Freshman English is not appropriate rate & level, also College/Career exploration (AVID, etc.) is not useful.

Comment: There is the option of pushing to update state regulations/statutes to include student input. Margaret can help with this. The Oregon Dept of Education has begun reviewing administrative rules and will convene stakeholder groups.

Comment: It would be good to check in with Senator Dembrow; I can connect you. [Scott]

Comment: Let's add that to the TAG processes in PPS. Consider SpEd model for student participation.

Q: What is the hang up in letting students access accelerated learning opportunities, from a board perspective?

A: I suspect each HS manages this differently. (Scott)

Comment: That is inequitable. Either have flexibility everywhere or let students transfer.

Scott: We will ask Joe LaFontaine (Regional Superintendent, High Schools, Multiple Pathways) to attend a TAGAC meeting to discuss HS. Students should speak up at board meetings; student voices have impact.

Q: How can we support the Youth Action Council's work?

A: Students have limited capacity to attend meetings - transportation, schedule, etc. Help us know what's most critical where we can make an impact. (Lane)

Comment: Student council reps meet monthly, the week before the board meetings. Perhaps they can ally to bring issues forward. I can help make that connection. (Shanice)

Comment: Keep us in the loop as you are able to: emailtagac@gmail.com (Tanya)

III. Old Business and Unfinished Action Items (AI)

A. Board check-in (Tanya)

Presentation to PPS Board: Tanya will meet with Nicole this week and circle back to Linda.

B. Data on CSI schools – looking for growth rates of top 20% at CSI schools (Scott B.)

Scott: no news. Resources strapped with other efforts.

Also notes that 36M doesn't go very far, it turns out. For example, alternative HS receive less per student as it is and we're focusing on that inequity. First priority is social workers, psychologists, math & reading specialists, MS counselors.

Q: What about non CSI/TSI schools? What will they see?

A: Some additional teaching resources where classes are too big (have to pay extra on teacher contract if over limit). We'll see more in MS. We're hoping to go to 7 periods in all MS in the long run but don't have the resources yet. (Scott)

Comment: Principals are excited with the staffing allocations being communicated. PPS is trying to hire right away because there will be tons of competition statewide.

Comment: This is the time to talk about prioritizing/compensating TAG specialization as part of PPS contract negotiations/new hiring.

C. Advocacy for TAG support at CSI schools – HU community outreach (Linda/Shanice)

Shanice and I met about collaborating with other constituents. (Linda)

Passing around a memo, detailing potential partner organizations and guidance on equitable membership selection, with an eye to conducting an annual review of how to evolve membership. Also, let's iron out specific support my department can offer for OMSI family night. (Shanice)

We also met with the Rose City Park administration to learn about their model. Schools are all going through **MTSS*** training (6 full days for leadership) (this effort will take several years). Part of that is working with scheduling to provide interventions. PPS has systems in place that are providing training to principals to move this effort forward. It's been a 5-year process at RCP, initiated at Roseway Heights, teacher buy-in etc. MTSS opens the door to "walk-to" subjects. (Linda)

***Multi-Tiered System of Support (MTSS)** is a comprehensive framework used to provide targeted support for all learners. It is rooted in supporting the "whole child", whether an advanced or struggling learner, through academic, behavioral, social and emotional services.

D. TAG Dept budget (Tanya/Linda)

No cuts. No increase. (Linda)

E. Blurb to send out to recruit new TAGAC members and increase membership diversity (Marnie)

Marnie wrote a great blurb and we'll share it electronically for an editing pass.

F. ACCESS enrollment and gender balancing (Megan)

The application window is open. 6 families have re-applied. 7 new applications. (Linda)

The lottery has been changed to make it more gender-blind. TAGAC received a brief explanation of the decision from legal:

"Guidance we have received at the state level is that we should not implement an application process that favors one sex over another. Future efforts to balance the enrollment should include looking at the offerings, the image of the program, how it is advertised, etc."

TAGAC has asked to meet with legal and Title IX to clarify those district efforts in achieving a more proportionate enrollment at ACCESS but has not been able to get a meeting.

One issue to consider is the gender weight in the lottery (set at 1.3 for female/non-binary applicants). A 1.3 weight is only effective if the applicant ratio is close to 50:50. The ACCESS applicant ratio is more like 65:35 and a 1.3 weight has little impact, especially in grades that are already disproportionate. (Megan)

Legal and Title IX have offered to come to TAGAC's March meeting. Our concern (based on years past) is that March will be too late. Typically, we are told it is too late for changes this year. (Megan)

One success is that legal has reviewed the statutes and determined that ACCESS can promote the program to appropriate students. We've been asking for this review for three years. (Tanya)

Next steps: The right people need to get together to have a strategic discussion. It doesn't seem clear that TAGAC, legal and Title IX is the full group.

Comment: board will vote on scope of work for enrollment balancing on 2/25. ACCESS is called out as a specific outcome for the process. The search process has been initiated with the goal of one place. (Scott)

Comment: I hope that will eliminate the need for the lottery.

Comment: There will be some free space in Faubion. There is a lot of discussion around BESC about what will happen to Concordia's property. It could be they would be open to some long-term leases. (Scott)

- G. Data collection on current year TAG nominations (Linda)
See related below in TAG dept update.

IV. New Business

- A. Update from TAG department (Linda)

1. The postcards sent out to families of students scoring 95th-99th \geq 4th grade fall MAPS/SBAC yielded 1217 IDPFs. 2nd grade process is underway, students are ID'd now-ish and will receive services this year (instead of in the fall, as it used to be). The TAG dept received 813 K-3 testing requests, and 403 requests for grades 4-11 NNAT testing.
2. Linda has been in over 100 classrooms over the last few weeks as part of the ODE investigation. Principals have been welcoming and TAG dept is building new connections which means more contextual, whole school training - yay! Four CSI/TSI schools in particular are enthusiastic. MTSS, Avid, TechSmart etc. are also coming into schools now.

Comment: K-2 students who are acting out need to be looked at for TAG.

V. Questions from guests

Q:

VI. Meeting adjourned 8:10pm