
**ANNUAL REPORT
TO
THE PLANO ISD BOARD OF TRUSTEES**

November 3, 2009

Presented by
The Diversity Advisory Committee

Areas of Focus and Involvement

- Business Services
- Religious History Course
- Human Resources
- Student and Family Services
- Multilingual Education
- Special Education
- Advanced Academics

Other District and Community Involvement

- Plano International Festival
- MLK Tribute, Diversity Leadership Award
- Recruitment Open House
- Teacher of the Year Gala

Business Services

- ❑ PISD began using electronic bidding and on-line Supplier Registration in 2007.
- ❑ The current criteria for HUB (Historically Underutilized Businesses) require a minimum of 51% ownership, control, and the management of the daily operations to qualify.
- ❑ The 51% owner must also be a Texas resident and one of the following: African American, Hispanic, Asian Pacific, Native American and women.
- ❑ PISD continues to encourage HUB suppliers to participate in the bid process.

Recommendations-Business Services

- ❑ Extend its effort to reach out to minority based businesses in more creative ways
- ❑ Continue capturing and analyzing objective (qualitative and quantitative) data to identify and track progress

Religious History Course

- ❑ Establishment of a Bible Literacy Course
- ❑ Teaches cultural awareness to students by providing them with background information on Biblical stories and their meaning
- ❑ Offered as an elective course at the senior high schools

Recommendations - Religious History Course

- Utilize well established and respected university professors who teach Biblical literacy courses as resources
- Study the possibility of establishing other elective courses using the primary text of other world religions (i.e. Buddhism, Hinduism, Islam, etc.)
- Establish criterion and processes for teaching the literacy courses to assure academic integrity is maintained and proselytizing is not permitted

Recommendations for Religious/Ethnic Observances

- Establish effective ways to communicate to staff, parents and students the approved list of religious observances
- Develop procedures that assure that no student is in any way penalized for missing school to participate in an approved religious observance
- Educate the staff and students regarding the meaning of these religious observances, significance and the importance to respect all religious observances

Human Resources

CLUSTER	2008-09 Goal – 16%	2007-08 Goal – 14%	2006-07 Goal – 12%
East	22.5%	21.5%	21.0%
Central	15.1%	12.2%	10.1%
West	16.7%	14.1%	11.5%

- East and West cluster campuses exceeded the 16% goal for 2008-09. Goal for 2009-10 is 18%.
 - Central cluster made significant gains over past 3 years.
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Human Resources

- ❑ Recruiting trips were made to minority-rich universities and economically depressed regions.
- ❑ Cultural competency training has been developed for PISD campus staff. The results of this training will be shared with DAC this school year.

Recommendations for Human Resources

- ❑ Focus on campuses that have not met the 16% goal
- ❑ Track the number of new applicants and recruits by minority group
- ❑ Continue DAC participation at Recruitment Open House
- ❑ Continue to recruit at universities in areas with highly qualified, diverse candidates

Student and Family Services

- Family Services provide:
 - Family Education and Guidance Services
 - School Age Parent Program
 - Expectant Parent Program
 - Other programs on various topics

- “I Am Present” program provides early intervention to prevent truancy

- Working with parents and students affected by 4x4

Recommendations for Student and Family Services

- ❑ Enlist volunteers from local organizations chartered for community services
- ❑ Find parent volunteers from various cultures to be liaisons in communicating with other parents from specific cultures
- ❑ Develop a tracking system to compare college readiness of students enrolled in 4x4 versus those who were enrolled in fewer core courses

Multilingual Education

- ❑ LEP students benefit from early English language acquisition
- ❑ Technology is used to accelerate English language acquisition (e.g., Aviators and Digital Story Previews)
- ❑ After exiting the multilingual program, former Limited English Proficient (LEP) students in PISD performed just as well as non LEP students, in most subjects

Recommendations for Multilingual Department

- ❑ Track data of students that have attended the Bilingual Education offered from Pre K – 5th grade enrolled in AP and Honor classes; as well as the AVID program
- ❑ Monitor exit rates of ESL and bilingual students as well as their performance in mainstream classes
- ❑ Analyze factors that hinder LEP students, (i.e., low socio-economic status, non-English speaking parents), from reaching their potential

Special Education

- ❑ Strategies and initiatives have been implemented to prevent misidentification of students placed in special education programs
- ❑ Seeks to prevent academic failure through early intervention
- ❑ Team approach to determine intervention needs of students prior to special education referrals

Recommendations for Special Education

- ❑ Monitor the over-representation of minority and economically disadvantaged students
- ❑ Create a detailed plan addressing the over-representation of African American and Hispanic students

Gifted & Talented

- Address the under-representation of African American and Hispanic students in the gifted programs
 - Advanced Academics developed strategies to increase the number of students from under-represented groups:
 - Creation of an Advanced Academic Committee to identify PACE students
 - Three phase approach for evaluation including some subjective elements
 - Evaluate retention of minority students in the program
 - Efforts are made to disseminate information to parents of under-represented students
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Recommendations for Gifted & Talented

- Continue capturing and analyzing data to identify and monitor progress
- Continue to find opportunities to increase the numbers of African American and Hispanic students in PACE and other advanced academics programs
- Continue its outreach efforts in the community to identify more minority/diverse organizations that can support minority student involvement in the gifted program

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District staff in blue