

## MECAC Special Committee Recommendations to the Superintendent:

Recommendations
<p>a. Use technology to improve efforts to inform and educate parents about the programs, services and opportunities for their student:</p> <ul style="list-style-type: none"><li>• Explore having an ASD AP for parents to access district information using their cell phone.</li><li>• Explore using a QR Code (in multiple languages) in newsletters and other ASD documents so that specific information can be accessed) by using a cell phone.</li><li>• Explore using universal symbols on the website to map out opportunities and processes (lottery, registration, PTC, etc.)</li></ul> <p>b. In elementary schools with multiple academic programs or alternative programs, explore different inclusion models and strategies that would combine diverse learners in the same classroom for all or part of the school day. For example:</p> <ul style="list-style-type: none"><li>• Use the homeroom concept to group students in these schools so that they can engage with other students regardless of their special circumstance.</li><li>• Move away from separate schools to one school that is fully inclusive and allows students to learn together and get their unique needs met.</li></ul>
<p>a. In schools that house multiple programs, provide student test/achievement data in the profiles of performance as follows:</p> <ul style="list-style-type: none"><li>• By school</li><li>• By special Program</li><li>• By sub groups</li></ul> <p>b. When reporting individual student information, give parents data that show their student’s achievement gap relative to the school’s data and their subgroup.</p>
<p>a. Require all schools to have a school report card goal that focus on the fair, equitable and respectful treatment of all students.</p> <p>b. Engage a task force, comprised of MECAC members, to review the school report card goal(s) of those elementary schools with alternative and/or multiple instructional programs to ensure that goals are being met.</p>