

## MEMORANDUM

TO: APS School Board

CC: Dr. Francisco Durán, Superintendent  
Dr. Gerald Mann, Chief Academic Officer

FROM: Jenny Roahen Rizzo  
Chair, Advisory Council on Teaching & Learning (ACTL)

RE: **Final ACTL Committee Recommendations, 2023-2024**

DATE: February 28, 2024

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Attached please find final recommendations from the following committees:

- **Advanced Academics & Talent Development / Gifted Services** Advisory Committee
- **Arlington Special Education** Advisory Committee
- **Career, Technical, and Adult Education** Advisory Committee
- **Dual-Language Immersion** sub-subcommittee
- **Early Childhood** Advisory Committee
- **English Language Arts** Advisory Committee
- **Mathematics** Advisory Committee
- **Science** Advisory Committee
- **Social Studies** Advisory Committee
- **Student Services** Advisory Committee
- **World Languages** Advisory Committee

If the committee made substantive changes to their document after meeting with the School Board in work session, those changes are highlighted in **yellow**.

Most of these recommendations include budget needs, and we respectfully ask that they be considered alongside the Superintendent's Proposed Budget for FY25.

Three ACTL committees not included here are the Advisory Committee on English Learners, Educational Technology Advisory Committee, and School Health Advisory Board. Any recommendations from these committees will be submitted by the end of the school year.

We extend our deep appreciation to the committee volunteer leaders and members, committee staff liaisons, ACTL staff liaisons and Board liaison, and the Superintendent and School Board.

A reference list of the recommendations follows on the next pages.

Advanced Academics & Talent Development / Gifted Services Advisory Committee	
<p>Co-chairs: Greg Eastman, Carlisle Levine</p> <p>Staff liaison: Cheryl McCullough</p>	<p><b>Recommendation #1:</b> The Office of Advanced Academics and Talent Development should be led by a Director, rather than a Supervisor.</p> <p><b>Recommendation #2:</b> APS’s Clustering Policy (SB Policy 1-8.1: 10 or more students identified as gifted per cluster) should be consistently followed.</p> <p><b>Additional area of focus for committee:</b> Faithful implementation of full complement of open-enrollment middle school intensified courses.</p>
Arlington Special Education Advisory Committee (ASEAC)	
<p>Chair: Paige Shevlin</p> <p>Vice Chair: Jennifer Wheelock</p> <p>Staff liaisons: Angie Close, Dr. Kelly Krug</p>	<p><b>Recommendation #1:</b> Increase hourly staffing during unstructured time.</p> <p><b>Recommendation #2:</b> Open up classes currently available only to students with an IEP to those with a 504 and, in the long term, consider how these courses can be open to all students.</p> <p><b>Recommendation #3:</b> Explicitly indicate that students with disabilities are eligible for “rigorous courses” including new “intensified” courses at the middle school level.</p>
Career, Technical, and Adult Education Advisory Committee	
<p>Co-chairs: Rosaelena O’Neil, Daniel Marschall</p> <p>Staff liaison: Christopher Martini</p>	<p><b>Recommendation:</b> Provide a 1.0 FTE Career and Technical Education testing coordinator to provide state-approved credentialing support to teachers and students.</p>
Dual Language Immersion (DLI) sub-subcommittee to the Advisory Committee on English Learners	
<p>Chair: Paula Cordero Salas</p> <p>Vice chair: Rachel Berkey</p> <p>Staff liaison: Wendy Bermudez</p>	<p><b>Recommendation #1:</b> APS allocates funding to hire one Spanish reading specialist for each DLI elementary school to support student literacy in Spanish.</p> <p><b>Recommendation #2:</b> That APS researches and enacts a plan to improve hiring and retention for bilingual and biliterate staff for the DLI program.</p> <p><b>Additional area of focus for committee:</b> APS should establish a plan to monitor DLI program enrollment and attrition.</p>

Early Childhood Advisory Committee	
Chair: Maggie Slye Vice chair: Kate McKenney  Staff liaisons: Elaine Perkins, Cameron Childs	<p><b>Recommendation:</b> Fund PreK curriculum resource adoption and 50 hours of curriculum-aligned professional development for all VPI and Early Childhood Special Education teachers and assistants.</p> <p><b>Additional area of focus for committee:</b> Making a decision about universal PreK.</p>
English Language Arts Advisory Committee	
Chair: Mike Miller Vice Chair: Kate Merrill  Staff liaisons: Sarah Cruz, Gaby Rivas	<p><b>Recommendation #1:</b> APS should hire three district-level writing coaches (one for elementary, one for middle school, one for high school) to provide teachers with job-embedded professional learning in support of ELAAC's 2022-2023 recommendation.</p> <p><b>Recommendation #2:</b> APS should hire two additional district-level literacy coaches (one for elementary and one for secondary) to provide teachers with job-embedded professional learning.</p>
Mathematics Advisory Committee	
Chair: Todd Truitt Vice chair: Greg Eastman  Staff liaisons: Shannan Ellis, Carl Seward	<p><b>Recommendation:</b> Fund 15 Math Interventionists to be distributed across all grade levels at certain elementary schools, with priority given to schools with the greatest need.</p>
Science Advisory Committee	
Chair: Kristen Parsons  Staff liaison: Dr. Dat Le	<p><b>Recommendation:</b> Provide school-based science coaches at each elementary school to mentor and support science teachers. These coaches provide professional development and training, ensure the implementation of the science curriculum, model high quality instruction in the classroom, lead and facilitate professional learning communities, monitor student progress, and coordinate direct remediation and interventions.</p>
Social Studies Advisory Committee	
Chair: Caroline Rogus  Staff liaison: Terrell Fleming	<p><b>Recommendation:</b> Hire a full-time elementary school specialist in Social Studies education.</p>
Student Services Advisory Committee	
Co-chairs: Adora Williams, Kirstin Pickle  Staff liaison: Dr. Darrell Sampson	<p><b>Recommendation #1:</b> <u>Social and Emotional Learning (SEL)</u> programs for all secondary students should include timely and relevant topics, ample student and staff voice, comprehensive staff training with opportunities to practice implementation, and support to school staff teaching SEL, as required by both <u>state</u> and <u>national</u> standards. Effective SEL and prevention must focus on the intersection of mental wellness,</p>

	<p>substance use prevention, and SEL core competencies rather than SEL lessons in isolation. Programs should focus on increasing protective and preventive factors, including those that lead to resilience and help prevent risky behaviors.</p> <p>SEL programs should cover topics such as drug prevention; racial equity; implicit bias; appreciation and acceptance of diversity, including LGBTQ; and responding to observed acts of bullying. APS currently supports the development of the protective factors of SEL and DEI competencies. By listening to high school students, APS can continue to support these protective factors by teaching and practicing SEL competencies through drug prevention, DEI, and other relevant and life-saving topics.</p> <p><b>Recommendation #2:</b> Ensure Adequate Staffing and Role Definitions as set forth below: Hire one Director of Student Wellness &amp; Support, two Student Services Specialists, and additional school-based Student Services professionals (consistent with nationally recognized professional organization ratios). Additional Student Services professionals are needed district-wide to ensure ALL schools meet the recommended ratios of their respective professional organizations.</p>
<b>World Languages Advisory Committee</b>	
<p>Chair: Kate Marden</p> <p>Staff liaison: Elisabeth Harrington</p>	<p><b>Recommendation #1:</b> Step up recruitment and hiring of American Sign Language (ASL) teachers by the World Language Office of Academics in order to offer ASL courses at all 7 middle schools.</p> <p><b>Recommendation #2:</b> Convert the contingency 0.2 FTE Chinese teacher position to a full-time permanent position funded under the World Languages/Office of Academics.</p>