

Dec agenda

Attendance sign-in



- 7:00 - 7:10 (10 min) **Welcome; Approve Nov minutes; Review meeting norms; Review subcommittee recommendation process**
- 7:10 - 7:30 (20 min) **Arlington Special Education Advisory Committee**
- 7:30 - 7:50 (20 min) **Science Advisory Committee**
- 5 min buffer
- 7:55 - 8:15 (20 min) **Social Studies Advisory Committee**
- 8:15 - 8:35 (20 min) **Student Services Advisory Committee**
- 8:35 - 8:40 (5 min) **Check-in on engaging school communities on literacy**
- 5 min buffer
- 8:45 meeting ends**

ACTL norms

Support others
by actively
listening and
staying engaged

Model a culture
of respect,
professionalism,
and mutual
learning

Share using full
information
(avoid jargon,
acronyms, using
only first names)

Subcommittee recommendation process



Attendance sign-in



What is compelling about the recommendation?

Any concerns about the recommendation?

What additional information or rationale is needed?

Turn your
tent card
on its edge

One
comment
or question
at a time

Think about
your full
community
and its
various
voices

Arlington Special Education Advisory Committee (ASEAC)

Chair: Paige Shevlin

Vice Chair: Jennifer Wheelock

Secretary: David Siu

Staff liaisons: Dr. Kelly Krug, Director, Elem

Angelique Close, Director, Sec

Rec 1: Increase hourly staffing during unstructured time

Rec 2: 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.

Rec 3: Explicitly indicate that students with disabilities are eligible for “rigorous courses” including new intensified courses at the middle school level.

ASEAC Recommendations

ASEAC continues to support our prior planning factor recommendation and appreciates the ongoing work, including the recent work session and prioritization in upcoming budget.

New Recommendations

Program of Studies:

- Recommendation #1. Open up classes 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.
- Recommendation #2: Explicitly indicate that students with disabilities are eligible for “rigorous courses” including new “intensified” courses at the middle school level.

Recommendation #1: Open up IEP courses to students with 504s

- MS Courses Instructional Studies (10028) and Social Skills (10023) are only available to students with an IEP.
- Feedback from parents: Some students with a 504 (but not an IEP) would benefit from these courses (higher bar to receive an IEP)
 - Longer-term interest to open up these courses to any student
- Directly increases inclusion

IEP (<u>Individual</u> Education Plan)	504
Individuals with Disabilities Education Act (IDEA)	Section 504 of the Rehabilitation Act of 1973
Individualized special education including learning goals, services, accommodations, etc.	Services and accommodations to reduce barriers to the learning environment (not specialized education)
Covers 13 disabilities provided for in IDEA (SLD, autism, ADHD, etc.)	Covers <i>any</i> disability, including medical conditions
Additional safeguards: Parental consent required, IEP “team”, IEE allowed, required annual meeting and 3 year review, dispute resolution, prior written notice and “stay put” IEP, etc.	Additional safeguards: Parental consent required, fewer options for dispute resolution, typically reviewed annually; reevaluated every 3 years or as needed

Highlights Recommendation #1

Strategic Plan alignment: Inclusivity (Core Values) and Student Well Being (Goal)

- Strategy SWB-6: *“Increase co-taught sections... to support the inclusion of students”*

OSE Feedback: “No downside” to allowing students with 504 to access

ASEAC Feedback: Interest in “guardrails” to ensure classes not overenrolled, ensure students’ needs met

Budgetary implication: Likely insignificant

Recommendation #2: Explicitly indicate SWDs are eligible for “rigorous courses”

- MS and HS POS discuss “Preparation for Rigorous Studies” (pg. 5 MS and pg. 7 HS)
 - Encourages “all students to enroll and succeed in advanced courses”
- SWDs historically have difficulty accessing AP, IB, and other advanced classes: counseled out, services and accommodations not available, etc.
- Recommendation: PoS should set the tone for explicit inclusion
 - SWDs are encouraged to enroll and have equitable access, including appropriate services and accommodations as specified in IEP and 504
 - IB, AP, new intensified classes, any other advanced classes

Highlights Recommendation #2

Strategic Plan alignment: Inclusivity and Equity (Core Values) and Student Well Being and Student Success(Goals)

- Strategy SWB-6: *“Increase co-taught sections... to support the inclusion of students”*
- Strategy SS-2: *“Deliver curriculum through innovative and relevant instruction that is differentiated to meet the diverse need of each student”*

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Highlights Recommendation #2 Continued

OSE Feedback: Provided suggestions to help ASEAC formulate changes to PoS

ASEAC Feedback: Has historically supported more access to advanced courses; Improving PoS does not directly address shortcomings in supports and accommodations

Budgetary implication: Uncertain.

Final thought: DEI staff have indicated the best time to address inclusion in the curriculum is at the outset. PoS is an essential resource in choosing a student's academic pathway and should be explicit about inclusivity and

Recommendation #3: Increase staffing during unstructured times

- Repeated reports of bullying incidents during unstructured time (lunch, recess, PE, classroom transitions)
- Need for more staffing/training
 - Parents report well-trained staff have broadly supported ALL students' social interactions (e.g., recess)

Non-budgetary ideas also raised: guidance to parents on bullying, PIPs (e.g., recess staffing), equity dashboard statistics (e.g., student climate)

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Highlights Recommendation #3

Strategic Plan alignment: Inclusivity and Equity (Core Values) and Student Well Being (Goals)

- Strategy SWB-2: *“Establish and promote a culture of physical, social, emotional and mental health wellness.”*
- Strategy SWB-5: *“Establish systemic, proactive, and positive...practices that support student learning and well-being in all areas involving student conduct.”*

Budgetary implication: Depends if pilot or system-wide.

Science Advisory Committee

Chair: Kristen Parsons

Staff Liaison: Dr. Dat Le, Supervisor

Rec: 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 inquiry-based instruction in the classroom, lead and facilitate professional learning communities, monitor student progress, and coordinate direct remediation and interventions.

Social Studies Advisory Committee

Chair: Caroline Rogus

Staff liaison: Terrell Fleming, Supervisor

Rec: Hire a full-time elementary Specialist
in Social Studies education.

Student Services Advisory Committee

Co-Chairs: Adora Williams
Kirstin Pickle

Staff liaison: Dr. Darrell Sampson
Exec Dir of Student Services

Rec 1: Social and Emotional Learning 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.

Rec 2: Hire a Director of Student Wellness & Support and two Student Services Specialists while recognizing the need to prioritize Student Services staffing within the schools, both in terms of filling vacancies and increasing positions to meet national recommended standards.... Schools must have full-time coverage of school psychologists, social workers, school counselors, and substance abuse counselors every day....The School Board should make filling existing Student Services vacancies an HR priority, and assess what changes might be needed to effectively recruit and retain these staff.

Engaging your communities on literacy...

What are engagement methods are you using?

What's working?
What challenges are you experiencing?

Attendance sign-in



**At the Jan ACTL meeting,
we will discuss the input you have
gathered from your communities.**

