Arlington Public Schools

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APS Strategic Plan
2024-30



Update on Changes to Non-Traditional Programs

Department of Academics,
Department of Diversity, Equity, Inclusion & Student Support
Department of School Support

Presentation Outline

- Purpose and School Board Direction Review
- Provide an update on Implementation Plan for Non-Traditional Programs
  - Grace Hopper Center
  - Multilingual Pathway Program
  - Flexible Learning Program at ACHS
  - Alternative Learning Program
- Next Steps

Purpose

School Board Direction

- The Superintendent shall ensure that the staff, students, and families of the Grace Hopper Center programs are meaningfully and consistently engaged—alongside leadership—in all aspects of planning necessary to facilitate a successful transition and sustain these programs' continued success at the Grace Hopper Center.

- The Board requests written progress updates at the April 16, June 18, and early August School Board meetings. These updates should include stakeholder engagement efforts, identified challenges, proposed solutions, and any additional Board action required to support a successful implementation.

Relocation of Langston to Grace Hopper Center

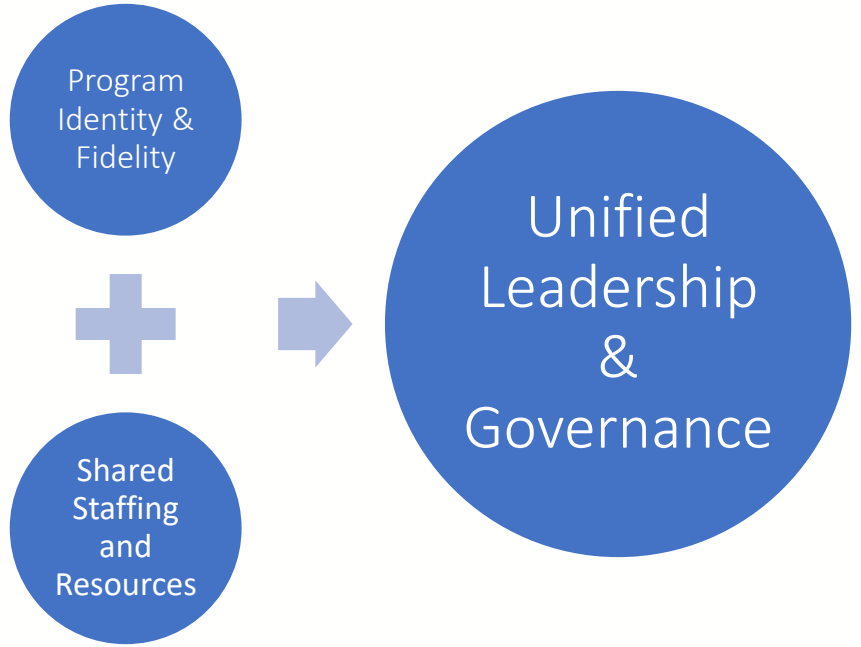
Framework for Implementation Plan:

Unified Leadership and Governance
Focus on coordinated leadership ensures clear governance and aligned decision-making across all operations.

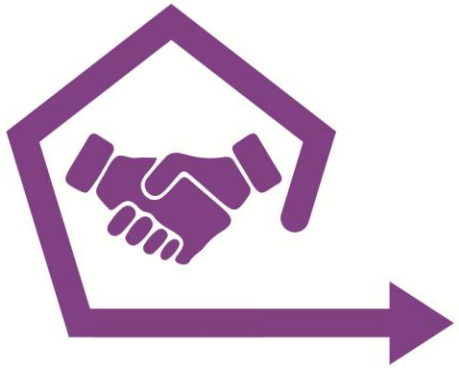
Program Integration with Preserved Identity
Integrating programs while maintaining the unique mission and culture of the Langston educational model.

Shared Staffing and Resources
Optimizing staffing and resources sharing to improve efficiency and support across programs.

Inclusive Culture, Communication, and Feedback
Fostering an inclusive environment that encourages open communication and continuous feedback.



Stakeholder Engagement



Student, Family and Community Partnerships

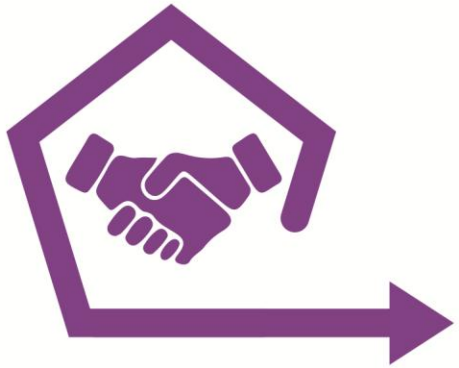
Feedback Committees:

- 4/28 - Staff Session & Family Session
- 5/1 - Student Session
- 5/14 - Student Retreat with DEISS

Additional Engagement Activities:

- 4/7 - Grace Hopper Center Facility Tour for Staff
- 4/15 - Combined Staff Meeting
- 5/19 - Grace Hopper Center Facility Tour for Staff
- 6/15 - Grace Hopper Center Facility Tour for Staff
- 6/11 - Student Feedback Session – Focus: Culture Building
- 6/11 - Staff Feedback Session – Focus: Culture Building
- 6/11 - Family Feedback Session – Focus: Culture Building
- July - Additional Staff Operations Tours

Summer Planning & Stakeholder Engagement



Student, Family and Community Partnerships

Summer Planning :

- 7/8 - School Leadership retreat with a focus on culture building and program integration (Co-facilitated by DEISS)
- Ongoing Planning Sessions

Summer Engagement Opportunities & Events:

- 8/17-In person Combined Feedback Session #3
  - *5:00 - 6:30 P.M Columbia Pike Library*
- 8/26 - All GHC fulltime students building tour opportunity
  - *Individualized tours will be provided on a case-by-case scenario*

Ongoing Communication:

- Updated Grace Hopper Website, with new Logo. Additional work to continue, including staff rosters, events and other program information
- New Family, "Welcome to Grace Hopper Session" Fall 2026
- Welcome Letter to all Grace Hopper families to be sent the week of 8/3 with opening school information and invitation to events

Building will be open for all staff on 8/19-21

Stakeholder Engagement Feedback Summary

Potential Barriers Identified

- **Program Identity and Culture** – Stakeholders want to preserve each program's unique identity, personalized support, and sense of community.
- **Student Support Services** – Families, students, and staff want assurance that counseling, special education, and other support services will remain accessible and consistent.
- **Building Accessibility and Navigation** – Concerns exist about navigating a larger building while maintaining accessibility, safety, and supervision.
- **Learning Environment** – Stakeholders emphasized the need for sensory-friendly, inclusive spaces that support diverse learning needs.
- **Governance and Staffing** – Greater clarity is needed regarding leadership structures, staffing, and how programs will operate together.
- **Student Experience and Recognition** – Questions remain about daily logistics, extracurricular opportunities, graduation, and maintaining program-specific recognition.

Solutions Identified

- **Program Identity and Culture** – A floor plan and governance structure has been designed to ensure students and staff have access to the spaces and supports they need while also ensuring program integrity through dedicated spaces in the building, collaborative feedback groups provide feedback on a shared vision and mission, and differentiated supports and scheduling practices.
- **Student Support Services** – Student Services staffing has remained constant and there will be increased access to additional resources, such as access to a fulltime attendance specialist.
- **Building Accessibility and Navigation** – Intentional design of program location has been shared with staff and feedback groups to include smaller spaces, alternate lunch locations, multiple parent receiving areas, and relocation of student services adjacent to program needs
- **Learning Environment** – This state-of-the-art building has been intentionally designed to include a variety of sensory and inclusive spaces. Students and the community will have opportunity to tour in August.
- **Governance and Staffing** – A collaborative governance structure has been co-created this will be shared with staff during school opening as well as in welcome back communication with students and families.
- **Student Experience and Recognition** –Student feedback groups have been established and will continue with expansion into the fall including the establishment of student ambassador program and inclusive student governance groups.

Multilingual Pathway Program



Student Academic Growth and Success

Launching the Program

School Launch

Schedule reviews
Teacher support
Co-teaching

Moving Forward

Engagement
Recruitment
Site visits

Multilingual Pathway Program

Student Academic Growth and Success

Ongoing Monitoring for Success

	Fall snapshot	Monthly	Quarterly	Semester
Course pass rates	●	●	✓	✓
CTE pathway access	✓	●	✓	●
Dual enrollment access	✓	●	✓	●
Average daily attendance	●	✓	●	●
Support for teachers	●	✓	●	●

✓ tracked at this cadence ● not tracked

Fall snapshot = one-time fall enrollment count

Alternative Learning Program



Student Academic Growth and Success

Building the Program

Collaboration	Specialized programming	Individualized scheduling	Enhanced transition planning
• Continued collaboration with Office of Special Education, 45-Day Program, and Office of School Climate and Culture on programming and materials.	• Targeted interventions and programs to address areas of behavioral needs.	• Outlining process for student scheduling and communication with school of record.	• Increased focus on student transition from ALP to comprehensive school.

To date the team has discussed and finalized:

- Criteria
- Mental health supports
- ALP Team mission and vision
- Student schedule
- Wraparound services
- Staffing review
- Targeted programming

Alternative Learning Program, Cont.



Student Academic Growth and Success

Ongoing Implementation Support

Professional learning & coaching	Transition supports for current students	Summer work	Monitoring success
• Professional development for ALP Team including RULER and restorative practices	• Collaboration with sending school to ensure consistency in students support when returning	• ALP planning team met in June and August to finalize programming.	• Tracking key metrics to gauge the success of the program and course correct as needed

Alternative Learning Program, Cont.

Student Academic Growth and Success

LINK ALTERNATIVE LEARNING PROGRAM

PROVIDING STUDENTS WITH A PATHWAY TO RECONNECT, RECOVER, AND RETURN STRONGER

Learn Together • Inspire Growth • Nurture Connections • Keep Achieving

LINK envisions a future where every student is empowered to overcome obstacles, discover their strengths, and become a confident learner and positive leader. Through purpose, growth, meaningful relationships, and perseverance, students reconnect with their school communities better prepared to succeed and make a positive impact.

Flexible Learning Program

Student Academic Growth and Success



School Launch

- Referral process
- Instructional program
- Program brochure

Moving Forward

Engagement
Recruitment
Site visits

Flexible Learning Program

Embedded Social Emotional and Mental Health Supports & Practices	
Clinical Coordination	Ongoing collaboration among school staff, families, and community mental health providers to ensure continuity of care and coordinated interventions.
Daily Advisory Check-ins	Flexible check-ins throughout the day that foster relationships, monitor student well-being, reinforce coping strategies, and identify emerging needs.
Wellness & Regulation Space	A designated space where students can utilize self-regulation strategies, sensory supports, and coping tools before returning to instruction.
Responsive Academic Flexibility	The flexibility to temporarily adjust workload, pacing, or scheduling without punitive grading or attendance consequences based on students' social emotional and mental health needs while maintaining progress towards academic goals.



Base School Connection	Individualized opportunities for students to maintain connections with their home school through extracurricular activities, sports, clubs, or school events to maintain peer community and support belonging and successful transition.
Transition & Reintegration Support	Individualized planning for students returning from hospitalization, Partial Hospitalization Programs (PHP), Intensive Outpatient Programs (IOP), homebound, or extended mental health-related absences.
Counseling Services	Individual and/or small-group counseling is available, as appropriate, based on students' identified social-emotional and mental health needs and individualized learning plan.

Flexible Learning Program



Student Academic Growth and Success

Building the Program

Collaboration	Specialized programming	Individualized scheduling	Outreach & communication
• Partnered with ACHS, Office of School Support and Office of Student Services to outline program logistics	• Targeted interventions and increased staffing to support mental health needs	• Outlined process for student scheduling and communication with school of record	• Outreach to critical internal and external partners to raise awareness of the new program

Established:

- Criteria for entry
- Mental health supports
- Student schedule
- Wraparound services
- Staffing review
- Online curriculum

Flexible Learning Program



Student Academic Growth and Success

Ongoing Implementation Support

Professional learning & coaching	Communication	Summer work	Monitoring success
• Professional development for FLP Team and developing a coaching schedule	• Development of FLP materials for the APS website, Parent Resource Center and counseling teams	• Continued refinement of referral process, student enrollment and scheduling	• Tracking key metrics to gauge the success of the program including access to rigorous coursework and successful return to comprehensive school (if chosen)

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Questions & Comments