



Board of Education
2500 South State Street
Salt Lake City, Utah 84115-3110

385-646-4523
FAX 385-646-4207
www.graniteschools.org

Board of Education Study Session
Tuesday, October 20, 2026 5:00 PM
Board Room

A regular meeting of the Board of Education of Granite School District. The Board may vote to meet in a closed executive session for any of the purposes set forth in Section 52-4-205 of Utah's Open and Public Meetings Act.

1. **WELCOME** President McDermott
2. **STUDY ITEMS**
 - 2.A. Skyline Network IB Program Dr. Mitch Nerdin 2
 - 2.B. Early Literacy Overview Dr. Noelle Converse, Christine Drummond,
and Jadee Talbot 16
 - 2.C. Dual Language Immersion and Advanced Learning Center Programs
Kyle Anderson 32
3. **ADJOURN**

* * * * *

Complete texts of agenda are available at www.graniteschools.org.

In compliance with the Americans with Disabilities Act, individuals needing special accommodations (including auxiliary communicative aids and services) during this meeting should notify Stacy Bushell at 385-646-4523 (alternate TDD number 801-298-9484) at least three working days prior to the meeting.

Members of the Board of Education may participate electronically.

Building an IB Continuum

Oakridge Elementary • Churchill Junior High • Skyline High School

A K–12 strategy for rigorous instruction, broader access, student identity, and enrollment strength

PRIMARY YEARS • PYP

MIDDLE YEARS • MYP

DIPLOMA • DP

School Board | October 2026



The opportunity: turn a Skyline strength into a K–12 pathway

A coherent continuum can extend the benefits of IB well beyond students who ultimately earn the Diploma.

1. Preserve a proven identity

Skyline has built a strong academic identity around IB. The Diploma Programme is a distinctive part of the school's value proposition and reputation.

2. Broaden access

Recent work has intentionally moved IB from “a program for a few” toward rigorous IB coursework that reaches many more students—including students supported through AVID.

3. Build the pipeline

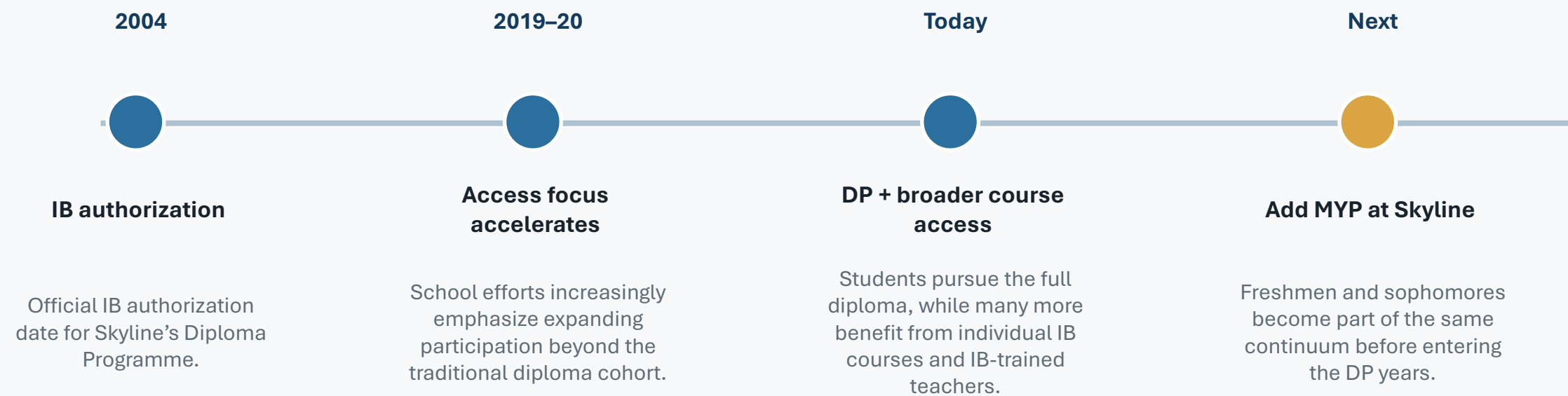
Oakridge PYP + Churchill MYP + Skyline MYP/DP creates a continuous experience in inquiry, thinking, communication, research, reflection and self-management.

Strategic thesis

Academic identity → stronger instruction → greater access → stronger enrollment → a sustainable neighborhood-school pathway.

Skyline IB: a durable foundation

Official IB records list Skyline High School (Salt Lake City) as an IB World School since July 9, 2004.

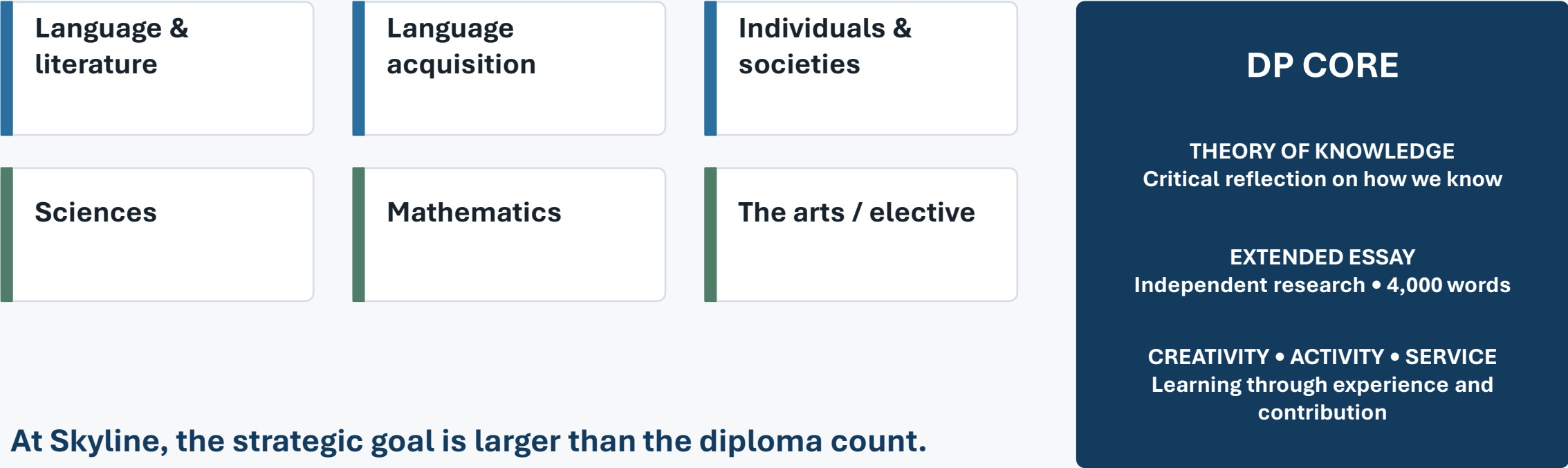


Historical note: local recollections may place Skyline’s IB-related work earlier; the IB organization’s public directory documents formal authorization in 2004.

Sources: International Baccalaureate school directory (Skyline High School, Salt Lake City), accessed Oct. 2026.

The Diploma Programme: rigor with breadth and depth

The DP is a two-year programme for ages 16–19 built around six subject groups and a distinctive academic core.



At Skyline, the strategic goal is larger than the diploma count.

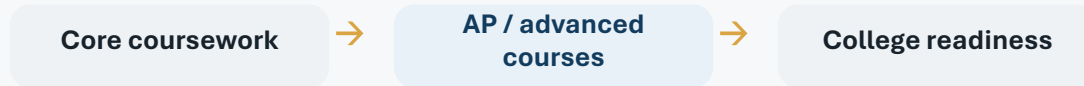
Hundreds of students can benefit from rigorous IB courses, inquiry-rich instruction, common academic language, and teachers whose IB training influences practice across their schedules.

Sources: IB Diploma Programme and DP Core pages, International Baccalaureate, accessed Oct. 2026.

Access by design: AVID as the bridge to IB

Skyline uses AVID to help capable students move from advanced coursework into the more comprehensive challenge of the IB Diploma.

Traditional AVID pathway



Skyline's adaptation



What the support is designed to do

- Build academic habits and organization
- Strengthen writing, inquiry and collaboration
- Create belonging in rigorous coursework
- Provide structured encouragement and problem-solving
- Make the full Diploma feel attainable—not reserved for a narrow group

Equity through access does not mean reducing rigor. It means building the supports that allow more students to succeed in rigorous work.

What makes IB instruction distinctive?

Across programmes, IB emphasizes a shared instructional philosophy—not a single scripted curriculum.

INQUIRY

Students question, investigate, construct meaning and reflect—not simply receive information.

CONCEPTS

Learning is organized around significant ideas that transfer across contexts and disciplines.

APPROACHES TO LEARNING

Explicit development of thinking, communication, research, self-management and social skills.

GLOBAL CONTEXTS

Students connect academic content to local, national and global questions and perspectives.

REFLECTION + ACTION

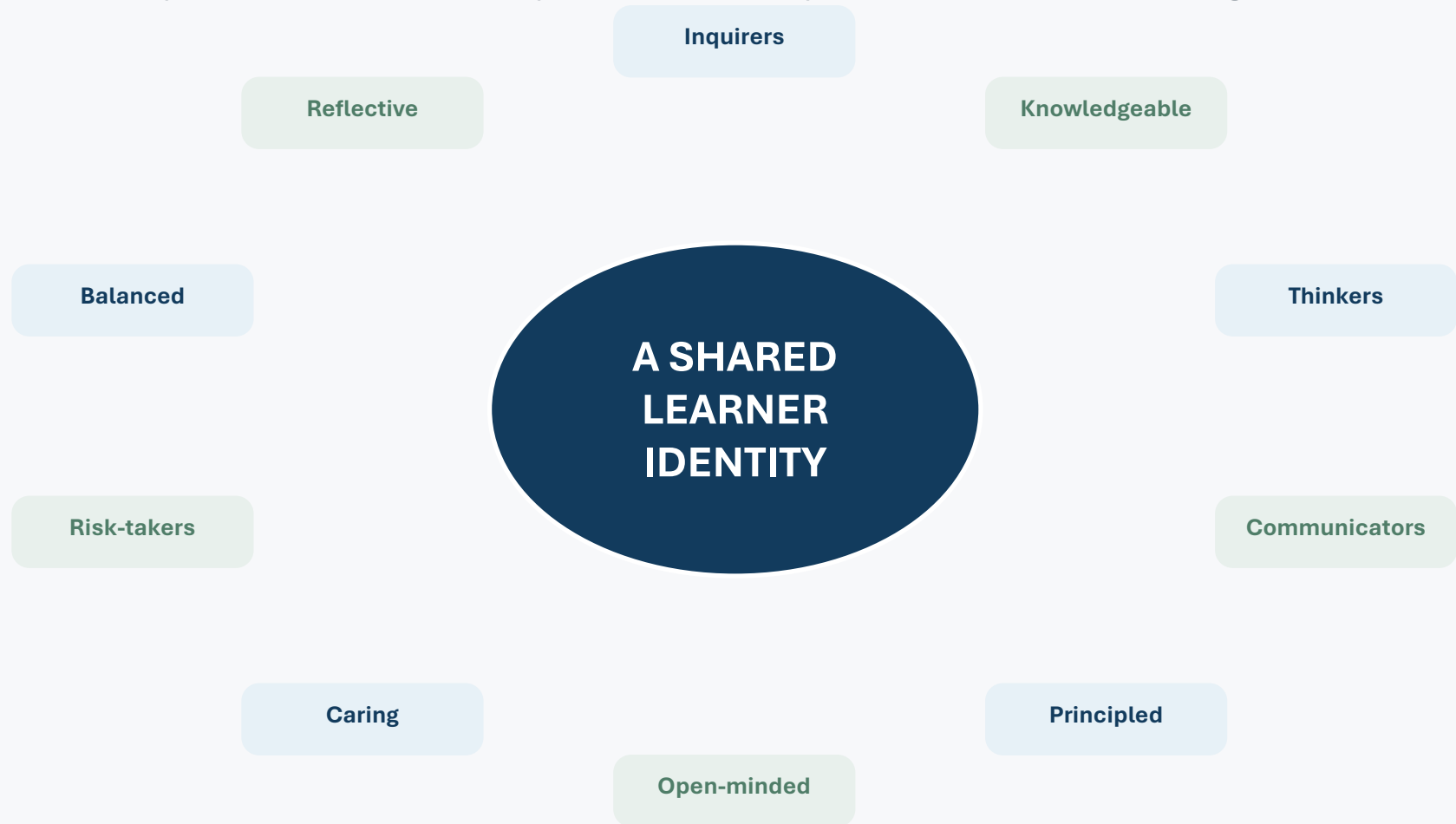
Learning cycles through inquiry, action and reflection, with students taking increasing ownership.

INTERDISCIPLINARY THINKING

Students make connections across subjects and apply knowledge to complex, authentic problems.

The IB Learner Profile: a common K–12 language for student development

The learner profile describes dispositions IB seeks to develop across academic, personal, emotional and social growth.



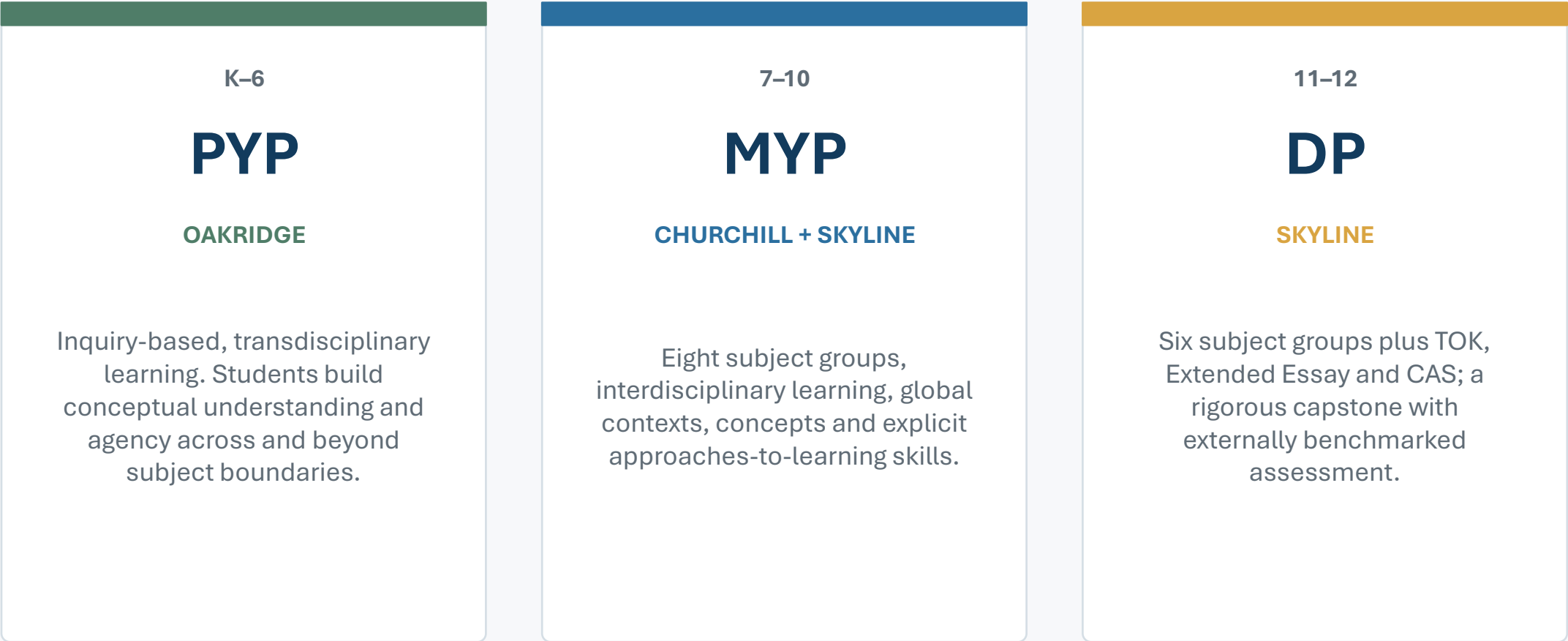
The value of a continuum is cumulative: students encounter the same dispositions and learning habits repeatedly, with increasing sophistication from elementary school through graduation.

8

Source: International Baccalaureate, “The learner” / IB learner profile, accessed Oct. 2026.

One continuum, three programmes

The programmes differ by developmental level, but share a common philosophy of inquiry, agency, conceptual understanding and reflection.



PYP → MYP → DP

9

Sources: International Baccalaureate programme descriptions; Churchill Jr. High MYP page; Oakridge Elementary website.

Where we are now—and where we are going

The network is moving from a single flagship programme to a vertically aligned K–12 instructional ecosystem.

SCHOOL	PROGRAMME	STATUS	WHO BENEFITS
Oakridge Elementary	Primary Years Programme	Candidate School; beginning implementation	School-wide
Churchill Junior High	Middle Years Programme	Authorized MYP	School-wide
Skyline High 9–10	Middle Years Programme	Next phase: begin MYP development	School-wide grades 9–10
Skyline High 11–12	Diploma Programme	Authorized since 2004; mature programme	Diploma candidates + course participants

End state: every student in the feeder network experiences IB-informed teaching from kindergarten through grade 10, with a rigorous DP option in grades 11–12.

Sources: Churchill Jr. High and Oakridge Elementary school websites; IB school directory. Skyline MYP timing reflects district planning described for this briefing.

IB complements—not replaces—Utah’s required curriculum and accountability

IB provides an instructional and curricular framework; Granite schools remain responsible for all state requirements.

STATE / DISTRICT REQUIREMENTS

- Utah Core Standards remain the required academic standards
- State-required assessments remain in place
- Graduation requirements remain in place
- District curriculum expectations and board policy remain in force
- School accountability measures remain in force

IB FRAMEWORK ADDS

- Inquiry and conceptual teaching
- Approaches to learning skills
- Interdisciplinary connections
- Learner profile and reflection
- International-mindedness / global contexts – including foreign language implementation
- IB programme standards and professional learning

THE RESULT

Teachers intentionally design instruction that satisfies state content expectations while using IB frameworks to deepen thinking, application, transfer, student agency and reflection.

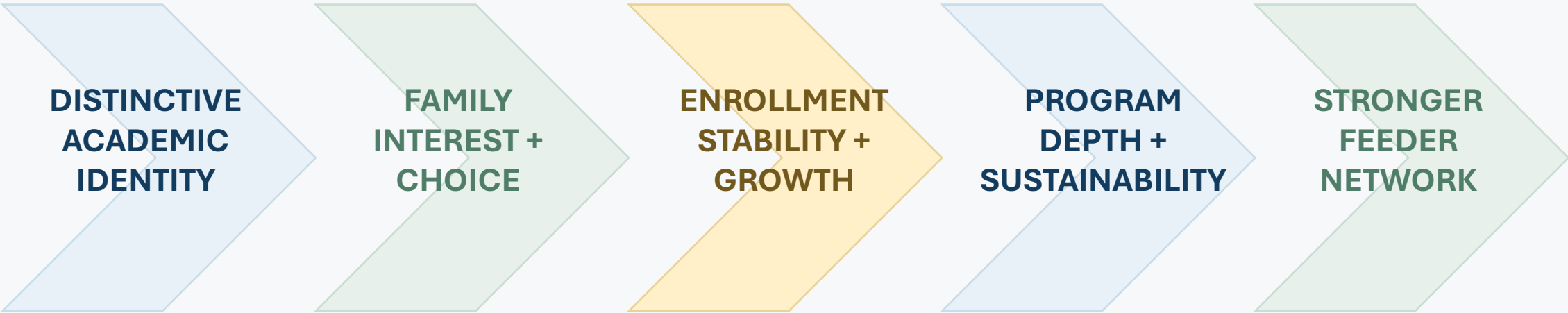
IB is an overlay for quality and coherence—not an exemption from state mandates.

11

Framing based on IB’s description of its programmes as flexible frameworks tailored to local context; state requirements remain locally binding.

Enrollment and identity: academic distinction can strengthen neighborhood schools

Skyline demonstrates the strategic value of a recognizable academic identity; the same logic is now being extended to Churchill and Oakridge.



Local observation

Skyline’s IB reputation has been a meaningful part of its academic brand and enrollment appeal. Churchill and Oakridge have already experienced substantial enrollment interest as their IB identities have emerged; district leaders expect that effect to strengthen as implementation matures.

Recommendation: track enrollment, boundary retention, permit/choice demand and programme participation annually so the board can quantify the effect over time.

What success looks like in 3–5 years

A mature continuum should be visible in student experience, instructional practice, access and enrollment.

STUDENT ACCESS

More students taking IB coursework;
broader demographic representation;
stronger DP pipeline.

INSTRUCTION

Common use of inquiry, concepts, ATL
skills, reflection and interdisciplinary
planning.

TRANSITIONS

Students arrive at Churchill and Skyline
already fluent in IB learning habits and
expectations.

OUTCOMES

Strong course completion, diploma
outcomes, postsecondary readiness
and student belonging.

ENROLLMENT

Higher boundary retention, stronger
choice demand and stable/growing
enrollment across the feeder network.

SUSTAINABILITY

Trained faculty, coherent leadership,
protected collaboration and
predictable programme funding.

The strategic payoff is not “more IB.” It is a stronger, more coherent K–12 learning experience with a distinctive academic identity.

Board direction: sustain the continuum and measure the return

The next phase is implementation discipline: preserve rigor, expand access, align instruction and document results.

- 1

Support the K–12 continuum

Continue PYP development at Oakridge, MYP implementation at Churchill, and MYP development for Skyline grades 9–10.
- 2

Protect professional learning

Maintain high-quality IB training, collaborative planning and programme coordination so the framework changes classroom practice.
- 3

Keep access central

Use AVID and other supports to ensure rigorous pathways are attainable for a broader range of students.
- 4

Measure what matters

Report annually on participation, outcomes, enrollment/retention, student experience and implementation quality.

K–12 IB continuum

14

Selected sources

Primary public sources used to verify programme descriptions and current authorization/candidacy status.

1. International Baccalaureate. Skyline High School (Salt Lake City) school directory entry — IB School since July 9, 2004.
2. International Baccalaureate. Diploma Programme; DP curriculum; DP core; Theory of Knowledge; Creativity, Activity, Service.
3. International Baccalaureate. The IB Teaching Style; MYP: How the MYP Works; PYP Curriculum Framework; The Learner / Learner Profile.
4. Churchill Junior High School. Middle Years Program (MYP) page — identifies Churchill as an IB MYP Candidate School.
5. Oakridge Elementary School. School website — identifies IB Primary Years Programme work.
6. Skyline High School. School website and faculty directory — current IB counseling / pre-IB roles.

Note: statements about local enrollment effects, AVID strategy, Skyline access expansion and planned Skyline MYP development are based on district context supplied for this board briefing and should be paired with official district metrics when available.

SB 241 Early Literacy Initiative

Board Study Session, October 20, 2026





Agenda

- Overview of SB 241 - Requirements for Early Literacy Practices in Schools
- Granite's Response to Legislation: Implementation Plan, Timeline and Progress to Date
- Granite's Family Focus: Family and Community as Partners in Literacy Learning



Overview of SB 241 - Early Literacy

State law established a statewide literacy goal that **80%** of students are reading on grade level on the end-of-year benchmark reading assessment in **Grade 3** by **July 1, 2030**.



SB 241 - Early Literacy Requirements

- **Instruction:** Implement Science of Reading-aligned instructional practices, adopted curriculum, and intervention programs.
- **Professional Learning and Personnel:** Provide Science of Reading training for K-3 teachers and elementary administrators, literacy coaching for teachers, and literacy paraprofessional support for students.
- **Assessment and Progress Monitoring:** Administer K-3 Acadience Reading benchmark assessments three times a year, identify reading deficiencies, and use data to monitor student progress and inform instruction.
- **Individualized Reading Plans and Interventions:** Develop and monitor Individualized Reading Plans (IRPs) and provide targeted, evidenced-based interventions for students performing below benchmark.
- **Family Engagement and Communication:** Notify families of student reading progress, involve parents in developing and reviewing IRPs, and provide resources to support literacy at home.
- **Evaluations:** Include evidence of K-3 teachers' fluency in and implementation of Science of Reading practices and principals' effectiveness in leading schoolwide implementation as part of educator evaluations.



SB 241 - Early Literacy Implementation

Professional Learning and Personnel

Science of Reading Training

Those Without Prior Science of Reading Training



K-3 Teachers



LETRS or Keys to Reading



**Elementary Principals
and Assistant Principals**



LETRS for Administrators



Monthly PPL

Mornings, PPL Afternoons, or Evenings

Ongoing Training



**School
Coaches**



²⁰
Teachers

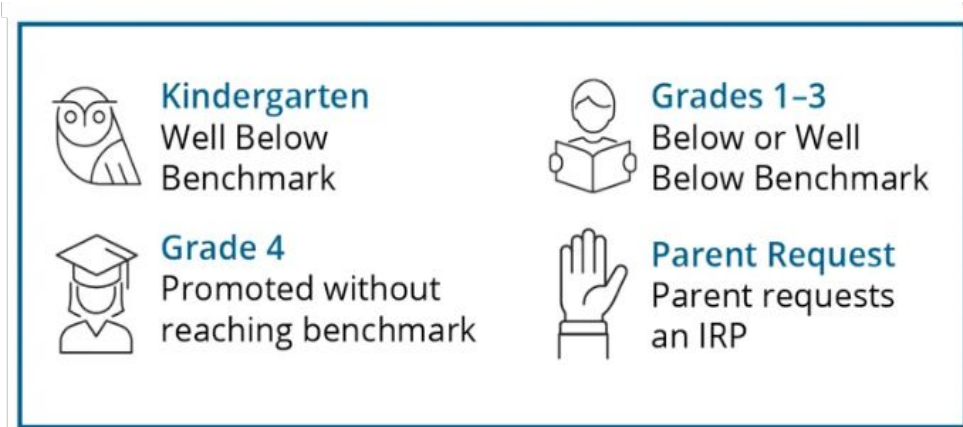


**Literacy
Paraprofessionals**



SB 241 - Early Literacy Implementation

Individualized Reading Plans and Interventions



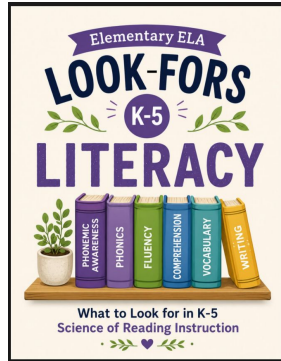
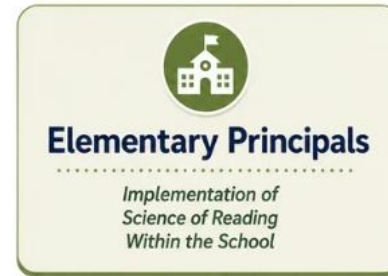
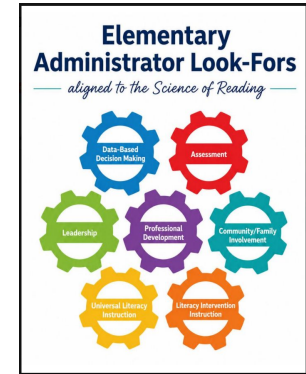
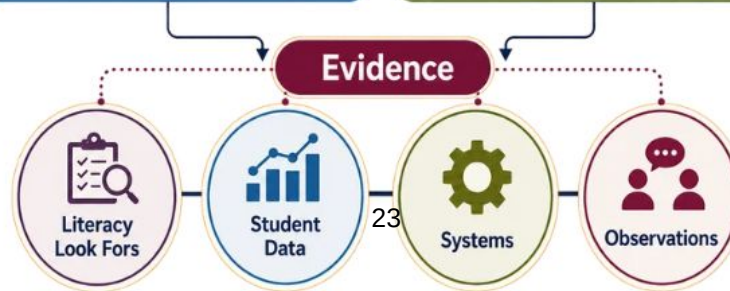
SB 241 - Early Literacy Implementation

Individualized Reading Plans and Interventions



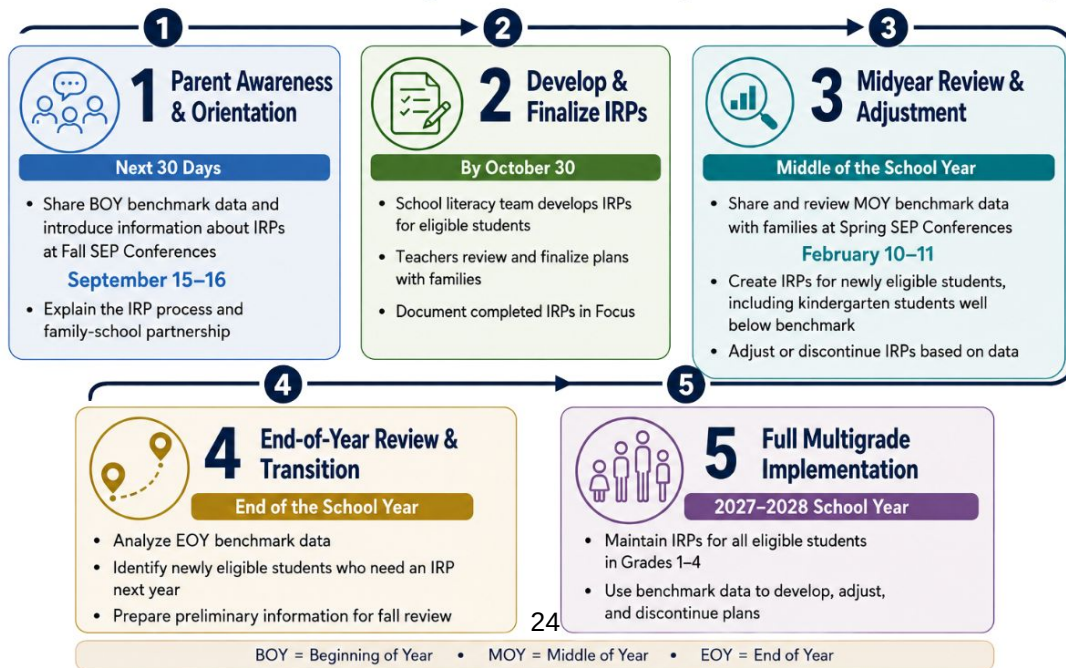
SB 241 - Early Literacy Implementation

Teacher and Principal Evaluations



Early Literacy Timeline

Individualized Reading Plan (IRP) Implementation Roadmap



Implementation Plan Progress to Date

Professional Learning underway

- LETRS and Keys to Beginning Reading underway for teachers
- LETRS for Administrators underway

Individualized Reading Plans due Oct. 30

Interventions based on IRPs being implemented

- School Intervention Implementation Plans

Literacy Walkthroughs

- Principal and District learning walks underway



Family and Community Partnership Early Grade Home Learning Kits



26
In my daughter, and



Family and Community Partnership Early Grade Home Learning Kits



Family and Community Partnership Parent Read Aloud Training

"The single most important activity for building the knowledge required for eventual success in reading is reading aloud to children."

— Becoming a Nation of Readers



Family and Community Partnership Parent Read Aloud Training and Coaching

- Approximately 400 families are participating from 6 elementary schools
- 3 night read aloud series
- In home parent coaching



Special Thanks to
Our Partners!

*Clark and Christine
Ivory Foundation*

IHC Innovations

Rinnalla



GSD SB 241 Early Literacy Resources

- [Administrator Literacy Look Fors](#)
- [Elementary ELA K-5 Literacy Look Fors](#)
- [Helping Your Child Learn to Read \(Spanish\)](#)
- [Literacy Block Aligned with Science of Reading](#)
- [School Family Letters - SB 241](#)
- [Science of Reading Resources](#)
- [Strengthening Literacy- SB 241 Elementary Presentation](#)
- [What is an Individualized Reading Plan \(IRP\)? \(Spanish\)](#)
- A Vision for Literacy Excellence
 - [Superintendent Video \(Spanish Subtitles\)](#)
 - [One Page Handout \(Spanish\)](#)



Thank You!



Granite School District Program Brief: Dual Language Immersion (DLI)

Written: Fall 2026

GSD's DLI program serves approximately 6,100 students across elementary, junior high, and high school levels, utilizing majority native-speaking teachers to develop language and cultural proficiency.

Key Facts

- Spanish, French, and Chinese language programs are available.
- Elementary DLI students receive core content instruction half-day in English and half-day in the target language.
- Secondary DLI students receive 1 or 2 class periods in the target language with an opportunity for concurrent enrollment with the UofU (high school).
- Enrollment is handled through an application & lottery process. Only 1 school used a lottery for the 26-27 school year. The others accepted all applications.
- Spanish has the most students by a significant margin, including many native speakers.
- The ratio of DLI to traditional students varies by elementary school. Some schools have more DLI students than traditional and vice versa.
- Most of the funding for DLI needs (curriculum, materials, coordination) comes from a State grant. The DLI teachers are funded through typical FTE allocation. The DLI grant carries certain requirements.

Key Strengths

- High instructional quality and teacher excellence.
- Increased student motivation and cultural/global awareness.
- Successful creation of cohesive, supportive peer groups.
- Rich school culture and school identity.
- High level of parent satisfaction reported.
- High retention rates indicate that DLI programs keep students in GSD.

Critical Challenges

- Enrollment variability - Small DLI classes can cause large traditional class sizes. This is the most evident in upper-elementary and junior high. The ideal model calls for 2+ classes in each elementary grade but many GSD schools do not have enough students to support this model.
- Social "track silos" limiting integration between DLI and traditional students.
- Confusing DLI application and out-of-boundary Open Enrollment procedures.

Outcomes

- DLI students are more likely to achieve Typical or Above growth than their traditional peers
 - Acadience POP, grades 1-3, 2024-2026
 - Reading 63% (DLI) vs 59% (Trad)

- Math 69% (DLI) vs 59% (Trad)
- DLI classes show higher MGP scores than traditional classrooms
 - RISE MGP, grades 4-5, 2024-2025
 - Language Arts 48 (DLI) vs 47 (Trad)
 - Math 48 (DLI) vs 45 (Trad)
- DLI students report a higher sense of belonging and self-efficacy than their traditional peers
- DLI students are more likely to: enroll in AP classes, earn a Seal of Biliteracy, and earn a diploma than their traditional peers.

Recommendations

- Simplify the application process by combining the requirement to apply for Open Enrollment and DLI.
- Expand the model currently used by schools like Morningside and Smith where DLI and traditional students are mixed for English instruction. This mitigates the "track silo" effect where students and parents feel segregated and helps with class size balance in small elementary schools.
- Evaluate/monitor FTE during the spring FTE allocation to minimize DLI impact on traditional class sizes.
- Formalize Attrition Management: Since attrition in DLI leads to smaller upper-grade classes and creates ripple effects on traditional class sizes, implement transparent, district-wide guidelines such as: Procedures for adding new students to DLI in 2nd-9th grades (most viable in Spanish) and offering three 1st grade classes in elementary schools (where possible).
- Efforts/resources to market the DLI programs.
- Increase total student enrollment at DLI schools.

Programs Study 2026

Dual Language Immersion
Advanced Learning Center



Agenda



- DLI overview
- DLI school-by-school
- DLI recommendations
- ALC overview
- ALC recommendations



DLI - Key Facts

- **Spanish**, French, & Chinese
- ½ day for elementary, 1 or 2 periods for secondary
- Enrollment via application and lottery (only 1 lottery for 26-27)
- Funding for curriculum, materials, etc. comes from State grant



DLI - Current State

- 10 Elementary (half-day)
 - 2 Chinese
 - 2 French
 - 6 Spanish
- 9 Junior High (1-3 periods)
 - 2 Chinese
 - 2 French
 - 5 Spanish
- 7 High School (1-3 periods)
 - 2 Chinese
 - 2 French
 - 4 Spanish
- ~ 6150 students
- Available to nearly all GSD students - 2 schools with waitlists
- Mostly native speaking teachers
- Dos Mundos - All students in DLI
- West Kearns - Gifted + DLI
- Bridge - Concurrent Enrollment with UofU
- Seal of Biliteracy



DLI - Strengths & Challenges

Strengths

- Teacher excellence, mostly native speakers, veterans
- Student motivation
- Peer groups
- School culture and identity
- Parent satisfaction
- High retention rates, keep students in GSD

Challenges

- Enrollment variability
 - Impact on school staffing
 - State-wide enrollment
- Social “track silos”
- Confusing DLI application



DLI - Outcomes

Outcomes

- DLI students more likely to achieve Typical or Above growth than their traditional peers - Acadience POP Grades 1-3
- DLI classes show higher MGP than traditional classes - RISE Grades 4-5
- Higher sense of belonging and self-efficacy
- More likely to: AP class, Seal of Biliteracy, diploma



DLI - Schools

- Well established program
- About 2/3 of the population is in DLI (Interest)
 - Healthy DLI class sizes
 - Unbalanced Traditional sizes
- Minimal attrition
- Academic outcomes:
 - Similar in lower & upper grades

- Vista - 67%
 - Variability in traditional class sizes
 - Example: 20 current traditional 3rd graders
 - Example: 33 current traditional 4th graders
 - High rate of rate of DLI students continue into junior high
 - Need more total students in traditional classes



DLI - Schools

- Low number of DLI applicants (Spring) but the admin works to add students to the program (Fall)
 - Negative attrition - Ability to add students mid-stream
 - Recent Redwood addition (non-DLI but some Spanish speakers)
 - Academic outcomes:
 - Good in lower grades
 - Similar in upper grades
 - 2-teacher model in all grades
- Granger - 44%
 - Variability in class sizes
 - Title I funds to support FTE
 - Example: 14 students in 4th grade DLI class
 - Could use more total students
 - Stansbury - 51%
 - Good balance between DLI & Traditional class sizes



DLI - Schools

- DLI has found a sweet spot
 - 71 1st graders currently, 3 classes (future-proof)
 - Most DLI applications in GSD
 - Lottery needed
 - <20 applicants not invited, WL
 - Recent Millcreek addition
 - Academic outcomes:
 - Excellent in all grades
 - Small traditional student body creates difficult staffing plan and master schedule
- Penn - 78%
 - Example: 14 current traditional 2nd graders (½ day alone, ½ day mixed with DLI)
 - Running a unique master schedule
 - Very high rate of DLI students continue into junior high (family commitment)
 - Spanish magnet on the Eastside?
 - Would need more applicants
 - Close, ~50 fewer DLI than DM
 - SCC - Discussed it and most like having a traditional program in the building at this time



DLI - Schools

- DLI has found a sweet spot
 - 60 1st graders currently
 - No lottery needed 26-27
- ALC in same building
- Small traditional student body creates difficult staffing plan and master schedule

- Morningside

- Example: 3 current traditional 3rd grade students (Split w/2G & DLI)
- Very high rate of DLI students continue into junior high (family commitment)
- French magnet on the Eastside?
 - Would need more applicants
 - ~150 fewer DLI than DM



DLI - Schools

- More total students needed
- About half of the population is in DLI (Interest)
- Academic outcomes are good
- Current trajectory is not sustainable
- Small total student body creates difficult staffing plan and master schedule

- Smith - 54%
 - Example: 45 current 1st graders in DLI
 - Running a unique master schedule
 - Very high rate of rate of DLI students continue into junior high
 - Could use more total students
- Diamond Ridge - 45%
 - Small current kindergarten cohort (53)
 - Admin invited families individually to join DLI 26-27 (recruitment)
 - Low rate of DLI students continue into junior high
 - Desperately needs more total students



DLI - Schools

- DLI - high enrollment variability
- Recent Spring Lane addition
- About 1/3 of the population is in DLI (Interest)
- Academic outcomes:
 - Similar in lower & upper grades
- Odd cohort sizes create difficult staffing plan and master schedule

- Oakwood - 37%
 - Example DLI cohorts:
 - 1st grade - 40 students
 - 5th grade - 17 students
 - Example traditional cohorts:
 - 1st grade - 38 students
 - 5th grade - 58 students
- Would benefit from a more balanced DLI / traditional student ratio



DLI - Schools

- DLI is combined with gifted
 - 1 class per grade
 - Gifted testing at 5 schools:
 - W Kearns, S Kearns, Fox Hills, Beehive, Gourley
 - 50% are W Kearns students
 - Efforts made to run 2-way model
 - Strong parent satisfaction

- West Kearns

- Could benefit from more feeder schools
 - Would need more transportation



DLI - Schools

- DLI Spanish magnet school
 - Whole school focus & culture
 - Kinder DLI
 - Condensed DLI programs from Valley Crest, Monroe, Hillsdale
 - Busing available
 - Marketing campaign helps
 - Socials, mural, community events, TV ad, etc.
 - 2-teacher model in every grade
 - High student turnover year 1 - 2
- Dos Mundos
 - Healthy cohort sizes, example:
 - 71 current 1st graders
 - Small waitlist for current Kinder
 - Could benefit from expanded transportation
 - Could replicate the magnet program at another West-side school



DLI - Recommendations

Recommendations

- Simplify application
- Mix students for English instruction
- Evaluate & Monitor FTE
- Attrition Management
- Marketing
- Increase total student enrollment at DLI schools



ALC - Key Facts

- Advanced Learning Centers - Morningside, Woodstock, Fox Hills, West Valley. West Kearns (DLI)
- Feeder schools
- Admission
 - Referrals from parents, teachers, admin, and assessment data
 - Testing - Cognitive
 - Invitations - Highest scoring students in the area, about 50% acceptance
- Clusters at each elementary school
- Funding for curriculum, testing materials, etc. comes from state grant
- Transportation is available



 Save



West Valley STEM

Alpine Meadows

West Valley City



West Kearns
(Gifted Spanish Dual Immersion)

Kearns



Fox Hills

Salt Lake Community College

Taylorsville

South Salt Lake

SUGAR HOUSE

Zions Park

East Millcreek

Morningside



Millcreek

Holladay

Murray

Alpine Gardens

Woodstock



Wheeler Historic Farm

Fashion Place

Shalamar

Oquirrh

South Valley Regional

50

ALC - Strengths & Challenges

Strengths

- Rigor, depth, complexity
- Homogeneous peer groups
- Talent development - Debate, Future Problem Solving, NHD, Math Olympiads
- Parent satisfaction

Challenges

- Acceptance rate ~50%
- Junior High gap
- Stressful admission process
- Lack of science materials



ALC - Outcomes

Outcomes

- ALC students more likely to achieve Typical or Above growth than their traditional peers - Acadience POP Grades 1-3
- ALC classes show higher MGP than traditional classes - RISE Grades 4-5
- ALC students show similar growth as their gifted non-ALC peers - Acadience POP Grades 1-3
- ALC class show similar MGP as their gifted non-ALC peers - RISE Grades 4-5
- Higher sense of belonging and a similar level of self-efficacy
- More likely to: enroll in AP classes and earn a diploma



ALC - Recommendations

Recommendations

- Improve cluster grouping model, coaching
- Examine ALC bus routes
- Designate Junior High ALC schools
 - Bonneville
 - Hunter Jr
- PL for ALC teachers - Support 2E
- Examine testing procedures for 2nd-3rd
- Ongoing eval of program instruction - connection to standards & rigor



Agenda



- DLI overview
- DLI school-by-school
- ALC overview
- ALC recommendations

