



Arlington
Public
Schools



APS Strategic Plan 2024-30



School Board Advisory Committee Working Group

**Meeting #9- September 9, 2025
6:30-8:30**

Jonathan Turrisi, Director of Accountability,
Evaluation & Strategic Planning

Meeting #9 – Objectives

1. Provide an update on summer work and respond to any questions
2. Review feedback on membership composition and reach consensus on any proposed changes
3. Review and collect feedback on community engagement plan
4. Review and collect feedback on community engagement survey

Step 1 (Full Group) – If you could choose one superpower, which would it be?

- Presume Positive Intentions
- Respect Each Other
- One Person Speaks at a Time
- Everyone Participates
- Enable Equity of Voice
- Paraphrase
- Pose Questions
- Stay on Task in alignment with Charge
- Use full names instead of acronyms
- Start and Stop on Time
- Schedule Appropriate Breaks
- Evaluate at End of Meeting
- Cell Phones on Silent or Vibrate

Thank you for continuing to support this important work!

Jenny Roahen Rizzo (Chair)

Lida Anestidou (Vice-Chair)

Cloe Chin

Farah Eck

John Giambalvo

Jamie McHenry

Sasha McNickle

Mary Sanders

Erik Sullivan

Tannia Talento

Todd Truitt

Jeff Chambers

Andy Hawkins

Kerri Hirsch

Melissa Hyatt

Kelly Krug

Katie Willet

Maron Gebremeskel

Maya Strickland

October 2024

Nov 2024 -
June 2025

Sept. - Oct
2025

November
2025

Winter 2025-
26

Spring 2026

Appoint
Working
Group

Working
Group
Meetings

Community
Engagement

School Board
Work Session

Policy & PIP
Revision

School Board
Info & Action

Application &
Formation of
Councils

Key dates:

October 28: WG meeting #10

November 18: School Board work session (WG members do not need to attend)

December 2: WG meeting #11

Recap of Meeting #8 and Summer Work

Date	Work Completed
June	<ul style="list-style-type: none">● Draft working group proposal shared with Working Group members for feedback
July	<ul style="list-style-type: none">● Jonathan, Jenny, Lida reviewed feedback from Working Group members and made adjustments to the proposal● Developed survey to collect feedback from past and current APS Advisory Committee Chair
August 1	<ul style="list-style-type: none">● Draft working group proposal shared with working group and past and current School Board Advisory Committee Chairs/Co-Chairs/Vice-Chairs and APS leaders● Link to July 31, 2025 SLIDE DECK
August - Sept 9	<ul style="list-style-type: none">● Reviewed feedback received from Chairs, APS leaders● Developed draft slide deck and survey for community engagement events (Sept 19-Oct 17)● Reached out to current advisory committee chairs to schedule a time to attend their Sept or October meetings

Item#1 - Subcommittees

Item#2 - Names of Committees

Item#3 - Governance

**Item#4 - Expectations of Advisory
Councils**

Item#5 - Meetings

Item#6 - Transition Plan

Item#7 - Liaisons & Support

Item#8 - Committee Research

Item#9 - External Communications

Item#10 - Freedom of Information Act

Feedback themes

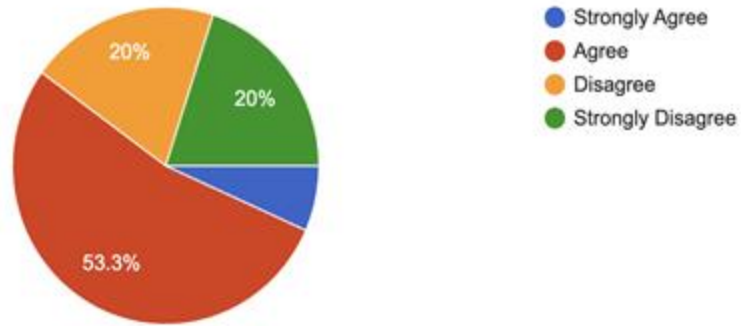
- Need more clarity on which roles are responsible for what (esp. recruitment, onboarding, publicizing)
- Importance of onboarding
- Importance of both institutional knowledge and new voices
- Support for communication between councils

Comments on Subcommittees

BENEFITS of having SOME <u>standing</u> subcommittees	BENEFITS of having ONLY <u>ad-hoc</u> subcommittees (No standing)
<p>Can address multiple issues more easily and pull on the specific expertise of individual members +1</p>	<p>Groups develop more comprehensive plans to recommend, understanding how all of the recommendations intersect and what is truly possible in a classroom.</p> <p>Keeps the central work of the group in the larger cohesive group.</p>
DRAWBACKS of having SOME <u>standing</u> subcommittees	DRAWBACKS of having ONLY <u>ad-hoc</u> subcommittees (No standing)
<p>People become too nuanced on one issue and don't understand that each subgroup being so narrowly focused end up all falling on the shoulders of teachers to implement recommendations in the classroom. (+1)</p> <p>The larger group should really understand the deeper work that it is basing the recommendations on.</p>	<p>You will lose folks who are knowledgeable and can run a meeting and get things done. If you are forming ad-hoc subcommittees every year, there will be a period of time where people have to figure out what they are doing and make the meetings productive. +2</p>

The proposed structure will help achieve the purpose of the advisory councils.

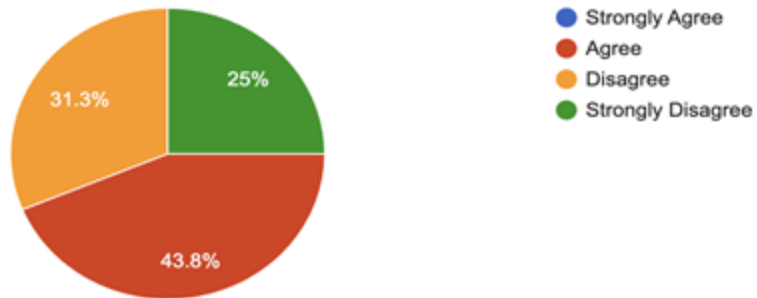
15 responses



Membership Composition -

Overall, the proposed composition provides for equitable inclusion of diverse stakeholders across advisory councils.

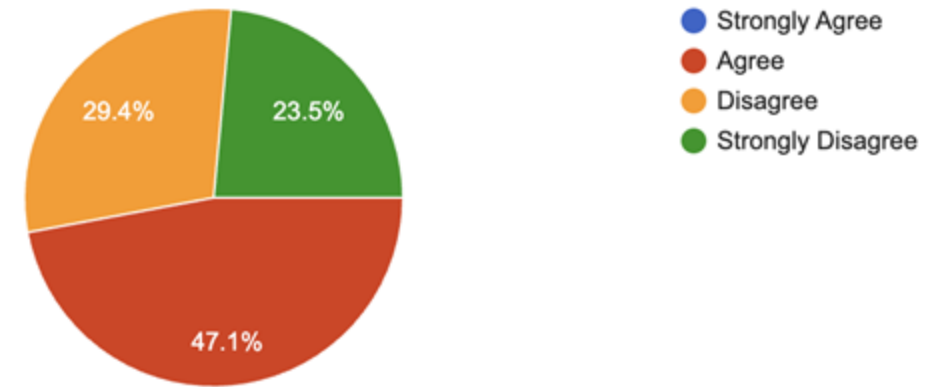
16 responses



Scope of Work

The proposed scope of work for each advisory council will support progress toward Strategic Plan goals.

17 responses



Commonalities

- Aligned to Strategic Plan
- It will be very useful to receive specific guidance from the SB
- Positive views toward the Budget Rep approach
- Agreement that robust recruitment is important (though wide variation in whether the proposal is or isn't enough, or even the right approach)
- Enthusiasm for including students. Concern that students can't consistently participate in nighttime meetings.
- Concerns about whether what has been laid out in the proposal is enough to actually get under-heard voices on the councils
- Concerns councils will be too large, ie too unwieldy
- Concerns about whether enough people will volunteer (though reasons for this concern varied widely & were contradictory)
- Concerns about the range of topics for each council being too broad such that members won't have enough deep knowledge to make meaningful contributions

Divergences

- Aligning to the Strategic Plan is good vs. only focusing on the Strategic Plan priorities may lead to leaving out other issues and students....put another way: the goal of aligning the councils to the Strategic Plan is appropriate vs. the goal of advisory groups should be to raise issues to the SB
- Keep some subcommittees (Advanced Academics, ELA, Math, Science, Social Studies cited most often / Also CTE and EL.) vs. only create ad-hoc subcommittees
- Councils need more staff vs. councils have too many staff
- Staff should be able to vote vs. staff should not be able to vote
- Having a balanced membership is good vs. anyone who wants to participate should be able to
- This structure will reduce the total number of volunteers vs. there aren't enough volunteers to fill these councils
- Make minimal changes to the status quo vs. try this and observe which issues regularly rise to the top

ACTIVITY 1 - Membership Composition

Step 1 - Gallery Walk (4 min PER Advisory Council - 16 minutes)

- Working group members will spend 4 minutes per Advisory Council (all except ASEAC) reviewing comments received and adding suggestions to the chartboard paper that address the comments

Step 2 - Whole Group Discussion (10 min per Advisory Council, 1 Council at a time - 40 min)

- If sufficient consensus is not achieved with the initial vote, working group members will discuss suggested edits and questions posed on the chartboard paper and make edits to the membership composition of each advisory council as needed.

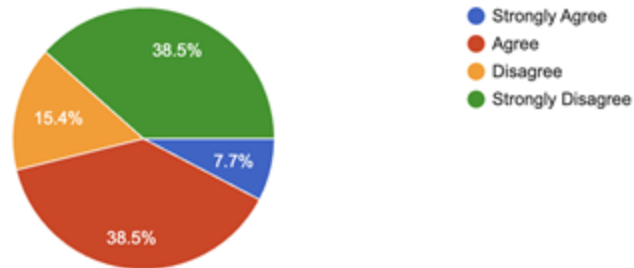
Step 3 - Value Voting via Consensogram (3 min per Advisory Council, 1 Council at a time - 12 min)

- Place DOTS to indicate level of support for the proposed membership composition for each Advisory Council

Membership Composition -

The balance of *parents-students-community members-staff-subject matter experts* is appropriate for the Academics Advisory Council.

13 responses

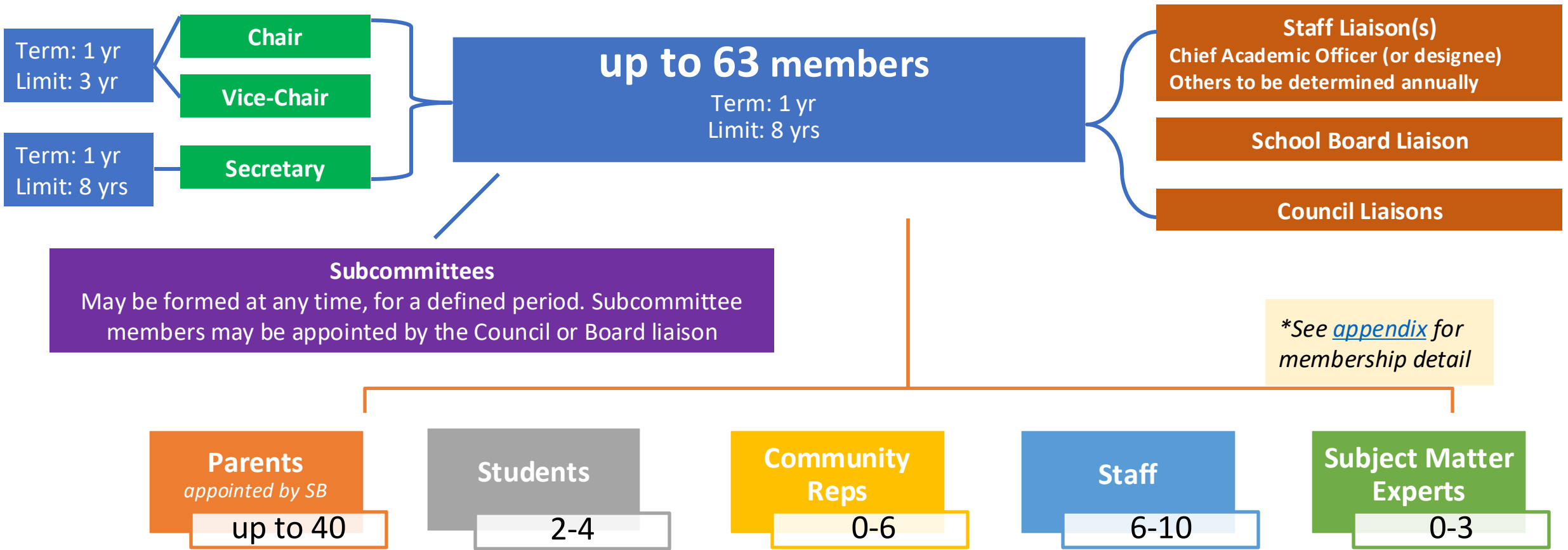


Feedback from SB Chair

I am concerned about the possibility that only 15-20 parents would sign up, 2 students, 0 community reports, 0 subject matter experts and 10 staff. The committee would then be too staff heavy.

Feedback from Chairs/APS Leaders

- Need member who understands needs of English Learners
- To the mix of parents, add demographic diversity (not just a variety of schools and geography)
- Balance seems good but it may be too large to function
- Too large to be effective but too small to allow focused differentiation across curricular areas
- By reducing spots to 1 per school, you reduce people joining due to their personal relationships
- More SME and student spots; fewer parent spots
- Academics council could be made up of the chairs of the subcommittees



Budget Rep (1) - Budget rep is included in the above numbers; can be a parent, community member, or subject matter expert

Title I reps (2+) - At least one parent seat and one staff seat are designated for reps from a Title I school

Slot for one **parent** per school. **Students** should include a mix of neighborhood & option schools and geographic diversity. **Staff** should be mostly school-based and include mix of levels, schools, content area, special populations, etc.

Parents	Students	Community Reps	Staff	Subject Matter Experts
<p>Max 40 [one/school]</p> <p>Include mix of:</p> <ul style="list-style-type: none"> - school levels -neighborhood & option schools -geographic diversity 	<p>Min 2 - Max 4</p> <p>Include mix of:</p> <ul style="list-style-type: none"> - school levels - neighborhood & option schools - geographic diversity 	<p>Min 0 - Max 6</p> <p>Must be Arlington residents</p> <p>In particular, recruit:</p> <ul style="list-style-type: none"> -Recent APS alums -Civil rights orgs, nonprofits, local business -Current instructors, staff, administrators at regional schools of higher ed (NOVA, GMU, etc.) 	<p>School-Based: 4-7</p> <p>Central Office (specialists or non-supervisory): 2-3</p> <p>Include mix of:</p> <ul style="list-style-type: none"> - classroom teachers, counselors, admin, specialists, coaches, interventionists - school levels - content areas - special populations (EL, SWD, Gifted) 	<p>Min 0 - Max 3</p> <p>Individuals with professional expertise, i.e.,</p> <ul style="list-style-type: none"> • Early childhood • Former teachers, staff, admin • Curriculum development • Education research

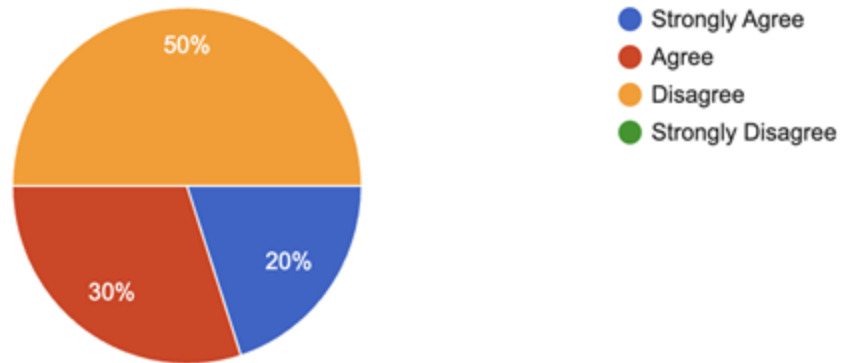
Budget Rep (1) - Budget rep is included in the above numbers; can be a parent, community member or subject matter expert

Title I reps (2) - At least one parent seat and one staff seat are designated for reps from a Title I school

Membership Composition -

The balance of *parents-students-community members-staff-subject matter experts* is appropriate for the Student Health and Well-Being Advisory Council.

10 responses

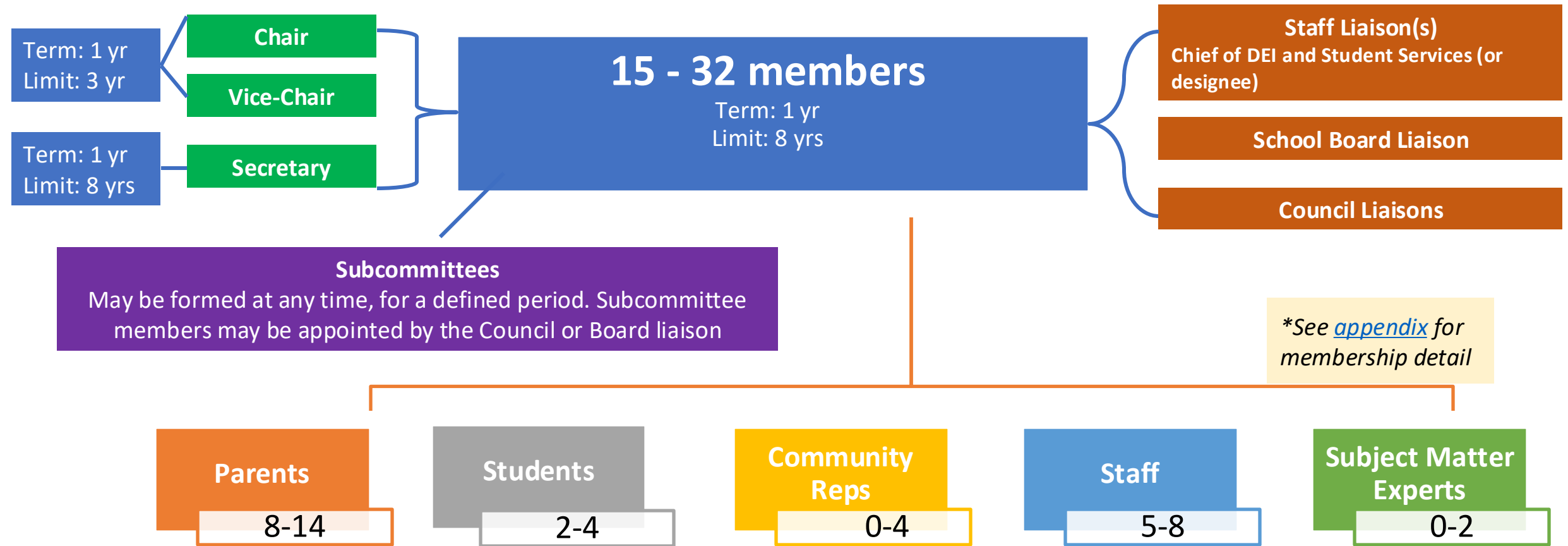


Feedback from SB Chair

- 8 parents and 8 staff doesn't seem like the right balance

Feedback from Chairs/APS Leaders

- Sizable portion of APS staff creates an avenue for staff to advocate for specific issues that could undermine APS management
- Need members based on extracurricular activities since those are important for student well-being
- More students and SME spots; fewer parent spots



Budget Rep (1) - Budget rep is included in the above numbers; can be a parent, community member or subject matter expert

Title I reps (2+) - At least one parent seat and one staff seat are designated for reps from a Title I school

Parent and student members should include a mix of school levels, neighborhood & option schools, and geographic diversity

Parents	Students	Community Reps	Staff	Subject Matter Experts
<p>Min 8 - Max 14</p> <p>Include mix of:</p> <ul style="list-style-type: none"> - school levels - neighborhood & option schools - geographic diversity 	<p>Min 2 - Max 4</p> <p>Include mix of:</p> <ul style="list-style-type: none"> - neighborhood & option schools - geographic diversity 	<p>Min 0 - Max 4</p> <p>Must be Arlington residents</p> <p>In particular, recruit:</p> <ul style="list-style-type: none"> - Recent APS alums - Civil rights orgs, nonprofits, health groups 	<p>Min 5 - Max 8</p> <p>School-Based: 4-6</p> <p>Central Office (specialists or non-supervisory): 1- 2</p> <p>Include a mix of counselors, classroom teachers, assistants, student activities staff (coaches, arts directors), social workers & school psychologists</p> <p>Mostly staff who are either school-based or who are central-based in positions that spend 75%+ of their time in schools</p>	<p>Min 0 - Max 2</p> <p>Individuals with professional expertise, especially</p> <ul style="list-style-type: none"> - Former teaches, staff, admin - Mental health and medical professionals - Professionals from mental health nonprofits

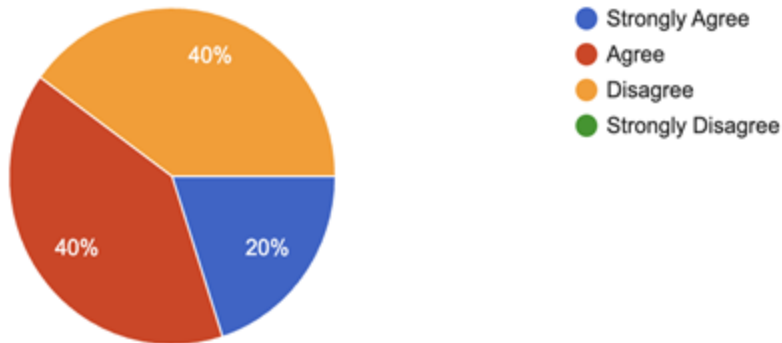
Budget Rep (1) - Budget rep is included in the above numbers; can be a parent, community member or subject matter expert

Title I reps (2) - At least one parent seat and one staff seat are designated for reps from a Title I school

Membership Composition -

The balance of parents-students-community members-staff-subject matter experts is appropriate for the Personnel Advisory Council.

10 responses

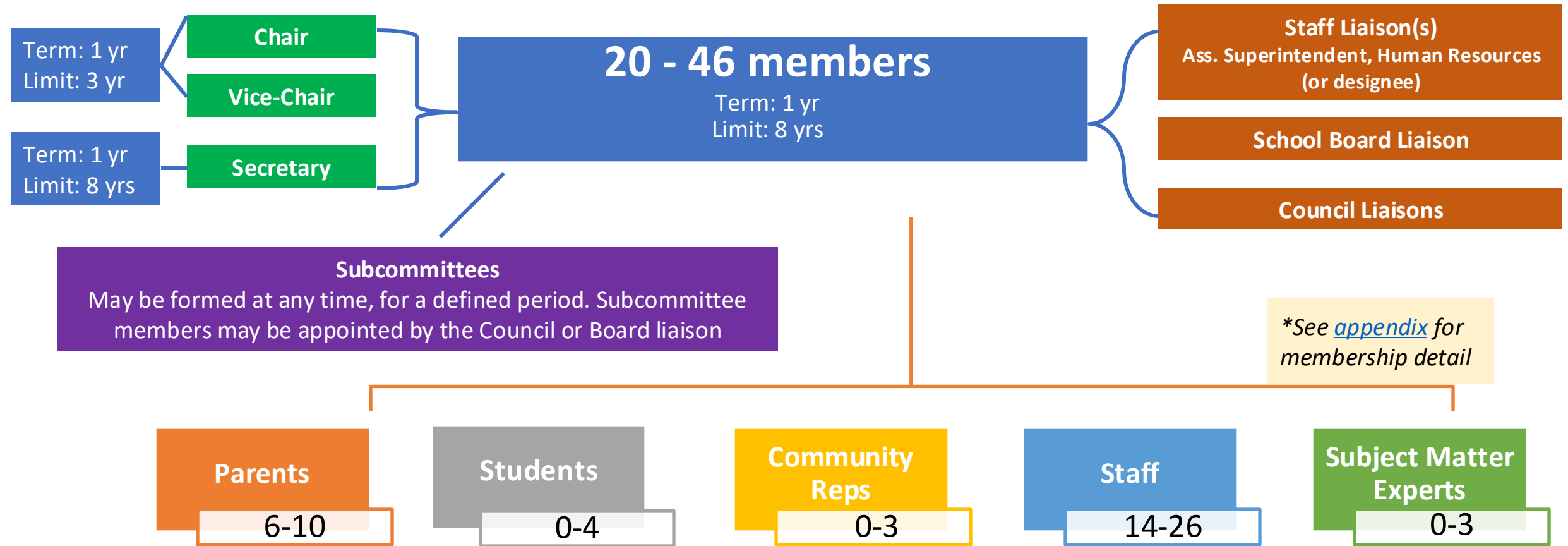


Feedback from SB Chair

- Need to better understand the rationale for what parents will contribute vs what the staff will contribute

Feedback from Chairs/APS Leaders

- Sizable portion of APS staff creates an avenue for staff to advocate for specific issues that could undermine APS management
- Unclear what students add to this council



Budget Rep (1) - Budget rep is included in the above numbers; can be a parent, community member or subject matter expert

Title I reps (2+) - At least one parent seat and one staff seat are designated for reps from a Title I school

At least one seat for staff from each staffing category (i.e., teacher, counselor, coach, principal, etc).

Parents	Students	Community Reps	Staff	Subject Matter Experts
<p>Min 6 - Max 10</p> <p>Include mix of:</p> <ul style="list-style-type: none">- school levels- neighborhood & option schools- geographic diversity	<p>Min 0 - Max 4</p> <p>Include mix of:</p> <ul style="list-style-type: none">- neighborhood & option schools- geographic diversity	<p>Min 0 - Max 3</p> <p>Must be Arlington residents</p>	<p>Min 14 - Max 26</p> <ul style="list-style-type: none">• A-Scale: 1-2• C-Scale: 1-2• D-Scale: 1-2• E-Scale: 1-2• G-Scale: 1-2• M-Scale: 1-2• N-Scale: 1-2• O-Scale: 1-2• P-Scale: 2-3• T-Scale: 3-5• X-Scale: 1-2 <p>T-Scale to include a mix of teachers, counselors, specialists</p>	<p>Min 0 - Max 3</p> <p>Individuals with professional expertise, especially</p> <ul style="list-style-type: none">- Former teaches, staff, admin- HR professionals

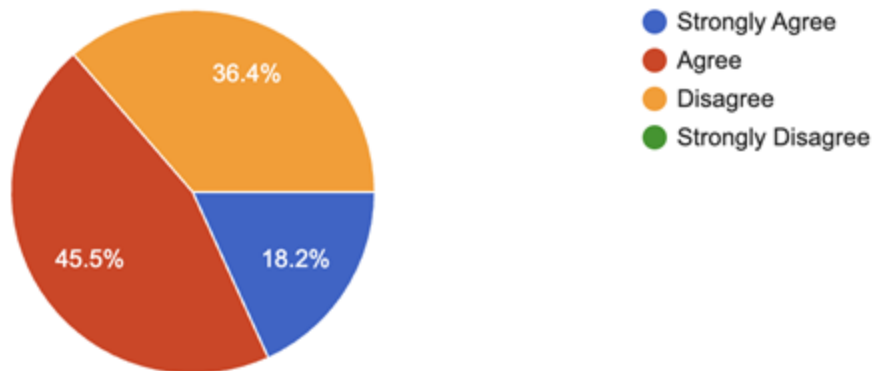
Budget Rep (1) - Budget rep is included in the above numbers; can be a parent, community member or subject matter expert

Title I reps (2) - At least one parent seat and one staff seat are designated for reps from a Title I school

Membership Composition -

The balance of parents-students-community members-staff-subject matter experts is appropriate for the Operations Advisory Council.

11 responses



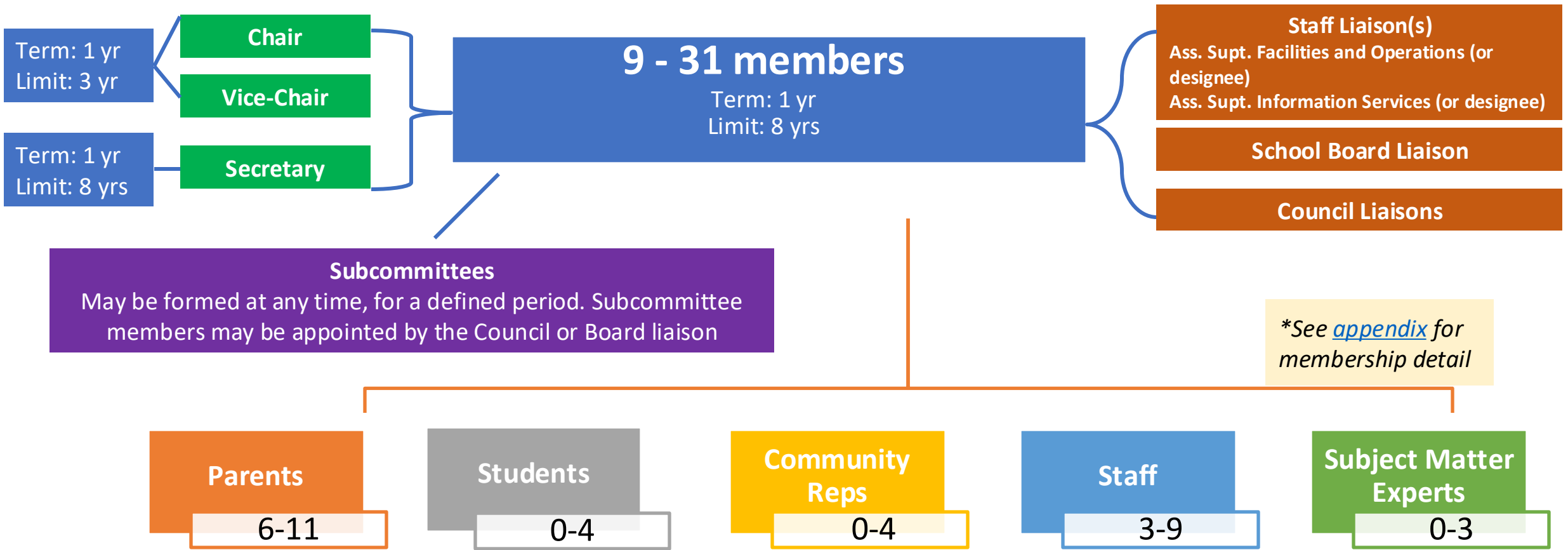
Feedback from SB Chair

- 6 parents and 9 staff would not be OK

Feedback from Chairs/APS Leaders

- Shouldn't have more staff than community/parent members
- Increase spots for community members (community uses APS facilities/properties)
- APS has struggled in recent years to recruit members to FAC

Operations Advisory Council_Membership



Budget Rep (1) - Budget rep is included in the above numbers; can be a parent, community member or subject matter expert

Title I reps (2+) - At least one parent seat and one staff seat are designated for reps from a Title I school

Parent and student members should include a mix of school levels, neighborhood & option schools, and geographic diversity

Parents	Students	Community Reps	Staff	Subject Matter Experts
<p>Min 6 - Max 11</p> <p>Include mix of:</p> <ul style="list-style-type: none"> - school levels - neighborhood & option schools - geographic diversity <p><i>Aim for a least a third of seats to be filled with parents from Title I schools</i></p>	<p>Min 0 - Max 4</p> <p>Include mix of:</p> <ul style="list-style-type: none"> - neighborhood & option schools - geographic diversity 	<p>Min 0 - Max 4</p> <p>Must be Arlington residents</p>	<p>Min 3 - Max 9</p> <p>Facilities & Operations: 1-2</p> <p>Information services: 1-2</p> <p>School-based: 1-3</p> <p>Central Office (non-supervisory): 0-2</p> <p>Include mix of: T-Scale, school administrators and staff across scales. Note that bus drivers are considered school-based.</p>	<p>Min 0 - Max 3</p> <p>Individuals with professional expertise, especially</p> <ul style="list-style-type: none"> - Former teaches, staff, admin - IT professionals - Facility management professionals - Construction specialists

Budget Rep (1) - Budget rep is included in the above numbers; can be a parent, community member or subject matter expert

Title I reps (2) - At least one parent seat and one staff seat are designated for reps from a Title I school

Need to define subcommittee structure

Examples

- Chair/Co-Chair of subcommittee also need to be Council members
- At least 50% of the subcommittee members are also Council members
- Subcommittee is comprised of between 3-10 members

Step 1 - Whole Group Discussion (10 min)

- WG members will provide feedback on the:
 - Community Engagement Approach (see slides 24-30)
 - Slide deck content

Topics for feedback

- Have we provided sufficient detail to ensure staff, parents and community members understand the proposal and can provide meaningful feedback?
- Provide your feedback on this [GOOGLE DOC](#)

Step 1 - Whole Group Discussion (15 min)

- WG members will provide feedback on the engagement survey that will be shared with ALL APS stakeholders (Students, Parents, Staff, Community Members)
 - Are we asking the right questions?
 - Will the questions yield feedback that is helpful to the WG and help inform potential revisions to the proposal?
- Provide your feedback on this [GOOGLE DOC](#)

NOTE

- Feedback from this survey along with feedback from focus groups and community forums will be reviewed at the October 28 working group meeting and used to inform any revisions to the Working Group's proposal

- **Sept 19 - Oct 17 - Community Engagement**
- **Oct 28 - Working Group meeting:**
 - Review stakeholder feedback
 - Update proposal
- **Nov 18 - School Board Work Session:**
 - Share proposal with Board
- **Dec 2 - Working Group meeting:**
 - Review Board feedback
 - Finalize recommendation

Homework/Expectations (Sept 10 - Oct 28)

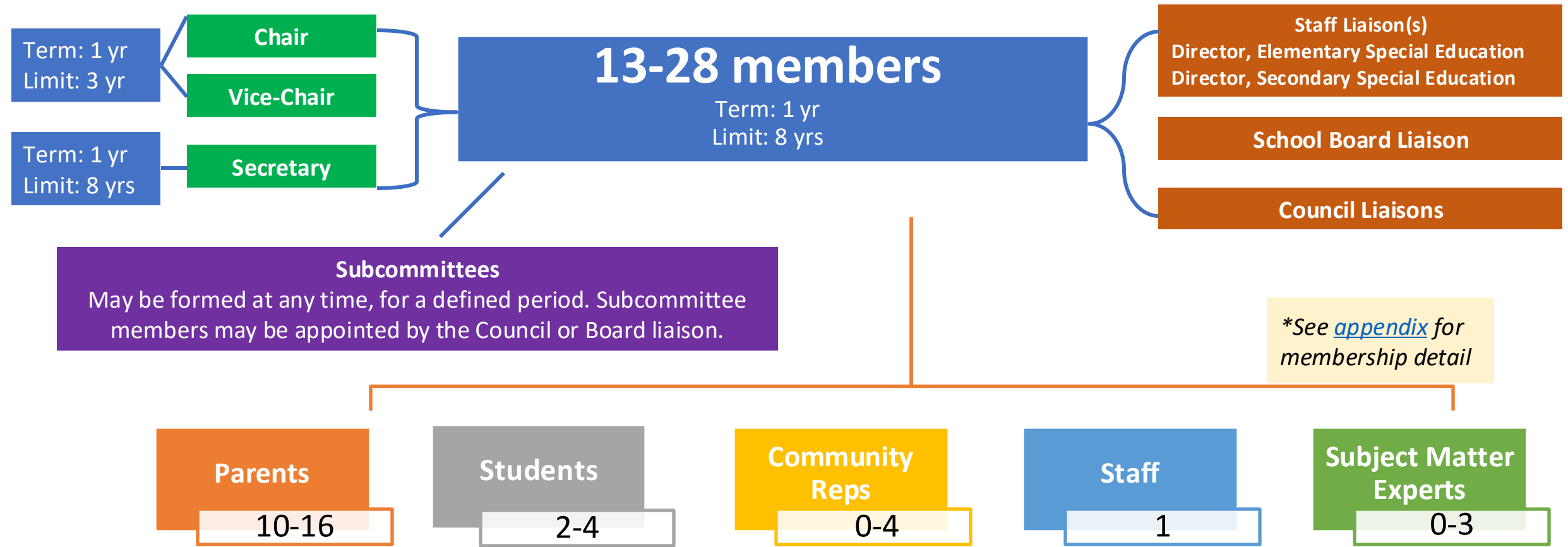
- Attend 1 community forum
 - Encourage others to complete the survey and attend one of the community forums
 - Make note of any feedback you receive from neighbors, friends, colleagues.
- Feel free to record [HERE](#)

PLUS (+) – What worked tonight	DELTA (Δ) - What could be better

Appendix

Arlington Special Education Advisory Council (ASEAC)

Membership



Budget Rep (1) - Budget rep is included in the above numbers; can be a parent, community member or subject matter expert

Title I reps (2+) - At least one parent seat and the staff seat are designated for reps from a Title I school

Parent and student members should include a mix of school levels, neighborhood & option schools, and geographic diversity.

Parents	Students	Community Reps	Staff	Subject Matter Experts
<p>Min 10 - Max 16</p> <p>Per code: “A majority [of members] shall be parents of children with disabilities or individuals with disabilities.”</p> <p>Include mix of:</p> <ul style="list-style-type: none">- school levels- neighborhood & option schools- geographic diversity	<p>Min 2 - Max 4</p> <p>Include mix of:</p> <ul style="list-style-type: none">- neighborhood & option schools- geographic diversity	<p>Min 0 - Max 4</p> <p>Must be Arlington residents</p> <p>In particular, recruit:</p> <ul style="list-style-type: none">- Recent APS alums- Civil rights orgs, nonprofits, local business- Current instructors, staff, administrators at regional schools of higher ed (NOVA, GMU, etc.)	<p>1 teacher</p> <p>Per code: “The committee shall include one teacher. Additional local school division personnel shall serve only as consultants to the committee.”</p>	<p>Min 0 - Max 3</p> <p>Individuals with professional expertise</p>

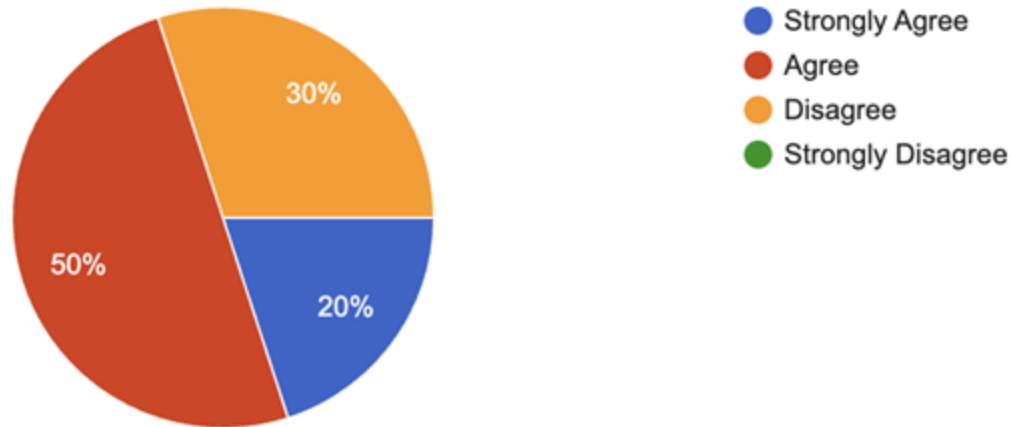
Budget Rep (1) - Budget rep is included in the above numbers; can be a parent, community member or subject matter expert

Title I reps (2) - At least one parent seat and **the** staff seat are designated for reps from a Title I school

Membership Composition -

The balance of *parents-students-community members-staff-subject matter experts* is appropriate for the Arlington Special Education Advisory Council (ASEAC).

10 responses



Feedback from Chairs/APS Leaders

- There should be more spots for subject matter experts and students or former students with IEPs. There should be fewer slots for parents.

Meeting Dates & Milestones

Meeting Date	Milestones (from Charge)
November 19, 2024	<ul style="list-style-type: none"> Evaluate the strengths, effectiveness and limitations of the current APS School Board advisory committee organizational structure (#2)
December 17, 2024	<ul style="list-style-type: none"> Evaluate the strengths, effectiveness and limitations of the current APS School Board advisory committee organizational structure (#2) Identify name of each proposed school board advisory committee and a charge that aligns the work of the committee with at least one of the priorities in the 2024-30 Strategic Plan (#3a)
January 21, 2025	<ul style="list-style-type: none"> A proposed membership composition for each advisory committee (#3d) Roles and responsibilities of advisory committee members, including leadership on the committee (#3e) Length of term and term limits of committee members (#3f)
February 18, 2025	<ul style="list-style-type: none"> The role and purpose of subcommittees and process for forming within each of the proposed school board advisory committees (#3b) Reporting structure and expectations for the committee's work (#3c) A statement that describes the purpose and value of School Board Advisory Committees AND Role of School Board Advisory Committees and desired outcomes for the work of the advisory committees (#1)
March 18, 2025	<ul style="list-style-type: none"> Develop a process, including a proposed timeline, for integrating or transitioning existing committee's structure to its new organization (#4)
April 22, 2025	<ul style="list-style-type: none"> Review feedback collected (3/19-4/13) and make any needed revisions to deliverables from the charge (#1-4)
May 20, 2025	<ul style="list-style-type: none"> Review recommendation and make any final adjustments
June 3, 2025	<ul style="list-style-type: none"> Refine proposed membership composition

Date	Event	Purpose
September - October 2025	Community Engagement	Gather feedback on working group's initial proposal
October 28, 2025	Working Group Meeting #10	Refine proposal based on community input
November 18, 2025	Work Session	School Board input
December 2, 2025	Working Group Meeting #11	Finalize proposal
Winter-Spring 2026	Policy & PIP Revision	Revise School Board Advisory Policy & PIPs
Spring 2025	Application for Advisory councils	Begin formation of new Advisory Councils