

APS Strategic Plan 2024-30



School Board Advisory Committee Working Group

**Meeting #11- November 3, 2025
6:30-8:30**

Jonathan Turrisi, Director of Accountability,
Evaluation & Strategic Planning

Jenny Roahen-Rizzo, Chair

Lida Anestidou, Vice-Chair

- 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

Meeting #11 – Objectives

- Review feedback from community engagement
- Make any needed revisions to the proposal
 - Student Services
 - Budget Reps
 - SWD, EL, Advanced Academic Reps
 - Membership (# Reps) for all Councils
 - Ad-Hoc Subcommittee Membership Composition`

Step 1 (Full Group) – Thanksgiving day traditions?

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 3: WG meeting #10 cont'd

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

December 2: WG meeting #11

Goal

The APS School Board welcomes active community engagement in the work of the school division. The School Board believes this input strengthens Arlington Public Schools and helps the system achieve its priorities. In that spirit, the School Board is assessing the current School Board advisory committee structure and alignment with the priorities, strategies and performance objectives in the strategic plan.

The School Board Advisory Committee Working Group will work with the school board and staff to evaluate the current School Board advisory committee structure, effectiveness, and alignment with strategic priorities and make recommendations for revision in accordance with the School Board's charge:

Charge

1. By June 1, 2025, provide the school board with a statement that describes the:

- o Purpose and value of School Board Advisory Committees
- o Role of School Board Advisory Committees and desired outcomes for the work of the advisory committees

2. Work collaboratively with APS staff to:

- o Evaluate the strengths, effectiveness and limitations of the current APS School Board advisory committee organizational structure.

3. By June 1, 2025, provide the school board with a recommendation for a proposed revision to the APS school board advisory committee structure with rationale

The working group will provide the community a draft of its proposed revision to the advisory committee structure by Spring 2025, such that the structure aligns with the priorities in the 2024-30 Strategic Plan; diverse perspectives from APS staff, families, students and community members are included; and committee recommendations are actionable and relevant. The working group will solicit community feedback and use that feedback to develop a recommendation to the school board that defines:

- The 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
- The role and purpose of subcommittees and process for forming within each of the proposed school board advisory committees
- Reporting structure and expectations for the committee's work
- A proposed membership composition (e.g. # of comm. mem., staff, etc.) for each advisory committee
- Roles and responsibilities of advisory committee members, including leadership on the committee (e.g. Chairs/Vice Chairs)
- Length of term and term limits of committee members

Actionable: Should include specific, feasible steps the division can realistically take.

Relevant: Should directly relate to the division's current goals, policies, and needs.

4. **By June 1, 2025, provide the school board with a recommendation on a transition process to the new advisory committee structure with rationale.**
 - The recommendation should include:
 - A process, including a proposed timeline, for integrating or transitioning existing committee's structure to its new organization with the aim to institute changes beginning in the 2025-26 school year unless the working group identifies barriers to do so.

Purpose:

To advise the School Board on division policies, strategies, and initiatives that support implementation of the Strategic Plan and progress toward the outcomes defined in the relevant Strategic Plan priority, with a division-wide lens.

Value:

- Recommendations are **aligned with the APS Strategic Plan 2024-2030**
- Councils will be **flexible** to respond to the most pressing priorities and needs of the School Board
- Recommendations developed by **parents, students, community members, and educators** in conversation with each other
- Recommendations **take district-wide needs, constraints, and impacts into account**
- School Board receives input on specific topics that reflect a **broad range of perspectives**



Role:

Provide the School Board with actionable & relevant recommendations on specific topics (identified through the Charges) that result from the collaborative work of parents, students, community members, and educators considering the topic in the context of the district-wide needs, constraints, and impacts.

Desired Outcomes:

- Advisory Councils that comprise diverse stakeholders, with a mix of experienced and new voices
- Council structure and work that builds member knowledge of the division and of available research
- Recommendations that fulfill the School Board Charge and result from informed consideration of the needs of diverse students, the perspectives of diverse stakeholders, and the resources of the division



**EVERY
STUDENT
COUNTS**
EXCELLENCE FOR ALL

Summary of Community Engagement

The Working Group seeks community input on proposed revisions to the current structure of School Board Advisory Committees

Community Forums

October 8, 2025 - 12:00-1:00
Virtual

October 16, 2025 - 6:30-8:00
Virtual

October 15, 2025- 6:30-8:00
Virtual (Spanish)
(*Session in Spanish with translation to English*)

Interpretation for additional languages is available

Survey

September 24 – October 15

- A link to the survey will be shared through multiple channels (Supt. Message, Friday Five, APS Website, ARL county, etc.)
- Students can access link via Canvas

Focus Groups (13)

September 6 - October 17

- Students
- Families
- Staff
- Community Members

Your Input Matters! More information is available at
<https://www.apsva.us/sbadvisoryworkinggroup/>

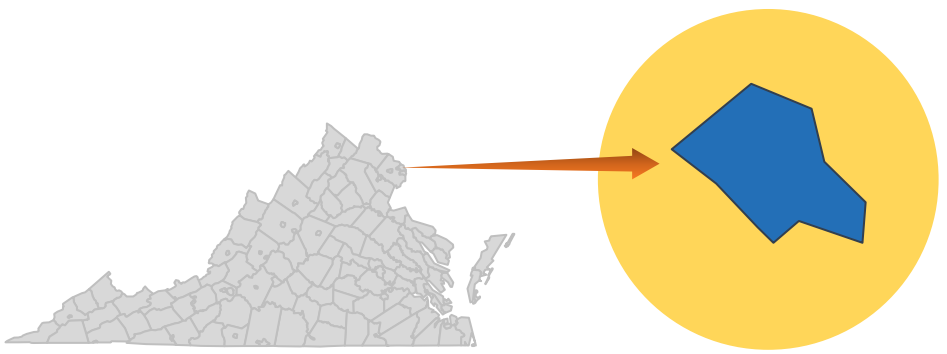
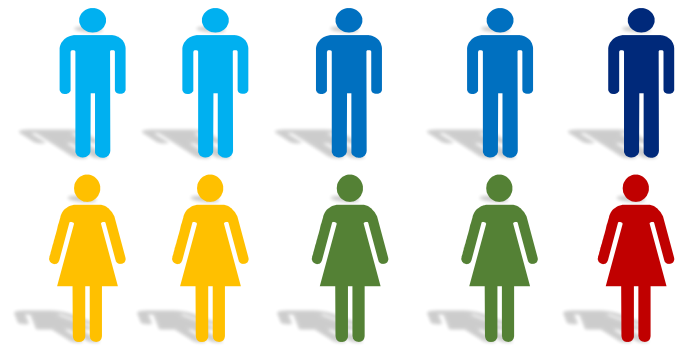
COMMUNITY ENGAGEMENT

PARTICIPATION - Survey

Race/Ethnicity	Overall
Asian	7%
Black or African American	4%
Latino or Hispanic	8%
Two or More	4%
White	69%
Other	1%
Prefer not to share	13%

233 total respondents

- 49 teachers and staff
- 184 parents/community members



ES Schools	% Respondents	MS/HS	% Respondents
ATS	9%	W-L	14%
Claremont	8%	Yorktown	10%
Jamestown	6%	Wakefield	9%
ASFS	4%	Gunston	9%
Escuela key	4%	Williamsburg	9%

COMMUNITY ENGAGEMENT

PARTICIPATION – FOCUS GROUPS



Focus Group Role	Number of Focus Groups Conducted	<u>Approximate</u> Number of Participants
Students	1	25
Families/ Community	8	100
Staff	7	30
TOTAL	16	155

Below is a summary of engagement opportunities with current APS Advisory Committees and Subcommittees and former members

Focus Groups

- Advisory Council of Teaching & Learning (ACTL)
- Budget Advisory Council (BAC)
- Arlington Special Education Advisory Council (ASEAC)
- Facilities Advisory Council (FAC)
- Advanced Academics
- English Learners
- Student Health Advisory Board (SHAB)
- Science
- Social Studies

**A focus group opportunity was offered to each of the 16 active advisory committees/subcommittees*

Surveys

- **Summer:** 18 respondents (*Preview of proposal open to Chairs/Vice-Chairs/Liaisons*)
- **Fall:** 22% (52 of 233) of respondents currently serve and 61 previously served on APS Advisory Committee or subcommittee.
- Appx. 80% from ACTL or an ACTL subcommittee

Other

- Individual emails from members (12+)
- Letters from current committees (3)

FEEDBACK THEMES (IN ORDER OF FREQUENCY) - Areas of Support

- **School Board Charge:** Broad support for the School Board delivering a charge to each Council with opportunities to incorporate additional charges
- **Representation:** Support for the range of groups that were included in the membership structure
- **Term Limits:** Support for proposed term limits
- **Student Voice:** Support for the inclusion of students in higher numbers
- **Staff Voice:** Support for the inclusion of staff
- **Personnel & Operations Councils:** Support for the new Councils

FEEDBACK THEMES (IN ORDER OF FREQUENCY) - Areas of Concern

- **Subcommittees:** A significant number of survey respondents and focus group participants emphasized the importance of subcommittees remaining, with varying degrees of advocacy and support for specific subcommittees
- **Volunteers:** Concern that proposed Councils have fewer seats for parents and community members based on current allocation of maximum seats AND possible challenges with finding enough volunteers to fill the proposed Councils
- **Councils too large & broad:** Proposed Councils are too broad in scope and membership
- **Membership:** Too few subject matter experts
- **Advanced Learners and English Learners:** Community feedback, both in the survey and in focus groups, showed support for both subcommittees remaining

Working Group

Apply to join a working group
(see Current Initiatives on
Engage with APS page)

2025-26

- APS Device
- Bell Schedule
- Early Childhood

2024-25 & Prior

- Partnerships
- Advisory Committee WG
- Strategic Plan Steering Committee
- Career Center Naming
- SRO
- DLI Visioning
- Virtual Learning Task Force

Meetings

- Speak during Public Comment at Board Meetings
- Speak during Public Comment at School Board Advisory Council meetings
- Attend a Board Member's Office Hour
- Share feedback at PTA meetings when Board liaison attends

Email

- Email individual board members
- Email as a collective group (e.g., AMAC, Civic Associations) addressing shared questions/concerns
- Email School Board via Engage@apsva.us
- Email School Board Office via schoolboard@apsva.us

Engagement Processes

- Provide feedback on newly proposed and revised School Board policies during 30 day public comment period
- Provide feedback thru surveys, focus groups, community forums during engagement processes (e.g. SRO, Cell Phones, etc.)



Topics for Discussion

Current School Board Advisory Councils

Advisory Council on Teaching & Learning (ACTL)

Standing Subcommittees

- | | | |
|---|-----------------------------|--------------------|
| • Advanced Academics & Talent Development | • Dual-Language Immersion | • Math |
| • Arts | • Early Childhood Education | • Science |
| • Career, Technical, & Adult Education | • Educational Technology | • Social Studies |
| | • English Language Arts | • Student Services |
| | • English Learners | • World Languages |

Advisory Council on School Facilities and Capital Programs (FAC)

Arlington Special Education Advisory Committee (ASEAC)

Budget Advisory Council (BAC)

School Health Advisory Board (SHAB)

The Working Group will NOT be recommending changes to the Joint County Board and School Board Advisory Committees

To learn more about the current School Board Advisory Councils, please visit: <https://www.apsva.us/citizen-advisory-groups>

5-10 minutes
Whole Group

REVIEW feedback themes and proposed options

10-15 minutes
Whole Group

Working Group member discuss and provide feedback on proposed options

5 minutes

Working Group members vote on proposed options

REPEAT above three steps for EACH Discussion Topic

Survey Results

- 66% of survey respondents **supported Option 2 (Ad Hoc & Some Standing Subcommittees)**
 - Parents of Current APS Students: Opt 1 (14%), **Opt 2 (71%)**, Neither Option (15%)
 - APS Staff: Opt 1 (26%), **Opt 2 (60%)**, Neither Option (15%)
 - Current/Formal Committee Members: Opt 1 (17%), **Opt 2 (64%)**, Neither Option (18%)
 - Non-Committee Members: Opt 1 (18%), **Opt 2 (66%)**, Neither Option (15%)
- # of respondents who indicated a subcommittee should be a standing committee (5 highest frequency): Advanced Academics (77), Math (75), Science (65), English Learners (63), English Language Arts (59)

Major Themes in the Feedback

- Varying levels of **advocacy for retaining specific subcommittees** with Advanced Academics, English Learners, English, Math, Science, Social Studies being most frequently advocated for
- Volunteers build deep **subject matter knowledge** that will be lost if subcommittees do not continue to meet regularly
- Subcommittees bring **added value** and have provided recommendations that have resulted in impactful changes to help APS better serve students
- Eliminating subcommittees **reduces the number of volunteers**
- Subcommittees raise **emerging issues** before they become larger problems
- Subcommittees representing **specific student populations** ensure unique needs are not overlooked.
- Concern that **program areas not listed in Strategic Plan would not be prioritized** by an Academics Council
- Concerns that **requiring subcommittee members to be part of parent Council** will reduce volunteers based on time commitment required

Current Subcommittee Structure	Working Group Proposal (Option 1)	Working Group Proposal (Option 2)
13 standing subcommittees	Subcommittees formed as needed (“Ad Hoc”) for a set duration determined by the School Board and/or Advisory Council - No standing subcommittees	Subcommittees formed as needed (“Ad Hoc”) for a set duration *AND* Some standing subcommittees (could include some of the current APS subcommittees remaining AND/OR newly proposed subcommittees)
- Primarily function as independent committees - Discuss and develop recommendations for topics that may not be aligned with the parent Council (currently ACTL) or School Board priorities	Work plan is aligned and supports the work of the parent Council as directed by the School Board charge and other topics mutually agreed upon by the School Board and chairs of the parent council and subcommittee	
Deliver recommendations directly to the School Board	Recommendations are shared with School Board through the parent Council unless otherwise directed by the School Board	
Most subcommittee members are not members of the larger Council	Subcommittee membership is comprised mostly of members from the parent Council	

Option 3 (New) - Ad-hoc only, 1 new Council:

- Add CTE as a Council as required per *Code of Virginia*
- Retain Title 1 & Budget Reps AND **add** designated seats (2-3) on all Councils for each of the following: SWD, EL, Advanced Academics.
- **# Reps:** At least one rep from each group must be a parent of current or former student who receive(d) Special Education, are (were) English Learner or in Advanced Academics. Additional reps can be from any other stakeholder group.
- **Coordination Meetings:** Similar to Budget Reps, SWD, EL and Advanced Academic reps would be appointed and would meet at least three times during the school year as a group with a staff liaison from that content area to discuss matters impacting the student group
- **Listening Sessions:** For other existing subcommittees (e.g., Arts, ELA, etc.), the Director/Supervisor of that content would conduct listening sessions at least semi-annually to provide community members an opportunity to share questions and feedback about the content/program area

Advisory Councils: Option 3 (New)

Advisory Group	High Level Purpose	Strategic Plan Priority
Academic	Review instruction; academic monitoring, professional learning, inclusion, SOL's, proficiency gaps	Student Academic Growth & Success
Health & Wellness	Mental Health, Physical Health, Meals, DEI, Chronic Absenteeism, School Climate, Student Safety, LGBTQ+, Suspensions	Student Well-Being Operational Excellence
Personnel	Voice for Staff, Workplace Climate, Staff engagement, Staff retention, Professional Learning	Student Centered Workforce Operational Excellence
Operations	Budget, Facilities, Transportation, Safety, Technology	Operational Excellence
ASEAC	Special Education	Student Academic Growth & Success Student Well-Being
CTE	Career & Technical Education	Student Academic Growth & Success

Title 1, Budget, English Learner, SWD, & Advanced Academics reps on each Council

Option 4 (New) - Ad Hoc & 3 New Councils:

- Add CTE as a Council as required per *Code of Virginia*
- Elevate two subcommittees that are focused on student groups to Councils (English Learners & Advanced Academics)
- Retain the Ad Hoc option for all other subcommittees

Notes:

- **ASEAC** covers Students With Disabilities, in essence SWD reps would comprise ASEAC

Advisory Councils: Option 4 (New)

Advisory Group	High Level Purpose	Strategic Plan Priority
Academic	Review instruction; academic monitoring, professional learning, inclusion, SOL's, proficiency gaps	Student Academic Growth & Success
Health & Wellness	Mental Health, Physical Health, Meals, DEI, Chronic Absenteeism, School Climate, Student Safety, LGBTQ+, Suspensions	Student Well-Being Operational Excellence
Personnel	Voice for Staff, Workplace Climate, Staff engagement, Staff retention, Professional Learning	Student Centered Workforce Operational Excellence
Operations	Budget, Facilities, Transportation, Safety, Technology	Operational Excellence
ASEAC	Special Education	Student Academic Growth & Success Student Well-Being
CTE	Career & Technical Education	Student Academic Growth & Success
English Learners	English Learners	Student Academic Growth & Success Student Well-Being
Advanced Academic	Advanced Academics with an emphasis on	Student Academic Growth & Success Student Well-Being

Option 5 (New) - Ad-Hoc & Retain All Current Subcommittees:

- Add CTE as a Council as required per *Code of Virginia*
- Retain all current subcommittees with alternating meeting and reporting schedule
- Report with recommendations occurs every 2 years in accordance with charge
 - Year 1 - 5-6 subcommittees report
 - Year 2 - 5-6 subcommittees report
- In non-reporting years, the subcommittee may transition to less frequent meetings and provide a summary of topics discussed to the School Board

Advisory Group	High Level Purpose	Strategic Plan Priority
Academic	Review instruction; academic monitoring, professional learning, inclusion, SOL's, proficiency gaps	Student Academic Growth & Success
Health & Wellness	Mental Health, Physical Health, Meals, DEI, Chronic Absenteeism, School Climate, Student Safety, LGBTQ+, Suspensions	Student Well-Being Operational Excellence
Personnel	Voice for Staff, Workplace Climate, Staff engagement, Staff retention, Professional Learning	Student Centered Workforce Operational Excellence
Operations	Budget, Facilities, Transportation, Safety, Technology	Operational Excellence
ASEAC	Special Education	Student Academic Growth & Success Student Well-Being
CTE	Career & Technical Education	Student Academic Growth & Success

Standing Subcommittees

- Advanced Academics & Talent Development
- Arts
- Dual-Language Immersion
- Early Childhood Education
- Educational Technology
- English Language Arts
- English Learners
- Math
- Science
- Student Services
- Social Studies
- World Languages

Subcommittee options for WG to consider

Option 1 - Ad Hoc

Ad hoc subcommittees as needed

Option 2 - Ad Hoc & Some Standing

Retain some current subcommittees
(TBD which ones & membership composition)

Option 3 - Ad Hoc Only, 1 new Council (new)

-Add CTE as Council
-Designate seats (2-3) on each council for each of the following groups: **EL, Advanced Academics, SWD**

SWD reps would meet at least quarterly as ASEAC. ASEAC meetings could include additional members.

Option 4- Ad Hoc, 3 new Councils (new)

-Add CTE as Council
-Elevate subcommittees focused on student groups to Councils. (needs of students across all areas)

English Learners

Advanced Academics

ASEAC (students with disabilities)

Option 5- Ad-Hoc, 1 new Council, retain Current Subcommittees (new)

-Add CTE as Council
-Retain all other current subcommittees with an alternating-year reporting schedule

-Ad Hoc subcommittees can still be formed

Listening Sessions

For current subcommittee content/program areas & student groups that do not remain as either standing subcommittees or as councils, the director/supervisor of that area would conduct listening sessions semi-annually to provide community members an opportunity to share questions and feedback about the content/program/population

Options 3, 4, 5:

- Respond to feedback about incorporating the perspectives and needs of special populations in the proposed School Board Advisory Council structure
- Creates separate(s) Council(s) OR dedicated reps for Special Education, English Learners and Advanced Academics across Councils building on initial proposal for Title 1 & Budget reps
- Creates listening sessions (except for Option 5) and responds to feedback about need for parents and community members to have an opportunity to share questions and concerns on a content/program area that is not related to a School Board Charge

Subcommittees

- Feedback revealed stronger support for Option 2- Ad-Hoc & Some Standing (66%) than Option 1 - Ad Hoc (16%) for Option 1 (Ad-Hoc). Advocacy for retaining subcommittees, with the following receiving the most advocacy (in this order): Advanced Academics, Math, Science, English Learners, English Language Arts

Opt 3 - Ad-hoc only, 1 new Council: CTE becomes Council; Retain Title 1 & Budget Reps AND add designated seats (2-3) on each council for each of the following groups: SWD, EL, Advanced Academics; Ad-Hoc subcommittees

Opt 4 - Ad-Hoc, 3 new Councils: CTE becomes Council; Elevate subcommittees focused on student groups as Councils (English Learners & Advanced Academics); Ad-Hoc subcommittees

Opt 5 - Ad-Hoc, 1 new Council, retain current subcommittees: CTE becomes Council; all other current subcommittees remain with alternating meeting and reporting schedule, Ad-Hoc subcommittees if needs arise

Working Group Proposal

- Option 3
—>Vote occurred at the 10/28 meeting- Option 3 received 7 votes and Options 1,2,4,5 received 1 vote each. Options 1 & 2 were the original proposed options from June.

Discussion/Feedback

- Which option best supports the purposed purpose and desired outcomes for School Board Advisory Committees?

(CTE)

- CTE is required to be a committee per state code and federal law.



Opt 1 - CTE as a standalone council & define membership composition

Opt 2 - CTE as a subcommittee under Academics Advisory Council & define membership composition



Working Group Proposal

- Opt 1 - CTE as a standalone Council (Vote occurred on 10/28 meeting)
- Membership defined at 11/3 meeting

Discussion/Feedback

- Which option best supports the purposed purpose and desired outcomes for School Board Advisory Committees?

Student Services

- Feedback that Student Services should remain a separate subcommittee to focus on mental health, social-emotional well-being



- Opt 1** - Stay with current proposal that Student Services is incorporated into Student Health & Well-Being Council
- Opt 2** - Student Services as a subcommittee under the Student Health & Well-Being Council
- Opt 3** - Establish topic specific subcommittees under Student Health & Well-Being Council (e.g. SEL, Student Safety)



Working Group Proposal

- Option 1
 - Incorporating Student Services into Student Health & Well-Being Council helps ensure this critical perspective is present and part of the decision making process as the Council fulfills its charge from the School Board.

Discussion/Feedback

- Which option best supports the purposed purpose and desired outcomes for School Board Advisory Committees?

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

Membership Structure for Subcommittees

- Concerns that majority of subcommittee members need to be members of parent council



Working Group Proposal

- 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

Discussion/Feedback

- Which option best supports the purposed purpose and desired outcomes for School Board Advisory Committees?



STUDENT ACADEMIC GROWTH AND SUCCESS

APS will ensure each student achieves academic excellence through high-quality instruction and systems of support to eliminate opportunity and achievement gaps

Survey Results

- **53% Strongly Agreed/Agreed** aligned priorities and focus areas for the Academics Council will **support development of useful recommendations** to the School Board with higher rates of agreement amongst staff (72%) than parents (54%)
- **49% Strongly Agreed/Agreed** proposed membership structure will support development of **useful recommendations to the School Board** with higher rates of agreement amongst staff (67%) than parents (47%)
- % that responded the proposal was **“appropriate”*** for:
 - **Term Limits** (66%)
 - **# Parent Reps** (53%)
 - **# Student Reps** (53%) and 44% responded the # was too low
 - **# Community Reps** (59%)
 - **# Staff** (65%) and 26% responded # was too low
 - **# Subject Matter Experts** (52%) and 48% responded the # was too low

**Remaining % of respondents was appx. split between “Too low” or “too high” unless noted otherwise*



STUDENT ACADEMIC GROWTH AND SUCCESS

APS will ensure each student achieves academic excellence through high-quality instruction and systems of support to eliminate opportunity and achievement gaps

Major Themes in the Feedback

- **Too large to function effectively**
- Concerns about how one large committee could **adequately address the needs of each academic area** and will lead to some areas being subordinated/not discussed
- Requirement the **subcommittee members must be part of larger Council limits opportunities for volunteers**
- **Subcommittee members** have specialized knowledge and **will not want to serve on a larger, more generalized Council**
- Need a committee for **Advanced Academics**
- **Add more student reps**
- **Concerns with 1 parent per school coupled with no subcommittees**
- Challenges with filling 40 proposed parent reps

(Membership Composition)

- Feedback from nearly 50% of survey respondents that # of student reps and # of subject matter experts was too low



Opt 1 - Increase the min and/or max # of Student Reps

Opt 2 - Increase the min and/or max # of Subject Matter Experts

Opt 3 - Increase the min and/or max # of Student Reps & Subject Matter Experts



Working Group Proposal

- Student Reps - Increased from 2-4 to 2-6
- Subject Matter Experts - Increased from 0-3 to 1-4
- Budget Reps - Increased from 1 to 2
- Designated allocated seats for SWD (2-3), English Learners (2-3), Advanced Academics (2-3)

Discussion/Feedback

- What questions and/or feedback do Board members have about the proposed membership composition and/or changes?

(Membership Composition)

- Concern that 1 parent per school was too low and could not adequately represent
- Concern about overall size - too large to function effectively



Opt 1 - Increase the parent reps to 2 per Secondary school

Opt 2 - Keep 1 parent per school



Working Group Proposal: Option 2

- Does not increase overall size of Council

Discussion/Feedback

- What questions and/or feedback do Board members have about the proposed direction?



STUDENT WELL-BEING

In partnership with families, staff, and students, APS will create inclusive, safe, and supportive learning environments that foster all students' intellectual, physical, mental, social-emotional growth and well-being.

Survey Results

- **62% Strongly Agreed/Agreed aligned priorities and focus areas** for the Student Health & Well-Being Council will support development of useful recommendations to the School Board
 - Higher rates of agreement amongst respondents who have not served on a School Board Advisory Committee (76%) then those who currently/previously (44%)
- **53% Strongly Agreed/Agreed proposed membership structure** will support development of useful recommendations to the School Board
 - Higher rates of agreement amongst respondents who have not served on a School Board Advisory Committee (75%) then those who currently/previously served (25%)
- % that responded the proposal was **“appropriate”*** for:
 - **Term Limits** (65%) and 24% responded “too low”
 - **# Parent Reps** (60%)
 - **# Student Reps** (66%)
 - **# Community Reps** (74%)
 - **# Staff** (54%) and 29% responded # was “too high”
 - **# Subject Matter Experts** (58%). and 33% responded # Subject Matter Experts was too low

**Remaining % of respondents was appx. split between “Too low” or “too high” unless noted otherwise*



STUDENT WELL-BEING

In partnership with families, staff, and students, APS will create inclusive, safe, and supportive learning environments that foster all students' intellectual, physical, mental, social-emotional growth and well-being.

Major Themes in the Feedback

- **Student Services** should be a separate committee or subcommittee focused on student's mental, social, emotional well-being
- **Combining Physical Health** and **Mental Health** under one Council risks either not receiving the focused attention or expertise needed to address both areas
- Needs reps from **School Health**
- Support **Student voice** on Council
- Council **too large** and **too broad**

Membership

- Feedback from 1/3 of survey respondents that # of staff reps was too high and # of subject matter experts was too low



Opt 1 - Decrease the min and/or max # of Staff Reps

Opt 2 - Increase the min and/or max # of Subject Matter Experts

Opt 3 - Decrease the min and/or max # of Staff Reps & Increase the min and/or max # of Subject Matter Experts



Working Group Proposal

- Staff Reps - Reduced from 5-8 to 4-6
- Subject Matter Experts - Increased from 0-3 to 1-4
- Budget Reps - Increased from 1 to 2
- Added reps for SWD (2-3), English Learners (2-3), Advanced Academics (2-3)

Discussion/Feedback

- What questions and/or feedback do Board members have about the proposed membership composition and/or changes?



STUDENT-CENTERED WORKFORCE

APS will support and invest in a culture that attracts and retains skilled, talented, and effective staff committed to student success and well-being.

Survey Results

- **71% Strongly Agreed/Agreed aligned priorities and focus areas** for the Personnel Council will **support development of useful recommendations**
 - Higher rates of agreement amongst respondents who have not served on a School Board Advisory Committee (88%) then those who currently/previously served (50%)
- **75% Strongly Agreed/Agreed proposed membership structure** will support development of **useful recommendations to the School Board**
 - Higher rates of agreement amongst respondents who have not served on a School Board Advisory Committee (83%) then those who currently/previously served (64%)
- % that responded the proposal was **“appropriate”*** for:
 - **Term Limits** (65%)
 - **# Parent Reps** (62%)
 - **# Student Reps** (54%) and 35% responded the # was too low
 - **# Community Reps** (84%) and 16% responded the # was too low
 - **# Staff** (69%)
 - **# Subject Matter Experts** (58%) and 31% responded the # was too low

**Remaining % of respondents was appx. split between “Too low” or “too high” unless noted otherwise*



STUDENT-CENTERED WORKFORCE

APS will support and invest in a culture that attracts and retains skilled, talented, and effective staff committed to student success and well-being.

Major Themes in the Feedback

- Broad **support** for inclusion of this Council
- Questions about **benefits parents and community members bring** to this committee and the reason(s) these groups should be included
- Council **redundant to existing unions**

Membership

- Feedback from 1/3 of survey respondents that # of student reps and # of subject matter experts was too low
- Questions about value add of having parents on Council



Opt 1 - Increase the min and/or max # of Student Reps

Opt 2 - Increase the min and/or max # of Subject Matter Experts

Opt 3 - Increase the min and/or max # of Student Reps & Subject Matter Experts



Working Group Proposal

- Subject Matter Experts - Increased from 0-3 to 1-4
- Budget Reps - Increased from 1 to 2
- Added reps for SWD (1-2), English Learners (1-2), Advanced Academics (1-2)

Discussion/Feedback

- What questions and/or feedback do Board members have about the proposed membership composition and/or changes?



OPERATIONAL EXCELLENCE

APS will plan and implement efficient, effective, sustainable system-wide operations to support student, staff, and our community's success.

Survey Results

- **72% Strongly Agreed/ Agreed** the **aligned priorities and focus areas** for the Personnel Council will **support development of useful recommendations** to the School Board
- **66% Strongly Agreed/ Agreed** **proposed membership structure** will support development of **useful recommendations to the School Board**
 - Higher rates of agreement amongst respondents who have not served on a School Board Advisory Committee (73%) then those who currently/previously served (58%)
- % that responded the proposal was **“appropriate”*** for:
 - **Term Limits** (76%) and 24% responded the # was too low
 - **# Parent Reps** (62%) and 29% responded the # was too low
 - **# Student Reps** (67%) and 24% responded the # was too low
 - **# Community Reps** (57%) and 29% responded the # was too low
 - **# Staff** (67%)
 - **# Subject Matter Experts** (59%) and 41% responded the # was too low

**Remaining % of respondents was appx. split between “Too low” or “too high” unless noted otherwise*



OPERATIONAL EXCELLENCE

APS will plan and implement efficient, effective, sustainable system-wide operations to support student, staff, and our community's success.

Major Themes in the Feedback

- Why $\frac{1}{3}$ seats from Title 1 for this Council but not others
- **Challenges with finding members** for this council
- Should have greater focus on **environmental sustainability**
- **Class size should be discussed**
- Questions around value community reps bring to this committee

Membership

- Feedback from 25% of survey respondents that # of student, parent, community reps was too low and 41% responded that the # of subject matter experts was too low
- Questions around $\frac{1}{3}$ seats being from Title I schools



Option 1: Increase the min and/or max # of one or more of the following: Student, Parent, Community, Subject Matter Expert Reps

Option 2: Increase the min and/or max # of ALL of the following: Student, Parent, Community, Subject Matter Expert Reps



Working Group Proposal

- Subject Matter Experts - Increased from 0-3 to 1-4
- Budget Reps - Increased from 1 to 2
- Added reps for SWD (2-3), English Learners (1-2), Advanced Academic (0-1)

Discussion/Feedback

- What questions and/or feedback do Board members have about the proposed membership composition and/or changes?



OPERATIONAL EXCELLENCE

APS will plan and implement efficient, effective, sustainable system-wide operations to support student, staff, and our community's success.

Survey Results

- **84% Strongly Agreed/Agreed** aligned priorities and focus areas for ASEAC will support development of useful recommendations to the School Board
- **63% Strongly Agreed/Agreed** proposed membership structure will support development of useful recommendations to the School Board
- % that responded the proposal was “appropriate” for
 - **Term Limits** (83%)
 - **# Parent Reps** (67%)
 - **# Student Reps** (72%)
 - **# Community Reps** (72%)
 - **# Staff** (39%) while 50% responded # Staff was too low
 - **# Subject Matter Experts** (50%) while 50% responded # SME was too low



OPERATIONAL EXCELLENCE

APS will plan and implement efficient, effective, sustainable system-wide operations to support student, staff, and our community's success.

Major Themes in the Feedback

- Support for **remaining as a separate council**
- Need a **staff rep for each school level (ES, MS, HS)**
- **SWD needs consideration across all Councils**
- Support for having SWD reps on other councils **but concerns with time commitments**
- **ASEAC is required by law to report** on a range of items impacting SWD **beyond School Board priorities and Strategic Plan focus areas**

Membership

- Feedback from 50% of survey respondents that # of staff reps and # of subject matter experts was too low



Opt 1 - Increase the min and/or max # of staff reps as non-voting members or as liaisons to comply with code

Opt 2 - Increase the min and/or max # of Subject Matter Expert Reps



Working Group Proposal

- Added 3-4 staff consultants to the Council who are non-voting members
- Subject Matter Experts - Increased from 0-3 to 1-4
- Budget Reps - Increased from 1 to 2
- Designated seats for English Learners (1-2), Advanced Academics (1-2)

Discussion/Feedback

- What questions and/or feedback do Board members have about the proposed direction?

Major Themes in the Feedback

- 67% **Strongly Agreed/Agreed** that the proposed **five councils were aligned** with priorities in the Strategic Plan with higher rates of agreement amongst staff (87%) then parents (64%)
- Councils **too generic/broad**
- Support for creation of **Personnel and Operations Advisory Councils**
- Support for helping advance strategic plan priorities but focusing only on **strategic plan focus areas is limiting** and could lead to important issues being overlooked
- **Reduces number of parent and staff volunteers**
- Academics Advisory Council needs **specialized subcommittees**
- **Partnerships** is not represented
- Needs of **Advanced Academics** is not addressed
- Unclear where Budget fits in and role of budget reps on councils
- **Career, Technical and Adult Education** Advisory Committee should be in stand alone committee due to state and federal requirements

Organizational Structure: Topics for Working Group discussion

SWD, English Learner and Advanced Academic Reps

- Discuss and vote on whether WD, EL, Advanced Academics reps remains the same across all councils or is differentiated



Opt 1 - Designated seats (2-3) on all Councils for each of the following: SWD, EL, Advanced Academics.

Reps: At least one rep from each group must be a parent of a current or former student who receive(d) Special Education, are (were) English Learner or in Advanced Academics. Additional reps can be from any other stakeholder group.

Opt 2 - Differentiate the number of SWD, EL, Advanced Academic Reps on each Council (Define separately when WG discussed membership for each Council)



Working Group Proposal - **OPTION 2**

- WG members expressed preference for differentiating based on needs

Discussion/Feedback

- Which option best supports the purposed purpose and desired outcomes for School Board Advisory Committees?

Organizational Structure: Budget Reps

Budget Reps

- Current BAC agrees that stronger connections among advisory committees are needed
- Current BAC is concerned that budget reps meeting quarterly with Business Officer will not be sufficient
- Much of the BAC's current work involves weighing financial trade offs when funding priorities compete. If School Board would like holistic feedback on budget, a separate Budget Council or subcommittee may be needed



Option 1: 1 budget rep per Council with quarterly meetings (initial proposal)

Option 2: Maintain Budget Advisory Council

Option 3: 2 budget reps in each council that meet together quarterly with the Business Officer for virtual organizational meetings and to weigh in on Budget



Working Group Proposal: **Option 3**

- Having at least 2 Budget reps across all Councils increases perspectives and coverage at Council meetings and ensures budget implications are considered across all Councils with embedded support for that work

Discussion/Feedback

- What questions and/or feedback do Board members have about the proposed direction?

Major Themes in the Feedback

Application Process

- More clearly define the application process
- Will the dates/times of meetings be established in advance of application process

Selection Process

- More clearly define the selection process

Charge

- Define the process the SB will use to develop a charge
- Define the process for a council/subcommittee to propose a charge.

Voting

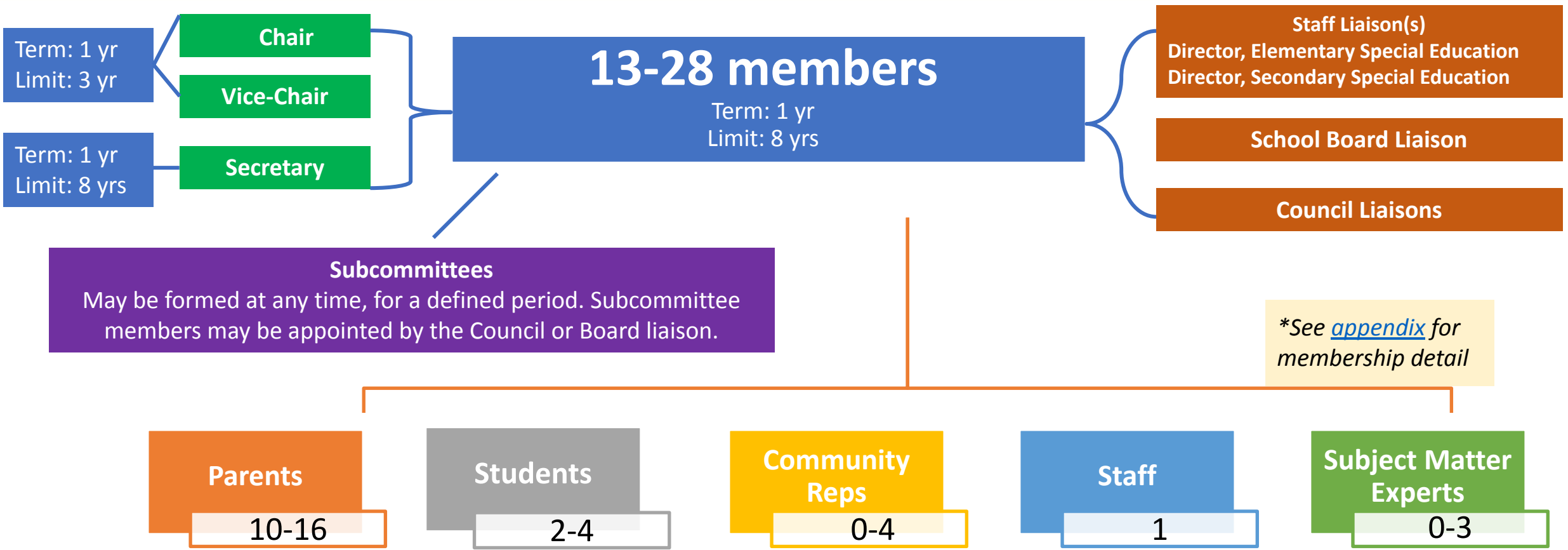
- Should a requirement be added that the number of yay/nay/abstain/absent votes be reported
- Should students be allowed to vote
- Should conflict of interest expectations be defined, including when members should recuse themselves from a vote

Membership Slides

The number of representatives listed for each Council on following slides reflects the starting point for the discussion at this meeting (November 3, 2025). Adjustments made at the November 3 meeting are noted in slides 22-57.

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

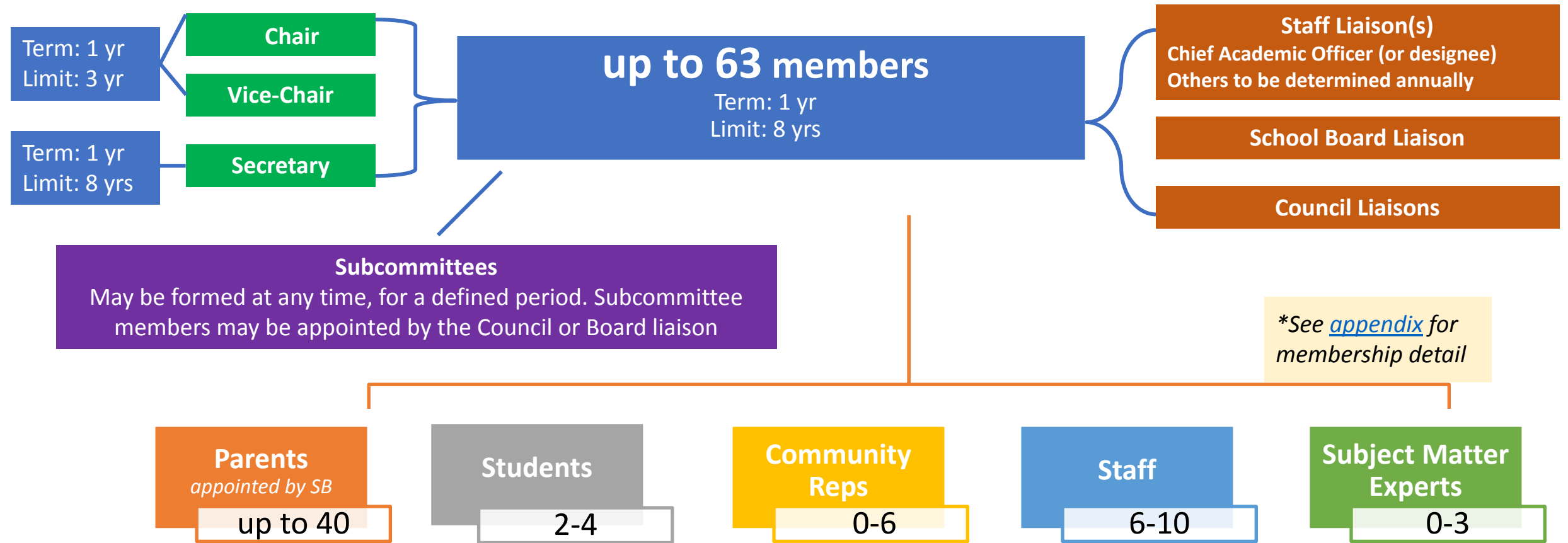
Title I reps (2+) - At least one parent seat and the staff seat are designated for reps from a Title I school

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
Min 10 - Max 16 Per code: “A majority [of members] shall be parents of children with disabilities or individuals with disabilities.” Include mix of: - school levels - neighborhood & option schools - geographic diversity	Min 2 - Max 4 Include mix of: - neighborhood & option schools - geographic diversity	Min 0 - Max 4 Must be Arlington residents In particular, recruit: - Recent APS alums - Civil rights orgs, nonprofits, local business - Current instructors, staff, administrators at regional schools of higher ed (NOVA, GMU, etc.)	1 teacher Per code: “The committee shall include one teacher. Additional local school division personnel shall serve only as consultants to the committee.”	Min 0 - Max 3 Individuals with professional expertise

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



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

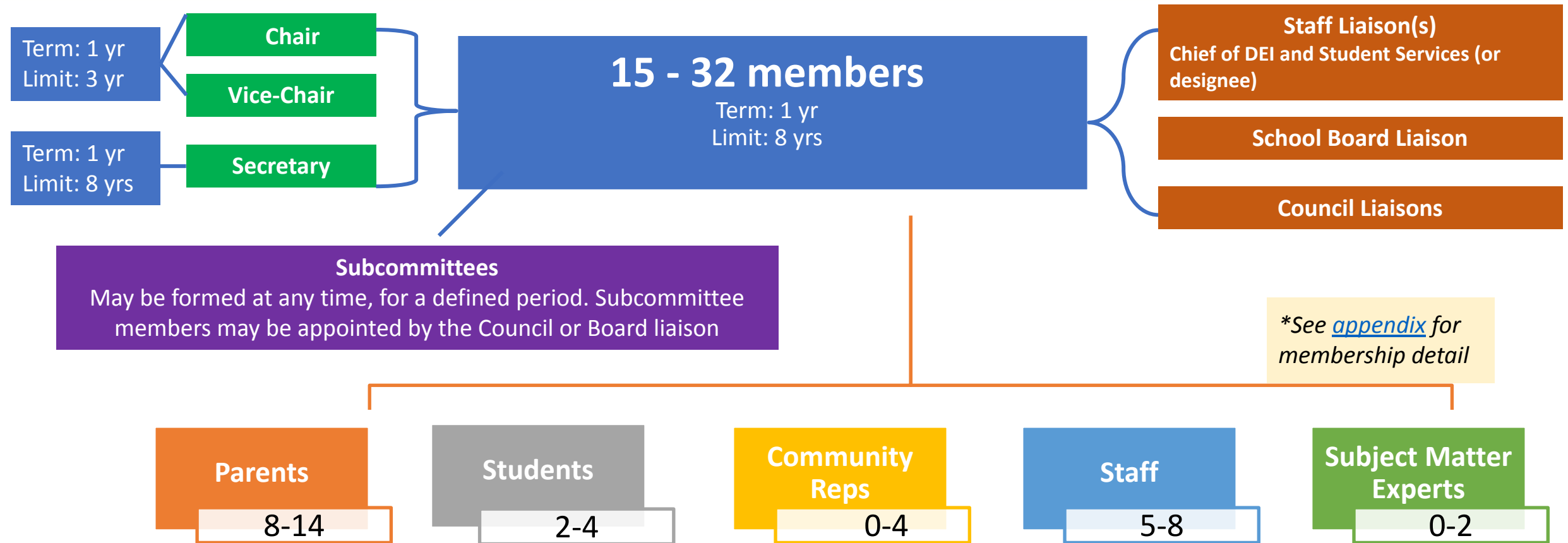
Title I reps (2+) - At least one parent seat and one staff seat are designated for reps from a Title I school

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
Max 40 [one/school] Include mix of: - school levels -neighborhood & option schools -geographic diversity	Min 2 - Max 4 Include mix of: - school levels - neighborhood & option schools - geographic diversity	Min 0 - Max 6 Must be Arlington residents In particular, recruit: -Recent APS alums -Civil rights orgs, nonprofits, local business -Current instructors, staff, administrators at regional schools of higher ed (NOVA, GMU, etc.)	School-Based: 4-7 Central Office (specialists or non-supervisory): 2-3 Include mix of: - classroom teachers, counselors, admin, specialists, coaches, interventionists - school levels - content areas - special populations (EL, SWD, Gifted)	Min 0 - Max 3 Individuals with professional expertise, i.e., • 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



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

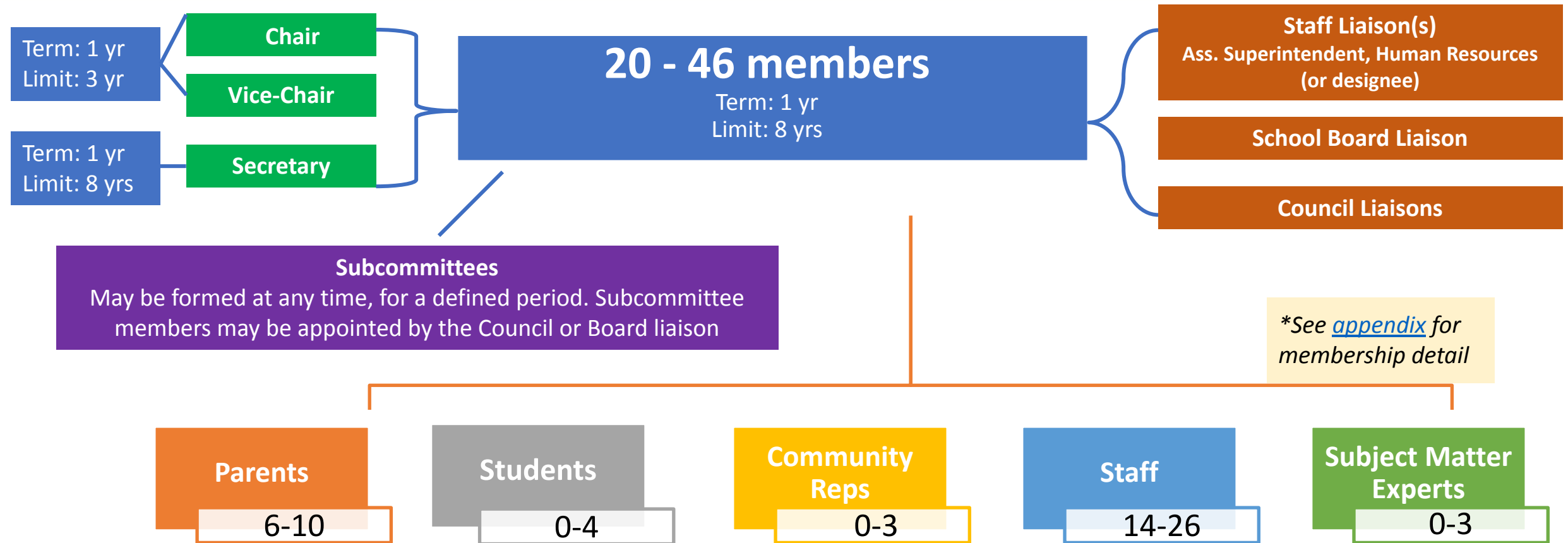
Parent and student members should include a mix of school levels, neighborhood & option schools, and geographic diversity



Parents	Students	Community Reps	Staff	Subject Matter Experts
Min 8 - Max 14 Include mix of: - school levels - neighborhood & option schools - geographic diversity	Min 2 - Max 4 Include mix of: - neighborhood & option schools - geographic diversity	Min 0 - Max 4 Must be Arlington residents In particular, recruit: - Recent APS alums - Civil rights orgs, nonprofits, health groups	Min 5 - Max 8 School-Based: 4-6 Central Office (specialists or non-supervisory): 1- 2 Include a mix of counselors, classroom teachers, assistants, student activities staff (coaches, arts directors), social workers & school psychologists Mostly staff who are either school-based or who are central-based in positions that spend 75%+ of their time in schools	Min 0 - Max 2 Individuals with professional expertise, especially - 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



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

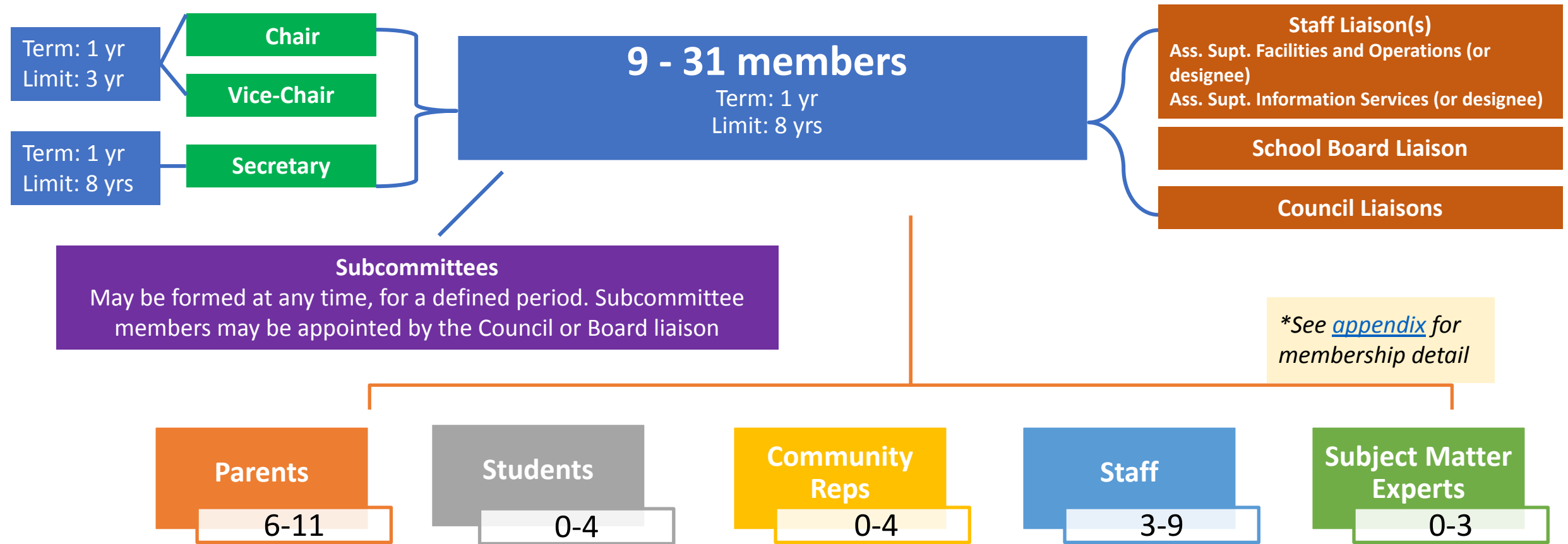
Title I reps (2+) - At least one parent seat and one staff seat are designated for reps from a Title I school

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
Min 6 - Max 10 Include mix of: - school levels - neighborhood & option schools - geographic diversity	Min 0 - Max 4 Include mix of: - neighborhood & option schools - geographic diversity	Min 0 - Max 3 Must be Arlington residents	Min 14 - Max 26 • 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 T-Scale to include a mix of teachers, counselors, specialists	Min 0 - Max 3 Individuals with professional expertise, especially - 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



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

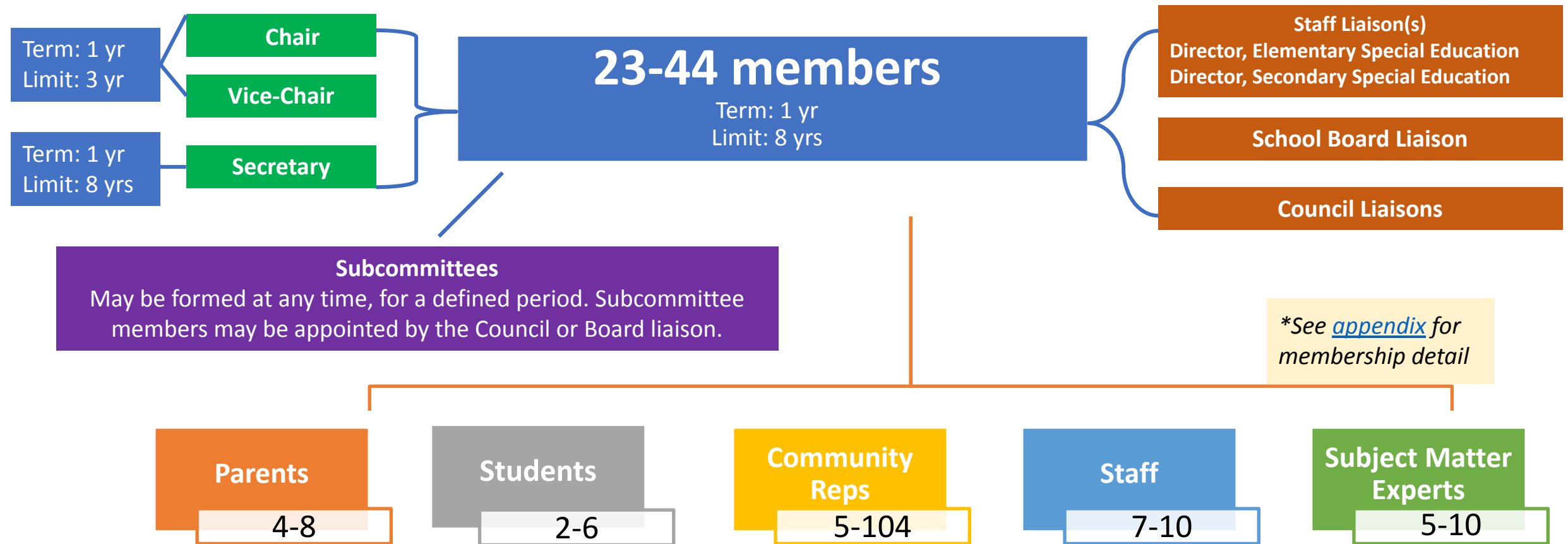
Parent and student members should include a mix of school levels, neighborhood & option schools, and geographic diversity



Parents	Students	Community Reps	Staff	Subject Matter Experts
Min 6 - Max 11 Include mix of: - school levels - neighborhood & option schools - geographic diversity <i>Aim for a least a third of seats to be filled with parents from Title I schools</i>	Min 0 - Max 4 Include mix of: - neighborhood & option schools - geographic diversity	Min 0 - Max 4 Must be Arlington residents	Min 3 - Max 9 Facilities & Operations: 1-2 Information services: 1-2 School-based: 1-3 Central Office (non-supervisory): 0-2 Include mix of: T-Scale, school administrators and staff across scales. Note that bus drivers are considered school-based.	Min 0 - Max 3 Individuals with professional expertise, especially - 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



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
Min 4 - Max 8 Include mix of: - school levels - neighborhood & option schools - geographic diversity **Community Reps & SME may also be APS parents	Min 2 - Max 6 Include mix of: - neighborhood & option schools - geographic diversity -balance of sexes, race/ethnicity -special populations	Min 5 - Max 10 In particular, recruit: - Current instructors, staff, administrators connected to CTE programs at regional schools of higher ed (NOVA, GMU, etc.) - Reps from local workforce development boards (e.g. Chamber of Commerce, Arlington Economic Development, Workforce Investment Board) - Reps from range of local and regional businesses or industries aligned to career clusters (e.g. Healthcare, Cyber Security, Business) - Rep from agency serving homeless and at-risk youth	Min 7 - Max 10 Per <u>code</u>: -CTE Teacher -Non-CTE -College & Career Counselor -Principal -Central Office Administrator -Instructional Assistant -CTE Supervisor & Specialist	Min 5 - Max 10 Individuals with professional expertise

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

- **Sept 19 - Oct 17 - Community Engagement**
- **Oct 28 - Working Group meeting:**
 - Review stakeholder feedback
 - Update proposal
- **Nov 3 - 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

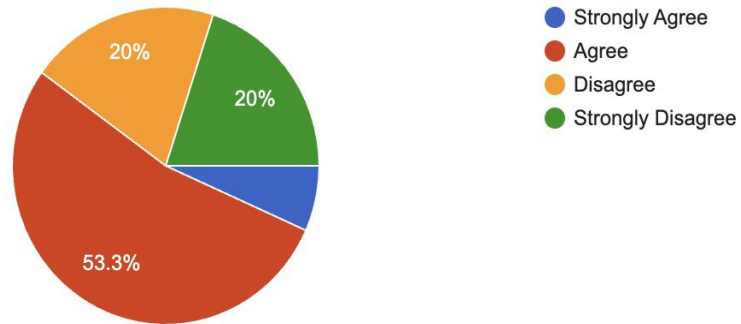
Homework/Expectations (November 3)

Review feedback in folder

Appendix

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

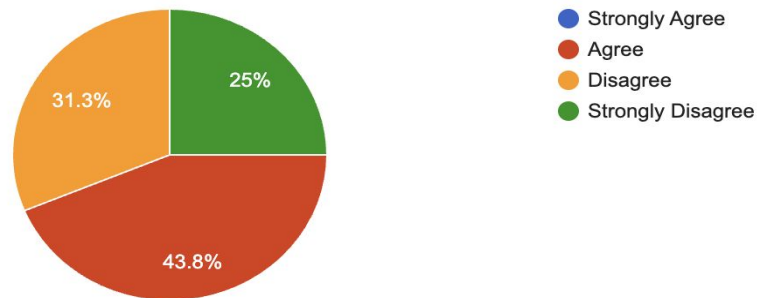
15 responses



Membership Composition -

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

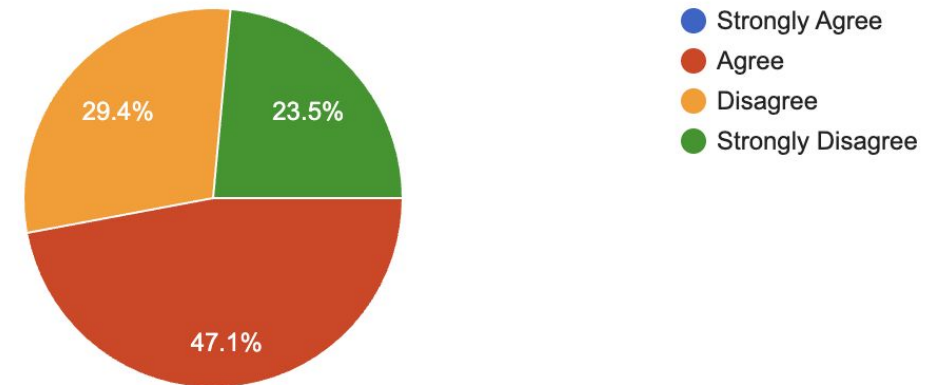
16 responses



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