

School Board Advisory Committee

Working Group

Final Report – January 9, 2026

Executive Summary	3
Purpose and Value of Advisory Councils 2.0.....	3
Overview of Recommendations for Advisory Councils 2.0	3
Acknowledgements	6
1. Introduction	8
2. Methodology	10
Scope of the Working Group’s activities	10
Community engagement	10
3. Definition: Purpose and Value of Advisory Councils 2.0	13
4. Recommendations.....	15
Recommendation 1: Address pressing priorities of the School Board reflected in specific charges	15
Recommendation 2: Provide actionable and relevant recommendations composed by diverse stakeholders that reflect a division-wide approach.....	17
Recommendation 3: Restructure the scope and number of Advisory Councils to align with Strategic Plan priorities and focus areas.....	18
Recommendation 4: Expand the membership of Advisory Councils to include more students and community members; add more seats for APS staff and Subject Matter Experts.....	25
Recommendation 5: Strengthen the participatory character of Advisory Councils by designating seats for members knowledgeable in budget/finance and matters pertaining to English Learners; Title I; Students with Disabilities; and Advanced Academics.....	29
Recommendation 6: Advance the collaborative nature of Advisory Councils with the appointment of liaisons between Councils, with corresponding APS offices, and with the School Board.....	31

Recommendation 7: Establish a consistent governance structure across Councils.....	34
Recommendation 8: Focus on onboarding and member expectations to enhance Council members' engagement and decision-making.....	38
Recommendation 9: Add public comment opportunity at each Council meeting	43
5. Next Steps.....	44
Timeline	44
6. Appendices	45

Executive Summary

In October 2024 the School Board issued a [Charge](#) for a Working Group to *evaluate the current School Board advisory committee structure, effectiveness, and alignment with strategic priorities and make recommendations for revision*. The School Board appointed a Working Group made up of 22 community members, parents, staff and students. In monthly meetings over 14 months, the [School Board Advisory Committee Working Group](#) (The Working Group/WG) has defined the purpose and value of School Board Advisory Councils and developed the following recommendations for their revised structure.

Purpose and Value of Advisory Councils 2.0

The **purpose** of School Board Advisory Councils is to advise the School Board on division policies, strategies and initiatives that support implementation of the APS [2024-2030 Strategic Plan](#) and progress toward the outcomes defined in the relevant Strategic Plan priority, with a division-wide lens.

The **value** of School Board Advisory Councils is multifaceted:

- Their recommendations would be aligned with the APS 2024-2030 Strategic Plan;
- Councils would be flexible to respond to the most pressing priorities and needs of the School Board;
- Their recommendations would be developed by parents, students, community members, and APS educators in conversation with each other;
- Their recommendations would take division-wide needs, constraints, and impacts into account;
- The School Board would receive input on specific topics that reflect a broad range of perspectives.

Overview of Recommendations for Advisory Councils 2.0

Below is an overview of the Working Group's recommendations. A detailed description and rationale for each recommendation begins on page 15.

Address pressing priorities of the School Board reflected in specific charges

The Working Group recommends that the School Board deliver a charge to each Council annually that exemplifies the needs and priorities of the School Board for a particular school year(s). Said charges would be developed and approved by the School Board by May to coincide with the application process for membership to the Advisory Councils. Charges can be amended by the School Board, while Councils may also propose changes for the School Board's consideration.

Provide actionable and relevant recommendations composed by diverse stakeholders that reflect a division-wide approach

The Working Group believes that a Council's members should reflect the rich and diverse community that is Arlington. Their intellectual contributions, informed by unique cultural, educational and normative experiences, would deliver recommendations that are relevant to the division's needs and offer actionable solutions to the School Board.

Restructure the scope and number of Advisory Councils to align with Strategic Plan priorities and focus areas

The Working Group recommends the following six Advisory Councils:

1. Academics Advisory Council
2. Student Health and Well-Being Advisory Council
3. Arlington Special Education Advisory Council
4. Career and Technical Education Advisory Council
5. Personnel Advisory Council
6. Operations Advisory Council

To support Councils' efforts to fulfill their charge(s), ad hoc SubCouncils may be formed to address a specific charge.

Expand the membership of Advisory Councils to include more students and community members; add more seats for APS staff and Subject Matter Experts

The Working Group recommends that each Advisory Council includes parents; students; community members; APS staff; and Subject Matter Experts and has provided specific guidance for the minimum and maximum number of members within each of the above-mentioned groups. Increased diversity of representatives will bring broader voices and perspectives to the Advisory Councils.

Strengthen the participatory character of Advisory Councils by designating seats for members knowledgeable in budget/finance and matters pertaining to English Learners; Title I; Students with Disabilities; and Advanced Academics.

The Working Group recommends that all Councils include a minimum number of members knowledgeable on financial/budgetary issues; understanding of Title 1 matters; representing the English Learners community; representing the Students with Disabilities community; and representing the Advanced Academics student community. While the number of seats for each group varies across Councils, generally the Working Group recommends at least two seats on

each Council for each group specified. Throughout the year, these members will participate in scheduled meetings with relevant APS staff as well as with their parent Council.

Advance the collaborative nature of Advisory Councils with the appointment of liaisons between Councils, with corresponding APS offices, and with the School Board

The Working Group recommends that each Council be assigned at least one APS staff liaison and a School Board member liaison. Additionally, each Council may assign a representative to each of the other five Councils to ensure exchange of information and collaboration.

Establish a consistent governance structure across Councils

The Working Group recommends that each Council include a Chair, Vice-Chair and Secretary appointed annually for a one-year term. The Chair and Vice-Chair may serve up to three terms, while the Secretary may serve up to eight terms.

Focus on onboarding and member expectations to enhance Council members' engagement and decision-making

The Working Group recommends a structured recruitment and onboarding process that includes articulated expectations regarding meeting attendance and comportment, as well as participation in the Council's workload. Members may be removed from a Council for missing three consecutive meetings or 40% of meetings.

Add public comment opportunity at each Council meeting

The Working Group recommends that time for public comments be a component of every Council meeting to increase opportunities for community members and stakeholders to engage with and broaden Council members' awareness of other perspectives.

Acknowledgements

The 22 members of the *School Board Advisory Committee Working Group* included parents, students, APS teachers and staff, school leaders, division leaders and community partners. These members provided dedicated service in developing recommendations to strengthen and align School Board Advisory Councils with the APS 2024–2030 Strategic Plan. The Working Group met twelve times between November 2024 and December 2025. During this period, its members examined the strengths and challenges of the current advisory committee structure; assessed alignment with the Strategic Plan; reviewed advisory models in neighboring divisions and a national sampling of divisions that, like APS, are members of the Minority Student Achievement Network (MSAN); gathered and analyzed community feedback; and developed thoughtful, detailed recommendations addressing the structure, scope of work, membership, governance, and operations of Advisory Councils 2.0. The group also provided detailed feedback to inform implementation.

Throughout the process, Working Group members demonstrated a deep commitment to Arlington Public Schools and to the value of community participation in public education decision-making. While some outcomes were straightforward and reached unanimously, others required significant deliberation. In all cases, members engaged thoughtfully and contributed meaningfully to both the process and its outcomes. We are deeply grateful for their integrity, dedication and service to Arlington’s school system and our community.

In addition, we extend our sincere appreciation to the current Advisory Committees and subcommittees, and to the students, families, APS teachers and staff, and community members who provided feedback on the Working Group’s proposals. Collectively, they submitted more than 200 questionnaire responses, participated in more than 15 focus groups and community forums, and shared their perspectives through emails, letters and conversations. As a result, this proposal is stronger and reflects the collective and unwavering commitment of our school community to the importance of public education.

We would, also, like to warmly thank Jonathan Turrisi, APS Director of Accountability, Evaluation, and Strategic Planning, for his partnership and leadership throughout this process. His steady guidance, organizational skills and forward-looking approach — along with countless, countless hours devoted to agenda development, materials preparation, and meeting facilitation — were instrumental in ensuring a process that was productive, well-organized, and meaningful.

Finally, both the purpose of this revision effort — to continue APS’s long-standing tradition of School Board advisory structures — and the robust engagement throughout the process, reflect the APS School Board’s deep commitment to seeking and considering the perspectives and experiences of students, families, APS teachers and staff, and the Arlington community. We are

grateful to live in a community with elected leaders who hold these values and we look forward to the School Board's final decision on the structure and scope of the next generation of School Board Advisory Councils.

Jenny Roahen Rizzo, Chair

Lida Anestidou, Vice Chair

1. Introduction

For many years, the Arlington Public Schools (APS) School Board has sought input from community members through multiple mechanisms, including formal advisory structures, such as Advisory Committees and Working Groups. The adoption of the [APS 2024–2030 Strategic Plan](#), together with the division’s efforts to align all action and work plans with it, provided an appropriate opportunity to review the current scope, structure, and role of the School Board’s Advisory Committees.

In October 2024, the School Board issued a charge establishing a Working Group to evaluate the existing advisory committee structure, assess its effectiveness and alignment with strategic priorities, and develop recommendations for revision. The School Board appointed a 22-member Working Group consisting of community members, parents, APS teachers and staff, and students. The Working Group met monthly from November 2024 through December 2025 to develop a proposal that defines the purpose and value of the next iteration of School Board advisory groups, establishes a structure to support that purpose, and outlines a transition plan.

The Working Group identified **Guiding Principles** for School Board Advisory Councils:

- Focus on current division priorities;
- Representation from key stakeholder groups, including parents, students, teachers and APS staff, and community members;
- Consideration of division-wide context so that recommendations reflect system-level needs and constraints;
- Recognition of the diversity of the APS community.

Using these principles, the Working Group recommends a restructuring of the current School Board Advisory Committees to:

- Align their scope of work with the [Strategic Plan’s priorities](#);
- Broaden and balance their membership;
- Support the development of recommendations that consider overlapping and — at times — competing division needs.

In addition to the proposed realignment of Advisory Councils with the Strategic Plan, the Working Group recommends that the School Board regularly issue charges to Advisory Councils. Feedback from both Working Group members and the community indicated that clearer and more timely guidance from the School Board would strengthen the effectiveness of Advisory Councils by focusing their work on current Board and division priorities.

The Working Group also recommends revisions to recruitment, onboarding, governance, and operational practices to address longstanding challenges faced by advisory groups in carrying out their work in a more transparent, collaborative, efficient, and effective manner.

The following pages describe the Working Group's process, summarize how input from the School Board and the broader community — including students, families, APS teachers and staff, and other Arlington residents — was solicited and considered, and present the Working Group's recommendations for the establishment of a revised structure for School Board Advisory Councils.

2. Methodology

Scope of the Working Group's activities

Chronology of Key Tasks

Fall 2024	Assessed the extent to which the current APS School Board Advisory Committees aligned with the 2024-2030 APS Strategic Plan priorities and objectives
	Identified the strengths and limitations of the current School Board advisory committee structure
Winter 2025	Reviewed advisory committee structures of other school divisions regionally and nationally (members of the Minority Student Achievement Network)
Winter – Spring 2025	Developed a proposed structure for School Board Advisory Councils
Summer – Fall 2025	Gathered feedback from multiple stakeholder groups (APS teachers and staff, students, families, School Board and community members) through multiple mediums, including a survey, focus groups, community forums, advisory committee/subcommittee meetings and School Board work sessions
Fall – Winter 2025	Working Group members reviewed feedback and made adjustments through an iterative process
	Final recommendations provided to the School Board and APS community

Community engagement

The community engagement process began in August 2025 and concluded in November 2025. It included multiple engagement opportunities that provided stakeholders several ways to provide feedback. These were distributed through a number of communication channels, including Friday Five; Friday Bulletin (Spanish); Superintendent's Weekly Message; Friday RoundUp; Teachers Council for Instruction; Inside Arlington County Newsletter; emails to current and past APS Advisory Committee chairs and vice chairs; School Board meetings; APS social media; emails to leaders of community organizations (e.g., Civic Federation, SEPTA, AGIA, Dream Project, Latinas Leading Tomorrow, etc.) In addition, a dedicated APS Engage was constructed with detailed information about the process and links to meeting agendas, presentations and engagement opportunities.

Between July and early September 2025 an initial proposal was provided to current APS staff liaisons and current/recent chairs and vice chairs of Advisory Committees and Subcommittees for their feedback. Eighteen individuals, including staff, parents and community members, provided comments. Themes in the feedback included: The Working Group's proposal for committees to receive explicit direction from the School Board via a Charge; the inclusion of individuals with an understanding of financial and budgetary issues on each Council; the inclusion of multiple stakeholder groups (i.e., parents, students, APS teachers and staff, community members, and Subject Matter Experts); and the need for robust recruitment of members were positively received. Concerns were raised regarding the number of members on each Council (i.e., too large); the ability to secure enough volunteers to fully constitute each Council; and the broad range of possible topics that may potentially make it difficult to identify and recruit knowledgeable members who would meaningfully contribute to a Council's work. This initial feedback helped the Working Group refine its recommendations, which were subsequently shared with the entire APS community (students, staff, families, community members) during the fall engagement process.

Community Engagement Opportunities

The Working Group engaged with the community in the following ways in Fall 2025:

- 16 Focus Groups and 3 Community Forums (Sept 6 - Oct 17)
- Survey (Sept 24 - Oct 15)

Focus Groups opportunities were offered to all 16 active committees/subcommittees, 9 of which took part in individual sessions. Over 150 participants from the following committees/subcommittees participated: Advisory Council on Teaching & Learning (ACTL); Budget Advisory Council (BAC); Arlington Special Education Advisory Council (ASEAC); Career and Technical and Adult Education Advisory Committee (CTAE); Facilities Advisory Council (FAC); Advanced Academics and Talent Development Advisory Committee; Advisory Committee on English Learners; Student Health Advisory Board (SHAB); Science Advisory Committee; Social Studies Advisory Committee.

Two hundred thirty-three responses to the survey were provided by 49 APS teachers and staff and 184 parents and members of the community. Respondents included individuals without prior service to an advisory committee and from multiple APS schools.

In addition, the Working Group received nearly 2 dozen emails and letters from current advisory committees/subcommittees, current and former members of said committees as well as community groups.

Major Themes in the Feedback (in order of frequency)

Areas of Support	Issues Raised
<p>School Board Charge: Broad support for the School Board delivering a charge to each Council with opportunities to incorporate additional charges</p> <p>Representation: Support for the range of groups that were included in the membership structure</p> <p>Term Limits: Support for proposed term limits</p> <p>Student Voice: Support for the inclusion of students in higher numbers</p> <p>Staff Voice: Support for the inclusion of staff</p> <p>Personnel & Operations Councils: Support for the new Councils</p>	<p>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</p> <p>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</p> <p>Councils too large & broad: Proposed Councils are too broad in scope and membership</p> <p>Membership: Too few subject matter experts</p> <p>Advanced Learners and English Learners: Community feedback, both in the survey and in focus groups, showed support for both subcommittees remaining</p>

The Working Group reviewed the comments received both during and in-between its monthly meetings. An additional meeting in early December provided the Working Group members with additional time to thoughtfully consider and discuss the feedback and made final adjustments to its proposal.

3. Definition: Purpose and Value of Advisory Councils 2.0

Consistent with the School Board’s Charge to the Working Group to “define the purpose and value” of Advisory Councils to the School Board, the following information outlines the current policy framework, the Working Group’s definition of School Board Advisory Councils 2.0, and the rationale for aligning their structure and focus with division-wide strategic goals.

Current state

From [Policy B-3.6.30 School Board Advisory Committees](#): “The School Board actively seeks the advice of community members through a wide range of committees and councils on issues or policies related to the successful operation of the school system. The School Board believes that this feedback strengthens Arlington Public Schools and helps the division achieve its vision. In this policy, “committee” refers to a wide range of advisory groups, such as, but not limited to, committees, councils, task forces, and working groups.”

Definition developed by the Working Group

The **purpose** of School Board Advisory Councils is to advise the School Board on division policies, strategies and initiatives that support implementation of the APS [2024-2030 Strategic Plan](#) and progress toward the outcomes defined in the relevant Strategic Plan priority, with a division-wide lens.

The **value** of School Board Advisory Councils is multifaceted:

- Their recommendations would be aligned with the APS 2024-2030 Strategic Plan;
- Councils would be flexible to respond to the most pressing priorities and needs of the School Board;
- Their recommendations would be developed by parents, students, community members, and APS educators in conversation with each other;
- Their recommendations would take division-wide needs, constraints, and impacts into account;
- The School Board would receive input on specific topics that reflect a broad range of perspectives.

Rationale supporting the definition

- Align the purpose of Advisory Councils with the priorities, strategies and performance objectives of the APS 2024-2030 Strategic Plan;
- Enable the School Board to gain input from the Councils on current priorities (i.e., priorities that would be communicated through the charges);
- Design council membership with intentional inclusion of:

- parents, students, community members, APS educators (with an emphasis on school-based and student-facing staff) and subject matter experts
- a range and balance of schools based on level (E, M, H), location and focus (i.e., neighborhood vs. option schools)
- members with knowledge of matters pertaining to English Learners
- members with knowledge of matters pertaining to Students with Disabilities
- members with knowledge of matters pertaining to Advanced Academics & Talent Development
- members with knowledge of matters pertaining to Title 1 Schools

Inclusion of these individuals would ensure the Councils' recommendations to the School Board reflect the input and perspectives of all these voices and experiences;

- Council recommendations to the School Board reflect consideration of available resources (e.g., budget, staffing, volunteers, time) and trade-offs for the division.

4. Recommendations

Recommendation 1: Address pressing priorities of the School Board reflected in specific charges

Current state

The current *Policy B-3.6.30 School Board Advisory Committees* does not articulate a process for how the School Board would communicate priorities to the advisory committees, nor does it set an expectation that the committees be responsive to School Board and/or division priorities.

Recommendation

The Working Group recommends that the School Board deliver a charge to each Council annually that exemplifies the needs and priorities of the School Board for a particular school year(s). Said charges would be developed and approved by the School Board by May to coincide with the application process for membership to the Advisory Councils. Charges can be amended by the School Board, while Councils may also propose changes for the School Board's consideration.

Rationale supporting the recommendation

- Align the purpose of Advisory Councils 2.0 with the priorities, strategies and performance objectives of the [APS 2024-2030 Strategic Plan](#);
- The charges should be directly relevant to the division's current goals, policies and needs;
- The charges to the Councils should be actionable and include specific guidance for the work of the Councils.

Implementation notes

A process for the development of a charge and a process for a Council or SubCouncil to propose amendments to an existing charge or propose a new charge relevant to its scope should be established.

Recommended process for the development of a charge

1. The School Board develops a draft charge for each Council and/or SubCouncil that includes:
 - a. desired deliverable(s) for that charge including due dates
 - b. duration for the work on that charge
 - c. articulation of the sections of the strategic plan the charge pertains to, or another rationale for the charge
2. The draft charge is provided to the Superintendent for feedback
3. The charge is finalized by May to coincide with the application process

4. The charge is posted on the APS website
5. The School Board may modify the charge at any time and will approve amendments to the charge at a School Board meeting and post the (amended) charge on the APS website.

Process for a Council/SubCouncil to propose amendments to a charge

1. Current Council members, including chairs/vice-chairs, can propose an amendment to an existing charge. An amendment may include proposed removal or modification of task(s) in the charge and/or additions
2. The Council Chair/Vice-Chair shall hold a vote on any proposed amendments
3. If a simple majority is achieved in the vote, the Council Chair/Vice-Chair will present the proposed amendment to the School Board liaison
4. The Board liaison shall share the proposed amendment with the School Board Chair
5. The School Board Chair will determine if the amendment to the charge will be presented to the Board for approval/consent at a School Board meeting or decline to present for a vote
6. If declining to present for a vote, the School Board Chair will provide a reason.

Recommendation 2: Provide actionable and relevant recommendations composed by diverse stakeholders that reflect a division-wide approach

Current state

Generally, the primary deliverable of each Council would be a report delivered at the end of a school year. Recommendations to the School Board, if any, are shared in the report. There is no set expectation for the School Board to respond to recommendations.

Recommendation

The Working Group believes that a Council's members should reflect the rich and diverse community that is Arlington. Their intellectual contributions, informed by unique cultural, educational and normative experiences, would deliver recommendations that are relevant to the division's needs and offer actionable solutions to the School Board to fulfill the charge.

Rationale supporting the recommendation

The Councils' recommendations are shaped by the following Guiding Principles:

- Focus on current division priorities;
- Representation from key stakeholder groups, including parents, students, teachers and APS staff, and community members;
- Consideration of division-wide context so that recommendations reflect system-level needs and constraints;
- Recognition of the diversity of the APS community.

Implementation notes

1. By October 31, Advisory Councils shall provide the School Board with their planned work on the charges. The work plans will be posted on the APS website
2. Each Advisory Council shall provide the School Board with a summary of its activities and recommendations at times specified in the charge
3. The School Board will provide a written response to each Council's annual report within 60 calendar days of receipt of said report.
4. The timeline of APS governance and operations processes (e.g., budget development, Program of Studies development, CIP) should be taken into account when preparing work plans and establishing deliverable due dates.

Recommendation 3: Restructure the scope and number of Advisory Councils to align with Strategic Plan priorities and focus areas

3.A: Standing Advisory Committees/Councils

Current state

To-date, the following 5 School Board Advisory Committees/Councils and 13 standing subcommittees exist:

1. Advisory Council on Teaching & Learning (ACTL) with 13 subcommittees
 - a. Advanced Academics & Talent Development Advisory Committee
 - b. Advisory Committee on English Learners
 - c. Dual-Language Immersion Sub-Subcommittee of the Advisory Committee on English Learners
 - d. Arts Advisory Committee
 - e. Career, Technical and Adult Education Advisory Committee
 - f. Early Childhood Advisory Committee
 - g. Educational Technology Advisory Committee
 - h. English Language Arts Advisory Committee
 - i. Mathematics Advisory Committee
 - j. Science Advisory Committee
 - k. Social Studies Advisory Committee
 - l. Student Services Advisory Committee
 - m. World Languages Advisory Committee
2. Arlington Special Education Advisory Committee (ASEAC)
3. Budget Advisory Council (BAC)
4. Advisory Council on School Facilities and Capital Programs (more commonly known as the Facilities Advisory Council; FAC)
5. School Health Advisory Board (SHAB)

NOTE: This list does not include Joint Arlington County - APS Advisory Committees as those were outside of the scope of the Working Group's Charge.

Recommendation

The Working Group recommends the following six Advisory Councils:

1. Academics Advisory Council
2. Student Health and Well-Being Advisory Council
3. Arlington Special Education Advisory Council
4. Career and Technical Education Advisory Council
5. Personnel Advisory Council
6. Operations Advisory Council

In response to the Councils' scopes of work, ad hoc subcouncils may be formed to address a specific charge.

Rationale supporting the recommendation

- Reorganize advisory councils to better support the 2024-2030 Strategic Plan;
- Align Advisory Councils 2.0 with the Strategic Plan priorities;
- Appoint those knowledgeable with budget matters to each council;
- Reduce silos and support recommendations that more deliberately consider the division-wide needs, resources and constraints;
- Ensure that every stage of Council work on all charges – research, discussion and recommendations- includes robust consideration of the roles and experiences of multiple stakeholder groups, including Title I, English Learners, Students with Disabilities and Advanced Academics;
- APS Policy and PIPs will include language to ensure each advisory council considers how existing and/or new partnerships can help APS advance its goals;
- Ad hoc subcouncils would assist the School Board with focused efforts on key Strategic Plan priorities.

Implementation Notes

The Partnerships pillar of the Strategic Plan should be integrated into the work of every Council. While the Working Group considered establishing a stand-alone Partnerships Advisory Council, it concluded that partnership considerations are most effective when directly aligned with other Strategic Plan goals. Accordingly, the Working Group recommends a council structure in which partnership needs and opportunities are embedded across all areas of work.

3.B: Scope of Advisory Councils

Current state

1. Advisory Council on Teaching & Learning (ACTL Council): *“Assist in the continuous systematic review of various aspects of the teaching and learning program and in the development of*

recommendations for instructional improvement.” ACTL Subcommittees: “Support the work of the ACTL Council by assisting the Council with executing its charge in the area of focus of the Subcommittee.” In practice, subcommittees develop their own work topics and recommendations, which may or may not tie to contemporary topics of interest to the ACTL Council.

2. Arlington Special Education Advisory Committee (ASEAC): *“ASEAC is the local advisory committee for special education, establish[ed] per the Virginia 135 Administrative Code 8VAC20-81-230(D).”* ASEAC advises Arlington Public Schools on the needs of students with disabilities; contributes to setting priorities and strategies to meet those needs; and provides periodic reports and recommendations to the Superintendent and School Board. The committee reviews special education policies, procedures, and the division’s annual plan, and helps communicate and interpret APS plans and services for students with disabilities to the broader community. Per APS policy, ASEAC participates in the ACTL subcommittee process for matters relating to the education of students with disabilities.
3. Budget Advisory Council (BAC): *“Provides advice and insight to the School Board to help maintain fiscal integrity, public confidence, and wise stewardship of taxpayer resources.”*
4. Facilities Advisory Council (FAC): *“Assist the School Board in the continuous, systematic review of school facilities and the capital improvement program.”*
5. School Health Advisory Board (SHAB): SHAB was established per the Virginia 187 Administrative Code § 22.1-275.1, which states that such an advisory board MAY be established. SHAB *“assists with the development of health policy in the school division and the evaluation of the status of school health, health education, the school environment, and health services.”* Per APS policy, SHAB participates in the ACTL process as a subcommittee for matters relating to health education.

Recommendation: Academics Advisory Council

The purpose of the Academics Advisory Council is to advise the School Board on division policies, strategies, and initiatives to support implementation of the Strategic Plan and progress toward the outcomes defined in the Student Academic Growth and Success priority, with a division-wide lens.

The Academics Advisory Council’s scope of work is informed and directed by the School Board’s annual charge. General areas of work include:

- Develop recommendations to improve policies and policy implementation procedures related to Student Academic Growth and Success;

- Provide input on the review of existing programs and practices and the development of new initiatives to support student academic growth and success;
- Make recommendations to expand, eliminate or revise existing programs and practices and/or implement new programs and practices, while ensuring the Academics Advisory Council deliberately considers relevant budget impacts;
- Assist the School Board in gathering feedback and informing the community about programs and practices APS is implementing or plans to implement to support student academic growth and success, as outlined in the Strategic Plan and/or School Board's charge;
- Review additional topics as identified by the School Board;
- Collaborate with other School Board Advisory Councils as needed.

Recommendation: Student Health & Well-Being Advisory Council

The purpose of the Student Health and Well-Being Advisory Council is to advise the School Board on division policies, strategies, and initiatives to support implementation of the Strategic Plan and progress toward the outcomes defined in the Student Well-Being priority, with a division-wide lens.

The Student Health and Well-Being Advisory Council's scope of work is informed and directed by the School Board's annual charge. General areas of work include:

- Develop recommendations to improve policies and policy implementation procedures related to student health and well-being;
- Provide input on the review of existing programs and practices and the development of new initiatives to support student health and well-being;
- Make recommendations to expand, eliminate or revise existing programs and practices and/or implement new programs and practices, while ensuring the Student Health and Well-Being Advisory Council deliberately considers relevant budget impacts;
- May provide input to the School Board on the triennial assessment of the APS Wellness Policy required by the VDOE;
- In the event of an emerging or declared public health emergency, work collaboratively with the Academics Advisory Council to review the APS response and the impact on student academics and well-being;
- Assist the School Board in gathering feedback and informing the community about programs and practices APS is implementing or plans to implement to support student well-being, as outlined in the Strategic Plan and/or School Board's charge;
- Review additional topics as identified by the School Board;
- Collaborate with other School Board Advisory Councils as needed.

Recommendation: Arlington Special Education Advisory Council (ASEAC)

The Arlington Special Education Advisory Council (ASEAC) is the local advisory committee for special education, established per the Virginia Administrative Code 8VAC20-81-230(D) and codified in School Board Policy B-3.6.30. The purpose of the Arlington Special Education Advisory Council (ASEAC) is to advise the School Board on division policies, strategies, and initiatives to support implementation of the Strategic Plan and progress toward the outcomes defined for students with disabilities across the Strategic Plan.

The Arlington Special Education Advisory Council's work is informed and directed by the Virginia Administrative Code 8VAC20-81-230(D) and the School Board's annual charge. ASEAC's functions shall be as follows:

- Advise the local school division of needs in the education of students with disabilities;
- Participate in the development of priorities and strategies for meeting the identified needs of students with disabilities;
- Submit periodic reports and recommendations regarding the education of students with disabilities to the division superintendent for transmission to the School Board;
- Assist Arlington Public Schools in interpreting plans to the community for meeting the special needs of students and children with disabilities for educational services;
- Review the policies and procedures for the provision of special education and related services prior to submission to the local school board;
- Participate in the review of the local school division's annual plan, as outlined in subdivision B 2 of 8 VAC 20-81-230;
- Make recommendations to expand, eliminate or revise existing programs and practices and/or implement new programs and practices, while ensuring ASEAC deliberately considers relevant budget impacts;
- Assist the School Board in gathering feedback and informing the community about programs and practices APS is implementing or plans to implement to support special education, as outlined in the Strategic Plan and/or School Board's charge;
- Review additional topics as identified by the School Board;
- Collaborate with other School Board Advisory Councils as needed.

NOTE: Bullets #1-6 are copied verbatim from [Virginia Administrative Code 8VAC20-81-230\(D\)](#)

Recommendation: Personnel Advisory Council

The purpose of the Personnel Advisory Council is to advise the School Board on division policies, strategies, and initiatives to support implementation of the Strategic Plan and progress toward the outcomes defined in the Student-Centered Workforce priority, with a division-wide lens.

The Personnel Advisory Council's work is informed and directed by the School Board's annual charge. General areas of work to include:

- Develop recommendations to improve policies and policy implementation procedures related to student-centered workforce;
- Provide input on the review of existing programs and practices and the development of new initiatives to support student-centered workforce;
- Make recommendations to expand, eliminate or revise existing programs and practices and/or implement new programs and practices, while ensuring the Personnel Advisory Council deliberately considers relevant budget impacts;
- Assist the School Board in gathering feedback and informing the community about programs and practices APS is implementing or plans to implement to support a student-centered workforce, as outlined in the Strategic Plan and/or School Board's charge;
- Review additional topics as identified by the School Board;
- Collaborate with other School Board Advisory Councils as needed.

NOTE: The topics under the purview of this Council remain outside the scope of collaborative bargaining agreement with APS's professional associations, Arlington Educators Association (AEA) and Arlington School Administrators (ASA)

Recommendation: Operations Advisory Council

The purpose of the Operations Advisory Council is to advise the School Board on division policies, strategies, and initiatives to support implementation of the Strategic Plan and progress toward the outcomes defined in the Operational Excellence priority, with a division-wide lens.

The Operations Advisory Council's work is informed and directed by the School Board's annual charge. General areas of work to include:

- Develop recommendations to improve policies and policy implementation procedures related to division operations and operational excellence;
- Provide input on the review of existing programs and practices and the development of new initiatives to support student division operations and operational excellence;

- Make recommendations to expand, eliminate or revise existing programs and practices and/or implement new programs and practices, while ensuring the Operations Advisory Council deliberately considers relevant budget impacts;
- Assist the School Board in gathering feedback and informing the community about programs and practices APS is implementing or plans to implement to support operational excellence, as outlined in the Strategic Plan and/or School Board's charge;
- Review additional topics as identified by the School Board;
- Collaborate with other School Board Advisory Councils as needed.

NOTE: The charge to this Council will prevent overlap with tasks assigned to the Joint Facilities Advisory Commission (JFAC) of Arlington County and APS.

Recommendation: Career and Technical Education Advisory Council

The purpose of the Career & Technical Advisory Council is to advise the School Board on division policies, strategies, and initiatives to support implementation of the Strategic Plan and progress toward the outcomes defined in the Student Academic Growth & Success priority, with a division-wide lens.

The Career & Technical Education Advisory Council's work is informed and directed by the Virginia Administrative Code 8VAC20-120-50 and the School Board's annual charges. Its functions shall be as follows:

- Develop recommendations to improve policies and policy implementation procedures related to career and technical education;
- Provide input on the review of existing programs and practices and the development of new initiatives to support career and technical education;
- Make recommendations to expand, eliminate or revise existing programs and practices and/or implement new programs and practices, while ensuring the Career & Technical Education Advisory Council deliberately considers relevant budget impacts;
- Assist the School Board in gathering feedback and informing the community about programs and practices APS is implementing or plans to implement to support Student Academic Growth & Success as outlined in the Strategic Plan and/or School Board's charge;
- Review additional topics as identified by the School Board;
- Collaborate with other School Board Advisory Councils as needed.

Recommendation 4: Expand the membership of Advisory Councils to include more students and community members; add more seats for APS staff and Subject Matter Experts

4.A: Membership composition

Current state

Membership size and composition vary among the current committees/councils and subcommittees. In practice, there are very few student and staff members. There have not been deliberate efforts to recruit them in recent years.

1. ACTL Council: minimum number unspecified, maximum 70. Parents/guardians (chosen by school PTAs), external Subject Matter Experts and other interested individuals (from community-based organizations selected by the School Board).
2. ACTL Subcommittees: minimum 5 members, maximum 25. Parents/guardians, students, APS staff, external Subject Matter Experts and other interested individuals.
3. Arlington Special Education Advisory Committee (ASEAC): minimum 12 members, maximum 20. Per *Virginia 135 Administrative Code 8VAC20-81-230(D)*, one must be a teacher and any other staff can only serve in an advisory capacity (i.e., as non - voting members). Parents/guardians, students, staff, external Subject Matter Experts and other interested citizens.
4. Budget Advisory Council (BAC): minimum unspecified, maximum 15. Parents/guardians and other interested individuals.
5. Facilities Advisory Council (FAC): minimum 9 members, maximum 15. Parents/guardians, students, staff, external Subject Matter Experts and other interested individuals.
6. School Health Advisory Board (SHAB): minimum 8 members, maximum 20. Parents/guardians, students, staff, external Subject Matter Experts and other interested individuals.

Recommendation

Each Advisory Council should include a thoughtful balance of parents; students; community members; APS staff; and Subject Matter Experts. Specific guidance for the minimum and maximum number of members within each of the aforementioned groups, along with additional considerations, such as balance of school geography and central- or school-based staff for each of the 6 Councils, is in the Appendix.

Rationale supporting the recommendation

- Increased diversity of members will bring broader voices and perspectives to the Advisory Councils;

- The membership categories are given as ranges rather than exact numbers to allow for the possibility that some groups may be harder to recruit for but to also provide flexibility for the School Board to tailor membership to each specific charge;
- Ensuring that all voices have the opportunity for a seat at the table helps reduce silos among stakeholders leading to recommendations that more deliberately consider the division-wide needs.

Implementation notes

It should be noted that the Membership Composition guidance is aspirational. It steers the efforts to recruit diverse members. A Council can still meet and fulfill its charge even if every membership category is not filled within the recommended ranges.

4.B: Recruitment and the application process

Current state

The current Policy and PIPs offer little instruction or expectations for recruitment. They do not articulate guidelines for the application window, process or communication methods.

1. *For ASEAC, BAC, FAC, SHAB, ACTL subcommittees and the ACTL Council officers:* In practice, the application opens toward the end of a school year until December or January of the following school year. The opportunity is communicated through typical APS e-communication channels. Council officers and some members disseminate the application opportunity within their schools and personal networks, but that is done on an ad hoc basis and inconsistently.

The Deputy Clerk of the School Board distributes completed submissions to the relevant staff liaisons and current chairs (if any) for input, then forwards them to the relevant School Board liaison. The School Board liaison puts the submissions they support on the School Board consent agenda.

2. *For ACTL Council members:* There is no common application process for school representatives to the ACTL Council. All PTAs and PTSAs may appoint one (elementary) or two (secondary) representatives to the Council. These representatives are not subject to Board appointment. The School Board also invites select community-based organizations to send representatives to the Council. These representatives are not subject to Board appointment.
3. *APS Staff:* The PIPs for some of the current committees/councils allow for APS staff to be members, typically appointed by the Superintendent.

Recommendation

The School Board will communicate the submission windows and application form through multiple internal and external communication channels every year. A clear application process coupled with robust, intentional recruitment efforts led by the School Board, would aid in the formation of Councils that include representation across stakeholder groups.

The School Board should articulate a process for the evaluation of the applicants that includes review criteria, roster of reviewers and timeline as well as an expectation for keeping the applicant, the relevant Chair, and the relevant Board liaison apprised of the status of the application.

The School Board will appoint APS staff as members based on submitted applications. The School Board may consult with the Superintendent at its discretion.

Rationale supporting the recommendation

A robust recruitment and application process, conducted with transparency, will result in a broader, more inclusive and representative applicant pool for these new advisory structures.

Implementation notes

Applications should be available on the APS website in the five main languages of APS (English, Spanish, Amharic, Arabic, Mongolian) with paper copies available upon request from the School Board Office.

4.C: SubCouncils (formerly Subcommittees)

Current state

There are 12 standing ACTL Subcommittees formally established in PIP, plus one semi-standing sub-subcommittee established in early 2023 by School Board vote (the Dual-Language Immersion Sub-Subcommittee of the Advisory Committee on English Learners). Generally, the [PIP for subcommittees](#) states: *“Special subcommittees, created for a particular purpose and which are disbanded at the end of that purpose, may be formed and disbanded at the discretion of the committee chair. The School Board shall be informed of the formation of special subcommittees. Special subcommittees shall not exist for more than one calendar year.”* Further, *“Formation and disbandment of standing subcommittees, which have responsibility over a particular subject matter over multiple years, shall be approved by the School Board.”*

Recommendation: SubCouncil Membership

- SubCouncils are formed on an ad-hoc basis
- The Chair/Co-Chair of a SubCouncil also need to be members of the parent Council;
- At least 50% of the SubCouncil members are also members of the parent Council;
- SubCouncils are comprised of 3-10 members.

Rationale supporting the recommendation

- Anchor the SubCouncil, whose work responds to a specific charge or component of a charge from the School Board, to a parent Advisory Council, so that its output feeds into and augments the work of said Advisory Council;
- Reduce silos and support recommendations that more deliberately consider the division-wide needs, resources and constraints;
- Ensure that every stage of work on all charges -research, discussion and recommendations- includes robust consideration of the needs and experiences of multiple stakeholder groups.

Implementation notes

The standing nature of current subcommittees was the most challenging topic the Working Group grappled with, and the one for which the most community feedback was received. Feedback from officers, members, staff liaisons, Board liaisons, and the community should be sought to help inform any future adjustments. It is possible that different Councils have different needs when it comes to SubCouncils.

NOTE: The term conventionally used to-date has been Subcommittees. SubCouncils makes more technical sense going forward. Communicating the switch to ensure comprehensibility amongst stakeholders will require deliberate communication effort.

Recommendation 5: Strengthen the participatory character of Advisory Councils by designating seats for members knowledgeable in budget/finance and matters pertaining to English Learners; Title I; Students with Disabilities; and Advanced Academics.

Current state

Currently, members with financial expertise are appointed to the Budget Advisory Council. There is no requirement that specialized budgetary knowledge be a component of the other Advisory Committees/councils. Likewise, there are standing subcommittees (under ACTL) for English Learners, Students with Disabilities, and Advanced Academics & Talent Development but no requirement for those perspectives to be included in the membership of other committees. Similarly, there is no membership consideration focused specifically on knowledge of issues pertaining to Title 1 schools, despite the fact that every school PTA is a member of the ACTL Council.

Recommendation

The Working Group recommends that all Councils include a minimum number of members knowledgeable on financial/budgetary issues; understanding of Title 1 matters; knowledge of matters pertaining to English Learners ; Students with Disabilities ; and Advanced Academics . While the number of seats for each group varies across Councils, generally the Working Group recommends at least two seats on each Council for each group specified. Throughout the year, these members will participate in scheduled meetings with relevant APS staff as well as with their parent Council.

Rationale supporting the recommendation

- Reduce silos and support recommendations that more deliberately consider the division-wide needs;
- Expand membership to ensure broader representation and involvement across all interested parties and stakeholder groups; and that the needs of special populations are considered in all decision-making;
- Expand scope of work;
- Elevate the importance of budgetary impacts.

Implementation notes

These seats are not additional to the five basic membership groups (i.e., parents, students, community members, APS teachers and staff, and Subject Matter Experts). A parent member may

also fill an English Learners seat, or a student member may fill the Students with Disabilities seat, and so on.

Recommendation 6: Advance the collaborative nature of Advisory Councils with the appointment of liaisons between Councils, with corresponding APS offices, and with the School Board

6.A: Staff Liaison

Current state

Each Council and standing ACTL Subcommittee has at least 1 APS staff liaison

Recommendation

Each Council shall have at least 1 staff liaison designated by the Superintendent with input from the School Board. More than 1 staff member may serve as a staff liaison to a council. The staff liaison(s) collaborate with the Council Chair and Vice-Chair and serve as the primary conduit of information exchange between the Council and Arlington Public Schools. Their responsibilities include:

- Obtaining meeting locations;
- Inviting other staff members to Council meetings as requested by the Chair; and
- Obtaining non-publicly available information requested by the Council in accordance with the Council research provision of the policy;
- Obtaining language translations of Council meeting materials and documents as needed.

Rationale supporting the recommendation

- The staff liaison role should be filled on the basis of relevance to a specific charge(s);
- Improve communication to Council Chairs regarding APS processes, initiatives, etc., that may impact the work of the councils;
- Clarify responsibilities related to planning of and contributing to council meetings.

Implementation notes

- Staff liaisons may, and likely will, change from time to time to correspond to specific charges;
- A Council may have more than one staff liaison.

6.A.1: Administrative Support

Current state

Administrative requirements are enumerated in current PIPs (e.g., publishing meeting information online, making meeting materials available to the public) but are not assigned to a specific individual.

Recommendation

Assign administrative requirements to the administrative assistant of the staff liaison, or of another staff member, as designated by the head of the relevant department.

Rationale supporting the recommendation

- Ensure councils are meeting the requirements for transparency and public access as required by [Code](#) of Virginia § 2.2-3707;
- Designate the individual in charge of required administrative tasks.

Implementation notes

As staff liaison may rotate depending on specific charges, it is recommended that the staff liaison and Council officers maintain an up-to-date list of required administrative tasks, along with the names of relevant individuals and the timeline for completion.

6.B) Board Liaison

Current state

Each Council has 1 Board liaison. ACTL Subcommittees do not have specific Board liaisons; questions from the Subcommittees are generally referred to the ACTL Board liaison, sometimes directly or sometimes through the ACTL Chair.

Recommendation

The School Board shall designate a Board liaison to each Council. Responsibilities include:

- Collaborate with Chair, staff liaison, and School Board colleagues to establish the charge;
- As needed throughout the year, provide guidance on alignment of the Council work with the Strategic Plan;
- Attend meetings and occasionally participate to clarify information or make a suggestion;
- Report to School Board colleagues when there is a particular item of note;
- Participate in monthly planning meetings with the Chair and staff liaison as needed or as requested by the Chair;
- Meet 1:1 with the Chair during the year as needed.

Rationale supporting the recommendation

- Ensure councils are meeting the requirements for transparency and public access as required by Code of Virginia § 2.2-3707;
- Designate the individual in charge of required administrative tasks.

6.C) Council Liaisons

Current state

Councils are encouraged to appoint liaisons to each other. In recent years, this has rarely been the case. The time commitment for volunteers to attend at least two meetings per month is the most-cited reason.

Recommendation

Appointed liaisons serve as non-voting members of the Council to which they are assigned. The appointment shall not be counted towards the maximum number of years of membership on the Council to which they serve as the Council liaison. Responsibilities include:

- Attend all meetings of the council to which they are appointed
- Report back to their home council leadership team on the activities and discussions of the council to which they are a liaison.

Rationale supporting the recommendation

Each Council may assign a representative to each of the other five Councils to ensure exchange of information and collaboration.

Implementation notes

Actively engaged Council liaisons support more effective and efficient collaboration and deliverables by and between all Councils. Yet, these positions will likely continue to remain open. It may help to more clearly and consistently articulate the role of Council liaisons and how they contribute to the collective work of the Councils.

Recommendation 7: Establish a consistent governance structure across Councils

7.A: Council Officers

Current state

From Policy B-3.6.30:

“The Committee may have a chair/vice-chair or a chair/co-chair model. In either model, there will be one chair who is designated as the primary point of contact for the committee.”

“The committee officers consist of the chair, the vice-chair/co-chair, and the secretary. Chairs and vice-chairs/co-chairs are appointed by the School Board for one-year non-renewable terms. The chair is the prior vice-chair/co-chair. Secretaries are appointed by the committee chair for a one-year renewable term. Committees may request that the board waives the one-year term for a sitting chair if it is in the best interests of the committee and the School Board, waivers will be for one year.”

From Policy Implementation Procedure B-3.6.30 PIP-1 ACTL Council (same text in all 5 PIPs):

“The Council shall select a vice-chair and secretary through an election or by unanimous consent. Candidates for vice-chair must have at least two years of remaining Council eligibility.” “The chair shall be the prior vice-chair.”

“The chair emeritus shall be the prior chair. The chair emeritus is a voting member of the Council but is not a Council officer.”

“The School Board shall approve the slate of officers for the following fiscal year.”

NOTE: There is a discrepancy between the Policy, which says that the Secretary is appointed by the Chair, and the PIP, which says the Secretary is voted on by the membership and approved by the School Board.

Recommendation

The Working Group recommends that each Council include a Chair, Vice-Chair and Secretary appointed annually for a 1-year term. The Chair and Vice-Chair may serve up to three terms, while the Secretary may serve up to eight terms. A Council may choose to elect two Co-Secretaries.

The Council officers shall annually announce, no later than April 1, a call for those interested in serving as an officer in the upcoming year and compile a list of those interested that is put before the council for a vote by May 1.

The Council shall vote on officers through an election or by unanimous consent and provide their recommendation to the School Board by May 1.

The School Board shall approve the slate of officers for the following fiscal year. If the School Board concludes an elected officer will not be able to fully discharge their duties, the Council shall conduct the election again. Council officers are responsible for ensuring Council members are familiar with this Policy Implementation Procedure.

Rationale supporting the recommendation

- Reducing commitment to 1-year terms eliminates a barrier to volunteering;
- To reduce the application burden, members may auto-renew after year 1 without reapplying. Members would only need to re-apply at the end of years 2, 4, and 6;
- Longer term limits allow the council to benefit from members' and officers' institutional knowledge;
- Every member would have the opportunity to put themselves forward to serve as an officer;
- Moving the timeline for establishing new officers earlier so planning for the following year can begin.

Implementation notes

The current policy and PIPs allow for two Co-Chairs, each of whom may serve for up to two 1-year terms, in lieu of a Chair and Vice-Chair, each of whom may serve in those roles for only a single 1-year term. As the Working Group is recommending that all Chairs and Vice-Chairs be allowed to serve up to three one-year terms, the formal establishment of a structure for Co-Chairs is obviated. However, the School Board has the authority to grant an exception to a Council that wishes to have two Co-Chairs in lieu of a Chair and Vice-Chair.

The role of the Secretary is crucial in fulfilling APS policy requirements and Code of Virginia requirements, particularly in tracking attendance and taking minutes. Currently, the Secretary role remains unfilled in most Subcommittees and some Councils. In the event the position of a

Secretary in a Council or Subcommittee remains vacant, the Chair and Board liaison should establish how the duties of the Secretary will be consistently carried out.

7.B: Meeting Procedures

Current state

Very similar to the recommendation of the Working Group. The one notable change is the recommendation to provide an opportunity for public comment at each meeting (see Recommendation 9)

Recommendation

1. Unless otherwise established by the Council, meetings shall be conducted according to Roberts Rules of Order. [Robert's Rules of Order – Simplified](#) shall be used to resolve such dispute, except to the extent that Robert's Rules of Order conflict with any provisions of these procedures and/or APS policy.
2. All meetings shall be conducted in compliance with public meeting requirements under the Code of Virginia and are subject to the Freedom of Information Act (FOIA). The Council secretary shall ensure:
 - a. Meetings are open to the public; conducting the business of the Council via email or other non-public means is prohibited;
 - b. The staff liaison is provided with the meeting date, time, and location so that is information may be posted on a public bulletin board, in the staff liaison's office, and on the Advisory Council's web page at least three working days before the meeting;
 - c. All agendas and materials are available for inspection by the public at the time of the meeting. The staff liaison or designee will assist the secretary with the placement of required postings; and ensure compliance with applicable laws for required postings including the posting of information
 - d. electronically and making paper copies available upon request.
 - e. Minutes are taken summarizing key themes discussed by the Council and documenting any votes or decisions. Minutes should be approved by the membership at the following meeting. Approved minutes shall be publicly published on the Council's web page by the Staff Liaison or their designee.
3. Meetings may contain the following elements: call to order, determination of quorum, public comment, approval of minutes of the preceding meeting, follow up on action items, items of information, action items, discussion items, items for inclusion in future meeting agendas, and adjournment;

4. Councils will provide an opportunity for public comment at each meeting. Council officers may determine at what point in the agenda public comment may occur, how long each speaker may speak, and the maximum total number of speakers.

Implementation notes

Training on Robert's Rules of Order should be part of every onboarding for both new and returning Council members.

7.C: Meeting Frequency

Current state

The Council shall meet at least four times and no more than twelve times a year. Meetings shall occur between the first and last days of the regular school year.

Recommendation

The Chair shall schedule meetings as required to complete the work of the Council. The Council shall meet at least four times and no more than twelve times a year. Meetings shall occur between the first and last days of the regular school year unless directed otherwise in accordance with the School Board's charge to the Council.

Rationale supporting the recommendation

Provide flexibility to meet during the summer months, if needed.

Recommendation 8: Focus on onboarding and member expectations to enhance Council members' engagement and decision-making

8.A: Onboarding

Current state

Onboarding occurs at the discretion of the Chair. It is neither required nor standardized.

Recommendation

The Working Group recommends a structured onboarding process that includes articulated expectations regarding meeting attendance and comportment, as well as participation in the Council's workload. Members may be removed from a Council for missing three consecutive meetings or 40% of meetings.

Onboarding will be delivered to all members, officers and liaisons at least once each year. All liaisons and new members are required to participate in onboarding. Returning liaisons and members may participate in amended onboarding, as appropriate. Onboarding may be delivered in a synchronous or asynchronous format, as determined by agreement of the Chair, staff liaison, and Board liaison. Training will be conducted by the Council Chair and/or School Board liaison. Onboarding will include, but is not limited to:

- Review of role and purpose of School Board Advisory Councils and of those members unique to the Council they were appointed to serve on;
- Review of relevant policies and PIPs, with a particular focus on expectations of members, officers, and liaisons;
- Review of norms of collaboration;
- FOIA training.

Rationale supporting the recommendation

- All participants need to have a shared understanding of the purpose of the Council to which they are appointed, of the APS policies & PIPs that pertain to their task, of their individual responsibilities, roles and norms of behavior;
- All members should understand FOIA requirements.

Implementation notes

- The Board, or its designee(s), will need to develop an onboarding approach. It is recommended to first develop and deliver onboarding to the Board liaisons, staff liaisons, and Council officers, and subsequently collaborate with the officers to develop onboarding for members.

- Feedback on onboarding should be gathered and used to adjust the onboarding approach over the first couple years. Onboarding content may continue to vary somewhat from year to year based on the given year's priorities and prevailing conditions.

8.B: Member Conduct, Collaboration and Communication

Current state

From Policy Implementation Procedure B-3.6.30 PIP-1 ACTL Council (also found in the other 4 PIPs):

"Conduct of Members:

1. *Members are expected to conduct themselves according to Arlington Public Schools policies and procedures and attend all meetings. Upon recommendation of the chair, a member may be removed by the School Board for failure to follow Arlington Public Schools policies and procedures and/or attend 50% of Council meetings in one fiscal year, in which case the School Board may appoint a new member.*
2. *Arlington Public Schools encourages the free flow of ideas and opinions within advisory committees.*
 - a. *Members of the Council shall not represent their personal actions, views, statements, etc., as those of the committee;*
 - b. *In communicating with the media, the public, or other organizations, members must exercise caution to ensure that, unless authorized by the Council, they specifically indicate that any expressed opinions or views are, in fact, their own;*
 - c. *Members shall respect the opinions of others and refrain from hostile actions, harassment, or any other activities that may restrict the free flow of ideas;*
 - d. *Council members are liaisons to and from the community. In that capacity, members should represent the views of the Council to the community and of the community to the Council.*
3. *Council members and advisory members are expected to be community role models, upholding and exemplifying the core values of Arlington Public Schools."*

Recommendation

1. In their capacity as appointed members of a School Board Advisory Council, members are representatives of Arlington Public Schools and should conduct themselves professionally and according to Arlington Public Schools policies and procedures;
2. Members are expected to work in a collaborative fashion with each other, members of the school division, and community representatives;
3. Members should consider the needs and interests of the school division during decision making processes;
4. Arlington Public Schools encourages the free flow of ideas and opinions within advisory Councils;
5. Members shall treat others respectfully and refrain from hostile actions or words;
6. Members of the Council shall not represent their personal actions, views, statements, etc., as those of the Council;
7. Members shall identify when speaking for themselves versus on behalf of the Council.

Rationale supporting the recommendation

- Expectation of professionalism and collegial behavior among Council members;
- Consensus-driven recommendations.

Implementation notes

- Expectations for member conduct, collaboration, and communication should be communicated during onboarding;
- Officers should provide positive reminders to members of these expectations throughout the year;
- The new policy should state that a member may be removed by the School Board for failure to follow these expectations, in which case the School Board may appoint a new member.

8.C: Member preparation for Meetings; Learning, Engagement and Decision-making

Current state

The current policy and PIPs do not articulate expectations for member learning, engagement, and decision-making within the advisory committees.

Recommendation

- The individual experiences and expertise of members are valued and are a benefit to the Council. The free exchange of ideas is encouraged;
- Through intentional planning of meeting agendas, members build their knowledge of diverse perspectives and experiences, of how APS operates and of the best available data and research on the topic at hand;
- Councils think proactively about when additional community voices need to be solicited in order to bring broader or deeper perspective on an area of work. Councils engage those voices with the support of staff and Board as needed, coordinated by the staff and/or Board liaisons;
- As a group and as individual members, Councils make recommendations based on the needs and context of the school division;
- Members are expected to prepare thoroughly for each meeting by reading and responding to supporting documents (minutes, emails, background materials, etc.), as provided.

Rationale supporting the recommendation

- Promote collegial and collaborative environment
- Value members' contributions
- Reduce silos.

Implementation notes

- Expectations for member learning, engagement, and decision-making should be communicated during onboarding;
- Expectations for member preparation for meetings should be communicated during onboarding;
- Officers should provide positive reminders to members of these expectations throughout the year.

8.D: Member Attendance

Current state

Members may be removed for missing 50% of meetings during a school year.

Recommendation

The Working Group recommends a structured onboarding process that includes articulated expectations regarding meeting attendance and comportment, as well as participation in the Council's workload. Members may be removed from a Council for missing three consecutive meetings or 40% of meetings.

Rationale supporting the recommendation

Consistent meeting attendance is essential to ensure excellence in Council reports:

- Members need to acquire knowledge to make well-informed contributions;
- Intentional balance of representation and view points should be safe guarded;
- Quorum is required to hold a vote.

Implementation notes

1. Attendance requirements and rationale should be communicated in onboarding.
2. Elements that should be clearly identified include:
 - a. The individual tasked with tracking attendance;
 - b. Whether (and when) a member will be issued a warning that they are approaching the threshold for removal based on attendance;
 - c. The individual tasked with recommending to the Board that a Council member be removed for not attending.

Recommendation 9: Add public comment opportunity at each Council meeting

Current state

Councils may provide an opportunity for public comment at meetings.

Recommendation

Councils will provide an opportunity for public comment at each meeting. Council officers may determine at what point in the agenda public comment may occur, how long each speaker may speak, and the maximum total number of speakers.

Rationale supporting the recommendation

The Working Group recommends that time for public comments be a component of every Council meeting to increase opportunities for community members and stakeholders to engage with and broaden Council members' awareness of other perspectives.

Implementation Notes

The updated Policy or PIP should specify how the opportunity for public comment will be communicated to the public.

5. Next Steps

On December 19, 2025, the Working Group provided a summary of its final recommendations to the School Board, concluding its work. The recommendations were posted on the [APS Engage website](#) and shared via the APS Friday Five. Because the School Board advisory committee structure is codified in APS policy and policy implementation procedures (PIPs), any revisions to this structure also require concomitant updates to [Policy B-3.6.30 - School Board Advisory Committees](#) and the 6 corresponding PIPs, one for each of the existing 5 advisory committees and one for the ACTL subcommittees.

The revision of Policy B-3.6.30 will be led by the APS Director of Policy & Legislative Affairs in consultation with the School Board, the Director of Accountability, Evaluation and Strategic Planning and the Working Group Chair and Vice-Chair. The APS established process for policy revisions includes a review by the Policy Review Team and the Policy Subcommittees followed by a 30-day public comment period on the proposed changes. The proposed policy revisions will be voted on by the School Board in March 2026. Subsequently, the School Board will draft charges for each authorized School Board Advisory Council that will be publicly approved in a subsequent public session. Applications for membership to Advisory Councils 2.0 are scheduled to open on May 1, 2026. Below is a timeline of key actions and milestones from December 2025 to May 2026.

Timeline

December 2025 - January 2026	School Board reviews Working Group recommendations and proposed revisions to policy APS Director of Policy and Legislative Affairs and Policy Review Team will complete an initial revision of Policy B-3.6.30 - School Board Advisory Committees based on the Working Group's proposal
January	Policy Subcommittee reviews School Board feedback and considers additional edits to policy Start of 30-day public comment period on proposed revisions to Policy B-3.6.30
February	End of public comment Policy Subcommittee considers edits to policy based on feedback received
March	Proposed policy revisions to Policy B-3.6.30 are presented to the School Board as an information item and two weeks later as an action item for a vote
April	School Board develops charges for each Advisory Council
May	Publish charges and launch application for Advisory Council Begin recruitment efforts

6. Appendices

School Board Charge

Recommended Membership Composition for Advisory Councils 2.0

Working Group Members



**Arlington
Public
Schools**

School Board Charge

School Board Advisory Committee Working Group

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

The School Board Advisory Committee Working Group is charged with the following tasks:

- 1. By June 1, 2025, provide the school board with a statement that describes the:**
 - Purpose and value of School Board Advisory Committees
 - Role of School Board Advisory Committees and desired outcomes for the work of the advisory committees
- 2. Work collaboratively with APS staff to:**
 - 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



**Arlington
Public
Schools**

School Board Charge

School Board Advisory Committee Working Group

- 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 community members, staff, etc.) for each advisory committee
- Roles and responsibilities of advisory committee members, including leadership on the committee (e.g. Chairs/Vice Chairs, etc.)
- Length of term and term limits of committee members

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.

School Board Advisory Committee Working Group

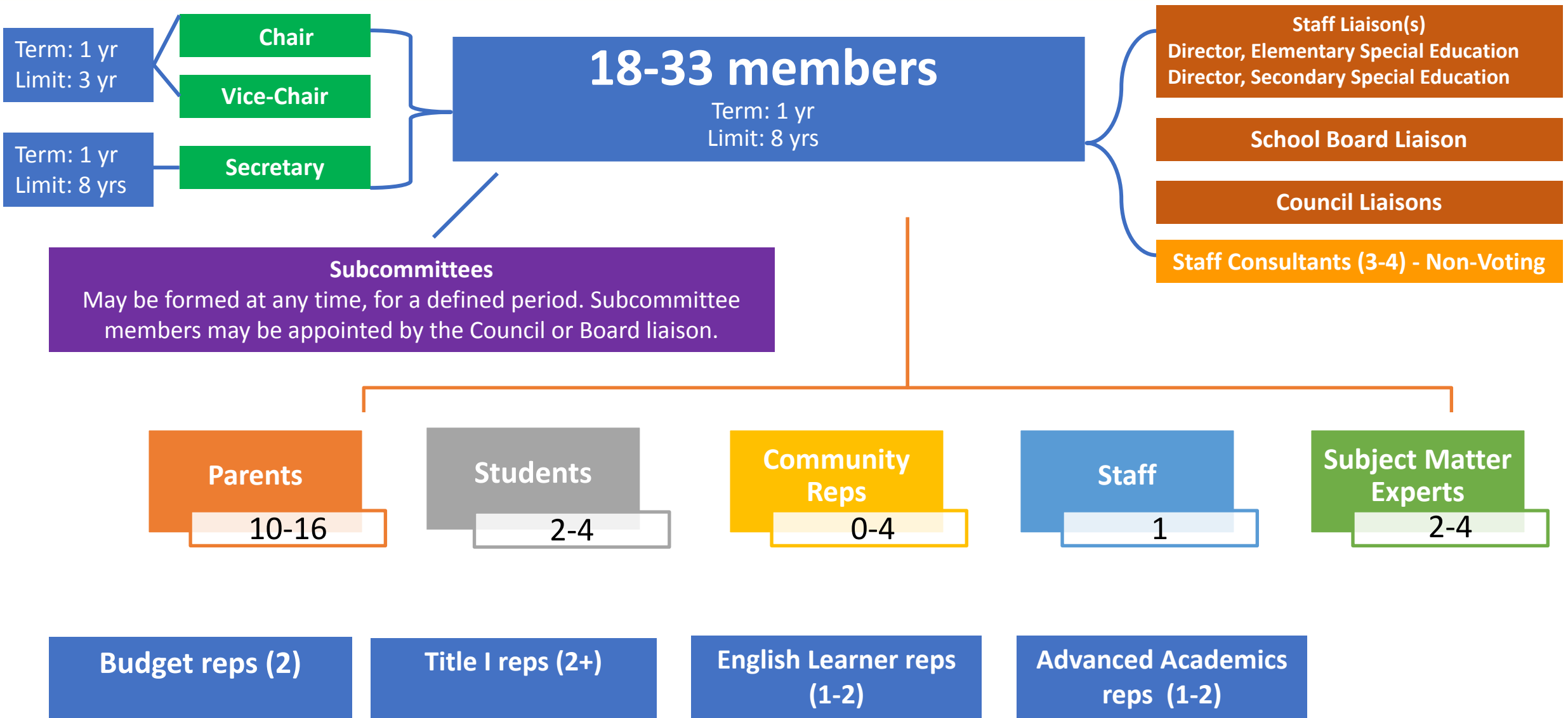
Recommended Membership Composition for Advisory Councils 2.0

**FINAL Recommendation
December 19, 2025**

	Parent Reps	Community Reps	Student Reps	Staff Reps	Subject Matter Experts	Total (Max)
ASEAC	10-16	0-4	2-4	3-5	2-4	33
Academics	Up to 40	0-6	2-6	6-10	1-4	66
Student Health & Well-Being	8-14	0-4	2-4	4-6	1-4	32
Personnel	6-10	0-3	0-4	14-26	0-3	46
Operations	6-11	0-4	0-4	3-9	1-4	32
CTE	4-8	5-10	2-6	7-10	5-10	44
Total (Max)	99	31	28	66	29	253

Arlington Special Education Advisory Council (ASEAC)

Membership

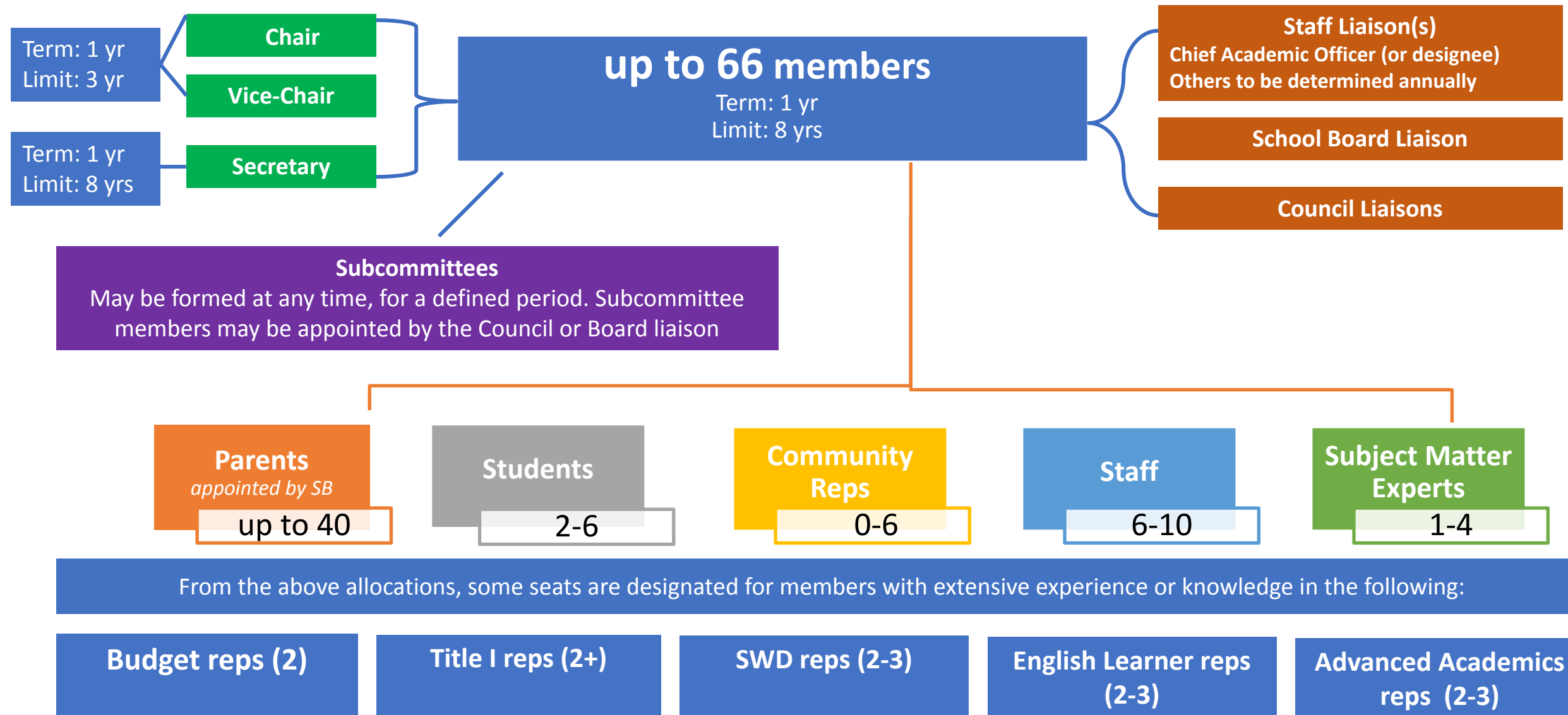


Parents	Students	Community Reps	Staff	Subject Matter Experts
<p>Min 10 - Max 16</p> <p>Per code: “A majority [of members] shall be parents of children with disabilities or individuals with disabilities.”</p> <p>Include mix of:</p> <ul style="list-style-type: none"> - school levels - neighborhood & option 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 2 - Max 4</p> <p>Individuals with professional expertise in Special Education</p>

Budget Reps (2) - Budget reps 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

English Learner reps (1-2) & Advanced Academic reps (1-2) -at least one rep from must be a parent of current or former student who are (were) English Learner or in Advanced Academics.

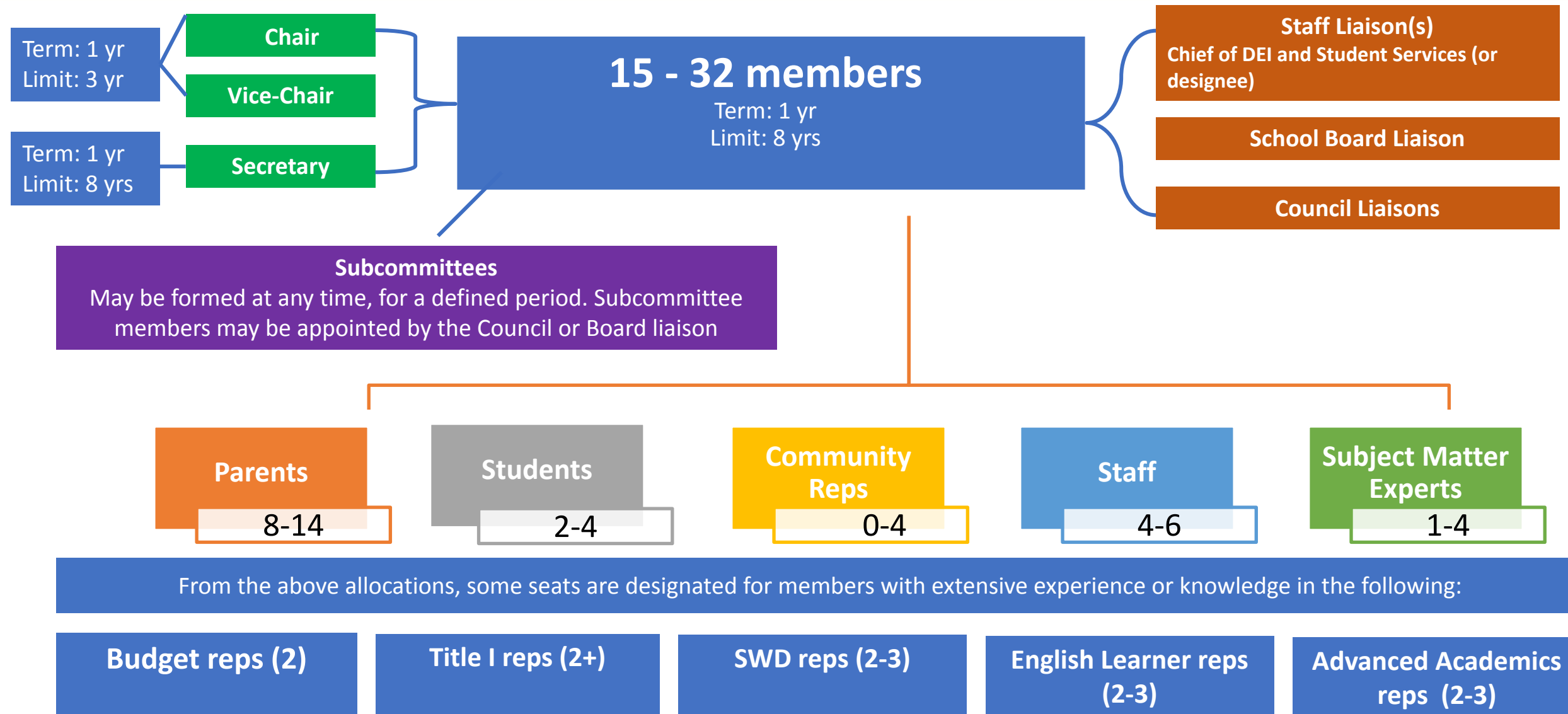


Parents	Students	Community Reps	Staff	Subject Matter Experts
<p>Max 40 [one/school]</p> <p>4:1 ratio parents:Staff</p> <p>Include mix of:</p> <ul style="list-style-type: none"> - school levels - neighborhood & option schools -neighborhood & option schools -geographic diversity 	<p>Min 2 - Max 6</p> <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 1 - Max 4</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 (s) - Budget reps 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

SWD (2-3), English Learner reps (2-3) & Advanced Academic reps (2-3) -at least one rep from must be a parent of current or former student who receive(d) Special Education services, are (were) English Learners or in Advanced Academics.



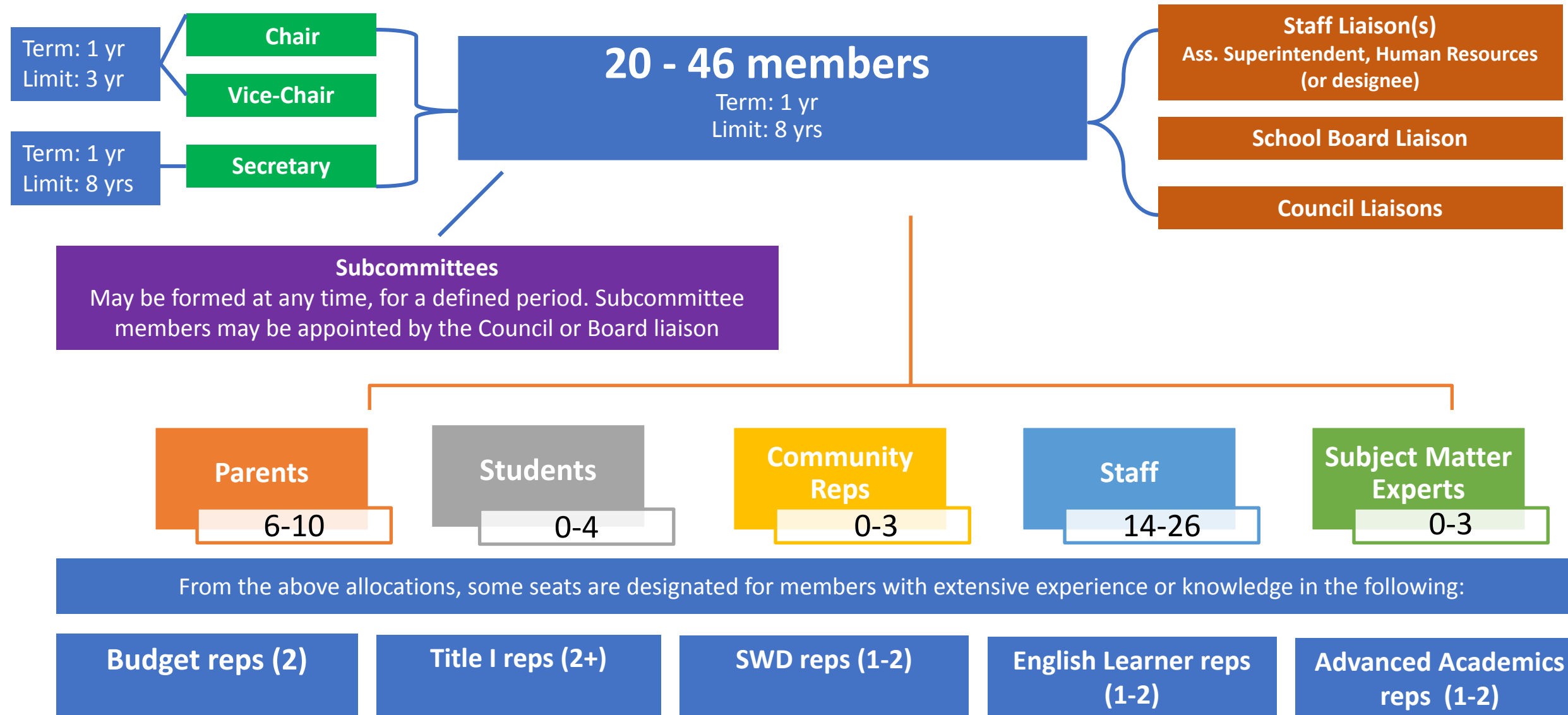


Parents	Students	Community Reps	Staff	Subject Matter Experts
<p>Min 8 - Max 14</p> <p>Include mix of:</p> <ul style="list-style-type: none">- school levels- neighborhood & option schools- geographic diversity	<p>Min 2 - Max 4</p> <p>Include mix of:</p> <ul style="list-style-type: none">- neighborhood & 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 4 - Max 6</p> <p>School-Based: 3-4</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 1 - Max 4</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 (s) - Budget reps 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

SWD (2-3), English Learner reps (2-3) & Advanced Academic reps (2-3) -at least one rep from must be a parent of current or former student who receive(d) Special Education services, are (were) English Learners or in Advanced Academics.

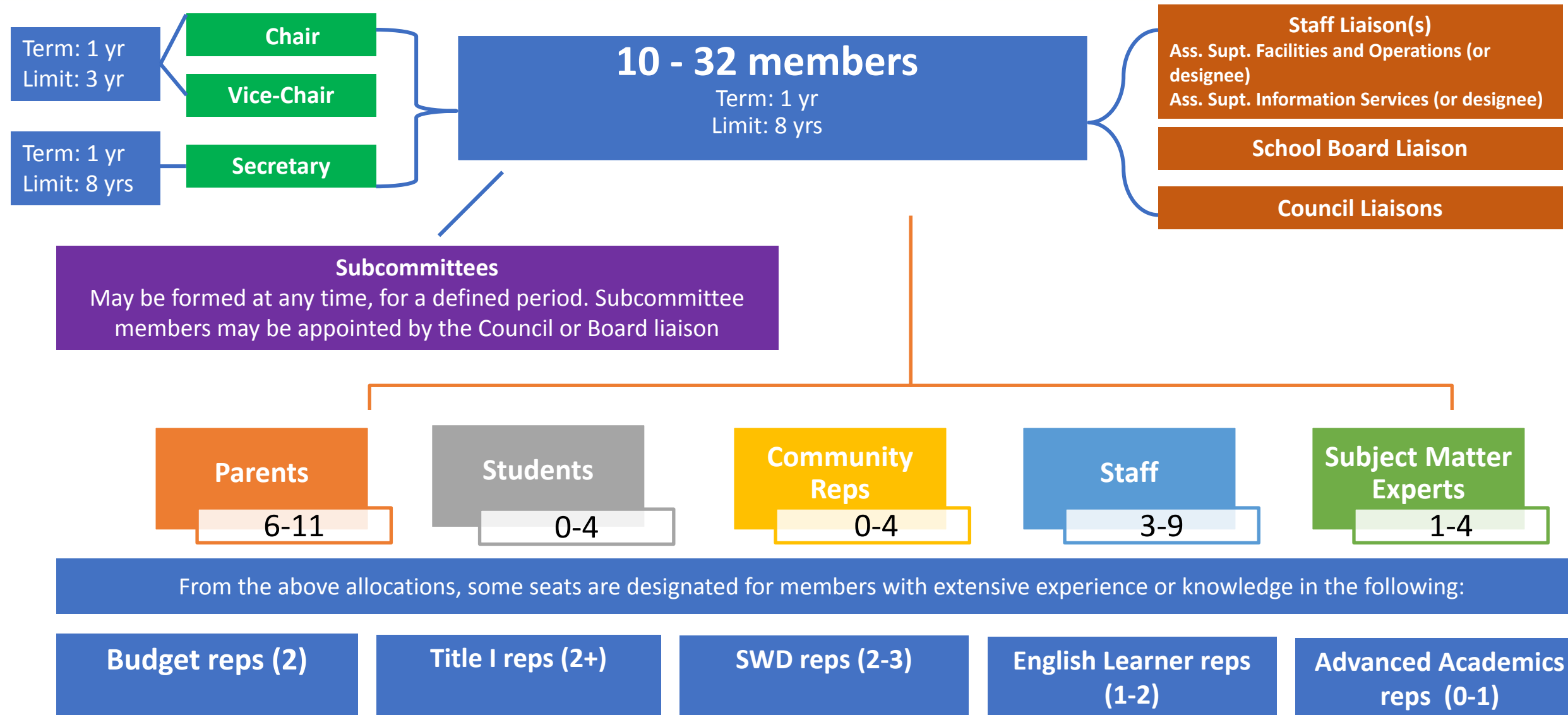


Parents	Students	Community Reps	Staff	Subject Matter Experts
<p>Min 6 - Max 10</p> <p>Include mix of:</p> <ul style="list-style-type: none"> - school levels - neighborhood & option schools - geographic diversity 	<p>Min 0 - Max 4</p> <p>Include mix of:</p> <ul style="list-style-type: none"> - neighborhood & 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 Reps (2) - Budget reps 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

SWD (1-2), English Learner reps (1-2) & Advanced Academic reps (1-2) -at least one rep from must be a parent of current or former student who receive(d) Special Education services, are (were) English Learners or in Advanced Academics.

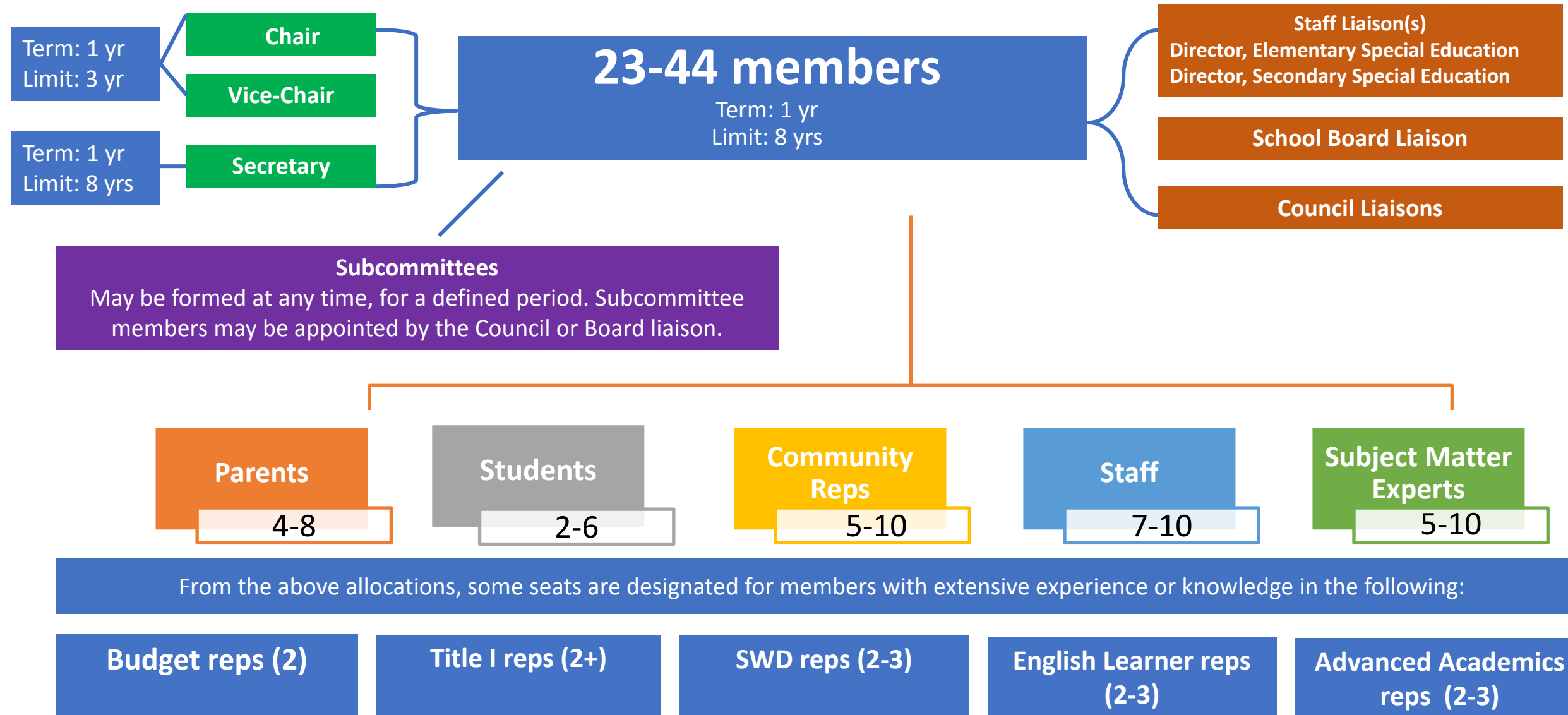


Parents	Students	Community Reps	Staff	Subject Matter Experts
<p>Min 6 - Max 11</p> <p>Include mix of:</p> <ul style="list-style-type: none"> - school levels - neighborhood & option schools - geographic diversity <p><i>Aim for a least a third of seats to be filled with parents from Title I schools</i></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 1 - Max 4</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 Reps (2) - Budget reps 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

SWD (2-3), English Learner reps (1-2) & Advanced Academic reps (0-1) -at least one rep from must be a parent of current or former student who receive(d) Special Education services, are (were) English Learners or in Advanced Academics.



Parents	Students	Community Reps	Staff	Subject Matter Experts
<p>Min 4 - Max 8</p> <p>Include mix of:</p> <ul style="list-style-type: none"> - school levels - neighborhood & option schools - geographic diversity <p>**Community Reps & SME may also be APS parents</p>	<p>Min 2 - Max 6</p> <p>Include mix of:</p> <ul style="list-style-type: none"> - neighborhood & option schools - geographic diversity -balance of gender, race/ethnicity -special populations 	<p>Min 5 - Max 10</p> <p>In particular, recruit:</p> <ul style="list-style-type: none"> - 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 	<p>Min 7 - Max 10</p> <p>Per <u>code</u>:</p> <ul style="list-style-type: none"> -CTE Teacher -Non-CTE -College & Career Counselor -Principal -Central Office Administrator -Instructional Assistant -CTE Supervisor & Specialist 	<p>Min 5 - Max 10</p> <p>Individuals with professional expertise</p>

Budget Rep (s) - Budget reps 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

SWD (2-3), English Learner reps (2-3) & Advanced Academic reps (2-3) -at least one rep from must be a parent of current or former student who receive(d) Special Education services, are (were) English Learners or in Advanced Academics.

School Board Advisory Committee Working Group - List of Appointees

Community Members (12)

Name	Position	Email
Todd Truitt	ACTL rep for Discovery Elementary - Math Subcommittee	toddtruitt@yahoo.com
Jenny Roahen Rizzo (Chair)	Previous Chair, ACTL and current member	jroahen@yahoo.com
John Giambalvo	Previous Chair, FAC	johngiambalvo@hotmail.com
Cloe Chin	ACTL rep for Yorktown, previously served on ASEAC	cloechin@hotmail.com
Erik Sullivan	BAC rep	Eriksullivan@msn.com
Mary Sanders	Current SHAB member	mary.k.sanders@gmail.com
Lida Anestidou (Vice-Chair)	Current ACTL member - Science Subcommittee, previously served on BAC	l.anestidou@me.com
Jamie McHenry	PTA President, Tuckahoe	jamiemchenry5@gmail.com
Tola Atewologun	Parent, Long Branch	MrTola@gmail.com
Sasha McNickle	Parent, Drew	Sasha.mcnicke@gmail.com
Farah Eck	Parent, Alice West Fleet	farah.eck@gmail.com
Tannia Talento	Previous School Board member	Ttalenton@hotmail.com

APS Staff (7)

Name	Position	Email
Kerri Hirsch	Director of Curriculum & Instruction	kerri.hirsch@apsva.us
Jeff Chambers	Director of Design & Construction	jeffrey.chambers@apsva.us
Andy Hawkins	Asst. Superintendent for Finance & Management Services	andy.hawkins@apsva.us
Dr. Kelly Krug	Director of Special Education, Secondary	kelly.krug@apsva.us
Dr. Robin Wallin	School Health Services Coordinator	robin.wallin@apsva.us
Katie Willet	Science Teacher, Williamsburg & Chair of Teachers Council for Instruction (TCI)	katherine.willet@apsva.us
Melissa Hyatt	Instructional Technology Coordinator, Innovation Elementary	melissa.hyatt@apsva.us



School Board Advisory Committee Working Group - List of Appointees

APS Students (3)

Name	Position/School	Email
Naya Chopra	11th Grade HB-Woodlawn, member of ACTL - Educational Technology subcommittee, Student Advisory Board	naya.chopra@gmail.com
Maron Gebremeskel	11th Grade, W-L, Student Advisory Board	gebremeskel.maron25@gmail.com
Maya Strickland	12th Grade Yorktown, Student Advisory Board	mayastrick6@icloud.com