FY27 Suggested Reductions

These staffing reductions would only be implemented in the event of a failed override for FY27. They will be built into the FY27 "No Override" budget scenario and adjusted based on School Committee input.

Scenario #	*Reduction Category*	*Short Description*	*Explanation*	*FTEs*	*Scenario Overlap*	Approximate Savings	**Educational Impact**
1.2	Consolidation and Reduction of Central Office Roles and Departments	Consolidate full-time specialist functions in Central Office wherever possible, across multiple offices, creating shared positions or eliminating positions	Could include the consolidation of fuctions in grants and communications, consolidation of functions in business office and payroll, consolidation of functions in EAO and Welcome Center, and potential elimination of central office positions in other areas.	3.0	N/A	$240,000.00	APS's Mission Statement focuses on the whole child, acknowledging the impact of support systems that allow families and staff to receive timely information and support. Consolidating and cutting central office roles means fewer people focused on supporting families, securing grant funding, and implementing or building systems that help students feel connected and supported. Families would see slower communication, fewer services, and fewer resources coming into our schools—while students, especially those in focal populations, would lose access to the supports that help them belong and succeed. The system would also have fewer resources for high-quality internally-sourced professional development; without the resources to contract professional development, educator practice would suffer considerably. The Central Offices have added a net of 1 additional staff person when you compare FY22 and FY26, and reductions to the Central Office will significantly compromise district operations, responsiveness, and the ability to provide high-quality and thoughtful support, accountability, and leadership district-wide.
1.4	Consolidation or Reduction of Central Office Roles and Departments	Reduce non-operational functions of EAO and CF&E Departments	This option would eliminate all non-core operations from EAO and Community Engagement Offices. Core operations include enrollment, district website management, testing, monitoring, and implementation of district-wide communications and related emergency systems, and complaince reporting and response protocols. This scenario would reduce response time on all of these.	4.8	1.2 1.3	$462,000.00	
16.1	Reduce Operational Functions	Reduce Facilities Maintenance Staff	Would reduce budgeted Plumbers from 2 to 1, and would eliminate one additional FTE. This reduction would underserve our buildings and delay responses to service tickets. The district would also need to rely on contracting our plumbing work to a vendor, reducing the savings of this option.	2.0	N/A	$140,000.00	If the Facilities Dept. needs to reduce staffing by two, full time positions, this will significantly impact our day-to-day operations and level of service. Custodial requests and work orders may have a longer response time and take more time to complete, the cleanliness of the schools could be impacted, and we may lose our ability to have floaters in place when custodians call in sick or are on vacation. This will also result in more overtime to cover absences and may hinder our ability to fill overtime shifts with other custodians which will result in supervisors covering these shifts at a much higher overtime rate. Ultimately, this could impact building security, life safety, health and wellness, and learning environments.
16.2	Reduce Operational Functions	Reduce Information Technology Technicians	Current vacant Network Engineer FTE would be filled as a Junior Network Engineer from within. The FTE promoted would not be back-filled, and an additional technician would be reduced	2.0	16.4	$140,000.00	These positions support both Town and School IT. Reductions will mean a slower response to help requests, less capacity for maintaining employee and student devices, elimination of site-based technology support, and a lower quality of technology services. This could also compromise the Town's ability to monitor for and address issues that could become cybersecurity threats.
2.2	Restructure Pk-12 curriculum leadership model	Create shared teacher/administrator roles in Specialist Departments (e.g. teach for .5, administrator for .5)	This option would require current Directors in specialty areas to be assigned to teach/cover sections or caseloads based on licensure, up to .5FTE. This option would require impact bargaining with Unit A and AAA for shared teacher/administrator roles.	3.0	2.1	$225,000.00	Arlington prioritizes rigorous content instruction and ensuring all students are held to high expectations and grade-level standards. This relies on content area expertise and leadership. Creating shared teacher/administrator roles in specialist departments would reduce the district's capacity to provide content leadership in specialty areas across all schools. By consolidating positions, the district would have fewer leaders focused on coherence, improvement, and program quality across buildings. The likely short-term impact is less consistent support and greater variation in student access and experience from school to school. Over time, this model would deprioritize the innovations in teaching that Arlington is known for, weakening the district's ability to sustain and advance high-quality specialist programming. The long-term consequence is reduced student access to innovative learning experiences and diminished preparation for long-term success.
2.5	Restructure Pk-12 curriculum leadership model	Restructure elementary coaching model	This would require school-based coaches to share an elementary section OR for school-based coaches to serve as .5 interventionists in their subject areas (math or literacy)	7.0	13.2	$498,000.00	Reducing content-area coaching by restructuring the elementary coaching model would directly weaken the quality and consistency of literacy and math instruction across schools. Coaches are the primary way teachers receive ongoing, job-embedded support in curriculum implementation, differentiation, assessment, and data use. When coaches are reduced or split between coaching and other roles, teachers lose access to the guidance that strengthens instruction, supports new educators, and ensures students receive rigorous, aligned learning experiences.
3.1	Reduce School Building Leadership and Administrative Support Model	Consolidate and Restructure Elementary Assistant Principal positions, for example by sharing across schools or by combining with special education coordinators. This would raise administrator caseloads by at least 30 students per administrator.	This would include assigning AP FTEs based on student enrollment, OR combining AP roles with Coordinator roles, reducing administrative support to elementary school buildings and reducting special education leadership at the elementary level.	2.5	N/A	$325,000.00	APS has prioritized excellent instructional and operational leadership in every school by providing principals, assistant principals, and coordinators. Reducing school building leadership by consolidating elementary Assistant Principals or combining those roles with Special Education Coorindators would significantly weaken the systems that support some of the district's most vulnerable students, and would relegate principals to operational leadership, compromising instructional quality. While the intent may be efficiency, this model would dramatically increase adminstrator caseloads and dilute highly specialized expertise that is essential to implementing IEPs, supporting inclusive practices, and ensuring students receive appropriate accomodations, instruction, and services.

FY27 Suggested Reductions

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Scenario #	*Reduction Category*	*Short Description*	*Explanation*	*FTEs*	*Scenario Overlap*	Approximate Savings	**Educational Impact**
3.2	Reduce School Building Leadership and Administrative Support Model	Reduce Administrator positions at the Secondary level to provide at least 1 administrator per 300 students. This would raise school-based administrator caseloads by at least 50 students per administrator.	Reduction of staff at the secondary level across Assistant Principals, Coordinators, Deans, and/or Assistant Directors; this option would require an assessment of necessary administrative roles and would use an enrollment formula to assign administrative positions. It would result in less support for teachers and students in response to disciplinary or academic issues, and would reduce accountability and feedback/evaluation at the secondary level.	2.5	N/A	$325,000.00	Reducing secondary school administrators by increasing caseloads to at least 300 students per administrator would significantly weaken the systems that keep students connected, supported, and safe in a large school environment. At AHS, deans and counselors are intentionally structured to know students over multiple years, monitor attendance and academic progress, address conflict in real time, and ensure students do not "fall through the cracks." Increasing caseloads would reduce daily monitoring, slow follow-up with struggling students, increase absenteeism, and compromise graduation rates.
3.3	Restructure Building-Level Admin Assistants	Reduce administrative assistants at OMS and AHS, with consideration for school-based enrollment and administrative responsibilities	Reduction of secondary building administrative assistants at OMS and AHS to reflect the current ratio at other schools: Total reduction of 2.8 Administrative Assistants	2.8	3.3	$155,000.00	Administrative assistants support the operations of secondary schools, including monitoring and following up on attendance, conducting analysis and troubleshooting in student data systems, updating student data and other critical data systems, responding to staff inquiries and needs, and ensuring timely communication with families in emergency situations. They often serve multiple roles and functions, depending on the immediate needs of students, and many of them are the first point of contact for families and students. Loss of these positions will result in slower operational response times, less timely communication, and overall less support for the operational capacity and safety of our schools.
4.3	Reduce Tiered Supports and Programming	Assign School Social Workers based on enrollment, with 1.0 School Social Workers per approx 250 students at elementary, and 1.0 social worker or school counselor per approx 200 students at secondary	This would include: - Redistribution of non-SLC social workers at elementary level - Reduction of counselors/social workers at Gibbs/OMS/AHS - Total reduction of 3.0 Social Workers/School Counselors	3.0	N/A	$213,000.00	Reducing K–12 school counselors and social workers by assigning them strictly by enrollment and cutting positions would fundamentally change how students experience support in our schools. In the short term, students and families would feel this immediately as slower response times, missed or delayed counseling sessions, fewer group supports, and less availability for check-ins when concerns arise. Students with IEPs and 504 plans would face increased disruptions in required services, while general education students would have fewer proactive supports to address stress, social challenges, and self-regulation before issues escalate.
4.4	Reduce Tiered Supports and Programming	Reset ML Caseloads (currently 15-25 students/teacher) to 30 students per ML teacher, and adjust staffing accordingly	This would include: - Increased caseloads of approximately 30 students (currently 15-25 students) - Reduction of 4.5 FTEs in Multilingual Learning	4.5	N/A	$357,000.00	Our most high needs students will feel isolated and alone without adequate support learning both the English language and grade-level content at the same time. Arlington is a highly culturally and linguistically diverse community, so cutting teachers who support students learning English goes against the Towns' culture of welcoming and supporting all residents. Also, fewer teachers that work with students learning English and content would compromise our commitment to inclusive teaching. Our efforts to provide inclusive learning through push-in would be compromised, and our multilingual learners would have less access to grade-level instruction and their English-speaking peers, slowing their progress in learning English.
6.1	Restructure Digital Learning and Libraries	Reduce positions in Digital Learning to district-wide specialists	This would require the elimination of school- or level-based Digital Learning Teachers and the creation of 1.0 digital learning specialist for elementary and 1.0 for secondary, to support digital applications and technologies at all schools	2.0	6.2	$150,000.00	All troubleshooting for students would be delayed, and these reductions would put APS at a disadvantage with explicit instruction vs other districts. These professionals teach online and technology safety, application navigation, and how to choose appropriate digital tools for various curricular tasks. The district will fall out of alignment with DESE guidelines, the director will be spending more time on troubleshooting and less on proactive teacher development on feedback, and digital learning collaborations in schools that expose elementary students to robotics and have been funded by the Arlington Education Foundation would be halted. There would be significant delays for teachers in gaining educational technology support from a qualified educator, and students in the lower grades would not be taught any of the digital literacy and computer science standards. Digital Learning teachers receive 1,000 requests per month, many of which would go unanswered.
6.3	Restructure Digital Learning and Libraries	Reduce Library Paraprofessionals	Would reduce all library paraprofessional support K-12, and reduce to district-wide paraprofessional(s) to support the department with cataloguing and weeding of collections	4.8	N/A	$147,000.00	Library paraprofessionals provide significant support to the daily operations of a school library. It is entirely unrealistic to expect that a full-time librarian can collaborate with teachers to teach information literacy skills, oversee the management of collections of thousands of books, order replacements and supplies to maintain the collection, supervise all students in the library while checking students out, teach specialist lessons, and maintain a fully-functioning school library that is always open for students to access. Library paraprofessionals support these functions so that the librarian can focus on tasks that are specific to their expertise and licensure. In an ideal scenario, we would have paraprofessionals in all of our school libraries so that our librarians could focus on teaching; however, we recognize that this is not possible given the myriad needs of students throughout our bulidings. This scenario would not support our efforts to have fully-staffed libraries, but would only guarantee that libraries would not be open for the entire school day, and that the librarians we only recently restored would be stretched thin across the demands of running a fully-functional school library.

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Scenario #	*Reduction Category*	*Short Description*	*Explanation*	*FTEs*	*Scenario Overlap*	Approximate Savings	**Educational Impact**
8.1	Reinstate User Fees	Implement athletic fees to cover all athletic coaching stipends	Would reinstate athletic fees to cover the cost of each sport's coaching stipend for the year. At current participation levels, this equates to $433 per student, per sport. For example, if fees were spread equally across student athletes regardless of sport, a tri-sport athlete would pay $1299. This is only an example: the district would need to establish a new fee structure to ensure equity and access for all students who wish to participate.	N/A	8.2	$650,000.00	The district eliminated user fees in both athletics and instrumental music in 2022, because studies have repeatedly demonstrated the positive impact on student attendance, belonging, and academic achievement of participation in extracuriculars. Arlington's dedication to the arts and athletics is a testament to our belief in engaging learning experiences that go beyond traditional academics; we all know how important physical activity and the arts are to ALL students' mental health and school engagement, and our results are proving promising. Since removing fees, achievement for students in low-income households has significantly improved, and all students and families have benefited from the positive impact on student belonging due to stronger connections to school. Reinstating athletic user fees would create new financial barriers to participation, reversing the progress the district has made in expanding access to sports. Since fees were removed, participation has grown significantly, allowing more students to benefit from the physical, social, and emotional advantages of being part of a team. Reintroducing fees would force many families to make difficult choices about whether their children can participate at all or how many sports they can afford.
8.3	Reinstate User Fees	Implement fees to cover all elementary instrumental part-time salaries	Would reinstate instrumental fees to cover the cost of part-time instrumental instructors. At current participation levels, this equates to $365/student; however, the district anticipates a precipitous reduction in participation if fees are implemented, because participation has nearly doubled since fees were eliminated.	N/A	8.4	$330,000.00	
9.2	Increase General Education Class Sizes	Increase Middle School Class Sizes	Reduce 6th and 7th grades to 4.5 LCs, keep 5 LCs at 8th: This would create core class sizes between about 22-25 students, going over 25 in some instances. LCs would be over 100 students/community.	4.0	N/A	$313,500.00	Increasing middle school section sizes would directly compromise students' day-to-day school experience. Larger classes mean teachers and support staff would be responsible for significantly more students, limiting their ability to provide individualized attention, monitor progress closely, and build strong relationships with students and families. Fewer adults will truly know each student well.
9.4	Increase General Education Class Sizes	Reduce OMS Electives	Would eliminate elective courses added in FY26 to expand electives at OMS. Eliminate .5 elective added in FY27 while maintaining class sizes between 25-30 in other specialty classes. Electives were primarily added at OMS in FY26 to reduce class sizes in arts and Tech Engineering. This does not impact visual arts and technology education, which were added to bring down class sizes that were already over 25.	0.5	N/A	$35,000.00	Studies have repeatedly shown that students in general, but especially middle school adolescents, crave choice and agency in their learning. In order to prepare students for the rich array of opportunities at Arlington High School, and to maximize time on learning in areas of interest, APS added elective options to the OMS schedule, with two goals: diversify offerings in specialty areas, and bring down class sizes in already-overcrowded specials. Eliminating electives at OMS will compromise these efforts, and will remove course choice from the middle school student experience, resulting in less engaged learning and poorer preparation for high school.
9.6	Increase General Education Class Sizes	Increase Elementary Class Sizes	Would include: - Reduction of 9 elementary sections districtwide - Class sizes in grades 3-5 ranging from 19 to 27 students per class - Higher class sizes in specials - Further reduction of elementary specialists due to fewer sections - Could combine grade levels at some schools to reduce class sizes	9.0	N/A	$778,000.00	Increasing elementary class size caps—especially raising grades 3–5 to as many as 27 students per classroom—would significantly change the learning environment for young children. Larger classes mean less individual time with teachers, more crowded classroom spaces not designed for higher enrollment, and fewer opportunities for students to be seen, supported, and challenged. Teachers would have less capacity to respond to learning differences, support behavior needs, and build the strong relationships that are foundational at the elementary level.
Grand Total						**$5,483,500.00**	