Planning for Uncertain Times:

Projected Reductions to Arlington's Schools in the Event of a Failed Operating Override

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Agenda

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- Overview and Context
- Planned Reductions for FY27 Regardless of Override Outcome
- Superintendent's FY27 Suggested Reductions in the Event of a Failed Override
- FY27 Alternative Reductions for School Committee Consideration
- FY28-29 Potential Impacts of a Failed Override
- Closing

Impacts of a Failed Operating Override

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- **Reduced Instructional Quality, Rigor, and Consistency, including Reversal of Recent Achievement Gains**
- **Reduced Ability to Respond Proactively to Students' Social, Emotional, and Academic Needs**
- **Reduced Retention, High Turnover, and Compromised Operational and Instructional Capacity**

Criteria for Identifying Reductions

From the Arlington School Committee and Stakeholder Feedback

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Principles to Guide Reduction Decisions:

- Minimize impact on students as much as possible, especially students in the focal groups
- Acknowledging that we must reduce student-facing roles, start reductions far away from students and work towards student-facing reductions
- Distribute reductions throughout the system
- Consider all options and think outside the box
- Allow for the unique differences in programming between and across schools and levels
- Ensure that the list contains action items that will be executed if the override fails

Areas to Explore for Reductions:

- School assignments and buffer zones
- Reinstitution of fees over elimination of programming
- Central office and leadership positions
- Schools and programs with declining enrollment

Areas to Avoid Reductions if Possible:

- Special education
- Grades K-2
- Secondary grades due to growing enrollment
- Resources that have supported gains in literacy, including full time school librarians

Understanding the Reduction List

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PART 1: REDUCTIONS FOR FY27 IF NO OVERRIDE

- *This is the first list on the sheet. These reductions will be implemented if the override does not pass.*
- *Required total reductions will be somewhere between $5M and $6M*

PART 2: FY27 ALTERNATIVES

- *This is the second list on the sheet. These are options that the School Committee might want to consider for FY27.*
- *If these reductions are not implemented in FY27, some of them will likely need to be implemented in future years.*

PART 3: THE LONGER-TERM IMPLICATIONS

- *This is the final list, and is not exhaustive or representative of the full scale of reductions that will be required in the out years if an override fails. This list is intended to provide a broader picture of the impact if an override bid fails, which will require deep and devastating cuts to our schools and significantly compromised instructional quality.*
- *The implications of a failed override will be most deeply felt in FY28 and FY29.*

Understanding the List

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Scenario #	*Reduction Category*	*Short Description*	*Explanation*	*FTEs*	*Scenario Overlap*	Approximate Savings	**Educational Impact**
This is just a reference number. *The first number aligns with the "reduction category" (which refers to a group of scenarios that are related) and the second number indicates the scenario in that category.*	*Scenarios are organized by category based on the areas they impact and the type of reductions in that category. These could be primarily defined by function, level, or department.*	*This provides a very short one-line description of each reduction scenario.*	*The explanation gives more details about what exactly would be reduced in that scenario, even if we do not know exactly which positions would be reduced yet. Some of these are more specific than others because they have been modeled more thoroughly.*	*This defines roughly how many FTEs would be impacted to achieve the projected savings in the staffing scenario.* *Note that all of the reductions are salary reductions. That is because our bottom line for operations <u>must</u> increase, not decrease.*	*This indicates other scenarios that are financially linked. If another scenario is listed in this column, it means that we must do one or the other because some salaries are included in both. If the column says "N/A," then it could be adjusted, added, or deleted on its own*	*This provides an approximate cost-out of the savings for the scenario.* *These are rough estimates in almost all cases, because we do not know who will land in which positions due to contractual rights and seniority.*	*This provides a summary of the educational and system-wide impacts on students, staff, and families for each reduction on the FY27 list and the Alternatives list.* *Impacts on the FY28-29 list are just as, if not more, significant, and are under development.*

What about operating costs?

Will APS audit operational expenses for reduction or reallocation as well?

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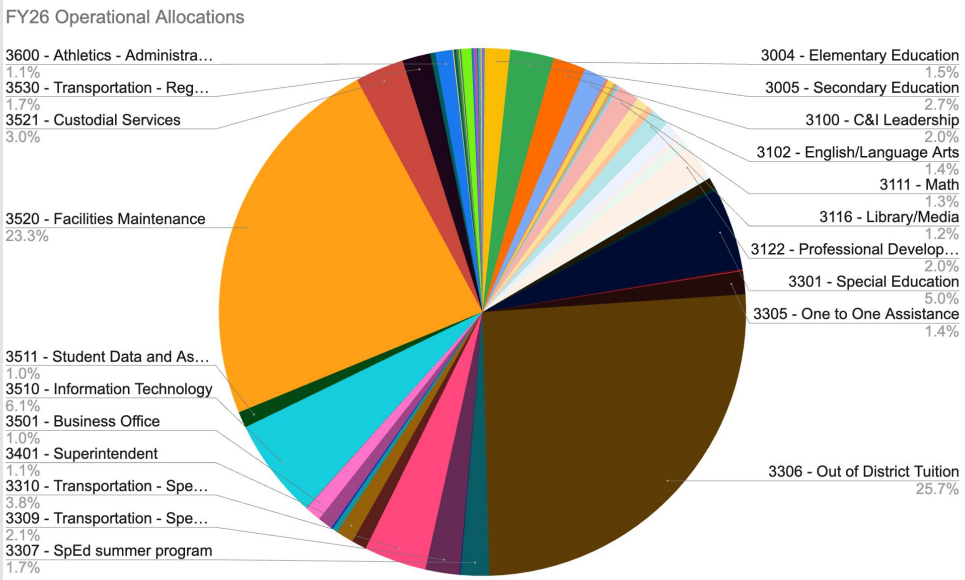
YES! We plan to examine several operational costs, including software licenses, energy and facilities, professional development, etc. However, any savings must stay in operations - they cannot be used to restore salary expenses.

Why? 14.5% of the FY26 Budget is allocated to operational costs (goal: 18-20%)

- 41% to student services, including special education programming, transportation, and tuition
- 32% to shared operational departments (facilities, payroll, and IT)
- 16% to core curricular materials and professional learning
- 5% to district wide operational budgets
- 2.8% to athletics
- 2% to general transportation



Planned Reductions for FY27 Regardless of Override Outcome

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Planned Reductions for FY27
(regardless of override outcome)

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Short Description	FTE	Potential Savings
Reduce non-student-facing positions budgeted in FY26 through attrition, retirement, and/or reassignment	7.0-10.0	$660,000-$800,000
Reduce some paraprofessionals in general education / non-regulatory roles	3.5-10.0	$100,000-$300,000
Assign elementary specialists to maximize efficiency and full schedules	2.0-5.0	$150,000-$375,000
TOTAL:	**12.0-25.0**	**$910,000-$1,475,000**

Planned reductions for FY27
(regardless of override outcome)

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TOTAL PLANNED REDUCTIONS FROM FY26 to FY27:
12.0-25.0 FTE
$910,000-$1,475,000

While these reductions will undoubtedly present challenges, we believe that with proactive leadership at the department and building levels, these impacts can be substantially minimized through strategic resource allocation and support systems.

The district has placed a “HOLD” on filling non-student-facing vacancies since Spring 2025, which has resulted in a significant reduction of central office and operational staff during the 2025 calendar year; there has been a 10% reduction in Central Office staffing despite planned additions in HR and Finance in the FY26 budget. Additional reductions will prioritize equitable distribution of resources and maximizing the expertise of licensed and student-facing positions.

FY27 reductions are required regardless of the override outcome in order to reduce the percentage of the overall APS budget that is dedicated to salaries and contractual obligations. Our goal for FY27 is to bring this to a sustainable level of 82-83% Several of these reductions were already implemented in FY26 by not backfilling vacancies, and some reflect anticipated vacancies for FY27. If the override passes, the District will plan for at least $1M in salary reductions in order for the FY27 budget in order to accommodate rising operating expenses and anticipated contractual and salary expenses.

Superintendent Suggestions for FY27 Reductions In the Event of a Failed Override Vote

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Suggested Reductions for FY27
(if no override)

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Reduction Category: Consolidation and Reduction of Central Office Roles and Departments			
#	**Short Description**	**FTE**	**Cost Savings**
1.2	**Consolidate full-time specialist functions in Central Office**, across multiple offices, creating shared positions or eliminating positions. This could include consolidation of functions in grants and communications, consolidation of functions in business office and payroll, consolidation of functions in EAO and Welcome Center, and possible elimination of additional central office positions	3.0	$240,000
1.4	**Reduce non-operational functions of EAO and CF&E Departments:** Would eliminate all non-core operations from EAO and Community Engagement Offices. Core operations include enrollment, website management, emergency communications, and compliance reporting. Oversight of these functions would be reduced. Non-core eliminated functions would include additional family support and education, professional development for teachers, survey implementation, and support of the Sister City Partnership, and district sustainability support and initiatives. These functions, along with leadership of one or both departments, would be eliminated or consolidated.	4.8	$462,000
	TOTAL SAVINGS:	**7.8**	**$702,000**

Suggested Reductions for FY27
(if no override)

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Reduction Category: Restructure Pk-12 Curriculum Leadership Model			
#	**Short Description**	**FTE**	**Cost Savings**
2.2	**Create shared teacher/administrator roles in Specialist Departments** (e.g. teach for .5, administrator for .5). Directors in specialty areas assigned to teach/cover sections or caseloads based on licensure, up to .5FTE. ***Requires impact bargaining with Unit A and AAA for shared teacher/administrator roles.***	3.0	$225,000
2.5	**Restructure elementary coaching model**. School-based coaches share an elementary section OR School-based coaches are .5, and are also .5 interventionists in their subject areas (math or literacy).	7.0	$498,000
	TOTAL SAVINGS:	**10.0**	**$723,000**

Suggested Reductions for FY27
(if no override)

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Reduction Category: Reduce School Building Leadership and Administrative Support Model			
#	**Short Description**	**FTE**	**Cost Savings**
3.1	**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.	2.5	$325,000
3.2	**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.	2.5	$325,000
3.3	**Reduce administrative assistants at OMS and AHS**, with consideration for school-based enrollment and administrative responsibilities	2.8	$155,000
	TOTAL SAVINGS:	**7.8**	**$805,000**

Suggested Reductions for FY27
(if no override)

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Reduction Category: Reduce Operational Functions			
#	**Short Description**	**FTE**	**Cost Savings**
16.1	**Reduce Facilities Maintenance Staff:** Would reduce budgeted Plumbers from 2 to 1, and one additional FTE May delay responses to service tickets and rely on contracting our plumbing work to on-call town vendor.	2.0	$140,000
16.2	**Reduce Information Technology Technicians:** Reduce 2.0 technicians serving Schools and Town departments (all technicians are funded under School budget)	2.0	$140,000
	TOTAL SAVINGS:	**4.0**	**$280,000**

Suggested Reductions for FY27
(if no override)

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TOTAL SUGGESTED REDUCTIONS FOR FY27

in Central Office, School Administration, District Operations, and PreK-12 Curriculum Leadership and Coaching

$2,510,000
29.6 FTE
~10% of staff in leadership, central office, and operations

Impact Pause:
Implications of Reduced Curriculum and Building Leadership and Coaching

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Impact Summary:

- Reduced educator retention due to inadequate leadership structures and supports;
- Reduced instructional quality in math and literacy due to less professional and operational support for teachers;
- Reduced school safety due to stretched administrative capacity;
- Reduced support for teachers to respond to peer conflicts, bullying, and disciplinary issues;
- Reduced capacity of Central Office and Directors to provide district-wide and school-based professional development;
- Principals return to being primarily operational leaders;
- Reduced instructional consistency across buildings;
- Reduced principal collaboration due to need for building oversight; reduced cross-school consistency in implementation of policies and procedures;
- Reduced capacity to respond to family concerns and ensure compliance with regulations and local policy.

"Splitting specialist leaders between teaching and administration would make support less equitable across schools and putArlington's tradition of instructional innovation at significant risk."

"Cutting coaching weakens the support teachers need to teach well—leading to less consistent literacy and math instruction, growing inequities between schools, and fewer opportunities for students, especially those who need the most support, to thrive."

"These cuts would reduce the specialized leadership that protects our most vulnerable students—showing up as less support for children with disabilities, slower help for families, and growing inequities in how schools meet students' needs."

Suggested Reductions for FY27
(if no override)

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Reduction Category: Reduce Tiered Supports and Programming			
#	**Short Description**	**FTE**	**Cost Savings**
4.3	**Assign School Social Workers and Counselors based on overall 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.	3.0	$213,000
4.4	**Reset ML Caseloads** (currently 15-25 students/teacher) to 30 students per ML teacher, and adjust staffing accordingly	4.5	$357,000
	TOTAL SAVINGS:	**7.5**	**$570,000**

Suggested Reductions for FY27
(if no override)

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Reduction Category: Restructure Digital Learning and Libraries			
#	**Short Description**	**FTE**	**Cost Savings**
6.1	**Reduce positions in Digital Learning to district-wide specialists**: Would include elimination of school- or level-based Digital Learning Teachers, and creation of 1.0 digital learning specialist for elementary and 1.0 for secondary, to support digital applications and technologies at all schools. May be implemented in FY27 regardless in response to attrition.	2.0	$150,000
6.3	**Reduce Library Paraprofessionals.** Would reduce all library paraprofessionals in K-12, and assign 1-2 district-wide paraprofessional to support the department with cataloguing and weeding of collections	4.8	$147,000
	Total:	6.8	$297,000

Suggested Reductions for FY27
(if no override)

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Reduction Category: Reinstate User Fees			
#	**Short Description**	**FTE**	**Cost Savings**
8.1	**Implement athletic fees** to cover the cost of coaching stipends. 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.	N/A	$650,000
8.3	**Implement instrumental fees** to cover all elementary instrumental part-time salaries. 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 grown over 30% since fees were eliminated.	N/A	$330,000
	Total:	N/A	$980,000

(Fees are examples: the district would need to establish a new fee structure)

Suggested Reductions for FY27
(if no override)

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Reduction Category: Increase General Education Class Averages			
#	**Short Description**	**FTE**	**Cost Savings**
9.2	**Reduce LC's at Middle School Level:** 6th and 7th grades to 4.5, keep 5 LC's 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	$313,500
9.4	**Eliminate Middle School electives 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.	.5	$35,000
9.6	**Increase class size cap in grades 3-5** to 27 students per class; maintain current class size cap in K-2 at 25. Would include reduction of 9 elementary sections districtwide, higher class sizes in specials, and further reduction of elementary specialists due to fewer sections	9.0	$778,000
	TOTAL SAVINGS:	13.5	$1,126,500

Suggested Reductions for FY27
(if no override)

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TOTAL SUGGESTED REDUCTIONS FOR FY27

in student-facing teacher and service provider roles

$2,973,500
27.8 FTE
~4% of staff in student-facing positions

Impact Pause: Implications of Reductions of Student-Facing Roles, Support Systems, and Opportunities Across our Schools

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Impact Summary:

- Reduced educator retention due to increased caseloads and class sizes, inadequate crisis response supports, and reduced teacher sense of professional efficacy;
- Reduced access to necessary tiered supports and resources in mental health, nursing, and counseling, particularly in moments of crisis or heightened need;
- Reduced teacher connection and attention for each student;
- Undermined efforts to implement interventions in inclusive classrooms with enough space for small-group and push-in instruction;
- Compromised access to critical arts and athletics programming that have been proven to improve student connections to school, student attendance, and student outcomes;
- **All of which contribute to declining student achievement, reactive instead of proactive protocols, and widening opportunity and achievement gaps for students.**

Impact Pause: Implications of Reductions of Student-Facing Roles, Support Systems, and Opportunities Across our Schools

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"Cutting counselors and social workers means students wait longer for help, miss critical supports, and lose trusted adults who keep them connected—pushing schools from prevention to crisis and leaving our most vulnerable students with fewer paths to belonging and success."

"Larger elementary classes mean less teacher time for each child—leading to weaker relationships, more behavior challenges, diluted supports, and lower academic outcomes."

"Bringing back athletic fees puts a price tag on belonging—forcing families to choose who gets to play, reducing access to sports, and taking away one of the strongest ways students stay connected, healthy, and engaged in school."

"Larger middle school classes mean fewer adults who truly know each student—leading to less individual support, weaker connections with families, and more kids getting lost in the crowd at a time when they need attention most."

Suggested Reductions for FY27
(if no override)

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FY27 Possible Reductions Summary:

$5,483,500
57.4 FTE

- **Reduced Instructional Quality, Rigor, and Consistency, including Reversal of Recent Achievement Gains**
- **Reduced Ability to Respond Proactively to Students' Social, Emotional, and Academic Needs**
- **Reduced Retention, High Turnover, and Compromised Operational and Instructional Capacity**

Suggested Reductions for FY27
(if no override)

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TOTAL SUGGESTED REDUCTIONS FOR FY27:
$5,483,500

These reductions represent a devastating impact on Arlington students and abandons our implementation of the strategic plan that was developed by constituents and adopted by the School Committee in 2022.

APS makes excellent and efficient use of limited resources on a daily basis. The district is not overstaffed compared to neighboring districts, and does not overpay its staff. We are appropriately staffed, and salaries and benefits across roles are appropriately competitive.

APS educators care deeply about their students' current and future success, and appreciate their colleagues, leadership, and the operational improvements we have made over the past many years. APS Central Offices have added a net of 1 staff member if you compare 2025 to 2021. APS administrators, central office, assistants, and operational staff provide essential systems supports so that teachers and service providers can focus on students' needs.

These cuts will undermine the improvements we have made that led to state recognition for academic outcomes, and will result in inconsistent communication and response, widening achievement gaps, poor educator and leadership retention, and reactive interventions.

FY27 Reduction Alternatives for School Committee Consideration and Discussion

These are alternatives to the FY27 reduction list above. Several of them are alternative staffing models to the options above. They are "alternatives" because they may represent a greater impact on students or more structural changes to the district, and therefore are not the primary recommendation. Should the override fail, these reductions may be necessary in FY28-29.

FY27 Reduction Alternatives for School Committee Consideration and Discussion

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Reduction Category: Consolidation or Reduction of Central Office Roles and Departments			
#	**Short Description**	**FTE**	**Cost Savings**
1.1	**Consolidate School Central Office Functions with similar Town Departments.** Share the salaries of 1 director and 1 specialist between Town and Schools, reducing Schools' salary budget by half for each salary	1.3	$125,000
1.3	**Consolidate Administrator Roles at Central Office.** Consolidation/elimination of Central Office Administrator in Equity, Access, and Opportunity or Welcome Center/Enrollment/Engagement	1.0	$150,000
	TOTAL SAVINGS:	2.3	$275,000

FY27 Reduction Alternatives for School Committee Consideration and Discussion

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Reduction Category: Restructure Pk-12 curriculum leadership model			
#	**Short Description**	**FTE**	**Cost Savings**
2.1	**Combine non-Core Specialist PK-12 Director Roles** into larger K-12 departments. Could include: - Create Director of Fine and Performing Arts to oversee all Visual and Performing Arts staff and programming - Consider other opportunities for consolidation in Libraries/Digital Learning, PE/Wellness, Multilingual Learning, Counseling, or other departments.	3.0	$225,000
	TOTAL SAVINGS:	3.0	$225,000

FY27 Reduction Alternatives for School Committee Consideration and Discussion

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Reduction Category: Restructure Building-Level Admin Assistants			
#	**Short Description**	**FTE**	**Cost Savings**
3.4	**Reduce administrative assistants at AHS**, with consideration for school-based enrollment and administrative responsibilities; reduce 2 positions and add back 1 new position.	1.0	$50,000
	TOTAL SAVINGS:	1.0	$50,000

FY27 Reduction Alternatives for School Committee Consideration and Discussion

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Reduction Category: Reduce Tiered Supports and Programming			
#	**Short Description**	**FTE**	**Cost Savings**
4.1	**Reduction of related district-wide service providers**, which serve the full district to provide coverage, flexibility, and crisis response across physical therapy, behavior analysis, nursing, and social work.	4.6	$344,000
4.2	**Restructure school-based interventionists** in favor of a district-wide shared service model, and assign caseloads at the start of the year based on needs from assessments at each school.	TBD	$100,000
	TOTAL SAVINGS:		$444,000

FY27 Reduction Alternatives for School Committee Consideration and Discussion

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Reduction Category: Reinstitute Fees			
#	**Short Description**	**FTE**	**Cost Savings**
8.2	**Implement athletic fees to cover all athletics expenses** including coaching stipends, administration, supplies, and transportation.	N/A	$1,083,000
8.4	**Implement fees to cover all elementary instrumental expenses.**	N/A	$525,000
8.5	**Institute Technology User Fee.** This would involve adding a user fee that would offset the cost of providing devices to all students. The exact amount to charge could vary, and would be used to sustain 1:1 devices in the grade levels where they are required for core academic work.	N/A	$400,000
	TOTAL SAVINGS:	N/A	$2,008,000

Pause for Questions and Discussion

Possible Reductions for FY28 & FY29:
The Longer-Term Implications of a Failed Override

In the event of a failed override, the following reductions are intended to provide a preliminary picture of the depth of reductions that would be required in FY28 and FY29, which are currently carrying the largest projected deficits. This list is not exhaustive - additional reductions will need to be identified to balance the budget in FY28 and FY29 in the event of a failed override.

Possible Reductions for FY28 & FY29: (The Longer-Term Implications of a Failed Override)

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Reduction Category: Restructure Pk-12 curriculum leadership model			
#	**Short Description**	**FTE**	**Cost Savings**
2.3	**Combine Core Area PK-12 Director Roles** into single, larger K-12 departments. Would include: - Combine Science and Math to create PK-12 STEM Executive Director, with 1 additional STEM coach/lead teacher for HS (keep MS coach) - Combine ELA, Libraries, WL, and Social Studies to create PK-12 Humanities Executive Director, with 2 add'l Humanities coach/lead teacher for MS and HS	6.0	$840,000
2.4	**Eliminate math and literacy coaching in all schools and content areas**	15.0	$1,290,000
2.6	**Eliminate elementary core curriculum specialists.**	2.0	$220,000
	TOTAL SAVINGS:	23.0	$2,350,000

Possible Reductions for FY28 & FY29:
(The Longer-Term Implications of a Failed Override)

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Reduction Category: Restructure World Language timing and offerings			
#	**Short Description**	**FTE**	**Cost Savings**
5.1	**Eliminate 6th Grade World Language**	3.7	$346,500
5.2	**Eliminate Latin and Mandarin**	3.0	$568,000
Reduction Category: Restructure Digital Learning and Libraries			
6.2	**Combine positions in Digital Learning with existing IT and Library Roles.** Elimination of all digital learning specialists and revised job responsibilities for IT technicians and librarians, contingent on bargaining	4.0	$290,000
	TOTAL SAVINGS:	10.7	$1,204,500

Possible Reductions for FY28 & FY29:
(The Longer-Term Implications of a Failed Override)

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Reduction Category: Increase General Education Class Sizes			
#	**Short Description**	**FTE**	**Cost Savings**
9.7	**Raise maximum class size to 28 in grades K-5. Would include:** - Reduction of 22 elementary sections. - Class sizes ranging from 19 to 28 across all elementary sections - Higher class sizes in specials and reduction of specialists - Could, and may need, to combine grade levels to reduce class sizes. - Would need to consider significant expansion of buffer boundaries, or redistricting or closing a school, to mitigate impact.	22.0	$1,067,000
	TOTAL SAVINGS:	22.0	$1,067,000

Possible Reductions for FY28 & FY29:
(The Longer-Term Implications of a Failed Override)

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Reduction Category: Increase General Education Class Sizes (con't)			
#	**Short Description**	**FTE**	**Cost Savings**
9.1	**Increase AHS Class Sizes by Consolidating Core Courses.** Could include: - Heterogeneous leveling across more content areas & grade levels - Elimination of some AP & elective options - Higher class sizes at AHS, regardless of what is eliminated or consolidated	TBD	TBD
9.3	**Reduce middle schools to 4 LCs for each grade level.** This would create core class sizes of 25+ students (going over 25 in many instances). LCs would be over 115 students/community.	10.0	$818,000
9.5	**Eliminate all additional specialists added in FY26**, raising class sizes above 30 in specialist areas	2.5	$173,000
	TOTAL SAVINGS:	>12.5	>$991,000

Possible Reductions for FY28 & FY29:
(The Longer-Term Implications of a Failed Override)

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Reduction Category: Equitable Allocation of Specialists across Elementary Schools			
#	**Short Description**	**FTE**	**Cost Savings**
14.2	**Eliminate ACE planning blocks at all elementary schools**, reducing specialists accordingly.	TBD	$250,000
Reduction Category: Reduce Operational Functions			
16.3	**Reduce APS bus drivers.** Would eliminate one budgeted bus driver positions. There is no buffer in staffing in transportation and the current director backfills routes when there are absences. May need to reduce bus services.	1.0	$62,500
	Total:	>1.0	~$310,000

Impact Pause: Long-term Implications of a Failed Override

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Impact Summary:

- Classes over 28 students/class districtwide
- Larger achievement gaps
- Reduced instructional rigor and access to social, behavioral, emotional, and academic interventions
- Elimination of programming and elective courses, including Advanced Placement courses
- Declining achievement for all students
- Lack of access for some students to extracurricular programming
- Potential loss of a neighborhood school or reassignment to another school

Deep, damaging cuts to Arlington's schools, resulting in families choosing options other than APS, significantly impacting teacher and leadership retention, instructional quality, and ultimately, the positive reputation of Arlington's Schools, which has improved over the past few decades.

"Cutting districtwide nurses and related service providers would immediately reduce care, delay required screenings, and leave schools without reliable medical coverage. This directly compromises student health and safety."

"Eliminating ACE time would disrupt targeted collaboration that drives instructional improvement. This would weaken curriculum implementation, data-informed practice, and ultimately student achievement."

"Combining curriculum leadership roles would spread directors across too many content areas, weakening instructional quality, coherence, and proactive program development. Over time, this risks degrading programs, limiting growth, and reducing the district's ability to sustain strong learning experiences for students."

Questions and Discussion