

Arlington Public Schools FY2022

Report to Town Meeting & Budget Summary



April 26, 2021



TABLE OF CONTENTS

Introduction	3
Budget Overview and Introductory Notes	4
Letter from the School Committee Chair	5
Superintendent's Message and Introduction	6
School Committee and Administration	7
2019-2020 Student Demographics	10
Town Manager 12 Communities Comparison	14
Budget Overview	17
Executive Overview	18
Budget Process	19
Allocation of Resources to Achieve Goals and Objective	20
Changes in the FY22 Budget	23
Schedules	26
Cost Center	27
Program Summary	28
Object Summary	31
District Highlights and Accomplishments	34
Introduction	35
Arlington High School	36
Athletics	40
Ottoson Middle School	41
Gibbs School	42
Elementary Schools	43
Menotomy Preschool	46
English Language Arts (K-12)	47
English Language Learners (K-12)	48
School Counseling & Social-Emotional Learning (K-12)	49
History & Social Studies (K-12)	51
Mathematics (K-12)	52
Performing Arts (K-12)	53
Science (K-12)	54
Visual Arts (K-12)	55
Wellness & Physical Education (K-12)	57
World Languages (6-12)	58
Information Technology (PK-12)	59
Districtwide Professional Development	60
Grants	61
Other Reports & Updates	63
MCAS Results	64
College Acceptance & Matriculation	67
Capital Improvements	71
FY2022	72
FY2022-2026 Multi-year plan	73
Appendix	75
Glossary	76



INTRODUCTION



Budget Overview

This report, prepared for Arlington Town Meeting, is designed to provide Town Meeting Members with a range of information about the School Department.

Introductory Notes

The following notes are supplied as an overall introduction to this presentation of the FY22 School Committee Budget to Town Meeting. Please be aware of the following when reading this budget:

- The FY22 School Committee Budget presented in this document is the budget as approved by a vote of the Arlington School Committee on March 25, 2021.
- The Finance Committee initially approved the School Committee Budget on April 12, 2021.
- The Finance Committee approved the budget in its current proposed form.
- Underlined text indicates hot links.

Arlington Public Schools Mission

The mission of the Arlington Public Schools is to educate students by promoting academic excellence, by empowering students to achieve their maximum potential, and by preparing students for responsible participation in an ever-changing world. The Arlington Public Schools are committed to helping every student achieve emotional, social, vocational, and academic success.

Vision of Student as Learner and Global Citizen

Vision of Student as a Learner

The APS vision for students as learners and global citizen outlines what the district wants all students to know and be able to do by the time that they graduate from Arlington High School. This requires that all students experience a coherent curriculum that is aligned with the Massachusetts State Curriculum Frameworks and that supports the development of critical thinking, social-emotional and relationship skills. Students are supported in their development by highly qualified teachers, who engage in continuous professional learning. This vision informs the strategic initiatives, instructional decisions and budget requests in the multi-year plan.

These characteristics will be demonstrated by student's ability to:

- Work independently and collaboratively
- Observe, analyze and synthesize information from a variety of sources to enhance existing understandings and construct new knowledge
- Demonstrate perseverance by using repeated reasoning and inquiry
- Participate in rigorous, focused discourse
- Develop and defend arguments based on evidence and respectfully consider different perspectives
- Create and critique original work

Vision of Student as a Global Citizen

Students will strive to be empathic, responsible, active members of a local and global community who are aware of the role that bias and prejudice play in society, as demonstrated by their ability to:

- Speak with and listen to others in a manner that is respectful of multiple perspectives
- Cultivate and maintain healthy and rewarding relationships with diverse individuals and groups
- Develop self-awareness and self-understanding
- Think critically and reflect upon choices and their impact on others
- Participate as a consumer of and contributor to the cultural and civic life of local and global communities



Office Of The School Committee

Honorable Town Meeting Members and Respected Colleagues,

We have completed a year unlike any in our history. Who would have thought that students, parents, and teachers would have had to adjust to all the changes in such a short period of time? It has been a year since we have had our world turned upside down. No one was prepared, yet the Arlington community has responded to the challenge and provided an educational model that has met the needs of all of our students.

The lessons learned at the onset of the pandemic were refined during the summer and translated into specific programs of instruction in the fall.

The teachers and administrators spent the summer developing these programs and learning how to use and maximize the technology to make it work.

The fall brought some degree of normalcy by providing parents the choice of hybrid or remote classes at the K-8 level and remote at the high school. Education was difficult at best with six-foot separation, masks, and remote special classes. This return required a system-wide testing program, that has prevented further spread of the virus. This testing continues on a weekly basis.

Safety of the children and the staff has been the number one priority of the School Administration in all the decisions regarding the re-opening of the schools this spring. The elementary students returned on April 5, the middle school students returned on April 26, and the high school students will return in May. The administration is planning for complete re-opening of all the schools in the fall which includes all the safety protocols.

The staff at all levels, especially the teachers, are to be commended for the outstanding work above and beyond any expectation for what they have accomplished during and under such adverse conditions. The classroom teachers had to stop last March their way of teaching and retool, rethink, and create a totally new way to communicate with their students. We, the entire town, owe them for stepping up and continuing to do the job in a professional manner.

During all of this, the construction of the new high school not only continued but has been able to maintain the schedule and the plan is to occupy the two new buildings in February 2022. Those involved are to be commended in keeping the project going and on schedule but also maintaining the safety of the students and staff that go into the building on a daily basis.

Thank you all for working with us to make the educational programs such a success. We look forward to continuing this work.

Respectfully submitted,



William Hayner, Chair

An Equal Opportunity School System with a High Commitment to Diversity



Superintendent's Message and Introduction

Kathleen Bodie, Ed.D

This budget, presented to the school committee, is the product of work that began in August 2020. It involved all members of the Superintendent's administrative team. The FY2022 budget is the result of a collaborative process that drew on the expertise and experience of central office members, building principals and assistant principals, department directors, teachers, APS families, and the Arlington School Committee.

The guiding principles of this budget are the Arlington Public Schools goals, which were approved after discussion and refinement with the School Committee. This FY2022 budget prioritizes staffing that addresses support for the academic and social-emotional needs for students; closing the achievement gap by increasing support for students in reading and mathematics; supports the goal of equity, inclusion, and access, ensuring safe and supportive schools; attracting, retaining and developing talented staff, and improving instruction through best practices curriculum and materials. The School Department is also focused on maintaining and improving school buildings.

The major budget drivers are slightly different from past years but are also still based on the [Five-Year Budget & Plan 2020-2024](#) developed in collaboration with the School Committee. A principal driver is adequate resources and student supports for a safe and supportive return to full-time school following the COVID-19 pandemic learning models, including addresses potential learning loss in both the academic and social-emotional spheres. Additional drivers include that the district provides quality instruction that meets the needs of all students, as well as providing support for equity, as the district is diverse demographically and striving for full inclusion of students from varying cultures and abilities.

Highlights supporting continued improvement and potential growth of the school district:

- Additional teaching positions at all levels to ensure appropriate class size, adequate course offerings, and schedule flexibility for all students
- Additional Special Education specialists and Team Chair
- Additional administrative positions to support larger elementary schools
- Increase in leadership in social-emotional learning
- Additional investment in reading and mathematics support at elementary and middle school levels
- Additional support and resources toward the goal of equity, inclusion and access
- Resources for instruction improvement and closing the achievement gap

School Committee Members (as of April 26, 2021)



Bill Hayner, School Committee Chair



Liz Exton, School Committee Vice-Chair



Kirsi Allison-Ampe, MD, School Committee Secretary



Len Kardon, School Committee Member



Jane Morgan, School Committee Member



Paul Schlichtman, School Committee Member



Jeff Thielman, School Committee Member

School Committee Subcommittees

Budget

Kirsi Allison-Ampe, Chair
Len Kardon
Jane Morgan

Community Relations

Liz Exton, Chair
Len Kardon
Jeff Thielman

Curriculum, Instruction, Assessment & Accountability

Len Kardon, Chair
Liz Exton
Paul Schlichtman

Facilities

Jeff Thielman, Chair
Kirsi Allison-Ampe
Liz Exton

Policies & Procedures

Paul Schlichtman, Chair
Kirsi Allison-Ampe
Jane Morgan

School District Administration

Kathleen Bodie, Ed.D., Superintendent of Schools
Roderick MacNeal, Jr., Ed.D. Assistant Superintendent of Curriculum
Michael Mason, Jr., Chief Financial Officer
Rob Spiegel, Human Resources Director
Alison Elmer, Director of Special Education
Dan Sheehan, Interim Chief Information Officer
Julie Dunn, Director of Communications, Grants and Title I



2019-2020 Student Demographics

The following charts refer to the 2019-2020 school year, as this is the most recent data available on the District's Cleargov Dashboard. The similar districts Arlington is compared to below are the Town Manager 12 Communities. The Town Manager 12 Communities Comparison section follows this Student Demographics section.

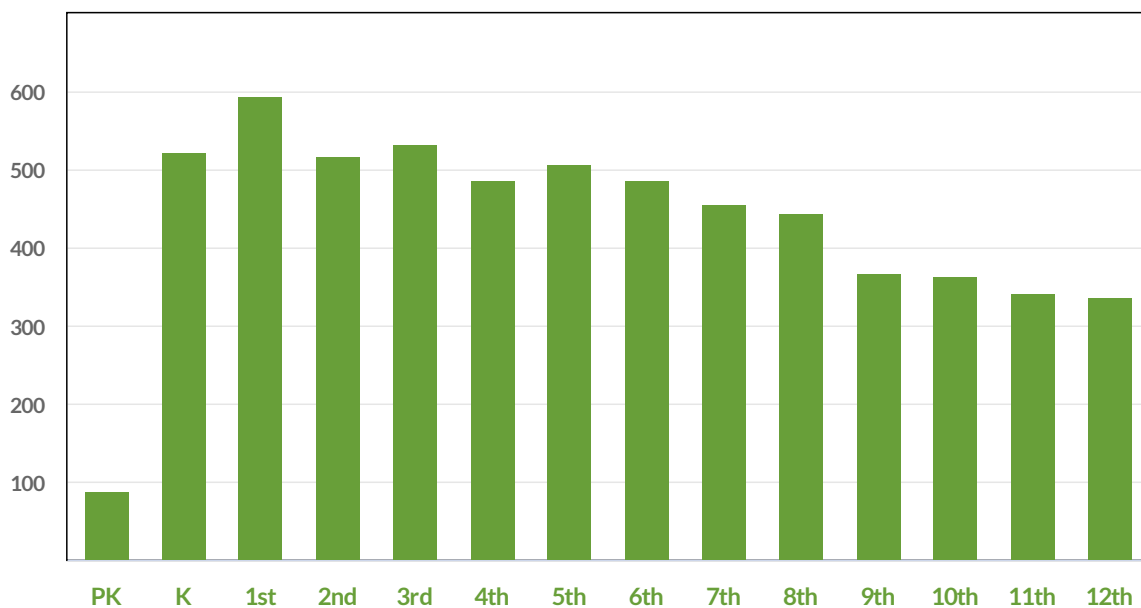
Students

6,047
STUDENTS



ENROLLMENT BY GRADE

School districts track enrollment by grade to identify student population trends for staffing and resource planning and adjustments.



HIGH NEEDS STUDENTS



26.5%

LOWER THAN
SIMILAR
DISTRICTS
↓15%

The number of students with high needs should be considered when analyzing and benchmarking educational data. A student is considered to have "high needs" if he or she is from a household designated as either low income or economically disadvantaged, is considered an English language learner (ELL), or former ELL (within 2 years), or is a student with disabilities who is on an individualized education plan.

Arlington's self-identified similar districts are the Town Manager 12. For more information, see page 15 of A Resident's Guide to





the Budget, Fiscal Year 2015:
<http://www.arlingtonma.gov/home/showdocument?id=17206>.





7.9%

Economically Disadvantaged

↓39% LOWER THAN SIMILAR DISTRICTS



4.8%

English Language Learner Students

↓15% LOWER THAN SIMILAR DISTRICTS

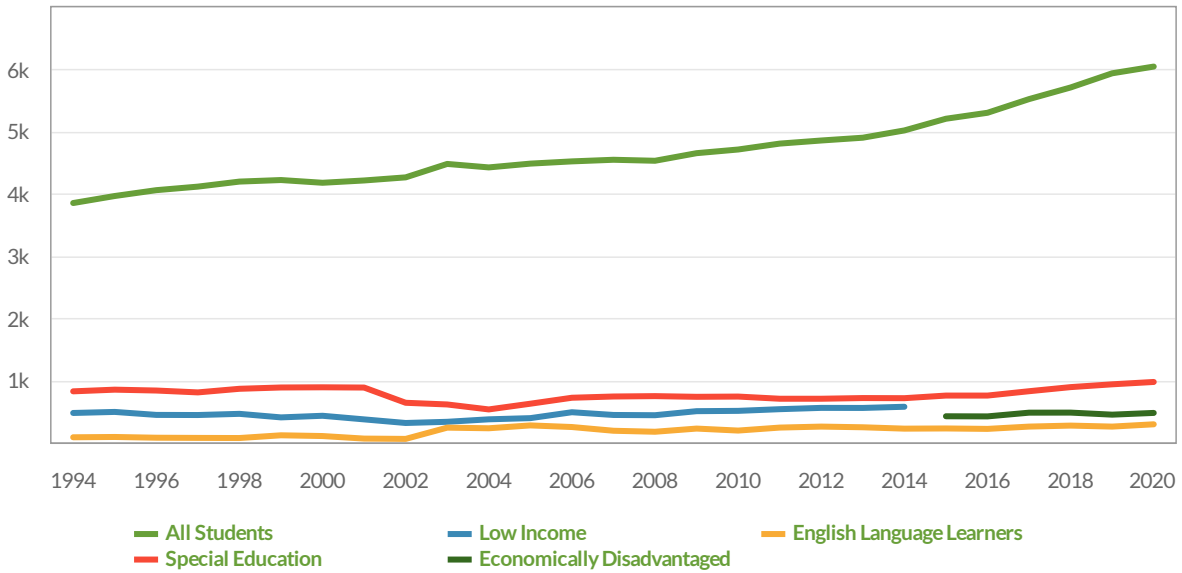


15.9%

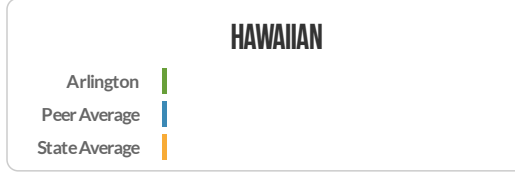
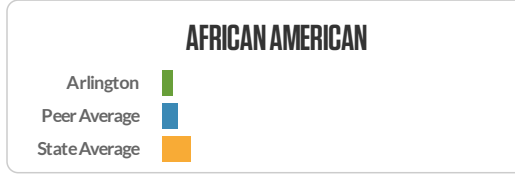
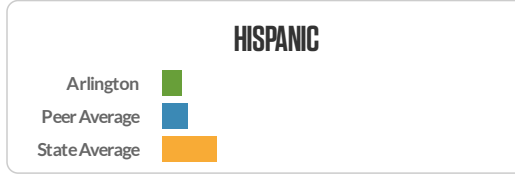
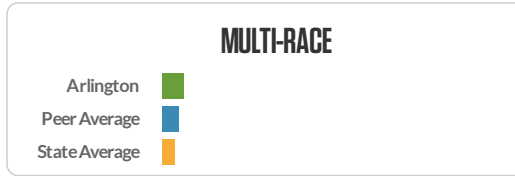
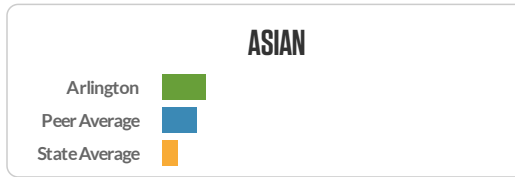
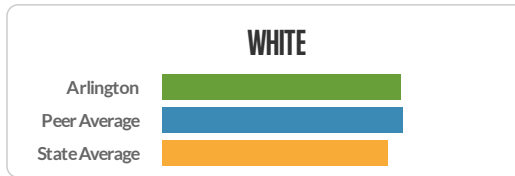
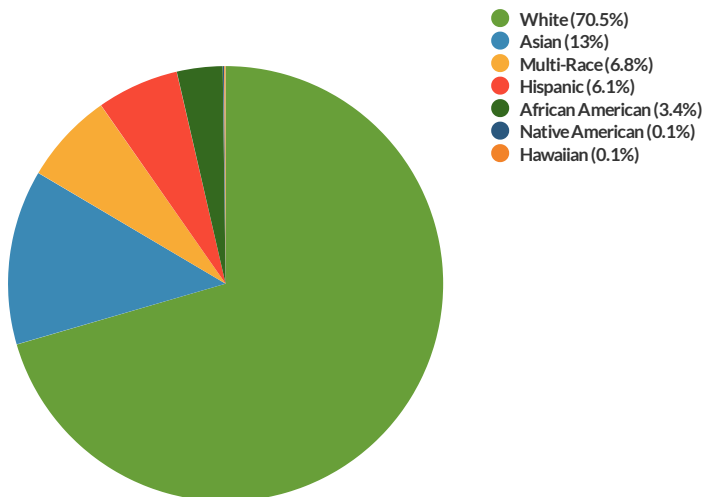
Special Education Students (IEP)

↓4% LOWER THAN SIMILAR DISTRICTS

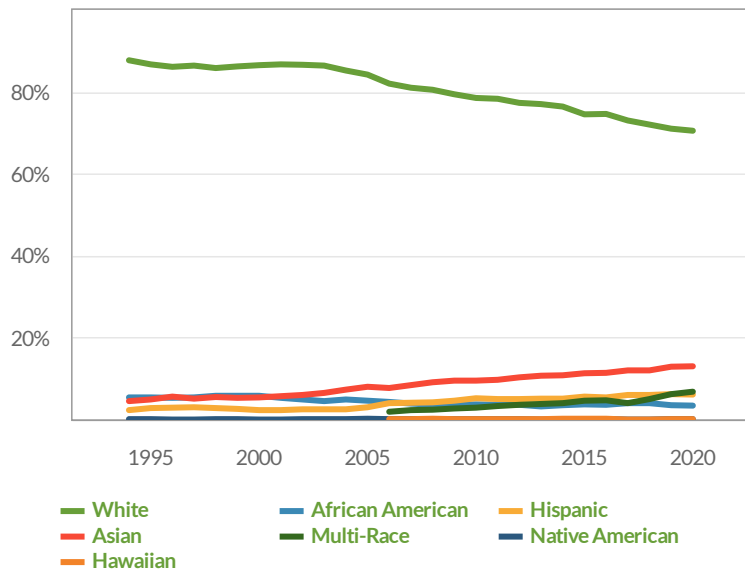
STUDENT POPULATION OVER TIME



Student Diversity



STUDENT DIVERSITY OVER TIME



* Data Source: Massachusetts Student Information Management System.

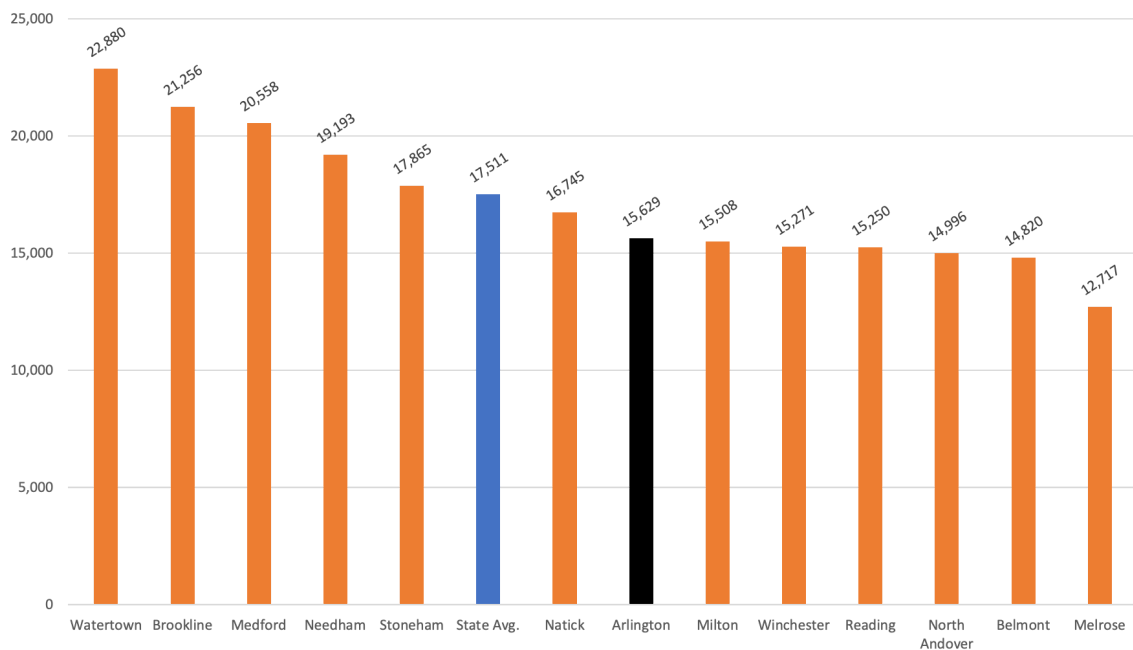


Town Manager 12 Communities Comparison

As in prior years, the Town of Arlington FY2022 Annual Budget & Financial Plan includes a set of comparable communities that includes Belmont, Brookline, Medford, Melrose, Milton, Natick, Needham, North Andover, Reading, Stoneham, Watertown, and Winchester. These communities were selected by Town, School, and Union leadership. These communities were identified based on a number of factors including; population, five-year average municipal growth factor, population per square mile, median income per capita, median income per household, single family median home value, average family tax bill, total tax levy, excess capacity as a percentage of maximum levy and residential valuation as a percentage of the total tax levy. These communities are known as the Town Manager 12 Communities

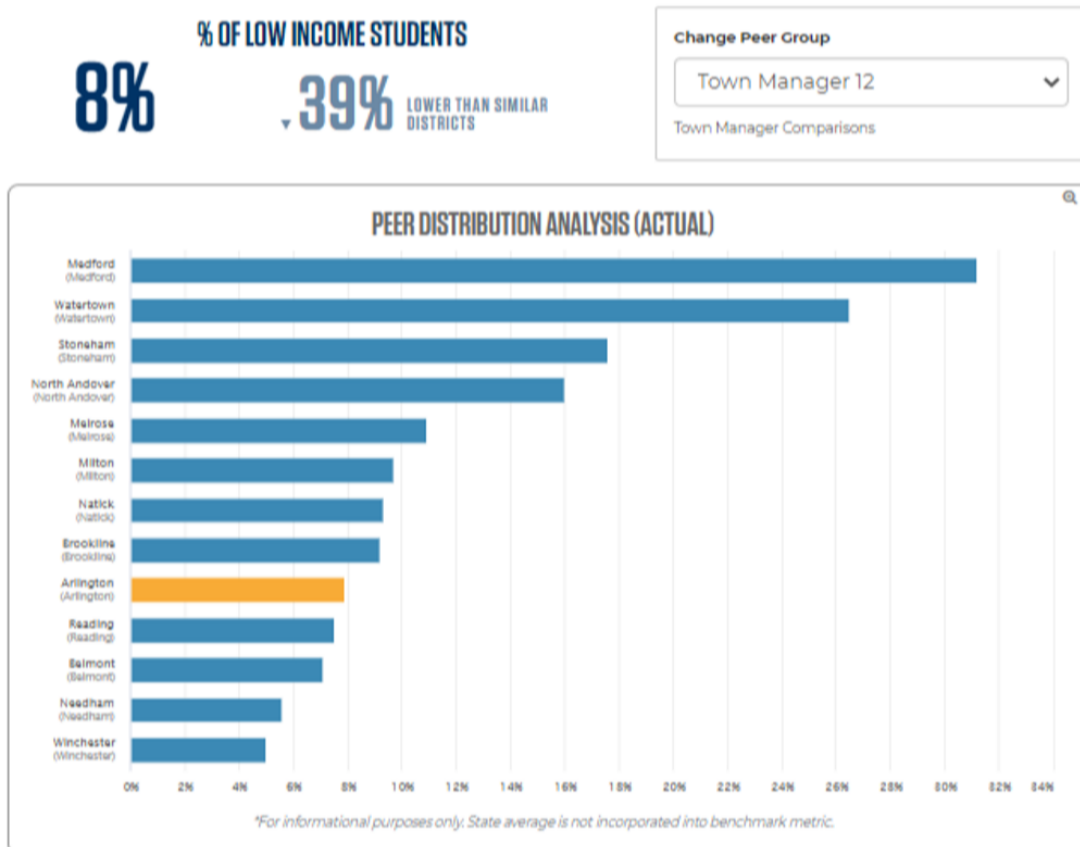
2019-2020 Expenditures Per Student Analysis

Per Pupil expenditures are published by the Department of Elementary and Secondary Education based on the results of required annual reporting from each district. For school year 2019-2020, Arlington ranked seventh in the Town Manager 12 group, and also spent well below the state average.



2019-2020 % of Low Income Students Analysis

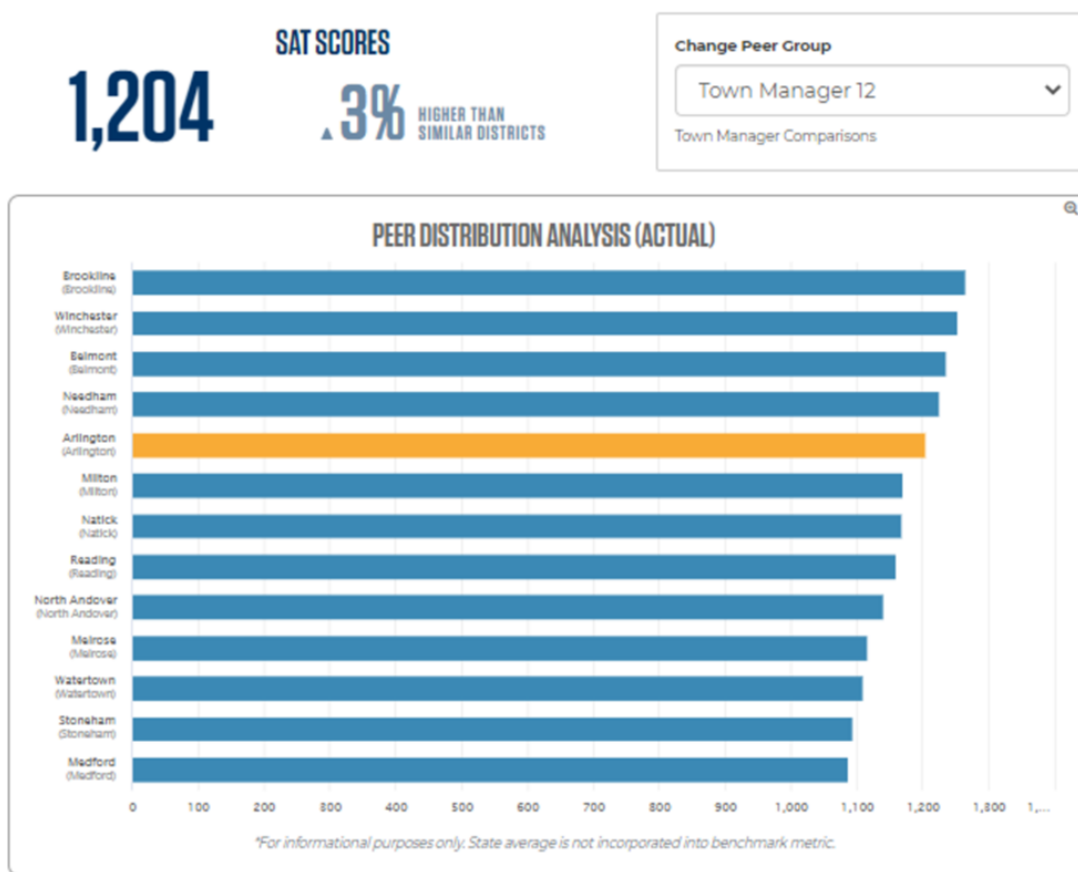
Also notable is the percentage of Low Income students in the district. Arlington ranked ninth among the Town Manager 12 in terms of the percentage of Low Income students in the district in the 2019-2020. Of the districts with higher percentages of Low Income students, only Melrose and North Andover spent less than Arlington on a Per Pupil basis in 2019-2020. This is important because Low Income students in general require more intensive support in order to be as academically successful as their peers from families of greater means. If high achievement is the desired outcome for all students, greater resources are needed to support students with more challenging needs.



2018-2019 SAT Analysis

To compare student achievement in 2019 with Town Manager 12 communities, we have chosen to refer to SAT scores. For information on MCAS scores, see the MCAS Report in the Other Reports and Updates section. Arlington ranked fifth among Town Manager 12 districts on SAT performance in 2019.

Arlington is continuing to achieve at a high level while spending less than the average of the other Town Manager 12 districts, of whom some have less challenging demographics.



All charts retrieved from ClearGov District Dashboard on 6/11/20. Data available on this page may be updated over time on the District Dashboard. You can use the following link to access the district Dashboard:

www.cleargov.com/massachusetts/school/arlington (<http://www.cleargov.com/massachusetts/school/arlington>).

BUDGET OVERVIEW



Executive Overview

Major Goals and Objectives

The mission of the Arlington Public Schools is to educate students by promoting academic excellence, by empowering students to achieve their maximum potential, and by preparing students for responsible participation in an ever-changing world. The Arlington Public Schools are committed to helping every student achieve emotional, social, vocational, and academic success.

The district's goals outline four areas of focus to ensure that the district is fully focused on achieving its mission.

The Arlington Public Schools will ensure that every graduate is prepared to enter and complete a post-secondary degree program, pursue a career, and be an active citizen in an ever-changing world by offering a rigorous, comprehensive, standards-based and data-driven K-12 system of curriculum, instruction, and assessment that integrates social, emotional and wellness support.

The Arlington Public Schools will recruit, hire, retain, and build the capacity of a diverse staff to be excellent teachers and administrators by providing high quality professional development aligned to needs, instructional support, coaching, and an evaluation framework that fosters continuous improvement.

The Arlington Public Schools will offer a cost-effective education that maximizes taxpayer dollars and utilizes best practices, academic research, and rigorous self-evaluation to provide students and staff the resources, materials and infrastructure required for optimum teaching and learning in a safe and healthy environment.

The Arlington Public Schools will be run smoothly, efficiently and professionally. The district will operate transparently and engage in effective collaboration and responsive communication with all stakeholders. It will provide timely, accurate data to support financial decision-making, envisioning of the district's future, and long-range planning in partnership with other Town officials. Through these actions it will create broad support for a high quality education system, that is the community's most valuable asset.

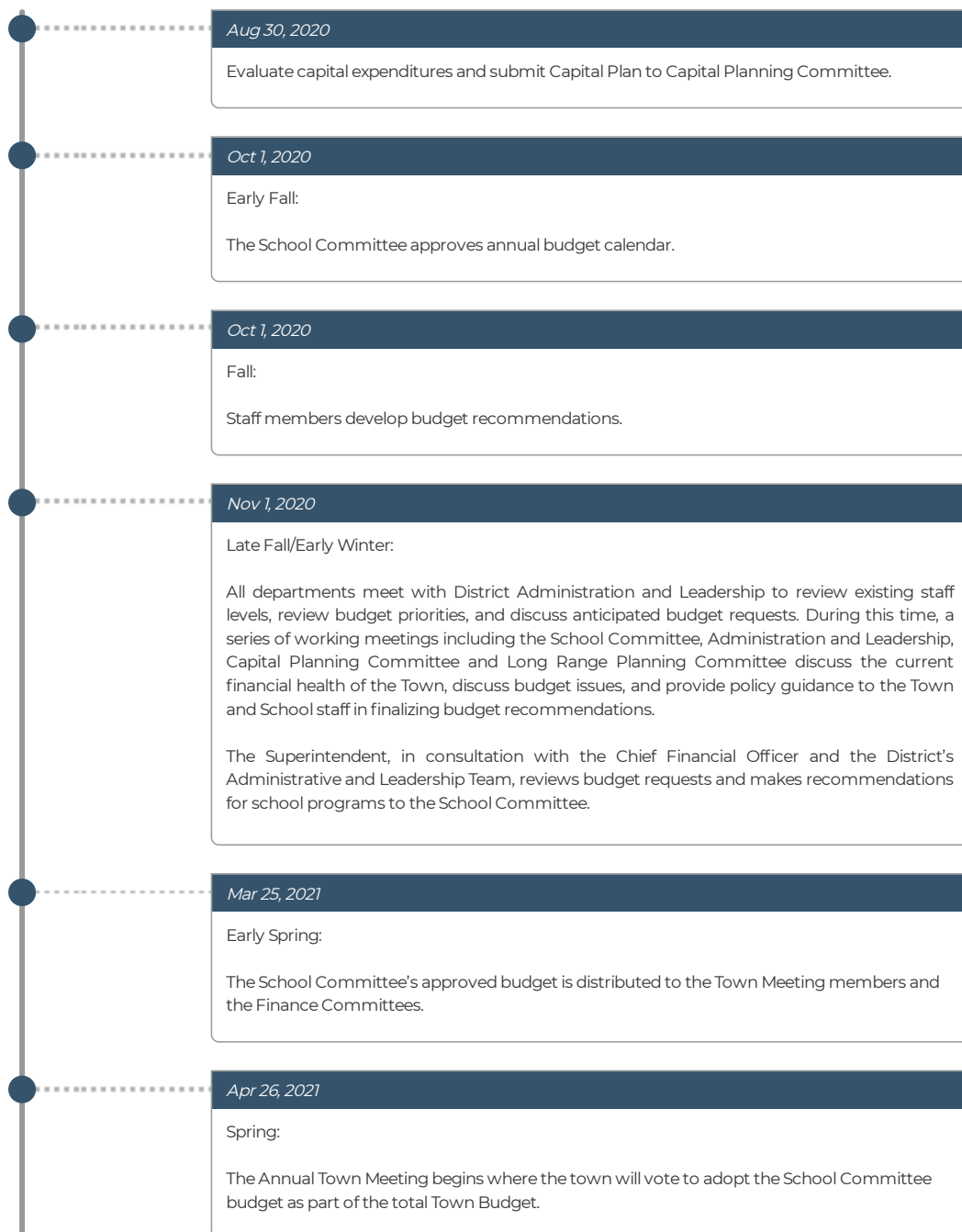


Budget Timeline

Each year the Arlington School Committee develops its capital and operating budgets.

This process is a collaborative effort and public process that engages the School Committee, Capital Planning Committee, Long Range Planning Committee, Town and School staff, budget guidelines and budget calendar.

The Superintendent of Schools is tasked with developing a budget that advances the District according to the outlined policy objectives and overall district goals. The School Committee is responsible for reviewing and approving the budget for incorporation with the full Town budget.



Allocation of Resources to Achieve Goals and Objective

This budget recommendation was developed in accordance with direction and guidance from the Arlington School Committee.

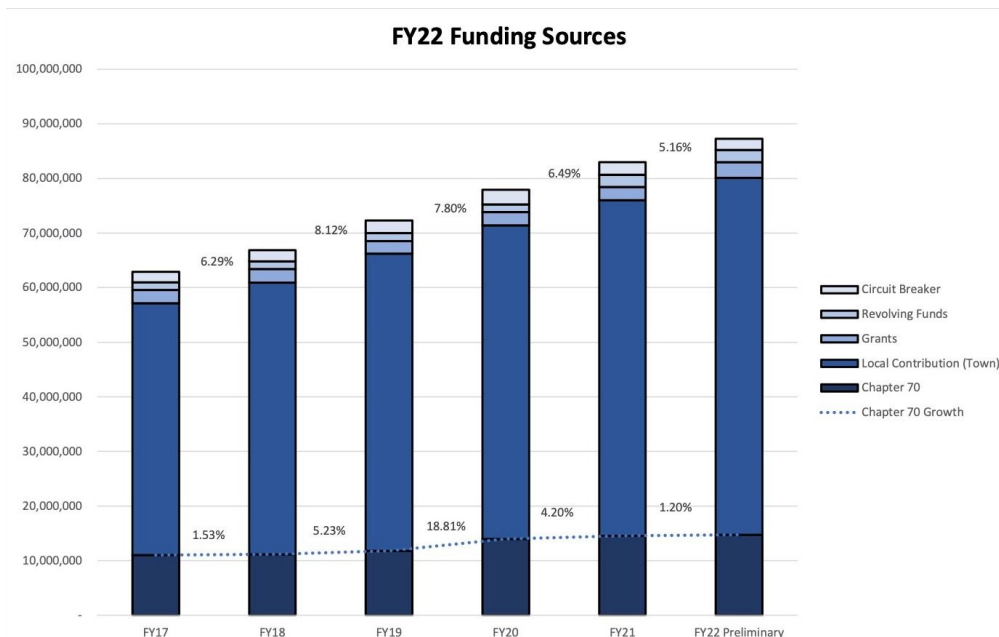
- The FY2022 budgeted amount is agreed to by the Town of Arlington and the Arlington School Committee based on the school department funding formula. This formula is based on expected town revenues, student enrollment growth, and an agreed increased percentage for general education and special education expenses.
- The School Department's Five-Year Budget Plan 2020-2024 [↗](#) laid out the expected financial needs of the district over the coming years.
- School Committee approved overarching goals as outlined in the Major Goals and Objectives section above.
- The Vision of a Student as Learner and as a Global Citizen [↗](#) as adopted by the Arlington Public Schools.
- Planned school and district-based work to build on some of the FY2020-2021 School Department Goals [↗](#). [↗](#) This includes the second year of construction of Arlington High School, continued focus on data-informed decision-making, professional development in support of anti-racist and data-informed practices, and supporting students' social-emotional skills learning.

Summary of Revenues and Expenditures

The Town of Arlington supports the School Department by providing the Town Appropriation. For FY21, the town appropriation includes an increase of 3.5% in the appropriation for general education, plus an allocation for enrollment growth. The appropriation also includes a 7% increase in the allocation for special education. This results in a 6% increase in the Town Appropriation to \$80,104,634. The Town Appropriation is made up of funds from Chapter 70 education state aid, as well as locally raised property tax revenues. These two funding sources combined create Town Appropriation which makes up the General Fund for Arlington's schools.

Grant revenue for FY22 is budgeted to be the same as the adjusted FY21 awarded grants. The district also receives revenue from fees and reimbursements, including athletic fees, foreign student tuition, and income from the rental of Peirce Field and school buildings. The state special education Circuit Breaker is the largest source of reimbursement revenue. For FY22, the district is budgeting less revenue from Circuit Breaker, based on declining student placements in out-of-district schools. As a result, revenue from fees and reimbursements is budgeted to be 11.2% lower, at \$2,040,018.

All-in revenue for the District is budgeted at \$86,793,200, a 5.2% overall increase from FY21, with the funding increase coming from the higher Town Appropriation and minimal state aid increase.



Funding Summary

Funding Summary	Funding Description	FY2018 Budget	FY2019 Budget	FY2020 Budget	FY2021 Budget	FY2022 Budget	Variance	%
Town Appropriation	Town Appropriation	60,928,485	66,253,022	71,427,139	75,570,531	80,104,634	4,534,103	6.0%
Town Appropriation Total		60,928,485	66,253,022	71,427,139	75,570,531	80,104,634	4,534,103	6.0%
Grants	CvRF	0	0	0	1,577,763	0	(1,577,763)	-100.0%
	ESSER	0	0	0	154,245	514,420	360,175	233.5%
	METCO	440,519	449,053	534,449	511,949	511,949	-	0.0%
	Special Education - 94-142	1,424,332	1,492,435	1,524,109	1,573,111	1,573,111	-	0.0%
	Special Education - Early Childhood	39,815	41,194	42,377	42,684	42,684	-	0.0%
	Title I	433,160	189,953	186,970	159,390	135,481	(23,909)	-15.0%
	Title 2A Improving Teacher Quality	93,495	90,013	79,654	71,261	71,261	-	0.0%
	Title 3 ELL	42,689	39,258	40,241	48,743	48,743	-	0.0%
Grants Total		2,474,010	2,301,906	2,407,800	4,139,146	2,897,649	(1,241,497)	-30.0%
Revolving Fees & Reimbursements	AEA President Offset	15,671	16,472	18,090	18,689	19,103	414	2.2%
	Athletic Fund	300,000	300,000	300,000	419,469	446,671	27,202	6.5%
	Bishop Bus	20,000	20,000	20,000	20,000	20,000	-	0.0%
	Building Rental Fees	350,000	350,000	350,000	600,000	500,000	(100,000)	-16.7%
	Circuit Breaker	2,043,076	2,317,327	2,673,970	2,296,417	2,040,018	(256,399)	-11.2%
	Foreign Exchange	325,000	325,000	325,000	500,000	500,000	-	0.0%
	Instrumental Music Fees	148,265	148,265	148,265	148,265	148,265	-	0.0%
	Menotomy Preschool	142,000	142,000	142,000	142,000	219,164	77,164	54.3%
	Peirce Field Rental	22,000	22,000	22,000	22,000	17,600	(4,400)	-20.0%
	Traffic Supervisor Rebilling	17,577	17,928	17,928	17,928	17,928	-	0.0%
	Tuition-In Revolving	90,000	90,000	90,000	377,553	350,000	(27,553)	-7.3%
Revolving Fees & Reimbursements Total		3,473,589	3,748,992	4,107,253	4,562,321	4,278,749	(283,571)	-6.2%
Grand Total		66,876,084	72,303,920	77,942,192	84,271,998	87,281,032	3,009,035	3.6%

The Funding Summary shows a breakdown of the District funding changes through the FY18, FY19, FY20 and FY21 Budgets as revised to reflect final grant amounts. It also shows the funding changes that are expected to happen as the District moves from the FY21 Budget to the Superintendent's Proposed FY22 Budget.

The School Department, unlike other departments of the Town of Arlington, does not receive all of its funding from the Town Appropriation voted by Town Meeting. In the FY21 Budget, the Town Appropriation was 91.56% of the total school budget, and is budgeted to be 92.29% in the Superintendent's Proposed FY21 Budget. Grants, revolving fees and reimbursements make up the rest of the school budget.

The **Town Appropriation** for FY22 is calculated using the current funding formula established by the Town Manager and the Long Range Planning Committee. This budget formula increases the General Education funding by 3.5%, Special Education Funding by 7%, and an additional increase in General Education funding of 50% of Per Pupil Expenditures for each additional student added this year. However, this year there was not a growth factor due to enrollment decline.

Grant funding is budgeted to remain level funded with the FY21 final approved numbers except for Title I which it is projected to decrease by 15% due to a decline in students of poverty by the same amount. Also, in FY21, Arlington Public Schools received funding (CvRF) to address the impact of COVID-19 and to support the reopening of schools. In FY22, it is not certain the level of federal grant funding that will be provided to Arlington Public Schools besides an allocation of ESSER II funding that has been announced.

Revolving Fees and Reimbursements There have been a few changes to our revenue in this area. Circuit Breaker has decreased by \$256,399 to reflect the anticipated amount of Circuit Breaker the district should receive in FY21. In efforts to make improvements to facilities to ensure a safe and secure environment for students, the district is budgeting \$500K for the Facilities department from revolving. In addition, to purchase curriculum materials, curriculum software for remote learning, textbooks and increase professional development offerings district wide, Foreign Exchange revolving fund spending will be level funded at \$500K.



In total, the FY22 Budget formula increases the General Education funding by 3.5%, Special Education Funding by 7%, plus an additional \$1,030,000. This results in a Superintendent's Proposed Budget number of \$86,793,200.

Budget Transfer Summary

Budget Transfer Category	FY2018 Budget	FY2019 Budget	FY2020 Budget	FY2021 Budget	FY2022 Budget	Change	Change %
Administration	2,785,380	2,875,103	3,029,324	3,111,820	3,592,271	480,451	15.4%
Curriculum Instruction	1,581,887	1,666,405	1,726,671	1,819,804	1,855,919	36,115	2.0%
Elementary	17,009,560	18,223,527	20,378,961	21,449,129	23,428,272	1,979,143	9.2%
Secondary	16,511,594	18,486,351	20,100,936	21,596,211	23,732,683	2,136,472	9.9%
Special Education	20,726,929	22,542,475	23,943,766	24,836,992	24,229,874	-607,118	-2.4%
Other	5,786,724	6,208,153	6,354,734	7,318,896	7,544,364	225,468	3.1%
Grants	2,474,010	2,301,906	2,407,800	4,139,146	2,897,649	-1,241,497	-30.0%
Total	66,876,084	72,303,920	77,942,192	84,271,998	87,281,032	3,009,035	3.6%

With careful and thoughtful consideration, the budget presented is balanced and will greatly support the Arlington Public Schools goals and mission. This budget has additional schedules and tables to explain the detail of this budget. The school committee is responsible for voting on a budget to fund Arlington Public Schools in a format in which it also controls the budget. This format breaks the School Budget into six major categories, using the following category codes:

1. Elementary
2. Secondary
3. Special Education*
4. Curriculum & Instruction
5. Administration
6. Other (Facilities, IT, and Transportation)

*Special Education budget transfer category does not include expenditures for preventative efforts that the district may take to assist students that are identified that may need additional services provided through Interventions.

All of these categories are presented here for the FY18, FY19, FY20 Budget, and the FY21 proposed Superintendent's Budget. The School Committee uses the budget transfer categories as a control mechanism over the budget. This practice was established as a School Committee Policy entitled Budget Transfer Authority on June 28, 2011. The policy requires that the Superintendent receive School Committee approval prior to transferring budgeted funds between any of the six categories that make up the total School Department budget. This format allows a clear understanding of how the District Budget is allocated among key elements of the Arlington Public Schools.



Proposed Changes in the FY22 Budget - Chart

Description	Level	FTE	Amount
FY2021 Base Town Appropriation			75,570,531
<u>Districtwide Proposed Additions & Reductions</u>			
1	Salary Increases, Contract Obligations, Step & Lane Changes and COLA	Districtwide	2,372,189
2	Special Education Out of District Tuition Adjustment	Districtwide	(1,234,888)
3	Utilities Adjustment	Districtwide	260,000
4	Department Budget Increases	Districtwide	733,367
5	Reserve Teachers - General Education	Districtwide 7.0	455,000
6	Reserve Teachers - Special Education	Districtwide 3.0	195,000
7	Equity, Inclusion & Access Coordinator	Districtwide 1.0	100,000
8	District Data Analyst, Manager/Testing Coordinator	Districtwide 1.0	65,000
Districtwide Subtotal		12.0	2,945,668
<u>Pre-school & Elementary Elementary Additions</u>			
9	Pre-school ELL Teacher	Pre-School 0.2	10,000
10	SpEd Teacher for SLC-C move to Hardy	Elementary 1.0	65,000
11	SpEd TA for SLC-C move to Hardy	Elementary 2.0	45,000
12	SLP Assistant	Elementary 1.0	40,000
13	SLP split between SLC-A & SLC-C	Elementary 0.6	40,000
14	Team Chair	Elementary 0.5	37,500
15	Assistant Principals	Elementary 2.5	262,500
16	Reading Teacher - Elementary	Elementary 1.0	65,000
17	Nurse	Elementary 1.0	65,000
18	Math Interventionist	Elementary 1.0	65,000
19	K-5 Lead Math Coach	Elementary 1.0	65,000
20	K-5 Lead Literacy Coach	Elementary 1.0	65,000
21	Social Studies Coach	Elementary 1.0	65,000
Pre-school & Elementary Elementary Subtotal		13.8	890,000
<u>Secondary Education Additions</u>			
22	SEL Coach	Secondary 1.0	65,000
23	Student Support Staff	Secondary 4.0	80,000
24	Speech Language Pathologist (SLP)	Gibbs 0.4	16,000
25	Social Worker	Gibbs 1.0	65,000
26	Math Support	Gibbs 1.0	65,000
27	Administrative Assistant	Gibbs 0.5	25,000
28	Occupational Therapist (OT)	Gibbs/OMS 0.2	13,000
29	Reading Teacher	OMS 1.0	65,000
30	Social Worker	OMS 1.0	65,000
31	Spanish teacher	OMS 0.6	39,000
32	Math Support	OMS 0.2	13,000
33	Music Teacher	OMS 0.6	39,000
34	Classroom Teachers	AHS 2.3	148,435
Secondary Education Subtotal		13.8	698,435
Total Proposed Budget Changes		39.6	4,534,103
Total FY2022 Town Appropriation Budget			80,104,634



Proposed Changes in the FY22 Budget - Brief Narrative

Districtwide Changes

1. Salary Increases, Contract Obligations, Step & Lane Changes, COLA, and other position adjustments - This amount is necessary for contractual agreements for salary changes for current APS personnel.
2. Special Education Tuition Adjustment – Over the last few fiscal years, special education out of district tuition has been over budgeted. This adjustment is to reduce the budget to be in line with current enrollment. Also, it includes likely out of district placements from students anticipated to need services from an out of district provider.
3. Utilities Adjustment – Historically utilities have been under budgeted. This increases utilities budget to meet the expected needs for FY22.
4. Department Budget Increases – Increase in departmental budgets to meet the needs of departments and inflation of expenses.
5. Reserve Teachers - General Education - The district is reserving funding for three general education teachers to allow class size management and course offerings as needed based on potential enrollment changes
6. Reserve Teachers - Special Education - The district is reserving funding for three special education teachers to allow for necessary implementation of student IEPs, based on potential enrollment changes.
7. Equity, Inclusion & Access Coordinator - The district is creating a new Equity, Inclusion & Access Coordinator position to ensure appropriate improvements in student equity, inclusion, and access experience preschool-grade 12, as well as supporting staff in these areas.
8. District Data Analyst, Manager/Testing Coordinator - An added district data analyst will also be a manager/testing coordinator. This position will coordinate testing, as well as collect and review student data points to inform the creation of goals and pinpoint strategies to address the achievement gap.

Preschool & Elementary Changes

9. Preschool ELL Teacher - A 0.2 FTE preschool English Language Learner teacher is needed to provide ELL instructional support services to begin English language development in preschool, as well as for required testing for compliance with federal and state regulations
10. Special Education Teacher for SLC-C - In coordination with the SLC-C program move to Hardy Elementary School, the program will be split between two buildings in FY22 and the age span/grade span will be too large for one class.
11. Special Education TA for SLC-C - Two paraprofessionals are needed to support the additional SLC-C class in FY22 in coordination with the move to Hardy Elementary School.
12. SLP Assistant – A Speech and Language Pathologist assistant is needed at the elementary level to support caseload growth.
13. SLP split between SLC-A & SLC-C – This position is currently covered by the building Speech and Language Pathologist and an Assistant Speech and Language Pathologist. In FY22, the program will be at three buildings, so this is an increase from the 1.0 FTE SLP-A previously covering this role.
14. Team Chair – A 0.5 FTE special education Team Chair is necessary at the elementary level to support caseloads.
15. Assistant Principals – An additional 3.5 FTE Assistant Principals are necessary to ensure that each elementary school has an Assistant Principal. With growing staff, there are more teacher evaluations to be completed. Additional staff will also allow Principals to be instructional leaders for their school, and they will also be able to attend internal administrative meetings during the school day while leaving adequate administrative coverage in each elementary school.
16. Reading Teacher – An additional elementary reading teacher is needed to meet enrollment growth and to provide equitable services across all elementary schools.
17. Nurse – An elementary nurse is being added because of enrollment growth and increased job duties for school nurses.
18. Math Interventionist – As the district has been implementing a system of tiered supports for math at the elementary level, an additional interventionist assures equity across all elementary schools.
19. K-5 Lead Math Coach – This position is to provide for elementary math coaches and will provide more consistent oversight of the programs that are elementary specific as well as allowing additional meeting time with elementary principals to assure coordination in math instruction.
20. K-5 Lead Literacy Coach - This position is to provide for elementary literacy coaches and will provide more consistent oversight of the programs that are elementary specific as well as allowing additional meeting time with elementary principals to assure coordination in literacy instruction.



21. Social Studies Coach – The K-5 social studies coach will help write and develop APS’s customized social studies curriculum, support teachers with instructional coaching, and help align APS’s social studies curriculum with the district’s diversity, equity, and inclusion initiatives.

Secondary Changes

22. SEL Coach – A social-emotional learning coach will oversee the implementation of RULER at the secondary level. The position will focus on this tier 1 and 2 work which is deeply rooted in emotional fluency, mental health care, equity and anti-racism, and social-emotional learning.
23. Student Support Staff – 4.0 FTE of student support staff are being added at the secondary level base on prior enrollment growth.
24. SLP-Gibbs – An additional 0.4 FTE for the Speech and Language Pathologist will bring this position to full-time, in order to support student needs.
25. Social Worker – An additional social worker at Gibbs is to support the social-emotional needs of students based on the effect of COVID-19 on school, and to support equity.
26. Math Support – A 1.0 FTE position is being added for math support at Gibbs to help close the student achievement gap.
27. Administrative Assistant – A half-time administrative assistant is needed at Gibbs to provide additional support to the principal and to ensure administrative equity with the Ottoson Middle School.
28. OT-Gibbs/OMS – An additional 0.2FTE occupational therapist is necessary to address enrollment growth.
29. Reading Teacher-OMS – A third reading teacher is needed at Ottoson Middle School as the current teachers have full caseloads, and 82 students at the Gibbs who receive reading services will be enrolled at OMS in FY22. Gibbs already has three reading teachers.
30. Social Worker – An additional full-time social worker will join the two current social workers who support students with IEPs. The additional social worker will counsel students in the Bridge program and students who do not have an IEP.
31. Spanish Teacher – OMS – Adding 0.6 FTE for Spanish teaching will allow appropriate class sizes for grade 7 and grade 8 Spanish classes. Class sizes would be over 30 in some cases without this addition.
32. Math Support – OMS – An additional 0.2 FTE for math support at OMS will help close the student achievement gap in math.
33. Music Teacher – An additional 0.6 FTE for music teaching at OMS will accommodate the anticipated FY22 student enrollment.
34. Classroom Teachers – 3.0 FTE additional teachers are being added at Arlington High School to ensure adequate class sections to allow student access to courses, and to manage class size.



SCHEDULES



Cost Center Summary

The Cost Center Summary shows the entire School Department budget, including all funding sources, and subtotaled by cost center. Cost centers represent our various school locations and departments.

This view includes FY18, FY19, FY20 final expenses for each cost center. It also includes FY21 budget and the School Committee's proposed FY22 budget.

Cost Center Description	FY18 Expended	FY19 Expended	FY20 Expended	FY21 Budget	FY22 Budget
01 - High School	9,708,786	10,671,087	11,367,072	11,844,023	12,769,963
02 - Athletics	843,964	828,461	740,811	939,928	986,562
03 - Ottoson	8,533,022	6,451,918	6,934,412	7,283,879	7,669,833
05 - Gibbs	-	3,744,159	4,470,096	4,478,032	5,219,984
06 - Bishop	2,642,912	2,934,406	3,116,087	3,188,659	3,439,266
09 - Brackett	2,904,846	3,101,295	3,284,185	3,737,881	3,599,148
12 - Dallin	2,917,422	3,057,861	3,276,507	3,393,913	3,658,457
15 - Hardy	2,911,116	2,973,865	3,133,101	3,276,014	3,594,147
18 - Peirce	2,043,385	2,210,010	2,385,076	2,396,878	2,460,000
21 - Stratton	2,390,001	2,585,476	2,990,828	3,065,855	3,273,790
24 - Thompson	2,920,534	3,105,977	3,394,099	3,623,961	3,904,925
25 - Early Childhood	985,239	1,034,459	1,004,285	1,085,893	901,715
29 - Elementary Systemwide	2,277,097	2,567,888	3,202,345	3,280,126	3,881,628
30 - English	124,824	144,527	133,344	143,494	150,026
33 - ELL	101,110	110,224	108,669	139,465	70,180
36 - Health & Wellness	141,366	119,868	254,888	152,639	121,765
39 - Math	160,899	160,522	162,583	166,988	237,044
42 - Science	281,774	145,709	229,200	353,579	346,400
45 - Special Education	11,901,764	10,975,668	11,782,721	13,130,553	12,020,732
48 - Social Studies	135,946	152,465	167,179	149,965	148,308
49 - Systemwide Accounts	1,358,332	1,386,660	1,980,893	3,738,215	3,315,273
51 - World Languages	102,772	109,074	114,792	118,503	121,182
54 - Visual and Performing Arts	160,290	211,088	287,720	182,989	187,897
57 - School Committee	124,308	124,379	138,962	126,868	145,303
60 - Superintendent	576,992	570,988	537,953	770,091	768,484
63 - Admin for Curriculum & Personnel	1,245,037	1,413,953	1,149,107	1,113,040	1,246,793
66 - Business Office	574,565	591,260	486,174	566,612	668,947
69 - Payroll	372,353	382,328	387,361	395,364	373,809
72 - Food Services	-	-	-	9,994	10,494
75 - Facilities	3,370,778	3,973,396	3,623,551	5,640,766	5,889,445
78 - Information Technology	966,389	1,167,249	1,173,555	1,191,544	1,167,685
81 - Transportation	1,615,413	1,800,301	1,642,908	1,885,413	1,926,634
85 - SPED SLC A	1,093,253	921,633	1,033,293	1,207,229	1,583,944
86 - SPED SLC B	753,522	725,989	805,391	923,334	852,965
87 - SPED SLC C	594,218	503,757	531,261	570,311	572,911
Grand Total	66,834,231	70,957,897	76,030,404	84,271,998	87,285,640



Program Summary

The Program Summary includes the FY18, FY19, and FY20 Final Expenses, FY21 Budget and the Superintendent's Proposed FY22 Budget.

In this view we are looking at all expenses, regardless of funding source, subtotaled by Program. This Program view allows us to look at activity in our budget by educational themes.

For example, elementary classroom instruction is found in Program 6506 – Elementary Education. At the Middle and High School levels, classroom instruction is divided by areas of subject content, like Mathematics or Social Studies. Program 6507 – Secondary Education is primarily used for supplies, while teacher salaries are to be found under the subject content that they teach. Athletics are shown in greater detail in Programs 6620 to 6656.

Program codes 6705 to 6760 are our areas of Curriculum and Instruction (C & I). This is where to find expenses for our curriculum leaders and their modest supply budgets.

Program codes 6800 to 6866, as well as 6975, 6980 and 6990, capture activity for Special Education.



Program Description	FY18 Expended	FY19 Expended	FY20 Expended	FY21 Budget	FY22 Budget
6503 - Kindergarten	2,034,961.66	2,360,453.62	2,352,702.86	2,517,455.00	2,699,569.29
6506 - Elementary Education	9,050,206.56	9,386,015.41	10,173,734.34	11,154,377.00	11,643,786.03
6507 - Secondary Education	718,627.69	845,444.70	841,215.37	915,771.00	775,332.98
6512 - ELL	679,921.77	801,071.97	932,490.40	1,098,872.00	1,181,945.23
6515 - English/Language Arts	1,758,059.53	1,938,047.54	2,115,549.00	2,213,617.00	2,405,301.97
6518 - Family and Consumer Science	485,054.60	532,738.34	545,087.16	567,216.00	511,220.33
6521 - Math	1,826,918.61	2,096,777.61	2,315,463.62	2,508,178.00	2,568,406.59
6524 - Science	1,798,960.64	2,069,799.12	2,197,448.11	2,290,931.00	2,519,502.70
6527 - Social Studies	1,623,732.55	1,866,917.58	2,075,067.55	2,269,578.00	2,590,619.75
6533 - World Languages	1,388,864.57	1,505,026.27	1,642,957.60	1,855,137.00	2,134,377.50
6536 - Art	762,872.42	901,845.36	1,005,886.45	1,106,631.00	1,223,099.81
6539 - Music	1,064,561.07	1,110,672.76	1,311,067.25	1,411,020.00	1,626,244.92
6540 - Gifted & Talented	85,155.20	87,928.96	90,802.06	93,677.00	95,500.91
6545 - Drama	2,347.31	2,966.68	1,229.74	-	-
6548 - Physical Education	1,382,546.61	1,507,739.44	1,676,847.11	1,765,236.00	2,003,039.25
6551 - Technology Educational (Tech Ed)	430,941.13	391,943.15	434,632.01	467,204.00	484,587.64
6554 - Health Services/Nursing	878,561.01	983,045.46	1,272,443.49	1,416,289.00	1,592,991.21
6557 - Guidance	1,124,061.79	1,234,620.24	1,344,859.06	1,388,569.00	1,472,785.91
6560 - METCO	440,409.00	459,386.84	523,510.26	511,949.00	511,949.00
6563 - Library/Media	307,759.21	336,215.04	542,495.12	692,036.00	765,597.55
6566 - Management and Supervision - Principals	3,059,664.86	3,335,614.16	3,760,179.80	3,419,242.00	3,698,092.83
6569 - Management and Supervision-HS Dean	289,432.68	367,944.07	342,709.94	346,744.00	357,403.04
6575 - Professional Development	471,730.45	571,659.23	400,714.97	520,695.00	517,762.83
6578 - Math RTI	694,757.97	733,281.99	803,102.06	870,045.00	1,141,821.90
6581 - Reading Interventions	1,179,310.42	1,326,746.53	1,536,304.83	1,518,986.00	1,834,947.09
6587 - Extended Day	-	-	117,368.45	-	-
6620 - Athletics	235,833.10	247,883.02	299,676.96	256,363.00	259,854.43
6621 - Boys Baseball	19,750.34	21,920.97	3,490.80	23,058.00	22,449.00
6622 - Boys Basketball	25,254.20	20,530.58	20,445.77	25,746.00	27,038.00
6623 - Boys Cross Country	14,604.36	18,825.85	21,444.96	14,506.00	29,289.00
6624 - Boys Football	64,022.39	58,227.18	57,945.13	65,057.00	66,364.00
6625 - Boys Golf	9,584.21	9,005.21	8,821.98	9,422.00	9,668.00
6626 - Boys Ice Hockey	96,475.97	68,345.12	78,201.98	87,612.00	91,275.00
6627 - Boys Indoor Track	12,799.11	15,065.68	14,618.00	17,925.00	18,120.00
6628 - Boys Lacrosse	11,234.42	16,348.77	1,729.69	16,345.00	16,471.00
6629 - Boys Outdoor Track	12,002.39	11,131.93	873.75	16,949.00	17,105.00
6630 - Boys Soccer	17,895.82	16,892.39	17,199.40	19,164.00	19,441.00
6631 - Boys Swimming	7,427.72	7,339.48	7,463.01	8,747.00	8,765.00
6632 - Boys Tennis	6,685.86	10,178.64	241.98	11,133.00	11,221.00
6633 - Boys Volleyball	12,871.81	12,157.60	1,068.44	13,829.00	14,024.00
6634 - Boys Wrestling	10,898.90	11,294.26	11,722.00	12,503.00	12,612.00
6635 - Girls Basketball	17,981.06	24,001.00	18,181.89	19,537.00	20,518.00
6636 - Girls Cheering	8,321.00	9,144.20	9,145.65	13,199.00	13,252.00
6637 - Girls Cross Country	4,048.33	7,686.81	892.95	14,506.00	14,550.00
6638 - Girls Field Hockey	18,698.63	15,183.90	17,069.57	21,234.00	21,614.00
6639 - Girls Gymnastics	10,106.98	8,845.98	9,906.48	11,391.00	11,492.00
6640 - Girls Ice Hockey	19,358.20	44,143.14	31,694.64	20,585.00	20,987.00
6641 - Girls Indoor Track	21,196.13	19,514.45	14,468.02	17,725.00	17,920.00
6642 - Girls Lacrosse	14,462.24	15,341.87	1,269.00	16,431.00	16,562.00
6643 - Girls Outdoor Track	3,591.38	3,317.95	873.75	16,948.00	17,104.00
6644 - Girls Soccer	17,003.68	16,004.89	17,279.53	18,474.00	18,716.00
6645 - Girls Softball	22,329.50	18,977.32	2,575.89	24,467.00	24,804.00
6646 - Girls Swimming	6,826.20	8,741.50	8,422.01	5,865.00	6,159.00
6647 - Girls Tennis	5,576.13	10,401.13	1,213.48	10,271.00	10,315.00
6648 - Girls Volleyball	16,464.56	18,684.31	18,160.80	17,956.00	18,173.00
6649 - Fall Equipment Manager	7,999.95	7,619.00	7,999.95	11,005.00	19,912.00
6651 - Ticket Business Manager	3,719.00	3,905.16	2,603.44	3,905.00	3,905.00
6655 - Cross Country	-	-	-	-	-
6657 - Skiing	-	-	-	31,826.00	31,826.00
6700 - C&I Leadership	113,244.23	103,336.22	123,506.61	77,420.00	83,428.34
6705 - C&I ELL	101,109.61	110,223.66	108,668.89	139,465.00	70,180.00
6710 - C&I Health/Wellness	67,513.52	74,881.93	61,089.09	71,969.00	67,922.17



6715 - C&I Science	130,630.64	114,838.36	224,002.75	193,711.00	179,426.42
6720 - C&I Math	160,899.27	160,522.37	162,051.26	166,588.00	236,624.36
6730 - C&I World Languages	102,771.86	109,073.92	114,792.25	118,503.00	121,181.86
6740 - C&I English	124,824.15	144,526.72	133,343.82	143,494.00	150,026.36
6745 - C&I Social Studies	135,945.99	152,465.41	167,178.97	149,965.00	148,307.96
6750 - C&I Visual Art	93,688.22	114,909.66	152,640.60	98,118.00	100,727.02
6755 - C&I Performing Art	66,602.16	96,658.30	135,079.23	84,871.00	87,169.92
6760 - C&I Reading	287,881.87	425,941.37	450,292.58	435,552.00	590,846.86
6800 - PK - SPED	487,901.60	499,376.46	538,117.39	530,864.00	470,610.76
6803 - Pupil Services (504)	18,306.97	19,918.20	7,202.50	18,827.00	19,769.00
6806 - Sped Admin/Management Services	1,129,890.10	1,202,290.32	1,187,736.00	1,236,719.00	1,311,472.70
6809 - SPED Teacher	2,483,546.59	2,950,982.38	3,377,950.02	3,925,417.00	4,259,632.43
6812 - OT/PT	616,667.22	555,446.81	540,346.96	697,258.00	608,644.57
6815 - Alternative Program	196,638.77	184,900.33	222,857.07	227,476.00	224,152.21
6818 - Speech/Language	392,681.04	458,661.56	578,055.52	511,777.00	823,100.18
6821 - Behavioral Support	589,447.95	691,226.08	689,506.83	804,135.00	800,582.58
6824 - Inclusion Support	552,300.32	666,119.40	967,136.49	1,075,061.00	909,207.27
6827 - Self-Contained Academic Instruction	1,529,592.00	1,306,621.43	1,470,782.69	1,773,793.00	1,920,724.28
6830 - Medical Services	125,020.95	112,361.88	81,844.61	152,523.00	81,667.00
6833 - Social Workers	1,236,055.33	1,255,761.88	1,350,379.45	1,522,774.00	1,718,062.76
6836 - Psychologists	1,095,633.20	1,054,763.38	1,160,361.96	1,128,492.00	1,144,577.88
6839 - Team Chairs	1,291,734.41	1,345,645.45	1,460,793.49	1,756,448.00	1,657,167.59
6842 - Adaptive Technology	290,481.3	85,438.27	101,209.81	122,675.00	130,339.23
6845 - One to One Assistance	460,554.22	501,416.45	492,355.41	655,763.00	955,082.26
6848 - Out of district tuition Day Students	3,156,316.56	2,512,878.38	3,144,054.81	3,287,581.00	3,581,076.00
6851 - Out of district tuition Residential	4,434,709.73	3,907,707.43	3,990,485.51	4,712,174.00	2,973,653.00
6854 - SPED summer program	521,132.04	483,271.10	488,296.06	288,493.00	311,067.00
6857 - Guidance	-	-	-	65,000.00	-
6857 - SPED contracted Service	77,780.41	81,911.25	71,458.00	80,042.00	84,046.00
6860 - SPED testing and assessment	61,953.81	46,787.25	7,757.00	44,651.00	46,885.00
6863 - SPED Curriculum	5,374.07	5,453.94	10,422.60	5,552.00	5,830.00
6866 - Legal Services Special Education	27,086.69	87,635.53	162,697.72	27,881.00	29,276.00
6900 - School Committee	124,308.30	124,378.62	138,962.43	126,868.00	145,303.08
6905 - Legal Services School Committee	89,403.09	65,523.00	50,000.00	147,906.00	155,302.00
6910 - Superintendent	477,200.97	499,232.54	488,125.70	618,346.80	608,250.19
6915 - Admin for Curriculum & Personnel	848,046.11	905,759.12	808,538.29	630,605.00	690,801.12
6920 - Business Office	535,935.42	568,973.79	482,074.61	532,035.00	632,641.24
6925 - Payroll	372,353.41	382,328.07	391,459.58	395,364.00	373,809.23
6930 - Grants Development	104,734.57	107,404.90	109,844.08	116,945.00	120,783.58
6935 - Human Resources	223,206.87	242,450.96	252,085.92	275,342.00	421,313.60
6940 - Information Technology	966,389.07	1,167,249.48	1,173,554.72	1,191,544.00	1,167,684.57
6945 - Student Data and Assessment	127,656.75	131,580.09	160,171.83	263,012.00	407,940.36
6948 - Vocational School Tuition	38,630.00	22,286.00	-	34,577.00	36,306.00
6950 - Food Services	-	-	-	9,994.00	10,494.00
6955 - Traffic Supervisors	163,103.13	198,714.88	193,707.66	199,190.00	213,730.13
6960 - Facilities Maintenance	2,946,339.42	3,315,442.72	3,001,177.95	3,687,340.00	3,883,193.80
6965 - Custodial Services	1,885,753.04	2,185,622.71	2,153,802.71	2,169,477.00	2,205,078.08
6970 - Transportation Regular Ed	233,042.39	248,447.35	202,310.50	261,150.00	277,552.90
6975 - Transportation Special Ed In District	572,041.39	673,889.69	717,530.86	734,536.00	714,867.90
6980 - Transportation Special Ed Out of District	796,990.83	847,596.04	661,828.15	873,157.00	916,815.00
6985 - Athletics Transportation - Boys	54,362.80	41,836.23	28,327.22	46,925.00	49,272.00
6986 - Athletics Transportation - Girls	50,921.98	31,885.33	24,804.82	43,906.00	46,102.00
6990 - Transportation Homeless	17,676.25	41,359.50	63,801.02	19,391.00	20,361.00
6997 - COVID-19	-	-	343,808.50	1,732,008.00	534,420.00
6998 - Systemwide Expense	7,208.23	1,421.95	5,526.15	38,208.00	483,760.00
Grand Total	66,834,230.53	70,957,897.41	76,448,466.16	84,271,997.80	87,285,640.40



Object Summary

This is the view familiar to those who look at the monthly expense reports. Similar to the cost center and program views, the object summary includes the FY18, FY19, and FY20 final expense totals, FY21 budget and the School Committee's Proposed FY22 Budget. The object codes capture the type of expense. This summary view allows us to look at the School department budget by broad categories of expense.



Object Description	FY18 Expended	FY19 Expended	FY20 Expended	FY21 Budget	FY22 Budget
8111 - Administration Sal & Wages	4,736,850	5,276,334	5,516,069	5,735,296	6,606,013
8112 - Teacher Salary & Wages	34,633,145	37,361,289	40,720,915	44,874,014	47,990,467
8113 - Custodial Salaries	1,253,854	1,438,501	1,546,096	1,632,138	1,692,640
8114 - Food Service Salary Wages	201,403	219,891	389,790	-	-
8115 - Clerical Salaries	1,942,046	2,041,298	2,088,838	2,132,208	2,319,218
8116 - Full Time Teacher Aides Sal	3,065,563	3,476,309	3,970,031	4,902,929	5,234,575
8117 - Other Full Time Salaries	2,251,332	2,638,514	3,013,761	3,303,001	3,435,723
8118 - Part Time Salary Wages	153,686	188,173	183,231	191,695	203,730
8119 - Sped Summer School(Hardy)	174,551	171,637	195,046	-	172,000
8120 - Bus Monitors	16,873	8,200	6,700	-	-
81200 - Temp Salaries/Build Princ	-	75	-	-	-
81201 - Temp Salaries Professional	269,056	384,677	455,649	863,956	847,629
81202 - Temporary Salary Wages Other	411,260	450,182	434,379	538,740	551,678
81203 - Substitute Teachers Day To Day	292,623	309,498	347,419	266,661	309,000
81204 - Extended Term Sub Teacher	497,662	552,858	606,634	810,804	407,122
81205 - Student Activity Support Stip	130,326	151,817	158,774	122,373	185,178
81206 - Temporary Clerical Help	33,843	23,900	19,230	29,982	-
81210 - Academic Teacher Leadership	86,374	132,324	134,857	77,947	136,150
81215 - Administrative Stipend	68,677	69,201	90,721	71,559	90,790
81301 - Overtime Peakload Requirement	24,331	44,185	35,192	45,971	9,000
8092 - Custodial/Overtime	167,683	183,849	-	100,000	150,000
81302 - Cust/Snow/Ice Removal	44,535	62,144	31,576	14,991	13,000
81304 - Maintenance Salaries	509,870	405,445	453,658	690,839	645,841
81305 - Maint/Wk Out Of Classification	4,203	4,431	417	7,163	4,000
81307 - Permit	23,825	24,990	14,804	-	-
81308 - Out Of Classification Salary	10,295	15,769	12,076	600	1,000
81310 - Call Back	12,117	16,152	17,529	8,994	12,000
81313 - Auto Allowance	11,480	1,566	480	13,992	19,283
81314 - Custodial Clothing Allow	9,200	11,100	14,175	11,193	16,275
81316 - Custodial Absence/Vacation	64,532	70,465	55,191	50,469	-
81318 - Teacher Room Moving	21,258	24,307	3,582	8,795	4,000
81320 - Skills Stipend	1,807	1,788	3,865	2,499	5,000
81322 - Other Stipends	26,630	34,686	47,497	27,734	6,716
81323 - Custodial Athletic Events	11,884	12,999	10,516	15,518	-
81413 - Longevity/Teachers	333,503	381,410	386,993	408,721	487,755
81414 - Longevity Admin	15,549	21,341	21,455	14,189	31,531
81415 - Longevity Clerical	25,900	27,274	28,874	24,636	36,380
81416 - Longevity Cust	14,997	21,839	13,965	16,490	13,827
81505 - Other Payments	-	-	210	240	-
81730 - Pensions	8,595	2,572	4,117	2,399	3,000
81731 - Mtrb Pension	125,098	121,838	122,751	160,144	128,944
81760 - Clothing Allowance	12,914	13,341	13,627	11,618	10,000
81765 - Auto Allowance	118	7	-	-	-
82103 - Power Electricity	894,993	1,048,370	803,778	1,362,823	1,353,523
82104 - Natural Gas	458,628	553,682	440,000	578,000	650,000
82403 - Plumbing Services	57,311	34,918	80,109	53,668	56,355
82404 - Roof Repairs	9,931	12,058	20,570	9,288	9,754
82405 - Flooring Supplies/Services	22,013	14,714	52,682	20,640	21,673
82407 - Masonry Supply Services	-	-	22,200	4,691	4,926
82408 - Electrical Services	27,554	53,992	158,393	25,895	27,191
82409 - Grounds Supplies	7,733	5,696	53,006	11,916	12,514
82410 - Painting Services	2,327	8,548	18,411	2,158	2,266
82411 - Window Glass Service Supplies	2,733	6,989	3,982	2,533	2,660
82412 - Hvac Contracted Services	47,127	55,651	46,750	44,097	46,303
82414 - Boiler Contracted Services	40,973	43,980	36,957	38,561	40,491
82415 - Snow Removal Contracted	68,485	119,606	31,041	64,647	67,883
82420 - Elevator Maintenance Repairs	66,013	36,652	106,203	61,923	65,020
82703 - Equipment Rental	86,413	96,392	48,248	77,396	81,266
82904 - Custodial Supplies Cleaning	433,125	487,684	490,481	648,811	444,305
82905 - Extermination Services	7,469	5,982	1,120	7,037	7,389
82999 - Misc Maintenance Services	968	48	-	10,932	11,479
8300 - Contracted Services	31,919	6,720	-	-	-



83101 - Professional Tech Services	964,995	1,216,495	1,078,923	1,108,936	1,105,263
83102 - Legal Services	117,095	152,636	187,698	176,779	185,620
83201 - Tuition Other Schools	8,059,653	6,861,452	7,552,787	8,443,734	6,911,473
83301 - Contracted Transportation	1,131,776	1,186,725	958,286	1,232,783	1,282,645
83302 - Field Trips	25,605	23,722	6,174	18,197	19,110
83303 - Otto Busing Reimburse	4,337	5,354	1,470	2,821	2,963
83402 - Telephone/Pagers	29,130	30,900	24,021	27,693	29,081
83403 - Advertising	1,170	2,320	687	1,957	2,057
83404 - Reproduction/Printing	7,431	8,376	2,845	9,991	10,496
83405 - Postage	244	67	15	712	749
8350 - Curriculum Supplies	3,255	2,702	-	39,928	179,28
83802 - Environmental Services	1,665	5,149	13,008	1,595	1,675
83803 - Security Services	17,211	37,426	95,487	16,231	17,044
83804 - Athletic Services	204,279	205,322	184,944	186,898	210,097
83807 - Insurance	46,452	46,452	41,942	49,884	52,380
83808 - Safety Equip And Testing	-	-	-	690	725
84201 - Office Supplies	64,178	73,077	78,297	66,959	70,259
84303 - Plumbing Supplies	52,490	24,555	52,646	49,257	51,720
84306 - Carpentry Supplies Doors	54,869	25,720	60,430	51,414	53,989
84308 - Electrical Supplies	19,261	16,910	27,190	18,107	19,014
84312 - Hvac Supplies	26,724	22,326	39,773	25,051	26,305
84321 - Equipment Maintenance	33,514	33,846	27,156	32,545	34,175
84325 - Weather/Urgent Repairs	-	-	-	-	-
84399 - Misc Maintenance Supplies	5,530	1,855	32,754	27,160	28,518
84802 - Motor Vehicle Repair	94,372	72,389	57,492	102,145	107,253
84803 - Gas & Oil	33,427	42,992	41,629	66,412	81,347
84902 - Food Supplies	28,103	48,029	23,834	45,836	48,133
85100 - Educational Supplies	8,915	9,302	8,152	7,007	7,210
85101 - Repro Paper Toner Supplies	98,018	99,698	90,833	99,380	104,358
85102 - Testing Materials	20,264	43,813	35,201	25,253	26,521
85103 - Instructional Materials	616,181	566,285	760,736	872,025	881,881
85104 - Athletic Supplies	85,929	70,405	54,005	75,019	77,906
85105 - Repro Paper Toner Supplies	-	-	1,386	-	-
85106 - Textbooks Books Periodicals	123,235	167,498	267,034	122,381	128,498
85107 - Instructional Services	-	1,250	-	-	-
85110 - Instruction Equipment	10,140	25,538	40,146	11,722	12,310
85201 - Medical Surgical Supplies	24,304	24,706	32,349	30,849	32,392
85802 - Computer Supplies	75,379	19,803	81,605	164,838	57,420
85803 - Graduation Service Ceremonies	12,100	14,161	15,227	11,869	12,464
85804 - Computer Software	203,673	276,295	202,570	259,031	271,987
85806 - Misc Supplies	2,010	1,591	8,133	2,221	2,333
87101 - Business Travel	4,370	6,075	2,875	6,248	6,565
87105 - Workshops Stipends/Green Slip	34,954	12,688	3,418	11,314	11,757
87106 - Graduate Course Reimbursement	29,982	25,152	36,678	13,129	33,129
87202 - Training Educ Conf & Attendanc	216,924	285,780	281,704	294,930	314,745
87203 - Title Ii Covenant Sch Training	-	1,008	952	672	672
87205 - Title Ii Germaine Training	115,945	22,197	-	-	-
87207 - Title Ii St Agnes Training	4,719	3,517	-	1,847	1,847
87208 - Title Iia-Arl Catholic	9,953	2,387	5,305	5,768	5,468
87301 - Professional Affiliations	55,751	60,160	83,766	76,834	108,351
87601 - Court Judgements Settlement	300	523	25,000	497	522
88201 - Tent Rentals	-	-	-	30,990	-
88501 - Capital Equipment/Furniture	23,735	9,201	5,865	54,024	54,227
88502 - Computer Network Telecom	2,845	-	2,131	2,731	2,868
88550 - Computer Equipment Hardware	8,038	6,001	226,802	31,502	33,004
88560 - Space Rental	47,500	-	-	40,688	42,723
88920 - General Construction Contract	-	60,572	-	-	-
88925 - Engineering Services	83	-	2,488	-	-
89203 - Credit Card Charges	7,059	5,638	-	-	-
Grand Total	66,834,231	70,957,897	76,448,466	84,271,998	87,285,640



DISTRICT HIGHLIGHTS AND ACCOMPLISHMENTS



Introduction

The following updates by school and department summarize highlights from the opening of school in fall 2020 through mid-April 2021. Highlights and accomplishments this year are different from most years, as the district prioritized preserving the health and safety of students and staff during the COVID-19 pandemic.



Arlington High School

Matthew Janger, Principal

This year required many adjustments to expectations and practices. With the construction project in front of the school and space limitations created by the pandemic, Arlington High School (AHS) was forced to make most classes remote for the majority of the year. Nonetheless, AHS continues to provide high levels of academic quality and a positive environment despite persistent challenges in facilities and the challenges of the pandemic.

We continue to grow in many areas including the use of technology, school climate, student leadership, and learning beyond the school walls.

AHS continues to excel on assessments of academic quality reflecting both high achievement and improvements in academic equity. AHS has again received Gold Medal distinction in the U.S. News & World Report Best High School Rankings, ranking consistently among the top 25 schools in the state.

Students at AHS also continue high levels of performance in the National Merit Scholarship Competition over the years:

	Winners	Finalists	Semi-Finalists	Commended
Class of 2016	2	5	5	16
Class of 2017	1	3	3	21
Class of 2018	2	4	4	17
Class of 2019	1	1	1	23
Class of 2020	5	5	5	20

This year, the pandemic interrupted many students' postsecondary plans, and also interrupted some of our usual data collection. Our information on postsecondary plans shows that 88.6% of students in the Class of 2020 continue their education with 85% attending college, 3.6% attending technical programs, prep schools, and career education/apprenticeship programs, 0% planned to serve their country in the military venues, and 0.9% planned to take a Gap Year or other program. An additional 3.3% planned on entering the workforce. Thus 92.8% of students in the Class of 2020 had a plan after graduation. 7.2% of students of the class of 2020 were undecided. Due to school closure, the School Counseling Department was unable to capture statistics for approximately 6% of the graduated class. According to the Arlington High School Naviance data, college acceptance remains excellent. The stability of AHS postgraduate statistics is noteworthy considering the pandemic, a larger senior class, and the cost of college tuition.

Arlington has been expanding our offerings and building our capacity to allow students to learn beyond the traditional classroom, varying how, when, where, and what they learn to serve their interests and needs. These efforts have included uses of MOOCs (Massive Open Online Courses), interdisciplinary certificates, internships, online courses, and an emphasis on maker culture. This flexibility and experience proved particularly useful as we migrated most instruction online in response to the pandemic. Our teachers were able to create engaging remote learning experiences.

In the past eight years, AHS has transformed its ability to take advantage of the enriching and engaging potential of digital technology in the classroom. AHS has embraced the presence of digital devices in all classrooms by inviting all students to bring their own devices to school (BYOD). Teachers have moved their assignments and feedback online through Google Apps for Education. Tight budgets have made us creative in using a mixture of Chromebooks, iPads, computer labs, and repurposed laptops to support student and classroom access to digital technology. We have been able to economize by replacing most laptops with more economical Chromebooks. This has allowed us to provide more student access to devices and specialized devices for higher needs applications. In response to the pandemic, the school distributed Chromebooks to supplement students' personal devices to ensure that all students had access to a computer. As we return to school full-time, we are embracing this commitment to a 1-to-1 BYOD computer environment. We anticipate needing to provide loaner Chromebooks to approximately 20% of our students who can not provide their own. We will need to budget for replacement devices to maintain this level of technology.



MOOCs are online courses offered online and open to the public. Students learn the provided materials (lectures, readings, videos) and are assessed by online quizzes and peer feedback. While these programs provide good content, they have been limited in their success in creating consistent learning or effective assessment and feedback. Arlington has developed a highly successful blended model in which students or staff may propose a course. Students take the course along with a staff member who helps create context, community, appropriate feedback, and supplements and approves the assessment. This approach proved a boon during the school closure resulting from COVID-19. During the spring closure period and the summer, over 400 students participated in these online courses for credit. We expect to offer even more over the summer to help compensate for the loss of learning opportunities during the past year.

Titles included:

Arranging for Songwriters (Berklee College of Music)
Art of the MOOC: Activism and Social Movements
Beginning Python
Cultural Diversity in American Life and History
Feminism and Social Justice
Game Theory
Gender and Sexuality: Health, Diversity, and Inclusion
Hacking Exercise for Health
Introduction to Music Theory
Learning How To Learn
Modern Art and Ideas
Positive Psychology: Applications and Interventions
Psychology of Criminal Justice
Relativity and Astrophysics
Science of Well Being
Shakespeare's Life and Work
Star Trek II: Inspiring Culture & Tech
Star Trek: Inspiring Culture and Technology
The Addicted Brain
The Art of Vocal Production

As we prepare for our move to a new building, AHS has embraced the potential of collaboration, hands-on learning, and design thinking. Our Makerspace in the old woodshop has become an active hub for sculpture, physics, social studies, and other classes looking to enhance hands-on learning and design thinking. The upgraded CADD/Digital Media Lab was moved adjacent to the Library to support the collaboration between research and fabrication facilities, with its design software, 3D printer, plotter, and photographic printing capacity. We have created a Smart Lab (digital makerspace) in the Library/Media Center as well. This includes a new AEF-sponsored 3D printer, vinyl cutter, laminator, and printing abilities. Our Digital Production Studio also received an upgrade, rounding out our makerspaces. We now have two CNC (*computer numerical control*) laser cutters, located in both the CADD/Digital Media Lab and the Makerspace. These allow students to digitally transfer cut-outs and images to wood and other materials. Many of these spaces will be replaced in February 2022 with the opening of Phase 1 of the new building project.

In past years, AHS has welcomed between 20-35 international students to our school as well as hosting visiting groups from abroad including Japan, South Africa, Israel, and France. We have generally supported as many as eight international trips a year including travel to Japan, South Africa, Panama, France, Spain, Costa Rica, Canada, and Vietnam. Last year, trips to South Africa, Japan, and England were canceled due to the pandemic. In the coming year, we anticipate welcoming up to 30 international students to AHS and resuming international travel in the spring of 2022. While we will need to review our options for international travel and exchange as the world responds to COVID-19, we remain committed to global education, travel, and exchange. To increase student access to these trips we have established an AHS International Travel Fund to offer scholarships for student travel. We had the capacity to award \$10,000 in scholarships this past year.

AHS continues to focus on social-emotional learning, cultural proficiency, and educational equity. This year, we were unable to offer our annual Wellness Day and Inclusion Day, but their missions continued. Wellness Day was supplemented with Wellness Month activities in December. The mission of Wellness Month was to:

- Increase awareness and decrease stigma associated with mental health struggles and seeking help



- Increase self-care and wellness skills for students and staff
- Take a break from our usual routine to care for ourselves
- Display the importance of overall wellness and balance in our lives as both youth and adults

Other significant wellness activities were included as part of our weekly advisory program. In addition, we conducted both outreach and a formal screening of all students to identify students experiencing heightened stressors due to the pandemic. Students were offered support, referrals, and skills groups.

While equity and racial justice have been long-term goals, the events of this year brought particular attention to these issues. We were proud to be able to launch and support a number of collaborative students, staff, and community projects focused on increasing diversity, equity, and inclusion at Arlington High School and in the community. Our newly formed Anti-racism Working Group created multiple active subgroups that worked together on several topics. The Everyday Anti-racism group led advisory activities, supported public art, and created a monthly video newsletter on anti-racism ideas and activities. The Resources for BIPOC (Black, Indigenous, and people of color) group helped create a microaggression reporting process which will be introduced this spring. We also worked together to increase access to counseling services and other services for BIPOC students. The Curriculum Review group took feedback from students and worked with teachers to identify texts and materials that increased the diversity of voices and perspectives in our classrooms. The Diversity, Equity, and Inclusion group worked with the administration to successfully retire the Menotomy Hunter seal as a symbol for the high school, consistent with guidance around the use of Native-American images in schools. This year we had a particular emphasis on student voice and leadership and school affinity groups flourished with higher levels of support, these included the Black Student Union, Asian American Coalition, Gender and Sexuality Alliance (GSA), and the Young Feminist Alliance (YFA). Staff also worked on training and course work including Leading with Equity, Unconscious Bias, and the IDEAS Leadership Course.

Over the past four years, AHS has partnered with Think:Kids, a program in the Department of Psychiatry at the Massachusetts General Hospital, to pilot an approach to school discipline known as Collaborative Problem Solving (CPS). Rather than trying to motivate kids to behave better, CPS builds relationships and teaches skills through a process of helping adults and kids learn how to resolve problems collaboratively. The approach has shown a 55% reduction in the need for out-of-school suspensions. Over the first two years, all staff received introductory training and a leadership cohort participated in team coaching. In 2019-20, we reorganized the schedule to allow for twice-monthly coaching and training for all staff in CPS. With the closure, it was difficult to identify trends in student behavior, but we saw positive patterns and saw significant improvement in staff understanding and buy-in to the approach. In 2020-21, we maintained training for new staff and engaged in ongoing coaching for the CPS leadership team.

Our student leaders continue to be partners in our effort to build a positive and inclusive school climate and culture. The AHS Student Council remained active while moving its operations online. In the fall, the Student Council held elections for all student government positions, with candidates submitting videos of their speeches. The Citizen-of-the-Month Committee continued to recognize students who were nominated by their peers and staff for their kindness, caring, and positivity toward the school community. The School Spirit Committee launched an @ponderpride Instagram account to help promote and celebrate AHS teams and athletes. The Communications Committee saw its @ahs_ponders Instagram account grow to one thousand followers and began "Meme Mondays" to share light-hearted student perspectives on schooling in a pandemic. The Mini-Grants committee held a successful trivia contest as a fundraiser, and dispersed grants to several clubs, including one to support a voter drive mailing by the National Honor Society. The Student Handbook committee began work on a user-friendly student guide that will be eventually posted on the high school website. The Staff Appreciation committee recognized guidance counselors, custodians, and teachers in separate gestures of gratitude. The Inclusion & Diversity Committee--which includes leaders from the GSA, YFA, Black Student Union, and Best Buddies--worked to discontinue APS use of the Mentomy Hunter image, created an educational website on the image and its history, and dispersed grants to support an anti-racism mural project and help fund a professional captioner to make streamed drama productions more accessible. The Student Council expanded its participation in its regional organization, NEMASC, through sending delegates to monthly meetings, a roundtable event, and a spring conference. To enhance their leadership abilities, several members attended the Massachusetts Association of Student Councils Annual Conference, virtually joining with student leaders from over 70 high schools on a Friday and Saturday in April.

AHS continues to face significant challenges in terms of facilities, but we are excited that we will be completing Phase 1 of the construction process in less than a year. Construction on the STEAM (Science, Technology, Engineering, Arts, and Math) and Performing Arts wings of the building is well underway on Mass. Ave.



The project was planned to minimize the impact on instruction, so school will continue in the current buildings until February 2022. We have constructed a new entrance (Main Entrance #2) to allow students to enter from the field side of the building and a covered walkway (Main Entrance #1) on Massachusetts Ave. We are thrilled that the community has supported this important project and excited that we will be occupying some of the new facilities in less than one year. The new building design is framed by this Educational Vision and reflects the best of what we are doing now as well as flexibility and balance for its many users and future uses.



Athletics

John Bowler, Director

After having no athletics at the high school for over six months, sports teams were back at it in September 2020. In the Fall Season, we had 454 students participate in the six programs that we offered. Boys soccer and boys cross country won Middlesex League Championships. Girls cross country, girls soccer, field hockey, and golf also participated in the fall season.

This winter we had 168 students participate in our programs. Girls basketball and girls hockey won Middlesex League Championships. Gymnastics, boys basketball, and alpine skiing also represented the school very well this past winter. It was alpine skiing's first season as an official MIAA sport.

A new season was created by the MIAA this year called "Fall 2". It consisted of the sports that were not played in the traditional Fall and Winter seasons due to COVID-19-19. We have 253 students participating in the "Fall 2" season. Girls swimming, girls volleyball, football, and indoor track are the sports that we're moved to the "Fall 2" season.

During the Spring Athletic Season we will have over 400 students participate in baseball, softball, track, tennis, lacrosse, boys swimming, wrestling, and boys volleyball. I want to thank the administration, school nurses, coaches, athletic staff, and students for making this year possible. The students did an outstanding job following all the COVID-19-19 protocols and modifications that kept our teams safe and healthy.



Ottoson Middle School

Brian Meringer, Principal

This school year has been dramatically different than any other at the Ottoson Middle School. Before the start of the school year, students were given the option of enrolling in a hybrid or a fully remote program. Approximately two-thirds of our 891 students selected to participate in our hybrid program while the remaining one-third of our students selected the remote academy.

Students in our hybrid program were further divided into three cohorts. Cohort A students attended school on Mondays and Tuesdays, while cohort B students attended school on Thursdays and Fridays. A third cohort of special education students and English Language Learners attended school for four days. When students were not in school they had a mix of synchronous and asynchronous classes. Synchronous classes included physical education, reading, world language, computer science, band, chorus, and orchestra. Students received asynchronous assignments from their English, math, science, social studies, and special area subject teachers when they were not in school. On Wednesdays, all students had online synchronous classes.

Students who selected the fully remote option, the remote academy, followed a schedule developed by a group of Ottoson teachers during the summer of 2020 under the guidance of Assistant Superintendent Dr. Roderick MacNeal. The schedule involved students taking both synchronous and asynchronous classes every day. Students in the remote academy were offered the same courses as students in the hybrid program.

In April, families were given the option of having their children return to school five days a week. Approximately forty students switched from the remote academy to this full in-person learning option. As a result, over 630 students returned to school full time in April. Since sixteen teachers and over eighty classes needed to be absorbed back into in-person learning at the Ottoson, the schedule for all of the students needed to be changed from a six-period schedule to a seven-period schedule.

During the course of this year, the most important priority at the Ottoson has been the health and safety of our students and staff. All students and staff were all required to follow certain safety protocols and procedures: masks were required to be worn at all times; students were required to enter and exit certain doors; if the temperature was over 50 degrees, lunches were held outside while socially distant; in January, the school offered COVID-19 pool testing for all students and staff; COVID-19 tests had been available weekly for staff starting in early September.

The Ottoson also addressed the social and emotional health of our students during the pandemic. The students answered multiple mental health screeners and the school counselors reached out to struggling students. The staff has also been conscious of the additional stress faced by many of our students due to a rise in hate speech and discrimination they have witnessed over the past year. The school is continuing with our efforts to create equitable and supportive spaces that are inclusive and raise awareness around discrimination.

Finally, the Ottoson administration would like to thank the staff, families, and students for all their hard work and flexibility during the last year. Teachers had to adapt their pedagogy to incorporate new technology and methods to present their curriculum both synchronously and asynchronously. Civics and science teachers also had to create and teach new curriculums. Families juggled new schedules and occasionally had to quarantine when COVID-19 cases were identified. Students had to adapt to classes on Zoom and a completely different way of learning. Our hope is that next year we will return to a more "normal" middle school experience for our staff, families, and students.



Gibbs School

Fabienne Pierre-Maxwell, Principal

Gibbs, Arlington Public Schools' only 6th grade School entered its 3rd year of existence, is still very much defining itself, under the very special circumstances imposed by the COVID-19 epidemic. The school and its staff have literally spent half of their existence for the last three years functioning under the restrictions of the pandemic. We have, nevertheless, made great strides maintaining focus and facilitating a substantial amount of teaching and learning for most due to the school's focus on prioritizing and valuing the social-emotional learning of all students and staff.

Gibbs is a Responsive Classroom School Community that endeavors to instruct and instill in our students a growth mindset in all that they do. We teach all students social and emotional skills, defined by our Responsive Classroom Model, and CASEL (The Collaborative for Academic, Social, and Emotional Learning). Self-awareness, self-management, social awareness, relationship skills, and responsible decision-making lay the groundwork for needed life skills. Part of having and using a growth mindset is to learn to adapt and constantly adjust to the needs and circumstances presented in our environment. The Gibbs Faculty, Staff, and Parents understood more than ever the importance of prioritizing the implementation of core social-emotional instructional practices to support our students and staff in managing and adjusting to such a unique year.

Our parents were patient and understanding as we all moved quickly learning how to facilitate schooling for our students under the Hybrid and Remote Academy Models. There were many challenges along the way; nonetheless, they were gracious with trusting Gibbs/APS administration. As a result, we worked very hard to maintain and model our core values for our students: To be "Understanding, Unified, and Unstoppable." As of April 27, 2021, more than two-thirds of our student body will return to the building for five days of in-person instruction, to complete the 2020/2021 school year.

Our support staff worked closely with our Director of Counseling and Social-Emotional Learning to provide research-based screeners and strategies to help identify students in need of tier II and Tier III social-emotional support. Our classroom teachers and staff worked diligently on ensuring our tier I social-emotional learning support was taught and implemented with fidelity. We look to ending this year knowing that our students will transition to OMS with confidence and essential tools to be mindful of who they are and how they learn.



Elementary Schools

Arlington's seven elementary schools offered a variety of learning models from the start of school in the fall through early April, including a hybrid program, a remote academy program, and an individualized opportunity for certain students. The hybrid model divided students into cohorts A and B. Cohort A attended school in-person on Mondays and Tuesdays, while Cohort B learned remotely. Cohort B attended school in-person Thursdays and Fridays while cohort A learned remotely. All students attended school remotely on Wednesdays, which was also an early release day to provide time for teacher professional development and curriculum work. An individualized in-person approach was offered to students who have higher needs, such as some students who have an Individualized Education Program, or who may need English Learner Education.

For those families who preferred not to send their students to in-person learning, the elementary schools offered a five-day remote learning program. These students also had an early release on Wednesdays so their teachers could participate in the same professional development and meetings as the rest of the elementary teachers.

On April 5, all elementary schools welcomed students for a full five-day week, while preserving a remote learning option for those families who prefer it for the remainder of the school year.

Bishop Elementary School

Mark McAneny, Principal

The Bishop Staff and community have remained committed to our Diversity, Equity, and Inclusion efforts to include curriculum review, translation services, and translated documents that are sent out, along with deliberate attempts to diversify our staff through the hiring process. Bishop's Diversity and Inclusion Group, in collaboration with Dallin's Diversity and Inclusion Group, will be bringing in the Understanding Our Differences program to be delivered in specific grades this spring.

Brackett Elementary School

Stephanie Zerchykov, Principal

The core values of respect, responsibility, and love of learning are ever-present at Brackett School. Flexibility has been at the forefront this year as we navigated the many challenges that have been presented. Our in-person staff have pivoted multiple times throughout the year between remote and in-person instruction. Meanwhile, our remote academy teachers have worked tirelessly to create an engaging, student-centered curriculum for our students through the zoom platform. With ever-changing schedules and routines, we couldn't be more proud of the staff and students this year and we're looking forward to everyone being back together in the building in the Fall.

Professional development opportunities this year have focused on identity, race and racism, introspection, inclusion, and social-emotional learning. Teachers and support staff have focused extra efforts this year on the social-emotional work needed to create inclusive classroom communities during pandemic learning. Families have provided consistent support for teachers, support staff and students whether in the building or during online learning at home and we'll be forever grateful for that commitment. To showcase the work happening in classrooms, April 26-30 Brackett is holding our first "Kindness and Inclusion" Week. Throughout the week students will be involved in various activities around the kindness and inclusion theme.

While it has been a year like no other, our teachers, support staff, families, and students have continued to impress and succeed during a year of instruction during a pandemic.



Dallin Elementary School

Thad Dingman, Principal

The Dallin Elementary School has continued to make the best of a year like no other. Our students have responded to the demands of online learning and our staff has developed their capacity as virtual instructors. Building on previous years, we continue to look at evidence-based reading instruction and assessment, with an emphasis on Kindergarten through 3rd grade. Additionally, we have spiraled back to concepts of identity and inclusion as key concepts of diversity and equity for our learners.

Hardy Elementary School

Kate Peretz, Principal

Hardy educators are participating in shared goal work this year through two professional development academies offered by the Department of Elementary and Secondary Education (DESE) with a focus on Culturally Responsive Teaching (CRT) and Positive Behavioral Interventions and Supports (PBIS). We are working together to add to our already rich Responsive Classroom and Social-Emotional Learning approaches. There is a great deal of school culture work involved, and these academies will continue for three years. This work closely aligns with the work of our Hardy Diversity and Inclusion Group (DIG). One example of this is a project that was born during a presentation to faculty by families about what school is like in Japan and the ways we can support EL learners who are new to our school community. We are creating visuals for teachers to have in the room with common phrases and images to support communication between staff and beginning EL students.

Peirce Elementary School

Andrew Ahmadi, Principal

The Peirce school has remained to our goals around diversity, equity, and inclusion. Our staff has engaged with SAFE Schools to improve our awareness and practices as they pertain to LGBTQ students and families through two training sessions: one in December and another that is in May 2021. We have worked closely with our DIG group to create and promote family book clubs, a space where students and families can read together and discuss diverse literature with one another. The Peirce community has also committed to improving translations (expanding languages), streamlining written communication, expanding our library collection, and expanding the frequency of library distributions. Lastly, we have committed resources to our school library which serves as a hub of diverse titles that reflect the diversity of our community.

M. Norcross Stratton Elementary School

Michael Hanna, Principal

Stratton School has responded with PRIDE this year to all of the challenges presented. There were 4 different subgroups of faculty who created community connection events across the onsite and remote versions of Stratton School this year. This included trivia nights, artists and storytellers in residence, all school read and book club meetings, a Stratton School playlist, and more! These unusual elements of life at Stratton were in many ways an extension of the commitment to high-quality social-emotional learning approaches that Stratton has led on in the past, calibrated to the unique needs of the present moment. We are very much looking forward to taking these lessons learned and innovations to next year and beyond to help Stratton School come back together in one building even better than before.



Thompson Elementary School

Karen Donato, Principal

Thompson School continues to embody our motto of “Thompson CARES!” Even during these challenging times, this community finds ways to stay connected and supportive of one another. Our PTO and DIG groups have been instrumental in spearheading initiatives such as our One School, One Read of “Fenway and Hattie” and author visit with Victoria J. Coe, our DIG Little Free Libraries, Diaper Drives, World of Thompson Multicultural Event, video montages throughout the year and chalk the walkways with messages of love and support.

Our staff remains deeply committed to meeting the needs of all of our students both in-person and remote. We have had representatives participating in three professional development academies offered by the Department of Elementary and Secondary Education (DESE) with a focus on Culturally Responsive Teaching (CRT), Social Emotional Learning (SEL), and Positive Behavioral Interventions and Supports (PBIS). Our teachers and support staff have been stretched in unimaginable ways this year as we navigated instruction during the pandemic, and continue to rise above and beyond for our students.



Menotomy Preschool

Joyce Schlenger, Coordinator

Menotomy Preschool has officially moved to our temporary location at 17 Irving Street. It has been exciting being in our own building and being part of the Irving Street community. We continue to have seven preschool classrooms (six in-person and one remote). Six integrated classrooms and one substantially separate classroom, enrolling a total of 79 preschool-aged students. Due to the pandemic, this is a decrease from last year but we hope to be up to our usual numbers in the fall. We have 29 students coming in person or remote for weekly special education services (Speech/Language, Occupational Therapy, Physical Therapy, and Social Groups).

The staff at Menotomy Preschool deserves appreciation and praise for working tirelessly this year, providing in-person learning five days per week in a safe and proactive environment throughout the entire school year, an incredible endeavor during the COVID pandemic.

MPS is proud to continue to be part of the MA Pyramid Model Consortium, a state initiative to provide social/emotional best practices and learning to our youngest learners. "We Are Kind, We Are Safe, and We Are Engaged" are the expectations we teach in our classrooms and throughout our school. Our students learn by doing what it means to be kind, safe, and engaged.

Yes, we play and have fun as part of our learning with preschoolers, teaching them valuable beginning math, writing, phonics, and social/emotional lessons. We employ the Building Blocks math curriculum in which our students learn about the characteristics of a shape, numeral recognition, patterning, counting objects, sorting objects by characteristics, and making groups. Our Learning Without Tears Curriculum teaches our preschoolers that all letters are made up of lines and curves - they explore lines and curves, create letters with line and curve pieces and eventually begin tracing and writing actual letters. Our Lively Letters curriculum utilizes pictures, stories, and catchy tunes to teach our preschoolers to recognize letter names and to make the sounds of each letter. Finally, our Second Step curriculum teaches our students that everyone has feelings, what it feels like to have those feelings, and how to react when feeling those feelings. They also learn valuable ways to problem solve with their peers. Our days at the preschool are certainly very busy and fun, and our student's learning is so essential to their success in upcoming grades!

For our preschool families, Menotomy Preschool is the first impression they have of the Arlington Public Schools, and our teachers, service providers, and administrative staff work hard to ensure that our community is a place in which children (and their families) feel Safe, Kind and Engaged.



English Language Arts (K-12)

Deborah Perry, Director

Together, our four literacy coaches have been working to help teachers manage new online resources-- Scholastic Pro, Lexia, and Raz Kids--as well as other resources that we have provided to assist teachers in their approach to teaching during the pandemic. In the early elementary grades our emphasis has been on phonics instruction while grades four and five are working on comprehension and writing through the use of the units of study.

Teachers at the middle school level continue to envision their work in new ways this year. While teachers have adapted the existing curriculum to hybrid and remote learning approaches, they have also included online programs in their instruction this year, including IXL and Newsela.

English teachers at AHS have adapted well to the new schedule, finding that the longer blocks have provided new opportunities for discussion and writing. We have had robust and productive discussions with the Student Anti-Racism group regarding possible new titles to add to our reading list. The addition of IXL and Newsela to our online repertoire has encouraged teachers to explore topics in new ways. Overall, the high school staff has used the year to develop new teaching strategies and approaches, many of which will carry over into next year.



English Language Learners (K-12)

Carla Bruzzese, Director

This has been quite a changing year for the teaching and learning of our English Language Learners due to the pandemic. The pandemic completely changed the way we were teaching English to our many ELL students throughout the district having to switch from in-person learning to fully remote learning and then back to hybrid learning.

Some of the highlights that the exceptional ELL team and students have accomplished this past year are the following:

- Incorporating units of study and academic language surrounding the pandemic
- Using remote learning connecting content and academic language to online class debates
- Two of our middle school staff, Jessica Nguy and Heather Smith, presented at the state-wide, MATSOL (Massachusetts Association of Teachers of Speakers of Other Languages) conference on the exploration of newly developed ESL units.
- ELL staff closely working with our families and students on every level connecting home and school about academics and social-emotional well-being of our learners and families.



School Counseling and Social-Emotional Learning (K-12)

Sara Burd, Director

In a year marked by the unfathomable, the School Counseling Department provided immeasurable services, support, and resiliency to all Arlington students and families. They experienced their own losses and illness, their own childcare and work concerns and every day showed up present to the students, ready to help them be their best selves, achieve their dreams and give them every tool they needed to learn, play and grow. Here is a small summary of the programming and supports that the middle and high school counselors created for their student communities virtually and in-person across town.

Arlington High School

The Arlington High School Counseling Department announced that local financial aid expert, Kevin Fudge, is available to meet individually with parents/students and answer any college/university financial aid-related questions. We appreciate that making the final decision on where to attend college doesn't rest solely on where your student was admitted. Comparing financial aid packages and better understanding the financing of college is an important consideration for families. If families are wondering about how to interpret a financial aid award, have a question about federal vs. private loans, or just need some guidance about the financial aid process, we encourage you to sign up for a 15-minute time slot.

Mr. Fudge was a keynote speaker at our fall financial aid program. A link to his Fall 2019 presentation can be found on the [AHS School Counseling Department website](https://drive.google.com/file/d/0B99c186x9z9MRHlIdHRmNEhNdzNzaURaaThUUTIRWVNaROVv/view) (<https://drive.google.com/file/d/0B99c186x9z9MRHlIdHRmNEhNdzNzaURaaThUUTIRWVNaROVv/view>) here.

The AHS School Counseling Department is offering the SAT to juniors during the school day in April to provide access to the test this year after many weekend test dates have been canceled.

AHS Counselors are wrapping up their six-week Stress Management Groups. These groups were offered to students who had elevated scores on the mental health screener implemented to all AHS students in January.

Ottoson Middle School

The Ottoson School Counseling Department's programming highlights for the school year included the following activities:

- World Day of Bullying Prevention, held on October 5
- Spirit Day on October 15 was an anti-bullying campaign about standing with LGBTQ youth
- 30 Days of Kindness was a month-long activity shared through the school for the month of November
- Children's Grief Awareness Day was accompanied by a virtual event on November 19
- No Name-Calling Week took place January 19-22
- A Great Kindness Challenge was held through the school on January 25-29
- A Mindful School Curriculum was offered to 7th-grade students
- SOS (Signs of Suicide), a nationally recognized middle school suicide prevention program was offered during the hybrid program in March

Gibbs School

At the Gibbs 6th-grade school, the School Counseling Department provided student support in a variety of ways. The district administered mental health student screeners regarding the impact of COVID-19. Gibbs counselors then provided Stress-Less groups once a week for six sessions for all students who scored as having signs of elevated anxiety, depression, loss, and/or being personally affected by the pandemic. These groups were designed to help students learn tools to mitigate their stress levels.

Counselors also began a pilot for an exercise in relationship mapping with Learning Community 2 (LC2). The department hopes to bring relationship mapping to all of Gibbs. Counselors created a spreadsheet to include all students in LC2. All staff who work with these students were then asked to review it and note any students they believe are at risk. They also noted any students with whom they have a positive relationship. The correlations between relationships and names allow counselors to see which students have positive relationships with staff, with how many staff, and who the staff members are. Counselors can use that information to provide support to students if and when needed.



In addition, noting students who may be at risk allows counselors to see how significantly a student might be at risk based on the opinions of the people who work with them. The more times a student is noted to potentially be at risk may help identify a student who is more at risk.

Finally, if a student does not have any relationships with adults noted, counselors talk with the staff to identify an adult who thinks they can be that person for that student, so that the student has at least one trusted adult relationship in the building.

District-wide

This year, students from grades 5 through 12 were invited to participate in a mental health universal screener out of UCLA. This tool would allow staff to identify where students were experiencing moderate to severe levels of distress and respond to their needs in a timely manner, ideally before their experiences would lead to higher levels of crisis and hopefully provide relief. Participation across the district was phenomenal, averaging around 90%. Rates of elevated distress scores varied in the range from 18-38% and generally rose as students grew older. All families and students with elevated levels were offered small group supports in school as well as outpatient referrals to AYCC and/or INTERFACE.

INTERFACE Referral Service is a FREE outpatient mental health resource and referral helpline open Monday through Friday, 9 am-5 pm, available to all Arlington residents, children, adolescents, and their families, and all public school students. To contact INTERFACE, call the Helpline at 888-244-6843 or locally at 617-332-3666. When a resident calls, they will receive the following services: an intake conversation - matching with up to three potential mental health providers - follow up - and a closing referral. INTERFACE provides translation services. This school-based universal screening process continues through the year and into the future to continue to support students and families and normalize the conversation around supporting ALL health needs; physical, emotional, and mental health.



History and Social Studies (K-12)

Denny Conklin, Director

The history department had its hands full this past year with the presidential election and many significant current events occurring related to issues of race and racism in the U.S. We were proud to put out resource guides and lesson plans for teachers to help them teach these challenging topics and provide additional information to further their own learning. We also welcomed many new teachers this year: Adam Amster, Tyler Bedford, and Emily Sieswerda at the Gibbs School, Shannon Moryl at Ottoson Middle School, and KJ Kozens, Erika Tonachel, and Frank Wood at AHS.

At the elementary level, social studies coach Crystal Power worked to support all K-5 teachers with their hybrid and remote instruction putting together detailed unit learning plans to help horizontally align social studies instruction across the district. She also put together a fantastic Black History Month choice board for students in the elementary grades. This year we began a process of reconsidering the way we approach topics of race, specifically related to the topic of slavery in the elementary grades. Through our partnership with Primary Source, we were able to have two doctoral students from Brown University speak to all 3rd, 4th, and 5th grade teachers about the most recent scholarship on race and enslaved peoples. We are hoping to leverage this work into helping teachers gain more skills and strategies in having conversations about race in their classrooms through additional PD this summer and next year.

At the middle school level, a new 7th grade Global Studies course launched (previously World Geography). This revised course takes a regional approach to learning about the world and highlights elements of history, culture, economics, geography, and civics. Across the regions of the world, students examine common contemporary global issues like health, migration, human rights, economics, and the environment. Arlington students also continued their success at National History Day. Out of the six projects submitted, two 6th grade projects advanced to the state competition and one high school project earned honorable mention at the regional competition.

At AHS, the history department continues to see increased student enrollment due to its extensive elective course offerings that students can begin taking as early as the tenth grade. This year, the department's AP enrollment numbers increased by 16% over the previous year.

Our curriculum revisions in the core classes are continuing to move forward adding more current events and non-western history to ninth grade Modern World History and more diverse perspectives to the tenth and eleventh grade U.S. History 1 & 2.



Mathematics (K-12)

Matthew Coleman, Director

As has been in years past, there has been a lot happening in the math department. Here are some of the highlights:

Arlington High School welcomed four new teachers; Alli Bukys, Sarah Fischmann, Sam Gebremedhin, and Logan David. Ottoson Welcomed two new teachers; Cesar Urrunaga and Mark Andrews. Gibbs welcomed one new teacher; Jane Strauch. In spite of the challenging year, all of our new staff fit in well and really did a great job!

Additionally, we also expanded our elementary math intervention program, designed to support identified students in a small group setting. We now have an elementary math coach and an elementary math interventionist at each school. The three new hires are Jean English at Dallin, Kathy Way at Brackett, and Susie Hogle at Bishop.

We have continued the tradition of students being invited to participate in the American Invitational Mathematics Examination (AIME), the highly competitive math contest. This year, one student achieved an extremely high score on the qualifying American Mathematics Contest 10/12, resulting in the invitation. Amazingly, the student is in seventh grade. He did well on the AIME and just missed out on participating in the US Olympiad. This student did extremely well on the MathCounts competition. He earned first in the state and has been invited to be part of the MA team as one of four members. Jon McIntyre, a community member, has done a wonderful job developing both the competitive and non-competitive aspects of this team.

Student enrollment in AHS math department classes continues to be high. We have 1,592 students enrolled in a math course even though the school population is 1,411. Students are doubling up on math courses, enrolling in computer science classes, and completing four years of math. We have roughly 94% of seniors enrolled in a math class in spite of an obligation of three years. The largest enrollment growth in our math classes this year was an increase in the number of students enrolled in statistics, either in our standard course or in the Advanced Placement offerings.



Performing Arts (K-12)

William T. Pappazisis, Director

The mission of the Arlington Public Schools Department of Performing Arts is to educate all students in music and drama by promoting artistic excellence as demonstrated by their capacity to become active participants in their community as consumers and makers of the arts. The Department of Performing Arts is committed to educating all students in a safe and nurturing environment that promotes active learning, enhances their social, emotional, and intellectual growth, celebrates the artistic contributions of diverse cultures and individuals, and fosters an understanding of how the arts contribute to our global community and elevate the quality of life for all people.

Faced with new challenges precipitated by the pandemic, music education in our schools continued to thrive. The primary focal point of the program was to support and enhance the social and emotional well-being of all students through active engagement in music learning to the extent possible.

At the elementary level, students were engaged in music-making in a fully virtual learning environment. Students continued to sing, play recorder and ukulele, and practice basic music literacy skills. The program was significantly enhanced by using highly engaging web-based music learning tools specifically designed for elementary students. As part of the district's Diversity, Equity, and Inclusion initiative, the Department piloted a national multicultural curriculum initiative, *Musician of the Month*. The goal is to inspire all students to be life-long, active music-makers by featuring diverse musicians who act as role models for students. Elementary Instrumental Music was taught virtually using many innovative approaches and web-based tools. Students met for the weekly classes on Zoom.

Our middle school students were able to experience a very broad but modified scope of the curriculum bolstered by a variety of instructional technology tools. Grades 6-12 band, chorus, and orchestra were taught remotely. Students were able to meet outside on campus, weather permitting. These programs were enhanced by the use of online learning platforms that provided students with opportunities to practice and build skills at their own pace and receive regular feedback from their teachers. Teaching band, chorus, and orchestra remotely does not replicate the in-person learning experience. Teachers focused on relationship and community building through music-making and learning to the extent possible, facilitated by the use of instructional technology. Students regularly performed as band, choral, and orchestral ensembles in both pre-recorded and live virtual performances.

The high school theatre program produced several virtual performances, including Joe Landry's *It's A Wonderful Life, the Radio Play, Love and Information* by Caryl Churchill directed by Lauren ZefTel, AHS '09, *This Show Will Have A Title: A Devised Piece of Theatre*, a collaboration with students and guest director, Aaron Aptaker, AHS '09, *Amour, The Musical* by Legrand and Caelaert, and *High School Musical Jr.* at the Ottoson Middle School. The high school music ensembles and music technology students produced several virtual concerts throughout the year. Our high school music students participated in virtual regional and state-wide festivals, a virtual choral festival at Lenoir-Rhynes University in North Carolina under the baton of international known choral conductor, André Thomas, and a live virtual exchange concert with a high school orchestra from Lecco, Lombardy, Italy, attended by Italian Consul General of Boston, Federica Sereni.

From this year's challenges came much growth and learning. Out of necessity, the Performing Arts Department educators took a huge leap of faith into the world of instructional technology and learned firsthand how technology can enhance teaching and learning in the arts. Learning about, applying, and embracing innovative tools and practices will continue to impact the work we do with our students in years to come.

The Department of Performing Arts is grateful for the continued support of the citizens of Arlington.



Science (K-12)

Sam Hoyo, Director

The APS Science Department values inquiry-based, hands-on learning. We teach laboratory courses because we value and are committed to developing science skills and exposing our students to real science practices. This year, we were looking forward to creatively engaging students in new ways. We remained committed to making science accessible to all and incorporating some hands-on activities this year. To that end, we were proud to create resources and curriculum guides so that all students, regardless of how they were accessing the curriculum, could engage in hands-on science. We welcomed several new teachers to the department this year: Sebastian Garza, Jean Lindsey-Dwyer, Dr. Craig Edsall and Karlee Eagan at AHS, Liam Mannion and Laura Fradin at OMS, and Richard Caughey at Gibbs.

At the elementary level, teachers with the help of the district science coach, have developed a common curriculum and pacing guide that will continue to bring horizontal and vertical alignment and consistency amongst all elementary schools

At the Gibbs School and Ottoson Middle School, teachers and students are looking forward to continuing the evolution of the curriculum which has included a strong focus on Problem Based Learning. These schools are also implementing our new science curriculum, iScience, and learning to use the multifaceted resources which include digital, online, adaptable materials so that instruction can be tailored more toward the needs of individual students. Students were introduced to Gizmos, a simulation tool that allowed them to engage in multiple scientific experiments they would otherwise not be able to do.

At AHS, we are continuing to develop our course offerings to add new courses and update the traditional AP courses to be more in alignment with the new AP course expectations. Our focus at the High School is to immerse ourselves in higher levels of Project-Based Learning. This, of course, is highly correlated with adequate building resources such as space, facilities, and access.



Visual Arts (K-12)

David Ardito, Director

Art for India- "Planting Seeds Together" A Collaboration with the Ramana's Garden School in India

During the 2020 spring and summer, hundreds of Arlington Public School visual art students were asked to share their work with students from the Ramana's Garden, a home for children on the banks of the Holy Ganges in India. <https://www.ramanas.org/> Indian students had sent messages of love and unity through their artwork and Arlington students responded in kind. The theme for their artwork was "Planting Seeds Together". A huge thanks to the participating Arlington Public School visual art teachers and to Adam Kurowski, Director of GIS / Systems Analyst for the Town of Arlington who helped coordinate this wonderful art collaboration. And a special thanks to all of the young artists.

2020-21 Youth Banner Project

All secondary students were invited to submit original artwork for the Youth Banner Initiative earlier this year. The theme this year is PROTEST: LIFTING VOICES. Social, environmental, and economic justice, protection of our earth and its creatures are all possible. Their artwork could be about what matters to them the most, as they use their "voice" for change and what things they wish to protect and speak out for.

A jury selected 20 artworks and these works have been enlarged to banner size and will be hung outdoors along Mass Ave in Arlington Center starting in the spring of 2021.

Three students were selected by the jury to each receive a \$200 scholarship prize.

Funding for this project has been generously provided by the Gracie James Foundation. The project is sponsored by the Arlington Commission for Arts and Culture and in collaboration with the Arlington Public Schools Visual Art Department.

National Art Education Association Convention

Seven Arlington Public School Art teachers attended the National Art Education Association (NAEA) **virtual convention** in March this year. They participated in numerous seminars and workshops about best practices in the art education field. Teachers worked with nationally known art education professionals in virtual meetings informed by the latest pedagogical research. Teaching for Artistic Behavior (TAB) is one of the philosophies that was investigated further. Arlington art teachers have been studying and implementing this philosophy during the past two years thanks to a generous Arlington Education Foundation Development and Expansion grant. As part of this grant, art teachers also attended workshops in Social and Emotional Arts Learning (SEAL) <https://theinspiredclassroom.com/seal/>.

AHS Diversity and Inclusion grant

AHS art teacher, Nikki McCulloch on behalf of the Anti-Racist Working Group (AWG) received a Diversity and Inclusion grant sponsored by the AHS Inclusion and Diversity Committee. Ms. McCulloch created a "Call to Artists" to create mural designs based on the theme "Embracing Differences". The plan is to display multiple murals throughout the new high school. See (<https://drive.google.com/file/d/1UE5qhGmqxJCjEdX0zG-tiDEALBpcdiRj/view?usp=sharing>) the [Call for Artists here](#).

Ms. McCulloch's invitation to student artists included this statement: "Artists possess a powerful tool to evoke social change. Without uttering a single word, they can enlighten, educate and affect change around the world. Embracing Our Differences invites you to participate in creating a school culture where diversity, equity, and inclusion are embraced and individuality is celebrated. Become a part of this change by submitting your original art to a juried panel that will select a series of designs to become murals on canvas. We seek designs that will create the environment we all want to be a part of.

See the two winning mural designs [here](#) and [here](#).

The 2021 Teaching for Behavior (TAB) Institute

Nine Arlington Public School visual art teachers attended the 2021 Teaching for Behavior (TAB) Institute that was offered virtually this year over the weekend of January 16th and 17th. This is part of the Arlington Education Foundation TAB grant project that was awarded early last year to the APS K-12 Visual Art Department to explore and implement the TAB teaching strategy as well as Social and Emotional Artistic Learning (SEAL) curricula.

The original AEF Development and Expansion grant continues to make it possible for all fourteen K-12 art teachers to investigate and implement these revolutionary approaches to delivering art education to K-12 students. During the recent two-day Institute, teachers worked with national TAB experts and fellow TAB art



teachers from all over the country to share TAB experiences, curricula, and both successes and challenges.

An Art and Musical Collaboration

Members of the Arlington Philharmonic recently received a grant from the Arlington Cultural Council funding Arlington illustrator Abby Cali to create illustrations for a piece of music composed by local composer, Pasquale Tassone. The song tells the traditional Haudenosaunee (People of the Longhouse) story of (https://docs.google.com/document/d/1-7Ox7NYNfXZJLa1lHwozeXgjiJk23q94Ccxr_XeT5w/edit?usp=sharing) "[How Bear Lost Its Tail](https://docs.google.com/document/d/1-7Ox7NYNfXZJLa1lHwozeXgjiJk23q94Ccxr_XeT5w/edit?usp=sharing)". (https://docs.google.com/document/d/1-7Ox7NYNfXZJLa1lHwozeXgjiJk23q94Ccxr_XeT5w/edit?usp=sharing) This piece of music will be played at a virtual family concert in March. Stacie Greenland, Dallin School art teacher invited all Arlington students in grades K-5 to create their own illustrations of the story, using the artist studio habit of mind called ENVISION (Imagining new artworks and the steps to bring them to life).

Concurrent with the family concert, the Arlington student artwork will be displayed on a website connected with the concert. On February 16th, some students in grades 3-5 attended an optional zoom meeting with the illustrator to learn more about her work and how to draw the story's characters of bear and fox, along with a few tips about drawing winter landscapes. To see the flyer for the concert [click here](https://drive.google.com/file/d/1ixIPVjj5gEr1nce5Xomtn975bT2Sb7hw/view?usp=sharing) (<https://drive.google.com/file/d/1ixIPVjj5gEr1nce5Xomtn975bT2Sb7hw/view?usp=sharing>).

The 2020-21 Arlington High School First Semester Art Show

The Visual Art Department is pleased to present the artwork of several hundred high school art students who were enrolled in visual art courses during the first semester of this school year.

The art show includes creative work that was completed primarily at students' homes during the HS closure with art classes being conducted via Zoom. Art teachers used a variety of tech tools to facilitate instruction and student participation including Padlet, Google Slides, and Google Classrooms. Themes and subject matter for a wide variety of projects and assignments were chosen by each artist to communicate feelings and concerns that were personally important to each of them. The exhibit also includes student work that was created for special public art projects. To view the art show [click here](https://docs.google.com/presentation/d/1bs_f6P04_AltK2gm-6YKSSvlrocSAAzc26IYGU74ydl/edit?usp=sharing) (https://docs.google.com/presentation/d/1bs_f6P04_AltK2gm-6YKSSvlrocSAAzc26IYGU74ydl/edit?usp=sharing).

For links to art shows from other APS schools and grade levels, please request access from Dave Ardito, K-12 Director of Visual Art for Arlington Public Schools at dardito@arlington.k12.ma.us

Statement about the K-12 Visual Art Program

Throughout this challenging school year, it became clearer and clearer to the art teachers in our schools that art education needed to play an even more important role than it usually does in helping students navigate emotional challenges especially those that the pandemic presented to many students. Using their new skills in technology (Zoom, Padlet, JamBoard, Google Classroom and much more), art teachers encouraged students to use their artmaking to express their concerns, their feelings and their personal opinions about a wide range of social issues. Teachers wanted to deepen students' awareness of social injustice and to see that visual art can be used to promote social justice and to address cultural bias. Concerns about equity, inclusion, and cultural proficiency made their way into the curriculum at every level and will continue to do so as we seek a more just and unified society and an educational program that promotes exactly that. Students are empowered by an art curriculum that is based on our belief in their innate artistic ability and on the ability of visual art to engage and inspire them.



Wellness & Physical Education (K-12)

Cindy Bouvier, Director

The APS hosts Parent Forums free of charge to all parents and community members. A large number of parents have taken advantage of the forums remotely this year. The forums cover many topics that are of interest to the parents.

At the Elementary and Middle School level students were remote for most of the year and many students went back five days a week in April. Some students remained remote. Students were physically active and classes utilized many programs throughout the year.

The High School Wellness/Physical Education electives have continued to have success with high numbers in all electives offered. Many new sections of the Relaxation and Self Defense electives have been added to accommodate the increase in enrollment. We continue to have high numbers of students taking outdoor education classes such as Backpacking and Survival. There are a total of 20 different choices of classes offered. Classes were remote and students will return in May full time.

Middle school and grade 9 health classes had health education in their PE classes, and there were several electives offered in grades 10-12.

Advisories at both the Middle School and High School remain active in a variety of wellness issues. Expansion of Responsive Classroom and social-emotional learning continues.

The Youth Risk Behavior Survey was rolled out on March 31, 2021, to all students in grades 7 through grade 12. Results will be sent in the next six weeks.

APS Nurses and the Arlington Board of Health held vaccination clinics this year for COVID-19. Nursing continues to work with all students in Pool Testing at each school. Results are posted on the dashboard. Various grant opportunities help support students with social, emotional, and mental health concerns as well as access to care.

The Family and Consumer Science (FACS) Department is using The Botvin Curriculum, a Life Skills program that is a primary prevention program for adolescent drug abuse that focuses on these factors as well as enhancing social and personal competence skills. Social-emotional health is a major factor within all lessons. Also, students are learning healthy meal planning and food preparation as well as budgeting for financial and consumer health.

The George and Elizabeth Sanborn Foundation continues to fund the APS to support Tobacco Education and Intervention.

Sanborn funding also supports Guiding Good Choices. Recent funding has empowered youth to take leadership roles and to promote positive messages around health-related decisions.

We successfully collaborated with the Arlington Youth Health and Safety Coalition (AYHSC) and support their mission to empower youth and keep them substance-free. This year's efforts include prevention outreach on alcohol, marijuana, Rx drugs, and vaping. Students in The Advisory Club at AHS have been busy with many new initiatives. The new Advisor is Sara Bott Lee, who is supported by the Sanborn Foundation. Students in the Advisory Group attended Kick Butts Day via Zoom where students met with local officials Cindy Friedman and Sean Garballey to discuss tobacco use. Students will tell a story about the tobacco retail environment as it relates to racial density. They will be making a video which we will see in May. The project is Racial Justice - Black Lives Black Lungs project. One of the students in the club was nominated for a State-wide Honor.

The AYHSC continues to publish facts about prevention which are shared with the Superintendent and Principals, produces a monthly newsletter, and posts daily social media posts to support prevention efforts in the community.



World Languages (6-12)

Dawn Carney, Director

Due to the pandemic, all world languages courses were taught remotely during the first three quarters of the year. AHS was fully remote, and Gibbs and OMS World Language classes were remote to facilitate scheduling and avoid co-mingling among learning communities. Last summer we were fortunate to have a good number of teachers participate in professional development targeted toward online WL teaching, and teachers have integrated technology tools throughout the department that are effective in both online and in-person learning: PearDeck, Padlet, Jamboard, and Extempore are just some that have allowed teachers to continue to use the target language to deliver instruction and support as much target language as possible from students.

We had new teachers across the district: Kären Tanner at Gibbs; Bonnie Block and Daniela Cermenati at OMS; Heather Barber at AHS. While not an easy year to be joining a new school, they have embraced the challenge of developing relationships virtually with both students and colleagues, and have found their place at their individual school. Department members Katia Marticorena, Christina Toro, and Dawn Carney presented in virtual conferences on topics of social justice and equity in World Languages.

Our instructional focus continues to be on performance, what students *can do* with the language, and not what they know *about* the language. There was more emphasis on the listening, reading, and writing aspects of communication during remote learning, and we are all looking forward to a strong emphasis on speaking for the in-person remainder of the year.

This May we will celebrate seniors who have been inducted into the National World Languages Honor Societies, students who have completed a Global Competence Project, and students who have achieved the MA State Seal of Biliteracy.



Information Technology (PK-12)

Dan Sheehan, Interim Chief Information Officer

- Inventoried, imaged, and distributed 600 new teachers' MacBook Airs purchased by the district to support remote learning.
- Distributed 600 port replicators allowing teachers to connect multiple peripheral devices to new Mac Airs including document cameras, and second monitors.
- Implemented FileWave as Mobile Devices Manager for staff MacBooks.
- Provided monitors and document cameras to teachers as needed.
- Outfitted Brackett and Peirce Elementary School classrooms with new projectors, sound systems, and Apple TV's.
- Deployed 300 Apple TV's to support wireless screen-casting to classroom A/V equipment.
- Recovered and redistributed to Teaching Assistants 75 older Mac Airs.
- Distributed 1000 iPads for students in grades Pre K-3.
- Distributed 1200 Chromebooks to students to support remote learning.
- Implemented Lightspeed Relay to manage district-owned student service web content filtering.
- Ottoson School Chromebook replacement of 600 unsupported devices.
- Completed installation of new district VOIP phone system.
- Installed exterior video surveillance at Thompson School.
- Integrated student applications for remote learning with PowerSchool SIS (Student Information System).
- Supported school construction projects at Parmenter School (Menotomy Preschool) and Arlington High School.
- Cost-saving transition of solar panel displays at Dallin, Peirce, Stratton, Thompson, and AHS away from Windows devices to Chrome devices.
- Developed application and process to track growing number of Public Records requests.
- Built a software interface between PowerSchool SIS and GIS to map students' locations in buffer zones for easier and more consistent elementary school assignment.
- Designed, provisioned, and installed IT network and wireless infrastructure, provided student iPads for the Parmenter School.
- Expanded the capability of Town's Virtual Private Network to support district staff working from home access to Town financial applications.
- Created and managed Technical Support Teams to assist with the production of the first "Virtual Town Meeting".



Districtwide Professional Development

Roderick MacNeal, Jr., Assistant Superintendent

In support of the [district's mission statement](http://www.arlington.k12.ma.us/administration/apsmission.asp) (<http://www.arlington.k12.ma.us/administration/apsmission.asp>), the focus of this year's professional development has been to train and prepare staff to provide and support challenging, effective, and robust instruction in a remote learning environment. Incorporated in this year's training has been a focus on creating an antiracist learning environment and the social and emotional well-being of all students.

- Between July 27-August 23, 2020, 54 APS staff members attended the four-week Harvard Graduate School of Education online course [Developing Strategies for Online Teaching and Learning](https://www.gse.harvard.edu/ppe/program/developing-strategies-online-teaching-and-learning?utm_source=ppemt&utm_medium=email&utm_campaign=sotl_announcement_0620) (https://www.gse.harvard.edu/ppe/program/developing-strategies-online-teaching-and-learning?utm_source=ppemt&utm_medium=email&utm_campaign=sotl_announcement_0620). Attendees for the 4-week asynchronous virtual course were curriculum department heads, principals, and classroom teachers from all Arlington K-12 schools. The course focused on exposing participants to articles and videos produced by researchers in the field of blended and online learning. The topics included effective pedagogy, scheduling, culturally responsive teaching strategies, social and emotional learning strategies, online tools, and ways to assess students online. The funding for the registration fees for all attendees was provided by the Arlington Education Foundation.
- At the beginning of the year, APS took advantage of professional days granted by the Massachusetts Department of Elementary and Secondary Education to prepare for the year. APS designated nine days of training for staff before students began class. During the nine days staff received training in the following areas:
 - Health and safety protocols
 - Anti-racist and bias training
 - How to support the social and emotional well-being of all students
 - Communication and outreach to families
 - Curriculum planning
 - The use of the online tools that were purchased to facilitate remote instruction
- On November 3, staff participated in an all-day training. The morning focused on Diversity and Inclusion and the afternoon was dedicated to topics focused on technology. The day was a mix of different formats that included staff participating in Edcamps for the first time and facilitated discussions led by APS staff and outside consultants.
- Throughout the year, all staff have been released early on Wednesdays to attend building and department meetings, curriculum discussions with instructional coaches, and opportunities to meet in grade level and content area teams to review data.



Grants

Julie Dunn, Director

The district received grants that allowed it to implement new projects or programs in many parts of the district. Funders include the Arlington Education Foundation ([AEF](https://www.aefma.org/) (<https://www.aefma.org/>)), MA Department of Elementary and Secondary Education (DESE), and Community Health Network Area 17 (CHNA17). A key focus of grant-funded activities was supporting initiatives regarding social-emotional skills, supporting positive mental health, and improving equity and inclusion in the schools.

- Arlington Education Foundation awarded the last of a series of grants totaling \$200,000 to support students' behavioral health so every student has the best environment in which to learn. A new effort this year is working with the support of Dr. Greg Benner of the University of Alabama. An advisory committee including parents and APS staff is working toward a Whole Child model of support across the district and town.
- AEF partnered with the Robbins Library to support the keynote event for the 2021 Arlington Reads Together program. During March, Arlington's community read was Dr. Beverly Daniel Tatum's book, *Why Are All the Black Kids Sitting Together in the Cafeteria?* As keynote speaker, Dr. Tatum led a community conversation on her work on Sunday afternoon, March 21. Grant funding provided by the Arlington Libraries Foundation and AEF also supported a separate conversation with Dr. Tatum for all APS staff the following day. The district was able to supplement these activities through a state grant for Culturally Responsive Teaching that allowed the district to purchase 800 copies of Dr. Tatum's book so that all APS staff could have their own copy to read. This grant is also supporting a facilitator to help host school-based community conversations on the book.
- A DESE grant supported the Safe and Supportive Schools (SASS) teams that focus on building internal capacity by supporting SASS leadership work.
- CHNA 17 awarded the district additional funding through the Mental Health and Racial Equity grant to address issues regarding access to mental health care among Arlington's African-American/Black students. This grant supported a cohort of school administrators to take the EDCO IDEAs course on Anti-Racist School Practices to Support the Success of All Students.
- Through an AEF grant, Dr. Dena Simmons completed a curriculum equity audit of current district curricula, including a separate report on the social-emotional learning curricula the district is implementing.
- AEF again partnered with another funder, in this case, the AHS Diversity and Inclusion Student Council, to support captioning of two online AHS dramatic performances in spring 2021. Accessibility for all is enhanced through professional-level captioning.
- APS partnered with DESE to pilot a Social and Emotional Learning Indicator System (SELIS) that allows a determination of students' skills in this area.
- DESE's grant Supporting Student's Behavioral and Mental Health and Wellness funded an additional behavioral health counselor, and an outreach counselor, as well as Arlington's membership in INTERFACE, a mental health referral service available to all Arlington residents and public school students.
- AEF is supporting placing Colors of STEM posters in all elementary schools. As a project by a family at Brackett School, six separate original 3-dimensional installations colorfully educate students about American scientists, engineers, and mathematicians of color. Each elementary school is receiving a full set of the six posters, in 2-dimensions, for a revolving exhibit as at Brackett.

Beyond equity and social-emotional learning, the district received critical grant support for improvements in pedagogy.

- In summer 2020, teachers and administrators attended a Harvard Graduate School of Education course on Strategies for Online Teaching and Learning. Fifty-four APS staff learned important pedagogical skills prior to beginning remote teaching in the fall.
- The Visual Arts department continued its investigations of Teaching for Artistic Behavior with the support of AEF.
- Supporting APS teachers in their individual enrichment studies through Continuing Scholar Awards.



The district also is grateful to the Community Development Block Grant (CDBG) program of Arlington, which provided a grant for intensive after-school tutoring for students in grades K-8. APS teachers meet virtually with small groups of students three times a week for an hour, supporting their learning in either reading or math. It was accessible primarily to students from families with low and moderate-income. It was designed to support students who struggled academically with the learning models this year. This tutoring was offered for the second half of the school year.

With consistent support from Arlington Education Foundation and grants from other governmental and private sources, the district is grateful for the ability to improve the educational experiences for Arlington students.

Final note: For additional Arlington Public Schools highlights, please [Superintendent's Newsletters](http://www.arlington.k12.ma.us/administration/newsletters/) (<http://www.arlington.k12.ma.us/administration/newsletters/>) found at <http://www.arlington.k12.ma.us/administration/newsletters/> (<http://www.arlington.k12.ma.us/administration/newsletters/>).



OTHER REPORTS & UPDATES



Because of the COVID-19 pandemic, MCAS assessments were not administered in spring 2020. As a result, the most recent MCAS results for Arlington Public Schools are from spring 2019. Therefore, the MCAS information from the FY2021 Report to Town Meeting and Budget Summary is repeated below.

Overview of 2019 MCAS Results

- In the spring of 2019, grades 3-8 and grade 10 took the computer-based Next Generation MCAS for ELA and Math
- Grades 5 and 8 took the computer-based Next Generation MCAS in Science and Technology/Engineering
- 10th grade students took the Legacy MCAS Science and Technology/Engineering
- The Next Generation MCAS focuses on a student’s critical thinking abilities, application of knowledge, and the ability to make connections between reading and writing. It also gives a clearer indication of career and college readiness.
- **Next Generation MCAS 2017 results are baseline; they cannot be compared to prior results.**
- The percentage of Arlington students in each grade who are meeting or exceeding grade level expectations is drastically higher than the state average in each assessed content area.
- 2018 is the first year Arlington received an accountability rating since the inception of the Next Generation MCAS. The district received an accountability rating of “Partially Meeting” expectations in 2018. This will serve as a baseline for how the district improves over future years.
- The district received “Substantial Progress” toward targets for most accountability measures in 2019.

2017, 2018, and 2019 Assessments: English Language Arts

- 2017, 2018, and 2019 3rd – 8th Grade Percentiles are results from the Next Generation MCAS and cannot be compared to results from 2015 and 2016. (The percentiles represent students who scored in the “Exceeding” and “Meeting Expectations” categories.)

Grade	2017	2018	2019	2019 State
10	97%	94%	80%	61%
8	68%	69%	75%	51%
7	72%	66%	72%	48%
6	73%	77%	70%	54%
5	72%	71%	60%	52%
4	69%	68%	67%	52%
3	57%	68%	73%	56%

2017, 2018, and 2019 MCAS Mathematics Results Grades 3-10

- 2017, 2018, and 2019 3rd – 8th Grade Percentiles are results from the Next Generation MCAS and cannot be compared to results from 2015 and 2016. (The percentiles represent students who scored in the “Exceeding” and “Meeting Expectations” categories.)

Grade	2017	2018	2019	2019 State
10	92%	89%	80%	58%
8	64%	73%	73%	47%
7	66%	66%	74%	48%
6	71%	73%	71%	51%
5	65%	59%	67%	49%
4	61%	60%	67%	49%
3	61%	68%	61%	49%

2019 MCAS: Science and Technology/Engineering Results Grades 5 and 8

2019 scores results are from the Next Generation MCAS and cannot be compared to prior year results. All percentiles are combined “Meeting” and “Exceeding”

Grade	2019	2019 State
8	72%	46%
5	68%	48%

2015, 2016, 2017, 2018, and 2019 MCAS:



Science and Technology/Engineering Results for Grade 10

*10th grade students took the Legacy MCAS
All Percentiles are combined "Advanced" and "Proficient"*

Grade	2015	2016	2017	2018	2019	2019 State
10	84%	87%	85%	86%	86%	74%

Measuring Growth in Student Performance on MCAS The Growth Model

The growth model is a tool to understand the progress of students based on where each individual student begins. Massachusetts has developed a statistically valid method of measuring growth in student, group, school, and district performance from year to year.

The growth model complements the MCAS year-by-year test scores since it reports change over time rather than grade-level performance results in any one year. Measuring student achievement and improvement in this manner will help anyone involved in education examine why results differ for certain groups of students and support the identification of effective practices that help students attain higher levels of academic performance and provide a common measure to show how much growth is needed for each student to reach state standards.

Each student with at least two consecutive years of MCAS scores receives a *student growth percentile*, (SGP) which measures how much the student changed from one year to the next relative to other students statewide with similar score histories. A *student growth percentile* measures student progress by comparing one student's progress to the progress of other students, or "academic peers", who have similar MCAS performance histories.

Student growth percentiles range from 1 to 99, where higher numbers represent higher growth and lower numbers represent lower growth. This method works independently of MCAS performance levels. Therefore, all students, no matter the scores they earned on past MCAS tests, have an equal chance to demonstrate growth at any of the 99 percentiles on the next year's test. Typical growth is in a range of 40-60%. Growth percentiles are calculated in ELA and mathematics for students in grades 4 through 8 and for grade 10.

For example, a student with a growth percentile of 60% in 7th grade mathematics grew as much or more than 60 percent of her academic peers (students with similar score histories) from the 6th grade math MCAS to the 7th grade math MCAS. Just 40% of her academic peers grew more in math than she did. This is true even though her MCAS scores in math over the years were 220, 228, and 240, which indicate that she scored Needs Improvement MCAS in the first two years and scored in the low Proficient category in the third year. Such an occurrence could indicate that a program, a new approach, or something else is working for this student.

The goal for individual students, schools, groups, and the district is for all students to not only have high achievement but to have high growth and be making progress as well. The following table reports the mean SGP for Reading and Math.

2019 Student ELA Growth Percentiles (SGP)

Grade	2019
10	53.4
8	61.9
7	50.3
6	48.7
5	54.2
4	50.6

2019 Student Math Student Growth Percentiles (SGP)



Grade	2019
10	55.9
8	62.0
7	56.8
6	57.9
5	60.8
4	52.5



COLLEGE ACCEPTANCE AND MATRICULATION REPORT - CLASS OF 2020

The Arlington High School Guidance Department is pleased to announce the Postgraduate Statistics for the Class of 2020!

Due to school closure in spring 2020, the Guidance Department was unable to capture statistics for approximately 6% of the 2020 graduated class. We provide the post-secondary plans for the Class of 2019 for comparison purposes in this case.

<u>Post-secondary Plans</u>	Class of 2020	Class of 2019
Percent to 4-Year College	78.7%	89.3%
Percent to 2-Year College	6.3%	4.5%
Percent to College Prep/Tech	3.6%	1.8%
Percent to Gap Year	0.9%	1.2%
Percent to Workforce	3.3%	1.5%
Percent to Military	0%	0.6%
Other/Undecided	7.2%	1.2%

Below are the future plans of the Class of 2020 as reported by the students through the student survey or direct outreach. Because of the pandemic, the district does not have each students' planned matriculating school or program. About one-third of students' plans were not available.

Class of 2020 Matriculation



COLLEGES	STATE	NUMBER OF AHS STUDENTS WHO PLAN TO MATRICULATE AT THIS COLLEGE
American University	DC	1
Amherst College	MA	1
The University of Arizona	AZ	1
Bay Path University	MA	1
Berklee College of Music	MA	1
Boston College	MA	3
Bowdoin College	ME	1
Boston University	MA	2
Brandeis University	MA	2
University of British Columbia	Canada	2
Brown University	RI	2
Bryant University	RI	2
Bryn Mawr	PA	2
Bucknell University	PA	1
Bunker Hill CC	MA	2
Butler University	IN	1
College of Charleston	SC	2
Clark University	MA	5
Coastal Carolina University	SC	1
Colby College	ME	2
Colgate University	NY	1
Colorado School of Mines	CO	1
Colorado State Univ.	CO	1
Connecticut College	CT	1
Univ. of Connecticut	CT	4
Cornell University	NY	2
Curry College	MA	3
Dalhousie University	Canada	1
University of Delaware	DE	1
Dickinson College	PA	2
Drexel College	PA	4
Emerson College	MA	2
Emmanuel College	MA	2
Endicott College	MA	4
Fairfield University	CT	1
Felician University	NJ	1
Florida Gulf Coast University	FL	1
Framingham State University	MA	2
George Washington University	DC	1
Georgia Military College	GA	1
Harvard College	MA	3
High Point University	NC	1
Hobart & Wm. Smith Colleges	NY	1
Hofstra University	NY	1
College of the Holy Cross	MA	3
Howard University	DC	1
Ithaca College	NY	2
Johns Hopkins Univ.	MD	1
Johnson & Wales University	MD	1
Lakes Region Community College	NH	1
Lasell College	MA	1
Lesley College	MA	5



Loyola University Chicago	IL	1
Lynn University	FL	1
Macalester College	MN	0
University of Maine Orono	ME	2
Univ. of Maryland College Park	MD	1
Marymount Manhattan College	NY	1
Mass. Coll. of Art and Design	MA	1
Mass. College of Pharmacy and Health Sciences (Boston)	MA	1
UMass Amherst	MA	19
UMass Boston	MA	8
UMass Lowell	MA	8
McGill University	Canada	1
Merrimack College	MA	3
Miami University-Ohio	OH	1
University of Michigan	MI	1
Middlebury College	VT	2
Middlesex Com. Coll.	MA	7
Univ. of Minnesota Twin Cities	MN	1
Morehouse College	GA	1
Mount Holyoke College	MA	2
University of New Hampshire	NH	2
University of New Haven	CT	3
Norfolk State University	VA	1
No. Carolina State University	NC	1
Northeastern University	MA	7
Northfield Mount Herman	MA	1
Norwich University	VT	1
Univ. of Notre Dame	IN	1
Nova Scotia College of Art and Design	Canada	1
Nova Southeastern University	FL	1
Oberlin College	OH	1
Olin College of Engineering	MA	1
Pace Univ. NYC	NY	1
Penn. State University	PA	1
Univ. of Pittsburgh	PA	3
Providence College	RI	2
Purdue University	IN	1
Reed College	OR	1
Regis College	MA	1
Rensselaer Polytechnic Institute	NY	5
Univ. of Rhode Island	RI	3
Rice University	TX	1
Rochester Institute of Technology	NY	8
Roger Williams	RI	1
Sacred Heart Univ.	CT	1
Saint Michael's College	VT	2
Salem State Univ.	MA	2
Sarah Lawrence Coll.	NY	1
School of the Art Institute of Chicago	IL	1



Skidmore College	NY	4
Smith College	MA	2
Univ. of So. Carolina	SC	1
Stanford University	CA	1
CUNY Staten Island	NY	1
Suffolk University	MA	5
Temple University	PA	1
The Ohio State Univ.	OH	2
University of Toronto	Canada	1
Tufts University	MA	5
University of St. Andrews	Scotland	1
Vanderbilt University	TN	1
Univ. of Vermont	VT	9
Washington University St. Louis	MO	2
Univ. of Washington	WA	1
Wentworth Inst. of Technology	MA	5
Wesleyan University	CT	1
Wheaton College	MA	1
Williams College	MA	2
Worcester Polytechnic Institute	MA	3
Yale University	CT	1



CAPITAL IMPROVEMENTS



Capital Improvements: One-year Plan

Total Capital Requested

\$1,223,000

13 Capital Improvement Projects

Expenditures Requests

Itemized Requests for FY2022

Custodial Equipment	\$13,000
Facilities Vehicle Replacement Plan	\$85,000
Administration Computers and Peripherals	\$40,000
Network Infrastructure	\$20,000
Replacement of Academic PC's Districtwide	\$400,000
Software Licensing	\$40,000
Bus #101 - 53 Passenger Bus	\$95,000
Bus #108 - 53 Passenger Bus	\$100,000
Photocopier Lease Program	\$120,000
Security Updates	\$100,000
Energy Efficiency Projects	\$30,000
Bishop Envelop Repairs	\$30,000
Engineering Study	\$150,000
Total: \$1,223,000	



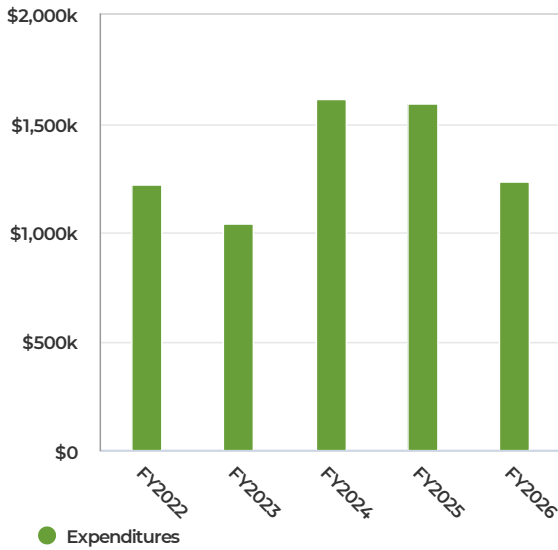
Capital Improvements: Multi-year Plan

Total Capital Requested

\$6,705,000

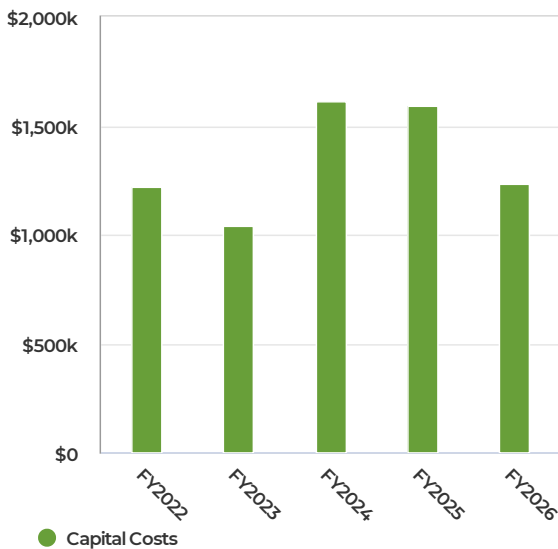
18 Capital Improvement Projects

Total Funding Requested by Department



Total Funding Requested by Source

Capital Costs Breakdown



Expenditures Requests

Itemized Requests for FY2022-FY2026

Custodial Equipment	\$65,000
Facilities Vehicle Replacement Plan	\$235,000
Administration Computers and Peripherals	\$200,000
Network Infrastructure	\$100,000
Replacement of Academic PC's Districtwide	\$2,000,000
Software Licensing	\$200,000
Bus #101 - 53 Passenger Bus	\$95,000
Bus #108 - 53 Passenger Bus	\$100,000
Van #109 - 8 Passenger Explorer	\$40,000
Van #113 - Food Service Vehicle	\$50,000
Photocopier Lease Program	\$600,000
Security Updates	\$500,000
Energy Efficiency Projects	\$90,000
Bishop Envelop Repairs	\$330,000
Engineering Study	\$150,000
Brackett Playground Renovation	\$800,000
Hardy Boiler	\$200,000
School Capital Repairs	\$950,000
Total: \$6,705,000	



APPENDIX



Glossary

Arlington Public Schools Glossary of Terms

Adopted Budget – The Budget that has been approved by both the School Committee and Town Meeting.

Annual Budget – An estimate of expenditures for specific purposes during the fiscal year (July 1 – June 30) and the proposed means (estimated revenues) for financing those activities.

Appropriation – An authorization by Town Meeting to make obligations and payments from the treasury for a specific purpose.

Circuit Breaker Program - The state special education reimbursement program was started in FY 04 to provide state funding to districts for high-cost special education students. The threshold for eligibility is tied to four times the state average foundation budget per pupil as calculated under the chapter 70 program. In FY19, the state reimbursed 75% percent of the costs above that threshold. FY20, it is estimated that the state will reimburse 75% of the costs above that threshold.

Fiscal Year – The twelve-month financial period used by all Massachusetts municipalities; begins July 1 and ends June 30 of the following calendar year. The fiscal year is represented by the date on which it ends. Example: July 1, 2020, to June 30, 2021, would be FY 2021.

Full-Time Equivalent (FTE) – A unit used to count the personnel assigned to a school or other administrative unit, consisting either of a full-time employee or two or more part-time employees together working a number of hours equivalent to one full-time teacher. A person teaching 3 days per week would be a .60 FTE teacher.

General Fund Budget – Includes expenditures for the operation and administration of school programs and support services, funded by the general revenues of the town, including taxes, state aid, and other general receipts.

Grant Fund Budget – Grants are usually made for specific purposes and funds received are restricted for those purposes. Budgets include current and estimated expenditures for programs funded by federal, state, and private grants. In most cases, this funding is not precisely known until after the start of the fiscal year, since most grant award notifications are received after the general fund budget process is complete.

Massachusetts Common Core State Standards: Beginning in the 2013-2014 school year, creating a learning environment focused on the MA Common Core State Standards (CCSS). Created through a nationwide effort, the CCSS defines rigorous skills and knowledge in English Language Arts and Mathematics that need to be effectively taught and learned for students to be ready to succeed in entry-level, credit-bearing college courses and workforce training programs. Twenty-first-century students must be able to compete nationally and globally, and the use of these Standards will help ensure that all students, regardless of where they live, are prepared for future success.

Massachusetts Student Growth Percentiles: Massachusetts measures growth for an *individual student* by comparing the change in his or her MCAS achievement from one year to a subsequent year to that of all other students in the state who had similar historical MCAS results (the student's "academic peers"). This change in achievement is reported as a student growth percentile (abbreviated SGP) and indicates how high or low that student's growth was as compared to that of his/her academic peers. For a *school or district*, the growth percentiles for all students are aggregated to create a median student growth percentile for the school or district. The median student growth percentile is a representation of "typical" growth for students in the school or district.

Per Pupil Cost (as reported by DESE) - The following funding sources are all included in the functional expenditure per pupil measure.

- School committee appropriations
- Municipal appropriations outside the school committee budget that affect schools
- Federal grants
- State grants
- Circuit breaker funds
- Private grants and gifts



- School choice and other tuition revolving funds
- Athletic funds
- School lunch funds
- Other local receipts such as rentals and insurance receipts

Typically, school committee and municipal school appropriations, approved annually by town meetings and city councils, account for seven out of every eight dollars spent upon education.

Reserve Position – Anticipated position to be filled by hiring during the coming year in response to needs and enrollment.

Revolving Fund – A fund established to finance a continuing cycle of operations in which receipts are available for expenditure without further appropriation. Athletic fees are an example of a revolving fund.

School Council – A School Council is a representative, school building-based committee composed of the principal, parents, teachers, and community members and at the secondary level students that each school is required to establish pursuant to the Massachusetts Education Reform Act of 1993.

