

ARLINGTON PUBLIC SCHOOLS

Arlington Public Schools (APS) continue to offer an excellent and equitable education to all of Arlington's brilliant young minds. In 2021, APS forged ahead on important initiatives while also addressing the challenges of fully reopening schools for in-person learning during the COVID-19 pandemic. The work ahead includes strategic planning for the future and welcoming students into a state-of-the-art new High School facility.

APS Vision and Overarching Goals

Arlington Public Schools has high expectations for all students and offers diverse programming that allows students to pursue their passions and interests. The following visions and overarching goals have guided budget planning and strategic initiatives for the past several years in APS. In 2022 a team of stakeholders will review and revise the APS vision and priorities below to inform a new long-range strategic plan for Arlington Public Schools.

Vision of Student as Learner

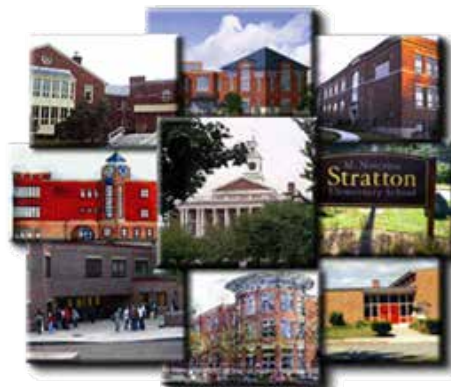
The APS vision for students as learners and global citizens outlines what the District wants all students to know and be able to do by the time that they graduate from Arlington High School (AHS). This requires that all students experience a coherent curriculum that is aligned with the Massachusetts State Curriculum Frameworks that support 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, and 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

Despite the adjustments required to learning environments during the pandemic, the District continued the focus of building on past successes and moving forward on the vision of APS as detailed in the four overarching District goals:

Overarching Goal #1: Student Achievement

APS 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.

Overarching Goal #2: Staff Excellence and Professional Development

APS 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.

Overarching Goal #3: Resources, Infrastructure and Educational Environment

APS will offer a cost-effective education that maximizes the impact of taxpayer dollars and utilizes best

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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.

Overarching Goal #4: Operations, Communications and Stakeholder Engagement

APS 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.

APS teachers and administrators in collaboration with members of the community and School Committee developed a vision of what skills, knowledge, and dispositions Arlington students should attain and develop during their years in Arlington Public Schools.

APS 2021 Accomplishments

2021 has been an eventful year in Arlington's schools, with many operational and learning adjustments required to accommodate in-person learning during the COVID-19 pandemic. What follows are a few of the major accomplishments of APS from 2021.



APS Staff gather at Peirce Field on Opening Day, 2021 to welcome a return to full in-person learning for all students.

A Return to In-Person Learning for All Students

In 2021 the Educational Model of APS shifted from remote and hybrid learning at the start of the year to fully in-person learning for some students in April 2021, and finally to fully in-person learning for all students in the fall of 2021. This swift return to in-person learning during a pandemic has required significant operational and educational adjustments over the past year, which APS has met with agility and a dedication to ensuring the most consistent and safe learning environment for all students.

In July and August 2021 a team of 98 community members, health experts, educators, and families convened virtually to develop the APS District Plan for

Resilient Pandemic Recovery and Reconnection, which articulated goals for a return to full-time in-person instruction. The priorities of this plan were as follows:

1. All students will have access to equitable, inclusive, and safe learning environments that uphold COVID-19 safety measures and protocols; support the mental, social, and emotional health of students and staff; value diversity as an asset to learning and community; and promote social justice, healing, and joy.
2. Educators will collaborate, communicate, and partner with students and families to foster (re) connection and ensure a sense of belonging and community for all students, families, and staff.
3. Build upon and refine a flexible system to ensure all students are challenged and receive the academic, social, and emotional support necessary to thrive and succeed.

Schools and the District planned for a supportive return to school that included opportunities for teachers to connect with families and students in-person, a focus on building relationships and the routines of the classroom in the first six weeks of school, and assessing students' academic and mental health needs in the first few months. These efforts have resulted in a strong and consistent start to the 2021-22 school year.

Excellent and Equitable Education for All Students

APS is proud to serve an increasingly diverse student and family population who are dedicated to continuous improvement of our schools, particularly when it comes to ensuring academic opportunity for all students. 4.2% of APS students are English Learners, and 15.9% of students have Individualized Education Plans to support their learning.

APS has a track record of high achievement over time that demonstrates the impact of Arlington's commitment to academic excellence. APS celebrated many academic successes over the past year:

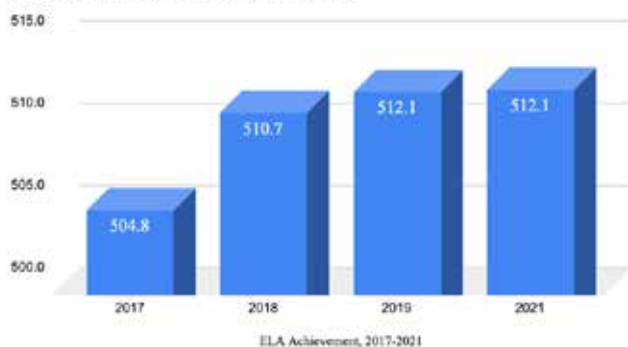
- The District consistently outperforms state performance on MCAS, with 60% of students in grades 3-8 meeting or exceeding standards in Mathematics on the 2021 MCAS (state: 34%) and 72% of students meeting or exceeding standards in ELA on the 2021 MCAS (state: 46%).
- The District exceeded targets in Mathematics in 2019, the last year accountability data were reported (due to the COVID-19 pandemic).
- The District continues to implement ad-

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justments to early literacy curriculum and instruction, emphasizing the importance of phonemic awareness and phonics instruction, which has led to significant improvements in ELA achievement since 2017, and stable achievement during the COVID-19 pandemic.

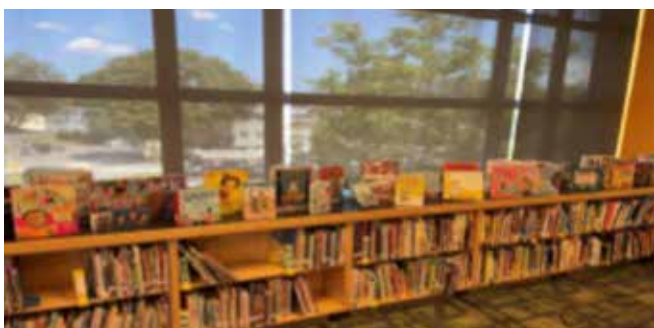
- The District continues to implement improvements to library collections, expand librarian positions, and expand classroom libraries to

Grade 3 ELA Achievement, 2017-2021



incorporate more inclusive and diverse texts.

Additionally, the District's commitment to improving equitable outcomes and opportunities is evident in APS investments in positions and resources to support diversity, equity, and inclusion efforts, including the addition of a Director of Diversity, Equity, and Inclusion in FY22 and planning for funds to support DEI profession-



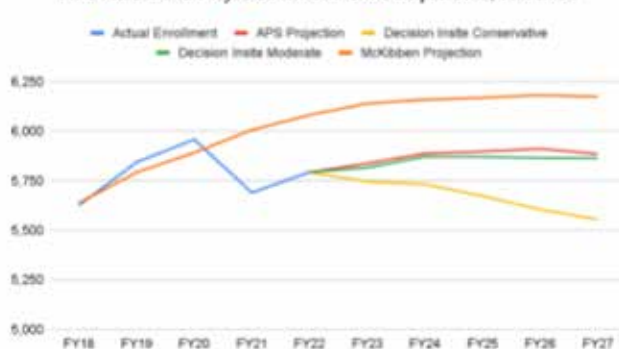
Expanded APS School Library collections include books portraying characters, and by authors, from diverse backgrounds.

al development in FY23.

To support these proactive efforts to improve our schools, the District was awarded \$136,669 in competitive grants in FY21; these grants ranged from supporting additional tutoring services to implementation of innovative new STEAM programming, integrating social-emotional learning, author visits, and more. APS continues to apply for competitive grants through local organizations, DESE, and national organizations to support the innovative work and ongoing improvements happening in the schools.

The District's focus over the past several years has been on expanding services to keep up with steadily increasing enrollments. During the pandemic enrollments decreased and new but significant student needs arose, including needs related to student mental health. In FY22 the District added several social workers, assistant principals, and special educators to meet these growing demands, particularly at the elementary level. In FY23 the District will focus on anticipating growing enrollments at the Gibbs, Ottoson, and AHS as larger classes work their way through the system. Though enrollments are expected to level off in the years to come, APS anticipates continued growth over the next few years and will continue to allocate resources to accommodate growing enrollments.

APS Actual and Projected Enrollment Comparisons, Fall 2021



Prioritizing Feedback and Partnership with the Community

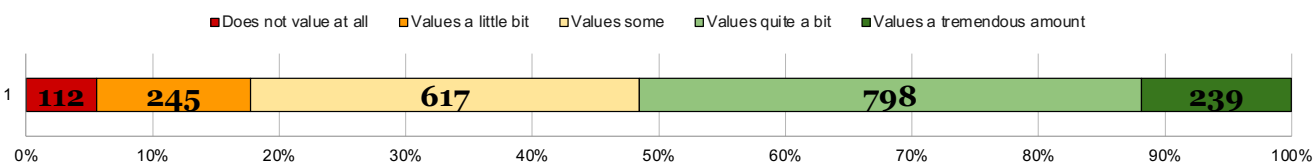
In November of 2020 the Arlington School Committee appointed a new Superintendent of Schools after Dr. Kathleen Bodie announced that she would retire in June of 2021. Dr. Bodie served the District for 21 years and was APS Superintendent for 14 years. Dr. Bodie's successful tenure as Superintendent provided a strong foundation for the new Superintendent, Dr. Elizabeth Homan, who became Superintendent on July 1, 2021. Dr. Homan engaged in a comprehensive transition process, which included collaboration with the administration throughout the spring of 2021 and a comprehensive entry plan throughout the summer and fall of 2021.

As part of the process of welcoming a new Superintendent, the District has undertaken significant future-oriented efforts in 2021, including allocation of funds and planning for:

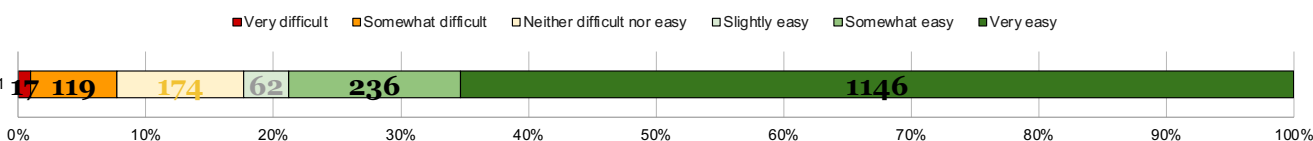
- A Comprehensive District Equity Audit in FY22;
- An Arlington Education Foundation-supported inclusive District Vision and Strategic Planning Process to launch in Spring 2022;
- Continued efforts to gather feedback on the Arlington school experience from stakeholders through culture and climate surveys, partnership and participation in the Town of

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Families: How Much do you Feel the School Values your Opinions?



Families: When you Need to, How Easy is it to Get in Contact with School Staff?



Above APS families share feedback on responsiveness of school staff and extent to which they feel schools value their opinions on annual climate and culture surveys.

Arlington annual survey, and ongoing focus groups and listening sessions with families and students.

Findings from community surveys (see above) have demonstrated both strengths and areas for ongoing improvement and inclusion in our schools; these findings, alongside conversations and focus groups, will inform the work ahead in FY23.

Accomplishments Across APS Schools

Arlington High School (AHS)

AHS continues to focus on social-emotional learning, cultural proficiency, and educational equity. 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 AHS's weekly advisory program. In addition, students were offered support, referrals, and skills groups to help address the mental health and social challenges as a result of the COVID-19 pandemic.

While equity and racial justice are long-term goals, the events of this year brought particular attention to these issues. AHS launched a number of collaborative students, staff, and community projects focused on increasing diversity, equity, and inclusion at Arlington High School and in the community. The 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. AHS has also worked to provide increased 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 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 AHS 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.

AHS Athletes continue to be competitive state-wide and have had an excellent year in 2021. Highlights include:

- This past winter AHS was able to offer the following programs: Girls and Boys Hockey, Girls and Boys Basketball, Alpine Skiing, and Gymnastics.
- Both the Girls Basketball and Girls Hockey teams won the Middlesex League Liberty Division Championships. This was the first Middlesex League Championship for Girls Basketball and the third straight League Championship for Girls Hockey.

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- Boys Baseball won the Middlesex League Liberty Division Championship. Baseball, Softball, Girls Tennis, Boys Tennis, Boys Lacrosse, Volleyball all participated in the MIAA State Tournament. Track and Swimming also participated in the MIAA State Meets.
- In the Fall 2021 season over 450 students participated. Having spectators back in the stands to cheer them on has certainly helped as well. Varsity teams' combined win rate for the fall season was over 80%; the best rate in school history for a season.
- Nine teams have competed in seven sports this fall. Five have won or tied for the Championship in the Middlesex League Liberty Division and moved on to tournament or sectional competition
- Boys Soccer won the Middlesex League Liberty Division Championship for the second straight year and finished the regular season undefeated. The team advanced to Division 1 tournament play.
- Girls Soccer won the Middlesex League Liberty Division Championship for the first time since 2015.
- Girls Cross Country won the Liberty Division Championship and finished undefeated at 6-0. They also were the Middlesex League Meet Champions.
- Boys Cross Country tied for the Liberty Division Championship, finished at 5-1, and came in second at Middlesex League League Meet. The team also won the Division 1B State Championship for the first time in school history.
- Girls Swimming won the Middlesex League Meet Championship, finished 8-1. Field Hockey and Golf also qualified for the MIAA State Tournaments.

Ottoson Middle School

Throughout 2021, middle school students' social-emotional well-being was affected by COVID-19. As a result, the counseling staff at Ottoson implemented multiple surveys and screeners to help identify students who were struggling with anxiety and depression during the pandemic. Based on the results of the surveys and screeners, students were offered individual and small group counseling sessions. To help with the increasing social-emotional needs of our students during the pandemic, an additional counselor was added in September 2021. The Ottoson also launched the Bridge Program to meet the needs of struggling students. The program is designed to help students transition back from a period of extended absences to a full academic load. The Ottoson created the Bridge Program due to an increas-

ing number of students who are school avoidant or who have been hospitalized for anxiety and/or depression. To help create the Bridge Program, Ottoson staff partnered with the "Bridge for Resilient Youth in Training" in Brookline.

The pandemic also affected teaching and learning. During the past year, APS distributed a Chromebook to each student. As a result, the staff and students became more reliant and adept with using technology. Teachers used software such as Quizlet, Kahoot, and IXL. They used Google Classroom to post assignments and to keep students organized. Zoom and Google Meets were used to teach virtually. Additionally, the Ottoson hired extra teachers to reduce class sizes. A team of teachers in seventh grade and half a team of teachers in eighth grade were added to the staff along with an extra reading teacher. In the last year, science and civics teachers also created and taught new curricula and



Students perform at the 2021 Ottoson Fall Play, *Us and Them*.

Math implemented a new curriculum resource, as well.

In 2021 Ottoson Middle School launched their first-ever Middle School Cross Country Team. Over 50 middle school runners joined the first ever Ottoson Cross Country team. Many of the runners are continuing their training during the winter months, and are already looking forward to the fall 2022 season.



First ever Ottoson Cross-Country team.,

Gibbs Middle School

Gibbs, like other schools in the District, entered the 2021 school year still mitigating COVID-19 challenges. Our nation's hope that schools return to "in-person" learning was not a scenario for many. In the fall of 2020 one-third of our student body was learning remotely and two-thirds participated in a hybrid program. On April 27, 2021 about half of the students learning remotely joined their peers to attend full-time in-person learning for the rest of the calendar year. During this time Gibbs staff worked diligently to anchor core values, center work around students' social-emotional needs, and to be proactive in addressing anxiety and other challenges many students were experiencing due to the changes imposed upon them.

Despite COVID-19 restrictions, Gibbs was able to provide the majority of Trailblazers with a phenomenally fun field day on the grounds of the Thompson School Field in June. Gibbs ended the 2021 school year by shifting focus to prepare and welcome our incoming 5th graders. Below are a few of the successful activities and services delivered for current 6th graders:

- Gibbs Social Emotional Wellness Team (S.E.W) Virtual Presentations to all 5th graders May 2021.
- Trailblazers' Guide to Gibbs - two 3-days sessions in August (259 students)
- Two additional sessions of an abridged version of the Trailblazers' Guide to Gibbs (99 students)
- Trailblazers' Meet & Greet with the principal & assistant principal; one session for all remote academy students; and 2 sessions for hybrid students - (84 students); for a total of 441 students.
- Conference with 76 Gibbs parents who joined us in late August to reflect on the 2020/21 school year to share their thoughts on what we should amplify; sunset; and/or create based on lessons learned over the 18 months under COVID-19.
- More than 50% of our 76 staff members, in addition to doing their official job assignments, are engaged in leading an after-school activity; an AM/PM fun group; and/or have joined a leadership team to contribute to advancing the goals, mission, and vision of the Gibbs school. This level of commitment and involvement with our students and community emphasizes the reasons for students' academic success and achievement for the 2020-2021 school year.
- A significant number of staff have started a Book Club, "Gibbs Reads!" focusing on the issues of diversity, equity, and inclusion in the school. This group is also working col-

laboratively with the Gibbs Diversity, Equity, and Inclusion Leadership Team to work on short-term and long-term goals for school members, students, and community partners.

Elementary Schools (Pre-Kindergarten-Grade 5)

Arlington Public Schools strives for consistent programming across all elementary schools, while allowing each neighborhood school to develop its own identity and supportive school culture. In 2021, APS had seven elementary schools: Bishop, Brackett, Dallin, Hardy, Peirce, Stratton, and Thompson; additionally, the Menotomy Preschool was housed at the Parmenter Building while awaiting a new space in Phase 2 of the New High School. Accomplishments across our elementary schools include:

- Implementation of common planning time blocks that allow teams of teachers, administrators, coaches, interventionists, and specialists to meet once a week, during the school day, in an agenda-driven, data collection, action-oriented format.
- Participation in DESE's institutes for school-based teams focused on Positive Behavior Intervention, Multi-tiered Systems of Support, and Culturally Responsive Teaching.
- Implementation of early literacy phonics and phonemic awareness instructional materials and professional development for teachers, K-3.
- Continued implementation of Responsive Classroom and piloting of resources like Second Step to promote positive classroom environments and social-emotional skill-building.
- Development of comprehensive School Improvement Plans in collaboration with School Councils and teacher leadership teams.
- Construction of a new playground at Hardy Elementary, designed for and with Hardy students and families.
- Accelerated plans for new playgrounds at Stratton, Peirce, Brackett, and Bishop following assessment of Town and APS playground structure.
- Expansion of staffing for school libraries and digital learning, including the addition of two full-time professionally-licensed librarians in 2021.
- Assessment of the APS Coaching model and the provision of ELA and Mathematics coaches in each school is planned for FY23, to support ongoing and embedded teacher professional development at the elementary level.

Elementary school students across Arlington continue to receive access to excellent and comprehensive programming in the core subject areas, fine arts, physical health and wellness, and social-emotional learning. APS also continues to build its capacity for collaboration with families as the District emerges from the pandemic. These are just a few of the accomplishments that the schools celebrated in 2021.



Thompson teachers plan for a successful school year in fall 2021

Opening Phase 1 of the Arlington High School Building Project

After much anticipation and hard work, the Phase 1 wings of the new Arlington High School opened to students on February 28, 2022. Construction of the new school remains on schedule and on budget despite the continued challenges of the pandemic.

In February 2022, the STEAM (Science, Technology, Engineering, Arts and Mathematics) classroom wing opened, including an interdisciplinary makerspace, a 120 seat Discourse Lab, and several classrooms. In addition, all classroom spaces in the Performing Arts wing opened, including the band room, chorus room, music technology lab, and practice rooms.

Because of a delay of permanent power supply due to issues with the electrical utility, the project absorbed some delays. The project team reconfigured the schedule to maintain the February 2022 opening of

classroom spaces in the Performing Arts and STEAM wings, but the Auditorium was chosen to take the brunt of the delay and is now expected to open in early April 2022. When completed the 833 seat, two-story auditorium will feature a larger stage with fly space and a green room.

The steel framing of the first wings was completed in March 2021 with an informal Topping Off Ceremony. The AHS class of 2021 was invited to sign the final construction beam, which was permanently placed in the Performing Arts wing at Mass. Ave. and Schouler Court.

Sustainability has been an integral component of the project since its inception. The new high school is on track to receive LEED Gold status and the project team is working hard towards achieving LEED Platinum. From air-source heat pumps to light wells and a more energy efficient building envelope, the new school will use less than half of the total site energy as the current building. Once completed, the all-electric facility and its solar array will help the Town of Arlington get one step closer to its Net Zero goals.

Phase 2 of the project is already underway and entails demolition of part of the old school and construction of the central spine, Humanities classroom wing, Library, Cafeteria, exterior courtyard, District offices and Menotomy Preschool. Demolition is anticipated to take place from March to June, and the newly constructed Phase 2 buildings are expected to open September 2023. Phase 3, the construction of the Athletics wing, is anticipated to take place from September 2023 to September 2024 and will complete the new school buildings. One additional year of Phase 4 site work will follow with the construction of two additional synthetic turf multi-sport fields and a connector from the Minuteman Bikeway to the school.

For more information on the AHS Building Project, including design renderings, construction progress videos and photos, weekly construction updates, and more, visit www.ahsbuilding.org.



Aerial view of the new school from Mass. Ave.

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Discourse Lab; a 120 seat lecture room with technology for a variety of teaching and learning modes



Mass. Ave. entrance.



Interior light well in the 4 story STEAM (Science, Technology, Engineering, Arts & Mathematics) wing.



Performing Arts stairwell at the 'back of the house' of the Auditorium.



STEAM wing science classroom and lab.



MINUTEMAN REGIONAL VOCATIONAL
TECHNICAL SCHOOL DISTRICT

Edward A. Bouquillon, Ph.D., Superintendent-Director

Interest in CTE and In-Person Instruction Increases

Minuteman Regional Vocational Technical High School provides high quality career and technical education (CTE) that is the choice of increasing numbers of students from all nine member towns. After a full school year of hybrid learning, Minuteman students returned to school in-person on August 28, 2021. All are grateful for the return to in-person instruction that is essential for CTE and the achievement of competencies and skills that support post-secondary success in high demand occupations.

In-District Enrollment Continues to Increase

Minuteman began the 2021-22 year by welcoming 195 new ninth-grade students, its largest freshman class in more than 20 years. Ninety-six percent (or 188) of freshmen reside in one of Minuteman's nine member towns. Across grades 9-12, in-district enrollment is 82%; in 2017-18, it was 59%. There are 195 students from Arlington attending Minuteman in grades 9-12 this year.

There are 655 students in all four grades enrolled at Minuteman for the 2021-22 school year, which exceeds the 628-design enrollment capacity of the new school. The Minuteman School Committee is actively pursuing cost effective plans to expand the enrollment capacity of the school with no additional borrowing.

As interest in high-quality, Chapter 74-approved career and technical education surges locally and nationally, the enrollment from Minuteman's member nine towns has continued to increase. In 2015, Minuteman had 336 member-town students compared to 538 in 2021. The number of applications from member-town students has increased from 197 for the 2019-20 school year to 234 for 2021-22. As of mid-January, Minuteman received 255 member-town applications for 175 total slots for the ninth-grade class for 2022-23.

With a shift in enrollment to almost all in-district students, there is a parallel decrease in the non-member student tuition and capital fee revenue received. For the past 30 years, Minuteman has used this revenue to reduce member town assessments. With the current member town enrollment trend, Minuteman projects that non-member revenue will not exist by FY25. The FY23 Budget reflects the first year of this three-year transition to member towns fully funding the operations and debt obligations of the district.

Capacity building projects include the expansion of the Metal Fabrication/Welding lab on an existing foundation; and the renovation of the East Campus building to accommodate the Veterinary Assisting/Animal Science clinic and training area. As appropriate, our students in the trade areas are using these expansions as program projects.

Expanding Pathway Programming to Meet Student, Industry Needs

To meet rising student interest and occupational demand, Minuteman launched an Animal Science program in the fall of 2021. Open this year to ninth graders who will major in the program for four years once selected, Animal Science provides students with practical hands-on skills in veterinary clinics and hospitals. Students will receive industry-recognized credentials, which allow them to obtain entry-level jobs upon high school graduation or continue their education to pursue a technical or professional career.

Veterinary medicine is one of the fastest-growing

industries in America. According to the U.S. Bureau of Labor Statistics, employment opportunities will grow 16% by 2029; compared with 4% across all industries. During the pandemic, 20% of all households acquired a new dog or cat, according to the ASPCA.

Minuteman continues to meet workforce development needs through its adult evening programming, offered through Minuteman Technical Institute (MTI). As a result of receiving Career Technical Initiative grants from Governor Charlie Baker's Workforce Skills Cabinet, MTI continues to provide programming in carpentry, CNC (computer numeric control) machine operation, and welding training. In June 2021, MTI graduated a carpentry class of all women, which was held in collaboration with the North Atlantic States Regional Council of Carpenters (NASRCC) of Boston.

Athletics, Facilities Usage Expanding

The first of three new synthetic turf athletic fields opened in October 2021 to host football games and other sports on the Minuteman campus. The fields are located at the site of the old school building, which was torn down following the opening of the new, state-of-the-art building in 2019. The first field that opened is a multi-sport synthetic turf field with an adjacent competitive running track. In April of 2022 the baseball/multipurpose and softball fields will be ready for play. All fields are lighted to expand utilization and enhance field rental revenues.

As Minuteman had been without home fields for 5 years, the long-term cost benefit by having the new fields is clear. Minuteman will no longer need to rent athletic spaces and will see reduced transportation costs. Minuteman recently hired a Facilities/Event Coordinator to focus on renting facilities and increasing revenue by hosting mission-compatible outside groups and organizations.

Accomplishments and Highlights

Minuteman High School alumni are well known for their college and career success after graduation – and the Class of 2021 was no exception. Within one month of graduation, 92% of recent graduates were in college/university or employed. Of that total, 67% were in a two- or four-year college/university, and 23% were employed in their trade of study.

There were 33 Arlington graduates from the Class of 2021 including Hannah Bardei, an Engineering Technology major and the Class of 2021 Valedictorian and Lucy Kitchenka, a Carpentry major and the Class of 2021 Senior Class President. Kitchenka, is also a member of the National Honor Society, received Minuteman's Outstanding Vocational Technical Student of the Year Award, and was nominated for a state-level award with the Massachusetts Association of Vocational Administrators (MAVA).