

**IMPACT OF PROPOSED FY12 BUDGET REDUCTIONS  
ELEMENTARY PROGRAM – ARLINGTON PUBLIC SCHOOLS  
February 8, 2011**

We've been asked to share with you the impact of the proposed budget reductions on the elementary program. Because this is our fourth consecutive year of facing budget reductions, our experience tells us that these effects are not theoretical – they are very real. Therefore we can predict with certainty that, under the current budget projections, the impact we will speak about tonight will be realized.

There are two major outcomes of the proposed budget reductions at the elementary level:  
**Increased class size and loss of instruction in The Arts and Physical Education.**

**1. Increased Class Size**

- Elimination of 15 – 20 classroom teaching positions

| <b>Teaching Positions at the Elementary Level</b> |                                     |
|---|-------------------------------------|
| <b>School year</b>                                | <b>Number of teaching positions</b> |
| 2009 – 2010                                       | 120                                 |
| 2010 - 2011                                       | 111                                 |
| <i>Projected 2011 - 2012</i>                      | <i>91 - 96</i>                      |

**Average class size will be 28 students**

| <b>Projected Range of Class Sizes Across the District – 2011 - 2012</b> |              |
|---|--------------|
| Kindergarten (pending completed enrollment)                             | (Average) 25 |
| Grades 1 and 2  | 21 – 31      |
| Grades 3, 4, and 5  | 20 - 33      |

**2. Loss of instruction in The Arts and Physical Education**

- Loss of second PE class in grades 4 and 5
  - All students will have only 1 PE class per week per state law
- Reduction in art and music to half the traditional experience

*How will these budget reductions directly impact our student's school experience?*

The Elementary Principals see an impact on two critical components of effective schools:

**Frequent, high quality interactions among students and between students and teachers**

- Less small group and individual time with teacher
- Less time and opportunity for differentiated instruction, conferencing in writing, extensions to curriculum, opportunity to meet with reading groups
- Decreased project-based learning
- Less time for student talking and discussion – more teacher directed instruction
- Less time for teachers response to the “teachable moments” that are the bedrock of personal connection around learning
- Crowded classrooms cannot adequately provide for small group learning spaces, interest centers, and room for children to spread out and learn

**Opportunities for professional conversations among teachers about their students' learning**

- Common planning time threatened
- Successful reading intervention program will be compromised
- Effective Science and Social Studies instruction rests on innovative practice that is often the result of opportunities for teachers to collaborate and share best practice. Time to do so will be decreased.

**In Summary:**

The vision of public education has always been to provide students with rich academic, social, and cultural learning. This is what most of us experienced in our own education. Sadly, we find that we are struggling to maintain, in a free public education environment, these same experiences for our children.