

STONEHAM PUBLIC SCHOOLS

BUDGET IMPACT PART TWO

September 16th 7:00 PM

Superintendent, Dr. DeFrancisco
School Committee Chair, Jaime Wallace
Assistant Superintendent, Dr. Castonguay
Town-Wide Budget Director, Leida Secor

Override Committee



AGENDA

- A Few Reminders: Where We Were
 - School Year Launched: Where We Are
 - What We Need: Where We Are Going
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REMINDERS: WHERE WE WERE



FOCUS AREAS OF UNDERSTANDING

**Understanding
Funding Sources**

**Understanding
Unfunded Mandates**

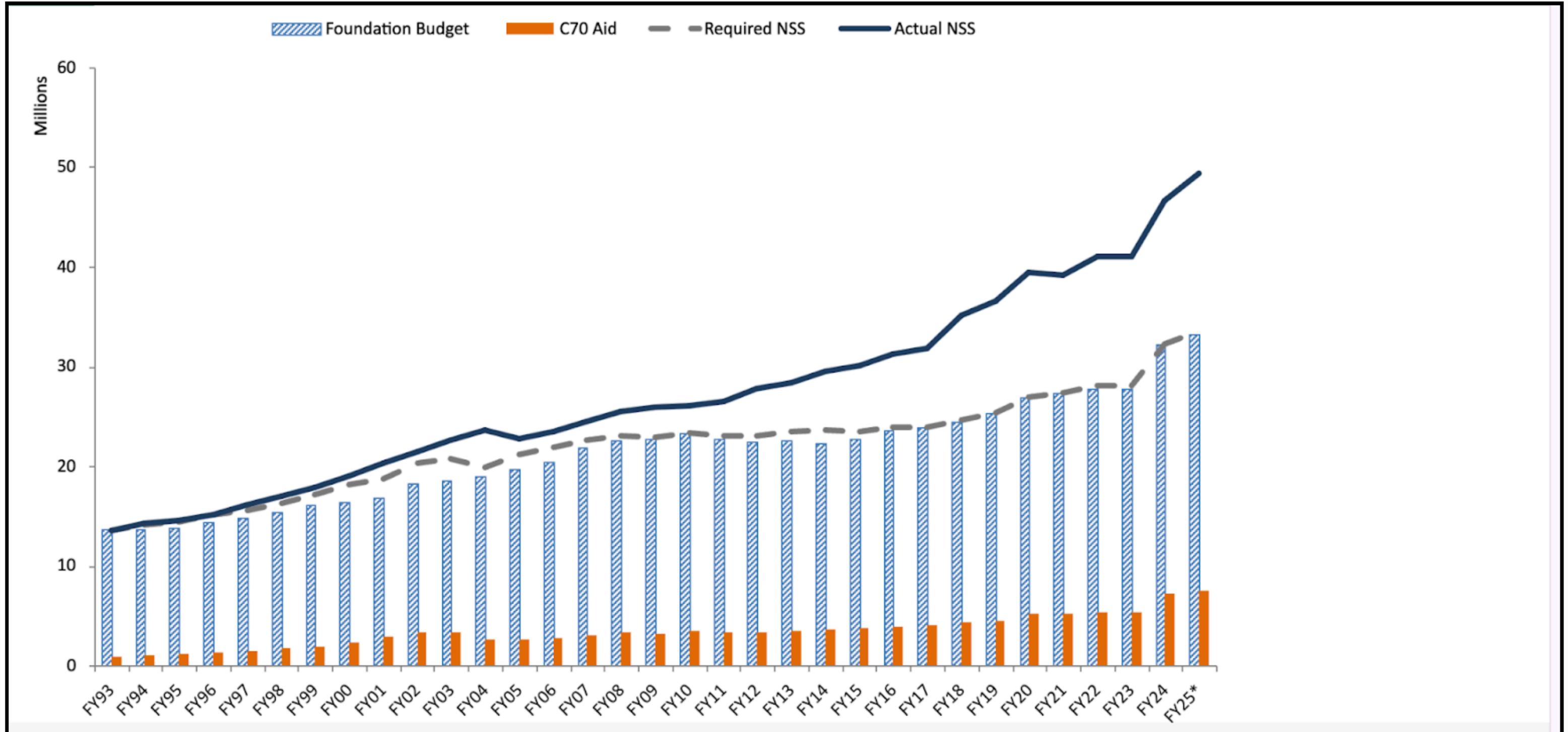
**Understanding The
Story of Impact**

**Understanding
Market Salary**

UNDERSTANDING FUNDING SOURCES

- **Federal Funding:** ESSA, IDEA, Nutrition, ESSER
- **State Funding:** Chapter 70 and Circuit Breaker 71A
- **Revolving Accounts:** Cafeteria, Circuit Breaker, After School, Drama accounts
- **Grants:** Federal Entitlement Grants, A Variety of Competitive Grants both current and grants that have been drawn down.
- **Revenue:** Facilities, Athletics User Fees/Tickets, Drama, PK Tuition

CHAPTER 70 STATE FUNDING



CIRCUIT BREAKER 71A

In public education we are required to meet the needs of all students in their least restrictive environment.

The implementation of Individualized Education Plans (IEPs) can be funded through circuit breaker funds but not 100%

Out of district placements can be funded with circuit breaker funds, but not at 100%

That means that the percentage that is not funded becomes an unfunded mandate.

UNDERSTANDING UNFUNDED MANDATES

SPECIAL EDUCATION

MULTI-LANGUAGE LEARNERS

MCKINNEY VENTO (PROTECTION FOR UNHOMED STUDENTS)

REGULAR TRANSPORTATION (STUDENTS LIVING 2.0 MILES OR GREATER FROM SCHOOL)

SPECIAL EDUCATION TRANSPORTATION (IN DISTRICT AND OUT OF DISTRICT)

EDUCATOR MENTOR AND PROFESSIONAL DEVELOPMENT PROGRAMMING

UNEMPLOYMENT

SPECIALIZED INSTRUCTION:

Remember that funds for specialized instruction from the state is our money in a revolving account called Circuit Breaker (71A). We are allowed to use this money to pay for a percentage of out of district costs, supporting individualized education plans and other costs we incur from specialized instruction.

In **FY 25**, we spent

14,781,542 (including educators)

2,303,562 was funded by Circuit Breaker Money.

12,477,980 (Unfunded)

232,242 of that cost was paid out to consultants at a higher cost

MULTI-LINGUAL LEARNERS

In FY 25 we spent

711,293 on Multi-Language Learner Needs

18,617 in Title III funds

692,676 (Unfunded)



UNEMPLOYMENT AND MCKINNEY VENTO

Unemployment:

In FY 25:

We paid out **107,463** in unemployment. This is 100% unfunded.

McKinney Vento:

In FY 25:

We paid out **194,980** for students experiencing homelessness. This is 100 % unfunded.

TRANSPORTATION COSTS

Regular Transportation

In FY 26:

we are scheduled to spend **97,200** on regular transportation. This is 100% unfunded.

Special Education Transportation (Inside and Outside of the District)

In Fy 25:

We spent **1,259,367** on special education transportation. Only some of this money was funded by circuit breaker.

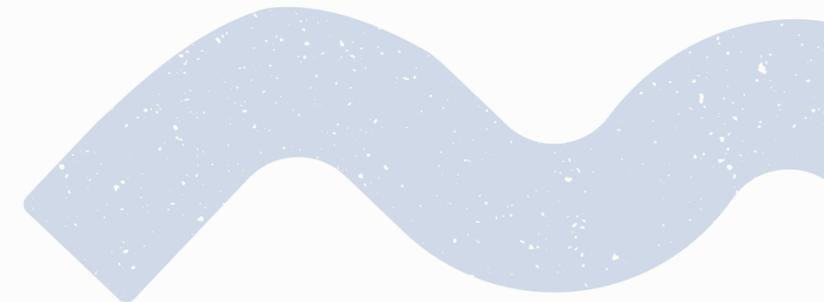
TOTAL ESTIMATE

13,570,299



OVERVIEW OF MARKET SALARY NEEDS

- **CAFETERIA** (Up to Market Last Contract, Currently w/o a contract)
- **CLERICAL** (Up to Market, Currently w/o a contract)
- **ESP** (Up to Market, Currently w/o a contract)
- **STIPENDS** (Increased)
- **CUSTODIANS** (Settled with an Added Step)
- **UNIT B** (Stoneham Administrative Unit, Currently w/o a contract)
- **UNIT A** (Educator's Unit, Currently w/o a contract)



IMPACT OF BEING UNDERMARKET

Being at the bottom of the salary scale for both the districts we use for comparison and the districts that are in the middlesex league has caused:

- Loss of Veteran Educators
- Difficulty Recruiting Educators
- An Increase in the need for Waivers to Teach
- Higher Special Education Costs



PAST BUDGETS

Fiscal Year	Proposed	Received	Delta
FY23	\$33,311,271	\$32,100,420	\$1,210,851
FY24	\$34,481,811	\$33,206,221 (\$34,296,479 with SOA)	1,275,590 (185,322)
FY25	\$37,741,962	\$35,796,978	1,944,984
FY26	\$48,000,000	\$39,460,244	8,539,756
			11,880,913

Budget Proposal Options

\$39,725,375

Level Service

- Increase: \$3,628,397
 - 12.4% over FY25 Budget
 - Aims to maintain the same number of teachers, class sizes, and extracurricular activities as the previous year
 - Accounts for modest increase for CBAs
-

\$45,621,077

Restorative Budget

- Increase: \$6,195,702
- 17% over FY25 Budget
- Restores reductions from FY 24 and 25
- Accounts for healthier increase for CBAs

\$46,651,425

Investment Budget

- Increase: \$7,226,050
 - 20% over FY25 Budget
 - Restores reductions from FY 24 and 25 and adds unfunded lines from FY25
 - Provides wiggle room to increase CBAs to market comps
-

\$48,000,000

Capital Budget

- Increase: \$8,574,625
 - 23% over FY25 Budget
 - Restores reductions from FY 24 and 25 and adds unfunded lines from FY25
 - Provides maximum ability to increase CBAs to mid market comps
-



SCHOOL YEAR LAUNCHED: WHERE WE ARE



IMPACT AS WE START THE YEAR

We are not fully staffed

- Service Providers: We are beginning to contract out because we have not filled positions.
- Middle School subject areas: These are being filled by curriculum coordinators
- Less Operational Support: Dr. Castonguay needed to ride the bus to make sure our routes are settled. Human resources are being spread across existing positions during HR parental leave.
- Using one time funds to increase support to get us through the year.
- EVERYONE is spread extremely thin.

IMPACT AS WE START THE YEAR

All of our units are working without a contract (less custodians)

- We need to get ready to continue negotiations with our bargaining units.
- Our educators, support staff, and many administrators are working without a contract.
- We need to be competitive as we begin these negotiations and are not in the position to do so.

IMPACT AS WE START THE YEAR

Without adequate funding, our students' education is directly impacted in the following ways:

- Our ability to Tier instruction
- Quality of Professional Development and Learning
- Quality of Curriculum Materials
- Equity gaps widen
- Ability to implement newer curricula





WHERE WE NEED TO GO



STONEHAM PUBLIC SCHOOLS' MISSION

Anticipating the challenges and opportunities of a 21st century world, the Stoneham Public Schools develop students who:

- Are creative, critical and independent thinkers
- Demonstrate respect for and acceptance of self and others
- Know and apply communication and information literacy skills
- Are responsible contributors to the local community

CORE VALUES

STONEHAM PUBLIC SCHOOLS' CORE VALUES

All members of the school community:

- Support a safe, inclusive educational environment
- Foster and hold high expectations for student learning
- Share responsibility for the success of our students

DR. DEFRANCISCO'S CORE VALUES

- All of our students, all of the time, no exceptions
- Building relationships and earning credibility is paramount
- Being reflective and learning together is a priority
- Taking care of each other in service of our best work for students is a must

MOVING IN THE RIGHT DIRECTION

- We need to bring our educators into the middle of the competitive market.
- We need to add back the reductions that were made to bring us to a level services budget based on the FY 26 proposed budget
- We need to stabilize so that we can focus on Multi-Tiered Supported general education classes to work toward lower Special Education numbers
- We need to support existing and build new specialized programs within our district to avoid out of district placements.

MARKET SALARY FY 27

Bachelors

Lowest Step

District	Rank	Salary
Medford	1	\$67,581
Bedford	2	\$67,069
Wakefield	3	\$63,302
Reading	4	\$61,044
North Reading	5	\$59,923
Tewksbury	6	\$58,062
Wilmington	7	\$57,271



Step 5

District	Rank	Salary
Bedford	1	\$81,925
Medford	2	\$78,074
Tewksbury	3	\$75,048
Wakefield	4	\$74,607
North Reading	5	\$73,969
Reading	6	\$70,750
Wilmington	7	\$69,614

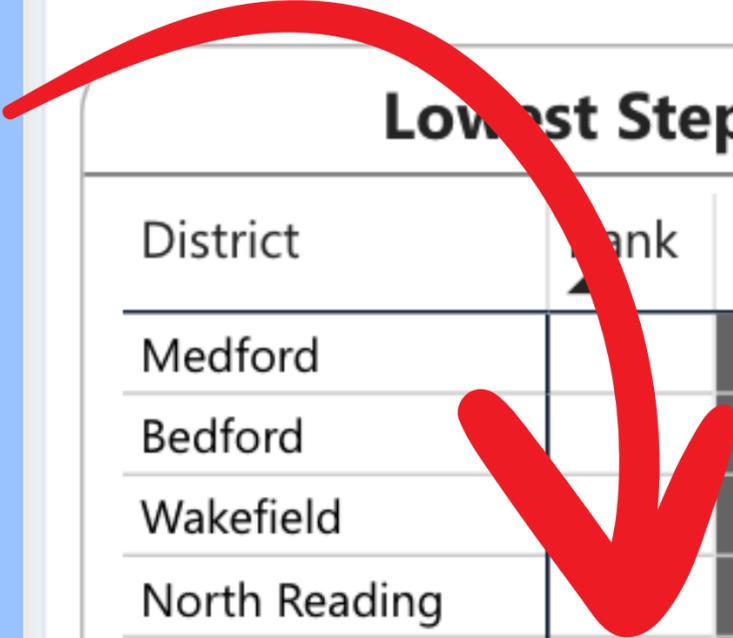
Highest Step

District	Rank	Salary
Medford	1	\$108,931
Bedford	2	\$108,597
North Reading	3	\$100,342
Wilmington	4	\$95,431
Wakefield	5	\$95,202
Reading	6	\$95,042
Tewksbury	7	\$88,372

MARKET SALARY FY 27

Masters

Lowest Step



District	Rank	Salary
Medford		\$73,756
Bedford		\$70,178
Wakefield		\$67,901
North Reading		\$67,186
Reading	5	\$65,520
Wilmington	6	\$62,994
Tewksbury	7	\$62,732

Step 5

District	Rank	Salary
Bedford	1	\$85,750
Medford	2	\$84,260
North Reading	3	\$82,204
Tewksbury	4	\$81,022
Wakefield	5	\$80,011
Wilmington	6	\$76,571
Reading	7	\$76,534

Highest Step

District	Rank	Salary
Bedford	1	\$120,526
Medford	2	\$116,930
North Reading	3	\$110,338
Reading	4	\$104,424
Wakefield	5	\$101,996
Wilmington	6	\$101,378
Tewksbury	7	\$100,833

THIS MEANS

We need to be aiming for a Step One Bachelors salary of approximately **61,000**. (FY25 at 50,654)

We need to be aiming for a Step One Masters of approximately **66,000** (FY25 at 54,616)



Additional Considerations:

- Our Elementary School Enrollment
- Data about use of space and new housing developments
- Portrait of a Learner Work
- New State Mandates for Competency Determination

BREAKING DOWN THE NUMBER

- FY26 Operating Budget
- Adding Back Cuts to Level Service
- Accounting for Rate of Growth
- Accounting for Market Adjustment

48,141,965

SUMMARY

IF we bring our educators up to mid market, THEN we will retain our veteran educators and be able to attract qualified new educators.

IF we bring back the positions that were cut and fund positions in the area of operations THEN we will be able to create efficient systems and structures across all areas of the district.

IF we strengthen and support our ability to deliver a Multi-Tiered System of Supports THEN we will be able to strategically reduce Specialized Instruction Needs over time.

If we can fill our Specialized Instruction Service Provider positions THEN we will cut down the cost of consulting for mandated services.

FINALLY



Bottom Line Up Front

Our bottom line up front is kids.

- We can only do our very best job for children if we think about our return on our investment.
- Educators and our ability to attract educators and retain educators will bring us a better return on our investment.
- Oversight of what goes into running a district and the systems and structures that are important for success will bring us a better return on our investment.
- Supporting the leaders and educators in schools will bring us a better return on our investment.
- When we are asked to cut repeatedly from all of these things, I can promise you that there are no good choices. ALL of our positions impact students. When we cut something, we must be ready to think that the job we were able to do before those cuts will not be as good in a sustainable way. It just won't.

Finally, when we speak about schools in this way, we have to remember that the “product” is the creation of well adjusted, skilled and ready to enter the world human beings. That’s the bottom line.