



Sutton Public Schools

Boston Road • Sutton, MA 01590

FY21 Preliminary Budget Overview

School Committee:

Paul Brennan, Chair
Peter Tufts, Vice Chair
Bruce Edwards, Secretary
Kristen Feifert Clark, Member
Nathan Jerome, Member

Theodore F. Friend, Superintendent
Nancy J. Konisky, Business Manager

The Sutton School District cultivates a positive, collaborative, engaging and safe environment that fosters academic excellence, social responsibility, personal growth and lifelong learning.

We stand steadfast in our commitment to fulfill the mission and vision of the District by maximizing each and every resource available to us. In FY19, the community based Vision Committee and the District Learning Team, as directed by the Superintendent, identified the critical needs of our District and developed long term goals for innovation and personal wellbeing to assist our students through creative and innovative initiatives. These initiatives begin to lay the groundwork necessary to appropriately position the District as it moves forward in change, creating an environment more befitting to 21st century learning.

As a result of our endeavors, these initiatives are now in place:

Simonian Center/ Elementary School

2 full time teachers (grades k-5)

All Special Education teachers (grades 2-5) have been trained in Wilson.

Middle School

Options in PE, art, music, graphic arts, and STEM are now available for 7th and 8th grade.

Advisement time occurs each day for our students facilitating their ability to regroup, reflect, relax or re-engage.

7th graders can now explore various means to address personal wellbeing.

An innovations course allowing for personal exploration has been created for, and is accessible to, grades 6-8.

The sharing of staff with the High School to facilitate these changes has been met with great success.

High School

New graduation requirements allow greater flexibility in course choice while maintaining rigor. Civics and Financial Wellness are required for all of our students.

Numerous courses have been refined or added availing to more ½ year learning options. The Manufacturing Engineering program, blending the resources of ours and other districts, has been well received and attended.

Daily 'flex' time avails our students to hone their time management skills. The sharing of staff with the Middle School to facilitate these changes has been met with great success, allowing us to maximize our offerings.

Our District, while fortunate to be able to meet most of these initiatives within our budget and at little to no cost, has been, due to budget funding constraints, regrettably unable to add the integral position of Curriculum Director. As we continue to affect change within the District we cannot dismiss this need, for it is essential to have the appropriate leadership driving the District into 21st century learning, holding us all accountable for meeting our goals.

With the beginning of FY20, several new ventures were set forth in our drive to metamorphosis. At the bequest of the Superintendent, a Restructuring Committee and a Strategic Planning Committee were created. Bringing together various points of view that exist within our District and within our community at large has been vitally important in addressing our District's path of change in both form and function. These committees have been directed to evaluate and create a vision of what our district must be to cultivate and support the development of our students with the attributes necessary to address the challenges of the ever-changing world and flourish.

- The Restructuring Committee has been tasked with reviewing the present physical and staffing structure of the District, pre-k through 12. Armed with this information, they are examining how best we can align our District to provide flexibility in order to meet the long-term vision and goals being created by the Strategic Planning Committee.
- The Strategic Planning Committee, under the guidance of Maureen Cohen, has convened to examine learning beliefs, create a vision of learning and determine how best these goals will all be achieved. Over a series of meetings the direction has become apparent and the function of the District has begun to evolve.

This FY20 has seen the refinement of our structure to provide creative and innovative initiatives and continuity across the District.

- We have identified that the social and emotional wellbeing of all students, which is paramount to learning, has not been appropriately met across the District. As a result, we are adding health instruction to grades K-5 to provide that continuity.
- The BV Superintendents Consortium, consisting of the districts of the Valley, has been actively seeking out new and innovative ways to address the needs of all students by combining the resources and strengths of the Districts involved. The group has already created the well received and attended Manufacturing Engineering program. They are presently working on the creation of a Computer Science program, which would provide opportunity for our students to access resources not available within our District and facilitate their exploration.

However our biggest challenge has been, and continues to be, the funding of our Special Education (SPED) program. Staggered reimbursement and underfunded and unfunded SPED mandates present dynamic funding needs that can change as rapidly as day to day. Given such instability, we must explore new and appropriate ways to fund this fiduciary responsibility. With no true control over such mandates, we continue to support the monumental burden that is placed on our small District. Together we must examine how the District best accesses the Stabilization account that the Town has created. Under the current environment, our ultimate goal to support all students becomes negatively, and thus unacceptably, impacted.

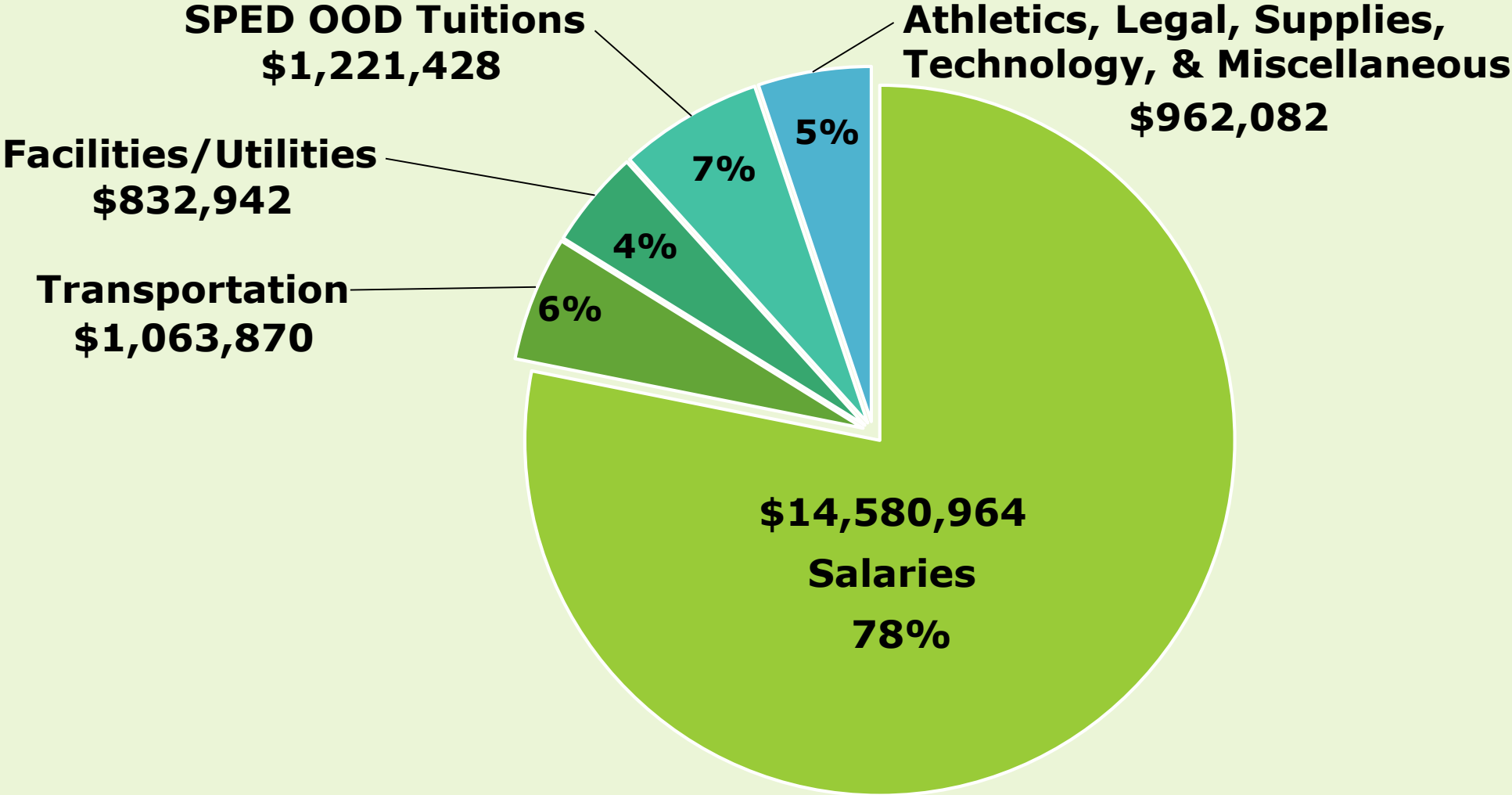
We continue to work within the constraints of our resources all whilst managing to accomplish most initiatives set forth. The needs of the 21st century education obligate us to re-conceptualize our District's definition of education and learning. All of this has been, and continues to be, considered given our resources. However, we would be remiss if we did not advance our District's learning experience into the 21st century. Our ultimate goals are unwavering. This budget reflects just that. So it is now with your assistance that we move forth with our responsibility to meet the critical needs of our learning community.

	FY20 Budget	FY21 Requested Budget	Difference	Budget Comparison	
Salaries:	\$14,135,772	\$14,580,964	\$445,192	3%	2 New IAs (SCEL & ES) 1 New Health Teacher (SCEL/ES) (funded by eliminating 2 Library Assistants in SCEL/ES) 1 New Special Education Director <u>Retirements:</u> <ul style="list-style-type: none"> • 1 Guidance Counselor (ES) • 1 Nurse (SCEL/ES) • 1 Teacher (ES) • .20 Art Teacher (HS) Administrators - 2% Increase Admin. Support (non-union) - 3% Increase STA - 3% Increase (2% & Lane Changes) SESA - 3% Increase (.75¢ increase)
Transportation:	\$986,118	\$1,063,870	\$77,752	8%	Increase in contract with AA Transportation and repairs
Facilities/Utilities:	\$845,740	\$832,942	\$(12,798)	(.02%)	Decrease in Electricity, increase to custodial supplies and contracted services
SPED OOD Tuitions:	\$805,043	\$1,221,428	\$416,385	52%	Out of District Tuitions
Athletics, Legal, Supplies, Technology, Miscellaneous:	\$883,461	\$962,082	\$78,621	9%	Increase in Textbooks, Classroom Supplies, Athletic Officials
Total:	\$17,656,134	\$18,661,286	\$1,005,152	6%	

History of Special Education Out of District Tuitions

	FY17	FY18	FY19	FY20	FY21
Budgeted Tuitions:	\$ 866,409.00	\$ 936,449.00	\$ 967,005.00	\$ 805,043.00	\$ 1,221,428.00
Actual Tuitions:	\$ 859,866.30	\$ 1,039,308.19	\$900,808.28	\$ 1,078,759.14	?
Percent Increase:		21%	-13%	20%	

FY21 Proposed Budget



REVENUE: COMPARISON & PROJECTED		FY20 Budgeted	As of Dec. 2019	FY21 Projected
	Grants/Revolving:	1,614,044	1,850,769*	1,606,723
	Chapter 70 (State):	5,466,555	5,479,815	5,519,445
	Town Portion:	10,607,099	10,607,099	11,007,099
		\$ 17,687,698	\$ 17,937,683	\$ 18,133,267
REVOLVING ALLOCATIONS	Bus Fees:	45,000	45,000	45,000
	Parking:	9,000	9,000	9,000
	After Care:	130,000	130,000	130,000
	School Choice:	454,495	706,171*	454,500
	Student Athletic:	141,300	141,300	141,300
	Gate Receipts:	11,000	11,000	11,000
	Preschool:	55,000	55,000	55,000
	TOTAL REVOLVING:	\$ 845,795	\$ 1,097,471	\$ 845,800
GRANT ALLOCATIONS	262 Grant:	17,480	17,976	17,480
	Title 1 Grant:	43,950	38,650	38,950
	240 Grant:	331,819	328,493	329,493
	Circuit Breaker:	375,000	404,670*	375,000
	TOTAL GRANT:	\$ 768,249	\$ 789,789	\$ 760,923
TOTAL REVOLVING & GRANT:		\$ 1,614,044	\$ 1,887,260	\$ 1,606,723

* Increase due to Out of District Placement Cost (\$271,492)

School Choice Revolving

	FY18 Actual	FY19 Actual	FY20 Projected	FY21 Projected	FY22 Projected	FY23 Projected	FY24 Projected
Beginning Balance:	674,580	796,877	920,568	563,674	493,450	442,726	392,002
Receivables:	242,538	330,204	349,276	334,276	329,726	329,276	304,276
Remaining Rollover:				60,000	60,000	60,000	60,000
Expenses:	(120,241)	(206,513)		(10,000)	(10,000)	(10,000)	(10,000)
<i>OOD Tuitions not allocated in Budget:</i>			(241,822)				
<i>Activity Bus not allocated in Budget:</i>			(25,225)				
Encumbrance to Budget:			(109,124)	(124,500)	(100,000)	(100,000)	(100,000)
Encumbrance to Budget:			(330,000)	(330,000)	(330,000)	(330,000)	(330,000)
Ending Balance:	\$ 796,877	\$ 920,568	\$ 563,674	\$ 493,450	\$ 442,726	\$ 392,002	\$ 316,278

Circuit Breaker Projection

	FY18 Actual	FY19 Actual	FY20 Projected	FY21 Projected	FY22 Projected	FY23 Projected	FY24 Projected
Beginning Balance:	233,745	130,025	61,287	(0)	94,750	94,750	94,750
Receivables:	414,157	429,576	343,383	469,750	483,302	470,316	470,316
Expenses:							
Encumbrance to Budget:	(517,877)	(498,314)	(404,670)	(375,000)	(483,302)	(470,316)	(470,316)
Ending Balance:	\$ 130,025	\$ 61,287	(0)	\$ 94,750	\$ 94,750	\$ 94,750	\$ 94,750

Bus Fees

	FY18 Actual	FY19 Actual	FY20 Projected	FY21 Projected	FY22 Projected	FY23 Projected	FY24 Projected
Beginning Balance:	35,215	52,442	59,673	67,463	72,402	76,045	78,479
Receivables:	61,157	54,465	52,790	49,939	48,643	47,434	45,533
Expenses:							
Encumbrance Expenses:	(43,930)	(47,234)	(45,000)	(45,000)	(45,000)	(45,000)	(45,000)
Ending Balance:	\$ 52,442	\$ 59,673	\$ 67,463	\$ 72,402	\$ 76,045	\$ 78,479	\$ 79,012

Parking Fees

	FY18 Actual	FY19 Actual	FY20 Projected	FY21 Projected	FY22 Projected	FY23 Projected	FY24 Projected
Beginning Balance:	51,341	55,322	44,641	44,712	46,326	47,882	48,510
Receivables:	16,070	13,390	14,600	10,614	10,556	9,628	9,744
Expenses:	(12,089)	(24,071)	(9,000)	(9,000)	(9,000)	(9,000)	(9,000)
Other:			(5,528)				
Ending Balance:	\$ 55,322	\$ 44,641	\$ 44,712	\$ 46,326	\$ 47,882	\$ 48,510	\$ 49,254

After School Care

	FY18 Actual	FY19 Actual	FY20 Projected	FY21 Projected	FY22 Projected	FY23 Projected	FY24 Projected
Beginning Balance:	154,436	156,839	193,622	216,423	219,577	217,131	209,285
Receivables:	428,317	494,116	494,116	480,000	480,000	480,000	480,000
Expenses:							
Payroll:	(277,242)	(306,846)	(311,846)	(316,846)	(321,846)	(326,846)	(331,846)
Other:	(7,410)	(9,195)	(9,195)	(9,500)	(9,600)	(9,700)	(9,800)
Health Benefits:	(15,811)	(14,281)	(16,200)	(16,400)	(16,800)	(17,000)	(17,200)
Medicare:	(3,862)	(4,074)	(4,074)	(4,100)	(4,200)	(4,300)	(4,400)
Encumbrance to Budget:	(121,590)	(122,937)	(130,000)	(130,000)	(130,000)	(130,000)	(130,000)
Ending Balance:	\$ 156,839	\$ 193,622	\$ 216,423	\$ 219,577	\$ 217,131	\$ 209,285	\$ 196,039

Student Athletic Fees

	FY18 Actual	FY19 Actual	FY20 Projected	FY21 Projected	FY22 Projected	FY23 Projected	FY24 Projected
Beginning Balance:	70,675	96,119	83,760	81,348	71,592	59,028	39,120
Receivables:	147,461	144,070	138,888	131,544	128,736	121,392	119,232
Other:	14,698						
Expenses:							
Encumbrance to Budget:	(136,715)	(156,429)	(141,300)	(141,300)	(141,300)	(141,300)	(141,300)
Ending Balance:	\$ 96,119	\$ 83,760	\$ 81,348	\$ 71,592	\$ 59,028	\$ 39,120	\$ 17,052

Athletic Revolving (Gate Receipts)

	FY18 Actual	FY19 Actual	FY20 Projected	FY21 Projected	FY22 Projected	FY23 Projected	FY24 Projected
Beginning Balance:	26,985	26,341	37,294	40,294	42,794	44,794	46,294
Receivables:							
Gate Receipts:	900	14,703	14,000	13,500	13,000	12,500	12,000
FY18 Receipts:		12,491					
Expenses:							
Other Expenses:	(1,544)	(5,241)					
Encumbrance Expenses:		(11,000)	(11,000)	(11,000)	(11,000)	(11,000)	(11,000)
Ending Balance:	\$ 26,341	\$ 37,294	\$ 40,294	\$ 42,794	\$ 44,794	\$ 46,294	\$ 47,294

Preschool Revolving

	FY18 Actual	FY19 Actual	FY20 Projected	FY21 Projected	FY22 Projected	FY23 Projected	FY24 Projected
Beginning Balance:	15,266	21,713	20,693	20,693	29,053	34,773	40,493
Receivables:	60,790	53,980	55,000	63,360	60,720	60,720	60,720
Expenses:							
Encumbrance to Budget:	(52,625)	(55,000)	(55,000)	(55,000)	(55,000)	(55,000)	(55,000)
Other:	(1,718)						
Ending Balance:	\$ 21,713	\$ 20,693	\$ 20,693	\$ 29,053	\$ 34,773	\$ 40,493	\$ 46,213

Four Year Budget Projections

	FY21 Projected	FY22 Projected	FY23 Projected	FY24 Projected	
Salaries:	14,580,964.00	15,018,392.92	15,468,944.71	15,933,013.05	3% Increase – No Increase to FTE
Transportation:	1,063,870.00	1,148,979.60	1,240,897.97	1,340,169.81	8% Increase each year
Facilities / Utilities:	832,942.00	857,930.26	883,668.17	910,178.21	3% Increase each year
SPED OOD Tuitions:	1,221,428.00	1,178,684.00	1,214,044.00	1,167,348.00	*No new OOD forecasted
Athletics, Legal, Supplies, Technology & Miscellaneous:	962,082.00	1,000,565.28	1,040,587.89	1,082,211.41	4% Increase
Projected Ending Balance:	\$18,661,286.00	\$19,204,552.06	\$19,848,142.73	\$20,432,920.47	
		3%	3%	3%	
		\$581,749.34	\$686,691.95	\$632,928.02	

* Potential changes include restructuring the district to three schools and a warrant item to eliminate WWTP.

* The budget will not decrease because the funds will be used for other resources.

FY21 Projected Budget:	\$18,661,286
FY21 Projected Revenue:	\$18,133,267
Budget Gap:	\$528,019

Questions?

Appendix

Enrollment History & Projections

FY	K	1	2	3	4	5	6	7	8	9	10	11	12	Total Students
2018	92	89	97	108	101	120	111	131	123	79	104	103	113	1371
2019	99	85	84	104	106	104	115	113	132	99	78	104	105	1328
2020	93	105	100	88	108	106	107	122	116	85	97	86	105	1318
2021	78*	93	105	100	88	108	106	107	122	81	85	97	86	1256
2022	95	78	93	105	100	88	108	106	107	87	81	85	97	1230
2023	95	95	78	93	105	100	88	108	106	82	87	81	85	1203
2024	95	95	95	78	93	105	100	88	108	81	82	87	81	1188

* Preliminary - Grade K enrollment is still open.

Class Sizes for FY2021:

- Grades K-5 range between 19-23 students
- Grades 6-8 range between 21-24 students
- High School varies due to course selection

ACRONYMS

AYP – Adequate yearly Progress

BOE – Board of Education

DESE – Massachusetts Department of Elementary & Secondary Education

ELL – English Language Learners

ESP – Education Support Professional

FTE – Full-Time Equivalent

FY – Fiscal Year

IEP – Individualized Education Program

IDEA – Individuals with Disabilities Education Act

MTSS – Massachusetts Tiered System of Support

NCLB – No Child Left Behind

NEASC – New England Association of Schools and Colleges

NSBA – National School Boards Association

OPEB – Other Post-Employment Benefits

PARCC – Partnership for Assessment of Readiness for College and Careers

RTTT – Race-to-the-Top

SEI – Sheltered English Immersion

SEPAC – Special Education Parent Action Council

SOI – Statement of Interest

STEM – Science, Technology, Engineering & Mathematics

TITLE 1 GRANT: Adult and Community Learning Services (ACLS)

240 IDEA GRANT: Individuals with Disabilities Education Act (IDEA) Federal Special Education Entitlement Grant

TITLE II PART A, 140 GRANT: Improving Teacher Quality

GLOSSARY: District & Budget Terms

Chapter 70 School Funds: Chapter 70 refers to the school funding formula created under the Education Reform Act of 1993 by which state aid is distributed through the Cherry Sheet to help establish educational equity among municipal and regional school districts. Districts receive different levels of Chapter 70 aid because their community ability to pay differs. The program seeks to ensure adequate and equitable school funding for all Massachusetts public pupils. It defines and calculates an adequate funding level for each district, given the specific grades, programs, and demographic characteristics of its students. It then determines how much of that “foundation budget” should be paid for by each city and town’s property tax, based upon the relative wealth of the community. The remainder is funded by Chapter 70 state aid. Each district’s foundation budget is updated each year to reflect inflation and changes in enrollment. Enrollment plays an important role not just because of the total number of pupils, but also because there are differences in the costs associated with various educational programs, grade levels, and student needs. Districts differ greatly in the percentages of their student population that fall into these enrollment categories. As a result, when districts’ foundation budgets are presented in per pupil terms, there is considerable variation.

Circuit Breaker: The Special Education Circuit Breaker program reimburses local school districts for a portion of their costs for educating severely high-needs special education students. The state reimburses a portion of district costs above a certain threshold and the precise reimbursement formula changes year-to-year depending upon the total amount allocated in a given year and on the level of claims statewide.

Collective Bargaining: The process of negotiating workers' wages, hours, benefits, working conditions, etc., between an employer and some or all of its employees, who are represented by a recognized labor union. Sutton Public Schools has two bargaining units: Sutton Teachers Association and Sutton Education Support Association.

DESE: DESE is an acronym for the Massachusetts Department of Elementary and Secondary Education. Information about DESE is available at <http://www.doe.mass.edu/>.

IEP (Individualized Education Program): A legal document that defines special education services to be provided by the district to a student with disabilities.

IDEA (Individuals with Disabilities Education act): A law that guarantees educational rights to all students with disabilities and makes it illegal for school districts to refuse to educate a student based on his or her disability.

Inclusive Classroom: For individuals with a disability and/or in special education, inclusion secures opportunities for students with disabilities to learn inside general education classrooms. General education classrooms in which students with disabilities learn are known as inclusive classrooms.

Local Receipts: Town revenue based on local taxes and fees such as motor vehicle excise, utility fees, local permit and license fees.

Operating Budget: The operating budget must be approved by Town Meeting by June 30. Town Meeting may only vote the bottom line budget for the school department. The School Committee also has the authority "to determine expenditures within the total appropriations" of the school department operating budget.

Revolving Fund: Town Meeting may establish revolving funds for certain services, allowed either by a specific statute (e.g., school department revolving funds) or under chapter 44, section 53E1/2 (e.g., for general purposes). Revolving funds are typically used for fee based services.

School Choice: Allows public education funds to follow students to the schools or services that best fit their needs.

SPEC. ED. (Special Education): Specially designed instruction provided at no cost to parents, to meet the unique needs of a child with a disability.

Special Education Stabilization Fund: The financial goal of this fund is to provide payment for unbudgeted, unforeseen, special education expenses in any year, without forcing cuts to other services during that year.