

Stone PK-12 Day School

MaryEllen Shaw, Principal

February 9, 2026

School / Department Budget Planning – SY27

Budget Overview - Executive Summary

- **Key priorities for SY27:** The focus for Stone School in SY27 will be on deepening the quality and consistency of academic and therapeutic practice across the school. Our key priorities will be building teacher capacity to sustain academic rigor through intentional differentiation and the use of high-quality instructional materials, continuing to strengthen consistent, trauma-responsive strategies and routines, and using data more intentionally to guide academic and therapeutic supports.
- **What is changing from SY26:** Compared to SY26, our planned work represents a more deliberate and integrated approach to strengthening academic and therapeutic consistency across all school teams through the use of data. The focus is on clearer alignment, shared expectations, and more consistent implementation across classrooms and settings.
- **What is remaining stable:** What remains stable is our commitment to trauma-responsive practice, student safety, and emotional well-being. Students will continue to learn in environments that are predictable, supportive, and emotionally safe. Collaboration and shared accountability among all Stone staff will remain central to how the work gets done, and our focus on strong family partnerships will continue to be essential in supporting student success.
- **Primary drivers of this budget proposal:** The proposed budget reflects these priorities by prioritizing investments in teacher capacity toward differentiation, increasing our capacity to provide consistent trauma-responsive practices, and focusing on data-informed instruction in academics and SEL. These investments are intended to strengthen academic and therapeutic outcomes while maintaining student safety, collaboration, and strong family partnerships.

Alignment to District Priorities

- ***Teaching & Learning*** - Stone's SY27 priorities focus on building teacher capacity to deliver rigorous, standards-aligned instruction through intentional differentiation and the use of high-quality instructional materials, ensuring strong instructional practice across classrooms. Consistent use of data will support a deeper focus on individual student needs.
- ***Student Support & Well-Being*** - Continued implementation of consistent, trauma-responsive routines and strategies will support student regulation, safety, and emotional well-being. This focus will create predictable learning environments where students can engage and succeed.
- ***Equity & Access*** - Our focus on Intentional strategies for differentiation and integrating academic and therapeutic supports ensure all students have equitable access to grade-level content and meaningful learning experiences, across all academic and social-emotional environments.
- ***Operational Efficiency*** - An increased focus on the use of data to guide instructional and therapeutic supports will allow all teams to respond more effectively to student needs while making thoughtful, efficient use of staffing and student resources.

Academic Needs Assessment

- ***Student performance trends:*** Due to the continually changing nature of our instructional cohorts, overall student performance varies across benchmarks. A consistent trend is that upon arrival, the initial focus is necessarily on addressing students' social-emotional needs, which can result in a temporary decrease in academic performance. As students become more regulated and their social-emotional needs are supported, academic performance generally rebounds. Across grade levels, data also indicate that our students commonly struggle with sustaining focus during higher-level, cognitively demanding tasks and have a high level need for differentiated instruction.
- ***Identified instructional gaps:*** While there has been a significant increase in the use of high-quality instructional materials at Stone, instructional gaps remain, including inconsistent differentiation and limited student engagement in higher-level tasks. These gaps support the need for stronger alignment between academic instruction, therapeutic supports, and data-informed decision-making.
- ***Curriculum or intervention needs*** - Teachers at Stone require continued access to HQIM that support rigorous, standards-aligned instruction while allowing for intentional differentiation. We have a need for instructional and intervention resources that support student engagement in higher-level tasks while respecting student social-emotional and executive-functioning needs. Consistent tools and protocols are needed to support data-informed decision-making that assists the integration of academic instruction and therapeutic supports across classrooms and levels.
- ***Professional learning implications:*** Professional learning in the coming year will focus on strengthening teachers' ability to effectively differentiate existing high-quality instructional materials. Educators will receive targeted training and ongoing coaching to support student engagement in cognitively demanding tasks while addressing social-emotional and executive-functioning needs through a trauma-informed approach.

Social-Emotional & Behavioral Needs

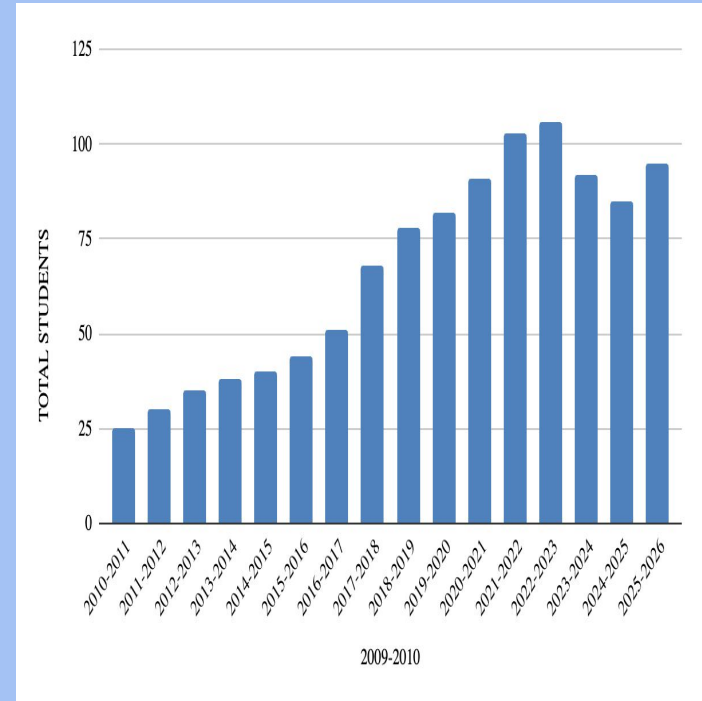
- ***Counseling / adjustment support needs:*** Counseling support roles continue to be essential to meet the complex and growing social-emotional, behavioral, and therapeutic needs of Stone's students and to assist students in accessing instruction. Adjustment counselors, clinicians, behavior therapists, and support paraprofessionals will continue to work collaboratively to provide direct therapeutic services, proactive supports, and interventions that stabilize students, support transitions, and reduce barriers to learning. These roles are critical to maintaining a safe, predictable learning environment that aligns therapeutic interventions with classroom instruction
- ***SEL programming considerations:*** SEL programming at Stone needs to reflect the wide range of student regulation, social-emotional, and executive-functioning needs, especially during transitions and when students first arrive. By emphasizing predictable, trauma-responsive routines and explicitly teaching regulation and coping skills within the school day, SEL supports can help students feel safe, supported, and better able to engage in learning.
- ***Attendance or engagement trends:*** Attendance and student engagement continue to be critical areas of focus for Stone. Many students arrive with a history of chronic absenteeism, with attendance often improving as students feel more supported and connected through consistent therapeutic supports. Because our student population changes throughout the year, supporting regular attendance and engagement remains an ongoing priority.
- ***Behavioral or mental health supports:*** Behavioral and mental health supports are essential to helping our students feel safe and ready to engage in learning. Due to the significant needs of our population, access to outside counseling services, school adjustment services, and coordinated behavioral supports are critical to allow staff to respond proactively to student needs and support students in building the skills necessary to participate meaningfully in both academic and social settings.

Operational & Facilities Considerations

- **Facility or Space Constraints:** The current space is adequate to meet the needs of our students at this time. The planned relocation of the early learning program will create additional space, allowing for expanded counseling areas in the near term and the development of vocational and increased academic spaces in the future to better support student programming.
- **Technology Needs:** As student enrollment continues to increase, Stone will require additional one-to-one student devices to ensure consistent access to instructional technology. Teachers will also continue to need up-to-date technology to support classroom instruction, communication, and required documentation.
- **Safety and Supervision Considerations:** Stone continues to prioritize student and staff safety and is seeking to fill the second security guard position to ensure adequate supervision and support throughout the school day. Ongoing access to security devices, including handheld metal detectors, remains necessary to maintain safe learning environments. In addition, updated walkie-talkies are needed to support clear communication and timely response to safety concerns.
- **Other Operational Factors Impacting Instruction:** Continued attention to staffing structures, scheduling, and communication systems is essential to preserving instructional time. A critical factor is maintaining the historical ratio of behavior therapists to students, which is key to minimizing disruption and supporting consistent instruction by allowing for proactive support and timely intervention.

Impact of Enrollment Trends

- **Current enrollment:** 88 students (95 total students to date)
- **Historical trends:** see chart
- **SY27 projected enrollment:**
- **Impact on class size, staffing, and programming:** Maintaining smaller class sizes is critical to maintaining the successful therapeutic model at Stone. The current 8-student-one teacher-1 para classroom structure provides a level of staffing consistent to that of the district Reach programs and allows for supervision yet flexibility necessary to support student regulation, minimize disruptions, and ensure students can meaningfully access instruction. Our focus on making paras instructional partners in the classroom is maintained by having floor paras to address behavioral and SEL needs best supported outside of the classroom. BT's are then able to provide social skills instruction and the 1:1 meetings our students require to build social-emotional resilience. More than 8 students per classroom will make it very difficult to meet the IEP expectation of two 20 minute meetings per week per student by their BT.



Current Staffing Overview

- **Current staffing:** [Stone Staff Roster](#)
- **Current staffing structure:** [Stone Org Chart](#)
- **Staffing ratios or class sizes:** Class Sizes range from 5 to 8 students with one teacher and one para in each classroom. When fully staffed, each behavior therapist is responsible for two classrooms.

Effectiveness of Current Staffing

- **Structures that are working well:** Current classroom staff to student ratios are working well, and a limit of 16 students per behavior therapist allows each to teach four social skills classes per week and meet twice per week with each student, as required by IEP's. This allows for BT's to have some time to carry out their other responsibilities. [Stone BT Responsibilities](#)
- **Areas of Concern or Strain:** The school adjustment counselor is currently managing approximately 65 consults per week in addition to an increasing student roster. Alongside these consults, the role requires frequent crisis response and on-demand student support, making it increasingly difficult to sustain this level of service while maintaining consistency and effectiveness of care. [Stone SAC Crisis Intervention](#)
- **Inefficiencies or Misalignments Identified:** Over time, the loss of two full days of fine arts instruction has resulted in weekly scheduling gaps that require staff to cover open periods. This has created inefficiencies in scheduling. Having one full-time fine arts instructor would lessen these gaps.

Anticipated Staffing Changes for SY27

- ***Proposed additions, reductions, or reallocations:*** Stone requests the addition of a part-time School Adjustment Counselor and the removal of our open community facilitator position to combine with our .4 art and .4 music teachers to create one full-time fine arts position.
- ***Rationale for changes:*** Adding a part-time School Adjustment Counselor responds to the increasing intensity of student social-emotional and crisis needs and will strengthen the school's ability to provide timely student support. Reallocating the open Community Facilitator position, in combination with the existing 0.4 FTE art and 0.4 FTE music positions, to create a full-time Fine Arts teaching position addresses ongoing scheduling inefficiencies, and will provide access to enrichment programming.
- ***Alignment to enrollment and student needs:*** The proposed adjustments are aligned with current enrollment trends and the evolving needs of Stone's students. As enrollment increases and student profiles reflect greater social-emotional support needs, maintaining appropriate staffing levels and class structures is essential to ensuring students can access instruction in safe, supportive environments.

Strategic Use of Resources

- ***Reallocations or trade-offs made:*** By eliminating the open Community Facilitator position and combining those resources with the existing 0.4 FTE art and 0.4 FTE music positions, the school is requesting a full-time Fine Arts teaching position that restores consistent programming and reduces scheduling inefficiencies.
- ***Programs or initiatives being reduced or discontinued:*** N/A
- ***Efforts to maximize existing resources:*** Stone continues to prioritize student-facing roles while making use of existing practices and instructional and SEL resources to move our work forward.

Requests for Additional Resources (If Applicable)

Description of request:

1. Full time person for fine arts position
2. At minimum a .5 School Adjustment Counselor
3. In anticipation of increased classroom sizes, the addition of a Behavior Therapist for each floor

Purpose and expected impact

1. Provision of art/music therapy classes and wider elective choices for students
2. Increased ability to provide IEP counseling services and in the moment crisis intervention
3. In the case of increased class size, increased ability to provide IEP SEL services

Why existing resources are insufficient

1. The loss of a day of services has created scheduling gaps
2. The current SAC caseload is becoming more than one SAC can handle if there are crisis or other schedule distractions
3. Classes have increased in size and we are concerned that this trend will continue

Sustainability considerations

1. Use student data to guide ongoing staffing decisions
2. Integrate positions into existing support systems (MTSS, SEL, special education)
3. Monitor outcomes annually to assess impact on student support, behavior, and program access

Grants & Supplemental Funding

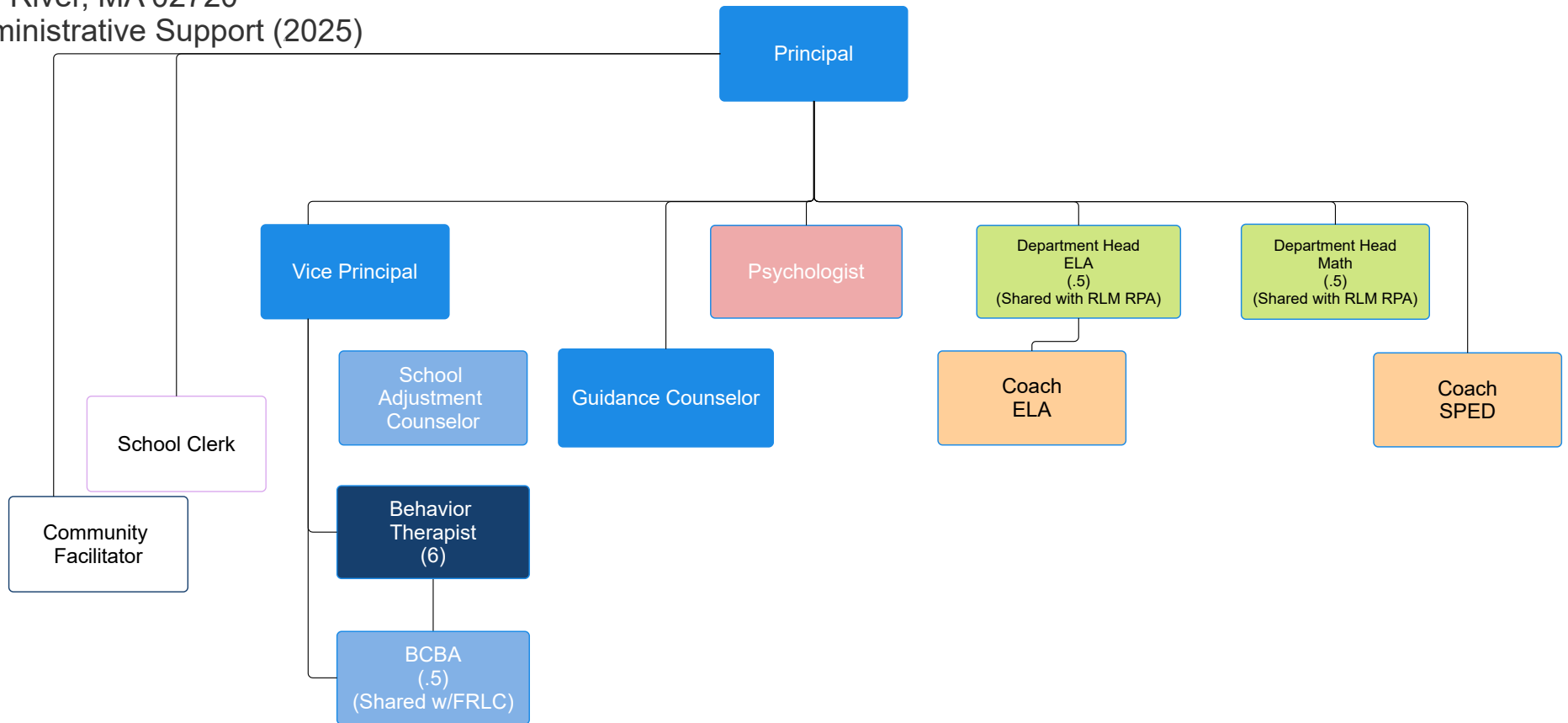
- ***Current grants supporting the school***
 - Investigating History
 - Amplify
- ***Anticipated grant funding***
- ***Partnerships or Shared Services:***
 - Stone partners with RPA to share ELA and Math Department Head roles, providing each site with 2.5 days of leadership support per week.
 - Stone also partners with Evolve to provide MLL instruction through a shared MLL teacher, allowing the school to meet student needs while maximizing staffing resources.
- ***One-time vs. ongoing funding sources***

Discussion & Questions

Clarifying questions

Feedback and next steps

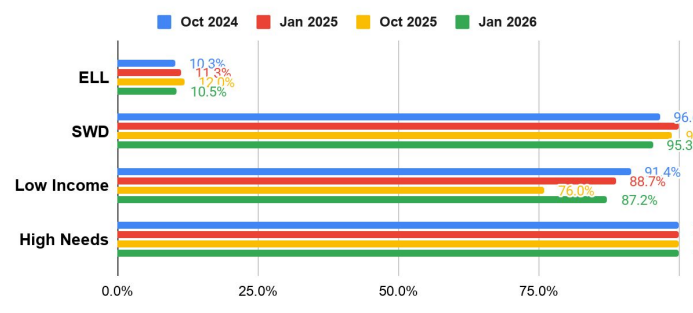
Stone School
276 Maple Street
Fall River, MA 02720
Administrative Support (2025)





Stone PK-12 School

Mary Ellen Shaw, Principal
Grades PK-12
7:40AM - 2:40PM

Enrollment		Selected Populations		Programs	
As of 10/1/2024	56			Extended Day	No
As of 10/1/2025	75			Pre-Kindergarten	No
As of 1/1/2026	86			ELL Foundational	No
				Special Education	Yes

Accountability Profile

Overall Classification	Requiring assistance or intervention
Reason for Classification	In need of focused/targeted support Low participation rate: Students w/disabilities, Low income, High needs, All students
Progress Toward Targets	59%-Substantial progress toward targets

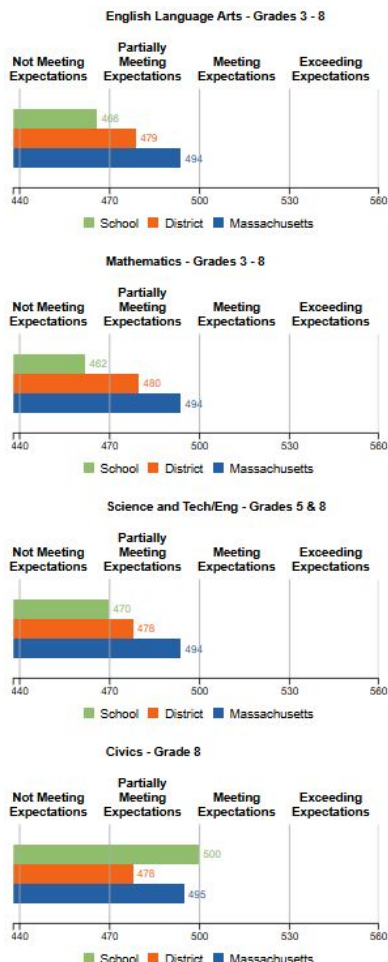
Attendance

SY26 (March 1, 2026)		SY25 (End of Year)	
Attendance Rate	84.7%	Attendance Rate	86.0%
Chronically Absent Rate (>10%)	54.9%	Chronically Absent Rate (>10%)	50%

Federal Designation

Accountability Percentile

MCAS 2025 (G3-G8)



Priority Areas

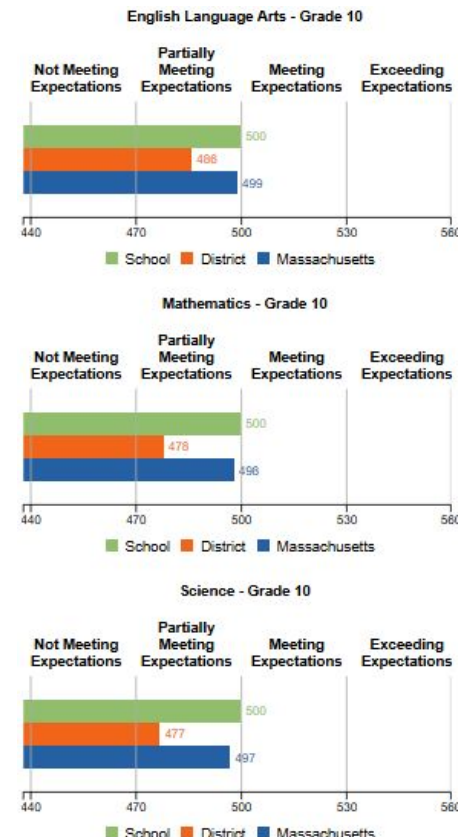
Priority 1: Develop a shared understanding of what rigorous, grade-level instruction looks like within a therapeutic learning environment. Staff will implement High-Quality Instructional Materials (HQIM) with appropriate differentiation and trauma-informed practices that maintain cognitive demand while supporting student regulation and engagement.

Priority 2: Establish clear expectations and routines that support predictable, structured learning environments across classrooms. Instructional blocks, transitions, and classroom systems will be implemented consistently to maximize learning time and support student regulation.

Priority 3: Support teachers in adapting instruction intentionally to meet diverse student needs while maintaining rigorous academic expectations. Professional learning communities, coaching cycles, and peer observations will support continuous refinement of instructional practice.

Priority 4: Develop consistent systems for analyzing student data to guide instructional decisions and therapeutic supports. Teams will use academic and social-emotional data to make targeted adjustments that improve student engagement, regulation, and learning outcomes.

MCAS 2025 (G10)



Last Name	First Name	Org-Object-Project	Staff Assignment	Total Salary	Location	Comment
SHAW	MARY ELLEN	23660000-511200-	Principal	156,393.00	Stone PK-12 School	
GOMES	EDWARD	23660000-511200-	Vice-Principal	134,377.00	Stone PK-12 School	
OPEN TBD		23660000-511200-	Department Head	100,000.00	Stone PK-12 School	
SUTHERLAND	KARA	25252000-511204-00036	Counselor-Adjustment	118,242.00	Stone PK-12 School	
CUSACK	KEVIN	25252000-511204-00036	Counselor-Guidance	113,104.00	Stone PK-12 School	
BILAL	KHALID	23639000-511200-	Therapy - Behavior	98,843.00	Stone PK-12 School	
COSTA	KEVIN	23639000-511200-	Therapy - Behavior	97,528.00	Stone PK-12 School	
OPEN TBD		23639000-511200-	Therapy - Behavior	70,000.00	Stone PK-12 School	
WISNIEWSKI	WENDY	23639000-511200-	Therapy - Behavior	97,710.00	Stone PK-12 School	
ALLEY	VINCENT	23663250-511200-	Therapy - Behavior	98,204.00	Stone PK-12 School	
RANDOLPH	LAMAR	23663250-511200-	Therapy - Behavior	98,204.00	Stone PK-12 School	
DIXON	CARMEILLA	23660000-511215-	Clerk - Confidential	56,434.00	Stone PK-12 School	
OPEN TBD		23660000-511215-	Community Facilitator	40,000.00	Stone PK-12 School	
OPEN TBD		23660000-511215-	Community Facilitator	(40,000.00)	Stone PK-12 School	Move Community Facilitator to PACE Budget
KAZEN	JOSEPH	23663250-511220-	Teacher - SPED ELA Classroom	96,956.00	Stone PK-12 School	
VAN ESSENDELFT	DEBRA	23663250-511220-	Teacher - SPED ELA Classroom	109,699.00	Stone PK-12 School	
CODERRE	ADAM	23663250-511220-	Teacher - SPED Math Classroom	94,311.00	Stone PK-12 School	
OPEN TBD		23663250-511220-	Teacher - SPED Math Classroom	70,000.00	Stone PK-12 School	
THIBAUT	ROBERT	23663250-511220-	Teacher - SPED Science Classroom	110,195.00	Stone PK-12 School	
TIRADO	EDDIE	23663250-511220-	Teacher - SPED Science Classroom	80,422.00	Stone PK-12 School	
BOERL	CHRISTOPHER	23663250-511220-	Teacher - SPED Social Studies Classroom	110,453.00	Stone PK-12 School	
DOTTRIDGE	HOLLY	23663250-511220-	Teacher - SPED Social Studies Classroom	106,232.00	Stone PK-12 School	
AMARAL	NANCY	23663250-511220-	Teacher - SPED Self Contain Classroom	106,414.00	Stone PK-12 School	
CHAISSON	KAREN	23663250-511220-	Teacher - SPED Self Contain Classroom	102,843.00	Stone PK-12 School	
DUNBAR	RACHAEL	23663250-511220-	Teacher - SPED Self Contain Classroom	102,318.00	Stone PK-12 School	
RIOUX-CORREIA	DAWN	23663250-511220-	Teacher - SPED Self Contain Classroom	102,987.00	Stone PK-12 School	
MOSHER	MARYBETH	23663250-511220-	Teacher - ELL Mainstream	108,022.00	Stone PK-12 School	
NEW POSITION		23663250-511220-	Teacher - Fine Arts	70,000.00	Stone PK-12 School	Program Improvement
OEHMEN	MICHELLE	23657000-511220-	Teacher - PE/Health	103,728.00	Stone PK-12 School	
CASTANHO	SARAH	23663250-511220-	Teacher - Literacy Coach	102,414.00	Stone PK-12 School	
MURPHY	SARAH	23663250-511220-	Coach/Interventionist	102,908.00	Stone PK-12 School	
SANTOS	RENEE	23663250-511220-	Teacher - Interventionist	79,308.00	Stone PK-12 School	
HARDEN	CARL	23663250-511230-	Para - SPED ELA Class	45,205.00	Stone PK-12 School	
RICHARD	TAMRA	23663250-511230-	Para - SPED ELA Class	43,705.00	Stone PK-12 School	
BACOTE	TAMEEKA	23663250-511230-	Para - SPED Math Class	39,305.00	Stone PK-12 School	

Last Name	First Name	Org-Object-Project	Staff Assignment	Total Salary	Location	Comment
GOUVEIA	KAREN	23663250-511230-	Para - SPED Math Class	38,514.00	Stone PK-12 School	
BACOTE	LATOYA	23663250-511230-	Para - SPED Science Class	37,794.00	Stone PK-12 School	
KING	KRISTINA	23663250-511230-	Para - SPED Science Class	44,805.00	Stone PK-12 School	
MACIEL	THERESA	23663250-511230-	Para - SPED Social Studies Class	44,405.00	Stone PK-12 School	
ARAGO	NICOLE	23663250-511230-	Para - SPED Self Contain Class	39,205.00	Stone PK-12 School	
CHAMPAGNE	MICHELINE	23663250-511230-	Para - SPED Self Contain Class	45,305.00	Stone PK-12 School	
FACCHIANO	KAREN	23663250-511230-	Para - SPED Self Contain Class	44,605.00	Stone PK-12 School	
GILBERT	JOHNAE	23663250-511230-	Para - SPED Self Contain Class	44,605.00	Stone PK-12 School	
SILVA	LYNSIE	23663250-511230-	Para - SPED Self Contain Class	44,305.00	Stone PK-12 School	
VINCENT	HUNTER	23663250-511230-	Para - SPED Self Contain Class	43,694.00	Stone PK-12 School	
		TOTAL SALARIES-OPERATING		3,553,701.00		
BROGAN	KELLY	35828301-511230-SY25	Para - SPED Social Studies Class	45,305.00	Stone PK-12 School	SPED 240
GILBERT	TAVONNE	35828301-511230-SY25	Para - SPED Self Contain Class	43,914.00	Stone PK-12 School	SPED 240
		TOTAL SALARIES-GRANTS		89,219.00		
		23659002-511225	Substitutes	3,700.00		
		23659002-511225	Substitutes-Building Sub	15,300.00		
		26969004-551200-00036	Textbooks/Technology Materials	2,500.00		
		TOTAL EXPENSES-OPERATING		21,500.00		
		TOTAL STONE-OPERATING BUDGET		3,575,201.00		
		TOTAL STONE-GRANTS		89,219.00		