FY27 Budget FAQs

(~~3-12-2026~~, updated ~~3-31-2026~~ 4-13-2026)

1.	**What is the growth of next year's budget compared to this year?**	• Next year's draft proposed budget is asking for a 1.5% increase over our current fiscal year. With changes/adjustments in state funding and town valuations, the overall average increase to our 10 towns is 1.29%
2.	**What is the focus of the FY27 Budget?**	• To continue with the RSU 9 Strategic Plan and the investments already made, without any new programming being added **except for** Child Developmental Services as prescribed per state law with dollar for dollar reimbursement from the state. • To preserve services that support students and staff in multiple schoolwide areas (in more than one classroom), such as nursing, interventionists, social work/guidance, administration, professional development. • Continuation of Maintenance & Operations upgrades.

3.	**Is every district budget area being affected? What reductions have already been made in this budget?**	• Yes they are, every cost center was asked to reduce their original asks and needs along w/requests from the Budget Committee.
		• Scenario A
		  ○ $600,000 before the budget got to the Budget Committee ($500,000 in the Operations Budget and $100,000 in the Special Ed Budget.
		• Scenario B
		  ○ $534,835 in positions (we had to add a teaching position at CBS (grade 5) along with some other reductions.
		• Scenario C+
		  ○ $357,000 of reductions including using $250,000 from the Maintenance Reserve to cover projects that need to be completed.

4.	**Why are we cutting teaching positions?**	• Our student population is gradually decreasing across grades. Not by a significant # at any one specific school
		  ○ We have
		  ■ 50 less students in grades 9-12 this year
		  ■ We are projected to have approximately 45 less students in grades PreK -5
		• The position reductions being made have an overall

		limited effect on overall class sizes at each school. ● At MBHS we have a large # of classes that have less than 10 students and so we are adjusting staffing based on those #s.. ○ # of teachers ■ English 8 teachers (4 credits) ■ Math 7 (3 credits) Science 8.5 (3 credits) ■ *SS 8 (1.5 credits) ● Class Size Link (PreK - Grade 5) **Largest class sizes*
5.	**What positions are being reduced or cut?**	● Position Reductions
6.	**How many people are losing their jobs?**	● With the staffing reductions being made we do not see anyone losing a job because of a number of retirements and staff moving on. Staff will be able to take on a similar position in district.
7.	**Why are we not looking at cutting administration?**	● RSU 9 Building administrators serve all students and staff in multiple roles within their buildings. ● We have more students and families in difficulty than ever before who need the individual attention and support that the admin supplies to students, families, and staff. ● If we were to reduce an administrator at: ○ An elementary school that would affect every student and staff member at two elementary schools as we would then have to go with a shared administrator. ○ At Mt. Blue HS, our biggest school, it would reduce the effectiveness of multiple programs, student, staff, and family relationships & needs.
8.	**Why are we not looking at reductions at FTC in teaching or administration?**	● The 4 districts that send students to FTC control, oversee, and decide their budget, not RSU 9. ● The funding and budget formula for FTC is based on the state review of their present and future programming and staff needs. They get an allotment of funds for each position based on total student enrollments. ● Within the formula FTC is allowed to have up to three administrators. ● When we added an assistant director position a few years ago we eliminated a student services position to take its place. ● Funds for technical schools do not come from local

		taxes.
	What are CoPs and what are the stipends for?	● Communities of Practice (CoPs) serve as our district-wide professional development model for the entire year, directly aligned with our strategic plan to foster collaborative growth. These groups bring together professionals from across various contexts to share expertise, analyze data, and implement instructional changes with the goal of ongoing adult learning impacting increased student growth and achievement. ● To support this model, the budget allocates facilitator stipends to compensate for required leadership preparation as well as the ongoing management of group goals and participation in a year-long support network to ensure the program's success and alignment with district objectives.
	What are BARR stipends for?	● BARR stipends invest in staff in their shift toward a more formal collaborative structure that views every student through an asset-based lens. These funds support the vital task of collecting and entering live data, ensuring that teams have accurate information to review student progress during Small and Big Block meetings, as well as Community Connect meetings. Staff use the data in their group discussions to support the consistent outreach needed to build strong engagement with families and to sustain a positive climate for learning.