

Sherborn Public School



FISCAL YEAR 2027 OPERATING BUDGET

Beth McCoy, Superintendent of Schools
Denny Conklin, Assistant Superintendent
Dawn Fattore, Business Administrator
Kate McCarthy, Director of Student Services

SCHOOL COMMITTEE MEMBERS

Rebecca Hammond, Chair
Megha Kadiyala, Secretary
Nathaniel Jackson, Member
Bill Alfano, Member
Katharine (Kate) Manzolini, Member

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The Public Schools of Dover and Sherborn

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Elizabeth M. McCoy, Superintendent
Denton Conklin, Assistant Superintendent

Dawn Fattore, Business Administrator
Kate McCarthy, Director of Student Services

TO: Sherborn School Committee
FROM: Dawn Fattore, Business Administrator
DATE: December 9, 2025
RE: FY27 Operating Budget Overview – Version 1.0

Assumptions

The FY27 Operating Budget was developed using the following assumptions:

- a. Slight increase in projected enrollment (see Enrollment Projections in **Tab 3**)
- b. Compliance with Town budget guidance (see Guidance Memo in **Tab 1**)
- c. Alignment with District's 2023-2028 Strategy and School Improvement Plan (see Documents in **Tab 1**)
- d. Only Out-of-District placements in Pre-K to 5th Grade are included, 6th Grade through age 22 placements will be budgeted at the Region (See details in **Tab 4**)
- e. Continued entitlement grant awards (See Summary of Anticipated Grants in **Tab 2**)

Financial Statistics

1. The FY27 Operating Budget (V1.0) is **\$8,060,891** representing changes as noted below:
 - a. In-district operating budget increase of **\$322,606** or **4.43%**. *FY26 increase was \$50,475 or 0.70% due to salary savings from Post-Budget staffing changes.*
 - b. OOD operating budget decrease of **\$694,000** or **60.4%** due to change in budgeting further discussed below. It should be noted that 100% of this decrease plus additional funding is being utilized to cover Sherborn's portion of the Region's OOD net costs.
2. Budget V1.0 includes **\$70,000** (PreK thru 5th Grade only) of Circuit Breaker reimbursement to offset tuition costs. (FYI – Amount of Circuit Breaker funds used in each FY is noted on the Summary Financial Statements for reference purposes.)

Key Budget Drivers

Enrollment

1. In-District student enrollment – Estimating 395-403 students with 21 classroom sections – class size range 17-23. Enrollment projections in **Tab 3** illustrate allocation of 21 sections by grade level. Average class size projected to be **19.2** (FY26 is 18.3). We will continue to review the allocation of sections during the budget process.

Salaries

2. Payroll represents approx. 87% of the operating budget with key budget drivers being:
 - a. All contractual agreements will be opened for negotiations to cover FY27-FY29 - a reserve is included in the budget pending completion of negotiations.

The Dover Sherborn Schools share in the mission to inspire, challenge and support all students as they discover and pursue their full potential.

Key Budget Drivers (continued)

- b. Staffing needs as outlined in **Tab 2** remain relatively level with FY26 needs except where noted (net decrease of .6 FTE; staff increase of .4 FTE ML Educator, offset by a 1.0 Post-FY26 Budget SPED Educator reduction based on student needs).
- c. Any known retirements will be reflected in Version 2.0.

Expenditures

- 3. Majority of other operating expenses remain at FY26 funding levels for V1.0. See detailed notes in **Tab 2** for additional information on uses of funds.
- 4. Utilities increased by \$10,000 to keep pace with actual costs. Electricity supply costs remain flat but delivery costs are increasing. Our very favorable gas supply contract ended in November. Based on the advice of our Utility Procurement consultant, we will be purchasing directly from Eversource. We will evaluate that impact for V2.0 but know it will be an increase over the expired contractual rate.

Out-of-District

- 5. As was discussed with the School Committee in September, the Department of Elementary and Secondary Education (DESE) has requested a change in our accounting for out-of-district placements in order to more accurately recognize the expenses of these placements in the appropriate district for purposes of state reporting.

Our Regional School District Agreement places the financial responsibility of these costs to the Town where the student resides, but the specific language refers to the “net costs” (costs after accounting for Circuit Breaker reimbursement) not the total costs. Historically, we have budgeted the total cost in the Towns’ budgets, and none at the Region. To comply with this request, all costs of a student’s placement will be recorded in the District they would attend if they were in-district and the Region will assess the “net costs” to each Town through their annual Regional Assessment of the out-of-district placements in 6th Grade through the age of 22.

Given this change in accounting, the Sherborn Schools Budget is seeing a reduction in OOD costs as a larger percentage of OOD placements are at the Region level. The amounts reflected in Sherborn’s V1.0 represents the tuition and transportation costs of four placements, net \$70,000 in estimated Circuit Breaker reimbursement. Several of these placements attend the shared Connections Program at Chickering which provides a low-cost programming option as well as keeping the students within the Dover-Sherborn Public Schools system.

For this first year, it will be important to look at both pieces of the OOD budget (Sherborn and Sherborn’s portion of the Region’s budget) to evaluate budgetary changes. This information is shared in **Tab 4** and will continue to be updated during the budget process as changes occur.

Additional Information

As we are only in the beginning of the fourth month of the FY26 school year and are already presenting V1.0 of the FY27 Budget, we do anticipate presenting some additional changes to the FY27 Budget in later versions based on several FY23-FY28 District Strategy initiatives currently underway. These will be presented and discussed with the School Committee tonight and over the coming months.

Timeline

We plan to present Version 2.0 to the Committee on **February 3rd** incorporating any new information available at that time. A meeting with the Advisory Committee is tentatively scheduled for **February 11th**. The final version will be presented and approved on **March 10th** following the Public Budget Hearing.

Other key budget dates include the Town’s Open Hearing on **March 21st** and Annual Town Meeting on **April 28th**.

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FY27 OPERATING EXPENSE SUMMARY

Based on Proposed Budget of December 9, 2025

**** Reflects change in accounting for OOD activity for FY27**

To: Sherborn Omnibus Budget Makers and Elected Officials
From: Sherborn Advisory Committee
Date: November 7, 2025
Subject: FY2027 Omnibus Budget Guidance, Timeline, Liaisons, and Schedule

The Advisory Committee anticipates FY2027 will be a very tight budget year. Although overall inflation has decreased significantly from its 2022 peak and is now approaching pre-pandemic levels, the ongoing effects of higher payroll, services, and other expenses continue to exert upward pressure on the FY2027 budget. Several challenging factors will impact FY2027, including new multi-year Collective Bargaining Agreements with the police union and school educators, the cost of group health insurance, and the phased-in Town obligation to fund regional dispatch. With relatively faster budget increases, the gap between our Tax Levy and the maximum allowable amount under Proposition 2-1/2 continues to narrow.

The tax rate in FY2025 was \$16.58, as compared to \$16.95 in FY2024. (The highest tax rate was in FY2016 at \$20.57.) The average FY2025 tax bill was \$18,705, slightly above \$18,696 in FY2024. Tax bills are expected to rise in FY2026, as nearly \$35 million of the Town's budget in FY2026 is covered by about 1,500 households.

Below is a table of past fiscal years' Omnibus budgets:

Table 1: Budget History

Fiscal Year	Omnibus Budget	Increase (Decrease)		School Budget	Increase (Decrease)	
		Amount	Percent		Amount	Percent
2020	\$ 27,927,379			\$ 16,854,719		
2021	\$ 28,600,485	\$ 673,106	2.41%	\$ 16,651,628	\$ (203,091)	-1.20%
2022	\$ 28,797,919	\$ 197,434	0.69%	\$ 16,993,467	\$ 341,839	2.05%
2023	\$ 31,100,282	\$ 2,302,363	7.99%	\$ 18,133,097	\$ 1,139,630	6.71%
2024	\$ 32,261,341	\$ 1,161,059	3.73%	\$ 19,142,891	\$ 1,009,794	5.57%
2025	\$ 34,223,653	\$ 1,962,312	6.08%	\$ 19,989,072	\$ 846,181	4.42%
2026	\$ 35,416,730	\$ 1,193,077	3.49%	\$ 20,451,306	\$ 462,234	2.31%

The School Budget is part of the Omnibus Budget and is provided for informational purposes.

Fiscal years 2020-2024 are actual results.

Fiscal years 2025 and 2026 are the Town Meeting-approved omnibus budgets.

Considering all these factors, the Advisory Committee intends to implement a cautious budgeting strategy for FY2027.

The Advisory Committee recommends a 3.25% COLA for employees not covered by Collective Bargaining Agreements. (Employees covered by such agreements will receive salary adjustments according to those respective agreements.) This 3.25% proposal will be presented at the 2027

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Annual Town Meeting. It is slightly higher than the 2.8% Social Security COLA effective January 1, 2026, and falls within the 3.0% to 3.5% range recommended by the Personnel Board. Additionally, it closely aligns with both the Consumer Price Index for All Urban Consumers (CPI-U) increase of 3.0% and the Boston-Cambridge-Newton, MA, all items CPI-U increase of 3.3%, for the twelve months ending September 2025. To compare, COLAs were 2.5% for FY2026, 3.5% for FY2025, 4.5% for FY2024, 4.0% for FY2023, and 2.0% in previous years.

Regarding budget guidance, we ask budget makers to submit flat budgets and to base FY2027 operational expenses (excluding salaries) on the FY2026 budgets. Please review your department's current year-to-date expenditures to identify any significant differences compared to your FY2026 budget. For line items requiring increases to maintain essential services or where costs have unexpectedly risen, we request that budget makers provide specific justifications to the Select Board and the Advisory Committee and, whenever possible, propose offsetting decreases in other line items.

The Advisory Committee also urges budget makers to consider possible organizational changes or budget cuts to reduce costs. After the initial budget review in January 2026, the Advisory Committee may revisit the guidance and offer additional recommendations. Therefore, it is advisable for budget makers to be prepared for that possibility.

The Advisory Committee looks forward to discussing details with the Town Administrator and budget makers to ensure essential services are maintained and the Town's overall costs and tax rate are managed as effectively as possible.

Capital budget requests should be submitted in accordance with the Capital Budget Committee's guidance letter and *presented to the Advisory Committee during the same meeting as the operating budgets*. The Advisory Committee requests that budget makers provide an update on their capital projects approved at the 2025 Annual Town Meeting.

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Timeline

- **December 5, 2025:** FY2027 budgets are due to the Town Administrator and Finance Director.
- **Weeks of December 8-19, 2025:** Budget makers meet with Town Administrator and Finance Director.
- **December 31, 2025:** Budgets transmitted to the Select Board and Advisory Committee.
- **January through March 2026:** Advisory budget review meetings. Please review the attached schedule.
- **March 21, 2026:** Advisory Public Hearing (continuation March 23, if necessary)
- **April 28, 2026:** Annual Town Meeting (continuation April 30, if necessary)

Questions about FY2027 budgets should be directed to the Town Administrator, Finance Director, or the Advisory Committee chair or liaisons. A list of Department liaisons is attached.

Sincerely,

Sherborn Advisory Committee

Stephen Bonder (Chair), Nora Lynch Smith (Vice Chair), Laura Howenstine, Adam Nee, Paul Pilotte, George Pucci, Divya Raghavan Molloy, Alexander Ritchie, and Perin Young



DOVER-SHERBORN PUBLIC SCHOOLS DISTRICT STRATEGY 2023 - 2028

VISION

We will distinguish ourselves through innovative teaching and learning experiences that inspire all students to pursue their individual passion for learning and excellence while we continue to be a nationally recognized, high-performing school system.

MISSION

The Dover-Sherborn Schools share in the mission to inspire, challenge and support all students as they discover and pursue their full potential.

THEORY OF ACTION

IF we are able to successfully inspire, challenge, and provide the necessary supports for all of our students, THEN they will be equipped with the tools necessary to achieve their fullest potential in a rapidly changing world.

CORE VALUES

COMMITMENT TO COMMUNITY • EQUITY AND EXCELLENCE • RESPECT AND DIGNITY • CLIMATE OF CARE

EXCELLENCE & INNOVATION IN LEARNING - Maintain academic excellence and rigor while adapting practices to prepare graduates for success in a rapidly changing world.



- Develop a district-wide vision for teaching and learning grounded in practices that promote the attainment of 21st century skills and competencies.
- Further actualize the District's Portrait of a Graduate including methods for classroom application and measures of student growth and mastery.
- Revise the curriculum to engage all students as active learners in relevant, standards-based content and resources.
- Identify a comprehensive set of data points to monitor student, school and District growth relative to established goals and benchmarks.
- Update the District's Technology Plan to support the development of students' digital and media literacy skills within a continuously evolving landscape.

CHALLENGE & SUPPORT ALL STUDENTS - Enhance programming to ensure all students are able to achieve their full potential within a supportive learning environment.



- Identify essential content and skills within each grade level and content area to ensure a rigorous continuum of learning for all students.
- Expand educators' repertoire of inclusive practices, including Universal Design for Learning, differentiation and co-teaching.
- Further establish a multi-tiered system (MTSS) of assessment tools, data structures and intervention programs to support and monitor student growth and achievement.
- Promote a positive school culture whereby all students feel valued and experience a strong sense of belonging.
- Clarify community expectations within and across buildings, integrating restorative practices as a means to promote reflection and repair.

PROFESSIONAL LEARNING & GROWTH - Expand opportunities for professional growth and collaboration among educators in support of the District's vision for teaching and learning.



Examine the current leadership model to ensure adequate instructional support to achieve the District's vision for 21st century teaching and learning.

Provide differentiated professional learning opportunities for educators to deepen knowledge and improve practice in priority areas.

Strengthen the supervision and evaluation process to ensure constructive and targeted feedback for all staff relative to individual, school and district goals.

Increase efforts to recruit, support and retain highly qualified diverse educators.

FAMILY & COMMUNITY ENGAGEMENT - Engage families and community members in the strategic pursuit of a shared vision and mission.



Streamline platforms and practices to ensure timely, effective systems of communication between home and school.

Maintain open and transparent dialogue relative to District goals and practices.

Increase opportunities for all families to participate in school activities and community events.

Enhance the METCO experience by expanding program opportunities and strengthening relationships between Dover, Sherborn and Boston families.

SAFE & SUSTAINABLE SPACES - Evaluate and update facilities to ensure safe, sufficient and sustainable spaces amidst a changing educational and environmental landscape.



Continue to update systems, structures and protocols to ensure the safety of students and staff.

Analyze current space usage and identify efficiencies or additional resources required to provide high quality programming.

Redesign learning spaces to promote student inquiry, creative design and collaborative problem solving in support of 21st century learning.

Enhance sustainability efforts relative to green infrastructure and resource management.

#WEareDS



Approved 09.12.23



PINE HILL SCHOOL IMPROVEMENT PLAN

2025-2026

DISTRICT VISION

We will distinguish ourselves through innovative teaching and learning experiences that inspire all students to pursue their individual passion for learning and excellence while we continue to be a nationally recognized, high-performing school system.

MISSION

The Dover Sherborn Schools share in the mission to inspire, challenge, and support all students as they discover and pursue their full potential.

THEORY OF ACTION

If we are able to successfully inspire, challenge, and provide the necessary support for all of our students, *then* they will be equipped with the tools necessary to achieve their fullest potential in a rapidly changing society.

CORE VALUES

COMMITMENT TO COMMUNITY • EQUITY AND EXCELLENCE • RESPECT AND DIGNITY •
CLIMATE OF CARE

STRATEGIC OBJECTIVES 2023-2028

EXCELLENCE & INNOVATION IN LEARNING

Maintain academic excellence and rigor while adapting practices to prepare graduates for success in a rapidly changing world.

CHALLENGE & SUPPORT ALL STUDENTS

Enhance programming to ensure all students are able to achieve their full potential within a supportive learning environment.

PROFESSIONAL LEARNING & GROWTH

Expand opportunities for professional growth and collaboration among educators in support of the District's vision for teaching and learning.

FAMILY & COMMUNITY ENGAGEMENT

Engage families and community members in the strategic pursuit of a shared vision and mission.

SAFE & SUSTAINABLE SPACES





PINE HILL SCHOOL IMPROVEMENT PLAN

2025-2026

Evaluate and update facilities to ensure safe, sufficient and sustainable spaces amidst a changing educational and environmental landscape.

DISTRICT GOALS 2025-26

EDUCATOR COLLABORATION

Provide opportunities for educators to share Best Practices across classrooms and further expand their repertoire of instructional strategies aimed at student engagement and deeper learning.

DATA-INFORMED DECISION-MAKING

Convene a PK-12 data team to analyze district data and further implement a culture of data-informed decision-making relative to student growth and achievement within each school.

SAFE & SUPPORTIVE SCHOOLS

Refine and further implement district-wide routines, policies, and systems that foster safe and supportive school environments for all students and staff.

SCHOOL IMPROVEMENT GOAL 1: For the 2025-2026 academic year, we will work to refine and strengthen Math 2.0 instructional practices to ensure rigorous, engaging, and inclusive math instruction for all learners.

ACTION STEPS	PERSON(S) RESPONSIBLE	ANTICIPATED OUTCOMES & EVIDENCE
• Continued Coaching and Support: Maintain intensive coaching cycles with the Math Coach to deepen instructional strategies and promote best practices across classrooms. • Data-Driven Instruction: Expand use of structured data protocols to monitor student progress and inform targeted math interventions. • Project-Based Learning Integration: Fully embed activity-based and project-based learning from the Reveal curriculum to enhance real-world application and critical	Principal Assistant Principal Special Education Coordinator Instructional Math Coach Educators	Ongoing, collaborative coaching cycles with the Math Coach will cultivate deeper instructional expertise and promote consistent use of high-impact strategies across classrooms — <i>evidence: coaching logs, peer-visit reflections</i> Systematic use of structured data protocols will help teachers monitor progress, adjust instruction in real time, and implement targeted math interventions to address student needs — <i>evidence: data-team documents, intervention rosters, and improved benchmark-assessment growth scores.</i> Embedding activity- and project-based tasks from the Reveal





PINE HILL SCHOOL IMPROVEMENT PLAN

2025-2026

thinking. • Scope and Sequence Refinement: Revisit and adjust the math scope and sequence based on year-one implementation data and teacher feedback to improve pacing and coherence. • Professional Development: Provide ongoing PD focused on differentiation and instructional scaffolds, with a priority on supporting diverse learners, including MLs and students with disabilities.		curriculum will enhance student engagement, critical thinking, and real-world application of math concepts — <i>evidence: authentic-task exemplars, planned PBL experiences at each grade level.</i> Refining the math scope and sequence using year-one implementation data and teacher feedback will improve pacing, ensure coherence across grades, and support smoother instructional flow — <i>evidence: updated pacing guides</i> Ongoing professional development focused on differentiation and scaffolding will strengthen teachers' capacity to meet the needs of all learners, including ELLs and students with disabilities — <i>evidence: PD attendance and reflection logs, lesson-plan artifacts showing scaffolds, and subgroup gains on common assessments.</i>
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SCHOOL IMPROVEMENT GOAL 2: For the 2025-2026 academic year, we will work to build staff capacity to use data effectively and collaborate purposefully to meet the needs of all students.

ACTION STEPS	PERSON(S) RESPONSIBLE	ANTICIPATED OUTCOMES & EVIDENCE
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PINE HILL SCHOOL IMPROVEMENT PLAN

2025-2026

• Refined Data Teams (Data Teams 2.0): Strengthen data team protocols to analyze subgroup data (ELLs, Special Education, and economically disadvantaged students) and develop responsive instructional strategies. Design clear, actionable intervention plans with embedded progress-monitoring checkpoints. • Professional Learning Communities (PLCs): Strengthen PLCs by aligning each session to a focused structure using a bank of protocols in addition to teacher education around Open Architects and better utilizing this as a data tool. • Cross-Grade Vertical Teams: Promote vertical collaboration to ensure instructional coherence across grade spans and support student transitions. Include peer observations. • Data Tools and Capacity Building: Continue training and support for the effective use of tools such as IXL, DIBELS, and Bridges to inform instruction and measure growth.	Principal Assistant Principal Special Education Coordinator Instructional Math Coach Instructional Literacy Coach Educators	Refined Data Teams 2.0 will deepen subgroup analysis (ELLs, Special Education, economically disadvantaged) and generate clear intervention plans with built-in progress checks, leading to more equitable growth and faster response to learning gaps — <i>evidence: data-team agendas and protocols, and increases in benchmark scores for identified subgroups.</i> Strengthened PLCs will follow a focused protocol bank and integrate Open Architects as a robust data source, resulting in tighter collaborative planning and more targeted instructional adjustments — <i>evidence: PLC minutes showing protocol usage, and use of Open Architects reports</i> Cross-grade vertical teams with peer observations will enhance instructional coherence across grade spans, smoothing student transitions and reducing skill gaps between grades — <i>evidence: vertical-team activities embedded in faculty meetings</i> Continued training on IXL, DIBELS, and Bridges will build staff capacity to interpret data accurately and tailor instruction, yielding measurable growth in foundational skills and fluency — <i>evidence: PD attendance logs, and longitudinal performance reports generated from each tool.</i>
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SCHOOL IMPROVEMENT GOAL 3: For the 2025-2026 academic year, we will work to celebrate effective instruction and student success while strengthening social-emotional learning and community connections.

ACTION STEPS	PERSON(S) RESPONSIBLE	ANTICIPATED OUTCOMES & EVIDENCE
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PINE HILL SCHOOL IMPROVEMENT PLAN

2025-2026

• Instructional Walks: Conduct grade-level instructional walks focused on content-specific best practices and SEL integration. • Shout-Outs: Recognize staff for effective instructional and PBIS-aligned strategies through internal communications. Feature effective strategies and celebrations in the family newsletter to highlight classroom success and promote transparency. • Shared Staff Text: Use an anchor picture book as well as a professional text to promote positively and create a shared vision with the Pine Hill Staff. • Scenario-Based SEL Practice: Implement monthly SEL scenarios aligned with PBIS expectations to promote student reflection and community values. • Positive Student Celebrations: Continue school-wide and classroom-based PBIS recognition through events, assemblies, and daily acknowledgments.	Principal Assistant Principal Special Education Coordinator Educators	Regular grade-level instructional walks will surface and spread content-specific best practices while modeling seamless SEL integration, resulting in more aligned, high-quality instruction school-wide — <i>evidence: walkthrough schedules and feedback forms, teacher reflection notes, and upward trends on targeted indicators in observation rubrics.</i> Systematic “shout-outs” in internal channels and the family newsletter will elevate exemplary instructional and PBIS-aligned strategies, boosting staff morale and accelerating adoption of proven practices — <i>evidence: newsletter spotlights, and increased classroom use of highlighted strategies.</i> A shared anchor picture book and professional text will cultivate a common language and a unified, positive vision among staff, strengthening culture and guiding classroom implementation — <i>evidence: staff-meeting discussion artifacts, read-alouds in all 22 classrooms, minutes from PLC with references to shared professional text</i> Monthly scenario-based SEL activities tied to PBIS expectations will deepen student reflection and reinforce community values, leading to more consistent positive behaviors — <i>evidence: scenario lesson materials, and reductions in minor behavior incidents</i> Ongoing school-wide and classroom PBIS celebrations will recognize positive student choices, increasing motivation and nurturing a supportive climate — <i>evidence: behavior-referral trends, and feedback from celebration events.</i>
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**OPERATING
BUDGET**

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Sherborn Public Schools
FY23-FY27 Operating Expense Summary

	FY23	FY24	FY25	FY26	FY27	\$	%
<u>SALARIES</u>	<u>Actual</u>	<u>Actual</u>	<u>Actual</u>	<u>Budget</u>	<u>Budget V1.0</u>	<u>Change</u>	<u>Change</u>
SUPERINTENDENT	\$135,285	\$138,947	\$142,712	\$146,944	\$149,375	\$2,431	1.65%
BUSINESS AND FINANCE	112,563	109,965	107,015	124,396	120,704	(3,692)	- 2.97%
DISTRICT INFO MANAGEMENT	74,919	78,337	81,578	84,027	86,628	2,601	3.10%
SPED ADMINISTRATION	194,739	213,855	233,760	249,785	249,999	214	0.09%
SCHOOL LEADERSHIP-BUILDING	328,908	344,122	346,570	356,859	356,859	0	0.00%
ACADEMIC LEADERS	34,202	34,987	36,323	36,785	36,660	(125)	- 0.34%
EDUCATORS, CLASSROOM	2,725,288	2,864,286	2,930,216	3,077,197	3,151,098	73,901	2.40%
EDUCATORS, SPED	1,091,570	1,017,917	928,413	935,806	844,551	(91,255)	- 9.75%
SUBSTITUTES	38,708	62,994	39,180	34,000	34,000	0	0.00%
EDUCATIONAL ASSISTANTS	388,699	428,511	490,778	484,094	488,294	4,200	0.87%
LIBRARIANS & MEDIA CENTER	120,241	123,848	155,088	114,066	115,287	1,221	1.07%
BUILDING BASED PD	21,662	26,797	19,381	20,250	20,250	0	0.00%
GUIDANCE COUNSELORS	127,523	132,896	128,491	162,020	158,990	(3,030)	- 1.87%
PSYCHOLOGICAL SERVICES	112,068	115,450	118,925	122,495	122,495	0	0.00%
MEDICAL/HEALTH SERVICES	103,417	96,089	104,066	111,532	112,406	874	0.78%
CUSTODIAL SERVICES	227,400	246,294	254,176	266,350	258,406	(7,944)	- 2.98%
TOTAL SALARIES	\$5,837,191	\$6,035,294	\$6,116,673	\$6,326,606	\$6,306,002	(\$20,604)	- 0.33%
<u>EXPENDITURES</u>							
SCHOOL COMMITTEE	\$9,596	\$7,886	\$10,584	6,800	6,800	0	0.00%
SUPERINTENDENT	15,021	17,431	18,215	19,600	19,600	0	0.00%
LEGAL SERVICES/CONT. RESERVE	9,463	5,000	5,000	8,000	338,000	330,000	NA
DISTRICT INFO MANAGEMENT	72,121	68,683	68,031	82,700	82,700	0	0.00%
SCHOOL LEADERSHIP-BUILDING	21,744	24,911	27,480	22,900	22,900	0	0.00%
SPED SERVICES/SUPPLIES	108,945	86,581	19,772	57,500	57,500	0	0.00%
LIBRARIANS & MEDIA CENTER	3,559	3,127	5,139	6,250	6,250	0	0.00%
COURSE REIMBURSEMENT/PD	15,227	22,191	22,027	27,600	27,600	0	0.00%
TEXTBOOKS	38,423	36,844	66,451	30,000	30,000	0	0.00%
LIBRARY INSTRUCT. MATERIALS	4,502	4,994	4,923	6,000	6,000	0	0.00%
INSTRUCTIONAL EQUIPMENT	11,985	12,126	10,859	15,200	15,200	0	0.00%
GENERAL SUPPLIES	42,996	46,886	37,022	49,000	49,000	0	0.00%
CLASSROOM INSTRUCT TECH.	22,916	23,065	33,433	32,000	32,000	0	0.00%
GUIDANCE	3,418	6,107	5,200	3,500	6,100	2,600	74.29%
MEDICAL/HEALTH SERVICES	2,417	1,786	1,736	2,275	2,275	0	0.00%
TRANSPORTATION SERVICES	247,555	251,117	249,353	293,854	294,464	610	0.21%
CUSTODIAL SERVICES	22,410	21,611	20,716	21,500	21,500	0	0.00%
UTILITIES	126,230	146,526	159,162	145,500	155,500	10,000	6.87%
MAINTENANCE OF BUILDINGS	120,588	111,183	155,225	126,500	126,500	0	0.00%
TOTAL EXPENDITURES	\$899,117	\$898,053	\$920,327	\$956,679	\$1,299,889	\$343,210	35.88%
TOTAL INDISTRICT OPERATING	\$6,736,308	\$6,933,348	\$7,036,999	\$7,283,285	\$7,605,891	\$322,606	4.43%
<u>OOD TUITION & TRANSPORTATION</u>							
TUITION TO MA SCHOOLS	\$37,025	\$0	\$124,121	\$85,000	\$145,000	60,000	70.59%
TUITION TO COLLABORATIVES	112,222	414,601	503,512	580,000	80,000	(500,000)	-86.21%
TUITION TO NON-PUBLIC SCHOOL	528,422	336,029	81,376	180,000	140,000	(40,000)	-22.22%
TUITION TO OUT OF STATE SCHOOL	45,000	44,726	45,000	45,000	0	(45,000)	-100.00%
TRANSPORTATION SERVICES	154,009	168,748	287,598	259,000	90,000	(169,000)	-65.25%
TOTAL OOD	\$876,678	\$964,104	\$1,041,607	\$1,149,000	\$455,000	(\$694,000)	-60.40%
CB Funds Used/Budgeted*	\$458,620	\$393,908	\$393,908	\$400,000	\$70,000		
TOTAL OPERATING	\$7,612,985	\$7,897,451	\$8,078,606	\$8,432,285	\$8,060,891	(\$371,394)	- 4.40%

* For informational purposes only - not included in total

**Sherborn Public Schools
FY27 Budget
Summary of Staffing**

Educators – 43.8 FTEs (*net reduction of .6 FTE*)

- 21 classroom educators plus 1 pre-k educator
- 6.6 specialist educators including art, music, physical education, technology, FLES and EL (.4 FTE add of ML, .2 FTE added Post-FY26 Budget, 1.0 FTE projected need based on student cohort)
- 2 Literacy and Math Coach
- 8.1 special education educators including speech, occupational and physical therapy and BCBA (**reduced 1.0 FTE Post-FY26 Budget**)
- 5.1 supporting educators including librarian, guidance, psychologist and nursing

Educational Assistants/Supporting Staff – 20 FTEs

- 11 General Education EAs covering K-5 and literacy/math support, 2 funded by grants (REAP & Title I – partial funding) (**add 1.0 FTE for fourth kindergarten section**)
- 2 Pre-k EAs – 1 funded by pre-k revolving
- 1 Bridge Coordinator
- 6 SPED EAs – 3 funded by Special Education Grant (**reduce 1.0 FTE for FY27 based on student cohort**)

Building Administration – 5 FTEs

- 2.0 Principal and Assistant Principal - (AP partially funded by REAP Grant)
- 1.2 Special Education Elem. Coordinator, Pre-K Director (.2)
- 1.8 Administrative Assistants

Custodial Staff – 3.8 FTEs

- 1 Head Custodian
- 2.8 Custodians (evening staff)

Central Office Support – 4.09 FTEs

- Allocation of services for Superintendent, Assistant Superintendent, Student Services, Business Office, Facilities and IT personnel

**Sherborn Public School
FY27 Budget
Summary of Anticipated Grants**

IDEA - SPED 240 Grant

- Funds salaries of special educational assistants (3)
- Receive annually based on SPED demographics
- FY26 grant is **\$95,834**

Early Child SPED Entitlement 262 Grant

- Funds cost of program specific materials and supplies for Preschool program
- Receive annually from Mass. Dept. of Early Education and Care
- FY26 grant is **\$2,828**

Circuit Breaker

- Reimburses in and out-of-district SPED costs for individual students whose education costs exceeds required threshold as well as a portion of related transportation costs
- Based on prior year operating expenses
- Funds used to cover out-of-district tuition costs
- FY27 reimbursement at 75% reimbursement, based on FY26 estimated expenditures, is approx. **\$70,000** (PreK thru 5th grade only)

Title I Grant

- Funds partial salary of one EA interventionist
- Receive annually if low income % exceeds 2%
- FY26 grant is **\$13,098**

Title IIA Grant

- Funds used to cover cost of educator mentoring program
- Receive annually
- FY26 grant is **\$4,751**

Title IV A – ESSA Grant

- Funds to build capacity and ensure that all students have access to a high quality educational experience
- Priorities are to support safe and healthy students and support effective use of technology
- FY26 grant is **\$10,000**

REAP Grant

- Federal grant awarded annually to qualified rural community
- Funds salary for educational assistant dedicated to literacy support as well as a portion of Assistant Principal's salary. Available for literacy related curriculum needs.
- FY26 grant is **\$51,620**

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**ENROLLMENT
DATA**

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Pine Hill Elementary School
Ten-Year Enrollment History and Five-Year Projections
October 1, 2025

Year	K	1	2	3	4	5	Total
2016-17	61	55	63	73	80	72	404
2017-18	49	65	57	65	80	81	397
2018-19	54	53	68	58	64	82	379
2019-20	65	63	54	73	63	69	387
2020-21	56	73	67	52	82	66	396
2021-22	64	62	73	65	60	82	406
2022-23	55	69	66	72	71	62	395
2023-24	50	64	71	66	70	70	391
2024-25	56	51	65	74	63	76	385
2025-26	51	63	56	68	75	66	379

Sections	3	3	3	4	4	4	21
Avg. C/S	17.0	21.0	18.7	17.0	18.8	16.5	18.0

Projections:							
3-Year Rate		110%	105%	103%	98%	104%	
2026-27	70	56	66	58	67	78	395
2027-28	59	77	59	68	57	69	389
2028-29	60	65	81	61	67	59	392
2029-30	63	66	68	83	59	69	409
2030-31	61	69	69	70	82	62	413

Projections:							
1-Year Rate		113%	110%	105%	101%	105%	
2026-27	70	57	69	59	69	79	403
2027-28	59	79	63	72	59	72	405
2028-29	60	66	86	66	73	62	414
2029-30	63	68	73	90	67	77	437
2030-31	61	71	74	76	92	70	444

Class Size Guidelines

Grades K-5

18-23

FY27 projections with "largest" class size calculation

	K	1	2	3	4	5	
#sections	4	3	4	3	3	4	21
projection	70	57	69	59	69	79	403
Avg. C/S	17.50	19.00	17.25	19.67	23.00	19.75	19.19

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**OUT OF
DISTRICT**

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Town of Sherborn

OOD Placements PreK-22 yrs

FY27 Budgeted Costs

	<u>Total Budgeted</u>	<u># of Placements</u>
Estimated Sherborn School Budget, net of CB	\$455,000	4
Region Budget, net costs	\$1,125,000	10
Total FY27 Budgeted	<u>\$1,580,000</u>	
Total FY26 Budgeted, net of CB	\$1,149,000	
Increase in Budgeted Costs V1.0	\$431,000	

Town of Sherborn

OOD Placements PreK- 5th Grade

Projections for FY27 net costs

Est. FY27 Tuition for 4 placements	\$435,000
less Est FY26 Circuit Breaker Reimbursement	<u>(70,000)</u>
Est FY27 Tuition costs,net	<u>\$365,000</u>
Est. FY27 Transportation costs	<u>\$90,000</u>
Total Est FY27 OOD Costs, net	<u>\$455,000</u>

Town of Sherborn

OOD Placements 6th Grade -22 yrs

Projections for FY27 net costs

Est. FY27 Tuition for 10 placements	\$1,200,000
less Est FY26 Circuit Breaker Reimbursement	<u>(400,000)</u>
Est FY27 Tuition costs,net	<u>\$800,000</u>
Est. FY27 Transportation costs	<u>\$325,000</u>
Total Est FY27 OOD Net Costs Assessment	<u>\$1,125,000</u>

SHERBORN PUBLIC SCHOOLS
FY27 OOD Budget Projection
 December, 2025

Grade Level/Age	# of students	Tuition MA Public	Tuition Non-Public	Tuition Collaborative	Tuition Out-of-State	Tuition OOD Total
ELEMENTARY (PK-5)	4	\$145,500	\$210,500	\$79,000	\$0	\$435,000
MIDDLE SCHOOL (6-8)	6	\$0	\$220,500	\$424,500	\$45,000	\$690,000
HIGH SCHOOL (9-11)	less than 3	\$0	\$172,500	\$0	\$0	\$172,500
HIGH SCHOOL (12)	3	\$0	\$57,500	\$280,000	\$0	\$337,500
12+ (up to 22 years old)	0	\$0	\$0	\$0	\$0	\$0
TOTAL:	14	\$145,500	\$661,000	\$783,500	\$45,000	\$1,635,000

FY26 Budget

13

\$1,290,000 FY26 Budget, Gross

\$ 345,000 increase from FY26 Gross Budget*

***Changes from FY26 Budget:**

-3	Graduated/Aged-out	-\$250,000
	Changes in placements	\$35,000
4	New Placement	\$485,000
	Tuition Increases 5%	\$75,000
1	net activity, increase	\$345,000

Estimated FY27 Tuition costs:

Total Projected	\$1,635,000
Use of CB- estimate	(470,000)
Total Sherborn Budget	\$1,165,000
Elementary	\$365,000
Region	800,000
Total By Budget	\$1,165,000

\$400,000 in FY26

TOTAL FY27 INCREASE - Town of Sherborn

Tuition, net of add. CB \$70k	\$275,000
Transportation	\$156,000
	\$431,000

Estimated FY27 Transportation cost:

Elementary	\$90,000
Region	325,000
Transportation Total:	\$415,000
FY26 Budget	\$259,000
diff	\$156,000

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CAPITAL

Input into the cells shaded yellow

NATURE OF REQUEST

1. Current threat to health and safety
2. Improve to avoid costly repair
3. Replace to maintain service levels
4. Meet legal requirements
5. Improve productivity or service
6. Address overburdened situation

Capital Item Requested		4. Meet legal requirements 5. Improve productivity or service 6. Address overburdened situation	Trade-In Value or Grant Option (If any)	Estimated Cost						NOTES
				2027	2028	2029	2030	2031	2032	
	Water Tank Replacement Project	4		\$300,000						Part of a Town-wide water upgrade initiative that includes replacing Pine Hill's water tank.
	Roof covering	3			\$1,000,000					Roof assessment completed in FY21, continues to be no urgent need to replace. Minor repairs will be completed as needed. Infrared scan performed and with very limited "moisture areas" roof restoration versus replacement is a viable option.
	Boilers	3							\$400,000	Placeholder based on On-site Insight Report
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