

# **LEADERSHIP COUNCIL'S FY27 BUDGET PROPOSAL**



**Scarborough Public Schools**

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BUDGET DOCUMENTS ARE AVAILABLE ON OUR WEBSITE

[www.scarboroughschools.org/board/budget](http://www.scarboroughschools.org/board/budget)

**SUPERINTENDENT'S  
INTRODUCTION &  
EXECUTIVE SUMMARY**

# Superintendent's Introduction

## Leadership Council's Proposed Budget for FY27

Dear Members of the Scarborough Community,

As we begin planning for the FY27 budget, we want to acknowledge our appreciation for the continued involvement of our Scarborough community. Your ongoing support has played a vital role in helping our students thrive, and it strengthens our shared commitment to high-quality education for all.

As we look ahead, our focus is centered around maintaining a learning environment where each and every student feels safe, supported, and empowered to reach their full potential. This budget process is guided by a clear vision for student success: one that prioritizes inclusion, strong instruction, and the supports necessary for all learners to succeed at every phase of their school career.

To support this vision, the FY27 budget proposal advances the district's long-term goals by investing in instructional excellence, strengthening student support systems, and fostering an inclusive culture where all students feel valued. These priorities guide how we allocate resources and shape the decisions made throughout the budget process. Our ongoing efforts include:

**Fostering Inclusion & Belonging:** Continuing to build a school culture where students feel respected, welcomed, and supported, while strengthening programs that support student well-being.

**Building Strong Academic Foundations:** Refining and strengthening instruction across grade levels by examining student learning data and improving curriculum and instructional practices.

**Providing Personalized Learning Support:** Expanding and improving systems that help students receive the support they need, when they need it, through a tiered approach to academic and behavioral supports.

**Planning for the Future:** Moving forward our approved strategic K-8 building project that meets the evolving needs of our growing community.

Our Leadership Council has worked to develop a fiscally responsible proposal that balances essential investments in education with careful stewardship of community resources. For FY27, we anticipate a net General Fund expenditure increase of 7.88%, which includes:

- Maintaining essential staffing and services
- Meeting contractual staff compensation commitments
- Addressing projected increases in insurance costs
- Ensuring smooth and effective school operations aligned with student enrollment needs

We encourage you to visit our website to review the proposed FY27 budget details and learn more about how these priorities will be implemented. The pages that follow provide a closer look at how the budget aligns with our district's long-term goals. Thank you for your continued support and engagement. Together, we will continue working to provide a high-quality education for every student in Scarborough.

With gratitude,  
Diane Nadeau, Ph.D.  
Superintendent of Schools

# Executive Summary of the Proposed FY27 Budget

We are pleased to introduce to you the proposed FY27 budget for the Scarborough Public Schools. This summary is intended to provide readers with a basic understanding of the factors involved in this year's budget development process, and is followed by a more detailed view into our schools and departments.

## **How the Budget Proposal Was Developed**

This budget proposal is the product of the collective work of school and district level leaders of the Scarborough Public Schools' Leadership Council. Following our annual budget development protocol, the Leadership Council assessed the impact of past investments and analyzed current use of resources in a months-long, multi-phase process to develop a FY27 budget that is both fiscally responsible and aligned to our district priorities and goals. This year's budget proposal reflects consideration of resources needed to meet the needs of an increasingly complex student population, as well as to navigate the pressures of a volatile economy and a challenging labor market.

### **Leadership Council process**

The Leadership Council's budget development process begins with district and builder leaders reviewing staffing and programs across schools with a focus on equity. We look at how resources and staff are currently used, how they support existing programs, and how well they meet the needs of students at each school. Starting from the belief that resources should follow student needs, we identify gaps and unmet needs and make thoughtful shifts to better support students. This work reflects our commitment to using staff responsibly and ensuring all students have the support they need to succeed.

From there, leaders examine the "level services" budget – the resources required to maintain the same programs and services we now provide, at a projected cost for the coming year. Analysis of the level services budget is carried out through multiple leadership work sessions to review educational programs, staff resources, instructional supplies and services and district-wide operational costs. Input from school staff and team leaders and examination of student data are used to inform decision making.

Individual sessions of line-item budget review are held with each school and department, identifying areas of continued need, potential reduction, and reallocation of resources to create the smallest possible increase in non-personnel accounts, and offset contractual increases in salaries, wages & benefits. Investments in new staff, programs and services are proposed by school leaders, and prioritized by the full Council to ensure that only the most critical items are brought forward in the most cost-effective way possible.

The Leadership Council's FY27 Budget Book is designed to provide the community with detailed information on the current state of our students, staff and programs. It outlines our goals and priorities for the coming year and the resources we will need to carry on the important work of the district, even as we work with Town leaders to create a bottom line that will not put undue pressure on Scarborough taxpayers.

## Goals & Strategic Planning

School leaders engage annually in review and development of strategic goals both for the district as a whole and for each school individually. Our Mission, Vision and Values are the foundation for decision making throughout the district, and budget planning is focused on the resources needed to carry out these goals.

### **SPS Mission Statement:**

The fundamental purpose of the Scarborough Public Schools is to provide a safe and inclusive learning environment where each and every student is empowered to be a resilient, lifelong learner who is prepared to engage as a contributing member of society.

### **SPS Long-Range Vision for Continuous Improvement:**

Scarborough Public Schools will be a high quality, forward-looking public school district known for its whole child approach that, together with dynamic academic programs, enriching co-curricular experiences and a vibrant learning community that challenges students, excites their imagination and instills excellence in thought and action while preparing them for highly engaged and fulfilling lives.

- **Strategic Target Area 1: Effective Teaching and Learning**

Provide world-class, student-centered teaching and learning to prepare every student to thrive in learning, career, and life.

- **Strategic Target Area 2: Safe and Inclusive Schools**

Provide welcoming and inclusive learning environments that promote safety, foster meaningful relationship building, and enhance the well-being (physical, social, and emotional) of students and staff.

- **Strategic Target Area 3: Global Citizenship**

Develop, in each student, the skills for engaged citizenship (locally and globally), the appreciation of one's own culture and those of others, and the disposition to use individual talents to make positive changes in the world.

- **Strategic Target Area 4: Community Engagement**

Partner with the Scarborough community by responsibly managing school resources, making better use of community and business resources, and regularly communicating progress on school improvement efforts.

### **SPS Core Value Statement:**

We believe that decisions in planning, instruction and continuous improvement of our schools must be made with students' individual needs and interests as our primary consideration.

### 2025-2026 District Goals

With each of our strategic targets in mind, school leaders have developed these goals for the 2025-26 school year:

#### **Goal #1**

Increase active engagement and transparent communication between the district and the community to foster deeper and more meaningful connections.

#### **Goal #2**

Expand our culture of inclusion for all learners by advancing educational practices, strengthening student supports, and integrating social-emotional learning and diversity, equity, and inclusion strategies to improve student outcomes.

### FY27 District Budget Priorities

#### **Budget Priorities**

Through this process, there is deliberate alignment in aligning fiscal decisions with Board of Education and Leadership Council goals, namely:

#### **Board of Education Goal 3**

Promote a district-wide culture of inclusion and success through sustained investment in instructional development across all content areas, comprehensive student support systems, social-emotional learning, and district-wide diversity, equity, and inclusion initiatives.

#### **Leadership Council District Goal 2**

Expand a culture of inclusion for all learners by allocating resources to advance instructional practices, strengthen student support services, and integrate social-emotional learning and DEI strategies to improve student outcomes.

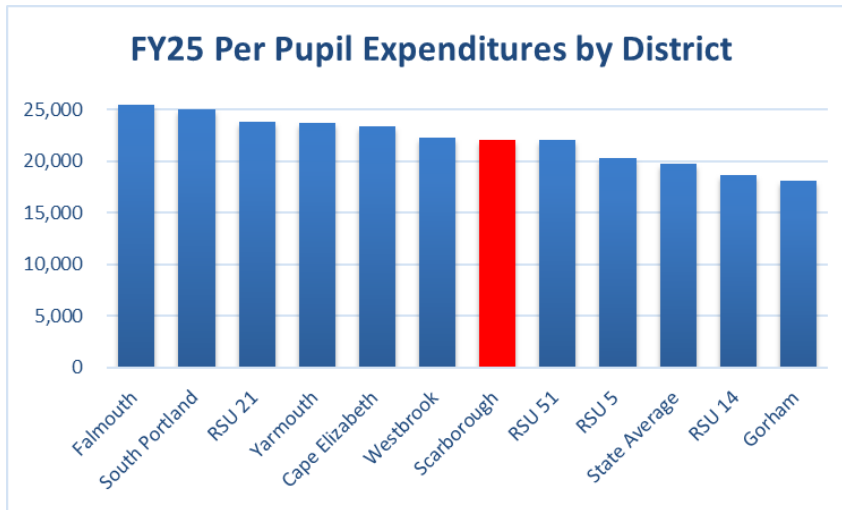
### **FY27 Budget Framework and Priorities**

The FY27 budget proposal is designed to operationalize these goals through targeted investments and resource alignment that support the following priorities:

- Refinement and clarification of Multi-Tiered System of Supports (MTSS) structures
- Enhancement of student data review protocols to inform instructional and support decisions
- Continued implementation of developmentally appropriate social-emotional learning programming
- Provision of effective and equitable instructional and support programming for all students

### Per Pupil Expenditures

Each year the Maine Department of Education publishes a report of actual expenditures by each district in the prior fiscal year, with expenses broken out into the statutorily defined budget categories that are approved by local voters. This data shows that Scarborough compares well with our neighbors in average spending. More importantly, Scarborough consistently targets our budgeted funds to categories that have the most direct impact on students. (See Appendix for 10-year chart of per pupil expenditure data.)



**In FY25 Expenditures by Type – Scarborough is...**

- Direct Student Instruction**  
5<sup>th</sup> of 11 districts, 20.7% above state average
- Special Education**  
3<sup>rd</sup> of 11 districts, 20.6% above state average  
Student & Staff Support
- Student & Staff Support**  
2<sup>nd</sup> of 11 districts, 33.3% above state average
- Transportation & Facilities**  
11<sup>th</sup> of 11 districts, 27.1% below state average
- School & System Administration**  
11<sup>th</sup> of 11 districts, 29.3% below state average

### Budget development factors

One of the biggest challenges in presenting school budgets to our community is the vast difference between what many adult community members recall experiencing in school and what schools are now expected to provide for our students. The budget development process reflects...

### THE TOP 10 WAYS THAT EDUCATION HAS CHANGED



**School Safety** including evacuation, lockdown, active shooter planning, and comprehensive emergency management planning



**Instruction** - teaching tools and methodology changes: no longer “teaching to the middle” or teacher in front of classroom and students as passive learners



**Level of Need & Number of Students Identified Under Special Education** and associated federally-mandated specialized instruction (IDEA)



**English Language Support** and cultural integration for multilingual learners (over 26 current languages at SPS)



**Federal Mandate to Provide Free Breakfast & Lunch** for all students; summer feeding program



**Curriculum** state-mandated curriculum



**Federal Mandate to Provide Extra Supports** for any struggling student (MTSS)



**Preventative Education Mandates** such as child abuse prevention and drug abuse prevention



**Increased Graduation Requirements**



**Assessment & Accountability** - both state and federal measures (currently Maine Through Year Assessment, MEA Science, and NAEP Testing)

### Personnel Costs Make Up 81.1% of the School Budget

Human resources are our largest and most valuable investment. With over 600 FTEs (full-time equivalents), the School Department is the third largest employer in Scarborough. 81.1% of the FY27 school budget is allocated toward salaries/wages and benefits for our staff, and as most employers in our region are aware, the combination of a tight labor market with nationwide inflation has created upward pressure on personnel costs in recent years.

With a few exceptions, School Department employees are represented by six employee bargaining units. Most salary/wage and benefit structures are determined through collective bargaining. The Teachers & Professionals, Educational Support Staff, Bus Drivers, Custodians and Food Service Specialists are represented by the Scarborough Education Association (SEA), members of the Maine Education Association (MEA) and affiliated with the National Education Association (NEA). The School Administrators group and the Maintenance Workers are independent bargaining units.

Since the start of the last budget cycle, collective bargaining agreements (CBAs) defining wages and benefits for 2026-2027 have been finalized with our Professional Staff, Transportation Staff, Custodians and Food Service Specialists, Maintenance Workers, and School Administrators, so the budget impact of these groups can be accurately forecasted in our projections. Wage increases negotiated for these critical employee groups have already had a positive impact on the number of applications received for open positions as well as our capacity to compete with other employers in hiring, improving our ability to address the chronic staffing shortages of recent years.

The current CBA for Educational Support Staff, covering school-based administrative assistants, clerk/receptionists, educational technicians, licensed practical nurses, medical assistants, and bus aides, expires on June 30, 2026. The Board has recently entered into negotiations with this bargaining unit, so we may have updated projections by the time of the budget second reading.

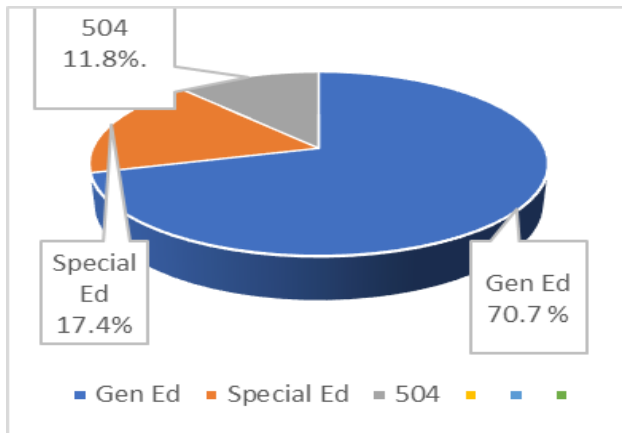
When a CBA is due to expire, the negotiations team undertakes an analysis of local labor markets to see how Scarborough compares, to ensure that we are able to attract and retain qualified employees. During the budget process, we must allow for sufficient funding to permit the School Board and the union to bargain in good faith, but we typically do not have firm wage and benefit levels established at the time of the first budget presentation. In this proposal, 86.7% of the \$4,759,835 total increase in the FY27 Level Services budget can be attributed to anticipated contractual salary and wage adjustments.

### Other Personnel Cost drivers

- **Anthem health insurance** premium increases are one of the major factors in our annual budget estimates. We will learn the highest possible state-wide rate increase in late March, and specific district rates should be available in early April. Our current projections are estimated at +14% based on preliminary guidance, creating an overall budget increase of \$1,235,000. The total value of 1% change in Anthem premiums is close to \$85,000 in this projection, so rate adjustments will have a significant budget impact.

## FY27 Budget Proposal - Executive Summary

- As we have seen in recent years, our funding request for **Special Services** reflects a significant increase in personnel costs. This budget proposal includes the addition of 6 new education technician positions, a 0.6 Occupational Therapist position and a half-time Speech/Language Therapist position to provide the services already identified as required by the continued high number of incoming Kindergarten students with significant needs for support.



Of 2,828 students enrolled as of the Oct 1 count, 919 (33.8%) receive support through the Special Services Program			
Program	# students	Special Services Program %	% of Total Student Population
Special Education	493	51.6%	17.4%
504	334	34.9%	11.8%
MLL	86	9%	3%
Homeless	6	0.006%	0.002%

- Of the 86 MLL students, 19 also receive special education services
- Of the 6 Homeless students, 2 also receive special education services and 1 has a 504 plan

- Concern about the reduction or loss of federal **Title grant funds** requires us to budget for our current Eight Corners instructional interventionist in the local budget. As FY27 grant allocations are announced, we may be able to step back this request.
- Due to the early start of the school budget process, estimates for salaries/wages and benefits for **Town employees** reimbursed by the school department are not yet finalized. Placeholder estimates are used for the Leadership Council’s budget presented for the Board’s first reading.

**Enrollment and Class Size**

In March of 2023, the district commissioned an updated enrollment study to help us project expected student numbers for use both in planning for the upcoming building project and for year-to-year budget decisions. Following the disruptions of the pandemic school years, our student numbers have rebounded and we are confident in the way the projections are tracking with our actual experience.

School leaders use enrollment projections to predict staff levels needed to meet student/staff ratio aims for effective teaching and classroom management. For FY27, shifts in projected enrollment have allowed us to plan to reallocate existing staff and space to the expansion of our pilot pre-K program.

Kindergarten projections can be challenging – the 2023 enrollment study anticipates a kindergarten class in the range of 233 students. Pre-registration opened in late January, and to date we have 143 students pre-registered (not including current Pre-K students) as follows:

Blue Point	41
Eight Corners	58
Pleasant Hill	44

We will continue to monitor this data closely to assist us in making decisions about the number of kindergarten classes that will be needed for the coming school year at each site.

In December 2025, the Board of Education re-adopted a revised policy IIB to update our local targeted ratios and add guidelines for Pre-K and specialized instruction.

**District Class Size – Student/Teacher Ratio Aims per Board Policy**

Phase Level	Aim	2023-2024 Actual (avg)	2024-2025 Actual (avg)	2025-2026 Actual (avg)	2026-2027 Proposed (avg)
<b>Pre-K*</b>	12-16	0.0	16.0	16.0	16.0
<b>K-2</b>	16-20	16.2	17.3	16.3	17.0
<b>3-5</b>	20-24	20.8	19.7	20.0	19.5
<b>6-8</b>	21-25	19.9	21.3	22.0	22.0
<b>9-12**</b>	21-25	14.8	15.4	14.6	15.0

\*Pre-K class size is capped by statute at 16 students to two staff members.

\*\*HS class sizes vary widely depending on subject and course level; they range from 1 to 47 in 2025-2026.

### Non-personnel Costs

Budget estimates for non-personnel costs have been developed using actual expenditures for FY25 (the most recent available full year), projected expenditures for FY26, and input from vendors and industry analysts. Along with continued fluctuation in prices, we are still contending with supply chain challenges; delivery times for specialized materials and equipment are extremely long and require strategic planning to schedule necessary replacement and repairs. As with the concern over Federal grant funds noted elsewhere, cost increases caused by ongoing tariffs and new global conflicts will also have an impact on our spending plans.

Notwithstanding these challenges, our focus in projecting costs for supplies and services in FY27 has been to hold or reduce estimated spending as much as possible to offset the required increases in personnel costs. As you can see in the chart of General Fund Expenditure Types on page 22, as many as possible of the non-personnel expense areas have either been reduced from FY26 or show a minimal increase.

Along with the increase in salaries and wages described above, one additional budget driver of note in non-personnel costs is **Debt Service**. In FY25 we saw a significant decrease in debt service costs due to delay in the prior year's sale of bonds and to the retirement of a large bond issue, with costs rebounding in FY26. For FY27 a substantial increase of \$704,345 reflects the new cost of the first tranche of bonds issued for the new building project.

### Pre-K Program Initiative

The FY26 operating budget included funding for the second year of pre-K programming, an initiative that had been in development for several years. The pilot program started in 2024-25 created a classroom of 16 pre-K students at the Shooting Stars program, representing a public-private partnership between Shooting Stars and Scarborough Public Schools, who collectively recognize and value a community approach to comprehensive early care and education services for young children.

Grant funding that became available from the Maine Department of Education after the FY25 budget was approved allowed us to preserve most of that year's budgeted funds and save \$156,526 in a new reserve fund. \$70,000 of those reserve funds have been earmarked in the FY26 budget to sustain the Shooting Stars partnership after grant funding ends in March of 2026.



## FY27 Budget Proposal - Executive Summary

For FY27, school leaders have developed a plan to increase Pre-K capacity in the district. The Board has long desired to be able to offer expanded pre-K services for the community, and in FY27 we have a unique opportunity to do so. Projected enrollment and class sizes at Blue Point and Pleasant Hill for the coming year will allow us to reallocate both staff and space to set up two pre-K classrooms at a reduced cost. Meanwhile, the addition of pre-K students in the state funding formula will substantially increase our state subsidy revenue, which will actually reduce the school department’s request for local tax dollars as shown here:

Scarborough Schools - FY27 Operating Budget					
Proposed Budget with Current Pre-K					
	FY26 Approved Budget & <u>Estimated Revenues</u>	FY27 Proposed Budget & <u>Estimated Revenues</u>	<u>\$ Change</u>	<u>% Change</u>	
Proposed Operating Budget	71,066,428	76,207,908	5,141,480	7.23%	
State General Purpose Aid + Current Pre-K GPA	8,903,246	8,914,856	11,610	0.13%	
Total Non-Property Tax Revenues	10,974,746	11,009,356	34,610	0.32%	
<b>Net Operating Budget (School Tax Request)</b>	<b>60,091,682</b>	<b>65,198,552</b>	<b>5,106,870</b>	<b>8.50%</b>	

Scarborough Schools - FY27 Operating Budget					
Proposed Budget with Expanded Pre-K					
	FY26 Approved Budget & <u>Estimated Revenues</u>	FY27 Proposed Budget & <u>Estimated Revenues</u>	<u>\$ Change</u>	<u>% Change</u>	
Proposed Operating Budget	71,066,428	76,443,417	5,376,989	7.57%	
State General Purpose Aid + Expanded Pre-K GPA	8,903,246	8,914,856 698,548	710,158	7.98%	
Total Non-Property Tax Revenues	10,974,746	11,614,904	640,158	5.83%	
<b>Net Operating Budget (School Tax Request)</b>	<b>60,091,682</b>	<b>64,828,513</b>	<b>4,736,831</b>	<b>7.88%</b>	

### Operating Efficiencies – Shared Services

The School Department works continually to find efficiencies in our use of resources, deployment of staff, organization of work/work systems, and integrating and leveraging technology. As a Municipal school district, we are fortunate to have access to a number of successful shared services arrangements, both with the Town of Scarborough and with other regional school districts.

#### School/Municipal Shared Services

- Our **Information Technology (IT) Department** is a Town/School department. The IT staff are Town of Scarborough employees but the School Department pays a portion of their salary and benefits. This cost is set by the Town and appears as an expense in the school budget and a revenue in the Town budget. As a shared service, the IT department benefits Scarborough by creating economies of scale through cross-trained staff, multi-tasked resource distribution, volume purchasing and a communal knowledge base. Software and hardware costs are allocated appropriately to Town and School accounts depending on functionality and users.
- The **School Facilities Department and Community Services** collaborate both on the rental of school facilities to outside groups and on the use of school space by the before- and after-care programs. Community Services also works with the School Athletics Department to schedule, maintain and share use of fields and facilities. As with the IT department, the School Department provides reimbursement to the Town for wages and benefits for two Community Services staff members.
- The School Department's **Central Office** services are located in Town Hall, avoiding the cost of a separate building.
- Because the School Department falls under the Town's tax ID, we rely on the **Town Finance Office** for financial services including banking, bonding and payroll tax reporting, so our own Business Office staff is very small compared with that of many other school districts.
- School Department buses and trucks are cared for by the **Scarborough Public Works Department**. Public Works staff take ownership of our vehicles in a way that no outside contracted company could be expected to, and at a considerable savings over commercial vehicle maintenance costs.
- School Resource Officers are **Scarborough Police Department** employees assigned to district schools, to assist school administration in maintaining a safe and secure environment, and provide an opportunity for our students to learn from and develop positive relationships with law enforcement personnel.

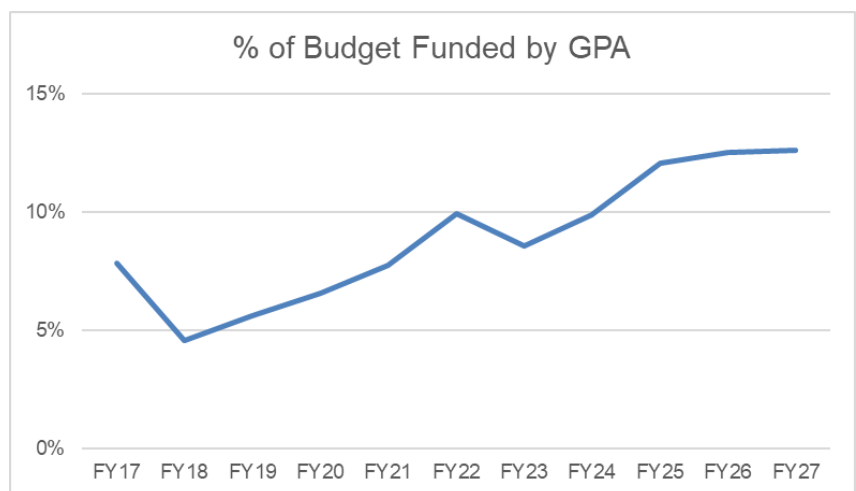
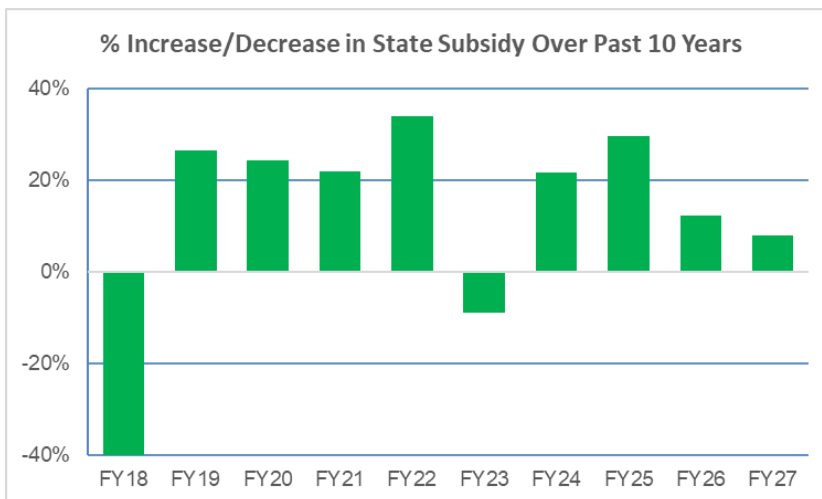
#### Regional Shared Services

In June of 2019, Scarborough voters approved our school district's membership in the Greater Sebago Education Alliance Regional Service Center (GSEA RSC). The Greater Sebago Education Alliance (GSEA) is a group of 12 separate school districts, including Scarborough, who partner to obtain better deals on certain goods and services and in order to receive additional State subsidy (\$79,749.60 for FY27). This organization leverages Department of Education incentives to formalize ways in which we have been collaborating with our regional partners for years, and by sharing services with other GSEA member districts we are able to access expanded professional development opportunities and greater purchasing power.

## Budget Revenues

In Scarborough, the majority of educational funding responsibility falls on the shoulders of our local taxpayers. Typically, Scarborough’s property valuation compared with other towns and school districts across Maine ensures that we receive a relatively small amount of education subsidy. At the current preliminary level, **FY27 state subsidy will represent 12.6% of our operating budget revenue in this proposal.**

As shown in the Revenue Summary on page 21, most of the non-tax funding for schools in Scarborough comes from state General Purpose Aid, also called state subsidy. Based on the preliminary allocations provided to schools across Maine in January, Scarborough would see a very small increase of under \$12,000 from FY26’s subsidy amount. With the addition of two Pre-K classrooms as described above, however, the subsidy increase is substantially higher, at \$698,548. This allows us to propose a long-desired investment in Pre-K services for our community which actually reduces the impact on Scarborough taxpayers.



## FY27 Budget Proposal - Executive Summary

### Use of Fund Balance

Under Maine statute, school districts are permitted to carry over up to 5% of operating budgets each year, allowing them to maintain a cushion against economic uncertainty, and to use surplus funds strategically to reduce the burden of increased costs on local taxpayers. The unexpected influx of federal grant funds during the COVID pandemic increased our ability to save local tax dollars and invest them in future budget years. The FY27 budget proposal allocates \$1,500,000 of fund balance (prior year-end surplus) as revenue, representing 2% of the total operating budget.

### General Fund Budget Surplus

	FY21	FY22	FY23	FY24	FY25
FY expenditure budget (K-12 operating)	53,311,243	55,683,014	58,801,486	62,052,141	65,828,078
<b>FY starting fund balance</b>	<b>648,587</b>	<b>2,049,619</b>	<b>2,314,022</b>	<b>2,186,133</b>	<b>2,125,999</b>
FY surplus/deficit created	2,401,032	2,364,403	2,172,111	2,239,866	2,367,039
Transferred to Capital Reserve Fund	0	(600,000)	(800,000)	(800,000)	(700,000)
Transferred to Pre-K Reserve Fund	0	0	0	0	(156,526)
Allocated to next FY revenue	(1,000,000)	(1,500,000)	(1,500,000)	(1,500,000)	(1,500,000)
<b>FY ending fund balance</b>	<b>2,049,619</b>	<b>2,314,022</b>	<b>2,186,133</b>	<b>2,125,999</b>	<b>2,136,512</b>
\$ change from prior year	1,401,032	264,403	(127,889)	(60,134)	10,513
Year-end balance as % of FY budget	3.84%	4.16%	3.72%	3.43%	3.25%

**(Figures for FY26 will be available after June 30. See Appendix for full discussion of School Fund Balance.)**

### Items Still in Motion

Presenting the School Department budget for First Reading in accordance with the timelines required under Town Charter and Board policy, by necessity, requires us to make a number of cost estimates that will be refined and adjusted as the budget moves through the approval process. It is important to understand that the School Department budget presented at First Reading is a **starting point for public discussion, reflection, and prioritization** by both the School Board and Town Council, and that the budget will be adjusted by School Leaders as better cost/pricing information for the coming year is received. Some examples of these items in motion for FY27 include the open Educational Support Professionals' collective bargaining agreement, annual contract adjustments to health and dental insurance premiums for all employees, cost estimates for reimbursed Town employees, workers' compensation and property/casualty insurance premiums, and pending cost estimates from multiple service vendors. As we saw last year during budget development, we will continue to monitor any potential changes in Federal funding for our district, particularly considering the impact on our Title I interventionist at Eight Corners.

## FY27 Budget Proposal - Executive Summary

### Federal Grant Funding

Since the transition to a new administration in Washington in January, 2025, the reliability of federal grant funding for education has become an area of concern. In this FY27 budget proposal, we have made allowance for funding to ensure that positions which we continue to be Level Services are not impacted by potential loss of funding. As well, following guidance from the Maine Dept. of Education, we have begun the process of transitioning several positions currently funded through Local Entitlement/IDEA to the local budget. In this case there is no impact to local taxpayers as other budgeted expenses have been moved into the grant for a net zero change in Level Services.

As we saw last year, we anticipate that this will be an important topic of conversation during the budget development process, and hope to have more clarity from State and Federal officials prior to final budget approval.

<b>Federal Grants</b>			
Approved for grant funding in FY26	Budget plan for FY27		Anticipated local budget impact
<b>Title IA</b>			
1.0 FTE Early Intervention Teacher at Eight Corners	Fund all from local budget	+ 102,000	pending FY27 allocation info from USED
<b>Title 2A</b>			
0.5 FTE K-12 Curriculum Specialist (applying unused carry-over)	Fund all from local budget	- 60,000	offset by reduced position
<b>IDEA/Local Entitlement</b>			
0.75 FTE Asst. Special Services Director (0.25 is in local budget)	Fund 60% from local budget	0	offset by moving other local costs to grant
1.0 FTE K-2 Consulting Teacher	Fund 60% from local budget	0	offset by moving other local costs to grant
0.75 FTE Teacher of the Deaf (0.25 is in local budget)	Fund all from local budget	0	offset by moving other local costs to grant
0.75 FTE School Psychologist (0.25 is in local budget)	Fund 50% from local budget	0	offset by moving other local costs to grant
0.5 FTE Assistive Technology Specialist (0.5 is in local budget)	Fund all from local budget	0	offset by moving other local costs to grant
6.0 Bus Aides/Van Drivers	Keep in grant	0	no change
Other - contracted services, supplies, PD, etc.	Keep in grant	0	no change
<b>Net budget impact for FY27</b>		<b>+ 42,000</b>	

## FY26 Budget Proposal - Executive Summary

The **Level Services budget** represents the funding needed to provide current services and supports for our students at an estimated cost for the coming year.

### Level Services - no new investments

*includes line item review and reallocation to meet current needs*

Expense Type	FY26 APPROVED BUDGET	FY27 LEVEL SERVICES PROPOSED	\$ CHANGE (from FY26)	% CHANGE (from FY26)
Salaries/Wages & Benefits	57,802,931	61,426,506	3,623,575	6.27%
Contracted Services – Instructional	1,314,710	1,522,200	207,490	15.78%
Contracted Services – Support	1,898,226	2,029,638	131,412	6.92%
Supplies & Equipment - Instructional	948,801	1,006,363	57,562	6.07%
Supplies & Equipment - Support	274,800	264,350	-10,450	-3.80%
Operations	705,194	788,559	83,365	11.82%
Tuition (Special Education)	720,000	666,000	-54,000	-7.50%
Professional Development	228,185	249,810	21,625	9.48%
Energy & Utilities	1,154,650	1,235,342	80,692	6.99%
Vehicle Maintenance & Fuel	488,100	402,320	-85,780	-17.57%
Debt Service	5,530,831	6,235,176	704,345	12.73%
<b>Totals</b>	<b>71,066,428</b>	<b>75,826,263</b>	<b>4,759,835</b>	<b>6.70%</b>
Non-tax revenues	10,974,746	11,614,904		
School portion of tax request	60,091,682	64,211,359	<b>4,119,677</b>	<b>6.86%</b>

## FY26 Budget Proposal - Executive Summary

**The FY27 school operating budget reduces FY26 funding:**

- \$526,000 for personnel turnover & reallocation of positions
- \$814,000 in multiple line items per Leadership Council review

The **Reduced Level Services budget** reflects hours of Leadership Council work and multiple conversations reviewing individual level services line items by phase & department. In this work we seek to identify shifts in student needs to more accurately forecast the resources required. For non-personnel accounts we do our best to hold or reduce estimated spending to offset necessary increases in personnel costs.

<b>Reduced Level Services</b>				
<i>adjustments for projected staff turnover and reallocations</i>				
<b>Expense Type</b>	<b>FY26 APPROVED BUDGET</b>	<b>FY27 REDUCED LEVEL SERVICES</b>	<b>\$ CHANGE (from FY26)</b>	<b>% CHANGE (from FY26)</b>
Salaries/Wages & Benefits	57,802,931	60,900,146	3,097,215	5.36%
Contracted Services – Instructional	1,314,710	1,522,200	207,490	15.78%
Contracted Services – Support	1,898,226	2,029,638	131,412	6.92%
Supplies & Equipment - Instructional	948,801	1,006,363	57,562	6.07%
Supplies & Equipment - Support	274,800	264,350	-10,450	-3.80%
Operations	705,194	788,559	83,365	11.82%
Tuition (Special Education)	720,000	666,000	-54,000	-7.50%
Professional Development	228,185	249,810	21,625	9.48%
Energy & Utilities	1,154,650	1,235,342	80,692	6.99%
Vehicle Maintenance & Fuel	488,100	402,320	-85,780	-17.57%
Debt Service	5,530,831	6,235,176	704,345	12.73%
<b>Totals</b>	<b>71,066,428</b>	<b>75,299,903</b>	<b>4,233,475</b>	<b>5.96%</b>
Non-tax revenues	10,974,746	11,614,904		
School portion of tax request	60,091,682	63,684,999	<b>3,593,317</b>	<b>5.98%</b>

The FY27 school operating budget **proposes added** funding to:

- **Meet the required needs of incoming Special Education students**
  - 6.0 Special Services Ed Tech 3 positions (\$359,000 wages & benefits)
  - 0.6 Occupational Therapist position (\$68,000 salary & benefits)
  - 0.5 Speech/Language Therapist position (\$52,000 salary & benefits)
- **Address enrollment and class size**
  - 0.25 Middle School Music Teacher (\$27,000 salary & benefits)
  - 1.00 Wentworth GATES teacher (reallocated from classroom teacher)
- **Protect against loss of grant funds**
  - 1.0 Eight Corners Interventionist (currently Title I) (\$102,000 salary & benefits)
- **Pre-K Program expansion**
  - Total additional cost of \$427,500
  - Offset by reallocation of teacher positions (reduction of \$232,700)
  - Net new cost of \$194,800 provides subsidy increase of \$698,548

**FY27 LEADERSHIP COUNCIL'S PROPOSAL**

*+ Investments for compliance, mandates and safety*

<b>Expense Type</b>	<b>FY26 APPROVED BUDGET</b>	<b>FY27 PROPOSED BUDGET</b>	<b>\$ CHANGE (from FY26)</b>	<b>% CHANGE (from FY26)</b>
Salaries/Wages & Benefits	57,802,931	61,968,660	4,165,729	7.21%
Contracted Services – Instructional	1,314,710	1,572,200	257,490	19.59%
Contracted Services – Support	1,898,226	2,029,638	131,412	6.92%
Supplies & Equipment - Instructional	948,801	1,026,363	77,562	8.17%
Supplies & Equipment - Support	274,800	264,350	-10,450	-3.80%
Operations	705,194	788,559	83,365	11.82%
Tuition (Special Education)	720,000	666,000	-54,000	-7.50%
Professional Development	228,185	254,810	26,625	11.67%
Energy & Utilities	1,154,650	1,235,342	80,692	6.99%
Vehicle Maintenance & Fuel	488,100	402,320	-85,780	-17.57%
Debt Service	5,530,831	6,235,176	704,345	12.73%
<b>Totals</b>	<b>71,066,428</b>	<b>76,443,417</b>	<b>5,376,989</b>	<b>7.57%</b>
Non-tax revenues	10,974,746	11,614,904		
School portion of tax request	60,091,682	64,828,513	<b>4,736,831</b>	<b>7.88%</b>

## FY27 Budget Proposal - Executive Summary

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The outcome of this year’s Leadership Council budget development process is a proposal that we believe will address the critical needs of our district while acknowledging the capacity of our community to provide the necessary resources.

Leadership Council’s FY27 Budget Proposal	FY26 Approved Budget	FY27 Proposed Budget	\$ Change	% Change
General Fund Operating Budget	71,066,428	76,443,417	5,376,989	7.57%
Non-Property Tax Revenues	10,974,746	11,614,904	640,158	5.83%
<b>Tax Request (Net Operating Budget)</b>	<b>60,091,682</b>	<b>64,828,513</b>	<b>4,736,831</b>	<b>7.88%</b>

- **General Fund Operating Budget:** the portion of the school budget that is voted on by town referendum each year (K-12 operating).
- **Non-tax Revenues:** include state subsidy for education, miscellaneous fees and reimbursements, and fund balance (outlined in greater detail on page 21).
- **Tax Request/Net Operating Budget:** represents the balance of funds required to support the proposed school budget. This is NOT the projected increase in property tax rate. This figure becomes a factor that is incorporated into the Municipal calculations, which then guide the setting of the tax assessment and tax rate.

**Total new investment of \$1,143,437 represents 1.5% of the proposed FY27 General Fund operating budget.**

**Net new investment of \$617,077 (after reallocations) represents 0.81% of the proposed FY27 General Fund operating budget.**

**SCHOOL OPERATING BUDGET  
SUMMARIES**

**General Fund Operating Budget for FY27 – By Phase & Department**

Scarborough Schools - FY27 Operating Budget				
Leadership Council's Proposed Budget			March 11, 2026	
Operating Budget by Department	FY26 Approved Budget	FY27 LC Proposed Budget	\$ change (from FY26)	% change (from FY26)
High School	11,180,491	11,508,468	327,977	2.93%
Middle School	7,601,325	7,789,824	188,499	2.48%
Wentworth School	7,220,276	7,445,609	225,333	3.12%
Primary Schools	7,693,711	7,778,463	84,752	1.10%
Pre-K Program	70,000	585,700	515,700	100.00%
Special Services (incl ESL & GATES)	16,316,289	18,490,046	2,173,757	13.32%
Health Services	992,171	1,028,510	36,339	3.66%
Curriculum & Assessment	1,100,649	1,221,101	120,452	10.94%
Instructional Technology	1,883,782	1,997,428	113,646	6.03%
Athletics & Activities	1,953,086	2,070,371	117,285	6.01%
Student Transportation	2,297,989	2,471,019	173,030	7.53%
Facilities & Maintenance	5,656,460	6,129,501	473,041	8.36%
Central Office	1,569,368	1,692,201	122,833	7.83%
Debt Service	5,530,831	6,235,176	704,345	12.73%
<b>TOTAL K-12 OPERATING BUDGET</b>	<b>71,066,428</b>	<b>76,443,417</b>	<b>5,376,989</b>	<b>7.57%</b>

General Fund Operating Budget for FY27 – By Department of Education Voter Category\*

FY27 Leadership Council's Proposed Budget					
GENERAL FUND -- KINDERGARTEN THROUGH GRADE TWELVE				March 11, 2026	
Scarborough Public Schools		FY26 Approved Budget	FY27 LC Proposed Budget	\$ change (from FY26)	% change (from FY26)
<b>Regular Instruction:</b>					
	23. Regular Instruction Programs	28,340,928	29,375,967	1,035,039	3.65%
	20. Other Instructional Programs				
	<i>English as a 2nd Language</i>	697,708	673,321	(24,387)	-3.50%
	<i>Gifted &amp; Talented Programs</i>	449,985	596,099	146,114	32.47%
<b>Special Education Instruction:</b>					
	27. Special Education Programs	15,168,596	17,220,626	2,052,030	13.53%
<b>CTE Instruction:</b>					
	2. Career and Technical Education	0	0	0	0.00%
<b>Other instruction (including summer school and extracurricular instruction):</b>					
	3. Co-curricular	322,564	337,807	15,243	4.73%
	6. Extra-curricular	1,630,522	1,732,564	102,042	6.26%
<b>Student and staff support:</b>					
	<i>Student Support Services</i>				
	9. Guidance Services	2,173,873	2,239,102	65,229	3.00%
	10. Health Services	992,171	1,028,510	36,339	3.66%
	13. Instructional Technology	1,883,782	1,997,428	113,646	6.03%
	<i>Staff Support services</i>				
	11. Improvement of Instruction	1,100,649	1,221,101	120,452	10.94%
	15. Library Services	1,050,723	1,116,237	65,514	6.24%
<b>System administration:</b>					
	30. System Administration	1,569,368	1,692,201	122,833	7.83%
<b>School administration:</b>					
	24. School Administration	2,200,279	2,376,758	176,479	8.02%
<b>Transportation and buses:</b>					
	31. Transportation	2,297,989	2,471,019	173,030	7.53%
<b>Facilities maintenance:</b>					
	19. Operation & Maintenance of Plant	5,656,460	6,129,501	473,041	8.36%
<b>Debt services and other commitments:</b>					
	5. Debt Service Payments	5,530,831	6,235,176	704,345	12.73%
<b>All other expenditures, including school lunch:</b>					
	7. Food Service Program Support	0	0	0	0.00%
<b>TOTAL K-12 OPERATING BUDGET</b>		<b>71,066,428</b>	<b>76,443,417</b>	<b>5,376,989</b>	<b>7.57%</b>

According to State statute, during the year for which the budget is approved using the cost center summary budget format, the School Board "may transfer an amount not exceeding 5% of the total appropriation for any cost center to another cost center or among other cost centers without voter approval."

\*See Appendix for definitions of School Budget Categories

**General Fund Operating Budget for FY27– Revenue Summary**

Scarborough Schools - FY27 Operating Budget  
 Leadership Council's Proposed Budget March 11, 2026

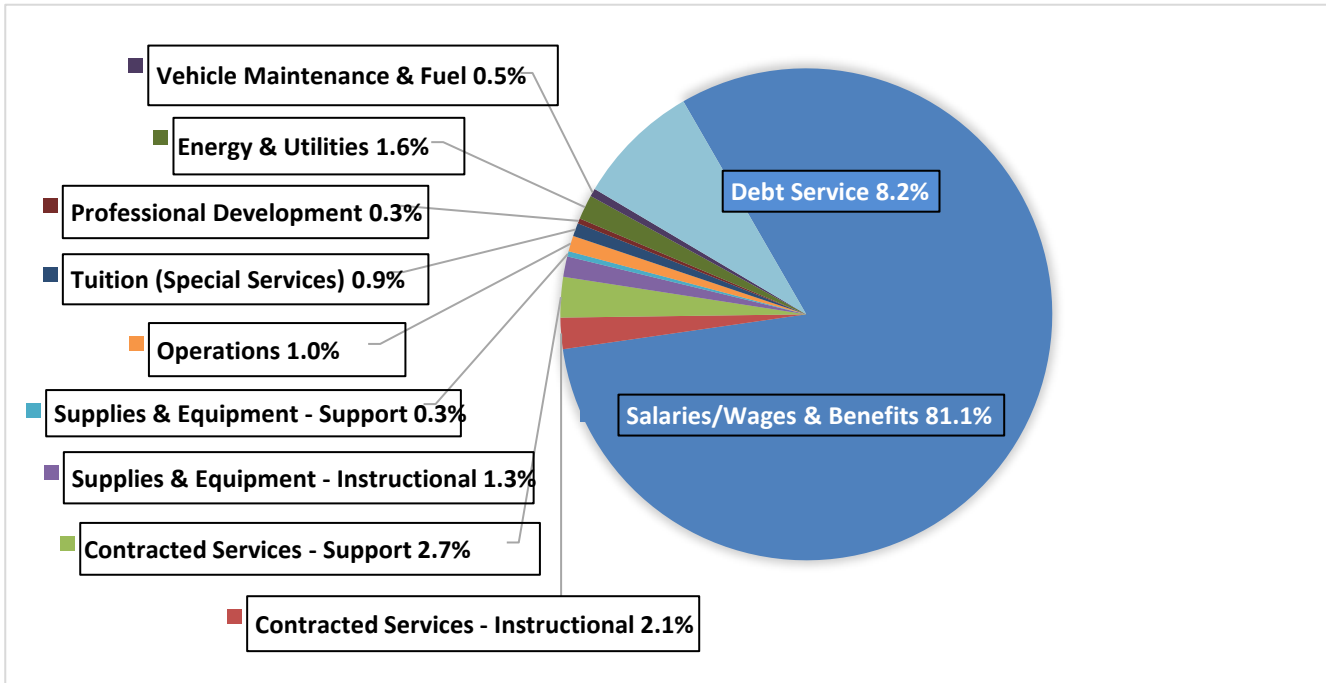
**OPERATING REVENUE SUMMARY - BY GENERAL FUND REVENUE SOURCE**

	FY26 Approved Budget & Estimated Revenues	FY27 Leadership Council's Proposed Budget & Estimated Revenues	\$ Change	% Change
GENERAL FUND OPERATING	71,066,428	76,443,417	5,376,989	7.57%
State General Purpose Aid	8,903,246	8,914,856	710,158	7.98%
Expanded Pre-K GPA scenario C		698,548		
Other Miscellaneous Revenues:				
Rental & Other Receipts	20,000	20,000	0	0.00%
Community Services Daycare	38,500	38,500	0	0.00%
Community Services Transportation	20,000	20,000	0	0.00%
Student Activity Fees	145,000	145,000	0	0.00%
State Agency Client Billing	165,000	165,000	0	0.00%
Alternative Energy Credits	45,000	45,000	0	0.00%
Other Miscellaneous	68,000	68,000	0	0.00%
Pre-K Reserve Funds	70,000	0	(70,000)	100.00%
Audit Balance Forward:				
Use of unassigned fund balance	1,500,000	1,500,000	0	0.00%
Total Non-Property Tax Revenues	10,974,746	11,614,904	640,158	5.83%
Net Operating Budget (School Tax Request)	60,091,682	64,828,513	4,736,831	7.88%

Scarborough Schools - FY27 Operating Budget

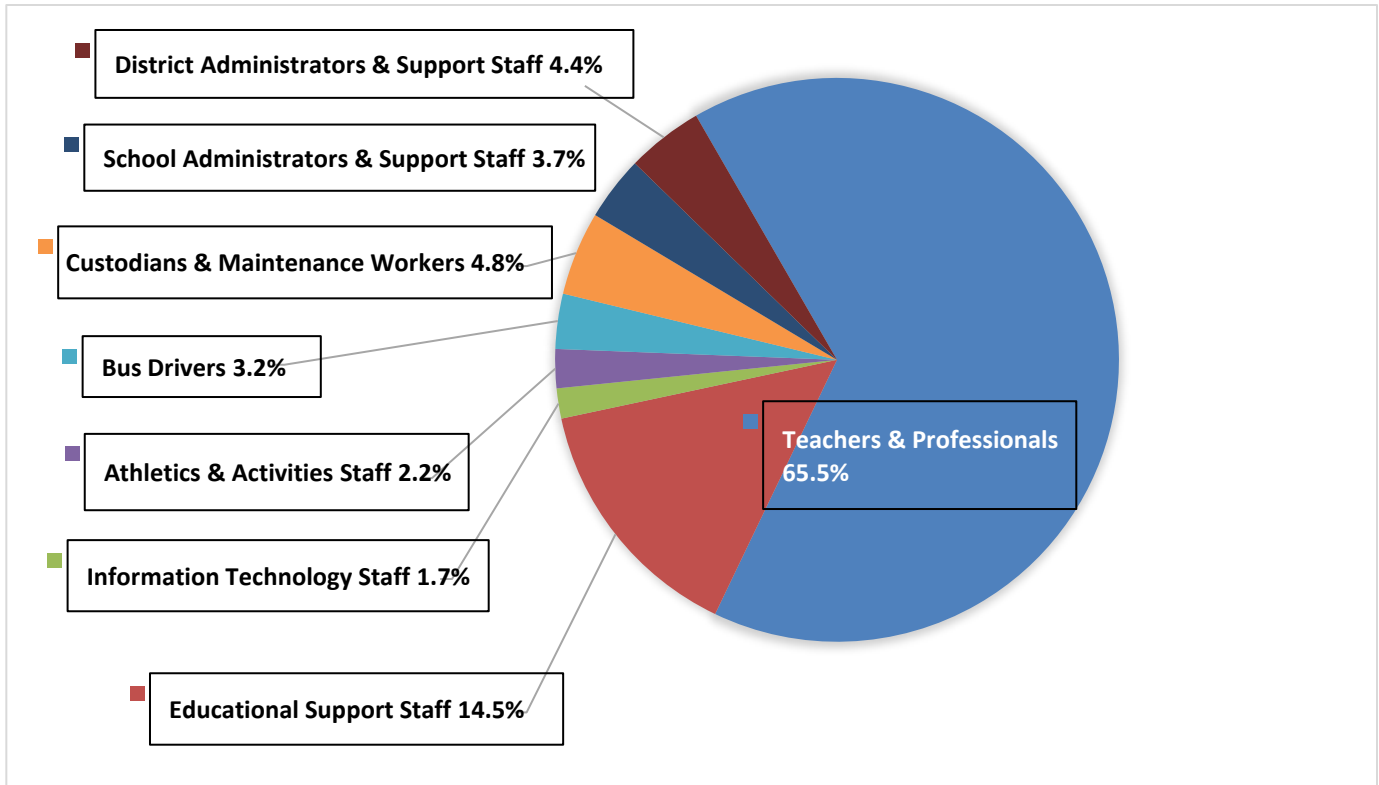
Note: The Net Operating Budget (School Tax Request) represents the balance of funds required to support the proposed school budget. This is NOT the projected increase in property tax rate. This figure becomes a factor incorporated into the Municipal calculations, which then guide the setting of the tax assessment and tax rate.

**General Fund Expenditures for FY27 – How the funds are spent**



Expense Type	FY24 ACTUAL EXPENDED	FY25 ACTUAL EXPENDED	FY26 APPROVED BUDGET	FY27 PROPOSED BUDGET	\$ CHANGE (from FY26)	% CHANGE (from FY26)
Salaries/Wages & Benefits	48,042,686	51,394,156	57,802,931	61,968,660	4,125,019	7.14%
Contracted Services – Instructional	968,486	1,426,721	1,314,710	1,572,200	257,490	19.59%
Contracted Services – Support	1,812,611	2,233,811	1,898,226	2,029,638	131,412	6.92%
Supplies & Equipment - Instructional	793,195	954,587	948,801	1,026,363	77,562	8.17%
Supplies & Equipment - Support	376,930	292,595	274,800	264,350	-10,450	-3.80%
Operations	563,866	571,112	705,194	788,559	83,365	11.82%
Tuition (Special Education)	385,043	384,880	720,000	666,000	-54,000	-7.50%
Professional Development	154,554	163,492	228,185	254,810	26,625	11.67%
Energy & Utilities	931,443	1,055,182	1,154,650	1,235,342	80,692	6.99%
Vehicle Maintenance & Fuel	454,098	400,013	488,100	402,320	-85,780	-17.57%
Debt Service	5,482,890	4,895,018	5,530,831	6,235,176	704,345	12.73%
<b>Totals</b>	<b>59,965,801</b>	<b>63,771,567</b>	<b>71,066,428</b>	<b>76,443,417</b>	<b>5,376,989</b>	<b>7.57%</b>

**General Fund Expenditures for FY27 – A closer look at personnel costs**



Expense Type	FY24 ACTUAL EXPENDED	FY25 ACTUAL EXPENDED	FY26 APPROVED BUDGET	FY27 PROPOSED BUDGET	\$ CHANGE (from FY26)	% CHANGE (from FY26)
Teachers & Professionals (including subs)	33,014,587	35,172,741	38,822,084	40,558,492	1,736,408	4.47%
Educational Support Staff	5,930,247	6,320,350	7,590,443	9,009,667	1,419,224	18.70%
Information Technology Staff	839,505	895,973	1,006,417	1,070,449	64,032	6.36%
Athletics & Activities Staff	1,045,370	1,176,131	1,295,822	1,385,567	89,745	6.93%
Bus Drivers	1,253,183	1,396,068	1,696,752	1,956,613	259,861	15.32%
Custodians & Maintenance Workers	1,868,935	2,159,271	2,673,028	2,980,338	307,310	11.50%
School Administrators & Support Staff	1,839,366	1,963,834	2,109,539	2,286,973	177,434	8.41%
District Administrators & Support Staff	2,251,492	2,309,788	2,608,846	2,720,561	111,715	4.28%
<b>Total Personnel Costs</b>	<b>48,042,686</b>	<b>51,394,156</b>	<b>57,802,931</b>	<b>61,968,660</b>	<b>4,165,728</b>	<b>7.21%</b>

**Total tax request impact of School operating budget funds for FY27:**  
 (see pages 76-85 for details of Adult Education & School Nutrition Programs)

**Scarborough Schools - FY27 Budget Summary**

Leadership Council's Proposed Budget

March 11, 2026

<b>FY27 Education Budget</b>	<b>FY26 Approved Budget</b>	<b>FY27 Proposed Budget SB First Reading</b>	<b>\$ Change from FY26 Approved</b>	<b>% Change from FY26 Approved</b>
General Fund Operating Budget	71,066,428	76,443,417	5,376,989	7.57%
Non-Property Tax Revenues	10,974,746	11,614,904	640,158	5.83%
<b>General Fund Tax Request</b>	<b>60,091,682</b>	<b>64,828,513</b>	<b>4,736,831</b>	<b>7.88%</b>
Adult Education Budget	233,057	250,101	17,044	7.31%
Non-Property Tax Revenues	136,009	114,222	(21,787)	-16.02%
<b>Adult Education Tax Request</b>	<b>97,048</b>	<b>135,879</b>	<b>38,831</b>	<b>40.01%</b>
School Nutrition Budget	2,529,344	2,603,104	73,760	2.92%
Non-Property Tax Revenues	2,529,344	2,603,104	73,760	2.92%
<b>School Nutrition Tax Request</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0.00%</b>
Total Education Budget	73,828,829	79,296,622	5,467,793	7.41%
Total Non-Tax Revenues	13,640,099	14,332,230	692,131	5.07%
<b>School Operating Net Budget</b>	<b>60,188,730</b>	<b>64,964,392</b>	<b>4,775,662</b>	<b>7.93%</b>

**SCHOOL OPERATING BUDGET  
DEPARTMENT REPORTS**

## Primary Schools - Grades K-2



Learning *begins* for all at our three Primary schools: Blue Point, Eight Corners, and Pleasant Hill. We program for our youngest students across three buildings separated by geography, but united by dedicated staff and shared goals. Each building is faced with individual challenges posed by aging facilities and spatial limitations. Collectively, we are challenged to educate students who will hold the jobs of tomorrow in facilities designed for over sixty years ago. With the recent referendum approval, we are excited to begin the journey of planning and executing the building of a new Eight Corners and expansion/renovation of Pleasant Hill and Blue Point.

K-2 students and families continue to present with a wide variety of backgrounds, strengths, and challenges. The need for community resources continues to be focused on the school for social-emotional needs, mental health needs, and many other basic needs beyond educational achievement. Supports like school social workers, school counselors, behavior consultants, instructional coaches, academic support staff, educational technicians, and other key support roles are necessary to address the diverse needs of today's K-2 classroom. Maintaining a reasonable class size for elementary school teachers continues to be critical as we strive to meet the needs of *each* student.



- Many different home languages are spoken including but not limited to Spanish, Portuguese, French, Lingala, Creole, Khmer, Vietnamese, Mandarin, ASL, Kinyarwanda, Swahili, Marathi, Hindi, Tigrigna, Greek, Albanian and Telugu.



- 8% of K-2 students have 504 plans (9% including current referrals)
- 27% of K-2 students have IEP plans (30% including current referrals)
- Nearly 29% of students across K-2 are receiving social work services.



- 81% of K-2 students were at or above grade level in reading, as of the spring of 2025 iReady administration.
- 74.5% of K-2 students performed on or above the grade level in math, as of the spring 2025 iReady administration.



- 18 of the 37 total primary homeroom classroom (49%) are in portables (PH: 4, EC:10, BP: 4)

## Primary Schools - Grades K-2

Students	October Enrollment		Projected FY27
	FY25	FY26	
<b>Blue Point School</b>			
Kindergarten	65	53	53
Grade 1	67	64	53
Grade 2	68	67	64
<b>Total/School</b>	<b>200</b>	<b>184</b>	<b>170</b>
<b>Eight Corners School</b>			
Kindergarten	95	74	74
Grade 1	65	87	74
Grade 2	81	68	87
<b>Total/School</b>	<b>241</b>	<b>229</b>	<b>235</b>
<b>Pleasant Hill School</b>			
Kindergarten	51	57	57
Grade 1	60	59	57
Grade 2	70	58	59
<b>Total/School</b>	<b>181</b>	<b>174</b>	<b>173</b>
<b>Total K-2</b>			
Kindergarten	211	184	184
Grade 1	192	210	184
Grade 2	219	192	210
<b>Totals</b>	<b>622</b>	<b>586</b>	<b>578</b>



Pre-K-2 Staff by FTE	FY24	FY25	FY26	FY27 proposed	Change for FY27
Teachers	47.2	48.2	47.4	46.4	+1.0
Special Education Teachers & Specialists	16.5	21	19	20.1	+1.1
Instructional Coaches	3	3	3	3	0
Multi-Lingual Learners (MLL) Teachers	1	2	2	2	0
Guidance Counselors	1	1	1	1	0
Social Workers	3	3	3	3	0
Librarian	0.5	1	1	1	0
Library Ed Techs	3	3	3	3	0
Building/Support Ed Techs	15	15	15	15	0
Special Services Ed Techs	25	27.9	27	44	+17.0
Contracted Ed Techs & Open Positions	not recorded		11	0	-11.0
Grant-funded Staff (Title IA)	2	2	1	0	-1.0
Principals	3	3	3	3	0
Clerical/Office Staff	3	3	3	3	0

\*Note: Special Ed Specialists & Ed Techs are reallocated among buildings each year based on student needs.

### SUCSESSES & ACCOMPLISHMENTS 2025-2026

This year, we were able to hire one K-2 Librarian to support the libraries in each of the primary buildings. This has been instrumental in allowing us to expand our student-centered, interactive read alouds and activities, and to expand curricular connections that pair with the work in classrooms.

Each of the 2nd grade classrooms across the district have had the opportunity to have a trimester of Spanish lessons with Profe Vafiades, the current World Language teacher at Wentworth School. In these lessons, they have cemented key literacy lessons by comparing English to Spanish sounds and words, and even have had children reading Spanish texts! This has proven extremely valuable, with students wishing it could last for the full year.

The data teams established last year have continued this year as a part of our Multi-Tiered Systems of Support (MTSS), providing a process to regularly monitor every single student at the K-2 level. Teams have met every 12 weeks to examine ALL students' data and identify those who need Tier 2 or Tier 3 support. In addition, they meet at the 6-week interval in between these data meetings to monitor the progress of those students receiving support through our Student Support Team.

### PRE-K PILOT

Scarborough Public Schools entered into a grant-funded Pre-K Partnership with Shooting Stars Preschool during the 2024-2025 school year. Shooting Stars has been providing high quality programming for Scarborough families for many years. Through this collaboration, 16 students receive public Pre-K programming as SPS students. Students were selected in a semi-random lottery to ensure representation from each primary school district (Blue Point, Eight Corners, Pleasant Hill) and district demographics were met.

Pre-K programs require one adult for every 8 students. Two wonderful teachers work with our Pre-K students for five hours each day, five days a week. The curriculum is aligned to the Maine Early Learning and Development Standards and supports Kindergarten readiness. Activities are hands-on, engaging, multi-sensory, and theme driven. Our school nutrition program delivers lunches to Shooting Stars, just like they do to our three primary schools. Transportation is not provided and parents are responsible for drop off and pick up each day.

As described in the Executive Summary, we are delighted to have the opportunity in FY27 to expand the Pre-K program with an additional two classrooms – stay tuned for more information!



### GOALS & PRIORITIES 2026-2027

To address heightened student academic, behavioral, and social-emotional needs, the K-2 schools look toward infusing additional classroom guidance lessons to support student engagement and positive relationships. 8% of students at K-2 have 504 plans requiring small groups for testing, expected behavior, school adjustment, smaller lunch groups, etc. We'll work to meet these needs through a collaboration between Student Support, Guidance, and Social Work staff.

The K-2 schools continue to use a formal, regular data review protocol to analyze data within school-based data teams. Teams are made up of grade level teachers, along with members of Student Support, Instructional Coaching staff, and School and Curriculum Department Administrators. These teams looking at up-to-date whole-school, grade level and individualized data allows us to identify trends and target unique instructional needs for each student. District leaders utilize this data to identify trends and needs across K-2 to help support every student.

Safety and Security continues to be a high priority for all three K-2 schools. We each have different needs given the different school designs and layouts. The schools have benefitted from adding more cameras both inside and outside the building. We look ahead to the future to the incorporation of state-of-the-art secure entrances at all three school sites once the building projects are complete.

We work with students and families to help secure winter clothing, school supplies, food, etc. We want all children to feel welcome, included, safe, and secure at school. We want to give them a sense of belonging that allows them to learn to the best of their ability. The Scarborough Nutrition Department coordinates delivery of food. Maine Needs and Project Grace help support the need for clothing, housewares, transportation, financial support, etc.



## Wentworth School - Grades 3-5

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Wentworth School serves Scarborough students in grades 3–5 in a state-of-the-art learning environment designed to support the whole child. Within smaller Learning Communities, students work collaboratively toward academic, physical, and social-emotional goals while building strong citizenship skills. We are guided by the belief that children are naturally curious explorers and that confidence grows through meaningful opportunities to make and reflect on decisions. Our dedicated staff recognizes and nurtures the unique strengths of every child. At Wentworth, students develop independence, expand their thinking through diverse learning experiences, and discover meaningful connections across their learning. We are proud to provide strong social-emotional support alongside a guaranteed, research-based academic curriculum, complemented by rich allied arts programming and a wide range of co-curricular opportunities.



- Wentworth students consistently outperform state averages by a significant margin across all grades in both Math and Reading on the **Maine Through Year Assessment**.
- Data from our **Panorama Social Emotional Learning survey** indicates Wentworth students demonstrate strengths in Supportive Relationships and Self-Management.



- Our **Learning Commons** is a vibrant hub for inquiry and discovery, supported by a robust and diverse collection, a full-time librarian, and dedicated support staff. Strong circulation data reflects high student engagement, while thoughtfully designed opportunities invite learners to explore ideas, create knowledge, and deepen their understanding across disciplines.



- Our commitment to **community partnerships** continues to strengthen meaningful engagement between school and home. Through family nights, community events, volunteer opportunities, conferences, and chaperoning experiences, we create welcoming pathways for families to connect, contribute, and actively participate in the life of the school. These collaborative efforts foster strong relationships, shared investment, and a vibrant, supportive learning community.



- Our **club offerings** provide meaningful opportunities for students to explore interests, build skills, and connect with peers beyond the school day. Through a wide range of after-school and co-curricular options, thoughtfully reviewed and customized each year, we strive to ensure every student can find something that matches their interests and passions. These experiences enrich learning, foster belonging, and support the development of well-rounded learners.

Students	October Enrollment		Projected FY27
	FY25	FY26	
Grade 3	210	219	194
Grade 4	216	210	215
Grade 5	245	216	215
<b>Total/School</b>	<b>671</b>	<b>645</b>	<b>624</b>



Wentworth Staff by FTE	FY24	FY25	FY26	Proposed FY27	Change for FY27
Teachers	46	48	46.8	45.8	-1.0
Special Education Teachers & Specialists*	14.5	15.5	14.5	15.5	0
Instructional Coaches	3	3	3	3	0
Multi-Lingual Learners (MLL) Teachers	1	1	1	1	0
Gifted & Talented (GATES) Teachers	1	1	1	2	+1.0
Guidance Counselors	2	2	2	2	0
Social Workers	3	3	3	3	0
Librarian	0.5	1	1	1	0
Library Ed Techs	3	2.75	2	2.75	0
Building/Support Ed Techs	10	10	10	10	0
Special Services Ed Techs*	22.5	25.5	16.14	19.14	+3.0
Contracted Ed Techs & Open Positions	not recorded		3	0	-3.0
Principal/Assistant Principal	2	2	2	2	0
Clerical/Office Staff	2	2	2	2	0

\*Note: Special Ed Specialists & Ed Techs are reallocated among buildings each year based on student needs.



## SUCCESSES & ACCOMPLISHMENTS 2025-2026

Building on the successful schoolwide rollout of RULER, first strengthening adult social-emotional learning and then establishing shared vocabulary and consistent use of the signature tools, we expanded opportunities for deeper student learning. During the 2025–26 school year, we implemented targeted lessons to further develop emotional intelligence, with a focus on self-awareness, self-management, responsible decision-making, and relationship skills. Signature tools continued to be embedded in daily practice, and monthly Community Day served as a consistent anchor to reinforce and celebrate this work across the school community.

We successfully secured approval and funding in the FY25 budget for a dedicated 1.0 Librarian to serve Wentworth School, ensuring more equitable access to Learning Commons resources for our more than 650 students and 100 staff. This marks an important step toward aligning with the Maine Essential Programs and Services (EPS) recommended ratio of 1 librarian per 800 students and addressing the longstanding, unsustainable model in which one K–5 librarian supported more than 1,300 students and teachers across four buildings and six grade levels.

With funding in place, we were able to ultimately recruit and hire a highly qualified candidate for the 2025–26 school year. Establishing a dedicated librarian for Wentworth strengthened our Learning Commons model and expanded access to high-quality library and instructional support for students and staff.

## SUCSESSES & ACCOMPLISHMENTS 2025-2026

This year, Wentworth School significantly strengthened its integrated student support systems to provide meaningful, comprehensive support for all learners. Through a highly collaborative model, specialists in reading, writing, mathematics, executive functioning, and social-emotional learning partner with classroom teachers to design targeted, individualized plans. As a result, a significant number of students currently receive Tier 2 and Tier 3 interventions within general education—reflecting our commitment to proactive, responsive, data-informed support.

Our progress has been both strategic and sustained. Summer planning focused on refining systems, clarifying roles, and strengthening MTSS alignment. During the school year, we provided school-wide professional development and embedded MTSS into Professional Learning Team (PLT) work, building shared language, collective ownership, and consistent implementation. Staff are also attending MTSS-focused conferences to expand internal expertise and bring evidence-based practices back to our school.

Continuous improvement remains central. Monthly business meetings provide structured time to evaluate systems, analyze student data, and refine processes. In partnership with the curriculum department, we have expanded data conversations to strengthen assessment practices, improve curricular coherence, and ensure strong vertical alignment across grade levels.

Together, these efforts have strengthened a culture of collaboration, shared accountability, and student-centered decision-making, contributing to improved outcomes. While proud of our progress, we remain focused on continued growth, deepening professional learning, strengthening evidence-based practices across all tiers, and enhancing our capacity to analyze and respond to data. Through this work, we are building a cohesive, sustainable, and highly responsive MTSS framework that will continue to elevate outcomes for every student at Wentworth School.

On January 14th, Wentworth School proudly relaunched its family engagement events with a highly successful Hygge-themed evening that extended our school-based Hygge spirit week and celebrated togetherness as a community. The event featured thoughtfully designed rotations centered on connection, mindfulness, and calm, including crafts, yoga, board games, cozy reading by a virtual fireplace, and the opportunity for families to collaboratively develop a RULER Family Charter to strengthen shared values and emotional awareness at home. More than 300 students and their family members attended, making it an incredible turnout and a powerful reflection of our strong school-home partnership. The building was filled with warmth and energy as students proudly showed their families around, connected with friends, and embraced the joyful spirit of the evening. Adults experienced firsthand the sense of belonging and positivity that define Wentworth School. We are deeply grateful to the dedicated staff and community volunteers whose time, care, and thoughtful planning made this meaningful and successful event possible.

## SUCSESSES & ACCOMPLISHMENTS 2025-2026

We have continued to expand students' access to high-quality after-school co-curricular programming. This year's club offerings reflected a wide range of student interests, including Floor Hockey, Legos, Chorus, STEM, Art, Chess, and more. Altogether, clubs served more than 700 participants across 38 sessions.

The Club Coordinator investment has enabled us to strengthen program quality, streamline enrollment and logistics, and ensure smooth day-to-day operations to create a positive experience for students and families. Wentworth Clubs deliver an exceptional return on investment, providing broad impact for a total investment of less than \$35,000, with additional cost offsets through accessible participation fees.



## GOALS & PRIORITIES 2026-2027

### **Expand Access to GATES (Gifted and Talented Education Services) Programming**

Adequately provide access to GATES programming and instruction to meet increased student needs, including K-2 consultation.

- For many years 1.0 K-5 GATES teacher has worked to support over 1,300 students and teachers in all disciplines, in 6 grade levels across four buildings - an unsustainable model that has resulted in staff turnover and inadequate access to GATES programming and instruction for our K-5 learners.
- Our identification criteria are at the ceiling, yet class sizes continue to climb as more and more students are meeting the screening and identification criteria and require programming and instruction through GATES to meet their unique learning needs.

### **Mathematics Curriculum**

This year, teachers engaged in the first year of a comprehensive Mathematics curriculum review process, examining current practices, analyzing student data, and evaluating instructional resources to ensure alignment with standards and best practices.

Moving into next year, math teachers will participate in targeted professional development and begin implementing the newly selected core instructional materials to support high-quality, consistent mathematics instruction across classrooms.

## GOALS & PRIORITIES 2026-2027

### Expanded Support for students through MTSS

Wentworth School will deepen and sustain a cohesive, data driven MTSS framework that strengthens core instruction, ensures consistent and evidence-based interventions across tiers, and builds collective staff capacity to respond effectively to student needs. Through aligned assessment practices, meaningful data conversations, and shared ownership of implementation, we will create a system where every student receives timely, targeted support- advancing both achievement and well-being while fostering a culture of continuous growth and collective responsibility.

### Data Literacy and Professional Development

- Prioritize the **development of data literacy** across all staff to ensure consistent, informed decision-making that strengthens instruction and improves student outcomes.
- **Time for professional development**, particularly grade level curriculum and data review time, is always at a premium and remains a priority in order to ensure guaranteed and viable curriculum implementation and meeting the needs of each and every student. Our teachers engage in ongoing reflection of their practices focusing on student progress, meaningful opportunities for differentiation, and goal-setting. Adding time for strategic data review ensures that all learners are supported in reaching their full potential.



## Scarborough Middle School - Grades 6-8

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Scarborough Middle School serves approximately 680 students in grades 6, 7, and 8. Our students are respectful, energetic, and eager to learn. Grade levels are organized as Learning Communities, where students receive instruction in rigorous core courses from smaller Inquiry teacher teams. English Language Arts (ELA), Mathematics, Science, and Social Studies are considered core courses (taught daily).

Middle School students are also offered additional learning opportunities which include World Languages (French and Spanish) and Allied Arts classes such as Art, Music, Band, Chorus, STEM, Health, and Physical Education. Additionally, Scarborough Middle School currently offers athletics to 7th and 8th graders and several co-curricular activities for all students.

Scarborough Middle School is committed to having multiple structures to support both academic and social-emotional needs for our students. This goes beyond general classroom teachers and school administration:

- Crew Advisory Groups: Crew advisors provide support and encouragement through a variety of activities that address the academic, social, and emotional needs of all students.
- RISE (Re-teach, Improve, Stretch, Enrich/Excel): Students use RISE time to complete current assignments, improve the quality of their work, get extra help, and/or explore content further.
- Math and Literacy Support
- Bridge and Academic Center
- Student Advocacy: Group and individual supports
- Student Support and Intervention Committees:
  - Academic MTSS (Multi-tiered System of Supports) Committee
  - Social Emotional MTSS Committee
  - Attendance Committee



**Noteworthy Statistics**



- As of 2/2/26, the Learning Commons has had 6,341 checkouts and 1,498 digital checkouts so far this school year.
- We have 34 students who are Learning Commons Assistants. They take on tasks like checking in and shelving books, creating content for newsletters, organizing shelves and genres, writing reviews, organizing and advertising the Maine Student Book Award voting, and writing book reviews. We are thrilled to have their help!
- The Learning Commons provides 24/7 access to digital content through our LibGuide pages, the Maine Schools Shared Digital Collection, and databases, including those provided by the Maine Digital Library.



- 76% of 8th grade students performed at or above state expectation in science compared to 47% at the state level.
- On the Spring 2025 Maine Through Year Assessment, 82% of students scored at or above grade level in reading.
- On the Spring 2025 Maine Through Year Assessment, 62.3% of students scored at or above grade level in math.
- On the 2026 Winter Panorama Survey that assesses student perception regarding five key areas of Social Emotional Learning, 86% of our students answered favorably on Support Relationships and 77% on Self-Management.

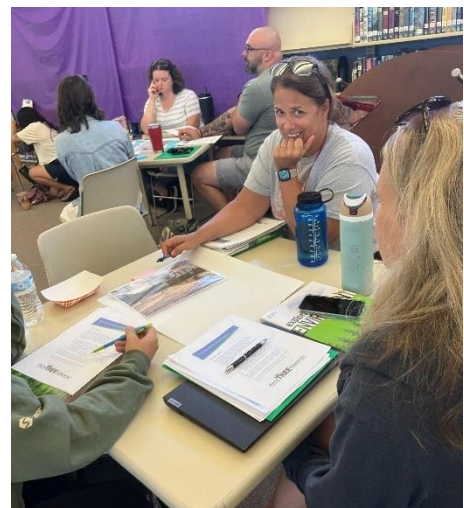


- 49% of SMS students (215 students) participated in at least one club/activity during the 25-26 school year. Approximately 48% of those students participated in more than one club/activity.



- School to home communications are working successfully. For example, the December 2025 SMS Family Newsletter had an increase in viewership with an average of 1,959 reads per week.

Students	October Enrollment		Projected Y26
	FY24	FY25	
Grade 6	217	222	245
Grade 7	223	215	222
Grade 8	205	228	215
<b>Total/School</b>	<b>645</b>	<b>665</b>	<b>682</b>



## Scarborough Middle School - Grades 6-8

Middle School Staff by FTE	FY24	FY25	FY26	FY27 proposed	Change for FY27
Teachers	50.7	48.95	50.65	50.9	+0.25
Special Education Teachers & Specialists*	12.9	13.9	14.9	14.9	0
Instructional Coaches	4	4	4	4	0
Multi-Lingual Learners (MLL) Teachers	1.5	1.5	1	1.5	0
Gifted & Talented (GATES) Teachers	2	2	2	2	0
Guidance Counselors	2	2	2	2	0
Social Workers	3	3	3	3	0
Librarian	1	1	1	1	0
Library Ed Techs	1	1	1	1	0
Building/Support Ed Techs	3	3	3	3	0
Special Services Ed Techs*	22	23	21	23	+2.0
Contracted Ed Techs & Open Positions	not recorded		2	0	-2.0
Principal/Assistant Principal	2	2	2	2	0
Clerical/Office Staff	3	3	3	3	0

\*Note: Special Ed Specialists & Ed Techs are reallocated among buildings each year based on student needs.



## SUCSESSES & ACCOMPLISHMENTS 2025-2026

### **Chorus**

Our chorus program is continuing to grow. During the 2023-2024 school year there were 40 students enrolled in chorus. Last year there were 100 students enrolled and this year, our chorus teacher is working with 129 students (6th grade: 47 students; 7th grade: 46 students; 8th: 34 students).

### **RISE Enrichment for 6-8th Grade Students**

SMS has partnered with the nonprofit organization Passion for Life to help students discover new outdoor “passions” and activities that they may continue pursuing throughout their lives. The organization brings 112 dedicated community volunteers who recognize how fortunate they were to have experienced outdoor mentorship and now provide similar opportunities for our students.

Each Thursday during our RISE block (Re-teach, Improve, Stretch, Enrich/Excel), a different volunteer works directly with students to introduce them to a variety of outdoor experiences. So far this year, students have explored paddleboarding, skiing, rock climbing, orienteering, trail camera use, mountain biking, surfing, and ice fishing.

### **RULER SEL Curriculum**

We are now in our third year of implementing the RULER Curriculum. This evidence-based approach to social and emotional learning (SEL) was developed at the Yale Center for Emotional Intelligence. During year 1, staff developed our own learning of the RULER curriculum and gained an understanding of how to utilize the skills, tools, and strategies. Last year, our staff taught the RULER lessons to students during our CREW time every Monday. The focus last year was centered around the 4 RULER tools (Charter, Mood Meter, Best Self, and Blueprint).

Last year RULER was implemented with students through Monday CREW lessons (30 minutes). Students had opportunities to learn various emotional vocabulary words, complete team building activities, and learn the various tools to assist with recognizing, understanding, labeling, expressing, and regulating emotions.

This year we are implementing the grade level lessons and continuing to use our Monday CREW period. All three grade levels have the same 4-unit titles, but the lessons differ by grade level and build upon each other.

UNIT 1 – COMMUNITY, SAFETY, AND CLIMATE

UNIT 2 – EMOTIONS MATTER

UNIT 3 – SELF - AND SOCIAL AWARENESS

UNIT 4 – EMOTION REGULATION AND PERSONAL VALUES

RULER’s mission is to use the power of emotions to create a healthier, more equitable, innovative, and compassionate society. RULER stands for five areas of emotional intelligence: Recognizing, Understanding, Labeling, Expressing and Regulating emotions.

## SUCSESSES & ACCOMPLISHMENTS 2025-2026

### Climate Education Grant

Last spring, we partnered with the Maine TREE Foundation and received a Climate Education Learning Grant from the Maine DOE which provided professional development time and resources for teachers to build outdoor learning units.

Work began in August with a six-hour workshop hosted by Lena Ives from the Maine TREE Foundation. Staff members from throughout the middle school came to explore some of Maine TREE's curricular materials, collaborate on future units, and participate in some field studies with the Scarborough Land Trust around invasive species here in Scarborough.

From there we hosted monthly meetings focused on continued planning and implementation of climate and outdoor learning experiences for our students. Some examples of the work being done include expanding the invasive species unit in the 6th grade, continued development of the integrated program in the 7th grade, expanding our garden spaces and how we use them for academic and social/emotional needs, indigenous studies units that focus on the impact of logging on our local rivers, connected Wabanaki culture to literature in the 6th grade, an ecology unit in the 8th grade, and the development of a 7th grade unit on pollinators and their impact on essential Maine industries.

As we look to 2026, we have begun to pivot from unit design to creating outdoor learning spaces and the materials essential to making these spaces viable. Our goal is to have at least one functional space when the kids return to us in the Fall of 2026. We are also excited to partner with Project Wild and offer up to 20 educators a day-long workshop with one of their facilitators in March. Project WILD is a national, award-winning environmental and conservation education program for K-12 educators, offering hands-on activities and curriculum to teach students about wildlife, habitats, and responsible stewardship, fostering critical thinking and connection to nature through interdisciplinary lessons.

## GOALS & PRIORITIES 2026-2027

### Chorus

We are requesting an increase in our Chorus teacher's position from 0.25 FTE to 0.5 FTE to support the growth of our chorus program. Over the past year, student interest in chorus has increased significantly, and we anticipate approximately 150 students enrolling in chorus next year. Expanding this position will:

- Allow for additional class sections to accommodate growing student participation
- Provide students with more individualized instruction and rehearsal opportunities
- Support performance preparation and participation in school and community events
- Strengthen the overall music education program within the school

This increase reflects our commitment to fostering the arts and ensuring that every interested student has access to a high-quality choral experience.

## GOALS & PRIORITIES 2026-2027

### Mathematics Curriculum

This year, teachers engaged in the first year of a comprehensive Mathematics curriculum review process, examining current practices, analyzing student data, and evaluating instructional resources to ensure alignment with standards and best practices.

Moving into next year, math teachers will participate in targeted professional development and begin implementing the newly selected core instructional materials to support high-quality, consistent mathematics instruction across classrooms.

### Attendance

We will continue to work on improving our students' attendance and decreasing chronic absenteeism by utilizing skills from the Count ME In and Attendance Matters organizations. Chronic absenteeism occurs when a student has missed 10% or more of school days.

- **23-24:** As of 2/28/2024, SMS had a **15% chronic absenteeism rate**
- **24-25:** As of 2/28/2025, SMS had an **11 % chronic absenteeism rate**
- **25-26:** As of 2/13/2026, SMS had an **11.7 % chronic absenteeism rate**

### MTSS (Multi-Tiered System of Supports)

We will continue to focus on refining and monitoring a multi-tiered system of support ensuring equitable access to resources to enhance academic growth and personal well-being for each and every student. As of February 13th, **150 students** have benefitted from our Tier 2 and Tier 3 supports. In collaboration with the curriculum department, we will continue to support educators in utilizing data following assessment administration periods to lead student-centered discussions that consider student-specific and wide-scale conversations for support, the adjustment of instructional strategies to address areas of concern, and to celebrate the strengths in growth and achievement for Scarborough students. In grade level, content area, and school MTSS conversations, educators will be equipped with data and professional development that increases data literacy, to drive these student-centered discussions.

## Scarborough High School - Grades 9-12

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Scarborough High School is a comprehensive high school that serves approximately 900 students in grades 9 through 12. SHS provides students with rigorous learning opportunities in multiple pathways to prepare them for college and careers in the 21st century. SHS provides a range of learning experiences across content areas, and includes Advanced Placement (AP) courses, Early College courses, Career and Technical Education (CTE) Programs at Westbrook Regional Vocational Center (WRVC) and Portland Arts and Technology High School (PATHS), and Extended Learning Opportunities (ELOs) through our Career Pathways Program. The SHS faculty is comprised of over 100 professional staff who are certified in specialties, disciplines, content areas, and are divided into departments: English Language Arts (ELA), Mathematics, Social Studies, Science and Technology, World Language, Physical Education/Health, Fine Arts, Business/Technology, Career Pathways, Alternative Education, Student Services and Special Services.

Beyond our academic programming, Scarborough High School students also have access to a variety of supports and services. In the Student Services Department, School Counselors monitor student academic progress to ensure a successful path to graduation, while the Senior Placement Office assists students with postsecondary goal-setting and planning. School Social Workers support students with social-emotional wellness, while Study Center staff offer academic assistance to students through various levels and types of academic support. The Learning Commons takes the old-fashioned school library to a new level, providing a center for study, research, and collaboration. The Alternative Education staff work to provide support and pathways for students who are not finding success in a traditional classroom setting. Special Education at the high school offers Functional Life Skills, Academic Life Skills, Social Life Skills, and Resource Room programming to meet the needs of our students.



- SHS students requested 8080 courses during course registration for the 2025-26 school year, a four year high!
- SHS offers 54 Honors and Advanced Placement (AP) courses, 21 of which are AP courses.
- In 2024-25, SHS students performed on average 55 points better than the Maine average, 132 points better than the national average, and 95 points above the global average on the SAT.



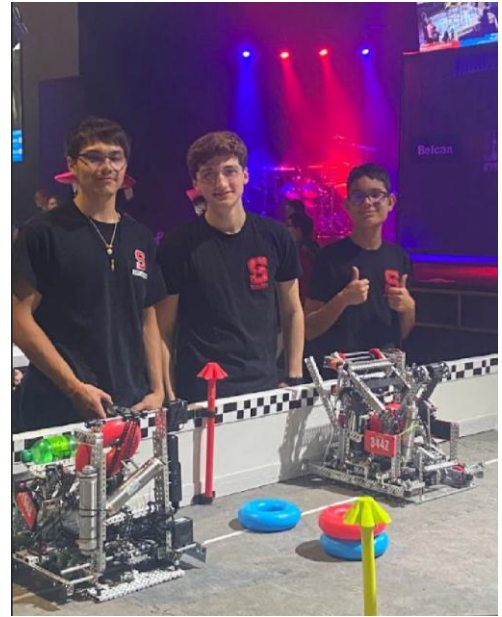
- On average, 90% of students go on to a 2yr or 4yr college or university.
- On average, 10% of SHS students enter the military or pursue a technical certificate or a career.



- In the 2025-26 Panorama Survey, 88% of students reported that they have supportive relationships with peers, adults, or school staff in their lives.
- In the 2025-26 Panorama Survey, SHS saw an increase in the number of students who reported they listened carefully to other people's opinions, respect those with different opinions, and disagreed with others without starting an argument.

## Scarborough High School - Grades 9-12

Students	October Enrollment		Projected FY27
	FY25	FY26	
Grade 9	208	224	213
Grade 10	239	239	224
Grade 11	242	242	239
Grade 12	220	218	242
<b>Total/School</b>	<b>909</b>	<b>923</b>	<b>918</b>



High School Staff by FTE	FY24	FY25	FY26	FY27 proposed	Change for FY27
Teachers	70.4	70.4	70.4	70.4	0
Special Education Teachers & Specialists*	15.8	17.8	15	17.8	0
Instructional Coaches	1.6	1.6	1.6	1.6	0
Multi-Lingual Learners (MLL) Teachers	1.5	1.5	2	1.5	0
Gifted & Talented (GATES) Teachers	0.6	0.6	0.6	0.6	0
Guidance Counselors	3	3	3	3	0
Student Assistance Counselor	1	1	1	1	0
Senior Placement Counselor	1	1	1	1	0
Social Workers	5	5	5	5	0
Librarian	1	1	1	1	0
Library Ed Techs	2	2	2	2	0
Building/Support Ed Techs	3	3	3	3	0
Special Services Ed Techs*	20.5	19.5	19.5	21.5	+2.0
Contracted Ed Techs & Open Positions	not recorded		2	0	-2.0
Principal/Assistant Principals	3	3	3	3	0
Clerical/Office Staff	7	7	7	7	0

\*Note: Special Ed Specialists & Ed Techs are reallocated among buildings each year based on student needs.

## SUCCESSES & ACCOMPLISHMENTS 2025-26

### Attendance

- **23-24:** As of 2/28/2024, SHS had **19% chronic absenteeism** and **3% truancy rates** (Maine's average chronic absenteeism rate was 25%)
- **24-25:** As of 2/28/2025, SHS had **14% chronic absenteeism** and **<1% truancy rates** (Maine's average chronic absenteeism rate was 24%)
- **25-26:** As of 2/13/2026, SHS has **15% chronic absenteeism** and **1% truancy rates**

### Graduation Rate

- The graduation rate for the Class of 2025 was **97%**, a five year high for SHS, and 8% higher than the state average.

### Advanced Placement (AP) Programming

- In 2024-25, SHS administered **707 AP Exams to SHS students** who achieved an **average score of 3.6** (out of 5; students who receive a 3 or better on AP Exams can become eligible to receive college credit).
- Based on the AP course experiences of the Class of 2025, SHS was one of approximately 1200 high schools in the United States and Canada to be **recognized by the College Board with an Advanced Placement (AP) Honor Roll Gold Distinction in January 2025** for the overall strength of its AP programming.
- Based on the AP course experiences of the Class of 2025, SHS was also recognized by the College Board with the **AP Access Award**, which honors high schools in the United States and Canada that encourage more low-income and underrepresented minority students to take AP courses.

### Dual Enrollment

- In 2024-25, **78 SHS students** took **106 college classes** through our partnerships with local universities and colleges. These dual enrollment credits count towards high school graduation and college credit.

### Career and Technical Education (CTE)

- Through partnerships with Westbrook Regional Vocational Center (WRVC) and Portland Arts and Technology High School (PATHS) and the ME Community College System, **23 members of the SHS Class of 2025** graduated from SHS with a collective total of **88 industry certifications** and **88 dual enrollment credits** that can be applied to various postsecondary institutions within the ME Community College System.

## GOALS & PRIORITIES 2026-27

**MTSS:** Refine and monitor our multi-tiered system of support ensuring equitable access to resources to enhance academic growth and personal well-being for each and every student.

- Continue to develop programming, educational opportunities, and learning pathways for all students that are consistent with 21st century college and career expectations
- Review existing practices around student learning and achievement and identify and implement those practices with students

**SEL:** Foster a welcoming and inclusive school environment by prioritizing a Social-Emotional Learning approach that meets the needs of all students.

- In 2021-22, SHS implemented a four-year Advisory program, aligned with goals for the Collaborative for Academic, Social, and Emotional Learning (CASEL). In 2026-27, a group of staff will collaborate to:
  - Reflect on the program using historical Panorama survey data
  - Identify areas of strengths
  - Identify growth opportunities for Advisory
  - Modify and adjust the program offerings in accordance with identified strategic aims

### **Reaccreditation:**

- In 2028, SHS will be evaluated for reaccreditation through the New England Association of Schools and Colleges (NEASC). In 2026-27, SHS will be working to implement its new Vision of the Learner and Core Values (adopted in 2025-26), in addition to working on other identified priority areas in preparation for its Decennial Accreditation Visit.

# Welcome to Special Services



The Special Services Department provides services and supports to a diverse set of students with specialized strengths and needs so that all students can equitably access all school programs. We promote the work done at each school phase so that all students can participate fully as members of the school community. The following is a description of the programs overseen by the Special Services Department.

### **Special Education**

Every student with a disability has a right to a free, appropriate program of instruction and supportive services designed to meet their individual needs. Special education services are provided to Scarborough students by certified and/or licensed professionals or supervised support staff at no cost to the parents. An Individual Education Plan (IEP) is developed for each student with a disability in need of special education services, which lists the services and accommodations that are appropriate for the student's educational needs. The IEP is reviewed at least annually by the IEP Team which includes parents, the student, general and special education teachers, related service providers and an administrator.

### **Multilingual Learner Programs (MLL)**

The Scarborough Public Schools are committed to providing programming to Multilingual Learners (MLLs) allowing them to become proficient in English as well as to effectively participate in all school programs. As required by state and federal laws, all students enrolling in a school district must complete a Home Language Survey. Students who indicate a primary language other than English are then screened for their level of English language proficiency. Identified students receive an annual individualized learning plan which is developed with input from teachers, staff, parents and students. Small group instruction, classroom support or MLL content classes are examples of services provided.

### **Section 504**

Section 504 is part of the federal Rehabilitation Act of 1973 which prohibits discrimination against individuals with disabilities in services, programs and activities administered by any entity that receives federal funds, including public schools. Section 504 plans provide specific services and accommodations that enable students with disabilities to access school programs. Section 504 plans are developed annually with input from teachers, staff, parents and students.

### Homeless Youth Services

Scarborough Public Schools follow the provisions of the federal McKinney-Vento Homeless Assistance Act, which aims to minimize the educational disruptions experienced by homeless students. When students become homeless, they can remain enrolled in the schools they have been attending, although they might no longer meet residency requirements. McKinney-Vento also guarantees homeless students the right to enroll in a public school even if they lack the typically required documents and immunizations. In addition, homeless students are guaranteed the transportation they need to attend school.

### Scarborough Statistics



- 493 students receive Special Education Services (17.4%)
- 334 students have Section 504 Accommodation Plans (11.8%)
- 86 students are identified as MultiLingual Learners (2.4%) - these students represent 23 languages.



- 6 students qualify as Homeless under the McKinney Vento Act (.1%)
- We have 897 students who receive support through Special Services - this represents 31.7% of our total student population.



- We have 64 students projected to enter Kindergarten in the fall that currently have IEPs through CDS.



Special Services Staff by FTE	FY24	FY25	FY26	FY27 proposed	Change for FY27
Special Education Teachers	36	42	43	43	0
Multi-Lingual Learners (MLL) Teachers	5	6	7	7	0
Gifted & Talented (GATES) Teachers	3.6	3.6	3.6	4.6	+1.0
Specialists	24.7	27.2	26.8	30	+3.2
Social Workers	12	12	12	12	0
Special Services Ed Techs	90.9	90	81.64	105.64	+24.0
Contracted Ed Techs & Open Positions	not recorded		18	0	0
Medical Assistants	2	1	1	1	0
Grant-funded Staff (IDEA)	12	12	9.75	7.3	-2.45
Director/Asst. Director	1.25	1.25	1.25	1.6	+0.35
Admin Assistants	3	3	3	3	0

- These positions are also listed in each individual school section.
- Ed tech numbers are for current employees; contracted and open positions are listed separately for FY26.
- **Specialists** include: Speech/Language Therapists, Occupational Therapists, Physical Therapists, Behavior Specialists & Psychological Examiners.
- A portion of **Social Workers**' compensation is also paid from building budgets (under Guidance).
- Grant-funded staff includes 6 **bus aides/van drivers** listed in the Transportation budget section. **See page 14 for chart of shifts in Federal Grant funding**



### SUCSESSES & ACCOMPLISHMENTS 2025-2026

Dr. Rebekah Bickford has continued to provide a series of **Trauma-Informed Special Education training** to 39 of our special education staff. This year the training has been expanded to include staff in grades K-8. This training employs a systematic approach to supporting teachers in their development of trauma-informed support systems. It includes hands-on workshops each month, visits to our Social Life Skills programs, and 1:1 meetings with our special education teachers. This training has helped to support our development of a cohesive Social Life Skills (SLS) program at our K-8 level. Dr. Bickford is also supporting our behavior team and social workers once a month.

Last year we purchased two **new reading curriculum**s for special education classrooms at Scarborough Middle School and Pleasant Hill School. Based on recent assessment data, 17 out of the 24 students who participated in the Maine Through Year Assessment met or exceeded their reading growth goal. As of February 2026, 34 students are accessing the new curriculum at the Middle School through special education services. At Pleasant Hill, five students have been receiving instruction in Rave-O, a reading program that focuses on orthographic processing. These students have also made progress towards their goals and state standards in the area of reading, most notably in the areas of fluency and sight words.

A third **Functional Life Skills program** was established at the primary level at Pleasant Hill School to support four students with diverse needs. Students receive their educational services within this classroom and also participate in their general education classroom with the support of an educational technician.

This program provides opportunities to develop self-care, social skills, early academics, and other pivotal skills essential for success across all areas of learning. All students receive speech services and utilize Augmentative Alternative Communication devices as a mode of communication. Additionally, occupational therapy (OT) services, physical therapy (PT) services, and behavioral consultation are provided according to students' IEPs.

The increasing demand for this type of program last year highlighted the need for expanded support. The successful implementation of this new program is a testament to the dedication and hard work of our team in creating and growing a learning environment that meets the needs of these exceptional students.

## GOALS & PRIORITIES 2026-2027

**Compliance with adult support requirements in current CDS IEPs for incoming kindergarteners as well as for currently unidentified students:** We know of 13 students entering Kindergarten in the fall that receive Ed Tech support. Eight of these students have 1:1 Ed Tech support on their IEP. At this time, it appears 6 of these students will require a Functional Life Skills program and 2 students require a Social Life Skills program. There are an additional 5 students that are in inclusive settings in the regular classroom who have 2:1 Ed Tech support on their IEPs. We also anticipate that we will need to provide Ed Tech support to additional incoming Kindergarten students that either don't currently have Ed Tech support on their IEP or are not receiving any services through CDS and do not yet have an IEP. To date, we have an additional 4 Kindergarten students receiving Ed Tech support that we did not anticipate at the start of the school year.

**Compliance with Speech service time needs on current CDS IEPs for incoming kindergarten students:** We are projected to have 39 students entering Kindergarten that will be receiving speech/language services. The combined speech language service time on these IEPs stands at 50 hours per week: this is an increase of 11 hours per week from our incoming K class last year. Our 2nd grade class receives a total of 16.5 hours per week of service time, resulting in a projected increase of 33.5 hours per week at the primary level.

**Compliance with Occupational Therapy service time needs due to an increase in the number of students in our Functional Life Skills ("FLS") programs at the K-2 level:** We currently have two students in our Wentworth FLS program and are projected to have three in the fall. By comparison, we are projected to have 19 students in our K-2 FLS programs in the fall over the same three-year grade span. We are projected to have 22.25 hours of OT services for our incoming K class, and the second grade class receives a total of 11 hours per week. This represents an increase of 11.25 hours per week of OT services at the K-2 level.





### **School Clinic visits:**

- K-2 20-40 per day
- Wentworth School 50-80 per day
- Middle School 45-60 per day
- High School 70-90 per day



### **Common Reasons for Clinic visits:**

- Recess injuries
- Vomiting / Diarrhea / incontinence
- Daily Medications
- Diabetes care
- Chronic Illnesses
- Mental health support
- Concussion Management
- Menstrual Support
- Snacks for hungry students in need
- Asthma Care
- Enteral Nutrition and Medication Administration (feeding via Tube)
- Toileting
- Care Management (post op/injury/long term illness)



### SUCSESSES & ACCOMPLISHMENTS 2025-2026

#### **Do you know all of the many things that school nurses are responsible for on a daily basis?**

Basic Nursing Services, 504/Individual Health Plan Management, Medical Management and skilled Interventions, Student Health Records, Student Education in classrooms and clinics, Concussion Management, Crisis and Emergency Response Team, Resource for Athletics, Hearing/Vision Screenings, Immunization Records and Compliance, Coordination of Annual Flu and Dental clinics, Field Trip Preparation, Puberty education classes, and more!

Our health services team worked this year to help improve our return to school protocols for students who have had a concussion to help increase student safety and improve communications with all stakeholders.

The Health Services team connects with services in the greater community. A few great examples include hosting flu clinics across all schools and coordinating a district-wide dental clinic for students.

Members of our Health Services team worked together with IT to refresh and design the Scarborough Health Services Website, making the website more user-friendly and health services information more accessible for our community

### GOALS & PRIORITIES 2026-2027

#### **Improve Mental Health Support and Awareness**

- Increase awareness of mental health concerns by providing resources, education, and timely support for students who may need counseling or crisis intervention.
- Promote social-emotional learning initiatives and collaborate with school counselors, psychologists, and other support staff to strengthen student well-being.

#### **Increase Student Access to Health Services**

- Support students and families in accessing necessary healthcare services, including routine visits with primary care providers, specialists, and therapists as needed.
- Collaborate with community health providers to ensure students receive timely and appropriate additional care when required.

#### **Professional Development and Collaboration**

- Remaining current on best practices, medical advancements, and legal requirements in school health care.
- Continued collaboration with teachers, administrators, and other school staff to address student needs and improve overall health services.

## Curriculum & Assessment/Improvement of Instruction

The coordination and management of curriculum and assessment across all grades and content areas is an ongoing collaborative endeavor. With building leadership, instructional coaches, teachers, and support staff, we work to continually improve our curriculum and instruction to ensure all students have high quality learning experiences that engage and challenge them to grow and perform at their highest levels. While our students, on average, perform well compared to others in the state, our goal is to ensure that **all** students are college, career and civic ready when they move on from our schools. We strive to provide the highest quality curriculum materials, but more importantly, we work even harder to provide ongoing staff training and support to ensure that all instructional staff provide the evidence-based, effective instruction to all of our students.

The allocation of funding to the areas that will best support our students' learning and our staff with necessary resources and training in order to provide quality instruction is always at the forefront of our decision-making process. We continue to monitor and support staff and students in academics, as well as social emotional learning, by utilizing our assessment data to guide our goals, professional development, and planning.

The primary focus for curriculum review this year was Mathematics, the Visual Arts, and Performing Arts.

Curriculum Staff by FTE	FY24	FY25	FY26	FY27 proposed	Change for FY26
Director of Curriculum & Assessment	1.0	1.0	1.0	1.0	0
K-12 Curriculum Specialists	2.0	2.0	2.0	0.0	-2.0
Assistant Director of Curriculum & Assessment	0.0	0.0	0.0	1.0	1.0*
Student Data & Technology Specialists	2.0	2.0	2.0	2.0	0
Clerical staff	0.6	0.6	0.6	0.6	0

\* Proposed assistant director position is a cost savings over the current 2 curriculum specialists model.

Our department supports the work of our staff and students across all schools. We encourage you to review the information in the school sections of this budget book, but share some district-wide highlights here:



- On the Spring 2025 Maine Through Year Assessment, an **average of 82% of our students (grades 3-8 and 10) scored at or above grade level expectation** in the area of reading as compared to 64% of students across the state.
- On the Spring 2025 Maine Through Year Assessment, an **average of 81% of our students (grades 3-8 and 10) scored at or above grade level expectation** in the area of math as compared to 49% of students across the state.
- On the Spring 2025 MEA Science Assessment, **75% of Scarborough eighth graders** (as compared to 47% on average in the state) and **60% of eleventh graders** (as compared to 36% on average in the state) scored at or above grade level expectation.



During the 2025-2025 school year, **six** curriculum review teams (K-5 Social Studies, K-12 English Language Arts, K-12 STEM, K-12 Mathematics, K-12 Visual Arts, and K-12 Performing Arts) have met to discuss curriculum and instruction needs in these departments.

### SUCSESSES & ACCOMPLISHMENTS 2025-2026

#### Curriculum Review

The curriculum department supported the work around several curriculum reviews during the 2025-2026 school year.

- **Thirty-six educators representing all schools and grade levels**, including classroom teachers, special education teachers, interventionists, instructional coaches, gifted and talented teachers, and administrators met to review curriculum and instruction needs in **mathematics**. Recommendation from the team was to explore a new core resource, noting that the current resource is not aligned to either state or national mathematics standards, and requires a high level of supplementation and augmentation from educators to ensure success. The current mathematics core resource, Math in Focus, was last updated in 2020 and has been the primary resource for more than 10 years.
- **Eighteen educators** across the district met to discuss **STEM education**, with a particular focus on the scope and sequence of skills related to digital citizenship and media, computer science, robotics, and engineering. Although their formal curriculum review does not begin until next school year, this team met early to lay a foundation for next year's work.
- **Eight educators** met to begin the curriculum review for **Visual Arts** across the district. A discussion on standards and the progression of students' experiences were the focal points for these educators.
- **Thirteen educators** met to begin the curriculum review for **Performing Arts** across the district, representing music, choral, band, and dance educators. A discussion on students' experiences and the continued support and development of a wide variety of performing arts pathways were the focal point of their initial meeting.

#### Data Discussions

Educators continue to engage in data discussions to inform instructional teacher moves, discuss curriculum and instructional needs, plan for professional development, and engage in internal intervention processes.

### GOALS & PRIORITIES 2026-2027

#### **Implement a New Core Math Curriculum**

- With the proposed adoption of a new core math curriculum program, as recommended by the math curriculum committee, the implementation of the core program would be the primary curriculum focus for instruction for K-8 staff
- Ensure that professional development and instructional coaching are tightly aligned to the needs of the core program adoption

#### **Continue the Curriculum Review Cycle**

- Begin vertical curriculum review for Science and STEM teams
- Support the ongoing work of several phase level teams whose work continues in response to vertical recommendations, including K-12 English Language Arts teams, phase-level math teams, K-5 PE, Visual Arts and Performing Arts

#### **Position Realignment**

- Reallocate unfilled K-12 Curriculum Specialist position to create Assistant Director of Curriculum and Assessment position, increasing leadership capacity for multiple department initiatives at a reduced cost to the district.

#### **Further Align Professional Development with Curriculum Review Recommendations**

- Through phase-level curriculum work, aligning professional development opportunities in best practice instruction



## Instructional Technology

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The Scarborough Technology and Information Services Department functions as a shared service for both the Town of Scarborough and Scarborough Schools. The IT team consists of 12 full-time employees providing technology services to over 900 active employees, 3,000 students, a variety of per-diem staff and volunteers across 19 physical locations. Town-wide, our team supports over 16,000 devices including desktops, laptops, Chromebooks, tablets, phones, web cameras, projectors, printers, assistive audio equipment, and other interactive devices.

In addition to end-user technology, the IT Department also manages a complex infrastructure of fiber and wireless networks as well as the telecommunication system and cybersecurity oversight. Between the School and Town, our staff maintains and provides support for more than 50 critical operational applications both internally hosted and cloud based, as well as the Town and School department public websites, intranets, and a variety of other social media and online services. As part of the technical request process, the staff routinely reviews data privacy policies and terms of service for upwards of 50 new applications and online tools every year.

Routine department tasks include managing the cross-functional help desk, imaging and deploying devices, cyclical replacement and upgrading of hardware and software, implementation and maintenance of town-wide A/V systems, and developing/coordinating the delivery of technical training and documentation. The IT group is also responsible for a volume of special projects as defined by both Town and School departments – this work often includes requirements definition, vendor vetting, contract review and negotiation and developing project pipelines, deliverables, dependencies and milestones.

A primary focus of our department is monitoring and managing cybersecurity. As technology evolves, so do the risks and vulnerabilities created by advancements in artificial intelligence, big data, remote access, cloud migration and other developments. Additionally, we anticipate government mandates will eventually require a more sophisticated level of monitoring and management. Moving forward, the budget will likely reflect an increased need for tools, platforms, education and training to combat these global threats and meet regulatory requirements.

**SEE TOWN BUDGET SECTION FOR ADDITIONAL INFORMATION  
ON THIS SHARED DEPARTMENT MODEL**

<b>Instructional Technology Staff by FTE</b>	<b>FY24</b>	<b>FY25</b>	<b>FY26</b>	<b>FY27 proposed</b>	<b>Change for FY27</b>
Director of Instructional Technology	0.5	0.5	0.5	0.5	0
Information Systems Specialists	3.0	3.0	3.5	3.5	0
Field Tech Support Specialists	5.0	5.0	5.0	5.0	0

All IT staff are Town employees. FTEs represent portion of compensation paid from the School budget.

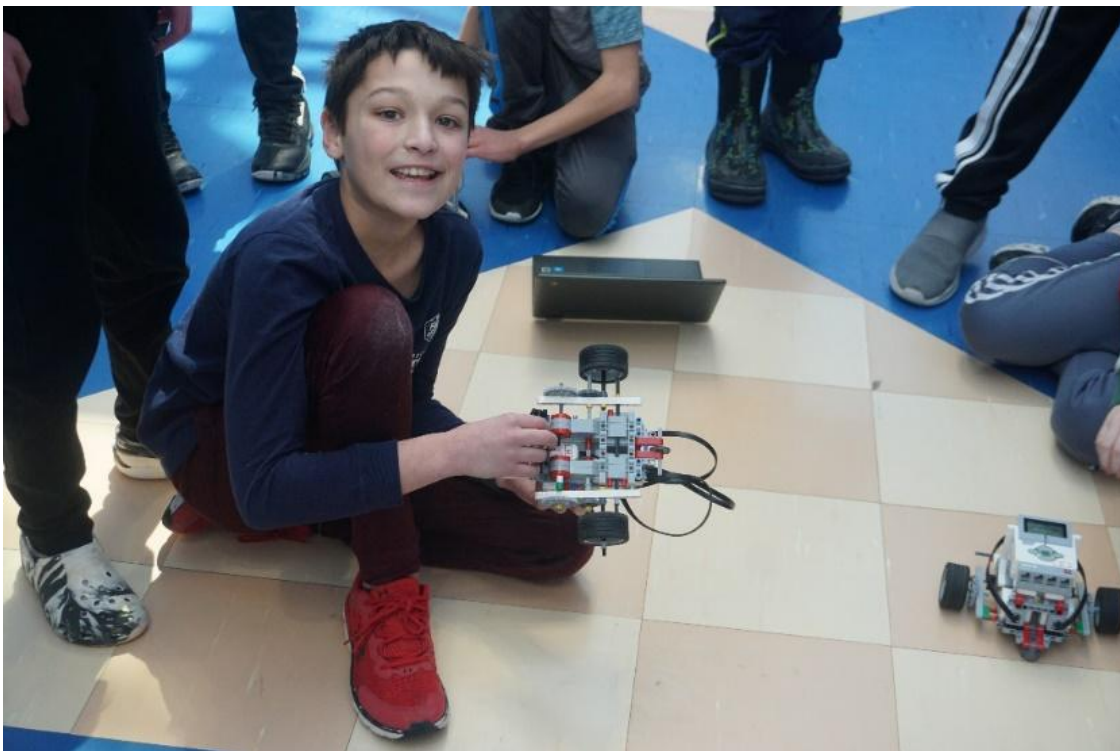
The Technology & Information Services Department supports operational and instructional technology for both the School and Town:



- 900 employees served
- 3,000 students served
- 16+ miles of Town fiber & connectivity managed
- 16,000+ devices inventoried & maintained



- Technology in 19 physical locations managed
- 50+ applications supported and administered
- 5,000+ help desk tickets, calls, and emailed requests for service
- 325 end-users to one IT staff person



### SUCSESSES & ACCOMPLISHMENTS 2025-2026

Deployed **Windows 11** District-wide

Replaced **network infrastructure** in K2 buildings including hardware, cabling and replacement and expansion of wireless access points.

Completed network **core switch replacement**.

Completed cyclical **replacement of Chromebooks** for K2 students

Initiated the migration from our current **virtual environment** vendor to a new provider, including refreshing hardware and accompanying contracted services

Continued development of the Scarborough **artificial intelligence project** with students presenting at the project from conception to execution at the spring conference for the Association of Computer Technology Educators of Maine.

Developed and rolled out **AI Guidelines** to all students and staff.

### GOALS & PRIORITIES 2026-2027

Replace Wentworth **Chromebook carts**

Continue **network infrastructure replacement** in K2 buildings including hardware, cabling and replacement and expansion of wireless access points.

**Network switch replacements** in Wentworth, the Middle School, and the High School

**Replace laptops** for Middle School and High School staff

Continue development of **internal AI platform**.

**Replace Chromebooks** for 6th grade students

## Athletics & Activities

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Scarborough Public Schools believes that a dynamic program of extra-curricular athletics and activities is vital to the educational development of our students. Athletic competition and club membership give all students an opportunity to learn in ways which are rarely available in the classroom. These experiences involve preparation, dedication, and hard work. The reward for student athletes and activity participants is measured in different ways by each individual, ranging from simply participating, to making the team, placing in a tournament or meet, winning the conference or being a state champion. Club members also find enrichment through participation in activities including service organizations, academic competition, music, theater, and student government.

### Benefits of School Activities

At a minimal cost to an overall school's budget, middle school and high school after school activity programs are one of the best bargains around. Activities support the academic mission of schools. They are not a diversion, but rather an extension of a good educational program. Students who participate in activity programs tend to have higher grade-point averages, better attendance records, lower dropout rates and fewer discipline problems than students generally.

Activities are inherently educational, and provide valuable lessons for many practical situations. Through participation in activity programs, students learn teamwork, sportsmanship, winning and losing, and the rewards of hard work and self-discipline. They build self-confidence and develop skills to handle competitive situations. These are qualities the public should expect schools to produce in students so they become responsible adults and productive citizens. Participation in middle and high school activities is often a predictor of later success - in college, a career, and becoming a contributing member of society.

<b>Athletics &amp; Activities Staff by FTE</b>	FY23	FY24	FY25	FY26	FY27 Proposed
Director of Athletics & Activities	1.0	1.0	1.0	1.0	1.0
Athletic Trainer	1.0	1.0	1.0	1.0	1.0
Athletics & Activities Specialist	1.0	1.0	1.0	1.0	1.0
Athletics & Activities Admin Assistant	0.5	1.0	1.0	1.0	1.0



### HIGH SCHOOL ATHLETICS: KEY FINDINGS

- High school athletic participation at SHS has remained strong and has increased significantly since the COVID years, with both rostered spots and individual student participation reaching their highest levels in 2024–2025.
- In recent years, athletic roster spots have exceeded total school enrollment, indicating that many students participate in multiple sports seasons.
- The percentage of SHS students participating in athletics has steadily increased, rising from approximately 53% in 2021–2022 to over 68% in 2024–2025, representing the highest participation rate in the nine-year span.
- Despite slight fluctuations in total school enrollment, student interest and engagement in athletics has continued to grow, suggesting athletics remain a central component of student life at SHS.
- Local participation trends at SHS mirror or outperform state and national patterns, particularly in post-COVID recovery years.

### HIGH SCHOOL CLUBS: KEY FINDINGS

- Formal tracking of high school club participation began in 2023–2024, making earlier year comparisons unavailable.
- Since data collection began, club participation has grown substantially, with rostered spots increasing from 479 in 2023–2024 to 727 in 2024–2025, before stabilizing in 2025–2026.
- The percentage of individual students participating in clubs has increased, reaching approximately 40% of the student body in 2024–2025 and remaining stable in 2025–2026.
- The growth in club participation indicates increasing student interest in non-athletic extracurricular opportunities, complementing strong athletic participation.

### MIDDLE SCHOOL ATHLETICS: KEY FINDINGS

- Middle school athletic participation has rebounded strongly since the COVID disruption, with both rostered spots and individual participation exceeding pre-COVID levels.
- Rostered athletic participation has consistently exceeded total enrollment since 2022–2023, indicating high levels of multi-sport participation among students.
- The percentage of middle school students participating in athletics has increased from approximately 48% in 2021–2022 to over 62% by 2024–2025, reflecting sustained growth in engagement.
- Middle school athletics help support and encourage continued participation in high school athletics.

### MIDDLE SCHOOL CLUBS: KEY FINDINGS

- Middle school club participation declined significantly during the COVID years, reaching its lowest point in 2020–2021.
- Since 2021–2022, middle school club participation has steadily increased, with both rostered spots and individual student participation showing year-over-year growth.
- By 2025–2026, approximately one-third of middle school students participated in at least one club, approaching pre-COVID participation levels.
- The gradual recovery in club participation suggests renewed student interest as programs and offerings stabilize post-pandemic.

### KEY TRENDS AND OVERALL OBSERVATIONS

- Across both middle and high school levels, extracurricular participation—particularly athletics—has rebounded to meet or exceed pre-COVID levels.
- Student engagement remains high despite modest enrollment declines, indicating that participation rates are driven by interest rather than school size.
- The data demonstrates a strong culture of extracurricular involvement, with many students participating in multiple activities across seasons or programs.



### SUCSESSES & ACCOMPLISHMENTS 2025-2026

Despite a statewide decline in athletic participation, Scarborough High School has shown steady growth over the past eight years. While Maine's participation has dropped **13.1%** since 2016, SHS has increased both rostered spots and individual athlete participation. The percentage of roster spots relative to enrollment has grown from **93.3% to 107.7%**, and individual athlete participation has risen from **56.7% to 68%**. Despite a dip during COVID-19, participation has rebounded beyond pre-pandemic levels. These trends highlight SHS's strong athletic culture, sustained student interest, and continued growth despite broader declines.

Scarborough Middle School athletics have shown strong growth, especially in recent years. After steady participation from **2016-2019**, the COVID-19 pandemic caused a sharp decline, with rostered spots dropping to **319 in 2019-2020**. Since then, participation has rebounded significantly, reaching **535 rostered spots (122.9% of enrollment) in 2024-2025**, with **62.1% of students** competing in at least one sport. This upward trend highlights increasing student engagement and strong multi-sport participation, positioning SMS athletics for continued success.

Club participation at Scarborough High School has seen significant growth in recent years, particularly post-pandemic. In **2024-2025**, club involvement increased further, with **727 rostered spots** and **361 individual students**, making up **80.5% of enrollment** and **40% participation**.

Participation in clubs at Scarborough Middle School (SMS) has steadily increased in recent years. In **2018-2019**, there were **354 rostered spots** and **228 individual participants** (52.7% of enrollment). After a dip during the **COVID-19 pandemic**, participation began to recover, reaching **315 rostered spots** and **222 individual students** (43.3% of enrollment) by **2023-2024**. This upward trend continued into **2025-2026**, with **320 rostered spots** and **215 individual students** (48.78% of enrollment), reflecting growing student engagement in extracurricular activities and the expanding role of clubs at SMS.



## GOALS & PRIORITIES 2026-2027

### Goal 1: Expanding Access and Engagement in Athletics & Activities

- Increase student involvement by maximizing participation pathways within current athletic teams and extracurricular offerings.
- Promote awareness of athletic and activity programs through targeted communication efforts that highlight opportunities, expectations, and student benefits.
- Support inclusive participation by identifying and reducing barriers to involvement across all student groups.

### Goal 2: Strengthening Operational Systems and Program Support

- Enhance coordination of event operations, including facility usage, scheduling, and game-day logistics.
- Refine administrative processes related to staffing, onboarding, and certification tracking to improve efficiency and compliance.
- Utilize the Club Activities Liaison role to provide consistent oversight, improve advisor support, and maintain organizational standards for student clubs.
- Improve internal and external communication practices to reinforce transparency, community connection, and program visibility.

### Goal 3: Ensuring Long-Term Financial Stability of Programs

- Explore approaches to stabilize program funding and limit reliance on parent-based fundraising for core staffing needs, including assistant coaching roles.
- Plan for sustainable budget support to maintain program quality, address equipment lifecycle needs, and ensure timely replacement schedules.
- Position athletics and activities for future funding considerations that protect existing offerings while supporting gradual growth.



## HIGH SCHOOL ATHLETICS

Year	National Participation	Maine Participation	SHS - School Enrollment (Total)	Athletic Participation (Rostered Spots)	Athletic Participation (Individual Students)	Percent of School Enrollment Compared to Rosters Spots	Percentage of Individual Athletes of School Enrollment
2016-2017	7,963,535	52,361	993	926	563	93.25%	56.70%
2017-2018	7,980,886	51,849	966	987	579	102.17%	59.94%
2018-2019	7,937,491	49,519	1005	988	575	98.31%	57.21%
2019-2020 (COVID)	No Data	No Data	984	924	558	93.90%	56.71%
2020-2021 (COVID)	No Data	No Data	No Data	830	495	No Data	No Data
2021-2022	7,851,833	49,519	928	839	492	90.41%	53.02%
2022-2023	7,851,833	47,781	912	959	537	105.15%	58.88%
2023-2024	8,062,302	45,492	918	989	569	107.73%	61.98%
2024-2025	8,266,244	52,666	902	973	617	107.87%	68.40%

## HIGH SCHOOL CLUBS

Year	SHS - School Enrollment (Total)	Club Participation (Rostered Spots)	Club Participation (Individual Students)	Percent of School Enrollment compare to Rosters Spots	Percentage of Individual Athletes of School Enrollment
2020-2021 (COVID)	No Data			No Data	No Data
2021-2022	928			0.00%	0.00%
2022-2023	912			0.00%	0.00%
2023-2024	918	479	320	52.18%	34.86%
2024-2025	905	727	359	80.33%	39.67%
2025-2026	902	622	361	68.96%	40.02%

\*\*Figures in green increased from the prior year; figures in red decreased from the prior year.

## MIDDLE SCHOOL ATHLETICS

Year	SMS - School Enrollment (7th & 8th Grade Only)	Athletic Participation (Rostered Spots)	Athletic Participation (Individual Students)	Percent of School Enrollment compare to Rosters Spots	Percentage of Individual Athletes of School Enrollment
2016-2017	489	449	250	91.82%	51.12%
2017-2018	492	475	278	96.54%	56.50%
2018-2019	465	469	252	100.86%	54.19%
2019-2020 (COVID)	444	319	229	71.85%	51.58%
2020-2021 (COVID)	No Data	292	205	No Data	No Data
2021-2022	495	409	240	82.63%	48.48%
2022-2023	445	506	271	113.71%	60.90%
2023-2024	429	521	267	121.45%	62.24%
2024-2025	435	535	270	122.99%	62.07%

## MIDDLE SCHOOL CLUBS

Year	SMS - School Enrollment (Total)	MS Club Participation (Rostered Spots)	MS Club Participation (Individual Students)	Percent of School Enrollment compare to Rosters Spots	Percentage of Individual Students of School Enrollment
2018-2019	672	354	228	52.68%	33.93%
2019-2020 (COVID)	692	383	244	55.35%	35.26%
2020-2021 (COVID)	No Data	67	57	No Data	No Data
2021-2022	697	271	176	38.88%	25.25%
2022-2023	666	270	176	40.54%	26.43%
2023-2024	651	282	212	43.32%	32.57%
2024-2025	660	315	222	47.73%	33.64%
2025-2026	656	320	215	48.78%	32.77%

\*\*Figures in green increased from the prior year; figures in red decreased from the prior year.



## Student Transportation

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The Scarborough Public Schools Transportation Department is committed to providing safe, reliable, and professional transportation for students traveling to and from school and school-related activities. As one of the geographically largest school districts in southern Maine, Scarborough spans 56 square miles and serves nearly 2,900 students annually. Transportation services support all Scarborough schools, five out-of-district schools, and McKinney-Vento students traveling to two additional school districts.

All transportation staff are trained in First Aid, CPR, and emergency response procedures, including bus evacuation protocols. School buses undergo daily safety inspections conducted by drivers and receive regular maintenance through Scarborough Public Works to ensure compliance and reliability. Collectively, Scarborough school buses travel approximately 450,000 miles each year—equivalent to flying around the world almost 20 times.

Transportation Staff by FTE	FY23	FY24	FY25	FY26	Proposed for FY27
Transportation Supervisor	1.0	1.0	1.0	1.0	1.0
Dispatcher/Office Support	1.0	1.0	1.0	1.0	1.0
Bus Drivers*	24.0	24.0	24.0	18.0	24
Bus Aides/Van Drivers	8.0	8.0	8.0	8.0	8.0

\*As of this publication, there are 18 bus drivers on staff and we are using contracted buses. For FY27 we are budgeting for a full staff of 24 FTEs.



Bus Aides/Van Drivers are Special Services staff. 6 of our 8 FTEs are grant-funded (IDEA).



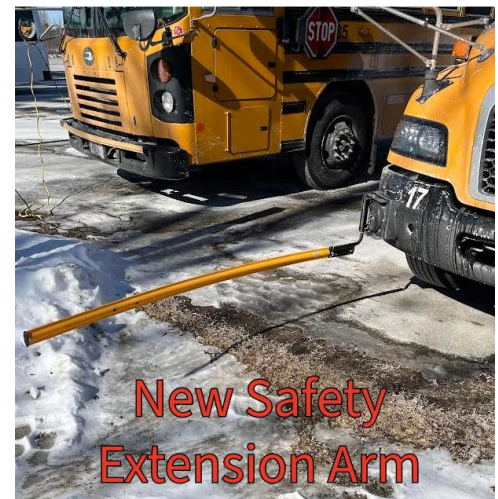
The district owns 30 Buses, 10 minivans, and 1 electric lunch truck that, together, travel almost 500,000 miles a year



We have hired 6 new drivers the past two years who have completed our driver training program and now have a CDL Driver's license



The transportation department has a shared services arrangement with the town Public Works Department to help keep our vehicles on the road.



### SUCSESSES & ACCOMPLISHMENTS 2025-2026

We have added multiple features to our buses to help keep kids out of the danger zones. This includes extended crossing arms on the front of the buses. Three buses have dash cameras to see the danger zones on a monitor when the bus is stopped and have anti-pinch alarms and sensors to help identify if someone/something is in the doorway. All buses purchased moving forward will have these features.

As you may be aware, districts across the state, including ours, are facing challenges in filling all bus driver positions. We do our best to combine routes or run slightly behind schedules to get all kids to school. **Our drivers and staff consistently rise to the occasion**, ensuring that students get to school and home safely, with safety always being our top priority.

The FY27 CIP budget allows for purchase of 3 new buses and 1 minivan.

### GOALS & PRIORITIES 2026-2027

Continue to **recruit and train new bus drivers**

- The training to get a CDL that allows someone to drive a bus is about six months
- Continue to offer a paid training program

Due to the national **shortage of school bus drivers**, we will continue to struggle to meet the district's transportation demands. At times, we will need to:

- Combine bus routes
- Contract with other providers when possible
- Work to fill all driving needs for as many school sports and activities as possible with our own employees
- Continue to use teamwork, creative thinking and flexibility to minimize transportation disruptions due to lack of bus drivers

We will be increasing in-school and on-bus safety education for students to help increase student safety.

## Facilities & Maintenance

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The Facilities Department serves the Scarborough Public Schools in the preservation, maintenance, renovation, cleaning and furnishing of all facilities used by the schools. The largest crew on our team, the custodial department, works hard to keep our heavily used buildings clean every day, and during the summer takes on a more thorough process of floor-to-ceiling cleaning, while also serving numerous summer programs. Our maintenance is a lean and efficient department of four that works primarily behind the scenes to accomplish many maintenance, restoration, retrofitting and moving tasks throughout the district. Teachers and staff serve as the eyes and ears of the buildings and access an electronic work order system through daily requests and inquiries. Many of the mechanical systems in our buildings are under a Preventative Maintenance Program, to try to avoid catastrophic failures of equipment during the school year. These systems serve the buildings and run year-round serving the needs of not only school operations but also a full assortment of community and regional events during the evenings, weekends and vacations. The Community Services Department partners with the School Department to run the various programs and offerings within each of the schools on a daily basis as well.

Facilities & Maintenance Staff By FTE	HS	MS	WS	K-2	DW
Director of Facilities, Grounds & Maintenance					1.0
Maintenance Foreman					1.0
Facilities Operations Supervisor					1.0
Maintenance Workers					3.0
Custodians	8.875	6.5	7.6	5.75	
Facilities Scheduler/Admin Assistant					1.0

Custodian assignments may be adjusted annually based on building needs; no change in staffing levels since 2024.





The Facilities Department serves ten separate building structures in the district. The main school buildings, three detached modular buildings, the transportation building, a storage garage and the office spaces within the Central Office at Town Hall. This comprises over 700,000 square feet of space.



Our four-person Maintenance Department is supported by third-party service providers licensed in trades such as electricians, plumbers, HVAC technicians and many others. The in-house crew handles many of the day-to-day issues that crop up, and the administrative Facilities staff (2.5 staff members) can remotely control systems such as security cameras, access controls and climate control.



The cost of natural gas, which also drives the cost of electricity, is going up. In addition to state and federal policies and increased demand for electricity for the development of large new data centers, the days of inexpensive electricity prices are over for now. This makes our membership in the Renewable Energy Consortium more important than ever. Last year we saved over \$80,000 as a result of this membership, with savings to date from the start of the program totaling over \$280,000. We have also earned \$100,000 since 2021 in proceeds from Renewable Energy Credit sales.

### SUCSESSES & ACCOMPLISHMENTS 2025-2026

#### **K-2:**

Siding and trim replacement and complete painting of exterior at Blue Point School. New boilers at Pleasant Hill School with high efficiency fuel management systems. LED lighting updates in the gym/cafeteria and classrooms at Blue Point. New boundary fences near the playground and along neighboring lots at all three K-2 Schools. New playground surface material at all three schools.

#### **Wentworth:**

The building is used virtually non-stop year-round and, in the summer, supports the community summer camps, staff professional development and ESY. In addition to repairing and retrofitting several special needs rooms for secure quiet spaces, the custodial and maintenance crews have less than two weeks to prepare this building for the start of the new school year. They never fail to accomplish this.

#### **Middle School:**

Worked with CMP to replace the failing main transformer and completed the site work and installation for a new whole-school emergency generator and transfer switch. Replaced the final 14 original heat pumps. The fact that these units lasted nearly 30 years is a testament to our preventive maintenance program.

## SUCSESSES & ACCOMPLISHMENTS 2025-2026

### High School:

Complete painting of the main office suite and All-Purpose Room. New furnishings for AP room. New movable partition wall installed in the Auditorium with new electrical controls and painting and finish around the new wall opening. New flooring for bathroom and entrance to learning commons. Exterior masonry restoration, re-caulking and waterproofing on the north side of the building. Several roof sections were replaced over the 1953 wing and art wing.

### Site work District Wide:

Repaired several crumbled sections of pavement campus wide. Maintenance of several stormwater ponds at the High School and Middle School.

## GOALS & PRIORITIES 2026-2027

Continued involvement with Harriman in the planning phases of the approved referendum projects to assist in efficiency, planning and communication. Balance needs for repairs and maintenance with renovations to be completed during the construction projects so as to avoid duplication and waste. Working with Harriman will assist in planning and prioritizing.

- Track surface completion.
- Flooring work at the High School main office and AP Room.
- Alumni Gym floor restoration. Auditorium rear bleacher removal and replacement.
- Painting in various interior spaces.

Several roof sections at the Middle School that are not affected by the construction project will be replaced. Two more science labs will be retrofitted into classroom/lab spaces.

Continue with stormwater catch basin repairs, pond maintenance, pavement repairs, ash tree removal/replacement at the Middle School and High School.

### Capital projects

While a portion of the cost of facilities maintenance is carried in the operating budget, another significant portion is found in the school Capital Budget. Based on current research, the National Council on School Facilities recommends that school districts invest 4% of the value of their physical plant each year to maintain the buildings and grounds to ensure that they are safe, efficient and provide a healthy environment for learning. Mechanical systems, interior finishes, furnishings and equipment all reach the end of their useful lives and must be replaced in order to continue to serve the needs of school programs.

The district's school buildings and contents are currently valued for insurance at approximately \$230,000,000, which means that the annual 4% recommended would be over \$9 million. While we certainly have not ever approached this level of annual investment, it may go some way to putting the cost of the upcoming building project into perspective. The Facilities capital budget request for FY27 is \$1,325,000 in this proposal. While we have deliberately reduced the typical scope of this year's capital budget both in response to the items which will now be addressed in the approved building project, as well as to help offset the debt service cost of the project, capital investments remain important for the long-term preservation of all school buildings and systems.

The greatest challenge for Facilities is time and timing. Ongoing repairs and maintenance are scheduled as much as possible during non-school time periods to avoid deterioration and system breakdowns during occupied times.

Some of the money requested for Capital Improvements is for large-scale projects that cannot be squeezed into the narrow windows of time when the schools are not in session. An additional timing challenge has been the staging of major capital items while navigating the work of long-range planning and the considerations of the building committee project, which we knew could change some of our existing schools dramatically. Aligning what needs to be done now with the uncertainty of what may happen in the future at five of our six schools has been a difficult balancing act.

**SEE PAGES 85-90 FOR THE SCHOOL CAPITAL BUDGET**

## Central Office

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### School Board

The Scarborough Board of Education is a seven-member elected body composed of town residents serving three-year terms. The Board serves the families and students of Scarborough while also fulfilling responsibilities to the State and Federal Boards of Education. Its role includes advocating for educational resources, ensuring the quality and integrity of instruction and district operations, establishing legally required policies, and partnering with the Superintendent to provide strategic direction for the school district.

### Office of the Superintendent

The District Central Office houses the Superintendent, Assistant Superintendent, their administrative assistant, a part-time employment applications specialist, and the office receptionist. Serving as the operational hub of the district, Central Office provides leadership and coordination across all schools and departments. While building leaders and department heads maintain discretion in managing the needs of their staff, students, and daily operations, the Superintendent ensures a clear, consistent voice and vision for the entire school department.

The Superintendent and Assistant Superintendent work collaboratively as the district's executive leadership team, guiding and supporting all aspects of district operations. Their responsibilities include aligning programming to district goals and our mission statement, hiring and training, personnel matters, labor negotiations, staff professional growth and evaluation, responding to student and family concerns, and fostering community engagement.

The Superintendent works closely with the School Board to establish and implement strategic priorities that drive district-wide improvement in instructional quality, organizational effectiveness, and operational efficiency. The Assistant Superintendent additionally oversees Student Transportation, School Nutrition, Adult Education programs, and the district's Data Application Specialists.

### Business Office

The Business Office houses many of the basic operational functions of the district. Under the Director of Business & Finance, three specialists and a bookkeeper ensure smooth functioning of human resources, payroll processing, employee benefits management, purchasing, accounts payable, accounts receivable, school bank accounts and student activity fees. The Director of Business & Finance is responsible for financial reporting and coordination of budget development, and reports regularly on school operations to the School Board Finance Committee as well as to the State and Federal Departments of Education. The Business Office works in partnership with the Town Finance Office to ensure efficiency and compliance with shared functions.

### Debt Service

Debt Service is the amount budgeted in each fiscal year to make principal and interest payments on capital financing approved in prior years.

Central Office Staff by FTE	FY23	FY24	FY25	FY26 proposed	Change for FY26
Superintendent of Schools	1.0	1.0	1.0	1.0	0
Assistant Superintendent	1.0	1.0	1.0	1.0	0
Director of Business & Finance	1.0	1.0	1.0	1.0	0
Accounts Payable/Receivable Specialist	1.0	1.0	1.0	1.0	0
Human Resources Specialist	1.0	1.0	1.0	1.0	0
Payroll/Benefits Specialist	1.0	1.0	1.0	1.0	0
Accountant (Student Activities)	0.4	0.4	0.4	0.6	+ 0.2
Administrative Assistants	2.4	2.4	2.4	2.4	0

### SUCSESSES & ACCOMPLISHMENTS 2025-2026

Established student-centered monthly School Board presentations. This has included bringing in building leaders, department directors, HS coaches and club advisors directors to present at School Board meetings to further educate our Board and community about the excellent opportunities being provided across the district.

Continued work with the School Building Advisory Committee (SBAC2) led to a successful school referendum in November, 2025, which will include a new Eight Corners School, renovations and additions at Blue Point, Pleasant Hill, and the Middle School, and a minor addition at Wentworth School.

Collaborated closely with the Town Finance Office to improve the timing of completion of our annual financial audit and to facilitate bonding strategies.

### GOALS & PRIORITIES 2026-2027

To direct, support and champion the important work of our schools with a K-12 strategic approach.

To retain our existing staffing and programming levels so we can continue to meet the growing needs of our students and maintain the high-quality services our community has come to expect from our school system.

To move the K-8 Building Project forward, working closely with our partners at Harriman Architects and the Post-Referendum Building Committee to ensure that the project proceeds as outlined, with a fiscally-minded approach in implementing the plan that voters supported.

To increase Pre-K programming for the benefit of the community as well as to assist in strategic planning for the transition of 3 and 4-year-olds from CDS to district responsibility.

**OTHER SCHOOL FUNDS**

**ADULT EDUCATION**

**SCHOOL NUTRITION**

## Adult Education

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The Scarborough Adult Education program is staffed by one part-time Director, one part-time Program Assistant/Enrichment Coordinator, and one part-time MLL Coordinator/Instructor. Core program offerings include year-round HiSET® (high school equivalency) completion classes and Multilingual Language Learner (MLL) instruction. Healthcare certificate programs are offered from September through July based on community need and demand, while enrichment classes run from September through May.

Enrichment programming continues to be a strong point of the program, with 310 completed registrations to the end of January, 2026, and an additional 35 classes scheduled from February through May that are still filling. These engaging and informative courses span arts and crafts; health and fitness; home and family; outdoors and nature; and history. We are proud of the variety and quality of enrichment opportunities offered to the community.

Enrollment in HiSET® preparation and individualized academic tutoring remains consistent year to year. Currently, 32 students are enrolled in HiSET® programming. By December 2025, four students successfully earned their equivalency diplomas, and five additional students are actively progressing through the five competency-based exams this semester. Both HiSET® and MLL programs operate on an open-enrollment basis.

For our English language classes, 128 students are enrolled in 19 classes and represent 24 different countries. We continue to offer two successful daytime classes, one established in January 2023, and the other in January 2024. We now offer six evening classes to meet the need for different levels of English. The needs have expanded to multi-level learners, citizenship and healthcare/career preparation, and conversational English. A new class, Bridge to Healthcare, was added in September 2025 to provide support for students attempting to raise their English level to the minimum level required for CNA training and healthcare professions. Volunteer support has also grown, with the volunteer team expanding from three individuals in September 2023 to 13 in January 2026, who now assist in both daytime and evening classes. These volunteers are made possible because of the partnership with St. Nicholas Episcopal Church and the Scarborough Public Library. We continue to partner with Southgate/Avesta Housing to offer a Wednesday night class for residents and students who live nearby.

Scarborough Adult Education continues to partner with Cumberland County Hub Adult Education programs to share grant initiatives, primarily in support of academic skill development. We share a state funded grant for MCCA (Maine College and Career Access), which co-enrolls Scarborough Adult Education students working on HiSET credentials with career services in our program and college preparation classes including writing, study skills, and math refresher courses onsite at Southern Maine Community College. The federal literacy grant supports English language classes year-round at Southgate/Avesta housing, a Monday night Basic Beginner English class, defrays the cost of seats for Burlington English online instruction, Northstar Digital Literacy for HiSET and English language students, and Hub wide professional development. Other community partners include Piper Shores and The Barron Center, in support of our healthcare training programs.

<b>Adult Education Staff by FTE</b>	FY24	FY25	FY26	FY27 proposed	Change for FY27
Adult Education Director	0.5	0.5	0.5	0.5	0
MLL Coordinator/Instructor	0.5	0.5	0.5	0.5	0
Program Assistant/Enrichment Coordinator	0.5	0.5	0.5	0.5	0
Course Instructors	20+	20+	20+	20+	0

### SUCCESSSES & ACCOMPLISHMENTS 2025-2026

This year, we are deeply appreciative of the local funding and support that made it possible to continue our work in literacy, HiSET preparation and Healthcare initiatives. This year, we piloted a Bridge to Healthcare class in the fall that had 5 students complete. For Winter/Spring, we expanded the class to include an introductory unit to onboard students in a web based medical vocabulary course through EnGen®, a workforce aligned English instruction program that connects students with career pathways. These students will then advance to a Bridge to Healthcare class in April that incorporates soft skills for work and Certified Nursing Assistant topics and skills. To successfully complete, each student will have to post-test with a reading score of 235 to advance to CNA training.

Program staff are actively working to increase their professional skills. Our General Enrichment coordinator is utilizing a new course registration system that the state Adult Education Association transitioned to in July 2025. She has learned how to use Adobe Illustrator to complete our catalog in house. Our MLL Coordinator also continues with professional development, completing a Best Practices for Teaching Multilingual Language Learners Course, as well as being actively involved in the state’s MLL Summer Institute.

### GOALS & PRIORITIES 2026-2027

The local funding request for 2026–2027 is slightly above this year’s budget. Modest increases in catalog production and mailing costs reflect two factors: higher postage rates and a larger mailing list, which this year has included over 12,000 households. The program will maintain the 16-page catalog format, continue offering the current number of MLL classes, and sustain and strengthen existing community partnerships through our part-time program. Our committed teaching staff for Academics and English Language classes always appreciate receiving remuneration which acknowledges their education and experience, commensurate with SPS pay rates.



As noted in Successes & Accomplishments, the Adult Ed program has had a major focus in recent years on assisting new Mainers with acquiring both language and workforce skills. Many of these adults are parents of students in our K-12 schools, and our support for them benefits our entire school community.



**Revenues**

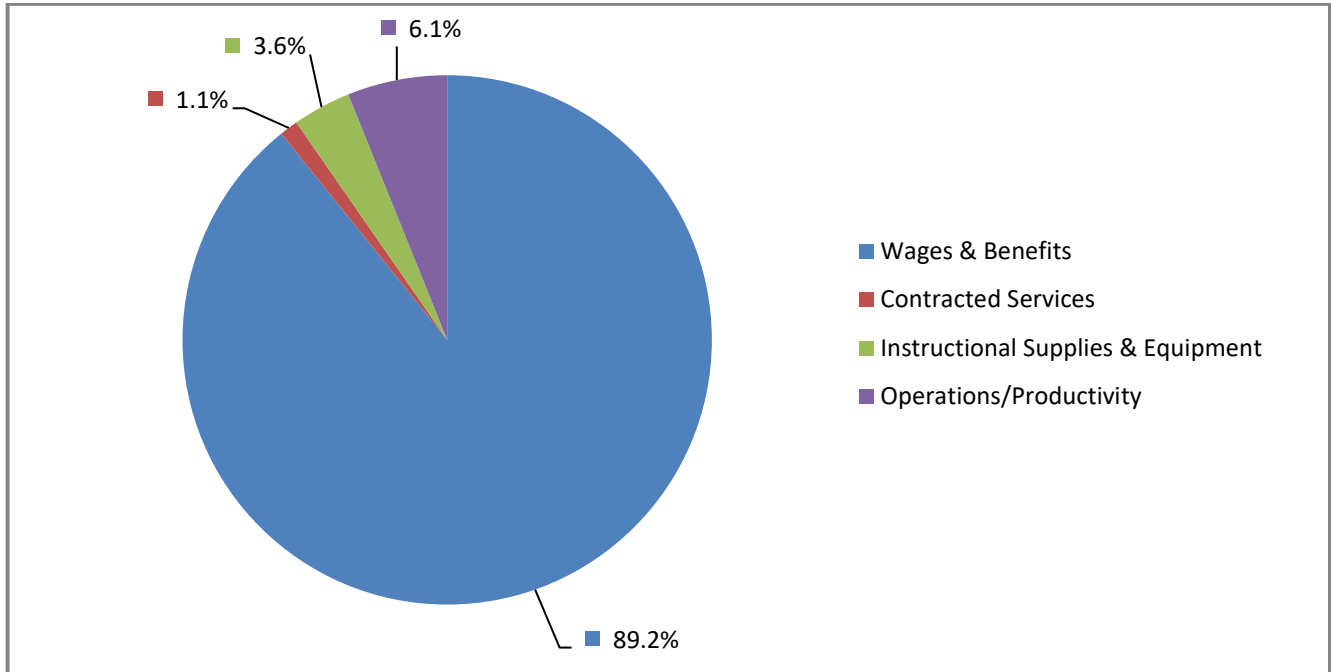
The Adult Education Program operates as a separate fund within the school budget. The program receives revenues from the Department of Education (State Subsidy) for Adult Ed courses in the areas of high school completion, adult literacy, college and career transitions, and workforce training. Other funding comes from tuition fees, grants and local tax dollars.

Scarborough Schools - FY27 Adult Education Budget  
 Leadership Council's Proposed Budget March 11, 2026

	FY26 TC & SB's Approved Budget & Estimated Revenues	FY27 Leadership Council's Proposed Budget & Estimated Revenues	\$ Change	% Change
ADULT EDUCATION OPERATING BUDGET	233,057	250,101	17,044	7.31%
Adult Education Revenues:				
State Subsidy	40,009	45,222	5,213	13.03%
Class Tuition	51,000	47,000	(4,000)	-7.84%
Grant Funds	14,000	10,000	(4,000)	100.00%
Fund balance forward	31,000	12,000	(19,000)	-61.29%
Total Adult Ed Non-Property Tax Revenues	136,009	114,222	(21,787)	-16.02%
Adult Ed Net Operating Budget (Tax Request)	97,048	135,879	38,831	40.01%

Scarborough Schools - FY27 Adult Education Budget

**Budget Proposal for 2026-27**



Expense Type	FY24 ACTUAL EXPENDED	FY25 ACTUAL EXPENDED	FY26 APPROVED BUDGET	FY27 PROPOSED BUDGET	\$ CHANGE (from FY26)	% CHANGE (from FY26)
Wages & Benefits	156,259	177,132	206,157	223,151	16,994	8.24%
Contracted Services	3,820	1,746	4,000	2,800	-1,200	-30.00%
Instructional Supplies & Equipment	9,838	6,422	8,600	8,900	300	3.49%
Operations/Productivity	11,221	13,174	14,300	15,250	950	6.64%
<b>Totals</b>	<b>181,137</b>	<b>198,474</b>	<b>233,057</b>	<b>250,101</b>	<b>17,044</b>	<b>7.31%</b>

## School Nutrition

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The Scarborough School Nutrition Program is committed to providing safe, nutritious, and appealing meals for students. Each meal is carefully planned using nutrient analysis to ensure appropriate levels of protein, calories, fat, Vitamin A, Vitamin C, calcium, and sodium for each age group. All food is prepared and served in a clean, safe environment, and all school nutrition staff are trained and certified in food safety and sanitation.

Healthy school meals play a critical role in supporting students' academic success and physical development. Research consistently shows that children who are hungry are unable to perform at their best. In addition, school meals provide valuable learning opportunities, helping students develop healthy food choices and habits that can benefit them throughout their lives.

School Nutrition Staff by FTE	FY23	FY24	FY25	FY26	Proposed for FY27
Director of School Nutrition	1.0	1.0	1.0	1.0	1.0
Program Administrative Assistant	1.0	1.0	1.0	1.0	1.0
Kitchen Managers	3.0	3.0	3.0	3.0	3.0
Cooks & Bakers	6.0	6.0	5.0	5.0	5.0
Cafeteria Workers	16.0	16.0	17.5	17.0	17.0



We serve well over 4,000 meals a day to students and staff.

- Our most popular breakfast is a made-from-scratch muffin.
- Our most popular lunch is homemade Sicilian pizza.
- We have updated our school meal menus to add more choices, including gluten free and vegetarian options.



**Breakfast and lunch remain at no cost to students.** Due to funding from both the USDA and the State Department of Education, all students can receive free meals regardless of their free/reduced lunch status.

For the 5th budget year in a row, the School Nutrition program is projecting sufficient non-tax revenue to allow us to operate without requesting local tax dollars.



**We are currently fully staffed for the first time in years!!!!**

## SUCSESSES & ACCOMPLISHMENTS 2025-2026

Our program achieves **budget savings** by:

- Ensuring the best possible pricing for paper goods and dairy products by being part of the York & Cumberland County School Nutrition **Cooperative Purchasing Group**.
- Using vegetables such as garlic scapes, cucumbers, and tomatoes from the **school garden**.
- Ongoing participation in **the Farm and Sea School Program**, which encourages the use of Maine-grown, raised, and caught ingredients in student meals. Through this program, we receive free fish and earn \$1.00 back for every \$3.00 spent on farm-fresh Maine fruits and vegetables.

The **Backpack Program** continues to provide healthy and nutritious meals for the week to over 40 food insecure families in Scarborough. These meals are provided for the entire household and include fresh fruits, vegetables, meats, milk, eggs and many other things.

### Students learning culinary skills

- Chef Peter worked with every class at Wentworth School, using ingredients harvested directly from the Wentworth School Garden. Students helped cut, peel, and prepare fresh garden vegetables—and the best part was getting to sample their creations! They learned to make a variety of menu items, including salsas, soups, pizzas, and salads.
- Three students from the High School participate in Chef Peter’s **culinary arts class**. Each week they prepare baked goods or breakfast items to sell in the coffee shop for staff at the HS. The students help prepare meals for Wentworth and the primary schools.

**Catering services** are in full swing, routinely supplying services to town and school staff meetings and the public safety building, as well as outside school events. Town election workers rely on the School Nutrition Department to supply them with breakfast, lunch and dinner on voting days. We have catered end of season banquet celebrations for boys’ and girls’ basketball, boys’ and girls’ soccer, track, baseball and the One Act Play Festival. We also catered the Scarborough Police Awards Banquet.

We have also had several highly successful **community meals**:

- Thanksgiving dinner serving over 450 guests
- Senior Citizens dinner serving over 100 guests

**During the summer**, the School Nutrition Department served 125 breakfasts and 150 lunches per day to all Scarborough **Community Service** summer daycare kids Monday-Thursday with bag lunches on Fridays. Anybody that is enrolled in Scarborough’s **summer school** programs can also receive meals, and last summer we did 10 bagged breakfast and lunch meals a day to school enrolled summer school children. We also transported lunch options to be provided to food insecure Scarborough families at three different locations in Scarborough, serving 22 meals per day and worked with Cape Elizabeth’s ESY summer class for four weeks providing 32 lunches each week.

## GOALS & PRIORITIES 2026-2027

### Continue to expand meal options for students

- Continue to increase general meal choices
- Increase gluten free and vegetarian options
- Add a greater variety of cultural and ethnic cuisines

Continue to create additional dry food storage space to improve our ability to buy in bulk.



## Revenues

The School Nutrition Program operates as a stand-alone fund within the school budget. It receives revenue from the U.S. Department of Agriculture (USDA) through the National School Lunch Program (NSLP) and from the State Department of Education Child Nutrition Program.

During the pandemic, the USDA expanded reimbursement guidelines to provide free school meals to all children. Although the federal program has since been scaled back, the Maine State Legislature has stepped in to fill the funding gap, and the Governor’s budget commits to continuing free meals for all students through the FY27 school year.

This important policy change has significantly increased the number of meals served daily, while higher reimbursement rates have strengthened the program’s financial stability.

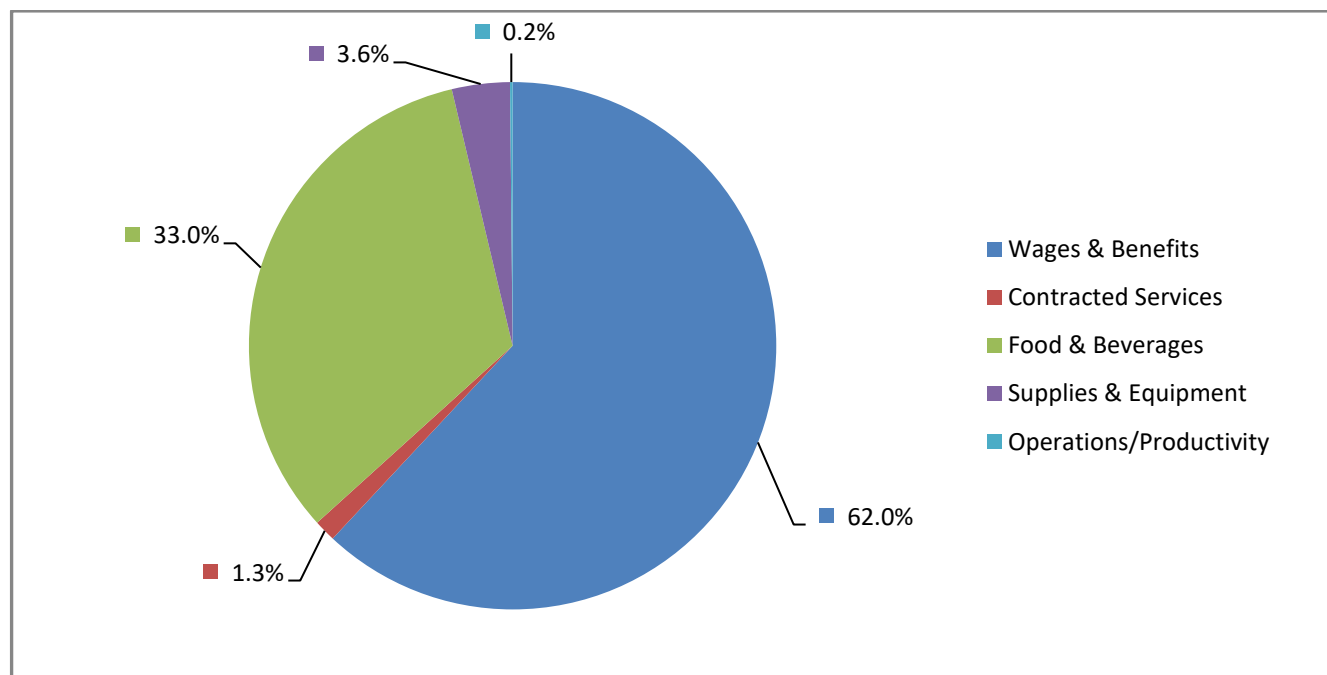
***As a result of this shift in funding model, the School Nutrition Program eliminated its request for local tax dollars in its budget proposal starting in FY23, and will continue to be self-funded in FY27.***

Scarborough Schools - FY27 School Nutrition Budget  
 Leadership Council's Proposed Budget March 11, 2026

	FY26 TC & SB's Approved Budget & Estimated Revenues	FY27 Leadership Council's Proposed Budget & Estimated Revenues	\$ Change	% Change
SCHOOL NUTRITION OPERATING BUDGET	2,529,344	2,603,104	73,760	2.92%
School Nutrition Revenues:				
Food Sales	400,000	400,000	0	0.00%
Federal Funding (USDA)	475,000	425,000	(50,000)	-10.53%
State Funding (DOE)	1,596,844	1,670,604	73,760	4.62%
Summer Meal Program	5,000	5,000	0	0.00%
Donations & Grants	2,500	2,500	0	0.00%
Fund balance forward	50,000	100,000	50,000	100.00%
Total School Nutrition Non-Property Tax Revenues	2,529,344	2,603,104	73,760	2.92%
School Nutrition Net Operating Budget (Tax Request)	0	0	0	0.00%

Scarborough Schools - FY27 School Nutrition Budget

**Budget Proposal for 2026-27**



Expense Type	FY24 ACTUAL EXPENDED	FY25 ACTUAL EXPENDED	FY26 APPROVED BUDGET	FY27 PROPOSED BUDGET	\$ CHANGE (from FY26)	% CHANGE (from FY26)
Wages & Benefits	1,181,178	1,285,732	1,511,144	1,612,630	101,486	6.72%
Contracted Services	36,852	28,852	34,200	34,924	724	2.12%
Food & Beverages	758,917	811,146	877,000	859,000	-18,000	-2.05%
Supplies & Equipment	145,485	107,978	103,000	92,500	-10,500	-10.19%
Operations/Productivity	2,972	4,115	4,000	4,050	50	1.25%
<b>Totals</b>	<b>2,125,404</b>	<b>2,237,823</b>	<b>2,529,344</b>	<b>2,603,104</b>	<b>73,760</b>	<b>2.92%</b>

# **SCHOOL CAPITAL BUDGET**

## School Capital Budget

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At this time last year, we were challenged with balancing the need for responsible attention to regular maintenance of district facilities while waiting for the results of the Building Project referendum. With the successful vote passing the \$139.8M project in November 2025, we are grateful to be in a position now to take that work into consideration in our FY27 capital budget.

Through the approved K-8 project, we will be moving forward with renovations and additions to Blue Point, Pleasant Hill, and Scarborough Middle School, a minor addition to Wentworth, and a rebuild on site at Eight Corners School. The planned scope of the project will allow us to remove \$300,000 from our 5-year HVAC plan for replacement of the cooling tower at the Middle School as well as \$80,000 approved in FY26 for a boiler at Blue Point School. Meanwhile, items proposed for the FY27 capital budget will ensure the regular renovation and replacement of critical district infrastructure that is not being addressed through the Building Project.



## School Capital Equipment & Projected 5 Year Plan

CAPITAL EQUIPMENT PURCHASES Item Description	5-Year Plan Total Cost	FY27 Projected Cost	Funding Source	FY28 Projected Cost	FY29 Projected Cost	FY30 Projected Cost	FY31 Projected Cost
<b>Transportation</b>							
School bus replacement schedule (3/year)	2,904,043	570,000	B	470,992	627,000	546,351	689,700
Replace 2016 passenger van #235866	35,000	35,000	B				
Replace 2017 passenger van #834694	36,750	0		36,750			
Replace 2018 passenger van #160862	38,588	0			38,588		
Replace 2018 passenger van #151787	40,517	0				40,517	
Replace 2018 passenger van #503236	42,543	0					42,543
<b>Facilities</b>							
Maintenance truck replacement schedule: (per SPW recommendation)							
Ford F250 Truck util body 2014 (#71426)	65,000	0		65,000	0	0	0
GMC 1500 Truck 2018 (#117738)	68,000	0		0	68,000	0	0
Chevrolet Box Truck 2017 (#108401)	70,000	0		0	0	70,000	0
GMC 2500 Truck 2019 (#135362)	71,000	0		0	0	0	71,000
Furnishings replace & renew	1,593,038	300,000	B	300,000	315,000	330,750	347,288
Facilities support equipment	276,282	50,000	B	52,500	55,125	57,881	60,775
Kitchen equipment replacement	122,000	40,000	R	0	40,000	0	42,000
HS Auditorium equipment	658,000	50,000	B	0	50,000	0	50,000
Athletics equipment	180,000	60,000	R	30,000	30,000	30,000	30,000
<b>Totals</b>	<b>6,200,760</b>	<b>1,105,000</b>		<b>955,242</b>	<b>1,223,713</b>	<b>1,075,499</b>	<b>1,333,306</b>

**Bus Replacement:** School vehicles are maintained by the Scarborough Department of Public Works, leveraging our shared services model to combine exceptional quality of care with cost savings. Each school bus travels 15,000 miles per year of stop-and-go driving in all weather and road conditions, and is subject to considerable wear and tear. Because of the quality of our maintenance program, we are able to keep buses in excellent condition for the safety of our students; however, a regular vehicle replacement schedule is critical.

National studies have found that after 12 years of use, the annual operating costs of Type C and D school buses begin to increase significantly and continue an annual increase each year thereafter. In addition, it is not possible to find replacement cost insurance coverage for vehicles that are more than 10 model years old. Public Works is currently recommending a 10-year replacement schedule; because we have 30 buses, we work to replace 3 buses per year. The 5-year capital plan for School Transportation reflects this recommended replacement schedule, in which we are currently alternating gasoline-fueled conventional buses with flat-front transit-style diesels.

**Van Replacement:** In recent years the Transportation Department has relied heavily on minivans to transport students in out of district placements and special programs. Vans are an effective tool for the department as they can be driven by non-CDL drivers, and are more fuel efficient when transporting one or two students. We currently own 12 minivans which are included in the vehicle replacement schedule recommended by Scarborough Public Works. Five vans are seen in the 5-year capital equipment plan proposed here, with replacement funding for one van budgeted for FY27.

**Truck Replacement:** The Facilities Department uses pickup trucks to transport staff, tools and equipment to and from the eight locations served by the department. Trucks are also used to plow and to haul larger equipment in tow. The department owns a box truck to move large loads, a dump truck for plowing, sanding and site work, and two commercial grade utility tractors. All of these vehicles are included in a vehicle replacement schedule recommended by Scarborough Public Works. While current vehicle condition allows us to defer replacement in FY27, four vehicles are included in the 5-year capital equipment plan starting in FY28.

**Furnishings Replacement & Renewal:** School furnishings such as desks, chairs, tables and shelving are subject to regular wear and tear through daily use by staff and students. Most quality school furnishings have a useful life of 15-20 years, depending on the intensity of use, and many classroom furnishings throughout the district are currently well beyond that threshold (20-25 years old). Funding requested for FY27 will be allocated to our ongoing district-wide replacement cycle, including ergonomic upgrades to staff workstations. Our specific focus in FY27 is the start of a multi-year project to replace teacher desks, beginning with the High School.

**Kitchen Equipment Replacement:** The School Nutrition Program operates 3 full-size kitchens at the High School, Middle School and Wentworth, and 3 satellite kitchens at the primary schools, producing breakfast and lunch daily for thousands of students. Capital investments are used to keep major equipment, most with a useful life of 12-15 years, up to standard so that most scheduled maintenance can be funded at a sustainable level in the program operating budget. The FY27 capital budget includes funds to replace a braising kettle and dishwasher.

**High School Auditorium Equipment Replacement:** The Winslow Homer Auditorium at Scarborough High School is home to a wide variety of concerts, performances, presentations and meetings, serving both the school district and the public. The moveable wall partition at the back of the auditorium was replaced, thanks to funding in the FY26 capital budget. The current retractable rear bleacher seats are scheduled for replacement, again with FY26 approved funding; the projected additional installation cost due to electrical upgrades is requested in FY27.

**Athletics Equipment Replacement:** Although most equipment for athletics is purchased through the school operating budget or with booster funds, there are larger one-time expenses typically proposed as capital projects. Funding in the FY27 capital budget will be used to replace failing scoreboards in both Alumni and Plummer Gyms at the High School. Funding originally earmarked for this replacement in FY26 was reallocated to the emergency replacement of the large scoreboard on the turf field.

**Facilities Support Equipment Replacement:** The School Department owns dozens of commercial-grade automated floor cleaning machines, which allow custodians to keep floors sanitary and in excellent condition with maximum efficiency. The largest machines have a 7 to 8-year functional expectancy. Snowblowers and tractors with broom attachments are used to quickly clear entries and walkways after winter storms, and are a critical factor in keeping schools open while ensuring safe passage for staff, students and the public. While all of our machines are covered by preventive maintenance contracts, we use a replacement cycle to ensure that these vital tools are always in good repair. In the FY27 budget, funding is requested to replace the oldest/highest use floor machines in our current inventory, as well as for replacement of snow removal equipment nearing the end of its useful life.

## School Capital Projects & Projected 5 Year Plan

CAPITAL IMPROVEMENT PROJECTS	5-Year Plan	FY27 Projected	Funding	FY28 Projected	FY29 Projected	FY30 Projected	FY31 Projected
Item Description	Total Cost	Cost	Source	Cost	Cost	Cost	Cost
<b>Technology</b>							
District-wide equipment/infrastructure	3,224,000	444,000	B	540,000	690,000	745,000	805,000
<b>Facilities</b>							
Long-Range Planning	0	0		0	0	0	0
Energy Improvements	700,000	150,000	B	150,000	150,000	150,000	100,000
Roof restoration and replacement	3,260,000	0		865,000	795,000	800,000	800,000
Exterior and Interior finishes	1,099,000	200,000	B	200,000	216,000	233,000	250,000
Security and access management	1,200,000	0		300,000	300,000	300,000	300,000
Flooring repair and replacement	275,000	75,000	B	50,000	50,000	50,000	50,000
Building envelope maintenance	350,000	50,000	B	100,000	50,000	100,000	50,000
Grounds and site maintenance	900,000	100,000	B	200,000	200,000	200,000	200,000
Interior construction and renovation	200,000	100,000	B	0	50,000	0	50,000
HVAC repair and replacement	870,000	150,000	B	160,000	175,000	185,000	200,000
<b>Totals</b>	<b>12,078,000</b>	<b>1,269,000</b>		<b>2,565,000</b>	<b>2,676,000</b>	<b>2,763,000</b>	<b>2,805,000</b>
<b>GRAND TOTAL SCHOOL CAPITAL BUDGET</b>	<b>18,278,760</b>	<b>2,374,000</b>		<b>3,520,242</b>	<b>3,899,713</b>	<b>3,838,499</b>	<b>4,138,306</b>

**Tech Equipment Replacement:** The School Department has a cyclical technology plan which guides us in ensuring that technology equipment and software receive regular, scheduled updates across the district. In most years, equipment replacement or renewal is primarily focused on one phase: K-2, Wentworth, Middle School or High School. A portion of the funding for this annual upgrade is also found in the school operating budget. CIP funds requested for FY27 will be used for student Chromebook replacement, replacing failing switches at Wentworth, Middle School and the High School and wireless access points at Pleasant Hill, and updating Chromebook storage/charging carts at Wentworth.

**Long-Range Planning:** Thanks to strong community support for the K-8 Building Project, there is not the need to budget any new funds towards the development of facilities plans to address outdated learning environments, community growth and increased enrollment. We are excited to see plans finalized in 2026, which will allow us to go out to bid at the start of 2027 and break ground on projects by Spring 2027.

**Energy Improvements:** This funding supports ongoing efforts to replace high-energy-use fixtures with energy-efficient fixtures throughout the district. Older fluorescent fixtures can now be retrofitted for LEDs with a 10-year useful life and a typical 50% savings in energy use; motion sensors increase the efficient use of lighting and energy consumption in classrooms and office spaces. Funding for this work pays for itself quickly by the reduction in energy consumption due to modern, high-efficiency products. In FY27, funds are budgeted for ongoing replacement of outdated fixtures at the High School, to include Alumni Gym lighting, which is now 10 years old.

**Roof Restoration:** Roof inspections are conducted annually at all schools, and restoration projects that will extend the useful life of a roof system are recommended. Roofing leaks not only cause damage to the structure but also to mechanical equipment and building contents. Roof restorations can prevent leaks and extend the useful life of a roof system by 10 to 15 years, while replacements typically have a 20-year warranty. No additional funding is requested in FY27 as we currently have sufficient budgeted funds available for the next scheduled work, to replace roof sections over the cafeteria wing at the Middle School.

**Exterior & Interior Finishes:** Throughout the district, finish painting is required when a modification or change is made or when colors can no longer be matched due to base paint color formulas changing. Wear-and-tear occurs regularly as well, so it often makes more sense to plan a full painting project either by wing or hallway so as to achieve consistency in appearance and to maintain the appeal of the schools. Funds budgeted in FY27 will be used to continue interior maintenance painting only.

**Security and Access Management:** Budgeted funds in this multi-year project account are used for upgrades and additions to our building security and emergency management systems. Ongoing investments have been made for cameras and access control equipment system-wide, continued improvements to entryway security, and other needs identified through review of our district safety and emergency protocols. In FY25 and FY26, a major investment was made to replace the Middle School generator, which failed in December 2023. No new funding is being requested for FY27; current funds will be used to continue to upgrade our security system video and access controls and security cameras district wide.

**Flooring Repair & Replacement:** Most commercial flooring has a useful life of 10-25 years depending on the quality of the product originally purchased. Funding requested in FY27 will be used for a complete refinish of the Alumni Gym floor. Gym floors are maintained annually with light sanding and recoating, however periodic full refinishing is required to restore the surface to “as new” condition.

**Building Envelope Maintenance:** After years of exposure to the elements, the mortar and brick surfaces of masonry siding begin to be compromised, causing cracking and deterioration of both masonry and joinery of the surfaces. When the siding and trim of a building are compromised, water intrusion results, causing a variety of problems including mold, indoor air quality issues, and destruction of interior finishes and classroom/office equipment. FY27 funds will be used for cyclical masonry re-pointing and waterproofing district-wide, with any additional renovation deferred pending completion of the building project plans.

**Grounds & Site Maintenance:** This capital project account includes funding for multiple projects addressing all areas of the district’s outdoor facilities, including parking lots, playgrounds, stormwater systems and landscaping. Funding in FY27 is targeted to:

- **Pavement Maintenance:** Pavement on school roadways and parking lots suffers from heavy traffic use as well as the seasonal impacts of weather and frost. As pavement ages and cracks form due to frost movement, crack filling and re-sealing is necessary to prolong the life of the pavement. Because of weather and traffic impacts, regular re-painting of parking lot lines, crosswalks and directional arrows is also required. Annual capital investment is based on a rotating maintenance cycle throughout the district, and continues in FY27 with a budget request of \$100,000.

**Interior Construction & Renovation:** Changes in the use of interior space are often needed to accommodate the developing needs of students and programs over time. At the Middle School, the science labs are outdated and not well suited for the delivery of our current curriculum. Funding in the FY27 budget will allow us to retrofit the two remaining traditional science labs to a more modern and flexible classroom design that can be used for general instruction as well as lab work, freeing up 2 classrooms. Additional funding is proposed to address arising needs to repurpose existing space for staff and students, particularly in Special Services.

**HVAC Repairs & Upgrades:** Components of school heating and cooling systems typically have a useful life of 15-20 years. Although diligent preventive maintenance has allowed us to far exceed these estimates across the district, system components will eventually fail, and capital funding allows us to replace these high-cost components with new higher-efficiency equipment. Funding requested over multiple years in the capital budget has been used to complete a systematic overhaul of the HVAC system at the Middle School, which was completed in FY26. While heating and cooling systems at the primary schools are being addressed by the building project, system components at Wentworth School are beginning to reach the end of their useful life, and the High School has 20-year-old boilers. In FY27, budgeted funds will be targeted to address Wentworth units as needed and to replace additional failing components district wide.

**Note: The School Capital Budget is also included in the Municipal Capital Budget section.**

