



*Equity and Excellence:
FY27 Board of Education Budget Retreat*



March 21, 2026

Equity and Excellence: Navigating the Balance

Fiscal
Responsibility



Educational
Enhancement

The mission of the Somerset Hills Board of Education is to provide an authentic and balanced learning experience for each student by harnessing the power of innovation and an engaged community to create thoughtful and impactful global citizens.



Goal #1 Student Achievement

Show progress in decreasing achievement gaps by advancing academic performance through increased support in areas of instruction for academic subgroups.

Evaluate progress annually using all available assessment data. Identify staff to leverage existing education by assessing interest in obtaining further certifications to expand available dual enrollment and career and technical education (CTE) student course offerings.

Goal #3 Facilities

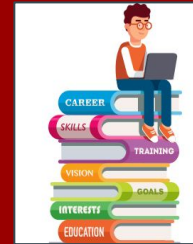
To prioritize planning for STEM/Robotics/CTE curriculum, develop a prioritized long-range facility plan and cost estimates.



Goal #4 Community Engagement

To support the belief that every community member is a stakeholder, develop 2-3 avenues to expand community connectivity and engage with all community members to communicate district outcomes and opportunities for further engagement with those residents with and without school-aged children.

Goal #2 Culture, Climate, and SEL

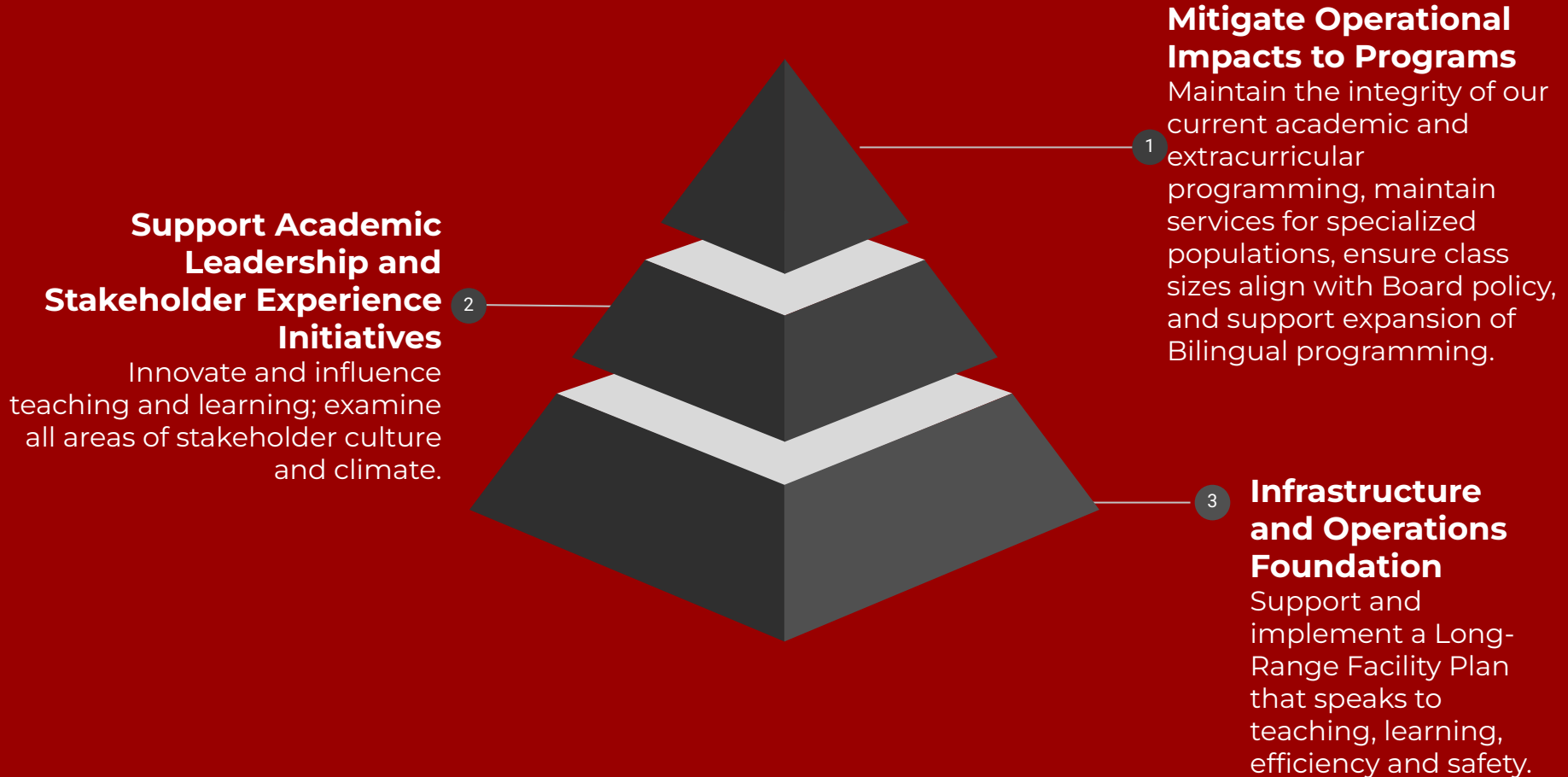


Identify and implement tools and mechanisms to establish a baseline understanding of student and staff experience in the Somerset Hills School District to develop a future strategic plan to enhance workplace and school culture, climate, and social-emotional learning.

FY27 Budget Priorities

- Balance taxpayer impact between expenses and revenues
- Support teaching and learning by implementing NJ Student Learning Standards (“NJSLS”) required by the NJ State Board of Education (“NJSBOE”)
- Maintain class sizes, curricular and extracurricular programs to the greatest extent possible
- Maintain enhancements to Special Education and Multilingual Learner programming found in FY25 and FY26
- Maintain available transportation services to include hazardous routes to the greatest extent possible
- Continue investment in, and maintenance of, our facilities

FY27 Budget Priorities



Profile of our Stakeholders:

Who are we serving?

Our SHSD Communities

	Bernardsville	Far Hills	Peapack-Gladstone
Population	7,888	1,047	2,561
White	6,736	880	2,026
Black	63	10	109
Asian	208	28	109
Hispanic	746	113	258

Citation: American Community Survey, United States Census

Enrollment Projections

Year	Bedwell	BMS	BHS
2025-2026 (Current)	460	385	696
2026-2027	450-460 Dependent on Kindergarten Registration. Expecting 90 Kindergarten students, but could rise to 100	380	650 Bedminster down approximately 20 students; scheduled to increase by 30 in 2027-2028

Our SHSD Projected Enrollment: At Risk Populations

School Year	Multilingual Learners	Special Education	504
25-26	129	276	137
26-27	110	280	126

Special Education projections for 2026-2027 are as of the October 15, 2025 snapshot.

For the 2026-2027 Special Education projections, we anticipate 25 will graduate and 30-40 additional students district-wide will be classified.

Student Achievement:

**NJSLA, Advanced Placement, American
College Testing, and Matriculation**

District and NJ Spring 2023, 2024, and 2025 NJSLA Proficiency Comparison

SUBJECT	NJSLA 2023 SHSD [State]	NJSLA 2024 SHSD [State]	NJSLA 2025 SHSD [State]
ELA	72.8% [51.3]	71.9% [52.2]	70.8% [53.1]
MATHEMATICS	56.9% [37.5]	59.9% [39.5]	57.7% [41.6]
SCIENCE	43.1% [24.9]	40.5% [24.0]	45.1% [26.7]

Note: NJSLA Geometry and Algebra 2 results do not include grade 10, grade 11 and grade 12 students.

Trends and Comparison of District Subgroups Spring 2017-2019 and 2022-2025: ELA 3-9

Subgroup	Levels 4&5 2017 SHSD	Levels 4&5 2018 SHSD	Levels 4&5 2019 SHSD	Levels 4&5 2022 SHSD [State]	Levels 4&5 2023 SHSD [State]	Levels 4&5 2024 SHSD [State]	Levels 4&5 2025 SHSD
Student Demographics							
<i>White</i>	73%	73%	76%	78% [58.5]	79.2% [61.0]	77.9% [62.0]	78.4%
<i>Hispanic</i>	34%	39%	40%	48% [34.8]	49.2% [37.1]	47.8% [37.8]	46.6%
<i>Asian</i>	80%	90%	96%	91% [78.8]	87.2% [80.6]	91.4% [80.9]	82.8%
<i>Two or more races</i>	-	-	-	-	-	83.7%	89.5%
Other Subgroups							
<i>Students with Disabilities</i>	35%	38%	35%	40% [16.3]	34.0% [18.0]	37.1% [18.6]	38.9%
<i>Economically Disadvantaged</i>	27%	31%	33%	33% [30.6]	32.1% [33.1]	36.6% [34.3]	35.8%
<i>Multilingual Learners</i>	-	-	-	3% [21.7]	11.1% [23.6]	10.4% [22.8]	7.4%

Trends and Comparison of District Performance Data 2015-2025: ELA 3-9 (The percentage of students who achieved a Level 4 or 5)

Grade	Levels 4&5 2015 SHSD	Levels 4&5 2016 SHSD	Levels 4&5 2017 SHSD	Levels 4&5 2018 SHSD	Levels 4&5 2019 SHSD	Levels 4&5 2022 SHSD	Levels 4&5 2023 SHSD	Levels 4&5 2024 SHSD	Levels 4&5 2025 SHSD
3	57.8%	66.6%	66.7%	62.1%	56.8%	58.4%	65.7%	61.8%	54.4%
4	70.6%	62.9%	68.3%	75.5%	64.8%	72.3%	67.8%	66.3%	67.1%
5	67.5%	77.3%	78.3%	74.4%	68.5%	70.2%	64%	68.8%	69.7%
6	46.0%	72.4%	78.3%	79.4%	72.7%	69.2%	75.9%	71.1%	76.5%
7	67.8%	58.7%	68.9%	73.4%	83%	73.5%	73.8%	68.7%	79.8%
8	80.2%	70.5%	55.2%	71.2%	75.2%	86.2%	79.5%	75.8%	87.2%
9	61.8%	63.6%	68.4%	64.2%	66.1%	70.6%	77.3%	81.3%	61.6%
District Passing Rate			68.8%	71.2%	69.8%	71.5%	72.8%	71.9%	70.8%

Trends and Comparison of District Subgroups Spring 2017-2019 and 2022-2025: Math

Subgroup	Levels 4&5 2017 SHSD	Levels 4&5 2018 SHSD	Levels 4&5 2019 SHSD	Levels 4&5 2022 SHSD [State]	Levels 4&5 2023 SHSD [State]	Levels 4&5 2024 SHSD [State]	Levels 4&5 2025 SHSD
Student Demographics							
<i>White</i>	57%	60%	63%	61% [46.0]	63.7% [48.6]	66.9% [51.1]	65.6%
<i>Hispanic</i>	24%	24%	28%	30% [19.1]	31.4% [21.3]	35.7% [23.2]	31.5%
<i>Asian</i>	80%	75%	78%	79% [71.7]	79.2% [73.7]	85.7% [75.1]	75.9%
<i>Two or more races</i>	-	-	-	-	-	72.1%	84.2%
Other Subgroups							
<i>Students with Disabilities</i>	30%	27%	30%	27% [13.0]	28.6% [14.2]	26.5% [15.1]	24.8%
<i>Economically Disadvantaged</i>	17%	21%	21%	19% [16.6]	19.7% [18.7]	30.4% [20.9]	22.9%
<i>Multilingual Learners</i>	-	-	-	5% [15.2]	7.0% [17.2]	9.2% [17.7]	4.9%

Trends and Comparison of District Performance Data 2015-2025: Math (The percentage of students who achieved a Level 4 or 5)

Grade	Levels 4&5 2015 SHSD	Levels 4&5 2016 SHSD	Levels 4&5 2017 SHSD	Levels 4&5 2018 SHSD	Levels 4&5 2019 SHSD	Levels 4&5 2022 SHSD	Levels 4&5 2023 SHSD	Levels 4&5 2024 SHSD	Levels 4&5 2025 SHSD
3	59.6%	65.3%	70.2%	69.2%	68.1%	59.6%	56.0%	62.8%	54.4%
4	54.9%	57.5%	60.7%	66.0%	68.8%	59.8%	62.6%	59.0%	63.9%
5	47.0%	59.8%	59.9%	67.2%	58.9%	51.7%	58.7%	59.6%	52.3%
6	31.7%	56.0%	53.8%	61.3%	59.8%	49.6%	59.3%	64.9%	63.3%
7**	53.8%	38.9%	52.5%	63.1%	62.3%	57.4%	57.1%	60.6%	68.2%
8**	44.6%	27.8%	7.2%	13.8%	14.6%	17.3%	26.7%	33.3%	32.8%
Algebra 1	58.7%	46.4%	42%	50.5%	53.0%	49.7%	52.2%	59.2%	50.6%
Geometry*	50.0%	62.7%	61.7%	43.7%	44.6%	75.0%	74.4%	76.3%	75.7%
Algebra 2*	33.3%	34.2%	45%	38.1%	45.7%	-	-	-	-
District Passing Rate			52.7%	55.3%	56.0%	53.7%	56.9%	59.9%	57.7%



College Preparation

Matriculation

Class of 2025 [2024]

Post Secondary: 87% [92%]

Four Year College: 82% [83%]

Two Year College: 5% [9%]

Employment/Other: 13% [8%]

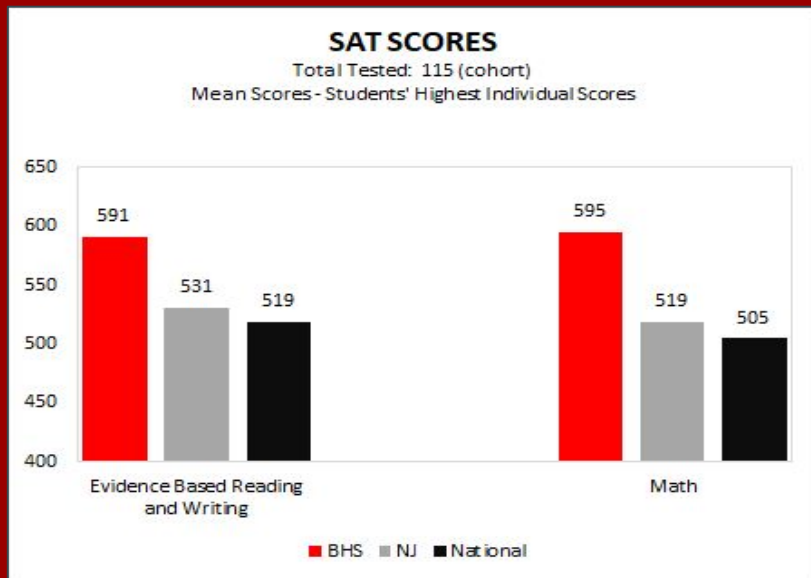
College Preparation

National Merit Program	Recognition
Class of 2024	6 Commended Students, 1 Finalist, 1 Winner
Class of 2025	11 Commended Students, 1 Finalist

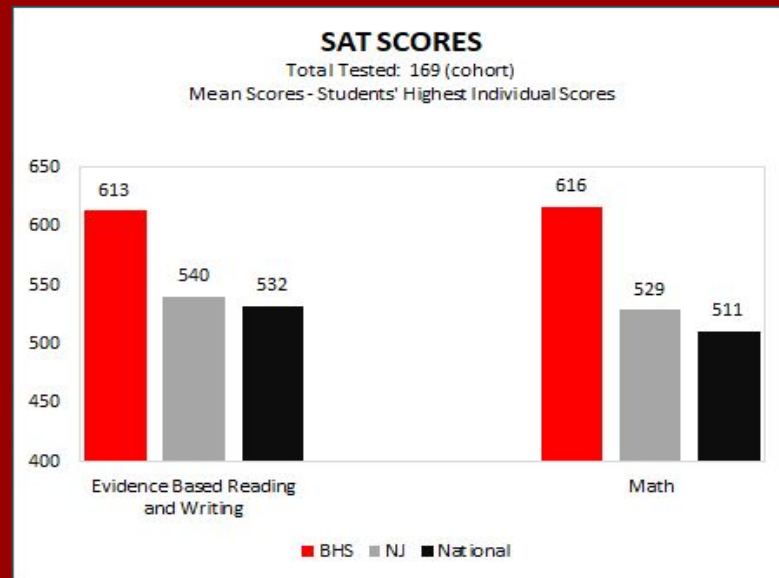
College Preparation

AP	<i>2024 Test Administration</i>	<i>2025 Test Administration</i>
AP Scholars with Distinction	61	72
AP Scholars with Honor	25	31
AP Scholars	48	42

College Preparation



2024



2025

College Acceptances

Boston University, Catholic University, Clemson, Colorado College, Cornell, Elizabethtown College, Elon University, Fairfield University, Lehigh University, Lincoln Tech, Marquette University, McGill University, Miami University, Michigan State University, Monmouth University, NJIT, Northeastern, NYU, Old Dominion, Penn State University, Providence College, Ramapo College, Rutgers, Seton Hall, Stevens Institute of Technology, Syracuse University, Texas Tech, The College of New Jersey, Trinity College, Tufts University, US Air Force Academy, University of Colorado (Boulder), University of Kentucky, University of Michigan, University of New Haven, University of North Carolina, University of North Dakota, University of Notre Dame, University of Pennsylvania, University of South Carolina, University of Vermont, UTI, Washington University, Wentworth Institute of Technology, West Virginia University

Climate,

Culture



RUTGERS-NEW BRUNSWICK

**Graduate School of Applied
and Professional Psychology**



and

Student Experience...



RUTGERS-NEW BRUNSWICK

**School of Management
and Labor Relations**



Student Attendance

School	2023-2024 Average Daily Attendance	2024-2025 Average Daily Attendance
Bedwell	93.5%	89.25%
BMS	94.91%	90.79%
BHS	94.73%	94.15%

Student Attendance

Students in Grade 5 through Grade 12 come to school significantly more often than their peers around the State.

Data for our youngest learners improved during the prior school year.

Current data indicates that attendance for our Pre-K through Grade 4 cohort requires attention and is below the State standards.

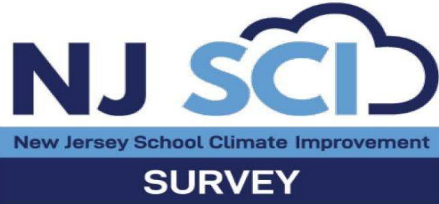
Student Conduct

During the current school year, a total of 19 students earned out-of-school suspensions and 33 students earned in-school suspensions, for code of conduct matters.

Opened HIB investigations have decreased this year by 20 investigations. Thirty-eight Harassment, Intimidation and Bullying cases have been referred and investigated thus far. Twenty-three have been Founded, which is a higher finding rate than one year ago.

There are fewer cases being opened in comparison to recent years, but more are Founded.

Climate and Culture Survey and Strategic Planning



NJ SCI Survey Domains

Student Sense of Belonging *(Students only)*

Students' perceptions that they are valued for who they are and feel connected to the school community

Leadership Support *(Staff only)*

Perceptions of practices by administrators and other leaders that promote positive relationships, cohesion, and trust at work

Organizational Resources and Supports *(Staff only)*

Perceptions of school- and district-level structures (e.g., policy, procedures, time) and supports (e.g., resources and professional development) that promote growth, collaboration, productivity, and successful performance at work

Collegial Support *(Staff only)*

Perceptions of professional relationships that promote trust, respect, and support among colleagues for facilitating workplace satisfaction

Family Support and Engagement *(Staff & Parents/Caregivers)*

Perceptions of support and engagement of parents/caregivers, as well as the perceived quality of relationships between staff and parents/caregivers

All Respondent Groups *(Students Grades 3-5; Students Grades 6-12; Staff; and Parents/Caregivers)*

Academic Culture and Classroom Practices

Perceptions of school-wide academic expectations, student motivation, equity and access, and students' experiences in classrooms as indicated by the proportion of teachers who engage in practices to foster engagement

Supportive Staff-Student Relationships

Perceptions of quality relationships between staff and students which feature inclusion, respect, care, and support; and perceptions regarding adults' support and respect for students from diverse social and cultural backgrounds

Supports for Student Social and Emotional Learning

Perceptions of school-wide and instructional practices that promote the development of students' social and emotional skills, as well as availability of resources and supports to help parents/caregivers talk to their children about emotions

Behavioral Expectations

Perceptions of school-wide behavioral expectations as being clearly established and reinforced; perceived by members of the community as fair, culturally responsive, and inclusive of diverse perspectives

Negative Student Interpersonal Behaviors

Perceptions of the occurrence of various types of negative interpersonal behaviors among students and perceived victimization based on students' identities and backgrounds

Prosocial Student Interpersonal Behaviors

Perceptions of the occurrence of prosocial and inclusive behaviors, including empathy, perspective-taking, helpful behaviors, and conflict resolution, as well as getting along well with students from diverse backgrounds and inclusion of students with disabilities

Student Voice and Involvement

Perceptions of conditions in school that support student voice, including listening to and valuing students' ideas and opinions, student leadership opportunities, and student interest and involvement in school activities and events

Sense of Physical Safety

Perceptions of physical safety and the organizational procedures across school contexts and conditions that support a sense of safety and preparedness among the school community

NJ SCI Survey Data–January 2026

A grant that provides a consultant and professional development to spearhead the New Jersey School Climate Improvement (NJSCI) initiative is underway.

A survey was administered in January 2026 to district families and staff members to gather helpful feedback on the current culture and climate within the district. Specific outcomes and goals are forthcoming.

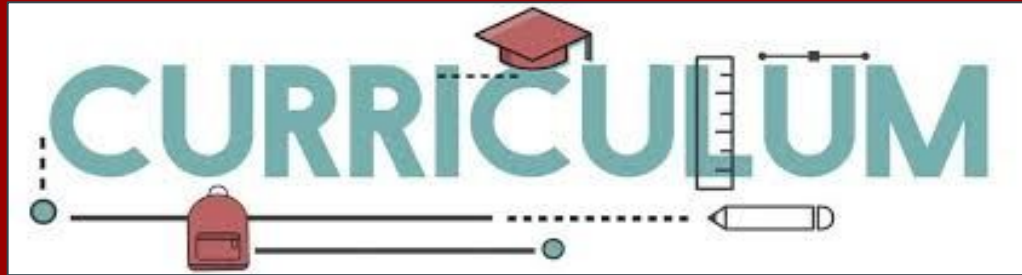
School	Students	Staff	Parents/ Caregivers
BHS	628	68	89
BMS	361	51	59
BES	166*	54	48
	*grades 3 & 4 only		



Extracurricular Activity Opportunities

- 66% of Grade 5 through 12 students participate in 29 interscholastic teams
- 122 Bedwell students participate in clubs and activities
- There are over 180 faculty stipends for extracurricular activities designed for student leadership, experiences, and outcomes
- Students produce a newspaper, a yearbook, and an art & literary magazine
- Students compete in academic competitions in science, mathematics, world languages, and debate (BMS Earth Science teams compete against high school students)
- We have high-quality auditioned vocal and instrumental programs
- Students compete in art and photography competitions
- Climate and Culture Teams add value to BMS
- After-school community service at BMS is growing and contributing to local organizations

Curriculum, Instruction, and Professional Development



This We Believe...

Prioritize high-quality curriculum
and instructional materials
for students.

Provide faculty members with
targeted and sustained
professional development.

Strategic Plan Goals Supported by Curriculum Budget

Goal #1 Student Achievement

- Devise grade appropriate K-12 opportunities to explore career choices
- Solidify current academic pathways
- Complementary professional development
- Tiered systems of support informed by data

Goal #2 Culture, Climate, and SEL

- Solidify the District's K-12 vision for Social-Emotional Learning



Five-Year Curriculum Planning & Evaluation

Why is it important?

- Guides decision-making & PD
- Impacts federal funding allocation process
- Ensures balance

New Jersey Department of Education mandates for curriculum initiatives always supersede district-level decision-making for implementation timelines.

- Course revisions require summer 2026 curriculum writing for September 2026 implementation

SHSD current needs:

- Current materials
- Curriculum that meets State mandates
- Professional development supporting NJSBOE standards
- Up-to-date assessment systems



Mathematics and Science



- 2026: The New Jersey Student Learning Assessments-Adaptive (NJSLA-A) and New Jersey Graduation Proficiency Assessment-Adaptive (NJGPA-A) are New Jersey's updated assessment platforms for measuring student learning and meeting State and federal assessment requirements.
- Professional learning priorities: articulation, local assessment, data use, pedagogy, and new State assessments
- AP course revisions to reflect current developments in each discipline and to ensure alignment with introductory college courses:
 - AP Statistics is revised for 2026-2027

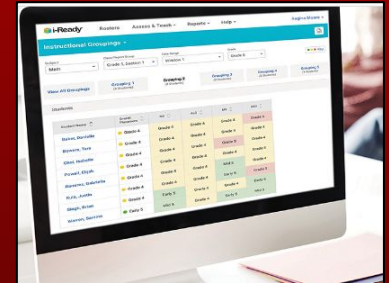


Mathematics and Science

Content Area	Description	Cost
K-5 Math	i-Ready Classroom Mathematics program, with i-Ready Assessment and Personalized Instruction	\$80,000
5-8 Science	FOSS Program - licenses and resources	\$10,000
6-8 Math	i-Ready Assessment and Personalized Instruction	\$15,000
BHS Sciences	Biology (academic and accelerated) - updated materials and online resources	\$30,000
BHS AP courses	AP Statistics, AP Chemistry, AP Biology - updated online resources / e-books	\$9,000

Mathematics and Science

	Description	Cost
Teacher Training Contracted Services	K-12 Math iReady, Inspired Instruction Professional Development	\$12,000
Professional Development (out-of-district)	K-12 Math and Science - RVCC Next Gen Science Standards, Conquer Math, and others	\$20,000
BHS Math	BHS Math Lab	\$7,500



Bedwell Bilingual Program

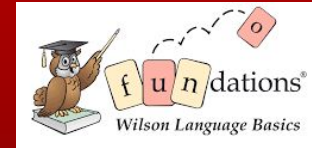
Supporting Our
Bilingual Program



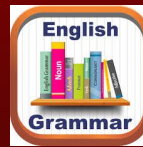
Bilingual Program	Description	Cost
Bilingual Program Teacher Training	Bilingual Program Training	\$7,000
ELA Program	Renewal of Benchmark Kindergarten program in English and Spanish	\$10,000

English Language Arts

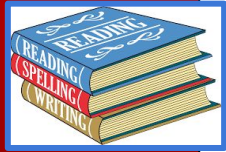
Support shifts in foundational reading instruction by updating outdated Units of Study, 3-5, and increase classroom and decodable texts.



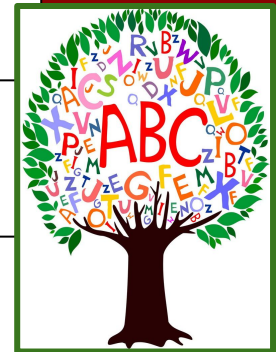
The District's continued partnership with Teachers College Advancing Literacy offers PD opportunities to support new standards, programs, and District initiatives.



English Language Arts



	Description	Cost
Curriculum Program Development	3-5 Updated Units of Study	\$25,000
Curriculum Program Development	i-Ready Reading Diagnostic Assessment	\$10,000
Teacher Training Contracted Services	Advancing Literacy	\$26,000
Textbook Replacement/Adoption	Classroom Library Books	\$17,500



Visual & Performing Arts

	Description	Cost
Professional Development OOD	Visual and Performing Arts Professional Development	\$2,000

Specific content- area focused, in preparation for updated standards (expected in 27-28)



Curriculum Writing Salaries

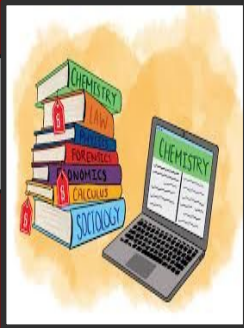
Content Area	Description	Cost
ELA	Course Revision	\$6,750
Latin	Course Revision	\$3,750
ESL	WIDA Standard Revision	\$9,750
New Courses	SIP Course Development	\$2,500
BES Library	Career Updates	\$1,875
Designated Areas	Mandated Updates	\$5,000
Social Studies	Add Hispanic Heritage and Labor History Mandate	\$4,375
Total Cost		\$34,000

Curriculum Materials

Content Area	Description	Cost
Math	i-Ready Classroom Math Diagnostic Assessments & MyPath online instruction 6-8	\$15,000
Math	i-Ready Classroom Mathematics (iRCM) program, K-5	\$80,000
ELA	3-5 Reading & Writing Units of Study	\$25,000
ELA	i-Ready Reading Diagnostic Assessment	\$10,000
Science	6-8 Science (FOSS)	\$10,000
Math	Math Lab	\$7,500
Total Cost		\$147,500

Professional Development and Contracted Services

Content Area	Description	Cost
ELA	Advancing Literacy	\$26,000
Math	i-Ready Math / Inspired Instruction	\$12,000
Bilingual	Bilingual Program Training	\$7,000
Social Studies	Hispanic History Consultant	\$5,000
District	CPR	\$4,000
District	Ellevation	\$7,000
District	Mental Health Training	\$7,000
BHS and BMS	Capturing Kids Hearts	\$80,830
Total Cost		\$148,830



Textbooks

Content Area	Description	Cost
Science	AP Biology, Accelerated Biology, and Academic Biology (updated course materials)	\$33,000
Math	AP Statistics and AP Chemistry e-book (updated course materials)	\$6,000
Bilingual	Benchmark Online Renewal	\$10,000
Bilingual	BES Bilingual Materials	\$5,000
ELA	Classroom Library Books	\$17,500
Total Cost		\$71,500

FY27: Curriculum Budget

	<u>2025-2026</u>	<u>2026-2027</u>	<u>Change</u>
Curriculum Writing Salaries	\$32,000	\$34,000	\$2,000
Curriculum Program Development	\$90,000	\$147,500	\$57,500
Teacher Training Contracted Services	\$56,000	\$148,830	\$92,830
Teacher Training Program Development	\$26,000	\$24,600	-\$1,400
Textbook Replacement/Adoption	\$92,500	\$71,500	-\$21,000
Total	\$296,500	\$426,430	\$129,930

FY27 Curriculum Budget



- ✓ Supports the Somerset Hills School District Goals
- ✓ Prioritizes up-to-date curriculum and instructional materials for students
- ✓ Provides faculty members with targeted and sustained professional development
- ✓ Allows for curriculum that is dynamic and in compliance with State mandates
- ✓ Continue to produce curriculum and professional support for our expanded Bilingual & In-Class Resource programs
- ✓ Extends our commitment to all learners including those at the advanced placement level

Department of Student Services

FY27 Goals

Educate students in-district to the greatest extent possible.

Create programs to support all students.

Increase efficiency to maximize opportunities for students.



Student Services: Eligibility Categories Defined

Autism: Students have a pervasive developmental disability that may impact their ability to interact socially and communicate, both verbally and nonverbally

Communication Impaired: Students with impairments in language

Emotional Regulation Impairment: Students whose educational performance is adversely affected by an inability to exhibit appropriate behaviors or feelings

Multiply Disabled: Presence of 2 or more disabling conditions

Student Services: Eligibility Categories Defined

Other Health Impaired: Medical assessment is required, students have a chronic or acute health deficit

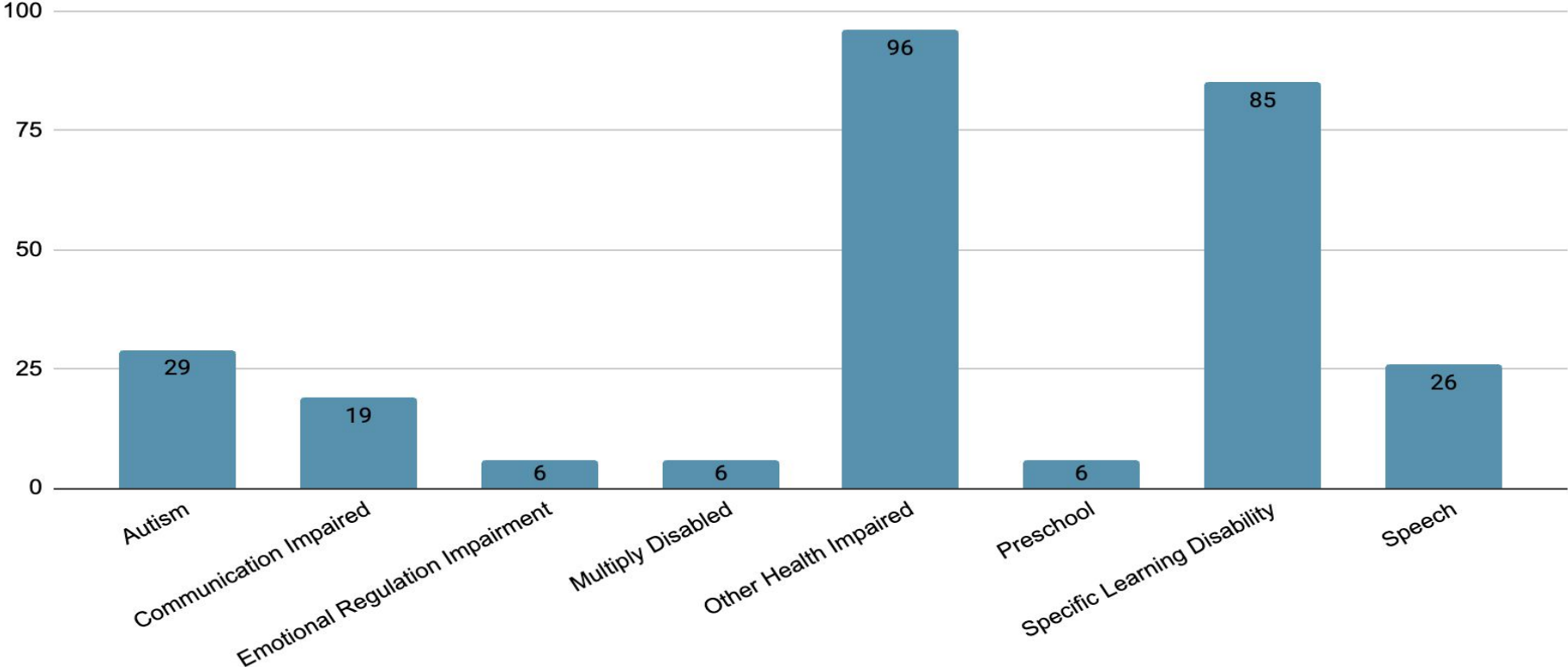
Preschool Child with a Disability: A child between the ages of 3 and 5 with a developmental delay

Specific Learning Disability: A severe discrepancy between current achievement and intellectual ability

Eligible for Speech-Language Services: A speech disorder in articulation, phonology, fluency, or voice

Student Services: Current Enrollment by Category

Classification Data October 15, 2025

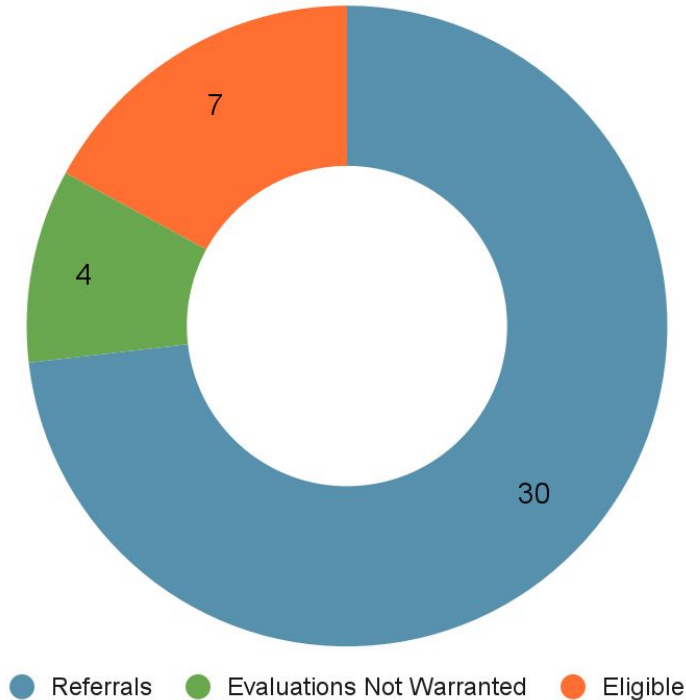


Special Education Programs and Services

Maintaining District Multiyear Expansions

- Increase Preschool
- Increase In-Class Resource
 - Bedwell: Language Arts and Math, Grades 1-4
 - BMS: Science and Social Studies, Grades 5-8
 - BHS: Academic and Accelerated courses
- Increase Special Class Programs: LLD
- Assistive Technology
- Mental Health Support
- On site, dedicated Behaviorist

New Referrals 2025-2026 (7/1/25 through 2/1/26)



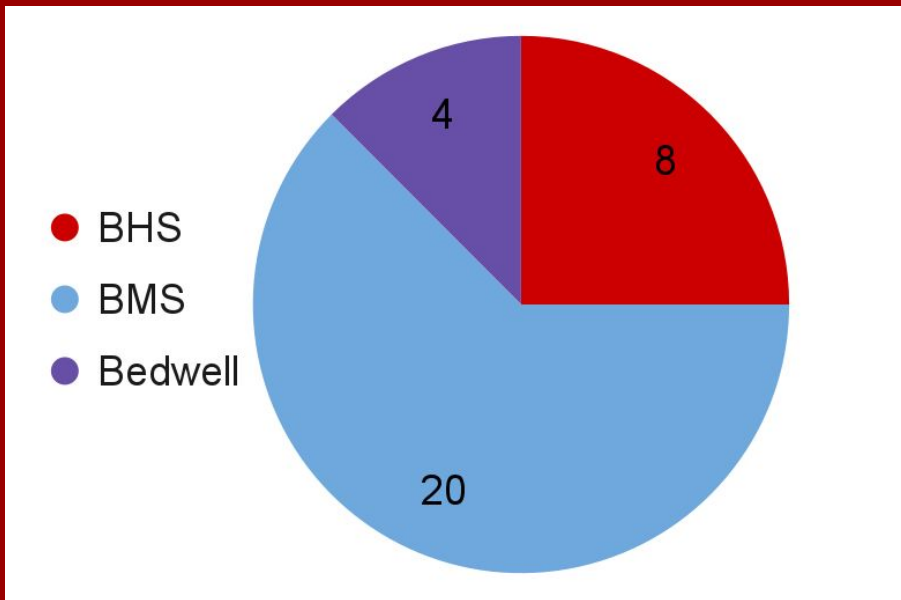
New Referrals

- 30 total
 - 7 Classified
 - 23 Pending

Re-evaluations to date

- 58 total

Student Services: Mental Health



2 Mental Health Counselors

1 Student Assistance Counselor

7 School Counselors

4 School Psychologists

2 School Social Workers

Lifelines

care/solace
Calming the Chaos of Mental Health Care.

Continued Services in Student Services

- IDEA grant to assist with OOD tuition funds
- Extended School Year (ESY) program for students who would otherwise regress
- Mental Health Initiatives: Lifelines curriculum and Care Solace availability for all students, staff members, and parents
- CPR and First Aid Certification
- Assistive Technology
- Home Instruction
- In-class Resource Expansion
- Translation Services and Bilingual Evaluations
- Medical Evaluations
- 1:1 Nursing Services
- Safety Care Training (Crisis Prevention)



FY27: Student Services at a Glance

Item	2024-2025	2025-2026	2026-2027
Salaries	\$3,835,743	\$4,105,656	\$4,381,341
All Tuitions	\$1,654,317	\$2,162,464	\$2,296,455
Transportation	\$1,481,760	\$1,107,852	\$904,182
Extended School Year	\$140,000	\$140,000	\$143,078
Other - Supplies, Services, Misc.	\$765,653	\$771,653	\$692,507
Total Budget	\$7,877,473	\$8,287,625	\$8,417,563

Department of Personnel

Personnel and Program Enhancements

A new position will support our Bilingual students at Bedwell.

A new administrative position provides greater instructional leadership at Bernards High School.

Facilities and Operations

Facilities and Operations

District

Paging / Bell Systems, Door Access, and Emergency Notifications System Upgrades (\$1,350,000)

Funding Source: Capital Reserve

\$1,350,000

Facilities and Operations

District

Phase 2 Tennis Courts @ Polo Grounds

*Project to start in May 2026 with a September 2026 completion timeline

Funding Source: Maintenance Reserve

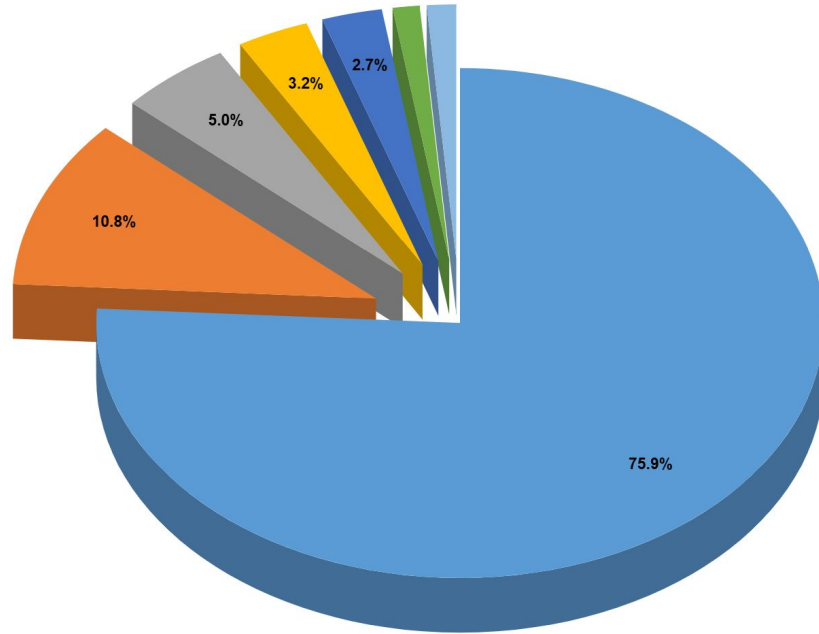
\$600,000

FY27 Financial Overview

FY27: Revenues

	Original Budget 2025-26	Proposed Budget 2026-27	\$ Increase (Decrease)	Percent Change
<u>REVENUES</u>				
<u>General Fund:</u>				
Budgeted Fund Balance	\$1,723,081	\$1,610,932	(112,149)	-6.51%
Cap Res Withdrawal: Safety/Security	\$1,435,000	\$1,350,000	(85,000)	-5.92%
Maint Res Withdrawal: Tennis Courts	\$600,000	\$600,000		
Local Tax Levy (includes Healthcare Adj)	\$36,559,827	\$38,296,420	1,736,593	4.75%
Tuition	\$4,642,000	\$5,425,000	783,000	16.87%
Other	\$655,695	\$655,050	(645)	-0.10%
Total Local Funds	\$45,615,603	\$47,937,402	2,321,799	5.09%
State Aid	\$2,589,027	\$2,515,932	(73,095)	-2.82%
Total General Fund	\$48,204,630	\$50,453,334	2,248,704	4.66%
Total Restricted Grants/Entitlements	\$953,121	\$736,330	(216,791)	-22.75%
<u>Debt Service Fund:</u>				
Budgeted Fund Balance	\$0	\$0	0	0.0%
Local Tax Levy	\$3,083,516	\$2,831,027	(252,489)	-8.19%
State Aid	\$173,254	\$175,243	1,989	1.15%
Total Debt Service Fund	\$3,256,770	\$3,006,270	(250,500)	-7.69%
Total Revenue Budget	\$52,414,521	\$54,195,934	1,781,413	3.40%

FY27: Revenues

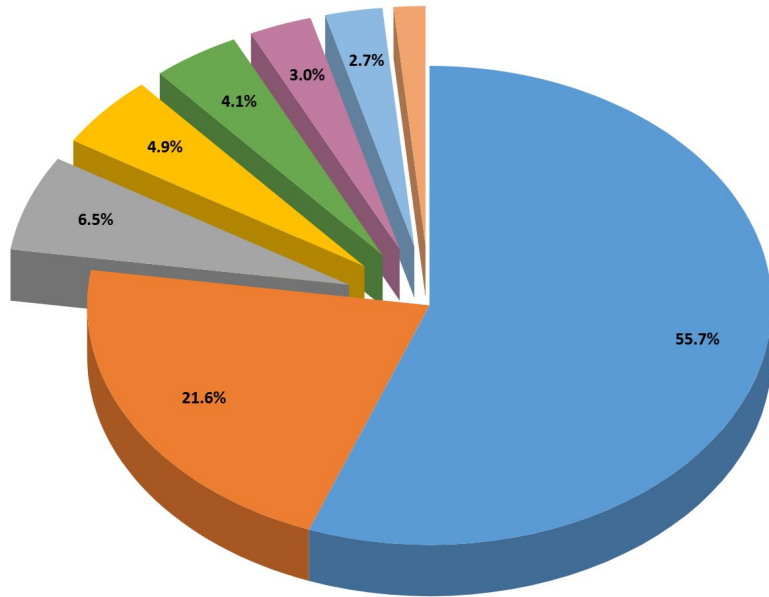


● Local Tax Levy ● Tuition ● State Aid ● Fund Balance ● Capital Reserve ● Maint Reserve ● Other

FY27: Expenses

EXPENSES	Original Budget 2025-26	Proposed Budget 2026-27	\$ Increase (Decrease)	Percent Change
Current Expense	\$46,649,784	\$48,960,075	2,310,291	4.95%
Capital Outlay	\$1,554,846	\$1,493,259	(61,587)	-3.96%
Total General Fund	\$48,204,630	\$50,453,334	2,248,704	4.66%
Total Restricted Grants/Entitlements	\$953,121	\$736,330	(216,791)	-22.75%
Debt Service Fund	\$3,256,770	\$3,006,270	(250,500)	-7.69%
Total Expense Budget	\$52,414,521	\$54,195,934	1,781,413	3.40%

FY27: Expenses



Salaries (55.7%) and Benefits (21.6%) equal \$39.0 million and represent 77.4% of the General Fund Budget.

- Salaries
- Benefits
- Student Services
- Maintenance Projects, Supplies, & Utilities
- Instructional Supplies, Textbooks, Co-curriculars/Athletics
- Capital
- Transportation
- Other

FY27: Tax Impact

	Original Budget <u>2025-26</u>	Proposed Budget <u>2026-27</u>	\$ Increase (Decrease)	Percent Change
<u>TAXES</u>				
General Fund Tax Levy	\$36,559,827	\$38,296,420	1,736,593	4.75%
Debt Service Fund Tax Levy	\$3,083,516	\$2,831,027	(252,489)	-8.19%
Total Tax Levy	\$39,643,343	\$41,127,447	1,484,104	3.74%

FY27: Reserve Balances

Capital Reserve

Beginning Balance, July 1, 2026:	\$3,832,262
FY27 Withdrawal:	\$1,350,000
Balance after Withdrawal:	\$2,482,262

Maintenance Reserve

Beginning Balance, July 1, 2026:	\$822,402
FY 27 Withdrawal	\$600,000
Balance after Withdrawal:	\$222,402

FY27: Healthcare Adjustment Waiver

The NJDOE permits a healthcare adjustment for districts that have costs going above projections.

FY27 includes a healthcare adjustment of \$1,005,396 that is being added to the tax levy.

FY27: Priorities Delivered

- ✓ Adhering to class sizes that maintain Board policy while we monitor future enrollment
- ✓ Special Education and Multilingual Learners: Maintaining FY25 and FY26 student services enhancements and implementing a Bilingual program in Kindergarten and First Grade, while adding planning for a Bilingual Paraprofessional in Second Grade for student support
- ✓ Curriculum and Instruction / Professional Development: Delivering support and curricula
- ✓ School Security: Maintaining level of Special Law Enforcement Officers (SLEOs), connectivity with local law enforcement and upgrading our security infrastructure
- ✓ Transportation: Maintaining hazardous routes and courtesy bussing
- ✓ Balancing equity and excellence and acknowledging needs of taxpayer
- ✓ Supporting continuing examination and professional development for District climate and culture matters

FY27: District Goals: Our Compass and Report Card

- ✓ Show progress in decreasing achievement gaps by advancing academic performance through increased support in areas of instruction for academic subgroups. Evaluate progress annually using all available assessment data. Identify staff to leverage existing education by assessing interest in obtaining further certifications to expand available dual enrollment and career and technical education (CTE) student course offerings.
- ✓ Identify and implement tools and mechanisms to establish a baseline understanding of student and staff experience in Somerset Hills School District to develop a future strategic plan to enhance workplace and school culture, climate, and social-emotional learning.
- ✓ To prioritize planning for STEM/Robotics/CTE curriculum, develop a prioritized long-range facility plan and cost estimates.
- ✓ To support the belief that every community member is a stakeholder, develop 2-3 avenues to expand community connectivity and engage with all community members, to communicate district outcomes and opportunities for further engagement with those residents with and without school-aged children.

A Look Ahead to FY28 and Beyond...

The fiscal cliff has arrived

Determining student interest for future programming, and connecting interest to enrollment projections, class sizes, and impacts

Determining economics and their impact to programs

Impact of employee health benefits while we consider innovative practices to maximize fiscal resources

Balancing equity and excellence / acknowledging needs of taxpayer

FY27 Budget: Board Action Cycle

March 21, 2026:

Motion to Approve Tentative FY27 Budget Submission

April 29, 2026:

FY27 Budget Hearing