School Committee
Meeting Exhibits
November 5, 2025

Exhibit	Page
Agenda	1
Consent Agenda	3
FY'27 Recommended Capital Budget	17
DHS Overnight Travel: Orlando, 2026	34
FY'27 Budget Presentation	38
Budget Book	67
Policy First Reading	191

Meeting Notice

Town of Duxbury, Massachusetts

Pursuant to MGL Chapter 30A, §18-25
All meeting notices and agenda must be filed and time stamped in the Town Clerk's Office and posted at least 48 hours prior to the meeting (excluding Saturdays, Sundays and Holidays)

TOWN CLERK'S STAMP

Committee: ***School Committee***
Meeting Location: ***Alden School, Room 104, 75 Alden Street, Duxbury, MA***
Meeting Date: ***Wednesday, November 5, 2025*** **Time:** ***6:00 PM***
Posted by: ***Kellie Bresnehan, Chair***

The Local Seen (formerly PAC-TV) will record this meeting. Anyone intending to make an audio or video recording of this meeting should notify the Chair.

Link to live stream meeting: https://www.youtube.com/channel/UCsBNg-iYbewm7Z0B8D-MhzA

DPS Mission: Provide each student with equitable access to achieve personal and academic excellence.

The listings of matters are those reasonably anticipated by the chair that may be discussed at the meeting. Not all items listed may in fact, be discussed, and other items not listed may also be brought up for discussion to the extent permitted by law.

AGENDA

I. Call to Order/Pledge of Allegiance

II. Public Comment

III. Consent Agenda — Action Required

a. Approval of Meeting Minutes - 10/22/2025
b. Request to approve accounts payable warrants (17)
c. Request to approve payroll warrants (54,4,6,8,10,12,14,15,16)
d. Small Gifts and Donations: DHS Volleyball, Camp Bournedale
e. Policy Second Reading
   i. IKF - Graduation Requirements
   ii. IKFE - Competency Determination

IV. New Business

a.	Student Representatives- School Activities/Events Update	Discussion
b.	Liaison and Subcommittee Updates	Discussion
c.	FY'27 Recommended Capital Budget Vote	Discussion
d.	DHS Overnight Travel: Orlando, March 2026	Action Required
e.	FY'27 Budget Presentation	Discussion
f.	Budget Hearing Update	Discussion/Action Required
g.	Budget Forum FAQ's	Discussion/Action Required
h.	Policy First Reading	Discussion
i.	JLCB - Immunizations of Students	

V. Adjourn — Action Required

Next Meeting of Duxbury School Committee: November 19, 2025,
Anticipated Agenda Items: 2025 MCAS Results Overview, FY'27 Budget Discussion

This location is accessible to people with disabilities. The Town of Duxbury provides reasonable accommodation and/or language assistance free of charge. This may include interpreters in American Sign Language and languages other than English, open or closed captioning for videos, assistive listening devices, and alternate material formats, such as audio tapes, Braille, and large print, as available. Such requests should be made as soon as possible but no later than 48 hours before the scheduled event by contacting the Town Manager's Office by phone (781-934-1100 ext. 5401), fax (781-934-9011)

DUXBURY PUBLIC SCHOOLS
School Committee Minutes
Wednesday, October 22, 2025
6:00 pm – Alden School, Room 104, 75 Alden Street

I. Call to Order and Pledge of Allegiance: 6:01 pm
Present: Danielle Klingaman, Beth Wilcox, Tony Keady, Lisa Freeley, Kellie Bresnehan, Matthew Gambino, Laurel Deacon, Jen Weedon
Student Representative: Gerard Vazquez Baez
Absent: Kathryn Marshall

II. Public Comment: No public comment

III. Consent Agenda:

Mrs. Bresnehan asks committee members if there are any items on the consent agenda that should be removed for discussion prior to approval.

A. Approval of meeting minutes: 10/8/2025
B. Request to approve accounts payable warrants (FY'26: 15,16)
C. FY'24 End-Of-Year Audit Report

Motion to adopt the consent agenda as a whole:

Motion: Mr. Gambino
Second: Mrs. Deacon
Motion passes 4-0

IV. New Business:

A. Student Representative Reports – School Activities/Events Update

- Chandler classroom teachers, reading and math specialists, and Curriculum Supervisor have finished our beginning of year data meetings looking at baseline data for reading and math for formation of intervention groups.
- Parent teacher conferences at Chandler are taking place today and tomorrow during the early release days. early release days today and tomorrow. While parents are in the building, please remember to visit the PTA Bookfair in the Canty Wing.
- The PTA Bookfair is open to parents and families in the Canty Wing of Chandler during conference times.
- Alden students have had a variety of field trips lately with third graders visiting the Alden House, fourth graders visiting Manomet Conservation, and fifth graders visited Camp Bournedale.
- DMS is holding the annual sixth grade Spooktacular this Friday after school.
- DMS term 1 assembly and accolades breakfast are approaching. The assembly will focus on the DMS theme for the year "Rise with the Tide, Soar with the Dragon". The accolades breakfast will celebrate students who have been recognized by teachers for positive contributions to the school community.
- DHS students are looking forward to a full week of fun during Spirit Week culminating with a positive and inclusive Pep Rally on Friday afternoon.

- DHS Students are now in the final two weeks of term one with grades closing on October 31.

B. School Improvement Plans

- Mrs. Wiesehahn, and Mrs. Cotton-Herman present the Chandler, and DHS School Improvement Plans respectively. Improvement plans are aligned with the strategic plan, equity audit, portrait of a graduate, and superintendent goals.
- Mrs. Wiesehahn highlights Chandler Initiative 3 and associated action steps needed to be successful. Improvement plans are aligned with the Strategic Plan, Equity Audit, Portrait of a Graduate. This aligns with Strategic Initiative 3.2 and 3.5

  Chandler Initiative 3: During the 2025–2026 school year, all classrooms will fully implement the Core Knowledge Language Arts (CKLA) program with integrity to strengthen early literacy instruction. Implementation will be monitored through curriculum usage data, classroom walkthroughs, and teacher feedback. By June 2026, as an indicator of successful implementation, at least 85% of K–2 students will be reading at or above grade level, as measured by the end-of-year mCLASS Benchmark. Progress will be reviewed throughout the year to anticipate and support the expected implementation dip associated with a new program.

- Mrs. Cotton-Herman highlights DHS Initiative 1 and associated action steps needed to be successful. Improvement plans are aligned with the Strategic Plan, Equity Audit, Portrait of a Graduate, and NEASC Report. This aligns with strategic initiative 2.1, 2.2, 2.3, 2.5, 3.3, 3.4

  DHS Initiative 1: By June 2026, all DHS students will benefit from instruction that clearly connects classroom learning to real-world contexts, as measured by 100% of student respondents agreeing or strongly agreeing with the statement "my teachers show me how our lessons relate to life outside of school" on the 2026 K12 Insight survey.
- Please refer to the School Committee tab on the DPS website for the presentation in its entirety.

C. Impact of FY'26 Budget Reductions

- Dr. Klingaman and Dr. Wilcox present an update on the impact to the district of the FY'26 school year deficit in the amount of $2,599,415 due to the failed override and budgetary constraints in the town.
- The FY26 budget reductions have had significant operational and instructional impacts across the district. The elimination of 18.4 full-time positions, encompassing both school-based and district-level roles, has resulted in larger class sizes, more restrictive scheduling options for students, and increased workloads for remaining staff. These changes have placed additional strain on instructional quality, staff morale, and the district's ability to maintain the scope of programs and services previously offered.
- Committee members discuss the loss of administrative positions which has diminished the level of instructional oversight and support available to teachers.
- Please refer to the School Committee tab on the DPS website for the discussion in its entirety.

D. DEI Update Fall 2025

- Ms. Sheehan provides the committee with a DEI update focusing on the following key areas of equity work in the district:
    - Federal and state DEI updates
    - Healey and Campbell joint Guidance
    - Collaborative equity audit action steps
    - Rollout plan to address hate and bias
    - Hate Crime Prevention grant
    - Use of qualitative data
    - Parent and community conversation series
- Ms. Sheehan reaffirms the importance of inclusive curriculum, culturally responsive teaching, and ongoing professional development opportunities.
- Ms. Sheehan reports that across all four buildings, there have been 19 instances of hate since September which is down from 28 instances at this time last year. Ms. Sheehan emphasizes the importance of addressing these issues with a mindset of learning and proactive solutions.
- Please refer to the School Committee tab on the DPS website for this presentation in its entirety.

E. Beginning of Year Student Data Update

- Dr. Wilcox presents the beginning of year iReady reading and math data for the 2025-2026 school year. Dr. Wilcox shares the assessment tools used for both literacy and math while providing data regarding growth and intervention in both subjects for students in first through eighth grade. Dr. Wilcox emphasizes the importance of maintaining evidence-based programs and supporting teacher professional development in order to ensure student success.
- Please refer to the School Committee tab on the DPS website for the presentation in its entirety.

F. District Enrollment and Class Size

- Dr. Klingaman reports the data relating to enrollment and class sizes for the district stating that the total enrollment for the district as of October 1, 2025 is 2,710. This is inclusive of homeschooled students.
- Dr. Klingaman reports that there are 17 homeschool students enrolled which is up from 13 students last year.
- Also included in this report are the elementary enrollment and class size data chart, DMS class size data, and DHS course enrollment and sections data.
- Please refer to the School Committee tab on the DPS website for the discussion in its entirety.

G. Liaison and Subcommittee Appointments

- Mrs. Bresnehan states that the committee needs to vote in order to have "Liaison and Subcommittee Updates" added to the meeting agenda as a standing item as agreed upon by the committee during the September meeting.
- "Liaison and Subcommittee Updates" will be placed under "New Business" as a discussion item.

- Motion to add "Liaison and Subcommittee Updates" as a standing agenda item

  Motion: Mrs. Weedon

Second: Mrs. Deacon
Motion passes 4-0

H. School Committee Budget Forum

- Committee members discuss the logistics surrounding the two upcoming budget listening forums to be held as part of the committee's 2025-2026 goals.
- The committee decide to hold schedule the forums for November 13 and December 3 from 7:00 – 8:00 pm. Mrs. Weedon agrees to book the Merry Room at the Duxbury Free Library for a venue with the DHS/DMS library as a back-up.
- The committee request time on the November 5 meeting agenda to discuss and finalize plans for the December 10 Budget Hearing.
- The committee request time on the November 5 meeting agenda to discuss budget FAQ's prior to the November 13 listening forum.

- Motion to approve the school committee holding two budget listening forums to be held on November 13, 2025 and December 3, 2025

Motion: Mr. Gambino
Second: Mrs. Weedon
Motion passes 4-0

I. Policy First Reading

i. IKF: Graduation Requirements
- Mr. Gambino explains that the policy subcommittee has been meeting with Mrs. Cotton Herman over the past year to determine the specific courses to be listed with the goal being to ensure rigor and consistency in graduation requirements while addressing state mandates.
- Mrs. Cotton Herman outlines the new graduation requirements for the committee established due to the elimination of the MCAS requirement:
  - 20 credits of English Language Arts
  - 20 credits of Mathematics*, including 5 credits of Algebra II.
  - 15 credits of lab-based Science
  - 15 credits of History, including 10 credits of US History, 5 credits of World History, and completion of a student-led civics project
  - 10 credits of World Language (in a single language)
  - 10 credits of Physical Education & Health, including 2.5 credits of PE and Health I and 2.5 credits of PE and Health II
  - 10 credits of Fine, Performing, or Practical Arts (beginning with the Class of 2028, 5 of these credits must be from the Fine or Performing Arts)

ii. IKFE: Competency Determination
- Mr. Gambino explains that the policy subcommittee has been meeting with Mrs. Cotton Herman over the past year to establish competency determinations established due to the elimination of the MCAS requirement:
- Mrs. Cotton Herman outlines the competency determination process, including the need for students to achieve a passing grade and show mastery in core subjects.
- Mrs. Cotton Herman explains the appeals process for students who do not meet the competency requirements, emphasizing the importance of clear communication and documentation.

V. Adjournment: 8:40 pm

Motion: Mr. Gambino
Second: Mrs. Deacon

Next meeting: November 5, 2025

Respectfully Submitted,
Suzanne Hughes
Duxbury Business Office

FY 26

Warrant #	Warrant Date	Warrant Amount
17	10/24/25	$762,513.05
Total		$762,513.05

FY 26

Warrant #	Check Date	Warrant Amount
54	7/11/25	$1,164,973.46
4	7/25/25	$1,216,209.50
6	8/8/25	$1,208,791.51
8	8/22/25	$1,174,284.44
10	9/5/25	$1,468,712.92
12	9/19/25	$1,464,597.18
14	10/3/25	$1,485,748.60
15	10/9/25	$2,999.17
16	10/17/25	$1,480,292.57
		$10,666,609.35

DUXBURY
PUBLIC SCHOOLS

71 Alden Street, Duxbury, MA 02332
Phone: (781) 934-7650
District Website: www.duxbury.k12.ma.us
Twitter: @DuxHSAthletics
Facebook: Duxbury Public Schools

Jeff Maidment
Director of Athletics

Dear Members of the Duxbury School Committee,

On behalf of the Duxbury Athletic Department, I am writing to request your acceptance of a generous gift in the amount of $7,000 from the Duxbury Volleyball Boosters. The Boosters have offered this donation to purchase a new volleyball net system for use by the varsity and sub-varsity volleyball teams.

This gift will provide a meaningful and lasting benefit to our student-athletes. A new net system will enhance player safety, improve the overall quality of play, and further support the continued success of our outstanding volleyball program.

We are deeply grateful for the Boosters' ongoing commitment and generosity in supporting Duxbury Athletics. I respectfully request that the School Committee approve the acceptance of this donation in accordance with district policy.

Thank you for your consideration and for your continued support of Duxbury Public Schools and its student-athletes.

Sincerely,

Jeff Maidment

ALDEN
ELEMENTARY SCHOOL
75 Alden Street, Duxbury, MA 02332 | 781.934.7630
Rebecca Long, Principal | Jennifer Fiorentino, Assistant Principal | Sara Milner, Curriculum Supervisor

October 30, 2025

Dr. Danielle Klingaman
Superintendent of Schools
Duxbury Public Schools
93 Chandler Street
Duxbury, MA 02332

Dear Dr. Klingaman,

Please accept the attached deposit of $2000, gifted to the Duxbury Public Schools by the Alden Parent Teacher Association and intended to go towards payment for the fifth-grade field trip to Camp Bourndale.

Best,

Rebecca Long
Principal
Alden Elementary School
Duxbury Public Schools
781-934-7630
If you would like a translation of this email, please access https://translate.google.com/

File: IKF

ACADEMIC AND GRADUATION REQUIREMENTS

Beginning with the Class of 2027, the Duxbury High School Graduation Requirements have changed to the following:

Students must carry seven courses (35 credits) each school year, unless exempted by the Principal or Assistant Principal. In order for credits to be awarded at the completion of a course, a student must receive a passing final grade and meet the attendance requirements for the course.

Students must earn 130 credits to graduate from Duxbury High School. Credits are accumulated at the rate of 5 credits per yearlong course and 2.5 credits per semester course. These credits must be distributed as follows:

- 20 credits of English Language Arts*
- 20 credits of Mathematics*, including 5 credits of Algebra II
- 15 credits of lab-based Science
- 15 credits of History, including 10 credits of US History, 5 credits of World History, and completion of a student-led civics project
- 10 credits of World Language (in a single language)
- 10 credits of Physical Education & Health, including 2.5 credits of PE and Health I and 2.5 credits of PE and Health II
- 10 credits of Fine, Performing, or Practical Arts (beginning with the Class of 2028, 5 of these credits must be from the Fine or Performing Arts)

*Students must be enrolled in an English Language Arts course and a Mathematics course each school year.

In order to graduate from Duxbury High School, students must also meet the criteria outlined in School Committee Policy IKFE Competency Determination.

LEGAL REFS: MGL c. 71, § 2
MGL c. 71, § 3

CROSS REFS: IKFE, Competency Determination

SOURCE: MA DESE MassCore Framework (Massachusetts High School Program of Studies)

Approved by Duxbury School Committee: _____

File: IKFE

COMPETENCY DETERMINATION

One of the requirements for graduation in Massachusetts is a determination of competency in subjects previously covered by the MCAS: English Language Arts, Mathematics, Science, and US History. Beginning with the Class of 2026, in addition to the DPS Academic and Graduation Requirements (School Committee Policy IKF), students must be determined by the district to have achieved mastery of the common core of skills, competency, and knowledge in said areas, and to have satisfactorily completed coursework that has been certified by the district as showing mastery of the skills, competencies, and knowledge contained in the state academic standards and curriculum frameworks.

Competency Determination Requirements

In order to earn a competency determination, Duxbury Public School students must complete relevant coursework and show mastery in English Language Arts, Mathematics, Science, and US History.

- To satisfactorily complete a relevant course (listed in the table below), a student must earn a passing final grade of 65 or above and receive credit in the course.
- To show mastery in each subject area, a student must complete a final assessment, capstone, portfolio, or other equivalent measure of mastery as determined by the course's teachers and Subject Supervisor. The applicable measure of mastery will be included in the course syllabus.

Content Area	Coursework Requirements	Relevant Coursework	Mastery
English Language Arts	Satisfactorily complete the equivalent of 10 credits of high school English Language Arts	• English 9 (012 College Preparatory or 011 Honors) • English 10 (022 College Preparatory or 021 Honors) • English 11 (032 College Preparatory or 031 Honors) • AP English Language and Composition (030 Advanced Placement) • AP English Literature and Composition (040 Advanced Placement)	Complete a final assessment, capstone, portfolio, or other equivalent measure of mastery as determined by the course's teachers and Subject Supervisor.
Mathematics	Satisfactorily complete the equivalent of 5 credits of Algebra I and 5 credits of	• Algebra I (213 College Preparatory or DMS 280) • Geometry (212 College Preparatory, 211 Honors, or 210 Advanced Honors)	Complete a final assessment, capstone, portfolio, or other equivalent measure of mastery as determined

	Geometry, for 10 credits total		by the course's teachers and Subject Supervisor.
Science	Satisfactorily complete the equivalent of 5 credits of high school Biology, Chemistry, or Physics	• Biology (324 College Preparatory or 321 Honors) • Chemistry (329 College Preparatory or 328 Honors) • Physics (333 College Preparatory or 331 Honors) • AP Biology (340 Advanced Placement and 340A Lab) • AP Chemistry (360 Advanced Placement and 360A Lab) • AP Physics (350 Advanced Placement and 350A Lab)	Complete a final assessment, capstone, portfolio, or other equivalent measure of mastery as determined by the course's teachers and Subject Supervisor.
US History	Satisfactorily complete the equivalent of 5 credits of high school US History	• US History I (122 College Preparatory or 121 Honors) • US History II (132 College Preparatory or 131 Honors) • AP US History (130 Advanced Placement)	Complete a final assessment, capstone, portfolio, or other equivalent measure of mastery as determined by the course's teachers and Subject Supervisor.

Additional Considerations

Students with Disabilities

The Duxbury Public Schools must both provide a Free and Appropriate Public Education to students with disabilities and must also determine that the student has met the competency determination and local graduation requirements prior to graduating that student. Students with disabilities who have been placed in out-of-district placements must meet the requirements of the Duxbury Public Schools competency determination policy. Discussion of the competency determination must be a part of the IEP Team's transition planning.

All Duxbury Public School special education students, regardless of the LEA, will be able to review their graduation status, including competency determination and IDEA provisions, with their special education team.

English Learners

The Duxbury Public Schools shall, on a case-by-case basis, determine the appropriate courses necessary for English Learners to both achieve language proficiency and meet the competency determination requirements.

Transfer, Homeschool, and Out-of-District Students

Students who enroll in Duxbury High School after their ninth-grade year, are homeschooled, or are placed out-of-district, may, on a case-by-case basis, be granted a determination of competency by the Duxbury Public Schools through a full review process. The purpose of this review will be to determine if the successful completion of a course or courses constitutes a reasonable equivalent for one of the DPS competency determination expectations.

The full review will be conducted by a committee including the Principal, Director of Guidance, relevant Subject Supervisor, Special Education administrator (as applicable), and other ad hoc members, as appointed by the Principal. The committee's work may include a transcript review, portfolio review, interview with the sending school or out-of-district placement, and review of the student's IEP.

Appeals Process

Current students, parents, or guardians may appeal the determination of competency in accordance with the following district procedures:

1. An appeal may only be filed in cases in which the student met the DPS Academic and Graduation Requirements (School Committee Policy IKF) but did not earn a diploma because of failure to attain a competency determination.
2. The student, parent, or guardian must file a notice of appeal with the Principal within five (5) school days of the competency determination decision. Within the five (5) school days, the student, parent, or guardian may request and receive from the Principal an extension of time for filing the written notice for up to seven (7) additional school days. If the appeal is not timely filed, the Principal may deny the appeal, or may allow the appeal in their discretion.
3. The Principal shall conduct a full review. This review may include a transcript review, portfolio review, interview with previous schools or out-of-district placements, and review of the student's IEP. As part of the review process, the Principal may consult the student, parent, or guardian, as well as colleagues, such as the Director of Guidance, relevant Subject Supervisor, or Special Education administrator (as applicable).
4. The Principal shall issue a written decision within ten (10) school days of receiving the appeal.
5. The decision of the Principal shall be the final decision of the school district.

Those enrolled in the Duxbury Public Schools in the Classes of 2003 through 2024 that did not earn a diploma may also appeal the decision following the process above. In such cases, the Principal shall issue a written decision within sixty (60) calendar days of receiving the appeal.

LEGAL REFS: DESE Graduation Requirements and Related Guidance
DESE Graduation and Transition Planning for Students with IEPs
DESE Competency Determination Guidance and Policy Submission Process
603 CMR 30.00

M.G.L. c. 69, § 1D

CROSS REFS: Student Handbook
IKF Academic and Graduation Requirements

SOURCE: MASC - 2025

Duxbury Public Schools

Capital Budget FY'27

Presentation to School Committee
November 5, 2025

Capital Budget Process FY'27

- The Capital Budget is the first step in our budget process
- Capital requests typically originate from the Director of Facilities and the Chief Technology Officer and include input from the building Principals
- Once School Committee votes on their prioritized Capital needs on 11/5/25, the School Department Capital requests will be presented to the Duxbury Fiscal Advisory Committee on 11/12/25
- Sixty days prior to town meeting "there will be a joint meeting of the Board of Selectmen, Finance Committee, Fiscal Advisory Committee, and the School Committee to review the capital plan." *(Source: Town of Duxbury Financial Management Policies (Revised and Adopted by Board of Selectmen 8-27-18))*

Allowable Capital Expenses

In Massachusetts, eligible school department capital budget items are primarily for long-term, non-recurring expenses related to school facilities, major equipment, and infrastructure. Allowability is governed by Massachusetts General Laws (MGL) Chapter 44 and Chapter 70, with oversight by agencies such as the Massachusetts School Building Authority (MSBA).

Common school department eligible capital items include:

- Building construction and renovation;
- Major repairs and maintenance;
- Equipment (including technology, furniture, curriculum, and vehicles, with a useful life of five or more years);
- Physical infrastructure improvements;
- Accessibility and environmental modifications;
- A feasibility study, engineering design services, or consultant services which are ancillary to a future capital improvement project. *(Source: Town of Duxbury Financial Management Policies (Revised and Adopted by Board of Selectmen 8-27-18))*

Capital Guidelines and Process

Capital Budget Categories

- **Capital Light:** Requests under $25,000
- **Capital Equipment:** One-time or infrequent tangible asset purchases with a useful life of 5+ years
- **Capital Project:** Projects that maintain or improve existing school assets

Capital Budget Framework

- 5-Year Capital Plan: Reviewed annually to align with district goals and prioritize need
- **Asset-Based Replacement Model:** Supports systematic replacement of critical equipment to avoid unexpected failures
- **Predictable Replacement Schedule:** Provides structure for budgeting, timely implementation, and sustained operations

Capital Budget Process

1. Review of current 5-Year Plan
2. Define new projects/needs
3. Solicit feedback from stakeholders
4. Prioritize expenditures
5. Allocate across phases for multi-year initiatives

Capital Budget Funds vs. Operating Budget Funds

In Massachusetts, a municipality cannot use funds designated for its capital budget towards its operating budget or vice versa due to strict state finance laws

Operating budgets - manage daily short-term, recurring expenses (ie. salaries, supplies, utilities) and are funded by annual general revenues like property taxes and state aid. Municipalities must pass a balanced operating budget each fiscal year.

Capital budgets - focus on long-term, non-recurring investments (ie. new buildings, roofs, HVAC, major equipment acquisition) that create or improve assets with a useful life of five or more years. These projects are typically financed through borrowing, grants, or dedicated capital stabilization funds.

Separating capital and operating budgets ensures clear accounting, financial control, and proper audit trails, as required by the Massachusetts Department of Revenue Uniform Municipal Accounting System (UMAS). This distinction helps maintain fiscal responsibility and prevents municipalities from using one-time capital revenues to mask ongoing structural operating deficits.

State guidance emphasizes that municipalities should not use funds intended for debt service for “operating budget relief” to ensure a steady, consistent balance of capital investment and proper management of long-term debt obligations.

DPS Approved Capital Projects/Equipment FY'25 & FY'26

Budget Year Funded	*Location*	*Capital Category*	*Title*	*Status*	*Amount*
2025	Alden	Facilities	Alden Repair/Renovations	Complete	$485,000
			Alden School Roof Phase III	Complete	$215,000
	Alden and Chandler	Technology	Procurve Switches, Alden Chandler Core, Meraki Access Points PAC	Complete	$112,152
			School PA Systems (Alden/Chandler)	Complete	$116,000
	Chandler	Facilities	Facility - Bird Netting	Complete	$25,520
	Districtwide	Facilities	District HVAC	Complete	$150,000
			School Roof Repairs	Complete	$250,000
			School Safety Phase II	Complete	$200,000
			School; Safety Add'l Phase I	Complete	$40,000
		Technology	Security Cameras	Complete	$75,000
	High School	Facilities	DHS Open Classroom Renovation	Complete	$250,000
	Middle and High Schools	Technology	Chromebooks 6-12 Lease Year 1	Complete	$145,000
	Steele Athletic Complex	Facilities	Onion Field	Complete	$38,265
2025 Total					$2,101,937
2026	Alden/Chandler	District	Curriculum (Elementary ELA)	Complete	$350,000
	Districtwide	Facilities	Facility - Abatement	On Going	$20,000
			Facility - Roof Repair	On Going	$50,000
		Technology	Technology (Access Points)	In Process	$105,388
	MS/HS	Technology	Chromebooks 6-12 Lease Year 2	On Going	$145,000
2026 Total					$670,388

FY'26 Capital Project Status Update

Project	*Status*	*Approved Funds $*
Elementary Literacy Curriculum	Complete	$350,000
Technology (access points)	In Process	$105,388
Facility Roof Repairs	On Going	$50,000
Facility Abatement	On Going	$20,000
Chromebook Lease (Gr. 6-12) - Year 2 of 4	On Going	$145,000
Alden Elementary Repairs (ARPA Funded)	Complete	$485,000
Chandler And Alden PA Systems (ARPA Funded)	Complete	$116,000
Phase I Security Continuation (ARPA Funded)	Complete	$40,000
Phase II Security (ARPA Funded)	Complete	$200,000
Alden Elementary Roof (ARPA Funded)	Complete	$215,000
Chandler Bird Netting (ARPA Funded)	Complete	$25,520

DPS Total FY'27 Capital Needs

Location	*Capital Category*	*Description*	*Amount*
Alden	Facilities	Alden Ceiling Replacement - 1949 wing	$200,000
		Alden Feasibility Study	$1,750,000
		Alden Flooring supplies for Alden classroom wing first floor	$20,000
		Alden kitchen backup generator for walk-in and freezer	$400,000
		Alden School backup generator for emergency lights	$600,000
		Drainage remediation	$200,000
		Roof (Section A, Gym)	$175,000
		Unanticipated Major Repairs	$30,000
All Schools	Facilities	Furniture Replacement	$60,000
Athletics	Athletics	Alpine Ski Team Uniform Replacements	$12,000
		Football helmet replacement program	$9,900
		Replacement - 3 x High Jump Mats MF Athletic	$11,500
		Replacement Lacrosse Cages for DCF/Brooks Gilman	$2,600
		Replacement of one complete Cheerleading Mats	$6,300
		Replacement Track Hurdles (48) and Carriers	$6,480
Chandler	Facilities	Add air conditioning to Teacher's Room	$25,000
		Entrance Metal Floor Grills	$15,000
		Handicap Ramp Rebuild	$250,000
		HVAC Exhaust Fan Replacement	$60,000
		Loading Dock Repair	$100,000
		Tile Replacement in Chandler front lobby and back entryway	$200,000
		Unanticipated Major Repairs	$30,000
	Technology	Chandler/Alden - All Classrooms need Top Cat Sound System Installed	$36,520

DPS Total FY'27 Capital Needs

Location	*Capital Category*	*Description*	*Amount*
District	Technology	Chandler/Alden - All Classrooms need Top Cat Sound System Installed	$36,520
	Facilities	Abatement	$20,000
		BMS & Controller Upgrades	$50,000
		Complete Painting of all Classrooms and Hallways	$120,000
		Door/Hardware Replacement	$15,000
		HVAC	$50,000
		Roof Repairs	$50,000
	Tangible Asset	Curriculum	$300,000
	Technology	Server replacements for Security Camera Server and Security Camera replacements	$300,000
		Staff Laptop Device Refresh	$400,000
DMS/DHS	Technology	Chromebook Lease (Gr 6-12)	$145,000
		DHS/DMS Top Cat Sound System replacements	$416,305
High School	Facilities	Unanticipated Major Repairs	$30,000
Middle School	Facilities	Unanticipated Major Repairs	$30,000
Multiple Sites	Technology	Chandler and DHS/DMS Cafeteria Projectors	$94,000
PAC	Facilities	Fans for Atrium	$25,000
		PAC Roof (Sections P, R, AB)	$270,000
		Unanticipated Major Repairs	$30,000
	Technology/PAC	Performing Arts Center Projector, receiver and mic replacement	$100,000
Steele	Facilities	Unanticipated Major Repairs	$30,000
			$6,675,605

DPS Prioritized Capital Requests FY'27

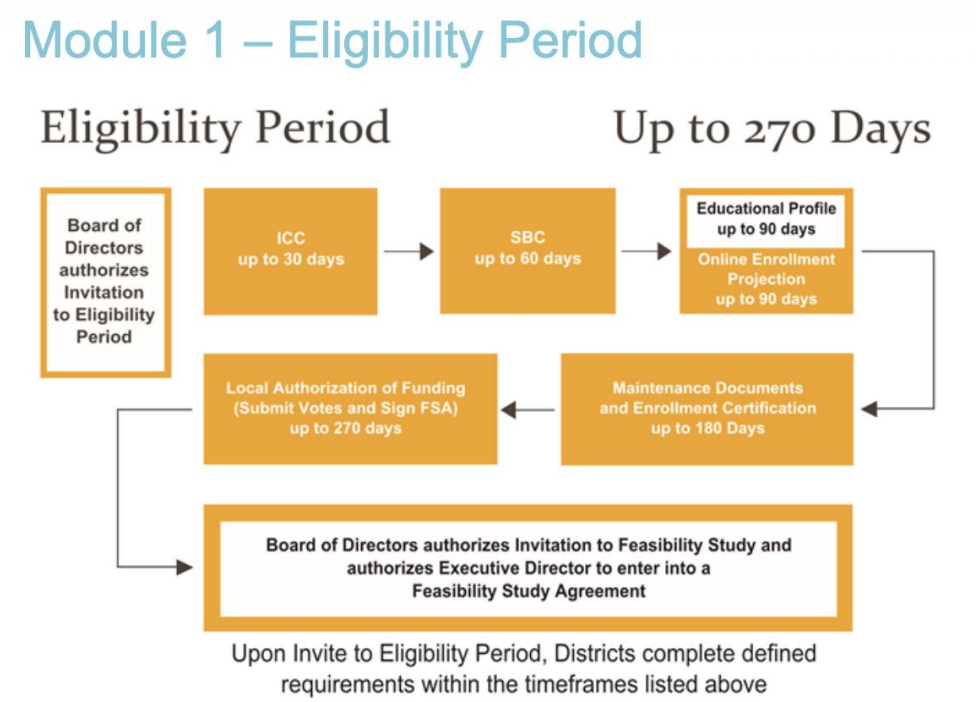
Prioritized	*Location*	*Priority*	*Capital Category*	*Description*	*Amount*
2027	Alden	1	Facilities	Alden Feasibility Study	$1,750,000
	Chandler	2	Facilities	HVAC Exhaust Fan Replacement	$60,000
	District	5	Tangible Asset	Curriculum	$300,000
		3	Technology	Staff Laptop Device Refresh	$400,000
	DMS/DHS	On-going	Technology	Chromebook Lease (Gr 6-12)	$145,000
	PAC	4	Facilities	PAC Roof (Sections P, R, AB)	$270,000
2027 Total					$2,925,000

Alden School Building Project

- We are currently in the Eligibility Phase of the MSBA process
- MSBA is a highly competitive process- our Alden project has been deemed a priority by state
- In 2024, a total of 119 districts submitted SOIs and 22 were accepted into the eligibility pipeline
- Of the 22 districts currently in the Eligibility Phase of the MSBA process in 2024, 6 communities have already committed to funding for their Feasibility Study
- To fund Feasibility Studies, most communities vote to “raise, appropriate, borrow, or transfer from available funds”
- Duxbury has traditionally funded Feasibility Studies through town funds

MSBA Project Overview Report

Alden School Building Project



Allowable capital expenses include:

A feasibility study, engineering design services, or consultant services which are ancillary to a future capital improvement project.

- *Eligible expenses reimbursable after Feasibility Study Agreement fully executed*
  - *2025 Reimbursement Rate - 38.37%**

** Reimbursement rate subject to change based upon current rate at time fully executed Feasibility Study Agreement occurs*

Curriculum- Math

Implementation of High-Quality Instructional Materials

High School Mathematics: Geometry & Algebra II	Illustrative Math (creates consistency with Middle School Mathematics programming)	$300,000



Technology - Staff Device Refresh, Student Device Lease

Technology	Staff laptop replacement	$400,000
	Student Chromebook lease (Year 3/4)	$145,000

- Current devices purchased in May 2020
- 5-year life cycle
- If not replaced, we will no longer be able to install operating systems or security updates
- Consider 5-year lease or purchase



Facilities - Roof Repair

Perfoming Arts Center Roofs
Lower Elevations





Roofs P & R– 3,000 sf

Replacememts
Required





Roof AB – 2,200 sf

Replacememts
Required

Facilities	Ongoing Roof Repair	$270,000

- Ongoing, necessary repair/replacement
- Multiple school roof sections have been deemed significantly compromised
- Roofs surpassed their serviceable lifespan
- Prevent further damage to the building envelope
- We must protect the health and safety of student and staff

Heating, Ventilation & Air Conditioning (HVAC)

Ensure the HVAC systems operate efficiently and reaches full expected lifespan, several components and devices require replacement or upgrades.

- Key item: Chandler Exhaust Fan Replacement
  - 42 of 60 units currently not running
  - Working units overcompensating

Facilities	HVAC	$60,000



Summary

- For a detailed DPS Capital Plan, please refer to the FY'27 Budget Book
- This year's Prioritized Capital needs represents only 45% of the school department's actual requests from Department Heads
- For more information, please visit the DPS Business and Finance web page
- **Safe facilities, working technology, and high-quality instructional materials are core components of any public school district**

AmeriCheer National Cheerleading Championships Trip Proposal March 12-16 2026

All Duxbury High School field trips are governed by the DPS School Committee Policies (Specifically, IJOA) and the DHS Student Handbook. Key details of these policies include:

- All extended (overnight) trips and excursions must have advance approval of the School Committee sixty (60) days prior to the scheduled departure.
- Fundraising activities for such trips will be subject to approval by the principal.
- On all such trips there must be at least an adult-student ratio of 1 to 10.
- The School Committee reserves the right to revoke permission for any trip at any given time, for safety or other appropriate reasons.
- Overnight trips should be scheduled on weekends or during school vacations to minimize lost classroom time.
- All participating students must submit a signed parent/guardian permission form. Such form must include appropriate authorization for emergency medical care and administration of medication.

Once the fields are completed, submit them to the Principal to be presented to the School Committee for approval.

Trip Overview:

I am proposing a trip to Orlando, FL for the AmeriCheer Nationals Cheerleading Competition. Departure from DHS on Thursday morning March 12 at approximately 5am; return to DHS on Monday March 16 at approximately 5pm. Sample itinerary attached.

This trip includes the following:

- A two-day national cheerleading competition
- Practice times at the Universal Wide World of Sports venue
- Practice at a world-renowned All Star facility in Orlando
- A chance to compete with other teams in our category for a national title
- 3 park/3 day park passes

Athletes who competed in Fall 2025 at MSAA State Championships, plus Winter Athletes who make the Varsity Roster (alternates, too) will be invited to compete.

Submitted by: Jennifer Carley, DHS Head Varsity Cheerleading Coach
Learning Objectives:

1.) Learn how to compete at the national level, including how non-MSAA judges will critique their routine
2.) Learn how to travel responsibly in a group
3.) Learn that teamwork and hard work can pay off at the national level
4.) Learn that good sportsmanship is as much a part of competitive cheer experience as winning

This trip aligns with the following DHS Student- Athlete Handbook Values
Good sportsmanship (which is good citizenship) must be woven into the fabric of the Duxbury High School (DHS) athletic program. Within the DHS Athletic program, young people learn the values associated with:

- discipline
- performing under stress
- teamwork
- sacrifice
- commitment
- effort
- accountability
- citizenship
- sportsmanship
- confidence
- leadership
- organizational skills
- participating within rules
- physical well-being and healthy lifestyles
- striving towards excellence

Overall, this experience provides numerous opportunities for growth of personal, athletic, and good citizenship skills at a national level.

Expense Worksheet: Use this worksheet to calculate what you believe the approximate price/ traveller for the trip will be. You will need to account for this on the DPS Field Trip Request Form that will be submitted for approval. The following categories may be helpful to consider as you prepare your cost/traveler. Some Categories may not apply to your trip

Expense	Price Per Traveler
Airfare	$600
Lodging	$1400 (includes competition fees and park passes)
Meals	$200
On the Ground Transportation, including to/from airport	$45 per cheerleader

Tours	Included in lodging
Gratuities	
Insurance	None
Pre-Trip Preparation Costs (i.e. international cell phone plan)	None
Emergency Cash	$100
Other	
Share of Chaperone Cost/Student	TBD
Total	$2,300 (approx)

Anticipated Fundraising Plan and Goals:
1.) Schoolfundr/SnapRaise
2.) Candy Bars
3.) Youth Cheer Clinic 2/12
4.) Movie Nights
5.) Basketball Game Concessions
6.) Basketball Game Free Throw Raffle
7.) Giveaway
We hope to fundraise 100% for each cheerleader.

NOTES:

DHS Cheer would plan for a 5:1 ratio (cheerleader:chaperone). Coaches would not count toward chaperones. All chaperones will do CORI and fingerprint. Chaperones from last March.

I suggest, in the interest of saving time, “Stunt Club” (our boosters specifically for DHS Cheer) officers (Maryanne Poreda) would handle the deposits, payments, etc. for the trip.

SAMPLE ITINERARY ATTACHED

AmeriCheer Internationals 2026
Duxbury High School Itinerary

Thursday 3/12	
4:30am	Arrive at DHS; personal bags checked
4:40am	Depart DHS via school bus
5:30am	Arrive Logan
7:20am	Depart
10:45pm	Arrive Orlando, FL
11:00am	Depart Orlando, FL airport via Connexxions to hotel
11:30pm	Arrive Hotel; Jen hands out credentials
12:00pm	Park
11:00pm	Curfew
Friday 3/13	
8:00am	Breakfast
9:00am	Practice
11:00am	Pool Day
8:00pm	Team Dinner — Hard Rock
9:00pm	Shopping and dessert — CityWalk
11:00pm	Curfew
Saturday 3/14	
7:00am	Breakfast
8:00am	Depart for Toon Ampitheater
10:30am	Compete
11:30pm	Depart to hotel
12:30	Park TBD
11:00pm	Curfew
Sunday 3/17	
9:00am	Breakfast
10:00am	Pool and Free Time
1:00pm	Depart for Toon Ampitheater
2:00pm	Compete
4:00pm	Awards
4:40pm	Park TBD
12:00am	Curfew (late park day for cheerleaders)
Monday 3/16	
8:00am	Breakfast
11:00am	Bring bags to lobby/Check out/Pool/Citywalk
5:00	Meet in lobby
6:00pm	Depart for MCO via Connexxions Bus
11:00pm	Arrive Logan
Approx 12:00am	ARRIVE DHS



FY 2027

Duxbury Public Schools Budget Presentation

Presented by:
Danielle E. Klingaman, Ed.D, Superintendent
Lisa Freeley, Director of Business & Finance
Beth L. Wilcox, Ed.D, Asst. Superintendent
Tony Keady, Human Resources Director
Wednesday, November 5, 2025



Investing in our students' education is vital:

- Generations of families have made Duxbury home because of its schools
- Longstanding reputation for academic rigor, innovation, and Dragon pride
- Schools remain central to a community’s identity and success

EDUCATION IS THE HEART OF THE DUXBURY COMMUNITY

DPS Current Reality: 2025–2026

- 18.9 fewer full-time staff members than last year (teachers, administrators, support staff)
- Reductions due to enrollment shifts and town funding limitations
- Operational strain and reduced capacity to sustain consistent, high-quality experiences



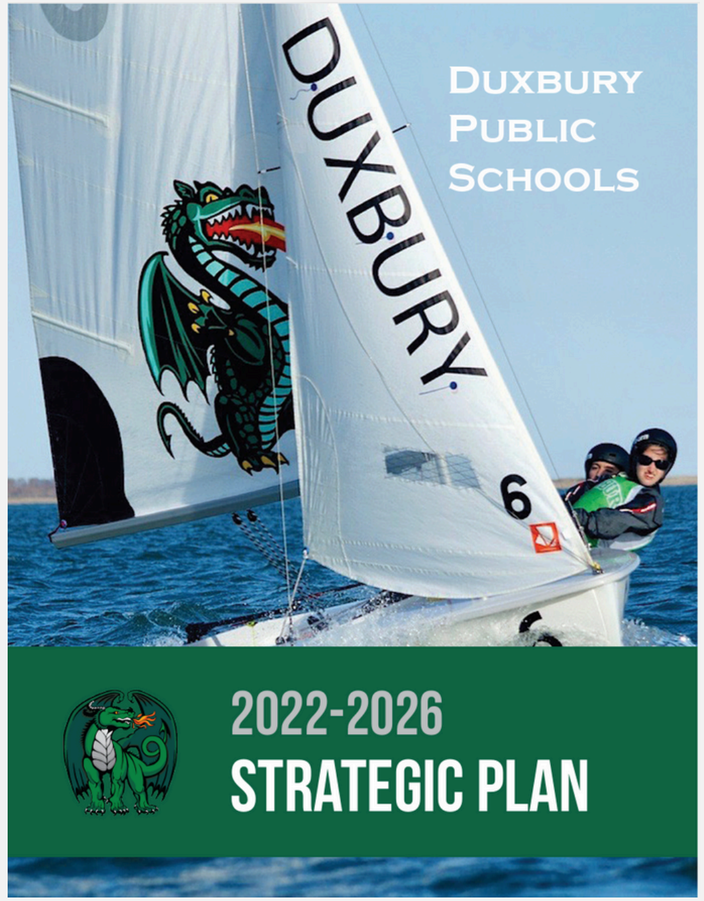
Impacts of FY'26 Reductions



- Larger class sizes especially at elementary and middle school
- Reduced course offerings at Duxbury Middle School and Duxbury High School
- Restricted schedules at Duxbury Middle School and Duxbury High School
- Extended wait time for curriculum–based/hardware/software technology issues; elimination of proactive planning and leadership
- Administrator roles expanded; capacity of time and effort to students, teachers, and families decreased

Strategic Plan Goals

- Invest in research-based instructional materials
- Maintain appropriate class sizes and caseloads
- Support technology, data systems, and infrastructure
- Ensure equitable access
- Plan for facility maintenance and future projects



FY'27 recommended budget aligns with the district's Strategic Plan priorities

FY'27 Budget Guiding Principles



- Decision-making process guided by Strategic Planning Priorities.
- Funded expense lines at the minimal amount required to operate.
- Every school department FTE/position is absolutely necessary and accounted for.
- Maintain educational services, class and caseload sizes, and operational requirements.

Priorities / Critical Needs

Address Challenges

- Large Class Sizes
- Lack of Flexibility for Secondary Schedules
- High-quality Instructional Materials
- Consistent Intervention Systems
- Instructional Technology
- Data, Device Management
- Facilities



FY’27 Superintendent’s Recommendations



- **Restore** 2 Elementary Classroom Teachers (1 Chandler, 1 Alden)
- DMS Math Specialist (Unit A shift due to a retirement)
- **Restore** Instructional Technology Director
- Absorb Kindergarten tuition offset (no tuition)
- Absorb cost of Elementary Title I Math Tutors
- DHS World Language adjustment .2 FTE
- DHS Nurse adjustment .1 FTE
- DMS STEM adjustment .2 FTE
- **Restore** Data and Accountability .4 FTE
- Facilities and Technology .5 FTE
- Expense line adjustments based on FY’25 actuals

FY’27 recommended staffing aligns with the district’s Strategic Plan priorities

FY'27 How the Budget was Built



Budget Action	Budget Impact ($)	Cumulative Total Budget	Cumulative % Increase
Starting Point: Final FY26 Budget		$44,331,607	
Salaries: Increase in Salaries Due to Contractual Obligations (i.e. steps, lanes, cost-of-living increases)	$2,575,672	$46,907,279	5.81%
Special Education Expenses: Increase to contracted services, transportation, & OOD tuition expenses reflect increased need & inflationary estimates.	$1,876,973	$48,784,252	10.04%
General Expense: Increase to Facilities for contracted services and energy/heat/light	$118,190	$48,902,442	10.31%
Transportation: Increase in School Bus Transportation to account for contractual obligation of year one of multi-year contract.	$402,678	$49,305,120	11.22%
General Expenses: Increase in general curriculum & instruction supplies & materials, (i.e. textbooks, instructional materials, software, graduation)	$286,197	$49,591,317	11.86%
FY27 Projected Revenue Offset: Circuit breaker, federal grants, revolving accounts/special funds	$(3,116,817)	$46,474,501	4.83%
FY27 SUPERINTENDENT'S RECOMMENDED NET BUDGET		**$46,474,501**	**4.83%**

*Assumptions - Circuit breaker based on FY'25 actual; bus lease - 10% increase; OOD transportation - 10% increase; heat/energy/light utilities - 4.5% increase; Staff COLA placeholder; $100,000 retirement savings; **Budget impact is before revenue offsets*

FY’27 Reductions / Reallocations Summary



Salaries (restored positions and staffing recommendations)	+$845,008
Expenses (adjustments to expense lines based on actual spending FY’25)	$440,431
Reductions/Reallocations (savings)	–$472,494
Total Recommended Request (above approximate 3% level services rollover)	$812,945
Total FY’27 Request	$46,474,501

FY'27 Superintendent's Recommended Budget– Other

Cost Center	Net Change
Administration (1000)	$8,400
Curriculum & Instruction (2000)	$784,760
Operations & Maintenance (4000)	$266,424
Other School Services (3000)	($182,270)
Tuition Programs (9000)	($64,369)
TOTAL	$812,945



FY’27 Cost Center Summary



Cost Center	FY'26 Budget	FY'26 Offsets	FY'26 Net Budget	FY'27 Proposed Budget	FY'27 Proposed Offsets	FY'27 Proposed Net Budget	% Change
Administration (1000)	$1,374,483	-$12,822	$1,361,661	$1,424,460	($13,142)	$1,411,318	3.65%
Curriculum & Instruction (2000)	$35,299,665	-$905,023	$34,394,642	$36,330,620	($424,465)	$35,906,155	4.39%
Other School Services (3000)	$4,994,300	-$711,500	$4,282,800	$5,178,991	($1,019,500)	$4,159,491	-2.88%
Operations & Maintenance (4000)	$3,584,102	-$148,996	$3,435,106	$3,954,086	($152,000)	$3,802,086	10.68%
Fixed Charges (5000)	$35,000	$0	$35,000	$58,000	$0	$58,000	65.71%
Tuition Programs (9000)	$2,543,170	-$1,720,772	$822,398	$2,645,161	($1,507,709)	$1,137,452	38.31%
Grand Total	$47,830,720	-$3,499,113	$44,331,607	$49,591,317	($3,116,817)	$46,474,501	4.83%

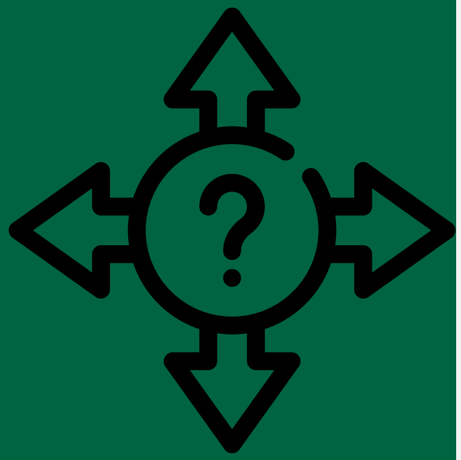
FY’27 Level Service or 5A



FY’26 Approved Operating Budget	**$44,331,607**
FY’27 Level Service (Town Directed 3%)	**$45,686,111**
Increase over FY’26 $	**$1,354,504**
Increase over FY’26 %	**3.06%**

*With the level services budget, additional reductions will need to be made, compounding the impact to students and staff from the FY’26 budget.
Unit A Contract Negotiations are underway, which will be a factor in the FY’27 budget.

FY’27 Level Service Implications



- Unit A negotiation is in process, impacting budget planning
- There will be larger elementary class sizes
- Instructional Technology deficits will continue to negatively impact operations
- State reporting accuracy is essential for our district accountability and Chapter 70 funding
- Intervention will be reduced
- The DPS staff will continue to work hard to maintain quality services, but the breadth of offerings and resources will be impacted
- We will need to revisit increasing fees for FY’27

Town School Collaboration



Town of Duxbury total expenditure budget and
Duxbury Public Schools' portion

	FY'23 Actual	FY'24 Actual	FY'25 Budgeted	FY'26 Budgeted	FY'27 Town Proposed*
Total Available	$87,936,747	$93,229,364	$98,318,962	$100,461,919	$100,850,880
School Share	$40,528,150	$43,008,465	$43,250,348	$44,331,607	$45,661,555
School %	46.09%	46.13%	43.99%	44.13%	45.28%
Town Share	$47,408,597	$50,220,889	$55,068,614	$56,130,312	$55,189,325
Town %	53.91%	$53.87	56.01%	55.87%	54.72%

FY2023 and FY2024 from Massachusetts Department of Revenue Division of Local Services Data Analytics and Resources Bureau, audited 2024 Schedule A; FY2025 and FY2026 from Town Meeting Warrant; FY2027 Proposed presented by Town of Duxbury Director of Finance to Selectboard on October 27, 2025.

Town School Collaboration

District	2024 Actual as % of Required Net School Spending
Wellesley	204.3
Wilmington	161.9
Scituate	153.8
Hingham	151.7
Norwell	149.8
Medfield	147.9
North Reading	147.5
Duxbury	**143.6**
Longmeadow	143.1
Lynnfield	142.0
Groton-Dunstable	135.7

District	2024 Actual % of Town Expenditures
Groton-Dunstable	NA
Medfield	60.7
Longmeadow	52.0
Hingham	51.2
Lynnfield	51.1
Norwell	50.7
Scituate	49.7
Wilmington	48.7
North Reading	47.9
Wellesley	47.3
Duxbury	**46.1**

Source: Dart Districts per DESE School and District Profiles, Enrollment and Unofficial Per Pupil Expenditures. Data Sources: DESE School and Finance Dashboard, NSS Data Source, DESE Administration and Finance

Town School Collaboration



Per-Pupil Expenditure 2024: Comparable Districts

District	Enrollment	Total FY'26 District Budget	Actual as % of Req'd Net School Spending	2024 School Budget as % of Town Budget	Total Per-Pupil Expenditure
Wellesley	4,101	$ 93,856,667	204.3%	47.29%	$ 28,369
Wilmington	2,760	$ 51,423,526	161.9%	48.72%	$ 23,969
State Average					$ 22,364
Groton-Dunstable	2,305	$ 50,860,770	135.7%	N/A	$ 20,960
Hingham	3,707	$ 70,383,752	151.7%	51.17%	$ 20,479
North Reading	2,317	$ 40,780,049	147.5%	47.87%	$ 20,475
Scituate	2,745	$ 48,125,617	153.8%	49.66%	$ 20,435
Duxbury	***2,755***	***$ 44,331,607***	***143.6%***	***46.13%***	***$ 20,115***
Medfield	2,504	$ 44,744,508	147.9%	60.67%	$ 20,108
Norwell	2,171	$ 34,184,775	149.8%	50.67%	$ 19,525
Lynnfield	2,186	$ 34,194,132	142.1%	51.10%	$ 19,300
Longmeadow	2,773	$ 41,394,307	143.1%	52.04%	$ 17,708
AVERAGE OF DARTS			**152.9%**	**50.5%**	**$ 21,040**

**DART districts per DESE School and District Profiles; Enrollment and Unofficial Per-Pupil Expenditure data source: DESE School and Finance Dashboard; Net School Spending data source: DESE Administration and Finance*

Salary and Expense Summary Net Budgets After Offsets



Location	FY'26 Net Budget	FY'27 Net Budget	Change %
Alden	$ 6,927,420	$ 7,041,423	1.6%
Chandler	$ 7,221,517	$ 8,041,864	11.4%
Duxbury Middle	$ 7,167,224	$ 7,501,415	4.7%
Duxbury High	$ 11,291,423	$ 11,521,756	2.0%
Districtwide	$ 11,611,872	$ 12,251,003	5.5%
Field House	$ 112,151	$ 117,040	4.4%
TOTAL	**$ 44,331,607**	**$ 46,474,501**	**4.83%**

Net Operational Budget Summary

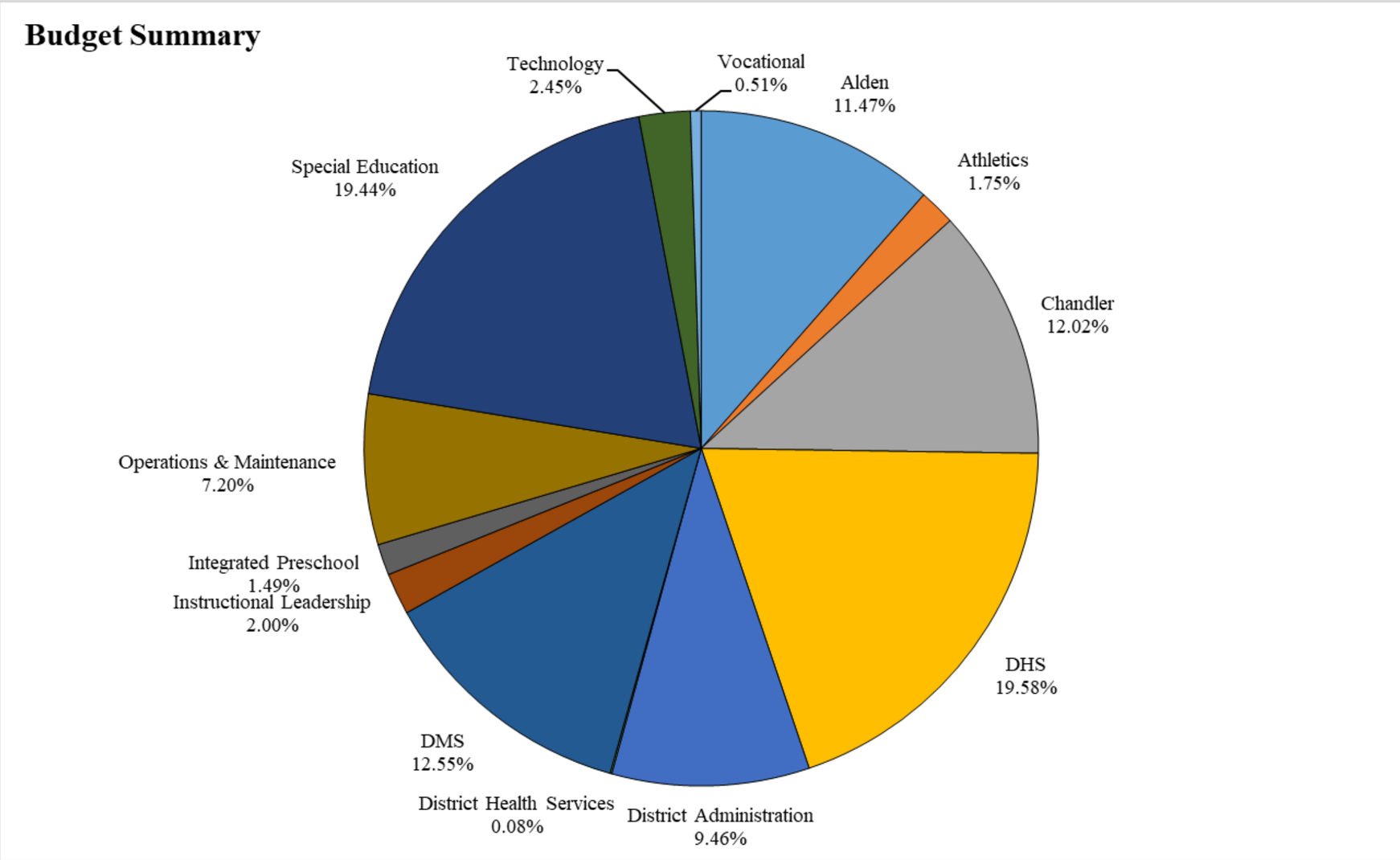
Net Operating Budget Includes Salaries and Expenses by category:

Special Education includes K-12 In-district Materials and Services, Out-of-District Tuition, and Transportation Costs

District Administration includes School Committee, Central Office Staff, Business Office Staff, District Substitutes, Home Hospital Tutoring, Districtwide Professional Development, and Transportation.

Instructional Leadership consists of Curriculum Supervisors, Directors, and Coordinators.

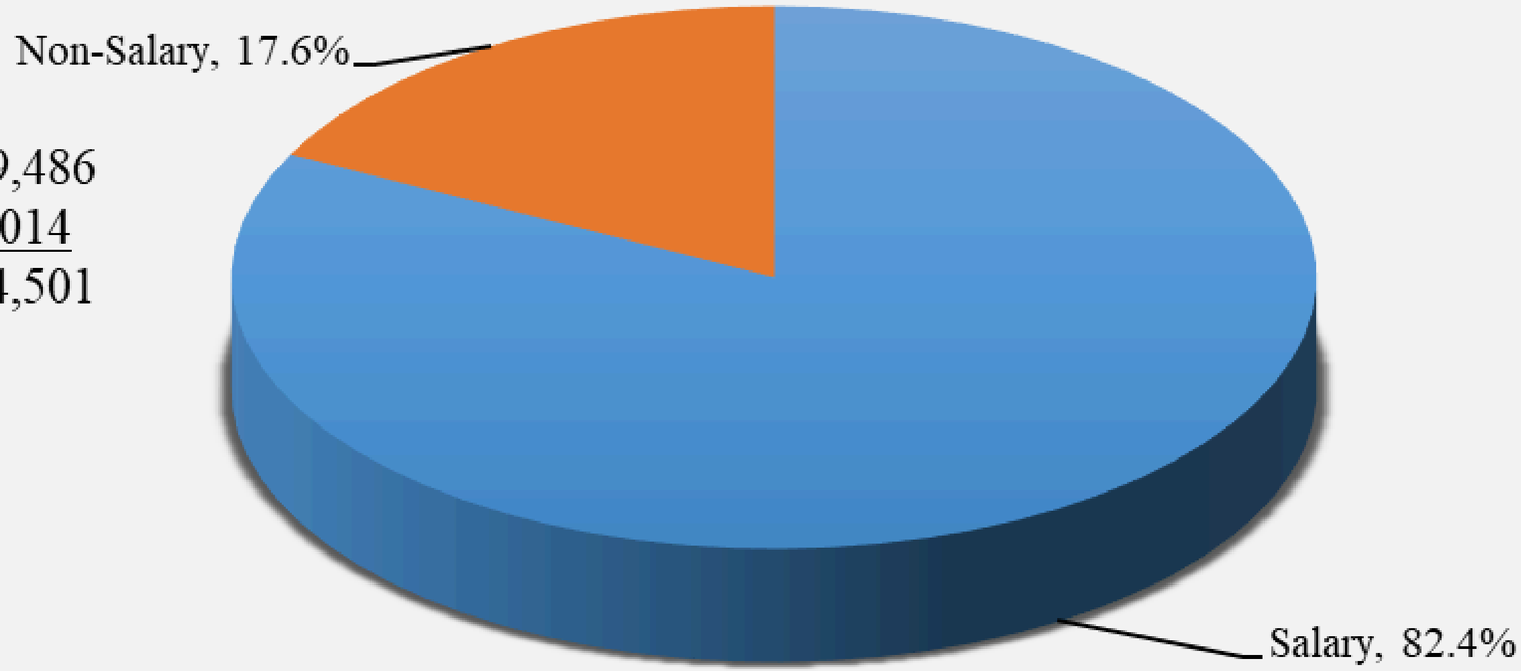
Technology consists of Technology Staff, Equipment, Contracted Services, Materials, and Leases.



Salary vs. Non–Salary

FY'27 Net Budget Salary and Non-Salary Breakdown

Salaries	$38,329,486
Non-Salaries	$8,145,014
TOTAL	$46,474,501



FY’27 Budget by Object Code



Account Type	FY'26 FTE	Final FY'26 Budget	FY27 FTE	FY27 Budget Request	FY27 Revenue/Grant Offset	FY27 Net Operating Budget	Difference ($)	Difference (%)	Percentage of Budget
1 - Professional Salaries - licensed staff and administrators	294.00	$30,386,314	295.20	$31,822,441	($150,119)	$31,672,322	$1,286,008	4.23%	68.15%
2 - Administrative Salaries - Administrative Assistants & Support	13.75	$949,338	13.75	$1,085,464	($89,527)	$995,937	$46,599	4.91%	2.14%
3 - Other Salaries - substitutes & hourly staff	109.25	$5,188,770	111.25	$6,192,189	($530,961)	$5,661,228	$472,458	9.11%	12.18%
4 - Contract Services	-	$6,500,268	-	$8,875,509	($2,057,709)	$6,817,800	$317,532	4.88%	14.67%
5 - Supplies and Materials	-	$948,714	-	$1,218,611	($263,500)	$955,111	$6,397	0.67%	2.06%
6 - Other Expenses	-	$358,203	-	$397,103	($25,000)	$372,103	$13,900	3.88%	0.80%
TOTAL	417.00	$44,332,607	420.20	$49,591,317	($3,116,817)	$46,474,501	$2,142,894	4.83%	100.00%

Revenue Sources



All Funds Summary	FY'25 Actual	FY'26 Budgeted	FY27 Proposed
State Education Aid (Chapter 70)	$6,947,940	$7,351,890	$7,696,669*
Local Contribution	$36,263,999	$36,942,305	$38,777,832*
State Grants	$94,536	$50,000	$50,000
Federal Grants	$1,135,129	$782,003	$769,265
Circuit Breaker Reimbursement	$1,052,348	$1,105,772	$1,253,856
National School Lunch Program	$1,547,915	$228,996	$232,000
Other Special Revenue	$2,393,220	$1,332,342	$811,695
TOTAL	$49,435,086	$47,793,308	$49,591,317

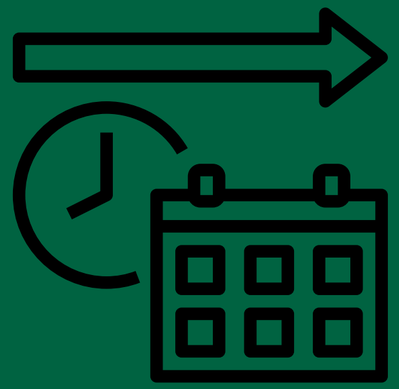
**FY27 Chapter 70 is an assumption provided by Town of Duxbury Finance Director; School Department totals do not include Community Education Programs, which are self-funded and operate separately from the school district.*

Enrollment 2025–2026

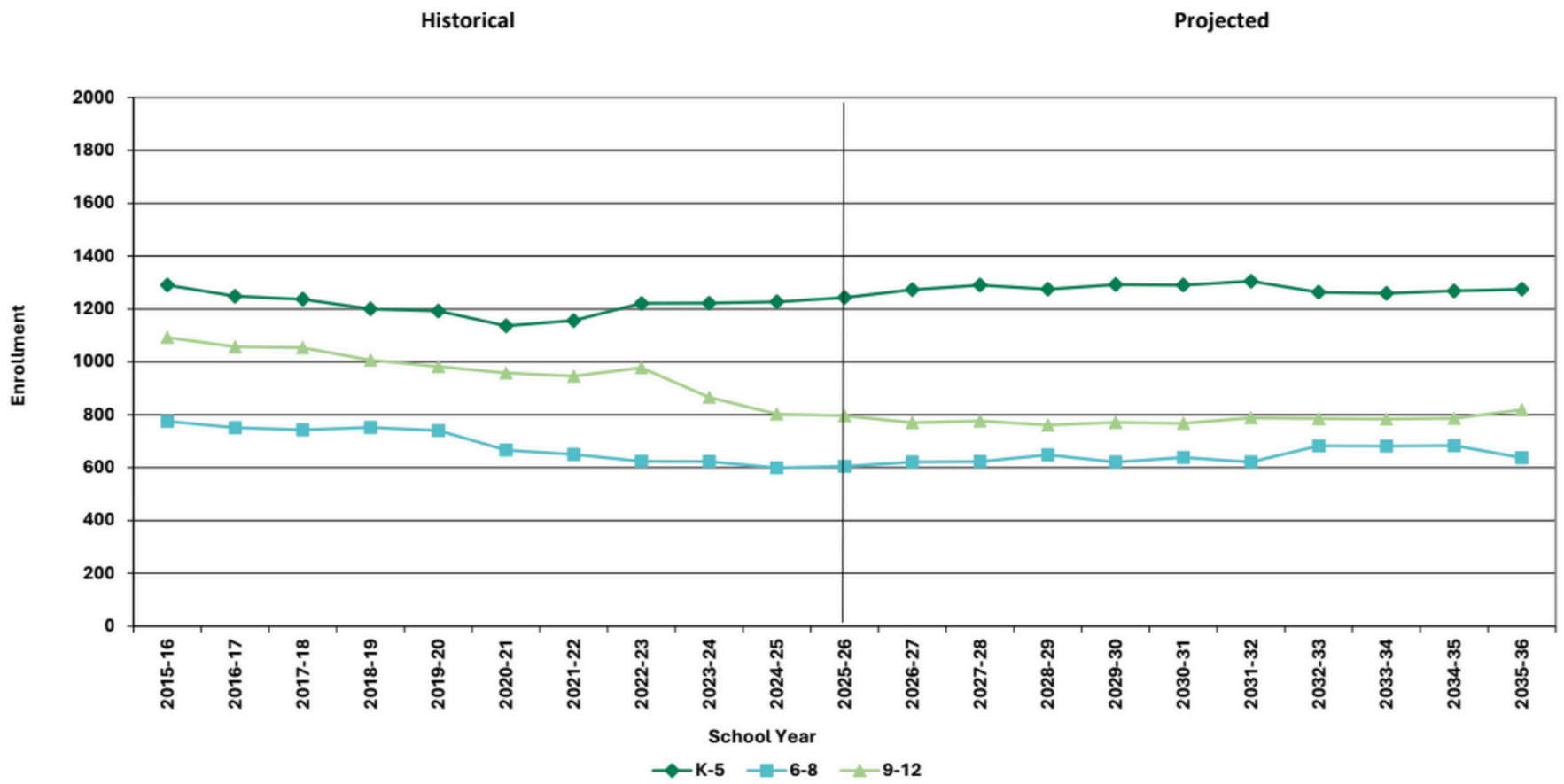


	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	12+
Chandler	56	188	208	189											
Alden					222	201	221								
DMS								196	198	202					
DHS											201	195	172	205	5
Total	56	188	208	189	222	201	221	196	198	202	201	195	172	205	2654

Enrollment Projections



NESDEC Historical & Projected Enrollment in Grade Combinations



Consistency Matters

- 2,700+ students depend on a comprehensive, stable PreK–12 education
- Consistent funding supports academics, social-emotional learning, athletics, and the arts
- Year-to-year volatility undermines long-term program alignment and innovation
- A quality educational program supports each individual student's college or career readiness.





Stability in resources drives consistent learning experiences

FY’27 Superintendent’s Recommended Budget



FY’26 Approved Operating Budget	$44,331,607
FY’27 Superintendent’s Recommended Budget	**$46,474,501**
Increase over FY’26 $	$2,142,894
Increase over FY’26 %	4.83%

Summary and Next Steps



- We welcome feedback or suggestions about any desired follow-up information for the 11/19/25 meeting
- School Committee budget forums with families and community members are scheduled for 11/13/25 and 12/3/25
- Meetings with Fiscal Advisory 11/12/25 and Finance Committee 11/25/25

Important Budget Terms



- **Chapter 70 Funds** – State funds earmarked for education transferred directly to the Town
- **Circuit Breaker** – State reimbursement for out-of-district Special Education tuition, transportation costs, and other eligible expenses.
- **Collective Bargaining Agreement (CBA)** – Contracts with Teachers, Instructional Assistants, Custodians, and Administrative Assistants
- **Steps/Lanes/Longevity** – Pay structure in a CBA. Step is a yearly increase on the salary grid. Unit A faculty move lanes based on advancing graduate degrees or credits earned. Longevity is a bonus for time employed in a CBA awarded after working for the district for a set number of years.
- **Full Time Equivalent (FTE)** – A full-time employee or a fraction of a full-time employee expressed in tenths.
- **Level Service Budget** – Maintaining current staffing and programs.

Thank you

Photography: Marilyn Quilty
Publication Assistance: Elizabeth Burns and Cristin Mitchell
Budget Summary Information:
Erin Wiesehahn, Ed.D, Chandler Principal
Rebecca Long, Ed.D, Alden Principal
Sarah McGuire, DMS Principal
Jennifer Cotton-Herman, DHS Principal
Jeffrey Maidment- Athletic Director
Katie St. Clair- Director of Facilities
Michael Woodford- Chief Technology Officer
Student Artists (cover)-

1. Bridget Kehoe '26 (blue cubes)
2. Anna Brennan '26 (pomegranate and 'art' mural)
3. Klara Geder '26 (tulips)
4. Emma Fenton '26 (pinky swear)
5. Brook Hanley '29 (mug with bird)
6. Justin Sarceno '30 (Arrows)

DUXBURY
PUBLIC SCHOOLS
93 Chandler Street, Duxbury, MA 02332 | 781.934.7600
Danielle E. Klingaman, Ed.D, Superintendent | Elizabeth L. Wilcox, Ed.D, Assistant Superintendent

November 5, 2025

Dear Duxbury School Committee and Duxbury Residents,

On behalf of the Duxbury School Department, I am pleased to present the Superintendent's recommended budget for Fiscal Year 2027. While our 2025-2026 school year is off to a generally smooth start, we are operating the district with 24 fewer full-time teachers, administrators, and support staff than we had at this time last year. Some of the reductions were due to a decline in enrollment, while others were the result of budget limitations in town funding. These staffing reductions have had a significant impact on the school department's ability to maintain consistent, organized operations and a successful student and staff experience. In our October 22, 2025, presentation to the School Committee, we shared the impact of last year's funding reductions, which you can find linked here. In the FY'27 Superintendent's Recommended budget, you will see the restoration of several positions and expense lines, as well as our continued recommendation that full-day kindergarten be available to all Duxbury students at no cost to families.

Every single year of schooling is instrumental to our 2700 individual students enrolled in the Duxbury School District. Appropriate and consistent funding allows the district to provide a comprehensive program that supports its learners in all aspects of their education, including academics, social and emotional learning, athletics, and the arts. It is detrimental for our district to experience yearly volatility in our resources and programming, as our goal is to provide a seamless, vertically aligned, and consistent PreK-12 experience for our students and families. When school districts are valued assets in the communities they serve, the results are visible in strong student achievement outcomes and the ability for districts to attract and retain skilled and experienced teachers. When communities prioritize their schools, it allows school leaders and educators to be forward-thinking and innovative, creating ever-evolving hubs of learning in our rapidly changing world.

Duxbury is a community that has long prioritized and valued its well-regarded school system. When you speak to families about why they chose to raise their children in Duxbury, the school system is the number one response. We have highly curious students who come to school ready to learn. As a district, we are committed to providing our students with the highest-quality education and a foundation for success in college or a career. In the past year, we have seen strong achievement growth in our students in reading and math based on benchmark assessments, and our MCAS scores are consistently improving and well-above the state average across content areas. In 2025, Duxbury High School ranked first among Massachusetts public schools in grade 10 math MCAS. 407 DHS students participated in Advanced Placement courses, with 85% achieving a passing score on the AP exam. Our Duxbury High School students go on to some of the most highly-regarded colleges and universities, and we have worked hard to enhance school-to-career pathways for our students.

In developing the Superintendent's Recommended Budget for FY'27, several fundamental guidelines were followed in line with our district's Strategic Plan:

- **Ensuring that our students have access to vertically-aligned, high-quality, research-based instructional materials;**
- **Examining current technology needs, ensuring that curriculum, technology integration, data, assessment, and state reporting are functioning accurately and efficiently;**
- **Assessing staffing needs to ensure that class and caseload sizes remain at appropriate levels;**
- **Ensuring that students have access to intervention and support in PreK-grade 12;**
- **Assessing spending across expense lines to ensure that we are able to maintain school department assets, including our facilities;**
- **Providing our students with equitable access to educational programs without charging exorbitant fees to school-age families;**
- **Closely monitoring and examining spending to ensure efficiencies whenever possible due to the limited available funding;**
- **Examining our facilities and working closely with state agencies to explore funding opportunities for renovations or new construction for our aging buildings.**

Each year, public schools face fixed costs that are beyond our control, including contractual salary obligations, utilities, transportation, special education, and out-of-district tuition. We will negotiate a new bus transportation contract during the 2025-2026 school year, with the contract taking effect in FY'27 with an expected budgetary impact. We are currently in negotiations with our Unit A Teachers' Bargaining Unit and must ensure that our faculty and staff are compensated fairly when compared to similar school districts. We are also in the process of developing a new district Strategic Plan that will bring us through 2029.

There are many great things happening in the Duxbury School District. We are committed to a continued partnership with our town officials, local boards, and elected officials to ensure that our school district has the funding needed to continue to thrive and improve in the future. Together, we can ensure that Duxbury's proud tradition of educational excellence not only endures but continues to grow stronger for generations to come.

Sincerely,

Danielle E. Klingaman

Danielle E. Klingaman, Ed.D,
Superintendent of Schools

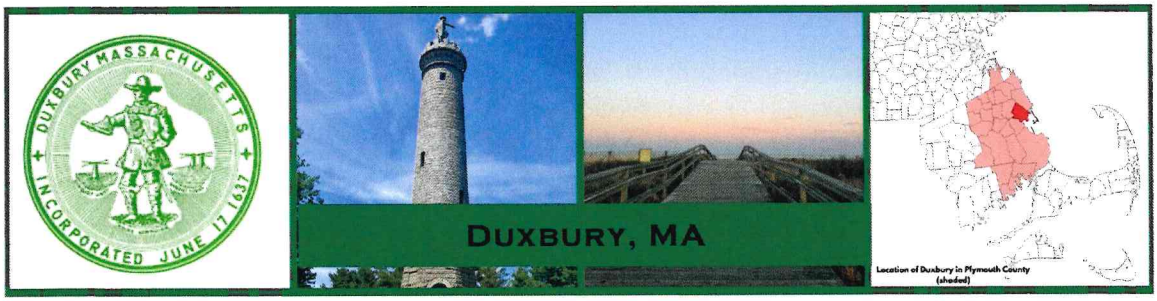
The Town of Duxbury is a coastal community located 35 miles south of Boston, in Plymouth County. It was inhabited by Native Americans as early as 12,000 B.C. The Wampanoags called this area Mattakeesett, meaning "place of many fish." Duxbury was settled in 1624 by the Pilgrims, Myles Standish, and John Alden, and incorporated in 1637, becoming the second town in the Commonwealth of Massachusetts.

Duxbury was primarily a farming community in the 17th and 18th centuries. In the late 18th and 19th centuries, the town became a major shipbuilding center. Prosperity from that industry led to the construction of many Federal and Greek Revival homes, many of which still stand. Today, Duxbury maintains its maritime and agricultural heritage with oyster and cranberry farming. Duxbury is recognized internationally for sustainable aquaculture techniques that produce high-quality oysters, and there are several active cranberry bogs.

In addition to a well-regarded public school system, Duxbury is also home to a robust network of organizations dedicated to education, the arts, recreation, historical preservation, and civic engagement, including the Duxbury Free Library, the Art Complex Museum, the Ellison Center for the Arts, the Duxbury Bay Maritime School, the Duxbury Rural & Historical Society, and the Alden House National Historic Site.

Duxbury encompasses 37.6 square miles, with water comprising nearly a third of that. Duxbury Beach, a 6-mile-long barrier beach, separates Duxbury Bay from the town's eastern border, Cape Cod Bay. It is bordered by the town of Kingston to the south, Pembroke to the west, and Marshfield to the north. The town's diverse landscape includes conservation land, forests, rivers, lakes, ponds, and salt marshes. The Town of Duxbury operates under a five-member elected Select Board and appointed Town Manager form of government with an Open Town Meeting, which is the traditional New England model of direct democracy.

Duxbury has 16,543 residents[1] and 13,444 registered voters [2]. Based on FY25 data, the per capita income was $130,414[3], the average assessed residential value was $1,242,100, and the average single-family tax bill was $12,594.89[4]. The bond rating for Duxbury is Aa1 from Moody's (2024) and AAA from Standard and Poor's (2024).



[1] Information provided by the Duxbury Town Clerk
[2] Information provided by the Duxbury Town Clerk
[3] Information provided by the MA Department of Revenue (2025)
[4] Information provided by the Duxbury Treasurer's Office

EXECUTIVE SUMMARY 6
SCHOOL COMMITTEE 6
BUDGET TIMELINE 7
DISTRICT GOVERNANCE 8
COMPLIANCE STATEMENT 10
DISTRICT STRATEGIC PLAN 12
Strategic Priorities and Community Partnership 12
ACADEMIC PERFORMANCE AND ACCOUNTABILITY 15
Duxbury Student Achievement Results 16
EDUCATIONAL INVESTMENT AND CLASS SIZE RATIONALE 25
The Importance of Class Size 25
THE BUDGET IS A POLICY INSTRUMENT 26
BUDGET PROCESS 26
BEST PRACTICE FOR BUDGET DEVELOPMENT AND MANAGEMENT 26
BASIS OF ACCOUNTING 27
Funding Sources 27
Chapter 70 28
Special Revenue Funds 29
Town School Collaboration 35
Grant Awards 35
Fees 36
Revolving Fund Revenue 37
Description of Budget Accounts (Cost Centers) 37
Classification of Revenue and Expenditures (DESE) 38
Duxbury General Fund Account Structure 39
STAFFING 42
TEACHER SALARY SCHEDULES (UNIT A) 43
STAFF COUNTS BY LANE/STEP BY FTE BREAKDOWN (UNIT A) 44
Full-time Equivalent Summary 44
DUXBURY SCHOOL BUDGET DEVELOPMENT 47
Building the Level Services Budget 47
HOW THE BUDGET WAS BUILT 48
FY'27 REDUCTIONS, REALLOCATIONS, AND MAJOR COST DRIVERS 48
Recommended Staffing Adjustments 48
Recommended Goods and Services Adjustments 49
Recommended Reductions and Reallocations 50
SCHOOL PROFILES AND FY'27 BUDGET REQUEST SUMMARIES 50
Chandler Elementary School 51
Chandler School Executive Budget Summary 52
Requested Adjustments 52

Programmatic Impact....52
Alden Elementary School....54
Alden School Executive Budget Summary....55
Requested Adjustments....55
Programmatic Impact....55
Duxbury Middle School....57
Duxbury Middle School Executive Budget Summary....58
Operational Context....58
Requested Adjustments....58
Programmatic Impact....58
Duxbury High School....60
Duxbury High School Executive Budget Summary....61
Operational Context....61
Requested Adjustments....61
Programmatic Impact....62
SPECIAL EDUCATION....63
Executive Budget Summary....63
Major Changes and Budget Focus....63
Programmatic Impact and Performance Metrics....63
TECHNOLOGY PLANNING....64
ATHLETICS....65
FOOD SERVICES....67
TRANSPORTATION....67
Transportation Executive Budget Summary....67
Ridership....68
Key Operational Policies and Planning....68
HUMAN RESOURCES....68
CAPITAL BUDGET....69
Capital Budget Process Overview....71
Prioritized FY'27 Capital Requests....73
Alden School MSBA Building Project- Feasibility Study Funding....73
FY'27 Other Capital Requests Summary....77
LONG-TERM CAPITAL PLANNING....77
FACILITIES PLANNING....80
CAPITAL BUDGET SUMMARY....81
EXHIBITS....83
Annual Rate of Budget Growth....83
Operating Budget....83
Operating Budget Summary by Cost Center (Expenditures)....83
General Fund Costs by Program Area....84
Operating Budget Summary by Major Expenditure Category....86

Summary of Budget by DESE Object Code 87
Summary by Cost Center and DESE Function Code 88
Summary by Cost Center and Account Type 89
Revenue Offsets 99
Per-Pupil Expenditures 100
DART Comparison - Percent of Required Net School Spending & Percent of Town Expenditures 101
Total Student Enrollment 102
Student Enrollment by School 103
INFORMATIONAL 105
District Enrollment Data (From October 22, 2025 School Committee Meeting) 105
Chandler Enrollment & Class Size as of 10.17.25 106
Alden Enrollment & Class Size as of 10.17.25 107
DMS Enrollment & Class Size 108
DHS Enrollment & Class Size 109
Duxbury High School - Program of Studies 109
Relevant Laws, Regulations, and Policies 114
Budget Structure and Reporting: 115
Glossary of Terms and Acronyms 116

EXECUTIVE SUMMARY

The Executive Summary of the FY'27 Duxbury Public Schools Budget is intended to provide the reader with context and an overview of the entire budget document and corresponding exhibits. The Executive Summary includes three sections: Organizational, Financial, and Informational.

SCHOOL COMMITTEE

The Duxbury School Committee consists of five elected members, each serving an uncompensated three-year term. As the district's governing body, the Committee is responsible for appointing and evaluating the superintendent, approving the school budget, and setting educational goals and policies. These responsibilities are carried out in alignment with state law as well as the goals and standards established by the Department of Elementary and Secondary Education (DESE).



Pictured left to right, Jen Weedon, Kathryn Marshall, Kellie Bresnehan, Laurel Deacon, Matt Gambino

School Committee Members (Terms):
Kellie Bresnehan, Chair (2023-2026)
Laurel Deacon (2025-2028)
Matt Gambino (2023-2026)
Kathryn Marshall (2024-2027)
Jen Weedon (2025-2028)

School Committee Student Representatives
Gerard Vazquez-Baez, Class of 2027
Adeline Slimbaugh, Class of 2026

Central Office Administration:
Danielle E. Klingaman, Ed.D, Superintendent
Elizabeth L. Wilcox, Ed.D, Assistant Superintendent
Lisa M. Freeley, Director of Business and Finance
Bernard J. McNamara, Director of Special Education
Tony Keady, Director of Human Resources

BUDGET TIMELINE

Listed below is the timeline for anticipated budget meetings that are set to take place during the FY'27 Budget Development Process. Additional Community Forums will likely be scheduled once the Town Manager makes the FY'27 Budget Recommendation to the Duxbury Select Board in mid-December 2025.

July-August 2025

- Fiscal Year 2026 begins on July 1, 2025
- Fiscal Year 2025 accounts are closed

September 2025

- FY'27 Budget Timeline Drafted by the Finance Director for the Town of Duxbury
- 9.3.25- Director of Business and Finance presents FY'25 End of Year Financial Report to School Committee
- 9.8.25- Joint Select Board, Finance Committee, and School Committee FY'27 Budget Forecast
- Planning meetings held with Principals, Chief Technology Officer, and Facilities Director to discuss anticipated staffing and expense needs for FY'27
- 9.17.25- Director of Business and Finance presents FY'26 Federal Grants to School Committee for approval (IDEA 240 and 262, Title I, Title IIA, Title IV, Innovation Pathways, and Comprehensive Health Services)
- 9.26.25- FY'27 Budget Workshop held with School Committee

October 2025

- 10.8.25- FY'27 Capital Budget Presented to School Committee
- School Department Budget Development is in process
- 10.23.25- Budget Workshop held with School Committee

November 2025

- 11.5.25- School Committee Initial Budget Presentation and Capital Budget vote
- 11.12.25- School Department attends Duxbury Fiscal Advisory Meeting to discuss FY'27 Capital priorities
- 11.19.25- School Committee FY'27 Budget discussion
- 11.25.25- School Committee and School Department attend Finance Committee to answer questions about FY'27 Budget

December 2025

- 12.10.25- School Committee Budget Hearing
- 12.15.25- Town Manager makes FY'27 Budget recommendations to Duxbury Select Board

January 2026

- Town of Duxbury Annual Town Meeting warrant is developed
- School Department attends Community Budget Forums to discuss budget needs

February 2026

- School Department attends Community Budget Forums to discuss budget needs

March 2026

- 3.14.26 - Duxbury Annual Town Meeting

DISTRICT GOVERNANCE

School Committee

The School Committee is the governing board of the town's public schools. Although it functions as a duly elected committee of town government, the School Committee has, unlike other town boards, autonomous and absolute authority within limitations established by the Commonwealth of Massachusetts to carry out the educational policies of the state and to guide the educational process. *See School Committee policy BB*

The School Committee has all the powers conferred upon it by state law and must perform those duties mandated by the state. These include the responsibility and the right to determine policies, adopt a budget, and employ a superintendent to implement those policies and budget for the proper education of the children of the community. *See School Committee policy BBA*

The Committee takes a broad view of its functions. It sees them as:

1. **Legislative or policymaking**. The Committee is responsible for the development of policy as guides for administrative action and for employing a superintendent who will implement its policies.

2. **Appraisal**. The Committee is responsible for evaluating the effectiveness of its policies and their implementation.

3. **Planning of financial needs**. The Committee is responsible for the adoption of a budget that will enable the school system to carry out the Committee's policies.

4. **Public Relations**. The Committee is responsible for providing adequate and direct means for keeping the local citizenry informed about the schools and for keeping itself and the school staff informed about the needs and wishes of the public.

5. **Educational planning and evaluation**. The Committee is responsible for establishing educational goals that will guide the Committee and the staff in working together for the continuing improvement of the educational program.

Superintendent

The Superintendent of Schools shall be the executive officer of the School Committee. The Superintendent is responsible for all aspects of the administration of the school system, exclusive of those duties delegated by the Education Reform Act to the School Committee. The Superintendent of Schools shall implement all policies established by the School Committee. The Superintendent is responsible for the general efficiency

of the school system, for the growth and development of the faculty and staff, and for the welfare of the students. *See School Committee policy CBC*

Regulators and Key Stakeholders

The following state agencies, Town departments, and district personnel represent the regulators and key stakeholders who govern, audit, advise on, or approve the district's financial processes and budget.

Stakeholder/Regulator	Purpose/Role
School Committee	The School Committee serves as the district's elected fiscal authority, establishing financial policy and ultimately approving the budget before submission to the Town.
Superintendent	The Superintendent is the chief executive officer responsible for overall educational and operational management, including preparing and recommending the annual budget.
School Business Administrator	The School Business Administrator manages the daily financial operations, accounting, payroll, procurement, and budget preparation for the district.
Attorney General	The state's chief lawyer provides official legal interpretations regarding municipal finance and operational issues.
Inspector General	This office ensures the integrity of government spending by detecting and preventing fraud, waste, and abuse within public contracting and spending.
Independent Auditors	The Independent Auditors conduct an annual financial audit to provide an objective opinion on whether the district's financial statements are presented fairly and in accordance with GAAP (A "GAAP auditor" is a professional who examines a company's financial records to ensure they comply with Generally Accepted Accounting Principles (GAAP).

COMPLIANCE STATEMENT

The Duxbury Public School system does not discriminate on the basis of race, color, sex, age, gender, gender identity, religion, national origin, limited English proficiency, sexual orientation, disability, or housing status in admission to, access to, employment in, or treatment in its programs and activities. The Duxbury Public School System is committed to maintaining a school environment free of harassment based on race, color, sex, age, gender, gender identity, religion, national origin, limited English proficiency, sexual orientation, disability, or housing status. All district academic and nonacademic programs and events are offered regardless of race, color, sex, age, gender, gender identity, religion, national origin, limited English proficiency, sexual orientation, disability, or housing status.

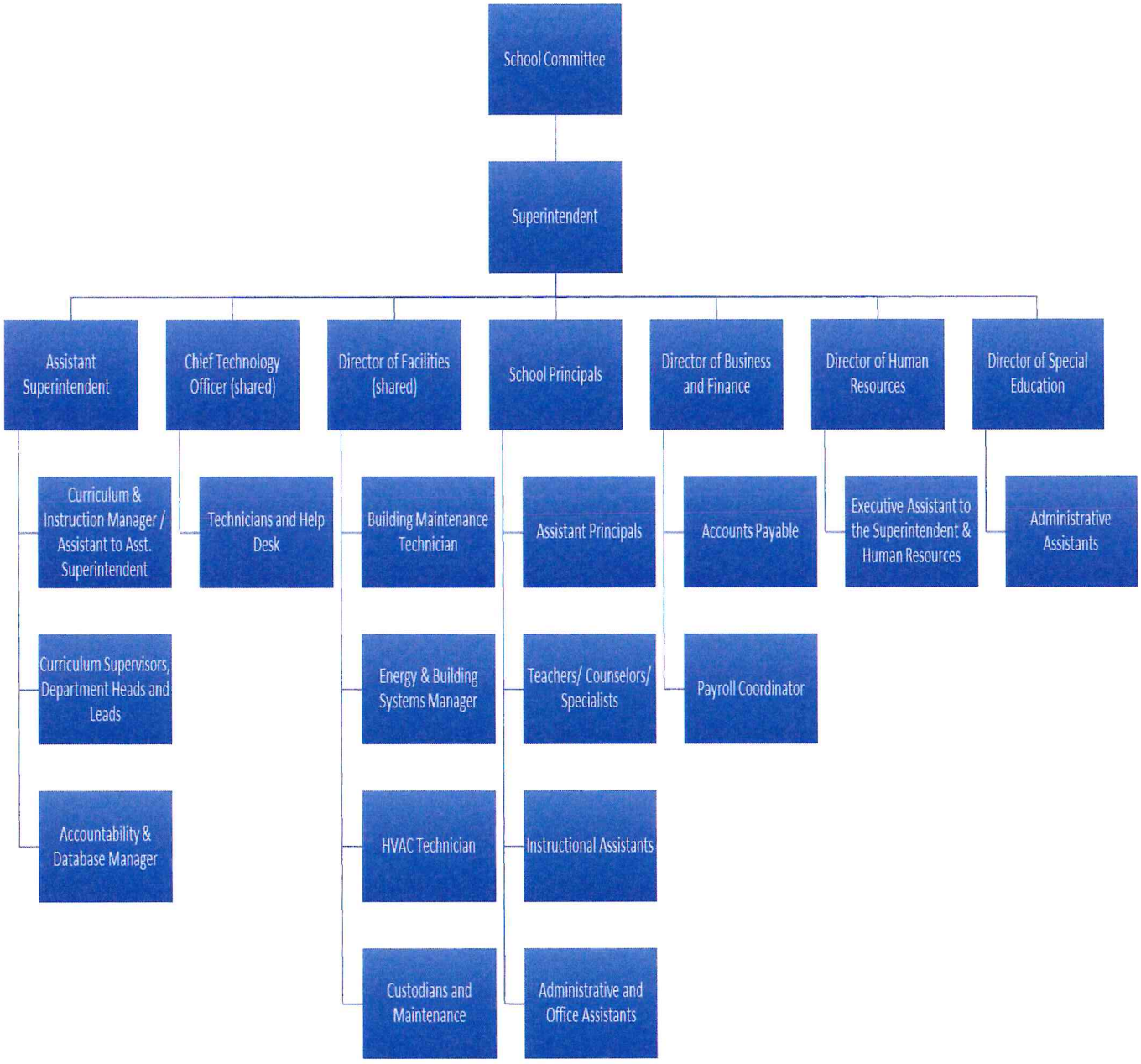
For information regarding Title IX compliance, contact the Assistant Superintendent, 93 Chandler Street, Duxbury, MA 02332 781-934-7600

For information regarding the Americans with Disabilities Act, contact the Director of Human Resources, Duxbury Public Schools, 93 Chandler St, Duxbury, MA 02332, 781-934-7600.

For information on section 504 compliance, contact the Director of Student Services, Duxbury Public Schools, 93 Chandler St, Duxbury MA 02332.

Duxbury Public Schools

ORGANIZATIONAL CHART



DISTRICT STRATEGIC PLAN

Strategic Priorities and Community Partnership

The FY'27 budget is grounded in the **2022–2026 Strategic Plan**, developed collaboratively with students, families, staff, community members, and town leaders. There is a 2026-2029 Strategic Plan in process at this time. The 2022-2026 Plan's priorities include:

- Meaningful stakeholder engagement and partnerships
- Inclusive, culturally responsive schools with high expectations for all
- A vertically aligned, evidence-based curriculum supported by data-driven decision-making
- An equitable, transparent budget process linked to school goals
- Competitive compensation for staff, aligned with comparable districts
- Universal access to free full-day kindergarten
- Assessment and improvement of school facilities and fields to meet student and community needs

Mission Statement

The mission of the Duxbury Public Schools is to provide each student with equitable access to achieve personal and academic excellence.

Vision

Academic: Every student in Duxbury Public Schools will be provided with multiple pathways and opportunities to cultivate their individual interests and passions through high-quality, innovative, culturally responsive instruction delivered in a safe and secure learning environment.

Social: The Duxbury Public Schools will foster a culture of connections and a sense of belonging in an environment that prioritizes students' social & emotional well-being, celebrating equity, humanity, and life balance.

Global: The Duxbury Public Schools will inspire our students to be engaged and empowered citizens who understand and respect the increasingly diverse and interconnected social, political, and cultural systems of the world.

Core Values

- **Students First**: We believe that the students are at the forefront of every decision we make.
- **Cooperative & Caring Relationships**: We believe in strong interpersonal relationships that assume positive intent.
- **Inclusivity**: We believe everyone matters and belongs.
- **Integrity**: We believe that honesty and trust are central to our work.

Strategic Objectives

- ★ Connected and Interactive School and Community Partnerships
- ★ Inclusive and Culturally Responsive Instruction
- ★ PK-12 Aligned Standards-based Curriculum
- ★ Inclusive Financial and Communication System

PORTRAIT OF A GRADUATE

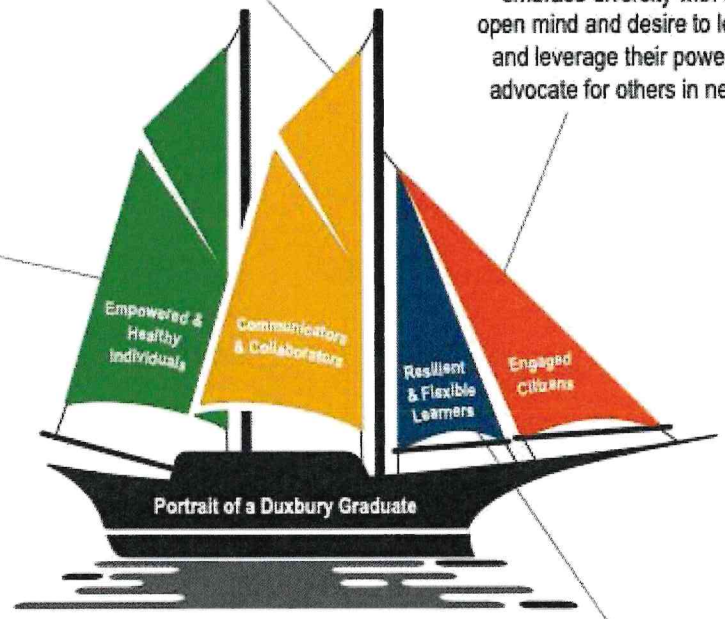
Duxbury Public School graduates are prepared for the rigors of post-secondary education, the workforce, and service at local, national, and global levels. As our students mature through the Duxbury Public Schools (K-12), they will develop empathy and respect for themselves, others, and the world around them as:

Communicators & Collaborators

Across multiple mediums and as members of diverse teams, graduates articulate informed viewpoints, engage in respectful discourse on points of disagreement, and build positive relationships as they work jointly on shared tasks.

Engaged Citizens

Through civic engagement, graduates actively participate in various communities, critically interpret media in order to participate in democracy, embrace diversity with an open mind and desire to learn, and leverage their power to advocate for others in need.



Empowered & Healthy Individuals

By practicing self-awareness, graduates self-reflect, self-advocate, prioritize a healthy life-balance, and strive to understand themselves and their purpose in order to make responsible and just decisions.

Resilient & Flexible Learners

As lifelong learners, graduates take responsible risks, persevere through difficult tasks, and recognize setbacks as part of the learning process; they think critically to analyze information and apply their skills in different contexts.

DUXBURY PORTRAIT OF A GRADUATE

(Expanded Version)

Duxbury Public School graduates are prepared for the rigors of post-secondary education, the workforce, and service at local, national, and global levels. As our students mature through the Duxbury Public Schools (K-12), they will develop empathy and respect for themselves, others, and the world around them as:

Empowered & Healthy Individuals

By practicing self-awareness, graduates develop self-efficacy, personal autonomy, and the ability to make responsible and just decisions. Graduates:

Strive to understand their own strengths, challenges, emotions, interests, values, and purpose.

Practice self-reflection for individual improvement, both academically and personally.

Self-advocate and seek resources, support, and mentorship.

Prioritize a healthy life-balance and practice self-care.

Communicators & Collaborators

As skillful communicators and collaborators, graduates read, write, speak, create, and listen effectively in multiple mediums and as members of diverse teams. Graduates:

Articulate informed viewpoints for a variety of audiences.

Engage in respectful discourse on points of disagreement, both in academic and community settings.

Work jointly on shared tasks, in both lead and support capacities, as they maximize their individual strengths.

Build positive relationships and understand the impact of their personal actions and interactions

Engaged Citizens

Through civic engagement, graduates interact with diverse cultures, communities, and viewpoints and develop an empathetic understanding of how they can contribute to improving the communities where they live and work. Graduates:

Actively participate in various communities and learn to serve beginning at DHS and in the wider Duxbury community.

Embrace diversity, in all its forms, with an open mind and a desire to learn about identities and perspectives different from their own.

Are aware of their own privileges and biases and leverage their power to advocate for others in need.

Critically interpret what they see, hear, and read in the media in order to effectively participate in democracy.

Resilient & Flexible Learners

As curious lifelong learners, graduates assess and respond to complex problems and navigate setbacks in order to meet challenges and seize opportunities. Graduates:

Take responsible risks in order to further explore their interests and passions.

Persevere through difficult tasks to meet goals and recognize setbacks as part of the learning process.

Manage adversity and view mistakes not as failures but as learning opportunities.

Think critically as they analyze information and apply their skills in different contexts.

ACADEMIC PERFORMANCE AND ACCOUNTABILITY

Advanced Placement

Results of Duxbury High School students' 2025 Advanced Placement exams show continued growth and success. In 2025, four hundred and seven (407) students participated in Advanced Placement courses. There were one thousand ten (1010) Advanced Placement exams administered at Duxbury High School in the spring of 2025. Of those 1010 placement exams, 85.26% of students scored a three or higher (on a scale of one to five, with five being the highest score).

Massachusetts Comprehensive Assessment System (MCAS)

The Massachusetts MCAS system is a state-mandated testing program that assesses student performance against the state's learning standards in ELA, Math, Science/Technology/Engineering (STE), and new in 2025, Grade 8 Civics. In November 2024, Massachusetts voters eliminated the use of MCAS as a graduation requirement and instead, Districts must now develop Competency Requirements. MCAS assessments are administered in the following grades:

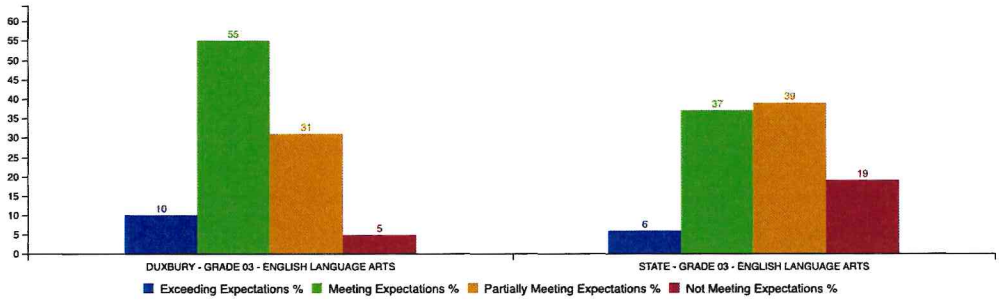
Alden 14 testing days total plus 8 days of makeup testing	Grade 3 Grade 4 Grade 5	ELA / Math ELA / Math ELA / Math / STE
Duxbury Middle 16 testing days total plus 11 days of makeup testing	Grade 6 Grade 7 Grade 8	ELA / Math ELA / Math ELA / Math / STE/Civics
Duxbury High 6 days full testing plus 8 days of makeup testing	Grade 9 Grade 10	Biology ELA / Math

MCAS results from 2025 show Duxbury students continue to perform above the Massachusetts State average. During the 2024-2025 school year, a new math curriculum, Illustrative Mathematics, was used as programming for students in grade six, grade seven, and grade eight. Students in grades six and seven scored similarly as in years past while students results in grade eight showed improvements. During the 2025-2026 school year, the reading program Core Knowledge Language Arts is being implemented at the elementary level. The District will continue to provide professional development to teachers implementing new programming and will continue to monitor student progress to ensure resources appropriately support teachers to provide students with high-quality instruction.

Duxbury Public Schools

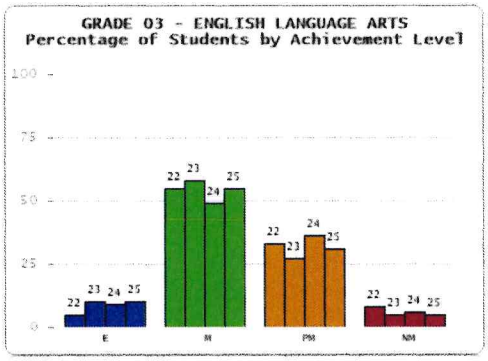
Duxbury Student Achievement Results

Grade 3 ELA

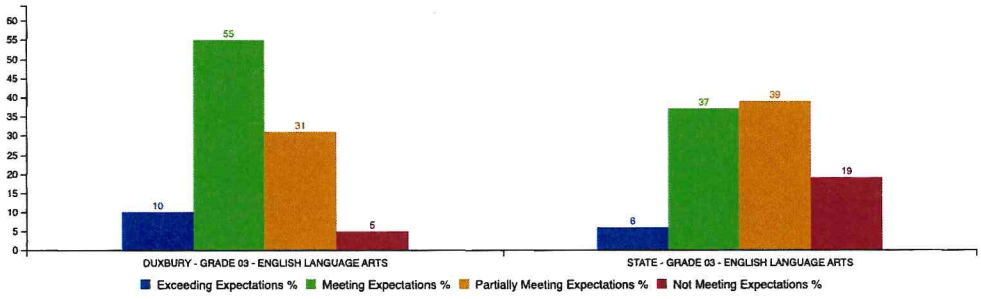


GRADE 03 - ENGLISH LANGUAGE ARTS ACHIEVEMENT LEVEL	2022	2023	2024	2025
Exceeding Expectations (E)	5	10	9	10
Meeting Expectations (M)	55	58	49	55
Partially Meeting Expectations (PM)	33	27	36	31
Not Meeting Expectations (NM)	8	5	6	5

2025 Participation Rate = 99%

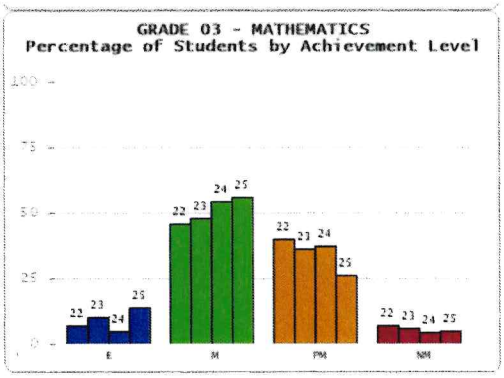


Grade 3 Math

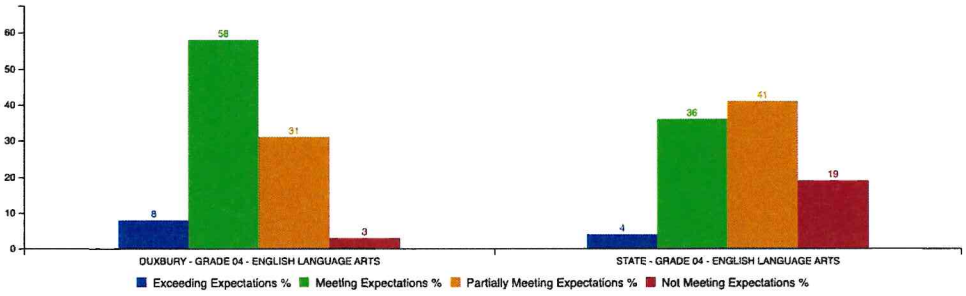


GRADE 03 - MATHEMATICS ACHIEVEMENT LEVEL	2022	2023	2024	2025
Exceeding Expectations (E)	7	10	5	14
Meeting Expectations (M)	46	48	54	56
Partially Meeting Expectations (PM)	40	36	37	26
Not Meeting Expectations (NM)	7	6	4	5

2025 Participation Rate = 100%

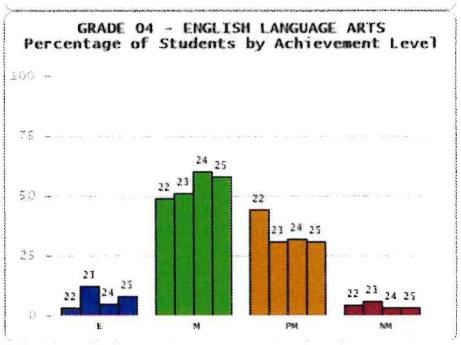


Grade 4 ELA

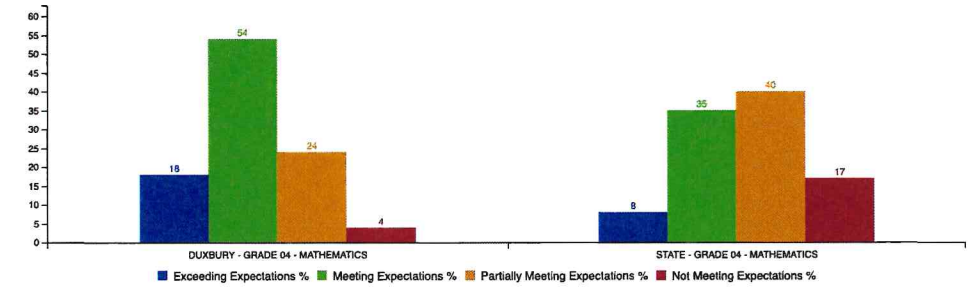


GRADE 04 - ENGLISH LANGUAGE ARTS ACHIEVEMENT LEVEL	2022	2023	2024	2025
Exceeding Expectations (E)	3	12	5	8
Meeting Expectations (M)	49	51	60	58
Partially Meeting Expectations (PM)	44	31	32	31
Not Meeting Expectations (NM)	4	6	3	3

2025 Participation Rate = 100%

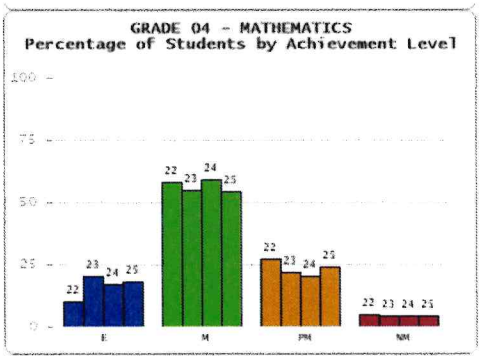


Grade 4 Math



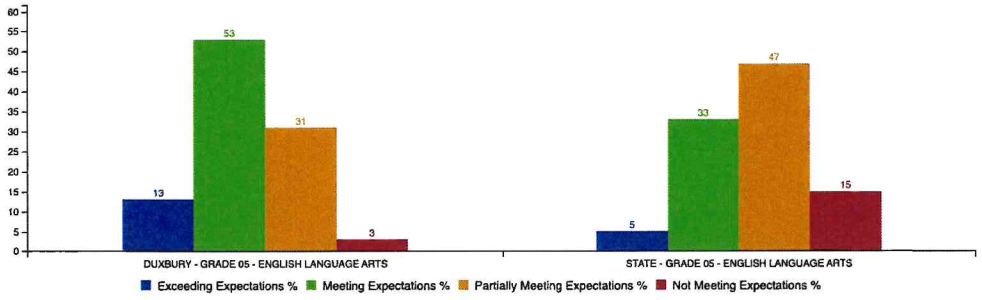
GRADE 04 - MATHEMATICS ACHIEVEMENT LEVEL	2022	2023	2024	2025
Exceeding Expectations (E)	10	20	17	18
Meeting Expectations (M)	58	55	59	54
Partially Meeting Expectations (PM)	27	22	20	24
Not Meeting Expectations (NM)	5	4	4	4

2025 Participation Rate = 99%



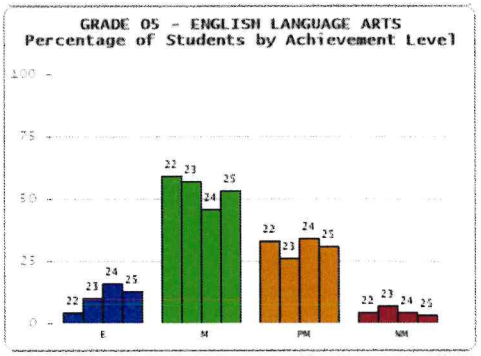
Duxbury Public Schools

Grade 5 ELA

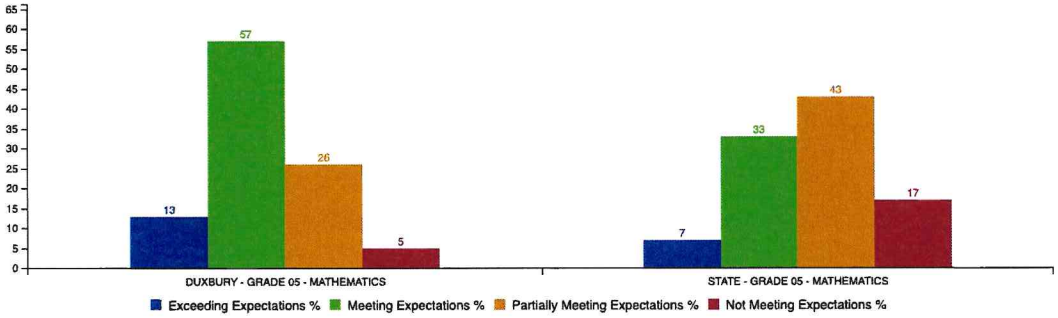


GRADE 05 - ENGLISH LANGUAGE ARTS ACHIEVEMENT LEVEL	2022	2023	2024	2025
Exceeding Expectations (E)	4	10	16	13
Meeting Expectations (M)	59	57	46	53
Partially Meeting Expectations (PM)	33	26	34	31
Not Meeting Expectations (NM)	4	7	4	3

2025 Participation Rate = 100%

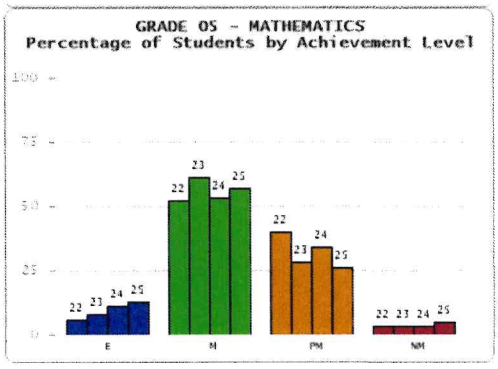


Grade 5 Math

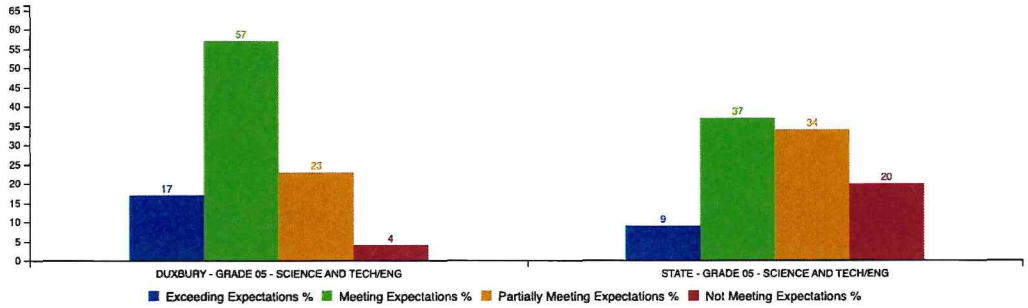


GRADE 05 - MATHEMATICS ACHIEVEMENT LEVEL	2022	2023	2024	2025
Exceeding Expectations (E)	6	8	11	13
Meeting Expectations (M)	52	61	53	57
Partially Meeting Expectations (PM)	40	28	34	26
Not Meeting Expectations (NM)	3	3	3	5

2025 Participation Rate = 100%

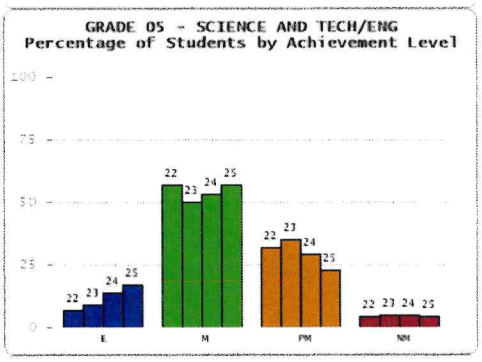


Grade 5 STE

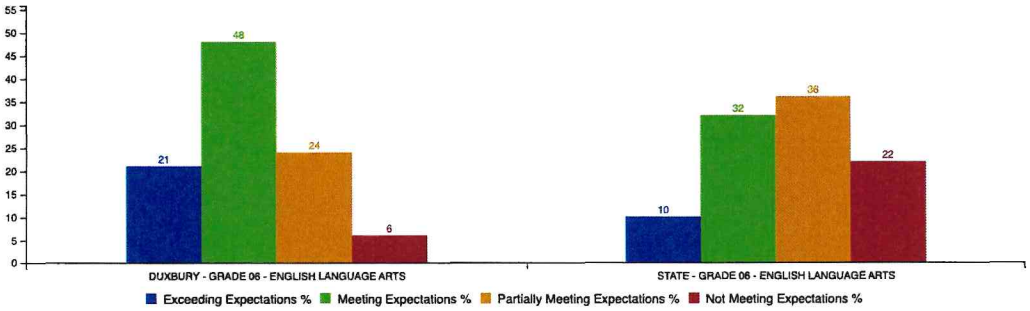


GRADE 05 - SCIENCE AND TECH/ENG ACHIEVEMENT LEVEL	2022	2023	2024	2025
Exceeding Expectations (E)	7	9	14	17
Meeting Expectations (M)	57	50	53	57
Partially Meeting Expectations (PM)	32	35	29	23
Not Meeting Expectations (NM)	4	5	5	4

2025 Participation Rate = 100%

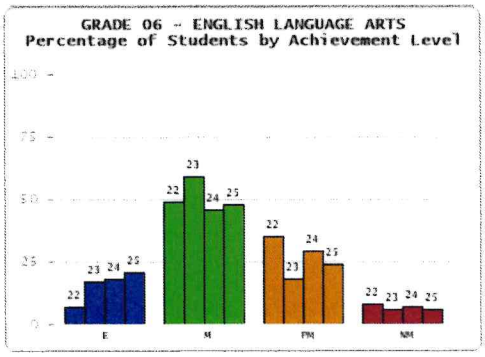


Grade 6 ELA

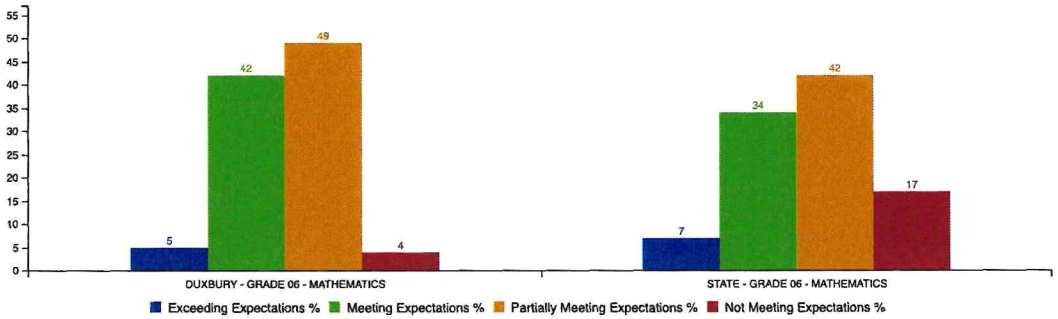


GRADE 06 - ENGLISH LANGUAGE ARTS ACHIEVEMENT LEVEL	2022	2023	2024	2025
Exceeding Expectations (E)	7	17	18	21
Meeting Expectations (M)	49	59	46	48
Partially Meeting Expectations (PM)	35	18	29	24
Not Meeting Expectations (NM)	8	6	7	6

2025 Participation Rate = 100%

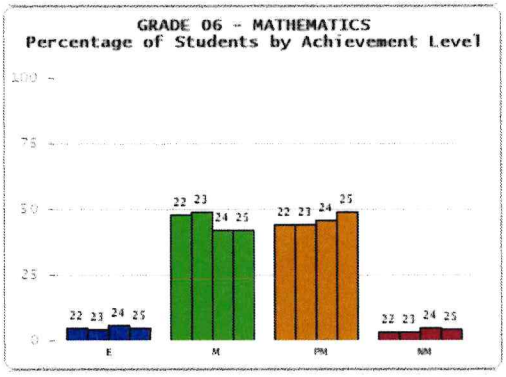


Grade 6 Math

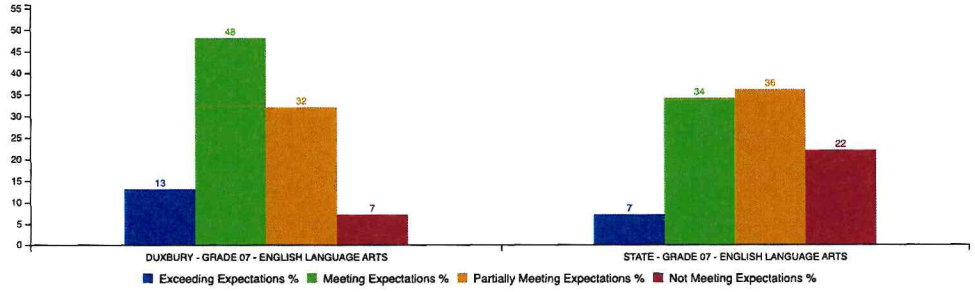


GRADE 06 - MATHEMATICS ACHIEVEMENT LEVEL	2022	2023	2024	2025
Exceeding Expectations (E)	5	4	6	5
Meeting Expectations (M)	48	49	42	42
Partially Meeting Expectations (PM)	44	44	46	49
Not Meeting Expectations (NM)	3	3	5	4

2025 Participation Rate = 99%

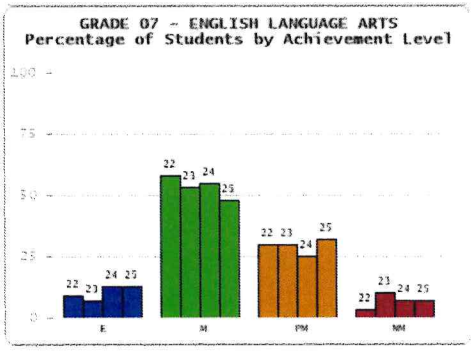


Grade 7 ELA

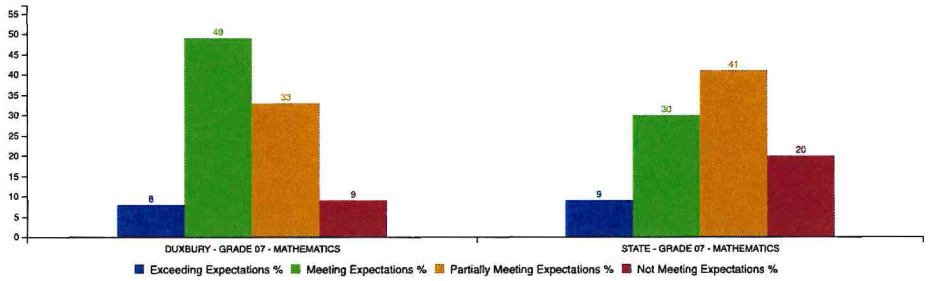


GRADE 07 - ENGLISH LANGUAGE ARTS ACHIEVEMENT LEVEL	2022	2023	2024	2025
Exceeding Expectations (E)	9	7	13	13
Meeting Expectations (M)	58	53	55	48
Partially Meeting Expectations (PM)	30	30	25	32
Not Meeting Expectations (NM)	3	10	7	7

2025 Participation Rate = 100%

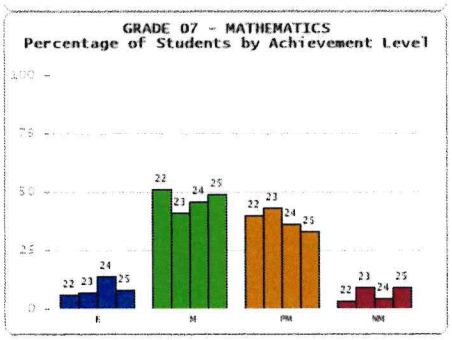


Grade 7 Math

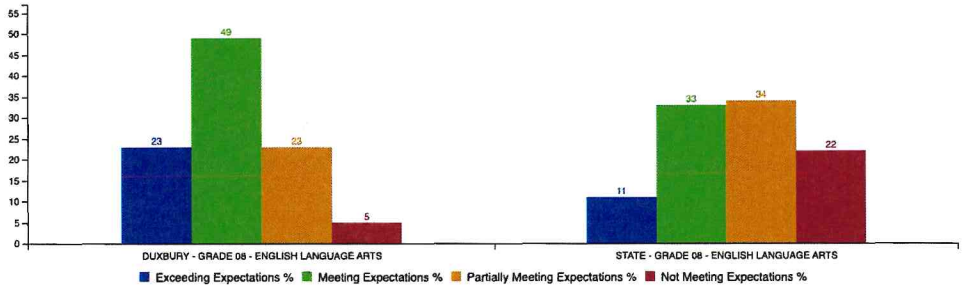


GRADE 07 - MATHEMATICS ACHIEVEMENT LEVEL	2022	2023	2024	2025
Exceeding Expectations (E)	6	7	14	8
Meeting Expectations (M)	51	41	46	49
Partially Meeting Expectations (PM)	40	43	36	33
Not Meeting Expectations (NM)	3	9	4	9

2025 Participation Rate = 100%

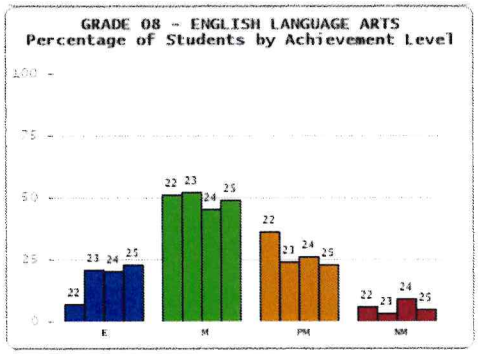


Grade 8 ELA



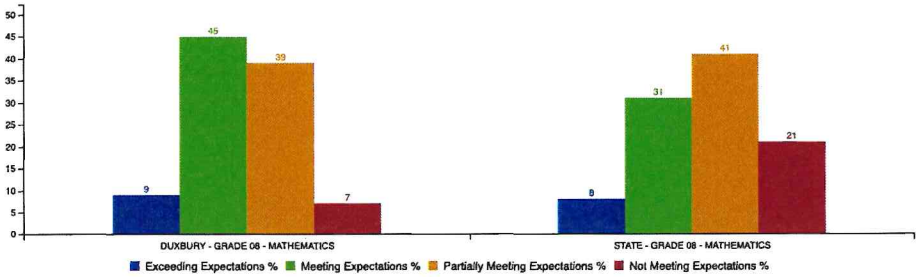
GRADE 08 - ENGLISH LANGUAGE ARTS ACHIEVEMENT LEVEL	2022	2023	2024	2025
Exceeding Expectations (E)	7	21	20	23
Meeting Expectations (M)	51	52	45	49
Partially Meeting Expectations (PM)	36	24	26	23
Not Meeting Expectations (NM)	6	3	9	5

2025 Participation Rate = 100%



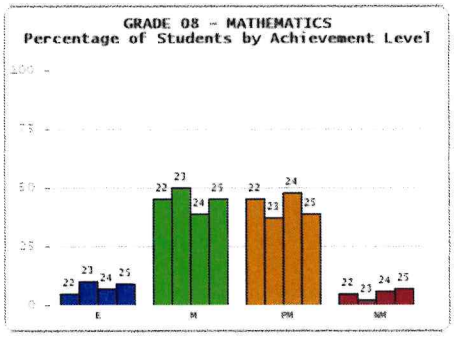
Duxbury Public Schools

Grade 8 Math

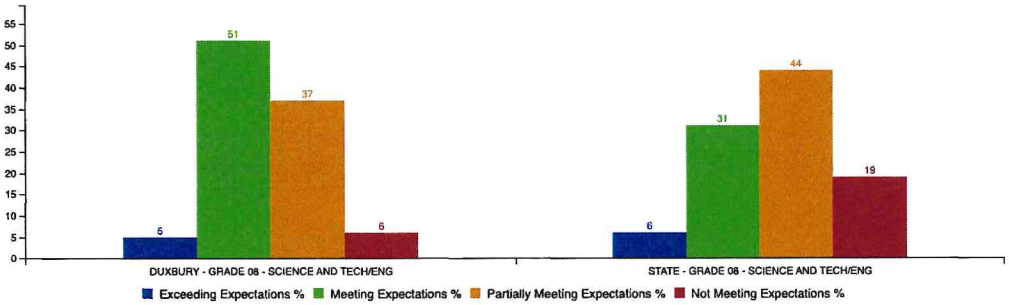


GRADE 08 - MATHEMATICS ACHIEVEMENT LEVEL	2022	2023	2024	2025
Exceeding Expectations (E)	5	10	7	9
Meeting Expectations (M)	45	50	39	45
Partially Meeting Expectations (PM)	45	37	48	39
Not Meeting Expectations (NM)	5	2	6	7

2025 Participation Rate = 99%

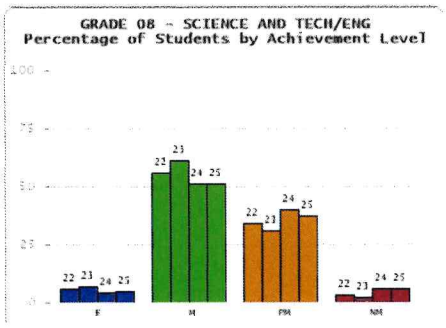


Grade 8 STE

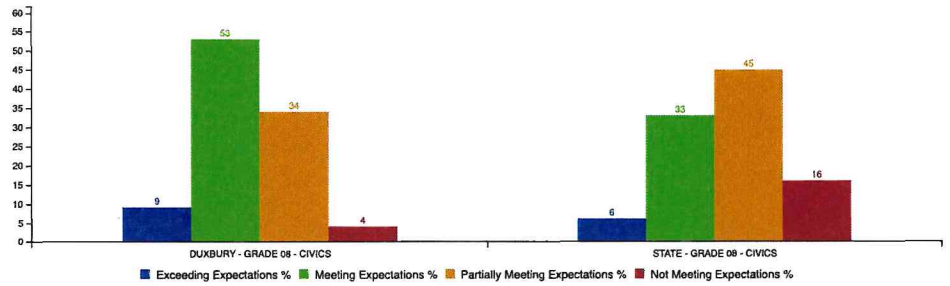


GRADE 08 - SCIENCE AND TECH/ENG ACHIEVEMENT LEVEL	2022	2023	2024	2025
Exceeding Expectations (E)	6	7	4	5
Meeting Expectations (M)	56	61	51	51
Partially Meeting Expectations (PM)	34	31	40	37
Not Meeting Expectations (NM)	3	2	6	6

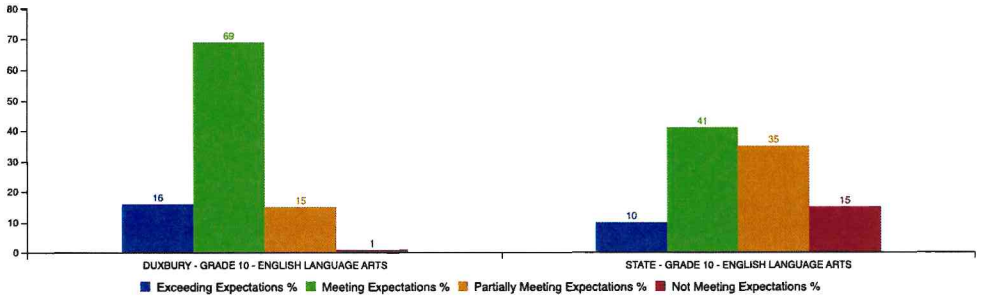
2025 Participation Rate = 99%



Grade 8 Civics

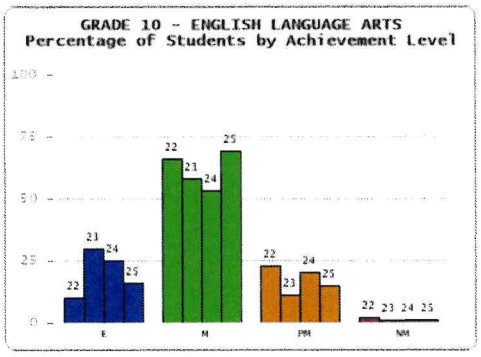


Grade 10 ELA

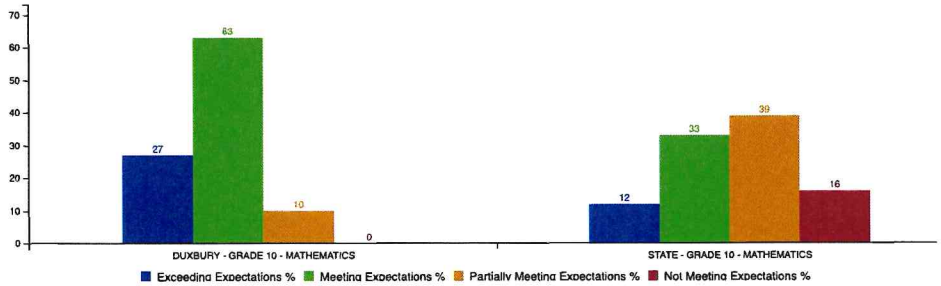


GRADE 10 - ENGLISH LANGUAGE ARTS ACHIEVEMENT LEVEL	2022	2023	2024	2025
Exceeding Expectations (E)	10	30	25	16
Meeting Expectations (M)	66	58	53	69
Partially Meeting Expectations (PM)	23	11	20	15
Not Meeting Expectations (NM)	2	1	1	1

2025 Participation Rate = 98%



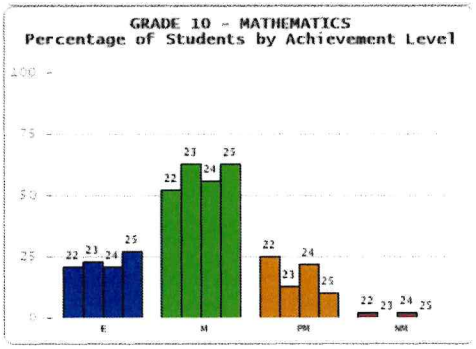
Grade 10 Math



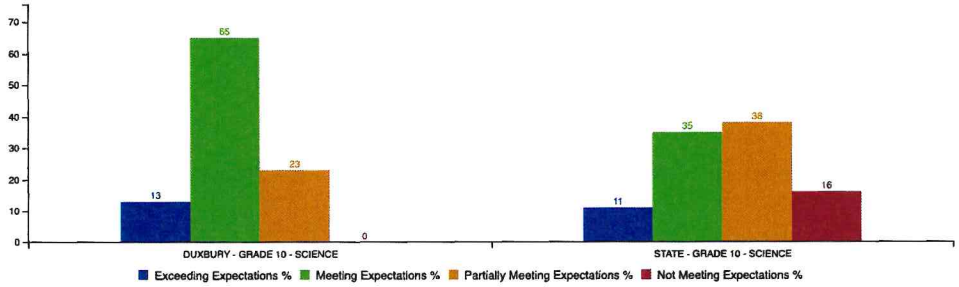
Grade 10 Math (continued)

GRADE 10 - MATHEMATICS ACHIEVEMENT LEVEL	2022	2023	2024	2025
Exceeding Expectations (E)	21	23	21	27
Meeting Expectations (M)	52	63	56	63
Partially Meeting Expectations (PM)	25	13	22	10
Not Meeting Expectations (NM)	2	0	2	0

2025 Participation Rate = 98%

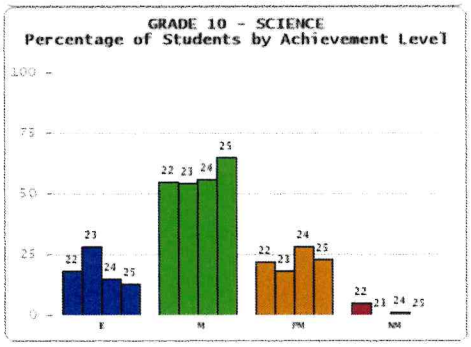


Grade 10 Science



GRADE 10 - SCIENCE ACHIEVEMENT LEVEL	2022	2023	2024	2025
Exceeding Expectations (E)	18	28	15	13
Meeting Expectations (M)	55	54	56	65
Partially Meeting Expectations (PM)	22	18	28	23
Not Meeting Expectations (NM)	5	0	1	0

2025 Participation Rate = 100%



EDUCATIONAL INVESTMENT AND CLASS SIZE RATIONALE

The Importance of Class Size

Funding decisions are directly tied to the ability of our teachers to deliver high-quality, personalized instruction. In today's elementary school classrooms, maintaining optimal class size is more important than ever because the educational environment has changed dramatically since that passage of The Massachusetts Education Reform Act of 1993 (MERA).

Classroom Model Before Ed Reform (1993)	Current Duxbury Classroom Model
Curriculum: Less structured. Individual school districts had more autonomy.	**Curriculum:** Bound by national and state curriculum standards; MCAS is mandated in grades 3-10.
Students: Students receiving special education services were often in separate or partially integrated settings.	**Students:** Students receiving special education services and English Learners are fully integrated in our inclusion model.
Instruction: Whole class lecture, fixed groups, one textbook, one assignment for all students.	**Instruction:** Interactive and personalized, with flexible grouping, multiple supplemental materials, and differentiated assignments for various learners.

These current demands place greater responsibility on the classroom teacher, making class size a critical factor in student success:

- **Focus on the Whole Child:** Teachers are responsible for teaching the content areas while prioritizing students' social and emotional learning (SEL) needs. Students must feel safe and supported to be open to learning new content.

- **Relationship Building:** Strong teacher-student relationships are critical for developing a safe learning environment. Smaller classes provide teachers with the time and capacity to build these foundational relationships with every child.

- **Customized Instruction:** Smaller class sizes allow the teacher to more effectively customize instruction for small groups or individuals. Teachers meet with children for focused lessons, re-teaching foundational skills, or accelerating mastery based on real-time understanding.

It is clear that a class of twenty students versus a class of twenty-five students gives each child significantly more individual time with the teacher and allows for the flexibility required to meet the diverse academic and social-emotional needs of every Duxbury student.

THE BUDGET IS A POLICY INSTRUMENT

The budget functions as a policy instrument of the Duxbury School Committee because it is the mechanism through which strategic goals are officially implemented, affirmed, or curtailed. By making funding decisions, the organization effectively sets its operational policy:

- Priorities are set by the act of funding (or not funding) specific initiatives, determining which programs are started, expanded, or cut.
- Personnel policy is executed through budgetary decisions that allocate funds for collective bargaining, ensure compliance with equal opportunity and anti-discrimination mandates, and govern the employment process.
- Student services and other core operations are supported by specific financial allocations for needs like transportation and fee structures.
- External policies are affirmed by dedicating resources necessary to comply with the terms and requirements of federal programs and special grants.

MASC Roles and Responsibilities

BUDGET PROCESS

The Duxbury Public Schools budget process involves the creation of a capital and operational financial plan that aligns with the district's Strategic Plan goals, supported by stakeholder input, and a thorough analysis of financial needs. Key aspects include developing a budget that reflects the district's needs to deliver a high-quality educational experience to Duxbury students, preparing a 5-year capital plan, and presenting it for public review and approval. The process accounts for operational costs, including salaries, utilities, transportation, and special education services, across functional areas, including administration, curriculum and instruction, student services, and operations and maintenance.

BEST PRACTICE FOR BUDGET DEVELOPMENT AND MANAGEMENT

Our budgeting approach is guided by the Government Finance Officers Association (GFOA) Alliance for Excellence in School Budgeting framework, which links financial planning directly to improved student outcomes and financial stability. This framework ensures our budget is a strategic policy document, not just an accounting report:

1. **Plan and Prepare:** Establish the timeline, policy guidelines, and partnership between the finance office and instructional leadership.
2. **Set Instructional Priorities:** Use the Strategic Plan to identify the most critical academic needs and goals.

3. **Pay for Priorities:** Allocate funds directly to those instructional priorities, ensuring the budget reflects the district's educational values.
4. **Implement Plan:** Execute the budget and manage expenditures in alignment with the adopted plan.
5. **Ensure Stability:** Develop multi-year projections and financial policies to maintain long-term financial health and support student achievement.



BASIS OF ACCOUNTING

Duxbury Public Schools utilizes a modified accrual method of accounting. Modified accrual accounting recognizes revenues when they become available and measurable. Measurable means that the amount can be reasonably estimated. Available means that the revenues collected during the current year are accessible to pay current liabilities. Expenditures are recorded when the liabilities are incurred. An encumbrance is a commitment of funds for contracts not yet performed or goods not yet received. An encumbrance is created when a contract is signed or a purchase order is issued. At year end, the purchase order is recorded as a reservation to fund balance. Although not considered to be Generally Accepted Accounting Procedures (GAAP) expenditures, encumbrances are treated as expenditures on a budgetary basis of accounting.[1]

[1] *Massachusetts Department of Elementary and Secondary Education, End-of-Year Financial Reporting Instructions: Introduction.*

Funding Sources

Funding for Massachusetts Public Schools is derived from three core sources: local property taxes, state education aid, and budgeted offsets from special revenue funds such as grant or revolving accounts. The Duxbury Public Schools' revenue is a combination of the Town's general fund contributions (Tax Levy & Local Receipts),various restricted state funding and federal sources. These funds ensure the district meets its educational mandates and supports all programs. Additionally, high-cost special education is partially reimbursed through Circuit Breaker funds. The district also manages non-tax revenues from gifts and donations, and acts as a fiduciary agent for segregated funds like student activities and scholarships.

Funding Source	Role in the Budget Process
Town School Partnerships (Tax Levy & Local Receipts	This represents the local share of the school funding, primarily derived from property taxes (tax levy) and local fees and charges (local receipts). It is the largest funding source for the Districts' operating budget.
Chapter 70 Legislation & Regulations / Cherry Sheet	Chapter 70 is the primary state law providing general education aid, with the final amount formally communicated to the town via the state's official "Cherry Sheet."
Grants - Federal, State, and Local	Grants are restricted funds received from various state and federal agencies to support specific programs, such as Title I, Title II, or special state initiatives.
Revolving Funds	Revolving funds are self-supporting accounts that retain dedicated receipts (like fees for facility use, athletic fees and co-curricular fees) to be spent only on the services they generate.
Circuit Breaker	This is a specific state reimbursement program designed to help offset the extraordinarily high cost of special education tuition and transportation for high-needs students. The total amount of reimbursement vacillates each year.
Gifts & Donations	These non-tax revenues include contributions from private citizens, groups, or businesses that support the district or specific school programs.
Student Activities (fiduciary agent)	The district acts as a fiduciary agent, managing funds that legally belong to student clubs and organizations, which are strictly separate from the school's operating budget.
Scholarships (fiduciary agents)	The district acts as a fiduciary agent for donors and trust funds to manage and distribute money designated to support students pursuing post-secondary education.

Local Property Taxes

Local property taxes fund the Duxbury school budget through revenue generated from the town's property tax levy. Property taxes are a major source of funding for schools in Massachusetts.

Chapter 70

The Chapter 70 program is the major program of state aid to public schools. In addition to providing state aid to support school operations, it also establishes minimum spending requirements for each school district and minimum requirements for each municipality's share of school costs. In November 2019, the Massachusetts State Legislature passed an Act Relative to Educational Opportunity for Students, commonly known as the Student Opportunity Act (SOA). The Act makes significant changes to the Chapter 70 formula, previously updated in 1993 through the passage of the Education Reform Act. The Act establishes new, higher foundation budget rates in five areas: benefits and fixed charges, guidance and psychological services, special education

out-of-district tuition, English learners, and low-income students, all to be phased in over a seven-year period (FY'23-FY'29).

Year	Total Chapter 70 funding allocation to Town of Duxbury
2016	$4,860,479
2017	$5,031,584
2018	$5,122,424
2019	$5,252,875
2020	$5,340,535
2021	$5,382,048
2022	$5,463,948
2023	$6,310,025
2024	$6,671,508
2025	$6,947,940
2026	$7,351,890

Special Revenue Funds

Special Revenue Funds are used to account for general government financial resources that are restricted by law or contractual agreement to a specific purpose other than debt service or major capital projects.

- **Grant Funds:** Grant funds supplement the general fund and are restricted to the terms of the grantee. There are five types of grants: entitlement, allocation, competitive, other non-competitive, and continuation. Once grants are announced as available, the district submits a written application for each grant. Once awarded, the funds are accounted for in separate accounts and must adhere to the grantees' requirements. Quarterly and/or annual financial and programmatic reports are submitted as required.

- **Revolving Funds:** Revolving funds are established to dedicate a specific source of revenue from fees and charges to pay expenses in rendering the service for which those payments are made. The hallmarks of a revolving fund are that expenses cannot be paid until sufficient amounts have been received and that once received, money in the fund can be expended without further appropriation. Each fund is accounted for separately and must adhere to the requirements established by Massachusetts General Law, Massachusetts Department of Revenue, and Massachusetts Department of Elementary and Secondary Education. For instance, tuition

collected for enrollment in the preschool program is expended to support the costs of operating the preschool program. Unless qualified for financial assistance, all fees are due upon the schedule established by the individual program.

Federal Grants	
Early Education Special Education Fund Code 262	A grant funded through the Massachusetts Department of Early Education and Care for occupational therapy, physical therapy, and speech and language services to preschool-age children.
Special Education IDEA Fund Code 240	A grant funded through the Federal Department of Education for the direct and support costs related to special education.
Title I Fund Code 305	A grant funded through the Federal Department of Education for math and literacy allocated to school systems based on the number of students that qualify for Free and Reduced Lunch.
Title IIA: Teacher Quality Fund Code 140	A grant funded by the Federal Department of Education for professional development purposes.
Title IVA: Student Support Fund Code 309	A grant funded by the Federal Department of Education to build the capacity of the district to ensure all students have equitable access to high-quality educational experiences.

State Grants	
Enhanced School Health Services Fund Code 459	A grant funded through the Massachusetts Department of Public Health for school nursing services.

Revolving Funds	
Athletic Fund Code 835	Duxbury Public Schools offers a variety of sports. The funding for this program comes from three sources: operating budget funding, user fees collected for sports participation, and gate receipts, gifts, and donations. Funds from the revolving fund are used to pay for officials, security, transportation, equipment, and the athletics department supplies/materials. The operating budget covers the Athletic Director's salary, coaches' stipends, and supplies not covered by the revolving account. Revenue generated from gate receipts is deposited into this fund. Athletic-related expenses are charged to this fund. Revenue collections offset the total cost of the athletic program (general fund).
Book Fund Code 890	Revenue and expenses related to the replacement fee for lost textbooks are charged to this fund. In addition, students who wish to purchase Advanced Placement (AP) textbooks are deposited and expended from this fund.

Revolving Funds	
Breadboard	Revenue generated by the sales of meals is deposited into the fund. The cost of program-related expenses, such as food purchases, equipment maintenance, repair, etc,. offset the operating budget with this account.
Building Use Fund Code 830	Rental fees charged to community groups for the use of school space and athletic fields after school hours are deposited into this fund. Custodial overtime and other building-related expenses are charged to this fund. Facilities and Field Rental Fee Schedule
Chromebook Protection Plan Fund Code 896	Revenue received related to the purchase of insurance for the Chromebooks issued to students. Funds can be used to cover accidental damage to Chromebooks and the cost of repairs and/or replacement of Chromebooks.
Circuit Breaker Fund Code 266	The state special education reimbursement program, commonly known as the *circuit breaker* program, was started in FY04 to provide additional state funding to districts for providing students with high-cost special education services. The program operates in accordance with Massachusetts General Law Chapter 71B section 5A and School Finance Regulations 603 CMR 10.07. The Circuit Breaker Program reimburses the school district for students who require Individual Education Program (IEP) services (both in-district and out-of-district) that cost greater than four times the statewide foundation budget. The foundation rate changes each year, which also impacts potential reimbursement to the school district. Reimbursement rates have ranged between 60% and 75%. The school department budget practice applies the Circuit Breaker reimbursement for residential and day tuition payments. The school department carries forward balances in Circuit Breaker funding to the following fiscal year. This process was implemented to address potential spikes in out-of-district spending in a given year for out-of-district placements. Quarterly progress payments are received based on the prior year's approved claim submission. Sometimes the state provides a fifth and final payment in August to fully fund its prior year obligations. Circuit Breaker funds are deposited into the Circuit Breaker state grant account. The funds must be expended by the end of the following fiscal year.

Fiscal Year	Receipts	Expenses	Balance Carried Forward
2015	$562,350	$763,266	$567,907
2016	$887,446	$756,410	$698,943
2017	$881,283	$1,118,683	$461,543
2018	$671,673	$651,170	$482,046

Revolving Funds				
	2019	$989,661	$512,448	$959,259
	2020	$1,129,295	$1,198,982	$889,572
	2021	$1,611,975	$1,737,952	$763,595
	2022	$832,029	$816,402	$779,222
	2023	$991,011	$787,326	$982,907
	2024	$777,901	$982,907	$777,901
	2025	$1,396,749	$1,052,356	$1,122,294
	State Guidance on Circuit Breaker Fund Balance: Since MA DESE regulations allow school districts to carry forward up to one year's worth of state reimbursement, the Massachusetts Department of Revenue, Division of Local Services (DLS) advises communities build balances in their Special Education Circuit Breaker accounts in years when actual costs compare favorably with the budget so that in years when special education costs increase unexpectedly or the circuit breaker reimbursement drops, there will be some circuit breaker revenue to cover any unforeseen costs. Building a circuit breaker balance is good management practice as it eliminates some of the risks associated with these unpredictable special education costs.			
Co-curricular Fund Code 865/866	Revenue received related to the co-curricular fees that cover all clubs in which a student may participate at the Middle School and High School. Funds can be used to compensate employees or pay for contracted services, equipment, and materials to operate the clubs or after-school activities. The facility advisors work with students in a variety of activities that supplement and add an additional dimension to the student's total educational experience.The current fee is $110.00 to participate in all activities Duxbury Middle School and Duxbury High School Co-curricular schedules.			
Duxbury Education Foundation (DEF) Fund Code 900	Revenues generated through DEF-specific donations are deposited to this fund. Expenses related specifically to the donation are expended through this fund, adhering to the intention of the award.			
Food Services Fund Code 3400	Revenue generated by the sales of meals, as well as federal and state reimbursements, is deposited to the fund. The entire cost of program-related expenses such as salaries, food purchases, equipment maintenance, repair, etc. are charged to this account.			

Revolving Funds	
Full-Day Kindergarten Fund Code 895	Duxbury Public Schools offers a tuition based full-day kindergarten. The cost of the program per year is $3,000.00. If a family meets the eligibility requirements for Free and Reduced lunch, the kindergarten fee may be waived or adjusted. There is no charge for the half-day program.
Integrated Pre-School Fund Code 840	The Duxbury Public Schools Integrated Preschool program provides a setting to deliver special education services to those students who qualify. The program also accepts students who do not require special education services. However, there is a tuition for these students to attend and the revenue generated through the collection of the tuition are deposited into this fund. All children participate in a curriculum designed to address targeted areas of development such as cognition, communication, social-emotional skills, gross motor and fine motor skills, and behavior. The program offers a ½ day program, 4 days per week. The 2025-2026 tuition is $3,108.
Performing Arts Center Fund Code 855	Revenue generated from entrance fees to drama and music performances are deposited into this fund. Expenses related to the drama and music programs are charged to this fund.
Small Gifts Fund Code 950	Revenues generated through program-specific donations are deposited to this fund. Expenses related specifically to the donation are expended through this fund, adhering to the intention of the award.
Special Education Stabilization Fund Code 920	The Massachusetts Special Education Stabilization Fund, established by Section 24 of Chapter 218 of the Acts of 2016, allows municipal and regional school districts to create a reserve dedicated to covering unanticipated or unbudgeted special education costs. This fund is specifically designed to address extraordinary needs related to special education, including out-of-district tuition, transportation, and recovery high school tuition. It is funded by excess monies from the School Department's operating budget. The balance in the reserve fund cannot exceed two percent of the annual net school spending of the school district. Funds in the reserve fund can only be expended or transferred out after a majority vote of both the School Committee and Selectboard.

Duxbury Public Schools

Revolving Funds	
Student Activity (Fund 871/872/873/874)	Revenue and expenses related to student activity fees. These funds are generally raised by students and must be spent on students. The district acts as fiduciary agent for student clubs and organizations. At the Middle School and High School, students raise funds for specific clubs by charging admission to dances, or other events and by participating in magazine sales, bake sales, etc. Funds are deposited into savings accounts set up by the Town Treasurer. Principals spend from these funds by transferring money to the town's main depository account via the warrant process by entering purchase orders in the town's finance management system – SoftRight. By law, principals oversee these expenditures to assure that all funds earned by students are spent directly on student events. In Duxbury, the Business Office is also involved in the oversight and reconciliation of these funds.
Transportation Fund Code 850	DPS provides free transportation to all eligible school students in grades K-6 who reside 2 miles or more from their designated school as required by the Department of Elementary and Secondary Education. The District also provides an option for students who live less than 2 miles from their school and all students in grades 7-12 to pay a fee to ride the bus. The cost of pay-to-ride for those who register by the registration deadline is $250.00 with a family cap of $500.00. Currently, 21 school buses are transporting over 1,900 students each day. Additionally, the District is required to provides transportation for students receiving special education services outside of Duxbury. A portion of that cost may be funded through this fund code.
Community Education Programs (Fund Codes 800/805/810/ 815/820)	Community Education is a self-sustaining entity housed within Duxbury Public Schools. Community Education has served the Duxbury community by providing Magic Dragon Preschool and Children's Center, Before and After Dark, Drivers Education, and Extended Day before and after school programs to the children and families of Duxbury.

Town School Collaboration

The following table shows the Town of Duxbury's total expenditure budget and the portion of that budget that the Schools make up.

	FY'23 Actual	FY'24 Actual	FY'25 Budgeted	FY'26 Budgeted	FY'27 Town Proposed*
Total Available	$87,936,747	$93,229,364	$98,318,962	$100,461,919	$100,850,880
School Share	$40,528,150	$43,008,465	$43,250,348	$44,331,607	$45,661,555
School %	46.09%	46.13%	43.99%	44.13%	45.28%
Town Share	$47,408,597	$50,220,889	$55,068,614	$56,130,312	$55,189,325
Town %	53.91%	$53.87	56.01%	55.87%	54.72%

FY2023 and FY2024 from Massachusetts Department of Revenue Division of Local Services Data Analytics and Resources Bureau, audited 2024 Schedule A; FY2025 and FY2026 from Town Meeting Warrant; FY2027 Proposed presented by Town of Duxbury Director of Finance to Selectboard on October 27, 2025.

Grant Awards

The district continually pursues additional grant opportunities beyond its recurring entitlement allocations to enhance educational programs, expand student support services, and reduce reliance on the general fund. These efforts reflect the district's commitment to maximizing external funding sources to sustain and improve school operations and student outcomes. The following table summarizes the grant awards received over the past five fiscal years, including Fiscal Year 2026 awards received to date.

FEDERAL GRANTS	Grant Type	Responsible Administrator	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
ARP Idea (252)	COVID	Special Education Director	$144,805	-	$2,937	-	-
IDEA,Early Childhood(264)	COVID	Special Education Director	$13,495	-	-	$1,802	-
ESSER I (113)	COVID		-	-	-	-	-
ESSER II Grant (115)	COVID		$217,168	-	-	-	-
ESSER III Grant (119)	COVID		$465,598	-	-	-	-
IDEA 240 - Sped 94-142 Grant	Entitlement	Special Education Director	$718,031	$739,949	$775,367	$763,664	$756,238
IDEA - Sped Early Childhood (262)	Entitlement	Special Education Director	$18,099	$17,803	$18,326	$18,339	$18,290
Title I	Entitlement	Assistant Superintendent	$97,072	$88,619	$83,782	$75,060	$73,746
Title II Pt A	Entitlement	Assistant Superintendent	$41,904	$37,002	$36,267	$30,948	$34,766
Title IV Pt A #309	Entitlement	Assistant Superintendent	$10,000	$10,000	$10,000	$10,000	$10,000
Deeper Learning (105)	Competitive	Assistant Superintendent	-	-	$27,120	-	-
High Quality Instructional Materials (165)	Competitive	Assistant Superintendent	-	-	$204,926	-	-

Sped Program Improvement (274)	Entitlement	Special Education Director	-	-	$17,136	$10,000	-
EC Sped 298		Special Education Director	-	-	-	-	-
TOTAL			**$1,726,172**	**$893,373**	**$1,175,861**	**$909,813**	**$893,040**

STATE GRANTS	Grant Type	Responsible Administrator	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
CSHS Grant	DPH	Nurse Leader	$29,600	$40,000	$50,000	$29,600	$33,000
MyCAP Development and Implementation (598)			-	-	$7,492	-	-
Influence 100 (329/330)		DEI Director	-	$1,000	$1,000	-	-
Civics Project Showcase		Social Studies Coordinator	-	$4,190	-	-	-
Coronavirus Prevention Fund	COVID		-	-	-	-	-
Innovation Career Pathways Implementation (419)	Competitive	Assistant Superintendent	-	-	-	$75,000	$50,000
Innovation Career Pathways (436)	Competitive	Assistant Superintendent	-	-	$10,475	-	-
Credit for Life	Competitive	High School Principal	-	-	-	$3,200	-
Hate Crimes Prevention (794)	Competitive	DEI Director	-	-	-	-	$30,000
TOTAL			**$29,600**	**$45,190**	**$68,967**	**$107,800**	**$113,000**
		TOTAL GRANT AWARDS	**$1,755,772**	**$938,563**	**$1,244,828**	**$1,017,613**	**$1,006,040**

Fees

Fees are assessed for various student programs and used to offset the direct program expenses.

Program	Grades	FY'26	Per
Athletics	9-12 6-8	High School - $250/student; Hockey $400/student, $1,250 family cap; Middle School - $150/student	Sport
Transportation	K-12	$250/child, $500 family cap; After 7/1 - $300/child, $600 family cap	Year
Co-Curricular	6-12	$110/student	Year
Parking	11-12	$100	Year
Chromebook Protection Plan	6-12	$35/student	Year

School Lunch

Breakfast	K-12	Free	Daily
Elementary Lunch	K-5	Free	Daily
Middle and High School Lunch	6-12	Free	Daily
Milk	K-12	.65	Day

Tuition

Preschool - 4 Half Days	Pre-K	$3,108	Year
Full Day Kindergarten	K	$3,000	Year

Revolving Fund Revenue

Revolving fund revenue consists of fees, tuition, and receipts collected from specific programs, which are legally set aside to fund the direct expenses of those programs.

Program	Grades	FY'23	FY'24	FY'25
Athletics	6-12	$371,086	$ 399,619	$ 333,999
Transportation	K-12	$124,135	$ 298,885	$ 119,980
Co-Curricular - DMS	6-8	$15,840	$ 17,870	$ 18,811
Co-Curricular - DHS	9-12	$44,300	$ 50,801	$ 39,486
Parking	11-12	$22,650	$ 25,000	$ 24,510
Chromebook Protection Plan	6-12	$23,647	$ 16,530	$ 19,698
Step Program	K-12	$4,800	-	-
Lost Books	K-12	$713	$826	$1,119
School Lunch	K-12	$1,609,414	$ 1,579,995	$ 1,598,934
Tuition				
Preschool - 4 Half Days	Pre-K	$110,022	$ 110,363	$ 110,697
Full Day Kindergarten	K	$717,794	$ 673,036	$ (800)

Description of Budget Accounts (Cost Centers)

Massachusetts school districts are required to report all expenditures by the following functional categories, regardless of funding source:

Administration (1000): Activities that have as their purpose the general direction, execution, and control of the affairs of the school district that are systemwide and not confined to one school, subject, or narrow phase of school activity. Includes school committee, superintendent, assistant superintendent, business office, and district-wide technology equipment and supplies.

Curriculum and Instruction (2000): Instructional activities involving teaching students, supervising staff, developing and utilizing curriculum materials, and related services. Instructional services directly attributable to schools must be reported on a school basis, while district-wide services, such as supervisory, may be reported on a district-wide basis. Includes all costs with district-wide academic leadership, school building leadership, teaching services, professional development for teachers, support staff and school councils, instructional materials and equipment, and psychological services.

Other School Services (3000): Activities that support school operations other than instructional services. Includes nursing, transportation, food services, athletics, other student services (co-curricular), and school security (SROs).

Operations and Maintenance (4000): Activities relating to the physical plant and maintenance activities for grounds, buildings, and equipment. General activities relating to the physical plant and maintenance activities for grounds, buildings and equipment, and technology infrastructure.

Fixed Charges (5000): Retirement and insurance programs, rental of land and buildings, debt service for current loans, and other recurring items, which are not generally provided for under another function.

Community Services (6000): Services provided by the school district for the community as a whole or some segment of the community. Includes all costs associated with civic activities, recreation services, health services to non-public schools, and transportation to non-public schools.

Fixed Assets (7000): Acquisition of land or existing buildings, improvements of grounds, construction of buildings, additions to buildings, remodeling of buildings, or acquisition of initial or additional noninstructional equipment exceeding the $5,000-unit cost and $100,000 extraordinary maintenance cost as defined in 603 CMR 10.00. Costs corresponding to revenue received as a lump sum or progress payment revenue receipt from MSBA, whether outstanding BANs exist. Costs directly related to a school construction project supported through local appropriation.

Debt Service (8000): Retirement of debt, interest payment, and other debt costs.

Tuition Programs (9000): Transfers of payments to other school districts or non-public schools for services provided to students residing in the sending city or town.

Classification of Revenue and Expenditures (DESE)
Duxbury Public Schools classifies and reports revenue in accordance with the requirements of the Massachusetts Department of Elementary and Secondary Education (DESE). All revenues are tracked by funding sources through separate funds. Revenues are categorized as follows:

- **State Aid** – Includes Chapter 70, Circuit Breaker, Charter Tuition Reimbursement, and Massachusetts School Building Authority (MSBA) funding.
- **Federal Grants** – Includes grants administered through the Federal Department of Education and other federal agencies.
- **State Grants** – Includes grants from DESE and other Massachusetts state agencies.
- **Private Grants** – Includes funding from organizations such as the Duxbury Education Foundation and school Parent-Teacher Organizations (PTOs).
- **Revolving and Special Funds** – Includes program-specific accounts such as School Lunch, Athletics, and Preschool.

The classification of expenditures allows tracking of expenses by location, program, and expense type, as defined by the Commonwealth of Massachusetts, and implemented by the Town of Duxbury. The

Duxbury Public Schools

Massachusetts Department of Elementary and Secondary education requires all school districts to maintain an account structure that "provides school and instructional expenditure information with greater specificity for accountability purposes beginning in fiscal year 2002[1]". The Duxbury Chart of accounts incorporates the DESE function code.

Duxbury General Fund Account Structure

The Duxbury Public Schools chart of accounts includes the following segments:

Fund	Function	Department	Division/Sub Fund	Object	Sub Object	Location	DESE Function	DESE Sub Function	DESE Object	Program	Cost Center	Budget Calc	Cost Center Rollup
4 Digits	1 Digit	3 Digits	3 Digits	4 Digits	4 Digits	2 Digits	1 Digit	4 Digits	1 Digit	3 Digits	2 Digits	1 Digit	2 Digits

Chart of account functions are subdivided into the following categories:

Fund

1000 General Fund
1100 General Fund Encumbrances
2200 School Lunch
2450 Federal Grants
2550 State Grants
2750 Revolving Funds
2950 Other Grants & Gifts
3000 Capital

Function

3 Education

Department

301 DPS - Regular Education
302 DPS - Special Education
303 DPS - Vocational Education
304 DPS - Other Programs
305 DPS - Undistributed
306 DPS - Leases

Division/Subfund

0 Unassigned
61 Credit For Life Grant (061)
105 Deeper Learning Fed Grt
113 ESSER (113)
115 ESSER (115)
119 ESSER (119)
140 Teacher Quality (140)
152 DLCS - Digital Literacy
165 High Quality Instr Materials

193 School Health Services
197 School Health/CSHS (197)
237 CPC Family Eng. (237)
240 SPED Allocation 94-142 (240)
252 ARP IDEA (252)
262 Early Childhood (262)
264 ARP IDEA-Early Childhood (264)
274 Sped Prgram Improvement (274)
298 Sped Early Childhood (298)
305 Title I (305)
309 Title Iv Pt A (Tiva) #309
329 Influence 100 Grant
331 Drug Free Schools (331)
400 Perkins V. Grant
419 Innov Career Pathways (419)
436 Innov Career Pathways (436)
471 ECF -Emergency Connectivity Fund
591 Civics Project Showcase
598 Mycap Develop & Implement
600 School Safety & Security
632 Academic Support (632)
695 Big Yellow School Bus Grant
701 Full Day Kindergarten (701)
750 Circuit Breaker
800 Before & After Dark
805 Driver Education
810 Music Program
815 Magic Dragon
816 Magic Dragon - Tuition Donation
820 KED/After School Program
825 Summer Camp
830 Building Use
835 Athletic Program
840 Integrated Preschool
845 Tuition Revolving
846 Step Program Revolving
850 Bus Transportation
855 Performing Arts Center
860 Parking Fees
865 Co-Curricular DMS
866 Co-Curricular DHS
871 Alden School
872 Chandler School
873 DMS Student Activity
874 DHS Student Activity
880 DPS Art Cards
885 Community Partnership Children
890 Book Fund
895 Full-Day Kindergarten Tuition
896 Computer Insurance
900 Duxbury Foundation
910 Special Educ. Parent Advisory Council
920 Special Education Reserve Fund
950 School Small Gift Account
960 United Way-Qris Alden School
970 United Way-Qris Chandler Sch.
2200 School Lunch Program
2210 Bread Board Program

Location

31 Alden Elementary
32 Chandler Elementary
33 Duxbury Middle School
34 Duxbury High School
35 DPS System-wide
36 Field House

DESE Function

0 Unassigned
1 District Leadership & Administration
2 Instructional Services
3 Other School Services
4 Operations & Maintenance
5 Fixed Charges
6 Community Services
7 Fixed Assets
8 Debt Service
9 Programs with Other Districts

Massachusetts Department of Education Chart of Accounts

This section describes the general requirements for reporting expenditure data from school committee appropriation, municipal spending supporting schools, revolving and special funds, and state and federal grants and contracts to the Massachusetts Department of Elementary and Secondary Education. Each school district shall report the following revenues and expenditures, as required, in the annual End-of-Year Financial Report under Massachusetts General Laws Chapter 72, Section 3.

This section specifies the criteria for reporting functional categories of expenditures and gives the specific items that should be reported under these categories. The Duxbury Public Schools budget aligns each expenditure category to the following function codes, following MA DESE reporting requirements:

Duxbury Public Schools

(1000) District Leadership & Administration

1110: School Committee
1230: Other District–Wide Administration
1430: Legal Service for School Committee
1210: Superintendent
1410: Business and Finance
1435: Legal Settlements
1220: Assistant Superintendent
1420: Human Resources and Benefits
1450: Administrative Info. Tech.

(2000) Curriculum and Instruction

2110: Curriculum Directors
2330: All Non-Clerical Paraprofessionals
2420: Instructional Equipment
2120: Department Heads
2130: IT Leadership/Training
2210: School Leadership
2250: Building Technology
2305: Teachers, Classroom
2340: Librarians and Media Center
2430: General Classroom Supplies
2351: Prof. Dev. Leadership
2352: Instructional Coaches
2354: Substitutes for Coaches
2356: Instructional Staff PD
2440: Other Instructional Services
2451: Classroom Instr. Technology
2453: Other Instructional Hardware
2455: Instructional Software
2320: Medical/Therapeutic Svcs.
2358: Outside PD Providers
2710: Guidance and Adj. Counselors
2324: Substitutes: Long Term
2325: Substitute Teachers
2410: Textbooks / Related Software
2720: Testing and Assessment
2415: Other Instructional Materials
2800: Psychological Services

(3000) Other School Services

3100: Attendance and Parent
3200: Medical/Health Svc.
3300: Transportation Svcs.
3400: Food Services
3520: Other Student Activities
3510: Athletics
3600: School Security

(4000) Operation and Maintenance

4110: Custodial Services
3400: Food Services
3520: Other Student Activities
3510: Athletics
3600: School Security
4220: Maintenance of Buildings
4225: Building Security Services
4300: Extraordinary Maintenance
4120: Heating of Buildings
4400: Networking and Telecommunications
4130: Utility Services
4230: Maintenance of Equipment
4450: Technology Maintenance
4210: Maintenance of Grounds

(5000) Fixed Charges

5100/5200: Employee Benefits
5300/5400/5500: Rental Lease, Interest & Other Fixed Charges

(6000) Community Service

6200: Civic Activities
6800: Health Non-Public Schools
6900: Transportation Non-Public
6300: Recreation

7000: Acquisition, Improvement and Replacement of Fixed Assets

7100/7200: Purchase of Land/Bldg.
7350: Capital Technology
7300/7400: Equipment

(8000) Debt Retirement and Service

8100: Debt Retirement/Sch. Const.
8200: Debt Service/Sch. Constr.
7500/7600: Motor Vehicles
8400/8600: Debt Service/Educ. & Other

(9000) Tuition Programs (Out-of-District Tuition)

9100: Tuition to Mass. Schools
9125: Tuition to Horace Mann
9300: Tuition to Non-Public Schools
9400: Tuition to Collaborative
9110: School Choice Tuition
9200: Tuition to Out of State Sch.
9120: Tuition to Comm. Charter School

STAFFING

The FY 2027 budget includes estimated and actual wage increases for all current collective bargaining units and non-CBA positions. Actual wage increases are based on contractual cost-of-living adjustments (COLA) and salary advancements.

Status of collective bargaining agreements:

Bargaining Unit	Contract Term	Negotiated Increase
Duxbury Teachers Association - Unit A	9/1/2022 - 8/31/2026	• Effective 9/1/2022: 2% • Effective 9/1/2023: 3% • Effective 9/1/2024: 3% • Effective 1/1/2025: 1% • Effective 9/1/2025 2.5%
Duxbury Teachers Association - Unit C	9/1/2024 - 8/31/2027	• Effective 9/1/2024: 10% (includes a market adjustment) • Effective 9/1/2025: 10% (includes a market adjustment) • Effective 9/1/2026: 5%
The Administrative Assistants' Association	7/1/2023 - 6/30/2026	• Effective 7/1/2023: 3% • Effective 7/1/2024: 3% • Effective 1/1/2025: 1% • Effective 7/1/2025: 2%
Local 1700 AFSCME, AFL-CIO Council 93 (Custodians/Maintenance)	7/1/2024 - 6/30/2027	• Effective 7/1/2024: 7% • Effective 7/1/2025: 7% • Effective 7/1/2026: 7% (Includes market adjustment & annual rate increase)

Teachers and instructional assistants in the Duxbury Public Schools are represented by the Duxbury Teachers Association (DTA). The DTA includes two employee groups: Unit A which consists of classroom teachers, professional support, and school nurse, and Unit C, which represents instructional assistants.

Like most public school systems in Massachusetts, Duxbury uses a pay structure known as "steps and lanes" to recognize both experience and educational attainment. The "step" reflects a staff member's years of experience and service, while the "lane" corresponds to their level of education and advanced coursework. Under the terms

of the current contract, Unit A members are compensated on a schedule that includes sixteen (16) steps and eight (8) lanes.

At the time of this writing, the Duxbury Public Schools and Duxbury Teachers Association (DTA) are engaged in contract negotiations for a contract set to begin September 1, 2026.

TEACHER SALARY SCHEDULES (UNIT A)

Unit A FY26								
STEP	B	B+15	M	M +15	M+30	M +60	MM or M+CAGS	DR
1	56,488	58,262	61,219	62,995	64,769	66,544	67,431	68,318
2	58,856	60,629	63,586	65,360	67,136	68,910	69,797	70,685
3	60,629	62,404	65,360	67,136	68,910	70,685	71,572	72,459
4	64,178	65,952	68,910	70,685	72,459	74,234	75,120	76,007
5	67,726	69,500	72,459	74,234	76,007	77,782	78,669	79,555
6	70,093	71,867	74,825	76,599	78,374	80,148	81,035	81,923
7	73,050	74,825	77,782	79,555	81,332	83,106	83,993	84,879
8	75,415	77,191	80,148	81,923	83,696	85,473	86,359	87,247
9	77,782	79,555	82,514	84,288	86,062	87,836	88,725	89,613
10	81,332	83,106	86,062	87,836	89,613	91,387	92,274	93,161
11	83,696	85,473	88,429	90,203	91,977	93,754	94,640	95,527
12	88,429	90,203	93,161	94,936	96,711	98,484	99,373	100,260
13	91,977	93,754	96,711	98,484	100,260	102,036	102,922	103,810
14	95,527	97,302	100,260	102,036	103,810	105,584	106,471	107,359
15	99,985	101,772	104,752	106,539	108,327	110,116	111,009	111,902
16	104,442	106,243	109,245	111,044	112,846	114,647	115,547	116,447

STAFF COUNTS BY LANE/STEP BY FTE BREAKDOWN (UNIT A)

The following table is the distribution of Unit A FTEs in fiscal year 2026. As you will see, 51.97% of Duxbury's teachers are at the top step of the salary schedule, based on their professional experience and longevity with the district.

Step	B	B+15	M	M+15	M+30	M+60	MM/ CAGS	DR	Total	% of Whole
1	2.00								2.00	0.76%
2	1.00		2.00						3.00	1.14%
3	2.00	1.00	2.30				1.00		6.30	2.39%
4	0.50		2.00	1.00			1.00		4.50	1.71%
5	2.00		1.00		1.00				4.00	1.52%
6	3.00		7.00	2.00			1.00		13.00	4.93%
7	2.00	1.00	3.00	2.00			0.70		8.70	3.30%
8	1.00		6.00	2.00	1.00				10.00	3.79%
9			2.00	1.00	1.00	1.00			5.00	1.90%
10			8.00	2.00	1.00	1.00			12.00	4.55%
11		1.00	5.00	3.00					9.00	3.41%
12			4.00	3.00	3.00		3.00		13.00	4.93%
13			2.00	1.00			3.00		6.00	2.28%
14	1.60		3.50	5.00	7.00		2.00		19.10	7.25%
15	1.00		3.00	3.00	3.00	1.00			11.00	4.17%
16	3.50	6.00	39.50	29.00	36.00	8.00	13.00	2.00	137.00	51.97%
Grand Total	**19.60**	**9.00**	**90.30**	**54.00**	**53.00**	**11.00**	**24.70**	**2.00**	**263.60**	
% of Whole	7.44%	3.41%	34.26%	20.49%	20.11%	4.17%	9.37%	0.76%		100.00%

Full-time Equivalent Summary

This Full-Time Equivalent (FTE) Summary provides a detailed, comparative breakdown of all budgeted positions by location and category for Fiscal Years 2026 and 2027, illustrating the distribution of staff resources across the district's schools and departments.

Location	Category	FY'26 FTE	FY27 FTE
Alden	Custodial Services	4.00	4.00
	Guidance and Adjustment Counselors	2.00	2.00
	Instructional Services	59.50	60.50
	Medical/Health Services	1.00	1.00
	Psychological Services	1.00	1.00
Alden Total		*67.50*	*68.50*
Chandler	Custodial Services	4.00	4.00
	Guidance and Adjustment Counselors	2.00	2.00
	Instructional Services	78.75	82.25
	Medical/Health Services	1.50	1.50
	Psychological Services	1.00	1.00

Duxbury Public Schools

Location	Category	FY'26 FTE	FY27 FTE
Chandler Total		*87.25*	*90.75*
Middle School	Custodial Services	4.00	4.00
	Guidance and Adjustment Counselors	5.00	5.00
	Instructional Services	57.70	59.35
	Medical/Health Services	1.00	1.00
	Psychological Services	1.00	1.00
Middle School Total		*68.70*	*70.35*
High School	Custodial Services	8.00	8.00
	Guidance and Adjustment Counselors	8.20	8.20
	Instructional Services	82.50	78.65
	Medical/Health Services	1.50	1.60
	Psychological Services	2.00	2.00
High School Total		*102.20*	*98.45*
Districtwide	Athletics	1.50	1.50
	Buildings and Grounds	4.00	4.00
	Custodial Services	0.50	0.50
	District Leadership & Administration	8.25	8.25
	Guidance and Adjustment Counselors	1.80	1.80
	Instructional Services	71.80	71.10
	Technology Infrastructure, Maintenance, and Support	3.50	5.00
Districtwide Total		*91.35*	*92.15*
Grand Total		417.00	420.20

The following illustrates the Duxbury Public Schools' Student to Teacher Ratio across a ten-year period (FY'16 through FY'25), providing a historical comparison of the district's staffing density against the published statewide ratio.

Student to Teacher Ratio	Duxbury Public Schools	State
2024-2025	11.2 to 1	11.9 to 1
2023-2024	11.9 to 1	11.8 to 1
2022-2023	12.9 to 1	11.9 to 1
2021-2022	12.9 to 1	11.9 to 1
2020-2021	12.7 to 1	12.1 to 1
2019-2020	13.4 to 1	12.6 to 1
2018-2019	13.7 to 1	12.9 to 1
2017-2018	13.5 to 1	13.0 to 1
2016-2017	13.2 to 1	13.2 to 1
2015-2016	13.3 to 1	13.2 to 1

Staff positions are categorized according to the following Object Codes, which align personnel roles—from licensed professionals to operational support—with the district's overarching budget structure.

Duxbury Public Schools

Object Code 1: Includes professional staff whose position typically requires licensure from the Massachusetts Department of Elementary and Secondary Education (DESE) or a similar state agency. A listing of the position titles includes:

- Teacher*
- Guidance Counselor*
- School Psychologist*
- School Nurse*
- Adjustment Counselor*
- Speech and Language Pathologist*
- Superintendent
- Assistant Superintendent
- Director of Business and Finance
- Director of Special Education
- Director of Human Resources
- Principal
- Assistant Principal
- Curriculum Supervisor
- Subject Supervisor
- Department Head*
- Special Education Team Chairperson
- Out-of-District Coordinator
- Careers Pathways Coordinator
- Athletic Director
- Substitute for leaves of absence

Object Code 2: Includes staff who provide administrative support to the Central Office, the Special Education Department, or an individual school. A listing of the position titles includes:

- Administrative Assistant*
- Payroll Coordinator
- Accounts Payable
- Manager Curriculum & Instruction Systems Optimization
- Executive Assistant to the Superintendent and Human Resources
- Central Office Receptionist (.25 FTE)
- Operations Manager - Facilities (.5 FTE)
- Registrar/Guidance Department Administrative Support
- Energy Manager

Object Code 3: Includes hourly employees who provide support to students or the logistical operations across the District. A listing of the position titles includes:

- Instructional Assistant*
- Network and Systems Administrator
- Lead Technology Specialist
- Help Desk Manager
- Operations Manager - Athletics (.5 FTE)
- Manager of Accountability and Measurement
- Occupational Therapist*
- Physical Therapist*
- Board Certified Behavior Analyst
- Office Assistant
- Integrated Preschool Support (.75 FTE)
- Lunch/Recess Assistant
- Library Media Assistant
- Tutor
- Theater/Drama Technical Coordinator
- Bus Monitor
- Custodian*
- Crossing Guard
- Door Monitor

** Part of a Collective Bargaining Agreement*

Duxbury Public Schools

DUXBURY SCHOOL BUDGET DEVELOPMENT

Building the Level Services Budget

The first step in our annual process is to establish the "level service budget," which represents the funding required for the next year to maintain the current level of service. The level services budget begins with the current year budget. It is adjusted based on actual spending in the current year, projections of new expenditures, and, in some cases, projections of known savings.

The process of creating a level services budget is consistent from year to year. One goal of the budgeting process in recent years has been to increase stakeholder engagement. Soliciting feedback from stakeholders provides data that informs resource allocation. As a District, we collectively assess our current vendors, services, and platforms to determine what can be eliminated, what needs to be increased or enhanced, and how funds can be best utilized to support the District.

As we have shared in previous years, it should not be surprising for our community to see annual budget increases of 3.0% to 5.0% if the district is to maintain the current quality of its programs and services and continue to grow and improve. Schools are not typical businesses, since they have many costs that are essentially fixed, legally-mandated, or otherwise unavoidable. Some common examples include: Special Education, School Bus Transportation, Vocational Education Tuition, Utilities (gas, electric, water), Operations & Maintenance, and Salaries defined by Collective Bargaining Agreements. Although many costs do not vary significantly from year to year, schools are similar to other industries in their pricing and market volatility. With a fixed budget, market-driven prices impact the District's ability to maintain level services each year.

After developing our level services budget for FY'27, we assessed the impact of the reductions made to balance the FY'26 budget on district operations and identified our most pressing needs. These included addressing staffing and structural supports, increasing student needs, and maintaining essential services to ensure operational stability. The FY'27 proposed budget aligns with the district's Strategic Plan priorities, emphasizing academic excellence, student well-being, and continuous improvement.

All Funds Summary	FY'25 Actual	FY'26 Budgeted	FY'27 Proposed
State Education Aid (Chapter 70)	$6,947,940	$7,351,890	$7,696,669*
Local Contribution	$36,263,999	$36,942,305	$38,777,832*
State Grants	$94,536	$50,000	$50,000
Federal Grants	$1,135,129	$782,003	$769,265
Circuit Breaker Reimbursement	$1,052,348	$1,105,772	$1,253,856
National School Lunch Program	$1,547,915	$228,996	$232,000
Other Special Revenue	$2,393,220	$1,332,342	$811,695
TOTAL	$49,435,086	$47,793,308	$49,591,317

**FY27 Chapter 70 is an assumption provided by Town of Duxbury Finance Director; School Department totals do not include Community Education Programs, which are self-funded and operate separately from the school district.*

HOW THE BUDGET WAS BUILT

Budget Action	Budget Impact ($)	Cumulative Total Budget	Cumulative % Increase
Starting Point: Final FY26 Budget		$44,331,607	
Salaries: Increase in Salaries Due to Contractual Obligations (i.e. steps, lanes, cost-of-living increases)	$2,575,672	$46,907,279	5.81%
Special Education Expenses: Increase to contracted services, transportation, & OOD tuition expenses reflect increased need & inflationary estimates.	$1,876,973	$48,784,252	10.04%
General Expense: Increase to Facilities for contracted services and energy/heat/light	$118,190	$48,902,442	10.31%
Transportation: Increase in School Bus Transportation to account for contractual obligation of year one of multi-year contract.	$402,678	$49,305,120	11.22%
General Expenses: Increase in general curriculum & instruction supplies & materials, (i.e. textbooks, instructional materials, software, graduation)	$286,197	$49,591,317	11.86%
FY27 Projected Revenue Offset: Circuit breaker, federal grants, revolving accounts/special funds	($3,116,817)	$46,474,501	4.83%

FY27 SUPERINTENDENT'S RECOMMENDED NET BUDGET	**$46,474,501**	**4.83%**

*Assumptions - Circuit breaker based on FY'25 actual; bus lease - 10% increase; OOD transportation - 10% increase; heat/energy/light utilities - 4.5% increase; Staff COLA placeholder; $100,000 retirement savings; **Budget impact is before revenue offsets*

FY'27 REDUCTIONS, REALLOCATIONS, AND MAJOR COST DRIVERS

Recommended Staffing Adjustments

The following table outlines the Superintendent's recommended staffing adjustments for Fiscal Year 2027, reflecting the District's most critical instructional and operational needs.

Position	FTE	Amount	Justification
Elementary Classroom Teacher	2.0	$150,000	Maintain Chandler class sizes between 19 to 21 students per grade; maintain Alden class sizes between 20 to 22 students
DMS Math Specialist	1.0	$75,000	Eliminate two part-time tutor positions and institute full-time math specialist to provide interventions and coaching throughout the full-day to address math skill disparities
Technology	2.4	$220,234	Provide data and instructional technology needs throughout the district, including mandated school reporting, safety measures, student data privacy and curriculum integrations; Restore Data and Accountability Manager from .6 to 1.0, Instructional Technology Integration Specialist, and add .5 Tech Support
DHS Nurse	.1	$6,942	Brings part-time DHS nurse to 4 hours per day

DHS World Language Teacher	.2	$15,000	To help with Level I language classes and reinstate Rosetta Stone
DMS STEM Teacher	.2	$15,000	Enrollment & scheduling
Unannounced Retirement	-1.0	($117,168)	Unannounced Retirement
District Retirement Incentive/Attrition Savings		($100,000)	Assumed savings due to known retirements
Absorb Full-Day Kindergarten Tuition		$450,000	Provide all Duxbury students with equitable access to full-day Kindergarten curriculum
Title I Tutors		$80,000	Phase Elementary Title I tutors into operating budget
Custodial Overtime and Substitutes		$50,000	Support increased custodial overtime and substitute needs and costs
Total		**$845,008**	

Recommended Goods and Services Adjustments

The table below summarizes anticipated increases in goods and services necessary to maintain current service levels, support program growth, and address rising contractual and operational costs.

Expense Category	Amount	Justification
Graduation Expense	$5,000	FY'23: $17,166, FY'24: $19,593, FY'25: $20,648
Special Education Contracted Services	$25,000	Increase of service delivery and costs
Medical Therapy Contracted Services	$25,000	Increased testing, assessment, and wrap around services
Psychological Contracted Services	$25,000	Increased testing and assessment
Homeless Transportation	$10,000	Increase due to rising costs and needs
In District Transportation Contracted Services	$192,678	10% increase; FY'27 will be year one of new multi-year agreement
Utilities - Energy/Heat/Light	$43,190	Increase supply and service delivery costs
Maintenance Contracted Services	$75,000	Increase to allow for preventive maintenance and unplanned repairs due to aging buildings
Chandler Elementary Textbooks	$2,500	Increase to support instruction delivery
DMS Technical Education Instructional Materials	$2,000	Increase to support delivery of curriculum and increased material costs
PE Equipment Maintenance	$3,000	Increase to support gym equipment inspection (e.g. ropes course, weight room, exercise equipment)
DHS World Language Instructional Software	$10,000	Reinstate Rosetta Stone
DHS Technology Education Instructional Material	$3,219	Increase to support instruction delivery
Mileage or Travel Reimbusrements	$8,400	Proper allocation of expenditure
Instructional Software & Materials	$10,444	Increase to support instruction delivery
Total	**$440,431**	

Recommended Reductions and Reallocations

The following table details the reductions and reallocations incorporated into the FY'27 budget development process to align available resources with district priorities and fiscal limitations.

Expense Category	Amount	Justification
Alden Reading Instructional Materials	($1,000)	Reallocated
Alden Media Instructional Materials	($1,000)	Reallocation
DHS Guidance Contracted Services	($3,000)	Reallocation
DHS Media Contracted Services	($3,000)	Reallocation
DHS Computer Science Instructional Materials	($2,000)	Reallocation
Dist. Transp. Spec. Educ. Contracted Services	($391,890)	Reduction based on known student placements and assumed cost, and increase in Circuit Breaker offset
District Special Education Out-of-District Tuition	($64,369)	Reduction based on known student placements and assumed cost
Chandler Special Education Materials	($3,900)	Reallocation of funds
Instructional Software & Materials	($2,335)	Reallocation of funds
Total	**($472,494)**	

SCHOOL PROFILES AND FY'27 BUDGET REQUEST SUMMARIES

The FY'27 budget was developed through a careful and collaborative review process to ensure fiscal responsibility and alignment with district priorities. Principals and Directors assessed their school or department's needs, focusing on maintaining high-quality educational services and appropriate class and caseload sizes. All spending accounts were analyzed to confirm they are funded at the minimal level necessary for effective operation, and every staff position (FTE) was reviewed to ensure it is essential and accurately allocated. This deliberate approach supports the district's commitment to efficient resource use while sustaining excellence in teaching and learning.

Duxbury Public Schools

Chandler Elementary School
93 Chandler Street, Duxbury, MA 02332 Principal: Dr. Erin Wiesehahn

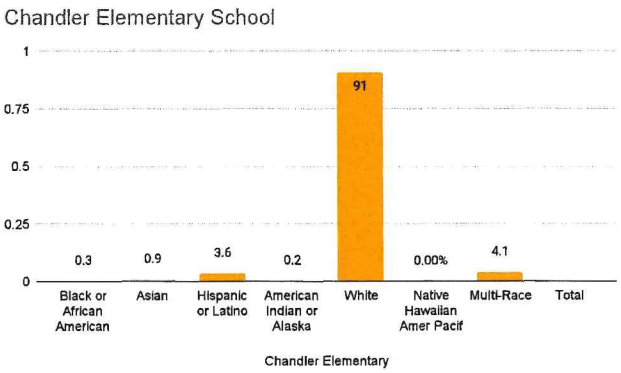
Quick Facts

Grades: PreK-2
Year Built: 1961 (2002)
Square Footage: 114,000
**data last updated from DESE Oct 1, 2025*

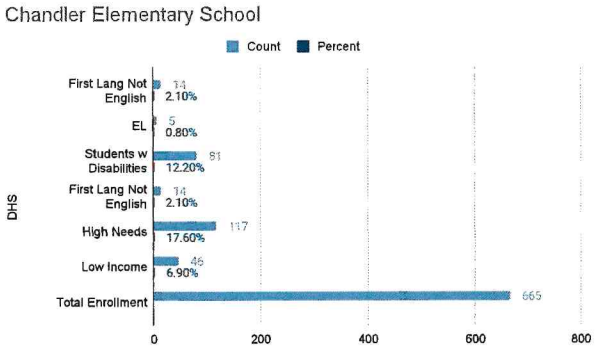
Enrollment: 639
Student Attendance: 95.4%
Chronically Absent: 5.7%



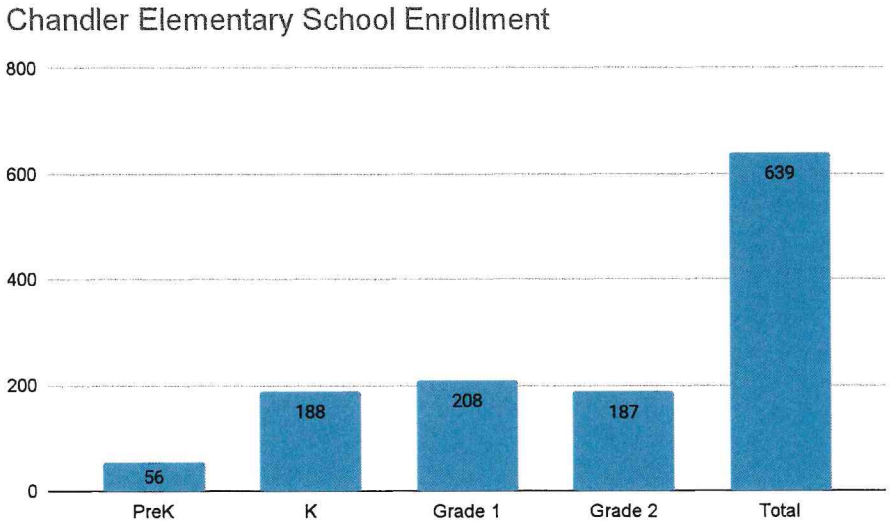
Student Race & Ethnicity



Student Demographics



Enrollment by Grade:



Chandler School Executive Budget Summary

Chandler School currently serves approximately 639 students grades PK–2. Our mission is to provide the first formal education program that supports students, staff, and families in a challenging yet supportive environment, designed to realize each student's potential. This aligns directly with the Duxbury Public School's Strategic Plan goals: fostering connected school-community partnerships, implementing inclusive and culturally responsive instruction, and utilizing a PK–12-aligned standards-based curriculum. The FY'27 Chandler School budget request is focused on preserving critical student services and restoring capacity lost in previous budget cycles.

Requested Adjustments

We are requesting the restoration of one full-time classroom teaching position that was eliminated in the FY'26 budget. The absence of this position significantly increased current Grade 2 class sizes from an average of 18 students during the 2024-2025 school year to 20.6 this year. Furthermore, the incoming Grade 2 cohort for FY'27 is projected to grow from 188 students to 207 students. If the position is not restored, the nine sections of second grade would begin the year with an average class size of 23 students per class. Restoring the tenth teacher would allow class sizes to start at an average of 20.7, which is still above our ideal but significantly better than 23.

At the K-2 level, our ideal class size is 18 students, and maintaining this is critical. Students in these early grades require high levels of targeted instruction to develop foundational academic and social-emotional skills. Larger class sizes severely impact the student-teacher ratio, making it difficult for teachers to build the strong relationships necessary for a safe learning environment and to customize instruction for small groups or individuals. This restoration directly supports the District's Strategic Plan goals related to academic excellence and equitable student outcomes. Restoring this position is a crucial step towards recovering from last year's cuts and ensuring we have the foundational resources to deliver a high-quality education for all students.

Programmatic Impact

Over the past few school years, our focus on smaller class sizes and our investment in hiring and retaining interventionists for both reading and math have yielded significant results. This success is directly attributable to the targeted, small-group support our classroom teachers and interventionists provide to students who need it most, as seen in the consistent success of our students in both reading and math.

iReady Reading

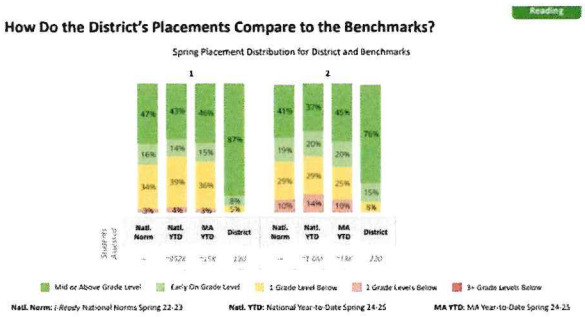
End of Year	Percentage of Students Scoring At or Above Grade Level
2022-2023	89%
2023-2024	88%
2024-2025	93%

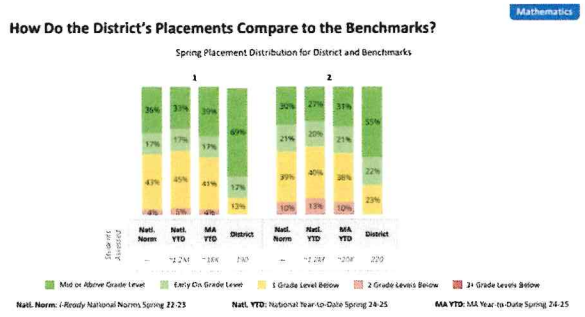
iReady Math

End of Year	Percentage of Students Scoring At or Above Grade Level
2022-2023	82%
2023-2024	83%
2024-2025	82%

Duxbury Public Schools

Recent i-Ready benchmark data demonstrates that Chandler students are outperforming both state and national peers in reading and mathematics. For example, 95% of Grade 1 students and 91% of Grade 2 students were reading at or above grade level at our 2025 spring benchmarking period, far surpassing Massachusetts and national benchmarks. These results confirm that our current structure, featuring smaller class sizes and targeted intervention supports, is working to ensure students build strong foundations in literacy and math.





To sustain this progress, it is important to maintain both low class sizes and interventionist positions. A level-funded budget for FY'27 would force our school to absorb the classroom teacher position that was lost last year, leading to larger class sizes. The average class size in grade 2 would increase to over 22 students, which would make it difficult to provide the personalized attention and small-group instruction that has proven so effective. In addition, Chandler School has experienced consistent enrollment growth in grades 1 and 2 each summer. An average of 10–11 additional students have enrolled in grade 1 during the summer, and 8–9 in grade 2. This pattern means that even when starting class sizes appear manageable, summer growth regularly pushes sections above the district's preferred class size of 18-20. Without the restoration of the classroom teacher in FY'27 this challenge will be further compounded, as higher enrollments will be distributed across fewer sections, pushing class sizes into the 22–23 student range.

Expense Category	FY'26 Budget	FY'27 Proposed Budget
Professional Salaries	$6,264,062	$6,553,034
Administrative Support Salaries	$77,584	$79,106
Other Support Salaries	$930,797	$975,818
Contracted Services	$513,460	$545,632
Supplies & Materials	$152,460	$155,738
Other Expenses	$20,117	$20,117
TOTAL	**$7,958,480**	**$8,329,444**

**FY'26 and FY'27 Budgets are before revenue offsets*

Duxbury Public Schools

Alden Elementary School
75 Alden Street, Duxbury, MA 02332 Principal: Dr. Rebecca Long

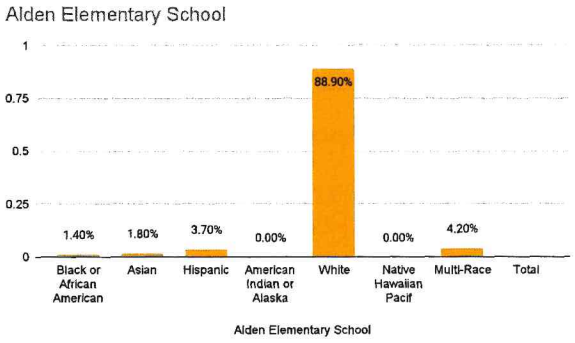
Quick Facts

Grades: 3-5
Year Built: 1949 (2002)
Square Footage: 160,000
**data last updated from DESE Oct 1, 2025*

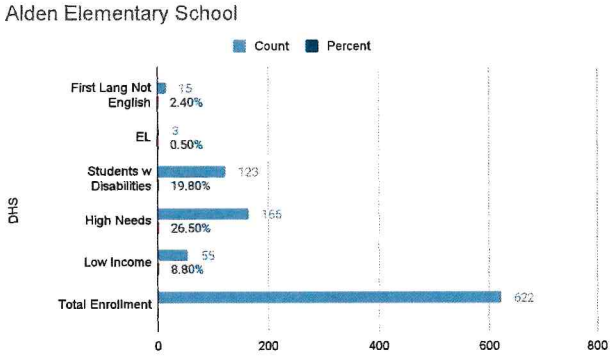
Enrollment: 644
Student Attendance: 95.2%
Chronically Absent: 8.2%



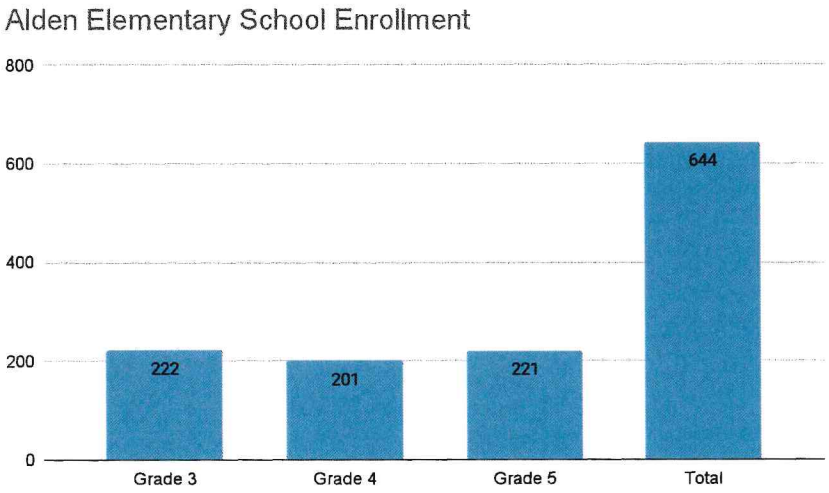
Student Race & Ethnicity



Student Demographics



Enrollment by Grade:



Duxbury Public Schools

Alden School Executive Budget Summary

Alden School serves approximately 644 students in grades 3–5, offering a safe and supportive environment where learners grow to be confident, curious, and compassionate—students who respect themselves and others while embracing challenges. As part of Duxbury Public Schools, we share in the district's Strategic Plan, which emphasizes strong school-community connections, inclusive and culturally responsive instruction, and an aligned PK–12 standards-based curriculum.

Requested Adjustments

We are requesting the restoration of one full-time classroom teaching position. Smaller class sizes allow for stronger student-teacher relationships, targeted instruction, and more equitable learning opportunities. This step directly supports the District Strategic Plan by enabling teachers to plan more effectively, differentiate instruction, and respond to individual student needs. Restoring this position is a critical step in recovering from last year's reductions while continuing to provide every student with a high-quality education.

For FY'27, Alden's budget request focuses on preserving essential student services and restoring capacity reduced in previous budget cycles. Central to this request is the reinstatement of a classroom teaching position eliminated in FY'26. The reduction has led to larger class sizes in grade 4, averaging 22.4 students per class, limiting individualized instruction and targeted support for diverse learners. Based on prior summer enrollment growth, class sizes could reach 24.7 students in the 2026–2027 school year. Restoring the tenth classroom teacher would reduce the average class size to 22, creating a more manageable environment and supporting high-quality instruction. Maintaining smaller class sizes is essential for elementary students, enabling teachers to provide personalized attention, nurture social-emotional growth, and promote academic achievement.

Programmatic Impact

Strategic investments in small class sizes and dedicated reading and math interventionists have led to measurable progress for Alden students. Focused, small-group instruction has played a key role in fostering growth and narrowing achievement gaps. In FY'25, we achieved our goal of providing appropriate staffing across grade levels and interventionists to meet the individualized needs of students. However, in FY'26, the loss of a classroom teacher negatively affected staffing ratios and student supports. Preserving interventionist positions and maintaining lower student-to-teacher ratios remain essential to ensuring that all students receive timely support and opportunities for academic success.

i-Ready benchmark data indicate that Alden students consistently outperform state and national peers in reading and mathematics. Sustaining small class sizes and intervention support is critical to maintaining this success. Reductions in either area would jeopardize academic gains and risk widening achievement gaps.

iReady Reading

End of Year	Percentage of Students Scoring At or Above Grade Level
2022-2023	80%
2023-2024	81%
2024-2025	84%

iReady Math

End of Year	Percentage of Students Scoring At or Above Grade Level
2022-2023	83%
2023-2024	84%
2024-2025	86%

Our primary goals for FY'27 are to maintain recommended class sizes with the restored classroom teacher, ensure equitable access to instruction, and sustain academic growth by continuing intervention programs and implementing updated curriculum materials and software. These investments directly support the district's strategic objectives, promoting high-quality, inclusive, and effective education for all students.

A level-funded budget for FY'27 would require Alden to absorb the loss of the classroom teacher position, resulting in larger class sizes that could limit personalized instruction and hinder student progress. Historical enrollment trends demonstrate consistent growth, further underscoring the need for additional staffing. Without restoration of the classroom teaching position, class sizes would likely rise to 22–24 students per class, limiting individualized instruction and negatively impacting student achievement. Given steady enrollment growth in recent years, maintaining adequate staffing is essential to ensure equitable access to high-quality learning experiences for all students.

Expense Category	FY'26 Budget	FY'27 Proposed Budget
Professional Salaries	$6,088,461	$6,171,353
Administrative Support Salaries	$72,800	$74,260
Other Support Salaries	$365,316	$386,312
Contracted Services	$312,113	$323,710
Supplies & Materials	$153,789	$152,789
Other Expenses	$13,000	$13,000
TOTAL	**$7,005,479**	**$7,121,423**

**FY'26 and FY'27 Budgets are before revenue offsets*

Duxbury Public Schools

Duxbury Middle School
71 Alden Street, Duxbury, MA 02332 Principal: Ms. Sarah McGuire

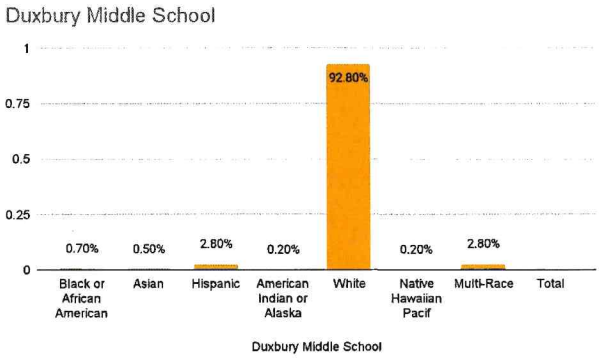
Quick Facts



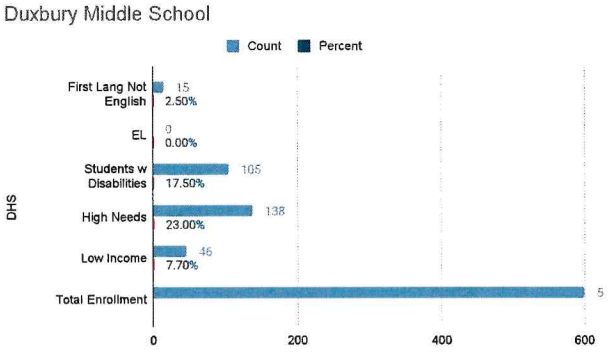
Grades: 6-8
Year Built: 2014
Square Footage: 330,060
data last updated from DESE Oct 1, 2025

Enrollment: 596
Student Attendance: 95.8%
Chronically Absent: 5.7%

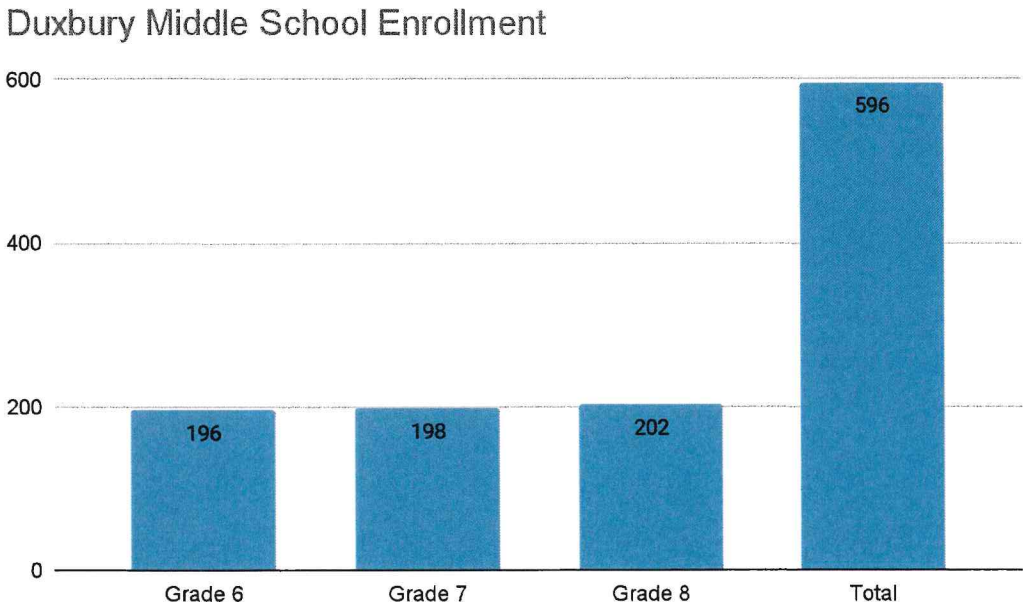
Student Race & Ethnicity



Student Demographics



Enrollment by Grade:



Duxbury Middle School Executive Budget Summary

Duxbury Middle School (DMS) serves approximately 596 students across Grades 6, 7, and 8. The foundation of our instructional delivery is the teaming structure, where students are divided into two teams per grade level. Each team consists of core teachers (Math, Science, Social Studies, English/Reading/Writing) and Special Education staff who collaborate closely to support a shared student population. This purposeful team progression from elementary class expectations to high school readiness is vital to the district's Strategic Plan goals, promoting strong community, providing academic and social-emotional supports, and allowing for individual student choice through diverse electives, including Physical Education, Health, STEM, Technology Education, World Language, Music, and Art.

Operational Context

The Duxbury Middle School is preparing for enrollment growth, with the population projected to increase to 617 students in FY'27 and 650 students by FY'29. This anticipated growth, combined with the personnel cuts and restricted elective access imposed in the FY'26 budget cycle, creates significant operational challenges. Without maintaining or increasing current staffing levels, class sizes will grow further, and the student schedule will become even more restrictive, limiting access to essential exploratory subjects. The district is requesting to maintain current FTE levels while implementing strategic shifts and additions to address these impending constraints and instructional needs.

Average class sizes currently vary across departments: team-based courses average 19.7 to 20.2 students, while electives range from 19.7 to 23.6 students (excluding Band/PE, which are over 40).

Requested Adjustments

Based on student growth projections and the need for more specialized academic support, DMS is requesting a net investment in staffing to maintain educational quality and address a key strategic focus area:

The requested **1.0 FTE Mathematics Interventionist** is essential for meeting the District's Strategic Plan goals, which call for data-driven student support and continued attention to middle school mathematics scores. Replacing the current Math Tutor positions with a certified Interventionist will allow DMS to implement a more effective, targeted, and continuous approach to addressing student needs in mathematics. The **0.2 FTE STEM Teacher** increase is requested specifically to support the larger incoming 6th-grade class, ensuring this elective area can handle the increased enrollment without restricting student access or pushing class sizes further.

Programmatic Impact

The FTE cuts implemented in FY'26 eliminated all flexibility in the DMS schedule, directly impacting student support and their access to a full range of courses. In FY'25, DMS was appropriately staffed, enabling appropriate class sizes, full elective options for all students, and responsive auxiliary courses. In the current year (FY'26), the budget reductions directly compromises student support and teacher access. Maintaining FTE and

strategically investing in the Mathematics Interventionist are the minimum requirements necessary to recover stability and prevent erosion of the program.

In terms of non-personnel costs, DMS materials lines absorbed multiple cuts in FY'26. Current funding allows the school to meet essential needs (curriculum, annual renewals, inspections, and repairs). The budget cannot sustain any further reductions to these materials lines without causing a direct negative impact on student access to necessary resources across all courses.

Expense Category	FY'26 Budget	FY'27 Proposed Budget
Professional Salaries	$6,253,920	$6,557,625
Administrative Support Salaries	$130,200	$132,758
Other Support Salaries	$421,621	$438,223
Contracted Services	$246,716	$255,815
Supplies & Materials	$135,393	$137,393
Other Expenses	$19,100	$19,600
TOTAL	**$7,206,950**	**$7,541,415**

**FY'26 and FY'27 Budgets are before revenue offsets*

Duxbury Public Schools

Duxbury High School
71 Alden Street, Duxbury, MA 02332

Principal: Ms. Jen Cotton-Herman

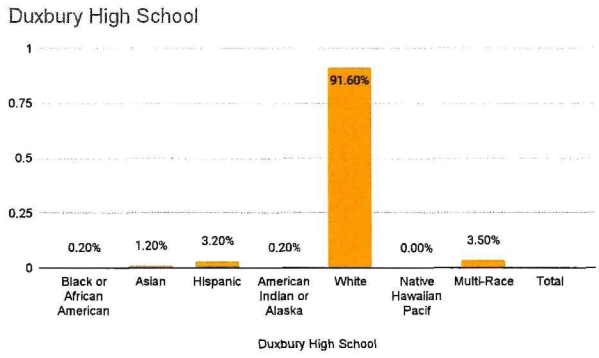
Quick Facts

Grades: 9-12+
Year Built: 2014
Square Footage: 330,060
**data last updated from DESE Oct 1, 2025*

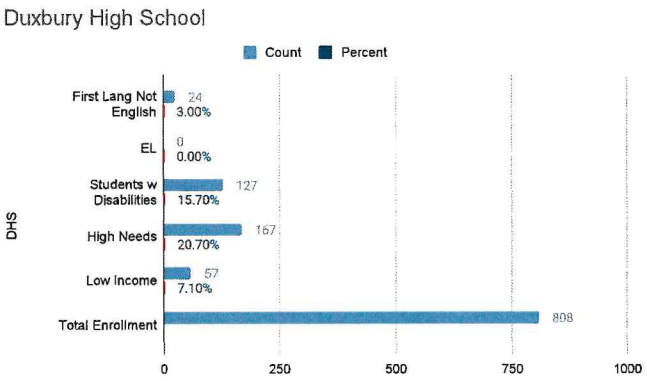
Enrollment: 773
Student Attendance: 95.3%
Chronically Absent: 9.4%



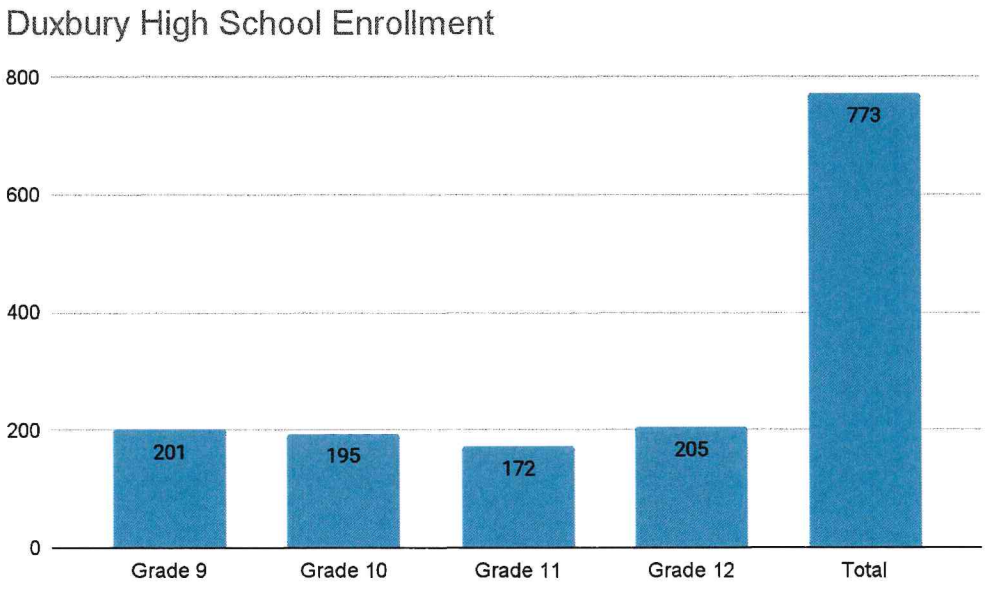
Student Race & Ethnicity



Student Demographics



Enrollment by Grade:



Duxbury Public Schools

Duxbury High School Executive Budget Summary

Duxbury High School (DHS) currently serves approximately 773 students in grades 9-12, as well as the POST Program serving a small group of special education students up to the age of 22. A student's time at DHS marks the culmination of their PK-12 journey in the Duxbury Public Schools (DPS); therefore, the high school is committed to helping each student realize the attributes outlined in the Duxbury Portrait of a Graduate. It is the school's goal to ensure its "graduates are prepared for the rigors of post-secondary education, the workforce, and service at local, national, and global levels" by teaching them to be empowered and healthy individuals, communicators and collaborators, resilient and flexible learners, and engaged citizens. As such, the FY'27 Duxbury High School budget request focuses on maintaining essential staffing and student services while strategically investing in the materials and services needed to engage and support all students.

Operational Context

While at DHS, students follow a somewhat individualized four-year sequence, guided by the Duxbury Public Schools' graduation requirements (DPS School Committee Policy IKF) and informed by the Duxbury High School Program of Studies. While these graduation requirements provide a general curriculum for much of the 9th and 10th grades, students gain greater choice in their course selections as they enter the 11th grade, with electives and differentiated experiences offered across all content areas.

For FY'26 , the high school cut 6.3 FTE teaching faculty, due to both the real needs of our declining enrollment and the budget constraints following the town's failed override vote. As a direct result of these cuts, the high school eliminated 10% of course sections, only 68% of students gained entrance to their first-choice courses, and class sizes became disproportionate.

Given the strain on the current schedule and the anticipated rise in enrollment over the next three years, DHS must maintain current staffing levels. This staffing will enable DHS to continue meeting mission-driven expectations such as: offering a diverse array of course offerings and academic pathways; providing robust Tier 1, 2, and 3 academic and social-emotional supports; and building a strong, connected, and interactive school community.

Requested Adjustments

This school year (FY'26), the DHS material and service budget lines total $436,779. Looking ahead to FY'27, DHS is requesting a total budget of $447,278. This represents an increase of $10,499, or 2.4%. This increase would be allocated as follows:

- Reduce Guidance Contracted Services from $48,224 to $38,224 (-$10,000) due to the elimination of duplicate software
- Reduce Computer Science Instructional Materials from $8,500 to $6,500 (-$2000) due to the elimination of underspent funds
- Reduce Media Contracted Services from $5,400 to $3,400 (-$,2000) due to the elimination of

underused software

- Increase Graduation Expenses from $18,000 to $23,000 (+$5,000) to account for rising vendor costs and to provide accessible seating during this important community celebration
- Increase Technology Education Instructional Materials from $21,781 to $25,000 (+$3,219) to account for an increase in students accessing STEM courses and rising costs of materials for project-based courses
- Increase Science Instructional Materials from $7,503 to $11,003 (+$3,500) to account for rising costs of materials for lab-based courses
- Increase World Language Instructional Software from $0 to $10,000 (+$10,000) in order to purchase Rosetta Stone, which will enable all students access to first-year language courses
- Increase DHS Instructional Software from $9,220 to $12,000 (+$2,780) in order to purchase iReady for Tier 2 interventions

Programmatic Impact

Duxbury High School's sustained focus on providing engaging and relevant learning experiences, providing tiered interventions and support to all students, and removing barriers to rigorous academic coursework has led to measurable progress and notable accomplishments. During the 2024-2025 school year:

- 400 DHS students accessed AP coursework (the highest number in DHS history)
- 347 DHS AP students scored 3 or higher on the AP exam (the highest number in DHS history)
- 90% of 10th-grade students met or exceeded expectations on the Math MCAS exam (#1 MA public school using this metric)
- 85% of 10th-grade students met or exceeded expectations on the ELA MCAS exam (#4 MA public school using this metric)
- 77% of 9th-grade students met or exceeded expectations on the Science MCAS exam (#22 MA public school using this metric)
- DHS launched an Advanced Manufacturing & Engineering Innovation Career Pathway and a Global Citizen Certificate Program

With the funding requested for FY'27, DHS aims to continue supporting essential tiered interventions, maintain diverse course offerings, expand alternate academic pathways, and enhance relevant, authentic learning for all of our students across all of our classrooms.

Expense Category	FY'26 Budget	FY'27 Proposed Budget
Professional Salaries	$9,200,661	$9,293,581
Administrative Support Salaries	$201,906	$211,849
Other Support Salaries	$1,409,140	$1,445,950
Contracted Services	$453,865	$459,799
Supplies & Materials	$526,772	$528,891
Other Expenses	$45,186	$50,186

TOTAL	$11,837,530	$11,990,256

*FY'26 and FY'27 Budgets are before revenue offsets

SPECIAL EDUCATION

Executive Budget Summary

The mission of the Special Education department is to provide equitable access for each student to achieve personal and academic excellence, directly supporting the District's Strategic Plan goal of ensuring rich learning experiences and knowledge development for all. The FY27 budget request maintains a consistent financial approach with previous years.

Major Changes and Budget Focus

The primary operational focus for FY'27 is to conduct a comprehensive program evaluation of current services and resources. This thorough assessment is designed to identify future needs and structural shifts that will further enhance our commitment to inclusion and providing Specially Designed Instruction (SDI) in the Least Restrictive Environment (LRE).

To allow for this assessment, no new staffing positions (FTE) or restorations of cut positions are being requested at this time. Minor non-personnel adjustments include increases to Contracted Services and Psychological Services to ensure the continued provision of high-quality instruction and necessary educational/medical assessments, aligning with the Strategic Plan's focus on inclusive instruction.

Programmatic Impact and Performance Metrics

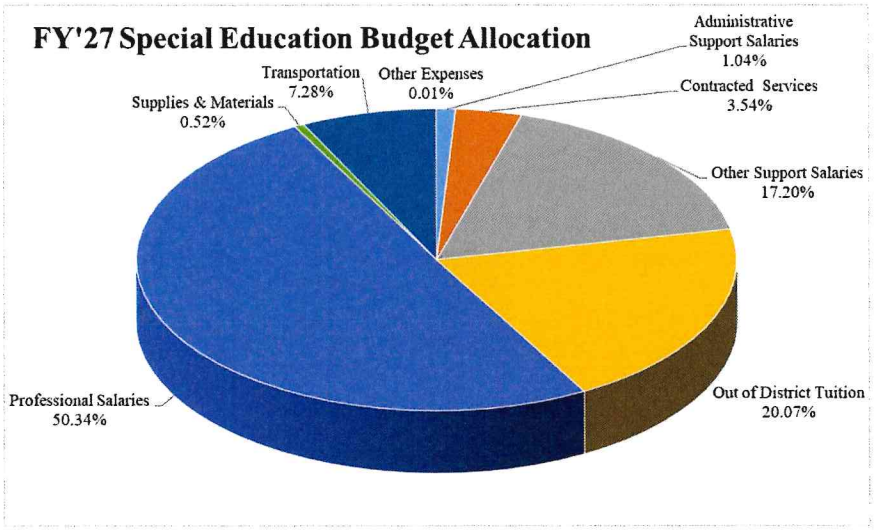
With the current budget, FY'27 goals center on inclusion and equity:

- Program Evaluation: Implementing a new framework for assessing student progress within inclusive settings to ensure personal and academic excellence.
- Inclusion Practices: Developing common definitions and teaching strategies, such as Co-Teaching, that emphasize embedding SDI within the general education classroom to promote student achievement.

A level-funded budget or further reductions would significantly impede the ability to conduct the necessary program assessment, delaying the implementation of new, evidence-based inclusion practices, and potentially limiting equitable access to education for our students with disabilities.

The department utilizes the following metrics to monitor program effectiveness and inform decisions: Student Enrollment Numbers, Inclusion Rates (time spent in the general education classroom), Academic Performance Data, Special Education Caseloads, and Parent and Staff Satisfaction Surveys.

Expense Category	FY'26 Budget	FY'27 Proposed Budget
Professional Salaries	$6,281,767	$6,222,567
Administrative Support Salaries	$122,605	$128,065
Other Support Salaries	$2,014,878	$2,125,565
Contracted Services	$3,683,015	$3,818,116
Supplies & Materials	$68,191	$64,291
Other Expenses	$1,500	$1,500
TOTAL	**$12,171,956**	**$12,360,103**



TECHNOLOGY PLANNING

The mission of the Technology Department is to underpin and advance the strategic goals of the Town and School District through the effective, secure, and innovative use of technology. We are committed to ensuring that technology is not only reliable and efficient but also a catalyst for teaching, learning, and organizational success.

Our work is guided by the following principles:

- Alignment: All IT initiatives are directly connected to the district's strategic goals, ensuring that SMART technology objectives roll up to and support the broader mission of the schools and town.
- Support: Provide responsive, high-quality services that empower staff, students, and municipal employees to achieve their goals with confidence.
- Enablement: Deliver technology solutions that enhance teaching, learning, and student achievement, while also strengthening the efficiency and transparency of school operations.

- Security: Safeguard data, infrastructure, and systems in alignment with best practices and compliance standards.
- Innovation: Leverage emerging technologies to create equitable, modern learning and work environments that prepare our students and community for the future.

The Technology Department manages 10,000 devices, 125 Educational Technology platforms almost 4,000 network users townwide managed by a team of 6 staff members with 2.5 of the positions paid by the Town of Duxbury. From July 1, 2025 to September 22, 2025, faculty submitted 1,778 technology tickets. Ultimately, our purpose is to support teaching and learning, foster student success, and strengthen municipal operations by ensuring that technology serves as a foundation for excellence across the Town and School District.

Expense Category	FY'26 Budget	FY'27 Proposed Budget
Other Support Salaries	$359,858	$453,061
Contracted Services	$457,783	$457,783
Other Expenses	$229,853	$229,853
TOTAL	**$1,047,494**	**$1,140,697**

ATHLETICS

The Duxbury Athletic Program is committed to providing high-quality, student-centered opportunities that align with the district's Strategic Plan goals of academic excellence, social-emotional growth, equitable access, and responsible resource stewardship. Duxbury Middle and High School is proud to offer a comprehensive program of athletic opportunities for students with 58 teams and 1620 student athletes.

Over the past year, Duxbury Athletics has built on its tradition of excellence with remarkable achievements across all seasons. Duxbury captured the prestigious Boston Globe Holmes Award, recognizing Duxbury as the top Division II athletic program in Massachusetts with an impressive 74% win percentage. League championships were earned in Fall 2024 by Girls Soccer, Field Hockey, Volleyball, and Boys Golf; in Winter 2025 by Cheerleading, Wrestling, and Boys Swimming; in Spring 2025 by Girls Golf, Girls Crew, Boys Crew, and Boys Tennis; and in Fall 2025 by Boys Cross Country, Boys Soccer, Girls Soccer, Volleyball, and Boys Golf. The year also featured state championships in Cheerleading and Boys Tennis, underscoring the depth and strength of our programs.

Beyond competitive success, Duxbury will proudly celebrate its next Hall of Fame induction this November, honoring individuals and teams whose legacies continue to shape our athletic culture. The Duxbury Boosters remained invaluable partners throughout the year, providing critical support,

volunteer leadership, and enhanced opportunities for student-athletes. These accomplishments reflect the collective dedication, talent, and community pride that define Duxbury Athletics.

In order to maintain this level of success, an appropriately funded budget is needed. Portions of the Athletic Department budget that are dictated by contractual agreements or by league rules and rates. Specifically, the stipends paid to each coach is part of the collective bargaining agreement with the Duxbury Teachers's Agreement and is a percentage of Masters Step 1 of the Unit A salary grid. Therefore, the stipends for all coaches increase each year. The dues for league membership and the cost of officials for each sport are based on the rates set by the MIAA. The budget for the Athletic Department also includes the cost of transportation to and from away games. The Athletic Department budget also includes the cost of uniforms, purchase of necessary equipment and required gear reconditioning. The cost of other supplies that includes rule books, score books, training room supplies, and consumable items are a part of the department budget.

The user fee for the school year is $250 per student per sport with a family cap of $1250 per year. All students who play hockey are charged an extra user fee that will go directly towards the cost of ice. This amount will be finalized before the first day of tryouts each school year. With continued budget restrictions, the user fee structure may need to be reconsidered.

Varsity Sports Offered

Fall- Soccer, Golf, Cross Country, Football, Field Hockey, Volleyball, Golf, Rowing/Crew
Winter- Basketball, Wrestling, Hockey, Indoor Track, Swimming, Diving, Ski, Cheer
Spring- Softball, Baseball, Lacrosse, Outdoor Track, Tennis, Golf, Baseball, Sailing, Rowing/Crew

Athletic Programs

Coed: Unified Basketball, Middle School Cross Country, Sailing, Ski, Swimming
Girls: Basketball, Cheer, Cross Country, Field Hockey, Golf, Hockey, Lacrosse, Rowing/Crew, Soccer, Softball, Swimming, Tennis, Indoor Track, Outdoor Track, Volleyball
Boys: Baseball, Basketball, Cross Country, Football, Golf, Hockey, Lacrosse, Rowing/Crew, Soccer, Swimming, Tennis, Indoor Track, Outdoor Track, Wrestling

Athletic Teams (active)

32 Varsity
15 Junior Varsity
8 Freshman
2 Middle School, 1 Unified
2 High School Unified

Expense Category	FY'25 Actual	FY'26 Budget	FY'27 Proposed
Staff Salaries (Athletic Director, Operations Support, Athletic Trainer Stipend	$210,114	$215,574	$219,688
Coaches	$535,774	$548,662	$563,654
Contracted Services	$298,543	$77,914	$77,914
Supplies & Materials	$29,830	$283,500	$283,500
Transportation	$83,950	-	-
Other Expenses	$94,611	-	-
TOTAL	**$1,252,822**	**$1,125,650**	**$1,144,756**

**Contracted Services and Supplies & Materials were reconfigured in FY'26 to ensure expenses are charged to appropriate accounts.*

FOOD SERVICES

The District partners with Chartwells for the management and execution of its Food Services program, leveraging their expertise to provide nutritious and appealing meals for students. This partnership is governed by a multi-year agreement, currently in year three, which renews annually according to the detailed procurement and compliance standards mandated by the Massachusetts Department of Elementary and Secondary Education (DESE) Office for Food and Nutrition Programs. This annual renewal process ensures adherence to federal and state Child Nutrition Program regulations, guaranteeing financial accountability and programmatic quality. Chartwells has been an effective and consistent vendor, allowing the district to maintain a high level of food service operations and compliance with all required standards.

Fiscal Year	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
Revenue	$374,918	$1,310,270	$1,609,414	$1,579,995	$1,598,934
Expenses	$549,667	$808,105	$1,126,415	$1,140,744	$1,541,464
Total	-$174,749	$502,165	$482,999	$439,251	$57,470

TRANSPORTATION

Transportation Executive Budget Summary

The Duxbury Public Schools contracts its bus transportation services with First Student. The goal of our student bus transportation is focused on providing efficient and safe travel, while aiming to keep student ride times to less than 30 minutes. The current contract with First Student is scheduled to expire on June 30, 2026. Based on preliminary analysis of regional bid results and projected inflationary pressure on contracted services (as the Request for Proposal process has not yet been initiated), the FY'27 budget includes an estimated 10% increase for the new vendor agreement. We remain committed to maximizing efficiency and maintaining the high-quality service provided by our chosen vendor.

Ridership

Fiscal Year	# Riders	# Buses	# Bus Monitors	Gr K-6 Riders	Gr 7+ Riders
2019/2020	1,921	21 + 2 K midday	0	N/A	N/A
2022/2023	1,857	21 + 2 K midday	1	1,299	558
2023/2024	1,949	21 + 2 K midday	2	1,287	662
2024/2025	1,929	21	1	1,295	634
2025/2026	1,956	21 + 2 K midday	0	1,297	659

Key Operational Policies and Planning

The department's primary objective for FY'27 is to sustain service efficiency while adhering to strict policies and timelines.

- Eligibility & Fees: Free transportation is extended to students in grades K-6 residing more than two miles from school (as per MGL Chapter 71, Section 68). Fees are required for students in grades 7–12 and for K–6 students residing less than two miles from school. All students must register for bus service each year.
- Route Tiers: Transportation is organized into three tiers: Tier I (Alden School), Tier II (Middle School/High School), and Tier III (Chandler Elementary School). This structure manages 62 combined routes and 843 combined stops.
- Capacity Planning: Large yellow buses are rated for 77 passengers, though the contractor routes based on an operational capacity of 50 students (two to a seat).
- Registration Enforcement: To ensure efficient route planning, the department maintains strict adherence to the July 1st registration deadline. Late registrations incur a $50 late fee (with a $600 family cap) and are placed on a waitlist, only being added to routes if space is available. Students newly registered to the School District are not considered late.
- Future Focus: The department will continue to prioritize early and clear communication regarding transportation registration and ensuring bus routes and stops are made available earlier through district channels.

HUMAN RESOURCES

The Human Resources Department supports the mission of the Duxbury Public School System that starts with the hiring process and continues throughout each employee's tenure with Duxbury Public Schools. The department ensures compliance with federal and state laws, promotes equitable employment practices, and fosters a positive, safe, and professional work environment for all employees.

The Human Resources Department's primary responsibilities includes:

- Managing job postings, onboarding of new employees and separations;
- Managing leaves of absence under Family Medical Leave Act (FMLA), Massachusetts Pregnant Workers Fairness Act and other medical/disability leaves;

- Conducting the Criminal Offender Record Information checks (CORI), Sex Offender Registry Information checks (SORI), and Statewide Applicant Fingerprint Identification Services (SAFIS) checks;
- Overseeing annual Mandated Training for all staff;
- Managing personnel records for 600 staff;
- Advising district leadership on HR-related legal issue and best practices.

School Year 2024-2025 Summary:

- Onboarding: 153 transactions that include new hires, internal transfers and changes in FTE assignment;
- Leaves of Absence: 66 Leaves of Absence, ranging from full-year leaves to intermittent leaves;
- Separations: 70 transactions that include resignations, RIFs and retirements.

School Year 2025-2026 (to date)

- Onboarding: 96 transactions that include new hires, internal transfers and changes in FTE assignment;
- Leaves of Absence: 22 leaves of absence, ranging from full-year leaves to intermittent leaves;
- Separations: 15 transactions that include resignations, RIFs and retirements.

CAPITAL BUDGET

The Capital Budget process for the Duxbury School Department started before the initial Operating Budget presentation each November. Both the Capital Budget and the Operating Budget are approved by the Duxbury School Committee. The Capital requests are then reviewed by the Duxbury Fiscal Advisory Committee, which makes townwide capital recommendations to the Select Board for final Town Meeting warrant approval.

According to guidance from the Division of Local Services from the Massachusetts Department of Revenue, a capital expenditure must meet one or more of the following conditions:

- Useful life and cost threshold: The project or asset must have an estimated useful life of five or more years and a cost exceeding $25,000. This threshold can be adjusted by local policy.
- Eligible for borrowing: The expense is one for which a municipality is legally allowed to borrow money under MGL c. 44, §§ 7 and 8.
- Property and construction: The expenditure is for acquiring real property, new construction, or major rehabilitation of a facility.
- Major equipment: This refers to the purchase or long-term lease of significant equipment or vehicles with a useful life of five years or more.

- Infrastructure improvements: The project involves improvements to physical infrastructure, such as streets, sidewalks, and stormwater drains, that extend their useful life.
- Planning and design costs: Expenses for planning, engineering, or design services for a qualifying capital project are also eligible.
- Bulk purchases: The bulk purchase of similar items (e.g., software, furniture, radios) with a useful life of three or more years is allowable if the total aggregate cost exceeds $25,000.
- In Duxbury, "Capital Light" items are expenditures that meet the capital requirements listed above, but their cost is $25,000 or less.

In Massachusetts, eligible school department capital budget items are primarily for long-term, non-recurring expenses related to school facilities, major equipment, and infrastructure. Allowability is governed by Massachusetts General Laws (MGL) Chapter 44 and Chapter 70, with oversight by agencies such as the Massachusetts School Building Authority (MSBA).

Common school department eligible capital items:

- Building construction and renovation: This includes large-scale projects, such as new school buildings, as well as major additions, renovations, and alterations to existing facilities.
- Major repairs and maintenance: Significant repairs that extend the useful life of a building are considered capital expenditures. Examples include roof replacements, upgrades to mechanical and electrical systems, and replacements of windows and doors.
- Equipment: The purchase of major equipment, including large-scale technology, furniture, largescale curriculum purchases, and vehicles, with a useful life of five or more years.
- Physical infrastructure improvements: Projects such as upgrading HVAC systems to enhance indoor air quality are eligible.
- Accessibility and environmental modifications: Upgrades to meet accessibility standards or to address environmental health hazards.
- A feasibility study, engineering design services, or consultant services which are ancillary to a future capital improvement project. *(Source: Town of Duxbury Financial Management Policies (Revised and Adopted by Board of Selectmen 8-27-18)*

General Bylaws in the Town of Duxbury outline the fiduciary responsibilities of the Town Manager and the Town Committees. The Fiscal Advisory Committee consists of nine members appointed by the Town Moderator for three-year staggered terms. When practical, at least three members will be former members of the Finance Committee. The primary focus of the Fiscal Advisory Committee is to advise the Selectboard members, Town Manager, Finance Committee, and Town Meeting on strategic planning and long-range financial management. Before a warrant for Town Meeting is published, the Town Manager transmits a copy to the Chairman of the Fiscal Advisory Committee. The Committee reviews annual financial projections and prepares recommendations regarding overall financial management, including capital expenditures and the use of borrowed funds. The Fiscal Advisory Committee also consults with any town departments, officers, committees, or employees having information pertaining to warrant articles on the following matters:

(a) The acquisition or improvement of land;
(b) New construction or major reconstruction of town facilities such as streets, bridges, or buildings;
(c) Renovation or preventive maintenance projects not normally undertaken within a department;
(d) Capital expenditure or project with a cost of $100,000 or more;
(e) Any article pertaining to or involving the use of group insurance, town retirement, borrowing, or the Stabilization Fund.

Following its financial analysis, the Fiscal Advisory Committee returns its recommendations to the Selectboard members, the Town Manager, and the Finance Committee, which are included with a copy of the warrant when published for distribution.

Capital Budget Process Overview

The School Department maintains long-term Capital plans for furniture, routine maintenance, and facility repair, as well as a technology device and infrastructure replacement plan. Over the past five fiscal years, several capital repairs, facility improvements, technology, equipment, and curriculum needs were approved through the Capital process. In FY'25, the School Department benefited from additional capital funding through ARPA funds, resulting in the completion of several large projects. Highlights of recent Capital investments are outlined below:

Budget Year Funded	*Location*	*Capital Category*	*Title*	Amount
2022	Chandler	Facilities	Chandler HVAC Modernization	$867,300
	Districtwide	District	Furniture Replacement	$59,956
			Instrument Replacement	$22,049
		Technology	Meraki Access Point/Switch Repl	$176,400
			Sophos Firewall Replacement	$93,750
	Performing Arts Center	Technology	Lighting Panel (PAC)	$10,688
	Steele Athletic Complex	Facilities	Turf Field Replacement	$150,000
2022 Total				$1,380,143
2023	Districtwide	District	Furniture Replacement	$42,360
			Instrument Replacement	$17,877
		Facilities	Phase I School Safety & Security	$150,000
		Technology	Meraki Access Point Replacement Part 2	$398,598
			VOIP Phone System and Handset Refresh/Replacement (Town/School Request)	$138,475
	Steele Athletic	Facilities	Steele Athletic Complex Upgrade - Track/Turf	$489,400

Duxbury Public Schools

Budget Year Funded	Location	Capital Category	Title	Amount
	Complex			
2023 Total				$1,236,710
2024	Alden	Facilities	Alden Roof Replacement/Restoration (Phase I)	$500,000
			Alden/PAC Boilers (Phase I)	$465,000
	Alden and Chandler	Facilities	Elementary Bathroom Renovations/Upgrades	$400,000
	Chandler	Facilities	Chandler North & South Playground Project Phase I	$100,000
	Districtwide	District	District Furniture Replacement	$40,000
		Technology	Technology - District Switches	$513,140
	High School	Technology	Technology - DHS IMac Computer Replacement	$102,635
	Middle and High Schools	Facilities	DMS/DHS Instrument Replacement	$21,034
	Steele Athletic Complex	Facilities	Steele Athletic Complex Tennis Court	$264,819
2024 Total				$2,406,628
2025	Alden	Facilities	Alden Repair/Renovations	$485,000
			Alden School Roof Phase III	$215,000
	Alden and Chandler	Technology	Procurve Switches, Alden Chandler Core, Meraki Access Points PAC	$112,152
			School PA Systems (Alden/Chandler)	$116,000
	Chandler	Facilities	Facility - Bird Netting	$25,520
	Districtwide	Facilities	District HVAC	$150,000
			School Roof Repairs	$250,000
			School Safety Phase II	$200,000
			School; Safety Add'l Phase I	$40,000
		Technology	Security Cameras	$75,000
	High School	Facilities	DHS Open Classroom Renovation	$250,000
	Middle and High Schools	Technology	Chromebooks 6-12 Lease Year 1	$145,000
	Steele Athletic Complex	Facilities	Onion Field	$38,265
2025 Total				$2,101,937
2026	Alden/Chandler	District	Curriculum (Elementary ELA)	$350,000
	Districtwide	Facilities	Facility - Abatement	$20,000
			Facility - Roof Repair	$50,000

Budget Year Funded	Location	Capital Category	Title	Amount
		Technology	Technology	$105,388
	MS/HS	Technology	Chromebooks 6-12 Lease Year 2	$145,000
2026 Total				$670,388
Grand Total				**$7,795,806**

During the FY'26 budget process, a number of School Department prioritized Capital requests were not approved and the overall town contribution was 37% lower than the average of the previous four fiscal years. FY'26 was also the tipping point for the Town of Duxbury's budget, when needed expenditures were higher than available revenues and the town put an override in the hands of voters. Ultimately, the override vote failed and we expect that capital funds available to the Duxbury School Department will again be limited. Unfortunately, delaying critical building maintenance, technology purchases, and updated curriculum will have detrimental effects on our students' learning experience.

Prioritized FY'27 Capital Requests

During the FY'27 Budget Process, the district identified the following prioritized needs for the school district:

Prioritized	Location	Capital Category	Description	Amount
2027	Alden	Facilities	Alden Feasibility Study Eligible for 38.37 % Reimbursement	$1,750,000
	Chandler	Facilities	HVAC Exhaust Fan Replacement	$60,000
	District	Tangible Asset	Curriculum	$300,000
		Technology	Staff Laptop Device Refresh	$400,000
	DMS/DHS	Technology	Chromebook Lease (Gr 6-12)	$145,000
	PAC	Facilities	PAC Roof (Sections P, R, AB)	$270,000
2027 Total				$2,925,000

Alden School MSBA Building Project- Feasibility Study Funding

School buildings matter. As a community, it is our responsibility to provide our young students with safe and appropriate conditions for learning. Alden School, built in 1949 with the students of the 1950s in mind, is an antiquated building lacking what we would consider the minimal components of an acceptable 21st-century learning environment for our students in grades three through five. Classrooms lack the spaces required for collaborative, problem-based learning.

Alden School's most significant areas of concern are moisture and humidity due to an outdated ventilation system, substantial roof damage, a challenging layout with classroom spaces that are a great distance from the cafeteria and main office, no backup generator in a community that frequently loses power, and safety and security concerns due to the colocation of the entrance with the Performing Arts Center which is connected to the Duxbury High School and Duxbury Middle School.

An MSBA (Massachusetts School Building Authority) feasibility study is a detailed assessment of a proposed school building project, examining the educational needs and identifying the most cost-effective, educationally appropriate, and viable solutions for a failing building or a proposed new one. This study, required by the MSBA, serves as the first official step in a grant process and includes engineering analysis, cost estimates, and the evaluation of potential project alternatives before a district can receive state-funded reimbursement for eligible expenses. MSBA received 119 applications in 2024, and the Alden School Building Project was one of only 19 projects advanced to the Eligibility Phase.

A school district equipped with modern, well-maintained facilities contributes significantly to the overall strength of a community. Such investments enhance property values, attract families seeking high-quality education, and foster a sense of civic pride. Contemporary school buildings provide safe and effective learning environments that promote academic achievement and support the well-being of both students and staff. Updated buildings are more cost and energy-efficient, which is beneficial in a community with limited capital resources. Furthermore, these facilities often serve as vital community centers, hosting events and services that deepen social connections and reinforce long-term community stability.

The MSBA is the Massachusetts School Building Authority, which is a quasi-independent state agency in Massachusetts responsible for leading the process of funding and improving public school facilities across the Commonwealth. Established in 2004, it partners with local communities to provide reimbursements and support the design and construction of appropriate, flexible, and sustainable public school buildings.

Working with the Massachusetts School Building Authority (MSBA) for a school building project offers significant financial, procedural, and quality assurance benefits to Massachusetts communities.
The funding that the MSBA contributes to school projects is significant. The source of MSBA funding is 1 cent of the sales tax charged in Massachusetts. For a project of this scale, the Town can expect a reimbursement in the tens of millions of dollars. The actual reimbursement the Town receives will be determined once the project scope and budget is approved, taking into account any additional reimbursement points that may be available in connection with the pursuit of LEED certification, which confirms green and sustainable design and operational features, and an approved maintenance plan. The actual grant reimbursement is also offset by any costs deemed ineligible or that exceed the MSBA's existing thresholds.

Duxbury Public Schools has partnered with the MSBA on several successful past projects. The colocated Duxbury Middle School/Duxbury High School was an MSBA partnership. The total cost for the 2011 Duxbury Middle and High School project was approximately $128.4 million, with the MSBA contributing a grant of up to $51.4 million (approximately 45% of the total cost). The town covered the remaining portion of the costs,

which was an estimated $77 million. DMS/DHS opened the newly constructed building in 2014. Replacement of the Alden School windows in 2017 was also an MSBA project.

From the submission of a Statement of Interest to a completed school building or renovation can take 5-7 years. We are currently in the Eligibility Phase, where the MSBA has identified Alden School as a worthy project out of the 119 schools or districts that applied for consideration and invited Duxbury Public Schools into the Core Program. The Feasibility study phase is a planning phase conducted in collaboration with the MSBA. At the Annual Town Meeting in March 2026, Duxbury town residents would need to support the cost of a Feasibility Study at an estimated cost of $1.5-$2 million. During this phase, architects, engineers, and educational planners collaborate with the school district to review the existing school building, assess educational needs, and explore renovation, addition, or new construction options to determine the solution that best meets the needs of students and the community. This phase can take an average of 12-24 months to complete.

An MSBA building project typically takes 5–7 years to complete, from the initial Statement of Interest to the final project closeout. The process is broken into a series of modules, with approval from the MSBA Board of Directors required to advance from one stage to the next.

Phase 1: Initiation

- Statement of Interest (SOI): The process begins when a district submits an SOI to the MSBA, detailing the school's needs for renovation, addition, or new construction. This submission is generally an annual event.
- MSBA Board Invitation: The MSBA's Board of Directors reviews the SOIs and votes to invite selected districts into the Eligibility Period.

Phase 2: Planning and design

Module 1: Eligibility period (approximately 270 days)
The district must meet the MSBA's requirements to demonstrate its readiness for a major capital project.

- Form a School Building Committee (SBC).
- Submit an Educational Profile Questionnaire (EPQ) to document the district's educational program.
- Certify projected student enrollment with the MSBA.
- **Secure local community authorization and funding for the upcoming feasibility study. (this is the critical stage we are currently in)**
- Execute a Feasibility Study Agreement with the MSBA.

Module 2: Forming the project team (approximately 6–8 months)
After completing the eligibility period, the district hires professional consultants for the project.

- Select an Owner's Project Manager (OPM): The OPM acts as the district's representative and manages the project's daily activities, schedule, and budget.
- Select a Designer: The Designer is the architectural firm responsible for all architectural and engineering plans.

Module 3: Feasibility study (approximately 12–24 months)
The SBC and project team work with the MSBA to assess the project's scope, including:

- Documenting existing conditions of the current facility.
- Evaluating potential solutions, such as renovation, addition, or new construction.
- Selecting a "Preferred Schematic Solution" that is cost-effective and appropriate for the district's educational needs.

Module 4: Schematic design (approximately 6–12 months)
Detailed architectural plans and cost estimates are developed for the preferred solution. The district submits the completed design package to the MSBA for a vote by its Board of Directors.

Module 5: Funding the project (approximately 120 days)
Following MSBA approval of the project's scope and budget, the district must secure local funding.

- The district must acquire community authorization for its portion of the project costs through a town or city vote.
- Both the district and the MSBA sign a Project Funding Agreement.

Module 6: Detailed design (approximately 12–18 months)
With funding secured, the design team develops comprehensive construction documents, specifications, and other technical plans required for bidding and construction.

Phase 3: Construction

Module 7: Construction (approximately 24–36 months)
The project enters the construction phase, which includes:

- Contractor Bidding: The project is put out to bid to secure a general contractor or construction manager.
- Groundbreaking and Construction: Building commences, with the district and OPM managing the schedule, budget, and quality control. The MSBA provides oversight throughout this period.

Phase 4: Closeout

Module 8: Completing the project (approximately 6–12 months)
After construction is substantially complete, the final project tasks are addressed.

- Final Walkthroughs and Punch Lists: The district and project team create and complete a list of finishing tasks.
- Financial Audit: The MSBA conducts a final audit of all project costs.
- Final Reimbursement: Upon final approval of the audit, the district receives the remaining balance of its grant from the MSBA.

Module 9: Post-occupancy evaluation (within 3 years of occupancy)

FY'27 Other Capital Requests Summary

HVAC - $60,000 is requested for HVAC. Chandler School had multiple facilties projects during the FY'26 that have been postponed due to a lack of available townwide Capital funds. Currently, the Chandler Exhaust Fans are a top priority with 42 of the 60 rooftop units not running, which is overtaxing the remaining 18 units.

DHS Math Curriculum - $300,000 is requested for high-quality high school mathematics instructional materials. To ensure greater alignment and consistency across grade levels, the district continues to strengthen its K–12 Mathematics and Literacy programming. The Middle School is currently in year two of a six-year contract with *Illustrative Math*, which is also being implemented in Algebra I both at Duxbury Middle School and Duxbury High School. The next phase includes extending *Illustrative Math* to Algebra II and Geometry at the High School in support of our district's Strategic Plan, specifically, Strategic Objective 3: Establishing a K–12 Aligned Curriculum.

Technology - $400,000 is requested to lease or purchase staff laptop devices. The current devices were purchased in 2020 and will be nearing seven years by the time this budget is voted. These devices, if not replaced, will be unable to install operating systems or complete security updates, and will no longer be supported by the manufacturer.

Student Chromebook Lease Year 3 of 4 - $145,000 is requested to continue the current Chrombook lease. In FY27, the Duxbury School Department will be in year three of a four year Chromebook lease. The decision was made to lease the student laptops in an effort to be as fiscally responsible as possible with predictable yearly costs, and to minimize costly laptop repairs by owning our own devices.

Roof Replacement - In 2022, after a major drain leak at Alden School, the District hired Garland Company to conduct a comprehensive roof analysis of all school department roofs. The Garland report included aerial scans and roof moisture surveys to determine any compromised roof areas that were in need of repair or replacement. In FY'24, FY'25, and FY'26, Capital requests were made to address the pervasive roof issues that our school buildings are facing. In FY'27, the School Department is requesting $270,000 to repair the Performing Arts Center roof sections that are most in need of repair (sections P, R, AB).

LONG-TERM CAPITAL PLANNING

Duxbury Public Schools has developed a long-term Capital plan for Athletics, Facilities, Music, Technology, Curriculum, and District Operations. Given the financial challenges the Duxbury community is currently facing, prioritized Capital requests have been postponed until funding is identified or the priority need escalates. The Duxbury budget discussions often center around the fact that we have not had adequate funding for preventative maintenance through the years, and we are not taking appropriate steps to care for our most valuable town assets, instead operating in a reactive manner to the most emergent issues with our limited funding.

Duxbury Public Schools

Capital Category	*Location*	*Description*	FY27	FY28	FY29	FY30	FY31
Athletics	Athletics	Alpine Ski Team Uniform Replacements	12,000	0	0	0	0
		Fence around Turf - 8' fence	0	0	0	0	104,710
		Football helmet replacement program	9,900	9,900	9,900	9,900	9,900
		New Turf Steele DCF/Brooks	0	2,000,000	0	0	0
		Pressbox Expansion (elevator lift?)	0	0	0	50,000	0
		Replacement - 3 x High Jump Mats MF Athletic	11,500	0	0	0	0
		Replacement Athletics Van	0	100,000	0	0	0
		Replacement Lacrosse Cages for DCF/Brooks Gilman	2,600	0	0	0	0
		Replacement of one complete Cheerleading Mats	6,300	0	0	0	0
		Replacement Track Hurdles (48) and Carriers	6,480	0	0	0	0
		Stadium Seating on hill side of turf field	0	0	0	0	1
		Steele Field Lights	0	0	0	350,000	0
		Steele Track Reconditioning	0	0	0	0	1
		Turf field scoreboard	0	0	0	0	1
		Wrestling Mat Storage	0	50,000	0	0	0
Facilities	Alden	AC Inivents Room 104	0	80,000	0	0	0
		Accessable Matting for playground	0	0	0	1	0
		Alden Ceiling Replacement - 1949 wing	200,000	0	0	0	0
		Alden elevators	0	0	0	180,000	0
		Alden Feasibility Study	1,750,000	0	0	0	0
		Alden Flooring supplies for Alden classroom wing first floor	20,000	0	0	0	0
		Alden kitchen backup generator for walk-in and freezer	400,000	0	0	0	0
		Alden School backup generator for emergency lights	600,000	0	0	0	0
		Drainage remediation	200,000	0	0	0	0
		New Alden Signage	0	10,000	0	0	0
		New Playground	0	0	0	100,000	100,000
		Replace roof drains and pavement at Entrance	0	0	450,000	0	0
		Roof (Section A, Gym)	175,000	0	0	0	0
		Roof (Section C, 1st story)	0	90,000	0	0	0
		Roof (Section C, 3rd story section)	0	900,000	0	0	0
		Unanticipated Major Repairs	30,000	30,000	30,000	30,000	30,000
	All Schools	Floor machines and Vac	0	10,000	0	0	0
		Furniture Replacement	60,000	60,000	60,000	60,000	60,000
	Chandler	Add air conditioning to Teacher's Room	25,000	0	0	0	0
		Air Conditioning Cafeteria (roof HVAC unit was removed several years ago)	0	0	0	0	0
		Chandler Boiler Replacement (3)	0	0	210,000	0	0
		Chandler Finish cubbies in North wing - 50 cubbies	0	0	0	0	0
		Chandler Replace (6) water fountains with hydration stations	0	60,000	0	0	0
		Chandler Tile Replacement: North/South and cafeteria hallway	0	56,620	0	0	0
		Drop ceiling Replacement	0	0	365,000	0	0
		Entrance Metal Floor Grills	15,000	0	0	0	0
		Handicap Ramp Rebuild	250,000	0	0	0	0

Duxbury Public Schools

Capital Category	Location	Description	FY27	FY28	FY29	FY30	FY31
		HVAC Exhaust Fan Replacement	60,000	0	0	0	0
		Loading Dock Repair	100,000	0	0	0	0
		Main Office Floors	0	0	0	0	20,000
		New Teacher Mailboxes and base cabinets in Chandler Main Office	0	0	0	0	0
		Replace Heaters in Gym	0	250,000	0	0	0
		Replace PIP (After 10 Years)	0	0	0	0	110,000
		Resurface PIP (After 5 years)	0	15,000	0	0	0
		Tile Chandler Office Floor - Building Renovations & Roof Repairs	0	150,000	0	0	0
		Tile Replacement in Chandler front lobby and back entryway	200,000	0	0	0	0
		Unanticipated Major Repairs	30,000	30,000	30,000	30,000	30,000
		Window Replacement	0	1	0	0	0
	District	Abatement	20,000	20,000	20,000	20,000	20,000
		BMS & Controller Upgrades	50,000	50,000	50,000	50,000	50,000
		Complete Painting of all Classrooms and Hallways	120,000	120,000	120,000	120,000	120,000
		Door/Hardware Replacement	15,000	15,000	15,000	15,000	15,000
		HVAC	50,000	50,000	50,000	50,000	50,000
		Roof Repairs	50,000	50,000	50,000	50,000	50,000
		TORO Groundsmaster 4110-D - extra wide lawnmower	0	0	0	108,800	0
	DMS/DHS	Chandler Back Playground Replacement	0	0	0	100,000	0
		DHS/DMS Renovations - Install new library carpeting	0	150,000	0	0	0
		Upgrading Lighting Panels	0	1	0	0	0
	High School	DHS Door # 1 (Handicap door) does not close	0	0	0	0	0
		Front parking lot trenches redug	0	0	0	0	0
		Lights and Fans on Main Street	0	0	0	35,000	0
		Replace existing curb with granite curbing (front of DHS)	0	0	0	0	100,000
		Unanticipated Major Repairs	30,000	30,000	30,000	30,000	30,000
	Middle School	Elevator repairs	0	0	0	100,000	0
		Unanticipated Major Repairs	30,000	30,000	30,000	30,000	30,000
	PAC	Fans for Atrium	25,000	0	0	0	0
		PAC Carpet Replacement: Stairs and landings of Performing Arts Center	0	75,000	0	0	0
		PAC Roof (Sections P, R, AB)	270,000	0	0	0	0
		Roof (Section Z)	0	0	1,000,000	0	0
		Unanticipated Major Repairs	30,000	30,000	30,000	30,000	30,000
	Steele	Unanticipated Major Repairs	30,000	30,000	30,000	30,000	30,000
Music	PAC	Purchase of missing pieces to Acoustic Performance Shell	0	0	0	0	0
Tangible Asset	District	Curriculum	300,000	300,000	300,000	300,000	300,000
Technology	Chandler	Chandler/Alden - All Classrooms need Top Cat Sound System Installed	36,520	0	0	0	0
		iPads - Gr K & 1, SPED, and increase to 25/cart	0	252,000	0	0	0
	District	Back Up and Disaster Recovery Replacement	0	150,000	0	0	0
		PAC Sound System ADA Compliance	0	0	0	0	0

Capital Category	Location	Description	FY27	FY28	FY29	FY30	FY31
		Server replacements for Security Camera Server and Security Camera replacements	300,000	0	0	0	0
		Staff Laptop Device Refresh	400,000	0	0	0	0
	DMS/DHS	Chromebook Lease (Gr 6-12)	145,000	145,000	0	0	0
		DHS/DMS Top Cat Sound System replacements	416,305	0	0	0	0
		Projector and AirPlay or AirTame (Potential Part 1 and Part 2) Replacements	0	406,000	0	0	0
	High School	Virtual VDI or replace PCs in four carts at DHS (Hardware)	0	140,000	0	0	0
	Multiple Sites	Chandler and DHS/DMS Cafeteria Projectors	94,000	0	0	0	0
		Classroom Projectors (DMS/DHS then Alden/Chandler)	0	500,000	0	0	0
Technology/PAC	PAC	Performing Arts Center Projector, receiver and mic replacement	100,000	0	0	0	0

FACILITIES PLANNING

The Facilities Department plays a vital role in ensuring the safety, functionality, and cleanliness of all Duxbury Public School buildings and grounds. The department is responsible for maintaining a total assessed property value of $191,481,100, including $19,053,000 in assessed grounds and 1,631,708 square feet of building space.

Currently, the Facilities Department consists of 19 custodians, 2 grounds employees, and an Energy Manager funded by the School Department. In addition, the Facilities Manager, HVAC Technician, and Maintenance Technician are funded by the Town but provide equal support to the schools on a daily basis. Together, this team cleans, maintains, and ensures the safety and comfort of students, staff, and the public who use these facilities.

The Facilities staff maintains 735 pieces of HVAC equipment across the district. Due to financial constraints, the department operates primarily on a reactive maintenance model, responding to issues as they arise through work requests. While a maintenance program is in place, limited staffing and funding prevent the department from performing preventative maintenance at the level required to sustain building systems and extend equipment lifespans.

In FY'25, the department completed over 3,000 work orders, representing a 14% increase from the previous year. This increase reflects both greater user engagement with the work order system and a growing workload. The department has actively encouraged staff to use the work order platform instead of email to ensure better tracking and accountability.

To improve communication and coordination, regular maintenance meetings have been established for the first time. The Facilities Director, HVAC Technician, Energy Manager, and Maintenance Technician now meet twice weekly to review current projects, upcoming priorities, and ongoing challenges. Custodians have also become more involved in performing basic maintenance tasks, which was not previously an expectation.

As our school buildings continue to age—ranging in construction from 1949 to 2013—maintenance demands will continue to rise. Older facilities require more intensive attention, while newer buildings have complex systems and technologies that require specialized knowledge and consistent upkeep. Despite these growing responsibilities, funding and staffing have not kept pace with needs.

Without additional resources, the department will remain limited to addressing failures rather than preventing them. Increasing staffing and funding levels will allow the Facilities Department to transition from a reactive to a proactive maintenance approach—preserving assets, reducing long-term costs, and ensuring a safe and efficient learning environment for all.

Expense Category	FY'26 FTE	FY'27 FTE	FY'26 Budget	FY'27 Proposed Budget
Administrative Support Salaries	0.5	0.5	$38,913	$39,886
Other Support Salaries	24.0	24.0	$1,480,944	$1,635,562
Contracted Services	0.0	0.0	$1,530,387	$1,648,577
Supplies & Materials	0.0	0.0	$175,000	$175,000
Other Expenses	0.0	0.0	$1,300	$1,300
TOTAL	**24.5**	**24.5**	**$3,226,544**	**$3,500,325**

CAPITAL BUDGET SUMMARY

The FY'27 Capital Budget reflects the district's ongoing commitment to maintaining safe, modern, and effective learning environments for all students. Each request was developed through a collaborative process involving school leaders, the Director of Facilities, and the Chief Technology Officer, and prioritized to align with both district goals and long-term infrastructure needs.

The School Department's FY'27 capital priorities total $2.93 million. These investments focus on critical infrastructure, instructional resources, and technology systems essential to sustaining educational excellence and operational efficiency. Major priorities include the Alden School Feasibility Study, which marks the next step in the Massachusetts School Building Authority (MSBA) process, districtwide technology replacements for staff and students to maintain secure and functional digital access, the adoption of a new mathematics curriculum to ensure alignment and rigor across grade levels, PAC roof repairs, and Chandler School HVAC upgrades to ensure healthy, efficient air systems.

In addition to these prioritized projects, the district continues to implement a proactive five-year capital plan designed to anticipate replacement cycles, reduce costly emergency repairs, and extend the life of existing assets. Ongoing roof, HVAC, and facility maintenance projects will preserve the integrity of our buildings and support a safe environment for teaching and learning.

The FY'27 capital plan underscores the district's careful stewardship of public resources and commitment to ensuring that facilities, technology, and instructional materials remain high-quality and up to date. These

investments not only address immediate operational needs but also position the district for sustainable growth and success in the years ahead.

EXHIBITS

Annual Rate of Budget Growth

This table shows the historical growth of the school department's total operating budget appropriation from FY'16 through FY'26, highlighting the dollar and percentage increases to illustrate the annual rate of budget growth over the past decade.

Fiscal Year	Total Operating Budget	Actual Increase	% Increase
FY'16	32,633,460	700,002	2.19%
FY'17	33,593,460	960,000	2.94%
FY'18	34,513,460	920,000	2.74%
FY'19	35,695,644	1,182,184	3.43%
FY'20	36,936,947	1,241,303	3.48%
FY'21	37,498,353	561,406	1.52%
FY'22	38,498,353	1,000,000	2.67%
FY'23	40,044,916	1,546,563	4.02%
FY'24	41,667,002	1,622,086	4.05%
FY'25	43,250,348	1,583,346	3.80%
FY'26	44,331,607	1,081,259	2.50%

Operating Budget

Operating Budget Summary by Cost Center (Expenditures)

This exhibit provides a high-level functional overview of the proposed FY27 budget by cost centers, detailing the net dollar amounts and the percentage requested from the prior year.

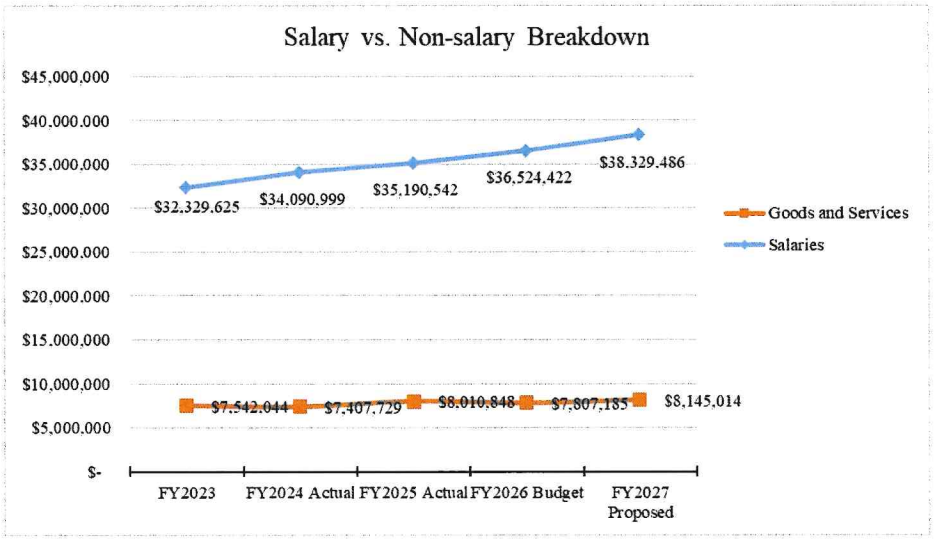
Cost Center	FY'26 Budget	FY'26 Offsets	FY'26 Net Budget	FY'27 Proposed Budget	FY'27 Proposed Offsets	FY'27 Proposed Net Budget	% Change
Administration (1000)	$1,374,483	-$12,822	$1,361,661	$1,424,460	($13,142)	$1,411,318	3.65%
Curriculum & Instruction (2000)	$35,299,665	-$905,023	$34,394,642	$36,330,620	($424,465)	$35,906,155	4.39%
Other School Services (3000)	$4,994,300	-$711,500	$4,282,800	$5,178,991	($1,019,500)	$4,159,491	-2.88%
Operations & Maintenance (4000)	$3,584,102	-$148,996	$3,435,106	$3,954,086	($152,000)	$3,802,086	10.68%
Fixed Charges (5000)	$35,000	$0	$35,000	$58,000	$0	$58,000	65.71%
Tuition Programs (9000)	$2,543,170	-$1,720,772	$822,398	$2,645,161	($1,507,709)	$1,137,452	38.31%
Grand Total	$47,830,720	-$3,499,113	$44,331,607	$49,591,317	($3,116,817)	$46,474,501	4.83%

General Fund Costs by Program Area

This exhibit summarizes the proposed FY27 budget by educational program type (Regular, Special, and Vocational Education) to show how funds are allocated across primary student services, with the Districtwide/Undesignated category covering shared, non-instructional costs for transparency.

In Massachusetts School Finance, the distinction is important because districts are often required to report expenditures to DESE using similar functional and programmatic classifications; state and federal aid often comes with stipulations tied to these categories, particularly Special Education and Vocational Education; and presenting the budget this way helps the public and school committee understand how resources are allocated across the main functions and student populations for improved transparency.

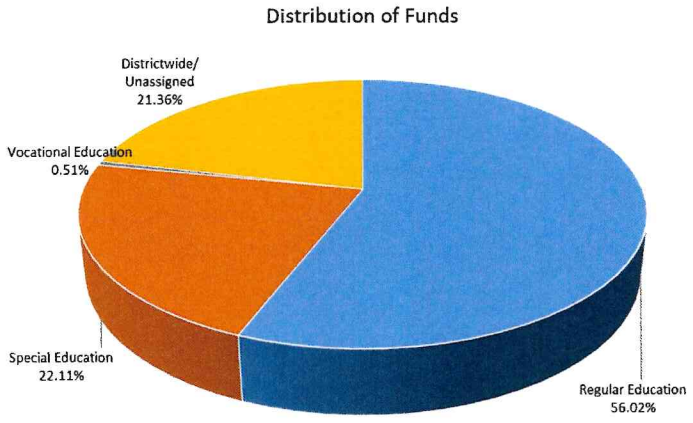
	FY2023 Actual	FY2024 Actual	FY2025 Actual	FY2026 Budget	FY2027 Proposed
Salaries	$32,329,625	$34,090,999	$35,190,542	$36,524,422	$38,329,486
Goods and Services	$7,542,044	$7,407,729	$8,010,848	$7,807,185	$8,145,014
TOTAL	$39,871,669	$41,498,728	$43,201,390	$44,331,607	$46,474,501



Duxbury Public Schools

Distribution	Total	Description
Districtwide/Undesignated	$9,926,683	Incorporates expenses that benefit the entire district and are not easily attributed to a single educational program. Often includes central office administration (superintendent, business office), facilities (maintenance and utilities), technology infrastructure, and debt service and insurance
Regular Education	$26,035,181	Cost associated with core academic instruction for students without identified special needs, including salaries for regular classroom teachers, curriculum materials, and general supplies
Special Education	$10,275,337	Legally mandated costs directly related to providing services for students with Individualized Education Programs (IEPs), such as special education teachers, therapists, out-of-district tuition, and specialized equipment
Vocational Education	$237,300	Expenses for vocational-technical programs, typically for students attending out-of-district vocational programs (tuition and transportation)
TOTAL	**$46,474,501**	

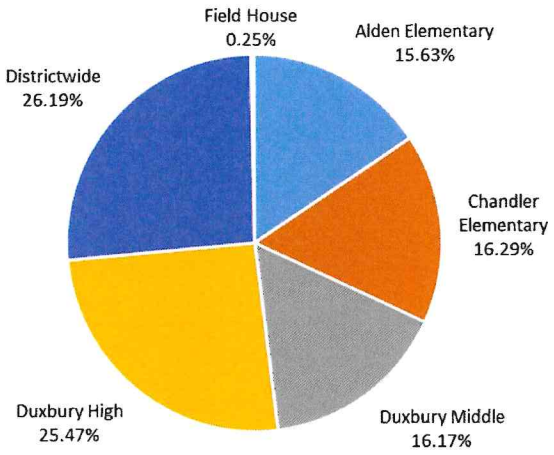
**Net budget after offsets*



Budget by Location

This exhibit organizes the FY'27 budget by school and district sites (e.g., Alden, Chandler, Duxbury Middle/High), allowing the School Committee to see the allocation and total budget for each physical location, as well as Districtwide and Field House costs.

Location	FY'26 Net Budget	FY'27 Net Budget
Alden	$6,927,420	$7,041,423
Chandler	$7,221,517	$8,041,864
Duxbury Middle	$7,167,224	$7,501,415
Duxbury High	$11,291,423	$11,521,756
Districtwide	$11,611,872	$12,251,003
Field House	$112,151	$117,040
TOTAL	**$44,331,607**	**$46,474,501**

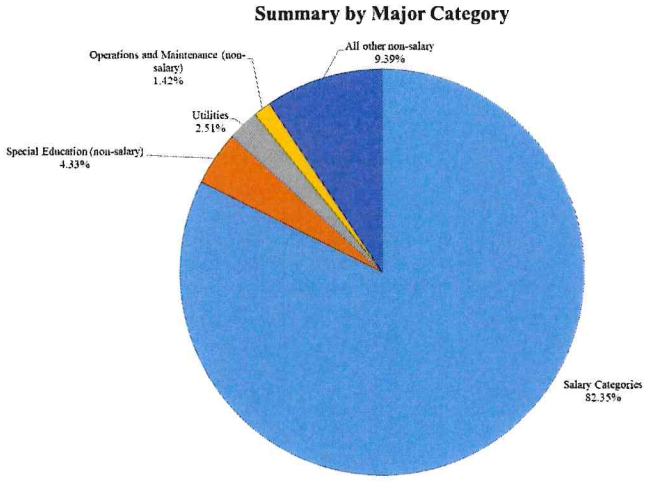


Operating Budget Summary by Major Expenditure Category

This exhibit provides an economic summary of the FY'27 net operating budget, grouping all expenses into broad categories such as Salary, Utilities, and Non-Salary expenses, and clearly showing the percentage of the total budget dedicated to these budget categories.

Major Budget Category	FY'26 Budget	Proposed FY'27 Budget	Incremental Change ($)	Incremental Change (%)	Percent of Budget
Salary Categories	$36,489,422	$38,271,486	$1,782,064	4.88%	82.35%
Special Education (non-salary)	$2,019,235	$2,013,499	($5,736)	-0.28%	4.33%
Utilities	$1,121,287	$1,164,477	$43,190	3.85%	2.51%
Operations and Maintenance (non-salary)	$584,100	$659,100	$75,000	12.84%	1.42%
All other non-salary	$4,117,563	$4,365,938	$248,375	6.03%	9.39%
TOTAL	$44,331,607	$46,474,501	$2,142,894	4.83%	100.00%

Duxbury Public Schools



Summary of Budget by DESE Object Code

This exhibit presents the FY'27 budget using the Massachusetts Department of Elementary and Secondary Education (DESE) standardized accounting codes, detailing spending by FTE (Full-Time Equivalent) and expense type (e.g., Salaries, Contract Services, Supplies) and incorporating revenue/grant offsets to arrive at the net operating budget.

Account Type	FY'26 FTE	Final FY'26 Budget	FY27 FTE	FY27 Budget Request	FY27 Revenue/Grant Offset	FY27 Net Operating Budget	Difference ($)	Difference (%)	Percentage of Budget
1 - Professional Salaries - licensed staff and administrators	294.00	$30,386,314	295.20	$31,822,441	($150,119)	$31,672,322	$1,286,008	4.23%	68.15%
2 - Administrative Salaries - Administrative Assistants & Support	13.75	$949,338	13.75	$1,085,464	($89,527)	$995,937	$46,599	4.91%	2.14%
3 - Other Salaries - substitutes & hourly staff	109.25	$5,188,770	111.25	$6,192,189	($530,961)	$5,661,228	$472,458	9.11%	12.18%
4 - Contract Services	-	$6,500,268	-	$8,875,509	($2,057,709)	$6,817,800	$317,532	4.88%	14.67%
5 - Supplies and Materials	-	$948,714	-	$1,218,611	($263,500)	$955,111	$6,397	0.67%	2.06%
6 - Other Expenses	-	$358,203	-	$397,103	($25,000)	$372,103	$13,900	3.88%	0.80%
TOTAL	417.00	$44,332,607	420.20	$49,591,317	($3,116,817)	$46,474,501	$2,142,894	4.83%	100.00%

Duxbury Public Schools

Summary by Cost Center and DESE Function Code

This is a highly detailed report that breaks the proposed FY'27 budget down by functional area (Function Code) within each Cost Center, providing the deepest level of insight into *what* specific programs or activities (e.g., School Leadership, Textbooks, Custodial Services) the funds are being allocated to.

Cost Center	Function	Function Name	FY'26 Net Budget	FY'27 Budget Request	FY'27 Revenue Offsets	FY'27 Proposed Budget	Difference $	Difference %
Administration (1000)	1110	School Committee	$15,000	$15,000	$0	$15,000	$0	0.00%
	1210	Superintendent	$590,954	$638,532	($12,822)	$625,390	$34,436	5.83%
	1220	Assistant Superintendents	$174,832	$179,203	$0	$179,203	$4,371	2.50%
	1410	Business and Finance	$231,894	$237,691	$0	$237,691	$5,797	2.50%
	1420	Human Resources and Benefits	$217,481	$222,535	$0	$222,535	$5,054	2.32%
	1450	Administrative Technology—Districtwide	$131,500	$131,500	$0	$131,500	$0	0.00%
Curriculum & Instruction (2000)	2110	Curriculum Directors (Spec Education)	$757,022	$867,638	($59,385)	$808,253	$51,231	6.77%
	2120	Department Heads (Curriculum Leadership)	$749,744	$811,880	$0	$811,880	$62,136	8.29%
	2210	School Leadership (Lunch/Recess Assts., School Admin Assts., SROs, Principals/Asst. Principals)	$2,198,322	$2,407,428	($121,375)	$2,285,020	$86,698	3.94%
	2305	Teachers, Classroom	$23,319,773	$24,314,196	($506,119)	$24,258,077	$938,304	4.02%
	2320	Medical/ Therapeutic Services	$825,768	$942,782	($64,365)	$879,228	$53,460	6.47%
	2324	Substitutes, Long-Term	$108,174	$110,878	$0	$110,878	$2,704	2.50%
	2325	Substitutes, Short-Term	$450,000	$450,000	$0	$450,000	$0	0.00%
	2330	Paraprofessionals	$1,701,564	$1,855,547	($48,000)	$1,807,547	$105,983	6.23%
	2340	Librarians/Media Center Teachers	$391,476	$409,674	$0	$409,674	$18,198	4.65%
	2354	Stipends for teachers providing instructional coaching	$5,250	$5,250	$0	$5,250	$0	0.00%
	2356	Costs for instructional staff to attend professional development	$174,250	$199,250	($25,779)	$174,250	$0	0.00%
	2358	Outside professional development providers for instructional staff	$16,000	$16,000	$0	$16,000	$0	0.00%
	2410	Textbooks	$56,650	$63,050	$0	$63,050	$6,400	11.30%
	2415	Other Instructional Materials (Libraries)	$428,086	$438,203	$0	$438,203	$10,117	2.36%
	2420	Instructional Equipment	$21,355	$20,355	$0	$20,355	($1,000)	-4.68%
	2430	General Classroom Supplies	$28,802	$28,802	$0	$28,802	$0	0.00%
	2440	Other Instructional Services	$86,500	$86,500	$0	$86,500	$0	0.00%
	2451	Instructional Hardware—Student and Staff Devices (Computers)	$150,853	$150,853	$0	$150,853	$0	0.00%
	2453	Instructional Hardware—All Other	$47,658	$47,658	$0	$47,658	$0	0.00%
	2455	Instructional Software and Other Instructional Materials	$529,564	$519,444	$0	$519,444	($10,120)	-1.91%
	2710	Guidance and Adjustment Counselors	$1,835,427	$1,997,523	($50,000)	$1,947,523	$112,096	6.11%
	2720	Testing and Assessment	$3,071	$3,071	$0	$3,071	$0	0.00%
	2800	Psychological Services	$509,333	$584,638	($30,000)	$584,638	$75,305	14.78%
Other School Services (3000)	3200	Medical/Health Services	$465,143	$526,786	($44,000)	$482,786	$17,643	3.79%
	3300	Transportation Services	$2,750,976	$3,133,764	($216,000)	$2,561,764	($189,212)	-6.88%
	3400	Food Services	$3,000	$3,000	$0	$3,000	$0	0.00%
	3510	Athletics	$744,150	$1,144,756	($381,500)	$811,256	$67,106	9.02%
	3520	Other Student Activities	$316,531	$367,685	($70,000)	$297,685	($18,846)	-5.95%

Duxbury Public Schools

Cost Center	Function	Function Name	FY'26 Net Budget	FY'27 Budget Request	FY'27 Revenue Offsets	FY'27 Proposed Budget	Difference $	Difference %
	3600	School Security	$3,000	$3,000	$0	$3,000	$0	0.00%
Operations & Maintenance (4000)	4110	Custodial Services	$1,300,969	$1,591,716	($148,996)	$1,439,716	$138,747	10.66%
	4130	Utility Services	$1,121,287	$1,164,477	$0	$1,164,477	$43,190	3.85%
	4210	Maintenance of Grounds	$268,492	$282,331	$0	$282,331	$13,839	5.15%
	4220	Maintenance of Buildings	$324,000	$399,000	$0	$399,000	$75,000	23.15%
	4230	Maintenance of Equipment	$30,500	$33,500	$0	$33,500	$3,000	9.84%
	4300	Extraordinary Maintenance	$30,000	$30,000	$0	$30,000	$0	0.00%
	4400	Technology Infrastructure, Maintenance, and Support—Salaries	$359,858	$453,061	$0	$453,061	$93,203	25.90%
Fixed Charges (5000)	5150	Employee Separation Costs	$35,000	$58,000	$0	$58,000	$23,000	65.71%
Tuition Programs (9000)	9100	Tuition to Mass. Schools	$242,288	$200,844	$0	$200,844	($41,445)	-17.11%
	9300	Tuition to Non-Public Schools	$580,110	$1,665,661	($1,122,447)	$559,186	($20,924)	-3.61%
	9400	Tuition to Collaboratives	$0	$778,656	($598,325)	$377,422	$377,422	0%
Grand Total			$44,331,607	$49,591,317	($3,499,113)	$46,474,501	$2,142,894	4.83%

Summary by Cost Center and Account Type

This is line-item report that drills down into personnel details and non-personnel sub-categories within the cost centers, showing the prior year's actuals, FTE changes, and the proposed budget for specific job titles and expense lines.

Expense Description	FY'25 Actuals	FY'26 FTE	FY'26 Net Budget	FY'27 FTE	FY'27 Net Budget	Net Change $	Net Change %
Administration (1000)	$1,256,118	8.25	$1,361,661	8.25	$1,411,318	$49,657	3.65%
Professional Salaries	$677,700	4	$686,207	4	$702,781	$16,574	2.42%
District Assistant Superintendent	$172,968	1	$174,832	1	$179,203	$4,371	2.50%
District Business Administrator	$151,379	1	$155,164	1	$159,043	$3,879	2.50%
District Director of Human Resources	$137,553	1	$140,991	1	$144,516	$3,525	2.50%
District Superintendent	$215,800	1	$215,220	1	$220,020	$4,800	2.23%
Administrative Support Salaries	$333,631	4.25	$344,715	4.25	$369,398	$24,683	7.16%
District Business Office Professional	$74,859	1	$76,730	1	$78,648	$1,918	2.50%
District Personnel and Benefits Professional	$74,623	1	$76,490	1	$78,019	$1,529	2.00%
District Superintendent Clerical	$181,130	2.25	$186,495	2.25	$207,731	$21,236	11.39%
School Committee Clerical	$3,019	0	$5,000	0	$5,000	$0	0.00%
Contracted Services	$177,169	0	$226,739	0	$226,739	$0	0.00%
Dist. Tech. Cont. Services and Prof. Dev	$55,958	0	$51,500	0	$51,500	$0	0.00%
District Superintendent Contracted Services	$120,243	0	$165,239	0	$165,239	$0	0.00%
School Committee Contracted Services	$968	0	$10,000	0	$10,000	$0	0.00%
Supplies and Materials	$5,070	0	$9,000	0	$9,000	$0	0.00%
District Superintendent Materials	$5,070	0	$9,000	0	$9,000	$0	0.00%
Other Expenses	$62,548	0	$95,000	0	$103,400	$8,400	8.84%
District Superintendent Other	$2,429	0	$10,000	0	$10,000	$0	0.00%
District Superintendent Travel	$350	0	$5,000	0	$13,400	$8,400	168.00%
District Technology Equipment & Supplies	$59,769	0	$80,000	0	$80,000	$0	0.00%
Curriculum & Instruction (2000)	$33,251,970	374.25	$34,394,642	375.85	$35,906,155	$1,511,513	4.39%
Professional Salaries	$27,931,793	284	$29,123,416	285.1	$30,337,066	$1,213,650	4.17%
Alden Art Teachers	$79,006	1	$114,647	1	$118,013	$3,366	2.94%

Duxbury Public Schools

Expense Description	FY'25 Actuals	FY'26 FTE	FY'26 Net Budget	FY'27 FTE	FY'27 Net Budget	Net Change $	Net Change %
Alden Elementary Teachers	$2,944,071	29	$3,041,497	30	$3,180,793	$139,296	4.58%
Alden Guidance and Adjustment Counselor	$133,879	2	$144,919	2	$144,903	($16)	-0.01%
Alden Instructional Coaches	$0	0	$0	0	$0	$0	0.00%
Alden Music Teachers	$188,656	2	$222,949	2	$202,615	($20,334)	-9.12%
Alden Physical Education Teachers	$110,621	2	$191,628	2	$201,244	$9,616	5.02%
Alden Principal and Assistant Principal	$249,330	2	$255,488	2	$261,800	$6,312	2.47%
Alden Psychologists	$113,744	1	$117,047	1	$119,936	$2,889	2.47%
Alden Reading Specialist Teacher	$261,657	2	$313,749	3	$321,494	$7,745	2.47%
Alden Special Education Teacher	$1,199,583	12	$1,251,571	11	$1,171,414	($80,157)	-6.40%
Alden Substitutes Long-Term Teachers	$193,934	0	$0	0	$0	$0	0.00%
Alden Teacher Mentors	$0	0	$0	0	$0	$0	0.00%
Alden World Language Teachers	$101,757	1	$109,245	1	$111,976	$2,731	2.50%
Chandler Art Teachers	$102,956	1	$105,942	1	$110,053	$4,111	3.88%
Chandler Elementary Teachers	$1,828,821	19	$1,866,415	20	$1,999,588	$133,173	7.14%
Chandler ELL Teacher	$74,409	1	$79,555	1	$83,971	$4,416	5.55%
Chandler Guidance & Adj Counselor	$214,991	2	$221,289	2	$226,796	$5,507	2.49%
Chandler Instructional Coaches	$0	0	$0	0	$0	$0	0.00%
Chandler Kindergarten Teachers	$39,612	10	$604,223	10	$1,046,229	$442,006	73.15%
Chandler Music Teachers	$97,394	1	$103,810	1	$111,035	$7,225	6.96%
Chandler Physical Education Teachers	$206,264	2	$216,796	2	$226,796	$10,000	4.61%
Chandler Preschool Special Education Teachers	$467,754	5	$495,259	5	$512,923	$17,664	3.57%
Chandler Principal and Assistant Principal	$262,077	2	$268,554	2	$284,701	$16,147	6.01%
Chandler Psychologists	$69,526	1	$75,120	1	$80,635	$5,515	7.34%
Chandler Reading Specialist Teacher	$209,638	2	$327,684	3	$345,139	$17,455	5.33%
Chandler Special Education Teacher	$901,793	10	$942,902	10	$993,410	$50,508	5.36%
Chandler Substitutes Long-Term Teachers	$121,763	0	$0	0	$0	$0	0.00%
Chandler Teacher Mentors	$0	0	$0	0	$0	$0	0.00%
Chandler World Language Teachers	$108,869	1	$112,044	1	$115,321	$3,277	2.92%
DHS Adjustment Counselor	$107,121	1	$110,245	1	$112,976	$2,731	2.48%
DHS Art Teachers	$176,686	2	$115,846	1	$118,667	$2,821	2.44%
DHS English Teachers	$817,359	11.2	$869,459	9	$825,780	($43,679)	-5.02%
DHS Family and Consumer Science Teachers	$265,133	3	$257,382	2.5	$270,832	$13,450	5.23%
DHS Guidance Teachers	$605,447	7.2	$703,332	7.2	$776,864	$73,532	10.45%
DHS Instructional Coaches	$0	0	$0	0	$0	$0	0.00%
DHS Mathematics Teachers	$1,014,580	10	$1,063,251	10	$1,099,267	$36,016	3.39%
DHS Music Teachers	$441,111	3.7	$384,573	3.85	$411,471	$26,898	6.99%
DHS Occupational and Vocational Teachers	$0	0	$0	0	$0	$0	0.00%
DHS Physical Education Teachers	$521,827	4.5	$501,727	4.5	$510,210	$8,483	1.69%
DHS Principal and Assistant Principal	$425,810	3	$436,455	3	$447,367	$10,912	2.50%
DHS Psychologists	$205,178	2	$185,920	2	$224,931	$39,011	20.98%
DHS Science Teachers	$908,909	8	$861,148	8	$883,995	$22,847	2.65%
DHS Social Studies Teachers	$1,073,426	10	$1,054,500	10	$1,045,522	($8,978)	-0.85%
DHS Special Education Teacher	$1,005,957	12	$1,245,020	11	$1,128,418	($116,602)	-9.37%
DHS Substitutes Long-Term Teachers	$123,832	0	$0	0	$0	$0	0.00%
DHS Teacher Mentors	$0	0	$0	0	$0	$0	0.00%
DHS Technology Education Teachers	$314,999	3	$328,734	3	$336,927	$8,193	2.49%
DHS World Language Teachers	$927,730	8.1	$879,780	8.3	$911,900	$32,120	3.65%
Dist Diversity, Equity, Inclusion Curr Director	$100,000	0.8	$102,500	0.8	$131,328	$28,828	28.13%
District Art Curriculum Subject Supervisors	$5,531	0	$6,734	0	$6,902	$168	2.50%
District Art Subject Supervisors	$0	0	$0	0	$0	$0	0.00%

Duxbury Public Schools

Expense Description	FY'25 Actuals	FY'26 FTE	FY'26 Net Budget	FY'27 FTE	FY'27 Net Budget	Net Change $	Net Change %
District Budget Adjustments	$0	0	$0	0	$0	$0	0.00%
District Elementary Education Curr Sub Spvsr	$246,568	1	$116,696	1	$128,125	$11,429	9.79%
District English Curriculum Subject Supervisors	$99,498	0.8	$101,986	0.5	$65,335	($36,651)	-35.94%
District Guidance Administration	$110,856	0.8	$108,840	0.8	$111,486	$2,646	2.43%
District Instructional Technology Director	$137,011	0	$0	1	$125,000	$125,000	0.00%
District Math Curriculum Subject Supervisors	$96,325	0.8	$98,733	0.5	$64,063	($34,671)	-35.12%
District Mathematics Subject Supervisors	$0	0	$0	0	$0	$0	0.00%
District Mentors/Instructional Coaching	$1,155	0	$5,250	0	$5,250	$0	0.00%
District Music Department Head	$10,056	0	$13,364	0	$14,155	$791	5.92%
District Music Subject Supervisors	$0	0	$0	0	$0	$0	0.00%
District Physical Education Subject Supervisors	$6,542	0	$6,734	0	$6,902	$168	2.50%
District Rtrmntt Incentive/Attrition Savings	$0	0	$0	0	($100,000)	($100,000)	0.00%
District Salary Lane Change	$0	0	$90,000	0	$90,000	$0	0.00%
District School Resources Officer	$90,297	1	$91,172	2	$94,819	$3,647	4.00%
District Science Curriculum Subject Supervisors	$95,220	0.8	$97,601	0.5	$64,063	($33,539)	-34.36%
District Science Subject Supervisors	$0	0	$0	0	$0	$0	0.00%
District Social Studies Curr Subject Spvsrs	$94,800	0.8	$97,170	0.5	$65,335	($31,835)	-32.76%
District Social Studies Subject Supervisors	$0	0	$0	0	$0	$0	0.00%
District Substitute Teachers	$11,509	0	$450,000	0	$450,000	$0	0.00%
District World Language Curr Subject Spvsr	$107,116	0.8	$108,226	1	$140,673	$32,447	29.98%
District World Language Subject Supervisors	$0	0	$0	0	$0	$0	0.00%
DMS Art Teachers	$167,316	1.2	$113,846	1	$117,168	$3,322	2.92%
DMS English Teachers	$773,360	8	$805,781	8	$835,834	$30,053	3.73%
DMS Family/Consumer Science Teachers	$0	0	$0	0	$0	$0	0.00%
DMS Guidance Teachers	$380,996	5	$415,280	5	$444,250	$28,970	6.98%
DMS Health Education Teachers	$222,239	2	$230,192	2	$187,165	($43,027)	-18.69%
DMS Instructional Coaches	$0	0	$0	0	$0	$0	0.00%
DMS Mathematics Teachers	$574,894	5.6	$584,403	7	$684,308	$99,905	17.10%
DMS Music Teachers	$249,403	2	$216,560	2.35	$258,540	$41,980	19.39%
DMS Physical Education Teachers	$255,940	3	$268,767	3	$282,735	$13,968	5.20%
DMS Principal and Assistant Principal	$376,477	3	$385,889	3	$409,487	$23,598	6.12%
DMS Psychologists	$107,835	1	$115,547	1	$118,436	$2,889	2.50%
DMS Reading Teachers	$143,063	0.5	$45,954	0.5	$39,863	($6,091)	-13.25%
DMS Science Teachers	$591,989	6	$617,392	6	$645,280	$27,888	4.52%
DMS Social Studies Teachers	$626,896	6	$645,626	6	$648,795	$3,169	0.49%
DMS Special Education Teacher	$1,080,130	11	$1,124,960	11	$1,153,271	$28,311	2.52%
DMS Substitutes Long-Term Teachers	$82,601	0	$0	0	$0	$0	0.00%
DMS Teacher Mentors	$0	0	$0	0	$0	$0	0.00%
DMS Technology Education Teachers	$211,054	2	$152,017	2.2	$188,154	$36,137	23.77%
DMS World Language Teachers	$401,240	4.4	$395,958	4.3	$400,952	$4,994	1.26%
Special Education Director & Team Chairs	$650,559	6	$642,302	5.3	$663,073	$20,771	3.23%
Substitutes Long-Term	$85,438	5	$108,174	5	$110,878	$2,704	2.50%
Alden Math Specialist	$111,325	1	$115,547	1	$117,168	$1,621	1.40%
Chandler Math Specialists	$97,394	1	$104,752	1	$111,976	$7,224	6.90%
Alden Library/Media Teacher	$111,370	1	$114,647	1	$117,513	$2,866	2.50%
Chandler Library/Media Teacher	$73,454	1	$108,327	1	$117,513	$9,186	8.48%
DMS Library/Media Teacher	$53,070	0.5	$49,686	0.5	$52,748	$3,062	6.16%
DHS Library/Media Teacher	$38,865	0.5	$49,686	0.5	$52,748	$3,062	6.16%
DHS Reading Teacher	$35,194	0	$37,412	0.5	$39,863	$2,451	6.55%
Administrative Support Salaries	$504,604	9	$565,710	9	$586,653	$20,943	3.70%

Duxbury Public Schools

Expense Description	FY'25 Actuals	FY'26 FTE	FY'26 Net Budget	FY'27 FTE	FY'27 Net Budget	Net Change $	Net Change %
Alden Admin Assist Overtime & Subs	$0	0	$0	0	$0	$0	0.00%
Alden Administrative Assistants	$62,530	1	$72,800	1	$74,260	$1,460	2.01%
Chandler Admin Assistant Overtime &Subs	$0	0	$0	0	$0	$0	0.00%
Chandler Administrative Assistants	$75,010	1	$77,584	1	$79,106	$1,522	1.96%
DHS Admin Assistant Overtime & Subs	$0	0	$0	0	$0	$0	0.00%
DHS Administrative Assistants	$124,770	2	$132,858	2	$141,075	$8,217	6.18%
DHS Guidance Administrative Assistants	$62,416	1	$69,048	1	$70,774	$1,726	2.50%
District Admin Assistant Overtime & Subs	$0	0	$20,000	0	$20,000	$0	0.00%
DMS Admin Assistant Overtime & Subs	$3,414	0	$0	0	$0	$0	0.00%
DMS Administrative Assistants	$116,121	2	$130,200	2	$132,758	$2,558	1.96%
Special Education Admin Assistants	$60,343	2	$63,220	2	$68,680	$5,460	8.64%
Other Salaries	$2,685,695	81.25	$2,660,719	81.75	$2,843,242	$182,523	6.86%
Alden Instructional Assistant Substitutes	$4,007	0	$0	0	$0	$0	0.00%
Alden Library/Media Assistants	$15,846	0.5	$17,889	0.5	$18,000	$111	0.62%
Alden Office Assistants	$27,662	1	$27,863	1	$28,560	$697	2.50%
Alden Reading Support IA	$0	0	$0	0	$0	$0	0.00%
Alden Special Education Instr Assistants	$268,996	0	$0	0	$0	$0	0.00%
Alden Substitutes Short-Term Teachers	$32,364	0	$0	0	$0	$0	0.00%
Chandler Instructional Assistant Substitutes	$51,126	0	$0	0	$0	$0	0.00%
Chandler Kindergarten Instr Assistants	$270,738	10	$305,264	10	$316,209	$10,945	3.59%
Chandler Library/Media Assistants	$12,369	0.5	$14,995	0.5	$14,000	($995)	-6.64%
Chandler Office Assistants	$26,890	1.75	$27,863	1.75	$28,560	$697	2.50%
Chandler Preschool SPED Instr Assistants	$66,187	5.5	$157,914	7	$171,904	$13,990	8.86%
Chandler Reading Support IA	$0	0	$0	0	$0	$0	0.00%
Chandler Special Education Instructional Asst	$244,716	0	$0	0	$0	$0	0.00%
Chandler Substitutes Short-Term Teachers	$62,375	0	$0	0	$0	$0	0.00%
DHS Instructional Assistant Substitutes	$81	0	$0	0	$0	$0	0.00%
DHS Library/Media Assistants	$30,777	0.5	$18,123	0.5	$18,576	$453	2.50%
DHS Lunch Coverage	$42,051	0	$39,184	0	$40,164	$980	2.50%
DHS Office Assistant	$26,348	1	$29,708	1	$30,451	$743	2.50%
DHS Special Education InstrAssistants	$82,866	0	$0	0	$0	$0	0.00%
DHS Substitutes Short-Term Teachers	$49,806	0	$0	0	$0	$0	0.00%
District Instructional Assistant Substitutes	$0	0	$19,000	0	$19,000	$0	0.00%
District Instructional Assistants	$471,647	48	$1,377,300	48	$1,460,338	$83,038	6.03%
District Medical Therapeutic	$354,643	4	$293,580	3	$301,207	$7,627	2.60%
District Special Education Summer Prgm	$78,447	0	$73,719	0	$80,562	$6,843	9.28%
District Substitutes Short-Term Teachers	$0	0	$0	0	$0	$0	0.00%
District Tutors	$32,811	0	$109,270	0	$162,002	$52,732	48.26%
DMS Guidance Office Assistants	$0	0	$12,500	0	$12,500	$0	0.00%
DMS Instructional Assistant Substitutes	$2,084	0	$0	0	$0	$0	0.00%
DMS Lunch Coverage	$31,150	0	$30,000	0	$30,000	$0	0.00%
DMS Music Tutors	$15,933	0	$0	0	$0	$0	0.00%
DMS Reading Support IA	$0	0	$0	0	$0	$0	0.00%
DMS Special Education Instr Assistants	$222,862	0	$0	0	$0	$0	0.00%
DMS Substitutes Short-Term Teachers	$45,594	0	$0	0	$0	$0	0.00%
Alden Lunch and Recess Assistants	$57,028	4	$43,041	4	$45,117	$2,076	4.82%
Chandler Lunch and Recess Assistants	$58,292	4	$45,383	4	$47,517	$2,134	4.70%
DMS Library/Media Assistants	$0	0.5	$18,123	0.5	$18,576	$453	2.50%
Contracted Services	$1,126,034	0	$1,057,592	0	$1,140,092	$82,500	7.80%
Alden Contracted Services	$204	0	$2,160	0	$2,160	$0	0.00%

Duxbury Public Schools

Expense Description	FY'25 Actuals	FY'26 FTE	FY'26 Net Budget	FY'27 FTE	FY'27 Net Budget	Net Change $	Net Change %
Alden Professional Devt Outside Vendors	$0	0	$0	0	$0	$0	0.00%
Alden Technology Equipment Repair	$4,628	0	$4,000	0	$4,000	$0	0.00%
Chandler Contracted Services	$1,158	0	$3,000	0	$3,000	$0	0.00%
Chandler Field Trips	$0	0	$503	0	$503	$0	0.00%
Chandler Professional Development	$0	0	$0	0	$0	$0	0.00%
Chandler Prof Devlp Outside Vendors	$0	0	$0	0	$0	$0	0.00%
Chandler Technology Equipment Repair	$3,352	0	$5,035	0	$5,035	$0	0.00%
DHS Art Equipment Repair	$791	0	$1,000	0	$1,000	$0	0.00%
DHS Contracted Services	$26,300	0	$14,937	0	$14,937	$0	0.00%
DHS Family & Consumer Science Equip Repair	$1,246	0	$1,000	0	$1,000	$0	0.00%
DHS Guidance Contracted Services	$12,115	0	$48,224	0	$45,224	($3,000)	-6.22%
DHS Media Contracted Services	$3,409	0	$5,400	0	$3,400	($2,000)	-37.04%
DHS Media Equipment Repair	$0	0	$0	0	$0	$0	0.00%
DHS Music Contracted Services	$3,224	0	$5,000	0	$5,000	$0	0.00%
DHS Music Equipment Repair	$8,000	0	$5,000	0	$5,000	$0	0.00%
DHS Music Instrument Replacement	$0	0	$0	0	$0	$0	0.00%
DHS Professional Development	$0	0	$0	0	$0	$0	0.00%
DHS Professional Develp Outside Vendors	$0	0	$0	0	$0	$0	0.00%
DHS Science Equipment Repair	$0	0	$55	0	$55	$0	0.00%
DHS Technology Education Equipment Repair	$378	0	$3,500	0	$3,500	$0	0.00%
DHS Technology Equipment Repair	$8,356	0	$17,548	0	$17,548	$0	0.00%
DHS World Language Equipment Repair	$0	0	$1,000	0	$1,000	$0	0.00%
District Curriculum Contracted Services	$37,633	0	$79,500	0	$79,500	$0	0.00%
District ELL Translation Services	$8,858	0	$2,000	0	$2,000	$0	0.00%
District Professional Devlp Outside Vendors	$8,272	0	$16,000	0	$16,000	$0	0.00%
District Psychological Contracted Services	$59,460	0	$10,000	0	$35,000	$25,000	250.00%
District Special Education Equipment Repair	$190	0	$2,400	0	$2,400	$0	0.00%
District Special Education Med Thrpy Contr Svs	$357,378	0	$300,555	0	$325,555	$25,000	8.32%
District Special Ed Prof DevOutside Vndr	$4,600	0	$0	0	$0	$0	0.00%
District Technology Software Contracted Svs	$417,712	0	$361,200	0	$361,200	$0	0.00%
District Tuition Reimbursement	$41,717	0	$90,000	0	$90,000	$0	0.00%
DMS Contracted Services	$6,175	0	$11,000	0	$11,000	$0	0.00%
DMS Library/Media Equipment Repair	$0	0	$0	0	$0	$0	0.00%
DMS Media Contracted Services	$0	0	$0	0	$0	$0	0.00%
DMS Professional Development	$0	0	$0	0	$0	$0	0.00%
DMS Prof Dvlpmnt Outside Vendors	$0	0	$0	0	$0	$0	0.00%
DMS Science Equipment Repair	$48	0	$0	0	$500	$500	0.00%
DMS Technology Equipment Repair	$2,569	0	$17,575	0	$17,575	$0	0.00%
Special Education Contracted Services	$97,052	0	$50,000	0	$75,000	$25,000	50.00%
District SPED Medical Therapy Contr Svs	$450	0	$0	0	$0	$0	0.00%
District SPED Testing & Assess Contr Svs	$135	0	$0	0	$0	$0	0.00%
Home/Hospital Tutoring Contr Services	$10,624	0	$0	0	$12,000	$12,000	0.00%
Supplies and Materials	$766,488	0	$727,002	0	$733,399	$6,397	0.88%
Alden Art Supplies	$5,694	0	$4,500	0	$4,500	$0	0.00%
Alden Classroom Supplies	$19,556	0	$19,616	0	$20,116	$500	2.55%
Alden Computer Instructional Materials	$0	0	$0	0	$0	$0	0.00%
Alden Health Instructional Materials	$0	0	$1,000	0	$1,500	$500	50.00%
Alden Instructional Materials	$7,761	0	$52,000	0	$52,000	$0	0.00%
Alden Library Instructional Materials	$3,514	0	$3,000	0	$3,000	$0	0.00%
Alden Media Instructional Materials	$2,968	0	$3,067	0	$2,067	($1,000)	-32.61%

Duxbury Public Schools

Expense Description	FY'25 Actuals	FY'26 FTE	FY'26 Net Budget	FY'27 FTE	FY'27 Net Budget	Net Change $	Net Change %
Alden Music Instructional Materials	$1,007	0	$1,013	0	$1,013	$0	0.00%
Alden Physical Education Instr Materials	$981	0	$2,610	0	$2,610	$0	0.00%
Alden Principal Office Supplies	$18,817	0	$7,000	0	$7,000	$0	0.00%
Alden Psychological Supplies	$500	0	$900	0	$900	$0	0.00%
Alden Reading Instructional Materials	$0	0	$5,000	0	$4,000	($1,000)	-20.00%
Alden Special Education Instr Materials	$0	0	$0	0	$0	$0	0.00%
Alden Textbooks	$1,501	0	$14,320	0	$14,320	$0	0.00%
Chandler Art Supplies	$3,026	0	$3,022	0	$3,022	$0	0.00%
Chandler Computer Instructional Materials	$107	0	$0	0	$0	$0	0.00%
Chandler Elementary Classroom Supplies	$17,430	0	$26,000	0	$26,000	$0	0.00%
Chandler Elementary Instructional Materials	$38,590	0	$41,086	0	$41,086	$0	0.00%
Chandler Elementary Textbooks	$2,369	0	$1,100	0	$7,500	$6,400	581.82%
Chandler ELL Instructional Materials	$0	0	$0	0	$0	$0	0.00%
Chandler Health Education Instr Materials	$0	0	$162	0	$162	$0	0.00%
Chandler Kindergarten Instr Materials	$14,859	0	$17,200	0	$17,200	$0	0.00%
Chandler Library Instructional Materials	$3,996	0	$3,997	0	$3,997	$0	0.00%
Chandler Media Instructional Materials	$1,802	0	$1,818	0	$1,818	$0	0.00%
Chandler Music Instructional Materials	$559	0	$559	0	$559	$0	0.00%
Chandler Physical Education Instr Materials	$2,237	0	$3,045	0	$3,045	$0	0.00%
Chandler Preschool Instructional Materials	$7,089	0	$7,000	0	$7,000	$0	0.00%
Chandler Principal Office Supplies	$32,579	0	$10,085	0	$10,085	$0	0.00%
Chandler Psychological Supplies	$0	0	$1,799	0	$1,799	$0	0.00%
Chandler Reading Instructional Materials	$2,294	0	$3,222	0	$4,000	$778	24.15%
Chandler Special Education Materials	$0	0	$10,192	0	$6,292	($3,900)	-38.27%
DHS Art Instructional Materials	$24,093	0	$23,000	0	$23,000	$0	0.00%
DHS Computer Instructional Materials	$0	0	$0	0	$0	$0	0.00%
DHS Computer Science Instr Materials	$3,500	0	$8,500	0	$6,500	($2,000)	-23.53%
DHS English Instructional Materials	$452	0	$298	0	$3,298	$3,000	1006.71%
DHS English Textbooks	$6,110	0	$10,000	0	$10,000	$0	0.00%
DHS Family & Consumer Science Instr Mtls	$29,100	0	$19,905	0	$19,905	$0	0.00%
DHS Guidance Supplies	$472	0	$1,000	0	$1,000	$0	0.00%
DHS Health Education InstrMaterials	$0	0	$2,500	0	$2,500	$0	0.00%
DHS Instructional Materials	$12,858	0	$7,638	0	$12,138	$4,500	58.92%
DHS Library Instructional Materials	$10,138	0	$6,972	0	$6,972	$0	0.00%
DHS Mathematics Instructional Materials	$2,878	0	$4,070	0	$4,070	$0	0.00%
DHS Mathematics Textbooks	$0	0	$2,500	0	$2,500	$0	0.00%
DHS Media Instructional Materials	$0	0	$0	0	$0	$0	0.00%
DHS Music Instructional Materials	$7,231	0	$10,502	0	$10,502	$0	0.00%
DHS Physical Education InstrMaterials	$5,078	0	$7,022	0	$7,022	$0	0.00%
DHS Principal Office Supplies	$26,427	0	$10,360	0	$10,360	$0	0.00%
DHS Psychological Supplies	$186	0	$1,500	0	$1,500	$0	0.00%
DHS Reading Instructional Materials	$0	0	$0	0	$0	$0	0.00%
DHS Science Instructional Materials	$19,321	0	$7,503	0	$11,023	$3,520	46.92%
DHS Science Textbooks	$6,845	0	$7,000	0	$7,000	$0	0.00%
DHS Social Studies Textbooks	$7,259	0	$8,000	0	$8,000	$0	0.00%
DHS Social Studies Instructional Materials	$1,321	0	$3,000	0	$3,000	$0	0.00%
DHS Special Education Instr Materials	$0	0	$0	0	$0	$0	0.00%
DHS Technology Education Instr Materials	$16,543	0	$21,781	0	$25,000	$3,219	14.78%
DHS World Language Instr Materials	$14,361	0	$14,000	0	$14,000	$0	0.00%
DHS World Language Textbooks	$4,023	0	$4,120	0	$4,120	$0	0.00%

Duxbury Public Schools

Expense Description	FY'25 Actuals	FY'26 FTE	FY'26 Net Budget	FY'27 FTE	FY'27 Net Budget	Net Change $	Net Change %
Dist. Prof Development Instr Materials	$2,427	0	$6,500	0	$6,500	$0	0.00%
District Special Education Instr Materials	$40,238	0	$28,802	0	$28,802	$0	0.00%
DMS - Family &Consumer Sci Textbooks	$0	0	$0	0	$0	$0	0.00%
DMS Art Instructional Materials	$5,272	0	$5,305	0	$5,305	$0	0.00%
DMS Computer Instructional Materials	$2,234	0	$0	0	$0	$0	0.00%
DMS English Instructional Materials	$3,762	0	$1,200	0	$1,200	$0	0.00%
DMS English Textbooks	$2,224	0	$4,610	0	$4,610	$0	0.00%
DMS Family & Consumer Science Instr Mtl	$0	0	$0	0	$0	$0	0.00%
DMS Guidance Office Supplies	$224	0	$750	0	$750	$0	0.00%
DMS Health Education Instr Materials	$330	0	$1,500	0	$1,500	$0	0.00%
DMS Instructional Materials	$7,970	0	$9,900	0	$9,900	$0	0.00%
DMS Library Instructional Materials	$7,700	0	$5,700	0	$5,700	$0	0.00%
DMS Mathematics Instructional Materials	$3,039	0	$4,081	0	$4,081	$0	0.00%
DMS Mathematics Textbooks	$3,680	0	$2,000	0	$2,000	$0	0.00%
DMS Media Instructional Materials	$6,800	0	$5,800	0	$5,800	$0	0.00%
DMS Music Instructional Materials	$4,417	0	$5,700	0	$5,700	$0	0.00%
DMS Physical Education Instr Materials	$3,391	0	$3,000	0	$3,000	$0	0.00%
DMS Principal Office Supplies	$18,839	0	$7,235	0	$7,235	$0	0.00%
DMS Psychological Supplies	$431	0	$1,500	0	$1,500	$0	0.00%
DMS Reading Instructional Materials	$0	0	$1,190	0	$1,190	$0	0.00%
DMS Science Instructional Materials	$8,929	0	$5,880	0	$5,880	$0	0.00%
DMS Science Textbooks	$0	0	$0	0	$0	$0	0.00%
DMS Social Studies Instructional Materials	$446	0	$2,600	0	$2,600	$0	0.00%
DMS Social Studies Textbooks	$0	0	$2,000	0	$2,000	$0	0.00%
DMS Special Education Instr Materials	$0	0	$0	0	$0	$0	0.00%
DMS Technology Education InstrMaterials	$7,405	0	$10,000	0	$12,000	$2,000	20.00%
DMS World Language Instr Materials	$5,465	0	$5,830	0	$5,830	$0	0.00%
DMS World Language Textbooks	$718	0	$1,000	0	$1,000	$0	0.00%
District ELL Instructional Materials	$0	0	$8,000	0	$8,000	$0	0.00%
DMS English Instructional Software	$8,488	0	$6,000	0	$6,000	$0	0.00%
DMS Science Instructional Software	$0	0	$10,720	0	$10,720	$0	0.00%
DMS Social Studies Instructional Software	$600	0	$900	0	$900	$0	0.00%
DHS Instructional Software	$0	0	$34,088	0	$16,968	($17,120)	-50.22%
DHS English Instructional Software	$4,662	0	$3,000	0	$0	($3,000)	-100.00%
DHS Mathematics Instructional Software	$480	0	$930	0	$930	$0	0.00%
DHS Science Instructional Software	$5,664	0	$9,997	0	$9,997	$0	0.00%
DHS Social Studies Instructional Software	$391	0	$0	0	$0	$0	0.00%
Alden Instructional Software	$112,434	0	$39,213	0	$39,213	$0	0.00%
Chandler Instructional Software	$73,845	0	$20,922	0	$20,922	$0	0.00%
DMS Instructional Software	$25,072	0	$25,298	0	$25,298	$0	0.00%
DMS Mathematics Instructional Software	$0	0	$3,869	0	$3,869	$0	0.00%
DHS World Language InstrSoftware	$699	0	$0	0	$10,000	$10,000	0.00%
Special Education Instructional Software	$6,424	0	$13,427	0	$13,427	$0	0.00%
District SPED Testing & Assess Supp/Matls	$0	0	$3,071	0	$3,071	$0	0.00%
DMS Technology Education Equipment	$4,353	0	$0	0	$0	$0	0.00%
Other Expenses	$237,356	0	$260,203	0	$265,703	$5,500	2.11%
Alden Technology New Equipment	$13,603	0	$10,000	0	$10,000	$0	0.00%
Alden Professional Development General	$2,500	0	$3,000	0	$3,000	$0	0.00%
Chandler Media Equipment	$1,103	0	$1,117	0	$1,117	$0	0.00%
Chandler Professional Development General	$3,253	0	$6,000	0	$6,000	$0	0.00%

Duxbury Public Schools

Expense Description	FY'25 Actuals	FY'26 FTE	FY'26 Net Budget	FY'27 FTE	FY'27 Net Budget	Net Change $	Net Change %
Chandler Technology New Equipment	$23,125	0	$13,000	0	$13,000	$0	0.00%
DHS Family and Consumer Science Travel	$0	0	$100	0	$100	$0	0.00%
DHS Graduation Expenses	$22,600	0	$18,000	0	$23,000	$5,000	27.78%
DHS Library Equipment	$830	0	$2,083	0	$2,083	$0	0.00%
DHS Media Equipment	$0	0	$0	0	$0	$0	0.00%
DHS Principal Travel	$0	0	$0	0	$0	$0	0.00%
DHS Professional Development General	$6,115	0	$9,400	0	$9,400	$0	0.00%
DHS Science Equipment	$362	0	$500	0	$500	$0	0.00%
DHS Technology New Equipment	$4,593	0	$13,603	0	$13,603	$0	0.00%
DHS World Language Equipment	$0	0	$1,500	0	$1,500	$0	0.00%
District Curriculum Leaders Travel In-State	$0	0	$0	0	$0	$0	0.00%
District Phys-Ed In-State Travel	$0	0	$0	0	$0	$0	0.00%
District Physical Education Equipment	$769	0	$1,300	0	$1,300	$0	0.00%
District Professional Development General	$61,517	0	$60,000	0	$60,000	$0	0.00%
District Special Education Prof Dvlpmnt	$7,805	0	$0	0	$0	$0	0.00%
District Special Education Travel	$0	0	$0	0	$0	$0	0.00%
District Subject Supervisors Travel	$0	0	$0	0	$0	$0	0.00%
District Technology Leases	$80,865	0	$100,000	0	$100,000	$0	0.00%
DMS Library Equipment	$0	0	$0	0	$0	$0	0.00%
DMS Media Equipment	$0	0	$0	0	$0	$0	0.00%
DMS Professional Development General	$4,739	0	$5,850	0	$5,850	$0	0.00%
DMS Science Equipment	$0	0	$0	0	$500	$500	0.00%
DMS Social Studies Equipment	$0	0	$0	0	$0	$0	0.00%
DMS Technology New Equipment	$2,578	0	$13,250	0	$13,250	$0	0.00%
Special Education Travel	$1,000	0	$1,500	0	$1,500	$0	0.00%
Fixed Charges (5000)	$33,000	0	$35,000	0	$58,000	$23,000	65.71%
Professional Salaries	$33,000	0	$35,000	0	$58,000	$23,000	65.71%
District Employee Separation Expense	$33,000	0	$35,000	0	$58,000	$23,000	65.71%
Operations & Maintenance (4000)	$3,298,022	28	$3,435,106	29.5	$3,802,086	$366,980	10.68%
Administrative Support Salaries	$37,963	0.5	$38,913	0.5	$39,886	$973	2.50%
District Custodial Office Assistants	$37,963	0.5	$38,913	0.5	$39,886	$973	2.50%
Other Salaries	$1,484,532	27.5	$1,691,806	29	$1,936,623	$244,817	14.47%
Alden Custodial Overtime and Subs	$9,087	0	$0	0	$0	$0	0.00%
Alden Custodians	$158,091	4	$191,149	4	$207,138	$15,989	8.36%
Chandler Custodial Overtime and Subs	$1,354	0	$0	0	$0	$0	0.00%
Chandler Custodians	$149,367	4	$192,534	4	$210,166	$17,632	9.16%
DHS Custodial Overtime and Subs	$0	0	$0	0	$0	$0	0.00%
DHS Custodians	$357,203	8	$438,002	8	$476,130	$38,128	8.71%
District Management of Grounds	$181,584	4	$233,492	4	$247,331	$13,839	5.93%
District Substitute Custodians	$33,107	0	$50,000	0	$100,000	$50,000	100.00%
District Technology Staff	$355,035	3.5	$339,858	5	$433,061	$93,203	27.42%
District Technology Summer Help	$24,192	0	$20,000	0	$20,000	$0	0.00%
DMS Custodial Overtime and Subs	$0	0	$0	0	$0	$0	0.00%
DMS Custodians	$215,512	4	$226,771	4	$242,796	$16,025	7.07%
Contracted Services	$1,630,230	0	$1,532,387	0	$1,653,577	$121,190	7.91%
Alden Energy/Heat/Light	$306,638	0	$257,703	0	$269,300	$11,597	4.50%
Alden Telephone Services	$1,301	0	$0	0	$0	$0	0.00%
Alden Trash and Recycling Contracted Services	$27,406	0	$26,250	0	$26,250	$0	0.00%
Alden Water Services	$11,425	0	$22,000	0	$22,000	$0	0.00%
Chandler Energy/Heat/Light	$175,802	0	$159,367	0	$166,539	$7,172	4.50%

Duxbury Public Schools

Expense Description	FY'25 Actuals	FY'26 FTE	FY'26 Net Budget	FY'27 FTE	FY'27 Net Budget	Net Change $	Net Change %
Chandler Telephone Services	$0	0	$0	0	$0	$0	0.00%
Chandler Trash and Recycling Contracted Svs	$20,062	0	$21,000	0	$21,000	$0	0.00%
Chandler Water Services	$8,491	0	$24,000	0	$24,000	$0	0.00%
DHS Energy/Heat/Light	$235,700	0	$242,975	0	$253,909	$10,934	4.50%
DHS Telephone Services	$0	0	$0	0	$0	$0	0.00%
DHS Trash and Recycling Contracted Services	$13,715	0	$11,550	0	$11,550	$0	0.00%
DHS Water Services	$1,193	0	$15,000	0	$15,000	$0	0.00%
Dist. Maint. of Buildings Contracted Services	$414,960	0	$275,000	0	$350,000	$75,000	27.27%
District Custodial Maintenance of Equipment	$30,441	0	$6,500	0	$6,500	$0	0.00%
District Equipment Maintenance	$0	0	$0	0	$0	$0	0.00%
District Extraordinary Expense Contr Service	$0	0	$30,000	0	$30,000	$0	0.00%
District Field Energy/Heat/Light	$77,452	0	$108,651	0	$113,540	$4,889	4.50%
District Field Telephone Services	$282	0	$0	0	$0	$0	0.00%
District Field Water	$4,622	0	$3,500	0	$3,500	$0	0.00%
District Maint of Buildings & Grounds Equip	$13,135	0	$22,000	0	$22,000	$0	0.00%
District Physical Education Maint of Equip	$5,393	0	$2,000	0	$5,000	$3,000	150.00%
District Telephone	$65,464	0	$82,000	0	$82,000	$0	0.00%
District Trash and Recycling Contracted Services	$4,189	0	$5,250	0	$5,250	$0	0.00%
DMS Energy/Heat/Light	$193,627	0	$191,091	0	$199,690	$8,599	4.50%
DMS Telephone Services	$0	0	$0	0	$0	$0	0.00%
DMS Trash and Recycling Contracted Services	$11,160	0	$11,550	0	$11,550	$0	0.00%
DMS Water Services	$7,773	0	$15,000	0	$15,000	$0	0.00%
Supplies and Materials	$145,297	0	$172,000	0	$172,000	$0	0.00%
Dist. Maint. of Buildings Supplies	$46,889	0	$49,000	0	$49,000	$0	0.00%
District Custodial Supplies	$86,277	0	$88,000	0	$88,000	$0	0.00%
District Management of Grounds Supplies	$12,130	0	$35,000	0	$35,000	$0	0.00%
Other School Services (3000)	$4,014,555	6.5	$4,282,800	6.6	$4,159,491	($123,309)	-2.88%
Professional Salaries	$523,914	6	$541,691	6.1	$574,475	$32,784	6.05%
Alden Health Nurse Overtime and Subs	$0	0	$0	0	$0	$0	0.00%
Alden Nurses	$75,205	1	$95,527	1	$102,484	$6,957	7.28%
Chandler Health Nurse Overtime and Subs	$0	0	$0	0	$0	$0	0.00%
Chandler Nurses	$96,990	1.5	$81,271	1.5	$86,828	$5,557	6.84%
DHS Health Nurse Overtime and Subs	$0	0	$0	0	$0	$0	0.00%
DHS Health Nurses	$143,572	1.5	$146,436	1.6	$158,819	$12,383	8.46%
District Athletic Director	$121,151	1	$125,661	1	$128,802	$3,141	2.50%
District Health Nurses	$5,531	0	$6,734	0	$6,902	$168	2.50%
District Medically Fragile Nurses	$0	0	$0	0	$0	$0	0.00%
DMS Health Nurse Overtime and Subs	$300	0	$0	0	$0	$0	0.00%
DMS Health Nurses	$81,165	1	$86,062	1	$90,640	$4,578	5.32%
Administrative Support Salaries	$67,364	0	$0	0	$0	$0	0.00%
District Clerical Transportation	$67,364	0	$0	0	$0	$0	0.00%
Other Salaries	$910,345	0.5	$836,245	0.5	$881,364	$45,119	5.40%
Alden Co-Curricular Stipends	$5,967	0	$7,315	0	$7,498	$183	2.50%
DHS Co-Curricular Administration	$0	0	$6,122	0	$6,275	$153	2.50%
DHS Co-Curricular Stipends	$215,270	0	$193,732	0	$174,700	($19,032)	-9.82%
District Athletic Office Assistant	$37,963	0.5	$38,913	0.5	$39,886	$973	2.50%
District Athletics Coaching Stipends	$586,774	0	$481,662	0	$544,654	$62,992	13.08%
District Health Nurse Substitutes	$0	0	$14,000	0	$14,000	$0	0.00%
DMS Co-Curricular Administration	$0	0	$6,122	0	$3,138	($2,984)	-48.75%

Duxbury Public Schools

Expense Description	FY'25 Actuals	FY'26 FTE	FY'26 Net Budget	FY'27 FTE	FY'27 Net Budget	Net Change $	Net Change %
DMS Co-Curricular Stipends	$60,649	0	$88,379	0	$91,213	$2,834	3.21%
Bus Monitor	$3,722	0	$0	0	$0	$0	0.00%
Contracted Services	$2,497,306	0	$2,861,152	0	$2,659,940	($201,212)	-7.03%
DHS Co-curricular Contracted Services	$1,250	0	$1,600	0	$1,600	$0	0.00%
DHS Health Contracted Services	$0	0	$1,500	0	$1,500	$0	0.00%
DHS Health Nurse Equipment Repair	$0	0	$662	0	$662	$0	0.00%
Dist. Transp. Spec. Educ. Contracted Services	$736,530	0	$941,890	0	$550,000	($391,890)	-41.61%
District Athletics Contracted Services	$19,580	0	$17,914	0	$17,914	$0	0.00%
District Athletics Ice Time	$59,380	0	$60,000	0	$60,000	$0	0.00%
District Health Physician	$5,000	0	$8,000	0	$8,000	$0	0.00%
District Health Services Contracted Services	$6,514	0	$20,000	0	$8,000	($12,000)	-60.00%
District Homeless Transportation	$27,570	0	$10,000	0	$20,000	$10,000	100.00%
District School Bus Contracted Services	$1,631,915	0	$1,726,786	0	$1,919,464	$192,678	11.16%
District Vocational Education Transportation	$9,566	0	$72,300	0	$72,300	$0	0.00%
DMS Co-Curricular Contracted Services	$0	0	$500	0	$500	$0	0.00%
Supplies and Materials	$15,625	0	$40,712	0	$40,712	$0	0.00%
Alden Nurse Supplies	$738	0	$550	0	$550	$0	0.00%
Chandler Health Supplies	$966	0	$1,251	0	$1,251	$0	0.00%
DHS Cocurricular Supplies	$333	0	$12,586	0	$12,586	$0	0.00%
DHS Health Nurse Supplies	$260	0	$1,500	0	$1,500	$0	0.00%
District Athletics Supplies	$11,786	0	$20,000	0	$20,000	$0	0.00%
District Security Supplies	$1,102	0	$3,000	0	$3,000	$0	0.00%
DMS Co-Curricular Supplies	$0	0	$175	0	$175	$0	0.00%
DMS Health Nurse Supplies	$439	0	$1,650	0	$1,650	$0	0.00%
Other Expenses	$0	0	$3,000	0	$3,000	$0	0.00%
Food Services School Lunch Deficit	$0	0	$3,000	0	$3,000	$0	0.00%
Tuition Programs (9000)	$1,347,726	0	$822,398	0	$1,137,452	$315,054	38.31%
Contracted Services	$1,347,726	0	$822,398	0	$1,137,452	$315,054	38.31%
District Special Education Tuition Collaborative	$338,884	0	$0	0	$377,422	$377,422	0.00%
District Special Education Tuition In-State	$52,000	0	$77,288	0	$35,844	($41,445)	-53.62%
District Special Education Tuition Out of State	$0	0	$0	0	$0	$0	0.00%
District Special Education Tuition Private	$905,696	0	$580,110	0	$559,186	($20,924)	-3.61%
District Vocational Tuition	$51,146	0	$165,000	0	$165,000	$0	0.00%
Out of District Tuition	$0	0	$0	0	$0	$0	0.00%
Grand Total	**$43,201,390**	**417**	**$44,331,607**	**420.2**	**$46,474,501**	**$2,142,894**	**4.83%**

Revenue Offsets

This exhibit lists revenues that are not part of the General Fund appropriation but are spent on operating expenses, thereby "offsetting" the total General Fund request.

- Revolving Funds: The majority of these entries are Revolving Accounts, which are essentially separate bank accounts where fees (like school lunch, athletic, or bus fees) or tuition payments (like pre-school or SPED in-tuition) are deposited and then used to fund the cost of that specific program. They reduce the burden on the General Fund.

- Grants & Reimbursements: This includes mandated state/federal funds like the SPED Circuit Breaker Reimbursement (partial funding for high-cost special education services) and the SPED Entitlement Grant 240, which are key sources of revenue explicitly tied to the Special Education Programmatic Budget Category.

- Budget Impact: The exhibit clearly shows the total offset amount ($3,499,113 in FY'26 and $3,116,816 in FY27), which is subtracted from the Gross Budget to arrive at the Net Operating Budget (the amount requested from the town).

- Allocation Detail: The "Offset to Account Type" column shows that these revenues are primarily used to cover Salaries and Goods & Services, directly funding personnel and non-personnel costs across the district (as detailed in the *Summary by DESE Object Code* and *Summary by Cost Center and Account Type* exhibits). The significant drop in the Kindergarten Fee Revolving Account reflects a policy change of moving to a free, full-day kindergarten program.

Budget Offset	FY'26	FY27	Incremental Change ($)	Offset to Account Type
School Lunch Revolving	$228,996	$232,000	$3,004	Salaries
Kindergarten Fee Revolving Account	$450,000	-	($450,000)	Salaries
Magic Dragon	$44,000	$44,000	-	Salaries
Middle School Co-Curricular Fee Revolving	$25,000	$25,000	-	Salaries
High School Co-Curricular Fee Revolving	$45,000	$45,000	-	Salaries
Athletic Fee Revolving	$381,500	$333,500	($48,000)	Goods & Services
Innovation Pathways Grant	$50,000	$50,000	-	Salaries
SPED Tuition In Revolving Account	$30,000	-	($30,000)	Salaries
SPED Circuit Breaker Reimbursement	$1,105,772	$1,253,856	$148,084	Goods/Services
SPED Entitlement Grant 240	$763,664	$751,738	($11,926)	Salaries & Goods/Svs
Pre-School Tuition Revolving Account	$128,020	$129,053	$1,034	Salaries
Early Childhood Education Grant 262	$18,339	$17,527	($812)	Salaries
PEG Cable Access Funds	$12,822	$13,142	$320	Salaries
Bus Fee Revolving Account	$200,000	$205,000	$5,000	Goods/Services
High School Parking Fee Revolving	$16,000	$17,000	$1,000	Salaries
TOTAL	$3,499,113	$3,116,816	($382,297)	

Per-Pupil Expenditures

The following exhibits provide a comparative analysis of the district's Per-Pupil Expenditure (PPE), demonstrating both a five-year historical trend against the state average and a peer-to-peer comparison with comparable Massachusetts school districts for Fiscal Year 2024 (DART).

Per Pupil In-District Expenditure Duxbury v State*

Year	Duxbury	State Average
2019	$15,935	$16,577
2020	$15,938	$16,963
2021	$17,597	$18,556
2022	$17,963	$19,536
2023	$19,290	$20,767
2024	$20,115	$22,364
5 Year Average	$17,806	$19,127

**Unofficial Per-Pupil Expenditure per MA DESE School and Finance Dashboard*

Per-Pupil Expenditure 2024: Comparable Districts					
District	Enrollment	Total FY'26 District Budget	Actual as % of Required Net School Spending	2024 School Budget as % of Town Budget*	Total Per-Pupil Expenditure
Wellesley	4,101	$93,856,667	204.3%	47.29%	$28,369
Wilmington	2,760	$51,423,526	161.9%	48.72%	$23,969
State Average					$22,364
Groton-Dunstable	2,305	$50,860,770	135.7%	N/A	$20,960
Hingham	3,707	$70,383,752	151.7%	51.17%	$20,479
North Reading	2,317	$40,780,049	147.5%	47.87%	$20,475
Scituate	2,745	$48,125,617	153.8%	49.66%	$20,435
Duxbury	***2,755***	***$44,331,607***	***143.6%***	***46.13%***	***$20,115***
Medfield	2,504	$44,744,508	147.9%	60.67%	$20,108
Norwell	2,171	$34,184,775	149.8%	50.67%	$19,525
Lynnfield	2,186	$34,194,132	142.1%	51.10%	$19,300
Longmeadow	2,773	$41,394,307	143.1%	52.04%	$17,708
AVERAGE OF DARTS			**152.9%**	**50.5%**	**$21,040**

**DART districts per DESE School and District Profiles; Enrollment and Unofficial Per-Pupil Expenditure per MA DESE School and Finance Dashboard; Net School Spending per DESE Administration and Finance ;School Budget as % of Town Budget source: Massachusetts Department of Revenue Division of Local Services Data Analytics and Resources Bureau, audited 2024 Schedule A*

Per-Pupil Expenditure 2024: Comparable Districts	
District	Total Per-Pupil Expenditure
Wellesley	$28,369
Wilmington	$23,969
State Average	$22,364
Groton-Dunstable	$20,960
Hingham	$20,479
North Reading	$20,475
Scituate	$20,435
Duxbury	$20,115
Medfield	$20,108
Norwell	$19,525
Lynnfield	$19,300
Longmeadow	$17,708

DART Comparison - Percent of Required Net School Spending & Percent of Town Expenditures

District	2024 Actual as % of Required Net School Spending	District	2024 Actual % of Town Expenditures
Wellesley	204.3	Groton-Dunstable	NA
Wilmington	161.9	Medfield	60.7
Scituate	153.8	Longmeadow	52.0
Hingham	151.7	Hingham	51.2
Norwell	149.8	Lynnfield	51.1
Medfield	147.9	Norwell	50.7
North Reading	147.5	Scituate	49.7
Duxbury	**143.6**	Wilmington	48.7
Longmeadow	143.1	North Reading	47.9
Lynnfield	142.0	Wellesley	47.3
Groton-Dunstable	135.7	**Duxbury**	**46.1**

Source: Dart Districts per DESE School and District Profiles, Enrollment and Unofficial Per Pupil Expenditures. Data Sources: DESE School and Finance Dashboard, NSS Data Source, DESE Administration and Finance

Duxbury Public Schools

Total Student Enrollment

This exhibit presents the official, verified headcount of all students in the district as of October 1 of the prior school year, which serves as the foundation for nearly all financial calculations. This figure is essential because state aid (Chapter 70 funding) and many staffing ratios are directly based on the district's official enrollment count.

Total DPS Enrollment
October 1



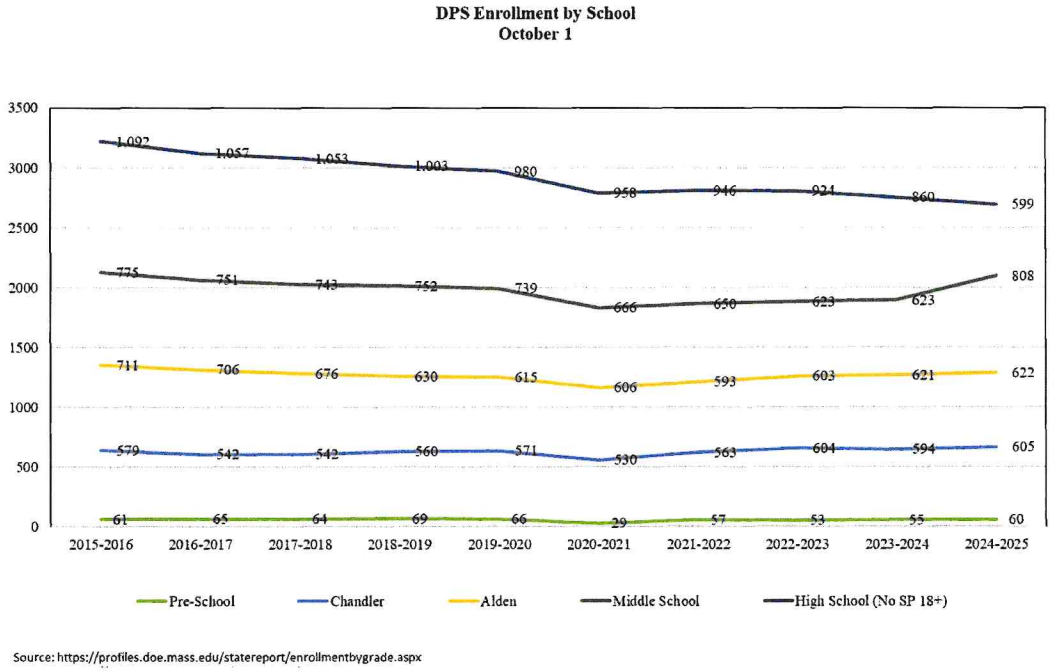
Source: https://profiles.doe.mass.edu/profiles/student.aspx?orgcode=00820000&orgtypecode=5&

Enrollment on above chart is as of October 1, 2024

Duxbury Public Schools

Student Enrollment by School

This exhibit breaks down total enrollment by individual school/location and usually by grade level, providing the necessary detail to justify the staffing levels and resource allocations seen in location-specific budget exhibits (like the *FY27 Budget by Location*). This data explains *why* the budget allocation is distributed the way it is across Pre-K, Alden, Chandler, DMS, and DHS.



Source: https://profiles.doe.mass.edu/statereport/enrollmentbygrade.aspx

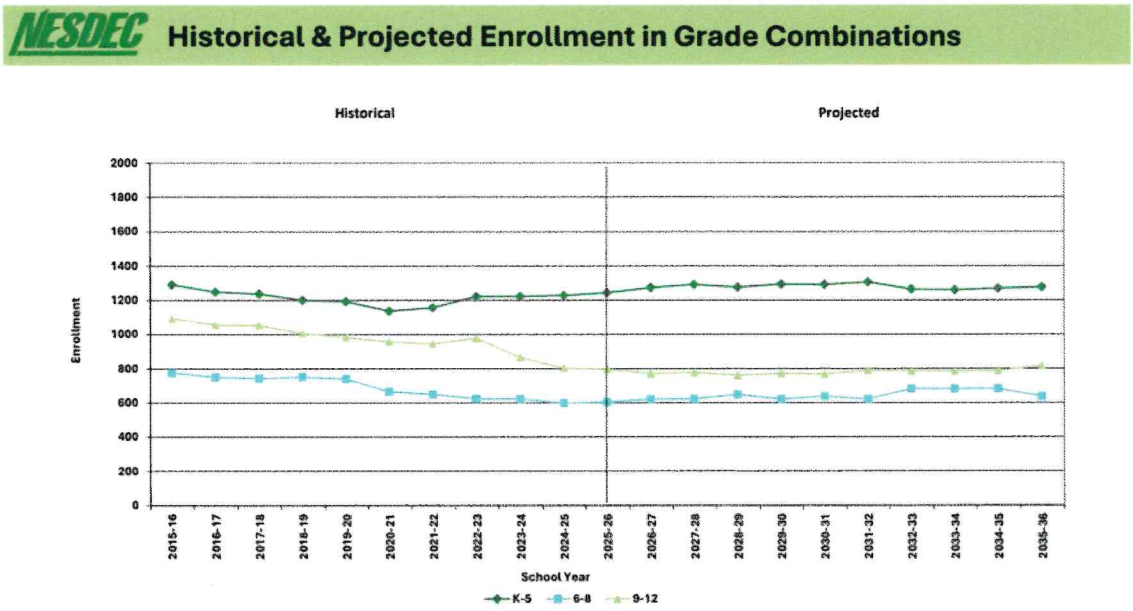
Enrollment on above chart is as of October 1, 2024

Duxbury Public Schools

Historical and Projected Enrollment in Grade Combinations

Based on the NESDEC exhibit, the budget book includes an analysis of historical and projected student enrollment trends, which provides a foundational context for the proposed resource allocations and staffing needs.

Graph above from September 2025 NESDEC projections



Duxbury Public Schools

INFORMATIONAL

District Enrollment Data *(From October 22, 2025 School Committee Meeting)*

June 1, 2025

PK	K	1	2	3	4	5	6	7	8	9	10	11	12	12+	Total
71	206	193	222	201	226	200	200	205	208	205	178	214	222	6	2757

October 1, 2025

PK	K	1	2	3	4	5	6	7	8	9	10	11	12	12+	Total
56	188	208	187	222	201	221	196	198	202	201	195	172	205	5	2657

Homeschool Students by Grade Level	#
Kindergarten	1
Grade 1	1
Grade 2	2
Grade 3	1
Grade 4	3
Grade 5	1
Grade 6	1
Grade 7	3
Grade 8	1
Grade 9	2
Grade 10	1
Grade 11	0
Grade 12	0
Total	17

Special Education Out-of-District
29

Homeschool	Total Approved Homeschool Plans K-12
2021-2022	23
2022-2023	13
2023-2024	12
2024-2025	13
2025-2026	17

Duxbury Public Schools

Chandler Enrollment & Class Size as of 10.17.25

Chandler School		
Kindergarten	Chris Burke	19
	Heather Ferreira	19
# of classes	Susan Green	19
10	Lauren Mahoney	20
Enrollment	Natalie Priscella	18
189	Sherri Sewall	19
Average	Julia Smith	18
18.88	Myrsini Smith	19
	Mia Sullivan	19
	Amanda Todd	19

Grade 1	Karen Beary	22
	Nicki Hart	20
# of classes	Bridget Henderson	20
10	Kristina Josselyn	20
Enrollment	Ann Kalous	20
208	Katherine Katapodis	21
Average	Jesse Keith	20
20.80	Darcie MacDonald	22
	Cassandra Sweeney	21
	Courtney Zysk	22

Grade 2	Katie daGraca	20
	Maura Doyle	20
# of classes	Kaitlin Dunn	21
9	Melissa Faherty	21
Enrollment	Jennifer Flashner	21
187	Cathy Held	21
Average	Kendall Hoover	20
20.78	Kate Lee	22
	Jessica Siegel	21

Total K-2 Enrollment:	**584**
Total Chandler Enrollment:	**641**

Integrated PreK	AM	PM
Bethany Baird	12	Ext. Day
Schuyler Cristoforo	12	10
Lisa Sisoian	13	10
Total PreK Enrollment:	57	

Duxbury Public Schools

Alden Enrollment & Class Size as of 10.17.25

Alden School		
Grade 3	Erin Miele	23
	Kathy Hanlon	23
# of classes 10 **Enrollment** 222 **Average** 22.20	Courtney McDonough	22
	Katie Santos	22
	Erin Martin	22
	Kelly Murray	22
	Priscilla Nissi	21
	Dawn Hastings- Ely	22
	Shannon Doel	23
	Kirstyn Barach	22

Grade 4		
	Rachel Stadelmann	23
# of classes 9 **Enrollment** 201 **Average** 22.33	Carey Fryar	21
	Amy Ball	22
	Lynne Rinkus	22
	Merri Morgan	23
	Becky Wigmore	23
	Jake Sheptyck	23
	Doug Sulkala	22
	Heidi Aufiero	22

Grade 5	Cindy Scully	22
	Annie Crago	22
# of classes 10 **Enrollment** 220 **Average** 22.00	Susan Riser	22
	Meghan Kelly	22
	Katelyn Holt	23
	Nick Tam	21
	Abby Armstrong	22
	Lynsey McNeil	22
	Bridget Thompson	22
	Stacy Murphy	22

Total Alden Enrollment: 643

Duxbury Public Schools

DMS Enrollment & Class Size

Course Name	Course #	Grade	Department	Average	Range	Sections		
Literacy/ Reading	601	6	ELA	19.7	15-23	10	G6 ELA	19.7
Literacy/ Writing	602	6	ELA	19.7	15-21	10		
English 7	071	7	ELA	19.8	13-26	10		
English 8	081	8	ELA	20.2	16-26	10		
Critical Reading & Thinking	094	7	ELA	19.8	11-26	10		
Math 6	621	6	Math	19.7	16-24	10	G6 Math	19.7
Math 7 Accelerated	270	7	Math	19.5	11-28	6	G7 Math	19.4
Math 7	271	7	Math	19.2	15-24	4	G8 Math	20
Math 8 Accelerated	280	8	Math	19	15-23	6		
Math 8	281	8	Math	21	19+23	4		
Science 6	630	6	Science	19.7	18-22	10		
Science 7	372	7	Science	19.8	11-26	10		
Science 8	382	8	Science	20.2	14-24	10		
Geography and Ancient Civ I	610	6	Social Studies	19.7	16-22	10		
Geography and Ancient Civ II	172	7	Social Studies	19.8	13-25	10		
Civics	182	8	Social Studies	20.8	15-25	10		
Spanish 6	663	6	World Lang	16.7	10-26	4		
Spanish 7	473	7	World Lang	24.6	23-26	3		
Spanish 8	483	8	World Lang	21.5	17-25	4		
French 6	662	6	World Lang	25.6	25-26	3		
French 7	471	7	World Lang	17.6	14-24	3		
French 8	481	8	World Lang	22	19-25	2		
Latin 6	661	6	World Lang	18		1		
Latin 7	472	7	World Lang	18	13-23	2		
Latin 8	482	8	World Lang	14		1		
Mandarin 6	664	6	World Lang	17		1		
Mandarin 7	474	7	World Lang	13		1		
Mandarin 8	484	8	World Lang	13		1		

PE/Health 6	690	6	PE/ Health	32.6		14
PE 7/8	975(M)	7/8	PE/ Health	55.7		20
Health 8	908	8	PE/ Health	20.2		10
STEM 6	786	6	Tech	19.7	14-26	10
STEM 7/8	787	7/8	Tech	25	24-26	3
Code Academy	730	7/8	Tech	19.5	13-26	2
Technology Education	784	8	Tech	20.2	15-27	10
TV Studio & Production	909	7/8	Tech	18	18	2
Grade 6 Visual Art & Design	697	6	Art	19.7	14-24	10
Art 7	772	7	Art	25	21-29	3
Art 8	792	8	Art	23	21-25	2
Music 6	654	6	Music	10		1
Band 6	655	6	Music	79		1
Chorus 6	657	6	Music	49		1
Orchestra 6	658	6	Music	49		1
Band 7/8	583	7/8	Music	41.5	31-52	2
Chorus 7/8	581	7/8	Music	41	36-46	2
Orchestra 7/8	585	7/8	Music	37	31-43	2

Duxbury Public Schools

DHS Enrollment & Class Size

**Please note that some sections of courses are combined into one class when warranted, due to the number of students enrolled in the different sections*

Duxbury High School - Program of Studies

English Language Arts

Course	Enrollment	Sections	Average Size	Size Range
English 9 - CP	101	5	20	11 - 25
English 9 - Honors	101	5	20	13 - 23
English 10 - CP	75	4	19	6 - 26
English 10 - Honors	121	6	20	12 - 25
English 11 - CP	34	2	17	14 - 20
English 11 - Honors	58	3	19	21 - 25
English 12 - CP/Honors (half-year)	193	11	16	8 - 29
English Electives - Unleveled (half-year)	29	2	14.5	14 -15
AP English Language and Composition	81	4	20	16 - 24
AP English Literature and Composition	60	3	20	17 - 20
TOTALS			**18.5**	**6 - 29**

Mathematics

Course	Enrollment	Sections	Average Size	Size Range
Algebra I - CP	38	2	19	16 - 22
Geometry - CP	67	4	16.75	13 - 24
Geometry - Honors	85	4	21.25	13 - 24
Advanced Geometry - Honors	38	2	19	16 - 22
Algebra II - CP	58	4	14.5	10 - 20
Algebra II - Honors	83	4	20.75	14 - 27
Advanced Algebra II - Honors	33	2	16.5	14 - 16
Precalculus - CP	54	3	18	13 - 24
Precalculus - Honors	60	4	15	11 - 23
Calculus - CP	52	3	17.33	8 - 24
Calculus - Honors	55	3	18.33	13 - 23
Math Electives - CP (half-year)	226	12	18.83	8 - 25
AP Precalculus	50	2	25	23 - 27
AP Calculus (AB)	25	1	25	25
AP Calculus (BC)	12	1	12	12
AP Statistics	42	2	21	16 - 26
TOTALS			**18.6**	**8 - 27**

Social Studies

Course	Enrollment	Sections	Average Size	Size Range
US History I - CP	106	6	17.66	11 - 26
US History I - Honors	98	5	19.6	14 - 24
Modern World History - CP	62	4	15.5	10 - 24

Modern World History - Honors	61	3	20.33	16 - 24
US History II - CP	16	1	16	16
US History II - Honors	102	5	20.4	13 - 26
Social Studies Electives - Unleveled (half-year)	168	12	14	5 - 26
AP US History	43	2	21.5	19 - 24
AP Psychology	85	4	21.25	17 - 25
AP World History	76	4	19	9 - 27
AP US Government and Politics	133	6	22.16	16 - 25
AP Economics	48	2	24	22 - 26
AP Seminar	20	1	20	20
TOTALS			**19.33**	**5 - 27**

Science

Course	Enrollment	Sections	Average Size	Size Range
Biology - CP/Honors	202	10	20.2	16 - 23
Chemistry - CP	123	6	20.5	15 - 25
Chemistry - Honors	73	4	18.25	11 - 26
Physics - CP	38	2	19	14 - 24
Physics - Honors	84	4	21	15 - 24
Science Electives - CP/Honors	168	10	16.8	7 - 25
AP Biology (+ half-year lab)	45	2	22.5	21 - 24
AP Environmental Science (+ half-year lab)	21	1	21	21
AP Physics (+ half-year lab)	26	1	26	26
TOTALS			**20.58**	**7 - 26**

Technology, Engineering, and Computer Science

Course	Enrollment	Sections	Average Size	Size Range
Advanced Manufacturing I - Unleveled (half-year)	19	1	19	19
Advanced Manufacturing II - Unleveled (half-year)	15	1	15	15
Technology Electives - Unleveled (half-year)	329	18	18.27	5 - 28
AP Computer Science Principles	40	2	20	18 - 22
AP Computer Science (JAVA)	14	1	14	14
Cooperative Education	15	1	15	15
TOTALS			**16.88**	**5 - 28**

World Language

Course	Enrollment	Sections	Average Size	Size Range
Rosetta Stone - CP	0	0	0	0
ASL I - CP	22	1	22	22
ASL II - CP	13	1	13	13
ASL II - Honors	18	1	18	18
ASL III - CP/Honors	17	1	17	17

ASL IV - CP/Honors	10	1	10	10
French II - CP	14	1	14	14
French II - Honors	38	3	19	16 - 22
French III - CP	27	2	13.5	11 - 16
French III - Honors	28	1	28	28
French IV - CP	26	1	26	26
French IV - Honors	10	1	10	10
French V - CP/Honors	9	1	9	9
AP French	21	1	21	21
Latin II - CP/Honors	15	1	15	15
Latin III - CP	10	1	10	10
Latin III - Honors	17	1	17	17
Latin IV - CP	0	0	0	0
Latin IV - Honors	13	1	13	13
Latin V - CP	6	1	6	6
AP Latin/Latin V - Honors	14	1	14	14
Mandarin II - CP/Honors	16	1	16	16
Mandarin III - CP/Honors	15	1	15	15
Mandarin IV - Honors/Mandarin V	16	1	16	16
AP Mandarin	0	0	0	0
Spanish I - CP/Spanish II - CP	46	2	23	22 - 24
Spanish II - Honors	36	2	18	11 - 25
Spanish III - CP	19	1	19	19
Spanish III - Honors	52	2	26	26 - 26
Spanish IV - CP	26	2	13	10 - 16
Spanish IV - Honors	39	2	19.5	14 - 25
Spanish V Electives - Honors (half-year)	36	2	17	17 - 19
AP Spanish	17	1	17	17
World Language Electives - Unleveled (half-year)	20	1	20	20
TOTALS			**16.61**	**6 - 28**

Physical Education

Course	Enrollment	Sections	Average Size	Size Range
Intro to PE and Health I - Unleveled (half-year)	192	11	17.45	10 - 26
Intro to PE and Health II - Unleveled (half-year)	170	9	18.89	13 - 31
Lifetime Team Sports - Unleveled (half-year)	345	13	26.54	17 - 39
Project Adventure - Unleveled (half-year)	10	1	10	10
Sport Strength and Conditioning - Unleveled (half-year)	174	9	19.33	11 - 25
Unified Physical Education - Unleveled (half-year)	5	2	2.5	2 - 3
TOTALS			**15.79**	**2 - 39**

Fine/Visual Arts

Course	Enrollment	Sections	Average Size	Size Range
Drawing and Painting I/Advanced Drawing and Painting - Unleveled	9	1	9	9
Darkroom Photography I - Unleveled (half-year)/AP Photo (full-year)	15	1	15	15
Intro to Photoshop/Digital Photography I - Unleveled (half-year)	12	1	12	12
Ceramics - Unleveled (half-year)	64	3	21.33	17 - 24
AP Studio Art	12	1	12	12
TOTALS			**13.87**	**9 - 24**

Performing Arts

Note: Sections may have multiple teachers to accommodate large student performance groups

Course	Enrollment	Sections	Average Size	Size Range
Concert Band - Unleveled	7	1	7	7
Symphonic Band - Unleveled	30	1	30	30
Wind Ensemble - Unleveled	46	1	46	46
Concert Orchestra - Unleveled	17	1	17	17
Chamber Orchestra - Unleveled	36	1	36	36
String Ensemble - Unleveled	28	1	28	28
Concert Choir - Unleveled	13	1	13	13
Chorale - Unleveled	14	1	14	14
Chamber Singers - Unleveled	37	1	37	37
Music Electives - Unleveled (half-year)	101	6	16.83	9 - 25
Drama and Theatre I/Advanced Acting and Theatre/Applications in Theatre - Unleveled (half-year)	6	1	6	6
Stage Craft/Advanced Stage Craft - Unleveled (half-year)	4	1	4	4
Musical Theatre - Unleveled (half-year)	7	1	7	7
TOTALS			**20.14**	**4 - 46**

Family and Consumer Science

Course	Enrollment	Sections	Average Size	Size Range
Student Chef - Unleveled (half-year)	146	7	20.86	11 - 26
Advanced Student Chef - Unleveled (half-year)	90	5	18	15 - 24
International Foods - Unleveled (half-year)	15	1	15	15
Catering in the Community - Unleveled (half-year)	0	0	0	0
Breadboard - Unleveled	67	3	22.33	20 - 25
Child Growth and Development - Unleveled (half-year)	45	2	22.5	20 - 25
Childhood Education - Unleveled	31	2	15.5	15 - 16
TOTALS			**19.03**	**11 - 26**

Special Education

Course	Enrollment	Sections	Average Size	Size Range
Learning Center 9-12	55	9	6.11	3 - 9
Partnership Learning Center	13	5	2.6	1 - 4
Skills Courses (English, Math, Transitions)	9	4	2.25	1 - 3
TOTALS			**3.65**	**1 - 9**

Relevant Laws, Regulations, and Policies

Massachusetts General Laws (MGL), Code of Massachusetts Regulations, (CMR), School Committee policies, and Town of Duxbury policies guide the Duxbury Public Schools in all aspects of our work. Below are links to the most relevant of each.

Municipal Finance Laws: This section includes the key state statutes that govern how the district manages its money, conducts procurement, secures state aid, and adheres to accountability standards.

Ch. 30B: Uniform Procurement: This chapter mandates fair and transparent procedures for purchasing goods and services.
Ch. 39: Municipal Government: This chapter outlines the structure and general powers of town government, which impacts school operations.
Ch. 44: Municipal Finance: This chapter establishes the core financial management rules, including budgeting, borrowing, and use of funds.
School Revolving Accounts: These specialized accounts allow the district to retain specific fees and revenues to fund dedicated programs.
Ch. 66: Public Records: This chapter ensures public access to the school district's documents and official records.
Ch. 70 School Funds and State Aid for Public Schools: This chapter governs the distribution of state aid to fund the public education system.
Ch. 71 Public Schools: This chapter defines the fundamental legal requirements and operational parameters for all public schools.
MGL Ch. 71 sec 34: Support of Schools, appropriations; recommendations: This section specifically governs the process for funding schools and the School Committee's role in making appropriation recommendations.
Ch. 71 sec 47: Athletic programs, school organizations, school activity: This section addresses the financial management and operation of non-academic programs like athletic and student activities.
Ch. 70B: School Building Assistance Program: This chapter governs state-level financial assistance for school construction and renovation projects.
Ch. 150E: Labor Relations: Public Employees: This chapter establishes the legal framework for collective bargaining and labor relations with district employees.
Ch. 268A: Conduct of Public Officials and Employees: This chapter sets the ethical standards and rules of conduct for all school officials and employees.
Ch. 149 sec 148B: Independent Contractor Rules: This section establishes the criteria for properly classifying workers as independent contractors versus employees.

Budget Structure and Reporting:
This category covers the detailed guidance used to standardize how the budget is organized, funds are tracked, and financial results are presented.

Accounting Guidance, Oversight, and Financial Management Publications: These publications provide the detailed technical instructions for all financial and accounting practices.
Accounting Policy and Procedures: These documents establish the specific methods and internal controls the district uses to process and record transactions.
Guidelines, Opinions, and Advisories (from Division of Local Services (DOL) and Department of Revenue (DOR): These periodic publications from state agencies provide up-to-date legal interpretation and guidance on municipal finance issues.
Uniform Massachusetts Accounting System (UMAS): This system provides the standardized chart of accounts that ensure consistency in budget classification and financial reporting across the Commonwealth.
Treasurer's Manual: This manual provides detailed operational guidelines for the Town Treasurer, who manages the custody and disbursement of school funds.
GASB 34 Guide for Massachusetts Local Governments: This guide provides instructions on implementing the Governmental Accounting Standards Board statement that governs how infrastructure and financial assets are reported.
Revolving Funds for School Departments: This guide outlines the statutory requirements for establishing and operating school revolving accounts.
Statutory Treatment of Municipal Revenue Overview: This overview details the legal classification and proper accounting for all sources of municipal revenue.
Departmental Revolving Funds Model bylaw-ordinance and Annual Spending Cap Vote: This provides the legal template for establishing departmental revolving funds and the required annual Town Meeting vote to set their spending limits.
Capital Planning Manual: Forms and Instructions: These documents provide the framework for developing a comprehensive, long-range plan for major school facility maintenance and construction projects.
Capital Improvement Planning Guide – Developing a Comprehensive Community Program: This is a key resource for establishing a systematic process for planning, financing, and implementing long-range capital expenditures.
Costing Municipal Services: Workbook and Case Study: This resource aids the district in accurately calculating the full cost of specific services for informed decision-making.
A Guide to Financial Management for Town Officials: This resource defines the standard terminology used in municipal financial reports and state statutes.
Collection Fees, Charges, and Penalties: This guidance outlines the legal parameters for the assessment and collection of various non-tax revenues.

Glossary of Terms and Acronyms

7D Vans: Massachusetts General Laws Chapter 90, Section 7D is the state law that governs pupil transportation in vehicles other than school buses. These vehicles are called "school pupil transport vehicles" (or "7D vehicles" after the Section number creating the law) and are generally vans and station wagons. The law restricts them to carrying a maximum of eight (8) passengers.

Accounting System: The total structure of records and procedures that identify, record, classify, and report information on the financial position and operations of a governmental unit or any of its funds, account groups, and organizational components.

Administrator: DESE licensed leadership roles responsible for decision-making, supervision, and management, such as Superintendent, Principal, or Curriculum Supervisor.

Administrative: Support or operational roles that assist with school or district management functions, such as an administrative assistant or payroll specialist.

Adopted Budget: An annual plan of financial operations approved by the School Committee.

Allocation Grants: Grants are awarded to recipients based on formulas developed to promote Massachusetts Department of Elementary and Secondary Education priorities.

Amplify mCLASS: A teacher-administered diagnostic and assessment program for grades K–6 that measures literacy and math skills, including phonemic awareness, phonics, fluency, and comprehension. It provides teachers with data to identify students needing support, offers personalized instructional guidance, and includes tools like universal and dyslexia screeners. The program also includes progress monitoring to track student growth and reports for teachers, specialists, and parents.

Appropriation: An authorization granted by a town meeting, city council, or other legislative body to expend money and incur obligations for specific public purposes. An appropriation is usually limited in amount and the time it may be spent (See Encumbrance, LineItem Transfer, Free Cash).

Advanced Placement: A program in the United States and Canada created by the College Board that offers college-level curricula and examinations to high school students. American colleges and universities may grant placement and course credit to students who obtain high scores on the examinations.

Bond Anticipation Notes (BANs): A short-term interest-bearing security issued before a larger, future bond issue. Bond anticipation notes are smaller short-term bonds issued by corporations and governments, such as local municipalities wishing to generate funds for upcoming projects.

Budget: A plan for allocating resources to support particular services, purposes, and functions over a specified period. (See Level Funded Budget, Performance Budget, Program Budget, Zero-Based Budget)

Capital Budget: See Capital Improvement Program.

Capital Equipment: Equipment including all tangible property other than land and buildings such as computers (hardware and software), rolling stock (vehicles), machinery, other electronic and electrical devices, and furnishings with a useful life of at least two years and a cost above $1,000.

Capital Improvements Program (CIP): A blueprint for planning a community's capital expenditures comprises an annual capital budget and a five-year capital program. It coordinates community planning, fiscal capacity, and physical development. All of a community's needs are identified and prioritized according to agreed-upon criteria.

Chapter 70 (State Aid): The section of the Massachusetts General Law describing the school funding formula created under the Education Reform Act of 1993 by which state aid is distributed to communities to help establish educational equity among municipal and regional school districts.

Chapter 70 is used as a shorthand term for such state aid.

Chapter 74: The section of the Massachusetts General Law describing vocational and technical programs meeting certain requirements.

Charter School: Authorized by the Commonwealth of Massachusetts' Education Reform Act of 1993, charter schools are independent public schools that operate under five-year charters granted by the Commonwealth's Board of Elementary and Secondary Education. Once the Board of Elementary and Secondary Education has awarded a charter, the new charter school has the freedom to organize around a core mission, curriculum, theme, or teaching method. It is allowed to control its budget and hire (and fire) teachers and staff. A charter school must demonstrate good results within five years or risk losing its charter in return for this freedom.

Charter School Reimbursement: Reimbursement to sending districts intended to cover increased tuition costs associated with charter school tuition assessments over the previous year's amount.

Charter School Tuition Assessment: A per-pupil-based formula for students attending charter schools replicating the foundation rate formula to establish tuition comparable to what would have been spent on a charter student had they stayed in the home district.

Circuit Breaker: Reimbursement to school districts for certain high-cost special education students under Massachusetts General Law, Chapter 71B, §5A.

Code of Massachusetts Regulations (CMR): The canonical code of regulations promulgated by various agencies of the Commonwealth of Massachusetts under the Administrative Procedures Act (MGL Ch. 30A). It is the state counterpart to the national Code of Federal Regulations (CFR).

Collective Bargaining: The process of negotiating workers' wages, hours, benefits, working conditions, etc., between an employer and some or all of its employees, who are represented by a recognized labor union.

Consumer Price Index (CPI): A Measure of the average change over time in the prices paid by urban consumers for a market basket of consumer goods and services.

Continuation Grants: Grants are those in which the recipients of grants in one year are awarded funds at the same level for the following year. These are initially competitive grants and are continuously funded for multiple years. Coronavirus Aid, Relief, and Economic Security (CARES) Act: Stimulus law signed by President Donald Trump in March 2020 in response to the coronavirus pandemic. The CARES Act allocated $30.75B for early education through higher education nationally.

Cost of Living Adjustment (COLA): Often used in municipal contracts that provide for annual or periodic increases in salaries and wages for employees throughout the contract. The amount of an increase is most often negotiated based on a community's ability to pay.

Deficit: The excess of expenditures over revenues during an accounting period. It also refers to the excess of the liabilities of a fund over its assets.

Department of Elementary and Secondary Education (DESE): The Commonwealth of Massachusetts department that oversees Kindergarten through Grade 12 education in the state. The department's work includes licensing educators, distributing state and federal education money, helping districts implement learning standards, overseeing statewide standardized tests, monitoring schools and districts, and convening districts and individuals to share best practices.

Duxbury Teachers Association (DTA): The collective bargaining representative for Duxbury Public Schools teachers and instructional assistant employee groups.

Elementary and Secondary Education Act (ESEA): Federal law, first signed in 1965 by

President Lyndon B. Johnson as part of the federal "War on Poverty" and updated multiple times since then, creating federal allotments of funding to states to provide further for traditionally underserved groups of students.

Early Education and Care (EEC): See Massachusetts Early Education and Care.

Education Reform Act of 1993: State law passed in response to McDuffy v. Secretary that established the seven-year phase-in of the Ch. 70 funding program for education, established spending targets for school districts as a means to remedy educational inequities, established state standards for education, changed lines of district authority, changed educator licensure, and created the Massachusetts Comprehensive Assessment System.

End of Year Report (EOYR): A comprehensive financial revenue and expenditure report prepared by Massachusetts school districts and submitted annually by September 30 to the Massachusetts Department of Elementary and Secondary Education (DESE) in accordance with reporting criteria outlined in state law, state regulations, and guidelines published by the DESE.

Energy Manager: A staff position that monitors and manages the energy efficiency of the town and school district, implements conservation measures, monitors energy consumption, assesses business decisions for sustainability, and seeks out opportunities for increasing energy efficiency.

English as a Second Language (ESL): A program of techniques, methodology, and special curriculum designed to teach English learner students English language skills, which may include listening, speaking, reading, writing, study skills, content vocabulary, and cultural orientation. ESL instruction is usually in English with little use of their native language.

English Language Arts (ELA): The course for students includes reading, writing, speaking, listening, and viewing.

English Language Learner: See English Learner English Learners (EL): A student who does not speak English or whose native language is not English and who is not currently able to perform ordinary classroom work in English. May also be shown as ELs (English Learners)

Entitlement Grants: Federal grants awarded to recipients based on formulas set forth in laws or regulations.

E-Rate: The Schools and Libraries universal service support program helps schools and libraries obtain affordable broadband through subsidies administered by the Universal Service Administrative Company under the direction of the Federal Communications Commission.

Every Student Succeeds Act (ESSA): Federal reauthorization of the Elementary and Secondary Education Act (ESEA), signed into law in 2015 by President Barack H. Obama.

Expenditure: An outlay of money made by municipalities to provide the programs and services within their approved budget.

Fiscal Year (FY): A budget cycle designated by the calendar year in which the fiscal year ends. Since 1974, the Commonwealth and Massachusetts municipalities have operated on a fiscal year that begins July 1 and ends June 30; since 1976, the federal government fiscal year begins on October 1 and ends on September 30.

Foundation Budget: The spending target imposed by the Education Reform Act of 1993 for each school district as the level necessary to provide an adequate education for all students. The foundation budget is determined by the sum of the district's student enrollment multiplied by a differentiated per-pupil rate (based on the student's grade level, economic status, or program).

Foundation Budget Enrollment: The number of resident students, including students attending charter schools and other school districts through the state's School Choice program, enrolled on October 1 each

year. This enrollment is used to determine the foundation budget for the community starting on July 1 of the subsequent fiscal year.

Foundation Budget Inflation Factor: The measure of inflation in the prices of goods and services produced in the United States, including exports. The inflation measure is used annually to adjust the per-pupil foundation budget rates based using the State and Local Government measure as contained in Bureau of Economic Affairs Table 1.1.9. Also referred to as Foundation Budget Inflation Index, Foundation Budget Per Pupil Inflation Index, Inflation Factor, Implicit Price Deflators for Gross Domestic Product, Inflation Index, or National Price Deflator Index.

Foundation Budget Inflation Index: See Foundation Budget Inflation Factor

Foundation Budget Per Pupil Inflation Index: See Foundation Budget Inflation Factor

Foundation Budget Review Commission: Legislative commission that was established by sections 124 and 278 of the FY15 Massachusetts State Budget to "determine the educational programs and services necessary to achieve the Commonwealth's educational goals" and to "review the way foundation budgets are calculated and to make recommendations for potential changes in those calculations as the commission deems appropriate." In conducting such a review, the FBRC was charged with determining "the educational programs and services necessary to achieve the commonwealth's educational goals and to prepare students to achieve passing scores on the Massachusetts Comprehensive Assessment System examinations." The statute also directed the FBRC to "determine and recommend measures to promote the adoption of ways in which resources can be most effectively utilized and consider various models of efficient and effective resource allocation." The FBRC issued a final report of findings and recommendations on October 30, 2015.

Full-Time Equivalent (FTE): The ratio of the total number of paid hours during a period by the number of working hours in that pay period. Each employee's group schedule determines the total number of hours worked in a pay period.

Fund: An accounting entity with a self-balancing set of accounts that are segregated to carry on identified activities or attain certain objectives in accordance with specific regulations, restrictions, or limitations.

Fund Balance: The difference between assets and liabilities reported in a governmental fund.

GASB 34: Financial reporting requirements for state and local governments throughout the United States established by the Governmental Accounting Standards Board.

GASB 45: The financial accounting and report for other post-employment benefits (See OPEB) in its accounting statements as established by the Governmental Accounting Standards Board. Through actuarial analysis, municipalities must identify the actual costs of the OPEB earned by employees over their estimated years of actual service.

General Fund: The fund used to account for most financial resources and activities governed by the normal town meeting/city council appropriation process.

Generally Accepted Accounting Principles (GAAP): A collection of commonly followed accounting rules and standards for financial reporting.

Governmental Accounting Standards Board (GASB): The ultimate authoritative accounting and financial reporting standard-setting body for state and local governments.

Heating, Ventilation, and Air Conditioning (HVAC): The systems and equipment that work together to provide a comfortable and healthy indoor environment. These systems regulate the temperature, circulate fresh air, and control the quality of the air inside the school building.

High School Equivalency Test (HiSET): *Used for educational testing services designed to provide a high school equivalency credential.*

Inflation Factor or Inflation Index: See Foundation Budget Inflation Factor

Indirect Cost: Costs of a service not reflected in the operating budget of the entity providing the service, such as treasury, auditing, accounting, and procurement assistance provided and funded by the municipal government in support of school department operations.

Individualized Education Program (IEP): A legal plan individualized for each qualifying student that lays out the program of special education instruction, supports, and services for students to make progress and succeed in school.

Individuals with Disabilities in Education Act (IDEA): Federal law that makes available a free appropriate public education to eligible children with disabilities throughout the nation and ensures special education and related services to those children. The federal government provides formula grants (passed through state Departments of Education to school districts) for meeting the excess costs of providing special education and related services to children with disabilities.

Innovation Pathways: Educational programs that connect students' learning to a particular career pathway by providing work-based learning experiences and rigorous college-level coursework.

Legacy MCAS: The state's student assessment system from 1993 to 2018 was primarily a paper-and-pencil-based assessment.
Related: MCAS and Next-Gen MCAS

Level Funded: The same budget amount as the previous year. Line Item Budget: A budget that separates spending into categories, or greater detail, such as supplies, equipment, maintenance, or salaries.

Level Services: A budget that reflects the cost of operations that would be necessary to maintain the same level of service in the next year. Under this definition, line items would increase or decrease depending on changes in need, such as enrollment increases or decreases, or contract changes.

Local Contribution: The amount of education funding from the municipal government's general fund budget. Local Required Contribution: The amount of education funding required from a municipality to be provided to the community's school district(s). The contribution is based on the prior year's required contribution, increased by the community's growth in available non-school aid revenue (Municipal Revenue Growth Factor), and adjusted towards targets calculated based on the community's wealth factors.

Massachusetts Comprehensive Assessment System (MCAS): The Commonwealth's statewide standards-based assessment program.
Related: Legacy MCAS and Next-Gen MCAS Massachusetts

Early Education and Care (EEC): The Commonwealth of Massachusetts department that oversees early education and care programs and services. Early education and care include formal programs for infants, toddlers, preschoolers, and school-age children during out-of-school time; group homes; foster care and adoption placement agencies; and residential schools for children with special needs; as well as programs in informal settings such as home visiting, and community-based family engagement networks.

Massachusetts Interscholastic Athletic Association (MIAA): The state association that provides governance and administration for interscholastic athletic programs in Massachusetts. See www.miaa.net

Massachusetts School Building Authority (MSBA): A quasi-independent government authority that reimburses cities, towns, and regional school districts varying percentages of their school construction costs depending on the wealth of the community or district and the category of reimbursement.

Massachusetts Teachers Retirement System (MTRS): The state board that administers the teachers' retirement system is authorized under Massachusetts General Laws Chapter 15, Section 16. See https://mtrs.state.ma.us

MassCore: A state-recommended program of study intended to align high school coursework with college and workforce expectations adopted by the Massachusetts Board of Elementary and Secondary Education in 2007. The program of studies includes successfully completing four units of English, four units of mathematics, three units of a lab-based science, three units of history, two units of the same foreign language, one unit of the arts, and five additional "core" courses. A computer science course that includes rigorous mathematical or scientific concepts and aligns with the 2016 Digital Literacy and Computer Science Framework can substitute for a mathematics course or a laboratory science course.

Minimum Required Local Contribution: The minimum that a city or town must appropriate from property taxes and other local revenues for the support of schools (Education Reform Act of 1993).

Multi-Tiered System of Support (MTSS): Continuum of evidence-based practices matched to student needs, in which students with higher levels of need receive greater amounts of support.

Municipal Revenue Growth Factor (MRGF): An estimate of the percentage change in a municipality's revenue growth for a fiscal year. It represents the combined percentage increase in the following revenue components: an automatic 2½ percent increase in the levy limit, estimated new growth, the change in selected unrestricted state aid categories, and the change in selected unrestricted local receipts (Education Reform Act of 1993).

National Price Deflator Index: See Foundation Budget Inflation Index

Net School Spending (NSS): School budget and municipal budget amounts attributable to education, excluding long-term debt service, student transportation, school lunches, and certain other specified school expenditures. A community's NSS funding must equal or exceed the NSS requirement established annually by the Department of Elementary and Secondary Education (DESE).

New England Association of Schools and Colleges (NEASC): An independent, voluntary, nonprofit membership accreditation organization that connects and serves public, independent, and international schools in establishing and maintaining high standards for all levels of education. See www.neasc.org

Next-Gen (Next Generation) MCAS: The state's student assessment system that began in 2019 (in some cases, districts participated in 2017 and 2018), is primarily a computer-based assessment. *Related: MCAS and Legacy MCAS Non-Recurring*

Revenue Source: A one-time source of money available to a city or town. By its nature, a non-recurring revenue source cannot be relied upon in future years. Therefore, such funds should not be used for operating or other expenses that continue from year to year. (See Recurring Revenue Source)

Operating Budget: A plan of proposed expenditures for personnel, supplies, and other expenses for the coming fiscal year. Generally, an operating budget does not cover equipment purchases or renovation projects financed through borrowing proceeds.

Ordinary Maintenance (OM): Non-salary expenditures of the school district, not including employee benefits, capital equipment, or capital improvements.

Other Postemployment Benefits (OPEB): Compensation for state and local government employees in exchange for their services. In addition to a salary, many employees earn benefits over their years of service that will not be received until their employment with the government ends. The most common type of these post-employment benefits is a pension. Postemployment benefits other than pensions generally take the form of health insurance and dental, vision, prescription, or other healthcare

benefits provided to eligible retirees, including, in some cases, their beneficiaries. They may also include some type of life insurance. As a group, these are referred to as OPEB. (See GASB 45)

Pension Cost: A measure of the periodic cost of an employer's participation in a defined benefit pension plan.

Per Pupil Inflation: See Foundation Budget Inflation Factor

Personnel Costs: The cost of salaries, wages, and related employment benefits.

Preliminary Scholastic Assessment Test (PSAT): The PSAT/NMSQT® (National Merit Scholarship Qualifying Test) is a practice version of the SAT exam.

Recurring Revenue Source: A source of money used to support municipal expenditures, which can be relied upon, at some level, in future years (See Non-recurring Revenue Source).

Revenues: All monies received by a governmental unit from any source.

Revenue Offsets: A form of revenue, typically from a revolving fund or a specific grant, that is used to fund a particular program or service, thereby reducing the amount needed from the general fund. The specific revenue collected is used to "offset" the expenses of the program that generated it.

Revolving Fund: A separate account that allows revenue generated by a specific activity to be used for that same activity without needing separate annual appropriation. Common examples include funds for school lunch programs, student activities, lost textbooks, and non-resident student tuition. The fund balance is carried forward from year to year, creating a self-sustaining cycle where fees collected are used to pay for the associated costs.

Scholastic Assessment Test (SAT): An entrance exam used by many colleges and universities to make admissions decisions. It is a multiple-choice, pencil-and-paper test administered by the College Board.

School Choice: The school choice program allows parents to send their children to schools in communities other than the city or town in which they reside. The sending district pays tuition to the receiving district. By an annual vote of the School Committee, districts may elect not to enroll school choice students if no space is available.

School Climate: Refers to the quality and character of school life. School climate is based on patterns of students', parents', and school personnel's experience of school life and reflects norms, goals, values, interpersonal relationships, teaching and learning practices, and organizational structures.

Social-Emotional Learning (SEL): The process through which children and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

Special Revenue Fund: Funds, established by statute only, containing revenues that are earmarked for and restricted to expenditures for specific purposes. Special revenue funds include receipts reserved for appropriation, revolving funds, grants from governmental entities, and gifts from private individuals or organizations.

State Aid: State payment distributed to communities to help establish educational equity among municipal and regional school districts established by Massachusetts General Law Chapter 70 under the Education Reform Act of 1993.

Structured English Immersion (SEI): A program to assist in acquiring English language skills so that the ELL student can succeed in an English-only mainstream classroom. All instruction in an immersion strategy program is in English. Teachers have specialized training in meeting the needs of ELL students, possessing either a bilingual education or ESL teaching credential and training, and strong receptive skills in the students' primary language.

Student Opportunity Act: Chapter 132 of the Acts of 2019, signed into law by Governor Charles Baker in November, the Student Opportunity Act (SOA) updated the foundation budget calculations first created by the Education Reform Act of 1993 as recommended by the Foundation Budget Review Commission of 2015. The SOA also updates the circuit breaker calculation, commits to fully funded charter school reimbursement, increases the allocation for the Massachusetts School Building Authority, and creates several studies touching on rural schools, municipal wealth calculations, and other school spending matters.

Tax Rate: The amount of property tax stated in terms of a unit of the municipal tax base; for example, $10.14 per $1,000 of assessed valuation of taxable real and personal property.

Transitions Program: Massachusetts students with disabilities who receive special education services are entitled under federal and state laws to receive appropriate transition services to support their movement beyond school, beginning at age 14. Massachusetts has a long tradition of providing transition planning for students with the most significant disabilities to access appropriate adult services as needed under Massachusetts Chapter 688 (1984). Also, IDEA, the federal special education legislation, and Chapter 71B, the Massachusetts special education law, contain expanded responsibilities for providing for the transition of all children with disabilities that are eligible for special education.

Universal Design for Learning (UDL): A framework to improve and optimize teaching and learning for all people based on scientific insights into how humans learn. UDL is based on three main principles: representation, action and expression, and engagement. For more information, see http://udlguidelines.cast.org/.

Unfunded OPEB Liability: This is the difference between the value assigned to the benefits (other than retirement) already earned by a municipality's employees and the assets the local government will have on hand to meet these obligations. While there is no requirement in Massachusetts to fund this liability, GASB 45 requires that the dollar value of the unfunded OBEB liability is determined every two years. (See GASB 45; OPEB)

Unfunded Pension Liability: Unfunded pension liability is the difference between the value assigned to the retirement benefits already earned by a municipality's employees and the assets the local retirement system will have to meet these obligations. The dollar value of the unfunded pension liability is determined every three years. It is driven by assumptions about interest rates at which a retirement system's assets will grow, and the rate of future cost-of-living increases for pensioners.

Uniform Municipal Accounting System (UMAS): The professional standard for municipal accounting in Massachusetts. As a uniform system for local governments, it conforms to Generally Accepted Accounting Principles (GAAP) and offers increased consistency in reporting and record-keeping.

Zero-Based Budget: A budget-building technique where each department begins at zero and adds the cost of essential programs up to an established funding limit. Each year the process starts again at zero, prompting scrutiny and prioritization of costs annually.

JLCB - IMMUNIZATION OF STUDENTS

Students registering in the Duxbury Public Schools District will be required to present a physician's certificate attesting to immunization against communicable diseases as may be specified from time to time by the Department of Public Health. The only exception to these requirements will be made on receipt of a written statement from a doctor that immunization would not be in the best interests of the child, or by the student's parent or guardian stating that vaccination or immunization is contrary to the religious beliefs of the student or parent/guardian.

SOURCE: MASC - Updated 2021

LEGAL REF.: M.G.L. 76:15

CROSS REF.: JF, School Admissions