

# **AGENDA and NOTICE**

## **SCHOOL COMMITTEE MEETING**

**Regular Session Meeting**  
**Monday, December 8, 2025**

**LOCATION**  
**Remote Location**  
**Dial In: 1 301 715 8592 - Webinar ID: 878 4234 9302**  
**URL: <https://us02web.zoom.us/j/87842349302>**

### **AGENDA**

<b>7:00 p.m. Open Regular Session - Remote Call</b>	<b>Approximate Time</b>
1. Public Comment	15 Mins
<i>a. At the start of each regularly scheduled School Committee meeting, community members may address the Committee. Remote attendees on Zoom should use the "Raise Hand" feature (in the Reactions menu, or under "More" on mobile) and must type their full name into the Zoom name field to be called on. Per Policy BEDH, each speaker has up to three (3) minutes and must state their name and city/town. Public comment is not a discussion or debate, but an opportunity to share opinions on matters within the Committee's authority. Meetings are live-streamed and recorded for SudburyTV; participation constitutes consent to be recorded and broadcast.</i>	
2. Special Matters	
a. 2025-2026 School Committee Goals: ELA (EL) Update and Math Course Sequence Update (Lauren Egizio and Karen Wolfson)	30 Mins
b. Student Services Report including Sudbury Special Education Advisory Council Report (Stephanie Juriansz, Laura Brande and Annya Pedreschi, SEPAC Co-Chairs)	60 Mins
3. Business and Policy Matters	
a. FY27 Budget Workshop and Review	(Discussion) 60 Mins
i. Town Manager's Budget Guidance	
ii. Historical Spending Comparisons and Variance Explanations	
iii. Detail on Grants, Revolving Funds, and Other Revenue Sources, including an accounting of the Circuit Breaker and how it supports operating and capital expenses	
iv. Administration and School Committee discussion to prioritize initiatives	
v. Initial Budget Overview, including impacts and potential funding sources	
1. Level Service (maintaining current operations, which should be within guidance on state staffing and Sudbury Public Schools class size guidelines)	
2. Targeted Enhancements (aligned to identified priorities)	
3. Fiscally Constrained (within tighter parameters)	
4. Adjournment	

*"This listing of matters is those reasonably anticipated by the Chair which 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."*

*The next School Committee Meeting is scheduled for **Monday, December 15, 2025***

**Sudbury Public Schools  
School Committee Meeting**

**Date:** December 8, 2025

**Agenda Item:** 2a - Special Matters

**2025-2026 School Committee Goals: ELA (EL) Update and Math Course  
Sequence Update (Lauren Egizio and Karen Wolfson)**

**Recommendation:**

**Background Information:**

**Attachments:**

SC ELA Implementation Update  
Middle School Math Update

**Action:** **Report:** **XX** **Discussion:**

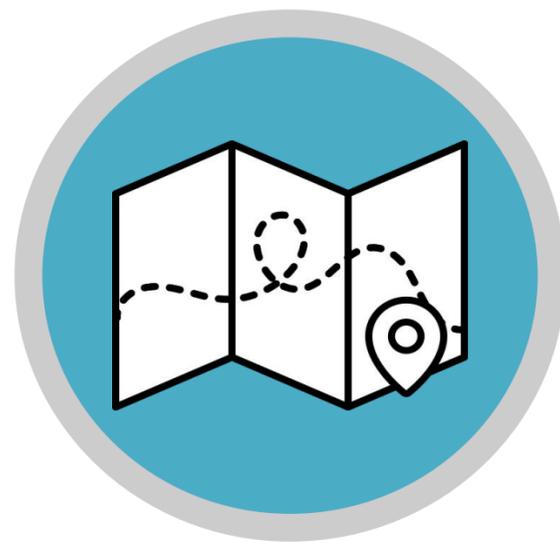
# Sudbury Public Schools EL Implementation & Pilot Update

SPS School Committee  
December 8, 2025

## **Features:**

- **Teacher Experiences**
- **EL in Action**
- **What's Ahead**
- **6th Grade Pilot**

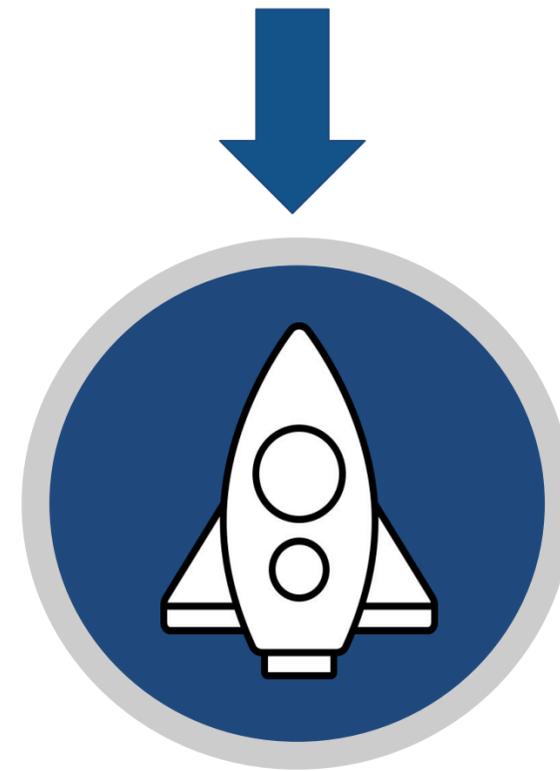
# Implement MA Process Stages:



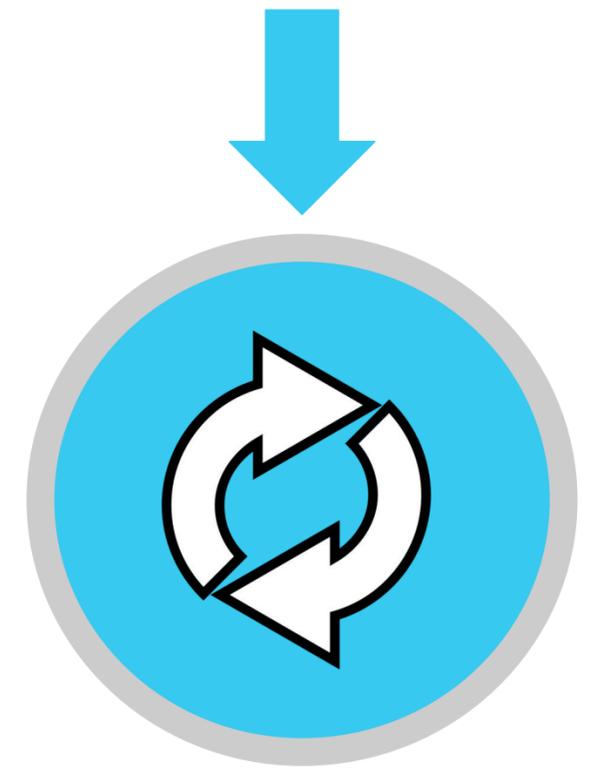
**Learn &  
Prepare**



**Investigate  
& Select**



**Launch**



**Implement  
& Monitor**



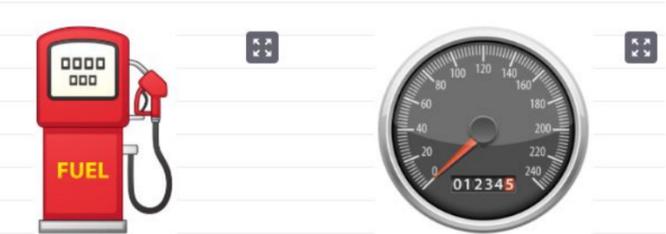
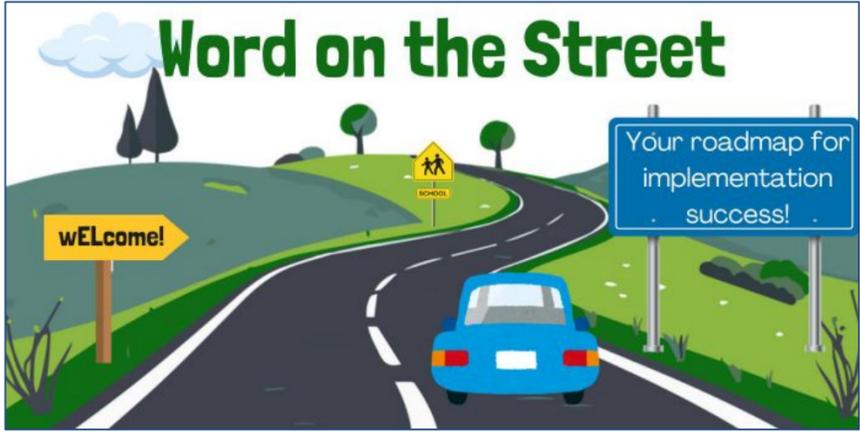
# Launch

This phase takes one year

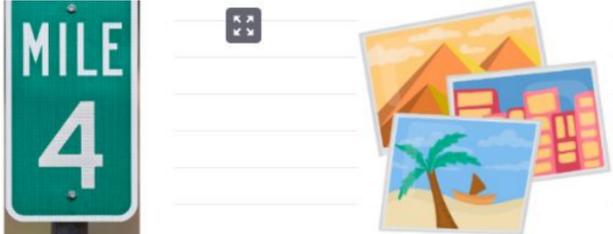
## Set Goals, Roles, & Plan

- Set goals for successful implementation
- District communication
- Family communication

- Strategic plan
- “Word on the Street” newsletter
- Family Information Forum
- Back-to-School nights
- School and teacher newsletters



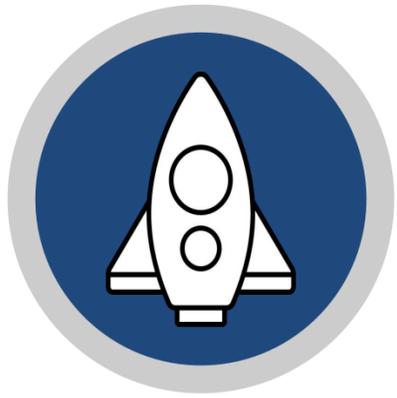
Fuel Up at PD Station! The EL Speedometer Pacing Guideline:



Milestones Choose Your Destination



GPS: Tips & Tricks



## Launch

This phase takes  
one year

### Assessments & Grading

- Audit program assessments
- Audit current district assessments
- Create schedule and expectations for use
- Establish grading expectations

- EL Audits are ongoing
- EL provides rubrics and grading checklists
- Test schedule built into pacing
- DIBELS, TMP, Foundations are intact



## Launch

This phase takes one year

### Expectations for Use

- Establish pacing schedule and daily time on learning
- Collaborative planning structure
- Individual supports

- Schedules align with time needed
- Pacing guideline provided
- Priorities selected

### Plan for Coaching

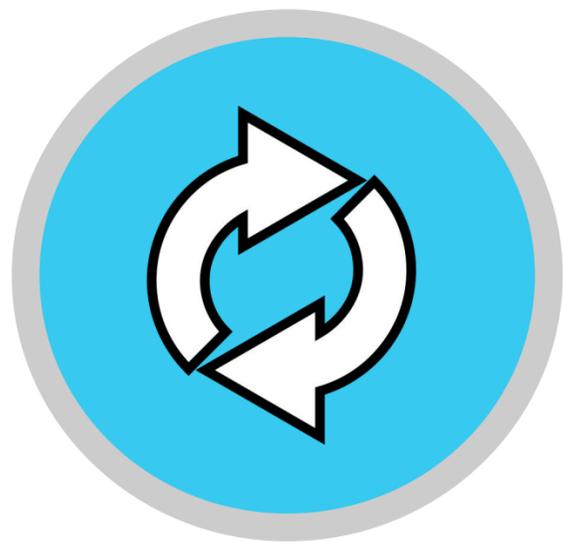
- Assess current practice
- Establish observation & coaching tools
- Coaches' support plan

- Strategic scheduling for literacy specialists to facilitate time and support

### Training

- Audit PD time
- Audit training materials
- Determine needs
- Create PD plan
- Conduct program-led training

- ½ day manual preview
- 2 full days of training prior to opening
- Established a PD plan



## Implement & Monitor

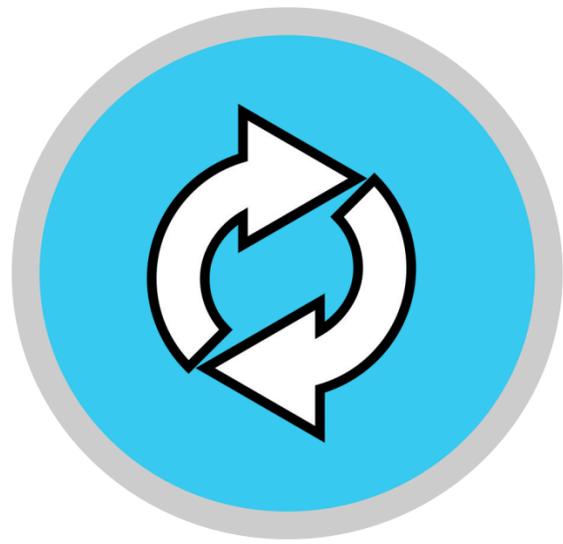
This phase  
will take **2-4**  
**years** and  
beyond

### Implement

- Understand design and alignment
- Utilize materials at the lesson and unit level
- Implement instructional practices
- Adapt in areas of deficiency
- Conduct PLCs
- Leverage administrators and support staff

PLC = Professional Learning Community

- Module Unpacking Task Cards and Boxing Protocol support planning and implementation
- Materials available in hard and digital copy
- Editable slide decks guide instructional sequence
- Uncommon materials provided for protocols and performance tasks
- Weekly grade level meetings; weekly district literacy team meetings; monthly strategic planning meetings with EL; bi-monthly meetings include elementary administrators
- Monthly update meetings with HCC and Asst. Supt.
- Guidance provided to educators and families prior to conferences



## Implement & Monitor

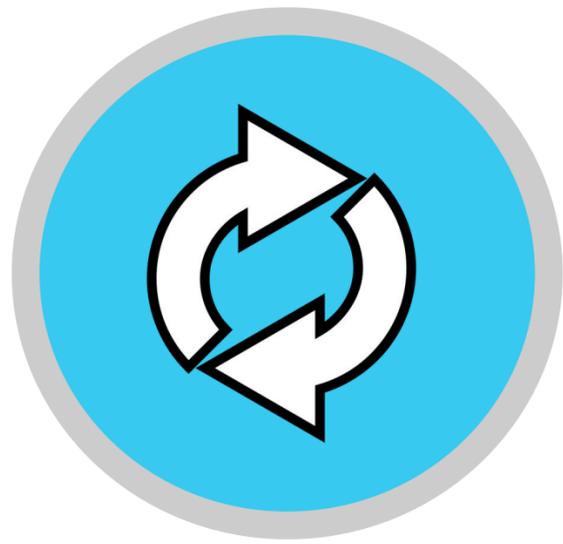
This phase  
will take **2-4**  
**years** and  
beyond

### Monitor

#### 9 Areas of Implementation:

- Training / PD
- Planning time
- Intellectual preparation
- Using materials
- Assessments & grades
- Student engagement & feedback
- Coaching & feedback
- Teacher feedback

- EL provides protocols for monitoring implementation
- ILAP and PD days
- EL Coaches here 7 days including full PD day
- 20-25 min. per week of co-planning time
- Materials have been a point of tension re: copying, etc. Need to review budget for workbooks
- ELASC is generating evidence guidance for report cards
- Assessments are implemented and will be the focus in year 2
- Student feedback has been anecdotal from observation, conversation, family reporting
- Teacher feedback has been anecdotal and provided via school meetings, committee conversations, and digital communications
- Calibration visits in January and March



## Implement & Monitor

This phase  
will take **2-4**  
**years** and  
beyond

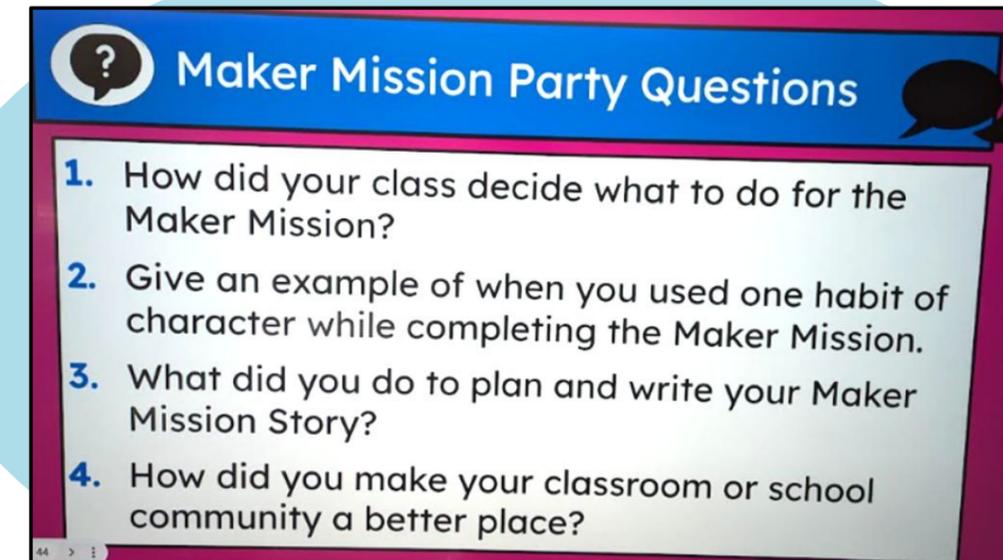
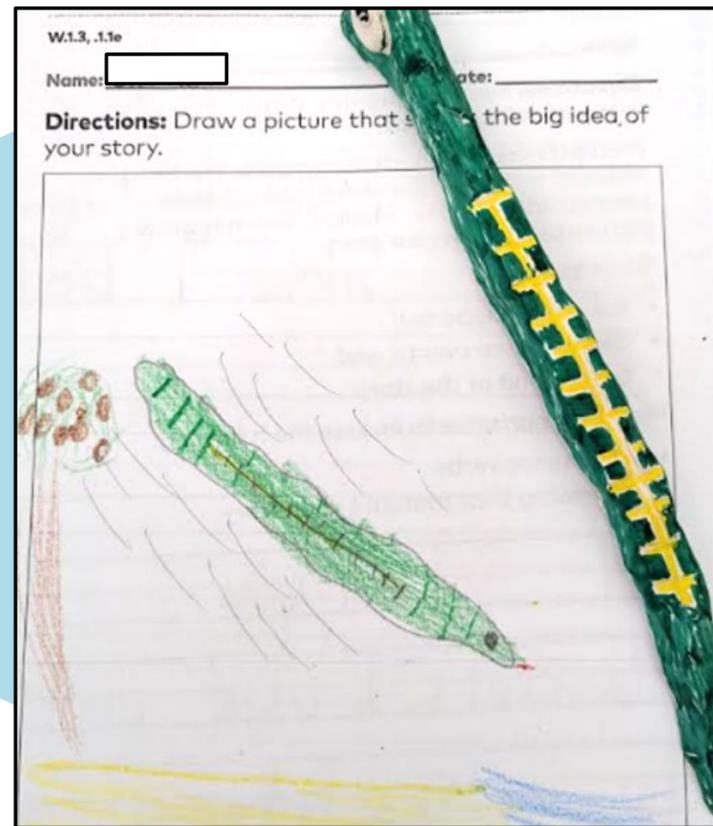
### Step-Back

- Examine data
- Identify key success and challenges
- Consider trends, data, feedback, celebrations, adjustments
- Adjust goals and plan for upcoming year

- Unit-by-unit reflections are ongoing
- Time on learning
- ELASC will collect and establish adjustments and goals for year 2

# EL in Action

# EL in Action



## Grade 1 Module 1: Be a Maker! Solve Problems & Create Fun

First grade teachers hosted their very first Maker Mission. As part of their first module, students read, wrote, and learned what it means to be a maker. Stories included titles such as Cool Kid Inventions, Abby Invents Unbreakable Crayons, and The Most Magnificent Thing. Students stepped into the role of creators and inventors, exploring how makers plan, build, revise, and apply their ideas to improve their communities. They also engaged in a hands-on design challenge—such as creating a class pet—that fostered problem-solving, creativity, and imaginative thinking. Their class pet then served as the foundation for developing an original narrative story.

Throughout the module, students practiced four essential habits of character: initiative, collaboration, perseverance, and contributing to a better world. These habits were intentionally woven into each learning experience as students worked toward completing their Maker Mission.

# EL in Action



## Grade 5 Module 1: Stories of Hope and Human Rights

While reading the core text *Esperanza Rising*, fifth-grade students participated in a Fishbowl discussion. Students in the inner circle engaged with a discussion prompt using prepared questions, text-based quotes, and their understanding of the novel. They used Conversation Cues to probe for meaning, clarify ideas, and deepen the discussion. Students in the outer circle were responsible for observing a peer. Using a Collaborative Discussion Checklist, they took notes and evaluated their partner's use of discussion skills. Midway through the activity, students switched roles so that everyone had the opportunity to both observe and participate in the dialogue.

The purpose of this fishbowl was for students to discuss the connections between the class novel, *Esperanza Rising*, and *The Universal Declaration of Human Rights*.

# What's Ahead

# Recap Timeline:

We are here



2020-21

2021-22

2022-23

2023-24

2024-25

2025-26

## Prepare

Full Implementation Foundations K-3

Examine Benchmarking Tools

## Needs Assessment

Staff Survey

Survey Data Review & Share

Dyslexia Implementation Plan

DIBELS Screener K-2

Track My Progress 3-8

## Focus on Phonics

PD Decodable Texts & Implementation of Geodes

PD Phonological Awareness & Implementation of Heggerty

PD Frameworks

DIBELS Screener Gr. 3

## Focus on PD

Reading PD from Keys to Literacy

Choose Pilot Resources

## Focus on Resources

Pilot & Selection of Core Resource

Writing PD from Keys to Literacy

## Focus on Implementation

Training & Professional Development

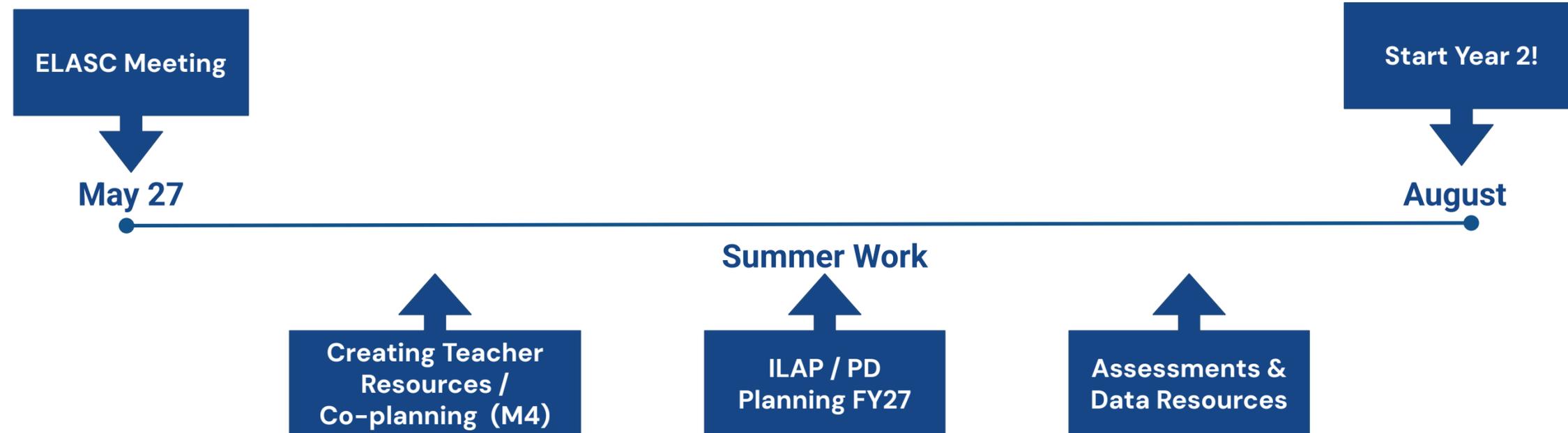
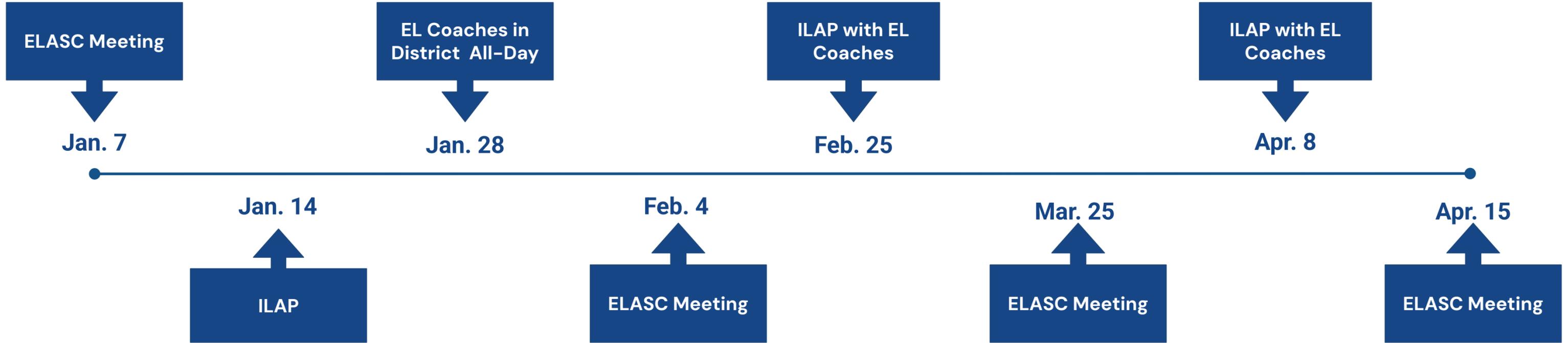
Full Implementation

On-going Coaching

Scheduling

# Looking Ahead

District Literacy Specialists are meeting with every grade level once per week for co-planning and building consistency & cohesion.



# Looking Ahead:

2026-27

## **Focus on Monitoring & Adjusting**

Ongoing district-based coaching

Collect data for step-backs and progress

District Assessment Recommendations & Requirements

Report Card Recommendations

2027-28

## **Focus on Step-Backs**

On-going Coaching

Revisit goals and plans

# Grade 6 Pilot:

2025–26

## Training / PD

2 teachers from same team

Training through online pilot course

Co-planning time during department meetings

Grade 5 Classroom Observation

Support by Literacy Specialist

## Focus on Pilot & Outcomes

Piloting entire module (41 lessons including assessments)

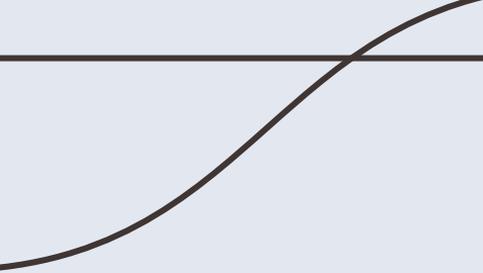
TMP can provide additional data point for learning outcomes

Collect teacher and student feedback

Look for alignment opportunities

It's important to note our needs in middle school are different than the needs in elementary school.

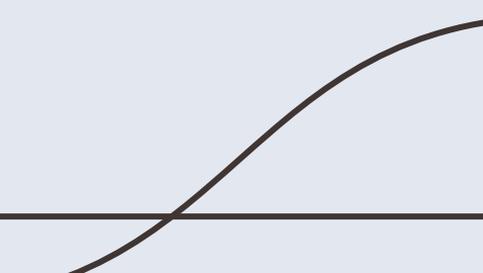
# Questions



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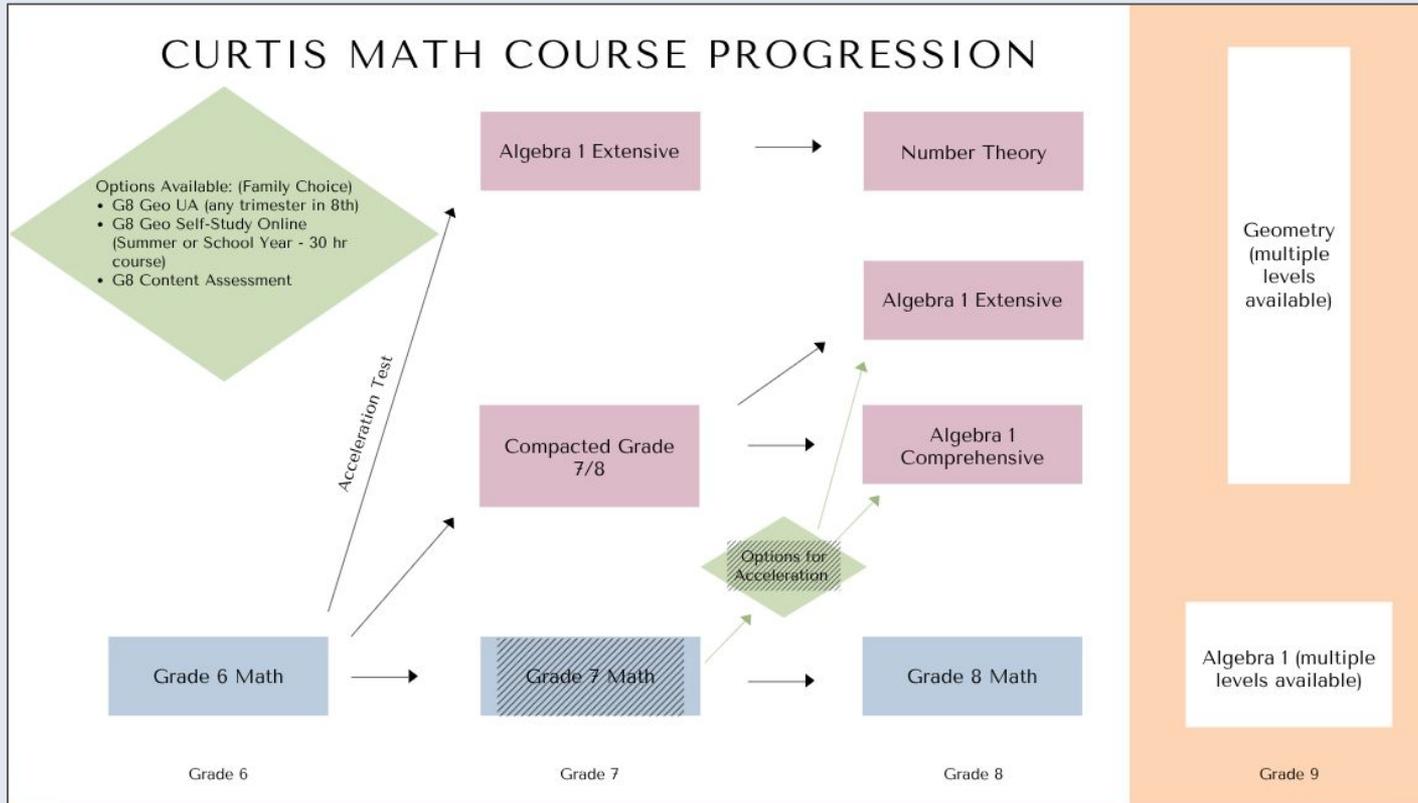
# Middle School Math Update

12/8/2025

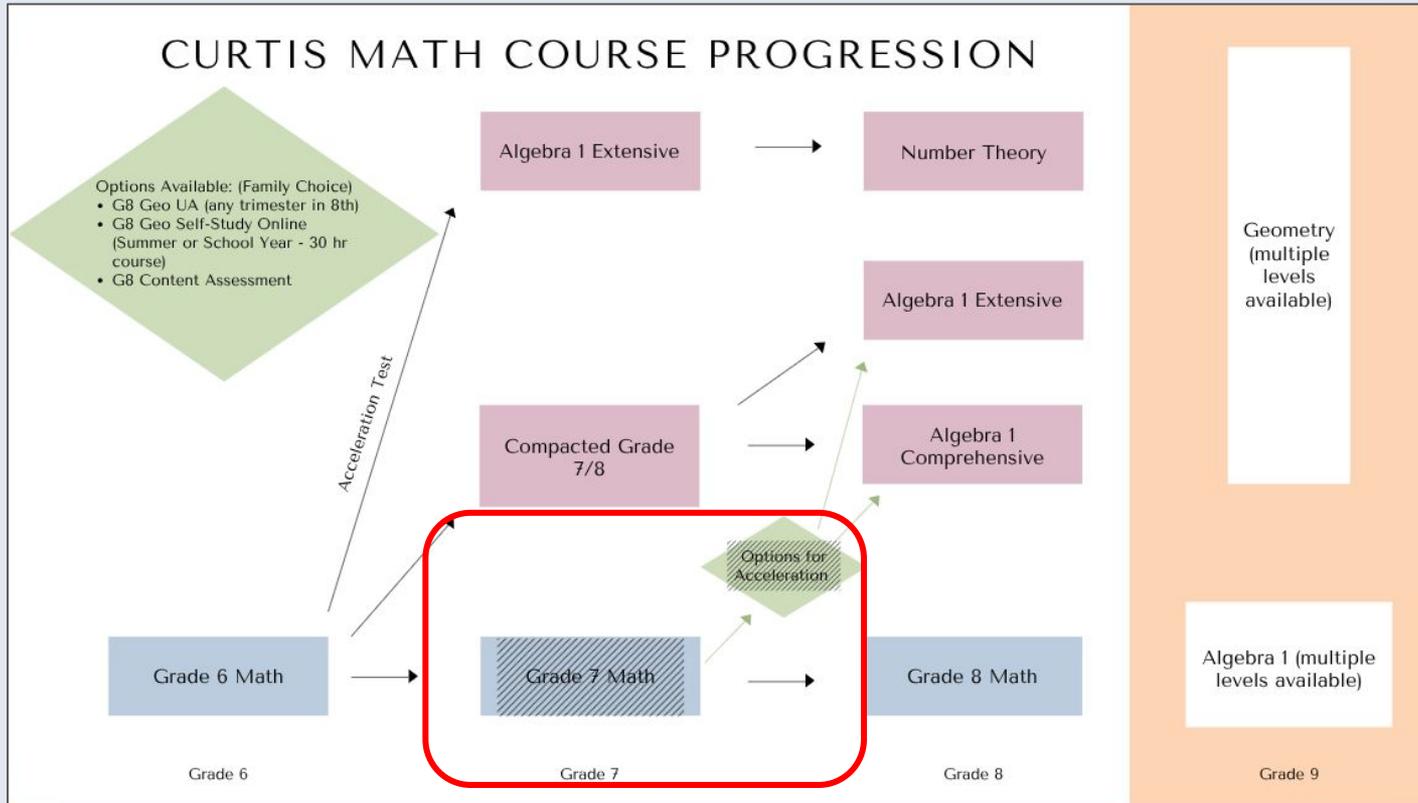


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# Updated Math Course Progression - The Plan

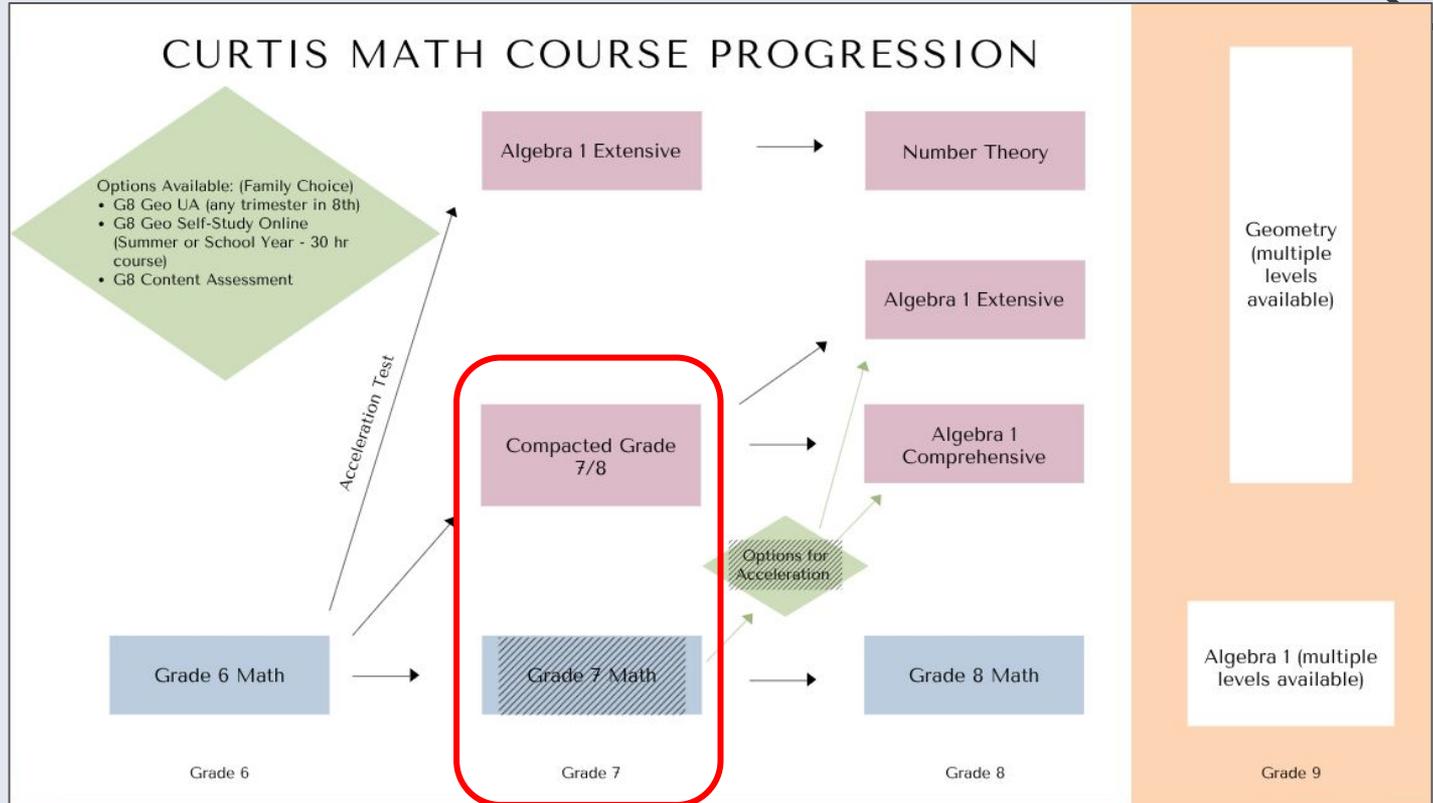


# Updated Math Course Progression - The Plan



# Updated Math Course Progression - The Work

- Create course scope and sequence for Grade 7 Math
- Communicate with families about 7th grade math courses
- Transparent placement process for students entering 7th grade
- Communicate with families

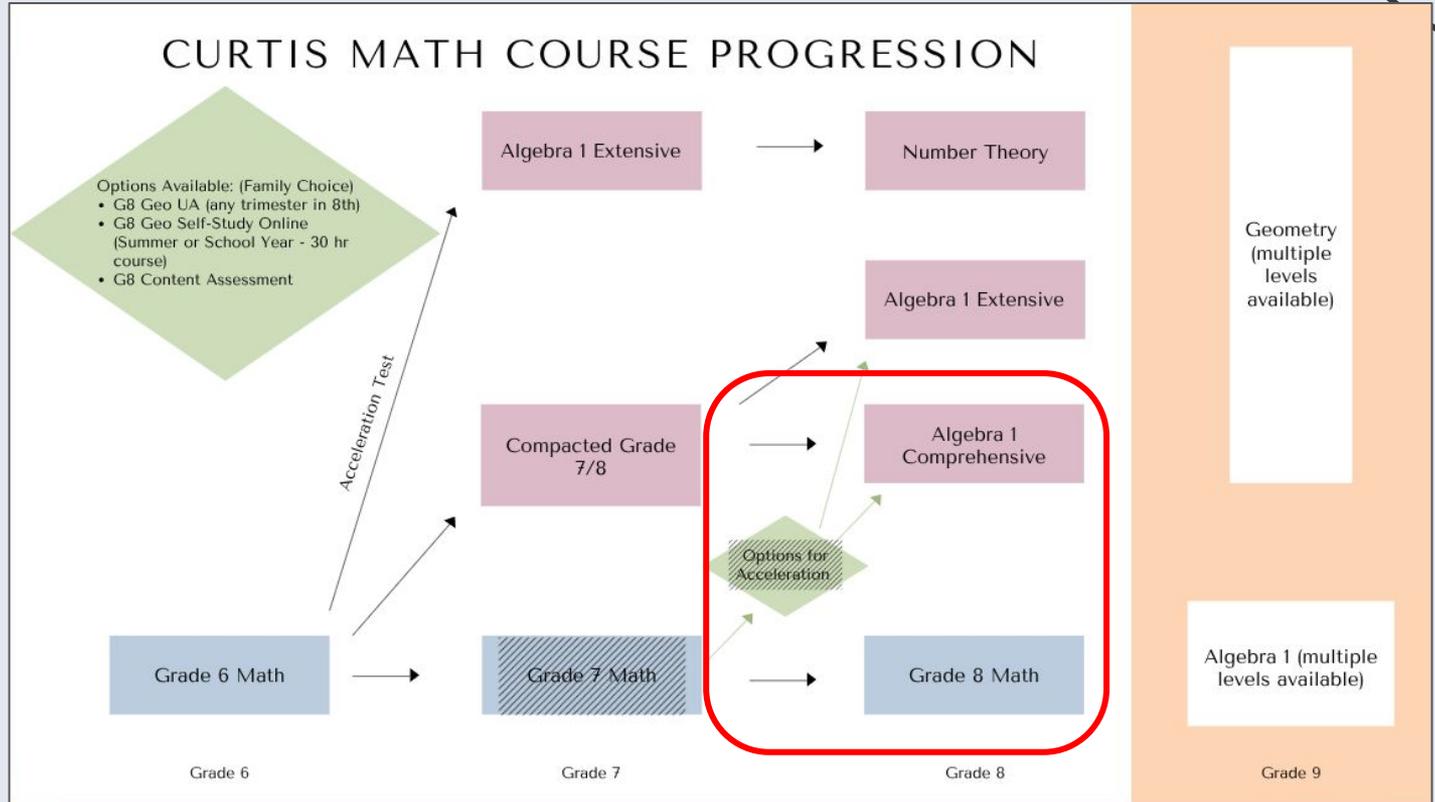


# Current Math Courses in 7th Grade

<b>Grade 7 Math</b>	<b>7/8 Compacted Math</b>
~ 160 students enrolled 8 course sections ~ 2/3 of students are in Grade 7 Math	~ 97 students enrolled 4 course sections ~ 1/3 students in 7/8 Compacted Math

# Updated Math Course Progression - The Work

- Create course for Geometry UA in 8th Grade
- Create Geometry assessment for mastery of skills
- Communicate with families about 8th grade math course options
- Transparent placement recommendations for 8th grade
- Communicate with families
- Hire 0.5 FTE Math Teacher for Geometry courses



# Timeline for Rising 8th Grade Families

<b>February 2026</b>	Communication to Families about Grade 8 Math Course Options
<b>March 2026</b>	Q&A for Families about Grade 8 Course Options
<b>Mid-March 2026</b>	Survey for Geometry UA Interest and Geometry Assessment
<b>Early April 2026</b>	Geometry Assessment
<b>Early May 2026</b>	Geometry Assessment Results Shared Grade 8 Course Placements Shared (All placements for Students in Grade 7 Math will automatically be Grade 8 Math, without registering for a Geometry Option)

# Timeline for Rising 7th Grade Families

<b>March 2026</b>	Communication to Families about Grade 7 Math Course Options
<b>April 2026</b>	Q&A for Families about Grade 7 Course Options
<b>Early May 2026</b>	Course Placements Share
<b>May/June 2026</b>	Survey for Interest in Course Acceleration (Accelerating from Grade 6 Math to Grade 8 Algebra Extensive) Please note: Only students recommended for 7/8 Compacted Math are eligible for Acceleration to Algebra
<b>Late August 2026</b>	Acceleration Assessment
<b>Late August 2026</b>	Assessment Results Shared with Placement Attached

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# Asking Questions...

- How did we do with course placement recommendations and teaming?
  - How are students feeling about their math classes?
  - Are we providing support for students to access the curriculum?
  - What percentage of the 160 students eligible for the Geometry UA in 8th grade will opt for that path along with Algebra Comprehensive?
  - In Spring 2027, will we see an increase in MCAS scores within the Geometry domain? Will more students be meeting expectations?
  - Will students be better prepared for 9th grade math courses?
-

**Sudbury Public Schools  
School Committee Meeting**

**Date:** December 8, 2025

**Agenda Item:** 2b - Special Matters

**Student Services Report including Sudbury Special Education Advisory Council Report (Stephanie Juriansz, Laura Brande, Anya Pedreschi and SEPAC Co-Chairs)**

**Recommendation:**

**Background Information:**

**Attachments:**

FY26 Fall SS Update SC 12\_8 (3)

**Action:**                      **Report:**              **XX**              **Discussion:**

# DRAFT Student Services FY26 Update



Stephanie Juriansz, Director of Student Services  
Laura Brande, Assistant Director of Student Services  
Annya Pedreschi, Special Education Administrator  
SEPAC Co-Chairs: Andrea Kraemer and Kate Mellon  
December 8, 2025

# Student Services Department Update

1. IDEA and Inclusion Statement
2. Key Questions: Responsibilities, Services and Resources
3. Key Questions: Special Education Trends
4. Student Needs: Mental Health Trends & Support
5. Curriculum and Specialized Program Updates
6. Students with Disabilities Growth in MCAS
7. Extended School Year
8. DESE Mandates and Professional Learning
9. Department Pressures
10. Additional Information
11. SEPAC Survey
12. Questions



# Inclusion in Sudbury



## **FAPE**

Free Appropriate  
Public Education



## **LRE**

Least Restrictive  
Environment



## **COLLABORATION**

Critical expectation of  
collaboration between  
schools and families.

A landmark law that fundamentally transformed public education, guaranteeing the right of every child, regardless of disability.



## *All Means All*

Sudbury Public Schools is committed to being an inclusive environment where all students are full members of our school community. We hold to the belief that all individuals should be respected, valued, and included by peers, teachers, parents, and the community at large. We are an inclusive environment where all students feel safe and thrive socially, emotionally, physically and academically.

*~SPS Inclusion Statement*



# Inclusion in Sudbury



- Inclusion is expected.
- All students are general education students.
- Staff and families engage in discussions.
- Our language matters.
- Everyone has responsibility.
- Relationships are most important!

# The Purpose of Special Education:



*To minimize the impact of disability and to maximize the opportunities, achievement and independence of each student in the Least Restrictive Environment (LRE).*

# Key Questions



1. What are the responsibilities of the Student Services Department?
2. What services and resources are supported by the Student Services Department?
3. What are the noticeable trends and updates in the Student Services Department?

Key Question: 1

# The Three Big “Responsibility Buckets” of the Student Services Department

- 1) Supporting Students, Families and Staff
- 2) Providing Professional Resources and Structures
- 3) Upholding Legal Mandates



# 1) Supporting Students, Families and Staff

- Ensuring student learning outcomes
- Communicating with families
- Connecting families with staff expertise and district resources

## 2) Identify Professional Resources and Department Structures

- Plan professional development opportunities to maintain research-based instructional practices
- Oversee resource allocation
- Develop specialized programs: long and short-term program planning to ensure structural supports

### 3) Uphold Legal Mandates

- Adhere to legal procedures and timelines
- Provide a continuum of services
- Follow Child Find regulations
- Provide Tiered Focused Monitoring with the State
- Ensure implementation of 504 Accommodation and Individualized Educational Plans

Key Question: 2

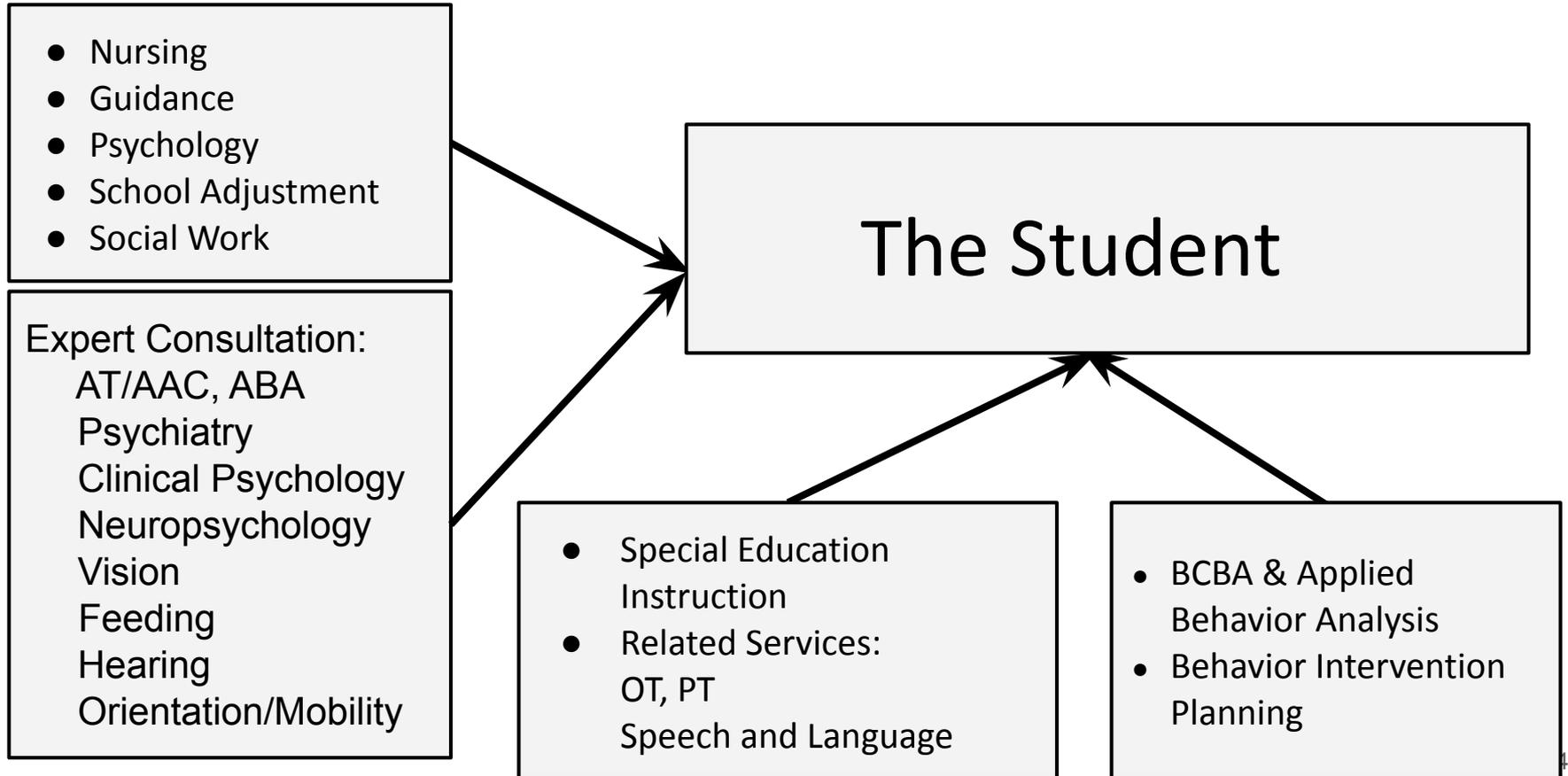
What services and resources are supported by the Student Services Department?

# Student Services and Resources

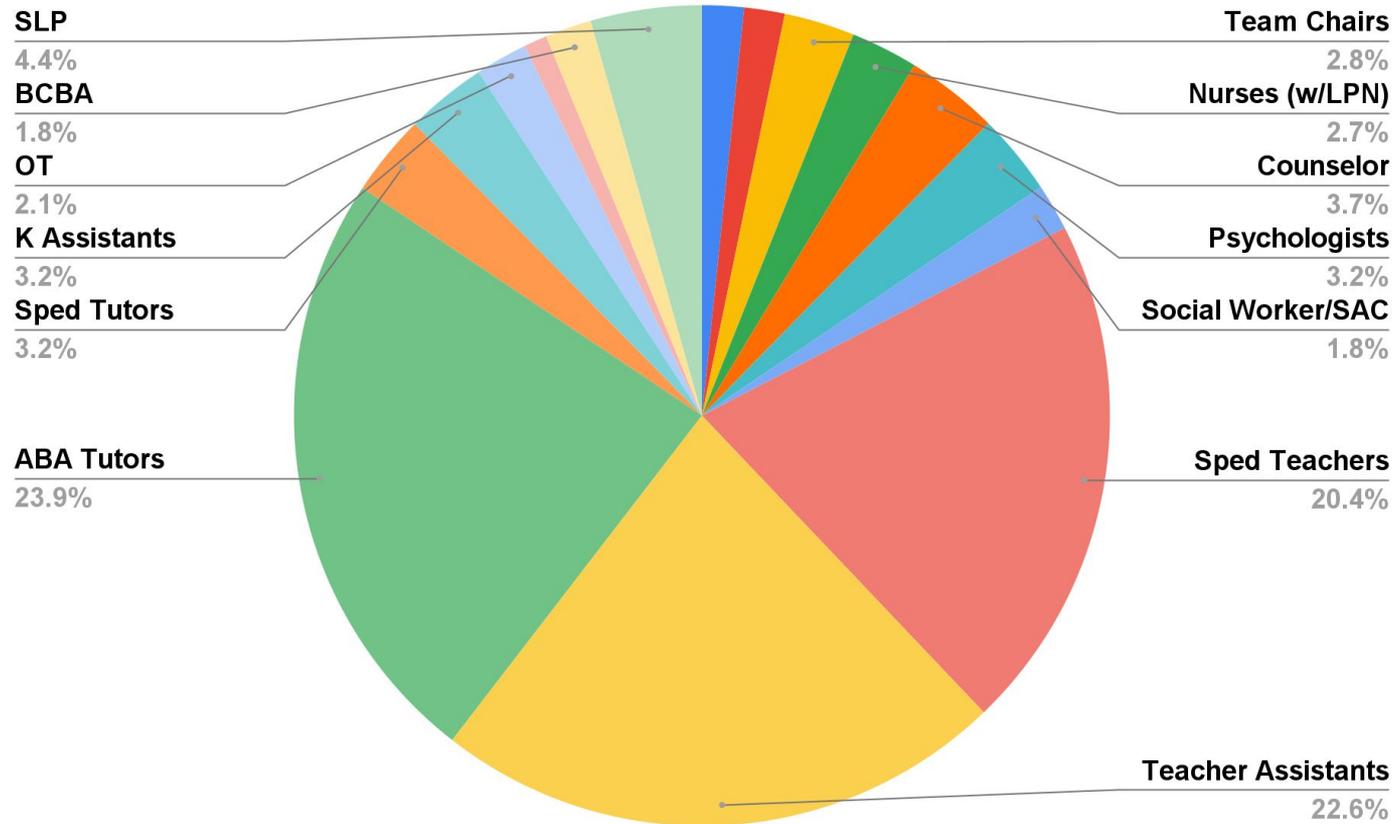
- Personnel with specialized training
- A continuum of intensity of service delivery
- An array of diverse services

*\*These services impact ALL students.*

# District Services



# Student Services Staffing FY26



221.3 FTE

# FY26

## SPS Student Services Department

*A Continuum of Service Delivery*

- Nursing
- Guidance
- BCBA
- 504 Teams
- Student Records
- Support Staff
- Registration

Universal Design  
DCAP: District  
Curriculum  
Accommodation  
Plan

- Special Education  
Teachers
- Psychologists
- Related Services
- OT, PT, SLP, BCBA
- Support Staff

- ABA
- Wrap Around  
Therapies
- Consultants

All Students

Students on IEPs

Students in Specialized  
Programs

Students  
in Out of District Placements

Key Question: 3

What are the noticeable trends  
and updates in the  
Student Services Department?

# Enrollment & Special Education Data Trends



# Section 504 Accommodation Plan Demographics

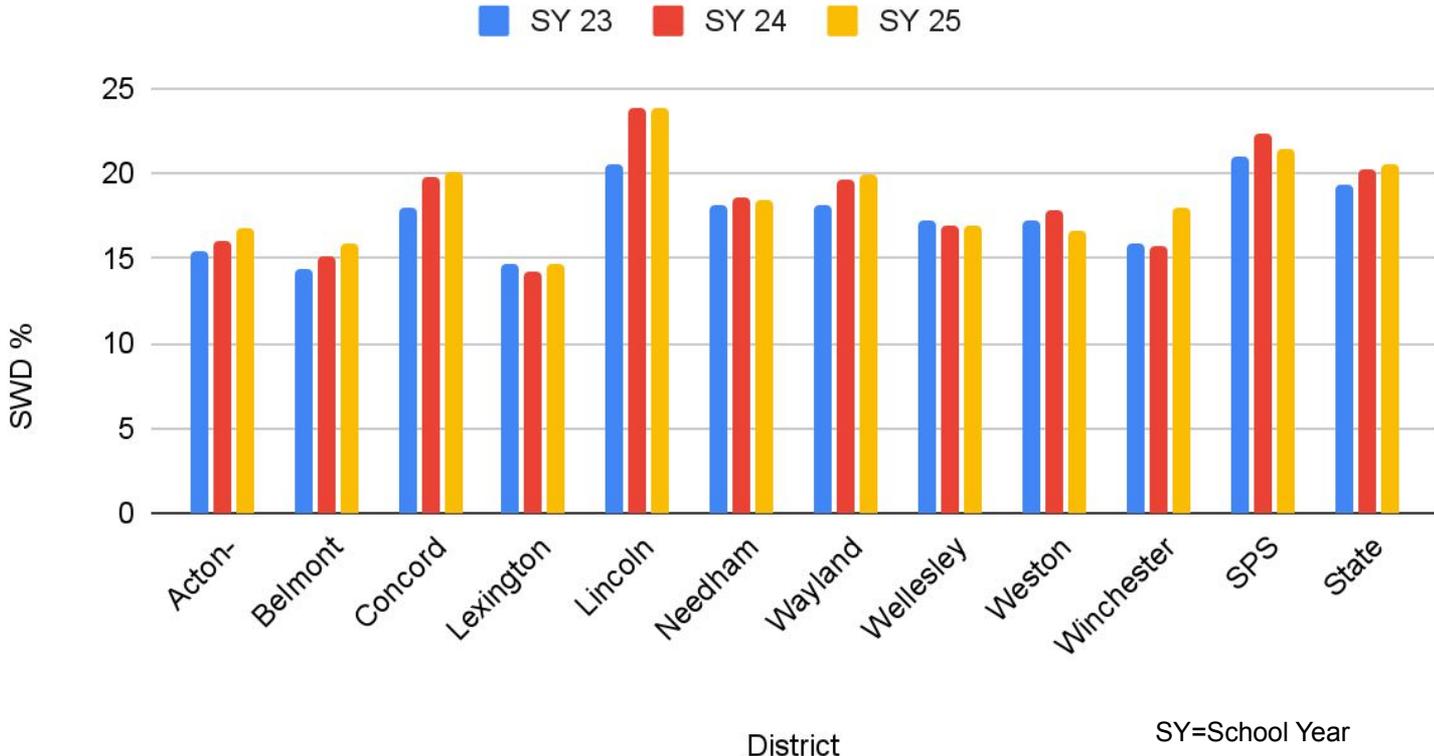
	10/1/2020	10/1/2021	10/1/2022	10/1/2023	10/1/2024	10/1/2025
<b>504s</b>	<b>93</b>	<b>95</b>	<b>94</b>	<b>106</b>	<b>136</b>	<b>154</b>
<b>Enrollment</b>	<b>2,521</b>	<b>2,517</b>	<b>2,535</b>	<b>2,539</b>	<b>2,529</b>	<b>2,535</b>
<b>Prevalence</b>	<b>3.7%</b>	<b>3.8%</b>	<b>3.7%</b>	<b>4.1%</b>	<b>5.4%</b>	<b>6.1%</b>

# Special Education: Individualized Education Program (IEP) Demographics

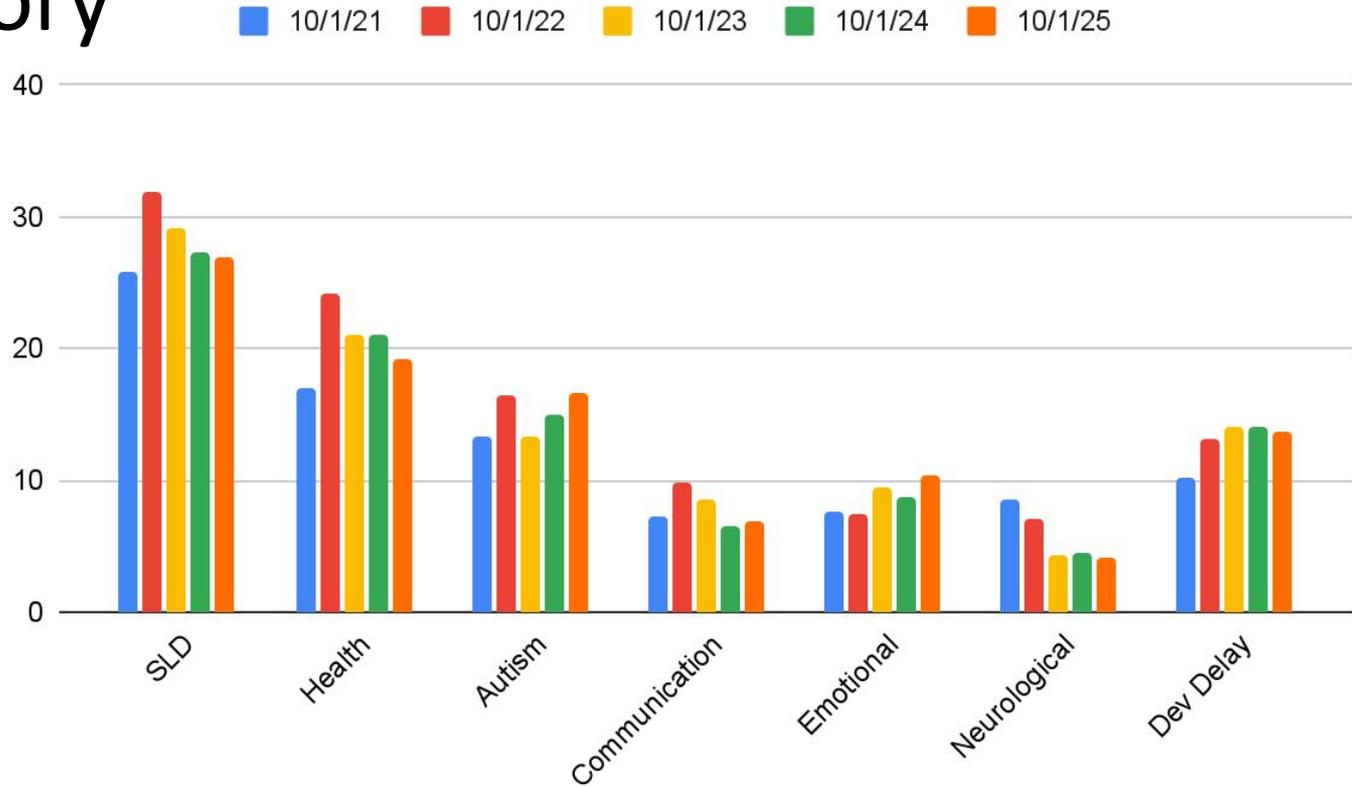
	2020-2021 Oct/June	2021-2022 Oct/June	2022-2023 Oct/June	2023-2024 Oct/June	2024-2025 Oct/June	2025 Oct
IEPs	451 / 525	476 / 577	542 / 587	555 / 588	531/557	518
Enrollment	2,521 /2,542	2,517 /2,550	2,535 / 2572	2539 / 2552	2529/ 2554	2535
Prevalence %	17.9 / 20.7	18.9 / 22.6	21.4 / 22.8	21.9 / 23.0	21.5/21.8	20.4

*School Year 2024-2025 State average is 20.6% (increase of .8% SY23)*

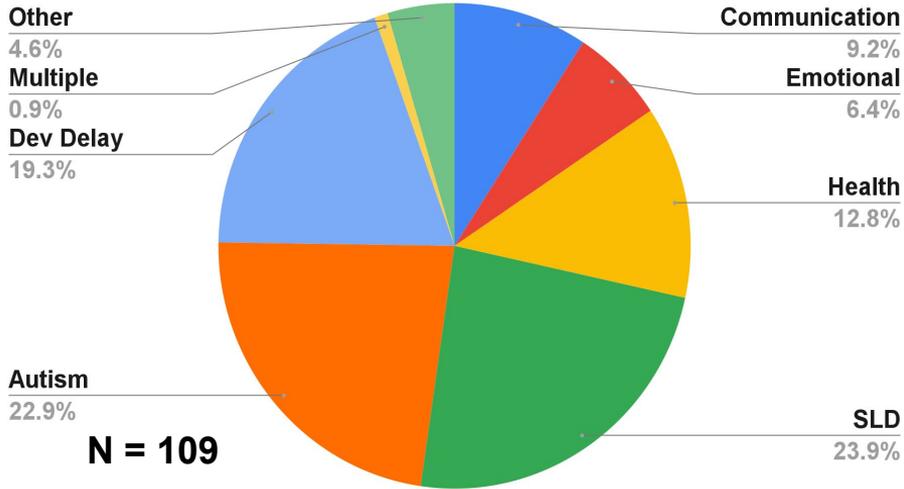
# Students with Disabilities (SWD): Prevalence



# Percent of Students by Primary Disability Category

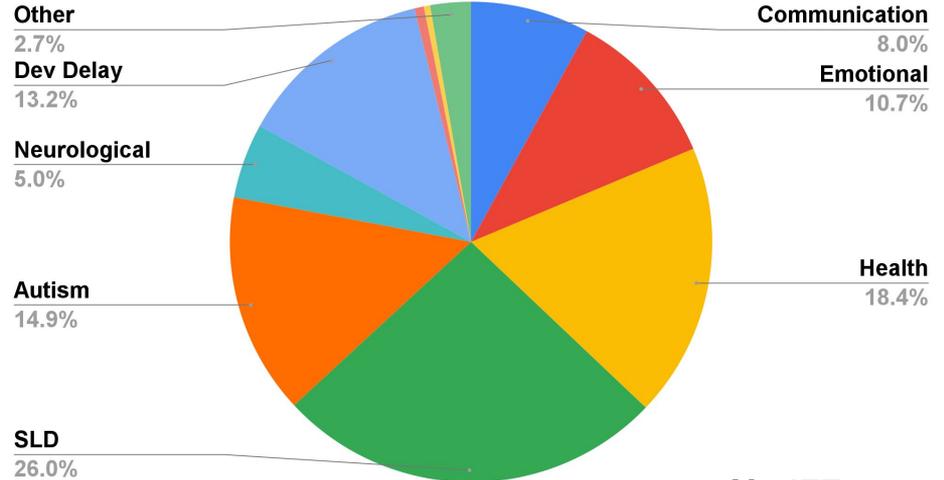


## Primary Disability for Non-White Students



## FY26 Comparison of Student Disability Category by Race

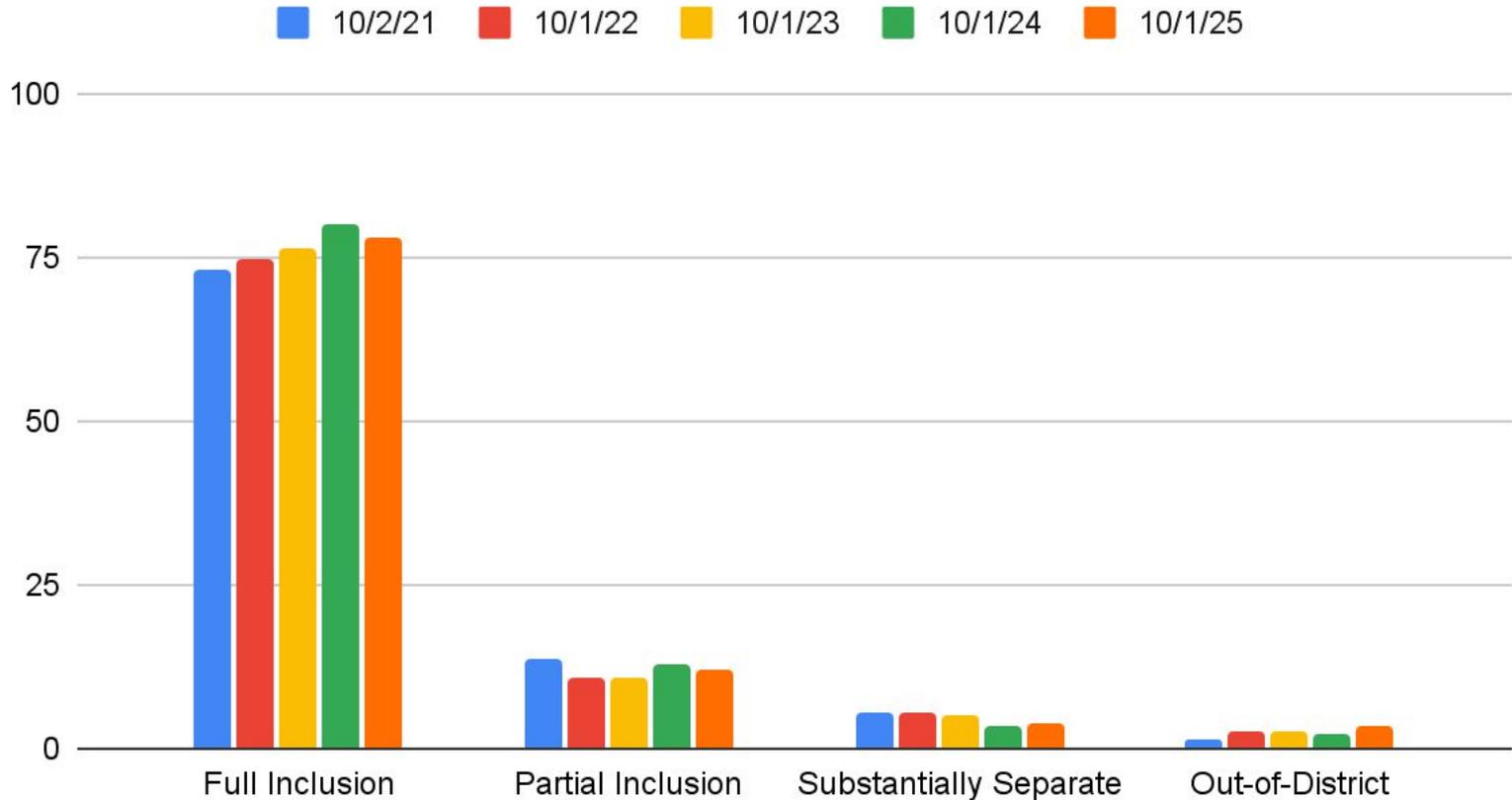
### Primary Disability for White Students



\*Note: This total N is taken from 11/25/2025 ASPEN data.

Pink: Physical Disability

# % of Students on IEPs by Placement



# Student Needs: Mental Health Trends & Support

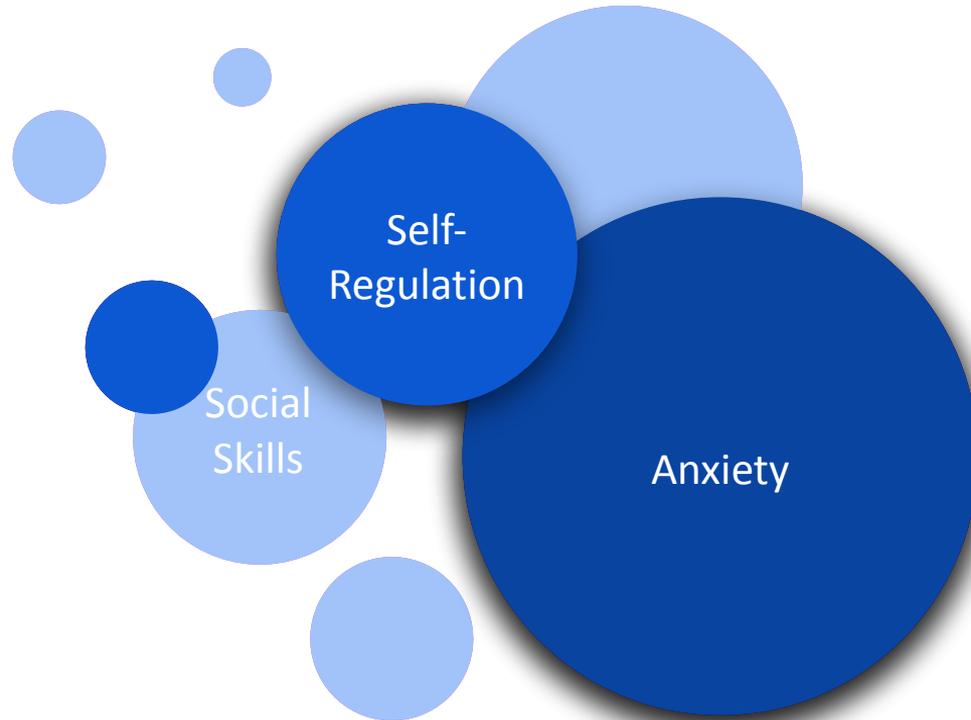


# Mental Health Resources

- Coordinated effort of district, elementary and middle clinical teams
  - *Collaboration and professional development*
- Tiered Social Emotional Learning (SEL) supports for students: Tier 1,2,3
  - *Universal screening tools and specialized counseling services*
- Ongoing professional development
- Increased allocation of support: Clinical Team Members/ BCBA
- Two-way support for families: family to school/school to family
- Family resources: [Social Emotional Resources Website](#)
- Town social workers: <https://sudbury.ma.us/socialworker/>
- William James College Interface Referral System (see resource slides)



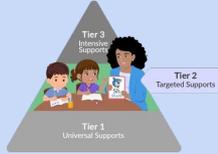
# Mental Health & Social Emotional Behavioral Needs Remain a Primary Concern



# Clinical Team

## Tier 2 Support

- Small social skills groups
- One-on-one check ins
- Support for self-regulation and behavior
- Collaboration with teachers and families
- Teaching routines and calming strategies
- Social Emotional Learning Teaching Tools



## Tier 3 Support

- Individual counseling for high needs
- Crisis and safety support: students/families
- Frequent/daily check-ins
- One-to-one support for school avoidance/big emotions
- Close collaboration with families and teachers



## Key Themes

High number of students need support  
Challenges around anxiety, self-regulation, and school avoidance  
High demand for Tier 2 & 3

# Clinical Team Observations

*“Predictable routines, morning check-ins, and coping strategies help students regulate emotions and participate in class.”*

*“Collaboration with families and teachers is essential for supporting students’ social-emotional needs.”*

*“Many students struggle to manage big feelings and stay on task during the school day.”*

*“Staff report a need for more time to share strategies, resources, and plan interventions across grade levels.”*

*“Students are experiencing increased anxiety, school avoidance, and self-regulation challenges.”*



# Addressing Anxiety and School Avoidance

- Clinical Staff Training/Expert Consultation:

Dr. Alex Hirshberg supporting the development of student coping skills and strategies: District and School-Based Consultation

Dr. Naami Turk teaching trauma informed social emotional practices on specific student cases: District and School-Based Consultation

- Social Emotional Learning (SEL) website for SPS educators on school avoidance
- Family website to support development of coping strategies for school refusal
- Faculty meetings to support the strategy development of all educators

# Collaborative Practices Strengthen Student Success

- Strong collaboration among clinicians, teachers, families, and administrators drives student progress
- Predictable routines are key: transitions, behavior plans, communication strategies, and SEL skill-building
- Consistent support builds coping skills, emotional regulation, social skills, and academic engagement
- Collaboration amongst teams increases capacity to problem-solve together

## Areas of Student Growth

- Social skills & peer relationships (most frequently reported)
- Coping skills & resilience
- Academic engagement
- Emotional regulation
- Problem-solving & executive functioning
- Growth most evident in students seen individually or in small groups



# District Psychological Testing & Mental Health Caseload Trends

	<b>Evaluations</b>	<b>Tier 2</b>	<b>Tier 3</b>
<b>2020-2021</b>	465	60	103
<b>2021-2022</b>	407	162	200
<b>2022-2023</b>	315	252	275
<b>2023-2024</b>	277	247	221
<b>2024-2025</b>	324	124	247
<b>Fall 2025</b>	85 (fall)	185	219

\*Psychological testing numbers include reevaluations for academic and mental health referrals.

\*Tier 2 cases numbers are variable as services rotate over 6-8 week periods.

\*Caseloads do not capture variation in weight/intensity.

# Increase in Mental Health/Behavioral Support Staff

School Year	Mental Health/Behavioral Support Staff
2019-2020	2.0 Adjustment Counselors
2020-2021	0.5 BCBA
2021-2022	1.0 Adjustment Counselor
2022-2023	0.5 Psychologist 1.3 Adjustment Counselor 0.2 OT Therapist (Self-Regulation Support) 0.6 BCBA
2023-2024	1.0 Psychologist/Counselor 1.0 BCBA
2024-2025	.2 Psychologist
2025-2026	.2 Nurse/ 1.0 LPN

*\*This does not include the many Special Education Teachers & Support Staff who support the mental health and wellness of students.*

# Mental Health Resources for Families

- Interface Referral Services through William James College 888-244-6843
- 988 - Suicide and Crisis Hotline, available 24 hrs
- The Department of Mental Health: [Behavioral Health Help Line](#) that people can call or text at **833-773-2445**. It is available 24 hours a day, seven days a week in more than 200 languages.
- Sudbury Social Workers: Nina Lurie and Kirstin Wilcox
  - Website: <https://sudbury.ma.us/socialworker/>
  - Contact: [socialworker@sudbury.ma.us](mailto:socialworker@sudbury.ma.us) or (978) 440 - 5476
- [Social Emotional Resources Website for Families](#)
- Clinical Team Members at every building to support students and families with mental health needs.

**Questions? Please email: [student\\_services@sudbury.k12.ma.us](mailto:student_services@sudbury.k12.ma.us)**

# Curriculum and Specialized Program Updates



# Highly Specialized Programs

## Haynes

Partner  
Steps

Learning Centers - Skills  
in ALL Schools

## Loring

LAB  
Bridges

## Nixon

Access  
Preschool



## ECMS

LAB  
Leap  
Flex  
Access  
Partner  
Bridges

## Noyes

Foundations  
LAB  
Preschool

# Brief Program Overview

## **Learning Center/Resource Rooms/Skills Classes**

Serves students grades K-8 of all disabilities, in a wrap around services delivery model that includes in class and/or pull out support for students. Students are taught academic skills for content as well as organization and executive functioning.

## **Language Achievement and Beyond (LAB) Program**

Serves students grades 3-8 with language based learning disabilities. Provides specialized instruction with a systematic and multisensory methodology in either a co-taught or substantially separate structure with both individual and small group instruction.

## **Steps/Leap Program**

Serves students with academic, intellectual, and/or communication disabilities with both sub-separate and small group learning in general education content area classes.

## **Foundations/Flex Program**

Provides highly-specialized instruction and services to students primarily with autism, communication, self-regulation and social/pragmatic language needs in either an integrated or substantially separate structure.

**Out of District:** A variety of specialized programs to meet individual needs of students.

## **Partner Program**

Serves students (K-8) primarily with Autism Spectrum Disorders as well as other students who require intensive Applied Behavior Analysis programming. A highly structured and individualized program supported by BCBA's from the New England Center for Children (NECC).

## **Access Program**

Serves students primarily with social emotional disabilities in grades K-8. The psychologists/school adjustment counselors provide ongoing therapeutic support and social skill instruction. BCBA's work in consult with all staff.

## **Bridges**

A transitional and/or special education therapeutic program which serves students in both general and special education. Students are supported after a long-term absence, anxiety or social emotional needs while under evaluation.

## **Sudbury Preschool Program**

Integrated classrooms for students with diverse needs supported by general/special education teachers and related services, such as speech, physical, and occupational therapy. A strong continuum of services within the structure of the program.

***\*Note: These are only are brief overviews of program elements, and our programs evolve to meet the needs of our students.***

# Feedback from Special Education Teachers on ELA Curriculum

## *EL: Expeditionary Learning*

	What's Going Well?	What Are We Working On?	What Would Help?
Reading & Writing	<ul style="list-style-type: none"><li>• Repeated readings build confidence and accuracy</li><li>• Targeted phonics instruction in upper grades</li><li>• Embedded structure and scaffolding to support writing</li></ul>	<ul style="list-style-type: none"><li>• Supporting language development</li><li>• Enhancing student skills in revising and refining their written work</li></ul>	<ul style="list-style-type: none"><li>• Time to develop and modify materials and scaffolds for language and writing</li></ul>
Student Access	<ul style="list-style-type: none"><li>• Close reading of sentence structure</li><li>• Opportunities to listen to text for comprehension</li></ul>	<ul style="list-style-type: none"><li>• Implementing effective whole-group and explicit instruction models</li></ul>	<ul style="list-style-type: none"><li>• Identification of additional materials for special education staff</li></ul>
Scheduling & Implementation	<ul style="list-style-type: none"><li>• Skills build progressively from grade to grade</li><li>• Implementation will improve with familiarity</li></ul>	<ul style="list-style-type: none"><li>• Developing a master schedule to eliminate pull-out service conflicts.</li><li>• Allocating dedicated time for collaborative staff planning and resource development</li></ul>	<ul style="list-style-type: none"><li>• More flexibility with the schedule</li><li>• Learn from other districts that implemented program</li></ul>

# Field Trips

*An exciting and integral part of the instructional program - a curricular extension outside the classroom to provide real-world experiences that align with curriculum goals and grade-level standards.*

**ALL** students have access to all field trips - regardless of financial circumstance or disability.

**ALL** trips are selected to align to curriculum and program goals.

**ALL** students are provided equal opportunity to participate.



*SPS remains committed to ensuring that all field trips are accessible and inclusive.*

# Collaborative Co-Teaching

**SPS General & Special Educators partner to support students by:**

- Consulting and planning with each other
- Sharing ideas and resources to support students
- Setting goals and assessing student progress
- Collaborating with shared expertise in partnership with English Language teachers, interventionists and related services



---

## Co-Teaching Models

- One Teach, One Observe (data collection)
- One Teach, One Assist
- Parallel Teaching
- Station Teaching
- Alternative Teaching
- Team Teaching

## Structural and Professional Supports Needed for Formal Co-teaching Models:

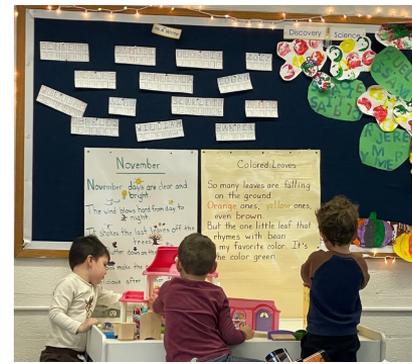
- Clarity on Mission and Model
- An Appropriate Cohort of Students
- Dedicated Planning Time/Strategic Scheduling and Assignment
- Adequate Financial Resources
- Leadership Initiative
- Program Evaluation
- Professional Development with High Level of Consultation



# Early Childhood: A Solid Foundation in SPS Preschool



# Early Childhood: A Solid Foundation

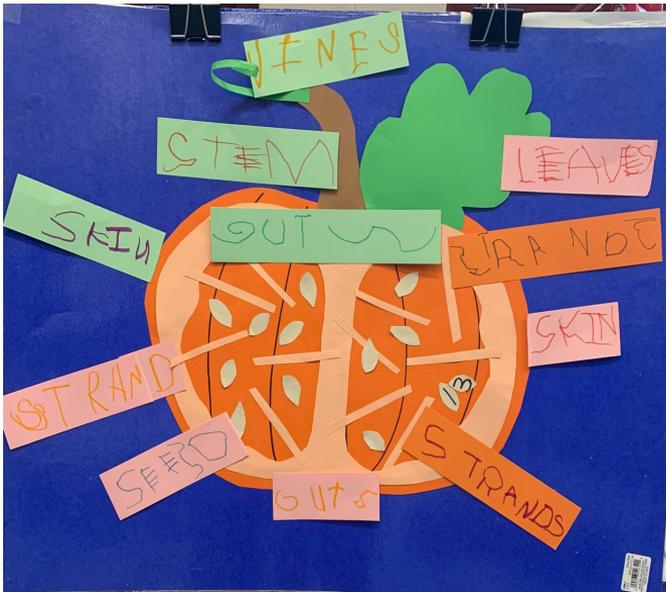


## A Strong, Play-Based Learning Environment

- Robust curriculum that blends early academics with purposeful play
- Developmentally responsive instruction supporting the whole child

## Collaborative Teaching Teams

- Instructional partnership that values shared expertise
- Consistent planning, reflection and communication across classrooms



# A Solid Foundation Continue

## New Progress Monitoring Tool in Early Literacy and Math

- Universal tool providing clear, actionable data

## Inclusive Opportunities for All Students

- Embedded supports within the general classrooms
- Access to peers, materials, and activities that promotes belonging

## Consistent, Transparent Communication

- Ongoing partnerships between families, educators and administration
- Regular updates that foster trust and shared goals



# Early Childhood: Historical Enrollment

Year	FY23 Oct/June	FY24 Oct/June	FY25 Oct/June	FY26 Oct 1/Nov 21
<b>Itinerant</b>	14/16	5/5	1/6	6/6
<b>IEP</b>	17/35	37/43	20/48	29/32
<b>Tuition</b>	41/44	35/45	44/53	52/53
<b>Total Enrollment</b>	58/79	72/88	74/83	68/77
<b>% IEP Prevalence</b>	29%/44%	51%/49%	43%/57%	43%/42%

# Early Childhood: Special Education



Preschool	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
# Early Intervention Referrals	21	25	30	25	6 (As of 11/21)
Community Screening Referrals	37	33	28	32	14 (As of 11/21)
Total Preschool Evaluations	56	58	50	60	4 (As of 11/21) (14 upcoming)



# Year 2: Disability Awareness Curriculum

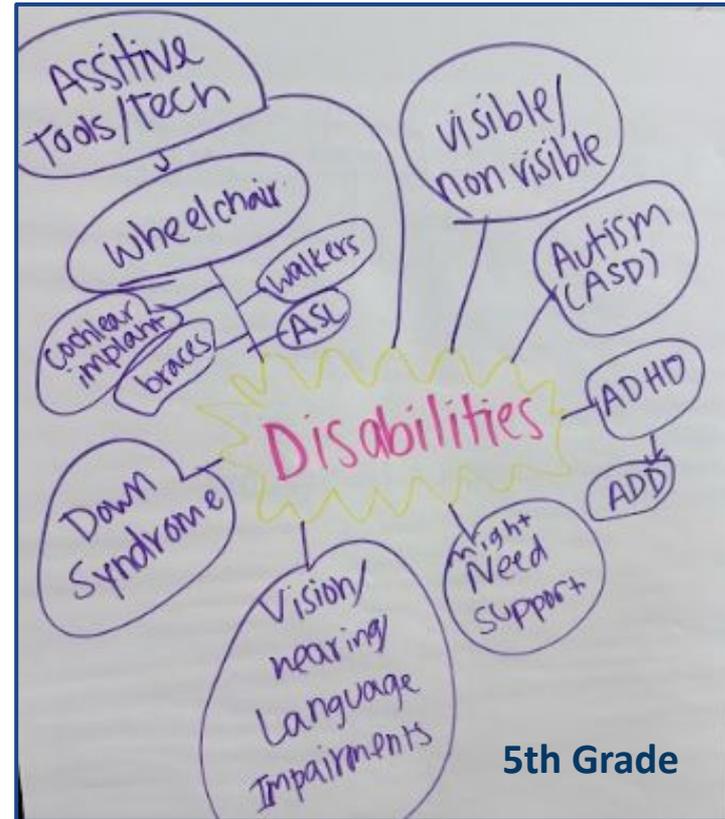
## Learning About Disabilities

### Elementary Schools

#### Objectives:

- Students will develop a foundational understanding of various disabilities, encouraging respectful interactions and supportive attitudes toward individuals of all abilities.
- Students will learn how to create a more inclusive environment by identifying and practicing ways to make their actions, language, and spaces more accessible and inviting for everyone.
- This is a Year 2 of a Tier 1, powerful initiative.

# Class Brainstorm: What do you know about disabilities?



# Student Feedback: Key Takeaways

*“Everyone needs different things to be successful.”*

*“Focus on what people can do, not what they can’t do.”*

*“Ask if they want help before you try to help with something.”*

*“I can support others by being patient and letting others do things their own way.”*

*“I can include others at recess by asking if they want to play and explaining the game if they don’t understand.”*

# Middle School Highlights: Program Updates

- Specialized curriculum and consultation for specialized programs
- Hybridizing of programming
- Inclusive Opportunities:
  - Community Outings with curricular focus
  - After school activity participation
  - Unified PE Program: Wellness Team
  - Unified Games
  - Unified Clubs



# Unified Games: Basketball & Bocce

- Fee-based to support the sustainability of program
- Community building throughout the school and town

## Unified Basketball:

- Third year of the program

## Unified Bocce:

- Successful pilot program last year



# Unified Field Day

- June 3, 2025
- Students were divided into seven different groups
- Students rotated through teamwork-focused activity stations



# Feedback From Peer Partners

*"I gained the strength of working with others. It was a really great experience! I am so appreciative that I got to do this."*

*"After doing Unified PE, I learned the value of friendship and working together. I also learned that practice can help a lot during the real game. "*

*"That it is important to come together and have fun with people we might not know so well."*

*"I gained knowledge of other sports and enjoyed playing games with my partners."*

*"I gained the ability to teach others and lead!"*

# Unified Cougars Club

- Started last December
- The club meets during lunch once per cycle for each grade
- There are approximately 43 members
- The club is an opportunity for students to get to know others and develop connections with one another
- In the Spring, the Unified Cougars Club will help run a school-wide initiative on inclusion



# Student Growth in MCAS for Students with Disabilities



# MCAS: Students with Disabilities

Following MCAS Slides from School Committee Meeting on 11/24/2025

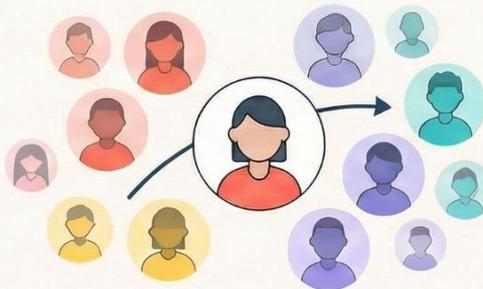
By Lauren Egizio and Karen Wolfson

- SPS Students with disabilities have high achievement compared to comparable districts in both ELA and Math.
- ELA and Math achievement gaps remain the greatest for students with disabilities.
- Students with disabilities show strong Student Growth Percentiles (SGP).
- Grades 4, 7, and 8 ELA growth exceeded expectations for this subgroup.



# More Than a Score: A Guide to Student Growth Percentiles (SGP)

Measures Growth, Not Just Achievement



**Academic Peers:**  
Students statewide with a similar history of MCAS test scores.

SGP tracks a student's progress from one year to the next.



## SGPs Range from 1 to 99



A higher number indicates more growth compared to academic peers.

## How to Interpret SGP

Two Students, Same Score, Different Growth



Henry

MCAS Score:  
Met Expectations

SGP: 25  
(Low Growth)



Simone

MCAS Score:  
Met Expectations

SGP: 72  
(High Growth)



**Any Student Can Show High Growth**

Growth is possible regardless of a student's achievement level (e.g., Meeting Expectations).

1-20:  
Very Low  
Growth

21-40:  
Low Growth

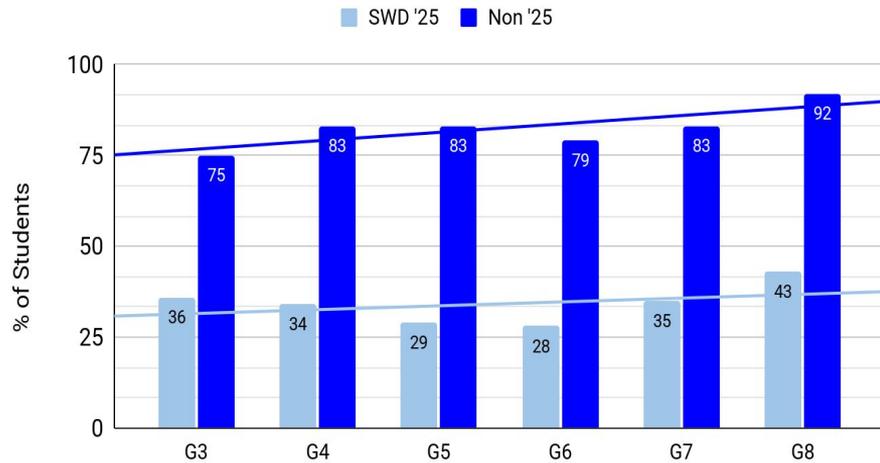
41-60:  
Moderate  
Growth

61-80:  
High  
Growth

81-99:  
Very High  
Growth

# ELA Results: SWD Cohort

Meets/Exceeds by Subgroup (SWD) 2025



This group shows a pattern of decreased achievement through elementary school then increased achievement through middle school.

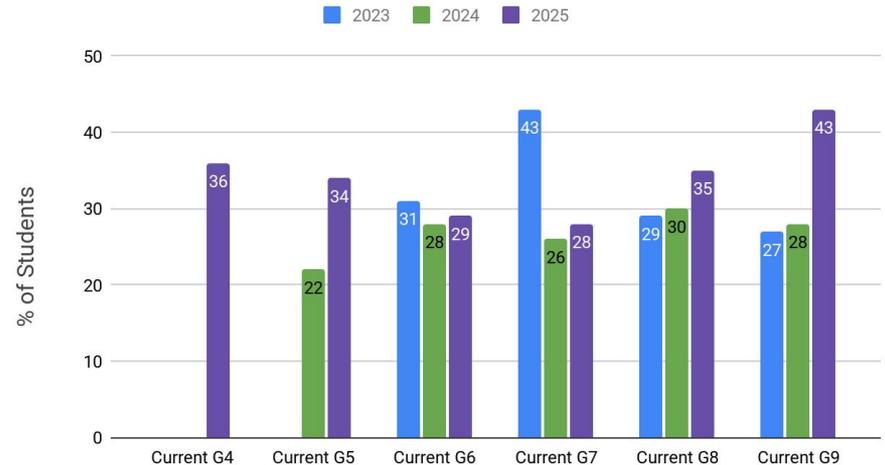
By cohort, all groups improved their overall achievement since last year. One cohort (current G7) is recovering from a large decrease when they were in grade 5.

SC 11/24/2025

In Sudbury, students with disabilities have the 2nd highest achievement level out of 11 comparable districts.

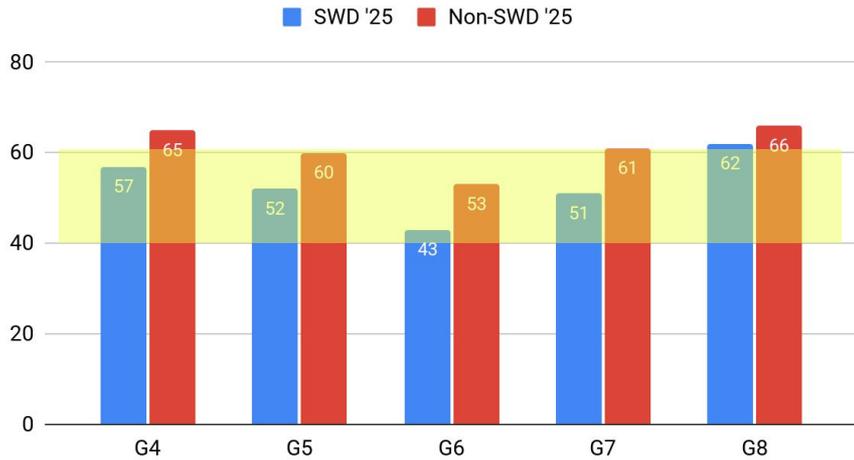


Meets/Exceeds by Cohort: SWD



# ELA SGP: SWD Cohort

SGP Comparison for SWD

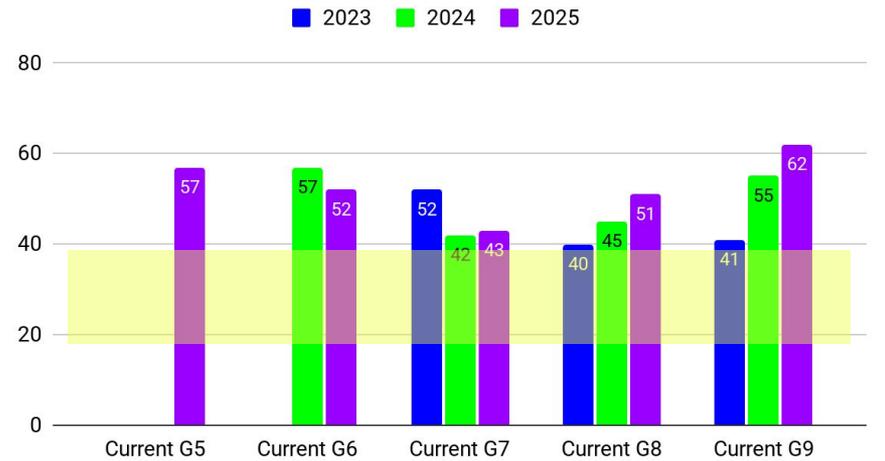


Students with disabilities show a similar growth pattern as their peers. Grades 5 & 6 are within the expected growth range, and grades 4, 7, and 8 exceed growth expectations.

By cohort, all but our current 6th graders increased their SGP from the previous year,

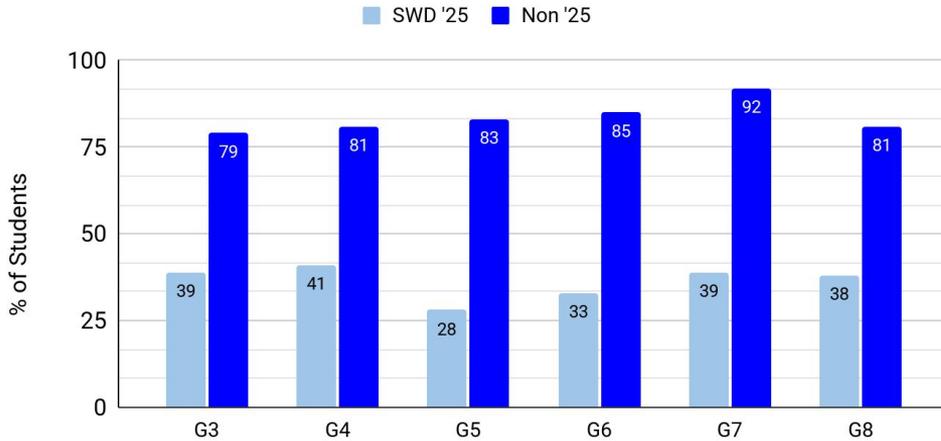
SC 11/24/2025

SGP By SWD Cohort



# Math Results by Subgroup: SWD

Meets/Exceeds by Subgroup (SWD) 2025

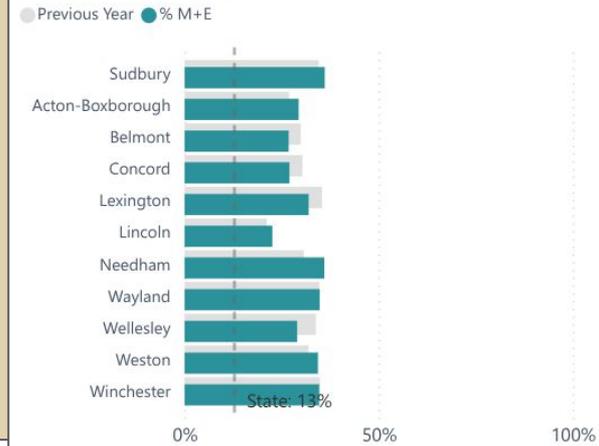


Achievement levels within this subgroup have remained fairly stable throughout the grade levels, with the exception of the decrease between grade 4 and 5.

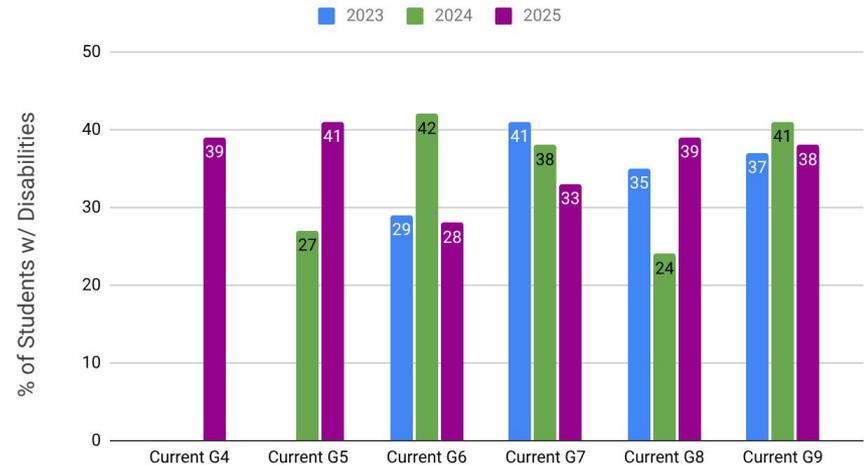
By cohort, all groups have shown inconsistent achievement scores. We have not seen a pattern within their scores.

In Sudbury, students with disabilities have the highest achievement level out of 11 comparable districts, tied with Needham.

% Meet/Exceed by District - Math



Meets/Exceeds by Cohort: SWD



# Math SGP by Subgroup: SWD

SGP for Students: SWD in 2025

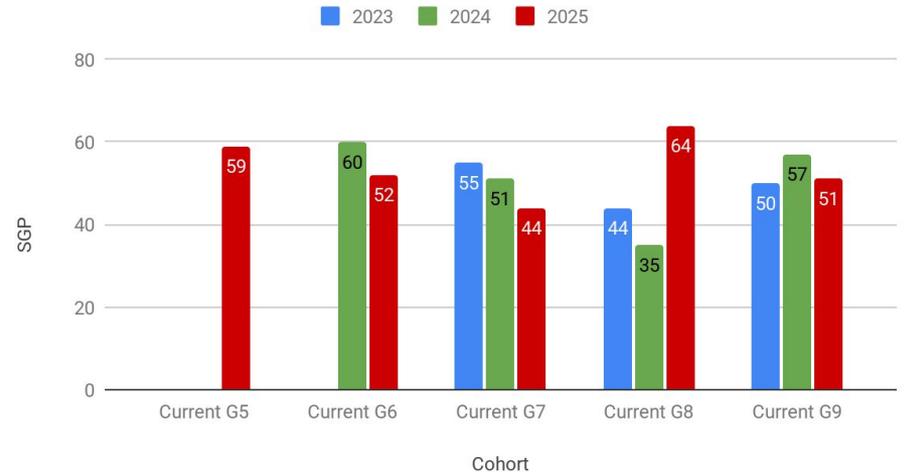


Students with disabilities show a similar growth pattern as their peers. Grades 4, 5, 6, and 8 are within the expected growth range of 40-60. Grade 7 exceeded growth expectations, with an average SGP of 64. In Grade 8, the average SGP for the SWD subgroup was higher than the average growth for those students who are not in the subgroup.

By cohort, our current 8th graders increased their SGP from the previous year, with a 29 point jump.

SC 11/24/2025

SWD SGP Cohort Data



# Extended School Year (ESY)



# Extended School Year - with SMILE & Explore

- Promoted inclusion opportunities
- Access to Explore programs
- Kindergarten transition program
- Ongoing program development



# Extended School Year (ESY) Determination

## **ESY is:**

- a team decision that is reviewed annually.
- provided to mitigate summer regression of specific skills.
- based on data demonstrating a regression in a specific skill area after previous time off from learning.
- determined in isolation from the SMILE program.

# DESE Mandates and Professional Learning



# The “New IEP” is “THE IEP”: Timeline

## **SY 2023-2024**

LSRHS & LPS ILAP & trainings  
District trainings with LSRHS & LPS  
Administrators & general education teachers  
Family communication  
Team Chair training  
Summer District trainings with  
LSRHS & LPS

## **SY 2024 - 2025**

New IEP rollout  
Family forum  
Ongoing training

## **SY 2025 - 2026**

Student Services  
Refinement/Enhancements  
Proposed & Active IEPs made available to families via Aspen Parent Portal  
Parent Engagement Workshop with Elise Wulff: How to Involve Your Child in the IEP Process

# FY26 Student Services Professional Development



- IEP Training
- De-escalation training/strategies for all
- Safety-Care/CALM Training
- EL Literacy Training
- Language-Based Learning Training with Landmark
- Say Something: Clinical Team
- IEP Meeting and Goal Writing Training
- Dyslexia Screening Training
- Keys to Literacy: Writing
- Mental Health/Trauma & Medical Consultation, Dr. Turk
- Psychologist Specific Workshops
- Seeing Stars Literacy Training
- Visualizing Verbalizing Literacy Training
- Just Words, Wilson Reading System, OG
- Inclusive Practices and Neurodiversity with Elise Wulff from MGH
- Developing Student Coping Skills with Dr. Hirshberg
- Autism- MGH Medical Team
- Nurse Specific Training
- Related Service Specific Training for OT/PT/SLP/BCBA
- Culturally Responsive Training
- Orton-Gillingham
- Medicaid Reimbursement and Billing

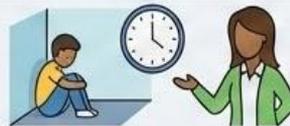
# New Mandates and Professional Learning

## Changes to Medication Delegation (Law 105 CMR 210)



- New regulations 8/15/2025
- Amendment expands regulation to “all regular activities” (Field trips, sports, etc.)
- Specific Training for unlicensed designated personnel by approved DPH program
- Unlicensed personnel with training can travel and substitute a nurse

## Changes to Time-Out Practices (603 CMR 46.02)



- New regulations 8/17/2026
- Behavioral support strategy for calming techniques
- Phased implementation: training, parental notification, space development
- Definitions of “seclusion” and “time-out” updated
- DESE to issue guidance, training, and funding opportunities

# Medicaid Reimbursement Program

District Medicaid Reimbursement Program for Student Services:

- Began process in January 2019
- Medicaid Expansion Program: not just students with IEPs: ALL Students
- Reimbursements for all screenings/nursing services
- Administrative and Direct Service Claims: Related Service Providers and Professional Support Staff
- Training of Staff Participation
- Quarterly reporting and returns after 6-8 months

# Department Pressures



# Department Pressures

- New Curriculum
- Unexpected student needs
- Anxiety from community
- Timelines
- **Staffing:** Unfilled Allocated Positions/Contracted Services
- **Transportation:** Fulfilling Transportation Needs
- **Rising Costs:** Specialized Services, Transportation and Out of District Schools

# Additional Information





# IEP Transition Information Dates

## **8th to 9th Grade IEP Transition Information Evening: (L-S, LPS, SPS)**

- January 14, 7:00-8:30 pm Virtual
- March date TBD: In person Visitation for 8th graders

## **Preschool to Kindergarten Transition Information Evening:**

- January 28, 7:00-8:30 Virtual
- Kindergarten Orientation: June 4

## **5th to 6th Grade IEP Transition Information Evening:**

- February 26: 6:00-8:00pm In Person

*\*Note: These sessions are for parents/guardians, not students.*





# Thank you for Supporting Student Services!



We are grateful for the Special Education Parent Advisory Council (SEPAC), who support our mission!

# Sudbury SEPAC Survey 2025



# Who is Sudbury SEPAC?



## Sudbury SEPAC Mission

The Sudbury SEPAC's mission is to advocate for the education and safety of all Sudbury students with disabilities in grades Pre-K to 8. We seek to achieve this mission by:

- Building understanding, acceptance, connection, and inclusion;
- Providing information about community and district resources;
- Creating family networking and support opportunities;
- Offering community and special education workshops and events; and
- Collaborating with the school committee and the administration to continuously improve student outcomes and well-being.

# Survey Purpose & Collaborative Process



## Purpose

- 1) Fulfill the SEPAC's regulatory responsibility, which includes but is not limited to **"advising the school committee** on matters that pertain to the education and safety of students with disabilities" and **"meeting regularly with school officials** to participate in the planning, development, and evaluation of the school committee's special education programs." *See M.G.L. c. 71B sec. 3; See also 603 CMR 28.07(4); and MA DESE Guidance for Special Education Advisory Councils (2010)(stating that Chapter 71B "assigns both an **advisory and participatory** function to the PAC" and "information gathered from a needs assessment can be used to fulfill the PAC's responsibility to 'participate in the planning, development, and evaluation' of the district's special education programs.)*
- 2) Follow up on the opportunities for growth highlighted in our presentation last year.
- 3) Identify new areas of need and set priorities for the year(s) to come.

## Collaborative Process

September 2025: Created the survey and gathered feedback from the directors of Student Services before finalizing.

October 2025: Launched survey - SEPAC Newsletter, Facebook, emails from SEPAC and Student Services, and other media. Accepted responses until November 10, 2025.

November 2025: Reviewed/Analyzed the results, shared a summary with the directors of Student Services, and discussed themes arising from the data with the SEPAC Board and Student Services.

December 2025: Prepared slide deck and reviewed with Board and directors of Student Services.

December 8, 2024: Presented slides to the Sudbury School Committee.

# Survey Focus Areas



**1. Educator Changes**

**2. Inclusion**

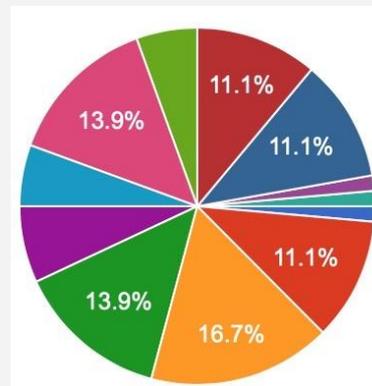
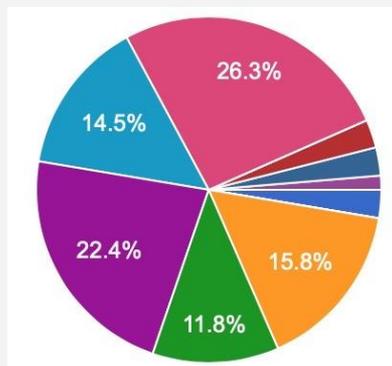
**3. Educator & Student Training**

**4. SEPAC Outreach & Resources**



# Who Responded to the Survey ?

## 76 Respondents



- Relative number of respondents among **schools**; Curtis marginally higher than others.

- Noticeably higher number of respondents in **grades** K-2.

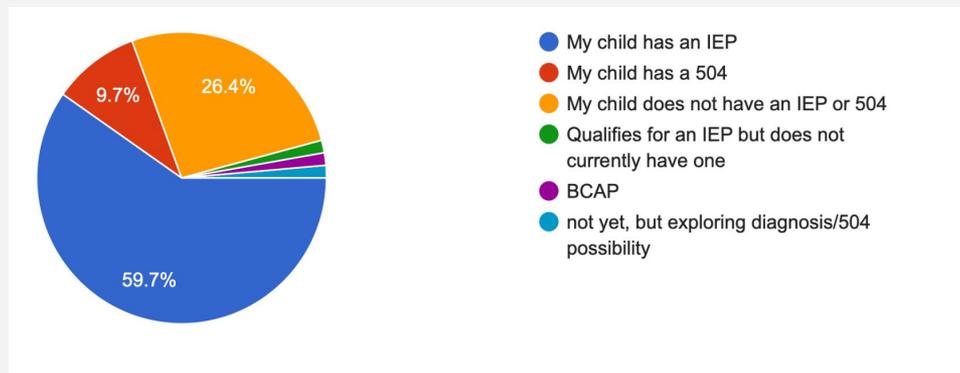


# Who Responded to the Survey? (cont.)

## IEP Eligibility Categories Covered:

- ADHD/Executive Functioning
- Autism
- Communication
- Developmental Delay
- Dyslexia
- Other Specific Learning Disorders
- Emotional
- Health
- Neurological

## IEP, 504 Plan, Other...



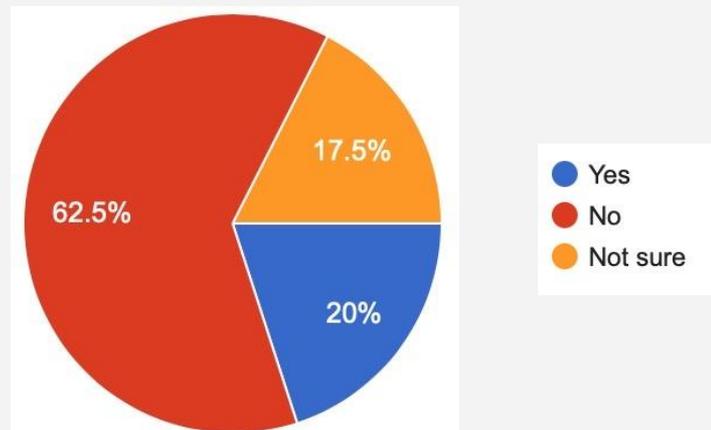
\* Breakdown by category available by request.

# Educator Changes & Communication



## Survey Question:

Did any of your child's educators change within the same role during the 2024-25 school year?



\*40 responses

## Summary of Relevant Comments:

- Most changes reported related to educator leaves of absence or start of the school year transition
- Delayed communication was the primary challenge
- Desire for proactive communication



***"We found out from our child first ..."***

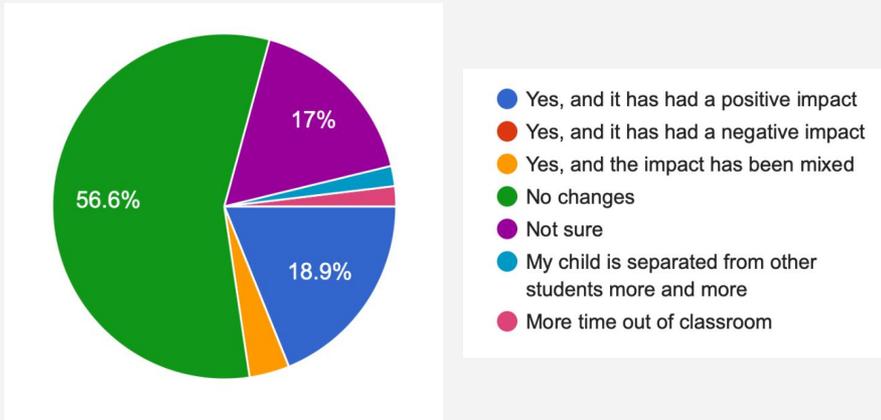
***"We were not upset with the change... Found out randomly. Same thing happened this year as well"***

# Inclusion



## Survey Question:

Have you observed any changes in your child's schedule or placement that increased time in the general education setting since fall 2024?



*\*53 responses - 79.2% of these respondents also reported their child is educated in the general education setting **all or most of the school day.***

## Summary of Relevant Comments:

- Push-in services and inclusive teaching models and practices
- Consistent implementation of accommodations, previewing material, and scaffolded instruction
- Social belonging supports



*“Push in support has worked the best. My child feels supported but not isolated or stigmatized.”*

*“Prep work & set up before school starts... has had a fabulous impact on his wellbeing & confidence.”*

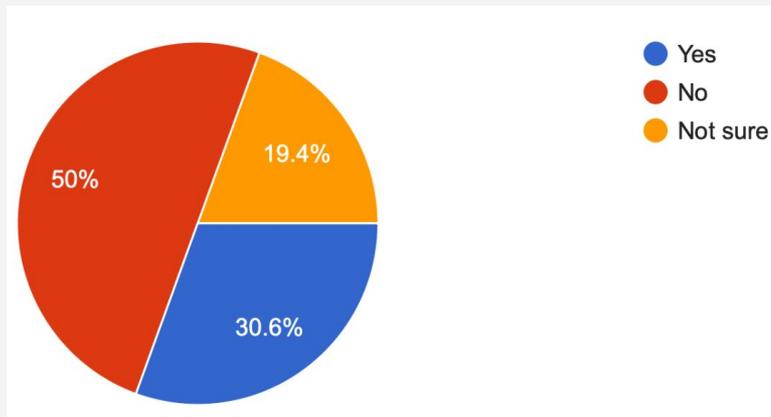
*“One practice we all liked was that our child could bring a friend to the **small social groups**... an excellent way to build friendships.”*

# Educator & Student Training



## Survey Question:

Are you aware of any new curriculum or training implemented by the district for students to learn about types of disabilities and foster greater inclusion since fall 2024?



\*72 responses

## Summary of Relevant Comments:

- Growing awareness of new disability-related curriculum and training
- Positive student impact
- Desire for broader and more integrated disability education for students and educators



*"I think we got an email about it, I don't remember much about it."*

*"My daughter has learned more about various disabilities in the new curriculum. We've had **positive discussions** about disabilities at the dinner table after the trainings."*

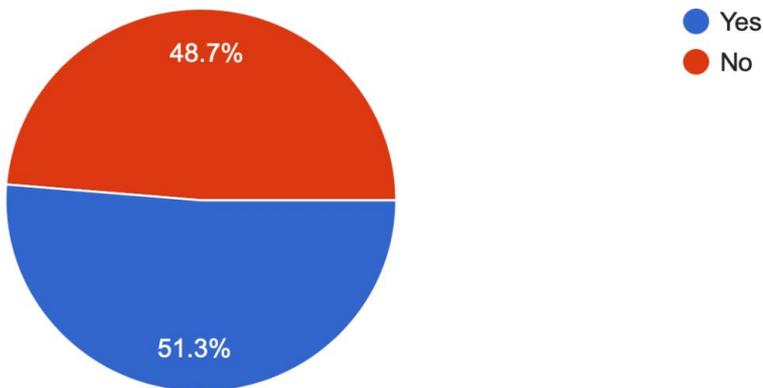
*"It seems this type of curriculum should be **expanded across all grades.**"*

# SEPAC Outreach & Resources



## Survey Question:

Have you ever attended a Sudbury SEPAC meeting, event, or connections group?



\*76 responses

## Summary of Relevant Comments:

- Parent Education and Advocacy Support
- Community and Emotional Support
- Communication and Transparency
- Referral Lists - Outside Resources & Services



*"Have a SEPAC representative at School Committee meetings to **advise from the student and family viewpoint** when a topic touches special education."*

*"Larger meetings with **updates on special education trainings...**"*

*"I'd love to learn more about the law and the rights of children in the school system... and **how best to advocate for my child.**"*

# SEPAC 2025 Goal & Action Plan



## Goal: Continue to Enhance Inclusion

- Continue to **enhance meaningful inclusion** so that students with disabilities are supported in the Least Restrictive Environment (LRE) and have **equitable opportunities** to learn, **build friendships**, and **engage in school-wide events and extracurricular activities** alongside their peers.

## Action Plan:

- Continue collaborating with SPS and L-S SEPAC to host events that raise awareness and provide information and resources for families, with an **emphasis on inclusion and belonging**.
- Partner with PTOs and School Administration to ensure events, clubs, music, theater, sports, and after-school programs are **accessible to all students**.
- Explore **new instructional models** and the potential positive impact on inclusion (i.e., impact of new EL curriculum).
- Enhance **family and community engagement and support** (i.e., parent connection groups, listening sessions, safety presentation by Chief Nix, meet the school committee candidates panel).



# Recommended Focus Areas For SC & SPS

## Continue to Enhance Inclusion

- **Add inclusion and belonging to the SPS Equity Statement** (currently on Student Services page only).
- Continue to **keep inclusion at the forefront of all discussions and decision-making** from the IEP table to School Committee meetings.
- Consider forming a working group to explore opportunities to **implement or expand inclusive teaching models and practices**.
- Provide teachers with **sufficient and effective planning and team consultation time** and targeted professional development while continuously asking, "How can we better support our students and educators?"
- Consider **expanding the disability awareness curriculum to grades K-2 and 6-8**, with an emphasis on bullying prevention in middle school. See 603 CMR 28.03(a)(1-3).



# Student Services Department Web Page

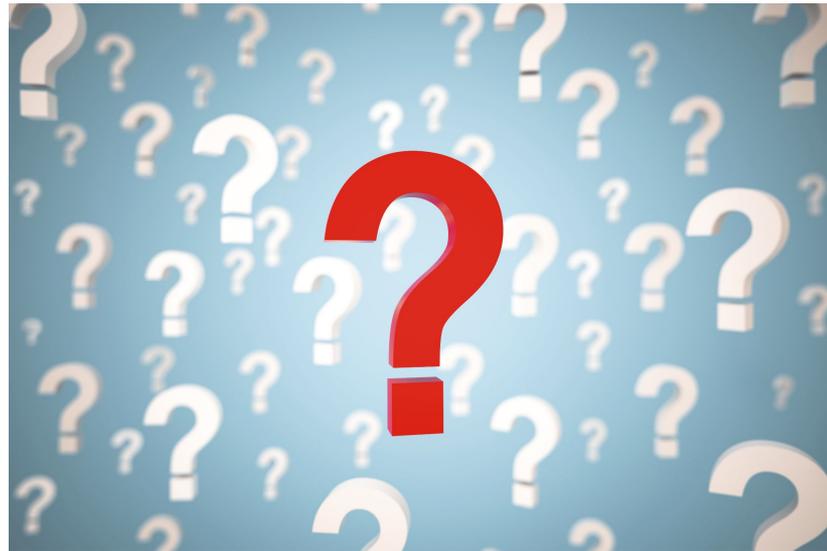
If you have any questions related to special education or student services, please see the district webpage under the Student Services tab at <https://www.sudbury.k12.ma.us>, or contact us at:

[student\\_services@sudbury.k12.ma.us](mailto:student_services@sudbury.k12.ma.us)

(978) 639-3202



# Questions



# Sudbury Public Schools School Committee Meeting

Date: December 8, 2025

Agenda Item: 3a

## FY27 Budget Workshop and Review

1. Town Manager's Budget Guidance
  - a. Historical Spending Comparisons and Variance Explanations
  - b. Detail on Grants, Revolving Funds, and Other Revenue Sources, including an accounting of the Circuit Breaker and how it supports operating and capital expenses
  - c. Administration and School Committee discussion to prioritize initiatives
  - d. Initial Budget Overview, including impacts and potential funding sources
    - i. Level Service (maintaining current operations, which should be within guidance on state staffing and Sudbury Public Schools class size guidelines)
    - ii. Targeted Enhancements (aligned to identified priorities)
    - iii. Fiscally Constrained (within tighter parameters)

## Attachments:

**SPS FY26 FinCom Reconcile and MultiYear Worksheet**  
FY27 Tier I Budget Initiatives

Action: Report: Discussion: XX

**SPS MultiYear Comparison**

General Fund Expenses		FY22 Budget	FY22 Revised	FY22 Actual	FY23 Budget	FY23 Revised	FY23 Actual	FY24 Budget	FY24 Revised	FY24 Actual	FY25 Budget	FY26 Budget	FY27 Forecast	FY28 Forecast	FY29 Forecast
DOE Function Category	DOE Object Codes	FY22 Budget	FY22 Revised	FY22 Actual	FY23 Budget	FY23 Revised	FY23 Actual	FY24 Budget	FY24 Revised	FY24 Actual	FY25 Budget	FY26 Budget			
Administration	(01) thru (04)	\$1,009,722	\$1,023,334	\$1,020,391	\$1,042,081	\$1,048,175	\$1,048,175	\$1,076,980	\$1,089,466	\$1,095,466	\$1,119,421	\$1,176,731	\$1,199,484	\$1,232,630	\$1,269,609
Instructional Leadership	(01) thru (04)	\$3,350,682	\$3,349,520	\$3,383,219	\$3,433,524	\$3,463,734	\$3,543,297	\$3,575,327	\$3,451,988	\$3,500,593	\$3,607,616	\$3,982,733	\$4,092,005	\$4,201,740	\$4,327,792
Teachers	(01) thru (04)	\$21,142,535	\$21,247,207	\$21,075,344	\$21,864,965	\$21,698,762	\$21,560,259	\$22,807,494	\$22,592,788	\$22,218,639	\$23,139,409	\$23,816,954	\$24,660,522	\$25,490,844	\$26,255,569
Other Teaching Services	(01) thru (04)	\$4,155,101	\$4,303,161	\$4,698,622	\$4,446,396	\$4,561,276	\$4,737,456	\$4,918,225	\$5,268,404	\$5,290,391	\$5,482,467	\$5,446,607	\$5,672,518	\$5,897,492	\$6,074,416
Professional Development	(01) thru (04)														
Instructional Materials	(01) thru (04)														
Guidance	(01) thru (04)	\$1,572,577	\$1,595,742	\$1,672,877	\$1,663,104	\$1,696,885	\$1,701,873	\$1,937,984	\$1,815,124	\$1,726,230	\$2,001,694	\$2,072,812	\$2,140,405	\$2,206,491	\$2,272,686
Pupil Services (except Transportation)	(01) thru (04)	\$1,440,700	\$1,378,753	\$1,428,151	\$1,443,607	\$1,403,819	\$1,347,706	\$1,455,128	\$1,390,498	\$1,484,716	\$1,539,057	\$1,474,616	\$1,528,627	\$1,577,470	\$1,624,794
Operations and Maintenance	(01) thru (04)	\$1,103,647	\$1,104,337	\$1,045,195	\$1,124,342	\$1,124,342	\$1,100,096	\$1,156,971	\$1,164,151	\$1,140,231	\$1,188,138	\$1,223,992	\$1,273,918	\$1,319,125	\$1,358,699
Benefits and Fixed Charges (Note: Benefits are outside of this budget)	(01) thru (04)														
Community Services	(01) thru (04)														
Acquisition, Improvement, and Replacement of Fixed Assets															
Debt Retirement and Service															
<b>Total Salaries</b>		<b>\$33,774,964</b>	<b>\$34,002,054</b>	<b>\$34,323,799</b>	<b>\$35,018,019</b>	<b>\$34,996,993</b>	<b>\$35,038,861</b>	<b>\$36,928,109</b>	<b>\$36,772,419</b>	<b>\$36,456,266</b>	<b>\$38,077,802</b>	<b>\$39,194,445</b>	<b>\$40,567,479</b>	<b>\$41,925,792</b>	<b>\$43,183,565</b>

Administration	(05), (06)	\$158,761	\$158,761	\$181,669	\$160,319	\$157,119	\$147,294	\$158,642	\$171,556	\$164,803	\$173,223	\$174,908	\$176,609	\$178,327	\$180,110
Instructional Leadership	(05), (06)	\$339,912	\$112,822	\$139,520	\$113,951	\$127,599	\$147,455	\$128,875	\$252,875	\$263,463	\$257,884	\$243,942	\$249,014	\$254,213	\$256,755
Teachers	(05), (06)	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Other Teaching Services	(05), (06)	\$667,051	\$667,051	\$754,042	\$673,722	\$651,003	\$1,004,982	\$757,514	\$757,514	\$927,233	\$664,090	\$712,155	\$719,276	\$726,468	\$733,733
Professional Development	(05), (06)	\$350,006	\$350,006	\$291,806	\$351,705	\$332,543	\$243,127	\$334,168	\$347,944	\$299,672	\$349,723	\$345,981	\$347,742	\$349,518	\$353,013
Instructional Materials	(05), (06)	\$746,999	\$689,316	\$661,694	\$696,214	\$698,735	\$759,825	\$705,726	\$705,726	\$911,446	\$728,386	\$746,264	\$753,730	\$761,266	\$768,879
Guidance	(05), (06)	\$21,460	\$21,460	\$27,735	\$21,675	\$31,244	\$51,868	\$31,557	\$31,557	\$29,874	\$31,873	\$30,953	\$31,263	\$31,576	\$31,892
Pupil Services (except Transportation)	(05), (06)	\$170,738	\$170,738	\$155,506	\$172,445	\$137,832	\$155,981	\$139,210	\$139,210	\$166,189	\$140,604	\$254,663	\$257,211	\$259,783	\$262,381
Operations and Maintenance	(05), (06)	\$1,481,492	\$1,539,175	\$1,852,696	\$1,520,667	\$1,577,334	\$1,787,515	\$1,866,745	\$1,866,745	\$2,097,816	\$1,885,413	\$1,902,460	\$1,921,483	\$1,940,699	\$1,960,106
Benefits and Fixed Charges (Note: Benefits are outside of this budget)	(05), (06)	\$185,845	\$185,845	\$198,620	\$186,685	\$205,000	\$190,067	\$205,880	\$210,880	\$198,211	\$211,769	\$212,667	\$213,574	\$214,490	\$216,635
Community Services	(05), (06)														
Acquisition, Improvement, and Replacement of Fixed Assets															
Debt Retirement and Service															
<b>Total Other</b>		<b>\$4,122,264</b>	<b>\$3,895,174</b>	<b>\$4,263,288</b>	<b>\$3,897,383</b>	<b>\$3,918,409</b>	<b>\$4,488,115</b>	<b>\$4,328,317</b>	<b>\$4,484,007</b>	<b>\$5,058,708</b>	<b>\$4,442,965</b>	<b>\$4,623,993</b>	<b>\$4,669,902</b>	<b>\$4,716,340</b>	<b>\$4,763,503</b>

Pupil Services (Transportation)	Total Transportation	\$1,543,456	\$1,543,456	\$963,196	\$1,764,801	\$1,764,801	\$1,101,093	\$1,862,488	\$1,862,488	\$1,583,516	\$1,951,097	\$2,068,163	\$2,192,253	\$2,323,789	\$2,563,216
Programs with Other School Districts	OOD Expenditures	\$1,190,058	\$1,190,058	\$1,080,455	\$1,169,461	\$1,169,461	\$1,221,593	\$1,239,629	\$1,239,629	\$1,260,052	\$1,314,007	\$1,392,847	\$1,476,418	\$1,565,003	\$1,658,903

<b>General Fund Expenses</b>		<b>\$40,630,742</b>	<b>\$40,630,742</b>	<b>\$40,630,738</b>	<b>\$41,849,664</b>	<b>\$41,849,664</b>	<b>\$41,849,661</b>	<b>\$44,358,543</b>	<b>\$44,358,543</b>	<b>\$44,358,542</b>	<b>\$45,785,871</b>	<b>\$47,279,448</b>	<b>\$48,906,052</b>	<b>\$50,530,924</b>	<b>\$52,169,188</b>
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General Fund Revenues		FY22 Budget	FY22 Revised	FY22 Actual	FY23 Budget	FY23 Revised	FY23 Actual	FY24 Budget	FY24 Revised	FY24 Actual	FY25 Budget	FY26 Budget	FY27 Forecast	FY28 Forecast	FY29 Forecast
General Fund Receipts	Bus Revenue	\$350,000	\$350,000	\$351,809	\$350,000	\$352,000	\$352,000	\$352,000	\$352,000	\$352,000	\$352,000	\$352,000	\$0	\$0	\$0
	Preschool Tuition (last year)	\$151,272	\$151,272	\$157,923	\$151,272	\$151,272	\$151,272	\$151,272	\$151,272	\$151,272	\$151,272	\$151,272	\$0	\$0	\$0
	Rental Fees	\$106,000	\$90,854	\$90,854	\$106,000	\$106,000	\$106,000	\$106,000	\$106,000	\$120,420	\$106,000	\$106,000	\$0	\$0	\$0
	Medicaid	\$65,000	\$107,953	\$194,717	\$90,000	\$90,000	\$98,251	\$100,000	\$100,000	\$109,944	\$110,000	\$110,000	\$110,000	\$110,000	\$110,000
State Aid Receipts	Chapter 70	\$4,982,400	\$4,982,400	\$5,066,238	\$5,132,113	\$5,132,113	\$5,215,698	\$5,215,698	\$5,281,843	\$5,557,508	\$5,356,843	\$6,006,000	\$6,267,040	\$6,528,080	\$6,789,120
<b>General Fund Revenues</b>		<b>\$5,654,672</b>	<b>\$5,682,479</b>	<b>\$5,861,541</b>	<b>\$5,829,385</b>	<b>\$5,831,385</b>	<b>\$5,923,221</b>	<b>\$5,924,970</b>	<b>\$5,991,115</b>	<b>\$5,557,508</b>	<b>\$6,076,115</b>	<b>\$6,725,272</b>	<b>\$6,377,040</b>	<b>\$6,638,080</b>	<b>\$6,899,120</b>

\*\*\* SPS Does Not Receive Medicaid Reimbursement

Other Revenue for Specific Purposes		FY22 Budget	FY22 Revised	FY22 Actual	FY23 Budget	FY23 Revised	FY23 Actual	FY24 Budget	FY24 Revised	FY24 Actual	FY25 Budget	FY26 Budget	FY27 Forecast	FY28 Forecast	FY29 Forecast
State Aid Receipts	Circuit Breaker (collected during previous FY)	\$1,109,347	\$1,016,800	\$1,016,800	\$1,199,210	\$959,767	\$959,767	\$1,032,000	\$1,134,025	\$1,134,025	\$911,480	\$1,100,000	\$1,100,000	\$1,100,000	\$1,100,000
State and Federal Grants	Grant 240 / IDEA	\$609,875	\$612,791	\$612,791	\$609,993	\$609,993	\$609,993	\$618,788	\$656,568	\$656,568	\$658,141	\$658,141	\$658,141	\$658,141	\$658,141

	METCO	\$483,080	\$518,369	\$521,148	\$518,369	\$520,244	\$523,845	\$520,244	\$523,845	\$523,845	\$523,845	\$523,845	\$523,845	\$523,845	\$523,845
	Title I	\$70,726	\$64,455	\$64,455	\$64,455	\$75,030	\$75,030	\$75,030	\$75,030	\$69,673	\$69,484	\$69,484	\$69,484	\$69,484	\$69,484
	Title II	\$36,552	\$32,708	\$32,977	\$32,708	\$35,321	\$35,321	\$35,321	\$31,461	\$31,461	\$31,363	\$31,363	\$31,363	\$31,363	\$31,363
	Early Childhood	\$21,491	\$21,587	\$21,650	\$21,587	\$22,249	\$22,429	\$22,429	\$22,429	\$22,934	\$22,966	\$22,966	\$22,966	\$22,966	\$22,966

Grant 240 / IDEA Expenses	FY22 Budget	FY22 Revised	FY22 Actual	FY23 Budget	FY23 Revised	FY23 Actual	FY24 Budget	FY24 Revised	FY24 Actual	FY25 Budget	FY26 Budget	FY27 Forecast	FY28 Forecast	FY29 Forecast
Administrative Salaries														
Instrucional/Professional Staff		\$90,855	\$90,855	\$90,855	\$90,855	\$90,855								
Support Staff Salaries	\$606,768	\$513,215	\$513,215	\$510,437	\$510,437	\$510,437	\$604,070	\$628,653	\$628,653	\$628,663	\$628,663	\$628,663	\$628,663	\$628,663
Fringe Benefits (MTRS)														
Stipends														
Travel														
Supplies & Materials	\$3,107	\$8,721	\$8,721	\$8,701	\$8,701	\$8,701	\$5,000	\$8,581	\$8,581	\$4,476	\$4,476	\$4,476	\$4,476	\$4,476
Contractual Services							\$9,718	\$19,334	\$19,334	\$25,003	\$25,003	\$25,003	\$25,003	\$25,003
Other Costs														
<b>TOTAL</b>	<b>\$609,875</b>	<b>\$612,791</b>	<b>\$612,791</b>	<b>\$609,993</b>	<b>\$609,993</b>	<b>\$609,993</b>	<b>\$618,788</b>	<b>\$656,568</b>	<b>\$656,568</b>	<b>\$658,141</b>	<b>\$658,141</b>	<b>\$658,141</b>	<b>\$658,141</b>	<b>\$658,141</b>

METCO Expenses	FY22 Budget	FY22 Revised	FY22 Actual	FY23 Budget	FY23 Revised	FY23 Actual	FY24 Budget	FY24 Revised	FY24 Actual	FY25 Budget	FY26 Budget	FY27 Forecast	FY28 Forecast	FY29 Forecast
Administrative Salaries	\$90,425	\$97,234	\$97,234	\$97,234	\$97,234	\$99,178	\$106,000	\$109,108	\$109,108	\$112,455	\$112,455	\$112,455	\$112,455	\$112,455
Instrucional/Professional Staff														
Support Staff Salaries	\$156,579	\$170,514	\$144,911	\$144,911	\$144,911	\$177,506	\$170,684	\$184,737	\$184,737	\$163,950	\$163,950	\$163,950	\$163,950	\$163,950
Fringe Benefits (MTRS)														
Stipends	\$8,250	\$4,250												
Travel	\$1,200													
Supplies & Materials	\$3,324													
Contractual Services	\$23,000	\$24,753	\$45,335	\$45,335	\$45,335	\$20,000	\$20,000	\$0	\$0	\$5,585	\$5,585	\$5,585	\$5,585	\$5,585
Other Costs	\$200,302	\$221,618	\$233,668	\$233,668	\$233,668	\$227,161	\$223,560	\$230,000	\$230,000	\$241,855	\$241,855	\$241,855	\$241,855	\$241,855
<b>TOTAL</b>	<b>\$483,080</b>	<b>\$518,369</b>	<b>\$521,148</b>	<b>\$521,148</b>	<b>\$521,148</b>	<b>\$523,845</b>	<b>\$520,244</b>	<b>\$523,845</b>						

Title I Grant Expenses	FY22 Budget	FY22 Revised	FY22 Actual	FY23 Budget	FY23 Revised	FY23 Actual	FY24 Budget	FY24 Revised	FY24 Actual	FY25 Budget	FY26 Budget	FY27 Forecast	FY28 Forecast	FY29 Forecast
Administrative Salaries														
Instrucional/Professional Staff	\$36,042	\$30,955	\$30,955	\$30,955	\$41,030	\$41,030	\$41,030	\$69,673	\$69,673	\$69,484	\$69,484	\$69,484	\$69,484	\$69,484
Support Staff Salaries	\$29,347	\$28,768	\$28,768	\$28,768	\$34,000	\$34,000	\$34,000	\$0	\$0					
Fringe Benefits (MTRS)	\$3,395													
Stipends		\$1,240	\$1,240	\$1,240										
Travel														
Supplies & Materials	\$1,942	\$3,492	\$3,492	\$3,492										
Contractual Services														
Other Costs														
<b>TOTAL</b>	<b>\$70,726</b>	<b>\$64,455</b>	<b>\$64,455</b>	<b>\$64,455</b>	<b>\$75,030</b>	<b>\$75,030</b>	<b>\$75,030</b>	<b>\$69,673</b>	<b>\$69,673</b>	<b>\$69,484</b>	<b>\$69,484</b>	<b>\$69,484</b>	<b>\$69,484</b>	<b>\$69,484</b>

Title IIA Grant Expenses	FY22 Budget	FY22 Revised	FY22 Actual	FY23 Budget	FY23 Revised	FY23 Actual	FY24 Budget	FY24 Revised	FY24 Actual	FY25 Budget	FY26 Budget	FY27 Forecast	FY28 Forecast	FY29 Forecast
Administrative Salaries														
Instrucional/Professional Staff														
Support Staff Salaries														
Fringe Benefits (MTRS)														
Stipends	\$36,552	\$32,708	\$32,997	\$32,708	\$35,321	\$35,321	\$35,321	\$31,461	\$31,461	\$31,363	\$31,363	\$31,363	\$31,363	\$31,363
Travel														
Supplies & Materials														
Contractual Services														
Other Costs														
<b>TOTAL</b>	<b>\$36,552</b>	<b>\$32,708</b>	<b>\$32,997</b>	<b>\$32,708</b>	<b>\$35,321</b>	<b>\$35,321</b>	<b>\$35,321</b>	<b>\$31,461</b>	<b>\$31,461</b>	<b>\$31,363</b>	<b>\$31,363</b>	<b>\$31,363</b>	<b>\$31,363</b>	<b>\$31,363</b>

Early Childhood Grant Expenses	FY22 Budget	FY22 Revised	FY22 Actual	FY23 Budget	FY23 Revised	FY23 Actual	FY24 Budget	FY24 Revised	FY24 Actual	FY25 Budget	FY26 Budget	FY27 Forecast	FY28 Forecast	FY29 Forecast
Administrative Salaries														
Instrucional/Professional Staff														
Support Staff Salaries	\$14,186	\$17,549	\$17,612	\$17,549	\$15,529	\$15,529	\$15,529	\$15,529	\$15,400	\$15,400	\$15,400	\$15,400	\$15,400	\$15,400
Fringe Benefits (MTRS)														
Stipends	\$1,000	\$800	\$800	\$800	\$900	\$900	\$900	\$900	\$1,000	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500
Travel														
Supplies & Materials	\$6,305	\$3,238	\$3,238	\$3,238	\$2,400	\$2,400	\$2,400	\$2,400	\$6,534	\$5,066	\$5,066	\$5,066	\$5,066	\$5,066
Contractual Services					\$3,600	\$3,600	\$3,600	\$3,600						
Other Costs														
TOTAL	\$21,491	\$21,587	\$21,650	\$21,587	\$22,429	\$22,429	\$22,429	\$22,429	\$22,934	\$22,966	\$22,966	\$22,966	\$22,966	\$22,966

Out of District (OOD) Details	FY22 Budget	FY22 Revised	FY22 Actual	FY23 Budget	FY23 Revised	FY23 Actual	FY24 Budget	FY24 Revised	FY24 Actual	FY25 Budget	FY26 Budget	FY27 Forecast	FY28 Forecast	FY29 Forecast
OOD Expenses														
OOD Students	12	12	12	13	17	17	13	13		13	13	0	0	0
OOD Tuition	\$1,190,058	\$1,190,058	\$1,080,455	\$1,169,461	\$1,576,461	\$1,513,418	\$1,239,629	\$1,239,629	\$1,356,698	\$1,314,007	\$1,392,847	\$0	\$0	\$0
Funds (not CB) used for OOD	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Revenue														
Circuit Breaker Used for OOD	\$0	\$170,964	\$170,964	\$0	\$407,080	\$291,825	\$0	\$0	\$96,646	\$0	\$0	\$0	\$0	\$0
OOD in Operating Budget	\$1,190,058	\$1,190,058	\$1,190,058	\$1,169,461	\$1,169,461	\$1,221,593	\$1,239,629	\$1,239,629	\$1,260,052	\$1,314,007	\$1,392,847	\$0	\$0	\$0

Circuit Breaker Details	FY22 Budget	FY22 Revised	FY22 Actual	FY23 Budget	FY23 Revised	FY23 Actual	FY24 Budget	FY24 Revised	FY24 Actual	FY25 Budget	FY26 Budget	FY27 Forecast	FY28 Forecast	FY29 Forecast
Circuit Breaker Carry Over														
CB CO from previous year	\$1,204,720	\$1,290,772	\$1,290,772	\$1,016,800	\$1,016,800	\$1,016,800	\$959,767	\$959,767	\$959,767	\$1,134,025	\$911,480	\$1,100,000	\$1,100,000	\$1,100,000
Circuit Breaker Received	\$1,109,347	\$1,016,800	\$1,016,800	\$1,000,000	\$959,767	\$959,767	\$1,134,025	\$1,134,025	\$1,134,025	\$911,480	\$1,100,000	\$1,100,000	\$1,100,000	\$1,100,000
Circuit Breaker Used for OOD Tuition	\$0	(\$240,013)	(\$240,013)	(\$400,000)	(\$407,080)	(\$291,825)	\$0	(\$96,646)	(\$96,646)	(\$534,000)	\$0	\$0	\$0	\$0
Circuit Breaker Used for Other SPED Expenses	(\$320,000)	(\$320,000)	(\$363,265)	(\$320,000)	(\$320,000)	(\$320,000)	(\$620,000)	(\$320,000)	(\$320,000)	(\$320,000)	(\$320,000)	(\$320,000)	(\$320,000)	(\$320,000)
Circuit Breaker Used to Pre-Pay for next year		(\$687,494)	(\$687,494)	(\$190,000)	(\$289,720)	(\$404,975)	(\$500,000)	(\$543,121)	(\$543,121)	(\$280,025)				
Circuit Breaker Carryover	\$1,994,067	\$1,060,065	\$1,016,800	\$1,106,800	\$959,767	\$959,767	\$973,792	\$1,134,025	\$1,134,025	\$911,480	\$1,691,480	\$1,880,000	\$1,880,000	\$1,880,000

Headcount	FY22 Budget	FY22 Revised	FY22 Actual	FY23 Budget	FY23 Revised	FY23 Actual	FY24 Budget	FY24 Revised	FY24 Actual	FY25 Budget	FY26 Budget	FY27 Forecast	FY28 Forecast	FY29 Forecast
Administration	4	4	4	4	4	4	4	4	4	4	4	4	4	4
Instructional Leadership	43.1	43.1	43.1	43.1	42.9	42.9	42.9	42.9	42.9	42.8	43.8	43.8	43.8	43.8
Teachers	227.19	227.3	227.3	227.3	229.9	229.9	234.7	234.3	234.3	229.95	229.00	229	229	229
Other Teaching Services	90.339	91.162	88.96	88.96	98.66	104.66	101.542	114.042	114.042	109.285	101.285	101.285	101.285	101.285
Guidance	17.01	19.01	19.01	19.01	19.3	19.3	21.3	21.3	21.3	20.4	20.4	21.3	21.3	21.3
Pupil Services	16.4	16.8	16.8	15.8	15.6	15.6	15.6	15.6	15.6	16.2	16.2	15.6	15.6	15.6
Operations and Maintenance	16.666	16.666	16.666	16.67	16.67	16.67	16.67	16.67	16.67	16.67	16.67	16.67	16.67	16.67
Grant Funded	19.832	19.832	19.832	27.2	27.2	27.2	27.3	27.3	27.3	21.0	27.2	27.2	27.2	27.2
Pre-K Revolving	3.1	3.1	3.1	3.1	3.1	3.1	3.1	3.1	3.1	6.903	6.903	6.903	6.903	6.903
School Lunch Revolving	0	0	0	0	0	0	0	0	0	5.00	5.00	5.00	5.00	5.00

Paid	Budget Year
FY18	FY19
FY19	FY20
FY20	FY21
FY21	FY22
FY22	FY23
FY23	FY24
FY24	FY25
FY25	FY26
FY26	FY27
FY27	FY28
FY28	FY29
FY29	FY30

## Tier I Budget Initiatives

<b>Enrollment Driven Increase</b>	<p>Enrollment projections indicate that several schools have pushed class sizes close to the guidelines. (3.0 Classroom FTEs @ \$77,000)</p>																		
<b>PD Stipends</b>	<p>Stipends to support teacher leadership in the areas of professional development and curriculum implementation (Full Implementation \$120,000)</p>																		
<b>Co-Taught Classrooms</b>	<p>To apply this across one elementary school grades K-5 and maintain balanced ratios, we would need additional FTE, consultation, and professional development. (Estimated for one elementary school: \$240,000: 3.0 FTE \$210,000, District Consultation \$20,000, District Professional Development \$10,000.)</p>																		
<b>Elementary World Language Program Review</b>	<p>We have currently contracted with AthenaK12 for an elementary Spanish program review to be conducted this spring for expected completion in June 2026. In the FY27 school year, a Working Group will be established to consider recommendations and next steps. (\$62/hour x 8 hours = \$500/pp – \$3000 for 6-member team)</p>																		
<b>Early Mental Health Screenings</b>	<p>If this were recommended by the clinical team, there would need to be a provision of PD and materials with a financial cost and a possible addition of clinical FTE to support the administration of another screener.</p>																		
<b>Compliance with Staffing and Class Size Guidelines</b>	<p><b>2025-2026 Sudbury Class Sizes</b></p> <table border="1" data-bbox="581 1436 1179 1866"> <thead> <tr> <th data-bbox="581 1436 781 1579">Grade</th> <th data-bbox="789 1436 979 1579">Average Homeroom Size</th> <th data-bbox="987 1436 1179 1579">SPS Size Guideline</th> </tr> </thead> <tbody> <tr> <td data-bbox="581 1589 781 1640">KF</td> <td data-bbox="789 1589 979 1640">18.5</td> <td data-bbox="987 1589 1179 1640">20</td> </tr> <tr> <td data-bbox="581 1650 781 1701">01</td> <td data-bbox="789 1650 979 1701">18</td> <td data-bbox="987 1650 1179 1701">22</td> </tr> <tr> <td data-bbox="581 1711 781 1761">02</td> <td data-bbox="789 1711 979 1761">21</td> <td data-bbox="987 1711 1179 1761">22</td> </tr> <tr> <td data-bbox="581 1772 781 1822">03</td> <td data-bbox="789 1772 979 1822">21.3</td> <td data-bbox="987 1772 1179 1822">24</td> </tr> <tr> <td data-bbox="581 1833 781 1883">04</td> <td data-bbox="789 1833 979 1883">21.3</td> <td data-bbox="987 1833 1179 1883">24</td> </tr> </tbody> </table>	Grade	Average Homeroom Size	SPS Size Guideline	KF	18.5	20	01	18	22	02	21	22	03	21.3	24	04	21.3	24
Grade	Average Homeroom Size	SPS Size Guideline																	
KF	18.5	20																	
01	18	22																	
02	21	22																	
03	21.3	24																	
04	21.3	24																	

05	20.4	24
06	22.5	24
07	23	24
08	19	24

- The Sudbury Public Schools has been able to maintain an average class size at all grade levels under our recommended guidelines.
- In terms of individual elementary classrooms, 3 out of 80 classrooms exceed our recommended size.
- In terms of individual middle school homerooms, 7 out of 40 exceed our recommended size. Due to the rotation of students in the team model used at the middle school, some sections of different classes may also exceed the recommended class size guideline.

#### 2024 Class Size Comparisons with Sudbury Comparables

District	Average Class Size
Acton-Boxborough	20.1
Belmont	20.4
Concord	17.9
Lexington	18.3
Lincoln	15.8
Needham	17.7
<b>Sudbury</b>	<b>18.3</b>
Wayland	17.2
Wellesley	15.8
Weston	16.9
Winchester	18.3

#### Nurse Staffing, FY26

The 1998 legislative report, Options for Developing School Health Services in Massachusetts, recommended that the school nurse-to-student ratio be 1.0 full-time equivalent (FTE) professional school nurse

(RN) in each building with 250 to 500 students. In buildings with more than 500 students, an additional 0.1 FTE is recommended for each additional 50 students. For buildings with fewer than 250 students, the recommended ratio is 0.1 FTE: 25 students.

School	Enrollment	Recommended	Actual
ECMS	860	1.7	2.0
Haynes	375	1.0	1.0
Loring	429	1.0	1.0
Nixon	361	1.0	1.0
Noyes	519	1.0	1.0

**Psychologists, FY26**

The recommended average from the National Association of School Psychologists is 500 students per 1 psychologist.

SPS School Psychologists are all contractually district-wide staff members, so actual school allocations can be adjusted as needed.

In addition, we also have 3.0 School Adjustment Counselors.

School	Enrollment	NASP Recommendation	Actual
ECMS	860	1.7	1.5
Haynes	375	0.75	1.0
Loring	429	0.85	1.5
Nixon	361	0.7	1.5
Noyes	519	1.0	1.0

**School Counselors, FY26**

According to the American School Counselor Association, Massachusetts had an average ratio of 339 students for each guidance counselor.

	<table border="1"> <thead> <tr> <th data-bbox="581 241 779 363">School</th> <th data-bbox="779 241 977 363">Enrollment</th> <th data-bbox="977 241 1175 363">MA Average indexed to school size</th> <th data-bbox="1175 241 1373 363">SPS Actual</th> </tr> </thead> <tbody> <tr> <td data-bbox="581 363 779 426">ECMS</td> <td data-bbox="779 363 977 426">860</td> <td data-bbox="977 363 1175 426">2.5</td> <td data-bbox="1175 363 1373 426">3.0</td> </tr> <tr> <td data-bbox="581 426 779 489">Haynes</td> <td data-bbox="779 426 977 489">375</td> <td data-bbox="977 426 1175 489">1.1</td> <td data-bbox="1175 426 1373 489">1.0</td> </tr> <tr> <td data-bbox="581 489 779 552">Loring</td> <td data-bbox="779 489 977 552">429</td> <td data-bbox="977 489 1175 552">1.25</td> <td data-bbox="1175 489 1373 552">2.0</td> </tr> <tr> <td data-bbox="581 552 779 615">Nixon</td> <td data-bbox="779 552 977 615">361</td> <td data-bbox="977 552 1175 615">1.0</td> <td data-bbox="1175 552 1373 615">1.0</td> </tr> <tr> <td data-bbox="581 615 779 678">Noyes</td> <td data-bbox="779 615 977 678">519</td> <td data-bbox="977 615 1175 678">1.5</td> <td data-bbox="1175 615 1373 678">2.0</td> </tr> </tbody> </table>	School	Enrollment	MA Average indexed to school size	SPS Actual	ECMS	860	2.5	3.0	Haynes	375	1.1	1.0	Loring	429	1.25	2.0	Nixon	361	1.0	1.0	Noyes	519	1.5	2.0
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<p><b>Instructional Models, Curriculum, and Program Review</b></p>	<p>We are crafting an updated SPS Curriculum Review document to include the review cycle for content areas, the phases of curriculum review, and estimated costs.</p>																								