# Sudbury Public Schools

# Budget Book

Superintendent's Recommended FY23 Budget

February 2022



## Anna Tabasky

8th grade student at Ephraim Curtis Middle School

**“A Sunset in Rockport”**

# Superintendent's Introduction

The Sudbury Public Schools continued to be resilient in the 2021-2022 school year, as staff and students worked hard to overcome many obstacles. The FY23 budget has been prepared to continue to address the needs of students due to the pandemic, and at the same time improve instruction and curriculum.



In building the FY23 budget, we visualized the sun setting on the pandemic and a sunrise as we move to a different phase in the next school year. We used this metaphor to capture the District's efforts to take the next steps with our district goals and strategic initiatives, such as our continued commitment to students' social and emotional growth, project-based learning, and the latest curricular changes. The budget was designed to stay within the Town Manager's recommended guidelines while still meeting the needs of a level service budget. To provide for additional needs, administrators worked to identify areas within the budget that could be reallocated to provide for additional staffing and programming.

The budget process begins with student enrollment projections, which are done both internally and by a third party, New England School Development Council (NESDEC). Based on the projections, along with considerations of student and program needs and School Committee class size guidelines, staffing levels are determined. Employing a zero-based budgeting method, I then meet separately with each principal and central office administrator to hear the justification of the needs that are presented. After all of those needs are articulated, the requests with the highest student impact are incorporated into the recommended budget. Finally, the recommended budget is presented to the School Committee and the community prior to its adoption by the School Committee. This budget will come before the Town at Sudbury's Annual Town Meeting.

In the pages that follow, benchmarking data was based on comparable districts as identified by the Sudbury Public Schools School Committee on October 7, 2019, and sourced from the Department of Elementary and Secondary Education (DESE). At the time of publication, this book used the most recent information publicly available from the DESE. We were also careful to cite the source of the data for each chart, because different analytic tools can have different data collection points.

My team and I are grateful for the strong community support for the Sudbury Public Schools, and for the commitment of our outstanding educators, all of whom are dedicated to the students of Sudbury.

My best to you,
Brad Crozier, Superintendent of Schools


ENTERING
INC.
1639
SUDBURY

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# District at-a-Glance 2021-2022

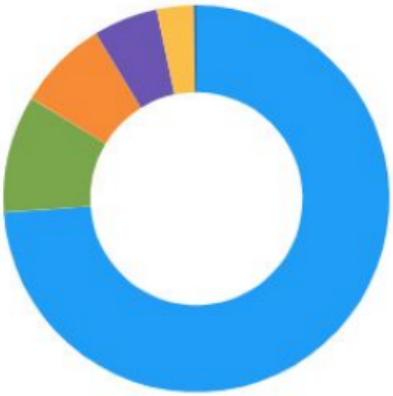
**2,521 Students**

**383 Employees**

**6.2%**
Economically Disadvantaged

**2.2%**
English Language Learner Students

**17.7%**
Special Education Students (IEP)



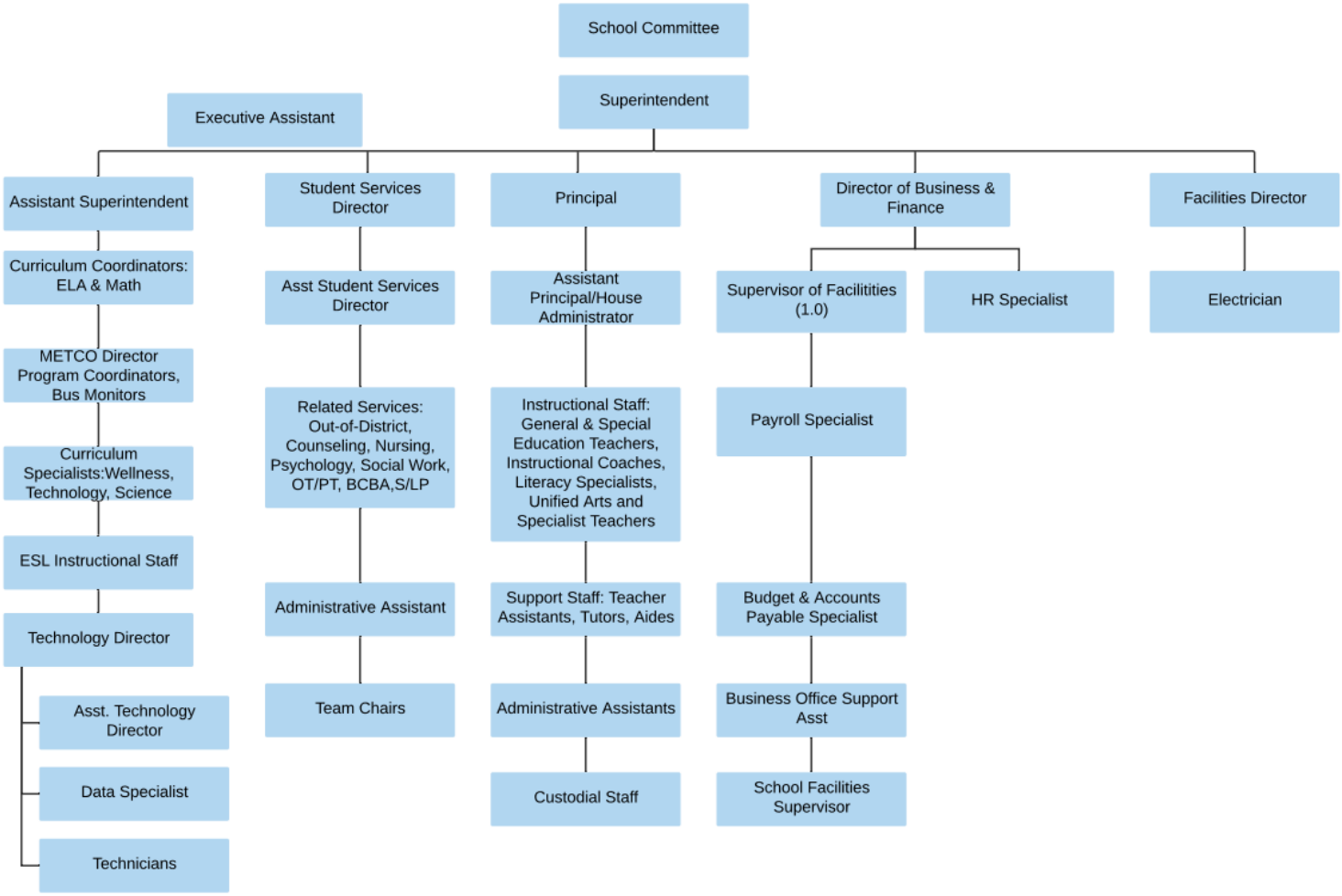
STUDENT DIVERSITY

| | |
|---|---|
| White | 74% |
| Asian | 10% |
| Multi-Race | 8% |
| Hispanic | 5% |
| African American | 3% |

# SPS Organizational Chart

| **Sudbury Public Schools Committee,** firstname_lastname@sudbury.k12.ma.us | | | | |
|---|---|---|---|---|
| Silvia Nerssessian, Chairperson | Meredith Gerson, Vice Chairperson | Sarah Troiano, Member | Mandy Sim, Member | Tyler Steffey, Member |

**Sudbury Public Schools Organization Chart:**



# Strategic Plan Overview 2018-2022

| ***Mission*** |
|---|
| The Sudbury Public Schools strive to enable all students to reach their intellectual and personal potential. The school system, in partnership with families and the community, will work with integrity and respect to realize the shared vision of enabling students to become lifelong learners and effective contributors to society. |
| ***Vision*** |
| We are committed to excellence in educating students to be knowledgeable, creative, independent thinkers who are caring, collaborative members of the school and wider communities. |
| ***Core Values*** |
| ● Enhance the learning and teaching process to enable and inspire students to achieve their potential<br>● Actively promote personal responsibility and integrity<br>● Seek and promote opportunities to advance equity<br>● Cultivate a lifelong commitment to community |
| ***Theory of Action*** |
| *If SPS provides:*<br>● Differentiated instruction<br>● Safe school environment<br>● Instructional leadership and ongoing professional development<br>● The use of data to inform instruction<br>*Then...*<br>Students will be challenged and their varied learning needs met; the capacity of educators will grow, and existing achievement gaps will narrow |

| ***District Educational Goals*** | | | ***District Managerial Goals*** | |
|---|---|---|---|---|
| ***1. Wellness***<br><br>Sudbury Public Schools promote the social, emotional, and physical wellness of all students. | ***2. Innovation***<br><br>Sudbury Public Schools implement innovative, research-based curriculum and educational practices. | ***3. Meeting the Needs of ALL Learners***<br>Sudbury Public Schools provides learning experiences that aim to engage and challenge at students' individual levels. | ***4. Fiscal Responsibility***<br>Sudbury Public Schools anticipates and plans for fiscal needs with a long-term vision. | ***5. Professional Learning***<br>Sudbury Public Schools employs, develops, and supports personnel |

| ***Strategic Initiatives*** | | | | |
|---|---|---|---|---|
| 1.a Enhance and maintain district-wide safety protocols. | 2.a Implement an aligned evidence-based mathematics program at the elementary level. | 3.a Develop instructional support responses to narrow and/or close achievement gaps and meet the needs of advanced learners | 4.a Develop Multiple Year Budget Forecast | 5.a Implement Professional Development aligned with District Goals, state and federal mandates, and emerging staff and student needs. |
| 1.b Utilize research-based approaches for Social Emotional Learning (SEL) | 2.b Implement an aligned evidence-based science program at the elementary and middle school level. | 3.b Convene Working Group of educators to study SPS Homework practices and impact on student educational experience. | 4.b Respond to evolving instructional and operational needs of the District | 5.b Align Induction/Mentoring program with new state guidelines |
| 1.c Implement developmentally appropriate school start times for 2020-2021 school year. | 2.c Design implementation plan for new Social Studies Standards | 3.c Design, review and plan for playground updates that address accessibility for all students | 4.c Review long-term capital plan and revise, as necessary based on the evolving needs of the District | 5.c Identify areas of need with regard to health and wellness of staff and provide appropriate supports |
| | 2.d Create interactive learning classrooms that are aligned with new state standards in technology/engineering sciences. | 3.d Strengthen and expand inclusive classroom and school-wide practices district-wide | 4.d Identify & implement District workflow efficiencies | |
| | 2.e Follow a 6-year Curriculum Review Process document | 3.e Review and update District Accommodation Plans and Instructional Support Teams | 4.e Continue to review fiscal impacts of District safety and security measures. | |
| | 2.f Explore models for integrating curricular areas that are aligned with new state curriculum frameworks | | | |

# Superintendent and School Committee Goals

## Equity

### School Committee Goal and Action Steps

**Goal:**

The Sudbury School Committee will work to ensure that Sudbury Public Schools welcomes, affirms and celebrates all students, staff and families. The Sudbury School Committee will collaborate with the Superintendent in this work to prioritize anti-bias and anti-racist education for all students. This work shall be completed by June 30, 2022.

**Action Steps**:

- The School Committee will prioritize a District Policy review with a focus on equity.
- The School Committee will engage in continued professional development on Diversity, Equity and Inclusion.
- The School Committee will collaborate with the Superintendent to incorporate equity audit recommendations in resource allocation for future budget cycles.
- The School Committee will support community partnerships and professional learning for the Town of Sudbury.

### Superintendent Goal and Action Steps

**Goal:**

By June of 2022, the superintendent will evaluate and improve educational equity to ensure access to curriculum, high-quality instruction, and culturally proficient practices for all students.

**Action Steps:**

- Review and revise hiring practices to recruit and retain diverse staff
- Develop a district website with resources for staff and families to support equitable instructional practices
- Engage in an educational equity audit
- Disaggregate and analyze academic and SEL data by sub-populations and plan for interventions to close gaps
- Prioritize professional learning focused on educational equity

**Evidence**

- Action Plan and timeline for educational equity audit
- Audit summaries
- Engagement survey data and participation summaries
- Presentations to School Committee
- Hiring practices updates

## Student Achievement

### School Committee Goal and Action Steps

**Goal:**

The School Committee will work to maximize student achievement and wellbeing and the academic success of Sudbury Public Schools. This work will inform the School Committee regarding decisions on student achievement, budget, resource allocation and policy development. This work shall be completed by June 30, 2022.

Action Steps:

- In collaboration with the Administration, the School Committee will review the assessment calendar by October 1, 2021.
- The School Committee will periodically review forms of data and reporting related to student achievement and social emotional wellbeing.
- The School Committee will assess areas of strength to expand upon, and determine areas of growth opportunities.
- The School Committee will review Sudbury Public School MCAS data as it compares to our comparable districts to inform the School Committee's decision making.

### Superintendent Goal and Action Steps

**Goal:**

By June of 2022, the superintendent will assess, address and monitor learning for all students using new and existing benchmarking and progress monitoring tools.

**Action Steps:**

- Review baseline metrics for assessing academic and social-emotional learning outcomes.
- Review benchmarking calendars and tools for efficacy and making recommendations for revisions or additions.
- Strengthen a tiered approach for student support to address instructional and mental health needs.
- Monitor and report on learning throughout the school year.

**Evidence**

- Benchmarking calendar and data for the district
- Data warehouse tool
- Presentations to School Committee

# Professional Practice

**Superintendent Goal and Action Steps**

### Goal:

By June of 2022, the superintendent will engage in professional development activities to support the use of data to monitor and improve student outcomes.

### Action Steps:

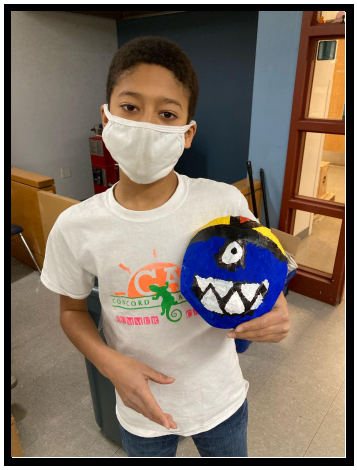
- Attend MASS workshop on data use
- Reconvene district data team
- Conduct school site visits focused on specific content areas or instructional practices
- Structure professional learning for SALT team on "Look Fors" aligned with content frameworks and instructional practices

### Evidence

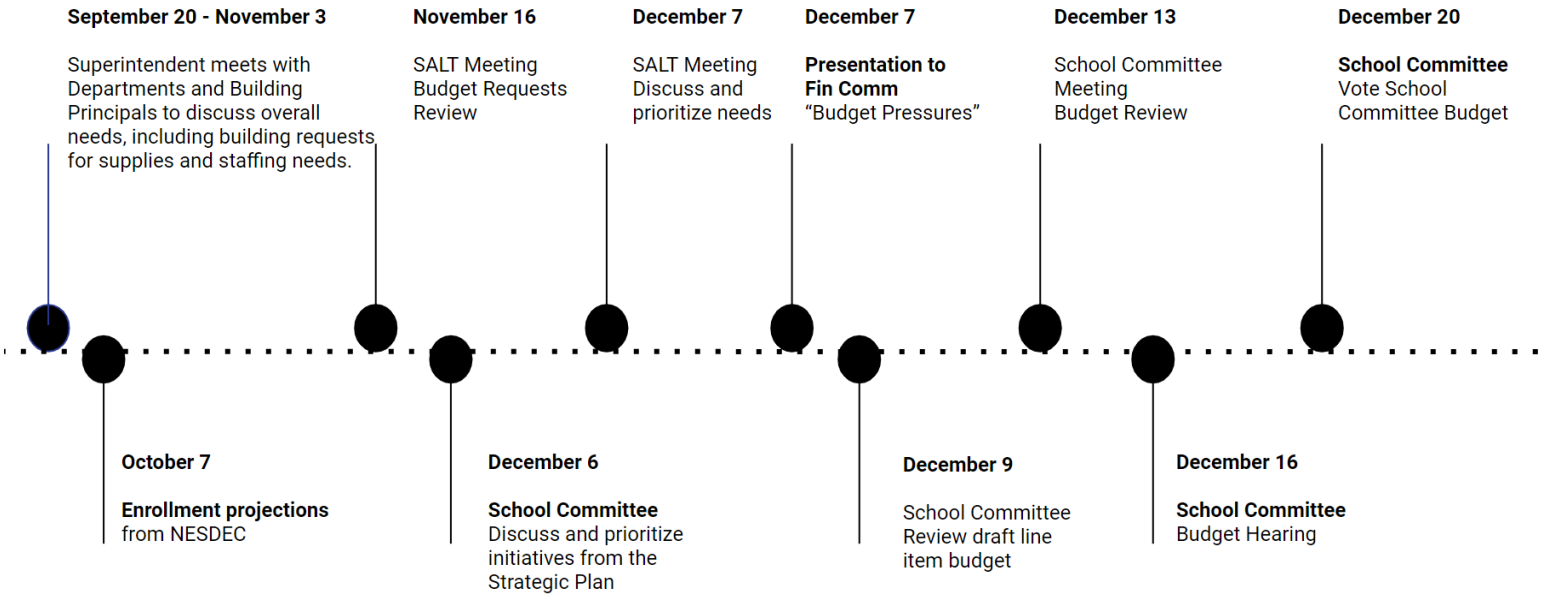
- Data team agendas
- Site visit topics
- Content evidence checklists (Look Fors)





# Budget Timeline



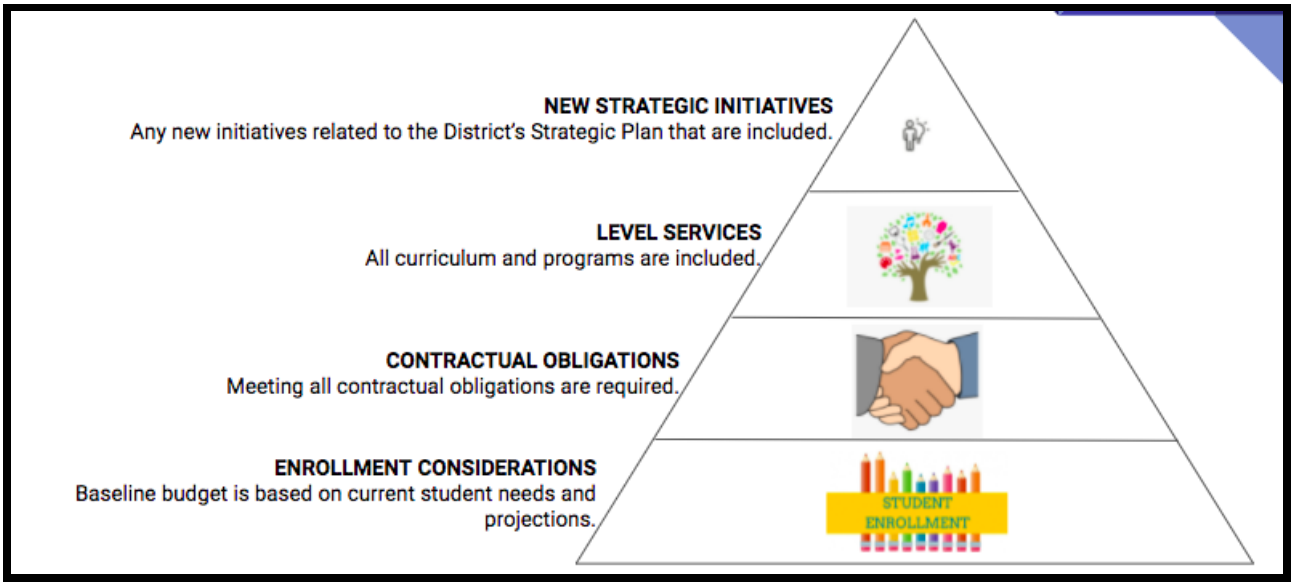

**<u>Additional Operating Budget Meetings</u>**

**February 14:** Finance Committee Budget Hearing

**May 2:** Annual Town Meeting

# Budget Overview

The FY23 Budget was built first on enrollment projections, after which all contractual obligations and level services for students were considered. The final step was to analyze the feasibility of desired new initiatives. After careful contemplation and analysis, supports for unfinished learning were incorporated into the FY23 budget.






# Enrollment

## Historical Enrollment By Grade

| Historical Enrollment By Grade | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Birth Year | Births* | School Year | PK | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | UNGR | K-8 | PK-8 |
| 2006 | 160 | **2011-12** | 64 | 259 | 316 | 326 | 346 | 333 | 357 | 329 | 394 | 353 | 0 | 0 | 0 | 0 | 0 | 3013 | 3077 |
| 2007 | 164 | **2012-13** | 55 | 272 | 290 | 320 | 324 | 340 | 341 | 357 | 323 | 385 | 0 | 0 | 0 | 0 | 0 | 2952 | 3007 |
| 2008 | 147 | **2013-14** | 57 | 262 | 293 | 300 | 320 | 330 | 340 | 330 | 359 | 332 | 0 | 0 | 0 | 0 | 0 | 2866 | 2923 |
| 2009 | 138 | **2014-15** | 59 | 247 | 279 | 312 | 317 | 309 | 341 | 328 | 325 | 357 | 0 | 0 | 0 | 0 | 0 | 2815 | 2874 |
| 2010 | 138 | **2015-16** | 61 | 268 | 264 | 293 | 325 | 318 | 302 | 336 | 339 | 316 | 0 | 0 | 0 | 0 | 0 | 2761 | 2822 |
| 2011 | 127 | **2016-17** | 75 | 244 | 287 | 279 | 296 | 330 | 322 | 305 | 333 | 339 | 0 | 0 | 0 | 0 | 0 | 2735 | 2810 |
| 2012 | 127 | **2017-18** | 49 | 242 | 259 | 301 | 283 | 293 | 331 | 309 | 303 | 330 | 0 | 0 | 0 | 0 | 0 | 2651 | 2700 |
| 2013 | 149 | **2018-19** | 48 | 239 | 260 | 274 | 309 | 279 | 302 | 335 | 310 | 298 | 0 | 0 | 0 | 0 | 0 | 2606 | 2654 |
| 2014 | 132 | **2019-20** | 44 | 281 | 262 | 264 | 282 | 312 | 283 | 296 | 344 | 307 | 0 | 0 | 0 | 0 | 0 | 2631 | 2675 |
| 2015 | 131 | **2020-21** | 41 | 205 | 286 | 258 | 264 | 280 | 292 | 279 | 294 | 339 | 0 | 0 | 0 | 0 | 0 | 2497 | 2538 |
| 2016 | 140 | **2021-22** | 66 | 251 | 227 | 300 | 259 | 274 | 278 | 290 | 287 | 294 | 0 | 0 | 0 | 0 | 0 | 2460 | 2526 |

*Source: NESDEC (New England School Development Council) October, 2021*



## Enrollment Projection

Over the next five years, NESDEC projects that Sudbury will see a slight decrease in Pre-Kindergarten to grade 8 enrollment, of approximately 17 students. However, it should be noted that enrollment trends up beginning in FY26.

**School District:** **Sudbury, MA** **10/7/2021**

**Enrollment Projections By Grade***

| Birth Year | Births* | | School Year | PK | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | UNGR | K-8 | PK-8 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 2016 | 140 | | 2021-22 | 66 | 251 | 227 | 300 | 259 | 274 | 278 | 290 | 287 | 294 | 0 | 0 | 0 | 0 | 0 | 2460 | 2526 |
| 2017 | 138 | | 2022-23 | 67 | 252 | 270 | 232 | 303 | 262 | 273 | 275 | 295 | 285 | 0 | 0 | 0 | 0 | 0 | 2447 | 2514 |
| 2018 | 136 | (prov.) | 2023-24 | 68 | 249 | 271 | 275 | 235 | 307 | 261 | 270 | 279 | 293 | 0 | 0 | 0 | 0 | 0 | 2440 | 2508 |
| 2019 | 144 | (prov.) | 2024-25 | 69 | 263 | 267 | 276 | 278 | 238 | 305 | 258 | 274 | 277 | 0 | 0 | 0 | 0 | 0 | 2436 | 2505 |
| 2020 | 137 | (prov.) | 2025-26 | 70 | 251 | 282 | 272 | 279 | 282 | 237 | 302 | 262 | 272 | 0 | 0 | 0 | 0 | 0 | 2439 | 2509 |
| 2021 | 139 | (est.) | 2026-27 | 71 | 254 | 270 | 288 | 275 | 283 | 281 | 235 | 307 | 260 | 0 | 0 | 0 | 0 | 0 | 2453 | 2524 |
| 2022 | 139 | (est.) | 2027-28 | 72 | 254 | 273 | 275 | 291 | 279 | 282 | 278 | 239 | 305 | 0 | 0 | 0 | 0 | 0 | 2476 | 2548 |
| 2023 | 139 | (est.) | 2028-29 | 73 | 254 | 273 | 278 | 278 | 295 | 278 | 279 | 283 | 237 | 0 | 0 | 0 | 0 | 0 | 2455 | 2528 |
| 2024 | 140 | (est.) | 2029-30 | 74 | 255 | 273 | 278 | 281 | 282 | 294 | 275 | 284 | 281 | 0 | 0 | 0 | 0 | 0 | 2503 | 2577 |
| 2025 | 139 | (est.) | 2030-31 | 75 | 254 | 274 | 278 | 281 | 285 | 281 | 291 | 279 | 282 | 0 | 0 | 0 | 0 | 0 | 2505 | 2580 |
| 2026 | 139 | (est.) | 2031-32 | 76 | 254 | 273 | 279 | 281 | 285 | 284 | 278 | 296 | 277 | 0 | 0 | 0 | 0 | 0 | 2507 | 2583 |

Note: Ungraded students (UNGR) often are high school students whose anticipated years of graduation are unknown, or students with special needs - UNGR not included in Grade Combinations for 7-12, 9-12, etc.

Based on an estimate of births  Based on children already born  Based on students already enrolled

*Birth data provided by Public Health Vital Records Departments in each state.

**Historical Percentage Changes**

| Year | K-8 | Diff. | % |
|---|---|---|---|
| 2011-12 | 3013 | 0 | 0.0% |
| 2012-13 | 2952 | -61 | -2.0% |
| 2013-14 | 2866 | -86 | -2.9% |
| 2014-15 | 2815 | -51 | -1.8% |
| 2015-16 | 2761 | -54 | -1.9% |
| 2016-17 | 2735 | -26 | -0.9% |
| 2017-18 | 2651 | -84 | -3.1% |
| 2018-19 | 2606 | -45 | -1.7% |
| 2019-20 | 2631 | 25 | 1.0% |
| 2020-21 | 2497 | -134 | -5.1% |
| 2021-22 | 2460 | -37 | -1.5% |
| **Change** | | **-553** | **-18.4%** |

Source: NESDEC (New England School Development Council) October, 2021

## Overall and Special Populations

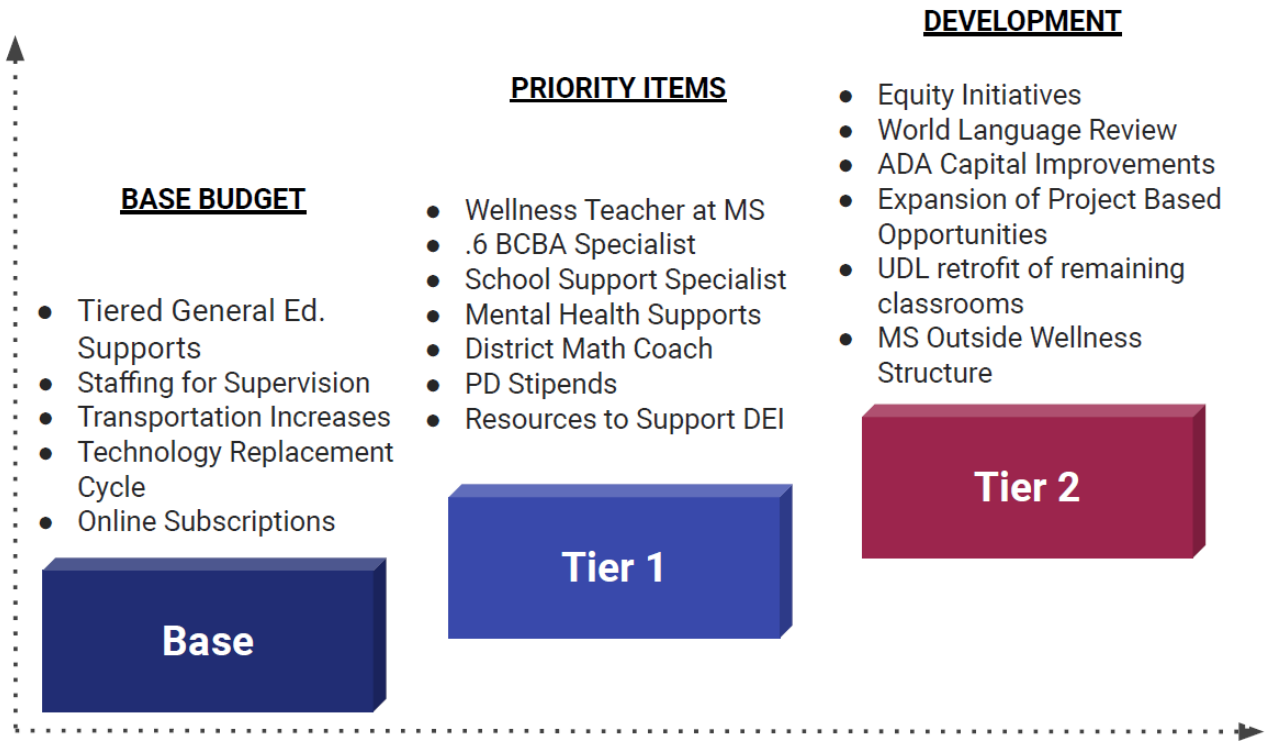
Five-year enrollment trends indicate a decrease in overall enrollment with an increase in the special populations of Students with disabilities, English Learners, and Economically Disadvantaged.







# Budget Tiers




# Base Budget Detail

| | |
|---|---|
| **Tiered General Education Supports** | Resource to address emerging student needs ($80,000) |
| **Staffing for Supervision** | Additional staffing to support directed teacher collaboration and planning ($30,000) |
| **Transportation Increases** | The new bus contract substantially increases transportation costs and is required for school operations ($200,000) |
| **Tech Equipment Inventory Replacement Cycle Program** | Continue the long-term, managed replacement cycle for District technology equipment inventory, with a change in the maintenance program ($24,350) |
| **Online Subscriptions** | Continue skill-reinforcement, learning management, classroom, library, assessment, curriculum, and special education tools ($50,902) |

# Tier I Budget Initiatives

These initiatives have been identified as needs, but have not been included in the FY23 budget.

| | |
|---|---|
| **0.8- 1.0 MS Wellness Teacher** | To ensure that the district is able to offer Health and Wellness Education to every middle school student every year. The Wellness curriculum addresses issues vital to adolescent physical and emotional health and is a component of the mental health screening program. ($58,857 to $73,571) |
| **.6 BCBA Specialist** | To ensure the ability to provide more intensive behavioral supports districtwide in partnership with the mental health and wellness supports ($44,143) |
| **0.5 - 1.0 School Support Specialist** | To augment tiered academic services at the elementary level: general education position assigned to schools/cohorts based upon identified student academic needs. (This support model is being successfully implemented at the Loring School during the current school year.) ($36,786 to $73,571) |
| **1.1 Mental Health Supports** | To provide the opportunity and flexibility to intensify service delivery and address the needs for increased supports around mental health and social emotional learning. ($80,928) |
| **0.5 - 1.0 District Math Coach** | To support the instruction of students with specialized needs districtwide ($36,786 to $73,571) |
| **PD Professional Staff Stipends** | To increase funding to support educator leadership for professional learning and curriculum and instruction development. (~$100,000) |
| **Staffing and Consulting Resources to Support DEI Goals and Initiatives** | To provide leadership and support to implement equity goals and respond to identified equity needs. (~$100,000) |



# FY23 Budget by DESE Function Code

| EXPENSE (DOE Function Category) | FY2022 Budget $ | FY2022 +/- $: | FY2022 +/- % | FY2023 Forecast $ | FY2023 +/- $: | FY2023 +/- % |
|---|---|---|---|---|---|---|
| Administration | $ 1,182,095 | $ 37,078 | 3.24% | $ 1,202,400 | $ 20,305 | 1.72% |
| Instructional Leadership | $ 3,462,342 | $ 87,872 | 2.60% | $ 3,547,475 | $ 85,133 | 2.46% |
| Teachers | $ 21,247,207 | $ 610,015 | 2.96% | $ 21,864,965 | $ 617,758 | 2.91% |
| Other Teaching Services | $ 4,970,212 | $ 70,372 | 1.44% | $ 5,120,118 | $ 149,906 | 3.02% |
| Professional Development | $ 350,006 | $ 4,871 | 1.41% | $ 351,705 | $ 1,699 | 0.49% |
| Instructional Materials/Equip/Tech | $ 689,316 | $ 64,095 | 10.25% | $ 696,214 | $ 6,898 | 1.00% |
| Guidance, Counseling, Testing | $ 1,617,202 | $ 63,574 | 4.09% | $ 1,684,779 | $ 67,577 | 4.18% |
| Pupil Services | $ 3,092,947 | $ (63,449) | -2.01% | $ 3,380,853 | $ 287,906 | 9.31% |
| Operations and Maintenance | $ 2,643,512 | $ 164,204 | 6.62% | $ 2,645,009 | $ 1,497 | 0.06% |
| Fixed Charges | $ 185,845 | $ 1,976 | 1.07% | $ 186,685 | $ 840 | 0.45% |
| Out-of-District Expenditures | $ 1,190,058 | $ (18,699) | -1.55% | $ 1,169,461 | $ (20,597) | -1.73% |
| TOTAL GF FORECAST $: | $ 40,630,742 | $ 1,021,908 | 2.58% | $ 41,849,664 | $ 1,218,922 | 3.00% |
| Town Manager FY23 Budget Target (12/1/21) | | | | $ 41,849,664 | $ 1,218,922 | 3.00% |
| | | | | + / - diff $: | $ - | |



# 3-Year Budget Forecast by DESE Function Code

| EXPENSE (*DOE Function Category*) | FY2024 Forecast $ | FY2024 +/- $: | FY2024 +/- % | FY2025 Forecast $ | FY2025 +/- $: | FY2025 +/- % | FY2026 Forecast $ | FY2026 +/- $: | FY2026 +/- % |
|---|---|---|---|---|---|---|---|---|---|
| Administration | $ 1,224,055 | $ 21,655 | 1.80% | $ 1,246,067 | $ 22,012 | 1.80% | $ 1,269,447 | $ 23,380 | 1.88% |
| Instructional Leadership | $ 3,638,790 | $ 91,315 | 2.57% | $ 3,741,031 | $ 102,241 | 2.81% | $ 3,808,464 | $ 67,433 | 1.80% |
| Teachers | $ 22,575,582 | $ 710,617 | 3.25% | $ 23,402,913 | $ 827,331 | 3.66% | $ 24,220,138 | $ 817,225 | 3.49% |
| Other Teaching Services | $ 5,308,434 | $ 188,316 | 3.68% | $ 5,361,804 | $ 53,370 | 1.01% | $ 5,501,442 | $ 139,638 | 2.60% |
| Professional Development | $ 353,421 | $ 1,716 | 0.49% | $ 355,153 | $ 1,732 | 0.49% | $ 356,905 | $ 1,752 | 0.49% |
| Instructional Materials/Equip/Tech | $ 703,175 | $ 6,961 | 1.00% | $ 710,203 | $ 7,028 | 1.00% | $ 717,302 | $ 7,099 | 1.00% |
| Guidance, Counseling, Testing | $ 1,751,722 | $ 66,943 | 3.97% | $ 1,815,220 | $ 63,498 | 3.62% | $ 1,871,867 | $ 56,647 | 3.12% |
| Pupil Services | $ 3,497,080 | $ 116,227 | 3.44% | $ 3,622,069 | $ 124,989 | 3.57% | $ 3,746,750 | $ 124,681 | 3.44% |
| Operations and Maintenance | $ 2,694,600 | $ 49,591 | 1.87% | $ 2,759,193 | $ 64,593 | 2.40% | $ 2,805,251 | $ 46,058 | 1.67% |
| Fixed Charges | $ 187,533 | $ 848 | 0.45% | $ 188,389 | $ 856 | 0.46% | $ 189,254 | $ 865 | 0.46% |
| Out-of-District Expenditures | $ 1,239,629 | $ 70,168 | 6.00% | $ 1,314,007 | $ 74,378 | 6.00% | $ 1,392,847 | $ 78,840 | 6.00% |
| **TOTAL GF FORECAST $:** | **$ 43,174,021** | **$ 1,324,357** | **3.16%** | **$ 44,516,049** | **$ 1,342,028** | **3.11%** | **$ 45,879,667** | **$ 1,363,618** | **3.06%** |

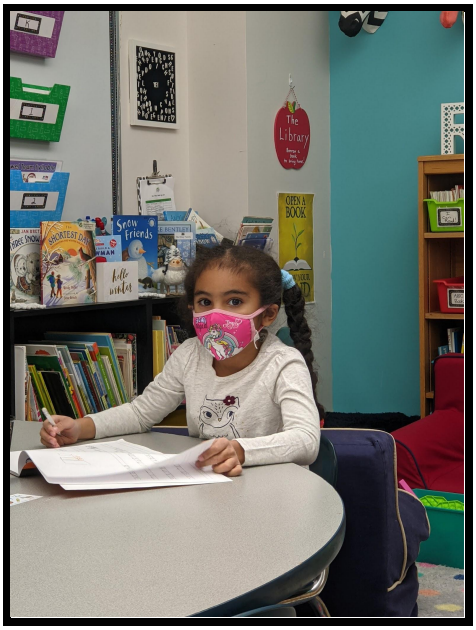


# FY23 Budget by DESE Object Code

| OBJ# | MUNIS Account Summary Name: | FY2022 Budget $ | FY2023 Budget $ | ----- vs. FY2022 ----- + / - $ | + / - % |
|---|---|---|---|---|---|
| 502 | ART | $ 435,309 | $ 448,087 | $ 12,778 | 2.94% |
| 505 | AUDIO VISUAL | $ 52,550 | $ 53,077 | $ 527 | 1.00% |
| 513 | COMPUTER INSTRUCTION | $ 418,707 | $ 427,080 | $ 8,373 | 2.00% |
| 514 | CURRICULUM DEVELOPMENT | $ 853,403 | $ 885,299 | $ 31,896 | 3.74% |
| 516 | ELEMENTARY EDUCATION | $ 8,038,014 | $ 8,074,670 | $ 36,656 | 0.46% |
| 520 | EARLY CHILDHOOD EDUCATION | $ 1,895 | $ 1,914 | $ 19 | 1.00% |
| 521 | ENGLISH | $ 589,096 | $ 606,563 | $ 17,467 | 2.97% |
| 522 | ENGLISH AS SECOND LANGUAGE | $ 333,557 | $ 349,639 | $ 16,082 | 4.82% |
| 524 | FOREIGN LANGUAGE | $ 732,486 | $ 770,470 | $ 37,984 | 5.19% |
| 530 | GUIDANCE | $ 911,256 | $ 950,078 | $ 38,822 | 4.26% |
| 531 | HEALTH EDUCATION | $ 106,300 | $ 113,846 | $ 7,546 | 7.10% |
| 536 | INSTRUCTION | $ 108,588 | $ 109,674 | $ 1,086 | 1.00% |
| 540 | TECH ED (Technology/Engineering/Robotics) | $ 223,628 | $ 231,934 | $ 8,306 | 3.71% |
| 541 | KINDERGARTEN | $ 1,549,116 | $ 1,613,739 | $ 64,623 | 4.17% |
| 544 | LIBRARY | $ 414,891 | $ 435,407 | $ 20,516 | 4.94% |
| 555 | MATHEMATICS | $ 1,034,864 | $ 1,071,573 | $ 36,709 | 3.55% |
| 560 | MEDIA - COMPUTER SERVICES | $ 292,373 | $ 295,297 | $ 2,924 | 1.00% |
| 561 | MIDDLE SCHOOL PROGRAMS | $ 19,650 | $ 19,847 | $ 197 | 1.00% |
| 563 | MUSIC | $ 699,380 | $ 726,492 | $ 27,112 | 3.88% |
| 570 | PHYSICAL EDUCATION | $ 593,648 | $ 611,751 | $ 18,103 | 3.05% |
| 572 | PRE-SCHOOL EDUCATION | $ 482,504 | $ 507,586 | $ 25,082 | 5.20% |
| 573 | PROFESSIONAL DEVELOPMENT | $ 266,673 | $ 317,539 | $ 50,866 | 19.07% |
| 575 | READING | $ 865,774 | $ 904,112 | $ 38,338 | 4.43% |
| 582 | SCIENCE | $ 690,615 | $ 715,238 | $ 24,623 | 3.57% |
| 583 | SOCIAL STUDIES | $ 828,423 | $ 856,331 | $ 27,908 | 3.37% |
| 584 | SPECIAL EDUCATION | $ 7,610,949 | $ 7,905,544 | $ 294,595 | 3.87% |
| 591 | SPEECH | $ 899,885 | $ 943,746 | $ 43,861 | 4.87% |



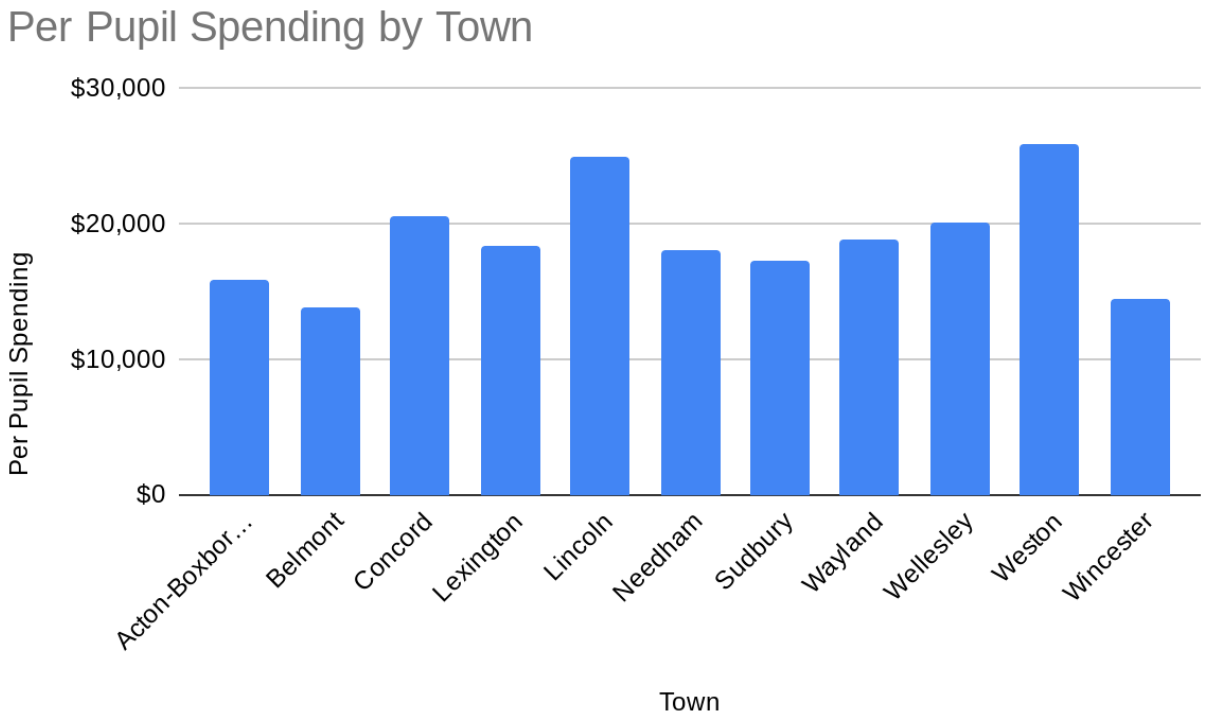
| OBJ# | MUNIS Account Summary Name: | FY2022 Budget $ | FY2023 Budget $ | ----- vs. FY2022 ----- + / - $ | + / - % |
|---|---|---|---|---|---|
| 594 | SUBSTITUTES | $ 402,926 | $ 403,205 | $ 279 | 0.07% |
| 532 | HEALTH SERVICES | $ 491,212 | $ 512,328 | $ 21,116 | 4.30% |
| 534 | HOME STUDY | $ 86,125 | $ 86,986 | $ 861 | 1.00% |
| 564 | OCCUPATIONAL THERAPY | $ 393,271 | $ 403,199 | $ 9,928 | 2.52% |
| 571 | PHYSICAL THERAPY | $ 201,325 | $ 206,145 | $ 4,820 | 2.39% |
| 574 | PSYCHOLOGICAL SERVICES | $ 688,386 | $ 716,965 | $ 28,579 | 4.15% |
| 585 | EQUIPMENT (LEASE & REPLACEMENT) | $ 83,957 | $ 84,797 | $ 840 | 1.00% |
| 590 | SPED CONSULTANTS | $ 64,600 | $ 65,246 | $ 646 | 1.00% |
| 596 | TUITION (SPED OOD) | $ 1,190,058 | $ 1,169,461 | $ (20,597) | -1.73% |
| 605 | VISION CONSULTANT | $ 15,000 | $ 15,150 | $ 150 | 1.00% |
| 602 | TRANSPORTATION (REGULAR) | $ 865,250 | $ 1,045,903 | $ 180,653 | 20.88% |
| 603 | TRANSPORTATION (SPED) | $ 703,400 | $ 744,344 | $ 40,944 | 5.82% |
| 610 | CURRICULUM/LIBRARY/MEDIA | $ 386,103 | $ 389,964 | $ 3,861 | 1.00% |
| 515 | CUSTODIAL SERVICES | $ 1,012,401 | $ 1,028,889 | $ 16,488 | 1.63% |
| 581 | SAFETY PROGRAMS | $ 51,888 | $ 51,888 | $ - | 0.00% |
| 593 | SUPERINTENDENT'S OFFICE | $ - | $ - | $ - | 0.00% |
| 501 | ADMINISTRATION | $ 3,117,570 | $ 3,169,179 | $ 51,609 | 1.66% |
| 543 | LEGAL SERVICES | $ 73,695 | $ 74,432 | $ 737 | 1.00% |
| 615 | WATER | $ 12,100 | $ 12,221 | $ 121 | 1.00% |
| 616 | ELECTRICITY | $ 513,143 | $ 512,225 | $ (918) | -0.18% |
| 617 | HEATING OIL/GAS | $ 257,452 | $ 232,177 | $ (25,275) | -9.82% |
| 619 | TELEPHONE | $ 49,915 | $ 50,414 | $ 499 | 1.00% |
| 621 | STIPENDS | $ 68,930 | $ 68,930 | $ - | 0.00% |
| 622 | 403(b) MATCH | $ 50,000 | $ 50,000 | $ - | 0.00% |
| | | **$ 40,630,742** | **$ 41,849,664** | **$ 1,218,922** | **3.00%** |



# Pupil Expenditure

## 2021 Per Pupil Expenditure by Comparables

Sudbury's FY21 per-pupil cost was $17,245 which is the fourth lowest as compared to peer districts as identified by Sudbury Public Schools School Committee.




*Source: DESE (Department of Elementary and Secondary Education) RADAR (Resource Allocation and District Allocation Reports)*

## 2020 Per Pupil Spending by Dollars and Percentage of Total

Sudbury is the fourth lowest district in terms of per pupil spending as compared to peers.

| Organization | Total | Admin | Instr'l Leaders | Teachers | Other Teaching Services | Professional Development | Instr'l Materials | Guidance & Psychology | Pupil Services | Operations & Maintenance | Benefits & Fixed Costs |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Weston | $25,949 | 3% | 7% | 36% | 8% | 2% | 3% | 5% | 8% | 9% | 19% |
| Lincoln | $24,949 | 5% | 9% | 40% | 10% | 1% | 4% | 3% | 7% | 8% | 14% |
| Concord | $20,671 | 2% | 7% | 43% | 15% | 1% | 2% | 3% | 7% | 7% | 12% |
| Wellesley | $20,054 | 2% | 9% | 41% | 11% | 2% | 4% | 4% | 6% | 7% | 14% |
| Wayland | $18,945 | 4% | 7% | 44% | 10% | 1% | 2% | 4% | 7% | 7% | 14% |
| Lexington | $18,363 | 3% | 10% | 43% | 12% | 1% | 1% | 5% | 10% | 0% | 15% |
| Needham | $18,165 | 4% | 8% | 38% | 9% | 2% | 4% | 4% | 6% | 7% | 18% |
| Sudbury | $17,245 | 2% | 9% | 43% | 11% | 1% | 3% | 4% | 6% | 5% | 16% |
| Acton-Boxborough | $15,927 | 3% | 7% | 39% | 11% | 1% | 2% | 4% | 11% | 7% | 15% |
| Winchester | $14,560 | 5% | 7% | 45% | 8% | 0% | 3% | 4% | 7% | 6% | 14% |
| Belmont | $13,844 | 4% | 6% | 42% | 7% | 1% | 3% | 3% | 8% | 10% | 17% |

### Functions included in categories

**Administration**
1110 School Committee
1210 Superintendent
1220 Assistant Superintendents
1230 Other District-Wide Administration
1410 Business and Finance
1420 Human Resources
1430 Legal Service for School Committee
1435 Legal Settlements
1450 District-wide Information Systems

**Instructional Leadership**
2110 Curriculum Directors (Supervisory)
2120 Dept Heads (Non-Supervisory)
2210 School Leadership
2220 Curriculum Leaders (School Level)
2250 Admin. Technology (School Level)
2315 Instructional Coordinators

**Teachers**
2305 Teachers, Classroom
2310 Teachers, Specialists

**Other Teaching Services**
2320 Medical/ Therapeutic Services
2325 Substitute Teachers
2330 Paraprofessionals
2340 Librarians/Media Center Directors

**Professional Development**
2351 Professional Development Leaders
2353 Professional Days
2355 Substitutes for Prof. Development
2357 Professional Development Costs

**Instructional Materials/Equip/Tech**
2410 Textbooks, Software/Media/Matls
2415 Instructional Matls (Libraries)
2420 Instructional Equipment
2430 General Classroom Supplies
2440 Other Instructional Services
2451 Classroom Technology
2453 Technology (Libraries)
2455 Instructional Software

**Guidance, Counseling, Testing**
2710 Guidance/Adjustment Counselors
2720 Testing and Assessment
2800 Psychological Services

**Pupil Services**
3100 Attendance and Parent Liaisons
3200 Medical/Health Services
3300 Transportation Services
3400 Food Services
3510 Athletics
3520 Other Student Activities
3600 School Security

**Operations and Maintenance**
4110 Custodial Services
4120 Heating of Buildings
4130 Utility Services
4210 Maintenance of Grounds
4220 Maintenance of Buildings
4225 Building Security System
4230 Maintenance of Equipment
4300 Extraordinary Maintenance
4400 Networking/Telecommunications
4450 Technology Maintenance

**Benefits and fixed charges**
5100 Employer Retirement Contributions
5150 Employee Separation Costs
5200 Insurance for Active Employees
5250 Insurance for Retired Employees
5260 Other Non-Employee Insurance
5300 Rental Lease of Equipment
5350 Rental Lease of Buildings
5400 Short Term Interest RANs
5500 Other Fixed/Crossing Guards
5550 School Crossing Guards

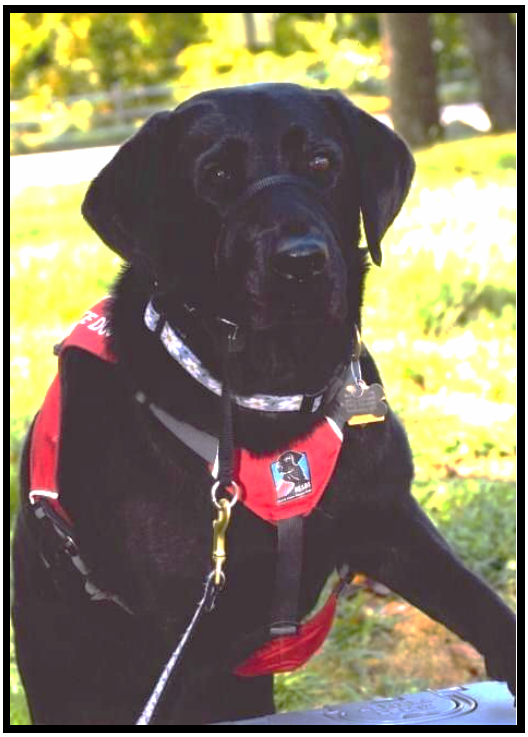
## 2021 Staffing Levels

The following tables focus on staffing levels in the Sudbury Public Schools. Sudbury is the second lowest in administrative/leadership spending. There is one district equivalent to Sudbury with regards to FTE designated to clerical/technology support with the rest all being higher.

**FTE**

| Organization | Teachers | Paraprofessionals | Leadership | Student Support | Clerical | Tech |
|---|---|---|---|---|---|---|
| Acton-Boxborough | 405 | 187 | 56 | 39 | 45 | 15 |
| Belmont | 279 | 82 | 29 | 23 | 29 | 13 |
| Concord | 171 | 90 | 19 | 13 | 17 | 6 |
| Lexington | 621 | 178 | 68 | 58 | 114 | 15 |
| Lincoln | 126 | 48 | 13 | 8 | 17 | 4 |
| Needham | 421 | 161 | 61 | 40 | 67 | 12 |
| Sudbury | 201 | 53 | 21 | 19 | 20 | 3 |
| Wayland | 229 | 115 | 34 | 20 | 30 | 6 |
| Wellesley | 420 | 218 | 51 | 37 | 47 | 18 |
| Weston | 179 | 69 | 25 | 21 | 39 | 12 |
| Winchester | 349 | 91 | 37 | 28 | 28 | 3 |

*Source: DESE (Department of Elementary and Secondary Education) RADAR (Resource Allocation and District Allocation Reports)*



## 2021 Staffing (Continued)

**FTE Per 100 Students**

| Organization | Teachers | Paraprofessionals | Leadership | Student Support | Clerical | Tech |
|---|---|---|---|---|---|---|
| Acton-Boxborough | 7.8 | 3.6 | 1.1 | 0.7 | 0.9 | 0.3 |
| Belmont | 6.3 | 1.8 | 0.6 | 0.5 | 0.6 | 0.3 |
| Concord | 8.5 | 4.5 | 1.0 | 0.6 | 0.8 | 0.3 |
| Lexington | 9.0 | 2.6 | 1.0 | 0.8 | 1.7 | 0.2 |
| Lincoln | 12.0 | 4.6 | 1.3 | 0.8 | 1.6 | 0.4 |
| Needham | 7.7 | 2.9 | 1.1 | 0.7 | 1.2 | 0.2 |
| Sudbury | 8.0 | 2.1 | 0.9 | 0.8 | 0.8 | 0.1 |
| Wayland | 8.5 | 4.3 | 1.2 | 0.7 | 1.1 | 0.2 |
| Wellesley | 9.5 | 4.9 | 1.2 | 0.8 | 1.1 | 0.4 |
| Weston | 9.4 | 3.6 | 1.3 | 1.1 | 2.0 | 0.6 |
| Winchester | 7.8 | 2.0 | 0.8 | 0.6 | 0.6 | 0.1 |

*Source: DESE (Department of Elementary and Secondary Education) RADAR (Resource Allocation and District Allocation Reports)*



# Total District Funding




This graphic depicts the anticipated financial flows for the Sudbury Public Schools during FY23. On the left, are our expected revenue streams, the largest of which is the Municipal Contribution, which includes not only the Annual Town Meeting appropriation but also funds within the Town Budget for healthcare benefits for active and retired employees. To the right are estimated expenditures, organized by DESE function codes, with the greatest sum being allocated to instructional services.

# State & Federal Grant Funding

| FY23 Federal & State Grants | Federal Grants | | | | | State Grant |
|---|---|---|---|---|---|---|
| | 305 Title I | 140 Title IIA | 309 Title IV | 240 IDEA | 262 Early Child | METCO |
| Administrative Salaries | $ - | $ - | $ - | $ - | $ - | $ 99,179 |
| Instructional/Professional Staff | $ 30,955 | $ - | $ 10,000 | $ 90,855 | $ - | $ - |
| Support Staff | $ 28,768 | $ - | $ - | $ 510,437 | $ 17,549 | $ 170,514 |
| Benefits (MTRS) | $ - | $ - | $ - | $ - | $ - | $ - |
| Stipends | $ 1,240 | $ 32,708 | $ - | $ - | $ 800 | $ 4,000 |
| Travel | $ - | $ - | $ - | $ - | $ - | $ - |
| Supplies & Materials | $ 3,492 | $ - | $ - | $ 8,701 | $ 3,238 | $ - |
| Contractual Services | $ - | $ - | $ - | $ - | $ - | $ 23,058 |
| Other Costs | $ - | $ - | $ - | $ - | $ - | $ 221,618 |
| **TOTAL $:** | **$ 64,455** | **$ 32,708** | **$ 10,000** | **$ 609,993** | **$ 21,587** | **$ 518,369** |

# Revolving & Special Funds

| | State Rembursement, Revolving, Special Revenue Accounts | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | Circuit Breaker | Bus Transporttion | School Lunch | PreK Tuition | Instrumental Lessons | Facility Use | Student Activity | Athletic Revolving | ARPA Funding |
| *FY23 Expense Assumption $:* | $ 280,000 | $ 329,000 | $ 692,000 | $ 151,272 | $ 75,000 | $ 106,000 | $ 62,000 | $ 40,000 | $ 520,000 |

# Total General Fund Budget with Other Funding

| EXPENSE (DOE Function Category) | General Fund Proposed $ | Other Funding Grants $ | Other Funding PreK Tuition | Other Funding Circuit Breaker | Other Funding Bus Revenue | Other Funding ARPA Funding | TOTAL |
|---|---|---|---|---|---|---|---|
| Administration | $ 1,202,400 | | | | | | $ 1,202,400 |
| Instructional Leadership | $ 3,547,475 | $ 99,179 | - | - | - | - | $ 3,646,654 |
| Teachers | $ 21,864,965 | $ 131,810 | - | - | - | $ 210,000 | $ 22,206,775 |
| Other Teaching Services | $ 5,120,118 | $ 727,268 | $ 151,272 | $ 280,000 | - | $ 310,000 | $ 6,588,658 |
| Professional Development | $ 351,705 | 38,748 | - | - | - | - | $ 390,453 |
| Instructional Materials/Equip/Tech | $ 696,214 | $ 38,489 | - | - | - | - | $ 734,703 |
| Guidance, Counseling, Testing | $ 1,684,779 | - | - | - | - | - | $ 1,684,779 |
| Pupil Services | $ 3,380,853 | $ 221,618 | - | - | $ 329,000 | - | $ 3,931,471 |
| Operations and Maintenance | $ 2,645,009 | - | - | - | - | - | $ 2,645,009 |
| Fixed Charges | $ 186,685 | - | - | - | - | - | $ 186,685 |
| Out-of-District Expenditures | $ 1,169,461 | - | - | - | - | - | $ 1,169,461 |
| **TOTAL EXPENSE $:** | **$ 41,849,664** | **$ 1,257,112** | **$ 151,272** | **$ 280,000** | **$ 329,000** | **$ 520,000** | **$ 44,387,048** |

*On 1/18/22, the Sudbury Select Board approved SPS FY23 ARPA funding requests listed above.*

# METCO

SPS has been a Metropolitan Council for Educational Opportunities (METCO) district since 1975. Our charter allows us 70 student seats. Sudbury receives grant funding from the Commonwealth which is used to fund transportation, a director, program liaisons, and bus monitors, membership fees, and extended day/year services for students. SPS students participating in the METCO program matriculate to Lincoln Sudbury Regional High School.

| | Kinder-garten | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 | Grade 6 | Grade 7 | Grade 8 |
|---|---|---|---|---|---|---|---|---|---|
| **21-22** | 8 | 2 | 11 | 4 | 8 | 8 | 7 | 7 | 6 |
| **20-21** | 4 | 8 | 3 | 6 | 11 | 7 | 8 | 8 | 6 |
| **19-20** | 6 | 4 | 7 | 11 | 7 | 9 | 8 | 9 | 10 |
| **18-19** | | 5 | 7 | 6 | 11 | 9 | 11 | 10 | 8 |
| **17-18** | | 8 | 8 | 12 | 10 | 10 | 9 | 10 | 3 |
| **16-17*** | | 8 | 7 | 11 | 11 | 9 | 10 | 4 | 9 |

**Note enrollment reflects January 4, 2022 data.*



# English Learners

SPS delivers services to English Learners (EL) using a Sheltered English Immersion (SEI) model. Students receive structured English Language Development (ELD) instruction until they meet Department of Elementary and Secondary Education guidelines for exiting the ELD program. After exiting, students are monitored for 6 years. Students whose families opt out of ELD services are also monitored using district and state measures. SPS follows state guidelines for service delivery to the best of its ability, meaning that "newcomers" receive more intensive services than those whose English language skills are reaching the proficiency level of native speakers. At this time, SPS has 29 students qualifying for "foundational services" equaling 450 minutes per week, and 31 students qualifying for "transitional services" equaling 225 minutes per week. Families of students receiving EL services receive progress updates.

| | PK | K | Gr 1 | Gr 2 | Gr 3 | Gr 4 | Gr 5 | Gr 6 | Gr 7 | Gr 8 | Total | FEL* |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 21-22 | 4 | 13 | 6 | 20 | 7 | 6 | 3 | 2 | 3 | 1 | 65 | 58 |
| 20-21 | | 3 | 13 | 14 | 11 | 8 | 4 | 4 | 2 | 1 | 59 | 54 |
| 19-20 | | 14 | 13 | 14 | 8 | 8 | 7 | 2 | 1 | 1 | 68 | 41 |
| 18-19 | | 11 | 12 | 6 | 7 | 7 | 3 | 1 | 3 | 1 | 51 | 36 |
| 17-18 | | 12 | 7 | 7 | 4 | 2 | 5 | 1 | 0 | 1 | 39 | 34 |
| 16-17 | | 7 | 9 | 7 | 2 | 6 | 0 | 1 | 2 | 3 | 37 | 16 |

*Former English Learner

# Student Services

**Sudbury Inclusion Statement: All means ALL**



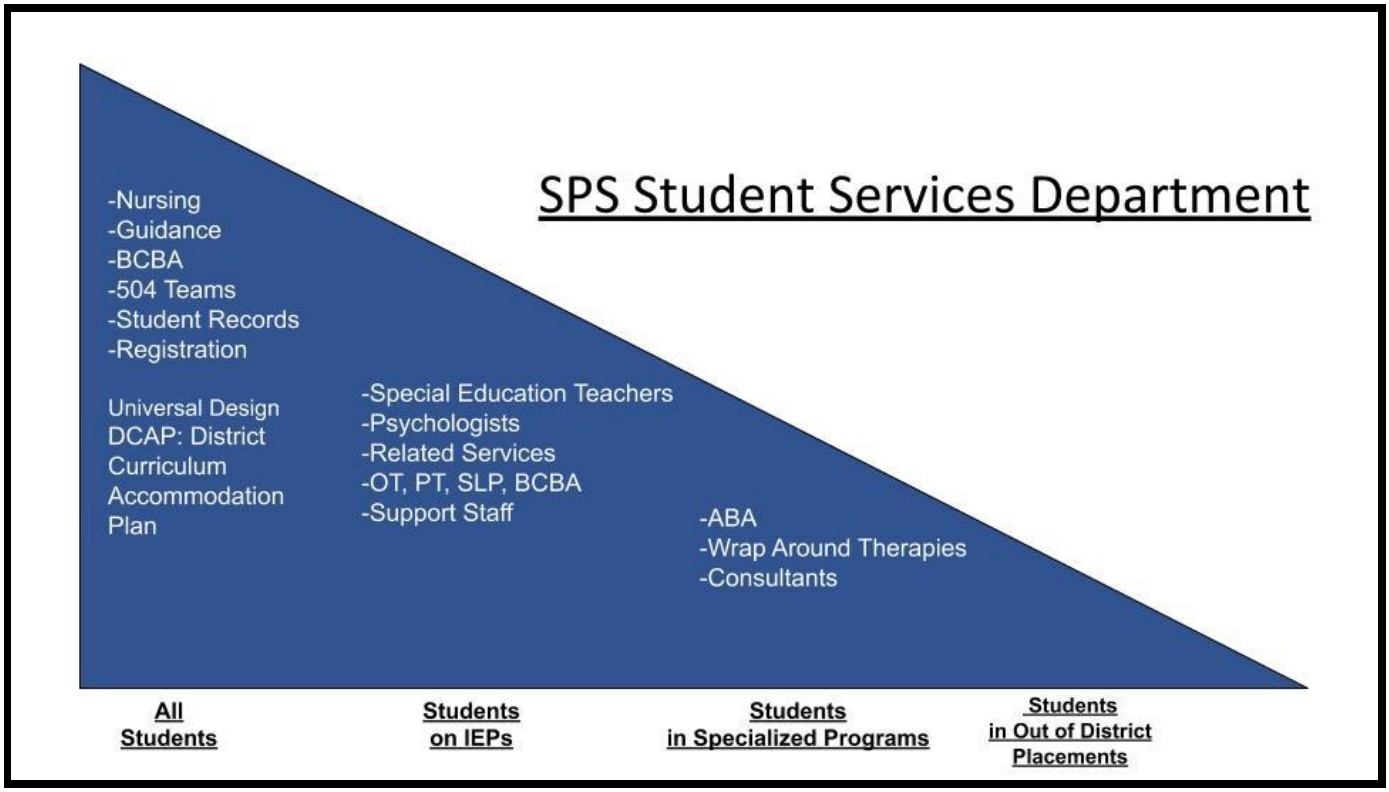
Sudbury Public Schools is committed to being an inclusive environment where all students are full members of our school community. We hold to the belief that all individuals should be respected, valued, and included by peers, teachers, parents, and the community at large. We are an inclusive environment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

**Who is in Student Services?**

The Student Services team is composed of both General and Special Educators to support all students. This includes:

- Special Education Team Chairs
- Nurses
- Guidance Counselors
- Social Workers
- Adjustment Counselors
- Psychologists
- Special Education Teachers
- Board Certified Behavioral Analysts (BCBAs)
- Occupational Therapists (OT)
- Physical Therapists (PT)
- Speech and Language Therapists (SLP)
- Education Support Professionals, including Teaching Assistants, Tutors and Applied Behavior Analysis (ABA) Tutors

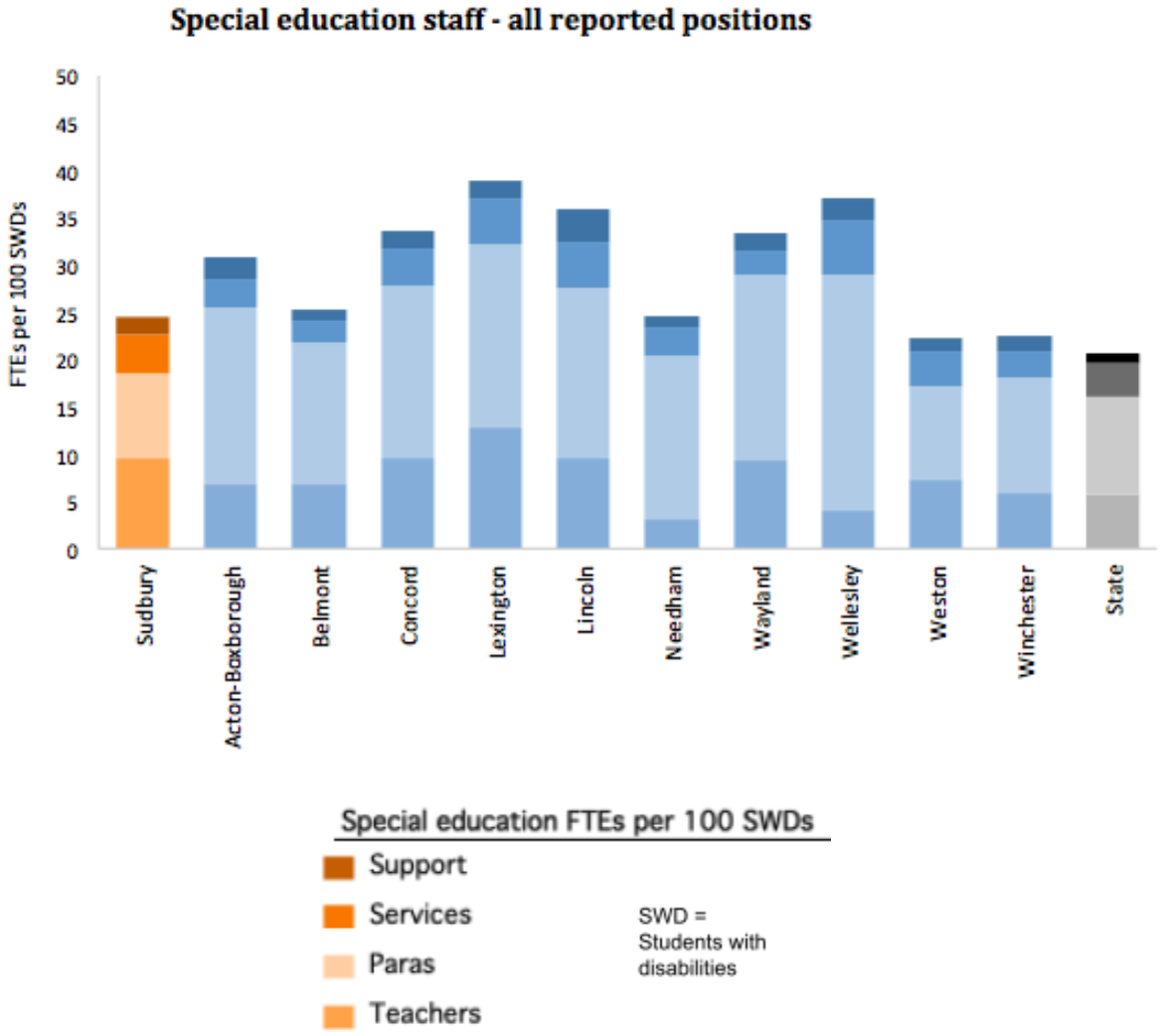
## Services and Continuum



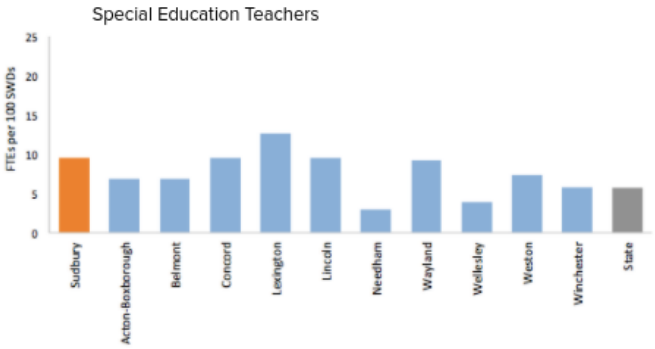

The overarching responsibility of the Department of Student Services is to support all PK-8 students PK-8 continuum of service delivery and placements.

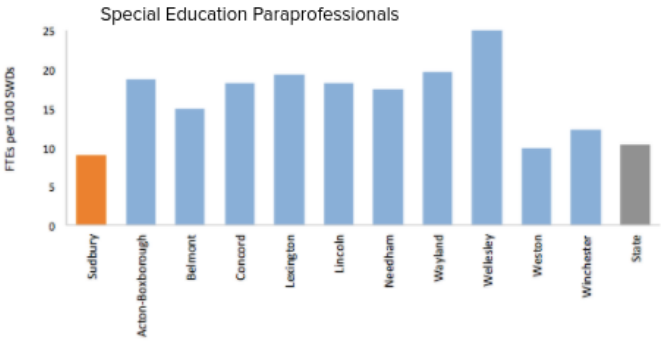
## Staffing Comparables 2022-2023

Sudbury has invested in special education teachers to work with students while keeping the number of paraprofessionals low. Additionally, Sudbury has fewer total FTEs in the special education department than six of our comparable districts.



## Staffing Comparables (Continued)



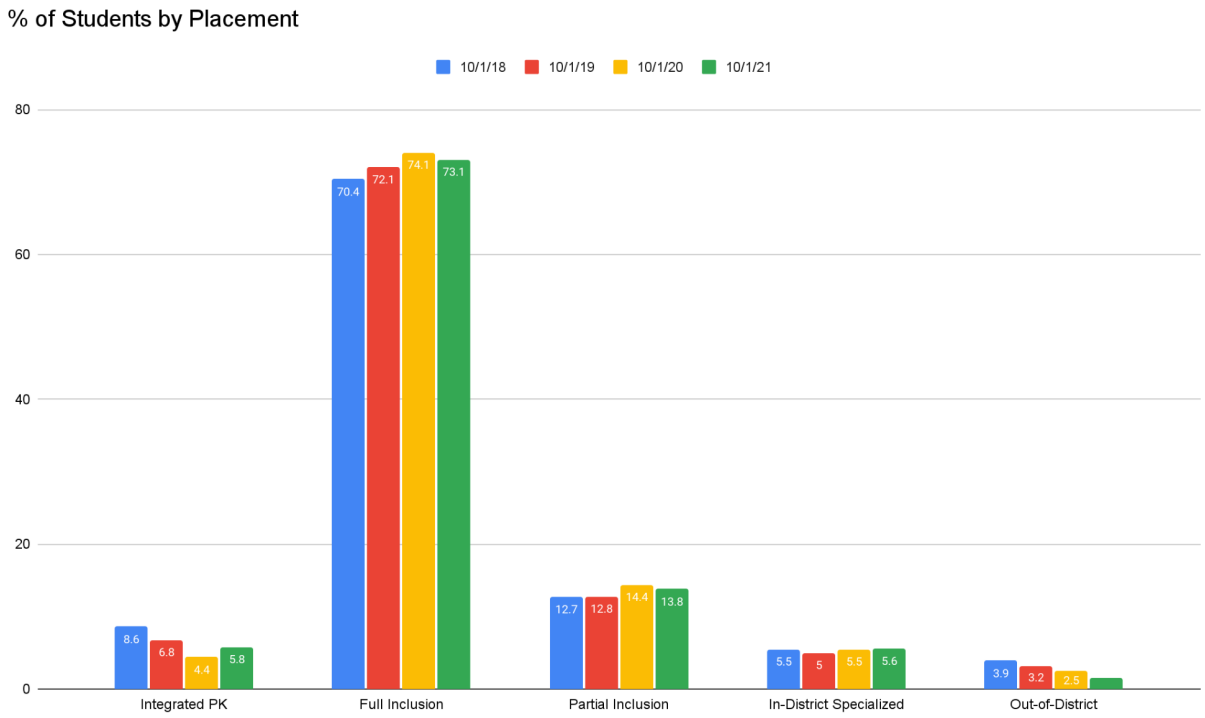

**Positions included in special education staff categories**

| |
|---|
| Special education school adjustment counselor, school psychologist, and school social worker |
| Audiologist, occupational therapist, physical therapist, peripatologist, speech pathologist |
| Paraprofessional with special education assignment code |

*Source: DESE (Department of Elementary and Secondary Education) RADAR (Resource Allocation and District Allocation Reports)*



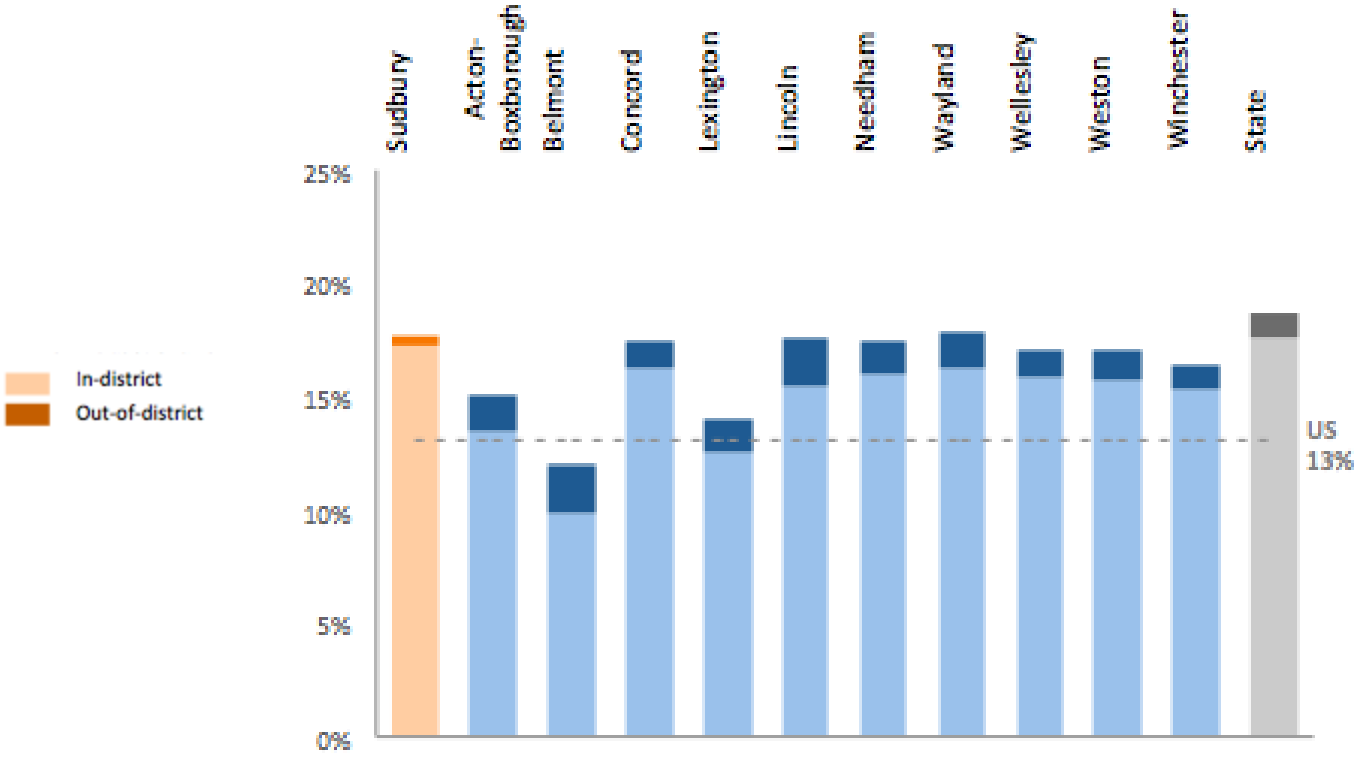
## Student Enrollment




Over the past four years, there has been an increase in the number of students receiving special education services. However, there has been a decrease in out of district placements even with the increase of students with disabilities.  This is due in part to expanding the capacity of the in district program resources.

## Students with Disabilities (SWD) Enrollment (2022-23)

Sudbury is the lowest of eleven comparable districts and is less than the state average in terms of enrollment of students with disabilities placed out of district.




Comparables as identified by the Sudbury Public Schools School Committee.

# Technology

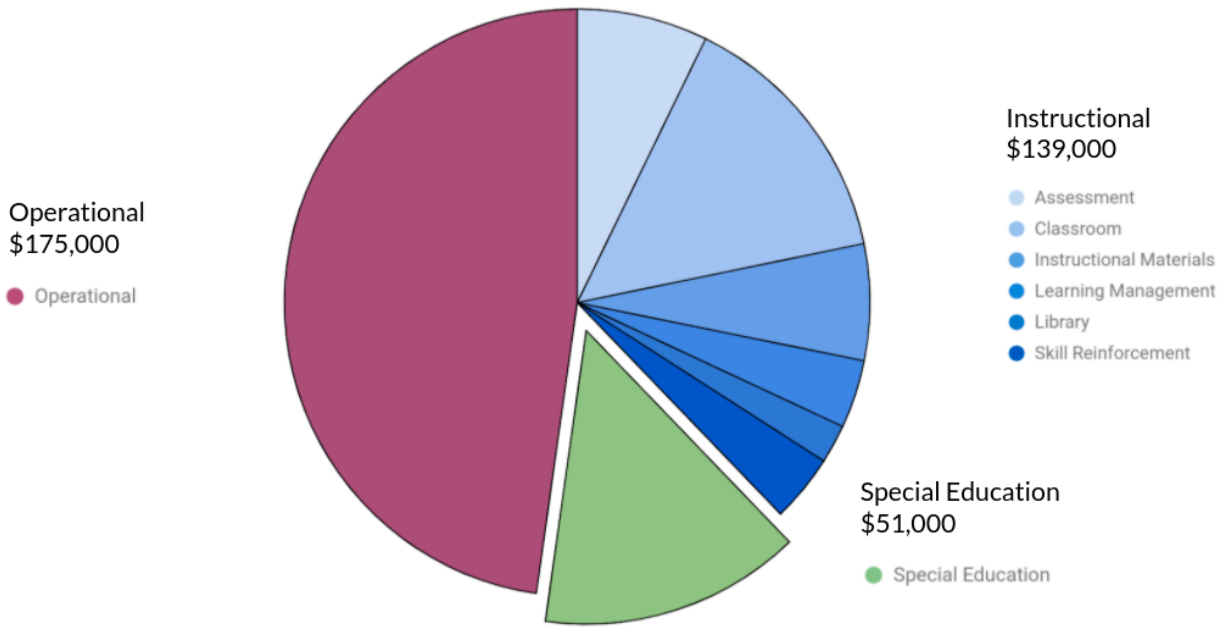
These are the principles that inform how the technology department supports the District's Goals:

- To offer technology resources that enhance teaching and learning
- To provide tools that promote achievement, creativity, and collaboration for all students
- To provide the data resources needed to support assessments and inform instruction
- To support the full range of technology services needed in a modern school environment

**Online Subscriptions**

The Sudbury Public Schools subscribes to a wide range of online resources to support both the instructional and operational work of our organization. In shifting our classrooms back to in person learning, this budget reflects a reinvigorated commitment to assessment and skill reinforcement.

A portion of the district's financial commitment to instructional resources is also specifically funded as part of the special education budget, as seen below.



**Instructional Resources**

The district makes computer resources accessible to all students and staff. In grades K-5, students use Chromebooks from classroom-based carts, with every classroom in grades 2-5 having one laptop for each student to use while at school. In grades 6-8, our middle school 1:1 initiative provides all students with a Chromebook that they can use both at school and at home.

Teacher technology resources have commonly included a laptop and some form of projection for a number of years. Increasingly that standard set of tools also includes document cameras, interactivity displays, audio systems to support vocal instruction, online learning management platforms, and video conferencing tools. New classroom technologies need to support teachers' ability to reach all learners, and to do so in a way that is budgetarily sustainable.



# The Year in Review

**Accessible and Inclusive Playgrounds**

Accessible and inclusive playgrounds have been constructed at the Haynes, Noyes, and Nixon schools. The Loring playground is currently under construction because of delays associated with supply chain limitations and weather. The four elementary playgrounds have been funded through a combination of grant funding, donations, town funding, and Community Preservation funds. The surfaces of these playgrounds allow access for students with mobility devices and are impact-friendly for older persons with knee and hip issues. The community is invited to enjoy school playgrounds after school hours and weekends.





**SMILE (Sudbury Mathematics Intervention and Literacy Engagement) Program**

Sudbury Public Schools offered for the first time a summer general education program. The 5-week summer program for elementary and in-coming kindergarten students was designed to mitigate learning impacts from COVID. The program focused on numeracy and literacy skills. Instruction was provided by trained educators and aligned with the Sudbury curriculum using a 1:10 teacher to student ratio. Administrative and nursing staff were on-site to support the program. The program also included an optional social module facilitated by Sudbury Park & Rec. 184 students attended the Summer 2021 session and were supported by 29 staff members. The SMILE program coincided with Extended School Year programming for students with disabilities, allowing for inclusion opportunities. Sudbury Public Schools sought ARPA funding for two additional years of programming, as the program was well received and resulted in measurable gains for students.



**Curtis Goes to Washington, DC**



Eighth grade students will be traveling to Washington, DC on June 7-10, 2022 for the purpose of researching and engaging in civic and government-related activities. Students will visit civic landmarks and view original documents of democracy. They will better understand the history, structure, purpose, and processes of the U.S. government, and important persons in governmental history. They will gain civil and historical perspectives by visiting various museums addressing such topics as the Holocaust and African-American history.

**Grade 8 Civics Project**

The Grade 8 Civics project is a capstone experience. Student-led, non-partisan civic action projects give students an opportunity to assess the world around them, find issues that matter to them and their communities, and finally, take action based on research of the root causes of those issues. Student identity and lived experience are at the center of this work. Through the project, students will analyze complex issues, consider differing points of view, make logical arguments, support claims with evidence, engage in civil discourse with those who hold opposing positions, and demonstrate an understanding of the connections between federal, state, and local policies, including issues that may impact the student's school or community.

**Mathematical Challenge and Support**

In this new elective, 7th grade students engage in challenging mathematics within a community of peers. This class uses an inquiry approach, which integrates students' knowledge and skills and applies these to solve real-life problems. Students make sense of problems, make connections between mathematical concepts, justify their reasoning, and seek to understand the reasoning of their peers. Students can expect to be stretched mathematically by the curriculum.

**Executive Functioning Course**

Executive functions are all of the intersecting skills that are required in order for a student to engage successfully in both social and academic domains. As with all areas of development, children's executive functioning abilities vary and develop at much different rates. The Executive Functioning Intervention Course supports students by helping them identify and utilize their executive functioning skills. It is designed to teach students about each of the executive functions and ways in which they can support themselves with compensatory strategies and materials. In addition, students are coached as they apply their skills, strategies, and other resources to their real-time course content. This course is offered to students for one trimester during a unified arts block. This is in addition to their regular core instructional blocks, world languages and/or other unified arts courses.

**Tiered General Education Services**

In order to meet the needs of students, services were added at the elementary and middle school levels. These services include a School Support Specialist at the Loring School. The Support Specialist provides supplemental literacy and mathematics instruction to students who have been identified through benchmark assessments and teacher referral. Literacy support was expanded at the Noyes School by increasing the FTE allocated for tutoring. District-wide positions, a School Nurse and a School Adjustment Counselor, were added to support the mental health and nursing teams respond to family and student needs arising from the pandemic.



# The Year Ahead

**Revised Capital Plan & Capital Task Force**

During the Fall of 2021, a Superintendent's Task Force composed of staff and community members was established to review the District's long-term capital needs and create a system to address those needs. The system included a revised capital plan, reporting structure on the progress on projects, and final accounting on projects. The task force also performed a review of past warrant articles to close out the warrants and return remaining balances to the Town.

**Dyslexia Working Group**

This district dyslexia working group, composed of diverse colleagues spanning instructional tiers (Tier 1, Tier 2 and Tier 3), has begun meeting regularly in 2021-2022 in order to ensure Sudbury's alignment with the newly released state guidelines on dyslexia. In professional consultation with Dr. Melissa Orkin, from Crafting Minds, this working group is reviewing and revising SPS programming and developing a three year strategic plan of research-based tiered interventions. The DESE guidelines are meant to provide direction and support for district staff at all levels and parents to ensure that students with dyslexia and other learning disabilities receive the education they are entitled to receive.

**Learning for Teaching**

Sudbury Public Schools is committed to robust professional development programming which is aligned with identified educator needs, state mandates, and district goals. During the 2022-23 school year, we will continue our focus on fostering inclusive and equitable learning environments, meeting the learning needs of students with diverse profiles, ensuring access to an aligned and balanced curriculum that prioritizes engagement and critical thinking. As part of this work we will be completing a program review of our English Language Arts curriculum and making recommendations for revision.




**COVID Recovery**

Like districts across the Commonwealth, Sudbury Public Schools will continue work to both mitigate the impact of the pandemic and to implement supports to help students, staff and families recover. Included in the measures the district is taking are increased mental health and nursing staffing and a continuation of the summer SMILE elementary academic and social program.

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