

Sudbury Public Schools

Budget Book

 v02_02

Superintendent's Recommended FY24 Budget
January 2023



ECMS Goes to Washington, DC

8th grade students

June 2022



Superintendent's Introduction



The Sudbury Public Schools has continued to meet the emerging needs of students in the 2022-2023 school year, as we increased staffing levels to address the academic and behavior and mental health needs of the students.

The FY24 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 FY24 budget, we reflected on one of the many successes of SPS students and staff from June 2022. The image of several hundred Curtis 8th graders on the Capitol steps came to mind as we worked to normalize our post-pandemic experiences and build relationships and experiences in person. We used that picture to drive 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 meet the needs of all students and is over the Town Manager's recommended guidance. SPS continually reevaluates spending priorities to maximize student supports. We have reallocated funding within the budget, increased reliance on reimbursable funds, and exhausted one-time funding sources. At this time, the needs of students, both academically and behaviorally, exceed our budget without making drastic cuts to programs and services.

The budget process begins with student enrollment projections, which are done 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 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 before 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 School Committee 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 data source 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

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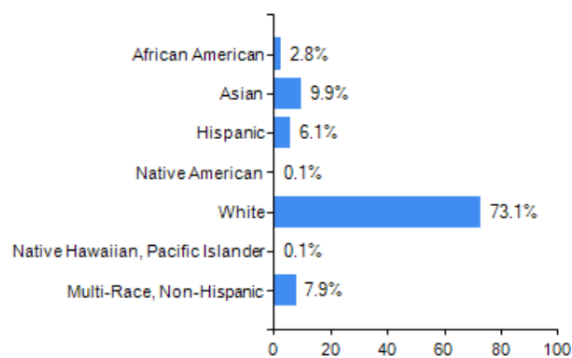
District at-a-Glance 2022-23



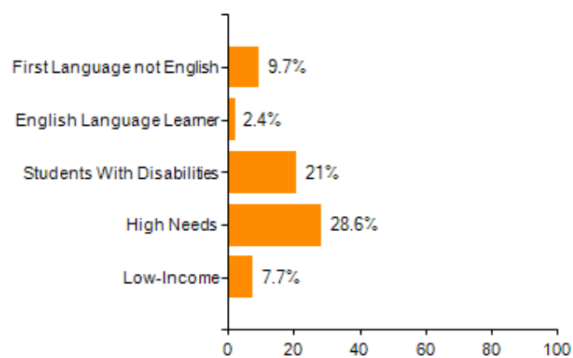
2535 Students

457.33 Staff FT

Student Race and Ethnicity



Selected Populations

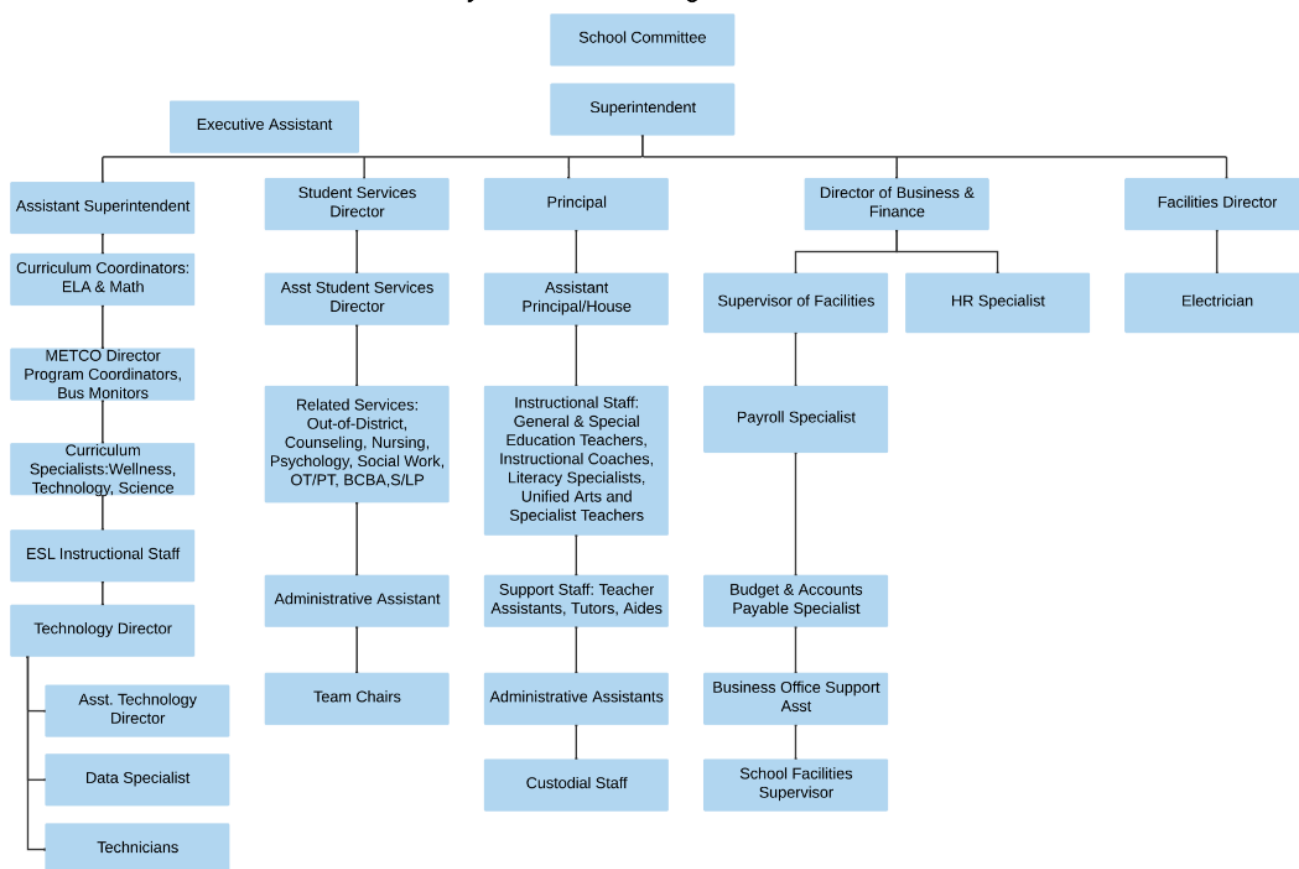


Source: DESE (Department of Elementary and Secondary Education) RADAR (Resource Allocation and District Allocation Reports)

SPS Organizational Chart

Sudbury Public Schools Committee, firstname_lastname@sudbury.k12.ma.us				
Silvia Nerssessionian, Chairperson	Meredith Gerson, Vice Chairperson	Sarah Troiano, Member	Mandy Sim, Member	Nicole Burnard, Member

Sudbury Public Schools Organization Chart:



01-09-2023

Strategic Plan Overview 2022-23

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 - Actively promote personal responsibility and integrity - Seek and promote opportunities to advance equity - Cultivate a lifelong commitment to community				
Theory of Action				
<i>If SPS provides:</i> - Differentiated instruction - Safe school environment - Instructional leadership and ongoing professional development - The use of data to inform instruction <i>Then...</i> 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 Sudbury Public Schools promote the social, emotional, and physical wellness of all students.	2. Innovation Sudbury Public Schools implement innovative, research-based curriculum and educational practices.	3. Meeting the Needs of ALL Learners Sudbury Public Schools provides learning experiences that aim to engage and challenge at students' individual levels.	4. Fiscal Responsibility Sudbury Public Schools anticipates and plans for fiscal needs with a long-term vision.	5. Professional Learning Sudbury Public Schools employs, develops, and supports personnel.
Strategic Initiatives				
1.a Enhance and maintain district-wide safety protocols: FY23 focus Threat Assessment	2.a Review and revise grade 8 Civic Action Project 2.b Implement initial ELA Curriculum Update	3.a Review and revise assessments for ELA and Mathematics 3.b Develop structures to	4.a Implement online payroll system 4.b Implement budgetarily responsible E911	5.a Implement Professional Development aligned with District Goals, state and federal mandates, and

1.b Full implementation of elementary Harmony SEL curriculum 1.c Investigate and respond to discipline data to ensure an equitable approach to behavior supports and responses 1.d Review Mental Health referral protocols and practices 1.e Expand middle school Health and Wellness course 1.f Expand SPD SRO interface to include an elementary and middle school officer 1.g Augment Mental Health/Behavioral services 1.h Disaggregate and respond to social/emotional data to ensure equitable outcomes for all student subgroups	recommendations and plan for future phases 2.c Review and revise scope and sequence for middle school science and identify supporting resources and engaging student learning experiences 2.d Identify updated middle school social studies materials and develop corresponding instructional sequences 2.e Implement SEL daily educational practices at the elementary level 2.f Align mathematical experiences for students with the continued focus on mathematical practices 2.g Develop sustainable structures to integrate SMILE, SMILE & Explore and ESY	warehouse and analyze student outcomes in mathematics 3.c Finalize Dyslexia Response Plan and implement initial recommendations 3.d Implement recommendations of Equity Audit 3.e Develop an ADA compliant Outdoor Wellness Space for ECMS 3.f Pilot specialized programming for elementary students with learning and emotional needs (i.e. Loring Bridges and Noyes LAB) 3.g Review and revise middle school support and enrichment courses, including Math Enrichment and Executive Functioning 3.h Implement revised METCO enrollment practices and identify additional opportunities for family and student engagement 3.i Develop implementation process for adoption of mandated IEP revision	system to comply with Kari's Law and Ray Baum's Act 4.c Execute, Update, and Revise SPS Capital Plan	emerging staff and student needs. 5.b Targeted Professional Development focused on District's Equity Goal 5.c Implement diversity recruitment recommendations
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Superintendent and School Committee Goals

District Goal: Equity

Superintendent Goal:

By June of 2023, the superintendent will develop an approach to respond to the equity audit to ensure equitable access to curriculum, high-quality instruction, and culturally proficient practices for all students.

Action Steps:

- Review and and share the equity audit
- Develop a district strategy based on recommendations
- Engage SPS staff in analyzing findings
- Prioritize professional learning focused on educational equity

Evidence

- Shared audit summaries
- Staff engagement sessions and survey
- Presentations to School Committee

School Committee Goal:

Throughout the 2022-2023 school year, the Sudbury School Committee will work to ensure an equitable education and experience for all students.

Action Steps:

- Participate in professional development with regards to the equity audit
- Review and discuss the equity audit report
- Monitor District's progress on planning and implementation of resolution of findings
- Support the tools and resources needed to increase the District's ability to implement recommendations and findings of the equity audit over time.

Student Achievement Goal

Superintendent Goal:

By June of 2023, the superintendent collaborates with educators to expand experiential learning opportunities for students and implement the recommendations of the Dyslexia Working Group and ELA Curriculum Review Committee, and the District Data Team.

Action Steps:

- Review staff feedback on opportunities to expand experiential learning opportunities
- Analyze and implement optimal recommendations from the Dyslexia Working Group.
- Strengthen a tiered approach for student support to address instructional and mental health needs.
- Monitor and report on learning throughout the school year.

Evidence

- District-wide schedule for experiential learning opportunities
- Presentations to School Committee

School Committee Goal:

In collaboration with the Superintendent, the School Committee will identify and document its expectation for assessment and benchmark data to be used for monitoring student achievement and growth. This work shall be completed by June 30, 2023.

Action Steps:

- By November 1, 2022 review disaggregated MCAS data, across all grade levels, including sub-groups.
- Gather exemplars from peer Districts on reporting of student achievement data.
- Hold additional workshops for the School Committee to review benchmarking tools and reporting areas by December 1, 2022.
- Support the tools and resources needed to increase the District's ability to expand upon its data driven decision making.

Professional Practice

Superintendent Goal:

By June of 2023, the superintendent will engage in professional development activities to support addressing needs identified by the equity audit.

Action Steps:

- Attend course "Unconscious Bias in Schools"
- Review audit findings with site based teams
- Conduct school visits focused on institutional biased practices

Evidence

- Team agendas
- Site visit topics



Budget Timeline



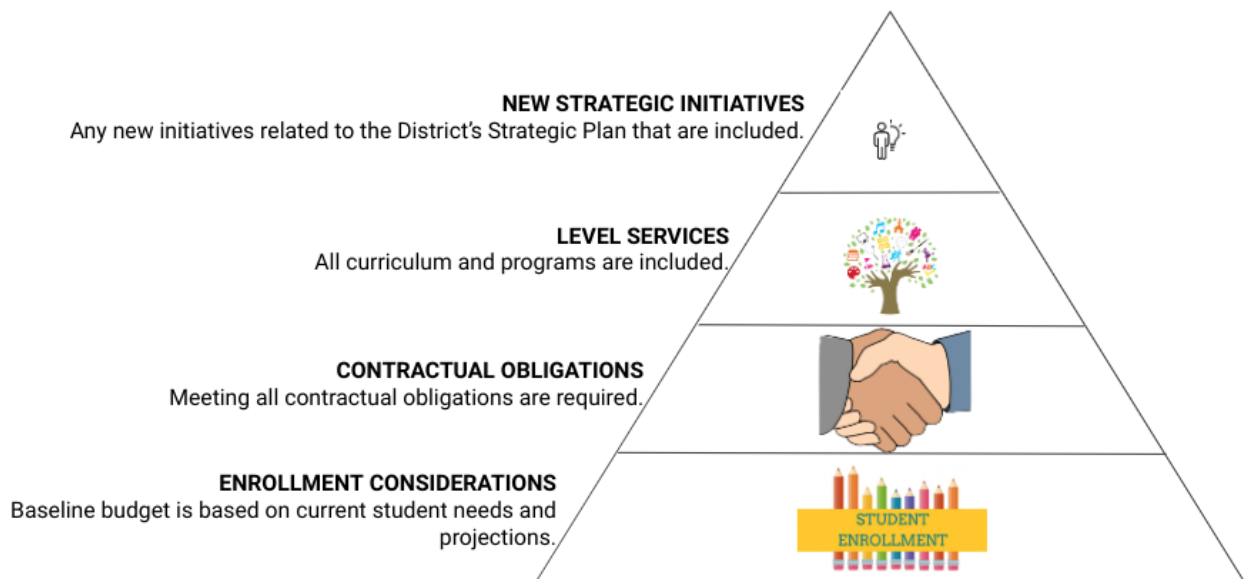
Additional Operating Budget Meetings

Finance Committee Budget Hearing - February 15, 2023



Budget Overview

The FY24 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 student's needs post-pandemic were incorporated into the FY24 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
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
2017	138	2022-23	73	273	265	242	310	269	273	272	291	287	0	0	0	0	0	2482	2555

Source: NESDEC (New England School Development Council) October, 2022

Historical Percentage Changes			
Year	K-8	Diff.	%
2012-13	2952	0	0.0%
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%
2022-23	2482	22	0.9%
Change		-470	-15.9%

Source: NESDEC (New England School Development Council) October, 2022

Enrollment Projection

Over the next five years, NESDEC projects that Sudbury will see an increase in Pre-Kindergarten to grade 8 enrollment, of approximately 167 students.

School District: Sudbury, MA

10/27/2022

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
2017	138		2022-23	73	273	265	242	310	269	273	272	291	287	0	0	0	0	0	2482	2555
2018	135		2023-24	73	251	292	276	247	317	267	269	274	290	0	0	0	0	0	2483	2556
2019	144		2024-25	74	268	269	304	282	253	315	263	271	273	0	0	0	0	0	2498	2572
2020	137		2025-26	74	255	287	280	311	289	251	311	265	270	0	0	0	0	0	2519	2593
2021	168	(prov.)	2026-27	75	312	273	299	286	318	287	247	314	264	0	0	0	0	0	2600	2675
2022	144	(est.)	2027-28	75	269	334	285	306	293	316	283	249	312	0	0	0	0	0	2647	2722
2023	146	(est.)	2028-29	76	271	288	348	291	313	291	312	285	248	0	0	0	0	0	2647	2723
2024	148	(est.)	2029-30	76	275	290	300	356	298	311	287	315	284	0	0	0	0	0	2716	2792
2025	149	(est.)	2030-31	77	276	294	302	307	364	296	307	289	313	0	0	0	0	0	2748	2825
2026	151	(est.)	2031-32	77	281	295	306	309	314	362	292	310	288	0	0	0	0	0	2757	2834
2027	147	(est.)	2032-33	78	274	301	308	313	316	312	357	294	308	0	0	0	0	0	2783	2861

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

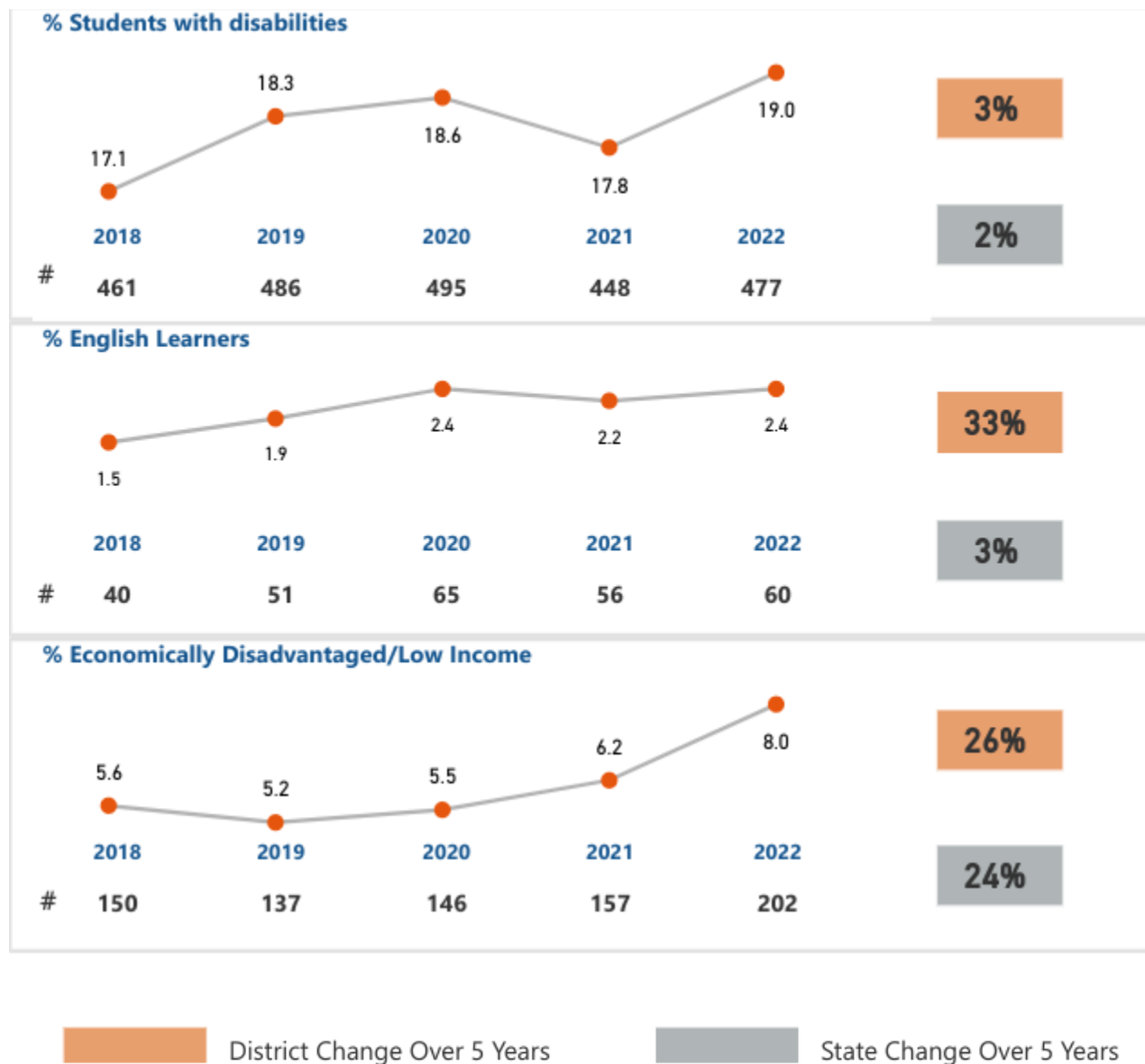
Based on students already enrolled

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



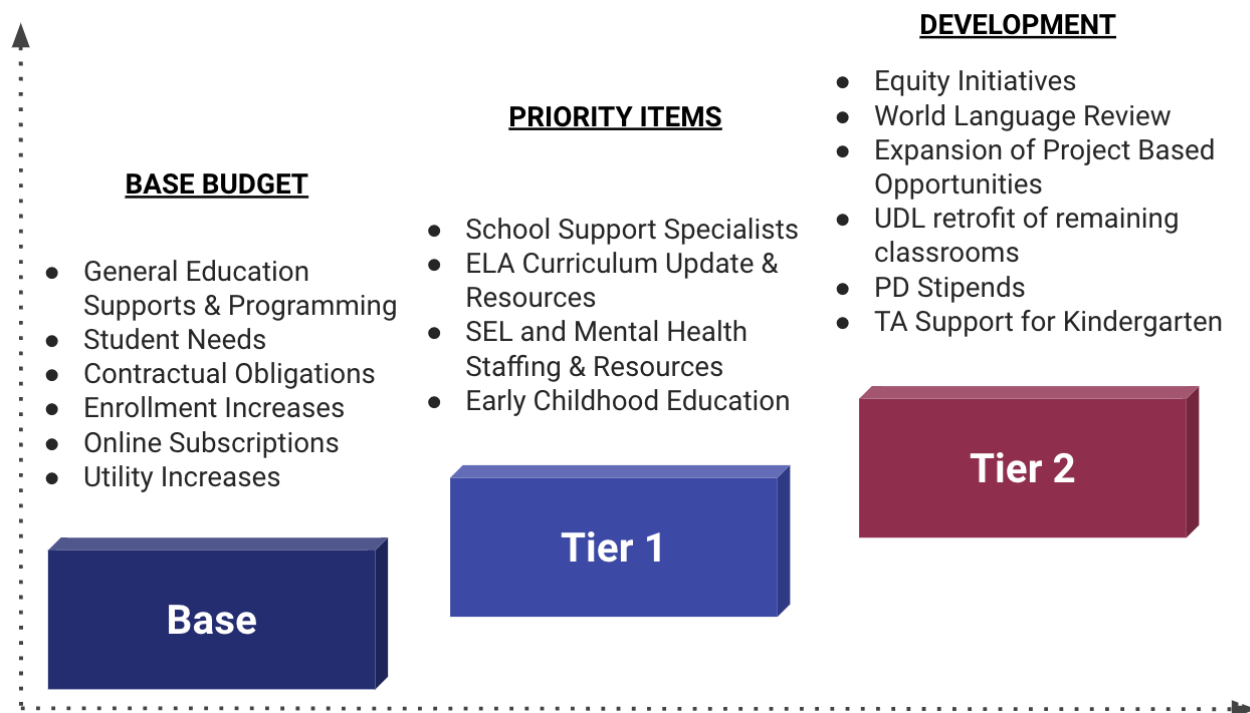
Overall and Special Populations

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.



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

Budget Tiers



Base Budget Detail

General Education Supports & Programming	Middle School Health and Wellness, School Support Specialist @ Loring, and Executive Functioning Class at Curtis
FY23 New Positions Based on Student Needs	Board Certified Behavioral Analyst, Special Education Teacher, Applied Behavior Analyst Tutors, and Mental Health Supports
Contractual Obligations	New Common Planning and Collaboration Time Pilot
Enrollment Driven Increase	Planned increases for elementary sections
Online Subscriptions	Continue skill-reinforcement, learning management, classroom, library, assessment, curriculum, and special education tools

Budget Drivers

Steps and Lanes*	\$494,619
Contractual Cost of Living Adjustment (2%)	\$421,605
Additional Staff FTEs	Social Emotional & Mental Health Supports
Special Education Private School Tuition	State approved 14% increase of current tuition
Utility Increases	\$281,647

*Salary differential based on experience and education.

Tier I Budget Initiatives

2.0 FTE School Support Specialist	To augment tiered academic services at the elementary and middle school levels: general education position assigned to schools/cohorts based upon identified student academic needs. (\$154,000)
Respond to Mental Health Needs	Investigate and respond to emerging mental and behavioral health needs with staffing and resources (\$160,000)
Early Childhood Education	Research and analyze early childhood needs and programming structure (\$150,000)
Total Recommended	\$464,000
ELA Curriculum Update Funded by use of one-time funds	Professional development, instructional materials, and student resources to implement recommendations of Elementary English Language Arts Curriculum Review (\$359,635)

FY24 Budget by DESE Function Code

EXPENSE (DOE Function Category)	FY2023			FY2024 with Override			FY2024 No Override		
	Budget \$	+/- \$:	+/- %	Forecast \$	+/- \$:	+/- %	Forecast \$	+/- \$:	+/- %
Administration	\$ 1,205,294	\$ 23,199	1.96%	\$ 1,235,622	\$ 30,328	2.52%	\$ 1,235,622	\$ 30,328	2.52%
Instructional Leadership	\$ 3,591,333	\$ 128,991	3.73%	\$ 3,704,202	\$ 112,869	3.14%	\$ 3,704,202	\$ 112,869	3.14%
Teachers	\$ 21,698,762	\$ 451,555	2.13%	\$ 22,807,494	\$ 1,108,732	5.11%	\$ 22,230,494	\$ 531,732	2.45%
Other Teaching Services	\$ 5,212,279	\$ 242,067	4.87%	\$ 5,293,359	\$ 81,080	1.56%	\$ 5,293,359	\$ 81,080	1.56%
Professional Development	\$ 332,543	\$ (17,463)	-4.99%	\$ 334,168	\$ 1,625	0.49%	\$ 334,168	\$ 1,625	0.49%
Instructional Materials/Equip/Tech	\$ 698,735	\$ 9,419	1.37%	\$ 705,726	\$ 6,991	1.00%	\$ 705,726	\$ 6,991	1.00%
Guidance, Counseling, Testing	\$ 1,728,129	\$ 110,927	6.86%	\$ 1,969,541	\$ 241,412	13.97%	\$ 1,969,541	\$ 241,412	13.97%
Pupil Services	\$ 3,306,452	\$ 213,505	6.90%	\$ 3,456,826	\$ 150,374	4.55%	\$ 3,288,366	\$ (18,086)	-0.55%
Operations and Maintenance	\$ 2,701,676	\$ 58,164	2.20%	\$ 3,023,716	\$ 322,040	11.92%	\$ 3,023,716	\$ 322,040	11.92%
Fixed Charges	\$ 205,000	\$ 19,155	10.31%	\$ 205,880	\$ 880	0.43%	\$ 205,880	\$ 880	0.43%
Out-of-District Expenditures	\$ 1,169,461	\$ (20,597)	-1.73%	\$ 1,239,629	\$ 70,168	6.00%	\$ 1,239,629	\$ 70,168	6.00%
TOTAL GF FORECAST \$:	\$ 41,849,664	\$ 1,218,922	3.00%	\$ 43,976,163	\$ 2,126,499	5.08%	\$ 43,230,703	\$ 1,381,039	3.30%

Town Manager FY24 Budget Target (12/9/22)

\$ 43,230,703 \$ 1,381,039 3.30%

+ / - diff \$: \$ (745,460)

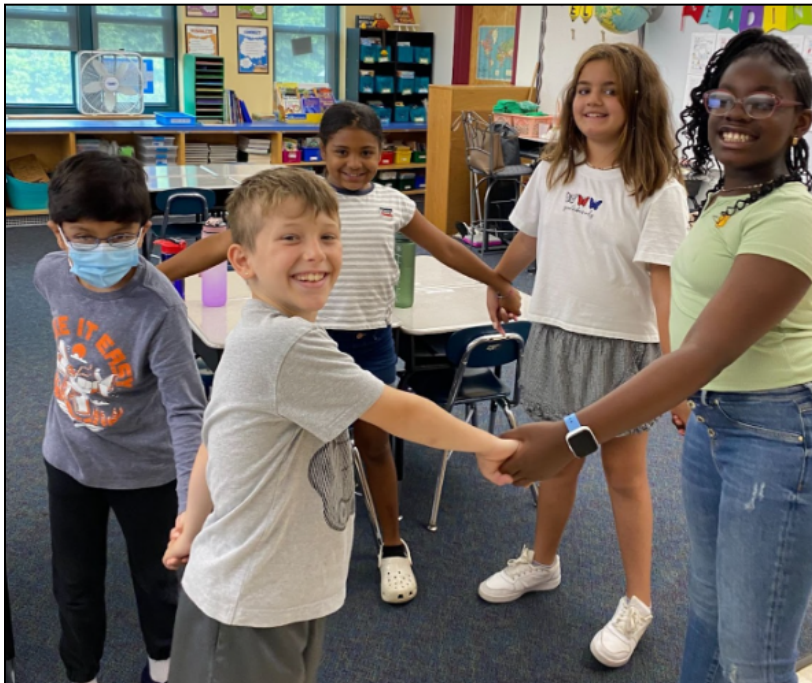
3-Year Budget Forecast by DESE Function Code

EXPENSE (DOE Function Category)	FY2025			FY2026			FY2027		
	Forecast \$	+/- \$:	+/- %	Forecast \$	+/- \$:	+/- %	Forecast \$	+/- \$:	+/- %
Administration	\$ 1,266,740	\$ 31,118	2.52%	\$ 1,299,671	\$ 32,931	2.60%	\$ 1,335,378	\$ 35,707	2.75%
Instructional Leadership	\$ 3,793,732	\$ 89,530	2.42%	\$ 3,899,171	\$ 105,439	2.78%	\$ 3,993,236	\$ 94,065	2.41%
Teachers	\$ 23,502,519	\$ 695,025	3.05%	\$ 24,334,696	\$ 832,177	3.54%	\$ 25,167,112	\$ 832,416	3.42%
Other Teaching Services	\$ 5,448,532	\$ 155,173	2.93%	\$ 5,644,120	\$ 195,588	3.59%	\$ 5,826,603	\$ 182,483	3.23%
Professional Development	\$ 335,809	\$ 1,641	0.49%	\$ 337,466	\$ 1,657	0.49%	\$ 339,141	\$ 1,675	0.50%
Instructional Materials/Equip/Tech	\$ 712,782	\$ 7,056	1.00%	\$ 719,911	\$ 7,129	1.00%	\$ 727,109	\$ 7,198	1.00%
Guidance, Counseling, Testing	\$ 2,085,527	\$ 115,986	5.89%	\$ 2,146,617	\$ 61,090	2.93%	\$ 2,210,786	\$ 64,169	2.99%
Pupil Services	\$ 3,611,057	\$ 154,231	4.46%	\$ 3,778,919	\$ 167,861	4.65%	\$ 3,941,032	\$ 162,113	4.29%
Operations and Maintenance	\$ 3,093,373	\$ 69,657	2.30%	\$ 3,142,773	\$ 49,400	1.60%	\$ 3,211,348	\$ 68,575	2.18%
Fixed Charges	\$ 206,769	\$ 889	0.43%	\$ 207,667	\$ 898	0.43%	\$ 208,574	\$ 907	0.44%
Out-of-District Expenditures	\$ 1,314,007	\$ 74,378	6.00%	\$ 1,392,847	\$ 78,840	6.00%	\$ 1,476,418	\$ 83,571	6.00%
TOTAL GF FORECAST \$:	\$ 45,370,847	\$ 1,394,684	3.17%	\$ 46,903,858	\$ 1,533,010	3.38%	\$ 48,436,737	\$ 1,532,879	3.27%

FY23 Budget by DESE Object Code

OBJ#	MUNIS Account Summary Name:	FY2023	FY2024	vs. FY2023	
		Budget \$	Budget \$	+ / - \$	+ / - %
502	ART	\$ 453,107	\$ 466,511	\$ 13,404	2.96%
505	AUDIO VISUAL	\$ 51,030	\$ 51,541	\$ 511	1.00%
513	COMPUTER INSTRUCTION	\$ 427,080	\$ 437,630	\$ 10,550	2.47%
514	CURRICULUM DEVELOPMENT	\$ 890,002	\$ 916,120	\$ 26,118	2.93%
516	ELEMENTARY EDUCATION	\$ 7,730,365	\$ 8,071,029	\$ 340,664	4.41%
520	EARLY CHILDHOOD EDUCATION	\$ 2,500	\$ 2,525	\$ 25	1.00%
521	ENGLISH	\$ 698,678	\$ 722,595	\$ 23,917	3.42%
522	ENGLISH AS SECOND LANGUAGE	\$ 358,700	\$ 376,269	\$ 17,569	4.90%
524	FOREIGN LANGUAGE	\$ 779,843	\$ 775,430	\$ (4,413)	-0.57%
530	GUIDANCE	\$ 992,296	\$ 1,030,036	\$ 37,740	3.80%
531	HEALTH EDUCATION	\$ 204,688	\$ 213,980	\$ 9,292	4.54%
536	INSTRUCTION	\$ 105,550	\$ 106,607	\$ 1,057	1.00%
540	TECH ED (Technology/Engineering/Robotics)	\$ 231,799	\$ 245,552	\$ 13,753	5.93%
541	KINDERGARTEN	\$ 1,603,771	\$ 1,693,355	\$ 89,584	5.59%
544	LIBRARY	\$ 435,619	\$ 462,035	\$ 26,416	6.06%
555	MATHEMATICS	\$ 1,161,496	\$ 1,206,035	\$ 44,539	3.83%
560	MEDIA - COMPUTER SERVICES	\$ 288,000	\$ 290,880	\$ 2,880	1.00%
561	MIDDLE SCHOOL PROGRAMS	\$ 17,650	\$ 17,827	\$ 177	1.00%
563	MUSIC	\$ 726,701	\$ 750,350	\$ 23,649	3.25%
570	PHYSICAL EDUCATION	\$ 612,479	\$ 632,234	\$ 19,755	3.23%
572	PRE-SCHOOL EDUCATION	\$ 511,686	\$ 543,045	\$ 31,359	6.13%
573	PROFESSIONAL DEVELOPMENT	\$ 259,735	\$ 310,632	\$ 50,897	19.60%
575	READING	\$ 914,494	\$ 951,422	\$ 36,928	4.04%
582	SCIENCE	\$ 658,572	\$ 680,373	\$ 21,801	3.31%
583	SOCIAL STUDIES	\$ 789,205	\$ 815,479	\$ 26,274	3.33%
584	SPECIAL EDUCATION	\$ 7,955,447	\$ 8,352,771	\$ 397,324	4.99%
591	SPEECH	\$ 924,726	\$ 964,158	\$ 39,432	4.26%

OBJ#	MUNIS Account Summary Name:	FY2023	FY2024	vs. FY2023	
		Budget \$	Budget \$	+ / - \$	+ / - %
594	SUBSTITUTES	\$ 393,205	\$ 393,387	\$ 182	0.05%
532	HEALTH SERVICES	\$ 491,427	\$ 503,427	\$ 12,000	2.44%
534	HOME STUDY	\$ 85,000	\$ 85,850	\$ 850	1.00%
564	OCCUPATIONAL THERAPY	\$ 429,387	\$ 440,314	\$ 10,927	2.54%
571	PHYSICAL THERAPY	\$ 207,745	\$ 212,738	\$ 4,993	2.40%
574	PSYCHOLOGICAL SERVICES	\$ 709,139	\$ 912,544	\$ 203,405	28.68%
585	EQUIPMENT (LEASE & REPLACEMENT)	\$ 88,000	\$ 88,880	\$ 880	1.00%
590	SPED CONSULTANTS	\$ 70,052	\$ 70,753	\$ 701	1.00%
596	TUITION (SPED OOD)	\$ 1,169,461	\$ 1,239,629	\$ 70,168	6.00%
605	VISION CONSULTANT	\$ 10,000	\$ 10,100	\$ 100	1.00%
602	TRANSPORTATION (REGULAR)	\$ 1,045,903	\$ 1,100,456	\$ 54,553	5.22%
603	TRANSPORTATION (SPED)	\$ 744,344	\$ 787,732	\$ 43,388	5.83%
610	CURRICULUM/LIBRARY/MEDIA	\$ 396,702	\$ 400,669	\$ 3,967	1.00%
515	CUSTODIAL SERVICES	\$ 1,028,889	\$ 1,057,914	\$ 29,025	2.82%
581	SAFETY PROGRAMS	\$ 57,000	\$ 57,000	\$ -	0.00%
593	SUPERINTENDENT'S OFFICE	\$ -	\$ -	\$ -	0.00%
501	ADMINISTRATION	\$ 3,262,042	\$ 3,358,441	\$ 96,399	2.96%
543	LEGAL SERVICES	\$ 74,432	\$ 75,176	\$ 744	1.00%
615	WATER	\$ 12,221	\$ 12,343	\$ 122	1.00%
616	ELECTRICITY	\$ 518,274	\$ 673,756	\$ 155,482	30.00%
617	HEATING OIL/GAS	\$ 282,815	\$ 408,980	\$ 126,165	44.61%
619	TELEPHONE	\$ 50,414	\$ 50,918	\$ 504	1.00%
621	STIPENDS	\$ 68,930	\$ 68,930	\$ -	0.00%
622	403(b) MATCH	\$ 60,000	\$ 60,000	\$ -	0.00%
		\$ 41,849,664	\$ 43,976,163	\$ 2,126,499	5.08%



Non-Override Budget Cuts

The Town Manager's Budget Guidance does not provide the funding necessary to address academic recovery and the critical mental health needs of our students. Reductions are required to meet the guidance in a non-override budget. The charts below represent the impacts of the reductions from the School Committee's approved budget.

Program/Service	Monetary Impact	Programming Impact
Increase elementary class size	\$384,500	Class size guidelines would increase by three students per grade (see chart below).
Increase middle school class size	\$192,500	Grade 8 homerooms would be reduced from 14 to 12 sections, increasing the number of students in the core subjects. Smaller sections of UAs would be eliminated, increasing the number of students in remaining sections.
Align transportation with state mandate of 2+ mile parameter	\$168,460	Transportation reductions would be implemented to reduce the number of buses needed in the fleet. SPS will only transport students K-6 (863 students) that live greater than 2 miles from their school.

Class Size Guidelines	Current	Increased Class Size
Kindergarten and Grade 1	20	23
Grade 2	22	25
Grades 3 to 8	24	27

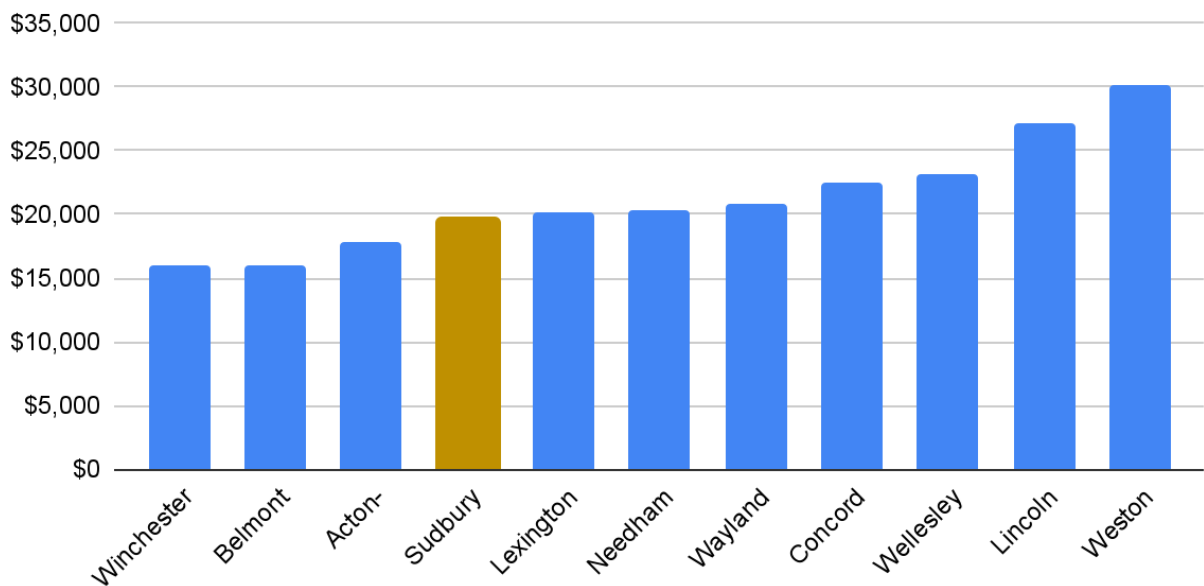
Grade Level	Number of Classrooms	Increased Class Size
Kindergarten	5	23
Grade 2	3	25
Grade 3	2	27
Grade 4	2	27
Grade 8	16	27
Total Classroom Impacted	28	

Pupil Expenditure

2021 -2022 Per Pupil Expenditure by Comparables

Sudbury's per-pupil cost was \$19,746 which is the fourth lowest as compared to peer districts as identified by Sudbury Public Schools School Committee.

Per Pupil Spending by Town



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

2021 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.

Spending per in-district pupil by category as percent of total spending

Organization	Total	Admin	Instr'l Leaders	Teachers	Other Teaching Services	Professional Development	Instr'l Materials	Guidance & Psychology	Pupil Services	Operations & Maintenance	Benefits & Fixed Costs
Winchester	\$16,020	4%	7%	44%	8%	1%	5%	4%	6%	7%	14%
Weston	\$30,201	3%	6%	35%	9%	1%	2%	4%	12%	9%	19%
Wellesley	\$23,172	3%	9%	41%	11%	1%	4%	4%	7%	6%	13%
Wayland	\$20,847	5%	7%	43%	9%	1%	3%	4%	7%	7%	14%
Sudbury	\$19,746	3%	9%	40%	11%	1%	5%	3%	6%	7%	15%
Needham	\$20,287	4%	8%	37%	10%	1%	4%	3%	6%	8%	18%
Lincoln	\$27,208	5%	8%	40%	9%	1%	3%	3%	8%	9%	14%
Lexington	\$20,176	3%	9%	42%	11%	1%	2%	5%	9%	1%	17%
Concord	\$22,515	3%	7%	41%	14%	1%	2%	3%	9%	9%	11%
Belmont	\$16,066	4%	6%	40%	7%	0%	3%	3%	7%	13%	16%
Acton-Boxborough	\$17,794	3%	7%	40%	9%	0%	3%	4%	10%	7%	16%

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

2022 Staffing Levels

The following tables focus on staffing levels in the Sudbury Public Schools as compared to School Committee identified comparables. Also noted are state staffing levels.

ORNAME	Teachers	Paraprofessional	Leadership	Student Support	Clerical	Tech
Acton-Boxborough	401.2	186.0	50.6	38.0	43.2	16.1
Belmont	282.5	93.5	29.6	28.2	27.6	9.8
Concord	176.4	92.7	22.7	13.0	16.0	6.8
Lexington	614.5	177.4	67.4	64.7	109.2	16.0
Lincoln	122.7	56.0	14.2	8.5	18.0	4.0
Needham	438.3	164.1	61.0	40.8	65.2	11.5
State	76,291.1	24,111.6	9,560.4	6,341.3	8,500.7	1,476.2
Sudbury	203.7	54.3	22.6	20.1	20.8	4.0
Wayland	233.6	117.5	34.7	21.7	30.2	6.5
Wellesley	389.7	237.0	50.1	35.7	48.7	18.0
Weston	167.2	60.5	24.6	20.7	35.7	13.2
Winchester	355.9	109.2	37.7	28.2	26.5	1.0

FTE Per 100 Students

District Name	Teachers	Paraprofessional	Leadership	Student Support	Clerical	Tech
Acton-Boxborough	7.8	3.6	0.9	0.7	0.8	0.3
Belmont	6.5	2.1	0.7	0.8	0.6	0.2
Concord	8.9	4.8	1.1	0.8	0.8	0.3
Lexington	9.0	2.6	1.0	1.0	1.6	0.2
Lincoln	11.5	5.3	1.4	0.8	1.7	0.4
Needham	7.9	3.0	1.1	0.7	1.2	0.2
State	8.3	2.6	1.0	0.8	0.9	0.2
Sudbury	8.1	2.1	0.9	0.7	0.8	0.2
Wayland	8.7	4.4	1.2	0.8	1.1	0.2
Wellesley	9.1	5.5	1.2	0.7	1.1	0.4
Weston	8.5	3.1	1.3	1.2	1.8	0.7
Winchester	8.1	2.5	0.8	0.6	0.6	0.0

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 FY24. 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

	Federal Grants						State Grant
	305 Title I	140 Title IIA	309 Title IV	240 IDEA	262 Early Child	115 & 119 ESSER II & III	METCO
Administrative Salaries	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 106,000
Instructional/Professional Staff	\$ 41,030	\$ -	\$ 10,000	\$ -	\$ -	\$ 368,430	\$ -
Support Staff	\$ 34,000	\$ -	\$ -	\$ 604,070	\$ 15,529	\$ -	\$ 170,684
Benefits (MTRS)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Stipends	\$ -	\$ 35,321	\$ -	\$ -	\$ 900	\$ -	\$ -
Travel	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Supplies & Materials	\$ -	\$ -	\$ -	\$ 5,000	\$ 2,400	\$ -	\$ -
Contractual Services	\$ -	\$ -	\$ -	\$ 9,718	\$ 3,600	\$ -	\$ 20,000
Other Costs	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 223,560
TOTAL \$:	\$ 75,030	\$ 35,321	\$ 10,000	\$ 618,788	\$ 22,429	\$ 368,430	\$ 520,244

Revolving & Special Funds

State Reimbursement, Revolving, Special Revenue Accounts										
Circuit Breaker	Bus Transportation	School Lunch	PreK Tuition	Medicaid Reimburse	Instrumental Lessons	Facility Use	Student Activity	Athletic Revolving	ARPA Funding	
FY24 Expense Assumption \$:	\$ 620,000	\$ 352,000	\$ 938,000	\$ 151,272	\$ 150,000	\$ 75,000	\$ 100,000	\$ 62,000	\$ 35,000	\$ 520,000

Total General Fund Budget with Other Funding

EXPENSE (DOE Function Category)	General Fund Proposed \$	Other Funding						TOTAL
		Total Grants \$	PreK Tuition	Circuit Breaker	Bus Revenue	Medicaid Reimburse	ARPA Funding	
Administration	\$1,235,622							\$ 1,235,622
Instructional Leadership	\$3,704,202	\$ 106,000	-	-	-	-	-	\$ 3,810,202
Teachers	\$22,807,494	\$ 419,460	-	-	-	-	\$ 210,000	\$ 23,436,954
Other Teaching Services	\$5,293,359	\$ 824,283	\$ 151,272	\$ 620,000	-	-	\$ 310,000	\$ 7,198,914
Professional Development	\$334,168	36,221	-	-	-	-	-	\$ 370,389
Instructional Materials/Equip/Tech	\$705,726	\$ 40,718	-	-	-	-	-	\$ 746,444
Guidance, Counseling, Testing	\$1,969,541	-	-	-	-	-	-	\$ 1,969,541
Pupil Services	\$3,456,826	\$ 223,560	-	-	\$ 352,000	\$ 150,000	-	\$ 4,182,386
Operations and Maintenance	\$3,023,716	-	-	-	-	-	-	\$ 3,023,716
Fixed Charges	\$205,880	-	-	-	-	-	-	\$ 205,880
Out-of-District Expenditures	\$1,239,629	-	-	-	-	-	-	\$ 1,239,629
TOTAL EXPENSE \$:	\$ 43,976,163	\$ 1,650,242	\$ 151,272	\$ 620,000	\$ 352,000	\$ 150,000	\$ 520,000	\$ 47,419,677

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

Town Meeting Article	FY19 to FY22 Medicaid Reimbursement (One Time Funding)	ELA Curriculum Update: PD and Resources	\$204,844
Town Meeting Article	FY23 Chapter 70 Increase (One Time Funding)	ELA Curriculum Update: PD and Resources	\$74,730
Revolving Fund Use	Medicaid Reimbursement Currently Available (One Time Funding)	ELA Curriculum Update: PD and Resources	\$80,061
Town Meeting Article	Current Fiscal Year Medicaid Reimbursement Process (Annual Recurring)	Consider to close budget gap	\$150,000
Circuit Breaker	Uncommitted Circuit Breaker Reimbursement	Consider to close budget gap	\$300,000



FY24 Capital Requests

The Capital items below are submitted for the Town Meeting's consideration. All of the following capital projects are on the [SPS Capital Plan](#) for FY24.

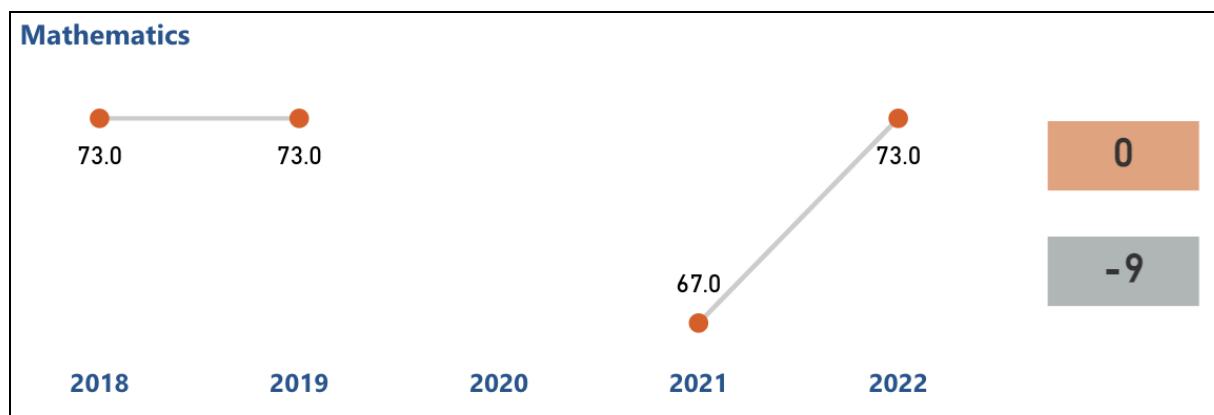
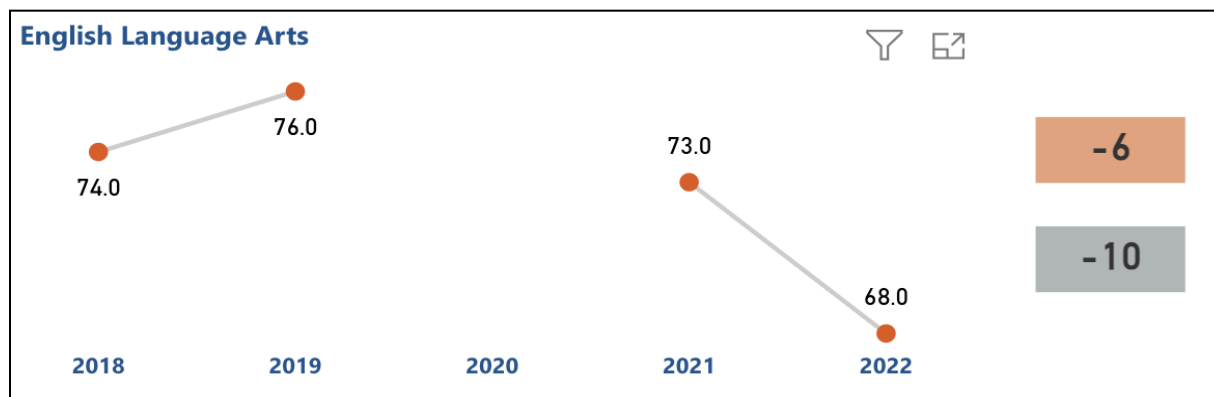
Schools Carpet Replacement	CIP_FY24_SPS-1	\$50,000
• Ongoing carpet replacement program <i>Funding Source Recommendation: Town Manager Small Capital</i>		
Schools VCT Flooring Replacement	CIP_FY24_SPS-2	\$75,000
• Ongoing flooring replacement program <i>Funding Source Recommendation: Town Manager Small Capital</i>		
Bathroom Partitions Repair and Replacement	CIP_FY24_SPS-3	\$25,000
• Repair and/or replace bathroom partitions in various school buildings <i>Funding Source Recommendation: Town Manager Small Capital</i>		
Gymnasium Padding Replacement	CIP_FY24_SPS-4	\$50,000
• Replace gymnasium pads that are past their useful life and damaged due to normal wear and tear in all school buildings. <i>Funding Source Recommendation: Town Manager Small Capital</i>		
Curtis A/V and Assisted Listening	CIP_FY24_SPS-5	\$160,000
• This project is to replace the Curtis sound, lighting, and control board that is beyond its useful life and provide a new ADA compliant assisted listening capacity in the auditorium. • The equipment has needed some costly repairs over the past three years. <i>Funding Source Recommendation: Town Meeting Warrant Article</i>		

SPS HVAC Upgrades	CIP_FY24_SPS-6	\$450,000
Haynes Rooftop HVAC Replacements Curtis School RTU #7 AC Unit Replacement Curtis School RTU #9, #12 AC Units Replacement Haynes Dehumidification Control Loring Art room climate control	• This is a request for the repair and replacement of individual HVAC and heating repairs and replacements in several schools. These items are critical to maintaining the heat and ventilation requirements in buildings. The district has continually addressed needed HVAC and heat issues in schools. During the pandemic period, building systems were heavily relied upon to function well and operate on extended schedules. • The listed items are a combined request and continuation of the ongoing repair and maintenance of this critical building infrastructure.	<i>Funding Source Recommendation: Town Meeting Warrant Article</i>
Interior Security Cameras	CIP_FY24_SPS-7	\$310,000
• Installation of surveillance cameras and associated equipment in the Curtis Middle School, Haynes Elementary School, Loring Elementary School, Nixon Elementary School, and Noyes Elementary School. • This project is for the purchase and installation of surveillance cameras, switches, required licensing, and any necessary supporting hardware. • Interior cameras will improve the safety of the buildings for students and staff and limit the risk of damage and loss by reducing the potential for vandalism and assisting in investigations.	<i>Funding Source Recommendation: Town Meeting Warrant Article</i>	
Curtis Outdoor Health and Wellness Structure	CIP_FY24_SPS-8	\$480,000
• This project will create an outdoor health and wellness structure for the Curtis Middle School community which serves approximately 850 students. This project will enhance the connectedness of students while supporting the social emotional and mental health needs of students. • This project advances town equity and accessibility goals. • SPS applied for CPA Funding for the project.	<i>Funding Source Recommendation: Town Meeting Warrant Article</i>	

MCAS Outcomes

The pandemic interrupted state MCAS testing making year-to-year comparisons more difficult. As a district we are seeing:

- Impact of pandemic on early literacy instruction is being seen in results for the now upper elementary students
- Writing has been particularly impacted by the interruptions to direct instruction
- Students in older grades are rebounding in ELA more quickly
- Mathematics outcomes demonstrate a strong rebound, especially in the upper grades
- Science outcomes demonstrate growth in grade 5 and a stronger rebound in grade 8
- Mean for all students and all subgroups are in the moderate range with Asian students showing high growth in ELA and Mathematics and Multi-Race, Non Hispanic/Latino in ELA



District Change Over 5 Years

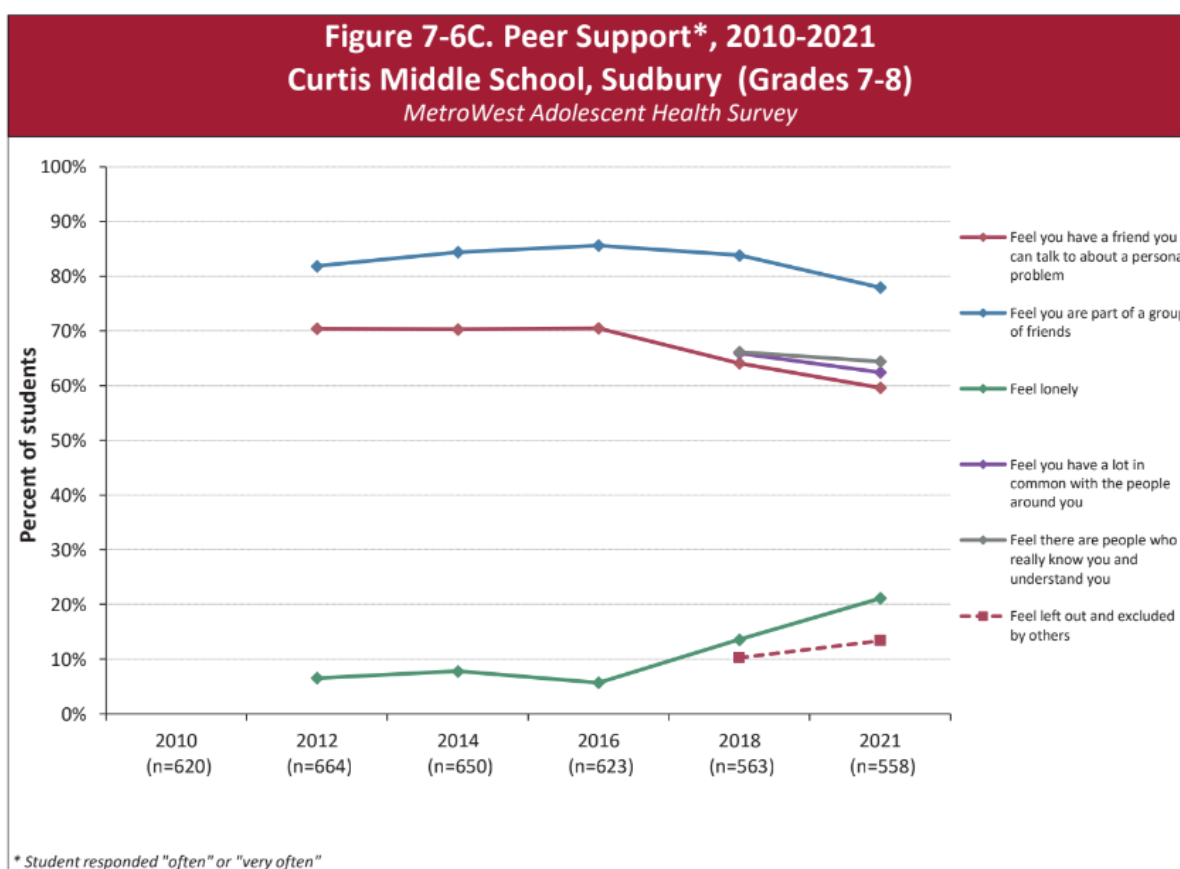
State Change Over 5 Years

Source: DESE (Department of Elementary and Secondary Education) DART (District Analysis and Review Tool)

MetroWest Adolescent Health Survey

Data from the MetroWest Adolescent Health Survey and other measures helps the District better understand adolescent health issues and is one of several measures used to identify community wellness priorities, including:

- Plan specialized programs for our students
- Plan professional learning opportunities and data shares with staff
- Inform decisions related to curriculum development such as revising Health Education scope & sequence
- Demonstrate need for additional staffing;
 - Added 1 FTE Counselor in FY23; need for additional counseling staff
 - Added .8 FTE Wellness educator to create a structure that provides health education for all middle school students



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
22-23	8	8	2	12	6	8	8	8	7
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 October 1, 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 43 students qualifying for “foundational services” equaling 450 minutes per week, and 19 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*
22-23	5	15	16	8	11	7	1	1	1	0	65	74
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.

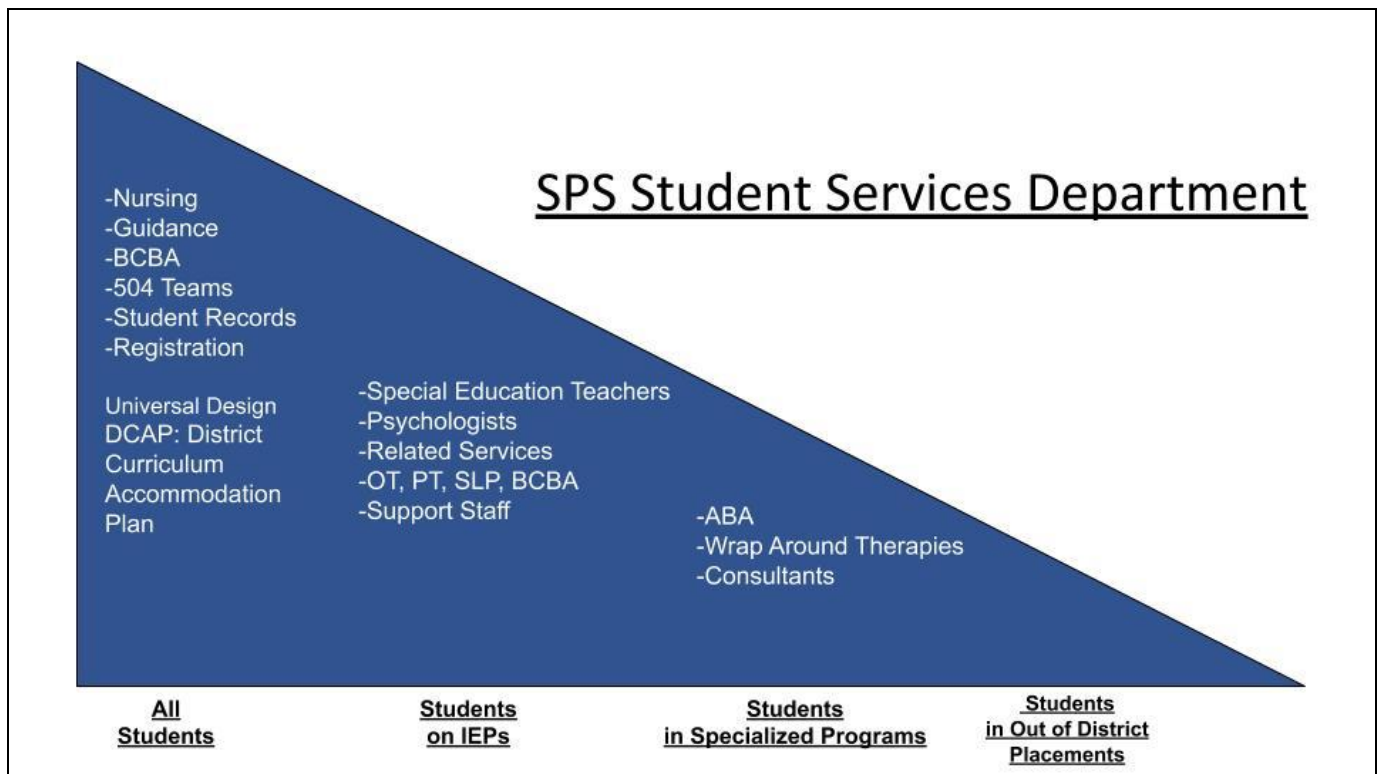


Who is in Student Services?

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

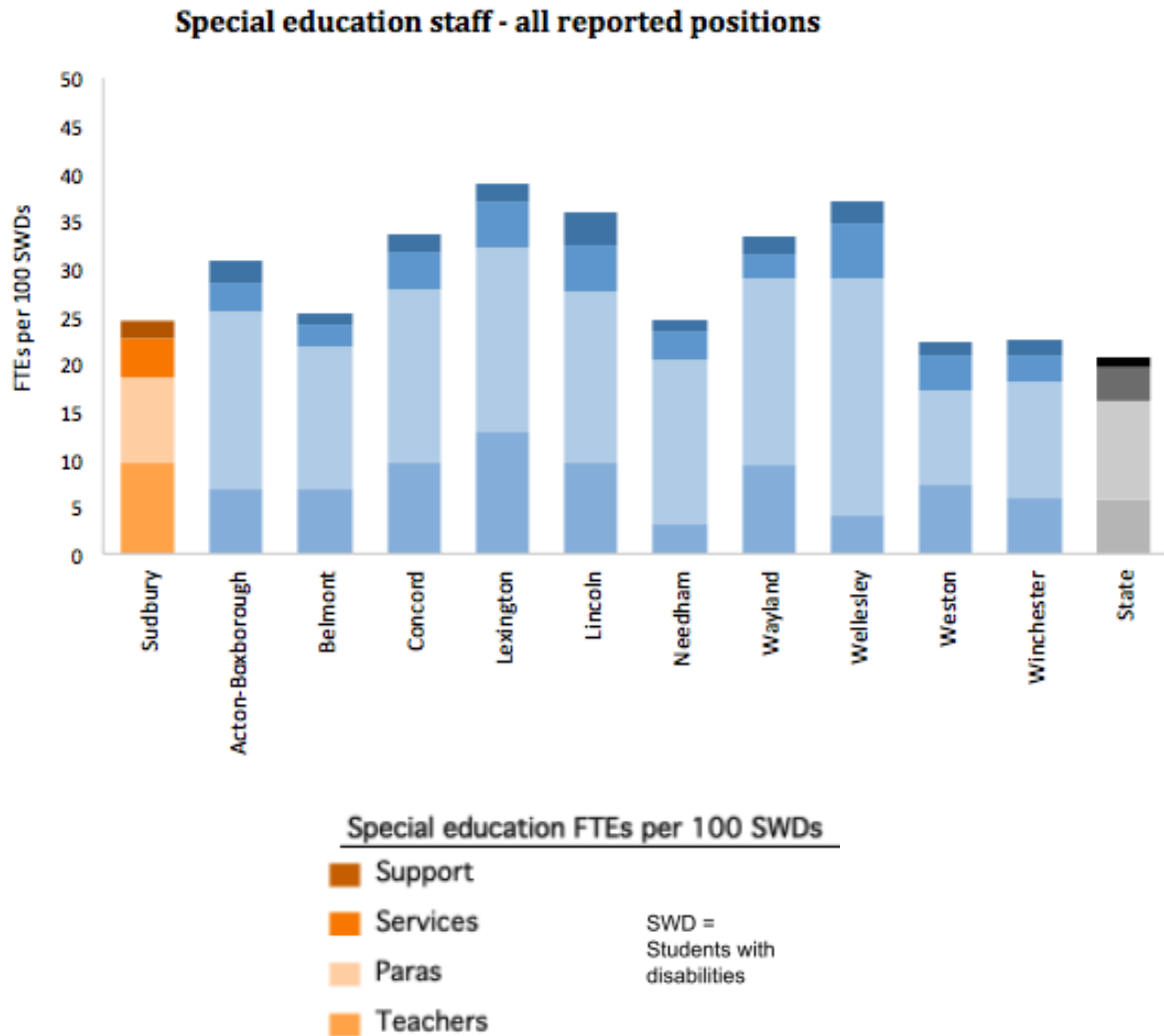


The overarching responsibility of the Department of Student Services is to support all PK-8 students PK-8 continuum of service delivery and placements.

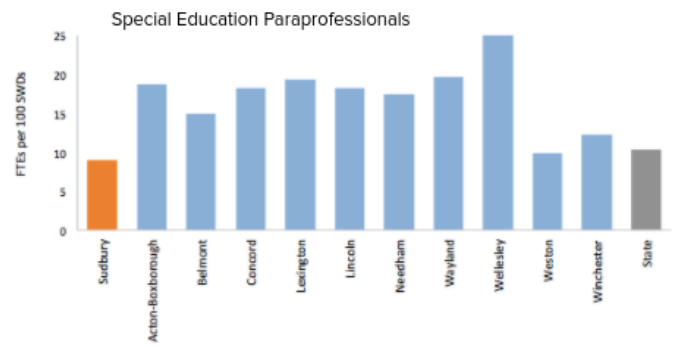
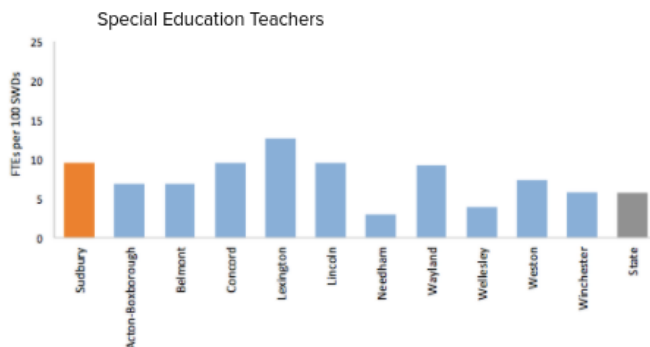


Staffing Comparables 2021-22

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

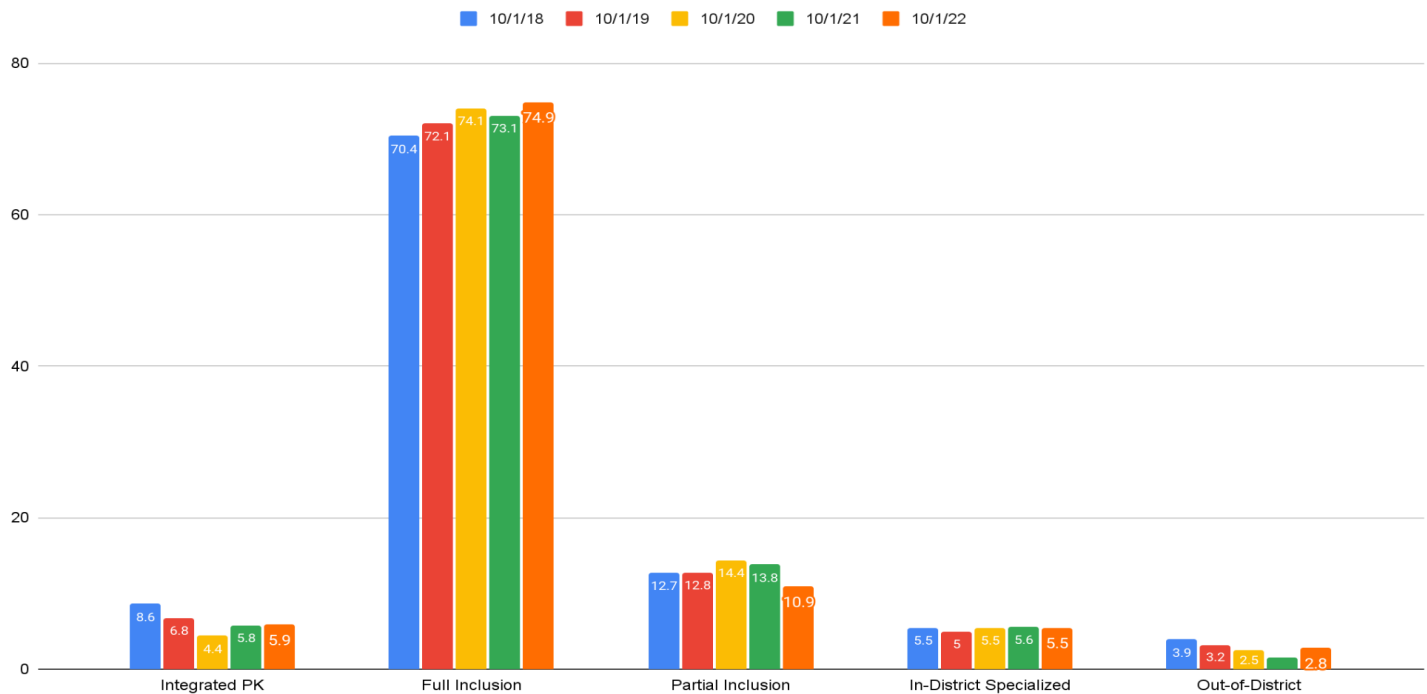
Paraprofessional with special education assignment code

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



Student Enrollment

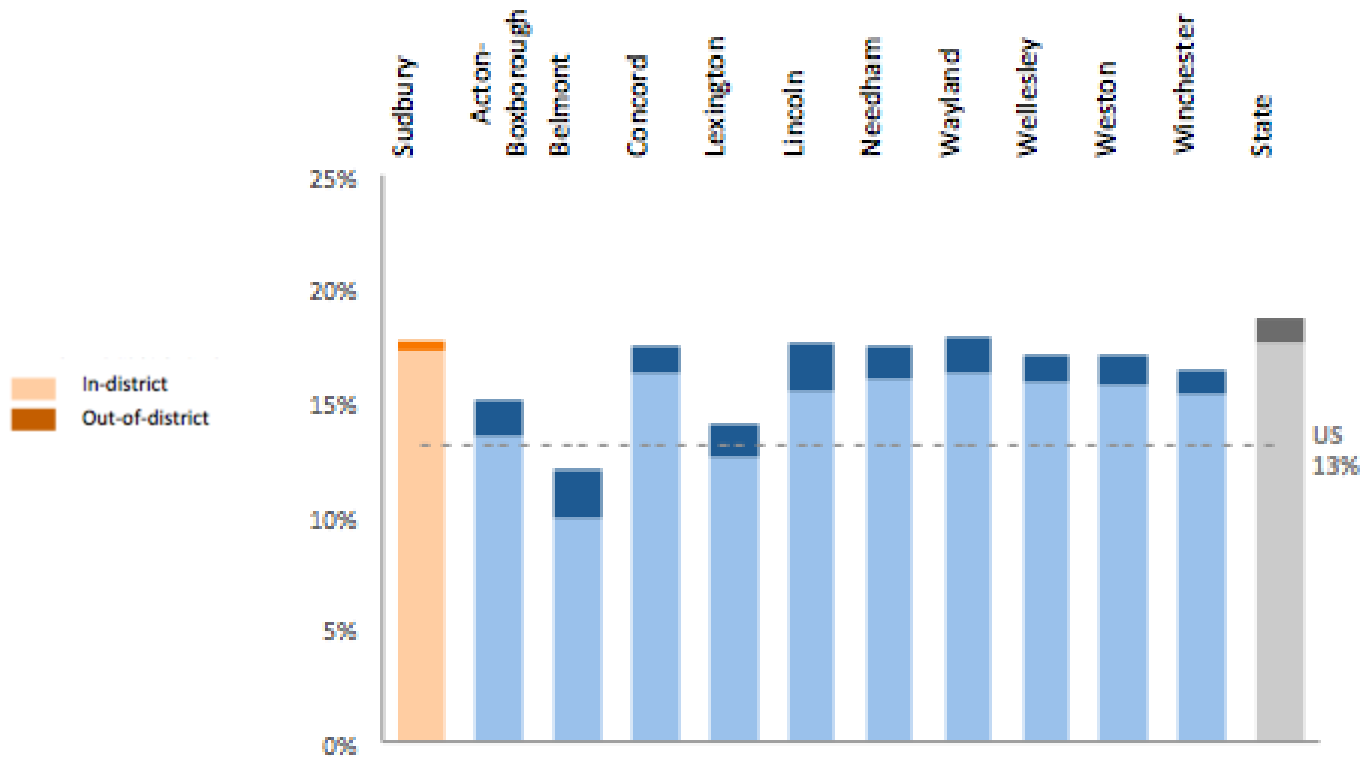
% of Students by Placement



Over the past five years, there has been an increase in the number of students receiving special education services. However, there remains a commitment by the district to invest in robust inclusive practices in both full and partial inclusion placements with in-district programming. Although there has been a slight increase in out of district placements due to student need, this remains relatively stable.

Students with Disabilities (SWD) Enrollment (2020-21)

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

Instructional Resources

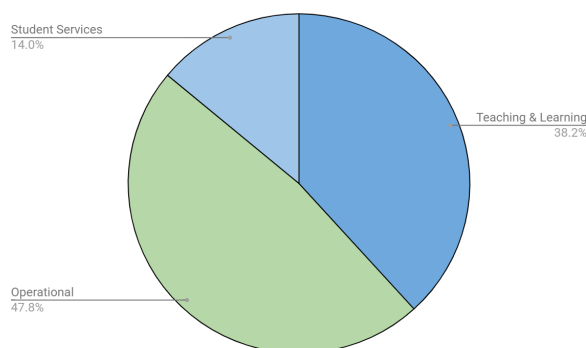
The district ensures computer access for all students and staff by providing one laptop cart for every two classrooms in grades K-1 and one cart per classroom in grades 2-5. Additionally, our middle school 1:1 program equips all students with a laptop for use both in school and at home, in conjunction with our learning management system, Schoology, to promote organization and connectivity in the classroom.

Teacher technology resources have traditionally included a laptop and projection device. However, with the addition of document cameras, interactive displays, audio systems, online learning management platforms, and video conferencing, the standard set of tools is expanding. These new technologies aim to support the ability of teachers to reach all learners in a cost-effective manner. In FY23, we transitioned to a self-insurance model for repair and maintenance, which has resulted in cost savings. We plan to continue using this model under the FY24 budget.

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. This budget reflects a high level of commitment to our online assessment and skill reinforcement platforms.

Some of the district's online resources are also funded by the student services budget.



Online Subscriptions Spending Allocation

The Year in Review

Accessible and Inclusive Playgrounds

Accessible and inclusive playgrounds have been constructed at the Haynes, Noyes, and Nixon, and Loring schools. 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 and SMILE + Sudbury Mathematics Intervention & Literacy Engagement) Program

Sudbury Public Schools offered a summer general education program. The 4-week summer program for elementary and in-coming kindergarten students was designed to support academic growth and provide enriching social/emotional experiences. The academic 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 (SMILE +) consisting of Physical Education, Art, Science, and Music. Over 200 students attended the Summer 2022 session. The SMILE program coincided with Extended School Year programming for students with disabilities, allowing for inclusion opportunities. Sudbury Public Schools augmented ARPA funding with a state Summer Expansion grant. SMILE and SMILE + were programs well received by families and students and resulted in measurable academic and social/emotional gains for students.

Elementary SEL Curriculum Update

Supported by the Wellness Coordinator and SEL Steering Committee, elementary teachers implemented the Harmony Social Emotional Learning Curriculum and integrated daily SEL educational practices. Teachers participated in professional development to support their implementation efforts. Strong social emotions skills form a solid foundation upon which academic skills can be built.

Equity Audit

Sudbury Public Schools partnered with Dr. Tracey Benson to conduct an equity audit. The audit consisted of extensive data collection and analysis resulting in four top recommendations in the areas of: School Services, Student Achievement, School Discipline, and Student Connectedness. Administrators participated in an intensive professional development course, set leadership goals, and participated in individualized coaching. Dr. Benson gave the plenary address on Opening Day sharing his experiences as a student and as a leader in the field of anti-bias school systems. Dr. Benson also met with school staff to answer questions and hear concerns. Two school year visits by Dr. Benson to the middle school will round out the district's formal partnership with Dr. Benson, leaving the District with a clear roadmap and tools to continue this important work.

Curtis Goes to Washington, DC

Eighth grade students traveled to Washington, DC on June 7-10, 2022 for the purpose of researching and engaging in civic and government-related activities. Students visited civic landmarks and viewed original documents of democracy. The goal is to support students' understanding of the history, structure, purpose, and processes of the U.S. government, and important persons in governmental history. Students gained civil and historical perspectives by visiting various museums addressing such topics as the Holocaust and African-American history. Students will travel to Washington, DC again in May of 2023.

Grade 8 Civics Project

The Grade 8 Civics project is a capstone experience. Student-led, non-partisan civic action projects gave 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 analyzed complex issues, considered differing points of view, made logical arguments, supported claims with evidence, engaged in civil discourse with those who hold opposing positions, and demonstrated an understanding of the connections between federal, state, and local policies, including issues that may impact the student's school or community.



METCO

Sudbury Public Schools welcomed a new METCO Director, Ms. Leslie Smart. Ms. Smart brings a wealth of experience with the METCO Program and anti-bias education. This year, METCO, Inc. revised its enrollment processes in order to remove potential application barriers for families. Sudbury staff participated in the METCO Directors Association conference and the METCO Leadership conference. Ms. Smart and her team are looking forward to participating in the middle school Diversity Challenge and are hoping to start a Family Advisory Council.

Capital Projects

After the Superintendent's Task Force reviewed SPS long-term capital needs, we submitted projects for FY23. These included refinishing the gym floors in all schools, HVAC replacements and upgrades, and a major classroom sink replacement program. Capital funding was also accessed to address ADA mobility and access concerns both inside and outside of the school buildings. The district also implemented a communication cycle to provide the community updates on project status.

The Year Ahead

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 2023-24 school year, we will continue our focus on fostering inclusive and anti-biased learning environments and meeting the needs of diverse learners. As part of this work we will be updating our English Language Arts curriculum following an extensive review process and informed by recommendations from the Dyslexia Working Group.



Curtis Outdoor Health and Wellness Space

Sudbury Public Schools have made a significant and long-term commitment to play and accessibility. In the spring of 2022, the Loring playground opened. We are grateful to the community, Play Sudbury, and the CPC for their support. Sudbury Public Schools is in the process of seeking funds to construct an accessible Outdoor Health and Wellness Space at Curtis Middle School. The space includes swings, an obstacle course and other play elements that will enhance the connectedness of students while supporting the social emotional, mental health, and physical wellness of the community. This space would be used during recess times and would augment PE programming.

Early Childhood Programming

Sudbury Public Schools is committed to high quality, research based early childhood education that aligns with state mandates and that supports community access and outreach to families. The preschool program is looking to expand further to meet the needs of students, address educational mandates, and remove barriers of access for families with longer hours and more support. The district is continuing to assess, plan and augment resources to ensure a sustainable, high quality program over years to come.

Mental Health/Behavioral Supports

Sudbury Public Schools is committed to supporting the needs of students and families with the expertise of a strong clinical and behavioral focused team. Over the past few years, this need continues to increase in the community and nationwide. These resources will be distributed to directly address the mental health, community resource connections and behavioral needs of students across the tiers of intervention.



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For more Information:

Visit Sudbury Publics Schools online at www.sudbury.k12.ma.us

Join a **PIE** (Parent Information Exchange) for a conversation with the Superintendent
2/9, 3/9, 4/13, 5/11 @ 11am via Zoom (link will be shared via email prior to event)