

## **Education**

# **Sudbury Public Schools Superintendent's Report**

The Sudbury Public Schools continue to meet students' needs in 2025. The District implemented a new English Language Arts (ELA) curriculum for grades K-5, aligned with the Science of Reading, ensuring that evidence-based practices are embedded in our literacy instruction. The Middle School science department embraced OpenSciEd, a high-quality, phenomenon-based program that connects science practices and concepts to real-world observations. Last year, the Pre-school program was expanded and we continued to see the need for the section increase to meet the needs of Sudbury's youngest learners. The district continued to enhance its teaching and learning capacities through annual goals and professional development. Those goals help us to remain focused on working together to provide a high-quality educational experience for all students in a safe and caring environment.

SPS received a grant from the Sudbury Foundation, which enabled the district to provide tailored lessons in disability awareness in grades 3-5 during the 2024-2025 school year. Lessons included topics such as: physical disabilities, cognitive differences, autism, and anxiety. Directly teaching students about specific disabilities establishes a strong, consistent foundation for continuing education in the area of disability awareness.

We also launched the Say Something Anonymous Reporting System. Students in grades 4-8 learned how to recognize warning signs and threats—whether on social media, in school, or within the community—from individuals who may pose a danger to themselves or others. The Say Something ARS program is provided by Sandy Hook Promise (SHP), a national non-profit organization. SHP's programs are active in all 50 states, with over 21 million students and adults trained. They have a proven track record and extensive experience working effectively with children, parents, and educators to improve school safety and culture.

### **SPS 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.

### **SPS Theory of Action**

If SPS provides differentiated high-quality instruction that is aligned with the Massachusetts learning standards for every student, maintains a safe school environment, uses data to inform instruction, and supports educators through professional development, ongoing feedback, and enhanced leadership in curriculum and instruction, then our students will be challenged and their varied learning needs met, the capacity of educators will grow, and the existing achievement gaps will narrow.

### **SPS 2025-2026 Goals**

#### **District Goals**

**Wellness: Sudbury Public Schools promote the social, emotional, behavioral and physical wellness of students.**

- Strengthen and maintain district wide safety protocols through continuous monitoring to foster safe and supportive schools
  - Develop and implement a professional development module to build staff capacity in identifying signs of depression and suicide
  - Provide training for staff and instructional sessions for students on *Say Something Anonymous Reporting System*
  - Communicate the purpose and procedures for reunification to staff and families
- Enhance educator capacity to include consistent, daily SEL (social-emotional learning) practices to promote a positive climate for learning
  - Model SEL signature practices during professional development sessions and staff meetings
  - Facilitate professional learning in implementing SEL signature practices
- Examine the Facilities Conditions Assessment to plan for and address the infrastructure needs in providing a safe, healthy, learning environment in all SPS schools
  - Adjust the SPS Capital Plan as appropriate based on the Facilities Conditions Assessment

**Innovation: Sudbury Public Schools implement innovative, research-based curriculum and educational practices.**

- Implement High Quality Instructional Materials (HQIM) and practices using rigorous standards to ensure that learning opportunities are motivating, authentic, and develop student agency
  - Implement Expeditionary Learning (EL) grades K-5
  - Pilot EL in grade 6
  - Explore ELA implications for grades 7 and 8
  - Review and align mathematical course content with HQIM and course progressions and continue to focus on engaging and equitable mathematical experiences for all students
  - Complete the full implementation of Bridges in Mathematics 3rd Edition in all K-5 classrooms
  - Implement additional grade 7 mathematics course to align with grade level standards and practices
  - Design supplemental course for 8th grade Geometry standards to offer additional pathway into Algebra
  - Continue the 3-year implementation of OpenSciEd at the middle school
  - Realign elementary science curriculum by shifting to a phenomenon-based storyline approach, and developing guidance documents to improve alignment in science teaching and learning
  - Review and revise the scope and sequence for the middle school Health and Physical Education curricula to align with the new National Health Standards and MA Health Framework, ensuring a skills-based approach
- Develop and implement a structured, inclusive, and evidence-based curriculum review process that ensures academic programs align with current standards and meet the evolving needs of students
  - Conduct a comprehensive curriculum review of our World Languages program
  - Outline a curriculum review timeline for all core content areas
- Develop and expand digital literacy opportunities to empower students to thrive academically and navigate the digital world safely and responsibly
  - Pilot student appropriate AI tools in a managed environment to build AI literacy as a tool for learning in grade 8
  - Implement redesigned digital literacy and computer science courses for grades 6-8

**Meeting the Needs of ALL Students: Sudbury Public Schools provide equitable learning experiences to engage and challenge every student.**

- Develop and expand Multi-Tiered Systems of Support (MTSS) that enhance equitable, accessible, inclusive, challenging, and engaging learning experiences for all
  - Continue to develop a shared understanding of MTSS and Universal Design for Learning
  - Review, revise, and align protocols and entrance and exit criteria for Tiered Support Systems
  - Engage the early childhood community to understand their needs for equitable access.
  - Provide professional development regarding the disability awareness curriculum in grades 3-5
  - Continue the district's ADA transition work and normalize use of assistive technologies in large presentation spaces to reach all audiences
  - Deploy classroom UDL (Universal Design for Learning) instructional technology (Year 2 of 5)
- Create and support a reflective culture built on a foundation of evidence to promote continuous improvement
  - Provide coaching and collaboration time on using data to analyze and evaluate information through an equity lens to support daily instruction
  - Expand data warehousing capacity
  - Utilize the updated DCAP (District Curriculum Accommodation Plan) to inform the Student Support Teams (IST/BBST) processes
- Review specialized programs, structures, and supports to meet the learning and emotional needs of all students
  - Continue to support staff with the new IEP process
  - Revise mental health goal writing and practices
- Enhance collaboration and accessible communication with the SPS community to foster student success, build partnerships with families, and reduce barriers to inclusion
  - Review our report card and family conference documents for clarity, consistency, and accessibility regarding student academics
  - Gather feedback from families about current communication practices

As we pursue our strategic goals and objectives we also, like other school systems in the Commonwealth, continue to be challenged to balance educational needs and our desire to be an innovative school system with our fiscal responsibilities. SPS has continued to maintain our strengths and strategically implement improvements through the hard work and dedicated service of our staff members and the unequalled support of a wide range of parent and community organizations. As a district, we continue to pursue structures that meet the needs of students while controlling personnel costs.

The General Fund budget including employee benefits for FY26 is \$57,615,427, which is 3.69% greater than the prior year (FY25) General Fund budget of \$55,565,612. In FY26, Sudbury Public Schools employs 470.68 full time-equivalent employees (FTE's); this compares with 467.21 FTE's in FY25.

Our efforts to make improvements have been enhanced by the unwavering support of our parents, parent organizations (PTOs), as well as generous grants from Sudbury Education Resource Fund (SERF), and The Sudbury Foundation. These groups have contributed hundreds of thousands of dollars to provide opportunities for our students and staff that the district's budget could not support. In some cases, core opportunities (e.g. enrichment and

creative professional development) have been enhanced by local contributions. We appreciate these partnerships and the generous support of the work of our educators, which has allowed Sudbury Public Schools to continue to be a great place to learn and work.

In the space below, we offer a brief overview of our school district and invite you to visit our website at [www.sudbury.k12.ma.us](http://www.sudbury.k12.ma.us) to learn more about SPS. On our website you will find detailed information about our school district including but not limited to individual schools, teaching and learning across the district, news and upcoming events, and the school district budget. For questions, please contact Superintendent Brad Crozier at 978-639-3211.

### **Student Enrollment**

As of January 21, 2026, SPS enrollment in grades Pre-K to 8 was 2568 students. This is a slight decrease in enrollment from 2,586 students in the 2024-2025 school year and a decrease from our highest enrollment of 3,302 students in 2007.

### **Early Childhood Education**

#### **Preschool**

The Sudbury Public Schools is home to an Integrated Preschool program at the Noyes and Nixon Schools. Residents may apply as tuition preschool students on a “first-come/first-serve” basis beginning in the fall of each year. If interested in a preschool application, one may register from the district website or reach out to [early\\_childhood@sudbury.k12.ma.us](mailto:early_childhood@sudbury.k12.ma.us) or call the Early Childhood Office at: (978) 639-3204.

Our preschool is committed to a developmentally appropriate philosophy that combines a play-based, language model that is enriched by a strong academic curriculum to align with the standards that are well established by the MA State Department of Early Education & Care (EEC) Guidelines for Preschool Learning Experiences. Our preschool team believes in educating the whole child by respecting individual needs for social, emotional, physical, and cognitive development. This inclusive educational program allows all children to learn from each other while providing a lifelong foundation for respecting human differences.

The Sudbury Preschool Program prioritizes multiple learning modalities and methodologies. Each week, preschool classes attend an educational music class and a physical education/gross motor class. Social-emotional learning is the priority, while all classrooms teach literacy skills inclusively and systematically. Artistic development is deliberately planned with curriculum integration on thematic units, and science and math standards are incorporated with each unit of study, aligning to the State Standards. Outdoor learning opportunities are celebrated daily, as preschoolers play outside to practice social, gross motor, and language skills with peers. There is a combination of half and full-day programming.

Each class is staffed with a Master's level teacher and two teacher assistants/tutors, depending upon student needs. Speech and language, occupational, applied behavior analysis, and physical therapists interact with all classrooms. The professional staff includes a school psychologist, social worker, and guidance counselor, with regular consultation from a vision and mobility specialist. The preschool program regularly offers community

“developmental screenings,” where families can meet with professionals to discuss their children's developmental milestones. The preschool team is highly experienced in both general and special education practices. This integrated early childhood program is an enriching learning environment for all students.

### **Kindergarten**

The Sudbury Public Schools provides full-day kindergarten to all students free of charge. Kindergarten registration begins in February for children who turn age five on or before September 1st for enrollment. Each year the district hosts a “Kickoff to K” evening event in January for parents and guardians to learn more about the Sudbury Kindergarten Program and ask questions. In the late spring, a ‘Kindergarten Orientation’ event is held, and this is when families and children are invited to visit their specific neighborhood school. The registration process begins with an online form accessible from the district’s “Registration” tab as of February 1st. Families will need to provide proof of residency for each child who enters the school system, even if there are older siblings who are currently enrolled. In addition, forms to address health concerns and parent information must be completed. If you have questions about the kindergarten program or your child’s readiness, please reach out to [early\\_childhood@sudbury.k12.ma.us](mailto:early_childhood@sudbury.k12.ma.us) or call the Early Childhood Office at: (978) 639-3204.

### **Teaching and Learning/Curriculum**

District curriculum is aligned with the Massachusetts Curriculum Frameworks. Clearly communicating with families about students’ learning is a priority for the District. Resources supporting families’ understanding and engagement with the various curricular areas can be found at <http://www.sudbury.k12.ma.us/>, under the Teaching & Learning tab.

### **English Language Arts**

ELA Curriculum Standards emphasize complex texts and writing about reading. This year, a new program called Expeditionary Learning (EL) has been implemented in grades K-5. Educators in the elementary schools have participated in ongoing professional development with EL trainers to support the initial implementation. The ELA Steering Committee is revising the ELA line items for the K-5 report cards to reflect the DESE 2018 MA Learning Standards and the elementary curriculum. At the middle school level, instructional units utilizing differentiated text sets provide for consistency of theme and topical study, while also allowing students to read in texts that provide the optimal level of challenge. A Response to Intervention (RTI) framework is in place at each of our schools. Periodic assessments measure students’ literacy development. Literacy support for students is provided using research-based methodologies.

### **History & Social Sciences**

The K-8 Social Studies program is designed to help students become informed in four main areas: geography, history, economics, and civics and government. The Massachusetts History and Social Science Standards define the “the primary purpose of a history and social science education is to prepare students to have the knowledge and skills to become thoughtful and active participants in a democratic society and a complex world.” Students study topics with primary sources serving as the core instructional materials. All students in grades K-8 participate in unit assessments that are based on primary source analysis through the document-based questioning (DBQ) model, supported by the Library of Congress tools for analyzing primary sources. Grade 8 students participate in a Civics

Action Project and travel to Washington D.C. for an extended exploration of national landmarks and institutions of U.S. government.

### **Mathematics**

The Mathematics Curriculum Standards place emphasis on the mathematical practices and the development of a mathematical mindset that allows for flexibility, persistence, and application. We are currently completing our transition from Bridges in Mathematics, 2nd edition to Bridges in Mathematics, 3rd edition as our core K-5 Mathematics program. Amplify/Desmos is the core grade 6-8 Mathematics program. The core middle school curriculum is supplemented in grade eight with Algebra I and Number Theory offerings and in grade seven with Mathematics Challenge and Support.

### **Science, Technology and Engineering [STE]**

Guided by the Massachusetts STE Curriculum Framework, the Science, Technology and Engineering curriculum remains committed to delivering a rigorous, phenomenon-based science curriculum that fosters critical thinking and student agency across all grade levels. Middle school educators continue the implementation of OpenSciEd, a high-quality, phenomenon-based program that connects science practices and concepts to real-world observations. Lessons are rooted in meaningful real-world experiences that bridge the gap between abstract principles and tangible observations. Elementary educators are utilizing a curriculum that prepares younger students for this instructional model, allowing them to take greater ownership of their learning through investigation, questioning, and drawing conclusions. This transition is supported by the Science and Engineering Curriculum Specialist and the Instructional Coach, who provide curriculum development, materials management, targeted professional development, and co-teaching/planning to ensure instructional success.

### **Digital Literacy and Computer Science**

Massachusetts learning standards call for the integration of technology in all content areas as well as standards specific to Digital Literacy and Computer Science.

Kindergarten and first grade students use devices for learning activities that support the content. Through repetition and established routines, students gain independence with the devices while learning to problem solve and navigate online. Students in grades 2-8 participate in a 1:1 Chromebook program. These devices are used by students to produce work, collaborate with others, and support workflow. Google Classroom and Schoology, our online learning management systems, are used by students, educators, support staff, and parents to facilitate home/school communication. The district has invested in instructional online subscriptions to support student learning. The Instructional Technology Curriculum Specialists design professional development to support teachers to purposefully integrate technology across all content areas.

### **Unified Arts**

Art, Music, and World Language are critical components of Sudbury's Unified Arts curriculum in elementary and middle school grades. Spanish instruction is provided to all elementary students in grades 1 through 5. Middle school students elect either French or Spanish and proceed with their study of a world language in grades 6 through 8. Elementary band and orchestra, as well as middle school band, orchestra, and chorus, are quality elective programs in our schools. Students participate in visual arts in grades 1 through 8.

## **Health and Wellness**

The Sudbury Public Schools Health and Wellness Program is guided by the Massachusetts Curriculum Framework for Health and Physical Education, the National Health and Physical Education Standards, and the Collaborative for Academic, Social, and Emotional Learning (CASEL) framework. Together, these guiding documents emphasize self-awareness, self-management, responsible decision-making, social awareness, and relationship development. Students in grades K–8 participate in physical education aligned with state and national guidelines that build movement skills, physical fitness, teamwork, and confidence for lifelong wellness. Middle school students engage in health education for one trimester each year, with an emphasis on practical, skills-based learning that supports healthy choices and well-being. Students in PreK-8 develop social-emotional skills through explicit instruction and ongoing practice embedded in daily classroom routines and learning experiences.

## **Student Assessment**

As part of the Education Reform Act of 1993, the State Board of Education instituted a system of student assessments. SPS students in grades 3-8 take MCAS in English Language Arts and Mathematics. Additionally students in grades 5 and 8 take MCAS in Science, Technology and Engineering. Eighth graders also take the Grade 8 Civics MCAS assessment.

English Learners are assessed each winter using the ACCESS assessment. This assessment measures student learning in the four language domains of Listening, Speaking, Reading, and Writing. Results are used to help families and educators understand students’ current level of English language proficiency, and serves as one of the measures used to determine whether students are prepared to exit English language support programs.

State assessments are designed to help identify those students who need improvement in various subject areas and to provide information on those specific areas on which to focus curricular improvement efforts.

## **The Schools**

The Education Reform Act of 1993 established School Councils at all schools in the Commonwealth. Each School Council is co-chaired by the building principal with membership that includes parents, teachers and community members. The Council assists the principal in identifying educational needs of the students, reviewing the annual school budget, and formulating a School Improvement Plan (SIP). The Council and the principal are responsible for the adoption of educational goals for the school and formulation of a plan to advance such goals and improve student performance.

Sudbury has a tradition that welcomes parent involvement in our schools. Parents are active supporters of many of our programs and countless activities within individual classrooms. Each of our schools has an active parent organization that provides a formal way for parents to be involved in Sudbury’s schools.

As of 1/22/26

| <b>School</b> | <b>Grades Served</b> | <b>Enrollment</b> | <b>Administration</b> |
|---------------|----------------------|-------------------|-----------------------|
|---------------|----------------------|-------------------|-----------------------|

|                                      |        |     |   |
|--------------------------------------|--------|-----|---|
| Ephraim Curtis Middle School         | 6 - 8  | 861 | Jeff Mela, Principal<br>Angela Menke, Assistant Principal<br>Brian Menna, Assistant Principal<br>Annya Pedreschi, Special Education Administrator |
| Josiah Haynes Elementary School      | K - 5  | 377 | Bryant Amitrano, Principal<br>Christine Maus, Assistant Principal   |
| Israel Loring Elementary School      | K - 5  | 433 | Sara Harvey, Principal<br>Michelle Savage, Assistant Principal  |
| General John Nixon Elementary School | PK - 5 | 360 | Susan Woods, Principal<br>Sarah Daggett, Assistant Principal  |
| Peter Noyes Elementary School        | PK - 5 | 524 | Amy Mulkerin, Principal<br>Beth Ludwig, Assistant Principal   |

### **The Sudbury Education Resource Fund (SERF)**

The Sudbury Education Resource Fund (SERF) is a non-profit, tax-exempt organization that awards education-related grants to the Sudbury PK-12 public schools. SERF coordinates a bank of resources and expertise, providing grants for educational pursuits, curriculum support, student enrichment, and professional development. SERF has granted over \$241,618 to Sudbury's schools in the last five years alone. Membership in SERF is open to all individuals interested in contributing their time and energy. SERF continues to be an extremely valuable resource for enriching all aspects of the educational experience of students in Sudbury Public Schools. Further information regarding SERF can be found at: [info@serfsudbury.org](mailto:info@serfsudbury.org).

### **METCO Program**

The Metropolitan Council for Educational Opportunity (METCO) was created in 1966 by urban and suburban educational collaborators who believed that all children should have access to quality education in suburban school annually. The 2019-2020 academic year marked the first time Sudbury Public Schools METCO Program enrolled kindergarteners due to a policy change by the Sudbury School Committee. Students completing grade 8, and any other student(s) leaving the Sudbury METCO Program, are replaced with the number of new students needed to maintain enrollment for the next academic year.

Leslie Smart is the METCO Director for SPS K-8. She began her tenure in September 2022. The METCO Program Coordinator for the Ephraim Curtis Middle School provides direct services to students from Boston during the school day and communication with parents and teachers, as well as being a liaison between the middle school students, faculty, staff, and families and the METCO Director.

Sudbury Public School students who reside in Boston participate in a variety of activities offered by Sudbury Public Schools. Sudbury METCO parent meetings are held in person in Boston and virtually several times per year; including an annual School Committee meeting. The meetings provide families from Boston an opportunity to discuss issues that are relevant to their children's academic progress and social-emotional well-being.

## **SEPAC**

Massachusetts General Law 71B and 603 CMR 28 requires that every district and their school committee establish and support a Special Education Parent Advisory Council (SEPAC). Its duties include but are not limited to advising the school committee on matters that pertain to the education and safety of students with disabilities and meeting with school officials regularly to participate in the planning, development, and evaluation of the District's special education programs.

## **Special Education**

The Sudbury Public Schools strives to offer the highest quality programming that will allow our students to participate in their neighborhood schools. Students' educational opportunities vary from full inclusion programs to specialized classrooms to support a host of learning needs and styles. Programming is available beginning at age 3 and ending at age 14 when students advance to Lincoln Sudbury Regional High School.

The district continues to focus on inclusionary practices that permit students with disabilities to have access to the general curriculum and school community. While the law states that all communities must place students in the least restrictive environment, the district recognizes the positive opportunities that result when students with disabilities participate in the general education classroom and when the curriculum has a universal design of learning for equitable access. All schools strive to establish inclusionary opportunities for students, and enriched educational experiences for all students are a priority.

The district continues to focus on the development of district-wide tiered systems of support to meet the social, emotional, and behavioral needs of all students. A tiered system of support is defined as a data-driven, prevention-based framework for improving learning outcomes for every student through a layered continuum of evidence-based practices and systems. The district created a district-wide team, including consulting experts, to examine data and identify areas of social, emotional, and behavioral needs impacting school safety or access to education. The systems of support are continuously being updated and adjusted.

The Sudbury Public Schools strive to be inclusive and child-centered environments where individual learning needs are met. The classroom is the best location for students to be nurtured in order to develop into able learners. The multiplicity of programs in the schools offers a spectrum of learning options and a continuum of service delivery in order to provide for the varied needs and learning styles of our special education students. The preschool program, at the Peter Noyes and Nixon Schools, supports students with and without disabilities from age 3 until the transition to Kindergarten. Every elementary school hosts a learning center model with one or more specialized programs. Program strands at the elementary level continue to the middle and high school. Programs support students with significant learning, social and/or emotional challenges. The success of the programs can be attributed to the excellent teachers who continue to build their repertoire of skills. These programs allow more students to remain in their neighborhood schools, enhancing the Sudbury Public Schools for all students.

## **Professional Development**

The Sudbury Public Schools support professional development as a key strategy for maintaining excellence in teaching. Two full-days for professional development workshops, in-service workshops throughout the year, ongoing support for conference attendance, and teacher leadership teams are some of the strategies used to grow the capacity of SPS educators. New teachers to Sudbury schools participate in a multi-day induction program customized to enhance their understanding of Sudbury's learning expectations and resources. Veteran teachers assume the role of mentors for newer teachers, forming professional relationships that benefit both new and veteran teachers. Sudbury educators are committed to attending a 30-hour course in IDEAS (Initiatives for Developing Equity and Achievement for Students), a program that explores racial identity development and promotes international vision within our curriculum. Additionally, Sudbury teachers assigned an EL (English Learner) student continue to engage in a rigorous 3 credit program of studies in order to earn the SEI (Sheltered English Immersion) Endorsement required by the state.

The Sudbury Public Schools implemented an Improved Learning for All (ILAP) plan. ILAP is a professional growth model that utilizes early-release days approximately twice per month, enabling educators to attend carefully planned work sessions. ILAP days foster collaborative group activities within and across schools, grade levels, and disciplines to help accomplish district-wide and school goals.

## **Retirees**

The following SPS team members retired during the past year – Faith Chen, Leslie Dooley, Eddie Good, Marilyn Holmes, Meg Mephram, Meg Shelley and Caron Warren.

## **Years of Service Awards**

On Opening Day in August of 2025 we had the honor and pleasure to acknowledge the following SPS team members: Kelly Chavero and Jonathan Hoeman completed 30 years of service; Anneke Bartelsman, Jennie Brannen, Jennifer Cronin, Kim Doherty, Wendy Gilman, Brian Grigsby, Lauren Jurgens, Sarah Rivera, Robin Sallèse and Marlo Strout completed their 20th years of service and Colleen Callahan, Lindsey Carapezza, Jessica Dankner, Danny Garrigan-Byerly, Rani Kallarackal, Michelle Noke, Cathleen Reynolds, RL Sarafconn, Ellen Vedora and Julie Whitehead completed their 10th year of service to the students and schools of Sudbury.

Respectfully submitted,  
Brad J. Crozier, Superintendent

## **SUDBURY SCHOOL COMMITTEE**

*Karyn Jones, Chairperson*  
*Jessica McCready, Vice Chairperson*  
*Nicole Burnard*  
*Julie Durgin-Sicree*  
*Elizabeth Sues*