



AGENDA and NOTICE SCHOOL COMMITTEE MEETING

Regular Session Meeting
Monday, January 6, 2025

LOCATION
Sudbury Public Schools
40 Fairbank Road; Room 214; Sudbury, MA 01776
Dial In: 1 301 715 8592 - Webinar ID: 864 1399 8354
Live Link: <https://us02web.zoom.us/j/86413998354>

AMENDED AGENDA (01/03/25)

7:00 p.m. Open Regular Session

1. Public Comment 15 Mins
 - a. *This is an opportunity for members of the community to address the School Committee. At the start of each regularly scheduled School Committee meeting, individuals will sign in for an opportunity to speak during public comment. School Committee Policy BEDH allots each speaker three (3) minutes to present their material and must begin their comments by stating their name and city/town. Public comment is not a discussion, debate, or dialogue between individuals and the School Committee. It is an individual's opportunity to express an opinion on issues within the School Committee's authority.*

2. Educational and Operational Matters (Report) 15 Mins
 - a. SEA Report (**Angela Spirito**)
 - b. District Reports
 - i. Director of Business and Human Resources Report
 - ii. Assistant Superintendent Report
 - iii. Superintendent's Report
 1. Noyes Principal Selection Process

3. Business and Policy Matters
 - a. **Noyes PTO Gift Approval** **(Discussion/Action) 5 Mins**
 - b. ELA Pilot Presentation (Discussion) 45 Mins
 - c. FY26 Capital Updates and Town Meeting Warrant Articles (Discussion/Action) 30 Mins
 - d. School Committee and Subcommittee Meeting Discussion (Discussion/Action) 20 Mins
 - i. Hybrid Meetings; Subcommittee Meetings; Meeting Schedule
 - e. Monthly Accounts Payable and Payroll Warrants Submission (Discussion) 5 Mins
 - f. Liaison Reports (Discussion) 10 Mins
 - g. Minutes (12/2/24 and 12/5/24) (Discussion/Action) 5 Mins

4. Adjournment

"This listing of matters is those reasonably anticipated by the Chair which may be discussed at the meeting. Not all items listed may in fact be discussed and other items not listed may also be brought up for discussion to the extent permitted by law."

The next School Committee Meeting is scheduled for **Monday, January 27, 2025**

**Sudbury Public Schools
School Committee Meeting**

Date: January 6, 2025

Agenda Item: 3a

Noyes PTO Gift Approval

Recommendation:

Move to approve a gift from the Noyes PTO for four rectangular aluminum (36" x 60") backboards in the amount of \$1,992.00 with gratitude.

**Background
Information:**

Attachments:

Peter Noyes Outdoor Playground Backboards Approval

Action: XX Report: Discussion: XX

Approval for Peter Noyes Outdoor Playground Backboards

Original costs previously approved - \$4,679.00

Additional costs to be approved - \$1,992.00

- Additional costs will include removal and replacement of the fan shaped backboards to be replaced with rectangular aluminum backboards
- There was a misunderstanding on the previous order and the same fan shaped backboards were erected onto the existing basketball goal posts
- The new approval will be to cover the increased cost of the new backboards given an increase in costs due to their shape. It will also cover the removal and return of the newest fan shaped backboards now up in the playground as well as the shipping, and set up of the new rectangular backboards.

Total cost being approved -

Original cost: \$4,679.00

Additional cost: \$1,992.00

Total cost approved: \$6,671.00

**Sudbury Public Schools
School Committee Meeting**

Date: January 6, 2025

Agenda Item: 3b

ELA Pilot Presentation

Recommendation:

**Background
Information:**

Attachments:

ELA Adoption Presentation1_6_24

Action:

Report:

Discussion:

XX

**Sudbury Public Schools
Elementary ELA Program Adoption
and Implementation**

SPS School Committee
January 6, 2024

AGENDA

- **Terminology**
- **Rationale (Why)**
- **Process (How)**
- **Timelines (When)**
- **Selected Program (What)**
- **Recap Timeline**

Terminology

CuRaTe: Stands for **C**urriculum **R**atings by **T**eachers. A DESE rating tool supported by EdReports

DESE: Department of Elementary & Secondary Education

ELASC: ELA Steering Committee; comprised of classroom teachers K–5, special educators, EL teacher, District Literacy Specialists

HQIM: High-quality instructional materials

PLC: Professional Learning Community

Science of Reading: Evidence-based approach to teaching reading that emphasizes the systematic and explicit instruction of foundational skills such as phonics, phonemic awareness, fluency, vocabulary, and comprehension.

Rationale

A curriculum review is necessary to ensure that educational content remains relevant, up-to-date, and aligned with current research, learning standards, and student needs. This process will help enhance the learning experience by integrating new teaching strategies, technology, and real-world applications. In literacy, several sub-content areas undergo review, which include 13 components:

PHONICS

PHONOLOGICAL AWARENESS

- Phonemes
- Syllables

DECODING

- Alphabetic Principle
- Spelling-Sound Correspondence

SIGHT RECOGNITION

- Concepts of Print
- Genres

READING

BACKGROUND KNOWLEDGE

- Facts
- Concepts

VOCABULARY

- Breadth
- Precision
- Word Knowledge

LANGUAGE STRUCTURES

- Syntax
- Semantics

VERBAL REASONING

- Inferences
- Metaphors

LITERACY KNOWLEDGE

- Concepts of Print
- Genres

WRITING

CRITICAL THINKING

- Generating Ideas
- Gathering Information
- Writing Process

SYNTAX

- Grammar
- Sentence Structure
- Punctuation

TEXT STRUCTURE

- Narrative
- Informational
- Opinion
- Paragraph Structure
- Organizational Patterns
- Linking & Transition Words

WRITING CRAFT

- Word Choice
- Task, Purpose, Audience
- Literary Devices

TRANSCRIPTION

- Spelling
- Handwriting & Keyboarding

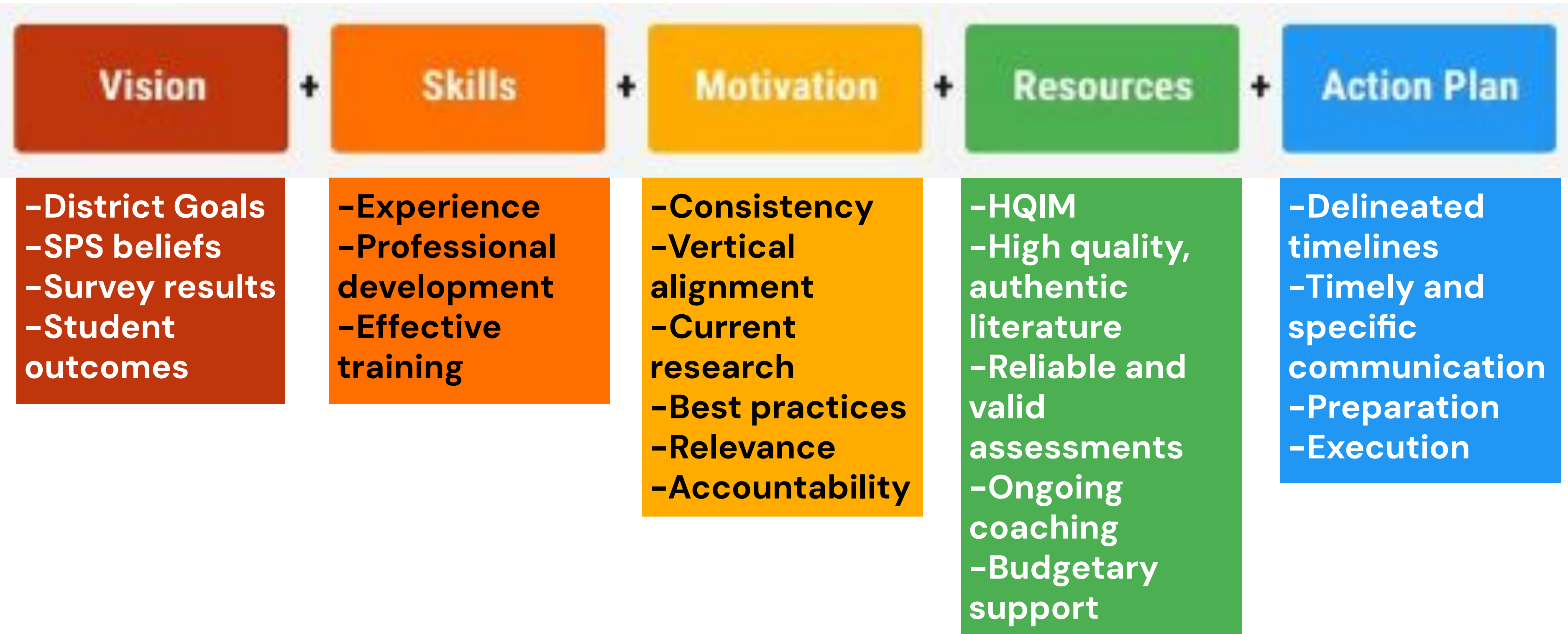
Process

SPS is utilizing processes and information recommended by DESE. These included the IMplement MA Process, the MA Literacy Guide, the CuRaTe ratings, and the Early Literacy Screening requirement. The Knoster Model for Change provides clarity for action:



Process

These actions as they pertain to SPS's new ELA program implementation include:



Process:

Vision

Mission & Goals

Mission:

- **To ensure** every student learns to read
- **To ensure** consistency & continuity
- **To create** an appreciation of language
- **To inspire** and grow reading stamina
- **To support** student growth
- **To shift** our practice to research-based
- **To hear** others' point of view
- **To support** the district in providing consistent instruction

Goals:

- **Inform** all staff on current research
- **Align** all roles in literacy instruction
- **Understand** the standards
- **Train** educators on instructional shifts
- **Implement** best practices
- **Build** more time for instruction
- **Focus** on universal vocabulary
- **Reinforce** fidelity
- **Implement** aligned curriculum
- **Select** HQIM

Process:

Vision

District Beliefs

Sudbury Public Schools is committed to providing a rigorous and engaging curriculum in English Language Arts according to the Massachusetts Curriculum Framework. As a district we strive to offer many opportunities for students to grow as readers and writers in a community of learners, and to instill a lifelong appreciation of literature.

SPS believes in using high-quality works of fiction and nonfiction to engage students in discussions about topics and issues related to diverse perspectives. Students will read complex texts across genres, cultures, and time periods.

Within a safe environment, students will gain an understanding of the power and impact of stories on themselves and others. Through examining the purpose and viewpoint of authors and characters, students will develop empathy and a greater understanding of the human condition.

Process:

Vision

District Beliefs

DESE believes **high-quality instructional materials (HQIM)** “are aligned to the Massachusetts content and practice standards, are culturally responsive, and exhibit a coherent sequence of target skills, instructional practices, and understandings. These materials are accessible for all students, including students with disabilities, students working above and below grade level, English learners, and students of color. HQIM should strongly support teachers in their everyday work to be inclusive and culturally responsive.”

High-quality instructional materials for SPS TEACHERS...

<p>ARE...</p> <ul style="list-style-type: none"> • evidence based in research • tiered so they are accessible to diverse group of students • teacher friendly • taught with fidelity 	<p>HAVE...</p> <ul style="list-style-type: none"> • lesson plans • scope and sequence • formative AND summative assessments • books that are engaging and high-quality • progress monitoring/ observation • online materials for teachers • ongoing professional development • identified goals • different learning styles considered • standards/ content addressed • grammar/ language resources
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High-quality instructional materials for SPS STUDENTS...

<p>ARE...</p> <p>differentiated diverse authentic engaging captivating/ build curiosity interesting building upon prior skills / knowledge</p>	<p>HAVE...</p> <p>multiple modes of delivery (digital, audio) physical books real life pictures windows, mirrors, and doors text sets- different genres spiraled terminology K-5 trajectory</p>
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Implement MA Process Stages:



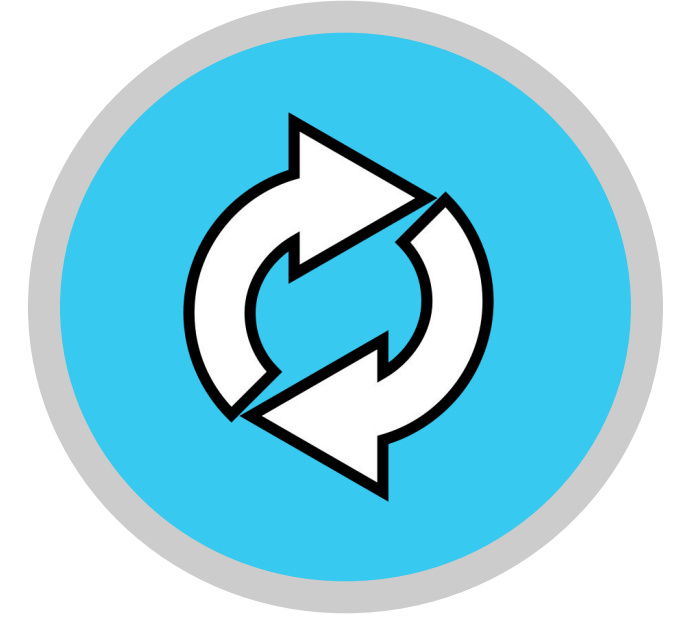
**Learn &
Prepare**



**Investigate
& Select**



Launch

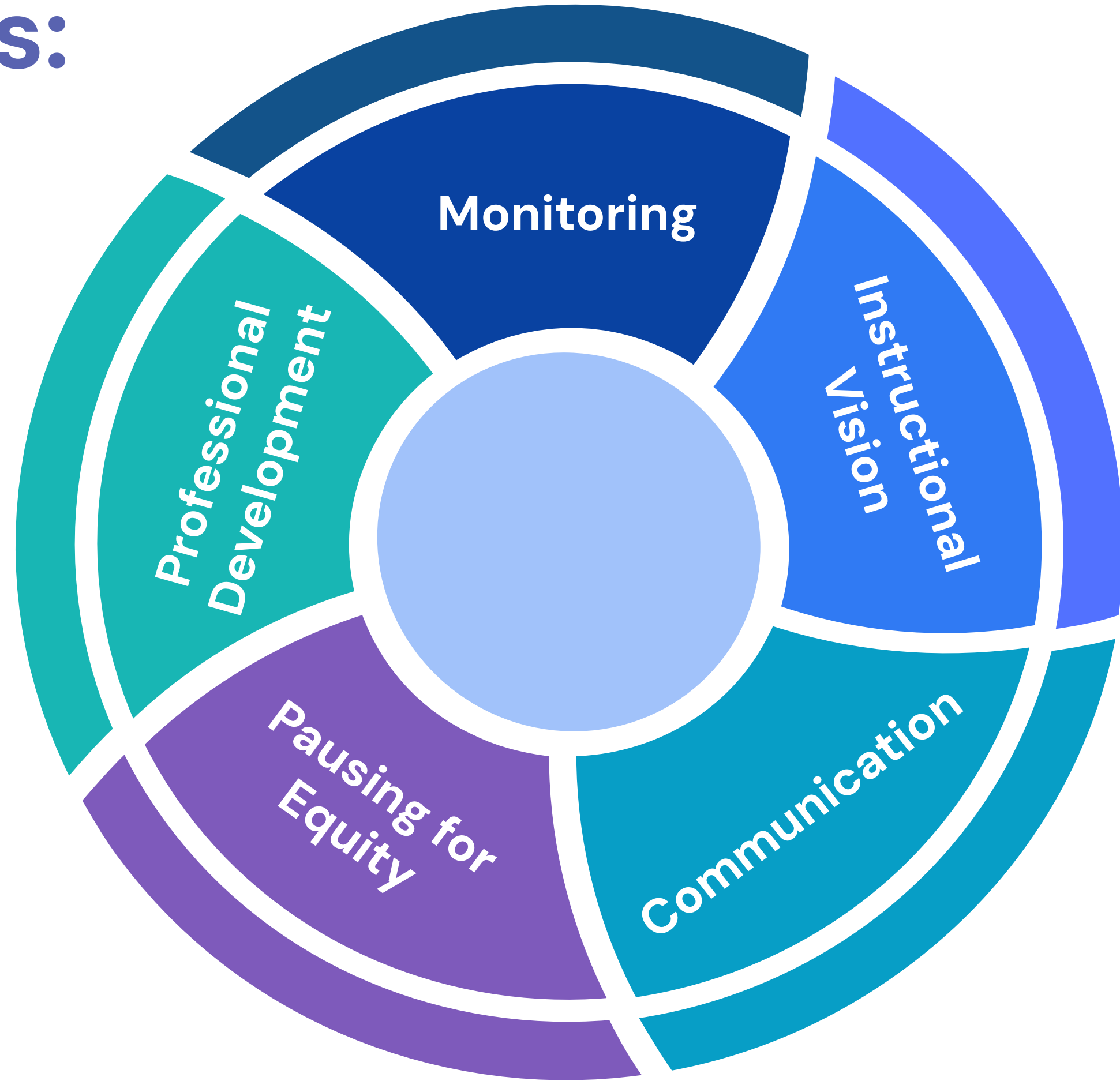


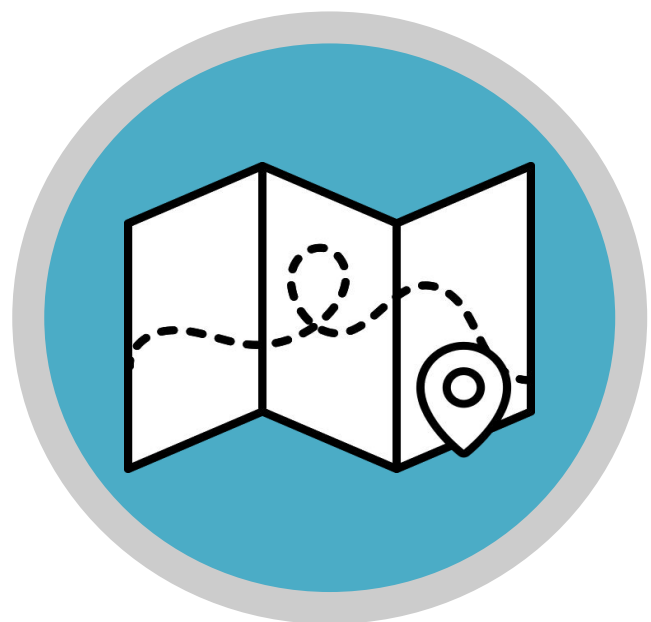
**Implement
& Monitor**

These four phases contain fifteen components

5 Core Elements:

Five core elements should be considered within each phase:





Learn & Prepare

This phase can take up to a year

Plan Process

Review previous implementations (math in 2017, social studies in 2018)

Curriculum Review Survey in spring 2022

Establish Curriculum Council

ELA Review Committee est. fall 2021

ELA Steering Committee est. fall 2022; established mission & vision

District Priorities

Survey results showed a need for consistent programming and reimplementation of phonics instruction; DESE mandated Early Literacy Screener in 2022

Market Landscape

DESE released CuRaTe list in 2018; updated in 2021 and ongoing



Investigate & Select

This phase
can take up
to a year

Narrow the Options

- Familiarize the ELASC with CuRaTe and EdReports rubrics
- Conduct desk research
- Decide programs for further investigation

Investigate the Materials

- 3 Phases:**
- A. Materials review
 - B. Publisher meetings
 - C. Pilot/Field test

Make a Selection

- Analyze and synthesize all evidence
- Make final recommendation
- Present recommendation to upper administration
- Finalize decision



Launch

This phase takes one year

Set Goals, Roles, & Plan

- ELASC maps out process
- Set goals for successful implementation
- District Communication
- Family communication

Assessments & Grading

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

Expectations for Use

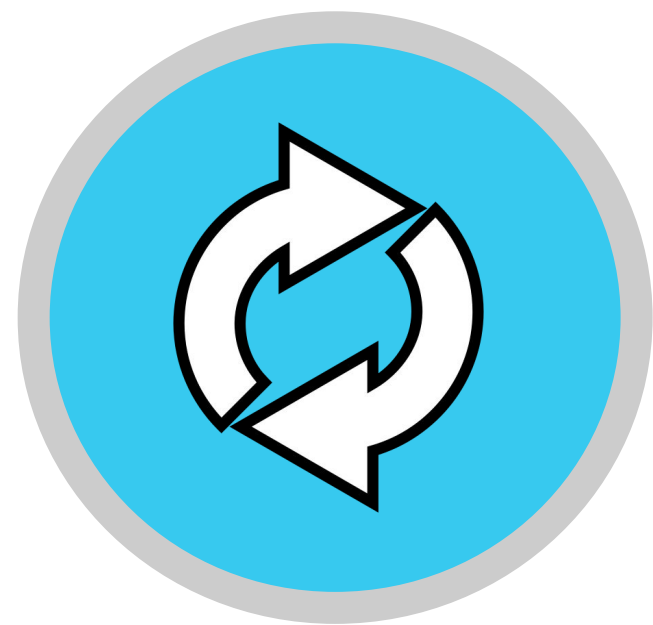
- Establish pacing schedule and daily time on learning
- Collaborative planning structure
- Individual supports

Plan for Coaching

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

Training

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



Implement & Monitor

This phase
will take 2-4
years and
beyond

Implement

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

Monitor

- 9 Areas of Implementation:**
- Planning time
 - Intellectual preparation
 - Using materials
 - Student engagement
 - Student feedback
 - Assessments & grades
 - Coaching & feedback
 - Training / PD
 - Teacher feedback

Step-Back

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

MA Literacy Guide:

4 Key Shifts in Literacy Instruction

Shift #1: Provide explicit, systematic instruction in foundational skills to every child.

Shift #2: Build comprehension by engaging all students in discussion of complex, knowledge-rich text sets.

Shift #3: Use small-group reading time to target foundational skills, or to develop comprehension using complex text.

Shift #4: Provide time on all components of the core literacy block, every day, to develop all aspects of literacy.

Process at the Local Level:

Shift #1: Provide explicit, systematic instruction in foundational skills to every child.

(Re)implement
Foundations & Heggerty

Introduce and
Implement Geodes

Implement DIBELS Early
Literacy Screener

DESE guideline states: “(If) a comprehensive core program that *is* high-quality in addressing comprehension and writing *but* has lower-quality foundational skills. (Then,) the foundational skills component can be removed and replaced with a strong foundational skills resource.” Out of 12 full ELA programs that are rated on CuRaTe, only 3 meet or partially meet expectations for the foundational skills component. Phonics programs are not included in the CuRaTe list. Foundations is a systematic and structured phonics program. Geodes are decodable book collections that directly align with the Foundations instructional sequence.



Narrow the Options

Desk Research

Investigate & Select

Out of 12 programs on the CuRaTe list, the ELASC selected eight programs to screen and do preliminary research. Websites, articles, EdReport reviews, and digital materials were used to assess those that aligned with our vision, values, and time on learning.

Preliminary Screening & Research

ARC Core

Core Knowledge

EL

Into Reading

Match Fishtank

MyView

Wit & Wisdom

Wonders

Evaluation with Samples

ARC Core

EL

Into Reading

Wit & Wisdom

The ELASC identified four programs for further evaluation. Samples were requested and received for all four programs, in two grade levels each.



Investigate the Materials

Materials Review

Investigate & Select

ARC Core

EL

Into Reading

Wit & Wisdom

Four programs were carefully examined using teacher manuals, literature, consumables, etc. Each program was ranked on 14 criteria. These criteria reflected SPS beliefs, values, and district needs.

Category / Consideration	Ranking	Notes
Core Literature		
Including read alouds, about how many core lit. books would a student typically encounter in a week?	1-2	
For all units, are there books that connect to the science and/or social studies content from the same gr. level?	somewhat	social studies only
Are controlled texts provided?	no	
Phonics/Fluency		
K-3 ONLY: Since Foundations is our core curriculum, how easily can the phonics component be set aside?		
4-5 ONLY: How much advanced phonics / word analysis is included, including word roots, affixes, etc.	some, but...	seems random, no plan
Instructional Model		
Per day, how much time is spent in whole group reading? (Excluding read alouds)		
Per week, how often is there small group instruction (any topic/skill)?	some, but...	
Is teacher read aloud a regular feature?	No	
Is independent reading a regular feature?	No	
Writing		
Is short-term writing a regular feature? (constructed responses, simple prompts, etc.)	Yes	
Is teaching the process of writing a regular feature?	No	
Does writing for different types and genres cycle through the units?	No	
Are language skills (conventions, grammar, etc.) a regular component?	No - need...	
EL		
Is EL instruction a regular feature?	No - need...	
Time on Learning		
Is the recommended time on learning doable with your current schedule?	No, we n...	

Of the four programs examined, two were selected for a pilot.

EL

Into Reading



Investigate & Select

Investigate the
Materials

Pilot

EL &
Into Reading

DESE recommends:

- 2-4 sets of curricular materials / programs
- The CuRaTe rating has already determined that the programs are:
 - aligned to the MA framework and the 4 shifts in literacy instruction
 - promote equitable learning environments
 - contain inclusive texts
 - have high impact on student learning
- Therefore, the pilot should target district priorities, such as day-to-day lesson timing, practical use of resources, etc.
- Pilot should be limited to one unit or series of lessons



Investigate & Select

Who & What

Who:

- Two classroom teachers per grade K–5 across schools (12 total) piloted both programs. This allowed for a reduction of the variables for evidence and data collection, as well as co-planning and collaboration
- Literacy Specialists
- EL Teacher
- Special Educator
- Program Coaches

What's Included:

- Tier 1 Materials – hard & digital
- Reading and Writing
- Phonics (4 & 5 only)
- Flexible scheduling per availability

What Not Included:

- Foundational Skills K–3
- Into Reading's Leveled Reading System
- Handwriting

What's 'business as usual'?

- Heggerty
- Foundations
- Geodes
- Handwriting Without Tears



Investigate & Select



Training with HMH

Aug. 26

Training with HMH

Sept. 23

Co-Planning & Consultation

Oct. 9

Implement EL Module 2
Co-planning at teachers' discretion

Oct. 24 - Dec. 6

Co-Planning & Consultation

Sept. 11

Implement IR Unit 1

Sept. 25 - Oct. 23

Training with EL

Oct. 23

Evaluation & Recommendation

Dec. 11





Investigate & Select

Make a Selection

The Method

The ELA Pilot Team rated each program on a 4-point rubric for thirty-one criteria within seven categories. These seven student-centered categories were decided by the ELASC and based on our district priorities:

- Instructional Practices
- Student Experiences
- Differentiation
- Writing Instruction
- Literature Analysis
- Assessments
- Word Study

In conjunction with the rubric, pilot team members conversed and consulted with one another. A consensus was reached to recommend Expeditionary Learning (EL) as the K-5 ELA program for SPS.



- **Background Information**
- **Instructional vision**
- **Structure**
- **Pilot Feedback**
- **Budgetary Impacts**
- **Future Steps**



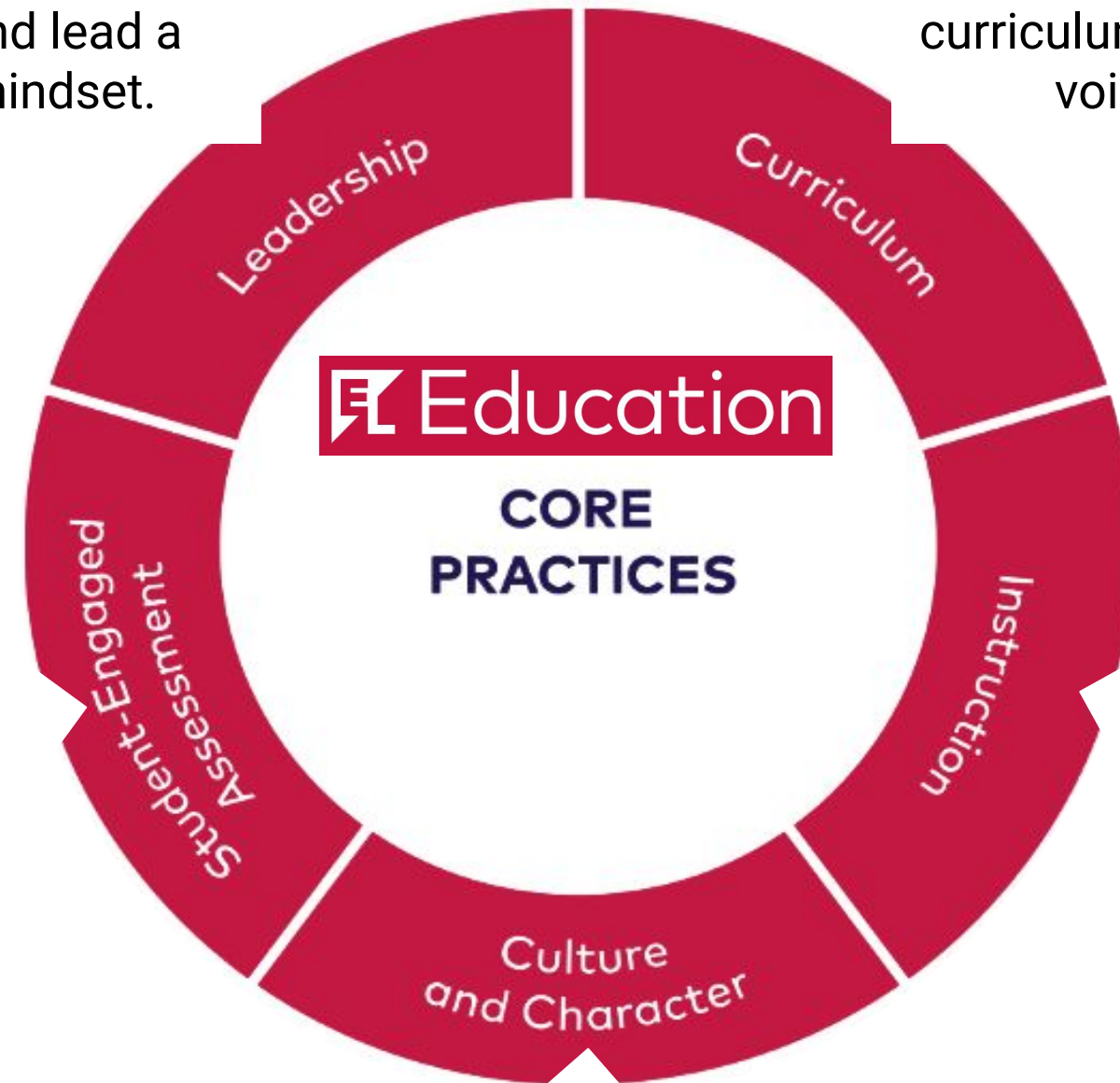
Expeditionary Learning (EL) was initially established in 1991 by the Harvard Graduate School of Education and Outward Bound USA. Since then it has evolved into a nationally renowned academic program and has received many accolades and awards, as well as a 96% score on EdReports, the leader in curriculum analysis and evaluation. EL is a **national nonprofit** organization and they partner with K-12 educators to transform public schools into hubs of opportunity for all students to achieve **excellent equitable outcomes**. They are guided by a shared belief in student potential, by a reimagined definition of student achievement, and by **research-proven** resources and practices, including the acclaimed EL Education K-8 Language Arts curriculum, Core Practices, and aligned professional learning.

EL Education K-8 Language Arts curriculum is aligned to the MA Curriculum Framework and is designed for the science of how students learn to read. It features embedded social-emotional learning, and ensures all students have access to complex, culturally affirming topics and texts.

EL supports school leaders to build a cohesive school vision focused on the Three Dimensions of Student Achievement, continuous improvement, and shared leadership. Leaders align resources and activities to the school's vision and lead a professional culture with a growth mindset.

EL's curriculum promotes both challenge and joy in learning, where all students grapple with demanding, standards-based content and meaningful tasks. The curriculum elevates student collaboration, voice, thinking, and reflection.

EL's assessment practices motivate students to become leaders of their own learning. Students set goals, and reflect on growth and challenges.



EL promotes discovery, inquiry, critical thinking, and collaboration. Teachers talk less and students talk and think more. Lessons challenge, engage, and empower students to practice with real world challenges and skills as they create high-quality work. Teachers differentiate instruction and empower all students to be self-directed, independent learners.

The EL model builds a culture in which students and staff work together to become effective learners. EL promotes a spirit of crew: students and staff work together as a team to sustain a learning community where everyone belongs and can succeed.

Three Dimensions of Student Achievement

EL Education students are empowered to demonstrate proficiency and deeper understanding

- Apply their learning
- Think critically
- Communicate clearly

EL Education students are empowered to

- Become effective learners
- Become ethical people
- Contribute to a better world



EL Education students are empowered to

- Create complex work
- Demonstrate craftsmanship
- Create authentic work

School Year

School Year											
Module 1			Module 2			Module 3			Module 4		
Unit 1	Unit 2	Unit 3	Unit 1	Unit 2	Unit 3	Unit 1	Unit 2	Unit 3	Unit 1	Unit 2	Unit 3
12-13 lessons	12-13 lessons	12-13 lessons	12-13 lessons	12-13 lessons	12-13 lessons	12-13 lessons	12-13 lessons	12-13 lessons	12-13 lessons	12-13 lessons	12-13 lessons

Guiding Questions	
Big Ideas	
Topic (Knowledge)	Task (Skills)
Targets (Standards)	Texts (Stories)

Education Feedback: What Teachers Say

“The EL curriculum was VERY positively received by my students. The topic was relevant, interesting, and engaging. The books were “meaty” and lended themselves to much rich discussion.”

“Texts were rich and robust, providing frequent opportunities for close reading, vocabulary study, etc. Student to student engagement was high. Multiple modes of learning were embedded in every lesson.”

“The EL program got my learners more excited. They weren't sitting and listening to me for an hour, they were regularly engaging in conversations with peers. I felt like we were doing a deep dive into learning and working toward mastery. The predictable structure was great, and the program clearly follows a gradual release of responsibility.”

“This curriculum was very student centered. It incorporates protocols and routines that students use throughout the lessons that encourage collaboration and discussion... Each lesson began with a very clear learning target that was built into the lesson to refer back to throughout class. This allowed for students to have a very clear, directed goal to work towards in each lesson. Students were given many opportunities to work towards mastery of each learning target. Students were very engaged in the texts. Each lesson had lots of scaffolding with the vocabulary that helped students, particularly ELs, gain the background knowledge needed to be able to access the content of the books.”

“I found EL to be a very integrated reading and writing program. The writing piece flowed smoothly from the whole group reading and discussions. The students were engaged in the books, which all connected to each other to provide an in-depth experience about the topic. I thought the written responses in the student workbook were appropriate for the grade level. We found that there were supports for EL learners naturally embedded in the curriculum. Overall, I found the program easier to use and fun to teach.”

“I prefer this program and so do my students. The work is rigorous and high interest. I like that within a module students do all types of writing tasks. Students really enjoyed the readings and had rich discussions. The collaboration and discussion around reading and writing was effective and engaging. The assessment I gave was a good measure of individual student performance.”

“I had the best experience with this pilot. The work my students produced was amazing. They showed a deep understanding of the texts and they really made excellent progress. I enjoyed every lesson and the protocols used are BRILLIANT! My two science talks were 100% student led and I was so moved by their work that I cried. The cognitive load was carried by the students.”

Education Feedback: What Students Say

"I loved learning about all the paleontologists' tools."

"I loved it because we got to read a lot of books."

"I loved writing about a different thing or person every day."

"I can't wait to write my story!"

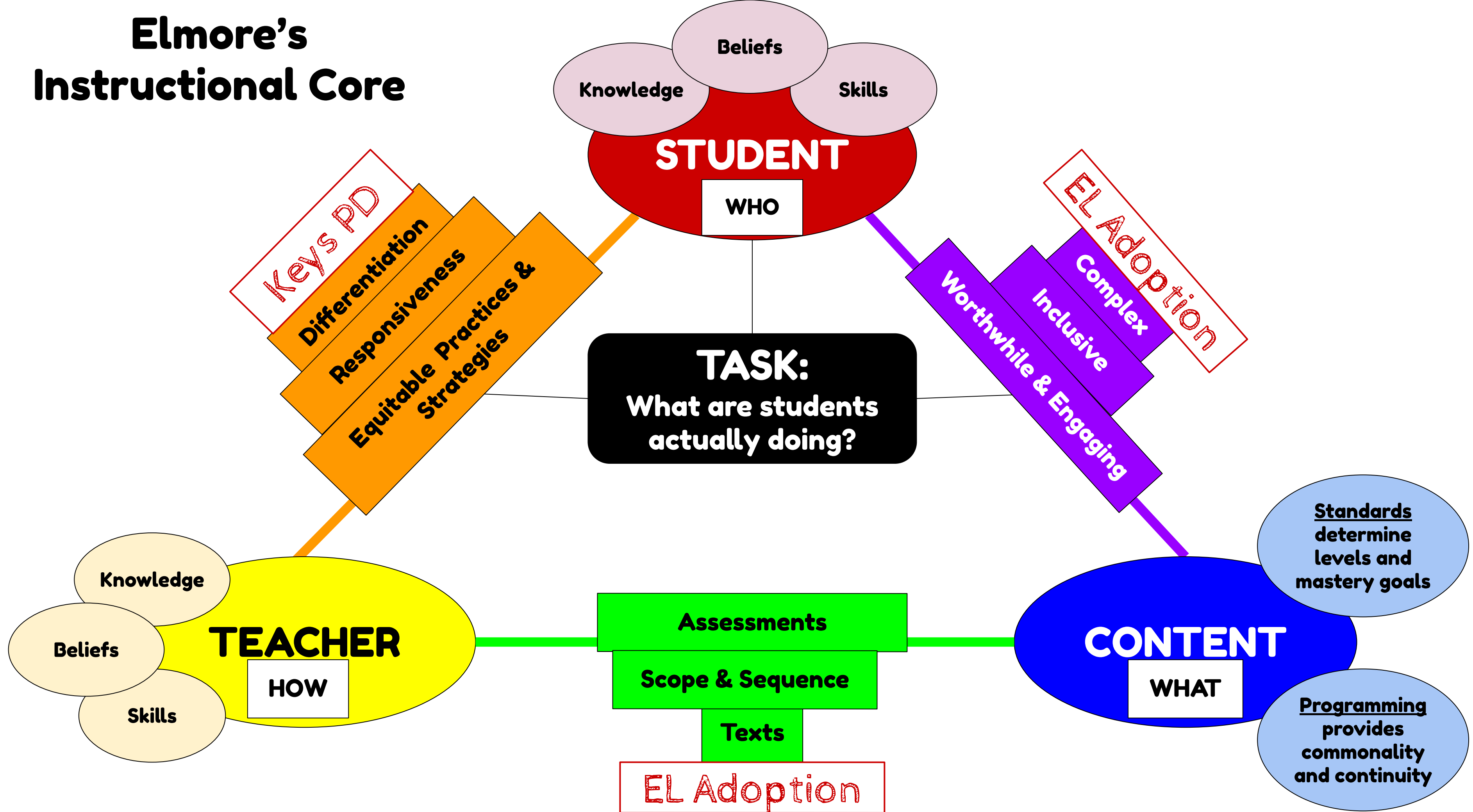
"I liked that I could talk about our books with my friends."

Teacher: "Time is up. We need to move on to the next activity."

Students: "Can we skip that and keep on writing?!"

"I asked for the book we read in school for Christmas and I got it!"

Elmore's Instructional Core



Budgetary Impacts:

Materials

Teacher manuals:	\$61,000
Student Consumables: (1 copy per teacher to photocopy will save annual cost of \$61,000)	\$3,420
Teacher Trade Books:	\$16,680
Class Set Trade Books: (Trade book costs may be lower due to in-house inventory)	\$116,620
MS Exploratory Committee	\$3,000
Total: \$200,720	

Yearly replacement costs are minimal for lost or damaged trade books.

Training & Professional Development

These in-person offerings include:

- Initial training and launch in August
- Intermittent on-site coaching & planning
- Training & PD series for building leadership
- “Training the trainers” for the District Literacy Team

\$50,000

Grand Total: \$250,720

Recap Timeline:

We are here



2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
<p>Prepare</p> <p>Full Implementation Foundations K-3</p> <p>Examine Benchmarking Tools</p>	<p>Needs Assessment</p> <p>Staff Survey</p> <p>Survey Data Review & Share</p> <p>Dyslexia Implementation Plan</p> <p>DIBELS Screener K-2</p> <p>Track My Progress 3-8</p>	<p>Focus on Phonics</p> <p>PD Decodable Texts & Implementation of Geodes</p> <p>PD Phonological Awareness & Implementation of Heggerty</p> <p>PD Frameworks</p> <p>DIBELS Screener Gr. 3</p>	<p>Focus on PD</p> <p>Reading PD from Keys to Literacy</p> <p>Choose Pilot Resources</p>	<p>Focus on Resources</p> <p>Pilot & Select Core Resources</p> <p>Writing PD from Keys to Literacy</p>	<p>Focus on Implementation</p> <p>Training & Professional Development</p> <p>Full Implementation</p> <p>On-going Coaching</p> <p>Scheduling</p>

Looking Ahead:

2026-27

Focus on Monitoring & Adjusting

On-going Coaching

Collect data for step-backs and progress

District Assessment Recommendations & Requirements

Review Report Card

2027-28

Focus on Step-Backs

On-going Coaching

Revisit goals and plans

Report Card
Recommendations



**Sudbury Public Schools
School Committee Meeting**

Date: January 6, 2025

Agenda Item: 3c

FY26 Capital Updates and Town Meeting Warrant Articles

Recommendation:

**Background
Information:**

Attachments:

**FY26 Warrant Article_Classroom Instructional Equipment
Replacement_Town Counsel Rec**

FY26 SPS Instrumental Music rev fund Warrant Article

FY26 SPS Bus Rev. Fund Warrant Article

FY26 ELA Curriculum Implementation Warrant Article

ASPESF_TownWarrantArticle

Action: XX Report: Discussion: XX

ARTICLE: SCHOOL CLASSROOM INSTRUCTIONAL EQUIPMENT REPLACEMENT

To see if the Town will vote to raise and appropriate, or transfer from available funds, the sum of \$100,000 to be expended under the direction of the Sudbury Public School Department for the replacement of School Classroom Instructional Equipment in the Curtis Middle School, Haynes Elementary School, Loring Elementary School, Nixon Elementary School and Noyes Elementary School including incidental and related expenses associated therewith; or act on anything relative thereto.

Sponsored by the Sudbury School Committee.

SCHOOL COMMITTEE REPORT:

The article seeks funding for the purpose of purchasing and replacing classroom instructional equipment in twenty (20) total classrooms in all five (5) school buildings. Current equipment is 12-15 years old and have exceeded their useful life.

Sudbury Public Schools positions technology in instructional spaces to support communication and collaboration. The schools provide tools that support student collaboration, differentiation of instruction, and accessibility options for all students.

The District’s standard set of classroom instructional equipment includes 1) an interactive display that provides a visual resource for displaying materials to the entire class with touch components allowing students to interact with educational content using a pen or touch; 2) wireless video projection for teacher mobility around the classroom while also permitting students to project directly from their devices; 3) auditory support for classroom instruction ensuring all students can receive instruction with clarity; and, 4) document cameras allowing for immediate presentation of non-digital resources to the classroom.



SUBMITTED BY: Donald R. Sawyer – SPS Director of Business & Human Resources

On behalf of the Sudbury School Committee:

Nicole Burnard, Chair

Date

APPROVED BY: _____
Town Counsel

ARTICLE: SUDBURY PUBLIC SCHOOLS INSTRUMENTAL MUSIC REVOLVING FUND

To see if the Town will vote to establish the FY2026 spending limit of the Sudbury Public Schools Instrumental Music revolving fund at \$100,000 pursuant to Article XXXIII of the Town of Sudbury General Bylaws.

Sponsored by the Sudbury School Committee.

SCHOOL COMMITTEE REPORT: This revolving account was established in FY03 to supplement the Schools Instrumental Music Program. Fees collected for lessons will fund the music program. Revolving fund limits must be authorized each year at the Annual Town Meeting. Passage of this article achieves that purpose.



SUBMITTED BY: Donald R. Sawyer – SPS Director of Business & Human Resources

On behalf of the Sudbury School Committee:

Nicole Burnard, Chair

Date

APPROVED BY: _____
Town Counsel

ARTICLE: SUDBURY PUBLIC SCHOOLS BUS REVOLVING FUND

To see if the Town will vote to establish the FY2026 spending limit of the Sudbury Public Schools Bus revolving fund at \$600,000 pursuant to Article XXXIII of the Town of Sudbury General Bylaws.

Sponsored by the Sudbury School Committee.

SCHOOL COMMITTEE REPORT: Since September of 1991, the School Department has been receiving payments from the students to offset the cost of school bus transportation. The amount offset has been shown each year in the Warrant as part of the School Department’s budget. In order to use the offset funds, a revolving fund has been instituted for which spend limits must be authorized each year at the Annual Town Meeting.



SUBMITTED BY: Donald R. Sawyer – SPS Director of Business & Human Resources

On behalf of the Sudbury School Committee:

Nicole Burnard, Chair

Date

APPROVED BY: _____
Town Counsel

ARTICLE: ELA CURRICULUM IMPLEMENTATION

To see if the Town will vote to transfer from Free Cash a sum of money totaling \$250,720, for the purpose of implementing EL (Expeditionary Learning), the ELA curriculum program recommended by the Elementary English Language Art Steering Committee after a thorough pilot and review process. This funding supports the purchase of instructional materials, teacher manuals, student resources, professional development, and any other associated expenses of this implementation; or take any other action relative thereto.

Sponsored by the Sudbury School Committee.

SCHOOL COMMITTEE REPORT: Article 17 of the FY23 Town Meeting provided SPS funding for a curriculum update which included robust professional development in research-based instructional practices to ensure consistency in K-8 reading and writing. In addition, the article provided funding for classroom resources, including decodable texts aligned to the updated teaching methodologies.

This article seeks to fund an English/Language Arts Program Implementation for grades K-8, which would provide alignment to MA standards and the 4 shifts in literacy instruction, promote equitable learning environments, contain inclusive texts, and have a high impact on student learning. Following a thorough pilot and evaluation process, the district selected Expeditionary Learning (EL). EL is a nationally renowned academic program receiving many accolades and awards as well as a 96% rating on EdReports, the leader in curriculum analysis and evaluation. With this funding, SPS can launch implementation in all grade K-8 classrooms in FY26 by purchasing the associated EL instructional materials and providing tailored professional development that supports successful implementation.



SUBMITTED BY: Donald R. Sawyer – SPS Director of Business & Human Resources

On behalf of the Sudbury School Committee:

Nicole Burnard, Chair

Date

APPROVED BY: _____
Town Counsel

[Administration and Finance](#)

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Advisory on Special Education Stabilization Fund

Section 24 of Chapter 218 of the Acts of 2016 provides for the establishment of a Special Education Stabilization fund. The law enables municipal and regional districts to establish a reserve fund that can be used in future years for unanticipated or unbudgeted costs of special education, out of district tuition, transportation and recovery high school tuition.

Establishing, Funding and Making Payments from the Stabilization Fund

In order to establish the fund the law requires a majority vote by both the School Committee and local legislative body. In the case of regional school districts the local legislative body means a majority vote of the legislative bodies in a majority of the member communities of the district. Once the fund is established, the school committee may include a separate line item in their annual budget request to appropriate monies into the stabilization fund. For regions, the amount to be appropriated to the stabilization fund is included in each member municipality's assessment. The balance in the reserve fund cannot exceed two percent of the annual net school spending of the school district.

Funds in the reserve fund can only be expended or transferred out after a majority vote of both the School Committee and Selectmen or City Council or in the case of regional school districts, a majority vote of the boards of selectmen or city councils of a majority of the member communities of the district.

Other areas districts may choose to consider when establishing the fund are:

[English](#)

- Maximum balance in the fund
- A limit on the amount that can be expended in a fiscal year

Reporting of Activity in the Stabilization Fund

Annual appropriations into a stabilization fund should not be reported as an expenditure on the End of Year Financial Report. There is no reporting requirement for increasing the balance in the fund.

Expenditures from the fund should be reported as an additional appropriation of the school committee in the appropriate function codes on Schedules 1 and 3 of the End of Year Financial Report. Expenditures are made directly from the stabilization fund so a transfer into the general fund is not required.

Questions about this advisory should be directed to Jay Sullivan, associate commissioner, district & school finance, at 781-338-6594 or JohnJ.Sullivan@mass.gov [✉](#).

Last Updated: November 9, 2020

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[A-Z Site Index](#)[Policies](#)[Site Information](#)[Contact Webmaster](#)

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[Administration & Finance](#)[Commissioner's Office](#)[District Support](#)[Educational Options](#)[Instructional Support](#)[Kaleidoscope Collective](#)[Legal](#)[Planning & Research](#)[Strategic Initiatives](#)[Student Assessment](#)

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Reading Public Schools

Instilling a joy of learning and inspiring the innovative leaders of tomorrow



82 Oakland Road
Reading, MA 01867
Phone: 781-944-5800
Fax: 781-942-9149

To: Reading School Committee
CC: Thomas Milaschewski, Superintendent of Schools
From: Susan Bottan, Director of Finance and Operations
Date: February 9, 2023
RE: Special Education Reserve Fund

For discussion at the School Committee's public meeting on Thursday, February 9, 2023, please find below an overview of a Special Education Reserve Fund, including its purpose, how it is established and how monies are appropriate to and spent out of the fund followed by a draft warrant article prepared by Ivria Glass Fried, the Town of Reading's Legal Counsel:

Overview of a Special Education Reserve Fund

What is a Special Education Reserve Fund?

Massachusetts General Law, Part 1, Title VII, Chapter 40, Section 13E provides for the establishment of a Special Education Reserve Fund. The law enables a school district to establish a reserve fund that can be used in future years for unanticipated special education out of district tuition and transportation costs.

The purpose of the fund is to provide the school district with a safety net to respond to unforeseen special education out of district tuition and transportation service needs in any given year without adversely impacting the delivery of instruction to students in other programmatic areas, thereby ensuring adequate resources are available for all students.

By establishing the fund, the district will no longer be required to maintain a contingency of unassigned tuition fees within its operating budget, which often remains unallocated each year. By establishing a reserve fund, unexpected special education costs will be addressed while allowing operating funds to be invested effectively to yield the greatest outcome for all students.

How is the Special Education Reserve Fund established?

To establish the fund, M.G.L. requires a majority vote by both the School Committee and local legislative body. Districts may choose to consider the following when establishing the fund:

- Maximum balance in the fund.
- A limit on the amount that can be expended in a fiscal year.

The fund balance can carry into future fiscal years and remain in the fund until disbursed. The fund balance cannot exceed two percent of the annual net school spending of the school district, or approximately \$940,000.

How are monies appropriated to the fund?

Once the fund is established, the school committee may include a separate line item in their annual budget request to appropriate monies and/or allocate end of year savings into the stabilization fund. Interest earned shall be credited to and become part of the fund.

How are monies disbursed from the fund?

Funds in the reserve fund can only be expended or transferred out after a majority vote of both the School Committee and Select Board. With majority votes, funds can be disbursed anytime during the fiscal year. Funds shall be used to pay for unbudgeted and unexpected special education out of district tuition and transportation services.

Draft Warrant Article, prepared by Town Counsel, Attorney Ivria Fried:

The Bylaw Committee will need to provide a recommendation on this article as it involves the acceptance of a local option statute:

To see if the Town will vote to accept the provisions of Chapter 40, Section 13E of the Massachusetts General Laws to establish a Special Education Reserve Fund to be utilized in the upcoming fiscal years, for the general purposes of funding, without further appropriation, unanticipated or unbudgeted costs of special education and recovery high school programs, out-of-district tuition or transportation, all as provided for by law; such funds to be distributed after a majority vote of the School Committee and a majority vote of the Select Board only; provided that the balance in such reserve fund shall not exceed the lesser of 2 per cent of the annual net school spending amount established for the school district; or take any other action with respect thereto.

accumulate from year to year, and shall not be considered to be part of the general funds unassigned balance, or do or act anything in relation thereto.

Proposed by: SOUTHBOROUGH SCHOOL COMMITTEE

Select Board Recommendation: Support

Advisory Committee Recommendation: Support

Summary: *The purpose of this warrant article is to create a Facility Rental revolving account for the Public Schools of Southborough, which would be governed by the Southborough School Committee. Funds collected through the rental of the four Southborough schools will be deposited into this account. These funds will be used to offset building costs such as building maintenance and utilities.*

ARTICLE 24: To see if the Town will vote to accept the provisions of G.L. c. 40, §13E and authorize the Southborough School District to establish a Special Education Stabilization Fund that can be used in future years for unanticipated or unbudgeted costs of special education, out of district tuition, transportation, and recovery high school tuition, or do or act anything in relation thereto.

Proposed by: SOUTHBOROUGH SCHOOL COMMITTEE

Select Board Recommendation: Support

Advisory Committee Recommendation: Support

Summary: *The purpose of this warrant article is to create a Special Education Stabilization Fund for the Public Schools of Southborough, which would be governed by the Southborough Select Board and the Southborough School Committee. The District will utilize these funds for unexpected or unbudgeted Special Education costs.*

ARTICLE 25: To see if the Town will authorize the Select Board to lease all or a portion of the roof of Trottier Middle School located at 49 Parkerville Road for a term of 10-20 years, upon such terms and conditions as are acceptable to the Select Board, to a solar energy provider to construct, maintain, and operate a solar facility on the property and to enter into a power purchase agreement with the solar energy provider; and further, to authorize the Select Board to grant an easement as may be necessary to install, maintain, operate, repair, reinstall, or replace any utilities required for interconnection to the solar facility project, or do or act anything in relation thereto.

Proposed by: SOUTHBOROUGH SCHOOL COMMITTEE

Select Board Recommendation: Support

Advisory Committee Recommendation: Support

Summary: *The purpose of this warrant article is to permit the Select Board to lease all or a part of the Trottier Middle School roof for a solar energy project. The lease of the roof would be contingent upon the replacement of the existing roof, for which the school district has applied to the Massachusetts School Building Authority. The solar project is part of the Public Schools of Southborough's strategic plan to implement energy efficiencies.*

ARTICLE 26: To see if the Town will vote to authorize the Northborough-Southborough Regional School District to establish a Stabilization Fund according to Chapter 71, Section 16G 1/2 of the General Laws for the purposes of funding capital items as identified in the Northborough-Southborough Regional School District Capital Plan, or do or act anything in relation thereto.

Proposed by: REGIONAL SCHOOL COMMITTEE

Select Board Recommendation: Not Support

Advisory Committee Recommendation: Not Support

Summary: *The purpose of this warrant article is to create a Capital Stabilization Fund for the Northborough-Southborough Regional School District, which would be governed by the NSRSD School Committee. The District will utilize these funds for capital improvements at Algonquin Regional High School. Capital projects will be presented to the Southborough Capital Improvement & Planning Committee as part of the annual budget process.*

ARTICLE 27: To act on the recommendation of the Community Preservation Committee on the Fiscal Year 2025 Community Preservation Budget and to appropriate or reserve for later appropriation monies from Community Preservation Fund annual revenues or available funds for the administrative expenses of the Community Preservation



Town of Lexington

Annual Town Meeting 2023

Article 23: Establish Special Education Reserve Fund

Presenter: Jill Hai

The first part of this article seeks to establish a new Special Education Reserve Fund which is allowable under Chapter 40, Section 13E of the Massachusetts General Laws. This Special Education Fund will act as a reserve to cover unexpected or extraordinary costs in the School Department's special education, out-of-district tuition or transportation budgets during the fiscal year. The balance of the reserve fund can be accessed by a recommendation of the School Department and joint approval of the School Committee and Select Board, without further appropriation by Town Meeting. The new Special Education Reserve will supplement the existing Special Education Stabilization Fund and allow the School Department more flexibility when needs arise during the fiscal year.

The second part of this article requests an appropriation of \$750,000 into the new Special Education Reserve Fund from available Free Cash. This funding will remain in the Special Education Reserve until spent, and will carry over into future fiscal years if not utilized. It should be noted that appropriations into the Special Education Reserve fund are limited to 2% of the Town's annual Net School Spending as determined by the Department of Elementary and Secondary Education.

The Select Board unanimously supports passage of Article 23.

Town of Bedford Reserve Policy Special Education Reserve Fund

- **March 2024 - Approved by Bedford School Committee on 3/13/24**
- **Edits shown with strikethrough and bold are based on feedback from FINCOM on 3/21/2024. If approved by the Select Board, the revised policy will be sent back to the School Committee to be ratified again.**

Objective: Pursuant to Section 24 of Chapter 218 of the Acts of 2016, special reserve accounts are allowed by Massachusetts General Law to allow savings to be set aside. The Special Education Stabilization Fund (Fund) provides a proactive, strategic approach to planning for unforeseeable special education costs and to provide stability in the delivery of public education that could otherwise be adversely impacted by unanticipated expenses. This policy will be reviewed periodically for modification to ensure that the reserve fund is meeting its objective and financial goal.

Financial Goal: The purpose of the Fund is to provide for payment of unbudgeted or unforeseen special education expenses in any year, without forcing cuts to other school services during that year.

Note: Confidentiality of student records is of the utmost importance to the Bedford Public Schools. The Town of Bedford and its committees acknowledge the need to maintain student confidentiality per state and federal law (FERPA and IDEA).

Transfers In:

- The funding ceiling (FC) for this Fund shall be \$950,000 and the target funding floor (TFF) shall be \$200,000. If the balance of the Fund drops below the TFF, the Town and Schools shall formulate a plan to restore the Fund to an agreed-upon amount based on available funds.
- The first funding source will be free cash derived from year-end surpluses from the appropriated school budget. The Town may also consider designating Medicaid Reimbursements for the Fund.
- The second funding source will be free cash derived from any other funding source.
- If other available funding sources are identified, they may be considered by the School Committee, Select Board, and Finance Committee through the standard budget process prior to a Town Meeting.

Transfers Out: To request a transfer out of the Fund, the School Department will provide a report comparing the aggregate special education expense of the line items below. This report will compare actual expenses versus the originally budgeted line item amounts.

1. Out-of-District Tuitions
2. Special Education Transportation Contract Services
3. Special Education staffing contracted services
4. Special Education other contracted Services (e.g. evaluation, tutoring, testing)

Withdrawal Procedures: Below is an outline of the specific procedure for executing withdrawals from the Fund:

- The School Committee will annually create a budget for each of the line items above.
- The Select Board will annually place an article in the town warrant to authorize an expenditure limit from the Special Education Stabilization Fund in the event that it may be needed.
- If the School Committee determines that a withdrawal from the Fund is necessary, it must make a request by a majority vote of the School Committee. The School Committee will prepare a budget report that will be shared with the Finance Committee prior to presenting a formal withdrawal request to the Select Board.
- The Select Board must approve any transfer out request by a majority vote.

School Committee Approved: April 9, 2024

SPECIAL EDUCATION RESERVE FUND

The School Committee desires to budget responsibly and sustainably. As Special Education costs can occur suddenly, a key tool to achieve the Committee's goal is establishing and funding a Special Education Reserve Fund.

The Special Education Reserve Fund will be used in alignment with M.G.L. 40:13E. It will be used for unanticipated or unbudgeted costs of:

1. Special Education
2. Recovery High School Programs
3. Out-of-District Tuition
4. Out-of-District Transportation

While the law allows for the Fund to accrue up to 2 percent of the annual net school spending of the District, the Committee understands that any money within the Fund can only be used for the limited cases listed above. Therefore, it is the policy of the Committee to adhere to the following Funding Rules:

1. After the Fund's second year in existence, the Committee will endeavor to maintain a minimum of 0.5 percent of the annual net school spending of the District within the fund.
2. The Committee will seek to add money to the fund at year-end sufficient to maintain a balance of approximately 1 percent of the annual net school spending.
3. Should the fund's balance exceed 1.5 percent of the annual net school spending during a fiscal, the Committee will budget to spend down the fund enough to return the fund below 1.5 percent but above 1 percent.

To assist the Committee in adhering to this policy, the Director of Finance and Operations for the District will work with the Town Treasurer to report the status of the Fund in alignment with annual net school spending on two occasions per year:

1. The first quarter financial report of each school year, or in a standalone report if necessary.
2. The third quarter financial report of each school year.

The first report should be made before or around the annual Finance Committee's Financial Forum in October each year. The School Committee can leverage the Financial Forum to secure secondary approval of the use of the money in the Fund for the next budget year from the Select Board if required to stay in compliance with the second Funding Rule above. If the timing doesn't allow for approval during the Financial Forum, the Committee will endeavor to obtain the approval of the Select Board as soon as possible thereafter and before the budget guidance for the next fiscal year is finalized.

The second report should be made during or before the last June meeting of the school year so the Committee can stay in compliance with the first Funding Rule and, where possible with excess operating funds, the third Funding Rule.

In the event an unexpected need arises outside of a budget cycle, the Director of Finance & Operations in alignment with the Assistant Superintendent of Student Services will submit a request to the School Committee during a normal business meeting. The request will outline the need for the money, in an anonymized way, to provide sufficient documentation so the Committee can approve the request and support the request to the Select Board for their secondary approval.

In either case (annual budget cycle or unexpected need), once approvals of both the School Committee and Select Board are received, the Director of Finance and Operations will work with the Town Accountant and Town Treasurer to directly charge the Fund for appropriate expenses or move the money from the Fund to the appropriate operational account at the necessary time, either as soon as possible or at the commencement of the next school year.

LEGAL REFS: M.G.L. [40:13E](#), [71:91](#)

CROSS REFS: DBJ, Budget Transfer Authority
DI, Fiscal Accounting and Reporting
[Town of Reading Home Rule Charter](#)

Adopted by the Reading School Committee on August 24, 2023.

**Sudbury Public Schools
School Committee Meeting**

Date: January 6, 2025

Agenda Item: 3d

**School Committee and Subcommittee Meeting Discussion
i. Hybrid Meetings; Subcommittee Meetings; Meeting Schedule**

Recommendation:

**Background
Information:**

**Attachments:
HybridMeeting**

Action: XX Report: Discussion: XX

District	SC Meetings	Allow Member Remote Participation?	Streaming	Written Policy?	Subcommittee
Acton-Boxborough	All in person	Yes, very limited	Yes	Yes	Mostly virtual
Weston	All in person with a few virtual yearly	Yes, very limited	Yes	No	All in person
Wellesley	Remote only	All remote	Yes	No	Virtual only
Concord	All in person	Yes, very limited	Yes	No	Mostly in person
Belmont	All in person	Yes	Yes	No	Virtual & in person
Winchester	All in person	No	Yes	No	Virtual & in person
Wayland	All in person with a few virtual meetings yearly	* no according to minutes	No, recorded and posted	No	Mostly in person
Needham	All in person	No	Yes	No	Mostly virtual
Lincoln	All in person, offered 3 zoom meetings over the past year	* Presenters, not members according to minutes	Yes	No	Virtual & in person
Lexington	All in person	No	Yes	No	All in person

**Sudbury Public Schools
School Committee Meeting**

Date: January 6, 2025

Agenda Item: 3e

Monthly Accounts Payable and Payroll Warrants Submission

Recommendation:

No further action required by the Committee.

**Background
Information:**

Attachments:

SC Meeting Warrant Summary - 010325

Action:

Report:

Discussion:

XX



SUDBURY PUBLIC SCHOOLS

Office of the Director of Business and Human Resources

To: School Committee

Date: 1/3/25

RE: FY25 Accounts Payable & Payroll Warrants Processed

With the required School Committee approvals received, the following Accounts Payable Warrants and Payroll Warrants were processed for payment during the current period:

<u>Date:</u>	<u>Warrant Type:</u>	<u>Warrant #:</u>	<u>Amount \$:</u>
1/9/25	Accounts Payable	1148	\$108,088.01
1/2/25	Accounts Payable	1147	\$59,183.42
12/26/24	Accounts Payable	1146	\$11,140.24
12/26/24	Accounts Payable	1145	\$8,370.40
12/26/24	Accounts Payable	1144	\$361,421.72
1/3/25	Payroll	P/R 1/9/25	\$1,567,738.06
12/23/24	Payroll	P/R 12/26/24	\$1,549,935.74

Donald R. Sawyer
Director of Business and Human Resources

**Sudbury Public Schools
School Committee Meeting**

Date: January 6, 2025

Agenda Item: 3g

Minutes (12/2/24 and 12/5/24)

Recommendation:

Move to approve the regular session meeting minutes from the December 2, 2024 and December 5, 2024 meetings as presented / amended.

**Background
Information:**

Attachments:

120224_Sudbury School Committee Minutes_DRAFT

120524_Sudbury School Committee Minutes_DRAFT

Action: XX Report: Discussion: XX

Sudbury School Committee
Meeting Minutes - DRAFT
December 2, 2024

Members Present:

Nicole Burnard, Chair
Meredith Gerson, Vice Chair
Karyn Jones
Mandy Sim
Mary Stephens

Also Present:

Brad Crozier, Superintendent
Annette Doyle, Assistant Superintendent
Stephanie Juriansz, Director of Student Services
Andrea Kraemer, SEPAC Co-Chair
Jeff Lappin, Assistant Director of Student Services
Kate Mellon, SEPAC Co-Chair
Annya Pedreschi, Special Education Administrator
Don Sawyer, Director of Business and Human Resources
David Williams, SEA Representative and Grade 3 Teacher

Regular Session Meeting

Chair Nicole Burnard opened the meeting at 7:00 p.m.

1. Opening Statement / Regular Session

Chair Nicole Burnard performed a roll call and made an announcement that the session is being recorded, shared live for the public to see and hear and there should be no expected right to privacy, as this is a public forum. Meredith Gerson, Mary Stephens, Mandy Sim and Nicole Burnard all affirmed in the positive.

Karyn Jones joined the meeting at 7:02 p.m.

2. Special Session

a. Student Services Presentation

- i. The annual student services presentation was provided by Stephanie Juriansz which summarized student needs, curriculum and specialized program updates, new mandates and professional learning priorities, department pressures and the extended school year program.
- ii. Ms. Kraemer and Ms. Mellon provided an update on the SEPAC 2023-2024 survey. They shared their mission, the purpose of the survey and the process for how it was developed. The focus areas of the survey were shared along with opportunities for growth and recommended focus areas.
- iii. The Committee's questions focused on clarification related to budget drivers, upcoming priorities, caseload sizes, trends in student testing outside the district, professional development for new curriculum and adaptations based on student

needs, LAB program expansion, resource communication methods, support for advanced students and details about the SEPAC survey distribution.

3. Public Comment

- a. Sam Robinson, Sudbury resident, advocated to support a gender identity policy.
- b. Jacqueline Barry, 87 Water Row, Sudbury, advocated for a phone free school policy.

4. Educational and Operational Matters

a. SEA Report (David Williams)

- i. Mr. Williams provided an update on Tier 2 services, outlining the process for collecting data to guide instruction for Tier 2 supports. He noted that round 2 of literacy assessments, including DIBELS, Track My Progress, and classroom observations, is underway. Once these assessments are completed, teams will convene to create targeted plans addressing student needs. Additionally, recent reviews have been conducted for assessments in math and social-emotional learning (SEL).
- ii. Questions from the Committee related to the number of students eligible for Tier 2 services.

b. District Reports

i. Director of Business and Human Resources Report

1. Mr. Sawyer had nothing new to report to the Committee.

ii. Assistant Superintendent Report

1. The Office of Language Acquisition will conduct an onsite review as part of our Tiered Focused Monitoring for the English Language Learner Program. This includes virtual meetings with ESL teachers, general educators and district leaders. Findings from the review will be provided approximately 60 business days after the visit.
2. Mrs. Doyle and Leslie Smart will be attending the METCO Directors Conference. Keynote sessions will focus on improving educational outcomes for METCO students.
3. Meetings between 8th grade teachers at Curtis and 9th grade teachers from LSRHS will be held on December 11th. The goal of this meeting is to collaborate around best practices for preparing our 8th graders for success in their transition to high school.

iii. Superintendent's Report

1. SPS, LPS and LSRHS are all participating in a federal grant to bring an EPA bus program to these 3 districts. This grant covers electric buses and the infrastructure to run them.
2. Questions from the Committee surrounded how the district envisions staffing under a shared contract, timeline for the decisions and whether there is an update on ARPA fund roof design.

5. Business and Policy Matters

a. FY26 Budget Planning

- i. Town Manager's Budget Guidance
 1. Superintendent Crozier reviewed the town manager's budget guidance letter, highlighting that this year's guidance is lower than last year's. He outlined their method for determining the guidance number, which takes into account increases in employee benefits and Chapter 70 projections. With rising costs in salaries, bus transportation, and out-of-district tuition, the district's budget exceeds the town's projected increase.
 2. The Committee discussed the budget process, including concerns about meeting contractual obligations, clarification regarding override guidance and unspent employee benefit funds.
- ii. Review FY26 Budget Drivers
 1. Budget drivers discussed include UDL retrofits and ELA curriculum.
 2. Questions from the Committee included clarification on town warrants, staff projections and where ELA professional development funds are being drawn from.
- iii. Review Budget Timeline and Communication
 1. A draft line item budget will be presented at the next meeting.
 2. The Committee raised questions about the possibility of the town increasing its budget guidance. They also engaged in further discussions on prioritizing initiatives and explored options, including increasing fees, to help offset costs or avoid the need for an override.

b. Policy Subcommittee Charge

- i. Chair Burnard reviewed the Policy Subcommittee charge.
- ii. Mandy Sim moves to approve the charge of the Policy Subcommittee as amended. Mary Stephens seconded the motion.
- iii. A recommendation that research on new policies be presented to the full School Committee.
 1. ROLL CALL VOTE:
 - a. Meredith Gerson: Aye
 - b. Mary Stephens: Aye
 - c. Mandy Sim: Aye
 - d. Karyn Jones: Aye
 - e. Nicole Burnard: Aye
 - i. **Vote: 5-0.** Motion passes.

Meredith Gerson left the meeting at 10:16 p.m.

c. Liaison Reports

- i. A Committee member suggested watching the Town Manager's budget presentation for those who haven't had the opportunity to do so.
- ii. Mandy Sim recently attended a Wellness Subcommittee meeting.
- iii. The Communications Subcommittee meeting is being scheduled soon.

6. Adjournment

- a. Chair Nicole Burnard moves to adjourn the meeting at 10:17 p.m. Karyn Jones seconded the motion.

- i. ROLL CALL VOTE:
 - 1. Mandy Sim: Aye
 - 2. Karyn Jones: Aye
 - 3. Mary Stephens: Aye
 - 4. Nicole Burnard: Aye
 - a. **Vote: 4-0.** Motion passes.

Respectfully Submitted,
Julie Williams
Executive Assistant to the Superintendent

Documents Reviewed During the December 2, 2024 School Committee Meeting

- 1. DRAFT FY25 Fall SS Update SC 12_2
- 2. SPS FY26 Budget Guidance 11-14-24
- 3. FY26 Budget Drivers
- 4. SSC Budget Letter Oct 2024
- 5. Policy BDE
- 6. Policy BDD
- 7. SPS Policy SubCom Functions

Sudbury School Committee
Meeting Minutes - DRAFT
December 5, 2024

Members Present:

Nicole Burnard, Chair
Meredith Gerson, Vice Chair
Karyn Jones
Mary Stephens

Also Present:

Brad Crozier, Superintendent
Don Sawyer, Director of Business and Human Resources

Absent:

Mandy Sim
Annette Doyle, Assistant Superintendent

Regular Session Meeting

Chair Nicole Burnard opened the meeting at 7:00 p.m.

1. Public Comment
 - a. Laura Willard, Sudbury resident and member of Sudbury for Digital Balance, advocated for a no bell to bell cell phone policy for K-8 students.

Karyn Jones joined the meeting at 7:08 p.m.

2. Business and Policy Matters
 - a. FY26 Budget Workshop and Review

Superintendent Crozier presented the School Committee with the initial draft of the FY26 budget recommendation. The proposal includes reducing three sections at Peter Noyes School, based on student enrollment and class size guidelines, and adding two homerooms to Grade 6 at Curtis Middle School to balance class sizes.

 - i. He also reviewed budget drivers and additional requests, what is covered in the base budget, draft line items and DESE object codes.
 - ii. The Committee's questions focused on clarifying line items between early childhood and preschool education, recently reviewed budget drivers, whether expected retirements are accounted for, and if additional staff requests are being recommended or based on specific needs. They also inquired about the grade levels being reduced at Noyes.
 - iii. The Committee then engaged in discussion surrounding what priorities they would like to see included in the base budget and what other sources they could pull from to include these initiatives.
 - iv. The Committee requested clarification on function codes and kindergarten teacher assistants. They also sought further details regarding the curriculum ELA line item,

- the data dashboard, technology equipment, translation services, and the potential budget impact of utilizing an in-house facility director.
- v. Budget timeline edits were recommended and agreed upon.

3. Adjournment

- a. Chair Nicole Burnard moved to adjourn the meeting at 8:47 p.m. Mary Stephens seconded the motion. All in favor. **4-0**. Motion passes.

Respectfully Submitted,
Julie Williams
Executive Assistant to the Superintendent

Documents Reviewed During the December 5, 2024 School Committee Meeting

1. **SPS_InitialBudgetOverview_26**
2. **24SudburyMA SBS**