



AGENDA and NOTICE SCHOOL COMMITTEE MEETING

Regular Session Meeting
Monday, March 31, 2025

LOCATION
The Kroc Center
650 Dudley Street
Boston, MA 02125

AGENDA

6:00 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. Special Matters (Report) 60 Mins
 - a. METCO FY25 Report, Leslie Smart, METCO Director
3. Educational and Operational Matters (Report) 15 Mins
 - a. District Reports
 - i. Director of Business and Human Resources Report
 - ii. Assistant Superintendent Report
 1. SOA Progress Report
 - iii. Superintendent's Report
4. Business and Policy Matters
 - a. Minutes (03/03/25) (Discussion/Action) 5 Mins
 - b. Tri-District Meeting Update (Discussion) 5 Mins
5. 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, April 14, 2025***

**Sudbury Public Schools
School Committee Meeting**

Date: **March 31, 2025**

Agenda Item: **2a**

METCO FY25 Report, Leslie Smart, METCO Director

Recommendation:

**Background
Information:**

Attachments:

METCO School Committee_Parent Meeting 2024-2025 FINAL DRAFT

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

SPS METCO Program 2024-2025



*Continuing to Make a
Difference in
Educational Opportunity
Since 1975*



THE METROPOLITAN COUNCIL
FOR EDUCATIONAL OPPORTUNITY

Agenda

- METCO & SPS METCO History
- Enrollment Update
- Funding
- Best Practices & Achievements
- Family & Community Partnerships
- Moving Forward/Looking Ahead
- Acknowledgements



Sudbury METCO History

METCO: INTEGRATING CLASSROOMS SINCE 1966

- ▷ Sudbury became a METCO district in 1975 when the School Committee voted to enroll 40 students.
- ▷ In 1976, the number increased to 70 students and has remained at 70 for the past 47 years



	Kinder- garten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
24-25	7	4	10	7	2	10	12	9	7
23-24	4	9	8	2	10	8	7	7	8
22-23	8	8	2	12	6	8	8	8	7
21-22	8	2	11	4	8	8	7	7	6
20-21	4	8	3	6	11	7	8	8	6
19-20	6	4	7	11	7	9	8	9	10
18-19		5	7	6	11	9	11	10	8
17-18		8	8	12	10	10	9	10	3

**Note enrollment reflects October 9, 2024 data.*

Current School Choices for Boston Families

- METCO Districts
- Parochial schools
- Private schools
- Pilot schools
- Exam schools
- Charters schools



Enrollment Process

**COMPLETE
APPLICATION**

**REFERRAL
TO DISTRICT**

DISTRICT SELECTION

ENROLL IN DISTRICT

- Updated application platform is now Avela and the application process for families is ongoing and not in cycles as before.
- METCO HQ refers students with completed applications to Districts based on families' preference in choosing districts by indicating their 1st, 2nd and 3rd choices during the application process.
- METCO is a seat availability program and districts supply METCO HQ with available seats and grade levels.
- New Leadership of METCO Inc / HQ
- MDA (METCO Directors' Association) / METCO Inc. / DESE Partnerships

Sudbury METCO Funding

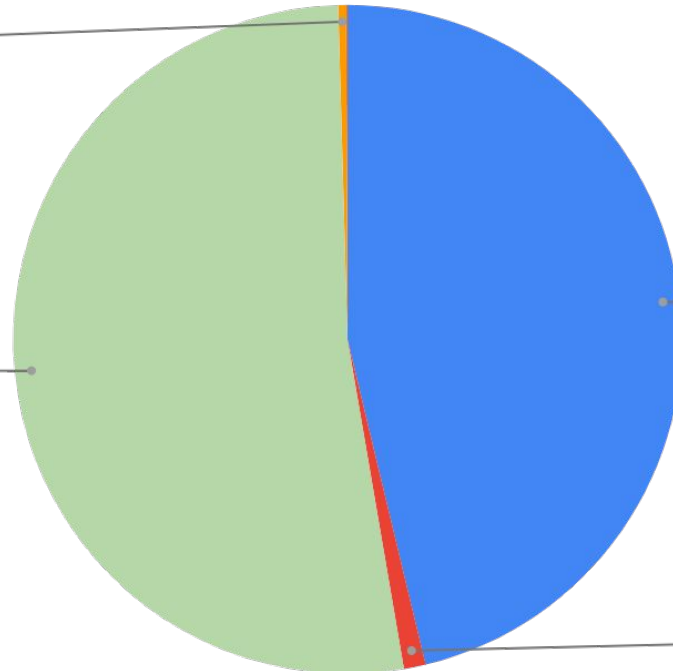
METCO Funding Base Grant

Supplies, \$2000
0.4%

Salaries \$276,405
52.3%

Transportation \$244,588
46.2%

Contracted Services \$5585
1.1%



METCO Funding Base Grant

Salaries Director, Advisor, Monitor	\$276,405
Transportation	\$244,588
Contracted Services Extended Day Services	\$5,585
Supplies Student Activities	\$2,000
Professional Development	\$350
TOTAL	\$528,928

Best Practices

- Participating as a member of the SPS Cabinet & SALT
- Leading Professional Development with K-8 Staff
- Supporting Summer Programming Options (SMILE & EXPLORE)
- Building on our Commitment to Equitable Education for All

Achievements

- Offering K-8 students 1:1 Virtual Math Tutoring Program
- Procuring Additional Grant Funding for DEIB work
- Partnering with Lincoln-Sudbury Regional High School METCO Program to provide Access to a Sports Late Bus for our Boston Resident Middle Schoolers
- Providing 1:1 Academic Tutoring Support (Zoom and in-person) through a partnership with ACLC and the MDA(an established tutoring program in Boston)

Recent Grant Awards

- Two REI (Racial Equity Initiative) Grants from METCO Inc. totaling \$30,000
 - Grading for Equity in the Middle School FY25
 - IDEAS Courses for Sudbury Educators FY26
- \$5,000 from SEF (Sudbury Equity Foundation) to help augment these initiatives

Family Partnership



- ▷ Parents are a child's first teachers
- ▷ Shared commitment to success
- ▷ Align SEL strategies at school and home
- ▷ Work together to help children be connected, engaged, inspired members of our learning community

Family and Community Engagement



- ▷ Parent & Family GoogleMeet and in Person Meetings
- ▷ Social Gatherings in Boston & Sudbury
- ▷ UPCOMING - Boston Bridges Initiative Grants

Road Map to Moving Forward

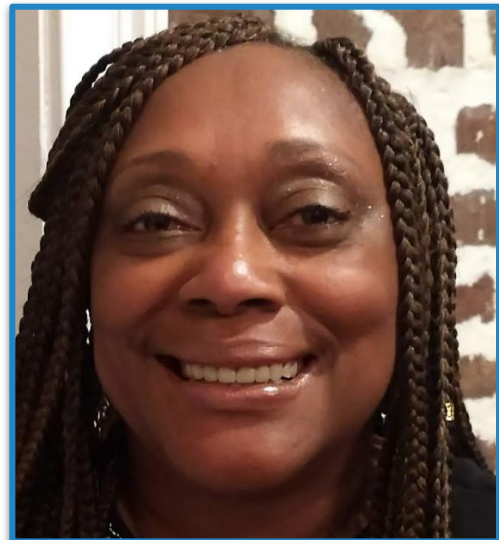
- ▷ Establishing mentoring groups at the elementary level
- ▷ Recruiting METCO Parent/Family Ambassadors for support and insight
- ▷ Offering more Cultural Competency training for staff and faculty



Looking Ahead (Ongoing Process)

- Plan with Cabinet on how we support progress and highlight benefits and document evidence and data
- Seek input and feedback from administration and stakeholders as we move forward
- Collaborate with Cabinet on how to best allocate resources and have ongoing monitoring and evaluation of programming while celebrating successes

Sudbury METCO Staff



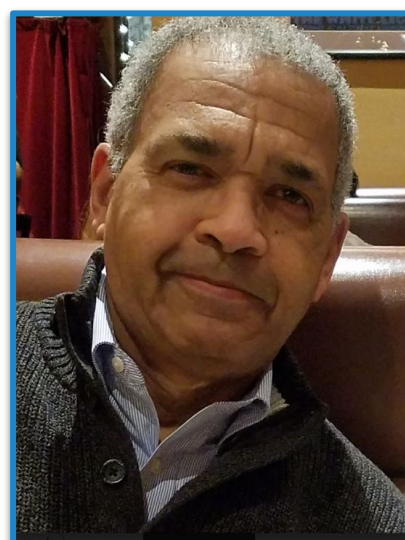
Mrs. Smart
Director



Ms. Grannum
Middle School Coordinator
Bus Monitor



Ms. Hatch
Elementary
Bus Monitor



Mr. Shaw
Elementary
Bus Monitor

Acknowledgements

The METCO Staff would like to thank all of the following stakeholders for helping to ensure that we are not simply a functioning program, but a flourishing Sudbury METCO Community:

- The Sudbury School Committee
- The Superintendent
- The Assistant Superintendent
- The METCO Staff
- Central Administrative staff
- Building Principals and Staff members
- Transportation Department

Most of all, we would like to thank both the Sudbury and Boston families for a collaborative spirit and continued dedication to work together.

A group of approximately 15 children and one adult woman are posing behind a long, low concrete wall. The children are of various ages and ethnicities, wearing casual summer clothing. Some are leaning on the wall, while others stand behind it. The background features a red brick building with a small black light fixture on the wall. To the left, there are green trees. The foreground is a grassy area with some scattered colorful confetti or small objects on the ground. The overall scene is bright and cheerful, suggesting a summer event.

Smile & Explore Summer 2024

















**Sudbury Public Schools
School Committee Meeting**

Date: **March 31, 2025**

Agenda Item: **3 a ii. 1.**

**Assistant Superintendent Report
SOA Progress Report**

Recommendation:

**Background
Information:**

Attachments:

SPS SOA FY25 Progress Report FINAL DRAFT for SC

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

FY25 STUDENT OPPORTUNITY ACT (SOA) PROGRESS REPORT

Note: For reference only. Progress reports will be submitted in DESE's [Grants Education Management System](#) (GEM\$)

Key Evidence-Based Programs in District's SOA Plan

In this section, you will indicate which evidence-based programs are detailed in Section 5 of your district's SOA Plan (FY25-FY27)

Submission items in this section

Please select the evidence-based programs that are detailed in Section 5 of your district's SOA Plan (FY25-FY27). (**Select all EBPs that apply**)

SPS selected:

2.1A: Inclusive Curriculum Adoption Process

2.1B: Supporting Curriculum Implementation

Section 1: Summary of Progress to Date (Academic Year 2024-2025)

In this section, you will summarize:

- steps taken to launch, expand or deepen the implementation of the evidence-based programs in your SOA Plan;
- early evidence of change related to your implementation; and
- evidence of gap-closing on interim and longer-term outcomes for student groups targeted in your SOA Plan

Submission items in this section

Implementation Activities: During academic year 2024-2025, what steps did your district take to launch, expand, or deepen the implementation of each EBP in your SOA Plan? **open response**

Sudbury Public Schools has prioritized updating its elementary ELA (English Language Arts) curriculum to provide an aligned, inclusive, evidence-based Tier One program benefiting all students, but particularly early learners, those with learning disabilities, those who are learning English, and those who may not have robust home learning support. This multi-year initiative has involved dedicating time and resources to professional development, assessment tools, decodable texts, certified coaching and intervention staff, and core curricular products. During the FY25 school year, the Sudbury ELA Steering Committee (ELASC), comprised of classroom teachers and literacy specialists with the leadership of the Humanities Curriculum Coordinator, vetted 12 programs from the CuRaTe (Curriculum Ratings by Teachers) list, ultimately piloting two programs - Into Reading and EL (Expeditionary Learning) - this past fall. SPS has selected EL to implement at the elementary level in FY26. EL complements the professional development teachers received through Keys to Literacy in FY24 and FY25. Additional professional development targeted to the successful implementation of EL will begin this summer 2025 and continue through FY26. Multiple presentations to the School Committee have detailed the pilot process and the reasons for the ultimate selection of EL. Key highlights of our work this school year include:

- Piloted 2 EBPs (Evidence-Based Programs) that are identified as HQIM (High Quality Instructional Materials) on the DESE (Department of Elementary and Secondary Education) CuRaTe (Curriculum Ratings by Teachers) list
- Selected EL as our core curriculum program to be implemented in FY26 in grades K-5
- Established a professional development plan with EL Education to begin in June 2025 for 3 targeted groups: classroom teachers and special educators, literacy leadership, and building administrators

- Refocused small group instruction toward increased use of decodable texts to support decoding and fluency development
- Increased capacity for all educators to conduct progress monitoring through intervention, on-going assessment, and data tracking
- Expanded pre-school enrollment and engaged preschool educators in professional development for early literacy development and best instructional practices (Global Early Education)
- Engaged K-8 educators in professional development with a highly effective Professional Development provider (Keys to Literacy) to learn and use best practices and instructional strategies for early and content writing skills

Early evidence of change: Please describe and reflect upon the extent to which progress monitoring data reflects early evidence of change (*e.g., changes in actions, discourse, beliefs, expectations, and instructional practice*) that you anticipate will ultimately lead to improved outcomes and smaller disparities in outcomes for student groups targeted in your SOA Plan?
open response

Preparation for the adoption of a high quality ELA curriculum product took place over the course of several years. During this time, educators worked collaboratively to improve and align instructional practices, establish benchmarks and engage in structured data analysis cycles focused on student learning, expand structured phonics instruction through the third grade, align writing scope and sequence from grades K-8 and adopt common instructional language and practices, and norm expectations for reporting to families and the community. These actions have led to a much more unified vision of literacy instruction and a deeper understanding of the science of reading. The result is a more coherent student experience, improved collaboration between educators, greater student independence when applying skills learned in tiered instructional settings, and more effective administrative and coaching feedback as part of the supervision and evaluation and the new teacher mentoring processes. As a district, SPS understands that adopting a unified curriculum product for elementary ELA will be a challenge, but is committed to providing the support necessary to achieve improved learning outcomes for all students.

Progress in closing disparities for student groups in your district:

Please describe and reflect upon the extent to which progress monitoring data on interim and longer-term student outcomes reflects the following:

- improvement for the student groups targeted in your SOA Plan;
- reduced disparities for student groups targeted in your SOA Plan;
- progress towards meeting targets for the lowest performing students group

open response

SPS has seen academic improvement overall in the targeted student groups with the instructional adjustments teachers have made following Keys to Literacy professional development; however, SPS has not yet implemented EL so we expect these gains to increase in the coming years when EL is fully implemented. Specifics include:

- Improvement for the student groups targeted in the SOA Plan;
 - English Learners in earlier grades (K-3) increased proficiency with early reading skills by 22% from September 2024 to January 2025 as measured by DIBELS 8, and increased proficiency in comprehension by 8% from September 2024 to March 2025 as measured by Track My Progress.

- Students with Disabilities increased proficiency with early reading skills by 1% from September 2024 to January 2025 as measured by DIBELS 8 and increased proficiency in comprehension by 10% from September to March as measured by Track My Progress.
- The number of students requiring early literacy intervention has decreased by 27% in grades K-5 from September 2024 to March 2025, with the greatest rate appearing in Kindergarten, with a decrease of 54%.
- Reduced disparities for student groups targeted in the SOA Plan;
 - We have reduced disparities for all targeted groups over time. Less disproportionality is shown across all grade levels for early reading, reading comprehension, and language skills.
 - Disproportionality is tracked at the building level during tri-annual benchmarking data meetings and at the district level by the District Data Team.
- Progress toward meeting targets for the lowest performing students group
 - MCAS - Grades 3 - 8
 - 9% of English Learners (EL) achieved proficiency on the 2024 MCAS. This group continues to achieve proficiency at a disproportionate rate compared to non-EL peers; however, this rate of disproportionality has decreased by 3% in 2024.
 - 29% of students with disabilities (SWD) achieved proficiency on the 2024 MCAS. This group continues to achieve proficiency at a disproportionate rate compared to non-SWD peers; however, this rate of disproportionality has decreased by 4% in 2024.
 - 33% of low income students achieved proficiency on the 2024 MCAS. This group continues to achieve proficiency at a disproportionate rate compared to non-low income peers; however, in the last two years this rate of disproportionality has decreased by 6%.
 - Track My Progress - Grades 3 - 8
 - English Learners are still approaching targets for comprehension, with the greatest area of growth in comprehension of literature and lowest area of growth in comprehension of informational texts. Approximately 20% are achieving proficiency for comprehension, which is an increase of 8% since September. EL students show a decrease in disproportionality by 10% from September to January.
 - SWD are approaching targets for comprehension, with the greatest area of growth in foundational skills and the lowest area of growth in comprehension of literature. Currently, 61% are achieving proficiency for comprehension. Students with disabilities show a decrease in disproportionality as compared to non-SWD peers by 13% from September to January.
 - DIBELS - Grades K - 3
 - Currently, approximately 52% of our EL population is achieving proficiency with early reading skills. EL students show a decrease in disproportionality by 16% from September to January.
 - Currently, approximately 40% of students with disabilities are achieving proficiency with early reading skills. Students with disabilities continue to perform at the same disproportionate rate as non-SWD peers from September to January.

Section 2: Key Changes to Your Plan and Next Steps in Implementation

In this section, you will:

- describe any key changes or amendments to your district's SOA Plan (if applicable)
- briefly describe implementation plans for academic year 2025-26 to expand, deepen, and/or strengthen your implementation of the EBPs in your SOA plan (required)

Submission items in this section

If applicable, please describe any key changes to your district's SOA plan that your stakeholders should be aware of (*e.g., substantial shifts in your approach to EBPs in your SOA plan, significant changes to 3-year budget; dropping or adding an evidence-based program.*) **optional open response**

- A significant change to our budget will be addressed by seeking a town warrant to fund the implementation of EL materials and professional development in the amount of \$250,000.

	Professional Development	Professional Materials	Instructional Resources
FY25	Writing PD (Keys to Literacy \$64,000	Pilot Resources \$10,000	Text Sets \$5,000
FY26	EL Training and Coaching \$50,000	EL Educator Materials \$62,000	Trade Books & Student Materials \$138,000
FY27	Assessments and EL Program Adjustments	TBD	TBD

What steps will your district be taking to expand, deepen, and/or strengthen the implementation of the EPBs in its SOA Plan during the 2025-2026 school year? **open response**

- SPS will implement EL Education literacy program in grades K-5.
- SPS educators will participate in a year-long professional development and training plan for EL implementation with EL trainers and SPS Literacy Leadership team.
- School administrators will participate in a year-long series of PD and training with EL to support program implementation.
- SPS will continue to strengthen educator capacity to conduct progress monitoring with early literacy skills.
- SPS will incorporate best instructional practices learned in the writing PD with the writing instruction contained in the EL program.
- Daily schedules will be adjusted to account for the time on learning needed for implementation fidelity.

Section 3: Engaging Families/Caregivers and Other Stakeholders

In this section, you will describe:

- activities implemented in 2024-2025 that engage families/caregivers, particularly those representing student groups experiencing the greatest disparities, about how to best address their students' needs.
- evidence of progress to date in improving family/caregiver engagement, using the metrics in your SOA Plan (FY25-FY27)

- the ways in which your district engaged with different stakeholder groups, particularly those representing student groups experiencing disparities, throughout the 2024-2025 school year.

Submission items in this section

Please briefly describe your districts efforts during the 2024-25 school year to engage families/caregivers, *particularly those representing the student groups you have identified for targeted support*, about how to best address their students' needs.

open response

Sudbury Public Schools recognizes the importance of families/caregivers in supporting and extending student learning. As a district, SPS has engaged families in the following ways this school year:

- Holding workshops and information nights for families (Open House, EL Introduction, etc.)
- Publishing learning guides with learning targets
- Holding family conferences twice yearly
- Providing written updates on student progress (report cards, progress monitoring updates)
- Communicating on a regular basis through classroom, school, and district newsletters
- Providing interpreters and translation services as needed
- Using learning management systems that include a family interface and allow families to view student work and celebrate learning
- Soliciting stakeholder feedback regarding strategic goals/initiatives and budgeting through School Committee presentations, PTO meetings, School Improvement Council meetings, staff listening sessions, Parent Information Exchanges with the Superintendent, SEPAC presentations and meetings, and coordination with town and regional education partners.
- Partnering with individual families through maintaining regular, open, and responsive communication between teachers and parents/caregivers

Please share evidence of increased or improved engagement with families/caregivers, *particularly those representing the student groups targeted in your SOA plan*, during academic year 2024-25. (Districts may use the metrics described in their SOA Plans, or other relevant metrics) **open response**

- SPS has broadened its translation capabilities by adding a Lexmark translation device to our existing translation tools (MAPA and Lexikeet). This tool allows for real time translation of day-to-day classroom and district communications.
- SPS has included the ELA curriculum update in its budgeting process, including presentations to PTOs, Town Meeting, Finance Committee, and School Committee. At these presentations, SPS has shared rationale, needed supports and anticipated student learning outcomes.
- SPS is represented at SEPAC (Special Education Parent Advisory Council) meetings and has presented updates and anticipated changes to the ELA curriculum.
- SPS has added an annual benchmarking update to its public presentations.
- SPS added additional staff to the English Learner Department to decrease student/teacher ratio and increase the availability of staff to provide updates to EL families and to attend all family/school conferences and meetings.
- SPS has updated its EL (English Learner) site to include additional resources for families and partnered with neighboring districts to offer adult education opportunities.
- SPS has surveyed EL families regarding priorities and needs.
- SPS carefully reviews the annual SEPAC family survey to identify areas for improvement.

Please briefly describe the following types of stakeholder engagement during the 2024-2025 school year, making certain to include information on stakeholders representing student groups targeted in your SOA plan:

- 1) how your district shared updates on SOA plan implementation and early evidence of change student outcomes with different stakeholder groups
- 2) the ways in which your district collected input and feedback from different stakeholder groups

3) the substantive input and feedback you have received to date—and whether/how that has impacted your SOA plan implementation? ***open response***

The process of updating the elementary ELA curriculum began in 2022 as part of the curriculum review cycle. Staff were surveyed about all aspects of ELA instruction and curriculum. The need for a high quality curricular product emerged with staff reporting that they were most satisfied with the phonics and handwriting programs and least satisfied with reading, language, and word study. As a result, the multi-phase curriculum update process included in the most current SOA submission was developed.

During this current school year, 2024-2025, the Humanities Curriculum Coordinator and Assistant Superintendent presented to the School Committee regarding the ELA piloting process and ultimate selection of EL for implementation in FY26. The ELA Steering Committee and pilot teachers provided substantial input into the final selection decision. In addition, presentations to SALT (Sudbury Administrative Leadership Team) and elementary school faculties provided additional opportunities for information sharing and feedback gathering. As noted above, feedback is also solicited during School Improvement Council meetings, Staff Listening Sessions, and Parent Information Exchange meetings.

SPS will conduct an evening webinar in April 2025 for families to inform them of the “Four Shifts in Literacy Instruction” as well as the new EL Education program to be implemented starting this fall. This event will be co-hosted by the Humanities Curriculum Coordinator and the EL Education Program Manager. It will also be recorded and shared.

**Sudbury Public Schools
School Committee Meeting**

Date: **March 31, 2025**

Agenda Item: **4a**

Minutes (03/03/25)

Recommendation:

Move to approve the open session meeting minutes from the March 3, 2025 meeting as presented / amended.

**Background
Information:**

Attachments:

030325_Sudbury School Committee Minutes_DRAFT

Action: XX Report: Discussion: XX

Sudbury School Committee
Meeting Minutes - DRAFT
March 3, 2025

Members Present:

Nicole Burnard, Chair
Meredith Gerson, Vice Chair
Karyn Jones

Absent:

Mandy Sim

Also Present:

Brad Crozier, Superintendent
Annette Doyle, Assistant Superintendent
Senator Jamie Eldridge
Representative Carmine Gentile
Erin Kehew, SEA Representative and Special Educator
Don Sawyer, Director of Business and Human Resources

1. Opening Statement / Regular Session

Chair Nicole Burnard opened the regular session meeting at 7:00 p.m. She 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. Karyn Jones, Meredith Gerson and Nicole Burnard affirmed in the positive.

2. Special Matters

- a. Legislative Forum, Senator Jamie Eldridge and Representative Carmine Gentile
 - i. Introductions
 - ii. Updates on initiatives that have been implemented in this past year that specifically impact the students in Sudbury Public Schools
 - iii. Initiatives/budget items/Bills for upcoming year that specifically will impact the students in Sudbury Public Schools
 - iv. Q & A from Members
 1. Senator Eldridge provided updates on the governor's budget proposal and the Chapter 70 funding proposal does not include a significant increase. Also discussed was the Special Education Circuit Breaker Reimbursement. He offered his help to advocate for any applicable grants.
 2. Representative Gentile reported on the Chapter 70 increase, minimum aid per student and confirmed legislature is fully funding the Student Opportunity Act.
 3. Updates on initiatives include continuing Universal School meals, elimination of MCAS graduation requirement, Chapter 70 inflation adjustment, METCO funding and federal uncertainty.

4. In addition, Representative Gentile has refiled a bill to study student start times and schedules and has submitted an Act establishing an LGBTQIA+ Parent Advisory Council.
5. Questions from the Committee were related to DEI initiatives and the state guidance vs. federal impact, the recent statement from MASCO, MASS and MASBO and Circuit Breaker specialized transportation.

3. Public Comment

- a. Kathleen Parente, Sudbury resident, thanked Superintendent Crozier for the recent communication regarding the new Noyes Principal. She also asked for transparency on projected classroom reductions.
- b. Mary Stephens, Sudbury resident and former School Committee Member, made a statement related to her work on the Policy Subcommittee and urged the Committee to focus on student needs and ensure her vacant seat is filled through a fair process.
- c. Cassidy Dallas, Groton resident, shared their support for a Transgender and Gender Nonconforming Policy to support a feeling of belonging for LGBTQ+ students.
- d. Colleen Gleason-Epple, Sudbury resident, asked the School Committee to move forward with the Transgender and Gender Nonconforming Policy.
- e. Rich Thalmann, Sudbury resident, shared his support for members Burnard, Gerson and Sim for their work on the Committee.

4. Educational and Operational Matters

- a. SEA Report (Erin Kehew)
 - i. Ms. Kehew shared an update including the second round of parent teacher conferences starting this week. Math, ELA and SEL meetings continue to help track student growth. Recent enrichment activities at Haynes included the second annual Community Week, featuring visits from Ball in the House, the Discovery Museum, Whale Day and a presentation by a local dentist.
 - ii. Educators in the district will participate in a day of action to show their support of public schools tomorrow.
- b. District Reports
 - i. Director of Business and Human Resources Report
 1. March 5th is the date for the rescheduled Budget Hearing with the Finance Committee.
 2. MSBA is conducting their 2025 state wide school survey with planned visits in Sudbury on March 12 and March 13. This survey is separate from the roof projects.
 3. Pre-approvals for the roof projects have been completed. Next steps include having a project manager assigned.
 4. Superintendent Crozier shared his thanks to Mr. Sawyer, Facilities and Maintenance Departments for all their work in getting ready for the MSBA visit.
 5. Questions from the Committee surrounded the amount of lead time given to prepare for the MSBA visits.
 - ii. Assistant Superintendent Report

1. Congratulations to Abigail P, 8th grade student, who will be moving on to the regional Spelling Bee Competition.
2. Parent / Teacher conferences are underway.
3. Mrs. Doyle recently observed Disability Awareness lessons.
4. The Committee shared their Congratulations to Abigail P.

iii. Superintendent's Report

1. The Curtis Middle School musical, SpongeBob, starts this week.
2. The Central Office Art Gallery Opening is scheduled for March 12th and March 19th. Noyes, Loring and Haynes Schools will be celebrated on March 12th and the Nixon and Curtis Schools will be celebrated on March 19th.
3. Recently announced is the appointment of the Noyes new Principal, Amy Mulkerin.
4. The annual School Committee Meeting to be held in Boston is now on March 31st at the KROC Center starting at 6:00 p.m.

5. Business and Policy Matters

a. School Committee Meeting Schedule for FY26

- i. The Committee reviewed the proposed schedule for FY26.
- ii. Due to upcoming guidance expected about remote meetings and new members being appointed, the Committee decided to vote on the dates proposed but to decide on meeting locations at a future meeting.
- iii. One minor change was recommended and agreed upon.
 1. Vice Chair Meredith Gerson moves to approve the School Committee meeting schedule for FY26 as amended. Karyn Jones seconded the motion.

a. ROLL CALL VOTE:

- i. Meredith Gerson: Aye
- ii. Karyn Jones: Aye
- iii. Nicole Burnard: Aye

1. **Vote:** 3-0. Motion carries.

b. School Committee Goal Student Safety

i. Say Something Follow Up

1. Assistant Superintendent Doyle provided an update on the Say Something Program.
2. She reviewed the process for when tips are received, what kind of reports are received and how tips are coming in.
3. Questions from the School Committee surrounded curriculum implementation, the process for non-life threatening calls, tracking for follow up, percentages reporting anonymously, follow up with students and how the School Committee can help support the program.

c. School Committee Vacancy

- i. Chair Nicole Burnard informed the Committee that the Select Board has voted to begin the School Committee member appointment process.

- ii. The Committee engaged in discussion sharing their thoughts and concerns with the process.
- iii. Chair Burnard will follow up with the Select Board to identify potential meeting dates and will update the Committee.
 - 1. Vice Chair Meredith Gerson moves to authorize Nicole Burnard to write a communication to be sent to the Select Board regarding the vacancy process. Chair Nicole Burnard seconded the motion.
 - a. ROLL CALL VOTE:
 - i. Meredith Gerson: Aye
 - ii. Nicole Burnard: Aye
 - iii. Karyn Jones: No
 - 1. **Vote:** 2-1. Motion carries.
- d. PBC Appointment Process
 - i. Chair Nicole Burnard shared that the School Committee appoints a member to the PBC for a term of three years. Anhu Shah, the current PBC appointee, ends his term on May 30, 2025.
 - ii. She then reviewed the process for appointing this position.
- e. Open Meeting Law Violation Complaints
 - i. Chair Nicole Burnard explained that the purpose of this agenda item is to vote on allowing counsel to respond to both complaints within the required timeframe. Vice Chair Meredith Gerson will serve as the contact person for the Open Meeting Law violation case against the School Committee.
 - ii. Questions from the Committee surrounded whether legal counsel will reach out to Member Jones.
 - iii. Member Karyn Jones shared a statement in response to the complaint.
 - iv. OM Complaint - Sudbury School Committee
 - 1. Vice Chair Meredith Gerson moves to authorize legal counsel to draft a response and authorize the Vice Chair to work with legal counsel to provide the necessary information to draft a response. Chair Nicole Burnard seconded the motion.
 - a. ROLL CALL VOTE:
 - i. Meredith Gerson: Aye
 - ii. Karyn Jones: Abstain
 - iii. Nicole Burnard: Aye
 - 1. **Vote:** 2-1. Motion carries.
 - v. OML Complaint - R. Thompson
 - 1. Vice Chair Meredith Gerson moves to authorize legal counsel to draft a response and authorize the Chair to work with legal counsel to provide the necessary information to draft a response. Chair Nicole Burnard seconded the motion.
 - a. ROLL CALL VOTE:
 - i. Meredith Gerson: Aye
 - ii. Karyn Jones: Abstain
 - iii. Nicole Burnard: Aye
 - 1. **Vote:** 2-1. Motion carries.

f. Future Agenda Items

- i. Karyn Jones moved to bring the April 12, 2024 and December 12, 2024 Policy Subcommittee minutes to the full Committee to vote for approval. Chair Nicole Burnard seconded the motion.

1. ROLL CALL VOTE:

- a. Meredith Gerson: Aye
- b. Karyn Jones: Aye
- c. Nicole Burnard: Aye

- i. **Vote:** 3-0. Motion carries.

- ii. Karyn Jones moved to discuss, review and possibly amend policies BDFA - School Councils and BDFAE - School Improvement Plans as our current practice does not match what is outlined in the policy. Vice Chair Meredith Gerson seconded the motion.

1. ROLL CALL VOTE:

- a. Meredith Gerson: Aye
- b. Karyn Jones: Aye
- c. Nicole Burnard: Aye

- i. **Vote:** 3-0. Motion carries.

- iii. Karyn Jones motions for the School Committee to ask administration to come to the School Committee to talk about enrichment programs that can be created and the cost to implement such programs. Vice Chair Meredith Gerson seconded the motion.

1. ROLL CALL VOTE:

- a. Meredith Gerson: Aye
- b. Karyn Jones: Aye
- c. Nicole Burnard: Aye

- i. **Vote:** 3-0. Motion carries.

g. Minutes (01/27/25 and 02/10/25)

- i. Vice Chair Meredith Gerson moves to approve the open session meeting minutes from the January 27, 2025 meeting as amended. Chair Nicole Burnard seconded the motion.

1. ROLL CALL VOTE:

- a. Meredith Gerson: Aye
- b. Karyn Jones: Aye
- c. Nicole Burnard: Aye

- i. **Vote:** 3-0. Motion carries.

- ii. Vice Chair Meredith Gerson moves to approve the open session meeting minutes from the February 10, 2025 meeting as amended. Chair Nicole Burnard seconded the motion.

- iii. A minor change was recommended and approved.

1. ROLL CALL VOTE:

- a. Karyn Jones: Aye
- b. Meredith Gerson: Aye
- c. Nicole Burnard: Aye

i. **Vote:** 3-0. Motion carries.

6. Adjournment

a. Chair Nicole Burnard moves to adjourn the meeting at 9:29 p.m. Meredith Gerson seconded the motion.

i. ROLL CALL VOTE:

1. Meredith Gerson: Aye
2. Karyn Jones : Aye
3. Nicole Burnard: Aye

a. **Vote:** 3-0. Motion carries.

Respectfully Submitted,

Julie Williams

Executive Assistant to the Superintendent

Documents Reviewed During the March 3, 2025 School Committee Meeting

1. School Committee Meeting Schedule FY26
2. Say Something SC Update 3_3_25
3. OMLComplainFeb14
4. PacEmail
5. Sudbury Policy Discussion_Karen & Jason-21
6. Policy BDF
7. KarynsResponse - OML Complaint Form
8. KarynAgendaItem
9. Policy BGB
10. 021025_School Committee Agenda.docx(1)
11. Policy KCB
12. Policy KDB
13. (JBB, JB-B, JBD) Transgender and Gender Nonconforming Student - history
14. OML Complaint_2.10.25
15. OML Complaint Form
16. 012725_Sudbury School Committee Minutes_DRAFT
17. 021025_Sudbury School Committee Minutes_DRAFT