



AGENDA and NOTICE SCHOOL COMMITTEE MEETING

Regular Session Meeting
Monday, April 14, 2025

LOCATION
Sudbury Public Schools
40 Fairbank Road; Room 214; Sudbury, MA 01776
Dial In: 1 301 715 8592 - Webinar ID: 896 7080 4692
Hybrid Link: <https://us02web.zoom.us/j/89670804692>

AGENDA

6:00 p.m. Open Executive Session

1. Executive Session

Motion and vote to convene in executive session pursuant to Massachusetts General Laws chapter 30A section 21(a) for the following purpose:

1. Purpose (3) to discuss strategy with respect to and in preparation for collective bargaining with the Sudbury Nurses' Association, the Sudbury Education Association, and the Education Support Professionals Association because an open discussion may have a detrimental effect on the bargaining position of the Committee.

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. Special Matters

- a. Academic Benchmarking (Report) 120 Mins
Annette Doyle - Assistant Superintendent, Lauren Egizio - Humanities Curriculum Coordinator, Betsy Grams - Wellness Curriculum Specialist and Karen Wolfson - Math Curriculum Coordinator
- b. Grade 7 Math Proposal (Discussion/Action) 30 Mins

3. Educational and Operational Matters

(Report) 15 Mins

- a. SEA Report (Gary Grassey)
- b. District Reports
 - i. Director of Business and Human Resources Report
 - ii. Assistant Superintendent Report
 - iii. Superintendent's Report

4. Business and Policy Matters

- a. Combined Facilities MOA (Discussion) 15 Mins
- b. Noyes Gift Acceptance (Discussion/Action) 10 Mins
- c. CASE Q3 Report (Discussion) 10 Mins
- d. Accept Q3 Report (Discussion) 10 Mins
- e. School Committee Self-Assessment (Discussion) 20 Mins
- f. Monthly Accounts Payable and Payroll Warrants Submission (Discussion) 5 Mins
- g. Future Agenda Items (Discussion/Action) 10 Mins
- h. Minutes (03/17/25) (Discussion/Action) 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, May 5, 2025 (Town Meeting)***

**Sudbury Public Schools
School Committee Meeting**

Date: April 14, 2025

Agenda Item: 2a

**Academic Benchmarking
Annette Doyle, Lauren Egizio, Betsy Grams and Karen Wolfson**

Recommendation:

**Background
Information:**

Attachments:

DRAFT - Spring 2025 Benchmark Presentation

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

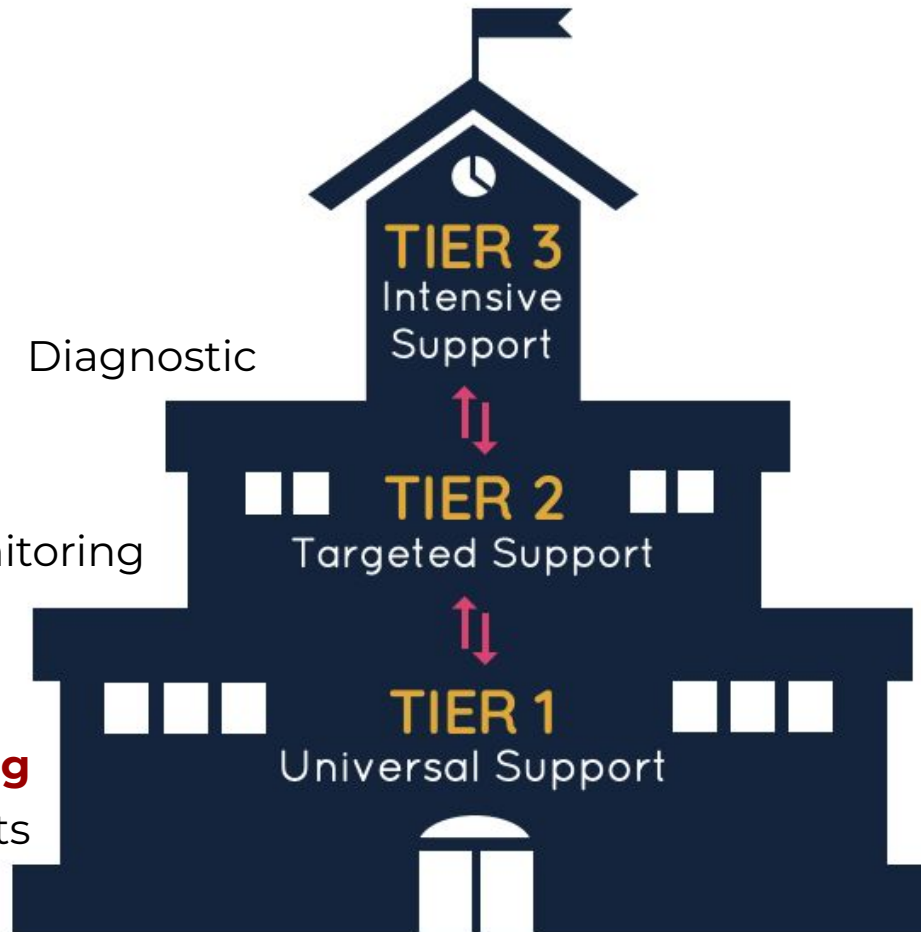
SPS Benchmarking

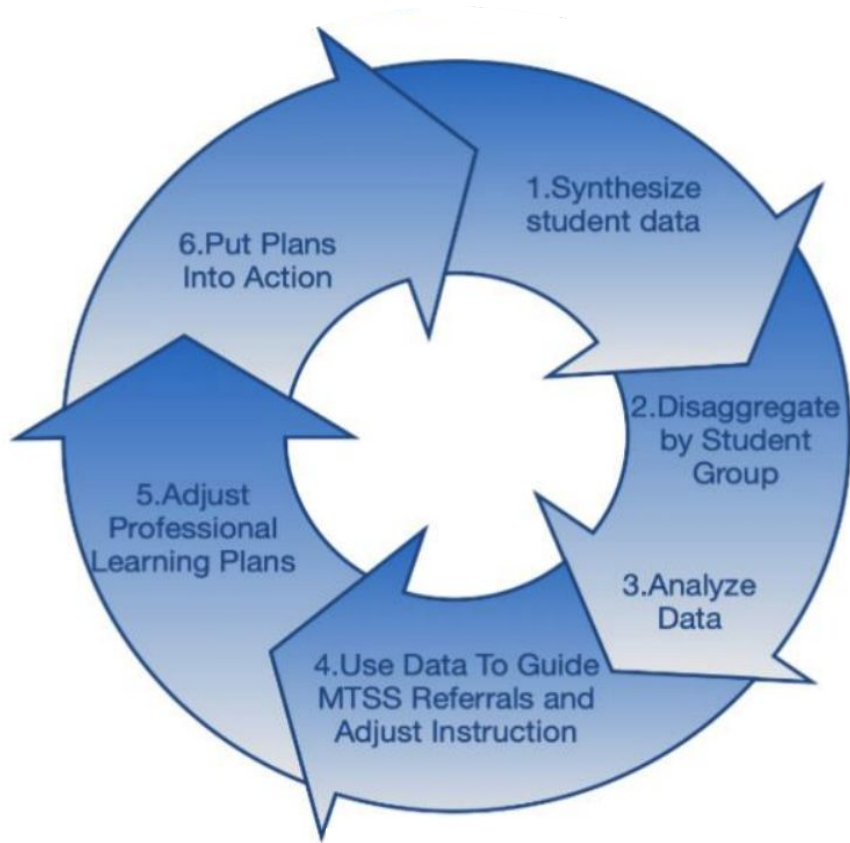
A presentation to the School Committee
April 2025



Educators need to understand what each student already knows, and where that student needs to go next in the teaching process.

--John Hattie, *Education Week*, vol 35, #10, October 28, 2015





- **SEL Benchmarking**
- **Math Benchmarking**
- **ELA Benchmarking**
- **Questions**

Wellness & Social Emotional Learning



Safe and Supportive Schools Model

School Climate

- Welcoming Routines
- Connection Activities
- Silent Mentoring

School Climate Surveys

- Violence & Bullying Prevention
- Culturally Responsive Practices
- LGBTQ+ Inclusive

Social-Emotional Learning

- Evidence-Based Curricula
- Integration with core subjects

SEL Assessments

- Targeted supports
- Foundational Practices
- Trauma-Sensitive Practices
- Culturally Responsive Teaching

Behavioral & Mental Health

- Health Education
- Substance Use Prevention
- SBIRT Screens
- Suicide Prevention Education
- Professional Development
- Depression/SI Screening
- Transition / Bridges Programs

School Safety

- Visitor Management
- Safety Care Training
- Say Something Training
- Behavior Expectations Charts
- Behavior Response Charts
- Partnerships with Police & Fire

Emergency Mgmt & Response

- Safety and Fire Drills
- Threat Assessment Protocol
- Suicide Intervention Protocol
- CPR, AED, & Epi-Pen Training
- Reunification Plan
- District & Building Crisis Teams

Safety Assessment

- Protocols, Procedures, & Policies
- Training for Risk Assessment
- Safety Plans
- Building-Based Safety Teams
- Anonymous Reporting System

Connectedness Survey

What it is ...

- A measure of social & emotional climate of each school
- Students in grades 3 - 8 complete the anonymous survey online
- Questions about the student experience at school;
 - positive relationships
 - feelings of safety
 - inclusive actions
 - peer mistreatment and reporting
 - adult response to unexpected behaviors



Elementary: Positive Relationship with Adults by Grade

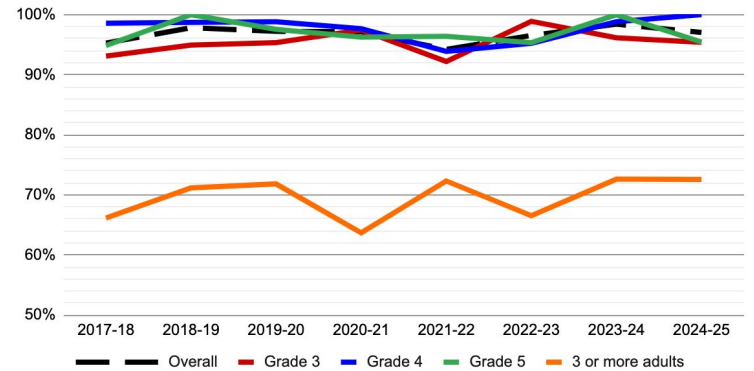
How many adults at our school do you have a positive relationship with? This means they welcome you to school and you would go to them with a problem.

Percent responding one or more.

Year	Overall	Grade 3	Grade 4	Grade 5	3 or more adults
2021-22	94%	92%	94%	96%	72%
2022-23	97%	99%	95%	95%	67%
2023-24	98%	96%	99%	100%	73%
2024-25	97%	95%	100%	95%	73%

How many adults do you have a positive relationship with?

Percent responding one or more, by grade.



Data Across Elementary Schools

- **97% of elementary students** reported having a positive relationship with one or more adults at school.
- Additionally, **more than 70% of students** reported having a positive relationship with **three or more adults** at school.
- Positive student-adult relationships are foundational to a sense of belonging and support meaningful engagement in school.

Curtis: Positive Relationship with Adults by Grade, Gender, Race, Ethnicity

How many adults at our school do you have a positive relationship with? Percent responding one or more.

	Overall	Grade 6	Grade 7	Grade 8	Male	Female	Gender Diverse	No Special help	Special help	Live in Sudbury	Live outside Sudbury
2022-23	94%	96%	92%	94%	94%	95%	91%	94%	95%	95%	81%
2023-24	94%	92%	96%	95%	95%	94%	88%	94%	96%	95%	77%
2024-25	94%	96%	94%	94%	95%	95%	88%	95%	95%	95%	97%

How many adults at our school do you have a positive relationship with? Percent responding one or more.

	Black/African American	Asian or South Asian	Hispanic / Latinx	Multiracial	White	Subgroup 1	Subgroup 2	Subgroup 3
2022-23	92%	93%	90%	97%	95%	100%	94%	100%
2023-24	81%	95%	94%	98%	96%	100%	95%	67%
2024-25	91%	95%	91%	86%	96%	100%	88%	100%

- Overall, **94% of middle school students** reported having a positive relationship with one or more adults at school—a value that has remained consistent for several years.
- The percentage of students reporting a trusting relationship with an adult is high across all subgroups..
- Students who self-identified as gender diverse, multiracial, or as part of Subgroup 2 reported slightly lower percentages on this indicator.

Elementary: Welcomed by Adults by Grade

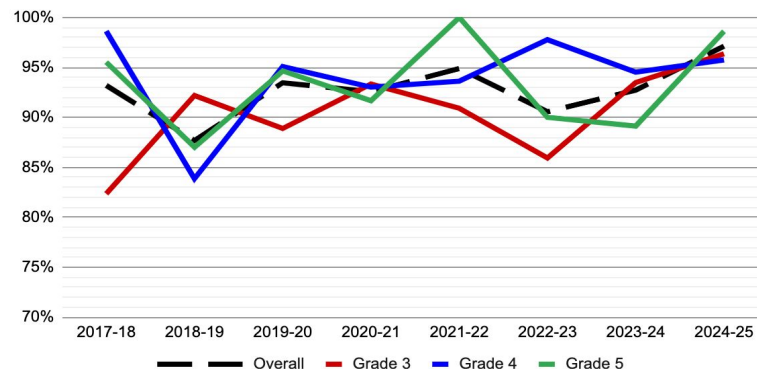
Do you feel welcomed by adults at our school?

Percent responding yes or most of the time.

Year	Overall	Grade 3	Grade 4	Grade 5
2021-22	95%	91%	94%	100%
2022-23	91%	86%	98%	90%
2023-24	93%	93%	95%	89%
2024-25	97%	96%	96%	99%

Do you feel welcomed by adults at our school?

Percent responding yes or most of the time, by grade.



- At the four elementary schools, **92–97%** of students reported feeling welcomed by adults at school.
- This percentage has remained consistently high—in the 90s—across all four schools over multiple years of data collection.
- Students feel welcomed at school when **teachers are intentional** in building positive relationships and creating an inclusive classroom culture.

Curtis: Welcomed by Adults by Grade, Gender, Race, Ethnicity

Do you feel welcomed by adults at our school? Percent responding yes or most of the time.

	Overall	Grade 6	Grade 7	Grade 8	Male	Female	Gender Diverse	No Special Help	Special Help	Live in Sudbury	Live outside Sudbury
2022-23	89%	92%	88%	87%	86%	94%	80%	89%	89%	90%	84%
2023-24	91%	93%	90%	91%	93%	91%	73%	93%	88%	92%	73%
2024-25	89%	93%	88%	85%	89%	90%	85%	89%	87%	89%	85%

Do you feel welcomed by adults at our school? Percent responding yes or most of the time.

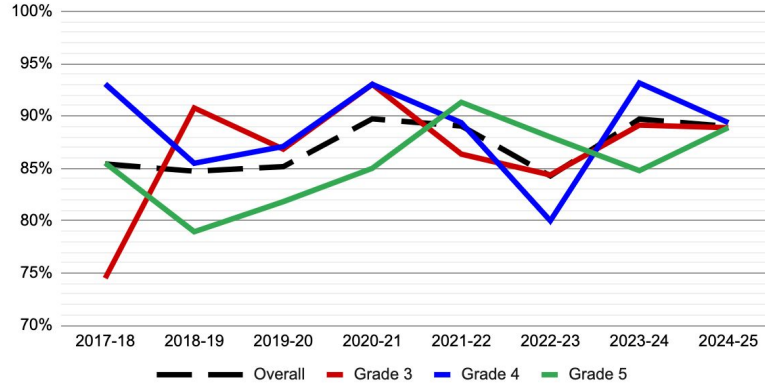
	Black/African American	Asian or South Asian	Hispanic / Latinx	Multiracial	White	Subgroup 1	Subgroup 2	Subgroup 3
2022-23	75%	88%	85%	89%	91%	100%	78%	100%
2023-24	76%	94%	94%	85%	94%	100%	84%	100%
2024-25	86%	89%	85%	84%	89%	100%	81%	100%

- From 2022–25, the **vast majority of students reported feeling welcomed** by adults at school, with most percentages ranging from the mid-80s to 100%.
- Gender-diverse students and those living outside Sudbury** reported slightly lower feelings of being welcomed.
- Students identifying as **Black, gender diverse, or those living outside Sudbury** reported significant increases compared to the previous year.

Connectedness Survey - Perceived Fairness of Rules

Do you think the rules and expectations at school are fair?

Percent responding agree or strongly agree.



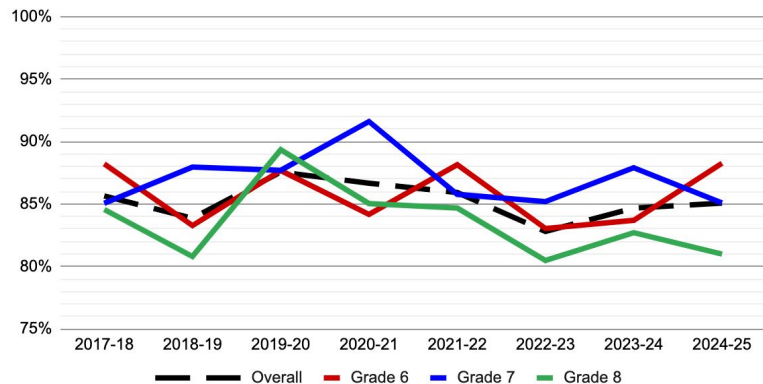
Expected/Prosocial	Unexpected	Harmful or Potentially Harmful	Dangerous, Destructive, Discriminatory
<ul style="list-style-type: none"> Sharing materials Taking turns Saying positive comments Inviting others to play Using kind words Listening to others' ideas Asking for help from others, when needed Including others Following bus rules Following school rules Using "Please," "Thank you," and "I'm sorry" Using calm down strategies 	<ul style="list-style-type: none"> Cutting others in line Disrupting the learning of others Negative facial expressions Threatening to leave someone out of a group or activity Talking negatively behind someone's back Laughing at others when someone makes a mistake Playing unfairly Running in hallway or classroom 	<ul style="list-style-type: none"> Swearing Swearing at someone Negative or rude gestures Taking things that belong to someone else, less than \$10 Excluding; stopping someone from having friends or participating in an activity Threatening to destroy property Using inappropriate language or jokes 	<ul style="list-style-type: none"> Pushing, shoving, slapping, charging, spitting, punching or kicking someone Touching, kicking, or grabbing someone's private parts Name calling based on ability, personal or family characteristics, race, ethnicity, gender, or religion Threatening to physically hurt someone Taking things that belong to someone else greater than \$10 Destroying property Starting or spreading rumors online or in person Posting mean comments or

- The revised Behavior Expectations Chart was rolled out last year in all of the schools. Gauging student perceptions of fairness helps maintain a positive school climate and ensures that behavior expectations are equitable and well-received by all students.
- Across the district, **89% of elementary students and 75% of middle schoolers** report that they believe the school rules are fair. These data are consistent with previous years.
- Clearly stated expectations that are posted and routinely referenced, help students understand the norms and behaviors that support a positive school climate.

Elementary and Curtis: Welcomed by Students at School

Do you feel welcomed by students at our school?

Percent responding yes or most of the time, by grade.



- Overall, **85% of students at the elementary schools and Curtis** report feeling welcomed by their peers.
- At Curtis, almost all of the subgroups reported similar levels of peer connection.
- Curtis students who identify as gender diverse have reported significantly lower rates of feeling welcomed at school in recent years.

Middle School Subgroups: Do you feel welcomed by students at our school?

Percent responding yes or most of the time.

	Male	Female	Gender Diverse	No Special help	Special help	Live in Sudbury	Live outside Sudbury	Black / African American	Asian or South Asian	Hispanic / Latinx	Multi-racial	White
2022-23	86%	81%	67%	84%	80%	84%	72%	75%	82%	80%	78%	85%
2023-24	88%	85%	62%	85%	84%	85%	69%	78%	86%	94%	85%	87%
2024-25	88%	84%	65%	85%	85%	85%	85%	83%	84%	82%	84%	88%



Belief Statements About Diversity

Our school is diverse. We have students from different racial, religious, and cultural backgrounds.

98% of Curtis students think it is important for every student -no matter their race, ethnicity, religion, or sexual orientation - **to feel safe, valued, and included at school.**

99% of elementary students reported that they think it is important for every student to **feel safe, valued, and included at school.**

People of the World
Curtis Community Project, 2023

Student Voice: What do teachers do to help students feel supported?

- “The adults are kind and care about me and others.”
- **“They help calm me down when I'm angry and they are patient with me.”**
- “They help me when I feel sad or have a problem I can't solve.”
- **“They always help me with my questions and try to figure out a solution.”**

- **“They reassure and help me if I look stuck.”**
- They greet you in a nice way and if you come back from a long trip or you were sick they will hug you.”
- **“They help me be my best.”**
- “When adults smile and greet me, it helps me feel supported.”



Devereux Student Strengths Assessment - DESSA 2

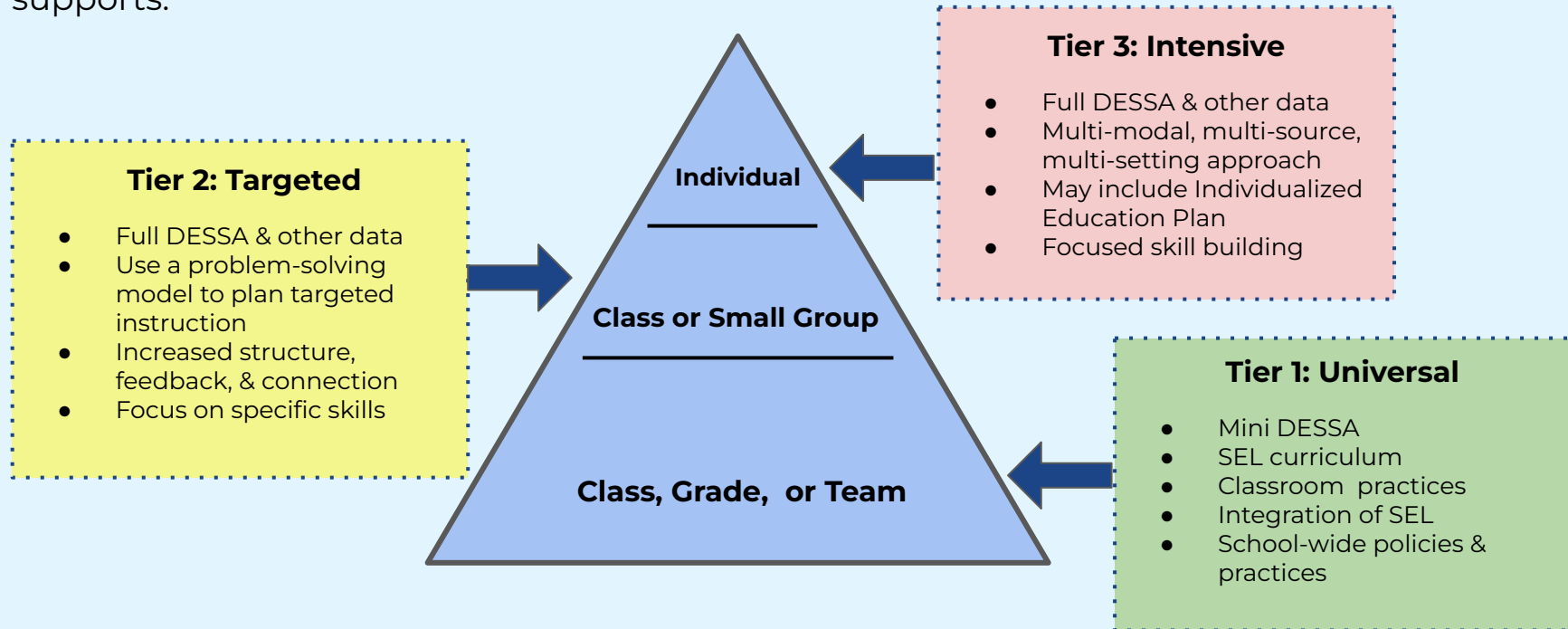
What it is ...

- A tool used to identify students' social-emotional strengths, underdeveloped skills, and progress monitor student growth
- Standardized, strength-based measure of 6 key social-emotional competencies derived from the CASEL model
- Norm-referenced behavior rating scale
- Four versions of the Mini DESSA, each one contains 8 questions, the Full DESSA has 40 questions
- It is **NOT** a psychological or clinical assessment; it does not measure anxiety, depression, or other disorders



Using DESSA Data within a Multi-Tiered Systems of Support

Grade-level and middle school teams hold SEL data meetings at the end of each assessment cycle to identify group and individual social-emotional strengths and areas needing focused instruction, monitor student progress, and determine which students may require additional supports.



Fall

Elementary
Oct. 14-25

Middle School
Nov. 4-15

Winter

Elementary
Feb. 3-14

Spring

Elementary & Middle School
May 5-16

During the past 4 weeks, how often did the student ...

Never

Rarely

Sometimes

Often

Almost
Always

1. Contribute to creating a positive environment?

☐☐☐☐☐

2. Listen to others?

☐☐☐☐☐

3. Do the right thing in a difficult situation?

☐☐☐☐☐

4. Express high expectations for themselves?

☐☐☐☐☐

5. Show a willingness to examine their beliefs and opinions?

☐☐☐☐☐

6. Persist to achieve a goal?

☐☐☐☐☐

7. Make others feel welcome or included?

☐☐☐☐☐

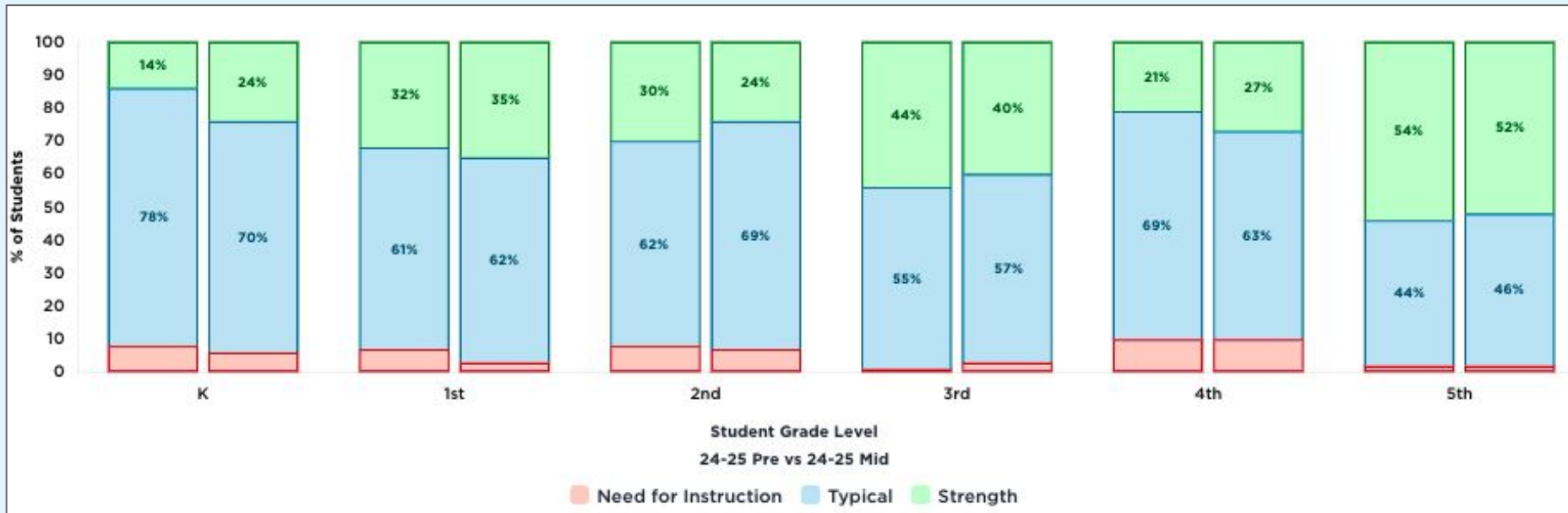
8. Speak positively about their future?

☐☐☐☐☐

The Process

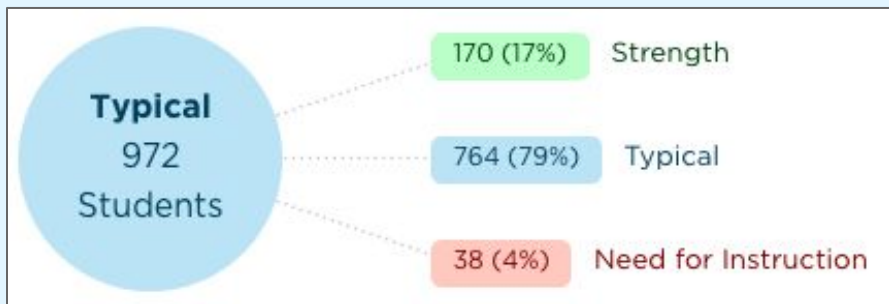
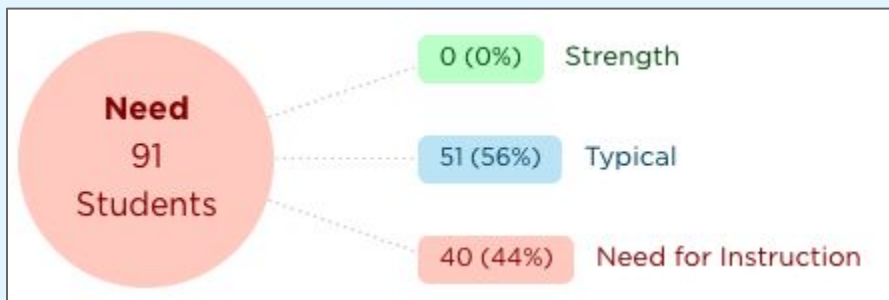
- Teachers complete the assessment via observation.
- Reflect on the past 30 days to rate the frequency with which each child demonstrates various social-emotional skills.
- Carefully plan learning tasks to provide students opportunities to demonstrate the skills.

District Grades K-5 DESSA Mini: Impact Report



- Comparing fall to winter T-scores using the 8-question assessment tool, Mini-A & B.
- Overall, students have strong T-scores.
- The pink portion of each bar graph represents students coded as 'need for instruction', the blue as 'typical', and the green portion represents the 'strength' descriptive category.

District Grades K-5 Mini DESSA: T-Score Movement



- **Fall to Winter Benchmarking:** Of the 91 students identified as "in need of instruction," 56% showed an increased T-score, moving them into the "typical" range.
 - **Fall to Winter Benchmarking:** Of the 40 students identified as "in need of instruction" in winter, 46% demonstrated an increased T-score, with gains ranging from small to large in magnitude.
-
- **Fall to Winter Benchmarking:** Of the 972 students identified as "typical" in the fall, 17% moved into the "strength" category by winter.
 - **Fall to Winter Benchmarking:** Of the 764 students coded as "typical" in winter, 46% demonstrated an increase in their T-score, with gains ranging from small to large in magnitude.
 - **Fall to Winter Decline:** 38 students showed a decrease in their T-score, moving into the "need for instruction" category.

About the Full DESSA

Educators complete a Full DESSA if:

- A student's T-score from a mini assessment is coded pink, indicating a need for instruction.
- The student's IEP includes social or emotional goals, or their 504 plan includes related supports.
- A student is referred to Child Study due to concerns about social-emotional skills.
- An educator wishes to learn more about a student's skills in this domain.
- A full DESSA report provides detailed information about the student's social-emotional skills, along with recommendations for targeted intervention plans.

Self-Awareness

**Self-Management
(with Goal-Directed Behavior)**

Social Awareness

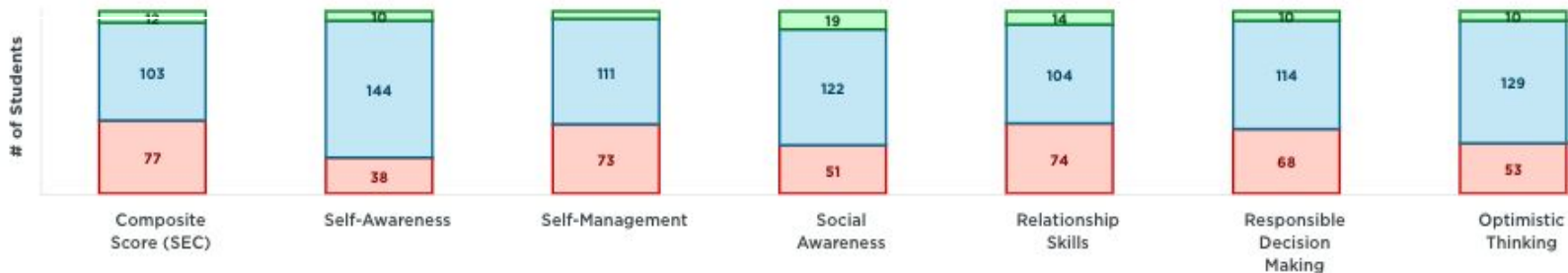
Relationship Skills

**Responsible Decision Making
(with Personal Responsibility)**

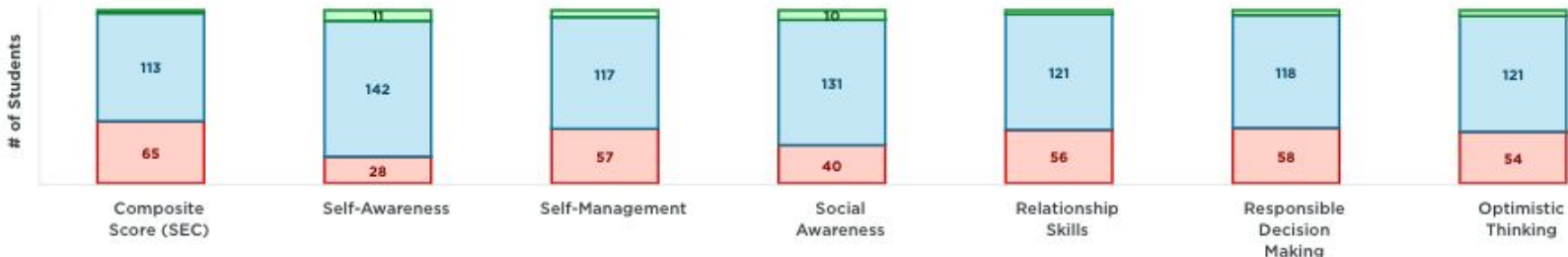
Optimistic Thinking

District Grades K-5 Full DESSA Comparison: Fall to Winter

Fall 2024



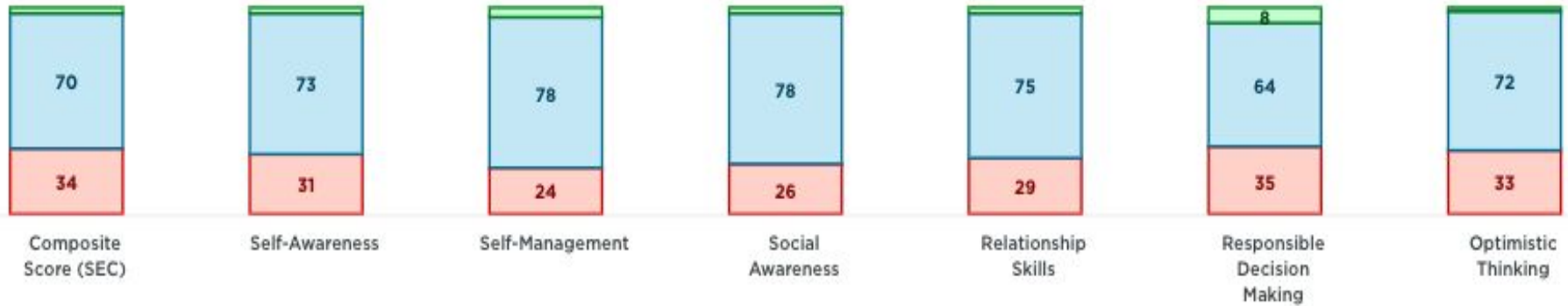
Winter 2025



- From the fall to the winter assessments, **50% of students** experienced an increase in their Composite T-score, **15% remained the same**, and **35% showed a decrease**.
- 39 students experienced a decrease. Of those, **16 students** had a decrease of **medium or large magnitude**.

Curtis Full DESSA from Fall Assessments by Educators

Educator: Grades 6 - 8 (N = 107)



- **Collaboration and Planning** - teams meet to analyze trends across classrooms, plan school-wide or classroom SEL initiatives, and align strategies to growth areas.
- **Classroom Strategies & Targeted Support**
Adjust SEL lessons or embed strategies into daily routines, and use data to identify students who may benefit from small-group instruction or check-ins focused on specific skills.
- **Communication with Families** - guide conversations during parent-teacher conferences to highlight strengths and discuss ways to support SEL development at home.

Curtis Full DESSA from Fall Assessments by Students: SSR

8th Graders: Self-Report (N = 232)



- **Self-Reflection** - students review their results to reflect on personal strengths and areas they'd like to improve.
- **Set Personal SEL Goals** - using their data, students can set short- or long-term goals and track their progress over time.
- **Develop Action Plans** - create concrete action steps based on their scores, like practicing mindfulness, seeking feedback from peers, or using a planner to stay organized.
- **Build Self-Awareness and Advocacy** - understanding their own data can empower students to advocate for themselves and seek help or resources when needed.

Curtis Full DESSA: 8th Grade Student Self-Report

My Results

Rating Date: May 1, 2024

This report will help you learn about your top skills and growth opportunities. It will also give you challenges to help you build your skills.

 Print All Results



Top Skills

Your strongest area of social and emotional competence is **Self-Management**. The skills in this area.

accept another choice when your first choice was not available

think before you acted

stay



People who can manage themselves set goals and work hard to achieve them. They can manage hard situations.



Other Areas to Explore

Here's a short summary of your DESSA results. If you want to explore your skills, just click the "Learn More" button. If you want to see challenges in any of the areas, click the "Challenge" button.



Self-Awareness / Optimistic Thinking

Knowing what you are good at and what's hard for you. Naming your emotions and values. Focusing on the positive. Believing hard work pays off.

[Learn More](#)

[View Challenge](#)



Self-Management

Setting goals and working hard to achieve them. Managing how you act and feel in different situations.

[Learn More](#)

[View Challenge](#)



Social Awareness

Respecting others. Feeling connected to other people.

[Learn More](#)

[View Challenge](#)



Relationship Skills

Getting along well with others. Being a good listener and supportive.

[Learn More](#)



Goal-Directed Behavior

Setting goals and working hard to achieve them.

[Learn More](#)



Personal Responsibility

Being careful and reliable in how you act.

[Learn More](#)

Responding to Data: Student-Focused Planning

- Data meetings facilitated by the school counselors follow the benchmarking cycles
- Educator teams review SEL data to identify students' strengths and growth areas
- Develop plans for targeted instruction & supports
- Educators monitor student learning and growth
- At year end, teams review data sets, and reflect on effective instructional practices and routines.

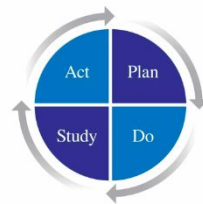
Classroom SEL Instruction		
Select one competency that you will focus on		
SA Self-awareness	SM Self-management	SO Social awareness
RS Relationship skills	OT Optimistic thinking	DM Decision-making
A. What? List a behavior/skill to target within the selected competency. Refer to 6 Competencies & Related Skills document		Monitor progress via observation and other methods
A. How? List actions to address targeted skill: Consider teaching strategies: previewing, teaching, and reteaching social skills lessons; connections & discussions using literature; cross-curricular connections; extension activities; naming social-emotional skills used during learning activities; and planning learning activities that provide students opportunities to practice social-emotional skills in multiple settings.		
1.		

Reflecting on What's Working Well

- Educators' intentional actions to build positive relationships and create a welcoming, safe learning environment.
- Teachers' commitment to embedding daily SEL practices into instruction and using creative strategies for integration.
- Structured SEL team meetings to analyze data and plan targeted student supports. Educators value the Recommended Interventions feature in the Aperture platform.
- Successful implementation of the Disability Awareness Curriculum, with student assessments and educator feedback affirming intended outcomes.
- School-based events and activities that give students opportunities to practice SEL skills and bring our community together - Unified Sports, Art Show, concerts, Field Day, CAPstone Project, 4Energy, and many others.
- Students consistently make thoughtful, kind decisions that embody their school's core values and strengthen our learning community.

Ongoing Actions and Planning

- Maintain focus on acknowledging students' prosocial behavior and reinforcing school expectations and norms.
- Ongoing analysis and response to Connectedness Survey data by subgroups.
- Review end-of-year SEL data to reflect on student growth, identify effective practices, and plan for the year ahead.
- Continue building capacity in navigating the new Aperture platform and using DESSA tools to support data-driven SEL instruction.
- Maintain collaborative structures — SEL Steering Committee, clinical team, educator teams — to deepen SEL expertise.
- Build staff capacity in interpreting and applying social-emotional data.



Mathematics



Math Assessment Timeline

[illegible]

Math Assessment Timeline

Benchmark Assessments

- Baseline (September)
- Mid-Year (Jan/Feb)
- End of Year (June)

Unit Screeners/Readiness Checks

- Prior to every unit (classroom)

Unit Checkpoints/Middle School Quizzes

- 1-2 per unit (classroom)

Individual Interviews (Fluency check or Math Recovery)

- As needed for individual students

Math Assessment Timeline

Benchmark Assessments

- Provides a high-level overview of essential content strands
- Indicator of when to look closer through other, more focused assessments to provide information about student understanding of the mathematics

Unit Screeners/Readiness Checks

- Focuses on the prerequisite skills for each unit
- Informs pacing and instruction to provide access for all students

Unit Checkpoints/Middle School Quizzes

- Focuses on essential content of the specific unit
- Informs teachers about student understanding

Individual Interviews (Fluency check or Math Recovery)

- Focuses on foundational mathematical understandings for students
- Informs any (if any) interventions may be necessary to build student understanding

Grades		Assessment Name	MAY	JUN
			20	30
			6	13
			20	27
K-1	Comprehensive Assessment Interview for			
2-5	Number Concepts (Assessment)			
2-5	Number Concepts (Highly Rigorous)			
K-5	Unit Screeners/Readiness Checks			
K-5	Formative Assessments/Record Keeping			
6-8	Unit Assessments			
		Number to 100 Checkpoint (1.7.MA.50)		
		Multiplication and Division Checkpoint (1.7.MA.50)		
		Location & Reasoning Checkpoint (1.7.MA.50)		
		Problem Solving & Equations Checkpoint (1.7.MA.50)		
		End of Year Assessment		
		End of Year Assessment		
		End of Year Assessment		
		End of Year Assessment		

Looking at the Data

Benchmark Assessments

- Grade level data meetings, led by the building Math Coach

Unit Screeners/Readiness Checks

- Teacher teams or individual teachers
- Math Coaches provide planning assistance or coaching

Unit Checkpoints/Middle School Quizzes

- Teacher teams or individual teachers

Individual Interviews

- Math Coach administers the interview and shares the data to the classroom teacher and other support individuals

In Grades 6-8, math teachers review data individually, on grade level teams, and as a department. Math Coaches have administered individual interview for students upon request.

Mid-Year Assessment Overview

Purpose: Provide a snapshot into the progress towards the end of year. All standards are end-of-year standards

Data Meetings: Mid-Year data meetings at all elementary schools.

- Review by questions/standards to see trends
- Review by students to check for understanding
- **New this year:** Looking at student work with a focus on strategies
- Discussions about how to provide access to students with plans for next steps.

Limitations:

- One data point - can identify where to look, assess, etc.
- Continuing to work on consistency for test administration
- We have over 3 more months of school to reach the end-of-year standards

Items												TOTAL
1a-c	2a-d	3a & b	4a-c	5a & b	6a-c	7	8	9	10	11	SCORE / LEVEL OF PROFICIENCY	
Adds fractions with unlike denominators	Subtracts fractions with unlike denominators	Adds and subtracts decimals to hundredths	Multiplies whole numbers by fractions	Finds the volume of a solid figure composed of	Evaluates numerical expressions that contain	Multiplies and divides decimal numbers by	Solves a multi-step story problem involving	Subtracts and multiplies decimal numbers to solve a multi-step story problem involving	Solves a story problem that involves multiplying a	Solves a measurement-related story problem involving addition and		
0-6	0-6	0, 1 or 2	0-3	0-6	0-3	0-2 (by 0.5)	0-3	0-3	0-3	0-3	0 - 40	
7	6	6	1	3	6	3	2	3	3	3	39	
1	6	0	2	3	6	3	2	2	3	3	30	
3	4	2	1	3	6	3	1.5	2	2	3	29.5	
1	6	6	1	3	6	3	2	3	3	3	32	
6	6	6	0	3	3	3	1	3	3	1	29	
8	6	2	2	3	6	3	2	3	3	3	36	
2	4	6	2	1	6	3	2	2	3	0	32	
2	6	6	2	3	6	3	2	3	3	3	39	
1	6	6	2	3	6	3	2	3	3	3	40	
1	4	6	0	3	6	2	2	2	1	3	30	
2	6	6	1	3	6	2	2	2	3	3	36	
9	6	6	2	3	6	3	2	3	3	3	39	
9	4	2	1	2	6	3	2	3	3	3	30	
6	6	6	1	2	6	2	1.5	3	1	3	33.5	
9	4	2	1	3	6	3	2	3	3	3	31	
9	6	6	2	3	6	3	2	3	3	3	40	
5	6	6	2	3	5	3	2	3	3	3	38	
7	6	4	1	0	3	2	2	1	1	0	27	
1	4	4	0	3	6	2	1.5	3	2	2	30	
8	6	4	1	3	6	2	2	2	3	3	36	
9	3	3	2	3	6	3	2	3	3	3	33	
9	6	4	2	2	6	3	2	3	1	3	34	
2	4	6	1	2	6	3	2	3	3	3	35	
9	6	6	1	3	6	2	2	3	0	2	32	
8	6	6	2	3	6	3	2	2	3	3	36	
1	6	6	1	3	6	2	2	3	2	1	34	
2	6	6	2	3	6	3	2	3	3	3	36	
9	3	6	1	1	0	3	1	3	3	3	30	
9	4	5	1	3	4	2	2	3	3	3	34	
6	6	6	2	3	6	3	2	3	3	3	38	

With this

- Analyze
- Plan
- Whole (Inter)
- Provide more
- Monitor

- Meeting
- Approaching
- Developing
- Not Meeting

With this data, we...

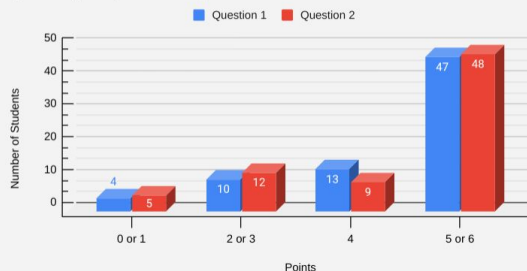
- Analyze it to identify themes.
- Plan and prepare for classroom instruction.
- Who needs more? What is needed? (Interview assessments)
- Provide interventions for those who need a more solid foundation.
- Monitor student progress.

Reviewing the Data

PROFICIENCY		
0 – 40	Baseline Fall 2024	MCAS Spring 2024
40	34	529
25	18	489
32	26	513
40	31	527
1	7	442
37	31.5	527
40	20.5	492

Adding and Subtracting Fractions w/Unlike Denominators

Q1: Adding Q2: Subtracting



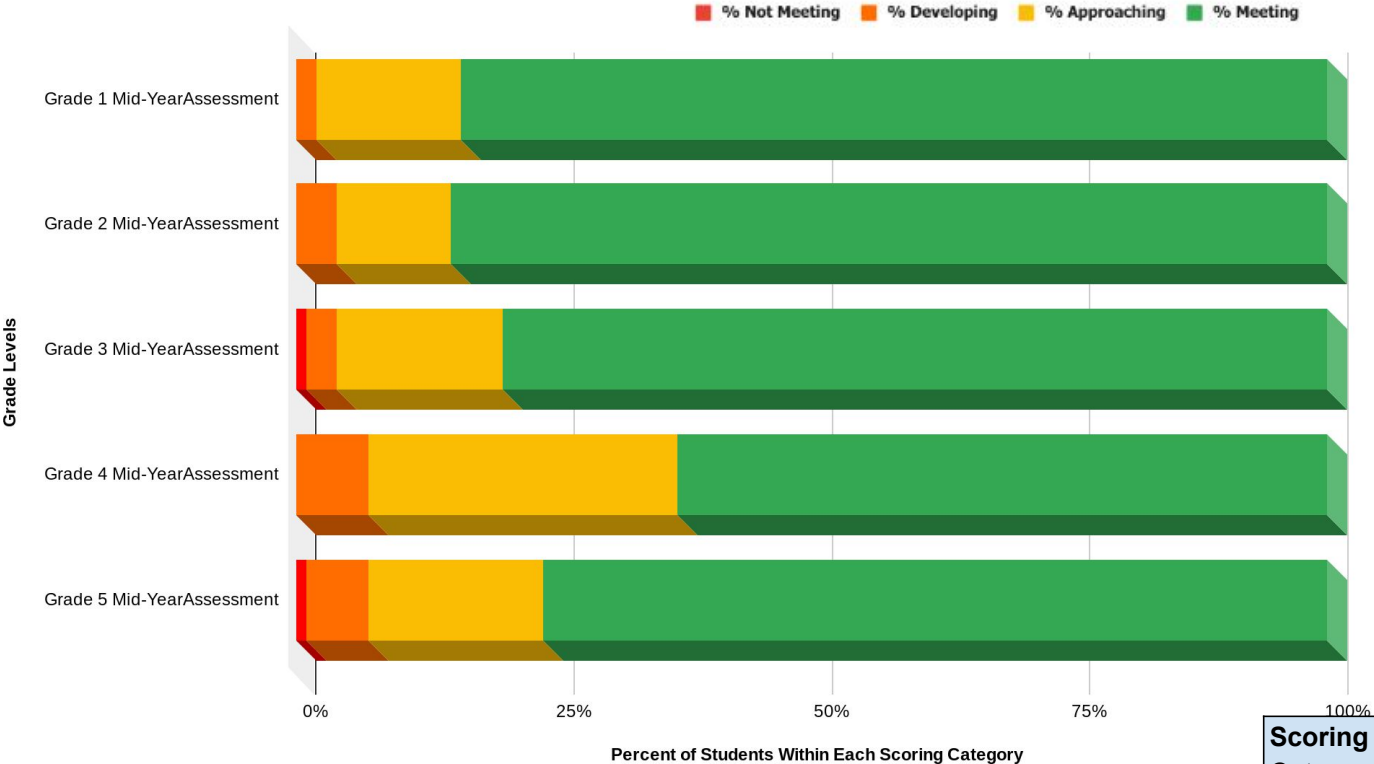
Mid-Year: 1b: Solves a story problem that involves finding 10 less than 16. (Com
(ans: 6. Work & equations will vary.)

Strategy	Tool/Model	Equation	Labels
Counts On	Number L...	No Equati...	No Labe...
Using 10	Number L...	Correct E...	Labels f...
Using 10	Number L...	Correct E...	Labels f...
Direct Mod...	Other	Correct E...	Labels f...
Using 10	Number L...	Correct E...	Labels f...
Using 10	Equations...	Correct E...	Labels f...
Using 10	Number L...	Correct E...	Labels f...
Uses Kno...	Equations...	Correct E...	Labels f...
Other	Number L...	Correct E...	Labels f...
Uses Kno...	Equations...	Correct E...	No Labe...
Direct Mod...	Other	Correct E...	Labels f...
Doubles Fact	Equations...	Correct E...	Labels f...
Using 10	Number L...	Correct E...	Labels f...
Using 10	Number L...	Correct E...	No Labe...
Using 10	Number L...	Correct E...	Labels f...

With this data, we...

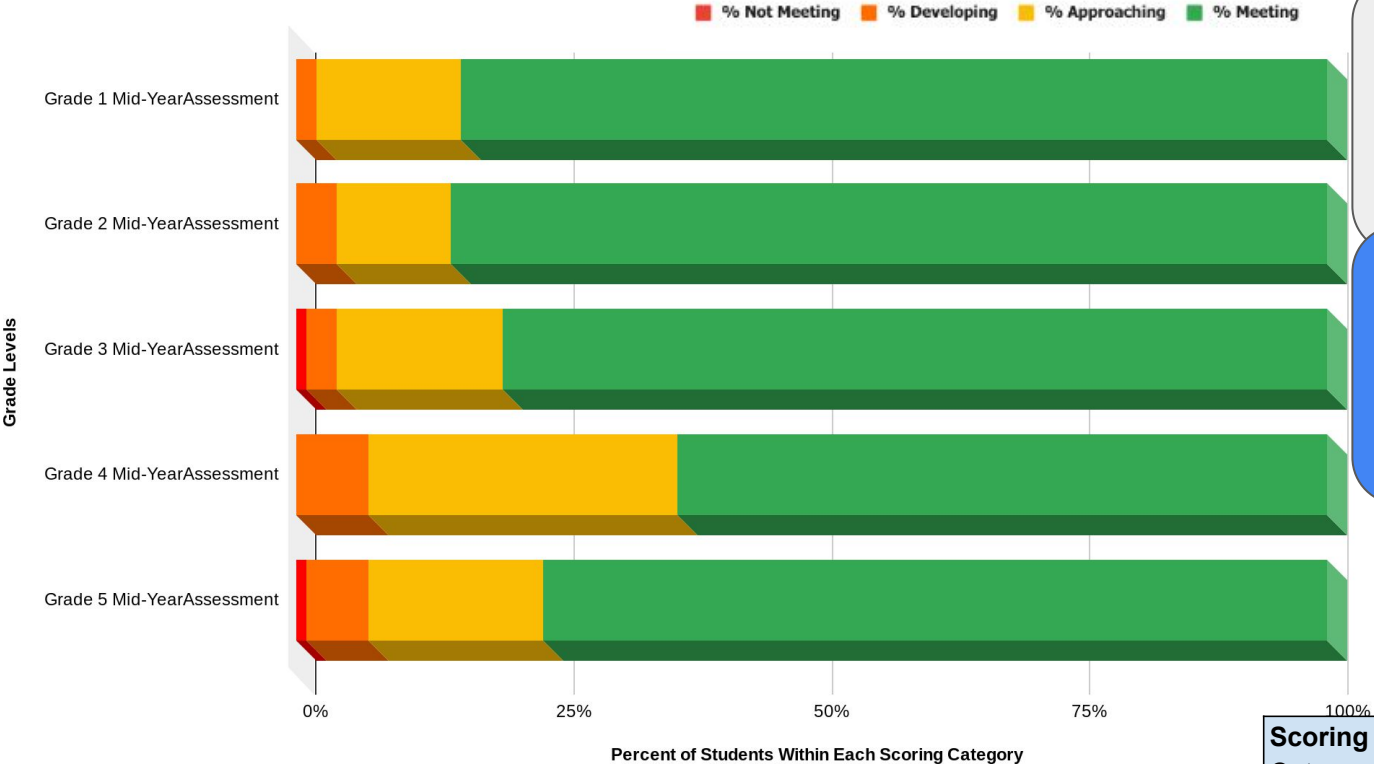
- Analyze it to identify themes.
- Plan and prepare for classroom instruction.
- Who needs more? What is needed? (Interview assessments)
- Provide interventions for those who need a more solid foundation.
- Monitor student progress.

Mid-Year Assessment Overview for Grades 1-5



Scoring Category	Gr 1	Gr 2	Gr 3	Gr 4	Gr 5
% Not Meeting	0	0	1	0	1
% Developing	2	4	3	7	6
% Approaching	14	11	16	30	17
% Meeting	84	85	80	63	76

Mid-Year Assessment Overview for Grades 1-5

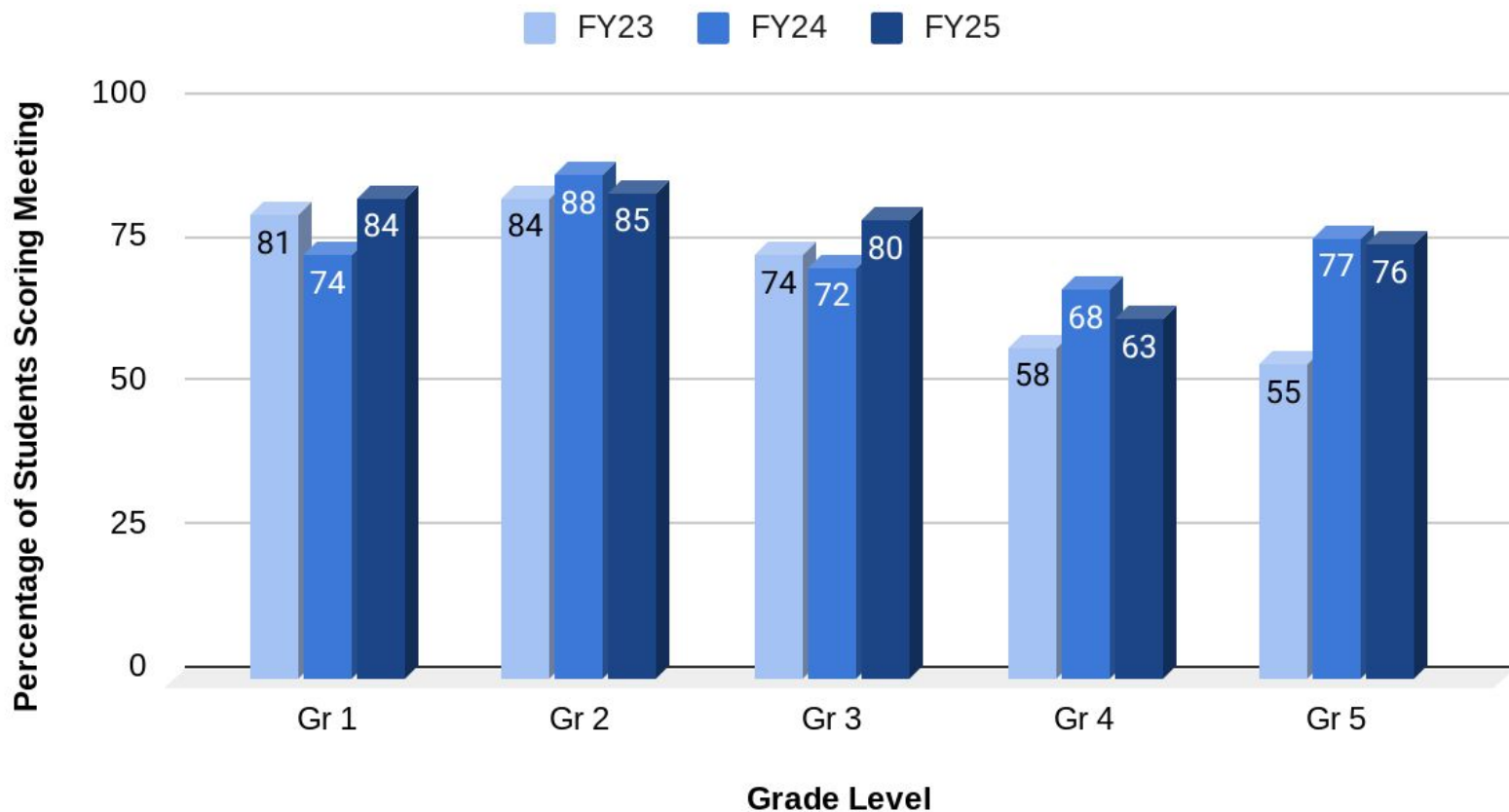


FY24
Approaching + Meeting
> 88% at ALL Grade
Levels

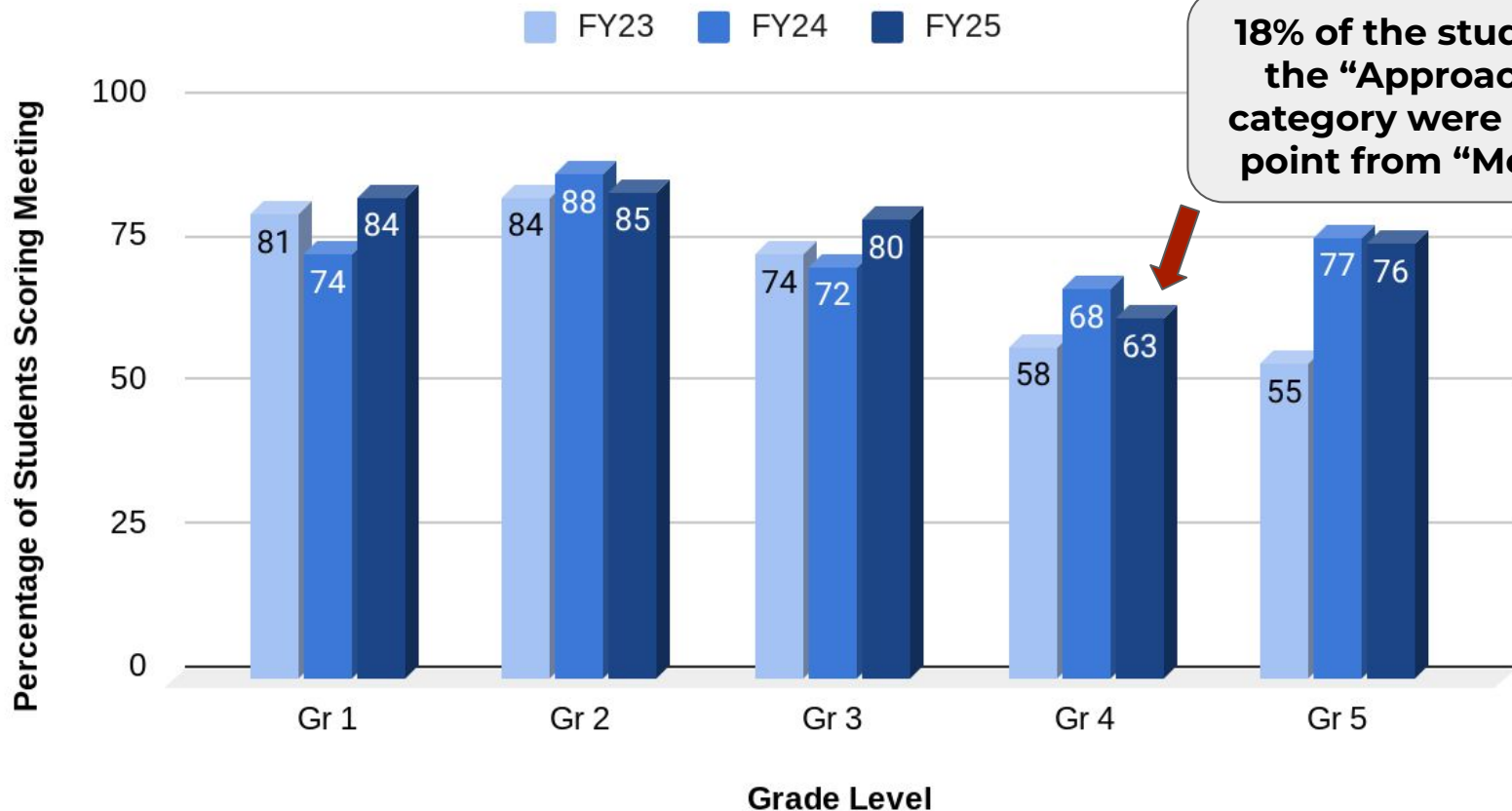
FY25
Approaching + Meeting
≥ 93% at ALL Grade
Levels

Scoring Category	Gr 1	Gr 2	Gr 3	Gr 4	Gr 5
% Not Meeting	0	0	1	0	1
% Developing	2	4	3	7	6
% Approaching	14	11	16	30	17
% Meeting	84	85	80	63	76

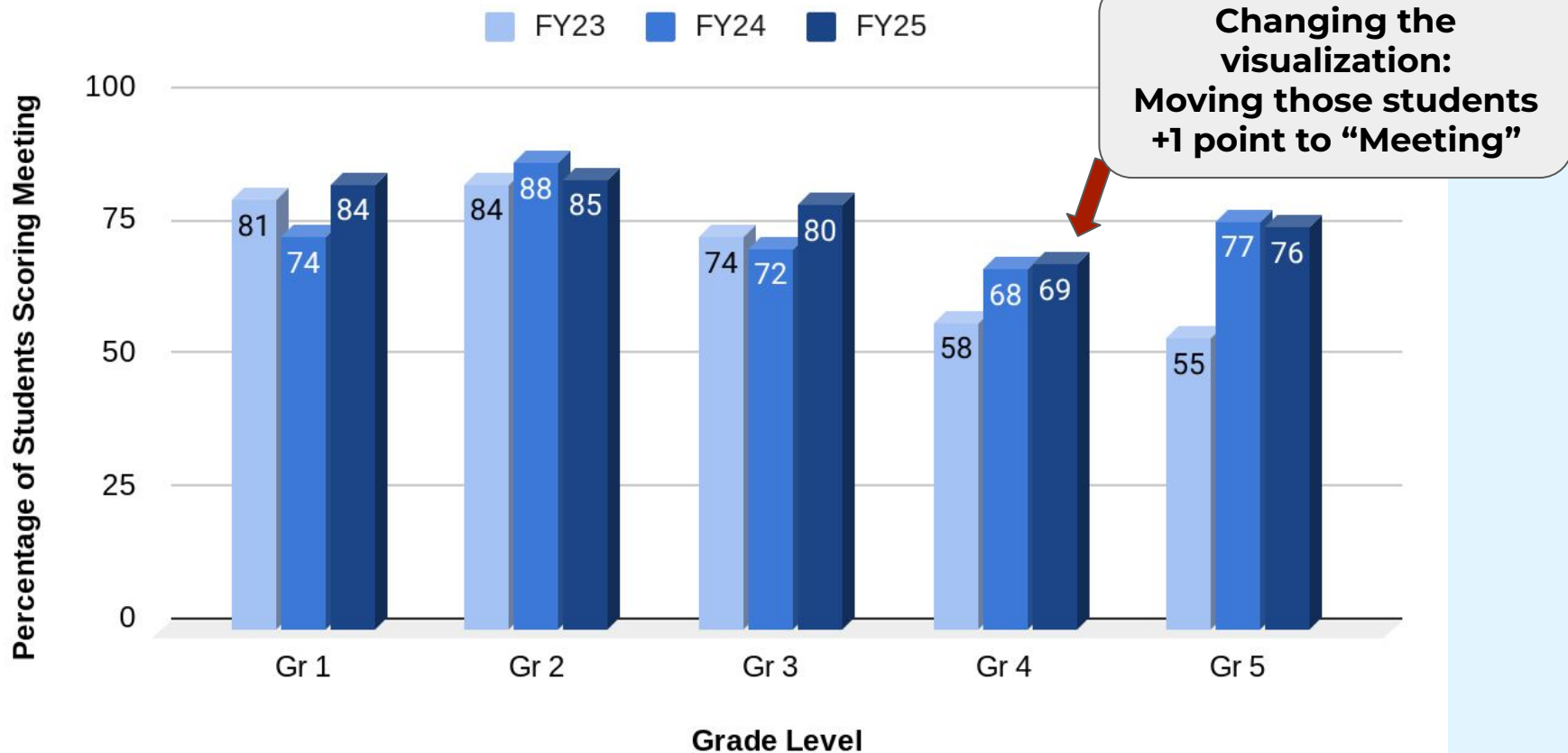
Mid-Year Assessments in Grades 1-5 (FY23-FY25)



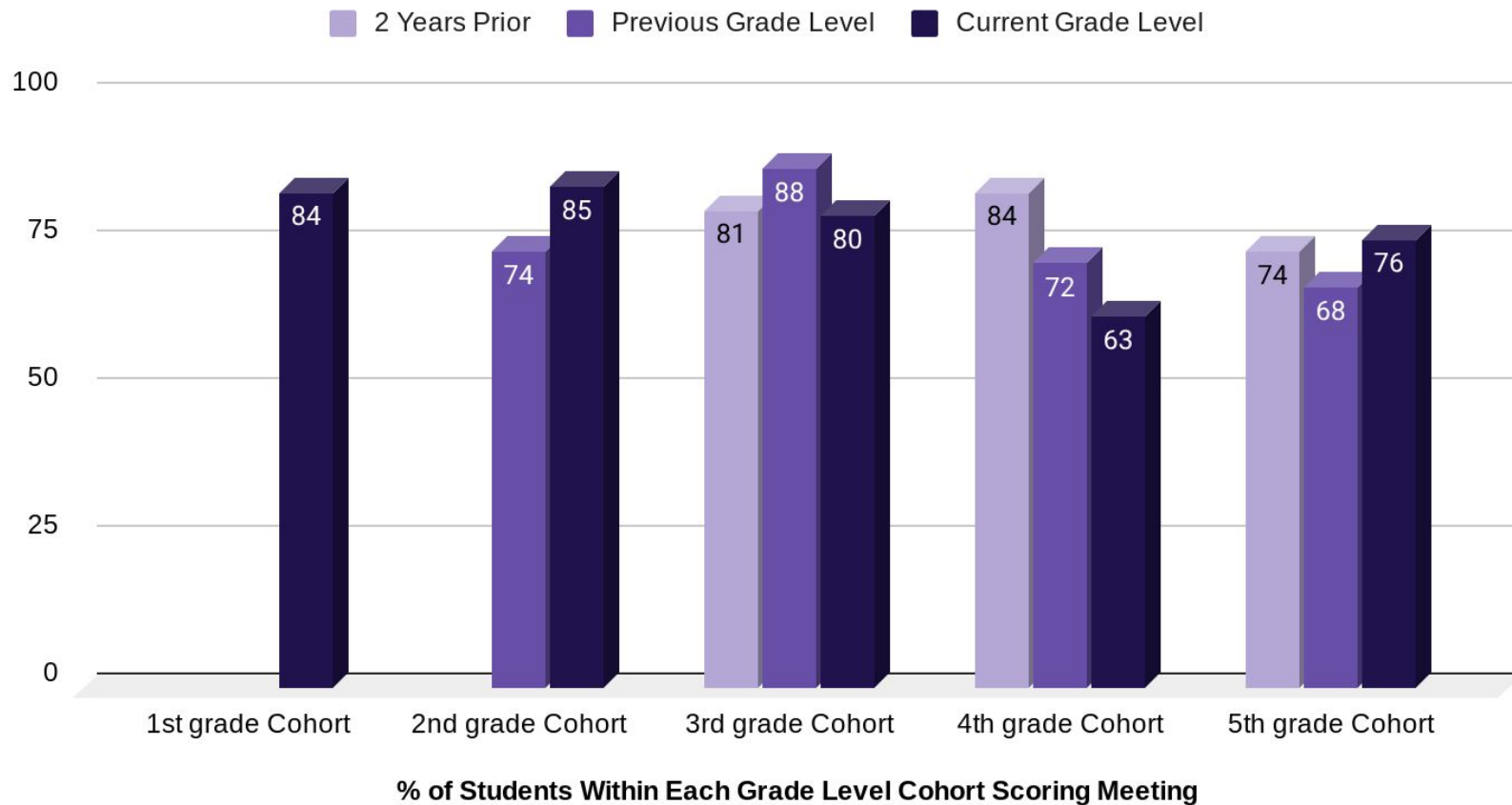
Mid-Year Assessments in Grades 1-5 (FY23-FY25)



Mid-Year Assessments in Grades 1-5 (FY23-FY25)



Percent of Students Scoring Meeting (Grade Level Cohorts over 3 yrs)



Example from Mid-Year Assessments

Grade 4

Marco picks apples on his uncle's farm. On Monday, he filled 8 baskets of apples. On Tuesday, he filled 13 baskets. Marco put 25 apples in each basket. How many apples did Marco pick on Monday and Tuesday?

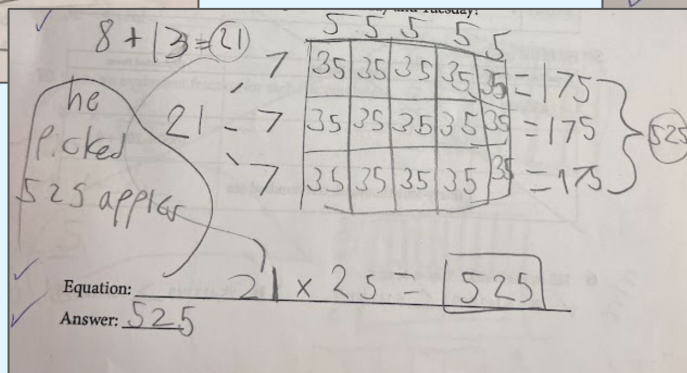
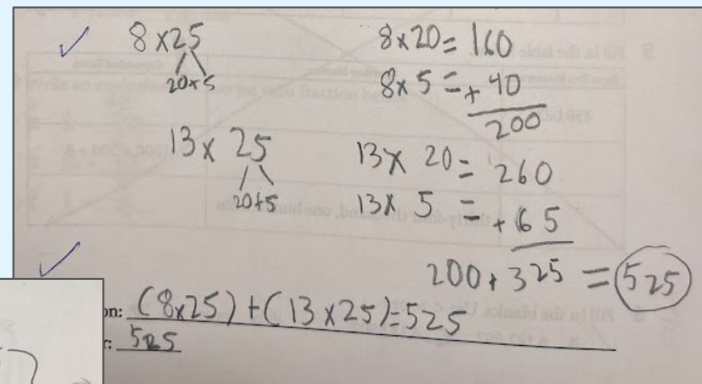
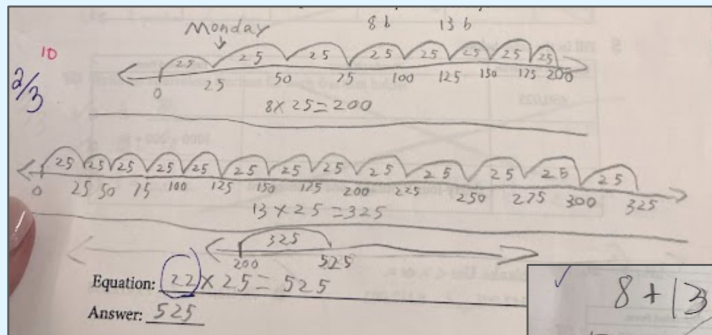
4.OA.3: Solves a multi-step story problem that involves multiplication and addition.

4.NBT.5: Multiply a whole number of up to two two-digit numbers, using strategies...

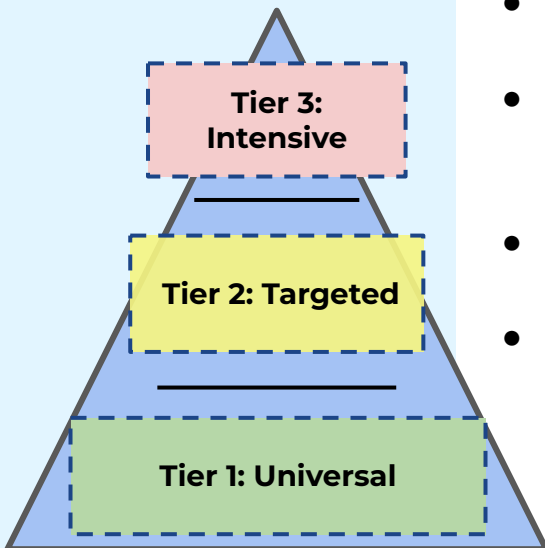
Example from Mid-Year Assessments

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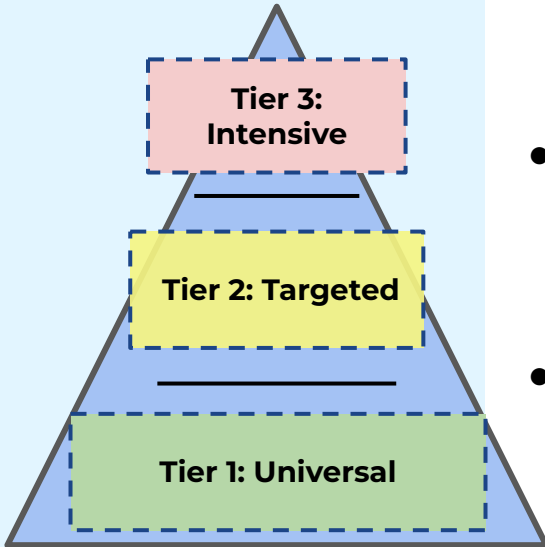
Supporting Classroom Instruction



- Math coaching and co-planning with classroom teachers to meet the needs of the students in the class. Lessons enhanced or modified, based on student needs.
- Continuing to enhance student understanding through the increased use of manipulatives and visual models
- Continuing to increase opportunities for include word problems within the context of the content and instruct students on how to answer these types of questions to show reasoning
- In the middle grades, teachers collaborate as teams within department meeting time to plan for adjustments in practice and highlight effective practices.
- Our Middle School Department is currently engaged in a book study of Rethinking Disability and Mathematics by Rachel Lambert and we're focusing our PD and discussions on making the math classroom accessible to all students.

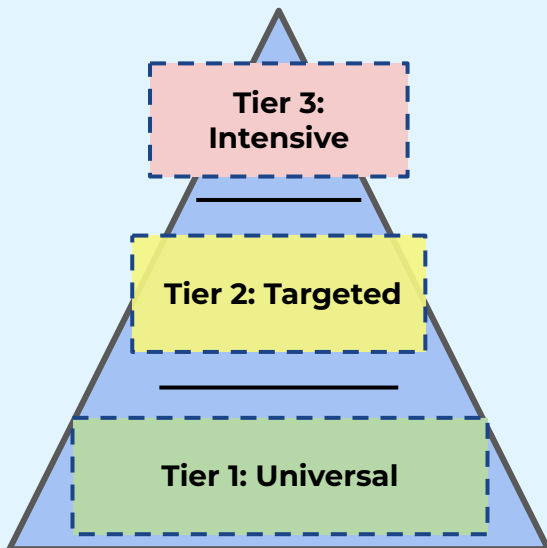
Coaches also support all new elementary teachers and teachers who have shifted between grade levels. In addition, we currently have coaches working in multiple classrooms at every grade level. (directly in ~46 classrooms right now and actively supporting ~65)

Intervention - Elementary



- Title 1 at Loring: 10 intervention groups during Loring's Power Half hours
 - Students were identified using multiple data points including benchmark assessments and individual interviews.
- Through the IST process, we identify students who may need additional supports in mathematics. While we implement supports in the Tier 1 classroom first, some students may need more. Math Coaches provide these additional interventions.
- Currently, we have 35 intervention groups running across the grade levels and schools. They meet multiple times a week and group size varies from 1-4 (depending on the need and content focus).

Intervention - Middle School

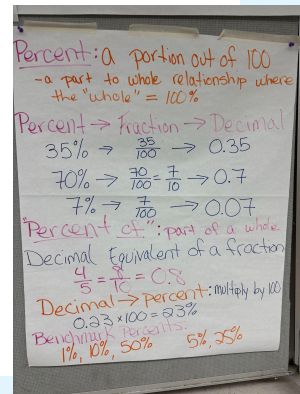


Frequent Assessments in Core Math Classes (Gathering Data)

- Quizzes
- Tests
- Multiple formative assessments to inform teaching
 - Piloting the use of IXL this year for digital common assessments and connected practice. IXL has multiple types of assessments and we are trying different features this year. Our plan was to standardize this for upcoming year, but we will be looking for a different tool to use.

Math Center (Title 1 Math Intervention - 1.0FTE)

- Offering 8 intervention classes during UA blocks
- Drop-in Team Time support (7th grade)
- In-Class support (6th grade)



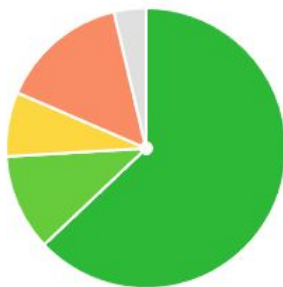
Data at the District Level

Math levels at a glance

Not yet pinpointed (4%)
1 student

Far below grade (15%)
4 students

Below grade (7%)
2 students



Above grade (63%)
17 students

On grade (11%)
3 students

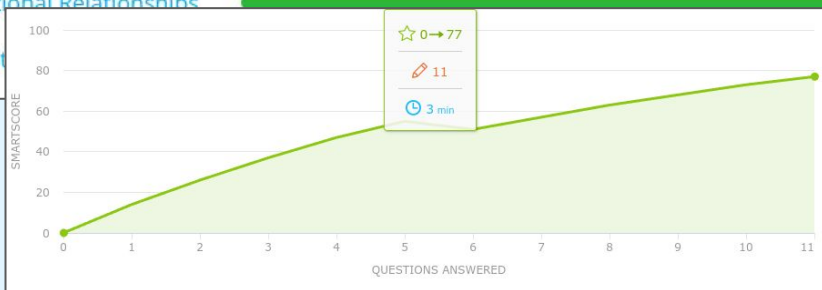
Geometry

The Number System

Expressions and Equations

Ratios and Proportional Relationships

Statistics



7 of 11

✓ Question
Add.

$$\begin{array}{r} 63,133 \\ + 66,677 \\ \hline \end{array}$$

Correct answer

129,810

Hamca a30 answered

129,810

6 of 11

✗ Question
Add.

$$\begin{array}{r} 72,616 \\ + 32,716 \\ \hline \end{array}$$

Correct answer

105,332

Hamca a30 answered

105,382

Reflecting on our Work

Working Well	Even Better If...
<ul style="list-style-type: none">• Continue to increase the number of student needs being met by a variety of interventions, which includes some flexibility in our model at Curtis to allow for in-class support when needed.• Data Meetings with consistency• Aspen - import, access, viewing, graphs• Updated curriculum - the 3rd edition of Bridges supports students of varying needs, equitable access, and increased engagement. Great feedback!• Continued PD for Coaches on how fraction understanding develops• Sharing of ideas, best practices between schools, facilitated by coaches• Revising SMILE curriculum in grades 4 and 5 to be more targeted	<ul style="list-style-type: none">• Uninterrupted core learning time with math blocks distributed throughout the school day• Increased collaboration and planning time with teachers - regular meetings with the math coach• Additional time for teacher professional development in mathematics• Balance the need to move forward while also providing necessary foundational instruction for students• More consistency with test administration and scoring• Maximize our capacity - coaches being able to be in the math classrooms during instruction

English Language Arts



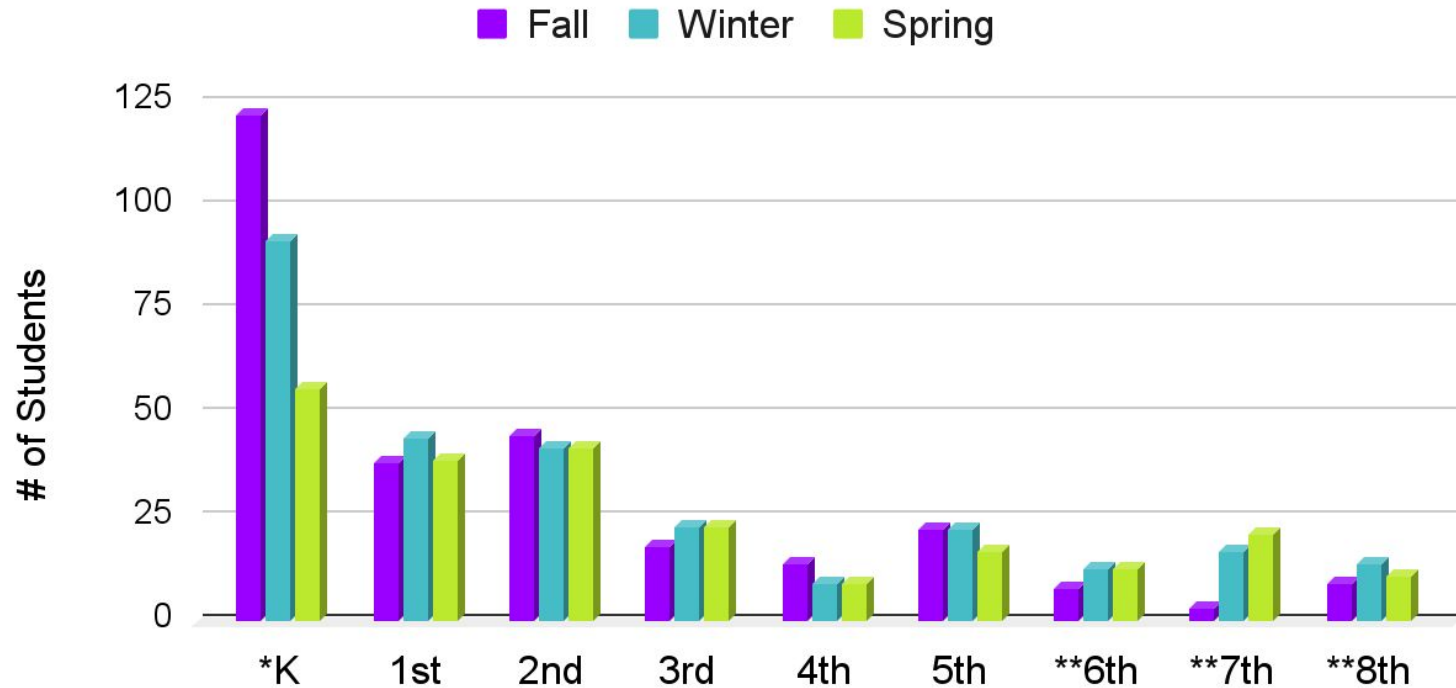
ELA Assessment Timeline

4 weeks earlier

vacation = vacation

Grades		Enter date of the first Monday in each month -->																																										
		SEP					OCT				NOV				DEC					JAN				FEB			MAR				APR				MAY				JUN					
Assessment Name:		2	9	16	23	30	7	14	21	28	4	11	18	25	2	9	16	23	30	6	13	20	27	3	10	17	24	3	10	17	24	31	7	14	21	28	5	12	19	26	2	9	16	
K-3	DIBELS Early Literacy Screener	K	Baseline				PM				PM				PM	Benchmark						PM				PM				PM				PM				PM				EOY		
		1	Baseline				PM				PM				PM	Benchmark						PM				PM				PM				PM				PM				EOY		
		2	Baseline				PM				PM				PM	Benchmark						PM				PM				PM				PM				PM				EOY		
		3	Baseline				PM				PM				PM	Benchmark						PM				PM				PM				PM				PM				EOY		
K-3	Foundations Unit Assessment	K																		U. 1								U. 3													U. 6			
		1				U. 1															U. 4								U. 9												U. 13			
		2				U. 1															U. 4								U. 10												U. 16			
		3				U. 1															U. 3								U. 8												U. 14			
3-8	Track My Progress Assessment	3	BOY												Benchmark													Bench														EOY		
		4	BOY												Benchmark													Bench														EOY		
		5	BOY												Benchmark													Bench														EOY		
		6	BOY											Bench														Bench													EOY			
		7	BOY											Bench														Bench													EOY			
		8	BOY											Bench														Bench													EOY			
3-8	MCAS	3																																										
		4																																										
		5																																										
		6																																										
		7																																										
8																																												
3-8	Data Meetings																																											

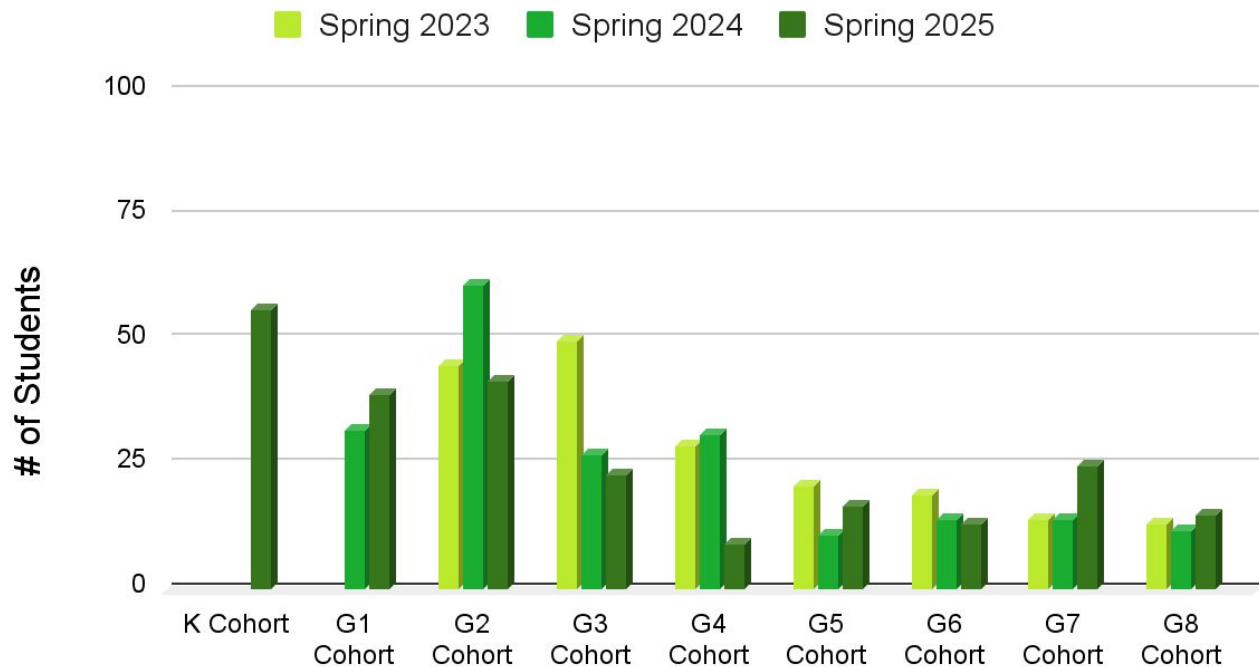
FY25 Literacy Intervention #s by Grade Level



*This fall, the baseline for K was moved back from Dec. to Sept.

**Fall #s are based on pre-summer EOY data

Spring Intervention #s by Cohort 2023-2025



Some students may leave intervention for Tier 1 instruction or special education services. Some students may move into intervention as a new student or after release from an IEP.

G7: increase in independent reading more complex texts, more rigorous demands, more frequent assessing.

Sample Student Tasks

The Great Lemonade Showdown

- 1 Under the blazing sun, Amir and Sofia set up their lemonade stands at the bustling street corner. The Great Lemonade Showdown had begun.
- 2 Sofia, the math whiz, calculated the perfect lemonade proportions and prices. Amir, with his gift of charm, had grand visions to outshine her. "This will be the ultimate lemonade showdown," he declared.
- 3 Neighbors were their first customers. Sofia's lemonade stand was logical, systematic, and efficient. Amir's lemonade was an explosion of flavors decorated with quirky straws and mini umbrellas. Neighbors couldn't resist Amir's charm and adventurous mix.

Select three words that best describe Amir's lemonade.

Select three answers

Show your answer by clicking on a word. ?

Sample TMP comprehension item for grade 5

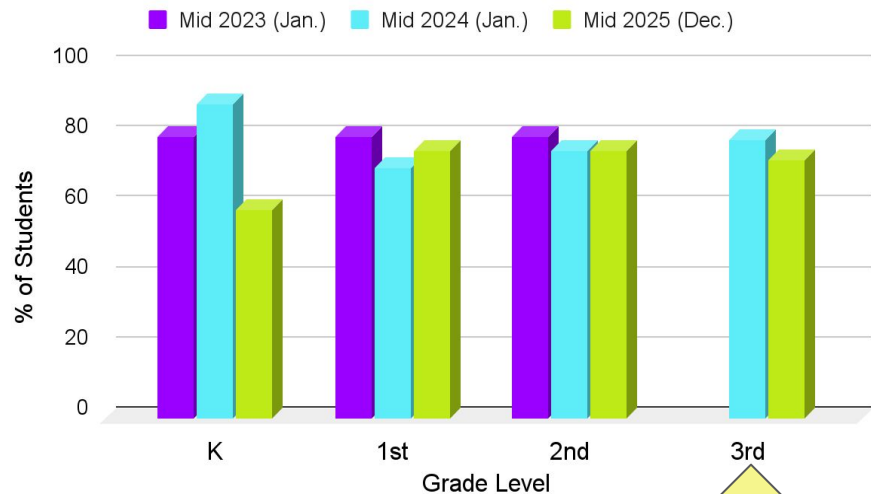
reb	vate	ib	lish	ven
hurk	gron	lurt	hish	fub
flin	whot	lale	bab	nirk
fibe	vort	chish	knent	pish
seck	thamp	plig	pipe	hilk
warb	phad	frent	fobe	frant

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DIBELS 8th Edition

Sample DIBELS nonsense word fluency drill for grade 1

Mid-year DIBELS Proficiency by Grade



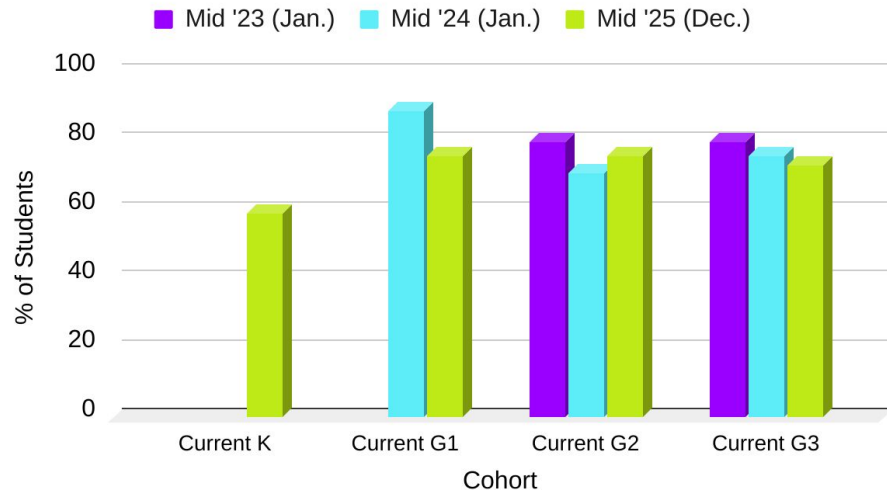
Started in 2024

*This year, the mid-year benchmark was given 4 weeks earlier to better align the number of weeks per benchmark window.

DIBELS K-3

DIBELS measures early reading skills such as letter naming, phonemic awareness, oral reading, and comprehension at the sentence level.

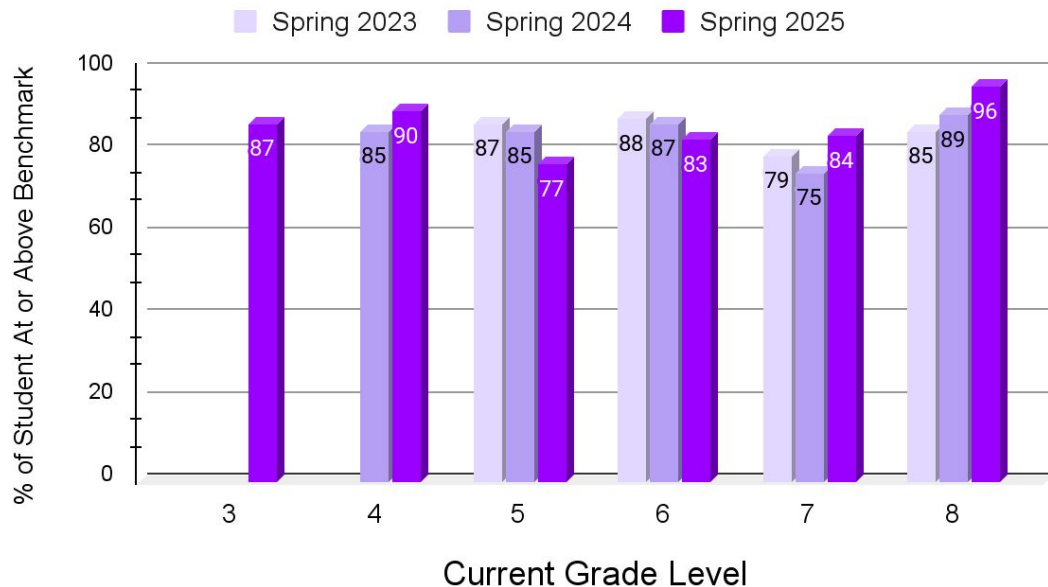
Mid-year DIBELS Proficiency by Cohort



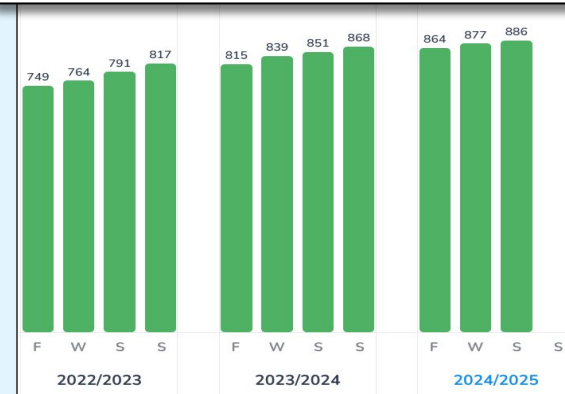
Track My Progress 3-8

Track My Progress assesses comprehension of fiction and informational texts, language skills, conventions, and vocabulary.

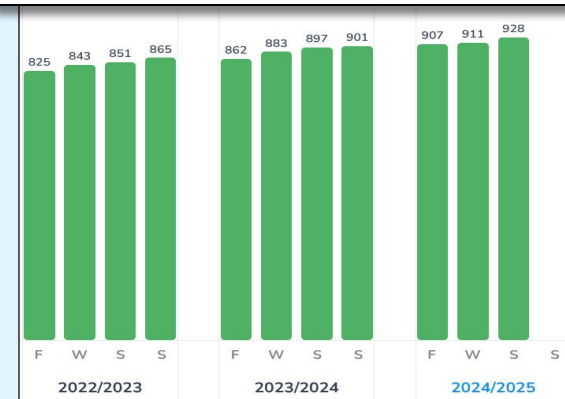
TMP Student Proficiency by Cohort



5th grade scaled scores timeline



6th grade scaled scores timeline



Summary of Skills

GRADE 3

Since this fall, all areas exceed growth expectations, with an average scaled score increase of 60 points.

Areas of higher exceeding growth:

- Knowledge of language
- Comprehension of literature
- Foundational skills

Areas of lower exceeding growth:

- Comprehension of informational texts
- Conventions
- Vocabulary acquisition and use

Next Steps:

- Implement EL program and professional development plan
- Continue Keys to Literacy practices for comprehension and writing in content areas

GRADE 4

Since this fall, all areas meet or exceed growth expectations, with an average scaled score increase of 39 points.

Areas that exceed growth expectations:

- Foundational skills
- Comprehension of informational texts
- Vocabulary acquisition and use
- Conventions

Areas that meet growth expectations:

- Comprehension of literature
- Knowledge of language

Next Steps:

- Implement EL program and professional development plan
- Continue Keys to Literacy practices for comprehension and writing in content areas

GRADE 5

Since this fall, most areas meet or exceed growth expectations, with an average scaled score increase of 22 points.

Area that exceeds growth expectations:

- Knowledge of language

Areas that meet growth expectations:

- Foundational skills
- Comprehension of literature
- Conventions
- Vocabulary acquisition and use

Area that does not meet growth expectations:

- Comprehension of informational texts

Next Steps:

- Implement EL program and professional development plan
- Continue Keys to Literacy practices for comprehension and writing in content areas

GRADE 6

Since this fall, most areas meet or exceed growth expectations, with an average scaled score increase of 21 points.

Areas that exceed growth expectations:

- Knowledge of language
- Vocabulary acquisition and use

Areas that meet growth expectations:

- Comprehension of informational texts
- Comprehension of literature

Area that does not meet growth expectations:

- Conventions

Next Steps:

- Continue Keys to Literacy practices for writing
- Implement district narrative writing assessment and rubric
- Pilot one module in EL and evaluate materials for quality texts and instruction, and the integration of conventions into language and writing

GRADE 7

Since this fall, all areas meet or exceed growth expectations, with an average scaled score increase of 19 points.

Areas that exceed growth expectations:

- Knowledge of language
- Comprehension of literature
- Conventions

Areas that meet growth expectations:

- Comprehension of literature
- Vocabulary acquisition and use

Next Steps:

- Continue Keys to Literacy practices for writing
- Implement district narrative writing assessment and rubric

GRADE 8

Since this fall, all areas exceed growth expectations, with an average scaled score increase of 34 points.

Areas of higher exceeding growth:

- Vocabulary acquisition and use
- Knowledge of language
- Conventions

Areas of lower exceeding growth:

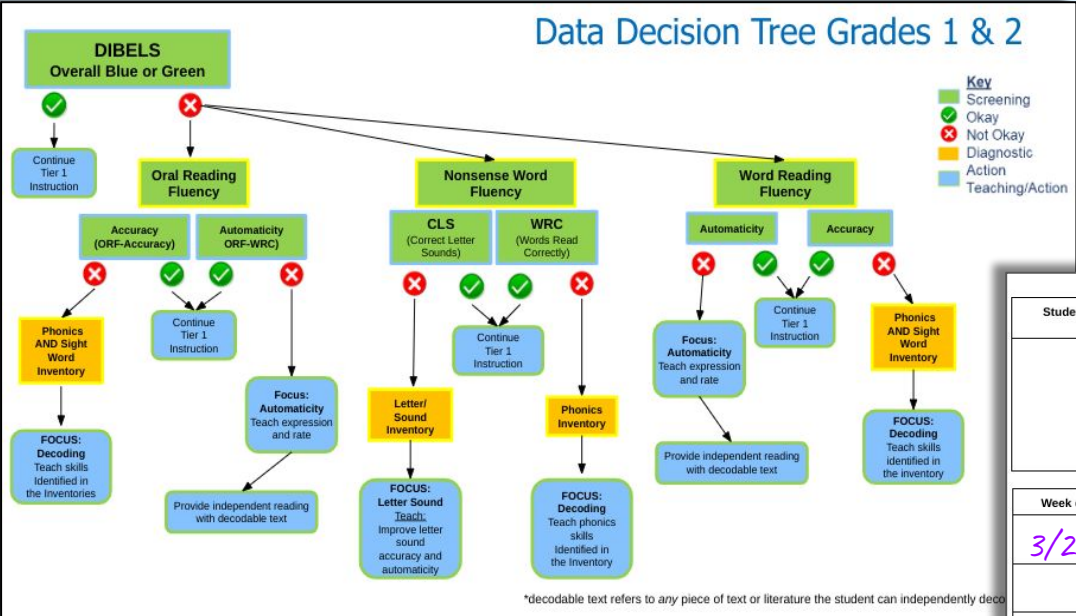
- Comprehension of informational texts
- Comprehension of literature

Next Steps:

- Continue Keys to Literacy practices for writing
- Implement district narrative writing assessment and rubric

Tools for Teachers:

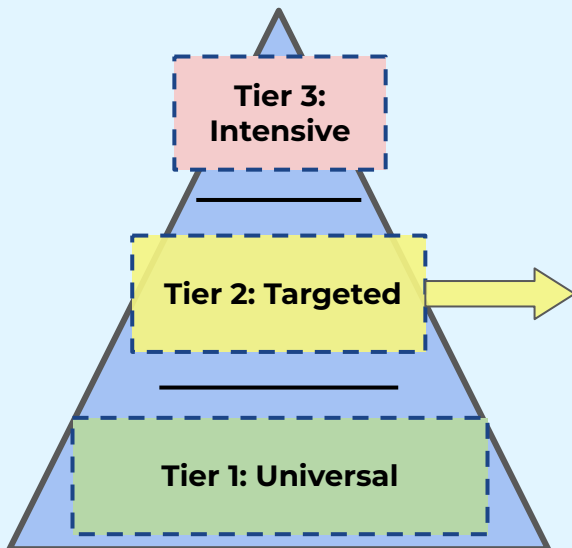
Data Decision Tree Grades 1 & 2



Small Group Planning Sheet - Round _____

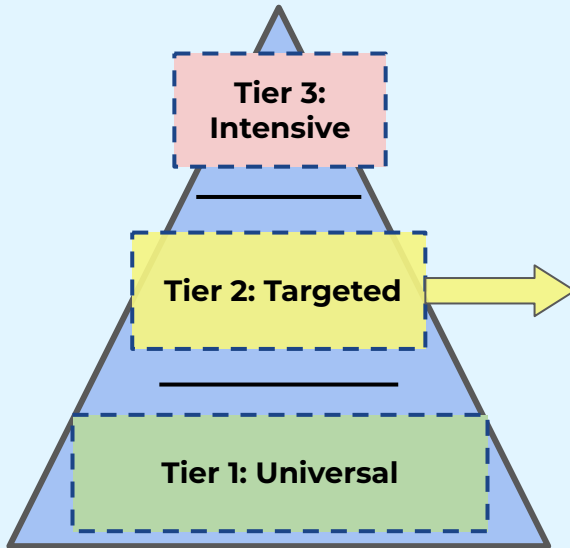
[illegible]

Intervention Program: Elementary School



- DIBELS and TMP both provide data that tell us specific skills or concepts that need to be addressed, ie. phoneme fluency or comprehension of informational texts.
- A push-in model is utilized to deliver interventions in grades K and 1. This allows for more flexibility for targeting specific students for different needs as concepts and skills are taught.
- In grades 2-5, small groups of 2-5 students receive pull-out services from a literacy specialist or literacy tutor to address their areas of need as identified by data and teacher feedback. In some cases, the literacy team may provide push-in service to one of these grades for better effectiveness and efficiency for time and scheduling.

Intervention Program: Middle School



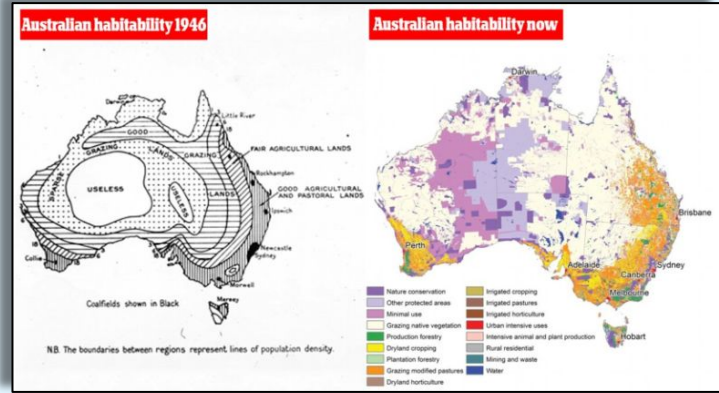
- In middle school, Literacy is a self-contained course that is part of a student's daily schedule. Students in literacy attend for one block per day with grade-level peers, and receive specialized instruction with the school's Literacy Specialist. At the end of each trimester, assessment and anecdotal data is collected and examined to determine future class placement.
- Data and teacher feedback are also used to determine areas where students need growth. Students in Literacy use class readings to develop strategies that they can apply across various content areas. The goal of literacy class, aside from building strong literacy skills, is to encourage self-advocacy and instill confidence in students to be independent thinkers, readers, and writers.

Middle School Social Studies Performance Tasks

This year, all middle school social studies classes have implemented primary source analysis performance-based assessments and rubrics. Students are assessed on their ability to:

- Analyze and interpret the source and use relevant and compelling evidence to support claims.
- Describe connections between the source and what it depicts about the time period and society.
- Explain the creator's perspective and purpose for the source's creation.

Primary sources include paintings, sculptures, artifacts, and maps. This completes a K-8 vertical progression for performance assessments, which will culminate in the 8th grade civics MCAS test.



Summary & Conclusions:

- The shift to conducting mid-year assessments four or five weeks earlier may contribute to or appear as lower proficiency rates compared to previous years
- The push-in intervention model in Kindergarten continues to have a positive impact on student growth and achievement
- Teachers are using strategies and methodologies from Keys to Literacy to teach early reading and writing skills, vocabulary, comprehension, and content writing
- Teachers and families have received guidance on using early literacy screening and benchmark data reports
- The SMILE curriculum has been revised to include phonemic awareness, a decodable reading system, advanced phonics, and progress monitoring

Next Steps:

- Implement EL Education program, training, and on-going coaching plan in grades K-5
- Pilot one module in EL in grade 6
- Complete and implement middle school district writing assessments and rubrics for expository and persuasive writing within ELA and social studies classes

Questions



**Sudbury Public Schools
School Committee Meeting**

Date: April 14, 2025

Agenda Item: 2b

Grade 7 Math Proposal

Recommendation:

**Background
Information:**

Attachments:

Progression of Middle School Mathematics_ A Proposal

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

Updating and Improving our Math Course Progression at Middle School : A Proposal

Learning Mathematics in Middle School

Students in middle school develop at different rates.

Speed does not determine a student's ability to understand mathematics.

We strive to support all of our students in their individual rates of growth and learning.



Curriculum & Assessment

We want the best for SPS students!

- MA Curriculum Frameworks for Mathematics (mathematical content and mathematical practices)
- Curriculum Alignment with Lincoln-Sudbury Regional High School
- MCAS



Ensuring that SPS Students are Prepared for LSRHS

SEQUENCE OF MATHEMATICS COURSES

	Entering <u>Geometry</u>	Entering <u>Algebra</u>	Entering <u>Algebra /Geometry Year 1</u>
Grade 9	Geometry	Algebra I	Algebra / Geometry Year 1
Grade 10	Algebra II	Geometry	Algebra / Geometry Year 2
Grade 11	Trigonometry/PreCalculus AP Statistics	Algebra II	Algebra II
Grade 12	FULL YEAR COURSES AP Calculus AP Statistics Calculus Mathematics of Finance AND/OR SEMESTER COURSES Calculus Statistics Discrete Math Problem-Solving through Puzzles and Games Mathematics of Finance Survey	FULL YEAR COURSES Trigonometry/PreCalculus AP Statistics Mathematics of Finance AND/OR SEMESTER COURSES Statistics Discrete Math Problem-Solving through Puzzles and Games Mathematics of Finance Survey	FULL YEAR COURSES Trigonometry/PreCalculus Mathematics of Finance AND/OR SEMESTER COURSES Mathematics of Finance Survey

Grade Level Curriculum Standards

Grade 6	Grade 7	Grade 8
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Grade Level Curriculum Standards

MA Curriculum Frameworks for Mathematics

Grade 6 Standards	Grade 7 Standards	Grade 8 Standards	Algebra 1 Standards
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Grade 6	Grade 7	Grade 8
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Grade Level Curriculum Standards

MA Curriculum Frameworks for Mathematics

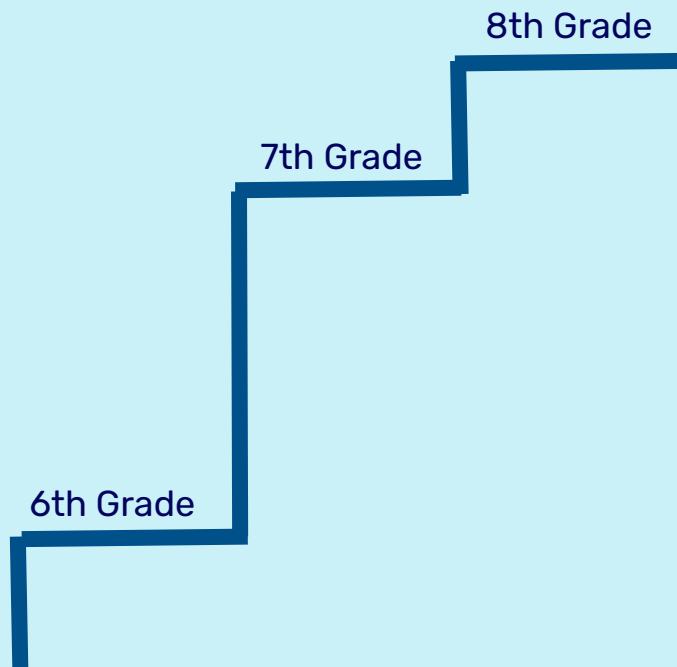
Grade 6 Standards	Grade 7 Standards	Grade 8 Standards	Algebra 1 Standards
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**153 days of content in
the curriculum
+ 56 additional
days = 209 days**

Grade 6	Grade 7	Grade 8
---------	---------	---------

Algebra 1	Geometry
-----------	----------

Demands at Each Grade Level



We have been trying to fit in more than a year's worth of content in one year.

- Students and parents report high stress levels in 7th grade.
- Content moving too quickly for many of our students.
- Students need more time to practice new and previous skills.
- Students need more time to apply skills and think deeply about the mathematical connections.

Slowing Down for Increased Understanding

Cohort of students: Those currently enrolled in Grade 8 Mathematics

	Final 7th Grade	Trimester 2 of 8th Grade
Mean	79% (C+)	87% (B)
Median	79%	86%

85% of student scores increased between 7th and 8th grade.

Slowing Down for Increased Understanding

Cohort of Students: Last year's 8th grade Class

125 students were enrolled in the Algebra Comprehensive class

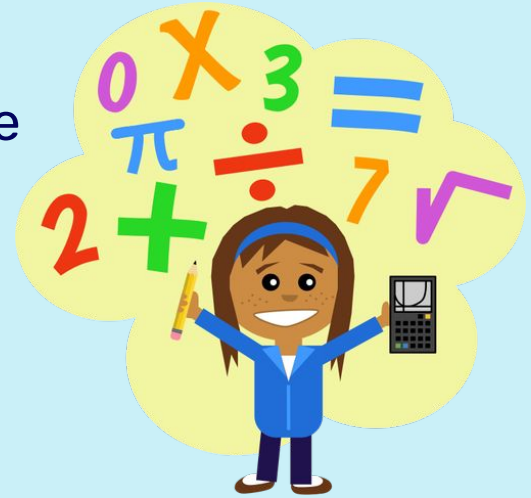
24 of those students did not score Meeting or Exceeding on the Grade 8 MCAS (~19%)

In the entire 8th grade class, 61 students scored Partially Meeting on the MCAS. 27 of the 61 students were enrolled in our Algebra classes. (~44%)

Fitting It All In

Over the past 4 years, we have been:

- Shifting standards between grade levels to share the impact of the content squeeze
- Aligning practices between grade levels to ease transition and help with preparations
- Engaging in Professional Learning on Instructional Strategies
- Providing additional supporting resources for skills practice
- Realigning staffing priorities to support Team Time



Sharing Voices

Parents of 7th grade students: (As reported from staff members)

“We’re confident that with some additional help and support he can improve his current standing, and more importantly, understand and master this critical material.”

“I was able to help him and he was able to complete the assignment, but not without lots of stress and emotions.”

“...7th grade has just been such a jump and it’s really impacted his confidence and stress level, but it seems like this is a common experience in talking to other parents.”

Sharing Voices

Staff Members:

"My students who struggle in math are often intimidated by those who know all the answers. Often, my kiddos just need a little extra time to work out the answer."

"...I'd like to be able to slow down to actually meet students where they are rather than racing them through concepts when they're dealing with so many outside factors. Add to it that students are coming into the classroom with more and more social and emotional issues. Forcing them into a compacted curriculum can make 7th grade the worst year of their lives when it doesn't have to be."

"The 7th grade math teachers are all in favor of re-leveling...Each middle schooler is developing at their own pace. They all deserve to be in a class where they can find confidence and success."

"The 7th grade year is a pivotal point for students developmentally. They are vulnerable and math becomes an emotional experience for many of them. The pace of the curriculum is so fast that many students experience failure very early in the year. They are faced with low test scores and are often overwhelmed by the abstract nature of the material. Students then find themselves in a pattern of being consistently behind. They are trying to retake/ relearn the older material while also trying to keep up with the pace of the new material being taught."

Sharing Voices

Current 8th Grade Students:

"8th grade pace is much easier to follow. 7th grade math moved very fast - it felt as I learned a topic, I do it for 1 week, a test, then I would completely forget how to do it and would never focus on it again. In 7th grade, I would get bad test scores because if I didn't understand something/ topic, we would be on a new unit the next day and all the material is hard to comprehend."

"8th grade math gives us more time to understand the material and doesn't move on until we prove we know how to do it."

Current 7th Grade Students:

"I think the speed of everything is too fast and we don't spend enough time on each part of a unit. We only spend 1 class on each part and that's not enough."

"I feel like math is being paced too fast. I don't feel ready for tests and I can't really understand the material because it's too fast and I can't fully listen to it."

Meeting Students Where They Are

Current Year

Grade 7 Accelerated

Proposed for FY26

Grade 7 Mathematics

Compacted 7/8

Course Descriptions

- **Grade 7 Mathematics**

- Full year course covering the Grade 7 standards from the MA Curriculum Frameworks.
 - This course is intended for most Curtis students.
 - This course aligns with the Grade 8 Mathematics class.

- **Grade 7/8 Compacted**

- Full year course covering all of the Grade 7 standards ***in addition to*** multiple units from the Grade 8 Standards
 - This course moves quickly to cover the additional content and is therefore not a “good fit” for all students.
 - This course aligns with our Grade 8 Algebra classes.

Creating Additional Opportunities



Traditionally, many students are interested in taking our Algebra courses in 8th grade. With this updated course progression, we are **increasing student opportunities** to join those classes, while also **being mindful of their needs** with pacing in 7th grade.

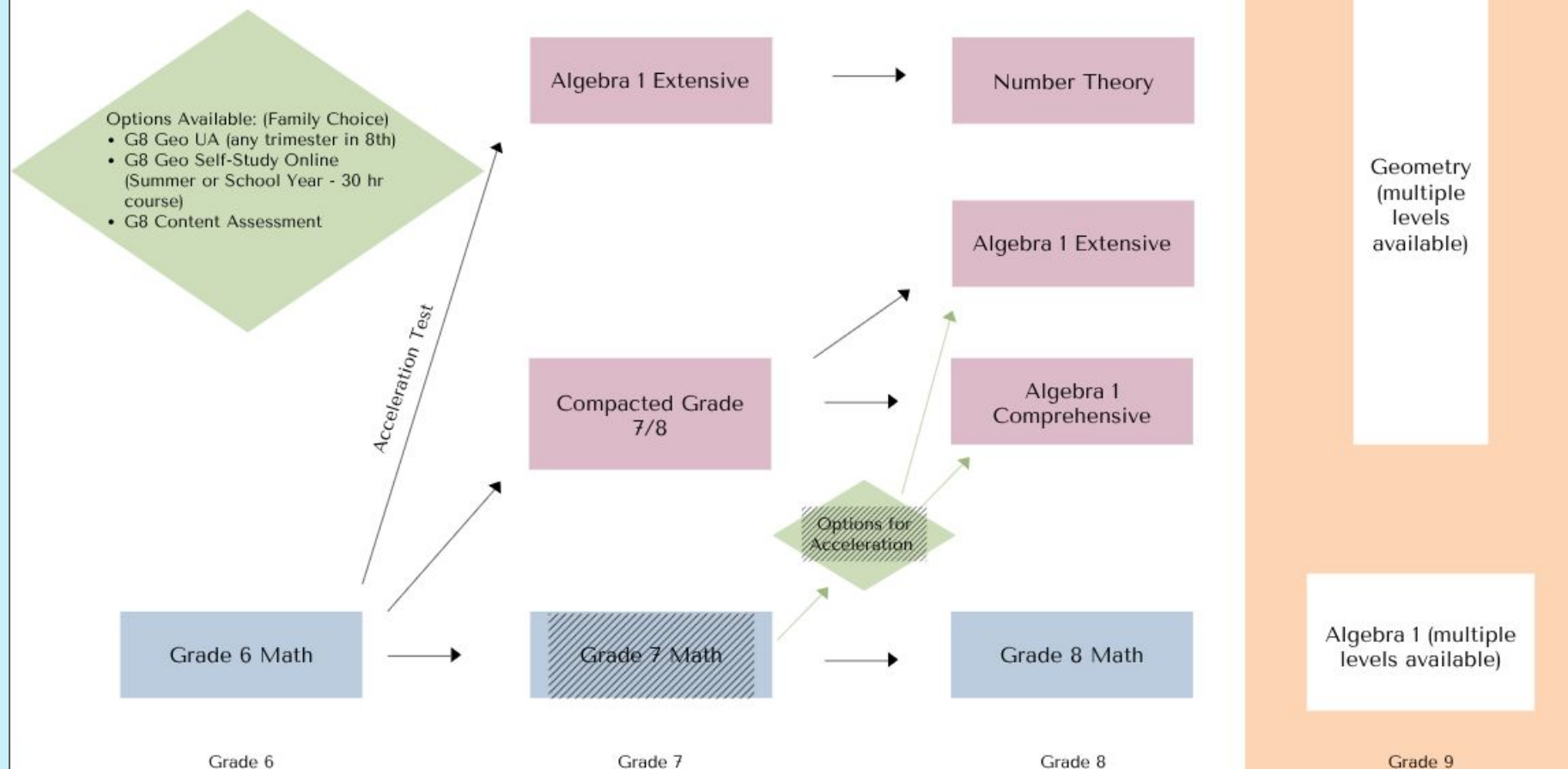
Creating Additional Opportunities

If a student would like to enroll in our Algebra courses in 8th grade, they can follow one of the outlined pathways to obtain the necessary content from the grade 8 standards.

Options:

- (1) Enroll in the Compacted Grade 7/8 math course
- (2) Enroll in the Grade 7 mathematics course + **enroll in a one trimester UA Math course** (this can be taken during any trimester in 8th grade) that will cover the Grade 8 Geometry standards. This UA will meet 3 days out of a 6 day cycle.
- (3) Enroll in the Grade 7 mathematics course + **enroll in a weekly online course during the first two trimesters of 8th grade** (~30 hours in total) that will cover the Grade 8 Geometry standards. This course will have weekly content modules and will be mostly asynchronous.
- (4) Enroll in the Grade 7 mathematics course + **enroll in a weekly online course during the summer** (~30 hours in total) that will cover the Grade 8 Geometry standards. This course will have weekly content modules and will be mostly asynchronous.
- (5) Enroll in the Grade 7 mathematics course + **score over 80% on an assessment** of the necessary 8th grade content. This assessment will be taken in the spring of 7th grade.

CURTIS MATH COURSE PROGRESSION



Decision Making

Course Placement Recommendations

With the best interest of the student in mind, Grade 6 teachers will make the course recommendation for each student. This placement is based on numerous factors, including *multiple* recent data points.

*If a student is recommended for Grade 7 Mathematics and they would like to take Algebra 1 in 8th grade, they can choose which additional option works best for them.

**If a student is interested in our accelerated pathway into Algebra Extensive after 6th grade, this option also remains available.

Timeline for Families of Rising 7th Grade Students

When?	What?
5/1	Family Information Session (Zoom)
Week of 5/12	Grade 6 Teacher Placement Recommendations shared with families
Week of 5/12	Caregiver Q & A (Drop-in)
Before 5/20	Sign up for Acceleration test, if student is interested in taking Algebra Extensive in 7th grade
May 21	Assessment for Acceleration to 8th grade Algebra Extensive
Before 5/23	Override Inquiries due to Grade 6 Teacher

Financial Impact

To ensure that we are able to offer enough sections of the Grade 8 Geometry UA and/or online course, we foresee adding an additional 0.5 FTE Teacher to the Math Department at Curtis in the FY27 budget.

Questions?

**Sudbury Public Schools
School Committee Meeting**

Date: April 14, 2025

Agenda Item: 4b

Noyes Gift Acceptance

Recommendation:

Motion to accept a gift of a DJI Mini 4 Pro drone for the Peter Noyes Elementary School in the amount of \$810.00 with gratitude.

**Background
Information:**

Attachments:

Drone Request Letter 04-08-2025

DJI MINI 4 PRO

Action: XX Report: Discussion: XX

April 8, 2025

Dear School Committee,

The Peter Noyes PTO would like to request approval to purchase a DJI Mini 4 Pro drone for the Peter Noyes Elementary School. The administration at Peter Noyes expressed a need for a drone to be used for creating school-wide music videos, as well as other projects. Total cost for this purchase is \$810 which would be paid in full by the Peter Noyes PTO.

Sincerely,

A handwritten signature in cursive script that reads "Molly Wilson".

Molly Wilson
Assistant Treasurer, Peter Noyes PTO

2/8



Standard and Budget-Friendly Choice

DJI MINI 4 PRO

DJI RC 2



DJI RC 2



Aircraft



Intelligent Flight
Battery



Photos



Intro



3D

DJI Mini 4 Pro (DJI RC 2)

USD \$959

**Sudbury Public Schools
School Committee Meeting**

Date: April 14, 2025

Agenda Item: 4c

CASE Q3 Report

Recommendation:

**Background
Information:**

Attachments:

CASE General Update 4_11_2025

Action:

Report:

Discussion:

XX

TO: BOARD OF DIRECTORS, CASE COLLABORATIVE

FROM: Sanchita Banerjee, *Executive Director*

DATE: April 11, 2025

RE: IV. A. General Update

STUDENT ENROLLMENT UPDATE

CASE Collaborative's current enrollment for FY25 is 108 students. We had budgeted for 107.

School District	Program Enrollment 4/11/2025	%
Acton Boxborough	16	14.8%
Bedford	1	0.9%
Carlisle	0	0%
Concord	3	2.8%
Concord Carlisle	2	1.8%
Harvard	7	6.5%
Lincoln	11	10.2%
Lincoln - Sudbury	3	2.8%
Littleton	5	4.6%
Maynard	3	2.8%
Sudbury	2	1.8%
Members	53	49%
Non-Members	55	51%
Total	108	100%

As of April 11th, 2025, 49% of the students represented at CASE Collaborative belong to member towns. Students from non-member districts equate to 51%.

ENROLLMENT TREND (2024-2025)

DISTRICT	PROGRAM	Adds	Drops	TOTAL
START OF YEAR 2024/2025				108
Lincoln-Hanscom	EMP	1		
Peabody	EMP	1		
Acton-Boxborough	LFL	1		
Fitchburg	LFL	1		
Lincoln-Hanscom	TIP		-1	
Lexington	EMP	1		
ENROLLMENT AS OF 10/1/2024				112
Shrewsbury	TIP		-1	
Acton-Boxborough	TIP		-1	
Concord	TIP	1	-1	
Concord-Carlisle	TIP			
ENROLLMENT AS OF 11/1/2024				110
Needham	TIP		-1	
Lexington	EMP		-1	
Lincoln-Hanscom	EMP		-1	
Lincoln-Hanscom	EMP		-1	
Belmont	EMP		-1	
ENROLLMENT AS OF 12/1/2024				105
Arlington	EMP	1		
Needham	TIP	1		
Lincoln-Hanscom	EMP	1		
Lincoln-Hanscom	EMP		-1	
ENROLLMENT AS OF 1/1/2025				107
Lexington	EMP	1		
Lexington	LFL	1		
Natick	EMP	1		
Somerville	EMP		-1	
Lincoln-Sudbury	TIP		-1	
Framingham	TIP	1		
ENROLLMENT AS OF 2/1/2025				109
Wachusett/Boston	EMP	1		
Northborough-Southborough	TIP	1		
Lincoln	LFL		-1	
Acton-Boxborough	TIP		-1	
ENROLLMENT AS OF 3/1/2025				109
Lowell	EMP		-1	
Natick	EMP		-1	
Sudbury	EMP	1		
Littleton	TIP		-1	
Harvard	TIP	1		
Maynard	LFL		-1	
Acton-Boxborough	LFL	1		
ENROLLMENT AS OF 4/1/2025				108
Littleton	TIP	1		
Lexington	EMP		-1	
ENROLLMENT AS OF 4/11/2025				108

ENROLLMENT SUMMARY - 2024/2025

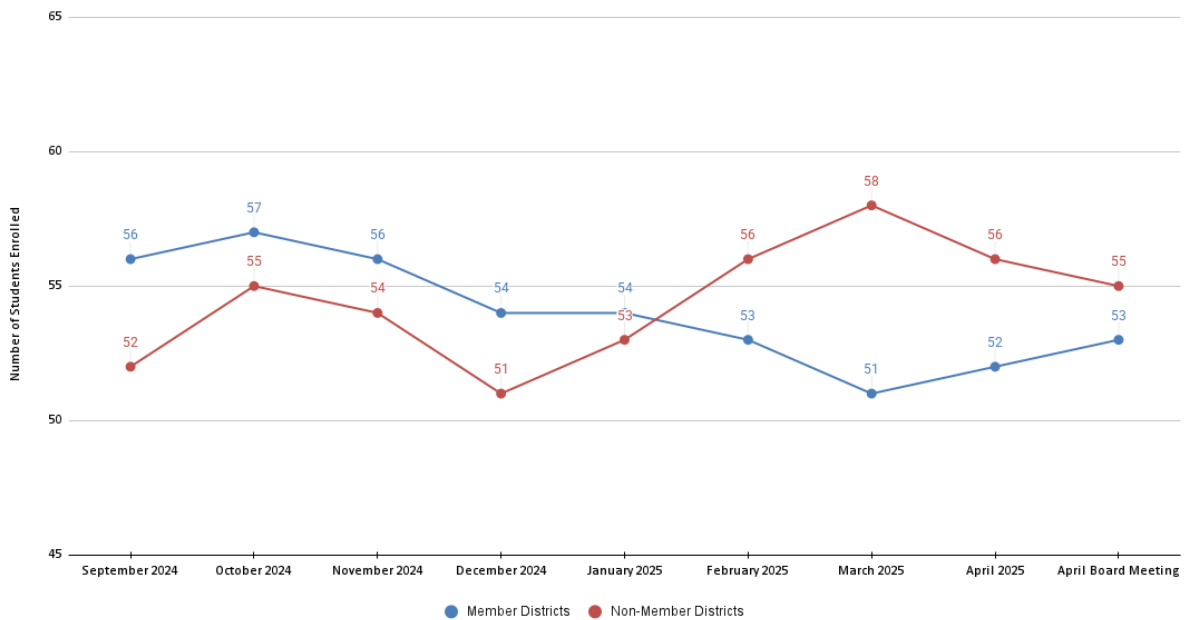
SCHOOL DISTRICTS	ENROLLMENT Start of year 2024/2025	%	ENROLLMENT 10/1/2024	%	ENROLLMENT 11/1/2024	%	ENROLLMENT 12/1/2024	%	ENROLLMENT 1/1/2025	%
Acton/Boxborough	16	14.8%	17	15.2%	16	14.5%	16	15.2%	16	15.0%
Bedford	1	0.9%	1	0.9%	1	0.9%	1	1.0%	1	0.9%
Carlisle	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Concord	2	1.9%	2	1.8%	3	2.7%	3	2.9%	3	2.8%
Concord/Carlisle	3	2.8%	3	2.7%	2	1.8%	2	1.9%	2	1.9%
Harvard	6	5.6%	6	5.4%	6	5.5%	6	5.7%	6	5.6%
Lincoln & Lincoln/Hanscom	14	13.0%	14	12.5%	14	12.7%	12	11.4%	12	11.2%
Lincoln/Sudbury	4	3.7%	4	3.6%	4	3.6%	4	3.8%	4	3.7%
Littleton	5	4.6%	5	4.5%	5	4.5%	5	4.8%	5	4.7%
Maynard	4	3.7%	4	3.6%	4	3.6%	4	3.8%	4	3.7%
Sudbury	1	0.9%	1	0.9%	1	0.9%	1	1.0%	1	0.9%
MEMBER TOWNS	56	51.9%	57	50.9%	56	50.9%	54	51.4%	54	50.5%
NON-MEMBER TOWNS	52	48.1%	55	49.1%	54	49.1%	51	48.6%	53	49.5%
TOTALS	108	100.0%	112	100.0%	110	100.0%	105	100.0%	107	100.0%

SCHOOL DISTRICTS	ENROLLMENT 2/1/2025	%	ENROLLMENT 3/1/2025	%	ENROLLMENT 4/1/2025	%	ENROLLMENT 4/11/2025	%
Acton/Boxborough	16	14.7%	15	13.8%	16	14.8%	16	14.815%
Bedford	1	0.9%	1	0.9%	1	0.9%	1	0.926%
Carlisle	0	0.0%	0	0.0%	0	0.0%	0	0.000%
Concord	3	2.8%	3	2.8%	3	2.8%	3	2.778%
Concord/Carlisle	2	1.8%	2	1.8%	2	1.9%	2	1.852%
Harvard	6	5.5%	6	5.5%	7	6.5%	7	6.481%
Lincoln & Lincoln/Hanscom	12	11.0%	11	10.1%	11	10.2%	11	10.185%
Lincoln/Sudbury	3	2.8%	3	2.8%	3	2.8%	3	2.778%
Littleton	5	4.6%	5	4.6%	4	3.7%	5	4.630%
Maynard	4	3.7%	4	3.7%	3	2.8%	3	2.778%
Sudbury	1	0.9%	1	0.9%	2	1.9%	2	1.852%
MEMBER TOWNS	53	48.6%	51	46.8%	52	48.1%	53	49.074%
NON-MEMBER TOWNS	56	51.4%	58	53.2%	56	51.9%	55	50.926%
TOTALS	109	100.0%	109	100.0%	108	100.0%	108	100.0%

Enrollment by Member vs Non-Member (SY 2024-25)

CASE Collaborative

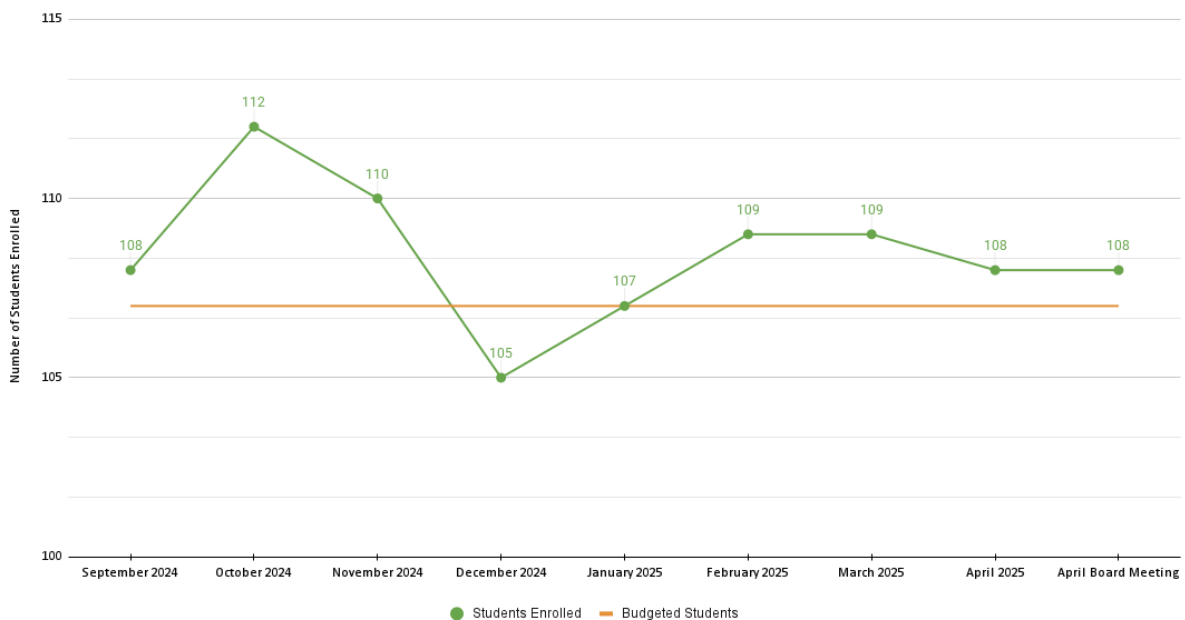
As of 4/11/2025



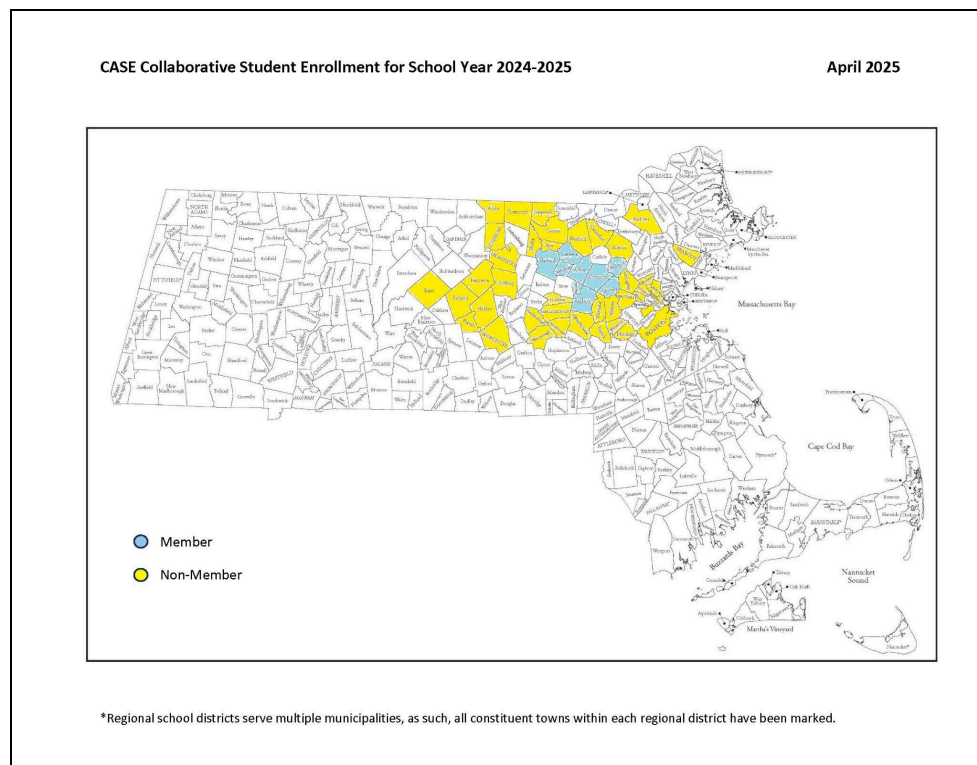
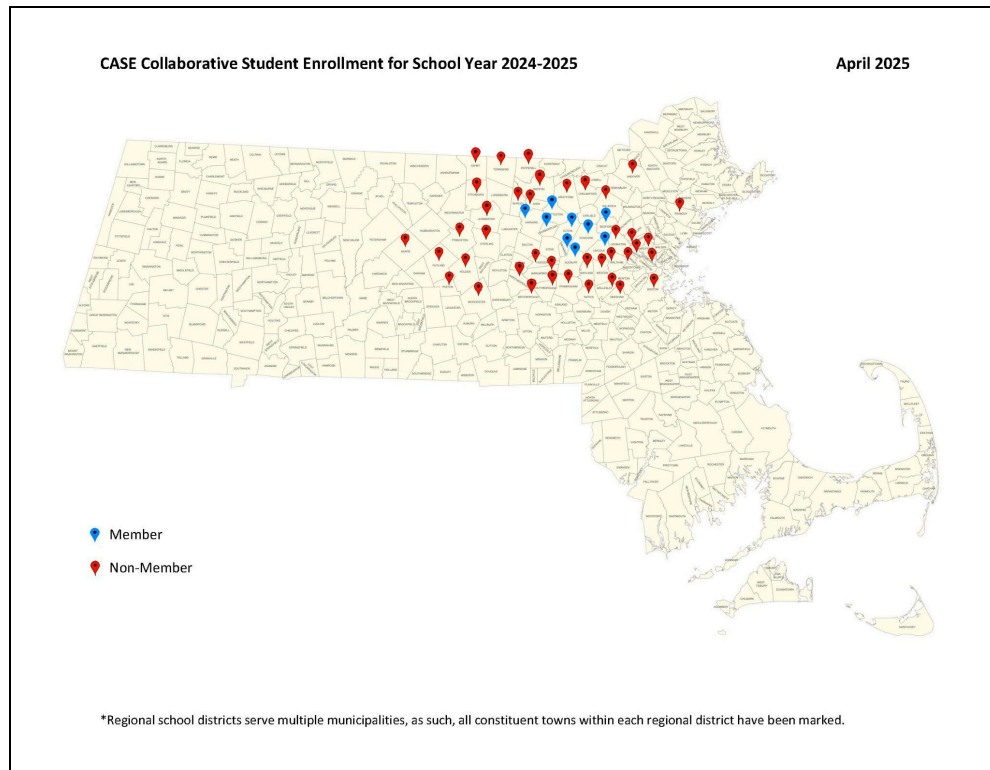
Students Enrolled vs Budgeted Students (SY 2024-25)

CASE Collaborative

As of 4/11/2025



MAP OF DISTRICTS SERVED BY CASE COLLABORATIVE



We continue to receive referrals of students in the following strands - social emotional and autism spectrum disorder strands. We look forward to serving increased numbers of students during the course of this school year.

TRANSPORTATION UPDATE

The chart below shows the ridership for CASE transportation as of 4/7/25

District	Student Census
Acton Boxborough	119
Bedford	23
Carlisle	4
Concord	49
Concord Carlisle	26
Harvard	12
Lincoln	3
Lincoln Hanscom	29
Littleton	23
Sudbury	73
Total	361

Currently, CASE Transportation Department has 68 drivers and 3 substitute drivers. Of the 361 students transported, 72 students are in the range of 3-5 years old.

There are 29 wheelchair students and 24 students requiring a monitor or nurse. We have a total of 90 7D vehicles out of which 20 are outfitted for students needing wheelchairs.

EXTENDED SERVICES UPDATE

Here is an update on Consultation, Evaluation, and PD services being offered to districts by our Extended Services Team -

- Total of 50 contracts this year to date with 25 different districts for consultation, evaluations, and/or professional development services. This includes 6 CASE member districts and 19 non-member districts.
- Current highlights this Spring include:
 - Special Education and MTSS Program Evaluation for Northampton Public Schools;
 - Program Evaluation of Social, Emotional, & Behavioral Health Services for Lincoln Public Schools;
 - Ongoing PD series for Randolph Public Schools' Assistant Principals in Inclusive Practices;
 - Ongoing PD series for Peabody Public Schools' therapeutic programs staff K-12;
 - Consultation to Berlin-Boylston Public Schools to restructure the district's Autism Programs PreK-12; and
 - Consultation to Weymouth Public Schools to support the development of their Life Skills Program continuum PreK-12.
- Contracts signed with 5 districts for next year FY26 including:
 - Summer Paraprofessional PD series for Bedford,
 - Preschool Program Evaluation for Gardner Public Schools, and
 - Behavioral Consultation Services for Westwood Public Schools.

UPDATE ON FAMILY OUTREACH

CASE has selected Carol Hilliard, former CASE TA and current substitute, as its Family Outreach Coordinator. Carol brings a long history of experiences as a parent and service provider of special education to students with disabilities.

Carol has hit the ground running. She has met with CASE's Parent Liaison, Debbie Lilley to chart a course of action for the coming months.

Carol is sending weekly letters to our parent community with information and resources for them to access. She is helping Melissa Devine in family outreach efforts for the first CASE Special Olympics being organized.

Carol is working on organizing webinars with the Department of Developmental Disabilities (DDS) for our parent group.

A Transition Fair has been organized for families and our regional communities. We will be sharing information about this fair with our members.

We are excited about the work being done in this area to support CASE parents and families.

**Sudbury Public Schools
School Committee Meeting**

Date: April 14, 2025

Agenda Item: 4d

Accept Q3 Report

Recommendation:

**Background
Information:**

Attachments:

ACCEPT - Q3 Report - Monthly Memo March 2025

Action:

Report:

Discussion:

XX



Center for Learning and Growth • 4 Tech Circle, Natick, MA 01760
Main Office • 508.653.6776 • 508.653.0878 Fax • accept.org
Transportation • 508.620.3875 • 508.655.5008 Fax

March 31, 2025

Re: Memo to the Board

To ACCEPT Board of Directors,

As with any organization that services students with disabilities, we have a fluid enrollment process with variable student numbers. Our central mission is to prepare students to return to their home district. Our student enrollment on opening day was 120 students with our end of Q3 number at 122 students (111 placements and 11 extended evaluations). We continue to receive student referrals and process those as quickly as possible to ensure appropriate placement of students. Our priority centers on our member districts' students.

There are currently 15 Home Based Services cases being served by 8 BCBA supervisors and 11 direct therapists. In addition to home services for students and parent training, ACCEPT has conducted 11 functional behavioral assessments and adaptive behavior assessments with 3 additional assessments in progress within homes. Home Based Services has increased their outreach to families for community gatherings.

The Transportation Department provides out of district transportation for 7 member districts. Currently, we transport 132 students across the state of Massachusetts through the efforts of 53 drivers and 23 monitors to 68 schools in 46 towns and cities.

ACCEPT's mid-year financial audit look-in is currently underway with an end of April report anticipated for the Board's review.

With regard to finances, ACCEPT has invoiced \$11,120,101 for services rendered. \$9,882,558 has been received and is accounted for in our year to date profit and loss with an additional \$1,237,543 in accounts receivable. To date ACCEPT has expended \$10,700,073 and has encumbered \$4,100,379 for FY25 salaries. ACCEPT presents **actual** current net profit/loss of \$420,028 as of March 17th 2025.

Sincerely,

A handwritten signature in black ink that reads "J. LeSage, LMHC". The signature is written in a cursive, flowing style.

Jacqueline LeSage, LMHC
Acting Executive Director

**Sudbury Public Schools
School Committee Meeting**

Date: April 14, 2025

Agenda Item: 4e
School Committee Self Assessment

Recommendation:

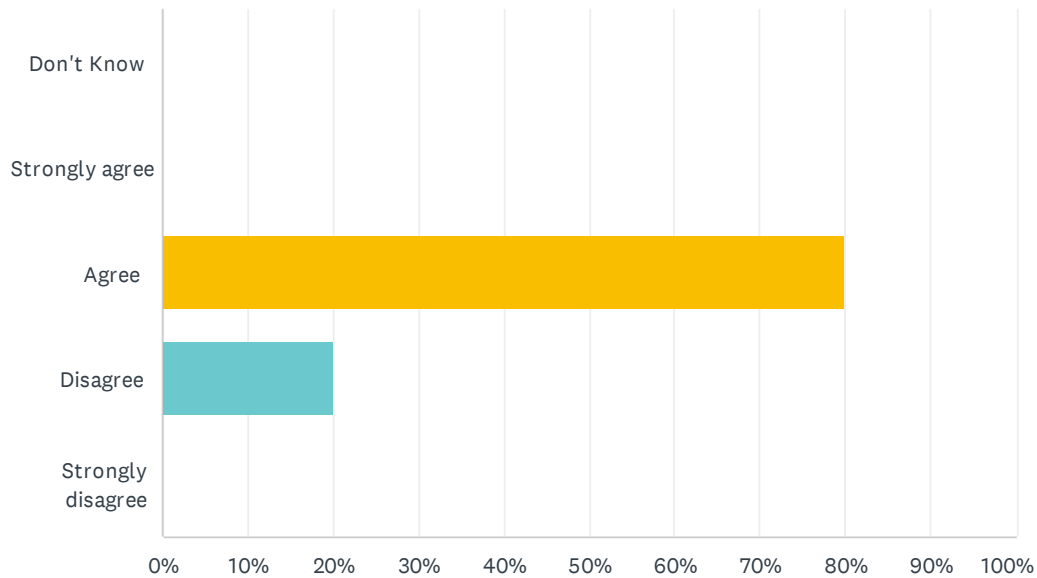
**Background
Information:**

Attachments:
SCEval2025

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

Q1 The committee's policies are clear and up-to-date.

Answered: 5 Skipped: 0

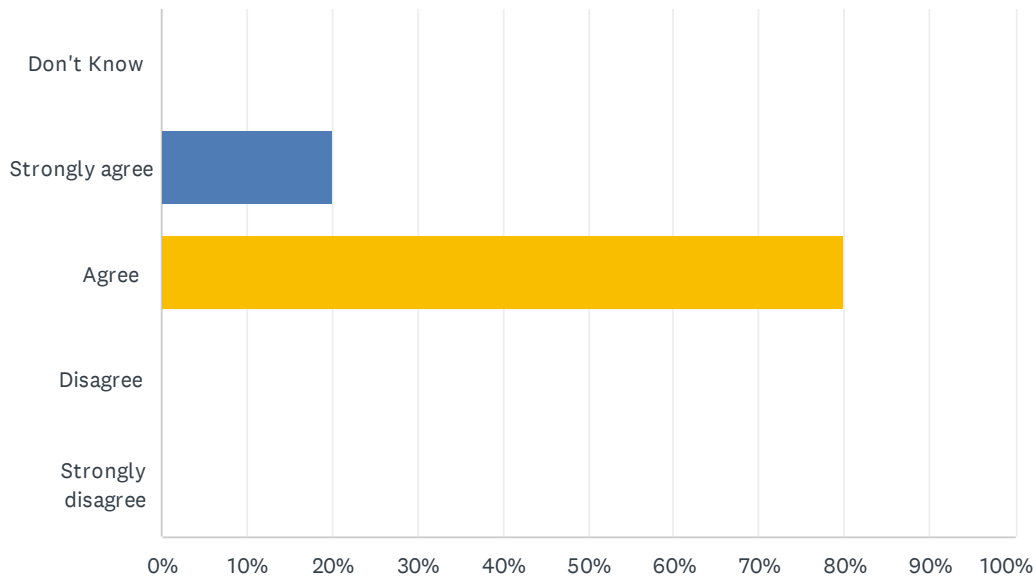


ANSWER CHOICES	RESPONSES	
Don't Know	0.00%	0
Strongly agree	0.00%	0
Agree	80.00%	4
Disagree	20.00%	1
Strongly disagree	0.00%	0
Total Respondents: 5		

#	COMMENTS:	DATE
1	We are currently updating some of our policies to ensure they are up to date, but in general our policies are up to date and align with Mass Genral Law.	4/5/2025 11:48 AM
2	We are currently working to update some of our policies.	4/5/2025 11:11 AM
3	The policies have not been reviewed or revised to ensure alignment with SPS's equity and inclusion statements, nor have they been updated to reflect the values of the school and the Sudbury community. Policy work has not been a priority for the school committee this year, with significant time lost either pausing policy efforts or discarding them altogether. I hope the Committee can now prioritize policy work, as it is one of its most crucial responsibilities.	4/4/2025 9:23 AM

Q2 The committee has adopted a mission statement.

Answered: 5 Skipped: 0

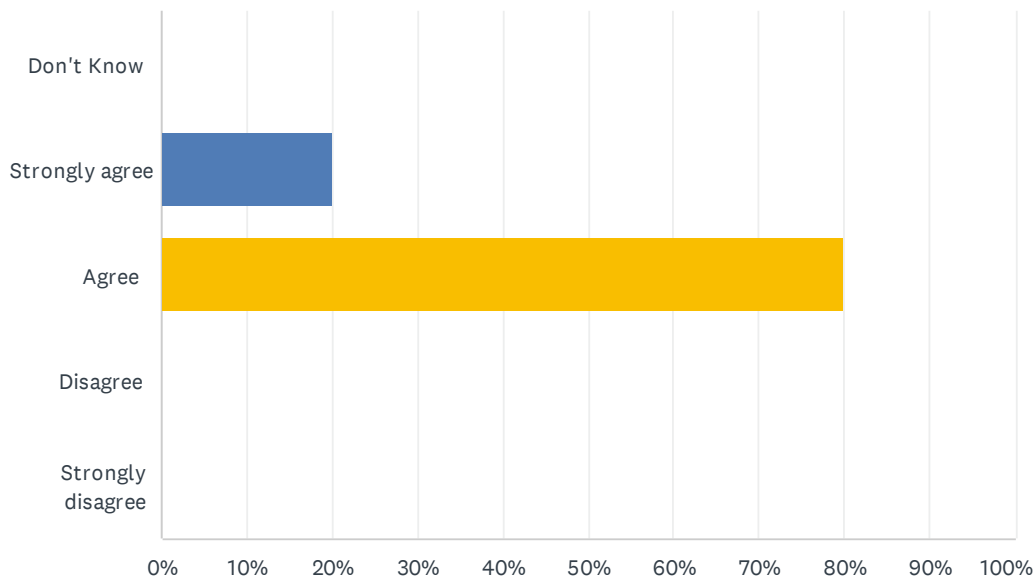


ANSWER CHOICES	RESPONSES	
Don't Know	0.00%	0
Strongly agree	20.00%	1
Agree	80.00%	4
Disagree	0.00%	0
Strongly disagree	0.00%	0
Total Respondents: 5		

#	COMMENTS:	DATE
1	The Committee has a mission statement, policy AD, which was adopted in 2023. However, it does not reflect the values and commitments outlined in the equity and inclusion statements. The concern is that without integrating these principles into the overall mission statement, SPS and its Committee may continue to view them as separate entities—for example, the inclusion statement being treated solely under student services. Additionally, SEPAC, while advisory to the School Committee, should be recognized under Student Services.	4/4/2025 9:23 AM

Q3 The committee regularly evaluates its progress relative to the goals and objectives that have been adopted.

Answered: 5 Skipped: 0

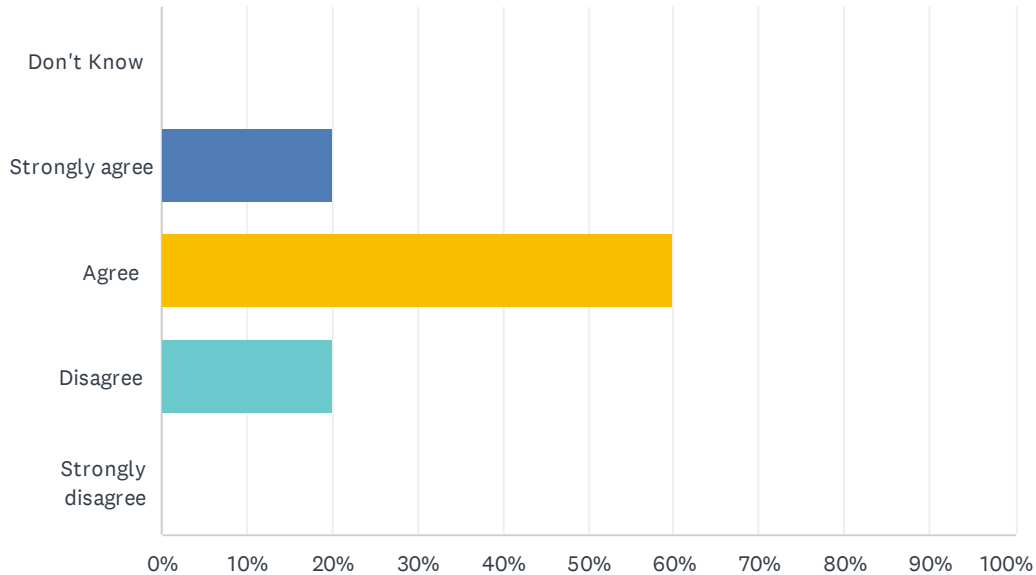


ANSWER CHOICES	RESPONSES	
Don't Know	0.00%	0
Strongly agree	20.00%	1
Agree	80.00%	4
Disagree	0.00%	0
Strongly disagree	0.00%	0
Total Respondents: 5		

#	COMMENTS:	DATE
	There are no responses.	

Q4 The committee refrains from involvement in the administration of the school system.

Answered: 5 Skipped: 0

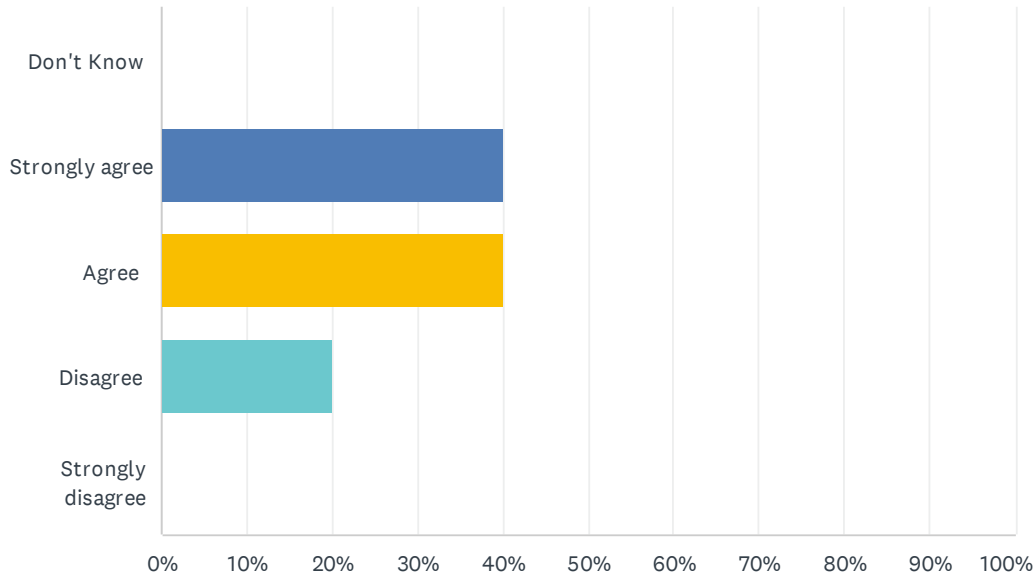


ANSWER CHOICES	RESPONSES	
Don't Know	0.00%	0
Strongly agree	20.00%	1
Agree	60.00%	3
Disagree	20.00%	1
Strongly disagree	0.00%	0
Total Respondents: 5		

#	COMMENTS:	DATE
1	This year, some members seemed not to understand the line between the Committee's role and the Superintendent's role. In recent years, the Committee has had a very clear understanding of their role and maintained a professional boundary between their role and that of the Administration. It is my hope that new members joining the Committee will build a clear understanding of their role by engaging with existing members and participating in and absorbing the training provided to them.	4/5/2025 12:11 AM
2	I would consider a review of our roles and responsibilities to refresh the boundaries between our role and administrative and operational matters.	4/4/2025 8:10 AM

Q5 The committee members take part in educational workshops and conferences to help them make informed decisions.

Answered: 5 Skipped: 0

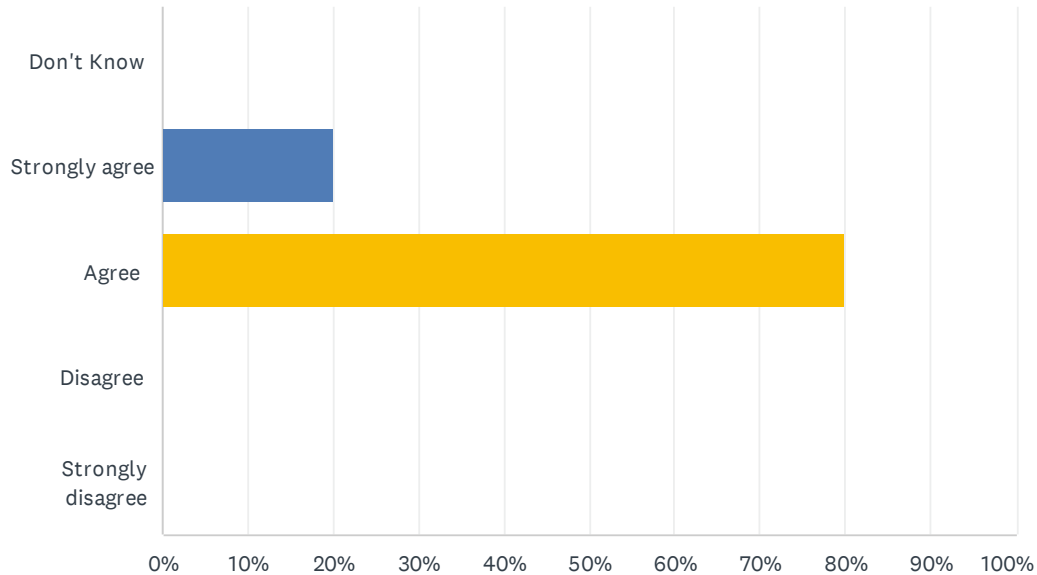


ANSWER CHOICES	RESPONSES	
Don't Know	0.00%	0
Strongly agree	40.00%	2
Agree	40.00%	2
Disagree	20.00%	1
Strongly disagree	0.00%	0
Total Respondents: 5		

#	COMMENTS:	DATE
1	While committee members took part in workshops held by the committee, some committee members did not seem to absorb or incorporate the workshop material into their work. Additionally, in the past the majority of the committee took part in additional PD offered by MASC throughout the year and I do not think that was the case this year. Given the the fact that there will be two members who are new to School Committee engagement in the coming year, I hope all committee members make good use of the training and workshops available to them and apply them appropriately to their work to best serve the students of Sudbury.	4/5/2025 12:11 AM
2	I have thoroughly enjoyed the MASC offerings, including the workshop presented to the full committee in the fall, as well as the workshops available through their Learning Lunch series.	4/4/2025 9:23 AM

Q6 Roles of committee officers are defined in committee policy and understood by all members.

Answered: 5 Skipped: 0

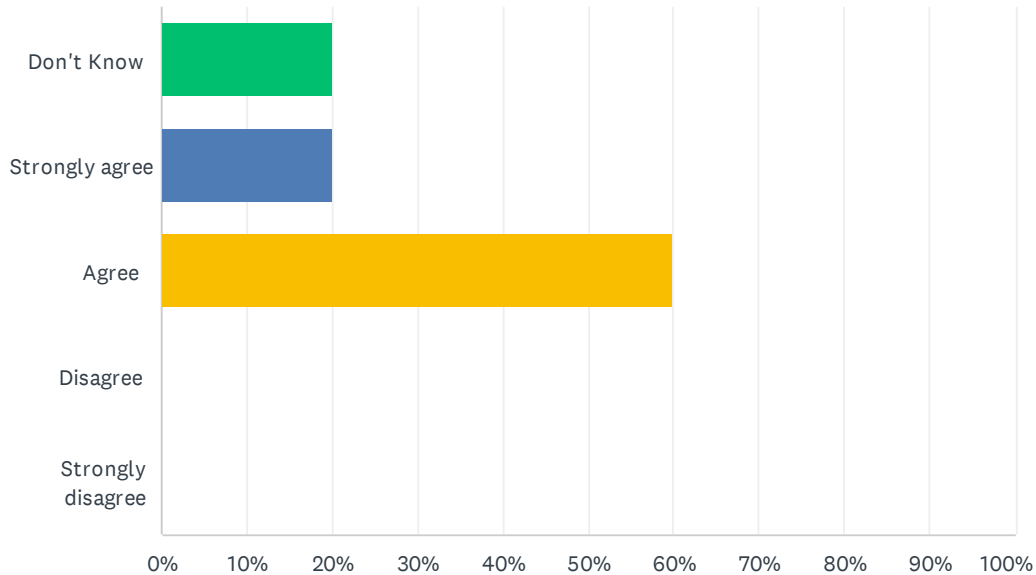


ANSWER CHOICES	RESPONSES	
Don't Know	0.00%	0
Strongly agree	20.00%	1
Agree	80.00%	4
Disagree	0.00%	0
Strongly disagree	0.00%	0
Total Respondents: 5		

#	COMMENTS:	DATE
1	I think there is the opportunity for increased understanding of committee officers roles amongst the committee.	4/5/2025 12:11 AM
2	I believe that all members fully understand the role of the School Committee and Superintendent. I am however concerned that too many concerns are being seen as "operational" and not matters of the School Committee. For example, there was an argument against listening sessions since the public might come to speak about matters that are operational. That may be true, but if many people come forward with a community concern, it could be that School Committee should review policies that speaks to the concern or ask about budget line items to ensure the school community is properly supported.	4/4/2025 9:23 AM
3	The roles are clearly defined although I feel more discussion would be beneficial in the comprehension of our role.	4/4/2025 8:10 AM

Q7 New members receive introductory training and orientation when they join the committee.

Answered: 5 Skipped: 0

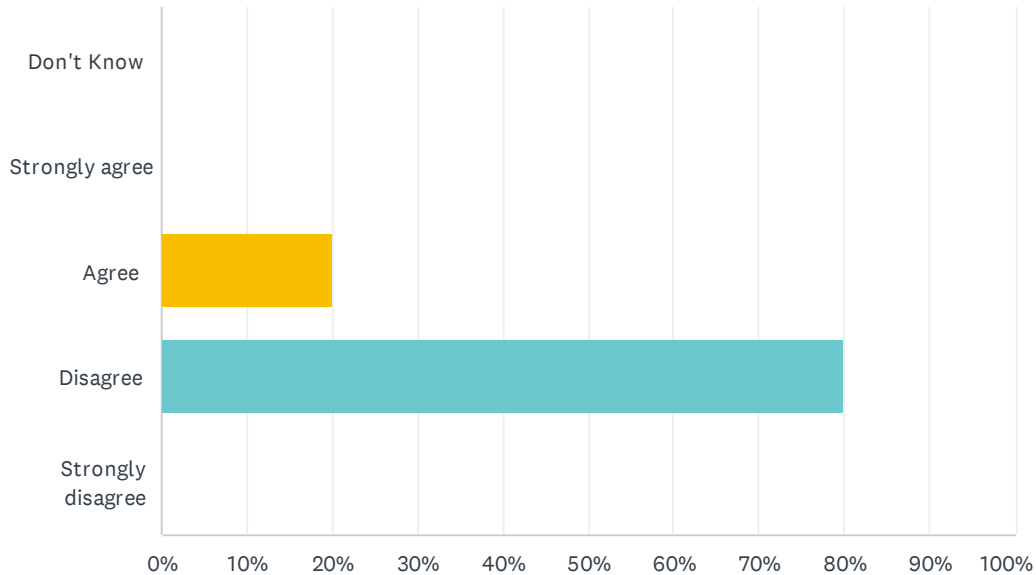


ANSWER CHOICES	RESPONSES	
Don't Know	20.00%	1
Strongly agree	20.00%	1
Agree	60.00%	3
Disagree	0.00%	0
Strongly disagree	0.00%	0
Total Respondents: 5		

#	COMMENTS:	DATE
1	We've made progress on this these past few years, but I am interetsed to hear the feedback of recent new members' orientation to see if this can be further improved upon.	4/5/2025 11:48 AM
2	This has improved over the past few years but I'm interested to hear what new members have to say about this.	4/5/2025 11:11 AM
3	Charting the Course was excellent, and I also enjoyed meeting with the team at Central Office. That said, I believe it would be beneficial for Committee members to have additional meetings with Central Office staff for further training on the functions of each department after the initial introductory session. Additionally, it would be valuable for School Committee members to attend listening sessions with teachers and other staff to hear firsthand about their day-to-day concerns in working for the district. I also believe it would be helpful for there to be executive sessions when new members join the Committee to update them more fully on matters discussed in executive session.	4/4/2025 9:23 AM

Q8 Procedures and protocols for committee operations are published and understood.

Answered: 5 Skipped: 0



ANSWER CHOICES	RESPONSES	
Don't Know	0.00%	0
Strongly agree	0.00%	0
Agree	20.00%	1
Disagree	80.00%	4
Strongly disagree	0.00%	0
Total Respondents: 5		

#	COMMENTS:	DATE
1	This falls somewhere between agree and disagree for me. While the Committee's protocols are printed out at each in person meeting and were reviewed this past year, I feel that this area can be improved upon this next year especially in regards to respecting fellow board members.	4/5/2025 11:48 AM
2	The procedures are published but I don't feel are currently being utilized as intended.	4/5/2025 11:11 AM
3	While protocols and procedures are published, they did not seem to be understood by all committee members this year. It was disappointing that when people didn't know or understand procedures and protocols, they sometimes took it upon themselves to do as they pleased instead of seeking clarification or advice from more experienced committee members. It also was disappointing that some committee members chose to repeatedly argue about procedures and protocols when they received an answer that wasn't in alignment with their wishes. So much time was wasted on discussions related to procedures and protocols that could have been better spent on matters affecting student achievement and wellbeing. It's my sincere hope that new members will choose to be more collaborative with experienced committee members to build a common understanding of how the committee should operate. The	4/5/2025 12:11 AM

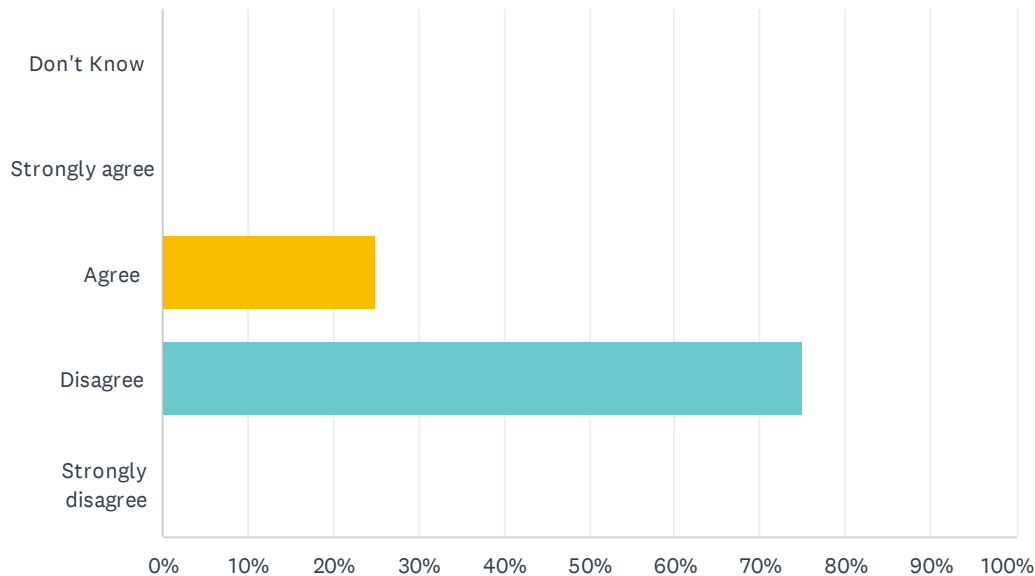
Sudbury School Committee Self Evaluation

committee should also consider when existing documentation of procedures and protocols is appropriate to help maintain efficiency, order, and effectiveness of the committee's work.

4	We have Procedures and Protocols available on our website for members to refer to during meetings. However, I don't believe the committee fully understands what these protocols entail. For example, I was informed that subcommittee meetings couldn't offer public comment due to our protocols, and I had to remove it from the agenda for it to be "approved" and posted. When I requested to review the protocols, I was told, "this is just how it's always been." Yet, a few months later, at a full committee meeting, a different member mentioned that the Chair of a subcommittee can allow public comment at their meetings. It was also stated that our protocol prohibits hybrid meetings and that if we hold in-person full committee meetings, executive sessions must also require in-person attendance, with no option for members to participate via phone or Zoom. I have yet to find any written protocol supporting these claims. Furthermore, Protocol 8 asks Committee members to be respectful at all times, and there is certainly room for improvement in how we treat each other, as well as other Committees, staff, and community members. Protocol 9 states that no School Committee member has the authority to conduct investigations. It remains unclear to me whether this protocol permits a School Committee member to request access to IT (and given full access) in order to obtain another member's emails outside of the FOIA process.	4/4/2025 9:23 AM
5	Another area where the procedures and protocols are clearly published however more training is required to better understand our role.	4/4/2025 8:10 AM

Q9 Members treat each other with courtesy and respect.

Answered: 4 Skipped: 1

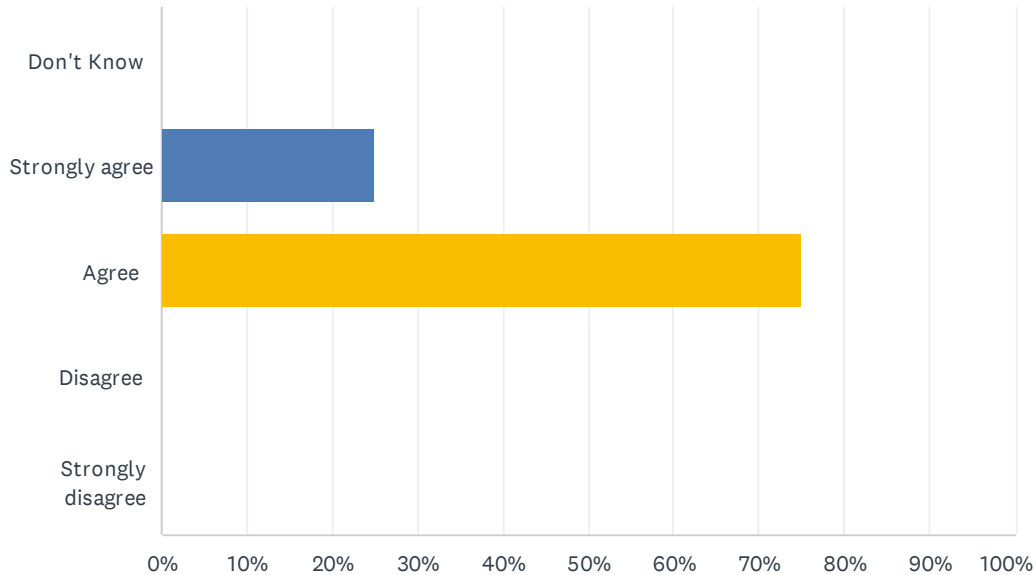


ANSWER CHOICES	RESPONSES	
Don't Know	0.00%	0
Strongly agree	0.00%	0
Agree	25.00%	1
Disagree	75.00%	3
Strongly disagree	0.00%	0
Total Respondents: 4		

#	COMMENTS:	DATE
1	I would like to see drastic improvement in this realm from all members.	4/5/2025 11:48 AM
2	In recent years the committee operated with professionalism, courtesy, and respect, even in times of disagreement. It is my feeling that this year new members were not open to collaboration and partnership with existing members, adopting a combative stance from the beginning. In the coming year, I hope that all members will work to get to know each other as people. I also hope that the committee returns to working with each other at the table to make decisions in the best interests of students, rather than working in silos away from the table with small groups of people driving the work and decisions of the committee. Members should remember the committee is one body, no one member has any more power than another, and decisions are made by the body as a whole only - not by any individual(s) on or off the committee.	4/5/2025 12:11 AM
3	There is definitely opportunity for growth in treating members with courtesy and respect.	4/4/2025 9:23 AM
4	We've had some members break operational protocols this year that has caused tension within the School Committee however overall, members treat each other with respect.	4/4/2025 8:10 AM

Q10 All members are encouraged to voice opinions and take positions on issues.

Answered: 4 Skipped: 1

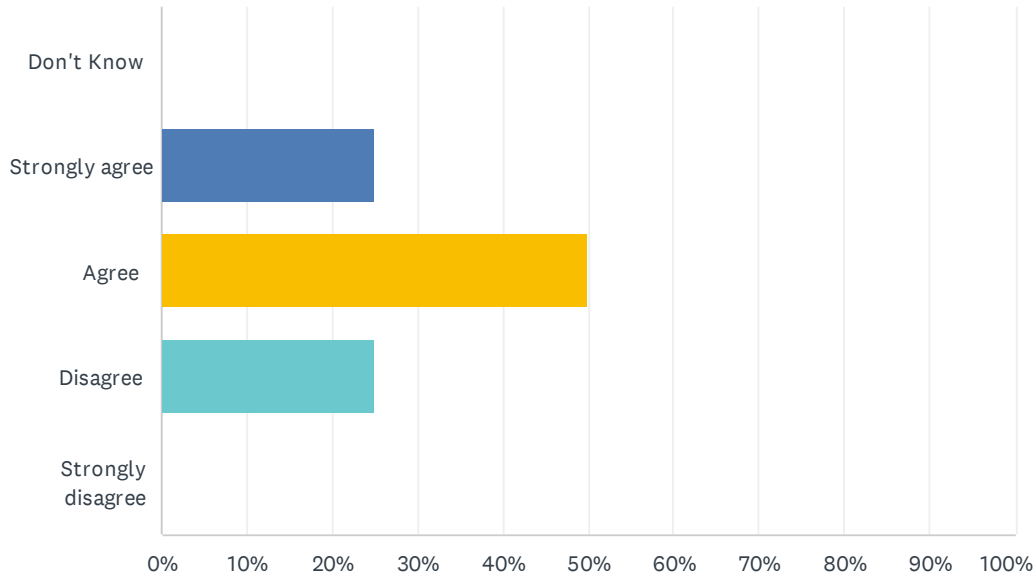


ANSWER CHOICES	RESPONSES	
Don't Know	0.00%	0
Strongly agree	25.00%	1
Agree	75.00%	3
Disagree	0.00%	0
Strongly disagree	0.00%	0
Total Respondents: 4		

#	COMMENTS:	DATE
1	While I do agree with this statement, I feel that with regards to future agenda items, some members may feel that their voices are not encouraged. I think with better big picture planning this can be improved upon.	4/5/2025 11:48 AM
2	Everyone on the committee seems comfortable speaking their mind.	4/5/2025 12:11 AM

Q11 Members respect the will of the majority and support decisions once they are made.

Answered: 4 Skipped: 1

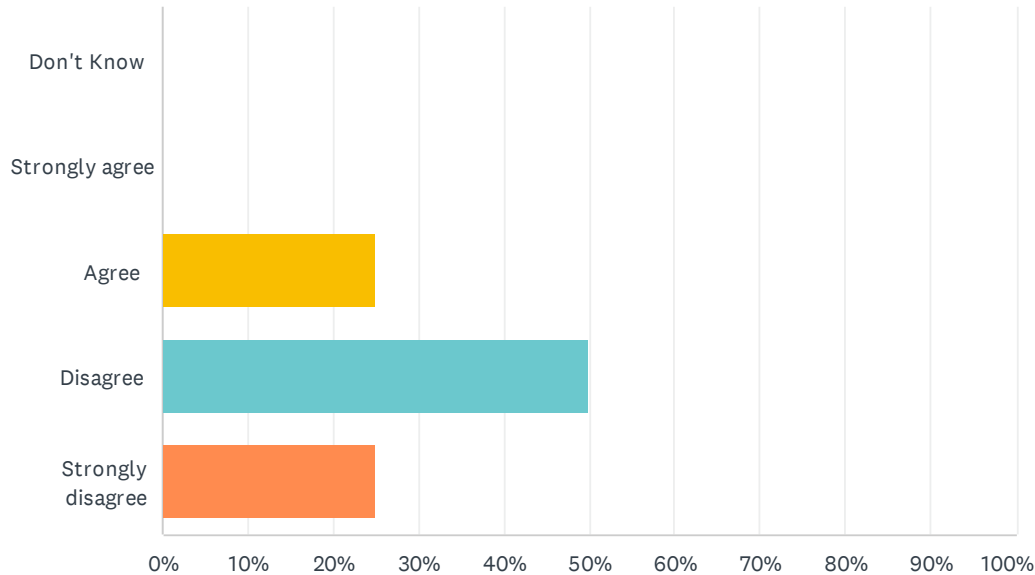


ANSWER CHOICES	RESPONSES	
Don't Know	0.00%	0
Strongly agree	25.00%	1
Agree	50.00%	2
Disagree	25.00%	1
Strongly disagree	0.00%	0
Total Respondents: 4		

#	COMMENTS:	DATE
	There are no responses.	

Q12 Members share pertinent information with each other to prevent surprises and promote informed decision making.

Answered: 4 Skipped: 1



ANSWER CHOICES	RESPONSES	
Don't Know	0.00%	0
Strongly agree	0.00%	0
Agree	25.00%	1
Disagree	50.00%	2
Strongly disagree	25.00%	1
Total Respondents: 4		

#	COMMENTS:	DATE
1	I feel this is another area that can be improved upon. I feel that instead of working together as a Committee this past year, members have been using community channels to advocate for personal agenda items which very much derail both trust and progress of the Committee. Members should work together to move the Committee's work forward.	4/5/2025 11:48 AM
2	The committee was surprised numerous times this year by information, collaboration, and work done by committee members away from the table and without the direction/authorization of the full committee. This contributed to discord and increased anxiety in the community, misinformation, and an undermining of trust in the committee and among committee members.	4/5/2025 12:11 AM
3	I have found it challenging to conduct the research I'd like to on certain topics on the agenda due to the current structure of receiving agenda packets by 5 p.m. on the Friday before our Monday meetings. When additional information is requested over the weekend, there is often not enough time for the administration to provide the information or for us to review it. Additionally, we were not given sufficient information to make an informed decision about the special education stabilization fund. The majority of the Committee also voted to review the expenditures of the 2023 Article 17 – Medicaid Reimbursement and Additional Chapter 70	4/4/2025 9:23 AM

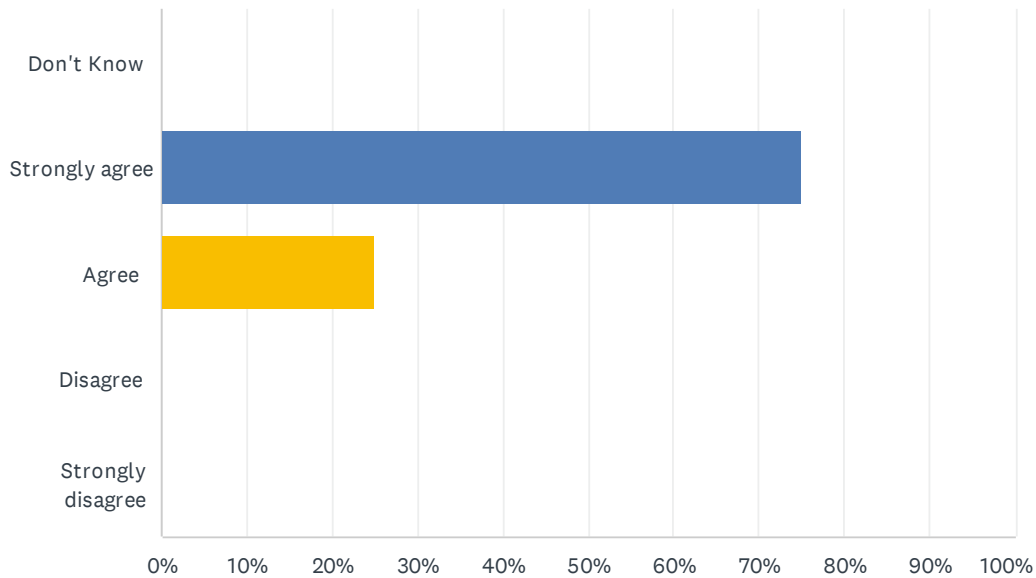
Sudbury School Committee Self Evaluation

Funding Transfer to Fund the ELA Curriculum Update before voting on this year's article to purchase an elementary ELA curriculum. Unfortunately, this information was never provided.

4	This is not followed by all members.	4/4/2025 8:10 AM
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Q13 Members "do their homework" and come prepared to make decisions.

Answered: 4 Skipped: 1

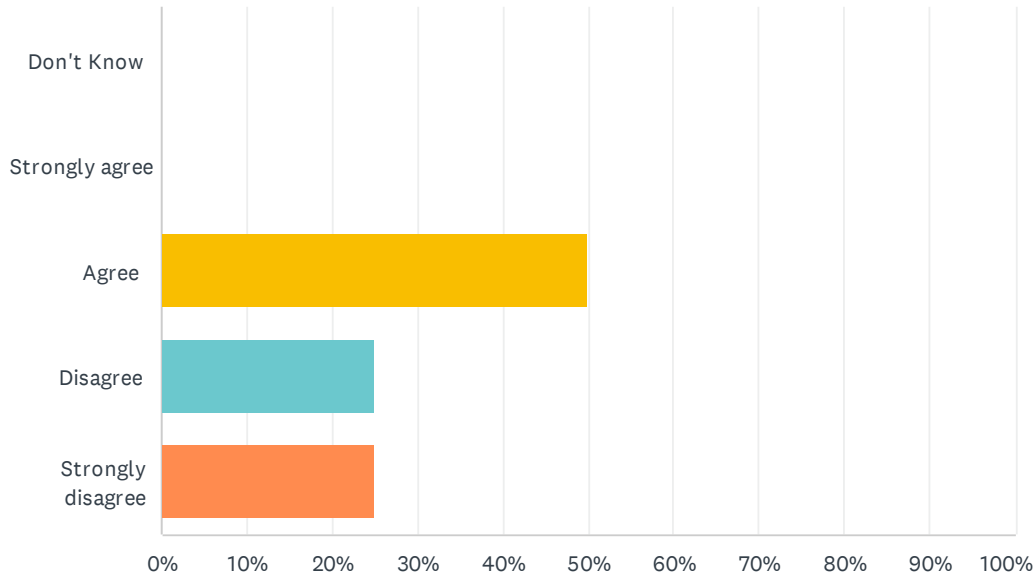


ANSWER CHOICES	RESPONSES	
Don't Know	0.00%	0
Strongly agree	75.00%	3
Agree	25.00%	1
Disagree	0.00%	0
Strongly disagree	0.00%	0
Total Respondents: 4		

#	COMMENTS:	DATE
1	I do feel this is a strength of the current Committee.	4/5/2025 11:48 AM
2	Committee members seem to come to meetings prepared. Numerous times there were statements made and positions of advocacy taken based on anecdotal evidence and personal experiences. Decisions impacting students should be made based on actual data compiled and presented by the administration, along with guidance and recommendations from the administration. When presented with a recommendation, it is within the committee's right to choose to take another path but such decision should also be data-driven. Stories of committee members' personal experiences should have no place at the table, as we are not at the table as parents for our own children. We serve on the committee as a member of a governing body making decisions for ALL students.	4/5/2025 12:11 AM

Q14 Members understand the role of the individual as part of the whole group.

Answered: 4 Skipped: 1

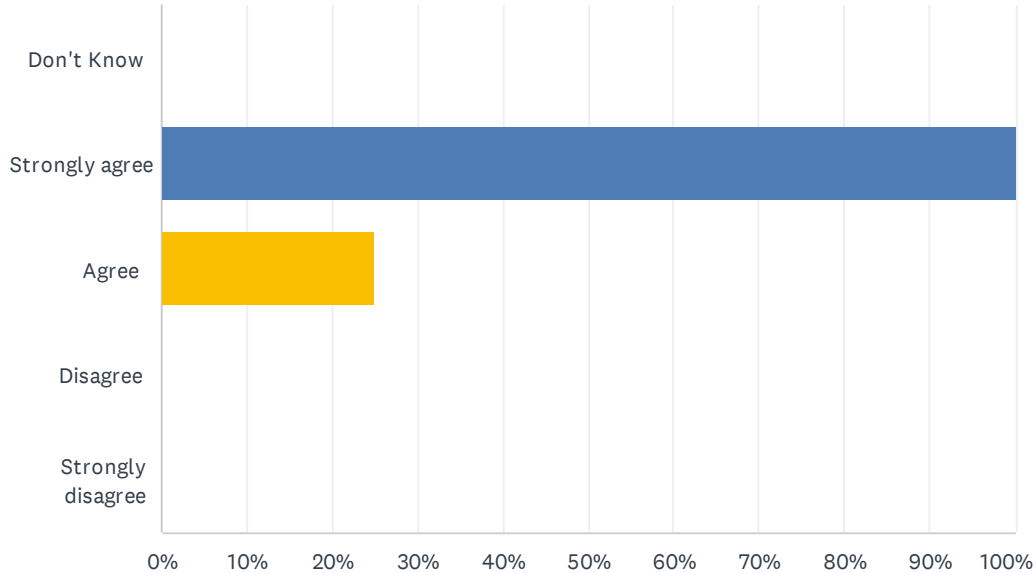


ANSWER CHOICES	RESPONSES	
Don't Know	0.00%	0
Strongly agree	0.00%	0
Agree	50.00%	2
Disagree	25.00%	1
Strongly disagree	25.00%	1
Total Respondents: 4		

#	COMMENTS:	DATE
1	This again falls somewhere between agree and disagree. I would like to see the Committee work on a big picture plan for what they would like to acheieve and do that together.	4/5/2025 11:48 AM
2	Please see previous comments.	4/5/2025 12:11 AM

Q15 The committee regularly evaluates the superintendent using a mutually agreed-upon process.

Answered: 4 Skipped: 1

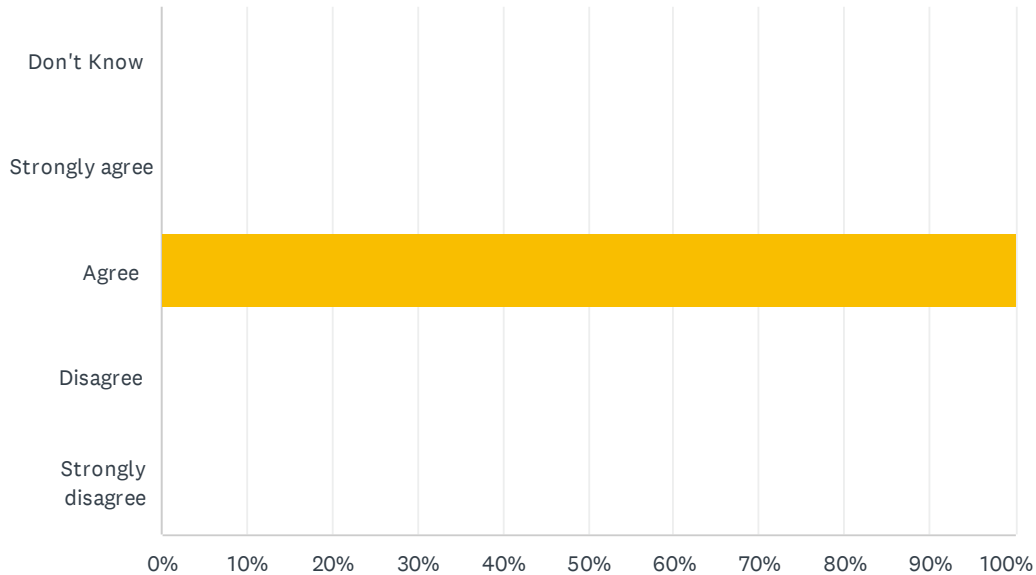


ANSWER CHOICES	RESPONSES	
Don't Know	0.00%	0
Strongly agree	100.00%	4
Agree	25.00%	1
Disagree	0.00%	0
Strongly disagree	0.00%	0
Total Respondents: 4		

#	COMMENTS:	DATE
1	Our superintending evaluation process is well established and consistent with guidelines.	4/5/2025 12:11 AM

Q16 The types and frequency of communications are agreed to in advance.

Answered: 4 Skipped: 1

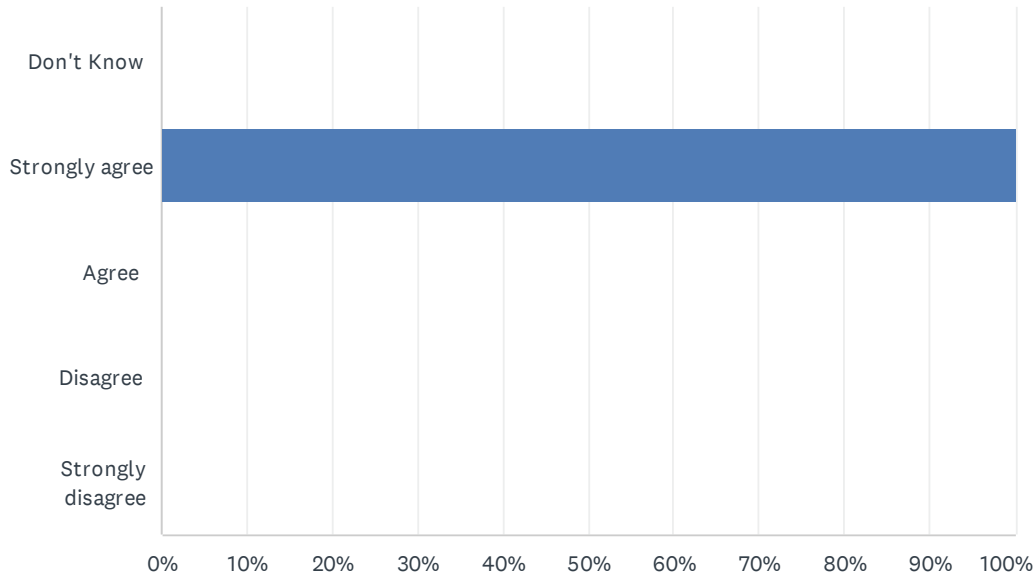


ANSWER CHOICES	RESPONSES	
Don't Know	0.00%	0
Strongly agree	0.00%	0
Agree	100.00%	4
Disagree	0.00%	0
Strongly disagree	0.00%	0
Total Respondents: 4		

#	COMMENTS:	DATE
	There are no responses.	

Q17 The superintendent is accessible to committee members.

Answered: 4 Skipped: 1

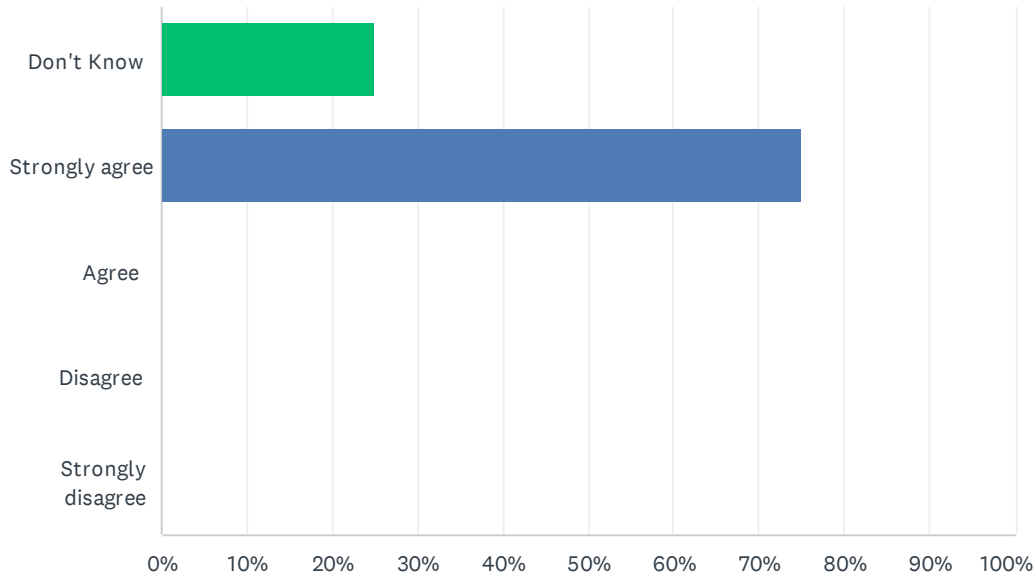


ANSWER CHOICES	RESPONSES	
Don't Know	0.00%	0
Strongly agree	100.00%	4
Agree	0.00%	0
Disagree	0.00%	0
Strongly disagree	0.00%	0
Total Respondents: 4		

#	COMMENTS:	DATE
	There are no responses.	

Q18 Committee members contact the superintendent when seeking information.

Answered: 4 Skipped: 1

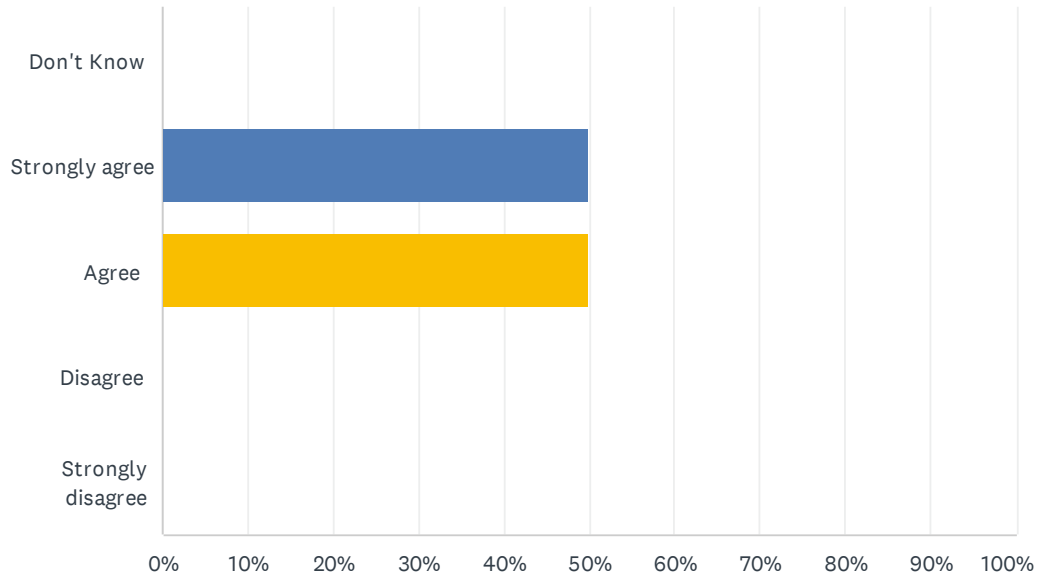


ANSWER CHOICES	RESPONSES	
Don't Know	25.00%	1
Strongly agree	75.00%	3
Agree	0.00%	0
Disagree	0.00%	0
Strongly disagree	0.00%	0
Total Respondents: 4		

#	COMMENTS:	DATE
1	I contact the superintendent when seeking information, but I don't know if all committee members do.	4/5/2025 12:11 AM

Q19 The superintendent informs the committee of major personnel decisions.

Answered: 4 Skipped: 1

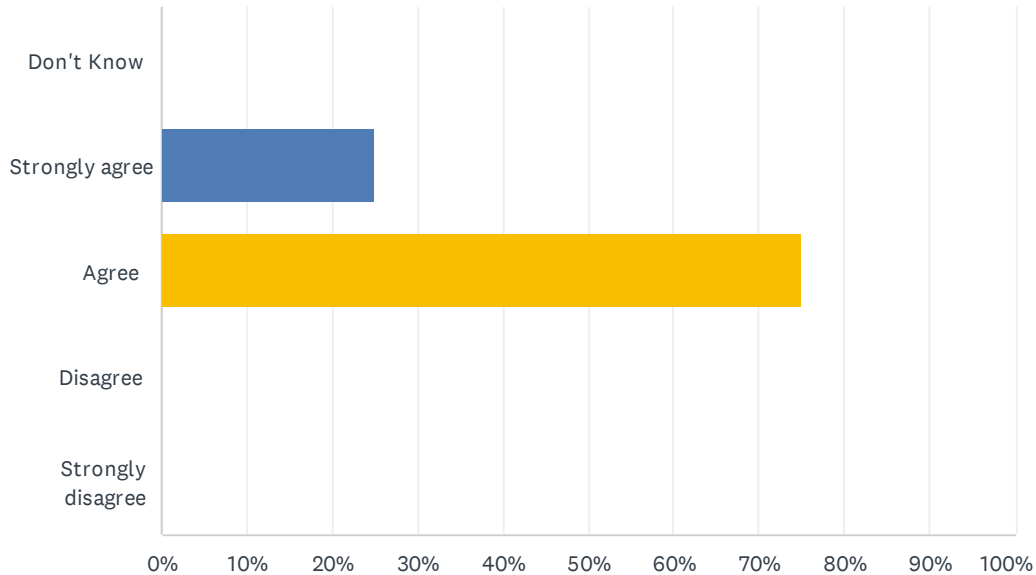


ANSWER CHOICES	RESPONSES	
Don't Know	0.00%	0
Strongly agree	50.00%	2
Agree	50.00%	2
Disagree	0.00%	0
Strongly disagree	0.00%	0
Total Respondents: 4		

#	COMMENTS:	DATE
1	We do receive updates of major personnel decisions, but I do feel this can be improved upon or maybe just certain things followed up on.	4/5/2025 11:48 AM

Q20 The superintendent and committee treat each other with mutual respect and professionalism.

Answered: 4 Skipped: 1

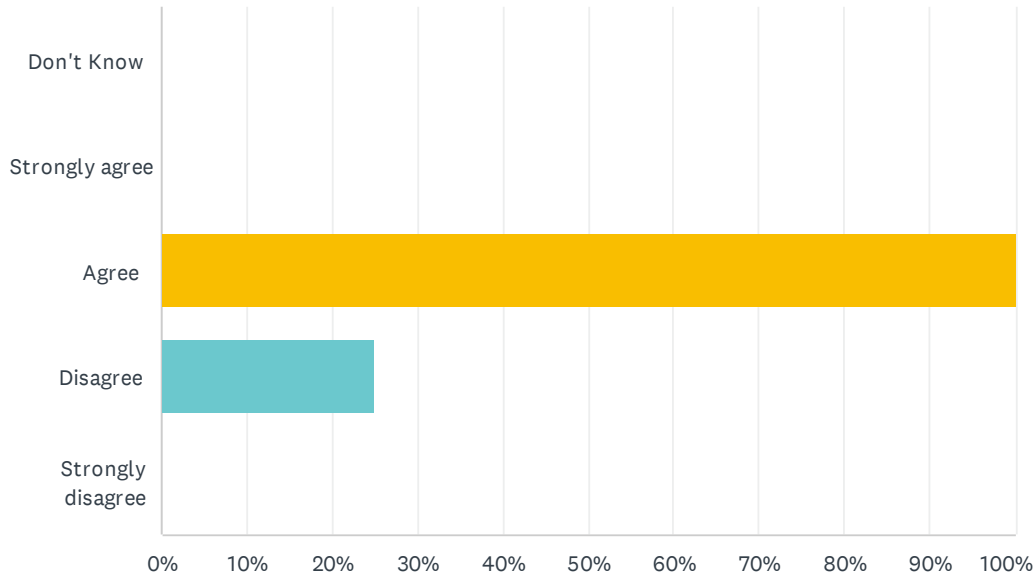


ANSWER CHOICES	RESPONSES	
Don't Know	0.00%	0
Strongly agree	25.00%	1
Agree	75.00%	3
Disagree	0.00%	0
Strongly disagree	0.00%	0
Total Respondents: 4		

#	COMMENTS:	DATE
1	While this generally is the case, there were a few concerning and disappointing moments this year in which the superintendent was spoken to in a very disrespectful way at meetings. I hope the committee as a whole maintains the productive partnership that has been built since Superintendent Crozier joined SPS.	4/5/2025 12:11 AM

Q21 Both the committee and the superintendent operate on a "no-surprises" model.

Answered: 4 Skipped: 1

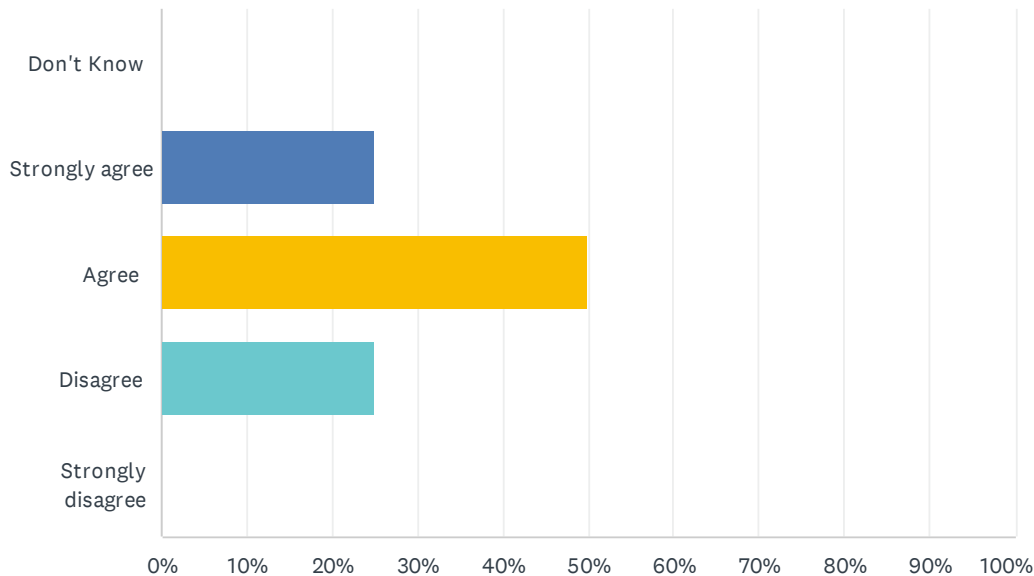


ANSWER CHOICES	RESPONSES	
Don't Know	0.00%	0
Strongly agree	0.00%	0
Agree	100.00%	4
Disagree	25.00%	1
Strongly disagree	0.00%	0
Total Respondents: 4		

#	COMMENTS:	DATE
1	While Superintendent Crozier and the committee in general do a good job operating on a "no-surprises" model, there were a number of instances this year in which the committee and superintended were surprised by actions and collaborations of some committee members related to committee work.	4/5/2025 12:11 AM

Q22 A long term, strategic plan exists and is regularly reviewed.

Answered: 4 Skipped: 1

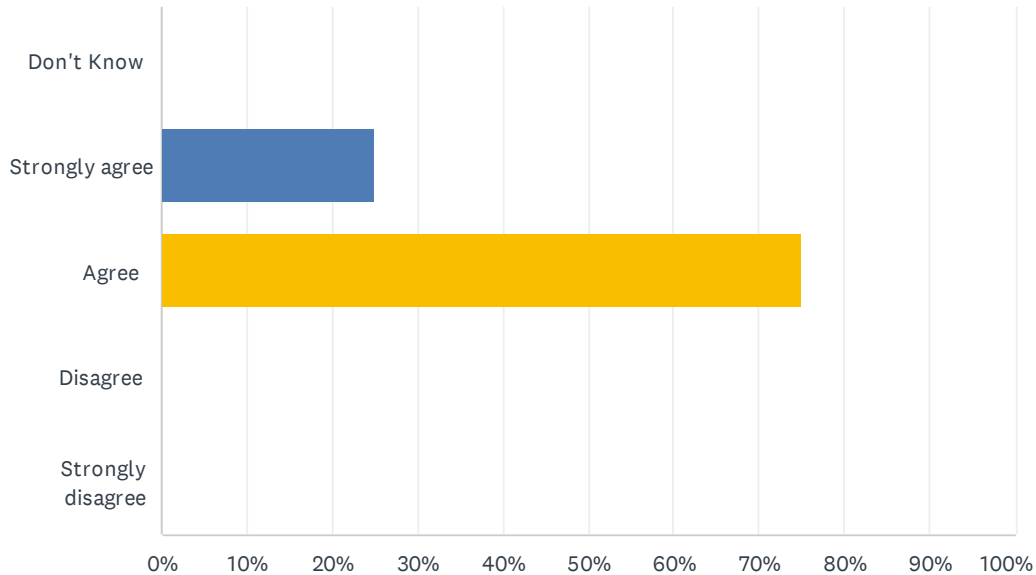


ANSWER CHOICES	RESPONSES	
Don't Know	0.00%	0
Strongly agree	25.00%	1
Agree	50.00%	2
Disagree	25.00%	1
Strongly disagree	0.00%	0
Total Respondents: 4		

#	COMMENTS:	DATE
1	The Committee and District is working on updaing our Capital Plan at this time. Don does a great job of projecting out the finances of the District. I would like to see the Commitee better prioritize their goals and stick to focusing on them this next year.	4/5/2025 11:48 AM
2	The Committee receives excellent updates on this year's budget, but I believe we should have prioritized a deeper examination of our budget and the challenges we'll face in future fiscal years. My hope is that we begin closely analyzing this in the spring, with various scenarios and options presented to us—showing what our district will look like if things remain unchanged, as well as under different potential override request amounts from the community. I am concerned that the current budget no longer aligns with the community's values and expectations for its public school system. With more and more budget pressures, I do feel it was a disservice to the community to not start those discussions during our fall budget discussions about FY26.	4/4/2025 9:23 AM

Q23 All constituencies of the school district are involved in the strategic planning process.

Answered: 4 Skipped: 1

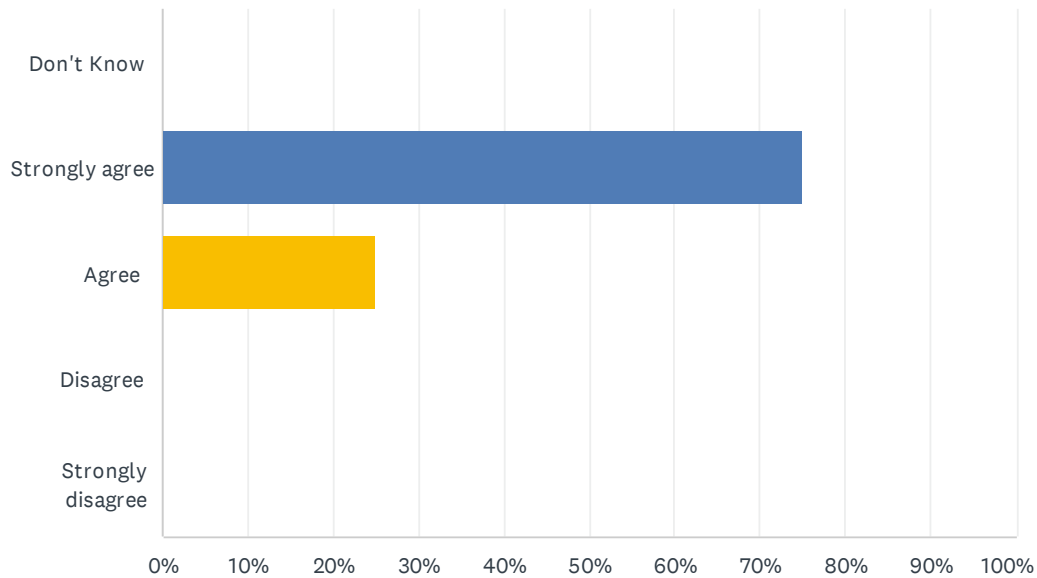


ANSWER CHOICES	RESPONSES	
Don't Know	0.00%	0
Strongly agree	25.00%	1
Agree	75.00%	3
Disagree	0.00%	0
Strongly disagree	0.00%	0
Total Respondents: 4		

#	COMMENTS:	DATE
	There are no responses.	

Q24 The budget process is documented and published.

Answered: 4 Skipped: 1

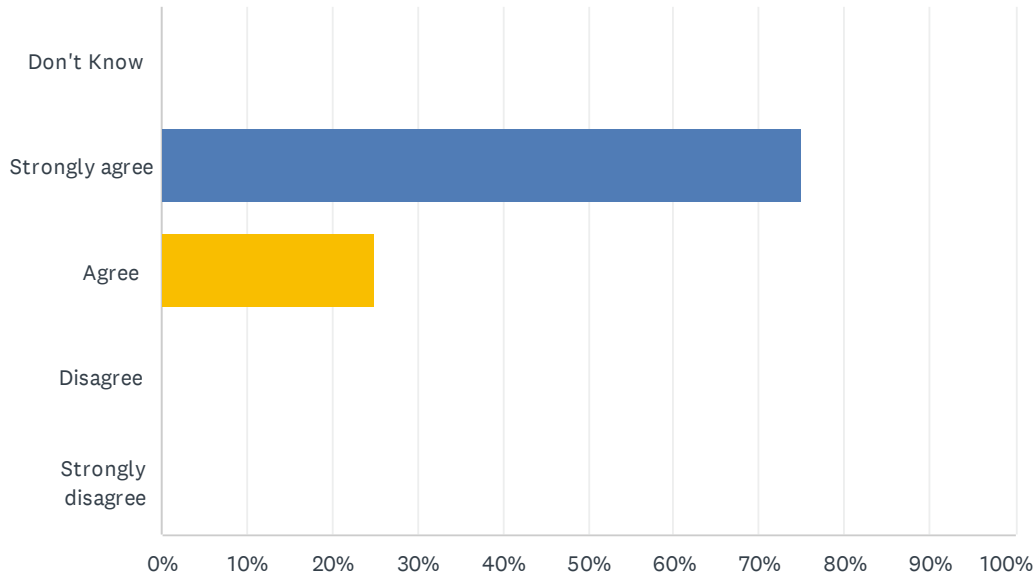


ANSWER CHOICES		RESPONSES	
Don't Know		0.00%	0
Strongly agree		75.00%	3
Agree		25.00%	1
Disagree		0.00%	0
Strongly disagree		0.00%	0
Total Respondents: 4			

#	COMMENTS:	DATE
1	This is a strong suit of the District.	4/5/2025 11:48 AM

Q25 Budgets are developed based on needs, from the "bottom-up."

Answered: 4 Skipped: 1

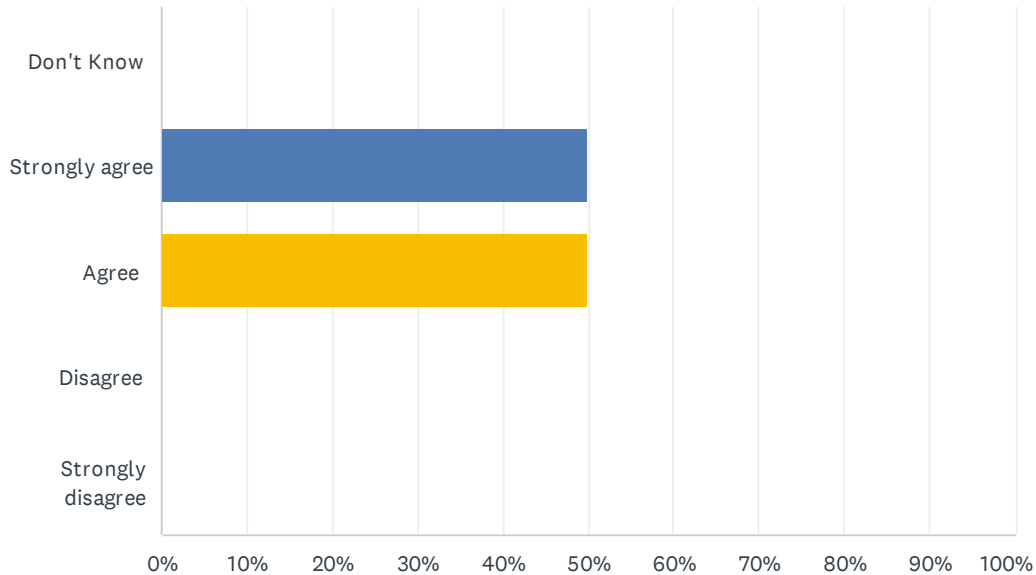


ANSWER CHOICES	RESPONSES	
Don't Know	0.00%	0
Strongly agree	75.00%	3
Agree	25.00%	1
Disagree	0.00%	0
Strongly disagree	0.00%	0
Total Respondents: 4		

#	COMMENTS:	DATE
	There are no responses.	

Q26 The committee, as a group, presents and advocates the budget to the community.

Answered: 4 Skipped: 1

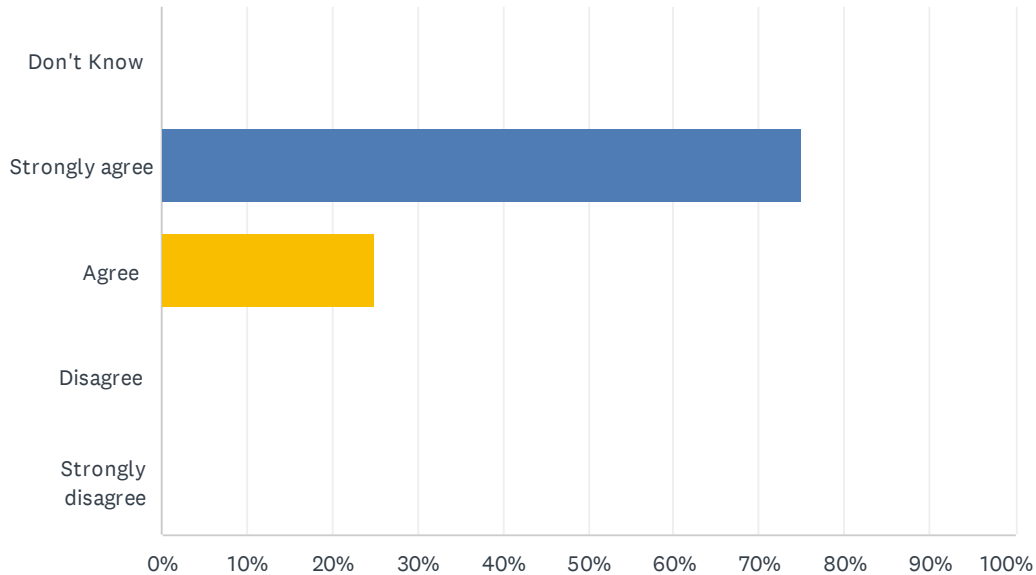


ANSWER CHOICES	RESPONSES	
Don't Know	0.00%	0
Strongly agree	50.00%	2
Agree	50.00%	2
Disagree	0.00%	0
Strongly disagree	0.00%	0
Total Respondents: 4		

#	COMMENTS:	DATE
	There are no responses.	

Q27 The committee receives regular reports with budget and financial status for the school system.

Answered: 4 Skipped: 1

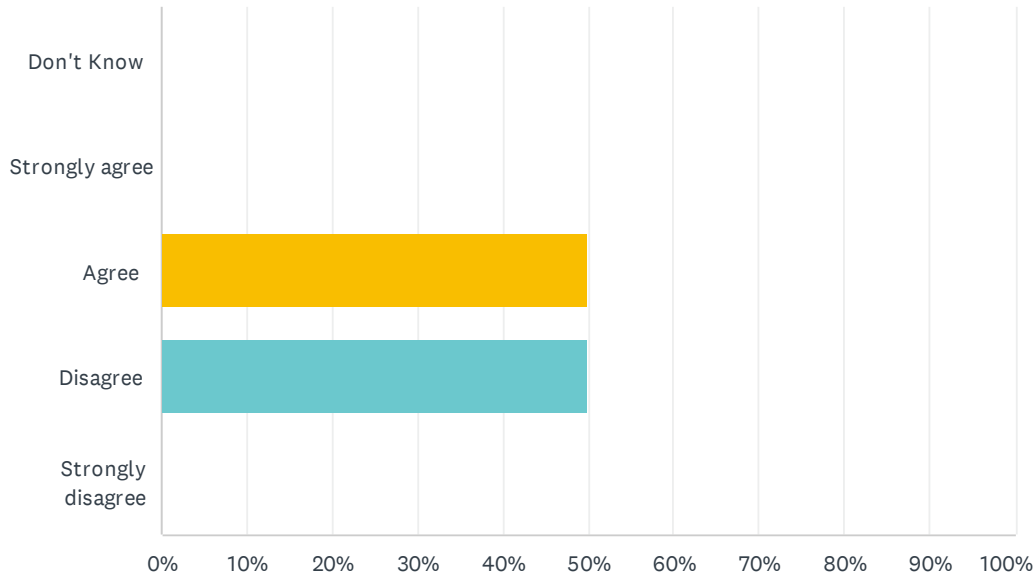


ANSWER CHOICES	RESPONSES	
Don't Know	0.00%	0
Strongly agree	75.00%	3
Agree	25.00%	1
Disagree	0.00%	0
Strongly disagree	0.00%	0
Total Respondents: 4		

#	COMMENTS:	DATE
1	I do wish our regular quarterly reports included more information on how circuit breaker money is being used.	4/4/2025 9:23 AM

Q28 The committee has a public relations plan for the school system.

Answered: 4 Skipped: 1

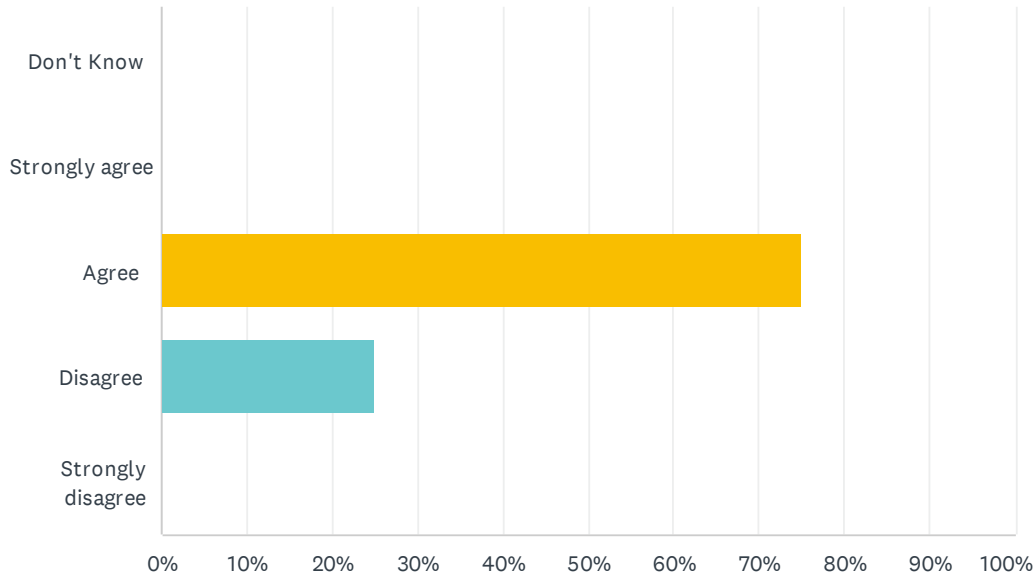


ANSWER CHOICES	RESPONSES	
Don't Know	0.00%	0
Strongly agree	0.00%	0
Agree	50.00%	2
Disagree	50.00%	2
Strongly disagree	0.00%	0
Total Respondents: 4		

#	COMMENTS:	DATE
1	Communications is one of our goals this year and I would like to see improvement in this realm.	4/5/2025 11:48 AM

Q29 The committee encourages the inclusion of community member in as much decision making as possible.

Answered: 4 Skipped: 1

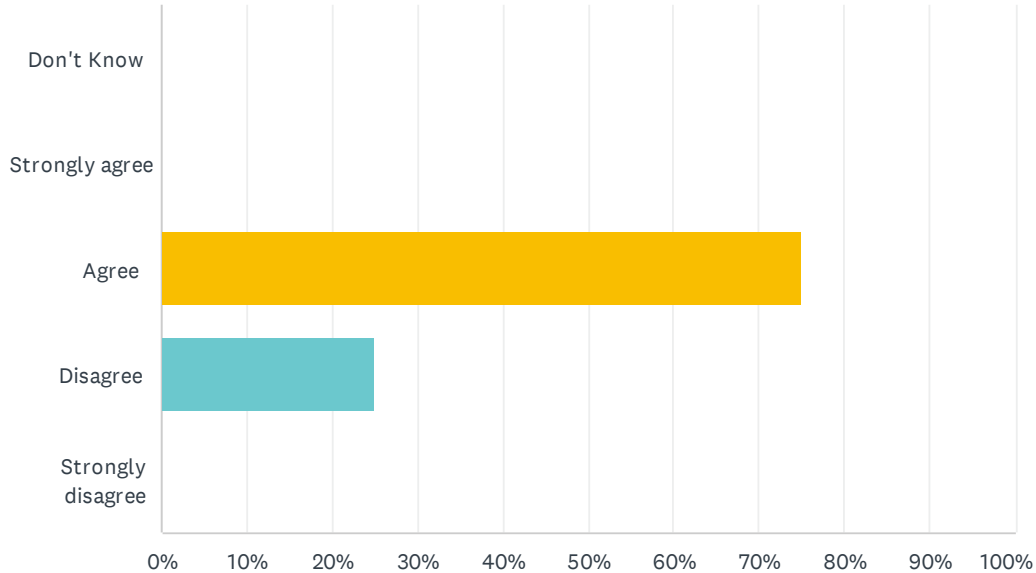


ANSWER CHOICES	RESPONSES	
Don't Know	0.00%	0
Strongly agree	0.00%	0
Agree	75.00%	3
Disagree	25.00%	1
Strongly disagree	0.00%	0
Total Respondents: 4		

#	COMMENTS:	DATE
1	There are areas where we could improve such as making agenda packets available to the community when the agendas are posted. We could also allow for subcommittee packets to be available for members who want them before a meeting. We don't allow for remote public comment as of yet at our in person meetings, which is a barrier for some. Our budget hearing only allowed for public comment to be given in person. We could trial listening sessions to see if that is helpful to the community. I hope some of these ideas are continued to be explored.	4/4/2025 9:23 AM

Q30 The committee works cooperatively with other branches of municipal government.

Answered: 4 Skipped: 1

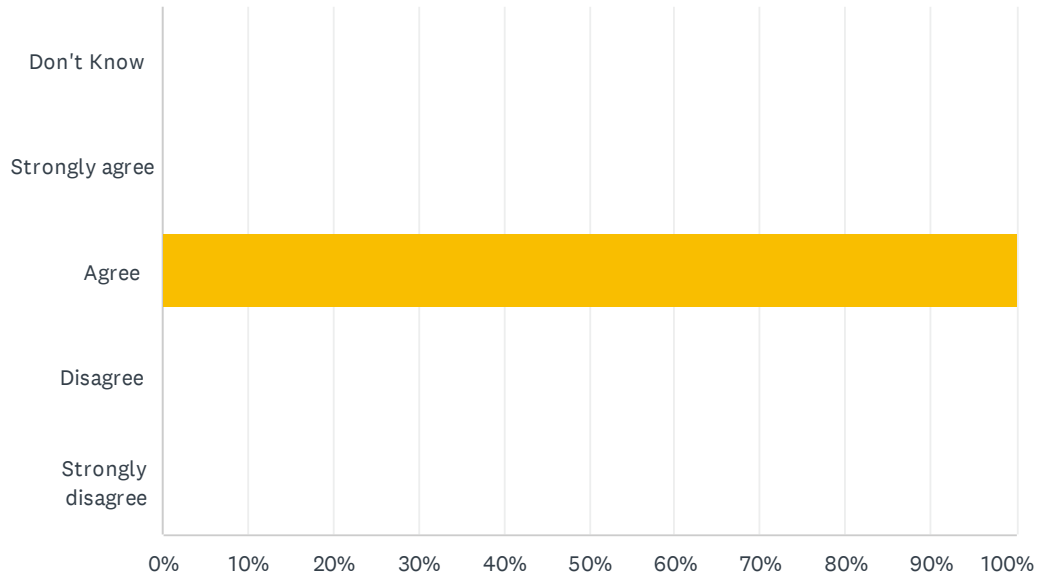


ANSWER CHOICES	RESPONSES	
Don't Know	0.00%	0
Strongly agree	0.00%	0
Agree	75.00%	3
Disagree	25.00%	1
Strongly disagree	0.00%	0
Total Respondents: 4		

#	COMMENTS:	DATE
1	I would like to see a stronger relationship between the Select Board and the School Committee.	4/5/2025 11:48 AM

Q31 The school system regularly reports its own progress and accomplishments.

Answered: 4 Skipped: 1

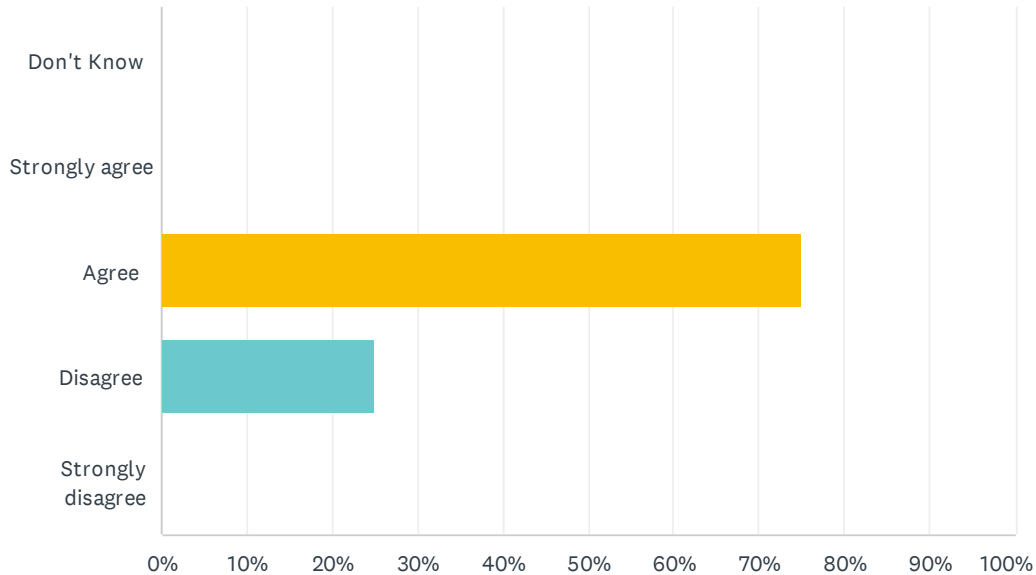


ANSWER CHOICES	RESPONSES	
Don't Know	0.00%	0
Strongly agree	0.00%	0
Agree	100.00%	4
Disagree	0.00%	0
Strongly disagree	0.00%	0
Total Respondents: 4		

#	COMMENTS:	DATE
1	As a part of this year's School Committee goals, I would like to see improvement here.	4/5/2025 11:48 AM

Q32 Committee members receive sufficient information far enough in advance to prepare for meetings.

Answered: 4 Skipped: 1

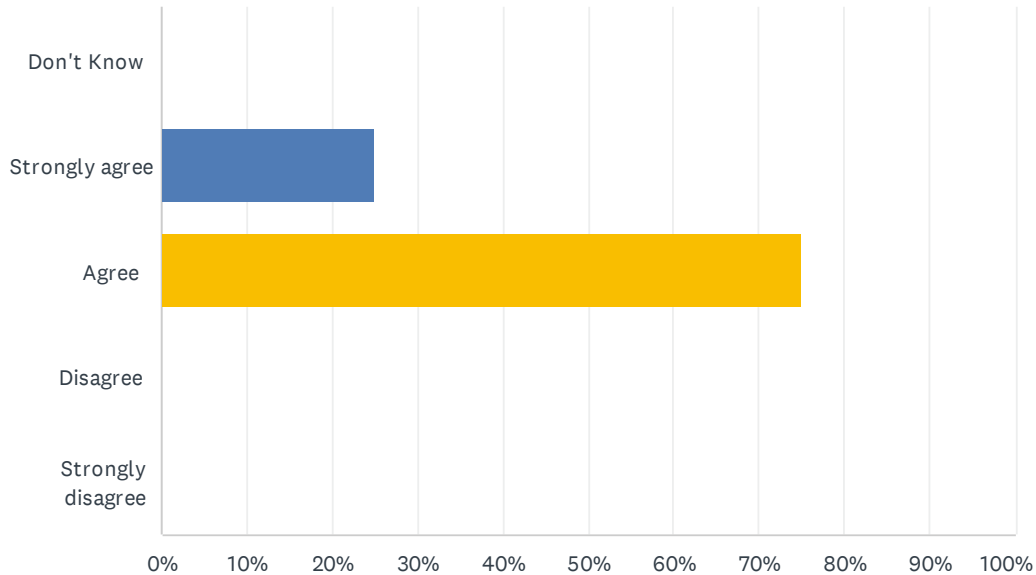


ANSWER CHOICES	RESPONSES	
Don't Know	0.00%	0
Strongly agree	0.00%	0
Agree	75.00%	3
Disagree	25.00%	1
Strongly disagree	0.00%	0
Total Respondents: 4		

#	COMMENTS:	DATE
1	MASC provides a sample policy for BEDB - AGENDA FORMAT that states, "The agenda, together with supporting materials, will be distributed to School Committee members no less than three business days prior to the meeting to permit adequate time to prepare for the meeting." Our policy does not state this. We receive packets 5pm on the Friday before a Monday meeting. This is not enough time to prepare or access materials they need to make informed decisions. I hope this policy will be looked at next year so members can weigh-in on what is adequate for them to sufficiently prepare and ask for additional information and resources on an agenda topic, if needed.	4/4/2025 9:23 AM

Q33 Public input is welcomed, and is done according to an established policy.

Answered: 4 Skipped: 1

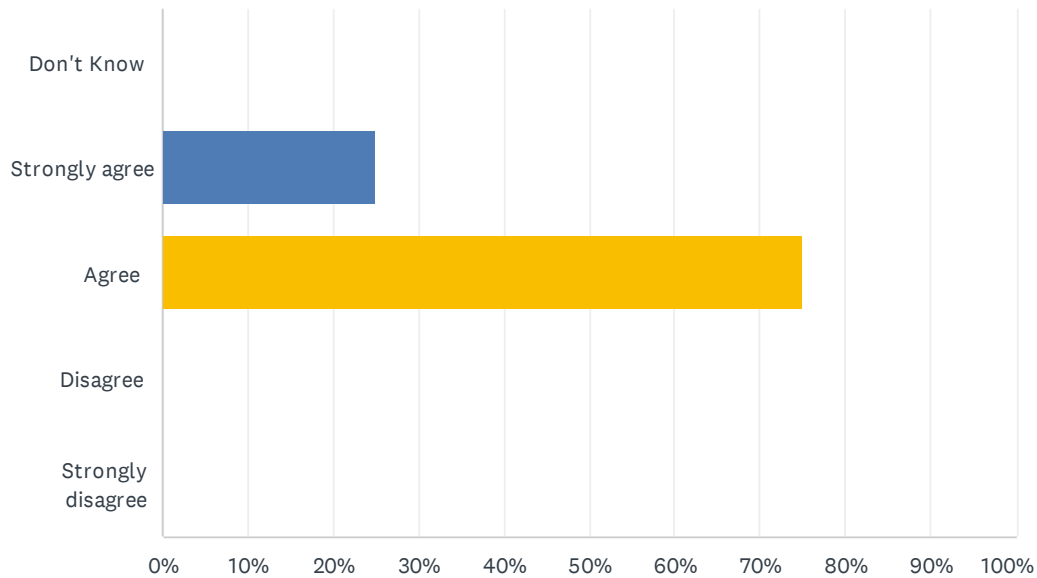


ANSWER CHOICES	RESPONSES	
Don't Know	0.00%	0
Strongly agree	25.00%	1
Agree	75.00%	3
Disagree	0.00%	0
Strongly disagree	0.00%	0
Total Respondents: 4		

#	COMMENTS:	DATE
1	Public input is welcomed; we must work better in eliminating barriers so all members can provide input in a way that works for them and their family.	4/4/2025 9:23 AM

Q34 Full and sufficient debate is allowed.

Answered: 4 Skipped: 1

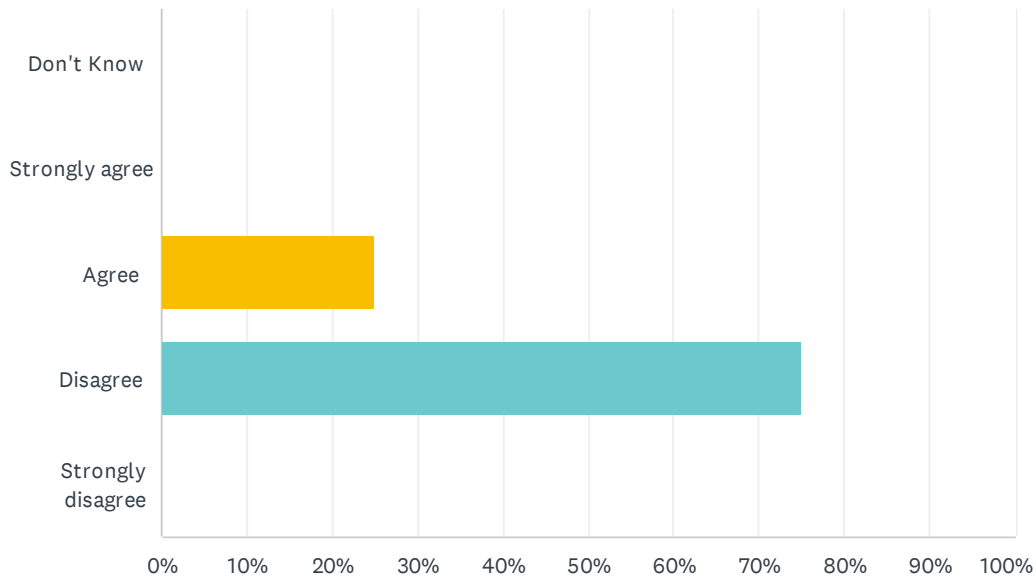


ANSWER CHOICES	RESPONSES	
Don't Know	0.00%	0
Strongly agree	25.00%	1
Agree	75.00%	3
Disagree	0.00%	0
Strongly disagree	0.00%	0
Total Respondents: 4		

#	COMMENTS:	DATE
	There are no responses.	

Q35 Discussion is focused on issues, not personalities.

Answered: 4 Skipped: 1

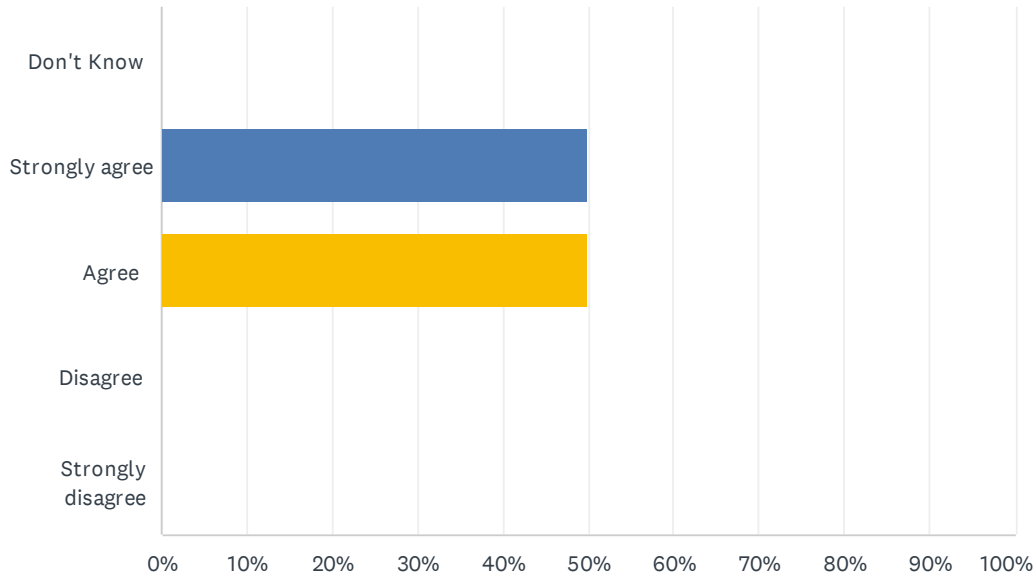


ANSWER CHOICES	RESPONSES	
Don't Know	0.00%	0
Strongly agree	0.00%	0
Agree	25.00%	1
Disagree	75.00%	3
Strongly disagree	0.00%	0
Total Respondents: 4		

#	COMMENTS:	DATE
1	The Committee could use improvent here	4/5/2025 11:48 AM
2	There have been numerous discussions this year related to conflicts within the committee, which has been disappointing. I hope the committee can focus on student achievement and wellbeing in the upcoming year and accept the fact that it's OK for members to disagree with another member's position.	4/5/2025 12:11 AM

Q36 The physical setting is conducive to productive discussion and decision making.

Answered: 4 Skipped: 1

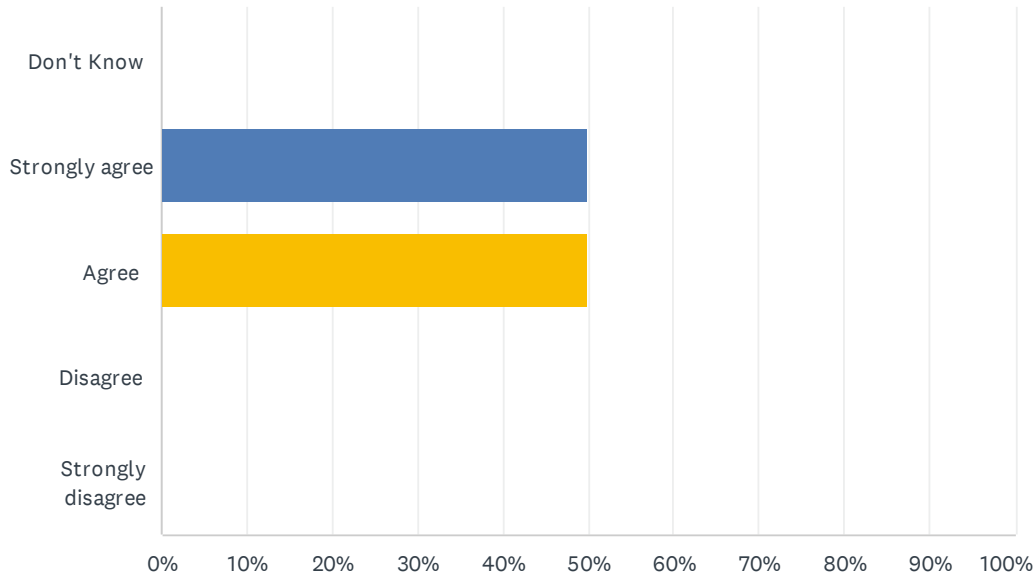


ANSWER CHOICES	RESPONSES	
Don't Know	0.00%	0
Strongly agree	50.00%	2
Agree	50.00%	2
Disagree	0.00%	0
Strongly disagree	0.00%	0
Total Respondents: 4		

#	COMMENTS:	DATE
1	I find it much easier to focus on our meetings' content and discussion when we meet in person.	4/5/2025 12:11 AM

Q37 Meetings are frequent enough to prevent overcrowded agendas.

Answered: 4 Skipped: 1



ANSWER CHOICES	RESPONSES	
Don't Know	0.00%	0
Strongly agree	50.00%	2
Agree	50.00%	2
Disagree	0.00%	0
Strongly disagree	0.00%	0
Total Respondents: 4		

#	COMMENTS:	DATE
	There are no responses.	

**Sudbury Public Schools
School Committee Meeting**

Date: April 14, 2025

Agenda Item: 4f

Monthly Accounts Payable and Payroll Warrants Submission

Recommendation:

No action required by the Committee

**Background
Information:**

Attachments:

SC Meeting Warrant Summary - 041025

Action:

Report:

Discussion:

XX



SUDBURY PUBLIC SCHOOLS

Office of the Director of Business and Human Resources

To: School Committee

Date: 4/10/25

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>
4/10/25	Accounts Payable	1167	\$142,879.87
4/3/25	Accounts Payable	1166	\$118,371.33
3/27/25	Accounts Payable	1165	\$362,650.63
3/20/25	Accounts Payable	1164	\$294,053.02
3/20/25	Accounts Payable	1163	\$485.00
3/29/25	Payroll	P/R 4/3/25	\$1,605,754.31
3/16/25	Payroll	P/R 3/20/25	\$1,576,403.94

Donald R. Sawyer
Director of Business and Human Resources

**Sudbury Public Schools
School Committee Meeting**

Date: April 14, 2025

Agenda Item: 4h

Minutes (03/17/25)

Recommendation:

Move to approve the Sudbury School Committee open session meeting minutes from the March 17, 2025 meeting as presented / amended.

**Background
Information:**

Attachments:

031725_Sudbury School Committee Minutes_DRAFT

Action: XX Report: Discussion: XX

Sudbury School Committee
Meeting Minutes - DRAFT
March 17, 2025

Members Present:

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

Absent:

Also Present:

Brad Crozier, Superintendent
Annette Doyle, Assistant Superintendent
Don Sawyer, Director of Business and Human Resources
Ellen Vedora, SEA Representative and Literacy Specialist

Jennifer Roberts, Chair, Select Board
Daniel Carty, Vice-Chair, Select Board
Janie Dretler, Select Board Member
Lisa Kouchakdjian, Select Board Member
Charles Russo, Select Board Member

Kay Bell, School Committee Applicant
Jessica McCready, School Committee Applicant
Elizabeth Sues, School Committee Applicant
Richard Tinsley, School Committee Applicant
Allison Vanderels, School Committee Applicant

1. Executive Session

Chair Nicole Burnard opened the meeting at 6:00 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.

ROLL CALL VOTE

Meredith Gerson: Aye
Mandy Sim: Aye
Karyn Jones: Aye
Nicole Burnard: Aye

Vote: 4-0. Motion carries.

Vice Chair Meredith Gerson moves to convene in executive session pursuant to Massachusetts General Laws chapter 30A section 21(a) and to return to open session for the following purposes. Purpose 3 to discuss strategy with respect to and in preparation for collective bargaining with the Sudbury Nurses' Association, the Sudbury Education Association, and the Education Support Professionals Association because an open discussion may have a detrimental effect on the

bargaining position of the Committee and purpose 7 to review and approve minutes from the Sudbury School Committee executive session meeting of February 10, 2025. Mandy Sim seconded the motion.

ROLL CALL VOTE

Meredith Gerson: Aye

Karyn Jones: Aye

Mandy Sim: Aye

Nicole Burnard: Aye

Vote: 4-0. Motion carries.

Chair Burnard confirmed the motion has passed and the Committee will enter into executive session pursuant to Massachusetts General Laws chapter 30A section 21(a) for the following purposes. Purpose 3 to discuss strategy with respect to and in preparation for collective bargaining with the Sudbury Nurses' Association, the Sudbury Education Association, and the Education Support Professionals Association because an open discussion may have a detrimental effect on the bargaining position of the Committee and purpose 7 to review and approve minutes from the Sudbury School Committee executive session meeting of February 10, 2025 and will return to open session.

2. Opening Statement / Regular Session

Chair Nicole Burnard re-opened the regular session meeting at 7:03 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. Meredith Gerson, Mandy Sim, Karyn Jones and Nicole Burnard all affirmed in the positive.

3. Public Hearing - 7:00 p.m.

a. 2025 - 2026 School Choice Public Hearing

- i. Vice Chair Meredith Gerson moves to open the 2025-2026 School Choice Hearing. Mandy Sim seconded the motion.

1. ROLL CALL VOTE

a. Mandy Sim: Aye

b. Meredith Gerson: Aye

c. Karyn Jones: Aye

d. Nicole Burnard: Aye

i. **Vote:** 4-0. Motion carries.

- ii. The state requires a yearly hearing to vote on whether to allow School Choice. Superintendent Crozier shared the history and details about the program. His recommendation is to decline participation in School Choice.

- iii. A clarifying question surrounded why accepting School Choice is not recommended.

- iv. Chair Nicole Burnard motioned to adjourn the 2025-2026 School Choice Public Hearing. Mandy Sim seconded the motion.

1. ROLL CALL VOTE

a. Karyn Jones: Aye

b. Meredith Gerson: Aye

c. Mandy Sim: Aye

d. Nicole Burnard: Aye

i. **Vote:** 4-0. Motion carries.

b. 2025 - 2026 School Choice Vote

i. Vice Chair Meredith Gerson moves to decline participation in the School Choice program for the 2025-2026 school year and affirm School Committee Policy JFBB-1. Mandy Sim seconded the motion.

ii. A member asked if Sudbury has ever participated in School Choice.

1. ROLL CALL VOTE

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

i. **Vote:** 4-0. Motion carries.

4. Special Matters

a. Vote to Open Joint Meeting with Sudbury Select Board

i. Chair Nicole Burnard moves to open a joint meeting with the Select Board. Mandy Sim seconded the motion.

1. ROLL CALL VOTE

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

i. **Vote:** 4-0. Motion carries.

ii. Chair Jennifer Roberts motioned to open the joint meeting with the Sudbury Public School Committee to interview candidates for the purpose of making an appointment to fill an unexpired term on the School Committee. Janie Dretler seconded the motion.

1. ROLL CALL VOTE

- a. Lisa Kouchakdjian: Aye
- b. Dan Carty: Aye
- c. Janie Dretler: Aye
- d. Charles Russo: Aye
- e. Jennifer Roberts: Aye

i. **Vote:** 5-0. Motion carries.

iii. Chair Roberts called the joint meeting with the Sudbury Select Board and Sudbury School Committee to order at 7:16 p.m. She shared opening remarks, 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.

1. ROLL CALL VOTE

- a. Charles Russo: Aye
- b. Janie Dretler: Aye
- c. Dan Carty: Aye
- d. Lisa Kouchakdjian: Aye
- e. Jennifer Roberts: Aye

i. **Vote:** 5-0. Motion carries.

- b. Select Board Public Comment
 - i. Manish Sharma, Sudbury resident, referenced anti-trust lawsuits involving food distributors and urged the district to explore cost saving options and to provide opportunities to other food service vendors.
- c. Welcome and interview applicants for School Committee Vacancy
 - i. Richard Tinsley
 - ii. Jessica McCready
 - iii. Elizabeth Sues
 - iv. Allison Vanderels
 - v. Kay Bell
 - 1. Chair Roberts reviewed the procedures for the joint meeting, the interview process and the steps for selecting the new School Committee member.
 - 2. Chair Burnard thanked the Select Board for joining the meeting, thanked the applicants for applying and shared the process for how the interviews will be conducted.
 - 3. Each candidate was asked the same questions and given an opportunity to share their background and answers to the questions.
 - 4. Members of the Select Board and School Committee then each shared their feedback and opinions on the candidates.
- d. Discuss and Vote to Appoint New School Committee Member
 - i. Karyn Jones moved to appoint Jessica McCready to fill an unexpired term on the Sudbury Public School Committee. Lisa Kouchakdjian seconded the motion.
 - a. ROLL CALL VOTE
 - i. Charles Russo: Aye
 - ii. Janie Dretler: Aye
 - iii. Lisa Kouchakdjian: Aye
 - iv. Dan Carty: Aye
 - v. Jennifer Roberts: Aye
 - vi. Meredith Gerson: No
 - vii. Mandy Sim: Aye
 - viii. Karyn Jones: Aye
 - ix. Nicole Burnard: Aye
 - 1. **Vote:** 8-1. Motion carries.
- e. Vote to Close Joint Meeting with Sudbury Select Board
 - i. Vice Chair Dan Carty moved to adjourn the Select Board portion of this meeting. Lisa Kouchakdjian seconded the motion.
 - 1. ROLL CALL VOTE
 - a. Janie Dretler: Aye
 - b. Charles Russo: Aye
 - c. Dan Carty: Aye
 - d. Lisa Kouchakdjian: Aye
 - e. Jennifer Roberts: Aye
 - i. **Vote:** 5-0. Motion carries.

- ii. Chair Nicole Burnard moved to close the joint meeting with the Select Board. Mandy Sim seconded the motion.

- 1. ROLL CALL VOTE

- a. Meredith Gerson: Aye
- b. Mandy Sim: Aye
- c. Karyn Jones: Aye
- d. Nicole Burnard: Aye
- i. **Vote:** 4-0. Motion passes.

- 5. Public Comment

- a. Manish Sharma, Sudbury resident, requested a review of restaurant industry dispersed funds. In addition suggested an opportunity for other food service providers to be considered to serve Sudbury Public Schools.
- b. Susan Berry, Sudbury resident, urged the Committee to move forward discussing the Transgender and Gender Nonconforming Student Policy.
- c. Liesje Quinto, Sudbury resident, shared her concern about lack of policies for marginalized students and field trip policy accommodations for children with disabilities.

- 6. Educational and Operational Matters

- a. SEA Report (Ellen Vedora)
 - i. Ms. Vedora shared the importance of teaching kindness, empathy and historical understanding in schools. This includes reading historical books and hearing from speakers impacted from events such as 9/11 and a holocaust survivor.
- b. District Reports
 - i. Director of Business and Human Resources Report
 - 1. MSBA is visiting Sudbury Public Schools on March 12th and 13th to conduct a statewide survey of all state schools. This visit is not related to the Haynes and Nixon school roof projects.
 - 2. Questions related to the intention of the MSBA visit.
 - ii. Assistant Superintendent Report
 - 1. Curtis Middle School recently held career days for Grades 7 and 8.
 - 2. Haynes School is hosting Around the World which showcases cultural diversity. The Nixon School held their event in the Fall and the Noyes School is holding their event soon.
 - 3. Questions related to whether all schools participate in this celebration.
 - iii. Superintendent's Report
 - 1. Unified Games are being held at Curtis tomorrow.
 - 2. The Student Art Gallery was well attended. The next gallery showing is for both Nixon and Curtis Schools and will be held on March 19th.
 - 3. Sarah Daggett has accepted the position of Assistant Principal at Nixon School.

- 7. Business and Policy Matters

- a. SC Goal - Communication

- i. Roles and Responsibilities Chart
 - 1. Mandy Sim reviewed the revisions and additions to the School Committee Roles and Responsibilities chart.
 - 2. Edits were recommended and approved.
 - 3. Vice Chair Meredith Gerson moves to approve the Roles and Responsibilities graphic as amended. Mandy Sim seconded the motion.
 - a. ROLL CALL VOTE
 - i. Karyn Jones: Aye
 - ii. Meredith Gerson: Aye
 - iii. Mandy Sim: Aye
 - iv. Nicole Burnard: Aye
 - 1. **Vote:** 4-0. Motion carries.
- ii. School Committee Website Edits
 - 1. The Committee reviewed and discussed changes to the SPS School Committee site.
 - 2. Vice Chair Meredith Gerson moves to approve the School Committee website edits as amended. Mandy Sim seconded the motion.
 - a. ROLL CALL VOTE
 - i. Karyn Jones: Aye
 - ii. Mandy Sim: Aye
 - iii. Meredith Gerson: Aye
 - iv. Nicole Burnard: Aye
 - 1. **Vote:** 4-0. Motion carries.
- b. School Committee Self Assessment
 - i. This is the annual self evaluation to help members improve their practice.
 - ii. Chair Burnard reviewed the process for the submission.
 - iii. The Committee engaged in discussion on how to include new member, Jessica McCready.
- c. Open Meeting Law Complaint Response
 - i. Sudbury School Committee
 - 1. Vice Chair Meredith Gerson walked the Committee through what the attorney shared regarding the findings along with the recommended remedies.
 - 2. Member Jones shared her concern about not having the opportunity to speak with the attorney and asked clarifying questions regarding additional training.
 - 3. Questions related to subsequent findings were asked.
 - 4. Vice Chair Meredith Gerson moves to accept the Sudbury School Committee open meeting law complaint response prepared by counsel and then engage in the remedies described in the response in relation to the complaint filed against the Sudbury School Committee by the Sudbury School Committee. Mandy Sim seconded the motion.
 - a. ROLL CALL VOTE
 - i. Mandy Sim: Aye

- ii. Meredith Gerson: Aye
- iii. Karyn Jones: Aye
- iv. Nicole Burnard: Aye
- 1. **Vote:** 4-0. Motion carries.

- ii. R. Thompson
 - 1. No action required by the Committee.
 - 2. Chair Nicole Burnard confirmed the School Committee did not violate the open meeting law complaint.
 - 3. Questions related to concerns not all bullet points were addressed was shared.

d. Superintendent Evaluation

- i. Timeline
- ii. Process
 - 1. Questions relating to last year's summative report and participation for Committee members rolling off were asked.
 - 2. Vice Chair Gerson shared her appreciation for being included in the process.

e. Monthly Accounts Payable and Payroll Warrants Submission

- i. No further action required by the Committee.

f. Liaison Reports

- i. Mandy Sim recently attended a Wellness meeting and provided an update on the topics discussed.

8. Adjournment

- a. Chair Nicole Burnard moves to adjourn the meeting at 9:54 p.m. Vice Chair Meredith Gerson seconded the motion.

- i. ROLL CALL VOTE

- 1. Mandy Sim: Aye
- 2. Karyn Jones: Aye
- 3. Meredith Gerson: Aye
- 4. Nicole Burnard: Aye

- a. **Vote:** 4-0. Motion carries.

Respectfully Submitted,

Julie Williams

Executive Assistant to the Superintendent

Documents Reviewed During the March 17, 2025 School Committee Meeting

- 1. School Choice Public Hearing
- 2. JFBB-1
- 3. SB packet 3.17.25
- 4. sudbury.k12.ma.us Mail - Appointment meeting, 3_17
- 5. RANDOM.ORG - List Randomizer

6. Joint Select Board_School Committee Meeting Monday 3_17
7. SC Roles 2025
8. SC Website Edits
9. Sudbury School Committee Response to 2.14.25 OML Complaint
10. Sudbury School Committee Response to 2.19.25 OML Complaint
11. FY25 Superintendent Evaluation Timeline
12. SC Meeting Warrant Summary - 031225.pdf