



## AGENDA and NOTICE SCHOOL COMMITTEE MEETING

Regular Session Meeting  
Monday, May 19, 2025

### LOCATION

#### Remote Location

Dial In: 1 301 715 8592 - Webinar ID: 862 2707 7434

Live Link: <https://us02web.zoom.us/j/86227077434>

### AGENDA

#### 7:00 p.m. Open Regular Session - Remote Call

1. Public Comment 15 Mins
  - a. *This is an opportunity for members of the community to address the School Committee. At the start of each regularly scheduled School Committee meeting, individuals will sign in for an opportunity to speak during public comment. School Committee Policy BEDH allots each speaker three (3) minutes to present their material and must begin their comments by stating their name and city/town. Public comment is not a discussion, debate, or dialogue between individuals and the School Committee. It is an individual's opportunity to express an opinion on issues within the School Committee's authority.*
2. Educational and Operational Matters (Report) 15 Mins
  - a. SEA Report (Erin Kehew)
  - b. District Reports
    - i. Director of Business and Human Resources Report
    - ii. Assistant Superintendent Report
    - iii. Superintendent's Report
3. Business and Policy Matters
  - a. Discuss and Approve Charge of Subcommittees (Discussion/Action) 30 Mins
    - i. Policy, Communication and Calendar
  - b. Policy Subcommittee (Discussion) 20 Mins
    - i. Discuss the Process of Transgender Policy
    - ii. Review Pending Policies
  - c. School Committee Communications Survey (Discussion/Action) 10 Mins
  - d. Superintendent Annual Report (Discussion) 20 Mins
  - e. Pride Day Discussion (Discussion) 10 Mins
  - f. Review School Committee Operating Protocols (Discussion/Action) 20 Mins
    - i. Communication Goal: recommended edits
  - g. School Committee Reorganization (Discussion/Action) 20 Mins
  - h. FY25 Q3 YTD Budget Update (Discussion/Action) 10 Mins
  - i. Monthly Accounts Payable and Payroll Warrants Submission (Discussion) 5 Mins
  - j. Liaison Reports (Discussion) 10 Mins
  - k. Minutes (03/31/25, 04/09/25 and 04/14/25) (Discussion/Action) 5 Mins
4. Adjournment

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

The next School Committee Meeting is scheduled for **Monday, June 2, 2025**

**Sudbury Public Schools  
School Committee Meeting**

**Date: May 19, 2025**

**Agenda Item: 3a**

**Discuss and Approve Charge of Subcommittees  
i. Policy, Communication and Calendar**

**Recommendation:**

- **Move to approve the Policy Subcommittee Charge as presented / amended.**
- **Move to approve the Communication Subcommittee Charge as presented / amended.**
- **Move to approve the Calendar Subcommittee Charge as presented / amended.**

**Attachments:**

**Draft. SPS Policy SubCom Charge  
Draft SPS SC Communication SubCom Functions  
DRAFT SPS Calendar SubCom Charge  
Subcommittee Policy**

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

## Sudbury Public School Committee - DRAFT

### Policy Subcommittee

#### Mission Statement:

The Policy Subcommittee will review, update and draft new policy for the School Committee.

#### Members:

Karyn Jones **New Member**, School Committee

Mary Stephens **New Member**, School Committee

Brad Crozier, Superintendent

#### Goals and Objectives: (process)

To keep written policies up-to-date so that they can be used consistently as a basis for School Committee action, administrative decisions and evaluating the impact of policies on school operations. The Policy Subcommittee will also seek input and align policies with the Massachusetts Association of School Committees (MASC) through its online policy manual and updates. The Policy Subcommittee shall review policies with consideration of Massachusetts General Law (MGL) and with input from the Administration (Sudbury School Committee Policy BDD).

Recommended new policies will be **charged by the School Committee and** discussed with the Administration to provide effective management of the District and to ensure alignment with the School Committee and Administration. Upon approval of the School Committee, new policies may be subject to legal counsel, as required.

#### Reporting Requirements (Deadlines, Including to whom, when (dates):

Between ~~December 2, 2024~~ **May 19, 2025** and May 49 ~~18, 2025~~ **2026** the Subcommittee will meet as needed to properly update and align policies as required by MGL and recommended by MASC. The Policy Subcommittee will also meet to discuss and draft new policies **advised by the full School Committee**.

The Policy Subcommittee will inform the Chair after each meeting to coordinate a future meeting date to update the full School Committee on the recommendations of the Policy Subcommittee.

Compliance with Open Meeting Law (OML):

The Policy Subcommittee will submit agenda's to the Sudbury Public School Administration for posting in compliance with Massachusetts Open Meeting Law (OML). Meetings and meeting minutes will adhere to Massachusetts OML. Upon approval of meeting minutes, submission to the Sudbury Public School Administration is required to properly post on the Sudbury Public Schools website.

## Sudbury Public School Committee - DRAFT

### Communication Subcommittee

#### Mission Statement:

The Communication Subcommittee is responsible for overseeing the development of communications.

#### Members:

~~Mandy Sim~~ New member, School Committee

~~Mary Stephens~~ New Member, School Committee

Brad Crozier, Superintendent

#### Goals and Objectives: (process)

Strategize and draft plans to strengthen existing School Committee communication to the Sudbury Public School community and Sudbury residents. ~~Introduce new communication initiatives aligning with the 2024-2025 School Committee Communication Goal.~~

Approved communication plans and proposals shall be presented to the full School Committee for consideration and adoption.

The goal is to develop a stronger connection between the School Committee and the general public, and to create and encourage community engagement and participation.

#### Reporting Requirements (Deadlines, Including to whom, when (dates):

Between ~~November 25, 2024~~ May 19, 2025 and May 49 18, 2025 2026 the Subcommittee will meet as needed to properly discuss and recommend communication initiatives to the School Committee. ~~as it pertains to the Sudbury School Committee Goals.~~

The Subcommittee will inform the Chair after each meeting is held to coordinate a future School Committee meeting to update the full School Committee on the recommendations of the Policy Subcommittee.

**Compliance with Open Meeting Law (OML):**

The Subcommittee will submit agenda's to the Sudbury Public School Administration for posting in compliance with Massachusetts Open Meeting Law (OML). The Subcommittee will conduct meetings in compliance with Massachusetts Open Meeting Law and shall keep minutes of all meetings. Once approved, minutes require submission to the Administration to post on the Sudbury Public Schools website.

## Sudbury Public School Committee - DRAFT

### Tri-District Calendar Subcommittee Charge

#### **Mission Statement:**

The Calendar Review Subcommittee will review, update, and recommend to the full School Committee regarding School "No School" days related to religious and cultural holidays. The Subcommittee will also make a good faith effort to align School start and end dates and Professional Development days with Lincoln Public Schools and Lincoln-Sudbury School Committee.

#### Committee. **Members:**

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Brad Crozier, Superintendent

#### **Goals and Objectives: (process)**

The School Committee hereby establishes the School Calendar Review Subcommittee to examine the inclusion of religious and cultural holidays in the Sudbury Public Schools academic calendar. The Subcommittee will also make an effort to create a timeline for voting on School Calendars with the intent of aligning School Calendars with the Lincoln and Lincoln-Sudbury School Districts. The subcommittee is charged with the following:

1. Review the current list of school-recognized religious and cultural holidays resulting in "No School" days.
2. Review the absentee data for students and staff on any proposed additional "No School" days.
3. Review calendars regarding holiday recognition from comparable districts.
4. Recommend any potential Policy changes and whether to continue recognizing the current holidays and/or to add other holidays as "No School" days.
5. Coordinate with the Lincoln and Lincoln - Sudbury Calendar Review Subcommittee's to potentially build a formal process for aligning the Lincoln, Lincoln-Sudbury and Sudbury Public School District calendars

#### Reporting Requirements (Deadlines, Including to whom, when (dates):

The Subcommittee will present a summary of findings and any recommendations to the full School Committee by October 2025.

The Calendar Subcommittee will inform the Chair after each meeting to coordinate a future meeting date to update the full School Committee on the Subcommittee's recommendations.

Compliance with Open Meeting Law (OML):

The Calendar Subcommittee will submit agenda's to the Sudbury Public School Administration for posting in compliance with Massachusetts Open Meeting Law (OML). Meetings and meeting minutes will adhere to Massachusetts OML. Upon approval of meeting minutes, submission to the Sudbury Public School Administration is required to properly post on the Sudbury Public Schools website.



## BDE - SUBCOMMITTEES OF THE SCHOOL COMMITTEE

The School Committee shall appoint members to subcommittees at their annual organizational meeting for a period of one year. These subcommittees may be created for a specific purpose and to make recommendations for Committee action.

1. The subcommittee will be established through action of the Committee.
2. The Committee Chair, subject to approval by the Committee, will appoint the subcommittee chair and its members.
3. The subcommittee will be provided with a list of its functions and duties.
4. The subcommittee may make recommendations for Committee action, but it may not act for the School Committee.
5. All subcommittees of the School Committee are subject to the provisions of the Open Meeting Law.

LEGAL REF.: M.G.L. 30A:18-25

CROSS REF.: BEC, Executive Sessions

**Sudbury Public Schools  
School Committee Meeting**

**Date: May 19, 2025**

**Agenda Item: 3b**

**Policy Subcommittee**

- i. Discuss the Process of Transgender Policy**
- ii. Review Pending Policies**

**Recommendation:**

**Background  
Information:**

**Attachments:**

**Guidance for Transgender Policy - 1**

**Policy Subcommittee**

<b>Action:</b>	<b>Report:</b>	<b>Discussion:</b>	<b>XX</b>
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Nicole Burnard <nicole\_burnard@sudbury.k12.ma.us>

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## Guidance for Transgender Policy

4 messages

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**Nicole Burnard** <nicole\_burnard@sudbury.k12.ma.us>  
To: Elizabeth Valerio <Elizabeth.Valerio@vdhboston.com>

Sat, Apr 5, 2025 at 11:57 AM

Hi Liz,

I hope this finds you well. I wanted to reach out with regard to the Transgender Policy we had to pause due to an OML violation by our Policy Subcommittee.

When we last spoke, you recommended a "do over" of the policy and I'm trying to find the best way to move forward and discuss next steps as a SC.

To recap:

1/17 @ 10am the two members of the Policy Subcommittee met behind closed doors with the Director of Safe Schools. There is discrepancy in what was discussed however, the version history of the Transgender policy shows edits were made to the policy during the meeting date and time. The meeting was also named "Sudbury Policy Discussion." The policy was trashed by Ms. Jones and there is no way of confirming which edits were made. However, Ms. Jones continues to maintain no edits were made to the policy and no policy discussion transpired.

The Policy Sub met on December 12, 2024, and voted on a version of the Transgender Policy to bring to the full SC. I slated this discussion for February 10 and removed it based on the possible OML violation from the closed door meeting on January 17.

The version of that policy should have been brought to the SC in February for discussion and vote. There was no discussion or vote during the Policy Sub meeting on December 12, 2024, to meet with or have the Director of Safe Schools review and edit the policy. I'm not sure how a policy meant to come to the SC ended up being edited by the Director of Safe Schools, the decision or conversation to allow that to happen was not in open session, not transparent and there is still no clear response from Ms. Jones as to why an approved policy was further edited without being in open session.

If this policy were to be challenged, you or your firm would have to defend the policy and process in building the policy. How would you recommend we proceed?

I think we have three options: start over, bring the approved version from the December 12 Policy Sub meeting to the full SC, or allow the unapproved version edits from the Director of Safe Schools from the closed door meeting on January 17. My concern is if we allow the December approved policy to move forward, the edits from the Director of Safe Schools would verbally be introduced and if Ms. Jones maintains no discussion transpired on January 17, she can't speak to the "why" or rationale of the edits suggested.

I'm not sure what the SC will decide however maybe the most transparent option would be to have the Policy Subcommittee, when reorganized in May, meet and invite the Director of Safe Schools to discuss in open session his suggested edits so the public can follow along and understand the rationale. Once approved by the Policy Sub, it comes to the full SC to be approved and then sent to legal counsel for review.

This is something I plan to bring to the SC during our next meeting on 4/14 and was hoping you can provide further guidance.

Thank you,

Nicole Burnard  
Chair, Sudbury School Committee

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Nicole Burnard <nicole\_burnard@sudbury.k12.ma.us>

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## Policy Subcommittee

1 message

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**Elizabeth Valerio** <Elizabeth.Valerio@vdhboston.com>  
To: Nicole Burnard <nicole\_burnard@sudbury.k12.ma.us>

Sun, Apr 6, 2025 at 2:39 PM

Good afternoon Nicole:

As the Committee is reorganizing following the election and will be appointing a policy subcommittee and because there was an open meeting law issue with the prior policy subcommittee, I recommend that the policy draft(s) on transgender students be provided to the policy subcommittee for review and deliberation at an open meeting that is properly posted. This action cures the open meeting law issue that occurred earlier this year and permits the public an opportunity to attend.

Please let me know if you have any questions.

Thanks.

Liz

Elizabeth B. Valerio, Esq.



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**Sudbury Public Schools  
School Committee Meeting**

**Date: May 19, 2025**

**Agenda Item: 3c**

**School Committee Communications Survey**

**Recommendation:**

**Move to approve the Sudbury School Committee Communications Survey as presented / amended.**

**Background  
Information:**

**Attachments:**

**Sudbury School Committee Communications Survey - Google Forms**

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

# Sudbury School Committee Communications Survey

As a part of our 2024-2025 School Committee's Goals, we wish to enhance communication with the Sudbury Public School Community and all Sudbury residents. Please take a quick moment to fill out this survey that will help ensure a continued strong partnership with the Sudbury School Committee and our community.

\* Indicates required question

1. Have you visited the School Committee page on the SPS website, which notes upcoming meetings, holds our policy manual, lists School Committee members and their elected term, and more? \*

⌵ Dropdown

*Mark only one oval.*

☐ Yes

☐ No

2. Did you know that the School Committee is responsible for keeping the local citizenry informed about the schools? \*

⌵ Dropdown

*Mark only one oval.*

☐ Yes

☐ No

3. Did you know that the School Committee is responsible for keeping itself and the school staff informed about the needs and wishes of the public? \*

⌵ Dropdown

*Mark only one oval.*

☐ Yes

☐ No


4. Are you aware that the School Committee holds 1-2 meetings each month that are open to the public? \*

⌵ Dropdown

*Mark only one oval.*


☐ Yes

☐ No

5. Are you aware that the agendas, packets, and minutes of all School Committee meetings are available to the public on our website? \*  Dropdown

*Mark only one oval.*

- ☐ Yes  
☐ No

6. Have you ever attended or watched a School Committee meeting either in person or online? \*  Dropdown

*Mark only one oval.*

- ☐ Yes  
☐ No

7. Please click all the ways you've watched or listened to a School Committee Meeting. \*

*Check all that apply.*

- ☐ In person meeting  
☐ Fully remote, where all participants and the public were live-streamed  
☐ Dial in by phone  
☐ Live-streamed the in-person meeting  
☐ Watched at a later date on Sudbury TV  
☐ I've never watched a School Committee Meeting

8. Please mark all the ways in which you have communicated with the School Committee. \*

*Check all that apply.*

- ☐ Public comment at a School Committee meeting  
☐ Emailed the full School Committee at [school-committee@sudbury.k12.ma.us](mailto:school-committee@sudbury.k12.ma.us)  
☐ Emailed an individual School Committee member  
☐ Spoke with a School Committee member outside of a School Committee meeting  
☐ Have yet to reach out the the School Committee

9. Please mark all the ways in which you think you may communicate with the School Committee in the future. \*

*Check all that apply.*

- ☐ Public comment at a School Committee meeting
- ☐ Email the full School Committee at [school-committee@sudbury.k12.ma.us](mailto:school-committee@sudbury.k12.ma.us)
- ☐ Email an individual School Committee member
- ☐ Speak with a School Committee member outside of a School Committee meeting

10. What other types of Communications would you like to see from the School Committee (mark all that apply) \*

*Check all that apply.*

- ☐ Email newsletter
- ☐ Facebook page
- ☐ Zoom office hours
- ☐ In-person office hours
- ☐ Other: \_\_\_\_\_

11. Who is filling out this survey? \*

*Check all that apply.*

- ☐ Staff Member
- ☐ Caregiver of SPS Elementary Student
- ☐ Caregiver of SPS Middle School Student
- ☐ Community Member

As always, you can reach out to the School Committee at [school-committee@sudbury.k12.ma.us](mailto:school-committee@sudbury.k12.ma.us) for any questions, concerns or comments or view our website [here](#).

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Google Forms



**Sudbury Public Schools  
School Committee Meeting**

**Date: May 19, 2025**

**Agenda Item: 3d  
Superintendent Annual Report**

**Recommendation:**

**Background  
Information:**

**Attachments:**

**Superintendent Summative Report FY25  
Crozier\_FY25 Mid-Cycle Goals Progress Report  
Superintendent Rubric  
Superintendent Goals 2024-2025**

**Action: Report: Discussion: XX**



## **Superintendent Summative Report**

**By,**

**Brad J. Crozier**

**May 16, 2025**

### **Introduction**

The 2024–2025 school year marked a period of forward-looking progress for the District. With a continued focus on curriculum innovation, inclusive practices, and student well-being, we have made meaningful strides in several strategic areas. We proactively budgeted to sustain critical academic and mental health supports previously funded through short-term grants, ensuring long-term stability. Notably, we advanced a comprehensive pilot of a new K–5 ELA curriculum aligned with the Science of Reading, positioning the district for a full adoption in the coming year. At the middle school level, the OpenSciEd curriculum was implemented to promote inquiry-based, phenomena-driven science instruction. Social-emotional learning practices were strengthened, and we launched targeted efforts in disability awareness education and equitable grading. Professional development around emerging technologies, particularly Artificial Intelligence, positioned district leaders and educators to better leverage innovation in support of teaching and learning. This report summarizes key efforts aligned to the approved FY25 goals and DESE Indicators. While not exhaustive, it offers a focused overview of this year’s priorities. I welcome the opportunity to expand on any of these areas at the Committee’s request.

## Superintendent Goals

### I. Curriculum Innovation

*By June of 2025, the superintendent will work with the teaching and learning team on curriculum on:*

- 6-8 OpenSciEd
- K-5 ELA (Pilot)
- K-8 PD in Writing
- Grades 6 - 8 (SEL Practice)
- Early adoption of Bridges 3rd edition (K-5)
- Disability Awareness Curriculum (3-5)
- Expansion of Executive Functioning Management course

### Key Activities

- Observed OpenSciEd implementation across grades 6-8 and supported instructional shifts toward phenomena-based learning.
- Conducted building-based classroom visits focused on pilot programs including K-5 ELA, SEL practices, and the Disabilities Awareness curriculum.
- Collaborated with teaching and learning teams to select the EL Education curriculum as the recommended K-5 ELA program for rollout in FY26, with a 6th-grade pilot.
- Reviewed writing instruction PD plans and supported K-8 teacher participation.
- Facilitated implementation for adoption of Bridges 3rd edition math materials.
- Oversaw SEL practice implementation and data review at the middle school.
- Supported expansion of Executive Functioning Management curriculum at targeted grade levels.

### II. Professional Practice Goal

*By June of 2025, the superintendent will participate in Artificial Intelligence professional development to understand opportunities to improve District practices.*

As part of my personal and professional development, I participated in the following activities to learn and develop district practices related to AI.

### Key Activities

- Participated in the State's Artificial Intelligence [Taskforce](#)
- Collaborated with Building Administrators to provide professional development in AI for staff.
- Attend the Executive Institute and workshops on AI

### **III. Student Learning Goal**

*By June of 2025, the superintendent will demonstrate impacts using multiple measures of student learning.*

#### **Key Activities**

- Supported the ELA pilot and the ELA Committee's recommendation for adopting the EL curriculum
- Included resources in the FY26 budget to professional development and materials in curricular areas.
- Implemented the Elementary Conference Form to guide families on assessment results
- Supported the identification of Grade 7 Math pathways for FY26

## DESE Standards

### Instructional Leadership

Standard I-A. “Ensures that all instructional staff design effective and rigorous standards-based units of instruction consisting of well-structured lessons with measurable outcomes.”

The use of evidence and data has pointed to areas of improvement for the District. We will continue to see growth and improvement in the future.

- [SMILE and EXPLORE](#) Summer Learning Programs
- EL Presentation
- School Committee [Presentations](#)
  - [MCAS](#)
  - [Benchmarking](#)
  - [Student Services](#)

### Management and Operations

Standard II-A. “Develops and executes effective plans, procedures, routines, and operational systems to address a full range of safety, health, emotional, and social needs.”

- District-Based Data Team and Administrative training
- Capital Updates
- [Say Something](#) Implementation
- ADA Training for Administrators
- EL [Rollout](#)

### Community Engagement

Standard III-C. “Communication: Engages in regular two-way, culturally proficient communication with families and community stakeholders about student learning and performance.”

The following opportunities were used to engage with stakeholders. The goal was to have information and access available to the community in a variety of modalities.

- Superintendent [PIE](#) (Parent Information Exchange) meetings
- Noyes Principal Search

- Monthly meetings with PTO Chairpersons
- SPS Annual [Town Report](#)
- [Presentations](#) on focused topics

### **Professional Culture**

Standard IV.D. "Develops and nurtures a culture in which staff members are reflective about their practice and use student data, current research, best practices, and theory to continuously adapt practice and achieve improved results. Models these behaviors in his or her own practice."

- Building-based Staff Listening Sessions in Fall and Spring
- District Wide Data Team
- SALT Book Study on Anxious Generation
- Implementation of Say Something

## Mid-Cycle Goals Progress Report – Brad Crozier

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**Administrator:**

Brad Crozier

**Name**

**Signature**

1/15/25

**Date**

Overall Analysis (See next page for assessment of progress on each goal.):

### Curriculum Innovation

Building on prior successes, the District has made significant strides in updating its K-5 ELA curriculum. Following expanding literacy screening tools and reinforced structured phonics programs, the District is piloting comprehensive ELA curricula across elementary grades this fall. Observations and data collection during the pilot helped the ELA Steering Committee review and identify EL as the recommended program. We have positioned the District for a full roll-out of the program with a Town Meeting Warrant Article for implementation in 2025-26. This ongoing process reflects a commitment to adopting evidence-based educational practices.

Progress in Science also continues, focusing on middle school curriculum updates. Educators are implementing the Open SciEd curriculum, emphasizing a phenomena-driven instructional approach. This shift from teacher-directed to product-supported methodologies represents a significant change, but it fosters instructional coherence and alignment with DESE standards.

### Social Emotional Learning (SEL)

The District has expanded efforts to strengthen SEL curriculum and practices. Middle school educators are implementing signature SEL practices and receiving targeted professional development in equitable grading. Recognizing the complexity of student mental health needs, the District has absorbed critical resources into its level-service budget to sustain necessary support systems. This reflects the ongoing commitment to addressing student well-being.

### Professional Practice and Artificial Intelligence

The Superintendent's professional development efforts in Artificial Intelligence (AI) demonstrate a forward-looking approach to integrating emerging technologies into District practices. Participation in workshops, State's AI Taskforce, and local courses has fostered a deep understanding of AI's potential to enhance excellence, inclusion, and empowerment across educational and operational domains.

# Mid-Cycle Goals Progress Report

Goal(s)	Description	Comments	On Target	Off Target	Not Started
<b>Curriculum Innovation</b>					
1	<p>By June of 2025, the superintendent will work with the teaching and learning team on the curriculum on:</p> <ul style="list-style-type: none"> <li>• 6-8 Open Sci Ed</li> <li>• K-8 PD in Writing</li> <li>• Early adoption of Bridges 3rd edition (K-5)</li> <li>• Expansion of Executive Functioning Management course</li> <li>• K-5 ELA (Pilot)</li> <li>• Grades 6-8 (SEL Practice)</li> <li>• Disability Awareness Curriculum</li> </ul>	<ul style="list-style-type: none"> <li>• The Superintendent consulted and supported the roll-out of 6-8 Open SciEd</li> <li>• Observed Open SciEd and ELA pilot lessons</li> <li>• Reviewed the Disability Awareness curriculum</li> <li>• Observed and reviewed SEL practices and assessment data</li> </ul>	X	<input type="checkbox"/>	<input type="checkbox"/>



<b>Professional Practice</b>					
<b>2</b>	By June of 2025, the superintendent will participate in Artificial Intelligence professional development to understand opportunities to improve District practices.	<ul style="list-style-type: none"> <li>• The Superintendent has attended workshops on AI at the Executive Institute</li> <li>• Participating in the State's AI Taskforce</li> <li>• Took the Sudbury AI for Teachers course</li> <li>• Continued to support SPS PD on AI</li> <li>• Participated in a workshop titled "Leveraging AI to Drive Excellence, Inclusion, and Empowerment."</li> </ul>	X	<input type="checkbox"/>	<input type="checkbox"/>
<b>Student Achievement</b>					
<b>3</b>	By June of 2025, the superintendent will demonstrate impacts using multiple measures of student learning.	<ul style="list-style-type: none"> <li>• The Superintendent has observed and supported the implementation of the ELA pilot and reviewed the materials presented to the ELA Steering Committee.</li> <li>• Consulted, observed, and reviewed School-based Data Teams.</li> <li>• Supported and consulted with the District Data Team</li> <li>• Implemented the "Conference Form" for P-T conferences</li> </ul>	X	<input type="checkbox"/>	<input type="checkbox"/>

## Indicator Rubric for Superintendent Evaluation

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*The **Indicator Rubric for Superintendent Evaluation** is an evaluation tool intended to support a shared understanding of effective leadership practice between a superintendent and school committee members.*

Designed around the 21 Indicators from the [Standards of Effective Administrative Leadership](#) (603 CMR 35.04), the Indicator Rubric includes descriptions of a superintendent's practice for each *Indicator* and articulates the specific responsibilities that a school committee may be expected to reasonably evaluate. This is a significant departure from the more detailed, *element*-level rubrics associated with other educator roles in the model system for educator evaluation.

While this structural difference results in a shorter, less complex evaluation tool, it does *not* simplify the responsibilities of a superintendent. All 21 Indicators associated with the four Standards of Effective Administrative Leadership remain in place, and the superintendent is still expected to meet expectations associated with each Standard, typically assessed by focusing on one to two Indicators per Standard each year. Describing practice at the Indicator level rather than at the element level acknowledges the following unique components of an educator evaluation process conducted by a school committee:

- **The Role of the School Committee:** The school committee's role is governance, rather than management. A school committee thereby focuses on the *what* and the *why* (governance) of superintendent leadership, rather than the *how* (management). The Indicator Rubric does the same.
- **The Composition of a School Committee:** The school committee as "evaluator" is comprised of multiple individuals, rather than a single evaluator. This demands consensus building, a process made exponentially easier when focused around fewer descriptors of practice.
- **The Focus of a School Committee:** School committee members, many of whom are often non-educators, focus primarily on the outcome of a superintendent's work, rather than the details of implementation. The Indicator Rubric guides committee members to maintain this focus.
- **A Public Process.** The superintendent's evaluation is the only educator evaluation conducted in public. The Indicator Rubric includes the practices to which a committee can reasonably be expected to have access or insight, such that the public process of collecting and evaluating evidence may be conducted with transparency and integrity.

## STANDARD I: Instructional Leadership

*The education leader promotes the learning and growth of all students and the success of all staff by cultivating a shared vision that makes powerful teaching and learning the central focus of schooling.*

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
I-A: Curriculum	Does not ensure the implementation of standards-based units of instruction across the district (e.g. fails to provide adequate resources or training).	Ensures that most instructional staff implement standards-based units of instruction consisting of well-structured lessons, but curricula in some schools or content areas lack appropriate rigor or alignment to state standards.	Monitors and assesses progress across all schools and content areas to <b>ensure that all instructional staff implement effective and rigorous standards-based units of instruction consisting of well-structured lessons with measurable outcomes.</b>	Empowers administrators to ensure all instructional staff collaboratively plan, adapt as needed, and implement standards-based units comprised of well-structured lessons aligned to state standards and local curricula. Continually monitors and assesses progress, and provides additional supports as needed. Models this practice for others.
I-B: Instruction	Does not ensure that instructional practices across schools and content areas reflect high expectations for teaching and learning, are engaging and motivating, or meet the diverse learning of all students; or establishes inappropriately low expectations for teaching and learning.	Supports instructional practices in some schools or content areas that reflect high expectations, engage all students, and are personalized to accommodate diverse learning styles, needs, interests, and levels of readiness; but allows lower expectations and/or insufficiently engaging instruction to persist in parts of the district.	Monitors and supports principals and instructional staff through observations and feedback to <b>ensure that instructional practices in all settings reflect high expectations regarding content and quality of effort and work, engage all students, and are personalized to accommodate diverse learning styles, needs, interests, and levels of readiness.</b>	Sets high expectations for the content and quality of instruction and empowers all administrators to do the same, such that instructional practices throughout the district are engaging, inclusive, and personalized to accommodate diverse learning needs of all students. Stays informed of new, evidenced-based instructional practices and provides resources and supports to implement them as needed. Monitors principals and instructional staff in support of these practices through observations and feedback.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
<b>I-C: Assessment</b>	Does not set expectations around or ensure the use of a variety of formal and informal assessment methods throughout the district.	Encourages most principals and administrators to facilitate practices that propel personnel to use a variety of formal and informal methods and assessments to measure student learning, growth, and understanding, but assessment use and analysis is inconsistent throughout the district.	Monitors and supports principals and instructional staff through observations and feedback to <b>ensure that all principals and administrators facilitate practices that propel personnel to use a variety of formal and informal methods and assessments to measure student learning, growth, and understanding and make necessary adjustments to their practice when students are not learning.</b>	Empowers teams of administrators and instructional staff to use a comprehensive system of informal and formal assessment methods to measure each student's learning, growth, and progress toward achieving state/local standards, and to use findings to adjust instructional practice and implement appropriate interventions and enhancements for students. Ensures alignment of assessments to content and grade level standards, and monitors administrators' efforts and successes in this area. Models this practice for others.
<b>I-D: Evaluation</b>	Does not supervise and evaluate administrators in alignment with state regulations or contract provisions, such that: <ul style="list-style-type: none"> <li>Administrators' goals are neither SMART nor aligned to school and/or district goals, and/or</li> <li>Administrators rarely provide quality supervision and evaluation to other staff; and/or</li> <li>Administrators are rarely, if ever, observed and provided with feedback on their own leadership practice.</li> </ul>	Supervises and evaluates administrators in alignment with state regulations and contract provisions, but: <ul style="list-style-type: none"> <li>Some administrator goals may not be SMART or aligned to school and district priorities; and/or</li> <li>Observations of and feedback to staff by other administrators is inconsistent or nonspecific; and/or</li> <li>Observations of and feedback to administrators by the superintendent are inconsistent or nonspecific.</li> </ul>	<b>Provides effective and timely supervision and evaluation of all staff in alignment with state regulations and contract provisions,</b> as evidenced by: <ul style="list-style-type: none"> <li>Support to all administrators in developing SMART goals aligned to school and district priorities,</li> <li>Guidance, support and monitoring for all administrators to ensure they observe and provide useful feedback to faculty and staff, and</li> <li>Frequent observations of and feedback to administrators on effective leadership practice.</li> </ul>	Provides effective and timely supervision and evaluation of all staff in alignment with state regulations and contract provisions, as evidenced by: <ul style="list-style-type: none"> <li>Support to all administrators to develop and attain SMART goals aligned to school and district priorities, and sharing best practices and success with the district community;</li> <li>Guidance, support and monitoring for all administrators to ensure they observe and provide useful feedback to faculty and staff;</li> <li>Frequent observations of and feedback to administrators on effective leadership practice. Models this process through the superintendent's own evaluation process and goals.</li> </ul>

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
<b>I-E: Data-Informed Decision Making</b>	Gathers limited information on district strengths and weaknesses and writes district and annual action plans that lack data-informed goals.	Identifies multiple sources of evidence related to student learning to assess the district's strengths and areas for improvement, but these data are not comprehensive and/or analysis is insufficient, such that district and annual action plans lack focused or measurable goals.	<b>Uses multiple sources of evidence related to student learning, including state, district, and school assessment results and growth data, to inform district goals and improve organizational performance, educator effectiveness, and student learning.</b> Regularly monitors and shares progress with the community. Supports principals to align school improvement goals to district plans and goals.	Leads administrator teams in identifying and using multiple sources of evidence including state, district, and school assessment results and growth data, educator evaluation data, district culture and climate information, to assess and communicate the district's strengths and areas for improvement. Involves stakeholders in the creation of district improvement and annual action plans comprised of measurable, results-oriented goals, and empowers principals to develop and implement similarly robust and aligned school plans and goals. Regularly monitors and shares progress with the community.
<b>I-F: Student Learning</b>	<p><b>Demonstrates expected impact on student learning based on multiple measures of student learning, growth, and achievement, including student progress on common assessments and statewide student growth measures where available.</b></p> <hr/> <p><i>There are no associated performance descriptors for the Student Learning Indicator.</i> For administrators, evidence of impact on student learning based on multiple measures of student learning, growth, and achievement must be taken into account by the evaluator(s) when determining a performance rating for Standard I. Evaluators and educators should identify the most appropriate assessments of student learning and anticipated student learning gains associated with those measures when developing the Educator Plan. For superintendents and other district leaders, multiple measures of student learning might include (but should not be limited to) statewide assessments, assessments from curricular materials used in multiple schools, district-created common assessments, or others measures that provide information about student learning across the district.</p>			

## STANDARD II: Management and Operations

*Promotes the learning and growth of all students and the success of all staff by ensuring a safe, efficient, and effective learning environment, using resources to implement appropriate curriculum, staffing, and scheduling.*

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
<b>II-A. Environment</b>	Fails to establish plans, procedures, routines, and operational systems that address the safety, health, and emotional and social needs of students throughout the district, such that schools and other buildings are not generally clean, attractive, welcoming, or safe.	Oversees plans, procedures, routines, and operational systems that address the safety, health, and emotional and social needs of students, but allows for variation in implementation and/or quality across the district, such that not all students have equitable access to clean, safe, and supportive learning environments.	<b>Develops and executes effective plans, procedures, routines, and operational systems to address a full range of safety, health, and emotional and social needs of students throughout the district,</b> as evidenced by: <ul style="list-style-type: none"> <li>• orderly and efficient student entry, dismissal, meals, class transitions, assemblies, and recess;</li> <li>• school and district buildings that are clean, attractive, welcoming, and safe; and</li> <li>• safe and supportive learning environments for all students.</li> </ul>	Empowers all administrators to develop and execute effective plans, procedures, routines, and operational systems to address a full range of safety, health, and emotional and social needs of all students throughout the district, as evidenced by: <ul style="list-style-type: none"> <li>• orderly and efficient student entry, dismissal, meals, class transitions, assemblies, and recess;</li> <li>• school and district buildings that are clean, attractive, welcoming, and safe; and</li> <li>• safe and supportive learning environments for all students.</li> </ul> Assesses efficacy using feedback from students, staff, and families, and other data sources, and makes adjustments as necessary. Models this practice for others.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
<b>II-B. Human Resources Management &amp; Development</b>	Does not implement any formal processes for the recruitment and hiring of faculty and staff, and/or fails to provide sufficient induction, development, or career growth supports to educators, as evidenced by an inability to reliably hire and retain educators that meet the learning needs of district students.	Oversees processes for recruitment, hiring, induction, development, and career growth, but systems are inadequately or inconsistently implemented throughout the district, and/or do not consistently promote the hiring, retention, and support of a diverse, effective educator workforce.	Monitors and supports the <b>implementation of a cohesive approach to recruitment, hiring, induction, development, and career growth that promotes high-quality and effective practice</b> , as evidenced by districtwide systems that support: <ul style="list-style-type: none"> <li>Hiring and retaining a diverse workforce;</li> <li>Comprehensive induction supports for new educators;</li> <li>Job-embedded professional development aligned with district goals; and</li> <li>Distributed leadership opportunities to support educator career growth.</li> </ul>	Ensures a districtwide system for recruiting, hiring, and retaining an effective and diverse workforce of administrators and educators who share the district's mission and meet the learning needs of all students, as evidenced by: <ul style="list-style-type: none"> <li>comprehensive induction supports for all new educators;</li> <li>job-embedded professional learning that (a) reinforces district goals, (b) results in high-quality and effective practice; and</li> <li>formalized distributed leadership and career growth opportunities.</li> </ul> Empowers all administrators to implement these systems consistently.
<b>II-C. Scheduling and Management Information Systems</b>	Does not implement systems to ensure optimal use of time for teaching, learning, or collaboration, such that instructional time is inadequate and/or routinely disrupted, and administrators have limited to no opportunities to collaborate around meaningful practice.	Encourages the use of scheduling and management information systems that promote time for teaching and learning, but does not monitor efficacy throughout the district and/or allows for frequent schedule disruptions; provides inadequate time for administrators to collaborate around leadership practice.	<b>Uses systems to ensure optimal use of time for teaching, learning, and collaboration</b> , as evidenced by: <ul style="list-style-type: none"> <li>school schedules that maximize student access to quality instructional time and minimize school day disruptions; and</li> <li>regular opportunities for administrators to collaborate.</li> </ul>	Empowers administrators and teams to contribute to the design and monitoring of district systems that maximize access to quality instructional time for all students, and minimize disruptions and distractions for all school-level staff. Supports ongoing administrator collaboration within and across schools.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
<b>II-D. Laws, Ethics and Policies</b>	Demonstrates lack of awareness or consistent non-compliance with some or all state and federal laws and mandates, school committee policies, or collective bargaining agreements, and/or fails to adhere to ethical guidelines.	May know state and federal laws and mandates, school committee policies, and collective bargaining agreements, but inconsistently complies with some laws or policies, and/or ethical guidelines.	<b>Understands and complies with state and federal laws and mandates, school committee policies, collective bargaining agreements, and ethical guidelines,</b> and provides the resources and support to ensure district-wide compliance.	Provides the resources and support for all school personnel to understand and comply with state and federal laws and mandates, school committee policies, collective bargaining agreements, and ethical guidelines. Models this practice for others.
<b>II-E. Fiscal Systems</b>	Develops a budget that does not align with the district's goals or mismanages available resources. Does not communicate budget rationale or financial short falls to staff, community members, municipal stakeholders, or the school committee.	Develops a budget that loosely aligns with the district's vision, mission, and goals, and/or inconsistently manages expenditures and available resources. Does not effectively communicate budget rationale to staff, community members, municipal stakeholders, and the school committee.	<b>Develops a budget that supports the district's vision, mission, and goals; allocates and manages expenditures consistent with district/school-level goals and available resources;</b> and effectively communicates budget rationale to staff, community members, municipal stakeholders, and the school committee. Provides regular updates on implementation of the budget.	Leads the administrator team to develop a district budget aligned with the district's vision, mission, and goals that addresses the needs of all students. Allocates and manages expenditures consistent with district/school-level goals, and seeks alternate funding sources as needed. Proactively communicates budget rationale to staff, community members, municipal stakeholders, and the school committee. Provides regular updates on implementation of the budget.



### STANDARD III: Family and Community Engagement

*Promotes the learning and growth of all students and the success of all staff through effective partnerships with families, community organizations, and other stakeholders that support the mission of the school and district.*

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
III-A. Engagement	Does little to welcome families as members of the district, classroom or school community, or tolerates an environment that is unwelcoming to some families.	<b>Invites families to participate in the classroom and school community</b> , but efforts are limited or insufficient, leading to limited family involvement throughout the district.	Promotes, monitors and supports comprehensive, culturally responsive and collaborative engagement practices that <b>welcome and encourage every family to actively participate in the classroom and school community</b> , and engages community stakeholders to contribute to the classroom, school, and community's effectiveness.	Ensures that all personnel to use culturally responsive and collaborative practices that engage all families to contribute to district, classroom, school, and community effectiveness, including but not limited to families with limited access to technology, and families whose home language is not English. Actively engages stakeholders from all segments of the community, including residents, municipal officials, and business leaders, in furthering the mission of the school and the district. Models this practice for others.
III-B. Sharing Responsibility	Does not ensure that administrators are identifying student learning and development needs and working with families to address them.	Encourages administrators to work with families to address students struggling academically or behaviorally, but does not consistently monitor these activities to ensure that student needs are being met, either within or outside of schools.	Monitors adherence to district-wide policies and practices that promote <b>continuous collaboration with families to support student learning and development both at home and at school</b> , as evidenced by: <ul style="list-style-type: none"> <li>the collaborative identification of each student's academic, social, emotional, and behavioral needs; and</li> <li>connecting families to the necessary resources and services within the school and the community to meet students' learning needs.</li> </ul>	Empowers all administrators to regularly collaborate with families to address each student's academic, social, emotional, and behavioral needs, and to access as needed necessary services within and outside of schools to address those needs. Monitors these processes to ensure all student needs are being met. Models this practice for others.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
<b>III-C. Communication</b>	Does not set clear expectations for or provide support to administrators regarding regular or culturally sensitive communication with families, and/or allows culturally insensitive, inappropriate, or disrespectful communications with families to occur. District communication regarding student learning and performance occurs primarily through school report cards.	May set expectations regarding regular, two-way, culturally proficient communications with families, but allows occasional communications that are culturally insensitive to some families' home language, culture, and values. District communication primarily occurs through school newsletters and other one-way media.	<b>Engages in regular, two-way, culturally proficient communication with families and community stakeholders about student learning and performance</b> , that is provided in multiple formats and reflects understanding of and respect for different families' home languages, culture, and values.	Supports and empowers all administrators to engage in regular, two-way, culturally responsive communications with families about student learning and performance. District-wide communications with families are provided in multiple formats and respect and affirm different families' home languages, culture, and values.
<b>III-D. Family Concerns</b>	Does not address most family concerns in a timely or effective manner, fails to provide systems or supports for administrators to do the same, and/or allows responses to be inconsistent or insufficient. Resolutions are often not in the best interest of students.	Ensures that most family concerns are addressed as they arise, but responsiveness is inconsistent across the district. Supports administrators to reach solutions to family concerns, but may not ensure equitable resolutions that are in the best interest of students.	<b>Addresses family concerns in an equitable, effective, and efficient manner</b> , and supports administrators to seek equitable resolutions to both academic and non-academic concerns that (a) reflect relevant information from all parties including families, faculty, and staff, and (b) are in the best interest of students.	Ensures that all family concerns are addressed in a timely and effective manner throughout the district; empowers administrators to proactively respond as academic or non-academic concerns arise; and promotes collaborative problem solving processes informed by relevant input from all families, faculty, and staff that result in equitable solutions that are in the best interest of students. Models this practice for others.

## STANDARD IV: Professional Culture

*Promotes success for all students by nurturing and sustaining a school culture of reflective practice, high expectations, and continuous learning for staff.*

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
<b>IV-A. Commitment to High Standards</b>	<p>Does not encourage high standards of teaching and learning or high expectations for achievement among administrators, as evidenced by:</p> <ol style="list-style-type: none"> <li>1. a failure to develop or articulate the district's mission or core values; and</li> <li>2. an inability or unwillingness to lead administrator leadership meetings that inform school and district matters.</li> </ol>	<p>May articulate high standards for teaching and learning, but expectations are inconsistently applied throughout the district, as evidenced by:</p> <ol style="list-style-type: none"> <li>1. Mission and core values are present but may not reflect district-wide buy-in, or are rarely used to inform decision-making.</li> <li>2. Meetings: Leads administrator leadership meetings that address matters of consequence but may not result in meaningful decision-making.</li> </ol>	<p><b>Fosters a shared commitment to high standards of teaching and learning with high expectations for achievement for all, including:</b></p> <ol style="list-style-type: none"> <li>1. <b>Mission and core values:</b> Develops, promotes, and secures staff commitment to core values that guide the development of a succinct, results-oriented mission statement and ongoing decision-making.</li> <li>2. <b>Meetings:</b> Plans and leads well-run and engaging meetings that have clear purpose, focus on matters of consequence, and engage participants in a thoughtful and productive series of conversations and deliberations about important school matters.</li> </ol>	<p>Established a district-wide commitment to high standards of teaching and learning with high expectations for achievement for all, including:</p> <ol style="list-style-type: none"> <li>1. Mission and core values: Collaborates with educators and community members to develop, secure and/or promote core values and an aligned mission, and to use them to guide decision making.</li> <li>2. Meetings: Empowers administrators to share responsibility for leading team meetings that address important district matters, and foster collaborative learning and problem-solving around instructional leadership issues.</li> </ol> <p>Models this practice for others.</p>

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
<b>IV-B. Cultural Proficiency</b>	Develops and implements culturally insensitive or inappropriate policies and practices, does not support administrators and staff in building cultural proficiency, and/or fosters a culture that minimizes the importance of individual differences.	Takes pride in having a diverse administration, faculty and/or student body, but some policies and practices are not culturally responsive; and/or provides limited resources for administrators to support the development of culturally responsive learning environments and school culture that affirms individual differences.	<b>Ensures that policies and practices enable staff members and students to interact effectively in a culturally diverse environment in which students' backgrounds, identities, strengths, and challenges are respected</b> , as evidenced by the sufficient provision of guidance, supports, and resources to all schools to promote culturally responsive learning environments and school cultures that affirm individual differences of both students and staff.	Leads stakeholders to develop and implement culturally responsive policies and practices that acknowledge the diverse backgrounds, identities, strengths, and challenges of administrators, students and staff. Empowers administrators with time, resources, and supports to build culturally responsive learning environments and collaborates with community members to create a culture that affirms individual differences. Models this practice for others.
<b>IV-C. Communications</b>	Demonstrates ineffectual interpersonal, written, or verbal communication skills at times, such that staff, families and community members, and/or the school committee lack accurate or sufficient information.	Demonstrates adequate interpersonal, written, and verbal communication skills, but outreach to staff, families and community members, and/or the school committee may be inconsistent or unclear.	<b>Demonstrates strong interpersonal, written, and verbal communication skills</b> , as evidenced by regular and informative outreach to staff, families and community members, and the school committee in a manner that advances the work of the district. Regularly seeks and considers feedback in decision-making.	Utilizes and models strong context- and audience-specific interpersonal, written, and verbal communication skills. Actively seeks and incorporates feedback into decision-making and in communicating rationale for the decisions to staff, family, community members and school committee.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
<b>IV-D. Continuous Learning</b>	Accepts the practice of administrators working largely in isolation, without consideration of data and best practices. Does not reflect on leadership practice or demonstrate new ways of thinking about administration and leadership.	Encourages administrators and teams to reflect on the effectiveness of instruction and student learning and use data and best practices to adapt practice, but does not monitor administrators in these practices to ensure consistency or efficacy. Occasionally reflects on their own leadership practice.	<p><b>Develops and nurtures a culture in which staff members are reflective about their practice and use student data, current research, best practices and theory to continuously adapt instruction and achieve improved results</b>, as evidenced by:</p> <ul style="list-style-type: none"> <li>Supporting regular opportunities for administrators and teams to reflect on and collaborate around the effectiveness of a wide range of practices related to instruction and student learning, and</li> <li>Engaging in their own continuous learning to improve leadership practice.</li> </ul> <p><b>Models these behaviors in their own practice.</b></p>	<p>Develops, nurtures, and models a culture in which all staff members are reflective about their practice and use student data, current research, best practices and theory to continuously adapt instruction and achieve improved results, as evidenced by:</p> <ul style="list-style-type: none"> <li>Empowering all administrators to collaborate and share knowledge and skills of best practices that improve student learning within their own buildings, and</li> <li>Regularly reflecting on and improving their own leadership practice in order to develop new approaches to improve overall district effectiveness.</li> </ul>
<b>IV-E. Shared Vision</b>	Does not engage stakeholders in the creation of or commitment to a shared educational vision, such that the vision is not one in which all students will be prepared to succeed in postsecondary education and become responsible citizens and community contributors.	Engages some administrators, staff, students, families, and community members in developing and committing to a shared educational vision focused on student preparation for college and career readiness, civic engagement, responsible citizenship, and community contributions, but stakeholder engagement is limited and/or the vision is unrepresentative of the district community.	<b>Continuously engages all stakeholders in the creation of</b> (or commitment to) <b>a shared educational vision</b> focused on student preparation for college and career readiness, civic engagement, community contributions, and responsible citizenship. <sup>1</sup>	Leads administrators, staff, students of all ages, families, and community members to develop and internalize a shared educational vision around student preparation for college and careers, civic engagement, community contributions, and responsible citizenship. Ensures alignment of school and district goals to this vision. Models this practice for others.

<sup>1</sup> The original Indicator language is modified in this rubric to reflect a more expansive definition of student success that is inclusive of college and career readiness. This definition is reflected in the other model rubrics as well as Massachusetts policies and initiatives to improve outcomes for all students.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
<b>IV-F. Managing Conflict</b>	Does not respond to disagreement or dissent and/or does not address conflict in a solutions-oriented or respectful manner. Does not attempt or fails to build consensus within the district and school communities.	Responds respectfully to most cases of disagreement and dissent, but employs only a limited range of strategies to resolve conflict and build consensus within the district and school communities, with varying degrees of success.	<b>Employs strategies for responding to disagreement and dissent, constructively resolving conflict, and building consensus throughout district and school communities,</b> while maintaining a commitment to decisions that are in the best interest of all students.	Models a variety of strategies for responding respectfully and effectively to disagreement and dissent, and resolves conflicts in a constructive manner such that all parties are able to move forward productively. Regularly strives to achieve consensus within the district and school communities, while maintaining a commitment to decisions that are in the best interest of all students. Empowers and supports administrators to use these approaches in their own leadership.



# Sudbury Public Schools



Superintendent Goals for 2024-2025

# SPS Belief Statements

## Mission Statement

The Sudbury Public Schools strive to enable all students to reach their intellectual and personal potential. The school system, in partnership with families and the community, will work with integrity and respect to realize the shared vision of enabling students to become lifelong learners and effective contributors of society.

## Vision

We are committed to excellence in educating students to be knowledgeable, creative, independent thinkers who are caring collaborative members of the school and wider communities.





# SPS Core Values and Theory of Action



## Core Values

- Enhance the learning and teaching process to enable and inspire students to achieve their potential
- Actively promote personal responsibility and integrity
- Seek and promote opportunities to advance equity
- Cultivate a lifelong commitment to community

## Theory of Action

IF SPS provides:

- Differentiated high quality instruction
- Safe school environment
- Instructional leadership and ongoing professional development
- The use of data to inform instruction

THEN:

- Students will be challenged and their varied learning needs met
- Capacity of educators will grow
- Existing achievement gaps will narrow

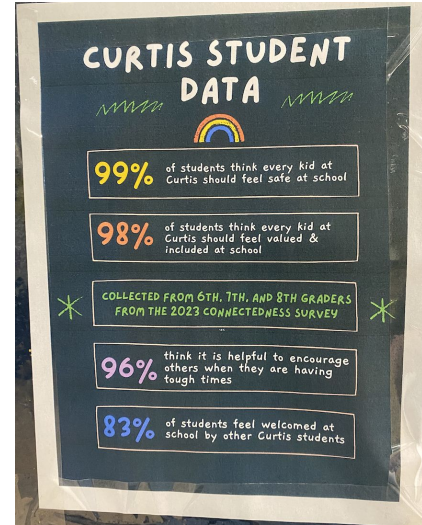


# SPS Equity Statement

Sudbury Public Schools are committed to welcoming, affirming, and celebrating all students, staff, and families.

Sudbury Public Schools are committed to creating and sustaining a culture that promotes advocacy, equity, and justice for marginalized groups who have been systemically oppressed and excluded.

Sudbury Public Schools are committed to an anti-bias and anti-racist education that includes and values the perspectives and histories of diverse peoples.



# District Improvement Goal: Curriculum Innovation

## Superintendent Goal and Action Steps

Goal: By June of 2025, the superintendent will work with the teaching and learning team on curriculum on::

- 6-8 OpenSciEd
- K-5 ELA (Pilot)
- K-8 PD in Writing
- Grades 6 - 8 (SEL Practice)
- Early adoption of Bridges 3rd edition (K-5)
- Disability Awareness Curriculum (3-5)
- Expansion of Executive Functioning Management course

## Action Steps:

- Observe OpenSciEd at each grade level
- Building-based classroom visits focused on pilot and new curricula
- Review SEL data to measure outcomes

## Evidence:

- Implementation of OpenSciEd units
- Selection of ELA curriculum product and rollout timeline
- Observations

# Professional Practice Goal

## Superintendent Goal and Action Steps

Goal: By June of 2025, the superintendent will participate in Artificial Intelligence professional development to understand opportunities to improve District practices.

### Action Steps:

- Attend Executive Institute and workshops on AI
- Model use of tools at Administrative meetings to improve efficiency
- Participate and support in SPS PD focused on AI

### Evidence

- Attendance logs and workshop handouts
- Superintendent Updates

# Student Achievement Goal

## Superintendent Goal and Action Steps

### Goal:

By June of 2025, the superintendent will demonstrate impacts using multiple measures of student learning.

### Action Steps:

- Support implementation of pilot materials in ELA
- Review Data Team schedule for each school and schedule for training on conference form
- Support District wide data team

### Evidence

- Update on ELA curriculum product pilots
- Benchmarking presentations
- Budgetary allocations for high quality instructional materials
- Conference form

# DESE Indicators of Practice

## **I.A. Instructional Leadership**

Curriculum: Ensures that all instructional staff design effective and rigorous standards-based units of instruction consisting of well-structured lessons with measurable outcomes.

## **II.A. Management and Operations**

Environment: Develops and executes effective plans, procedures, routines, and operational systems to address a full range of safety, health, emotional, and social needs (capital planning).

## **III.C. Community Engagement**

Communication: Engages in regular two-way, culturally proficient communication with families and community stakeholders about student learning and performance.

## **IV.D and B. Professional Culture**

Continuous Learning: Develops and nurtures a culture in which staff members are reflective about their practice and use student data, current research, best practices, and theory to continuously adapt practice and achieve improved results. Models these behaviors in his or her own practice.

**Sudbury Public Schools  
School Committee Meeting**

**Date: May 19, 2025**

**Agenda Item: 3f**

**Review School Committee Operating Protocols  
i. Communication Goal: recommended edits**

**Recommendation:**

**Move to approve the School Committee Operating Protocols as presented / amended.**

**Background  
Information:**

**Attachments:**

**Operating Protocols**

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

## **File: BA-1 - SCHOOL COMMITTEE OPERATING PROTOCOLS**

For the purpose of effective governance and enhancing teamwork among members of the School Committee and between members of the administration, the Sudbury School Committee adopts the following operating principles:

The School Committee will:

1. Represent the needs and interests of all students in the District and place their interests above all others in the decisions we make.
2. Exercise leadership in vision, planning, policy making, budget, communication, and advocacy on behalf of the students and District and evaluate the effectiveness of the Superintendent. It is the Superintendent's responsibility to manage the day-to-day operations of the District and to oversee personnel issues.
3. Conduct business through a set agenda. Emerging items will be addressed in subsequent meetings through agenda items.
4. Base our decisions upon available facts, vote our convictions, avoid bias, and uphold and support the decisions of the majority of the School Committee once a decision is made.
5. Acknowledge that a School Committee meeting is a meeting of the School Committee that is held in public, not a public meeting, and make every effort to ensure that the Committee meetings are effective and efficient. We welcome community members to attend our meetings and participate during open forum.
6. Maintain an open environment where each member is empowered to freely express opinions, concerns, and ideas. Work together to clarify and restate discussions in order to strive for full understanding. Keep an open mind and accept that members can change their opinions.
7. We will respect staff and fellow board members at all times. Treat everyone with dignity and respect, even in times of disagreement.
8. Refer any important questions or concerns received from members of the community to the Superintendent. The Superintendent, not any School Committee member, has the authority to investigate. The Superintendent shall provide their response to Committee members. It is not the role of the School Committee or any of its members to resolve issues.
9. Recognize the importance of proactive communication and agree that there will be no surprises for the Committee or the Superintendent. If School Committee members have questions or concerns, they agree to contact the Superintendent as well in advance of a meeting as practical.
10. Channel requests for information through the Superintendent or the School Committee chair and not directly to staff. The Superintendent will ensure that each member has equal access to this information.
11. Recognize and respect that its authority exists only when a quorum of the Committee meets and not as individual members. The School Committee chair or their designee and the Superintendent will represent the positions of the School Committee to the media or other public bodies.
12. Maintain confidentiality of Executive Session.

*Approved by the Sudbury School Committee: July 17, 2023*



**Sudbury Public Schools  
School Committee Meeting**

**Date:** May 19, 2025

**Agenda Item:** 3g  
**School Committee Reorganization**

**Recommendation:**

**Motion to approve the liaison and subcommittee assignments as presented / amended.**

**Background  
Information:**

**Attachments:**

**FY25 Assignments**

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

## FY25 Assignments

Members	
Nicole Burnard	Chair
Meredith Gerson	Vice Chair
Karyn Jones	Member
Dr. Jessica McCreedy	Member
Mandy Sim	Member
Liaison Role	
Select Board	Nicole Burnard, Meredith Gerson
Finance Committee	Nicole Burnard, Meredith Gerson
LS Regional High School	Nicole Burnard

M.A.S.C. Delegate	Mandy Sim
Sudbury Special Education Advisory Council	Karyn Jones
Health Advisory Committee	Mandy Sim
Communications	Mandy Sim
Legislative Forum	Karyn Jones
<b>Subcommittee</b>	
Negotiations / Labor Relations  Communication Subcommittee  Calendar Review Subcommittee  Policy Subcommittee	Nicole Burnard, Meredith Gerson

**Sudbury Public Schools  
School Committee Meeting**

**Date:** **May 19, 2025**

**Agenda Item:** **3h**

**FY25 Q3 YTD Budget Update**

**Recommendation:**

**Move to approve the FY25 Q3 Year To Date Budget Update as presented / amended.**

**Background  
Information:**

**Attachments:**

**Memo\_SC\_FY25 Q3 Budget Forecast\_250501**

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



***Sudbury Public Schools***  
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**Brad J. Crozier**  
Superintendent of Schools  
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**Donald R. Sawyer**  
Director of Business & Human Resources  
[donald\\_sawyer@sudbury.k12.ma.us](mailto:donald_sawyer@sudbury.k12.ma.us)

To: School Committee  
From: Donald R. Sawyer  
Director of Business & Human Resources  
Date: May 1, 2025  
Re: **FY25 YTD Budget Forecast & Cost Center Transfers**

For the Committee's review and applicable action, I am providing the following FY25 YTD Budget details for the 3<sup>rd</sup> Quarter ending 3/31/2025:

1. FY25 Budget Forecast by DOE Function Category which includes YTD actual expenses, annual forecast, previously approved School Committee transfers, and current quarter's recommended reallocations.
2. FY25 YTD Budget Transfers which includes details for all transfers between cost centers previously approved by the School Committee along with current quarter's recommended reallocations.
3. FY25 YTD Budget Account Detail.

While I have made every effort to provide the Committee with reasonable forecasts on the full year budget guidance as of the end of the 3<sup>rd</sup> quarter, the attached forecast was derived using known factors in the District as of the close of the quarter and subject to change should conditions change.

Donald R. Sawyer  
Director of Business & Human Resources

EXPENSE (DOE Function Category)	FY2024					FY2025									
	----- Actual vs. Budget -----					----- YTD Actual vs. Revised Budget -----					----- Forecast vs. Budget -----				
	Budget \$	Actual \$	+/- \$	+/- %		Budget \$	Transfer \$	YTD Actual \$	+/- \$		FORECAST \$	+/- \$	+/- %	RECOMMENDED REALLOCATION	REVISED FORECAST +/- \$
Administration	\$ 1,261,022	\$ 1,260,269	\$ (753)	-0.06%		\$ 1,318,204	\$ (5,300)	\$ 1,193,599	\$ (119,305)		\$ 1,362,262	\$ 49,358	3.74%	\$ 49,277	\$ 81
Instructional Leadership	\$ 3,704,863	\$ 3,764,056	\$ 59,193	1.60%		\$ 3,852,963	\$ 75,300	\$ 3,271,359	\$ (656,904)		\$ 3,925,610	\$ (2,653)	-0.07%	\$ -	\$ (2,653)
Teachers	\$ 22,592,788	\$ 22,218,639	\$ (374,149)	-1.66%		\$ 23,112,233	\$ (322,000)	\$ 17,100,763	\$ (5,689,470)		\$ 22,835,672	\$ 45,439	0.20%	\$ 45,439	\$ -
Other Teaching Services	\$ 6,025,918	\$ 6,217,624	\$ 191,706	3.18%		\$ 6,065,927	\$ 195,000	\$ 5,291,343	\$ (969,584)		\$ 6,310,331	\$ 49,404	0.81%	\$ 49,044	\$ 360
Professional Development	\$ 347,944	\$ 299,672	\$ (48,272)	-13.87%		\$ 345,295	\$ 37,000	\$ 258,172	\$ (124,123)		\$ 326,018	\$ (56,277)	-16.30%	\$ (56,277)	\$ -
Instructional Materials/Equip/Tech	\$ 705,726	\$ 911,446	\$ 205,720	29.15%		\$ 740,483	\$ 20,000	\$ 680,798	\$ (79,685)		\$ 794,904	\$ 34,421	4.65%	\$ 34,421	\$ -
Guidance, Counseling, Testing	\$ 1,846,681	\$ 1,756,105	\$ (90,576)	-4.90%		\$ 2,114,022	\$ (74,000)	\$ 1,514,007	\$ (526,015)		\$ 2,043,269	\$ 3,247	0.15%	\$ -	\$ 3,247
Pupil Services	\$ 3,392,196	\$ 3,234,422	\$ (157,775)	-4.65%		\$ 3,640,347	\$ 74,000	\$ 3,200,888	\$ (513,459)		\$ 3,575,678	\$ (139,669)	-3.81%	\$ (121,904)	\$ (16,765)
Operations and Maintenance	\$ 3,030,896	\$ 3,238,047	\$ 207,151	6.83%		\$ 3,070,621	\$ -	\$ 2,932,630	\$ (137,991)		\$ 3,086,053	\$ 15,432	0.50%	\$ -	\$ 15,432
Fixed Charges	\$ 210,880	\$ 198,211	\$ (12,669)	-6.01%		\$ 211,769	\$ -	\$ 190,468	\$ (21,301)		\$ 212,265	\$ 496	0.23%	\$ -	\$ 496
Out-of-District Expenditures	\$ 1,239,629	\$ 1,260,052	\$ 20,423	1.65%		\$ 1,314,007	\$ -	\$ 1,314,123	\$ 116		\$ 1,314,123	\$ 116	0.01%	\$ -	\$ 116
<b>TOTAL GF FORECAST \$:</b>	<b>\$ 44,358,543</b>	<b>\$ 44,358,541</b>	<b>\$ (2)</b>	<b>0.00%</b>		<b>\$ 45,785,871</b>	<b>\$ -</b>	<b>\$ 36,948,150</b>	<b>\$ (8,837,721)</b>		<b>\$ 45,786,185</b>	<b>\$ 314</b>	<b>0.00%</b>	<b>\$ -</b>	<b>\$ 314</b>

Key Terms & Definitions:

YTD Actual \$ - total actual expenditures year to date as of the reporting date listed at the top of the page and includes School Committee approved Transfer \$

FORECAST \$ - total FY25 annual expenditures forecasted through end of quarter

Forecast vs. Budget - comparison between the total annual FORECAST \$ vs. total current year Annual Budget \$

Transfer \$ - School Committee approved reallocations between DOE Function Categories

Recommended Reallocation - recommended reallocations between DOE Function Categories not yet approved by School Committee

**FY25 YTD Budget Transfers**

<u>Date:</u>	<u>Admin</u>	<u>Instructional Leadership</u>	<u>Teachers</u>	<u>Other Teaching Services</u>	<u>Professional Development</u>	<u>Instructional Mat/Equip/Tech</u>	<u>Guidance, Counseling, Testing</u>	<u>Pupil Services</u>	<u>Operations &amp; Maintenance</u>	<u>Fixed Charges</u>	<u>OOD</u>
12/31/24 Admin Support Salaries to SPED Admin	\$ (5,300.00)	\$ 5,300.00	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
12/31/24 Teacher Salaries to Substitute Salary	\$ -	\$ -	\$ (195,000.00)	\$ 195,000.00	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
12/31/24 Teacher Salaries to PD and Instr Equip	\$ -	\$ -	\$ (57,000.00)	\$ -	\$ 37,000.00	\$ 20,000.00	\$ -	\$ -	\$ -	\$ -	\$ -
12/31/24 Teacher Salaries to Instr Leadership	\$ -	\$ 70,000.00	\$ (70,000.00)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
12/31/24 Psch Salary to Contract Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ (74,000.00)	\$ 74,000.00	\$ -	\$ -	\$ -
<b>12/31/24 TOTAL SC APPROVED TRANSFERS</b>	<b>\$ (5,300.00)</b>	<b>\$ 75,300.00</b>	<b>\$ (322,000.00)</b>	<b>\$ 195,000.00</b>	<b>\$ 37,000.00</b>	<b>\$ 20,000.00</b>	<b>\$ (74,000.00)</b>	<b>\$ 74,000.00</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>
3/31/25 Reverse Transfer -Teacher Salaries to PD :	\$ -	\$ -	\$ 57,000.00	\$ -	\$ (37,000.00)	\$ (20,000.00)	\$ -	\$ -	\$ -	\$ -	\$ -
3/31/25 Teacher Salaries to Other Teaching Services		\$ -	\$ (11,561.00)	\$ 11,561.00	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
3/31/25 OOD Transportation Prepay to Inst. Material		\$ -	\$ -	\$ -	\$ -	\$ 54,421	\$ -	\$ (54,421.00)	\$ -	\$ -	\$ -
3/31/25 OOD Transportation Prepay to Other Teaching Services		\$ -	\$ -	\$ 37,483.00	\$ -	\$ -	\$ -	\$ (37,483.00)	\$ -	\$ -	\$ -
3/31/25 OOD Transportation Prepay to Admin	\$ 30,000.00	\$ -	\$ -	\$ -		\$ -	\$ -	\$ (30,000.00)	\$ -	\$ -	\$ -
3/31/25 PD (Tuition Reimbursement) tp Admin	\$ 19,277.00	\$ -	\$ -	\$ -	\$ (19,277.00)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>3/31/25 TOTAL SC APPROVED TRANSFERS</b>	<b>\$ 49,277.00</b>	<b>\$ -</b>	<b>\$ 45,439.00</b>	<b>\$ 49,044.00</b>	<b>\$ (56,277.00)</b>	<b>\$ 34,421.00</b>	<b>\$ -</b>	<b>\$ (121,904.00)</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>
<b>TOTAL YTD TRANSFERS</b>	<b>\$ 43,977.00</b>	<b>\$ 75,300.00</b>	<b>\$ (276,561.00)</b>	<b>\$ 244,044.00</b>	<b>\$ (19,277.00)</b>	<b>\$ 54,421.00</b>	<b>\$ (74,000.00)</b>	<b>\$ (47,904.00)</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>

YEAR-TO-DATE BUDGET

ORG	OBJ	ACCOUNT DESCRIPTION	ORIGINAL APPROP	TRANSFERS/ ADJUSTMENTS	REVISED BUDGET	YTD EXPENDED	ENCUMBRANCES	AVAILABLE BUDGET	% USED
10501215	120000	SUPPLIES CENTRAL OFFICE	\$ 26,558	0	\$ 26,558	\$ 24,779	\$ 2,314	\$ (535)	102.01%
10501315	120000	MILEAGE REIMBURSEMENT	\$ 29,318	0	\$ 29,318	\$ 25,810	\$ 4,143	\$ (634)	102.16%
10501375	120000	POSTAGE-CENTRAL OFFICE	\$ 11,197	0	\$ 11,197	\$ 5,000	\$ -	\$ 6,197	44.65%
10546324	422000	PREVENTIVE MAINT - CENTRAL OFF	\$ 1,107	0	\$ 1,107	\$ -	\$ -	\$ 1,107	0.00%
		<b>Total 100 CENTRAL OFFICE</b>	<b>\$ 68,180</b>	<b>0</b>	<b>\$ 68,180</b>	<b>\$ 55,589</b>	<b>\$ 6,456</b>	<b>\$ 6,135</b>	<b>91.00%</b>
11501115	220000	ADMINISTRATOR SALARY	\$ 264,747	0	\$ 264,747	\$ 234,199	\$ -	\$ 30,548	88.46%
11501175	220000	ADMINISTRATIVE ASSISTANTS	\$ 90,665	0	\$ 90,665	\$ 66,256	\$ -	\$ 24,409	73.08%
11501215	220000	PRINCIPAL'S OFFICE SUPPLIES	\$ 4,100	0	\$ 4,100	\$ 2,424	\$ 1,088	\$ 587	85.67%
11501295	423000	OFFICE EQUIPMENT & REPAIRS	\$ 4,450	0	\$ 4,450	\$ 3,682	\$ 60	\$ 708	84.09%
11502131	230000	ART TEACHERS	\$ 69,842	0	\$ 69,842	\$ 51,038	\$ -	\$ 18,804	73.08%
11502211	230000	ART SUPPLIES	\$ 4,250	0	\$ 4,250	\$ 3,919	\$ -	\$ 331	92.22%
11505213	260000	MEDIA & TECH SUPPLIES	\$ 11,500	0	\$ 11,500	\$ 12,898	\$ -	\$ (1,398)	112.15%
11515194	411000	CUSTODIAN SALARIES	\$ 139,103	0	\$ 139,103	\$ 123,052	\$ -	\$ 16,051	88.46%
11515204	411000	CUSTODIAN OVERTIME	\$ 7,000	0	\$ 7,000	\$ 1,553	\$ -	\$ 5,447	22.18%
11516131	230000	CLASSROOM TEACHERS	\$ 1,716,206	0	\$ 1,716,206	\$ 1,252,512	\$ -	\$ 463,694	72.98%
11516181	230000	LUNCHROOM AIDES	\$ 29,232	0	\$ 29,232	\$ 18,877	\$ -	\$ 10,355	64.58%
11516211	230000	GENERAL SCHOOL SUPPLIES	\$ 21,310	0	\$ 21,310	\$ 24,460	\$ 143	\$ (3,293)	115.45%
11524131	230000	WORLD LANGUAGE PROF SALARY	\$ 82,697	0	\$ 82,697	\$ 60,433	\$ -	\$ 22,264	73.08%
11530133	270000	GUIDANCE COUNSELORS	\$ 124,248	0	\$ 124,248	\$ 90,797	\$ -	\$ 33,451	73.08%
11530213	270000	GUIDANCE SUPPLIES	\$ 500	0	\$ 500	\$ 186	\$ -	\$ 314	37.24%
11532183	320000	SCHOOL NURSE	\$ 87,631	0	\$ 87,631	\$ 64,105	\$ -	\$ 23,526	73.15%
11536211	230000	INSTRUCTIONAL SUPPLIES	\$ 20,980	0	\$ 20,980	\$ 15,311	\$ 559	\$ 5,110	75.64%
11541131	230000	KINDERGARTEN TEACHERS	\$ 338,831	0	\$ 338,831	\$ 250,696	\$ -	\$ 88,136	73.99%
11541141	230000	KINDERGARTEN AIDES	\$ 69,155	0	\$ 69,155	\$ 53,480	\$ -	\$ 15,675	77.33%
11544133	250000	LIBRARIAN	\$ 87,583	0	\$ 87,583	\$ 62,956	\$ -	\$ 24,627	71.88%
11544183	250000	LIBRARIAN AIDES	\$ -	0	\$ -	\$ -	\$ -	\$ -	-
11544233	250000	LIBRARY SUPPLIES	\$ 4,100	0	\$ 4,100	\$ 3,910	\$ 24	\$ 166	95.96%
11555131	230000	MATH COACH PROF SALARY	\$ 123,748	0	\$ 123,748	\$ 90,431	\$ -	\$ 33,317	73.08%
11563131	230000	MUSIC TEACHERS	\$ 123,748	0	\$ 123,748	\$ 111,962	\$ -	\$ 11,786	90.48%
11563211	230000	MUSIC SUPPLIES	\$ 850	0	\$ 850	\$ 282	\$ 377	\$ 190	77.59%
11570131	230000	PHYSICAL ED TEACHERS	\$ 98,998	0	\$ 98,998	\$ 72,345	\$ -	\$ 26,653	73.08%
11570211	230000	PHYSICAL EDUCATION SUPPLIES	\$ 1,000	0	\$ 1,000	\$ 1,086	\$ -	\$ (86)	108.56%
11573351	235000	CONFERENCE FEES	\$ 2,000	0	\$ 2,000	\$ 1,370	\$ -	\$ 630	68.48%
11575131	230000	READING SPECIALIST	\$ 111,747	0	\$ 111,747	\$ 81,661	\$ -	\$ 30,086	73.08%
11575143	230000	READING TUTOR	\$ 43,637	0	\$ 43,637	\$ 38,051	\$ -	\$ 5,586	87.20%
11584132	230000	SPED TEACHERS	\$ 782,419	0	\$ 782,419	\$ 575,115	\$ -	\$ 207,304	73.50%
11584142	230000	LORING SPED AIDES	\$ 523,420	0	\$ 523,420	\$ 368,868	\$ -	\$ 154,552	70.47%
11584212	230000	SPED SUPPLIES	\$ 2,050	0	\$ 2,050	\$ 1,201	\$ -	\$ 849	58.59%
		<b>Total 115 LORING ELEMENTARY SCHOOL</b>	<b>\$ 4,991,747</b>	<b>0</b>	<b>\$ 4,991,747</b>	<b>\$ 3,739,116</b>	<b>\$ 2,252</b>	<b>\$ 1,250,380</b>	<b>74.95%</b>
12501115	220000	ADMINISTRATOR SALARY	\$ 202,891	0	\$ 202,891	\$ 179,481	\$ -	\$ 23,411	88.46%



YEAR-TO-DATE BUDGET

ORG	OBJ	ACCOUNT DESCRIPTION	ORIGINAL APPROP	TRANSFERS/ ADJUSTMENTS	REVISED BUDGET	YTD EXPENDED	ENCUMBRANCES	AVAILABLE BUDGET	% USED
12501175	220000	ADMIN ASSISTANTS	\$ 103,927	0	\$ 103,927	\$ 78,198	\$ -	\$ 25,729	75.24%
12501215	220000	PRINCIPAL OFFICE SUPPLIES	\$ 1,545	0	\$ 1,545	\$ 481	\$ 62	\$ 1,003	35.11%
12501295	423000	OFFICE EQUIP & REPAIR	\$ 13,988	0	\$ 13,988	\$ 15,942	\$ -	\$ (1,954)	113.97%
12502131	230000	ART TEACHERS	\$ 51,441	0	\$ 51,441	\$ 37,592	\$ -	\$ 13,850	73.08%
12502211	230000	ART SUPPLIES	\$ 3,030	0	\$ 3,030	\$ 2,956	\$ -	\$ 74	97.57%
12505213	260000	MEDIA & TECH SUPPLIES	\$ 9,050	0	\$ 9,050	\$ 4,939	\$ 1,752	\$ 2,359	73.93%
12515194	411000	CUSTODIAN SALARIES	\$ 111,249	0	\$ 111,249	\$ 92,468	\$ -	\$ 18,781	83.12%
12515204	411000	CUSTODIAN OVERTIME	\$ 7,000	0	\$ 7,000	\$ 2,745	\$ -	\$ 4,255	39.21%
12516131	230000	CLASSROOM TEACHERS	\$ 1,452,610	0	\$ 1,452,610	\$ 1,057,790	\$ -	\$ 394,820	72.82%
12516181	230000	LUNCHROOM AIDE	\$ 28,035	0	\$ 28,035	\$ 7,645	\$ -	\$ 20,390	27.27%
12516211	230000	GENERAL SCHOOL SUPPLIES	\$ 6,563	0	\$ 6,563	\$ 8,673	\$ 398	\$ (2,509)	138.22%
12524131	230000	WORLD LANGUAGE PROF SALARY	\$ 44,700	0	\$ 44,700	\$ 24,981	\$ -	\$ 19,719	55.89%
12530133	270000	GUIDANCE COUNSELORS	\$ 124,248	0	\$ 124,248	\$ 90,797	\$ -	\$ 33,451	73.08%
12530213	270000	GUIDANCE SUPPLIES	\$ 300	0	\$ 300	\$ -	\$ -	\$ 300	0.00%
12532183	320000	SCHOOL NURSE	\$ 85,086	0	\$ 85,086	\$ 62,245	\$ -	\$ 22,841	73.16%
12536211	230000	INSTRUCTIONAL SUPPLIES	\$ 19,474	0	\$ 19,474	\$ 19,261	\$ -	\$ 213	98.91%
12541131	230000	KINDERGARTEN TEACHERS	\$ 311,546	0	\$ 311,546	\$ 231,931	\$ -	\$ 79,615	74.45%
12541141	230000	KINDERGARTEN AIDES	\$ 55,653	0	\$ 55,653	\$ 43,230	\$ -	\$ 12,423	77.68%
12544133	250000	LIBRARIAN	\$ 69,283	0	\$ 69,283	\$ 59,436	\$ -	\$ 9,847	85.79%
12544183	250000	LIBRARIAN AIDES	\$ -	0	\$ -	\$ -	\$ -	\$ -	-
12544233	250000	LIBRARY SUPPLIES	\$ 3,350	0	\$ 3,350	\$ 493	\$ -	\$ 2,857	14.72%
12555131	230000	MATH COACH PROF SALARY	\$ 123,748	0	\$ 123,748	\$ 90,431	\$ -	\$ 33,317	73.08%
12563131	230000	MUSIC TEACHERS	\$ 82,697	0	\$ 82,697	\$ 60,433	\$ -	\$ 22,264	73.08%
12563211	230000	MUSIC SUPPLIES	\$ 500	0	\$ 500	\$ 957	\$ -	\$ (457)	191.30%
12570131	230000	PHYSICAL ED TEACHERS	\$ 41,957	0	\$ 41,957	\$ 30,661	\$ -	\$ 11,296	73.08%
12570211	230000	PHYSICAL EDUCATION SUPPLIES	\$ 1,000	0	\$ 1,000	\$ 300	\$ -	\$ 700	29.98%
12573351	235000	CONFERENCE FEES	\$ 1,500	0	\$ 1,500	\$ 564	\$ -	\$ 936	37.60%
12575131	230000	READING SPECIALIST	\$ 113,052	0	\$ 113,052	\$ -	\$ -	\$ 113,052	0.00%
12575143	230000	READING TUTOR	\$ 43,637	0	\$ 43,637	\$ 70,721	\$ -	\$ (27,084)	162.07%
12584132	230000	SPED TEACHERS	\$ 509,828	0	\$ 509,828	\$ 376,666	\$ -	\$ 133,162	73.88%
12584142	230000	SPED AIDES	\$ 373,705	0	\$ 373,705	\$ 292,527	\$ -	\$ 81,178	78.28%
12584212	230000	SPED SUPPLIES	\$ 2,100	0	\$ 2,100	\$ 1,639	\$ -	\$ 461	78.03%
		<b>Total 120 NIXON</b>	<b>\$ 3,998,693</b>	<b>0</b>	<b>\$ 3,998,693</b>	<b>\$ 2,946,182</b>	<b>\$ 2,212</b>	<b>\$ 1,050,299</b>	<b>73.73%</b>
14501115	220000	ADMINISTRATOR SALARY	\$ 195,756	0	\$ 195,756	\$ 173,169	\$ -	\$ 22,587	88.46%
14501175	220000	ADMIN ASSISTANTS	\$ 110,081	0	\$ 110,081	\$ 80,443	\$ -	\$ 29,638	73.08%
14501215	220000	PRINCIPAL OFFICE SUPPLIES	\$ 6,710	0	\$ 6,710	\$ 1,156	\$ -	\$ 5,554	17.22%
14501295	423000	OFFICE EQUIP & REPAIR	\$ 2,000	0	\$ 2,000	\$ 6,082	\$ 1,034	\$ (5,116)	355.80%
14502131	230000	ART TEACHERS	\$ 89,398	0	\$ 89,398	\$ 80,884	\$ -	\$ 8,514	90.48%
14502211	230000	ART SUPPLIES	\$ 3,000	0	\$ 3,000	\$ 1,172	\$ -	\$ 1,828	39.07%
14505213	260000	MEDIA & TECH SUPPLIES	\$ 7,000	0	\$ 7,000	\$ 8,420	\$ -	\$ (1,420)	120.29%

## YEAR-TO-DATE BUDGET

ORG	OBJ	ACCOUNT DESCRIPTION	ORIGINAL APPROP	TRANSFERS/ ADJUSTMENTS	REVISED BUDGET	YTD EXPENDED	ENCUMBRANCES	AVAILABLE BUDGET	% USED
14515194	411000	CUSTODIAN SALARIES	\$ 134,948	0	\$ 134,948	\$ 119,377	\$ -	\$ 15,571	88.46%
14515204	411000	CUSTODIAN OVERTIME	\$ 7,000	0	\$ 7,000	\$ 2,994	\$ -	\$ 4,006	42.77%
14516131	230000	CLASSROOM TEACHERS	\$ 1,487,982	0	\$ 1,487,982	\$ 1,087,879	\$ -	\$ 400,103	73.11%
14516181	230000	LUNCHROOM AIDE	\$ 22,069	0	\$ 22,069	\$ 19,319	\$ -	\$ 2,750	87.54%
14516211	230000	GENERAL SCHOOL SUPPLIES	\$ 22,600	0	\$ 22,600	\$ 21,207	\$ -	\$ 1,393	93.84%
14524131	230000	WORLD LANGUAGE PROF SALARY	\$ 56,308	0	\$ 56,308	\$ 41,148	\$ -	\$ 15,160	73.08%
14530133	270000	GUIDANCE COUNSELORS	\$ 124,248	0	\$ 124,248	\$ 90,797	\$ -	\$ 33,451	73.08%
14530213	270000	GUIDANCE SUPPLIES	\$ 1,000	0	\$ 1,000	\$ 187	\$ -	\$ 813	18.67%
14532183	320000	SCHOOL NURSE	\$ 88,229	0	\$ 88,229	\$ 79,826	\$ -	\$ 8,403	90.48%
14536211	230000	INSTRUCTIONAL SUPPLIES	\$ 20,550	0	\$ 20,550	\$ 15,244	\$ 360	\$ 4,946	75.93%
14541131	230000	KINDERGARTEN TEACHERS	\$ 335,241	0	\$ 335,241	\$ 244,984	\$ -	\$ 90,257	73.08%
14541141	230000	KINDERGARTEN AIDES	\$ 46,708	0	\$ 46,708	\$ 38,018	\$ -	\$ 8,690	81.39%
14544133	250000	LIBRARIAN	\$ 94,283	0	\$ 94,283	\$ 67,245	\$ -	\$ 27,038	71.32%
14544183	250000	LIBRARIAN AIDES	\$ -	0	\$ -	\$ -	\$ -	\$ -	-
14544233	250000	LIBRARY SUPPLIES	\$ 2,500	0	\$ 2,500	\$ 1,583	\$ -	\$ 917	63.33%
14555131	230000	MATH COACH PROF SALARY	\$ 111,747	0	\$ 111,747	\$ 81,661	\$ -	\$ 30,086	73.08%
14563131	230000	MUSIC TEACHERS	\$ 89,398	0	\$ 89,398	\$ 80,884	\$ -	\$ 8,514	90.48%
14563211	230000	MUSIC SUPPLIES	\$ 500	0	\$ 500	\$ 451	\$ -	\$ 49	90.18%
14570131	230000	PHYSICAL ED TEACHERS	\$ 123,748	0	\$ 123,748	\$ 90,431	\$ -	\$ 33,317	73.08%
14570211	230000	PHYSICAL EDUCATION SUPPLIES	\$ 1,500	0	\$ 1,500	\$ 1,080	\$ -	\$ 420	72.01%
14573351	235000	CONFERENCE FEES	\$ 1,500	0	\$ 1,500	\$ -	\$ -	\$ 1,500	0.00%
14575131	230000	READING SPECIALISTS	\$ 108,302	0	\$ 108,302	\$ 79,144	\$ -	\$ 29,158	73.08%
14575143	230000	READING TUTOR	\$ 39,235	0	\$ 39,235	\$ 28,672	\$ -	\$ 10,563	73.08%
14584132	230000	SPED TEACHERS	\$ 451,409	0	\$ 451,409	\$ 338,199	\$ -	\$ 113,210	74.92%
14584142	230000	SPED AIDES	\$ 368,308	0	\$ 368,308	\$ 293,137	\$ -	\$ 75,171	79.59%
14584212	230000	SPED SUPPLIES	\$ 3,500	0	\$ 3,500	\$ 792	\$ -	\$ 2,708	22.63%
		<b>Total 140 HAYNES</b>	<b>\$ 4,156,758</b>	<b>0</b>	<b>\$ 4,156,758</b>	<b>\$ 3,175,583</b>	<b>\$ 1,394</b>	<b>\$ 979,781</b>	<b>76.43%</b>
16501115	220000	ADMINISTRATOR SALARY	\$ 271,247	0	\$ 271,247	\$ 239,949	\$ -	\$ 31,298	88.46%
16501175	220000	ADMIN ASSISTANTS	\$ 103,927	0	\$ 103,927	\$ 79,978	\$ -	\$ 23,949	76.96%
16501215	220000	PRINCIPAL OFFICE SUPPLIES	\$ 1,975	0	\$ 1,975	\$ 1,970	\$ 17	\$ (12)	100.61%
16501295	423000	OFFICE EQUIP & REPAIR	\$ 22,067	0	\$ 22,067	\$ 21,940	\$ -	\$ 128	99.42%
16502131	230000	ART TEACHERS	\$ 56,009	0	\$ 56,009	\$ 40,930	\$ -	\$ 15,079	73.08%
16502211	230000	ART SUPPLIES	\$ 6,212	0	\$ 6,212	\$ 4,302	\$ -	\$ 1,910	69.25%
16505213	260000	MEDIA & TECH SUPPLIES	\$ 15,756	0	\$ 15,756	\$ 18,185	\$ -	\$ (2,429)	115.42%
16515194	411000	CUSTODIAN SALARIES	\$ 174,557	0	\$ 174,557	\$ 146,761	\$ -	\$ 27,796	84.08%
16515204	411000	CUSTODIAN OVERTIME	\$ 7,000	0	\$ 7,000	\$ 5,576	\$ -	\$ 1,424	79.66%
16516131	230000	CLASSROOM TEACHERS	\$ 2,025,708	0	\$ 2,025,708	\$ 1,492,600	\$ -	\$ 533,108	73.68%
16516181	230000	LUNCHROOM AIDE	\$ 30,572	0	\$ 30,572	\$ 20,585	\$ -	\$ 9,987	67.33%
16516211	230000	GENERAL SCHOOL SUPPLIES	\$ 13,127	0	\$ 13,127	\$ 14,455	\$ 923	\$ (2,251)	117.15%
16524131	230000	WORLD LANGUAGE PROF SALARY	\$ 98,998	0	\$ 98,998	\$ 72,345	\$ -	\$ 26,653	73.08%

YEAR-TO-DATE BUDGET

ORG	OBJ	ACCOUNT DESCRIPTION	ORIGINAL APPROP	TRANSFERS/ ADJUSTMENTS	REVISED BUDGET	YTD EXPENDED	ENCUMBRANCES	AVAILABLE BUDGET	% USED
16530133	270000	GUIDANCE COUNSELORS	\$ 236,495	0	\$ 236,495	\$ 172,823	\$ -	\$ 63,672	73.08%
16530213	270000	GUIDANCE SUPPLIES	\$ 758	0	\$ 758	\$ 738	\$ -	\$ 20	97.31%
16532183	320000	SCHOOL NURSE	\$ 77,636	0	\$ 77,636	\$ 56,734	\$ -	\$ 20,902	73.08%
16536211	230000	INSTRUCTIONAL SUPPLIES	\$ 27,654	0	\$ 27,654	\$ 22,445	\$ -	\$ 5,209	81.17%
16541131	230000	KINDERGARTEN TEACHER	\$ 365,327	0	\$ 365,327	\$ 266,970	\$ -	\$ 98,357	73.08%
16541141	230000	KINDERGRATEN AIDES	\$ 70,435	0	\$ 70,435	\$ 57,167	\$ -	\$ 13,268	81.16%
16544133	250000	LIBRARIAN	\$ 109,658	0	\$ 109,658	\$ 78,823	\$ -	\$ 30,835	71.88%
16544183	250000	LIBRARIAN AIDES	\$ -	0	\$ -	\$ -	\$ -	\$ -	-
16544233	250000	LIBRARY SUPPLIES	\$ 8,467	0	\$ 8,467	\$ 2,505	\$ 5,550	\$ 412	95.14%
16555131	230000	MATH COACH PROF SALARY	\$ 111,747	0	\$ 111,747	\$ 81,661	\$ -	\$ 30,086	73.08%
16563131	230000	MUSIC TEACHERS	\$ 123,748	0	\$ 123,748	\$ 90,431	\$ -	\$ 33,317	73.08%
16563211	230000	MUSIC SUPPLIES	\$ 1,179	0	\$ 1,179	\$ 1,497	\$ -	\$ (318)	126.98%
16570131	230000	PHYSICAL ED TEACHERS	\$ 123,748	0	\$ 123,748	\$ 90,431	\$ -	\$ 33,317	73.08%
16570211	230000	PHYSICAL EDUCATION SUPPLIES	\$ 1,228	0	\$ 1,228	\$ 1,165	\$ -	\$ 63	94.91%
16572132	230000	PRESCHOOL TEACHER	\$ 323,326	0	\$ 323,326	\$ 236,277	\$ -	\$ 87,049	73.08%
16572142	230000	PRESCHOOL AIDES	\$ 261,376	0	\$ 261,376	\$ 185,703	\$ -	\$ 75,673	71.05%
16573351	235000	CONFERENCE FEES	\$ 917	0	\$ 917	\$ 1,749	\$ -	\$ (832)	190.73%
16575131	230000	READING SPECIALIST	\$ 123,748	0	\$ 123,748	\$ 90,431	\$ -	\$ 33,317	73.08%
16575143	230000	READING TUTOR	\$ 87,274	0	\$ 87,274	\$ 67,118	\$ -	\$ 20,156	76.90%
16584132	230000	SPED TEACHERS	\$ 735,821	0	\$ 735,821	\$ 539,758	\$ -	\$ 196,063	73.35%
16584142	230000	SPED AIDES	\$ 493,012	0	\$ 493,012	\$ 399,807	\$ -	\$ 93,205	81.09%
16584212	230000	SPED SUPPLIES	\$ 2,000	0	\$ 2,000	\$ 2,048	\$ -	\$ (48)	102.42%
		<b>Total 162 NOYES ELEMENTARY SCHOOL</b>	<b>\$ 6,112,709</b>	<b>0</b>	<b>\$ 6,112,709</b>	<b>\$ 4,605,859</b>	<b>\$ 6,491</b>	<b>\$ 1,500,359</b>	<b>75.46%</b>
18501115	220000	ADMINISTRATOR SALARY	\$ 488,889	0	\$ 488,889	\$ 433,479	\$ -	\$ 55,410	88.67%
18501175	220000	ADMIN ASSISTANTS	\$ 115,296	0	\$ 115,296	\$ 93,526	\$ -	\$ 21,770	81.12%
18501215	220000	PRINCIPAL OFFICE SUPPLIES	\$ 12,200	0	\$ 12,200	\$ 8,775	\$ 2,529	\$ 896	92.66%
18501295	423000	OFFICE EQUIP & REPAIR	\$ 35,000	0	\$ 35,000	\$ 19,258	\$ 3,265	\$ 12,477	64.35%
18502131	230000	ART TEACHERS	\$ 123,748	0	\$ 123,748	\$ 90,431	\$ -	\$ 33,317	73.08%
18502211	230000	ARTS SUPPLIES	\$ 6,800	0	\$ 6,800	\$ 7,996	\$ -	\$ (1,196)	117.58%
18505213	260000	MEDIA & TECH SUPPLIES	\$ 10,150	0	\$ 10,150	\$ 10,739	\$ 5,181	\$ (5,770)	156.85%
18513131	230000	COMPUTER TEACHERS	\$ 184,983	0	\$ 184,983	\$ 90,431	\$ -	\$ 94,552	48.89%
18515194	411000	CUSTODIAN SALARIES	\$ 303,158	0	\$ 303,158	\$ 268,177	\$ -	\$ 34,981	88.46%
18515204	411000	CUSTODIAN OVERTIME	\$ 8,000	0	\$ 8,000	\$ 1,570	\$ -	\$ 6,430	19.62%
18516131	230000	CLASSROOM TEACHERS	\$ 1,283,842	0	\$ 1,283,842	\$ 914,867	\$ -	\$ 368,975	71.26%
18521131	230000	LANGUAGE ARTS TEACHER	\$ 763,732	0	\$ 763,732	\$ 588,479	\$ -	\$ 175,253	77.05%
18521231	240000	LANGUAGE ARTS TEXTS	\$ -	0	\$ -	\$ -	\$ -	\$ -	-
18524131	230000	WORLD LANGUAGE PROF SALARY	\$ 521,114	0	\$ 521,114	\$ 401,369	\$ -	\$ 119,745	77.02%
18524231	240000	WORLD LANGUAGE TEXTS	\$ 2,550	0	\$ 2,550	\$ -	\$ -	\$ 2,550	0.00%
18530133	270000	GUIDANCE COUNSELORS	\$ 311,121	0	\$ 311,121	\$ 227,358	\$ -	\$ 83,763	73.08%
18530173	270000	GUIDANCE SUPPORT SAL	\$ 54,216	0	\$ 54,216	\$ 39,620	\$ -	\$ 14,596	73.08%

YEAR-TO-DATE BUDGET

ORG	OBJ	ACCOUNT DESCRIPTION	ORIGINAL APPROP	TRANSFERS/ ADJUSTMENTS	REVISED BUDGET	YTD EXPENDED	ENCUMBRANCES	AVAILABLE BUDGET	% USED
18530213	270000	GUIDANCE SUPPLIES	\$ 911	0	\$ 911	\$ 997	\$ -	\$ (86)	109.44%
18531131	230000	CURTIS HEALTH TEACHER	\$ 241,887	0	\$ 241,887	\$ 176,764	\$ -	\$ 65,123	73.08%
18532183	320000	SCHOOL NURSE	\$ 152,711	0	\$ 152,711	\$ 123,606	\$ -	\$ 29,105	80.94%
18536211	230000	INSTRUCTIONAL SUPPLIES	\$ 28,300	0	\$ 28,300	\$ 15,964	\$ 1,615	\$ 10,721	62.12%
18540131	230000	TECHNICAL EDUCATION TEACHERS	\$ 242,193	0	\$ 242,193	\$ 176,987	\$ -	\$ 65,206	73.08%
18540211	230000	TECHNOLOGY EDUCATION SUPPLIES	\$ 13,000	0	\$ 13,000	\$ 15,413	\$ 2,546	\$ (4,960)	138.15%
18544133	250000	LIBRARIAN	\$ 97,038	0	\$ 97,038	\$ 69,752	\$ -	\$ 27,286	71.88%
18544183	250000	LIBRARIAN AIDES	\$ -	0	\$ -	\$ -	\$ -	\$ -	-
18544233	250000	LIBRARY SUPPLIES	\$ 13,000	0	\$ 13,000	\$ 11,555	\$ 1,250	\$ 195	98.50%
18546324	422000	PREVENTIVE MAINTENANCE	\$ 250	0	\$ 250	\$ -	\$ -	\$ 250	0.00%
18555131	230000	MATH PROF SALARY	\$ 923,341	0	\$ 923,341	\$ 644,075	\$ -	\$ 279,266	69.75%
18555231	240000	MATH TEXTS	\$ -	0	\$ -	\$ -	\$ -	\$ -	-
18561211	230000	GENERAL SCHOOL SUPPLIES	\$ 25,050	0	\$ 25,050	\$ 32,702	\$ 1,652	\$ (9,305)	137.14%
18561271	731000	NEW EQUIPMENT ACQUISITION	\$ -	0	\$ -	\$ -	\$ -	\$ -	-
18563131	230000	MUSIC TEACHERS	\$ 231,505	0	\$ 231,505	\$ 169,177	\$ -	\$ 62,328	73.08%
18563211	230000	MUSIC SUPPLIES	\$ 5,150	0	\$ 5,150	\$ 3,043	\$ 2,806	\$ (700)	113.58%
18563321	230000	PIANO & INSTRUMENT REPAIR	\$ -	0	\$ -	\$ -	\$ -	\$ -	-
18570131	230000	PHYSICAL ED TEACHERS	\$ 247,496	0	\$ 247,496	\$ 202,394	\$ -	\$ 45,102	81.78%
18570211	230000	PHYSICAL EDUCATION SUPPLIES	\$ 3,900	0	\$ 3,900	\$ 3,521	\$ -	\$ 379	90.29%
18573351	235000	CONFERENCE FEES	\$ 1,625	0	\$ 1,625	\$ 2,260	\$ 849	\$ (1,484)	191.32%
18575131	230000	READING SPECIALISTS	\$ 307,019	0	\$ 307,019	\$ 224,360	\$ -	\$ 82,659	73.08%
18575231	240000	READING TEXTS	\$ -	0	\$ -	\$ -	\$ -	\$ -	-
18582131	230000	SCIENCE TEACHERS	\$ 664,074	0	\$ 664,074	\$ 485,285	\$ -	\$ 178,789	73.08%
18582231	240000	SCIENCE TEXTS	\$ -	0	\$ -	\$ -	\$ -	\$ -	-
18582294	423000	SCIENCE LAB EQUIP REPAIR	\$ -	0	\$ -	\$ -	\$ -	\$ -	-
18583131	230000	SOCIAL STUDIES TEACHERS	\$ 836,625	0	\$ 836,625	\$ 632,266	\$ -	\$ 204,359	75.57%
18583231	240000	SOCIAL STUDIES TEXTS	\$ -	0	\$ -	\$ -	\$ -	\$ -	-
18584132	230000	SPED TEACHERS	\$ 2,002,767	0	\$ 2,002,767	\$ 1,481,399	\$ -	\$ 521,368	73.97%
18584142	230000	SPED AIDES	\$ 691,217	0	\$ 691,217	\$ 552,287	\$ -	\$ 138,930	79.90%
18584212	230000	SPED SUPLIES	\$ 650	0	\$ 650	\$ 697	\$ 92	\$ (139)	121.44%
18584232	240000	SKILLS CENTER/SPED TEXTS	\$ -	0	\$ -	\$ -	\$ -	\$ -	-
18592431	352000	STUDENT ACTIVITIES	\$ -	0	\$ -	\$ -	\$ -	\$ -	-
		<b>Total 180 CURTIS</b>	<b>\$ 10,954,508</b>	<b>0</b>	<b>\$ 10,954,508</b>	<b>\$ 8,220,580</b>	<b>\$ 21,785</b>	<b>\$ 2,712,144</b>	<b>75.24%</b>
20501115	120000	ADMINISTRATOR SALARY	\$ 857,214	0	\$ 857,214	\$ 758,305	\$ -	\$ 98,909	88.46%
20501175	120000	SUPPORT STAFF	\$ 287,767	0	\$ 287,767	\$ 261,798	\$ -	\$ 25,969	90.98%
20501325	120000	SYSTEM CONTRACTED SERVICES	\$ 21,457	0	\$ 21,457	\$ (8,253)	\$ 3,018	\$ 26,692	-24.40%
20501335	120000	SCHOOL SYSTEM MEMBERSHIPS	\$ 50,904	0	\$ 50,904	\$ 18,000	\$ -	\$ 32,904	35.36%
20573381	235000	TUITION REIMBURSEMENT	\$ 100,000	0	\$ 100,000	\$ 31,853	\$ 49,876	\$ 18,271	81.73%
20581195	330000	CROSSING GUARD	\$ 57,000	0	\$ 57,000	\$ 47,226	\$ -	\$ 9,774	82.85%
20585345	531000	LEASE AGREEMENT COPIERS	\$ 89,769	0	\$ 89,769	\$ 80,635	\$ 9,630	\$ (496)	100.55%

## YEAR-TO-DATE BUDGET

ORG	OBJ	ACCOUNT DESCRIPTION	ORIGINAL APPROP	TRANSFERS/ ADJUSTMENTS	REVISED BUDGET	YTD EXPENDED	ENCUMBRANCES	AVAILABLE BUDGET	% USED
20594131	230000	SUBSTITUTES	\$ 382,350	0	\$ 382,350	\$ 441,875	\$ -	\$ (59,525)	115.57%
20594191	235000	CONFERENCE SUBSTITUTE	\$ 18,571	0	\$ 18,571	\$ -	\$ -	\$ 18,571	0.00%
20602324	330000	REGULAR DAY TRANSPORTATION	\$ 1,143,343	0	\$ 1,143,343	\$ 1,061,735	\$ 141,603	\$ (59,995)	105.25%
20621195	230000	STIPENDS	\$ 68,930	0	\$ 68,930	\$ 38,500	\$ -	\$ 30,430	55.85%
20622195	230000	403(b) MATCH	\$ 65,000	0	\$ 65,000	\$ 52,977	\$ -	\$ 12,023	81.50%
		<b>Total 200 SYSTEM</b>	<b>\$ 3,142,305</b>	<b>0</b>	<b>\$ 3,142,305</b>	<b>\$ 2,784,652</b>	<b>\$ 204,127</b>	<b>\$ 153,527</b>	<b>95.11%</b>
21501115	120000	TECHNOLOGY DIRECTOR	\$ 120,600	0	\$ 120,600	\$ 106,685	\$ -	\$ 13,915	88.46%
21513191	423000	TECHNOLOGY TECHNICIANS	\$ 209,927	0	\$ 209,927	\$ 185,705	\$ -	\$ 24,222	88.46%
21514113	230000	EDUCATIONAL TECH COOD.	\$ 81,016	0	\$ 81,016	\$ 71,668	\$ -	\$ 9,348	88.46%
21514121	230000	CURRICULUM DIRECTOR	\$ 844,636	0	\$ 844,636	\$ 675,123	\$ -	\$ 169,513	79.93%
21522131	230000	ENGLISH SECOND LANG TEACHER	\$ 447,284	0	\$ 447,284	\$ 326,861	\$ -	\$ 120,423	73.08%
21560213	250000	COMPUTER SOFTWARE	\$ 265,226	0	\$ 265,226	\$ 237,553	\$ 7,863	\$ 19,810	92.53%
21560283	230000	COMPUTER NETWORK	\$ 28,563	0	\$ 28,563	\$ 16,921	\$ 3,510	\$ 8,132	71.53%
21573133	235000	PROF DEV PROF SALARY STIPENDS	\$ 70,000	0	\$ 70,000	\$ 48,833	\$ -	\$ 21,167	69.76%
21573431	235000	PROFESSIONAL DEV OTHER	\$ 51,005	0	\$ 51,005	\$ 46,567	\$ 16,800	\$ (12,362)	124.24%
21610213	250000	CURRICULUM SUPPLIES	\$ 102,010	0	\$ 102,010	\$ 119,600	\$ 551	\$ (18,142)	117.78%
21610273	731000	NEW EQUIPMENT	\$ 297,869	0	\$ 297,869	\$ 154,653	\$ 77,202	\$ 66,014	77.84%
21610293	250000	EQUIPMENT REPAIR	\$ -	0	\$ -	\$ -	\$ -	\$ -	-
21610333	250000	MEMBERSHIPS	\$ 2,040	0	\$ 2,040	\$ 433	\$ -	\$ 1,607	21.23%
21610353	250000	CONFERENCE AND MILEAGE	\$ 2,756	0	\$ 2,756	\$ 5,643	\$ -	\$ (2,887)	204.75%
		<b>Total 210 CURRICULUM/LIBRARY/MEDIA</b>	<b>\$ 2,522,932</b>	<b>0</b>	<b>\$ 2,522,932</b>	<b>\$ 1,996,246</b>	<b>\$ 105,926</b>	<b>\$ 420,760</b>	<b>83.32%</b>
22520132	230000	EARLY CHILD DIRECTOR	\$ 127,720	0	\$ 127,720	\$ 112,983	\$ -	\$ 14,737	88.46%
22520212	230000	EARLY CHILDHOOD OFF. SUPPLIES	\$ 2,550	0	\$ 2,550	\$ 4,622	\$ -	\$ (2,072)	181.25%
22522325	230000	ENGLISH SECOND LANG CONTRACTED	\$ 15,302	0	\$ 15,302	\$ 13,055	\$ 5,125	\$ (2,878)	118.81%
22530133	270000	SOCIAL WORKER	\$ 111,747	0	\$ 111,747	\$ 81,661	\$ -	\$ 30,086	73.08%
22532213	320000	NURSING SUPPLIES	\$ 12,582	0	\$ 12,582	\$ 7,952	\$ 155	\$ 4,475	64.44%
22534322	230000	HOME BASED SVC CONTRACTED	\$ 86,709	0	\$ 86,709	\$ 73,725	\$ 25,915	\$ (12,931)	114.91%
22564133	230000	OCCUPAT. THERAPY PROF SALARY	\$ 446,991	0	\$ 446,991	\$ 376,394	\$ -	\$ 70,597	84.21%
22571133	230000	PHYSICAL THERAPY PROF SALARY	\$ 208,632	0	\$ 208,632	\$ 182,022	\$ -	\$ 26,610	87.25%
22573353	235000	PROFESSIONAL DEVELOPMENT	\$ 42,477	0	\$ 42,477	\$ 28,174	\$ 5,202	\$ 9,101	78.57%
22574132	280000	PSYCHOLOGIST	\$ 996,999	0	\$ 996,999	\$ 687,007	\$ -	\$ 309,992	68.91%
22584115	210000	TEAM CHAIR/OOD COORDINATOR	\$ 606,374	0	\$ 606,374	\$ 464,655	\$ -	\$ 141,719	76.63%
22584132	230000	SPED BCBA TEACHER	\$ 342,693	0	\$ 342,693	\$ 250,430	\$ -	\$ 92,264	73.08%
22584142	230000	EXTENDED YR SERVICES SALARIES	\$ 339,580	0	\$ 339,580	\$ 387,191	\$ -	\$ (47,611)	114.02%
22584171	230000	SPED ADMIN ASST	\$ 122,282	0	\$ 122,282	\$ 152,440	\$ -	\$ (30,158)	124.66%
22584195	230000	TUTOR ABA SPED INSTRUCTION	\$ 516,948	0	\$ 516,948	\$ 415,479	\$ -	\$ 101,469	80.37%
22584212	230000	SPED OFFICE SUPPLY	\$ 16,924	0	\$ 16,924	\$ 40,565	\$ 861	\$ (24,503)	244.78%
22584272	730000	SPED NEW EQUIPMENT	\$ 12,241	0	\$ 12,241	\$ 9,410	\$ 60	\$ 2,771	77.37%
22584322	230000	SPED CONTRACTED PROGRAM	\$ 255,281	0	\$ 255,281	\$ 407,444	\$ 126,222	\$ (278,384)	209.05%
22584392	230000	TESTING AND EVALUATIONS	\$ 27,231	0	\$ 27,231	\$ 31,040	\$ -	\$ (3,809)	113.99%

YEAR-TO-DATE BUDGET

ORG	OBJ	ACCOUNT DESCRIPTION	ORIGINAL APPROP	TRANSFERS/ ADJUSTMENTS	REVISED BUDGET	YTD EXPENDED	ENCUMBRANCES	AVAILABLE BUDGET	% USED
22584431	210000	SPED OTHER	\$ 5,101	0	\$ 5,101	\$ 2,630	\$ 55	\$ 2,416	52.63%
22590322	230000	SPED CONSULTANT CONTRACTED	\$ 54,119	0	\$ 54,119	\$ 36,441	\$ 8,541	\$ 9,137	83.12%
22590324	230000	HEARING SVC CONTRACTED	\$ 17,342	0	\$ 17,342	\$ 10,391	\$ 25,736	\$ (18,786)	208.32%
22591132	230000	SPEECH THERAPIST	\$ 1,057,353	0	\$ 1,057,353	\$ 791,191	\$ -	\$ 266,162	74.83%
22596322	900000	TUITION OUT OF DISTRICT	\$ 1,314,007	0	\$ 1,314,007	\$ 1,071,636	\$ 242,487	\$ (116)	100.01%
22603192	330000	TRANSPORT MONITOR	\$ 25,957	0	\$ 25,957	\$ 5,328	\$ -	\$ 20,629	20.53%
22603322	330000	SPED TRANSPORTATION	\$ 807,754	0	\$ 807,754	\$ 246,811	\$ 314,417	\$ 246,526	69.48%
22605322	230000	VISION CONSULTANT	\$ 10,201	0	\$ 10,201	\$ 110,213	\$ 32,992	\$ (133,004)	1403.83%
		<b>Total 220 SPECIAL EDUCATION/PUPIL P</b>	<b>\$ 7,583,097</b>	<b>0</b>	<b>\$ 7,583,097</b>	<b>\$ 6,000,891</b>	<b>\$ 787,767</b>	<b>\$ 794,439</b>	<b>89.52%</b>
23515214	411000	CUSTODIAL SUPPLIES	\$ 130,241	0	\$ 130,241	\$ 152,842	\$ 4,363	\$ (26,964)	120.70%
23515324	411000	RUBBISH REMOVAL	\$ 42,692	0	\$ 42,692	\$ 60,540	\$ 9,411	\$ (27,259)	163.85%
23546194	422000	MAINTENANCE STAFF	\$ 287,983	0	\$ 287,983	\$ 249,619	\$ -	\$ 38,364	86.68%
23546214	422000	MAINTENANCE BUILDING	\$ 181,889	0	\$ 181,889	\$ 196,813	\$ 754	\$ (15,678)	108.62%
23546294	423000	MAINTENANCE EQUIPMENT	\$ 163,191	0	\$ 163,191	\$ 187,219	\$ -	\$ (24,028)	114.72%
23546324	422000	MAINTENANCE CONTRACTED SERVICE	\$ 136,559	0	\$ 136,559	\$ 164,272	\$ 10,347	\$ (38,060)	127.87%
23546454	423000	MAINTENANCE VEHICLES	\$ 10,806	0	\$ 10,806	\$ 22,040	\$ 511	\$ (11,745)	208.69%
23585271	731000	NEW EQUIPMENT	\$ 59,431	0	\$ 59,431	\$ 79,350	\$ -	\$ (19,919)	133.52%
23615324	413000	WATER	\$ 12,466	0	\$ 12,466	\$ 9,160	\$ 1,840	\$ 1,466	88.24%
23616324	413000	ELECTRIC	\$ 680,494	0	\$ 680,494	\$ 591,795	\$ 8,205	\$ 80,494	88.17%
23617324	413000	HEAT - OIL AND GAS	\$ 413,070	0	\$ 413,070	\$ 340,963	\$ 17,795	\$ 54,312	86.85%
23619324	413000	TELEPHONE	\$ 51,427	0	\$ 51,427	\$ 43,625	\$ 16,894	\$ (9,092)	117.68%
		<b>Total 230 MAINTENANCE</b>	<b>\$ 2,170,249</b>	<b>0</b>	<b>\$ 2,170,249</b>	<b>\$ 2,098,238</b>	<b>\$ 70,119</b>	<b>\$ 1,892</b>	<b>99.91%</b>
50501195	110000	SCHOOL COMMITTE SECRETARY	\$ 4,800	0	\$ 4,800	\$ 4,800	\$ -	\$ -	100.00%
50501435	110000	SCHOOL COMMITTEE OTHER	\$ 3,965	0	\$ 3,965	\$ 235	\$ 90	\$ 3,640	8.20%
50543325	110000	SCHOOL COMM. LEGAL ADS & FEES	\$ 75,928	0	\$ 75,928	\$ 95,721	\$ 15,840	\$ (35,633)	146.93%
		<b>Total 500 SCHOOL COMMITTEE</b>	<b>\$ 84,693</b>	<b>0</b>	<b>\$ 84,693</b>	<b>\$ 100,756</b>	<b>\$ 15,930</b>	<b>\$ (31,993)</b>	<b>137.78%</b>
		<b>Total 3000 SUDBURY PUBLIC SCHOOLS</b>	<b>\$ 45,785,871</b>	<b>\$ -</b>	<b>\$ 45,785,871</b>	<b>\$ 35,723,691</b>	<b>\$ 1,224,459</b>	<b>\$ 8,837,721</b>	<b>80.70%</b>
		<b>Total 01 GENERAL FUND</b>	<b>\$ 45,785,871</b>	<b>\$ -</b>	<b>\$ 45,785,871</b>	<b>\$ 35,723,691</b>	<b>\$ 1,224,459</b>	<b>\$ 8,837,721</b>	<b>80.70%</b>

**Sudbury Public Schools  
School Committee Meeting**

**Date: May 19, 2025**

**Agenda Item: 3i**

**Monthly Accounts Payable and Payroll Warrants Submission**

**Recommendation:**

**No action required by the Committee.**

**Background  
Information:**

**Attachments:**

**SC Meeting Warrant Summary - 051525**

**Action: Report: Discussion: XX**



## SUDBURY PUBLIC SCHOOLS

Office of the Director of Business and Human Resources

**To:** School Committee

**Date:** 5/15/25

**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>
5/15/25	Accounts Payable	1176	\$665.00
5/15/25	Accounts Payable	1175	\$265,050.11
5/15/25	Accounts Payable	1174	\$4,417.45
5/8/25	Accounts Payable	1173	\$171,024.07
5/1/25	Accounts Payable	1172	\$87,783.46
4/24/25	Accounts Payable	1171	\$210,161.59
4/24/25	Accounts Payable	1170	\$10.23
4/17/25	Accounts Payable	1169	\$1,966.30
4/17/25	Accounts Payable	1168	\$639,980.08
5/15/25	Payroll	P/R 5/15/25	\$1,552,425.92
4/25/25	Payroll	P/R 5/1/25	\$1,593,420.31
4/14/25	Payroll	P/R 4/17/25	\$1,548,310.88

Donald R. Sawyer  
Director of Business and Human Resources



**Sudbury Public Schools  
School Committee Meeting**

**Date: May 19, 2025**

**Agenda Item: 3k**

**Minutes (03/31/25, 04/09/25 and 04/14/25)**

**Recommendation:**

**Move to approve the open session meeting minutes from the March 31, April 9 and April 14th meetings as presented / amended**

**Background  
Information:**

**Attachments:**

**033125\_Sudbury School Committee Minutes\_DRAFT**

**Tri-District Meeting 4.9.25 (1)**

**041425\_Sudbury School Committee Minutes\_DRAFT**

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

Sudbury School Committee  
Meeting Minutes - DRAFT  
March 31, 2025

**Members Present:**

Nicole Burnard, Chair  
Karyn Jones  
Jessica McCready  
Mandy Sim

**Absent:**

Meredith Gerson, Vice Chair

**Also Present:**

Brad Crozier, Superintendent  
Annette Doyle, Assistant Superintendent  
Leslie Smart, METCO Director

**1. Opening Statement / Regular Session**

Chair Nicole Burnard opened the regular session meeting at 6:00 p.m.

**2. Public Comment**

a. None

**3. Special Matters**

a. METCO FY25 Report, Leslie Smart, METCO Director

- i. Ms. Smart provided the annual METCO report highlighting the history of the program, current enrollment numbers, funding sources and future planning.
- ii. Parent questions surrounded the availability of organized sports activities for elementary students, tutoring, fees for extended day and safety on the middle and high school buses.
- iii. The Committee's questions surrounded what grades utilize tutoring the most and PK student acceptance.

**4. Educational and Operational Matters**

a. District Reports

- i. Director of Business and Human Resources Report
  1. Mr. Sawyer was not present at the meeting.

ii. Assistant Superintendent Report

1. The Sudbury Food Pantry recently provided certificates of recognition to two siblings who, alongside their Grandmother, have been making generation donations towards the Food Pantry as well as the Curtis Angels for their contributions.
2. SOA Progress Report

- a. Mrs. Doyle shared the Student Opportunity Act progress report for the Committee's review.
- b. The Committee's questions surrounded skills measurements, the plan for funding if the town meeting warrant article doesn't pass, ongoing expenses related to EL, goals for student achievement related to minimal growth and will the April 29th webinar be recorded and sent to families?
- c. Clarification was sought regarding the learning management system.

iii. Superintendent's Report

- 1. The MSBA has assigned a project manager and design firm for our roofing projects. Next steps are schematic design and cost estimates.
- 2. Capital Articles will be pulled from the Annual Town Meeting as the MSBA approval will not happen before then. Superintendent Crozier has notified Town Manager Sheehan that a Fall Town Meeting is necessary.
- 3. Questions from the Committee surrounded the design schedule, when the MSBA approval meeting is and are there any restrictions on when the Fall Town Meeting can be held.
- 4. Bus Driver and Crossing Guard Appreciation Breakfast is scheduled for April 9th at Peter Noyes School.

5. Business and Policy Matters

a. Minutes (03/03/25)

- i. Mandy Sim moved to approve the open session meeting minutes from the March 3, 2025 meeting as presented and or amended. Karyn Jones seconded the motion. **All in favor. 4-0.** Motion carries.

b. Tri-District Meeting Update

- i. The Tri-District meeting has been scheduled for April 9th at 7:00 p.m. The main goal of the meeting is to discuss holidays with the hope to align holiday schedules between the three districts.

6. Adjournment

- a. Chair Nicole Burnard moved to adjourn the meeting at 7:38 p.m. Karyn Jones seconded the motion. **All in favor. 4-0.** Motion carries.

Respectfully Submitted,

Julie Williams

Executive Assistant to the Superintendent

**Documents Reviewed During the March 31, 2025 School Committee Meeting**

- 1. METCO School Committee\_Parent Meeting 2024-2025 FINAL DRAFT
- 2. SPS SOA FY25 Progress Report FINAL DRAFT for SC
- 3. 030325\_Sudbury School Committee Minutes\_DRAFT

Special Session  
Tri-District School Committee Meeting Minutes  
Wednesday, April 9, 2025  
7:00PM  
Hybrid Meeting

**Sudbury School Committee**

Nicole Burnard  
Jessica McCready  
Mandy Sim  
Karyn Jones (remote)

Absent: Meredith Gerson

**Lincoln School Committee**

Matina Madrick  
Jacob Lehrhoff  
Kenneth LePage  
Abbey Salon (remote)  
Susan Taylor (remote)

Absent: Laurel Wironen  
Kim Mack

**Also Present**

Brad Crozier, Superintendent, Sudbury  
Parry Graham, Superintendent, Lincoln  
Dr. Andrew Stepens, Superintendent, LS  
Rob Ford, Director of Education Operations

**Lincoln Sudbury School Committee**

Ravi Simon  
Maura Carty  
Cara Endyke-Doron  
Catherine Bitter

Absent: Kevin Matthews  
Lucy Mason-Maulsby

**Special Session, Tri-District Forum:**

**1. Call to order of each School Committee by its Chairperson.**

- a. Chair Matina Madrick opened the Tri-District meeting at 7:00 p.m., performed a roll call, made an announcement that the session is being recorded and shared live for the public to see and hear and stated that because the meeting is hybrid, all votes will be by roll call. Matina Madrick, Jacob Lehrhoff, Kenneth LePage, Abbey Salon all affirmed in the positive.
- b. Chair Nicole Burnard made a motion to open the Sudbury School Committee meeting and join the Tri-District meeting. Member McCready seconded the motion. A roll call vote was taken, Mandy Sim, Jessica McCready, Nicole Burnard and Karyn Jones all affirmed in the positive.

- c. Chair Ravi Simon opened the meeting of the Lincoln Sudbury School Committee and performed a role call. Ravi Simon, Maura Carty, Cara Endyke-Doron, and Catherine Bitter all affirmed in the positive.

## 2. Opening Remarks

- a. Chair Simon went over the benefits of the three Districts meeting annually and opened a discussion to make a good faith effort to align the Sudbury, Lincoln, and Lincoln-Sudbury calendars. The discussion will include holidays, cultural observances and policies, absentee data from Administration, aligning the timelines for calendar approval and potentially approve a Subcommittee to further the work of aligning calendars.

## 3. Public Comment

- a. Chair Madrick noted several citizens signed up to make public comment and asked for a motion to extend public comment from 15 to 30 minutes. Seconded by Member LePage. A roll call vote was taken of the Lincoln School Committee:

- i. Matina Madrick      aye
- ii. Jacob Lehrhoff      aye
- iii. Kenneth LePage      aye
- iv. Abbey Salon      aye
- 1. **Vote** 4 - 0. Motion carries.

- b. Chair Burnard made a motion to extend public comment from 15 to 30 minutes. Seconded by Member Sim. A roll call vote was taken of the Sudbury School Committee:

- i. Mandy Sim      aye
- ii. Jessica McCready      aye
- iii. Nicole Burnard      aye
- iv. Karyn Jones      aye
- 1. **Vote** 4 - 0. Motion carries.

- c. Chair Simon made a motion to extend public comment from 15 to 30 minutes. Seconded by Member Carty. A roll call vote was taken of the Lincoln-Sudbury School Committee:

- i. Cara Endyke-Doran      aye
- ii. Ravi Simon      aye
- iii. Maura Carty      aye
- iv. Catherine Bitter      aye
- 1. **Vote** 4 - 0. Motion carries.

- d. Murtuza Khan, Sudbury resident, commenting on school calendar and noted both MCAS and Town Meeting were scheduled on March 30, on Eid al-Fitr, which his family celebrates. Mr. Khan requested Eid al-Fitr and Eid al-Adha be recognized as official holidays and noted the challenge of balancing academics versus recognizing observance of holidays.
- e. Vidya Parwani, Sudbury resident, requesting inclusion of Diwali and to recognize that our community is becoming increasingly more diverse. Ms. Parwani also stated it's difficult to choose between attending important holiday celebrations over meeting academic responsibilities and requests consideration in the approach of creating a clear policy to either expand inclusion of all holidays, or remove all holidays.
- f. Maria Afzal, Sudbury resident, commenting to support the inclusion of Muslim holidays.
- g. Preeti Joshi, Sudbury resident, commenting to support the inclusion of Diwali as it helps to promote cultural identity and education within the community.
- h. Sahidya Devadoss, Sudbury resident, explained that Diwali was celebrated during Halloween last year and she was able to incorporate a Diwali celebration during a Halloween event. She's requesting the addition of Diwali as an official holiday on the school calendar.
- i. Samta **NO LAST NAME**, Sudbury resident, advocating for the inclusion of Diwali. Samta works at Acton Boxborough who has off for Diwali however her children who attend school in Sudbury do not have the day off.
- j. Leena Muntaseer, Sudbury resident and attends Lincoln-Sudbury High School. Ms. Muntaseer is also the co-president of the Muslim Citizens Associate and voiced support of adding Eid al-Fitr to the holiday calendar. Ms. Muntasser expressed a disconnection between her school and her her faith when forced to choose between academics and her cultural and religious holidays.
- k. Sneha Chaturvedi Lalit, Sudbury resident, advocating for addition of Diwali to the school holiday calendar. When students are in school for Diwali, her family is unable to perform the all day holiday rituals if they attend.
- l. Neeraj Kasi, Sudbury resident, sophomore at LS who shared his personal

experiences of having to choose celebrating Diwali over attending school and his academics.

- m. Sarah Thompson, Sudbury resident, advocating for an additional classroom section in the current 4th grade at Haynes Elementary school, citing her son is in a class of 27 students. She also noted there is classroom space available to accommodate the additional 4th grade section.

#### **4. Business and Policy Matters**

##### **a. Relevant Data of Districts**

- i. Superintendent Graham discussed student and staff attendance over the last three years and noted students coming from Hanscom Air Force Base (HAFB) may slightly skew numbers given HAFB students may leave in the Spring based on government orders and typically travel far over the holidays.
- ii. Superintendent Crozier discussed student and staff data and attendance over the last three years. SPS students average 120 absences a day.
- iii. Superintendent Stephens discussed Lincoln Sudburys' three year look back on student and staff absenteeism which ranges from 40 - 80 on any given day.

Susan Taylor from the Lincoln School Committee joined the meeting at 7:51pm.

- iv. Chair Madrick discussed the holiday comparison sheet and outlined the importance of HAFB families attending both Bedford High School Lincoln Sudbury. Chairs Burnard and Simon outlined the rationale for the Districts chosen to compare both Sudbury and Lincoln Sudbury schools.
- v. The Committees discussed Districts observe different holidays based on their demographics and other considerations such as bussing. Federal and State holidays and start and end dates of school calendars were discussed.

##### **b. School Committee Timelines**

- i. Discussions ensued around aligning the timeline of approving all three District calendars to include start and end times, potentially PD days and holidays. Some variables such as Lincoln Sudbury midterms and finals and MCAS dates were discussed. Interest was expressed by all three

Committees in aligning calendars however, all agreed further discussion is required and additional details need to be ironed out.

c. District Calendars

- i. The Committees reviewed and discussed other District calendars and policies, including Brookline and Wellesley. Further discussion included the students and families who made public comment indicating they're not "being seen" given students are forced to choose academics or celebrating/observing a cultural holiday that is not currently observed on the calendar. Climate control was discussed as adding more holidays may extend the school year into late June during warmer months. It was again noted that HAFB receives transfers in May and typically there is turnover in the Spring.
- ii. The creation of a Tri-District Calendar Review Subcommittee was discussed to create an intentional, formal process, in building and aligning the three District school calendars. It was recognized that each District may have their own principles and it's possible may not align in some areas. The overall intent is to create and maximize alignment while understanding there may be mitigating factors making it difficult for full alignment.
- iii. Criteria for creating a Calendar Review Subcommittee was discussed. A draft of a Subcommittee Charge was reviewed and discussed by the Committees. Additional measures in creating a charge was discussed, Member Sims recommended reaching out to Districts that only observe Federal and State holidays to provide feedback on absenteeism data on holidays not observed. Further discussion around taking a holistic approach to the calendar, not just looking at start and end dates, holidays but to incorporate all criteria including learning and climate was discussed. Chair Simon recommended we try and establish a timeline to make a decision, aiming for late Fall when our Districts will vote on the FY 26-27 calendar. The initial charge discussed was to align the three District calendars by reviewing the calendar for start/end dates, holidays, and review criteria and accommodations, including environmental factors.
- iv. Chair Madrick made a motion to appoint members for a Tri-District Calendar Review Subcommittee. Seconded by Member LePage. A roll call vote was taken of the Lincoln School Committee:

1. Matina Madrick            aye



2. Jacob Lehrhoff        aye
3. Kenneth LePage       aye
4. Abbey Salon           aye
5. Susan Taylor          aye

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

v. Chair Burnard made a motion to discuss and vote to create the Calendar Review Subcommittee and to appoint two members to the Subcommittee. Seconded by Member Sim. A roll call vote was taken of the Sudbury School Committee.

1. Mandy Sim              aye
2. Jessica McCready      aye
3. Nicole Burnard        aye
4. Karyn Jones           aye

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

vi. Chair Simon made a motion to create a Calendar Review Subcommittee and appoint members at a later date. Seconded by Member Endyke-Doran. A roll call vote was taken of the Lincoln-Sudbury School Committee:

1. Cara Endyke-Doran    aye
2. Ravi Simon             aye
3. Maura Carty           aye
4. Catherine Bitter       aye

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

vii. The Tri-District Calendar Review Charge was briefly discussed and there was a consensus to bring the Charge back to the individual Committees for final approval after the Committees reorganize.

## 5. Adjournment

a. Chair Madrick made a motion to adjourn the meeting at 8:50pm. Seconded by Member LePage. A roll call vote was taken of the Lincoln School Committee:

- i.     Matina Madrick        aye
- ii.    Jacob Lehrhoff          aye
- iii.   Kenneth LePage        aye
- iv.    Abbey Salon             aye

Susan Taylor left the meeting prior to adjournment.

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

b. Chair Burnard made a motion to adjourn the meeting at 8:51pm. Seconded by Member McCready. A roll call vote was taken of the Sudbury School Committee:

- i. Karyn Jones aye
- ii. Jessica McCready aye
- iii. Mandy Sim aye
- iv. Nicole Burnard aye

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

c. Chair Simon made a motion to adjourn. Seconded by Member Endyke-Doran. A roll call vote was taken of the Lincoln Sudbury School Committee:

- i. Catherine Bitter aye
- ii. Maura Carty aye
- iii. Cara Endyke-Doran aye
- iv. Ravi Simon aye

**Vote 4 - 0. Motion carries, meeting adjourned.**

Respectfully submitted,

Nicole Burnard  
Chair, Sudbury School Committee

**Documents reviewed during the April 9, 2025 Tri-District Meeting:**

1. Lincoln - Absence Rates on Select Days of Observance
2. LS School Calendar
3. Data School District Calendar Comparison Sheet - Sheet1
4. SPS Holiday Absences SPS Top 5 Absence Days (1)
5. School Calendar - Attendance Data
6. Brookline 24-25 Homework Letter with list of Observances
7. Lincoln IMDB - ACCOMMODATIONS FOR RELIGIOUS AND CULTURAL OBSERVANCES
8. LS Policy JH - Student Absences and Excuses
9. SPS IMDA - Accommodations for religious and cultural observances
10. DRAFT SPS Calendar SubCom Charge
11. Wellesley Rotating Model

Sudbury School Committee  
Meeting Minutes - DRAFT  
April 14, 2025

**Members Present:**

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

**Also Present:**

Brad Crozier, Superintendent  
Annette Doyle, Assistant Superintendent  
Don Sawyer, Director of Business and Human Resources  
Gary Grassey, SEA Representative and Literacy Specialist (remote)

**1. Executive Session**

Chair Nicole Burnard opened the meeting at 6:00 p.m.

Vice Chair Meredith Gerson moves to convene in 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 the Committee will return to open session. seconded the motion.

**ROLL CALL VOTE**

Meredith Gerson: Aye  
Jessica McCready: Aye  
Nicole Burnard: Aye  
Mandy Sim: 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 return to open session.

**2. Opening Statement / Regular Session**

Chair Nicole Burnard re-opened the regular session meeting at 7:04 p.m.

**3. Public Comment**

- a. Aaron Thompson, 51 Dakin Road, advocated for classroom sizes at Haynes.

- b. Nicole Burnard, Sudbury resident and Chair of the Sudbury School Committee announced that tonight is Vice Chair Meredith Gerson's last official School Committee Meeting. She expressed her heartfelt thanks for all her years of service and dedication to the Sudbury School Committee. Superintendent Crozier also expressed his appreciation for her student centered approach and presented a small token of gratitude on behalf of the District.
- 4. Special Matters
  - a. Academic Benchmarking
    - i. Betsy Grams, Karen Wolfson and Lauren Egizio presented the Committee with a report highlighting SEL, Math and ELA Benchmarking Data.
    - ii. Questions related to SEL included topics such as support for gender-diverse students and efforts to improve school climate, is any screening done with K-2 students, insight into the decline in certain student subgroups, and why middle school students may feel less welcome compared to those in elementary school. Additional questions surrounded follow up with LSRHS, the use of depression screeners, and the impact of students' sense of connection related to their test scores.
    - iii. ELA questions related to whether children who are unable to take the DIBELS assessment are represented in the data, the EL Pilot focus group and if there are any indicators used to identify the needs of PK students.
    - iv. Math related questions focused on grade levels approaching the next benchmarking targets, the curriculum for developing math fluency, differentiation for fast learners, uninterrupted learning time and school to school variabilities.

Mandy Sim excused herself from the meeting.

- b. Grade 7 Math Proposal
      - i. Karen Wolfson presented a proposal on updating and improving math course progression at the middle school.
      - ii. Questions from the Committee surrounded the percentage of students anticipated to enroll in the newly proposed course, how long the current system has been used, any advocacy from DESE to change existing standards, inquiries about other districts using similar curriculum, student to teacher ratios, asynchronous learning options and LS placement history review.
      - iii. The Committee shared positive feedback about the proposal and shared concerns about self-study and double enrollment.
      - iv. Vice Chair Meredith Gerson moves to approve the Grade 7 Math Proposal as presented to be implemented in FY26. Karyn Jones seconded the motion. **All in favor: 4-0.** Motion carries.
- 5. Educational and Operational Matters
  - a. SEA Report (Gary Grassey)
    - i. Updates on activities in the middle school include 100 students traveling to the Moakley Courthouse as part of a recent civics-related field trip. Civics Action Projects will be showcased in late May. Projects include lowering voting age; passage of the study act; food insecurity and access to vocational schools. Mr.

Grassey noted that former Curtis students are still actively working on the projects they began in 8th grade.

- ii. Additionally, 20 Model UN students are participating in a conference at LS, and students have taken part in three workshops on how to work with bias and discrimination through The Playbook Initiative.
- iii. He also noted unified opportunities in place to support inclusive student participation.
- iv. The Committee posed questions about the Unified Games and how Curtis helps foster relationships among students.

b. District Reports

i. Director of Business and Human Resources Report

- 1. Bus registration opened last week and ends on May 19th. Registrations received from May 20th - June 13th will be charged a late fee.

ii. Assistant Superintendent Report

- 1. 100 Curtis students will be performing in the Annual Town Tour to all elementary schools.
- 2. DC Family Info Night is on Wednesday at 6:00 p.m.
- 3. ELA Family Info Webinar is on April 29th from 6:30-7:30 to learn about EL Implementation.

iii. Superintendent's Report

- 1. Bus Driver and Crossing Guard Appreciation Breakfast was held last week. Superintendent Crozier thanked SPS students for the cards they made and the PTO for collecting donations and food.
- 2. The 8th grade "Make your Mark Tile Project" tiles are on display. Currently there are over 8,000 individual tiles hung at the middle school.
- 3. A chromebook software implementation feature "sleep hours" will be in place as of April 28th. This feature prevents use during 11:00 p.m. - 5:00 a.m.
- 4. Many school districts recently received a request for certification from the US Department of Education. Interim Commission Tutwiler responded on behalf of DESE and confirmed the Department does comply with Title 6. This is required for federal funding. The Department has advised local agencies not to answer as the state has done so on our behalf.
- 5. In addition, we recently received medicaid reimbursement. The Committee questioned where the reimbursement comes from.

6. Business and Policy Matters

a. Combined Facilities MOA

- i. Chair Burnard noted this agenda item will be moved to another meeting to allow for work in conjunction with the Select Board.
- ii. Questions related to when this meeting will be was asked.

b. Noyes Gift Acceptance

- i. Vice Chair Meredith Gerson moves 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. Karyn Jones seconded the motion. **All in favor: 4-0.** Motion carries.
- c. CASE Q3 Report
  - i. As a member district, we are required to receive reports on the Collaboratives. Highlights were shared including strong student enrollment and a new consulting team initiative.
- d. Accept Q3 Report
  - i. Jacqueline LeSage is now the acting Executive Director. Still watching student enrollment as it's below budget projections but they continue to work with a positive cash flow.
  - ii. Questions related to whether MCAS scores from Accept students are shared.
- e. School Committee Self-Assessment
  - i. The self-assessment was reviewed by all Committee members. Questions related to the shift in how the assessment was worded were asked and whether the questions differ from years past.
  - ii. The Committee engaged in discussion about how motions are made.
  - iii. MASC has recommended a workshop to review and update current policies and operating protocols on an annual basis. Additionally, they suggested a workshop focused on roles and responsibilities and a review of the legal responsibilities of the Committee vs. the administration.
- f. Monthly Accounts Payable and Payroll Warrants Submission
  - i. No action required by the Committee.
- g. Future Agenda Items
  - i. Vice Chair Meredith Gerson moves for the Committee to include a policy on authorized use of the SPS logo on a future agenda. Nicole Burnard seconded the motion. **Vote: 3-1.** Motion carries.
  - ii. Karyn Jones moves to reorganize the Negotiations Subcommittee due to a member rolling off. Jessica McCready seconded the motion. **Vote: 2-2.** Motion does not pass.
  - iii. Jessica McCready moves to add a discussion for the School Committee to take part in Pride Day per the invitation from the Sudbury Pride Committee which is happening on June 8, 2025. Karyn Jones seconded the motion. **Vote: 4-0.** Motion carries.
  - iv. Karyn Jones moves to discuss members participating remotely in both regular and executive session meetings. Jessica McCready seconded the motion. **Vote: 4-0.** Motion carries.
- h. Minutes (03/17/25)
  - i. Vice Chair Meredith Gerson moves to approve the Sudbury School Committee open session meeting minutes from the March 17, 2025 meeting as presented / amended. Karyn Jones seconded the motion. **Vote: 4-0.** Motion carries.

7. Adjournment

- a. Chair Nicole Burnard motioned to adjourn the meeting at 10:20 p.m. Vice Chair Meredith Gerson seconded the motion. **Vote: 4-0.** Motion carries.

Respectfully Submitted,

Julie Williams

Executive Assistant to the Superintendent

**Documents Reviewed During the April 14, 2025 School Committee Meeting**

1. DRAFT - Spring 2025 Benchmark Presentation
2. Progression of Middle School Mathematics\_A Proposal
3. Drone Request Letter 04-08-2025
4. DJI MINI 4 PRO
5. CASE General Update 4\_11\_2025
6. ACCEPT - Q3 Report - Monthly Memo March 2025
7. SCEval2025
8. SC Meeting Warrant Summary - 041025
9. 031725\_Sudbury School Committee Minutes\_DRAFT