



AMENDED AGENDA and NOTICE SCHOOL COMMITTEE MEETING

Regular Session Meeting

Monday, June 2, 2025

LOCATION

Sudbury Public Schools

40 Fairbank Road; Room 214; Sudbury, MA 01776

Dial In: 1 301 715 8592 - Webinar ID: 817 1054 0873

Hybrid Link: <https://us02web.zoom.us/j/81710540873>

AGENDA

6:00 p.m. Open Executive Session

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

1. Purpose (3) to discuss strategy with respect to and in preparation for collective bargaining with the Sudbury Nurses' Association, the Sudbury Education Association, the Education Support Professionals Association, and Custodians (Units A, B, & C) because an open discussion may have a detrimental effect on the bargaining position of the Committee. The Committee will return to Open Session.
2. Purpose (7) to review and approve minutes from the Sudbury School Committee executive session meeting of 5/28/2025.

7:00 p.m. Open Regular Session

1. Public Comment 15 Mins
 - a. *This is an opportunity for members of the community to address the School Committee. At the start of each regularly scheduled School Committee meeting, individuals will sign in for an opportunity to speak during public comment. School Committee Policy BEDH allots each speaker three (3) minutes to present their material and must begin their comments by stating their name and city/town. Public comment is not a discussion, debate, or dialogue between individuals and the School Committee. It is an individual's opportunity to express an opinion on issues within the School Committee's authority.*
2. Special Matters
 - a. FY26 Washington DC Trip Approval, Lauren Egizio (Discussion/Action) 10 Mins
 - b. Presentation of Accomplishments, Initiatives & Models (AIM Reports) (Report/Action) 90 Mins
 - i. Presented by:
 - Haynes Elementary School - Bryant Amitrano, Principal
 - Loring Elementary School - Sara Harvey, Principal
 - Nixon Elementary School - Susan Woods, Principal
 - Noyes Elementary School - Cindy Marchand, Interim Principal
 - Curtis Middle School - Jeff Mela, Principal
3. Educational and Operational Matters
 - a. SEA Report (Anneke Bartelsman)
 - b. District Reports (Report) 15 Mins
 - i. Director of Business and Human Resources Report
 - ii. Assistant Superintendent Report
 - iii. Superintendent's Report
4. Consent Calendar (Discussion/Action) 5 Mins
 - a. Pride Day Materials
 - b. Communication Sub Committee Minutes (12/19/2024)
 - c. Policy Sub Committee Minutes (4/12/2024 and 12/12/2024)
5. Business and Policy Matters
 - a. Permanent Building Committee Interview (Discussion/Action) 15 Mins
 - b. FY25 Superintendent Evaluation (Discussion/Action) 20 Mins
 - c. FY26 School Committee Meeting Schedule Updates (Discussion/Action) 15 Mins
 - d. At-A-Glance Newsletter (Discussion/Action) 10 Mins
 - e. Draft BDFA-E Policy - School Improvement Plan (Discussion/Action) 15 Mins
 - f. Review FY25 School Committee Goals (Discussion) 10 Mins
 - g. Future Agenda Items (Discussion) 10 Mins
6. 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 **June 16, 2025**

**Sudbury Public Schools
School Committee Meeting**

Date: June 2, 2025

Agenda Item: 2a

FY26 Washington DC Trip Approval

Recommendation:

Move to authorize a trip for all 8th grade students to Washington, DC from May 12 - 15, 2026

Background Information:

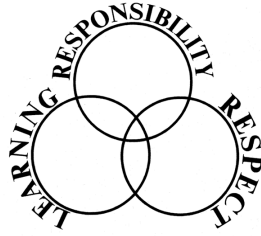
School Committee Policy JJH stipulates that “all student trips which include late night or overnight travel must have prior approval of the School Committee.”

Attachments:

SC proposal on letterhead 2025

DC SC presentation 6.2.25

Action: XX Report: Discussion: XX



Ephraim Curtis Middle School

22 Pratts Mill Road • Sudbury, Massachusetts 01776-2623
Telephone 978-443-1071 • Fax 978-443-1098 • www.sudbury.k12.ma.us/curtis

Principal
Jeff Mela

Assistant Principals
Angela Menke
Brian Menna

To: Brad Crozier
From: Lauren Egizio
Date: June 2, 2025

As per School Committee Policy JJH, I am writing to propose and request permission for an overnight field trip for 8th grade students in the 2025-2026 school year. Please find the specifics of the trip below:

COORDINATOR: *Lauren Egizio, Humanities Curriculum Coordinator*

SCHOOL: *Curtis Middle School*

GRADE: *All 8th grade students*

DATES OF TRIP: *May 12-15, 2026*

NUMBER OF DAYS AWAY FROM SCHOOL: *4*

DESTINATION: *Washington D.C.*

PURPOSE OF TRIP:

In June 2018, the Department of Elementary and Secondary Education released a revised curriculum framework for History and Social Sciences, which puts a greater emphasis on civics across all grade levels. The eighth grade curriculum has a direct focus on government and civics, with topics including: The philosophical foundations of the U. S. political system, the development and institutions of the U. S. government, rights and responsibilities of citizens, the Constitution, Amendments, and Supreme Court decisions, and the freedom of the press and news/media literacy.

Much research has shown that place-based learning offers many benefits for students. Student engagement is higher therefore promoting greater understanding of concepts. It also facilitates students' ability to synthesize their classroom learning with authentic environments and real-life situations.

Eighth grade students from Curtis Middle School will travel to Washington D.C. for the purpose of researching and engaging in civic and government-related activities. Students will visit civic landmarks and view original documents of democracy. They will better understand the history, structure, purpose, and processes of the U.S. government, and important persons in governmental history. They will gain civil and historical perspective by visiting various museums addressing such topics as the Holocaust and African-American history.

TRAVEL AGENCY:

Academic Expeditions ("AE")
P.O. Box 7661
Charlottesville, VA 22906
917.608.4177

TRANSPORTATION:

Students and chaperones will travel by coach buses throughout the trip. Our departure and arrival will occur at Curtis Middle School.

ACCOMMODATIONS:

AE will arrange housing at an area hotel and will be placed 4 students per room. Chaperones will be placed 2 per room (or 1 per room per individual cost).

COST PER STUDENT: Approximately \$1,400 - A 10% deposit is due at registration, and the final payment will be due February 15, 2026. The total cost may be lessened, depending on fundraising efforts.

NUMBER OF STUDENTS TRAVELING: approximately 260 (based on 94% participation)

ITINERARY:

There will be multiple itineraries containing the same locations. Please see the attached [sample itinerary](#) for more information. There will be multiple whole group activities and a whole group photo.

SOURCE OF FUNDS:

Students will submit payments directly to AE. One free place is earned for every 8 paid travelers. These free places will be assigned to teacher chaperones and the nurse. Students will have the option of making payments in a lump sum or 3 installments.

ADMINISTRATOR: Lauren Egizio, Humanities Curriculum Coordinator

CHAPERONES: Chaperones will be Curtis faculty members and will supervise groups of 10-12 students. Specific student needs will be met by Curtis faculty members.

CURRICULUM CONNECTIONS:

please see attached [slides](#)

STUDENT BEHAVIORS THAT WILL CONFIRM ACHIEVEMENT OF THE LEARNING OBJECTIVE:

Students will demonstrate knowledge of the learning standards by exhibiting civic discourse through words and actions. They will explain how government power is divided between the three co-equal branches, including through the principles of checks and balances and the separation of powers. They will understand the rights and responsibilities of citizens and the importance of civic engagement at the local, state, and federal levels. They will be able to articulate historical events as they pertain to sites and museums.

8th Grade Civics Trip to Washington D.C.

School Committee
Presentation & Proposal
June 2, 2025



Topics

- Background
- Trip Details
- Communication



Background

In June 2018 the Department of Elementary and Secondary Education released a revised curriculum framework for History and Social Sciences, which puts a greater emphasis on civics across all grade levels. On November 8, 2018, Massachusetts Governor Charlie Baker signed bill S2631, an Act to promote and enhance civic engagement in Massachusetts students. The goals of this law are, in part, to increase voter participation (especially at the local level), increase people's engagement in community service work, and inspire citizens to protect and promote our democratic institutions. This new law requires eighth-grade students to participate in at least one student-led, non-partisan civics project. The 8th grade curriculum has a direct focus on government and civics, with topics including: the philosophical foundations of the U.S. political system, the development and institutions of the U.S. government, rights and responsibilities of citizens, the Constitution, Amendments and Supreme Court decisions, and the freedom of the press and news/media literacy.

Summary of Grade 8 Curriculum:

Students study the roots and foundations of U.S. democracy, how and why it has developed over time, and the role of individuals in maintaining a healthy democracy. They study these topics by exploring guiding questions such as, “How have concepts of liberty and justice affected the United States democratic system of government?” and “How can power be balanced in government?”

Details

Company:	Academic Expeditions
Dates of Travel	May 12-15, 2026
Estimated Cost:	\$1,400
Deposit:	\$140 (10%)
Payments:	Pay in full 3 installments (\$420) Payments at will Auto payments not available
Scholarships:	12 full scholarships courtesy of AE
Additional Insurance:	2 options ~ \$15 / \$60 1) qualified, documented reason 2) cancel for <i>any</i> reason + up to 48 hrs. w/ 75% refund
Meal Allotments:	Preloaded debit cards
Cost Information	Cost all-inclusive (w/ gratuities), overnight security, tour guides, access to medical facilities, housing, dining, itinerary, fees, transportation, T-shirts, educators as chaperones, lanyards, Frozen Fundraiser

Sample Itinerary

Day 1

Depart early morning
Lunch at rest stop
Dinner
9/11 Pentagon Memorial
Check-in

Day 2

Breakfast buffet at hotel
Capitol Tour
Library of Congress
Supreme Court
Lunch
Holocaust Museum OR
NMAAHC
Dinner
Lincoln/Korean
War/Vietnam Memorial



Sample Itinerary

Day 3

Breakfast buffet at hotel
Arlington Nat'l Cemetery
Iwo Jima Memorial
Holocaust Museum OR
NMAAHC
National Archives
Dinner & Entertainment

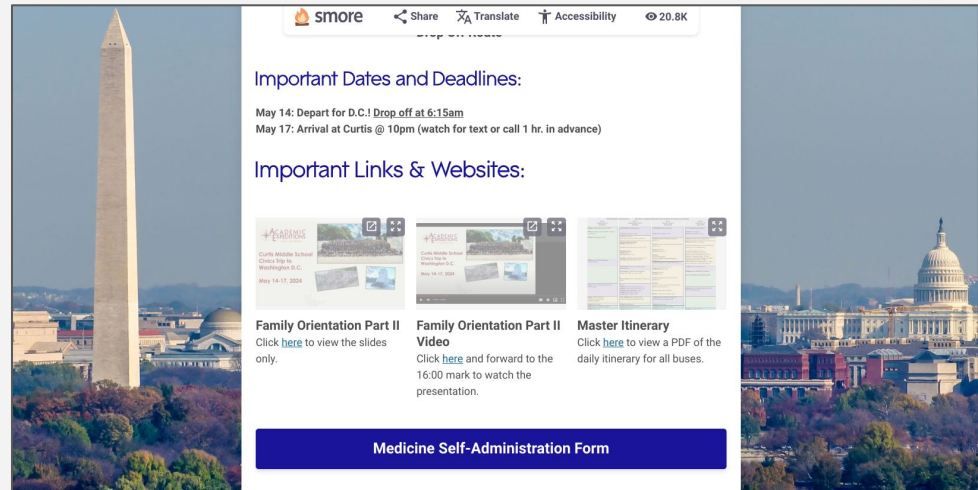
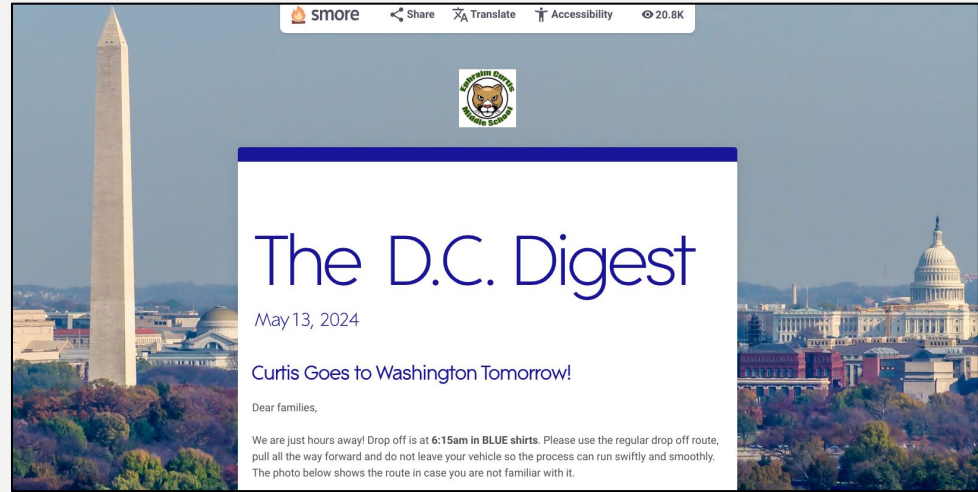
Day 4

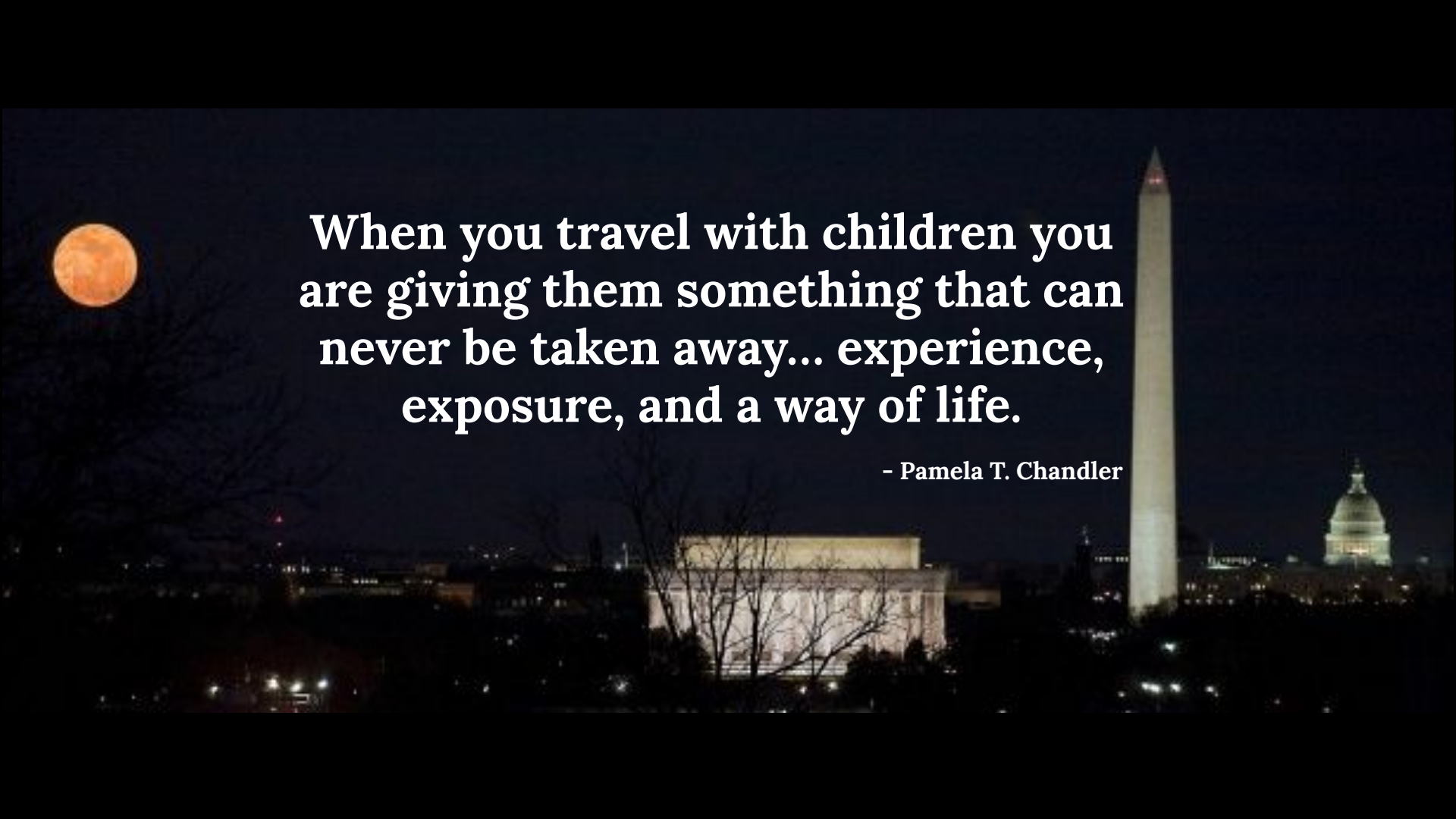
Breakfast buffet at hotel
Whole Group Photo
Depart
Lunch on the bus
Dinner at rest stop



Communication

- 2 family orientations in September & April
- 3 student assemblies in September, January, and May
- Schoology
- D.C. Digest Newsletter





**When you travel with children you
are giving them something that can
never be taken away... experience,
exposure, and a way of life.**

- Pamela T. Chandler

Sudbury Public Schools School Committee Meeting

Date: June 2, 2025

Agenda Item: 2b

Presentation of Accomplishments, Initiatives & Models (AIM Reports)

Recommendation:

Vote to accept the AIM Reports as presented.

Background Information:

Every year, the administration provides a presentation to the School Committee documenting the state of the Sudbury Public Schools.

Attachments:

FY25 AIM Report - Haynes

Loring AIM Report 2025

AIM Report **FY25 - Nixon**

Noyes AIMS template 2024-2025

Curtis AIM Report 2024-25

Principal Presentation to SC 5_8_25

Action:	XX	Report:	Discussion:	XX
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AIM Report

2024-2025

Josiah Haynes Elementary School



School Improvement Goal	Work Completed & In-Progress	Next Steps
GOAL 1: Wellness: Support the development of an environment in which everyone is seen and heard, where differences are valued and identity is celebrated in order to provide equitable learning experiences where every student is engaged and challenged.	<p>1.1 Dedicate minutes to SEL direct instruction while continuing to embed authentic opportunities for practice and reinforcement throughout the day.</p> <ul style="list-style-type: none">• Harmony lessons are provided to students every week• Calm classroom activities used daily• Dedicated SEL blocks in the main schedule for every homeroom class• DESSA screener used 2 times per year• SEL Data meetings 3 times per year <p>1.2 School wide structures and practices that promote Community, inclusion, and relationships between student-student, student-staff, school-family, and staff-staff</p> <ul style="list-style-type: none">• Hold Bi-monthly School Meetings for student performances, grade-level performances, birthday celebrations, announcements, outside organizations (Marionette's, Violinist, author visits)• Committee of staff members meet and plan School Meetings and Community Celebrations• Buddy Classrooms with older grades paired with younger grades• STEAM Week activities with buddies, Community week with Theme Kindness, Wellness Week leading up to the Fun Run• Staff connections at all Staff meetings, grade-level meetings to continue building relationships, breakfasts, celebrate each other during Leadership Team meetings with shout-outs and compliments• Gathered feedback on Staff Committee process• Bi-monthly principal newsletters, classroom newsletters at least once per month, parent volunteers for various activities in each grade level throughout the year <p>1.3 Prioritize equity as the cornerstone of school's work.</p> <ul style="list-style-type: none">• Continue the work of prioritizing equity through everyday activities in the school	<p>1.1</p> <ul style="list-style-type: none">• Build the FY26 Haynes main schedule with dedicated time for SEL• Continue use of the DESSA screener and SEL data meetings 3 times per year <p>1.2</p> <ul style="list-style-type: none">• Continue with Buddy Classrooms and explore ways to integrate them throughout the school year• Use this year's feedback to improve Committee work from the past two years• Continue with Theme week activities 3 times per year• Explore options to enhance principal newsletter <p>1.3</p> <ul style="list-style-type: none">• Plan HOP events with student and family needs in mind• Plan all school events that creates a complete sense of belonging for all students• Built-in consultation time for special educators, classroom teachers, and related service providers

	<ul style="list-style-type: none"> • Provide accessible opportunities for all activities and events. Ex) sensory space for Haunted Haynes, subtitles for Movie night • Professional Development during staff meeting time • Prioritized scheduling of consult time between special educators and classroom teachers to ensure all student activities are accessible • Met with SEPAC Leader who is also a Haynes Parent and HOP to discuss accessibility for all outside of school events in order to increase awareness for planning purposes <p>1.4 Strengthen student capacity for internalizing Haynes School shared common expectations by supporting positive behavior.</p> <ul style="list-style-type: none"> • Explicitly teach expected behaviors in all aspects of the school. Classroom lessons, School Meetings, Grade level discussions • Utilized the behavior rubric ad chart consistently throughout the year • Integrate MA Safe & Supportive Schools Framework <p>1.5 Ensure equal access to teaching and learning across all spaces for all students</p> <ul style="list-style-type: none"> • Continue to update the building to comply with ADA requirements • Provide students with common place-based learning K-5 across the district <p>1.6 Support families in the attendance of after school events so that all can participate</p> <ul style="list-style-type: none"> • Partner with Sudbury Extended Day to provide students that don't live in Sudbury a location to stay safe and engaged after school • Reach out individually to families to seek their interest in after school events as well as through multiple other mediums of communication <p>1.7 Explore options for additional after school care for families</p> <ul style="list-style-type: none"> • Increased SED's square footage of contracted space at Haynes in order for them to increase their capacity. • SED capacity has increased throughout the year • Coordinate with Boys & Girls Club of Assabet Valley to provide transportation to their program in Maynard 	<p>1.4</p> <ul style="list-style-type: none"> • Continue entering behavior data into Aspen • Run Aspen data reports throughout the year to identify and analyze trends <p>1.5</p> <ul style="list-style-type: none"> • Continue ADA updates • Update four additional classrooms with Touchview Screens <p>1.6</p> <ul style="list-style-type: none"> • Continue partnership with SED for students to attend their programing in order to attend after-school activities <p>1.7</p> <ul style="list-style-type: none"> • Continue partnership with BGCAV for transportation to their program • Continue to work with SED in order to increase their capacity <p>1.8</p> <ul style="list-style-type: none"> • Continue of implementation of Say <i>Something</i> for all 4th and 5th graders to go to a trusted adult
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	<ul style="list-style-type: none"> Coordinate dismissal logistics and communicate with their program directors regarding students attending the program <p>1.8 Implement an anonymous reporting system in 4th and 5th grade called <i>Say Something</i></p> <ul style="list-style-type: none"> Trained 4th and 5th graders regarding the <i>Say Something</i> initiative and platform Communicated with families about <i>Say Something</i> Had follow-up sessions with students to remind them to <i>Say Something</i> to a trusted adult when they see or hear something that is concerning 	
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School Improvement Goal	Work Completed & In-Progress	Next Steps
<p>GOAL 2:</p> <p>Innovation:</p> <p>Foster academic excellence for all students by supporting educators' continuous growth in teaching and learning, use of student data, and implementation of innovative approaches to teaching and learning.</p>	<p>2.1 Keys to Literacy - Professional development consisting of in-person and virtual training sessions related to reading (phonics, comprehension, word study)</p> <ul style="list-style-type: none"> Classroom teachers participated in trainings during ILAP days throughout the year focusing on literacy/writing instructional practices Teachers implemented the strategies from KTW into their instruction Peer-observations of teachers utilizing the strategies and debriefing to enhance their implementation and learn from each other Analyzed student growth in relation to the strategies used to increase comprehension <p>2.2 Schedule weekly common planning times for grade level teams</p> <ul style="list-style-type: none"> Each grade-level had two-25 minute common planning times throughout the week Teachers utilized this time to plan out weekly lessons, projects, field trips, special events, etc. Specialists and Coaches were able to periodically meet with grade levels during this time to plan lessons together <p>2.3 Implement tiered intervention block 3-4 times per week, K-5</p> <ul style="list-style-type: none"> Teachers participated in Professional 	<p>2.1</p> <ul style="list-style-type: none"> Continue to implement the practices learned from KTL & KTW in the past two years for literacy instruction Find additional opportunities for Peer Observations of practices Implementation of EL Literacy Curriculum starting in the fall of 2025 <p>2.2</p> <ul style="list-style-type: none"> Continue with designated Common Planning Time for teachers to work collaboratively as a team and for specialists, special educators, and others to attend <p>2.3</p> <ul style="list-style-type: none"> FY26 Schedule has WIN blocks K-5 for 30 minutes 4 times per week Progress monitor students during WIN

	<p>Development around intervention block, i.e. What I Need (WIN)</p> <ul style="list-style-type: none"> Teachers in grades 2-5 made adjustments to their schedule in order to pilot a 30 minute intervention block, 3-4 times per week Teachers in K & 1 incorporated the differentiated blocks into their “Stations” or “Rotations” during literacy Based on data, this time was used for students to receive literacy and/or math intervention Teachers in the classroom provided students with small group instruction based on learning needs Teachers, literacy and math coaches planned small group lessons collaboratively <p>2.4 Continue to improve mathematical instruction by utilizing best practices rooted in research and data</p> <ul style="list-style-type: none"> Implementation of Bridges 3 Curriculum Math Data Meetings held 2 times per year <ul style="list-style-type: none"> Bridges assessments K-5 Interview based assessments in K-1 Discussions focus on areas of need, where do teachers need to revisit Discuss how to re-teach those practices How to provide re-engagement as well as extensions for students that have shown proficiency Plan Tier 1 teaching practices based on areas of growth in the data 	<p>blocks</p> <p>2.4</p> <ul style="list-style-type: none"> Full implementation of Bridges 3rd Edition for Math instruction Continue coaching cycles Continue utilizing interview based assessments in K-1 and other assessments in 2-5 to drive math instruction
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School Improvement Goal	Work Completed & In-Progress	Next Steps
<p>Meeting the Needs of ALL Students:</p> <p>Provide equitable learning experiences to engage and challenge</p>	<p>3.1 Use student learning data to inform decision-making practices in teaching and learning.</p> <ul style="list-style-type: none"> Student provided tiered intervention within the general education classroom Implementation of WIN blocks or centers K-5 for small group instruction Educators participated in quarterly data meetings facilitated by math coach, literacy specialist, and counselor Continuous progress monitoring utilizing district measures and tools (TMP, DIBELS, math assessments, Foundations, etc.) 	<p>3.1</p> <ul style="list-style-type: none"> FY26 Schedule has WIN blocks K-5 Progress monitor students during WIN blocks <p>3.2</p> <ul style="list-style-type: none"> Continue to utilize conference planning document

<p>every student.</p>	<p>3.2 Implement the use of a conference planning template for teachers to use when preparing for family conferences</p> <ul style="list-style-type: none"> • District Data team developed a conference planning template and provided it for teachers to use to prepare for family conferences • Teachers provided feedback that the form was useful and helped them to organize their notes for conferences • Families received similar information from teachers • Families were provided updates, progress, as well as goal/growth areas in SEL, literacy, Math, Science/Social-Studies, based on student work <p>3.3 Share student math work with families periodically throughout the school year</p> <ul style="list-style-type: none"> • After checkpoints were administered, teachers in grades 2-5 sent home a cover letter explaining the assessment and the information gathered from each one <p>3.4 Increase Assistive Technology usage throughout the building</p> <ul style="list-style-type: none"> • Updated the cafetorium audio system to enhance the speakers and increase assistive support availability • Increased the number of Touchview boards in classrooms with 2 additional boards • Utilizing audio system for all student activities in the cafetorium <p>3.5 Implement Disability Awareness Lessons in grades 3-5</p> <ul style="list-style-type: none"> • All students in grades 3-5 participated in lessons • Promoted social, emotional, physical wellness of our students • Students were able to make connections with their lives and inform their views of themselves and others 	<p>3.3</p> <ul style="list-style-type: none"> • Continue to share checkpoints and other relevant math information home with families <p>3.4</p> <ul style="list-style-type: none"> • 4 classroom spaces being equipped with Touchview boards in Summer 2025 <p>3.5</p> <ul style="list-style-type: none"> • Share disability awareness lessons with students in grades 3-5 • Explore options for outside organizations to come to Haynes in order to enhance student understanding of disability awareness
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AIM Report 2024-25 Loring School



School Improvement Goal	Work Completed & In Progress	Next Steps
<p>To continue supporting the development of equitable and inclusive practices where diversity is celebrated, cultural awareness is valued, and all students, families, and staff feel a sense of belonging.</p>	<p>We will continue to expand classroom and library resources and materials to reflect the diverse backgrounds, identities, experiences, and perspectives within the community.</p> <p>Identify and address early signs of chronic absenteeism by reviewing attendance trends during SEL meetings and devising strategies to engage at-risk students and their families more deeply.</p> <p>Utilize the bi-monthly School Newsletter to communicate our equity work with the community.</p> <p>Continue to develop the METCO mentor program with monthly events.</p> <p>Match students with attendance issues with staff mentors who can regularly check in on them, creating stronger connections with the school.</p> <p>Build culturally responsive practices into family conferences.</p> <p>Implement Disability Awareness Lessons in grades 3-5.</p> <p>Collaboratively review MCAS data and identify high-leverage strategies to address opportunity gaps for high-needs groups.</p> <p>Implement an anonymous reporting system in the 4th and 5th grades called <i>Say Something</i>.</p>	<ul style="list-style-type: none"> • We will continue to analyze our Connectedness Survey data, a survey administered to students in grades 3-5, and adjust our practices as needed. • Continue to analyze student data (academic, attendance, SEL, and office referrals) and adjust practices as needed. • Family survey- administer at the beginning and end of the year. This year it was given in January. • Expand on our attendance efforts to ensure all students are at school regularly and on time.

<p>To continue to improve Tier One instruction by utilizing best practices rooted in research and data.</p>	<p>Continue implementing Keys to Literacy best practices, coaching, and peer observations related to reading instruction, encompassing phonics, comprehension, and word study.</p> <p>All staff receive Keys to Literacy writing professional development and are supported by the literacy specialist.</p> <p>Provide ongoing professional development on evidence-based literacy and math practices, including regular coaching sessions focused on implementing effective instructional strategies.</p> <p>Revise/update Sudbury Elementary Literacy curriculum and materials.</p> <p>Observations, feedback, and coaching will focus on evidence-based best practices in ELA and Math.</p> <p>Prioritize teacher observations around literacy instruction and math instruction.</p> <p>During literacy block, literacy staff will push into 5th grade to increase targeted, small-group learning opportunities.</p> <p>Create more learning extensions for advanced learners, ensuring they are being challenged and stretched academically.</p>	<ul style="list-style-type: none"> ● K-5 Implementation of EL. ● K-5 implementation of Keys to Literacy and Writing. ● Formalize peer observation opportunities during ELA blocks.
<p>Review data and use findings to refine intervention practices of a multi-tiered system of support (MTSS) to improve student outcomes.</p>	<p>Literacy push-in model supporting all kindergarten and first grade.</p> <p>Grade-level teams will collaborate on student achievement and progress.</p> <p>Maintained the increased FTE for intervention educators (Title One and School Support Specialist)</p> <p>We will continue to hold quarterly data meetings to analyze student performance,</p>	<ul style="list-style-type: none"> ● Students receiving intervention will meet EOY growth goals. ● A decrease in referrals to IST. ● Continue to track student progress using district measures and tools. ● Continue to track student interventions - Student Action Plans.

	<p>with a focus on literacy, math, and social-emotional learning outcomes.</p> <p>Leverage attendance data as part of the broader school performance measures, alongside SEL and academic data, to identify students needing early intervention. Discuss absenteeism data during MTSS meetings to inform the tailoring of interventions.</p> <p>Power Half-Hour - will continue to be focused on Math or literacy (determined by grade level data)</p> <p>5th grade math and literacy response to MCAS math data.</p> <p>Coaching cycles - math and literacy.</p> <p>Hold two Math/ literacy intervention nights.</p> <p>Teacher-led Professional Development that supports differentiation</p>	<ul style="list-style-type: none"> • Continue to analyze MCAS and district assessment data to ensure students receive appropriate support and extensions. • We hope to see an increase in family attendance during Intervention Nights. We are also planning to provide opportunities for families to connect with interventionists during conferences.
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AIM Report 2024-2025



General John Nixon Elementary School

School Improvement Goal	Work Completed & In-Progress	Next Steps
GOAL 1: Enhance the social/emotional, physical safety, and support for all children and all members of the community	<p>Utilize staff and grade level meetings to discuss and reflect on DESSA Screener results and the incorporation of the CASEL SEL practices.</p> <ul style="list-style-type: none">Implemented the DESSA Connectedness Survey to provide insight into student perspectives on school communitiesHeld weekly meetings with the mental health team to guide SEL practices and support for all childrenConducted regularly scheduled meetings with mental health staff, administration, student committees and district level social and emotional leadershipFacilitated conversations with Sudbury First Responders and Nixon staff to collaborate on school safety needsInstalled SERF grant funded Nook Seating for a tranquil and physically accessible option for cafeteria seating, offering a quieter space for peer interactions and social time during the lunch session <p>Build on sustaining classroom and school-wide Mindfulness efforts.</p> <ul style="list-style-type: none">Principal and Assistant Principal incorporated a “mindful minute” at the start of each school dayCreated a Student Advisory Committee, consisting of up to 20 children in grades K-5, to meet and advise the principal on school matters and SEL initiativesDisplayed visuals throughout the schoolhouse to reflect the importance of self care for staff and studentsIncreased physical accessibility to the school grounds and facility by way of creating more accessibility to all aspects of schoolIntegrated the Zones of Regulation social thinking curriculum into classroom learning to complement the usage of CASEL and Harmony lessons <p>Continue to examine and enhance school safety practices.</p> <ul style="list-style-type: none">Implemented school safety best practices, including organization of standing crisis and student support teamsEngaged students and staff in safety/school responsiveness practices under the guidance of SPDOffered 3 additional “refresher” school safety training sessions throughout the school year in partnership with the Sudbury Police Department.Collaborated with families about the rationale and practices in the area of school safety via School Advisory Council meetingsContinued collaboration with Sudbury Police Department.	<ul style="list-style-type: none">Continue data reflection meetings with grade level teams and mental health team to best support the growth of children.Communicate the behavior chart to children and have dialogue about expectations for adults and children. <ul style="list-style-type: none">Continue to partner with Sudbury organizations such as the PTO to increase materials and experiences for children, and to create more accessibility to all aspects of school.Engage families in dialogue and feedback plan for increasing belonging at the school and during school/PTO activities.Integrate the guidelines of our CASTLE practices into play-based experiences during the school day. <ul style="list-style-type: none">Communicate and partner with staff to deploy the reunification plan for Nixon School.Communicate and incorporate the See Something Say Something connection tools for the Nixon community.
GOAL 2: Provide all students with sustainable instruction and academic structures that support children and educators to achieve at a	<p>Implement EL instructional program into grade levels, Kindergarten through Fifth Grade.</p> <ul style="list-style-type: none">instructional practices in all classrooms K-5 with fidelityProfessional development compliments the deployment of EL program into grades K-5.	<ul style="list-style-type: none">Proceed forward with literacy coaching for educators.<ul style="list-style-type: none">Continue to monitor the student progress on qualitative and

<p>high level while promoting ongoing opportunities for accessing/applying knowledge in new ways.</p>	<p>Sustain SPS Social Studies units.</p> <ul style="list-style-type: none"> • Students participated and engaged in units of study according to the SPS curriculum plan • Provided professional development for educators related to the new content and instructional approaches • Discussed and embraced “tough topics” in history with community engagement • Planned and implemented instructional units and topics provided throughout the scope and sequence of a school year 	<p>quantitative data.</p> <ul style="list-style-type: none"> ○ Strengthen instructional practices that reach beyond achievement of grade level benchmarks • Create a main schedule that names and designates uninterrupted learning blocks of appropriate length for Reading, Writing and Foundations for grades K-3, and Reading and Writing grades 4 and 5 that reflects robust teaching practices. • Re-examine delivery of interventions for students <ul style="list-style-type: none"> ○ Professional Development on what a tiered system is so there is more consistency ○ Examine how differentiated instruction occurs ○ Explore new structures for intervention during differentiation instruction blocks and in class ○ Consider: <ol style="list-style-type: none"> 1. Roles of classroom teachers, literacy & math specialists during intervention 2. “Cross-pollination” - shared responsibility across the grade level during intervention times 3. Grade level planning time for intervention cycles/groups after Data Team meeting
<p>GOAL 3:</p> <p>To support the development of equitable and inclusive practices where diversity is celebrated and cultural awareness is valued.</p>	<p>Prioritize equity as the foundation of our schools work each day.</p> <ul style="list-style-type: none"> • Integrated SPS Equity Statement as a frame to guide teaching, learning and strategic planning. • Staff engaged in professional learning about anti-bias/anti-racist education • Showcased and integrated SPS Statement on Social Studies instruction • Nixon’s Equity Team (year 4) identified priorities and opportunities for the school community to grow in the areas of cultural awareness • The Student Advisory Council met monthly with the principal to advise and create community-based and student-centered experiences for the entire school • Implemented Whole School Read-Alouds monthly to integrate cultural awareness and topics of equity, family structure, and identity. Also to respond with literacy to current needs of social/emotional • Increased the classroom libraries K-5 with books of cultural awareness, topics of equity, family structure, and identity • Responded with safety protocols that involved procedural approaches for all members of our school community 	<ul style="list-style-type: none"> • Continue to gain student focus and interest via the Student Advisory Committee and real-time student feedback to the administration. • Continue to integrate and apply curricular learning in the area of SPS History and Social Sciences. • Display visuals throughout the schoolhouse to reflect the cultures and identities of all Nixon students and staff <p>Develop Staff Committees that occur during the 2nd staff meeting of each month. Committees were focused on: SEL, DEI, Community, STEAM, & School Meeting</p> <ul style="list-style-type: none"> • Committee options were developed by the Leadership Team and teachers choose which one to join. All teachers were given their first or second choice. • Staff work on events, resources, etc. that impact students • Shared ownership of building leadership • Create opportunities for teachers to team on content area topics such as culture, equity, and reflective responsiveness to current events of our time via faculty meetings, professional

		development, and team time.
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AIM Report 2024-2025 Peter Noyes School



May 2025

School Improvement Goal	Work Completed & In-Progress	Next Steps
<p>GOAL #1: WELLNESS Support the development of inclusive and equitable practices and pro-social teaching that builds and sustains a productive environment in which everyone is seen and heard, where differences are valued, identity is celebrated, and safety is maintained.</p>	<p>COMPLETED:</p> <ul style="list-style-type: none"> Enhance and maintain district-wide safety protocols: Implement “Say Something” reporting system for staff, students, and community and provide staff an overview of the new SPS Reunification Plan Implement the Disability Awareness curriculum Grades 3-5 Continue direct SEL instruction and ground the teaching in authenticity <ul style="list-style-type: none"> Harmony lessons taught K-5 Calm resources used in all classrooms Community building opportunities <ul style="list-style-type: none"> Cross grade level buddy connected 5th graders with Kindergarten students 4 Community assemblies were held Expansion of the Gr4 - Gr5 Talent Show as a result of significant increase in participation Monitor School Morale in times of transition <ul style="list-style-type: none"> Compass Points activity to better understand learning preferences and approaches of each staff member Weekly staff breakfasts Leadership monthly meetings to check the pulse and needs of the staff 	<p>NEXT STEPS:</p> <ul style="list-style-type: none"> Review for current staff and train new hires in the anonymous reporting system, <i>Say Something</i> Continue introduction of the Reunification Plan in line with District rollout Continue implementation and professional development of the Disability Awareness curriculum Continue to reinforce the SEL practices and Buddy Up routines as well as the additional character development through the new EL curriculum Continue implementing traditions for community building and seeking new opportunities to forge relationships given the newly hired administrators and grade level changes of teachers Continue sharing with staff and implementing restorative justice practices, including the Peace Walk Seek further opportunities to support students with

	<ul style="list-style-type: none"> ● Address students' anxiety and school refusal, in alignment with district initiatives. <ul style="list-style-type: none"> ○ <i>Create lessons focused on anxiety in alignment with the 5th grade curriculum</i> ○ Staff meetings led by the Psychologist and Guidance Counselor re. anxiety ○ ● Provide a more comprehensive approach to helping students by understanding and supporting mental health needs <ul style="list-style-type: none"> ○ Mental Health staff working with grade 4 teachers to increase student self awareness, ownership of behaviors, and self regulation strategies. ○ Grade 4 teachers attended an MGH webinar series and implemented the strategies ○ Weekly meetings with the Principal and Mental Health Staff ● DEI application and expansion opportunities <ul style="list-style-type: none"> ○ Providing time during several staff meetings for staff to delve into DEI issues, implications and application for the classroom ○ Librarian worked with teachers in locating and choosing texts to support their curricular focus ● Created opportunities to foster inclusivity and belonging through morning World Language announcements given by students in their family/home language. 	<p>anxiety and self regulation challenges</p> <ul style="list-style-type: none"> ● Support and train staff in identifying risks factors in students and strategies ● Continue weekly meetings with the Principal and mental health staff
GOAL #2 INNOVATION	<ul style="list-style-type: none"> ● Continued to improve ELA instruction by utilizing best practices rooted in research and data 	<ul style="list-style-type: none"> ● Support staff infusion of ELA practices regarding <i>Keys to Literacy</i> and <i>Keys to</i>

<p>Foster academic excellence by supporting educators' continuous growth in teaching and learning, use of student data and implementation of innovative approaches to teaching and learning.</p>	<ul style="list-style-type: none"> ○ Continued Implementation of Keys to Literacy best practices including phonics, word study and comprehension ○ All students were trained in Keys to Writing grades K-5 ○ Four teachers (gr. 1, 3.5) piloted the two potential literacy curricula (HMS and EL). <ul style="list-style-type: none"> ■ These teachers then continued implementing the adopted EL curriculum ■ The pilot teachers provided an overview of one EL lesson for the staff. The goal was to foster comfort and a deeper understanding of lesson expectations. ○ Push in services by the literacy team to support students' literacy skill development in K-2 classrooms was appreciated by staff and had a positive impact on student achievement. Small group pull-out support for students in grades 3-5 who were identified through district cutoffs. <ul style="list-style-type: none"> ■ Assessed and readjusted groups as needed after each iteration of TMP and DIBLES testing and progress monitoring. (<i>Benchmarking drives real time instruction.</i>) ○ The EL pilot and new Bridges Number Corners increased student discourse that provided challenge opportunities to extend learning. ○ A former grade 5 teacher volunteered to lead a weekly book study with a group of grade 4 students 	<p><i>Writing</i> including 2-column note-taking, top down webs, note catchers and other graphic organizers into all subject areas</p> <ul style="list-style-type: none"> ● Continue use of Geodes (decodables) and Heggerty in K-2 ● Provide district-wide PD to introduce and support implementation of the EL curriculum ● Support and coach staff with the implementation of the EL curriculum in-house through the Literacy Specialist ● Continue push-in intervention to provide additional support for targeted students ● Seek opportunities to extend learning and challenge all students. The EL curriculum will support this effort to foster challenge through increased discourse, high level questioning and analysis ● Math coach will continue to coach staff. This will be particularly important given the number of teachers changing grade levels. ● Continue use of this year's preschool professional development: <i>Global Early Childhood Education Foundation</i> to implement strategies and curriculum
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	<ul style="list-style-type: none"> ■ Fifth grade teachers implement peer analysis to deepen understanding and make learning visible for all. ● Continued Preschool professional development opportunities through <i>Global Early Childhood Education Foundation</i> ● Continue to improve Math instruction by utilizing best practices rooted in research and data <ul style="list-style-type: none"> ○ Bridges 3rd edition training was provided and fully implemented ● The Math Coach pushed into grades K,1,2,3,5 (pull out intervention groups for grade 5) to support Bridges 3rd edition implementation and coaching models <ul style="list-style-type: none"> ○ The Math Coach took a course on <i>Math Intervention</i> focused on multiple models, generalization, connections and sharing one's rationale for thinking ○ District math coaches and the Curriculum Coordinator engaged in a book group to read <u>Rethinking Disability and Mathematics</u> by Rachel Lambert. Math Coaches identified and implemented strategies in the classrooms. 	
GOAL #3 MEETING THE NEEDS OF ALL LEARNERS Prioritize the refinement of teaching practices to	<ul style="list-style-type: none"> ● The math coach held monthly meetings with grades K, 3,4, and 5 ● Bi -monthly meetings were held with grade 1 and 2 staff ● <i>Literacy specialist at least once per month with grade level teams to</i> 	<ul style="list-style-type: none"> ● Continue to focus on challenge and extension opportunities for all students. Implementation of the new EL curriculum will support this effort.

<p>ensure equitable access to high-quality instructional resources and engaging learning experiences so every student is appropriately challenged.</p>	<p><i>discuss student needs and adjust interventions for push in and/or pull out services</i></p> <ul style="list-style-type: none"> ● Triannual Literacy Data meetings between each grade level and the literacy team ● Accelerate the district's ADA transition work and normalize use of assistive technologies in large presentation spaces to reach all audiences <ul style="list-style-type: none"> ○ All staff have received ADA compliant Red Cat devices ○ Repaint curbs ○ Add color to internal railing to support students needing for visual supports (not done) ○ Assess needs for internal staircases ● Implement the new IEP process ● Create an art club at Noyes - did not occur as the art teacher felt it was too much to address in her first year ● High level consultation for the specialized programs met with the special education teams to streamline and refine our efforts 	<ul style="list-style-type: none"> ● Remind staff to continually use the red cat device and the purpose behind the use ● Continue addressing ADA compliance items not addressed this year (internal railings and staircases) ● Continue to implement the new IEP process ● Internal review of how to capture service delivery and reporting in specialized programs. ● Being her first year, the art teacher decided to plan the art club for next year ● Implement changes suggested by consultant to the special education team for the specialized program in order to streamline and refine the process to better support both staff and students
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AIM Report
2024-25
Curtis Middle School



May 2025

School Improvement Goal	Work Completed & In-Progress	Next Steps
Educators will Strengthen SEL Practices	<ul style="list-style-type: none">• Participation in the SEL Professional Development session on September 25, 2024• Educators will plan and implement Intentional Closure prompts that connect to the learning objectives of the day• Educators will use a variety of strategies to support the successful implementation of this practice; modeling, varying the content of the prompt, and varying the process for students to share their responses• Students will participate in the MetroWest Health Survey, Connectedness Survey, Trusted Adult Survey, and Silent Mentoring• Data results will be analyzed and used to support students better• Piloting of DESSA Self-Assessment tool for 8th-grade students	<ul style="list-style-type: none">• Reflect and review the implementation of Intentional Closures and their impact on students• Continue to provide professional development related to culturally responsive teaching practice• Utilize Survey Data to create and refine targeted SEL goals for next year• Evaluate DESSA Self-Assessment Tool and continue to refine use of the tool with students
Curtis will implement the Say Something Program	<ul style="list-style-type: none">• Train students to access and use the Say Something anonymous reporting system• Train teachers to access and use the Say Something anonymous reporting system• Establish a district and response team• Decrease risky and unsafe behaviors	<ul style="list-style-type: none">• Participate in admin refresher training during the summer• Review program with students and staff in the fall and remind students to tell a trusted adult when they are concerned about someone

<p>Curtis educators will implement consistent instructional and grading practices.</p>	<ul style="list-style-type: none"> • Schoology will be organized in a uniform structure to improve student understanding and accessibility • Staff will engage in frequent discussions about the implemented practices, including gathering and analyzing data • Staff will reflect on and strengthen their grading practices, instruction, and means of assessment • All staff will implement adopted grading practices to reflect grading for equity work • Staff will utilize consistent executive functioning strategies 	<ul style="list-style-type: none"> • Educators will implement consistent grading practices provided by the Grading for Equity Committee • After analyzing and reviewing new grading practices throughout the 2024-2025 school year, implement revised grading practices for the 2025-26 school year • Continue to collect and utilize data to assess progress and make adjustments as needed
<p>Our school community will continue to explore race, racism, equity, inclusion, and belonging to increase success and connectedness for all students.</p>	<ul style="list-style-type: none"> • Continuation of Equity Focus • Examine data around attendance, grades, special education referrals, and discipline reports • One Curtis Goal: All Students will feel accepted, included, and respected • Project 351- Playbook Initiative training students to be leaders in the areas of equity and respect for the school community. • Diversity Club • Revision of Behavior Chart to provide more consistent, equitable, and aligned responses in the district • APE Reverse Inclusion through Peer Partner Program • ADA Curtis Outdoor Space for the school and community • Unified Games • Microaggressions Assemblies 	<ul style="list-style-type: none"> • Continue to utilize data to make informed decisions about equity and students • Promote respect, acceptance, and celebration of differences for ALL students • Reflect upon discipline data • Continue APE Reverse Inclusion • Ensure students safely use and enjoy the Curtis Outdoor Space • Continue with Unified Games for basketball and bocce

<p>Expand and strengthen the Intervention Team and services for referred students.</p> <ul style="list-style-type: none"> • Executive Functioning teacher and class • Math Interventionist and math center • School Support Specialist and learning center • Literacy Specialist and literacy lab 	<ul style="list-style-type: none"> • All 6th-Grade students will participate in the Executive Functioning class. • Students with identified needs were prioritized to have the class during Term 1. • Educators will consistently use data points to determine eligibility for tiered services. • Students will learn to use executive functioning skills and strategies to apply in all their classes. • Students will receive additional time, instruction, and support to develop math skills and understanding of the content. • Students will be supported in content and reading/writing strategies as needed to help ensure student success. 	<ul style="list-style-type: none"> • Continue to revise and strengthen the referral process, including refining entrance and exit criteria for each Tier 2 service • Create a full-year calendar for testing and referral dates for next school year • Continue to offer executive functioning class to all sixth-grade students
<p>Implementation of the OpenSciEd Program and Curriculum</p>	<ul style="list-style-type: none"> • All teachers in grade 6 will implement 3 units (Light and Matter, Thermal Energy, Weather, climate, and water cycling) • 7th and 8th-grade teachers will implement at least one unit • 6th and 7th-grade teachers will be prepared to teach 6 units in FY26 (Grade 8 in FY27) • Teachers will have opportunities to work on unit planning, assessment, teaching strategies, and modifications with guidance from science curriculum specialist and science coach • Feedback will be collected and reviewed from all teachers • Based on feedback and experience, adjustments will be made to improve student learning 	<ul style="list-style-type: none"> • In 2025-2026, all teachers in grade 6 will implement all six units from Open Sci Ed • 7th grade teachers will fully implement the first three OpenSciEd units (8.1, 8.2 and 8.3) • 7th grade teachers will prepare to teach the remaining 3 units in FY27 • Grade 8 will prepare for full implementation in FY27 • Continued professional development will be offered on OpenSciEd instructional model • Teachers will continue work on planning, assessment, and teaching strategies with guidance from science curriculum specialist and science coach • Continued adjustments and improvements will be made in response to feedback and reflection meetings with teachers

<p>Enhance and expand content writing in ELA and Social Studies classesIncrease</p>	<ul style="list-style-type: none"> • All ELA and Social Studies teachers will participate in a professional development series for content writing from Keys to Literacy • Teachers will incorporate practices and strategies throughout the course and reflect upon the impacts and outcomes • Teachers will embed Keys practices for content writing into their instructional routines • Teachers will identify opportunities for integration between the Humanities content areas to support and enhance student learning • ELA teachers will design a grade-based assessment rubric and prompt for narrative writing 	<ul style="list-style-type: none"> • ELA teachers will implement a district narrative writing assessment with grade-based prompts and rubrics • Humanities teachers will collaborate to build an informational and persuasive district writing assessment (rubrics and prompts) at each grade level • Humanities team will decide on common anchor charts for classroom display and standardize select Keys to Literacy templates for classroom use.
<p>Assistive Technology usage throughout the building</p>	<ul style="list-style-type: none"> • Install RedCat Audio Systems in all Curtis classrooms • Install 13 new Clearview Touchscreens in classrooms 	

Principals' Updates

A presentation to the SPS Committee



June 2, 2025



General John Nixon Elementary School

Presentation to the Sudbury School Committee

June 2, 2025

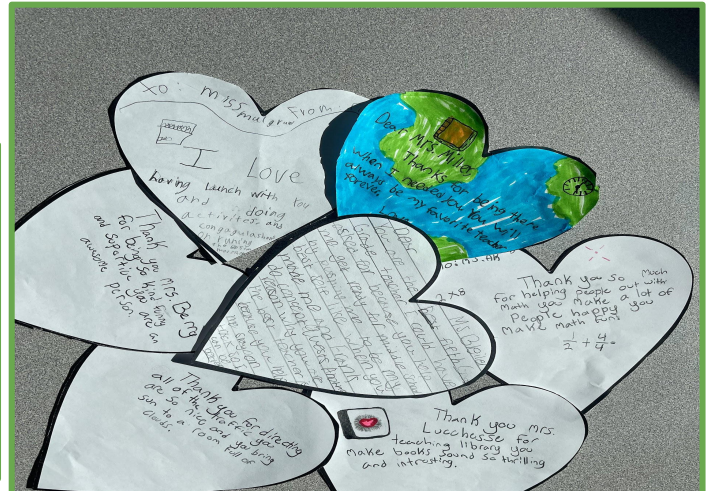
Welcomed

- Daily rituals create structure, give stability, and safety
- Revisions to campus accessibility with staff, parent, and student input
- Proactively cultivate joy it elevates emotions, leads to greater overall well-being and creates belonging

Mindful Minute



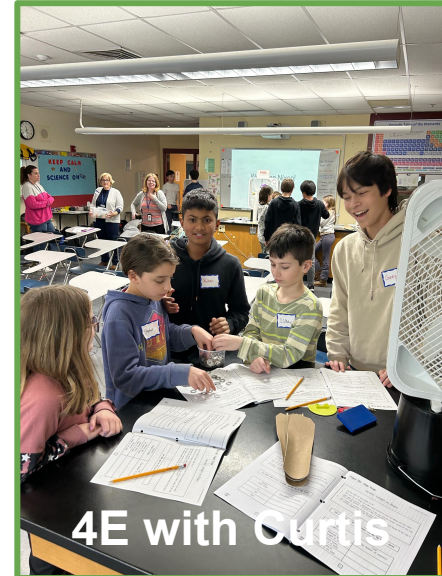
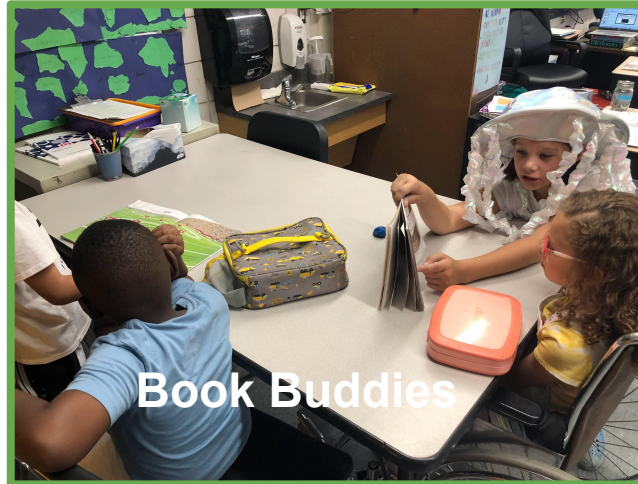
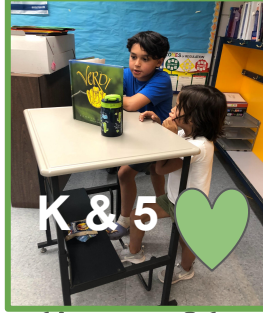
Musical Entry



Hearts of Appreciation

Known

- Addition of Preschool to Nixon
- DESSA tools allow for a deeper understanding of how children feel about school, “They greet you in a nice way and if you come back from a trip they will hug you”
- Where everyone knows your name



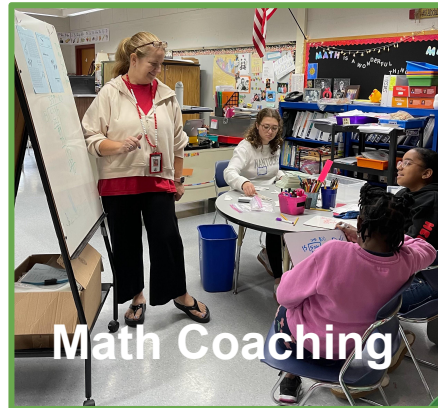
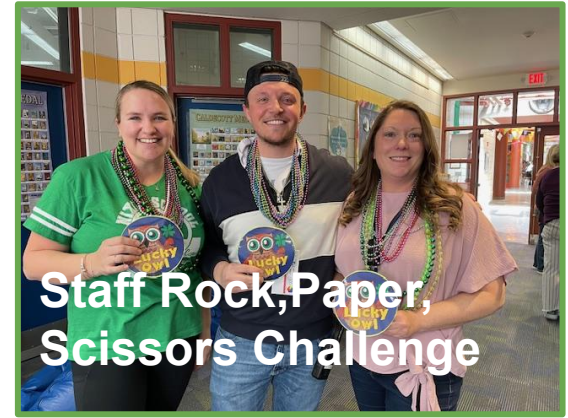
Included

- Behavioral facilitation that preserves dignity
- Academic scaffolding fostering independent growth
- Students lead



Supported

- Collaborate and share strength and expertise
- Foster a positive and connected environment
- Nurture the internal conditions to achieve
- Educators' intentional actions to build positive relationships and create a welcoming, safe learning environment.



Connected

- Partnership creates a strong community
- Empowerment to take on leadership roles
- Activate ideas into action





Loring

Presentation to the Sudbury School Committee
June 3, 2025



GOAL- To continue to support the development of equitable and inclusive practices where diversity is celebrated, cultural awareness is valued, and all students, families, and staff have a sense of belonging.

"Feeling a healthy sense of pride is a positive reward that nourishes our self-esteem and encourages us to keep going."

- Bessie Stanley

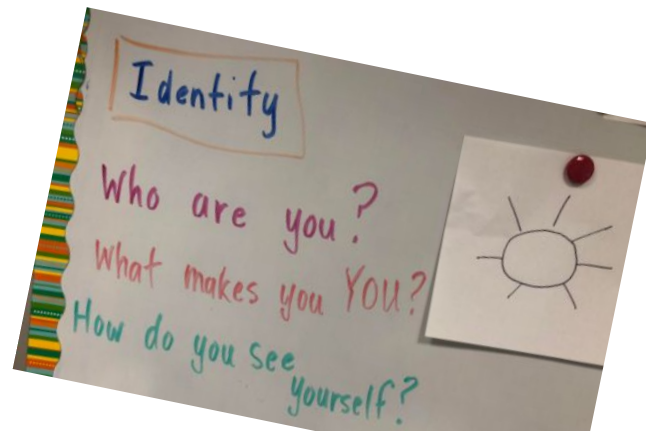
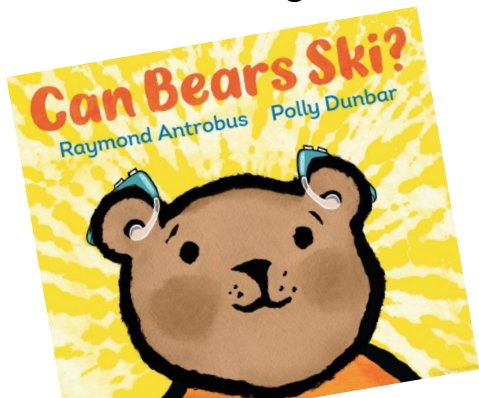
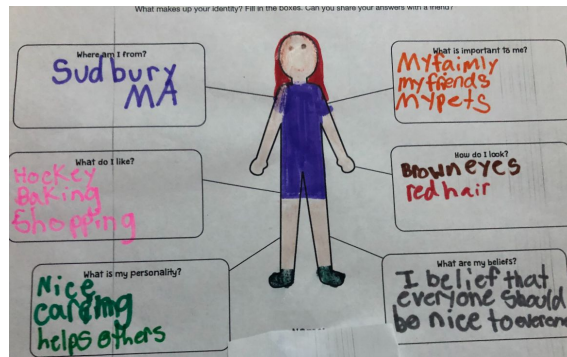
Staff Committees

Equity- Lessons around identity and pride
sign language Loring Pledge

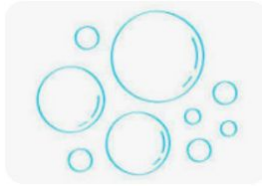
Student Leadership- Recycling Project

SEL/Behavior - School Wide Core Values focus


School Culture - Whole School Field Day, Community Celebrations and
Family Concerts



METCO Mentor Events




Language and Culture Goals



DUOLINGO

We study...
LANGUAGE & CULTURE!



STUDYCAT

**1st & 2nd Grade
Language & Culture Goals**

Ms. Hubbard's Class

Goal:
Students will be able to identify and describe the different parts of a story.

Skills:
Students will be able to identify and describe the different parts of a story.

Skills:
Students will be able to identify and describe the different parts of a story.

Skills:
Students will be able to identify and describe the different parts of a story.

Ms. Daigle's Class

Goal:
Students will be able to identify and describe the different parts of a story.

Skills:
Students will be able to identify and describe the different parts of a story.

Skills:
Students will be able to identify and describe the different parts of a story.

Skills:
Students will be able to identify and describe the different parts of a story.

Ms. Durant's Class

Goal:
Students will be able to identify and describe the different parts of a story.

Skills:
Students will be able to identify and describe the different parts of a story.

Skills:
Students will be able to identify and describe the different parts of a story.

Skills:
Students will be able to identify and describe the different parts of a story.

Ms. Graceffa's Class

Goal:
Students will be able to identify and describe the different parts of a story.

Skills:
Students will be able to identify and describe the different parts of a story.

Skills:
Students will be able to identify and describe the different parts of a story.

Skills:
Students will be able to identify and describe the different parts of a story.



DUOLINGO

We study...
LANGUAGE & CULTURE!



STUDYCAT

Ms. Aki
wants to start learning Marathi.

Mrs. Gillin
I would like to speak French fluently.

Ms. Hall
I would like to be able to speak Spanish fluently.

The Harvey Family
is learning Spanish using Duolingo and a daily Spanish calendar.

The Holman Family
is learning Spanish using Duolingo and a daily Spanish calendar.

The Nute Family
is learning Spanish using Duolingo and a daily Spanish calendar.

Mr. OB's
goal is to learn more Spanish!

Ms. OB
I'm using Duolingo to improve my Spanish.

Ms. Shuman
wants to get a 2 year streak on Duolingo and to be able to speak more Spanish. She would also like to visit a new country and experience a new culture.

Family Form

Family Information Form 2024- 2025

B *I* U  

As we start another school year, it is important for us to know about each child in our school community. Please take a few minutes to complete this form. Even if you have filled this out in previous years, please make sure you take a few minutes updating the information. This is helpful information for us to know more about your child or children. We look forward to working with you this year!

Family Survey

Question	Always	Often	Sometimes	Never
Does your child feel a sense of belonging at school?	56%	31%	13%	0%
Do you feel a sense of belonging at school?	44%	31%	23%	2%
Do you believe the school supports your child's social-emotional needs?	50%	32%	18%	0%
Do you think your child is having a positive experience at school?	49%	42%	10%	0%
Do you feel sufficiently informed about what is happening at school?	37%	40%	20%	2%
Do you feel welcomed and included by your classmates?	51%	39%	8%	1%
Do you feel like you can be yourself at school?	61%	24%	14%	1%



Pride Week

Classroom Lesson focused on community, pride, and belonging

Read-Alouds celebrating uniqueness, diversity, and self-expression

Buddy Activity: Designing personalized *Flags of Pride*; School scavenger hunt

Bracelets with the empowering message *Be True! Be You!*

Pride Notes: Displayed throughout the school, sharing what students are proud of



Connectedness Survey

Commitment to Inclusion: 98% of students value creating a school where all students—regardless of race or religion—feel safe, valued, and included.

Welcoming Environment: 95% of students feel welcomed by adults at school—a consistent trend over time. Positive adult-student relationships remain strong, with 97% reporting at least one trusted adult and 73% identifying three or more.

Adult Welcoming Actions:

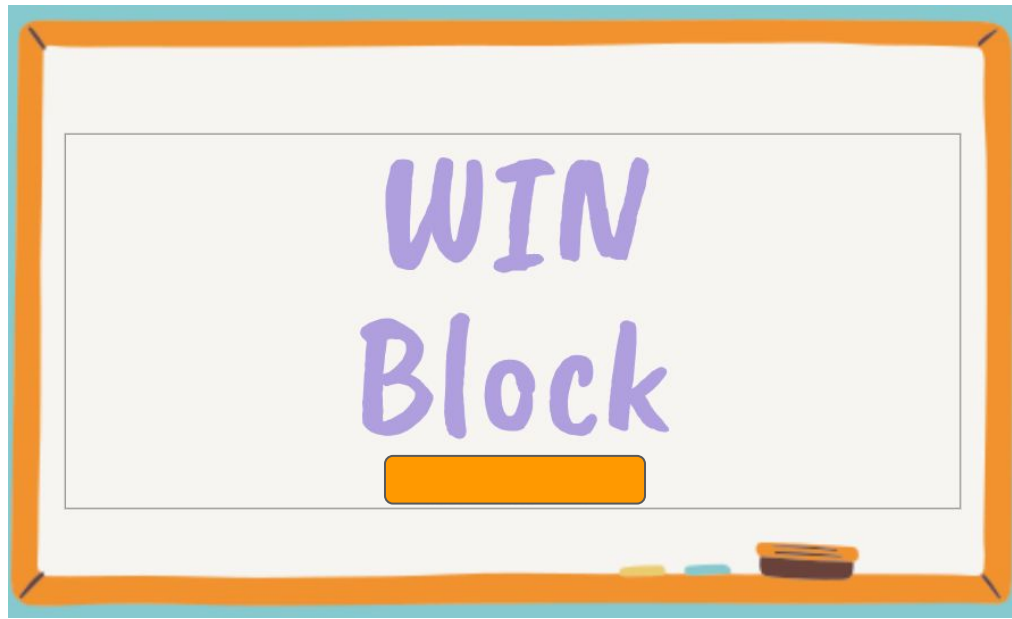
- They accept differences, and if you are having a hard time, they are okay with that.
- The adults greet me when I walk in, ask me how I've been, and they make sure that I'm okay.
- They listen to me and care.
- They say good morning, and it makes me feel like I can trust them.
- They help you work through hard problems, for one thing, and they're always there when you need them.
- Help me feel like I am smart.
- They are inclusive and helpful. They will make me feel happy, and it's a relief to know that someone is concerned for me.



Josiah Haynes Elementary School

Presentation to the Sudbury School Committee

June 2, 2025



GOAL- Use student learning data to inform decision-making practices in teaching and learning.

- ❑ Student provided tiered intervention within the general education classroom.
- ❑ Implementation of WIN blocks or centers K-5 for small group instruction.
- ❑ Educators participated in quarterly data meetings facilitated by math coach, literacy specialist, and counselor.
- ❑ Continuous progress monitoring utilizing district measures and tools (TMP, DIBELS, math assessments, Foundations, etc.)

WHAT I NEED

WIN Block

Goal: Target individual student needs

TEACHER is...

- REVIEWING a skill /concepts with students
- PREVIEWING a skill /concepts with students
- EXTENDING of skills/ concepts with students
- Time for push in or pull out support from service providers

STUDENTS are...

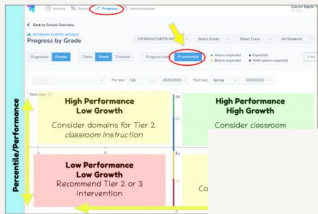
- MEETING with a teacher in a 1:1 setting or small group
- PARTNERING with 1 classmate on a designated task that is either REVIEW or EXTENSION
- WORKING independently on a designated task that is either REVIEW or EXTENSION



How to Plan for ELA?

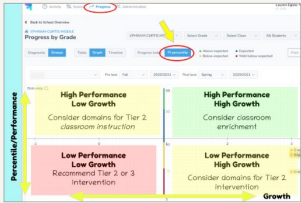
Using TMP Screener

Looking Into A Student's
Performance Using the
Screener



Using TMP Screener

Looking Into A Student's
Performance Using the
Screener



Using DIBELS

Class Progress
Summary
Report

LNF	PSF	NWF-CLS	NWF-WRC	ORF-Words Correct	ORF-Errors	ORF-Accuracy	Comp
45	50	24	6	0	10	0%	323
40	56	27	9	13	12	60%	331
44	26	29	7	26	12	73%	343
56	48	34	9	13	19	37%	336
45	63	34	10	18	25	89%	342
44	28	40	10	13	10	53%	335
61	45	45	15	16	31	78%	352
67	62	49	13	12	26	66%	361

Using TMP Diagnostic

Skills	Diagnostic Level	Grade 2	Grade 3	Grade 4	Grade 5	X-Ray	Skills	Standards	Answers	Correct	% Correct
Agreement	95	95	100	100					84	79	94%
Decoding	41	51	51	51	100	95	100	100	252	205.33	81%
Determining meaning of unknown words	100	89	91	94	95	95	95	95	210	203.96	97%
Grammar	95	95	100	100					84	79	94%
Informational passage	95	95	95	95	95	95	95	95	231	191.83	83%
Irregular spelling	100	100	100	100					84	84	100%
Listening comprehension	95	100	95	100	100	95	100	95	252	221.66	88%
Phonological awareness	95	100	100	100					84	83	99%
Preface/fluency	95	95	95	95	95	95	95	95	168	122.33	73%
Reading comprehension	95	95	95	95	95	95	95	95	168	150.96	90%
Spelling	76	84	87	90					84	60	71%
Syntax	41	51	51	51	95	95	95	95	168	154.56	92%

ELA Resources

Additional Diagnostics



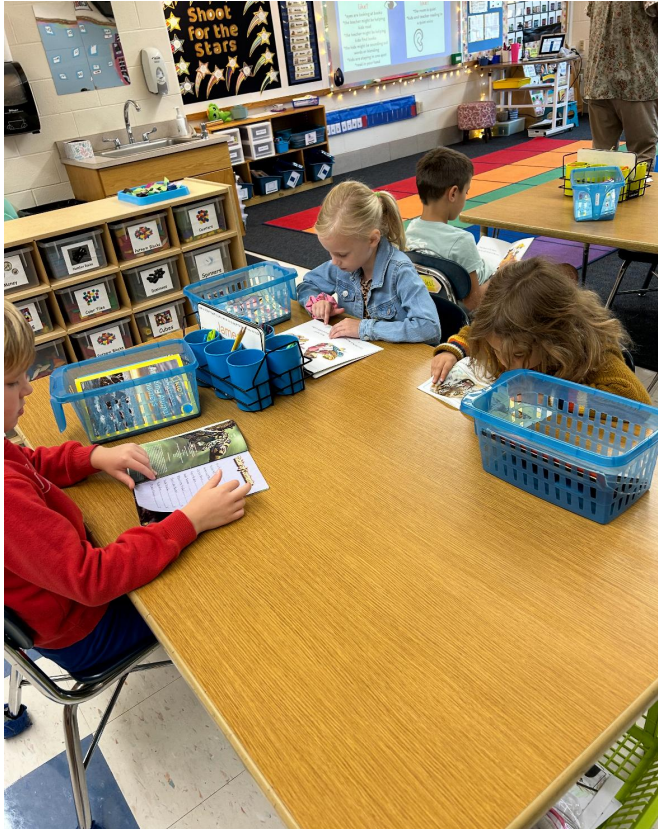
Instructional Resources Folder



Literacy Team Meeting Agendas



Targeted independent work allows for small groups with the teacher



Math Coaching Corner

3rd Grade Math WIN Block



2nd Grade's WIN Block

Structured Independent Work Time

Considered how to set-up the block, so that the classroom teacher is available to meet with groups.

- Choice board for independent work time
 - Must Do
 - May Do/Choice
- WIN Folder that contains individualized independent student activities



Showing examples of what it could look like

2nd Grade's WIN Block

Small Groups/Conferences

- The instructional focus of a small group may be fluid. They are based on students' needs or on the content being covered.
 - Examples- review of math story problems from a whole group lesson, fluency group, DIBELS progress monitoring, alternating the small group focus between ELA and math
- Considered the cohort that is in class for the WIN block
 - Who is not being pulled for a small group with another service provider?

Revisiting WIN Blocks and planning

Planning for Small Groups: Goal Setting



Small Group Planning Sheet - Round

Students in Group	Group Goal	Schedule	Resources to Use	Progress Monitoring Tool
		on TUES	CONCRETE MATERIALS	

Week of	Days Met	Attendance Notes
	Monday Tuesday Wednesday Thursday Friday	<input type="checkbox"/> Monday <input type="checkbox"/> Tuesday <input type="checkbox"/> Wednesday <input type="checkbox"/> Thursday <input type="checkbox"/> Friday
	Monday Tuesday Wednesday Thursday Friday	<input type="checkbox"/> Monday <input type="checkbox"/> Tuesday <input type="checkbox"/> Wednesday <input type="checkbox"/> Thursday <input type="checkbox"/> Friday
	Monday Tuesday Wednesday Thursday Friday	<input type="checkbox"/> Monday <input type="checkbox"/> Tuesday <input type="checkbox"/> Wednesday <input type="checkbox"/> Thursday <input type="checkbox"/> Friday
	Monday Tuesday Wednesday Thursday Friday	<input type="checkbox"/> Monday <input type="checkbox"/> Tuesday <input type="checkbox"/> Wednesday <input type="checkbox"/> Thursday <input type="checkbox"/> Friday
	Monday Tuesday Wednesday Thursday Friday	<input type="checkbox"/> Monday <input type="checkbox"/> Tuesday <input type="checkbox"/> Wednesday <input type="checkbox"/> Thursday <input type="checkbox"/> Friday
	Monday Tuesday Wednesday Thursday Friday	<input type="checkbox"/> Monday <input type="checkbox"/> Tuesday <input type="checkbox"/> Wednesday <input type="checkbox"/> Thursday <input type="checkbox"/> Friday

Literacy Data Meeting

Tier 1 Instruction Summaries for Grade 5:

TEACHER	Targeted Goal	Students	Date/Time	Materials/Responsibilities
Teacher #1	Interpreting Word Problems with Decimals		Use the Capac Guide as one when to pull groups	Use of Ratio Tables to solve some Real-World Problems Both Unit 1 and Unit 2
SPED #1	Writing and interpreting numerical expressions			
Teacher #2	Balancing equations (reasoning) -Write number \times a fraction		Use the Capac Guide as one when to pull groups	Use of Mobile Math from either Unit 1 or Unit 2
SPED #2	Word Problems			Bridges Intervention Kit Volume 2 Module 2 (Problem Questions)
Teacher #3	Addition and subtraction of fractions with unlike denominators		Use the Capac Guide as one when to pull groups	Bridges Intervention Kit Volume 2 Module 2 (Area) -LCI and LCI-Lessons - Unit 1 Module 2 Unit 2 (Chapters) Bridges Intervention Kit Module 2

Math Data Meeting



Example of Grade 1 : Stations Rotation Board

Monday, 1/6

Independent Activities

	Students' Names	Students' Names	Students' Names	Students' Names
1	Color Page	Read to Self	Roll & Write	Mrs. Burrell
2	Read to Self	Color Page	Mrs. Burrell	Roll & Write
3	Roll & Write	Mrs. Burrell	Color Page	Mrs. Ring
4	Mrs. Burrell	Roll & Write	Read to Self	Color Page



Peter Noyes Elementary School

Presentation to the Sudbury School Committee

June 2, 2025

Curriculum Connections and High Level Thinking

Goal:

Foster academic excellence by supporting educators' continuous growth in teaching and learning, use of student data and implementation of innovative approaches to teaching and learning.

Innovations and High Level Thinking



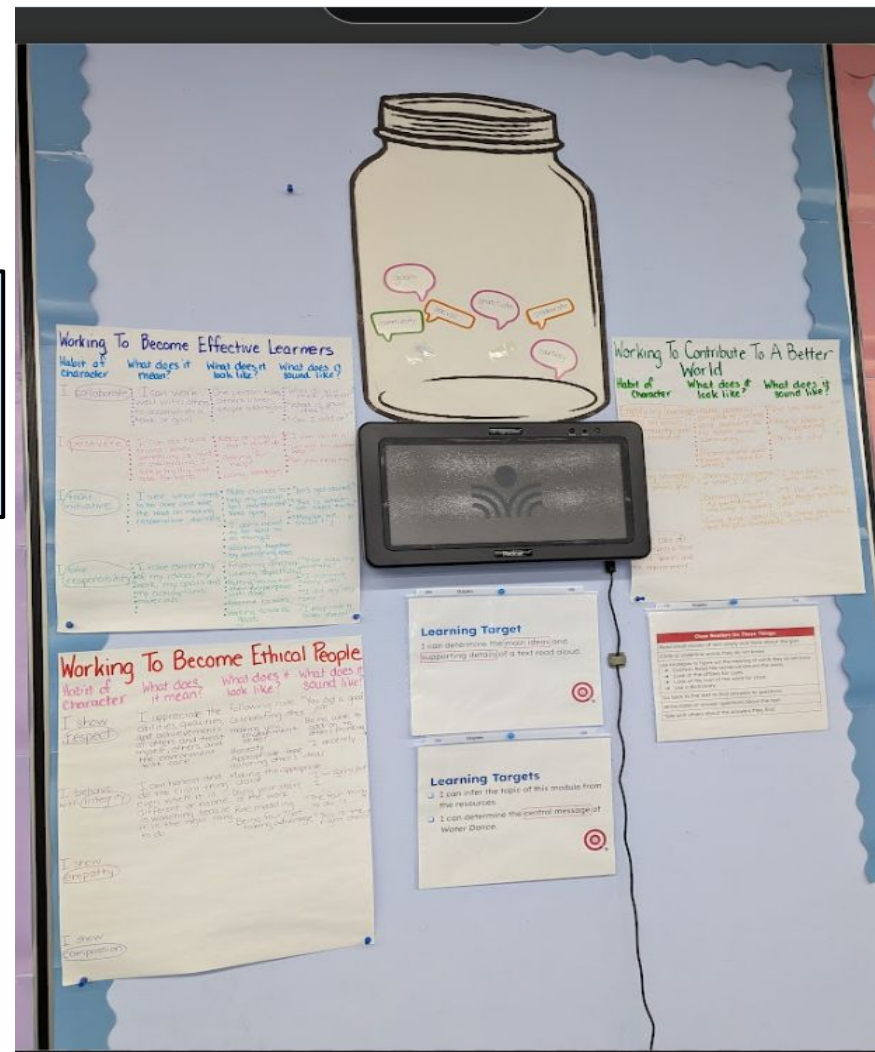
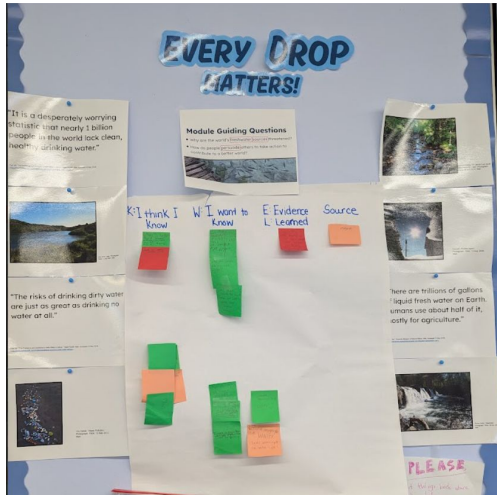
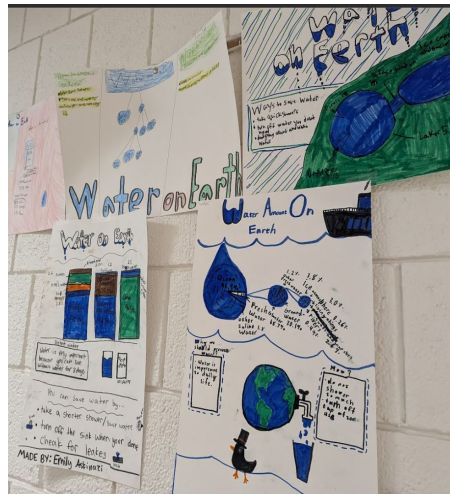
Special
Educators
using AI

Push-in Literacy
provides
intervention to
more students



Literacy, SEL and High Level Thinking in Action through EL

- Goal setting and learning targets
- EL and Harmony lessons connect vocabulary and concepts (ie: ethics)
- High level inferencing, reasoning and analysis



Deep Plunge

1

Reading is chunked within a chapter.

Students find the gist of each section.

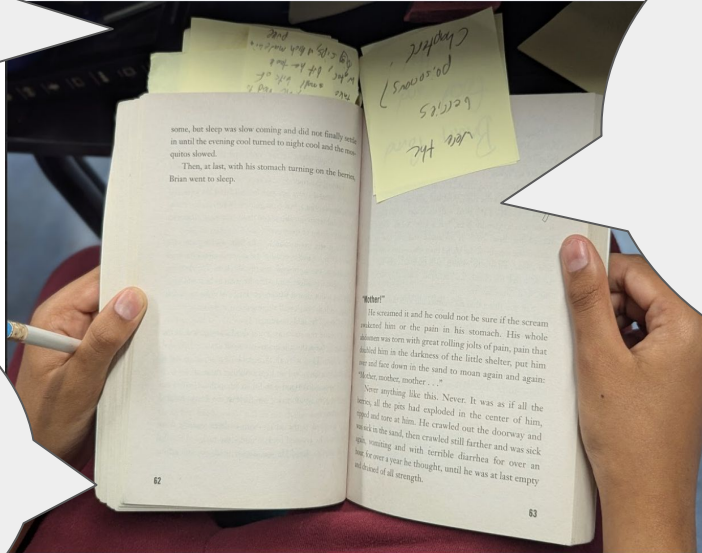
2

At each chapter's end, students identify either:

- Thought
- Question
- Epiphany

3

Sharing makes learning visible and deepens understanding for all promoting ownership of one's learning and higher rates of retention.



Opinion Writing:

Structural analysis of Mentor texts provides the foundation for the students' own writing.

Proof paragraph

Evidence of checklist elements rubric

Writing Checklist

Grade 5: Module 3: Unit 2: Lesson 7

Proof Paragraph 1

What is one reason for your opinion?

Rachel → Rachel supported us by being there every game (table).

her support

Details:

What facts and evidence support your reason?

In a video about Jackie it states, "I don't think we would of had Jackie without Rachel."

In a video it says, "There is nothing more important than family than a real partnership."

How does this evidence support the reason?

~~Rachel changed the team~~

Rachel was his everything and she was a lot.

EL Education Curriculum 171

Standard	Characteristics of Effective Opinion Writing	Characteristics of My Opinion Essay	Yes? No?
W.5.1d	I have a conclusion that is clearly related to my opinion.		✓
W.5.8 (partial)	I provide a list of sources.		✓
L.5.1	My words and sentences follow the rules of writing.		✓
L.5.2	My spelling, capitalization, and punctuation are correct.		✓
L.5.3 L.5.6 W.5.4 (partial)	The words and sentences I use are appropriate for this task, purpose, and audience.		✓
L.5.6 W.5.4 (partial)	I effectively use examples, description, statistics, quotations, or other information to explain my thinking and support my opinion.		✓

EL Education Curriculum 165

Opinion Essay
Jackie Robinson

Introduction:

Jackie Robinson, a spectacular black baseball player, had a big impact on Americans. As a baseball player, he fought for equal rights and helped black people break the color barrier. After he retired, he continued that mission to support young people and make all of America equal. There were many factors that led to Jackie breaking the color barrier, the support of family was the most important.

L5.6, W5.4

*L5.1 ↑
↓ L5.2*

*W.5.1
W.5.9*

Opinion Paragraph

One person who was very important in Jackie Robinson's life was his wife, Rachel. When Rachel came into Jackie's life it changed everything. He felt supported and loved. In a video about Rachel and Jackie's relationship a woman stated that, "we wouldn't of had Jackie without Rachel". In that same video she also stated, "There is nothing more important than family, than a true relationship." As his wife, being there every game she could come to, and cheering him on, Rachel was a very important factor that led Jackie to breaking the color barrier.

*L5.3
L5.6
W.5.1
L5.2
W.5.1a*

W.5.1d

What 5th graders think about EL

By Henry F., Andrew N., and Ben S.

- I enjoyed the gists and reading strategies to improve my writing. In fourth grade I was not really good at writing but with the different ways to put my thinking down and track it and put down my evidence now my essays are really good.
- The essays are much better because we are finding the gist and unfamiliar vocabulary
- I like the inside outside circle talks. The inside circle would use the notes they had prepared about the topic and discuss them. The people on the outside observe the inside circle. The people on the outside would then give tips on the evidence and how to get the point across and then they would switch roles.
- I love the topics they gave us. They were well balanced like segregation and discussions about leaders of social change and active and passive resistance
- At first it was hard to understand how to put my thinking down but it ended up being really helpful to my writing strategies and my writing overall. **This will help me with my writing for life.**
- In previous years we got papers with a frame and took notes in that frame. This year we really got to understand. This year it breaks things up in chunks. Now we have more strategies and options for writing
- We look for quotes and make evidence from those. In past I would not use quotes at all but just the solid text but now we are encouraged to use quotes from the text for better evidence which works beautifully.
- We did fun activities to understand more like taping a paragraph or quote on the back of our tee shirts. We would walk around and describe a piece of evidence related to the quote on someone's back. In the end after three or four pieces of evidence we would try to look through a list of quotes and identify which quote we had. So in the end it helped us expand what we were reading and all the details that we could turn into evidence if we were to write about it.

$$4 + 2 = 6$$

$$40 + 20 = 60$$

$$2 + 4 = 6$$

$$60 + 6 = 66$$

$$\text{10} \times \text{6} = 60$$

In 2nd grade, students solve a 2-digit by 2-digit addition problem using multiple strategies and models, then do a gallery walk to look for similar and different thinking.

$$20 + 40 = 60$$

$$2 + 4 = 6$$

$$60 + 6 = 66$$

In 5th grade, students solve a multiplication problem in two ways and look for/show all of the connections between the two strategies.

$$20 \times 30 = 600$$

$$6 \times 30 = 180$$

$$6 \times 4 = 24$$

$$34 + 26 = 60$$

In 1st grade, students engage in a mental math number talk, work on sharing their thinking verbally while the teacher annotates exactly what they say to support the connections between abstract representation and concrete. They then look for ways different strategies are similar.

$$6 + 6 = 12$$

$$7 + 7 = 14$$

$$6 + 4 = 10$$

$$10 + 3 = 13$$

$$8 + 5 = 13$$

$$7 + 6 = 13$$

$$5 + 5 = 10$$

$$10 + 3 = 13$$

$$12 + 1 = 13$$

$$14 - 1 = 13$$

$$5 + 1 = 6$$

$$5 + 2 = 7$$

$$1 + 2 = 3$$

Small Group Math Peer Analysis in Fifth Grade

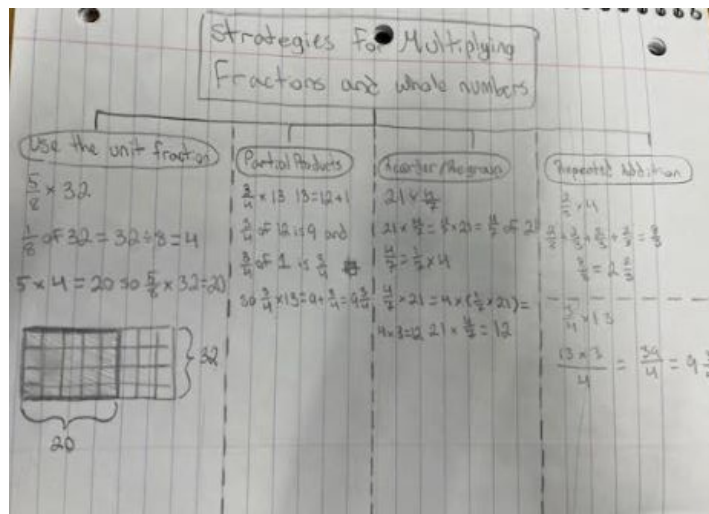
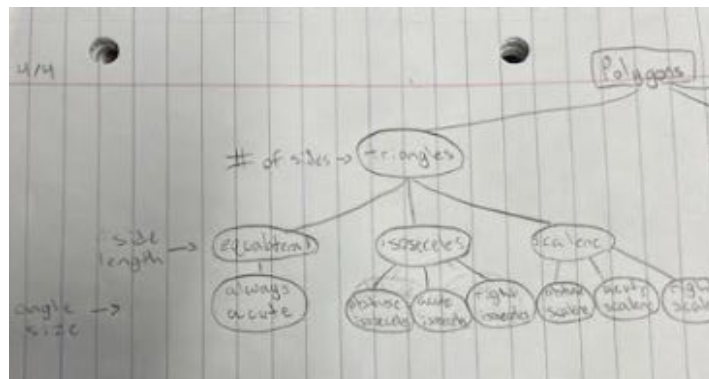
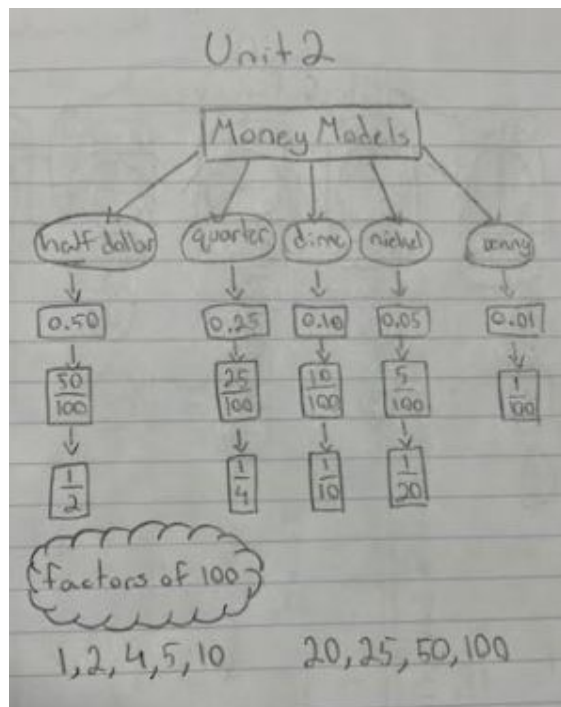


“You can collaborate and find different ways to solve things, like different strategies and check your work with other people.”

“If you’re stuck, other people can help you.”



Implementing Bridges lessons while incorporating writing and note taking (e.g. top down topic webs) from Keys to Literacy Writing PD



Unit 1 Vocabulary

4/12	associative property commutative property	-group factors differently switch the order of 2 factors ex: $(5 \times 3) \times 2 = (5 \times 2) \times 3 = 10 \times 3 = 30$
	prime number	a number that has exactly 2 different factors 1 and itself Example: 17, 23, 29
	composite number	a number with more than 2 factors Example: 12, 16, 24
9/17	Partial Products	You can break a multiplication problem into easier problems then you can add the partial products to find the product. Example: $20 \times 21 = (20 \times 20) + (20 \times 1) = 400 + 20 = 420$
	Divisor or Regroup	Associative or Commutative Properties - 3 Factors Example: $(5 \times 2) \times 3 = (5 \times 3) \times 2 = 10 \times 2 = 20$
7/26/24	Divisor	Division Words the number you're dividing by Ex: The divisor is the number of pils. 32 : 4, the divisor is 4
	Dividend	The number being divided Ex: The dividend is the number of cards. 52 : 4, the dividend is 52

What does this all mean?

This means that students own their learning and are held accountable through analysis, reflections, opportunities for multiple processes, increased discourse, partner work and metacognition.

Our innovation has led to deep thinking, increased comprehension, ownership of learning and competence.





Ephraim Curtis Middle School School

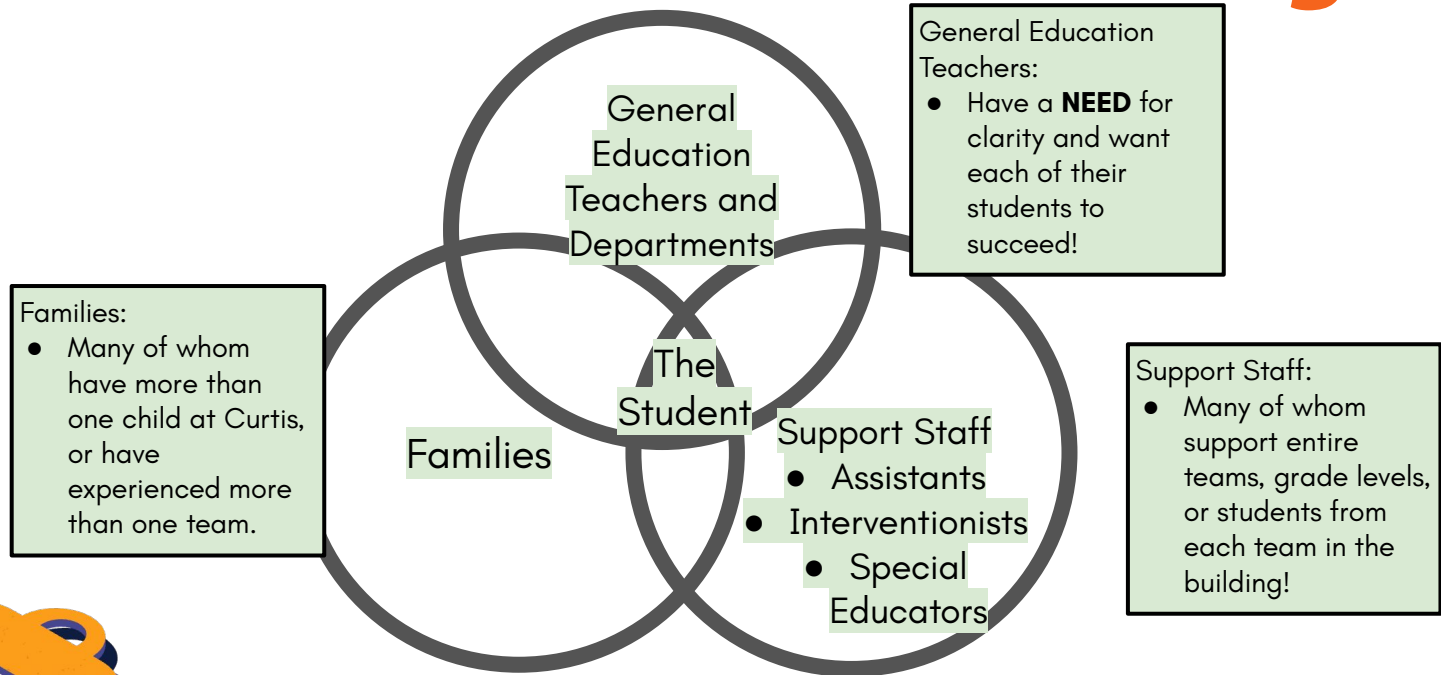
Presentation to the Sudbury School Committee

June 2, 2025

Consistency at Curtis

June 2, 2025

The WHY *for consistency*



Consistent Practices

At the beginning of the year, we identified the idea of **consistency** as a school-wide theme.

Consistently using best practices has a powerful impact on students.

Our goal was to increase consistency on each team, within each grade, across grades, and in the entire school.

- Intentional Closure
- Schoology
- Grading Practices
- Work Habits
- Say Something Program

Intentional Closure

This meaningful practice helps students reflect, regulate emotions, and transition with a sense of closure. This practice reflects our commitment to social-emotional learning.

An intentional close is a structured, reflective moment at the end of a lesson or school day that supports student well-being and engagement. It can be as simple as:

- A check-out question (e.g., What's one thing you learned today?)
- A mindful moment (deep breathing or a quick grounding exercise)
- A gratitude practice (sharing something positive from the day)
- A goal-setting prompt (e.g., What's one thing you want to focus on tomorrow?)

Ending with an intentional close reinforces learning, strengthens relationships, and provides students with a sense of routine and predictability.

Schoology

To Support Student Success, Teachers Use Schoology Consistently by:

- Clearly named and visually identifiable courses
- Organized and easy-to-navigate course materials
- Consistent structure and labeling of assignments
- Standardized due dates and times across classes
- Clear descriptions and expectations for assignments
- Coordination among teaching teams to support a unified student experience

Grading Practices

Year 1 - *Grading for Equity*, Offered 3 book study groups

Year 2 - Full-year staff Professional Development & creation of ECMS grading practices

Year 3 - Piloted grading practices and made adjustments for FY26

ECMS Grading Vision Statement

Curtis Middle School will utilize policies reflecting consistent grading practices that are developmentally appropriate for middle school learners, with a strong focus on student learning, content knowledge, and accessibility for ALL students.

Unique situations may call for flexibility, and individual approaches that best support students are encouraged.

Grading Practices

Minimum Grading

Students will be credited half of the available points on all assignments where work has been demonstrated, including quizzes, tests, and long-term assignments.

Nightly Homework

Nightly homework counts for at most 10% (ideally) of the total grade. Late homework can be handed in up to three school days after the due date. Graded nightly homework – deduction of no more than 10% for late work.

Retakes, Redos, & Corrections

Grade 6: Students can retake any assessment and earn back half of their points

Grade 7, 8, UA, WL: Students who score below 80% will be strongly encouraged to retake the assessment and earn up to 80%

Grade 7, 8, UA, WL: At the discretion of the teacher, students can retake any assessment and earn back half of their points

- Number of retakes: 1
- Retake window: 1 cycle from when the assessment is returned
- **Students must show continued learning before the retake opportunity.**

Work Habits Guide

This tool provides us with a common language to discuss student progress and areas for growth related to work habits, ensuring consistency and clarity across school-wide conversations.

	Rarely	Sometimes	Often	Consistently
1. Works independently when appropriate				
2. Uses strategies to maintain focus despite distractions				
3. Arrives prepared for class				
4. Demonstrates organizational skills				
5. Completes and returns school work in a timely manner				
6. Contributes to group discussions and goals				
7. Asks clarifying questions				
8. Integrates new skills with past learning				
9. Accesses resources e.g. classroom materials, peers, adults, to solve problems				
10. Uses active study and learning strategies for the task				

Work Habits

Work Habits Guide for Educators

By using the common language in this guide, we can:

- **Prepare for conferences:** Ensure consistency in how we discuss student progress and challenges with families and colleagues.
- **Family Communication:** Communicate effectively with families about student achievements or concerns, using terms that everyone understands.
- **Discuss a student's work habits during an admin/guidance meeting:** Provide a clear and common framework to evaluate and address student behaviors and habits during meetings.
- **Present data within the referral process/BBST:** Use uniform terminology to present student data, making it easier to analyze and identify necessary interventions.
- **Initiate focused conversations with students:** Facilitate discussions with students about their strengths and work habit goals, using language that is both meaningful and accessible to them.

Say Something Program

- The Say Something Anonymous Reporting System, trains youth and adults how to recognize warning signs of individuals who may be in crisis, and to tell a trusted adult directly or use the anonymous reporting system
- Train students to access and use the Say Something anonymous reporting system
- Train teachers to access and use the Say Something anonymous reporting system
- Establish a district and response team
- First report was November 5
- So far, we received 50 Reports
- Review program with students and staff in the fall and remind students to tell a trusted adult when they are concerned about someone

Sudbury Public Schools School Committee Meeting

Date: **June 2, 2025**

Agenda Item: **Consent Calendar**

Pride Day Materials, Communication Sub Committee Minutes (12/19/24) and Policy Sub Committee Minutes (4/12/24 and 12/12/24).

Recommendation:

Move to approve the consent calendar.

Background Information:

Attachments:

SurveyFlyer

Roles_responsibilites

121924_Communications SubcommitteeMinutes

06022025_4C_PolicySubCommitteeMeeting Minutes

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



Sudbury
School
Committee

How are we doing?



We care what you think!

Use the QR code to link to a survey
about the Sudbury School Committee



Roles & Responsibilities

The School Committee, Superintendent, School Buildings, School Councils, SEPAC and PTOs work together in complementary ways to ensure a well-rounded, effective SPS education system

The **School Committee** sets the vision and policies for the District, approves and monitors the budget, oversees the Superintendent and District goals and negotiates the collective bargaining agreements

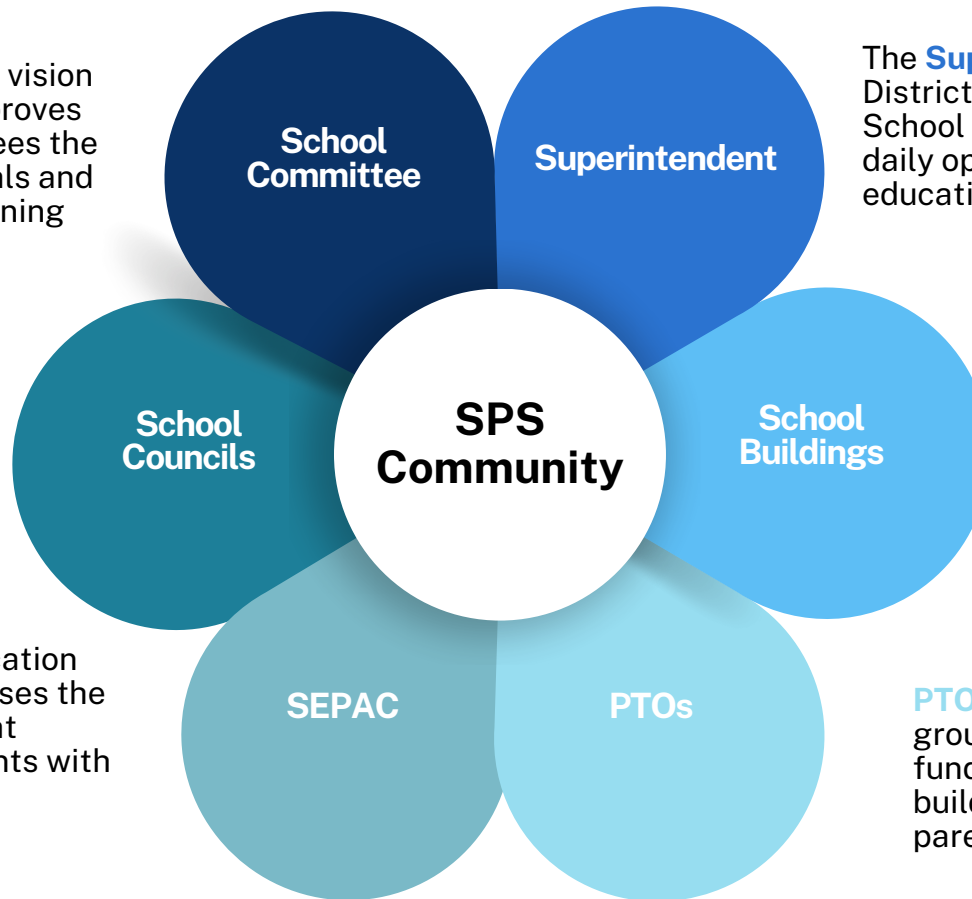
The **Superintendent** is the CEO of the District responsible for implementing School Committee policies, managing daily operations and leading the District's educational strategies

School Councils are required advisory groups within individual schools that include principals, teachers, parents and community members that create and review school improvement plans

The District's **School Buildings** house educators, administrators and support staff that implement the District's educational strategies and work directly with students

SEPAC is Sudbury's Special Education Parent Advisory Council that advises the School Committee on matters that pertain to the education of students with disabilities

PTOs are independent volunteer led groups that support schools thru fundraising, organizing events and building strong connections between parents, teachers and the community



Who Should You Contact?

Teacher: Ask questions on student progress, grades, curriculum, instruction, or discipline

Principal: Contact with questions on school wide policy, administrative decisions, transportation or classroom placement

Superintendent: Ask questions about District related items. Attend Parent Information Exchange (PIE) meetings

School Committee: Contact about SPS policies, vision, and goals. All School Committee meetings are open to the public

School Councils: Contact about School Improvement Plans. All School Council meetings are open to the public

Parent Teacher Organizations (PTOs): Contact about volunteering, donating or attending PTO sponsored events. Meetings are open to families

SEPAC: Ask questions relevant to special education. Meetings are open to families

Sudbury Public School Committee Communications Subcommittee
Meeting Minutes - DRAFT
12/19/24

Members Present:

Mary Stephens

Mandy Sim

Also Present:

Brad Crozier, Superintendent

1. Mandy Sim opened the meeting at 10:02am
2. Mary Stephens made a motion to recommend Mandy Sim as Communications Subcommittee Chair. Mandy Sim seconded. Motion passes.
3. Recommendations to the Full School Committee
 - a. Reviewed the Roles and Responsibilities document. Since the School Councils and PTOs do not interact, an alternate graphic was suggested. It was recommended to look at the Acton Boxboro graphics of their roles. Mary Stephnens will amend and then take to the full Committee.
 - b. Reviewed the proposed Survey. Added additional options for the preference of School Committee meetings and instead of adding a text box to share additional thoughts, add a line to contact the School Committee with additional questions or concerns. Mandy Sim will amend and then take to the full Committee.
 - c. Reviewed the At-A-Glance Newsletter. Update date to January, take off the link for Collective Bargaining Terms, change School Nutrition to Food Service and a few other minor changes. Add the School Improvement Plans to the District website. Mandy Sim will amend and then take to the full Committee.
4. Discussed Communication around Say Something for a Future Agenda Item
5. Mandy Sim adjourned the meeting at 10:34am. Mary Stephens seconded.

SUDBURY SCHOOL COMMITTEE POLICY SUBCOMMITTEE MINUTES

DATE: April 12, 2024

TIME: 9:00 AM

LOCATION: Conference Room, 40 Fairbank Road, Sudbury, MA 01776

MEMBERS PRESENT: Meredith Gerson, Silvia Nerssessian

MEMBERS ABSENT:

OTHERS PRESENT: Brad Crozier, Superintendent

Meredith Gerson opened the meeting at 9:00 AM

Motion to approve meeting minutes of 6/23/2023 as amended made by Silvia Nerssessian. Seconded by Meredith Gerson.

The following votes were recorded:

Meredith Gerson Aye

Silvia Nerssessian Aye

Silvia Nerssessian shared the following information as her follow-ups from the last meeting. After checking with Tracy Novick from MASC on policy KCD, it was clear the School Committee is not legally able to designate any of its authority in gift acceptance to the Superintendent and recommended that the SPS policy reverts to the MASC version. The Committee will recommend to accept MASC redline changes. Also there is no listed date in the Town Charter on budget with regards to policy DCB.

Superintendent Crozier provided updates on the following policies: DK maintains SPS procedure to have all Committee members responsible, and the memo will be available on a regular basis. EBCFA recommend removing as it no longer applies with CDC and GBGB we will accept the changes.

The Subcommittee and the Superintendent reviewed proposed redlined changes to policies provided by MASC prior to the meeting. The subcommittee discussed in consultation with the Superintendent any questions they had with regards to the the following Policy Manual updates from MASC:

- a. Policy Manual updates from MASC
 1. BEDH - Public Comment at School Committee Meetings
 2. BHE: Use of Electronic Messaging by School Committee Members
 3. DJ: Purchasing
 4. DJA: Purchasing Authority - We will maintain designee and maintain the remainder

5. DJE: Procurement Requirements -Will change the threshold to the \$100K from \$50K as available to the district via MGL.
6. IGB - Student Services Programs- maintain Director of Student Services
7. IHAMA - Parental Notification Relative to Sex Education
8. IHBA - Student Services Program
9. IHBD - Compensatory Education
10. IHBF - Homebound Instruction -
11. IHBG - Home Schooling
12. IHBH - Alternative School Programs
13. IJ - Instructional Materials
14. IJL - Library Materials Selection and Adoption
15. IJND: Access to Digital Resources
16. IJNDB: Use of Technology In Instruction
17. IJNDC: Acceptable Use of Digital Resources
18. IJOA - Field Trips
19. IJ-R - Reconsideration of Instructional Resources
20. IMB - Teaching About Controversial Issues / Controversial Speakers
21. JIC – Student Discipline
22. CHA/CHC - Development and Dissemination of Procedures
23. EFC: Universal Free School Meals
24. EFD: School Nutrition Program Charge Policy

Removing:- Recommend removal

1. IE - Organization of Instruction
2. IGD - Curriculum Adoption
3. IHAI - Occupational Education
4. IHBG-R - Home Schooling
5. IL - Evaluation of Instructional Programs
6. IMA - Teaching Activities / Presentations

Adding:

1. EFE - Civil Rights Complaint Policy for Child Nutrition Programs
2. EHAA - District Security Relating to Technology
3. EHB - Data and Records Retention
4. GBEE - Personnel Use of Technology
5. IGA/IGD - Curriculum Development and Adoption
6. IHBHE - Remote Learning - Do Not Recommend
7. IKAB - Student Progress Reports to Parents / Guardians
8. IKF - Graduation Requirements - Do not recommend as we are not a High School

9. ILD - Student Submission to Educational Surveys and Research
10. IMGA - Service Animals in Schools
11. JICJ - Student Use of Technology in Schools
12. KDC - Community Use of Digital Resources
13. KDCB - District Website and Social Media

Additional Policies Reviewed:

1. DD: Grants, Proposals and Special Projects- Accepted changes
2. DK: Payment Procedures
3. EBCFA: Face Coverings - Recommended removal.
4. GBGB: Staff Personal Security and Safety Accepted changes
5. IHBHE-E – Remote Learning Addendum - Recommended removal.
6. IMG - Animals in School
7. JFABG - Enrollment of Children of Non-Resident Employees- Clarified that a DESE licensed position is added to clarify policy and practice under this policy.
8. JIC – Student Discipline.
9. KCD: Public Gifts to the Schools -Recommendation by MASC.

Motion to approve the recommended policy changes and amendments to the Sudbury School Committee made by Silvia Nerssessionian. Seconded by Meredith Gerson.

The following votes were recorded:

Meredith Gerson	Aye
Silvia Nerssessionian	Aye

Motion to adjourn Silvia Nerssessionian. Seconded by Meredith Gerson.

The following votes were recorded:

Meredith Gerson	Aye
Silvia Nerssessionian	Aye

Meeting adjourned at 9:52 AM.

Respectfully submitted,
/s/ Silvia Nerssessionian

**Sudbury School Committee
Policy Subcommittee**

*Meeting Minutes
December 12, 2024*

Members Present: Karyn Jones, Mary Stephens

Also Present: Brad Crozier, Superintendent

Regular Session Meeting:

1. Call to Order
 - a. Karyn Jones opened the meeting at 12:00 p.m.
2. Chair Discussion for Sudbury School Committee Policy Subcommittee
 - a. Jones makes a motion to serve as Chair of the Sudbury School Committee Policy Subcommittee. Stephens seconded the motion. Motion passes.
3. Approve Minutes: November 21, 2024
 - a. Jones makes a motion to approve minutes for the Sudbury School Committee Policy Subcommittee held on November 21, 2024. Stephens seconded the motion. Motion passes.
4. Review Title IX of Education Amendments of 1972 (Title IX)
 - a. Jones makes a motion to recommend approval of policy ACA Nondiscrimination on the Basis of Sex to the full committee as amended. Stephens seconded the motion. Motion passes.
5. Policies asked to be reviewed or considered by Policy Subcommittee
 - a. Discussion around policy JFABG, Enrollment of Children of Non-Resident Employees. Discussion included comparison of Lincoln Public Schools' and Lincoln-Sudbury Regional High School's policies, DESE licensed and not licensed professionals, and possible inclusion of town employees. Because more information and research is needed, discussion will continue at the next policy subcommittee meeting.
 - b. Jones makes a motion to recommend approval of policy JICJ Student Use of Technology policy to the full committee as amended. Stephens seconded the motion. Motion passes.
 - c. Jones makes a motion to recommend the parent group, Sudbury for Digital Balance, to present their research to the full committee. Stephens seconded the motion. Motion passes.
6. Policies aligning with SPS Equity Audit and District Goals
 - a. Jones makes a motion to recommend the amended Transgender and Gender Nonconforming Student policy to the full committee and request the Chair put the draft policy on the upcoming agenda for discussion. Stephens seconded the

motion. Motion passes. The approved policy will be discussed by the full committee before having Council review.

7. Future Agenda Items

- a. Policies recommended to be approved by full committee:
 - i. AC: Non-Discrimination Policy Including Harassment and Retaliation
 - ii. AC-R: Non-Discrimination Policy Including Harassment and Retaliation
 - iii. ACA: Non-Discrimination on the Basis of Sex
 - iv. ACA-R: Non-Discrimination on the Basis of Sex Under Title IX including Sex-Based Harassment
 - v. ACAB: Sexual & Sex-Based Harassment and Retaliation
 - vi. ACGA: Civil Rights Grievance Procedure
 - vii. ACGB: Title IX Sexual Discrimination Grievance Procedure
 - viii. Transgender and Gender Nonconforming Student
 - ix. JICJ: Student Use of Technology
- b. Policies yet or still being reviewed in FY25:
 - i. JFABG: Enrollment of Children of Non-Resident Employees
 - ii. BDFB: Special Education Parent Advisory Council (SEPAC)
 - iii. BDFB - R: Special Education Parent Advisory Council (SEPAC)
 - iv. IA: Instructional Goals
 - v. IMB: Learning about Diversity
 - vi. JA: Student Policies Goals
 - vii. KCDE: Equity Policy
 - viii. FA: Facilities Development Goals
 - ix. BEDA: Notification of School Committee Meetings
 - x. BEDA: Agenda Format
 - xi. BDFA: School Councils
 - xii. BDFA-E: School Improvement Plans

Jones motioned to adjourn the meeting at 1:00 PM. Stephens seconded. Motion passes. Meeting adjourned.

Minutes respectively submitted by Karyn Jones.

**Sudbury Public Schools
School Committee Meeting**

Date: June 2, 2025

Agenda Item: 5a

Permanent Building Committee Interview

Recommendation:

Move to appoint Michael Cameron for a three year term on the Permanent Building Committee.

Background Information:

Attachments:

Recommendation to SPS SC for PBC Appointment 5-21-25

PBC Interview Questions 02.10.20

Application_to_PBC_Signed_Cameron

Action: XX Report: Discussion: XX

May 21, 2025

Nicole Burnard, Chair
Sudbury School Committee
Sudbury Public Schools
40 Fairbank Rd.
Sudbury, MA 01776

Re: Cameron Application to SPS for Permanent Building Committee (PBC) Appointment

Dear Ms. Burnard:

I am pleased to inform you that the Permanent Building Committee has had the opportunity to meet with Michael Cameron at its meeting of May 21, 2025, and after reviewing his qualifications, voted unanimously to recommend that he be appointed by the School Committee as a member of the PBC for a three-year term commencing June 1, 2025 extending to May 31, 2028.

Mr. Cameron had the opportunity to expand upon the resume submitted to the School Committee which included his professional role in many varied projects leading to the PBC conclusion that he is extremely well qualified for the position and would be a welcomed addition to the PBC.

We look forward to a favorable vote by the School Committee at its forthcoming meeting.

Very truly yours,

A handwritten signature in black ink that reads "Elaine L. Jones". The signature is written in a cursive, flowing style.

Elaine L. Jones, Chair
Permanent Building Committee

Cc: B. Crozier, Superintendent
D. Sawyer, Business Manager

Permanent Building Committee Candidate Interview Questions

1. Why would you like to serve?
2. What relevant experience do you have?
3. What, if any, experience do you have with building projects that incorporate multiple users?
4. Sudbury Public Schools implements public education by incorporating principles of Universal Design. Could you please share how you will incorporate principles of Universal Design into your work on the Permanent Building Commission?
5. When you have disagreed with people you are working with on a project, can you provide examples of how you came to consensus with those persons?
6. Have you ever undergone the Community Access Monitor Program Training offered by the Massachusetts Office on Disability, and if not, are you willing to undergo such training?

Notes:



Sudbury Public Schools

40 Fairbank Road
Sudbury, Massachusetts 01776
Phone: (978) 639-3211

APPLICATION FOR APPOINTMENT TO: THE PERMANENT BUILDING COMMITTEE (PBC)

Name: Michael Cameron

Address: 18 Franklin Pl Email Address: mcameron2479@gmail.com

Home phone: (617) 240-2029 Work or Cell phone: Same

Years lived in Sudbury: 9 years

Brief resume of background and pertinent experience:

Bachelors in Architecture - Wentworth

20+ years in the Architecture industry at all levels of Architecture inclusive of document production, Project Management, Real estate Development, Design/Build construction, and Construction Administration.

Municipal experience (if applicable):

I currently work for Keastle Boos who specializes in Public Construction, Primarily Schools & Public Safety.

Educational background:

Bachelors in Architecture - Wentworth

Reason for your interest in serving:

Lend my professional knowledge to help improve the infrastructure of municipal buildings

Times when you would be available (days, evenings, weekends):

Most evenings or weekends

Do you or any member of your family have any business dealings with the Town or Sudbury Public Schools? If yes, please explain:

I currently work for Keastle Boos, prior to my hiring Keastle Boos was the Architect of Record for the Fire Station addition at Station 2. There is not currently and business between the two parties.

MC (Initial here that you have read, understand and agree to the following statement)

I agree that if appointed, I will work toward furtherance of the committee's mission statement; and further, I agree that I will conduct my committee activities in a manner which is compliant with all relevant State and Local laws and regulations, including but not limited to the Open Meeting Law, Public Records Law, Conflict of Interest Law, Email Policy and the Code of Conduct for Town Committees.

I hereby submit my application for consideration for appointment to the PMBC.

Signature _____ Date 4/16/2025

Please submit to brad_crozier@sudbury.k12.ma.us

**Sudbury Public Schools
School Committee Meeting**

Date: June 2, 2025

Agenda Item: 5b

FY25 Superintendent Evaluation

Recommendation:

Move to approve the Sudbury School Committee Summative Evaluation Report for Superintendent Crozier for the 2024-2025 year, and authorize the Chair to sign on behalf of the Committee.

Background Information:

Attachments:

SCTComposite_Crozier_EndofYearEvaluation_FY25.docx

Action: XX Report: Discussion: XX

End-of-Cycle Summative Evaluation Report: Superintendent



Superintendent: Brad Crozier _____
Evaluator: Sudbury School Committee _____ 5/29/2025 _____
Name **Signature** **Date**

Step 1: Assess Progress Toward Goals (*Reference performance goals; check one for each set of goal[s].*)

Professional Practice Goal(s)	<input type="checkbox"/> Did Not Meet	<input type="checkbox"/> Some Progress	<input type="checkbox"/> Significant Progress	X Met	X Exceeded
Student Learning Goal(s)	<input type="checkbox"/> Did Not Meet	<input type="checkbox"/> Some Progress	<input type="checkbox"/> Significant Progress	X Met	X Exceeded
District Improvement Goal(s)	<input type="checkbox"/> Did Not Meet	<input type="checkbox"/> Some Progress	<input type="checkbox"/> Significant Progress	X Met	X Exceeded

Step 2: Assess Performance on Standards (*Reference Performance Ratings per Standard; check one box for each Standard.*)

Unsatisfactory = Performance on a standard or overall has not significantly improved following a rating of *Needs Improvement*, or performance is consistently below the requirements of a standard or overall and is considered inadequate, or both.

Needs Improvement/Developing = Performance on a standard or overall is below the requirements of a standard or overall but is not considered to be Unsatisfactory at the time. Improvement is necessary and expected.

Proficient = **Proficient practice is understood to be fully satisfactory. This is the rigorous expected level of performance.**

Exemplary = A rating of *Exemplary* indicates that practice significantly exceeds *Proficient* and could serve as a model of practice regionally or statewide.

		U	NI	P	E
	Standard I: Instructional Leadership	<input type="checkbox"/>	<input type="checkbox"/>	X	X
	Standard II: Management and Operations	<input type="checkbox"/>	<input type="checkbox"/>	X	X
	Standard III: Family and Community Engagement	<input type="checkbox"/>	<input type="checkbox"/>	X	X
	Standard IV: Professional Culture	<input type="checkbox"/>	<input type="checkbox"/>	X	X

End-of-Cycle Summative Evaluation Report: Superintendent

Step 3: Rate Overall Summative Performance (*Based on Step 1 and Step 2 ratings; check one.*)

☐ Unsatisfactory

☐ Needs Improvement

☒ Proficient

☐ Exemplary

Step 4: Add Evaluator Comments

Comments and analysis are recommended for any rating but are required for an overall summative rating of *Exemplary*, *Needs Improvement* or *Unsatisfactory*.

Comments:

This composite evaluation represents the shared assessment of the full Sudbury School Committee. The Committee rated Superintendent Brad Crozier's overall performance as **Proficient**, the level DESE defines as fully satisfactory and representative of the high expectations for school leaders in Massachusetts. This rating reflects steady, student-centered, and strategic leadership throughout the 2024–2025 academic year.

Step 1: Progress Toward Goals

The School Committee evaluated progress on three key goals:

- **Professional Practice Goal:** Two members rated progress as "Met"; two as "Exceeded"
- **Student Learning Goal:** Three members rated progress as "Met"; one as "Exceeded"
- **District Improvement Goal:** Three members rated progress as "Met"; one as "Exceeded"

Step 2: Performance on DESE Standards

- **Standard I – Instructional Leadership:** Three members rated Proficient; one rated Exemplary
- **Standard II – Management and Operations:** Two members rated Proficient; two rated Exemplary

- **Standard III – Family and Community Engagement:** Three members rated Proficient; one rated Exemplary
- **Standard IV – Professional Culture:** One member rated Proficient; three rated Exemplary

Narrative Summary of Performance

The School Committee characterized Superintendent Crozier's leadership as guided by strategic foresight, thoughtful decision-making, and a steadfast commitment to academic excellence, innovation, and equity. Members emphasized that he has cultivated a culture of continuous improvement that empowers educators to collaborate, explore innovative practices, and apply inclusive, data-informed approaches that ensure instruction is coherent, responsive, and focused on improving outcomes for all students.

Curriculum innovation was a key area of strength identified by the Committee. Members highlighted the Superintendent's leadership in a robust, collaborative process to pilot and recommend the EL Education curriculum for grades K–5, which now positions the District for full implementation in 2025–26. At the middle school level, Committee members commended his support for the rollout of OpenSciEd and the introduction of new instructional pathways in math to strengthen scaffolding and rigor. The addition of a grades 3–5 Disability Awareness curriculum and expansion of the executive functioning course were also noted as meaningful contributions to the District's whole-child approach, fostering empathy, independence, and self-advocacy.

In the area of Social-Emotional Learning (SEL), Committee members acknowledged Superintendent Crozier's work to deepen SEL practices at the middle school and ensure long-term sustainability by embedding mental health supports, initially funded through temporary sources, into the District's level-service budget. The district-wide implementation of *Say Something* was cited as an important addition to support student safety and well-being.

The Committee also highlighted the Superintendent's forward-looking innovation and professional growth, particularly through his active participation on the DESE Artificial Intelligence (AI) Task Force and his efforts to bring AI training opportunities to SPS staff. Members agreed that this work positions the District to remain at the forefront of educational and operational innovation.

Committee members praised the Superintendent's strong and visible relationships with families, staff, and students. His ongoing presence in schools, consistent communication through PIE meetings, staff listening sessions, and regular engagement at school and community events were viewed as central to building a positive and inclusive school culture. Efforts to increase transparency, such as the implementation of the Elementary Conference Form, further reflected his commitment to meaningful, two-way communication.

While acknowledging these accomplishments, the Committee also identified the importance of continued focus on fostering a respectful and inclusive school climate. Members expressed support for expanded efforts to proactively prevent bullying and address bias, including antisemitism, head-on. With strong systems and leadership already in place, the Committee believes the District is well-positioned to advance this work.

Conclusion

The Committee collectively concludes that Superintendent Crozier's leadership throughout the 2024–2025 academic year demonstrated a strong commitment to academic excellence, equity, and innovation. Through thoughtful planning and collaborative execution, he advanced district priorities in support of high-quality instruction, student well-being, and an inclusive school culture. His responsiveness to evolving needs and his ability to inspire trust across the school community continue to move the district forward. The Committee appreciates his leadership and looks ahead with confidence to the next phase of district growth.

Superintendent's Performance Goals

Superintendents must identify at least one student learning goal, one professional practice goal, and two to four district improvement goals. Goals should be SMART and aligned to at least one focus Indicator from the Standards for Effective Administrative Leadership.

Goals	Focus Indicator(s)	Description	Did Not Meet	Some Progress	Significant Progress	Met	Exceeded
Student Learning Goal		By June 2025, the Superintendent will demonstrate the impact of student learning through multiple measures. Key actions include supporting the ELA pilot and recommendation of the EL curriculum, allocating FY26 budget resources for professional development and curricular materials, implementing a new Elementary Conference Form to communicate assessment results to families, and supporting the development of Grade 7 math pathways for FY26.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
Professional Practice Goal		By June 2025, the superintendent will engage in professional development on artificial intelligence to explore ways to enhance district practices. Key activities include serving on the State's AI Taskforce, collaborating with building administrators to offer AI training for staff, and attending the Executive Institute and AI-related workshops.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	X
District Improvement Goal 1		By June 2025, the superintendent will collaborate with the teaching and learning team to advance curriculum innovation across key areas, including OpenSciEd (Grades 6–8), K–8 writing PD, K–5 ELA pilot, SEL practices (Grades 6–8), early adoption of Bridges 3rd edition (K–5), a new Disability Awareness curriculum (Grades 3–5), and an expanded Executive Functioning course. Key actions included classroom observations, instructional support, curriculum selection, PD facilitation, and oversight of pilot program implementation and data review.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	X
District Improvement Goal 2			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
District Improvement Goal 3			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
District Improvement Goal 4			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Standards and Indicators for Effective Administrative Leadership

Superintendents should identify 1-2 focus Indicators per Standard aligned to their goals.

I. Instructional Leadership	II. Management & Operations	III. Family & Community Engagement	IV. Professional Culture
I-A. Curriculum I-B. Instruction I-C. Assessment I-D. Evaluation I-E. Data-Informed Decisionmaking I-F. Student Learning	II-A. Environment II-B. HR Management and Development II-C. Scheduling & Management Information Systems II-D. Law, Ethics and Policies II-E. Fiscal Systems	III-A. Engagement III-B. Sharing Responsibility III-C. Communication III-D. Family Concerns	IV-A. Commitment to High Standards IV-B. Cultural Proficiency IV-C. Communication IV-D. Continuous Learning IV-E. Shared Vision IV-F. Managing Conflict



Superintendent's Performance Rating for Standard I: Instructional Leadership

Rate each focus Indicator and indicate the overall Standard rating below. (*Focus Indicators are those aligned to superintendent goal(s).)

	U	NI	P	E
I-A. Curriculum: Ensures that all instructional staff design effective and rigorous standards-based units of instruction consisting of well-structured lessons with measurable outcomes. X Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	X	X
I-B. Instruction: Ensures that 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. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I-C. Assessment: Ensures 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. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I-D. Evaluation: Ensures effective and timely supervision and evaluation of all staff in alignment with state regulations and contract provisions. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I-E. Data-Informed Decision Making: Uses multiple sources of evidence related to student learning—including state, district, and school assessment results and growth data—to inform school and district goals and improve organizational performance, educator effectiveness, and student learning. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I-F. Student Learning: 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. <input type="checkbox"/> Focus Indicator (check if yes)	The Student Learning Indicator does not have corresponding descriptions of practice. Evidence of impact on student learning based on multiple measures of student learning, growth, and achievement must be taken into account when determining a performance rating for this Standard.			
OVERALL Rating for 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.	<input type="checkbox"/>	<input type="checkbox"/>	X	X

Composite Rating: 3 Proficient, 1 Exemplary

The Sudbury School Committee collectively recognizes significant progress in curriculum development and instructional leadership during the 2024–2025 academic year. Superintendent Crozier has provided strong guidance in advancing rigorous, standards-aligned instruction across the District. His leadership in piloting and preparing for the implementation of the EL Education curriculum in grades K–5 reflects a thoughtful and collaborative approach grounded in evidence-based practice. While the curriculum selection process spanned several years, the Committee appreciates the intentional structure and meaningful educator involvement that informed the final recommendation.

Superintendent Crozier has also overseen a successful rollout of OpenSciEd at the middle school level, shifting science instruction toward a more student-centered, phenomena-driven model that aligns with DESE standards. In middle school math, his data-informed leadership has led to thoughtful course adjustments that both support foundational skill-building and provide appropriate challenge for advanced learners.

The Committee commends the addition of curricula that address students' holistic needs, including the sixth-grade executive functioning course and the grades 3–5 Disability Awareness curriculum. These additions reflect responsiveness to student needs and the District's broader goals of fostering empathy, independence, and inclusion.

The Committee further acknowledges the use of student data to guide instructional improvement and appreciates the Superintendent's ongoing collaboration with educators throughout this process. While areas for continued growth remain, including expanding middle school ELA and strengthening efforts to support school climate and inclusion, the Committee views the sixth-grade ELA pilot as a promising academic step and is optimistic that both instructional and cultural progress will continue under the Superintendent's leadership.

Superintendent Crozier's commitment to instructional excellence, equity, and continuous improvement has positioned the District to meet the evolving needs of its students. His curriculum leadership this year reflects both strategic vision and operational skill in ensuring that all students have access to high-quality, standards-based instruction.

Superintendent's Performance Rating for Standard II: Management & Operations

Rate each focus Indicator and indicate the overall Standard rating below. (*Focus Indicators are those aligned to superintendent goal(s).)

	U	NI	P	E
II-A. Environment: Develops and executes effective plans, procedures, routines, and operational systems to address a full range of safety, health, emotional, and social needs. X Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	X	X
II-B. Human Resources Management and Development: Implements a cohesive approach to recruiting, hiring, induction, development, and career growth that promotes high-quality and effective practice. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
II-C. Scheduling and Management Information Systems: Uses systems to ensure optimal use of data and time for teaching, learning, and collaboration, minimizing disruptions and distractions for school-level staff. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
II-D. Law, Ethics, and Policies: Understands and complies with state and federal laws and mandates, school committee policies, collective bargaining agreements, and ethical guidelines. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
II-E. Fiscal Systems: Develops a budget that supports the district's vision, mission, and goals; allocates and manages expenditures consistent with district- and school-level goals and available resources. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
OVERALL Rating for Standard II: Management & Operations The education leader 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.	<input type="checkbox"/>	<input type="checkbox"/>	X	X

Comments and analysis (recommended for any overall rating; required for overall rating of *Exemplary*, *Needs Improvement* or *Unsatisfactory*):

Composite Rating: 2 Proficient, 2 Exemplary

The Sudbury School Committee recognizes Superintendent Crozier's strong and proactive leadership in promoting safe, inclusive, and well-managed school environments. His work this year reflected clear alignment between operational planning and the social, emotional, and physical needs of students and staff.

A key highlight was the launch of the *Say Something* initiative, funded by Sandy Hook Promise. This program equips students and staff to recognize warning signs, speak up about concerns, and access a secure, anonymous reporting system. It represents a meaningful step forward in student safety and a district-wide culture of care and responsibility.

Superintendent Crozier strengthened the District's capacity for data-informed decision-making by launching a district-wide data team and providing administrator training. These systems have enhanced the District's ability to monitor trends, respond to student needs, and support instructional continuity.

In capital planning, the Superintendent supported foundational work, including the completion of the Facilities Use Report and the Facilities Condition Assessment. These tools will guide future decisions around safety, accessibility, and long-term facility improvements. The Committee acknowledges his role in supporting this process and looks forward to continued planning efforts.

Progress also continued in advancing equity and inclusion. ADA training for administrators and the implementation of the sixth-grade Disabilities Awareness curriculum both contributed to more inclusive and supportive school environments.

Finally, Superintendent Crozier maintained clear and consistent communication through PIE meetings, public presentations, and coordination with building principals. His operational leadership reflects a values-driven approach that centers safety, access, and student well-being across all aspects of the school system.

Superintendent's Performance Rating for Standard III: Family and Community Engagement



Rate each focus Indicator and indicate the overall Standard rating below. (*Focus Indicators are those aligned to superintendent goal(s).)	U	NI	P	E
III-A. Engagement: Actively ensures that all families are welcome members of the classroom and school community and can contribute to the effectiveness of the classroom, school, district, and community. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
III-B. Sharing Responsibility: Continuously collaborates with families and community stakeholders to support student learning and development at home, school, and in the community. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
III-C. Communication: Engages in regular, two-way, culturally proficient communication with families and community stakeholders about student learning and performance. X Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
III-D. Family Concerns: Addresses family and community concerns in an equitable, effective, and efficient manner. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
OVERALL Rating for Standard III: Family & Community Engagement	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>

The education leader 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 district and its schools.

Comments and analysis (recommended for any overall rating; required for overall rating of *Exemplary*, *Needs Improvement* or *Unsatisfactory*):

Composite Rating: 4 Proficient

The Sudbury School Committee affirms that communication is a clear strength of Superintendent Crozier's leadership. He has established reliable, inclusive, and transparent channels of communication that keep families and the broader community informed and engaged. Regular Parent Information Exchange (PIE) meetings, collaboration with PTO leaders, and his visible presence in school buildings all contribute to a culture of openness and trust across the district.

The Committee especially values the Superintendent's approachability and responsiveness, which have helped build meaningful relationships with students, staff, and caregivers. Public communication tools such as the SPS Annual Town Report and coordination with Town boards have further reinforced the District's commitment to transparency and community partnership.

Looking ahead, the Committee encourages continued focus on broadening engagement, particularly with METCO families and Sudbury residents without direct ties to SPS. Gathering more structured feedback through tools like family and community surveys could strengthen these efforts and ensure communication continues to meet the evolving needs of all stakeholders.

Superintendent Crozier's communication practices reflect a thoughtful, community-centered leadership style that prioritizes clarity, connection, and mutual respect.

Superintendent's Performance Rating for Standard IV: Professional Culture



Rate each focus Indicator and indicate the overall Standard rating below. (*Focus Indicators are those aligned to superintendent goal(s).)

	U	NI	P	E
IV-A. Commitment to High Standards: Fosters a shared commitment to high standards of service, teaching, and learning with high expectations for achievement for all. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
IV-B. Cultural Proficiency: 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. <input checked="" type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

IV-C. Communication: Demonstrates strong interpersonal, written, and verbal communication skills. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
IV-D. 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. X Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	X	X
IV-E. Shared Vision: Successfully and continuously engages all stakeholders in the creation of a shared educational vision in which every student is prepared to succeed in postsecondary education and become a responsible citizen and global contributor. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
IV-F. Managing Conflict: Employs strategies for responding to disagreement and dissent, constructively resolving conflict and building consensus throughout a district or school community. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
OVERALL Rating for Standard IV: Professional Culture The education leader promotes the learning and growth of all students and the success of all staff by nurturing and sustaining a districtwide culture of reflective practice, high expectations, and continuous learning for staff.	<input type="checkbox"/>	<input type="checkbox"/>	X	X
Comments and analysis (recommended for any overall rating; required for overall rating of <i>Exemplary</i>, <i>Needs Improvement</i> or <i>Unsatisfactory</i>): Composite Rating: 3 Exemplary, 1 Proficient The Sudbury School Committee commends Superintendent Crozier for modeling and promoting a culture of continuous learning across the district. His leadership this year demonstrated a clear commitment to reflection, innovation, and data-driven improvement—principles that have guided instructional and operational decision-making districtwide. A key highlight of his professional practice this year was his leadership on Artificial Intelligence (AI) integration. Superintendent Crozier was selected to serve on the Massachusetts Department of Elementary and Secondary Education (DESE) AI Task Force, where he helped shape state-level guidance on the responsible use of AI in schools. At the district level, he worked to bring AI awareness and training to administrators and staff, positioning Sudbury Public Schools at the forefront of this emerging field. His leadership in this space models forward-thinking professional learning and reflects his dedication to ensuring staff are prepared to use evolving tools to enhance teaching, learning, and decision-making. In addition to his AI-related work, Superintendent Crozier continued to prioritize the use of real-time data to guide both academic and social-emotional supports. He supported the District-Based Data Team’s expanded role in shaping curriculum and instructional decisions, including the rollout of the K–5 EL Education curriculum and revisions to the middle school math sequence. Data also informed continued investments in mental health supports, including his recommendation to move previously grant-funded resources into the core budget to ensure long-term sustainability.				

Committee members also recognized his participation in staff learning opportunities, such as the *Anxious Generation* book study, and his use of listening sessions to gather staff input. These efforts reflected a leadership style rooted in collaboration, reflection, and ongoing growth.

While progress in this area was strong, Committee members noted that the district could continue to grow by expanding how the results of this reflective, data-informed work are communicated with families and staff. Increased visibility of how continuous learning is shaping school and district practices will help build shared ownership of improvement efforts.

Overall, Superintendent Crozier's leadership continues to model lifelong learning and reflective practice. His work this year—particularly in advancing AI readiness and deepening the use of student data—has strengthened professional culture and positioned the district to adapt to evolving educational needs with confidence and clarity.

**Sudbury Public Schools
School Committee Meeting**

Date: June 2, 2025

Agenda Item: 5c

FY26 School Committee Meeting Schedule Updates

Recommendation:

Move to approve the FY26 School Committee Meeting schedule as amended.

Background Information:

Attachments:

School Committee Meeting Schedule FY26

Updated guidance on holding meetings pursuant to the Act Extending Certain COVID-19 Measures _ Mass.gov

Policy-on-Remote-Participation_12.15.15

MA Remote Participation Guidance

Town of Sudbury Remote Participation Policy_111621

Action: XX Report: Discussion: XX



School Committee Meeting Schedule FY26

DAY	DATE	TIME	LOCATION	TYPE
Monday	July 21, 2025	7:00 PM	TBD	Regular Session
Monday	August 4, 2025	7:00 PM	TBD	Regular Session
Monday	August 18, 2025	7:00 PM	TBD	Regular Session
Monday	September 8, 2025	7:00 PM	TBD	Regular Session
Monday	September 22, 2025	7:00 PM	TBD	Regular Session
Monday	October 6, 2025	7:00 PM	TBD	Regular Session
Monday	October 20, 2025	7:00 PM	TBD	Regular Session
Monday	November 3, 2025	7:00 PM	TBD	Regular Session
Monday	November 24, 2025	7:00 PM	TBD	Regular Session
Monday	December 1, 2025	7:00 PM	TBD	Regular Session
Thursday	December 4, 2025	7:00 PM	TBD	Budget Review
Monday	December 8, 2025	7:00 PM	TBD	Budget Review
Monday	December 15, 2025	7:00 PM	TBD	Regular Session/ Budget Hearing
Thursday	December 18, 2025	7:00 PM	TBD	Budget Review
Monday	January 20, 2026	7:00 PM	TBD	Regular Session
Monday	January 26, 2026	7:00 PM	TBD	Regular Session

Monday	February 9, 2026	7:00 PM	TBD	Regular Session
Monday	March 2, 2026	7:00 PM	TBD	Regular Session
Monday	March 16, 2026	7:00 PM	TBD	Regular Session
Tuesday	March 31, 2026	7:00 PM	TBD	Regular Session
Monday	April 13, 2026	7:00 PM	TBD	Regular Session
Monday	May 4, 2026	7:00 PM	LSRHS	Town Meeting
Monday	May 18, 2026	7:00 PM	TBD	Regular Session
Monday	June 1, 2026	7:00 PM	TBD	Regular Session
Monday	June 15, 2026	7:00 PM	TBD	Regular Session
Monday	July 20, 2026	7:00 PM	TBD	Regular Session



OFFERED BY **Office of the Attorney General**

Updated guidance on holding meetings pursuant to the Act Extending Certain COVID-19 Measures

Guidance Update – April 8, 2025

On March 28, 2025, Governor Healey signed into law [Chapter 2 of the Acts of 2025, An Act Extending Certain COVID-19 Measures Adopted During the State of Emergency](https://malegislature.gov/Laws/SessionLaws/Acts/2025/Chapter2) (<https://malegislature.gov/Laws/SessionLaws/Acts/2025/Chapter2>) which, among other things, further extends temporary provisions pertaining to the Open Meeting Law to June 30, 2027. The temporary provisions were first implemented by Executive Order in March 2020 and subsequently enacted by [Section 20 of Chapter 20 of the Acts of 2021, An Act Relative to Amending Certain COVID-19 Measures Adopted During the State of Emergency](https://malegislature.gov/Laws/SessionLaws/Acts/2021/Chapter20) (<https://malegislature.gov/Laws/SessionLaws/Acts/2021/Chapter20>) (“Section 20”) (as further amended to extend the expiration of the temporary provisions).

The temporary provisions in Section 20 pertaining to the Open Meeting Law contain two primary provisions.

First, public bodies may continue providing live “adequate, alternative means” of public access to the deliberations of the public body, instead of holding meetings in a public place that is open and physically accessible to the public. “Adequate, alternative means” may include, without limitation, providing public access through telephone, internet, or satellite enabled audio or video conferencing or any other technology that enables the public to clearly follow the proceedings of the public body in real time.

Second, any or all members of a public body may continue participating in meetings remotely; the Open Meeting Law's requirement that a quorum of the body and the chair be physically present at the meeting location remains suspended.

A public body is not required to provide remote access to a meeting if the meeting is held in a physical location that is open and accessible to the public. Nonetheless, we encourage public bodies to provide multiple methods of access to a meeting when feasible.

What means of access will be considered “adequate, alternative means?”

“Adequate, alternative means” may include, without limitation, providing public access through telephone, internet, or satellite enabled audio or video conferencing or any other technology that enables the public to clearly follow the proceedings of the public body as they are occurring (i.e., “live” or “in real time”). The methods listed are non-exhaustive, and we recognize that there are myriad methods that will be acceptable. “Adequate, alternative means” could include Zoom, a high-capacity telephone conference line, Facebook Live, YouTube Live, and broadcasting on live TV, including local cable access television. The brief delay of approximately 20 seconds when Zoom meetings are streamed to Facebook or YouTube Live is acceptable.

May a public body post a recording or transcript of the meeting afterwards, instead of providing access to the meeting as it is occurring?

A public body must provide the public with real-time access for the duration of the meeting, excluding lawful executive sessions. If a meeting is posted as a remote meeting and technical difficulties prevent the public body from providing the public with consistent, clear remote access, the meeting should be canceled or adjourned and rescheduled for a later date. A municipal public body that, for

reasons of economic hardship *and* despite best efforts, is unable to provide alternative means of public access that will enable the public to follow the proceedings in real time, may instead post a full and complete transcript, recording, or other comprehensive record on its website as soon as practicable after the meeting. However, in light of the various free and low-cost methods that could be used to provide the public with real-time access, the Division of Open Government strongly recommends that a municipal public body consult with our office before determining that it is unable to provide the public with real time access to a meeting.

May public body members meet in person, while requiring the general public to follow the proceedings remotely?

Yes. Subsection (b) of Section 20 allowing public access through adequate, alternative means is independent from subsection (c), which allows members of the public body to participate remotely. The public body may conduct its proceedings under the relief provided in subsection (b) or subsection (c) or both.

If a public body will provide access to its meeting through “adequate, alternative means,” what information must be included on the meeting notice?

Public bodies must continue to post notice of every meeting at least 48 hours in advance of the meeting, not including weekends or state holidays, using the official notice posting method (physical notice or website), even if the clerk’s office is closed. The notice must include the “location” of the meeting. If access to the meeting will be provided through “adequate, alternative means,” the meeting notice must include clear instructions for accessing the meeting remotely. A public body may require members of the public to call, email, or “register” (such as in the Zoom Webinar platform) to obtain access information for the meeting, provided that the meeting notice includes clear instructions, and that members of the public

can gain meeting access up until and throughout the duration of the meeting (members of the public cannot be required to register in advance).

What other requirements apply to remote meetings?

The Open Meeting Law regulations governing remote participation, 940 CMR 29.10, remain in effect, except where Section 20 specifically suspends certain requirements. In particular, when any—or all—public body members participate in a meeting remotely, the following requirements apply:

1. At the start of the meeting, the chair must announce the name of the member or members who are participating remotely; such information must also be recorded in the meeting minutes.
2. All votes must be taken by roll call.
3. Members of the public body must be clearly audible to each other and to members of the public at all times.
4. When holding an executive session remotely, the public body must still take all required procedural steps for entering into executive session in open session. At the beginning of the executive session, each public body member participating remotely must state that no other person is present or able to hear the discussion at the remote location, unless the public body has approved the presence of that individual.

Should the public body encounter technical problems while meeting remotely, the person chairing the meeting may decide how to address the technical difficulties, but is encouraged wherever possible to suspend discussion while reasonable efforts are made to correct any problem that interferes with a remote participant's ability to hear or be heard clearly. If technical difficulties result in a remote participant being disconnected from the meeting, that fact and the time at which the disconnection occurred must be noted in the meeting minutes.

What about public comment, public participation, and public hearings?

The Open Meeting Law does not require that public bodies allow public comment or public participation during meetings -- to the contrary, the Open Meeting Law specifies that no person shall address the public body without permission of the chair. However, the Attorney General encourages public bodies to allow public comment and/or public participation when feasible. Because the Open Meeting Law does not require that public bodies allow for public comment or public participation during meetings at all, the manner that public bodies may choose to accept comment or questions is outside the scope of the Open Meeting Law. Public hearings, on the other hand, are governed by separate laws that impose additional requirements, and may require opportunity for public comment or testimony. Those requirements are outside the scope of the Open Meeting Law and therefore do not fall within the Division of Open Government's jurisdiction. Public bodies and members of the public should consult with legal counsel for guidance on the requirements for public hearings.

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Town of Sudbury

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REMOTE PARTICIPATION POLICY

(Adopted 12/15/2015)

Purpose Statement

The Office of the Attorney General amended the Open Meeting Law regulations at 940 CMR 29.00 to allow members of public bodies, in limited circumstances, to participate remotely in meetings. While all members of Town Boards and Committees should try to attend meetings in person, the new regulations seek to promote greater participation in government meetings by allowing members to participate remotely when certain specific circumstances prevent them from being physically present.

The intent of this policy is to establish clear guidelines on the practice of remote participation by Town Boards and Committees under the Open Meeting Law, M.G.L. c.30A, §§18-25.

Enabling Authority – 940 CMR 29.10(8)

A municipality may adopt a policy that prohibits or further restricts the use of remote participation by public bodies within its jurisdiction.

Adoption of Remote Participation

In accordance with 940 CMR 29.10(2)(a), the Board of Selectmen, on December 15, 2015, voted to authorize the adoption of 940 CMR 29.10 so that remote participation is permitted in the Town. In accordance with 940 CMR 29.10(3), the Board of Selectmen may revoke its adoption of 940 CMR 29.10 by simple majority vote at any time.

This policy and 940 CMR 29.10 shall apply to all Town boards, committees, commissions, sub-committees and other public bodies regardless of whether such public bodies are appointed or elected. Where the Remote Participation Policy is more stringent than 940 CMR 29.10, the Policy shall control.

Minimum Requirements for Remote Participation

Members of the public body who participate remotely and all persons present at the meeting location shall be clearly audible to each other.

A quorum of the body, including the chair or, in the chair's absence, the person authorized to chair the meeting, shall be physically present at the meeting location, as required by M.G.L. c.30A, §20(d).

Members of the public body who participate remotely must have access to the same materials being used at the meeting location.

Members of public bodies who participate remotely may vote and shall not be deemed absent for the purposes of Article III, Section 8 of the Town General By-laws and M.G.L. c. 39, §23D.

Section 23D (a): Notwithstanding any general or special law to the contrary, upon municipal acceptance of this section for 1 or more types of adjudicatory hearings, a member of any municipal board, committee or commission when holding an adjudicatory hearing shall not be disqualified from voting in the matter solely due to that member's absence from no more than a single session of the hearing at which testimony or other evidence is received. Before any such vote, the member shall certify in writing that he has examined all evidence received at the missed session, which evidence shall include an audio or video recording of the missed session or a transcript thereof. The written certification shall be part of the record of the hearing. Nothing in this section shall change, replace, negate or otherwise supersede applicable quorum requirements.

Permissible Reasons for Remote Participation

It is the express desire of the Board of Selectmen that remote participation in meetings be an infrequent event, for both individual board members and Town Boards and Committees as a whole. Chairs of public bodies are encouraged to interpret these rules in a strict fashion and to continue to induce all members to attend meetings in person as a general rule, due to the inherent benefits of physical presence in a meeting.

A Board member may attend a meeting through electronic conferencing if his or her physical presence at the meeting is prevented due to one of the following extenuating circumstances: personal illness or disability; a family or other emergency; military service; geographic distance.

Due consideration should be given regarding associate members on Boards and Committees, Associate members should be utilized in the absence of members of Boards and Committees when deemed appropriate by the Chair. Any determination by the person chairing the meeting to allow or not to allow remote participation shall be final and shall not be appealable.

The commission on disability may by majority vote of the commissioners at a regular meeting authorize remote participation applicable to a specific meeting or generally to all of the commission's meetings. If the commission on disability utilizes remote participation, a physical quorum of that commission's members shall not be required to be present at the meeting location; provided, however, that the chair or, in the chair's absence, the person authorized to chair the meeting, shall be physically present at the meeting location. The commission shall comply with all other requirements of law and this policy.

Acceptable Methods of Remote Participation

The following media are acceptable methods for remote participation. Remote participation by any other means is not permitted. Accommodations shall be made for any public body member who requires TTY service, video relay service, or other form of adaptive communications.

- i. Telephone, internet, or satellite enabled audio or video conferencing.
- ii. Any other technology that enables the remote participant and all persons present at the meeting location to be clearly audible and, if possible, clearly visible to all persons present at the meeting location.
- iii. If technical difficulties arise as a result of utilizing remote participation, the Chair should suspend discussion while reasonable efforts are made to correct any problem that interferes with remote participant's ability to hear or be heard clearly by all persons at the meeting location. If technical difficulties result in a remote participant being disconnected from the meeting, that fact and the time at which the disconnection occurred and subsequent reconnection if achieved shall be noted in the meeting minutes. If a public hearing occurs after disconnection, the member shall be noted as absent.

Procedures for Remote Participation

Any member of a public body who wishes to participate remotely shall, at least 48 hours or as soon as reasonably possible prior to the meeting, notify the chair or person chairing the meeting of his or her desire to do so and the reason for and facts supporting his or her request.

- iv. If the Chair approves the request for remote participation, he or she shall make any necessary arrangements with appropriate Town personnel to ensure that the required equipment is available and, to the greatest extent practical, provide access to all meeting materials. **THE TOWN DOES NOT GUARANTEE AVAILABILITY OF REQUIRED EQUIPMENT AT ANY PARTICULAR TIME OR LOCATION.**
- v. At the start of the meeting, the chair shall announce the name of any member who will be participating remotely and the reason for his or her remote participation. This information shall also be recorded in the meeting minutes.
- vi. All votes taken during any meeting in which a member participates remotely shall be by roll call vote. Members may participate remotely even if they are not qualified to vote.
- vii. Remote participants shall preserve the confidentiality of the executive session (where applicable). The remote participant shall state at the start of any such session that no other person is present and/or able to hear the discussion at the remote location, unless presence of that person is approved by simple majority vote of the public body, and that the session is not being remotely recorded by any device.
- viii. The Town shall not be responsible for the reimbursement of any out-of-pocket costs associated with the remote participation of Board members.
- ix. Members participating remotely are cautioned that the same obligations of consideration apply as in any physical meeting. Remote participants should

direct all their attention to the meeting, and should make their decisions based upon the same information as is available to all the other participants in the meeting. The remote participant shall also state at the beginning of any meeting that no other person is in proximity who could exert undue influence on the participant, in either executive or public session, and shall inform the chair if that situation changes.

- x. The chair of any committee which has agreed to allow remote participation shall provide to the Board of Selectmen, no later than June 30 and December 31 of each year, a report that indicates the date(s) of any meetings for which remote participation was requested, the name(s) of individuals making the request, the determination of the chair for each request, and a summary of any logistical, technical and compliance issues related to remote participation.
- xi. Remote participation shall be limited to one member per scheduled meeting.
- xii. Remote participants shall not operate a motor vehicle or otherwise jeopardize personal or public safety while participating in a meeting.

committee aimed at narrowing the group of applicants down to finalists. At the time that the executive session is proposed and voted on, the chair must state on the record that having the discussion in an open session will be detrimental to the public body's ability to attract qualified applicants for the position. If the public body opts to convene a preliminary screening committee, the committee must contain less than a quorum of the members of the parent public body. The committee may also contain members who are not members of the parent public body.

Note that a public body is not required to create a preliminary screening committee to consider or interview applicants. However, if the body chooses to conduct the review of applicants itself, it may not do so in executive session.

9. To meet or confer with a mediator, as defined in section 23C of chapter 233, with respect to any litigation or decision on any public business within its jurisdiction involving another party, group or entity, provided that:

(i) any decision to participate in mediation shall be made in an open session and the parties, issues involved and purpose of the mediation shall be disclosed; and

(ii) no action shall be taken by any public body with respect to those issues which are the subject of the mediation without deliberation and approval for such action at an open session.

10. To discuss trade secrets or confidential, competitively-sensitive or other proprietary information provided:

- in the course of activities conducted by a governmental body as an energy supplier under a license granted by the department of public utilities pursuant to section 1F of chapter 164;
- in the course of activities conducted as a municipal aggregator under section 134 of said chapter 164; or
- in the course of activities conducted by a cooperative consisting of governmental entities organized pursuant to section 136 of said chapter 164;
- when such governmental body, municipal aggregator or cooperative determines that such disclosure will adversely affect its ability to conduct business in relation to other entities making, selling or distributing electric power and energy.

Remote Participation

May a member of a public body participate remotely?

Section 20 of Chapter 20 of the Acts of 2021, which provisions expire on March 31, 2025, suspended the requirements under the Open Meeting Law and the Attorney General's Open Meeting Law regulations that a quorum of a public body, including the chair, be physically

present at the meeting location. Instead, Section 20 of Chapter 20 allows some or all members of a public body to participate in a meeting remotely.

If a meeting is held in person at a location that is physically open and accessible to the public with a quorum of the public body physically present in person, the public body is not required to permit members of the public to access the meeting remotely, even if some members of the public body participate remotely.

What are the acceptable means of remote participation?

Acceptable means of remote participation include telephone, internet, or satellite enabled audio or video conferencing, or any other technology that enables the remote participant and all persons present at the meeting location to be clearly audible to one another. Text messaging, instant messaging, email and web chat without audio are not acceptable methods of remote participation. Note that accommodations must be made for any public body member who requires TTY service, video relay service, or other form of adaptive telecommunications.

What are the minimum requirements for remote participation?

Any public body using remote participation during a meeting must ensure that the following minimum requirements are met:

1. Members of a public body who participate remotely and all persons present at the meeting location must be clearly audible to each other; and
2. All votes taken during a meeting in which a member participates remotely must be by roll call vote.

What procedures must be followed if remote participation is used at a meeting?

At the start of any meeting during which a member of a public body will participate remotely, including a meeting where all members participate remotely, the chair must announce the name of any member who is participating remotely; such information must also be recorded in the meeting minutes. The chair's statement does not need to contain any detail about the reason for the member's remote participation.

Members of public bodies who participate remotely may vote and shall not be deemed absent for purposes of G.L. c. 39, § 23D. In addition, members who participate remotely may participate in executive sessions but must state at the start of any such session that no other person is present or able to hear the discussion at the remote location, unless the public body has approved the presence of that individual.

If technical difficulties arise as a result of utilizing remote participation, the chair (or, in the chair's absence, person chairing the meeting) may decide how to address the situation. Public bodies are encouraged, whenever possible, to suspend discussion while reasonable efforts are made to correct any problem that interferes with a remote participant's ability to hear or be heard clearly by all persons present at the meeting location. If a remote participant

is disconnected from the meeting, the minutes must note that fact and the time at which the disconnection occurred.

Public Participation

What public participation in meetings must be allowed?

Under the Open Meeting Law, the public is permitted to attend meetings of public bodies but is excluded from an executive session that is called for a valid purpose listed in the law. While the public is permitted to attend an open meeting, an individual may not address the public body without permission of the chair. An individual may not disrupt a meeting of a public body, and at the request of the chair, all members of the public shall be silent. If, after clear warning, a person continues to be disruptive, the chair may order the person to leave the meeting. If the person does not leave, the chair may authorize a constable or other officer to remove the person. Although public participation is entirely within the chair's discretion (subject to constitutional protections outside the purview of the Open Meeting Law), the Attorney General encourages public bodies to allow as much public participation as time permits.

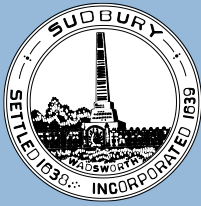
Any member of the public may make an audio or video recording of an open session of a public meeting. A member of the public who wishes to record a meeting must first notify the chair and must comply with reasonable requirements regarding audio or video equipment established by the chair so as not to interfere with the meeting. The chair is required to inform other attendees of any such recording at the beginning of the meeting. If someone arrives after the meeting has begun and wishes to record a meeting, that person should attempt to notify the chair prior to beginning recording, ideally in a manner that does not significantly disrupt the meeting in progress (such as passing a note for the chair to the board administrator or secretary). The chair should endeavor to acknowledge such attempts at notification and announce the fact of any recording to those in attendance.

Minutes

What records of public meetings must be kept?

Public bodies are required to create and maintain accurate minutes of all meetings, including executive sessions. The minutes, which must be created and approved in a timely manner, must include:

- the date, time and place of the meeting;
- the members present or absent;
- the decisions made and actions taken, including a record of all votes;
- a summary of the discussions on each subject;
- a list of all documents and exhibits used at the meeting; and

**SUDBURY SELECT BOARD**

Tuesday, November 16, 2021

MISCELLANEOUS (UNTIMED)**6: Discussion on Remote Participation Policy****REQUESTOR SECTION**

Date of request:

Requested by: Patty Golden

Formal Title: Discussion on Remote Participation Policy. Subcommittee members Roberts and Schineller to present (~40 min.)

Recommendations/Suggested Motion/Vote:

Background Information:
attached documents

Financial impact expected:

Approximate agenda time requested: 45 minutes

Representative(s) expected to attend meeting:

Review:

Patty Golden	Pending
Henry L Hayes	Pending
Jonathan Silverstein	Pending
Jennifer Roberts	Pending
Select Board	Pending

11/16/2021 7:00 PM

**Sudbury Public Schools
School Committee Meeting**

Date: June 2, 2025

Agenda Item: 5d

At-A-Glance Newsletter

Recommendation:

Move to approve the At-A-Glance Newsletter as presented / amended.

Background Information:

Attachments:

June 2025 At-A-Glance - DRAFT

Action: XX

Report:

Discussion: XX



Sudbury School Committee

At-A-Glance, June 2025

WHO WE ARE

The **Sudbury School Committee** consists of five publicly elected members

Karyn Jones, Chair
Jessica McCready, Vice-Chair
Nicole Burnard
Mandy Sim
Elizabeth Sues

WHAT WE DO

Our Primary Areas of Responsibility

1. Establishing and reviewing **POLICIES** of the District
2. Approving and monitoring the school **BUDGET**
3. Oversight of the **SUPERINTENDENT**
4. Employer of Record for **COLLECTIVE BARGAINING AGREEMENTS**

HIGHLIGHTS OVER THE LAST SIX MONTHS

Approved

- Policy JIJC Student Use of Technology related to cell phone use in schools
- [FY26 Budget Book](#)
- [SPS Town Report, 2024](#)
- Fees for Bus Transportation, Facilities Use, Instrumental Music Lessons, Athletics and Extracurricular Activities
- [FY26 School Committee Meeting Schedule](#)
- [Roles and Responsibilities Chart](#) of the School Committee
- Sudbury Education Association Sick Bank Memorandum of Agreement
- Grade 7 Math Proposal
- School Committee Communication Survey
- New Subcommittee: Calendar Review
- Reorganization of the School Committee

Budget, Contract, Grant and Gift Approvals

- Extended the Bus Contract through FY26
- Peter Noyes gift acceptance of a Pro 4 drone
- Ongoing negotiation meetings with the Sudbury Education Association, Sudbury Nurses Association, Educational Support Professional Association of Sudbury, and Custodians
- Attended Town Meeting, the following articles passed:
 - FY26 Budget
 - EL Curriculum Update
 - Classroom Instructional Equipment Replacement

Capital

- Attended Town Meeting, the following FY26 Capital Recommendations passed:
 - carpet and floor replacement
 - bathroom partitions and replacement
 - Painting and ceiling tile replacement
 - exterior camera replacement
 - entrance mat retrofit
 - fire alarm, emergency lighting and BDA systems design fees
- Joined the Select Board meeting with the Finance Committee and Capital Improvement Advisory Committee to discuss the Facilities Condition Assessment

School Committee Business

- Legislative Forum with Senator Eldridge and Representative Gentile
- Public Hearing on School Choice for the 2025-2026 School Year
- Participated in the Tri-District meeting with Lincoln-Sudbury Regional High School and Lincoln Public School
- School Committee Self Assessment
- Updated School Committee Website
- Evaluated the Superintendent
- Received Presentations on the following:
 - [Something Say](#)
 - [ELA Program](#)
 - [Metco FY25 Report](#)
 - [Academic Benchmarking](#)
 - [Grade 7 Math Proposal](#)
 - Placeholder Approved AIM Reports
- Placeholder Authorized trip for 8th grade students to Washington DC in May 2026
- Placeholder Appointed member to the Permanent Building Committee

WHAT'S NEXT

- Approve FY25 End of Year Budget Report
- Family Handbook FY26 Approval
- Approve Superintendent and School Committee Goals for FY26
- Prepare for Special Fall Town Meeting
- Approve Budget for FY27
- Capital Planning

KEY INFORMATION

- WEBSITE: Please visit the [Sudbury School Committee Website](#) to learn more.
- CONNECT: Please reach out. Here is our [contact information](#) and [meeting schedule](#).

**Sudbury Public Schools
School Committee Meeting**

Date:	June 2, 2025				
Agenda Item:	5e				
Draft BDFA-E Policy - School Improvement Plan					
Recommendation:					
Move to approve Policy BDFA-E Policy - School Improvement Plan as presented / amended.					
Background Information:					
Attachments:					
BDFA-E PACKET FINAL					
DESE - Question about School Improvement Plans					
Cambridge BDFAE					
BDFAE1 MASC Policy Reference Manual					
WPS-Policy-BDFA-E-1-4.28.22-Copy					
WPS-Policy-BDFA-E-2-4.28.22					
Action:	XX	Report:		Discussion:	XX

**** DRAFT * DRAFT * DRAFT * DRAFT * DRAFT * DRAFT * DRAFT * DRAFT * DRAFT ****

BDFA-E - SCHOOL IMPROVEMENT PLAN

The Principal, in conjunction with the school council, shall be responsible for preparing a written school improvement plan annually.

This plan shall be written **with the advice of the school council** and submitted for approval to the Superintendent no later than ~~August~~ **October 15** of the year in which the plan is to be implemented. ~~and reviewed by the School Committee.~~ The plan should be drafted with the following in mind:

1. The educational goals for the school, consistent with District mission and goals, and the goals and standards, including student performance standards, as adopted by the Massachusetts Board of Elementary and Secondary Education.
2. An assessment of the needs of the school in light of the proposed educational goals.
3. The means to address student performance, with focus on improvement of student learning.
 - a. Specify expected student outcomes and measurable/observable results.
 - b. Clearly identify actions to be taken to implement the goals.
 - c. Indicate anticipated costs and available funding sources.
 - d. Delineate the method of evaluating and reporting progress and results.
4. Professional development for the school's professional staff.
5. The enhancement of parent/guardian involvement in the life of the school, safety, and discipline.
 - a. Include a plan on how to solicit community support for the changes being developed.
6. The development of means for meeting the diverse learning needs of every child.
7. The establishment of a culture of inclusion and respectful of diversity.
8. Any further subjects as the Principal, in consultation with the school council, shall consider appropriate, except that:
 - a. The council shall have no authority over matters that are subject to Chapter 150E, the collective bargaining law, and
 - b. The council may not expand the scope of its authority beyond that established in law or expressly granted by School Committee policy.

If the school improvement plan is not approved by the Superintendent, it shall be returned to the Principal with specific comments as to the reason(s). The Principal shall revise the plan in cooperation with the school council, and resubmit it for approval. **The Sudbury School Committee requests that all School Improvement Plans be made available for review to ensure alignment with the District Improvement Plan. The Committee further requests that each school present an update on its progress during the following spring.**

SOURCE: MASC – Consolidated and Updated 2022

*Approved by the Sudbury School Committee: ~~July 17, 2023~~ **June 2, 2025***



Karyn Jones <karyn_jones@sudbury.k12.ma.us>

ESE Web Contact Us Form - Question about School Improvement Plans

DESELegal (DESE) <DESELegal@mass.gov>
To: Karyn Jones <karyn_jones@sudbury.k12.ma.us>

Fri, Jan 17, 2025 at 12:36 PM

Hi Karyn,

I reviewed our archived responses to this question. There are two separate improvement plans in question. One is the individual school level improvement plan that is developed and approved by the Superintendent (along with the assistance of principals and school councils).

The school committee approves the district-wide school improvement plan. It is suggested that the superintendent keep the school committee informed about the individual school improvement plans to ensure that they are aligned with the district-wide school improvement plan.

I hope this helps to answer your question.

Thank you,
Mary

From: Karyn Jones <karyn_jones@sudbury.k12.ma.us>
Sent: Thursday, January 16, 2025 8:05 AM
To: DESELegal (DESE) <DESELegal@mass.gov>
Subject: Re: ESE Web Contact Us Form - Question about School Improvement Plans

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That would be extremely helpful, if you don't mind.

Thank you so much for your time and attention to this!

Karyn

On Wed, Jan 15, 2025 at 3:52 PM DESELegal (DESE) <DESELegal@mass.gov> wrote:

Hello Karyn,

The law is silent regarding the superintendent's role in the school improvement plans. The School committee does have sole discretion, but they may put a procedure into place that allows for the superintendent to approve after the school committee reviews and approves.

I can delve deeper into our records to see if this matter has been looked at before by DESE staff in more detail. I will be in the office on Friday and will look further.

From: Karyn Jones <karyn_jones@sudbury.k12.ma.us>

Sent: Tuesday, January 14, 2025 12:31 AM

To: DESELegal (DESE) <DESELegal@mass.gov>

Subject: Re: ESE Web Contact Us Form - Question about School Improvement Plans

CAUTION: This email originated from a sender outside of the Commonwealth of Massachusetts mail system. Do not click on links or open attachments unless you recognize the sender and know the content is safe.

Hi Mary,

Thank you so very much for your email.

I just want to double check as we will be reviewing our policies on school improvement plans soon.

[MGL, Part 1, Title XII, Chapter 69](#) says:

"Each school improvement plan shall be submitted to the superintendent who shall review and approve the plan, after consultation with the school committee, not later than July 1 of the year in which the plan is to be implemented, according to a plan development and review schedule established by the district superintendent."

Is your interpretation that because the superintendent approves the plan after consultation with the school committee and that's why the school committee has final say?

My question is because in reviewing other district policies, I'm noticing inconsistencies. A town like [Malden](#) does say the school committee has final approval, however there are towns like [Wellesley](#) says the plan is submitted to the School Committee for review before approval of the superintendent. [Weston](#) also seems to be having the plan reviewed and approved by only the Superintendent. [Hingham](#) says that the plan is written and submitted for approval to the Superintendent and then the School Committee adopts the plan before it is implemented by the school.

I would love any feedback you can provide on how the law should be interpreted and then carried out.

Thank you so much for your help in advance,

Karyn

On Thu, Jan 9, 2025 at 10:13 AM DESELegal (DESE) <DESELegal@mass.gov> wrote:

Hello Karyn,

The School Committee has the final say/approval of the school improvement plans. School committees have the discretion to set their own schedule and timelines for the submission and review of the improvement plans.

Please let me know if I can assist with additional information.

Mary

Mary E. Morales

Program Coordinator, Legal Office

W 781-338-3429 | **Main #** 781-338-3400

mary.e.morales@mass.gov

[Legal Office](#)

Massachusetts Department of Elementary and Secondary
Education

135 Santilli Highway, Everett, MA 02149

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From: Karyn Jones <karyn_jones@sudbury.k12.ma.us>

Sent: Friday, January 3, 2025 3:55 PM

To: DESELegal (DESE) <DESELegal@mass.gov>

Subject: Fwd: ESE Web Contact Us Form - Question about School Improvement Plans

CAUTION: This email originated from a sender outside of the Commonwealth of Massachusetts mail system. Do not click on links or open attachments unless you recognize the sender and know the content is safe.

Hi! I submitted an online form, but I am hoping you might be the right division to ask. I am a School Committee member for the Town of Sudbury. We are reviewing our School Council and School Improvement Plan policies and I had some quick questions regarding MGL and the Guidance on DESE website. (See below.) Please feel free to call me as well if easier to discuss. My number is 617.909.7019.

Karyn

The following comments have been submitted from the Massachusetts Department of Elementary and Secondary Education website at <http://www.doe.mass.edu/contact/qanda.aspx>

Name: Karyn Jones

Email: karyn_jones@sudbury.k12.ma.us

Phone: 6179097019

Subject: Question about School Improvement Plans

Address Line 1: 27 Pendelton Road

Address Line 2:

City: Sudbury

State: MA

Zip: 01776

Comments: MGL, Title XII, Chapter 69, Section 1 states:

"Each school improvement plan shall be submitted to the superintendent who shall review and approve the plan, after consultation with the school committee, not later than July 1 of the year in which the plan is to be implemented, according to a plan development and review schedule established by the district superintendent."

On your website (School Councils Questions and Answers) it states:

"Plans are submitted annually to the school committee. As reviewing and approving authorities, school committees have the discretion to set their own schedule and timelines for the submission and review of the improvement plans"

It also states:

"Each school improvement plan shall be submitted to the school committee for review and approval every year. If said improvement plan is not reviewed by the school committee within thirty days of said school committee receiving said school improvement plan, the plan shall deemed to have been approved."

And:

"The law is silent regarding the superintendent's role in the building level school improvement plans. A common sense interpretation is that the superintendent may be involved in a prior review and approval of school plans, but he or she does not have to be. Because principals are responsible and report to the superintendent, they may be asked to provide the superintendent with copies of anything they plan to bring before the a school committee. In addition, the superintendent may be asked by the committee to do a technical review of the school improvement plans on its behalf."

My question is who has final say over the school improvement plans? Is it the superintendent or is it the school committee? And, do all school improvement plans must be approved by July 1?

--

Karyn Jones

Sudbury School Committee

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Karyn Jones

Sudbury School Committee

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Karyn Jones

Sudbury School Committee

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Cambridge - Online Policy Manual

SECTION A: FOUNDATIONS AND PURPOSE

SECTION B: BOARD GOVERNANCE

File: BA - SCHOOL COMMITTEE

File: BAA - EVALUATION OF SCHOOL PERFORMANCE

File: BBA - SCHOOL COMMITTEE

File: BBAA - SCHOOL COMMITTEE

File: BBBA/BBBB - SCHOOL COMMITTEE

File: BBBB-E - SCHOOL COMMITTEE

File: BBBC - SCHOOL COMMITTEE

File: BBBE - FILLING A VACANCY

File: BCA - SCHOOL COMMITTEE

File: BCB - COMMITTEE MEETINGS

File: BDA - SCHOOL COMMITTEE

File: BDB - SCHOOL COMMITTEE

File: BDD - SCHOOL COMMITTEE

File: BDE - SUBCOMMITTEE

File: BDF - ADVISORY COMMITTEE

File: BDFA - SCHOOL COUNCIL

File: BDFA-E-1 - SCHOOL IMPROVEMENT PLAN

File: BDFA-E-2 - CONDUCT OF SCHOOL IMPROVEMENT PLAN

File: BDFB - ADVISORY COMMITTEE

File: BDG - SCHOOL ATTORNEY

File: BDH - CONSULTANTS TEAM

File: BE - SCHOOL COMMITTEE

File: BEAA - CANCELLATION OF SCHOOL COMMITTEE

File: BEC - EXECUTIVE SESSIONS

File: BEDA - NOTIFICATION OF SCHOOL COMMITTEE

File: BEDB - AGENDA FORMS

File: BEDC - QUORUM

File: BEDD - RULES OF ORDER

File: BEDF - VOTING METHODS

File: BEDG - MINUTES

File: BEDH - PUBLIC PARTICIPATION

File: BEDJ - NEWS MEDIA STATEMENTS

File: BEE - SPECIAL PROCEDURES

File: BG - SCHOOL COMMITTEE

File: BGB - POLICY ADOPTION

File: BGC - POLICY REVISION

File: BGD - SCHOOL COMMITTEE

File: BGE - POLICY DISSEMINATION

File: BGF - SUSPENSION OF POLICY

 **File: BDFA-E-1 - SCHOOL IMPROVEMENT PLAN**

The principal, in conjunction with the school council, shall be responsible for preparing a written school improvement plan annually. This plan shall be written with the advice of the school council and submitted for approval to the Superintendent. The plan should be drafted with the following in mind:

1. The educational goals for the school are consistent with the goals and standards, including student performance standards, as adopted by the Massachusetts Board of Education and by the School Committee.

2. An assessment of the needs of the school in light of the proposed educational goals.

3. The means to address student performance.

4. Professional development for the school's professional staff.

5. The enhancement of parent/guardian/caregiver involvement in the life of the school, safety, and discipline.

6. The development of means for meeting the diverse learning needs of every child.

7. Any further subjects as the principal, in consultation with the school council, shall consider appropriate, except that:

(a) the school council shall have no authority over matters that are subject to Chapter [150E](#), the collective bargaining law, and

(b) the school council may not expand the scope of its authority beyond that established in law or expressly granted by School Committee policy.

The written school improvement plan shall be submitted by the principal to the Superintendent for review and approval each year.

Because the implementation of the plan is dependent on approval by the Superintendent, it is important that the school council be aware of School Committee policies and certain expectations of the Superintendent regarding how the school improvement plan relates to the district improvement plan that is developed and submitted to the Commissioner of the Massachusetts Department of Elementary and Secondary Education in a manner and form prescribed by the Massachusetts Department of Elementary and Secondary Education. The school improvement plan should:

1. Focus on improvement of student learning.

2. Specify expected student outcomes and measurable/observable results.

3. Align with the mission of the school district and any goals and policies of the school district.

4. Be consistent with state and federal law, school district policy, established curriculum and negotiated agreements.

5. Clearly identify actions to be taken on how changes will be implemented.

6. Include a plan on how to solicit community support for the changes being developed.

7. Indicate anticipated costs and available funding sources.

8. Delineate the method of evaluating and reporting progress and results.

If the school improvement plan is not approved by the Superintendent, it shall be returned to the principal with specific comments as to the reason(s). The principal shall revise the plan in cooperation with the school council, and resubmit it for approval. The School Committee requests that copies of each school’s school improvement plan be made available to the School Committee for review in order to ensure that it is consistent with the three year district improvement plan and the district annual action plan.

Adopted: January 17, 2023

INTRODUCTION

SECTION A - FOUNDATIONS AND GOVERNANCE

SECTION B - BOARD GOVERNANCE

- ☐ File: BA - SCHOOL COMMITTEE
- ☐ File: BAA - EVALUATION OF SCHOOL COMMITTEE
- ☐ File: BB - SCHOOL COMMITTEE
- ☐ File: BBA - SCHOOL COMMITTEE
- ☐ File: BBAA - SCHOOL COMMITTEE
- ☐ File: BBBA/BBBB - SCHOOL COMMITTEE
- ☐ File: BBBC - SCHOOL COMMITTEE
- ☐ File: BBBE - UNEXPIRED TERM
- ☐ File: BCA - SCHOOL COMMITTEE
- ☐ File: BDA - SCHOOL COMMITTEE
- ☐ File: BDB - SCHOOL COMMITTEE
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- ☐ File: BDE - SUBCOMMITTEE
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- ☐ File: BDFA - SCHOOL COUNCIL
- ☐ File: BDFA-E - SCHOOL IMPROVEMENT PLAN
- ☐ File: BDG - SCHOOL ATTORNEY
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- ☐ File: BEDB - AGENDA FORM
- ☐ File: BEDB-E - AGENDA FORM
- ☐ File: BEDD - RULES OF ORDER
- ☐ File: BEDF - VOTING METHOD
- ☐ File: BEDG - MINUTES
- ☐ File: BEDH - PUBLIC COMMENT
- ☐ File: BEDH-E - GUIDELINES FOR PUBLIC COMMENT
- ☐ File: BEE - SPECIAL PROCEDURE
- ☐ File: BG - SCHOOL COMMITTEE
- ☐ File: BGB - POLICY ADOPTION
- ☐ File: BGC - POLICY REVISION
- ☐ File: BGD - SCHOOL COMMITTEE
- ☐ File: BGE - POLICY DISSEMINATION
- ☐ File: BGF - SUSPENSION OF POLICY
- ☐ File: BHC - SCHOOL COMMITTEE
- ☐ File: BHE - USE OF ELECTRONIC MEANS
- ☐ File: BIA - NEW SCHOOL CO
- ☐ File: BIBA - SCHOOL COMMITTEE

 **File: BDFA-E - SCHOOL IMPROVEMENT PLAN**

The Principal, in conjunction with the school council, shall be responsible for preparing a written school improvement plan annually.

This plan shall be written and submitted for approval to the Superintendent no later than July 1 of the year in which the plan is to be implemented and reviewed by of the School Committee. The plan should be drafted with the following in mind:

1. The educational goals for the school, consistent with District mission and goals, and the goals and standards, including student performance standards, as adopted by the Massachusetts Board of Elementary and Secondary Education.
2. An assessment of the needs of the school in light of the proposed educational goals.
3. The means to address student performance, with focus on improvement of student learning.
 - a. Specify expected student outcomes and measurable/observable results.
 - b. Clearly identify actions to be taken to implement the goals.
 - c. Indicate anticipated costs and available funding sources.
 - d. Delineate the method of evaluating and reporting progress and results.
4. Professional development for the school's professional staff.
5. The enhancement of parent/guardian involvement in the life of the school, safety, and discipline.
 - a. Include a plan on how to solicit community support for the changes being developed.
6. The development of means for meeting the diverse learning needs of every child.
7. The establishment of a culture of inclusion and respectful of diversity.
8. Any further subjects as the Principal, in consultation with the school council, shall consider appropriate, except that:
 - a. The council shall have no authority over matters that are subject to Chapter 150E, the collective bargaining law, and
 - b. The council may not expand the scope of its authority beyond that established in law or expressly granted by School Committee policy.

If the school improvement plan is not approved by the Superintendent, it shall be returned to the Principal with specific comments as to the reason(s). The Principal shall revise the plan in cooperation with the school council, and resubmit it for approval.

SOURCE: MASC - Consolidated and Updated 2022

SCHOOL IMPROVEMENT PLAN

The Principal, in conjunction with the school council, shall be responsible for preparing a written school improvement plan annually. This plan shall be written with the advice of the school council and submitted for approval to the Superintendent. The plan should be drafted with the following in mind:

1. The educational goals for the school consistent with the goals and standards, including student performance standards, as adopted by the Massachusetts Board of Education and by the School Committee.
2. An assessment of the needs of the school in light of the proposed educational goals.
3. The means to address student performance.
4. Professional development for the school's professional staff.
5. The enhancement of parental involvement in the life of the school, safety, and discipline.
6. The development of means for meeting the diverse learning needs of every child.
7. Any further subjects as the Principal, in consultation with the school council, shall consider appropriate, except that:
 - a. The council shall have no authority over matters that are subject to Chapter 150E, the collective bargaining law, and
 - b. The council may not expand the scope of its authority beyond that established in law or expressly granted by School Committee policy.

Re-adopted: April 28, 2022

SUBMISSION AND APPROVAL OF THE SCHOOL IMPROVEMENT PLAN

The written school improvement plan shall be submitted by the Principal to the Superintendent for review and approval by October 1st of each year, with an update presentation in the following spring.

While the implementation of the plan is dependent on Superintendent approval, it is important that the school council be aware of certain expectations of the School Committee regarding the school improvement plan. The school improvement plan may:

1. Focus on improvement of student learning.
2. Specify expected student outcomes and measurable/observable results.
3. Align with the mission of the School District and any goals and policies of the School District.
4. Be consistent with state and federal law, School District policy, established curriculum and negotiated agreements.
5. Clearly identify actions to be taken on how changes will be implemented.
6. Include a plan on how to solicit community support for the changes being developed.
7. Indicate anticipated costs and available funding sources.
8. Delineate the method of evaluating and reporting progress and results.

If the school improvement plan is not approved by the Superintendent, it shall be returned to the Principal with specific comments as to the reason(s). The Principal shall revise the plan in cooperation with the school council, and resubmit it for approval. The School Committee shall review each School Improvement Plan and vote to receive.

Updated: April 28, 2022

**Sudbury Public Schools
School Committee Meeting**

Date: June 2, 2025

Agenda Item: 5f

Review FY25 School Committee Goals

Recommendation:

Background Information:

Attachments:

Final24-25SCGoalsdocx

5f - DRAFT_Sudbury_SC_Goal_Progress_2024-2025.docx

Action: Report: Discussion: XX

2024 – 2025 Sudbury School Committee Goals

Capital Planning Goal:

In collaboration with the Superintendent, the Sudbury School Committee will create updated short and long term capital planning goals. This work shall be completed by June 30, 2025.

Actions:

- Review the Town's Facilities Use Report and Facilities Conditions Assessment in the Fall of 2024 to prioritize the needs of the District.
- Engage in capital planning professional development with the Massachusetts Associations of School Committees (MASC).
- Planning sessions to create/update short and long term capital needs.
- Review data as it pertains to proposed capital projections when making decisions on Town Meeting Warrant Articles.
- Continue best practice established last year to at a minimum semiannually discuss capital planning.

Communication:

By June 30th, 2025, The Sudbury School Committee will strive to enhance communication with the Sudbury Public School Community and all Sudbury residents.

Actions:

- Enhance communication by providing the community with more detailed information on the role of the School Community.
- Review and recommend updates and/or revisions to the new Sudbury Public School website.
- Attend and/or review the Parent Information Exchange (PIE) notes posted on the Sudbury Public School's website
- Review Sudbury School Committee Operating protocols and identify potential revisions

Student Safety Goal:

Support student and staff safety by supporting the District in the implementation of an anonymous reporting system. This work shall be completed by June 30th, 2025.

Actions:

- Participate in community training sessions to ensure widespread understanding and utilization of the anonymous reporting system.
- Review policies to update all relevant policies to ensure they align with the implementation and objectives of the anonymous reporting system, making necessary adjustments to enhance effectiveness and meet State requirements.
- Assist with outreach to Town Committees to promote awareness, gather support, and ensure cohesive integration of the anonymous reporting system across all community stakeholders.

DRAFT 2024–2025 Sudbury School Committee Goal Progress Summary

Goal Area #1: Capital Planning - In collaboration with the Superintendent, the Sudbury School Committee will create updated short and long-term capital planning goals.

Timeline	Strategic Plan/Actions	Progress & Outcome	Status
2024-2025 (6/30/2025)	<ol style="list-style-type: none"> 1. Review the Town's Facilities Use Report and Facilities Conditions Assessment in the Fall of 2024 to prioritize the needs of the District. 2. Engage in capital planning professional development with the Massachusetts Association of School Committees (MASC). 3. Planning sessions to create/update short and long-term capital needs. 4. Review data as it pertains to proposed capital projections when making decisions on Town Meeting Warrant Articles. 5. Continue best practice established last year to at a minimum, semiannually discuss capital planning. 	<ol style="list-style-type: none"> 1. On August 19, 2024, the Combined Facilities Director presented a capital planning update to the School Committee. On September 24, 2024, the School Committee received an additional update focused on the work related to ADA Transition Plan. 2. The Committee also had ongoing discussions throughout the year regarding the roofs at Haynes and Nixon Schools. 3. On October 7, 2024, the School Committee participated in a Capital Planning Workshop conducted by the Massachusetts Association of School Committees (MASC), which covered MASBO Best Practices, MSBA Best Practices, key components of a long-term strategic plan, and the School Committee's role—advancing our goal of enhancing knowledge and capacity for strategic capital planning. 4. Initial steps were taken to update the Combined Facilities MOA with the Select Board, a key document guiding shared responsibilities and important for long-term planning. 5. Reviewed data to ensure that capital priorities were reflected in warrant articles. 6. On April 29, 2025, the School Committee held a joint session with the Select Board, Finance Committee, and CIAC to review the Facilities Condition Assessment with the Combined Facilities Director—a key step toward proactively prioritizing District short and long-term capital needs. 	<p><i>In Progress</i></p> <p><i>The School Committee was not able to complete capital planning sessions to create or update short- and long-term capital needs as originally intended. The Town's Facilities Use Report and Facilities Conditions Assessment, which are critical to informing this work, became available in Spring 2025, shifting the timeline for this goal.</i></p> <p><i>The Memorandum of Agreement (MOA) between the School Committee and the Town continues to be under review and has not yet been updated.</i></p>

Goal Area #2: Communication -The Sudbury School Committee will strive to enhance communication with the Sudbury Public School Community and all Sudbury residents.

Timeline	Strategic Plan/Actions	Progress & Outcome	Status
2024-2025 (6/30/2025)	<ol style="list-style-type: none"> 1. Enhance communication by providing the community with more detailed information on the role of the School Community. 2. Review and recommend updates and/or revisions to the new Sudbury Public School website. 3. Attend and/or review the Parent Information Exchange (PIE) notes posted on the Sudbury Public School's website. 4. Review Sudbury School Committee Operating protocols and identify potential revisions 	<ol style="list-style-type: none"> 1. On November 25, 2025, the School Committee formed a Communications Subcommittee to strengthen outreach and transparency with the SPS community and Sudbury residents. 2. In January 2025, the School Committee was moved to begin livestreaming all in-person meetings, expanding public access and aligning with the Committee's goal to enhance transparency and community engagement. 3. In March 2025, the School Committee shared a document outlining roles of key SPS groups to clarify collaboration and support transparent communication. It was also posted on the SPS website. 4. In March 2025, the School Committee reviewed and updated its section on the newly launched SPS website to improve accessibility and clarity of information for the community. 5. In April 2025, the School Committee held its first in-person meeting with the option for remote public comment, increasing accessibility and participation opportunities for community members. 6. In May 2025, the School Committee shared a community survey to support its 2024–2025 goal of enhancing communication and strengthening partnerships with families and residents. 	<p><i>In Progress</i></p> <p><i>Operating protocols have not yet been reviewed for potential revisions/updates.</i></p> <p><i>Community survey data still needs to be analyzed to inform next steps in improving School Committee communication and engagement.</i></p>

Goal Area #3: Student Safety -Support student and staff safety by supporting the District in the implementation of an anonymous reporting system.

Timeline	Strategic Plan/Actions	Progress & Outcome	Status
2024-2025 (6/30/2025)	<ol style="list-style-type: none"> 1. Participate in community training sessions to ensure widespread understanding and utilization of the anonymous reporting system. 2. Review policies to update all relevant policies to ensure they align with the implementation and objectives of the anonymous reporting system, making necessary adjustments to enhance effectiveness and meet State requirements. 3. Assist with outreach to Town Committees to promote awareness, gather support, and ensure cohesive integration of the anonymous reporting system across all community stakeholders. 	<ol style="list-style-type: none"> 1. Throughout the 2024–2025 school year, the School Committee received regular updates on the launch and training efforts related to the Say Something anonymous reporting system. These updates helped increase community awareness and understanding of how the system works and aligning with the Committee’s commitment to transparency, prevention, and student well-being. 2. On March 3, 2025, the School Committee received a comprehensive update on the implementation of the Say Something anonymous reporting program. The presentation reviewed how tips are received, the types of reports submitted, and emerging usage trends. This update helped support our own learning but also reinforced our and the district’s commitment to a safe and responsive school environment. 3. In September 2024, Sandy Hook Promise was contacted for guidance on policy alignment with the Say Something program. Given the program’s holistic approach, they recommended reviewing anti-bullying, discrimination, and gender identity policies to support a more preventive and inclusive school environment, aligning with our goal of student safety. 	<p><i>In Progress</i></p> <p><i>While initial guidance was received, identifying anti-bullying, discrimination, and gender identity policies as key areas, formal review of these policies is still outstanding. Continued work is needed to ensure alignment with the program’s holistic approach and to further support Student Safety.</i></p>

**Sudbury Public Schools
School Committee Meeting**

Date: June 2, 2025

Agenda Item: 5g

Future Agenda Items

Recommendation:

Background Information:

Attachments:

School Committee Goals Template

Action:

Report:

Discussion:

XX

EXAMPLE Sudbury School Committee Goal Setting Template

Goal Area: Communication	Goal: The Sudbury School Committee will strive to enhance communication with the Sudbury Public School Community and all Sudbury residents.			
Strategic Actions	Who is Responsible (Full, Sub, Etc.)	Outcomes & Deliverables (Evidence & Data)	Mid-Year Targets	EOY Deliverable (s)
1. Enhance communication by providing the community with more detailed information on the role of the School Community.	Possible Creation of Communications Subcommittee OR Full Committee	Final document on Roles & Responsibilities published; Community survey results assessing clarity and usefulness	- Draft completed (Oct–Nov 2024) - Committee vote to adopt (Dec 2024)	- Document distributed to SPS families and posted online (Mar 2025) - Community survey conducted and analyzed (May 2025) - Committee reviews impact and recommends next steps (June 2025)
2. Review and recommend updates to the new Sudbury Public Schools website, with a focus on revising the School Committee section for improved clarity and transparency.	Full Committee	Revised and updated School Committee webpages that are current, accessible, and informative. Evidence of updates and stakeholder feedback.	- Review of current School Committee webpages and identify needed updates (Fall 2024)	- Website revisions implemented and confirmed (Spring 2025)

2025-2026 Sudbury School Committee Goal Setting Template

Goal Area:	Goal:			
Strategic Actions	Who is Responsible (Full, Sub, Etc.)	Outcomes & Deliverables (Evidence & Data)	Mid-Year Deliverable(s)	EOY Deliverable (s)

2025-2026 Sudbury School Committee Goal Setting Template

Goal Area:	Goal:			
Strategic Actions	Who is Responsible (Full, Sub, Etc.)	Outcomes & Deliverables (Evidence & Data)	Mid-Year Deliverable(s)	EOY Deliverable (s)

2025-2026 Sudbury School Committee Goal Setting Template

Goal Area:	Goal:			
Strategic Actions	Who is Responsible (Full, Sub, Etc.)	Outcomes & Deliverables (Evidence & Data)	Mid-Year Deliverable(s)	EOY Deliverable (s)