



## AGENDA and NOTICE SCHOOL COMMITTEE MEETING

Regular Session Meeting  
Monday, June 16, 2025

### LOCATION

#### Remote Location

Dial In: 1 301 715 8592 - Webinar ID: 818 9724 2108

Live Link: <https://us02web.zoom.us/j/81897242108>

### 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 June 6, 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. Educational and Operational Matters (Report) 15 Mins
  - a. District Reports
    - i. Director of Business and Human Resources Report
    - ii. Assistant Superintendent Report
    - iii. Superintendent's Report
3. Consent Calendar (Discussion/Action) 10 Mins
  - a. Loring PTO Grade 5 Gift Request
  - b. Monthly Accounts Payable and Payroll Warrants Submission
  - c. Minutes (05/19/25)
4. Business and Policy Matters
  - a. Review Results from School Committee Communications Survey (Discussion/Action) 10 Mins
  - b. Draft 2025-2026 Superintendent Goals (Discussion/Action) 20 Mins
  - c. 2025-2026 School Committee Goals (Discussion/Action) 25 Mins
  - d. Gender Identity Policy (Discussion/Action) 20 Mins
  - e. SEPAC Policy (BDFB and BDFB-R) (Discussion/Action) 20 Mins
  - f. Calendar Review Sub Committee / Tri-District Calendar Review Sub Committee (Discussion/Action) 10 Mins
  - g. 2025-2026 School Committee Meeting Calendar (Discussion/Action) 10 Mins
  - h. Pride Day Update / Liaison Reports (Discussion) 10 Mins
5. Adjournment

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

*The next School Committee Meeting is scheduled for **Monday, July 21, 2025***

**Sudbury Public Schools  
School Committee Meeting**

**Date: June 16, 2025**

**Agenda Item: 3a**

**Consent Calendar**

**Recommendation:**

**Move to approve the Consent Calendar as presented / amended**

**Background Information:**

**Attachments:**

**Loring PTO Gift Request 6-2-25**

**Estimate\_23016**

**For PRINTER - Class of '25 gift sayings**

**SC Meeting Warrant Summary - 061325**

**051925\_Sudbury School Committee Minutes\_DRAFT**

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

June 2, 2025

Dear Sudbury School Committee,

On behalf of Loring's 5<sup>th</sup> Grade Class of 2025, the PTO at Israel Loring Elementary School (Loring PTO) is requesting approval to make a donation to Sudbury Public Schools to add stairwell stickers to the two side stairways at Loring.

The total donation amount we are requesting approval for is \$652.00. We have been working with Alphagraphics (Framingham), prior class gift coordinators, and Loring Principal Sara Harvey to ensure appropriate product and installation. The cost is inclusive of installation. Exact phrases, chosen by this year's 5<sup>th</sup> Graders with assistance from staff, along with sticker proofs can be found in the attached document.

The main stairwell at Loring had similar stickers installed as a class gift in 2018 and the students appreciate not only the aesthetic aspect but also the daily affirmations and inspirations as they make their way around the building each day. A photo of those is included in the attached materials. These additional stickers will complement those already installed and mean that every stairwell lends to the students' experience during the school day.

The Loring PTO Executive Board has reviewed and approved this purchase, and we are excited to make this donation on behalf of the 5<sup>th</sup> Grade Class of 2025.

### **Descriptions and Costs**

Currently the two side stairwells have no stickers on the risers so it's very industrial looking; the proposed stickers will coordinate with Loring's school colors (maroon & gray) as well as reflect the Core Values and growth mindset promoted through the SEL curriculum. The attached document shows proofs of the proposed stickers and does include the exact phrases to be printed/included. This gift, including the phrases, was chosen by this year's graduating 5<sup>th</sup> Grade Class as the memento they'd like to leave behind at Loring Elementary. The cost for 44 vinyl stickers (4 1/2" High from the tread to the seam on the riser and 52" wide) is estimated at \$652. Vendor information:

### **AlphaGraphics Framingham**

**1451 Concord Street**

**Framingham, MA 01701**

**Office: 508-626-2318**

**E-Mail: [US143@AlphaGraphics.com](mailto:US143@AlphaGraphics.com)**

**Website: <https://www.alphagraphics.com/us-massachusetts-framingham-us143>**

Please reach out to me with any further questions.

Thank you for your consideration.

Melissa Perla, Loring PTO Co-Chair

[cochairs@loringpto.org](mailto:cochairs@loringpto.org)

Alphagraphics Framingham  
1451 Concord St  
Framingham, MA 01701  
Phone: 508-626-2318  
us143@alphagraphics.com

**Estimate Number: 23016****Bill To:**

Rachel Heckler  
Loring PTO  
96 Cutler Farm Road  
Sudbury MA 01776  
E-Mail: rachel.heckler@gmail.com

**Date: 5/8/25****P.O.:**

Taken By: Ralph

Account Type: Charge

Wanted:

Ship Via: Customer Pickup

**Seam to Riser Graphic**

Quantity	Description	Price
22	22 graphics to cover from the tread to the seam on the riser - 4.5" x 52" - Installed, 4.5 x 52 White 8pt RAD Graphics Wall Cling - 54 Matte, , digitally printed on 1 side	\$ 367.87
44	44 graphics to cover from the tread to the seam on the riser - 4.5" x 52" - Installed, 4.5 x 52 White 8pt RAD Graphics Wall Cling - 54 Matte, , digitally printed on 1 side	\$ 651.46
Special Instructions:		Subtotal 1,019.33
		Tax 0.00
		Shipping 0.00
		Total 1,019.33
		Deposit (-) 0.00
		<b>Amount Due \$1,019.33</b>

**THIS ESTIMATE IS VALID FOR 30 DAYS FROM ABOVE DATE.** This estimate is based upon information provided to AlphaGraphics for the above job by the client and is subject to change based on variation in quantity, paper, inks, due dates, etc. If changes do occur, or order placement is beyond 30 days from date of the estimate, please call AlphaGraphics, at the number listed above, for confirmation. Please refer to the Estimate number when placing order. All coupons must be addressed at the beginning of each project as coupons apply to retail prices. If you have any questions about the above information, or any of our services, please contact us and let us serve you.

Signature \_\_\_\_\_

Time \_\_\_\_\_

Print Name \_\_\_\_\_

Date \_\_\_\_\_

## **LIST OF SAYINGS FOR CLASS OF 2025 GIFT**

### **STAIRCASE 1:**

#### **TOP STAIR**

**GIFT FROM THE LORING CLASS OF 2025**

**ALWAYS BE KIND**

**THERE IS NO SUCH THING AS A SMALL ACT OF KINDNESS**

**GIVE YOUR BEST EFFORT**

**ALWAYS LEAD WITH RESPECT**

**YOU ARE IMPORTANT**

**YOU ARE AMAZING**

**YOU ARE PAWSOME**

**YOU ARE PERFECT HOW YOU ARE**

**BE GOOD TO YOURSELF**

**BE HAPPY, DON'T WORRY**

**YOU CAN DO HARD THINGS**

**BELIEVE IN YOURSELF**

**CONFIDENCE IS THE KEY TO LIFE**

**IT IS OK TO MAKE MISTAKES**

**HAVE A GROWTH MINDSET**

**ALL ARE WELCOME**

**STAY POSITIVE**

**YOU GOT THIS**

**IT'S A GOOD DAY FOR A GOOD DAY**

**THANK YOU FOR BEING AWESOME**

**THE BIGGEST ROOM IN THE WORLD IS THE ROOM FOR IMPROVEMENT**

### **STAIRCASE 2:**

#### **TOP STAIR**

**GIFT FROM THE LORING CLASS OF 2025**

**BE KIND TO EVERYONE**

**KINDNESS IS ALWAYS AN OPTION**

**IT SEEMS IMPOSSIBLE UNTIL YOU TRY**

**IF YOU COME WITH EFFORT, YOU'LL LEAVE WITH CONFIDENCE**

**YOU ARE LOVED**

**YOU ARE ENOUGH**

**YOU ARE GREAT**

**BE AMAZINGLY PAWSOME**

**BE YOURSELF, EVERYONE ELSE IS TAKEN**

**BE HELPFUL**

**YOU CAN DO IT**

**NEVER GIVE UP**

**YOUR BEST IS ALWAYS GOOD ENOUGH**

**MISTAKES HELP YOU GROW**

**WINNERS NEVER QUIT**

**QUITTERS NEVER WIN**

**MAKE SOMEONE SMILE TODAY**

**HAVE FUN**

**ATTITUDE IS A CHOICE**

**WHY FIT IN WHEN YOU WERE BORN TO STAND OUT  
REAL STRENGTH HAS TO DO WITH HELPING OTHERS**

**INSTRUCTIONS:**

- All text should be in white, in Arial, in all CAPS
- This is the order we would like each phrase
- We should alternate maroon and gray for each stair sticker
- The top stair for both staircases should have the sticker - **GIFT FROM THE LORING CLASS OF 2025**
- Can you use the Loring with the pawprint as the “o” in Loring for the “GIFT FROM THE LORING CLASS OF 2025”? See example below of how the Loring should look (not the same font, just the way the pawprint is used as the “o”?)
- Use the same maroon from the wall skin that you created; we will need to find a gray that matches the current stair stickers at the front of the school (see picture), we want to alternate colors by stair (see picture)



L<sup>PAWPRINT</sup>RING



## SUDBURY PUBLIC SCHOOLS

Office of the Director of Business and Human Resources

**To:** School Committee

**Date:** 6/13/25

**RE:** FY25 Accounts Payable & Payroll Warrants Processed

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

<u>Date:</u>	<u>Warrant Type:</u>	<u>Warrant #:</u>	<u>Amount \$:</u>
6/12/25	Accounts Payable	1180	\$223,022.43
6/5/25	Accounts Payable	1179	\$92,739.79
5/29/25	Accounts Payable	1178	\$13,891.29
5/22/25	Accounts Payable	1177	\$589,964.50
6/6/25	Payroll	P/R 6/12/25	\$1,721,938.25
5/23/25	Payroll	P/R 5/29/25	\$1,672,708.99

Donald R. Sawyer  
Director of Business and Human Resources

Sudbury School Committee  
Meeting Minutes - DRAFT  
May 19, 2025

**Members Present:**

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

**Absent:**

Annette Doyle, Assistant Superintendent

**Also Present:**

Brad Crozier, Superintendent  
Erin Kehew, SEA Representative and Special Educator  
Don Sawyer, Director of Business and Human Resources

**1. Opening Statement / Regular Session**

Chair Nicole Burnard opened the regular session meeting at 7:00 p.m. She performed a roll call and made an announcement that the session is being recorded, shared live for the public to see and hear and there should be no expected right to privacy, as this is a public forum. Karyn Jones, Betsy Sues, Jessica McCready, Mandy Sim and Nicole Burnard affirmed in the positive.

**2. Public Comment**

- a. Rabbi Yisorel Freeman, 41 Old Meadow Road, spoke to the calendar changes being considered and advocated for continued support of the Yom Kippur and Rosh Hashanah holidays.
- b. Preeti Joshi, 27 Goodmans Hill Road, advocated for the Diwali holiday to be included in the school calendar.
- c. Vidya Parwani, 45 Amanda Road, urged the Committee to consider adding the Diwali holiday in the school calendar.
- d. Larissa Shah, 230 Marlboro Road, advocated to include the Diwali holiday in the school calendar.
- e. Safa Khan, Sudbury resident, advocated to formally recognize Eid holidays in the school calendar.
- f. Kay Bell, Old Lancaster Road, referred to a Boston Globe article and asked the School Committee to address questions related to a records request she submitted.
- g. Selma Jafarov, no address given, advocated for equity in recognizing Eid holidays in the school calendar.

**3. Educational and Operational Matters**

- a. SEA Report (Erin Kehew)



- i. Ms. Kehew provided an update on recent academic activities, highlighting end-of-year assessments in both ELA and math, as well as ongoing preparations for the upcoming SMILE summer program. Additional updates included the Special Education department's transition to the new IEP format, team planning for Extended School Year (ESY), and upcoming safety care training. Planning is also underway for the rollout of the new EL curriculum next year. Staff are finalizing DESSA reports, while classroom teachers are busy completing progress reports, final report cards, and class placement for next year.
- ii. Student celebrations include the 8th grade DC trip, Kindergarten chick fests, wellness weeks, field days, teacher vs. student games and other community centered events.

b. District Reports

- i. Director of Business and Human Resources Report
  - 1. The Business Department is beginning to close the financial year out. Federal grants continue to be monitored. A budget re-set through August representing staff changes, enrollment, etc. is being worked on.
  - 2. To date, 1,486 bus registrations have been collected.
  - 3. A question related to bus registration enrollment was asked.
- ii. Assistant Superintendent Report
  - 1. Mrs. Doyle was not present at the meeting.
- iii. Superintendent's Report
  - 1. Superintendent Crozier thanked the School Committee and community for a successful budget approval during the recent Town Meeting. Not only was the FY26 budget approved, a number of capital items were approved as well.
  - 2. Upcoming end of year activities include Moving On Ceremonies for the middle school on June 13th and the elementary schools on June 12th.
  - 3. The 8th Grade DC Trip was a success with staff and students arriving home safely on Friday night.

4. Business and Policy Matters

- a. Karyn Jones made a motion to move up Agenda Item G (School Committee Reorganization) to item A in Business and Policy Matters. Betsy Sues seconded the motion.
- b. After discussion, the Committee agreed to move the agenda item.
  - i. ROLL CALL VOTE:
    - 1. Karyn Jones: Aye
    - 2. Jessica McCready: Aye
    - 3. Betsy Sues: Aye
    - 4. Mandy Sim: Aye
    - 5. Nicole Burnard: Aye
  - a. **Vote: 5-0.** Motion carries.
- c. School Committee Reorganization

- i. Chair Burnard provided a review of each liaison and subcommittee role and responsibility.
- ii. Questions related to the scope and charge of the subcommittees was asked.
- iii. Mandy Sim moved to appoint Nicole Burnard as Chair and Karyn Jones as Vice Chair. Nicole Burnard seconded the motion.
- iv. Member Jones suggested a circulation of the role of Chair to allow for learning processes. She advocated to be Chair of the Committee. Member Sues shared her support of a new Chair and Vice Chair of the Committee. Member McCready shared qualities she'd like to see in a Chair and thanked Chair Nicole Burnard for her help in onboarding her. Chair Burnard shared her concerns for a change in Chair in particular to ongoing Negotiations.
  - 1. ROLL CALL VOTE:
    - a. Betsy Sues: No
    - b. Mandy Sim: Aye
    - c. Jessica McCready: No
    - d. Karyn Jones: No
    - e. Nicole Burnard: Aye
      - i. **Vote: 2-3.** Motion does not carry.
- v. Betsy Sues moved to appoint Karyn Jones as Chair and Jessica McCready as Vice Chair. Karyn Jones seconded the motion.
- vi. Member Sim shared her hope to keep Chair Burnard on Negotiations due to her prior experience. Member Jones shared her support of Member McCready citing her previous Committee work. Member McCready expressed a desire to start fresh with a new Committee. Member Sues noted that both Members Jones and McCready would offer complementary perspectives to the group.
- vii. Chair Burnard shared her support of a Chair and Vice Chair that have already served on the Committee and for consistency on Negotiations.
  - 1. ROLL CALL VOTE:
    - a. Mandy Sim: No
    - b. Jessica McCready: Aye
    - c. Betsy Sues: Aye
    - d. Karyn Jones: Aye
    - e. Nicole Burnard: No
      - i. **Vote 3-2.** Motion carries.
      - ii. Karyn Jones will act as Chair for the remainder of the meeting.
- viii. The Committee reviewed the roles and agreed upon the new members.
- ix. Chair Jones moved to approve the liaison and subcommittee assignments as amended. Jessica McCready seconded the motion.
  - 1. ROLL CALL VOTE:
    - a. Nicole Burnard: Aye
    - b. Mandy Sim: Aye
    - c. Jessica McCready: Aye
    - d. Betsy Sues: Aye
      - i. **Vote: 4-0.** Motion carries.

- d. Discuss and Approve Charge of Subcommittees
  - i. Policy, Communication and Calendar
    - 1. Chair Karyn Jones moves to approve the Calendar Subcommittee Charge as presented. Mandy Sim seconded the motion.
      - a. ROLL CALL VOTE:
        - i. Betsy Sues: Aye
        - ii. Mandy Sim: Aye
        - iii. Jessica McCready: Aye
        - iv. Nicole Burnard: Aye
        - v. Karyn Jones: Aye
      - 1. **Vote: 5-0.** Motion carries.
    - 2. The Committee agreed to wait until their goals are confirmed before approving the Charge of the Communications Subcommittee.
    - 3. Chair Karyn Jones moves to approve the Policy Subcommittee Charge as amended. Jessica McCready seconded the motion. The Committee reviewed and agreed upon minor edits.
      - a. ROLL CALL VOTE:
        - i. Jessica McCready: Aye
        - ii. Mandy Sim: Aye
        - iii. Nicole Burnard: Aye
        - iv. Betsy Sues: Aye
        - v. Karyn Jones: Aye
      - 1. **Vote: 5-0.** Motion carries.
- e. Policy Subcommittee
  - i. Discuss the Process of Transgender Policy
  - ii. Review Pending Policies
    - 1. The Committee agreed to bring the policy that was approved on December 12, 2024 to the full Committee for review as well as invite a member from Safe Schools to discuss the policy.
    - 2. Changes to Title 9 policy had a recommendation to review this policy due to potential changes with the new administration. The Committee agreed to bring this to the full Committee for review.
- f. School Committee Communications Survey
  - i. Mandy Sim reviewed the process for the survey creation and plans for the data as well as how it's going to be shared. Minor changes to the survey were recommended and approved.
  - ii. Chair Karyn Jones moves to approve the Sudbury School Committee Communications Survey as amended. Mandy Sim seconded the motion.
    - 1. ROLL CALL VOTE:
      - a. Mandy Sim: Aye
      - b. Jessica McCready: Aye
      - c. Nicole Burnard: Aye
      - d. Betsy Sues: Aye
      - e. Karyn Jones: Aye
    - i. **Vote: 5-0.** Motion carries.

- g. Superintendent Annual Report
  - i. Superintendent Crozier reviewed his annual report noting highlights attached to his annual review.
  - ii. Questions surrounded former School Committee members' participation in the evaluation and confirmation of the timeline. An additional question related to goal setting was asked.
- h. Pride Day Discussion
  - i. A request to have a table at Pride Day was asked of the Committee.
  - ii. Comments from the Committee included the desire that materials represented be approved by the full Committee prior to June 8, 2025.
- i. Review School Committee Operating Protocols
  - i. Communication Goal: recommended edits
    - 1. The Committee discussed the present protocols and how they can be amended moving forward. A recommendation to connect with MASC to facilitate new protocols during a School Committee meeting was suggested and agreed upon by all members.
- j. FY25 Q3 YTD Budget Update
  - i. Mr. Sawyer provided the Committee with the Quarter 3 Year to Date Budget Update sharing details of recommended transfers and allocations.
  - ii. Questions from the Committee related to DOE function category, budget assumptions, trash maintenance and custodial supplies.
  - iii. Chair Karyn Jones moves to approve the FY25 Q3 Year to Date Budget as presented. Mandy Sim seconded the motion.
    - 1. ROLL CALL VOTE:
      - a. Betsy Sues: Aye
      - b. Nicole Burnard: Aye
      - c. Mandy Sim: Aye
      - d. Jessica McCready: Aye
      - e. Karyn Jones: Aye
      - i. **Vote: 5-0.** Motion carries.
- k. Monthly Accounts Payable and Payroll Warrants Submission
  - i. No further action required by the Committee.
  - ii. A question was asked related to internal controls for reliance on completeness and accuracy of the warrants and a better understanding of the control structure around the reporting.
- l. Liaison Reports
  - i. Betsy Sues attended MASC's Day on the Hill forum and shared highlights from the forum.
  - ii. Chair Karyn Jones noted that SEPAC's last business meeting is on June 5th. Their newsletter online has upcoming events and the group is putting together a survey to capture student experiences.

- m. Minutes (03/31/25, 04/09/25 and 04/14/25)
  - i. Chair Karyn Jones moves to approve the open session meeting minutes from March 31st as presented. Vice Chair Jessica McCready seconded the motion.
    - 1. ROLL CALL VOTE:
      - a. Jessica McCready: Aye
      - b. Mandy Sim: Aye
      - c. Nicole Burnard: Aye
      - d. Betsy Sues: Aye
      - e. Karyn Jones: Aye
      - i. **Vote: 5-0.** Motion carries.
  - ii. Chair Karyn Jones moves to approve the open session meeting minutes from April 9th as amended. Vice Chair Jessica McCready seconded the motion.
  - iii. An update to a name during public comment was provided.
    - 1. ROLL CALL VOTE:
      - a. Nicole Burnard: Aye
      - b. Mandy Sim: Aye
      - c. Betsy Sues: Aye
      - d. Jessica McCready: Aye
      - e. Karen Jones: Aye
      - i. **Vote: 5-0.** Motion carries.
  - iv. Chair Karyn Jones moves to approve the open session meeting minutes from April 14th as amended. Vice Chair Jessica McCready seconded the motion.
  - v. A minor edit was suggested and approved.
    - 1. ROLL CALL VOTE:
      - a. Nicole Burnard: Aye
      - b. Mandy Sim: Aye
      - c. Jessica McCready: Aye
      - d. Betsy Sues: Aye
      - e. Karyn Jones: Aye
      - i. **Vote: 5-0.** Motion carries.

5. Adjournment

- a. Vice Chair Jessica McCready motioned to adjourn the meeting at 10:11 p.m. Chair Karyn Jones seconded the motion.
  - i. ROLL CALL VOTE:
    - 1. Jessica McCready: Aye
    - 2. Mandy Sim: Aye
    - 3. Nicole Burnard: Aye
    - 4. Betsy Sues: Aye
    - 5. Karyn Jones: Aye
    - a. **Vote: 5-0.** Motion carries.

Respectfully Submitted,  
Julie Williams  
Executive Assistant to the Superintendent

**Documents Reviewed During the May 19, 2025 School Committee Meeting**

1. Draft. SPS Policy SubCom Charge
2. Draft SPS SC Communication SubCom Functions
3. DRAFT SPS Calendar SubCom Charge
4. Subcommittee Policy
5. Guidance for Transgender Policy - 1
6. Policy Subcommittee
7. Sudbury School Committee Communications Survey - Google Forms
8. Superintendent Summative Report FY25
9. Crozier\_FY25 Mid-Cycle Goals Progress Report
10. Superintendent Rubric
11. Superintendent Goals 2024-2025
12. Operating Protocols
13. FY25 Assignments
14. Memo\_SC\_FY25 Q3 Budget Forecast\_250501
15. SC Meeting Warrant Summary - 051525
16. 033125\_Sudbury School Committee Minutes\_DRAFT
17. Tri-District Meeting 4.9.25 (1)
18. 041425\_Sudbury School Committee Minutes\_DRAFT

**Sudbury Public Schools  
School Committee Meeting**

**Date:** June 16, 2025

**Agenda Item:** 4a

**Review Results from School Committee Communications Survey**

**Recommendation:**

**Background Information:**

**Attachments:**

**Sudbury School Committee Communications Survey**

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

# Sudbury School Committee Communications Survey

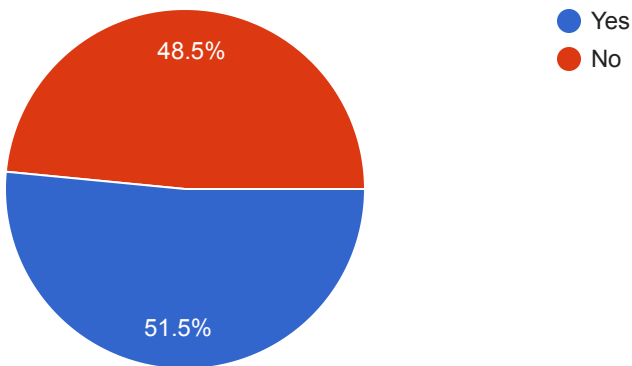
163 responses

[Publish analytics](#)

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

 [Copy](#)

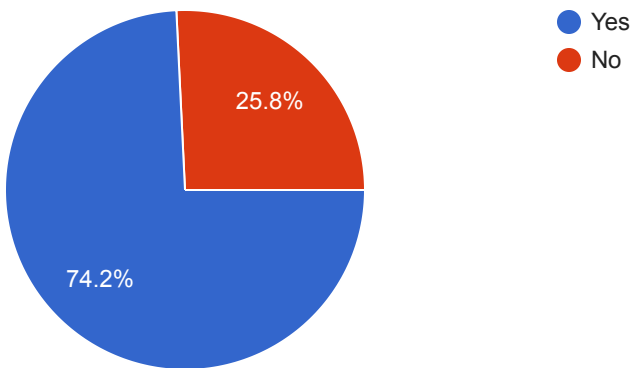
163 responses



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

 [Copy](#)

163 responses

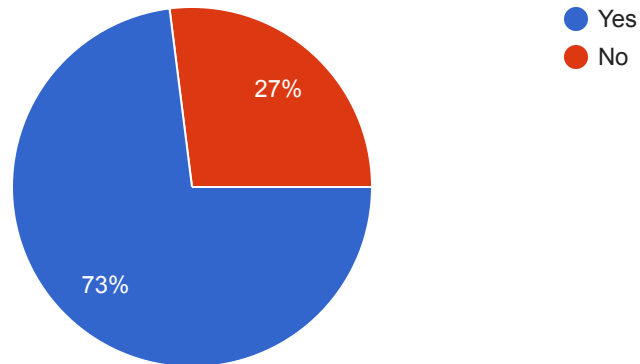




Did you know that the School Committee is responsible for keeping itself and the school staff informed about the needs and wishes of the public?

 Copy

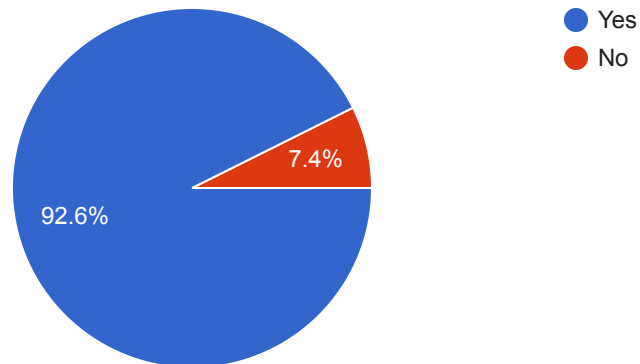
163 responses



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

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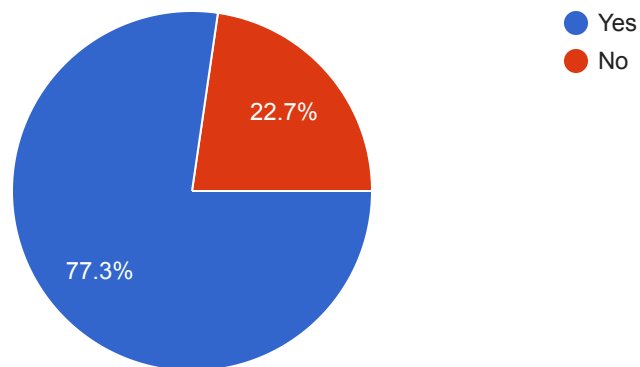
163 responses



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

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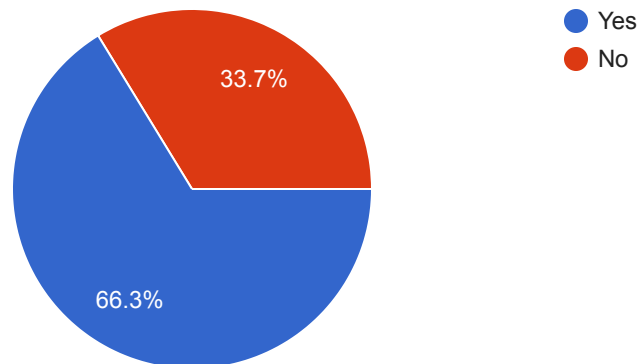
163 responses



Have you ever attended or watched a School Committee meeting either in person or online?

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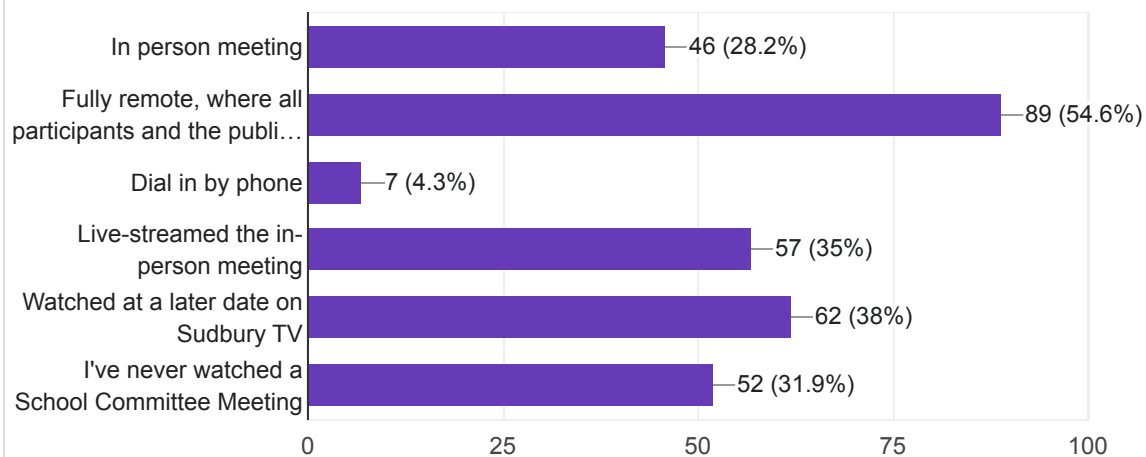
163 responses



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

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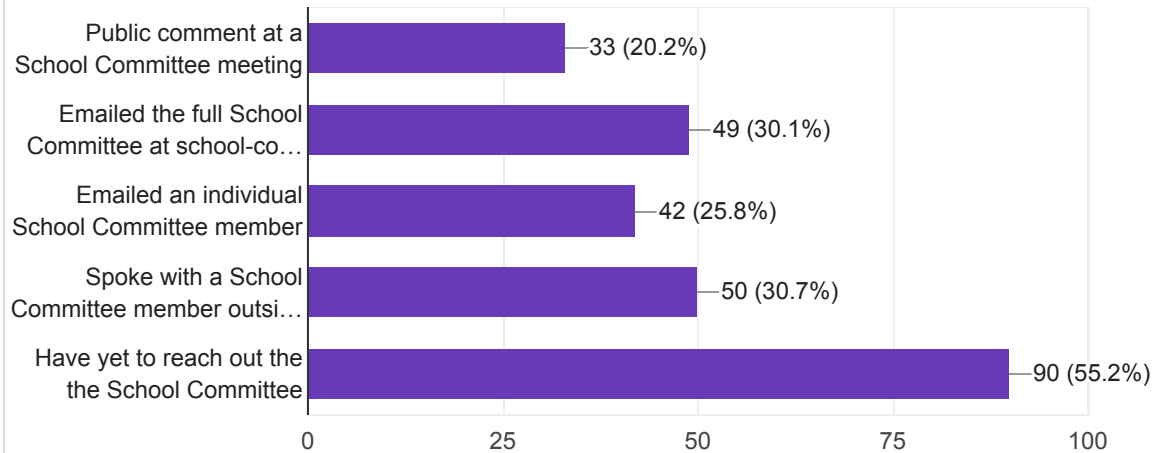
163 responses





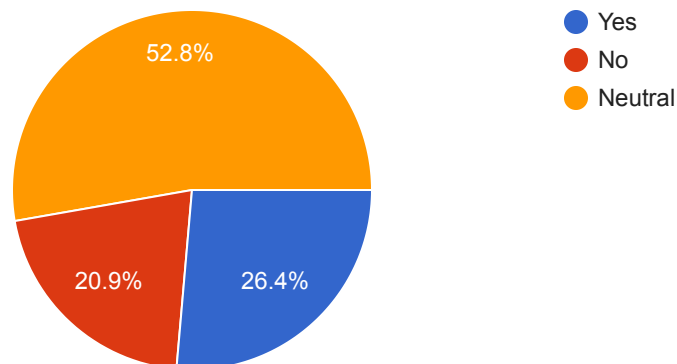
Please mark all the ways in which you have communicated with the School Committee.

163 responses



Did you find the communication satisfactory?

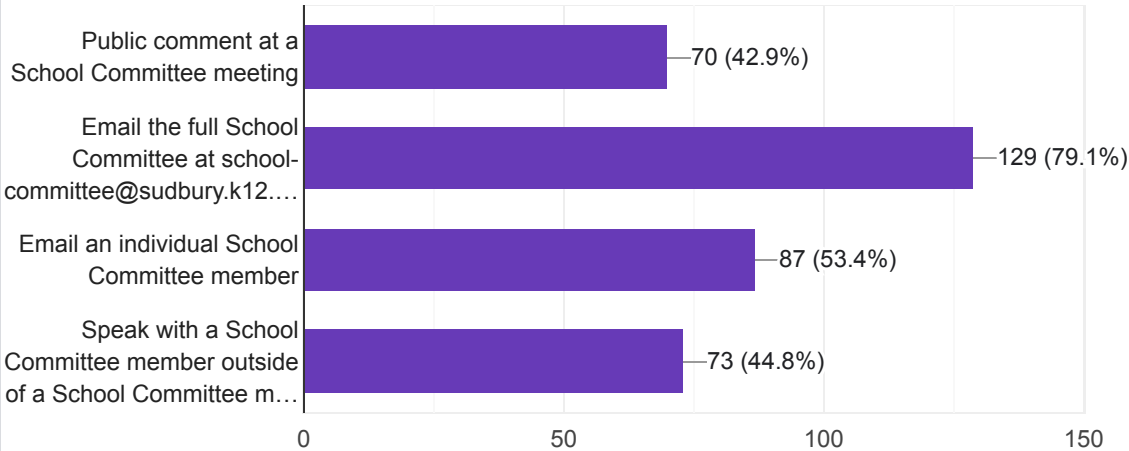
163 responses





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

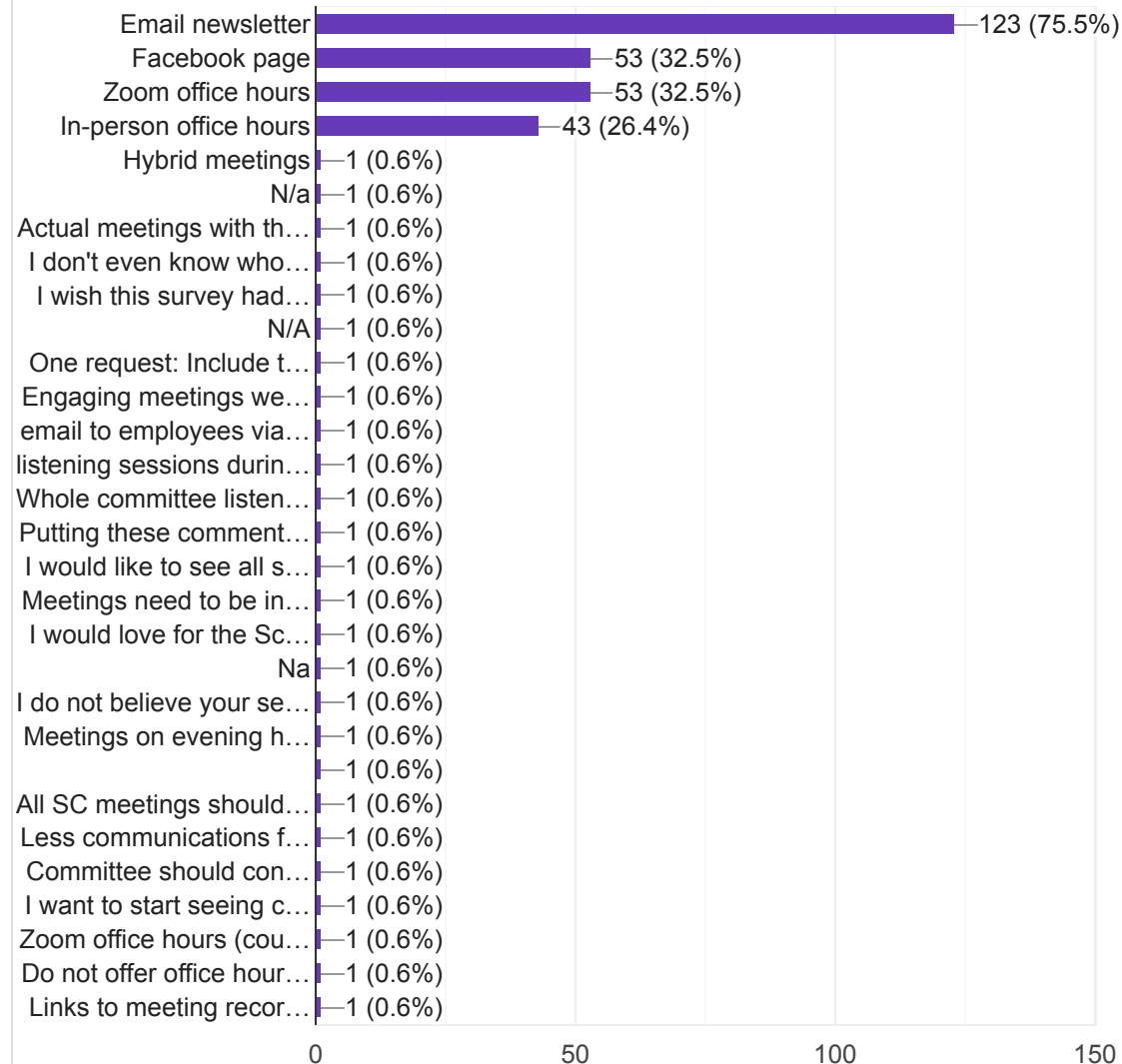
163 responses





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

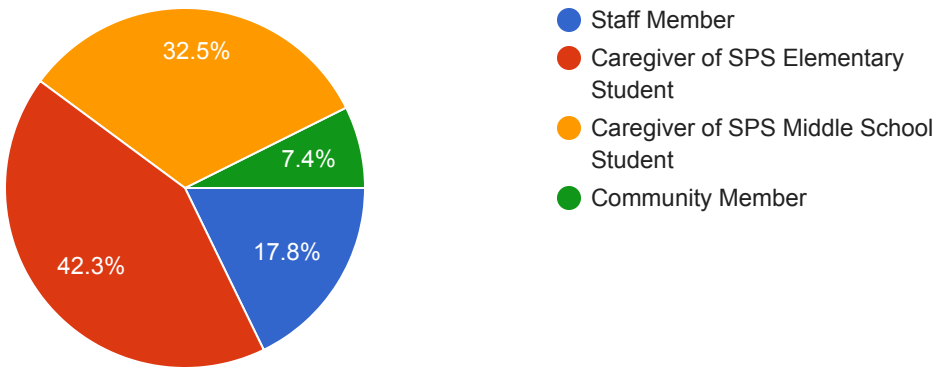
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**Sudbury Public Schools  
School Committee Meeting**

**Date: June 16, 2025**

**Agenda Item: 4b**

**Draft 2025-2026 Superintendent Goals**

**Recommendation:**

**Move to approve the 2025-2026 Superintendent Goals as presented / amended.**

**Background Information:**

**Attachments:**

**Superintendent Goals 2025-2026**

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





# Sudbury Public Schools



Superintendent Goals for 2025-2026

# Student Achievement Goal

## Goal:

By June of 2026, the superintendent will advance equitable, standards-based instruction for all students through implementation of high-quality curriculum and inclusive instructional practices.

## Key Activities:

- Implement EL Education curriculum for grades K–5 and pilot in grade 6
- Realign elementary science curriculum by shifting to a phenomenon-based approach and developing guidance documents
- Implement additional grade 7 mathematics course to align with grade level standards and practices
- Design supplemental course for 8th grade Geometry standards to offer additional pathway into Algebra
- Continue OpenSciEd rollout at middle school
- Implement redesigned digital literacy and computer science courses for grades 6-8
- Review and revise the scope and sequence for the middle school Health and Physical Education curricula to align with the new National Health Standards and MA Health Framework

## Evidence of Success:

- Curriculum implementation plans and materials
- Observation and walkthrough data showing use of HQIM and inclusive strategies
- Teacher feedback from professional development

# District Improvement Goal

Goal: By June of 2026, the superintendent will strengthen multi-tiered systems of support (MTSS) to ensure all students receive equitable and effective academic, behavioral, and social-emotional supports.

## Key Activities:

- Continue to develop shared understanding of MTSS and UDL across schools
- Align and revise Tiered Support System entry/exit criteria
- Expand internal data warehousing capacity and train staff on using data to better analyze and evaluate student learning
- Review specialized program structures and supports
- Enhance practices with the new IEP process and early childhood special education mandates
- Continue implementation of Say Something Anonymous Reporting System

## Evidence of Success:

- MTSS framework document and staff training records
- Updated protocols and support documentation
- Increased consistency in Student Support Team and BBST processes
- Focused data analysis usage in school-based planning

# Professional Practice Goal

Goal: By June 2026, the superintendent will participate in targeted professional development to strengthen leadership skills in navigating political complexity and fostering trust, in order to advance the district's commitment to all students' success.

## Key Action Steps:

- Participate in statewide and national leadership workshops focused on strategic communication, governance, and leadership
- Engage in coaching or peer consultation with other superintendents to reflect on leadership challenges and share effective practices
- Collaborate with the School Committee to align messaging and increase public understanding of district priorities

## Evidence of Success:

- Documentation of professional development sessions attended, including agendas or certificates
- Summary of engagement in coaching or peer networks, with takeaways and applied strategies
- Documented changes in leadership practice informed by PD (e.g., memos, revised procedures, meeting protocols)

# DESE Indicators of Practice

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

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

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

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

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

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

## **IV.D. Continuous Learning**

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

# **Sudbury Public Schools School Committee Meeting**

**Date:** June 16, 2025

**Agenda Item:** 4c

**2025-2026 School Committee Goals**

**Recommendation:**

**Move to approve the 2025-2026 Sudbury School Committee Goals as presented / amended.**

**Background Information:**

**Attachments:**

**2024-2025 SudburySCGoalsProgress.docx**

**Member1ProposedGoals.pdf**

**Member2ProposedGoals.pdf**

**Member3ProposedGoals.pdf**

**Member4ProposedGoals.pdf**

**Member5ProposedGoals.pdf**

**Memo\_2025-2026 School Committee Goals.docx**

**DRAFT 2025-2026 School Committee Goals.docx**

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

## 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"> <li>1. Review the Town's Facilities Use Report and Facilities Conditions Assessment in the Fall of 2024 to prioritize the needs of the District.</li> <li>2. Engage in capital planning professional development with the Massachusetts Association of School Committees (MASC).</li> <li>3. Planning sessions to create/update short and long-term capital needs.</li> <li>4. Review data as it pertains to proposed capital projections when making decisions on Town Meeting Warrant Articles.</li> <li>5. Continue best practice established last year to at a minimum, semiannually discuss capital planning.</li> </ol>	<ol style="list-style-type: none"> <li>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.</li> <li>2. The Committee also had ongoing discussions throughout the year regarding the roofs at Haynes and Nixon Schools.</li> <li>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.</li> <li>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.</li> <li>5. Reviewed data to ensure that capital priorities were reflected in warrant articles.</li> <li>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.</li> </ol>	<p><b><i>In Progress</i></b></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"> <li>1. Enhance communication by providing the community with more detailed information on the role of the School Community.</li> <li>2. Review and recommend updates and/or revisions to the new Sudbury Public School website.</li> <li>3. Attend and/or review the Parent Information Exchange (PIE) notes posted on the Sudbury Public School's website.</li> <li>4. Review Sudbury School Committee Operating protocols and identify potential revisions</li> </ol>	<ol style="list-style-type: none"> <li>1. On November 25, 2025, the School Committee formed a Communications Subcommittee to strengthen outreach and transparency with the SPS community and Sudbury residents.</li> <li>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.</li> <li>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.</li> <li>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.</li> <li>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.</li> <li>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.</li> </ol>	<p><b><i>In Progress</i></b></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"> <li>1. Participate in community training sessions to ensure widespread understanding and utilization of the anonymous reporting system.</li> <li>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.</li> <li>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.</li> </ol>	<ol style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>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.</li> </ol>	<p><b><i>In Progress</i></b></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>

Goal Name	Strategic Actions	Who is Responsible	Outcomes and Deliverables	Mid-Year Targets	End-of-Year Targets
Ed Tech Framework and Oversight	<ul style="list-style-type: none"> <li>- Create a comprehensive framework for instructional EdTech use.</li> <li>- Charge the EdTech Working Group with developing oversight and support strategies.</li> <li>- Encourage thoughtful integration of tech that enhances learning and discourages redundant/disruptive tools.</li> <li>- Develop an audit/inventory template and update the district's EdTech policy.</li> </ul>	Working Group (appointed by School Committee)	<ul style="list-style-type: none"> <li>- EdTech audit/inventory template for administrators.</li> <li>- Revised/updated educational technology policy.</li> <li>- Framework document outlining minimum standards for EdTech tools, criteria for classroom use, and strategies for consistent implementation.</li> </ul>	<ul style="list-style-type: none"> <li>- Host listening session(s) with educators and community members to gather input.</li> <li>- Deliver EdTech audit/inventory template to SPS administration.</li> <li>- Review and summarize key research on effective EdTech use and standards.</li> </ul>	<ul style="list-style-type: none"> <li>- Complete EdTech framework and policy.</li> <li>- Establish oversight roles and practices for school administrators and school committee.</li> <li>- Set baseline for reporting and accountability measures for EdTech adoption and performance.</li> </ul>
LGBTQ Policy Review and Approval	<ul style="list-style-type: none"> <li>- Review existing draft of the LGBTQ Policy.</li> <li>- Evaluate needs for updates to reflect best practices and student/community needs.</li> <li>- Solicit public comment on revised draft.</li> <li>- Present policy to the school committee for approval.</li> </ul>	Full School Committee	<ul style="list-style-type: none"> <li>- Updated LGBTQ Policy draft.</li> <li>- Public comment opportunity on revised policy.</li> <li>- Final version presented and voted on by the school committee.</li> </ul>	<ul style="list-style-type: none"> <li>- Finalize the LGBTQ Policy draft for review and potential approval.</li> </ul>	<ul style="list-style-type: none"> <li>- Finalize the LGBTQ Policy and ensure official approval and adoption.</li> </ul>
Capital Planning	<ul style="list-style-type: none"> <li>- Conduct a facilities audit of all SPS schools.</li> <li>- Build and maintain a capital inventory system.</li> <li>- Obtain roof evaluations and conduct solar feasibility studies.</li> <li>- Define system lifecycle benchmarks.</li> <li>- Assess funding models and explore alternative strategies.</li> <li>- Model scenarios for long-term funding.</li> <li>- Engage stakeholders across Town leadership and community.</li> <li>- Establish annual capital planning reporting cycles.</li> </ul>	School Committee / School Committee Capital Planning Subcommittee	<ul style="list-style-type: none"> <li>- Capital Asset Inventory of facilities and systems.</li> <li>- Roof Replacement Study with solar feasibility.</li> <li>- Capital Funding Matrix by project and source.</li> <li>- 5–10 Year CIP prioritizing projects and costs.</li> <li>- Capital Planning Report with findings and recommendations.</li> </ul>	<ul style="list-style-type: none"> <li>- Completion of facilities audit and initial asset inventory.</li> <li>- Draft of roof replacement study and initial solar feasibility report.</li> <li>- Begin funding model analysis and stakeholder engagement.</li> </ul>	<ul style="list-style-type: none"> <li>- Final Capital Improvement Plan (CIP) completed.</li> <li>- Submission of full Capital Planning Report.</li> <li>- Establishment of an annual capital update and accountability process.</li> </ul>

Community Outreach and Listening Sessions	<ul style="list-style-type: none"> <li>- Conduct listening sessions on key topics: (1) Class Size, (2) Afterschool Care, (3) EdTech/Technology Use, (4) General Feedback.</li> <li>- Assign rotating School Committee members to attend.</li> <li>- Document feedback and propose follow-ups.</li> <li>- Host biannual teacher-only listening sessions (without administrators) to maintain educator dialogue.</li> </ul>	Full School Committee (Two rotating members)	<ul style="list-style-type: none"> <li>- Reports summarizing community and educator feedback.</li> <li>- Established biannual teacher listening session structure.</li> <li>- Summary of issues raised and proposed follow-up actions.</li> </ul>	<ul style="list-style-type: none"> <li>- Host at least two community listening sessions.</li> <li>- Schedule and conduct first teacher-only session.</li> </ul>	<ul style="list-style-type: none"> <li>- Complete all community and teacher sessions.</li> <li>- Publish reports with recommendations and follow-up actions.</li> </ul>
Class Size Study	<ul style="list-style-type: none"> <li>- Establish a working group to study best practices for class size.</li> <li>- Review research on class size and universal design principles.</li> <li>- Analyze school space, enrollment trends, and current SPS class size guidelines.</li> <li>- Compare findings to existing policies and draft updates if needed.</li> <li>- Recommend formal class size policy with enforcement protocols.</li> </ul>	Working Group (appointed by School Committee)	<ul style="list-style-type: none"> <li>- Comprehensive review of class size literature and data.</li> <li>- Drafted recommendations for updated class size guidelines.</li> <li>- Proposed policy with guidance for when class sizes exceed limits.</li> </ul>	<ul style="list-style-type: none"> <li>- Establish class size working group.</li> </ul>	<ul style="list-style-type: none"> <li>- Present final recommendations.</li> <li>- Propose formal policy update to reflect new class size standards and enforcement mechanisms.</li> </ul>
Afterschool Care Study	<ul style="list-style-type: none"> <li>- Establish a working group to review afterschool care offerings and gaps.</li> <li>- Collaborate with Sudbury Extended Day, Parks &amp; Rec, SPS, and third-party providers.</li> <li>- Review afterschool models from peer towns.</li> <li>- Host public listening session for community input.</li> <li>- Study space availability and transportation options.</li> <li>- Develop and propose new enrichment strategies.</li> </ul>	Working Group (appointed by School Committee)	<ul style="list-style-type: none"> <li>- Listening session summary.</li> <li>- Analysis of space, partnerships, and transportation feasibility.</li> <li>- Recommendations to the School Committee.</li> <li>- Issuance of an RFP if needed.</li> </ul>	<ul style="list-style-type: none"> <li>- Establish afterschool care working group.</li> </ul>	<ul style="list-style-type: none"> <li>- Present recommendations to the School Committee.</li> <li>- Develop and issue RFP (if applicable).</li> <li>- Outline proposed future action plan.</li> </ul>

## Sudbury School Committee Goal Setting - Burnard Draft

<b>Goal Area: Capital Planning</b>	<b>Goal: By June 2026 and in collaboration with the Superintendent, the Sudbury School Committee will create updated short and long term capital planning goals to move the District's educational objectives forward and to continue to provide a safe and healthy learning environment for all students and staff.</b>			
<b>Strategic Actions</b>	<b>Who is Responsible (Full, Sub, Etc.)</b>	<b>Outcomes &amp; Deliverables (Action, Evidence &amp; Data)</b>	<b>Mid-Year Targets</b>	<b>EOY Deliverable (s)</b>
Review the Town's Facilities Use Report and Facilities Conditions Assessment in the Fall of 2025 to prioritize the needs of the District	School Committee	Participate in planning sessions to create/update short and long term capital needs  Prioritize capital needs and identify and propose warrant articles and upcoming projects that align with the District goals	Complete Draft of a Capital Plan Report outlining both a short and long term plan	Approve a Capital Plan Report to submit to the Town of Sudbury to help inform the tax impact and the need, timing and cost of each capital expenditure  Post the Capital Plan Report to the SPS website
School capacity analysis to proactively address the NESDEC increased enrollment projections. Sudbury Pre-K to grade 8 is projected to increase by 225 students over the next 5 years.	School Committee in conjunction with Combined Facilities Director and Administration	Evaluate enrollment projections from NESDEC  Review enrollment numbers at each of the school buildings  Identify current classroom and other available space at each school building	Evaluate and assess the availability and utilization of classrooms and other spaces  Identify overcrowding and/or underutilization to effectively maximize school facilities and resources	Develop a proactive plan for the projected increased enrollment to make an informed decision about resource allocation and available funding within our budget

<b>Goal Area: Curriculum: Teaching &amp; Learning</b>	<b>Goal: By June 2026, The School Committee will support and monitor the implementation and progress of the new EL curriculum and change in the 7th grade math curriculum by receiving presentations with data-driven updates to ensure its effectiveness in meeting the needs of all students. The School Committee will also receive and review updates from the EL 6th Grade pilot.</b>			
<b>Strategic Actions</b>	<b>Who is Responsible (Full, Sub, Etc.)</b>	<b>Outcomes &amp; Deliverables (Action, Evidence &amp; Data)</b>	<b>Mid-Year Targets</b>	<b>EOY Deliverable (s)</b>
EL curriculum implementation for K-5	School Committee	<p>Receive progress updates to enhance School Committee member knowledge and understanding of the process of the new curriculum rollout</p> <p>Review data on EL core instruction time provided to students in grades K-3 (130-150 minutes) and 4 and 5 (125-140)</p>	<p>Access if additional PD, resources or materials are required to align with building our FY27 budget</p> <p>Determine if we're meeting target instruction minutes to maximize program effectiveness</p>	Keeping the School Committee informed of the implementation and needs of the new EL rollout

K-5 EL monitoring	School Committee	<p>Increase School Committee presentations during the one year rollout</p> <p>Analyze mid year student data in January of 2026 to allow the School Committee to efficiently monitor the new EL roll out</p>	Access program implementation effectiveness and potential needs for students and staff	Review and discuss implementation and student data outcomes during the benchmarking presentation.
Review Grade 6 pilot data	School Committee	Review and discuss data outcomes from the pilot and make recommendations based on the EL Grade 6 pilot	Discuss recommendations from Grade 6 EL pilot during FY27 budget season to potentially implement for FY27 unless further time is required for the pilot.	Discuss during benchmarking presentation recommendation to move forward with implementing EL Grade 6 and if pilots should be implemented for Grades 7-8.
Monitor Grade 7 and Compacted 7 / 8 Math	School Committee	Analyze data-driven outcomes in January 2026 between the various student options for 7th grade math	Review and discuss mid-year data analysis	Review and discuss implementation and student data outcomes during the benchmarking presentation.

<b>Goal Area: School Committee Professional Practice</b>	<b>Goal: By June 2026, the professional practice goal is intended to improve communication and functioning among and between members of the school committee, superintendent, SPS families and the greater Sudbury community.</b>			
<b>Strategic Actions</b>	<b>Who is Responsible (Full, Sub, Etc.)</b>	<b>Outcomes &amp; Deliverables (Action, Evidence &amp; Data)</b>	<b>Mid-Year Targets</b>	<b>EOY Deliverable (s)</b>
Review and update school committee policies that support the District plans to be sure they're up-to-date and in compliance with State and Federal law	School Committee and/or Policy Subcommittee	<p>Identify, review and evaluate current policies to align with MASC policies</p> <p>Identify, review and evaluate current school committee policies to reflect current practice</p>	<p>Update all school committee policies to align with MASC</p> <p>Update current school committee policies to reflect current practice</p> <p>Either the policy subcommittee or full school committee will identify need, discuss and potential create new policies to align with District goals</p>	<p>Bring up-to-date a backlog of policy work from the 2024-2025 school year</p> <p>Update the District, SPS families and the greater Sudbury community on policy changes</p>
Create new School Committee operating protocols	School Committee	<p>Attend, participate and draft operating protocols during a workshop from MASC</p> <p>Continue to discuss, edit and refine a final version of the operating protocols</p>	Vote on and potentially implement the new operating protocols	Update the District, SPS families and the greater Sudbury community with the new operating protocols

## Sudbury School Committee Goal Setting

Goal Area:	Goal:			
Strategic Actions	Who is Responsible (Full, Sub, Etc.)	Outcomes & Deliverables (Evidence & Data)	Mid-Year Targets	EOY Deliverable (s)
Capital Planning	Full	Review the Facilities Condition Assessment that was presented in April 2025 to discuss and plan for the needs of the District	Create a short and long terms capital needs plan first draft by January 2026	Approve a short and long term capital needs plan for SPS by June 2026
Communications (dependent on the survey results)	Either based on the survey results	TBD based on survey <ul style="list-style-type: none"> <li>Create a calendar of events the SC can attend</li> </ul>	Enhance communication between the School Committee and the Sudbury community	TBD based on survey
Policy Review	To be discussed	To make a strategic plan to review policies that need to be updated in the District this next year so we know what policies aside from MASC ones we'd like to focus on as a SC this next year		



Maintain Focus on Student Academic Achievement or Maintain Focus on Continuous Academic Improvement		As this is an element of our goals every year as a SC, perhaps this year we can make it a focus to enhance our impact on the schools - maybe this can combine multiple goals like policy setting, communication, fiscal responsibility		Ensuring all students receive a high-quality education
			-	

## Sudbury School Committee Goal Setting Template

<b>Goal Area: Community Outreach</b>	<b>Goal: Improve partnership with community and increase opportunities for feedback.</b>			
<b>Strategic Actions</b>	<b>Who is Responsible (Full, Sub, Etc.)</b>	<b>Outcomes &amp; Deliverables (Evidence &amp; Data)</b>	<b>Mid-Year Targets</b>	<b>EOY Deliverable (s)</b>
Targeted listening sessions with non-employee community members <ol style="list-style-type: none"> <li>1. Class size</li> <li>2. After school</li> <li>3. Digital technology/ed tech</li> <li>4. LGBTQ</li> <li>5. SEPAC</li> <li>6. General topics</li> <li>7. Community feedback on SC, Super and Building admin</li> </ol>	2 rotating members	Identify community concerns  Identify future goals  Identify policy changes/new policies needed	4 listening sessions <ol style="list-style-type: none"> <li>1. Feedback</li> <li>2. Class size</li> <li>3. After school care</li> <li>4. LGBTQ</li> </ol> Summary statement of sessions	Remaining sessions  Overall summary on community input  Post summary on website with action items as needed
Listening sessions with SPS employees – no set agenda items <ol style="list-style-type: none"> <li>1. Fall</li> <li>2. Spring</li> </ol>	2 rotating members	Identify employees concerns  Identify future goals  Identify policy changes/ new policies	Fall listening session  Summary statement of session	Spring session  Overall summary on community input  Post summary on website with action items as needed
Changes to School Committee website	Communications subcommittee with input from full committee	Updated website with information for public to follow along with our progress	-Prepare dashboard: ongoing, future work, completed work; goals with links to summary reports -Add roles and responsibilities graphic	-Digitized policy manual -Embed videos for big topics (budget, etc) -Page for each subcommittee with dashboard -Content replaces newsletter

## 2025-2026 Sudbury School Committee Goal Setting Template

<b>Goal Area: Digital Technology/Ed tech</b>	<b>Goal: Evaluate the impact of technology on students' education.</b>			
<b>Strategic Actions</b>	<b>Who is Responsible (Full, Sub, Etc.)</b>	<b>Outcomes &amp; Deliverables (Evidence &amp; Data)</b>	<b>Mid-Year Deliverable(s)</b>	<b>EOY Deliverable (s)</b>
Review Personal Technology device use in schools	Full / but maybe tech subcommittee	<p>Understand prevalence of personal technology device use during the school day</p> <p>Understand if digital technology policy is being properly implemented</p> <p>Prepare survey for families/employees</p>	<p>By December surveys are complete</p> <p>Summarize and provide data to district administrators</p>	<p>Change policy as needed</p> <p>Post data on website</p>
Review School provided technology in school and at home	Full / maybe need tech subcommittee	<p>Understand how and when students use school provided technology</p> <p>Software and hardware audit</p> <p>Parent survey on student use of school provided technology</p> <p>Consult with Sudbury for Digital Balance</p>	<p>Review district audit of software and hardware</p> <p>Review parent survey</p>	<p>Summarize data from mid year</p> <p>Post data from survey</p> <p>Change/create policy as needed</p>
Review Educational Technology use in school	Full / tech subcommittee	<p>Understand how and when students use EdTech in classrooms and at home</p>	<p>Request data from team leaders/teachers about EdTech use</p>	<p>Summarize data/Post</p> <p>Change/create policy</p>

## 2025-2026 Sudbury School Committee Goal Setting Template

Goal Area: After school care	Goal: Identify opportunities for additional after school care/enrichment for SPS kids			
Strategic Actions	Who is Responsible (Full, Sub, Etc.)	Outcomes & Deliverables (Evidence & Data)	Mid-Year Deliverable(s)	EOY Deliverable (s)
Tour school buildings to identify potential space usage	Full committee if interested	Understand space constraints in all schools  Create section on website that outlines space usage	Complete tours  Post info on website	RFP based on space availability
Review peer districts to understand other solutions	Full committee if interested	Understand what other districts do to look for innovative solutions for afterschool needs in Sudbury	Identify 5 districts  Review policies and afterschool options for the 5 districts	Prepare summative report  Post report on website
Explore transportation to accommodate new options	Full committee/collaborate with parks and rec	Understand how transportation challenges impact ability to create new afterschool options	Review bus contract Review other district transportation polices (e.g. AM/PM route) Brainstorm options and research	Prepare report  Post report on website

Collate all data gathered for this goal	2 members	Prepare report	Communicate to community/ suggest community working group	Presentation by working group to SC  SC determines any changes to update school usage policy and/or RFP

## 2025-2026 Sudbury School Committee Goal Setting Template

Goal Area: Policy	Goal: Policy creation and review			
Strategic Actions	Who is Responsible (Full, Sub, Etc.)	Outcomes & Deliverables (Evidence & Data)	Mid-Year Deliverable(s)	EOY Deliverable (s)
Pass LGBTQ policy	Full	Creation of policy and PAC	Three consecutive meetings held on policy (first read, etc)  Receive Public comment  Consult with SafeSchools	Finalize draft  Final vote on policy
MASC policy updates	Full	Updated policy manual	Review and approve 50% of the policies	Review and approve remaining policies

## 2025-2026 Sudbury School Committee Goal Setting Template

Goal Area: Best Practices	Goal: Create a set of best practices for committee			
Strategic Actions	Who is Responsible (Full, Sub, Etc.)	Outcomes & Deliverables (Evidence & Data)	Mid-Year Deliverable(s)	EOY Deliverable (s)
Review 20% of policies every year Identify any needed changes/updates	Divide up polices by number of members and then full committee reviews	Update outdated policies	20% of policies reviewed	Policies adjusted if needed
Yearly workshop to elucidate operational protocols	Full committee with MASC	Document outlining operational protocols of committee  Less ambiguity surrounding workings of committee from year to year	Completed in one day in Summer	
Create Welcome Handbook for New Members	Chair and Vice Chair	Handbook for new members	Brainstorm ideas for new members  Draft of handbook  Approval of handbook	

<p>Shared drive containing document templates for chairs/vice chair</p> <p>Rotating Curriculum review</p>	<p>Chair and Vice Chair</p> <p>2 members of committee</p>	<p>Drive containing documents that chair uses year to year Reduce need for duplicate work</p> <p>Review of curriculum (external reviewer as appropriate) to determine if it is up to date with latest research/needs updating/professional development</p>	<p>Drive created and populated with documents</p> <p>Example schedule: Year 1 Math/Science Year 2 ELA/Language Year 3 Social Studies/SEL</p>	<p>Drive updated on ongoing basis</p> <p>Report on changes needed, budget projections, timeline for changes, etc</p>



## Sudbury School Committee Goal Setting

<b>Goal Area:</b> Family and Community Engagement	<b>Goal:</b> In order to continuously improve the relationships with families and the community the Sudbury School Committee will communicate openly, provide opportunities for feedback, and foster active partnerships with students, parents, organizations, and businesses.			
<b>Strategic Actions</b>	<b>Who is Responsible (Full, Sub, Etc.)</b>	<b>Outcomes &amp; Deliverables (Evidence &amp; Data)</b>	<b>Mid-Year Targets</b>	<b>EOY Deliverable (s)</b>
The School Committee will review the policies and the processes to continue to provide opportunities for hybrid public meetings and to explore ways to continue to provide avenues for public input in order to enhance public participation in School Committee meetings.	Policy Subcommittee, Full	Review, update, and adopt policies like BEDH - Public Comment at School Committee Meetings and BEA - Remote Participation.	Show draft of applicable policies to Full Committee	Vote on policies
The School Committee will work with the Sudbury Special Education Parent Advisory Council to support its goals and initiatives.	SEPAC Liaisons, Full Committee	SEPAC will present to the School Committee at least once	Mid-year report	Final Report
Launch two community listening sessions (one per semester) focused on key issues.	Full Committee, rotating facilitators	Attendance logs, feedback surveys	One forum held  The attendance data and feedback survey are to be reviewed	Second forum held  The attendance data and feedback survey to be reviewed  Findings integrated into 2026-2027 planning  School Committee Operating Protocols and Procedures

				may be updated
Support PTOs and other recognized caregiver groups in planning inclusive events using universal design and accessibility best practices	Full Committee, Combined Facilities Director/ADA Coordinator, SEPAC	<p>Review and possibly update building use policy KF and procedures for recognized parent groups.</p> <p>Review and possibly update policy KBE, Relations with Parent/Booster Organizations</p>	<p>Combined Facilities Director/ADA Coordinator presents to School Committee on how to design a universally designed event.</p> <p>Draft of checklist created with stakeholder feedback</p>	Policies updated, if needed, and check-list finalized to be shared with all Principals.

## 2025-2026 Sudbury School Committee Goal Setting

<b>Goal Area:</b> Fiscal Oversight & Strategic Resource Planning	<b>Goal:</b> Strengthen the School Committee's short- and long-term financial planning by aligning the operating budget with current educational best practices, equity goals, facility needs, evolving student supports, and a comprehensive understanding of all associated costs.			
Strategic Actions	Who is Responsible (Full, Sub, Etc.)	Outcomes & Deliverables (Evidence & Data)	Mid-Year Deliverable(s)	EOY Deliverable (s)
Build School Committee capacity through finance training, including MASC workshops and internal presentations from SPS administrators	Full Committee	Participation in MASC School Finance workshop; internal SPS budget overview presentation	The Committee completes MASC training and receives its first internal overview.	Full budget training series complete; documented understanding of revenues (e.g., grants, fees), circuit breaker trends, and revolving accounts.
Analyze all operational costs associated with school services, including those absorbed by the Town Manager's budget (e.g., utilities, legal, insurance, maintenance)	Budget Subcommittee	Cost breakdown of all school-related expenditures	Preliminary analysis presented during budget season	Full operational cost summary integrated into planning materials
Evaluate instructional delivery structures to explore if these and any other identified areas should be put within the operating budget now or in the future. .	Budget Subcommittee, Full Committee	Summary of research and discussion notes  Plan presented and cost considerations discussed	Plan presented and cost considerations discussed	Recommendations for future exploration or FY27 budget
Evaluate a three-year capital and maintenance plan for school buildings to ensure safe, functional, and inclusive learning environments	Budget Subcommittee	Facilities plan aligned with priorities and cost estimates	Summary of deferred and upcoming needs presented	Finalized plan informs FY27–FY29 capital and operating decisions
Advance long-term financial planning, including a 3–5 year projection of operating needs, enrollment, and instructional priorities.	Budget Subcommittee	Financial Forecast document	Draft forecast presented and discussed	Final forecast used to guide planning
Engage with the Town Manager, Select Board, and Finance Committee members to explore the creation of a joint subcommittee focused on evaluating	Chair, Budget Subcommittee	Presentation to inform FY27 Budget discussions as well as 3-5 year projections	Presentation on findings to the Committee	FY27 Budget at Town Meeting

long-term district and town financial and operational needs. This review would include multi-year enrollment projections, staffing models, capital capacity, projected cost drivers, and bonding capacity. It would also explore how expenses are distributed across cost centers and assess the district's ability to meet student and educational needs within the context of long-term financial sustainability.				
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## 2025-2026 Sudbury School Committee Goal Setting

<b>Goal Area:</b> Strategic Planning & Governance	<b>Goal:</b> Strengthen School Committee governance, transparency, and alignment with district values by revising the SPS mission statement, updating governance protocols, and reviewing key foundational policies.			
<b>Strategic Actions</b>	<b>Who is Responsible (Full, Sub, Etc.)</b>	<b>Outcomes &amp; Deliverables (Evidence &amp; Data)</b>	<b>Mid-Year Deliverable(s)</b>	<b>EOY Deliverable (s)</b>
Review and revise the Sudbury Public Schools mission statement (Policy AD) to reflect current values, equity commitments, and whole-child priorities	Policy Subcommittee	Final revised mission statement and updated Policy AD	Draft shared; community and stakeholder feedback gathered	Final mission adopted and published; Policy AD formally updated
Review and update School Committee operating protocols, including subcommittee roles, norms, and planning tools	Full Committee	Revised protocols document	Draft reviewed in public session	Final protocols adopted and posted publicly
Review and update Policy FA (Facilities Development Goals) to align with current capital planning priorities and inclusive design principles	Policy Subcommittee	Revised policy draft and rationale	Draft presented and discussed	Final policy adopted and aligned with facilities planning work
Develop and adopt new Policy IA (Instructional Development Goals) to establish districtwide instructional priorities aligned with equity, inclusion, and whole-child development	Policy Subcommittee	Draft policy with input from administrators and stakeholders	Initial draft presented to Committee	Final Policy IA adopted and integrated into strategic planning

## MEMORANDUM

**To:** Sudbury School Committee Members

**From:** Karyn Jones, Chair

**Date:** June 13, 2025

**Subject:** Overview of Draft 2025–2026 School Committee Goals – Key Areas of Focus

### Purpose

This memo provides a high-level summary of the 2025–2026 School Committee goals submitted by individual members, highlighting where our collective priorities appear to align. The emerging focus areas reflect a shared commitment to transparency, inclusive engagement, instructional excellence, long-term fiscal and capital planning, and responsive governance.

### Draft 2025–2026 Goal Areas & Focus

#### 1. Family and Community Engagement

- **Hybrid Meeting Access & Public Comment:** Updating BEDH and BEA to improve inclusive public participation.
- **Parent Advisory Councils:** Strengthening SEPAC collaboration and exploring creation of an LGBTQ+ PAC.
- **Inclusive Events:** Supporting PTOs and caregiver groups with UDL-informed event planning, guided by updated policies and a checklist.
- **Listening Sessions:** Conducting two community forums and two educator listening sessions, with feedback surveys to measure impact.

#### 2. Teaching, Learning, and Technology

- **Curriculum Oversight:** Monitoring K–5 EL implementation and reviewing the Grade 6 pilot to inform next steps.
- **Math Pathways:** Reviewing outcome data from the 7th grade and compacted 7/8 math tracks.
- **Technology Integration:** Receiving presentations on classroom EdTech use and identifying opportunities for improvement.
- **Class Size Guidance:** Reviewing and updating existing class size policy to ensure alignment with student needs and equity principles.

#### 3. Fiscal Stewardship and Long-Term Planning

- **Committee Financial Training:** Participating in MASC workshops and internal SPS budget overviews.

- **Cost Analysis:** Evaluating full operational costs, including Town-absorbed expenses, to support transparent budgeting.
- **Forecasting & Planning:** Developing a 3–5 year financial forecast; initiating or joining a joint Town-School long-term planning body.
- **Capital Prioritization:** Using the Facilities Condition Assessment and enrollment projections to inform a short- and long-term capital plan.
- **Capacity Planning:** Beginning analysis of whether a new building, modular space, or reallocation of space is needed based on projected enrollment growth.

#### 4. Strategic Planning & Governance

- **Mission Statement (Policy AD):** Reviewing and updating the SPS mission to reflect whole-child development and equity commitments.
- **Operating Protocols:** Updating School Committee protocols following a governance workshop and public discussion.
- **Key Policy Updates:** Revising Policy FA (Facilities Goals) and developing Policy IA (Instructional Goals) to align with strategic priorities.

#### 5. After-School Care & Enrichment

- **Space and Program Assessment:** Touring school buildings to evaluate space availability for additional programs.
- **Peer Review:** Analyzing after-school models from at least five comparable districts to inform local planning.
- **Stakeholder Collaboration:** Coordinating with Sudbury Extended Day, Parks & Rec, and community partners to identify needs and opportunities.
- **Next Steps:** Publishing findings and determining whether an RFP or policy changes are appropriate to support expanded offerings.

#### Next Steps

Our individual drafts collectively represent a well-rounded and strategic set of goals grounded in community engagement, instructional excellence, fiscal responsibility, and forward-thinking governance. I look forward to our upcoming conversations as we work together to refine and finalize our goals for the year ahead.

Warmest Regards

Karyn

## DRAFT - 2025-2026 Sudbury School Committee Goals

<b>Goal Area:</b> Family and Community Engagement	<b>Goal:</b> To foster trust, transparency, and collaboration, the Sudbury School Committee will strengthen relationships with families, educators, and the broader community through inclusive engagement practices, open communication, and responsive action.			
Strategic Actions	Who is Responsible (Full, Sub, Etc.)	Outcomes & Deliverables (Evidence & Data)	Mid-Year Targets	EOY Deliverable (s)
Review and update policies to support hybrid meetings and inclusive public participation	Policy Subcommittee  Full Committee	Review and possible adoption of BEDH (Public Comment) and BEA (Remote Participation)	Drafts presented and voted upon	Review and updated policies communicated to the SPS Community
Strengthen and support the School Committee's Parent Advisory Council(s).	SEPAC Liaisons, Full Committee  Chair	School Committee liaisons will provide report on SEPAC's goals and outcomes  School Committee Chair will allow SEPAC to present to the School Committee at least once this year	SEPAC presentation	SEPAC Goals Report
Discussion and possible action around the creation of LGBTQ+ PAC	Full Committee  Policy subcommittee	Discussion and decision around if we should create a LGBTQ+ PAC  If Full Committee in favor, develop a policy and procedure to outline the relationship between the PAC, SPS, and the Committee	Discussion and determination  Draft policy presented to full committee	Adoption of policy and procedures



Support PTOs and recognized caregiver groups in planning inclusive, accessible events using Universal Design principles	Full Committee, Facilities Director/ADA Coordinator  Policy Subcommittee/ Full Committee	Presentation delivered by Combined Facilities Director/ADA Coordinator on Universal Design planning for events and activities  Policy review (KF and KBE); inclusive event planning checklist developed.	Combined Facilities Director presents on UDL best practices at a School Committee meeting; Presentation materials available to PTOs and school leaders.  Drafts presented to full committee	Final checklist shared with all principals; policies updated if needed; presentation materials available to PTOs and school leaders  Policies adopted, if needed
Conduct two community listening sessions which may be on specific key topics: (1) Class Size, (2) Afterschool Care, (3) EdTech/Technology Use, (5) Calendar Review (4) General Feedback  Host biannual teacher and staff Listening Session to strengthen educator dialogue and ensure budget reflects the educational needs of students.	Full School Committee (two rotating members)  Communications Liaison  Full School Committee (two rotating members)	Summaries documented Attendance logs  Two Feedback Surveys, one for community members and one specifically for SPS teachers and staff, will be conducted to assess the effectiveness of Listening Sessions.  Biannual structure established; summaries of teacher concerns and recommendations documented	First community listening session conducted and summarized  Draft of surveys presented to full committee for review and approval  First educator session conducted and summarized	Policies updated, if needed, and check-list finalized to be shared with all Principals.  Biannual structure established

## DRAFT - 2025-2026 Sudbury School Committee Goal Setting

<b>Goal Area:</b> Teaching, Learning, and Technology	<b>Goal:</b> The Sudbury School Committee will support, evaluate, and monitor the implementation of curriculum and classroom technology by receiving presentations from district leaders on instructional practices, reviewing student outcome data, and updating relevant policies, including guidance on class size and technology use. This work will ensure alignment between educational programming, district priorities, and student needs.			
<b>Strategic Actions</b>	<b>Who is Responsible (Full, Sub, Etc.)</b>	<b>Outcomes &amp; Deliverables (Evidence &amp; Data)</b>	<b>Mid-Year Deliverable(s)</b>	<b>EOY Deliverable (s)</b>
Monitor implementation of the K–5 EL curriculum	Full Committee	Presentations and data on instructional time, professional development needs, and student outcomes	Receive updates and early implementation data Review resource needs for the FY27 budget	Review benchmarking data Document outcomes to inform FY27 planning
Evaluate EL Grade 6 pilot and determine next steps	Full Committee	Pilot data and recommendations for expansion or further study	Discuss pilot results during the FY27 budget process	Determine a plan for Grade 6 curriculum implementation
Review 7th grade math and the compacted 7/8 pathway	Full Committee	Presentations and outcome data across student math tracks	Analyze mid-year performance data	Discuss benchmarking data and make recommendations
Receive presentations from district administration on classroom technology use and EdTech tools	Full Committee	Presentation(s) outlining how technology is integrated into instruction, including trends, challenges, and areas for growth	Conduct one or more presentations on technology use Include the educator and student perspectives where possible	Summarize findings Propose next steps, including possible updates to the technology policy

Review and update class size guidance	Policy Subcommittee or Classroom Class Size Subcommittee Full Committee	Revised policy or reaffirmed guidance based on research, stakeholder input, and resource alignment	Review class size data and current guidelines Gather educator feedback	Draft policy changes and vote or reaffirm existing guidance
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## DRAFT - 2025-2026 Sudbury School Committee Goal Setting

<b>Goal Area:</b> Fiscal Stewardship and Long-Term Planning	<b>Goal:</b> Ensure the long-term fiscal health of the Sudbury Public Schools by strengthening the School Committee's ability to align the operating and capital budgets with instructional priorities, equity goals, enrollment trends, and the long-term maintenance and capacity needs of district facilities.			
Strategic Actions	Who is Responsible (Full, Sub, Etc.)	Outcomes & Deliverables (Evidence & Data)	Mid-Year Deliverable(s)	EOY Deliverable (s)
Build School Committee's financial capacity through MASC training and internal SPS budget presentations	Full Committee	Participation in MASC workshop; documentation of internal budget components (grants, revolving accounts, circuit breaker, fees)	First internal overview and training completed	Full finance training series completed; committee demonstrates baseline budget fluency
Analyze full operational costs, including Town-absorbed expenses (e.g., legal, utilities, maintenance)	Budget Subcommittee	Comprehensive cost breakdown of school-related services	Initial analysis presented	Final report integrated into FY27 budget planning
Evaluate educational delivery models and whether shifts are needed in the operating budget (e.g., new staffing, program costs)	Budget Subcommittee, Full Committee	Summary report and cost implications for structural changes	Plan presented	Recommendations developed for FY27 or future budgets
Initiate or participate in a joint long-term planning body with Town officials to align school and municipal financial needs	Budget Subcommittee / School Committee Chair or appointed liaison	Proposal or outline of a collaborative long-term planning structure	Concept discussed with Town leadership	Structure formalized or integrated into FY27 budget conversations
Develop a 3–5 year financial forecast including enrollment projections, staffing models, and cost drivers	Budget Subcommittee	Multi-year forecast document; presentation to guide budget decisions and discussions with Town officials	Draft forecast presented and discussed	Final forecast informs FY27–FY29 planning and Town Meeting preparation
Prioritize capital needs using the Facilities Condition Assessment and usage reports	Full Committee	Short- and long-term Capital Plan draft with aligned priorities	Draft Capital Plan shared publicly	Final Capital Plan approved; posted to website and shared with Town stakeholders
Address projected enrollment growth (225 students over 5 years) through school	Full Committee, Combined Facilities Director,	Building-by-building usage summary, options to optimize space, and needs of	Data collection and initial review complete	Enrollment response plan developed to inform capital and staffing needs

capacity and space usage analysis. Begin to analyze if new building is needed to address enrollment and educational needs of students or use modular classrooms, additions, etc.	Administration	students		
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## DRAFT - 2025-2026 Sudbury School Committee Goal Setting

<b>Goal Area: Strategic Planning &amp; Governance</b>	<b>Goal:</b> Strengthen School Committee governance, transparency, and alignment with district values by revising the SPS mission statement, updating governance protocols, and reviewing key foundational policies that reflect equity, whole-child development, and long-term planning priorities.			
<b>Strategic Actions</b>	<b>Who is Responsible (Full, Sub, Etc.)</b>	<b>Outcomes &amp; Deliverables (Evidence &amp; Data)</b>	<b>Mid-Year Deliverable(s)</b>	<b>EOY Deliverable (s)</b>
Review and revise the SPS mission statement (Policy AD) to reflect current values, equity commitments, and whole-child priorities	Policy Subcommittee Full Committee	Finalized mission statement and updated Policy AD	Draft shared for Committee and community feedback	Final version adopted and published; Policy AD formally revised
Review and update School Committee operating protocols, including norms, subcommittee roles, and annual planning tools	Full Committee	Updated protocols and procedures document	Participate in MASC governance workshop; review initial draft in public session	Final protocols voted, adopted, and shared with District and community
Review and update Policy FA (Facilities Development Goals) to align with current capital priorities and inclusive design principles	Policy Subcommittee Full Committee	Revised policy with rationale linked to long-term facilities and access goals	Draft policy presented and discussed	Final policy adopted and aligned with CIP priorities
Develop and adopt new Policy IA (Instructional Development Goals) to reflect equity-focused, whole-child-aligned instructional priorities	Policy Subcommittee Full Committee	New policy drafted with stakeholder and administrator input	First draft shared with the School Committee and administration for feedback	Final Policy IA adopted and used to inform instructional planning and budget

## DRAFT - 2025-2026 Sudbury School Committee Goal Setting

<b>Goal Area:</b> After-School Care & Enrichment	<b>Goal:</b> Identify and advance opportunities to expand after-school care and enrichment programs for SPS students by assessing space, reviewing peer models, engaging stakeholders, and developing actionable strategies.			
<b>Strategic Actions</b>	<b>Who is Responsible (Full, Sub, Etc.)</b>	<b>Outcomes &amp; Deliverables (Evidence &amp; Data)</b>	<b>Mid-Year Deliverable(s)</b>	<b>EOY Deliverable (s)</b>
Assess available space for potential after-school programs	Afterschool Care Subcommittee, Full Committee	Documentation of space constraints and available areas by school; website section created with space usage info	Internal notes compiled; space usage summary drafted	Space usage details posted online; used to inform potential RFP
Review peer districts to understand their models for after-school care and enrichment	Afterschool Care Subcommittee, Full Committee	Summary of practices in at least 5 peer districts; evaluation of what may work in Sudbury	Districts selected and reviewed; findings summarized	Final report posted online with recommendations
Collate findings into a final report and determine next steps, including potential RFP	Afterschool Care Subcommittee, Full Committee	Final report with space, transportation, partnership, and program models	Draft of combined findings complete	Final report presented to School Committee; RFP developed and/or action plan adopted (if applicable)

# **Sudbury Public Schools School Committee Meeting**

**Date:** June 16, 2025

**Agenda Item:** 4d

**Gender Identity Policy**

**Recommendation:**

**Move to have Council review the Transgender and Gender Nonconforming Student / Gender Identity and Inclusivity policy as amended.**

**Background Information:**

**Attachments:**

**DRAFT - JBD Transgender and Gender Nonconforming Student\_12122024**

**SafeSchools\_Email\_06022025.pdf**

**SafeSchoolsSampleTemplate\_Policy on Gender Identity and Inclusivity.pdf**

**Redlined**

**Draft Policy on Gender Identity and Inclusivity**

**Supporting All Students- Office of the Commissioner.pdf**

**DESE Guidance for MA Public Schools.pdf**

**Westford\_P5325.pdf**

**WestonJBD.pdf**

**WestonAdministrative forJBD.pdf**

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



*Below is the policy the Policy Subcommittee voted to move forward to the full committee on December 12, 2024.*

## **DRAFT (JBD) Transgender and Gender Nonconforming Student**

The Sudbury Public Schools strive to provide a safe, respectful, and supportive learning environment in which all students can thrive and succeed in its schools. The Sudbury Public Schools prohibits discrimination on the basis of race, color, sex, gender identity, religion, national origin, or sexual orientation and ensures that all students have equal rights of access and equal enjoyment of the opportunities, advantages, privileges, and courses of study.

Understanding the terminology associated with gender identity is important to providing a safe and supportive school environment for students whose rights are protected under the law. The following terms are defined to assist in understanding the guidance presented. Although these are the most commonly used terms, students may prefer other terms to describe their gender identity, appearance, or behavior.

Gender expression: the manner in which a person represents or expresses gender to others, often through behavior, clothing, hairstyles, activities, voice, or mannerisms.

Gender identity: a person's deeply held sense or psychological knowledge of their own gender, which can include being female, male, another gender, or no gender. Gender identity is an innate and largely inflexible part of a person's identity. One's gender identity can be the same or different than the gender assigned at birth.

Gender nonconforming: a term used to describe people whose gender expression differs from stereotypical expectations. The terms "gender variant" or "gender atypical" are also used.

Non-binary: a term used to define people whose gender is not exclusively male or female, including those who identify with a gender other than male or female, as more than one gender, or no gender.

Transgender: an umbrella term used to describe a person whose gender identity or gender expression is different from that traditionally associated with the assigned sex at birth.

Transition: the process in which a person goes from living and identifying as one gender to living and identifying as another. Transition is a process that is different for everyone, and it may or may not involve social, legal, or physical changes.

### **STUDENT TRANSITIONS**

A student chooses when to transition. Regardless of the timing of a student's transition, the school shall act in accordance with the following age-appropriate rules.

ELEMENTARY SCHOOL: Generally, it will be the parent/guardian that informs the school of the impending transition. However, it is not unusual for a student's desire to transition to first surface at school. If school staff believe that a gender identity or expression issue is

presenting itself and creating difficulty for the child at school, approaching parents/guardians about the issue is appropriate at the elementary level, after discussion with the student to ensure the prospect of such a conversation with the parent/guardian does not provoke fear in the child. Together, the family and school can then identify appropriate steps to support the student.

**SECONDARY SCHOOL:** Generally, notification of a student's parent/guardian about his or her gender identity, expression or transition is unnecessary, as they are already aware and may be supportive. In some cases, however, notifying parents/guardians carries risks for the student. Prior to notification of any parent/guardian regarding the transition process, school staff should work closely with the student to assess the degree to which, if any, the parent/guardian will be involved in the process and must consider the physical and mental health, well-being, and safety of the transitioning student.

When a student is transitioning or notifies the school of a plan to transition, the school shall offer to meet with the student (and parents/guardians if they are involved in the process) to ascertain desires and concerns, and to discuss a plan that will create the conditions supporting a safe and accepting environment at the school for the student. This plan may include items such as: the student's chosen name and pronoun; a plan to initiate the use of the student's chosen name and pronoun within school; communication between the school and the parent/guardian; name and gender markers in the student record; and the student's right to use restrooms, locker rooms or changing facilities, in accordance with the policy outlined below.

## **PRIVACY**

All persons, including students, have a right to privacy, and this includes the right to keep one's transgender status private at school. Protecting the privacy of transgender and gender nonconforming students must be a top priority for staff. Information about a student's transgender status, legal name, or gender assigned at birth may constitute confidential medical information.

Disclosing this information to other students, the student's parents/guardians, or other third parties may violate privacy laws, such as the federal Family Educational Rights and Privacy Act. Transgender and gender nonconforming students have the right to discuss and express their gender identity and expression openly and to decide when, with whom, and how much to share private information. The fact that a student chooses to disclose his or her transgender status to staff or other students does not authorize school staff to disclose other medical information about the student. Also, to prevent a breach of confidentiality, unless the student or parent/guardian has specified otherwise, school staff should use the student's legal name and the pronoun corresponding to the student's gender assigned at birth when communicating with the parent/guardian of a transgender student.

## **OFFICIAL RECORDS**

Changes of a student's name and/or gender marker within the student records should be made upon request of the student and/or parent/guardian, depending on the student's age/grade, as set out in the student records regulations. 603 CMR 23.01; 603 CMR 23.08. For students under 14 years old, only the parent/guardian may request the change. For students who are older than 14 years old, Massachusetts recognizes common law name changes, which means that anyone can use their chosen name for an honest purpose. Therefore, when requested to do so, the school will record the student's chosen name and gender marker on all records, whether or not the student, parent/guardian provides the school with a court order formalizing a name change. If a change is made to the student's name and/or gender marker in the student record, the

school should seal all prior records that contain the student's birth name and/or gender in a separate, confidential file.

### **NAMES AND PRONOUNS**

Every student has the right to be addressed by a name and pronoun that corresponds to the student's gender identity. A court-ordered name or gender change is not required, and the student need not change his or her official records to be afforded the respect of having school staff use the pronoun requested. However, unless the student has requested otherwise, when communicating with the parent/guardian of a student, all staff shall use the student's legal name and the pronoun corresponding to the student's gender assigned at birth. It is strongly recommended that a trained staff member privately ask transgender or gender nonconforming students at the beginning of the school year how they want to be addressed in class, in the school's correspondence to the home, and at conferences with the student's parent/guardian. In accordance with the student's desires, the staff member should disseminate the student's chosen name and pronoun to other staff who may be in regular contact with the student and/or the student's home, to ensure the student is appropriately addressed and referred to. As noted above, this conversation about the student's chosen name and pronoun should be part of the initial planning meeting with the student.

### **FACILITIES**

With respect to all restrooms, locker rooms or changing facilities, students shall have access to facilities that correspond to their gender identity. In any gender segregated facility, any student who is uncomfortable using a shared facility, regardless of the reason, shall, upon the student's request, be provided with a safe and non-stigmatizing alternative. This may include, for example, the addition of a privacy partition or curtain, provision to use a nearby private restroom or office, or a separate changing schedule. However, requiring a transgender or gender nonconforming student to use a separate, nonintegrated space threatens to publicly identify and marginalize the student as transgender and should not be done.

### **PHYSICAL EDUCATION CLASSES AND INTRAMURAL AND INTERSCHOLASTIC ATHLETICS**

All students shall be permitted to participate in physical education classes and intramural sports in a manner consistent with their gender identity. Furthermore, unless precluded by state interscholastic association policies, all students shall be permitted to participate in interscholastic athletics in a manner consistent with their gender identity.

### **OTHER GENDER-BASED ACTIVITIES, RULES, POLICIES AND PRACTICES**

As a general matter, schools should evaluate all gender-based activities, rules, policies, and practices, including but not limited to classroom activities, extra-curricular activities, school ceremonies, school photos, and documentation requests, such as field trip permission forms, and maintain only those that have a clear and sound pedagogical purpose and do not violate anti-discrimination law. Students shall be permitted to participate in any such activities or conform to any such rule, policy, or practice consistent with their gender identity.

### **DRESS CODE**

Students shall have the right to dress in accordance with their gender identity, within the constraints of the dress codes adopted by the school. School staff shall not enforce a school's dress code more strictly against transgender and gender nonconforming students than other students.

### **EDUCATION & PROFESSIONAL DEVELOPMENT**

The school district shall incorporate training about transgender and gender nonconforming students into its anti-bullying and non-discrimination curriculum, student leadership training and staff professional development in order to promote a safe and supportive environment for all students and staff.

Consistent with this policy and applicable laws and guidance, the Superintendent of Schools shall promulgate administrative procedures to address steps that school staff should take to create a culture where transgender and gender nonconforming students feel safe, supported and fully included. The administrative guidelines should, at a minimum, address the following areas:

1. terms, concepts, and current developmental understandings of gender identity, gender expression, and gender diversity in children and adolescents;
2. developmentally appropriate strategies for communication with students and parents/guardians about issues related to gender identity and gender expression that protect student privacy and safety.

LEGAL REFS.: Massachusetts General Law 4:7 – Definitions of Statutory Terms  
Massachusetts General Law 76:5 – School Attendance: Discrimination  
603 CMR 26.00 – Access to Equal Education Regulations

OTHER REFS.: Massachusetts Department of Elementary and Secondary Education, Guidance for Massachusetts  
Public Schools: Creating a Safe and Supporting School Environment –  
Nondiscrimination on the Basis of Gender Identity

Approved by the Sudbury School Committee on **DATE**



Karyn Jones &lt;karyn\_jones@sudbury.k12.ma.us&gt;

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## Gender Identity Policy

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**Wheeler, Jason (DESE)** <Jason.Wheeler2@mass.gov>

Mon, Jun 2, 2025 at 5:34 PM

To: Karyn Jones &lt;karyn\_jones@sudbury.k12.ma.us&gt;

Hi Karyn,

Thank you again for reaching out—and my apologies for the delay in responding. I'm encouraged to hear that the School Committee is actively reviewing policies that support transgender and gender nonconforming students.

Attached is the sample Gender Identity and Inclusivity policy I previously shared. Please note that this document is intended as one tool among many to support districts in developing a policy that reflects their specific context and community needs. It's a living document that continues to evolve based on district feedback, best practices, and implementation experiences across the Commonwealth.

While I'm not able to attend an upcoming School Committee meeting, the Safe Schools Program remains available to provide training, technical assistance, and implementation support. This support can be tailored for individuals, small groups, or delivered through school- or district-wide professional development.

Please don't hesitate to reach out - we're here to support you.

Most sincerely,

Jason

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Jason P. Wheeler [he.him]

Director | [Safe Schools Program for LGBTQ Students](#)

Email: [jason.wheeler2@mass.gov](mailto:jason.wheeler2@mass.gov)

Let's Connect: [Schedule a Meeting](#)

The Safe Schools Program for LGBTQ Students is a joint program of the Massachusetts Commission on LGBTQ Youth and the Massachusetts Department of Elementary and Secondary Education (DESE).

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**From:** Karyn Jones <[karyn\\_jones@sudbury.k12.ma.us](mailto:karyn_jones@sudbury.k12.ma.us)>  
**Date:** Friday, May 23, 2025 at 12:19 PM  
**To:** Wheeler, Jason (DESE) <[Jason.Wheeler2@mass.gov](mailto:Jason.Wheeler2@mass.gov)>  
**Subject:** Gender Identity Policy

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Hi Jason,

I hope you're doing well!

At our last School Committee meeting, we voted to review the *Transgender and Gender Nonconforming Student* policy that the Policy Subcommittee voted to move forward back in December, along with the *Gender Identity and Inclusivity* policy you had previously emailed me.

Would you mind re-sending that policy?

Additionally, some members of the Committee expressed interest in inviting you to attend an upcoming meeting to help answer any questions they may have about the *Gender Identity and Inclusivity* policy. Our upcoming meeting dates are:

- June 16
- July 21
- August 4
- August 18

Please let me know if any of those dates might work for you—we'd really value your insight.

Thanks so much, and I appreciate your continued support and guidance.

Warmly,

Karyn

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Karyn Jones

Chair, Sudbury School Committee

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**Sample\_ Policy on Gender Identity and Inclusivity.pdf**

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This sample policy is a *living document* developed to support school districts in creating environments that affirm and include all students, including those who are transgender, nonbinary, and gender expansive. It is intended as one tool among many to help guide the development of district-specific policies and practices. Districts are encouraged to adapt this content to reflect their local context, community input, and ongoing learning.

### Sample Language: Policy on Gender Identity and Inclusivity

The [insert district name] are committed to fostering a safe, respectful, and supportive learning environment where all students can thrive and succeed. The district strictly prohibits discrimination based on race, color, sex, gender identity, religion, national origin, sexual orientation, or any other protected characteristic. The district is dedicated to ensuring that every student has equitable access to opportunities, advantages, privileges, and courses of study.

Creating a safe and supportive school environment requires collaboration among students, staff, and families. Family engagement plays a vital role in building understanding and ensuring that all students feel affirmed and supported, both at school and at home.

Understanding terminology related to gender identity is an important step toward fostering this inclusive environment, particularly for students whose rights are protected by law. The definitions provided below aim to enhance understanding of the guidance offered. While these terms are commonly used, it is important to recognize that students and families may prefer different terms to describe a student's gender identity, expression, or experience.

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### Key Terms

- **Gender Expression:** The way a person represents or expresses their gender to others, often through behavior, clothing, hairstyles, activities, voice, or mannerisms.
- **Gender Identity:** A person's deeply held sense or psychological knowledge of their own gender, which may include being female, male, another gender, or no gender. Gender identity is an inherent and integral part of a person's identity and may or may not align with the sex assigned at birth.
- **Gender Nonconforming:** A term used to describe individuals whose gender expression does not align with societal or cultural stereotypes of masculinity or femininity. Terms such as "gender variant" or "gender atypical" may also be used.
- **Nonbinary:** A term used to describe individuals whose gender is not exclusively male or female. This includes people who identify as a gender other than male or female, as more than one gender, or as no gender.
- **Transgender:** An umbrella term for individuals whose gender identity or expression differs from the sex assigned at birth.



- **Transition:** The process by which a person begins to live and identify as a gender different from their sex assigned at birth. Transition can include social, legal, or physical changes, but it varies for each individual and is a highly personal experience.
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## Privacy

All individuals, including students, have the right to privacy, which includes the right to keep their transgender status private at school. Protecting the privacy of transgender, nonbinary, and gender nonconforming students must be a top priority for staff. Information about a student's transgender status, legal name, or sex assigned at birth may be considered confidential and, in some cases, constitute sensitive medical information.

Disclosure of such information to other students, parents/guardians, or third parties without consent may violate privacy laws, including the federal Family Educational Rights and Privacy Act (FERPA). Transgender, nonbinary, and gender nonconforming students have the right to discuss and express their gender identity and expression openly and to decide when, with whom, and how much to share about their private information.

The fact that a student chooses to share their transgender status with staff or peers does not grant permission for school staff to disclose additional private or medical information about the student. To avoid breaches of confidentiality, unless the student or parent/guardian has explicitly indicated otherwise, staff should use the student's legal name and the pronoun corresponding to the student's sex assigned at birth when communicating with the parent/guardian of a transgender or gender nonconforming student.

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## Parent and Guardian Engagement

The district is committed to fostering a supportive and affirming environment for all students, including those who identify as transgender, nonbinary, or gender nonconforming. To this end, schools will adopt a thoughtful and compassionate approach to engaging parents and guardians on matters related to a student's gender identity.

- **Facilitating Safe and Supportive Communication:** Communication will prioritize the student's safety and well-being. Schools will ensure students are not surprised or unprepared for discussions initiated with their family.
- **Providing Resources and Education:** The district will offer resources, including counseling and educational materials, to students and families as needed and when accepted. These resources aim to foster understanding, support, and positive dialogue.
- **Acknowledging Complex Family Dynamics:** The district recognizes that family beliefs, understanding, and responses may vary. Policies and practices will account for the emotional and complex nature of these conversations, addressing potential challenges

while promoting positive outcomes. In cases where direct family engagement poses risks to the student's safety or well-being, schools will provide students with alternate avenues of support to ensure their needs are met without compromising their sense of security.

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## **Student Records and Name/Gender Marker Changes**

The district is committed to respecting and affirming a student's identity in all aspects, including within student records. Requests to update a student's name and/or gender marker in school records will be addressed thoughtfully, in alignment with the regulations set forth in 603 CMR 23.01 and 603 CMR 23.08.

- **Informal Updates:** Informal updates, such as using a student's chosen name and gender marker in day-to-day interactions or non-official records, may be made upon request by the student and/or parent or guardian, depending on the student's needs and circumstances.
  - **Formal Changes to Records:** Formal changes to official student records require a request from a parent or guardian for students under the age of 14. Massachusetts recognizes common law name changes for honest purposes; therefore, formal changes to official records will be conducted in full compliance with applicable laws, ensuring the protection of the student's rights while thoughtfully considering the role and involvement of their family.
  - **Confidentiality of Prior Records:** When a formal change is made, the school will seal all prior records containing the student's birth name and/or gender marker in a separate, confidential file. Access to these records will be limited and consistent with privacy laws and regulations.
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## **Facilities**

Students shall have access to restrooms, locker rooms, and other facilities that align with their gender identity. Any student, for any reason, who feels uncomfortable using a shared facility will be provided with a safe and non-stigmatizing alternative upon request. Options may include the use of a privacy partition, curtain, nearby private restroom, office space, or an adjusted schedule for changing.

Requiring any student to use separate, nonintegrated facilities risks singling them out and marginalizing them. Such practices should be avoided to promote respect, affirmation, and a sense of belonging for all students.

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## **Physical Education Classes and Athletics**

All students shall be permitted to participate in physical education classes and sports in a manner consistent with their gender identity. For interscholastic athletics, participation shall also align with the policies set forth by the Massachusetts Interscholastic Athletic Association (MIAA), which permits students to participate in athletic activities consistent with their gender identity. The district will support students in navigating the MIAA process, ensuring it is inclusive, affirming, and respectful of the student's rights and well-being.

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### **Gender-Based Activities, Rules, Policies, and Practices**

Schools should review all gender-based activities, rules, policies, and practices—including, but not limited to, classroom activities, extracurricular programs, school ceremonies, school photos, and documentation requests (e.g., field trip permission forms)—to ensure they serve a clear, sound educational purpose and comply with anti-discrimination laws. Whenever possible, schools should eliminate unnecessary gender-based distinctions to foster an inclusive environment for all students, including nonbinary students.

Students, including those who are nonbinary, shall be allowed to participate in these activities or follow such rules, policies, or practices in a manner consistent with their gender identity. Schools must ensure that all students have equitable access to opportunities and experiences, regardless of their gender identity or expression.

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### **Dress Code**

Students have the right to dress in a manner consistent with their gender identity, provided they comply with the school's adopted dress code. Schools must apply dress code policies equitably and shall not enforce dress code standards more strictly or differently for transgender, nonbinary, or gender nonconforming students than for any other students.

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### **Education & Professional Development**

The school district shall integrate training on transgender, nonbinary, and gender nonconforming students into its anti-bullying and non-discrimination curriculum, student leadership initiatives, and staff professional development programs. These efforts aim to promote a safe, supportive, and inclusive environment for all students and staff.

The district is committed to integrating inclusive and affirming content into all areas of the curriculum, ensuring representation of diverse identities, including LGBTQ+ individuals, to foster understanding, empathy, and respect among students.

In alignment with this policy and applicable laws and guidance, the Superintendent of Schools shall develop and implement administrative procedures to foster a culture where transgender, nonbinary, and gender nonconforming students feel safe, supported, and fully included. These guidelines will address the following, at a minimum:

- Key terms, concepts, and current understandings of gender identity, gender expression, and gender diversity in children and adolescents.
- Developmentally appropriate strategies for communicating with students and parents/guardians about gender identity and gender expression, ensuring student privacy and safety are prioritized.

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### Resources:

- [2024-2025 Commissioner Letter to District and School Leaders about the Safe Schools Program for LGBTQ Students](#) : This memo is intended for Superintendents, Assistant Superintendents, Charter School Leaders, and Elementary, Middle, and High School Principals to support their efforts in creating safe and supportive school environments for LGBTQ students.
- [Guidance on Schools' Legal Obligations Regarding Hate and Bias Incidents](#) : This document, issued collaboratively by the Office of the Attorney General, the Executive Office of Education, and the Department of Elementary and Secondary Education, provides updated guidance on schools' legal responsibilities to prevent and address hate and bias incidents.
- [Part I, Title XII, Chapter 76, Section 5](#) : This law guarantees that all students, regardless of their protected characteristics, have equal access to public education and are safeguarded from discrimination. It plays a vital role in fostering inclusive and safe schools for all students in Massachusetts, including those who identify as LGBTQ.
- [DESE Regulations: Access to Equal Educational Opportunity](#): This link provides information on Massachusetts regulations (603 CMR 26.00) ensuring equal access to educational opportunities and prohibiting discrimination in public schools.
- [Principles for Ensuring Safe and Supportive Learning Environments for LGBTQ Students](#): Strategies for preventing discrimination and promoting inclusivity for LGBTQ students, adopted by the Massachusetts Board of Elementary and Secondary Education to guide schools in implementing supportive policies, curricula, and staff training.
- [Guidance on Supporting Transgender and Gender-Nonconforming Students](#) – This document provides guidance for Massachusetts public schools on supporting transgender and gender nonconforming students, including best practices for respecting gender identity and ensuring an inclusive school environment.
- [Guidance on Parental Notification for Bullying Based on Sexual Orientation or Gender Identity](#) – This document provides guidance on notifying parents when a student has been bullied based on sexual orientation or gender identity, helping schools navigate appropriate and supportive communication practices.

- [Additional information on Massachusetts Laws and Policies](#) — This web link provides key legal information about the rights and protections for LGBTQ students in Massachusetts schools, outlining laws and policies that safeguard them from discrimination and ensure they have equal access to educational opportunities, which is crucial for fostering a supportive and inclusive environment.

(JBD)

## ~~Transgender and Gender Nonconforming Student~~ Gender Identity and Inclusivity

The Sudbury Public Schools ~~are committed to fostering~~ ~~strive to provide~~ a safe, respectful, and supportive learning environment ~~where in which~~ all students can thrive and succeed in ~~its schools~~. The ~~district~~ ~~Sudbury Public Schools~~ ~~strictly~~ prohibits discrimination ~~on the basis of~~ ~~based on~~ race, color, sex, gender identity, religion, national origin, ~~or sexual orientation,~~ ~~or any other protected characteristic.~~ The district is ~~dedicated to ensuring~~ ~~and ensures~~ that all ~~every~~ students ~~have~~ ~~has~~ equal equitable rights of access and equal enjoyment of the ~~to~~ opportunities, advantages, privileges, and courses of study.

Creating a safe and supportive school environment requires collaboration among students, staff, and families. Family engagement plays a vital role in building understanding and ensuring that all students feel affirmed and supported, both at school and at home.

Understanding the terminology ~~associated with~~ ~~related to~~ gender identity is ~~an~~ important ~~step toward~~ ~~providing~~ ~~fostering~~ this inclusive environment, particularly ~~a safe and supportive school environment~~ for students whose rights are protected ~~under the~~ ~~by~~ law. The definitions provided below aim to enhance ~~The following terms are defined to assist in~~ understanding of the guidance ~~offered~~ ~~presented.~~ ~~Although~~ While these ~~terms~~ are the most commonly used ~~terms,~~ it is important to recognize that students and families may prefer ~~other~~ ~~different~~ terms to describe ~~their~~ ~~a student's~~ gender identity, ~~expression,~~ or experience. ~~appearance,~~ or behavior.

### Key Terms

Gender Expression: The ~~way~~ manner in which a person represents or expresses gender to others, often through behavior, clothing, hairstyles, activities, voice, or mannerisms.

Gender Identity: A person's deeply held sense or psychological knowledge of their own gender, which ~~can~~ ~~may~~ include being female, male, another gender, or no gender. Gender identity is an innate inherent and integral largely inflexible part of a person's identity ~~and may or may not align with the sex.~~ One's gender identity can be the same or different than the gender assigned at birth.

Gender Nonconforming: A term used to describe ~~people~~ ~~individuals~~ whose gender expression ~~does not align with societal or cultural stereotypes of masculinity or femininity.~~ ~~differs from~~ ~~stereotypic expectations.~~ The Terms ~~such as~~ "gender variant" or "gender atypical" ~~are~~ ~~may~~ also be used.

Nonbinary: A term used to ~~define people~~ ~~describe individuals~~ whose gender is not exclusively male or female. ~~This including~~ ~~includes people~~ ~~those who identify with~~ ~~as~~ a gender other than male or female, as more than one gender, or ~~as~~ no gender.

Transgender: An umbrella term ~~used to describe a person~~ ~~for individuals~~ whose gender identity or gender expression is different from that traditionally associated with the ~~sex~~ assigned ~~sex~~ at birth.

Transition: The process in which a person ~~goes~~ ~~begins to live and identify~~ ~~from living and~~ ~~identifying as one~~ ~~a~~ gender ~~different from their sex assigned at birth.~~ ~~to living and identifying as~~ ~~another.~~ Transition ~~can include~~ ~~is a process that is different for everyone,~~ and it may or may not involve social, legal, or physical changes, ~~but it varies for each individual and is a highly personal~~ ~~experience.~~

## STUDENT TRANSITIONS

A student chooses when to transition. Regardless of the timing of a student's transition, the school shall act in accordance with the following age appropriate rules.

ELEMENTARY SCHOOL: Generally, it will be the parent/guardian that informs the school of the impending transition. However, it is not unusual for a student's desire to transition to first surface at school. If school staff believe that a gender identity or expression issue is presenting itself and creating difficulty for the child at school, approaching parents/guardians about the issue is appropriate at the elementary level, after discussion with the student to ensure the prospect of such a conversation with the parent/guardian does not provoke fear in the child. Together, the family and school can then identify appropriate steps to support the student.

SECONDARY SCHOOL: Generally, notification of a student's parent/guardian about his or her gender identity, expression or transition is unnecessary, as they are already aware and may be supportive. In some cases, however, notifying parents/guardians carries risks for the student. Prior to notification of any parent/guardian regarding the transition process, school staff should work closely with the student to assess the degree to which, if any, the parent/guardian will be involved in the process and must consider the physical and mental health, well-being, and safety of the transitioning student.

When a student is transitioning or notifies the school of a plan to transition, the school shall offer to meet with the student (and parents/guardians if they are involved in the process) to ascertain desires and concerns, and to discuss a plan that will create the conditions supporting a safe and accepting environment at the school for the student. This plan may include items such as: the student's chosen name and pronoun; a plan to initiate the use of the student's chosen name and pronoun within school; communication between the school and the parent/guardian; name and gender markers in the student record; and the student's right to use restrooms, locker rooms or changing facilities, in accordance with the policy outlined below.

## PRIVACY

All **individuals** ~~persons~~, including students, have a right to privacy, and ~~this~~ **which** includes the right to keep ~~one's~~ **their** transgender status private at school. Protecting the privacy of transgender, **nonbinary**, and gender nonconforming students must be a top priority for staff. Information about a student's transgender status, legal name, or ~~gender~~ **sex** assigned at birth may ~~be considered~~ **constitute** confidential ~~and, in some cases, constitute sensitive~~ medical information.

~~Disclosing~~ **Disclosure of such** ~~this~~ information to other students, ~~the student's~~ parents/guardians, or ~~other~~ third parties ~~without consent~~ may violate privacy laws, such as **including** the federal Family Educational Rights and Privacy Act (**FERPA**). Transgender, **nonbinary**, and gender nonconforming students have the right to discuss and express their gender identity and expression openly and to decide when, with whom, and how much to share **about their** private information.

The fact that a student chooses to ~~disclose~~ **share** ~~his or her~~ **their** transgender status ~~to~~ **with** staff or **peers** ~~other students~~ does not ~~authorize~~ **grant permission for** school staff to disclose **additional private or** ~~other~~ medical information about the student. ~~Also, to prevent a~~ **To avoid** breaches of confidentiality, unless the student or parent/guardian has **explicitly indicated** ~~specified~~ otherwise, ~~school~~ staff should use the student's legal name and the pronoun corresponding to the student's ~~gender~~ **sex** assigned at birth when communicating with the parent/guardian of a transgender **or gender nonconforming** student.

## Parent and Guardian Engagement

The district is committed to fostering a supportive and affirming environment for all students, including those who identify as transgender, nonbinary, or gender nonconforming. To this end, schools will adopt a thoughtful and compassionate approach to engaging parents and guardians on matters related to a student's gender identity.

- **Facilitating Safe and Supportive Communication:** Communication will prioritize the student's safety and well-being. Schools will ensure students are not surprised or unprepared for discussions initiated with their family.
- **Providing Resources and Education:** The district will offer resources, including counseling and educational materials, to students and families as needed and when accepted. These resources aim to foster understanding, support, and positive dialogue.
- **Acknowledging Complex Family Dynamics:** The district recognizes that family beliefs, understanding, and responses may vary. Policies and practices will account for the emotional and complex nature of these conversations, addressing potential challenges while promoting positive outcomes. In cases where direct family engagement poses risks to the student's safety or well-being, schools will provide students with alternate avenues of support to ensure their needs are met without compromising their sense of security.

## OFFICIAL RECORDS

~~Changes of a student's name and/or gender marker within the student records should be made upon request of the student and/or parent/guardian, depending on the student's age/grade, as set out in the student records regulations. 603 CMR 23.01; 603 CMR 23.08. For students under 14 years old, only the parent/guardian may request the change. For students who are older than 14 years old, Massachusetts recognizes common law name changes, which means that anyone can use their chosen name for an honest purpose. Therefore, when requested to do so, the school will record the student's chosen name and gender marker on all records, whether or not the student, parent/guardian provides the school with a court order formalizing a name change. If a change is made to the student's name and/or gender marker in the student record, the school should seal all prior records that contain the student's birth name and/or gender in a separate, confidential file.~~

## NAMES AND PRONOUNS

~~Every student has the right to be addressed by a name and pronoun that corresponds to the student's gender identity. A court-ordered name or gender change is not required, and the student need not change his or her official records to be afforded the respect of having school staff use the pronoun requested. However, unless the student has requested otherwise, when communicating with the parent/guardian of a student, all staff shall use the student's legal name and the pronoun corresponding to the student's gender assigned at birth. It is strongly recommended that a trained staff member privately ask transgender or gender nonconforming students at the beginning of the school year how they want to be addressed in class, in the school's correspondence to the home, and at conferences with the student's parent/guardian. In accordance with the student's desires, the staff member should disseminate the student's chosen name and pronoun to other staff who may be in regular contact with the student and/or the student's home, to ensure the student is appropriately addressed and referred to. As noted above, this conversation about the student's chosen name and pronoun should be part of the initial planning meeting with the student.~~

## Student Records and Name/Gender Marker Changes

The district is committed to respecting and affirming a student's identity in all aspects, including within student records. Requests to update a student's name and/or gender marker in school records will be addressed thoughtfully, in alignment with the regulations set forth in 603 CMR 23.01 and 603 CMR 23.08.



- **Informal Updates:** Informal updates, such as using a student's chosen name and gender marker in day-to-day interactions or non-official records, may be made upon request by the student and/or parent or guardian, depending on the student's needs and circumstances.
- **Formal Changes to Records:** Formal changes to official student records require a request from a parent or guardian for students under the age of 14. Massachusetts recognizes common law name changes for honest purposes; therefore, formal changes to official records will be conducted in full compliance with applicable laws, ensuring the protection of the student's rights while thoughtfully considering the role and involvement of their family.
- **Confidentiality of Prior Records:** When a formal change is made, the school will seal all prior records containing the student's birth name and/or gender marker in a separate, confidential file. Access to these records will be limited and consistent with privacy laws and regulations.

## FACILITIES

With respect to all restrooms, locker rooms or changing facilities, ~~Students shall have access to restrooms, locker rooms, and other facilities that correspond to~~ align with their gender identity. ~~In any gender-segregated facility, Any student, for any reason, who is feels uncomfortable using a shared facility; regardless of the reason, shall, will upon the student's request be provided with a safe and non-stigmatizing alternative upon request. This may include, for example, Options may include the addition use of a privacy partition, or curtain, provision to use a nearby private restroom, or office space, or an adjusted schedule for changing. separate changing schedule.~~

~~However, Requiring any student to use a transgender or gender nonconforming student to use a separate, nonintegrated facilities risks singling them out and space threatens to publicly identify and marginalizing them. student as transgender and should not be done. Such practices should be avoided to promote respect, affirmation, and a sense of belonging for all students.~~

## PHYSICAL EDUCATION CLASSES AND INTRAMURAL AND INTERSCHOLASTIC ATHLETICS

All students shall be permitted to participate in physical education classes and intramural sports in a manner consistent with their gender identity. ~~For interscholastic athletics, participation shall also align with the policies set forth by the Massachusetts Interscholastic Athletic Association (MIAA), which permits students to participate in athletic activities consistent with their gender identity. The district will support students in navigating the MIAA process, ensuring it is inclusive, affirming, and respectful of the student's rights and well-being. Furthermore, unless precluded by state interscholastic association policies, all students shall be permitted to participate in interscholastic athletics in a manner consistent with their gender identity.~~

## OTHER GENDER-BASED ACTIVITIES, RULES, POLICIES AND PRACTICES

~~As a general matter, Schools should review evaluate all gender-based activities, rules, policies, and practices – including, but not limited to, classroom activities, extracurricular programs activities, school ceremonies, school photos, and documentation requests (e.g., field trip permission forms) – to ensure they serve clear, sound educational purpose and comply with, such as field trip permission forms, and maintain only those that have a clear and sound pedagogical purpose and do not violate anti-discrimination laws. Whenever possible, schools should eliminate unnecessary gender-based distinctions to foster an inclusive environment for all students, including nonbinary students. Students shall be permitted to participate in any such activities or conform to any such rule, policy, or practice consistent with their gender identity.~~

Students, including those who are nonbinary, shall be allowed to participate in these activities or follow such rules, policies, or practices in a manner consistent with their gender identity. Schools must ensure that all students have equitable access to opportunities and experiences, regardless of their gender identity or expression.

## DRESS CODE

Students shall have the right to dress in a manner consistent with their gender identity, provided they comply with the school's adopted dress code. Schools must apply dress code policies equitably and shall not enforce dress code standards more strictly or differently against transgender, nonbinary, and gender nonconforming students than for any other students.

## EDUCATION & PROFESSIONAL DEVELOPMENT

The school district shall integrate training about transgender, nonbinary, and gender nonconforming students in its anti-bullying and non-discrimination curriculum, student leadership initiatives training, and staff professional development programs. These efforts aim to promote a safe, and supportive, and inclusive environment for all students and staff.

The district is committed to integrating inclusive and affirming content in all areas of the curriculum, ensuring representation of diverse identities, including LGBTQ+ individuals, to foster understanding, empathy, and respect among students.

Consistent In alignment with this policy and applicable laws and guidance, the Superintendent of Schools shall develop promulgate administrative procedures to address steps that school staff should take to create foster a culture where transgender, nonbinary, and gender nonconforming students feel safe, supported, and fully included. The administrative These guidelines will address the following should at a minimum, address the following areas:

1. Key terms, concepts, and current developmental understandings of gender identity, gender expression, and gender diversity in children and adolescents;
2. Developmentally appropriate strategies for communication communicating with students and parents/guardians about issues related to gender identity and gender expression, ensuring that protect student privacy and safety are prioritized.

LEGAL REFS.: Massachusetts General Law 4:7 – Definitions of Statutory Terms  
Massachusetts General Law 76:5 – School Attendance: Discrimination  
603 CMR 26.00 – Access to Equal Education Regulations

OTHER REFS.: Massachusetts Department of Elementary and Secondary Education, Guidance for Massachusetts  
Public Schools: Creating a Safe and Supporting School Environment –  
Nondiscrimination on the Basis of Gender Identity

Approved by the Sudbury School Committee on DATE

## **Draft JBD Policy on Gender Identity and Inclusivity**

The Sudbury Public Schools are committed to fostering a safe, respectful, and supportive learning environment where all students can thrive and succeed. The district strictly prohibits discrimination based on race, color, sex, gender identity, religion, national origin, sexual orientation, or any other protected characteristic. The district is dedicated to ensuring that every student has equitable access to opportunities, advantages, privileges, and courses of study.

Creating a safe and supportive school environment requires collaboration among students, staff, and families. Family engagement plays a vital role in building understanding and ensuring that all students feel affirmed and supported, both at school and at home.

Understanding terminology related to gender identity is an important step toward fostering this inclusive environment, particularly for students whose rights are protected by law. The definitions provided below aim to enhance understanding of the guidance offered. While these terms are commonly used, it is important to recognize that students and families may prefer different terms to describe a student's gender identity, expression, or experience.

### **Key Terms**

- **Gender Expression:** The way a person represents or expresses their gender to others, often through behavior, clothing, hairstyles, activities, voice, or mannerisms.
- **Gender Identity:** A person's deeply held sense or psychological knowledge of their own gender, which may include being female, male, another gender, or no gender. Gender identity is an inherent and integral part of a person's identity and may or may not align with the sex assigned at birth.
- **Gender Nonconforming:** A term used to describe individuals whose gender expression does not align with societal or cultural stereotypes of masculinity or femininity. Terms such as "gender variant" or "gender atypical" may also be used.
- **Nonbinary:** A term used to describe individuals whose gender is not exclusively male or female. This includes people who identify as a gender other than male or female, as more than one gender, or as no gender.
- **Transgender:** An umbrella term for individuals whose gender identity or expression differs from the sex assigned at birth.
- **Transition:** The process by which a person begins to live and identify as a gender different from their sex assigned at birth. Transition can include social, legal, or physical changes, but it varies for each individual and is a highly personal experience.

### **Privacy**

All individuals, including students, have the right to privacy, which includes the right to keep their

transgender status private at school. Protecting the privacy of transgender, nonbinary, and gender nonconforming students must be a top priority for staff. Information about a student's transgender status, legal name, or sex assigned at birth may be considered confidential and, in some cases, constitute sensitive medical information.

Disclosure of such information to other students, parents/guardians, or third parties without consent may violate privacy laws, including the federal Family Educational Rights and Privacy Act (FERPA). Transgender, nonbinary, and gender nonconforming students have the right to discuss and express their gender identity and expression openly and to decide when, with whom, and how much to share about their private information.

The fact that a student chooses to share their transgender status with staff or peers does not grant permission for school staff to disclose additional private or medical information about the student. To avoid breaches of confidentiality, unless the student or parent/guardian has explicitly indicated otherwise, staff should use the student's legal name and the pronoun corresponding to the student's sex assigned at birth when communicating with the parent/guardian of a transgender or gender nonconforming student.

### **Parent and Guardian Engagement**

The district is committed to fostering a supportive and affirming environment for all students, including those who identify as transgender, nonbinary, or gender nonconforming. To this end, schools will adopt a thoughtful and compassionate approach to engaging parents and guardians on matters related to a student's gender identity.

- **Facilitating Safe and Supportive Communication:** Communication will prioritize the student's safety and well-being. Schools will ensure students are not surprised or unprepared for discussions initiated with their family.
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- **Acknowledging Complex Family Dynamics:** The district recognizes that family beliefs, understanding, and responses may vary. Policies and practices will account for the emotional and complex nature of these conversations, addressing potential challenges while promoting positive outcomes. In cases where direct family engagement poses risks to the student's safety or well-being, schools will provide students with alternate avenues of support to ensure their needs are met without compromising their sense of security.

### **Student Records and Name/Gender Marker Changes**

The district is committed to respecting and affirming a student's identity in all aspects, including within student records. Requests to update a student's name and/or gender marker in school records will be addressed thoughtfully, in alignment with the regulations set forth in 603 CMR 23.01 and 603 CMR 23.08.

- **Informal Updates:** Informal updates, such as using a student's chosen name and gender marker in day-to-day interactions or non-official records, may be made upon request by the student and/or parent or guardian, depending on the student's needs and circumstances.
- **Formal Changes to Records:** Formal changes to official student records require a request from a parent or guardian for students under the age of 14. Massachusetts recognizes common law name changes for honest purposes; therefore, formal changes to official records will be conducted in full compliance with applicable laws, ensuring the protection of the student's rights while thoughtfully considering the role and involvement of their family.
- **Confidentiality of Prior Records:** When a formal change is made, the school will seal all prior records containing the student's birth name and/or gender marker in a separate, confidential file. Access to these records will be limited and consistent with privacy laws and regulations.

## **Facilities**

Students shall have access to restrooms, locker rooms, and other facilities that align with their gender identity. Any student, for any reason, who feels uncomfortable using a shared facility will be provided with a safe and non-stigmatizing alternative upon request. Options may include the use of a privacy partition, curtain, nearby private restroom, office space, or an adjusted schedule for changing.

Requiring any student to use separate, nonintegrated facilities risks singling them out and marginalizing them. Such practices should be avoided to promote respect, affirmation, and a sense of belonging for all students.

## **Physical Education Classes and Athletics**

All students shall be permitted to participate in physical education classes and sports in a manner consistent with their gender identity. For interscholastic athletics, participation shall also align with the policies set forth by the Massachusetts Interscholastic Athletic Association (MIAA), which permits students to participate in athletic activities consistent with their gender identity. The district will support students in navigating the MIAA process, ensuring it is inclusive, affirming, and respectful of the students' rights and well-being.

## **Gender-Based Activities, Rules, Policies, and Practices**

Schools should review all gender-based activities, rules, policies, and practices—including, but not limited to, classroom activities, extracurricular programs, school ceremonies, school photos, and documentation requests (e.g., field trip permission forms)—to ensure they serve a clear, sound educational purpose and comply with anti-discrimination laws. Whenever possible, schools should eliminate unnecessary gender-based distinctions to foster an inclusive environment for all students, including nonbinary students.

Students, including those who are nonbinary, shall be allowed to participate in these activities or follow such rules, policies, or practices in a manner consistent with their gender identity. Schools must ensure that all students have equitable access to opportunities and experiences, regardless of their gender identity or expression.

### **Dress Code**

Students have the right to dress in a manner consistent with their gender identity, provided they comply with the school's adopted dress code. Schools must apply dress code policies equitably and shall not enforce dress code standards more strictly or differently for transgender, nonbinary, or gender nonconforming students than for any other students.

### **Education & Professional Development**

The school district shall integrate training on transgender, nonbinary, and gender nonconforming students into its anti-bullying and non-discrimination curriculum, student leadership initiatives, and staff professional development programs. These efforts aim to promote a safe, supportive, and inclusive environment for all students and staff.

The district is committed to integrating inclusive and affirming content into all areas of the curriculum, ensuring representation of diverse identities, including LGBTQ+ individuals, to foster understanding, empathy, and respect among students.

In alignment with this policy and applicable laws and guidance, the Superintendent of Schools shall develop and implement administrative procedures to foster a culture where transgender, nonbinary, and gender nonconforming students feel safe, supported, and fully included. These guidelines will address the following, at a minimum:

- Key terms, concepts, and current understandings of gender identity, gender expression, and gender diversity in children and adolescents.
- Developmentally appropriate strategies for communicating with students and parents/guardians about gender identity and gender expression, ensuring student privacy and safety are prioritized.

LEGAL REFS.: Massachusetts General Law 4:7 – Definitions of Statutory Terms

Massachusetts General Law 76:5 – School Attendance: Discrimination

603 CMR 26.00 – Access to Equal Education Regulations

603 CMR 23.01 - Student Records, Application of Rights

603 CMR 23.08 - Student Records, Amending the Student Record

603 CMR 26.00 - Access to Equal Education Regulations

OTHER REFS.: Massachusetts Department of Elementary and Secondary Education, Guidance  
for Massachusetts

Public Schools: Creating a Safe and Supporting School Environment –

Nondiscrimination on the Basis of Gender Identity

GLSEN Model Local Education Agency Policy on Transgender and Nonbinary  
Students

Approved by the Sudbury School Committee on **DATE**

# Supporting All Students, Including LGBTQ Students

**To:** Superintendents, Charter School Leaders, Leaders of Collaboratives, and Executive Directors of Approved Special Education Schools

**From:** Russell D. Johnston, Acting Commissioner

**Date:** February 7, 2025; updated on February 11, 2025

In light of recent communications from the White House and the U.S. Education Department, I want to share the following with you:

The Department of Elementary and Secondary Education's [Educational Vision](#) remains unchanged. In its simplest form, it is to create a public education system where every student is seen, heard, and valued and where all students have the opportunity to thrive.

This work remains firmly grounded in [Massachusetts General Law Chapter 76, Section 5](#), which prohibits discrimination in public schools based on race, color, sex, gender identity, religion, national origin or sexual orientation, and the [Massachusetts Constitution](#), Article CXIV of which prohibits discrimination based on disability. Massachusetts schools remain responsible for providing a safe and supportive learning environment for all students, and this responsibility under state law is not impacted by recent executive orders at the federal level. Our guidance on [nondiscrimination on the basis of gender identity](#) in public schools is unchanged.

It is essential that schools should continue their support for marginalized students — including LGBTQ students — to reinforce that they belong in their school communities. Research consistently demonstrates that when schools take proactive steps to foster inclusivity - through strong policies, affirming practices, and supportive educators - students experience improved mental health, academic success, and overall well-being.

School and district leaders are strongly encouraged to continue implementing policies and practices that protect all students, including transgender and nonbinary students. The [Safe Schools Program for LGBTQ Students](#) is available to provide training, technical assistance, and implementation support to help schools uphold these commitments. If your school or district would like assistance in continuing this essential work, please reach out through the contact information at the link above.

We can work together so that all students in Massachusetts experience a safe, supportive, and affirming learning environment.

Last Updated: February 11, 2025



# Guidance for Massachusetts Public Schools Creating a Safe and Supportive School Environment

## Nondiscrimination on the Basis of Gender Identity

*An Act Relative to Gender Identity* (Chapter 199 of the Acts of 2011),<sup>1</sup> which became effective on July 1, 2012, amended several Massachusetts statutes prohibiting discrimination on the basis of specified categories, to include discrimination on the basis of gender identity. Among the statutes amended is G.L. c. 76, § 5, prohibiting discrimination on the basis of gender identity against students who enroll in or attend the public schools. G.L. c. 76, §5 now reads as follows:

**Every person shall have a right to attend the public schools of the town where he actually resides, subject to the following section. No school committee is required to enroll a person who does not actually reside in the town unless said enrollment is authorized by law or by the school committee. Any person who violates or assists in the violation of this provision may be required to remit full restitution to the town of the improperly-attended public schools. No person shall be excluded from or discriminated against in admission to a public school of any town, or in obtaining the advantages, privileges and courses of study of such public school on account of race, color, sex, *gender identity*, religion, national origin or sexual orientation. (Emphasis added)**

In June 2012, the Massachusetts Board of Elementary and Secondary Education (Board) adopted revised Access to Equal Education Opportunity Regulations, 603 CMR 26.00, and Charter School Regulations, 603 CMR 1.00, to reflect the broadened student anti-discrimination provision in G.L. c. 76, §5. The Board also directed the Department of Elementary and Secondary Education (Department) to provide guidance to school districts to assist in implementing the gender identity provision.

All students need a safe and supportive school environment to progress academically and developmentally. Administrators, faculty, staff, and students each play an important part in creating and sustaining that environment. This guidance is intended to help school and district administrators take steps to create a culture in which transgender and gender nonconforming students feel safe, supported, and fully included, and to meet each school's obligation to provide equal educational opportunities for all students, in compliance with G.L. c. 76, §5 and the state regulations. The guidance sets out general principles based on the law, and addresses common issues regarding transgender and gender nonconforming students. It offers case studies based on experiences of schools and students in Massachusetts, and reflects the need to consider issues on a case-by-case basis. The list of issues is not exhaustive, and the examples are intended to be illustrative, not prescriptive.

In preparing this guidance, the Department reviewed policies and guidance from several states, organizations, and athletic associations and consulted with the field. We appreciate the input we received from school and district administrators, advocacy groups, parents, students, and other interested constituents.

## Definitions

Understanding the terminology associated with gender identity is important to providing a safe and supportive school environment for students whose rights are protected under the law. The following terms appear in this document and are defined to assist in understanding the guidance presented. Although these are the most commonly used terms, students may prefer other terms to describe their gender identity, appearance, or behavior. The term "gender identity" is specifically defined in the Mass. General Laws, as amended by *An Act Relative to Gender Identity* (the gender identity law).

- **Gender expression:** the manner in which a person represents or expresses gender to others, often through behavior, clothing, hairstyles, activities, voice, or mannerisms.
- **Gender identity:** as defined in part at G.L. c. 4, § 7, is "a person's gender-related identity, appearance or behavior, whether or not that gender-related identity, appearance or behavior is different from that traditionally associated with the person's physiology or assigned sex at birth ..."
- **Gender nonconforming:** a term used to describe people whose gender expression differs from stereotypic expectations. The terms "gender variant" or "gender atypical" are also used.
- **Transgender:** an umbrella term used to describe a person whose gender identity or gender expression is different from that traditionally associated with the assigned sex at birth.

# The Law

The gender identity law amended G.L. c. 76, § 5,<sup>2</sup> to establish that no person shall be excluded from or discriminated against in admission to a public school of any town, or in obtaining the advantages, privileges and courses of study of such public school on account of *gender identity*, among other characteristics. The amended Access to Equal Educational Opportunity regulations, 603 CMR 26.00, and the non-discrimination provision of the Charter School regulations, 603 CMR 1.00, require schools to establish policies and procedures, provide training, and implement and monitor practices to ensure that obstacles to equal access to school programs are removed for all students, including transgender and gender nonconforming students.

All districts and schools should review existing policies, handbooks, and other written materials to ensure that they are updated to reflect the new law. At a minimum, this means including the category of "gender identity" within the identification of legally protected characteristics. For example:

*The [ ] Public Schools strives to provide a safe, respectful, and supportive learning environment in which all students can thrive and succeed in its schools. The [ ] Public Schools prohibits discrimination on the basis of race, color, sex, gender identity, religion, national origin, or sexual orientation and ensures that all students have equal rights of access and equal enjoyment of the opportunities, advantages, privileges, and courses of study.*

The gender identity law reflects the reality that transgender and gender nonconforming students are enrolled in Massachusetts public schools. These students, because of widespread misunderstanding and lack of knowledge about their lives, are at a higher risk for peer ostracism, victimization, and bullying. The 2011 National School Climate Survey by the Gay, Lesbian & Straight Education Network (GLSEN), found that 75.4% of transgender students had been verbally harassed in the previous year, 32.1% had been physically harassed, and 16.8% had been physically assaulted. Educators play an essential role in advocating for the well-being of these students and creating a school culture that supports them.

## Understanding Gender Identity

The gender identity law defines "gender identity" to mean "a person's gender-related identity, appearance or behavior, whether or not that gender-related identity, appearance or behavior is different from that traditionally associated with the person's physiology or assigned sex at birth."<sup>3</sup> The law also states that "[g]ender-related identity may be shown by providing evidence including, but not limited to, medical history, care or treatment of the gender-related identity, consistent and uniform assertion of the gender-related identity or any other evidence that the gender-related identity is sincerely held as part of a person's core identity; provided, however, that gender-related identity shall not be asserted for any improper purpose."<sup>4</sup>

Transgender youth are those whose assigned birth sex does not match their internalized sense of their gender (their "gender-related identity"), and gender nonconforming youth are those whose gender-related identity does not meet the stereotypically expected norms associated with their assigned sex at birth. A transgender boy, for example, is a youth who was assigned the sex of female at birth but has a clear and persistent identity as male. A transgender girl is a youth who was assigned the sex of male at birth but has a clear and persistent identity as female. Gender nonconforming youth range in the ways in which they identify as male, female, some combination of both, or neither.

The responsibility for determining a student's gender identity rests with the student or, in the case of young students not yet able to advocate for themselves, with the parent.<sup>5</sup> One's gender identity is an innate, largely inflexible characteristic of each individual's personality that is generally established by age four, although the age at which individuals come to understand and express their gender identity may vary based on each person's social and familial social development.<sup>6</sup> As a result, the person best situated to determine a student's gender identity is that student himself or herself.

*In one Massachusetts town, the parents of a pre-school-age biologically female child noted throughout the child's early years that their child identified as a boy. For as long as the parents could remember, the child preferred to play with boys rather than girls, wanted a short haircut, rejected wearing any clothing that the child identified as "something a girl would wear," and ignored anyone who called him by his stereotypically feminine name. When it was time for the child to enter kindergarten, the child said to his parents, "You have to tell them when I go to kindergarten that I'm a boy."*

Consistent with the statutory standard, a school should accept a student's assertion of his or her gender identity when there is "consistent and uniform assertion of the gender-related identity, or any other evidence that the gender-related identity is sincerely held as part of a person's core identity." If a student's gender-related identity, appearance, or behavior meets this standard, the only circumstance in which a school may question a student's asserted gender identity is where school personnel have a credible basis for believing that the student's gender-related identity is being asserted for some improper purpose.

In most situations, determining a student's gender identity is simple. A student who says she is a girl and wishes to be regarded that way throughout the school day and throughout every, or almost every, other area of her life, should be respected and treated like a girl. So too with a student who says he is a boy and wishes to be regarded that way throughout the school day and throughout every, or almost every, other area of his life. Such a student should be respected and treated like a boy.

The statute does not *require* consistent and uniform assertion of gender identity as long as there is "other evidence that the gender-related identity is sincerely held as part of [the] person's core identity." Many transgender people experience discrimination, and some experience violence due to their status. Some environments may feel safe and inclusive, and others less so, challenging a person's ability to live consistently

with one gender identity in all aspects of life. For example, it is possible that a biologically male student with a female gender identity as a girl does not express her female gender identity all the time. In one case, such a student agreed to present as a boy when she was in middle school until the student's parents could explain the student's transgender identity to them. The fact that the student did not exclusively assert her female identity did not alter the fact that she had a female gender identity.

Confirmation of a student's asserted gender identity may include a letter from a parent, health care provider, school staff member familiar with the student (a teacher, guidance counselor, or school psychologist, among others), or other family members or friends. A letter from a social worker, doctor, nurse practitioner, or other health care provider stating that a student is being provided medical care or treatment relating to her/his gender identity is one form of confirmation of an asserted gender identity. It is not, however, the exclusive form upon which the school or student may rely. A letter from a clergy member, coach, family friend, or relative stating that the student has asked to be treated consistent with her/his asserted gender identity, or photographs at public events or family gatherings, are other potential forms of confirmation. These examples are intended to be illustrative rather than comprehensive.

*In one Massachusetts middle school, a biologically male student explained to her guidance counselor that she was a transgender girl who expressed her female gender identity only at home. The stress associated with having to hide her female gender identity at school was having a negative impact on her mental health, as well as on her academic performance. The student and her parents asked if it would be okay if she expressed her female gender identity at school. The guidance counselor assured the student and her parents that she could do so. The fact that the student presented no documentation to support her gender identity was not a concern since the school had no reason to believe the request was based on anything other than a sincerely held belief that she had a female gender identity.*

## Gender Transition

Many, though not all, transgender youth undergo the experience of gender transition. The term "gender transition" describes the experience by which a person goes from living and identifying as one gender to living and identifying as another. For most youth, and for all young children, the experience of gender transition involves no medical intervention. Rather, most transgender youth will undergo gender transition through a process commonly referred to as "social transition," whereby they begin to live and identify as the gender consistent with their gender-related identity. Some transgender youth who are close to reaching puberty, or after commencing puberty, may complement social transition with medical intervention that may include hormone suppressants, cross-gender hormone therapy, and, for a small number of young people, a range of gender-confirming surgeries. The decision about whether and how to undergo gender transition is personal and depends on the unique circumstances of each individual. There is no threshold medical or mental health diagnosis or treatment requirement that any student must meet in order to have his or her gender identity recognized and respected by a school.

Some transgender and gender nonconforming students are not openly so at home for reasons such as safety concerns or lack of acceptance. School personnel should speak with the student first before discussing a student's gender nonconformity or transgender status with the student's parent or guardian. For the same reasons, school personnel should discuss with the student how the school should refer to the student, e.g., appropriate pronoun use, in written communication to the student's parent or guardian.

## Names and Pronouns

The issue of the name and pronoun to use in referring to a transgender student is one of the first that schools must resolve to create an environment in which that student feels safe and supported. Transgender students often choose to change the name assigned to them at birth to a name that is associated with their gender identity. As with most other issues involved with creating a safe and supportive environment for transgender students, the best course is to engage the student, and in the case of a younger student, the parent, with respect to name and pronoun use, and agree on a plan to initiate that name and pronoun use within the school. The plan also could include when and how this is communicated to students and their parents. In the case of a transgender student who is enrolling at a new school, it is important that the school respect the student's privacy (see the following section) and chosen name.

*In one situation where a transgender girl was entering high school, she and her parent asked the principal to inform her teachers that even though her school records indicate that her name is John, she goes by the name Jane and uses female pronouns. The school principal sent the following memorandum to the student's classroom teachers: "The student John Smith wishes to be referred to by the name Jane Smith, a name that is consistent with the student's female gender identity. Please be certain to use the student's preferred name in all contexts, as well as the corresponding pronouns. It is my expectation that students will similarly refer to the student by her chosen name and preferred pronouns. Your role modeling will help make a smooth transition for all concerned. If students do not act accordingly, you may speak to them privately after class to request that they do. Continued, repeated, and intentional misuse of names and pronouns may erode the educational environment for Jane. It should not be tolerated and can be grounds for student discipline. If you need any assistance to make sure that Jane Smith experiences a safe, nondiscriminatory classroom atmosphere, please contact me or Ms. O'Neill. - Mr. Jones, Principal."*

Massachusetts' law recognizes common law name changes. An individual may adopt a name that is different from the name that appears on his or her birth certificate provided the change of name is done for an honest reason, with no fraudulent intent. Nothing more formal than usage is required.<sup>7</sup> Hence, when requested, schools should accurately record the student's chosen name on all records, whether or not the student, parent, or guardian provides the school with a court order formalizing a name change.

The Department has a procedure in place to update name changes and gender markers in the Student Information Management System (SIMS) upon request. The document [Assigning State Assigned Student Identifiers \(SASIDs\) to Massachusetts' Public School Students](#) guides schools through changing names and gender markers on school records.



In sum, school personnel should use the student's chosen name and pronouns appropriate to a student's gender identity, regardless of the student's assigned birth sex. For those students who have been attending a school and undergo gender transition while attending school, it is important to develop a plan for initiating use of the chosen name and pronouns consistent with the student's gender identity.

## Privacy, Confidentiality, and Student Records

Under state law, information about a student's assigned birth sex, name change for gender identity purposes, gender transition, medical or mental health treatment related to gender identity, or any other information of a similar nature, regardless of its form, is part of the individual's student record (see Massachusetts Student Records Regulations, 603 CMR 23.00), is confidential, and must be kept private and secure, except in limited circumstances. 603 CMR § 23.04.<sup>8</sup> One circumstance is when authorized school personnel require the information to provide administrative, teaching, counseling, or other services to the student in the performance of their official duties. For transgender students, authorized school personnel could include individuals such as the principal, school nurse, classroom teacher(s), or guidance or adjustment counselor.

When a student new to a school is using a chosen name, the birth name is considered private information and may be disclosed only with authorization as provided under the Massachusetts Student Records Regulations. If the student has previously been known at school or in school records by his or her birth name, the principal should direct school personnel to use the student's chosen name. Every effort should be made to update student records (for example, Individualized Education Programs) with the student's chosen name and not circulate records with the student's assigned birth name. Records with the student's assigned birth name should be kept in a separate, confidential file.

*One school nurse dealt with information in the student's file by starting a new file with the student's chosen name, entered previous medical information (for example, immunizations) under the student's chosen name, and created a separate, confidential folder that contained the student's past information and birth name.*

When determining which, if any, staff or students should be informed that a student's gender identity is different from the assigned birth sex, decisions should be made in consultation with the student, or in the case of a young student, the student's parent or guardian. The key question is whether and how sharing the information will benefit the student.

*In one case, parents of a transgender male-to-female elementary school student requested that only the school principal and the school nurse be aware that the student was assigned the sex of male at birth. After a discussion with the school principal, the parents agreed that the student's teacher, the school secretary, and the district superintendent would also be informed. In this situation, the school principal kept the student's birth certificate in a separate, locked file that only the principal could access, and put a note in the student's other file saying that the principal had viewed the student's birth certificate. In another situation, where a biological male came to school after April vacation as a girl, the school principal and guidance counselor, in collaboration with the student and her parents, developed a plan for communicating information regarding the student's transition to staff, parents, and students. The plan included who was going to say what to whom, and when the communication would take place.*

Transgender and gender nonconforming students may decide to discuss and express their gender identity openly and may decide when, with whom, and how much to share private information. A student who is 14 years of age or older, or who has entered the ninth grade, may consent to disclosure of information from his or her student record. If a student is under 14 and is not yet in the ninth grade, the student's parent (alone) has the authority to decide on disclosures and other student record matters.<sup>9</sup>

## Gender Markers on Student Records

A gender marker is the designation on school and other records that indicates a student's gender. For most students, records that include an indication of a student's gender will reflect a student's assigned birth sex. For transgender students, however, a documented gender marker (for example, "male" or "female" on a permanent record) should reflect the student's gender identity, not the student's assigned sex. This means that if a transgender student whose gender identity is male has a school record that reflects an assigned birth sex as female, then upon request by the student or, in the case of young students not yet able to advocate for themselves, by the parent or guardian, the school should change the gender marker on the record to male.<sup>10</sup> Schools are advised to collect or maintain information about students' gender only when necessary.

*One school reviewed the documentation requests it sent out to families and noticed that field trip permission forms included a line to fill in indicating the student's gender. Upon consideration, the school determined that the requested information was irrelevant to the field trip activities and deleted the line with the gender marker request.*

In addition, transgender students who transition after having completed high school, may ask their previous schools to amend school records or a diploma or transcript that include the student's birth name and gender. When requested, and when satisfied with the gender identity information provided, schools should amend the student's record, including reissuing a high school diploma or transcript, to reflect the student's current name and gender.

## Restrooms, Locker Rooms, and Changing Facilities

All students are entitled to have access to restrooms, locker rooms and changing facilities that are sanitary, safe, and adequate, so they can comfortably and fully engage in their school program and activities. In meeting with the transgender student (and parent) to discuss the issues set forth in this memorandum, it is essential that the principal and student address the student's access to the restrooms, locker room and changing facility. Each situation needs to be reviewed and addressed based on the particular circumstances of the student and the school facilities. In all cases, the principal should be clear with the student (and parent) that the student may access the restroom, locker room, and

changing facility that corresponds to the student's gender identity. While some transgender students will want that arrangement to be comfortable with it. Transgender students who are uncomfortable using a sex-segregated restroom should be provided with an adequate alternative, such as a single "unisex" restroom or the nurse's restroom. Similarly, some transgender students may not be comfortable undressing in the changing facilities that correspond to the student's gender identity. The following are examples of ways in which school officials have responded to these situations:

- In one elementary school, a transgender second-grader socially transitioned from female to male. The principal informed the staff: For the remainder of this year, he will use Nurse Margaret's restroom, and toward the end of the year we will make future determinations of restroom use in consultation with his family.*
- In one middle school, a male-to-female transgender sixth-grader socially transitioned after spring break. For the rest of the school year, she used the nurse's restroom and the other unisex restrooms at the school. Beginning in seventh grade, she used the girls' restroom.*
- In one high school, a transgender male-to-female student was given access to the female changing facility, but the student was uncomfortable using the female changing facility with other female students because there were no private changing areas within the facility. The principal examined the changing facility and determined that curtains could easily be put up along one side of a row of benches near the group lockers, providing private changing areas for any students who wished to use them. After the school put up the curtains, the student was comfortable using the changing facility.*

Some students may feel uncomfortable with a transgender student using the same sex-segregated restroom, locker room or changing facility. This discomfort is not a reason to deny access to the transgender student. School administrators and counseling staff should work with students to address the discomfort and to foster understanding of gender identity, to create a school culture that respects and values all students.

The Department strongly recommends that districts include an appropriate number of gender-neutral restrooms commensurate with the size of the school, and at least one gender-neutral changing facility, into the design of new schools and school renovations.

School staff as well as students and their families may find the use of restrooms and changing facilities to be among the more challenging issues presented by the gender identity law, perhaps due to issues of personal privacy. As emphasized in other sections of this guidance, these issues should be resolved on a case-by-case basis, through dialogue with students and parents, and through leadership in creating safe and supportive learning environments.

## Physical Education Classes and Intramural and Interscholastic Athletic Activities

Physical education is a required course in all grades in Massachusetts' public schools, and school-based athletics are an important part of many students' lives. Most physical education classes in Massachusetts' schools are coed, so the gender identity of students should not be an issue with respect to these classes. Where there are sex-segregated classes or athletic activities, including intramural and interscholastic athletics, all students must be allowed to participate in a manner consistent with their gender identity. With respect to interscholastic athletics, the Massachusetts Interscholastic Athletic Association will rely on the gender determination made by the student's district; it will not make separate gender identity determinations.

- At one school, a transgender girl joined the girls' cheerleading squad. The school supported the student's participation on the team. When the team was going to a regional competition, however, several of the team members raised a concern that the school would be made to compete in the coed cheerleading portion of the competition rather than in the all-girls portion for which they prepared. With the permission of the student, the principal wrote a letter that she gave to the coach to take to the competition in case officials at the competition questioned the team's participation in the all-girls' portion of the event. The letter explained: "Student, Jane Smith, is a transgender girl who has been a member of the girls' team since (date). Jane has a sincerely held female gender identity and, therefore, according to state law must be permitted to participate as a girl on the girls' cheerleading team." The team participated in the regional competition without incident.*

## Other Gender-Based Activities, Rules, Policies, and Practices

As a general matter, schools should evaluate all gender-based policies, rules, and practices and maintain only those that have a clear and sound pedagogical purpose. Gender-based policies, rules, and practices can have the effect of marginalizing, stigmatizing, and excluding students, whether they are gender nonconforming or not. In some circumstances, these policies, rules, and practices may violate federal and state law. For these reasons, schools should consider alternatives to them.

Whenever students are separated by gender in school activities or are subject to an otherwise lawful gender-specific rule, policy, or practice, students must be permitted to participate in such activities or conform to such rule, policy, or practice consistent with their gender identity.

The new law on gender identity provides a good opportunity for schools to review their gender-distinct policies. For example, some schools require students to wear gender-based garb for graduation or have gender-based dress codes for prom, special events, and daily attire. Schools should eliminate gendered policies and practices such as these. For example, one school that previously had blue graduation gowns for boys and white ones for girls switched to blue gowns for all graduates. The school also changed its gender-based dress code for the National Honor Society ceremony, which had required girls to wear dresses.

Similarly, some classroom teachers may routinely include gender-based practices in the classroom. For example, some teachers and girls line up separately to leave the classroom to go to lunch, the gymnasium, restrooms, or recess, and may never have considered the educational value of non-gendered alternatives, such as having students line up in the order of their birthdays, or alphabetically by name, or in the order in which they are sitting.<sup>11</sup>

## Education and Training

In order to further a safe and supportive school environment for all students, schools should incorporate education and training about transgender and gender nonconforming students into their anti-bullying curriculum, student leadership trainings, and staff professional development.

As with other efforts to promote a positive school culture, it is important that student leaders and school personnel, particularly school administrators, become familiar with the gender identity law, regulations, guidance, and related resources, and that they communicate and model respect for the gender identity of all students.


Professional development for school staff could include topics on gender identity and gender nonconformity such as: the *Massachusetts Student Anti-discrimination Law and Regulations*; the DESE Guidance on *Notifying Parents When a Student Has Been Bullied Based on Sexual Orientation or Gender Identity/Expression*; key terms related to gender identity and expression; the development of gender identity; the experiences of transgender and other gender nonconforming students; risk and resilience data regarding transgender and gender nonconforming students; ways to support transgender students and to improve the school climate for gender nonconforming students; gender-neutral language and practices; and this guidance.

## Communication with School Community and Families

Superintendents and principals need to review existing policies, handbooks, and other written materials to ensure that they are updated to reflect the inclusion of *gender identity* in the student antidiscrimination law, and may wish to inform all members of the school community, including school personnel, students, and families, of the recent change to state law and its implications for school policy and practice. This could take the form of a letter that states the school's commitment to being a supportive, inclusive environment for all students, as well as the school's legal obligation to provide equal educational opportunities for all students. Such a letter might include the definitions provided at the beginning of this document and some basic information about transgender and gender nonconforming youth; a link to the school's anti-bullying and anti-harassment policies; a link to this guidance; and other resources, including individuals to contact with additional questions.<sup>12</sup>

## Conclusion

This guidance cannot anticipate every situation in which questions may come up in the implementation of this law, and the needs of each transgender or gender nonconforming student should be assessed and addressed on a case-by-case basis. The Department will continue to provide assistance, support, and resources as we work together to create a safe and supportive school environment for all students.

For further information or questions about the content of this guidance, please contact the Safe Schools Program for LGBTQ Students via [Safeschoolsprogram@doe.mass.edu](mailto:Safeschoolsprogram@doe.mass.edu) .

### Note:

<sup>1</sup> The Act can be found at [An Act Relative to Gender Identity](#).

<sup>2</sup> The Act amends several other statutes as well, including G.L. c. 151B (governing nondiscrimination in employment), to prohibit discrimination on the basis of gender identity.

<sup>3</sup> Mass. Gen. Laws. Ch. 4, § 7 (2012).

<sup>4</sup> *Id.*

<sup>5</sup> When used in this document, the term "parent" refers to parent as well as legal guardian.

<sup>6</sup> See Gerald P. Mallon, "Practice with Transgendered Children," in *Social Services with Transgendered Youth* 49, 55-58 (Gerald P. Mallon ed., 1999). See also Stephanie Brill & Rachel Pepper, "Developmental Stages and the Transgender Child," in *The Transgender Child*, 61-64.

<sup>7</sup> For certain transactions, such as banking and applying for governmental benefits or licenses, it may be necessary to have a formal legal document establishing one's change of name for identity and other purposes.

<sup>8</sup> The federal Family Educational Rights and Privacy Act, 20 USC 1232g, also protects the privacy of education records and requires that personally identifiable information be kept secure and confidential.

<sup>9</sup> See 603 CMR §§23.01 and 23.07. If a student is from 14 through 17 years of age or has entered ninth grade, both the parent and the student may make decisions concerning the student record, or either the student or the parent acting alone may decide.

<sup>10</sup> As discussed in the section on Names and Pronouns, the Department's publication *Assigning State Assigned Student Identifiers (SASIDs) to Massachusetts' Public School Students* guides district staff through the process of adding or revising SIMS data.

<sup>11</sup> [Gender and Children: A Place to Begin for Educators](#)

<sup>12</sup> For example, a letter from one principal explained: "*All people have a gender identity. For most people, their gender identity matches their assigned sex at birth. For some people, that is not the case. Transgender girls are individuals who were assigned the male sex at birth but whose lived experience of who they are is female. Transgender boys are individuals who were assigned the female sex at birth but whose lived experience of who they are is male. As a school community, we want to provide a safe environment and support all of our students so they can achieve academically. That means making sure that our school's policies and practices are inclusive and respectful of all students, including transgender students. Toward that end, we have* ' [describe steps taken to implement the law]."

English

Last Updated: October 28, 2021

Westford Public Schools strives to provide a safe, respectful, and supportive learning environment in which all students can thrive and succeed in its schools. Westford Public Schools does not tolerate discrimination against students, parents, employees, or the general public on the basis of race, color, national origin, sex, sexual orientation, gender identity, pregnancy, pregnancy-related conditions, pregnancy status, disability, homelessness, religion, age, or immigration status.

Understanding the terminology associated with gender identity is important to providing a safe and supportive school environment for students whose rights are protected under the law. The following terms are defined to assist in understanding the guidance presented. Although these are the most commonly used terms, students may prefer other terms to describe their gender identity, appearance, or behavior.

**Gender expression:** the manner in which a person represents or expresses gender to others, often through behavior, clothing, hairstyles, activities, voice, or mannerisms.

**Gender identity:** a person's deeply held sense or psychological knowledge of their own gender, which can include being female, male, another gender, or no gender. Gender identity is an innate and largely inflexible part of a person's identity. One's gender identity can be the same or different than the gender assigned at birth.

**Gender nonconforming:** a term used to describe people whose gender expression differs from stereotypic expectations.

**Gender Dysphoria:** a state of distress or unease that can occur when a person's gender identity differs from the sex assigned at birth.

**Transgender Person:** used to describe a person whose gender identity or gender expression is different from that traditionally associated with the assigned sex at birth.

**Transition:** the process whereby people usually change from the gender expression associated with their assigned sex at birth to another gender expression that better matches their gender identity. Transition is a process that is different for everyone, and it may or may not involve social, legal, or physical changes.

## STUDENT TRANSITIONS

To maintain privacy regarding a student's transition and gender identity, transgender students may wish— but are not required — to transition over a summer break or between grades. Regardless of the timing of a student's transition, the school shall act in accordance with the following age-appropriate rules.

**ELEMENTARY SCHOOL:** Generally, it will be the parent/guardian/caregiver that informs the school of the impending transition. However, it is not unusual for a student's desire to transition to first surface at school. If school staff believe that a gender identity or



expression issue is presenting itself and creating difficulty for the child at school, approaching parents/guardians/caregivers about the issue is appropriate at the elementary level, after discussion with the student to ensure the prospect of such a conversation with the parent/guardian does not provoke fear in the child. Together, the family and school can then identify appropriate steps to support the student.

**SECONDARY SCHOOL:** notification of a student's parent/guardian/caregiver about their gender identity, expression, or transition may be unnecessary, as they may already be aware and supportive. However, in some cases, notifying parents/guardians/caregivers carries risks for the student. Prior to notification of any parent/guardian/caregiver regarding the transition process, school staff should work closely with the student to assess the degree to which, if any, the parent/guardian/caregiver will be involved in the process and must consider the physical, mental health, well-being, and safety of the transitioning student.

When a student is transitioning or notifies the school of a plan to transition, the school shall offer to meet with the student (and parents/guardians/caregivers if they are involved in the process) to ascertain desires and concerns and to discuss a plan that will create the conditions supporting a safe and accepting environment at the school for the student. This plan may include items such as: the student's chosen name and pronoun; a plan to initiate the use of the student's chosen name and pronoun within school; communication between the school and the parent/guardian/caregiver; name and gender markers in the student record; and the student's right to use restrooms, locker rooms or changing facilities, in accordance with the policy outlined below.

## **PRIVACY**

All persons, including students, have a right to privacy, and this includes the right to keep one's transgender status private at school. Protecting the privacy of transgender and gender nonconforming students must be a top priority for staff. Information about a student's transgender status, legal name, or gender assigned at birth may constitute confidential medical information. Disclosing this information to other students, the student's parents/guardians/caregivers, or other third parties may violate privacy laws, such as the federal Family Educational Rights and Privacy Act.

Transgender and gender nonconforming students have the right to discuss and express their gender identity and expression openly and to decide when, with whom, and how much to share private information. The fact that a student chooses to disclose their transgender status to staff or other students does not authorize school staff to disclose other medical information about the student. Also, to prevent a breach of confidentiality, unless the student or parent/guardian/caregiver has specified otherwise, school staff should use the student's legal name and the pronoun corresponding to the student's gender assigned at birth when communicating with the parent/guardian/caregiver of a transgender student.

**OFFICIAL RECORDS**

Changes of a student's name and/or gender marker within the student records should be made upon request of the student and/or parent/guardian/caregiver, depending on the student's age/grade, as set out in the student records regulations. 603 CMR 23.01; 603 CMR 23.08. For students under 14 years old, only the parent/guardian/caregiver may request the change. For students who are 14-17 years old, or who have entered ninth grade, the parent/guardian/caregiver and the student may either alone or together make decisions about the student record. Any student 18 years or older who is not under guardianship may make the request. Massachusetts recognizes common law name changes, which means that anyone can use their chosen name for an honest purpose. Therefore, when requested to do so, the school will record the student's chosen name and gender marker on all records, whether or not the student, parent/guardian provides the school with a court order formalizing a name change. If a change is made to the student's name and/or gender marker in the student record, the school should seal all prior records that contain the student's birth name and/or gender in a separate, confidential file.

**NAMES AND PRONOUNS**

Every student has the right to be addressed by a name and pronoun that corresponds to the student's gender identity. A court-ordered name or gender change is not required, and the student need not change his or her official records to be afforded the respect of having school staff use the pronoun requested. Upon request of a name or pronoun change, it is strongly recommended that a trained staff member privately ask the student how they want to be addressed in class, in the school's correspondence to the home, and at conferences with the student's parent/guardian/caregiver. In accordance with the student's desires, the staff member should disseminate the student's chosen name and pronoun to other staff who may be in regular contact with the student and/or the student's home, to ensure the student is appropriately addressed and referred to. As noted above, this conversation about the student's chosen name and pronoun should be part of the initial planning meeting with the student.

**FACILITIES**

With respect to all restrooms, locker rooms, or changing facilities, students shall have access to facilities that correspond to their gender identity. Schools shall allow students to access the restroom, locker room, or changing facilities consistent with their gender identity and support the student through that process.

In any gender segregated facility, any student who is uncomfortable using a shared facility, regardless of the reason, shall, upon the student's request, be provided with a safe and non-stigmatizing alternative. This may include, for example, the addition of a privacy partition or curtain, provision to use a nearby private restroom or office, or a separate changing schedule. However, requiring a transgender or gender nonconforming student to use a separate, nonintegrated space threatens to publicly identify and marginalize the student as transgender and

should not be done. Under no circumstances may students be required to use sex segregated facilities that are inconsistent with their gender identity.

Where available, schools are encouraged to designate facilities designed for use by one person at a time as accessible to all students regardless of gender and to incorporate such single-user facilities into new construction or renovation. However, under no circumstances may a student be required to use such facilities because they are transgender or gender nonconforming.

### **PHYSICAL EDUCATION CLASSES AND INTRAMURAL AND INTERSCHOLASTIC ATHLETICS**

All students shall be permitted to participate in physical education classes and intramural sports in a manner consistent with their gender identity. Furthermore, unless precluded by state interscholastic association policies, all students shall be permitted to participate in interscholastic athletics in a manner consistent with their gender identity.

### **OTHER GENDER-BASED ACTIVITIES, RULES, POLICIES, AND PRACTICES**

As a general matter, schools should evaluate all gender-based activities, rules, policies, and practices—including but not limited to classroom activities, extra-curricular activities, school ceremonies, school photos, and documentation requests, such as field trip permission forms, and maintain only those that have a clear and sound pedagogical purpose and do not violate anti-discrimination law. Students shall be permitted to participate in any such activities or conform to any such rule, policy, or practice consistent with their gender identity.

### **DRESS CODE**

Schools may enforce dress codes pursuant to district policy. Students shall have the right to dress in accordance with their gender identity, within the constraints of the dress codes adopted by the school. School staff shall not enforce a school's dress code more strictly against transgender and gender nonconforming students than other students.

### **PROFESSIONAL DEVELOPMENT**

The administration shall conduct training for all staff members on their responsibilities under applicable laws and this policy, including teachers, administrators, counselors, social workers, and health staff. Information regarding this policy shall be incorporated into training for new school employees. The administration shall implement ongoing professional development to build the skills of all staff members to prevent, identify, and respond to bullying, harassment, and discrimination that may result from gender identity issues.

The content of such professional development shall include, but not be limited to:

1. terms, concepts, and current developmental understandings of gender identity, gender expression, and gender diversity in children and adolescents;
2. developmentally appropriate strategies for communication with students and parents/guardians/caregivers about issues related to gender identity and gender

expression that protect student privacy and safety;

**Massachusetts General Law References:**

Massachusetts General Law 4:7 – Definitions of Statutory Terms

Massachusetts General Law 76:5 – School Attendance: Discrimination

**Westford Public Schools Policy References:**

**Other References:**

603 CMR 26.00 – Access to Equal Education Regulations

Massachusetts Department of Elementary and Secondary Education, Guidance for Massachusetts Public Schools: Creating a Safe and Supporting School Environment – Nondiscrimination on the Basis of Gender Identity

## TRANSGENDER AND GENDER NONCONFORMING STUDENTS

The Weston Public Schools prohibits discrimination (*see Policy AC Harassment Non-Discrimination Policy*) on the basis of race, color, sex, gender identity, religion, national origin, or sexual orientation; and ensures that all students have equal right of access and equal enjoyment of the opportunities, advantages, privileges, and courses of study. This includes students' rights to a safe, respectful, and supportive learning environment.

Consistent with this policy and applicable laws and guidance, school staff will create and reinforce a culture where transgender and gender nonconforming students feel safe, supported, and fully included. Additional procedural guidelines to address, at minimum, the following areas will be created by the Superintendent of Schools or designee: transitions, privacy, confidentiality and student records, names, pronouns, gender markers on student records, restrooms, locker rooms and changing facilities, physical education classes, intramural and interscholastic athletic activities, dress codes, professional development, and other gender-based activities, rules, policies and practices, and trainings.

### DEFINITIONS

The following terms are defined to assist in understanding this policy, and not for the purpose of labeling students. Students may prefer other terms to describe their gender.

Gender identity: a person's innate and deeply held sense or psychological knowledge of having a particular gender, which can include being male, female, non-binary, another gender or no gender. Gender identity can be the same or different than the gender assigned at birth.

Gender expression: the manner in which a person represents or expresses gender identity to others, often through behavior, clothing, hairstyles, activities, voice, or other appearances and mannerisms.

Gender nonconforming: a term used to describe people whose gender expression differs from social expectations. Terms "gender queer," "agender," or "bigender" are also used.

Non-binary: a term used to define people whose gender is not exclusively male or female, including those who identify with a gender other than male or female, as more than one gender, or no gender.

Transgender: an umbrella term used to describe a person whose gender identity or gender expression is different from that traditionally associated with the assigned sex at birth, including nonconforming.

Transitioning: the process in which a person goes from living and identifying as one gender to living and identifying as another. Transitioning is different for everyone and may or may not involve legal or physical changes.

### STUDENT TRANSITIONS

A student chooses when to transition. When a student transitions and shares that information with the school, the school shall offer to meet with the student and the parents/guardians/caregivers of the student if the student wishes for them to be involved in the process, or in the case of a younger student, with the student and the student's parents/guardians/caregivers, to develop a plan that will help create a safe, respectful, and supportive learning environment at the school for the student.

Schools shall carefully consider every aspect of transition planning outlined in the procedural guidelines, and any planning considerations raised by the student and/or their guardian(s); and shall submit a personalized plan for the transition in writing to the school principal.

## **PRIVACY AND CONFIDENTIALITY**

Protecting the privacy of transgender and gender nonconforming students shall be a top priority for school staff. Information about a student's status, legal name, or gender assigned at birth may constitute confidential medical information. Disclosing this information to other students, the student's parents/guardians, or other third parties may violate privacy laws. The fact that a student may have chosen to disclose their gender identity or transition status to school staff or other students does not otherwise authorize staff to disclose confidential information about the student.

## **NAMES AND PRONOUNS**

Every student has the right to choose and be addressed by a name and pronouns that correspond to the student's gender identity, regardless of sex assigned at birth or the name that appears on their birth certificate.

School staff shall accurately record and use the student's chosen name and pronouns that are consistent with the student's gender identity. However, unless the student has requested otherwise, when communicating with the parent/guardian of a student, all staff shall use the student's legal name and the pronoun corresponding to the student's gender assigned at birth.

School staff shall work with the student and the parents/guardians/caregivers of the student if the student wishes for them to be involved in the process, or in the case of a younger student, with the student and the student's parents/guardians/caregiver, to develop a plan for appropriately communicating any name and/or pronoun change within the school.

## **OFFICIAL RECORDS**

Court orders are not required to update student records to reflect changes in a student's name and gender markers. Any changes of a student's name and/or gender marker within the student records shall be made upon request of the student and/or parent/guardian, depending on the student's age/grade, as set out in the student records regulations 603 CMR 23.01; 603 CMR 23.08. For students under 14 years old, only the parent/guardian may request the change. For students who are 14-17 years old, or who have entered ninth grade, the student may alone or with the aid of parents/guardians, make decisions about any student records.

## **FACILITIES**

A student may access restrooms, locker rooms, changing facilities, and other gender segregated facilities that correspond to the student's gender identity. All schools shall have designated restrooms designed for use by one person at a time, which are accessible to students regardless of gender. The District shall also incorporate such facilities into construction or renovation plans. Any student, regardless of the reason, shall be provided with access to a single use restroom. No student will be required to use gender-neutral facilities because of their gender identity or expression.

## **PHYSICAL EDUCATION CLASSES, INTRAMURAL AND INTERSCHOLASTIC ATHLETICS**

In those instances where there are gender-segregated classes or activities, as opposed to co-educational classes and activities, each student will be allowed to participate in a manner consistent with their gender identity.

Furthermore, unless precluded by state-level or interscholastic policies, all students shall be permitted to participate in intramural and interscholastic athletics in a manner consistent with their gender identity.

### **DRESS CODE**

A student must be permitted to dress in a manner consistent with their gender identity and gender expression, including nonconforming genders, within the constraints of the dress codes adopted by the school. School staff shall not enforce a school's dress code more strictly against transgender, nonbinary, and gender nonconforming students than other students, or hold transgender students to standards that are specific to genders with which they do not identify.

### **OTHER GENDER-BASED ACTIVITIES, RULES, POLICIES AND PRACTICES**

School staff should review and evaluate all gender-based activities, rules, policies, and practices currently in use; and strive to replace each with non-gendered alternatives. If there is a clear and sound pedagogical purpose to retain a gender-based activity, rule, or practice, then each student must be allowed to participate in a manner consistent with their gender identity. Nonbinary and gender nonconforming students may participate in designated male or female activities, unless precluded by state-level or interscholastic policies.

### **PROFESSIONAL DEVELOPMENT**

The District shall conduct training for all staff members on their responsibilities under applicable laws and this policy, including training for new school employees. This policy shall be covered during annual, mandated training.

### **PUBLICATION**

This policy shall be distributed annually to students, parents/guardians, and staff. This policy shall be included or referenced in any student codes of conduct, disciplinary policies, student handbooks, and school websites.

**Adopted: 3/22/2021**

*References are on the following page.*

Massachusetts General Law 4:7 - Definition of Statutory Terms

Massachusetts General Law 76:5 - School Attendance: Discrimination

**Weston Public Schools Policy References:**

Policy AC Harassment Non-Discrimination Policy

Policy ACA Non-Discrimination on the Basis of Gender

**Other References:**

603 CMR 23.01 - Student Records, Application of Rights

603 CMR 23.08 - Student Records, Amending The Student Record

603 CMR 26.00 - Access to Equal Education Regulations

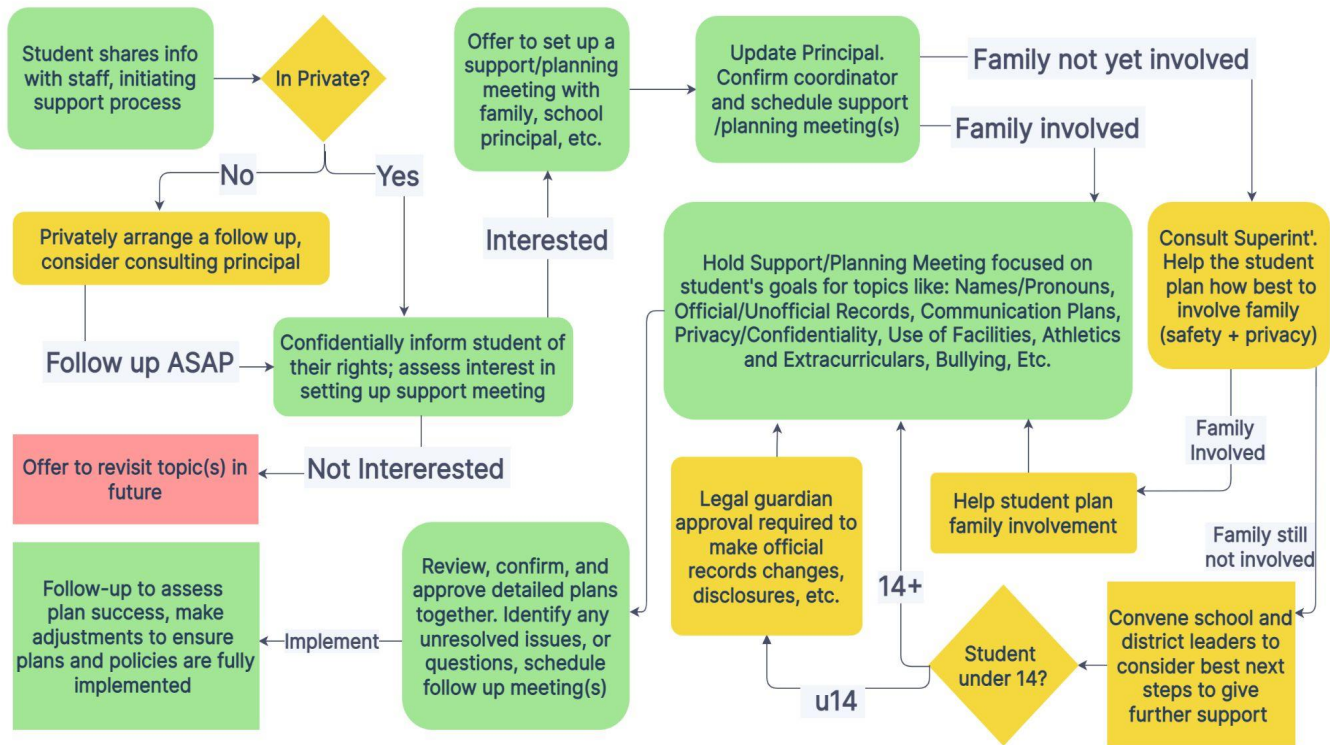
[GLSEN Model Local Education Agency Policy on Transgender and Nonbinary Students](#)

[DESE Guidance for Massachusetts Public Schools Creating A Safe and Supportive School Environment](#)



## **Weston Public Schools Administrative Procedural Guidelines for Implementing Policy JBD**

This document summarizes how Weston Schools will implement [Policy JBD for Transgender and Gender-nonconforming Students](#). Students choose if, when, and how to transition. The school's responsibility begins when a student first shares their gender identity/interest with school staff.



### **Sections and Subsections Include The Following (click each link to jump down to those sections)**

- [Definitions](#)
- [Transitions](#)
  - [Student's Initial Sharing of Information with School](#)
  - [Parental Involvement](#)
  - [Before Transition/Support Planning Meeting\(s\)](#)
  - [During Transition/Support Planning Meeting\(s\)](#)
  - [Follow-up and Ongoing Check-Ins](#)
- [Privacy and Confidentiality](#)
- [Names/Pronouns and Official Records](#)
- [Facilities](#)
- [Dress Codes](#)
- [Physical Education and Athletics](#)
- [Trainings for Employees](#)
- [Other Gender Based Activities, Rules, Policies and Practices](#)
- [Publication](#)
- [References](#)

## **Administrative Procedural Guidelines For Implementing Policy JDB (2022)**

The Weston Public Schools Policy regarding Transgender and Gender Nonconforming Students ([School Committee Policy JBD](#)) **requires that all school staff will together “create and reinforce a culture where transgender and gender nonconforming students feel safe, supported, and fully included.”**

Policy JBD also requires development of specific administrative procedural guidelines regarding, at a minimum the following areas: “student transitions, privacy, confidentiality and student records, names, pronouns, gender markers on student records, restrooms, locker rooms and changing facilities, physical education classes, intramural and interscholastic athletic activities, dress codes, professional development, and other gender based activities, rules, policies and practices, and trainings. This document details administrative procedural guidelines for implementing policy JBD.

The building principal and school staff will implement these procedures in consultation with the District Title IX Coordinator(s) and office of the Superintendent, with input from other administrators. School leaders and designated faculty or staff members will work with each student, and their parents or guardians/other family members as appropriate, to plan students’ supports and accommodations.

### **DEFINITIONS**

The following terms are defined to assist in understanding these policies and procedures, not for the purpose of labeling students. Students may prefer other terms or definitions for themselves.

Gender identity: a person’s innate and deeply held sense or psychological knowledge of having a particular gender, which can include being male, female, non-binary, another gender or no gender. Gender identity can be the same or different from the sex or gender assigned at birth.

Gender expression: the manner in which a person represents or expresses gender identity to others, often through behavior, clothing, hairstyles, activities, voice, or other appearances and mannerisms.

Cisgender: a term used to describe people whose gender expression or identity corresponds with the sex assigned at birth.

Gender nonconforming: a term used to describe people whose gender expression differs from social expectations. Terms “gender queer,” “agender,” or “bigender” are also used.

Non-binary: a term used to define people whose gender is not exclusively male or female, including those who identify with a gender other than male or female, as more than one gender, or no gender.

Transgender: an umbrella term used to describe a person whose gender identity or gender expression is different from that traditionally associated with the sex assigned at birth, including nonconforming.

Gender Transition: the process in which a person goes from living and identifying as one gender to living and identifying as another. Transitioning is uniquely different for everyone.

Support Plans/Planning: a general term referring herein to various discussions, considerations, and actions the school may take to make a student feel safe, supported, and fully included in school. Support plans may take many forms and do not necessarily involve gender transitions.

Outing: Exposing someone’s lesbian, gay, bisexual, transgender or gender non-binary identity to others without their permission. Outing someone is harmful and can have serious repercussions.

## Transitions

Many transgender youth undergo the experience of social gender transition, in which a person goes from living and identifying as one gender to living and identifying as another gender. The decision about whether and how to undergo gender transition is personal, and depends on the unique circumstance of each individual. Gender transitions do not always involve physical or legalistic changes.

Some important considerations include responding to the student's initial sharing of their transition status or related gender identity information to staff, planning meetings with the student (and their family as appropriate) and school principal, agreeing how to communicate any changes, and following up throughout implementation of any support plans. These are only a few of the many considerations.

### **1. Initial Sharing of Information**

The student support process begins when a student shares their interest with school staff. This sharing of information takes many forms, often as explicit verbal/written statements regarding gender identity. Typically the student or their family will tell the school directly, initiating the support planning process. Students and families are encouraged to direct this information to their principal or other trusted staff.

When a student first shares with staff that the student is identifying as transgender or is transitioning, or only just considering or questioning their gender identity, the staff member(s) should follow up **privately** with that student, soon after the student shares the information, to have a confidential conversation and assess the student's needs. **If a staff member does not feel equipped to take the lead in that conversation, they should consult with their school principal for help before proceeding.**

During the initial private discussion following up on what was shared, staff may consider starting with a reference to info shared that led to this talk, explaining that the private conversation is to check in. The primary goal is to explain that the school wants the student to feel safe, supported, and included in the school, and can work with the student to support them as needed. A second goal is to assess student interest in a follow up conversation, or potential interest in support planning meetings as appropriate.

If the student expresses interest in further discussing gender identity or receiving related support with the school, then staff should offer to help set up a meeting time to discuss what the student may need to feel safe, supported, and fully included in their school. This option can be an initial conversation or full planning meeting, depending on the student. **See the following section regarding family involvement.** If a student is not interested in setting up another meeting, staff may still remind the student that they also have the option of other informal discussions to revisit related topics with the school in the future.

If a staff member has reason to believe a student may be interested in discussing gender transition or related topics **other than explicit statements**, they should consider discussing what was shared with their school principal. If that information may be a reason to offer to meet with a student to discuss gender identity; then their principal, in consultation with the superintendent, should assess if the information calls for the school to offer to meet with the student to discuss further as appropriate.

After a student has shared the initiating information with the school, but **before parents are contacted** or planning meetings take place at school, the employee(s) who the student shared the information with will **need to update the school principal** on the situation. The principal then needs to designate a **"point-person"** to take the lead on support planning. Policy JBD requires a trusted point-person who is designated as responsible for setting up support planning meetings, helping a student navigate family

involvement, preparing personalized support plans along with the principal, and plan implementation.

The employee to whom the student first shares the information that initiates the process may be a good fit to take the lead as “point-person” coordinating the student’s support plans at school. In the case a student does not identify a preferred point-person to partner with on their support plan, the default point-person for support planning will be their school principal, who may also designate a classroom teacher, counselor, nurse, or other administrator. Multiple staff members may share in the responsibilities; however a single point person should remain the primary support coordinator. Once the principal is fully updated and the point person is approved by the student, the school may proceed.

## **2. Family/Parental Involvement**

Before contacting parents/guardians of a transgender or gendernonconforming student, staff should clarify with the student the best name and pronouns to use in communications home. Unless a student requests otherwise, when communicating with parents/guardians of a student, **staff shall use the student's legal name and the pronouns** corresponding to their gender assigned at birth. **If a student wants another name or pronouns in communications home, names and pronouns used at time of enrollment must be used until changes are approved by the Principal or Superintendent.** See the later sections on privacy, confidentiality, names, pronouns and official records for more details.

The first private follow-up conversation after a student shares their initiating information may be the best time to bring up familial involvement. If the student is interested in setting up another follow up conversation with the school, setting up that next meeting is a natural opportunity to ask if the student would like to invite their guardian(s) or another family member to participate. If a student expresses that they want their parent(s)/guardian(s) involved in the planning process, the school should meet with the student alongside those persons the student wants involved. The invite to family to discuss how the school can best support a student should always wait until **after** detailed discussion between the student and the principal and/or point person about how best to proceed. The Principal along with the point-person or another staff member should then call the family member(s) to set up a meeting.

If the student does not wish to include their parent/guardian(s) at this point in the process for health or safety reasons, their principal should convene a meeting including the superintendent, point-person, legal counsel, and other staff as needed to determine best next steps. They should plan how best to include the student to ensure the student has a meaningful voice in the planning process. Ideally the school will involve the family, but must also respect student privacy rights and any potential health and safety concerns. After next steps are agreed upon by the administration, the school should meet with and update the student on next steps, confirm their agreement, and adjust plans if needed.

## **3. Before Planning Meetings**

Ideally, transition or support planning meetings will be held before or after school or at a time best suited to the student’s schedule. Planning meetings should include at least two confidential school employees, such as the principal and their teacher or designated point person, nurse, or counselor. The designated point-person and/or principal should set up a confidential meeting with the student (and their family if family members are involved at this point in the process).

The primary goals of the meeting are: 1) to develop a shared understanding of the student’s needs between the student, the school, and family if they are involved at this point in the process, and 2) to plan how the school can best support the student and have them feel fully included in school, and 3) anticipate the student's future support needs that fall within the scope of the school, including but not limited to transition-support planning, safety planning, health and counseling services and other areas.

#### **4. Transition/Support Planning**

Plans will be developmentally appropriate, and vary based on many factors including, but not limited to, age and student preferences. Student support plans must address if, when, and how to share information with family members, other students and staff, and community members as needed. All details need to be set in partnership with the student (and family if they are involved in the process). The principal should be clear with the student that they may access restrooms/locker rooms/changing facilities corresponding to their gender identity and participate in activities in a manner consistent with their gender identity. Please see [later sections on PE, athletics, and other events](#) for more information.

**For communication plans**, a student may prefer to discuss and express their gender identity openly, or not. They decide when, with whom, and how much to share private information. A student 14 years of age or older, or who has entered ninth grade, may consent to disclosure of information from their own records. Students under 14 who have not yet entered 9th grade need parent/guardian consent to change official names and/or record(s), or approve disclosures of their confidential information. Students have the right to avoid being “outed” before they are ready for it, and may prefer a certain ordering of steps.

Key considerations for transition or support planning include but are not limited to:

- With whom does the student feel most comfortable discussing these matters?
- Who else has the student come out to already? Family? Friends? Classmates? Other adults?
- Does the student feel safe at school? Does the student feel safe at home? If not, why not?
- Does the student want to be out to others? Who does the student not want to be outed to?
- How and when would the student like to come out to their peers, teachers, and any others?
- What kinds of support might the student want/need? Would they like to discuss any options?
- Other related questions and considerations

Topics to be discussed in support meetings and detailed in support plans include but are not limited to:

- Family involvement
- Privacy, confidentiality, and student records
- Names, pronouns, gender markers
- Communication plan for classes, buses, and school wide
- Restrooms, locker rooms, and changing facilities
- Physical education classes and Intramural/Interscholastic Athletics
- Professional development related to implementing these policies
- Other gender based activities, rules/policies, practices, and trainings
- Quarterly/Recurring Check-Ins with Family and Staff

At the end of a planning meeting held with the student (and their family if their family is involved at this point), the point person should review the plans developed with the student, in order to confirm that the plans are correct and satisfactory to the student. Any unresolved issues or questions should be identified, and a followup meeting should be scheduled in the near future to address those matters.

#### **5. Implementation/Checking-in/Following up**

The school principal is primarily responsible for ensuring proper implementation, but all staff may be expected to contribute to full and proper implementation of support plans. The point person and/or school principal should set recurring meetings with the student (and family as appropriate) quarterly or regularly as needed to check in on the status of implementation details, and make any adjustments.



## **PRIVACY AND CONFIDENTIALITY**

Information about a student's birth-assigned sex, name changes, gender transition, medical or mental health treatment related to gender identity, or any other information of a similar nature, **regardless of its form, is part of the individual's student record, and so it must be kept confidential, private, and secure, except in limited circumstances.** Those limited circumstances include sharing of information required, in an official capacity, for purposes of teaching, counseling, or other administrative services. Student/family permission is needed to share private information. Decisions related to the release of confidential information, such as determinations around when, how, or who should be informed, must be made in consultation with the student, or in the case of a younger student, a student's parent or guardian. **The key question is whether and how sharing certain information will benefit the student.**

When a student is using a chosen name that differs from their legal or birth name, the birth name is considered private information and may be disclosed only with authorization as provided under the Massachusetts Student Records Regulations. If the student has previously been known at school or in school records by his or her birth name, the principal should direct school personnel to use the student's chosen name. If the student is under 14 parental consent is required, but every effort should be made to update student records (such as IEPs) with the student's chosen name. **The school should not circulate records or class lists with the student's assigned birth name ("dead name").** Records with a student's "dead name" should be kept confidential.

If a student is under 14 years of age and is not yet in the ninth grade, the student's parent or legal guardian (alone) has the legal authority to decide on disclosures and other student record matters. Students cannot make the decision unilaterally if under 14 years of age or not yet entered ninth grade. Similar policies apply for changing official student records. If guardians give directions that conflict with expressed preferences of the student, or another legal guardian; consult the Superintendent, who will help plan the best next steps.

## **NAMES, PRONOUNS, AND OFFICIAL RECORDS**

Once a student informs school staff of their preferred gender-affirming name and pronouns, the school must develop a communications plan to ensure the student is referred to by their correct name and pronouns. This should be completed as part of the broader support planning developed alongside the student, and the student's family if they are involved in the process. **See the Transitions section above.** If you have questions regarding making changes to student records, contact your principal for consultation. If one is unsure about a student's preferred name or pronouns, it may be appropriate to tactfully just ask.

With regards to official records such as in the electronic Student Info System, records should be adjusted accordingly based on the preferences of the student, or in the case of a student under the age of 14, the student's parent(s) or guardian(s). If a student **under the age of 14** does not want their family to be involved in the process, even after repeated efforts from the school and superintendent's office to help the student plan to do so safely, then the school cannot make formal changes to official student records. It may be possible to make special accommodations for students **without** making official records changes. While older students reserve the right to unilaterally authorize their own records changes, they should be generally encouraged to consider how to include their family or outside support networks to some extent.

If a student **under the age of 14** has different preferences than their guardian(s) regarding their own name, pronouns, and other gender markers on official records; the schools should defer to the parents when it comes to official records. In this case, the school principal should convene a meeting that includes the superintendent, point-person, legal counsel, and other staff as needed to determine steps to take to support the student in school. They should plan how best to include the student in the decision-making

process, making sure the student has a meaningful voice in plans. After appropriate next steps are agreed upon by the school and district administration, the school should meet with and update the student, in order to confirm their buy-in to plans, adjusting and working with their family as appropriate.

If a student **over the age of 14** or a student who **has entered ninth grade** wishes to make changes to their name or pronouns in school, including official and unofficial records and various other instances of use, the school should include these wishes as part of the broader support planning process. In the case that parent/guardians are not involved in the process at this point, or in the case that their parents/guardians are involved to some extent but may disagree with student preferences, the school principal should convene a meeting that includes the superintendent, point-person, legal counsel, and other staff as needed to determine next steps. After next steps are determined the point person and principal should meet with and update the student in order to reach an agreement and make changes as needed.

## **FACILITIES**

During support planning meetings with the student (and family if they are involved in the process), it is essential that plans address the student's access to the restrooms, locker rooms and changing facilities. Each situation needs to be reviewed and addressed based on the particular circumstances of the student's activities and school facilities. Students who are uncomfortable using a sex-segregated restroom should be provided with a safe and adequate alternative, such as a single use restroom or the nurse's restroom. Staff may always offer use of single-use facilities as an option to any student for any reason, but may never compel or require that a student use alternative facilities based on their gender expression or otherwise.

The rights of students to access facilities that correspond to their gender identity will still apply if a staff member was not previously aware of the student's gender identity. If a student first comes out to a staff member as transgender *in the context of the student first attempting to access gender-segregated facilities*, staff should still allow access to the facilities, and follow the procedural guidelines above for initial sharing of information, found in the Transitions section. **When in doubt, let students use the facilities they want.**

If any individual should express concern or discomfort about another individual(s) using the facilities that correspond to their gender identity, that is not a reason to deny another individual access to facilities that correspond to their gender identity. Instead, school administrators and counseling staff should work with those with concerns to address those and foster understanding. School administration may consider responding to any concerns raised there, but may also direct any specific concerns to the Superintendent as needed.

Support plans may address which facilities a student prefers. Some single use facilities may typically be reserved for staff or other special uses. Locations of some facilities students might use are listed below. Please contact school leaders or the district facilities team for site-specific maps or additional information.

- **Weston High School** has several single use restrooms, including a gender neutral restroom in the F-Wing on the first floor next to other restrooms surrounded by classrooms, and another in the E-wing on the second floor between the stairs and language office. There are also two single-use restrooms in the main office, two in the nursing suite, two in the back-right section of the gym, two by the auditorium dressing room, and two by the library.
- **Weston Middle School** has several single use restrooms, including the first floor straight ahead and to the left from the main entrance (114), another near the science lab and elevator (103), three more around the gym (150) and pool (161) and near the elevator (139), as well as one located in the nursing suite. There are two more on the second floor surrounded by classrooms outside the library area (219 and 234).

- **Proctor Field** has a large single-use restroom in between the other larger gendered restrooms.
- **Field School** has two gender neutral restrooms for students, one across from the nurse's office and one in classroom C-116 (far side of the building). There are also single-use restrooms spread out across the school typically reserved for staff. Student support plans should address use of facilities.
- **Woodland School** has a single-use bathroom available in the nursing suite. The school may also reserve one of two single-use faculty restrooms in the three Grade hallways (1, 2, 3) for students.
- **Country School** has a single-use bathroom in the nursing suite. The school may also reserve one of two single-use faculty restrooms in the three Grade hallways (1, 2, 3) for student use.

## **PHYSICAL EDUCATION CLASSES, INTRAMURAL AND INTERSCHOLASTIC ATHLETICS**

Similarly, when it comes to physical education and athletics, all students should be allowed to participate in a manner that is consistent with or corresponds to their gender identity. In the case of gender-segregated activities that are taking place in school, employees should not deny students participation in a manner consistent with or corresponding to the student's gender identity. Students will also have the right to change clothing, and otherwise prepare for PE and other athletics **privately** before and after each activity. Student support plans should designate their preferred changing spaces.

If employees have any questions or concerns regarding specific activities in school, they should contact their Principal, who may consult with the Superintendent as needed. In the case that some local, state, federal, or [interscholastic policies](#) may conflict with policy JBD, notify the Superintendent of the conflict.

## **DRESS CODE**

Schools may set their own dress code policies, but those policies should not be enforced differently with respect to transgender or gendernonconforming students, as compared to their cisgender peers. All students may wear any article of clothing that is in alignment with dress code, regardless of gender.

## **OTHER GENDER-BASED ACTIVITIES, RULES, POLICIES AND PRACTICES**

School leaders should periodically review gender-based activities, rules, policies, and practices for a thorough assessment of their pedagogical value compared to any potential exclusionary implications. Those questioning the pedagogical value of gender-based practices should work with their school and district leaders to develop more gender-neutral and pedagogically sound alternatives as appropriate.

## **PROFESSIONAL DEVELOPMENT**

The District Director of Equity & Professional Learning will work with the Superintendent and other administrators to ensure training and professional development around gender are offered annually to all staff. The rights of Transgender and Gendernonconforming students will be included annually as part of Civil Rights Training that is required for all staff members. Administrators will receive special training pertaining to the implementation of other policies/protocols as needed.

## **PUBLICATION**

Annual distribution of this policy to staff is the responsibility of the Superintendent or their designee. Typically the Superintendent will email all employees in September linking to the policy and these



(THIS DRAFT AS OF SEPT. 14) [Click here for the full school committee policy JBD](#) and a [Resource Bank](#):

procedures, clarifying that all staff are responsible for implementation of the policy in accordance with these procedures. These procedures will also be published on the district website for all to read.

## **References**

### **Massachusetts General Law References:**

[\*Massachusetts General Law 4:7 - Definition of Statutory Terms\*](#)

[\*Massachusetts General Law 76:5 - School Attendance: Discrimination\*](#)

### **Weston Public Schools Policy References:**

[\*Policy AC Harassment Non-Discrimination Policy\*](#)

[\*Policy ACA Non-Discrimination on the Basis of Gender\*](#)

### **Other References:**

[\*603 CMR 23.01 - Student Records, Application of Rights\*](#)

[\*603 CMR 23.08 - Student Records, Amending The Student Record\*](#)

[\*603 CMR 26.00 - Access to Equal Education Regulations\*](#)

[\*GLSEN Model Local Education Agency Policy on Transgender and Nonbinary Students\*](#)

[\*DESE Guidance for Massachusetts Public Schools Creating Safe & Supportive School Environment\*](#)

# Sudbury Public Schools

## School Committee Meeting

**Date:** June 16, 2025

**Agenda Item:** 4e

**SEPAC Policy (BDFB and BDFB-R)**

**Recommendation:**

**Move to have Council review the amended BDFB Special Education Parent Advisory Council (SEPAC) and BDFB-R Special Education Parent Advisory Council (SEPAC)**

**Background Information:**

**Attachments:**

**Draft** - BDFB Special Education Advisory Council (SEPAC)

**Draft** - BDFB-R Special Education Advisory Council (SEPAC)

SEPAC Email

General Law - Part I, Title XII, Chapter 71B, Section 3.pdf

Acton-Box BDFB Special Education Advisory Council (SEPAC)

Acton-Box BDFB-R Special Education Advisory Council (SEPAC)

Hopkinton School Committee Policy BDFB. 4.25.2024

Hopkinton School Committee Policy BDFB-PRC1 4.25.2024

SPS Policy Manual\_Table of Contents\_BDF.pdf

Special Education - Sudbury Public Schools

Final FY25 Fall SS Update SC 12\_2.pdf

**Action:** XX

**Report:**

**Discussion:**

XX

## **DRAFT BDFB Special Education Parent Advisory Council (SEPAC)**

Sudbury Public Schools provides all students with equitable access to academically rigorous curricula within a community that fosters social-emotional development. We are committed to cultivating an inclusive and supportive learning environment where every student can thrive academically, socially, and emotionally.

It is the general goal of the District to foster relationships with parents/guardians, which encourage cooperation between the home and school in establishing and achieving common educational goals for students.

The School Committee shall establish a parent advisory council on special education. Membership shall be offered to all parents/guardians of children with disabilities and other interested parties. The parent advisory council duties shall include but not be limited to: advising the school committee on matters that pertain to the education and safety of students with disabilities; meeting regularly with school officials to participate in the planning, development, and evaluation of the District's special education programs. The parent advisory council shall establish by-laws regarding officers and operational procedures. In the course of its duties under this policy, the parent advisory council shall receive assistance from the school committee without charge, upon reasonable notice, and subject to the availability of staff and resources.

The SEPAC, the School Committee, and the administration will work together in accordance with Procedure BDFB-R.

LEGAL REFS.: MGL: 71B:3

CROSS REF.: BDFB-R, Special Education Parent Advisory Council (SEPAC)

## **DRAFT BDFB-R- SPECIAL EDUCATION PARENT ADVISORY COUNCIL (SEPAC)**

The Sudbury School Committee values its partnership with the Special Education Parent Advisory Council (SEPAC). This policy outlines practices to support communication, transparency, and collaboration between SEPAC, the School Committee, and district leadership to ensure SEPAC has meaningful opportunities to fulfill its advisory and participatory role under Massachusetts special education laws.

1. In accordance with School Committee policy, BDFB, the School Committee may each year, subject to the availability of member resources, appoint one or more of its members as the liaison(s) to the Special Education Parent Advisory Council (SEPAC) for the term of one year. The liaison(s) will be responsible for attending SEPAC meetings periodically and reporting back to the School Committee on the results of these meetings. In addition, a date for a mid-year check-in between the School Committee liaison(s) and the SEPAC chairperson(s) will also be set. Meetings may be held virtually or in-person.
2. At the start of each school year, the SEPAC will be invited to present to the School Committee at least once a year at a mutually agreed upon time to share annual goals or other topics related to educational programming and the education and safety of students with disabilities.
3. The Director of Student Services or his/her/their designee and the SEPAC chairperson(s) will meet throughout the calendar year, as schedules and inclination permit, to address mutual concerns. Meetings have been proven beneficial to support parent-school collaboration and communication.
4. The Director of Student Services or his/her/their designee shall conduct, in cooperation with the SEPAC, at least one workshop annually within the school district on the rights of students and their parents and guardians under state and federal special education laws.
5. The School Committee agenda is posted 48 business hours in advance of the meeting in accordance with open meeting law. The School Committee liaison(s) to the SEPAC will make every effort to communicate to the SEPAC chair(s), as far in advance as possible, items on the agenda that may be of interest to the SEPAC. When an agenda item is of interest, the School Committee liaison(s) will share the meeting packet with the SEPAC if the packet has not yet been posted publicly. The School Committee Chair will afford the Chair/Co-Chair of the SEPAC the opportunity to ask questions and provide feedback on that item during the meeting.

CROSS REF.: BDFB, Special Education Parent Advisory Council (SEPAC)

BDA - School Committee Organizational Meeting



Karyn Jones &lt;karyn\_jones@sudbury.k12.ma.us&gt;

## Sudbury SEPAC Support for Proposed Policies

**Sudbury SEPAC** <sudburysepac@gmail.com>  
 To: Karyn Jones <karyn\_jones@sudbury.k12.ma.us>

Wed, Jun 11, 2025 at 3:21 PM

Dear Karyn,

On behalf of the Sudbury Special Education Parent Advisory Council (SEPAC), we are writing to express our strong support for the proposed SEPAC policies currently under consideration. These policies document the collaborative practices already in place and introduce enhancements designed to strengthen the partnership among the Sudbury SEPAC, Sudbury Public Schools (SPS) administrators, and members of the School Committee.

By formalizing existing practices, the proposed policies help ensure a transparent, consistent, and collaborative framework that aligns with the intent of Massachusetts special education laws and regulations. These laws and regulations assign SEPACs both an advisory and participatory role and encourage districts to foster meaningful partnerships with parents and caregivers of students with disabilities. *See* M.G.L. c. 71B, §3; 603 CMR 28.07(4); and MA DESE Guidance for Special Education Advisory Councils (2010) (noting that Chapter 71B “assigns both an advisory and participatory function to the PAC”).

Importantly, the proposed policies also help safeguard the continuity of current practices beyond the tenure of any specific SEPAC officers, SPS administrators, or members of the School Committee—building long-term stability, collaboration, and trust.

To assist in your review, we have outlined below the current practices alongside the proposed policy enhancements:

### **Existing Practices:**

- Sudbury School Committee designates a Sudbury SEPAC liaison for the upcoming school year. *\*This practice aligns with the proposed BDFB-R-SEPAC at par. 1*
- Sudbury SEPAC sets a meeting calendar for the upcoming school year and shares the dates/times/location with the SPS Director of Student Services, Assistant Director of Student Services, and the School Committee liaison. *\*This practice aligns with the proposed BDFB-R-SEPAC at par. 1*
- School Committee liaison regularly attends SEPAC meetings and reports back to the School Committee on the results of these meetings. *\*This practice aligns with the proposed BDFB-R-SEPAC at par. 1*
- SEPAC presents to the school committee, historically once per year in the fall, to report on survey results and share recommendations and/or goals related to special education. *See* MA DESE Guidance for Special Education Advisory Councils (2010) (“information gathered from a needs assessment can be used to fulfill the PAC’s responsibility to ‘participate in the planning, development, and evaluation’ of the district’s special education programs.”) *\*This practice aligns with the proposed BDFB-R-SEPAC at par. 2*
- SEPAC co-chairs meet monthly with the Director of Student Services and Assistant Director of Student Services to participate in the planning, development, and evaluation of the district’s special education programs. *\*This practice aligns with the proposed BDFB-R-SEPAC at par. 3*
- Director of Student Services and/or Assistant Director of Student Services regularly attend SEPAC meetings to provide district updates to SEPAC members. *\*This practice aligns with the proposed BDFB-R-SEPAC at par. 3*
- In collaboration with the Department of Student Services, SEPAC hosts at least one workshop annually within the school district on the rights of students and their parents and guardians under state and federal special education laws. *See* 603 CMR 28.03(1)(a)(iv) (requiring each school district to conduct, in cooperation with the SEPAC, at least one such workshop annually.) *\*This practice aligns with proposed BDFB-R-SEPAC at par. 4*
- The School Committee liaison to the SEPAC makes every effort to communicate to the SEPAC chairs, as far in advance as possible, items on the agenda that may interest the SEPAC. *\*This practice aligns with the proposed BDFB-R-SEPAC at par. 5*

### **Proposed Enhancements:**

- A mid-year check-in between SEPAC chair(s) and School Committee liaison(s).
- When an agenda item is of interest, the School Committee liaison(s) will share the meeting packet with the SEPAC if it has not been posted publicly. The School Committee chair will afford the SEPAC Chair/Co-Chair the opportunity to ask questions and provide feedback on that item during the meeting.

These proposed enhancements will continue to strengthen the relationship between Sudbury SEPAC and the School Committee by increasing opportunities for timely communication and meaningful input on matters of importance to

families of students with disabilities.

Thank you for your consideration and ongoing commitment to supporting families and students with disabilities in our community.

Sincerely,

Andrea Kraemer & Kate Mellon  
Co-Chairs  
Sudbury Special Education Parent Advisory Council  
[www.sudburysepac.org](http://www.sudburysepac.org)

**Part I** ADMINISTRATION OF THE GOVERNMENT**Title XII** EDUCATION**Chapter 71B** CHILDREN WITH SPECIAL NEEDS**Section 3** IDENTIFICATION OF SCHOOL AGE CHILDREN WITH A DISABILITY; DIAGNOSIS OF DISABILITY; PROPOSAL OF PROGRAM; EVALUATIONS AND ASSESSMENTS OF CHILD AND PROGRAM

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Section 3. In accordance with the regulations, guidelines and directives of the department issued jointly with the departments of mental health, developmental services, public health, youth services, and the commission for the blind and the commission for the deaf and hard of hearing and with assistance of the department, the school committee of every city, town or school district shall identify the school age children residing therein who have a disability, as defined in section 2, diagnose and evaluate the needs of such children, propose a special education program to meet those needs, provide or arrange for the provision of such special education program, maintain a record of such identification, diagnosis, proposal and program actually provided and make such reports as the department may require. Until proven otherwise, every child shall be presumed to be appropriately assigned to a regular education program and presumed not to be a school age child with a disability or a school age child requiring special education.

The department shall take all steps necessary to monitor and enforce compliance with this section no less than every three years, including but not limited to investigations, on-site visits and public hearings, and shall provide assistance in planning and implementing any necessary corrective actions to ensure that no school committee provides special education services to a child pursuant to this chapter unless an evaluation conducted pursuant to this section determines that the child has a disability, as defined in section 1. The department shall further take any and all steps necessary to monitor and enforce compliance with all other provisions of this chapter, including but not limited to the requirement that school committees educate children in the least restrictive environment, as defined in section 1. The department shall also ensure that teachers and administrators are fully informed about their responsibilities for implementing the provisions of this chapter and are provided with technical assistance and training necessary to assist them in such effort.

No school committee shall refuse a school age child with a disability admission to or continued attendance in public school without the prior written approval of the department, and without complying with state and federal requirements for disciplining students with disabilities, where applicable. During the pendency of administrative or judicial proceedings, a court of competent jurisdiction shall have the authority to change a child's educational placement, including removing the child from school, in any circumstances when the school committee shows that the child's behavior poses a substantial likelihood of injury to himself or others; provided, however, that the foregoing shall not be construed to abrogate any authority concerning discipline for such a child which is available to a school committee under said regulations and procedures or



any other law. No child who is so refused or removed shall be denied an alternative form of education approved by the department, as provided for in section 10, through a tutoring program at home, through enrollment in an institution operated by a state agency, or through any other program which is approved for the child by the department.

No child shall be placed in a special education program without prior consultation, evaluation, reevaluation, and consent as set forth and implemented by regulations promulgated by the department. To insure that parents can participate fully and effectively with school personnel in the consideration and development of appropriate educational programs for their child, a school committee shall, upon request by a parent, provide timely access to parents and parent-designated independent evaluators and educational consultants for observations of a child's current program and of any program proposed for the child, including both academic and non-academic components of any such program. Parents and their designees shall be afforded access of sufficient duration and extent to enable them to evaluate a child's performance in a current program and the ability of a proposed program to enable such child to make effective progress. School committees shall impose no conditions or restrictions on such observations except those necessary to ensure the safety of children in a program or the integrity of the program while under observation or to protect children in the program from disclosure by an observer of confidential and personally identifiable information in the event such information is obtained in the course of an observation by a parent or a designee.

Within five days after the referral of a child enrolled in a regular education program by a school official, parent or guardian, judicial officer, social worker, family physician, or person having custody of the

child for purposes of determining whether such child requires special education, the school committee shall notify the parents or guardians of such child in writing in the primary language of the home of such referral, the evaluation procedure to be followed, and the child's right to an independent evaluation at clinics or facilities approved by the department under regulations adopted jointly by the department and the departments of mental health, developmental services and public health and the right to appeal from any evaluation, first to the department, and then to the courts; provided, however, that a school district shall not be required to refer a child for an evaluation solely because the child presents a risk of or fails to be promoted at the end of the school year; and provided further, that a school district shall not be required to refer a child for an evaluation solely because such child failed the statewide assessment tests authorized pursuant to section 1I of chapter 69.

Within thirty days after said notification the school committee shall provide an evaluation as hereinafter defined. The parents or guardians of such child shall be consulted about the content of such evaluation and the evaluators being used. Said evaluation shall include an assessment of the child's current educational status by a representative of the local school department, an assessment by a classroom teacher who has dealt with the child in the classroom, a complete medical assessment by a physician, an assessment by a psychologist, an assessment by a nurse, social worker, or a guidance or adjustment counselor of the general home situation and pertinent family history factors; and assessments by such specialists as may be required in accordance with the diagnosis including when necessary, but not limited to an assessment by a neurologist, an audiologist, an ophthalmologist, a specialist competent in speech, language and perceptual factors and a psychiatrist. Whenever the

evaluation of the Individualized Education Program team indicates that the child has a disability that affects social skills development or that the child is vulnerable to bullying, harassment or teasing because of the child's disability, the Individualized Education Program shall address the skills and proficiencies needed to avoid and respond to bullying, harassment or teasing. Whenever an evaluation indicates that a child is blind, as defined in section one hundred and thirty-six of chapter six, said evaluation shall also include an assessment of the appropriateness of Braille instruction for the child. Such assessment shall include (i) the child's efficiency in reading and writing print as compared with children who do not have a disability; (ii) the child's stamina in using print before fatigue occurs; (iii) the child's prognosis for further sight loss; and (iv) the child's present competence in Braille and a detailed explanation as to whether instruction is appropriate, conducted by a certified teacher of students with visual impairments. Any such instruction found to be essential to meet such child's disability shall be available at a frequency and duration sufficient to meet fully the educational needs of the child. Braille instruction may be used in combination with other special education services appropriate to the child's educational needs. Whenever an evaluation indicates that a child has a disability on the autism spectrum, which includes autistic disorder, Asperger's disorder, pervasive developmental disorder not otherwise specified, childhood disintegrative disorder, or Rhett's Syndrome, as defined in the most recent edition of the Diagnostic and Statistical Manual of the American Psychiatric Association, the Individualized Education Program (IEP) team, as defined by regulations of the department, shall consider and shall specifically address the following: the verbal and nonverbal communication needs of the child; the need to develop social interaction

skills and proficiencies; the skills and proficiencies needed to avoid and respond to bullying, harassment or teasing; the needs resulting from the child's unusual responses to sensory experiences; the needs resulting from resistance to environmental change or change in daily routines; the needs resulting from engagement in repetitive activities and stereotyped movements; the need for any positive behavioral interventions, strategies, and supports to address any behavioral difficulties resulting from autism spectrum disorder; and other needs resulting from the child's disability that impact progress in the general curriculum, including social and emotional development. A child's Individualized Education Program, as defined in 20 USC § 1401 (14), shall include a statement of measurable annual goals, including academic and functional goals, and a description of benchmarks or short-term objectives.

The department jointly with the departments of mental health, developmental services and public health shall issue regulations to specify qualifications for persons assessing said child.

These departments through their joint regulations may define circumstances under which the requirement of any or all of these assessments may be waived so long as an evaluation appropriate to the educational needs of the child is provided. Those persons assessing said child shall maintain a complete and specific record of diagnostic procedures attempted and their results, the conclusions reached, the suggested courses of special education best suited to the child's educational needs, and the specific benefits expected from such action. A suggested special education program may include family guidance or counseling services. When the suggested course of study is other than regular education those persons assessing said child shall present a method of monitoring the benefits of such special education and

conditions that would indicate that the child should return to regular classes, and a comparison of expected outcomes in regular class placement.

If a child with a disability requires special education and related services in accordance with the provisions of the federal Individuals with Disabilities Education Act of 1975, the provisions of this chapter, and federal and state regulations promulgated pursuant thereto, such services shall be made available.

Upon completion of said evaluation, the child's parents may obtain an independent evaluation at school committee expense, from child evaluation clinics or facilities approved by the department jointly with the departments of mental health, mental retardation and public health, provided that the school committee may initiate within five school working days of the request, a hearing with the bureau of special education appeals to show that its evaluation is appropriate, in accordance with the provisions of the Individuals with Disabilities Education Act and regulations promulgated pursuant thereto; provided, however, that the parents may choose, on a voluntary basis, to share the costs of the independent evaluation with the school committee pursuant to a sliding fee scale established in regulations issued by the department pursuant to this section, in which case the school committee shall pay its share of the costs in accordance with the scale; provided, that, if the child's family income does not exceed 400 per cent of the federal poverty level established by the United States department of health and human services, parents shall pay no cost; provided, however, that the secretary of health and human services under section 13C of chapter 118E shall establish rates for educational assessments conducted or performed by psychologists and other trained certified educational personnel

notwithstanding the provisions of any general or special law or rule or regulation to the contrary. A parent may obtain an independent evaluation at private expense from any specialist.

The written record and clinical history from both the evaluation provided by the school committee and independent evaluation, if any, shall be made available to the parents, guardians, or persons with custody of the child. Separate instructions, limited to the information required for adequate care of the child, shall be distributed only to those persons directly concerned with the care of the child. Otherwise said records shall be confidential.

The department may hold hearings through the bureau of special education appeals regarding said evaluation, said hearings to be held in accordance with the provisions of chapter thirty A. The parents, guardians, or persons with custody may refuse the education program suggested by the initial evaluation and request said hearing by the department into the evaluation of the child and the appropriate education program. The hearing officer shall order such educational placement and services as he deems appropriate and consistent with this chapter to assure the child receives a free and appropriate public education in the least restrictive environment; provided, however, that a presumption shall exist to direct such placement to the regular educational environment. The hearing officer may determine, in accordance with the rules, regulations and policies of the respective agencies, that services shall be provided by the department of children and families, the department of mental retardation, the department of mental health, the department of public health, or any other state agency or program, in addition to the program and related services to be provided by the school committee. Such order may provide for: the placement or services requested by the

school committee, the placement or services requested by the parent, either of those placements or services with modifications, or such alternative programs or services as may be required to assure such development of such child. Said parents, guardians or persons with custody may either consent to or reject such placement, program or services. If rejected, and the program desired by the parents, guardian or person with custody is a regular education program, the department and the local school committee shall provide the child with the educational program chosen by the parent, guardian or persons with custody except where such placement would seriously endanger the health or safety of the child, substantially disrupt the program for other students or, if the child is currently placed in a special education program, deny the child a free appropriate public education. In such circumstances the local school committee may proceed to the superior court with jurisdiction over the residence of the child to make such showing. Said court upon such showing shall be authorized to place the child in an appropriate education program.

At any time, school committees and parents, guardians, or persons with custody of a student may voluntarily agree to seek resolution of any dispute through mediation provided by the bureau of special education appeals, provided, that the mediation process may not be used to deny or delay a parent's right to a due process hearing or to delay or deny any other rights afforded under this chapter and the federal Individuals with Disabilities Education Act of 1975, as so amended and shall be scheduled as soon as practicable after such agreement.

If the parents, guardians or persons with custody reject the educational placement recommended by the department and desire a program other than a regular education program, they may proceed to the superior court

with jurisdiction over the residence of the child and said court shall be authorized to order the placement of the child in an appropriate education program.

During the course of the evaluations, assessments, or hearings provided for above, a child shall be placed in a regular education program unless such placement endangers the health or safety of the child or substantially disrupts such education program for other children.

No parent or guardian of any child placed in a special education program shall be required to perform duties not required of a parent or guardian of a child in a regular school program.

The educational progress of any child placed in a special education program shall be reviewed at least annually as set forth above. If such evaluation suggests that the initial evaluation was in error or that a different program or medical treatment would now benefit the child more, appropriate reassignment or alteration in treatment shall be recommended to the parents, guardians or persons having custody of the child. If the evaluation of the special education program shows that said program does not provide educational benefit to the child in the least restrictive environment, then such child shall be reassigned. If the evaluation shows that the child no longer needs special education services, the team shall recommend that the child no longer be considered a school age child with disabilities for the purposes of this chapter.

Evaluations and assessments of children and special education programs shall remain confidential and be used solely for the administration of special education in the commonwealth, including, but not limited to,



inspection by the department and regional and state advisory councils to insure that every special education program does benefit the children there assigned.

The school committee of any city, town, or school district shall establish a parent advisory council on special education. Membership shall be offered to all parents of children with disabilities and other interested parties. The parent advisory council duties shall include but not be limited to: advising the school committee on matters that pertain to the education and safety of students with disabilities; meeting regularly with school officials to participate in the planning, development, and evaluation of the school committee's special education programs. The parent advisory council shall establish by-laws regarding officers and operational procedures. In the course of its duties under this section, the parent advisory council shall receive assistance from the school committee without charge, upon reasonable notice, and subject to the availability of staff and resources.

If a student's individual education plan necessitates special education services in a day or residential facility or an educational collaborative, the IEP team shall consider whether the child requires special education services and supports to promote the student's transition to placement in a less restrictive program. If the student requires such services, then the IEP shall include a statement of any special education services and supports necessary to promote the child's transition to placement in a less restrictive program.

### **SPECIAL EDUCATION PARENT ADVISORY COUNCIL**

The School Committees shall establish a parent advisory council on special education. Membership shall be offered to all parents of children with disabilities and other interested parties. The parent advisory council duties shall include but not be limited to: advising the school committee on matters that pertain to the education and safety of students with disabilities; meeting regularly with school officials to participate in the planning, development, and evaluation of the school committees' special education programs. The parent advisory council shall establish by-laws regarding officers and operational procedures. In the course of its duties under this policy, the parent advisory council shall receive assistance from the school committee without charge, upon reasonable notice, and subject to the availability of staff and resources.

LEGAL REFERENCE: M.G.L: 71B:3

**Approved by APS/AB School Committees: May 1, 2008**

## **SPECIAL EDUCATION PARENT ADVISORY COUNCIL**

### Procedures

1. In accordance with School Committees' policy, File BDFB, the School Committee(s) may each year, subject to availability of member resources, appoint one or more of its members as the liaison(s) to the Special Education Parent Advisory Council for the term of one school year. The liaison(s) will be responsible for attending Special Education Parent Advisory Council meetings periodically and reporting back to the School Committees on the results of these meetings.
2. The Special Education Parent Advisory Council will be invited to present formally to the School Committee two times a year to:
  - Report to the School Committee on the goals of the Special Education Parent Advisory Council for the upcoming year; and
  - Report to the Committee on the progress on the goals of the Special Education Parent Advisory Council during the year.The Special Education Parent Advisory Council presentations to the School Committees shall be made at the September or October meeting and the June or July meeting, subject to the Special Education Parent Advisory Council's consultation with the Chair of the respective School Committees.
3. In accordance with the School Committees' policy, File BDFB, the Director of Pupil Services and the SPED PAC chairperson will meet quarterly to discuss planning, development and evaluation of the districts' special education programs. Other staff, SPED PAC Board members and the School Committee liaison(s) may also be included at these meetings.

**Approved by APS/AB School Committees: May 1, 2008**

**HOPKINTON SCHOOL COMMITTEE POLICY  
SPECIAL EDUCATION PARENT ADVISORY COUNCIL**

The Hopkinton Public School's Mission is to ensure equitable access for all students to academically challenging curricula in a community that supports social-emotional learning, ultimately guiding young adults to create their own pathways, engage in citizenship, and foster respect for self and others.

It is the general goal of the District to foster relationships with parents/guardians, which encourage cooperation between the home and school in establishing and achieving common educational goals for students.

The School Committee shall establish a parent advisory council on special education. Membership shall be offered to all parents/guardians of children with disabilities and other interested parties. The parent advisory council duties shall include but not be limited to: advising the school committee on matters that pertain to the education and safety of students with disabilities; meeting regularly with school officials to participate in the planning, development, and evaluation of the District's special education programs. The parent advisory council shall establish by-laws regarding officers and operational procedures. In the course of its duties under this policy, the parent advisory council shall receive assistance from the school committee without charge, upon reasonable notice, and subject to the availability of staff and resources.

The SEPAC, the School Committee, and the administration will work together in accordance with Procedure BDFB-PRC1.

**First Reading:** April 13, 2023

**Second Reading:** April 27, 2023

**Third Reading:** May 11, 2023

**Fourth Reading:** April 25, 2024

**Legal Reference:** M.G.L: 71B:3

**Cross Reference:**

**Procedure:** BDFB-PRC1 - Special Education Parent Advisory Council (SEPAC)

**HOPKINTON SCHOOL COMMITTEE POLICY  
SPECIAL EDUCATION PARENT ADVISORY COUNCIL (SEPAC)**

**Establishing a School Committee Liaison to the SEPAC**

1. In accordance with School Committee policy, [BDFB](#), the School Committee may each year, subject to availability of member resources, appoint one or more of its members as the liaison(s) to the Special Education Parent Advisory Council (SEPAC) for the term of one school year. The liaison(s) will be responsible for attending SEPAC meetings periodically and reporting back to the School Committee on the results of these meetings.

**Establishing an Annual Calendar**

1. Together the SEPAC, the School Committee, and Director of Student Services will establish a meeting calendar at the start of each academic year. A date should be built in for a mid-year check-in, which may occur through email, virtual or in-person meeting.

2. In accordance with the meeting calendar established in partnership between the School Committee, SEPAC, and the Director of Student Services, at the start of each school year, the SEPAC will be invited to present to the School Committee two times a year, at mutually agreed upon times, to share annual goals or other topics related to educational programming and the education and safety of students with special needs.

3. Also in accordance with the meeting calendar established in partnership between the School Committee, SEPAC, and the Director of Student Services, the Director of Student Services or his/her/their designee, the HPS School Committee liaison(s), and the SEPAC chairperson(s) or a designee will meet bimonthly throughout the calendar year, as schedules and inclination permit, to address mutual concerns. Meetings have proven beneficial to support parent-school collaboration and communication.

4. During one evening meeting in the fall, the Director of Student Services or his/her/their designee will host an open forum for SEPAC and the team chairs.

**Communicating about School Committee Agendas**

1. The School Committee agenda and packet are posted 48 hours in advance of the meeting in accordance with open meeting law. The School Committee liaison to the SEPAC will make every effort to communicate to the SEPAC chair, as far in advance as possible, items on the agenda that may be of interest to the SEPAC. When an agenda item is of interest to the SEPAC, the School Committee chair will afford representatives of the SEPAC Board (not to exceed four) the opportunity to ask questions and provide feedback on that item during the meeting.



# School Committee Policy Manual

Sudbury Public Schools

Sudbury, Massachusetts, 01776

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## BDF - ADVISORY COMMITTEES TO THE SCHOOL COMMITTEE

The following general policies will govern the appointment and functioning of advisory committees to the School Committee other than the student advisory committee, which is governed by the terms of the Massachusetts General Laws.

1. Advisory committees may be created by the School Committee to serve as task forces for special purposes or to provide continuing consultation in a particular area of activity. However, there will be no standing overall advisory committee to the School Committee.
2. If an advisory committee is required by state or federal law, its composition and appointment will meet all the guidelines established for that particular type of committee.
3. The composition of task forces and any other advisory committees will be broadly representative and take into consideration the specific tasks assigned to the committee. Members of the professional staff may be appointed to the committee as members or consultants, as found desirable.
4. Appointments to such committees will be made by the Committee; appointment of staff members to such committees will be made by the School Committee upon recommendation of the Superintendent.
5. Tenure of committee members will be one year only unless the member is reappointed.
6. Each committee will be clearly instructed as to:
  - a. The length of time each member is being asked to serve.
  - b. The assignment the School Committee wishes the committee to fulfill and the extent and limitations of its responsibilities.
  - c. The resources the School Committee will provide.
  - d. The approximate dates on which the School Committee wishes to receive major reports.
  - e. School Committee policies governing citizens, committees and the relationship of these committees to the School Committee as a whole, individual School Committee members, the Superintendent, and other members of the professional staff.
  - f. Responsibilities for the release of information to the press.
7. Recommendations of committees will be based upon research and fact.
8. The School Committee possesses certain legal powers and prerogatives that cannot be delegated or surrendered to others. Therefore, all recommendations of an advisory committee must be submitted to the School Committee.
9. Advisory committees created under this policy are subject to the provisions of the Open Meeting Law.



The Committee will have the sole power to dissolve any of its advisory committees and will reserve the right to exercise this power at any time during the life of any committee.

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

CROSS REF.: JIB, Student Involvement in Decision-making

# Special Education

We are pleased to introduce you to our Student Services Department, a dedicated team committed to providing support and resources to ensure that every student reaches their full potential.

Our goal is to create an inclusive, supportive environment where all students can thrive academically, socially, and emotionally.

Here's an overview of the Special Education process:

## Links

[Team Chairs \(/student-services/special-education/team-chairs\)](/student-services/special-education/team-chairs)

[The New IEP \(/student-services/special-education/the-new-iep\)](/student-services/special-education/the-new-iep)

[IEP Processes & Procedures \(/student-services/special-education/iep-processes-procedures\)](/student-services/special-education/iep-processes-procedures)

[Programs & Services \(/student-services/special-education/programs-services\)](/student-services/special-education/programs-services)

[Parents' Notice Of Procedural Safeguards \(/student-services/special-education/parent-s-notice-of-procedural-safeguards\)](/student-services/special-education/parent-s-notice-of-procedural-safeguards)

[Massachusetts Special Education Resources \(https://www.doe.mass.edu/sped/\)](https://www.doe.mass.edu/sped/)

[Special Education Parent Advisory Council \(SEPAC\) \(http://www.sudburysepac.org\)](http://www.sudburysepac.org)

[Skip To Main Content](#)



English

# Student Services

## FY25 Update



Stephanie Juriansz, Director of Student Services  
Jeffrey Lappin, Assistant Director of Student Services  
Annya Pedreschi, Special Education Administrator  
SEPAC Co-Chairs: Andrea Kraemer and Kate Mellon  
December 2, 2024

# Student Services Department Update

1. Inclusion Statement
2. Key Questions: Responsibilities, Services and Resources
3. Key Questions: Special Education Trends
4. Student Needs
5. Curriculum and Specialized Program Updates
6. New Mandates and Professional Learning Priorities
7. Department Pressures
8. Extended School Year
9. Additional Information
10. SEPAC Survey
11. Questions



# ***ALL Means All***

*... for EACH and EVERY student.*



# All means all.

Sudbury Public Schools is committed to being an inclusive environment where all students are full members of our school community. We hold to the belief that all individuals should be respected, valued, and included by peers, teachers, parents, and the community at large. We are an inclusive environment where all students feel safe and thrive socially, emotionally, physically and academically.

*~SPS Inclusion Statement*



# Inclusion in Sudbury



- Inclusion is expected.
- All students are general education students.
- Engage in discussions.
- Our language matters.
- Everyone has responsibility.
- Relationships are most important!

# Survey Purpose & Collaborative Process



## Purpose

- 1) Fulfill the SEPAC's regulatory responsibility, which includes but is not limited to **"advising the school committee** on matters that pertain to the education and safety of students with disabilities" and **"meeting regularly with school officials** to participate in the planning, development, and evaluation of the school committee's special education programs." *See M.G.L. c. 71B sec. 3; See also 603 CMR 28.07(4); and MA DESE Guidance for Special Education Advisory Councils (2010)(stating that Chapter 71B "assigns both an **advisory and participatory** function to the PAC" and "information gathered from a needs assessment can be used to fulfill the PAC's responsibility to 'participate in the planning, development, and evaluation' of the district's special education programs.)*
- 2) Better understand **the needs of Sudbury students** in grades Pre-K to 8 who attend an SPS school or an out-of-district or private school.
- 3) Highlight areas of **strength** and where there may be **opportunities for growth** or improvement.

## Collaborative Process

Fall 2023: Created the survey and gathered feedback from the directors of Student Services before finalizing.

January 2024: Launched survey - SEPAC Newsletter, Facebook, emails from SEPAC and Student Services, and other media. Accepted responses until January 31, 2024.

February - March 2024: Reviewed/Analyzed the results, shared a redacted summary with the directors of Student Services, and discussed themes arising from the data.

Spring/Fall 2024 - Requested opportunity to present survey results to the Sudbury School Committee, discussed trends with the Sudbury SEPAC Board, prepared slide deck, and reviewed the slide deck with directors of Student Services.

December 2, 2024: Presented slides to the Sudbury School Committee.



# **Sudbury Public Schools School Committee Meeting**

**Date:** June 16, 2025

**Agenda Item:** 4f

## **Calendar Review Sub Committee / Tri-District Calendar Review Sub Committee**

### **Recommendation:**

1. Move to combine the three existing Calendar Review Subcommittees - Sudbury Public Schools, Lincoln Public Schools, and Lincoln-Sudbury Regional High School - into a single Tri-District Calendar Review Subcommittee, composed of representatives from each of the three districts.
2. Move to designate (NAME) as an alternate member of the Tri-District Calendar Review Subcommittee, to be invited to participate in meetings when one of the two appointed Sudbury Public Schools representatives is unable to attend.
3. Move to amend the charge of the Tri-District Calendar Subcommittee.

### **Background Information:**

To ensure legal compliance and streamline collaboration, the School Committee will consider a proposal to combine our current SPS Calendar Review Subcommittee into one single Tri-District Calendar Review Subcommittee with representatives from Sudbury, Lincoln, and Lincoln-Sudbury.

At the April 9, 2025 Tri-District meeting, the Sudbury, Lincoln, and Lincoln-Sudbury School Committees each voted to establish their own Calendar Review Subcommittee. The goal was to review “No School” days tied to religious and cultural holidays and explore opportunities for calendar alignment across the three districts.

Sudbury formally adopted its subcommittee charge on May 19, 2025 and appointed Betsy Sues and Nicole Burnard to serve. On June 6, the three subcommittees met jointly to begin this work. However, concerns emerged around quorum requirements, scheduling

challenges, and Open Meeting Law (OML) compliance.

Following consultation with MASC and the Division of Open Government, the recommended path forward is to combine the three existing subcommittees into a single Tri-District Calendar Review Subcommittee, composed of representatives from each district. This new structure will streamline the process, ensure legal compliance, and support more effective collaboration. It will also effectively dissolve Sudbury's independent Calendar Review Subcommittee in favor of this joint approach. MASC further advised that each district appoint an alternate member to ensure consistent representation.

On June 10, 2025, the L-S School Committee met and voted to combine their existing Calendar Review Subcommittee with Sudbury and Lincoln to create a joint Tri-District Calendar Review Subcommittee. Lincoln Public Schools has indicated they will do so at their next meeting.

**Attachments:**

**Sudbury Public School Committee Tri-District Calendar Subcommittee Charge - 05192025**

**DRAFT Redlined - Tri-District Calendar Review Subcommittee Charge**

**DRAFT - Tri-District Calendar Review Subcommittee Charge**

<b>Action:</b>	<b>XX</b>	<b>Report:</b>	<b>Discussion:</b>	<b>XX</b>
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**Sudbury Public School Committee**  
**Tri-District Calendar Subcommittee Charge**

**Mission Statement:**

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

**Committee Members:**

Elizabeth Sues  
Nicole Burnard  
Brad Crozier, Superintendent

**Goals and Objectives: (process)**

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

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

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

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

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

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

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

*Voted on May 19, 2025*

**Sudbury Public School Committee - DRAFT**  
**Tri-District Calendar Review Subcommittee Charge**

**Mission Statement:**

The Tri-District Calendar Review Subcommittee shall be composed of two members from each of the three participating School Committees—Sudbury Public Schools, Lincoln Public Schools, and Lincoln-Sudbury Regional High School. Each district shall designate one alternate member who may participate in meetings when a regular appointee is unavailable.

~~The Calendar Review Subcommittee will~~ The purpose of the Subcommittee is to review how religious and cultural observances are reflected in the academic calendars across the three districts, assess opportunities to align school start and end dates as well as Professional Development days, and, when appropriate, recommend calendar or policy updates to the full School Committees of each district. ~~review, update, and recommend to the full School Committee regarding School “No School” days related to religious and cultural holidays. The Subcommittee will also make a good faith effort to align School start and end dates and Professional Development days with Lincoln Public Schools and Lincoln-Sudbury School Committee.~~

While full alignment may not be feasible, each district will make a good faith effort to coordinate calendars where possible. The respective School Committee has final say over its calendar by vote of the full committee.

**Committee Members:**

Elizabeth Sues  
Nicole Burnard  
Brad Crozier, Superintendent

**Designated Alternate:**

In the event that one of the two appointed Sudbury School Committee representatives on the Tri-District Calendar Review Subcommittee is unable to attend a meeting, **[NAME]** shall serve as the designated alternate and may participate fully in that meeting in their place.

**Goals and Objectives: (process)**

The **Sudbury** School Committee hereby establishes the ~~Tri-District School~~ Calendar Review Subcommittee ~~in collaboration with the Lincoln Public Schools and Lincoln-Sudbury Regional High School~~ to examine the inclusion of religious and cultural ~~holidays~~ observances in the ~~Sudbury Public Schools~~ academic calendar ~~and explore opportunities for greater alignment across the three districts.~~ The Subcommittee will also make an effort to create a timeline for voting on School Calendars with the intent of aligning School Calendars with the Lincoln and Lincoln-Sudbury School Districts. The subcommittee is charged with the following:

1. Review the current list of school-recognized religious and cultural holidays resulting in "No School" days.
2. Review the absentee data for students and staff on any proposed ~~or existing observance~~ additional “No School” days.

3. Review calendars regarding holiday recognition from comparable districts.
4. Recommend any potential Policy changes and whether to continue recognizing the current holidays and/or to add other holidays as "No School" days.
5. Collaborate with representatives from Lincoln and Lincoln-Sudbury School Committees to establish a good-faith process for aligning school start and end dates, Professional Development days, and holiday observances.
6. Propose a timeline for consistent and coordinated calendar adoption across the three districts.
7. ~~Coordinate with the Lincoln and Lincoln-Sudbury Calendar Review Subcommittee to potentially build a formal process for aligning the Lincoln, Lincoln-Sudbury, and Sudbury Public School District calendars~~

**Reporting Requirements (Deadlines, including to whom, when (dates)):**

The **Tri-District Calendar Review** Subcommittee shall present a summary of findings and any recommendations to the full **Sudbury** School Committee by October 1, 2025.

Following each meeting, one **Sudbury representative** of the subcommittee will inform the **Sudbury School Committee Chair** and ~~after each meeting to~~ coordinate a future meeting date to **provide an update to the full Committee, as needed.** ~~the full School Committee on the Subcommittee's recommendations.~~

The subcommittee will remain in effect until its work is complete or until otherwise dissolved by a vote of the participating School Committees.

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

The **Tri-District Calendar Review** Subcommittee shall operate in compliance with the Massachusetts Open Meeting Law. This includes:

- Agendas must be posted at least 48 business hours in advance of each meeting, not including weekends or holidays.
- Meeting agendas and approved minutes must be submitted to each participating district, in accordance with that district's procedures.
- Meeting minutes shall be recorded for each meeting, approved by the subcommittee, and submitted to the SPS Administration.

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

A quorum shall consist of four (4) members, with at least one representative from each district present.

Voted on **DATE**.

**Sudbury Public School Committee - DRAFT**  
**Tri-District Calendar Review Subcommittee Charge**

**Mission Statement:**

The Tri-District Calendar Review Subcommittee shall be composed of two members from each of the three participating School Committees—Sudbury Public Schools, Lincoln Public Schools, and Lincoln-Sudbury Regional High School. Each district shall designate one alternate member who may participate in meetings when a regular appointee is unavailable.

The purpose of the Subcommittee is to review how religious and cultural observances are reflected in the academic calendars across the three districts, assess opportunities to align school start and end dates as well as Professional Development days, and, when appropriate, recommend calendar or policy updates to the full School Committees of each district.

While full alignment may not be feasible, each district will make a good-faith effort to coordinate calendars where possible. The respective School Committee has final say over its calendar by vote of the full committee.

**Committee Members:**

Elizabeth Sues  
Nicole Burnard  
Brad Crozier, Superintendent

**Designated Alternate:**

In the event that one of the two appointed Sudbury School Committee representatives on the Tri-District Calendar Review Subcommittee is unable to attend a meeting, [NAME] shall serve as the designated alternate and may participate fully in that meeting in their place.

**Goals and Objectives: (process)**

The Sudbury School Committee hereby establishes the Tri-District Calendar Review Subcommittee in collaboration with the Lincoln Public Schools and Lincoln-Sudbury Regional High School to examine the inclusion of religious and cultural observances in the academic calendar and explore opportunities for greater alignment across the three districts.

1. Review the current list of school-recognized religious and cultural holidays resulting in "No School" days.
2. Review the absentee data for students and staff on any proposed or existing observance days.
3. Review calendars regarding holiday recognition from comparable districts.
4. Recommend any potential Policy changes and whether to continue recognizing the current holidays and/or to add other holidays as "No School" days.
5. Collaborate with representatives from Lincoln and Lincoln-Sudbury School Committees to establish a good-faith process for aligning school start and end dates, Professional Development days, and holiday observances.
6. Propose a timeline for consistent and coordinated calendar adoption across the three districts.

**Reporting Requirements (Deadlines, including to whom, when (dates)):**

The Tri-District Calendar Review Subcommittee shall present a summary of findings and any recommendations to the full Sudbury School Committee by October 1, 2025.

Following each meeting, one Sudbury representative of the subcommittee will inform the Sudbury School Committee Chair and coordinate a future meeting date to provide an update to the full Committee, as needed.

The subcommittee will remain in effect until its work is complete or until otherwise dissolved by a vote of the participating School Committees.

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

The Tri-District Calendar Review Subcommittee shall operate in compliance with the Massachusetts Open Meeting Law. This includes:

- Agendas must be posted at least 48 business hours in advance of each meeting, not including weekends or holidays.
- Meeting agendas and approved minutes must be submitted to each participating district, in accordance with that district's procedures.
- Meeting minutes shall be recorded for each meeting, approved by the subcommittee, and submitted to the SPS Administration.

A quorum shall consist of four (4) members, with at least one representative from each district present.

*Voted on* **DATE**.

# **Sudbury Public Schools**

## **School Committee Meeting**

**Date:** **June 16, 2025**

**Agenda Item:** **4g**

**2025-2026 School Committee Meeting Calendar**

**Recommendation:**

**Move to approve the 2025-2026 School Committee meeting schedule as amended.**

**Background Information:**

On March 10, 2025, the School Committee voted to approve the dates for the FY26 meeting schedule but postponed a decision on meeting locations, pending the outcome of pending legislation. On March 28, 2025, *An Act Extending Certain COVID-19 Measures Adopted During the State of Emergency* was adopted, allowing state and local public bodies to continue holding meetings in a hybrid and/or remote format.

The Committee resumed discussion on meeting formats and locations at its June 2, 2025 meeting. There appeared to be majority support for a mix of hybrid and remote meetings to increase accessibility for Committee members and the public. Specifically, members expressed interest in holding the July workshop in person, ensuring the June meeting—when school principals present their AIM reports—is hybrid, and otherwise balancing access and flexibility throughout the year.

The Committee discussed a few possible models for the FY26 meeting format:

1. Alternate between remote and hybrid meetings
2. Two remote, one hybrid meeting rotation
3. Three remote, one hybrid meeting rotation
4. Every other, winter (Jan - March) all remote



Additionally, the Committee requested that the Superintendent provide a list of planned presentations for the year, aligned to specific meeting dates to review. One outstanding legal question was raised regarding the Open Meeting Law: if both the Chair and Vice Chair are attending remotely and lose connection, does the meeting need to end even if a physical quorum is still present?

**Attachments:**

**FY26 Meeting Format and Presentation Schedule, Including Remote Hybrid Rotation Options**

**Option A Alternate between remote and hybrid**

**Option B Two remote, one hybrid meeting rotation**

**Option C Three remote, one hybrid meeting rotation**

**Option D: Alternate between remote and hybrid, winter (Jan-March) all remote**

**School Committee Meeting Schedule FY26**

**Hybrid Meeting Question**

<b>Action:</b>	<b>XX</b>	<b>Report:</b>	<b>Discussion:</b>	<b>XX</b>
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## FY26 Meeting Format and Presentation Schedule, Including Remote/Hybrid Rotation Options

- A. Alternate between remote and hybrid
- B. Two remote, one hybrid meeting rotation
- C. Three remote, one hybrid meeting rotation
- D. Alternate between remote and hybrid, winter (Jan - March) all remote

Presentation	A.	B.	C.	D.	2024-2025	2023-2024
School Safety with Chief Nix	FAIRBANKS <i>Hybrid</i> 8/18/2018	REMOTE 8/18/2025	REMOTE 8/18/2025	REMOTE 8/18/2025	REMOTE 8/5/2024	REMOTE 9/11/2023
SMILE/Explorer Update	FAIRBANKS <i>Hybrid</i> 8/18/2018	REMOTE 9/22/2025	FAIRBANKS <i>Hybrid</i> 9/22/2025	FAIRBANKS <i>Hybrid</i> 9/22/2025	REMOTE 9/24/2024	REMOTE 10/2/2023
Capital Planning	REMOTE 10/6/2025	REMOTE 10/6/2025	REMOTE 10/6/2025	REMOTE 10/6/2025	REMOTE 10/7/2024	REMOTE 11/20/2023
MCAS <i>The date is dependent on when parents get MCAS scores</i>	REMOTE 11/3/2025	REMOTE 11/3/2025	REMOTE 11/3/2025	REMOTE 11/3/2025	REMOTE 11/4/2024	REMOTE 11/6/2023
SIPs	FAIRBANKS <i>Hybrid</i> 11/24/2025	REMOTE 11/24/2025	FAIRBANKS <i>Hybrid</i> 11/24/2025	FAIRBANKS <i>Hybrid</i> 11/24/2025	FAIRBANKS 11/25/2024	REMOTE
Student Services / SEPAC	REMOTE 12/1/2025	FAIRBANKS <i>Hybrid</i> 12/1/2025	REMOTE 12/1/2025	REMOTE 12/1/2025	REMOTE 12/2/2024	REMOTE 11/20/2023
Budget Hearing (Principals Attend)	FAIRBANKS <i>Hybrid</i> 12/15/2025	FAIRBANKS <i>Hybrid</i> 12/15/2025	FAIRBANKS <i>Hybrid</i> 12/15/2025	FAIRBANKS <i>Hybrid</i> 12/15/2025	FAIRBANKS <i>Hybrid</i> 12/16/2025	REMOTE 12/18/2023
Budget Book	REMOTE 1/26/2026	FAIRBANKS <i>Hybrid</i> 1/26/2026	REMOTE 1/26/2026	REMOTE 1/26/2026	REMOTE 1/27/2025	REMOTE 2/5/2024
Tri-District / School Choice	FAIRBANKS <i>Hybrid</i> 3/16/2026	REMOTE 3/16/2026	REMOTE 3/16/2026	REMOTE 3/16/2026	REMOTE School Choice 3/17/2025 HYBRID Tri-District 4/9/2025	FAIRBANKS School Choice 4/8/2024
METCO	KROC 3/31/2026	KROC 3/31/2026	KROC 3/31/2026	KROC 3/31/2026	KROC 3/31/2025	KROC 4/29/2024
Benchmarking (Connectedness and DESSA, TMP, ELA)	REMOTE 4/13/2026	REMOTE 4/13/2026	REMOTE 4/13/2026	REMOTE 4/13/2026	FAIRBANKS <i>Hybrid</i> 4/14/2025	FAIRBANKS 4/8/2024
AIM Reports	REMOTE 6/1/2026	FAIRBANKS <i>Hybrid</i> 6/1/2026	FAIRBANKS <i>Hybrid</i> 6/1/2026	FAIRBANKS <i>Hybrid</i> 6/1/2026	FAIRBANKS <i>Hybrid</i> 6/2/2025	FAIRBANKS 6/3/2024



## Sudbury School Committee Meeting Schedule FY26

**OPTION A: Alternate between  
remote and hybrid**

DAY	DATE	TIME	LOCATION	TYPE
Monday	July 21, 2025	5:00 PM	40 Fairbank Road; Room 214	Workshop, Regular Session
Monday	August 4, 2025	7:00 PM	Remote	Regular Session
Monday	August 18, 2025	7:00 PM	Hybrid - 40 Fairbank Road; Room 214	School Safety with Chief Nix Regular Session
Monday	September 8, 2025	7:00 PM	Remote	Regular Session
Monday	September 22, 2025	7:00 PM	Hybrid - 40 Fairbank Road; Room 214	SMILE/Explorer Update Regular Session
Monday	October 6, 2025	7:00 PM	Remote	Capital Planning Regular Session
Monday	October 20, 2025	7:00 PM	Hybrid - 40 Fairbank Road; Room 214	Regular Session
Monday	November 3, 2025	7:00 PM	Remote	MCAS Regular Session
Monday	November 24, 2025	7:00 PM	Hybrid - 40 Fairbank Road; Room 214	SIPS Regular Session

Monday	December 1, 2025	7:00 PM	Remote	Student Services / SEPAC Regular Session
Thursday	December 4, 2025	7:00 PM	Hybrid - 40 Fairbank Road; Room 214	Budget Review
Monday	December 8, 2025	7:00 PM	Remote	Budget Review
Monday	December 15, 2025	7:00 PM	Hybrid - 40 Fairbank Road; Room 214	Regular Session/ Budget Hearing
Thursday	December 18, 2025	7:00 PM	Remote	Budget Review
Tuesday	January 20, 2026	7:00 PM	Hybrid - 40 Fairbank Road; Room 214	Regular Session
Monday	January 26, 2026	7:00 PM	Remote	Budget Book Regular Session

Monday	February 9, 2026	7:00 PM	Hybrid - 40 Fairbank Road; Room 214	Regular Session
Monday	March 2, 2026	7:00 PM	Remote	Regular Session
Monday	March 16, 2026	7:00 PM	Hybrid - 40 Fairbank Road; Room 214	Tri-District / School Choice Regular Session
Tuesday	March 31, 2026	6:00 PM	TBD - In Person	METCO Regular Session
Monday	April 13, 2026	7:00 PM	Remote	Benchmarking Regular Session
Monday	May 4, 2026	7:00 PM	LSRHS	Town Meeting

Monday	May 18, 2026	7:00 PM	Hybrid - 40 Fairbank Road; Room 214	Regular Session
Monday	June 1, 2026	7:00 PM	Remote	AIM Reports Regular Session
Monday	June 15, 2026	7:00 PM	Hybrid - 40 Fairbank Road; Room 214	Regular Session
Monday	July 20, 2026	7:00 PM	Remote	Regular Session



## Sudbury School Committee Meeting Schedule FY26

**OPTION B: Two remote, one  
hybrid meeting rotation**

DAY	DATE	TIME	LOCATION	TYPE
Monday	July 21, 2025	5:00 PM	40 Fairbank Road; Room 214	Workshop, Regular Session
Monday	August 4, 2025	7:00 PM	Remote	Regular Session
Monday	August 18, 2025	7:00 PM	Remote	School Safety with Chief Nix Regular Session
Monday	September 8, 2025	7:00 PM	Hybrid - 40 Fairbank Road; Room 214	Regular Session
Monday	September 22, 2025	7:00 PM	Remote	SMILE/Explorer Update Regular Session
Monday	October 6, 2025	7:00 PM	Remote	Capital Planning Regular Session
Monday	October 20, 2025	7:00 PM	Hybrid - 40 Fairbank Road; Room 214	Regular Session
Monday	November 3, 2025	7:00 PM	Remote	MCAS Regular Session
Monday	November 24, 2025	7:00 PM	Remote	SIPS Regular Session

Monday	December 1, 2025	7:00 PM	Hybrid - 40 Fairbank Road; Room 214	Student Services / SEPAC Regular Session
Thursday	December 4, 2025	7:00 PM	Remote	Budget Review
Monday	December 8, 2025	7:00 PM	Remote	Budget Review
Monday	December 15, 2025	7:00 PM	Hybrid - 40 Fairbank Road; Room 214	Regular Session/ Budget Hearing
Thursday	December 18, 2025	7:00 PM	Remote	Budget Review
Tuesday	January 20, 2026	7:00 PM	Remote	Regular Session
Monday	January 26, 2026	7:00 PM	Hybrid - 40 Fairbank Road; Room 214	Budget Book Regular Session

Monday	February 9, 2026	7:00 PM	Remote	Regular Session
Monday	March 2, 2026	7:00 PM	Hybrid - 40 Fairbank Road; Room 214	Regular Session
Monday	March 16, 2026	7:00 PM	Remote	Tri-District / School Choice Regular Session
Tuesday	March 31, 2026	6:00 PM	TBD - In Person	METCO Regular Session
Monday	April 13, 2026	7:00 PM	Remote	Benchmarking Regular Session

Monday	May 4, 2026	7:00 PM	LSRHS	Town Meeting
Monday	May 18, 2026	7:00 PM	Remote	Regular Session
Monday	June 1, 2026	7:00 PM	Hybrid - 40 Fairbank Road; Room 214	AIM Reports Regular Session
Monday	June 15, 2026	7:00 PM	Remote	Regular Session
Monday	July 20, 2026	7:00 PM	Remote	Regular Session





**Sudbury School Committee**  
**Meeting Schedule FY26**  
**OPTION C: Three remote, one hybrid**  
**meeting rotation**

DAY	DATE	TIME	LOCATION	TYPE
Monday	July 21, 2025	5:00 PM	40 Fairbank Road; Room 214	Workshop, Regular Session
Monday	August 4, 2025	7:00 PM	Remote	Regular Session
Monday	August 18, 2025	7:00 PM	Remote	School Safety with Chief Nix Regular Session
Monday	September 8, 2025	7:00 PM	Remote	Regular Session
Monday	September 22, 2025	7:00 PM	Hybrid - 40 Fairbank Road; Room 214	SMILE/Explorer Update Regular Session
Monday	October 6, 2025	7:00 PM	Remote	Capital Planning Regular Session
Monday	October 20, 2025	7:00 PM	Remote	Regular Session
Monday	November 3, 2025	7:00 PM	Remote	MCAS Regular Session
Monday	November 24, 2025	7:00 PM	Hybrid - 40 Fairbank Road; Room 214	SIPS Regular Session
Monday	December 1, 2025	7:00 PM	Remote	Student Services / SEPAC

				Regular Session
Thursday	December 4, 2025	7:00 PM	Remote	Budget Review
Monday	December 8, 2025	7:00 PM	Remote	Budget Review
Monday	December 15, 2025	7:00 PM	Hybrid - 40 Fairbank Road; Room 214	Regular Session/ Budget Hearing
Thursday	December 18, 2025	7:00 PM	Remote	Budget Review
Tuesday	January 20, 2026	7:00 PM	Remote	Regular Session
Monday	January 26, 2026	7:00 PM	Remote	Budget Book Regular Session

Monday	February 9, 2026	7:00 PM	Hybrid - 40 Fairbank Road; Room 214	Regular Session
Monday	March 2, 2026	7:00 PM	Remote	Regular Session
Monday	March 16, 2026	7:00 PM	Remote	Tri-District / School Choice Regular Session
Tuesday	March 31, 2026	6:00 PM	TBD - In Person	METCO Regular Session
Monday	April 13, 2026	7:00 PM	Remote	Benchmarking Regular Session
Monday	May 4, 2026	7:00 PM	LSRHS	Town Meeting
Monday	May 18, 2026	7:00 PM	Remote	Regular Session

Monday	June 1, 2026	7:00 PM	Hybrid - 40 Fairbank Road; Room 214	AIM Reports Regular Session
Monday	June 15, 2026	7:00 PM	Remote	Regular Session
Monday	July 20, 2026	7:00 PM	Remote	Regular Session

## Sudbury School Committee Meeting Schedule FY26

**OPTION D:** Alternate between remote and hybrid, winter (Jan - March) all remote

DAY	DATE	TIME	LOCATION	TYPE
Monday	July 21, 2025	5:00 PM	40 Fairbank Road; Room 214	Workshop, Regular Session
Monday	August 4, 2025	7:00 PM	Remote	Regular Session
Monday	August 18, 2025	7:00 PM	Hybrid - 40 Fairbank Road; Room 214	School Safety with Chief Nix Regular Session
Monday	September 8, 2025	7:00 PM	Remote	Regular Session
Monday	September 22, 2025	7:00 PM	Hybrid - 40 Fairbank Road; Room 214	SMILE/Explorer Update Regular Session
Monday	October 6, 2025	7:00 PM	Remote	Capital Planning Regular Session
Monday	October 20, 2025	7:00 PM	Hybrid - 40 Fairbank Road; Room 214	Regular Session
Monday	November 3, 2025	7:00 PM	Remote	MCAS Regular Session
Monday	November 24, 2025	7:00 PM	Hybrid - 40 Fairbank Road; Room 214	SIPS Regular Session
Monday	December 1, 2025	7:00 PM	Remote	Student Services / SEPAC Regular Session
Thursday	December 4, 2025	7:00 PM	Hybrid - 40 Fairbank Road; Room 214	Budget Review

Monday	December 8, 2025	7:00 PM	Remote	Budget Review
Monday	December 15, 2025	7:00 PM	Hybrid - 40 Fairbank Road; Room 214	Regular Session/ <b>Budget Hearing</b>
Thursday	December 18, 2025	7:00 PM	Remote	Budget Review
Tuesday	January 20, 2026	7:00 PM	Remote	Regular Session
Monday	January 26, 2026	7:00 PM	Remote	<b>Budget Book</b> Regular Session

Monday	February 9, 2026	7:00 PM	Remote	Regular Session
Monday	March 2, 2026	7:00 PM	Hybrid - 40 Fairbank Road; Room 214	Regular Session
Monday	March 16, 2026	7:00 PM	Remote	<b>Tri-District / School Choice</b> Regular Session
Tuesday	March 31, 2026	<b>6:00 PM</b>	TBD - In Person	<b>METCO</b> Regular Session
Monday	April 13, 2026	7:00 PM	Remote	<b>Benchmarking</b> Regular Session
Monday	May 4, 2026	7:00 PM	LSRHS	Town Meeting
Monday	May 18, 2026	7:00 PM	Remote	Regular Session
Monday	June 1, 2026	7:00 PM	Hybrid - 40 Fairbank Road; Room 214	<b>AIM Reports</b> Regular Session

Monday	June 15, 2026	7:00 PM	Remote	Regular Session
Monday	July 20, 2026	7:00 PM	Hyrbrid - 40 Fairbank Road; Room 214	Regular Session



## 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
Tuesday	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





Karyn Jones <karyn\_jones@sudbury.k12.ma.us>

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## Hybrid Meeting Question

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Alicia Mallon <amallon@masc.org>

Tue, Jun 10, 2025 at 10:27 AM

To: Karyn Jones <karyn\_jones@sudbury.k12.ma.us>

Morning!

I was confirming with my colleagues - in the absence of a chair or vice chair, the member who is senior in years of service would be the member to conduct a meeting. As long as there is quorum, they can proceed.

### Alicia (Curtin) Mallon

MASC Field Director/Search Coordinator

AMallon@MASC.org

(978) 729-1117

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**From:** Karyn Jones <karyn\_jones@sudbury.k12.ma.us>

**Sent:** Tuesday, June 10, 2025 3:39 AM

**To:** Alicia Mallon <amallon@masc.org>

**Subject:** Re: Hybrid Meeting Question

Hi Alicia,

Sorry to bother you again. Would you mind letting me know if this is correct about Roberts Law?

Karyn

On Wed, Jun 4, 2025 at 10:04 AM Karyn Jones <karyn\_jones@sudbury.k12.ma.us> wrote:

Hi Alicia,

The Sudbury School Committee is currently discussing how we'll conduct our meetings moving forward. At our last meeting, a few questions arose about hybrid meetings — particularly regarding scenarios where both the Chair and Vice Chair are remote, and the remaining three members are attending in person.

Our question is: *If a technology issue causes both the Chair and Vice Chair to be disconnected during a hybrid meeting, can the in-person quorum continue the meeting?*

I attended an Open Meeting Law (OML) training today hosted by the Division of Open Government and raised this question during the Q&A. The trainer shared that the meeting *can* continue, provided that:

1. The meeting remains open to the public — meaning public access is maintained in person if public participation cannot now be offered remotely; and
2. A quorum of members is present.

They also clarified in the Q&A chat that the temporary provisions under Chapter 2 of the Acts of 2025 do not require the Chair or Vice Chair to be physically present. Under OML, a quorum is sufficient for the meeting to proceed.

I also reviewed Robert's Rules of Order, and it seems to align with this guidance — stating that if both the Chair and Vice Chair are absent:

- The Chair may appoint an acting Chair prior to the meeting; or
- The members present (assuming a quorum) may elect an acting Chair for the remainder of the meeting.

Could you please confirm if this understanding is correct? I just want to make sure I am providing the correct information to the Committee when we meeting on 6/16.

Warmly,  
Karyn

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Karyn Jones  
Chair, Sudbury School Committee

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Karyn Jones  
Sudbury School Committee

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