



AGENDA and NOTICE SCHOOL COMMITTEE MEETING

Regular Session Meeting

Monday, August 4, 2025

LOCATION

Remote Location

Dial In: 1 301 715 8592 - Webinar ID: 852 9255 6359

Live Link: <https://us02web.zoom.us/j/85292556359>

AGENDA

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) 5 Mins
 - a. Appointment of School Committee Representative to Educational Collaboratives (CASE and ACCEPT)
 - b. Medication Delegation Application
 - c. 2025-2026 School Committee Goals
 - d. Amend 2025-2026 Policy Subcommittee Charge to Include Review of the School Committee Handbook
 - e. Surplus of Audio-Visual Equipment
4. Business and Policy Matters
 - a. BGB Step 3, Action - Adoption, Rejection or More Discussion Needed of Policy (Discussion/Action) 20 Mins
 - i. JBD Gender Identity and Inclusivity
 - ii. BDFB Special Education Parent Advisory Council
 - iii. BDFB-R Special Education Parent Advisory Council
 - b. BGB Step 2, Policy Discussion Items (Discussion/Action) 10 Mins
 - i. AC - Non-Discrimination Policy Including Harassment and Retaliation
 - ii. AC-R - Civil Rights Grievance Procedure
 - iii. ACAB - Sexual Harassment - Title IX Policy
 - iv. ACAB-R - Grievance Procedure for Complaints of Sexual Harassment under Title IX of the Education Amendments of 1972
 - c. Updates from Sandra Duran, Combined Facility Director (Discussion) 20 Mins
 - i. FY25 and FY26 Capital Update
 - d. FY25 Q4 Report (End of Year) (Discussion/Action) 10 Mins
 - e. FY27 Budget Process: Review of Current Practices and Whether to Develop FY27 Budget Guidelines to Help Inform the Superintendent's Budget Development: Next Steps (Discussion) 25 Mins
 - f. Review of Policy BEDH and Current Committee Practices; Discussion of Alignment with Policy, and Interim Approach to Hybrid Public Comment Pending Policy Review (Discussion/Action) 15 Mins
 - g. Extend Deadline of Tri-District Calendar Review Subcommittee by Updating Subcommittee Charge (Discussion/Action) 5 Mins
 - h. Initial Discussion on Posting Committee & Subcommittee Agenda Packets on the District Website and Determination on Whether to Post Tri-District Calendar Review Subcommittee Materials & When (Discussion/Action) 15 Mins
 - i. Liaison Reports (Report) 5 Mins
5. Adjournment

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

*The next School Committee Meeting is scheduled for **Monday, August 18, 2025***

**Sudbury Public Schools
School Committee Meeting**

Date: August 4, 2025

Agenda Item: 3 a. - e.

Consent Calendar

Recommendation:

Motion to approve the consent calendar as presented/amended.

- a. Appointment of School Committee Representative to Educational Collaboratives (CASE and ACCEPT)
- b. Medication Delegation Application
- c. 2025-2026 School Committee Goals
- d. Amend 2025-2026 Policy Subcommittee Charge to Include Review of the School Committee Handbook
- e. Surplus Audio-Visual Equipment

Background Information:

Attachments:

CASE and ACCEPT Appointment
EpinephrineApplication20221
MCSR Signature Page
2025-2026 School Committee Goals
RED LINED 2025-2026 Policy Subcommittee Charge
Surplus Audio-Visual Equipment

Action:	XX	Report:	Discussion:	XX
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**Sudbury Public Schools
School Committee Meeting**

Date: August 4, 2025

Agenda Item: 3 a. - e.

Consent Calendar

Appointment of School Committee Representative to Educational Collaboratives (CASE and ACCEPT)

Recommendation:

- a. Move to appoint Brad Crozier as the Sudbury School Committee Representative to the CASE Educational Collaborative.
- b. Move to appoint Brad Crozier as the Sudbury School Committee Representative to the ACCEPT Educational Collaborative.

Background Information:

Attachments:

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

**MASSACHUSETTS DEPARTMENT OF PUBLIC HEALTH (MDPH)
SCHOOL HEALTH UNIT AND CONTROLLED SUBSTANCE REGISTRATION
APPLICATION
TO TRAIN UNLICENSED SCHOOL PERSONNEL TO ADMINISTER
EPINEPHRINE VIA AUTO-INJECTOR IN A LIFE-THREATENING SITUATION
TO THOSE INDIVIDUALS WITH A PRESCRIPTION.**

School/School District: _____

Address: _____
(Street) (City/Town) (State) (Zip Code)

☐ NEW ☐ RENEWAL MCSR # _____ Exp. Date _____
(if applicable)

A school or school district may register with the Massachusetts Department of Public (MDPH) School Health Unit (SHU) for the limited purpose of permitting unlicensed personnel to administer epinephrine (by auto injector) to individuals with a *diagnosed* life-threatening allergic condition provided the following conditions are met as defined in 105 CMR 210.100:

1. After completing this application the school/school district will be provided with a Massachusetts Controlled Substance Registration (MCSR) from the MDPH Drug Control Program (DCP). Registration will be valid for one calendar year (365 days) from the date of the MCSR approval. The training of unlicensed personnel cannot occur without registration with MDPH SHU.
2. The school committee or chief administrative officer of a school district or school has approved policies governing the administration of epinephrine via auto-injector.
3. The school committee or chief administrative officer of a school district or school assures that sufficient school nurses are available to provide proper oversight of the program.
4. In consultation with the school physician, the Medication Manager (RN) has final decision-making authority about the program and selects the unlicensed personnel authorized to administer epinephrine in a life-threatening situation when a School Nurse (RN) is not immediately available.
5. The unlicensed school personnel authorized to administer epinephrine are trained by a physician or School Nurse (RN) and are tested for competency, in accordance with standards and a curriculum established by the MDPH, as outlined in the [Comprehensive School Health Manual](#). The School Nurse (RN) documents the training and testing of the competency.
6. The School Nurse (RN) provides a training review and informational update for unlicensed personnel at least twice a year.
7. The school maintains a list of unlicensed school personnel authorized and trained to administer epinephrine in an emergency when a School Nurse (RN) is not immediately available. This list must be provided to parents upon request.
8. Epinephrine is administered only in accordance with a written medication administration plan developed by the School Nurse (RN), satisfying the requirements of 105 CMR 210.005 (E) and 210.009 (A) (6) and updated annually, which includes the following:
 - (a) diagnosis by a physician that the student is at high risk for a life-threatening allergic reaction, and a medication order containing indications for administration of epinephrine;
 - (b) written authorization by a parent or guardian;

- (c) home and emergency phone number(s) for the parent/guardian, as well as the name(s) and phone number(s) of any other person(s) to be notified if parents/guardians are unavailable;
 - (d) names of school personnel who have received training in administration of epinephrine by auto-injector;
 - (e) identification of places where the epinephrine is to be stored, following consideration of the need for storage at places where the student may be most at risk. The epinephrine may be stored at more than one location or carried by the student when appropriate;
 - (f) consideration of the ways and places epinephrine can be stored so as to limit access to appropriate persons, which shall not require the epinephrine to be kept under lock and key;
 - (g) plan for risk reduction for the student, including a plan for teaching self-management, when appropriate.
9. When epinephrine is administered, there shall be immediate notification of the local emergency medical services system (generally 911) followed by notification of the School Nurse (RN), student's parents/guardians (or, if the parents/guardians are not available, any other designated person(s)), and the student's physician.
10. There are written procedures, in accordance with any standards established by the MDPH, for
- (a) proper storage, handling, and disposal of the epinephrine;
 - (b) development of the medication administration plan;
 - (c) documentation of administration;
 - (d) notification of administration;
 - (e) recording receipt and return of the medication by the School Nurse (RN);
 - (f) reporting medication errors;
 - (g) reviewing any incident involving administration of epinephrine to determine the adequacy of the response and to consider ways of reducing risks for the student and the student body in general; and
 - (h) planning and working with the emergency medical system to ensure the fastest possible response.

I certify that I have read and agree to the above and all requirements under 105 CMR 210.100 pertaining to the administration of epinephrine and that the information provided in this application is accurate.

Medication Manager (RN)	(Signature/Credentials)	Date	Medication Manager (RN) (Please Print)
Telephone Number	E-mail address		RN License Number
School Physician (MD)	(Signature/Credentials)	Date	School Physician (MD) (Please Print)
Superintendent of Schools or Administrator of School	(Signature)	Date	Superintendent of Schools or Administrator of School (Please Print)
Chair, School Committee or Chair, Board of Trustees	(Signature)	Date	Chair, School Committee or Chair, Board of Trustees (Please Print)

**Massachusetts Department of Public Health (MDPH) School Health Services
Massachusetts Controlled Substance Registration (MCSR) Signature Page**

Medication Program Manager (Registered Nurse)

I hereby attest that as the Medication Program Manager (RN), I have completed this application and understand my roles as manager and supervisor of the medication storage, handling, delegation, and training program for the applicant school entity. I will act as the MDPH contact on all matters relating to the administration of medications for this school entity. I have developed and/or reviewed the policies and procedures in compliance with regulations 105 CMR 210 in consultation with the school physician and have recommended to the School Committee/Governing Body adoption of the policies. I understand that my name will remain on the school entity's MCSR until I notify MDPH School Health Services otherwise.

Medication Program Manager **Signature/Credentials (RN)**

Medication Program Manager **Print Name**

Date

School/District Applying for MCSR

RNs assigned a school but applying for the district, put district name here

City, State, Zip

Telephone

Email

RN License #

School Physician (MD/DO)

I hereby attest that as School Physician (MD/DO), I have consulted with the Medication Program Manager (RN) in the preparation of this application. I have reviewed the regulations, policies and procedures and have recommended to the School Committee/Governing Body adoption of the policies.

School Physician **Signature/Credentials (MD/DO)**

School Physician **Print Name**

Date

Telephone

Email

Superintendent or Administrator of School

I hereby attest that as Superintendent of Schools or Administrator of the School, I agree with the intent of the regulations and with the policies as specified in this application. I thus acknowledge the Medication Program Manager role and responsibility as registered nurse and manager of the medication program as defined in regulation 105 CMR 210. I have reviewed the regulations, policies and procedures and have recommended to the School Committee/Governing Body adoption of the policies.

Superintendent/Administrator Signature

Superintendent/Administrator Print Name

Date

Telephone

Email

Chair of School Committee or Governing Body

I hereby attest that as Chair, School Committee or Chair, Governing Body, the Committee/Body has agreed to adopt the policies and procedures governing the administration of prescription medications as defined by statute and regulation (M.G.L. 94C and 105 CMR 210). The School Committee/Governing Body understands the Medication Program Manager role as registered nurse and manager of the medication program in the school.

Chair of School Committee/Governing Body Signature

Chair of School Committee/Governing Body Print Name

Date

Telephone

Email

2025-2026 Sudbury School Committee Goals

Goal Area: Family and Community Engagement	Goal: 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	Outcomes & Deliverables (Evidence & Data)	Mid-Year Targets	EOY Deliverable (s)
Review and update policies to support hybrid meetings and inclusive public participation	Policy Subcommittee School Committee	Review and possible adoption of BEDH (Public Comment) and BEA (Remote Participation)	Drafts presented and voted upon	Review and update policies communicated to the SPS Community
Strengthen and support the School Committee's Parent Advisory Council(s).	SEPAC Liaisons, School Committee Chair	School Committee liaisons will provide a report on SEPAC's goals and outcomes The School Committee Chair will allow SEPAC to present to the School Committee at least once this year	SEPAC presentation	SEPAC EOY Report
Conduct a minimum of two community listening sessions	Full School Committee (two rotating members) Communications Liaison	Summaries documented Attendance logs Minimum of two surveys will be conducted to assess the effectiveness of Listening Sessions.	At least one community listening session will be conducted and summarized Draft of surveys presented to full committee for review and approval (October)	EOY report, which will include documented summaries from listening sessions, attendance logs, and survey results for discussion regarding if listening sessions were effective. Policies and School Committee Handbook updated, if needed, regarding listening sessions.

2025-2026 Sudbury School Committee Goals

Goal Area: Teaching, Learning, and Technology	Goal: 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.			
Strategic Actions	Who is Responsible	Outcomes & Deliverables (Evidence & Data)	Mid-Year Deliverable(s)	EOY Deliverable (s)
Monitor implementation of the K–5 EL curriculum	School Committee, Superintendent	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	School Committee, Superintendent	Pilot data and recommendations for expansion or further study	Discuss the pilot during the FY27 budget process. Review resources and needs for the FY27 budget.	Determine a plan for Grade 6 curriculum implementation
Review 7th-grade math and the compacted 7/8 pathway	School Committee, Superintendent	Presentations and outcome data across student math tracks	Analyze mid-year performance data. Review resources and needs for the FY27 budget.	Discuss benchmarking data and make recommendations
Review and evaluate the integration of digital resources and instructional technology in classroom instruction.	School Committee, Superintendent	The School Committee will receive a report outlining current practices, alignment with the Massachusetts Curriculum Frameworks, and implementation of digital citizenship objectives as outlined in Policy IJNDB.	School Committee receives presentation	Summarize findings Propose next steps
Monitor the implementation of Policy JICJ – <i>Student Use of Technology in Schools</i> .	School Committee, Superintendent	The School Committee will receive at least three updates throughout the school year during the Superintendent's Report at a fall, winter, and spring meeting. Summaries will be reflected in meeting minutes.	Two Superintendent updates provided summarizing how policy is being implemented, including communication with families, exemption procedures, enforcement practices, and impacts on teacher, learning, and social climate.	The Committee will review feedback and consider next steps to support consistent implementation districtwide.

2025-2026 Sudbury School Committee Goals

Goal Area: Fiscal Stewardship and Long-Term Planning	Goal: 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, and the long-term maintenance and capacity needs of district facilities.			
Strategic Actions	Who is Responsible	Outcomes & Deliverables (Evidence & Data)	Mid-Year Deliverable(s)	EOY Deliverable (s)
Prioritize and plan for the district's short- and long-term capital needs by using the Facilities Condition Assessment, Noyes, Nixon, Haynes, and Loring Schools Space Utilization Study, and other usage data.	School Committee, Combined Facilities Director, Administration	Short- and long-term Capital Plan.	Share the draft Capital Plan.	Final Capital Plan approved and posted publicly.

2025-2026 Sudbury School Committee Goals

Goal Area: After-School Care & Enrichment	Goal: 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.			
Strategic Actions	Who is Responsible	Outcomes & Deliverables (Evidence & Data)	Mid-Year Deliverable(s)	EOY Deliverable (s)
Explore and evaluate options for after-school care and enrichment through research, stakeholder engagement, and analysis of district capacity, peer models, and the diverse needs of SPS students.	School Committee	Documentation of space constraints and available areas by school; website section created with space usage info	Initial findings on space usage, peer district practices, and local provider landscape compiled; summary of emerging considerations related to program design, accessibility, and alignment with the diverse needs of the SPS student population.	Comprehensive summary of findings presented to the School Committee, including key takeaways related to space, provider landscape, peer models, and considerations for future program development. As appropriate, preliminary steps may be taken to support potential next-phase planning and/or external partnerships.

Sudbury Public School Committee
Policy Subcommittee
Amended August 4, 2025

Mission Statement:

The Policy Subcommittee will review, update and draft new policy for the School Committee. For the 2025-2026 term, the Policy Subcommittee will also be charged with reviewing and updating the Sudbury School Committee Handbook.

Members:

Karyn Jones, School Committee
Nicole Burnard, School Committee
Brad Crozier, Superintendent

Goals and Objectives: (process)

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

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

The Policy Subcommittee will also work in reviewing and updating the Sudbury School Committee Handbook to ensure it is reflecting current policies.

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

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

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

Compliance with Open Meeting Law (OML):

The Policy Subcommittee will submit 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.

From: **Sandra Duran** <sandra_duran@sudbury.k12.ma.us>
Date: Tue, Jul 29, 2025 at 2:49 PM
Subject: Surplus Audio Visual Equipment
To: Brad Crozier <brad_crozier@sudbury.k12.ma.us>

Hello Brad,

As a result of our Audio Visual project, we have surplus lights that are obsolete and no longer needed. It is my opinion that these fixtures are worth less than \$10,000. Please request the approval of the School committee to surplus these items. I will advertise these for disposal.

Item	Description	Quantity
Parabolic fixtures	Small round	20
Ellipsoidals	Tall lamps	10
R40	Strip lights	3
Altspot	1500W Follow Spotlight	1
Spot Light	1000W Follow Spotlight	1
Plano-convex spots	Tall square lamps	4
Electrovoice Sx300 Speaker	Large Speaker	1
Epson Projector	WUXGA	1
Dimming Panel	Strand DE90	1

Please let me know if you have any questions or concerns.
Sandra

*Sandra R. Duran
Combined Director of Facilities
Town of Sudbury
275 Old Lancaster Road
Sudbury, MA 01776
978-405-4753 (cell)
978-440-5465 (office)*

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**Sudbury Public Schools
School Committee Meeting**

Date: August 4, 2025

Agenda Item: 4a

BGB Step 3, Action - Adoption, Rejection or More Discussion Needed of Policy

1. JBD Gender Identity and Inclusivity
2. BDFB Special Education Parent Advisory Council
3. BDFB-R Special Education Parent Advisory Council

Recommendation:

Motion to adopt policy JBD Gender Identity and Inclusivity Policy as presented/amended and to be fully implemented by DATE

Motion to adopt policy BDFB Special Education Parent Advisory Council Policy as presented/amended and to be fully implemented by DATE.

Motion to adopt policy BDFB-R Special Education Parent Advisory Council Policy as presented/amended and to be fully implemented by DATE.

Background Information:

Under Policy BGB, the Sudbury School Committee follows a structured, three-step process to adopt or amend district policies:

1. **Information** – The proposed policy is distributed in the agenda packet for Committee members to review. *(This step occurred at our June 16 meeting.)*
2. **Discussion** – The policy is read and discussed at a public meeting. This includes feedback from the Superintendent and/or relevant advisory committees, and may result in suggested edits or directions for redrafting. *(This step occurred at our July 21 meeting.)*
3. **Action** – The Committee may vote to adopt or reject the policy.
 - If significant changes are made during this step, the Committee may choose to extend discussion.

Additional Notes:

- The Committee may suspend the above sequence in the case of emergencies.
- Once adopted, policies go into effect on a date set by the Committee to ensure time for implementation and communication.

Attachments:

- 2-Memorandum
- 3-BGB - Policy Adoption
- 4-DRAFT JBD Gender Identity and Inclusivity Policy as amended on 7_21_2025

- 5-JBD Legal Review
- 6-DRAFT BDFB Special Education Parent Advisory Council (SEPAC)
- 7-DRAFT BDFB-R Special Education Parent Advisory Council (SEPAC)
- 8-BDFB-R Legal Review
- 9-SEPAC Letter of Support_BDFB and BDFB-R

Action:	XX	Report:	Discussion:	XX
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MEMORANDUM

To: Sudbury School Committee

From: Karyn Jones, Chair

Date: August 1, 2025

Re: Legal Counsel Feedback on Agenda Item 4.a – Policy Adoption (BGB Step 3)

As part of the Sudbury School Committee's BGB Step 3 review process for the policies listed below, district legal counsel has reviewed and provided comments on the following:

- **Policy JBD** – Gender Identity and Inclusivity
- **Policy BDFB** – Special Education Parent Advisory Council (SEPAC)
- **Policy BDFB-R** – SEPAC Operating Regulations

Policy JBD – Gender Identity and Inclusivity

Legal counsel confirmed that the amended policy is compliant with Massachusetts law, including Chapter 76, Section 5, which prohibits discrimination on the basis of gender identity in public schools. Counsel also affirmed that school districts in Massachusetts remain legally required to implement inclusive policies supporting transgender and nonbinary students, consistent with DESE guidance and the February 2025 memo from Acting Commissioner Russell Johnston.

However, counsel also noted the following:

- The current federal administration has issued executive orders (“Defending Women from Gender Ideology Extremism and Restoring Biological Truth to the Federal Government” and “Keeping Men Out of Women’s Sports”) that may create tension between federal directives and state law. These orders restrict federal funding for institutions that do not comply with their provisions, including those that affirm gender identity in ways contrary to the federal position.
- While the District is legally bound to follow Massachusetts law, the Committee should remain aware of this federal-state conflict and the potential implications for federal funding.

Content-Specific Legal Considerations

1. Parent/Guardian Communication Clause

The draft policy currently includes:

“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.”

While this language is not legally problematic, counsel questioned whether it is more appropriate for inclusion in an administrative guideline or protocol rather than in policy, as it outlines a specific internal practice rather than a governance-level standard.

2. Dress Code Clause

The draft policy also includes:

“Students have the right to dress in a manner consistent with their gender identity, provided they comply with the school’s adopted dress code...”

Counsel noted this may be redundant given the District’s existing dress code policy, which applies to all students. However, the Committee may choose to retain this language for emphasis and clarity in support of equity and inclusion.

Policies BDFB and BDFB-R – SEPAC

Policy BDFB was deemed legally compliant as written.

Policy BDFB-R was also confirmed to be legally compliant, with a few minor edits recommended by counsel and incorporated into the current draft.

Additionally, counsel provided clarification regarding the scope of SEPAC’s statutory rights:

- The statute provides that the SEPAC, as a body, has the right to advise the School Committee on matters pertaining to the education and safety of students with disabilities.
- There is no provision in statute, regulation, or guidance granting SEPAC special rights to receive School Committee meeting materials in advance of the general public.
- Similarly, there is no provision granting the SEPAC Chair a distinct or individual right to meet with the School Committee; the advisory role is vested in the PAC as a collective body.

A letter of support from SEPAC for both BDFB and BDFB-R is included in the agenda packet.

Next Steps

At the August 4, 2025 meeting, the School Committee may take action to adopt, amend, or continue discussion on the above policies. Upon adoption, policies will go into effect on a date determined in collaboration with the Superintendent to ensure adequate time for implementation.

Please don’t hesitate to reach out with any questions prior to the meeting.

BGB - POLICY ADOPTION

Adoption of new policies or changing existing policies is solely the responsibility of the School Committee. Policies will be adopted and/or amended only by the affirmative vote of a majority of the members of the School Committee when such action has been scheduled on the agenda of a regular or special meeting.

To permit time for study of all policies or amendments to policies and to provide an opportunity for interested parties to react, proposed policies or amendments will be presented as an agenda item to the Committee in the following sequence:

1. Information item - distribution with agenda
2. Discussion item - reading of the proposed policy or policies; response from Superintendent; report from any advisory committee assigned responsibility in the area; Committee discussion and directions for any redrafting
3. Action item - discussion, adoption or rejection.

Amendments to the policy at the action stage will not require repetition of the sequence, unless the Committee so directs.

The School Committee may dispense with the above sequence to meet emergency conditions.

Policies will be effective upon the date set by the School Committee. This date will ensure that affected persons have an opportunity to become familiar with the requirements of the new policy prior to its implementation.

Draft ADMINISTRATIVE FEEDBACK: 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 an inclusive environment, particularly for transgender, nonbinary, or gender conforming 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, **nonbinary, or gender nonconforming** 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, **nonbinary, or gender nonconforming** 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.
- **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.~~ **The district will offer resources, including counseling, educational materials, and community referrals, in partnership with students and their families, as needed and upon acceptance. 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.

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 **and staff**.

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 **and staff** 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**

Draft Legal FEEDBACK: 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. **Consistent with state laws and regulations,** 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 **an** ~~this~~ inclusive environment, particularly for **transgender, nonbinary, or gender conforming** 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, **nonbinary, or gender nonconforming** 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, **nonbinary, or gender nonconforming** 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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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.~~ All students (binary or nonbinary) are permitted to request the use of a preferred or chosen name or nickname in the school setting in day-to-day interactions or non-official records. .
- **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.

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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 **both binary and** 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 **and to encourage respect for the human and civil rights of all individuals..**

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 **and staff** 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

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603 CMR 26.00 - Access to Equal Education Regulations

603 CMR 2605(1) - Inclusive Curriculum

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

Public Schools: Creating a Safe and Supporting School Environment –

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GLSEN Model Local Education Agency Policy on Transgender and Nonbinary
Students

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

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 and to participate in the planning, development, and evaluation of the school committee's special education programs. 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 at least 48 business hours prior to each meeting in accordance with Open Meeting Law. When possible, the School Committee liaison(s) to the SEPAC will aim to inform the SEPAC chair(s) in advance of any agenda items that may be of interest. If the meeting packet is not yet publicly available, the liaison(s) may share relevant materials directly. The School Committee Chair may offer the SEPAC Chair or Co-Chair the opportunity to ask questions and provide feedback before and/or during the meeting.

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

BDA - School Committee Organizational Meeting

DRAFT Legal FEEDBACK 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.

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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 and to participate in the planning, development, and evaluation of the school committee's special education programs. Meetings have been proven beneficial to support parent-school collaboration and communication.

4. The ~~District~~ 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 at least 48 business hours prior to each meeting in accordance with Open Meeting Law. When possible, the School Committee liaison(s) to the SEPAC will aim to inform the SEPAC chair(s) in advance of any agenda items that may be of interest. If the meeting packet is not yet publicly available, the liaison(s) may share relevant materials directly. The School Committee Chair may offer the SEPAC Chair or Co-Chair the opportunity to ask questions and provide feedback before and or during the meeting.~~

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

BDA - School Committee Organizational Meeting



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

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

**Sudbury Public Schools
School Committee Meeting**

Date: August 4, 2025

Agenda Item: 4b

BGB Step 2, Policy Discussion Items

1. AC - Non-Discrimination Policy Including Harassment and Retaliation
2. AC-R - Civil Rights Grievance Procedure
3. ACAB - Sexual Harassment - Title IX Policy
4. ACAB-R - Grievance Procedure for Complaints of Sexual Harassment under Title IX of the Education Amendments of 1972

Recommendation:

Background Information:

The Sudbury School Committee voted unanimously to discuss Title IX updates as a full Committee. Under Policy BGB, the Sudbury School Committee follows a structured, three-step process to adopt or amend district policies:

1. **Information** – The proposed policy is distributed in the agenda packet for Committee members to review. *(Posted as Informational Only Item on 7/21/2025 Agenda & Agenda Materials Included in Packet.)*
2. **Discussion** – The policy is read and discussed at a public meeting. This includes feedback from the Superintendent and/or relevant advisory committees, and may result in suggested edits or directions for redrafting. **(We are at this step.)**
3. **Action** – The Committee may vote to adopt or reject the policy.
 - If significant changes are made during this step, the Committee may choose to extend the discussion.

The administration had no feedback regarding these policies.

Attachments:

2-BGB Policy Adoption
3-AC Council
4-AC Red Lined
5-AC-R Council
6-AC-R Red Lined
7-ACAB Council

8-ACAB Red Lined
9-NEW_ ACAB-R Council

Action:	XX	Report:	Discussion:	XX
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BGB - POLICY ADOPTION

Adoption of new policies or changing existing policies is solely the responsibility of the School Committee. Policies will be adopted and/or amended only by the affirmative vote of a majority of the members of the School Committee when such action has been scheduled on the agenda of a regular or special meeting.

To permit time for study of all policies or amendments to policies and to provide an opportunity for interested parties to react, proposed policies or amendments will be presented as an agenda item to the Committee in the following sequence:

1. Information item - distribution with agenda
2. Discussion item - reading of the proposed policy or policies; response from Superintendent; report from any advisory committee assigned responsibility in the area; Committee discussion and directions for any redrafting
3. Action item - discussion, adoption or rejection.

Amendments to the policy at the action stage will not require repetition of the sequence, unless the Committee so directs.

The School Committee may dispense with the above sequence to meet emergency conditions.

Policies will be effective upon the date set by the School Committee. This date will ensure that affected persons have an opportunity to become familiar with the requirements of the new policy prior to its implementation.

DRAFT AC - NON-DISCRIMINATION POLICY INCLUDING HARASSMENT AND RETALIATION

The Sudbury School Committee and Sudbury Public Schools (SPS) are committed to maintaining an education and work environment for all school community members that is free from all forms of discrimination, including harassment and retaliation. The members of the school community include the School Committee, employees, administration, faculty, staff, students, volunteers in the schools, and parties contracted to perform work for the Sudbury Public Schools.

The Sudbury Public Schools does not exclude from participation, deny the benefits of SPS from or otherwise discriminate against, individuals on the basis of race*, color, sex, sexual orientation, gender identity, sex stereotypes, sex characteristics, religion, disability, age, genetic information, active military/veteran status, marital status, familial status, pregnancy, or pregnancy-related condition, homelessness, ancestry, ethnic background, national origin, or any other category protected by state or federal law in the administration of its educational and employment policies, or in its programs and activities. It is the policy of SPS to comply with both state and federal laws.

This commitment to the community is affirmed by the following statements. The Sudbury School Committee commits to:

1. Promoting the rights and responsibilities of all individuals as set forth in the State and Federal Constitutions, pertinent legislation, and applicable judicial interpretations.
2. Encouraging positive experiences in human values for children, youth and adults, all of whom have differing personal and family characteristics and who come from various socioeconomic, racial and ethnic groups.
3. Working toward a more integrated society and enlisting the support of individuals as well as groups and agencies, both private and governmental, in such an effort.
4. Using all appropriate communication and action techniques to air and address the grievances of individuals and groups.
5. Carefully consider, in all the decisions made within the school district, the potential benefits or adverse consequences that those decisions might have on the human relations.
6. Initiating a process of reviewing policies and practices of the school district in order to achieve to the greatest extent possible the objectives of this statement.

The Sudbury Public Schools requires all members of the school community to conduct themselves in accordance with this policy.

It shall be a violation of this policy for any member of the school community to engage in any form of discrimination, including harassment and retaliation, or to violate any other civil right of any member of the school community. We recognize that discrimination can take a range of forms and can be targeted or unintentional; however, discrimination in any form, including harassment and retaliation, will not be tolerated.

It shall also be a violation of this policy for any school community member to subject any other member of the school community to any form of retaliation, including, but not limited to, coercion, intimidation, interference, punishment, discrimination, or harassment, for reporting or filing a complaint of discrimination, cooperating in an investigation, aiding or encouraging another member of the school community to report such conduct or file a complaint, or opposing any act or practice reasonably believed to be prohibited by this policy.

Allegations of discrimination, harassment, and related retaliation (except for Title IX) will be addressed through the District's School Committee Policy AC-R, *Civil Rights Grievance Procedure*.

*race to include traits historically associated with race, including, but not limited to, hair texture, hair type, hair length and protective hairstyles.

LEGAL REFS: Title VI, Civil Rights Act of 1964

Title VII, Civil Rights Act of 1964, as amended by the Equal Employment Opportunity Act of 1972 Executive Order 11246, as amended by E.O. 11375

Equal Pay Act, as amended by the Education Amendments of 1972 Title IX, Education Amendments of 1972

Rehabilitation Act of 1973

M.G.L. [71B:1](#) et seq. (Chapter 766 of the Acts of 1972)

Acts of 2022, Chapter 117 - <https://malegislature.gov/Laws/SessionLaws/Acts/2022/Chapter117>

CROSS REF: [ACE](#), Nondiscrimination on the Basis of Disability

[ACAB](#), Sexual Harassment/ Title IX Policy

AC-R, Civil Rights Grievance Procedure

[GBA](#), Equal Employment Opportunity

[IJ](#), Instructional Materials

[JB](#), Equal Educational Opportunities

SOURCE: MASC August 2022 as amended January 2025

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

CURRENT POLICY REID LINED WITH COUNCIL RECOMMENDATIONS

AC - NONDISCRIMINATION POLICY INCLUDING HARASSMENT AND RETALIATION

The Sudbury School Committee and Sudbury Public Schools (SPS) are committed to maintaining an education and work environment for all school community members that is free from all forms of discrimination, including harassment and retaliation. The members of the school community include the School Committee, employees, administration, faculty, staff, students, volunteers in the schools, and parties contracted to perform work for the Sudbury Public Schools.

Sudbury Public Schools does not exclude from participation, deny the benefits of SPS from or otherwise discriminate against, individuals on the basis of race*, color, sex, sexual orientation, gender identity, sex stereotypes, sex characteristics, religion, disability, age, genetic information, active military/veteran status, marital status, familial status, pregnancy, or pregnancy-related condition, homelessness, ancestry, ethnic background, national origin, or any other category protected by state or federal law in the administration of its educational and employment policies, or in its programs and activities. It is the policy of SPS to comply with both state and federal laws.

This commitment to the community is affirmed by the following statements. The School Committee commits to:

1. Promoting the rights and responsibilities of all individuals as set forth in the State and Federal Constitutions, pertinent legislation, and applicable judicial interpretations.
2. Encouraging positive experiences in human values for children, youth and adults, all of whom have differing personal and family characteristics and who come from various socioeconomic, racial and ethnic groups.
3. Working toward a more integrated society and enlisting the support of individuals as well as groups and agencies, both private and governmental, in such an effort.
4. Using all appropriate communication and action techniques to air and address the grievances of individuals and groups.
5. Carefully consider, in all the decisions made within the school district, the potential benefits or adverse consequences that those decisions might have on the human relations.
6. Initiating a process of reviewing policies and practices of the school district in order to achieve to the greatest extent possible the objectives of this statement.

The Sudbury Public Schools requires all members of the school community to conduct themselves in accordance with this policy.

It shall be a violation of this policy for any member of the school community to engage in any form of discrimination, including harassment and retaliation, or to violate any other civil right of any member of the school community. We recognize that discrimination can take a range of

forms and can be targeted or unintentional; however, discrimination in any form, including harassment and retaliation, will not be tolerated.

It shall also be a violation of this policy for any school community member to subject any other member of the school community to any form of retaliation, including, but not limited to, coercion, intimidation, interference, punishment, discrimination, or harassment, for reporting or filing a complaint of discrimination, cooperating in an investigation, aiding or encouraging another member of the school community to report such conduct or file a complaint, or opposing any act or practice reasonably believed to be prohibited by this policy.

Allegations of discrimination, harassment, and related retaliation (except for Title IX) will be addressed through the District's School Committee Policy AC-R, Civil Rights Grievance Procedure.

*race to include traits historically associated with race, including, but not limited to, hair texture, hair type, hair length and protective hairstyles.

LEGAL REFS: Title VI, Civil Rights Act of 1964 Title VII, Civil Rights Act of 1964, as amended by the Equal Employment Opportunity Act of 1972 Executive Order 11246, as amended by E.O. 11375 Equal Pay Act, as amended by the Education Amendments of 1972 Title IX, Education Amendments of 1972 Rehabilitation Act of 1973 Education for All Handicapped Children Act of 1975 No Child Left Behind Act of 2001, 20 U.S.C. § 7905 (The Boy Scouts of America Equal Access Act) M.G.L. 71B:1 et seq. (Chapter 766 of the Acts of 1972) Acts of 2022, Chapter 117 <https://malegislature.gov/Laws/SessionLaws/Acts/2022/Chapter117>

CROSS REF: ACE, Nondiscrimination on the Basis of Disability ACAB, Sexual Harassment/*Title IX Policy, AC-R, Civil Rights Greivance Procedure*, GBA, Equal Employment Opportunity IJ, Instructional Materials JB, Equal Educational Opportunities

SOURCE: MASC August 2022 Approved by Sudbury School Committee: July 17, 2023

DRAFT CIVIL RIGHTS GRIEVANCE PROCEDURE

The Sudbury Public Schools is committed to maintaining school environments free of discrimination, harassment or retaliation based on race*, color, sex, sexual orientation, gender identity, sex stereotypes, sex characteristics religion, disability, age, genetic information, active military/veteran status, marital status, familial status, pregnancy, or pregnancy-related condition, homelessness, ancestry, ethnic background, national origin, or any other category protected by state or federal law. It is the policy of Sudbury Public Schools to comply with both state and federal law.

Harassment, discrimination, and retaliation in any form or for any reason is prohibited. This includes harassment or discrimination by administrators, personnel, students, vendors and other individuals in school or at school related events. Retaliation against any individual who has brought harassment or discrimination to the attention of school officials or who has cooperated in an investigation of a complaint under this Procedure is unlawful and will not be tolerated by the Sudbury Public Schools.

Persons who engage in harassment, discrimination or retaliation may be subject to disciplinary action, including, but not limited to reprimand, suspension, termination/expulsion or other sanctions as determined by the school district administration, subject to applicable procedural requirements.

Non-Applicability of This Procedure to Title IX Sexual Harassment Allegations

This policy (AC-R Civil Rights Grievance Procedure) shall not apply to reports of sexual discrimination/harassment as defined under Title IX of the Education Amendment of 1972 and its implementing regulations (“Title IX”).

Allegations of conduct that could, if proven, meet the definition of sexual harassment under Title IX shall be addressed through the District’s Title IX Sexual Discrimination Policy and Grievance Procedures (ACAB and ACAB-R).

Allegations of conduct that do not meet the definition of **sex-based** harassment under Title IX, will be addressed through this *Civil Rights Grievance Procedure*.

School districts are required to comply with both federal law and Massachusetts law, which has a broader definition of sexual harassment and includes conduct that creates a hostile environment. Conduct that might not meet the definition of sexual harassment under federal law may still violate state law and would be addressed under this policy.

Definitions

For the purposes of this Procedure:

- A. “Discrimination” means discrimination or harassment on the basis of race, age, color, national origin, sex, sexual orientation, gender identity, disability or religion by which an individual is excluded from participation in, denied the benefits of, or otherwise subjected to discrimination under any program or activity of the school district.
- B. “Harassment” means unwelcome conduct on the basis of race, age, color, national origin, sex, sexual orientation, gender identity, disability, or religion that is sufficiently severe, persistent or pervasive to create or contribute to a hostile environment for the individual at school. Harassment may include insults, name-calling, off color jokes, threats, comments, innuendoes, notes, display of pictures or symbols, gestures or other conduct which rises to the level of a hostile environment. A hostile environment is one which unreasonably interfered with an individual’s participation in, denied the individual the benefits of, or otherwise subjected the individual to discrimination under any program or activity of the District. Please also refer to the state and federal laws governing harassment of employees and staff, set forth in M.G.L. c.151B, M.G.L.c.151C and Title VII of the Civil Rights Act.

When determining whether an environment is hostile, the District shall consider the context, nature, frequency, and location of the incidents as well as the credibility of witnesses and the identity, number and relationships of the persons involved. The District must consider whether the alleged harassment was sufficient to have created such an environment for a reasonable person of the same age, gender, and experience as the Complainant, and under similar circumstances. Off-campus conduct may constitute harassment if it creates a hostile environment at school for the victim; however, conduct does not constitute harassment where the incident occurs off-campus at a non-school sponsored activity and does not create a hostile environment at school for the victim.

- C. Retaliation: Retaliatory acts against any individual who exercises their rights under the civil rights statutes covered by this Procedure are considered to be discrimination and are unlawful. Individuals are prohibited from coercing, intimidating, threatening, or interfering with an individual because the individual exercised any right granted or protected under these procedures.
- D. Complainant: An individual who is alleged to be the victim of conduct that could constitute discrimination, harassment, or retaliation under this Procedure. Parents and/or legal guardians of a complainant are not considered a complainant but may file formal complaints on behalf of a minor child and act on behalf of the minor child in any civil rights matter.
- E. Party or Parties: The complainant and/or respondent.

- F. Principal: The Principal or Principal's designee.
- G. Respondent: An individual who has been reported to be the perpetrator of conduct that could constitute discrimination, harassment, or retaliation under this Procedure.

How to make a complaint

Any student or employee who believes that he/she has been discriminated against or harassed should report their concern promptly to the Principal or Civil Rights Coordinator. Students may also report incidents of harassing conduct to a teacher, administrator, or guidance counselor. Any complaint received by school personnel shall be promptly reported to the Principal or Civil Rights Coordinator. Students or employees who are unsure whether discrimination, harassment, or retaliation has occurred are encouraged to discuss the situation with the Principal. There may be instances where another third party, who is aware of the occurrence of prohibited conduct, may bring a complaint under this Procedure. In such circumstances, that person is referred to as the "reporter."

- A. Any District employee who observes or receives a report of discrimination, harassment or retaliation shall promptly notify the Principal or Civil Rights Coordinator, identified below. Any District employee who observes discrimination, harassment or retaliation against a student should intervene to stop the conduct and report it to Principal. Upon receipt of a report of discrimination, harassment or retaliation, the Principal shall promptly inform the relevant Civil Rights Coordinator of the report, and the District will respond in a manner consistent with this Procedure. If the report involves an accusation against the Principal or Civil Rights Coordinator, the employee shall report the incident to the Superintendent or designee.
- B. Informal Reports: Individuals may wish to file a formal complaint of discrimination, harassment or retaliation, or to report informally (i.e., without initiating a formal complaint). Such informal reports may be made to the Principal or Civil Rights Coordinator. The District shall inform anyone making an informal report that they may initiate a formal complaint at any time, regardless of what steps are being or have been taken in response to an informal report.
- C. Anonymous Reports: Complainants and reporters should be aware that although the District will often be able to maintain confidentiality of reporting persons, the District may sometimes be required to take actions to protect the safety of the school community that may result in the identity of the reporting person being disclosed (to the police, for example) consistent with state and federal student privacy laws. When reporters or Complainants seek to remain anonymous or have their identities kept confidential, they will be informed that honoring such a request may limit the ability of the District to respond fully to any reported event.
- D. Informal Process: If the District concludes that it is possible to resolve a matter, whether after complaint or an informal report, in a prompt, fair and adequate manner through an

informal process involving, and with the consent of, the Complainant and Respondent, the District may seek to do so. The informal process is voluntary, and the Complainant and/or Respondent may terminate or decline any informal process at any time, without penalty.

- E. Formal Process: A complaint shall state (if known to the reporter or Complainant) the name(s) of the persons involved and witnesses to the conduct, describe the conduct, and identify, to the extent possible, the dates and locations of the conduct. The complaint shall be signed and dated by the reporter and/or Complainant. Complaints will be investigated promptly and equitably by the Civil Rights Coordinator or Principal. Investigations may be initiated whenever warranted, in the absence of a formal complaint, or after a formal complaint has been withdrawn.
- F. Initial Assessments: The Civil Rights Coordinator or Principal will make an initial assessment following a complaint. Based on that assessment, the Civil Rights Coordinator or Principal may: (a) if the conduct, even if substantiated, would not constitute harassment, discrimination or retaliation, dismiss the complaint; (b) if the alleged conduct (or complaint) could not, even if true, constitute discrimination, harassment or retaliation, but is within the scope of another procedure, the Civil Rights Coordinator shall refer the matter to the appropriate personnel; (c) if the Civil Rights Coordinator or Principal concludes that it is possible to resolve the complaint in a prompt, fair and adequate manner through an informal process involving and with the consent of both parties, the Civil Rights Coordinator or Principal may seek to do so in accordance with Section D, above; or (d) if the alleged conduct, if substantiated, would constitute discrimination, harassment or retaliation, the Civil Rights Coordinator or Principal will initiate an investigation. The Civil Rights Coordinator or Principal may also identify and initiate any interim measures. See Section G.
- G. Interim Measures: The District will provide prompt and reasonable interim measures during the pendency of the investigation, if appropriate, to support and protect the safety of the parties, the educational environment, and the District and/or school community; to deter retaliation; and to preserve the integrity of the investigation and resolution process. Any interim measures will be monitored to ensure they are effective based on the evolving needs of the parties. Violations of the restrictions imposed by interim measures could be considered a violation of school rules and may be considered in determining whether discrimination, harassment or retaliation has occurred.
- H. Timeframes: The District will seek to complete any investigation within a reasonable time frame after receipt of a complaint and provide written notice of the outcome of the investigation. The investigator may impose reasonable timeframes on all parties to facilitate the timely completion of the investigation. The investigator may extend the investigation period beyond the time period identified due to extenuating circumstances. In the event that the investigation extends beyond the last day of school, the District will make reasonable efforts to complete the investigation within the above-referenced time frame but may extend the investigation period to account for the availability of witnesses during the summer vacation period. If the investigator extends the investigation, they will

notify the Complainant and Respondent of the extension. A report to law enforcement will not automatically delay an investigation; however, a request from law enforcement to temporarily suspend the investigation may impact the investigation, and the District will promptly resume its investigation in coordination with law enforcement. Any interim measures provided to the parties may continue during the period of postponement. See Section G.

- I. Under the investigation procedure, the complaint will be investigated by the Principal, Civil Rights Coordinator or other individual designated by the Principal or Civil Rights Coordinator who has responsibility for seeking and gathering evidence relative to the investigation. A complaint against an employee who holds a supervisory position shall be investigated by a person who is not subject to that supervisor's authority. During the formal resolution procedure:
 1. The Complainant shall be provided with an opportunity to be heard and have the opportunity to identify witnesses and other relevant evidence to the investigator.
 2. The Respondent will be provided with an opportunity to be heard as part of the investigation including the opportunity to provide relevant information and identify witnesses for the investigator's consideration.
 3. The privacy rights of the parties shall be maintained in accordance with applicable state and federal laws.
 4. The investigator will keep a written record of the investigation process.
 5. The investigation will be completed in a timely manner upon receipt of the complaint.
 6. The notification of the outcome of the investigation including, if appropriate, a description of the remedies taken, will be provided to the parties.
- J. Standard of Proof: The investigation shall make factual findings based on a preponderance of the evidence standard.
- K. If the investigator determines that discrimination, harassment or retaliation has occurred, the District shall take steps to eliminate the discriminatory or harassing environment, which shall include but not be limited to:
 1. Identifying what steps are necessary to prevent recurrence of any discriminatory behavior, including but not limited to harassment or retaliation, and to correct its discriminatory effects if appropriate; and
 2. Informing the Complainant and Respondent or, in the case of minor children, the parties' parent(s)/legal guardian(s) of the results of the investigation (in accordance with applicable state and federal privacy laws) in accordance with the above timelines. The school district administration may also refer the Respondent for disciplinary procedures to be conducted in accordance with federal and state law. Nothing in the Civil Rights Grievance Procedure shall be interpreted as limiting or prohibiting the District's ability to take appropriate disciplinary action against the Respondent in accordance with the applicable code(s) of conduct or employment

contracts or policies, where appropriate, prior to completion of the investigation, in accordance with the due process rights of employees and students, as applicable.

- L. Identification of Civil Rights Coordinator for complaints of discrimination, harassment, and retaliation under this Procedure is:

Director of Student Services
Sudbury Public Schools
40 Fairbanks Road
Sudbury, MA 01776
978-443-1058

- M. Employment Agencies: The contact information for state and federal employment discrimination enforcement agencies is as follows: (1) Federal: United States Equal Employment Opportunity Commission (EEOC); John F. Kennedy Federal Building; 15 New Sudbury Street, Room 475; Boston, MA 02203-0506; 1-800-669-4000; [EEOC Boston Area Office Website: https://www.eeoc.gov/field-office/boston/location](https://www.eeoc.gov/field-office/boston/location); and (2) State: Massachusetts Commission Against Discrimination (MCAD); Boston Headquarters; One Ashburton Place; Sixth Floor, Room 601; Boston, MA 02108; (617)-994-6000; [MCAD Website: https://www.mass.gov/orgs/massachusetts-commission-against-discrimination](https://www.mass.gov/orgs/massachusetts-commission-against-discrimination).

LEGAL REFS.: Section 504 of the Rehabilitation Act of 1973;
Title II of the Americans with Disabilities Act of 1990;
Title VI of the Civil Rights Act of 1964;
Title VII of the Civil Rights Act of 1964;
M.G.L. c. 151B and c. 151C; M.G.L. c. 76, § 5;

CROSS REFS.: JICFB, Bullying Prevention
AC, Nondiscrimination
ACAB, Sexual Harassment/Title IX Policy
ACAB-R, Grievance Procedure for Complaints of Sexual Harassment
under Title IX of the Education Amendments of 1972

SOURCE: MASC July 24, amended January 2025

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

CURRENT POLICY RED LINED WITH COUNCIL RECOMMENDATIONS

AC-R - ~~NONDISCRIMINATION POLICY INCLUDING HARASSMENT AND RETALIATION~~ Civil Rights Grievance Procedure

Sudbury Public Schools is committed to maintaining school environments free of discrimination, harassment or retaliation based on race*, color, sex, sexual orientation, gender identity, sex stereotypes, sex characteristics, religion, disability, age, genetic information, active military/veteran status, marital status, familia status, pregnancy, or pregnancy-related condition, homelessness, ancestry, ethic background, national origin, or any other category protected by state or federal law. It is the policy of Sudbury Public Schools to comply with both state and federal law.

Harassment, discrimination, and retaliation in any form or for any reason is prohibited. This includes harassment or discrimination by administrators, personnel, students, vendors and other individuals in school or at school related events. Retaliation against any individual who has brought harassment or discrimination to the attention of school officials or who has cooperated in an investigation of a complaint under this Procedure is unlawful and will not be tolerated by the Sudbury Public Schools.

~~SPS will respond promptly to any reports or complaints of discrimination, including harassment and retaliation, or other violations of civil rights, pursuant to our detailed response protocol. Where it is determined that discrimination or harassment has occurred, SPS will act promptly to eliminate the conduct and will impose developmentally appropriate disciplinary, restorative, and/or corrective action.~~

~~Any member of the school community who is found, after investigation, to have engaged~~ **Persons who engage in harassment** ~~in any form of, discrimination, including harassment or retaliation may be subject to disciplinary action, including, but not limited to reprimand, suspension, termination/expulsion or other sanctions as determined by the school district administration, subject to applicable procedural requirements.~~

~~against another member of the school community, will be subject to consequences determined appropriate by the administration. Such consequences may include restorative measures and corrective action, and/or student discipline or staff disciplinary action, up to and including termination of employment.~~

Non-Applicability of This Procedure to Title IX Sexual Harassment Allegations

This policy (AC-R Civil Rights Grievance Procedure) shall not apply to reports of sexual discrimination/harassment as defined under Title IX of the Education Amendment of 1972 and its implementing regulations ("Title IX").

Allegations of conduct that could, if proven, meet the definition of sexual harassment under Title IX shall be addressed through the District's Title IX Sexual Discrimination Policy and Grievance Procedures (ACAB and ACAB-R).

Allegations of conduct that do not meet the definition of **sex-based** harassment under Title IX, will be addressed through this *Civil Rights Grievance Procedure*.

School districts are required to comply with both federal law and Massachusetts law, which has a broader definition of sexual harassment and includes conduct that creates a hostile environment. Conduct that might not meet the definition of sexual harassment under federal law may still violate state law and would be addressed under this policy.

Definitions

- A. "Discrimination" means discrimination or harassment on the basis of race, age, color, national origin, sex, sexual orientation, gender identity, disability or religion by which an individual is excluded from participation in, denied the benefits of, or otherwise subjected to discrimination under any program or activity of the school district.
- B. ~~and~~ "Harassment" means unwelcome conduct on the basis of race, age, color, national origin, sex, sexual orientation, gender identity disability, or religion that is sufficiently severe, persistent or pervasive to create or contribute to a hostile environment for the individual at school. Harassment may include insults, name-calling, off color jokes, threats, comments, innuendoes, notes, display of pictures or symbols, gestures or other conduct which rises to the level of a hostile environment. A hostile environment is one which unreasonably interfered with an individual's participation in, denied the individual the benefits of, or otherwise subjected the individual to discrimination under any program or activity of the District. Please also refer to the state and federal laws governing harassment of employees and staff, set forth in M.G.L. c.151B, M.G.L.c.151C and Title VII of the Civil Rights Act.

~~are defined as unwelcome conduct, whether verbal or physical, that is based on any individual's actual or perceived race*, color, sex, sexual orientation, gender identity, religion, disability, age, genetic information, active military/veteran status, marital status, familial status, pregnancy, or pregnancy-related conditions, homelessness, ancestry, ethnic background, national origin, or any other category protected by state or federal law. Discrimination and/or harassment includes, but is not limited to:~~

- ~~• Display or circulation of written materials or pictures that are degrading to a person or group described above.~~
- ~~• Verbal abuse or insults about, directed at, or made in the presence of, an individual or group described above.~~
- ~~• Any action or speech that contributes to, promotes or results in a hostile or discriminatory environment to an individual or group described above~~
- ~~• Any action or speech that is sufficiently severe, pervasive or persistent that it either (i) interferes with or limits the ability of an individual or group described above to participate in or benefit from employment or a program or activity of SPS; or (ii) creates an intimidating, threatening or abusive educational or working environment.~~

~~Harassment may include, but is not limited to, any unwelcome, inappropriate, or illegal physical, written, verbal, graphic, or electronic conduct, and that has the intent or effect of creating a hostile education or work environment by limiting the ability of an individual to 15 participate in or benefit from the district's programs and activities or by unreasonably interfering with that individual's education or work environment or, if the conduct were to persist, would likely create a hostile educational or work environment.~~

When determining whether an environment is hostile, the District shall consider the context, nature, frequency, and location of the incidents as well as the credibility of witnesses and the identity, number and relationships of the persons involved. The District must consider whether the alleged harassment was sufficient to have created such an environment for a reasonable person of the same age, gender, and experience as the Complainant, and under similar circumstances. Off-campus conduct may constitute harassment if it creates a hostile environment at school for the victim; however, conduct does not constitute harassment where the incident occurs off-campus at a non-school sponsored activity and does not create a hostile environment at school for the victim.

- C. Retaliation: Retaliatory acts against any individual who exercises their rights under the civil rights statutes covered by this Procedure are considered to be discrimination and are unlawful. Individuals are prohibited from coercing, intimidating, threatening, or interfering with an individual because the individual exercised any right granted or protected under these procedures.
- D. Complainant: An individual who is alleged to be the victim of conduct that could constitute discrimination, harassment, or retaliation under this Procedure. Parents and/or legal guardians of a complainant are not considered a complainant but may file formal complaints on behalf of a minor child and act on behalf of the minor child in any civil rights matter.
- E. Party or Parties: The complainant and/or respondent.
- F. Principal: The Principal or Principal's designee.
- G. Respondent: An individual who has been reported to be the perpetrator of conduct that could constitute discrimination, harassment, or retaliation under this Procedure.

~~"Title IX Sexual Harassment" (effective August 14, 2020) means verbal, physical or other conduct that targets a person based on their sex, and that satisfies one or more of the following:~~

- ~~• A school employee conditioning educational benefits or services on participation in unwelcome sexual conduct (i.e., quid pro quo);~~
- ~~• Any unwelcome conduct that a reasonable person would find so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the school's educational program or activity;~~

~~• Any instance of "sexual assault", "dating violence", "domestic violence", or "stalking", as those terms are defined by the Clery Act (20 U.S.C. 1092(f)(6)(A)(v)) and the Violence Against Women Act (34 U.S.C. 12291(a)(8), (10) & (30)).~~

~~Allegations of Title IX Sexual Harassment shall be reported and investigated pursuant to the Sudbury Public Schools Protocol for Investigating Sexual Harassment and Retaliation Pursuant to Title IX.~~

Resources [How to make a complaint](#)

Any student or employee who believes that he/she has been discriminated against or harassed should report their concern promptly to the Principal or Civil Rights Coordinator. Students may also report incidents of harassing conduct to a teacher, administrator, or guidance counselor. Any complaint received by school personnel shall be promptly reported to the Principal or Civil Rights Coordinator. Students or employees who are unsure whether discrimination, harassment, or retaliation has occurred are encouraged to discuss the situation with the Principal. There may be instances where another third party, who is aware of the occurrence of prohibited conduct, may bring a complaint under this Procedure. In such circumstances, that person is referred to as the "reporter."

- A. Any District employee who observes or receives a report of discrimination, harassment or retaliation shall promptly notify the Principal or Civil Rights Coordinator, identified below. Any District employee who observes discrimination, harassment or retaliation against a student should intervene to stop the conduct and report it to Principal. Upon receipt of a report of discrimination, harassment or retaliation, the Principal shall promptly inform the relevant Civil Rights Coordinator of the report, and the District will respond in a manner consistent with this Procedure. If the report involves an accusation against the Principal or Civil Rights Coordinator, the employee shall report the incident to the Superintendent or designee.
- B. Informal Reports: Individuals may wish to file a formal complaint of discrimination, harassment or retaliation, or to report informally (i.e., without initiating a formal complaint). Such informal reports may be made to the Principal or Civil Rights Coordinator. The District shall inform anyone making an informal report that they may initiate a formal complaint at any time, regardless of what steps are being or have been taken in response to an informal report.
- C. Anonymous Reports: Complainants and reporters should be aware that although the District will often be able to maintain confidentiality of reporting persons, the District may sometimes be required to take actions to protect the safety of the school community that may result in the identity of the reporting person being disclosed (to the police, for example) consistent with state and federal student privacy laws. When reporters or Complainants seek to remain anonymous or have their identities kept confidential, they will be informed that honoring such a request may limit the ability of the District to respond fully to any reported event.
- D. Informal Process: If the District concludes that it is possible to resolve a matter, whether after complaint or an informal report, in a prompt, fair and adequate manner through an informal process involving, and with the consent of, the Complainant and Respondent,

the District may seek to do so. The informal process is voluntary, and the Complainant and/or Respondent may terminate or decline any informal process at any time, without penalty.

- E. **Formal Process:** A complaint shall state (if known to the reporter or Complainant) the name(s) of the persons involved and witnesses to the conduct, describe the conduct, and identify, to the extent possible, the dates and locations of the conduct. The complaint shall be signed and dated by the reporter and/or Complainant. Complaints will be investigated promptly and equitably by the Civil Rights Coordinator or Principal. Investigations may be initiated whenever warranted, in the absence of a formal complaint, or after a formal complaint has been withdrawn.
- F. **Initial Assessments:** The Civil Rights Coordinator or Principal will make an initial assessment following a complaint. Based on that assessment, the Civil Rights Coordinator or Principal may: (a) if the conduct, even if substantiated, would not constitute harassment, discrimination or retaliation, dismiss the complaint; (b) if the alleged conduct (or complaint) could not, even if true, constitute discrimination, harassment or retaliation, but is within the scope of another procedure, the Civil Rights Coordinator shall refer the matter to the appropriate personnel; (c) if the Civil Rights Coordinator or Principal concludes that it is possible to resolve the complaint in a prompt, fair and adequate manner through an informal process involving and with the consent of both parties, the Civil Rights Coordinator or Principal may seek to do so in accordance with Section D, above; or (d) if the alleged conduct, if substantiated, would constitute discrimination, harassment or retaliation, the Civil Rights Coordinator or Principal will initiate an investigation. The Civil Rights Coordinator or Principal may also identify and initiate any interim measures. See Section G.
- G. **Interim Measures:** The District will provide prompt and reasonable interim measures during the pendency of the investigation, if appropriate, to support and protect the safety of the parties, the educational environment, and the District and/or school community; to deter retaliation; and to preserve the integrity of the investigation and resolution process. Any interim measures will be monitored to ensure they are effective based on the evolving needs of the parties. Violations of the restrictions imposed by interim measures could be considered a violation of school rules and may be considered in determining whether discrimination, harassment or retaliation has occurred.
- H. **Timeframes:** The District will seek to complete any investigation within a reasonable time frame after receipt of a complaint and provide written notice of the outcome of the investigation. The investigator may impose reasonable timeframes on all parties to facilitate the timely completion of the investigation. The investigator may extend the investigation period beyond the time period identified due to extenuating circumstances. In the event that the investigation extends beyond the last day of school, the District will make reasonable efforts to complete the investigation within the above-referenced time frame but may extend the investigation period to account for the availability of witnesses during the summer vacation period. If the investigator extends the investigation, they will notify the Complainant and Respondent of the extension. A report to law enforcement will not automatically delay an investigation; however, a request from law enforcement to temporarily suspend the investigation may impact the investigation, and the District will promptly resume its investigation in coordination with law enforcement. Any interim measures provided to the parties may continue during the period of postponement. See Section G.

- I. Under the investigation procedure, the complaint will be investigated by the Principal, Civil Rights Coordinator or other individual designated by the Principal or Civil Rights Coordinator who has responsibility for seeking and gathering evidence relative to the investigation. A complaint against an employee who holds a supervisory position shall be investigated by a person who is not subject to that supervisor's authority. During the formal resolution procedure:
 1. The Complainant shall be provided with an opportunity to be heard and have the opportunity to identify witnesses and other relevant evidence to the investigator.
 2. The Respondent will be provided with an opportunity to be heard as part of the investigation including the opportunity to provide relevant information and identify witnesses for the investigator's consideration.
 3. The privacy rights of the parties shall be maintained in accordance with applicable state and federal laws.
 4. The investigator will keep a written record of the investigation process.
 5. The investigation will be completed in a timely manner upon receipt of the complaint.
 6. The notification of the outcome of the investigation including, if appropriate, a description of the remedies taken, will be provided to the parties.
- J. Standard of Proof: The investigation shall make factual findings based on a preponderance of the evidence standard.
- K. If the investigator determines that discrimination, harassment or retaliation has occurred, the District shall take steps to eliminate the discriminatory or harassing environment, which shall include but not be limited to:
 1. Identifying what steps are necessary to prevent recurrence of any discriminatory behavior, including but not limited to harassment or retaliation, and to correct its discriminatory effects if appropriate; and
 2. Informing the Complainant and Respondent or, in the case of minor children, the parties' parent(s)/legal guardian(s) of the results of the investigation (in accordance with applicable state and federal privacy laws) in accordance with the above timelines. The school district administration may also refer the Respondent for disciplinary procedures to be conducted in accordance with federal and state law. Nothing in the Civil Rights Grievance Procedure shall be interpreted as limiting or prohibiting the District's ability to take appropriate disciplinary action against the Respondent in accordance with the applicable code(s) of conduct or employment contracts or policies, where appropriate, prior to completion of the investigation, in accordance with the due process rights of employees and students, as applicable.
- L. Identification of Civil Rights Coordinator for complaints of discrimination, harassment, and retaliation under this Procedure is:

Director of Student Services
Sudbury Public Schools
40 Fairbanks Road
Sudbury, MA 01776
978-443-1058

M. Employment Agencies: The contact information for state and federal employment discrimination enforcement agencies is as follows: (1) Federal: United States Equal Employment Opportunity Commission (EEOC); John F. Kennedy Federal Building; 15 New Sudbury Street, Room 475; Boston, MA 02203-0506; 1-800-669-4000; EEOC Boston Area Office Website: <https://www.eeoc.gov/field-office/boston/location>; and (2) State: Massachusetts Commission Against Discrimination (MCAD); Boston Headquarters; One Ashburton Place; Sixth Floor, Room 601; Boston, MA 02108; (617)-994-6000; MCAD Website: <https://www.mass.gov/orgs/massachusetts-commission-against-discrimination>.

~~The following individual is designated as the District ADA, Title VI, Title IX, and Sexual Harassment Coordinator, and Grievance Officer for the School Committee, administration, faculty, staff, volunteers in the schools, and for parties who are contracted to perform work for the Sudbury Public Schools, and can be reached at:~~

~~Assistant Superintendent, Sudbury Public Schools, 40 Fairbank Road, Sudbury, MA 01776, 978-443-1058~~

~~The following individual is designated as the District ADA, Title VI, Title IX, and Sexual Harassment and Civil Rights Coordinator for students in the Sudbury Public Schools. In addition, the Director of Student Services is the District 504 Coordinator, and can be reached at:~~

~~Director of Student Services, Sudbury Public Schools, 40 Fairbank Road, Sudbury, MA 01776, 978-443-1058~~

~~Inquiries concerning the Sudbury Public Schools' policies and protocols, compliance with applicable laws, statutes, and regulations, and complaints may also be directed to the Director of Human Resources. Inquiries about laws, statutes, regulations and compliance may also be directed to the Massachusetts Department of Elementary and Secondary Education or the Office for Civil Rights, U.S. Department of Education, 5 Post Office Square, 8th Floor, Suite 900, Boston, MA 02109; (617) 289-0111; Email: OCR.Boston@ed.gov; Website: www.ed.gov/ocr~~

~~*race to include traits historically associated with race, including, but not limited to, hair texture, hair type, hair length and protective hairstyles.~~

LEGAL REFS.: Title VI, Civil Rights Act of 1964

Title VII, Civil Rights Act of 1964, as amended by the Equal Employment Opportunity Act of 1972 Executive Order 11246, as amended by E.O. 11375

Equal Pay Act, as amended by the Education Amendments of 1972

Title IX, Education Amendments of 1972

Section 504 of the Rehabilitation Act Rehabilitation Act of 1973 Education for All Handicapped Children Act of 1975 No Child Left Behind Act of 2001, 20 U.S.C. § 7905 (The Boy Scouts of America Equal Access Act)

M.G.L. c. 151B and c. 151C; M.G.L. c. 76, § 5;
~~M.G.L. 71B:1 et seq. (Chapter 766 of the Acts of 1972) Acts of 2022, Chapter 117~~
<https://malegislature.gov/Laws/SessionLaws/Acts/2022/Chapter117>

CROSS REF: JICFB, Bullying Prevention, AC, Nondiscrimination, ~~AGE, Nondiscrimination on the Basis of Disability~~ ACAB, Sexual Harassment/Title IX Policy, ACAB-R, Grievance Procedure for Complaints of Sexual Harrassment Under Title IX of the Educational Amendments of 1972, GBA, Equal Employment Opportunity JJ, Instructional Materials JB, Equal Educational Opportunities Title IX Sexual Harassment Grievance Procedure Civil Rights Grievance Procedure

SOURCE: MASC August 2022 Approved by Sudbury School Committee: July 17, 2023

DRAFT ACAB - SEXUAL HARASSMENT/TITLE IX POLICY

The Sudbury School Committee and Sudbury Public Schools are committed to maintaining an education and work environment for all school community members that is free from all forms of sexual harassment. The members of the school community include the School Committee, employees, administration, faculty, staff, students, volunteers in the schools, and parties contracted to perform work for the Sudbury Public Schools.

DEFINITION OF SEXUAL HARASSMENT UNDER TITLE IX: Sexual harassment under Title IX means conduct on the basis of sex that satisfies one or more of the following:

- (1) An employee of the recipient conditioning the provision of an aid, benefit, or service of the recipient on an individual's participation in unwelcome sexual conduct;
- (2) Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the recipient's education program or activity; or
- (3) "Sexual assault" as defined in 20 U.S.C. 1092(f)(6)(A)(v), "dating violence" as defined in 34 U.S.C. 12291(a)(10), "domestic violence" as defined in 34 U.S.C. 12291(a)(8), or "stalking" as defined in 34 U.S.C. 12291(a)(30).

Sexual violence, as the Office of Civil Rights (OCR) uses the term, refers to physical sexual acts perpetrated against a person's will or where a person is incapable of giving consent (e.g., due to the student's age or use of drugs or alcohol, or because an intellectual or other disability prevents the student from having the capacity to give consent). A number of different acts fall into the category of sexual violence, including rape, sexual assault, sexual battery, sexual abuse and sexual coercion. Massachusetts General Laws [Ch. 119, Section 51 A](#), requires that public schools report cases of suspected child abuse, immediately orally and file a report within 48 hours detailing the suspected abuse to the Department of Children and Families.

For the category of sexual violence, in addition to Section 51A referrals these offences and any other serious matters shall be referred to local law enforcement. Schools must treat seriously all reports of sexual harassment that meet the definition of sexual harassment and the conditions of actual notice and jurisdiction as noted above.

While it is not possible to list all those additional circumstances that may constitute sexual harassment, the following are some examples of conduct, which if unwelcome, may constitute sexual harassment, depending on the totality of the circumstances, including the severity of the conduct and its pervasiveness:

- Unwelcome sexual advances-whether they involve physical touching or not;
- Sexual epithets, jokes, written or oral references to sexual conduct, gossip regarding one's sex life; comment on an individual's body, comment about an individual's sexual activity, deficiencies, or prowess;
- Displaying sexually suggestive objects, pictures, cartoons;

- Unwelcome leering, whistling, brushing against the body, sexual gestures, suggestive or insulting comments;
- Inquiries into one's sexual experiences; and,
- Discussion of one's sexual activities.

The District takes allegations of sexual harassment seriously, we will respond promptly to complaints of sexual harassment, and following an investigation where it is determined that such inappropriate conduct has occurred, we will act promptly to eliminate the conduct and impose corrective action as is necessary, including disciplinary action where appropriate.

A recipient with actual knowledge of sexual harassment in an education program or activity of the recipient against a person in the United States, must respond promptly in a manner that is not deliberately indifferent. A recipient is deliberately indifferent only if its response to sexual harassment is clearly unreasonable in light of the known circumstances. For the purposes of this section, §§106.30, and 106.45, “education program or activity” includes locations, events, or circumstances over which the recipient exercised substantial control over both the respondent and the context in which the sexual harassment occurs, and also includes any building owned or controlled by a student organization that is officially recognized by a postsecondary institution.

Please note that while this policy sets forth our goals of promoting an environment that is free from sexual harassment, the policy is not designed or intended to limit our authority to discipline or take remedial action for conduct which we deem unacceptable, regardless of whether that conduct satisfies the definition of sexual harassment.

Retaliation against a complainant, because they have filed a sexual harassment complaint or assisted or participated in a sexual harassment investigation or proceeding, is also prohibited. A student or employee who is found to have retaliated against another in violation of this policy will be subject to disciplinary action up to and including student suspension and expulsion or employee termination.

The complainant does not have to be the person at whom the unwelcome sexual conduct is directed. The complainant, regardless of gender, may be a witness to and personally offended by such conduct.

RESPONSE TO SEXUAL HARASSMENT COMPLAINTS

The regulations require a school district to respond when the district has actual notice of sexual harassment. School districts have actual notice when an allegation is made known to any school employee. Schools must treat seriously all reports of sexual harassment that meet the definition of sexual harassment and the conditions of actual notice and jurisdiction as noted whether or not the complainant files a formal complaint. Schools are required to investigate every formal complaint and respond meaningfully to every known report of sexual harassment.

Sexual Harassment complaints will be responded to in accordance with ACAB-R: Grievance Procedure for Complaints of Sexual Harassment under Title IX of the Education Amendments of 1972.

The regulation highlights the importance of supportive measures designed to preserve or restore access to the school's education program or activity, with or without a formal complaint. Where there has been a finding of responsibility, the regulation would require remedies designed to restore or preserve access to the school's education program or activity.

In some instances, the conduct may not meet the definition of sexual harassment under Title IX but may meet the definition of harassment under state law. In these instances, the complaint will be addressed through the District's Civil Rights Policy (AC) and accompanying Civil Rights Grievance Procedures (AC-R).

This policy, or a summary thereof that contain the essential policy elements shall be distributed by the Sudbury School District to its students and employees and each parent or guardian shall sign that they have received and understand the policy.

Title IX Coordinator
Assistant Superintendent
40 Fairbanks Road
Sudbury, MA 01776
978-443-1058

The Principals at each District School can be reached at the following phone numbers to receive a complaint:

Ephraim Curtis Middle School: 978-443-1071
General John Nixon Elementary School: 978-443-1080
Israel Loring Elementary School: 978-579-0870
Josiah Haynes Elementary School: 978-443-1093
Peter Noyes Elementary School: 978-443-1085

Please note that the following entities have specified time limits for filing a claim.

The Complainant may also file a complaint with:

- The Mass. Commission Against Discrimination, 1 Ashburton Place, Room 601
Boston, MA 02108.
Phone: 617-994-6000
- Office for Civil Rights (U.S. Department of Education)
5 Post Office Square, 8th Floor
Boston, MA 02109
Phone: 617-289-0111
- The United States Equal Employment Opportunity Commission,
John F. Kennedy Bldg

475 Government Center
Boston, MA 02203.

LEGAL REF.:

Title IX of the Education Amendments of 1972

ACAB-R, Grievance Procedure for Complaints of Sexual Harassment under Title IX of the Education Amendments of 1972

DESE 603 CMR [26:00](#)

34 CFR 106.44 (a), (a)-(b)

34 CFR 106.45 (a)-(b) (1)

34 CFR 106.45 (b)(2)-(b)(3,4,5,6,7) as revised through June 2020

Note: A summary of the attached Policy, as adopted, must be sent to parents/guardians, students, employees, unions, and prospective employees of the school district including Title IX Coordinator(s), investigator(s) and the decision-maker. The above referenced employees must attend training sessions on the implementation of the Policy.

SOURCE: MASC December 2021 as amended January 2025

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

CURRENT POLICY RED LINED WITH COUNCIL RECOMMENDATIONS

ACAB - SEXUAL HARASSMENT / Title IX Policy

The Sudbury School Committee and Sudbury Public Schools are committed to maintaining an education and work environment for all school community members that is free from all forms of harassment, including sexual harassment. The members of the school community include the School Committee, employees, administration, faculty, staff, students, volunteers in the schools, and parties contracted to perform work for the Sudbury Public Schools.

Definition of Sexual Harassment Under Title IX: ~~Sexual harassment under Title IX means is~~ **Sexual harassment under Title IX means** ~~is~~ **unwelcome conduct on the basis of a sexual nature that satisfies one or more of the following:**

- (1) An employee of the recipient conditioning the provision of an aid, benefit, or service of the recipient on an individual's participation in unwelcome sexual conduct;
- (2) Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the recipient's education program or activity; or
- (3) "Sexual assault" as defined in 20 U.S.C. 1092(f)(6)(A)(v), "dating violence" as defined in 34 U.S.C. 12291(a)(10), "domestic violence" as defined in 34 U.S.C. 12291(a)(8), or "stalking" as defined in 34 U.S.C. 12291(a)(30).

~~The definition includes unwelcome conduct on the basis of sex that is so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the school's education program or activity it also, includes unwelcome sexual advances, requests for sexual favors, and other verbal, nonverbal, or physical conduct of a sexual nature. Sexual harassment includes conduct by an employee conditioning an educational benefit or service upon a person's participation in unwelcome sexual conduct, often called quid pro quo harassment and, sexual assault as the Federal Clery Act defines that crime.~~

~~Sexual violence is a form of sexual harassment.~~ Sexual violence, as the Office of Civil Rights (OCR) uses the term, refers to physical sexual acts perpetrated against a person's will or where a person is incapable of giving consent (e.g., due to the student's age or use of drugs or alcohol, or because an intellectual or other disability prevents the student from having the capacity to give consent). A number of different acts fall into the category of sexual violence, including rape, sexual assault, sexual battery, sexual abuse and sexual coercion. Massachusetts General Laws Ch. 119, Section 51 A, requires that public schools report cases of suspected child abuse, immediately orally and file a report within 48 hours detailing the suspected abuse to the Department of Children and Families.

For the category of sexual violence, in addition to Section 51A referrals these offences and any other serious matters shall be referred to local law enforcement. Schools must treat seriously all reports of sexual harassment that meet the definition of sexual harassment and the conditions of actual notice and jurisdiction as noted above. ~~Holding a school liable under Title IX can occur only when the school knows of sexual harassment allegations and responds in a way that is deliberately indifferent (clearly unreasonable in light of known circumstance).~~

While it is not possible to list all those additional circumstances that may constitute sexual harassment, the following are some examples of conduct, which if unwelcome, may constitute sexual harassment,

depending on the totality of the circumstances, including the severity of the conduct and its pervasiveness:

- Unwelcome sexual advances—whether they involve physical touching or not;
- Sexual epithets, jokes, written or oral references to sexual conduct, gossip regarding one's sex life; comment on an individual's body, comment about an individual's sexual activity, deficiencies, or prowess;
- Displaying sexually suggestive objects, pictures, cartoons;
- Unwelcome leering, whistling, brushing against the body, sexual gestures, suggestive or insulting comments;
- Inquiries into one's sexual experiences; and,
- Discussion of one's sexual activities.

~~The legal definition of sexual harassment is broad and in addition to the above examples, other sexually oriented conduct, whether it is intended or not, that is unwelcome and has the effect of creating an environment that is hostile, offensive, intimidating, to male, female, or gender non-conforming students or employees may also constitute sexual harassment.~~

~~Because~~ The District takes allegations of ~~harassment including~~ sexual harassment, seriously, we will respond promptly to complaints of ~~harassment including~~ sexual harassment, and following an investigation where it is determined that such inappropriate conduct has occurred, we will act promptly to eliminate the conduct and impose corrective action as is necessary, including disciplinary action where appropriate.

A recipient with actual knowledge of sexual harassment in an education program or activity of the recipient against a person in the United States, must respond promptly in a manner that is not deliberately indifferent. A recipient is deliberately indifferent only if its response to sexual harassment is clearly unreasonable in light of the known circumstances. For the purposes of this section, §§106.30, and 106.45, "education program or activity" includes locations, events, or circumstances over which the recipient exercised substantial control over both the respondent and the context in which the sexual harassment occurs, and also includes any building owned or controlled by a student organization that is officially recognized by a postsecondary institution.

Please note that while this policy sets forth our goals of promoting an environment that is free of ~~harassment including~~ sexual harassment, the policy is not designed or intended to limit our authority to discipline or take remedial action for conduct which we deem unacceptable, regardless of whether that conduct satisfies the definition of harassment or sexual harassment.

Retaliation against a complainant, because they have filed a ~~harassment or~~ sexual harassment complaint or assisted or participated in a harassment or sexual harassment investigation or proceeding, is also prohibited. A student or employee who is found to have retaliated against another in violation of this policy will be subject to disciplinary action up to and including student suspension and expulsion or employee termination.

The complainant does not have to be the person at whom the unwelcome sexual conduct is directed. The complainant, regardless of gender, may be a witness to and personally offended by such conduct.

NOTICE OF SEXUAL HARASSMENT RESPONSE TO SEXUAL HARASSMENT COMPLAINTS

The regulations require a school district to respond when the district has actual notice of sexual harassment. School districts have actual notice when an allegation is made known to any school employee. Schools must treat seriously all reports of sexual harassment that meet the definition of sexual harassment and the conditions of actual notice and jurisdiction as noted whether or not the complainant files a formal complaint. ~~Holding a school liable under Title IX can occur only when the school knows of sexual harassment allegations and responds in a way that is deliberately indifferent (clearly unreasonable in light of known circumstances).~~ Schools are required to investigate every formal complaint and respond meaningfully to every known report of sexual harassment

Sexual Harassment complaints will be responded to in accordance with ACAB-R: Grievance Procedure for Complaints of Sexual Harassment under Title IX of the Education Amendments of 1972.

The regulation highlights the importance of supportive measures designed to preserve or restore access to the school's education program or activity, with or without a formal complaint. Where there has been a finding of responsibility, the regulation would require remedies designed to restore or preserve access to the school's education program or activity.

In some instances, the conduct may not meet the definition of sexual harassment under Title IX but may meet the definition of harassment under state law. In these instances, the complaint will be addressed through the District's Civil Rights Policy (AC) and accompanying Civil Rights Grievance Procedures (AC-R).

DUE PROCESS PROTECTIONS

Due process protections include the following:

- 1) A presumption of innocence throughout the grievance process, with the burden of proof on the school;
- 2) A prohibition of the single investigator model, instead requiring a decision maker separate from the Title IX Coordinator or investigator;
- 3) The clear and convincing evidence or preponderance of the evidence, subject to limitations;
- 4) The opportunity to test the credibility of parties and witnesses through cross examination, subject to "rape shield" protections;
- 5) Written notice of allegations and an equal opportunity to review the evidence;
- 6) Title IX Coordinators, investigators, and decision makers must be free from bias or conflict of interest;
- 7) Equal opportunity for parties to appeal, where schools offer appeals;
- 8) Upon filing a formal complaint the school must give written notice to the parties containing sufficient details to permit a party to prepare for any initial interview and proceed with a factual investigation. For K-12 schools a hearing is optional but the parties must be allowed to submit written questions to challenge each other's credibility before the decision maker makes a determination. After the investigation, a written determination must be sent to both parties explaining each allegation, whether the respondent is responsible or not responsible, including the facts and evidence on which the conclusion was based by applying either the preponderance of the evidence or the clear and convincing standard; however, a school can use the lower preponderance standards only if it uses that standard for conduct code violations that do not involve sexual harassment but carry the same maximum 21 disciplinary

~~sanction. As long as the process is voluntary for all parties, after being fully informed and written consent is provided by both parties, a school may facilitate informal resolution of a sexual complaint.~~

~~A district may establish an informal investigation process that may, upon the request of the complainant, be followed by a formal process.~~

~~The Superintendent in consultation with the Title IX Coordinator shall designate the principal of each school in the district, or their designee (or some other appropriate employee(s)) as the initial entity to receive the sexual harassment complaint. Also, in a matter of sexual harassment, the district shall require that the Title IX Coordinator be informed, as soon as possible, of the filing of the complaint. Nothing in this policy shall prevent any person from reporting the prohibited conduct to someone other than those above designated complaint recipients. The investigating officer may receive the complaint orally or in writing, and the investigation shall be conducted in such a way as to maintain confidentiality to the extent practicable under the circumstances and in compliance with applicable law. The investigation will be prompt, thorough, and impartial, and will include, at least, a private interview with the person filing the complaint and with witnesses. Also, the alleged harasser will be interviewed. When the investigation is completed, the complaint recipient will, to the extent appropriate, inform the person filing the complaint and the person alleged to have committed the conduct of the results of that investigation.~~

RECORD KEEPING REQUIREMENTS

~~Schools must create and maintain records documenting every Title IX sexual harassment complaint. This could include mediation, restorative justice, or other models of alternative dispute resolution. Schools must keep records regarding the school's response to every report of sexual harassment of which it becomes aware even if no formal complaint was filed, including documentation of supportive matters offered and implemented for the complainant.~~

~~This policy, or a summary thereof that contain the essential policy elements shall be distributed by the Sudbury School District to its students and employees and each parent or guardian shall sign that they have received and understand the policy.~~

Title IX Coordinator

Assistant Superintendent
40 Fairbank Road
Sudbury, MA 01776
978-443-1058

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~~Please note that the following entities have specified time limits for filing a claim.~~

~~The Complainant may also file a complaint with:~~

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Boston, MA 02108
Phone: 617-994-6000

- Office for Civil Rights (U.S. Department of Education)
5 Post Office Square, 8 th Floor
Boston, MA 02109
Phone: 617-289-0111

- The United States Equal Employment Opportunity Commission
John F. Kennedy Bldg.
475 Government Center
Boston, MA 02203

LEGAL REF.: ~~M.G.L. 151B:3A~~ Title IX of the Education Amendments of 1972

**ACAB-R, Grievance Procedure for Complaints of Sexual Harassment under Title IX of the Education
Admendments of 1972**

DESE 603 CMR 26:00

34 CFR 106.44 (a), (a)-(b)

34 CFR 106.45 (a)-(b) (1)

34 CFR 106.45 (b)(2)-(b)(3,4,5,6,7) as revised through June 2020

Note: A summary of the attached Policy, as adopted, must be sent to parents/guardians, students, employees, unions, and prospective employees of the school district including Title IX Coordinator(s), investigator(s) and the decision-maker. The above referenced employees must attend training sessions on the implementation of the Policy.

SOURCE: MASC December 2021 **as amended January 2025**

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

DRAFT ACAB-R: Grievance Procedure for Complaints of Sexual Harassment under Title IX of the Education Amendments of 1972

The following grievance procedures apply to all complaints made by students or staff of sexual harassment, sexual assault or sexual violence under Title IX of the Education Amendments of 1972 and in accordance with School Committee Policy ACAB.

A recipient with actual knowledge of sexual harassment in an education program or activity of the recipient against a person in the United States, must respond promptly in a manner that is not deliberately indifferent. A recipient is deliberately indifferent only if its response to sexual harassment is clearly unreasonable in light of the known circumstances. For the purposes of this section, §§106.30, and 106.45, “education program or activity” includes locations, events, or circumstances over which the recipient exercised substantial control over both the respondent and the context in which the sexual harassment occurs, and also includes any building owned or controlled by a student organization that is officially recognized by a postsecondary institution.

I. Reporting of Sexual Harassment Complaints

A. How to Report a Complaint of Sexual Harassment

Students and employees who believe they have experienced or witnessed sexual harassment should notify the District’s designated Title IX Coordinator, Assistant Superintendent, 40 Fairbanks Road, Sudbury, MA 01776 at 978-443-1058. If the complaint concerns allegations against the Title IX Coordinator, then the complaint should be filed with the Superintendent or designee.

Employees who witness sexual harassment or have a reasonable belief that it is occurring, are required to report it immediately to the Title IX Coordinator.

Reports of sexual harassment may also be made by employees to their direct supervisor and by students to a teacher, counselor, school nurse or building administrator, who shall immediately bring such report to the attention of the Title IX Coordinator.

The complaint may be filed by the alleged by the victim or any other party. Any person filing a complaint is encouraged to do so within a short time after the occurrence giving rise to the complaint, to assure a prompt investigation and fair resolution.

B. Handling of Sexual Harassment Complaints

All complaints shall be processed in a fair, expeditious and confidential manner. The Title IX Coordinator is responsible for overseeing the complaint response, including implementation of supportive measures and the grievance/appeal process. In doing so, the Title IX Coordinator may delegate certain duties to a designee. Complaints can be investigated by a building administrator, district-level staff member, or the Title IX Coordinator. The decision-maker must be a separate individual from the investigator.

The Title IX Coordinator (or designee), investigator and decisionmaker shall not have a conflict of interest or bias. All Title IX personnel shall receive appropriate training in accordance with Section VIII below.

II. Supportive Measures and Filing of a Formal Complaint

A. Supportive Measures

Once a report of sexual harassment has been received, the Title IX Coordinator or designee will promptly contact the alleged victim (the “Complainant”) to discuss the availability of supportive measures and consider the Complainant’s wishes with respect to supportive measures. The District must investigate sexual harassment allegations in any formal complaint. The District must inform the Complainant of the availability of supportive measures with or without filing a formal complaint, and explain to the Complainant the process for filing a formal complaint. Supportive measures shall also be offered to the Respondent as necessary to ensure continued and equal access to the education program and/or activity during any investigation.

“Supportive measures” are individualized services reasonably available that are nonpunitive, non-disciplinary, and not unreasonably burdensome to the other party while designed to ensure equal educational access, protect safety, and deter sexual harassment. Supportive measures must be offered to both the Complainant and the Respondent, and may include, but not be limited to” no contact orders, change of class schedules, modifications of assignments/work, leaves of absence, increased security and monitoring of certain areas of the campus, and other appropriate measures.

In addition to the above supportive measures, the District, in its discretion, may consider the emergency removal of a student in accordance with applicable student discipline regulations. The District may place an employee on paid administrative leave during the course of an investigation of sexual harassment allegations against said employee as determined appropriate and consistent with any applicable collective bargaining agreement.

B. Filing a Formal Complaint

A formal complaint may be filed in writing by the Complainant or presented verbally and put into writing and signed by the Title IX Coordinator or designee. The District will respect the wishes of the Complainant with respect to whether the District investigates a report of sexual harassment, unless the Title IX Coordinator determines that signing a formal complaint to initiate an investigation over the wishes of the Complainant is not clearly unreasonable in light of the known circumstances.

C. Contents of a Formal Complaint

A formal complaint is signed by a Complainant or the Title IX Coordinator or designee alleging sexual harassment against a Respondent and requesting that the District investigate the allegation of sexual harassment. At the time of filing a formal complaint, a Complainant must be participating in or attempting to participate in the education program or activity of the District. A formal complaint may be filed with the Title IX Coordinator or designee in person, by mail, or by electronic mail, by using the contact information set forth herein.

The District must investigate sexual harassment allegations in any formal complaint. If the allegations in the formal complaint do not meet the definition of sexual harassment as set forth under Title IX, or did not occur in the District's education program or activity, the District must dismiss such allegations for the purposes of Title IX, but may still address the allegations in any manner that the District deems appropriate consistent with its policies, procedures and code of conduct, including but not limited to its anti-bullying policies and plan

III. Informal or Formal Resolution of Complaint

The District must offer the Complainant a formal resolution process and may offer an informal resolution process. If the District does not provide the option of informal resolution, the formal resolution process shall be followed.

A. Informal Resolution Process

If the District elects to offer an informal resolution process, such process shall be offered and implemented at the election of the Complainant and only after receipt of voluntary, informed, written consent of both the Complainant and the Respondent. The Complainant may elect informal resolution of a complaint at any time prior to a final determination by the decisionmaker. This may include conciliation and/or mediation by an individual trained to conduct such processes. At any time prior to agreeing to a resolution, either party has the right to withdraw from the informal resolution process and resume the formal complaint grievance process.

The District shall not offer an informal resolution process when a student alleges sexual harassment by staff.

B. Formal Resolution Process

The formal complaint process will comply with the grievance procedures outlined below.

IV. Grievance Procedure

In accordance with Title IX and its supporting regulations, the District shall implement the following process when investigating formal complaints of sexual harassment:

- A. The Complainant and Respondent will be treated equally throughout the investigation process and be provided with written notice of the allegation (including sufficient

details known at the time and with sufficient time to prepare a response before any initial interview), the grievance process, the range of possible remedies the District may provide a Complainant and disciplinary sanctions the District might impose on a respondent, following determinations of responsibility. Both parties have the right to have a representative/advisor participate in the process on their behalf.

- B. Any interim supportive measures, as appropriate, will be offered to both parties.
- C. The investigator will conduct an objective evaluation of all available evidence. This shall include an interview of both the Complainant and the Respondent, during which each party shall have a full opportunity to state their case through the presentation of witnesses and other evidence. Witnesses and other persons relevant to the complaint, if any, may also be interviewed. Please note that, during the investigation, rape shield protections apply to the Complainant and Complainants may generally not be asked about their prior sexual behavior.
- D. During the investigation process, the parties shall not be prohibited from discussing the complaint or collecting evidence.
- E. The investigation shall be completed in a reasonable time frame within thirty (30) school days except for good cause. Good cause may include, but not be limited to, unavailability of a party, concurrent pending law enforcement investigation, or need for interpreter or accommodation of any party or witnesses' disability.
- F. During the investigation, there is a presumption that the Respondent is not responsible for the alleged conduct until a determination is made at the conclusion of the grievance process.
- G. The investigator will make findings based on a preponderance of the evidence standard.
- H. The investigator will not request or solicit information from any party or witness that constitutes disclosure of information that is protected under a legally recognized privilege, unless the holder of the privilege voluntarily waives the privilege.
- I. Prior to the conclusion of the investigation, and at least ten (10) calendar days prior to completion of the investigation, the Complainant and Respondent will both be provided a copy of the investigation report and an opportunity to submit any additional information they would like considered by the investigator before their report is finalized. Both parties shall be provided the opportunity to submit written, relevant questions that a party wants asked of any party or witness, provide each party with the answers, and allow for additional, limited follow-up questions from each party.
- J. Once the investigation has been completed, the investigator will submit their investigation report, with recommendations with regard to responsive measures, to

the decisionmaker. The Complainant and Respondent shall also be advised, in writing, of the investigator's findings and recommendations.

- K. The decisionmaker will review the investigation report and hold a disciplinary hearing with the Respondent, in accordance with applicable procedures (for student or employee).
- L. The decisionmaker will advise both parties of the final determination and any related remedial/responsive measures in a manner that complies with applicable laws regarding student confidentiality and appeal rights. The Respondent will be notified of any disciplinary action and other remedial measures, if the complaint is substantiated. Notice of such final determination will be made in writing and sent simultaneously to the parties along with information about how to file an appeal.

V. Disciplinary Action

If a complaint is substantiated, the District will act promptly to eliminate the behavior and will refer the matter to the proper supervisor or administrator for appropriate responsive measures, including but not limited to disciplinary action and restoring a sense of safety for the Complainant. For students, discipline will be imposed consistent with the Code of Conduct and Massachusetts Student Discipline Law.

Discipline of employees will be consistent with collective bargaining procedures, if applicable, and may include disciplinary action up to and including dismissal.

Responsive measures will also include any steps necessary to prevent the recurrence of any discrimination and/or harassment and will include corrective action aimed at eliminating any discriminatory effects on the complainant and others, as appropriate.

VI. Retaliation Prohibited

Retaliation in any form against any person because of or related to a sexual harassment or retaliation complaint, or because of or related to cooperation with an investigation of a sexual harassment or retaliation complaint, is unlawful and prohibited. Retaliation is also prohibited against any individual that participates or chooses not to participate in the grievance process.

If retaliation occurs, it could be considered grounds discipline, up to and including suspension and/or discharge for employee(s), and appropriate disciplinary action for students.

VII. Appeal Procedure

Both parties have the right to appeal the decision-maker's determination to the Superintendent or designee. Any appeal should be submitted in writing to the Superintendent within ten (10) calendar days of receipt of the final determination.

The Superintendent or designee in reviewing the appeal may consider the following factors:

- A. Was there any procedural irregularity with the investigation process?
- B. Is there any new evidence not reasonably available at the time of the investigation?
- C. Did the Title IX investigator have a conflict of interest?

The decision of the appeal process is final and is not subject to further review by the School Committee.

VIII. Training Requirements

All Title IX personnel including Title IX Coordinators, investigators, decision-makers, people who facilitate any informal resolution process shall receive training as required by Title IX and its supporting regulations. All training materials shall be made available to the public for inspection upon request.

CROSS-REF: ACAB

SOURCE: SC January 2025

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

**Sudbury Public Schools
School Committee Meeting**

Date: August 4, 2025

Agenda Item: 4c

Updates from Sandra Duran, Combined Facility Director
1. FY25 and FY26 Capital Update

Recommendation:

Background Information:

Attachments:

080425 Capital Update

Action:	Report:	Discussion:	XX
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Capital Update

Carpet Replacement - Replaced carpet in 8 classrooms at Haynes and Nixon

VCT Replacement - Replaced tile in two bathrooms, Curtis auditorium hallway and stairwells.

Ceiling Tile Replacement - reviewing proposals for sound reducing tiles at Curtis.
Replacement of any damaged tiles throughout the district.

Bathroom Partition Replacements- Replacement of bathroom partitions at Nixon in four bathrooms.

Painting - Various rooms, doors and will continue throughout the school year.

Curtis Wellness Space - Two additional bench swings and an additional pedestrian pathway were installed.

Haynes Dehumidification HVAC - Engineers have been engaged to investigate the humid and slippery conditions reported. To date, we have not been able to replicate the concern. We continue to monitor and will resume investigation once the condition reappears. No change from last reporting.

ADA Funding from 2023 - No significant additional ADA funding from the last report has been expended at the schools. The ADA Transition plan was significantly furthered with the MOD Public Address and Assisted Listening System Grant that was completed this summer.

Curtis and Haynes HVAC - The project was delayed by a week due to equipment delivery delays. The project began on July 14, 2025. To date, the old equipment has been removed, the new equipment has been placed on the roofs. The contractor is focusing on piping and connecting new equipment. The project is on schedule.

Curtis Auditorium lights and AV - Audio Visual was completed via the MOD grant. New LED theatre lights have been installed. Proposal for new lighting board is under review. The project is 95% complete.

Curtis Exterior Cameras - Project began on July 1, 2025 and was completed on July 18, 2025.

Entrance Mat Retrofit - updated proposals being sought.

HVAC Capital Improvement Engineering Study - Project was advertised, received eight respondents. Review of the proposals by the design review committee, once formed, is the next step.

Fire Alarm, Emergency Lighting and BDA Systems Design Project - project is advertised with qualification packages due on August 12, 2025.

Haynes Roof Replacement and Construction Oversight - project is in schematic design and final cost estimating. The project's cost is higher than expected. Continued due diligence is occurring prior to submission to the MSBA Board.

Nixon Elementary Replacement and Construction Oversight - project is in schematic design and final cost estimating. The project is on schedule to be submitted to the MSBA board in August 2025 for their October 2025 Board meeting.

Classroom Instructional Equipment Replacement - This project funded 24 Touchview interactive panels and 8 Lightspeed RedCat audio systems for SPS classrooms. The equipment has been ordered, however, changes in tariffs have caused several delays in shipment. Currently hardware is slated for arrival in North America in August 2025 with deployment to classrooms outside of school hours during September.

**Sudbury Public Schools
School Committee Meeting**

Date: August 4, 2025

Agenda Item: 4d

FY25 Q4 Report (End of Year)

Recommendation:

Motion to approve the FY25 Q4 Report as presented/amended.

Background Information:

Attachments:

Memo_SC_FY25 Q4 Budget Forecast_250731

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



Sudbury Public Schools
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Brad J. Crozier
Superintendent of Schools
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Donald R. Sawyer
Director of Business & Human Resources
donald_sawyer@sudbury.k12.ma.us

To: School Committee
From: Donald R. Sawyer
Director of Business & Human Resources
Date: July 31, 2025
Re: **FY25 Final YTD Budget Forecast & Cost Center Transfers**

For the Committee's review and applicable action, I am providing the following FY25 Final YTD Budget details which includes the 4th Quarter ending 6/30/25:

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

While I have made every effort to provide the Committee with reasonable forecasts on the full year budget guidance throughout the year, the attached actual YTD was derived using known factors in the District as of the close of the fiscal year.

Donald R. Sawyer
Director of Business & Human Resources

EXPENSE (DOE Function Category)	FY2024					FY2025										
	Budget \$	Actual \$	----- Actual vs. Budget -----			Budget \$	Transfer \$	YTD Actual \$	+/- \$		----- Forecast vs. Budget -----			RECOMMENDED REALLOCATION	REVISED FORECAST +/- \$	
			+/- \$	+/- %							FORECAST \$	+/- \$	+/- %			
Administration	\$ 1,261,022	\$ 1,260,269	\$ (753)	-0.06%	\$ 1,318,204	\$ 43,977	\$ 1,336,422	\$ (25,759)		\$ 1,336,422	\$ (25,759)	-1.95%	\$ (25,759)	\$ -		
Instructional Leadership	\$ 3,704,863	\$ 3,764,056	\$ 59,193	1.60%	\$ 3,852,963	\$ 75,300	\$ 3,939,083	\$ 10,820		\$ 3,939,083	\$ 10,820	0.28%	\$ 10,820	\$ -		
Teachers	\$ 22,592,788	\$ 22,218,639	\$ (374,149)	-1.66%	\$ 23,112,233	\$ (276,561)	\$ 22,765,940	\$ (69,732)		\$ 22,765,940	\$ (69,732)	-0.30%	\$ (69,732)	\$ -		
Other Teaching Services	\$ 6,025,918	\$ 6,217,624	\$ 191,706	3.18%	\$ 6,065,927	\$ 244,044	\$ 6,382,046	\$ 72,075		\$ 6,382,046	\$ 72,075	1.19%	\$ 72,075	\$ -		
Professional Development	\$ 347,944	\$ 299,672	\$ (48,272)	-13.87%	\$ 345,295	\$ (19,277)	\$ 259,743	\$ (66,275)		\$ 259,743	\$ (66,275)	-19.19%	\$ (66,275)	\$ -		
Instructional Materials/Equip/Tech	\$ 705,726	\$ 911,446	\$ 205,720	29.15%	\$ 740,483	\$ 54,421	\$ 783,909	\$ (10,995)		\$ 783,909	\$ (10,995)	-1.48%	\$ (10,995)	\$ -		
Guidance, Counseling, Testing	\$ 1,846,681	\$ 1,756,105	\$ (90,576)	-4.90%	\$ 2,114,022	\$ (74,000)	\$ 2,040,295	\$ 273		\$ 2,040,295	\$ 273	0.01%	\$ 273	\$ -		
Pupil Services	\$ 3,392,196	\$ 3,234,422	\$ (157,775)	-4.65%	\$ 3,640,347	\$ (47,904)	\$ 3,535,220	\$ (57,223)		\$ 3,535,220	\$ (57,223)	-1.57%	\$ (57,223)	\$ -		
Operations and Maintenance	\$ 3,030,896	\$ 3,238,047	\$ 207,151	6.83%	\$ 3,070,621	\$ -	\$ 3,164,406	\$ 93,785		\$ 3,164,406	\$ 93,785	3.05%	\$ 93,797	\$ (12)		
Fixed Charges	\$ 210,880	\$ 198,211	\$ (12,669)	-6.01%	\$ 211,769	\$ -	\$ 208,284	\$ (3,485)		\$ 208,284	\$ (3,485)	-1.65%	\$ (3,485)	\$ -		
Out-of-District Expenditures	\$ 1,239,629	\$ 1,260,052	\$ 20,423	1.65%	\$ 1,314,007	\$ -	\$ 1,370,510	\$ 56,503		\$ 1,370,510	\$ 56,503	4.30%	\$ 56,503	\$ -		
TOTAL GF FORECAST \$:	\$ 44,358,543	\$ 44,358,541	\$ (2)	0.00%	\$ 45,785,871	\$ -	\$ 45,785,859	\$ (12)		\$ 45,785,859	\$ (13)	0.00%	\$ (1)	\$ (12)		

Key Terms & Definitions:

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

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

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

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

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

FY25 YTD Budget Transfers

<u>Date:</u>	<u>Admin</u>	<u>Instructional Leadership</u>	<u>Teachers</u>	<u>Other Teaching Services</u>	<u>Professional Development</u>	<u>Instructional Mat/Equip/Tech</u>	<u>Guidance, Counseling, Testing</u>	<u>Pupil Services</u>	<u>Operations & Maintenance</u>	<u>Fixed Charges</u>	<u>OOD</u>
12/31/24 Admin Support Salaries to SPED Admin	\$ (5,300.00)	\$ 5,300.00	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
12/31/24 Teacher Salaries to Substitute Salary	\$ -	\$ -	\$ (195,000.00)	\$ 195,000.00	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
12/31/24 Teacher Salaries to PD and Instr Equip	\$ -	\$ -	\$ (57,000.00)	\$ -	\$ 37,000.00	\$ 20,000.00	\$ -	\$ -	\$ -	\$ -	\$ -
12/31/24 Teacher Salaries to Instr Leadership	\$ -	\$ 70,000.00	\$ (70,000.00)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
12/31/24 Psch Salary to Contract Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ (74,000.00)	\$ 74,000.00	\$ -	\$ -	\$ -
12/31/24 TOTAL SC APPROVED TRANSFERS	\$ (5,300.00)	\$ 75,300.00	\$ (322,000.00)	\$ 195,000.00	\$ 37,000.00	\$ 20,000.00	\$ (74,000.00)	\$ 74,000.00	\$ -	\$ -	\$ -
3/31/25 Reverse Transfer -Teacher Salaries to PD :	\$ -	\$ -	\$ 57,000.00	\$ -	\$ (37,000.00)	\$ (20,000.00)	\$ -	\$ -	\$ -	\$ -	\$ -
3/31/25 Teacher Salaries to Other Teaching Services	\$ -	\$ -	\$ (11,561.00)	\$ 11,561.00	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
3/31/25 OOD Transportation Prepay to Inst. Material	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 54,421	\$ -	\$ (54,421.00)	\$ -	\$ -	\$ -
3/31/25 OOD Transportation Prepay to Other Teaching Services	\$ -	\$ -	\$ -	\$ 37,483.00	\$ -	\$ -	\$ -	\$ (37,483.00)	\$ -	\$ -	\$ -
3/31/25 OOD Transportation Prepay to Admin	\$ 30,000.00	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ (30,000.00)	\$ -	\$ -	\$ -
3/31/25 PD (Tuition Reimbursement) tp Admin	\$ 19,277.00	\$ -	\$ -	\$ -	\$ (19,277.00)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
3/31/25 TOTAL SC APPROVED TRANSFERS	\$ 49,277.00	\$ -	\$ 45,439.00	\$ 49,044.00	\$ (56,277.00)	\$ 34,421.00	\$ -	\$ (121,904.00)	\$ -	\$ -	\$ -
6/30/25 Reallocate Remaining FY25 Balance	\$ (25,759.00)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 25,759.00	\$ -	\$ -
6/30/25 Reallocate Remaining FY25 Balance	\$ -	\$ 10,820.00	\$ -	\$ -	\$ -	\$ (10,820.00)	\$ -	\$ -	\$ -	\$ -	\$ -
6/30/25 Reallocate Remaining FY25 Balance	\$ -	\$ -	\$ (69,732.00)	\$ 72,075.00	\$ (2,343.00)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
6/30/25 Reallocate Remaining FY25 Balance	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ (56,503.00)	\$ -	\$ -	\$ 56,503.00
6/30/25 Reallocate Remaining FY25 Balance	\$ -	\$ -	\$ -	\$ -	\$ (63,932.00)	\$ (175.00)	\$ 273.00	\$ (720.00)	\$ 68,039.00	\$ (3,485.00)	\$ -
6/30/25 TOTAL SC APPROVED TRANSFERS	\$ (25,759.00)	\$ 10,820.00	\$ (69,732.00)	\$ 72,075.00	\$ (66,275.00)	\$ (10,995.00)	\$ 273.00	\$ (57,223.00)	\$ 93,798.00	\$ (3,485.00)	\$ 56,503.00
TOTAL YTD TRANSFERS	\$ 18,218.00	\$ 86,120.00	\$ (346,293.00)	\$ 316,119.00	\$ (85,552.00)	\$ 43,426.00	\$ (73,727.00)	\$ (105,127.00)	\$ 93,798.00	\$ (3,485.00)	\$ 56,503.00

YEAR-TO-DATE BUDGET

ORG	OBJ	ACCOUNT DESCRIPTION	ORIGINAL APPROP	TRANSFERS/ ADJUSTMENTS	REVISED BUDGET	YTD EXPENDED	ENCUMBRANCES	AVAILABLE BUDGET	% USED
10501215	120000	SUPPLIES CENTRAL OFFICE	\$ 26,558	0	\$ 26,558	\$ 27,591	\$ 716	\$ (1,749)	106.59%
10501315	120000	MILEAGE REIMBURSEMENT	\$ 29,318	0	\$ 29,318	\$ 29,721	\$ 464	\$ (867)	102.96%
10501375	120000	POSTAGE-CENTRAL OFFICE	\$ 11,197	0	\$ 11,197	\$ 5,000	\$ -	\$ 6,197	44.65%
10546324	422000	PREVENTIVE MAINT - CENTRAL OFF	\$ 1,107	0	\$ 1,107	\$ -	\$ -	\$ 1,107	0.00%
		Total 100 CENTRAL OFFICE	\$ 68,180	0	\$ 68,180	\$ 62,312	\$ 1,180	\$ 4,688	93.12%
11501115	220000	ADMINISTRATOR SALARY	\$ 264,747	0	\$ 264,747	\$ 264,747	\$ -	\$ 0	100.00%
11501175	220000	ADMINISTRATIVE ASSISTANTS	\$ 90,665	0	\$ 90,665	\$ 90,666	\$ -	\$ (1)	100.00%
11501215	220000	PRINCIPAL'S OFFICE SUPPLIES	\$ 4,100	0	\$ 4,100	\$ 3,944	\$ -	\$ 156	96.19%
11501295	423000	OFFICE EQUIPMENT & REPAIRS	\$ 4,450	0	\$ 4,450	\$ 5,488	\$ -	\$ (1,038)	123.33%
11502131	230000	ART TEACHERS	\$ 69,842	0	\$ 69,842	\$ 69,842	\$ -	\$ 0	100.00%
11502211	230000	ART SUPPLIES	\$ 4,250	0	\$ 4,250	\$ 3,919	\$ -	\$ 331	92.22%
11505213	260000	MEDIA & TECH SUPPLIES	\$ 11,500	0	\$ 11,500	\$ 12,898	\$ -	\$ (1,398)	112.15%
11515194	411000	CUSTODIAN SALARIES	\$ 139,103	0	\$ 139,103	\$ 139,103	\$ -	\$ 0	100.00%
11515204	411000	CUSTODIAN OVERTIME	\$ 7,000	0	\$ 7,000	\$ 2,292	\$ -	\$ 4,708	32.74%
11516131	230000	CLASSROOM TEACHERS	\$ 1,716,206	0	\$ 1,716,206	\$ 1,701,279	\$ -	\$ 14,927	99.13%
11516181	230000	LUNCHROOM AIDES	\$ 29,232	0	\$ 29,232	\$ 22,274	\$ -	\$ 6,958	76.20%
11516211	230000	GENERAL SCHOOL SUPPLIES	\$ 21,310	0	\$ 21,310	\$ 24,603	\$ -	\$ (3,293)	115.45%
11524131	230000	WORLD LANGUAGE PROF SALARY	\$ 82,697	0	\$ 82,697	\$ 82,246	\$ -	\$ 451	99.45%
11530133	270000	GUIDANCE COUNSELORS	\$ 124,248	0	\$ 124,248	\$ 124,248	\$ -	\$ (0)	100.00%
11530213	270000	GUIDANCE SUPPLIES	\$ 500	0	\$ 500	\$ 186	\$ -	\$ 314	37.24%
11532183	320000	SCHOOL NURSE	\$ 87,631	0	\$ 87,631	\$ 87,631	\$ -	\$ (0)	100.00%
11536211	230000	INSTRUCTIONAL SUPPLIES	\$ 20,980	0	\$ 20,980	\$ 17,472	\$ -	\$ 3,508	83.28%
11541131	230000	KINDERGARTEN TEACHERS	\$ 338,831	0	\$ 338,831	\$ 343,057	\$ -	\$ (4,226)	101.25%
11541141	230000	KINDERGARTEN AIDES	\$ 69,155	0	\$ 69,155	\$ 68,424	\$ -	\$ 731	98.94%
11544133	250000	LIBRARIAN	\$ 87,583	0	\$ 87,583	\$ 86,222	\$ -	\$ 1,361	98.45%
11544183	250000	LIBRARIAN AIDES	\$ -	0	\$ -	\$ -	\$ -	\$ -	-
11544233	250000	LIBRARY SUPPLIES	\$ 4,100	0	\$ 4,100	\$ 3,995	\$ -	\$ 105	97.43%
11555131	230000	MATH COACH PROF SALARY	\$ 123,748	0	\$ 123,748	\$ 123,748	\$ -	\$ (0)	100.00%
11563131	230000	MUSIC TEACHERS	\$ 123,748	0	\$ 123,748	\$ 123,748	\$ -	\$ 0	100.00%
11563211	230000	MUSIC SUPPLIES	\$ 850	0	\$ 850	\$ 856	\$ -	\$ (6)	100.65%
11570131	230000	PHYSICAL ED TEACHERS	\$ 98,998	0	\$ 98,998	\$ 98,998	\$ -	\$ (0)	100.00%
11570211	230000	PHYSICAL EDUCATION SUPPLIES	\$ 1,000	0	\$ 1,000	\$ 1,086	\$ -	\$ (86)	108.56%
11573351	235000	CONFERENCE FEES	\$ 2,000	0	\$ 2,000	\$ 1,370	\$ -	\$ 630	68.48%
11575131	230000	READING SPECIALIST	\$ 111,747	0	\$ 111,747	\$ 111,747	\$ -	\$ 0	100.00%
11575143	230000	READING TUTOR	\$ 43,637	0	\$ 43,637	\$ 42,206	\$ -	\$ 1,431	96.72%
11584132	230000	SPED TEACHERS	\$ 782,419	0	\$ 782,419	\$ 763,172	\$ -	\$ 19,247	97.54%
11584142	230000	LORING SPED AIDES	\$ 523,420	0	\$ 523,420	\$ 471,102	\$ -	\$ 52,318	90.00%
11584212	230000	SPED SUPPLIES	\$ 2,050	0	\$ 2,050	\$ 2,071	\$ -	\$ (21)	101.02%
		Total 115 LORING ELEMENTARY SCHOOL	\$ 4,991,747	0	\$ 4,991,747	\$ 4,894,639	\$ -	\$ 97,108	98.05%
12501115	220000	ADMINISTRATOR SALARY	\$ 202,891	0	\$ 202,891	\$ 202,891	\$ -	\$ -	100.00%

YEAR-TO-DATE BUDGET

ORG	OBJ	ACCOUNT DESCRIPTION	ORIGINAL APPROP	TRANSFERS/ ADJUSTMENTS	REVISED BUDGET	YTD EXPENDED	ENCUMBRANCES	AVAILABLE BUDGET	% USED
12501175	220000	ADMIN ASSISTANTS	\$ 103,927	0	\$ 103,927	\$ 97,936	\$ -	\$ 5,991	94.24%
12501215	220000	PRINCIPAL OFFICE SUPPLIES	\$ 1,545	0	\$ 1,545	\$ 796	\$ -	\$ 749	51.53%
12501295	423000	OFFICE EQUIP & REPAIR	\$ 13,988	0	\$ 13,988	\$ 17,819	\$ -	\$ (3,831)	127.39%
12502131	230000	ART TEACHERS	\$ 51,441	0	\$ 51,441	\$ 51,441	\$ -	\$ -	100.00%
12502211	230000	ART SUPPLIES	\$ 3,030	0	\$ 3,030	\$ 2,956	\$ -	\$ 74	97.57%
12505213	260000	MEDIA & TECH SUPPLIES	\$ 9,050	0	\$ 9,050	\$ 6,936	\$ -	\$ 2,114	76.64%
12515194	411000	CUSTODIAN SALARIES	\$ 111,249	0	\$ 111,249	\$ 104,895	\$ -	\$ 6,354	94.29%
12515204	411000	CUSTODIAN OVERTIME	\$ 7,000	0	\$ 7,000	\$ 2,910	\$ -	\$ 4,090	41.57%
12516131	230000	CLASSROOM TEACHERS	\$ 1,452,610	0	\$ 1,452,610	\$ 1,425,723	\$ -	\$ 26,887	98.15%
12516181	230000	LUNCHROOM AIDE	\$ 28,035	0	\$ 28,035	\$ 9,744	\$ -	\$ 18,291	34.76%
12516211	230000	GENERAL SCHOOL SUPPLIES	\$ 6,563	0	\$ 6,563	\$ 10,368	\$ -	\$ (3,805)	157.97%
12524131	230000	WORLD LANGUAGE PROF SALARY	\$ 44,700	0	\$ 44,700	\$ 36,639	\$ -	\$ 8,061	81.97%
12530133	270000	GUIDANCE COUNSELORS	\$ 124,248	0	\$ 124,248	\$ 124,248	\$ -	\$ (0)	100.00%
12530213	270000	GUIDANCE SUPPLIES	\$ 300	0	\$ 300	\$ -	\$ -	\$ 300	0.00%
12532183	320000	SCHOOL NURSE	\$ 85,086	0	\$ 85,086	\$ 85,086	\$ -	\$ 0	100.00%
12536211	230000	INSTRUCTIONAL SUPPLIES	\$ 19,474	0	\$ 19,474	\$ 20,046	\$ -	\$ (572)	102.94%
12541131	230000	KINDERGARTEN TEACHERS	\$ 311,546	0	\$ 311,546	\$ 311,546	\$ -	\$ 0	100.00%
12541141	230000	KINDERGARTEN AIDES	\$ 55,653	0	\$ 55,653	\$ 51,026	\$ -	\$ 4,627	91.69%
12544133	250000	LIBRARIAN	\$ 69,283	0	\$ 69,283	\$ 66,718	\$ -	\$ 2,565	96.30%
12544183	250000	LIBRARIAN AIDES	\$ -	0	\$ -	\$ -	\$ -	\$ -	-
12544233	250000	LIBRARY SUPPLIES	\$ 3,350	0	\$ 3,350	\$ 493	\$ -	\$ 2,857	14.72%
12555131	230000	MATH COACH PROF SALARY	\$ 123,748	0	\$ 123,748	\$ 123,748	\$ -	\$ (0)	100.00%
12563131	230000	MUSIC TEACHERS	\$ 82,697	0	\$ 82,697	\$ 82,697	\$ -	\$ (0)	100.00%
12563211	230000	MUSIC SUPPLIES	\$ 500	0	\$ 500	\$ 957	\$ -	\$ (457)	191.30%
12570131	230000	PHYSICAL ED TEACHERS	\$ 41,957	0	\$ 41,957	\$ 41,957	\$ -	\$ (0)	100.00%
12570211	230000	PHYSICAL EDUCATION SUPPLIES	\$ 1,000	0	\$ 1,000	\$ 300	\$ -	\$ 700	29.98%
12573351	235000	CONFERENCE FEES	\$ 1,500	0	\$ 1,500	\$ 564	\$ -	\$ 936	37.60%
12575131	230000	READING SPECIALIST	\$ 113,052	0	\$ 113,052	\$ -	\$ -	\$ 113,052	0.00%
12575143	230000	READING TUTOR	\$ 43,637	0	\$ 43,637	\$ 88,393	\$ -	\$ (44,756)	202.56%
12584132	230000	SPED TEACHERS	\$ 509,828	0	\$ 509,828	\$ 515,145	\$ -	\$ (5,317)	101.04%
12584142	230000	SPED AIDES	\$ 373,705	0	\$ 373,705	\$ 370,661	\$ -	\$ 3,044	99.19%
12584212	230000	SPED SUPPLIES	\$ 2,100	0	\$ 2,100	\$ 1,639	\$ -	\$ 461	78.03%
		Total 120 NIXON	\$ 3,998,693	0	\$ 3,998,693	\$ 3,856,279	\$ -	\$ 142,414	96.44%
14501115	220000	ADMINISTRATOR SALARY	\$ 195,756	0	\$ 195,756	\$ 195,756	\$ -	\$ 0	100.00%
14501175	220000	ADMIN ASSISTANTS	\$ 110,081	0	\$ 110,081	\$ 110,080	\$ -	\$ 1	100.00%
14501215	220000	PRINCIPAL OFFICE SUPPLIES	\$ 6,710	0	\$ 6,710	\$ 1,156	\$ -	\$ 5,554	17.22%
14501295	423000	OFFICE EQUIP & REPAIR	\$ 2,000	0	\$ 2,000	\$ 7,998	\$ -	\$ (5,998)	399.89%
14502131	230000	ART TEACHERS	\$ 89,398	0	\$ 89,398	\$ 89,398	\$ -	\$ 0	100.00%
14502211	230000	ART SUPPLIES	\$ 3,000	0	\$ 3,000	\$ 1,172	\$ -	\$ 1,828	39.07%
14505213	260000	MEDIA & TECH SUPPLIES	\$ 7,000	0	\$ 7,000	\$ 8,689	\$ -	\$ (1,689)	124.13%

YEAR-TO-DATE BUDGET

ORG	OBJ	ACCOUNT DESCRIPTION	ORIGINAL APPROP	TRANSFERS/ ADJUSTMENTS	REVISED BUDGET	YTD EXPENDED	ENCUMBRANCES	AVAILABLE BUDGET	% USED
14515194	411000	CUSTODIAN SALARIES	\$ 134,948	0	\$ 134,948	\$ 134,948	\$ -	\$ 0	100.00%
14515204	411000	CUSTODIAN OVERTIME	\$ 7,000	0	\$ 7,000	\$ 3,341	\$ -	\$ 3,659	47.73%
14516131	230000	CLASSROOM TEACHERS	\$ 1,487,982	0	\$ 1,487,982	\$ 1,457,497	\$ -	\$ 30,485	97.95%
14516181	230000	LUNCHROOM AIDE	\$ 22,069	0	\$ 22,069	\$ 23,493	\$ -	\$ (1,424)	106.45%
14516211	230000	GENERAL SCHOOL SUPPLIES	\$ 22,600	0	\$ 22,600	\$ 24,197	\$ -	\$ (1,597)	107.07%
14524131	230000	WORLD LANGUAGE PROF SALARY	\$ 56,308	0	\$ 56,308	\$ 56,308	\$ -	\$ (0)	100.00%
14530133	270000	GUIDANCE COUNSELORS	\$ 124,248	0	\$ 124,248	\$ 124,248	\$ -	\$ (0)	100.00%
14530213	270000	GUIDANCE SUPPLIES	\$ 1,000	0	\$ 1,000	\$ 187	\$ -	\$ 813	18.67%
14532183	320000	SCHOOL NURSE	\$ 88,229	0	\$ 88,229	\$ 88,229	\$ -	\$ 0	100.00%
14536211	230000	INSTRUCTIONAL SUPPLIES	\$ 20,550	0	\$ 20,550	\$ 22,841	\$ 61	\$ (2,352)	111.45%
14541131	230000	KINDERGARTEN TEACHERS	\$ 335,241	0	\$ 335,241	\$ 335,241	\$ -	\$ 0	100.00%
14541141	230000	KINDERGARTEN AIDES	\$ 46,708	0	\$ 46,708	\$ 44,869	\$ -	\$ 1,839	96.06%
14544133	250000	LIBRARIAN	\$ 94,283	0	\$ 94,283	\$ 92,535	\$ -	\$ 1,748	98.15%
14544183	250000	LIBRARIAN AIDES	\$ -	0	\$ -	\$ -	\$ -	\$ -	-
14544233	250000	LIBRARY SUPPLIES	\$ 2,500	0	\$ 2,500	\$ 2,482	\$ -	\$ 18	99.28%
14555131	230000	MATH COACH PROF SALARY	\$ 111,747	0	\$ 111,747	\$ 111,747	\$ -	\$ 0	100.00%
14563131	230000	MUSIC TEACHERS	\$ 89,398	0	\$ 89,398	\$ 89,398	\$ -	\$ 0	100.00%
14563211	230000	MUSIC SUPPLIES	\$ 500	0	\$ 500	\$ 451	\$ -	\$ 49	90.18%
14570131	230000	PHYSICAL ED TEACHERS	\$ 123,748	0	\$ 123,748	\$ 123,748	\$ -	\$ (0)	100.00%
14570211	230000	PHYSICAL EDUCATION SUPPLIES	\$ 1,500	0	\$ 1,500	\$ 1,080	\$ -	\$ 420	72.01%
14573351	235000	CONFERENCE FEES	\$ 1,500	0	\$ 1,500	\$ -	\$ -	\$ 1,500	0.00%
14575131	230000	READING SPECIALISTS	\$ 108,302	0	\$ 108,302	\$ 108,302	\$ -	\$ 0	100.00%
14575143	230000	READING TUTOR	\$ 39,235	0	\$ 39,235	\$ 39,235	\$ -	\$ (0)	100.00%
14584132	230000	SPED TEACHERS	\$ 451,409	0	\$ 451,409	\$ 451,409	\$ -	\$ -	100.00%
14584142	230000	SPED AIDES	\$ 368,308	0	\$ 368,308	\$ 364,073	\$ -	\$ 4,235	98.85%
14584212	230000	SPED SUPPLIES	\$ 3,500	0	\$ 3,500	\$ 935	\$ -	\$ 2,565	26.72%
		Total 140 HAYNES	\$ 4,156,758	0	\$ 4,156,758	\$ 4,115,042	\$ 61	\$ 41,655	99.00%
16501115	220000	ADMINISTRATOR SALARY	\$ 271,247	0	\$ 271,247	\$ 271,247	\$ -	\$ 0	100.00%
16501175	220000	ADMIN ASSISTANTS	\$ 103,927	0	\$ 103,927	\$ 96,957	\$ -	\$ 6,970	93.29%
16501215	220000	PRINCIPAL OFFICE SUPPLIES	\$ 1,975	0	\$ 1,975	\$ 1,980	\$ -	\$ (5)	100.26%
16501295	423000	OFFICE EQUIP & REPAIR	\$ 22,067	0	\$ 22,067	\$ 21,940	\$ -	\$ 128	99.42%
16502131	230000	ART TEACHERS	\$ 56,009	0	\$ 56,009	\$ 56,009	\$ -	\$ 0	100.00%
16502211	230000	ART SUPPLIES	\$ 6,212	0	\$ 6,212	\$ 4,302	\$ -	\$ 1,910	69.25%
16505213	260000	MEDIA & TECH SUPPLIES	\$ 15,756	0	\$ 15,756	\$ 18,185	\$ -	\$ (2,429)	115.42%
16515194	411000	CUSTODIAN SALARIES	\$ 174,557	0	\$ 174,557	\$ 167,530	\$ -	\$ 7,028	95.97%
16515204	411000	CUSTODIAN OVERTIME	\$ 7,000	0	\$ 7,000	\$ 6,764	\$ -	\$ 236	96.62%
16516131	230000	CLASSROOM TEACHERS	\$ 2,025,708	0	\$ 2,025,708	\$ 2,025,402	\$ -	\$ 306	99.98%
16516181	230000	LUNCHROOM AIDE	\$ 30,572	0	\$ 30,572	\$ 24,647	\$ -	\$ 5,925	80.62%
16516211	230000	GENERAL SCHOOL SUPPLIES	\$ 13,127	0	\$ 13,127	\$ 17,917	\$ -	\$ (4,790)	136.49%
16524131	230000	WORLD LANGUAGE PROF SALARY	\$ 98,998	0	\$ 98,998	\$ 98,998	\$ -	\$ (0)	100.00%

YEAR-TO-DATE BUDGET

ORG	OBJ	ACCOUNT DESCRIPTION	ORIGINAL APPROP	TRANSFERS/ ADJUSTMENTS	REVISED BUDGET	YTD EXPENDED	ENCUMBRANCES	AVAILABLE BUDGET	% USED
16530133	270000	GUIDANCE COUNSELORS	\$ 236,495	0	\$ 236,495	\$ 235,579	\$ -	\$ 916	99.61%
16530213	270000	GUIDANCE SUPPLIES	\$ 758	0	\$ 758	\$ 738	\$ -	\$ 20	97.31%
16532183	320000	SCHOOL NURSE	\$ 77,636	0	\$ 77,636	\$ 77,636	\$ -	\$ -	100.00%
16536211	230000	INSTRUCTIONAL SUPPLIES	\$ 27,654	0	\$ 27,654	\$ 22,574	\$ -	\$ 5,080	81.63%
16541131	230000	KINDERGARTEN TEACHER	\$ 365,327	0	\$ 365,327	\$ 365,327	\$ -	\$ (0)	100.00%
16541141	230000	KINDERGRATEN AIDES	\$ 70,435	0	\$ 70,435	\$ 69,143	\$ -	\$ 1,292	98.17%
16544133	250000	LIBRARIAN	\$ 109,658	0	\$ 109,658	\$ 107,953	\$ -	\$ 1,705	98.45%
16544183	250000	LIBRARIAN AIDES	\$ -	0	\$ -	\$ -	\$ -	\$ -	-
16544233	250000	LIBRARY SUPPLIES	\$ 8,467	0	\$ 8,467	\$ 7,995	\$ -	\$ 472	94.43%
16555131	230000	MATH COACH PROF SALARY	\$ 111,747	0	\$ 111,747	\$ 111,747	\$ -	\$ 0	100.00%
16563131	230000	MUSIC TEACHERS	\$ 123,748	0	\$ 123,748	\$ 123,748	\$ -	\$ (0)	100.00%
16563211	230000	MUSIC SUPPLIES	\$ 1,179	0	\$ 1,179	\$ 1,497	\$ -	\$ (318)	126.98%
16570131	230000	PHYSICAL ED TEACHERS	\$ 123,748	0	\$ 123,748	\$ 123,748	\$ -	\$ (0)	100.00%
16570211	230000	PHYSICAL EDUCATION SUPPLIES	\$ 1,228	0	\$ 1,228	\$ 1,165	\$ -	\$ 63	94.91%
16572132	230000	PRESCHOOL TEACHER	\$ 323,326	0	\$ 323,326	\$ 323,326	\$ -	\$ (0)	100.00%
16572142	230000	PRESCHOOL AIDES	\$ 261,376	0	\$ 261,376	\$ 232,681	\$ -	\$ 28,695	89.02%
16573351	235000	CONFERENCE FEES	\$ 917	0	\$ 917	\$ 1,749	\$ -	\$ (832)	190.73%
16575131	230000	READING SPECIALIST	\$ 123,748	0	\$ 123,748	\$ 123,748	\$ -	\$ (0)	100.00%
16575143	230000	READING TUTOR	\$ 87,274	0	\$ 87,274	\$ 75,696	\$ -	\$ 11,578	86.73%
16584132	230000	SPED TEACHERS	\$ 735,821	0	\$ 735,821	\$ 725,231	\$ -	\$ 10,590	98.56%
16584142	230000	SPED AIDES	\$ 493,012	0	\$ 493,012	\$ 508,490	\$ -	\$ (15,478)	103.14%
16584212	230000	SPED SUPPLIES	\$ 2,000	0	\$ 2,000	\$ 2,048	\$ -	\$ (48)	102.42%
		Total 162 NOYES ELEMENTARY SCHOOL	\$ 6,112,709	0	\$ 6,112,709	\$ 6,053,696	\$ -	\$ 59,013	99.03%
18501115	220000	ADMINISTRATOR SALARY	\$ 488,889	0	\$ 488,889	\$ 489,889	\$ -	\$ (1,000)	100.20%
18501175	220000	ADMIN ASSISTANTS	\$ 115,296	0	\$ 115,296	\$ 115,296	\$ -	\$ 0	100.00%
18501215	220000	PRINCIPAL OFFICE SUPPLIES	\$ 12,200	0	\$ 12,200	\$ 10,967	\$ -	\$ 1,233	89.90%
18501295	423000	OFFICE EQUIP & REPAIR	\$ 35,000	0	\$ 35,000	\$ 22,466	\$ -	\$ 12,534	64.19%
18502131	230000	ART TEACHERS	\$ 123,748	0	\$ 123,748	\$ 123,748	\$ -	\$ (0)	100.00%
18502211	230000	ARTS SUPPLIES	\$ 6,800	0	\$ 6,800	\$ 8,072	\$ -	\$ (1,272)	118.71%
18505213	260000	MEDIA & TECH SUPPLIES	\$ 10,150	0	\$ 10,150	\$ 16,282	\$ 471	\$ (6,603)	165.06%
18513131	230000	COMPUTER TEACHERS	\$ 184,983	0	\$ 184,983	\$ 123,748	\$ -	\$ 61,235	66.90%
18515194	411000	CUSTODIAN SALARIES	\$ 303,158	0	\$ 303,158	\$ 303,157	\$ -	\$ 1	100.00%
18515204	411000	CUSTODIAN OVERTIME	\$ 8,000	0	\$ 8,000	\$ 1,570	\$ -	\$ 6,430	19.62%
18516131	230000	CLASSROOM TEACHERS	\$ 1,283,842	0	\$ 1,283,842	\$ 1,243,045	\$ -	\$ 40,797	96.82%
18521131	230000	LANGUAGE ARTS TEACHER	\$ 763,732	0	\$ 763,732	\$ 763,732	\$ -	\$ (0)	100.00%
18521231	240000	LANGUAGE ARTS TEXTS	\$ -	0	\$ -	\$ -	\$ -	\$ -	-
18524131	230000	WORLD LANGUAGE PROF SALARY	\$ 521,114	0	\$ 521,114	\$ 521,114	\$ -	\$ 0	100.00%
18524231	240000	WORLD LANGUAGE TEXTS	\$ 2,550	0	\$ 2,550	\$ -	\$ -	\$ 2,550	0.00%
18530133	270000	GUIDANCE COUNSELORS	\$ 311,121	0	\$ 311,121	\$ 311,121	\$ -	\$ 0	100.00%
18530173	270000	GUIDANCE SUPPORT SAL	\$ 54,216	0	\$ 54,216	\$ 54,216	\$ -	\$ (0)	100.00%

YEAR-TO-DATE BUDGET

ORG	OBJ	ACCOUNT DESCRIPTION	ORIGINAL APPROP	TRANSFERS/ ADJUSTMENTS	REVISED BUDGET	YTD EXPENDED	ENCUMBRANCES	AVAILABLE BUDGET	% USED
18530213	270000	GUIDANCE SUPPLIES	\$ 911	0	\$ 911	\$ 997	\$ -	\$ (86)	109.44%
18531131	230000	CURTIS HEALTH TEACHER	\$ 241,887	0	\$ 241,887	\$ 241,887	\$ -	\$ (0)	100.00%
18532183	320000	SCHOOL NURSE	\$ 152,711	0	\$ 152,711	\$ 154,358	\$ -	\$ (1,647)	101.08%
18536211	230000	INSTRUCTIONAL SUPPLIES	\$ 28,300	0	\$ 28,300	\$ 18,394	\$ 509	\$ 9,397	66.79%
18540131	230000	TECHNICAL EDUCATION TEACHERS	\$ 242,193	0	\$ 242,193	\$ 242,193	\$ -	\$ (0)	100.00%
18540211	230000	TECHNOLOGY EDUCATION SUPPLIES	\$ 13,000	0	\$ 13,000	\$ 18,036	\$ -	\$ (5,036)	138.74%
18544133	250000	LIBRARIAN	\$ 97,038	0	\$ 97,038	\$ 96,032	\$ -	\$ 1,006	98.96%
18544183	250000	LIBRARIAN AIDES	\$ -	0	\$ -	\$ -	\$ -	\$ -	-
18544233	250000	LIBRARY SUPPLIES	\$ 13,000	0	\$ 13,000	\$ 12,283	\$ 700	\$ 17	99.87%
18546324	422000	PREVENTIVE MAINTENANCE	\$ 250	0	\$ 250	\$ -	\$ -	\$ 250	0.00%
18555131	230000	MATH PROF SALARY	\$ 923,341	0	\$ 923,341	\$ 892,666	\$ -	\$ 30,675	96.68%
18555231	240000	MATH TEXTS	\$ -	0	\$ -	\$ -	\$ -	\$ -	-
18561211	230000	GENERAL SCHOOL SUPPLIES	\$ 25,050	0	\$ 25,050	\$ 34,352	\$ 1,330	\$ (10,632)	142.44%
18561271	731000	NEW EQUIPMENT ACQUISITION	\$ -	0	\$ -	\$ -	\$ -	\$ -	-
18563131	230000	MUSIC TEACHERS	\$ 231,505	0	\$ 231,505	\$ 231,505	\$ -	\$ 0	100.00%
18563211	230000	MUSIC SUPPLIES	\$ 5,150	0	\$ 5,150	\$ 4,243	\$ 546	\$ 362	92.98%
18563321	230000	PIANO & INSTRUMENT REPAIR	\$ -	0	\$ -	\$ -	\$ -	\$ -	-
18570131	230000	PHYSICAL ED TEACHERS	\$ 247,496	0	\$ 247,496	\$ 247,496	\$ -	\$ -	100.00%
18570211	230000	PHYSICAL EDUCATION SUPPLIES	\$ 3,900	0	\$ 3,900	\$ 3,521	\$ -	\$ 379	90.29%
18573351	235000	CONFERENCE FEES	\$ 1,625	0	\$ 1,625	\$ 2,960	\$ 155	\$ (1,490)	191.69%
18575131	230000	READING SPECIALISTS	\$ 307,019	0	\$ 307,019	\$ 307,019	\$ -	\$ 0	100.00%
18575231	240000	READING TEXTS	\$ -	0	\$ -	\$ -	\$ -	\$ -	-
18582131	230000	SCIENCE TEACHERS	\$ 664,074	0	\$ 664,074	\$ 663,649	\$ -	\$ 425	99.94%
18582231	240000	SCIENCE TEXTS	\$ -	0	\$ -	\$ -	\$ -	\$ -	-
18582294	423000	SCIENCE LAB EQUIP REPAIR	\$ -	0	\$ -	\$ -	\$ -	\$ -	-
18583131	230000	SOCIAL STUDIES TEACHERS	\$ 836,625	0	\$ 836,625	\$ 835,979	\$ -	\$ 646	99.92%
18583231	240000	SOCIAL STUDIES TEXTS	\$ -	0	\$ -	\$ -	\$ -	\$ -	-
18584132	230000	SPED TEACHERS	\$ 2,002,767	0	\$ 2,002,767	\$ 1,967,961	\$ -	\$ 34,806	98.26%
18584142	230000	SPED AIDES	\$ 691,217	0	\$ 691,217	\$ 653,502	\$ -	\$ 37,715	94.54%
18584212	230000	SPED SUPLIES	\$ 650	0	\$ 650	\$ 789	\$ -	\$ (139)	121.44%
18584232	240000	SKILLS CENTER/SPED TEXTS	\$ -	0	\$ -	\$ -	\$ -	\$ -	-
18592431	352000	STUDENT ACTIVITIES	\$ -	0	\$ -	\$ -	\$ -	\$ -	-
		Total 180 CURTIS	\$ 10,954,508	0	\$ 10,954,508	\$ 10,738,246	\$ 3,711	\$ 212,551	98.06%
20501115	120000	ADMINISTRATOR SALARY	\$ 857,214	0	\$ 857,214	\$ 857,214	\$ -	\$ (0)	100.00%
20501175	120000	SUPPORT STAFF	\$ 287,767	0	\$ 287,767	\$ 295,023	\$ -	\$ (7,256)	102.52%
20501325	120000	SYSTEM CONTRACTED SERVICES	\$ 21,457	0	\$ 21,457	\$ (5,742)	\$ 369	\$ 26,830	-25.04%
20501335	120000	SCHOOL SYSTEM MEMBERSHIPS	\$ 50,904	0	\$ 50,904	\$ 18,000	\$ -	\$ 32,904	35.36%
20573381	235000	TUITION REIMBURSEMENT	\$ 100,000	0	\$ 100,000	\$ 66,640	\$ 12,501	\$ 20,860	79.14%
20581195	330000	CROSSING GUARD	\$ 57,000	0	\$ 57,000	\$ 56,647	\$ -	\$ 353	99.38%
20585345	531000	LEASE AGREEMENT COPIERS	\$ 89,769	0	\$ 89,769	\$ 88,636	\$ 2,302	\$ (1,168)	101.30%

YEAR-TO-DATE BUDGET

ORG	OBJ	ACCOUNT DESCRIPTION	ORIGINAL APPROP	TRANSFERS/ ADJUSTMENTS	REVISED BUDGET	YTD EXPENDED	ENCUMBRANCES	AVAILABLE BUDGET	% USED
20594131	230000	SUBSTITUTES	\$ 382,350	0	\$ 382,350	\$ 560,065	\$ -	\$ (177,715)	146.48%
20594191	235000	CONFERENCE SUBSTITUTE	\$ 18,571	0	\$ 18,571	\$ -	\$ -	\$ 18,571	0.00%
20602324	330000	REGULAR DAY TRANSPORTATION	\$ 1,143,343	0	\$ 1,143,343	\$ 1,181,976	\$ -	\$ (38,633)	103.38%
20621195	230000	STIPENDS	\$ 68,930	0	\$ 68,930	\$ -	\$ -	\$ 68,930	0.00%
20622195	230000	403(b) MATCH	\$ 65,000	0	\$ 65,000	\$ 60,700	\$ -	\$ 4,300	93.38%
		Total 200 SYSTEM	\$ 3,142,305	0	\$ 3,142,305	\$ 3,179,160	\$ 15,172	\$ (52,026)	101.66%
21501115	120000	TECHNOLOGY DIRECTOR	\$ 120,600	0	\$ 120,600	\$ 120,600	\$ -	\$ 0	100.00%
21513191	423000	TECHNOLOGY TECHNICIANS	\$ 209,927	0	\$ 209,927	\$ 209,927	\$ -	\$ 0	100.00%
21514113	230000	EDUCATIONAL TECH COOD.	\$ 81,016	0	\$ 81,016	\$ 81,016	\$ -	\$ -	100.00%
21514121	230000	CURRICULUM DIRECTOR	\$ 844,636	0	\$ 844,636	\$ 844,636	\$ -	\$ (0)	100.00%
21522131	230000	ENGLISH SECOND LANG TEACHER	\$ 447,284	0	\$ 447,284	\$ 447,284	\$ -	\$ 0	100.00%
21560213	250000	COMPUTER SOFTWARE	\$ 265,226	0	\$ 265,226	\$ 299,480	\$ 4,088	\$ (38,341)	114.46%
21560283	230000	COMPUTER NETWORK	\$ 28,563	0	\$ 28,563	\$ 20,443	\$ -	\$ 8,120	71.57%
21573133	235000	PROF DEV PROF SALARY STIPENDS	\$ 70,000	0	\$ 70,000	\$ 56,412	\$ -	\$ 13,588	80.59%
21573431	235000	PROFESSIONAL DEV OTHER	\$ 51,005	0	\$ 51,005	\$ 63,567	\$ -	\$ (12,562)	124.63%
21610213	250000	CURRICULUM SUPPLIES	\$ 102,010	0	\$ 102,010	\$ 120,381	\$ 411	\$ (18,782)	118.41%
21610273	731000	NEW EQUIPMENT	\$ 297,869	0	\$ 297,869	\$ 169,730	\$ 143,019	\$ (14,880)	105.00%
21610293	250000	EQUIPMENT REPAIR	\$ -	0	\$ -	\$ -	\$ -	\$ -	-
21610333	250000	MEMBERSHIPS	\$ 2,040	0	\$ 2,040	\$ 433	\$ -	\$ 1,607	21.23%
21610353	250000	CONFERENCE AND MILEAGE	\$ 2,756	0	\$ 2,756	\$ 5,643	\$ -	\$ (2,887)	204.75%
		Total 210 CURRICULUM/LIBRARY/MEDIA	\$ 2,522,932	0	\$ 2,522,932	\$ 2,439,552	\$ 147,518	\$ (64,137)	102.54%
22520132	230000	EARLY CHILD DIRECTOR	\$ 127,720	0	\$ 127,720	\$ 127,720	\$ -	\$ (0)	100.00%
22520212	230000	EARLY CHILDHOOD OFF. SUPPLIES	\$ 2,550	0	\$ 2,550	\$ 4,622	\$ -	\$ (2,072)	181.25%
22522325	230000	ENGLISH SECOND LANG CONTRACTED	\$ 15,302	0	\$ 15,302	\$ 16,902	\$ 1,762	\$ (3,362)	121.97%
22530133	270000	SOCIAL WORKER	\$ 111,747	0	\$ 111,747	\$ 111,747	\$ -	\$ 0	100.00%
22532213	320000	NURSING SUPPLIES	\$ 12,582	0	\$ 12,582	\$ 8,107	\$ -	\$ 4,475	64.44%
22534322	230000	HOME BASED SVC CONTRACTED	\$ 86,709	0	\$ 86,709	\$ 93,502	\$ 1,740	\$ (8,533)	109.84%
22564133	230000	OCCUPAT. THERAPY PROF SALARY	\$ 446,991	0	\$ 446,991	\$ 456,627	\$ -	\$ (9,636)	102.16%
22571133	230000	PHYSICAL THERAPY PROF SALARY	\$ 208,632	0	\$ 208,632	\$ 202,597	\$ -	\$ 6,035	97.11%
22573353	235000	PROFESSIONAL DEVELOPMENT	\$ 42,477	0	\$ 42,477	\$ 29,750	\$ -	\$ 12,727	70.04%
22574132	280000	PYSCHOLOGIST	\$ 996,999	0	\$ 996,999	\$ 921,740	\$ -	\$ 75,259	92.45%
22584115	210000	TEAM CHAIR/OOD COORDINATOR	\$ 606,374	0	\$ 606,374	\$ 651,916	\$ -	\$ (45,542)	107.51%
22584132	230000	SPED BCBA TEACHER	\$ 342,693	0	\$ 342,693	\$ 342,693	\$ -	\$ -	100.00%
22584142	230000	EXTENDED YR SERVICES SALARIES	\$ 339,580	0	\$ 339,580	\$ 400,912	\$ -	\$ (61,332)	118.06%
22584171	230000	SPED ADMIN ASST	\$ 122,282	0	\$ 122,282	\$ 157,542	\$ -	\$ (35,260)	128.84%
22584195	230000	TUTOR ABA SPED INSTRUCTION	\$ 516,948	0	\$ 516,948	\$ 516,542	\$ -	\$ 406	99.92%
22584212	230000	SPED OFFICE SUPPLY	\$ 16,924	0	\$ 16,924	\$ 41,614	\$ -	\$ (24,690)	245.89%
22584272	730000	SPED NEW EQUIPMENT	\$ 12,241	0	\$ 12,241	\$ 9,680	\$ 429	\$ 2,132	82.59%
22584322	230000	SPED CONTRACTED PROGRAM	\$ 255,281	0	\$ 255,281	\$ 505,781	\$ 16,322	\$ (266,822)	204.52%
22584392	230000	TESTING AND EVALUATIONS	\$ 27,231	0	\$ 27,231	\$ 31,040	\$ -	\$ (3,809)	113.99%

YEAR-TO-DATE BUDGET

ORG	OBJ	ACCOUNT DESCRIPTION	ORIGINAL APPROP	TRANSFERS/ ADJUSTMENTS	REVISED BUDGET	YTD EXPENDED	ENCUMBRANCES	AVAILABLE BUDGET	% USED
22584431	210000	SPED OTHER	\$ 5,101	0	\$ 5,101	\$ 2,840	\$ 443	\$ 1,818	64.35%
22590322	230000	SPED CONSULTANT CONTRACTED	\$ 54,119	0	\$ 54,119	\$ 42,140	\$ 1,120	\$ 10,859	79.93%
22590324	230000	HEARING SVC CONTRACTED	\$ 17,342	0	\$ 17,342	\$ 14,873	\$ 6,688	\$ (4,219)	124.33%
22591132	230000	SPEECH THERAPIST	\$ 1,057,353	0	\$ 1,057,353	\$ 1,022,900	\$ -	\$ 34,453	96.74%
22596322	900000	TUITION OUT OF DISTRICT	\$ 1,314,007	0	\$ 1,314,007	\$ 1,370,510	\$ -	\$ (56,503)	104.30%
22603192	330000	TRANSPORT MONITOR	\$ 25,957	0	\$ 25,957	\$ 10,450	\$ -	\$ 15,507	40.26%
22603322	330000	SPED TRANSPORTATION	\$ 807,754	0	\$ 807,754	\$ 545,475	\$ 28,618	\$ 233,661	71.07%
22605322	230000	VISION CONSULTANT	\$ 10,201	0	\$ 10,201	\$ 155,787	\$ 2,200	\$ (147,786)	1548.74%
		Total 220 SPECIAL EDUCATION/PUPIL P	\$ 7,583,097	0	\$ 7,583,097	\$ 7,796,008	\$ 59,322	\$ (272,233)	103.59%
23515214	411000	CUSTODIAL SUPPLIES	\$ 130,241	0	\$ 130,241	\$ 169,615	\$ 195	\$ (39,569)	130.38%
23515324	411000	RUBBISH REMOVAL	\$ 42,692	0	\$ 42,692	\$ 65,099	\$ -	\$ (22,407)	152.48%
23546194	422000	MAINTENANCE STAFF	\$ 287,983	0	\$ 287,983	\$ 281,693	\$ -	\$ 6,290	97.82%
23546214	422000	MAINTENANCE BUILDING	\$ 181,889	0	\$ 181,889	\$ 205,380	\$ 811	\$ (24,302)	113.36%
23546294	423000	MAINTENANCE EQUIPMENT	\$ 163,191	0	\$ 163,191	\$ 124,572	\$ 8,064	\$ 30,555	81.28%
23546324	422000	MAINTENANCE CONTRACTED SERVICE	\$ 136,559	0	\$ 136,559	\$ 183,734	\$ 5,117	\$ (52,292)	138.29%
23546454	423000	MAINTENANCE VEHICLES	\$ 10,806	0	\$ 10,806	\$ 22,572	\$ 250	\$ (12,016)	211.19%
23585271	731000	NEW EQUIPMENT	\$ 59,431	0	\$ 59,431	\$ 84,170	\$ 2,256	\$ (26,994)	145.42%
23615324	413000	WATER	\$ 12,466	0	\$ 12,466	\$ 13,037	\$ -	\$ (571)	104.58%
23616324	413000	ELECTRIC	\$ 680,494	0	\$ 680,494	\$ 649,729	\$ 68,400	\$ (37,635)	105.53%
23617324	413000	HEAT - OIL AND GAS	\$ 413,070	0	\$ 413,070	\$ 357,659	\$ 4,679	\$ 50,732	87.72%
23619324	413000	TELEPHONE	\$ 51,427	0	\$ 51,427	\$ 48,066	\$ 2,801	\$ 560	98.91%
		Total 230 MAINTENANCE	\$ 2,170,249	0	\$ 2,170,249	\$ 2,205,325	\$ 92,572	\$ (127,649)	105.88%
50501195	110000	SCHOOL COMMITTE SECRETARY	\$ 4,800	0	\$ 4,800	\$ 5,200	\$ -	\$ (400)	108.33%
50501435	110000	SCHOOL COMMITTEE OTHER	\$ 3,965	0	\$ 3,965	\$ 369	\$ -	\$ 3,596	9.31%
50543325	110000	SCHOOL COMM. LEGAL ADS & FEES	\$ 75,928	0	\$ 75,928	\$ 115,481	\$ 5,015	\$ (44,568)	158.70%
		Total 500 SCHOOL COMMITTEE	\$ 84,693	0	\$ 84,693	\$ 121,050	\$ 5,015	\$ (41,372)	148.85%
		Total 3000 SUDBURY PUBLIC SCHOOLS	\$ 45,785,871	\$ -	\$ 45,785,871	\$ 45,461,307	\$ 324,552	\$ 12	100.00%
		Total 01 GENERAL FUND	\$ 45,785,871	\$ -	\$ 45,785,871	\$ 45,461,307	\$ 324,552	\$ 12	100.00%

**Sudbury Public Schools
School Committee Meeting**

Date: August 4, 2025

Agenda Item: 4e

FY27 Budget Process: Review of Current Practices and Whether to Develop FY27 Budget Guidelines to Help Inform the Superintendent's Budget Development: Next Steps

Recommendation:

Background Information:

Attachments:

2-Policies DA, DB, DBD
3-SCHandbookBudgetProcess
3-Weston Public Schools--FY26 Budget Guidelines
5-Lexington Public Schools - FY 26 Budget Guidelines
6-Shrewsbury FY26 Budget Priorities & Guidance
7 -Brookline FY26 Budget Guidelines
8-DRAFT TO START DISCUSSION - Survey for Collective Feedback
Budget Communication_2023
Budget Communication_2024

Action:	Report:	Discussion:	XX
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DA - FISCAL MANAGEMENT GOALS

The quantity and quality of learning programs are directly dependent on the effective, efficient management of allocated funds. It follows that achievement of the school system's purposes can best be achieved through excellent fiscal management.

As trustee of local, state, and federal funds allocated for use in public education, the Committee will fulfill its responsibility to see that these funds are used wisely for achievement of the purposes to which they are allocated.

Because of resource limitations, there is sometimes a temptation to operate so that fiscal concerns overshadow the educational program. Recognizing this, it is essential that the school system take specific action to make sure education remains central and that fiscal matters are ancillary and contribute to the educational program. This concept will be incorporated into Committee operations and into all aspects of school system management and operation.

In the school system's fiscal management, it is the Committee's intent:

1. To engage in thorough advance planning, with staff and community involvement, in order to develop budgets and to guide expenditures so as to achieve the greatest educational returns and the greatest contributions to the educational program in relation to dollars expended.
2. To establish levels of funding that will provide high quality education for the students.
3. To use the best available techniques for budget development and management.
4. To provide timely and appropriate information to all staff with fiscal management responsibilities.
5. To establish maximum efficiency procedures for accounting, reporting, business, purchasing and delivery, payroll, payment of vendors and contractors, and all other areas of fiscal management.

DB - ANNUAL BUDGET

The annual budget is the financial expression of the educational program of the school department, and it reflects the goals and objectives of the School Committee to meet the needs of all students.

The budget then is more than just a financial instrument and requires on the part of the Committee, the staff, and the community, an orderly and cooperative effort to ensure sound fiscal practices for achieving the educational goals and objectives of the school system.

Public school budgeting is regulated and controlled by legislation, state regulations, and local School Committee requirements. The operating budget for the school system will be prepared and presented in line with state policy and local strategic planning. It will be developed and refined in accordance with these same requirements.

The Superintendent will serve as budget officer but they may delegate portions of this responsibility to members of their staff, as they deem appropriate. The three general areas of responsibility for the Superintendent as budget officer will be budget preparation, budget presentation, and budget administration.

LEGAL REFS.: M.G.L. 71:34; 71:37 and 71:38N

DBD - BUDGET PLANNING

The first priority in the development of an annual budget will be the educational welfare of the children in our schools. However, the District will also attempt to balance the valid interest of the taxpayers.

In addition to the annual operating budget, the School Committee will develop and maintain 3 to 5 year operating forecast and multi-year projections for capital planning purposes.

Budget decisions reflect the attitude and philosophy of those charged with the responsibility for educational decision-making. Therefore, a sound budget development process must be established to ensure that the annual operating budget accurately reflects this school system's goals and objectives.

In the budget planning process for the school system, the School Committee will strive to:

1. Engage in thorough advance strategic and capital planning, with staff and community involvement, in order to develop budgets and guide expenditures in a manner that will achieve the greatest educational returns and contributions to the educational program in relation to dollars expended.
2. Establish levels of funding that will provide high quality education for all our students.
3. Use the best available techniques for budget development and management.

The Superintendent will have overall responsibility for budget preparation, including the construction of, and adherence to, a budget calendar.

Sudbury School Committee Handbook



Mission:

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

Vision:

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

PRIDE - EXCELLENCE - UNITY

October 3, 2022

Liaison Assignments:

The School Committee appoints liaisons to various Town and School related Boards or Committees. These appointments typically occur with the reorganization of the Committee in May. These roles serve as a mechanism of information sharing between Boards and Committees. The Committee appoints Liaisons to the following Boards, and Committees.:

- Select Board
- Finance Committee
- Massachusetts Association of School Committees (MASC) Delegate
- Lincoln-Sudbury Regional High School Committee
- Sudbury Special Education Parent Advisory Council (SEPAC)
- Health and Wellness Advisory Committee

Budget Process:

Sudbury Public School's Budget:

Among the School Committee's most significant responsibilities is review and approval of the District's operating budget. The process of building this budget should be transparent and communicated to the School community and the broader Town of Sudbury community. The operating budget aligns with the District Strategic Plan and represents the District goals, mission, vision and values of Sudbury Public Schools.

The Superintendent works with their Administrative Leadership Team throughout the course of the year to assess and determine priorities for the coming year. These priorities are then shared with the School Committee. The School Committee's work with the Budget begins in the Fall and leads to the Superintendent proposed budget presentation in December.

The School Committee discusses the proposed budget during regular meetings, and, if necessary, may conduct additional meetings solely focused on budget for deliberative purposes. Following such deliberations and comprehensive review of the Superintendent's proposed budget, the School Committee conducts a Public Hearing pursuant to Massachusetts Gen Laws Chapter 71, Section 38N. This mandated hearing is an opportunity for the public to comment and provide feedback on the proposed budget. In addition to the posting requirements for this Public Hearing under the applicable statute, it is the customary practice of the School Committee to maximize communication regarding this Public Hearing to the Sudbury School Community as well as the broader Town of Sudbury Community. Upon completion of the Public Hearing process, the School Committee will vote on the proposed budget.

Upon passage of the proposed budget by a majority vote, the Budget formally becomes the School Committee Budget and is then presented to the Finance Committee. The

School Committee Budget is presented at the Annual Town Meeting by the Superintendent. A majority vote at Town Meeting in May is required for approval of the School Committee Budget.

Budget Monitoring and financial responsibilities:

In addition to approval of the District's operating budget, the Committee is also responsible for monitoring the implementation of the budget. The School Committee reviews financial reports on a monthly basis. Such reports shall include information regarding year to date expenditures, encumbrances and updated forecasts for the current fiscal year.

The School Committee is also responsible for approving payroll, and authorizing payments to vendors and individuals by reviewing and signing the Payroll and Accounts Payable Warrants produced by the Business and Finance Office. Additionally, Warrant Articles for Annual Town Meeting, or any Special Town Meeting are reviewed and approved by the Committee. Bids for goods and services for the District are also approved or rejected by the Committee.

Appendix 1: Open Meeting Law and Executive Session Open Meeting Law:

The Open Meeting Law (OML) of the Commonwealth of Massachusetts is intended to protect the public's right to access the deliberations of its elected representatives and promote transparency in government. The OML requires us to:

- Provide the public with notice of our meetings 48 hours in advance (excluding weekends and legal holidays) except in cases of emergency
- Hold our meetings in a publicly accessible venue
- And create, approve and maintain accurate minutes which include the date, time and location of the meeting, a list of the names of members present and absent, and a summary (not at transcript) of discussions, a list of documents and exhibits used, and a record of all decisions made and actions taken, including a record of all votes.

The OML applies to all meetings and subcommittee meetings excluding executive sessions. Meeting minutes as well as any other documents, emails and correspondence that Committee members send or receive (including texts) in their capacity as an elected public official become public documents and are subject to the Public Records Law of the Commonwealth.

The OML also restricts how and where elected officials can deliberate. With certain exceptions, expressions of opinion on matters within the jurisdiction of the Committee must be open to the public.

The legal definition of "deliberation" is an oral or written communication through any medium (including electronic mail and social media) between or among a quorum of a public body.



FY26 Budget Guidelines

As we develop the Fiscal Year 2026 (FY26) budget, the School Committee remains committed to maintaining the high standards of excellence that define Weston Public Schools. Our goal is to allocate resources efficiently while continuing to deliver exceptional educational experiences for all students. By focusing on strategic investments and identifying opportunities for cost savings, we will ensure our district meets the diverse needs of students both inside and outside the classroom.

GUIDING PRINCIPLES

In guiding the development of the FY26 budget, we seek to:

1. **maintain educational excellence and equity** by ensuring all students have access to high-quality programs that foster measurable growth and achievement.
2. **use resources efficiently and responsibly** by prioritizing investments, identifying cost-saving measures, and exploring alternative revenue sources.
3. **meet all legal and contractual obligations**, including those related to staff salaries and district strategic initiatives.
4. **support student well-being** by investing in mental health, social-emotional growth, and safe, secure educational environments.
5. **make data-driven, strategic investments** that align with our District Action Plan to improve student outcomes.
6. **engage the community** by ensuring transparency and encouraging feedback throughout the budget process.

With these guiding principles, we now turn to the specifics of the FY26 budget development process.

BUDGET DEVELOPMENT

In developing the budget, the Superintendent will heed the directives in the district's budget-related policies: [DB](#) (Annual Budget), [DBD](#) (Budget Planning), and [DBE/DBF](#) (Dissemination of Budget Recommendations/Hearings and Reviews). Among other things, the directives provide for:

1. constructing a budget calendar, shared publicly, that takes into account the requirement that School Councils are to be consulted in developing school budgets.
2. publishing a budget document to be made available to community members.
3. conducting a public hearing at which the School Committee and Superintendent will respond to questions and receive comments from the public.

4. continue with the priority-based budgeting process that was introduced for FY24 and expand the process to additional departments.
5. consider the benefits and other associated costs not represented in the operating budget when recommending additional staffing.

The Superintendent will also ensure the budget meets the formatting requirements and submission deadlines from the town manager's office.

BUDGET STRUCTURE

As to the structure of the budget when presented, the Superintendent should:

1. first set forth the expenses required to deliver a level of service in FY26 that is consistent with the level of service in FY25. The FY26 expenses should reflect the impact of inflation, projected changes in enrollment, and staff salary increases identified in collective bargaining agreements.
2. then set forth recommended changes to the level of service, whether they be reductions or enhancements through reallocated resources or new investments. These recommendations should be supported by data sourced from the district's operational metrics and internal surveys, the Massachusetts Department of Elementary and Secondary Education, national associations, or other sources.
3. detail the use of grants, revolving funds, and other potential revenue sources.

BUDGET CONTENT

As to the budget's content, the Superintendent should ensure that the budget:

1. enhances both general and special education programs, as well as extracurricular activities, resulting in stronger achievement across all student subgroups as reflected in student outcomes and growth indicators.
2. continues to deliver safe and secure educational environments in all schools.
3. optimizes investments in student mental health and social and emotional support.
4. continues to align elementary class sizes according to policy [IIB](#) and secondary class sizes between 15 and 25 students for core academic subject areas, unless intentionally larger for academic purposes., recognizing that some secondary classes might exceed these limits, which will prompt committee review and approval.
5. fulfills the district's legal and contractual obligations, including those in our collective bargaining agreements.
6. supports implementation of the district's strategic initiatives identified in the [2024-2026 District Action Plan](#) and the [Superintendent's Entry Findings Report](#):
 - a. selection and deployment of a new elementary literacy curriculum.
 - b. optimization of middle-school and high-school schedules.
 - c. replacement of Infinite Campus with PowerSchool.

- d. further implementation of Universal Design for Learning (UDL).
 - e. deployment of Specially Designed Instruction (SDI), when appropriate to meet the needs of special education students.
7. proposes funding for professional development within the framework of a two-year professional development plan for the district.
8. proposes funding for facility maintenance within the context of a three-year facility maintenance plan for the district.
9. proposes ongoing funding for existing technologies based on an assessment of their usage, as specified in the [2024 Technology Audit Report](#).
10. diligently searches for cost savings that can be realized without adversely affecting delivery of the educational program, and broadly communicating these opportunities for resource streamlining and redeployment.
11. delivers recommendations on new sources of revenue, with such recommendations including the type, amount, and an analysis of the source's benefits to the schools versus the potential negative consequences to our students.
 - a. As part of the plan to minimize negative consequences of any proposed fees, the administration should recommend a concrete and workable plan for fee waivers.
 - b. The amount of any proposed fee should be based on an analysis of neighboring and peer school districts.

We also set the expectation that, following the conclusion of the FY26 budget planning cycle, the administration should:

- assess the accuracy of the district's enrollment forecasts over the past decade, and
- evaluate the enrollment forecasting methods used by neighboring districts.

This evaluation will help determine whether adopting new practices could enhance the accuracy of our district's approach.

FY 2026 BUDGET GUIDELINES OF THE LEXINGTON SCHOOL COMMITTEE

In order to provide for the educational needs of Lexington students, the Superintendent of Schools will develop a fiscal year 2026 budget that will:

1. Ensure the safety, security, and social-emotional well-being of our students, and continue the Town's joint effort on mental health.
2. Ensure all legal and contractual mandates are met.
3. Ensure professional staffing guidelines will be met and class sizes will remain within the established guidelines, to the extent possible given space and personnel limitations.
4. Identify efficiencies and cost-saving measures that do not compromise the educational program.
5. Include sufficient operating and capital funds to:
 - a. continue the current level of services;
 - b. be responsive to projected enrollment changes and corresponding needs, including those related to staffing, instructional supplies, and facilities;
 - c. move the district forward in meeting the increasing technological demands in various educational settings; and
 - d. continue to monitor and update a master capital plan to address school capacity and meet changing enrollment.
6. Maintain capital assets in order to support the instructional program, protect the physical assets of the Town of Lexington, and ensure the health and safety of our students and staff.
7. Identify resources and/or strategies necessary to implement the multi-year comprehensive Lexington Public Schools Strategic Plan for the district, to include equity and master planning.
8. Monitor implemented strategies intended to measurably improve academic outcomes for students of all races and abilities, specifically literacy, both for language and mathematics. This will continue the diversity, equity, and inclusion efforts and increase the cultural proficiency of our school community while beneficially

affecting student outcomes of the historically marginalized. Identify funds, strategies and resources as needed to continue these efforts.

9. Continue monitoring mental-physical health, and learning impacts associated with COVID-19 health crisis, and develop sustainable strategies to address increased student needs.
10. Monitor and implement strategies to improve student academic outcomes, especially for students who have been most impacted by the pandemic (5th to 9th grade) and are not on par with like peers. Identify opportunities for improving the outcomes through focused initiatives.
11. Continue to explore possible improvements and flexibility of school programs at all levels, the scope and sequence of classes at the secondary level, and continue the research and implementation of graduation requirements for all students' benefit.
12. Continue the process to identify costs that may need to be incurred for mitigating construction impacts on the high school learning community, including the school sports programs.
13. Identify and monitor potential operating and capital expenditures, which may be required to adequately operate a new Lexington High School.



Shrewsbury School Committee

Priorities & Guidance for Fiscal Year 2026 Budget Development

Overview

This document provides the community with information about the School Committee's priorities for the Fiscal Year 2026 School Department Budget that will be appropriated by Town Meeting. It is also designed to provide guidance to the Superintendent of Schools and the School Department administration regarding the development of its initial Fiscal Year 2026 School Department Budget proposal.

For FY26, we move forward with optimism as we continue to implement the priorities in the 2023-2027 Strategic Plan that was unanimously approved in the spring of 2023. This plan has three major commitments:

- 1) educational excellence,
- 2) the enhanced well-being of all, and
- 3) optimization of resources.

Each of these commitments includes multiple strategic priorities. The district's budget should reflect these priorities and provide the resources required to achieve key action steps to advance them. Some examples include:

- major academic programming initiatives, such as improving literacy instruction in grades PreK-6 and improving access to career and technical education for high school students;
- enhancing our systems of support for students with social, emotional, and behavioral needs; and
- hiring, supporting, and retaining highly qualified and diverse staff.

Other important factors must be considered with regard to resource allocation in FY26. Our district is experiencing a rapidly evolving student population across all levels which presents significant and varied economic impacts. The significant increase in English language learners (63% increase in FY24 and a 10% increase so far in FY25) and students needing specific educational, social, emotional, and behavioral support requires us to review staffing and program structure to meet these needs. As anticipated, we continue to have school-age children residing in emergency homeless shelters in Shrewsbury, plus other homeless students who are "doubled up" with family or friends. Supporting our homeless population is resource heavy, with transportation, support, and translation costs that will need to be considered in the FY26 budget where costs potentially may not be covered entirely through state funding.

With this context we set forth the following Budget priorities and Guidance for development of the FY26 annual operating budget.

Priorities

The initial FY25 School Department Budget proposal shall include resources to address each of the following priorities:

1. *Meet commitments as detailed in the March 16, 2021 Override Statement to the Residents of Shrewsbury and agreed upon between the Select Board and the School Committee*

This compact includes specific commitments towards budget planning transparency, engagement with the community, and limitations on annual budget increases.

In order to best project the School Department's future financial needs, the district is engaging a consultant who will do an extensive review of historical costs as well as a comprehensive forecast that identifies strengths, risks, and needs. This process will inform the development of the FY26 School Department Budget as well as ongoing longer-term planning done in conjunction with the Select Board and the Town Manager.

2. *Resources for key district needs and priorities included in the 2023-2027 Strategic Plan*
 - a. To review enrollment and determine personnel necessary for class sizes that reflect School Committee guidelines.
 - b. To further advance the literacy initiative in grades PreK-8 by providing necessary curriculum materials and professional development.
 - c. To provide support for students who are not meeting educational benchmarks, students who are learning English, and students who have complex social, emotional, and behavioral needs.
 - d. To allocate required resources to deliver mandated educational services for our English learner population that is growing in size and complexity.
 - e. To determine funding for tuition and transportation required to partner with another school district to provide Chapter 74 vocational/technical education programming.
 - f. To further develop in-district career and technical education programs at the high school and create partnerships with area businesses for similar types of student experiential learning opportunities, after utilizing available grants and/or philanthropic funding.
 - g. To consider how areas of the budget that are currently subsidized through fees (such as transportation, athletics, etc.) might be adjusted in order to potentially reduce the impact on families.

Assumptions & Guidance

It is assumed that the initial FY26 School Department Budget proposal will:

1. Work within the fiscal guidelines of the override agreement between the School Committee and Select Board.
2. Provide adequate resources to meet all legal mandates required of the school district.
3. Reflect the terms of collective bargaining agreements and other contractual obligations and consider the impact of agreements that will be under negotiation for the coming fiscal year.
4. Provide sufficient resources to maintain a) the existing educational program and b) staffing levels necessary to meet mandates and priorities.
5. Utilize the best available information to project changes in costs (such as out-of-district tuitions) and revenues (such as state funding through the Chapter 70 and Circuit Breaker programs, grants, etc.).
6. Estimate level funding for all expected federal and state grants and present options regarding potential continuation of programs or services that were previously funded by Covid-related grants that have expired.
7. Review fee and tuition levels for all programs and make recommendations that consider the School Department's increased costs to operate, while also taking into account the associated financial challenges for families, in the context of how fee and tuition levels compare to those in other districts.
8. Examine ways to reduce or shift costs in order to achieve district priorities without requiring additional funding allocations wherever possible.
9. Given space constraints at the secondary schools, the administration should assume no new School Choice seats will be voted by the School Committee for approval.

**THE PUBLIC SCHOOLS OF BROOKLINE
OFFICE OF THE SCHOOL COMMITTEE**



Andreas Liu, Chair
Suzanne Federspiel, Vice Chair
Helen Charlupski
Steven Ehrenberg
Valerie Frias
Jesse Hefter
Sarah Moghtader
Mariah Nobrega
Carolyn Thall

TO: Linus J. Guillory Jr., Superintendent
FROM: School Committee
DATE: October 25, 2024
RE: *FY26-30 Budget Guidelines*

The School Committee is responsible for approving and overseeing the District's annual budget (educational plan). In accordance with our responsibilities, we present our suggested multi-year guidelines to (1) inform construction of the budget for the upcoming and future fiscal years, (2) allow us to review all spending proposals through a shared lens, (3) guide us as we make difficult, important choices, and (4) enable us to maintain a relentless focus on our priorities.

Since last year's guidelines, the FY24-27 strategic plan has been finalized, which will drive the vast majority of the upcoming budget decisions. With this shared understanding of the importance of the strategic plan in guiding the budget, the **primary guideline for FY26-30** continues to be that all activities described in the strategic plan (and future iterations thereof) will have clearly identifiable funding in the budget and will be described as part of the work of the relevant unit(s) in their budget narrative.

Conversely and to the extent possible, activities that are clearly not aligned with the strategic plan will be identified and a strategy (multi-year and/or starting in later years as needed) for exiting, aligning or deprioritizing these activities will be described. This is important for the additional focus on our priorities and to support long-term budget sustainability.

Further, the School Committee affirms its commitment to full funding for the district's literacy initiative, including curriculum materials and professional development aligned with the Science of Reading.

Above and beyond this emphasis on the budget as the strategic plan, specific guidelines include:

1. STAFFING/ENROLLMENT:

a. For FY26: Ensure class sizes at the high school remain closer to recent historical trends. Leverage K-12 enrollment forecasts to identify where positions can be shifted. Maintain K-8 class sizes within guidelines.

b. In FY28: Return World Language as a robust option in lower elementary grades. Will require planning in FY27. This time frame is to allow for intensive focus on literacy roll-out through FY26.

c. Upon the availability of federal and/or state subsidies: Establish universal pre-Kindergarten.

2. EDUCATIONAL EQUITY:

a. For FY26: Continue to fund Extended School Year (ESY) programming that increases access to ESY by providing coordinated wraparound opportunities, including but not limited to socioemotional learning, therapeutic recreational activities and enrichment.

b. For funding no later than the year following any adoption: Should a policy on life of the school be adopted that requires funding to implement policy, identify said funding.

c. By FY26: Fund an educational equity strategy, to be articulated by the Office of Educational Equity and approved by School Committee, that right-sizes the resources directed towards educational equity, whether they are centralized or decentralized.

d. By FY29: Fund robust summer programming that meets a variety of student needs – for example, expanding summer offerings for high school students to provide enrichment and so that those on IEPs may access summer electives. We encourage partial/full implementation to begin in earlier fiscal years, as resources allow.

3. BUDGET:

a. For FY26: align SIP process as part of budget cycle. Ensure that the PSB budget reflects each school's priorities and goals as described in their SIP, such as improving student outcomes, enhancing teacher development, or expanding extracurricular programs. All spending should support the broader mission of the school, be tracked against goals, and regularly measured/reported.

b. Continuing in FY26: Return to prior practice of holding reserve funds for a limited number of staff. This can be done over multiple years to lessen the impact of any one year.

c. By FY26: Because of the importance of the strategic plan in driving all decisions, dashboards should be developed that will allow stakeholders to track the plan's progress.

DRAFT TO START DISCUSSION ON POSSIBLE NEXT STEPS: Sudbury School Committee Input: FY27 Budget Guidelines

*DISCLAIMER: THIS IS A DRAFT TO SERVE AS A STARTING POINT IN OUR "NEXT STEPS" DISCUSSION ON HOW WE MIGHT COLLECTIVELY WORK TOWARDS WRITING A FY27 BUDGET GUIDANCE, IF THERE IS INTEREST FROM THE COMMITTEE TO DO SO.

To support development of the FY27 Budget Guidelines, each School Committee member is being asked to complete this short form. Your input will help shape a draft set of guidelines for the full Committee to review and finalize. Please submit your responses by **DATE**.

1. **DRAFT QUESTION*: Guiding Principles**

What principles should guide the development of the FY26 budget? (List up to 5)

2. **DRAFT QUESTION*: Key Investment Priorities**

What should be the top areas of investment or focus in the FY26 budget? (While these are all areas of priority, please only identify what you think should be the top three areas of focus.)

Check all that apply.

- ☐ Academic recovery and student growth
- ☐ Special education services and inclusion
- ☐ Student mental health and wellness
- ☐ Class size and staffing
- ☐ Curriculum adoption or innovation
- ☐ Facilities improvements and safety
- ☐ Technology and instructional needs
- ☐ Professional development
- ☐ Equity, access, and culturally responsive practices
- ☐ Other: _____

3. **DRAFT QUESTION*: Budget Development Process**

What expectations do you have for how the budget should be developed? (e.g., priority-based budgeting, use of data, multi-year planning, equity lens, etc.)

4. **DRAFT QUESTION*: Budget Scenarios and Presentation Format**

What budget scenarios would you like to see during the FY26 budget process?

Check all that apply.

- ☐ Level-service budget
- ☐ Budget with proposed enhancements
- ☐ Budget with potential cuts (contingency)
- ☐ Impact of fixed cost increases
- ☐ Multi-year outlook (FY26-FY28)
- ☐ Breakdown of expenditures by program or department
- ☐ Overview of grants, revolving funds, circuit breaker, etc.
- ☐ Other: _____

5. **DRAFT QUESTION*: Community Engagement**

What values or practices should guide community engagement during the budget process?

6. **DRAFT QUESTION*: Initiative Review and Cost Estimates**

Are there specific new or existing initiatives you'd like to receive presentations on, including cost estimates and potential budget impact? These can be considered for the operating budget or as Tier 1 or Tier 2 initiatives.

7. **DRAFT QUESTION*: Other Comments or Recommendations**

Is there anything else you'd like to see included in the FY26 Budget Guidelines?

This content is neither created nor endorsed by Google.

Google Forms



Sudbury Public Schools

*40 Fairbank Road
Sudbury, Massachusetts 01776
Phone: (978) 639-3211
Fax: (978) 443-9001*

October 27, 2023

Dear Community,

The Administration and the Sudbury School Committee are actively engaged in the budget process for the 2024-2025 academic year.

We would like to share some key dates in the budget process with you. During Budget Review meetings the Administration and the School Committee engage in discussion regarding the proposed budget. The Budget Hearing is mandated by law and must occur at a particular time in the budget process. It is an opportunity for the community to participate in the budget process, attend the Hearing and provide feedback regarding the proposed budget.

November 20	Sudbury School Committee Meeting	Administration and School Committee discussion to prioritize initiatives
December 4	Sudbury School Committee Meeting	Review the Superintendent's proposed draft line item budget
December 5	Finance Committee Meeting	The Administration will present budget drivers
December 7	Sudbury School Committee Meeting	The School Committee will provide feedback regarding the proposed budget
December 11	Sudbury School Committee Meeting	The School Committee will provide feedback regarding the proposed budget
December 18	Sudbury School Committee Meeting	Budget Hearing Opportunity for the community to provide feedback
December 21	Sudbury School Committee Meeting	The School Committee will take a vote on the budget
February TBD	Finance Committee Meeting	Budget Hearing

Review and approval of the budget is one of the most important roles of the School Committee. We hope you will engage and participate in this process with us. As always, please do not hesitate to contact your School Committee at any time at School-Committee@sudbury.k12.ma.us.

Sudbury School Committee
Silvia Nerssessian, Chair
Meredith Gerson, Vice-Chair
Nicole Burnard
Mandy Sim
Sarah Troiano



November 5, 2024

Dear Community,

It is budget season, which means we need *your* input to help shape our decisions around how we allocate resources for FY26. This is especially important as we work towards building next year's budget as we, your elected officials, provide public oversight over the use of these public funds for our schools.

The four main responsibilities of the School Committee function in concert: the budget should be allocated in support of the district goals and policies, and the administration of the budget in pursuit of those goals and policies forms much of the evaluation of the superintendent. This is why your feedback and participation are so important.

There are a few ways in which you can participate:

1. As elected officials, we are always available to meet with you individually. You can reach out to us via [email](#) to schedule a time to talk.
2. If you want to email the Committee as a whole, please do. Our email address is School-Committee@sudbury.ma.us. When you email us as a group, please be aware that we cannot deliberate on a matter over email with you. However, what emails we receive are always read and do help us with our decision making.
3. All our [meetings](#) offer public comment. This is a great opportunity for you to speak for three-minutes and provide insight on any topic. You may do public comment remotely when we meet virtually or by going to Fairbanks Community Center during our in-person meetings.
4. Lastly, a Budget Hearing is mandated by law during the budget process. This is a fantastic opportunity for you to attend and provide feedback regarding the proposed budget.

Review and approval of the budget is one of the most important roles of the School Committee. We have enclosed some key dates in the hopes you will engage with us during this process. We hope through your partnership and participation that we can better serve our community.

Sincerely,

Nicole Burnard, Sudbury School Committee Chair
Meredith Gerson, Vice-Chair
Karyn Jones
Mandy Sim
Mary Stephens



Enclosure: FY26 Budget Timeline

<u>SPS School Committee</u> November 25 7PM 40 Fairbanks Road; Room 214	<ul style="list-style-type: none"> Administration and School Committee discusses FY26 budget goals and prioritize these initiatives
<u>SPS School Committee</u> December 2 7PM Remote	<ul style="list-style-type: none"> Director of Student Services Report Review the budget drivers presented by the SPS Administration
<u>Finance Committee</u> TBD 7:30PM Remote	<ul style="list-style-type: none"> SPS reviews Budget Drivers with FinCom
<u>SPS School Committee</u> December 5 7PM 40 Fairbanks Road; Room 214	<ul style="list-style-type: none"> Review the proposed draft line item budget Town Manager's Budget Guidance FY26 Capital Updates and Town Warrant Articles Review MOA of the Joint Facilities Department
<u>SPS School Committee</u> December 9 7PM Remote	<ul style="list-style-type: none"> Superintendent's Recommended FY26 Budget Workshop <ul style="list-style-type: none"> Bryant Amitrano, Principal, Haynes Elementary School Sara Harvey, Principal, Loring Elementary School Cynthia Marchand, Noyes Elementary School Jeff Mela, Principal, Curtis Middle School Susan Woods, Principal, Nixon Elementary School
<u>SPS School Committee</u> December 16 7PM 40 Fairbanks Road; Room 214	<ul style="list-style-type: none"> Budget Hearing
<u>SPS School Committee</u> December 19 7PM Remote	<ul style="list-style-type: none"> FY 26 Recommended Budget - <i>Vote</i>
<u>Finance Committee</u> TBD 7:30PM Remote	<ul style="list-style-type: none"> Budget Hearing

**Sudbury Public Schools
School Committee Meeting**

Date: August 4, 2025

Agenda Item: 4f

**Review of Policy BEDH and Current Committee Practices; Discussion of Alignment with Policy,
and Interim Approach to Hybrid Public Comment Pending Policy Review**

Recommendation:

Background Information:

Attachments:

2 - BEDH - PUBLIC COMMENT AT SCHOOL COMMITTEE MEETINGS
3-MASC BEDH Sample Policy
4-MASC BEDH-E Guidelines for Public Comment

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

BEDH - PUBLIC COMMENT AT SCHOOL COMMITTEE MEETINGS

All regular and special meetings of the School Committee shall be open to the public. Executive sessions will be held only as prescribed by the Statutes of the Commonwealth of Massachusetts.

The School Committee desires individuals to attend its meetings so that they may become better acquainted with the operations and the programs of our local public schools. In addition, the Committee would like the opportunity to hear public comment.

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.

To ensure the ability of the Committee to conduct the District's business in an orderly manner, the following rules and procedures are adopted:

1. At the start of each regularly scheduled School Committee meeting, individuals will sign in for an opportunity to speak during public comment. The public comment segment shall not exceed 15 minutes. All speakers are encouraged to present their remarks in a respectful manner.
2. Speakers will be allowed three (3) minutes to present their material and must begin their comments by stating their name and city/town. The presiding Chair may permit extension of this time limit, in extenuating circumstances.
3. Topics for discussion should be limited to those items within the School Committee's scope of authority. The authority of the School Committee primarily concerns the review and approval of the budget of the district's public schools, the performance of the Superintendent, and the educational goals and policies of the district's public schools. Comments and complaints regarding school personnel (apart from the Superintendent) or students are generally prohibited unless those comments and complaints concern matters with the scope of School Committee authority.
4. The Chair of the meeting, after a warning, reserves the right to terminate speech which is not constitutionally protected because it constitutes true threats that are likely to provoke a violent reaction and cause a breach of the peace, or incitement to imminent lawless conduct.

5. Written comments longer than three (3) minutes may be presented to the presiding Chair before or after the meeting. All remarks will be addressed through the Chair of the meeting. Comments made during the public comment portion of the meeting do not necessarily reflect the views or positions of the School Committee.

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

CROSS REFS: BE, SCHOOL COMMITTEE MEETINGS
BEC, EXECUTIVE SESSIONS
BEDA, NOTIFICATION OF SCHOOL COMMITTEE MEETINGS

SOURCE: MASC - Updated 2023

Approved by Sudbury School Committee: May 6, 2024

File: BDA - SCHOOL COMMITTEE MEETINGS

File: BDB - SCHOOL COMMITTEE MEETINGS

File: BDD - SCHOOL COMMITTEE MEETINGS

File: BDE - SUBCOMMITTEE MEETINGS

File: BDF - ADVISORY COMMITTEE MEETINGS

File: BDFA - SCHOOL COUNCIL MEETINGS

File: BDFA-E - SCHOOL IMPROVEMENT COMMITTEE MEETINGS

File: BDG - SCHOOL ATTORNEY MEETINGS

File: BE - SCHOOL COMMITTEE MEETINGS

File: BEC - EXECUTIVE SESSIONS

File: BEDA - NOTIFICATION OF SCHOOL COMMITTEE MEETINGS

File: BEDB - AGENDA FORMS

File: BEDB-E - AGENDA FORMS

File: BEDD - RULES OF ORDER

File: BEDF - VOTING METHODS

File: BEDG - MINUTES

File: BEDH - PUBLIC COMMENT AT SCHOOL COMMITTEE MEETINGS

File: BEDH-E - GUIDELINES

File: BEE - SPECIAL PROCEDURES

File: BG - SCHOOL COMMITTEE MEETINGS

File: BGB - POLICY ADOPTION

File: BGC - POLICY REVISION

File: BGD - SCHOOL COMMITTEE MEETINGS

File: BGE - POLICY DISSEMINATION

File: BGF - SUSPENSION OF POLICY

File: BHC - SCHOOL COMMITTEE MEETINGS

File: BHE - USE OF ELECTRONIC MEETINGS

File: BIA - NEW SCHOOL COMMITTEE MEETINGS

File: BIBA - SCHOOL COMMITTEE MEETINGS

File: BID - SCHOOL COMMITTEE MEETINGS

File: BJ - SCHOOL COMMITTEE MEETINGS

SECTION C - GENERAL SCHOOL COMMITTEE MEETINGS

SECTION D - FISCAL MANAGEMENT

SECTION E - SUPPORT SERVICES

SECTION F - FACILITIES DEVELOPMENT

SECTION G - PERSONNEL

SECTION H - NEGOTIATIONS

SECTION I - INSTRUCTION

SECTION J - STUDENTS

SECTION K - COMMUNITY RELATIONS

SECTION L - EDUCATION AGREEMENTS

 **File: BEDH - PUBLIC COMMENT AT SCHOOL COMMITTEE MEETINGS**

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5. Written comments longer than three (3) minutes may be presented to the presiding Chair before or after the meeting. All remarks will be addressed through the Chair of the meeting. Comments made during the public comment portion of the meeting do not necessarily reflect the views or positions of the _____ School Committee.
6. Sign up instructions will be provided for those who wish to participate in Public Comment.

LEGAL REFS.: M.G.L. [30A: 18-25](#)

CROSS REFS: [BE](#), SCHOOL COMMITTEE MEETINGS

[BEC](#), EXECUTIVE SESSIONS

[BEDA](#), NOTIFICATION OF SCHOOL COMMITTEE MEETINGS

SOURCE: MASC - Updated 2023

- ☐ File: BDA - SCHOOL COM
- ☐ File: BDB - SCHOOL COM
- ☐ File: BDD - SCHOOL COM
- ☐ File: BDE - SUBCOMMIT
- ☐ File: BDF - ADVISORY CC
- ☐ File: BDFA - SCHOOL CO
- ☐ File: BDFA-E - SCHOOL II
- ☐ File: BDG - SCHOOL ATT
- ☐ File: BE - SCHOOL COMI
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- ☐ File: BEDB-E - AGENDA F
- ☐ File: BEDD - RULES OF C
- ☐ File: BEDF - VOTING ME
- ☐ File: BEDG - MINUTES
- ☐ File: BEDH - PUBLIC COM
- ☐ File: BEDH-E - GUIDELIN
- ☐ File: BEE - SPECIAL PRO
- ☐ File: BG - SCHOOL COMI
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- ☐ ► SECTION K - COMMUNITY
- ☐ ► SECTION L - EDUCATION A

 **File: BEDH-E - GUIDELINES FOR PUBLIC COMMENT**

A School Committee Meeting is a meeting of a government body at which members of the body deliberate over public business. We welcome the attendance of members of the school district community to view your School Committee as it conducts its regular business meeting.

Massachusetts General Laws Chapter [30A Section 20](#)(f) governs public participation at open meetings covering all public bodies.

Chapter 30A:20 [Notice, Remote Participation, Public Participation, Certification]

(f) No person shall address a meeting of a public body without permission of the chair, and all persons shall, at the request of the chair, be silent. No person shall disrupt the proceedings of a meeting of a public body. If, after clear warning from the chair, a person continues to disrupt the proceedings, the chair may order the person to withdraw from the meeting and if the person does not withdraw, the chair may authorize a constable or other officer to remove the person from the meeting.

The School Committee believes that the school district community should have an opportunity to comment to the Committee on issues that affect the school district and are within the scope of the Committee's responsibilities. Therefore, the Committee has set aside a period of time at each School Committee meeting to hear from the public. In addition, if the Committee believes that an issue requires a dialogue with the school district community, the Committee may schedule a separate public hearing on that issue.

Any citizen who wishes to make a presentation to the School Committee on an item which is of interest to them and within the scope of the Committee's responsibilities may request to be placed on the agenda for a particular meeting. Such request should be in writing and should be received by the Superintendent of Schools at least one week prior to the date of the meeting. Such request should contain background statements which would explain the scope and intent of the agenda item. The Chair of the Committee works with the Superintendent to formulate the meeting agendas. Together they will determine whether or not to place an item on the agenda and if the item is to be taken up they will also determine when to place an item on the agenda and all parameters to be required of the presenter.

Here are the general rules for the Committee's public comment period:

1. Public Comment shall be for a period of 20 minutes and shall generally follow the opening of the meeting. The Committee reserves the right to rearrange its agenda to accommodate scheduled presenters.
2. Any citizen wishing to speak before the Committee shall identify themselves by name and address and shall speak for no longer than 3 minutes. No citizen may speak more than once without permission of the Chair. All citizens shall speak to the full Committee through the Chair and shall not address individual members or administrators.
3. Individuals may address topics on the agenda, items specified for public comment, or items within the scope of responsibility of the School Committee. The Chair shall rule out of order any individual who fails to honor the guidelines or who addresses a matter inappropriate for public comment.
4. Any Committee member may direct questions to the speaker through the Chair in order to clarify comments of the speaker.

SOURCE: MASC

**Sudbury Public Schools
School Committee Meeting**

Date: August 4, 2025

Agenda Item: 4g

Extend Deadline of Tri-District Calendar Review Subcommittee by Updating Subcommittee Charge

Recommendation:

Motion to approve the Tri-District Calendar Review Subcommittee Charge as amended.

Background Information:

At the most recent Tri-District Calendar Review Subcommittee meeting, the group expressed that a modest extension of the original timeline may be needed to complete key components of the review process. These include conducting a family survey, holding a public hearing, discussing accommodation practices, and synthesizing feedback into final recommendations. While the group estimated that an additional month would likely be sufficient, to ensure adequate time and avoid the need for a second extension, the Chairs of the Lincoln, Lincoln-Sudbury Regional High School, and Sudbury School Committees agreed it would be prudent to propose a deadline in December. This would provide a buffer while still ensuring that the subcommittee's work is completed in time for each full School Committee to approve the 2026–2027 academic calendars.

Attachments:

Red Line Version - Tri-District Calendar Review Subcommittee Charge

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

REDLINE VERSION**Sudbury Public School Committee**
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, Karyn Jones 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~~ **December 15, 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 ~~June 16, 2025~~ **August 4, 2025**.*

**Sudbury Public Schools
School Committee Meeting**

Date: **August 4, 2025**

Agenda Item: **4h**

Initial Discussion on Posting Committee & Subcommittee Agenda Packets on the District Website and Determination on Whether to Post Tri-District Calendar Review Subcommittee Materials & When

Recommendation:

Background Information:

Attachments:

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