



AMENDED AGENDA and NOTICE SCHOOL COMMITTEE MEETING

(Originally posted 11/20/25 at 3:26 p.m. -
Amended on 11/21/25 at 9:15 a.m.)

This is a hybrid meeting, allowing community members to attend and participate in public comment either in person or remotely.

Regular Session Meeting
Monday, November 24, 2025

LOCATION

Sudbury Public Schools
40 Fairbank Road; Room 214; Sudbury, MA 01776
Dial In: 1 301 715 8592 - Webinar ID: 837 9757 7243
Live Link: <https://us02web.zoom.us/j/83797577243>

AGENDA

- | 6:30 p.m. Open Executive Session | Approximate Time |
|--|-----------------------------------|
| 1. Executive Session | |
| a. Motion and vote to convene in executive session and to return to open session pursuant to Massachusetts General Laws chapter 30A section 21(a) for the following purposes: | |
| i. Purpose (3) to discuss strategy with respect to and in preparation for collective bargaining with the Sudbury Nurses' Association, the Sudbury Education Association, the Education Support Professionals Association, and Custodians (Units A, B & C) because an open discussion may have a detrimental effect on the bargaining position of the Committee. The Committee will return to Open Session. | |
| 7:00 p.m. Open Regular Session | Approximate Time |
| 1. Public Comment | 15 Mins |
| a. At the start of each regularly scheduled School Committee meeting, community members may address the Committee. In-person attendees should sign in; remote attendees on Zoom should use the "Raise Hand" feature (in the Reactions menu, or under "More" on mobile). For remote comments, attendees must also type their full name into the Zoom name field in order to be called on. Per Policy BEDH, each speaker has up to three (3) minutes and must state their name and city/town. The Chair will alternate between in-person and remote speakers. Public comment is not a discussion or debate, but an opportunity to share opinions on matters within the Committee's authority. Meetings are live-streamed and recorded for SudburyTV; participation constitutes consent to be recorded and broadcast. | |
| 2. Educational and Operational Matters | (Report) 15 Mins |
| a. SEA Report (Angela Spirito) | |
| b. District Reports | |
| i. Director of Business and Human Resources' Report | |
| ii. Assistant Superintendent's Report | |
| iii. Superintendent's Report | |
| 3. Consent Calendar | (Discussion/Action) 5 Mins |
| a. Approval of Community Letter from the Sudbury School Committee Regarding Special Town Meeting | |
| b. Receipt of Open Meeting Law Complaints and Legal Counsel Responses (R. Sax, A. Sax K. Hayes, and W. Fox), including associated legal service costs | |
| c. Receipt of School Improvement Plans: Curtis, Haynes, Loring, Nixon, and Noyes | |
| d. Appointment of Members to the LGBTQ+ Parent Advisory Council | |

- e. Monthly Accounts Payroll Warrants Submissions
 - f. Approval of Minutes (10/06/25 and 10/23/25)
4. New Business and Policy Matters
- a. Determination around No School and Half-Days in regards to Cultural and Religious Observances as Guidance to the Superintendent in Development of the FY27 School Calendar (Discussion/Action) 20 Mins
 - b. Discuss and Take Positions on Special Town Meeting Articles (Discussion/Action) 10 Mins
5. Special Matters
- a. MCAS Presentation, Annette Doyle, Lauren Egizio and Karen Wolfson (Report) 45 Mins
6. New Business and Policy Matters, Continued
- a. Three Year Fiscal Outlook for Sudbury Public Schools and Initial Review of Administration and School Committee FY27 Prioritization of Initiatives (Discussion/Action) 30 Mins
 - b. ~~FY27 Budget Process~~-Policy BGB, Step 2: (Discussion/Action) 30 Mins
 - i. Per recommendation of the Sudbury School Committee on 10/23/2025:
 - 1. IMDA, Accommodations for Religious and Cultural Observances
 - ii. Per recommendation of the Policy Subcommittee on 10/24/2025:
 - 1. BEDH, Public Comment at School Committee Meetings
 - 2. BEA, Hybrid Meetings and Remote Participation
 - 3. ECAB, Access to Buildings and Grounds
 - 4. EFBA, School Food and Nutrition - Meal Modifications
 - 5. IJOA, Field Trips
 - 6. JJE, Student Fund-Raising Activities
 - 7. KBE, Relations with Parent/Booster Organizations
 - 8. KHB, Advertising in the Schools and Use of School Name/Logo
 - 9. KI, Visitors to the School
 - c. Sudbury School Committee Vacancy: Review and Discuss Select Board Process (Discussion/Action) 10 Mins
7. Future Agenda Items (Report) 5 Mins
- a. Rolling agenda provided as informational only; members may state items they would Like to see on a future agenda. No discussion will occur in compliance with Open Meeting Law.
8. 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 Chair will strive to honor timed items as best as possible."

*The next School Committee Meeting is scheduled for **Thursday, December 4, 2025***

**Sudbury Public Schools
School Committee Meeting**

Date: November 24, 2025

Agenda Item: 3a-f - Consent Calendar

1. Approval of Community Letter from the Sudbury School Committee Regarding Special Town Meeting
2. Receipt of Open Meeting Law Complaints and Legal Counsel Responses (R. Sax, A. Sax, K. Hayes, and W. Fox), including associated legal service costs
3. Receipt of School Improvement Plans: Curtis, Haynes, Loring, Nixon, and Noyes
4. Appointment of Members to the LGBTQ+ Parent Advisory Council
5. Monthly Accounts Payroll Warrants Submissions
6. Approval of Minutes (10/06/25 and 10/23/25)

Recommendation:

Move to approve the consent calendar as presented / amended.

Background Information:

Attachments:

- 1 - 3.a. Coversheet
- 2 - 3.a. Community Letter from the Sudbury School Committee Regarding Special Town Meeting
- 3 - 3.b. Coversheet
- 4 - Legal Services Costs
- 5 - R. Sax Legal Counsel Response
- 6 - R. Sax OML Complaint
- 7 - A. Sax Legal Counsel Response
- 8 - A. Sax OML Complaint
- 9 - K. Hayes Legal Counsel Response
- 10 - K. Hayes OML Complaint**
- 11 - W. Fox Legal Counsel Response
- 12 - W. Fox OML Complaint
- 13 - 3.c. Coversheet
- Curtis School Improvement Plan 2025-26
- FY26 Haynes SIP
- School Improvement Plan Loring 2025-2026
- Nixon SIP 25-26
- Noyes SIP 25-26
- 19 - 3.d. Coversheet
- 20 - Appointment of Members Memo
- 21 - 3.e. Coversheet

SC Meeting Warrant Summary - 112025

23 - 3.f. Coversheet

100625_Sudbury School Committee Minutes_DRAFT

102325_Sudbury School Committee Minutes_DRAFT

Action:

XX

Report:

Discussion:

XX

3. Consent Calendar

- a. Approval of Community Letter from the
Sudbury School Committee Regarding**



Tonight's Special Town Meeting

December 1, 2025

Dear Sudbury Community,

Tonight at 7PM at Lincoln-Sudbury Regional High School, the Town will hold a Special Town Meeting where [Article 1 and Article 2](#), both related to the Haynes and Nixon Elementary School roof projects, will be considered.

The roofs at both schools have experienced age-related deterioration and leaks, which led to their acceptance into the MSBA Accelerated Repair Program.

As part of this program, the Town may pursue state reimbursement for eligible project costs, pending two required local approvals:

1. **Tonight's Special Town Meeting:** Articles 1 and 2 each require a two-thirds vote.
2. **Special Town Election – December 16:** Voters will consider a temporary Proposition 2½ debt exclusion.

Both approvals are necessary for the Town to enter into a Project Funding Agreement with the MSBA and access the estimated reimbursement.

To support residents in understanding Articles 1 and 2, the Superintendent and School Committee jointly prepared an informational overview:

Special Town Meeting & Election: Haynes and Nixon Elementary School Roofs

<https://resources.finalsite.net/images/v1762526034/sudburyk12maus/awlu3tvt5nw0edg2mpq0/SpecialTownMeetingandElection-HaynesandNixonElementarySchoolRoofs.pdf>

Thank you for staying informed. We look forward to seeing you this evening at 7PM.

Warmly,

The Sudbury School Committee

Karyn Jones (Chair), Jessica McCready (Vice-Chair), Nicole Burnard, Elizabeth Sues

3. Consent Calendar

B. Receipt of Open Meeting Law Complaints and Legal Counsel Responses (R. Sax, A. Sax. K. Hayes, and W. Fox), including associated legal service costs

Legal Service Costs

Month	Hours	Hourly Rate	Total Cost
October	5.4	\$265	\$1,431.00
November	16.5	\$265	\$4,372;50
		TOTAL	\$5,803.50



One University Avenue
Suite 300B
Westwood, MA 02090
T 617.862.2005
F 617.862.2025
W VDHBoston.com

Jennifer F. King, Esq.
Jennifer.King@VDHBoston.com

November 4, 2025

VIA EMAIL

Ryan Sax
Sax.Ryan@gmail.com

RE: Open Meeting Law Complaint
Public Body: Sudbury School Committee
Complainant: Ryan Sax
Alleged Violation Date: October 6, 2025

Dear Mr. Sax:

Reference is made to the above-captioned matter. The Sudbury School Committee (“Committee”) met in executive session on October 23, 2025 during which it reviewed your complaint under the Massachusetts Open Meeting Law, G.L. c. 30A, §§18, et seq. and authorized our office to respond on its behalf.

You made your complaint on October 16, 2025. Within the lens of the Massachusetts Open Meeting Law, G.L. c. 30A, §§18, et seq., your complaint alleges that the Committee violated the Open Meeting Law on October 6, 2025 by: (1) failing to deliberate in an informed and transparent manner; (2) taking improper action without adequate notice or scope clarification; (3) overreaching its authority; and (4) intentionally violating the Open Meeting Law.

Deliberation and Request for Input from Legal Counsel

The Open Meeting Law was enacted “to eliminate much of the secrecy surrounding deliberation and decisions on which public policy is based.” *Ghiglione v. School Committee of Southbridge*, 376 Mass. 70, 72 (1978). You allege that the Committee Chair denied a procedural request for legal counsel, constituting a failure to deliberate in an informed and transparent manner. The law defines deliberation as “an oral or written communication through any medium, including electronic mail, between or among a quorum of a public body on any public business within its jurisdiction. M.G.L. c. 30A, §18. Taking this allegation as true, the Chair’s decision to deny this request would not violate the Open Meeting Law. There is no obligation for the Chair to take any specific action based on the content of the public body’s deliberations, nor is the Chair restricted in taking action that is reasonably noticed on the agenda. Moreover, the discussion occurred in open session, which is inherently transparent to the public. As such, the Committee did not violate the Open Meeting Law in this regard.



November 4, 2025

Page 2

Meeting Agenda

Meeting notices are governed by 940 CMR 29.03(1)(b) which requires meeting notices include a list of all topics that the chair reasonably anticipates will be discussed at the meeting. The list of topics must have sufficient specificity to reasonably advise the public of the issues to be discussed at the meeting. *See* 940 CMR 29.03(1)(b). Generally, sufficient specificity is achieved when a reasonable member of the public could read the topic and understand the anticipated nature of the public body's discussion.

In this case, the meeting agenda specified an item titled "LGBTQ+ Parent Advisory Council: Finalize Proposal for Establishment, Possible Vote For Liaison Assignment and Next Steps." It was listed as a possible discussion and action item. This agenda is clearly sufficiently specific to have put the public on notice that there may be a vote regarding an LGBTQ+ Parent Advisory Council.

Where a public body's discussion naturally flows from its consideration of the posted agenda topic, the notice is sufficient to inform the public of the discussion that occurred. *See* OML 2018-14; OML 2014-44; OML 2014-38. The Open Meeting Law does not require a public body to anticipate the course of deliberation or the outcome of a discussion, only that it identify the anticipated discussion topic with sufficient specificity to reasonably advise the public of the issues to be discussed at the meeting. *See* G.L. c. 30A, §20(b); 940 CMR 29.03(1)(b); OML 2019-102; OML 2017-186; OML 2014-38. Moreover, the Open Meeting Law does not require that a meeting agenda specify the possibility of a vote as only the topic of discussion needs to be listed, not the course of action. *See* OML 2024-192; OML 2024-156; OML 2023-186; OML 2021-153; OML 2019-157; OML 2019-36; OML 2015-66; OML 2012-75.

Applied here, the agenda complied with the Open Meeting Law by specifically stating the topic that was to be addressed. Moreover, the discussion was reasonably related to a properly noticed item on the agenda. Therefore, there was no violation of the Open Meeting Law.

Overreach

You further allege that the Committee violated the law by taking an action that was inconsistent with Committee Policy BDF, which addresses the appointment and function of advisory committees created by the School Committee. Even if true, this would not constitute a violation of the Open Meeting Law. *See* OML 2017-189 (finding public body did not violate Open Meeting Law in not allowing public comment where "[w]hile there is disagreement over interpretation of the Board's policy around citizen query, we note that the Attorney General only



Valerio
Dominello &
Hillman, LLC

November 4, 2025

Page 3

enforces the Open Meeting Law, and does not enforce individual public body policies.”) To this end, the Committee’s actions comported with Policy BDF¹.

Intentionality

Lastly, your complaint alleges that the Committee may have intentionally violated the Open Meeting Law after a member of the Committee recommended review by legal counsel. A public body intentionally violates the Open Meeting Law when it (1) acts with specific intent to violate the law; (2) acts with deliberate ignorance of the law’s requirements; or (3) has been previously informed by a court decision or advised by the Attorney General that the conduct at issue was an intentional violation of the Law. *See* 940 CMR 29.02.

As outlined above, the Committee did not violate the Law on October 6, 2025. Moreover, the request for review by legal counsel did not relate to compliance with the Open Meeting Law. As such, and where there was otherwise no violation of the Open Meeting Law, there was no intent to violate the Open Meeting Law.

Very truly yours,

/s/ Jennifer F. King

Jennifer F. King

Attachments: OML Complaint

cc: Karyn Jones, Chair, Sudbury School Committee
Division of Open Government

¹ While your complaint also states that there is an issue of authority as it pertains to M.G.L. c. 71, there are one hundred and one (101) sections of that chapter and the complaint does not identify which section is alleged to have been violated. Notwithstanding this, the Committee’s establishment of the LGBTQ+ Parent Advisory Council would not violate any of the sections contained within this chapter.



The Commonwealth of Massachusetts
Office of the Attorney General
One Ashburton Place
Boston, Massachusetts 02108

OPEN MEETING LAW COMPLAINT FORM

Instructions for completing the Open Meeting Law Complaint Form

The Attorney General's Division of Open Government interprets and enforces the Open Meeting Law, Chapter 30A of the Massachusetts General Laws, Sections 18-25. Below is the procedure for filing and responding to an Open Meeting Law complaint.

Instructions for filing a complaint:

- o Fill out the attached two-page form completely. Sign and date the second page. File the complaint with the public body within 30 days of the alleged violation. If the violation was not reasonably discoverable at the time it occurred, you must file the complaint within 30 days of the date the violation was reasonably discoverable. A violation that occurs during an open session of a meeting is reasonably discoverable on the date of the meeting.
- o To file the complaint:
 - o For a local or municipal public body, you must submit a copy of the complaint to the chair of the public body AND to the municipal clerk.
 - o For all other public bodies, you must submit a copy of the complaint to the chair of the public body.
 - o Complaints may be filed by mail, by email, or by hand. Please retain a copy for your records.
- o If the public body does not respond within 14 business days and does not request an extension to respond, contact the Division for further assistance.

Instructions for a public body that receives a complaint:

- o The chair must disseminate the complaint to the members of the public body.
- o The public body must meet to review the complaint within 14 business days (usually 20-22 calendar days).
- o After review, but within 14 business days, the public body must respond to the complaint in writing and must send the complainant a response and a description of any action the public body has taken to address the allegations in the complaint. At the same time, the body must send the Attorney General a copy of the complaint and a copy of the response. The public body may delegate this responsibility to an individual member of the public body, its counsel, or a staff member, but only after the public body has met to review the complaint.
- o If a public body requires more time to review the complaint and respond, it may request an extension of time for good cause by contacting the Division of Open Government.

Once the public body has responded to the complaint:

- o If you are not satisfied with the public body's response to your complaint, you may file a copy of the complaint with the Division by mail, by email, or by hand, but only once you have waited for 30 days after filing the complaint with the public body. Mail may be sent to: The Division of Open Government, Office of the Attorney General, One Ashburton Place - 20th Floor, Boston, MA 02108. Emails may be sent to: openmeeting@state.ma.us.
- o When you file your complaint with the Division, please include the complaint form and all documentation relevant to the alleged violation. You may wish to attach a cover letter explaining why the public body's response does not adequately address your complaint.
- o The Division will not review complaints filed with us more than 90 days after the violation, unless we granted an extension to the public body or you can demonstrate good cause for the delay.

If you have questions concerning the Open Meeting Law complaint process, we encourage you to contact the Division of Open Government by phone at (617) 963-2540 or by email at openmeeting@state.ma.us.



OPEN MEETING LAW COMPLAINT FORM

Office of the Attorney General
One Ashburton Place
Boston, MA 02108

Please note that all fields are required unless otherwise noted.

Your Contact Information:

First Name: Ryan Last Name: Sax

Address: 279 Old Sudbury Road

City: SUDBURY State: MA Zip Code: 01776

Phone Number: 6178691025 Ext.

Email: sax.ryan@gmail.com

Organization or Media Affiliation (if any):

Are you filing the complaint in your capacity as an individual, representative of an organization, or media?

(For statistical purposes only)

☒ Individual ☐ Organization ☐ Media

Public Body that is the subject of this complaint:

☒ City/Town ☐ County ☐ Regional/District ☐ State

Name of Public Body (including city/town, county or region, if applicable): Sudbury Massachusetts School Committee

Specific person(s), if any, you allege committed the violation: Karyn Jones, Chair, Sudbury School Committee

Date of alleged violation: Oct 6, 2025

Description of alleged violation:

Describe the alleged violation that this complaint is about. If you believe the alleged violation was intentional, please say so and include the reasons supporting your belief.

Note: This text field has a maximum of 3000 characters.

During the public meeting of the Sudbury School Committee on October 6, 2025, the Committee voted to approve the creation of an LGBTQ+ Parent Advisory Council (PAC) without first seeking legal counsel review, despite multiple members publicly recommending that legal review was necessary before proceeding. The Chair, Karyn Jones, explicitly disregarded those requests and moved directly to a vote. This action violates the Massachusetts Open Meeting Law (M.G.L. c. 30A, §§ 18–25) in the following ways:

1. Failure to deliberate in an informed and transparent manner: The Chair denied a reasonable procedural request for legal counsel input that would have materially informed the Committee's decision-making, contrary to the Open Meeting Law's purpose of ensuring transparency in the deliberations upon which public policy is based (see AGO OML Guide, p. 5).
2. Improper action without adequate notice or scope clarification: The Committee's agenda and public notice did not clearly identify that a vote to create a new, identity-based advisory body would occur. Per the AGO's Open Meeting Law Guide (p. 11), the public must be "reasonably informed of the issues to be discussed."
3. Potential overreach beyond School Committee authority: The action appears inconsistent with Policy BDF (Advisory Committees to the School Committee) and M.G.L. c. 71, which limit School Committee authority to statutory functions related to education. Establishing an identity-based PAC with advisory power to the Committee rather than the Administration exceeds that mandate and lacks precedent statewide.
4. Possible intentional violation: The Chair acted with deliberate disregard for compliance after being advised on record to seek legal review. Under AGO regulations, this may constitute an "intentional violation" (see AGO OML Guide, p. 22).

Further, subsequent written communication from Chair Jones (dated October [insert date], 2025) confirms that no legal review will be sought, and inaccurately asserts that "similar LGBTQ+ Parent Advisory Councils have been established in other districts." Research and outreach confirm that no such councils exist in Massachusetts under School Committee authority, and thus the public has been misled on a material matter. This combination of procedural irregularity, factual inaccuracy, and disregard for legal process undermines public confidence and constitutes a violation of the Open Meeting Law's transparency and accountability requirements.

What action do you want the public body to take in response to your complaint?

Note: This text field has a maximum of 500 characters.

I request that the Sudbury School Committee:

1. Invalidate the September [date] vote establishing the LGBTQ+ PAC;
2. Obtain formal legal counsel review before revisiting the matter;
3. Repost a properly noticed agenda and deliberate lawfully in open session; and
4. Submit documentation of corrective action to the Town Clerk and Attorney General.

Review, sign, and submit your complaint

I. Disclosure of Your Complaint.

Public Record. Under most circumstances, your complaint, and any documents submitted with your complaint, is considered a public record and will be available to any member of the public upon request.

Publication to Website. As part of the Open Data Initiative, the AGO will publish to its website certain information regarding your complaint, including your name and the name of the public body. The AGO will not publish your contact information.

II. Consulting With a Private Attorney.

The AGO cannot give you legal advice and is not able to be your private attorney, but represents the public interest. If you have any questions concerning your individual legal rights or responsibilities you should contact a private attorney.

III. Submit Your Complaint to the Public Body.

The complaint must be filed first with the public body. If you have any questions, please contact the Division of Open Government by calling (617) 963-2540 or by email to openmeeting@state.ma.us.

By signing below, I acknowledge that I have read and understood the provisions above and certify that the information I have provided is true and correct to the best of my knowledge.

Signed: Ryan Sax

Date: Oct 16, 2025

For Use By Public Body
Date Received by Public Body:

For Use By AGO
Date Received by AGO:



The Commonwealth of Massachusetts
Office of the Attorney General
One Ashburton Place
Boston, Massachusetts 02108

OPEN MEETING LAW COMPLAINT FORM

Instructions for completing the Open Meeting Law Complaint Form

The Attorney General's Division of Open Government interprets and enforces the Open Meeting Law, Chapter 30A of the Massachusetts General Laws, Sections 18-25. Below is the procedure for filing and responding to an Open Meeting Law complaint.

Instructions for filing a complaint:

- o Fill out the attached two-page form completely. Sign and date the second page. File the complaint with the public body within 30 days of the alleged violation. If the violation was not reasonably discoverable at the time it occurred, you must file the complaint within 30 days of the date the violation was reasonably discoverable. A violation that occurs during an open session of a meeting is reasonably discoverable on the date of the meeting.
- o To file the complaint:
 - o For a local or municipal public body, you must submit a copy of the complaint to the chair of the public body AND to the municipal clerk.
 - o For all other public bodies, you must submit a copy of the complaint to the chair of the public body.
 - o Complaints may be filed by mail, by email, or by hand. Please retain a copy for your records.
- o If the public body does not respond within 14 business days and does not request an extension to respond, contact the Division for further assistance.

Instructions for a public body that receives a complaint:

- o The chair must disseminate the complaint to the members of the public body.
- o The public body must meet to review the complaint within 14 business days (usually 20-22 calendar days).
- o After review, but within 14 business days, the public body must respond to the complaint in writing and must send the complainant a response and a description of any action the public body has taken to address the allegations in the complaint. At the same time, the body must send the Attorney General a copy of the complaint and a copy of the response. The public body may delegate this responsibility to an individual member of the public body, its counsel, or a staff member, but only after the public body has met to review the complaint.
- o If a public body requires more time to review the complaint and respond, it may request an extension of time for good cause by contacting the Division of Open Government.

Once the public body has responded to the complaint:

- o If you are not satisfied with the public body's response to your complaint, you may file a copy of the complaint with the Division by mail, by email, or by hand, but only once you have waited for 30 days after filing the complaint with the public body. Mail may be sent to: The Division of Open Government, Office of the Attorney General, One Ashburton Place - 20th Floor, Boston, MA 02108. Emails may be sent to: openmeeting@state.ma.us.
- o When you file your complaint with the Division, please include the complaint form and all documentation relevant to the alleged violation. You may wish to attach a cover letter explaining why the public body's response does not adequately address your complaint.
- o The Division will not review complaints filed with us more than 90 days after the violation, unless we granted an extension to the public body or you can demonstrate good cause for the delay.

If you have questions concerning the Open Meeting Law complaint process, we encourage you to contact the Division of Open Government by phone at (617) 963-2540 or by email at openmeeting@state.ma.us.



OPEN MEETING LAW COMPLAINT FORM

Office of the Attorney General
One Ashburton Place
Boston, MA 02108

Please note that all fields are required unless otherwise noted.

Your Contact Information:

First Name: _____ Last Name: _____

Address: _____

City: _____ State: _____ Zip Code: _____

Phone Number: _____ Ext. _____

Email: _____

Organization or Media Affiliation (if any): _____

Are you filing the complaint in your capacity as an individual, representative of an organization, or media?

(For statistical purposes only)

☐ Individual ☐ Organization ☐ Media

Public Body that is the subject of this complaint:

☐ City/Town ☐ County ☐ Regional/District ☐ State

Name of Public Body (including city/
town, county or region, if applicable): _____

Specific person(s), if any, you allege
committed the violation: _____

Date of alleged violation: _____

Description of alleged violation:

Describe the alleged violation that this complaint is about. If you believe the alleged violation was intentional, please say so and include the reasons supporting your belief.

Note: This text field has a maximum of 3000 characters.

What action do you want the public body to take in response to your complaint?

Note: This text field has a maximum of 500 characters.

Review, sign, and submit your complaint

I. Disclosure of Your Complaint.

Public Record. Under most circumstances, your complaint, and any documents submitted with your complaint, is considered a public record and will be available to any member of the public upon request.

Publication to Website. As part of the Open Data Initiative, the AGO will publish to its website certain information regarding your complaint, including your name and the name of the public body. The AGO will not publish your contact information.

II. Consulting With a Private Attorney.

The AGO cannot give you legal advice and is not able to be your private attorney, but represents the public interest. If you have any questions concerning your individual legal rights or responsibilities you should contact a private attorney.

III. Submit Your Complaint to the Public Body.

The complaint must be filed first with the public body. If you have any questions, please contact the Division of Open Government by calling (617) 963-2540 or by email to openmeeting@state.ma.us.

By signing below, I acknowledge that I have read and understood the provisions above and certify that the information I have provided is true and correct to the best of my knowledge.

Signed: _____

Date: _____

*For Use By Public Body
Date Received by Public Body:*

*For Use By AGO
Date Received by AGO:*



Valerio
Dominello &
Hillman, LLC

One University Avenue
Suite 300B
Westwood, MA 02090

T 617.862.2005
F 617.862.2025
W VDHBoston.com

Jennifer F. King, Esq.
Jennifer.King@VDHBoston.com

November 17, 2025

VIA EMAIL

Alexandra Sax
Alexandra.m.sax@gmail.com

RE:	Open Meeting Law Complaint
Public Body:	Sudbury School Committee
Complainant:	Alexandra Sax
Alleged Violation Date:	October 6, 2025

Dear Ms. Sax:

Reference is made to the above-captioned matter. The Sudbury School Committee (“Committee”) met in executive session on November 3, 2025 during which it reviewed your complaint under the Massachusetts Open Meeting Law, G.L. c. 30A, §§18, et seq. and authorized our office to respond on its behalf.

You made your complaint on October 27, 2025.¹ Within the lens of the Massachusetts Open Meeting Law, G.L. c. 30A, §§18, et seq., your complaint alleges that the Committee violated the Open Meeting Law on October 6, 2025 by: (1) ending the public-comment section early; (2) failing to deliberate in an informed and transparent manner; (3) taking improper action without adequate notice or scope clarification; and (4) overreaching its authority.

Public Comment

The Open Meeting Law was enacted “to eliminate much of the secrecy surrounding deliberation and decisions on which public policy is based.” *Ghiglione v. School Committee of Southbridge*, 376 Mass. 70, 72 (1978). You allege that the Chair’s decision to end the Public Comment section approximately five (5) minutes early is a violation of Open Meeting Law due to viewpoint discrimination.

As to ending the public comment section early, even if true, the Open Meeting Law does not require a public body to allow for public participation, and accordingly, grants the Chair full discretion to decide whether to permit a public comment during a meeting. *See* OML 2021-91; OML 2020-20; OML 2017-189. The Attorney General’s Office has held that even abrupt endings to public comment do not violate the Open Meeting Law. *See* OML 2022-215. In that

¹ Although the complaint itself was dated October 27th, it was not transmitted to the School Committee Chair until October 28th.



case, a public body abruptly adjourned a meeting in order to prevent further public comment. *Id.* Because there is no requirement that public comment occur nor every agenda item be discussed, the public body did not violate the law. *Id.*

In this case, the Chair unexpectedly had to step away from the meeting and the Vice Chair assumed responsibility for running the meeting in the midst of public comment. The Vice Chair ended public comment portion of the meeting when she observed that there were no more hands raised in the Zoom meeting. Moreover, no other meeting participants advised the Vice Chair as to any remaining hands. Going forward, the Committee will be mindful of fully vetting any remaining individuals looking to speak during the public comment portion of School Committee meetings.

You further allege that the Vice Chair ended the public comment portion due to viewpoint discrimination. As discussed above, the Open Meeting Law does not require public bodies to permit public comment, nor does it require that every matter listed on the agenda be discussed. *See* OML 2022-215; OML 2015-174; OML 2012-23. That being said, ending the public comment portion of the meeting itself would not serve as viewpoint discrimination particularly where the member running public comment cannot foresee what remaining individuals would say. Moreover, the Committee permitted each person it understood to want to participate in public comment to speak during that portion of the meeting.

Deliberation and Request for Input from Legal Counsel

You allege that the Committee Chair denied a procedural request for legal counsel, constituting a failure to deliberate in an informed and transparent manner. The law defines deliberation as “an oral or written communication through any medium, including electronic mail, between or among a quorum of the public body on any public business within its jurisdiction.” M.G.L. c. 30A, §18. Taking this allegation as true, the Chair’s decision to deny this request would not violate the Open Meeting Law. There is no obligation for the Chair to take any specific action based on the content of the public body’s deliberations, nor is the Chair restricted in taking action that is reasonably noticed on the agenda. Moreover, the discussion occurred in open session, which is inherently transparent to the public. As such, the Committee did not violate the Open Meeting Law in this regard.

Meeting Agenda

Meeting notices are governed by 940 CMR 29.03(1)(b) which requires meeting notices include a list of all topics that the Chair reasonably anticipates will be discussed at the meeting. The list of topics must have sufficient specificity to reasonably advise the public of the issues to be discussed at the meeting. *See* 940 CMR 29.03(1)(b). Generally, sufficient specificity is



achieved when a reasonable member of the public could read the topic and understand the anticipated nature of the public body's discussion.

In this case, the meeting agenda specified an item titled "LGBTQ+ Parent Advisory Council: Finalize Proposal for Establishment, Possible Vote For Liaison Assignment and Next Steps." It was listed as possible discussion and action item. This agenda is clearly sufficiently specific to have put the public on notice that there may be a vote regarding an LGBTQ+ Parent Advisory Council.

Where a public body's discussion naturally flows from its consideration of the posted agenda topic, the notice is sufficient to inform the public of the discussion that occurred. *See* OML2018-14; OML 2014-44; OML 2014-38. The Open Meeting Law does not require a public body to anticipate the course of deliberation or the outcome of a discussion, only that it identify the anticipated discussion topics with sufficient specificity to reasonably advise the public of the issues to be discussed at the meeting. *See* G.L. c. 30A, §20(b); 940 CMR 29.03(1)(b); OML 2019-102; OML 2017-186; OML 2014-38. Moreover, the Open Meeting Law does not require that a meeting agenda specify the possibility of a vote as only the topic of discussion needs to be listed, not the course of action. *See* OML 2024-192; OML 2024-156; OML 2023-186; OML 2021-153; OML 2019-157; OML 2019-36; OML 2015-66; OML 2012-75.

Applied here, the agenda complied with the Open Meeting Law by specifically stating the topic that was to be addressed. Moreover, the discussion was reasonably related to a properly noticed item on the agenda. Therefore, there was no violation of the Open Meeting Law.

Overreach

You further allege that the Committee violated the law by taking an action that was inconsistent with Committee Policy BDF, which addresses the appointment and function of advisory committees created by the School Committee. Even if true, this would not constitute a violation of the Open Meeting Law. *See* OML 2017-189 (finding public body did not violate Open Meeting Law in not allowing public comment where "[w]hile there is disagreement over interpretation of the Board's policy around citizen query, we note that the Attorney General only enforces the Open Meeting Law, and does not enforce individual public body policies."). To this end, the Committee's actions comported with Policy BDF.²

As outlined above, the Committee did not violate the Law on October 6, 2025. Moreover, the request for review by legal counsel did not relate to compliance with the Open Meeting Law.

² Your complaint also states that there is an issue of authority as it pertains to M.G.L. c. 71, §§ 37 and 37D. Neither of these statutes prohibit school committees from creating advisory councils.



Valerio
Dominello &
Hillman, LLC

November 17, 2025

Page 4

As such, and where there was otherwise no violation of Open Meeting Law, there was no intent to violate the Open Meeting Law.

Very truly yours,

/s/ Jennifer F. King

Jennifer F. King

Attachments: OML Complaint

cc: Karyn Jones, Chair, Sudbury School Committee
Division of Open Government



The Commonwealth of Massachusetts
Office of the Attorney General
One Ashburton Place
Boston, Massachusetts 02108

OPEN MEETING LAW COMPLAINT FORM

Instructions for completing the Open Meeting Law Complaint Form

The Attorney General's Division of Open Government interprets and enforces the Open Meeting Law, Chapter 30A of the Massachusetts General Laws, Sections 18-25. Below is the procedure for filing and responding to an Open Meeting Law complaint.

Instructions for filing a complaint:

- o Fill out the attached two-page form completely. Sign and date the second page. File the complaint with the public body within 30 days of the alleged violation. If the violation was not reasonably discoverable at the time it occurred, you must file the complaint within 30 days of the date the violation was reasonably discoverable. A violation that occurs during an open session of a meeting is reasonably discoverable on the date of the meeting.
- o To file the complaint:
 - o For a local or municipal public body, you must submit a copy of the complaint to the chair of the public body AND to the municipal clerk.
 - o For all other public bodies, you must submit a copy of the complaint to the chair of the public body.
 - o Complaints may be filed by mail, by email, or by hand. Please retain a copy for your records.
- o If the public body does not respond within 14 business days and does not request an extension to respond, contact the Division for further assistance.

Instructions for a public body that receives a complaint:

- o The chair must disseminate the complaint to the members of the public body.
- o The public body must meet to review the complaint within 14 business days (usually 20-22 calendar days).
- o After review, but within 14 business days, the public body must respond to the complaint in writing and must send the complainant a response and a description of any action the public body has taken to address the allegations in the complaint. At the same time, the body must send the Attorney General a copy of the complaint and a copy of the response. The public body may delegate this responsibility to an individual member of the public body, its counsel, or a staff member, but only after the public body has met to review the complaint.
- o If a public body requires more time to review the complaint and respond, it may request an extension of time for good cause by contacting the Division of Open Government.

Once the public body has responded to the complaint:

- o If you are not satisfied with the public body's response to your complaint, you may file a copy of the complaint with the Division by mail, by email, or by hand, but only once you have waited for 30 days after filing the complaint with the public body. Mail may be sent to: The Division of Open Government, Office of the Attorney General, One Ashburton Place - 20th Floor, Boston, MA 02108. Emails may be sent to: openmeeting@state.ma.us.
- o When you file your complaint with the Division, please include the complaint form and all documentation relevant to the alleged violation. You may wish to attach a cover letter explaining why the public body's response does not adequately address your complaint.
- o The Division will not review complaints filed with us more than 90 days after the violation, unless we granted an extension to the public body or you can demonstrate good cause for the delay.

If you have questions concerning the Open Meeting Law complaint process, we encourage you to contact the Division of Open Government by phone at (617) 963-2540 or by email at openmeeting@state.ma.us.



OPEN MEETING LAW COMPLAINT FORM

Office of the Attorney General
One Ashburton Place
Boston, MA 02108

Please note that all fields are required unless otherwise noted.

Your Contact Information:

First Name: _____ Last Name: _____

Address: _____

City: _____ State: _____ Zip Code: _____

Phone Number: _____ Ext. _____

Email: _____

Organization or Media Affiliation (if any): _____

Are you filing the complaint in your capacity as an individual, representative of an organization, or media?

(For statistical purposes only)

☐ Individual ☐ Organization ☐ Media

Public Body that is the subject of this complaint:

☐ City/Town ☐ County ☐ Regional/District ☐ State

Name of Public Body (including city/
town, county or region, if applicable): _____

Specific person(s), if any, you allege
committed the violation: _____

Date of alleged violation: _____

Description of alleged violation:

Describe the alleged violation that this complaint is about. If you believe the alleged violation was intentional, please say so and include the reasons supporting your belief.

Note: This text field has a maximum of 3000 characters.

What action do you want the public body to take in response to your complaint?

Note: This text field has a maximum of 500 characters.

Review, sign, and submit your complaint

I. Disclosure of Your Complaint.

Public Record. Under most circumstances, your complaint, and any documents submitted with your complaint, is considered a public record and will be available to any member of the public upon request.

Publication to Website. As part of the Open Data Initiative, the AGO will publish to its website certain information regarding your complaint, including your name and the name of the public body. The AGO will not publish your contact information.

II. Consulting With a Private Attorney.

The AGO cannot give you legal advice and is not able to be your private attorney, but represents the public interest. If you have any questions concerning your individual legal rights or responsibilities you should contact a private attorney.

III. Submit Your Complaint to the Public Body.

The complaint must be filed first with the public body. If you have any questions, please contact the Division of Open Government by calling (617) 963-2540 or by email to openmeeting@state.ma.us.

By signing below, I acknowledge that I have read and understood the provisions above and certify that the information I have provided is true and correct to the best of my knowledge.

Signed: _____

Date: _____

*For Use By Public Body
Date Received by Public Body:*

*For Use By AGO
Date Received by AGO:*



Valerio
Dominello &
Hillman, LLC

One University Avenue
Suite 300B
Westwood, MA 02090
T 617.862.2005
F 617.862.2025
W VDHBoston.com

Jennifer F. King, Esq.
Jennifer.King@VDHBoston.com

November 17, 2025

VIA EMAIL

Katherine Hayes
katherinevhayes@gmail.com

RE:	Open Meeting Law Complaint
Public Body:	Sudbury School Committee
Complainant:	Katherine Hayes
Alleged Violation Date:	October 6, 2025

Dear Ms. Hayes:

Reference is made to the above-captioned matter. The Sudbury School Committee (“Committee”) met in executive session on November 7, 2025 during which it reviewed your complaint under the Massachusetts Open Meeting Law, G.L. c. 30A, §§18, et seq. and authorized our office to respond on its behalf.

You made your complaint on November 3, 2025.¹ Within the lens of the Massachusetts Open Meeting Law, G.L. c. 30A, §§18, et seq., your complaint alleges that the Committee violated the Open Meeting Law on October 6, 2025 by ending the public-comment section early and that such action was an intentional violation of the Open Meeting Law².

Public Comment

The Open Meeting Law was enacted “to eliminate much of the secrecy surrounding deliberation and decisions on which public policy is based.” *Ghiglione v. School Committee of Southbridge*, 376 Mass. 70, 72 (1978). You allege that the Chair’s decision to end the Public Comment section approximately five (5) minutes early is a violation of Open Meeting Law due to viewpoint discrimination.

As to ending the public comment section early, even if true, the Open Meeting Law does not require a public body to allow for public participation, and accordingly, grants the Chair full discretion to decide whether to permit a public comment during a meeting. *See* OML 2021-91;

¹ Although the complaint itself was dated November 3rd, it was not transmitted to the School Committee Chair until November 4th.

² The complaint also addresses the Committee failing to complete Open Meeting Law training. This training is provided via webinar by the Attorney General’s office and members of public bodies register and attend based on their availability. Accordingly, this is not posted as a School Committee meeting.



November 17, 2025

Page 2

OML 2020-20; OML 2017-189. The Attorney General's Office has held that even abrupt endings to public comment do not violate the Open Meeting Law. *See* OML 2022-215. In that case, a public body abruptly adjourned a meeting in order to prevent further public comment. *Id.* Because there is no requirement that public comment occur nor every agenda item be discussed, the public body did not violate the law. *Id.*

In this case, the Chair unexpectedly had to step away from the meeting and the Vice Chair assumed responsibility for running the meeting in the midst of public comment. The Vice Chair ended public comment portion of the meeting when she observed that there were no more hands raised in the Zoom meeting. Moreover, no other meeting participants advised the Vice Chair as to any remaining hands. Going forward, the Committee will be mindful of fully vetting any remaining individuals looking to speak during the public comment portion of School Committee meetings.

You further allege that the Vice Chair ended the public comment portion due to viewpoint discrimination. As discussed above, the Open Meeting Law does not require public bodies to permit public comment, nor does it require that every matter listed on the agenda be discussed. *See* OML 2022-215; OML 2015-174; OML 2012-23. That being said, ending the public comment portion of the meeting itself would not serve as viewpoint discrimination particularly where the member running public comment cannot foresee what remaining individuals would say. Moreover, the Committee permitted each person it understood to want to participate in public comment to speak during that portion of the meeting.

Intentionality

Lastly, your complaint alleges that the Committee may have intentionally violated the Open Meeting Law after a member of the Committee recommended review by legal counsel. A public body intentionally violates the Open Meeting Law when it (1) acts with specific intent to violate the law; (2) acts with deliberate ignorance of the law's requirements; or (3) has been previously informed by a court decision or advised by the Attorney General that the conduct at issue was an intentional violation of the Law. *See* 940 CMR 29.02.

As outlined above, the Committee did not violate the Law on October 6, 2025. Moreover, the request for review by legal counsel did not relate to compliance with the Open Meeting Law. As such, and where there was otherwise no violation of the Open Meeting Law, there was no intent to violate the Open Meeting Law.



Valerio
Dominello &
Hillman, LLC

November 17, 2025

Page 3

Very truly yours,

/s/ Jennifer F. King

Jennifer F. King

Attachments: OML Complaint

cc: Karyn Jones, Chair, Sudbury School Committee
Division of Open Government



The Commonwealth of Massachusetts
Office of the Attorney General
One Ashburton Place
Boston, Massachusetts 02108

OPEN MEETING LAW COMPLAINT FORM

Instructions for completing the Open Meeting Law Complaint Form

The Attorney General's Division of Open Government interprets and enforces the Open Meeting Law, Chapter 30A of the Massachusetts General Laws, Sections 18-25. Below is the procedure for filing and responding to an Open Meeting Law complaint.

Instructions for filing a complaint:

- o Fill out the attached two-page form completely and sign it. File the complaint with the public body within 30 days of the alleged violation. If the violation was not reasonably discoverable at the time it occurred, you must file the complaint within 30 days of the date the violation was reasonably discoverable. A violation that occurs during an open session of a meeting is reasonably discoverable on the date of the meeting.
- o To file the complaint:
 - o For a local or municipal public body, you must submit a copy of the complaint to the chair of the public body AND to the municipal clerk.
 - o For all other public bodies, you must submit a copy of the complaint to the chair of the public body.
 - o Complaints may be filed by mail, email, or by hand. Please retain a copy for your records.
- o If the public body does not respond within 14 business days and does not request an extension to respond, contact the Division for further assistance.

Instructions for a public body that receives a complaint:

- o The chair must disseminate the complaint to the members of the public body.
- o The public body must meet to review the complaint within 14 business days (usually 20-22 calendar days).
- o After review, but within 14 business days, the public body must respond to the complaint in writing and must send the complainant a response and a description of any action the public body has taken to address it. At the same time, the body must send the Attorney General a copy of the response. The public body may delegate this responsibility to its counsel or a staff member, but only after it has met to review the complaint.
- o If a public body requires more time to review the complaint and respond, it may request an extension of time for good cause by contacting the Division of Open Government.

Once the public body has responded to the complaint:

- o If you are not satisfied with that the public body's response to your complaint, you may file a copy of the complaint with the Division by mail, e-mail, or by hand, but only once you have waited for 30 days after filing the complaint with the public body.
- o When you file your complaint with the Division, please include the complaint form and all documentation relevant to the alleged violation. You may wish to attach a cover letter explaining why the public body's response does not adequately address your complaint.
- o The Division will not review complaints filed with us more than 90 days after the violation, unless we granted an extension to the public body or you can demonstrate good cause for the delay.

If you have questions concerning the Open Meeting Law complaint process, we encourage you to contact the Division of Open Government by phone at (617) 963-2540 or by e-mail at openmeeting@state.ma.us.



OPEN MEETING LAW COMPLAINT FORM

Office of the Attorney General
One Ashburton Place
Boston, MA 02108

Please note that all fields are required unless otherwise noted.

Your Contact Information:

First Name: Katherine Last Name: Hayes

Address: 41 Virginia Ridge Road

City: Sudbury State: MA Zip Code: 01776

Phone Number: 2037333199 Ext.

Email: katherinevhayes@gmail.com

Organization or Media Affiliation (if any): None

Are you filing the complaint in your capacity as an individual, representative of an organization, or media?

(For statistical purposes only)

☒ Individual ☐ Organization ☐ Media

Public Body that is the subject of this complaint:

☒ City/Town ☐ County ☐ Regional/District ☐ State

Name of Public Body (including city/town, county or region, if applicable): Sudbury Public School Committee

Specific person(s), if any, you allege committed the violation: Karyn Jones and Jessica McCready

Date of alleged violation: 10/06/2025

Description of alleged violation:

Describe the alleged violation that this complaint is about. If you believe the alleged violation was intentional, please say so and include the reasons supporting your belief.

Note: This text field has a maximum of 3000 characters.

I'm submitting this complaint to bring to your attention serious concerns regarding an infringement on the first amendment right to freedom of speech by the Sudbury School Committee.

On 10/6/25, the public comment portion of the meeting began between 7:11 and 7:12 pm. Around 7:19pm, Vice Chair Jessica McCready indicated that she would take one more comment, after being informed that more than one hand was raised. Public comment ended at 7:21pm with 5 minutes of public comment left. This action denied community members, myself included, the opportunity to address the committee and exercise their constitutional right to free speech. The recording to the meeting can be found via this link <https://lmd0mxanjl2.execute-api.us-west-2.amazonaws.com/ssr/watch/68e6a5debc945c00027036ae>

The Committee's decision to curtail public comment raises serious concerns about transparency, accountability, and compliance. Deliberately cutting the public comment portion of the meeting short gives the appearance that the Committee is not interested in hearing opposing viewpoints, thereby silencing community members.

This is especially concerning given this is the fourth Open Meeting Law complaint involving Karyn Jones in 2025. The first one filed was deemed a violation. During the March 17th meeting the lawyer response included a directive to "cure" the violation by the full Committee participating in OML training. Further discussion stated it would be coordinated with the Massachusetts Association of School Committees. Meeting minutes from 3/17/25 reflect the Committee discussed the recommended remedy and the attorney's response was part of the agenda packet. Subsequent meeting discussions indicated the training would occur during the July 2025 meeting. However, the Committee held only one meeting that month, on 7/21/25, and the agenda clearly indicates that the session with MASC was a workshop on norms, protocols, and procedures, not Open Meeting Law training. To date, I have not seen the OML training on a posted agenda by the School Committee.

The OML violation discussed during the March 17th meeting involved the formation of the LGBTQ Parent Advisory Council and a new Gender Policy; both of which were passed by the school committee this year with Karyn Jones as Chair. How is this work able to progress when the violation was never cured? The failure to complete the required training suggests an intentional effort by Chair, Karyn Jones, to avoid fulfilling the remedial obligations ordered after the prior violation. This conduct demonstrates a troubling disregard for the law.

Together, these actions represent an egregious pattern of noncompliance with both the OML and the principles of democratic participation that the law is designed to protect. The decision to prematurely end public comment and to neglect a prior remedial requirement undermines public confidence in the committee's integrity and its commitment to lawful governance.

What action do you want the public body to take in response to your complaint?

Note: This text field has a maximum of 500 characters.

- Immediately cure the original violation with OML training for the full School Committee
- Add Ethics training since there is an ongoing concern with overreach of the school committee
- Remove the Gender Policy and LGBTQ Parent Advisory Council given the clear disregard for remedial action

Review, sign, and submit your complaint

I. Disclosure of Your Complaint.

Public Record. Under most circumstances, your complaint, and any documents submitted with your complaint, is considered a public record and will be available to any member of the public upon request.

Publication to Website. As part of the Open Data Initiative, the AGO will publish to its website certain information regarding your complaint, including your name and the name of the public body. The AGO will not publish your contact information.

II. Consulting With a Private Attorney.

The AGO cannot give you legal advice and is not able to be your private attorney, but represents the public interest. If you have any questions concerning your individual legal rights or responsibilities you should contact a private attorney.

III. Submit Your Complaint to the Public Body.

The complaint must be filed first with the public body. If you have any questions, please contact the Division of Open Government by calling (617) 963-2540 or by email to openmeeting@state.ma.us.

By signing below, I acknowledge that I have read and understood the provisions above and certify that the information I have provided is true and correct to the best of my knowledge.

Signed: _____

Date: 11/3/25

For Use By Public Body

Date Received by Public Body:

For Use By AGO

Date Received by AGO:



One University Avenue T 617.862.2005
Suite 300B F 617.862.2025
Westwood, MA 02090 W VDHBoston.com

Jennifer F. King, Esq.
Jennifer.King@VDHBoston.com

November 17, 2025

VIA EMAIL

William Fox
Wlfox99@hotmail.com

RE:	Open Meeting Law Complaint
Public Body:	Sudbury School Committee
Complainant:	William Fox
Alleged Violation Date:	October 6, 2025

Dear Mr. Fox:

Reference is made to the above-captioned matter. The Sudbury School Committee (“Committee”) met in executive session on November 7, 2025 during which it reviewed your complaint under the Massachusetts Open Meeting Law, G.L. c. 30A, §§18, et seq. and authorized our office to respond on its behalf.

You made your complaint on November 5, 2025.¹ Within the lens of the Massachusetts Open Meeting Law, G.L. c. 30A, §§18, et seq., your complaint alleges that the Committee violated the Open Meeting Law on October 6, 2025 by ending the public-comment section early and that such action was an intentional violation of the Open Meeting Law².

Public Comment

The Open Meeting Law was enacted “to eliminate much of the secrecy surrounding deliberation and decisions on which public policy is based.” *Ghiglione v. School Committee of Southbridge*, 376 Mass. 70, 72 (1978). You allege that the Chair’s decision to end the Public Comment section approximately five (5) minutes early is a violation of Open Meeting Law due to viewpoint discrimination.

As to ending the public comment section early, even if true, the Open Meeting Law does not require a public body to allow for public participation, and accordingly, grants the Chair full discretion to decide whether to permit a public comment during a meeting. *See* OML 2021-91;

¹ Although the complaint itself was dated October 31st, it was not transmitted to the School Committee Chair until November 5th.

² The complaint also addresses the Committee failing to complete Open Meeting Law training. This training is provided via webinar by the Attorney General’s office and members of public bodies register and attend based on their availability. Accordingly, this is not posted as a School Committee meeting.



November 17, 2025

Page 2

OML 2020-20; OML 2017-189. The Attorney General's Office has held that even abrupt endings to public comment do not violate the Open Meeting Law. *See* OML 2022-215. In that case, a public body abruptly adjourned a meeting in order to prevent further public comment. *Id.* Because there is no requirement that public comment occur nor every agenda item be discussed, the public body did not violate the law. *Id.*

In this case, the Chair unexpectedly had to step away from the meeting and the Vice Chair assumed responsibility for running the meeting in the midst of public comment. The Vice Chair ended the public comment portion of the meeting when she observed that there were no more hands raised in the Zoom meeting. Moreover, no other meeting participants advised the Vice Chair as to any remaining hands. Going forward, the Committee will be mindful of fully vetting any remaining individuals looking to speak during the public comment portion of School Committee meetings.

You further allege that the Vice Chair ended the public comment portion due to viewpoint discrimination. As discussed above, the Open Meeting Law does not require public bodies to permit public comment, nor does it require that every matter listed on the agenda be discussed. *See* OML 2022-215; OML 2015-174; OML 2012-23. That being said, ending the public comment portion of the meeting itself would not serve as viewpoint discrimination particularly where the member running public comment cannot foresee what remaining individuals would say. Moreover, the Committee permitted each person it understood to want to participate in public comment to speak during that portion of the meeting.

Intentionality

Lastly, your complaint alleges that the Committee may have intentionally violated the Open Meeting Law after a member of the Committee recommended review by legal counsel. A public body intentionally violates the Open Meeting Law when it (1) acts with specific intent to violate the law; (2) acts with deliberate ignorance of the law's requirements; or (3) has been previously informed by a court decision or advised by the Attorney General that the conduct at issue was an intentional violation of the Law. *See* 940 CMR 29.02.

As outlined above, the Committee did not violate the Law on October 6, 2025. Moreover, the request for review by legal counsel did not relate to compliance with the Open Meeting Law. As such, and where there was otherwise no violation of the Open Meeting Law, there was no intent to violate the Open Meeting Law.



Valerio
Dominello &
Hillman, LLC

November 17, 2025

Page 3

Very truly yours,

/s/ Jennifer F. King

Jennifer F. King

Attachments: OML Complaint

cc: Karyn Jones, Chair, Sudbury School Committee
Division of Open Government



The Commonwealth of Massachusetts
Office of the Attorney General
One Ashburton Place
Boston, Massachusetts 02108

OPEN MEETING LAW COMPLAINT FORM

Instructions for completing the Open Meeting Law Complaint Form

The Attorney General's Division of Open Government interprets and enforces the Open Meeting Law, Chapter 30A of the Massachusetts General Laws, Sections 18-25. Below is the procedure for filing and responding to an Open Meeting Law complaint.

Instructions for filing a complaint:

- o Fill out the attached two-page form completely and sign it. File the complaint with the public body within 30 days of the alleged violation. If the violation was not reasonably discoverable at the time it occurred, you must file the complaint within 30 days of the date the violation was reasonably discoverable. A violation that occurs during an open session of a meeting is reasonably discoverable on the date of the meeting.
- o To file the complaint:
 - o For a local or municipal public body, you must submit a copy of the complaint to the chair of the public body **AND** to the municipal clerk.
 - o For all other public bodies, you must submit a copy of the complaint to the chair of the public body.
 - o Complaints may be filed by mail, email, or by hand. Please retain a copy for your records.
- o If the public body does not respond within 14 business days and does not request an extension to respond, contact the Division for further assistance.

Instructions for a public body that receives a complaint:

- o The chair must disseminate the complaint to the members of the public body.
- o The public body must meet to review the complaint within 14 business days (usually 20-22 calendar days).
- o After review, but within 14 business days, the public body must respond to the complaint in writing and must send the complainant a response and a description of any action the public body has taken to address it. At the same time, the body must send the Attorney General a copy of the response. The public body may delegate this responsibility to its counsel or a staff member, but only after it has met to review the complaint.
- o If a public body requires more time to review the complaint and respond, it may request an extension of time for good cause by contacting the Division of Open Government.

Once the public body has responded to the complaint:

- o If you are not satisfied with that the public body's response to your complaint, you may file a copy of the complaint with the Division by mail, e-mail, or by hand, but only once you have waited for 30 days after filing the complaint with the public body.
- o When you file your complaint with the Division, please include the complaint form and all documentation relevant to the alleged violation. You may wish to attach a cover letter explaining why the public body's response does not adequately address your complaint.
- o The Division will not review complaints filed with us more than 90 days after the violation, unless we granted an extension to the public body or you can demonstrate good cause for the delay.

If you have questions concerning the Open Meeting Law complaint process, we encourage you to contact the Division of Open Government by phone at (617) 963-2540 or by e-mail at openmeeting@state.ma.us.



OPEN MEETING LAW COMPLAINT FORM

Office of the Attorney General
One Ashburton Place
Boston, MA 02108

Please note that all fields are required unless otherwise noted.

Your Contact Information:

First Name: William Last Name: Fox

Address: 34 Pendleton Rd.

City: Sudbury State: MA Zip Code: 01776

Phone Number: _____ Ext. _____

Email: wlfox99@hotmail.com

Organization or Media Affiliation (if any): None

Are you filing the complaint in your capacity as an individual, representative of an organization, or media?

(For statistical purposes only)

☒ Individual ☐ Organization ☐ Media

Public Body that is the subject of this complaint:

☒ City/Town ☐ County ☐ Regional/District ☐ State

Name of Public Body (including city/town, county or region, if applicable): Sudbury Public School Committee

Specific person(s), if any, you allege committed the violation: Karyn Jones

Date of alleged violation: 10/06/2025

Description of alleged violation:

Describe the alleged violation that this complaint is about. If you believe the alleged violation was intentional, please say so and include the reasons supporting your belief.

Note: This text field has a maximum of 3000 characters.

I'm submitting this complaint to bring to your attention serious concerns regarding an infringement of the First Amendment right to freedom of speech by the Sudbury Public School Committee.

On 10/6/25, the public comment portion of the meeting began between 7:11 PM and 7:12 PM. Around 7:19 PM, Vice-Chair Jessica McCready indicated she would take one more comment, after being informed more than one hand was raised. Public comment ended at 7:21pm with five minutes of public comment left. This action denied community members the opportunity to address the Committee and exercise their constitutional right to free speech. The recording of the meeting can be found using this link:
<https://imd0mxanj2.execute-api.us-west-2.amazonaws.com/ssr/watch/68e6a5debc945c00027036ae>

The Committee's decision to curtail public comment raises serious concerns about transparency, accountability, and compliance. It appears that public comment was deliberately ended early to avoid hearing other viewpoints, thereby silencing community members.

This incident is especially concerning given that this is the fourth Open Meeting Law (OML) complaint involving Karyn Jones in 2025. The first one filed was deemed a violation. During the March 17th meeting the lawyer response included a directive to "cure" the violation by the full Committee participating in Open Meeting Law training. Further discussion stated it would be coordinated with the Massachusetts Association of School Committees (MASC). Meeting minutes

What action do you want the public body to take in response to your complaint?

Note: This text field has a maximum of 500 characters.

- Immediately cure the original violation with OML training for the full School Committee
- Add Ethics training since there is an ongoing concern with overreach of the school committee
- Remove all PACs (except for SEPAC), resolve all labor contracts, repair infrastructure and stop wasting time on distractions (social causes) that have nothing to do with the quality of education

Review, sign, and submit your complaint

I. Disclosure of Your Complaint.

Public Record. Under most circumstances, your complaint, and any documents submitted with your complaint, is considered a public record and will be available to any member of the public upon request.

Publication to Website. As part of the Open Data Initiative, the AGO will publish to its website certain information regarding your complaint, including your name and the name of the public body. The AGO will not publish your contact information.

II. Consulting With a Private Attorney.

The AGO cannot give you legal advice and is not able to be your private attorney, but represents the public interest. If you have any questions concerning your individual legal rights or responsibilities you should contact a private attorney.

III. Submit Your Complaint to the Public Body.

The complaint must be filed first with the public body. If you have any questions, please contact the Division of Open Government by calling (617) 963-2540 or by email to openmeeting@state.ma.us.

By signing below, I acknowledge that I have read and understood the provisions above and certify that the information I have provided is true and correct to the best of my knowledge.

Signed: _____

Date: _____

3. Consent Calendar

**C. Receipt of School Improvement Plans: Curtis,
Haynes, Loring, Nixon, and Noyes**



**Sudbury Public Schools
School Improvement Plan
Ephraim Curtis Middle School
2025-2026**



District Vision

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

District Goals 2025

The district goals that guide our work at the school level

1. Wellness: Sudbury Public Schools promotes the social, emotional, behavioral, and physical wellness of students.
2. Innovation: Sudbury Public Schools implement innovative, research-based curriculum and educational practices.
3. Meeting the Needs of ALL Students: Sudbury Public Schools provides equitable learning experiences to engage and challenge every student.

School Goals

The following school goals aim to further and support the district strategic objectives through focused work that accounts for the strengths and needs of the individual school community:

Goal 1	Wellness: Support the physical and social/emotional safety, development, and wellness of all students and members of the Curtis School community.
Goal 2	Innovation: Foster academic excellence for all students by supporting educators' continuous growth in teaching and learning, use of student data, and implementation of innovative approaches to teaching and learning.
Goal 3	Meeting the Needs of ALL Students: Strengthen all practices, policies, and beliefs that involve equity for ALL students

School Goal 1	
Goal	Wellness: Support the physical and social/emotional safety, development, and wellness of all students and members of the Curtis School community.
Rationale	When students feel physically and emotionally safe, included, and connected, they will be at their best to learn and thrive.

Strategic Initiative	Indicators of Success	Timelines & Persons Responsible
Strengthen SEL Practices Consistently embed social and emotional learning into daily instruction, classroom routines, and schoolwide practices to support student and staff growth and well-being.	• Educators engage in professional learning to enhance their instructional skill set and to support students in developing social and emotional skills. • Educators plan and implement daily intentional closure prompts that connect to the day's learning objectives. • Educators use a variety of strategies to successfully embed SEL practices; such as modeling, varying the content of prompts, and offering multiple processes for students to share responses, as evidenced by collegial conversations among staff and administrator observations during walk-throughs. • The Leadership Team reviews and analyzes results from the Connectedness Survey to identify growth areas and maintain areas of strength. • The Trusted Adult Survey will be administered early in the school year. At least two Silent Mentors will be assigned to each student who identifies as not having a trusted adult at school. • Students in grades 7 and 8 will complete the SSR-DESSA to increase self-awareness of their social and emotional competencies and to develop personal growth goals with guidance from Connection Block teachers.	Administrators, Staff, Wellness Coordinator Sept. 2025- June 2026

	• Grade 6 teams will help students build SEL skills, foster community, and promote a sense of belonging through regular gameplay, focused lessons, and other collaborative activities. In addition, students will develop productive work habits and personal responsibility through targeted lessons and activities. • Administrators will model foundational SEL practices, such as inclusive welcomes and intentional closes, during monthly staff and team meetings throughout the school year.	
Curtis will implement the Say Something Program to promote school safety and encourage students to report concerns to trusted adults.	• Train students to access and use the Say Something anonymous reporting system. • Train teachers to access and use the Say Something anonymous reporting system. • Support students in identifying trusted adults. • Teach students to recognize warning signs of potential violence. • Respond promptly and effectively to tips submitted through the reporting system. • Provide appropriate supports to students and families who indicate risk of harm to self or others.	Administrators, Staff, Wellness Coordinator Sept. 2025- June 2026

School Goal 2	
Goal	Innovation: Foster academic excellence for all students by supporting educators' continuous growth in teaching and learning, use of student data, and implementation of innovative approaches to teaching and learning.

Rationale	Utilizing a Research-Based curriculum in Grades 6-8 will strengthen alignment and Units of Study. Providing students with targeted intervention and support will enable equitable access, achievement, and growth.
-----------	---

Strategic Initiative	Indicators of Success	Timelines & Persons Responsible
Implementation of OpenSci Ed Program and Curriculum	- Grades 6: full implementation of 6 Open Sci Ed units as outlined by district-created scope and sequence. - Grade 7: full implementation of 3 Open Sci Ed units as outlined by district-created scope and sequence and partial implementation of 3 units as outlined by district-created scope and sequence and partial implementation of 3 units of OSE including the phenomenon routine and storyline structure. - Indicators of success include observable student growth and proficiency with science standards and using OSE routines measured by teacher feedback/data meetings, student assessment outcomes and observational data. - Grade 8: Partial implementation of Open Sci Ed units in preparation for full implementation next year.	Teachers, Administrators, Assistant Superintendent, Science Curriculum Coordinator Science Coach Sept. 2025 - June 2026
Enhance and expand content writing in ELA and Social Studies classes	- Teachers will embed Keys to Content Writing practices for content writing into their instructional routines - Teachers will identify opportunities for integration between the Humanities content areas to support and enhance student learning - Teachers will collaborate to develop grade level rubrics for persuasive writing - ELA teachers will pilot the narrative writing assessment - Social Studies teachers will pilot the persuasive writing assessment	ELA Teachers Social Studies Teachers Literacy Specialist Humanities Coordinator
Implement an additional grade 7 mathematics course to align with grade level standards and practices	- All 7th grade teachers will teach at least 1 section of Grade 7 Mathematics and Compacted 7/8 Mathematics courses - Analyze course placement process, review data points, - Design supplemental course for 8th grade Geometry standards to offer additional pathway into Algebra	

Develop and expand Multi-tiered Systems of Support (MTSS) that enhance equitable, accessible, inclusive, challenging, and engaging learning experiences for all. Expand and strengthen the Intervention Team and services for referred students • Executive Functioning teacher and class • Math Interventionist and Math Center • School Support Specialist and learning center • Literacy Specialist and literacy lab	• All 6th Grade students will participate in the Executive Functioning class. • Students with identified needs were prioritized to have the class during Term 1. • Educators will consistently use data points to determine eligibility for tiered services. • Students will learn to use executive functioning skills and strategies to apply in all their classes. • Students will receive additional time, instruction, and support to develop math skills and understanding of the content. • Students will be supported in content and reading/writing strategies as needed to help ensure student success.	Teachers, Administrators, Assistant Superintendent, Math and Humanities Curriculum Coordinator Sept. 2025 - June 2026
--	---	---

School Goal 3	
Goal	Meeting the Needs of ALL Students: Strengthen all practices, policies, and beliefs that involve equity for ALL students
Rationale	Utilizing consistent practices in classrooms and across grade levels strengthens and reinforces student learning and success.

Strategic Initiative	Indicators of Success	Timelines & Persons Responsible
Curtis educators will implement consistent instructional and grading practices.	• All staff will implement the adopted grading practices to reflect grading for equity work • Staff will utilize consistent executive functioning strategies • Schoology will be organized in a uniform structure to improve student understanding and accessibility • Staff will engage in frequent discussions about the implemented practices, including gathering and analyzing data • Staff will reflect on and strengthen their grading practices, instruction, and means of assessment	Assistant Superintendent, Administrators, Staff Sept. 2025 - June 2026
Our school community will continue to explore race, racism, equity, inclusion, and belonging to increase success and connectedness for all students.	• Continuation of Equity Focus • Examine data around attendance, grades, special education referrals, and discipline reports • Utilize school climate indicators (School Connectedness Survey, DESSA-SSR, MWAHS Data) • One Curtis Goal: All Students will feel accepted, included, and respected • Project 351- Playbook Initiative training for student leaders in the areas of equity and respect for the school community. • Diversity Club • Revision of Behavior Chart to provide more consistent, equitable, and aligned responses in the district • APE Reverse Inclusion through Peer Partner Program • ADA Curtis Outdoor Space for the school and community • Unified Games	Administrators, Staff Sept. 2025 - June 2026
Increase Assistive Technology usage throughout the building	• Install RedCat Audion Systems in all Curtis classrooms • Install 13 new Clearview Touchscreens in classrooms	Technology Department Sept. 2024 - June 2026

Signature Page

Member	Signature
Jeff Mela, Principal	
Chris Lourens, Teacher	
Liz Kerrigan, Teacher	
Annie Serafim, Parent	
Jim Caimano, Parent	



**Sudbury Public Schools
School Improvement Plan
Josiah Haynes School
2025-2026**



District Vision

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

District Goals 2026

The district goals that guide our work at the school level

1. **Wellness:** Sudbury Public Schools promote the social, emotional, behavioral, and physical wellness of students.
2. **Innovation:** Sudbury Public Schools implement innovative, research-based curriculum and educational practices.
3. **Meeting the Needs of ALL Students:** Sudbury Public Schools provides equitable learning experiences to engage and challenge every student.

School Goals

The following school goals aim to further and support the district strategic objectives through focused work that accounts for the strengths and needs of the individual school community:

Goal 1	Wellness: Support the development of an environment in which everyone is seen and heard, where differences are valued and identity is celebrated in order to provide equitable learning experiences where every student is engaged and challenged.
Goal 2	Innovation: Foster academic excellence for all students by supporting educators' continuous growth in teaching and learning, use of student data, and implementation of innovative approaches to teaching and learning.
Goal 3	Meeting the Needs of ALL Students: Provide equitable learning experiences to engage and challenge every student.

School Goal #1

Goal	Wellness: Support the development of an environment in which everyone is seen and heard, where differences are valued and identity is celebrated in order to provide equitable learning experiences where every student is engaged and challenged.
Rationale	From the Sudbury Public Schools Equity Statement: Sudbury Public Schools are committed to welcoming, embracing, affirming, and celebrating all students, staff, and families. Students need to be ready to learn before they can learn. Prioritizing social skills and emotional health allows for this. Students require explicit instruction in these areas, especially now. Establishing an environment that assures the holistic safety of each child and furthers this condition. Safe and orderly schools with common, consistent, internalized expectations allow students to focus on their job as learners.

Strategic Initiative	Indicators of Success	Timelines & Persons Responsible
1.a - Strengthen and maintain district-wide safety protocols through continuous monitoring to foster safe and supportive schools	1.a.i. Staff participate in professional development module to build capacity in identifying signs of depression and suicide 1.a.ii. Provide training for staff and instructional sessions for students on Say Something Anonymous Reporting System 1.a.iii. Communicate the purpose and procedures for reunification to staff and families 1.a.iv. Explicitly teach expected behaviors in all parts of the school 1.a.v. Review and create an updated behavioral rubric that aligns with staff input and recommendations 1.a.vi. Utilize Aspen management system to run data reports on behavior referral information. Bring relevant data to SEL data meetings mid-year and end-of-year	1.a.i All Staff 1.a.ii All Staff, Grades 4 & 5 students 1.a.iii Administration 1.a.iv Classroom teachers 1.a.v. Administration 1.a.vi Administration

1.b. Enhance educator capacity to include consistent, daily SEL practices to promote a positive climate for learning.	• 1.b.i. Model SEL signature practices during professional development sessions and staff meetings • 1.b.ii. Facilitate professional learning in implementing SEL signature practices, Say Something • 1.b.iii. Conduct “Connectedness Survey” with students to identify trusted adults and connections in the building • 1.b.iv. Provide “silent mentors” to students who may need additional adult connections • 1.b.v. All School Meetings on full-day Wednesdays to build connections and community between students, staff, and families • 1.b.vi. Use SPS SEL resources to provide students with Harmony lessons and Calm classroom practices regularly • 1.b.vii. Dedicated SEL blocks built into the Haynes Main Schedule • 1.b.viii. DESSA screener used 2 times per year, with data meetings to follow. Teachers tailor SEL lessons based on data and the SEL frameworks • 1.b.ix. Every younger grades class is buddied up with an older grade and will meet periodically throughout the year for events and community building • 1.b.x. Include SEL information in principal newsletters developed by the mental health staff members	1.b.i Administration 1.b.ii Administration 1.b.iii All Students & Student Support Team 1.b.iv Student Support Team 1.b.v School Meeting Committee 1.b.vi Classroom Teachers 1.b.vii Scheduling Committee 1b.viii Classroom teachers & Mental Health Staff 1.b.ix Classroom Teachers 1.b.x Administration & Mental Health Staff
1.c. Examine the Facilities Conditions Assessment to plan for and address the infrastructure needs in providing a safe, healthy, learning environment in all SPS school buildings.	• 1.c.i. Resurface playground structure steps with high-contrast paint • 1.c.ii. Repair playground surface where needed • 1.c.iii. Install TouchView Boards in all remaining classrooms that do not currently have one for accessibility • 1.c.iv. Monitor the roof needs and address any issues that arise, and communicate needs to SPS facilities	1.c SPS Facilities & Administration

1.d Support families in the attendance of after school events so that all can participate	1.d.i. Provide coverage for students after school hour,s in-between dismissal and an afterschool event 1.d.ii. Communicate after school events through a variety of mediums, such as PTO, Principal, classroom newsletters, as well as through direct messaging	1.d.i Collaboration with Sudbury Extended Day 1.d.ii Communication with METCO Coordinator
1.e Explore options for additional after school care for families	1.e.i. Collaborate with Sudbury Extended Day to determine additional spaces in order to increase their square footage, which can increase their enrollment 1.e.ii. Partner with local Boys & Girls Club of Assabet Valley to accommodate their transportation for students to the club for after-school care	1.e.i Haynes Administration 1.e.ii Sudbury Extended Day 1.e.iii BGCAV & Haynes Collaboration

School Goal #2

Goal	Innovation: Foster academic excellence for all students by supporting educators' continuous growth in teaching and learning, use of student data, and implementation of innovative approaches to teaching and learning.
Rationale	District Strategic Objective #2: Sudbury Public Schools implement innovative, research-based curriculum and educational practices.

Strategic Initiative	Indicators of Success	Timelines & Persons Responsible
2.a. Implement High Quality Instructional Practices and Materials (HQIM) using rigorous standards to ensure that learning opportunities are motivating, authentic, and develop student agency.	• 2.a.i. Implement Expeditionary Learning (EL) in grades K–5, focusing on student-centered practices, authentic learning experiences, and mastery of standards • 2.a.ii. Provide teachers with professional development by EL Trainers in order to navigate lesson plans and resources, executing lessons and assessments, collaborative planning, using assessments to monitor student growth and proficiency. • 2.a.iii. Complete full implementation of Bridges in Mathematics 3rd Edition in all K–5 classrooms, ensuring consistent use of program materials, professional learning, and formative assessment practices • 2.a.iv. Realign the elementary science curriculum by shifting to a phenomenon-based storyline approach and developing guidance documents to improve alignment in science teaching and learning • 2.a.v. Use grade-level data meetings to monitor progress on High Quality Instructional Material implementation and discuss student outcomes, adjusting instruction as needed	2.a.i Classroom teachers 2.a.ii Literacy Department, EL, staff 2.a.iii Classroom teachers 2.a.iv Science department 2.a.v Coaches & specialists, classroom teachers
2.b Implement tiered intervention block 4 times per week, K-5	• 2.b.i. - Classroom schedules are adjusted to provide an intervention and enrichment block within the school day • 2.b.ii. - Classroom teachers use formative assessments to provide targeted instruction to students, and service providers may use this time to work with students • 2.b.iii. - Professional Development on tiered instruction during building-based ILAP • 2.b.iv Review student progress during grade-level data meetings to refine intervention groups and strategies	2.b Administrators and Coaches
2.c. Develop and expand digital literacy opportunities to empower students to thrive academically and navigate the digital world safely and responsibly.	• 2.c.i. Integrate digital literacy lessons into K–5 library curriculum, emphasizing research skills, online safety, and creation of digital artifacts • 2.c.ii. Integrate digital literacy and responsible technology use into 5th 5th-grade STARS curriculum, including artifact creation, goal-setting, and understanding personal values in digital contexts • 2.c.iii. Review responsible use of technology in K-5 classrooms	2.c.i Librarian 2.c.ii 5th grade teachers 2.c.iii Classroom teachers

School Goal #3

Goal	Meeting the Needs of ALL Students: Provide equitable learning experiences to engage and challenge every student.
Rationale	District Strategic Objective #3: Sudbury Public Schools provides learning experiences that aim to engage and challenge at students' individual levels.

Strategic Initiative	Indicators of Success	Timelines & Persons Responsible
3.a. Develop and expand Multi-tiered Systems of Support (MTSS) that enhance equitable, accessible, inclusive, challenging, and engaging learning experiences for all.	3.a.i. Continue to develop a shared understanding of MTSS and Universal Design for Learning 3.a.ii. Review, revise, and align protocols and entrance and exit criteria for Tiered Support Systems 3.a.iii. Provide professional development regarding the disability awareness curriculum in grades 3-5 3.a.v. Continue the district's ADA transition work and normalize the use of assistive technologies in large presentation spaces to reach all audiences 3.a.vi. Deploy classroom UDL (Universal Design for Learning) instructional technology (Year 3 of 5) 3.a.vii. Provide ongoing coaching and classroom observation cycles to support teachers in applying MTSS and UDL practices consistently	3.a.i Administration, IST team and building staff 3.a.ii IST team 3.a.iii Assistant Superintendent, and District-wide staff member 3.a District-wide technology department, school-based administration 3.a.vii IST team
3.b. Create and support a reflective culture built on a foundation of evidence to promote continuous improvement.	3.b.i. Provide coaching and collaboration time on using data to analyze and evaluate information through an equity lens to support daily instruction 3.b.ii. Expand data warehousing capacity 3.b.iii. Utilize the updated DCAP (District Curriculum Accommodation Plan) to inform the Student Support Teams (IST/BBST) processes	3.b.i, Humanities Curriculum Coordinator 3.b.ii District-wide technology department 3.b.iii Student Support Team, IST Team
3.c. Review specialized programs, structures and supports to meet the learning and emotional needs of all students.	3.c.i. Continue to support staff with the IEP process 3.c.ii. Revise mental health goal writing and practices	3.c.i Team Chair, Building Administration, District-Based Student Support team

		3.c.ii Mental Health Team
3.d. Enhance collaboration and accessible communication with the SPS community to foster student success, build partnerships with families, and reduce barriers to inclusion.	• 3.d.i. Review our report card and family conference documents for clarity, consistency, and accessibility regarding student academics • 3.d.ii. Gather feedback from families about current communication practices • 3.d.iii. Ensure all communication provides equitable access for families with diverse language and technology needs	3.d Building-based Administration
3.e Use student learning data to inform decision-making practices in teaching and learning.	• 3.e.i. Students are provided tiered intervention within the general education classroom • 3.e.ii. Educators participate in quarterly data meetings facilitated by the principal and coaches in math, literacy, and SEL. • 3.e.iii. Continue to track student progress using current and new district measures and tools. (TMP, DIBELS, Math assessments, etc.) • 3.e.iv. Facilitate cross-grade and cross-content collaboration to use student data to plan instruction and improve outcomes	3.e - Review of data on a quarterly basis - all educators
3.f Implement the use of a conference planning template for teachers to use when preparing for family conferences	• 3.f.i. Families are receiving similar information from teachers during conferences • 3.f.ii. Families are provided with updates, progress, as well as goal/growth areas in SEL, Literacy, Math, Science/ Social Studies, based on student work	3.f - Classroom Teachers during fall and spring conferences
3.g Share student math work with families periodically throughout the school year	• 3.g.i. Families actively engaged with the math work sent home, providing feedback and support that aligns with the learning objectives • 3.g.ii. Students show measurable progress in their math skills, as evidenced by improved performance on the formative assessments throughout the year	3.g - Classroom teachers sending math work home
3.h Implement Disability Awareness Lessons in grades 3-5	• 3.h.i. Promote the social, emotional, and physical wellness of our students by providing education for students on the experiences and languages of others • 3.h.ii. Students are able to make connections with their lives and inform their views of themselves and others • 3.h.iii. To bring targeted awareness to the learning differences and challenges associated with disabilities, helping students build	3.h - District wide staff member will implement the lessons in grades 3-5 fall of 2025

	understanding and develop stronger social relationships with all of their peers at school.	3.h - Haynes staff will actively participate throughout the lessons
--	--	---

Signature Page

Member	Signature
Bryant Amitrano, Principal	
Katherine Breen, Special Educator	
Heather Hufnagel, Grade 1 Teacher	
Annie Serafim, Parent	
Abby Frantz, Parent	
Jeff Klinger, Community Representative	



**Sudbury Public Schools
School Improvement Plan
Loring School
2025-2026**



District Vision

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

District Goals 2025

The district goals that guide our work at the school level

Wellness: Sudbury Public Schools promotes the social, emotional, and physical wellness of students.

Innovation: Sudbury Public Schools implements innovative, research-based curriculum and educational practices.

Meeting the Needs of ALL Students: Sudbury Public Schools provides equitable learning experiences to engage and challenge every student.

School Goals

The following school goals aim to further support the district's strategic objectives through focused work that accounts for the strengths and needs of the individual school community:

Goal 1: WELLNESS	By June 2026, strengthen equitable, inclusive, and physically safe practices by refining at least three schoolwide initiatives or professional learning activities that promote belonging and cultural awareness.
Goal 2: INNOVATION	By June 2026, foster academic excellence for all students by supporting educators' continuous growth in teaching and learning through targeted professional development, data-driven instruction, and the implementation of innovative practices—resulting in measurable growth in student achievement and instructional effectiveness.
Goal 3: MEETING THE NEEDS OF ALL LEARNERS	By June 2026, review and analyze student performance data at least three times per year to identify trends and refine intervention practices within the MTSS framework, resulting in measurable improvements in student outcomes.

School Goal #1	By June 2026, strengthen equitable, inclusive, and physically safe practices by refining at least three schoolwide initiatives or professional learning activities that promote belonging and cultural awareness.
Rationale	<i>From the Sudbury Public Schools Equity Statement:</i> Sudbury Public Schools are committed to welcoming, embracing, affirming, and celebrating all students, staff, and families. When diversity is celebrated and cultural awareness is embraced, it promotes a deeper understanding and appreciation of different backgrounds, perspectives, and identities. This fosters an inclusive community where students, families, and staff can thrive both academically and socially. Moreover, equity ensures that all individuals have fair access to opportunities and resources, helping to address disparities and create a more just learning environment. A sense of belonging is crucial to engagement, well-being, and success. When everyone feels valued as members of the community, it leads to improved outcomes for all stakeholders, laying the foundation for a more harmonious and inclusive society.

Strategic Initiative	Indicators of Success	Timelines & Persons Responsible
1. a - Cultivate a school culture where every student, family, and staff member feels a deep sense of belonging, respect, and representation.	● 1.a.1. Highlight and celebrate pro-social behavior through <i>Pawsome News</i>—a platform for promoting, modeling, and recognizing positive actions. ● 1.a.2. Leverage the bi-monthly school newsletter to communicate how our community fosters belonging, inclusion, and pro-social behavior. ● 1.a.3. Implement a staff-student mentoring initiative by pairing students with attendance challenges with caring adult mentors for consistent check-ins and relationship building. ● 1.a.4. Continue Field Day as an annual tradition that builds teamwork, school spirit, and community connection. ● 1.a.5. Host grade-level Family Concerts to strengthen school-home partnerships and showcase student learning and creativity. ● 1.a.6. Organize All-School Celebrations emceed by fifth graders, featuring student musicians, visual artists, and “PE Teacher Challenges” to build joy and community pride. ● 1.a.7. Empower the School Culture Committee to meet monthly to plan, reflect on, and enhance initiatives that foster belonging and positive school culture.	● 1.a.1. Building Admin ● 1.a.2. Building Admin ● 1.a.3. Building Admin, Clinical team and educators ● 1.a.4. School Culture Committee and Building Admin ● 1.a.5 Music Teacher and Building Admin ● 1.a.6. Specialist Team and Building Admin ● 1.a.7. School Culture Committee and Building Admin ● 1.a.8. All Staff ● 1.a.9 All Staff ● 1.a.10 Building Admin, Courtyard Committee

	● 1.a.8. Create the Loring Family Form to acknowledge and strengthen connections with students and their families by collecting information about cultural traditions, important people, holidays, religious practices, and preferred pronouns, helping staff better understand the whole child and providing opportunities for families to engage in the classroom through cultural or academic connections. ● 1.a.9. Monthly Admin Check-Ins for all areas: classroom, specialists, TAs, ABAs, specials, special educators and service providers ● 1.a.10. Revamp the courtyard into an ADA-compliant outdoor classroom that promotes inclusive, hands-on learning experiences.	
1.b - Continuously monitor, strengthen, and maintain district-wide and school-specific safety protocols to create and sustain safe, supportive learning environments.	1.b.1. Explicitly teach, reinforce, and model expected behaviors in all areas of the school, including the bus, cafeteria, and recess. ● Generate clear expectations for students. ● Develop protocols and procedures for staff to ensure consistent reinforcement. 1.b.2. Provide ongoing professional development and student instruction on health, safety, and social-emotional topics, including: ● Say Something Anonymous Reporting System, with opportunities for staff and student feedback for refinement. ● Identifying signs of depression and suicide ● Safety drills and emergency procedures ● 51A reporting requirements ● Reunification procedures 1.b.3. Leverage the Aspen management system to generate and review behavior referral data, using findings to guide discussions during weekly SEL meetings, as well as mid-year and end-of-year SEL data meetings.	● 1.b.1 All Staff ● 1.b.2 All Staff ● 1.b.3 Loring Administrators

School Goal #2	Foster academic excellence for all students by supporting educators' continuous growth in teaching and learning, the use of student data, and the implementation of innovative approaches to teaching and learning.
Rationale	District Strategic Objective #2: Sudbury Public Schools implement innovative, research-based curriculum and educational practices. Continuous improvement of Tier One instruction reduces the need for interventions, promotes student engagement, and maximizes learning outcomes for all students. In turn, this creates a more inclusive, equitable, and effective educational environment where every student has the opportunity to succeed.

Strategic Initiative	Indicators of Success	Timelines & Persons Responsible
2.a - To continue strengthening Tier One instruction through the use of research-based best practices and data-informed decision-making.	● 2.a.1. Implement Expeditionary Learning (EL) in grades K-5, emphasizing student-centered practices, authentic learning experiences, and mastery of grade-level standards. ● 2.a.2. Provide teachers with professional development from EL Trainers to support lesson planning, instructional delivery, collaborative planning, assessments, and monitoring of student growth and proficiency. ● 2.a.3. Realign the elementary science curriculum by adopting a phenomenon-based storyline approach and developing guidance documents to improve instructional alignment and student learning outcomes. ● 2.a.4. Conduct grade-level academic and SEL data meetings to share effective teaching practices, review student progress, and adjust instruction as needed to meet targeted student needs	● 2.a.1 Classroom Teachers & Special Educators ● 2.a.2 ELA Coordinator & Administrators ● 2.a.3 Science Coordinator & Select Staff ● 2.a.4 Loring Clinical Team & Administrators
2.b. - Strengthen and refine the Disability	● 2. b. 1. Provide instruction on Disability Awareness to Grades 3-5, offering	● 2.b.1 Classroom Teachers

Awareness program to enhance student understanding, promote inclusion, and ensure teachers are equipped to deliver lessons effectively.	opportunities for staff and student feedback to refine lessons. This ensures that teachers are prepared to independently deliver these lessons in the following school year.	
2.d. - Implement the Foundations Handwriting curriculum in grades K-3 to develop consistent, foundational handwriting skills and support early literacy development.	2.d.1 Provide Professional development and collaborate with OTs and classroom teachers to support the implementation of Foundations Handwriting, ensuring consistent instructional practices across classrooms.	2.d.1 ELA Coordinator & Administrators

School Goal #3	By June 2026, review and analyze student performance data at least three times per year to identify trends and refine intervention protocols, instructional practices, and accessibility supports within the MTSS framework, resulting in measurable improvements in student outcomes.
Rationale	MTSS is designed to provide targeted interventions that address academic, behavioral, and social-emotional challenges for students. By regularly reviewing data, educators can assess the effectiveness of current intervention practices and identify gaps or areas that need adjustment. This ensures that support is tailored to the specific needs of students, allowing for more precise and timely interventions. Refining intervention practices based on data leads to improved decision-making and resource allocation, ultimately resulting in better student outcomes. This process also strengthens the ability to provide early and proactive support, minimizing the need for more intensive interventions in the future. In doing so, the goal promotes equity by ensuring that every student receives the appropriate level of support necessary to achieve success.

Strategic Initiative	Indicators of Success	Timelines & Persons Responsible
-----------------------------	------------------------------	--

3.a. - Develop and implement a comprehensive Intervention Protocol to provide timely, data-driven support for students, ensuring that interventions are consistent, targeted, and aligned with the MTSS framework to improve academic and social-emotional outcomes.	● 3.a.1 Refine the IST process to empower staff to make data-informed referrals during grade-level and data meetings. ● 3.a.2 Refine Title I eligibility processes and protocols to ensure interventions begin early in the fall based on spring data. ● 3.a.3 Provide an Intervention Night to engage and educate parents on evidence-based intervention practices. ● 3.a.4 Meet weekly with the Boost Team to analyze student data, deliver targeted instruction, and support instructional protocols. ● 3.a.5 Implement and utilize an SEL referral form to systematically identify and address students' social-emotional needs.	3.a.1 BOOST Team 3.a.2 Title 1 Specialist & BOOST Team 3.a.3 BOOST Team 3.a.4 BOOST Team 3.a.5 All Staff
3.b. - Strengthen intervention practices by refining instructional practices, analyzing data and delivering targeted instruction.	● 3.b.1 Deliver Power Half-Hour interventions during WIN Block 4 times per week for 30 minutes in grades 1-5, addressing specific student needs. ● 3.b.2 Track and monitor student interventions to ensure alignment with individual Action Plans. ● 3.b.3 Use data from interventions to inform instruction and refine strategies to meet students' academic and social-emotional goals. ● 3.b.4 Highlight and celebrate student growth percentages using Open Architects data. ○ Facilitate discussions on instructional practices, sharing effective strategies and reflecting on what worked well. ○ Model and disseminate best practices to support continuous professional growth among staff. ● 3.b.5 Participate in a math-focused professional book club, <i>Rethinking Disability and Mathematics</i> by Rachel Lambert, which explores strategies for ensuring all students have access to deep, meaningful learning. Participants will read, share insights, and present their learning and instructional practices to colleagues to support collaborative professional growth.	3.b.1 Classroom teachers, Special Educators, Interventionists 2.b.2 BOOST Team 3.b.3 BOOST Team, Classroom Teachers, Special Educators, Interventionists 3.b.4 BOOST Team 3.b.5 Select Staff

3.c. - Enhance and implement accessibility features across the school to ensure all students have equitable access to learning materials, instructional supports, and the physical and digital learning environment.	● 3.c.1. Staff engage in professional development focused on Chromebook accessibility features, enhancing students' access to the curriculum and supporting equitable learning opportunities for all. ● 3.c.2. RedCat classroom systems are used consistently across all classrooms and specials, ensuring students can clearly hear instruction and discussion. This consistent use leads to improved comprehension, increased student participation, and stronger academic performance. ● 3.c.3 Assistive audio equipment is available for families and caregivers during concerts, presentations, and other school events held in the cafeteria, promoting inclusivity and equitable access for all attendees. ● 3.c.4 PE Preview opportunities are provided for English Learners, allowing them to build background knowledge and vocabulary related to physical education activities before participating with their class.	3.c.1 All Staff 3.c.2 All Staff 3.c.3 All Staff 3.c.4 P.E. Teacher & EL Teacher
--	---	--

Signature Page

Member	Signature
Sara Harvey	
Michelle Savage	
Karen Blumberg	
Nicole Corron	

Jacki Sousa	
Kristen Fox	
Pat Drobinski	



**Sudbury Public Schools
School Improvement Plan
General John Nixon Elementary School
2025-2026**



District Vision

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

District Goals FY2026

The district goals that guide our work at the school level

Wellness: Sudbury Public Schools promote the social, emotional, and physical wellness of students.

Innovation: Sudbury Public Schools implement innovative, research-based curriculum and educational practices.

Meeting the Needs of ALL Students: Sudbury Public Schools provides equitable learning experiences to engage and challenge every student.

School Goals

The following school goals aim to further and support the district strategic objectives through focused work that accounts for the strengths and needs of the individual school community:

Goal 1	Wellness: Support the development of an environment in which everyone is seen and heard, where differences are valued and identity is celebrated in order to provide equitable learning experiences where every student is engaged and challenged.
Goal 2	Innovation: Foster academic excellence for all students by supporting educators' continuous growth in teaching and learning, use of student data, and implementation of innovative approaches to teaching and learning.
Goal 3	Meeting the Needs of ALL Students: Provide equitable learning experiences to engage and challenge every student.

School Goal #1 Wellness

Goal	Support the development of an environment in which everyone is seen and heard, where differences are valued and identity is celebrated in order to provide equitable learning experiences where every student is engaged and challenged.
Rationale	<i>From the Sudbury Public Schools Equity Statement:</i> Students need to be ready to learn before they can learn. Prioritizing social skills and emotional health allows for this. Students require explicit instruction in these areas, especially now. Establishing an environment that assures the holistic safety of each child and furthers this condition. Safe and orderly schools with common, consistent, internalized expectations allow students to focus on their job as learners.

Action Plan

Strategic Initiative	Indicators of Success	Timelines & Persons Responsible
Equity is the foundation of a school's work.	• Staff and administrators participate in the Nixon School Equity Committee on a monthly basis • Develop experiences for children to engage in that encourage belonging • Keep communication between custodial, maintenance, staff, parent/teacher organization, town officials and administration to ensure that all student activities are accessible for all	• Administration • Staff

Maintain district-wide safety protocols: “Say Something” reporting system for staff, students, and community	• Students and staff are trained	• Training for grades 4 & 5 students in mid-October 2025
Continue direct SEL instruction and explicit teaching for increasing students intrinsic understanding of oneself	• Harmony lessons taught kindergarten through fifth grade • Social Thinking lessons are shared • DESSA screener is used to inform educators • Data meetings led by mental health staff to guide and support	• Throughout the school year • Mental Health Staff • Administration • Educators
Implement disability awareness curriculum in grades 3-5	• Lessons are delivered	• Grades 3-5 participate in units of study

Increase peer relationships and student agency by children forming their own opinions, pursue their own thoughts and ideas, and show support for their peers thinking	• Daily mindful minute starts each school day • All school community experiences ○ School wide celebrations ○ Student Advisory Committee ○ Buddy classes are developed for varied grade levels to gather ○ Traditions that promote intentional joy	• Educators • Administration • Mental Health Team
Prioritize consultation time for staff	• Launch refined schedule to utilize the WIN block and increase common planning time to twice weekly allowing classroom teachers, special educators, specialists and coaches to have time provided in their schedule to consult and collaborate around curriculum and student needs • Coaches can use this time to meet with grade levels to review data and develop goals to advance student achievement • Special Educators can use this time to meet with educators across the building for academic planning and behavioral support planning • Specialists can use this time to collaborate on management strategies, student needs, and cross-content planning	• Special Education Teachers • Classroom Teachers • Coaches • Administration
School safety and planning	• Attend CRASE training with Sudbury Police Department • Model response for school members • Learn to react during crucial first few moments of an event • Predetermined plan minimizes risk and ensures accountability • Reunification ensures safe accountable reunification with guardians after crisis	• School Safety Team • Administration • Staff

School Goal #2 Innovation

Goal	Foster academic excellence for all students by supporting educators' continuous growth in teaching and learning, use of student data, and implementation of innovative approaches to teaching and learning.
Rationale	District Goal: Sudbury Public Schools implement innovative, research-based curriculum and educational practices.

Action Plan

Strategic Initiative	Indicators of Success	Timelines & Persons Responsible
Continue to focus on ADA compliance for the entire Nixon School campus	• Partner with the parent/teacher organization to plan school-related events • Install compliant sinks in areas necessary • Install Active boards in instructional and meeting areas • Install Red Cat in music room • Deploy more seating/furniture options for student and staff usage	• Administration
Increase greater ELA instructional capacity by utilizing best practices rooted in research and data	• Implement Sudbury Elementary Literacy curriculum and materials for EL (Expeditionary Learning) • Update teaching practices to reflect the standards and research-based best practices in ELA • Create consistency across the grade levels and school • Provide push-in services to support students during the literacy block K-5 • Use student data to inform our practice and flexibly adjust push-in services • Expand challenge opportunities for advanced learners to extend their understanding	• Educator Collaborative Teamwork • Literacy Specialist/Tutor • Humanities Coordinator • EL Coach • Administration

	- Continue the use of building based data teams for a cohesive approach to increase the rate of academic growth for students - Attend ILAP, professional development and coaching sessions as scheduled by the district	
Continue to improve mathematics instruction by utilizing best practices rooted in research and data	- Bridges 3 training and implementation - Coaching meetings are scheduled and connected to each educator implementing the Bridges curriculum - Professional development for mathematic coach to increase capacity in the area of Tier 2 instruction - Continue the use of building based data teams for a cohesive approach to increase the rate of academic growth for students - Cohesive approach to Number Corner application K-5	- Educators K-5 - Mathematics Coordinator - Mathematics Coach - Administration

School Goal #3 Meeting the Needs of ALL Students

Goal	Prioritize the refinement of teaching practices to ensure equitable access to high-quality instructional resources and engaging learning experiences so every student is appropriately challenged.
Rationale	District Goal: SPS provides equitable learning experiences to engage and challenge every student. By challenging each learner in engaging ways, we stretch their thinking as well as their academic and social-emotional growth. We expect to see increased academic gains.

Action Plan

Strategic Initiative	Indicators of Success	Timelines & Persons Responsible
----------------------	-----------------------	---------------------------------

Strengthen communication with families about student learning	• Continued use of common parent/teacher conference template • Parent/teacher conference template feedback from staff for viability of tool • Professional development for educators in culturally responsive conferences	• Special Education • Teachers • Administration
Continue the focus on equity inside and outside the classroom	• Continued Equity Committee work monthly with various committee members • Collaboration with PTO to create and provide positive experiences that positively impact children and families	• Administration • Staff • Nixon PTO
Expand support for families in the attendance of after school events	• Collaborate with PTO to plan and provide experiences for all children close to the natural end of the school day • Communicate after school events through communications from PTO, Principal, classroom newsletters, and direct messaging	• Administration • Nixon PTO

Signature Page

Member	Signature
Susan Woods, Principal	
Carrie Luchesse, Teacher	
Dahaina Jamial, Parent	



**Sudbury Public Schools
School Improvement Plan
Peter Noyes Elementary School
2025-2026**



District Vision

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

District Goals FY26

The district goals that guide our work at the school level

Wellness: Sudbury Public Schools promote the social, emotional, behavioral, and physical wellness of students.

Innovation: Sudbury Public Schools implement innovative, research-based curriculum and educational practices.

Meeting the Needs of ALL LEARNERS: Sudbury Public Schools provides equitable learning experiences to engage and challenge every student.

School Goals

The following school goals aim to further and support the district strategic objectives through focused work that accounts for the strengths and needs of the individual school community:

Goal 1

WELLNESS: Continue to support and promote the social, emotional, behavioral, and physical wellness of students through inclusive practices, pro-social teaching, and the development of school wide core values.

Goal 2

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

Goal 3

MEETING THE NEEDS OF ALL STUDENTS: Prioritize the refinement of teaching practices to ensure equitable access to high-quality instructional resources and engaging learning experiences so every student is appropriately challenged.

School Goal #1

Goal	WELLNESS: Continue to support and promote the social, emotional, behavioral, and physical wellness of students through inclusive practices, pro-social teaching, and the development of school wide core values.
Rationale	<i>From the Sudbury Public Schools Equity Statement:</i> Sudbury Public Schools are committed to welcoming, embracing, affirming, and celebrating all students, staff, and families. Students must be ready to learn before meaningful learning can happen. They benefit from explicit instruction in social skills and emotional well-being. Safe, orderly classrooms with clear and consistent expectations create the conditions students need to focus and fully engage in their roles as learners.

Action Plan

Strategic Initiative	Indicators of Success	Timelines & Persons Responsible
1.a Collaboratively develop and adopt a shared set of core values that reflect our collective beliefs and aspirations for teaching, learning, and community.	• 1.a.1. Representative stakeholder groups engaged in values exploration (students, faculty/staff, families, community partners). • 1.a.2. Themes gathered from data (surveys, focus groups, discussions) and synthesized into value drafts. • 1.a.3. Draft core values presented for feedback and refinement. • 1.a.4. Final core values approved and communicated schoolwide. • 1.a.5. Evidence of alignment to school practices: signage, classroom agreements, handbooks, celebrations, mission statements.	• 1.a.1. and 1.a.2. (December 2025–June 2026) Building Admin and school-based team • 1.a.3. (June-August 2026) Building Admin • 1.a.4. and 1.a.5. (October 2026–April 2026) Building admin and staff
1.b. Develop and implement a set of common behavior expectations aligned to newly identified core values, using input from students, staff, families, and community members.	• 1.b.1. Translate each core value into clear, observable behavior expectations for classrooms, hallways, recess, buses, and shared spaces. • 1.b.2. Draft shared lesson plans	• 1.b.1., 1.b.2., 1.b.3. (September-November 2026) Building-based teams. • 1.b.4. (September 2027) All staff and students

	• 1.b.3. Develop student-friendly visuals (posters, lesson slides, behavior matrices) and family-facing communication tools. • 1.b.4. Fully launch schoolwide expectations at the start of the next school year.	
1.c. Strengthen a positive and inclusive school community by continuing to implement pro-social instruction that promotes shared values, fosters strong relationships, and supports student mental health and well-being.	• 1.c.1. Provide ongoing professional development and student instruction on health, safety, and social-emotional topics, including: ○ Disability Awareness lessons, 3-5 ○ <i>Say Something</i> anonymous reporting system ○ DESSA Screener and SEL data meetings	• 1.c.1. (September 2025-March 2026) Building Admin, Classroom Teachers, Clinical Team

School Goal #2

Goal	INNOVATION: Foster academic excellence for all students by supporting educators' continuous growth in teaching and learning, use of student data, and implementation of innovative approaches to instruction.
Rationale	District Strategic Objective: Sudbury Public Schools implement innovative, research-based curriculum and educational practices.

Action Plan

Strategic Initiative	Indicators of Success	Timelines & Persons Responsible
----------------------	-----------------------	---------------------------------

2.a. Implement High Quality Instructional Practices and Materials (HQIM) using rigorous standards to ensure that learning opportunities are motivating, authentic, and develop student agency.	● 2.a.1. Implement Expeditionary Learning (EL) in grades K–5, focusing on student-centered practices, authentic learning experiences, and mastery of standards ● 2.a.2.. Provide teachers with professional development by EL trainers in order to navigate lesson plans and resources, executing lessons and assessments, collaborative planning, using assessments to monitor student growth and proficiency. ● 2.a.3. Utilize peer-to-peer modeling to strengthen instructional practices ● 2.a.4. Use grade-level data meetings to monitor progress on High Quality Instructional Material implementation and discuss student outcomes, adjusting instruction as needed ● 2.a.5 Peer to Peer Walkthroughs	● 2.a.1, 2.a.2. (August 2025-June 2026) Classroom and special education teachers; literacy coach ● 2.a.3. (January 2026-June 2027) Building admin, classroom and special education teachers, literacy coach ● 2.a.4. (October 2025-May 2026) Classroom teachers, literacy coach, building admin ● 2.a.5 (January 2025-June 2026) Building-based Instructional Leadership Team
2.b. Tiered intervention	● 2.b.1. Classroom schedules designed to provide an intervention/enrichment block within the daily school day. ● 2.b.2. Classroom teachers and special educators use formative assessment to provide targeted instruction ● 2.b.3. Review student progress during grad-level data meetings to refine intervention groups and teaching strategies.	● 2.b.1., 2.b.2., 2.b.3. (August 2025-June 2026) Administrators and Instructional Coaches
2.c. Implement Foundations Handwriting curriculum in grades K–3 to develop consistent, foundational handwriting skills and support early literacy development.	● 2.c .Provide Professional development and collaborate with occupational therapists and classroom teachers to support the implementation of Foundations Handwriting, ensuring consistent instructional practices across classrooms.	● 2.c. (September 2025) Humanities Coordinator & Building Administrators

School Goal #3

Goal	MEETING THE NEEDS OF ALL LEARNERS: Prioritize the refinement of teaching practices to ensure equitable access to high-quality instructional resources and engaging learning experiences so every student is appropriately challenged.
Rationale	District Goal: SPS provides equitable learning experiences to engage and challenge every student.. By challenging each learner in engaging ways, we stretch their thinking as well as their academic and social-emotional growth. We expect to see increased academic gains.

Action Plan

Strategic Initiative	Indicators of Success	Timelines & Persons Responsible
3.a. Develop and implement a comprehensive Intervention Protocol to provide timely, data-driven support for students, ensuring that interventions are consistent, targeted, and aligned with the MTSS framework to improve academic and social-emotional outcomes	• 3.a.1. Refine the IST process to empower staff to make data-informed referrals and develop robust strategies for student support. • 3.a.2. Meet weekly as building-based team to monitor student progress • 3.a.3. Review student progress during grade-level data meetings to refine intervention groups and teaching strategies.	• 3.a.1. (August 2025-June 2026) Assistant Principal and Instructional Support Team • 3.a.2. (August 2025-June 2026) Building-based team of administrators, team chairs, and clinical team • 3.a.3. (September 2025-June 2026) Instructional Coaches, Classroom Teachers, Administrators
3.b. Provide an on-going cycle of professional development and training,- modeling,- feedback, and coaching for support staff	• 3.b.1. Create a yearly plan for teaching assistants and tutors to receive training on ILAP days • 3.b.2. Create a monthly training calendar for BCBA to model and coach support staff in behavioral support for students with special needs • 3.b.3. Schedule tutors and assistants to attend related services with students to allow for carry-over of skills and instructional strategies	• 3.b.1. (August 2025) Building Administrators, Team Chairpersons (August 2025) • 3.b.2. (August 2025-June 2026) Building Administrators, Team Chairpersons, BCBA (August 2025-June 2026) • 3.b.3 Building Administrators, Team Chairpersons, Related Service Providers (August 2025-June 2026)

3.c. Strengthen inclusive practices and participation in grade-level instruction for students with special needs in specialized programs.	• 3.c.1. Partner with consultants from Case Collaborative and Landmark to support instructional models and strategies in inclusive settings • 3.c.2 .Maintain weekly consult sessions for student instructional teams	• 3.c.1. Special Educators, Team Chairperson, Building Administrators • 3.c.2. Classroom Teachers, Special Educators, Team Chairperson, Building Administrators
---	--	--

Signature Page

Member	Term	Signature
Amy Mulkerin, Principal	Year 1	
David Jacquin, Parent	Year 2	
Jennifer Spencer, Parent	Year 2	
Sarah Murphy, Teacher	Year 2	
Kristin Nawrocki, Teacher	Year 2	

3. Consent Calendar

D. Appointment of Members to the LGBTQ+ Parent Advisory Council



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

LGBTQ+ PAC

1 message

Jessica McCready <jessica_mccready@sudbury.k12.ma.us>

Wed, Nov 19, 2025 at 1:17 PM

To: Karyn Jones <karyn_jones@sudbury.k12.ma.us>, Betsy Grams <betsy_grams@sudbury.k12.ma.us>

Dear Karyn,

Betsy Grams and I have met to review the applicants for membership in the LGBTQ+ PAC. We both agree that we would like to accept all applicants. They represent a wonderful representation of the community and we are excited to work with them in the future.

Regards,
Jessica

--

Jessica McCready, Ph.D.
Vice Chair, Sudbury School Committee

This email is intended for educational use only and must comply with the Sudbury Public Schools policies and state/federal laws. Please be advised that under Massachusetts Law, any email created or received by an employee of Sudbury is considered a public record. All email correspondence is subject to the requirements of M.G.L. Chapter 66. This email may contain confidential and privileged material for the sole use of the intended recipient. Any review or distribution by others is strictly prohibited. If you are not the intended recipient please contact the sender and delete all copies.

3. Consent Calendar

E. Monthly Accounts Payroll Warrant Submissions



SUDBURY PUBLIC SCHOOLS

Office of the Director of Business and Human Resources

To: School Committee

Date: 11/20/25

RE: FY26 Accounts Payable & Payroll Warrants Processed

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

<u>Date:</u>	<u>Warrant Type:</u>	<u>Warrant #:</u>	<u>Amount \$:</u>
11/20/25	Accounts Payable	1228	\$236,838.01
11/20/25	Accounts Payable	1227	\$75.00
11/13/25	Accounts Payable	1226	\$82,199.72
11/6/25	Accounts Payable	1225	\$131,527.67
10/30/25	Accounts Payable	1224	\$238,273.50
10/30/25	Accounts Payable	1223	\$239,195.50
10/23/25	Accounts Payable	1222	\$354,622.22
10/23/25	Accounts Payable	1221	\$6,344.25
11/7/25	Payroll	P/R 11/13/25	\$1,599,468.42
10/24/25	Payroll	P/R 10/30/25	\$1,573,439.76

Donald R. Sawyer
Director of Business and Human Resources

3. Consent Calendar

F. Approval of Minutes (10/6/2025 and 10/23/2025)

Sudbury School Committee
Meeting Minutes - DRAFT
October 6, 2025

Members Present:

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

Also Present:

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

Open Executive Session

Chair Karyn Jones opened the executive session at 6:30 p.m.

Chair Karyn Jones made a motion to convene in executive session and will return to open session pursuant to Massachusetts General Laws chapter 30A section 21(a) for the following purposes. Purpose 3 to discuss strategy with respect to and in preparation for collective bargaining with the Sudbury Nurses' Association, the Sudbury Education Association, the Education Support Professionals Association, and Custodians (Units A, B and C) because an open discussion may have a detrimental effect on the bargaining position of the Committee and purpose 7 to review and approve minutes from the Sudbury School Committee executive session meeting of September 22, 2025. Vice Chair Jessica McCready seconded the motion.

ROLL CALL VOTE:

Mandy Sim: Aye
Nicole Burnard: Aye
Jessica McCready: Aye
Betsy Sues: Aye

Vote: 4-0 Motion carries.

Vice Chair Jessica McCready confirmed that the Sudbury School Committee will be entering into executive session and will return to open session pursuant to Massachusetts General Laws chapter 30A section 21(a) for the following purposes. Purpose 3 to discuss strategy with respect to and in preparation for collective bargaining with the Sudbury Nurses' Association, the Sudbury Education Association, the Education Support Professionals Association, and Custodians (Units A, B and C) because an open discussion may have a detrimental effect on the bargaining position of the Committee and purpose 7 to review and approve minutes from the Sudbury School Committee executive session meeting of September 22, 2025.

Open Regular Session

Chair Karyn Jones opened the regular session at 7:11 p.m.

1. Public Comment

- a. Sarah Maller, Sudbury resident, urged the Committee to reconsider the LGBTQ+ PAC.
- b. Bill Fox, Sudbury resident, urged the Committee to focus on student education and shared his opposition to the LGBTQ+ PAC or any other special interest PAC.
- c. Kathleen Parente, Sudbury resident, shared her concerns about the LGBTQ+ PAC due to potential loss of federal funding.
- d. Rich Thalmann, Sudbury resident, shared his concerns about recent policies regarding the LGBTQ+ policy and PAC.
- e. Colleen Gleason-Epple, Sudbury resident, noted that federal funding is tied to all DEI efforts and not specifically to LGBTQ+.

2. Special Matters

- a. SMILE and Explore Presentation (Annette Doyle, Rebecca Amaral, Sarah Rivera and Annya Pedreschi)
 - i. The annual presentation on the summer SMILE and Explore Programs was presented to the Committee. The presentation covered the program objectives, changes to the program, educational impacts on subject matters and proposed changes to next year's program.
 - ii. The Committee asked questions related to the percentage of families who do not participate in the program, what steps are being taken to increase participation, and how students showing regression can be better supported. Additional questions focused on student data, the program's impact on learning, and absentee rates.

3. Educational and Operational Matters

- a. SEA Report (Ellen Vedora)
 - i. Ms. Vedora shared the work Sudbury educators do beyond classroom instruction including planning, grading and participating in professional learning. She also emphasized the many roles teachers assume such as mentors, counselors, mediators all which help support students academic and emotional growth.
- b. District Reports
 - i. Director of Business and Human Resources' Report
 1. An update was provided on the federal shutdown and any potential impacts to the schools.
 2. Questions from the Committee were related to the impact on free school lunches.
 - ii. Assistant Superintendent's Report
 1. The release of the MCAS Family Portal was put on hold by DESE. Those results should be available to families soon.
 2. The Sudbury Foundation recently awarded the Disability Awareness Committee a grant to continue teaching students in grade 3-5 about disabilities.

iii. Superintendent's Report

1. Department of Elementary and Secondary Education Award - 2025 MCAS Recognition: Sudbury Public Schools was honored as one of 63 districts in Massachusetts whose students have met or exceeded pre-pandemic MCAS performance
 - a. Sudbury was recognized as one of 63 districts who surpassed pre-pandemic MCAS scores - specifically in math.
 - b. During recent school visits, Superintendent Crozier was able to see the new EL curriculum in progress.
 - c. He recently participated in professional development titled Leading Now.

4. Consent Calendar

- a. Minutes (08/18/25)
- b. Community Budget Letter Describing the 2025-2026 Budget Planning Process With The Administration
 - i. Minor edits to the minutes were suggested and approved.
 - ii. Vice Chair Jessica McCreedy motioned to approve the Consent Calendar as amended. Mandy Sim seconded the motion.
 1. ROLL CALL VOTE:
 - a. Nicole Burnard: Aye
 - b. Betsy Sues: Aye
 - c. Mandy Sim: Aye
 - d. Jessica McCreedy: Aye
 - e. Karyn Jones: Aye
 - i. **Vote: 5-0. Motion carries.**

5. New Business and Policy Matters

- a. Policy BGB Step 1 - Informational Item Only: SPS Members of the Tri-District Calendar Review Subcommittee Recommended Policy IMDA (Accommodations for Religious and Cultural Observances) for Potential Adoption
 - i. An update on this agenda item will be provided during Liaison Reports.
- b. Policy BGB Step 2 - Policy FA (Facilities Development Goals)
 - i. No further feedback was provided. This item will be voted on at the next meeting.
- c. Combined Facilities Memorandum of Agreement: Update, Next Steps
 - i. Member Nicole Burnard provided the Committee with an overview and highlights of discussions regarding the MOA with a goal to decide whether the MOA is meeting the needs of SPS.
 - ii. Questions from the Committee focused on the new tracking system—specifically the data it will provide, current capacity concerns, and anticipated next steps. They also sought clarification on whether our needs are being met, whether there is a backlog of work, and when data from the new system will be available. Additional questions surrounded whether other MOA models were considered, the language used regarding employee deployment, and whether Council review is required.

- iii. Combined Facilities Director Sandra Duran clarified that the dollar amount under discussion represents three salaries: those of the Director, the electrician, and the administrator. She also addressed capacity concerns and referenced an update on maintenance assignments, noting that she is awaiting additional data before finalizing the report.
 - iv. Next steps are a meeting with both the Sudbury School Committee and Select Board on October 31st.
- d. Preliminary Discussion of Potential Special and Annual Town Meeting Warrant Articles: School Committee members will share initial ideas and identify items requiring additional information or cost analysis from the administration
 - i. Chair Karyn Jones reviewed the Committee's suggested items for potential warrant articles. Clarification on the UDL retrofit was provided. All members agreed to move forward with the proposed articles. Questions were raised regarding solar initiatives, as well as the timeline for when the articles would be presented.
 - ii. Vice Chair Jessica McCready motioned for the administration to provide additional information on the following to discuss at a future meeting: Chapter 70 Funding Transfer, MSBA Roof Articles / ADA, UDL School Classroom Instructional Equipment, SPS Solar Revolving Fund and Safety Doors. Karyn Jones seconded the motion.
 - 1. ROLL CALL VOTE:
 - a. Nicole Burnard: Aye
 - b. Mandy Sim: Aye
 - c. Betsy Sues: Aye
 - d. Jessica McCready: Aye
 - e. Karyn Jones: Aye
 - i. **Vote: 5-0. Motion carries.**
- e. LGBTQ+ Parent Advisory Council: Finalize Proposal for Establishment, Possible Vote for Liaison Assignment and Next Steps
 - i. Vice Chair Jessica McCready motioned to approve the proposal for the establishment of a LGBTQ+ Parent Advisory Council as amended. Betsy Sues seconded the motion.
 - ii. Questions related to the cost of the PAC, the source of funding, and whether any budget cuts would be needed to accommodate the expense was asked.
 - iii. A member asked for legal review of both the PAC and the process for forming the PAC.
 - 1. ROLL CALL VOTE:
 - a. Jessica McCready: Aye
 - b. Betsy Sues: Aye
 - c. Mandy Sim: No
 - d. Nicole Burnard: No
 - e. Karyn Jones: Aye
 - i. **Vote: 3-2. Motion carries.**
 - iv. Mandy Sim made a motion to send this proposal for establishment of the LGBTQ Parent Advisory Council Sudbury Public Schools to our lawyer to review. "I just

think it's in the best interest of protecting us and our school district." Nicole Burnard seconded the motion.

- v. Questions were raised about the potential need for legal input, and Member Sim clarified that the motion is to send the Committee-approved draft of the PAC to the attorney for review and feedback.

- 1. ROLL CALL VOTE:

- a. Jessica McCready: No
 - b. Betsy Sues: No
 - c. Nicole Burnard: Aye
 - d. Mandy Sim: Aye
 - e. Karyn Jones: No

- i. **Vote: 2-3. Motion does not carry.**

- vi. Chair Karyn Jones motioned to appoint Jessica McCready as the School Committee Liaison to the LGBTQ+ Parent Advisory Council effective immediately to serve until the Committee's next annual reorganization or until a successor is appointed. Betsy Sues seconded the motion.

- 1. ROLL CALL VOTE:

- a. Nicole Burnard: No
 - b. Mandy Sim: No
 - c. Betsy Sues: Aye
 - d. Jessica McCready: Aye
 - e. Karyn Jones: Aye

- i. **Vote: 3-2. Motion carries.**

- f. FY27 Calendar Review (First of Three Meetings): Member questions and comments on packet materials (mock calendars, memos, absentee data) with preliminary discussion of calendar options and half-day considerations; potential straw vote if needed. The Committee will vote on one mock calendar on 11/3 ahead of the 11/13 Tri-District School Committee meeting

- i. The Committee reviewed the work of the calendar subcommittee. Questions were raised about the inclusion of the second day of Rosh Hashanah. Members also sought clarification on whether the Tri-District Committee is considering all holiday requests and inquired about their timeline for a potential vote.
 - ii. Clarification on what is being voted on and when was asked.
 - iii. Concerns about the survey data was shared.

- g. Appointment of a Sudbury School Committee Liaison to the Parks and Recreation Commission

- i. The Parks and Recreation Department requested that the Sudbury School Committee appoint a liaison for an upcoming fields need assessment.
 - ii. Questions about this being an operational issue vs. a liaison role was discussed.
 - iii. Vice Chair Jessica McCready motioned to appoint Karyn Jones as the Sudbury School Committee liaison to the Parks and Recreation Commission, effective immediately, to serve until the Committee's next annual reorganization or until a successor is appointed. Betsy Sues seconded the motion.

- 1. ROLL CALL VOTE:

- a. Nicole Burnard: No

- b. Mandy Sim: Aye
- c. Jessica McCready: Aye
- d. Betsy Sues: Aye
- e. Karyn Jones: Aye
- i. **Vote: 4-1. Motion carries.**

6. Liaison and Subcommittee Reports

- a. Updates from a recent Select Board meeting included the DEI Commission's request for clarity on its role with the Sudbury School Committee and other town departments. In addition, there was discussion about vocational education, specifically how the town would fund reintroducing Sudbury back into the program.

7. Adjournment

- a. Vice Chair Jessica McCready motioned to adjourn the October 6th School Committee Meeting at 10:19 p.m. Betsy Sues seconded the motion.
 - i. ROLL CALL VOTE:
 - 1. Nicole Burnard: Aye
 - 2. Mandy Sim: Aye
 - 3. Betsy Sues: Aye
 - 4. Jessica McCready: Aye
 - 5. Karyn Jones: Aye
 - a. **Vote: 5-0. Motion carries.**

Respectfully Submitted,
 Julie Williams
 Executive Assistant to the Superintendent

Documents Reviewed During the October 6, 2025 School Committee Meeting

- 1. Summer Learning Programs 2025
- 2. 081825_Sudbury School Committee Minutes_DRAFT
- 3. 2-DRAFT Community Budget Letter
- 4. 1-BGB - POLICY ADOPTION
- 5. 2 - Policy Subcommittee Memo - FA Facilities Development Goals.docx
- 6. 3-Current SPS Policy - FA Facility Development Goals
- 7. 4-DRAFT -FA Facilities Development Goals with Redlines
- 8. 5-DRAFT -FA Facilities Development Goals without RedLines
- 9. 1-Dec19EmailFacilities Department MOA
- 10. 2-Dec19MOAAgreedUponEdits
- 11. 3-Jan31EmailFacilities Department MOA
- 12. 4-Jan31MOAAgreedUponEdits
- 13. 5-Current MOA
- 14. 6-01312025Redlined Changes w_ Current MOA
- 15. 7-MOA Edit Summary_Currentv01312025vs
- 16. 09082025AgendaPacket_PAC
- 17. 1-SPS Calendar Review Timeline_Aproved09222025
- 18. 2-Policy IC-ICA - School Year School Calendar
- 19. 3-Policy IMD - School Ceremonies and Observances

20. 4-Policy JBB - Educational Equity
21. 5-SPS Memos - Calendar Review .docx
22. 6-25-26 SPS Current Calendar
23. 6-25-26 StateFederal DRAFT
24. 7-25-26 Additional Holidays DRAFT
25. 8-26-27 SPS Current Calendar DRAFT
26. 9-26-27 StateFederal DRAFT
27. 10-26-27 Additional Holidays DRAFT
28. 11-27-28 SPS Current Calendar DRAFT
29. 12-27-28 StateFederal DRAFT
30. 13-27-28 Additional Holidays DRAFT
31. 14-Community Requested Holidays_10062025
32. 14-SPS Absentee Data
33. sudbury.k12.ma.us Mail - [school_committee] Park and Recreation Commission Liaison to the SPSC
34. 1-2025–2026 Policies and Procedures Tasked to the Policy Subcommittee.xlsx - Sheet1
35. 2-SEPAC October Events

Sudbury School Committee
Meeting Minutes - DRAFT
October 23, 2025

Members Present:

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

Also Present:

Brad Crozier, Superintendent
Annette Doyle, Assistant Superintendent
Sandra Duran, Combined Facilities Director
Drew Kelsey, SEA Representative
Don Sawyer, Director of Business and Human Resources

Open Executive Session

Chair Karyn Jones opened the executive session at 6:30 p.m.

Chair Karyn Jones made a motion to convene in executive session and will return to open session pursuant to Massachusetts General Laws chapter 30A section 21(a) for the following purposes. Purpose 1 to discuss complaints brought against a public officer, employee, or staff member or individual (OML Complaint - R. Sax, 10/16/2025), purpose 3 to discuss strategy with respect to and in preparation for collective bargaining with the Sudbury Nurses' Association, the Sudbury Education Association, the Education Support Professionals Association, and Custodians (Units A, B and C) because an open discussion may have a detrimental effect on the bargaining position of the Committee and purpose 7 to review and approve minutes from the Sudbury School Committee executive session meeting of October 6, 2025. Mandy Sim seconded the motion.

ROLL CALL VOTE:

Jessica McCready: Aye
Mandy Sim: Aye
Nicole Burnard: Aye
Betsy Sues: Aye
Karyn Jones: Aye

Vote: 5-0 Motion carries.

Vice Chair Jessica McCready confirmed that the Sudbury School Committee will be entering into executive session and will return to open session pursuant to Massachusetts General Laws chapter 30A section 21(a) for the following purposes. Purpose 1 to discuss complaints brought against a public officer, employee, or staff member or individual (OML Complaint - R. Sax, 10/16/2025), purpose 3 to discuss strategy with respect to and in preparation for collective bargaining with the Sudbury Nurses' Association, the Sudbury Education Association, the Education Support Professionals Association, and Custodians (Units A, B and C) because an open

discussion may have a detrimental effect on the bargaining position of the Committee and purpose 7 to review and approve minutes from the Sudbury School Committee executive session meeting of October 6, 2025.

Open Regular Session

Chair Karyn Jones noted that the Committee has returned from Executive Session at 7:00 p.m. and the Regular Session will now begin.

1. Public Comment

- a. Vidya Parwani, a Sudbury resident, thanked the Committee for their dedication to students and for listening to community concerns. She also expressed appreciation for rescheduling the meeting so it would not fall on the Diwali holiday.
- b. Safa Khan, Sudbury resident, thanked the Committee for their efforts in supporting Sudbury students.

2. Special Matters

- a. 2026-2026 School Committee Goal: Review SPS Capital Plan
 - i. Ms. Duran provided the Committee with a review of Capital Projects and the fiscal years for when the work is projected to be completed.
 - ii. Discussion continued and focused on inflation rate concerns and cost per fiscal year, the average amounts other towns are spending on similar needs, the timeline for identifying priorities and how that should be communicated, who is responsible for setting those priorities, what other projects might fall under MSBA consideration, and how often building condition assessments are conducted.
 - iii. Small Capital Projects were then reviewed.
 - iv. The next step will be to draft articles for the Annual Town Meeting.
 - v. Chair Karyn Jones motions to authorize the Superintendent and Combined Facilities Director to prepare drafts for the annual town meeting articles. Nicole Burnard seconded the motion.
 1. ROLL CALL VOTE:
 - a. Jessica McCready: Aye
 - b. Mandy Sim: Aye
 - c. Betsy Sues: Aye
 - d. Karyn Jones: Aye
 - e. Nicole Burnard: Aye
 - i. **Vote: 5-0. Motion carries.**

3. Educational and Operational Matters

- a. SEA Report (Drew Kelsey)
 - i. Mr. Kelsey talked about the importance of keeping class sizes manageable and special education caseloads smaller, noting that both help support better student outcomes, more equity, and can reduce the need for future interventions. He also shared that smaller special ed workloads make it easier for staff to use data effectively and collaborate, which is important for meeting students' IEP goals.
- b. District Reports
 - i. Director of Business and Human Resources' Report

1. The state has launched a formal review of school transportation procurement which has been advocated for by the School Committee with a goal of finding ways to reduce costs and improve efficiency. A survey of districts transportation practices will be shared and Mr. Sawyer confirmed that Sudbury will participate in the survey.
 - ii. Assistant Superintendent's Report
 1. An update on recent professional development included EL coaching and grade level meetings focused on improving report card indicators.
 2. 8th grade students successfully exceeded last year's total in their DC Pie Fundraiser.
 - iii. Superintendent's Report
 1. NESDEC Enrollment Projections
 - a. Superintendent Crozier shared how the district uses the NESDEC projections for planning both class sizes and staffing.
 - b. Questions from the Committee surrounded spacing, if additional classes are necessary, capacity at Haynes School and how predictive NESDEC projections have been in the past.
4. Consent Calendar
- a. CASE Q1 Report - Accept Q1 Report as presented.
 - b. ACCEPT Q1 Report - Accept Q1 Report as presented.
 - c. Policy Adoption - BGB Step 3, Action: Adopt FA (Facilities Development Goals), Effective Immediately
 - d. Donation - Accept donation from the Loring PTO for new bike racks at Israel Loring Elementary School; approve the accompanying letter of appreciation from the School Committee
 - e. Advisory Council Appointment - Appoint Betsy Grams as the administrative liaison to the LGBTQ+ Parent Advisory Council, as selected by the Superintendent
 - i. The Commonwealth of Massachusetts Commission on LGBTQ Youth Acknowledgement for Establishment of LGBTQ+ Parent Advisory Council
 - f. Guidance to SPS MASC Delegate on which presentations the School Committee would like updates from the MASC Annual Conference (November 13, 2025)
 - g. Monthly Accounts Payable and Payroll Warrant Submissions
 - h. Meeting Minutes (09/08/25 and 09/22/25)
 - i. Vice Chair Jessica McCready thanked Betsy Grams for joining the LGBTQ+ PAC and shared that the Committee has been commended for their work on supporting the LGBTQ+ community.
 - ii. Vice Chair Jessica McCready motioned to approve the consent calendar as presented. Mandy Sim seconded the motion.
 - iii. A question was asked about the cost of the SPS administrative liaison and where that funding would come from.
 1. ROLL CALL VOTE:
 - a. Betsy Sues: Aye
 - b. Mandy Sim: Aye
 - c. Nicole Burnard: No

- d. Jessica McCready: Aye
- e. Karyn Jones: Aye
- i. **Vote: 4-1. Motion carries.**

5. New Business and Policy Matters

- a. Policy IMDA (Accommodations for Religious and Cultural Observances) - Continue the work initiated by the SPS members of the Tri-District Calendar Review Subcommittee; possible vote to recommend advancing to the formal policy adoption process as outlined in Policy BGB
 - i. Betsy Sues shared the background on the recommended policy changes, which aim to provide stronger accommodations for cultural or religious observances that may not be observed.
 - ii. Questions came up about the definition of broadly observed holidays and the process for handling one-time events.
 - iii. Recommended edits were suggested and agreed upon.
 - iv. Vice Chair Jessica McCready moved to approve the revised draft of Policy IMDA, Accommodations for Religious and Cultural Observances, as presented and discussed, and to initiate the formal policy adoption process as outlined in Policy BGB. Mandy Sim seconded the motion.
 - 1. ROLL CALL VOTE:
 - a. Mandy Sim: Aye
 - b. Betsy Sues: Aye
 - c. Nicole Burnard: Aye
 - d. Jessica McCready: Aye
 - e. Karyn Jones: Aye
 - i. **Vote: 5-0. Motion carries.**
- b. LGBTQ+ Parent Advisory Council: Review and Approval of Appointment Process of Members, Draft Email Communication and Membership Application Form
 - i. Vice Chair McCready reviewed a proposed letter, email and application form with the Committee.
 - ii. Edits were recommended, discussed and approved.
 - iii. Vice Chair Jessica McCready motioned to approve the appointment process, draft email communication and membership application form for the LGBTQ+ Parent Advisory Council as amended because there was a typo in the word Ephraim. Betsy Sues seconded the motion.
 - 1. ROLL CALL VOTE:
 - a. Betsy Sues: Aye
 - b. Mandy Sim: Aye
 - c. Nicole Burnard: No
 - d. Jessica McCready: Aye
 - e. Karyn Jones: Aye
 - i. **Vote: 4-1. Motion carries.**
- c. Review and Planning: After-School Care RFP process, past Sudbury Public Schools RFP, RFPs from other districts, statutory requirements, evaluation team composition, and preliminary discussion on scope and evaluation criteria for future RFP

- i. Mr. Sawyer provided the Committee with an overview of how past years RFP processes have gone. SED is the current provider until FY27.
 - ii. Questions from the Committee focused on whether PK students can be included in an after-school program, whether there is a plan to determine the process for accepting students with disabilities, whether a single provider must cover all schools, which rooms would be used for enrichment, and who evaluates the proposals. Additional discussion centered on how the proposal should be developed. This item will be brought back on a future agenda for continued discussion.
 - d. November Sudbury School Committee Listening Session: Reconsider September 22, 2025 vote regarding participant registration in light of new information about location requirements at the Sudbury Police Station; possible discussion on the session format (in person, remote, or hybrid) and any needed change of location or date, and School Committee member participation
 - i. Due to a shift in locations for the in person listening session, the date needs to be changed to accommodate the new location. The Committee is in support of moving the date to November 6th.
 - ii. Vice Chair Jessica McCready motioned to change the date and location of the listening session. Mandy Sim seconded the motion.
 - 1. ROLL CALL VOTE:
 - a. Nicole Burnard: Aye
 - b. Betsy Sims: Aye
 - c. Mandy Sim: Aye
 - d. Jessica McCready: Aye
 - e. Karyn Jones: Aye
 - i. **Vote: 5-0. Motion carries.**
 - e. FY27 Calendar Review (Second of Three Meetings): Review of supporting materials, including Constitutional and Legal Considerations for Religious Holiday Recognition, relevant SPS policies, faith leader presentations, Student Services memo, listening session feedback, mock rotational calendar, and financial considerations. The Committee will vote on a single mock Calendar at the November 3 meeting in advance of the November 13 Tri-District School Committee meeting. No official vote on what will be the FY27 school calendar will happen until the Tri-District School Committee meeting or meeting(s) thereafter.
 - i. The Committee thanked the SPS Calendar Subcommittee for their hard work and noted that the information they shared has been helpful in guiding their decision-making.
6. Future Agenda Items
- a. A request to formally discuss a Jewish PAC was asked.
 - b. A review of Operating Protocols was suggested.
7. Adjournment
- a. Vice Chair Jessica McCready motioned to adjourn the October 23rd meeting at 10:35 p.m. Nicole Burnard seconded the motion.

- i. ROLL CALL VOTE:
 1. Betsy Sues: Aye
 2. Jessica McCready: Aye
 3. Mandy Sim: Aye
 4. Nicole Burnard: Aye
 5. Karyn Jones: Aye
 - a. **Vote: 5-0. Motion carries.**

Respectfully Submitted,
 Julie Williams
 Executive Assistant to the Superintendent

Documents Reviewed During the October 23, 2025 School Committee Meeting

1. 1- 2025-2026SchoolCommitteeGoals - Capital Planning
2. FY27 CIP Small Cap Presentation to School Committee 10.23.2025
3. SPS SC Presentation 15 Year Capital Plan (1)
4. Sudbury_Nixon_SD TPB_10.17.25.xlsx
5. Sudbury_Haynes_SD TPB_10.17.25.xlsx
6. Town of Sudbury - Elementary Roof Projects.docx
7. 25SudburyMA
8. 25SudburyMA SBS
9. CASE General Update 10.10.2025
10. BoD Update 9.30.25.docx
11. 4.c-1 BGB - POLICY ADOPTION
12. 4.c-2 Current Policy FA (Facilities Development Goals).pdf
13. 4.c-3 Redlined DRAFT Policy FA (Facilities Development Goals) for Adoption
14. 4.c-4 DRAFT Policy FA (Facilities Development Goals) for Adoption w_o Redlines
15. 4.d-1 Loring PTO Bike Rack Donation Request - October 1, 2025
16. 4.d-2 Thank You Letter to Loring PTO from the School Committee
17. Sudbury Commendation
18. 4.f-1 School Committee Learning Priorities for MASC Conference - Google Forms
19. 4.f-2 School Committee Learning Priorities for MASC Conference (Responses) - Google Sheets
20. SC Meeting Warrant Summary - 101525
21. 090825_Sudbury School Committee Minutes_DRAFT
22. 092225-Sudbury School Committee Minutes_DRAFT
23. SPS POLICY IMDA - REDLINE DRAFT 10.13.25.docx
24. 1-Process for Appointment of Members to the LGBTQ+ Parent Advisory Council
25. 2 - DRAFT Email 1_ Subject_ Join the Newly Established LGBTQ+ Parent Advisory Council
26. 3- DRAFT PAC Membership Form
27. 4- WPS to Launch LGBTQIA+ Family Advisory Council _ School Community Email
28. 5- WPS LGBTQ PAC Membership Inquiry Form Linked in Outreach Email
29. 1-Overview RFP Proposals in Agenda Packet.docx
30. 2-RFP_Facilities Lease_211117 2a-RFP_Facilities Lease_Questions and Responses_211213
31. 3-Beverly - After School Child Care RFP
32. 4-Maynard B&A Care RFP
33. 5-Weymouth Before-After School Care RFP

34. 6-Wayland_rfp_for_extended_day_enrichment-2
35. 7-02072022 Agenda Packet_Review After School Care RFP and Recommendations
36. 1- SPS Calendar Review Timeline_Aproved09222025
37. 2- SPS_Church_and_State_Considerations_Memo.docx
38. 3-Policy IC-ICA - School Year School Calendar
39. 4-Policy IMD - School Ceremonies and Observances
40. 5-Policy JBB - Educational Equity
41. 6-SPS Calendar_Financial_Considerations_Memo.docx
42. 7-Mock Calendars Comparison Summary
43. 8-Wellesley Public Schools_Rotational Calendar
44. 9-2025-2026 Rotating Calendar DRAFT
45. 10--2026-2027 Rotating Calendar DRAFT
46. 11-2027-2028 Rotating Calendar DRAFT
47. 12-Tri-District Subcommittee Listening Session Summary
48. 13-SPS_Faith_Leader_Memo 10.19.25.docx
49. Statement on impacts on students with disabilities
50. 2025-2026 SC Agenda Setting & Materials - Rolling Agenda (2)

**Sudbury Public Schools
School Committee Meeting**

Date: November 24, 2025

Agenda Item: 4a

Determination around No School and Half-Days in regards to Cultural and Religious Observances as Guidance to the Superintendent in Development of the FY27 School Calendar

Recommendation:

Move to direct the Superintendent to prepare a draft FY27 calendar that reflects the Committee's preferred approach to cultural and religious observances, identified as OPTION #, for future review and adoption.

- **Option 1:** Federal and state holidays only
- **Option 2:** Federal and state holidays, Rosh Hashanah, Yom Kippur, and Good Friday
- **Option 3:** Federal and state holidays, Rosh Hashanah, Yom Kippur, Good Friday, Eid al-Fitr, Eid al-Adha, Diwali, and Lunar New Year
- **Option 4:** Other configuration as determined through discussion

Background Information:

Attachments:

- 1-Policy JBB - Educational Equity
- 2- Policy IC-ICA - School Year School Calendar
- 3-Trends_Religious and Cultural Observations by County and District
- 4-RAW DATA_Religious and Cultural Observations by County and District
- 5-Calendar Survey (1)

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

File: JBB - EDUCATIONAL EQUITY

The School Committee's goal is to strive to address the needs of every student in each of our schools, subject to budgetary, space, and other limitations.

Educational equity for the purpose of this policy is defined as providing all students, as reasonably practical, the high quality instruction and support they need to reach and exceed a common standard.

To achieve educational equity the district will commit to:

1. Systematically, when appropriate, use district wide and individual school level data, disaggregated by race/ethnicity, gender/gender identity, national origin, language, special education, socioeconomic status and mobility to inform district decision making.
2. Raise the achievement of all students.
3. Prepare all students to succeed in a diverse local, national, and global community.

In order to reach the goal of educational equity, for each and every student, the District shall:

1. Provide every student with access to high quality curriculum, support, and other educational resources.
2. Seek to promote educational equity as a priority in professional development and educator evaluation.
3. Endeavor to create schools with a welcoming and inclusive culture and environment.
4. Provide multiple pathways to success in order to meet the needs of the diverse student body and actively encourage, support and expect high academic achievement for each student.

The Superintendent shall include equity practices in the district's strategic plan and goal strategies to implement this policy. The Superintendent, upon request, will periodically report to the Committee the progress of the implementation of this policy.

SOURCE: MASC - Updated 2021

Approved by Sudbury School Committee: October 2, 2023

File: IC/ICA - SCHOOL YEAR/SCHOOL CALENDAR

The school calendar for the ensuing year will be prepared by the Superintendent and submitted to the School Committee for approval annually. The number of days or instructional hours scheduled for the school year will be determined in accordance with the following standards set by the Massachusetts Board of Elementary and Secondary Education:

1. The School Committee shall schedule a school year which includes at least 185 school days for each school in the District.
2. Elementary school will operate for a minimum of 180 days. Schools shall ensure that every elementary school student is scheduled to receive a minimum of 900 hours per school year of structured learning time, as defined in regulation. Time which a student spends at school breakfast and lunch, passing between classes, in homeroom, at recess, in non-directed study periods, receiving school services, and participating in optional school programs shall not count toward meeting the minimum structured learning time requirement for that student.
3. Secondary schools will operate for a minimum of 180 days. Schools shall ensure that every secondary school student is scheduled to receive a minimum of 990 hours per school year of structured learning time, as defined in regulation. Time which a student spends at school breakfast and lunch, passing between classes, in homeroom, at recess, in non-directed study periods, receiving school services, and participating in optional school programs shall not count toward meeting the minimum structured learning time requirement for that student.

For the information of staff, students, and parents/guardians, the calendar will set forth the days schools will be in session; holidays and vacation periods; in service days; and parent conferences.

SOURCE: MASC April 2019

LEGAL REFS: M.G.L. 4:7; 69:1G; 71:1; 71:4; 71:4A; 71:73; 136:12
603 CMR 27.00

NOTE: When a policy covers two topics that appear consecutively in the classification system, the codes and headings can be combined, as shown at the top of this page.

The category "School Year" is designed for policies about the year for students, rather than the working year for teachers and staff members.

Religious and Cultural Observations by County and District

Please note all Districts have Friday after Thanksgiving, Christmas Eve, and New Year's Eve as NO SCHOOL DAYS.					
Middlesex County (51)	Suffolk (4)	Norfolk (28)	Plymouth (27)	Essex (29)	Worcester (40)
Federal & State					
Ayer-Shirley Regional	Winthrop	Bellingham	Abington	Amesbury	Auburn
Bedford		Norwood	Brockton	Andover	Fitchburg
Belmont		Randolph	Marion	Beverly	Gardner
Billerica		Stoughton	Old Rochester	Boxford	Grafton
Burlington		Wrentham	Mattapoissett	Danvers	Leominster
Carlisle		King Phillip	Middleborough	Georgetown	Lunenburg
Chelmsford			Norwell	Glouster	Millbury
Concord			Rochester	Ipswich	Oxford
Concord-Charlisle				Middleton	Petersham
Marlborough				North Andover	Shrewsbury
Maynard				Rockport	West Boylston
Nashoba				Salem	Winchendon
Reading				Saugus	Ashburnham-Westminister
Stoneham				Hamilton-Wenham	Athol-Royalston
Tyngsborough				Manchester-Essex	Berlin-Boylston
Wakefield				Masconomet Regional	Dudley-Charlton
Winchester				Pentucket	Quabbin Regional
				Topsfield	Quaboag Regional
					Wachusett Regional
Federal & State PLUS Good Friday (Full or Half Day)					
Dracut	Boston	Braintree	Carver	Haverhill	Clinton
Everett	Chelsea	Cohasset	Duxbury	Lawrence	Douglas
Groton-Dunstable	Revere	Foxboro	East Bridgewater	Methuen	Harvard
Hudson		Holbrook	Halifax	Nahant	Hopedale
Littleton		Millis	Hanover	Newburyport	Leicester
Lowell		Norfolk	Hingham	Swampscott	North Brookfield
Malden		Plainville	Hull		Southbridge
Melrose		Quincy	Kingston		Sturbridge
North Middlesex		Walpole	Marshfield		Uxbridge
North Reading		Weymouth	Pembroke		Webster
Somerville			Plymouth		Blackstone-Milville
Tewksbury			Plympton		Mendon-Upton
Watertown			Silver Lake Regional		Narragansett
Wilmington			Rockland		Spencer-East Brookfield
Woburn			Scituate		Worcester
			Wareham		
			West Bridgewater		
			Freetown & Lakeville		
			Whitman-Hanson Regional		
Federal & State, Good Friday, Yom Kippur					
		Milton			
Federal & State, Good Friday, Yom Kippur, Rosh Hashanah					
Arlington		Canton		Lynn	Brookfield
Dover-Sherborn Regional		Dedham		Lynnfield	Milford
Sudbury		Dover		Peabody	
Lincoln		Franklin		Swampscott	
Lincoln-Sudbury Regional		Medfield			
Newton (26-27 calendar)		Needham			
Sherborn		Sharon			
Waltham		Westwood			
Weston					
Federal & State, Good Friday, Yom Kippur, Rosh Hashanah (Two Days)					
				Marblehead	
Federal & State, Good Friday, Yom Kippur, Eid-ul-Fitr					
Cambridge					

11/17/2025 17:51:13

2

Religious and Cultural Observations by County and District

School District	County	Grades	Federal/State	New Years Eve	Christmas Eve	Friday after Thanksgh	Good Friday Full Day	Half Day Good Friday	Yom Kippur	Rosh Hashanah	Diwali	Eid-ul-Fitr	Eid-ul-Adha	Lunar New Year
Hingham	Plymouth	PK-12	1	1	1	1	1	0	0	0	0	0	0	0
Barnstable	Barnstable	PK-12	1											
Bourne	Barnstable	PK-12	1											
Brewster	Barnstable	PK-5	1											
Eastham	Barnstable	PK-5	1											
Falmouth	Barnstable	PK-12	1											
Mashpee	Barnstable	PK-12	1											
Orleans	Barnstable	K-5	1											
Provincetown	Barnstable	PK-8	1											
Sandwich	Barnstable	PK-12	1											
Truro	Barnstable	PK-6	1											
Wellfleet	Barnstable	K-5	1											
Dennis-Yarmouth	Barnstable	PK-12	1											
Monomy	Barnstable	PK-12	1											
Nauset	Barnstable	6-12	1											
Clarksburg	Berkshire	K-8	1											
Florida	Berkshire	PK-8	1											
Hancock	Berkshire	PK-6	1											
Lee	Berkshire	PK-12	1											
Lenox	Berkshire	PK-12	1											
North Adams	Berkshire		1											
Pittsfield	Berkshire	PK-12	1											
Richmond	Berkshire	PK-8	1											
Savoy	Berkshire	PK-6	1											
Berkshire Hills	Berkshire	PK-12	1											
Farmington River	Berkshire	PK-6	1											
Hoosac Valley	Berkshire	PK-12	1											
Mount Greylock	Berkshire	PK-12	1											
Southern Berkshire	Berkshire	PK-12	1											
Central Berkshire	Berkshire, Hamp	PK-12	1											
Acushnet	Bristol	PK-8	1											
Attleborough	Bristol	PK-12	1											
Berkley	Bristol	PK-8	1											
Dartmouth	Bristol	PK-12	1											
Easton	Bristol	PK-12	1											
Fairhaven	Bristol	PK-12	1											
Fall River	Bristol	PK-12	1											
Mansfield	Bristol	PK-12	1											
New Bedford	Bristol	PK-12	1											
North Attleborough	Bristol	PK-12	1											
Norton	Bristol	PK-12	1											
Seekonk	Bristol	PK-12	1											
Somerset	Bristol	PK-8	1											
Swansea	Bristol	PK-12	1											
Taunton	Bristol	PK-12	1											
Dighton-Rehoboth	Bristol	PK-12	1											
Somerset-Berkley	Bristol	9-12	1											
Bridgewater-Raynham	Bristol, Plymouth	PK-12	1											
Edgartown	Dukes	PK-8	1											
Gosnold	Dukes	PK-7	1											
Oak Bluffs	Dukes	PK-8	1											
Tisbury	Dukes	PK-8	1											
Martha's Vineyard Regional	Dukes	9-12	1											
Up-Island Regional	Dukes	PK-8	1											
Amesbury	Essex	PK-12	1	1	1	1	0	0	0	0	0	0	0	0
Andover	Essex	PK-12	1	1	1	1	0	0	0	0	0	0	0	0
Beverly	Essex	PL-12	1	1	1	1	0	0	0	0	0	0	0	0
Boxford	Essex	PK-6	1	1	1	1	0	0	0	0	0	0	0	0
Danvers	Essex	PK-12	1	1	1	1	0	0	0	0	0	0	0	0
Georgetown	Essex	PK-12	1	1	1	1	0	0	0	0	0	0	0	0
Gloucester	Essex	PK-12	1	1	1	1	0	0	0	0	0	0	0	0

Religious and Cultural Observations by County and District

School District	County	Grades	Federal/State	New Years Eve	Christmas Eve	Friday after Thanksgh	Good Friday Full Day	Half Day Good Frida	Yom Kippur	Rosh Hashanah	Diwali	Eid-ul-Fitr	Eid-ul-Adha	Lunar New Year
Haverhill	Essex	PK-12	1	1	1	1	1	0	0	0	0	0	0	0
Ipswich	Essex	PK-12	1	1	1	1	0	0	0	0	0	0	0	0
Lawrence	Essex	PK-12	1	1	1	1	1	0	0	0	0	0	0	0
Lynn	Essex	PK-12	1	1	1	1	1	0	1	1	0	0	0	0
Lynnfield	Essex	PK-12	1	1	1	1	1	0	1	1	0	0	0	0
Marblehead	Essex	PK-12	1	1	1	1	0	1	1	2	0	0	0	0
Methuen	Essex	PK-12	1	1	1	1	1	0	0	0	0	0	0	0
Middleton	Essex	PK-6	1	1	1	1	0	0	0	0	0	0	0	0
Nahant	Essex	K-6	1	1	1	1	1	0	0	0	0	0	0	0
Newburyport	Essex	PK-12	1	1	1	1	0	1	1	1	1	1	1	1
North Andover	Essex	PK-12	1	1	1	1	0	0	0	0	0	0	0	0
Peabody	Essex	PK-12	1	1	1	1	1	0	1	1	0	0	0	0
Rockport	Essex	PK-12	1	1	1	1	0	0	0	0	0	0	0	0
Salem	Essex	PK-12	1	1	1	1	0	0	0	0	0	0	0	0
Saugus	Essex	PK-12	1	1	1	1	0	0	0	0	0	0	0	0
Swampscott	Essex	PK-12	1	1	1	1	1	0	1	1	0	0	0	0
Topsfield	Essex	PK-6	1	1	1	1	0	0	0	0	0	0	0	0
Hamilton-Wenham	Essex	PK-12	1	1	1	1	0	0	0	0	0	0	0	0
MAnchester-Essex	Essex	9-12	1	1	1	1	0	0	0	0	0	0	0	0
Masconomet Regional	Essex	7-12	1	1	1	1	0	0	0	0	0	0	0	0
Pentucket	Essex	PK-12	1	1	1	1	0	0	0	0	0	0	0	0
Triton REgional	Essex	PK-12	1											
Rowe	Franklin	K-6	1											
Conway	Franklin	PK-6	1											
Deerfield	Franklin	PK-6	1											
Erving	Franklin	PK-6	1											
Greenfield	Franklin	PK-12	1											
Leverett	Franklin	PK-6	1											
Orange	Franklin	PK-6	1											
Shutesbury	Franklin	PK-6	1											
Sunderland	Franklin	PK-6	1											
Whately	Franklin	PK-6	1											
Frontier	Franklin	7-12	1											
Gill-Montague	Franklin	PK-12	1											
Hawlemont	Franklin	PK-6	1											
New Salem-Wendell	Franklin	PK-6	1											
Pioneer Valley	Franklin	PK-12	1											
Amherst-Pelham	Franklin, Hampst	7-12	1											
Mohawk Trail	Franklin, Hamshi	PK-12	1											
Ralph C Mahar	Franklin, Worces	7-12	1											
Agawam	Hampden	PK-12	1											
Brimfield	Hampden	PK-6	1											
Chicopee	Hampden	PK-12	1											
East Longmeadow	Hampden	PK-12	1											
Holland	Hampden	PK-6	1											
Holyoke	Hampden	PK-12	1											
Longmeadow	Hampden	PK-12	1											
Ludlow	Hampden	PK-12	1											
Monson	Hampden	PK-12	1											
Palmer	Hampden	PK-12	1											
Springfield	Hampden	PK-12	1											
Wales	Hampden	PK-6	1											
West Springfield	Hampden	PK-12	1											
Westfield	Hampden	PK-12	1											
Hampden-Wilbraham	Hampden	PK-12	1											
Southwick-Tolland-Granville	Hampden	PK-12	1											
Gateway	Hampden, Hamp	PK-12	1											
Tantasqua Regional School District	Hampden, Worce	7-12	1											
Amherst	Hampshire	PK-6	1											
Belchertown	Hampshire	PK-12	1											

Religious and Cultural Observations by County and District

School District	County	Grades	Federal/State	New Years Eve	Christmas Eve	Friday after Thanksgh	Good Friday Full Day	Half Day Good Friday	Yom Kippur	Rosh Hashanah	Diwali	Eid-ul-Fitr	Eid-ul-Adha	Lunar New Year
Easthampton	Hampshire	PK-12	1											
Granby	Hampshire	PK-12	1											
Hadley	Hampshire	PK-12	1											
Hatfield	Hampshire	PK-12	1											
Northampton	Hampshire	PK-12	1											
Pelham	Hampshire	K-6	1											
South Hadley	Hampshire	PK-12	1											
Ware	Hampshire	PK-12	1											
Westhampton	Hampshire	PK-6	1											
Williamsburg	Hampshire	PK-6	1											
Worthington	Hampshire	PK-6	1											
Chesterfield-Goshen	Hampshire	PK-6	1											
Hampshire	Hampshire	7-12	1											
Southampton	Hampshire	PK-6	1											
Arlington	Middlesex	PK-12	1	1	1	1	1	0	1	1	0	0	0	0
Ashland	Middlesex	PK-12	1	1	1	1	1	0	1	1	1	1	0	0
Bedford	Middlesex	PK-12	1	1	1	1	0	0	0	0	0	0	0	0
Belmont	Middlesex	PK-12	1	1	1	1	0	0	0	0	0	0	0	0
Billerica	Middlesex	PK-12	1	1	1	1	0	0	0	0	0	0	0	0
Burlington	Middlesex	PK-12	1	1	1	1	0	0	0	0	0	0	0	0
Cambridge	Middlesex	PK-12	1	1	1	1	1	0	1	0	0	1	0	0
Carlisle	Middlesex	PK-8	1	1	1	1	0	0	0	0	0	0	0	0
Chelmsford	Middlesex	PK-12	1	1	1	1	0	0	0	0	0	0	0	0
Concord	Middlesex	PK-8	1	1	1	1	0	0	0	0	0	0	0	0
Dracut	Middlesex	PK-12	1	1	1	1	1	0	0	0	0	0	0	0
Everett	Middlesex	PK-12	1	1	1	1	1	0	0	0	0	0	0	0
Framingham	Middlesex	PK-12	1	1	1	1	1	0	1	1	0	1	0	0
Holliston	Middlesex	PK-12	1	1	1	1	1	0	1	1	1	1	0	0
Hopkinton (Calendar Under Review)	Middlesex	PK-12	1	1	1	1	1	0	1	1	1	1	0	0
Hudson	Middlesex	PK-12	1	1	1	1	1	0	0	0	0	0	0	0
Lexington	Middlesex	PK-12	1	1	1	1	0	1	1	1	1	1	0	1
Lincoln	Middlesex	PK-8	1	1	1	1	0	1	1	1	0	0	0	0
Littleton	Middlesex	PK-12	1	1	1	1	0	1	0	0	0	0	0	0
Lowell	Middlesex	PK-12	1	1	1	1	1	0	0	0	0	0	0	0
Malden	Middlesex	PK-12	1	1	1	1	0	1	0	0	0	0	0	0
Marlborough	Middlesex	PK-12	1	1	1	1	0	0	0	0	0	0	0	0
Maynard	Middlesex	PK-12	1	1	1	1	0	0	0	0	0	0	0	0
Medford	Middlesex	PK-12	1	1	1	1	0	1	0	0	0	0	0	0
Natick	Middlesex	PK-12	1	1	1	1	1	0	1	1	1	1	0	0
Newton	Middlesex	PK-12	1	1	1	1	1	0	1	1	0	0	0	0
North Reading	Middlesex	PK-12	1	1	1	1	0	1	0	0	0	0	0	0
Reading	Middlesex	PK-12	1	1	1	1	0	0	0	0	0	0	0	0
Sherborn	Middlesex	PK-5	1	1	1	1	1	0	0	0	0	0	0	0
Somerville	Middlesex	PK-12	1	1	1	1	1	0	0	0	0	0	0	0
Stoneham	Middlesex	PK-12	1	1	1	1	0	0	0	0	0	0	0	0
Sudbury	Middlesex	PK-8	1	1	1	1	1	0	1	1	0	0	0	0
Tewksbury	Middlesex	PK-12	1	1	1	1	1	0	0	0	0	0	0	0
Tyngsborough	Middlesex	PK-12	1	1	1	1	0	0	0	0	0	0	0	0
Wakefield	Middlesex	PK-12	1	1	1	1	0	0	0	0	0	0	0	0
Waltham	Middlesex	PK-12	1	1	1	1	1	0	1	1	0	0	0	0
Watertown	Middlesex	PK-12	1	1	1	1	0	1	0	0	0	0	0	0
Wayland	Middlesex	PK-12	1	1	1	1	1	0	1	1	0	0	0	1
Westford	Middlesex	PK-12	1	1	1	1	0	1	1	0	1	1	0	0
Weston	Middlesex	PK-12	1	1	1	1	1	0	1	1	0	0	0	0
Wilmington	Middlesex	PK-12	1	1	1	1	1	0	0	0	0	0	0	0
Winchester	Middlesex	PK-12	1	1	1	1	0	0	0	0	0	0	0	0
Woburn	Middlesex	PK-12	1	1	1	1	1	0	0	0	0	0	0	0
Acton-Boxboro	Middlesex	PK-12	1	1	1	1	1	0	1	1	1	1	0	1
Ayer-Shirely	Middlesex	PK-12	1	1	1	1	0	0	0	0	0	0	0	0
Concord-Carlisle	Middlesex	9-12	1	1	1	1	0		0	0	0	0	0	0

Religious and Cultural Observations by County and District

School District	County	Grades	Federal/State	New Years Eve	Christmas Eve	Friday after Thanks	g'n Good Friday	Full Day	Half Day Good Friday	Yom Kippur	Rosh Hashanah	Diwali	Eid-ul-Fitr	Eid-ul-Adha	Lunar New Year
Groton-Dunstable	Middlesex	PK-12	1	1	1	1	1	0	1	0	0	0	0	0	0
Lincoln-Sudbury	Middlesex	9-12	1	1	1	1	1	1	0	1	1	0	0	0	0
North Middlesex	Middlesex	PK-12	1	1	1	1	1	0	0	0	0	0	0	0	0
Dover-Sherborn	Middlesex, Norfo	6-12	1	1	1	1	1	1	0	1	1	0	0	0	0
Nashoba	Middlesex, Worci	PK-12	1	1	1	1	1	0	0	0	0	0	0	0	0
Nantucket	Nantucket	PK-12	1												
Avon	Norfolk	PK-12	1	1	1	1	1	1	0	1	1	1	0	0	0
BEllingham	Norfolk	PK-12	1	1	1	1	1	0	0	0	0	0	0	0	0
Braintree	Norfolk	PK-12	1	1	1	1	1	1	0	0	0	0	0	0	0
Brookline	Norfolk	PK-12	1	1	1	1	1	1	0	1	1	0	1	0	1
Canton	Norfolk	PK-12	1	1	1	1	1	1	0	1	1	0	0	0	0
Cohasset	Norfolk	PK-12	1	1	1	1	1	0	1	0	0	0	0	0	0
Dedham	Norfolk	PK-12	1	1	1	1	1	1	0	1	1	0	0	0	0
Dover	Norfolk	PK-5	1	1	1	1	1	1	0	0	1	0	0	0	0
Foxborough	Norfolk	PK-12	1	1	1	1	1	0	1	0	0	0	0	0	0
Franklin	Norfolk	PK-12	1	1	1	1	1	1	0	1	1	0	0	0	0
Holbrook	Norfolk	PK-12	1	1	1	1	1	1	0	0	0	0	0	0	0
Medfield	Norfolk	PK-12	1	1	1	1	1	1	0	1	1	0	0	0	0
Medway	Norfolk	PK-12	1	1	1	1	1	1	0	1	1	0	0	0	0
Millis	Norfolk	PK-12	1	1	1	1	1	0	1	0	0	0	0	0	0
Milton	Norfolk	PK-12	1	1	1	1	1	1	0	1	0	0	0	0	0
Needham	Norfolk	PK-12	1	1	1	1	1	1	0	1	1	0	0	0	0
Norfolk	Norfolk	PK-6	1	1	1	1	1	1	0	0	0	0	0	0	0
Norwood	Norfolk	PK-12	1	1	1	1	1	0	0	0	0	0	0	0	0
Plainville	Norfolk	PK-6	1	1	1	1	1	1	0	0	0	0	0	0	0
Quincy	Norfolk	PK-12	1	1	1	1	1	1	0	0	0	0	0	0	0
Randolph	Norfolk	PK-12	1	1	1	1	1	0	0	0	0	0	0	0	0
Sharon	Norfolk	PK-12	1	1	1	1	1	1	0	1	1	0	1	0	0
Stoughton	Norfolk	PK-12	1	1	1	1	1	0	0	0	0	0	0	0	0
Walpole	Norfolk	PK-12	1	1	1	1	1	1	0	0	0	0	0	0	0
Wellesley (Rotational)	Norfolk	PK-12	1	1	1	1	1	1	0	1	1	0	1	0	0
Westwood	Norfolk	PK-12	1	1	1	1	1	1	0	1	1	0	0	0	0
Weymouth	Norfolk	PK-12	1	1	1	1	1	1	0	0	0	0	0	0	0
Wrentham	Norfolk	PK-6	1	1	1	1	1	0	0	0	0	0	0	0	0
King Phillip	Norfolk	7-12	1	1	1	1	1	0	0	0	0	0	0	0	0
Abington	Plymouth	PK-12	1	1	1	1	1	0	0	0	0	0	0	0	0
Brockton	Plymouth	PK-12	1	1	1	1	1	0	0	0	0	0	0	0	0
Carver	Plymouth	PK-12	1	1	1	1	1	1	0	0	0	0	0	0	0
Duxbury	Plymouth	PK-12	1	1	1	1	1	1	0	0	0	0	0	0	0
East Bridgewater	Plymouth	PK-12	1	1	1	1	1	1	0	0	0	0	0	0	0
Halifax	Plymouth	K-6	1	1	1	1	1	1	0	0	0	0	0	0	0
Hanover	Plymouth	PK-12	1	1	1	1	1	1	0	0	0	0	0	0	0
Hingham	Plymouth	PK-12	1	1	1	1	1	1	0	0	0	0	0	0	0
Hull	Plymouth	PK-12	1	1	1	1	1	1	0	0	0	0	0	0	0
Kingston	Plymouth	K-6	1	1	1	1	1	1	0	0	0	0	0	0	0
Marion	Plymouth	PK-6	1	1	1	1	1	0	0	0	0	0	0	0	0
Marshfield	Plymouth	PK-12	1	1	1	1	1	1	0	0	0	0	0	0	0
Mattapoisett	Plymouth	PK-6	1	1	1	1	1	0	0	0	0	0	0	0	0
Middleborough	Plymouth	PK-12	1	1	1	1	1	0	0	0	0	0	0	0	0
Norwell	Plymouth	PK-12	1	1	1	1	1	1	0	0	0	0	0	0	0
Pembroke	Plymouth	PK-12	1	1	1	1	1	1	0	0	0	0	0	0	0
Plymouth	Plymouth	PK-12	1	1	1	1	1	1	0	0	0	0	0	0	0
Plympton	Plymouth	K-6	1	1	1	1	1	1	0	0	0	0	0	0	0
Rochester	Plymouth	PK-6	1	1	1	1	1	0	0	0	0	0	0	0	0
Rockland	Plymouth	PK-12	1	1	1	1	1	1	0	0	0	0	0	0	0
Scituate	Plymouth	PK-12	1	1	1	1	1	1	0	0	0	0	0	0	0
Wareham	Plymouth	PK-12	1	1	1	1	1	1	0	0	0	0	0	0	0
West Bridgewater	Plymouth	PK-12	1	1	1	1	1	1	0	0	0	0	0	0	0
Freetown & Lakeville	Plymouth	PK-12	1	1	1	1	1	1	0	0	0	0	0	0	0
Old Rochester	Plymouth	PK-12	1	1	1	1	1	0	0	0	0	0	0	0	0

Religious and Cultural Observations by County and District

School District	County	Grades	Federal/State	New Years Eve	Christmas Eve	Friday after Thanksgh	Good Friday Full Day	Half Day Good Friday	Yom Kippur	Rosh Hashanah	Diwali	Eid-ul-Fitr	Eid-ul-Adha	Lunar New Year
Silver Lake Regional	Plymouth	PK, 7-12	1	1	1	1	1	0	0	0	0	0	0	0
Whitman-Hanson Regional	Plymouth	PK-12	1	1	1	1	0	1	0	0	0	0	0	0
Boston	Suffolk	PK-12	1	1	1	1	1	0	0	0	0	0	0	0
Chelsea	Suffolk	PK-12	1	1	1	1	1	0	0	0	0	0	0	0
Revere	Suffolk	PK-12	1	1	1	1	0	1	0	0	0	0	0	0
Winthrop	Suffolk	PK-12	1	1	1	1	0	0	0	0	0	0	0	0
Auburn	Worcester	PK-12	1	1	1	1	0	0	0	0	0	0	0	0
Brookfield	Worcester	PK-6	1	1	1	1	1	0	1	1	0	0	0	0
Clinton	Worcester	PK-12	1	1	1	1	1	0	0	0	0	0	0	0
Douglas	Worcester	PK-12	1	1	1	1	1	0	0	0	0	0	0	0
Fitchburg	Worcester	PK-12	1	1	1	1	1	0	0	0	0	0	0	0
Gardner	Worcester	PK-12	1	1	1	1	0	0	0	0	0	0	0	0
Grafton	Worcester	PK-12	1	1	1	1	0	0	0	0	0	0	0	0
Harvard	Worcester	PK-12	1	1	1	1	1	0	0	0	0	0	0	0
Hopedale	Worcester	PK-12	1	1	1	1	1	0	0	0	0	0	0	0
Leicester	Worcester	PK-12	1	1	1	1	1	0	0	0	0	0	0	0
Leominster	Worcester	PK-12	1	1	1	1	0	0	0	0	0	0	0	0
Lunenburg	Worcester	PK-12	1	1	1	1	0	0	0	0	0	0	0	0
Milford	Worcester	PK-12	1	1	1	1	1	0	1	1	0	0	0	0
Millbury	Worcester	PK-12	1	1	1	1	0	0	0	0	0	0	0	0
North Brookfield	Worcester	K-12	1	1	1	1	1	0	0	0	0	0	0	0
Northborough	Worcester	PK-8	1	1	1	1	1	0	1	1	1	1	0	0
Oxford	Worcester	PK-12	1	1	1	1	0	0	0	0	0	0	0	0
Petersham	Worcester	K-6	1	1	1	1	0	0	0	0	0	0	0	0
Shrewsbury	Worcester	PK-12	1	1	1	1	0	0	0	0	0	0	0	0
	Worcester	PK-8	1	1	1	1	1	0	1	1	1	1	0	0
Southbridge	Worcester	PK-12	1	1	1	1	1	0	0	0	0	0	0	0
Sturbridge	Worcester	PK-6	1	1	1	1	1	0	0	0	0	0	0	0
Uxbridge	Worcester	PK-12	1	1	1	1	1	0	0	0	0	0	0	0
Webster	Worcester	PK-12	1	1	1	1	1	0	0	0	0	0	0	0
West Boylston	Worcester	PK-12	1	1	1	1	0	0	0	0	0	0	0	0
Westborough	Worcester	PK-12	1	1	1	1	0	1	1	1	1	0	0	0
Winchendon	Worcester	PK-12	1	1	1	1	0	0	0	0	0	0	0	0
Worcester	Worcester	PK-12	1	1	1	1	1	0	0	0	0	0	0	0
Ashburnham-Westminister	Worcester	PK-12	1	1	1	1	0	0	0	0	0	0	0	0
Athol-Royalston	Worcester	PK-12	1	1	1	1	0	0	0	0	0	0	0	0
Berlin-Boylston	Worcester	PK-12	1	1	1	1	0	0	0	0	0	0	0	0
Blackstone-Milville	Worcester	PK-12	1	1	1	1	1	0	0	0	0	0	0	0
Dudley-Charlton	Worcester	PK-12	1	1	1	1	0	0	0	0	0	0	0	0
Mendon-Upton	Worcester	PK-12	1	1	1	1	0	1	0	0	0	0	0	0
Narragansett	Worcester	PK-12	1	1	1	1	1	0	0	0	0	0	0	0
Northborough-Southborough	Worcester	9-12	1	1	1	1	1	1	0	1	1	1	1	0
Quabbin Regional	Worcester	PK-12	1	1	1	1	0	0	0	0	0	0	0	0
Quaboag Regional	Worcester	PK-12	1	1	1	1	0	0	0	0	0	0	0	0
Spencer-East Brookfield	Worcester	PK-12	1	1	1	1	0	0	0	0	0	0	0	0
Wachusett Regional	Worcester	PK-12	1	1	1	1	0	0	0	0	0	0	0	0

Tri-District Calendar Survey Results

Jake Lehrhoff (on behalf of Calendar Review Subcommittee)
Oct 29 2025

Methodology

Timing: September 26–October 14th, 18 days

Communication: shared through official school channels in each district

Accessibility: available in 9 languages

Participation: 1912 responses

LPS/SPS/LSRHS Calendar Survey

The School Committees for Lincoln Public Schools (LPS), Sudbury Public Schools (SPS), and Lincoln–Sudbury Regional High School (LSRHS) are reviewing the school calendar for the 2026-2027 school year and beyond, specifically how religious and cultural observances are addressed.

Estimated time to complete this survey: ~7 minutes

Purpose

This survey is one of several ways our school committees are gathering feedback from staff, families, and community members. We are currently considering four approaches:

1. **Keep the current calendar without any changes** (keep state and federal holidays, Rosh Hashanah, Yom Kippur, and Good Friday (½ day in LPS) as school holidays and do not add the proposed new holidays).
2. **Add closures for Diwali, Lunar New Year, Eid al-Fitr, and Eid al-Adha** (school year may be extended by up to 4 days)
3. **Observe only state and federal holidays** (remove Rosh Hashanah, Yom Kippur, and Good Friday; school year may be shortened by 3 days).
4. **Rotate a limited number of non-state and federal holidays** (from a pool including Diwali, Lunar New Year, Eid al-Fitr, Eid al-Adha, Rosh Hashanah, Yom Kippur and Good Friday). For example, year 1 may include no-school days for 2-3 of those holidays, year 2 may include no-school days for 2-3 other holidays.

Your input will help us balance multiple factors, including the religious and cultural traditions across our community, childcare needs on no-school days, impact on summer break length, instructional continuity, and contractual and cost implications.

Confidentiality & Reporting

Responses are **anonymous**. Results will be reported **in aggregate** (totals/percentages). We may share summaries by broad groups (e.g., Families, Staff, Community), and to protect privacy, we will **not report small subgroups**.

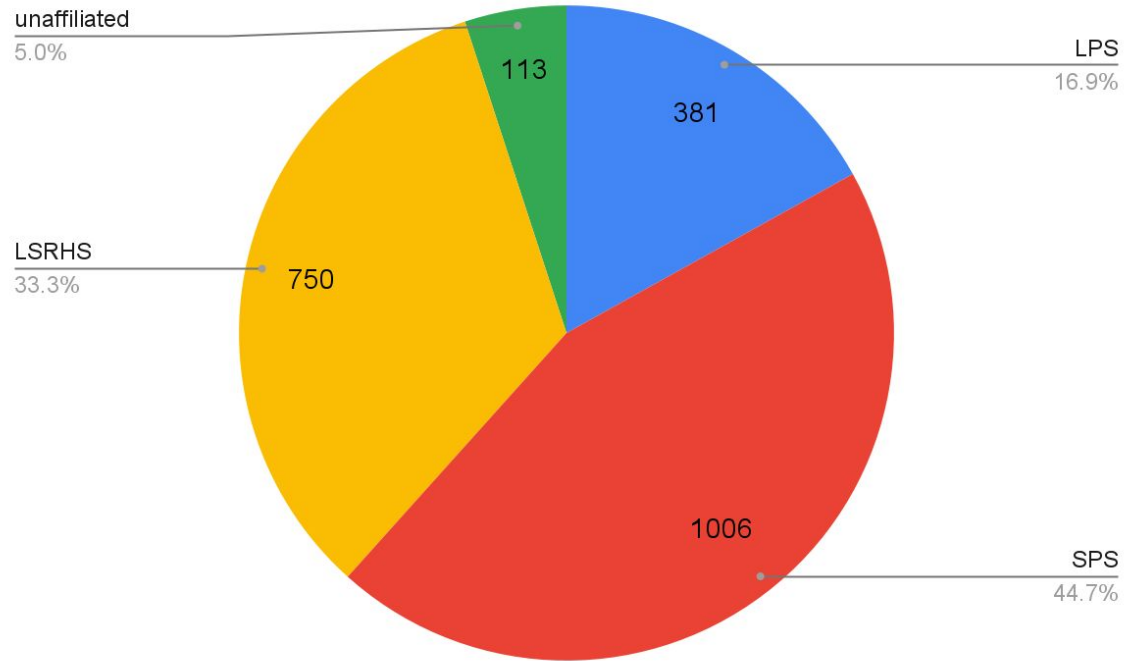
Key Notes for All Respondents

Survey Participation

Who took the survey? School

Significant portions of each district participated

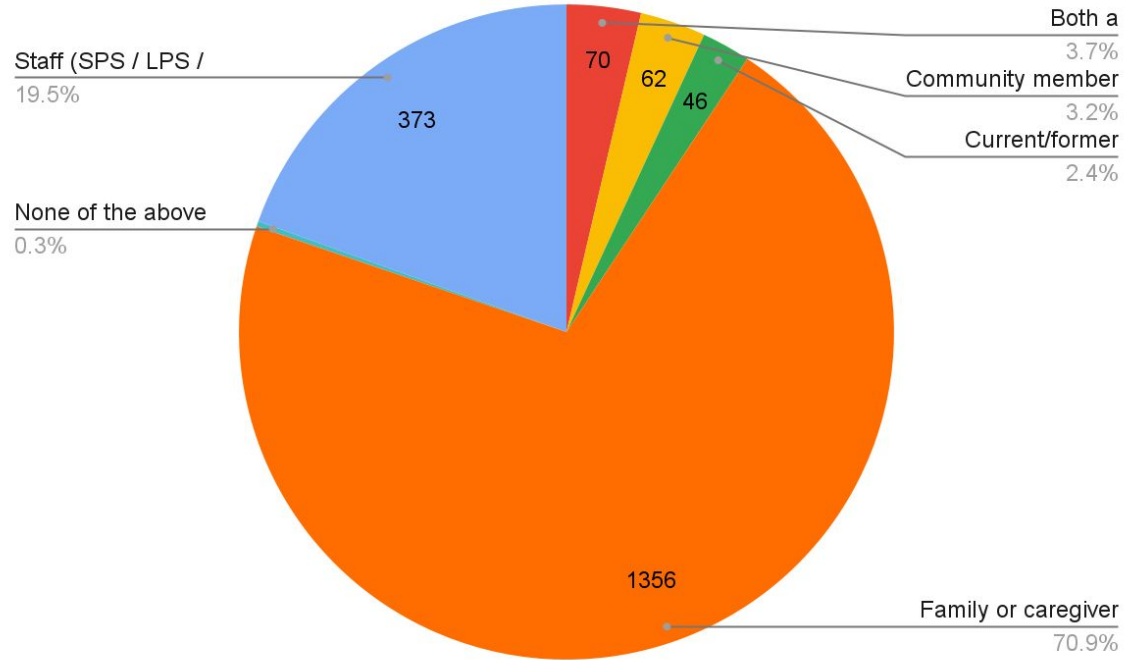
Note: participants were able to select more than one school



Who took the survey? Role

Family/caregiver represented the majority of respondents

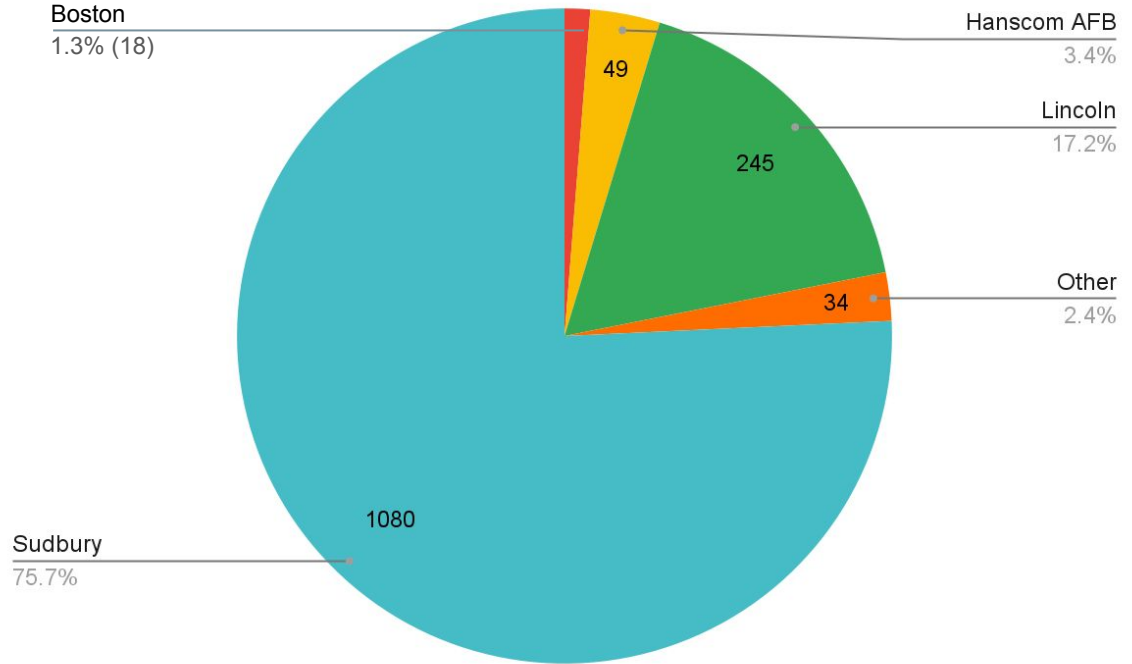
As expected, some community members and current/former students participated



Who took the survey? Residence

Low participation in Boston
and Hanscom means
generalizing from that data
isn't advisable

Note: "Other" represents staff that live
out of district



Expected Attendance
Family/caregiver

Critical question

(for administration)

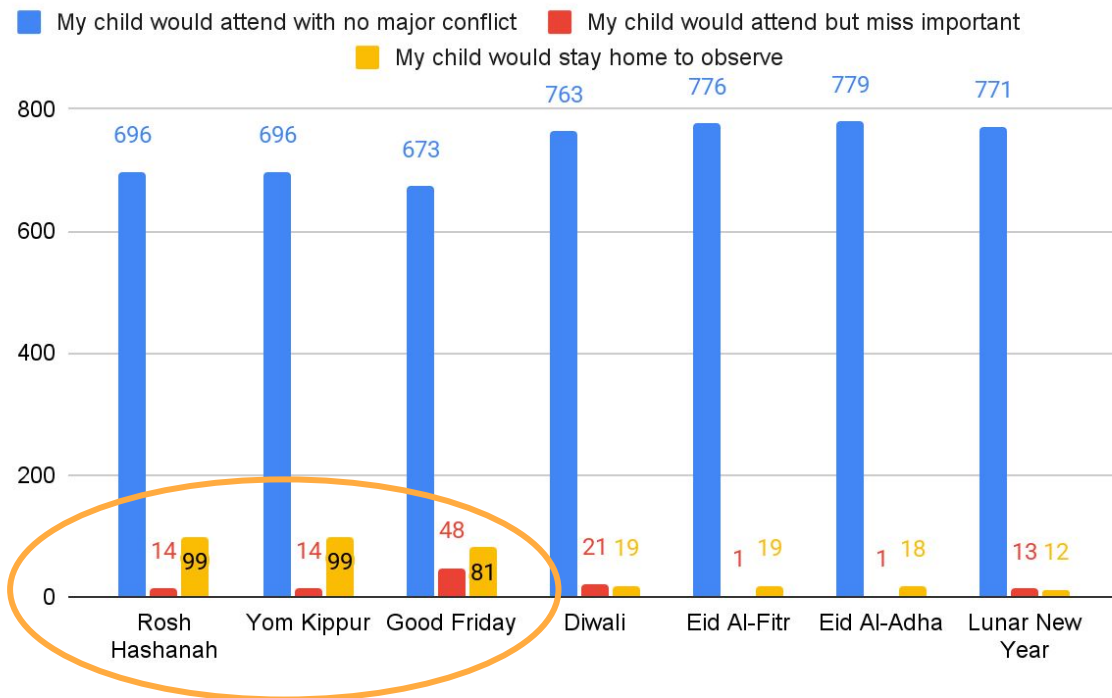
What amount of absences
meaningfully disrupt *operations*?

Attendance SPS

12% reported expected
absences on **Rosh Hashanah**
and **Yom Kippur**

10% reported expected
absences on **Good Friday**

Note: Grade-level breakdowns didn't
show meaningful differentiation in
rates



Attendance SPS

Diwali

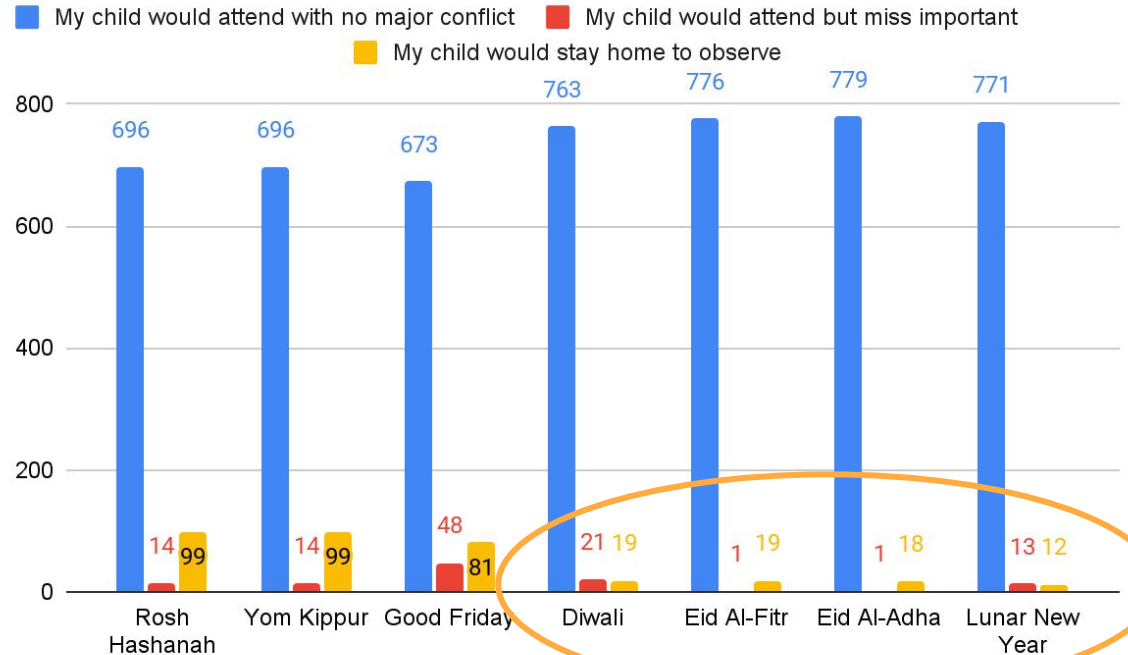
2.4% reported expected absences, with an add'l 2.6% who would miss observation to attend

Eid Al-Fitr and Eid Al-Adha

2.4% reported expected absences

LNy

1.5% reported expected absences, with an add'l 1.4% who would miss observation



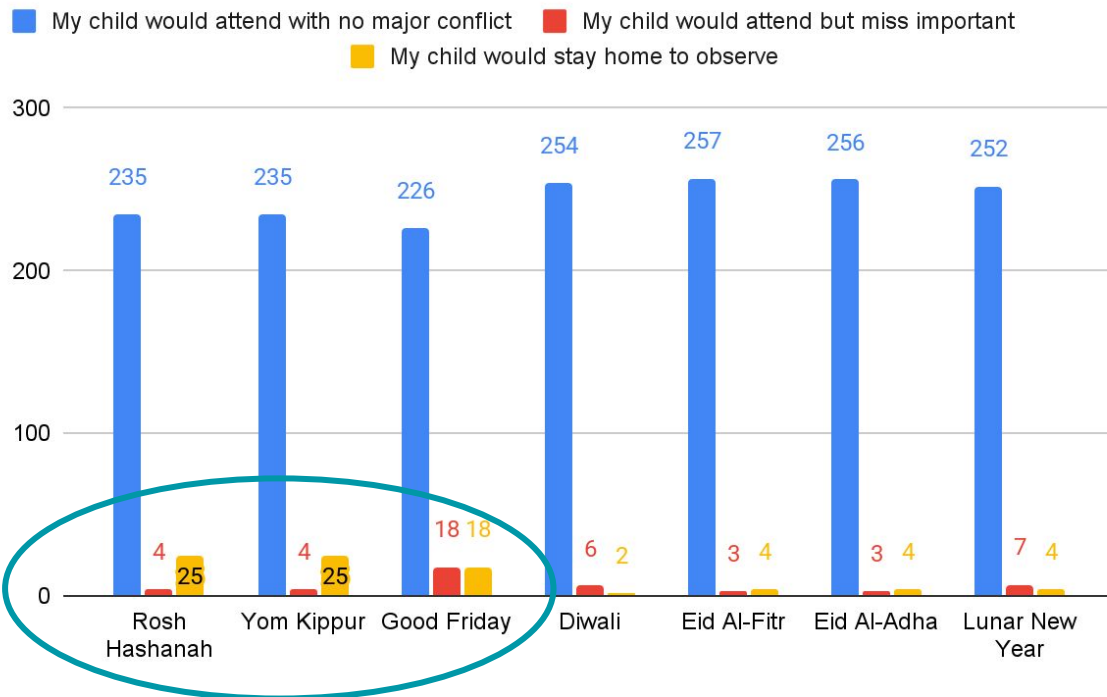
Attendance LPS

9.5% reported expected absences on **Rosh Hashanah** and **Yom Kippur**

7% reported expected absences on **Good Friday**, with an add'l 7% who would miss observance

Hanscom AFB: 9 of 47 reported expected absences on Good Friday (19%)

Note: Data from Hanscom in other categories were sparse



Attendance LPS

Diwali

2.4% reported expected absences, with an add'l 2.6% who would miss observation to attend

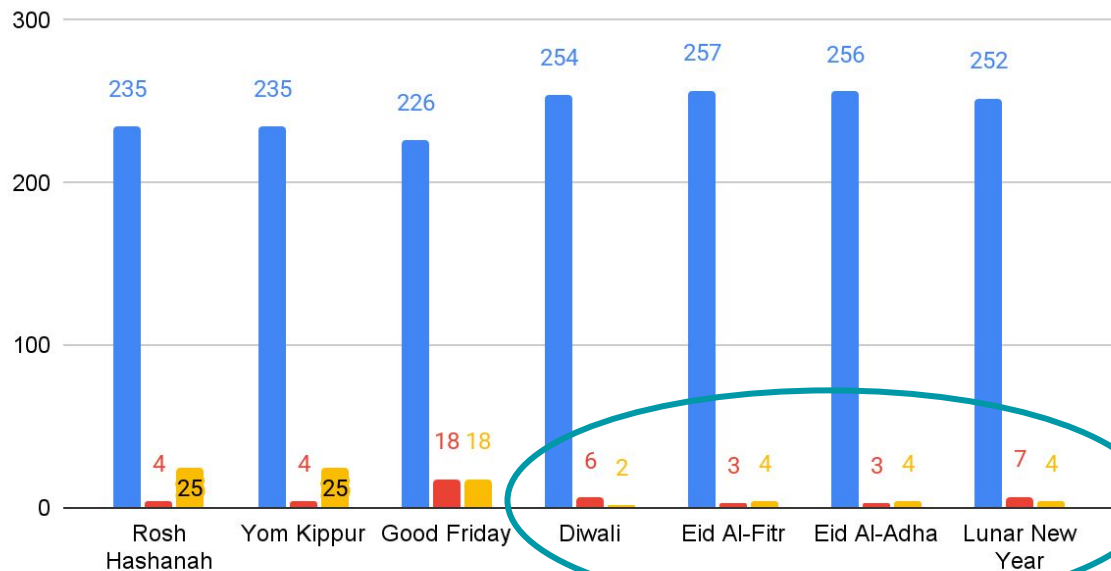
Eid Al-Fitr and Eid Al-Adha

2.4% reported expected absences

LNy

1.5% reported expected absences, with an add'l 1.4% who would miss observation

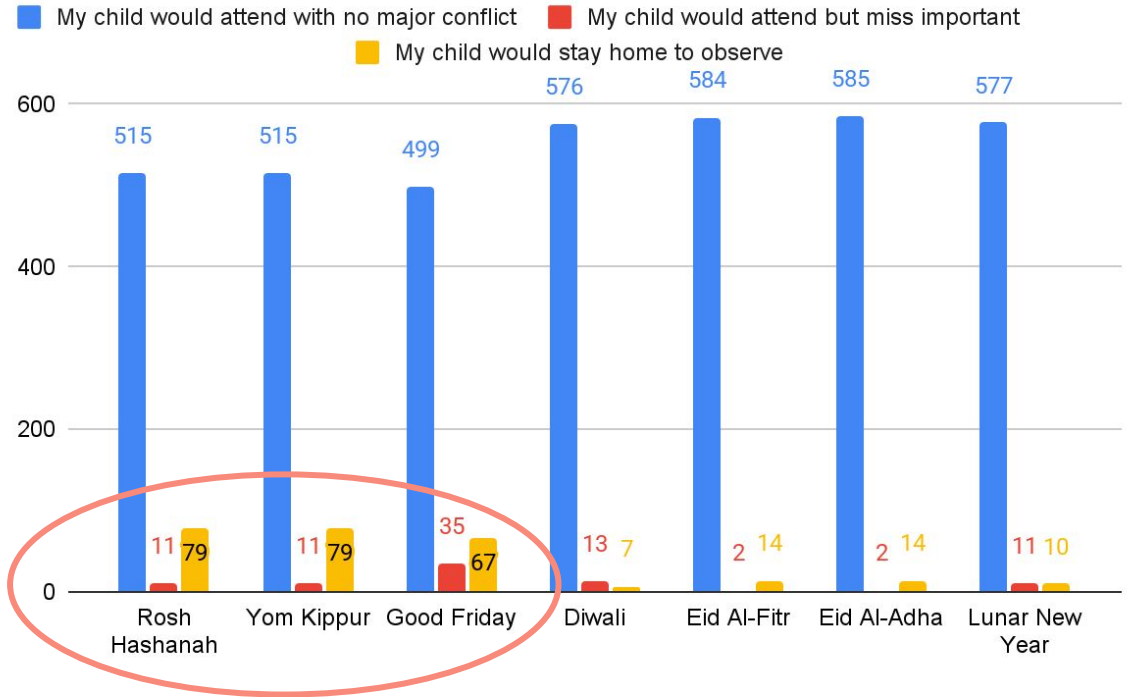
■ My child would attend with no major conflict ■ My child would attend but miss important
■ My child would stay home to observe



Attendance LSRHS

13% reported expected absences on **Rosh Hashanah and Yom Kippur**, with an add'l 2% missing observation

11% reported expected absences on **Good Friday**, with an add'l 6% missing observation



Attendance LSRHS

Diwali

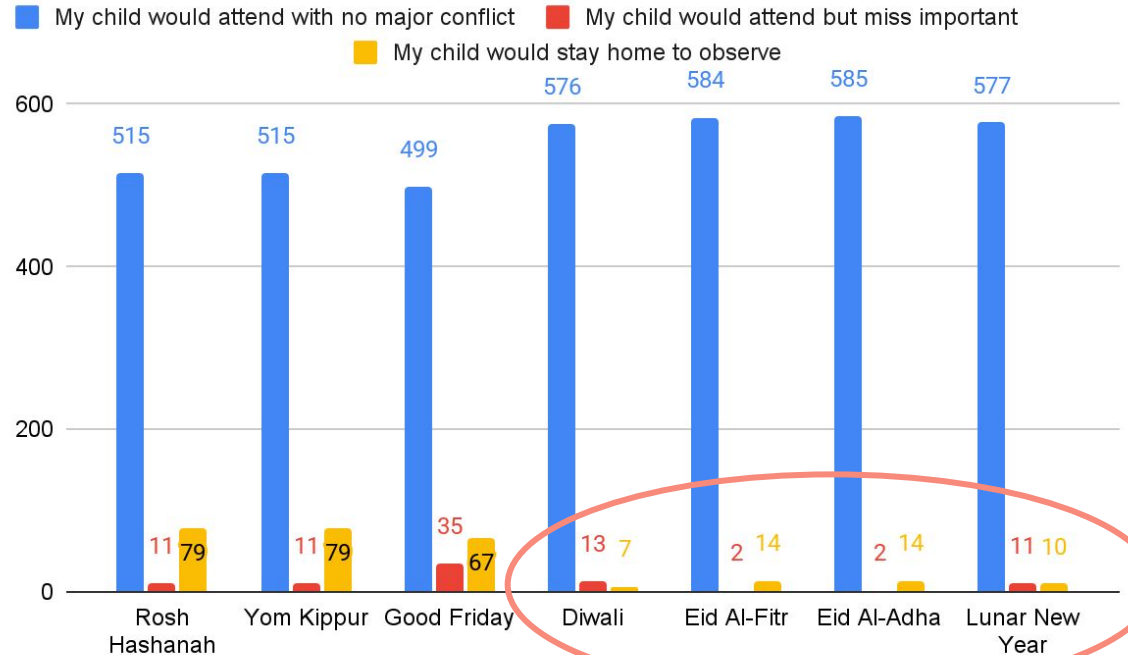
1.2% reported expected absences, with an add'l 2.2% who would miss observation to attend

Eid Al-Fitr and Eid Al-Adha

2.3% reported expected absences

LNy

1.7% reported expected absences, with an add'l 1.8% who would miss observation



Expected Attendance
Staff

Critical question

(for administration)

What amount of absences
meaningfully disrupt *operations* or
meaningfully impact the *budget*?

Attendance SPS

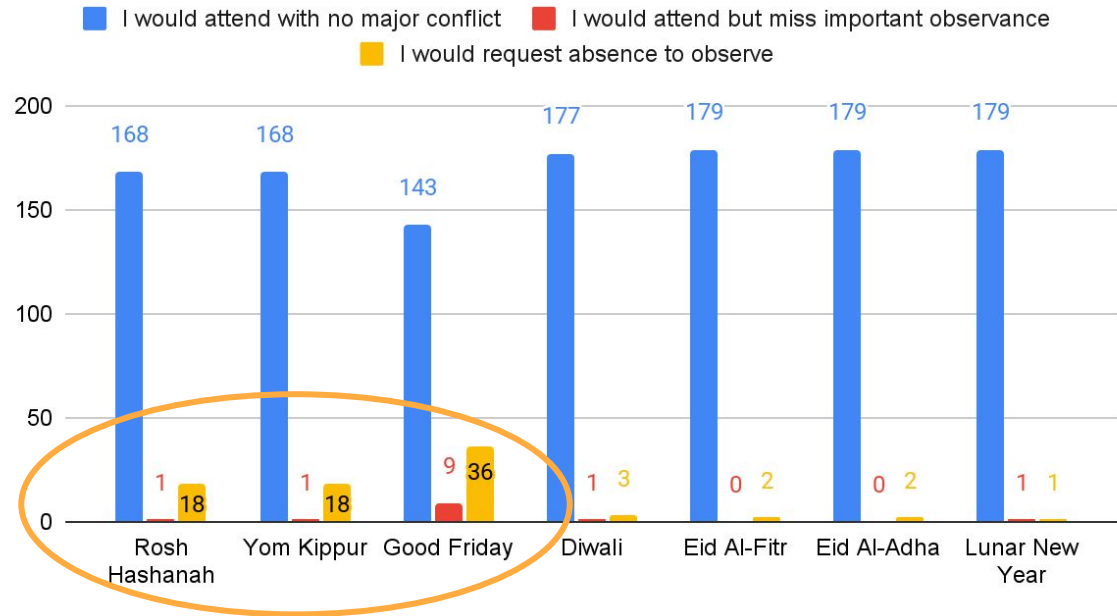
9.6% reported expected absences on **Rosh Hashanah and Yom Kippur**

19% reported expected absences on **Good Friday**

Add'l holidays

<2% of staff reported expected absences on the for proposed add'l holidays

SPS Staff Attendance on days of observance



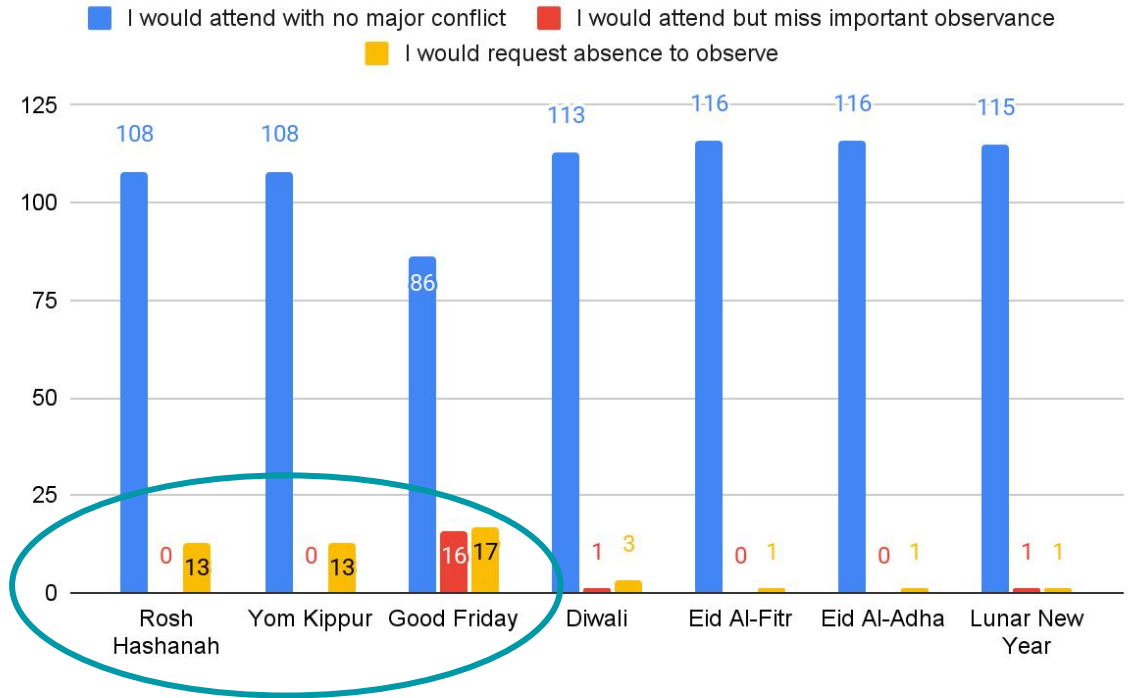
Attendance LPS

11% reported expected absences on **Rosh Hashanah** and **Yom Kippur**

14% reported expected absences on **Good Friday**, with an add'l 13% who would miss observance

Add'l holidays

<3% of staff reported expected absences on the for proposed add'l holidays



Attendance LSRHS

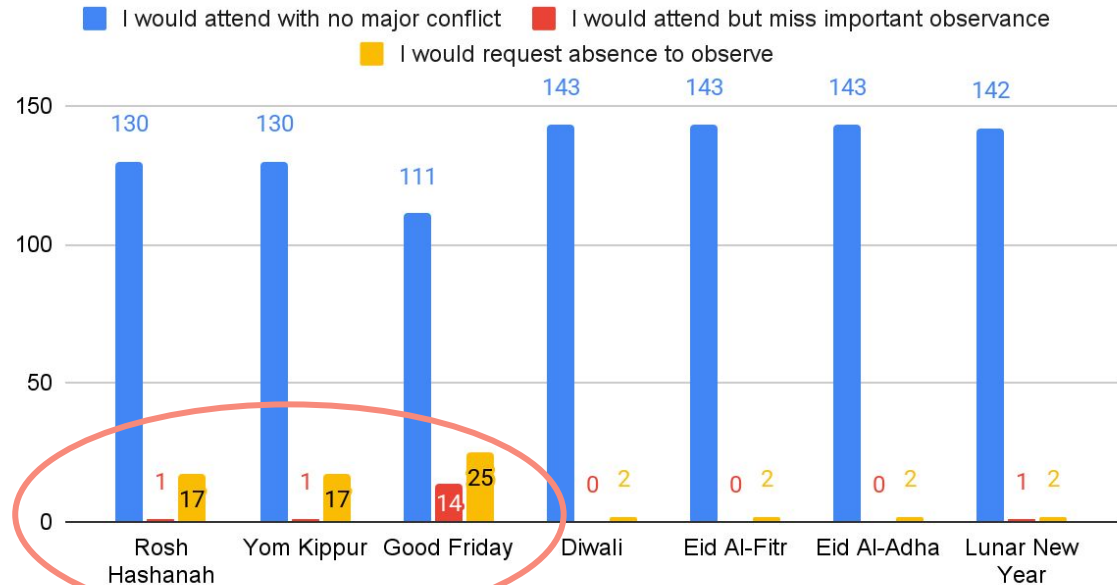
11.5% reported expected absences on **Rosh Hashanah** and **Yom Kippur**

17% reported expected absences on **Good Friday**, with an add'l 9% missing observation

Add'l holidays

<2% of staff reported expected absences on the for proposed add'l holidays

LSRHS Staff Attendance on days of observance



Calendar preference

Critical question

Which calendar do people want
to see in their district?

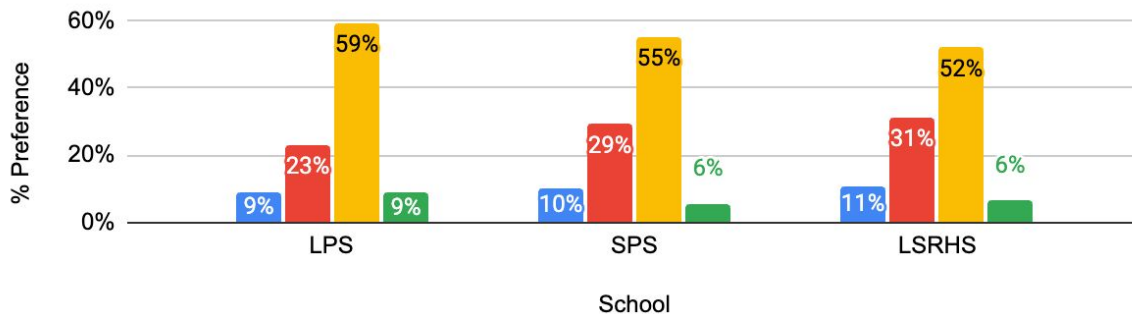
Calendar preference

Family

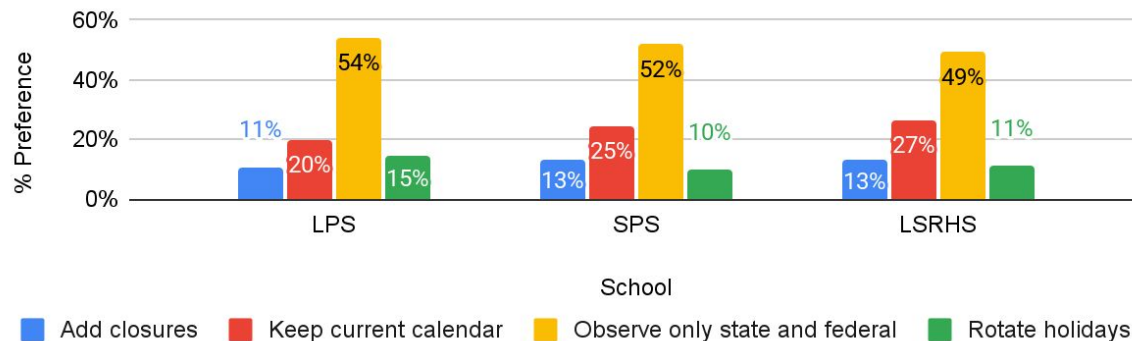
The **majority** of each district prefers only observing **state and federal holidays**

Participants generally believed the **community would benefit** from additional holidays more than they personally would

Family: Own preference



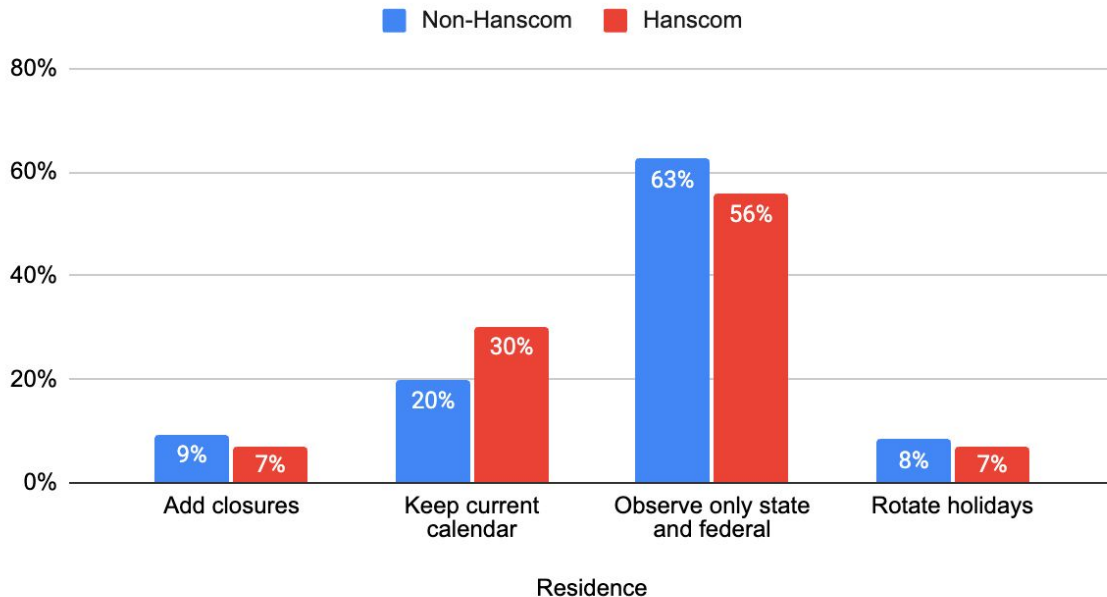
Family: Thinking beyond own preference



Calendar preference Lincoln/Hanscom

Hanscom shows notably **higher support** than Lincoln School for maintaining the current calendar

Lincoln School vs Hanscom



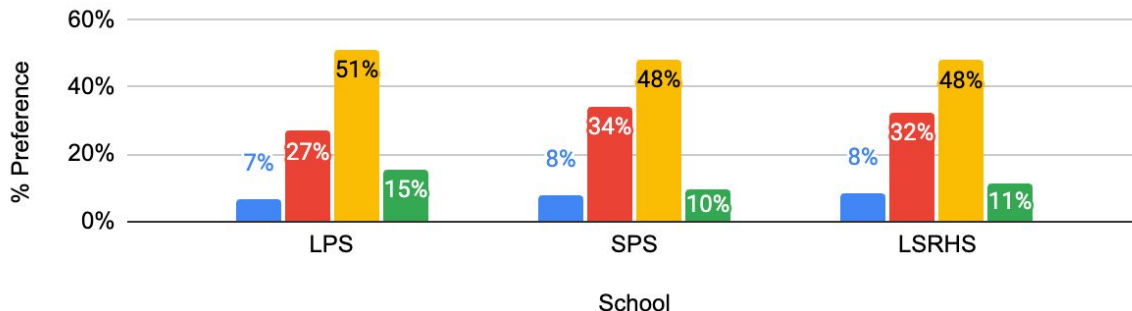
Calendar preference Staff

The **plurality** of each district prefers only observing **state and federal holidays**

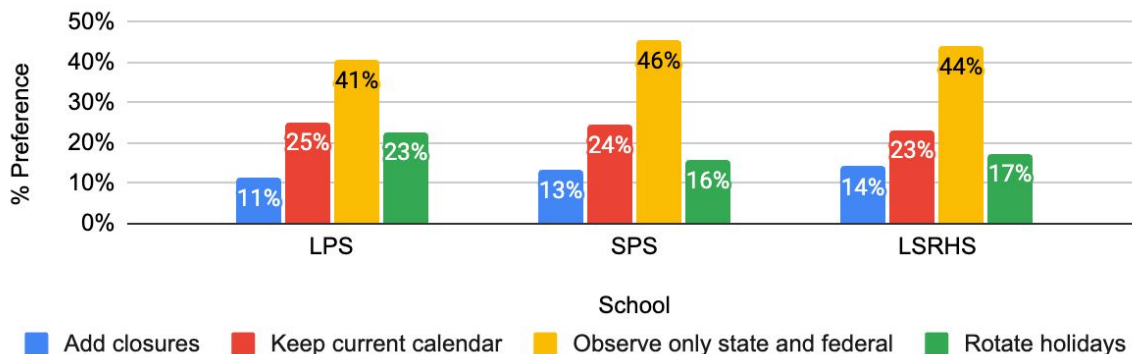
Staff shows stronger support than families for not changing the calendar

Staff also generally believed the **community would benefit** from additional holidays more than they personally would

Staff: Own preference



Staff: Thinking beyond own preference



Level of Support
Family/caregiver

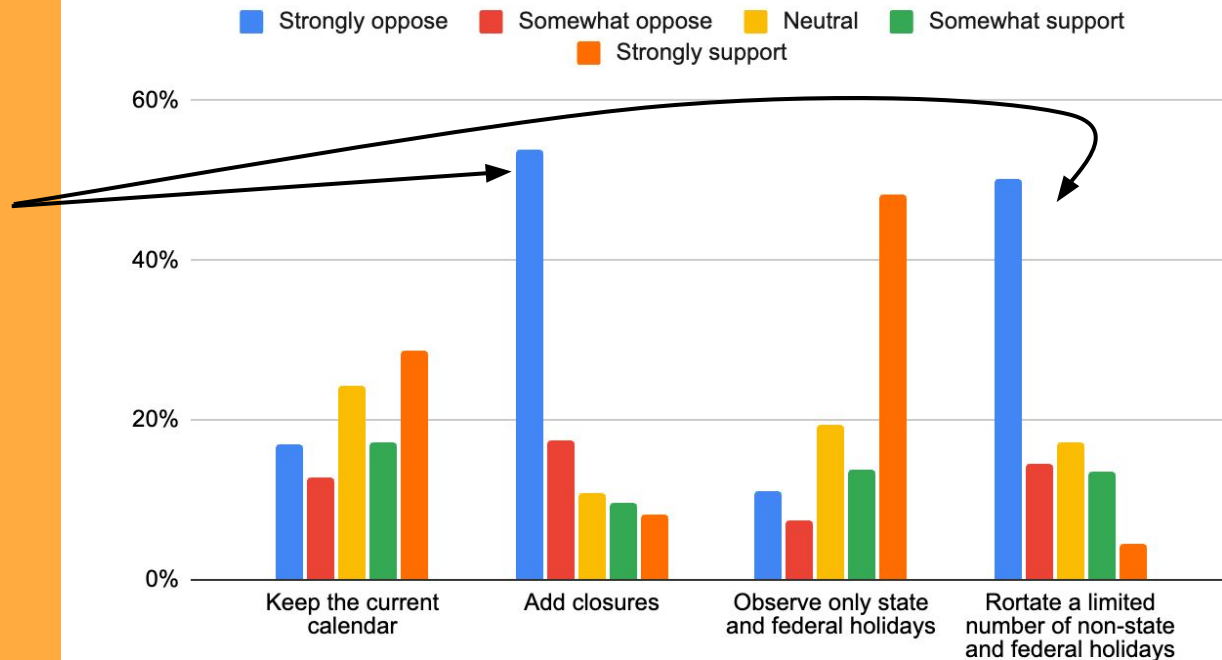
Critical question

Which calendars have strong support?
Which have strong opposition?

Calendar preference SPS

Key insights

Strong opposition and minimal support for adding or rotating closures

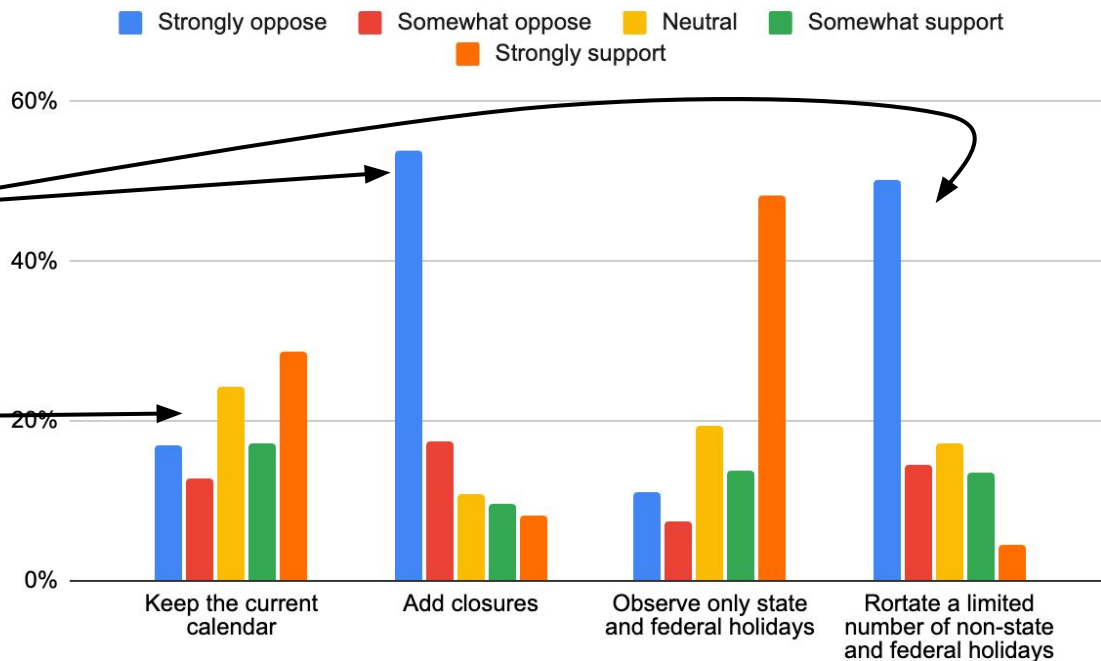


Calendar preference SPS

Key insights

Strong opposition and minimal support for adding or rotating closures

Low opposition to current calendar



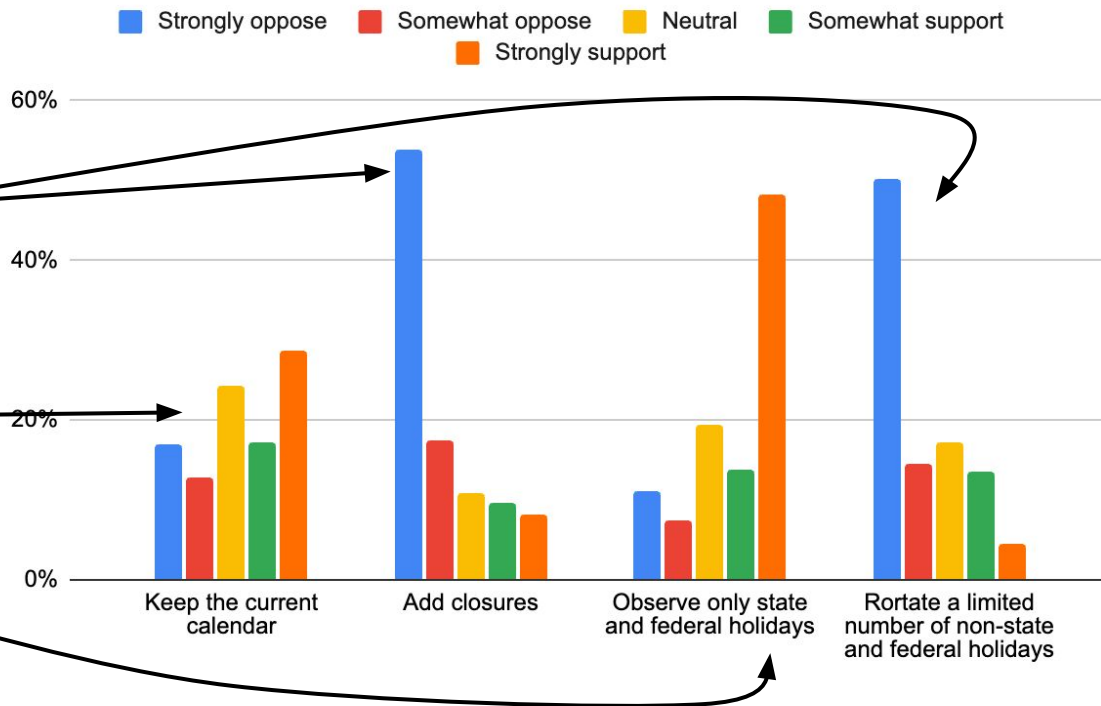
Calendar preference SPS

Key insights

Strong opposition and minimal support for adding or rotating closures

Low opposition to current calendar

Strong support with minimal opposition for observing only state & federal



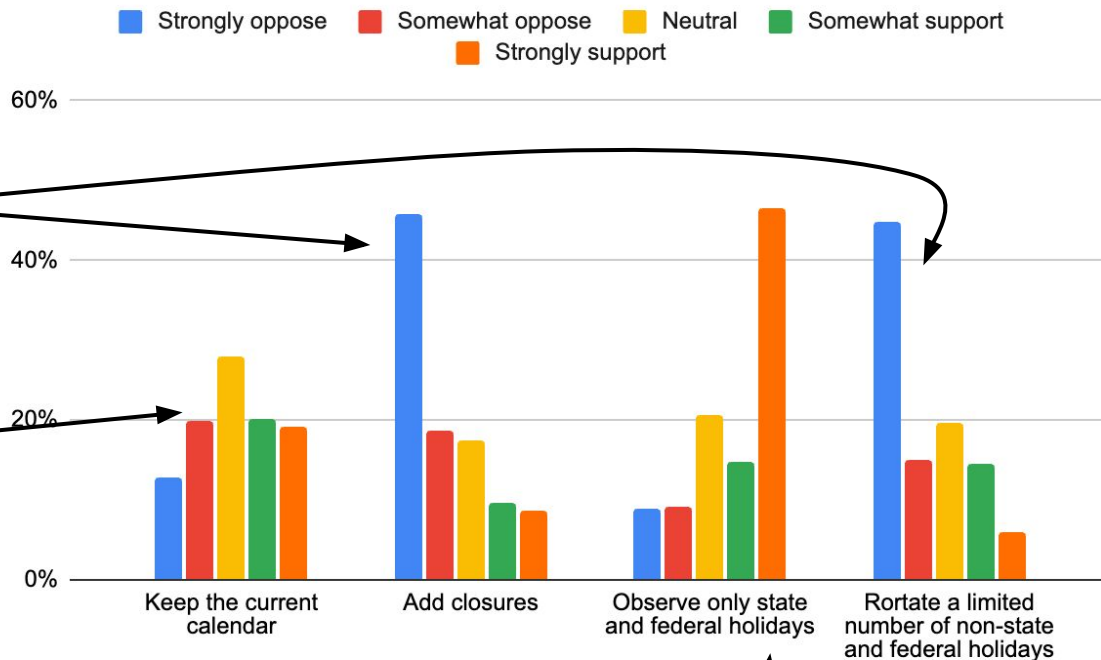
Calendar preference LPS

Similar patterns to SPS

Narrowly lower strong opposition for adding or rotating closures than SPS

Slightly more neutral to keeping the current calendar than SPS

Narrowly lower strong support for observing only state and federal holidays



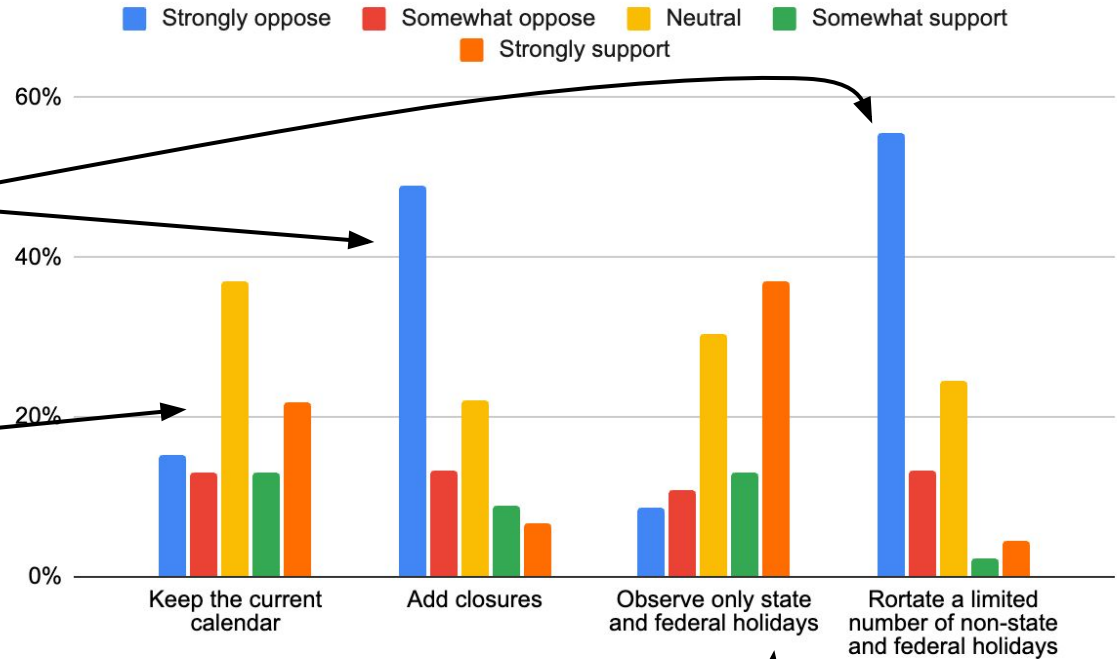
Calendar preference LPS: Hanscom

Relative to LPS overall

Higher opposition for adding
or rotating closures than SPS

More neutral to keeping the
current calendar than SPS

More neutral to observing
only state and federal
holidays



Calendar preference

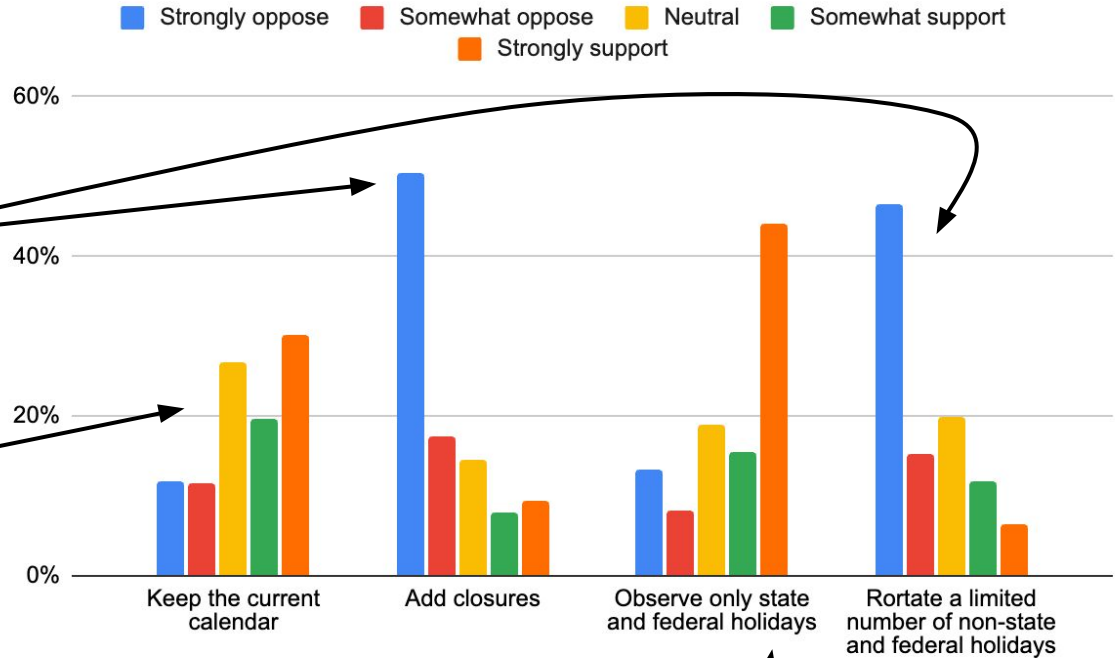
LSRHS

Similar to SPS & LPS in all responses

Opposition to adding or rotating closures is similar to SPS

Similar neutral/support to maintaining the current calendar

Slightly lower strong support for state and federal than SPS or LPS



Level of Support **Staff**

Critical question

Does staff have different preferences than families?

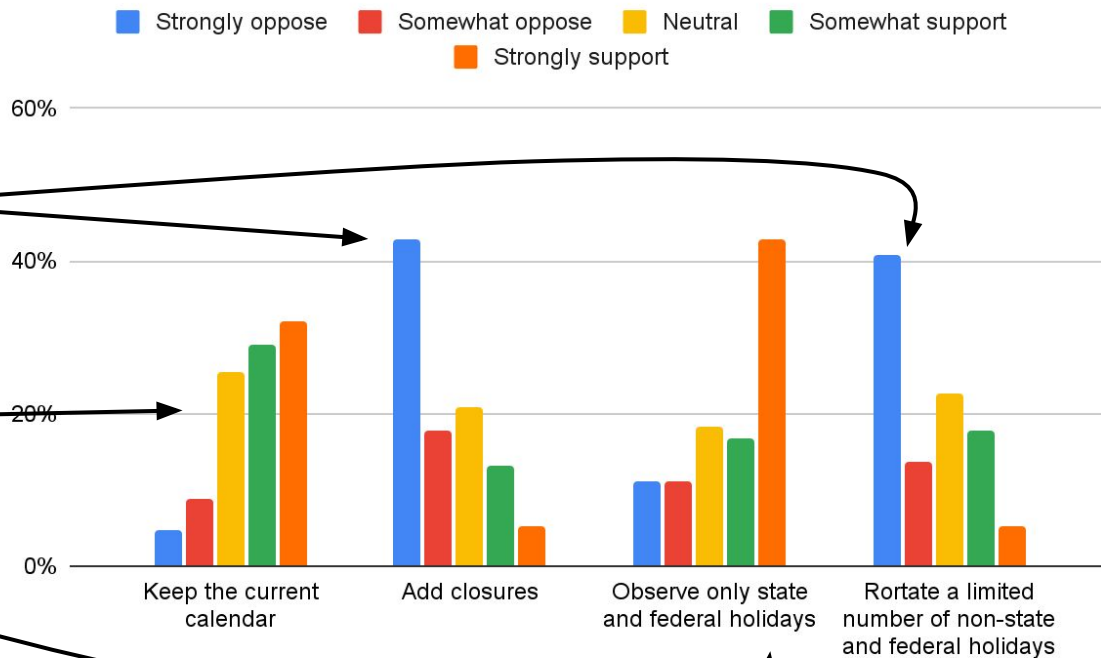
Calendar preference SPS

Compared to SPS families

More neutral support than families for adding or rotating closures

Higher support than families for the current calendar

Strong support for state & federal, but slightly lower than families



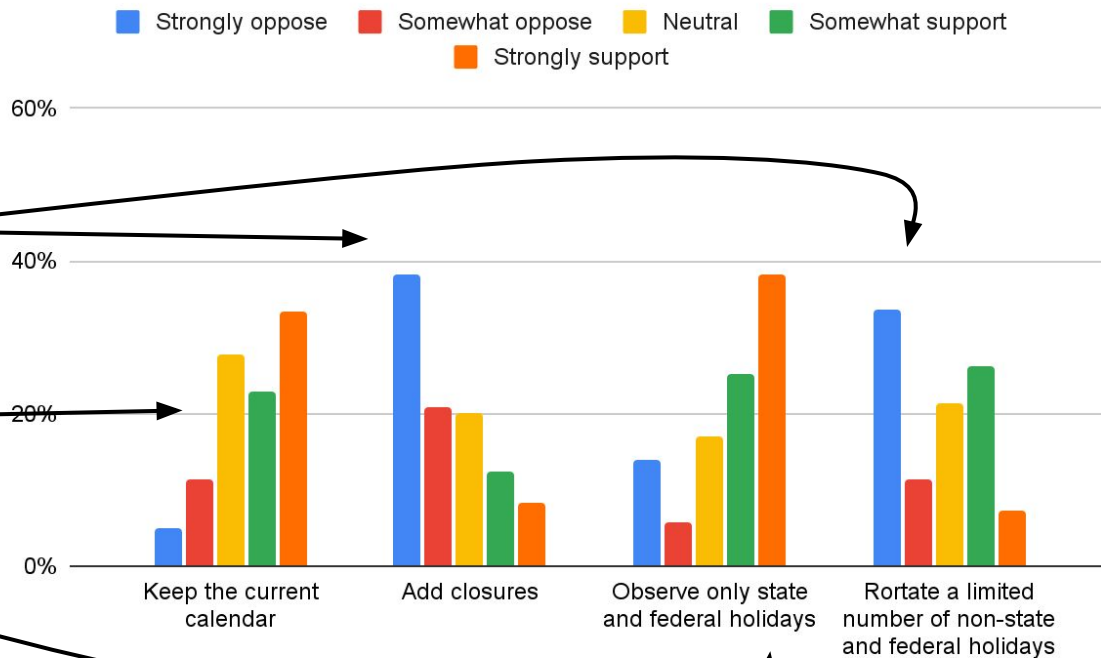
Calendar preference LPS

Compared to LPS families

Lower opposition to adding closures or rotating closures than families

More support for keeping the current calendar than families

Strong support for state and federal, but lower than families



Calendar preference

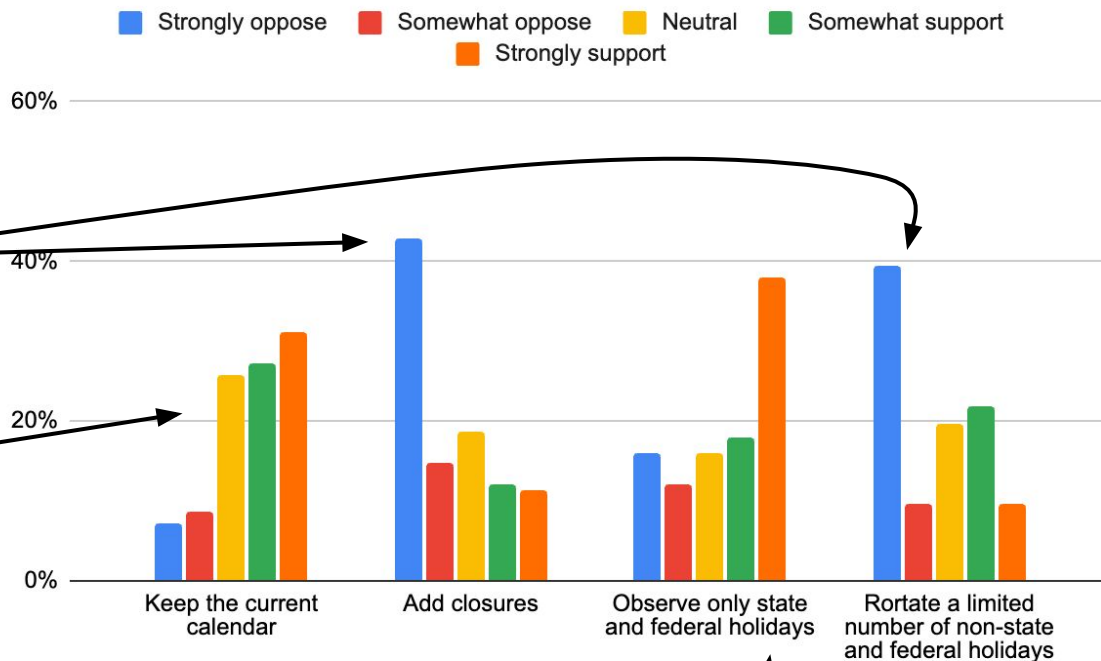
LSRHS

Similar to SPS & LPS in all responses

Lower strong opposition than families to adding closures or rotating closures

Minorsly higher support than families for the current calendar

Strong support for state & federal, but slightly lower than families



Thank you!

**Sudbury Public Schools
School Committee Meeting**

Date: November 24, 2025

Agenda Item: 4b

Discuss and Take Positions on Special Town Meeting Articles

Recommendation:

Vote to support Article 1 - Haynes Elementary School Roof Replacement and Repair

Vote to support Article 2 - Nixon Elementary School Roof Replacement and Repair

Vote to support Article 3 - Curtis Middle School Solar Canopy Project

Background Information:

Special Town Meeting will be held on December 1, 2025

Attachments:

Special Town Meeting Articles 1, 2, 3

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

Article 1 — Haynes Elementary School Roof Replacement and Repair

To see if the Town will vote to raise and appropriate, borrow or transfer from available funds, an amount of money to be expended under the direction of the Sudbury School Committee for the replacement and repair of the Josiah Haynes Elementary School roof system located at 169 Haynes Road, Sudbury, MA 01776, including the payment of all costs incidental or related thereto, which proposed repair project would materially extend the useful life of the school and preserve an asset that otherwise is capable of supporting the required educational program and for which the Town has applied for a school construction grant from the Massachusetts School Building Authority ("MSBA"). The Town acknowledges that the MSBA's grant program is a non-entitlement, discretionary program based on need, as determined by the MSBA, and any costs the Town incurs in excess of any grant that may be approved by and received from the MSBA shall be the sole responsibility of the Town; or act on anything relative thereto.

Submitted by the Town Manager.

(Two-thirds vote required)

TOWN MANAGER REPORT: Josiah Haynes Elementary School, located in Sudbury, MA, was originally built in 1964 with renovations completed in 1998. The building includes ten distinct roof levels. The Gymnasium roof is finished with asphalt shingles, while the remaining roofs are black EPDM. The roofs range in age from 26 to 32 years.

The existing roof systems consist primarily of black EPDM membrane installed over wood fiberboard set in asphalt and polyisocyanurate insulation, mechanically fastened to the steel roof deck. Some areas feature tapered insulation systems also mechanically fastened to the deck. The asphalt shingle section consists of shingles and building paper over plywood sheathing, installed above rigid insulation and supported by open web steel joists and scissor trusses.

Due to the age of the EPDM systems, the roof membrane has begun to fail in multiple areas, particularly along lap seams. Attempts have been made to address these issues using rubber coatings and sealants, but the seams around roof penetrations have also begun to separate from the membrane. These deteriorated conditions allow water infiltration, which can damage insulation, structural components, and interior finishes. Evidence of leaks is visible in the form of ceiling tile staining within the building.

SELECT BOARD POSITION: The Select Board will report at Town Meeting.

FINANCE COMMITTEE POSITION: The Finance Committee will report at Town Meeting.

Article 2 — Nixon Elementary School Roof Replacement and Repair

To see if the Town will vote to raise and appropriate, borrow or transfer from available funds, an amount of money to be expended under the direction of the Sudbury School Committee for the replacement and repair of the General John Nixon Elementary Roof system located at 472 Concord Road, Sudbury, MA 01776, including the payment of all costs incidental or related thereto, which proposed repair project would materially extend the useful life of the school and preserve an asset that otherwise is capable of supporting the required educational program and for which the Town has applied for a school construction grant from the Massachusetts School Building Authority ("MSBA"). The Town acknowledges that the MSBA's grant program is a non-entitlement, discretionary program based on need, as determined by the MSBA, and any costs the Town incurs in excess of any grant that may be approved by and received from the MSBA shall be the sole responsibility of the Town; or act on anything relative thereto.

Submitted by the Town Manager.

(Two-thirds vote required)

TOWN MANAGER REPORT: General John Nixon Elementary School, located in Sudbury, MA, was originally built in 1959 with renovations completed in 1994. The Town of Sudbury is planning to replace a portion of the existing EPDM membrane roofs installed over the 1994 addition. The building includes eleven distinct roof levels, with six included in the scope of this project.

The existing roof systems primarily consist of adhered black EPDM membrane and mechanically fastened rigid insulation over wood fiber or steel decking. One section of the building has a metal paneled roof.

Due to the age of the EPDM systems, the roof membrane has deteriorated in several areas, particularly along lap seams. Attempts have been made to address these issues using rubber coatings and various sealants, but the seams around roof penetrations have also begun to separate from the membrane. These deteriorated areas allow water infiltration, which can cause damage to insulation, structural components, and interior finishes. Evidence of leaks is visible through staining of ceiling tiles. In one area, the EPDM membrane has been torn and should be patched prior to the roof replacement project.

SELECT BOARD POSITION: The Select Board will report at Town Meeting.

FINANCE COMMITTEE POSITION: The Finance Committee will report at Town Meeting.

Article 3. Authorization to Proceed with the Ephraim Curtis Middle School Solar Canopy

To see if the Town will vote to transfer the care, custody, management and control of a portion or portions of the Ephraim Curtis Middle School property located at 22 Pratts Mill Road, Sudbury, from the School Committee for the purposes for which it is presently held to the School Committee for general municipal purposes and also for the purpose of leasing the same to one or more solar energy electricity production entities for the installation of a solar energy facility or facilities, and to authorize the Select Board to enter into a lease or leases, with the approval of the School Committee, for such portion or portions of said property for a term of at least 20 years from the date of commencement of commercial operations of the solar energy facility or facilities, all on such terms and conditions, and for such consideration, as the Select Board and School Committee deem appropriate, and to authorize the Select Board to enter into one or more a power purchase agreements for electricity and/or solar energy credits; and to authorize the Select Board with the approval of the School Committee to grant such access, utility, and other easements in, on, and under said property as may be necessary or convenient to construct, operate, maintain, repair and replace such solar energy facility or facilities; and to authorize the Select Board to take all actions necessary in connection therewith; and to authorize the Select Board, pursuant to the provisions of Massachusetts General Laws Chapter 59, Section 5, or any other enabling authority, to enter into an agreement for payments in lieu of taxes (PILOT Agreement) on account of such facility or facilities for a term of 20 years and on such additional terms as the Select Board shall deem appropriate, and to be in the best interest of the Town and further, to authorize the Select Board and School Committee to take such actions as may be necessary to implement such agreements; or act on anything relative thereto.

Submitted by the Combined Facilities Director.

(Majority vote required)

COMBINED FACILITIES DIRECTOR REPORT: A 300kW (DC) / 200kW (AC) solar generating facility is proposed to be constructed in the parking lot of the Ephraim Curtis Middle School under a Power Purchase Agreement (PPA) with a third-party developer, Solect Energy located in Hopkinton, MA. Under this agreement the Developer installs, owns, operates, maintains, and decommissions the facility at its sole expense. Sudbury purchases electricity from the Developer at pre-set rates and also receives Net Metering Credits from Eversource (the local distribution company) for supplying the purchased electricity to the grid.

This system generates power behind the meter and in the event that the Project produces Production Excess, the Parties agree that (a) Host shall be entitled to the associated compensation and/or bill credits (including but not limited to Net Metering Credits, Alternative On-Bill Credits, or Qualifying Facility compensation), and (b) such Production Excess will be transmitted into the Local Electric Utility system on behalf of and for the account of Host, and (c) Provider shall provide reasonable assistance in Host's applying to the Local Electric Utility for the foregoing benefits.

There is no cost to the Town associated with the construction, operation, maintenance or removal of the facility. At present, solar generating facilities on municipal property that are owned and operated by a taxable entity are considered by DOER to be subject to personal property tax under M.G.L. c. 59, §2B, even if their operation is for municipal purposes. In this situation, the municipality is in effect taxing itself because any ongoing payments by the facility owner to the host municipality are typically recovered in the price of the electricity supplied. According to DOER guidance, a PILOT (Payment In Lieu of Taxes) can be negotiated by a municipality as an alternative to personal property tax with approval of its governing body. The benefits of a PILOT are:

1. A known and constant expense to the facility owner
2. Lower electricity prices for the host municipality
3. Simplified administration

The goal of this project is to generate electricity cost savings rather than tax revenue. To meet that end and comply with present Massachusetts General Laws on taxation, a PILOT will be negotiated by the Select Board. The financial value to the Town from the sale of the electricity produced to the grid far exceeds any prospective tax revenue. The PILOT does not add to the pre-tax electricity price, and so provides a small additional benefit to the Town from this use of an otherwise non-producing property.

SELECT BOARD POSITION: The Select Board will report at Town Meeting.

FINANCE COMMITTEE POSITION: The Finance Committee will report at Town Meeting.

**Sudbury Public Schools
School Committee Meeting**

Date: November 24, 2025

Agenda Item: 5a

MCAS Presentation, Annette Doyle, Lauren Egizio and Karen Wolfson

Recommendation:

Background Information:

Attachments:

SC 2025 MCAS Data Presentation (1)

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

MCAS 2025

School Committee Presentation
November 24, 2025





Agenda



- Introduction
 - Accountability Data
 - Data Focus:
 - ELA
 - Civics
 - Math
 - Science
 - Appendix
- 



MCAS 2025



Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
• ELA • Math	• ELA • Math	• ELA • Math • Science	• ELA • Math	• ELA • Math	• ELA • Math • Science • Civics





MCAS in Context



MCAS

VOCAL

ACCESS

DIBELS

Unit Screeners

DESSA

Track My Progress

Math Unit Assessments

Connectedness Survey

EL Assessments

Number Corner Assessments

Metrowest Survey

Foundations Assessments

Science Assessments

Formative Assessments

Progress Monitoring

Soc. Studies Assessments

Attendance Data



Assessments-at-a-Glance (grade 3)

Week of...	Report Cards	State Testing	Literacy				Math				SEL
			DIBELS	TMP Benchmark	EL Assessments (dates are approximate)	Foundations Assessment	Number Corner Assessments All students	Unit Screeners Highly Recommend Approx. Dates	Formative Assessments Highly Recommend Approx. Dates	Number Corner Checkup Highly Recommend Approx. Dates	DESSA Screener
9/29								Unit 2			
10/6											
10/13					M1 U1 Assessment				Multiplication U2,M2,S1	Number Corner 1	DESSA Screener: Mini 1 and Full DESSA as indicated
10/20											
10/27											
11/3								Unit 3			
11/10					M1 U2 Assessment						
11/17											
11/24									Rounding & Multi-Digit Addition U3,M2,S1		
12/1											

Terminology



Raw Score = This is the number of items correct out of the total number of items, including rubric scores for essays.

Scaled Score = This is a 3-digit number that takes into account the difficulty of the questions and are adjusted to ensure consistency across different test forms and years.

Achievement = Scaled scores fall in one of 4 achievement categories: Not Meeting Expectation (NM), Partially Meeting Expectation (PM), Meeting Expectations (M) or Exceeding Expectations (E).

Proficiency = Students that meet or exceed expectation are considered proficient.

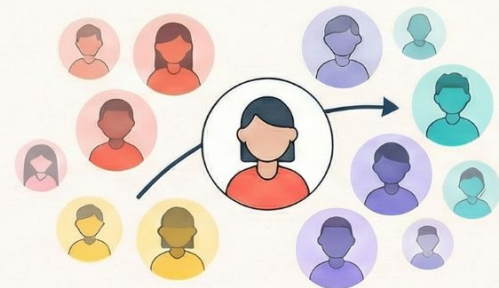
SGP (Student Growth Percentile) = The SGP score ranges from 1 to 99 and represents a student's growth relative to other students with a similar test score history and focuses on the amount of academic growth the student made compared to their peers. An SGP score of 50 indicates typical or average growth, meaning the student grew at a rate similar to half of their peers. A score above 50 suggests the student grew faster than most of their peers, while a score below 50 means the student's growth was slower than average. The goal for an SGP is between 40 and 60.

[DESE guide to understanding SGP](#)

More Than a Score: A Guide to Student Growth Percentiles (SGP)

Measures Growth, Not Just Achievement

SGP tracks a student's progress from one year to the next.



Academic Peers:
Students statewide with a similar history of MCAS test scores.

SGPs Range from 1 to 99



A higher number indicates more growth compared to academic peers.

How to Interpret SGP

Two Students, Same Score, Different Growth



Henry

MCAS Score:
Met Expectations
SGP: 25
(Low Growth)



Simone

MCAS Score:
Met Expectations
SGP: 72
(High Growth)



Any Student Can Show High Growth

Growth is possible regardless of a student's achievement level (e.g., Meeting Expectations).

1-20:
Very Low Growth

21-40:
Low Growth

41-60:
Moderate Growth

61-80:
High Growth

81-99:
Very High Growth



English Language Arts

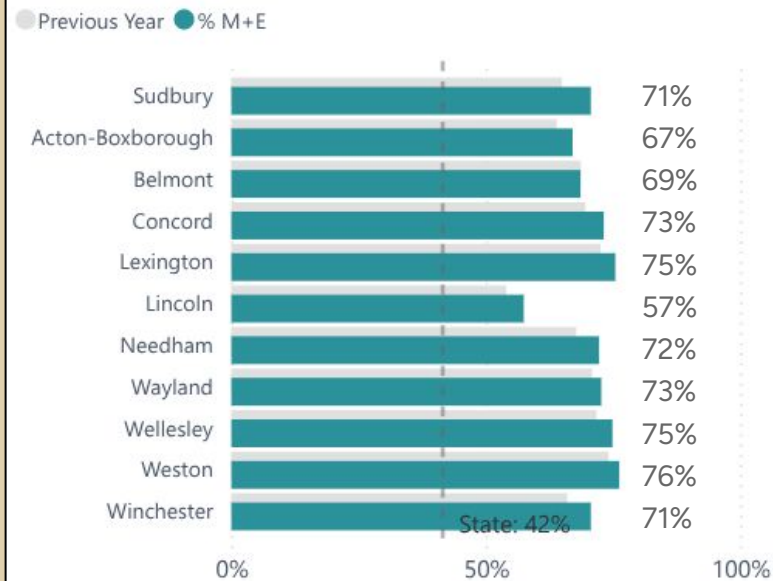


- Achievement Data
- Student Growth Data
- Subgroup Data: Students with Disabilities
- Curriculum Data
- Summary & Impact

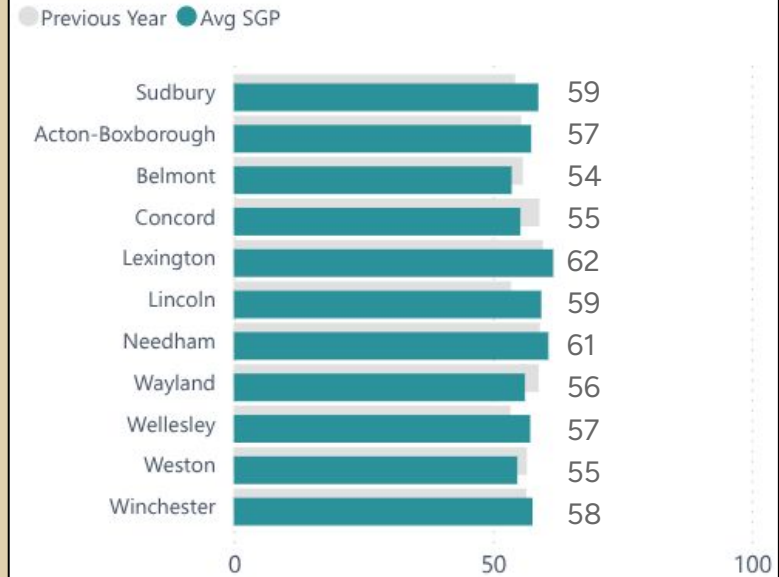


Achievement: Comparable Districts

% Meet/Exceed by District - ELA

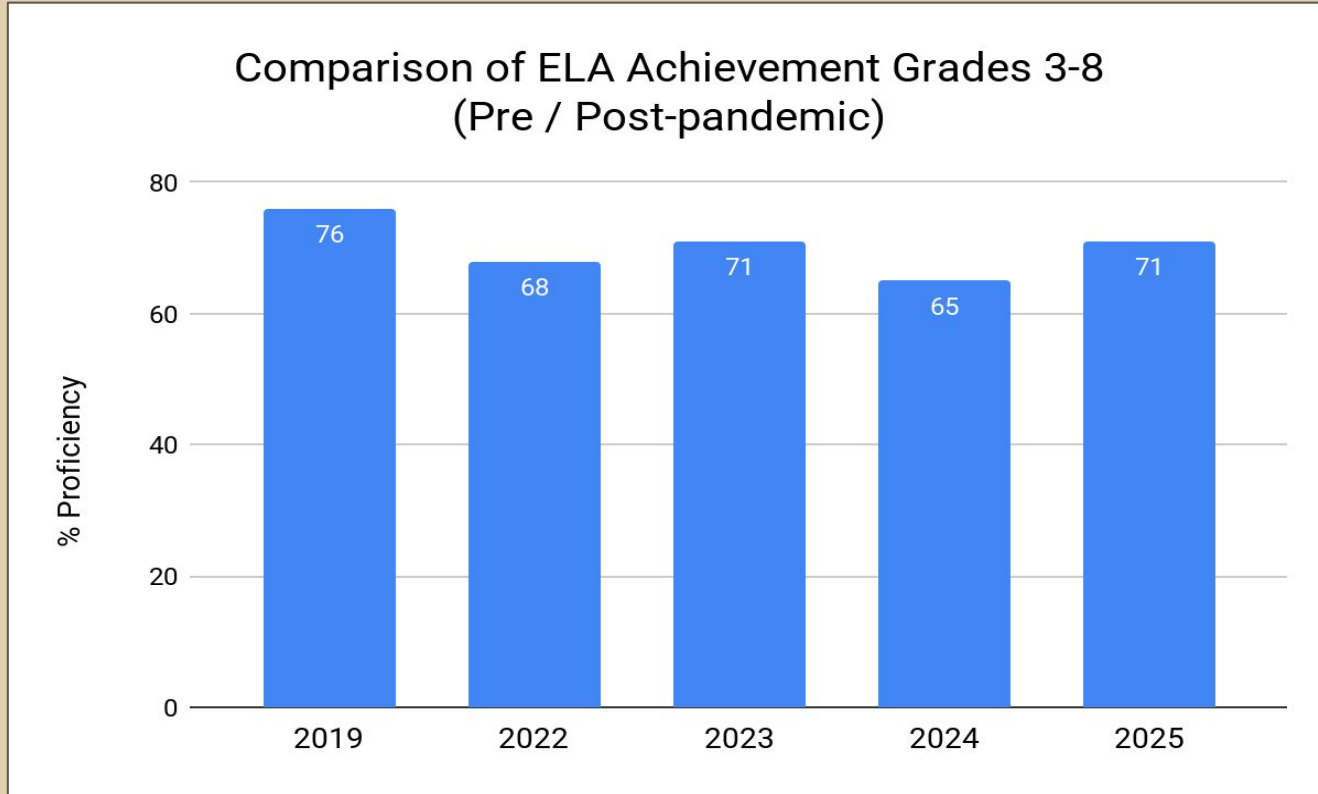


Avg SGP by District - ELA

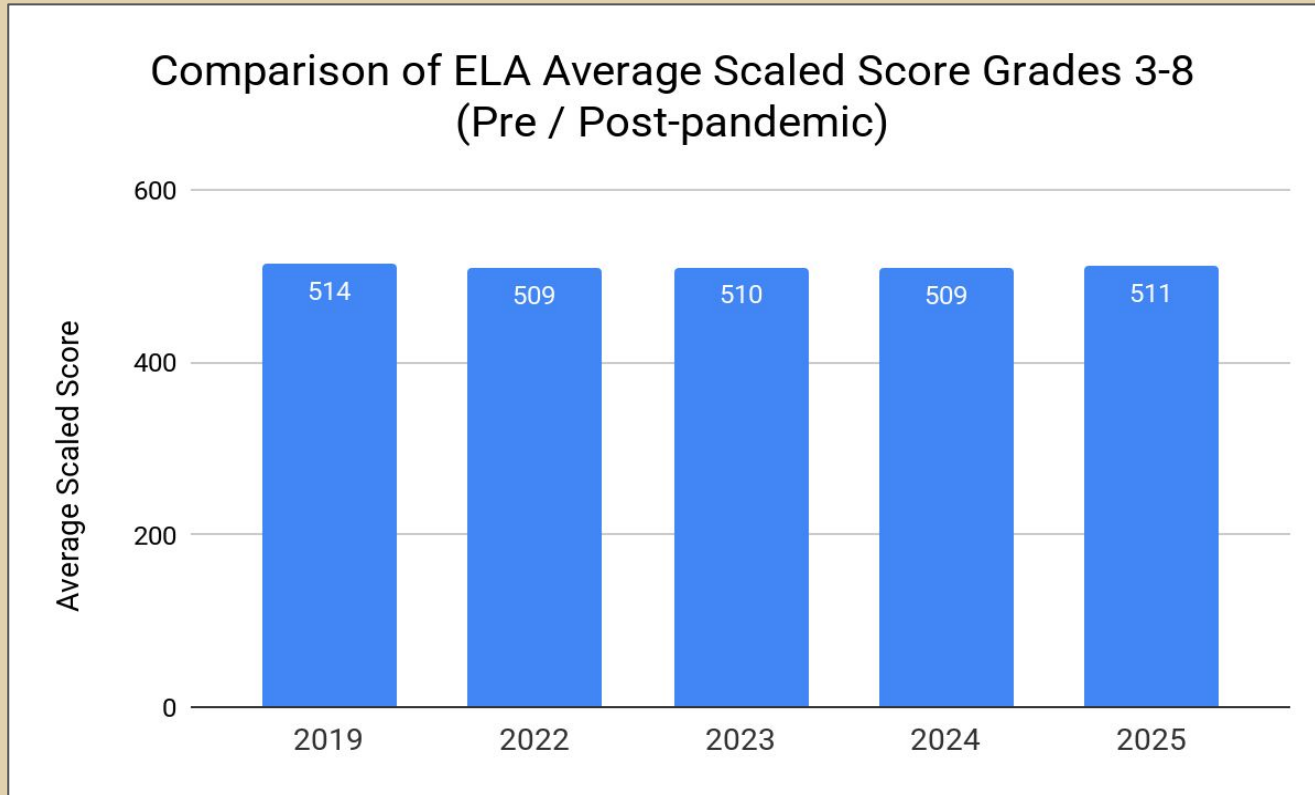


- Overall achievement for SPS is the 5th highest score out of 11 comparable districts.
- SPS has the 7th highest achievement score in the state.
- Overall SGP for SPS is 3rd highest out of 11 comparable districts.
- SPS has the 10th highest SGP score in the state.

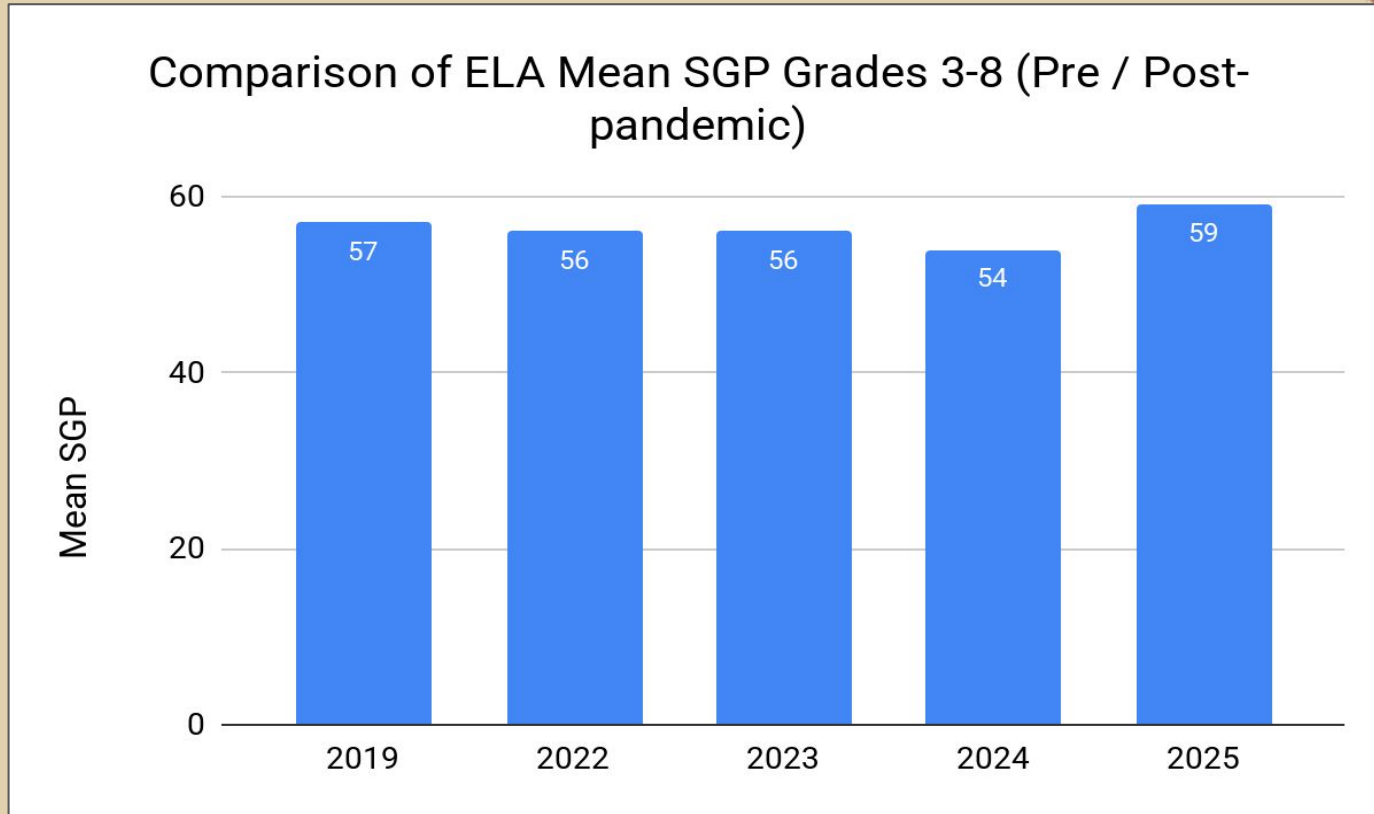
ELA Results: Pre- and Post-Pandemic (3-8)



ELA Results: Pre- and Post-Pandemic (3-8)

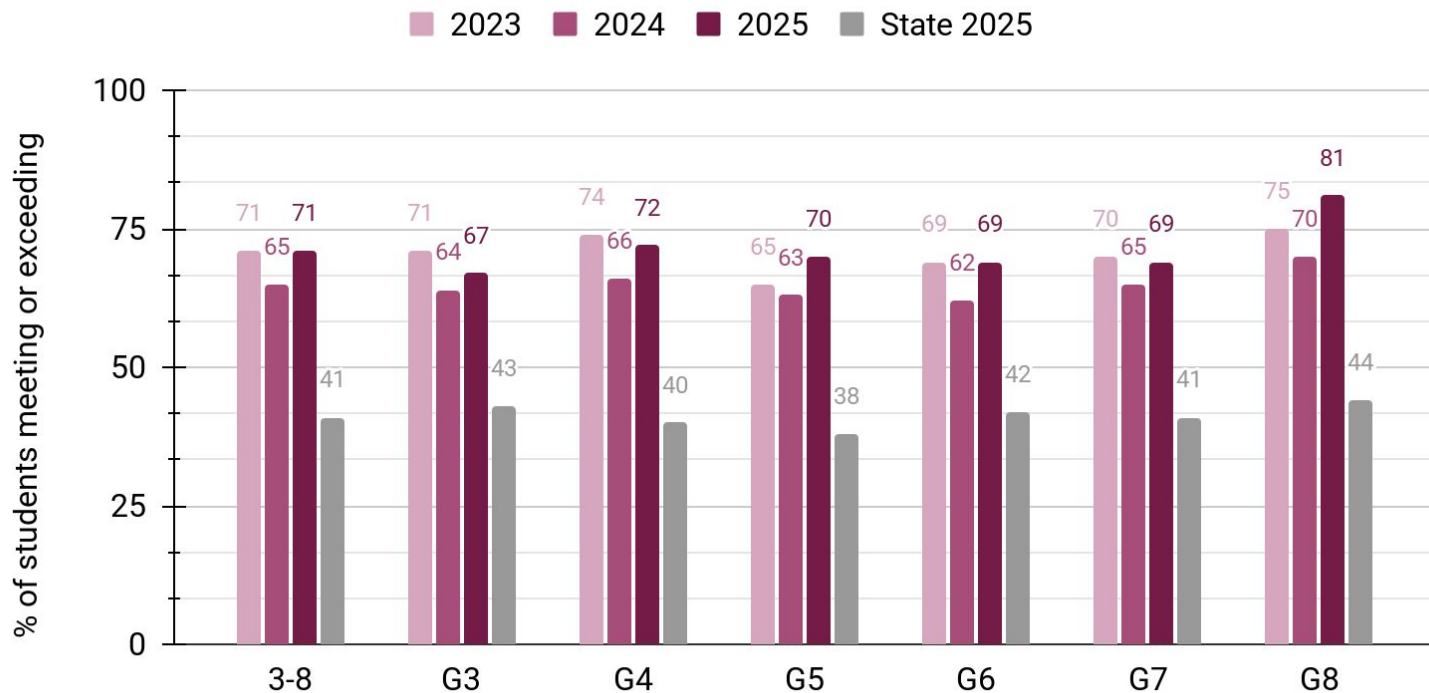


ELA Results: Pre- and Post-Pandemic (3-8)



ELA Results

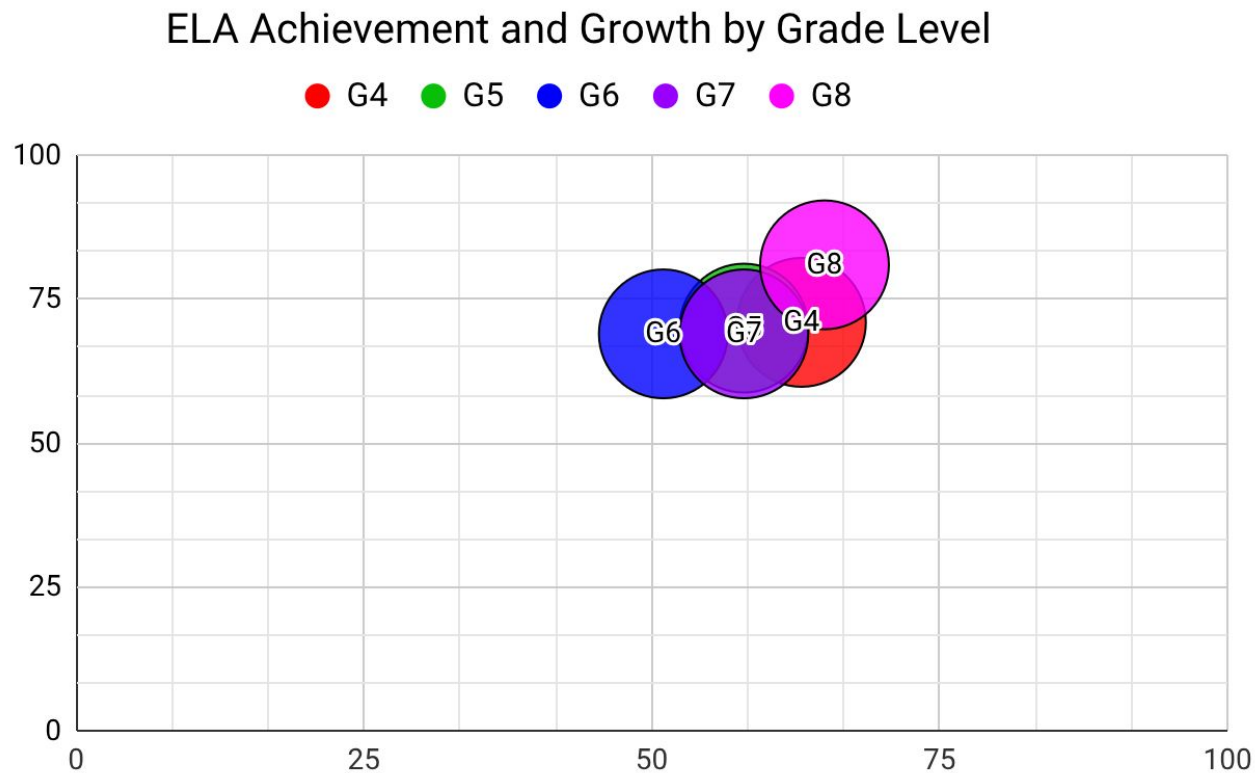
ELA All Students Achievement 2023-2025



ELA Achievement & Growth by Grade

	Mean SGP	% Achievement
G4	63	71
G5	58	70
G6	51	69
G7	58	69
G8	65	81

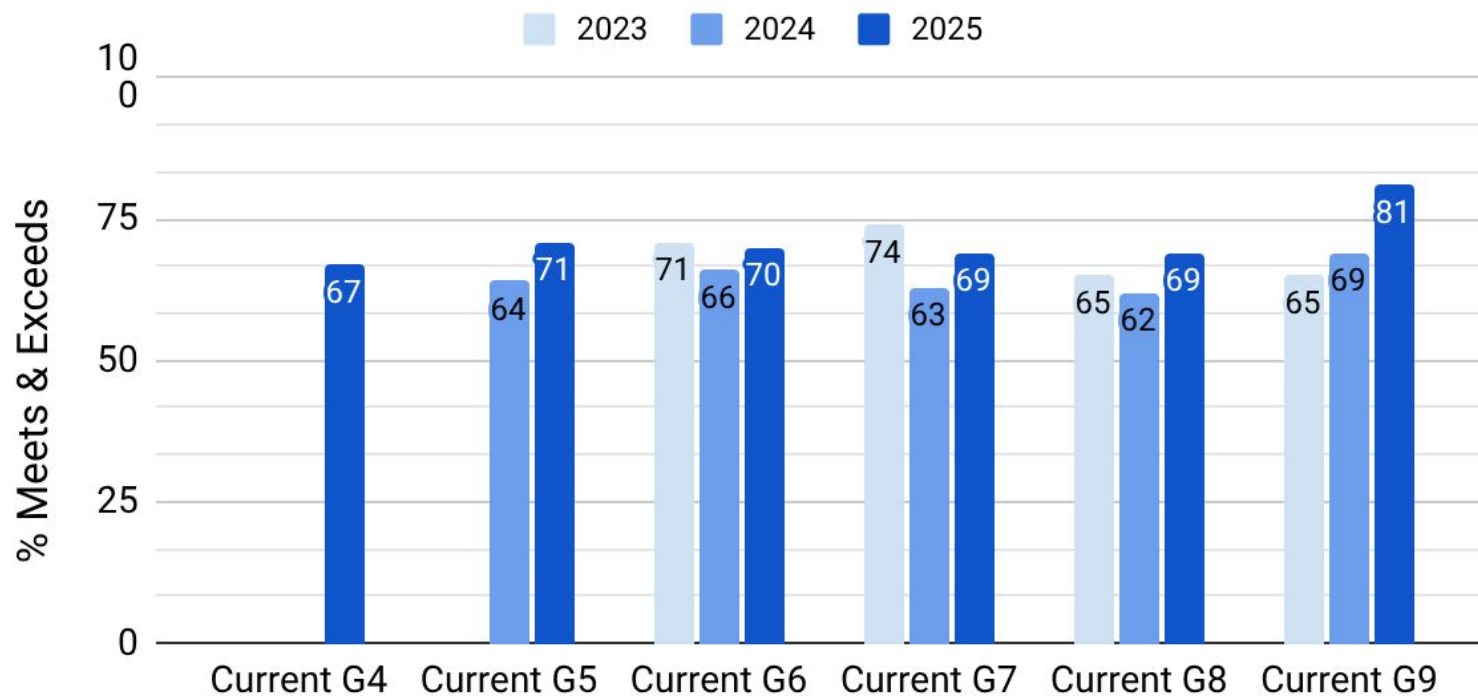
% Meeting or Exceeding Expectations



Overall achievement score for 8th grade is 4th highest in the state.

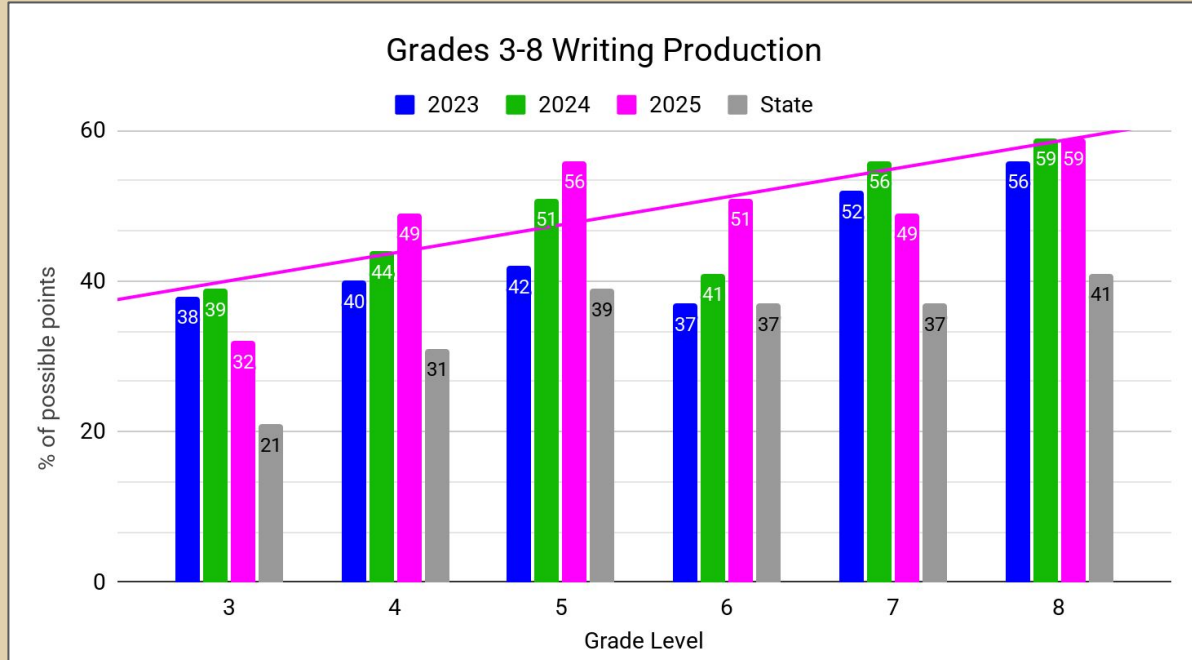
ELA Results

Longitudinal Achievement by Student Cohort



ELA: Curriculum Analysis for Writing

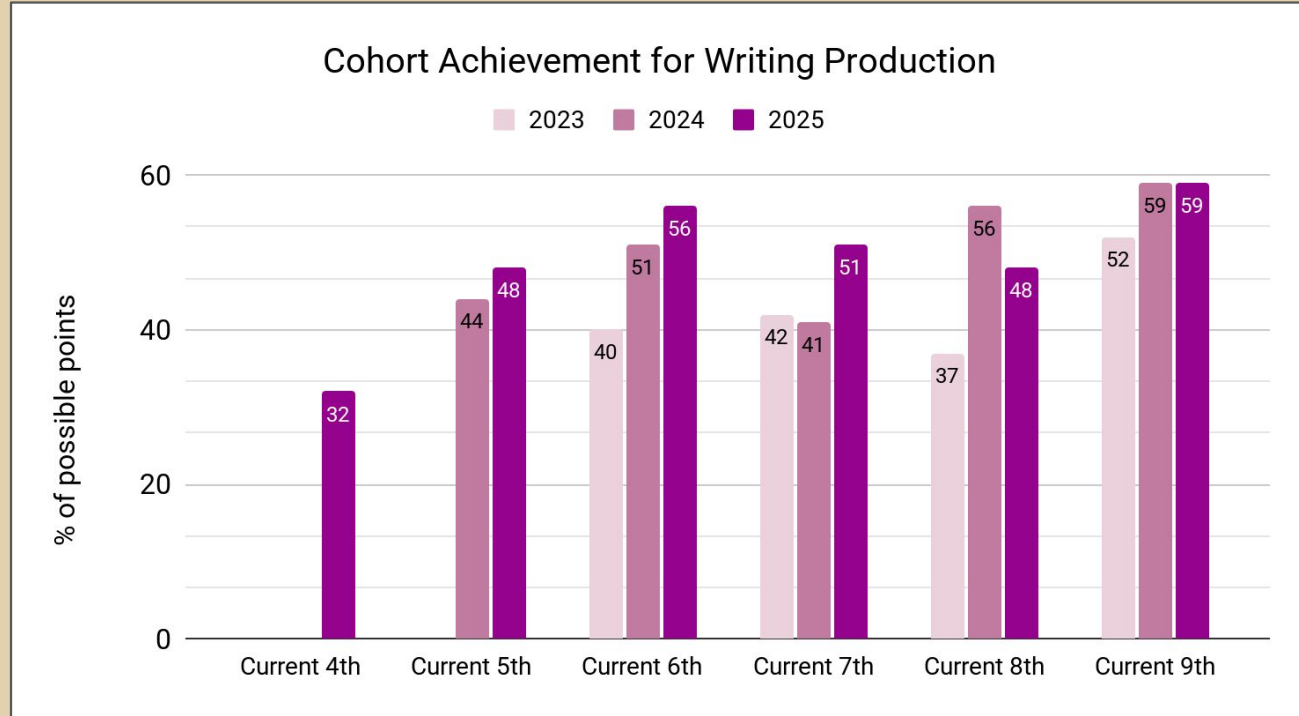
This is the first year that essays were scored using an AI system. Trained readers scored and calibrated samples for each rubric level. Those samples were fed to the AI system to establish an algorithm. 100% of the remaining students' essays are scored using AI, and human scorers provide a confirmation score for 10% of all samples. Several districts in MA received incorrect scores and were delayed in receiving accurate data. Sudbury was not cited as one of those districts.



8th graders in Sudbury earned 59%.
Grade 8 in comparable districts:
Weston: 59%
Wellesley: 54%
Lexington: 60%
Concord: 63%

ELA: Curriculum Analysis for Writing

All cohorts increased or maintained their achievement score with the exception of our current 8th grade. However, the trend shows that our 8th graders fare well year over year.



District Summary: ELA

- All grades and all cohorts earned higher achievement scores from last year.
- Overall achievement for SPS is the 5th highest score out of 11 comparable districts, and in the state.
- Eighth graders earned the 4th highest achievement score in the state. Their overall achievement has surpassed pre-Covid levels.
- All schools and all grades meet or exceed growth expectations.
- Overall SGP for SPS is 3rd out of 11 comparable districts.
- SPS has the 7th highest SGP score in the state, surpassing our pre-Covid level.

Impacts on Teaching and Learning



- We are in year one of a new ELA program implementation. Teaching has been impacted by shifting away from a leveled/skill-based curriculum to a knowledge-based curriculum. Reading, language skills, and writing are all incorporated into the core lesson plans.
- We are shifting from a “mile wide and an inch deep” approach to an “inch wide and mile deep” approach. Students spend more time with focus topics of study where they read, think, write, and discuss their reading and writing on a daily basis. All students are exposed to high-quality, complex literature with scaffolds in place to ensure equitable access.
- This shift will have immediate impact. There are many factors outside of the curricular content that affect impact which include: new routines and expectations, instructional time and pacing; teacher learning curve, educator and student skill development, and efficacy with assessment data to name a few. Many studies tell us the full impact of a new program may take up to 3 years to come to fruition.
- Two grade 6 ELA teachers are currently piloting one EL module and are monitoring the impact on teaching and learning to make informed decisions for the future.





Civics & Government

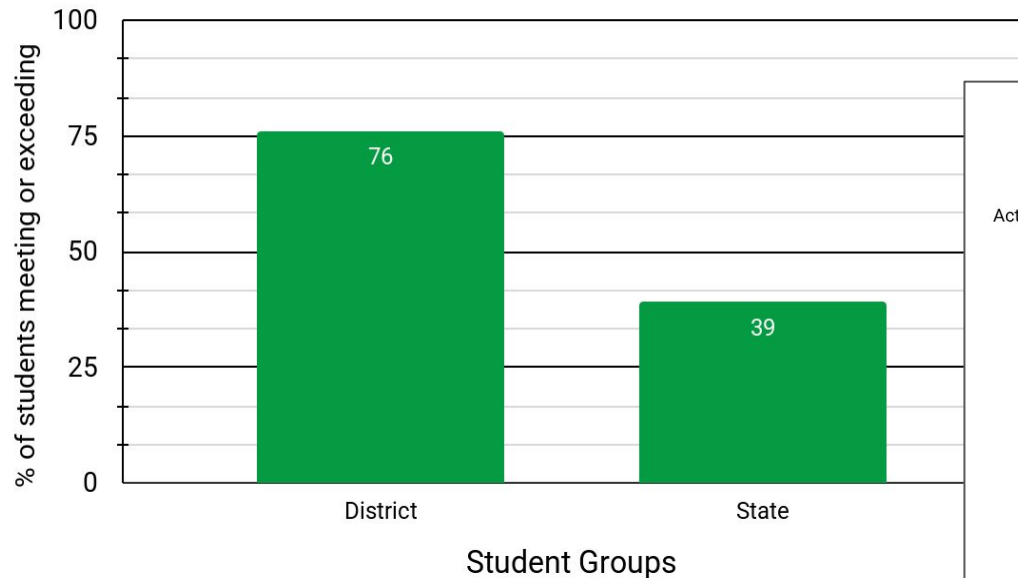


The Civics MCAS has two parts:

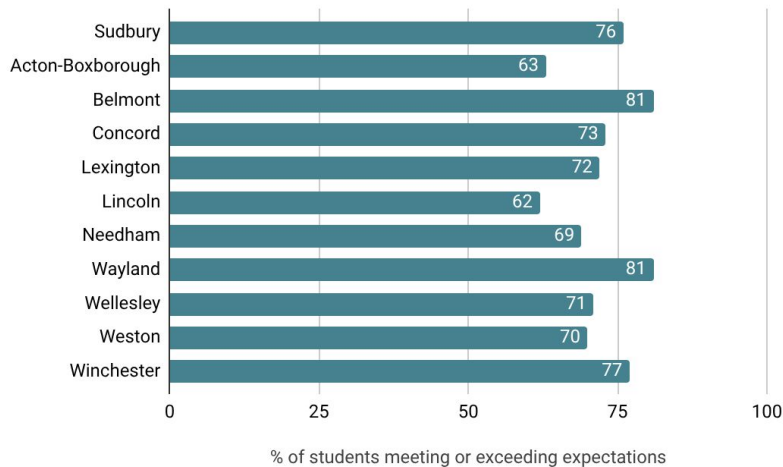
- End-of-Course Test (multiple choice, etc. with data, sources, short passages)
 - Performance Task (3 - 4 passages, sources, or data points with series of open response items)
-
- Achievement Data
 - Curriculum Data
 - Summary & Impact
- 

Civics Results

Civics Achievement 2025

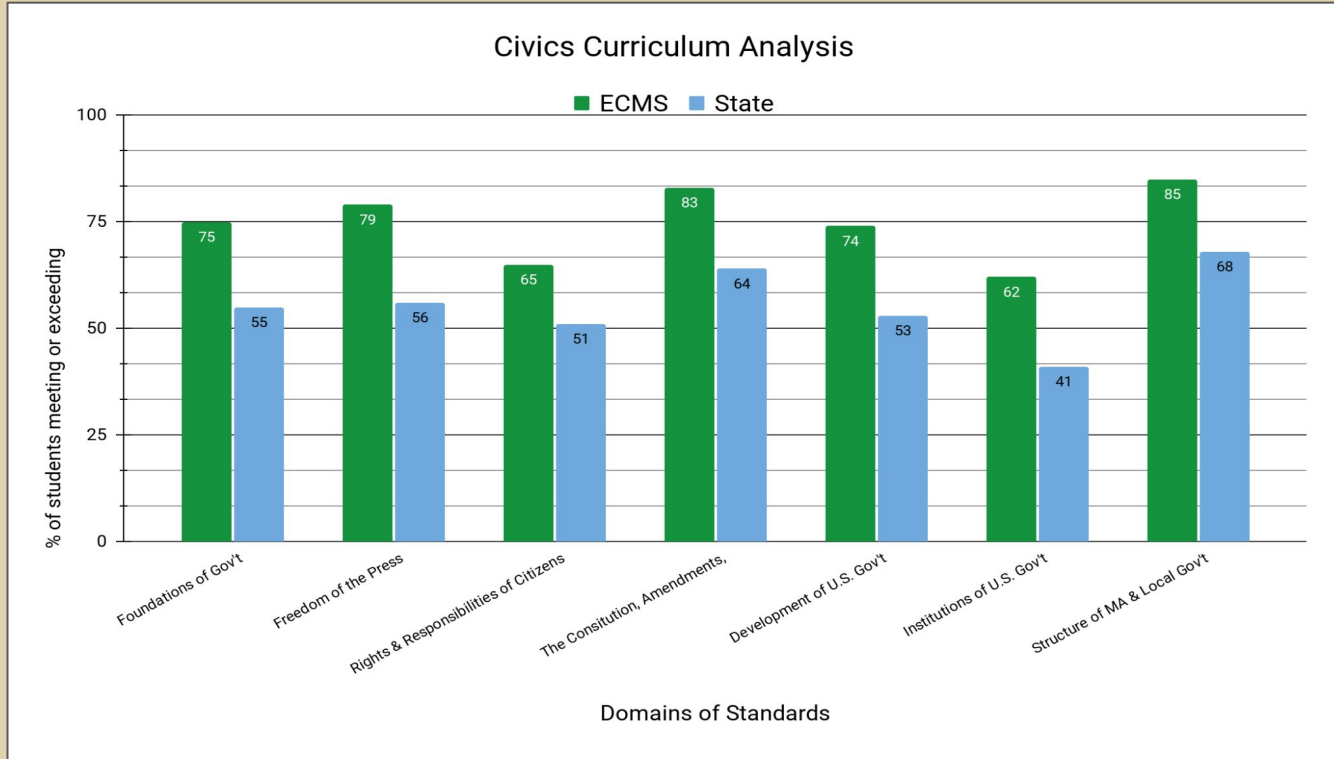


Civics Achievement in Comparable Districts 2025



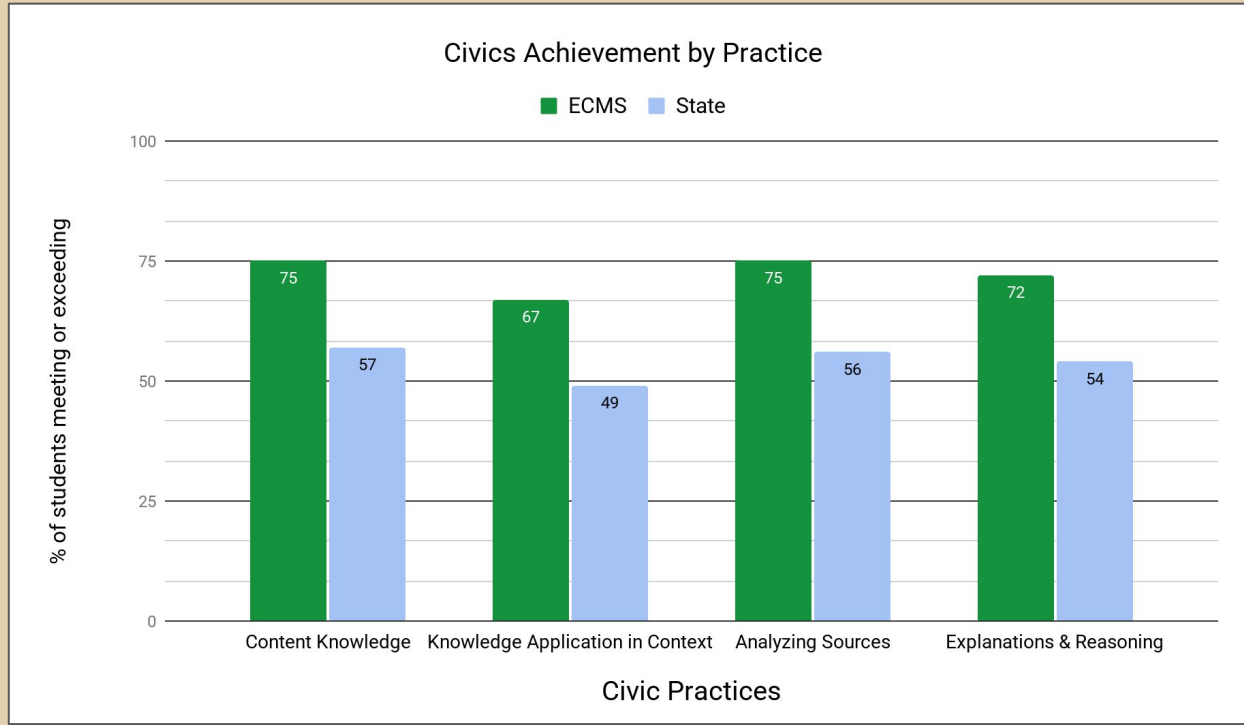
For overall achievement, Sudbury earned the 5th highest score in the state and the 3rd highest amongst comparable districts.

Civics: Curriculum Analysis



- Areas of strength include the Constitution, amendments, and landmark Supreme Court decisions, as well as structures of state and local government.
- Areas for improvement include citizens' rights & responsibilities, as well as the institutions of U.S. government.

Civics: Curriculum Analysis



District Summary: Civics & Government

- Overall achievement for SPS is the 3rd highest score out of 11 comparable districts.
- SPS earned the 5th highest achievement score in the state.
- Areas of strength include the Constitution, amendments, and landmark Supreme Court decisions, as well as structures of state and local government.
- Areas for improvement include citizens' rights & responsibilities, as well as the institutions of U.S. government.
- Content knowledge and analyzing sources are areas of strength. Content application and reasoning are areas of growth.

Impacts on Teaching and Learning



- Teaching content in the context of the real world (when appropriate) has shown to be one effective approach to teaching and learning.
- Analyzing primary and secondary sources continues to be a foundational component of instruction starting in Kindergarten.
- Educators will seek opportunities for building students' knowledge around citizens' rights and institutions of the U.S. government.
- The Civic Action Project is likely to have had a large impact on our high achievement for state and local government.





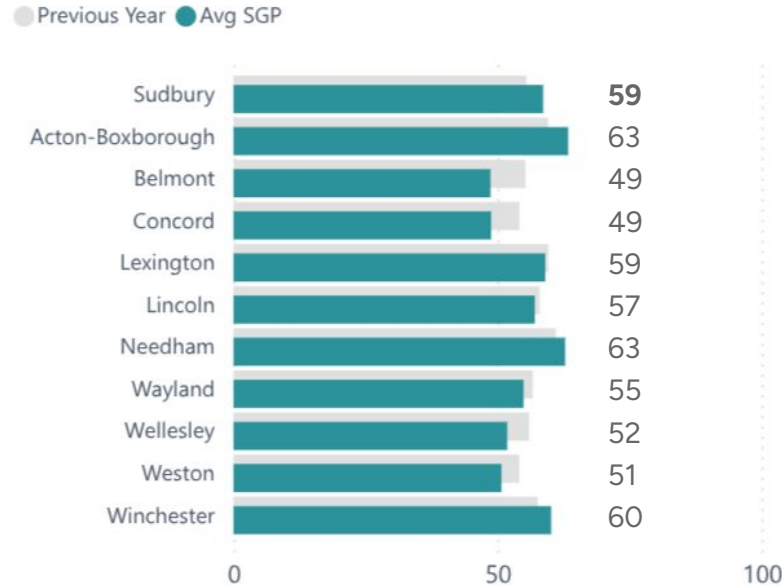
Mathematics



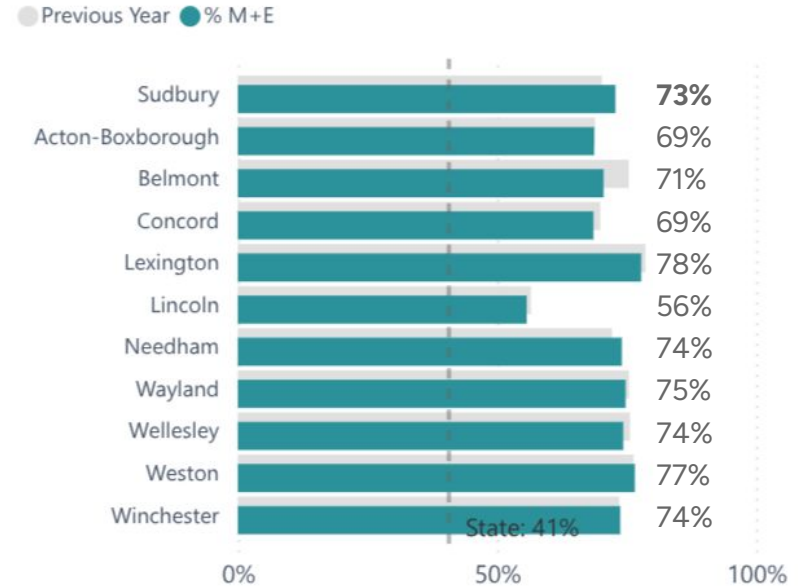
- Achievement Data
 - Curriculum Data
 - Summary & Impact
- 

Achievement: Comparable Districts

Avg SGP by District - Math



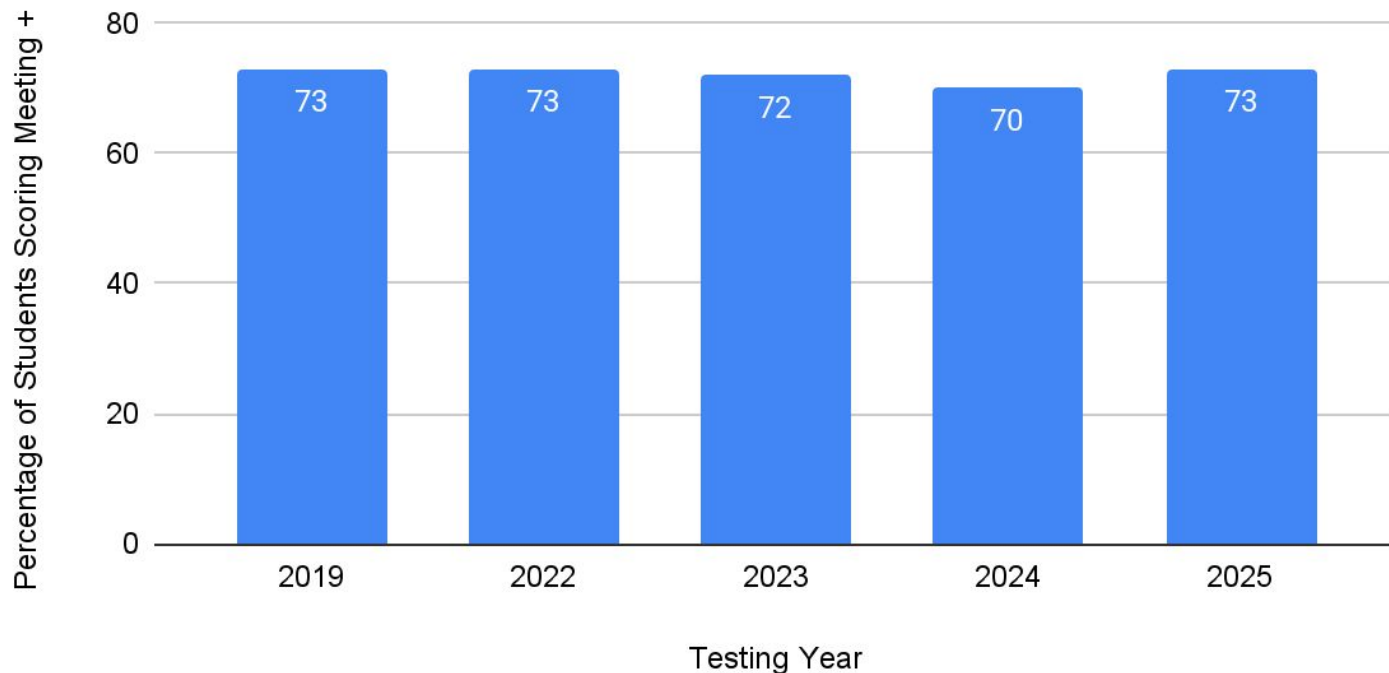
% Meet/Exceed by District - Math



- Overall achievement is 5th highest out of 11 comparable districts
- SPS has the 8th highest achievement level in the state (average 73%)
- Overall SGP for SPS is 3rd highest out of 11 comparable districts
- SPS has the 16th highest SGP in the state (average 58.5)

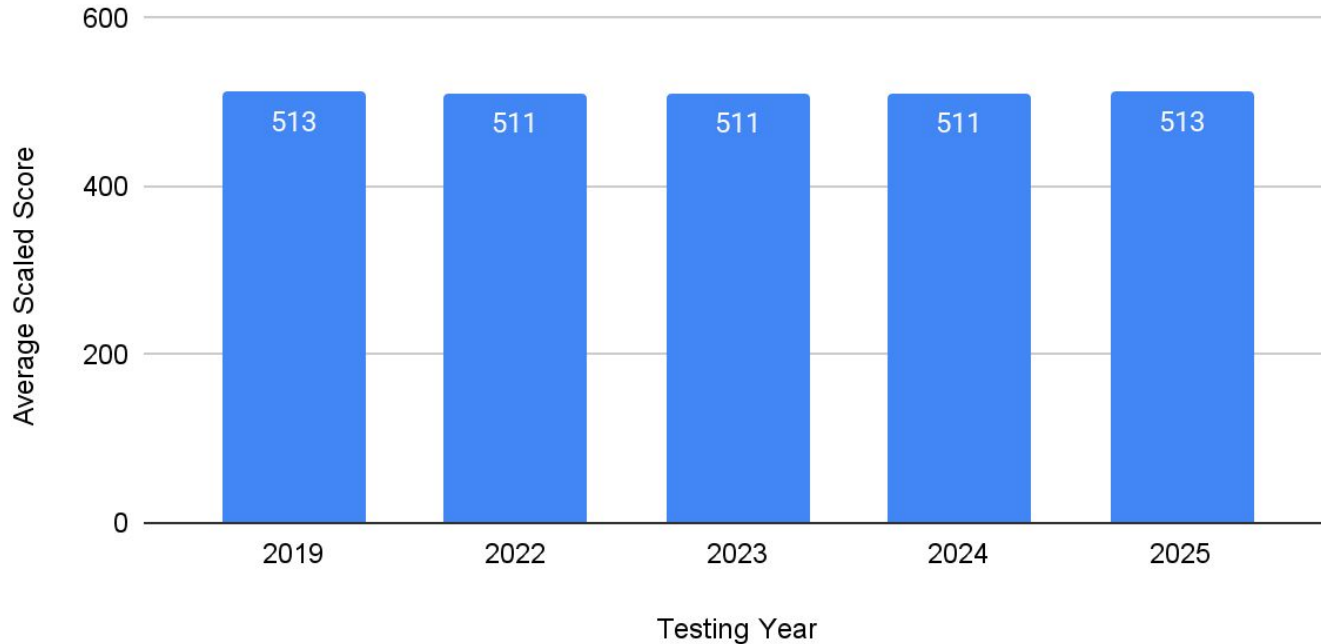
Math Results: Pre- and Post- Pandemic (3-8)

**Comparison of Mathematics Achievement in Grades 3-8
(Pre- and Post- Pandemic)**



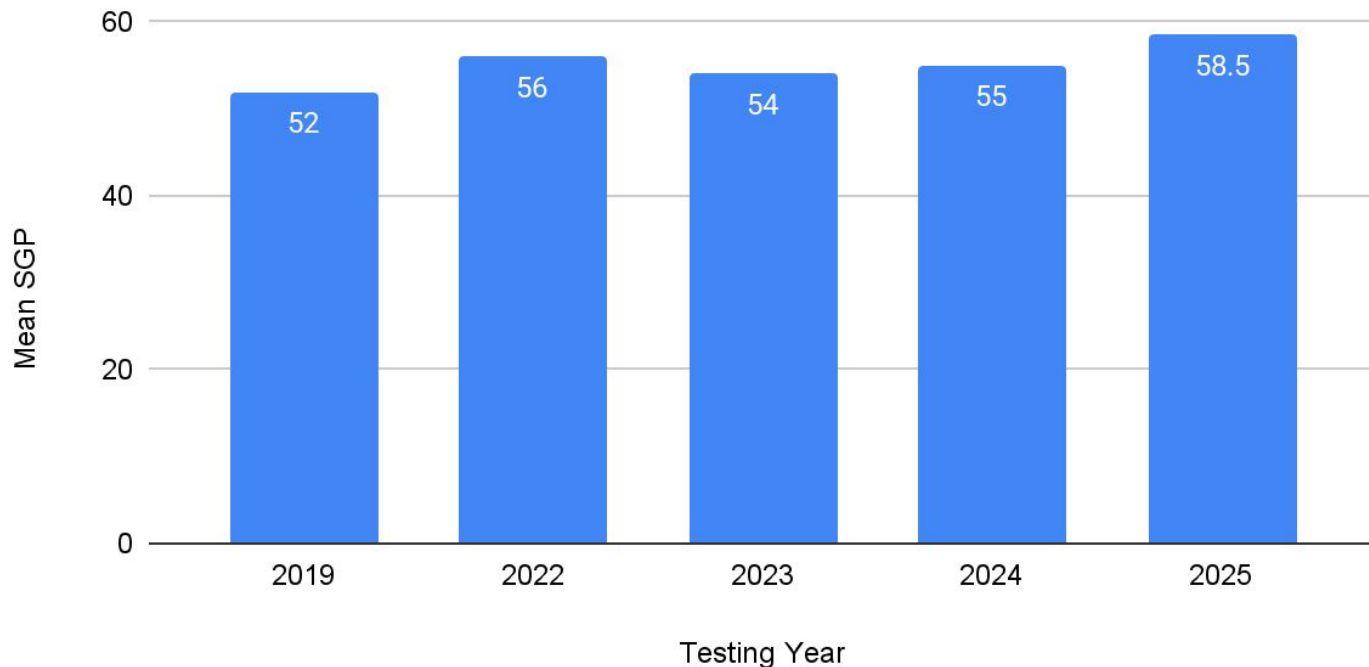
Math Results: Pre- and Post- Pandemic (3-8)

Comparison of Average Scaled Score on the Mathematics MCAS in Grades 3-8 (Pre- and Post- Pandemic)



Math Results: Pre- and Post- Pandemic (3-8)

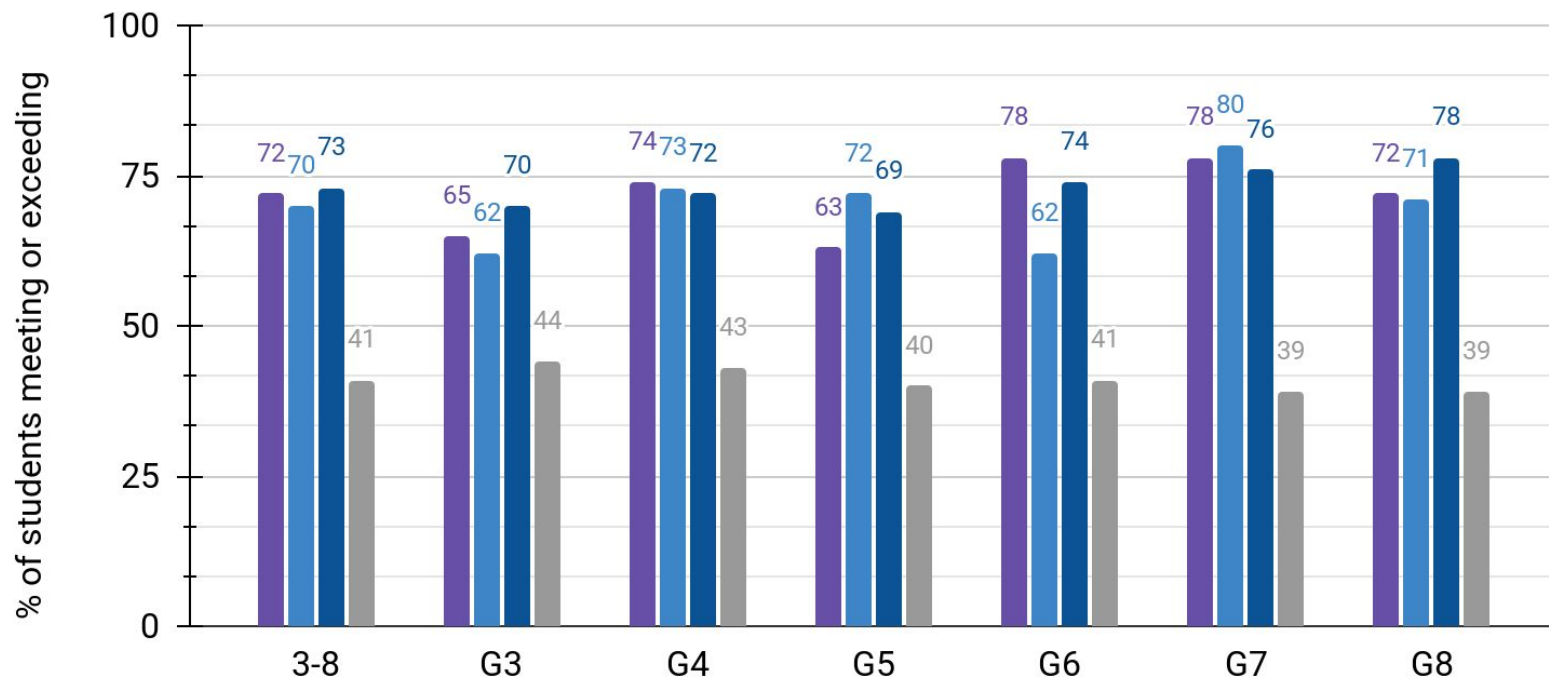
Comparison of Mean SGP on Mathematics MCAS in Grades 3-8 (Pre- and Post- Pandemic)



Math Results

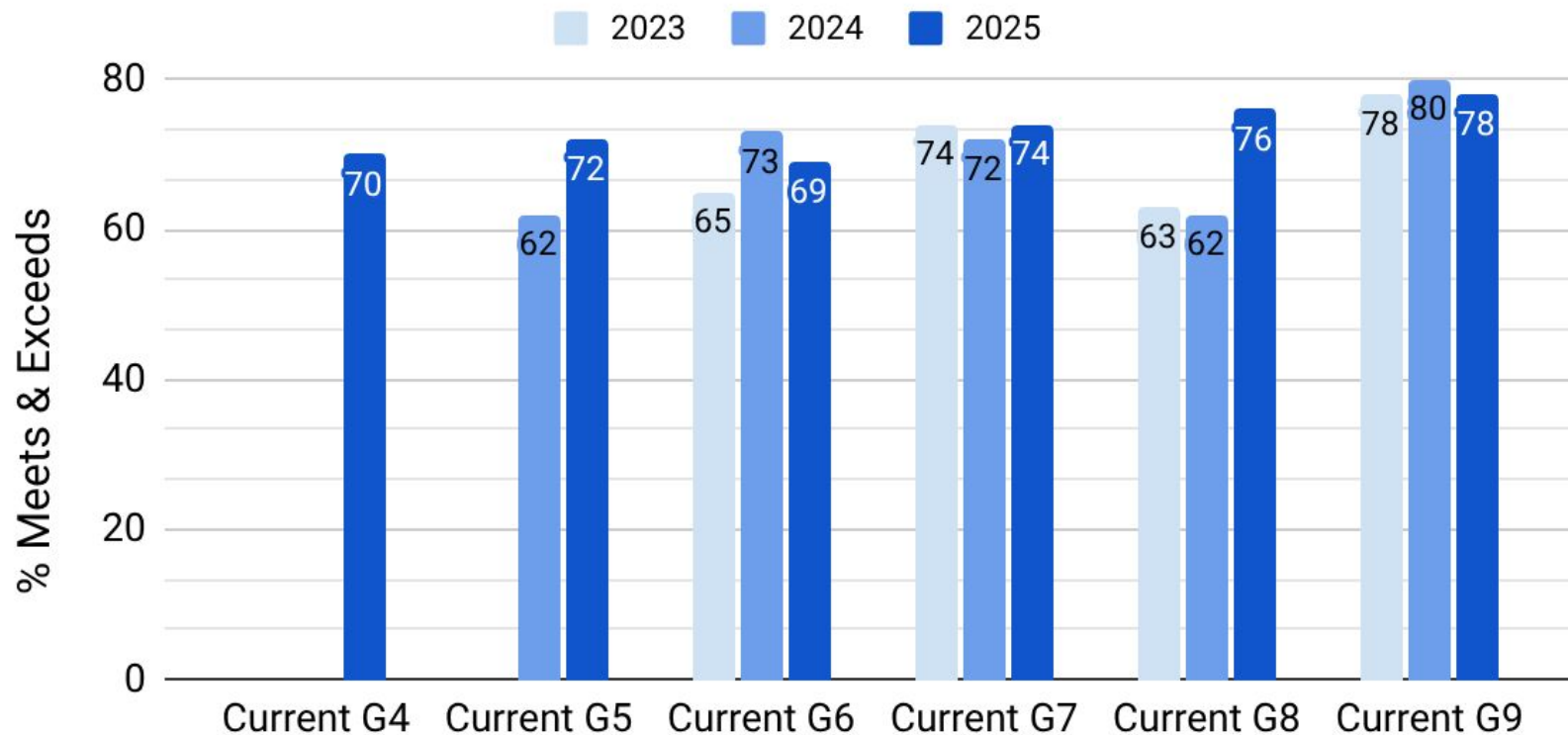
MATH All Students Achievement 2023-2025

2023 2024 2025 State 2025



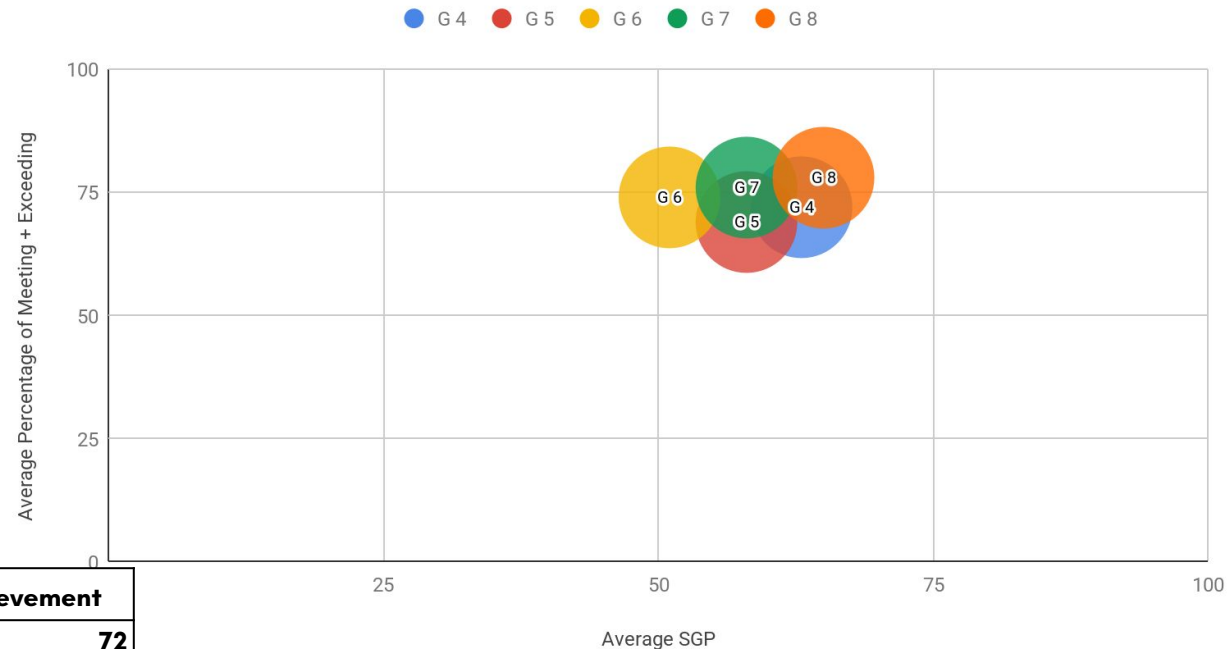
Math Results

Longitudinal Achievement by Student Cohort



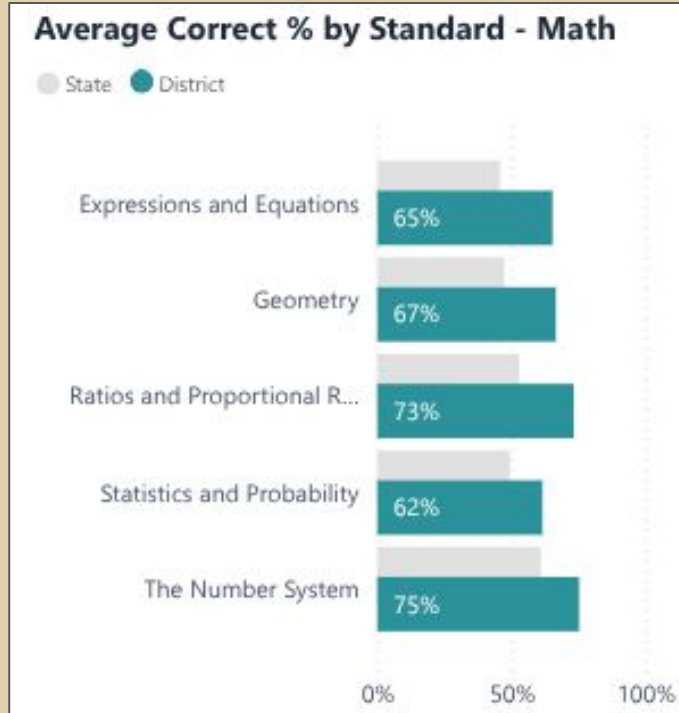
Math Achievement & Growth by Grade

Math Achievement and Growth by Grade Level



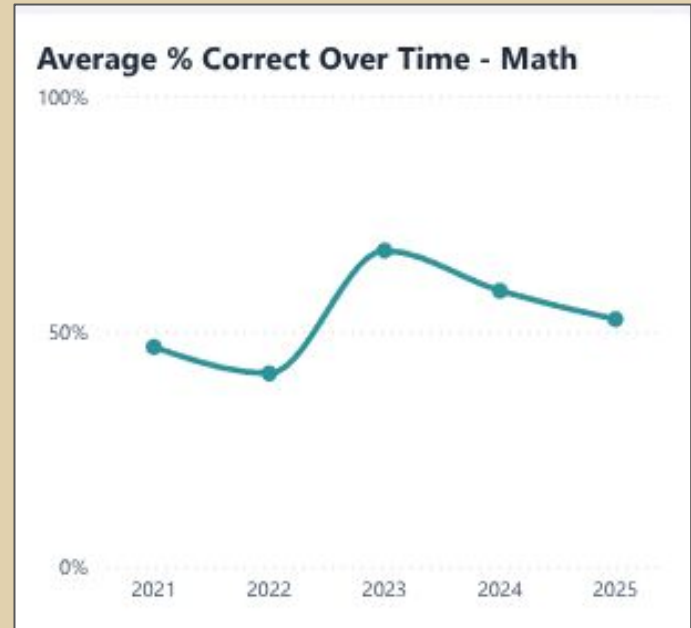
	SGP	Achievement
G 4	63	72
G 5	58	69
G 6	51	74
G 7	58	76
G 8	65	78

Math Curriculum Analysis and Spotlight



Domains in Grade 6

Statistics and Probability - Statistical Variability



 6.SP.A.1

08. Distinguish statistical questions from non-statistical questions.

20. Identify multiple statistical questions.

A student made a list of questions to gather data about a local movie theater. She will ask a sample of her classmates to answer the questions. Which of the following are statistical questions?

Select the **three** statistical questions.

Hide All

-  ☐ A What is the address of the theater?
-  ☐ B How many action movies did you watch last month?
-  ☐ C At what time did the first movie begin last Saturday?
-  ☐ D What is the total number of movies you saw at the theater last year?
-  ☐ E What kind of snack did you buy the last time you went to the theater?

Math Summary

- We have been commended by the Commissioner of Education for reaching our pre-pandemic levels in 3-8 MCAS Math. Our Achievement and Scaled Scores match our 2019 rates and our SGP surpassed our 2019 rate.
- Our current 8th grade cohort increased their scores from 62% to 76% Meeting or Exceeding Standards.
- Grade 3, 6, and 8 all had increases of at least 7 percentage points from the previous year.

Impact on Teaching & Learning

- Data discussions are taking place within schools, teams, and teachers.
- Continuing to increase fractions instruction in grade 3 - PD for that grade level in January
- Some shifts in scope & sequence at Curtis to move content closer to the beginning of the year and then reinforce it throughout. For example, Grade 6 moved their Statistics Unit to the fall instead of in April. Additionally, Grade 7 moved their work with integers to the beginning of the school year to help the transition of our students from 6th to 7th grade.
- Intervention support is available at each school through data meetings, IST, and the intervention referral process at Curtis.



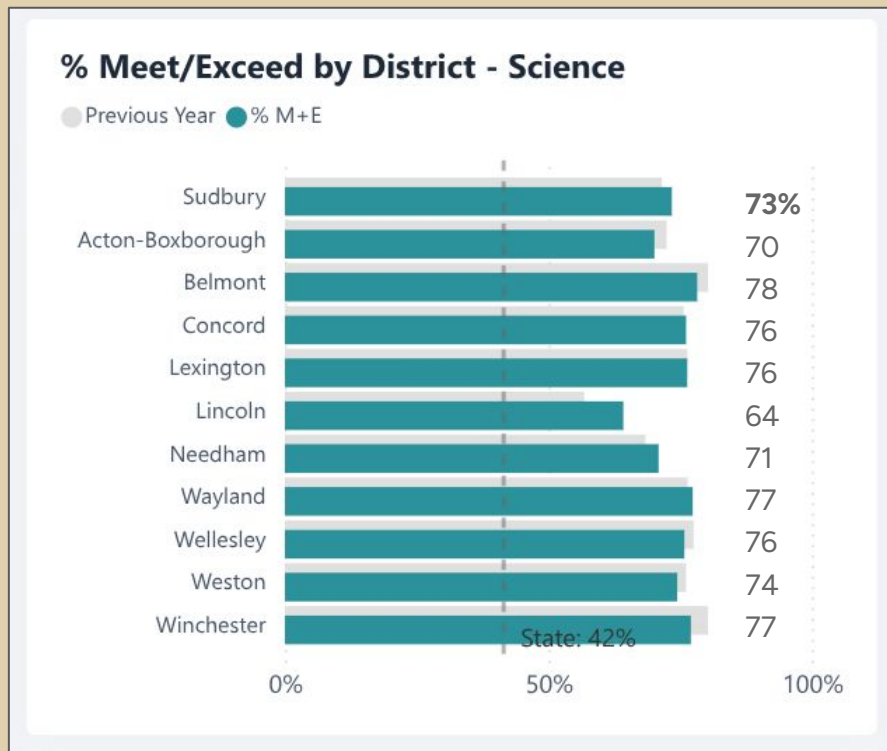
Science Technology and Engineering



- Achievement Data
- Curriculum Data
- Summary & Impact

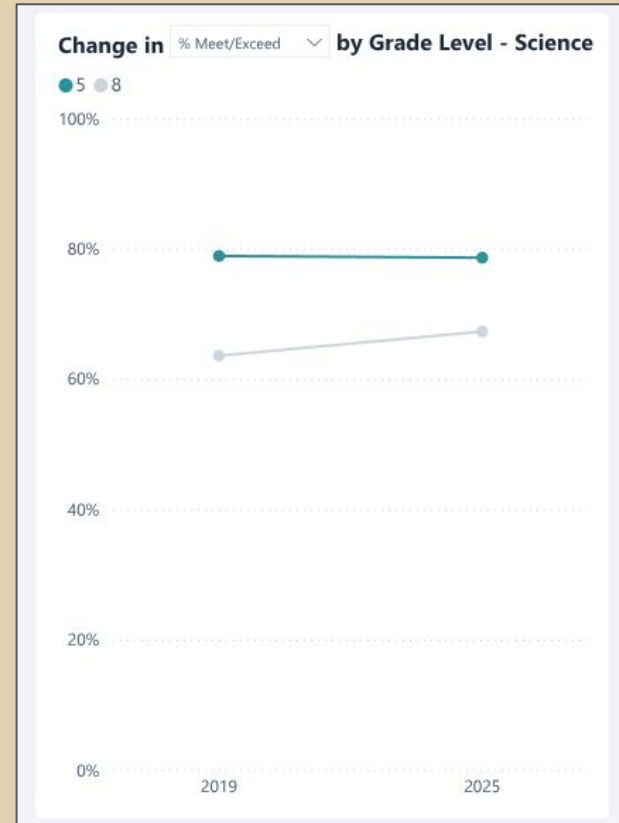


District achievement in STE - comparable districts



- Grade 5 has the 8th highest achievement level in the state (average 79%)
- Grade 8 has the 13th highest achievement level in the state (average 67%)

District achievement compared with pre-pandemic levels



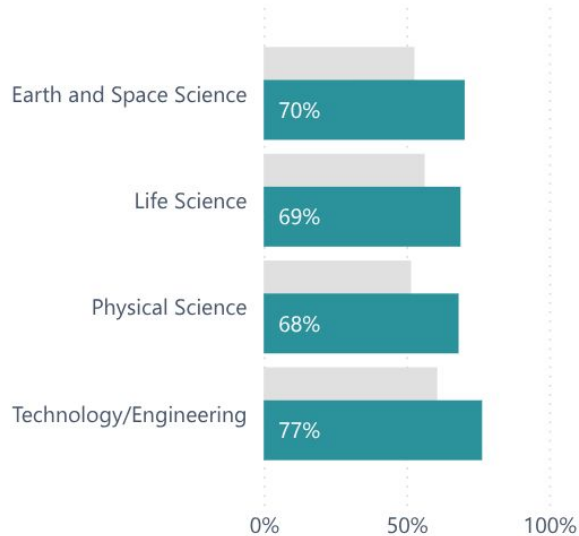
Overall growth compared with 2019 is approximately +3%

Curriculum Focus

Grade 5

Average Correct % by Standard - Science

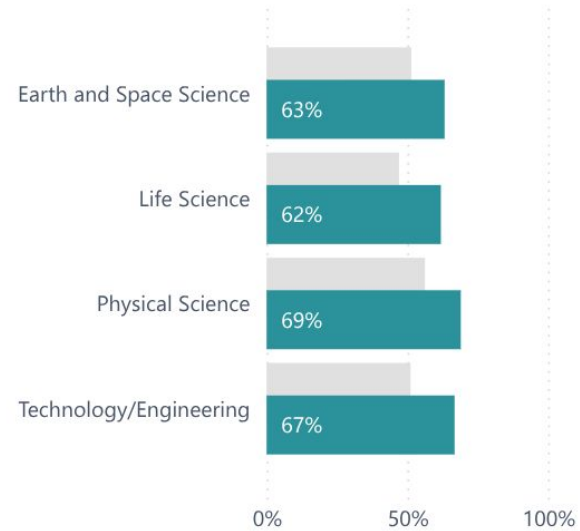
● State ● District



Grade 8

Average Correct % by Standard - Science

● State ● District





District Summary and Impact on Learning for Science



- SPS students outperformed students in the Commonwealth.
 - We have met or exceeded pre-pandemic achievement levels.
 - Item analysis: The questions with the greatest inconsistency in scores focused on using science practices, problem solving and constructing responses with evidence.
 - MCAS is undergoing significant changes and scores in coming years will likely reflect a time of “calibration”.
 - Review and revision of K-5 curriculum as well as 3 year implementation of Open Sci Ed curriculum in grades 6-8 is aimed to address inconsistency in scores and the changing focus at the state level.
- 



Questions





Appendix

- Accountability Data by School
 - Accountability Data by Subgroup
 - Subgroup Data
- 

School Accountability Percentiles

School Accountability Information		About the Data
School	Accountability Information	School accountability percentile
<u>Ephraim Curtis Middle</u>	Not requiring assistance or intervention	94 +1
<u>General John Nixon Elementary</u>	Not requiring assistance or intervention	97 +1
<u>Israel Loring School</u>	Not requiring assistance or intervention	83 -3
<u>Josiah Haynes</u>	Not requiring assistance or intervention	97 +5
<u>Peter Noyes</u>	Not requiring assistance or intervention	95 +6

SPS: District-Based Accountability

	2024	2025
Annual criterion-referenced target percentage	85%	91%
Weight	40%	60%
Cumulative Criterion-referenced target percentage (2024 x 40%) + (2025 x 60%)	88%	
	Meeting or exceeding targets	

2025 Points awarded

2025 Progress toward improvement targets							
Indicator		All Students (Non-high school grades)			Lowest Performing Students (Non-high school grades)		
		Points earned	Total possible points	Weight %	Points earned	Total possible points	Weight %
Achievement	English language arts achievement	4	4	-	4	4	-
	Mathematics achievement	4	4	-	3	4	-
	Science achievement	4	4	-	-	-	-
	Achievement total	12	12	60.0	7	8	67.5
Growth	English language arts growth	3	4	-	3	4	-
	Mathematics growth	3	4	-	4	4	-
	Growth total	6	8	20.0	7	8	22.5
High school completion	Four-year cohort graduation rate	-	-	-	-	-	-
	Extended engagement rate	-	-	-	-	-	-
	Annual dropout rate	-	-	-	-	-	-
	High school completion total	-	-	-	-	-	-
Progress toward attaining English language proficiency	English language proficiency total	3	4	10.0	-	-	-
Additional indicators	Chronic absenteeism	4	4	-	3	4	-
	Advanced coursework completion	-	-	-	-	-	-
	Additional indicators total	4	4	10.0	3	4	10.0
Weighted total		9.1	9.6	-	6.6	7.6	-
Percentage of possible points		95%		-	87%		-
2025 Annual criterion-referenced target percentage		91%					

Accountability:
Progress
Toward
Improvement
Targets

School-based Accountability: Curtis

		2024		2025	
Annual criterion-referenced target percentage		76%		88%	
Weight		40%		60%	
Cumulative Criterion-referenced target percentage (2024 x 40%) + (2025 x 60%)		83%			
		Meeting or exceeding targets			

2025 Points awarded

2025 Progress toward improvement targets							
Indicator		All Students (Non-high school grades)			Lowest Performing Students (Non-high school grades)		
		Points earned	Total possible points	Weight %	Points earned	Total possible points	Weight %
Achievement	English language arts achievement	4	4	-	4	4	-
	Mathematics achievement	4	4	-	3	4	-
	Science achievement	3	4	-	-	-	-
	Achievement total	11	12	67.5	7	8	67.5
Growth	English language arts growth	3	4	-	3	4	-
	Mathematics growth	3	4	-	4	4	-
	Growth total	6	8	22.5	7	8	22.5
High school completion	Four-year cohort graduation rate	-	-	-	-	-	-
	Extended engagement rate	-	-	-	-	-	-
	Annual dropout rate	-	-	-	-	-	-
	High school completion total	-	-	-	-	-	-
Progress toward attaining English language proficiency	English language proficiency total	-	-	-	-	-	-
Additional indicators	Chronic absenteeism	3	4	-	3	4	-
	Advanced coursework completion	-	-	-	-	-	-
	Additional indicators total	3	4	10.0	3	4	10.0
Weighted total		9.1	10.3	-	6.6	7.6	-
Percentage of possible points		88%		-	87%		-
2025 Annual criterion-referenced target percentage		88%					

School-based Accountability: Haynes

	2024	2025
Annual criterion-referenced target percentage	89%	100%
Weight	40%	60%
Cumulative Criterion-referenced target percentage (2024 x 40%) + (2025 x 60%)	96%	
	Meeting or exceeding targets	

025 Points awarded

2025 Progress toward improvement targets							
Indicator		All Students (Non-high school grades)			Lowest Performing Students (Non-high school grades)		
		Points earned	Total possible points	Weight %	Points earned	Total possible points	Weight %
Achievement	English language arts achievement	4	4	-	4	4	-
	Mathematics achievement	4	4	-	4	4	-
	Science achievement	4	4	-	-	-	-
	Achievement total	12	12	67.5	8	8	67.5
Growth	English language arts growth	4	4	-	4	4	-
	Mathematics growth	4	4	-	4	4	-
	Growth total	8	8	22.5	8	8	22.5
High school completion	Four-year cohort graduation rate	-	-	-	-	-	-
	Extended engagement rate	-	-	-	-	-	-
	Annual dropout rate	-	-	-	-	-	-
	High school completion total	-	-	-	-	-	-
Progress toward attaining English language proficiency	English language proficiency total	-	-	-	-	-	-
Additional indicators	Chronic absenteeism	4	4	-	4	4	-
	Advanced coursework completion	-	-	-	-	-	-
	Additional indicators total	4	4	10.0	4	4	10.0
Weighted total		10.3	10.3	-	7.6	7.6	-
Percentage of possible points		100%		-	100%		-
2025 Annual criterion-referenced target percentage		100%					

School-based Accountability: Loring

		2024	2025				
Annual criterion-referenced target percentage		80%	60%				
Weight		40%	60%				
Cumulative Criterion-referenced target percentage (2024 x 40%) + (2025 x 60%)		68%					
		Substantial progress toward targets					
025 Points awarded							
2025 Progress toward improvement targets							
Indicator		All Students (Non-high school grades)			Lowest Performing Students (Non-high school grades)		
		Points earned	Total possible points	Weight %	Points earned	Total possible points	Weight %
Achievement	English language arts achievement	0	4	-	4	4	-
	Mathematics achievement	3	4	-	3	4	-
	Science achievement	0	4	-	-	-	-
	Achievement total	3	12	67.5	7	8	67.5
Growth	English language arts growth	3	4	-	3	4	-
	Mathematics growth	3	4	-	3	4	-
	Growth total	6	8	22.5	6	8	22.5
High school completion	Four-year cohort graduation rate	-	-	-	-	-	-
	Extended engagement rate	-	-	-	-	-	-
	Annual dropout rate	-	-	-	-	-	-
	High school completion total	-	-	-	-	-	-
Progress toward attaining English language proficiency	English language proficiency total	-	-	-	-	-	-
Additional indicators	Chronic absenteeism	3	4	-	3	4	-
	Advanced coursework completion	-	-	-	-	-	-
	Additional indicators total	3	4	10.0	3	4	10.0
Weighted total		3.7	10.3	-	6.4	7.6	-
Percentage of possible points		36%		-	84%		-
2025 Annual criterion-referenced target percentage		60%					

School-based Accountability: Nixon

	2024	2025
Annual criterion-referenced target percentage	93%	89%
Weight	40%	60%
Cumulative Criterion-referenced target percentage (2024 x 40%) + (2025 x 60%)	90%	
	Meeting or exceeding targets	

2025 Points awarded

2025 Progress toward improvement targets							
Indicator		All Students (Non-high school grades)			Lowest Performing Students (Non-high school grades)		
		Points earned	Total possible points	Weight %	Points earned	Total possible points	Weight %
Achievement	English language arts achievement	4	4	-	3	4	-
	Mathematics achievement	4	4	-	3	4	-
	Science achievement	4	4	-	-	-	-
	Achievement total	12	12	67.5	6	8	67.5
Growth	English language arts growth	3	4	-	3	4	-
	Mathematics growth	4	4	-	4	4	-
	Growth total	7	8	22.5	7	8	22.5
High school completion	Four-year cohort graduation rate	-	-	-	-	-	-
	Extended engagement rate	-	-	-	-	-	-
	Annual dropout rate	-	-	-	-	-	-
	High school completion total	-	-	-	-	-	-
Progress toward attaining English language proficiency	English language proficiency total	-	-	-	-	-	-
Additional indicators	Chronic absenteeism	4	4	-	4	4	-
	Advanced coursework completion	-	-	-	-	-	-
	Additional indicators total	4	4	10.0	4	4	10.0
Weighted total		10.1	10.3	-	6.0	7.6	-
Percentage of possible points		98%		-	79%		-
2025 Annual criterion-referenced target percentage		89%					

School-based Accountability: Noyes

	2024	2025
Annual criterion-referenced target percentage	87%	87%
Weight	40%	60%
Cumulative Criterion-referenced target percentage (2024 x 40%) + (2025 x 60%)	87%	
	Meeting or exceeding targets	

025 Points awarded

2025 Progress toward improvement targets							
Indicator		All Students (Non-high school grades)			Lowest Performing Students (Non-high school grades)		
		Points earned	Total possible points	Weight %	Points earned	Total possible points	Weight %
Achievement	English language arts achievement	4	4	-	3	4	-
	Mathematics achievement	4	4	-	3	4	-
	Science achievement	4	4	-	-	-	-
	Achievement total	12	12	67.5	6	8	67.5
Growth	English language arts growth	4	4	-	3	4	-
	Mathematics growth	3	4	-	3	4	-
	Growth total	7	8	22.5	6	8	22.5
High school completion	Four-year cohort graduation rate	-	-	-	-	-	-
	Extended engagement rate	-	-	-	-	-	-
	Annual dropout rate	-	-	-	-	-	-
	High school completion total	-	-	-	-	-	-
Progress toward attaining English language proficiency	English language proficiency total	-	-	-	-	-	-
Additional indicators	Chronic absenteeism	4	4	-	3	4	-
	Advanced coursework completion	-	-	-	-	-	-
	Additional indicators total	4	4	10.0	3	4	10.0
Weighted total		10.1	10.3	-	5.7	7.6	-
Percentage of possible points		98%		-	75%		-
2025 Annual criterion-referenced target percentage		87%					

Subgroup-based Accountability: Students with Disabilities

Students with Disabilities

Overall progress toward improvement targets

	2024	2025
Annual criterion-referenced target percentage	72%	75%
Weight	40%	60%
Cumulative Criterion-referenced target percentage (2024 x 40%) + (2025 x 60%)	74%	
	Substantial progress toward targets	

2025 Points awarded

2025 Progress toward improvement targets				
Indicator		Students with Disabilities Student Group (Non-high school grades)		
		Points earned	Total possible points	Weight %
Achievement	English language arts achievement	3	4	-
	Mathematics achievement	3	4	-
	Science achievement	3	4	-
	Achievement total	9	12	67.5
Growth	English language arts growth	3	4	-
	Mathematics growth	3	4	-
	Growth total	6	8	22.5
High school completion	Four-year cohort graduation rate	-	-	-
	Extended engagement rate	-	-	-
	Annual dropout rate	-	-	-
	High school completion total	-	-	-
Progress toward attaining English language proficiency	English language proficiency total	-	-	-
Additional indicators	Chronic absenteeism	3	4	-
	Advanced coursework completion	-	-	-
	Additional indicators total	3	4	10.0
Weighted total		7.7	10.3	-
Percentage of possible points		75%		-
2025 Annual criterion-referenced target percentage		75%		

Subgroup-based Accountability: Low Income

Low Income ▼

Overall progress toward improvement targets

	2024	2025
Annual criterion-referenced target percentage	57%	74%
Weight	40%	60%
Cumulative Criterion-referenced target percentage (2024 x 40%) + (2025 x 60%)	67%	
	Substantial progress toward targets	

2025 Points awarded

2025 Progress toward improvement targets				
Indicator		Low Income Student Group (Non-high school grades)		
		Points earned	Total possible points	Weight %
Achievement	English language arts achievement	3	4	-
	Mathematics achievement	4	4	-
	Science achievement	2	4	-
	Achievement total	9	12	67.5
Growth	English language arts growth	2	4	-
	Mathematics growth	3	4	-
	Growth total	5	8	22.5
High school completion	Four-year cohort graduation rate	-	-	-
	Extended engagement rate	-	-	-
	Annual dropout rate	-	-	-
	High school completion total	-	-	-
Progress toward attaining English language proficiency	English language proficiency total	-	-	-
Additional indicators	Chronic absenteeism	4	4	-
	Advanced coursework completion	-	-	-
	Additional indicators total	4	4	10.0
Weighted total		7.6	10.3	-
Percentage of possible points		74%		-
2025 Annual criterion-referenced target percentage		74%		

Subgroup-based Accountability: EL / Former EL

English Learners and Former English Learners ▼

Overall progress toward improvement targets

	2024	2025
Annual criterion-referenced target percentage	33%	51%
Weight	40%	60%
Cumulative Criterion-referenced target percentage (2024 x 40%) + (2025 x 60%)	44%	
	Moderate progress toward targets	

2025 Points awarded

2025 Progress toward improvement targets				
Indicator		English Learners and Former English Learners Student Group (Non-high school grades)		
		Points earned	Total possible points	Weight %
Achievement	English language arts achievement	0	4	-
	Mathematics achievement	2	4	-
	Science achievement	3	4	-
	Achievement total	5	12	60.0
Growth	English language arts growth	3	4	-
	Mathematics growth	3	4	-
	Growth total	6	8	20.0
High school completion	Four-year cohort graduation rate	-	-	-
	Extended engagement rate	-	-	-
	Annual dropout rate	-	-	-
	High school completion total	-	-	-
Progress toward attaining English language proficiency	English language proficiency total	3	4	10.0
Additional indicators	Chronic absenteeism	4	4	-
	Advanced coursework completion	-	-	-
	Additional indicators total	4	4	10.0
Weighted total		4.9	9.6	-
Percentage of possible points		51%		-
2025 Annual criterion-referenced target percentage		51%		

ELA Results by Subgroup

The greatest gaps in achievement lie with our students with disabilities (39 pts.)

However in Sudbury, students with disabilities have the 2nd highest achievement score out of 11 comparable districts.

By cohort, all groups improved their overall achievement since last year. One cohort (current G7) is recovering from a large decrease when they were in grade 5.

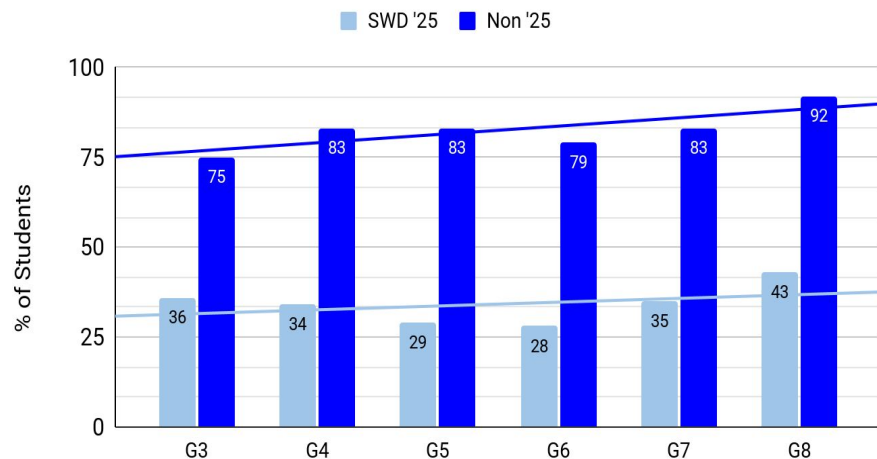
SGP: For cohorts of students with disabilities, all but our current 6th graders increased their SGP from the previous year, and SPS earned the 3rd highest SGP out of 11 comparable districts.

Grades 3-8 - English Language Arts

	% Meeting or Exceeding Expectations	% Exceeding Expectations	% Meeting Expectations	% Partially Meeting Expectations	% Not Meeting Expectations	Average SS	N Students Included	Participation Rate %	Mean SGP	N Included in Mean SGP
All Students										
All Students	71	18	52	24	5	511	1,665	99	59	1,334
Low Income Status										
Low Income	38	8	30	38	23	482	185	98	47	130
Non-Low Income	74	19	55	22	3	513	1,499	99	60	1,204
Disability Status										
Students with Disabilities	34	3	31	46	20	450	407	98	53	324
Students without Disabilities	82	23	59	17	1	517	1,257	100	61	1,010
English Learners Status										
English Learners	17	0	17	38	65	475	24	98		11
Non-English Learners	71	18	53	24	5	511	1,640	99	59	1,323
Race/Ethnicity										
Black or African American	42	5	36	28	29	491	55	100	48	46
American Indian or Alaska Native	0	0	0	0	0	0	2	0		2
Asian	82	33	49	14	4	521	184	99	64	134
Hispanic or Latino	44	5	39	42	14	457	118	98	58	87
Multi-Race, Not Hispanic or Latino	75	27	48	21	4	515	124	99	61	93
Native Hawaiian or Other Pacific Islander	0	0	0	0	0	0	1	0		1
White	72	17	55	24	4	511	1,200	99	59	971
Gender										
Male	69	15	54	25	6	509	828	100	60	666
Female	72	21	51	23	5	512	833	99	58	685
Nonbinary	0	0	0	0	0	0	3	0		3
Title I Status										
Title I	35	1	33	55	10	455	89	98	48	84
Non-Title I	72	19	53	23	5	511	1,590	99	59	1,270
High Needs Status										
High Needs	41	5	35	43	16	494	930	99	53	416
Non-High Needs	85	24	60	15	0	518	1,134	99	62	818
Former English Learners Status										
Former English Learners	51	6	45	45	5	500	85	98	57	55
Former English Learners Year 1	44	8	36	52	4	498	25	0		17
Former English Learners Year 2	47	5	42	42	11	498	19	0		19
Former English Learners Year 3	80	5	55	40	0	507	20	0		18
Former English Learners Year 4	0	0	0	0	0	0	1	0		1
English Learners and Former English Learners Status										
English Learners and Former English Learners	42	4	37	43	16	493	89	98	56	66
Ever English Learners Status										
Ever English Learners	47	6	41	38	14	487	112	98	55	88
Other Subgroups										
Foster Care	0	0	0	0	0	0	1	0		1
Homeless	0	0	0	0	0	0	5	0		3
Military	30	10	20	60	10	490	10	100		7

ELA Results: SWD Cohort

Meets/Exceeds by Subgroup (SWD) 2025

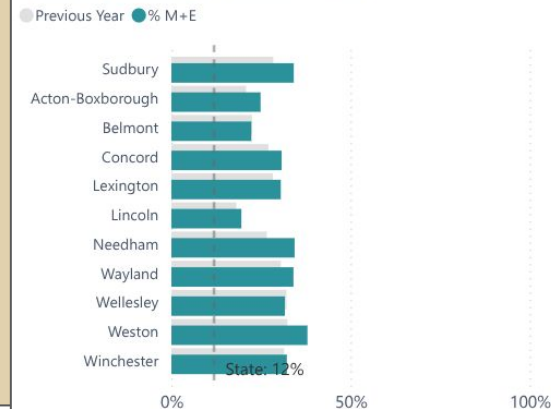


This group shows a pattern of decreased achievement through elementary school then increased achievement through middle school.

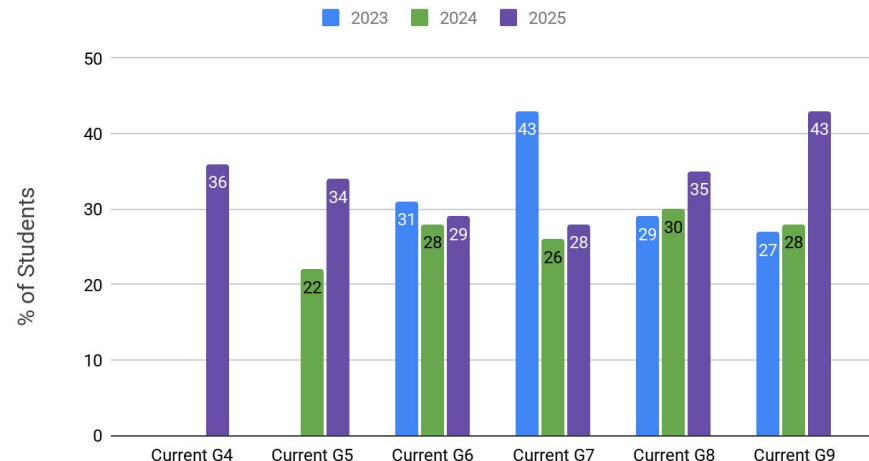
By cohort, all groups improved their overall achievement since last year. One cohort (current G7) is recovering from a large decrease when they were in grade 5.

In Sudbury, students with disabilities have the 2nd highest achievement level out of 11 comparable districts.

% Meet/Exceed by District - ELA

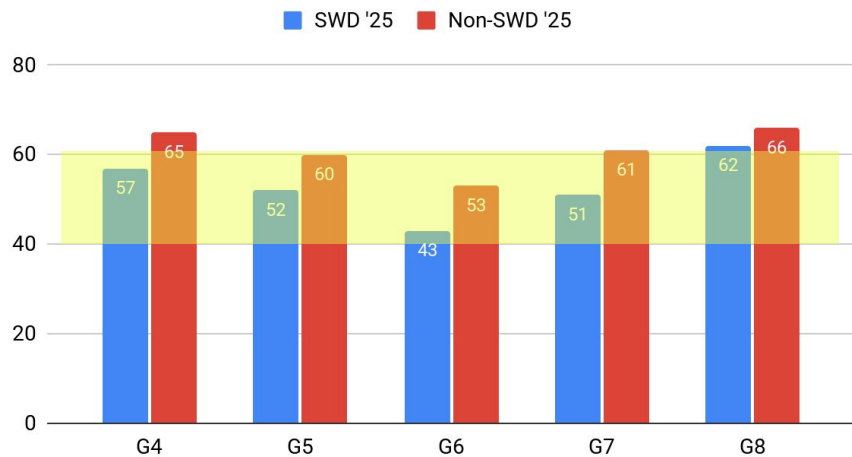


Meets/Exceeds by Cohort: SWD



ELA SGP: SWD Cohort

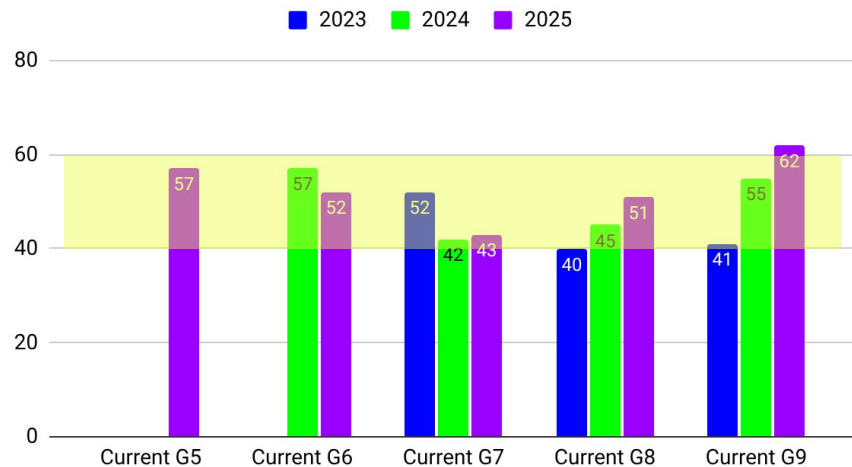
SGP Comparison for SWD



Students with disabilities show a similar growth pattern as their peers. Grades 5 & 6 are within the expected growth range, and grades 4, 7, and 8 exceed growth expectations.

By cohort, all but our current 6th graders increased their SGP from the previous year,

SGP By SWD Cohort



Math Results by Subgroup

Our largest gap in achievement is between Students with Disabilities and Students without Disabilities. (49 point difference)

The growth rate for Students with Disabilities is high, as is our average growth rate for Students without Disabilities. (55 SGP v. 60 SGP respectively)

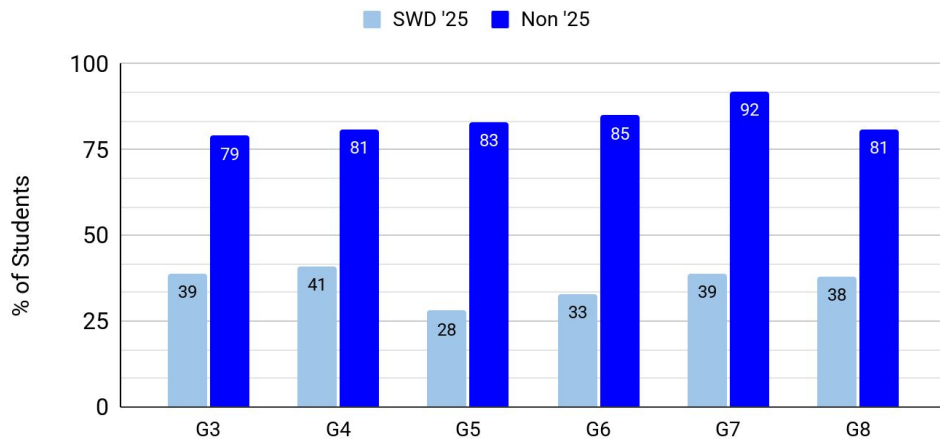
Please note: Students with Disabilities within Sudbury have achievement levels that tied for the highest (with Needham) within our comparable districts.

SGPs for all subgroups listed are 50 or higher. They range from 50-64. Average growth between subgroups is fairly similar and all of our students (on average) are showing strong growth.

	% Meeting or Exceeding Expectations	% Exceeding Expectations	% Meeting Expectations	% Partially Meeting Expectations	% Not Meeting Expectations	Average SS	N Students Included	Participation Rate %	Mean SGP	N Included in Mean SGP
All Students										
All Students	73	19	54	23	4	512	1,069	100	58	1,339
Low Income Status										
Low Income	37	10	27	42	21	494	165	99	55	132
Non-Low Income	77	20	57	21	3	514	1,504	100	59	1,207
Disability Status										
Students with Disabilities	36	5	31	47	17	493	407	99	55	326
Students without Disabilities	85	23	61	15	0	519	1,262	100	60	1,013
English Learners Status										
English Learners	29	4	25	38	33	483	24	96	-	12
Non-English Learners	73	19	54	22	4	513	1,645	100	58	1,327
Race/Ethnicity										
Black or African American	35	7	27	44	22	495	55	100	50	46
American Indian or Alaska Native	-	-	-	-	-	-	2	-	-	2
Asian	82	52	40	4	4	531	166	100	63	136
Hispanic or Latino	44	7	37	43	13	497	118	96	59	88
Multi-Race, Not Hispanic or Latino	82	20	62	14	4	517	124	99	64	93
Native Hawaiian or Other Pacific Islander	-	-	-	-	-	-	1	-	-	1
White	74	16	58	23	3	512	1,203	100	58	973
Gender										
Male	77	21	56	19	4	514	829	100	59	668
Female	69	16	52	26	5	505	837	99	58	668
Nonbinary	-	-	-	-	-	-	3	-	-	3
Title I Status										
Title I	34	0	34	61	4	492	70	100	55	65
Non-Title I	75	20	55	21	4	513	1,599	100	59	1,274
High Needs Status										
High Needs	44	9	35	43	13	497	530	99	57	418
Non-High Needs	86	24	63	13	0	519	1,139	100	59	921
Former English Learners Status										
Former English Learners	65	20	45	27	8	509	66	100	61	56
Former English Learners Year 1	48	12	36	44	8	502	25	-	-	17
Former English Learners Year 2	74	21	53	21	5	513	19	-	-	19
Former English Learners Year 3	76	24	52	14	10	513	21	-	-	19
Former English Learners Year 4	-	-	-	-	-	-	1	-	-	1
English Learners and Former English Learners Status										
English Learners and Former English Learners	56	16	40	30	14	502	90	99	59	68
Ever English Learners Status										
Ever English Learners	61	18	43	26	13	505	113	99	57	90
Other Subgroups										
Foster Care	-	-	-	-	-	-	1	-	-	1
Homeless	-	-	-	-	-	-	5	-	-	4
Military	45	0	40	50	10	494	10	100	-	7

Math Results by Subgroup: SWD

Meets/Exceeds by Subgroup (SWD) 2025

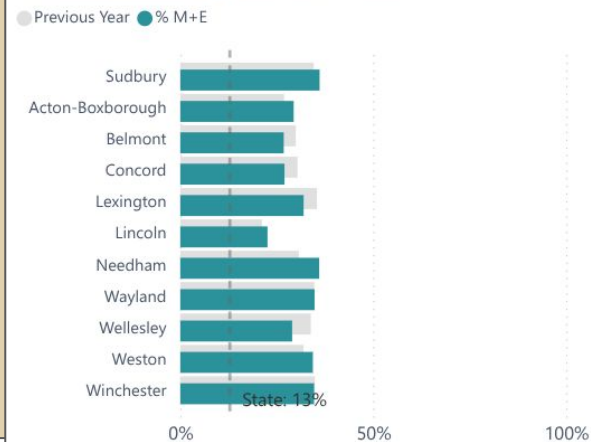


Achievement levels within this subgroup have remained fairly stable throughout the grade levels, with the exception of the decrease between grade 4 and 5.

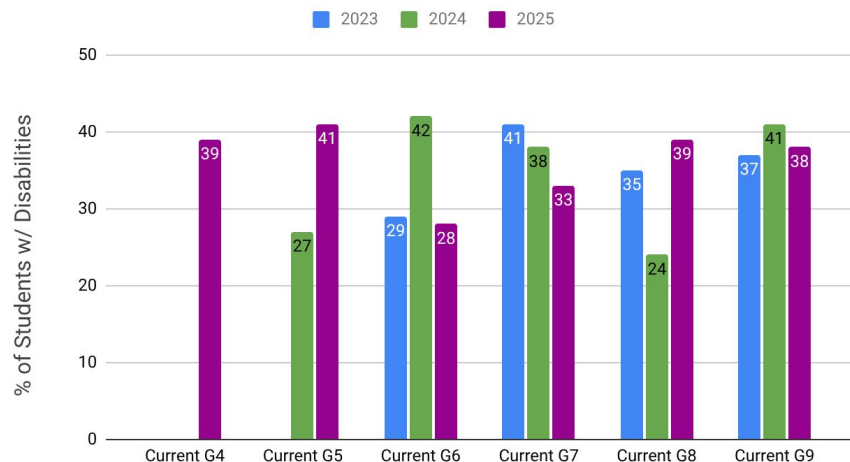
By cohort, all groups have shown inconsistent achievement scores. We have not seen a pattern within their scores.

In Sudbury, students with disabilities have the highest achievement level out of 11 comparable districts, tied with Needham.

% Meet/Exceed by District - Math

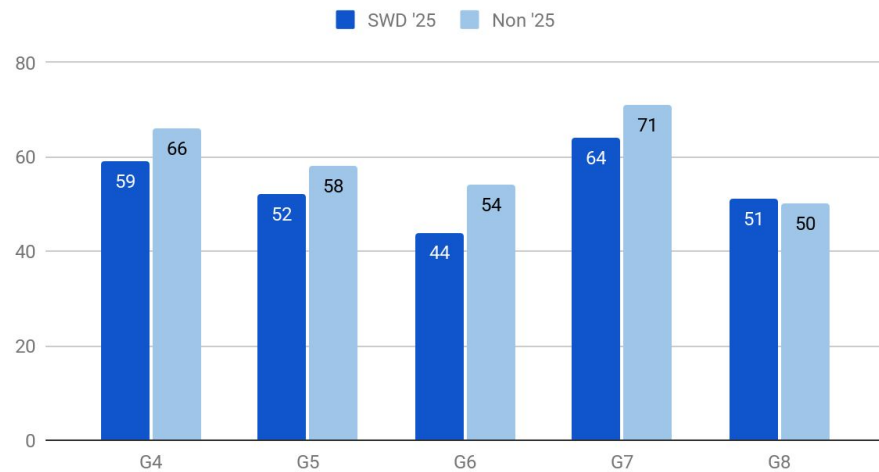


Meets/Exceeds by Cohort: SWD



Math SGP by Subgroup: SWD

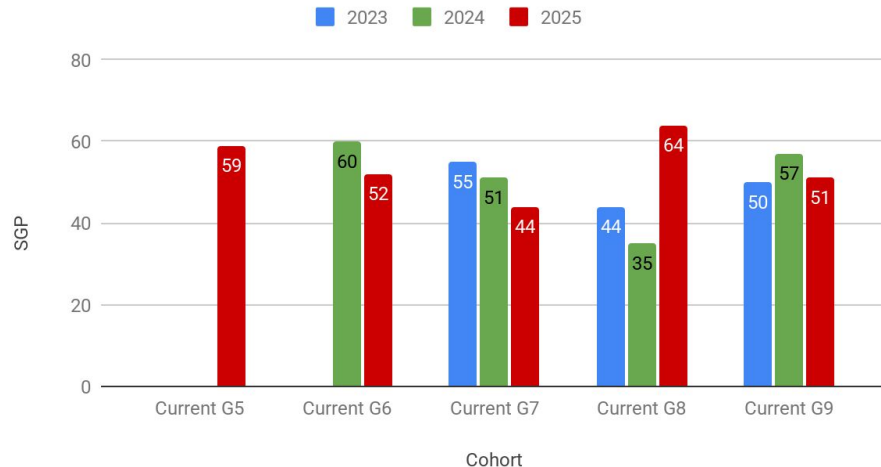
SGP for Students: SWD in 2025



Students with disabilities show a similar growth pattern as their peers. Grades 4, 5, 6, and 8 are within the expected growth range of 40-60. Grade 7 exceeded growth expectations, with an average SGP of 64. In Grade 8, the average SGP for the SWD subgroup was higher than the average growth for those students who are not in the subgroup.

By cohort, our current 8th graders increased their SGP from the previous year, with a 29 point jump.

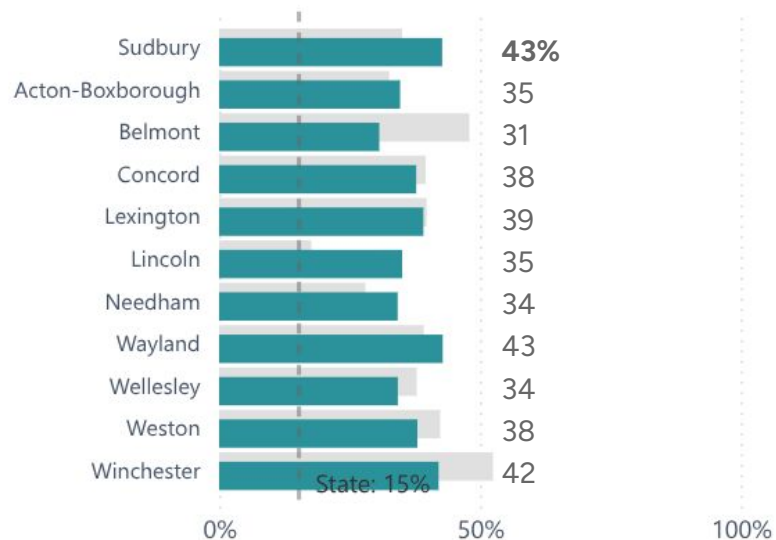
SWD SGP Cohort Data



STE achievement for SWD - Comparable Districts

% Meet/Exceed by District - Science

● Previous Year ● % M+E



District	2021	2022	2023	2024	2025
⊕ Sudbury	38%	44%	36%	35%	43%
⊕ State	15%	15%	14%	15%	15%
⊕ Acton-Boxborough	29%	31%	31%	33%	35%
⊕ Belmont	38%	35%	35%	48%	31%
⊕ Concord	36%	38%	36%	40%	38%
⊕ Lexington	39%	36%	37%	40%	39%
⊕ Lincoln	21%	40%	21%	18%	35%
⊕ Needham	28%	22%	21%	28%	34%
⊕ Wayland	42%	36%	49%	39%	43%
⊕ Wellesley	40%	32%	48%	38%	34%
⊕ Weston	37%	42%	38%	42%	38%
⊕ Winchester	39%	36%	45%	52%	42%

Overall achievement for students with disabilities is at the *highest* level compared with 11 districts.

**Sudbury Public Schools
School Committee Meeting**

Date: November 24, 2025

Agenda Item: 6a

Three Year Fiscal Outlook for Sudbury Public Schools and Initial Review of Administration and School Committee FY27 Prioritization of Initiatives

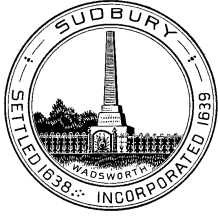
Recommendation:

Background Information:

Attachments:

1-SPS FY27 Budget Guidance 11-17-25
Memo_SC_FY27 Draft 3 Year Budget Forecast_251124
SudburySchoolCommitteeFY27BudgetGuidelines

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



Andrew Sheehan
Town Manager

TOWN OF SUDBURY
Office of the Town Manager
www.sudbury.ma.us

278 Old Sudbury Road
Sudbury, MA 01776-1843
978-639-3381

Fax: 978-443-0756

Email: townmanager@sudbury.ma.us

November 17, 2025

Delivered electronically

Superintendent Brad Crozier
Sudbury Public Schools

RE: FY27 Budget guidance

Dear Superintendent Crozier,

I am looking forward to a collaborative and respectful budget season. As in prior years, our budget will strive to serve the needs of our residents while balancing and respecting the demands on our taxpayers.

Based on our revenue projections, the maximum Fiscal Year 2027 SPS operating budget will be **\$49,052,426**, representing a **3.75% increase over FY2026**. This figure includes all operating expenses, excluding health insurance and benefits. Although these benefit costs are carried within the Town's budget, we are projecting an **11.32% increase** or **\$1,169,566** in Employee Benefits for the Schools from FY2026. Additional details are provided in the attached worksheet.

If you wish to discuss this further, Victor Garofalo and I would be happy to meet with you.

We look forward to working together throughout this budget season.

Sincerely,

Andrew Sheehan
Town Manager

Sudbury Public Schools (SPS) FY27 Budget Guidance

	FY2026 Final Budget	FY2027 Estimated Increase	FY2027 Projected Budget	% Change
EXPENDITURES				
Sudbury Public Schools (SPS)	47,279,447	1,772,979	49,052,426	3.75%
SPS Employee Benefits	10,335,980	1,169,566	11,505,546	11.32%
TOTAL EXPENDITURES:	57,615,427	2,942,545	60,557,972	5.11%

	FY2026 Final Budget	FY2027 Estimated Increase	FY2027 Projected Budget	% Change
REVENUES				
Real Estate and Personal Property	47,758,467	2,323,392	50,081,859	4.86%
State Aid - Chapter 70	6,192,644	185,367	6,378,011	2.99%
State Aid - Other	837,928	14,591	852,519	1.74%
MEDICAID Reimbursements	98,251	21,749	120,000	22.14%
Local Receipts	2,728,136	397,446	3,125,583	14.57%
Free Cash	-			
TOTAL REVENUES:	57,615,427	2,942,545	60,557,972	5.11%



Sudbury Public Schools

40 Fairbank Road

Sudbury, Massachusetts 01776

Phone: (978) 639-3211 Fax: (978) 443-9001

Brad J. Crozier

Superintendent of Schools

brad_crozier@sudbury.k12.ma.us

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: November 11, 2025
Re: **3-Year Budget Forecast – Initial Draft**

As the FY2027 Budget development proceeds and will undergo several revisions / iterations thru the final approved budget request submitted, I am providing the Committee with the current Draft 3-Year Budget Forecast that includes FY2027 thru FY2029.

The FY2027 Budget Forecast includes known student service requirements, legal compliance, and contractual obligations. In addition, the forecast includes a budget allocation for ongoing collective bargaining as not to include such a material earmark would be fiscally irresponsible.

Each fiscal year includes the individual total General Fund Operating budget category forecast, the dollar increase/reduction over the previous fiscal year, and the percentage increase/reduction over the previous year. The Town Manager's FY27 Budget Guidance target received on 11/17/25 is listed in the green table with the "+/- diff \$" which is the total difference between the Town Manager's Budget target versus the SPS "Total GF Forecast \$" for each fiscal year. For FY2028 and FY2029, a 3% increase year over year is used for Town Manager Budget Guidance target. This 3% YoY increase is for forecasting purposes only and was not provided by the Town Manager as an actual guidance amount.

I will provide revised budgets and forecasts throughout the development process.

Donald R. Sawyer
Director of Business & Human Resources

Sudbury Public Schools - Budget Forecast by DOE Function Category

Version Update: 11/24/25

<u>EXPENSE (DOE Function Category)</u>	<u>----- FY2027 -----</u>			<u>----- FY2028 -----</u>			<u>----- FY2029 -----</u>		
	<u>Budget \$</u>	<u>+/- \$:</u>	<u>+/- %</u>	<u>Budget \$</u>	<u>+/- \$:</u>	<u>+/- %</u>	<u>Budget \$</u>	<u>+/- \$:</u>	<u>+/- %</u>
Administration	\$ 1,396,070	\$ 44,431	3.29%	\$ 1,431,512	\$ 35,442	2.54%	\$ 1,470,063	\$ 38,551	2.69%
Instructional Leadership	\$ 4,430,032	\$ 220,373	5.23%	\$ 4,578,651	\$ 148,619	3.35%	\$ 4,551,162	\$ (27,489)	-0.60%
Teachers	\$ 25,311,534	\$ 1,521,969	6.40%	\$ 26,482,190	\$ 1,170,656	4.62%	\$ 27,604,843	\$ 1,122,653	4.24%
Other Teaching Services	\$ 6,991,847	\$ 750,581	12.03%	\$ 7,293,401	\$ 301,555	4.31%	\$ 7,559,708	\$ 266,306	3.65%
Professional Development	\$ 340,939	\$ (4,773)	-1.38%	\$ 342,647	\$ 1,708	0.50%	\$ 346,073	\$ 3,426	1.00%
Instructional Materials/Equip/Tech	\$ 749,243	\$ 2,979	0.40%	\$ 756,734	\$ 7,491	1.00%	\$ 764,302	\$ 7,568	1.00%
Guidance, Counseling, Testing	\$ 2,189,336	\$ 85,334	4.06%	\$ 2,281,078	\$ 91,742	4.19%	\$ 2,348,812	\$ 67,734	2.97%
Pupil Services	\$ 4,052,838	\$ 293,464	7.81%	\$ 4,402,234	\$ 349,396	8.62%	\$ 4,618,050	\$ 215,816	4.90%
Operations and Maintenance	\$ 3,264,042	\$ 137,590	4.40%	\$ 3,387,897	\$ 123,855	3.79%	\$ 3,456,772	\$ 68,875	2.03%
Fixed Charges	\$ 213,574	\$ 907	0.43%	\$ 214,490	\$ 916	0.43%	\$ 216,635	\$ 2,145	1.00%
<u>Out-of-District Expenditures</u>	<u>\$ 1,701,075</u>	<u>\$ 308,228</u>	<u>22.13%</u>	<u>\$ 1,803,140</u>	<u>\$ 102,065</u>	<u>6.00%</u>	<u>\$ 1,911,328</u>	<u>\$ 108,188</u>	<u>6.00%</u>
TOTAL GF FORECAST \$:	\$ 50,640,530	\$ 3,361,083	7.11%	\$ 52,973,975	\$ 2,333,445	4.61%	\$ 54,847,748	\$ 1,873,773	3.54%

Town Manager FY27 Budget									
Gudance Target (11/17/25):	\$49,052,426	\$ 1,772,979	3.75%						
	+ / - diff \$:	(\$1,588,104)							
Forecast @ 3% YoY:				\$50,523,999	\$1,471,573	3.00%	\$52,039,719	\$1,515,720	3.00%
				+ / - diff \$:	(\$2,449,976)		+ / - diff \$:	(\$2,808,029)	

Important Note:

The budget information on this document represents the early stages of the SPS FY27 budget development process and should NOT be considered a final budget request. Revisions will occur throughout the budget process and School Committee updates.



Sudbury Public Schools

School Committee FY27 Budget Guidelines

1. Purpose

The FY27 Budget Guidelines outline the principles, process, and priorities that will guide the development of Sudbury Public Schools' budget. They are designed to ensure that every dollar spent advances our mission, supports our core values, and delivers measurable benefits for students, while maintaining fiscal responsibility and transparency to the community.

2. Guiding Principles

The FY27 budget will be developed in alignment with these guiding principles:

1. **Student-Centered Decision Making** – Budget decisions will be grounded in what is best for students, preserving class size guidelines, ensuring safe and supportive learning environments, and investing in enrichment, intervention, and support services that meet diverse needs.
2. **Equity, Inclusion, and Access** – Resources will be allocated through an equity lens to ensure fair access to high-quality instruction and support for every student.
3. **Alignment with Core Priorities** – Every budget line should clearly support the district's core educational values, compliance obligations, and School Committee-identified priorities.
4. **Fiscal Stewardship and Sustainability** – The district will meet contractual and legal obligations, reallocate resources where appropriate, pursue non-tax revenue sources, and evaluate both short- and long-term fiscal impacts before committing to new investments.
5. **Transparency and Accountability** – Budget development, presentation, and monitoring will be conducted openly, with plain-language explanations of assumptions, trade-offs, risks, and how budget decisions tie to student outcomes.

3. Budget Development Process

The budget will be developed through a process that is transparent, data-informed, and aligned to district priorities:

3.1 Public Calendar and Participation – Publish and maintain a budget calendar that includes all statutory requirements, School Council consultation with building administration, and opportunities for community input.

3.2 Priority-Based and Tiered Budgeting – Clearly define core (required), level-service, and strategic priority tiers. Link each proposed expenditure to core priorities and measurable student outcomes.

3.3 Data-Informed Decision Making – Use enrollment trends, class size data, state staffing guidelines, program evaluations, cost analyses, and student performance data to guide resource allocation.

3.4 Multi-Year Planning – Provide three-year projections for enrollment, revenue, staffing, operating costs, and capital needs to inform sustainable decision-making.

3.5 Full Cost Accounting – When recommending new programs or positions, include all associated costs (benefits, training, materials, space, technology) — not just salaries.

3.6 Scenario Modeling – Present at least three scenarios:

- **Level Service** (maintaining current operations, which should be within guidance on state staffing and Sudbury Public Schools class size guidelines)
 - **Targeted Enhancements** (aligned to identified priorities; priorities are set in November through our budget process)
 - **Fiscally Constrained** (within tighter parameters)
- Each scenario should include impacts and potential funding sources.

4. Budget Structure

To promote clarity and accountability, the budget document should:

4.1 Separate **Level Service** and **Priority Initiatives** expenditures.

4.2 Detail **Grants, Revolving Funds, and Other Revenue Sources**, including an accounting of the **Circuit Breaker** and how it supports operating and capital expenses.

4.3 Provide clear narratives linking each budget section to priorities and intended outcomes.

4.4 Include historical spending comparisons and variance explanations.

5. Initiative Review and Cost Expectations

The School Committee will prioritize initiatives in collaboration with district leadership. For each initiative, the administration should provide:

5.1 **Short- and Long-Term Cost Estimates** in a consistent format.

5.2 **Funding Source Identification** (tax levy, grants, revolving funds, partnerships).

5.3 **Peer District Research** and evidence of impact.

5.4 **Implementation Timeline** with milestones.

5.5 **Potential Impact on Student Outcomes** (academic growth, social-emotional health, inclusion).

School Committee Initiatives for FY27 Budget Review & Prioritization

a) **Co-Taught Classrooms** – Review program models in peer districts; evaluate potential to improve inclusion and outcomes given increased student needs reported by Student Services; provide full cost estimates, training needs, and service delivery changes.

b) **Elementary World Language / Program Alternatives** – Review current once-per-week Spanish model and compare to research-based benchmarks; consider alternative uses of instructional time (e.g., project-based learning, coding/robotics, enrichment); provide models, costs, and impacts.

c) **Early Mental Health Screenings** – Explore age-appropriate screening tools for early grades, including kindergarten; identify implementation needs, training, privacy considerations, and potential impacts.

d) **Compliance with Staffing and Class Size Guidelines** – Compare current staffing levels in all roles (nurses, counselors, psychologists, special educators, classroom teachers) against state requirements and best practice guidelines; identify gaps, costs to close them, and implications for safety, compliance, and student learning.

e) **Instructional Models, Curriculum, and Program Review** - Establish a cycle of internal self-studies and external expert reviews of major curricular and support areas. Internal reviews would identify strengths and areas for improvement; external reviews would provide independent recommendations. The district will develop cost models for both the review process and potential implementation needs to inform budget prioritization.

School Committee Initiatives for the FY27 Budget Review will be prioritized with the administration's recommendations in November.

6. Additional Recommendations

Ensure the budget book expands detail on:

- Circuit breaker roll-forward
- Level service vs. priority initiatives
- Enrollment trends and class size impacts
- Staffing changes and funding sources
- Contract agreement impacts
- Complete funding summary
- Capital planning priorities

**Sudbury Public Schools
School Committee Meeting**

Date: November 24, 2025

Agenda Item: 6b

Policy BGB, Step 2

1. Per recommendation of the Sudbury School Committee on 10/23/2025:
 - a. IMDA, Accommodations for Religious and Cultural Observances
2. Per recommendation of the Policy Subcommittee on 10/24/2025:
 - a. BEDH, Public Comment at School Committee Meetings
 - b. BEA, Hybrid Meetings and Remote Participation
 - c. ECAB, Access to Buildings and Grounds
 - d. EFBA, School Food and Nutrition - Meal Modifications
 - e. IJOA, Field Trips
 - f. JJE, Student Fund-Raising Activities
 - g. KBE, Relations with Parent/Booster Organizations
 - h. KHB, Advertising in the Schools and Use of School Name/Logo
 - i. KI, Visitors to the School

Recommendation:

Move to have policy KI, Visitors to the School, as **amended/presented** reviewed by Council as recommended by the administration.

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. **(Completed at 11/03/2025 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. (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 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:

00-Policy Subcommittee Memo
01-SEPAC Memo
1 - IMDA Coversheet
2-POLICY IMDA - Current, Clean, Redlined.docx
3- BEDH Coversheet
4- POLICY BEDH - Current, Redlined
5- BEA Coversheet
6-Policy BEA - New Draft
7- ECAB Coversheet
8-DRAFT NEW ECAB Policy.docx
9 -Coversheet EFBA
10-DRAFT EFBA Policy NEW.docx
11 -Coversheet IJOA
12-Draft_IJOA, Current, Policy Subcommittee Draft, SEPAC Redlines
13 - Coversheet JJE
14-DRAFT JJE
15- Coversheet KBE
16-Redlined KBE by Policy Subcommittee and SEPAC Redlines
17- Coversheet KHB
18- DRAFT KHB
19 - Coversheet KI
20-Current Policy and DRAFT KI Policy

Action:

XX

Report:

Discussion:

XX

To: Sudbury School Committee
From: Karyn Jones, Policy Subcommittee Chair
Re: Summary of Recommended Policy Updates and New Policies
Date: 11/20/2025

The Policy Subcommittee has reviewed several existing policies and developed a number of new policies to strengthen consistency, equity, safety, legal compliance, and operational clarity across the Sudbury Public Schools. This report summarizes the proposed revisions and new additions for the Committee's consideration.

BEDH – Public Comment at School Committee Meetings

The recommended revision to BEDH reflects the Committee's current practice of operating hybrid meetings. The policy continues to provide a 15-minute public comment period but clarifies how speakers may participate both in person and remotely. It outlines the process for alternating between formats, identifies expectations for decorum and identification, and reinforces that public comment is limited to matters within the Committee's authority. The Chair retains the ability to extend the public comment period and to manage or terminate speech that violates legal standards.

BEA – Hybrid/Remote Participation at School Committee Meetings (New Policy)

The Subcommittee is introducing BEA as a new policy to establish clear guidelines for when School Committee members may participate remotely. The policy is locally developed, as MASC does not currently offer a model. BEA specifies that a member may request remote participation if illness, disability, emergencies, military service, or out-of-state travel prevents attendance. It reaffirms Open Meeting Law requirements, including the need for a physical quorum and roll-call voting, and sets expectations for technology and confidentiality, particularly during executive sessions. The goal of this policy is to support accessibility while ensuring full compliance with state law.

ECAB - Access to Buildings & Grounds (New Policy)

This new, MASC-recommended policy provides a clearer framework for building and grounds access. During the school day, access is limited to students, staff, and visitors with legitimate district business. Outside school hours, the public may use school grounds from dawn to dusk unless a school, district activity, or rental takes precedence. After-hours access to buildings is restricted to those attending or participating in authorized events. The Superintendent will prepare supporting procedures to ensure the policy is consistently implemented. This update strengthens safety protocols while continuing to welcome appropriate community use.

EFBA - School Food & Nutrition – Meal Modifications (New Policy)

The Subcommittee recommends adopting this federally required policy to ensure compliance with USDA and DESE regulations. The policy mandates that students with disabilities or medically documented dietary restrictions receive meal substitutions at no additional cost. It outlines the need for a formal Meal Modification Request Form and requires inclusion of this information in student handbooks. The policy also encourages consideration of cultural or religious dietary preferences when doing so is consistent with USDA guidelines. This addition will help ensure that nutritional services meet the needs of all students.

IJOA – Field Trips

The field trip policy has been updated to include stronger language around access, equity, and nondiscrimination. The draft clarifies that all students, including students with disabilities, are expected to be able to participate in field trips regardless of family financial circumstances, and that administrators should consider the impact of costs on families and school budgets. SEPAC has recommended strengthening the inclusion language further to ensure that all students have meaningful and equitable opportunities to participate. This includes designing activities that enable all students to fully engage in the educational and social benefits of field trips, providing necessary accommodations and supports, and identifying barriers proactively. These suggestions help move the policy toward deeper commitments to student inclusion.

JJE – Student Fundraising Activities

MASC recommends a single substantive update to this policy: student groups may not organize, sell, or participate in raffles or games of chance. The updated policy reiterates the importance of equitable fundraising practices, discourages high-pressure or competitive fundraising incentives, and reaffirms the Superintendent's authority to approve all money collections. It retains long-standing provisions that student publications may sell advertising and that charitable fundraising may be approved at the school and district level. This revision brings the policy into alignment with state law and reinforces equitable practices.

KBE – Relations with Parent/Booster Organizations

KBE is being updated with both MASC-recommended legal language and additions from the Subcommittee and SEPAC. MASC's revision clarifies that any booster or parent organization conducting raffles or games of chance must comply with all relevant laws and obtain required permits. The Subcommittee has added language encouraging organizations to design all events and fundraising activities in ways that reflect the diversity of the SPS community and ensure accessibility for all families, including those with disabilities, varying financial resources, different gender identities, and cultural or religious observances.

SEPAC recommends strengthening this section further by defining "meaningful and equitable participation" and by stating that organizations should proactively remove barriers and provide necessary supports to ensure that all students and families can fully participate. These updates bring the policy into closer alignment with the district's equity commitments.

KHB – Advertising in the Schools and Use of School Name/Logo

The recommended revision to KHB expands the current policy to include a new section governing the use of district and school names, logos, mascots, and other visual identifiers. These changes establish that any such use requires written approval from the Superintendent or, for building-level identifiers, from the Principal. The policy outlines considerations for granting permission, including district reputation, branding standards, and compliance with district policies. It also clarifies that unauthorized use is prohibited and that permission may be revoked if the use becomes inconsistent with the values of SPS. The original advertising-related language remains in place, preserving restrictions on commercial advertising and use of district publications. The updated policy brings a needed level of clarity to branding and identity protection across the district.

KI – Visitors to the Schools

The proposed revision to KI aligns with updated MASC language and reflects current safety expectations. The revised policy begins with a definition of “visitor,” clarifying that it includes anyone who is not a current student or staff member assigned to the building. It also requires the Superintendent to establish procedures for visitor check-in and access, including guidelines for classroom observations.

The updated policy clarifies that visitors must proceed directly to their authorized destination, may not disrupt classroom or school operations, and may not take photographs or record students or staff without prior permission from the Superintendent or designee. It also introduces clear expectations for after-hours access, limiting building use to authorized events and restricting visitors to the areas required for those events.

The policy retains several parts of the current version, including the request for 48 hours’ notice for classroom visits, the Principal’s authority to schedule and limit observations, check-in requirements, discouraging visits in the early fall and June, and rules for student guests. *Administration has requested legal review of this revised policy.*

Conclusion

These policy updates and additions strengthen Sudbury Public Schools’ commitments to safety, equity, legal compliance, operational clarity, and a positive community partnership. The Policy Subcommittee recommends that the School Committee review and consider approval of the proposed policies, *with the understanding that KI will undergo legal review prior to final action.*



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

Policy Feedback - Field Trips & Parent/Booster Organizations

Sudbury SEPAC <sudburysepac@gmail.com>

Fri, Nov 14, 2025 at 8:45 AM

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

Cc: Kate Mellon <kate.mellon1@gmail.com>, Katie Dinneen <katie.dinneen.1@gmail.com>, Maia Proujansky-Bell <maia.probell@gmail.com>, Jennifer Desaulniers PsyD <drjenniferdesaulniers@gmail.com>, Andrea Kraemer <kraemerfamily05@gmail.com>, Amy Tilles Ackerson <atilles@hotmail.com>

Dear Karyn,

On behalf of the Sudbury SEPAC, thank you for the opportunity to review and provide feedback on the draft policies IJOA – Field Trips and KBE – Relations with Parent/Booster Organizations. We appreciate the thoughtful updates to both policies, particularly the added emphasis on access, inclusion, and nondiscrimination.

We respectfully recommend that both policies go one step further by explicitly referencing and defining “meaningful and equitable participation” for all students, including students with disabilities. While both drafts ensure access and opportunity to participate, they do not yet define or ensure the quality or substance of participation — an important distinction under IDEA and Section 504.

Specially, we recommend that the policies define “meaningful and equitable participation” as ensuring that all students can fully and effectively engage in and benefit from the educational and social experiences offered through field trips and parent/booster-sponsored activities. This includes:

- Ensuring that activities are designed and implemented in a manner that values and includes all students, not merely allowing attendance;
- Providing necessary supports, accommodations, and staffing to ensure safety and inclusion; and
- Proactively identifying and removing barriers to participation.

Embedding this definition would help operationalize the district's existing commitment to inclusion and ensure consistency across school-sponsored and community-supported activities.

We greatly appreciate the Committee's continued attention to equity and inclusion and welcome the opportunity to collaborate further on this language.

Best,
Andrea Kraemer & Kate Mellon

Sudbury Special Education Parent Advisory Council
www.sudburysepac.org

**POLICY IMDA
ACCOMMODATIONS FOR RELIGIOUS
AND CULTURAL OBSERVANCES**

CURRENT POLICY

IMDA - ACCOMMODATIONS FOR RELIGIOUS AND CULTURAL OBSERVANCES

The Sudbury Public School District is a religiously and culturally diverse community. In recognition of this diversity and in keeping with the districts' core values it is the intent of the school district to be aware of and to respect the religious and cultural observances of its students, families and staff.

Toward that end, any student who is absent due to a religious or cultural observance will, upon notification by the parent or guardian, have their absence excused. Families will be encouraged and invited to notify the school site of such plans at the start of the school year.

The District expects that classroom teachers will plan curriculum, major assignments, and assessments based on their awareness of their students' attendance plans recognizing the impact of significant absences on the educational process.

Any student who is absent because of religious or cultural observances shall be provided the time and the opportunity to make up missed work, activities, and / or assessments. It is expected that students will meet with their teacher(s) in advance of a planned absence or at least upon the first day of their return to agree mutually upon a due date for missed work. In no case shall the timeframe to make up missed work be less than the number of days missed plus one day. Teachers will be responsible for providing students with missed materials relative to future assessment.

Similarly, families will be encouraged and invited to notify coaches, advisors, club leaders, etc. of student absences for religious or cultural observances. Students will not be penalized (e.g. held out of post absence participation) in their extra-curricular activities (e.g. sports, theater, clubs, etc.) for such absences.

Open and timely communication between students, families and educators shall ensure that the opportunity to make up work does not place an unreasonable burden upon any of the parties.

Annually, the District will provide notification of this policy and a list of religious and cultural observances and their dates for the current academic year to all educators.

Approved on December 8, 2022

Sudbury Public Schools Policy IMDA - Accommodations for Religious and Cultural Observances

DRAFT CLEAN PROPOSED POLICY

IMDA - ACCOMMODATIONS FOR RELIGIOUS AND CULTURAL OBSERVANCES

Sudbury Public Schools Policy IMDA – Accommodations for Religious and Cultural Observances

The Sudbury Public School District values and respects the religious and cultural diversity of our community. In alignment with our core values and in accordance with Massachusetts law, it is the District's policy to ensure that students, families, and staff are supported in observing their religious and cultural practices.

Student Rights and Legal Protections

- Students who miss classwork or assessments because of religious or cultural observances must be excused from school and provided a reasonable opportunity to make up missed requirements.
- Such make-up opportunities will be offered without fees, penalties, or adverse effects on academic standing.
- Students are not required to prove religious affiliation to receive an excused absence. Similarly, the district will not require verification of the student's religious affiliation or observance.

Notification of Absences

Any student absent due to a religious or cultural observance will, upon notification from a parent or guardian, have their absence excused. Families are encouraged to share anticipated observance dates at the start of the school year and as dates approach, but advance notice is not a condition for excusal.

Students and families are also encouraged to notify coaches, advisors, and activity leaders of planned absences for religious or cultural observances. Participation in extracurricular activities will not be penalized due to observance-related absences, and reasonable make-up opportunities will be provided where practicable.

Annual Calendar of Observances

- Each year, prior to the beginning of the school year, the Superintendent will publish and distribute to all staff, students, and families a District Observances Calendar.
- This calendar will include a range of cultural and religious observances recognized in the community as excused absences. It is intended as a planning resource and is not an exhaustive list of all possible observances.
- The calendar will identify observances that are broadly observed by Sudbury Public School students and families. These days are designated as Broadly Observed Religious and/or Cultural days to assist in planning; this designation does not imply greater importance.

Expectations for Planning and Instruction

Educators and administrators are expected to plan curriculum, assignments, assessments, events, and accommodations with awareness of student absences and in recognition of the District's cultural and religious diversity.

For Broadly Observed Religious or Cultural Days

- **One-Time Events:** The District will avoid scheduling, whenever possible, school events—such as performances, field trips, athletic events, grade-wide programs, graduation, and the first day of school—on days identified as Broadly Observed Religious and/or Cultural Days. This provision

applies to District-controlled activities, whether scheduled during or outside of regular school hours.

For All Religious or Cultural Observances

- **Make-Up Opportunities:** Students absent for observances shall have the opportunity to make up missed work, activities, and/or assessments.
Coordination with Teachers: Students are expected to meet with teachers either in advance or upon their return to arrange due dates for missed work.
- **Minimum Timeline:** Students must be given at least the number of days absent plus one additional day to complete make-up work.
- **Teacher Support:** Teachers will provide necessary instructional materials to ensure students are adequately prepared for future assessments.

In-School Accommodations

SPS supports students in practicing their cultural and religious traditions while fully participating in school. Reasonable accommodations include:

- **Prayer and Reflection:** Students may access a private, quiet space during the school day for prayer, meditation, or reflection.
- **Fasting and Mealtime:** Students who are fasting may use an alternate supervised space during lunch.
- **Physical Education:** Students who are fasting may receive modified or excused physical activities without penalty.

Communication and Collaboration

Open and timely communication among students, families and educators is essential to ensure observance accommodations are respectful, reasonable, and manageable for all parties.

Annually, the District will provide notification of this policy and a list of religious and cultural observances and their dates for the current academic year to all educators.

Limitations

This policy applies only to district-regulated events and activities. The District cannot reschedule state-mandated or standardized tests (e.g., MCAS). However, the District strongly advocates for state testing authorities to avoid scheduling assessments that conflict with Broadly Observed Religious and/or Cultural Days to ensure equitable access for all students.

Policy IMDA Implementation Guide

The School Committee has delegated to the Superintendent the responsibility for developing and disseminating an Implementation Guide for Policy IMDA.

This guide will outline the operational procedures necessary to implement the policy, including the identification of broadly observed religious and cultural days. It will be reviewed and shared annually with SPS staff, students, families, and affiliated organizations, such as parent-teacher organizations and parent advisory councils.

Approved on: _____

Sudbury Public Schools Policy IMDA - Accommodations for Religious and Cultural Observances

REDLINE PROPOSED POLICY

Note: *Red text* represents policy draft edits presented at the 10/23/25 SPS Committee Meeting, **and** policy draft edits as discussed at the 10/23/25 SPS Committee Meeting.

The edits discussed at the 10/23/25 SPS Committee Meeting were limited to:

- *Striking the first and second bullets (Assignments and Assessments) under* “For Broadly Observed Religious or Cultural Days.” These two items will be addressed in the Superintendent’s Implementation Guide for Policy IMDA.
- *Striking* “If scheduling on these days is unavoidable, the District will provide equitable alternatives, such as make-up opportunities or alternate dates, whenever possible.” from bullet three under *under* “For Broadly Observed Religious or Cultural Days. This sentence was removed as one-time events often do not have an equitable alternative.

Blue text represents an edit based on a question raised at the 10/23/25 SPS Committee Meeting. Background information related to this edit is included following the redline policy.

IMDA - ACCOMMODATIONS FOR RELIGIOUS AND CULTURAL OBSERVANCES

Sudbury Public Schools Policy IMDA – Accommodations for Religious and Cultural Observances

The Sudbury Public School District ~~is a religiously and culturally diverse community. In recognition of this diversity and in keeping with the districts’ core values it is the intent of the school district to be aware of and to respect the religious and cultural observances of its students, families and staff.~~ values and respects the religious and cultural diversity of our community. In alignment with our core values and in accordance with Massachusetts law, it is the District’s policy to ensure that students, families, and staff are supported in observing their religious and cultural practices.

~~Toward that end, any student who is absent due to a religious or cultural observance will, upon notification by the parent or guardian, have their absence excused. Families will be encouraged and invited to notify the school site of such plans at the start of the school year.~~

Student Rights and Legal Protections

- Students who miss classwork or assessments because of religious or cultural observances must be excused from school and provided a reasonable opportunity to make up missed requirements.
- Such make-up opportunities will be offered without fees, penalties, or adverse effects on academic standing.
- Students are not required to ~~disclose~~ *prove* religious affiliation to receive an excused absence. *Similarly, the district will not require verification of the student’s religious affiliation or observance.*

Notification of Absences

Any student absent due to a religious or cultural observance will, upon notification from a parent or guardian, have their absence excused. Families are encouraged to share anticipated observance dates at the start of the school year and as dates approach, but advance notice is not a condition for excusal.

~~Similarly,~~ Students and families ~~will be~~ are also encouraged ~~and invited~~ to notify coaches, advisors, ~~club leaders, etc.~~ and activity leaders of ~~student~~ planned absences for religious or cultural observances. ~~Students will not be~~ Participation in extracurricular activities will not be penalized ~~(e.g. held out of post absence participation) in their extra-curricular activities (e.g. sports, theater, clubs, etc.) for such absences.~~ due to observance-related absences, and reasonable make-up opportunities will be provided where practicable.

Annual Calendar of Observances

- Each year, prior to the beginning of the school year, the Superintendent will publish and distribute to all staff, students, and families a District Observances Calendar.
- This calendar will include a range of cultural and religious observances recognized in the community as excused absences. It is intended as a planning resource and is not an exhaustive list of all possible observances.
- The calendar will identify observances that are broadly observed by Sudbury Public School students and families. These days are designated as Broadly Observed Religious and/or Cultural days to assist in planning; this designation does not imply greater importance.

Expectations for Planning and Instruction

~~The District expects that classroom teachers will plan curriculum, major assignments, and assessments based on their awareness of their students' attendance plans recognizing the impact of significant absences on the educational process.~~

Educators and administrators are expected to plan curriculum, assignments, assessments, events, and accommodations with awareness of student absences and in recognition of the District's cultural and religious diversity.

For Broadly Observed Religious or Cultural Days

- ~~• **Assignments:** No assignments may be due for any student on the day of the observance or the following school day.~~
- ~~• **Assessments:** No tests, quizzes, or other assessments may be scheduled on the day of the observance.~~
- **One-Time Events:** The District will avoid scheduling, whenever possible, school events—such as performances, field trips, athletic events, grade-wide programs, graduation, and the first day of school—on days identified as Broadly Observed Religious and/or Cultural Days. ~~If scheduling on these days is unavoidable, the District will provide equitable alternatives, such as make-up opportunities or alternate dates, whenever possible.~~ This provision applies to District-controlled activities, whether scheduled during or outside of regular school hours.

For All Religious or Cultural Observances

~~Any student who is absent because of religious or cultural observances shall be provided the time and the opportunity to make up missed work, activities, and / or assessments. It is expected that students will meet with their teacher(s) in advance of a planned absence or at least upon the first day of their return to agree mutually upon a due date for missed work. In no case shall the timeframe to make up missed work be less than the number of days missed plus one day. Teachers will be responsible for providing students with missed materials relative to future assessment.~~

- **Make-Up Opportunities:** Students absent for observances shall have the opportunity to make up missed work, activities, and/or assessments.
- **Coordination with Teachers:** Students are expected to meet with teachers either in advance or upon their return to arrange due dates for missed work.
- **Minimum Timeline:** Students must be given at least the number of days absent plus one additional day to complete make-up work.
- **Teacher Support:** Teachers will provide necessary instructional materials to ensure students are adequately prepared for future assessments.

In-School Accommodations

SPS supports students in practicing their cultural and religious traditions while fully participating in school. Reasonable accommodations include:

- **Prayer and Reflection:** Students may access a private, quiet space during the school day for prayer, meditation, or reflection.

- **Fasting and Mealtime:** Students who are fasting may use an alternate supervised space during lunch.
- **Physical Education:** Students who are fasting may receive modified or excused physical activities without penalty.

Communication and Collaboration

Open and timely communication ~~between among~~ students, families and educators ~~shall ensure that the opportunity to make up work does not place an unreasonable burden upon any of the parties.~~ is essential to ensure observance accommodations are respectful, reasonable, and manageable for all parties.

Annually, the District will provide notification of this policy and a list of religious and cultural observances and their dates for the current academic year to all educators.

Limitations

This policy applies only to district-regulated events and activities. The District cannot reschedule state-mandated or standardized tests (e.g., MCAS). However, the District strongly advocates for state testing authorities to avoid scheduling assessments that conflict with Broadly Observed Religious and/or Cultural Days to ensure equitable access for all students.

Policy IMDA Implementation Guide

The School Committee has delegated to the Superintendent the responsibility for developing and disseminating an Implementation Guide for Policy IMDA. This guide will outline the operational procedures necessary to implement the policy, including the identification of broadly observed religious and cultural days. It will be reviewed and shared annually with SPS staff, students, families, and affiliated organizations, such as parent-teacher organizations and parent advisory councils.

~~Approved on December 8, 2022~~

Approved on: _____

**Policy BEDH:
Public Comment at School Committee
Meetings**

CURRENT POLICY

File: 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

DRAFT

File: 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. The public comment segment will be scheduled for 15 minutes and may be extended by the Chair or their designee. **Each speaker has up to three (3) minutes and should address their remarks through the Chair or their designee in a respectful manner.** Comments made during the public comment portion of the meeting do not necessarily reflect the views or positions of the School Committee.
2. 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 or students are generally prohibited unless those comments and complaints concern matters **within** the scope of **the** School Committee's authority.
3. **The Sudbury School Committee will have two ways in which the public can access public comment:**
 - a. **In-Person participation. Participants choosing to attend in person may attend the meeting and register upon arrival by signing their full name, city and town where they reside.**
 - b. **Remote participation. Remote attendees on Zoom should use the "Raise Hand" feature (in the Reactions menu, or under "More" on mobile) and must type their full name into the Zoom name field to be called on. When called upon, participants will have to say their full name, city and state before making public comment.**

4. For in-person and remote meetings, attendees will be called in the order in which they signed up. For hybrid meetings, the Chair or their designee will alternate between in-person and remote participants. During the meeting, all individuals participating in the public forum, whether in person or online, will be recognized by the Chair or their designee in chronological order, alternating between formats for hybrid sessions.
5. 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.
6. Written comments longer than three (3) minutes may be presented to the presiding Chair or their designee before or after the meeting.

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: [REDACTED]

Policy BEA:

**HYBRID / REMOTE PARTICIPATION AT SCHOOL COMMITTEE
MEETINGS**

POLICY BEA

HYBRID / REMOTE PARTICIPATION AT SCHOOL COMMITTEE MEETINGS

Purpose

The Sudbury School Committee (the "Committee") recognizes that remote or hybrid participation in meetings (i.e., a member attending remotely while others attend in person) can enhance member accessibility, continuity of business, and public transparency. At the same time, the Committee must comply with the Massachusetts Open Meeting Law (M.G.L. c. 30A, §§ 18-25) and related regulations (940 CMR 29.00 et seq.) This policy sets forth the conditions under which Committee members may participate remotely (or via hybrid meeting formats) and the procedural safeguards for public access, notice, quorum, voting and record-keeping.

Scope

This policy applies to all regular, special, and emergency meetings of the Sudbury School Committee and any of its standing or ad hoc subcommittees or working groups (collectively, "public bodies") as defined under the Open Meeting Law. Remote participation under this policy is available only to Committee (or subcommittee) members, not to the general public (except as provided separately for public comment and access).

Definitions

- **"Remote participation"** means a Committee (or subcommittee) member participating in a meeting via a telecommunications or electronic medium (audio and/or video) from a location other than the official physical meeting location.
- **"Hybrid meeting"** means a meeting where some members (or staff) attend physically in the publicly-noticed meeting space and others participate remotely. The public may be present in person, remotely, or both, according to the meeting notice and format.
- **"Physical quorum location"** means the fixed, publicly-noticed place (meeting room) where the meeting is convened and where at least the number of members required for quorum are physically present.
- **"Public access link or means"** means the video conference link, telephone dial-in number, live streaming link or other access method provided to enable the public to hear and/or view the meeting remotely.

Permissible Reasons for Remote Participation

A member of the Committee may request remote participation only if the Chair (or, in the Chair's absence, the Vice-Chair) determines that one or more of the following circumstances make that member's physical attendance unreasonably difficult:

1. Personal illness or health condition;
2. Personal disability;
3. Emergency situation (eg., unavoidable travel delays, family emergency, childcare responsibilities, or illness);
4. 4. Active military service;
5. Geographic distance (member will be physically outside the Commonwealth of Massachusetts on the date of the meeting).

Technology and Public Access Requirements

1. The meeting notice shall clearly describe the method of public access (in-person location, remote link, telephone dial-in, streaming, or a combination) and any instructions for public participation (e.g., public comment).
2. The remote participation method must enable all participants (remote and in-person) and the public access to the meeting. All persons present at the physical location and all remote participants must be clearly audible to one another at all times; if video is used, remote participants must be clearly visible to the persons at the physical location.
3. Zoom is the preferred means for video technology for the Committee. If Zoom is unavailable, the acceptable means of remote participation is another videoconferencing method, conference telephone or any other technology that is available that enables the remote participant and all Committee members and visitors present to be clearly audible to one another. Text messaging, instant messaging, email and web chat without audio are not acceptable methods of remote participation.
4. If captioning, relay service or other assistive technology is required (for members or the public with disabilities), accommodations shall be provided consistent with the Americans with Disabilities Act and state law.
5. If the Chair determines that technical difficulties prevent effective remote participation (e.g., audio/video failure), the Chair may suspend the meeting, continue without the remote participant, or reconvene at a later time; any disconnection of a remote participant shall be noted in the minutes (with time of disconnection).
6. Any costs associated with remote participation (telecommunications fees, equipment rental, etc.) shall be borne by the District only if previously authorized by the Committee; otherwise, the remote member shall bear the cost.

Quorum, Voting and Attendance

1. A physical quorum of members must be present at the physical meeting location at all times, in accordance with M.G.L. c. 30A, § 20(d).
2. Remote participants count toward the quorum and may vote, provided that the remote participation complies with this policy and applicable regulations.
3. All votes in which one or more members participate remotely shall be taken by roll-call vote of each member participating, whether physically present or remote; the minutes shall reflect the remote participation status of each member.
4. At the start of the meeting the Chair shall announce the name of any member participating remotely. This announcement shall be recorded in the minutes.
5. If a Committee member is participating in an executive session remotely, the member must indicate at the start of the executive session that no other person is present or able to hear the discussion at the remote location, that they are not recording the meeting, and will let the public body know if those circumstances change during the meeting.

Request Procedure

1. A member requesting to participate remotely shall notify the Chair (or Vice-Chair) as soon as reasonably possible before the meeting, indicating the reason for remote participation and the remote location.
2. If the Chair determines in advance that the technology required for remote participation will not be available or reliable for a given meeting, the Chair will notify the member and deny remote participation for that meeting; any such denial shall also be announced at the meeting at which the request was considered.

Limitations

1. This policy does not apply to members of the public who wish merely to attend remotely — they are subject to the public access provisions separate from this policy.

Legal References

- M.G.L. c. 30A, §§ 18-25 (Open Meeting Law)
- M.G.L. c. 39, § 23D
- SPS Policy BEDH: Public Participation at School Committee Meetings
- Other applicable state and federal laws and regulations (e.g., Americans with Disabilities Act).

MGL Minutes and section through 25

Policy ECAB: Access to Buildings and Grounds

DRAFT ACCESS TO BUILDINGS AND GROUNDS

The buildings and grounds of the **Sudbury Public Schools** represent a significant community investment. The primary purpose of that investment is for the students of the school district.

It is in the best interest of the public that this investment be secured while nonetheless providing maximum possible community use of the district buildings and grounds.

During school hours when school is in session, access to the buildings and grounds of the **Sudbury Public Schools** are limited to district students, staff, and those with legitimate business with the school or district. Those visiting for recognized business must follow the district visitor policy and accompanying procedures. Access to school grounds during the school day, except for recognized school or district activities, is prohibited.

During outside of school hours and on non-school days, the public is welcome to use school grounds from dawn until dusk under procedures promulgated by the superintendent. Such use is secondary to use by any school or district activity or to any community use as provided through rental or donation.

Access to school buildings after school hours and on non-school days is only for attending school and district events or for uses authorized by the superintendent or their designee. Access within the building will be limited to only those participating in the authorized event. Such access will be limited to those rooms and spaces required by the event, including appropriate restroom access.

The superintendent will ensure that procedures enacting this and related policies are created and enforced.

CROSS REFS: ECA, Buildings and Grounds Management
 IHBA, Observations of Special Education Programs
 KF, Community Use of School Facilities
 ~~KF-R, Community Use of School Facilities~~
 KI, Visitors to the Schools

SOURCE: MASC – rewritten 2025

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

Policy EFBA:

School Food and Nutrition - Meal Modifications

DRAFT SCHOOL FOOD AND NUTRITION - MEAL MODIFICATIONS

The **Sudbury Public Schools (SPS)** is committed to complying with USDA nondiscrimination regulation (7 CFR 15b) governing the Child Nutrition Program and DESE's Office for Food and Nutrition Programs requirements.

In compliance with USDA and DESE regulations, the **Sudbury Public Schools** will provide substitutions to the school food service program's regular school meals at no extra cost for children who are unable to eat meals served because of their disabilities or other special dietary reasons.

1. Our programs will ensure that school meals offered through the district meet the meal pattern requirements set by the USDA.
2. We will make substitutions to meals at no extra charge for students with disabilities or other special dietary reasons that restrict the student's diet on a case-by-case basis after the family submits the necessary request form.
- 3.

LEGAL REF: USDA SP 59-2016: Policy Memorandum on Modifications to Accommodate Disabilities in the School Meal Programs and CACFP 14-2017, SFSP 10-2017 Modifications to Accommodate Disabilities in the Child and Adult Care , Program (SFSP) sponsors
DESE Meal Modifications in Child Nutrition Programs
Meal Modification Request Form

CROSS REF: STUDENT HANDBOOKS

Note: Program Operators/SFAs are encouraged but not required to consider children's cultural, religious, and ethnic preferences when planning and preparing meals. Variations must be consistent with meal pattern regulations for children's meals to be eligible for reimbursement.

This information should be included in all student handbooks so that parents have access/knowledge of this federal requirement.

SOURCE: MASC 2025

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

Policy IJOA: Field Trips

- 1.

\

CURRENT POLICY

File: IJOA - FIELD TRIPS

Field trips can bring the school and the community closer together, which can result in real life experiences that enrich the curriculum for students and also bring about better public relations. The School Committee will also encourage field trips as an integral part of the instructional programs in the schools.

The Superintendent will establish regulations to assure that:

1. All students have permission from a parent or guardian for trips.
2. All trips are properly supervised.
3. All safety precautions are observed.
4. All trips contribute substantially to the educational program.
5. All trips allow student access without regard of family ability to pay.

All out-of-state or extended (overnight) trips and excursions, except those required for student participation in tournament competition or contests, must have advance approval of the School Committee. Fundraising activities for such trips will be subject to approval by the appropriate Administrator.

CROSS REF.: JJH, Policy Relating to Field Trips Involving Late Night or Overnight Travel

JJE, Student Fund-Raising Activities

SOURCE: MASC - Cross Reference Update - 2023

Draft from Policy Subcommittee: IJOA – Field Trips

Field trips can bring the school and the community closer together, which can result in real life experiences that enrich the curriculum for students and also bring about better public relations. The School Committee will also encourage field trips as an integral part of the instructional programs in the schools.

~~The Superintendent~~ In evaluating all field trip requests, the administration will ensure that regulations are in place for the following:

1. All students have permission from a parent or guardian ~~for trips~~;
2. All trips are properly supervised;
3. All **appropriate** safety precautions are observed;
4. All trips **align** ~~contribute substantially~~ to the educational program;
5. ~~All trips allow student access without regard of family ability to pay~~ **All students have access to field trips regardless of family financial circumstances, with consideration given to the impact of trip costs on school and family resources. ~~Impact of the field trip upon the available school and/or family budget resources;~~**
6. The right of a student to participate is not infringed upon because of gender, gender identity, race, ethnicity, national origin, ancestry, religion, sexual orientation, or disability; **and**
7. **All students, including students with disabilities, are to participate.**

All out-of-state or extended (overnight) trips and excursions, except those required for student participation in tournament competition or contests, must have advance approval of the School Committee. Fundraising activities for such trips will be subject to approval by the appropriate Administrator.

CROSS REF.: JJH, Policy Relating to Field Trips Involving Late Night or Overnight Travel JJE, Student Fund-Raising Activities

SOURCE: MASC - Cross Reference Update - **2025**

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

SEPAC SUGGESTIONS Draft: IJOA – Field Trips

Field trips can bring the school and the community closer together, which can result in real life experiences that enrich the curriculum for students and also bring about better public relations. The School Committee will also encourage field trips as an integral part of the instructional programs in the schools.

~~The Superintendent~~ In evaluating all field trip requests, the administration will ensure that regulations are in place for the following:

1. All students have permission from a parent or guardian for trips;
2. All trips are properly supervised;
3. All appropriate safety precautions are observed;
4. All trips align contribute substantially to the educational program;
5. ~~All trips allow student access without regard of family ability to pay~~ All students have access to field trips regardless of family financial circumstances, with consideration given to the impact of trip costs on school and family resources. ~~Impact of the field trip upon the available school and/or family budget resources;~~
6. The right of a student to participate is not infringed upon because of gender, gender identity, race, ethnicity, national origin, ancestry, religion, sexual orientation, or disability; and
7. All students, including students with disabilities, ~~can are able to participate~~ have meaningful and equitable opportunities to participate in field trips. For purposes of this policy, “meaningful and equitable” means that all students can fully and effectively engage in and benefit from the educational and social experiences offered through field trips. This includes, among other things:
 - Ensuring that activities are designed and implemented in a manner that values and includes all students, rather than merely permitting attendance;
 - Providing necessary individualized supports, reasonable accommodations, and staffing to ensure safety, equal access, and inclusion; and
 - Proactively identifying and removing barriers to participation.
8. All out-of-state or extended (overnight) trips and excursions, except those required for student participation in tournament competition or contests, must have advance approval of the School Committee. Fundraising activities for such trips will be subject to approval by the appropriate Administrator.

CROSS REF.: JJH, Policy Relating to Field Trips Involving Late Night or Overnight Travel JJE, Student Fund-Raising Activities

SOURCE: MASC - Cross Reference Update - 2025

Approved by the Sudbury School Committee on [DATE].

Policy JJE: Student Fund-Raising Activities

DRAFT

File: JJE - STUDENT FUND-RAISING ACTIVITIES

While the School Committee recognizes that fundraising activities have become a part of the school environment at all levels, the Committee wishes to ensure that students are not exploited by the process. The Committee further recognizes that families have different resources; those differences should, as much as possible, not be highlighted by school activities, including fundraising.

The Committee supports student involvement in the sale of tickets to scheduled athletic events, school dramatic and musical performances, and other school events where sales are required. Also, student publications that require the sale of advertising to sustain themselves and serve the student body and/or the community may involve students in such sales.

Charitable fundraising activities, especially those that are part of a community service event or program are encouraged provided such proposals are submitted to and approved by both the building Principal and the Superintendent.

Students and student groups are barred by state law and regulation from organizing raffles or games of chance, participating in sales of, or purchasing tickets of such games.

Other fundraising activities that would involve students in the fundraising process shall be submitted to the Superintendent for approval.

For safety reasons and because the School Committee recognizes that community members receive requests for support from many worthy causes, activities such as canning and door-to-door sales are strongly discouraged.

Fundraising activities may not involve competitions among students. Students may not be rewarded with additional recess, snacks, activities or any type of prize for having raised larger amounts of funds or reaching fundraising goals.

No money collections of any kind may be held in the schools without the specific consent of the Superintendent.

SOURCE: MASC - Updated 2024 2025

LEGAL REFS: MGL 271: 7A
940 CMR 12.00

CROSS REFS.: KHA, Public Solicitations in the Schools

Sudbury School Committee approved this policy on DATE.

Policy KBE: Relations with Parent/Booster Organizations

DRAFT

File: KBE - RELATIONS WITH PARENT/BOOSTER ORGANIZATIONS

To enhance communications between parents/guardians and school officials, the Committee encourages the maintenance of formal parent organizations, including booster organizations, at each school building. For this purpose, the Committee will officially recognize parent organizations. These procedures will be observed:

1. Organizations will be officially recognized upon request by the building Principal who will file a copy of the organizational papers with the Superintendent.
2. A vote, open to all parents/guardians of children enrolled, will designate the organization to be recognized if more than one organization with the same purpose makes the request.
3. All parent organizations shall obtain 501(c)(3) status and file appropriate paperwork with state authorities and make proof of such status available to school district administration.
4. Parent/booster organizations wishing to conduct raffles and games of chance must comply with all applicable required federal, state, and local laws and regulations, including but not limited to the receipt of all necessary permits, and the filing of all required reports and schedules.
5. 4. All parent organizations need to recognize that spending on student activities must comply with federal law relating to equity among student genders.
6. Parent/booster organizations are encouraged to plan events, fundraising activities, and volunteer opportunities that are inclusive and accessible to all students and their families. Efforts should be made to consider the diverse needs of participants, including students and family members with disabilities, families with varying income levels, families residing outside of Sudbury who attend Sudbury Public Schools, and individuals of all gender identities, as well as those observing cultural or religious holidays, so that all members of the school community have equitable opportunities to participate.

LEGAL REFS: Title IX, Education Amendments of 1972
MGL 271: 7A

Massachusetts Attorney General's Guidance on Raffles
940 CMR 12.00

CROSS REFS: ACA – Nondiscrimination on the Basis of Sex
KHA - Public Solicitation in Schools
JBB - Educational Equity

SOURCE: MASC - Updated 2022 2025

Approved by Sudbury School Committee: ~~October 2, 2023~~ DATE

SEPAC REDLINES AND RECOMMENDATIONS - DRAFT

File: KBE - RELATIONS WITH PARENT/BOOSTER ORGANIZATIONS

To enhance communications between parents/guardians and school officials, the Committee encourages the maintenance of formal parent organizations, including booster organizations, at each school building. For this purpose, the Committee will officially recognize parent organizations. These procedures will be observed:

1. Organizations will be officially recognized upon request by the building Principal who will file a copy of the organizational papers with the Superintendent.
2. A vote, open to all parents/guardians of children enrolled, will designate the organization to be recognized if more than one organization with the same purpose makes the request.
3. All parent organizations shall obtain 501(c)(3) status and file appropriate paperwork with state authorities and make proof of such status available to school district administration.
4. Parent/booster organizations wishing to conduct raffles and games of chance must comply with all applicable required federal, state, and local laws and regulations, including but not limited to the receipt of all necessary permits, and the filing of all required reports and schedules.
5. 4. All parent organizations need to recognize that spending on student activities must comply with federal law relating to equity among student genders.
6. Parent/booster organizations are encouraged to plan events, fundraising activities, and volunteer opportunities that are inclusive and accessible to all students and their families. Efforts should be made to consider the diverse needs of participants, including students and family members with disabilities, families with varying income levels, families residing outside of Sudbury who attend Sudbury Public Schools, and individuals of all gender identities, as well as those observing cultural or religious holidays, so that all members of the school community have meaningful and equitable opportunities to participate with any reasonable accommodations necessary to ensure equal access. For purposes of this policy, "meaningful and equitable" means designing and implementing activities in a way that values and includes all students, enabling them to fully participate in and benefit from the educational

and social experiences offered, rather than merely permitting attendance. .

LEGAL REFS: Title IX, Education Amendments of 1972
MGL 271: 7A
Massachusetts Attorney General's Guidance on Raffles
940 CMR 12.00

CROSS REFS: ACA – Nondiscrimination on the Basis of Sex
KHA - Public Solicitation in Schools
JBB - Educational Equity

SOURCE: MASC - Updated 2022 2025

Approved by Sudbury School Committee: ~~October 2, 2023~~ DATE

Policy KHB: Advertising in the Schools and Use of School Name/Logo

DRAFT

File: KHB - ADVERTISING IN THE SCHOOLS AND USE OF SCHOOL NAME/LOGO

The School Committee may grant permission for advertising of commercial products or services in school buildings or on school property under guidelines or regulations it may approve. Otherwise, no advertising of commercial products or services will be permitted in school buildings or on school property. Publications of the school system will not contain any advertising. However, this will not prevent advertising in student publications that are published by student organizations, subject to administration controls, or the use of commercially-sponsored, free teaching aids if the content is approved by the administration.

Solicitation of sales or use of the name of the school system to promote any product will not be permitted by the Committee.

Use of the District and School Names, Logos, and Mascots

The use of the name “*Sudbury Public Schools*”, or any variation thereof, and the names, logos, mascots, or other visual identifiers representing the District or any individual Sudbury school, shall be permitted only when the activity, event, or project has received prior written approval from the Superintendent or designee.

In determining whether to grant such permission, the Superintendent shall consider the good name and reputation of the District, the appropriateness of the proposed use, and compliance with applicable policies, regulations, and branding guidelines.

The use of an individual school’s name, logo, or mascot shall likewise be permitted only with prior written approval from the building Principal or designee, subject to the same considerations and any district-wide branding or visual identity standards that may be established.

This policy applies to all external organizations, parent-teacher organizations, booster groups, partner organizations, and third-party vendors seeking to use the district or school names, logos, mascots, or related visual identifiers for any promotional, fundraising, or marketing purpose.

Unauthorized use of the district or any school name, logo, mascot, or related visual identity elements is prohibited. The Superintendent or designee reserves the right to revoke permission for use at any time if the activity or project is deemed inconsistent with the values or reputation of the Sudbury Public Schools.

It shall be the responsibility of the Superintendent or designee to establish procedures and

branding guidelines governing the appropriate use of district and school names, logos, mascots, and other visual identifiers, including standards for approval, required disclaimers, and revocation of permission when necessary.

CROSS REF.: JP, Student Gifts and Solicitations
 KHA, Public Solicitations in the Schools
 KBE - Relations with Parent/Booster Organizations
 KF - Community Use of School Facilities
 KHC - Distribution of Notices
 JBB - Gender Identity and Inclusivity
 IMDA - Accommodations for Religious and Cultural Observances

The Sudbury School Committee Approved this policy on **DATE**.

Policy KI: Visitors to the School

CURRENT POLICY

File: KI - VISITORS TO THE SCHOOLS

The School Committee welcomes parents and guests to visit classrooms to observe and learn about the instructional programs taking place in our schools. Such visits can prove most beneficial in promotion of greater school-home cooperation and community understanding of how we carry out the school system's mission and goals.

Visits by parents to several classrooms in a given grade for the purposes of comparing teaching styles to provide a basis for a request for student assignment to a particular teacher are strongly discouraged because the School District's policy of assigning a student to a particular class is the sole responsibility of the building Principal in consultation with the staff of that school.

The following guidelines to classroom and school visits should be followed:

1. Parental requests for classroom visitations will be welcomed as long as the educational process is not disrupted. To this end we request that such requests be made at least forty-eight hours in advance to allow for proper arrangements to be made.
2. The building Principal has the authority to determine the number, times, and dates of observations by visitors. This will be done in consultation with staff members so as to give adequate notice to the staff members of the impending visits.
3. For security purposes it is requested that all visitors report to the Principal's office upon entering and leaving the building and sign a guest log showing arrival and departure times. Teachers are encouraged to ask visitors if they have registered in the Principal's office.
4. Under ordinary circumstances classroom observations will be strongly discouraged during the first three weeks of school in September and during the month of June.
5. Any student who wishes to have a guest in school MUST ask permission of one of the administrative staff 24 HOURS in advance of the proposed visit. If permission is granted, the guest is expected to follow the standards of behavior expected of all students. Upon arrival the guest must register in the office. Any guest who fails to comply with student regulations will be asked to

leave the school building and grounds immediately.

CROSS REF.: IHBA, Observations of Special Education Programs

DRAFT RECOMMENDED FROM SUBCOMMITTEE: File: KI - VISITORS TO THE SCHOOLS

“Visitors” in this policy refers to anyone who is not a current student, a school staff member assigned to work in that specific building, or a district-level staff member with legitimate district business in the school building.

The superintendent shall develop procedures for visitor check-in and access to buildings.

Observations of educational spaces and programs by all visitors including parents/guardians, will be governed by procedures developed by the Superintendent and/or their designee. ~~The School Committee welcomes parents and guests to visit classrooms to observe and learn about the instructional programs taking place in our schools. Such visits can prove most beneficial in promotion of greater school-home cooperation and community understanding of how we carry out the school system's mission and goals.~~

Once authorized, visitors are to proceed directly to the space in the building where the business they are attending to will be held. Staff are authorized to greet visitors in the hall and ensure they are proceeding to the space directed.

~~Visits by parents to several classrooms in a given grade for the purposes of comparing teaching styles to provide a basis for a request for student assignment to a particular teacher are strongly discouraged because the School District's policy of assigning a student to a particular class is the sole responsibility of the building Principal in consultation with the staff of that school.~~

While in the building, visitors may not disrupt the building operations or go to spaces to which they are not invited or authorized. Visitors may not record or photograph students or staff while in the building without explicit prior permission of the superintendent or their designee; any such recording or photos must be done in alignment with district policies regarding staff and student privacy.

During non-school hours or on non-school days, access to the school buildings is limited to those attending school and district events or for uses authorized by the superintendent or their designee. Building access will be allowed only to those participating in or attending authorized events. Such access will be limited to only sections of the building required by the event authorized, including appropriate bathroom access.

The superintendent will ensure procedures enacting this, and related policies, are enacted and followed.

The following guidelines to classroom and school visits should be followed:

1. Parental requests for classroom visitations will be welcomed as long as the educational process is not disrupted. To this end we request that such requests be made at least forty-eight hours in advance to allow for proper arrangements to be made.
2. The building Principal and their designee has the authority to determine the number, times, and dates of observations by visitors. This will be done in consultation with staff members so as to give adequate notice to the staff members of the impending visits.
3. For security purposes it is requested that all visitors report to the main office upon entering and leaving the building and sign a guest log showing arrival and departure times. Teachers are encouraged to ask visitors if they have registered in the Principal's office.
4. Under ordinary circumstances classroom observations will be strongly discouraged during the first three weeks of school in September and during the month of June.
5. Any student who wishes to have a guest in school MUST ask permission of one of the administrative staff 24 HOURS in advance of the proposed visit. If permission is granted, the guest is expected to follow the standards of behavior expected of all students. Upon arrival the guest must register in the office. Any guest who fails to comply with student regulations will be asked to leave the school building and grounds immediately.

CROSS REF.: ECAF, Security Cameras in Schools
IHBA, Observations of Special Education Programs
KF, Use of School Facilities

Source: MASC - rewritten 2025

**Sudbury Public Schools
School Committee Meeting**

Date: November 24, 2025

Agenda Item: 6c

Sudbury School Committee Vacancy: Review and Discuss Select Board Process

Recommendation:

Background Information:

Attachments:

1 - Memo to SB SC Vacancy 11 18 25

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

To: Select Board
From: Lisa Kouchakdjian
CC: Andy Sheehan
Date: November 18, 2025
Re: School Committee Vacancy Process

This memorandum serves to document the proposed collaborative process to appoint a Sudbury School Committee member as the result of a recent vacancy.

Applications for the role will be accepted until Noontime on December 3, 2025. The Select Board's office will forward applications to the Sudbury School Committee upon its receipt of each application. The Sudbury School Committee and Select Board will conduct a dedicated meeting to this appointment on December 9, 2025 at 7:00 p.m.

During the December 9th meeting, the School Committee and Select Board will collaborate to interview applicants for the position as follows:

- The Select Board Chair will act as Chair for the appointment meeting;
- Applicants will have two minutes to make an opening statement;
- Questions to each applicant will follow. School Committee members and Select Board members are welcome to ask whatever questions they like. It is encouraged that each Committee and Board member ask the same question to each applicant. Follow up to answers will be allowed. The questions will not be provided to applicants in advance. Questions to the

applicants will alternate. In other words, a Select Board member will ask a question, then a School Committee member will ask a question, then a Select Board member, then a School Committee member, and so on. Questions from the School Committee and Select Board will also alternate amongst members.

- Applicants will have a one-minute closing statement.
- After all applicants have been interviewed, the School Committee and Select Board will engage in a discussion regarding the applicants.
- After discussion, the School Committee and Select Board will vote to appoint one of the applicants to the role.

**Sudbury Public Schools
School Committee Meeting**

Date: November 24, 2025

Agenda Item: 7a

Rolling agenda provided as informational only; members may state items they would like to see on a future agenda. No discussion will occur in compliance with Open Meeting Law.

Recommendation:

Background Information:

Attachments:

2025-2026 SC Agenda Setting & Materials - Rolling Agenda (3)

Action:

Report:

XX

Discussion:

This rolling agenda outlines topics reasonably anticipated by the School Committee Chair and Superintendent, in accordance with School Committee Policy BEDB – Agenda Format and the requirements of the Massachusetts Open Meeting Law (M.G.L. c.30A, §20). It serves as a planning tool to help the Committee fulfill its 2025–2026 strategic goals and conduct business in an organized and transparent manner.

This document is not a formal meeting agenda. Official agendas will be posted at least 48 business hours in advance of each meeting in compliance with Open Meeting Law. As new priorities emerge or timelines shift, items listed here may be adjusted. Additional topics may be added at the discretion of the Chair in collaboration with the Superintendent, or suggested by School Committee members, staff, or community members as outlined in Policy BEDB.

July

Workshop / School Committee Annual Retreat

School Committee Retreat: School Committee Protocols and Operations, Alicia Mallon, MASC

Consent Calendar Items

CASE Q4 Report

ACCEPT Q4 Report

Business & Policy Matters

Policy BGB Step 2: JBD, BDFB, BDFB-R

Policy BGB Step 1: AC, AC-R, ACAB, ACAB-R

2025-2026 School Committee Goals, Initial Discussion

August

Special Matters / Presentations/ Reports

Sandra Duran, Combined Facilities Director, FY25 and FY26 Capital Updates

Chief Nix, School Safety

Consent Calendar Items

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

Medication Delegation Application

Business & Policy Matters

FY25 End of Year Annual Budget Report

BGB Step 3: JBD, BDFB, BDFB-R

BGB Step 2 & 3: AC, AC-R, ACAB, ACAB-R
FY26 Family Handbook
2025-2026 SPS District Goals
FY27 School Committee Budget Guidelines, Initial Discussion
Task Policy Subcommittee with Policies to work on 2025-2026 Cycle
September
Consent Calendar Items
Conditions of Assistance: IDEA Part B Funding Certifications
2025-2026 School Committee Goals
FY26 Listening Sessions Planning: Review Draft Participant Survey, Confirm Facilitators, and Determine Timing, Format, and Communication Strategy
Exploration and Evaluation of After-School Care and Enrichment Options, Including Research Approach, Stakeholder Engagement, and Analysis Framework
Business & Policy Matters
FY26 Budget Reset
Approval of FY27 School Committee Budget Guidelines
LGBTQ+ Parent Advisory Council, initial discussion & Possible Determination
Discussion on Budget Book Enhancements
Review Lease Agreement with Sudbury Extended Day, Discuss RFP Process, Determine Next Steps.
October
Special Matters / Presentations / Reports
SMILE/Explore Update
FY27 Capital Project Recommendations for Warrant Article Consideration – Sandra Duran, Combined Facilities Director
Consent Calendar Items
CASE Q1 Report
ACCEPT Q1 Report
2025-2026 School Committee Goals
Draft Short- and Long-Term Capital Plan – Initial Discussion – Sandra Duran, Combined Facilities Director
Business & Policy Matters
Potential Adoption of Updated FA, Facilities Development Goals Policy
Calendar Discussions to prepare for 11/13/2025 Tri-District School Committee Meeting
School Committee members will share preliminary ideas for potential warrant articles. The Committee will identify items for which additional information or cost analysis should be requested from the administration.
Approve Community Budget Letter Describing the 2025–2026 Budget Planning Process with the Administration

Guidance to SPS MASC Delegate on which presentations the School Committee would like updates from the MASC Annual Conference
November
Special Matters / Presentations / Reports
Presentation of Student Achievement Data (MCAS Report, etc.) - 11/24/2025
2025-2026 School Committee Goals
Superintendent Update, Implementation of Policy JIJC - Student USe of Technology in Schools, Update #1
SC Goal: BDA, Step 1 (possibly Step 2): BEDH and BEDA
Business & Policy Matters
Determination of FY27 SPS School Calendar
Bus Transportation RFP (Contract expires Spring 2027)
Discuss process around requesting future agenda items
Task Policy Subcommittee Items that need to be updated in School Committee Handbook this 2025-2026 Cycle
Report: PreK-8 School Improvement Plans
Three Year Fiscal Outlook for Sudbury Public Schools
Potential Adoption of Updated IMDA, Accommodations for Religous and Cultural Observations Policy
FY27 Budget Process: Administration and School Committee FY27 Prioritization of Initiatives
Communication Strategy to Educate the Community on SPS Special Town Warrant Articles
Approve Afterschool Care RFP Scope & Evaluation Criteria
December
<i>Budget Hearing (December 15)</i>
Special Matters / Presentations / Reports
Student Services Report (45 Mins) - December 8, 2025
ELA Update and Math Course Sequence Update (15 mins each), December 8, 2025
2025-2026 School Committee Goals
Presentation on K–5 EL Curriculum Implementation, Grade 6 EL Pilot, and 7th Grade Math/Compacted 7–8 Pathway to Inform FY27 Budget Planning
2025-2026 Goals: Sudbury Extended Day Presentation (12/15/2025)
SEPAC Report
SC Goal: BDA, (Step 2) Step 3: BEDH and BEDA
Business & Policy Matters
Q1 Report
Update About MASC Conference

Approval of Sudbury School Committee's At-A-Glance Newsletter
Adopt FY27 School Calendar
Vote and Approve After-School Care RFP
FY27 Budget Process: Review Budget Drivers presented by the SPS Administration
FY27 Budget Process: Review Three Year Budget Projections, presented by the SPS Administration
FY27 Budget Process: Workshop on Prioritization and Alignment of School Committee Goals with Administrative Budget Planning (with Building Principals
FY27 Budget Process: FY27 Recommended Budget - Vote
Budget Book, Initial Discussion
January
Special Matters / Presentations / Reports
SC Goal: Presentation on the Integration of Digital Resources and Instructional Technnology in Classroom Instruction (January 26, 2026)
Update Regarding After-School Care RFP
School Committee Professional Development - Goal Setting, Monday, January 26 at 7PM, MASC
Consent Calendar Items
CASE Collaborative Q2 Report
ACCEPT Collaborative Q2 Report
2025-2026 School Committee Goals
Review listening session summaries, attendance logs, and survey data from Listening Session
After-School Care and Enrichment — Initial Findings on Space Usage, Peer District Practices, and Local Provider Landscape, and Summary of Emerging Considerations for Program Design, Accessibility, and Alignment with Diverse SPS Student Needs
Business & Policy Matters
FY27 Capital Updates and Town Meeting Warrant Articles
Review: Data and Community Concerns Related to Jewish Student Safety, Inclusion, and Curriculum
Approval of Budget Book
FY26 Q2 YTD Budget Update
MOA Update
Superintendent Mid-Year Report
BGB Step 1 and 2: Policies the School Committee tasked the Policy Subcommittee to Review
SPS Town Report (2025)
February
2025-2026 School Committee Goals
Superintendent Update, Implementation of Policy JIJC - STudent USE of Technology in Schools, Update #2

Determine communication plan to tell community about updates regarding to public comment; Discuss if School Committee webpages need to be updated.
Integration of Digital Resources and Instructional Technology in Classroom Instruction Presentation, Next Steps
Business & Policy Matters
March Tri-District Meeting Planning
Legislative Forum Discussion
Student Fees for FY27
BGB Step 3: Policies the School Committee tasked the Policy Subcommittee to Review
March
<i>School Choice Hearing (March 16)</i>
Special Matters / Presentations/ Reports
METCO Annual Report
Update Regarding After-School Care RFP
Legislative Forum
2025-2026 School Committee Goals
End-of-Year Listening Session Report – Review Summaries, Attendance, and Survey Results to Assess Effectiveness
End-of-Year Review of School Committee Goal: After-School Care and Enrichment — Comprehensive Summary of Findings, Including Key Takeaways on Space, Provider Landscape, Peer Models, and Considerations for Future Program Development; Discussion of Next Steps and Potential External Partnerships
Business & Policy Matters
Discussion of Potential Resolutions for Submission to the MASC Resolutions Committee for Delegate Assembly (Note: 2025 Submission Deadline was June)
Review and Possible Approval of Policy Subcommittee Work on the School Committee Handbook, as Previously Assigned
April
Special Matters / Presentations/ Reports
Academic Benchmarking
Consent Calendar Items
CASE Q3 Report
ACCEPT Q3 Report
2025-2026 School Committee Goals
Academic Benchmarking: K–5 EL Implementation Update, Grade 6 EL Pilot Update, and Grade 7 Math/Compacted 7–8 Pathway Review
Review of Policies and School Committee Handbook; Recommendations for Updates Related to Listening Sessions
School Committee Reviews Afterschool Care Provider Recommendation from the Proposal Evaluation Committee; Potential Vote to Approve Vendor
Approval and Public Posting of Final Capital Plan
Business & Policy Matters

Superintendent Annual Report (Summative)
May
2025-2026 School Committee Goals
Superintendent Update, Implementation of Policy JIJC - Student Use of Technology in Schools, Update #3
Review Superintendent Feedback Regarding Policy JIJC and Consider Next Steps
Review of Policies and School Committee Handbook; Recommendations if updates should be made in regard to listening sessions
Business & Policy Matters
School Committee Reorganization
Discuss and approve charge of Subcommittees, Assign Liaisons
Approve all Subcommittee and Executive Session Minutes that have yet to be Approved for the 2025-2026 cycle as presented/amended
School Committee Self Assessment
FY26 Q3 YTD Budget Update
Approve School Committee Meeting Schedule for FY27
June
Special Matters / Presentations/ Reports
AIM Reports (Principals)
2025-2026 School Committee Goals
SEPAC EOY Report
Business & Policy Matters
Review of 2025-2026 School Committee Goals
FY27 DC Trip Approval
Review of 2025-2026 District Goals
FY26 Superintendent Evaluation
Vote on FY28 No School Days; Half Days to be Voted on in December 2026
At-A-Glance Newsletter
2026-2027 Superintendent Goals
2026-2027 School Committee Goals, Initial Discussion
July 2026
Workshop / School Committee Annual Retreat
School Committee Retreat
Consent Calendar Items

CASE Q4 Report
ACCEPT Q4 Report
Business & Policy Matters
2026-2027 School Committee Goals, Adpoted
2026-2027 Superintendent Goals, Adopted