



AGENDA and NOTICE SCHOOL COMMITTEE MEETING

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

Regular Session Meeting
Monday, December 15, 2025

LOCATION
40 Fairbank Road; Room 214; Sudbury, MA 01776
Dial In: 1 301 715 8592 - Webinar ID: 828 4386 8612
Live Link: <https://us02web.zoom.us/j/82843868612>

AGENDA

7:00 p.m. Open Regular Session

Approximate Time

- | | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|---------|
| 1. Budget Hearing (Timed Item - 7:00pm) | (Discussion) | 30 Mins |
| a. Superintendent’s Recommended FY27 Budget | | |
| 2. 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 or their designee 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. | | |
| 3. Consent Calendar | (Discussion/Action) | 5 Mins |
| a. Approve the updated charge of the Tri-District Calendar Review Subcommittee to enable the SPS School Committee appointees to establish a process for determining when and how cultural and religious holidays may be added to the school calendar as no-school or half-days | | |
| b. Approve to update the charge of the Policy Subcommittee to Review Policy IHBA | | |
| c. Receipt of updated Negotiations / Labor Relations Subcommittee Charge | | |
| d. Monthly Accounts Payable and Payroll Warrant Submissions | | |
| e. Minutes (11/03/25 and 11/13/25) | | |
| 4. Educational and Operational Matters | (Report) | 15 Mins |
| a. SEA Report (Michelle Marino) | | |
| b. District Reports | | |
| i. Director of Business and Human Resources | | |
| ii. Assistant Superintendent | | |
| iii. Superintendent | | |
| 5. Business and Policy Matters | | |
| a. Principal Budget Discussion | (Discussion) | 45 Mins |
| i. Bryant Amitrano, Principal, Josiah Haynes Elementary School | | |

- ii. Sara Harvey, Principal, Israel Loring Elementary School
- iii. Amy Mulkerin, Principal, Peter Noyes Elementary School
- iv. Susan Woods, Principal, General John Nixon Elementary School
- v. Jeff Mela, Principal, Ephraim Curtis Middle School

b. FY27 Budget Workshop (Discussion/Action) 45 Mins

c. Policy BGB, Step 3: Discuss and Potential Adoption (Discussion/Action) 15 Mins

- i. IJOA, Field Trips
- ii. KBE, Relations with Parent/Booster Organizations
- iii. KI, Visitors to the School

6. Adjournment

*This listing of matters is those reasonably anticipated by the Chair, which may be discussed at the meeting. Not all items listed may in fact be discussed, and other items not listed may also be brought up for discussion to the extent permitted by law.
The Chair will strive to honor timed items as best as possible.*

*The next School Committee Meeting is scheduled for Thursday, **December 18, 2025***

**Sudbury Public Schools
School Committee Meeting**

Date: December 15, 2025

Agenda Item: 1a - Budget Hearing
Superintendent's Recommended FY27 Budget

Recommendation:

Background Information:

Attachments:

Budget Hearing Legal Notice
FY27 Budget Hearing Presentation_251215

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

LOCALIQ

NEW ENGLAND

PO Box 631210 Cincinnati, OH 45263-1210

AFFIDAVIT OF PUBLICATION

Julie Williams
Attn: Marilyn/Accts. Payable
Sudbury Public Schools
40 Fairbank RD
Sudbury MA 01776-5606

STATE OF MASSACHUSETTS, COUNTY OF MIDDLESEX

The MetroWest/Milford Daily News, a newspaper printed and published in the city of Framingham, and of general circulation in the County of Middlesex, Norfolk and Worcester, State of Massachusetts, and personal knowledge of the facts herein state and that the notice hereto annexed was Published in said newspapers in the issue:

12/04/2025

and that the fees charged are legal.

Sworn to and subscribed before on 12/04/2025

Legal Clerk



Notary, State of WI, County of Brown

8.25.26

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MARIAH VERHAGEN
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BUDGET HEARING **LEGAL NOTICE Public Hearing**

The Sudbury School Committee will hold a public hearing on the Sudbury Public Schools FY 2027 Budget on Monday, December 15, 2025 at 7:00 p.m. This hearing will be held in person at the Sudbury Public Schools Central Office; 40 Fairbank Road; Room 214; Sudbury, MA 01776. The public is invited to participate in this Public Hearing regarding the Sudbury Public Schools FY 2027 Budget. More information on the FY 2027 Budget can be found on the Sudbury Public Schools website at www.sudbury.k12.ma.us

#11851036
DN 12/4/25



SPS FY27

Public Hearing on Budget

December 15, 2025

Mission

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

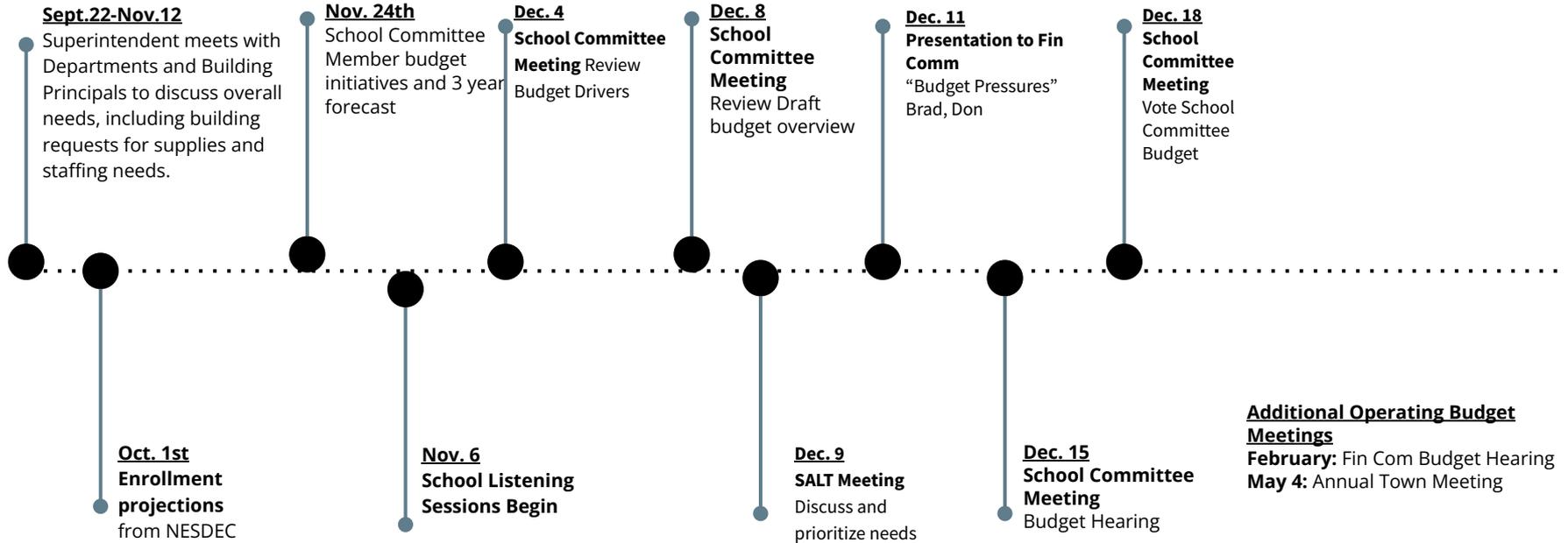
Vision

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

Equity Statement

Sudbury Public Schools are committed to welcoming, affirming, and celebrating all students, staff, and families. Sudbury Public Schools are committed to creating and sustaining a culture that promotes advocacy, equity, and justice for historically marginalized populations who have been systematically oppressed and excluded. Sudbury Public Schools are committed to an anti-bias and anti-racist education that includes and values the perspectives and histories of diverse peoples.

SPS School Committee FY27 Budget Timeline



Budget Building

- NEW STRATEGIC INITIATIVES**
Any new initiatives related to the District's Strategic Plan that are included.
- LEVEL SERVICES**
All curriculum and programs are included.
- CONTRACTUAL OBLIGATIONS**
Meeting all contractual obligations are required.
- ENROLLMENT CONSIDERATIONS**
Baseline budget is based on current student needs and projections.



FY27 GF Budget

Version Update: 11/24/25

<u>EXPENSE (DOE Function Category)</u>	----- FY2026 -----			----- FY2027 -----		
	<u>Budget \$</u>	<u>+/- \$:</u>	<u>+/- %</u>	<u>Budget \$</u>	<u>+/- \$:</u>	<u>+/- %</u>
Administration	\$ 1,351,639	\$ 33,435	2.54%	\$ 1,396,070	\$ 44,431	3.29%
Instructional Leadership	\$ 4,209,659	\$ 356,696	9.26%	\$ 4,430,032	\$ 220,373	5.23%
Teachers	\$ 23,789,565	\$ 677,332	2.93%	\$ 25,311,534	\$ 1,521,969	6.40%
Other Teaching Services	\$ 6,241,266	\$ 175,339	2.89%	\$ 6,991,847	\$ 750,581	12.03%
Professional Development	\$ 345,712	\$ 417	0.12%	\$ 340,939	\$ (4,773)	-1.38%
Instructional Materials/Equip/Tech	\$ 746,264	\$ 5,781	0.78%	\$ 749,243	\$ 2,979	0.40%
Guidance, Counseling, Testing	\$ 2,104,002	\$ (10,020)	-0.47%	\$ 2,189,336	\$ 85,334	4.06%
Pupil Services	\$ 3,759,374	\$ 119,027	3.27%	\$ 4,052,838	\$ 293,464	7.81%
Operations and Maintenance	\$ 3,126,452	\$ 55,831	1.82%	\$ 3,264,042	\$ 137,590	4.40%
Fixed Charges	\$ 212,667	\$ 898	0.42%	\$ 213,574	\$ 907	0.43%
<u>Out-of-District Expenditures</u>	\$ 1,392,847	\$ 78,840	6.00%	\$ 1,701,075	\$ 308,228	22.13%
TOTAL GF FORECAST \$:	\$ 47,279,447	\$ 1,493,576	3.26%	\$ 50,640,530	\$ 3,361,083	7.11%

Town Manager FY27 Budget Guidance Target (11/17/25):	\$49,052,426	\$ 1,772,979	3.75%
	+ / - diff \$:	\$ (1,588,104)	

FY27 Budget Drivers

Total Salary Contractual Obligations	\$2,052,839
Elementary Classroom Positions	\$241,248
Middle School Math (.5)	\$41,882
Special Education Contract Services	\$146,451
Plant Operations - Utilities	\$56,873
Specialized Transportation	\$153,005
Software Subscriptions	\$115,503
Out-of-District Tuition	\$308,228
General Transportation	\$72,717
All Other Budget Accounts (+1%)	\$172,337

FY 27 NESDEC ENROLLMENT PROJECTION

School District:

Sudbury, MA

10/14/2025

Enrollment Projections By Grade*															
Birth Year	Births*		School Year	PK	K	1	2	3	4	5	6	7	8	K-8	PK-8
2020	137		2025-26	74	259	254	272	299	278	245	315	278	272	2472	2546
2021	168		2026-27	74	312	267	261	278	300	279	246	315	276	2534	2608
2022	162		2027-28	74	301	321	274	266	279	301	280	246	313	2581	2655
2023	141	(prov.)	2028-29	74	262	310	330	280	267	280	302	280	244	2555	2629
2024	149	(prov.)	2029-30	75	277	270	318	337	281	268	281	302	278	2612	2687
2025	151	(est.)	2030-31	75	282	285	277	324	338	282	269	281	300	2638	2713
2026	154	(est.)	2031-32	75	287	290	293	283	325	339	283	269	279	2648	2723
2027	152	(est.)	2032-33	76	282	296	298	299	284	326	340	283	267	2675	2751
2028	149	(est.)	2033-34	76	278	290	304	304	300	285	327	340	281	2709	2785
2029	151	(est.)	2034-35	76	281	286	298	310	305	301	286	327	338	2732	2808
2030	152	(est.)	2035-36	76	282	289	294	304	311	306	302	286	325	2699	2775

Class Size, Loring

Loring	K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Total
Enrollment, 2025-2026	73	76	64	82	78	57	430
Sections	4	4	3	4	4	3	22
Class Size	18.3	19.0	21.3	20.5	19.5	19.0	19.5
Enrollment, 2026-2027	70	73	76	64	82	78	443
Sections	4	4	4	3	4	4	23
Class Size	17.5	18.3	19.0	21.3	20.5	19.5	19.3
+/- Sections	0	0	1	-1	0	1	1
NESDEC, 2026-2027	85	75	78	66	82	78	464

Note: All enrollment numbers for 2026-2027 reflect current projections and are not final numbers.

Class Size, Nixon

Nixon	K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Total
Enrollment, 2025-2026	56	55	56	59	61	48	335
Sections	3	3	3	3	3	2	17
Class Size	18.7	18.3	18.7	19.7	20.3	24.0	19.7
Enrollment, 2026-2027	54	56	55	56	59	61	341
Sections	3	3	3	3	3	3	18
Class Size	18.0	18.7	18.3	18.7	19.7	20.3	18.9
+/- Sections	0	0	0	0	0	1	1
NESDEC, 2026-2027	67	58	56	57	59	61	358

Note: All enrollment numbers for 2026-2027 reflect current projections and are not final numbers.

Class Size, Haynes

Haynes	K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Total
Enrollment, 2025-2026	56	52	80	65	71	51	375
Sections	3	3	4	3	3	3	19
Class Size	18.7	17.3	20.0	21.7	23.7	17.0	19.7
Enrollment, 2026-2027	52	56	52	80	65	71	376
Sections	4	3	3	4	3	3	20
Class Size	13.0	18.7	17.3	20.0	21.7	23.7	18.8
+/- Sections	1	0	-1	1	0	0	1
NESDEC, 2026-2027	75	58	54	81	65	71	404

Note: All enrollment numbers for 2026-2027 reflect current projections and are not final numbers.

Class Size, Noyes

Noyes	K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Total
Enrollment, 2025-2026	74	71	72	93	68	89	467
Sections	4	4	3	4	3	4	22
Class Size	18.5	17.8	24.0	23.3	22.7	22.3	21.2
Enrollment, 2026-2027	73	74	69	72	93	68	449
Sections	4	4	4	3	4	3	22
Class Size	18.3	18.5	17.3	24.0	23.3	22.7	20.4
+/- Sections	0	0	1	-1	1	-1	0
NESDEC, 2026-2027	85	76	73	74	93	68	469

Note: All enrollment numbers for 2026-2027 reflect current projections and are not final numbers.

Class Size, District K-5

District, K-5	K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Total
Enrollment, 2025-2026	259	254	272	299	278	245	1607
Sections	14	14	13	14	13	12	80
Class Size	18.5	18.1	20.9	21.4	21.4	20.4	20.1
Enrollment, 2026-2027	249	259	252	272	299	278	1609
Sections	15	14	14	13	14	13	83
Class Size	16.6	18.5	18.0	20.9	21.4	21.4	19.4
+/- Sections	1	0	1	-1	1	1	3
NESDEC, 2026-2027	312	267	261	278	299	278	1695

Note: All enrollment numbers for 2026-2027 reflect current projections and are not final numbers.

Class Size, Curtis

Curtis	Grade 6	Grade 7	Grade 8	Total
Enrollment, 2025-2026	315	278	272	865
Sections	14	12	14	40
Class Size	22.5	23.2	19.4	21.6
Enrollment, 2026-2027	245	315	278	838
Sections	12	14	14	40
Class Size	20.4	22.5	19.9	21.0
+/- Sections	-2	2	0	0
NESDEC, 2026-2027	246	315	276	837

Note: All enrollment numbers for 2026-2027 reflect current projections and are not final numbers.

Class Size, District PreK-8

Additional Populations	PreK
Enrollment, 2025-2026	60
Sections	5
Class Size	12.0
Enrollment, 2026-2027	60
Sections	5
Class Size	12.0
+/- Sections	0
NESDEC, 2026-2027	74

District	K-8	PreK-8
Enrollment, 2025-2026	2472	2532
Enrollment, 2026-2027	2447	2507
+/- Students	-25	-25
NESDEC, 2026-2027	2532	2606

Note: All enrollment numbers for 2026-2027 reflect current projections and are not final numbers.

Elementary Class Size

- Recommendation is to maintain the \$241,248 to address enrollment increases
- Variance between NESDEC projections in Kindergarten and census
- Potential Kindergarten enrollment pressures or reductions after spring registration
- Potential reduction in section at Noyes in 2nd grade

Middle School Math Position (.5 FTE)

- Recommendation is to maintain the \$41,882 for the staffing to support the 7th grade course sequence change in FY26

Special Education Contract Services

- Recommendation is to maintain the increase in Contracted Services
- Reconcile and aggregate PD and needs to determine if there are opportunities for savings
- Review costs to determine if grant funding can supplant operational funds

Plant Operations - Utilities

- Recommendation to reduce \$56,873 from utilities
- Potential savings with new electric and gas contracts
- Low risk reduction because funds from other utility account savings OR Facility Use account could be used

Special Education Increases

- Recommendation is to budget use of Circuit Breaker funds for Special Education Transportation (\$153,005) and Out of District Tuition (\$308,228)
- FY27 Circuit Breaker is robust (\$1.29 M) and entire amount is required to be spent in FY27
- FY28 enrollment in OOD will shift, reducing future reliance on CB

Software Subscriptions

- Recommendation to reduce by \$80,000
- District audit for overlap in functions between existing subscriptions
- Review of all resources being used by curriculum and school operational areas

General Transportation

- Recommendation to shift to Transportation Revolving (\$72,717)
- Current balance of the Transportation Revolving account is approximately \$424,487

Summer Program Changes

- Recommendation to eliminate SMILE & Explore Summer program (\$126,259)
- Review and optimize required Extended School Year (ESY) program

FY27 GF Budget

Version Update: 12/12/25

<u>EXPENSE (DOE Function Category)</u>	----- FY2026 -----			----- FY2027 -----		
	<u>Budget \$</u>	<u>+/- \$:</u>	<u>+/- %</u>	<u>Budget \$</u>	<u>+/- \$:</u>	<u>+/- %</u>
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Instructional Leadership	\$ 4,209,659	\$ 356,696	9.26%	\$ 4,430,032	\$ 220,373	5.23%
Teachers	\$ 23,789,565	\$ 677,332	2.93%	\$ 25,185,275	\$ 1,395,710	5.87%
Other Teaching Services	\$ 6,241,266	\$ 175,339	2.89%	\$ 6,911,847	\$ 670,581	10.74%
Professional Development	\$ 345,712	\$ 417	0.12%	\$ 340,939	\$ (4,773)	-1.38%
Instructional Materials/Equip/Tech	\$ 746,264	\$ 5,781	0.78%	\$ 749,243	\$ 2,979	0.40%
Guidance, Counseling, Testing	\$ 2,104,002	\$ (10,020)	-0.47%	\$ 2,189,336	\$ 85,334	4.06%
Pupil Services	\$ 3,759,374	\$ 119,027	3.27%	\$ 3,827,116	\$ 67,742	1.80%
Operations and Maintenance	\$ 3,126,452	\$ 55,831	1.82%	\$ 3,207,169	\$ 80,717	2.58%
Fixed Charges	\$ 212,667	\$ 898	0.42%	\$ 213,574	\$ 907	0.43%
<u>Out-of-District Expenditures</u>	\$ 1,392,847	\$ 78,840	6.00%	\$ 1,392,847	\$ -	0.00%
TOTAL GF FORECAST \$:	\$ 47,279,447	\$ 1,493,576	3.26%	\$ 49,843,448	\$ 2,564,001	5.42%

Town Manager FY27 Budget Guidance Target (11/17/25):	\$49,052,426	\$	1,772,979	3.75%
	+ / - diff \$:	\$	(791,022)	

Continued FY27 Budget Work

- Contract Settlements
- Working with Town Manager on funding options
- Continued budget refinement with cost centers

Sudbury Public Schools School Committee Meeting

Date: December 15, 2025

Agenda Item: 3a

Consent Calendar

- a. **Approve the updated charge of the Tri-District Calendar Review Subcommittee to enable the SPS School Committee appointees to establish a process for determining when and how cultural and religious holidays may be added to the school calendar as no-school or half-days**
- b. **Approve to update the charge of the Policy Subcommittee to Review Policy IHBA**
- c. **Monthly Accounts Payable and Payroll Warrant Submissions**
- d. **Minutes (11/03/25 and 11/13/25)**

Recommendation:

Motion to approve the Consent Calendar as presented / amended.

Background Information:

At the November 24, 2025 School Committee meeting, the Committee voted on no-school days for the 2026–2027 school year related to cultural and religious observances. During that discussion, the Committee reached consensus on the need to establish a clear framework and process for how no-school days and half-days are added to the school calendar moving forward. This item tasks the School Committee members appointed to the Tri-District Calendar Review Subcommittee with conducting the preliminary work and developing a proposed timeline for review by the full School Committee.

During counsel's review of Policy KI, it was recommended that Policy IHBA also be

Sudbury Public School Committee
Tri-District Calendar Review Subcommittee Charge
Amended August 4, 2025 DATE

Mission Statement:

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

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

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

Committee Members:

Elizabeth Sues
Nicole Burnard
Brad Crozier, Superintendent

Designated Alternate:

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

Goals and Objectives: (process)

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

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

7. SPS-appointed Subcommittee members will develop a framework and timeline for the annual School Committee review of no-school days and half-days related to religious and cultural observances.

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

The Tri-District Calendar Review Subcommittee shall present a summary of findings and any recommendations to the full Sudbury School Committee by December 15, 2025.

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

The SPS members of the Tri-District Calendar Review Subcommittee will present a proposed process to the full School Committee by March 2026 for review. Upon approval, the final process may be incorporated into the Sudbury School Committee Handbook.

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

Compliance with Open Meeting Law (OML):

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

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

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

Amended by School Committee vote on ~~August 4, 2025~~ DATE.

Sudbury Public School Committee
Policy Subcommittee Charge
Amended ~~September 9, 2025~~ DATE

Mission Statement:

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

Members:

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

Goals and Objectives: (process)

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

Recommended new policies will be charged by the School Committee and discussed with the Administration to provide effective management of the District and to ensure alignment with the School Committee and Administration.

For the 2025–2026 fiscal year, the School Committee charges the Policy Subcommittee with reviewing and providing feedback on the following policies for possible adoption:

1. BEDH Public Comment at School Committee Meetings
2. BEA Hybrid Meetings and Remote Participation
3. IJOA Field Trips
4. JFAG Enrollment of Non-Resident Employees
5. FA Facility Development Goals
6. FA-E Facility Development Goals - Equal Access
7. KHB/KHBA Use of Logo Name / Advertising in the Schools
8. AD Mission Statement
9. IJNDG Generative Artificial Intelligence Policy for Teachers and Students
10. CBI Evaluation of the Superintendent
11. JJE Student Fund-Raising Activities
12. KBE Relations with Parent/Booster Organizations
13. ECAB Access to Buildings and Grounds
14. KI Visitors in the Schools
15. EFBA School Food and Nutrition - Meal
16. BDFC Parent Advisory Councils - ELPAC

17. IHBAA Observations of Special Education Programs

Upon approval of the School Committee, new or reviewed policies may be subject to legal counsel for review, as required.

The Policy Subcommittee is also tasked with reviewing and updating the Sudbury School Committee Handbook to ensure it reflects current policies.

For the 2025–2026 fiscal year, the School Committee further charges the Policy Subcommittee with reviewing, updating, and drafting the following process in the School Committee Handbook:

- Develop a process to guide the implementation of Policy BDFB-R, *Special Education Parent Advisory Council*, including a mid-term check-in between the School Committee liaison and SEPAC, and a procedure for how SEPAC may advise the School Committee before or during a School Committee meeting.
- At the August 18, 2025 School Committee meeting, the Committee established the following process for posting agenda packets which shall be included in the School Committee Handbook:
 - Regular Session School Committee Packets: Agenda packets for regular School Committee meetings will be posted on the district website by noon on the day of the meeting.
 - Subcommittee Packets: Agenda packets will be posted on the district website only. The decision to post will be at the discretion of the subcommittee chair.

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

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

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

In accordance with the 2025–2026 School Committee goals and mid-year deliverables, the Committee aims to adopt policies **BEDH** and **BEDA** by December. In order to meet this target, and in accordance with the three-step adoption process outlined in Policy **BGB**, draft versions should be included as an November agenda item.

For all other policies assigned to the Policy Subcommittee, the Committee’s goal is to review drafts and potentially adopt them by April. To meet this timeline under the three-step process in Policy **BGB**, draft policies should be included in the agenda packet no later than January or February.

Regarding the SEPAC process, the Committee requests a draft for review at its December 1 meeting. For all other updates to the School Committee Handbook, the goal is to review an initial draft in March.

Compliance with Open Meeting Law (OML):

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

Amended by Sudbury School Committee on ~~September 9, 2025~~ DATE.

Sudbury Public School Committee
Negotiations / Labor Relations Subcommittee Charge

Mission Statement:

The Negotiations / Labor Relations Subcommittee supports the School Committee's statutory responsibilities related to collective bargaining and labor relations by preparing for negotiations, coordinating with legal counsel and administration, and making recommendations to the full School Committee, while ensuring compliance with applicable laws and School Committee policies.

Members:

Karyn Jones, Chair, Sudbury School Committee
Jessica McCready, Vice Chair, Sudbury School Committee
Brad Crozier, Superintendent
Andy Sheehan, Town Manger

Compliance with Open Meeting Law (OML):

The Negotiations / Labor Relations Subcommittee shall comply with the Massachusetts Open Meeting Law. Agendas shall be posted in accordance with OML requirements. Meetings may be held in executive session when permitted by law, including for collective bargaining or litigation strategy. Meeting minutes shall be prepared and, upon approval, submitted for posting in accordance with district procedures and legal requirements.



SUDBURY PUBLIC SCHOOLS

Office of the Director of Business and Human Resources

To: School Committee

Date: 12/11/25

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>
12/11/25	Accounts Payable	1231	\$493,274.10
12/4/25	Accounts Payable	1230	\$121,647.26
11/26/25	Accounts Payable	1229	\$551,987.56
12/5/25	Payroll	P/R 12/11/25	\$1,573,694.30
11/21/25	Payroll	P/R 11/26/25	\$1,575,375.90

Donald R. Sawyer
Director of Business and Human Resources

Sudbury School Committee
Meeting Minutes - DRAFT
November 3, 2025

Members Present:

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

Also Present:

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

Open Executive Session

Chair Karyn Jones opened the executive session at 6:30 p.m. Betsy Sues, Nicole Burnard, Jessica McCready and Chair Jones all confirmed their presence.

Vice Chair Jessica McCready motioned 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 (1) to discuss complaints brought against a public officer, employee, or staff member or individual (OML Complaint - A. Sax, 10/26/2025) ii. 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. iii. Purpose (7) to review and approve minutes from the Sudbury School Committee executive session meeting of October 14, 2025 and October 23, 2025. Nicole Burnard seconded the motion.

ROLL CALL VOTE:

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

Vote: 4-0. Motion carries.

Vice Chair Jessica McCready confirmed the Committee will enter into executive session and will return to open session pursuant to Massachusetts General Laws chapter 30A section 21(a) for the following purposes: i. Purpose (1) to discuss complaints brought against a public officer, employee, or staff member or individual (OML Complaint - A. Sax, 10/26/2025) ii. 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. iii. Purpose (7)

to review and approve minutes from the Sudbury School Committee executive session meeting of October 14, 2025 and October 23, 2025.

Open Regular Session

Chair Karyn Jones opened the regular session at 7:07 p.m.

1. Public Comment

- a. Vidya Parwani, Sudbury resident, allowed her son to speak on behalf of himself and his sister to advocate for recognizing Diwali as a school holiday.
- b. The Gupta family allowed their son to speak on behalf of himself and his sister to advocate for adding Diwali to the school calendar.
- c. The Gami family allowed their son to share how special Diwali is to him and his family and requested that it be included as a school holiday.
- d. The Lalit family allowed their daughter to speak and shared her hope that Diwali can be added to the school calendar.
- e. The Ashfak family allowed their son to speak. He advocated for the Eid holidays to be considered as school holidays.
- f. Safa Khan, Sudbury resident, allowed her daughter to speak about the importance of the Eid holidays to their family and asked the Committee to consider adding them to the school calendar. Her son also spoke and shared the challenges they face when the Eid holidays are not recognized with days off.
- g. Lorena Jafarov, Sudbury resident, allowed her daughter to speak about the importance of the Eid holidays and advocated for their inclusion in the school calendar.
- h. Kaete Syed, Sudbury resident, allowed her son to speak. He advocated for the Eid holidays to be added as days off.
- i. Abhijeet Shinde, Sudbury resident, allowed his son to speak about the importance of the Diwali holiday and shared why it is meaningful to him.
- j. Shabaz Syed, Sudbury resident, advocated for adding the Eid holidays to the school calendar.

2. Special Matters

- a. 2026-2026 SC Goal: Review of the Implementation of Policy JIJC - Student Use of Personal Electronic Devices in Schools with Michael O'Brien, Technology Director
 - i. Director of Technology, Michael O'Brien, provided the Committee with an update on the newly adopted policy limiting personal electronic devices.
 - ii. Questions from the Committee focused on where phones are stored during the day, the level of reduced phone use, use of chromebooks, messaging app usage and future plans for additional reduced usage.

3. Educational and Operational Matters

- a. SEA Report (Anneke Bartelsman)
 - i. Ms. Bartelsman shared how the district is advancing its goal of supporting students' social, emotional, behavioral and physical wellness through daily practices and structured SEL initiatives at both the elementary and middle school levels.
- b. District Reports

- i. Director of Business and Human Resources' Report
 - 1. No new updates for the Committee.
- ii. Assistant Superintendent's Report
 - 1. Mrs. Doyle recognized the Curtis Guidance Team for leading Digital Citizenship Week.
 - 2. She recently attended a meeting where she met Dr. Candace Sumner, the new METCO President and CEO.
- iii. Superintendent's Report
 - 1. MSBA Update: Nixon and Haynes Roofs
 - a. Superintendent Crozier shared that MSBA has approved moving forward with funding arrangements for the Haynes and Nixon roof projects.
 - b. He recently participated in an Incident Command Systems workshop with other Sudbury and Town administrators.
 - c. He recognized the unified bocce teams from Curtis, who represented SPS at the recent Hopkinton Jamboree.

4. Consent Calendar

- a. Approval of Letter from the Sudbury School Committee, Thanking Mandy Sim for her Four years of service on the Sudbury School Committee
- b. Approval of November 6, 2025, Listening Session Flyer and Email
- c. Approve the warrant article language for the upcoming Special Town Meeting, as required by the Massachusetts School Building Authority (MSBA). The language presented reflects the required text prescribed by the MSBA and must be used to maintain program compliance.
- d. Approval of Policy Subcommittee's Recommended Copy for Inclusion in the School Committee Handbook: Process for Posting Agenda Packets, as Established by the School Committee on August 18, 2025 and September 22, 2025 Meetings
 - i. Questions regarding the school roof warrant articles and an additional email to families related to the Listening Session was asked.
 - ii. Vice Chair Jessica McCready motioned to approve the Consent Calendar as presented with the removal of item number 2. Betsy Sues seconded the motion.
 - 1. ROLL CALL VOTE:
 - a. Jessica McCready: Aye
 - b. Nicole Burnard: Aye
 - c. Betsy Sues: Aye
 - d. Karyn Jones: Aye
 - i. **Vote: 4-0** Motion carries.
 - iii. Chair Karyn Jones moved to approve the November 6, 2025 listening session flyer and email as amended. Betsy Sues seconded the motion.
 - 1. ROLL CALL VOTE:
 - a. Betsy Sues: Aye
 - b. Nicole Burnard: Aye
 - c. Jessica McCready: Aye
 - d. Karyn Jones: Aye

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

5. New Business and Policy Matters

a. Policy BGB, Step 1

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

a. This agenda item is informational only. These policies will be discussed at the next meeting.

b. Sudbury School Committee Vacancy and Reappointment of Liaison Rolls and Other Responsibilities

i. Due to the resignation of Mandy Sim, the Committee discussed her vacancy and the process for how the role will be filled.

ii. Vice Chair Jessica McCready motioned to authorize the School Committee Chair to provide written notice to the Sudbury Select Board of the School Committee vacancy and to propose the process and timeline recommended by the Committee to the Select Board. Betsy Sues seconded the motion.

1. ROLL CALL VOTE:

a. Nicole Burnard: Aye

b. Betsy Sues: Aye

c. Jessica McCready: Aye

d. Karyn Jones: Aye

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

iii. They then reviewed the Liaison Roles and distributed Mandy's roles amongst the Committee. Nicole Burnard will assume the MASC Liaison role and Betsy Sues will assume the Energy and Sustainability role.

iv. Vice Chair Jessica McCready motioned that Betsy Sues become the liaison to the Energy and Sustainability Committee and that Nicole Burnard become the MASC delegate. Nicole Burnard seconded the motion.

1. ROLL CALL VOTE:

a. Betsy Sues: Aye

b. Jessica McCready: Aye

c. Nicole Burnard: Aye

d. Karyn Jones: Aye

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

- c. FY27 Calendar Review (Third of Three Meetings): Review of supporting materials provided by the Tri-District Calendar Review Subcommittee, discuss the Subcommittee's recommendation, and select a mock calendar to bring to the Tri-District School Committee on November 13. *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 reviewed materials from the Tri-District Subcommittee and mock calendars presented for potential consideration. Each district will bring calendar options to the full Tri-District Committee to allow for flexibility when trying to find alignment.
 - ii. Questions related to the Tri-District's schedule and demographics of those who took the survey were asked. Each Committee member shared their preference for calendars and the reasons.
 - iii. After a straw vote was taken, the Committee decided to bring two calendars for review at the upcoming Tri-District Meeting for consideration. They also discussed half days and their preference on that if alignment is a consideration.

- d. Communication Strategy to the Community Regarding Special Town Meeting
 - i. A draft of the communication was reviewed and suggested edits were discussed and approved.
 - ii. Vice Chair Jessica McCready motioned to allow the Superintendent and School Committee Chair to work together on drafting the communications materials for the town warrant roof articles in terms of the flyer, emails and any other necessary materials. Betsy Sues seconded the motion.
 - 1. ROLL CALL VOTE:
 - a. Nicole Burnard: Aye
 - b. Betsy Sues: Aye
 - c. Jessica McCready: Aye
 - d. Karyn Jones: Aye
 - i. **Vote: 4-0.** Motion carries.

- e. Review School Committee feedback regarding current After-School Care Request for Proposals (RFP); discussion of desired updates and enhancements to the RFP; vote to task the Superintendent and administration with incorporating Committee feedback and preparing an RFP draft for Committee review prior to release.
 - i. From the survey provided to the School Committee, feedback was gathered and shared with the Committee.
 - ii. Mr. Sawyer shared he will review the list, check for conflicts with the current RFP and check for legality. This will be brought back to the Committee for their review and suggestions.
 - iii. Questions centered on feedback from SED and administration, snow-day coverage and reduced tuition, as well as when the program's rent was last increased.

- f. Update regarding Policy Subcommittee Recommendation Regarding Inclusion of a SEPAC Advisory Process in the School Committee Handbook; Review Memo to PACs on ways to advise the School Committee

- i. Because SEPAC is looking for guidance on what the best ways to advise the School Committee are, a draft memo was included for the Committee's review.
- ii. Whether to include this document in the handbook was discussed.
- iii. Minor edits were recommended and approved.
 - 1. Vice Chair Jessica McCready motions to approve the document as amended. Betsy Sues seconded the motion.
 - a. ROLL CALL VOTE:
 - i. Betsy Sues: Aye
 - ii. Jessica McCready: Aye
 - iii. Nicole Burnard: Aye
 - iv. Karyn Jones: Aye
 - 1. **Vote: 4-0.** Motion carries.

- g. Process on how to do future agenda items; potential vote to include proposed process in School Committee Handbook
 - i. A memo was provided to the School Committee for review and all were in agreement. Discussion surrounded inclusion of this memo in the handbook.
 - ii. Vice Chair Jessica McCready motions to add this memorandum regarding future agenda items to be added to the policy handbook. Betsy Sues seconded the motion.
 - 1. ROLL CALL VOTE:
 - a. Nicole Burnard: Aye
 - b. Betsy Sues: Aye
 - c. Jessica McCready: Aye
 - d. Karyn Jones: Aye
 - i. **Vote: 4-0.** Motion carries.

6. Liaison & Subcommittee Reports

- a. Liaison Reports: SEPAC, LGBTQ+ PAC, Select Board, Finance Committee, LS Regional High School, Energy & Sustainability Committee, Parks and Recreation Commission, MASC Delegate
- b. Subcommittee Reports: Policy, Negotiations / Labor Relations, Calendar Review
 - i. SEPAC has a survey available until November 10. Results will be presented to the School Committee.
 - ii. LGBTQ+ PAC has received 5 applications so far. The window is open until November 21 for those considering joining.
 - iii. The Elise Wolf presentation will now be held on November 12th at 7:00 p.m.
 - iv. Another Negotiations meeting will be held tomorrow. The sessions so far have been productive and a date to meet with the nurses is being scheduled.

7. Adjournment

- a. Vice Chair Jessica McCready motioned to adjourn the November 3rd meeting at 10:27 p.m. Nicole Burnard seconded the motion.
 - i. ROLL CALL VOTE:
 - 1. Betsy Sues: Aye
 - 2. Jessica McCready: Aye
 - 3. Nicole Burnard: Aye

4. Karyn Jones: Aye
 - a. **Vote: 4-0.** Motion carries.

Respectfully Submitted,
Julie Williams
Executive Assistant to the Superintendent

Documents Reviewed During the November 3, 2025 School Committee Meeting

1. Personal Electronic Device Policy Update
2. 1 - 2025-2026 School Committee Goals_Goal Area Teaching Learning and Technology
3. 4.a Thank You For Your Service_Member Sim
4. 4.b.1. ListeningSessionFlyer
5. 4.b.2. Email for SPS Listening Session.docx
6. 4.c. Special Town Meeting Warrant Article Language_MSBA
7. 4.d. SchoolCommitteeHandbook_Updated
8. 1-SPS POLICY IMDA - REDLINE DRAFT 10.30.25.docx
9. 2-DRAFT POLICY BEDH
10. 3-DRAFT NEW POLICY BEA
11. 4-DRAFT NEW ECAB Policy.docx
12. 5-DRAFT EFBA Policy.docx
13. 6-Draft_IJOA Field Trips
14. 7-DRAFT JJE
15. 8-DRAFT KBE
16. 9- DRAFT KHB
17. 10-DRAFT KI Policy
18. 1-Subcommittee & Liaison Assignments - Sudbury Public Schools
19. 2-MASC - MASS 2025 Joint Conference_11122025-11142025
20. 1-08042025Tri-District Calendar Review Sub Committee Charge
21. 2- SPS Calendar Review Timeline_Approved09222025 (1)
22. 3-Memo_ What to Expect at the Tri-District School Committee Meeting
23. 4-SPS_Faith_Leader_Memo 10.29.25 clean for Lunar New Year.docx
24. 5-Calendar Survey
25. 1- DRAFT to Start Conversation - Communication Plan
26. 2-DRAFT Special Town Meeting and Election Flyer
27. 3-Hopkinton School Committee Listening Session.pptx
28. 1-Memo_ Summary School Committee Feedback
29. 2- School Committee Feedback Regarding After-School Care RFP
30. PAC MEMO - Advisory Input from PAC
31. MEMORANDUM_Future Agenda Items
32. 1-SEPAC Liaison Report
33. 2-Policy Subcommittee Liaison Report_Work Status_11032025

Tri-District School Committee Meeting
Sudbury, LSRHS and Lincoln Public Schools
Meeting Minutes - DRAFT
November 13, 2025

Members Present:

Sudbury School Committee:

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

LSRHS School Committee:

Ravi Simon, Chair
Catherine Bitter, Vice Chair (joined at 8:37 p.m.)
Maura Carty
Lucy Maulsby
Charles Morton
Jack Ryan

Lincoln School Committee:

Matina Madrick, Chair
Jake Lehrhoff
Ken Lepage
Abbey Salon

Open Special Session

Chair Karyn Jones welcomed everyone to the meeting. She noted that each Committee would perform their own roll call to open the meeting.

1. Open the Tri-District Meeting with the Lincoln Public Schools and Lincoln-Sudbury Regional High School Committee.

Chair Karyn Jones performed a roll call of the Sudbury School Committee.

ROLL CALL VOTE:

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

Chair Matina Madrick performed a roll call of the Lincoln Public School Committee.

ROLL CALL VOTE:

Jake Lehrhoff: Aye
Abbey Salon: Aye
Ken Lepage: Aye

Matina Madrick: Aye

Chair Ravi Simon performed a roll call of the Lincoln Sudbury Regional High School School Committee.

ROLL CALL VOTE:

Maura Carty: Aye

Lucy Maulsby: Aye

Charles Morton: Aye

Jack Ryan: Aye

Ravi Simon: Aye

Catherine Bitter joined the meeting at 8:37 p.m.

Nicole Burnard provided an overview of the collaborative work completed by the three districts to date. This includes meeting timelines; reviews of district absentee data and peer district calendars; development of mock calendar drafts; scheduled conversations with faith leaders; contractual and financial considerations; analysis of survey results; and a review of each district's religious accommodation policies. She also noted that public input was gathered through emails and a community listening session.

2. Public Comment

Safa Khan, Sudbury resident, requested the addition of the Eid al-Fitr and Eid al-Adha Holidays and urged the Committees to move forward with an inclusive calendar that ensures all families feel valued.

Vidya Parwani, Sudbury resident, shared her support of a school calendar that includes all holidays, and shared her thanks to the School Committee for their work on this topic.

Jonathan Sheffi, Lincoln resident, shared his concerns about the potential of removing Jewish Holidays from the school calendar. He urged the committee to maintain the current school calendar.

Coleen Fishman, Sudbury resident, shared her concerns about removing the Jewish High Holidays from the calendar.

Joseph Kolchinsky, Lincoln resident, advocated to keep the Jewish Holidays on the calendar.

3. Business and Policy Matters

a. Reports from Member Districts on the Committee Preferences and Rationale Regarding No School and Half-Days regarding Cultural and Religious Observances

- i. Members Betsy Sues (Sudbury), Ravi Simon (LSRHS), and Jake Lehrhoff (Lincoln) each presented statements outlining their Committees' work, preferences, and the rationale behind their calendar considerations. They each reviewed analyses conducted including educational continuity, operational and fiscal considerations, community values, and recognition of religious observances.

b. FY27 Calendar Alignment Across Districts - Review of Alignment Options

1. Abbey Salon: Aye
2. Ken Lepage: Aye
3. Jake Lehrhoff: Aye
4. Matina Madrick: Aye
 - a. **Vote: 4-0.** Motion carries.

Respectfully Submitted,
 Julie Williams
 Executive Assistant to the Superintendent

Documents Reviewed During the November 13, 2025 School Committee Meeting

1. 1- Sudbury School Committee Cover Page
2. 2-SPS Report_11.11.25
3. 3-SPS FY27 StateFederal Calendar DRAFT
4. 4-SPS FY27 Additional Holidays DRAFT
5. 5-Lincoln School Committee Cover page
6. 6-CalendarReview Lincoln 11_6_25
7. 7-Lincoln V2 2026-2027_FedHolidays
8. 8- Lincoln V1 2026-2027_ExistingHolidays
9. 9-Lincoln-Sudbury School Committee Cover Page
10. 10-11/5 - Calendar Review Presentation for LSSC
11. 11- FY27 L-S - Calendar Review - LS Mock School Calendars (11_10_25)
12. 12- FY28 L-S Mock School Calendars (11_10_25) - 2027-2028 (1)
13. 13- FY29 L-S Mock School Calendars (11_10_25) - 2028-2029
14. 14- FY30 L-S Mock School Calendars (11_10_25) - 2029-2030
15. 15- FY31 L-S Mock School Calendars (11_10_25) - 2030-2031
16. 16- FY32 L-S Mock School Calendars (11_10_25) - 2031-2032
17. 1-Church_and_State_Considerations_Memo
18. 2-Policies Cover Page
19. 3- Sudbury Public Schools Policy JBB - Educational Equity
20. 4- Sudbury Public Schools Policy IC-ICA - School Year School Calendar
21. 5. Lincoln IC _ ICA SCHOOL YEAR_ SCHOOL CALENDAR
22. 6. LS IC_ ICA Policy - School Year_ School Calendar
23. 7- Sudbury Public Schools Policy IMD - School Ceremonies and Observances
24. 8. Lincoln IMD SCHOOL CEREMONIES AND OBSERVANCES
25. 9. LS IMD Policy - School Ceremonies and Observances
26. 10. Lincoln IMDB ACCOMMODATIONS FOR RELIGIOUS AND CULTURAL OBSERVANCES
27. 11. Financial Considerations Cover Page
28. 12 - Calendar_Financial_Considerations_Memo
29. 13. Community and Faith Leaders Cover Page
30. 14-Tri-District Calendar Survey
31. 15 - Faith_Leader_Memo 10.19.25
32. 16 -Tri-District Subcommittee Listening Session Summary
33. 17. Administrator Feedback
34. 18-Tri-District Calendar Subcommittee - Input from District Administrations
35. 19. Other Districts Cover Page
36. 20. School District Calendar Comparison Sheet

37. 21. Bedford, Concord-Carlisle, and Belmont Absence Data
38. 22. Concord and Bedford - Average Absentee Data
39. 23. Absentee Data (Sudbury, Lincoln, Lincoln-Sudbury) Cover Page
40. 24. SPS Holiday Absences
41. 25. SPS Top 5 Absence Days
42. 26. Lincoln - Absence Rates on Select Days of Observance
43. 27. School Calendar - L-S Attendance Data
44. 28. Mock Calendar Comparison Charts Cover Page
45. 29. Sudbury_Mock Calendars Comparison Summary
46. 30. Lincoln 2026-2027 Calendar Cheat Sheet
47. 31. L-S Calendars Comparison
48. 32. L-S Calendars Comparison 2
49. 33-L-S Transportation Costs FY26 & FY 27
50. 1-SPS_08042025Tri-District Calendar Review Sub Committee Charge

**Sudbury Public Schools
School Committee Meeting**

Date: December 15, 2025

Agenda Item: 5a - Principal Budget Discussion

**Bryant Amitrano, Principal, Josiah Haynes Elementary School
Sara Harvey, Principal, Israel Loring Elementary School
Amy Mulkerin, Principal, Peter Noyes Elementary School
Susan Woods, Principal, General Nixon Elementary School
Jeff Mela, Principal, Ephraim Curtis Middle School**

Recommendation:

Background Information:

Attachments:

FY26 Haynes SIP (1)
School Improvement Plan Loring 2025-2026 (1)
Noyes SIP 25-26 (1)
Nixon SIP 25-26 (1)
Curtis School Improvement Plan 2025-26 (1)

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



**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	<p>From the Sudbury Public Schools Equity Statement: Sudbury Public Schools are committed to welcoming, embracing, affirming, and celebrating all students, staff, and families.</p> <p>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.</p>

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	<ul style="list-style-type: none"> ● 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

<p>1.b. Enhance educator capacity to include consistent, daily SEL practices to promote a positive climate for learning.</p>	<ul style="list-style-type: none"> ● 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 	<p>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</p>
<p>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.</p>	<ul style="list-style-type: none"> ● 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 	<p>1.c SPS Facilities & Administration</p>

<p>1.d Support families in the attendance of after school events so that all can participate</p>	<ul style="list-style-type: none"> • 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 	<p>1.d.i Collaboration with Sudbury Extended Day</p> <p>1.d.ii Communication with METCO Coordinator</p>
<p>1.e Explore options for additional after school care for families</p>	<ul style="list-style-type: none"> • 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 	<p>1.e.i Haynes Administration</p> <p>1.e.ii Sudbury Extended Day</p> <p>1.e.iii BGCAV & Haynes Collaboration</p>

School Goal #2

<p>Goal</p>	<p>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.</p>
<p>Rationale</p>	<p>District Strategic Objective #2: Sudbury Public Schools implement innovative, research-based curriculum and educational practices.</p>

Strategic Initiative	Indicators of Success	Timelines & Persons Responsible
<p>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.</p>	<ul style="list-style-type: none"> ● 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 	<p>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</p>
<p>2.b Implement tiered intervention block 4 times per week, K-5</p>	<ul style="list-style-type: none"> ● 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 	<p>2.b Administrators and Coaches</p>
<p>2.c. Develop and expand digital literacy opportunities to empower students to thrive academically and navigate the digital world safely and responsibly.</p>	<ul style="list-style-type: none"> ● 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 curriculum ● 2.c.iii. Review responsible use of technology in K-5 classrooms 	<p>2.c.i Librarian 2.c.ii 5th grade teachers 2.c.iii Classroom teachers</p>

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
<p>3.a. Develop and expand Multi-tiered Systems of Support (MTSS) that enhance equitable, accessible, inclusive, challenging, and engaging learning experiences for all.</p>	<ul style="list-style-type: none"> ● 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 	<p>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</p>
<p>3.b. Create and support a reflective culture built on a foundation of evidence to promote continuous improvement.</p>	<ul style="list-style-type: none"> ● 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 	<p>3.b.i, Humanities Curriculum Coordinator 3.b.ii District-wide technology department 3.b.iii Student Support Team, IST Team</p>
<p>3.c. Review specialized programs, structures and supports to meet the learning and emotional needs of all students.</p>	<ul style="list-style-type: none"> ● 3.c.i. Continue to support staff with the IEP process ● 3.c.ii. Revise mental health goal writing and practices 	<p>3.c.i Team Chair, Building Administration, District-Based Student Support team</p>

		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.	<ul style="list-style-type: none"> • 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.	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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
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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	<p><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.</p> <p>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.</p>

Strategic Initiative	Indicators of Success	Timelines & Persons Responsible
<p>1. a - Cultivate a school culture where every student, family, and staff member feels a deep sense of belonging, respect, and representation.</p>	<ul style="list-style-type: none"> ● 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. 	<ul style="list-style-type: none"> ● 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

	<ul style="list-style-type: none"> ● 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. 	
<p>1.b - Continuously monitor, strengthen, and maintain district-wide and school-specific safety protocols to create and sustain safe, supportive learning environments.</p>	<p>1.b.1. Explicitly teach, reinforce, and model expected behaviors in all areas of the school, including the bus, cafeteria, and recess.</p> <ul style="list-style-type: none"> ● Generate clear expectations for students. ● Develop protocols and procedures for staff to ensure consistent reinforcement. <p>1.b.2. Provide ongoing professional development and student instruction on health, safety, and social-emotional topics, including:</p> <ul style="list-style-type: none"> ● 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 <p>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.</p>	<ul style="list-style-type: none"> ● 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	<p>District Strategic Objective #2: Sudbury Public Schools implement innovative, research-based curriculum and educational practices.</p> <p>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.</p>

Strategic Initiative	Indicators of Success	Timelines & Persons Responsible
<p>2.a - To continue strengthening Tier One instruction through the use of research-based best practices and data-informed decision-making.</p>	<ul style="list-style-type: none"> ● 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 	<ul style="list-style-type: none"> ● 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
<p>2.b. - Strengthen and refine the Disability</p>	<ul style="list-style-type: none"> ● 2. b. 1. Provide instruction on Disability Awareness to Grades 3-5, offering 	<ul style="list-style-type: none"> ● 2.b.1 Classroom Teachers

<p>Awareness program to enhance student understanding, promote inclusion, and ensure teachers are equipped to deliver lessons effectively.</p>	<p>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.</p>	
<p>2.d. - Implement the Foundations Handwriting curriculum in grades K-3 to develop consistent, foundational handwriting skills and support early literacy development.</p>	<p>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.</p>	<ul style="list-style-type: none"> • 2.d.1 ELA Coordinator & Administrators

<p>School Goal #3</p>	<p>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.</p>
<p>Rationale</p>	<p>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.</p> <p>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.</p>

Strategic Initiative	Indicators of Success	Timelines & Persons Responsible
<p>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.</p>	<ul style="list-style-type: none"> ● 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. 	<p>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</p>

<p>3.b. - Strengthen intervention practices by refining instructional practices, analyzing data and delivering targeted instruction.</p>	<ul style="list-style-type: none"> ● 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. <ul style="list-style-type: none"> ○ 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. 	<p>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</p>
<p>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.</p>	<ul style="list-style-type: none"> ● 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. 	<p>3.c.1 All Staff 3.c.2 All Staff 3.c.3 All Staff 3.c.4 P.E. Teacher & EL Teacher</p>

- **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.

Signature Page

Member	Signature
Sara Harvey	
Michelle Savage	
Karen Blumberg	
Nicole Corron	
Jacki Sousa	
Kristen Fox	
Pat Drobinski	



**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	<p><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.</p> <p>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.</p>

Action Plan

Strategic Initiative	Indicators of Success	Timelines & Persons Responsible
<p>1.a Collaboratively develop and adopt a shared set of core values that reflect our collective beliefs and aspirations for teaching, learning, and community.</p>	<ul style="list-style-type: none"> ● 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. 	<ul style="list-style-type: none"> ● 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
<p>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.</p>	<ul style="list-style-type: none"> ● 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 	<ul style="list-style-type: none"> ● 1.b.1., 1.b.2., 1.b.3. (September-November 2026) Building-based teams. ● 1.b.4. (September 2027) All staff and students

	<ul style="list-style-type: none"> ● 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. 	
<p>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.</p>	<ul style="list-style-type: none"> ● 1.c.1. Provide ongoing professional development and student instruction on health, safety, and social-emotional topics, including: <ul style="list-style-type: none"> ○ Disability Awareness lessons, 3-5 ○ <i>Say Something</i> anonymous reporting system ○ DESSA Screener and SEL data meetings 	<ul style="list-style-type: none"> ● 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
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<p>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.</p>	<ul style="list-style-type: none"> ● 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 	<ul style="list-style-type: none"> ● 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
<p>2.b. Tiered intervention</p>	<ul style="list-style-type: none"> ● 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. 	<ul style="list-style-type: none"> ● 2.b.1., 2.b.2., 2.b.3. (August 2025-June 2026) Administrators and Instructional Coaches
<p>2.c. Implement Foundations Handwriting curriculum in grades K–3 to develop consistent, foundational handwriting skills and support early literacy development.</p>	<ul style="list-style-type: none"> ● 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. 	<ul style="list-style-type: none"> ● 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
<p>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</p>	<ul style="list-style-type: none"> ● 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. 	<ul style="list-style-type: none"> ● 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
<p>3.b. Provide an on-going cycle of professional development and training,- modeling,- feedback, and coaching for support staff</p>	<ul style="list-style-type: none"> ● 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 	<ul style="list-style-type: none"> ● 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)

<p>3.c. Strengthen inclusive practices and participation in grade-level instruction for students with special needs in specialized programs.</p>	<ul style="list-style-type: none">● 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	<ul style="list-style-type: none">● 3.c.1. Special Educators, Team Chairperson, Building Administrators● 3.c.2. Classroom Teachers, Special Educators, Team Chairperson, Building Administrators
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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	



**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	<p><i>From the Sudbury Public Schools Equity Statement:</i></p> <p>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.</p>

Action Plan

Strategic Initiative	Indicators of Success	Timelines & Persons Responsible
1.1 Equity is the foundation of a school's work.	<p>1.1.1 Staff and administrators participate in the Nixon School Equity Committee on a monthly basis</p> <p>1.1.2 Develop experiences for children to engage in that encourage belonging</p> <p>1.1.3 Keep communication between custodial, maintenance, staff, parent/teacher organization, town officials and administration to ensure that all student activities are accessible for all</p>	<p>1.1 Administration</p> <p>1.1 Staff</p>

<p>1.2 Maintain district-wide safety protocols: "Say Something" reporting system for staff, students, and community</p>	<p>1.2.1 Students and staff are trained</p>	<p>1.2 Training for grades 4 & 5 students in mid-October 2025</p>
<p>1.3 Continue direct SEL instruction and explicit teaching for increasing students intrinsic understanding of oneself</p>	<p>1.3.1 Harmony lessons taught kindergarten through fifth grade 1.3.2 Social Thinking lessons are shared 1.3.3 DESSA screener is used to inform educators 1.3.4 Data meetings led by mental health staff to guide and support</p>	<p>1.3 Throughout the school year 1.3 Mental Health Staff 1.3 Administration 1.3 Educators</p>
<p>1.4 Implement disability awareness curriculum in grades 3-5</p>	<p>1.4.1 Lessons are delivered</p>	<p>1.4 Grades 3-5 participate in units of study</p>

<p>1.5 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</p>	<p>1.5.1 Daily mindful minute starts each school day</p> <p>1.5.2 All school community experiences</p> <ul style="list-style-type: none"> o School wide celebrations o Student Advisory Committee o Buddy classes are developed for varied grade levels to gather o Traditions that promote intentional joy 	<p>1.5 Educators</p> <p>1.5 Administration</p> <p>1.5 Mental Health Team</p>
<p>1.6 Prioritize consultation time for staff</p>	<p>1.6.1 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</p> <p>1.6.2 Coaches can use this time to meet with grade levels to review data and develop goals to advance student achievement</p> <p>1.6.3 Special Educators can use this time to meet with educators across the building for academic planning and behavioral support planning</p> <p>1.6.4 Specialists can use this time to collaborate on management strategies, student needs, and cross-content planning</p>	<p>1.6 Special Education Teachers</p> <p>1.6 Classroom Teachers</p> <p>1.6 Coaches</p> <p>1.6 Administration</p>
<p>1.7 School safety and planning</p>	<p>1.7.1 Attend CRASE training with Sudbury Police Department</p> <p>1.7.2 Model response for school members</p> <p>1.7.3 Learn to react during crucial first few moments of an event</p> <p>1.7.4 Predetermined plan minimizes risk and ensures accountability</p> <p>1.7.5 Reunification ensures safe accountable reunification with guardians after crisis</p>	<p>1.7 School Safety Team</p> <p>1.7 Administration</p> <p>1.7 Staff</p>

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
2.1 Continue to focus on ADA compliance for the entire Nixon School campus	2.1.1 Partner with the parent/teacher organization to plan school-related events 2.1.2 Install compliant sinks in areas necessary 2.1.3 Install Active boards in instructional and meeting areas <ul style="list-style-type: none"> • Install Red Cat in music room • Deploy more seating/furniture options for student and staff usage 	2.1 Administration
2.2 Increase greater ELA instructional capacity by utilizing best practices rooted in research and data	2.2.1 Implement Sudbury Elementary Literacy curriculum and materials for EL (Expeditionary Learning) 2.2.2 Update teaching practices to reflect the standards and research-based best practices in ELA 2.2.3 Create consistency across the grade levels and school 2.2.4 Provide push-in services to support students during the literacy block K-5	2.2 Educator Collaborative Teamwork 2.2 Literacy Specialist/Tutor 2.2 Humanities Coordinator 2.2 EL Coach 2.2 Administration

	<p>2.2.5 Use student data to inform our practice and flexibly adjust push-in services</p> <p>2.2.6 Expand challenge opportunities for advanced learners to extend their understanding</p> <p>2.2.7 Continue the use of building based data teams for a cohesive approach to increase the rate of academic growth for students</p> <p>2.2.8 Attend ILAP, professional development and coaching sessions as scheduled by the district</p>	
<p>2.3 Continue to improve mathematics instruction by utilizing best practices rooted in research and data</p>	<p>2.3.1 Bridges 3 training and implementation</p> <p>2.3.2 Coaching meetings are scheduled and connected to each educator implementing the Bridges curriculum</p> <p>2.3.3 Professional development for mathematic coach to increase capacity in the area of Tier 2 instruction</p> <p>2.3.4 Continue the use of building based data teams for a cohesive approach to increase the rate of academic growth for students</p> <p>2.3.5 Cohesive approach to Number Corner application K-5</p>	<p>2.3 Educators K-5</p> <p>2.3 Mathematics Coordinator</p> <p>2.3 Mathematics Coach</p> <p>2.3 Administration</p>

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
<p>3.1 Strengthen communication with families about student learning</p>	<p>3.1.1 Continued use of common parent/teacher conference template</p> <p>3.1.2 Parent/teacher conference template feedback from staff for viability of tool</p> <p>3.1.3 Professional development for educators in culturally responsive conferences</p>	<p>3.1 Special Education</p> <p>3.1 Teachers</p> <p>3.1 Administration</p>
<p>3.2 Continue the focus on equity inside and outside the classroom</p>	<p>3.2.1 Continued Equity Committee work monthly with various committee members</p> <p>3.2.2 Collaboration with PTO to create and provide positive experiences that positively impact children and families</p>	<p>3.2 Administration</p> <p>3.2 Staff</p> <p>3.2 Nixon PTO</p>
<p>3.3 Expand support for families in the attendance of after school events</p>	<p>3.3.1 Collaborate with PTO to plan and provide experiences for all children close to the natural end of the school day</p> <p>3.3.2 Communicate after school events through communications from PTO, Principal, classroom newsletters, and direct messaging</p>	<p>3.3 Administration</p> <p>3.3 Nixon PTO</p>

Signature Page

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



**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
<p>1.a - 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.</p>	<ul style="list-style-type: none"> ● 1.a.i. Educators engage in professional learning to enhance their instructional skill set and to support students in developing social and emotional skills. ● 1.a.ii. Educators plan and implement daily intentional closure prompts that connect to the day's learning objectives. ● 1.a.iii. 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. ● 1.a.iv. The Leadership Team reviews and analyzes results from the Connectedness Survey to identify growth areas and maintain areas of strength. ● 1.a.v. 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. ● 1.a.vi. 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 	<p>1.a.i. Administratos, Staff, Wellness Coordinator</p> <p>Sept. 2025- June 2026</p>

	<p>teachers.</p> <ul style="list-style-type: none"> 1.a.vii. 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. 1.a.viii. Administrators will model foundational SEL practices, such as inclusive welcomes and intentional closes, during monthly staff and team meetings throughout the school year. 	
<p>1.b. Curtis will implement the Say Something Program to promote school safety and encourage students to report concerns to trusted adults.</p>	<ul style="list-style-type: none"> 1.b.i. Train students to access and use the Say Something anonymous reporting system. 1.b.ii. Train teachers to access and use the Say Something anonymous reporting system. 1.b.iii. Support students in identifying trusted adults. 1.b.iv. Teach students to recognize warning signs of potential violence. 1.b.v. Respond promptly and effectively to tips submitted through the reporting system. 1.b.vi. Provide appropriate supports to students and families who indicate risk of harm to self or others. 	<p>1.b.i. Administrators Staff, Wellness Coordinator</p> <p>Sept. 2025- June 2026</p>

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
2.a. Implementation of OpenSci Ed Program and Curriculum	<ul style="list-style-type: none"> 2.a.i. Grades 6: full implementation of 6 Open Sci Ed units as outlined by district-created scope and sequence. 2.a.ii. 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. 2.a.iii. 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. 2.a.iv. Grade 8: Partial implementation of Open Sci Ed units in preparation for full implementation next year. 	<p>2.a.i. Teachers, Administrators, Assistant Superintendent, Science Curriculum Coordinator Science Coach</p> <p>Sept. 2025 - June 2026</p>
2.b. Enhance and expand content writing in ELA and Social Studies classes	<ul style="list-style-type: none"> 2.b.i. Teachers will embed Keys to Content Writing practices for content writing into their instructional routines 2.b.ii. Teachers will identify opportunities for integration between the Humanities content areas to support and enhance student learning 2.b.iii. Teachers will collaborate to develop grade level rubrics for persuasive writing 2.b.iv. ELA teachers will pilot the narrative writing assessment 2.b.v. Social Studies teachers will pilot the persuasive writing assessment 	<p>2.b.i. ELA Teachers Social Studies Teachers Literacy Specialist Humanities Coordinator</p>

<p>2.c. Implement an additional grade 7 mathematics course to align with grade level standards and practices</p>	<ul style="list-style-type: none"> • 2.c.i. All 7th grade teachers will teach at least 1 section of Grade 7 Mathematics and Compacted 7/8 Mathematics courses • 2.c.ii. Analyze course placement process, review data points, • 2.c.iii. Design supplemental course for 8th grade Geometry standards to offer additional pathway into Algebra 	<p>2.c.i. Math Teachers, Administrators, Assistant Superintendent, Math Curriculum Coordinator</p>
<p>2.d. Develop and expand Multi-tiered Systems of Support (MTSS) that enhance equitable, accessible, inclusive, challenging, and engaging learning experiences for all.</p> <p>Expand and strengthen the Intervention Team and services for referred students</p> <ul style="list-style-type: none"> • Executive Functioning teacher and class • Math Interventionist and Math Center • School Support Specialist and learning center • Literacy Specialist and literacy lab 	<ul style="list-style-type: none"> • 2.d.i. All 6th Grade students will participate in the Executive Functioning class. • 2.d.ii. Students with identified needs were prioritized to have the class during Term 1. • 2.d.iii. Educators will consistently use data points to determine eligibility for tiered services. • 2.d.iv. Students will learn to use executive functioning skills and strategies to apply in all their classes. • 2.d.v. Students will receive additional time, instruction, and support to develop math skills and understanding of the content. • 2.d.vi. Students will be supported in content and reading/writing strategies as needed to help ensure student success. 	<p>2.d.i. Teachers, Administrators, Assistant Superintendent, Math and Humanities Curriculum Coordinator</p> <p>Sept. 2025 - June 2026</p>

<p style="text-align: center;">School Goal 3</p>	
<p>Goal</p>	<p>Meeting the Needs of ALL Students: Strengthen all practices, policies, and beliefs that involve equity for ALL students</p>
<p>Rationale</p>	<p>Utilizing consistent practices in classrooms and across grade levels strengthens and reinforces student learning and success.</p>

Strategic Initiative	Indicators of Success	Timelines & Persons Responsible
<p>3.a. Curtis educators will implement consistent instructional and grading practices.</p>	<ul style="list-style-type: none"> ● 3.a.i All staff will implement the adopted grading practices to reflect grading for equity work ● 3.a.ii. Staff will utilize consistent executive functioning strategies ● 3.a.iii. Schoology will be organized in a uniform structure to improve student understanding and accessibility ● 3.a.iv. Staff will engage in frequent discussions about the implemented practices, including gathering and analyzing data ● 3.a.v. Staff will reflect on and strengthen their grading practices, instruction, and means of assessment 	<p>3.a.i. Assistant Superintendent, Administrators, Staff</p> <p>Sept. 2025 - June 2026</p>
<p>3.b. Our school community will continue to explore race, racism, equity, inclusion, and belonging to increase success and connectedness for all students.</p>	<ul style="list-style-type: none"> ● 3.b.i Continuation of Equity Focus ● 3.b.ii. Examine data around attendance, grades, special education referrals, and discipline reports ● 3.b.iii. Utilize school climate indicators (School Connectedness Survey, DESSA-SSR, MWAHS Data) ● 3.b.iv. One Curtis Goal: All Students will feel accepted, included, and respected ● 3.b.v. Project 351- Playbook Initiative training for student leaders in the areas of equity and respect for the school community. ● 3.b.vi. Diversity Club ● 3.b.vii. Revision of Behavior Chart to provide more consistent, equitable, and aligned responses in the district ● 3.b.viii. APE Reverse Inclusion through Peer Partner Program ● 3.b.ix. ADA Curtis Outdoor Space for the school and community ● 3.b.x. Unified Games 	<p>3.b.i. Administrators, Staff</p> <p>Sept. 2025 - June 2026</p>

3.c. Increase Assistive Technology usage throughout the building	<ul style="list-style-type: none"> • 3.c.i. Install RedCat Audion Systems in all Curtis classrooms • 3.c.ii. Install 13 new Clearview Touchscreens in classrooms 	3.c.i. Technology Department Sept. 2024 - June 2026
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Signature Page

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

**Sudbury Public Schools
School Committee Meeting**

Date: December 15, 2025

Agenda Item: 5b - FY27 Budget Workshop

Recommendation:

Background Information:

Attachments:

1-SudburySchoolCommitteeFY27BudgetGuidelines
SMILE_EXPLORE_ESY SC Memo
FY27 Budget Hearing Presentation_251215

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



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

TO: Sudbury School Committee
FROM: Brad Crozier, Superintendent
RE: Rationale for Changes to Summer Programming
DATE: December 15, 2025

Sudbury Summer Programming, including SMILE, Explore, and Extended School Year (ESY), has been a successful, thoughtful extension to the school year for the past five years. In 2021, SPS launched SMILE/Explore to mitigate learning loss from the COVID-19 pandemic, and it was funded through federal funds. During the summers of 2024 and 2025, those funds had ceased, and the district absorbed the cost of SMILE through the operating budget at a cost of approximately \$130,000.

Current fiscal constraints require the district to make strategic, sustainable decisions about program structure. The most recent MCAS results show strong achievement and growth among our students, with results reaching pre-pandemic levels. The 4-week SMILE program showed modest gains in achievement, and student learning recovery has been evident. Therefore, given these reasons and fiscal pressures, the District recommends eliminating the SMILE/Explore programs for FY27.

Federal and state special education regulations require districts to provide a Free Appropriate Public Education (FAPE) to all eligible students, which includes ensuring access to ESY services when necessary to prevent substantial regression. Unlike discretionary summer programming or general education enrichment opportunities such as SMILE/Explore, ESY services are mandated when identified by a student's IEP team and will continue to be provided.

While the decision to move from our most recent summer programming model was difficult, it is a necessary step to manage district resources and meet legal obligations responsibly. The District remains committed to providing inclusive opportunities throughout the school year.

Critical Next Steps

1. Communication to Staff and Families of this change, December 2025
2. ESY Planning - location(s), staffing, program adjustments

Sudbury Public Schools School Committee Meeting

Date: December 15, 2025

Agenda Item - 5c - Policy BGB, Step 3: Discuss and Potential Adoption

- i. IJOA, Field Trips
- ii. KBE, Relations with Parent/Booster Organizations
- iii. KI, Visitors to the School

Recommendation:

Move to adopt Policy IJOA, Filed Trips, as **presented/amended**, for implementation on **DATE**.

Move to adopt Policy KBE, Relations with Parent/Booster Organizations, as **presented/amended**, for implementation on **DATE**.

Move to adopt Policy KI, Visitors to the School, as **presented/amended**, for implementation on **DATE**

Background Information:

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

1. **Information** – The proposed policy is distributed in the agenda packet for Committee members to review. **(Completed at 11/3/2025 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. **(Completed at 11/24/2025 meeting)**
3. **Action** – The Committee may vote to adopt or reject the policy.
 - If significant changes are made during this step, the Committee may choose to extend discussion. **(We are at this step.)**

Attachments:

- 1- LEGAL REVIEW_ IJOA – Field Trips
- 2- LEGAL REVIEW_KBE - Relations with Parent _ Booster Organizations
- 3- LEGAL REVIEW_KI - VISITORS TO THE SCHOOLS

Action: XX Report: Discussion: XX

The draft below reflects the consensus of the Sudbury Public Schools School Committee at its November 24, 2025 meeting, following a review of the Policy Subcommittee's work and consideration of feedback from the Sudbury SEPAC. The administration and legal team have reviewed the updated draft policy and recommendations are in **RED**.

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.

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;
2. All trips are properly supervised;
3. All appropriate safety precautions are observed;
4. All trips align to the educational program;
5. 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.
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 **provided with equal opportunity able** to participate 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.

The draft below reflects the consensus of the Sudbury Public Schools School Committee at its November 24, 2025 meeting, following a review of the Policy Subcommittee's work and consideration of feedback from the Sudbury SEPAC. The administration and legal team have reviewed the updated policy, and feedback provided appears in **RED**.

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. All parent organizations need to recognize that spending on student activities must comply with federal law relating to equity, **including but not limited to Title IX**.
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 with any reasonable accommodations necessary to ensure equitable access.

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 2025

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

The draft below reflects the consensus of the Sudbury Public Schools School Committee at its November 24, 2025 meeting, following a review of the Policy Subcommittee's work and consideration of feedback. The administration and legal team have reviewed the updated draft policy, and feedback provided appears in **RED**.

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 **administrator or** staff member with legitimate district business in the school building.

The superintendent **and / or their designee** 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.

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.

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 **and with the goal of maintaining building security**.

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 **duration**, 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, **or during state mandated testing dates or directly prior to or after school holidays.**
5. Any student who wishes to have a guest in school MUST ask permission of **the building Principal or their designee** ~~one of the administrative staff~~ 24 HOURS in advance of the proposed visit. **The building Principal and designee have the sole authority to grant school visits by guests.** 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
 IHBAA, Observations of Special Education Programs
 KF, Use of School Facilities

Source: MASC - rewritten 2025

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