



# AGENDA and NOTICE SCHOOL COMMITTEE MEETING

*This is a remote meeting, with public comment available via the meeting link.*

**Regular Session Meeting**  
**Monday, February 9, 2026**

**LOCATION**

**Remote Location**

**Dial In: 1 301 715 8592 - Webinar ID: 844 2870 9747**

**URL: <https://us02web.zoom.us/j/84428709747>**

## AGENDA

**7:00 p.m. Open Regular Session**

**(Approximate Time)**

1. Executive Session 30 Mins
  - a. Motion and vote to convene in executive session and to return to open session pursuant to Massachusetts General Laws chapter 30A section 21(a) for the following purposes:
    - i. Purpose (3) to discuss strategy with respect to and in preparation for collective bargaining with the Sudbury Nurses Association; and
    - ii. Purpose (2) to discuss strategy with respect to negotiations with nonunion personnel (specifically the Superintendent).

**Return to Open Session (approximately 7:30 p.m.)**

2. Public Comment (approximately 7:30PM) 15 Mins
  - a. At the start of each regularly scheduled School Committee meeting, community members may address the Committee. Remote attendees on Zoom should use the "Raise Hand" feature (in the Reactions menu, or under "More" on mobile) and must type their full name into the Zoom name field to be called on. Per Policy BEDH, each speaker has up to three (3) minutes and must state their name and city/town. 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. Policy BDB: Step 3: Adoption of the following policies
    - i. AD, Mission Statement
    - ii. New - BDFC, Parent Advisory Councils, ELPAC
    - iii. CBI, Evaluation of the Superintendent
  - b. Approval of Amendments to the LGBTQ+ Parent Advisory Council Charge
  - c. Approval of Monthly Accounts Payable and Payroll Warrants
  - d. Approval of Minutes (12/18/25 and 01/05/26)
4. Educational and Operational Matters (Report) 15 Mins
  - a. District Reports
    - i. SEA Representative (Angela Spirito)
    - ii. Director of Business and Human Resources
    - iii. Assistant Superintendent
    - iv. Superintendent
      1. 2025-2026 School Committee Goal: Implementation of Policy JJC, Student Use of Technology in Schools, Update #2

5. Continuing Business
  - a. Update on how the Sudbury School Committee and Sudbury Public Schools may Partner with the Sudbury 250 Committee in their efforts to honor the 250th Anniversary Of the Commencement of the American Revolution (Discussion/Action) 10 Mins
  - b. FY27 Summer Programming Update (Discussion/Action) 10 Mins
  - c. Discussion and Potential Vote on the FY27 Budget Book and FY27 District Goals (Discussion/Action) 30 Mins
  
6. Business and Policy Matters
  - a. Policy BDB: Step 1: Informational Only (Informational)
    - i. JKAA, Physical Restraint of Students
    - ii. JLCD, Administering Medicines to Students
    - iii. IHBA, Observations of Special Education Programs
  - b. Review Draft Resolution to Potentially Establish a Task Force that will Address Antisemitism and All Forms of Hate and Bias at Sudbury Public Schools (Discussion/Action) 20 Mins
  - c. 2025-2026 School Committee Goal: Update about Transportation and Continued Discussion Around After-School Care and Enrichment (Discussion/Action) 15 Mins
  - d. 2025-2026 School Committee Goal: Planning Discussion of March Listening Session (Discussion/Action) 10 Mins
  - e. Quarterly Financial Reports (Discussion/Action) 15 Mins
    - i. Operating Budget, Year-to-Date (Account/Object Code and Budget to Actual)
    - ii. Account Transfers
    - iii. Staffing and FTE Reconciliation
    - iv. Circuit Breaker (activity and balance, roll forward estimate)
    - v. Revolving Accounts Summary (activity and balance)
  
7. Liaison Reports (Reports) 10 Mins
  - 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, Budget, Negotiations/Labor Relations, Calendar Review
    - i. Final Report - Policy Subcommittee's Work Assigned by the full committee has been completed
  
8. Adjournment

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

The next School Committee Meeting is scheduled for **Monday, March 2, 2026**

**Sudbury Public Schools  
School Committee Meeting**

**Date:** February 9, 2026

**Agenda Item:** 3 - Consent Calendar

1. **Policy BDB: Step 3: Adoption of the following policies:**
  - a. **AD, Mission Statement**
  - b. **New - BDFC, Parent Advisory Councils, ELPAC**
  - c. **CBI, Evaluation of the Superintendent**
2. **Approval of Amendments to the LGBTQ+ Parent Advisory Council Charge**
3. **Approval of Monthly Accounts Payable and Payroll Warrants**
4. **Approval of Minutes (12/18/25 and 01/05/26)**

**Recommendation:**

Move to approve the consent calendar as presented/amended.

**Background Information:**

**Policy BDB: Step 3: Adoption of the following Policies: AD, BDFC, and CBI**

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. **(We completed this step at our January 20, 2026 meeting)**
2. **Discussion** – The policy is read and discussed at a public meeting. This includes feedback from the Superintendent and/or relevant advisory committees, and may result in suggested edits or directions for redrafting. **(We completed this step at our January 26, 2026 meeting.)**
3. **Action** – The Committee may vote to adopt or reject the policy. **(We are at this step.)**
  - If significant changes are made during this step, the Committee may choose to extend discussion.

**Additional Notes:**

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

*Please note that although the School Committee voted on January 26, 2026 to initiate legal counsel review of **Policy IJNDG – Artificial Intelligence**, that review remains in progress. Counsel's feedback is expected to be presented for Committee review at the March 2, 2026 School Committee meeting.*

**Attachments:**

1. AD, Mission Statement - DRAFT
  2. New- BDFC Parent Advisory Councils, ELPAC DRAFT
  3. CBI, Evaluation of the Superintendent DRAFT
  4. Memo Regarding PAC OML Compliance.docx
  5. Redlined LGBTQ+ Parent Advisory Council Charge.docx
- SC Meeting Warrant Summary - 020926  
121825\_Sudbury School Committee Minutes\_DRAFT  
010526\_Sudbury School Committee Minutes\_DRAFT

**Action:**

**XX**

**Report:**

**Discussion:**

**XX**

## **DRAFT File: AD - MISSION STATEMENT**

### **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.

### **District 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 marginalized groups who have been systemically oppressed and excluded.

Sudbury Public Schools are committed to an anti-bias education that includes and values the perspectives and histories of diverse peoples.

### **Inclusion Statement**

All means all.

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

### **Theory of Action**

If the Sudbury Public Schools provides:

- Differentiated high quality instruction

- Safe school environment
- Instructional leadership and ongoing professional development
- The use of data to inform instruction

**Then:**

- Students will be challenged and their varied learning needs met
- Capacity of educators will grow
- Existing achievement gaps will narrow

CROSS REFS.: IA, Instructional Goals

*Approved by the Sudbury School Committee:* 

## **DRAFT: BDFC – ENGLISH LEARNER PARENT ADVISORY COUNCIL (ELPAC)**

Sudbury Public Schools is committed to providing all students with equitable access to academically rigorous curricula within a learning environment that supports social-emotional development and fosters a sense of belonging. The District recognizes the importance of partnering with families and values meaningful collaboration with parents and guardians in supporting the educational success of English Learners.

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

In accordance with Massachusetts General Laws and applicable state and federal guidance, the School Committee shall establish an English Learner Parent Advisory Council (ELPAC), or Multilingual Learner Parent Advisory Council (MLPAC) when required by law.

An ELPAC or MLPAC shall be established when the District:

- Operates a language acquisition program serving one hundred (100) or more English Learners, or in which English Learners comprise at least five percent (5%) of the District's student population, whichever threshold is met first; and/or
- Has a school designated as underperforming or chronically underperforming that operates a program for English Learners.

Membership shall be offered to all parents or guardians of current or former English Learners, as well as other interested parties.

English Learner Parent Advisory Councils are intended by law to advise school districts and schools regarding matters that impact English Learners. This includes, but is not limited to, providing advice on English Learner education programs; meeting regularly with school officials regarding educational opportunities for English Learners; and providing input on school or district improvement plans as they relate to English Learners.

Consistent with this purpose, the duties of the English Learner Parent Advisory Council shall include advising the School Committee on matters pertaining to the education, safety, and equitable access of English Learners, and participating in the planning, development, and evaluation of the District's English Learner education programs.

The English Learner Parent Advisory Council shall establish bylaws regarding officers and operational procedures. In the course of its duties under this policy, the ELPAC shall receive assistance from the District without charge, upon reasonable notice, and subject to the availability of staff and resources.

The District shall provide annual notification to parents and guardians of English Learners regarding the ELPAC in a language that is accessible to them.

LEGAL REFS.:

M.G.L. c. 71A, §§ 2, 6

M.G.L. c. 71B, § 3

Title III of the Elementary and Secondary Education Act

603 CMR 28.07(4)

603 CMR 28.03(1)(a)(4)

*An Act Relative to Language Opportunity for Our Kids (LOOK Act)*, Chapter 138 of the Acts of 2017

CROSS REFS.:

BDFC-R, English Learner Parent Advisory Council (ELPAC)

IHBEA, English Learner Education

OTHER REFS.:

DESE Guidance for English Learner Parent Advisory Councils (2018)

*Approved by the Sudbury School Committee:* 

## **DRAFT: Current File: CBI - EVALUATION OF THE SUPERINTENDENT**

Evaluation can serve the purpose of helping educators and educational leaders continually improve their practice.

Through evaluation of the Superintendent, the School Committee will strive to accomplish the following:

1. Ensure the efforts of the Superintendent are focused on district goals and the standards of professional practice established by state regulation are met by the Superintendent.
2. Ensure all Committee members and the Superintendent are in agreement and clear on the role of the Superintendent and the immediate priorities among their responsibilities.
3. Provide excellence in administrative leadership of the school district.
4. Develop a respectful and productive working relationship between the School Committee and Superintendent.

The School Committee and Superintendent will periodically develop a set of goals based on the needs of the school district and in keeping with state regulations for evaluation of the Superintendent. The Superintendent's performance will be reviewed in accordance with specified goals and standards according to the evaluation cycle agreed upon with the Superintendent.

The Sudbury School Committee believes that the responsibility for improving the quality of instruction and administration is best achieved through collaboration with the Superintendent.

The School Committee is committed, therefore, to a constructive evaluation of the Superintendent. This formal evaluation should serve the Superintendent as a guide for future change and improvement. It is designed to aid in the further development of the Superintendent's skills and abilities in working with the entire School Community toward the continuous improvement of the Sudbury Public Schools.

All School Committee discussion and deliberation related to the Superintendent's performance evaluation shall be conducted in open session in accordance with the Open Meeting Law.

SOURCE: MASC – Updated 2022

LEGAL REF: M.G.L. 30A:18-25  
603CMR35:00

*Approved by the Sudbury School Committee:* 

Date: February 4, 2026

To: Karyn Jones, Chair of Sudbury School Committee

From: Jessica McCready, Vice-Chair

Re: Communication from Attorney regarding PAC OML compliance

Dear Karyn,

During the time the LGBTQ PAC was becoming established there were questions sent to me as the School Committee liaison. Some of the questions centered around the potential requirements for PACs to comply with the open meeting law (OML). I sent our attorney the following questions:

- 1) Does the PAC board follow the same open meeting law rules as SC? For example, if the board meets to work on these bylaws, does that need to be during an official meeting? Or if we say, request a zoom call with the chair of Sudbury SEPAC to learn more about how they operate, does that need to be an official posted meeting?
- 2) Can the PAC board all communicate via texts/emails about PAC content or is it the same thing as SC where we can talk 1 on 1 about PAC content but not in groups of greater than X number of board members?

The attorney responded with the following answer via an email to me:

“These are great questions. I want to share guidance from the Attorney General’s Office about SEPAC/PAC and OML obligations, available [here](#) (if you Ctrl+F “SEPAC” it will bring you to the responsive part of the guidance). In that guidance, the Attorney General’s office makes clear that it does not consider SEPACs to be public bodies subject to the OML unless the SEPAC develops bylaws choosing otherwise. In addition, the analysis turns on whether the SEPAC/PAC has independent authority to take collective action like a School Committee. When this is not the case, there is no requirement to follow the OML.

The first practical step here would be for the PAC to set up its bylaws and determine whether it wants to be considered a public body under the OML. “

After receiving this response from the attorney, I then advised the LGBTQ PAC that they can choose whether to abide by the OML. They are currently in the process of drafting and approving their bylaws. The current draft does not specify that they must abide by the OML obligations.

Regards,  
Jessica

## **LGBTQ+ Parent Advisory Council (PAC)**

### **Sudbury Public Schools**

#### **Purpose:**

The LGBTQ+ Parent Advisory Council (PAC) will serve in an advisory role to the Sudbury School Committee and administration. The Council will provide caregiver input on matters affecting the academic success, emotional well-being, and school experience of LGBTQ+ students across Sudbury Public Schools (PreK–8). It will help identify potential barriers to inclusion and equity, elevate caregiver voice, and support the district’s strategic goals related to belonging, safety, and whole-child development.

This effort aligns with Sudbury’s broader commitment to equity, family engagement, and the well-being of all children. As a PreK–8 district, Sudbury serves young students who are still learning to advocate for themselves. These students may lack the tools, language, or confidence to navigate identity-related concerns. A family-centered advisory structure empowers trusted adults to partner with the district in creating safer, more inclusive learning environments. The PAC also builds on Sudbury’s leadership in wellness and equity and positions the district to align with evolving state-level best practices.

#### **Required Components per Policy BDF:**

##### **a. Length of Time Members Are Asked to Serve:**

PAC members will serve for one school year, with the option to renew annually. Initial membership will be appointed by January 2026, with service running through May 2027.

##### **b. Assignment and Scope of Responsibilities:**

The PAC is charged with:

- Advising the School Committee and administration on systemic opportunities to strengthen support for LGBTQ+ students and families;
- Identifying areas where district policies, practices, or communications may unintentionally create barriers;
- Collaborating with staff to co-create inclusive strategies and improve school climate;
- Exploring opportunities to strengthen LGBTQ+-affirming family engagement across the district, including events, outreach, and resource sharing.

The PAC will serve in a non-governing advisory capacity. It will not address individual student concerns or personnel matters.

**c. Resources the School Committee Will Provide:**

- An appointed School Committee liaison to the Sudbury School Committee
- An appointed administrative liaison selected by the Superintendent
- Meeting space and administrative support (e.g., scheduling, translation if needed)
- Access to relevant district equity materials and data
- Communication support to issue calls for participation and share public updates

**d. Reporting Timeline:**

At the start of each school year, the LGBTQ+ Parent Advisory Council will be invited to present to the School Committee at least once annually at a mutually agreed upon time. This presentation may include the PAC's goals, input on LGBTQ+-inclusive educational programming, and broader matters related to the well-being, inclusion, and safety of LGBTQ+ students.

Throughout the year, the designated administrator or their designee and the PAC chairperson(s) will meet periodically, as schedules and capacity allow, to exchange updates and address shared priorities. These meetings are intended to strengthen communication and collaboration between families and school leadership in support of inclusive practices across Sudbury Public Schools.

**e. Governance and Relationships:**

The LGBTQ+ Parent Advisory Council (PAC) serves in a non-governing, advisory capacity to the School Committee and administration and does not possess independent decision-making authority.

As an advisory body, the PAC is not required to comply with the Massachusetts Open Meeting Law unless it elects to do so through its adopted bylaws. The PAC may establish its own meeting procedures, communication practices, and operational norms consistent with district policy and its advisory role.

Membership on the LGBTQ+ Parent Advisory Council (PAC) shall be open to all parents and guardians of students enrolled in Sudbury Public Schools, as well as other interested caregivers and community members. The PAC shall serve in an advisory role to the School Committee and administration on matters that pertain to the safety, inclusion, and educational experience of LGBTQ+ students.

The duties of the PAC shall include, but not be limited to:

- Advising the School Committee and administration on systemic opportunities to strengthen support for LGBTQ+ students and families;
- Meeting regularly with designated district staff to participate in the review and development of practices that impact the well-being, belonging, and school climate experienced by LGBTQ+ students;
- Identifying potential barriers to access or inclusion and recommending strategies to promote equity.

The PAC shall establish bylaws governing membership, officers, and operational procedures. In the course of fulfilling its duties, the PAC shall receive reasonable assistance from the School Committee and administration, subject to staff and resource availability.

~~All meetings of the PAC shall be held in accordance with Massachusetts Open Meeting Law. Agendas must be posted 48 business hours in advance of a meeting and minutes must be maintained and made available to the public. Appointments to the PAC shall be made by the School Committee. Appointment of any staff members shall be made by the Committee upon recommendation of the Superintendent.~~

**f. Responsibilities for Release of Information:**

Any press releases or public communications by the PAC must be reviewed and approved by the Superintendent or designee in accordance with Sudbury Public Schools' communication protocols.

**Statement of Intent:**

The Sudbury School Committee acknowledges that this PAC is not mandated by state law and is being created as a proactive, data-informed measure to address current disparities in student experience and well-being. The Committee reserves the right to dissolve the PAC at any time.

**Next Steps:**

- **Fall 2025:**
  - Sudbury School Committee appoints a liaison
  - Superintendent appoints administrative liaison
  - Public call for participation issued

- Sudbury School Committee appoints membership of PAC (December/January)
  
- **By May 2026:**
  - At least one PAC meeting was held
  - Draft bylaws developed
  - School Committee receives update along with PAC's goals for the upcoming year



## SUDBURY PUBLIC SCHOOLS

Office of the Director of Business and Human Resources

**To:** School Committee

**Date:** 2/9/26

**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>
2/5/26	Accounts Payable	1243	\$134,559.23
1/29/26	Accounts Payable	1242	\$539,083.30
1/22/26	Accounts Payable	1241	\$14.42
1/22/26	Accounts Payable	1240	\$101,146.10
1/22/26	Accounts Payable	1239	\$75.00
1/30/26	Payroll	P/R 2/5/26	\$2,070,035.87
1/16/26	Payroll	P/R 1/22/26	\$1,556,524.26

Donald R. Sawyer  
Director of Business and Human Resources

Sudbury School Committee  
Meeting Minutes - DRAFT  
December 18, 2025

**Members Present:**

Karyn Jones, Chair  
Jessica McCready, Vice Chair  
Nicole Burnard  
Julie Durgin-Sicree

**Members Absent:**

Betsy Sues

**Also Present:**

Brad Crozier, Superintendent  
Annette Doyle, Assistant Superintendent  
Don Sawyer, Director of Business and Human Resources

**Open Regular Session**

Chair Karyn Jones opened the regular session meeting at 7:01 p.m. and performed a roll call vote of the Committee. Jessica McCready, Nicole Burnard, Julie Durgin-Sicree and Karyn Jones all confirmed their presence.

1. Public Comment
  - a. Dr. Dima Shvartsman, Sudbury resident, shared his disappointment to leave Good Friday and Jewish Holidays as No School Holidays while recognizing all other holidays on the proposed school calendar.
  - b. Kay Bell, Old Lancaster Road, referenced SPS Policy JRA (Student Records) and acknowledged an email from Superintendent Crozier explaining that procedures had been reviewed and strengthened. She thanked him for the explanation.
  - c. Jillian Kelton, 35 Ruddock Road, spoke regarding the naming of the Curtis Middle School Auditorium in honor of her late father William H. Smith.
  - d. Louis Smith, Dr. Smith's son read a poem written about his father by a former student called Reflections and noted the impact he had on students.
  
2. Consent Calendar
  - a. After-School Care and Enrichment: Receipt of Memorandum from Sudbury Extended Day Regarding Current Enrollment Capacity, Community After-School Options, and Notable Trends, Challenges, and Opportunities.
  - b. Receipt of Guidance on the New 2026 Annual Town Meeting Warrant Article Submission Process
    - i. Vice Chair Jessica McCready motioned to approve the Consent Calendar as presented. Nicole Burnard seconded the motion.
      1. ROLL CALL VOTE:
        - a. Julie Durgin-Sicree: Aye

- b. Jessica McCready: Aye
- c. Nicole Burnard: Aye
- d. Karyn Jones: Aye
  - i. **Vote: 4-0.** Motion carries.

3. Business and Policy Matters

a. Discussion and Potential Vote on the Naming of the Ephraim Curtis Middle School Auditorium

- i. Superintendent Crozier shared his recommendation to move forward with the request to name the Curtis Middle School Auditorium after Dr. Smith.
- ii. Chair Jones confirmed that the SPS Policy on Naming has been reviewed by Counsel and it was confirmed that the Committee is okay to move forward.
- iii. Concerns about the conflict with the policy on Memorials and requests in the past that have been denied were shared.
- iv. Vice Chair Jessica McCready motioned to approve the naming of the Ephraim Curtis Middle School as presented. Julie Durgin-Sicree seconded the motion.

1. ROLL CALL VOTE:

- a. Nicole Burnard: No
- b. Jessica McCready: Aye
- c. Julie Durgin-Sicree: Aye
- d. Karyn Jones: Aye
  - i. **Vote: 3-1.** Motion carries.

b. FY27 Budget Workshop

c. Preliminary, High-Level Options Pending Further Budget Forecast Review

d. Summer 2026 ESY: What ESY will look like for students, including METCO students and students enrolled in specialized programs; timeline regarding district communication with families about changes to SMILE

- i. Superintendent Crozier shared updates to the proposed budget including different scenarios to get closer to the Town Managers Guidance.
- ii. Questions surrounded Haynes enrollment projections, handling of unused budgeted funds, and concerns about potential impacts on families relying on ESY/SMILE Explore for summer planning was shared.

e. Approve 2026-2027 School Calendar

- i. Superintendent Crozier presented the draft calendar, including an extra Parent-Teacher conference date in October or December due to Veterans Day, and discussed research on the Juneteenth observed holiday.
- ii. Questions related to the format of the calendar were asked. Recommended edits were suggested and approved.
- iii. Vice Chair Jessica McCready motioned for the School Committee to approve the draft version of the 2026-2027 school calendar. Nicole Burnard seconded the motion.

1. ROLL CALL VOTE:

- a. Julie Durgin-Sicree: Aye
- b. Jessica McCready: Aye
- c. Nicole Burnard: Aye

- d. Karyn Jones: Aye
      - i. **Vote: 4-0.** Motion carries.
- f. Discussion regarding the Sudbury Select Board's Diversity, Equity, and Inclusion Commission
  - i. The Committee discussed the need for additional clarity around their advisory role and the overall purpose of having a School Committee liaison involved. Chair Karyn Jones will draft a memo on behalf of the Committee.
- g. Afterschool Care RFP Timeline
  - i. The School Committee reviewed the timeline presented by Administration for the RFP.
  - ii. Questions related to whether the RFP will be reviewed by the full Committee or the Budget Subcommittee was asked.
  - iii. Vice Chair Jessica McCreedy motioned to approve the Afterschool RFP Timeline as presented. Nicole Burnard seconded the motion.
    - 1. ROLL CALL VOTE:
      - a. Julie Durgin-Sicree: Aye
      - b. Jessica McCreedy: Aye
      - c. Nicole Burnard: Aye
      - d. Karyn Jones: Aye
        - i. **Vote: 4-0.** Motion carries.
- h. Update about MASC Conference
  - i. Member Burnard shared an overview of the MASC conference she attended in November, including two workshops on transportation and how to run shorter, more effective meetings. She shared what she learned from each.
  - ii. Questions related to transportation focused on how many districts own their own buses and how many use electric buses.
- i. Review November Listening Session summary, attendance log, and survey data
  - i. A review of the listening session was provided, including both the in-person and remote sessions. One area of focus during the in-person session was digital use in the classroom. Additional topics included food at PTO events, online access to assessments for families, and the use of Chapter 70 funds. The session went well, and it was noted that rewording the event description may be helpful for staff and families.

4. 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. Updates included members of the LGBTQ+ PAC have been notified. The group will establish bylaws and seek approval from the Committee.
  - ii. Negotiations are ongoing with both the SEA and Nurses. Progress continues.
  - iii. SEPAC recently presented during a School Committee meeting.

- iv. Superintendent Crozier and Don Sawyer will be attending an upcoming Finance Committee meeting.
- v. The LSRHS School Committee is currently working through their budget process.
- vi. No news to report from Park and Rec.

5. Future Agenda Items

- a. Requests from members include strategies for more efficient meetings and agenda packets as well as a review of Policy FF and FFA due to concerns about alignment.
- b. Upcoming items include an MASC presentation on goal setting, the Afterschool Care RFP, mid-year reports from the Superintendent and School Committee, and approval of the SPS Town Report.
- c. Questions related to the Memorandum of Agreement were asked.

6. Adjournment

- a. Vice Chair Jessica McCready motioned to adjourn the December 18th meeting at 9:03 p.m. Nicole Burnard seconded the motion.
  - i. ROLL CALL VOTE:
    - 1. Julie Durgin-Sicree: 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 December 18, 2025 School Committee Meeting**

- 1. 1-After-School Care Memo
- 2. 2-2026 Annual Town Meeting Warrant Open - Articles Due 1\_30\_26
- 3. 3-Information on 2026 Warrant Article Submission Form
- 4. 1-Policy FF
- 5. Recommendation to the Sudbury School Committee
- 6. Smith\_Pic
- 7. PoemSubmission
- 8. FY27 Budget Hearing Presentation\_251215
- 9. MEMO to SC RE\_ Summer 2026 ESY
- 10. 2026-2027 School Calendar\_DRAFT
- 11. 1 - Sudbury-Diversity-Equity-Inclusion-Commission Charge
- 12. 2-General Law - Part I, Title XII, Chapter 71, Section 37
- 13. 1-After-School Care SC Timeline - Draft
- 14. 2-From\_09222025\_Agenda Packetdocx3
- 15. 1-SPS Listening Session 110625
- 16. 2025-2026 Rolling Agenda

Sudbury School Committee  
Meeting Minutes - DRAFT  
January 5, 2026

**Members Present:**

Karyn Jones, Chair  
Jessica McCready, Vice Chair  
Julie Durgin-Sicree  
Betsy Sues

**Members Absent:**

Nicole Burnard

**Also Present:**

Brad Crozier, Superintendent  
Don Sawyer, Director of Business and Human Resources

Chair Karyn Jones opened the meeting at 7:30 p.m. and performed a roll call vote of the Committee. Jessica McCready, Julie Durgin-Sicree, Betsy Sues and Karyn Jones all confirmed their presence.

**Open Executive Session**

Chair Karyn Jones motioned to enter into Executive Session and to return to open session pursuant to Massachusetts General Laws chapter 30A section 21(a) for the following purposes. Purpose 3 to discuss strategy with respect to and in preparation for collective bargaining with the Sudbury Education Association, the Education Support Professionals Association, and Custodians (Units A, B and C) because an open discussion may have a detrimental effect on the bargaining position of the Committee and purpose 7 to review and approve minutes from the Sudbury School Committee executive session meetings of November 7, 2025, November 24, 2025, December 8, 2025 and January 5, 2026. Vice Chair Jessica McCready seconded the motion.

ROLL CALL VOTE:

Betsy Sues: Aye  
Julie Durgin-Sicree: Aye  
Jessica McCready: 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. Purpose 3 to discuss strategy with respect to and in preparation for collective bargaining with the Sudbury Education Association, the Education Support Professionals Association, and Custodians (Units A, B and C) because an open discussion may have a detrimental effect on the bargaining position of the Committee and purpose 7 to review and approve minutes from the Sudbury School Committee executive session meetings of November 7, 2025, November 24, 2025, December 8, 2025 and January 5, 2026.

## Open Regular Session

Chair Karyn Jones confirmed the Committee returned from Executive Session at 8:19 p.m.

1. Public Comment (limited to items appearing on this specific meeting agenda)
  - a. None
  
2. Business and Policy Matters
  - a. Vote on the agreement between the Sudbury School Committee and the Sudbury Educational Association (SEA)
  - b. Vote on the agreement between the Educational Support Professional Association of Sudbury (ESPAS) and the Sudbury School Committee.
  - c. Vote on the agreement between the Sudbury School Committee and the Sudbury Educational Association of Custodial Employees
  - d. Vote to authorize the Chair of the School Committee, in collaboration with the Superintendent, to draft and issue a press release to the community based on the outcome of the SEA ratification vote

Chair Karyn Jones noted that over the course of 10 months, the Committee has been in negotiations with Units A, B and C. She took the opportunity to thank Vice Chair Jessica McCready, Superintendent Brad Crozier, Director of Business and Human Resources, Don Sawyer, Assistant Superintendent Annette Doyle, Town Manager Andy Sheehan and Assistant Town Manager Victor Garofalo for their collaboration during the negotiations process. Vice Chair McCready also shared her thanks to all involved including members of the SEA.

Vice Chair Jessica McCready motions to accept and approve the Memorandum of Agreement between the Sudbury School Committee and the Sudbury Education Association signed by the Subcommittee Chair on December 23, 2025. Betsy Sues seconded the motion.

ROLL CALL VOTE:

Julie Durgin-Sicree: Aye

Betsy Sues: Aye

Jessica McCready: Aye

Karyn Jones: Aye

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

Vice Chair Jessica McCready motions to accept and approve the Memorandum of Agreement between the Educational Support Professional Association of Sudbury (ESPAS) and the Sudbury School Committee signed by the Subcommittee Chair on December 23, 2025. Betsy Sues seconded the motion.

ROLL CALL VOTE:

Julie Durgin-Sicree

Betsy Sues

Jessica McCready

Karyn Jones

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

Vice Chair Jessica McCready motions to accept and approve the Memorandum of Agreement between the Sudbury School Committee and the Sudbury Educational Association of Custodial Employees signed by the Subcommittee Chair on December 23, 2025. Julie Durgin-Sicree seconded the motion.

ROLL CALL VOTE:

Betsy Sues:

Julie Durgin-Sicree:

Jessica McCready:

Karyn Jones:

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

Vice Chair Jessica McCready motions to authorize the Chair of the School Committee in collaboration with the Superintendent to draft and issue a press release to the community based on the outcome of the SEA ratification vote. Betsy Sues seconded the motion.

ROLL CALL VOTE:

Julie Durgin-Sicree: Aye

Betsy Sues: Aye

Jessica McCready: Aye

Karyn Jones: Aye

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

### 3. Adjournment

Vice Chair Jessica McCready motions to adjourn the January 5, 2026 meeting at 8:25 p.m. Julie Durgin-Sicree seconded the motion.

ROLL CALL VOTE:

Betsy Sues: Aye

Julie Durgin-Sicree: Aye

Jessica McCready: Aye

Karyn Jones: Aye

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

Respectfully Submitted,  
Julie Williams  
Executive Assistant to the Superintendent

### Documents Reviewed During the January 5, 2026 School Committee Meeting

#### 1. None



**Sudbury Public Schools  
School Committee Meeting**

**Date:** February 9, 2026

**Agenda Item:** 5A

**Update on how the Sudbury School Committee and Sudbury Public Schools May Partner with the Sudbury 250 Committee in their efforts to honor the 250th Anniversary of the Commencement of the American Revolution**

**Recommendation:**

Move to authorize the School Committee Chair to work with the Sudbury 250 Committee and the Superintendent to develop and send an email communication to the Sudbury Public Schools community regarding partnership opportunities and upcoming activities related to the 250th Anniversary of the commencement of the American Revolution.

**Background Information:**

**Attachments:**

1. Memo - Update on SPS Partnership Efforts for Sudbury's 250th Celebration

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



## **Sudbury Public Schools**

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

**Brad Crozier**

*Superintendent of Schools*  
[brad\\_crozier@sudbury.k12.ma.us](mailto:brad_crozier@sudbury.k12.ma.us)

Dear Radha,

I hope you are well. I wanted to share a brief update on several partnership efforts underway within Sudbury Public Schools that we are excited to align with the Town's 250th Celebration, since our last School Committee meeting.

First, we have reached out to our school librarians to explore curating Sudbury-specific books for display and circulation to students at each school. The goal is to highlight local history and stories in ways that complement the 250th celebration and make these resources easily accessible to students and families throughout the district.

We are also very happy to continue supporting event promotion through our district communication channels. In particular, we can assist with sharing information via our weekly "Friday Flyers," which reach families across SPS. For inclusion, PDFs of event announcements work best and should be sent to the Superintendent's Office by Wednesday of each week to ensure timely distribution.

Additionally, through conversations with staff, an idea has emerged that we believe could be a fun and engaging opportunity for families: a community-wide scavenger hunt connected to the 250th celebration. SPS could assist by distributing scavenger hunt cards to students so families could participate after school or on weekends. Completed cards could be collected at school offices, and the 250th Committee could hold a drawing for prizes at one of the main celebration events. Cards could also be made available on the day of events to encourage broader participation.

We are enthusiastic about these possibilities and value the collaborative spirit of this work. Please let us know how we can continue to support the Committee's efforts as plans move forward.

Warm regards,

**Sudbury Public Schools  
School Committee Meeting**

**Date:** February 9, 2026

**Agenda Item:** 5B

**FY27 Summer Programming Update**

**Recommendation:**

**Background Information:**

**Attachments:**

1- 2026 Family Communication - Feb 5 2026  
Summer Programming 2026 SC Update DRAFT  
Ltr to Superintendent Crozier, Sudbury Public Schools 2.5.26  
Summer Programming 2026 (DRAFT)

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



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

---

## [school\_committee] Explore 2026 Family Communication

1 message

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**Sudbury Public Schools** <sps\_mailer@sudbury.k12.ma.us>  
Reply-To: Sudbury Public Schools <sps\_mailer@sudbury.k12.ma.us>  
To: school-committee@sudbury.k12.ma.us

Thu, Feb 5, 2026 at 2:59 PM

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# Sudbury Public Schools

February 5, 2026

## Explore 2026 Family Communication

Dear SPS Staff and Families,

I am writing today to share an update about 2026 elementary summer programming.

In recognition of community concerns shared with the District and School Committee, Explore 2026 will be offered as a one-year enrichment summer program to provide a half-day or full-day experience for elementary students. Explore 2026 will be similar to the Explore program that complemented SMILE in the past few years. SMILE, the COVID recovery general education remediation program that included the “Ready for K” program, is no longer part of SPS summer programming. Explore 2026 will be open to all SPS students currently in grades K-5 on a first-come, first-served basis to fill the available seats. We are returning to pre-pandemic summer schedules of four days per week for special education Extended School Year (ESY) services, which align with surrounding districts.

Explore 2026 will offer experiences such as art, musical theater, science exploration, math/engineering, indoor/outdoor games, and team-building activities.

### **EXPLORE 2026 - For Current K-5 Students**

**Dates: July 6 - 30, 2026, Mondays through Thursdays**

**Hours: Full Day: 8:30 a.m. - 3 p.m. and Half Day: 8:30 - 11:30 a.m.**

We anticipate the fee to be similar to last year's Explore Program (half-day \$1100). We will include the fee for the program in the registration once approved by the School Committee.

Students who qualify for ESY and have less than full-day programming will be offered the opportunity to participate in Explore 2026 to make it a half or full-day experience. Tuition will be prorated based on individual services, and services will be able to be accessed during the Explore 2026 hours. ESY/Explore 2026 notifications are anticipated to occur by the end of February.

We will open registration for all students in grades K-5 the week of March 2nd. We will confirm registration for the limited seats by the week of March 23.

Thank you for your partnership.

Sincerely,  
Brad Crozier, Superintendent



**Sudbury Public Schools**

40 Fairbank Road; Sudbury, MA 01776

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Sudbury Public Schools | [40 Fairbank Road, Sudbury, MA 01776](#) | 978-443-1058

TO: School Committee  
FROM: Brad Crozier, Superintendent  
RE: Summer Programming 2026  
DATE: February 6, 2026

We are crafting a one-year Explore 2026 enrichment program to augment the ESY summer program in response to community and School Committee feedback that there has not been sufficient notice to families that the SMILE program, which included Ready for K, was sunsetting.

This memo serves as an update on our summer programming progress thus far.

1. Letter to SPS Families and staff notifying them of Explore 2026 sent February 5, 2026.
2. Explore Coordinator position posted on February 6, 2026.
3. ESY Coordinator re-posted on February 6, 2026.
4. Recommended fees for full and half-day programs based on previously approved fees:
  - a. Last year, the School Committee approved the fee of \$1100 for 20 half days of Explore, which is \$55 for each half day.
  - b. Based on the \$55 for half days and \$110 for full days, we recommend charging \$1760 for 16 full days and \$880 for 16 half days for Explore 2026.
  - c. For students in ESY, the fee will be prorated based on individual service delivery.
  - d. Scholarships will be available.
5. Hours of the Explore 2026 program will mirror last year's hours of 8:30 a.m. - 3 p.m. The dates will be July 6 - 30, 2026, on Mondays - Thursdays aligned to ESY.
6. Explore 2026 activities may include: art, musical theater, science exploration, indoor/outdoor games, math/engineering, and team building activities.
7. Families of students in grades K-5 ESY will have the option to register for Explore 2026. We anticipate those notifications to go out by the end of February for ESY, and they will be asked to register for Explore 2026 by March 13, 2026, if interested. Explore 2026 registration beyond this date is not guaranteed.
8. Students who qualify for ESY and have less than full-day programming will be offered the opportunity to participate in Explore 2026 to make it a half or full-day experience.
9. Families of grade K-5 students not in ESY will be invited to register for available slots in Explore 2026 during the week of March 2. They will be notified whether or not there is a seat available for their child by the week of March 23.
10. Families will supply lunch and snacks.
11. Families will provide transportation. Specialized transportation will be provided for students who qualify.
12. Elementary METCO students will be offered the opportunity to participate in Explore 2026 with a fee. In addition, there will be opportunities for summer camps in Boston through METCO Summer Academy.
13. Expenses and revenues are very hard to estimate until we begin to see student registrations. Based on modeling the Explore 2026 and overlaying last year's ESY program, we estimate that Explore 2026, with a model based on 140 students, could have \$260,000 in expenses and may generate \$150,000 in revenue. Again, these are very preliminary estimates and do not include any proration of Special Education services.



*Attorneys at Law*

*Via Electronic Mail:* [brad\\_crozier@sudbury.k12.ma.us](mailto:brad_crozier@sudbury.k12.ma.us)

February 5, 2026

Brad Crozier  
Superintendent of Schools  
Sudbury Public Schools  
40 Fairbank Road  
Sudbury, MA 01776

Paige L. Tobin  
Caitlin Leach Mulrooney  
Joshua R. Coleman  
Peter C. Sumners  
Marianne M. Peters

Nancy J. Company  
Kathleen D. Mulligan  
James Brendan Brooks  
Caroline C. Recio

Michelle Allaire McNulty, Of Counsel

Matthew R. Tobin (1967-2019)

RE: Extended School Year Services – Change in Service Delivery Model

Dear Superintendent Crozier:

I write in response to your request, on behalf of the Sudbury School Committee, for general legal guidance as to the obligations of the Sudbury Public Schools (the “District”) to provide special education students with extended year services generally, and to what extent a change in extended year services is likely to violate the “stay put” rights of any student whose parent(s)/legal guardian(s) seek to assert “stay put” to the frequency and duration of the prior services.

## I. Summary of the Issue

It is my understanding that the Sudbury Public Schools (the “District”) offers a robust continuum of extended year services to qualifying students with disabilities, ranging from itinerant drop-in services to full day and/or out-of-district programming depending upon level of individual student need. In recent summers, *some* students have participated in an extended year program comprised of services five (5) days per week for three (3) hours per day, for a total of fifteen (15) hours per week. This particular program model is no longer available for the upcoming summer of 2026. In lieu of this program model, for some students, the District is instead proposing an extended year program comprised of services four (4) days per week for four (4) hours per day, for a total of sixteen (16) hours per week. This four (4)-day model provides for an overall *increase* of service hours per week, and is consistent with the model in the District prior to return-to-school following the mandatory closure due to the COVID-19 pandemic. It is also consistent with the programming model used by many surrounding school districts.

## II. Legal Standards

### A. Extended School Year Services

Under Massachusetts Law, a regular school year is one hundred eighty (180) days. For students who are eligible for special education services and supports pursuant to an Individualized Education Program (IEP), the student’s Team may identify an extended

year program “if the student has demonstrated or is likely to demonstrate substantial regression in his or her learning skills and/or substantial difficulty in relearning such skills if an extended program is not provided.” *See 603 CMR 28.05(4)(d)(1)*. Further, programs “provided solely for recreational purposes and with no corresponding IEP goals or specially designed instruction shall not be considered extended year programs.” *See 603 CMR 28.05(4)(d)(1)*.

In determining whether a particular student requires extended year programming, the student’s Team will typically review evaluative data, progress data, and data collected before and after breaks from school to determine if the student is likely to demonstrate substantial regression in their learning skills and/or substantial difficulty in relearning such skills if an extended program is not provided. If a student is found eligible for extended year programming, the specific services are set forth in the service delivery grid of the student’s IEP, specifying the frequency and duration determined by the Team to be necessary for the student to receive a free appropriate public education. Those services accepted by the student’s parent(s)/guardian(s) must then be provided by the school district. General education tiered intervention services and/or programs are generally not included on the service delivery grid of a student’s IEP.

#### *B. “Stay Put” Protections*

In accordance with state and federal law, during the pendency of any dispute regarding placement or services, the law requires that the eligible special education student “remain in his or her then current education program and placement unless the parents and the school district agree otherwise.” These protections are colloquially referred to as “stay put” protections and seek to maintain stability for students while the dispute is resolved. The applicable statutes and regulations do not define “current education program and placement.” Therefore, one must look to case law for further guidance noting, however, that rulings from the Massachusetts Bureau of Special Education Appeal (BSEA) remind us that “[n]either the First Circuit nor other courts has provided an unequivocal definition of the term. Rather, when courts throughout the country have addressed this issue, they have done so in a highly individualized and fact-intensive way.” *See Student and Concord & Natick Public Schools, BSEA# 18-00182, Corrected Ruling on Motion for Stay Put (August 28, 2017, Berman)*.

In situations where a student’s “stay put” program is no longer available, school districts must provide a “comparable program,” meaning a program “which matches as closely as possible the setting, the type and level of service delivery, the degree of mainstream contact, the methodology and teaching approach, the staff-student ratio, the instructional and therapeutic expertise, and the duration of direct and incidental teaching the Student received in the placement in which the Student was enrolled at the time the dispute or placement interruption occurred.” *See In Re: Pilar and the Agawam Public Schools, BSEA#12-1714, Corrected Ruling on Motion for Stay Put (October 7, 2011)*.

This is also the obligation of school districts when a student moves in from out of state or moves from elementary to middle school, where number of days per cycle, minutes per class period, and even hours of the school day are often subject to change.

With regard to reduction in services, and in this particular case extended year services, the BSEA has held that a reduction in summer services for a student with autism spectrum disorder from 165 hours to only 108 hours (a reduction of over 34 percent) constituted a fundamental change in the student's educational program thus triggering "stay put" protections. *See In Re: Leominster Public Schools, BSEA # 12-7450, 18 MSER 265 (August 21, 2012, Crane)*. In arriving at this decision, the hearing officer reviewed the requirements for determining if a change in services constitutes enough of a change to breach a student's stay put rights, pointing out that stay put principles are "neither rigid nor automatic." *See id.* "The central inquiry," he said, "is the educational impact upon the student as a result of the change of services or settings. As a general rule, the educational impact must be substantial. In considering what level of change has legal significance under stay-put, a number of courts have articulated the standard as 'a fundamental change in, or elimination of, a basic element of the educational program.'" *See id.* (Footnotes omitted.)

### III. Legal Analysis

As set forth above, the District is maintaining a continuum of services to meet individual student needs with regard to extended year programming. With regard to the particular structure change discussed herein, it is unlikely that the change in the District's extended school year services delivery model from summer 2025 to summer 2026 will constitute a fundamental change in the program thus triggering a violation of any asserted rights to "stay put" to the frequency and duration of those services provided last summer. In support of this position, I note that, while the District is reducing the number of service days by one (1) day per week, it is actually *increasing the number of service hours per day by (1) hour and the overall number of services hours per week by one (1) hour*. Therefore, students will actually receive *more* hours of service during the new extended year program model this year than they received last summer. Overall, it appears that the new extended year service delivery model (4 day per week x4 hours per day) would be viewed as a comparable program to the former extended year program.

Notwithstanding, extended year services must be based on individual student need as determined necessary by the Team to prevent regression and support recoupment time. To support this Team determination, special education providers must collect data with regard to regression/recoupment following school breaks. The determination as to whether a change in the service delivery model constitutes enough of a change to breach a student's "stay put" rights is a highly fact-specific inquiry also based on the individual needs of the student at issue. In such circumstances in which a change in service delivery may trigger a

Brad Crozier, Superintendent  
Sudbury Public Schools  
February 5, 2026  
Page 4 of 4

student's stay put rights, the District would look to its existing continuum of extended year services to meet individual student need.

#### **IV. Conclusion**

Based on the fact that the new service delivery model is very similar to the prior services delivery model – actually increasing the number of service hours per week – it is likely that this new service delivery model would be found “comparable” to the previous model in the face of any “stay put” assertions, with the exception of those very specific, individualized circumstances discussed above herein.

Please feel free to contact my office with any further questions you may have, or if I can be of any further assistance at this time.

Sincerely,

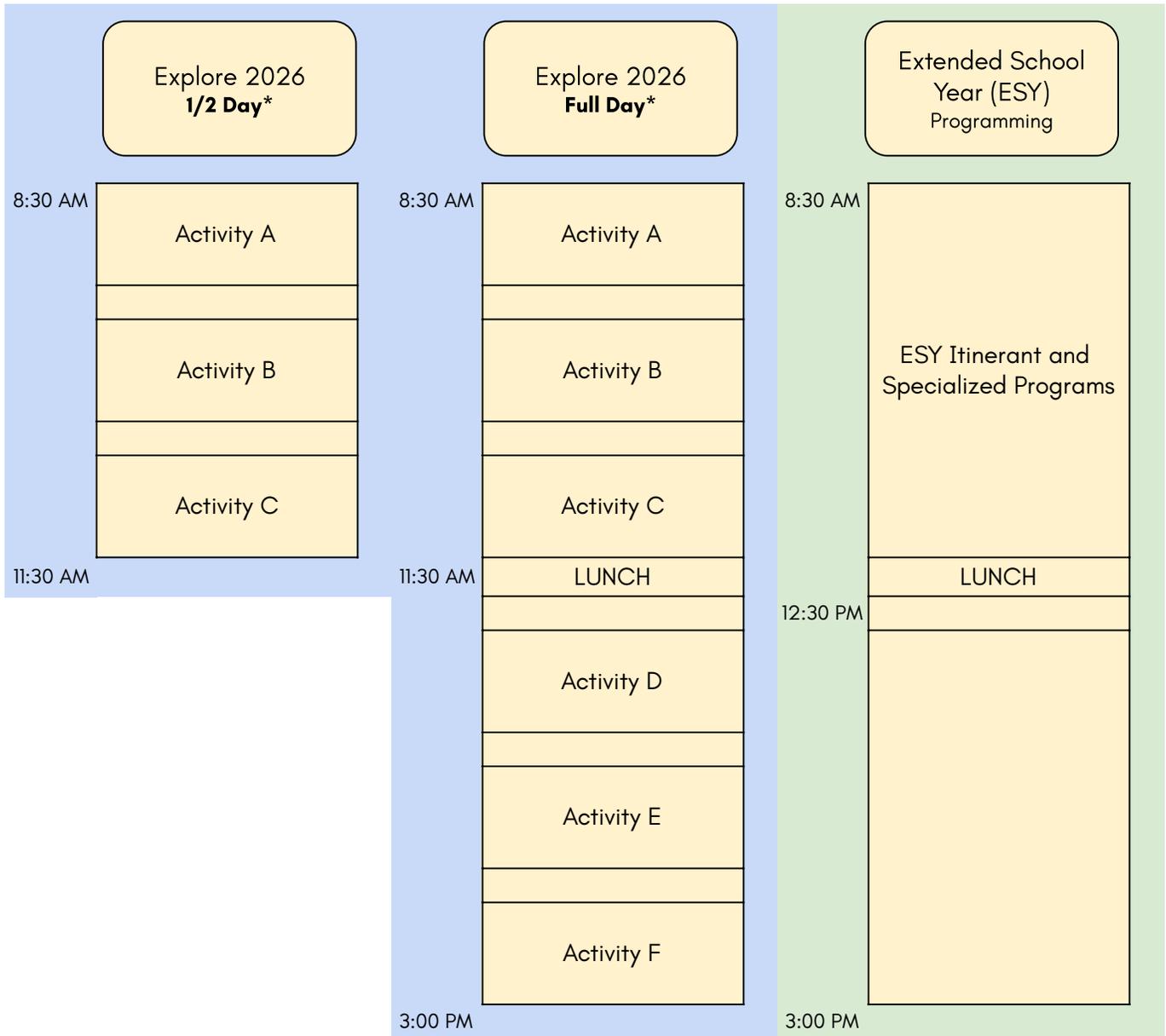
A handwritten signature in black ink that reads "Caitlin L. Mulrooney". The signature is written in a cursive, flowing style.

Caitlin L. Mulrooney

CLM/jmh

# Summer Programming 2026 (DRAFT)

Monday-Thursday



\*Itinerant ESY services can be supported within the Explore 2026 sessions. Fees will be prorated based on special education services.

**Sudbury Public Schools  
School Committee Meeting**

**Date:** February 9, 2026

**Agenda Item:** 5C

**Discussion and Potential Vote on the FY27 Budget Book and FY27 District Goals**

**Recommendation:**

Move to approve the FY27 Budget Book as presented / discussed.

**Background Information:**

At the September 8, 2025 School Committee meeting, the Committee discussed potential enhancements to the FY27 Budget Book and identified areas they would like incorporated. This agenda item will provide an opportunity to review the materials prepared by the administration and to discuss district and School Committee priorities related to the tiered items included in the Budget Book, if further information should be included, as well as the FY27 district goals / strategic plan.

**Reference Materials:**

**September 8, 2025 Agenda Packet:** [AgendaPacket\\_09082025\\_SCMeeting.pdf](#)

**FY27 Budget Guidelines (Approved 9/8/2025) :**

<https://www.sudbury.k12.ma.us/fs/resource-manager/view/1370ba85-b6c3-4d5b-9318-d9d6f7a78ecc>

**Weston Public Schools District Strategic Plan and Presentation:**

[Strategic Planning - Weston Public Schools](#)

**Wellesley Public Schools Strategic Plan and Presentation:**

[Strategic Plan | Wellesley Public Schools](#)

**Attachments:**

1. DRAFT FY27 Budget Book
2. MASC Charting the Course\_ Roles & Responsibilities - Goal Setting.docx
3. SPS Strategic Plan 2025-2030
4. Wayland Public Schools District Goals and Improvement Plan
5. Lincoln Public Schools District Improvement Plan 2025-2026
6. Lincoln Public Schools long term strategic plan 24-28

**Action:**

**XX**

**Report:**

**Discussion:**

**XX**

# Sudbury Public Schools

# Budget Book

— v1\_0 Superintendent's Recommended FY27 Budget, January 2026



# Superintendent's Introduction



Members of the School Committee and Sudbury Community,

I am pleased to present the Superintendent's Recommended Budget for FY27. This budget reflects our continued commitment to maintaining strong educational programs for students while balancing fiscal responsibility within the Town's financial guidance. As outlined in the FY27 Budget Book, the proposal prioritizes contractual obligations, student needs, and transparency around key assumptions, risks, and trade-offs.

## **In FY27, the district is proud to support key initiatives, including:**

- Second-Year Implementation of the English Language Arts (ELA) curriculum for grades K-5, with focus areas for year two turning toward assessments and data.
- Middle School Math Pathways Changes, including the addition of an eighth-grade elective geometry course providing access to algebra.
- Nixon and Haynes Roof Project in which the district has partnered with the Massachusetts School Building Authority (MSBA) to design and implement a new roofing system for the Josiah Haynes Elementary School as well as replace approximately 50% of the General John Nixon Elementary School's roof. The MSBA reimbursement rate is approximately 41% of the cost of the two projects.

## **Key Cost Drivers for FY27**

The primary drivers of the FY27 budget include contractual salary obligations totaling \$1,673,772, enrollment-driven classroom positions of \$241,248, and increased special education contracted services of \$146,451. Additional pressures include \$35,503 in software subscription renewal increases and a 0.5 FTE middle school math teacher to address instructional needs, at a cost of \$41,882.

## **Maintained Investments from Prior Years**

Despite fiscal constraints, the budget sustains several critical commitments: newly negotiated contractual settlements for Units A, B, and C; 2.6 FTEs supporting mental and behavioral health services; continued investment in school support specialists and interventionists across the district; special education contracted services supported in part by available Circuit Breaker capacity; and full-time assistant principals at the elementary level to meet growing student and administrative demands.

## **Adjustments to Meet Initial Budget Guidance**

To align with the Town Manager's recommended 3.75% increase (\$1,772,979), the district made targeted reductions and adjustments. These included reductions in teacher assistant positions and an EL teaching position due to decreased enrollment and student needs, significant reductions in software subscriptions, and the elimination of the SMILE program. In addition, the budget incorporates measured risk through the use of one-time funds, including Circuit Breaker resources and the Building Use Revolving Fund, to manage short-term enrollment and utility pressures.

## **Revised Guidance and Summer Programming**

Recognizing concerns about the elimination of summer programming and the added reliance on one-time funds, the Town Manager increased the guidance to 4.17%, providing an additional \$200,000. This adjustment allows the district to explore supporting a summer program bridge for families in FY27 while maintaining overall budget balance.

In summary, the FY27 budget represents a thoughtful balance between sustaining core educational services, responding to student needs, and operating within the Town's fiscal parameters. I look forward to continued collaboration with the School Committee and the community as we move through the budget process.

Respectfully submitted,  
Brad Crozier  
Superintendent of Schools

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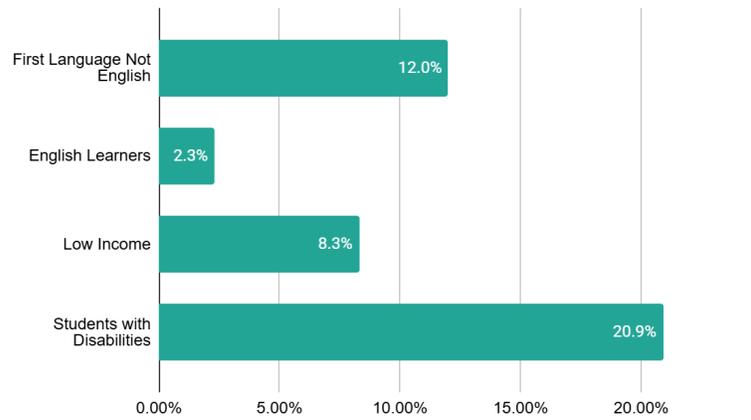
# District at-a-Glance 2025-2026

**2535 Students**

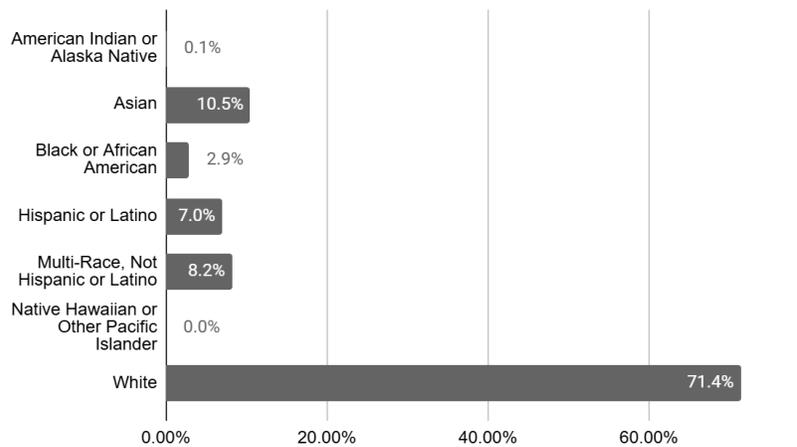


**450.6 Staff FTE**

Selected Populations



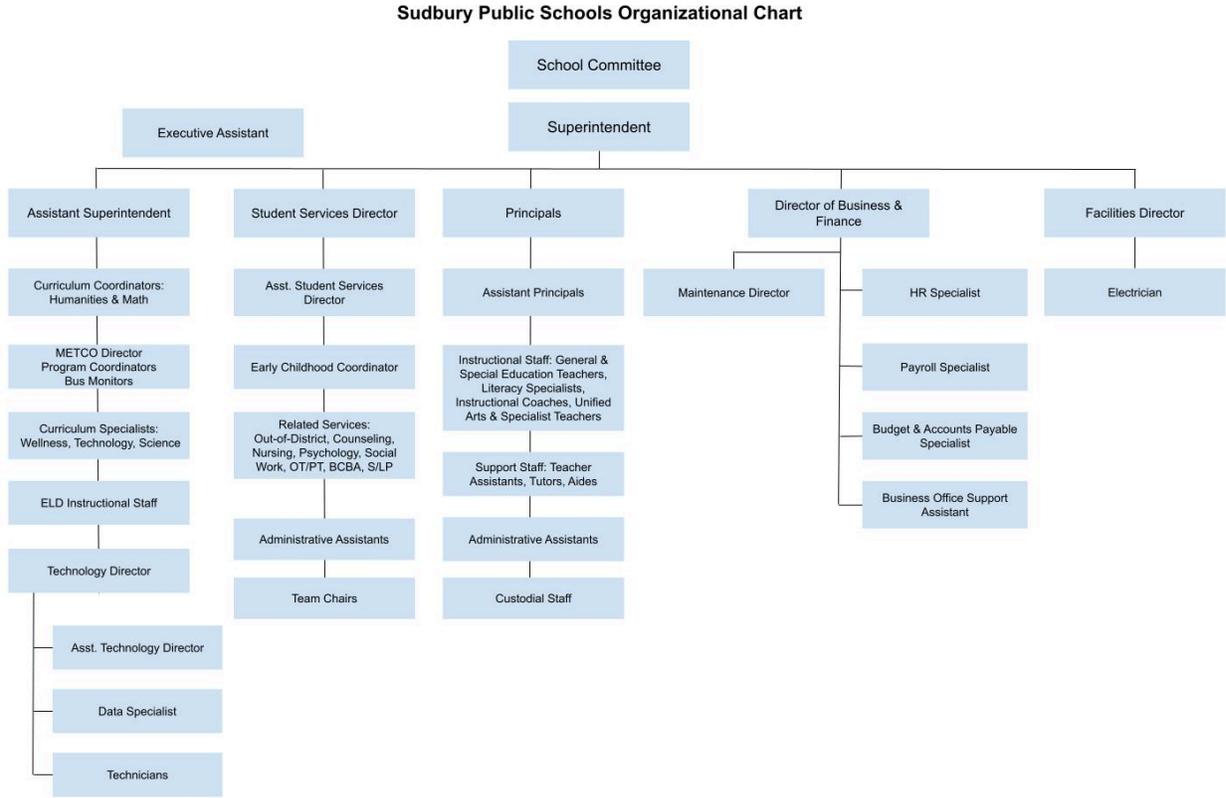
Student Race & Ethnicity



Source: DESE School and District Profiles



# SPS 2025-26 Organizational Chart



<b>Sudbury Public School Committee</b> , <a href="mailto:school-committee@sudbury.k12.ma.us">school-committee@sudbury.k12.ma.us</a>				
Karyn Jones Chairperson	Jessica McCready, PhD Vice Chairperson	Nicole Burnard Member	Betsy Sues Member	Julie Durgin-Sicree Member



# Strategic Plan Overview

<p style="text-align: center;"><b><i>Mission</i></b></p>
<p>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.</p>
<p style="text-align: center;"><b><i>Vision</i></b></p>
<p>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.</p>
<p style="text-align: center;"><b><i>Core Values</i></b></p>
<ul style="list-style-type: none"><li>● Enhance the learning and teaching process to enable and inspire students to achieve their potential</li><li>● Actively promote personal responsibility and integrity</li><li>● Seek and promote opportunities to advance equity</li><li>● Cultivate a lifelong commitment to community</li></ul>
<p style="text-align: center;"><b><i>Equity Statement</i></b></p>
<p>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 marginalized groups 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.</p>
<p style="text-align: center;"><b><i>Theory of Action</i></b></p>
<p>IF SPS provides:</p> <ul style="list-style-type: none"><li>● Differentiated high quality instruction</li><li>● Safe school environment</li><li>● Instructional leadership and ongoing professional development</li><li>● The use of data to inform instruction</li></ul> <p>THEN:</p> <ul style="list-style-type: none"><li>● Students will be challenged and their varied learning needs met</li><li>● Capacity of educators will grow</li><li>● Existing achievement gaps will narrow</li></ul>



## Strategic Objectives

**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 Students:** Sudbury Public Schools provides equitable learning experiences to engage and challenge every student.

## Strategic Initiatives

1.a. Strengthen and maintain district wide safety protocols through continuous monitoring to foster safe and supportive schools.

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.

3.a. Develop and expand Multi-tiered Systems of Support (MTSS) that enhance equitable, accessible, inclusive, challenging, and engaging learning experiences for all.

1.b. Enhance educator capacity to include consistent, daily SEL practices to promote a positive climate for learning.

2.b. Develop and implement a structured, inclusive, and evidence-based curriculum review process that ensures academic programs align with current standards and meet the evolving needs of our students.

3.b. Create and support a reflective culture built on a foundation of evidence to promote continuous improvement.

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.

2.c. Develop and expand digital literacy opportunities to empower students to thrive academically and navigate the digital world safely and responsibly.

3.c. Review specialized programs, structures and supports to meet the learning and emotional needs of all students.

3.d. Enhance collaboration and accessible communication with the SPS community to foster student success, build partnerships with families, and reduce barriers to inclusion.



## Action Steps

1.a. Strengthen and maintain district wide safety protocols through continuous monitoring to foster safe and supportive schools

- 1.a.i. Develop and implement a professional development module to build staff 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

2.a. Implement High Quality Instructional Practices and Materials (HQIM) using rigorous standards to ensure that learning opportunities are motivating, authentic, and develop student agency.

- 2.a.i. Implement Expeditionary Learning (EL) grades K-5
- 2.a.ii. Pilot EL in grade 6
- 2.a.iii. Explore ELA implications for 7 and 8
- 2.a.iv. Review and align mathematical course content with HQIM and course progressions and continue to focus on engaging and equitable mathematical experiences for all students
- 2.a.v. Complete the full implementation of Bridges in Mathematics 3rd Edition in all K-5 classrooms
- 2.a.vi. Implement additional grade 7 mathematics course to align with grade level standards and practices
- 2.a.vii. Design supplemental course for 8th grade Geometry standards to offer additional pathway into Algebra
- 2.a.viii. Continue the 3-year implementation of OpenSciEd at middle school
- 2.a.ix. Realign elementary science curriculum by shifting to a phenomenon-based storyline approach, and developing guidance documents to improve alignment in science teaching and learning

3.a. Develop and expand Multi-tiered Systems of Support (MTSS) that enhance equitable, accessible, inclusive, challenging, and engaging learning experiences for all.

- 3.a.i. Continue to develop a shared understanding of MTSS and Universal Design for Learning
- 3.a.ii. Review, revise, and align protocols and entrance and exit criteria for Tiered Support Systems
- 3.a.iii. Engage the early childhood community to understand their needs for equitable access.
- 3.a.iv. Provide professional development regarding the disability awareness curriculum in grades 3-5
- 3.a.v. Continue the district's ADA transition work and normalize 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 2 of 5)



	<ul style="list-style-type: none"> <li>● 2.a.x. Review and revise the scope and sequence for the middle school Health and Physical Education curricula to align with the new National Health Standards and MA Health Framework, ensuring a skills-based approach.</li> </ul>	
<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"> <li>● 1.b.i. Model SEL signature practices during professional development sessions and staff meetings</li> <li>● 1.b.ii. Facilitate professional learning in implementing SEL signature practices</li> </ul>	<p>2.b. Develop and implement a structured, inclusive, and evidence-based curriculum review process that ensures academic programs align with current standards and meet the evolving needs of our students.</p> <ul style="list-style-type: none"> <li>● 2.b.i. Conduct a comprehensive curriculum review of our World Languages program</li> <li>● 2.b.ii. Outline a curriculum review timeline for all core content areas</li> </ul>	<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"> <li>● 3.b.i. Provide coaching and collaboration time on using data to analyze and evaluate information through an equity lens to support daily instruction</li> <li>● 3.b.ii. Expand data warehousing capacity</li> <li>● 3.b.iii. Utilize the updated DCAP (District Curriculum Accommodation Plan) to inform the Student Support Teams (IST/BBST) processes</li> </ul>
<p>1.c. Examine the <i>Facilities Conditions Assessment</i> 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"> <li>● 1.c.i. Adjust the SPS Capital Plan as appropriate based on the Facilities Conditions Assessment</li> </ul>	<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"> <li>● 2.c.i. Pilot student appropriate AI tools in a managed environment to build AI literacy as a tool for learning in grade 8</li> <li>● 2.c.ii. Implement redesigned digital literacy and computer science courses for grades 6-8.</li> </ul>	<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"> <li>● 3.c.i. Continue to support staff with the new IEP process</li> <li>● 3.c.ii. Revise mental health goal writing and practices</li> </ul>



		<p>3.d. Enhance collaboration and accessible communication with the SPS community to foster student success, build partnerships with families, and reduce barriers to inclusion.</p> <ul style="list-style-type: none"><li>● 3.d.i. Review our report card and family conference documents for clarity, consistency, and accessibility regarding student academics</li><li>● 3.d.ii. Gather feedback from families about current communication practices</li></ul>
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# Superintendent and School Committee Goals

## Superintendent

<b>Student Achievement Goal</b>
<p>Goal: By June of 2026, the superintendent will advance equitable, standards-based instruction for all students through implementation of high-quality curriculum and inclusive instructional practices.</p> <p>Key Activities:</p> <ul style="list-style-type: none"><li>● Implement EL Education curriculum for grades K–5 and pilot in grade 6</li><li>● Realign elementary science curriculum by shifting to a phenomenon-based approach and developing guidance documents</li><li>● Implement additional grade 7 mathematics course to align with grade level standards and practices</li><li>● Design supplemental course for 8th grade Geometry standards to offer additional pathway into Algebra</li><li>● Continue OpenSciEd rollout at middle school</li><li>● Implement redesigned digital literacy and computer science courses for grades 6-8</li><li>● Review and revise the scope and sequence for the middle school Health and Physical Education curricula to align with the new National Health Standards and MA Health Framework</li></ul> <p>Evidence of Success:</p> <ul style="list-style-type: none"><li>● Curriculum implementation plans and materials</li><li>● Observation and walkthrough data showing use of HQIM and inclusive strategies</li><li>● Teacher feedback from professional development</li></ul>
<b>District Improvement Goal</b>
<p>Goal: By June of 2026, the superintendent will strengthen multi-tiered systems of support (MTSS) to ensure all students receive equitable and effective academic, behavioral, and social-emotional supports.</p> <p>Key Activities:</p> <ul style="list-style-type: none"><li>● Continue to develop shared understanding of MTSS and UDL across schools</li><li>● Align and revise Tiered Support System entry/exit criteria</li><li>● Expand internal data warehousing capacity and train staff on using data to better analyze and evaluate student learning</li><li>● Review specialized program structures and supports</li><li>● Enhance practices with the new IEP process and early childhood special education mandates</li><li>● Continue implementation of Say Something Anonymous Reporting System</li></ul>



Evidence of Success:

- MTSS framework document and staff training records
- Updated protocols and support documentation
- Increased consistency in Student Support Team and BBST processes
- Focused data analysis usage in school-based planning
- Qualitative measures on staff use of data to improve student learning

**Professional Practice Goal**

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

Key Action Steps:

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

Evidence of Success:

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



## School Committee

### Family and Community Engagement

To foster trust, transparency, and collaboration, the Sudbury School Committee will strengthen relationships with families, educators, and the broader community through inclusive engagement practices, open communication, and responsive action.

Actions:

- Review and update policies to support hybrid meetings and inclusive public participation
- Strengthen and support the School Committee's Parent Advisory Council(s).
- Conduct a minimum of two community listening sessions

### Teaching, Learning, and Technology

The Sudbury School Committee will support, evaluate, and monitor the implementation of curriculum and classroom technology by receiving presentations from district leaders on instructional practices, reviewing student outcome data, and updating relevant policies, including guidance on class size and technology use. This work will ensure alignment between educational programming, district priorities, and student needs.

Action Steps:

- Monitor implementation of the K–5 EL curriculum
- Evaluate EL Grade 6 pilot and determine next steps
- Review 7th-grade math and the compacted 7/8 pathway
- Review and evaluate the integration of digital resources and instructional technology in classroom instruction.
- Monitor the implementation of Policy JICJ – Student Use of Technology in Schools.

### Fiscal Stewardship and Long-Term Planning

Ensure the long-term fiscal health of the Sudbury Public Schools by strengthening the School Committee's ability to align the operating and capital budgets with instructional priorities, equity goals, and the long-term maintenance and capacity needs of district facilities.

Action Steps:

- Prioritize and plan for the district's short- and long-term capital needs by using the Facilities Condition Assessment, Noyes, Nixon, Haynes, and Loring Schools Space Utilization Study, and other usage data.

### After-School Care & Enrichment

Identify and advance opportunities to expand after-school care and enrichment programs for SPS students by assessing space, reviewing peer models, engaging stakeholders, and developing actionable strategies.

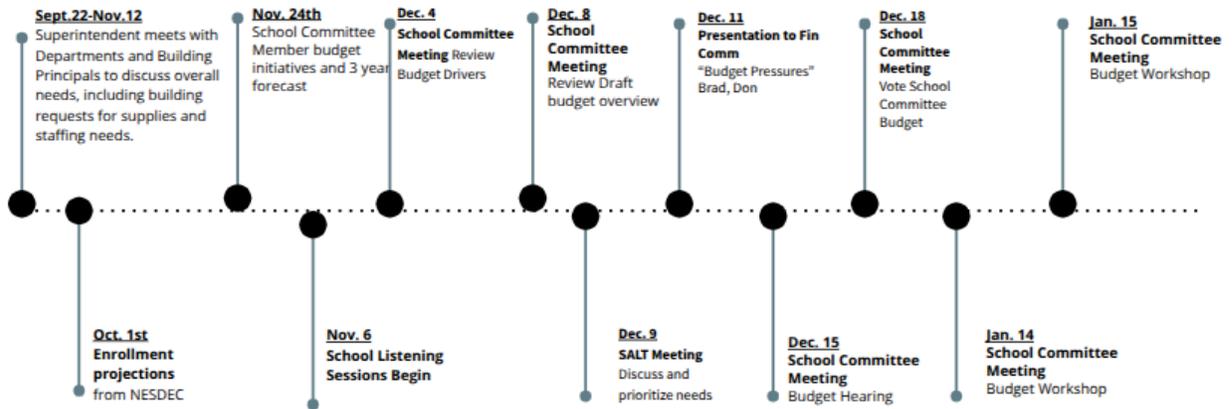
Action Steps:

- Explore and evaluate options for after-school care and enrichment through research, stakeholder engagement, and analysis of district capacity, peer models, and the diverse needs of SPS students.



# Budget Timeline

## SPS School Committee FY27 Budget Timeline

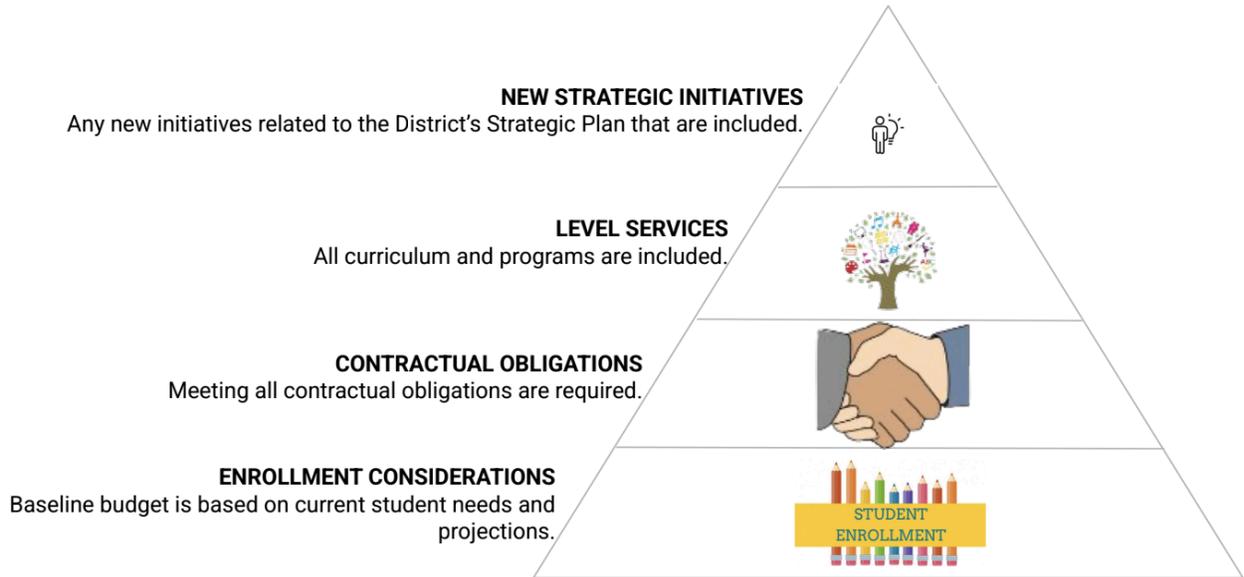


**Additional Operating Budget Meetings**  
**February:** Fin Com Budget Hearing  
**May 4:** Annual Town Meeting



# Budget Overview

The FY27 Budget was built first on enrollment projections, after which all contractual obligations and level services for students were considered. The final step was to analyze the feasibility of desired new initiatives. After careful contemplation and analysis, supports for students' needs were incorporated into the FY27 budget.



# Enrollment

## Historical Enrollment By Grade

Historical Enrollment in Grade Combinations										
School Year	PK-5	K-5	K-2	3-5	6-8	K-8	PK-8	7-8		
2015-16	1831	1770	825	945	991	2761	2822	655		
2016-17	1833	1758	810	948	977	2735	2810	672		
2017-18	1758	1709	802	907	942	2651	2700	633		
2018-19	1711	1663	773	890	943	2606	2654	608		
2019-20	1728	1684	807	877	947	2631	2675	651		
2020-21	1626	1585	749	836	912	2497	2538	633		
2021-22	1655	1589	778	811	871	2460	2526	581		
2022-23	1705	1632	780	852	850	2482	2555	578		
2023-24	1725	1650	821	829	831	2481	2556	558		
2024-25	1735	1660	810	850	820	2480	2555	543		
2025-26	1681	1607	785	822	865	2472	2546	550		

Historical Percentage Changes			
School Year	K-8	Diff.	%
2015-16	2761		
2016-17	2735	-26	-0.9%
2017-18	2651	-84	-3.1%
2018-19	2606	-45	-1.7%
2019-20	2631	25	1.0%
2020-21	2497	-134	-5.1%
2021-22	2460	-37	-1.5%
2022-23	2482	22	0.9%
2023-24	2481	-1	0.0%
2024-25	2480	-1	0.0%
2025-26	2472	-8	-0.3%
<b>Change</b>		<b>-289</b>	<b>-10.5%</b>

Source: SPS Enrollment Records; NESDEC (New England School Development Council) October, 2025



## Enrollment Projection

Over the next five years, NESDEC projects that Sudbury will see an increase in Pre-Kindergarten to grade 8 enrollment of approximately 170 students.

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

Note: Ungraded students (UNGR) often are high school students whose anticipated years of graduation are unknown, or students with special needs - UNGR not included in Grade Combinations for 7-12, 9-12, etc.

  Based on an estimate of births

  Based on children already born

  Based on students already enrolled

\*Birth data provided by Public Health Vital Records Departments in each state.

\*\* < 10 Not reported, to protect subgroups with fewer than 10 students.



Source: SPS Enrollment Records; NESDEC (New England School Development Council) October, 2025



## Class Size Projections

<b>Loring</b>	<b>K</b>	<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>	<b>Total</b>
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
Projected 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

<b>Nixon</b>	<b>K</b>	<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>	<b>Total</b>
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
Projected 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



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
Projected 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

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
Projected 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



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
Projected 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

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
Projected 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



District	K-8
Enrollment, 2025-2026	2491
Projected Enrollment, 2026-2027	2447
+/- Students	-44
NESDEC, 2026-2027	2532

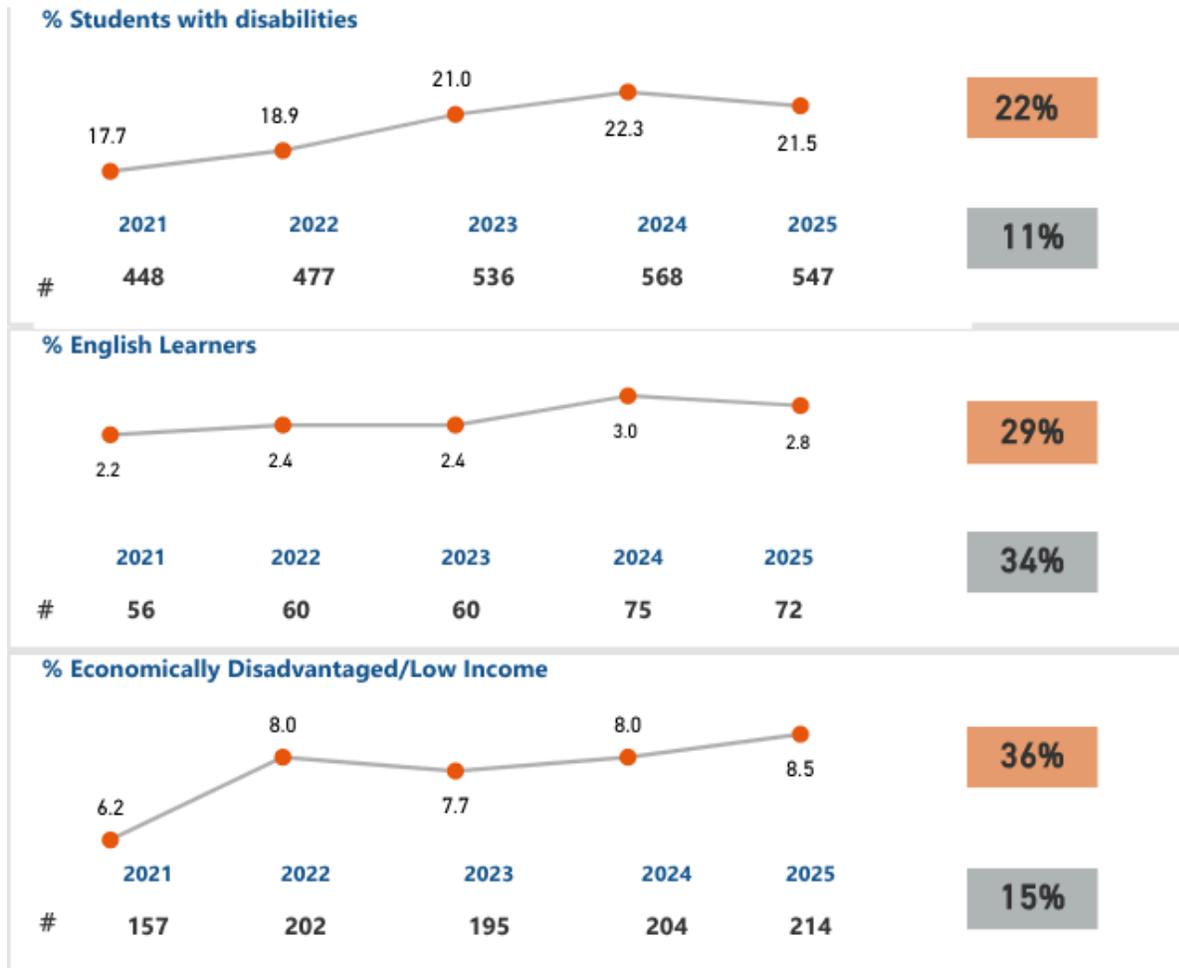


Source: SPS Enrollment Records; NESDEC (New England School Development Council) October, 2025



## Overall and Special Populations

Five-year enrollment trends indicate the overall enrollment trends in the special populations of Students with disabilities, English Learners, and Economically Disadvantaged.



 District Change Over 5 Years

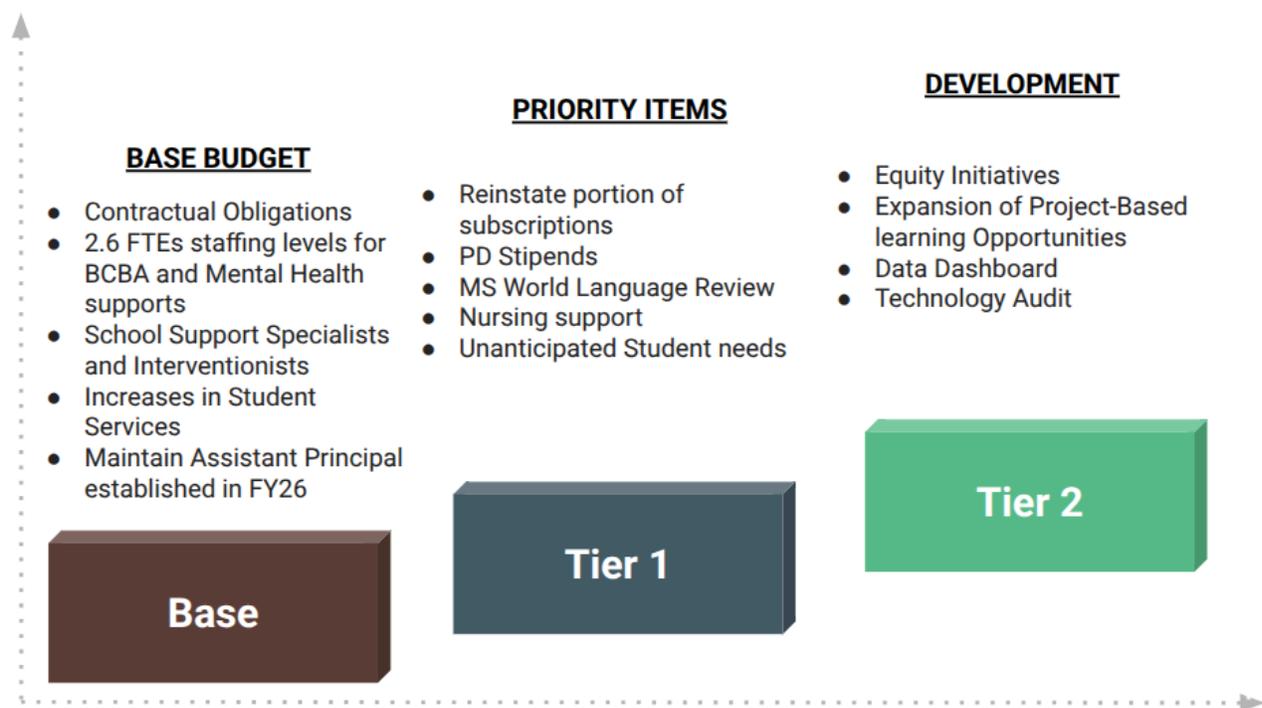
 State Change Over 5 Years

Source: DESE (Department of Elementary and Secondary Education) RADAR (Resource Allocation and District Allocation Reports)



## Budget Tiers

The scenarios below document the base budget/level details vs. the expenses the district would be assuming with new initiatives. The numbers as presented in the Tier 1 budget help inform what the new budget can include and what trade-offs need to be made.



## Base Budget Detail

<b>Contractual Obligations</b>	Newly negotiated contractual settlement for Units A, B and C
<b>Mental and Behavioral Health Positions</b>	2.6 FTEs staffing levels for BCBA and Mental Health Supports
<b>School Support Specialists and Interventionists</b>	MS Health and Wellness staffing, School Support Specialist & Tutors, MS Executive Functioning Teacher, Grade 8 Number Theory, Grade 7 Math Enrichment
<b>Special Education Contracted Services</b>	Student Services increases will be funded from Circuit Breaker funding, as FY27 has more capacity than typical
<b>Assistant Principal</b>	Increases in student needs and administrative duties continue to necessitate full-time Assistant Principals at the elementary schools



## Budget Drivers

<b>Salary Expenses (Contractual Obligations)</b>	\$1,673,772
<b>Enrollment-Driven Classroom Positions</b>	\$241,248
<b>Special Education Contracted Services</b>	\$146,451
<b>Software Subscriptions</b>	\$35,503
<b>Middle School Math (.5 FTE)</b>	\$41,882

## Tier I Budget Initiatives

<b>Item</b>	<b>Cost</b>	<b>Ongoing/ One-time</b>	<b>Description</b>
<b>Reinstate Portion of Subscriptions</b>	\$25,000	Ongoing	Reduce the number of cuts to online subscriptions
<b>PD Stipends</b>	\$120,000	Ongoing	Stipends to support teacher leadership in the areas of professional development and curriculum implementation in content areas without current leads
<b>MS World Language Review</b>	\$20,000	One Time	Contract for curriculum program review
<b>Nursing Support</b>	\$77,000	Ongoing	A nursing position to support full-time coverage
<b>Unanticipated Student Needs</b>	TBD	Ongoing	Review caseloads and service delivery needs to ensure student needs are met



## FY27 Budget by DESE Function Code

<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%	\$ 4,438,357	\$ 228,698	5.43%
Teachers	\$ 23,789,565	\$ 677,332	2.93%	\$ 24,772,363	\$ 982,798	4.13%
Other Teaching Services	\$ 6,241,266	\$ 175,339	2.89%	\$ 6,731,474	\$ 490,208	7.85%
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%	\$ 2,200,344	\$ 96,342	4.58%
Pupil Services	\$ 3,759,374	\$ 119,027	3.27%	\$ 3,828,863	\$ 69,489	1.85%
Operations and Maintenance	\$ 3,126,452	\$ 55,831	1.82%	\$ 3,188,352	\$ 61,900	1.98%
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%
<b>TOTAL GF FORECAST \$:</b>	<b>\$ 47,279,447</b>	<b>\$ 1,493,576</b>	<b>3.26%</b>	<b>\$ 49,252,426</b>	<b>\$ 1,972,979</b>	<b>4.17%</b>

<b>Town Manager FY27 Budget Guidance Target (1/16/26):</b>	<b>\$49,252,426</b>	<b>\$ 1,972,979</b>	<b>4.17%</b>
	<b>+ / - diff \$:</b>	<b>\$ -</b>	

## 3-Year Budget Forecast by DESE Function Code

<u>EXPENSE (DOE Function Category)</u>	FY2027			FY2028			FY2029		
	<u>Budget \$</u>	<u>+/- \$:</u>	<u>+/- %</u>	<u>Budget \$</u>	<u>+/- \$:</u>	<u>+/- %</u>	<u>Budget \$</u>	<u>+/- \$:</u>	<u>+/- %</u>
Administration	\$ 1,396,070	\$ 44,431	3.29%	\$ 1,431,512	\$ 35,442	2.54%	\$ 1,470,063	\$ 38,551	2.69%
Instructional Leadership	\$ 4,438,357	\$ 228,698	5.43%	\$ 4,583,844	\$ 145,487	3.28%	\$ 4,561,852	\$ (21,992)	-0.48%
Teachers	\$ 24,772,363	\$ 982,798	4.13%	\$ 25,882,870	\$ 1,110,507	4.48%	\$ 27,038,390	\$ 1,155,520	4.46%
Other Teaching Services	\$ 6,731,474	\$ 490,208	7.85%	\$ 7,010,385	\$ 278,912	4.14%	\$ 7,276,097	\$ 265,711	3.79%
Professional Development	\$ 340,939	\$ (4,773)	-1.38%	\$ 342,647	\$ 1,708	0.50%	\$ 346,073	\$ 3,426	1.00%
Instructional Materials/Equip/Tech	\$ 749,243	\$ 2,979	0.40%	\$ 756,734	\$ 7,491	1.00%	\$ 764,302	\$ 7,568	1.00%
Guidance, Counseling, Testing	\$ 2,200,344	\$ 96,342	4.58%	\$ 2,288,380	\$ 88,036	4.00%	\$ 2,361,815	\$ 73,435	3.21%
Pupil Services	\$ 3,828,863	\$ 69,489	1.85%	\$ 4,162,295	\$ 333,432	8.71%	\$ 4,371,326	\$ 209,031	5.02%
Operations and Maintenance	\$ 3,188,352	\$ 61,900	1.98%	\$ 3,311,997	\$ 123,645	3.88%	\$ 3,379,337	\$ 67,340	2.03%
Fixed Charges	\$ 213,574	\$ 907	0.43%	\$ 214,490	\$ 916	0.43%	\$ 216,635	\$ 2,145	1.00%
<u>Out-of-District Expenditures</u>	\$ 1,392,847	\$ -	0.00%	\$ 1,476,418	\$ 83,571	6.00%	\$ 1,565,003	\$ 88,585	6.00%
<b>TOTAL GF FORECAST \$:</b>	<b>\$ 49,252,426</b>	<b>\$ 1,972,979</b>	<b>4.17%</b>	<b>\$ 51,461,573</b>	<b>\$ 2,209,147</b>	<b>4.49%</b>	<b>\$ 53,350,893</b>	<b>\$ 1,889,320</b>	<b>3.67%</b>



## FY27 Budget by DESE Object Code

OBJ# MUNIS Account Summary Name:	FY2026	FY2027	vs. FY2026	
	Budget \$	Budget \$	+ / - \$	+ / - %
502 ART	\$ 428,046	\$ 451,261	\$ 23,215	5.42%
505 AUDIO VISUAL	\$ 52,285	\$ 52,808	\$ 523	1.00%
513 COMPUTER INSTRUCTION	\$ 342,448	\$ 354,471	\$ 12,023	3.51%
514 CURRICULUM DEVELOPMENT	\$ 947,474	\$ 982,395	\$ 34,921	3.69%
516 ELEMENTARY EDUCATION	\$ 8,241,401	\$ 8,579,335	\$ 337,934	4.10%
520 EARLY CHILDHOOD EDUCATION	\$ 134,128	\$ 140,100	\$ 5,972	4.45%
521 ENGLISH	\$ 790,652	\$ 837,999	\$ 47,347	5.99%
522 ENGLISH AS SECOND LANGUAGE	\$ 491,969	\$ 450,024	\$ (41,945)	-8.53%
524 FOREIGN LANGUAGE	\$ 859,302	\$ 890,725	\$ 31,423	3.66%
530 GUIDANCE	\$ 1,114,526	\$ 1,151,715	\$ 37,189	3.34%
531 HEALTH EDUCATION	\$ 246,725	\$ 255,376	\$ 8,651	3.51%
536 INSTRUCTION	\$ 116,146	\$ 117,308	\$ 1,162	1.00%
540 TECH ED (Technology/Engineering/Robotics)	\$ 268,446	\$ 277,928	\$ 9,482	3.53%
541 KINDERGARTEN	\$ 1,699,417	\$ 1,798,378	\$ 98,961	5.82%
544 LIBRARY	\$ 518,399	\$ 551,369	\$ 32,970	6.36%
555 MATHEMATICS	\$ 1,505,409	\$ 1,627,251	\$ 121,842	8.09%
560 MEDIA - COMPUTER SERVICES	\$ 338,346	\$ 374,137	\$ 35,791	10.58%
561 MIDDLE SCHOOL PROGRAMS	\$ 27,650	\$ 27,927	\$ 277	1.00%
563 MUSIC	\$ 637,374	\$ 621,696	\$ (15,678)	-2.46%
570 PHYSICAL EDUCATION	\$ 659,075	\$ 687,082	\$ 28,007	4.25%
572 PRE-SCHOOL EDUCATION	\$ 494,048	\$ 516,621	\$ 22,573	4.57%
573 PROFESSIONAL DEVELOPMENT	\$ 270,966	\$ 265,445	\$ (5,521)	-2.04%
575 READING	\$ 1,013,455	\$ 1,046,083	\$ 32,628	3.22%
582 SCIENCE	\$ 685,038	\$ 719,529	\$ 34,491	5.03%
583 SOCIAL STUDIES	\$ 800,625	\$ 836,788	\$ 36,163	4.52%
584 SPECIAL EDUCATION	\$ 9,739,451	\$ 10,318,877	\$ 579,426	5.95%
591 SPEECH	\$ 904,799	\$ 953,297	\$ 48,498	5.36%



OBJ# MUNIS Account Summary Name:	FY2026	FY2027	vs. FY2026	
	Budget \$	Budget \$	+ / - \$	+ / - %
594 SUBSTITUTES	\$ 533,081	\$ 676,269	\$ 143,188	26.86%
532 HEALTH SERVICES	\$ 544,457	\$ 555,000	\$ 10,543	1.94%
534 HOME STUDY	\$ 87,576	\$ 100,000	\$ 12,424	14.19%
564 OCCUPATIONAL THERAPY	\$ 475,967	\$ 487,323	\$ 11,356	2.39%
571 PHYSICAL THERAPY	\$ 112,426	\$ 115,751	\$ 3,325	2.96%
574 PSYCHOLOGICAL SERVICES	\$ 961,973	\$ 1,017,968	\$ 55,995	5.82%
585 EQUIPMENT (LEASE & REPLACEMENT)	\$ 90,667	\$ 91,574	\$ 907	1.00%
590 SPED CONSULTANTS	\$ 72,175	\$ 133,000	\$ 60,825	84.27%
596 TUITION (SPED OOD)	\$ 1,392,847	\$ 1,392,847	\$ -	0.00%
605 VISION CONSULTANT	\$ 122,956	\$ 68,594	\$ (54,362)	-44.21%
602 TRANSPORTATION (REGULAR)	\$ 1,211,944	\$ 1,211,944	\$ -	0.00%
603 TRANSPORTATION (SPED)	\$ 882,436	\$ 882,698	\$ 262	0.03%
610 CURRICULUM/LIBRARY/MEDIA	\$ 408,454	\$ 412,538	\$ 4,084	1.00%
515 CUSTODIAL SERVICES	\$ 1,104,318	\$ 1,144,629	\$ 40,311	3.65%
546 MAINTENANCE	\$ 853,102	\$ 869,874	\$ 16,772	1.97%
581 SAFETY PROGRAMS	\$ 57,000	\$ 57,000	\$ -	0.00%
593 SUPERINTENDENT'S OFFICE	\$ -	\$ -	\$ -	0.00%
501 ADMINISTRATION	\$ 3,660,819	\$ 3,764,259	\$ 103,440	2.83%
543 LEGAL SERVICES	\$ 76,687	\$ 77,454	\$ 767	1.00%
615 WATER	\$ 12,591	\$ 12,717	\$ 126	1.00%
616 ELECTRICITY	\$ 687,299	\$ 687,299	\$ -	0.00%
617 HEATING OIL/GAS	\$ 417,201	\$ 421,373	\$ 4,172	1.00%
619 TELEPHONE	\$ 51,941	\$ 52,460	\$ 519	1.00%
621 STIPENDS	\$ 68,930	\$ 68,930	\$ -	0.00%
622 403(b) MATCH	\$ 65,000	\$ 65,000	\$ -	0.00%
	<b>\$ 47,279,447</b>	<b>\$ 49,252,426</b>	<b>\$ 1,972,979</b>	<b>4.17%</b>

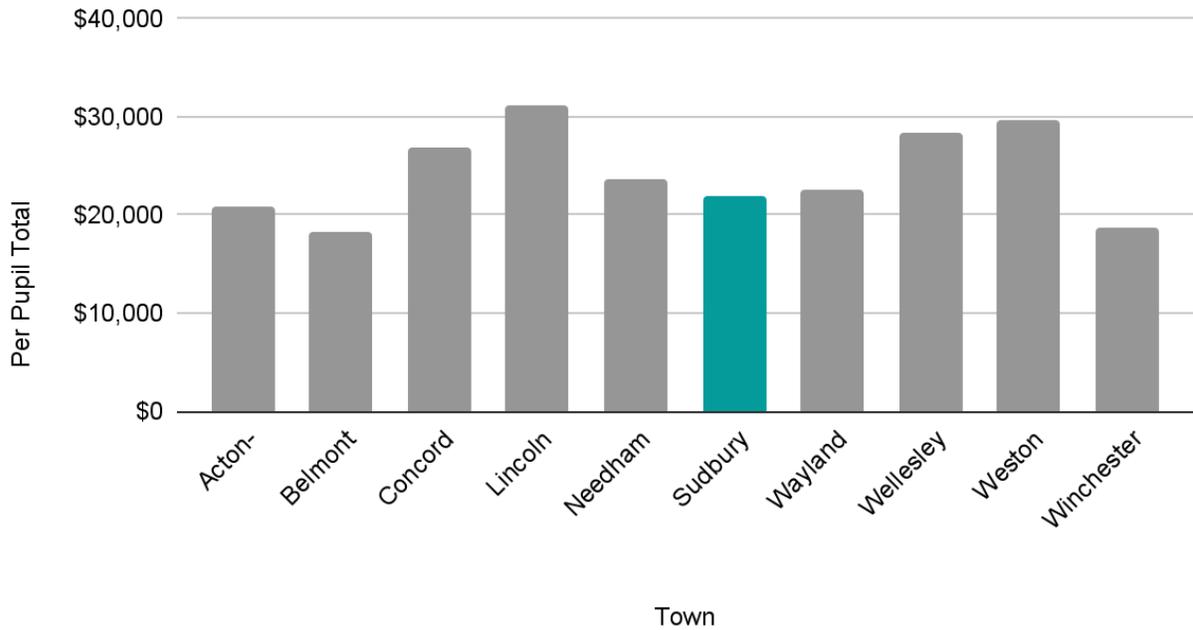


# Pupil Expenditure

## Per Pupil Expenditure by Comparables

Sudbury's per-pupil cost was \$21,982.87, which is the fourth lowest as compared to peer districts as identified by Sudbury Public Schools School Committee. Note that Lexington's data is missing from the RADAR data set for this period.

## Per Pupil Expenditure by Town



## Per Pupil Spending by Dollars and Percentage of Total

Sudbury is the fourth-lowest district in terms of per-pupil spending compared to peers. Note that Lexington's data is missing from the RADAR data set for this period.

District Name	Per Pupil Total	Admin	Lead	Teach	Prof Dev	Support	Clinic	Pupil Serv	Maint	Benefits
Lincoln	\$31,135.70	6%	10%	35%	11%	1%	4%	3%	9%	13%
Weston	\$29,760.92	3%	5%	36%	7%	1%	4%	5%	10%	19%
Wellesley	\$28,402.05	3%	9%	37%	11%	3%	4%	4%	8%	14%
Concord	\$26,925.34	2%	8%	40%	15%	1%	3%	3%	8%	12%
Needham	\$23,670.79	4%	8%	35%	9%	2%	4%	3%	8%	19%
Wayland	\$22,634.47	4%	8%	45%	9%	1%	2%	4%	9%	13%
<b>Sudbury</b>	<b>\$21,982.87</b>	<b>2%</b>	<b>9%</b>	<b>41%</b>	<b>12%</b>	<b>1%</b>	<b>3%</b>	<b>4%</b>	<b>7%</b>	<b>15%</b>
Acton-Boxborough	\$20,952.47	2%	6%	37%	10%	1%	1%	4%	13%	18%
Winchester	\$18,725.77	4%	8%	44%	8%	1%	3%	4%	9%	14%
Belmont	\$18,279.99	3%	6%	41%	8%	1%	2%	4%	8%	16%

### Functions included in categories

#### Administration

- 1110 School Committee
- 1210 Superintendent
- 1220 Assistant Superintendents
- 1230 Other District-Wide Administration
- 1410 Business and Finance
- 1420 Human Resources
- 1430 Legal Service for School Committee
- 1435 Legal Settlements
- 1450 District-wide Information Systems

#### Instructional Leadership

- 2110 Curriculum Directors (Supervisory)
- 2120 Dept Heads (Non-Supervisory)
- 2210 School Leadership
- 2220 Curriculum Leaders (School Level)
- 2250 Admin. Technology (School Level)
- 2315 Instructional Coordinators

#### Teachers

- 2305 Teachers, Classroom
  - 2310 Teachers, Specialists
- #### Other Teaching Services
- 2320 Medical/ Therapeutic Services
  - 2325 Substitute Teachers
  - 2330 Paraprofessionals
  - 2340 Librarians/Media Center Directors

#### Professional Development

- 2351 Professional Development Leaders
- 2353 Professional Days
- 2355 Substitutes for Prof. Development
- 2357 Professional Development Costs

#### Instructional Materials/Equip/Tech

- 2410 Textbooks, Software/Media/Matis
- 2415 Instructional Matis (Libraries)
- 2420 Instructional Equipment
- 2430 General Classroom Supplies
- 2440 Other Instructional Services

#### Classroom Technology

- 2451 Classroom Technology
- 2453 Technology (Libraries)
- 2455 Instructional Software

#### Guidance, Counseling, Testing

- 2710 Guidance/Adjustment Counselors
- 2720 Testing and Assessment
- 2800 Psychological Services

#### Pupil Services

- 3100 Attendance and Parent Liaisons
- 3200 Medical/Health Services
- 3300 Transportation Services
- 3400 Food Services
- 3510 Athletics
- 3520 Other Student Activities
- 3600 School Security

#### Operations and Maintenance

- 4110 Custodial Services
- 4120 Heating of Buildings
- 4130 Utility Services
- 4210 Maintenance of Grounds
- 4220 Maintenance of Buildings
- 4225 Building Security System
- 4230 Maintenance of Equipment
- 4300 Extraordinary Maintenance
- 4400 Networking/Telecommunications
- 4450 Technology Maintenance

#### Benefits and fixed charges

- 5100 Employer Retirement Contributions
- 5150 Employee Separation Costs
- 5200 Insurance for Active Employees
- 5250 Insurance for Retired Employees
- 5260 Other Non-Employee Insurance
- 5300 Rental Lease of Equipment
- 5350 Rental Lease of Buildings
- 5400 Short Term Interest RANs
- 5500 Other Fixed/Crossing Guards
- 5550 School Crossing Guards

Source: DESE (Department of Elementary and Secondary Education) RADAR (Resource Allocation and District Allocation Reports)



## Staffing Levels

The following tables focus on staffing levels in the Sudbury Public Schools as compared to School Committee identified comparables. Also noted are state staffing levels.

District Name	Teachers	Paraprofessional	Leadership	Student Support	Clerical	Tech
Acton-Boxborough	392.7	155.1	47.6	37.4	40.5	10.6
Belmont	309.4	96.5	32.6	30.6	27.9	9.0
Concord	184.7	117.1	22.2	15.5	16.3	7.4
Lexington	650.0	214.3	70.3	72.4	109.9	14.6
Lincoln	119.0	53.6	14.0	10.2	17.0	4.0
Needham	454.4	200.8	64.0	40.2	69.1	14.0
<b>Sudbury</b>	<b>232.4</b>	<b>60.1</b>	<b>28.1</b>	<b>19.8</b>	<b>18.3</b>	<b>4.0</b>
Wayland	239.3	100.7	35.3	19.7	28.3	4.6
Wellesley	380.5	176.1	49.2	44.6	47.7	15.0
Weston	170.2	79.7	24.9	25.7	24.1	6.0
Winchester	347.2	118.6	33.5	29.7	28.5	3.0

### FTE Per 100 Students

District Name	Teachers	Paraprofessional	Leadership	Student Support	Clerical	Tech
Acton-Boxborough	7.7	3.1	1.0	0.7	0.8	0.2
Belmont	7.0	2.1	0.7	0.7	0.6	0.2
Concord	9.6	6.2	1.2	1.0	0.9	0.4
Lexington	9.7	3.2	1.1	1.0	1.6	0.2
Lincoln	11.51	5.2	1.3	1.0	1.6	0.4
Needham	8.3	3.7	1.1	0.7	1.3	0.3
State	8.3	2.8	1.2	0.8	1.0	0.2
<b>Sudbury</b>	<b>9.2</b>	<b>2.4</b>	<b>1.1</b>	<b>0.7</b>	<b>0.7</b>	<b>0.2</b>
Wayland	8.8	3.7	1.3	0.6	1.0	0.2
Wellesley	9.5	4.4	1.2	1.1	1.2	0.4
Weston	8.2	3.9	1.2	1.2	1.2	0.3
Winchester	7.9	2.7	0.7	0.6	0.6	0.1

Source: DESE (Department of Elementary and Secondary Education) RADAR (Resource Allocation and District Allocation Reports)



# Total FY27 District Funding



This graphic depicts the anticipated financial flows for the Sudbury Public Schools during FY27. On the left, are expected revenue streams, the largest of which is the Municipal Contribution, which includes not only the Annual Town Meeting appropriation but also funds within the Town Budget for healthcare benefits for active and retired employees. Estimated expenditures organized by DESE function codes, with the greatest sum being allocated to instructional services, are found on the right.



## All Funds Summary

Fund Type	FY26 Actual	FY27 Projected	One Time?	Primary Use
Operating (Town Appropriation)	\$47,758,178	\$50,277,399	Recurring	School District Operations
Town (Employee Benefits)	\$10,335,980	\$11,515,746	Recurring	Active / Retiree Health Insurance, Workers Comp, Ins. Unemployment Ins. Retirement Contribution Property/Liability Ins.
Grants (Title, IDEA, etc.)	\$1,315,799	\$1,321,585	Recurring	Special Education ESL, Early Education
Circuit Breaker	\$965,366	\$1,292,492	Recurring	Special Education Reimbursement
Revolving (Fees, etc.)	\$1,225,624	\$1,429,838	Recurring	Fee-Based Programs
Other	-	-	-	-

## State & Federal Grant Funding

	Federal Grants					State Grant
	305 Title I	140 Title IIA	309 Title IV	240 IDEA	262 Early Child	METCO
Administrative Salaries	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 115,830
Instructional/Professional Staff	\$ 68,054	\$ 31,487	\$ 10,000	\$ -	\$ -	\$ -
Support Staff	\$ -	\$ -	\$ -	\$ 630,096	\$ 15,400	\$ 157,511
Benefits (MTRS)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Stipends	\$ -	\$ -	\$ -	\$ -	\$ 2,500	\$ -
Travel	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Supplies & Materials	\$ -	\$ -	\$ -	\$ 3,573	\$ 1,000	\$ 84
Contractual Services	\$ -	\$ -	\$ -	\$ 28,000	\$ 4,077	\$ 14,926
Other Costs	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 239,047
<b>TOTAL \$:</b>	<b>\$ 68,054</b>	<b>\$ 31,487</b>	<b>\$ 10,000</b>	<b>\$ 661,669</b>	<b>\$ 22,977</b>	<b>\$ 527,398</b>



## Revolving & Special Funds

----- State Reimbursement, Revolving, Special Revenue Accounts -----									
	Circuit Breaker	Bus Transportation	School Lunch	PreK Tuition	Medicaid Reimburse	Instrumental Lessons	Facility Use	Student Activity	Athletic Revolving
<b>FY27 Expense Assumption \$:</b>	\$ 781,233	\$ 522,717	\$ 1,083,931	\$ 504,759	\$ 109,944	\$ 21,520	\$ 56,873	\$ 141,640	\$ 36,398

### Circuit Breaker

In Massachusetts, the Special Education Circuit Breaker is a state-funded program designed to assist school districts when managing the financial impact of high-cost and fluctuating special education services through a formal reimbursement program. This funding acts as a safety net for unanticipated special education costs.

In the table below, the “Total Payments Received” refers to the total reimbursement funds (*3 Fund Types*) the State sends to the district in each fiscal year. The "Total Expended" refers to the total funds (*2 Expense Types*) that are required to be expended in each fiscal year. “Prepay” are funds that pay for legally eligible expenses in the following fiscal year.

<b>SPS Circuit Breaker</b>	<b>FY2019</b>	<b>FY2020</b>	<b>FY2021</b>	<b>FY2022</b>	<b>FY2023</b>	<b>FY2024</b>	<b>FY2025</b>	<i>Budget</i> <b>FY2026</b>	<i>Forecast</i> <b>FY2027</b>
<b>Beginning Account Balance:</b>	\$ 942,503	\$ 1,086,277	\$ 1,491,400	\$ 1,290,772	\$ 1,016,800	\$ 959,767	\$ 1,134,025	\$ 965,366	\$ 1,291,492
Reimbursement Received:	\$ 1,086,277	\$ 1,491,400	\$ 1,290,772	\$ 1,016,800	\$ 959,767	\$ 1,134,025	\$ 917,493	\$1,291,492	\$ 1,200,000
Extraordinary Relief:	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Supplemental Award:	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 47,873	\$ -	\$ -
<b>TOTAL PAYMENTS RECEIVED:</b>	<b>\$ 1,086,277</b>	<b>\$ 1,491,400</b>	<b>\$ 1,290,772</b>	<b>\$ 1,016,800</b>	<b>\$ 959,767</b>	<b>\$ 1,134,025</b>	<b>\$ 965,366</b>	<b>\$ 1,291,492</b>	<b>\$ 1,200,000</b>
<b>Circuit Breaker Expense:</b>	\$ (663,941)	\$ (92,156)	\$ (581,131)	\$ (603,278)	\$ (611,825)	\$ (416,646)	\$ (792,608)	\$ (965,366)	\$ (1,291,492)
Prepay Next Fiscal Year	\$ (278,562)	\$ (994,121)	\$ (910,269)	\$ (687,494)	\$ (404,975)	\$ (543,121)	\$ (341,416)		
<b>TOTAL EXPENDED:</b>	<b>\$ (942,503)</b>	<b>\$ (1,086,277)</b>	<b>\$ (1,491,400)</b>	<b>\$ (1,290,772)</b>	<b>\$ (1,016,800)</b>	<b>\$ (959,767)</b>	<b>\$ (1,134,025)</b>	<b>\$ (965,366)</b>	<b>\$ (1,291,492)</b>
<b>Ending Balance:</b>	<b>\$ 1,086,277</b>	<b>\$ 1,491,400</b>	<b>\$ 1,290,772</b>	<b>\$ 1,016,800</b>	<b>\$ 959,767</b>	<b>\$ 1,134,025</b>	<b>\$ 965,366</b>	<b>\$ 1,291,492</b>	<b>\$ 1,200,000</b>



## Total General Fund Budget with Other Funding

EXPENSE (DOE Function Category)	General Fund	Other Funding						TOTAL
	Proposed \$	Total Grants \$	PreK Tuition	Circuit Breaker	Bus Revenue	School Lunch	Student Activity	
Administration	\$1,396,070							\$ 1,396,070
Instructional Leadership	\$4,438,357	\$ 115,830	-	-	-	-	-	\$ 4,554,187
Teachers	\$24,772,363	\$ 109,541	-	-	-	-	-	\$ 24,881,904
Other Teaching Services	\$6,731,474	\$ 803,007	\$ 504,759	\$ 781,233	-	\$ 112,653	\$ 141,640	\$ 9,074,766
Professional Development	\$340,939	2,500	-	-	-	-	-	\$ 343,439
Instructional Materials/Equip/Tech	\$749,243	\$ 51,660	-	-	-	-	-	\$ 800,903
Guidance, Counseling, Testing	\$2,200,344	-	-	-	-	-	-	\$ 2,200,344
Pupil Services	\$3,828,863	\$ 239,047	-	-	\$ 522,717	-	-	\$ 4,590,627
Operations and Maintenance	\$3,188,352	-	-	-	-	-	-	\$ 3,188,352
Fixed Charges	\$213,574	-	-	-	-	-	-	\$ 213,574
Out-of-District Expenditures	\$1,392,847	-	-	-	-	-	-	\$ 1,392,847
<b>TOTAL EXPENSE \$:</b>	<b>\$ 49,252,426</b>	<b>\$ 1,321,585</b>	<b>\$ 504,759</b>	<b>\$ 781,233</b>	<b>\$ 522,717</b>	<b>\$ 112,653</b>	<b>\$ 141,640</b>	<b>\$ 52,637,013</b>

## Contract Agreement Budgetary Impact - FY27

Unit	FY27 Agreement Terms	Increase in Dollars
Teachers	2.0% + Longevity	\$1,442,413
Support Professionals	2.0% + Longevity	\$165,987
Custodians	2.0% + Longevity	\$39,115
Nurses	OPEN	-
Other (non-union)	Varies	\$129,573
<b>Total Salary Increase</b>		<b>\$1,777,088</b>



## Full-Time Equivalents (FTE) Changes

	---- General Fund ----		---- Grant Funds ----		-- Revolving Funds --		---- TOTAL ----	
	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount
<b>FY26 Base Total</b>	442.186	472	21.000	22	10.500	11	473.686	505
Enrollment Changes:	(1.000)	(1)	0.000	0	0.000	0	(2.000)	(1)
Level Service:	0.000	0	0.000	0	0.000	0	0.000	0
Strategic Priorities:	(2.000)	(2)	0.000	0	2.000	2	0.000	0
Other Critical Needs:	0.000	0	0.000	0	0.000	0	0.000	0
<b>FY27 Budget</b>	<b>439.186</b>	<b>469</b>	<b>21.000</b>	<b>22</b>	<b>12.500</b>	<b>13</b>	<b>471.686</b>	<b>504</b>
Total +/- diff.:	(3.000)	(3)	0.000	0	2.000	2	(2.000)	(1)

## Five-Year Capital Plan, FY27 Capital Requests and Warrant Articles

The Capital items below are submitted for the Town Meeting's consideration. All of the following capital projects are on the [SPS 5-15 Year Capital Plan](#) for FY27.

<b>Schools Carpet Replacement</b>	<b>CIP_FY27_SPS FAC-1</b>	<b>\$40,000</b>
Ongoing carpet replacement program <i>Funding Source Recommendation: <u>Town Manager Small Capital</u></i>		
<b>VCT Replacement</b>	<b>CIP_FY27_SPS FAC-2</b>	<b>\$40,000</b>
Ongoing tile replacement program with Vinyl Composition Tile (VCT) in all schools. <i>Funding Source Recommendation: <u>Town Manager Small Capital</u></i>		
<b>Bathroom Partitions and Replacements</b>	<b>CIP_FY27_SPS FAC-3</b>	<b>\$25,000</b>
<i>Repair and/or replace bathroom partitions in all schools. Funding Source Recommendation: <u>Town Manager Small Capital</u></i>		
<b>Painting</b>	<b>CIP_FY27_SPS FAC-4</b>	<b>\$40,000</b>
Ongoing painting program at all schools. <i>Funding Source Recommendation: <u>Town Manager Small Capital</u></i>		
<b>Ceiling Tile Replacements</b>	<b>CIP_FY27_SPS FAC-5</b>	<b>\$25,000</b>
Ongoing ceiling tile replacement program at all schools. <i>Funding Source Recommendation: <u>Town Manager Small Capital</u></i>		



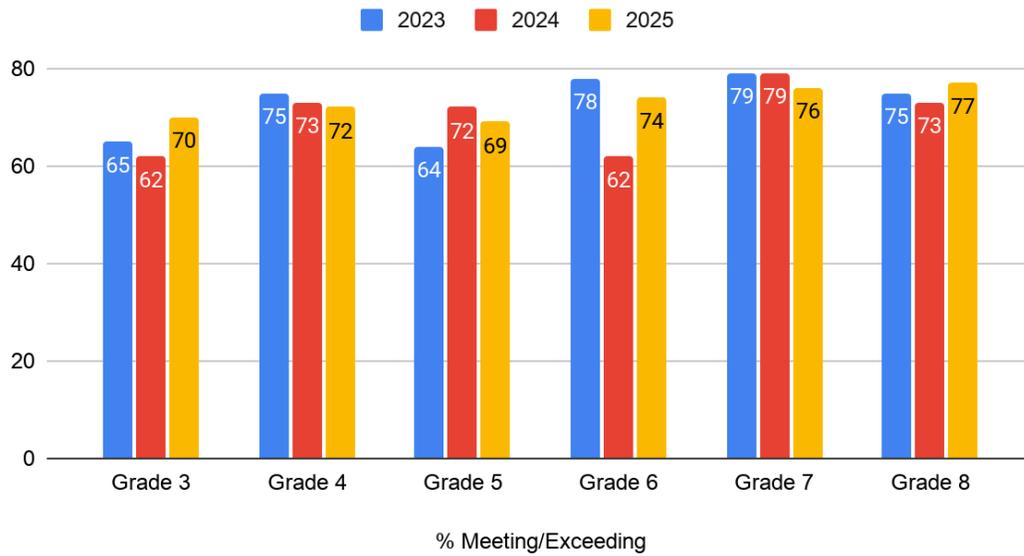
<b>School Exterior Metal Doors</b>	<b>CIP-FY27_SPS FAC-6</b>	<b>\$25,000</b>
Ongoing Exterior Metal Door replacement program at all schools. <i>Funding Source Recommendation: <u>Town Meeting Warrant Article</u></i>		
<b>School Safety Enhancements</b>	<b>CIP-FY27_SPS FAC-7</b>	<b>\$450,000</b>
Infrastructure improvements to improve school safety at all schools.		
<b>Fire Alarm and Emergency Lighting Repairs/Replacements and Bi-Directional Amplification System Installation</b>	<b>CIP_FY27_SPS FAC-8</b>	<b>\$660,500</b>
Fire alarm and emergency lighting repairs and replacement project for Curtis, Loring, and Haynes schools; For all schools: installation of a bi-directional amplification system design project. <i>Funding Source Recommendation: <u>Town Meeting Warrant Article</u></i>		
<b>Building Management System Capital Repairs</b>	<b>CIP_FY27_SPS FAC-9</b>	<b>\$110,000</b>
This funding will be used to replace failed elements of the building management system throughout all five schools. <i>Funding Source Recommendation: <u>Town Meeting Warrant Article</u></i>		
<b>Classroom Instructional Equipment Replacement</b>	<b>ATM Warrant</b>	<b>\$100,000</b>
Interactive Display, Wireless Video Projection, and Auditory Support (~20 total classrooms) <i>Funding Source Recommendation: <u>Town Meeting Warrant Article</u></i>		



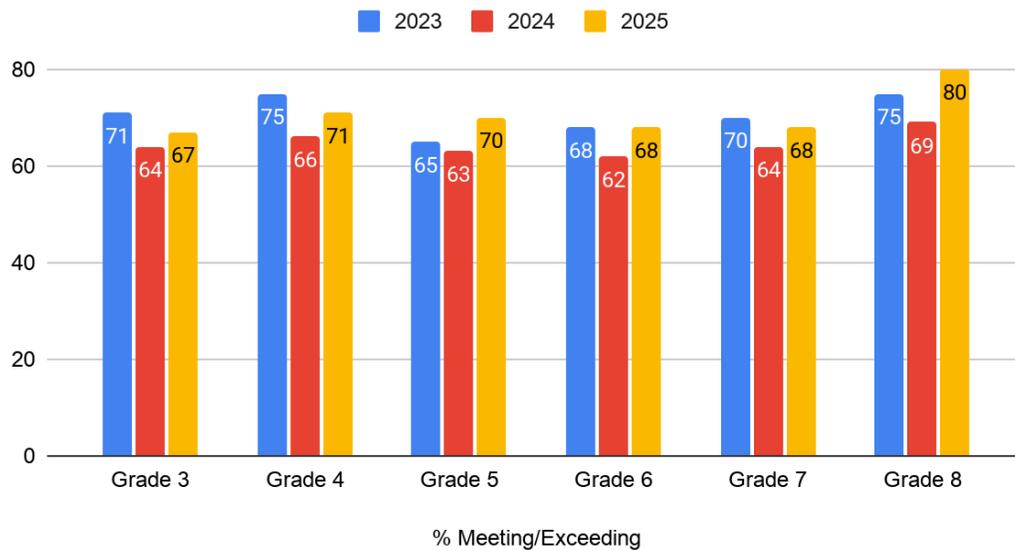
## MCAS Outcomes

The summary data from 2023-2025 including all grade levels shows steady growth and high achievement. The expected range for growth, which is the Student Growth Percentile (SGP) is 40-60. SPS has met that target growth rate with an average SGP of 59 in both math and ELA. SPS was honored by the state for reaching pre-pandemic levels in mathematics in 2025.

### Mathematics



### English Language Arts



## METCO

SPS has been a Metropolitan Council for Educational Opportunities (METCO) district since 1975. Our charter allows us 70 student seats. Sudbury receives grant funding from the Commonwealth which is used to fund transportation, a director, program liaisons, bus monitors, membership fees, and extended day/year services for students. SPS students participating in the METCO program matriculate to Lincoln Sudbury Regional High School.



	Kinder- garten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
<b>25-26</b>	3	7	7	10	7	2	11	12	9
<b>24-25</b>	7	4	10	7	2	10	12	9	7
<b>23-24</b>	4	9	8	2	10	8	7	7	8
<b>22-23</b>	8	8	2	12	6	8	8	8	7
<b>21-22</b>	8	2	11	4	8	8	7	7	6
<b>20-21</b>	4	8	3	6	11	7	8	8	6
<b>19-20</b>	6	4	7	11	7	9	8	9	10
<b>18-19</b>		5	7	6	11	9	11	10	8
<b>17-18</b>		8	8	12	10	10	9	10	3

*\*Note enrollment reflects October 9, 2025 data*



## English Learners

SPS delivers services to English Learners (EL) using a Sheltered English Immersion (SEI) model. Students receive structured English Language Development (ELD) instruction until they meet Department of Elementary and Secondary Education guidelines for exiting the ELD program. After exiting, students are monitored for 6 years. Students whose families opt out of ELD services are also monitored using district and state measures. SPS follows state guidelines for service delivery to the best of its ability, meaning that “newcomers” receive more intensive services than those whose English language skills are reaching the proficiency level of native speakers. At this time, SPS has 17 students qualifying for “foundational services” equaling 450 minutes per week, and 41 students qualifying for “transitional services” equaling 225 minutes per week. Families of students receiving EL services receive progress updates.



	PK	K	Gr 1	Gr 2	Gr 3	Gr 4	Gr 5	Gr 6	Gr 7	Gr 8	Total	FEL*
<b>25-26</b>	<b>6</b>	<b>15</b>	<b>15</b>	<b>11</b>	<b>7</b>	<b>4</b>	<b>2</b>	<b>1</b>	2	2	<b>58</b>	<b>77</b>
<b>24-25</b>	3	17	14	13	9	4	4	2	1	1	68	77
<b>23-24</b>	5	17	18	13	8	6	3	1	1	2	74	65
<b>22-23</b>	5	15	16	8	11	7	1	1	1	0	65	74
<b>21-22</b>	4	13	6	20	7	6	3	2	3	1	65	58
<b>20-21</b>		3	13	14	11	8	4	4	2	1	59	54
<b>19-20</b>		14	13	14	8	8	7	2	1	1	68	41
<b>18-19</b>		11	12	6	7	7	3	1	3	1	51	36
<b>17-18</b>		12	7	7	4	2	5	1	0	1	39	34

\*Former English Learner



## Student Services

### **Sudbury Inclusion Statement: All means ALL**

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

### **The Student Services Team**

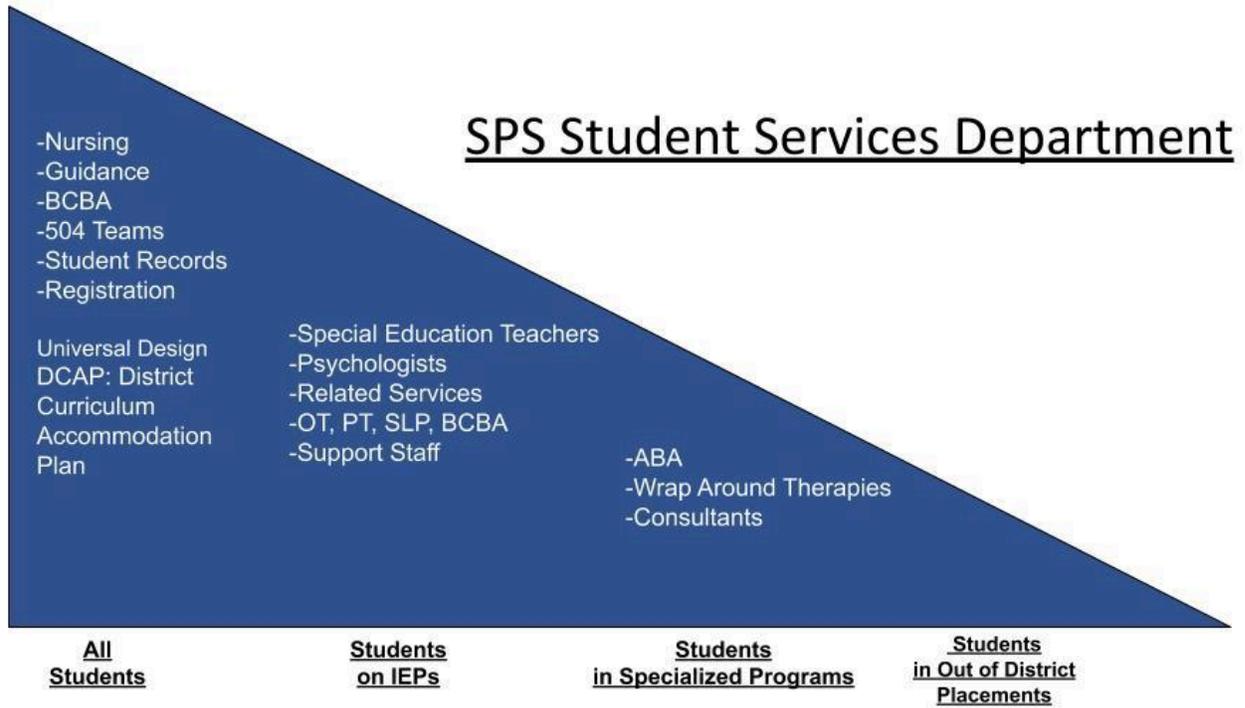
The Student Services team is composed of both General and Special Educators who support all students. This includes:

- Special Education Team Chairs
- Nurses
- Guidance Counselors
- Social Workers
- Adjustment Counselors
- Psychologists
- Special Education Teachers
- Board Certified Behavioral Analysts (BCBAs)
- Occupational Therapists (OT)
- Physical Therapists (PT)
- Speech and Language Therapists (SLP)
- Education Support Professionals, including Teaching Assistants, Tutors and Applied Behavior Analysis (ABA) Tutors



# Services and Continuum

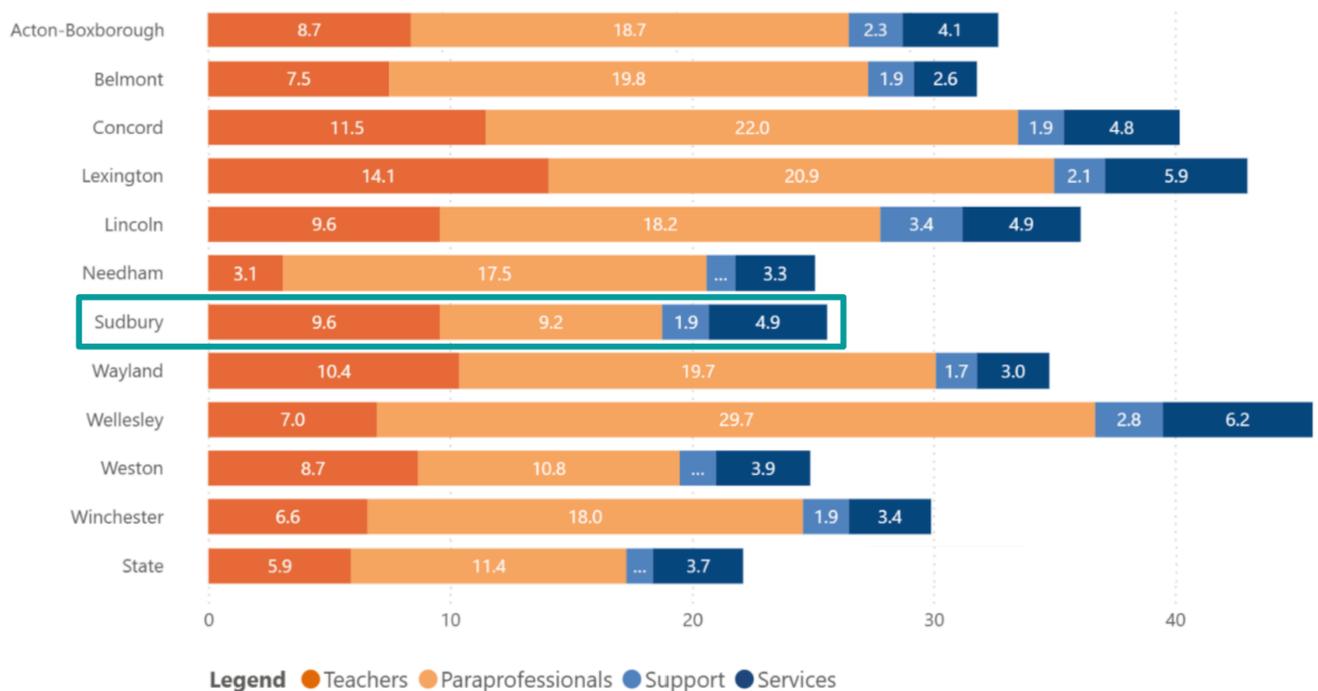
The Department of Student Services supports all PK-8 students.



## Staffing Comparables

Sudbury has invested in special education teachers to work with students, while keeping the number of paraprofessionals in balance. The allocation of teachers and services is substantial. Additionally, Sudbury has fewer total FTEs in the special education department than eight of our comparable districts. This data fluctuates based on student needs each year.

The data below shows the number of special education FTEs per 100 Students With Disabilities (SWDs).



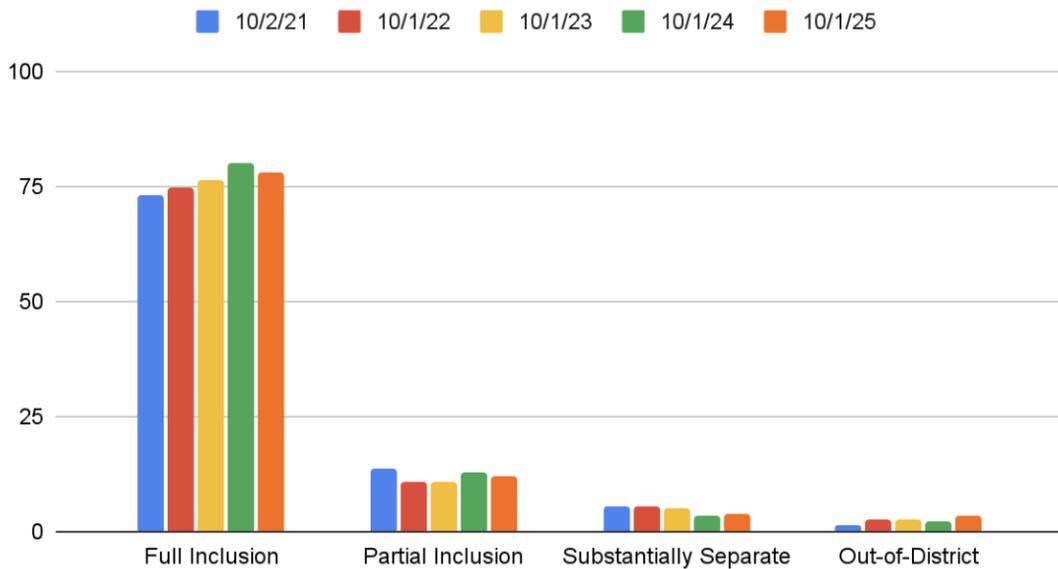
Source: DESE (Department of Elementary and Secondary Education) RADAR (Resource Allocation and District Allocation Reports)



## Special Education Enrollment

Over the past five years, there has been an increase in the number of students receiving special education services K-8. However, there remains a commitment by the district to invest in robust inclusive practices in both full and partial inclusion placements with in-district programming. The continuum of service delivery intensifies with the need for out-of-district placements, though the trend remains relatively stable.

### % of Students on IEPs by Placement



## Technology

These are the principles that inform how the technology department supports the District's Goals:

- To offer technology resources that enhance teaching and learning
- To provide tools that promote achievement, creativity, and collaboration for all students
- To provide the data resources needed to support assessments and inform instruction
- To support the full range of technology services needed in a modern school environment

### **Instructional Resources**

The district is dedicated to ensuring all students have equitable access to technology. In elementary schools, classrooms in grades K-1 share one laptop cart between every two classrooms, while grades 2-5 have one cart per classroom. At the middle school level, a 1:1 program provides every student with a laptop for both school and home use. This program leverages a learning management system, Schoology, to enhance classroom organization and connectivity.

Teachers are equipped with a range of technology resources, including laptops and projection devices. Recent additions, such as document cameras, interactive displays, audio systems, online learning management platforms, and video conferencing tools, expand the standard set of tools available. These innovations support diverse instructional methods and approaches.

### **Online Subscriptions**

The Sudbury Public Schools maintains a range of online resources that support both instruction and operations. The budget prioritizes funding for assessment and skill reinforcement platforms. Many of these online resources are funded through the Student Services budget, further enhancing access to educational tools.

As new technologies emerge, it shapes the direction of our professional learning and best practices, including working with teachers to develop responsible use of generative AI for enhanced instruction and learning. The district maintains a high level of commitment to student data privacy in its online systems and secures data privacy agreements with vendors through the Student Data Privacy Consortium.



# The Year in Review

## Professional Development Focus

Sudbury Public Schools prioritizes high-quality professional development for educators. Our goal is to ensure that all staff have access to ongoing learning opportunities that support their growth and enhance student learning. During the 2025-26 school year, a sampling of our work includes:

- **EL Curriculum Training:** Elementary classroom teachers, literacy specialists, ELD teachers, and special educators in grades K-5 are in their first year of implementing the Expeditionary Learning (EL) curriculum in English Language Arts. In addition to professional development led by EL coaches, our teams attend planning meetings weekly at the school level and bi-weekly and monthly at the district level.
- **Middle School Science:** At the middle school, the OpenSciEd curriculum is in its second year of a 3-year implementation. This science curriculum incorporates significant shifts in teaching practices, grade-level content distribution, and expectations for student work, as we align each of these more fully with the Next Generation Science Standards. Ongoing PD focuses on differentiation of OpenSciEd materials and learning activities, formative and summative assessments, and evidence-based reflection on each unit taught.
- **IEP Implementation:** SPS continues to implement the revised Individualized Education Program (IEP) framework to better support the needs of students with disabilities. The special education teams are continuing to refine this work.

## Educational Programming Disability Awareness

Sudbury Public Schools received a grant from the Sudbury Foundation which enabled the district to provide tailored lessons in disability awareness in grades 3-5 during the 2024-2025 school year. SPS is grateful to have been able to continue this work in the 2025-2026 school year thanks to an additional Sudbury Foundation grant, which has provided professional development and modeling for classroom teachers. Lessons include topics such as: physical disabilities, cognitive differences, autism, and anxiety. Directly teaching students about specific disabilities establishes a strong, consistent foundation for continuing education in the area of disability awareness. Sudbury educators will take over the instructional piece of these lessons in the 2026-2027 school year.

## Say Something Anonymous Reporting System (ARS)

Last year, SPS launched the Say Something Anonymous Reporting System. Students in grades 4-8 learned how to recognize warning signs and threats—whether on social media, in school, or within the community—from individuals who may pose a danger to themselves or others. The Say Something ARS program is provided by Sandy Hook Promise (SHP), a national non-profit organization. They have a proven track record and extensive experience working effectively with children, parents, and educators to improve school safety and culture. We continue to partner with SHP this year and train students in grades 4-8 and as well as all district staff.



### **UDL Retrofit**

The UDL Retrofit project is a five-year initiative designed to modernize instructional tools in all SPS classrooms, ensuring both teachers and students have access to a unified set of resources that support inclusive teaching and learning. Guided by the principles of Universal Design for Learning (UDL), the project prioritizes tools that meet the diverse needs of all students, including those requiring specialized support. In our first two years, the Sudbury Public Schools successfully deployed 48 Touchview interactive displays and 72 Lightspeed Redcat audio systems to classrooms at all five schools.

### **Student Art Gallery**

Sudbury has a strong fine arts program. SPS K-8 art teachers have collaborated to create a Sudbury Student Art Gallery at the SPS Central Office. The 2026 installation and Student Art Gallery celebration will be held on February 25, 2026. At the Student Art Gallery events, student artists are recognized and the community is invited to join the celebration and appreciate their work.

## The Year Ahead

### **Elementary ELA (English Language Arts) Curriculum Update**

Educators will continue the implementation of Expeditionary Learning (EL) for the elementary ELA curriculum. The focus area for implementation in year two will turn toward assessments and data. Educators will be oriented in using the EL data tracking systems, collaborate on data interpretation, and review data and student samples to determine the implications for instruction. A revised ELA report card will be implemented in the next school year which will reflect the most recent ELA framework presented by DESE (Department of Elementary and Secondary Education). In middle school, we will embark on the full implementation of benchmark writing assessments which will occur in English and social studies classrooms. In all these scenarios, district Literacy Specialists will support teachers' collaboration efforts as well as provide individualized coaching. Additionally, special educators will continue to develop their proficiency in modifying the EL curriculum in order to make sure that we are supporting all learners with their individual needs.

### **Math Course Pathways Revision:**

As part of the completion of our updated mathematics course progression, eighth-grade students will have the opportunity to enroll in an elective course focused on eighth grade Geometry standards. This revised progression is designed to strengthen students' readiness for Algebra in eighth grade and Geometry in ninth grade, while also allowing additional time in seventh grade to develop essential foundational skills. In FY26, we introduced a new course level for seventh grade students, and in FY27, we will complete the transition with the introduction of the Geometry course.



### **Science Curriculum Update**

As we enter the final phase of our multi-year strategic rollout, the district remains committed to delivering a rigorous, phenomenon-based science curriculum that fosters critical thinking and student agency across all grade levels. Middle school educators will continue the implementation of OpenSciEd, a high-quality, phenomenon-based program that connects science practices and concepts to real-world observations. The program is rooted in meaningful real-world experiences that bridge the gap between abstract principles and tangible observations. To ensure a cohesive experience, elementary educators are utilizing a revised curriculum that prepares younger students for this instructional model, allowing them to take greater ownership of their learning through investigation, questioning, and drawing conclusions. This transition is supported by the Science and Engineering Curriculum Specialist and the Instructional Coach, who provide curriculum development, materials management, targeted professional development, and co-teaching and planning to ensure instructional success across all grade levels.

### **METCO**

Sudbury METCO Department is committed to providing students and families enriching and supportive opportunities to thrive. These opportunities include:

- Stem4everyone, which is a math tutoring program that provides free 1:1 math tutoring to METCO students from select METCO districts via Zoom to help build strong math skills, while providing targeted support and personalized attention.
- SPS is collaborating with Lincoln-Sudbury's METCO program to increase access to sports participation. The Lincoln-Sudbury's Sports Bus makes a stop at Curtis Middle School on Mondays-Thursdays before picking up athletes from L-S and then continues to Boston. This collaboration strengthens the connection between the middle and high schools, promoting a sense of community and shared identity.

### **Nixon and Haynes Roof Project**

The Sudbury Public Schools are committed to investing in essential infrastructure that is essential to ensuring the best outcomes for students. Over the past year, District staff have worked with the Massachusetts School Building Authority (MSBA) to design and implement a new roofing system for the Josiah Haynes Elementary School as well as replace approximately 50% of the General John Nixon Elementary School's roof. This partnership with the MSBA will provide a 41.32% reimbursement of the roof replacement costs. We are committed to improving physical spaces for students across the district, and to significantly accelerate our progress toward that goal during our yearly capital planning efforts.

### **UDL (Universal Design for Learning), Year 3**

In the third year of our classroom UDL retrofit initiative, we will continue expanding access to interactive displays, audio enhancement systems, and document cameras, further modernizing the instructional tools available in Sudbury Public Schools classrooms. Our commitment to equitable and inclusive education remains steadfast as we integrate technology that removes barriers to learning, enhances engagement, and supports diverse instructional needs.





# Sudbury Public Schools

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## **Roles & Responsibilities**

### **Goals**

Having clear goals, and putting a high priority on meeting the goals, is one characteristic of a highly effective school committee. Establishing district goals is also a legal responsibility of the school committee. Goal setting is done most successfully when it is accomplished in concert with the superintendent. At goal setting time, the school committee represents the vision and values of the community in the discussion and the superintendent identifies what is needed to get the job done. These two elements come together at the committee table to establish a vision and goals for the district.

Before goals are determined, the school committee must establish a clear mission and vision. A mission defines why the organization exists. This is why many district mission statements look very similar – in essence, districts all exist for the same reason – to educate the students in the district. A vision describes the future you want to create. Vision statements vary from district to district, reflecting differing community values. Once a vision and mission are established, goals become the path to realizing the vision.

The former practice of a detailed strategic plan that articulates a very rigid set of goals has faded in popularity. These plans were often not flexible enough to adapt to changes and contained too many goals to be realistic. Instead, many districts now develop a “District Strategy.” In different places, this may be called a District Improvement Plan or even the Strategic Plan. The District Strategy still may extend out several years. However, it is much more flexible to take into consideration changing needs and changing circumstances.

The District Strategy is developed with input from many different stakeholders on what they see as the strengths, weaknesses, challenges and opportunities the school district is facing. It also requires a thorough look at data to understand what areas need improvement and what the issues might be that are standing in the way of improving. Exactly how the District Strategy is created differs from district to district. In some, the superintendent might take the lead and keep the committee informed of progress. In others, the school committee leads the process. The process should be determined as planning begins so that the school committee is assured that its voice is reflected as the plan develops. No matter what process is used to draft the Strategy, ultimately it is the school committee that would formally vote to adopt the plan and goals to be implemented.

Once a District Strategy is developed and approved, several elements must be in place to help assure success. First, the goals must be aligned throughout the district. This means that the superintendent's goals, the administrator goals, school improvement goals and teachers goals all support the District Strategy.

In addition, goals must be monitored to ensure progress. Goals put a frame around and give structure to the school committee's work. The committee has the responsibility to establish goals. Once established, a major focus of the committee's work becomes monitoring progress toward the goals through presentations at school committee meetings. The school committee holds the superintendent accountable for progress through the superintendent evaluation process. The superintendent is also monitoring goals and is better able to make or recommend changes in the implementation if the goal is not being met through the defined actions.

Once a broad District Strategy is defined and implementation begins, the school committee and superintendent can develop a cycle to make sure the plan is being implemented, monitored, evaluated, and adjusted as necessary.

### **Goal Setting Cycle**

A District Strategy generally extends out three to five years and contains a relatively small number, usual three to five broad, integrated goals. Each year, more specific goals are set describing actions in more detail that will bring the district closer, in that year, to realizing the broad goals in the Strategy. There are referred to as SMART goals (Specific, Strategic, Measurable, Action-oriented, Realistic, Results-oriented, and Timed and Tracked). SMART goals also have key actions and benchmarks – what will happen and while it will happen. This makes the monitoring function much easier because the committee can hear presentations thought the goal implementation cycle to monitor progress based on benchmarks.

Many school committees and superintendents plan for the next school year's SMART goals sometime in the late spring or summer. Often, a workshop or retreat – at least annually – will allow time for the school committee and superintendent to have these in-depth discussions and for everyone to have ample into to reach consensus. A workshop often takes place in a less forma setting than a regular business meeting, allowing for a more free-flowing dialogue. While it is a posted public meeting, it need not be a time when decisions are finalized, but rather where information is exchanged that will lead to a formal decision at a later time.

While having the discussion on SMART goals, one important factor to consider is the desired outcome. Making sure everyone is clear on the positive change that will occur when the goal is realized will help everyone understand how to determine when the goal has been reached. It will help inform the data to collect and the presentations that will be beneficial in measuring progress. Perhaps most importantly, a good discussion on desired outcomes will help ensure that everyone has the same understanding of what the goal is intended to achieve.

Once goals are finalized, a year-long agenda can be developed. Developing a year-long agenda gives the school committee and superintendent the opportunity to decide what presentations they would like to schedule that would help the committee and the community understand how the goals are being implemented and the resulting progress. It can also help the committee be aware of the developing next steps to implement the District Strategy and understand the resources and support that will be needed to do so. A year-long agenda would include presentations that help the school committee monitor both progress and results.

As the end of the cycle approaches, it is time to summarize the progress and start planning for the next cycle. Most often, the superintendent's evaluation is part of this process. This is a time for the superintendent and committee to assess the progress made on the goals and establish a new set of SMART goals for the upcoming cycle.

Below are some sample District Strategies and SMART goals. You will also find some questions to help guide the development of a SMART goal.

## **Sample District Strategies**

Canton Public Schools:

[http://www.cantonma.org/files/\\_sOGNj\\_/65b73b28311c0ac13745a49013852ec4/Strategic\\_Framework\\_2018\\_\\_2023\\_FINAL\\_180906.pdf](http://www.cantonma.org/files/_sOGNj_/65b73b28311c0ac13745a49013852ec4/Strategic_Framework_2018__2023_FINAL_180906.pdf)

Melrose Public Schools:

[https://www.melroseschools.com/sites/melrosemaps/files/uploads/school\\_strategy\\_overview\\_2017-18.pdf](https://www.melroseschools.com/sites/melrosemaps/files/uploads/school_strategy_overview_2017-18.pdf)

North Andover Public Schools:

<http://www.northandoverpublicschools.com/departments/superintendent-s-office/strategic-plan>

## **Sample School Committee SMART Goals**

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*Massachusetts Association of School Committees (2020)*

1. By June of 20XX, the School Committee will have reviewed and approved district policies in order to articulate support for a rigorous, challenging and innovative learning environment aligned with community standards as measured by agenda items, meeting minutes and policy revisions:
  - Identify policies related to teaching and learning by September and set out a plan for their review.
  - Review and revise teaching and learning policies by June.
  
2. By June 20XX, the School Committee will review, fund and adopt the district's professional development plan so that the district can continue to develop highly qualified educators, as well as expand professional development offerings that are aligned with both the district Strategy Overview and the identified needs of staff as measured by agenda items, meeting minutes and budget documents.
  - The SC will continuously review the Strategy Overview to understand the needs of the district by June, October and April.
  - The SC will assign a liaison to the PD Committee by July.
  - The SC liaison to the PD Committee will work with the Assistant Superintendent for Teaching and Learning to develop a report showing how the efficiency and effectiveness of professional development can be evaluated in the district by December.
  - The SC will evaluate the use of PD resources based on the report of efficiency and effectiveness by March.
  
3. By June, the School Committee will have developed and implemented a proactive communication plan that celebrates the successes of the district and that engages the public in open conversations regarding the district's challenges as measured by agenda items, meeting minutes and increased attendance of liaisons at district and city events.
  - The SC will establish a Communications subcommittee by September.
  - The Communications subcommittee will report back to the committee with an action plan by December.
  - The SC will review the use of liaisons and their role in communications by September.

4. By June, the School Committee will have developed, approved and advocated for a sound budget that will support the goals of the district to improve teaching and learning and raise student achievement as measured by agenda items, meeting minutes and budget documents
  - The SC will engage in public discussion regarding the anticipated needs of the district by December.
  - The SC will review the budget setting process and approve changes as needed by December.
  - The SC will develop an FYXX budget that advocates for appropriate funding to meet the future resources necessary for strategic, long range planning of the district by April.
  - The SC will advocate with the community, the Board of Selectmen and State Representatives for the support of improved funding for the schools.

### **Questions to Answer in Developing a SMART Goal**

1. **Why** is this topic/focus important? (STRATEGIC/RELEVANT)
2. **What/who** will benefit and how? (SPECIFIC, RIGOROUS, RESULTS-FOCUSED)
3. **How** will we know the goal has been achieved? (MEASURABLE)
4. **How** will I demonstrate progress toward this goal? (ACTION-ORIENTED, TRACKED)



# Sudbury Public Schools

## District Strategic Plan

### 2025-2030

#### *Forward*

The success of every student in our schools is at the heart of all that we do. This Strategic Plan developed using DESE’s Planning for Success (PfS) process serves as a guiding framework to ensure that our district remains focused, intentional, and unified in pursuit of educational excellence and equity for all learners. It outlines our shared vision and core priorities designed to prepare students for success in a rapidly changing world.

The purpose of this Strategic Plan is to align our district’s goals, resources, and initiatives with a clear, long-term vision for student achievement and well-being. It provides a roadmap for decision-making, continuous improvement, and accountability across schools and departments. By clearly defining our priorities, the plan enables us to measure progress, celebrate growth, and prepare thoughtfully for challenges and changing needs.

In an educational landscape marked by evolving expectations, diverse student needs, and increasing demands on schools, it is essential to act with clarity and coherence. Using the following criteria, this plan was developed to ensure it reflects shared values and aspirations.

- **Compelling and Aspirational:** The initiative is motivating and future-oriented, reflecting the district’s vision and values while inspiring commitment and innovation.
- **Coherence Across Initiatives:** The initiative aligns with and reinforces the other initiatives, avoiding redundancy or contradiction; together they form a unified direction.
- **Supports Rigorous Implementation:** The initiative is designed to promote depth over breadth, reflection on practice, and continuous improvement through intentional implementation action steps.
- **High Leverage:** The initiative is likely to produce a significant, measurable impact on student outcomes and/or system performance, especially when implemented well.
- **Feasible:** The initiative is achievable within the district’s current or reasonably projected capacity (resources, time, staffing).

Grounded in research and responsive to local context, the Strategic Plan is not just a document—it is a living commitment to equity, innovation, and excellence. It ensures that all students—regardless of background or circumstance—have access to rigorous, inclusive, and supportive learning environments that foster both academic and personal growth.

# Sudbury Public Schools

## District Strategic Plan - 2025-2030

### *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.

### *Core Values*

- Enhance the learning and teaching process to enable and inspire students to achieve their potential
- Actively promote personal responsibility and integrity
- Seek and promote opportunities to advance equity
- Cultivate a lifelong commitment to community

### *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 marginalized groups 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.

### *Theory of Action*

IF SPS provides:

- Differentiated high quality instruction
- Safe school environment
- Instructional leadership and ongoing professional development
- The use of data to inform instruction

THEN:

- Students will be challenged and their varied learning needs met
- Capacity of educators will grow
- Existing achievement gaps will narrow

### *Strategic Objectives*

**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 Students:** Sudbury Public Schools provides equitable learning experiences to engage and challenge every student.

## Strategic Initiatives

<p>1.a. Strengthen and maintain district wide safety protocols through continuous monitoring to foster safe and supportive schools.</p>	<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>	<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>
<p>1.b. Enhance educator capacity to include consistent, daily SEL practices to promote a positive climate for learning.</p>	<p>2.b. Develop and implement a structured, inclusive, and evidence-based curriculum review process that ensures academic programs align with current standards and meet the evolving needs of our students.</p>	<p>3.b. Create and support a reflective culture built on a foundation of evidence to promote continuous improvement.</p>
<p>1.c. Examine the <i>Facilities Conditions Assessment</i> to plan for and address the infrastructure needs in providing a safe, healthy, learning environment in all SPS school buildings.</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>	<p>3.c. Review specialized programs, structures and supports to meet the learning and emotional needs of all students.</p>
		<p>3.d. Enhance collaboration and accessible communication with the SPS community to foster student success, build partnerships with families, and reduce barriers to inclusion.</p>

## Action Steps

<p>1.a. Strengthen and maintain district wide safety protocols through continuous monitoring to foster safe and supportive schools</p> <ul style="list-style-type: none"> <li>● 1.a.i. Develop and implement a professional development module to build staff capacity in identifying signs of depression and suicide.</li> <li>● 1.a.ii. Provide training for staff and instructional sessions for students on <i>Say Something Anonymous Reporting System</i></li> <li>● 1.a.iii. Communicate the purpose and procedures for reunification to staff and families</li> </ul>	<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"> <li>● 2.a.i. Implement Expeditionary Learning (EL) grades K-5</li> <li>● 2.a.ii. Pilot EL in grade 6</li> <li>● 2.a.iii. Explore ELA implications for 7 and 8</li> <li>● 2.a.iv. Review and align mathematical course content with HQIM and course progressions and continue to focus on engaging and equitable mathematical experiences for all students</li> <li>● 2.a.v. Complete the full implementation of Bridges in</li> </ul>	<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"> <li>● 3.a.i. Continue to develop a shared understanding of MTSS and Universal Design for Learning</li> <li>● 3.a.ii. Review, revise, and align protocols and entrance and exit criteria for Tiered Support Systems</li> <li>● 3.a.iii. Engage the early childhood community to understand their needs for equitable access.</li> <li>● 3.a.iv. Provide professional development regarding the</li> </ul>
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	<p>Mathematics 3rd Edition in all K-5 classrooms</p> <ul style="list-style-type: none"> <li>● 2.a.vi. Implement additional grade 7 mathematics course to align with grade level standards and practices</li> <li>● 2.a.vii. Design supplemental course for 8th grade Geometry standards to offer additional pathway into Algebra</li> <li>● 2.a.viii. Continue the 3-year implementation of OpenSciEd at the middle school</li> <li>● 2.a.ix. Realign elementary science curriculum by shifting to a phenomenon-based storyline approach, and developing guidance documents to improve alignment in science teaching and learning</li> <li>● 2.a.x. Review and revise the scope and sequence for the middle school Health and Physical Education curricula to align with the new National Health Standards and MA Health Framework, ensuring a skills-based approach.</li> </ul>	<p>disability awareness curriculum in grades 3-5</p> <ul style="list-style-type: none"> <li>● 3.a.v. Continue the district's ADA transition work and normalize use of assistive technologies in large presentation spaces to reach all audiences</li> <li>● 3.a.vi. Deploy classroom UDL (Universal Design for Learning) instructional technology (Year 2 of 5)</li> </ul>
<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"> <li>● 1.b.i. Model SEL signature practices during professional development sessions and staff meetings</li> <li>● 1.b.ii. Facilitate professional learning in implementing SEL signature practices</li> </ul>	<p>2.b. Develop and implement a structured, inclusive, and evidence-based curriculum review process that ensures academic programs align with current standards and meet the evolving needs of our students.</p> <ul style="list-style-type: none"> <li>● 2.b.i. Conduct a comprehensive curriculum review of our World Languages program</li> <li>● 2.b.ii. Outline a curriculum review timeline for all core content areas</li> </ul>	<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"> <li>● 3.b.i. Provide coaching and collaboration time on using data to analyze and evaluate information through an equity lens to support daily instruction</li> <li>● 3.b.ii. Expand data warehousing capacity</li> <li>● 3.b.iii. Utilize the updated DCAP (District Curriculum Accommodation Plan) to inform the Student Support Teams (IST/BBST) processes</li> </ul>
<p>1.c. Examine the <i>Facilities Conditions Assessment</i> 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"> <li>● 1.c.i. Adjust the SPS Capital Plan as appropriate based on the Facilities Conditions Assessment</li> </ul>	<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"> <li>● 2.c.i. Pilot student appropriate AI tools in a managed environment to build AI literacy as a tool for learning in grade 8</li> </ul>	<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"> <li>● 3.c.i. Continue to support staff with the new IEP process</li> <li>● 3.c.ii. Revise mental health goal writing and practices</li> </ul>

	<ul style="list-style-type: none"><li>● 2.c.ii. Implement redesigned digital literacy and computer science courses for grades 6-8.</li></ul>	
		<p>3.d. Enhance collaboration and accessible communication with the SPS community to foster student success, build partnerships with families, and reduce barriers to inclusion.</p> <ul style="list-style-type: none"><li>● 3.d.i. Review our report card and family conference documents for clarity, consistency, and accessibility regarding student academics</li><li>● 3.d.ii. Gather feedback from families about current communication practices</li></ul>

# Definitions

## **Mission**

A concise statement that defines the organization's core purpose—why it exists, who it serves, and what it seeks to accomplish every day. It guides daily actions and decisions in pursuit of the broader vision.

## **Vision**

A clear and inspiring statement of the aspirations for students, describing what future success looks like for them and the school community.

## **Core Values**

The fundamental principles and beliefs that guide decision-making and behavior. These values reflect what the community stands for and drive the actions needed to achieve the vision.

## **Equity Statement**

A declaration of the district's commitment to equity, affirming its responsibility to identify and eliminate barriers to access, opportunity, and achievement. It reflects the belief that all students—regardless of race, background, identity, or ability—deserve the support they need to thrive.

## **Theory of Action**

The set of beliefs and assumptions about how and why specific actions will lead to the desired vision. It explains the rationale behind the strategic plan and serves as the foundation for how change will happen.

## **Strategic Objectives**

Broad, overarching goals that define the key areas of focus for achieving the vision. They outline what the district aims to accomplish and why these goals are essential for improvement.

## **Strategic Initiatives**

Major programs, projects, or efforts that directly support the strategic objectives. They represent the how—the specific ways the district will work toward meeting its goals.

## **Action Steps**

Detailed, sequenced tasks prioritized for implementation in the current school year. These steps define what will be done to carry out the strategic initiatives and move the district closer to achieving its long-term vision.

# Wayland Public Schools

## District Goals & Improvement Plan 2024-2025

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At the District level our responsibility is to create the conditions, structures, and collaborative support for leaders and educators at the building levels to actualize their strategic actions within their school improvement plans.

### Educational Goals

- ***Academic Achievement*** - Strengthen instructional systems, practices, and curriculum as we innovate to meet the diverse needs of all learners by providing a comprehensive range of challenges and supports
- ***Belonging and Equity*** - Foster an inclusive culture of belonging and opportunity where all students and staff feel recognized, valued and supported as integral members of the Wayland School Community
- ***Social-emotional Learning and Wellness*** - Enhance student well-being by employing a systemic, culturally responsive approach to student wellness through curriculum, embedded practices, and a continuum of services

### Additional Goals

- ***Student Services*** - Establish and refine District protocols, procedures, and structures related to special education programs, staffing, and services.
- ***Community*** - Ensure communication is timely, responsive, collaborative, and inclusive; engage families and staff to increase access, involvement, connectedness, and trust;
- ***Operational*** - Develop a plan to improve existing buildings to provide sustainable and up-to-date learning environments.

# Wayland Public Schools

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Goal Area #1: **Academic Achievement** — The District will focus on strengthening instructional systems, practices, and curriculum as we innovate to meet the diverse needs of all learners by providing a comprehensive range of challenges and supports.

Below are key areas of focus that are happening at the school\* and District levels for the 2024-2025 school year. Many of these goals will take multiple years to complete.

Rationale	Strategic Actions	Person(s) Responsible	Outcomes and Measurements (Evidence/Data)	Timeline
There is a need to focus on research-based, high-level instructional strategies that improve academic achievement	<ul style="list-style-type: none"> <li> <b>Elementary:</b> Develop and refine professional development offerings to meet the diverse needs of staff to strengthen instructional practices within a multi-tiered system of support. Ensure we identify students in need of academic support as early as possible and provide multi-tiered systems of instruction to improve achievement.         </li> <li> <b>Middle School:</b> Improve student engagement and deepen student learning in math, science, social studies, English, and world language through the consistent use of accountable talk.         </li> <li> <b>High School:</b> Continue to develop instructional strategies that deepen student engagement and heighten learning through the PLC process and work with Department Heads.         </li> </ul>	<p>Assistant Superintendent, Administrators, Instructional Coaches, teachers</p> <p>Administrators, Curriculum Leaders, teachers</p> <p>Administrators, Department heads,</p>	<ul style="list-style-type: none"> <li>IReady scores, mClass data, Track My Progress data,</li> <li>Classroom observations show effective tiered instructional practices</li> <li>Staff survey data</li> <li>Classroom observations consistently reveal students engaged in academic discourse utilizing effective skills and strategies.</li> <li>Evidence of a range of academic engagement strategies in classroom observations.</li> </ul>	2024-2025



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	<p><b>High School:</b></p> <ul style="list-style-type: none"> <li>Effectively launch the second Innovation Career Pathway (Information and Storytelling) while supporting our first ICP (Business and Finance), which includes development of innovation-themed courses and new career/hands-on experiences.</li> </ul>	Administrators, Innovation Career Pathways (ICP) Coordinator, and ICP teachers	<p>studying in English as measured by classroom assessments</p> <ul style="list-style-type: none"> <li>Feedback data from students and families</li> <li>The program supports the anticipated number of enrolled students. Student feedback data will help us measure success as well. The cohort of ICP teachers meets regularly in order to create and align curricula to develop a cohesive experience for Pathways students.</li> </ul>	
There is a need to strengthen and implement targeted effective student support systems by enhancing our data analytics capabilities	<ul style="list-style-type: none"> <li>Successfully export data into Open Architects dashboard</li> <li>Train administrators and department heads curriculum leaders and coaches on the use of the tool</li> <li>Hold regular meetings to analyze data and drive decision-making around tiered supports and interventions</li> </ul>	Assistant Superintendent, Director of Technology, Building Administrators, Coaches, Department Heads, Curriculum Leaders and house leaders	<ul style="list-style-type: none"> <li>Greater capacity to address the academic needs of student through comprehensive, integrated data analysis in a timely way</li> </ul>	2024-2025
There is an opportunity to leverage AI technologies effectively to create a more adaptive, efficient, and	<ul style="list-style-type: none"> <li>Develop and deliver a multi-tiered professional development program that equips educators with a strong foundation in AI applications for the classroom, empowering them to leverage these tools for personalized learning and streamlined workflows.</li> </ul>	Director of Technology, K-12 Technology Department Heads, Interested staff	<ul style="list-style-type: none"> <li>Evidence of educators piloting AI tools that strengthen student learning and engagement.</li> </ul>	2023-2025

# Wayland Public Schools

## District Goals & Improvement Plan 2024-2025

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inclusive learning environment in our schools.				
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\* School-specific strategic actions are contingent upon the input of School Councils

# Wayland Public Schools

## District Goals & Improvement Plan 2024-2025

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Goal Area #2: **Belonging and Equity** — The District will strive to foster an inclusive culture of belonging and opportunity where all students and staff feel recognized, valued and supported as integral members of the Wayland School Community

Below are key areas of focus that are happening at the school\* and District levels for the 2024-2025 school year. Many of these goals will take multiple years to complete.

Rationale	Strategic Actions	Person(s) Responsible	Outcomes and Measurements (Evidence/Data)	Timeline
There is a need to continue to increase educators' awareness that "what works for most" does not "work for all" and learn explicit strategies that increase belonging for students who have been historically underserved .	<ul style="list-style-type: none"> <li>● Provide level-based professional development focused on creating inclusive school and classroom cultures and the role of educators as "warm demanders," who combine high expectations with strong support for all learners.</li> <li>● At every level our new DEB Lead Teachers will work with the Director of DEB to               <ul style="list-style-type: none"> <li>○ promote culturally responsive teaching</li> <li>○ support building-based antiracist school goals and initiatives</li> <li>○ encourage courageous conversations around race and other -isms, and</li> <li>○ serve as a "go-to" resource for staff.</li> </ul> </li> </ul>	Director of Diversity Equity and Belonging (DEB), Administrative Team, DEB Lead Teachers, Classroom Teachers	<ul style="list-style-type: none"> <li>● Classroom observations consistently show teachers effectively utilizing culturally responsive instructional strategies and practicing the role of warm demanders.</li> <li>● Teacher feedback on PD</li> <li>● Assessment of DEB Lead Teacher Model</li> </ul>	2024-2025
There is a need to ensure all Wayland students experience a sense of belonging and feel that they are treated equitably,	<ul style="list-style-type: none"> <li>● Pilot innovative programming at the middle and high school, funded by Governor Healey's Hate Crimes Prevention Grant</li> <li>● The administrative team and some trained teachers will model restorative justice practices with teams of adults and may</li> </ul>	Administrative Team and Director of DEB	<ul style="list-style-type: none"> <li>● Assessment of programming based on student and staff feedback</li> </ul>	2024-2025

# Wayland Public Schools

## District Goals & Improvement Plan 2024-2025

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especially during this time of heightened polarization in broader society.	experiment with restorative justice practices with students to strengthen community and connections.			
There is a need to ensure we have clear, consistent protocols to address incidents of hate and discrimination.	<ul style="list-style-type: none"> <li>Roll out the newly created Non-Discrimination Protocol by training all district staff and familiarizing the community with its implementation.</li> </ul>	Administrative Council	<ul style="list-style-type: none"> <li>Conduct mid-year and end-of-year assessments of the implementation, analyze the data, and recommend adjustments</li> </ul>	
There is a need to hire and retain a staff that reflects the growing diversity of our student body and create a culture where all staff feel a sense of belonging	<ul style="list-style-type: none"> <li>Provide anti-bias training for hiring leaders and committees</li> <li>Continue offering an affinity group for staff of color in order to provide an identity-safe, supportive space for professional connection and conversations.</li> <li>Continue district membership and participation in MA Partnership for Diversity in Education (MPDE) and IDEAS.</li> </ul>	District Leadership Team, Building Principals, Department Heads, Curriculum leaders, Director of DEB	<ul style="list-style-type: none"> <li>We will see an increase in the hiring and retention of diverse staff over the next three years</li> </ul>	2024-2025

\* School-specific strategic actions are contingent upon the input of School Councils

# Wayland Public Schools

## District Goals & Improvement Plan 2024-2025

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**Goal Area #3: Social Emotional Learning and Wellness** — The District aims to deepen student learning, engagement, and well-being by employing a systemic, culturally responsive approach to curriculum, instruction, and services that support all learners.

Below are key areas of focus that are happening at the school\* and District levels for the 2024-2025 school year. Many of these goals will take multiple years to complete.

Rationale	Strategic Actions	Person(s) Responsible	Outcomes and Measurements (Evidence/Data)	Timeline
There is a need for district-wide alignment in language, skills and competencies that are age-appropriate to increase student skills in CASEL's five core competencies (self-regulation, self-awareness, social awareness, relationship skills, and responsible decision-making.)	<ul style="list-style-type: none"> <li>Teachers across the three elementary schools will pilot two SEL programs (Wayfinder and Second Step) that were determined through the collective work of our district-wide SEL Committee.</li> <li>Piloting teachers will meet regularly to discuss strengths and challenges of each program, using measurable data and assessments.</li> <li>The committee will reach a decision in the spring to determine which program to implement across the elementary schools in 2025-2026.</li> </ul>	Assistant Superintendent, SEL Committee, SEL Pilot Teachers	<ul style="list-style-type: none"> <li>Determine a Curriculum to purchase for implementation in 2025-2026</li> </ul>	2024-2025
There is a need for consistent, proactive strategies to address attendance, particularly those involving student mental health	<ul style="list-style-type: none"> <li>Create and employ a tiered, proactive system of vertically consistent, research-based, age-appropriate strategies to promote strong attendance and prevent patterns of school refusal</li> <li>Horizontally and vertically align communication practices regarding</li> </ul>	Building and District administrators, Counseling teams,	<ul style="list-style-type: none"> <li>Created school and District attendance teams to track attendance and develop intervention plans.</li> <li>Improvement in attendance for our subgroups whose rates of absenteeism is</li> </ul>	2024-2025

# Wayland Public Schools

## District Goals & Improvement Plan 2024-2025

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	attendance		<p>higher than the district average</p> <ul style="list-style-type: none"> <li>Recommended consistent attendance language for Handbooks to School Councils</li> <li>Piloted 1-3 proactive attendance strategies for each of Tier 1, 2 and 3 and analyzed outcomes to drive next steps</li> <li>Aligned communication protocols with families around excessive absences</li> </ul>	
There is a need to revamp our Wellness curriculum to align with the new Massachusetts standards	<ul style="list-style-type: none"> <li>Engage in deep curriculum work aligned to new wellness standards with a focus on healthy relationships</li> <li>Develop a comprehensive outline for health and PE across grades K-12 using the new MA state frameworks.</li> </ul>	K-12 Wellness Director, Wellness Teachers	<ul style="list-style-type: none"> <li>Updated curriculum is aligned to the new standards and ready for implementation</li> </ul>	2024-2026
There is a growing consensus that cell phones impede student health, wellness, and academic engagement	<ul style="list-style-type: none"> <li>Explore options to address cell phone challenges by delving into research, learning from other districts, and engaging with the community to determine what will work best in Wayland.</li> <li>Examine the human and financial resources necessary to implement any changes to current policy/practice.</li> </ul>	Secondary and District administrators, Secondary educators	<ul style="list-style-type: none"> <li>By June, recommend a plan for WPS to address the negative impact of student cell phone use</li> </ul>	2024-2025

# Wayland Public Schools

## District Goals & Improvement Plan 2024-2025

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\* School-specific strategic actions are contingent upon the input of School Councils

# Wayland Public Schools

## District Goals & Improvement Plan 2024-2025

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Goal Area #4: **Student Services** — Establish and refine District protocols, procedures, and structures related to special education programs, staffing, and services.

Below are key areas of focus that are happening at the school and District levels for the 2023-2024 school year. Many of these goals will take multiple years to complete.

Rationale	Strategic Actions	Person(s) Responsible	Outcomes and Measurements (Evidence/Data)	Timeline
There is a need to develop programs that are well-coordinated vertically and effectively communicated to both staff and the community.	<ul style="list-style-type: none"> <li>Continue to monitor and refine program development based on student needs</li> <li>Continue work with consultants that increases our capacity to meet the needs of all learners and ensure evidence-based practices are utilized</li> <li>Create program manuals detailing the vertical integration, description, resources, and criteria for entry and exit.</li> </ul>	Director of Student Services, Student Services Administrators, Special Education teachers/staff	<ul style="list-style-type: none"> <li>Publish and communicate program manuals that explain the vertical alignment, resources and entrance/exit criteria</li> </ul>	2024-2025
There is a need to ensure that our process and procedures are consistent, aligned, and compliant with State and Federal regulations	<ul style="list-style-type: none"> <li>Review and update procedural documents within the shared drive that is used Pre-K-12</li> <li>Bi-weekly meetings with building-based special education administrators</li> <li>Fully implement Department of Elementary and Secondary (DESE)-Mandated Individual Educational Plans (IEP)</li> <li>Establish a designated point of contact for special education services in each school serving as a central resource for families and educators to</li> </ul>	Director of Student Services, Student Services Administrators, Special Education teachers/staff	<ul style="list-style-type: none"> <li>Families will experience a consistent team process across all buildings</li> <li>Families will have a clear point of contact at each school to provide information, guidance and support on the special education process</li> </ul>	2024-2025

# Wayland Public Schools

## District Goals & Improvement Plan 2024-2025

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	improve communication and enhance collaboration			
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# Wayland Public Schools

## District Goals & Improvement Plan 2024-2025

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Goal Area #5: **Community** — Ensure communication is timely, responsive, collaborative, and inclusive; engage families and staff to increase access, involvement, connectedness, and trust.

Below are key areas of focus that are happening at the school and District levels for the 2024-2025 school year. Many of these goals will take multiple years to complete.

Rationale	Strategic Actions	Person(s) Responsible	Outcomes and Measurements (Evidence/Data)	Timeline
There is a need to continue to engage families regarding district goals and initiatives as well as ripe issues that impact our school community	<ul style="list-style-type: none"> <li>Foster community engagement through face-to-face meetings, virtual opportunities, careful listening, and clear communication</li> <li>Strengthen partnership with community organizations (Districtwide PTO, WaylandCAN, etc) to develop programming for families</li> <li>Clear and consistent communication regarding district goals and important issues.</li> </ul>	School Committee, Superintendent, and Central Office Team	<ul style="list-style-type: none"> <li>Positive feedback from families via community surveys</li> <li>Positive informal feedback from School Committee, Parent Teacher Organizations (PTO), School Councils, and other school community leaders</li> </ul>	2024-2025
There is a need to improve family engagement and access to information by identifying updated communication platforms & methods	<ul style="list-style-type: none"> <li>Implement Smore for more accessible and engaging school and district updates</li> <li>Identify a communication platform that seamlessly integrates translation capabilities with diverse communication channels, presented in a user-friendly interface for both staff and families</li> <li>Identify a platform that best aligns with district needs and technical requirements.</li> <li>Continue to update website content</li> </ul>	Director of Technology, District and Building Leaders	<ul style="list-style-type: none"> <li>Successful implementation of SMORE</li> <li>Recommendation for an updated communication platform that meets the linguistic needs of all families</li> <li>Website contains accessible up-to-date information</li> </ul>	2024-2025

# Wayland Public Schools

## District Goals & Improvement Plan 2024-2025

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<p>There is a shortage of after care availability for elementary families in Wayland.</p>	<ul style="list-style-type: none"> <li>● Increase the capacity of after-school programming within BASE and enrichment to meet the childcare needs of families</li> <li>● Grow our partnership with Regis College to expand upon the number of Regis students working at BASE</li> <li>● Expand recruitment efforts of WESA staff in Wayland and potential staff outside of Wayland to increase the amount of staffing.</li> <li>● Develop an after-school advisory parent council to seek community feedback on after-school programming and build a strong partnership</li> <li>● Explore vendor partnerships within BASE for the 2025-26 school year as a strategy to provide engaging programming and increase the number of students who can access BASE.</li> </ul>	<p>WSCP Director, Elementary Principals</p>	<ul style="list-style-type: none"> <li>● Significant decrease to the BASE waitlist</li> <li>● Expanded program of after-school offerings for families</li> <li>● Established a parent council that works together with WSCP Director and staff.</li> </ul>	
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# Wayland Public Schools

## District Goals & Improvement Plan 2024-2025

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Goal Area #6: **Operational** — Develop a plan to improve existing buildings to provide sustainable and up-to-date learning environments.

Below are key areas of focus that are happening at the school and District levels for the 2024-2025 school year. Many of these goals will take multiple years to complete.

Rationale	Strategic Actions	Person(s) Responsible	Outcomes and Measurements (Evidence/Data)	Timeline
Given the age and condition of the school buildings in Wayland and the changing nature of teaching and learning, there is a need for an updated short and long-term facilities plan.	<ul style="list-style-type: none"> <li>● Collaborate with the Town/School Capital Team &amp; School Committee to define a               <ul style="list-style-type: none"> <li>○ short-term capital plan for years 1-5,</li> <li>○ long term capital plan for years 6-20, and</li> <li>○ a PreK to grade 8 building and space improvement plan.</li> </ul> </li> </ul>	Town/School Capital Planning Team, School Committee, Superintendent, Assistant Superintendent, Principals, Director of Technology & Innovation, Finance & Operations	<ul style="list-style-type: none"> <li>● Consolidate and prioritize the 1-5 year and 6-20 year School Department capital plans including building, operations, and technology needs.</li> <li>● Conduct RFP and contract design and engineering firm to complete the space improvement plan for grades preK-8.</li> </ul>	2024-2025
Given the revenue limitations of the Town, there is a need to engage in both short and long-term financial planning to ensure that the district can maintain	<ul style="list-style-type: none"> <li>● Collaborate with the Town’s Budget Team and the School Committee’s Finance Subcommittee to create a financial model with five-year operating fund projections reflecting factors that influence the school budget, such as enrollment, student-to-teacher ratios, student needs, and operational services.</li> </ul>	Town’s Budget Team, School Committee’s Finance Subcommittee, Superintendent, Assistant Superintendent, Director of Student Services,	<ul style="list-style-type: none"> <li>● Complete five year financial plan.</li> </ul>	2024-2025

**Wayland Public Schools**  
**District Goals & Improvement Plan 2024-2025**

WAYLAND \* PUBLIC \* SCHOOLS

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its current level of programs, services, and class sizes.		Director of Finance & Operations		
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# LINCOLN PUBLIC SCHOOLS DISTRICT IMPROVEMENT PLAN – 2025-2026

*Approved by School Committee on September 4, 2025*

## Vision

The Lincoln Public Schools strive to cultivate all students and staff to be collaborative leaders, who are critical thinkers, equity-oriented, and growth-minded.

## Theory of Action

IF we:

- create a culture of continual learning and growth built on a shared vision of effective teaching;
- provide high-quality curriculum that shares the histories, experiences, and accomplishments of people of varying ancestry and cultures, and is innovative and cognitively demanding;
- and plan and facilitate instruction that is student centered and differentiated to meet the needs of all students;

THEN we will strengthen the engagement, achievement, and social and emotional development of all students.

## Strategic Priorities

### Curriculum, Instruction, & Learning

Curriculum, instruction, and learning are pivotal to ensuring that each student has access to and receives a rich, inclusive education that values diverse perspectives. Through high-quality curriculum, engaging and culturally responsive teaching practices, and ongoing professional development, we will create an educational experience that sets high expectations for all students, while acknowledging and celebrating the unique backgrounds and experiences of each student.

### Classroom & Grade-Level Management

Classroom and grade-level management focuses on establishing a positive climate and culture that promotes fairness and respect. Our approach to behavior management emphasizes curiosity, understanding, and addressing the diverse needs of students, while cultivating a community where positive interactions and mutual respect are the norm. We aim to create classrooms where each student thrives, contributing to a holistic and inclusive educational experience.

### Academic & Social-Emotional Supports and Interventions

Academic and social-emotional supports and interventions for students are designed to address the diverse needs of our students and provide targeted support. By providing tailored and robust academic and social-emotional support, we aim to guide each student's unique learning journey and personal growth. These interventions ensure that each student has access to the resources and support they need to succeed academically and develop crucial life skills. This strategic priority reflects our commitment to fostering an inclusive environment where each student can achieve their full potential and feel proud of their success.

### AIDE, Community Engagement, & Human Resources

AIDE capacity-building, community engagement, and Human Resources are integral to our work. Through effective HR practices, we ensure a workforce that reflects our district community's diversity and fosters a culture of belonging. Through active community engagement, we build strong, collaborative relationships and partnerships that support and amplify our AIDE initiatives. Together, these efforts create a supportive ecosystem where every individual is valued, empowered, and able to contribute to our collective success.

**Annual Goal #1:** For the 2025-26 school year, at least 50% of K-3 students identified as reading below benchmark in the fall will improve to reading at or above benchmark by the spring; and, at least 80% of K-3 students who are not reading at or above benchmark by the end of the year will demonstrate average or above average growth for the year (according to standardized DIBELS metrics). For grades 4-8, the district will collect and report out baseline reading comprehension data using the Track My Progress assessment. Based on ongoing data collection, the district will develop multi-year student literacy achievement and growth targets, and use district- and school-level data dashboards to track and disseminate student literacy progress.

In addition, the district will successfully implement a new literacy curriculum across all classrooms K-8. Implementation will include a comprehensive professional development program for faculty, an explicit connection to AIDE values, regular opportunities for staff feedback, and appropriate supports for administrators and other staff.

Action Steps	Timeline	Intended Outcomes
Complete curriculum procurement, manage and distribute materials, and implement technology components	Summer	<ul style="list-style-type: none"> <li>● Teachers have access to materials as early as possible during the summer</li> <li>● Materials and resources are ready well in advance of the start of the school year</li> </ul>
Develop and implement summer professional development for faculty and administrators	Summer	<ul style="list-style-type: none"> <li>● Staff gain familiarity with adopted curriculum and lessons/units to begin the year</li> </ul>
Provide targeted, intensive professional development for faculty that minimizes missed classroom time and builds on faculty feedback	September - December	<ul style="list-style-type: none"> <li>● Successful rollout and early implementation of new curriculum</li> <li>● Staff feel supported and confident with implementation</li> </ul>
Encourage relevant faculty members and administrators to integrate literacy curriculum work into professional goal-setting	September - November	<ul style="list-style-type: none"> <li>● Faculty members feel empowered to “own” curriculum implementation in their own classrooms</li> <li>● Alignment between district, school, and individual faculty goals</li> </ul>
Maintain ongoing professional development that is differentiated to meet various needs (e.g., Wednesdays, common planning time, department meetings)	December - June	<ul style="list-style-type: none"> <li>● Missed instructional time is minimized, while still ensuring that faculty members feel supported and have opportunities to learn with and from their peers</li> </ul>
Implement collaborative opportunities for peer learning, such as integrity walks	Ongoing	<ul style="list-style-type: none"> <li>● Peer learning and a cohesive implementation</li> </ul>
Analyze 24-25 literacy achievement and growth data	Summer - September	<ul style="list-style-type: none"> <li>● Clearly identified areas of strength and targeted growth in terms of literacy achievement</li> </ul>
Align dashboard visualizations to achievement and growth targets	Fall/Winter	<ul style="list-style-type: none"> <li>● Increasingly transparent and actionable information for administrators and faculty members</li> </ul>
Develop multi-year achievement and growth targets	Spring 2026	<ul style="list-style-type: none"> <li>● Ambitious set of long-term targets to help drive continued planning</li> </ul>

**Annual Goal #2:** Develop a district-wide, multi-year, multi-tiered systems of support (MTSS) plan. Implementation of the plan would begin in the 2026-27 school year.

Action Steps	Timeline	Intended Outcomes
Training for Admin Council regarding MTSS	Summer 2025	<ul style="list-style-type: none"> <li>● Universal understanding of MTSS</li> <li>● Clarity around next steps to develop a district-wide plan</li> </ul>
Establish MTSS faculty/ staff review committee to oversee/ carry out additional action steps listed below	September - October	<ul style="list-style-type: none"> <li>● Committee with broad representation</li> </ul>
Analyze results of student support services audit	October - November	<ul style="list-style-type: none"> <li>● Consensus around areas for future improvement in the area of student social-emotional support</li> </ul>
Survey staff to identify priorities for MTSS implementation	October - November	<ul style="list-style-type: none"> <li>● Survey results with identified areas of priority</li> </ul>
Review existing staffing capacity and utilization	November - December	<ul style="list-style-type: none"> <li>● Staff capacity and utilization report</li> </ul>
Review master schedule	December - January	<ul style="list-style-type: none"> <li>● Identified areas of opportunity in adjustments to the master schedule</li> </ul>
Develop first-draft plan for implementation	January - February	<ul style="list-style-type: none"> <li>● Initial draft of implementation plan that incorporates staff priorities and student support services audit results; staff capacity information; and master scheduling analysis</li> </ul>
Leadership Council review of first-draft plan	February - March	<ul style="list-style-type: none"> <li>● Feedback on areas for adjustment</li> </ul>
Revise and finalize implementation plan	March - April	<ul style="list-style-type: none"> <li>● Final implementation plan</li> </ul>
Revise master schedules for 2026-27 to align with plan implementation	April - May	<ul style="list-style-type: none"> <li>● Master schedule for 2026-27 that reflects MTSS planning</li> </ul>
Develop professional development plan to support implementation	May - June	<ul style="list-style-type: none"> <li>● Finalized professional development plan</li> </ul>

**Annual Goal #3:** Ensure that Lincoln Public Schools has an increasingly diverse staff that identifies LPS as having a positive and healthy culture. To that end, the district will develop a multi-year HR plan to attract, hire, and retain staff members with a range of prior experience in education; a range of life experiences; racial and gender diversity; a common commitment to doing their best work for children; and a common commitment to contributing to a positive and collaborative culture.

Action Steps	Timeline	Intended Outcomes
Conduct a comprehensive analysis of staff and student demographic data	Fall 2025	<ul style="list-style-type: none"> <li>● A data dashboard or report visualizing key demographic trends and disparities</li> <li>● Opportunities for staff to update their demographic information</li> <li>● Clear benchmarks for improving diversity and representation</li> </ul>
Develop and support staff affinity groups	Fall/Winter 2025	<ul style="list-style-type: none"> <li>● At least 2 active, self-sustaining affinity groups</li> <li>● Increased sense of belonging, as measured by annual staff survey data</li> </ul>
Develop metrics for staff culture, and set multi-year targets	Fall/Winter 2025	<ul style="list-style-type: none"> <li>● Clear set of metrics</li> <li>● Multi-year goals</li> </ul>
Draft a hiring handbook including inclusive language practices, structured interviews, interview rubrics, and anti-bias guidelines, and train all hiring managers and committee members using the handbook	Winter 2025	<ul style="list-style-type: none"> <li>● 100% of hiring teams trained on the new protocols</li> <li>● Consistent and equitable hiring practices district-wide</li> </ul>
Develop relationships with education departments at local colleges, and collaborate on recruiting diverse candidates from teacher prep programs	Spring 2026	<ul style="list-style-type: none"> <li>● 2-4 active partnerships</li> </ul>
Participate in regional job fairs and identify new platforms for job posting	Winter/Spring 2026	<ul style="list-style-type: none"> <li>● Representation at 2-4 job fairs annually.</li> <li>● Track new hires attributable to job fair contacts (tracked through applicant surveys)</li> </ul>
Review and update standardized job descriptions	Winter/Spring 2026	<ul style="list-style-type: none"> <li>● Job descriptions that have removed bias and outdated qualifications, and that reflect cultural competencies and values alignment</li> </ul>
Revise and implement staff surveys in line with identified metrics	Spring 2026	<ul style="list-style-type: none"> <li>● Updated staff surveys</li> <li>● Annual data around staff culture</li> </ul>



# Lincoln Public Schools

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Parry Graham, Ed.D.  
Superintendent of Schools

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## Long-Term Strategic Plan, 2024 - 2028

Dear LPS Community,

I am excited to share with you the long-term strategic plan for the Lincoln Public Schools, which was approved by the School Committee on 9/19/24. This plan was developed in close collaboration with school and district leaders, along with input from the School Committee, and is based on the [findings from my entry planning process](#) from last year. This plan identifies critical areas for district improvement in four key areas:

- Curriculum, instruction, and learning
- Classroom and grade-level management
- Academic and social-emotional supports and interventions
- AIDE, community, and human resources

The plan lays out a bold set of actions to leverage our greatest strength – our high-quality staff – by improving our underlying systems and structures, and by redefining the scope and focus of our AIDE work. The plan addresses foundational elements of a high-quality education, such as curriculum, intervention systems, and student behavioral expectations, while making it clear that AIDE values must be a core component of all that we do.

The first page of the plan identifies highlighted actions for each of the next four years. These highlighted actions will be areas of particular focus and importance. The following four pages identify all of the actions for each individual school year through 2027-28. One important note: While the plan attempts to provide some level of detail across all four years, we will need to regularly review progress and potentially make updates. The plan sets out an aggressive timeline for very complex work; there may be a need to extend timelines in some instances to ensure effective implementation, and to accommodate any changes in requirements at the state and local levels.

Thank you,

A handwritten signature in black ink, appearing to read "P. Graham".

Parry Graham, Ed.D.  
Superintendent of Schools

## DISTRICT LONG-TERM STRATEGIC PLAN -- HIGHLIGHTED ACTIONS

STRATEGIC PRIORITIES AND ENTRY PLAN FINDINGS			
<b>Curriculum, Instruction, and Learning</b> -Engaging in a rigorous, cyclical review of subject-area curricula -Ensuring high-quality professional development for staff -Strengthening curriculum leadership and coordination -Collecting, analyzing, and tracking key academic indicators	<b>Classroom and Grade Level Management</b> -Ensuring clear and consistent rules and responses around student discipline	<b>Academic and Social-Emotional Supports and Interventions</b> -Increasing proactive school-based social-emotional, counseling, and mental health supports available to students -Improving academic intervention systems to create tiered support and enrichment	<b>AIDE, Community, and Human Resources</b> -Continuing and deepening the district's AIDE work -Hiring and retaining an increasingly diverse staff -Leveraging our parent community as resources
HIGHLIGHTED ACTIONS FOR THE 2024-25 SCHOOL YEAR			
-Conduct a comprehensive review of K-8 literacy curriculum -Develop a plan for implementation of a substantially revised or new K-8 literacy curriculum in 2025-26 -Identify key, foundational academic indicators	-In collaboration with School Councils, update student code of conduct to include more clearly defined behavioral expectations -Incorporate an explicit AIDE perspective into the review and update process for student codes of conduct -Continue investment in and training around Responsive Classroom	-Conduct an internal audit of current social-emotional, counseling, and mental health team capacity -Identify and select mental health and risky behavior screener(s) -Review K-5 instructional practices to shift Tier 2 and Tier 3 academic interventions to occur outside of Tier 1 instructional time, with an emphasis on reading	-Finalize the AIDE guide, with an emphasis on integrating AIDE work directly into instructional and intervention practices -Develop a shared administrative goal around hiring -Continue to deepen partnerships with existing community groups, such as WIDE, MCC, and Lincoln-METCO parent board
HIGHLIGHTED ACTIONS FOR THE 2025-26 SCHOOL YEAR			
-Implement a substantially revised or new K-8 literacy curriculum -Finalize a multi-year curriculum review schedule -Develop a multi-year plan for strengthening curriculum leadership and coordination	-Review student behavior data and identify opportunities for improvements to practices -Identify opportunities to formally incorporate restorative practices into student behavior systems	-Implement improvements to social-emotional, counseling, and mental health services based on prior-year audit results -Develop a multi-tiered systems of support (MTSS) implementation plan -Ensure that MTSS plan development includes an explicit AIDE perspective -Review middle school staffing model and identify areas for improvement, with an emphasis on systematic academic support and extension opportunities for students	-Ensure an AIDE perspective is integrated into the development of a multi-tiered system of support implementation plan -Develop a multi-year HR plan to attract, hire, and retain an increasingly diverse staff -Develop joint working group with school PTOs and other existing community groups -- such as MCC, SEPAC, and the Lincoln-METCO parent board -- to develop a plan for family outreach and opportunities to better leverage parents as resources
HIGHLIGHTED ACTIONS FOR THE 2026-27 SCHOOL YEAR			
-Develop a formal plan for development and implementation of project-based curriculum units at each grade level -Revise curriculum leadership structures and roles based on multi-year plan -Develop systems to share high-value academic information with caregivers	-Review updated behavioral expectations with School Councils and continue to adjust as needed -Provide training around restorative practices as needed for staff	-Implement recommendations based on mental health and risky behavior screening data -Begin implementation of MTSS systems K-4 and 5-8 -Implement any recommend changes to middle school staffing structures	-Provide staff training as needed to ensure that curriculum, instruction, and intervention work reflects AIDE values -Implement HR plan to attract, hire, and retain an increasingly diverse staff -Implement recommendations from joint working group
HIGHLIGHTED ACTIONS FOR THE 2027-28 SCHOOL YEAR			
-Continue to provide effective PD as needed to support the continuation of MTSS systems K-4 and 5-8 -Provide PD as needed to support the implementation of project-based curriculum units -Incorporate the systematic sharing of high-value academic information with caregivers as a part of regular communication	-Review updated behavioral expectations with School Councils and continue to adjust as needed -Provide training around Responsive Classroom for new staff, along with any necessary follow-up training for existing staff	-Continue to collect and analyze mental health and risky behavior screening data, and adjust services and supports based on data and analysis -Continue implementation of MTSS systems K-4 and 5-8 -Review MTSS systems for efficacy and opportunities for improvement	-Provide staff training as needed to ensure that curriculum, instruction, and intervention work reflects AIDE values -Continue implementation of HR plan -Maintain staff affinity groups

## DISTRICT LONG-TERM STRATEGIC PLAN -- ACTIONS FOR THE 2024-25 SCHOOL YEAR

STRATEGIC PRIORITIES AND ENTRY PLAN FINDINGS			
<p><b>Curriculum, Instruction, and Learning</b></p> <ul style="list-style-type: none"> <li>-Engaging in a rigorous, cyclical review of subject-area curricula</li> <li>-Ensuring high-quality professional development for staff</li> <li>-Strengthening curriculum leadership and coordination</li> <li>-Collecting, analyzing, and tracking key academic indicators</li> </ul>	<p><b>Classroom and Grade Level Management</b></p> <ul style="list-style-type: none"> <li>-Ensuring clear and consistent rules and responses around student discipline</li> </ul>	<p><b>Academic and Social-Emotional Supports and Interventions</b></p> <ul style="list-style-type: none"> <li>-Increasing proactive school-based social-emotional, counseling, and mental health supports available to students</li> <li>-Improving academic intervention systems to create tiered support and enrichment</li> </ul>	<p><b>AIDE, Community, and Human Resources</b></p> <ul style="list-style-type: none"> <li>-Continuing and deepening the district's AIDE work</li> <li>-Hiring and retaining an increasingly diverse staff</li> <li>-Leveraging our parent community as resources</li> </ul>
ACTIONS FOR THE 2024-25 SCHOOL YEAR			
<ul style="list-style-type: none"> <li>-Develop a standardized process for curriculum reviews, and develop a first-draft of a multi-year curriculum review schedule</li> <li>-Ensure that any curriculum review process incorporates an explicit AIDE perspective</li> <li>-Conduct a comprehensive review of K-8 literacy curriculum</li> <li>-Develop a plan for implementation of a substantially revised or new K-8 literacy curriculum in 2025-26</li> <li>-Ensure PD planning focuses on prioritized school and district topics for faculty, administrators, and other appropriate staff</li> <li>-Continue providing a variety of PD opportunities to meet the needs of different staff roles and responsibilities</li> <li>-Ensure summer work is focused on school and district priorities</li> <li>-Develop formal training schedule for ESP staff for the 2024-25 school year</li> <li>-Continue PD for new faculty on long-term district priorities, such as Responsive Classroom and REI</li> <li>-Support the implementation of the K-8 LASH curriculum specialist role</li> <li>-Identify formal opportunities for teacher leadership on curriculum development, coordination, and implementation</li> <li>-Identify and purchase data warehouse</li> <li>-Develop data dashboards focused on district- and school-level data</li> <li>-Identify key, foundational academic indicators</li> </ul>	<ul style="list-style-type: none"> <li>-In collaboration with School Councils, update student code of conduct to include more clearly defined behavioral expectations</li> <li>-Revise student and family handbook to include updated student code of conduct</li> <li>-Clarify student behavior data collection practices, and implement consistent practices for data collection across schools</li> <li>-Incorporate an explicit AIDE perspective into the review and update process for student codes of conduct</li> <li>-Continue investment in and training around Responsive Classroom</li> </ul>	<ul style="list-style-type: none"> <li>-Conduct an internal audit of current social-emotional, counseling, and mental health team capacity</li> <li>-Ensure that internal audit specifically examines school-based supports for historically marginalized groups</li> <li>-Identify and select mental health and risky behavior screener(s)</li> <li>-Develop a system to collect and analyze screener data</li> <li>-Review K-5 instructional practices to shift Tier 2 and Tier 3 academic interventions to occur outside of Tier 1 instructional time, with an emphasis on reading</li> <li>-Review efficacy of intervention structures K-5 and 6-8</li> <li>-Review K-5 child study and data team processes</li> </ul>	<ul style="list-style-type: none"> <li>-Finalize the AIDE guide, with an emphasis on integrating AIDE work directly into instructional and intervention practices</li> <li>-Include an AIDE perspective in the literacy curriculum review process</li> <li>-Incorporate AIDE perspective into School Committee policy review process</li> <li>-Ensure that an AIDE perspective is incorporated into work with partner institutions, such as LEAP and Parks and Rec</li> <li>-Develop a shared administrative goal around hiring</li> <li>-Collect, analyze, and share information around staff diversity</li> <li>-Prioritize a review and improvements to district hiring practices for all staff positions</li> <li>-Implement staff affinity groups</li> <li>-Identify opportunities for partnerships with external organizations, such as universities</li> <li>-Continue to deepen partnerships with existing community groups, such as WIDE, MCC, and Lincoln-METCO parent board</li> </ul>

**DISTRICT LONG-TERM STRATEGIC PLAN -- ACTIONS FOR THE 2025-26 SCHOOL YEAR**

<b>STRATEGIC PRIORITIES AND ENTRY PLAN FINDINGS</b>			
<p><b>Curriculum, Instruction, and Learning</b></p> <ul style="list-style-type: none"> <li>-Engaging in a rigorous, cyclical review of subject-area curricula</li> <li>-Ensuring high-quality professional development for staff</li> <li>-Strengthening curriculum leadership and coordination</li> <li>-Collecting, analyzing, and tracking key academic indicators</li> </ul>	<p><b>Classroom and Grade Level Management</b></p> <ul style="list-style-type: none"> <li>-Ensuring clear and consistent rules and responses around student discipline</li> </ul>	<p><b>Academic and Social-Emotional Supports and Interventions</b></p> <ul style="list-style-type: none"> <li>-Increasing proactive school-based social-emotional, counseling, and mental health supports available to students</li> <li>-Improving academic intervention systems to create tiered support and enrichment</li> </ul>	<p><b>AIDE, Community, and Human Resources</b></p> <ul style="list-style-type: none"> <li>-Continuing and deepening the district's AIDE work</li> <li>-Hiring and retaining an increasingly diverse staff</li> <li>-Leveraging our parent community as resources</li> </ul>
<b>ACTIONS FOR THE 2025-26 SCHOOL YEAR</b>			
<ul style="list-style-type: none"> <li>-Implement a substantially revised or new K-8 literacy curriculum</li> <li>-Finalize a multi-year curriculum review schedule</li> <li>-Implement curriculum review for any previously identified curricular areas</li> <li>-Support the development of project-based curriculum units on an as-requested basis</li> <li>-Ensure appropriate PD to support literacy curriculum implementation</li> <li>-Review effectiveness of training for ESP staff and make any identified improvements</li> <li>-Continue PD for new faculty on long-term district priorities, such as Responsive Classroom and REI</li> <li>-Review the K-8 LASH curriculum specialist model as a template for possible curriculum leadership improvements</li> <li>-Develop a multi-year plan for strengthening curriculum leadership and coordination</li> <li>-Develop and pilot classroom-level data dashboards for teacher use</li> <li>-Use data warehouse and dashboards to track, analyze, and report out on key, foundational academic indicators at the aggregate and sub-group levels, with an emphasis on student growth</li> <li>-Incorporate academic indicators into school and district goal-setting to improve curricular and instructional practices</li> </ul>	<ul style="list-style-type: none"> <li>-Review student behavior data and identify opportunities for improvements to practices</li> <li>-Review any updated behavioral expectations with School Councils</li> <li>-Provide training around Responsive Classroom for new staff, along with any necessary follow-up training for existing staff</li> <li>-Identify opportunities to formally incorporate restorative practices into student behavior systems</li> </ul>	<ul style="list-style-type: none"> <li>-Implement improvements to social-emotional, counseling, and mental health services based on prior-year audit results</li> <li>-Ensure that any improvements reflect an AIDE perspective and provide necessary school-based services to support historically marginalized groups</li> <li>-Collect and analyze mental health and risky behavior screening data</li> <li>-Develop recommendations for future year improvements based on data analysis</li> <li>-Develop a multi-tiered systems of support (MTSS) implementation plan</li> <li>-Ensure that MTSS plan development includes an explicit AIDE perspective</li> <li>-Review middle school staffing model and identify areas for improvement, with an emphasis on systematic academic support and extension opportunities for students</li> <li>-Use student dashboard data to inform middle school areas of priority for academic support and extension</li> </ul>	<ul style="list-style-type: none"> <li>-Ensure an AIDE perspective is integrated into the multi-year curriculum review schedule, and into any ongoing curriculum reviews</li> <li>-Ensure an AIDE perspective is integrated into the development of a multi-tiered system of support implementation plan</li> <li>-Continue implementation of the AIDE guide</li> <li>-Provide staff training as needed to ensure that curriculum, instruction, and intervention work reflects AIDE values</li> <li>-Conduct staff focus groups to collect data around hiring and retention</li> <li>-Develop a multi-year HR plan to attract, hire, and retain an increasingly diverse staff</li> <li>-Maintain staff affinity groups</li> <li>-Develop joint working group with school PTOs and other existing community groups -- such as MCC, SEPAC, and the Lincoln-METCO parent board -- to develop a plan for family outreach and opportunities to better leverage parents as resources</li> </ul>

**DISTRICT LONG-TERM STRATEGIC PLAN -- ACTIONS FOR THE 2026-27 SCHOOL YEAR**

<b>STRATEGIC PRIORITIES AND ENTRY PLAN FINDINGS</b>			
<p><b>Curriculum, Instruction, and Learning</b></p> <ul style="list-style-type: none"> <li>-Engaging in a rigorous, cyclical review of subject-area curricula</li> <li>-Ensuring high-quality professional development for staff</li> <li>-Strengthening curriculum leadership and coordination</li> <li>-Collecting, analyzing, and tracking key academic indicators</li> </ul>	<p><b>Classroom and Grade Level Management</b></p> <ul style="list-style-type: none"> <li>-Ensuring clear and consistent rules and responses around student discipline</li> </ul>	<p><b>Academic and Social-Emotional Supports and Interventions</b></p> <ul style="list-style-type: none"> <li>-Increasing proactive school-based social-emotional, counseling, and mental health supports available to students</li> <li>-Improving academic intervention systems to create tiered support and enrichment</li> </ul>	<p><b>AIDE, Community, and Human Resources</b></p> <ul style="list-style-type: none"> <li>-Continuing and deepening the district's AIDE work</li> <li>-Hiring and retaining an increasingly diverse staff</li> <li>-Leveraging our parent community as resources</li> </ul>
<b>ACTIONS FOR THE 2026-27 SCHOOL YEAR</b>			
<ul style="list-style-type: none"> <li>-Continue to support the implementation of K-8 literacy curriculum</li> <li>-Revise curricula of areas reviewed in the prior year</li> <li>-Review curricula as identified in the multi-year schedule</li> <li>-Develop a formal plan for development and implementation of project-based curriculum units at each grade level</li> <li>-Prioritize summer work opportunities that emphasize the use of the Lincoln setting as a teacher and learning resource</li> <li>-Ensure appropriate PD to support literacy curriculum implementation, along with other revised curricular areas</li> <li>-Provide effective PD as needed to support the implementation of MTSS systems K-4 and 5-8</li> <li>-Continue PD for new faculty on long-term district priorities, such as Responsive Classroom and REI</li> <li>-Revise curriculum leadership structures and roles based on multi-year plan</li> <li>-Continue using data warehouse and dashboards to track, analyze, and report out on student learning data for various constituents (e.g., teachers, principals, central office, School Committee)</li> <li>-Develop systems to share high-value academic information with caregivers</li> </ul>	<ul style="list-style-type: none"> <li>-Review updated behavioral expectations with School Councils and continue to adjust as needed</li> <li>-Provide training around Responsive Classroom for new staff, along with any necessary follow-up training for existing staff</li> <li>-Provide training around restorative practices as needed for staff</li> </ul>	<ul style="list-style-type: none"> <li>-Continue implementation of improvements to social-emotional, counseling, and mental health services</li> <li>-Implement recommendations based on mental health and risky behavior screening data</li> <li>-Begin implementation of MTSS systems K-4 and 5-8</li> <li>-Implement any recommend changes to middle school staffing structures</li> </ul>	<ul style="list-style-type: none"> <li>-Ensure an AIDE perspective is integrated into the implementation of a multi-tiered system of support implementation plan</li> <li>-Continue implementation of the AIDE guide, with revisions as needed</li> <li>-Provide staff training as needed to ensure that curriculum, instruction, and intervention work reflects AIDE values</li> <li>-Implement HR plan to attract, hire, and retain an increasingly diverse staff</li> <li>-Maintain staff affinity groups</li> <li>-Implement recommendations from joint working group</li> </ul>

## DISTRICT LONG-TERM STRATEGIC PLAN -- ACTIONS FOR THE 2027-28 SCHOOL YEAR

STRATEGIC PRIORITIES AND ENTRY PLAN FINDINGS			
<p><b>Curriculum, Instruction, and Learning</b></p> <ul style="list-style-type: none"> <li>-Engaging in a rigorous, cyclical review of subject-area curricula</li> <li>-Ensuring high-quality professional development for staff</li> <li>-Strengthening curriculum leadership and coordination</li> <li>-Collecting, analyzing, and tracking key academic indicators</li> </ul>	<p><b>Classroom and Grade Level Management</b></p> <ul style="list-style-type: none"> <li>-Ensuring clear and consistent rules and responses around student discipline</li> </ul>	<p><b>Academic and Social-Emotional Supports and Interventions</b></p> <ul style="list-style-type: none"> <li>-Increasing proactive school-based social-emotional, counseling, and mental health supports available to students</li> <li>-Improving academic intervention systems to create tiered support and enrichment</li> </ul>	<p><b>AIDE, Community, and Human Resources</b></p> <ul style="list-style-type: none"> <li>-Continuing and deepening the district's AIDE work</li> <li>-Hiring and retaining an increasingly diverse staff</li> <li>-Leveraging our parent community as resources</li> </ul>
ACTIONS FOR THE 2027-28 SCHOOL YEAR			
<ul style="list-style-type: none"> <li>-Continue to support the implementation of K-8 literacy curriculum</li> <li>-Revise curricula of areas reviewed in the prior year</li> <li>-Review curricula as identified in the multi-year schedule</li> <li>-Implement plan for development and implementation of project-based curriculum units at each grade level</li> <li>-Ensure appropriate PD to support revised curricular areas</li> <li>-Continue to provide effective PD as needed to support the continuation of MTSS systems K-4 and 5-8</li> <li>-Provide PD as needed to support the implementation of project-based curriculum units</li> <li>-Continue PD for new faculty on long-term district priorities, such as Responsive Classroom and REI</li> <li>-Incorporate the systematic sharing of high-value academic information with caregivers as a part of regular communication</li> </ul>	<ul style="list-style-type: none"> <li>-Review updated behavioral expectations with School Councils and continue to adjust as needed</li> <li>-Provide training around Responsive Classroom for new staff, along with any necessary follow-up training for existing staff</li> </ul>	<ul style="list-style-type: none"> <li>-Continue to collect and analyze mental health and risky behavior screening data, and adjust services and supports based on data and analysis</li> <li>-Continue implementation of MTSS systems K-4 and 5-8</li> <li>-Review MTSS systems for efficacy and opportunities for improvement</li> </ul>	<ul style="list-style-type: none"> <li>-Ensure an AIDE perspective is integrated into the implementation of a multi-tiered system of support implementation plan</li> <li>-Continue implementation of the AIDE guide, with revisions as needed</li> <li>-Provide staff training as needed to ensure that curriculum, instruction, and intervention work reflects AIDE values</li> <li>-Continue implementation of HR plan</li> <li>-Maintain staff affinity groups</li> <li>-Continue implementation of recommendations from joint working group</li> </ul>

**Sudbury Public Schools  
School Committee Meeting**

**Date:** February 9, 2026

**Agenda Item:** 6A

**Policy BDB: Step 1: Information Only**  
JKAA, Physical Restraint of Students  
JLCD, Administering Medicines to Students  
IHBA, Observations of Special Education Programs

**Recommendation:**

**Background Information:**

**Policy BDB: Step 3: Adoption of the following Policies: AD, BDFC, and CBI**

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. (***We are at this step.***)
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.
3. **Action** – The Committee may vote to adopt or reject the policy.
  - If significant changes are made during this step, the Committee may choose to extend discussion.

**Additional Notes:**

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

***Please note that all redlined versions of these policies are from Counsel for the School Committee to review and potentially adopt.***

**Attachments:**

DRAFT\_ JLCD Administration of Medication.docx  
Draft\_IHBA Observations of Special Education Programs

**Informational: XX**

## **File: JLCD - ADMINISTERING MEDICINES TO STUDENTS**

The School District Nurse Leader is designated as the supervisor of the district medication administration program. The School District Nurse Leader, in consultation with the School Physician, shall recommend procedures to be adopted by the Sudbury School Committee that include the following:

- o documentation of the administration of medications;
- o response to a medication emergency;
- o storage of medications;
- o reporting/documentation of medication errors;
- o dissemination of information to parents/guardians (including an outline of the District's medication policy);
- o procedures for resolving questions/disagreements between the school and a parent/guardian regarding medication administration.

It is the district policy that medication may not be administered to students while at school unless such medicine is given to them by the school nurse acting under specific written request of the parent or guardian and under the written orders of the student's personal physician, with the exception of certain medications which may be self-administered by the student after approval by the school nurse and in consultation with the parent/guardian and the student's physician. If a student has been approved for self-administration and self-carry, a student who needs medication during the school day may be reminded to take the medicine by the school nurse or other individual designated by the school nurse in the student's medical administration plan. This provision only applies when the school nurse has a medical administration plan in place for the student. No one but the school nurse, and those others listed in the medical administration plan acting within the above restriction, may give any medication to any student.

### **Exceptions:**

The school district shall, through the School District Nurse Leader, register with the Dept. of Public Health and train personnel in the use of epinephrine auto-injectors. The School District Nurse Leader will develop a written protocol which complies with medical directives and regulations from the Dept. of Public Health.

The school district will, in conjunction with the School Physician and the School District Nurse Leader, stock nasal naloxone (Narcan) and trained medical personnel and first responders may administer nasal naloxone to individuals experiencing a life-threatening opiate overdose in a school setting. The School District Nurse Leader will develop a written protocol which complies with medical directives and regulations from the Dept. of Public Health.

The District will permit delegation by the School Nurse of medication administration to unlicensed school personnel only if the District registers with the Massachusetts Department of

Public Health (DPH) pursuant to applicable regulation, and complies with the requirements of 105 CMR 210.004

Following consultation with the school nurse, students who fall into the following exceptions may self-carry and self-administer the following medications:

1. Students with asthma or other respiratory diseases may possess and administer prescription inhalers.
2. Students with cystic fibrosis may possess and administer prescription enzyme supplements.
3. Students with diabetes may possess and administer glucose monitoring tests and insulin delivery systems.
4. Students with life-threatening allergies may possess and administer epinephrine.

The District School Nurse Leader and Superintendent shall monitor compliance with this policy and applicable procedures, periodically review program effectiveness, and report to the School Committee.

The policy and procedures shall be reviewed at least every two years, and whenever required by changes in law/regulation or District practice.

#### REFERENCES:

105 CMR 210.00 et seq.

## File: IHBAA - OBSERVATIONS OF SPECIAL EDUCATION PROGRAMS

The District respects the right of parents/caretakers to observe their children's current or proposed education program and recognizes district responsibility to maintain the safety, privacy and integrity of its students and programming. In order to balance parent/caretaker rights and district responsibilities, the following rules will be followed:

1. Parents' request for themselves or their evaluators to observe their child(ren), current program, or a potential placement must be made at least five school days in advance with the Director of Student Services or designee and/or Principal.
2. ~~The Director of Student Services or designee shall contact the parent(s) for initial scheduling conversation within five (5) days of receipt of the parents' request.~~
3. When a parent requests an observation of a special needs student or program, the Director of Student Services or designee will seek approval from ~~from the Director of Special Education and~~ the building principal before it is processed. Such approval may only be withheld for those reasons outlined within state and federal law and DESE guidance/regulation.
4. The Director of Student Services or designee and/or Principal will work with the classroom teacher and the observer to set up the specifics of the observation (including, but not limited to, scheduling and placement of the observer in the classroom).
5. The number, frequency, dates, and duration of observation periods will be determined on an individual student basis in accordance with law and regulation and in consideration of preserving the integrity of the school programs. The start and end time of observation periods and a schedule of observation periods will be stated in advance. In order to minimize classroom or student disruption, the length of individual observation periods may be limited.
6. The observer must sign a form setting out district expectations for the observation, including the need to refrain from interrupting the educational environment and maintaining student privacy. Observers may not audio or visually record during an observation and may not take photographs.
7. If the observer is an evaluator, ~~not the parent,~~ the parent must sign a release for the evaluator ~~individual~~ to observe.
8. The number of observers at any one time may be limited.
9. The observer will be informed that they is not to interfere with the educational environment of the classroom. If their presence presents a problem, they will be asked to leave. This notice is particularly important, since the presence of parents can influence both the performance of their child(ren) and those of others.
10. The observer will be asked to submit their report of the observation in advance of any follow-up TEAM meeting.

11. The observer will be informed that they are there to evaluate the appropriateness of a specific educational program to meet the needs of an individual child. ~~They~~they are not ~~is not~~ there to evaluate a teacher's ability to perform their contractual job duties.
12. The observer will be instructed regarding the disclosure of confidential or personally identifiable information relating to other children. Staff must be mindful of removing materials which may be part of students' records from plain view. ~~In the event that removal is not possible the observer may be asked to sign a non-disclosure agreement.~~
13. A school administrator, or designee, also will observe at the same time and take notes as to what is observed, paying particular attention to note anything that is non-typical concerning the period. This observation summary will be placed in the student's file and provided to the parent(s) prior to any follow-up TEAM meeting. .

LEGAL REF.:           MGL 71B:3  
                          Massachusetts Department of Elementary and Secondary Education Technical  
                          Assistance Advisory SPED 2009-2 dated January 8, 2009

CROSS REF.:           KI, Visitors to Schools

NOTE:                The following quotes from the DESE Advisory are important points of understanding to the implementation of this policy.

"School districts and parents have reported that, typically, observations are between one and four hours. While useful as a general rule, the Department recommends that district policies and practices specify that the duration and extent of observations will be determined on an individual basis. Districts should avoid rigid adherence to defined time limits regardless of the student's needs and settings to be observed. The complexities of the child's needs, as well as the program or programs to be observed, should determine what the observation will entail and what amount of time is needed to complete it. Discussion between school staff and the parent or designee is a good starting point for resolving the issue."

"The observation law states that districts may not condition or restrict program observations except when necessary to protect:

- o the safety of children in the program during the observation;
- o the integrity of the program during the observation;
- o and children in the program from disclosure by an observer of confidential or personally identifiable information they may obtain while observing the program."

**Sudbury Public Schools  
School Committee Meeting**

**Date:** February 9, 2026

**Agenda Item:** 6B

**Review Draft Resolution to Potentially Establish a Task Force that will address antisemitism and all forms of hate and bias at Sudbury Public Schools**

**Recommendation:**

Move to approve the resolution entitled “Sudbury Public Schools’ Commitment to Addressing Antisemitism and All Forms of Hate and Bias” as **presented/amended** and establish an Anti Hate/Anti Bias Task Force.

**Background Information:**

At the January 26, 2026 School Committee meeting, we began initial discussions regarding community concerns regarding acts of hate and bias at Sudbury Public Schools. This is a continuation of that discussion.

**References:**

[DESE Resources Relative to Antisemitism and Societal Bias](#)

[Chapter 71, Section 106, Section 98A](#)

[Citizen Petition](#)

[Resolution related to the Bedford Public Schools’ Commitment to Combating Antisemitism and All forms of Hate and Bias for Bedford School Committee Consideration at its June 11, 2025 Meeting](#)

[IHRA Non-Legally Binding Working Definition of Antisemitism](#)

**Attachments:**

1-Anti Bias-Task Force Resolution - DRAFT

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



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## **Sudbury Public Schools' Commitment to Addressing Antisemitism and All Forms of Hate and Bias**

### **Statement of Intent:**

The Sudbury Public School Committee will combat antisemitism and other forms of hate and bias in our schools and community by directing the Superintendent to convene an Anti Hate/Anti Bias Taskforce.

The Sudbury Public School Committee will adopt the International Holocaust Remembrance Alliance (IHRA) non-binding working definition of antisemitism, a widely used framework referenced by governments and institutions worldwide, including here in Massachusetts. IHRA exists because confronting antisemitism requires a shared definition. Without one, institutions are left unable to recognize patterns or respond consistently. The following is the working definition of antisemitism: "Antisemitism is a certain perception of Jews, which may be expressed as hatred toward Jews. Rhetorical and physical manifestations of antisemitism are directed toward Jewish or non-Jewish individuals and/or their property, toward Jewish community institutions and religious facilities." Developed over many years by leading scholars and practitioners, IHRA is a non-binding, practical framework now used by the United States (federally, and by many states), the Commonwealth of Massachusetts, and nearby towns including Sudbury, Concord, Westford, and Acton.

It is also worth noting that the Massachusetts Special Commission on Combating Antisemitism described IHRA as "the most prominent" educational tool in its report last year. Governor Maura Healey publicly commended the report, calling it "a critical guide for educating our children, building a better understanding of the Jewish experience, and making it clear that antisemitism has no place in Massachusetts." Demonstrating its bipartisan support, former Governor Baker issued a proclamation in 2022 endorsing IHRA.

**Whereas**, the mission of the Sudbury Public Schools is to enable all students to reach their intellectual and personal potential and, in partnership with families and the community, to work with integrity and respect to prepare students to become lifelong learners and effective contributors to society; and

**Whereas**, the district vision affirms a commitment to excellence in educating students to be knowledgeable, creative, independent thinkers who are caring, collaborative members of the school and wider communities fostering an equitable, safe, supportive, inclusive, healthy, and joyful learning environment for all students. This shared goal includes addressing antisemitism

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Adopted by the Sudbury School Committee:

and societal bias. [DESE provides guidance](#), resources, and information to school officials and others about federal and state civil rights laws that protect students from discrimination and harassment and provides resources and guidance on violence prevention to support efforts to prevent and address antisemitism and societal bias in schools, per [M.G.L c. 71, s. 98A](#)

**Whereas**, an essential tool in combating antisemitism is the ability to first define antisemitism in each of its multiple forms; and

**Whereas**, in October of 2023, FBI Director Christopher Wray warned that the “U.S. is seeing historic levels of something like 60% of all religious-based hate crime,” additionally, in late 2023, the ADL antisemitism, accounting for reported that antisemitic incidents had reached their highest number in any two-month period since the organization began tracking them in 1979, with a 337-percent increase, and over a 61-day period in 2023, Jewish Americans experienced an average of nearly 34 antisemitic incidents per day; and

**Whereas** the School Committee believes that where there is antisemitism, there is hatred of all kinds; and that one incident of antisemitic or other biased or hateful behavior is one incident too many; and

**Whereas**, the Sudbury Public Schools [Equity Statement](#) affirms the district’s commitment to welcoming, affirming, and celebrating all students, staff, and families, and to creating and sustaining a culture that promotes advocacy, equity, and justice for marginalized groups who have been systematically oppressed and excluded; and

**Whereas**, the Equity Statement further commits the district to an anti-bias education that includes and values the perspectives and histories of diverse peoples; and

**Whereas**, the district’s [Theory of Action](#) identifies the provision of safe school environments, high-quality instruction, instructional leadership and professional development, and data-informed decision-making as essential conditions for student success and for narrowing achievement gaps; and

**Whereas**, the Sudbury Public Schools [Inclusion Statement](#) affirms that all means all and that the district is committed to being an inclusive environment where all students are full members of the school community and feel safe and able to thrive socially, emotionally, physically, and academically; and

**Whereas**, the Sudbury Public Schools District Strategic Plan identifies the following strategic objectives as central to student success:

- Wellness, promoting the social, emotional, behavioral, and physical wellbeing of students
- Meeting the Needs of All Students, providing equitable learning experiences to engage and challenge every learner
- Innovation, implementing research-based practices that support safe,

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Adopted by the Sudbury School Committee:

inclusive, and effective learning environments

**Whereas**, the Strategic Plan further calls for initiatives that strengthen districtwide safety protocols, promote positive school climate, enhance social-emotional learning practices, inclusive systems of support, and improve communication and collaboration with families and the community; and

**Whereas**, the [Massachusetts Special Commission on Combating Antisemitism](#) issued its Final Report documenting a significant rise in antisemitic incidents across the Commonwealth, including within K-12 school settings, and offering best-practice recommendations for public schools to address antisemitism while upholding constitutional rights and academic freedom; and

**Whereas**, the Commission's findings emphasize that antisemitism must be addressed both as a distinct and escalating form of hate and as part of broader efforts to combat all bias and discrimination; and

**Whereas**, School Committee [policies](#) including IB (Academic Freedom), AC (Nondiscrimination Including Harassment and Retaliation), JB (Equal Educational Opportunities), and JBB (Educational Equity) establish the district's obligation to uphold constitutional principles, protect student dignity, ensure equitable access to educational programs and services, and maintain safe and inclusive learning environments; and

**Whereas**, members of the Sudbury community have expressed concerns regarding bias-based incidents, including antisemitic behavior, as well as questions related to district protocols, data tracking, response consistency, and communication with families; and

**Whereas**, the district's 2022 [Equity Audit](#) emphasized the importance of examining systems, policies, and practices, including incident reporting, disciplinary procedures, data tracking, communication practices, and student connectedness, to ensure equitable access, consistent responses, and a sense of belonging for all students, including those from smaller or underrepresented populations; and

**Whereas**, the [Equity Audit](#) further identified the middle school level as an area where student connectedness and perceptions of fairness decline, underscoring the importance of focused attention and coordinated district support; and

**Whereas**, the School Committee previously adopted an [Anti-Racism Resolution](#) in 2020 affirming the district's responsibility to confront racism and hate and to examine policies and practices that affect student safety, belonging, and access to educational opportunity;

**Be it furthered resolved that:**

**DRAFT**

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Adopted by the Sudbury School Committee:

The Taskforce will begin its work with a primary focus on combating antisemitism and on the middle school, but will continue its work to ensure that all forms of hate and bias in all of our schools and across the district and community are comprehensively addressed to the maximal extent possible.

1. Members will be appointed by the Superintendent after consultation with the School Committee and will include but not be limited to individuals representing the following stakeholders:

- School Committee member
- District and/or School Administrators
- District educators (from each school)
- Community and faith organizations
- Town leadership (including police).
- Stakeholders who represent the community

2. The Taskforce will be charged with developing recommendations designed to improve the culture and climate in our schools so that:

- Individuals who engage in hateful or biased conduct are educated and held accountable; and
- Students and families who are targeted are heard, supported, and protected.

3. These recommendations will address changes and/or enhancements to Sudbury Public Schools policy and practices, including but not limited to the following areas:

- a. Protocols related to incident reporting, data tracking, investigation, response, and post-investigation communication to families/stakeholders, and revising student handbooks and other documents accordingly.
- b. Formal age-appropriate educational programming and/or curriculum shifts to proactively teach students, families, and the community about antisemitism, racism, and other forms of hate and bias that result from lack of understanding of other cultures and lived experiences and that degrade the safety of the learning environment.
- c. Professional development for staff.
- d. Formalizing structures within the school district and with other community partners (e.g. the Sudbury Police Department) to regularly review incident data and plan ongoing, coordinated responses and education
- e. Incorporating these action steps, as appropriate, into district and school improvement plans.
- f. Collaboration and Coordination i. Strengthening partnerships with families, community organizations, and municipal agencies to support coordinated responses and prevention efforts.
- g. Continuous Improvement i. Incorporation or recommended actions into district and school improvement planning, as appropriate.

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Adopted by the Sudbury School Committee:

4. The Taskforce will begin its work with a primary focus on combating antisemitism, but will continue its work to ensure that all forms of hate and bias in all of our schools and across the district and community are comprehensively addressed to the maximal extent possible.
5. The Taskforce will hold an initial convening no later than March 8, 2026 and report on progress at least quarterly to the School Committee through the Superintendent, with a first progress report no later than June., 8th, 2026.
6. The School Committee intends for this Taskforce to be exempt from the Open Meeting Law in order to facilitate speedy progress.

**Resources:**

1. Non-legally binding working [definition of antisemitism](#) (IHRA)
2. [American Jewish Committee](#) (mainstream explanation and defense of IHRA)
3. [Town of Acton](#), MA use of IHRA
4. Massachusetts Special Commission on [Combating Antisemitism report](#)
5. [Town of Sudbury](#), MA use of IHRA
6. [US National Strategy](#) to Combat Antisemitism
7. [Commonwealth of Massachusetts](#) endorsement of (IHRA)
8. [Anti-Deformation League audit](#) of reports of antisemitism
9. Department of Elementary and Secondary Education [resources](#)

Adopted by the School Committee for Sudbury Public School on DATE. Vote:

Karyn Jones, Chair

Jessica McCready, Vice-Chair

Nicole Burnard

Julie Durgin-Sicree

Elisabeth Sues

**DRAFT**

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Adopted by the Sudbury School Committee:

**Sudbury Public Schools  
School Committee Meeting**

**Date:** February 9, 2026

**Agenda Item:** 6C

**2025-2026 SC Goal: Update about Transportation and Continued Discussion Around After-School Care and Enrichment**

**Recommendation:**

**Background Information:**

At the January 20, 2026 School Committee meeting, members reviewed research related to space usage across Sudbury Public Schools (SPS) facilities, district practices regarding enrichment programming, and an overview of the current provider landscape.

As part of that discussion, the Committee requested that the administration report back on:

- How SPS transportation currently operates in relation to transporting students to after-school care providers;
- Potential opportunities for improvement; and
- A cost analysis to better understand how transportation access may be expanded to promote greater equity in student participation in enrichment programs across Sudbury, including transportation to the Fairbank Community Center.

In addition, following the Committee's September 9, 2025 discussion, the Committee will need to determine whether it wishes to conduct a community survey to assess potential demand for expanded enrichment programming.

The Committee must also discuss:

- Responsibility for the year-end deliverable summarizing research, findings, and recommendations associated with this goal; and
- Initial considerations for future program development, next-phase planning, and/or exploration of external partnerships, as appropriate, aligned to the 2025–2026 School Committee goal.

**References:**

January 20, 2026 School Committee Agenda Packet:  
[AMENDED AgendaPacket\\_01202026\\_SCMeeting.pdf](#)

2025-2026 Sudbury School Committee Goals: [2025-2026 School Committee Goals Mid-Year Target Update](#)

**Attachments:**

1-2025-2026 Goal Area\_ Responsibilities\_After-School Care & Enrichment

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



# 2025-2026 Goal Area: After-School Care & Enrichment

-As discussed at September 9, 2025 Sudbury School Committee meeting-

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## 1. Responsibilities

- **Peer District Models:** Nicole will research peer district models and provide a memo/report of findings to the Committee.
- **Current Provider Landscape:** Betsy will research current after-school care and enrichment providers that SPS students attend immediately after the school day, including how students are transported; provide a memo/report of findings.
- **SPS Building Availability:** Jessica will work with the Superintendent to document current building space usage and identify any potential areas for future enrichment programming; provide a memo/report of findings.
- **Stakeholder Engagement:** Karyn will invite a representative of Sudbury Extended Day to come to a School Committee meeting this fall to provide an update about the current after-school care landscape in Sudbury. In addition, the School Committee will notify the public in its communication announcing a November listening session that topics can include input regarding the after-school care. Any feedback given regarding after-school care during the listening sessions will be provided to the School Committee as a memo. The School Committee will decide in January if we need to do a community survey or not, depending on community feedback received.

## 2. Timeline

- **TBD (October-December 2025):** Presentation from Sudbury Extended Day regarding after-school care landscape in Sudbury.
  - *Sudbury Extended Day provided a memo for December Agenda Packet*
- **TBD November 2025:** Listening Session
- **January 13:** Email memos and reports for January 20th meeting to the Chair to include in the agenda packet.
- **January 20th:** Mid-Year Deliverable Discussion – Review memo/reports on space availability, peer practices, provider landscape, and summary from listening sessions.
- **March/April 2026:** End-of-Year Deliverable – comprehensive summary of findings and recommendations, including survey results.

**Sudbury Public Schools  
School Committee Meeting**

**Date:** February 9, 2026

**Agenda Item:** 6D

**2025-2026 SC Goal: Planning Discussion of March Listening Session**

**Recommendation:**

**March Listening Session**

Move to have members \_\_\_\_\_ coordinate a date, time, and location for a School Committee listening session to be held in March 2026.

**March Listening Session Communications and Outreach**

Move to have Member Jessica McCready update the Listening Session flyer to reflect the coordinated date, time, and location, and to work with the Superintendent to distribute a community-wide email notification and include the flyer in each school's Principal Friday Flyers.

**Year-End Report Draft**

Move to have Member \_\_\_\_\_ draft the School Committee year-end report to review at our April School Committee meeting summarizing findings from the listening sessions, including a recommendation as to whether listening sessions should continue as an ongoing community feedback practice.

**Background Information:**

At the December 18, 2025 School Committee meeting, the Committee reviewed attendance logs and survey data from the November listening session.

As part of the 2025–2026 School Committee goal, the Committee is scheduled to plan and conduct an additional listening session in March 2026.

The Committee is also responsible for producing an end-of-year (EOY) report that will compile and analyze:

- Summaries from both listening sessions;
- Attendance logs; and
- Community survey results.



**Sudbury Public Schools  
School Committee Meeting**

**Date:** February 9, 2026

**Agenda Item:** 6E

- i. Quarterly Financial Reports**
  - a. Operating Budget, Year to Date (Account/Object Code and Budget to Actual)**
  - b. Account Transfers**
  - c. Staffing and FTE Reconciliation**
  - d. Circuit Breaker (activity and balance, roll forward estimate)**
  - e. Revolving Accounts Summary (activity and balance)**

**Recommendation:**

Move that the School Committee has approved account transfers as discussed.

Move that the School Committee has received the quarter two financial reports as listed in the February 9, 2026 agenda.

**Background Information:**

**Attachments:**

Memo\_SC\_FY26 Q2 Budget Forecast\_260202

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



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**Brad J. Crozier**  
Superintendent of Schools  
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**Donald R. Sawyer**  
Director of Business & Human Resources  
[donald\\_sawyer@sudbury.k12.ma.us](mailto:donald_sawyer@sudbury.k12.ma.us)

To: School Committee  
From: Donald R. Sawyer  
Director of Business & Human Resources  
Date: February 2, 2026  
Re: **FY26 YTD Budget Forecast & Cost Center Transfers**

For the Committee's review and applicable action, I am providing the following FY26 YTD Budget details for the 2<sup>nd</sup> Quarter ending 12/31/25:

1. FY26 Budget Forecast by DOE Function Category which includes YTD actual expenses, annual forecast, previously approved School Committee transfers, and current quarter's recommended reallocations.
2. FY26 YTD Budget Transfers which includes details for all transfers between cost centers previously approved by the School Committee along with current quarter's recommended reallocations.
3. FY26 YTD Budget Account Detail.
4. FY26 YTD Grant Accounts Detail
5. Historical Circuit Breaker Activity

While I have made every effort to provide the Committee with reasonable forecasts on the full year budget guidance as of the end of the 2<sup>nd</sup> quarter, the attached forecast was derived using known factors in the District as of the close of the quarter and subject to change should conditions change.

  
Donald R. Sawyer  
Director of Business & Human Resources

EXPENSE (DOE Function Category)	----- FY2025 -----				----- FY2026 -----				RECOMMENDED REALLOCATION	REVISED FORECAST +/- \$			
	Budget \$	Actual \$	+/- \$	+/- %	Budget \$	Transfer \$	YTD Actual \$	+/- \$			FORECAST \$	+/- \$	+/- %
Administration	\$ 1,318,204	\$ 1,336,422	\$ 18,218	1.38%	\$ 1,351,639	\$ -	\$ 649,824	\$ (701,815)	\$ 1,354,384	\$ 2,745	0.20%	\$ -	\$ 2,745
Instructional Leadership	\$ 3,852,963	\$ 3,939,083	\$ 86,120	2.24%	\$ 4,209,659	\$ -	\$ 1,961,360	\$ (2,248,299)	\$ 4,322,155	\$ 112,496	2.67%	\$ 112,000	\$ 496
Teachers	\$ 23,112,233	\$ 22,765,940	\$ (346,293)	-1.50%	\$ 23,789,565	\$ -	\$ 8,487,649	\$ (15,301,916)	\$ 23,672,708	\$ (116,857)	-0.49%	\$ (112,000)	\$ (4,857)
Other Teaching Services	\$ 6,065,927	\$ 6,382,046	\$ 316,119	5.21%	\$ 6,241,267	\$ -	\$ 3,054,252	\$ (3,187,015)	\$ 6,555,113	\$ 313,847	5.03%	\$ 267,354	\$ 46,493
Professional Development	\$ 345,295	\$ 259,743	\$ (85,552)	-24.78%	\$ 345,712	\$ -	\$ 129,547	\$ (216,165)	\$ 276,006	\$ (69,706)	-20.16%	\$ -	\$ (69,706)
Instructional Materials/Equip/Tech	\$ 740,483	\$ 783,909	\$ 43,426	5.86%	\$ 746,264	\$ -	\$ 408,323	\$ (337,941)	\$ 759,714	\$ 13,450	1.80%	\$ -	\$ 13,450
Guidance, Counseling, Testing	\$ 2,114,022	\$ 2,040,295	\$ (73,727)	-3.49%	\$ 2,104,002	\$ -	\$ 738,593	\$ (1,365,409)	\$ 2,116,222	\$ 12,220	0.58%	\$ -	\$ 12,220
Pupil Services	\$ 3,640,347	\$ 3,535,220	\$ (105,127)	-2.89%	\$ 3,759,374	\$ -	\$ 2,475,791	\$ (1,283,583)	\$ 3,492,020	\$ (267,354)	-7.11%	\$ (267,354)	\$ -
Operations and Maintenance	\$ 3,070,621	\$ 3,164,406	\$ 93,785	3.05%	\$ 3,126,452	\$ -	\$ 2,482,670	\$ (643,782)	\$ 3,167,404	\$ 40,952	1.31%	\$ -	\$ 40,952
Fixed Charges	\$ 211,769	\$ 208,284	\$ (3,485)	-1.65%	\$ 212,667	\$ -	\$ 111,171	\$ (101,496)	\$ 174,882	\$ (37,785)	-17.77%	\$ -	\$ (37,785)
Out-of-District Expenditures	\$ 1,314,007	\$ 1,370,510	\$ 56,503	4.30%	\$ 1,392,847	\$ -	\$ 1,576,943	\$ 184,096	\$ 1,392,847	\$ -	0.00%	\$ -	\$ -
<b>TOTAL GF FORECAST \$:</b>	<b>\$ 45,785,871</b>	<b>\$ 45,785,859</b>	<b>\$ (12)</b>	<b>0.00%</b>	<b>\$ 47,279,448</b>	<b>\$ -</b>	<b>\$ 22,076,123</b>	<b>\$ (25,203,325)</b>	<b>\$ 47,283,455</b>	<b>\$ 4,008</b>	<b>0.01%</b>	<b>\$ -</b>	<b>\$ 4,008</b>

Key Terms & Definitions:

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

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

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

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

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

**FY26 YTD Budget Transfers**

<u>Date:</u>	<u>Admin</u>	<u>Instructional Leadership</u>	<u>Teachers</u>	<u>Other Teaching Services</u>	<u>Professional Development</u>	<u>Instructional Mat/Equip/Tech</u>	<u>Guidance, Counseling, Testing</u>	<u>Pupil Services</u>	<u>Operations &amp; Maintenance</u>	<u>Fixed Charges</u>	<u>OOD</u>
12/31/25 FY25 Circuit Breaker PrePay	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ (341,416.00)	\$ -	\$ -	\$ -
12/31/25 CB PrePay to Contracted Services	\$ -	\$ -	\$ -	\$ 267,354.00	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
12/31/25 CB PrePay to Pupil Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 74,062.00	\$ -	\$ -	\$ -
12/31/25 Contract Settlement	\$ -	\$ 112,000.00	\$ (112,000.00)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
12/31/25	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
12/31/25	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>12/31/25 TOTAL SC APPROVED TRANSFERS</b>	<b>\$ -</b>	<b>\$ 112,000.00</b>	<b>\$ (112,000.00)</b>	<b>\$ 267,354.00</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ (267,354.00)</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>
<b>TOTAL YTD TRANSFERS</b>	<b>\$ -</b>	<b>\$ 112,000.00</b>	<b>\$ (112,000.00)</b>	<b>\$ 267,354.00</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ (267,354.00)</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>

YEAR-TO-DATE BUDGET

ORG	OBJ	ACCOUNT DESCRIPTION	ORIGINAL APPROP	TRANSFERS/ ADJUSTMENTS	REVISED BUDGET	YTD EXPENDED	ENCUMBRANCES	AVAILABLE BUDGET	% USED
10501215	120000	SUPPLIES CENTRAL OFFICE	\$ 26,824	0	\$ 26,824	\$ 7,443	\$ 4,285	\$ 15,096	43.72%
10501315	120000	MILEAGE REIMBURSEMENT	\$ 30,652	0	\$ 30,652	\$ 13,410	\$ 6,240	\$ 11,002	64.11%
10501375	120000	POSTAGE-CENTRAL OFFICE	\$ 11,309	0	\$ 11,309	\$ 5,042	\$ 141	\$ 6,126	45.83%
10546324	422000	PREVENTIVE MAINT - CENTRAL OFF	\$ 1,118	0	\$ 1,118	\$ -	\$ -	\$ 1,118	0.00%
		<b>Total 100 CENTRAL OFFICE</b>	<b>\$ 69,903</b>	<b>0</b>	<b>\$ 69,903</b>	<b>\$ 25,896</b>	<b>\$ 10,666</b>	<b>\$ 33,341</b>	<b>52.30%</b>
11501115	220000	ADMINISTRATOR SALARY	\$ 272,689	0	\$ 272,689	\$ 185,353	\$ -	\$ 87,336	67.97%
11501175	220000	ADMINISTRATIVE ASSISTANTS	\$ 96,968	0	\$ 96,968	\$ 32,905	\$ -	\$ 64,063	33.93%
11501215	220000	PRINCIPAL'S OFFICE SUPPLIES	\$ 4,100	0	\$ 4,100	\$ 890	\$ 607	\$ 2,603	36.51%
11501295	423000	OFFICE EQUIPMENT & REPAIRS	\$ 4,450	0	\$ 4,450	\$ 3,010	\$ -	\$ 1,440	67.65%
11502131	230000	ART TEACHERS	\$ 74,201	0	\$ 74,201	\$ 25,181	\$ -	\$ 49,020	33.94%
11502211	230000	ART SUPPLIES	\$ 4,250	0	\$ 4,250	\$ 2,769	\$ -	\$ 1,481	65.15%
11505213	260000	MEDIA & TECH SUPPLIES	\$ 11,500	0	\$ 11,500	\$ 5,894	\$ 1,195	\$ 4,411	61.64%
11515194	411000	CUSTODIAN SALARIES	\$ 141,901	0	\$ 141,901	\$ 72,091	\$ -	\$ 69,810	50.80%
11515204	411000	CUSTODIAN OVERTIME	\$ 6,000	0	\$ 6,000	\$ 829	\$ -	\$ 5,171	13.81%
11516131	230000	CLASSROOM TEACHERS	\$ 1,791,455	0	\$ 1,791,455	\$ 631,164	\$ -	\$ 1,160,291	35.23%
11516181	230000	LUNCHROOM AIDE	\$ -	0	\$ -	\$ -	\$ -	\$ -	-
11516211	230000	GENERAL SCHOOL SUPPLIES	\$ 21,470	0	\$ 21,470	\$ 22,806	\$ 832	\$ (2,168)	110.10%
11524131	230000	WORLD LANGUAGE PROF SALARY	\$ 88,356	0	\$ 88,356	\$ 29,985	\$ -	\$ 58,371	33.94%
11530133	270000	GUIDANCE COUNSELORS	\$ 126,723	0	\$ 126,723	\$ 43,009	\$ -	\$ 83,714	33.94%
11530213	270000	GUIDANCE SUPPLIES	\$ 500	0	\$ 500	\$ 106	\$ -	\$ 394	21.20%
11532183	320000	SCHOOL NURSE	\$ 89,629	0	\$ 89,629	\$ 31,047	\$ -	\$ 58,582	34.64%
11536211	230000	INSTRUCTIONAL SUPPLIES	\$ 20,980	0	\$ 20,980	\$ 18,458	\$ 17	\$ 2,505	88.06%
11541131	230000	KINDERGARTEN TEACHERS	\$ 359,732	0	\$ 359,732	\$ 122,081	\$ -	\$ 237,651	33.94%
11541141	230000	KINDERGARTEN AIDES	\$ 70,441	0	\$ 70,441	\$ 26,594	\$ -	\$ 43,847	37.75%
11544133	250000	LIBRARIAN	\$ 98,397	0	\$ 98,397	\$ 31,663	\$ -	\$ 66,734	32.18%
11544183	250000	LIBRARIAN AIDES	\$ -	0	\$ -	\$ -	\$ -	\$ -	-
11544233	250000	LIBRARY SUPPLIES	\$ 4,100	0	\$ 4,100	\$ 3,613	\$ -	\$ 487	88.12%
11555131	230000	MATH COACH PROF SALARY	\$ 126,223	0	\$ 126,223	\$ 42,836	\$ -	\$ 83,387	33.94%
11563131	230000	MUSIC TEACHERS	\$ 126,223	0	\$ 126,223	\$ 53,035	\$ -	\$ 73,188	42.02%
11563211	230000	MUSIC SUPPLIES	\$ 850	0	\$ 850	\$ 490	\$ -	\$ 360	57.65%
11570131	230000	PHYSICAL ED TEACHERS	\$ 100,978	0	\$ 100,978	\$ 34,269	\$ -	\$ 66,709	33.94%
11570211	230000	PHYSICAL EDUCATION SUPPLIES	\$ 1,000	0	\$ 1,000	\$ -	\$ -	\$ 1,000	0.00%
11573351	235000	CONFERENCE FEES	\$ 2,000	0	\$ 2,000	\$ 1,406	\$ -	\$ 594	70.30%
11575131	230000	READING SPECIALIST	\$ 113,982	0	\$ 113,982	\$ 38,682	\$ -	\$ 75,300	33.94%
11575143	230000	READING TUTOR	\$ 44,506	0	\$ 44,506	\$ 18,702	\$ -	\$ 25,804	42.02%
11584132	230000	SPED TEACHERS	\$ 822,094	0	\$ 822,094	\$ 278,991	\$ -	\$ 543,103	33.94%
11584142	230000	LORING SPED AIDES	\$ 546,455	0	\$ 546,455	\$ 200,420	\$ -	\$ 346,035	36.68%
11584212	230000	SPED SUPPLIES	\$ 2,200	0	\$ 2,200	\$ 1,248	\$ -	\$ 952	56.71%
		<b>Total 115 LORING ELEMENTARY SCHOOL</b>	<b>\$ 5,174,353</b>	<b>0</b>	<b>\$ 5,174,353</b>	<b>\$ 1,959,526</b>	<b>\$ 2,650</b>	<b>\$ 3,212,177</b>	<b>37.92%</b>
12501115	220000	ADMINISTRATOR SALARY	\$ 272,689	0	\$ 272,689	\$ 136,344	\$ -	\$ 136,345	50.00%

YEAR-TO-DATE BUDGET

ORG	OBJ	ACCOUNT DESCRIPTION	ORIGINAL APPROP	TRANSFERS/ ADJUSTMENTS	REVISED BUDGET	YTD EXPENDED	ENCUMBRANCES	AVAILABLE BUDGET	% USED
12501175	220000	ADMIN ASSISTANTS	\$ 100,914	0	\$ 100,914	\$ 32,488	\$ -	\$ 68,426	32.19%
12501215	220000	PRINCIPAL OFFICE SUPPLIES	\$ 1,525	0	\$ 1,525	\$ 1,093	\$ -	\$ 432	71.68%
12501295	423000	OFFICE EQUIP & REPAIR	\$ 11,305	0	\$ 11,305	\$ 5,299	\$ 1,245	\$ 4,761	57.88%
12502131	230000	ART TEACHERS	\$ 54,652	0	\$ 54,652	\$ 18,547	\$ -	\$ 36,105	33.94%
12502211	230000	ART SUPPLIES	\$ 3,000	0	\$ 3,000	\$ 2,734	\$ 212	\$ 53	98.22%
12505213	260000	MEDIA & TECH SUPPLIES	\$ 8,035	0	\$ 8,035	\$ 2,420	\$ 2,219	\$ 3,396	57.73%
12515194	411000	CUSTODIAN SALARIES	\$ 113,838	0	\$ 113,838	\$ 55,802	\$ -	\$ 58,036	49.02%
12515204	411000	CUSTODIAN OVERTIME	\$ 6,000	0	\$ 6,000	\$ 1,337	\$ -	\$ 4,663	22.29%
12516131	230000	CLASSROOM TEACHERS	\$ 1,470,101	0	\$ 1,470,101	\$ 506,637	\$ -	\$ 963,464	34.46%
12516181	230000	LUNCHROOM AIDE	\$ -	0	\$ -	\$ -	\$ -	\$ -	-
12516211	230000	GENERAL SCHOOL SUPPLIES	\$ 6,385	0	\$ 6,385	\$ 4,975	\$ 407	\$ 1,003	84.29%
12524131	230000	WORLD LANGUAGE PROF SALARY	\$ 75,734	0	\$ 75,734	\$ 25,701	\$ -	\$ 50,033	33.94%
12530133	270000	GUIDANCE COUNSELORS	\$ 126,723	0	\$ 126,723	\$ 43,009	\$ -	\$ 83,714	33.94%
12530213	270000	GUIDANCE SUPPLIES	\$ 250	0	\$ 250	\$ 60	\$ -	\$ 190	23.99%
12532183	320000	SCHOOL NURSE	\$ 89,379	0	\$ 89,379	\$ 30,797	\$ -	\$ 58,582	34.46%
12536211	230000	INSTRUCTIONAL SUPPLIES	\$ 27,565	0	\$ 27,565	\$ 17,853	\$ 1,536	\$ 8,176	70.34%
12541131	230000	KINDERGARTEN TEACHERS	\$ 300,632	0	\$ 300,632	\$ 102,024	\$ -	\$ 198,608	33.94%
12541141	230000	KINDERGARTEN AIDES	\$ 54,686	0	\$ 54,686	\$ 23,888	\$ -	\$ 30,798	43.68%
12544133	250000	LIBRARIAN	\$ 73,607	0	\$ 73,607	\$ 30,447	\$ -	\$ 43,160	41.36%
12544183	250000	LIBRARIAN AIDES	\$ -	0	\$ -	\$ -	\$ -	\$ -	-
12544233	250000	LIBRARY SUPPLIES	\$ 3,000	0	\$ 3,000	\$ -	\$ -	\$ 3,000	0.00%
12555131	230000	MATH COACH PROF SALARY	\$ 126,223	0	\$ 126,223	\$ 42,836	\$ -	\$ 83,387	33.94%
12563131	230000	MUSIC TEACHERS	\$ 42,797	0	\$ 42,797	\$ 17,982	\$ -	\$ 24,815	42.02%
12563211	230000	MUSIC SUPPLIES	\$ 450	0	\$ 450	\$ 78	\$ -	\$ 372	17.22%
12570131	230000	PHYSICAL ED TEACHERS	\$ 44,577	0	\$ 44,577	\$ 15,128	\$ -	\$ 29,449	33.94%
12570211	230000	PHYSICAL EDUCATION SUPPLIES	\$ 900	0	\$ 900	\$ -	\$ -	\$ 900	0.00%
12573351	235000	CONFERENCE FEES	\$ 1,485	0	\$ 1,485	\$ 734	\$ 468	\$ 283	80.94%
12575131	230000	READING SPECIALIST	\$ 95,724	0	\$ 95,724	\$ 32,486	\$ -	\$ 63,239	33.94%
12575143	230000	READING TUTOR	\$ 44,506	0	\$ 44,506	\$ 17,098	\$ -	\$ 27,408	38.42%
12584132	230000	SPED TEACHERS	\$ 560,687	0	\$ 560,687	\$ 190,278	\$ -	\$ 370,409	33.94%
12584142	230000	SPED AIDES	\$ 429,485	0	\$ 429,485	\$ 151,903	\$ -	\$ 277,582	35.37%
12584212	230000	SPED SUPPLIES	\$ 1,800	0	\$ 1,800	\$ 1,179	\$ 81	\$ 540	70.00%
		<b>Total 120 NIXON</b>	<b>\$ 4,148,654</b>	<b>0</b>	<b>\$ 4,148,654</b>	<b>\$ 1,511,157</b>	<b>\$ 6,169</b>	<b>\$ 2,631,328</b>	<b>36.57%</b>
14501115	220000	ADMINISTRATOR SALARY	\$ 265,340	0	\$ 265,340	\$ 134,739	\$ -	\$ 130,601	50.78%
14501175	220000	ADMIN ASSISTANTS	\$ 113,542	0	\$ 113,542	\$ 38,532	\$ -	\$ 75,010	33.94%
14501215	220000	PRINCIPAL OFFICE SUPPLIES	\$ 4,940	0	\$ 4,940	\$ 771	\$ 43	\$ 4,125	16.49%
14501295	423000	OFFICE EQUIP & REPAIR	\$ 2,000	0	\$ 2,000	\$ 5,982	\$ 186	\$ (4,168)	308.40%
14502131	230000	ART TEACHERS	\$ 91,186	0	\$ 91,186	\$ 38,313	\$ -	\$ 52,873	42.02%
14502211	230000	ART SUPPLIES	\$ 3,000	0	\$ 3,000	\$ -	\$ -	\$ 3,000	0.00%
14505213	260000	MEDIA & TECH SUPPLIES	\$ 6,200	0	\$ 6,200	\$ 4,558	\$ 325	\$ 1,317	78.76%

YEAR-TO-DATE BUDGET

ORG	OBJ	ACCOUNT DESCRIPTION	ORIGINAL APPROP	TRANSFERS/ ADJUSTMENTS	REVISED BUDGET	YTD EXPENDED	ENCUMBRANCES	AVAILABLE BUDGET	% USED
14515194	411000	CUSTODIAN SALARIES	\$ 138,289	0	\$ 138,289	\$ 67,787	\$ -	\$ 70,502	49.02%
14515204	411000	CUSTODIAN OVERTIME	\$ 6,000	0	\$ 6,000	\$ 1,977	\$ -	\$ 4,023	32.95%
14516131	230000	CLASSROOM TEACHERS	\$ 1,576,952	0	\$ 1,576,952	\$ 538,689	\$ -	\$ 1,038,263	34.16%
14516181	230000	LUNCHROOM AIDE	\$ -	0	\$ -	\$ -	\$ -	\$ -	-
14516211	230000	GENERAL SCHOOL SUPPLIES	\$ 23,900	0	\$ 23,900	\$ 13,664	\$ 1,299	\$ 8,937	62.61%
14524131	230000	WORLD LANGUAGE PROF SALARY	\$ 59,823	0	\$ 59,823	\$ 20,302	\$ -	\$ 39,521	33.94%
14530133	270000	GUIDANCE COUNSELORS	\$ 126,723	0	\$ 126,723	\$ 43,009	\$ -	\$ 83,714	33.94%
14530213	270000	GUIDANCE SUPPLIES	\$ 1,000	0	\$ 1,000	\$ 37	\$ -	\$ 963	3.71%
14532183	320000	SCHOOL NURSE	\$ 92,694	0	\$ 92,694	\$ 11,704	\$ -	\$ 80,990	12.63%
14536211	230000	INSTRUCTIONAL SUPPLIES	\$ 17,100	0	\$ 17,100	\$ 12,439	\$ 277	\$ 4,383	74.37%
14541131	230000	KINDERGARTEN TEACHERS	\$ 401,450	0	\$ 401,450	\$ 136,238	\$ -	\$ 265,212	33.94%
14541141	230000	KINDERGARTEN AIDES	\$ 49,414	0	\$ 49,414	\$ 20,691	\$ -	\$ 28,723	41.87%
14544133	250000	LIBRARIAN	\$ 96,168	0	\$ 96,168	\$ 32,899	\$ -	\$ 63,269	34.21%
14544183	250000	LIBRARIAN AIDES	\$ -	0	\$ -	\$ -	\$ -	\$ -	-
14544233	250000	LIBRARY SUPPLIES	\$ 2,500	0	\$ 2,500	\$ 1,279	\$ -	\$ 1,221	51.17%
14555131	230000	MATH COACH PROF SALARY	\$ 113,982	0	\$ 113,982	\$ 38,682	\$ -	\$ 75,300	33.94%
14563131	230000	MUSIC TEACHERS	\$ 91,186	0	\$ 91,186	\$ 38,313	\$ -	\$ 52,873	42.02%
14563211	230000	MUSIC SUPPLIES	\$ 500	0	\$ 500	\$ -	\$ -	\$ 500	0.00%
14570131	230000	PHYSICAL ED TEACHERS	\$ 126,223	0	\$ 126,223	\$ 42,836	\$ -	\$ 83,387	33.94%
14570211	230000	PHYSICAL EDUCATION SUPPLIES	\$ 1,500	0	\$ 1,500	\$ -	\$ -	\$ 1,500	0.00%
14573351	235000	CONFERENCE FEES	\$ 1,000	0	\$ 1,000	\$ -	\$ -	\$ 1,000	0.00%
14575131	230000	READING SPECIALISTS	\$ 126,223	0	\$ 126,223	\$ 39,049	\$ -	\$ 87,174	30.94%
14575143	230000	READING TUTOR	\$ 44,506	0	\$ 44,506	\$ 15,105	\$ -	\$ 29,401	33.94%
14584132	230000	SPED TEACHERS	\$ 522,551	0	\$ 522,551	\$ 172,647	\$ -	\$ 349,904	33.04%
14584142	230000	SPED AIDES	\$ 374,324	0	\$ 374,324	\$ 122,370	\$ -	\$ 251,954	32.69%
14584212	230000	SPED SUPPLIES	\$ 3,500	0	\$ 3,500	\$ 185	\$ -	\$ 3,315	5.27%
		<b>Total 140 HAYNES</b>	<b>\$ 4,483,716</b>	<b>0</b>	<b>\$ 4,483,716</b>	<b>\$ 1,592,798</b>	<b>\$ 2,131</b>	<b>\$ 2,888,787</b>	<b>35.57%</b>
16501115	220000	ADMINISTRATOR SALARY	\$ 273,266	0	\$ 273,266	\$ 136,633	\$ -	\$ 136,633	50.00%
16501175	220000	ADMIN ASSISTANTS	\$ 100,457	0	\$ 100,457	\$ 37,931	\$ -	\$ 62,526	37.76%
16501215	220000	PRINCIPAL OFFICE SUPPLIES	\$ 1,476	0	\$ 1,476	\$ 915	\$ -	\$ 561	62.00%
16501295	423000	OFFICE EQUIP & REPAIR	\$ 16,475	0	\$ 16,475	\$ 8,915	\$ 136	\$ 7,424	54.94%
16502131	230000	ART TEACHERS	\$ 59,504	0	\$ 59,504	\$ 20,194	\$ -	\$ 39,310	33.94%
16502211	230000	ART SUPPLIES	\$ 5,000	0	\$ 5,000	\$ 2,464	\$ 638	\$ 1,898	62.03%
16505213	260000	MEDIA & TECH SUPPLIES	\$ 15,550	0	\$ 15,550	\$ 6,848	\$ 3,280	\$ 5,422	65.13%
16515194	411000	CUSTODIAN SALARIES	\$ 188,964	0	\$ 188,964	\$ 88,000	\$ -	\$ 100,964	46.57%
16515204	411000	CUSTODIAN OVERTIME	\$ 6,000	0	\$ 6,000	\$ 6,763	\$ -	\$ (763)	112.72%
16516131	230000	CLASSROOM TEACHERS	\$ 1,949,411	0	\$ 1,949,411	\$ 658,343	\$ -	\$ 1,291,068	33.77%
16516181	230000	LUNCHROOM AIDE	\$ -	0	\$ -	\$ -	\$ -	\$ -	-
16516211	230000	GENERAL SCHOOL SUPPLIES	\$ 13,400	0	\$ 13,400	\$ 14,766	\$ 1,526	\$ (2,892)	121.58%
16524131	230000	WORLD LANGUAGE PROF SALARY	\$ 100,978	0	\$ 100,978	\$ 12,533	\$ -	\$ 88,445	12.41%

YEAR-TO-DATE BUDGET

ORG	OBJ	ACCOUNT DESCRIPTION	ORIGINAL APPROP	TRANSFERS/ ADJUSTMENTS	REVISED BUDGET	YTD EXPENDED	ENCUMBRANCES	AVAILABLE BUDGET	% USED
16530133	270000	GUIDANCE COUNSELORS	\$ 241,205	0	\$ 241,205	\$ 81,864	\$ -	\$ 159,341	33.94%
16530213	270000	GUIDANCE SUPPLIES	\$ 600	0	\$ 600	\$ -	\$ -	\$ 600	0.00%
16532183	320000	SCHOOL NURSE	\$ 81,565	0	\$ 81,565	\$ 27,681	\$ -	\$ 53,884	33.94%
16536211	230000	INSTRUCTIONAL SUPPLIES	\$ 30,101	0	\$ 30,101	\$ 25,141	\$ 395	\$ 4,565	84.83%
16541131	230000	KINDERGARTEN TEACHER	\$ 392,652	0	\$ 392,652	\$ 146,746	\$ -	\$ 245,906	37.37%
16541141	230000	KINDERGRATEN AIDES	\$ 70,410	0	\$ 70,410	\$ 29,282	\$ -	\$ 41,128	41.59%
16544133	250000	LIBRARIAN	\$ 116,505	0	\$ 116,505	\$ 40,448	\$ -	\$ 76,057	34.72%
16544183	250000	LIBRARIAN AIDES	\$ -	0	\$ -	\$ -	\$ -	\$ -	-
16544233	250000	LIBRARY SUPPLIES	\$ 6,727	0	\$ 6,727	\$ 1,437	\$ 4,560	\$ 730	89.15%
16555131	230000	MATH COACH PROF SALARY	\$ 113,982	0	\$ 113,982	\$ 38,682	\$ -	\$ 75,300	33.94%
16563131	230000	MUSIC TEACHERS	\$ 126,223	0	\$ 126,223	\$ 42,836	\$ -	\$ 83,387	33.94%
16563211	230000	MUSIC SUPPLIES	\$ 1,179	0	\$ 1,179	\$ 1,064	\$ -	\$ 115	90.22%
16570131	230000	PHYSICAL ED TEACHERS	\$ 126,223	0	\$ 126,223	\$ 42,836	\$ -	\$ 83,387	33.94%
16570211	230000	PHYSICAL EDUCATION SUPPLIES	\$ 1,228	0	\$ 1,228	\$ 1,161	\$ -	\$ 67	94.58%
16572132	230000	PRESCHOOL TEACHER	\$ 218,869	0	\$ 218,869	\$ 74,277	\$ -	\$ 144,592	33.94%
16572142	230000	PRESCHOOL AIDES	\$ 275,179	0	\$ 275,179	\$ 103,685	\$ -	\$ 171,494	37.68%
16573351	235000	CONFERENCE FEES	\$ 864	0	\$ 864	\$ -	\$ -	\$ 864	0.00%
16575131	230000	READING SPECIALIST	\$ 126,223	0	\$ 126,223	\$ 42,836	\$ -	\$ 83,387	33.94%
16575143	230000	READING TUTOR	\$ 89,012	0	\$ 89,012	\$ 37,403	\$ -	\$ 51,609	42.02%
16584132	230000	SPED TEACHERS	\$ 690,987	0	\$ 690,987	\$ 240,889	\$ -	\$ 450,099	34.86%
16584142	230000	SPED AIDES	\$ 548,352	0	\$ 548,352	\$ 198,017	\$ -	\$ 350,335	36.11%
16584212	230000	SPED SUPPLIES	\$ 1,000	0	\$ 1,000	\$ 976	\$ -	\$ 24	97.57%
		<b>Total 162 NOYES ELEMENTARY SCHOOL</b>	<b>\$ 5,989,567</b>	<b>0</b>	<b>\$ 5,989,567</b>	<b>\$ 2,171,565</b>	<b>\$ 10,535</b>	<b>\$ 3,807,468</b>	<b>36.43%</b>
18501115	220000	ADMINISTRATOR SALARY	\$ 503,555	0	\$ 503,555	\$ 251,777	\$ -	\$ 251,778	50.00%
18501175	220000	ADMIN ASSISTANTS	\$ 118,095	0	\$ 118,095	\$ 44,392	\$ -	\$ 73,703	37.59%
18501215	220000	PRINCIPAL OFFICE SUPPLIES	\$ 12,000	0	\$ 12,000	\$ 7,422	\$ 6,692	\$ (2,114)	117.62%
18501295	423000	OFFICE EQUIP & REPAIR	\$ 34,450	0	\$ 34,450	\$ 14,296	\$ 1,227	\$ 18,927	45.06%
18502131	230000	ART TEACHERS	\$ 126,223	0	\$ 126,223	\$ 42,836	\$ -	\$ 83,387	33.94%
18502211	230000	ARTS SUPPLIES	\$ 7,030	0	\$ 7,030	\$ 7,631	\$ 236	\$ (838)	111.92%
18505213	260000	MEDIA & TECH SUPPLIES	\$ 11,000	0	\$ 11,000	\$ 5,527	\$ 4,993	\$ 480	95.64%
18513131	230000	COMPUTER TEACHERS	\$ 126,223	0	\$ 126,223	\$ 42,836	\$ -	\$ 83,387	33.94%
18515194	411000	CUSTODIAN SALARIES	\$ 315,664	0	\$ 315,664	\$ 154,742	\$ -	\$ 160,922	49.02%
18515204	411000	CUSTODIAN OVERTIME	\$ 7,000	0	\$ 7,000	\$ 938	\$ -	\$ 6,062	13.41%
18516131	230000	CLASSROOM TEACHERS	\$ 1,388,327	0	\$ 1,388,327	\$ 471,152	\$ -	\$ 917,175	33.94%
18521131	230000	LANGUAGE ARTS TEACHER	\$ 790,652	0	\$ 790,652	\$ 285,245	\$ -	\$ 505,407	36.08%
18521231	240000	LANGUAGE ARTS TEXTS	\$ -	0	\$ -	\$ -	\$ -	\$ -	-
18524131	230000	WORLD LANGUAGE PROF SALARY	\$ 534,411	0	\$ 534,411	\$ 191,098	\$ -	\$ 343,313	35.76%
18524131	230000	WORLD LANGUAGE PROF SALARY	\$ -	0	\$ -	\$ -	\$ -	\$ -	-
18530133	270000	GUIDANCE COUNSELORS	\$ 320,188	0	\$ 320,188	\$ 110,613	\$ -	\$ 209,575	34.55%
18530173	270000	GUIDANCE SUPPORT SAL	\$ 55,532	0	\$ 55,532	\$ 13,530	\$ -	\$ 42,002	24.36%

YEAR-TO-DATE BUDGET

ORG	OBJ	ACCOUNT DESCRIPTION	ORIGINAL APPROP	TRANSFERS/ ADJUSTMENTS	REVISED BUDGET	YTD EXPENDED	ENCUMBRANCES	AVAILABLE BUDGET	% USED
18530213	270000	GUIDANCE SUPPLIES	\$ 1,100	0	\$ 1,100	\$ 515	\$ -	\$ 585	46.81%
18531131	230000	CURTIS HEALTH TEACHER	\$ 246,725	0	\$ 246,725	\$ 83,730	\$ -	\$ 162,995	33.94%
18532183	320000	SCHOOL NURSE	\$ 178,482	0	\$ 178,482	\$ 67,761	\$ -	\$ 110,721	37.97%
18536211	230000	INSTRUCTIONAL SUPPLIES	\$ 20,400	0	\$ 20,400	\$ 10,743	\$ 582	\$ 9,075	55.51%
18540131	230000	TECHNICAL EDUCATION TEACHERS	\$ 252,446	0	\$ 252,446	\$ 85,672	\$ -	\$ 166,774	33.94%
18540211	230000	TECHNOLOGY EDUCATION SUPPLIES	\$ 16,000	0	\$ 16,000	\$ 9,966	\$ 538	\$ 5,496	65.65%
18544133	250000	LIBRARIAN	\$ 103,095	0	\$ 103,095	\$ 35,792	\$ -	\$ 67,303	34.72%
18544183	250000	LIBRARIAN AIDES	\$ -	0	\$ -	\$ -	\$ -	\$ -	-
18544233	250000	LIBRARY SUPPLIES	\$ 14,300	0	\$ 14,300	\$ 15,937	\$ 46	\$ (1,683)	111.77%
18546324	422000	PREVENTIVE MAINTENANCE	\$ 253	0	\$ 253	\$ -	\$ -	\$ 253	0.00%
18555131	230000	MATH PROF SALARY	\$ 1,024,999	0	\$ 1,024,999	\$ 342,947	\$ -	\$ 682,052	33.46%
18555231	240000	MATH TEXTS	\$ -	0	\$ -	\$ -	\$ -	\$ -	-
18561211	230000	GENERAL SCHOOL SUPPLIES	\$ 27,650	0	\$ 27,650	\$ 23,943	\$ 9,360	\$ (5,653)	120.44%
18561271	731000	NEW EQUIPMENT ACQUISITION	\$ -	0	\$ -	\$ -	\$ -	\$ -	-
18563131	230000	MUSIC TEACHERS	\$ 241,216	0	\$ 241,216	\$ 81,861	\$ -	\$ 159,355	33.94%
18563211	230000	MUSIC SUPPLIES	\$ 6,750	0	\$ 6,750	\$ 7,038	\$ 1,611	\$ (1,899)	128.14%
18563321	230000	PIANO & INSTRUMENT REPAIR	\$ -	0	\$ -	\$ -	\$ -	\$ -	-
18570131	230000	PHYSICAL ED TEACHERS	\$ 252,446	0	\$ 252,446	\$ 95,871	\$ -	\$ 156,575	37.98%
18570211	230000	PHYSICAL EDUCATION SUPPLIES	\$ 4,000	0	\$ 4,000	\$ 3,521	\$ -	\$ 479	88.01%
18573351	235000	CONFERENCE FEES	\$ 1,200	0	\$ 1,200	\$ 1,590	\$ -	\$ (390)	132.50%
18575131	230000	READING SPECIALISTS	\$ 328,773	0	\$ 328,773	\$ 111,575	\$ -	\$ 217,198	33.94%
18575231	240000	READING TEXTS	\$ -	0	\$ -	\$ -	\$ -	\$ -	-
18582131	230000	SCIENCE TEACHERS	\$ 685,038	0	\$ 685,038	\$ 238,604	\$ -	\$ 446,434	34.83%
18582231	240000	SCIENCE TEXTS	\$ -	0	\$ -	\$ -	\$ -	\$ -	-
18582294	423000	SCIENCE LAB EQUIP REPAIR	\$ -	0	\$ -	\$ -	\$ -	\$ -	-
18583131	230000	SOCIAL STUDIES TEACHERS	\$ 800,625	0	\$ 800,625	\$ 271,705	\$ -	\$ 528,920	33.94%
18583231	240000	SOCIAL STUDIES TEXTS	\$ -	0	\$ -	\$ -	\$ -	\$ -	-
18584132	230000	SPED TEACHERS	\$ 2,004,987	0	\$ 2,004,987	\$ 696,470	\$ -	\$ 1,308,517	34.74%
18584142	230000	SPED AIDES	\$ 646,883	0	\$ 646,883	\$ 202,166	\$ -	\$ 444,717	31.25%
18584212	230000	SPED SUPLIES	\$ 650	0	\$ 650	\$ 540	\$ -	\$ 110	83.06%
18584232	240000	SKILLS CENTER/SPED TEXTS	\$ -	0	\$ -	\$ -	\$ -	\$ -	-
18592431	352000	STUDENT ACTIVITIES	\$ -	0	\$ -	\$ -	\$ -	\$ -	-
		<b>Total 180 CURTIS</b>	<b>\$ 11,208,368</b>	<b>0</b>	<b>\$ 11,208,368</b>	<b>\$ 4,031,980</b>	<b>\$ 25,286</b>	<b>\$ 7,151,102</b>	<b>36.20%</b>
20501115	120000	ADMINISTRATOR SALARY	\$ 875,945	0	\$ 875,945	\$ 438,320	\$ -	\$ 437,625	50.04%
20501175	120000	SUPPORT STAFF	\$ 299,745	0	\$ 299,745	\$ 147,601	\$ -	\$ 152,144	49.24%
20501325	120000	SYSTEM CONTRACTED SERVICES	\$ 21,672	0	\$ 21,672	\$ 41	\$ 954	\$ 20,677	4.59%
20501335	120000	SCHOOL SYSTEM MEMBERSHIPS	\$ 51,413	0	\$ 51,413	\$ 12,757	\$ -	\$ 38,656	24.81%
20573381	235000	TUITION REIMBURSEMENT	\$ 100,000	0	\$ 100,000	\$ 21,281	\$ 27,380	\$ 51,339	48.66%
20581195	330000	CROSSING GUARD	\$ 57,000	0	\$ 57,000	\$ 19,215	\$ -	\$ 37,785	33.71%
20585345	531000	LEASE AGREEMENT COPIERS	\$ 90,667	0	\$ 90,667	\$ 42,906	\$ 46,300	\$ 1,461	98.39%

YEAR-TO-DATE BUDGET

ORG	OBJ	ACCOUNT DESCRIPTION	ORIGINAL APPROP	TRANSFERS/ ADJUSTMENTS	REVISED BUDGET	YTD EXPENDED	ENCUMBRANCES	AVAILABLE BUDGET	% USED
20594131	230000	SUBSTITUTES	\$ 514,324	0	\$ 514,324	\$ 197,663	\$ -	\$ 316,661	38.43%
20594191	235000	CONFERENCE SUBSTITUTE	\$ 18,757	0	\$ 18,757	\$ -	\$ -	\$ 18,757	0.00%
20602324	330000	REGULAR DAY TRANSPORTATION	\$ 1,211,944	0	\$ 1,211,944	\$ 297,053	\$ 977,642	\$ (62,751)	105.18%
20621195	230000	STIPENDS	\$ 68,930	0	\$ 68,930	\$ 6,000	\$ -	\$ 62,930	8.70%
20622195	230000	403(b) MATCH	\$ 65,000	0	\$ 65,000	\$ 2,750	\$ -	\$ 62,250	4.23%
		<b>Total 200 SYSTEM</b>	<b>\$ 3,375,397</b>	<b>0</b>	<b>\$ 3,375,397</b>	<b>\$ 1,185,588</b>	<b>\$ 1,052,276</b>	<b>\$ 1,137,533</b>	<b>66.30%</b>
21501115	120000	TECHNOLOGY DIRECTOR	\$ 124,218	0	\$ 124,218	\$ 62,109	\$ -	\$ 62,109	50.00%
21513191	423000	TECHNOLOGY TECHNICIANS	\$ 216,225	0	\$ 216,225	\$ 108,113	\$ -	\$ 108,112	50.00%
21514113	230000	EDUCATIONAL TECH COOD.	\$ 83,446	0	\$ 83,446	\$ 41,723	\$ -	\$ 41,723	50.00%
21514121	230000	CURRICULUM DIRECTOR	\$ 864,028	0	\$ 864,028	\$ 343,778	\$ -	\$ 520,250	39.79%
21522131	230000	ENGLISH SECOND LANG TEACHER	\$ 476,514	0	\$ 476,514	\$ 161,713	\$ -	\$ 314,801	33.94%
21560213	250000	COMPUTER SOFTWARE	\$ 309,497	0	\$ 309,497	\$ 314,189	\$ 25,494	\$ (30,186)	109.75%
21560283	230000	COMPUTER NETWORK	\$ 28,849	0	\$ 28,849	\$ 8,292	\$ 4,617	\$ 15,940	44.75%
21573133	235000	PROF DEV PROF SALARY STIPENDS	\$ 70,000	0	\$ 70,000	\$ 24,669	\$ -	\$ 45,331	35.24%
21573431	235000	PROFESSIONAL DEV OTHER	\$ 51,515	0	\$ 51,515	\$ 4,562	\$ 175	\$ 46,778	9.20%
21610213	250000	CURRICULUM SUPPLIES	\$ 103,030	0	\$ 103,030	\$ 58,927	\$ 1,542	\$ 42,561	58.69%
21610273	731000	NEW EQUIPMENT	\$ 300,848	0	\$ 300,848	\$ 63,174	\$ 14,514	\$ 223,160	25.82%
21610293	250000	EQUIPMENT REPAIR	\$ -	0	\$ -	\$ -	\$ -	\$ -	-
21610333	250000	MEMBERSHIPS	\$ 2,060	0	\$ 2,060	\$ 434	\$ -	\$ 1,626	21.07%
21610353	250000	CONFERENCE AND MILEAGE	\$ 2,516	0	\$ 2,516	\$ 1,048	\$ -	\$ 1,468	41.65%
		<b>Total 210 CURRICULUM/LIBRARY/MEDIA</b>	<b>\$ 2,632,746</b>	<b>0</b>	<b>\$ 2,632,746</b>	<b>\$ 1,192,730</b>	<b>\$ 46,343</b>	<b>\$ 1,393,673</b>	<b>47.06%</b>
22520132	230000	EARLY CHILD DIRECTOR	\$ 131,552	0	\$ 131,552	\$ 65,776	\$ -	\$ 65,776	50.00%
22520212	230000	EARLY CHILDHOOD OFF. SUPPLIES	\$ 2,576	0	\$ 2,576	\$ 2,879	\$ 446	\$ (748)	129.05%
22522325	230000	ENGLISH SECOND LANG CONTRACTED	\$ 15,455	0	\$ 15,455	\$ 5,475	\$ 5,789	\$ 4,191	72.88%
22530133	270000	SOCIAL WORKER	\$ 113,982	0	\$ 113,982	\$ 38,682	\$ -	\$ 75,300	33.94%
22532213	320000	NURSING SUPPLIES	\$ 12,708	0	\$ 12,708	\$ 11,161	\$ -	\$ 1,547	87.83%
22534322	230000	HOME BASED SVC CONTRACTED	\$ 87,576	0	\$ 87,576	\$ 35,947	\$ 66,053	\$ (14,424)	116.47%
22564133	230000	OCCUPAT. THERAPY PROF SALARY	\$ 475,967	0	\$ 475,967	\$ 178,444	\$ -	\$ 297,523	37.49%
22571133	230000	PHYSICAL THERAPY PROF SALARY	\$ 112,426	0	\$ 112,426	\$ 51,644	\$ -	\$ 60,782	45.94%
22573353	235000	PROFESSIONAL DEVELOPMENT	\$ 42,902	0	\$ 42,902	\$ 23,020	\$ 10,023	\$ 9,859	77.02%
22574132	280000	PYSCHOLOGIST	\$ 961,973	0	\$ 961,973	\$ 332,383	\$ -	\$ 629,590	34.55%
22584115	210000	TEAM CHAIR/OOD COORDINATOR	\$ 761,467	0	\$ 761,467	\$ 279,015	\$ -	\$ 482,452	36.64%
22584132	230000	SPED BCBA TEACHER	\$ 355,298	0	\$ 355,298	\$ 120,576	\$ -	\$ 234,722	33.94%
22584142	230000	EXTENDED YR SERVICES SALARIES	\$ 380,580	0	\$ 380,580	\$ 455,314	\$ -	\$ (74,734)	119.64%
22584171	230000	SPED ADMIN ASST	\$ 139,261	0	\$ 139,261	\$ 80,447	\$ -	\$ 58,814	57.77%
22584195	230000	TUTOR ABA SPED INSTRUCTION	\$ 626,945	0	\$ 626,945	\$ 212,843	\$ -	\$ 414,102	33.95%
22584212	230000	SPED OFFICE SUPPLY	\$ 17,093	0	\$ 17,093	\$ 37,134	\$ 20,337	\$ (40,378)	336.22%
22584272	730000	SPED NEW EQUIPMENT	\$ 12,363	0	\$ 12,363	\$ 5,455	\$ 73	\$ 6,835	44.71%
22584322	230000	SPED CONTRACTED PROGRAM	\$ 257,834	0	\$ 257,834	\$ 233,576	\$ 299,186	\$ (274,928)	206.63%
22584392	230000	TESTING AND EVALUATIONS	\$ 27,503	0	\$ 27,503	\$ 29,802	\$ 1,976	\$ (4,274)	115.54%

YEAR-TO-DATE BUDGET

ORG	OBJ	ACCOUNT DESCRIPTION	ORIGINAL APPROP	TRANSFERS/ ADJUSTMENTS	REVISED BUDGET	YTD EXPENDED	ENCUMBRANCES	AVAILABLE BUDGET	% USED
22584431	210000	SPED OTHER	\$ 5,152	0	\$ 5,152	\$ 1,656	\$ -	\$ 3,496	32.14%
22590322	230000	SPED CONSULTANT CONTRACTED	\$ 54,660	0	\$ 54,660	\$ 18,694	\$ 5,113	\$ 30,854	43.55%
22590324	230000	HEARING SVC CONTRACTED	\$ 17,515	0	\$ 17,515	\$ 27,818	\$ 43,666	\$ (53,969)	408.13%
22591132	230000	SPEECH THERAPIST	\$ 904,799	0	\$ 904,799	\$ 326,561	\$ -	\$ 578,238	36.09%
22596322	900000	TUITION OUT OF DISTRICT	\$ 1,392,847	0	\$ 1,392,847	\$ 630,639	\$ 946,305	\$ (184,096)	113.22%
22603192	330000	TRANSPORT MONITOR	\$ 26,217	0	\$ 26,217	\$ 4,034	\$ -	\$ 22,183	15.39%
22603322	330000	SPED TRANSPORTATION	\$ 856,219	0	\$ 856,219	\$ 452,339	\$ 61,203	\$ 342,678	59.98%
22605322	230000	VISION CONSULTANT	\$ 122,956	0	\$ 122,956	\$ 18,268	\$ 50,333	\$ 54,356	55.79%
		<b>Total 220 SPECIAL EDUCATION/PUPIL P</b>	<b>\$ 7,915,826</b>	<b>0</b>	<b>\$ 7,915,826</b>	<b>\$ 3,679,581</b>	<b>\$ 1,510,499</b>	<b>\$ 2,725,746</b>	<b>65.57%</b>
23515214	411000	CUSTODIAL SUPPLIES	\$ 131,543	0	\$ 131,543	\$ 122,277	\$ 3,485	\$ 5,781	95.61%
23515324	411000	RUBBISH REMOVAL	\$ 43,119	0	\$ 43,119	\$ 26,191	\$ 35,809	\$ (18,881)	143.79%
23546194	422000	MAINTENANCE STAFF	\$ 294,336	0	\$ 294,336	\$ 145,142	\$ -	\$ 149,194	49.31%
23546214	422000	MAINTENANCE BUILDING	\$ 183,708	0	\$ 183,708	\$ 159,029	\$ 4,134	\$ 20,545	88.82%
23546294	423000	MAINTENANCE EQUIPMENT	\$ 164,823	0	\$ 164,823	\$ 128,010	\$ 206	\$ 36,608	77.79%
23546324	422000	MAINTENANCE CONTRACTED SERVICE	\$ 137,925	0	\$ 137,925	\$ 164,526	\$ -	\$ (26,601)	119.29%
23546454	423000	MAINTENANCE VEHICLES	\$ 10,914	0	\$ 10,914	\$ 15,331	\$ 2,838	\$ (7,255)	166.48%
23585271	731000	NEW EQUIPMENT	\$ 60,025	0	\$ 60,025	\$ 69,163	\$ -	\$ (9,138)	115.22%
23615324	413000	WATER	\$ 12,591	0	\$ 12,591	\$ 5,948	\$ 7,552	\$ (909)	107.22%
23616324	413000	ELECTRIC	\$ 687,299	0	\$ 687,299	\$ 295,879	\$ 389,106	\$ 2,314	99.66%
23617324	413000	HEAT - OIL AND GAS	\$ 417,201	0	\$ 417,201	\$ 39,097	\$ 373,903	\$ 4,201	98.99%
23619324	413000	TELEPHONE	\$ 51,941	0	\$ 51,941	\$ 24,971	\$ 19,806	\$ 7,164	86.21%
		<b>Total 230 MAINTENANCE</b>	<b>\$ 2,195,425</b>	<b>0</b>	<b>\$ 2,195,425</b>	<b>\$ 1,195,563</b>	<b>\$ 836,840</b>	<b>\$ 163,022</b>	<b>92.57%</b>
50501195	110000	SCHOOL COMMITTE SECRETARY	\$ 4,800	0	\$ 4,800	\$ 1,800	\$ -	\$ 3,000	37.50%
50501435	110000	SCHOOL COMMITTEE OTHER	\$ 4,005	0	\$ 4,005	\$ -	\$ -	\$ 4,005	0.00%
50543325	110000	SCHOOL COMM. LEGAL ADS & FEES	\$ 76,687	0	\$ 76,687	\$ 10,379	\$ 14,166	\$ 52,142	32.01%
		<b>Total 500 SCHOOL COMMITTEE</b>	<b>\$ 85,492</b>	<b>0</b>	<b>\$ 85,492</b>	<b>\$ 12,179</b>	<b>\$ 14,166</b>	<b>\$ 59,147</b>	<b>30.82%</b>
		<b>Total 3000 SUDBURY PUBLIC SCHOOLS</b>	<b>\$ 47,279,447</b>	<b>\$ -</b>	<b>\$ 47,279,447</b>	<b>\$ 18,558,562</b>	<b>\$ 3,517,560</b>	<b>\$ 25,203,324</b>	<b>46.69%</b>
		<b>Total 01 GENERAL FUND</b>	<b>\$ 47,279,447</b>	<b>\$ -</b>	<b>\$ 47,279,447</b>	<b>\$ 18,558,562</b>	<b>\$ 3,517,560</b>	<b>\$ 25,203,324</b>	<b>46.69%</b>

<b>FY26 YTD SPS State &amp; Federal Grants</b>						
<b>Acct #</b>	<b>OBJ#</b>	<b>317 - METCO (FY26) (1511)- (State/ENT)</b>	<b>BUDGET</b>	<b>YTD EXPENDED</b>	<b>ENCUMBRANCES</b>	<b>AVAILABLE</b>
151111	512026	FY26 METCO PROFESSIONAL SALARIES	\$ 115,830.00	\$ 71,280.00	\$ 44,550.00	\$ -
151114	512026	FY26 METCO SUPPORT SALARIES	\$ 157,511.25	\$ 57,562.13		\$ 99,949.12
151121	522026	FY26 METCO SUPPLIES AND MATERIALS	\$ 84.29	\$ 47.33		\$ 36.96
151126	522026	FY26 METCO CONTRACTUAL SERVICES	\$ 14,925.66	\$ 15,245.91	\$ -	\$ (320.25)
151143	522026	FY26 METCO OTHER EXPENSE	\$ 239,046.80	\$ 108,771.93	\$ 131,106.79	\$ (831.92)
						\$ -
		<b>TOTAL EXPENSES</b>	<b>\$ 527,398.00</b>	<b>\$ 252,907.30</b>	<b>\$ 175,656.79</b>	<b>\$ 98,833.91</b>
<b>Acct #</b>	<b>OBJ#</b>	<b>240 - SPED 94-142 (1703)- (Federal/ENT)</b>	<b>BUDGET</b>	<b>YTD EXPENDED</b>	<b>ENCUMBRANCES</b>	<b>AVAILABLE</b>
170313	512026	FY26 Instruction	\$ -	\$ -	\$ -	\$ -
170314	512026	FY26 Support Staff	\$ 630,095.86	\$ 318,779.77	\$ -	\$ 311,316.09
170321	522026	FY26 Exp Supplies & Materials	\$ 3,573.01	\$ 3,361.70	\$ -	\$ 211.31
170343	522026	FY26 Contractual Services	\$ 28,000.13	\$ 5,600.00	\$ -	\$ 22,400.13
		<b>TOTAL EXPENSES</b>	<b>\$ 661,669.00</b>	<b>\$ 327,741.47</b>	<b>\$ -</b>	<b>\$ 333,927.53</b>
<b>Acct #</b>	<b>OBJ#</b>	<b>262 - SPED EARLY CHILDHOOD (1702)- (Federal/ENT)</b>	<b>BUDGET</b>	<b>YTD EXPENDED</b>	<b>ENCUMBRANCES</b>	<b>AVAILABLE</b>
170213	512026	FY26 Professional Salaries	\$ 2,500.00	500.00		\$ 2,000.00
170214	512026	FY26 Support Staff	\$ 15,400.00	15,400.00		\$ -
170221	522026	FY26 Supplies and Materials	\$ 1,000.00			\$ 1,000.00
170226	512026	FY26 Contracted Services	\$ 4,077.00			\$ 4,077.00
		<b>TOTAL EXPENSES</b>	<b>\$ 22,977.00</b>	<b>\$ 15,400.00</b>	<b>\$ -</b>	<b>\$ 7,077.00</b>
<b>Acct #</b>	<b>OBJ#</b>	<b>305 - TITLE I (1721)- (Federal/ENT)</b>	<b>BUDGET</b>	<b>YTD EXPENDED</b>	<b>ENCUMBRANCES</b>	<b>AVAILABLE</b>
172113	512026	FY26 Professional Salaries	\$ 68,064.00	\$ 68,064.00	\$ -	\$ -
172114	512026	FY26 Support Staff	\$ -		\$ -	\$ -
172119	512026	FY26 Stipends	\$ -		\$ -	\$ -
		FY26 MTRS	\$ -		\$ -	\$ -
172121	522026	FY26 Suppl & Materials	\$ -		\$ -	\$ -
		<b>TOTAL EXPENSES</b>	<b>\$ 68,064.00</b>	<b>\$ 68,064.00</b>	<b>\$ -</b>	<b>\$ -</b>
<b>Acct #</b>	<b>OBJ#</b>	<b>140 - TEACHER QUALITY TITLE II PT A (1716) - (Federal/ENT)</b>	<b>BUDGET</b>	<b>YTD EXPENDED</b>	<b>ENCUMBRANCES</b>	<b>AVAILABLE</b>
171619	512026	FY26 Professional Salaries	\$ 31,487.00	\$ 3,450.00		\$ 28,037.00
		<b>TOTAL EXPENSES</b>	<b>\$ 31,487.00</b>	<b>\$ 3,450.00</b>	<b>\$ -</b>	<b>\$ 28,037.00</b>
<b>Acct #</b>	<b>OBJ#</b>	<b>180 - TITLE III SUPPORT FOR ENGLISH LEARNERS (Federal/ENT)</b>	<b>BUDGET</b>	<b>YTD EXPENDED</b>	<b>ENCUMBRANCES</b>	<b>AVAILABLE</b>
177119	512026	FY26 Professional Salaries	\$ 7,350.00	\$ 3,425.00	\$ -	\$ 3,925.00
177126	522026	FY26 Contracted Services	\$ 3,105.00		\$ 1,875.00	\$ 1,230.00
		<b>TOTAL EXPENSES</b>	<b>\$ 10,455.00</b>	<b>\$ 3,425.00</b>	<b>\$ 1,875.00</b>	<b>\$ 5,155.00</b>
<b>Acct #</b>	<b>OBJ#</b>	<b>309 - TITLE IV CFDA 84.424C (1758) - (Federal/ENT)</b>	<b>BUDGET</b>	<b>YTD EXPENDED</b>	<b>ENCUMBRANCES</b>	<b>AVAILABLE</b>
175813	512026	FY26 Instruction / Prof Staff	\$ 10,000.00	\$ 10,000.00	\$ -	\$ -
		<b>TOTAL EXPENSES</b>	<b>\$ 10,000.00</b>	<b>\$ 10,000.00</b>	<b>\$ -</b>	<b>\$ -</b>

Sudbury Foundation Expanding Disability Awareness Through Educator Capacity						
<u>Acct #</u>	<u>OBJ#</u>		<u>BUDGET</u>	<u>YTD EXPENDED</u>	<u>ENCUMBRANCES</u>	<u>AVAILABLE</u>
168814	512026	FY26 Professional Salaries	\$ 9,130.00	2,418.00		\$ 6,712.00
168821	522026	FY26 Supplies	\$ 737.38	\$ 75.00	\$ 522.92	\$ 139.46
		<b>TOTAL EXPENSES</b>	<b>\$ 9,867.38</b>	<b>\$ 2,493.00</b>	<b>\$ 522.92</b>	<b>\$ 6,851.46</b>
<u>Acct #</u>	<u>OBJ#</u>	<u>FC0215 - Genocide Education Grant- (Trust/COMP)</u>	<u>BUDGET</u>	<u>YTD EXPENDED</u>	<u>ENCUMBRANCES</u>	<u>AVAILABLE</u>
153426	522026	FY26 Contracted Services	\$ 3,540.00			\$ 3,540.00
153421	522026	FY26 Supplies and Materials	\$ 2,950.00			\$ 2,950.00
153446						
		<b>TOTAL EXPENSES</b>	<b>\$ 6,490.00</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 6,490.00</b>

<b>SPS Circuit Breaker</b>	<b>FY2019</b>	<b>FY2020</b>	<b>FY2021</b>	<b>FY2022</b>	<b>FY2023</b>	<b>FY2024</b>	<b>FY2025</b>	<i>Budget</i> <b>FY2026</b>	<i>Forecast</i> <b>FY2027</b>
<b>Beginning Account Balance:</b>	<b>\$ 942,503</b>	<b>\$ 1,086,277</b>	<b>\$ 1,491,400</b>	<b>\$ 1,290,772</b>	<b>\$ 1,016,800</b>	<b>\$ 959,767</b>	<b>\$ 1,134,025</b>	<b>\$ 965,366</b>	<b>\$ 1,291,492</b>
Reimbursement Received:	\$ 1,086,277	\$ 1,491,400	\$ 1,290,772	\$ 1,016,800	\$ 959,767	\$ 1,134,025	\$ 917,493	\$ 1,291,492	\$ 1,200,000
Extraordinary Relief:	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Supplemental Award:	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 47,873	\$ -	\$ -
<b>TOTAL PAYMENTS RECEIVED:</b>	<b>\$ 1,086,277</b>	<b>\$ 1,491,400</b>	<b>\$ 1,290,772</b>	<b>\$ 1,016,800</b>	<b>\$ 959,767</b>	<b>\$ 1,134,025</b>	<b>\$ 965,366</b>	<b>\$ 1,291,492</b>	<b>\$ 1,200,000</b>
Circuit Breaker Expense:	\$ (663,941)	\$ (92,156)	\$ (581,131)	\$ (603,278)	\$ (611,825)	\$ (416,646)	\$ (792,608)	\$ (965,366)	\$ (1,291,492)
Prepay Next Fiscal Year	\$ (278,562)	\$ (994,121)	\$ (910,269)	\$ (687,494)	\$ (404,975)	\$ (543,121)	\$ (341,416)		
<b>TOTAL EXPENDED:</b>	<b>\$ (942,503)</b>	<b>\$(1,086,277)</b>	<b>\$(1,491,400)</b>	<b>\$(1,290,772)</b>	<b>\$(1,016,800)</b>	<b>\$ (959,767)</b>	<b>\$(1,134,025)</b>	<b>\$ (965,366)</b>	<b>\$(1,291,492)</b>
<b>Ending Balance:</b>	<b>\$ 1,086,277</b>	<b>\$ 1,491,400</b>	<b>\$ 1,290,772</b>	<b>\$ 1,016,800</b>	<b>\$ 959,767</b>	<b>\$ 1,134,025</b>	<b>\$ 965,366</b>	<b>\$ 1,291,492</b>	<b>\$ 1,200,000</b>

**Sudbury Public Schools  
School Committee Meeting**

**Date:** February 9, 2026

**Agenda Item:** 7A and B

- a. **Liaison Reports: SEPAC, LGBTQ+ PAC, Select Board, Finance Committee, LS Regional High School, Energy and Sustainability Committee, Park and Recreation Commission, MCAS Delegate**
- b. **Subcommittee Reports: Policy, Budget, Negotiations / Labor Relations, Calendar Review**
  - a. **Final Report - Policy Subcommittee's Work Assigned by the full committee has been completed**

**Recommendation:**

**Background Information:**

**Attachments:**

1- SEPAC January\_February Newsletter  
**Final Report - Policy Subcommittee\_Updated**  
Budget Subcommittee Summary - Jan 29 Meeting

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



JANUARY/FEBRUARY 2026

# e-Newsletter

STAY IN THE LOOP WITH EVENTS, RESOURCES, AND ANNOUNCEMENTS!

## Note from our Co-Chairs

Happy New Year! We hope everyone enjoyed the holidays and had a restful winter break. As we move into the heart of winter, January and February offer an important moment to pause and take stock of the school year. With the midpoint behind us, many families are checking in on IEP progress, planning for spring transitions, and beginning to think about Extended School Year (ESY) services. While this season can feel busy, it is also a valuable time to ask questions, reflect on what is working, and make adjustments as needed.

In this newsletter, we will share updates, resources, and upcoming events designed to support families. As always, we welcome your questions, ideas, and feedback, and we encourage you to reach out or join us at an upcoming meeting. We are grateful to be part of a community that continues to advocate for inclusive, meaningful educational opportunities for all students.

Here are a few highlights of what you can find in this newsletter—

**Upcoming SEPAC Business Meetings:** Thursday, January 8th at 7:00 PM (remote); and Thursday, February 5th at 7:00 PM, Sudbury Police Department, Community Meeting Room (following Chief Nix presentation).

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**Safety for Students with Disabilities:** Thursday, February 5th at 7pm, Sudbury Police Department, Community Meeting Room. Join us for an enlightening session with Chief Nix and his dedicated public safety team!

**Parent & Caregiver Connections Groups:** Our five connections groups will continue in January and February. Upcoming dates and descriptions of these groups are provided in the Parent Connections section below.

**Stigma Webinar Co-Sponsored with LS SEPAC:** Thursday, Feb 26th at 7pm. Led by Pediatric Neuropsychologist Dr. Eaven Miles-Mason, this webinar will discuss the impact of the different dimensions of stigma within family, school, and societal systems and the consequences for students with neurodiversity and their social support networks. Interventions to support students and their families will also be discussed.

**FCSN Virtual Workshop Calendar:** Basic Rights workshops will be offered weekly throughout the year—you can sign up for as many as you'd like! Families and educators are welcome to register at [FCSN Events Calendar](#). Special topics in January include Self-care and Collaborative Data Collection.

You can find more information and details on all of these events and other community events and resources below. Thank you for being part of this supportive and engaged community!

If you haven't already done so, please consider [joining our e-newsletter](#).

We hope to see you soon!

Kate & Andrea

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# Business Meeting & Featured Events



All are always welcome to attend our monthly business meetings and featured events.

## **Business Meetings**

Thursday, January 8 |  
7 PM

VIRTUAL

[Zoom Link](#)

Meeting ID: 880 1505  
6457  
Passcode: 427835

All families of SPS' students and interested community members are invited to participate. Our meetings are a wonderful opportunity to ask questions, share ideas, and learn about SEPAC events and resources!

### Future Meeting Dates:

2/5/25, 7pm (in person, SPD Community Room following Chief Nix presentation)

3/5/25, 7pm (remote)

5/7/25, 7pm (in person, SPD Community Room)

2025 SEPAC Survey &  
Presentation to SPS School  
Committee

Thank you to all of the families who participated in our 2025 survey! If you missed our presentation to the Sudbury School Committee and are interested in hearing about the survey results and recommendations, you can access the presentation [here](#), starting at 2:06:17.

Safety for Students with  
Disabilities

Thursday, Feb 5th | 7pm

[Registration Required](#)

Join us from 7 to 8 PM February 5th for an enlightening session with Chief Nix and his dedicated public safety team! They'll discuss their vital role in supporting and protecting the youth of Sudbury, particularly students with disabilities. Bring your questions and thoughts—this is your chance to engage directly with the team! Following the presentation, we will hold a brief SEPAC business meeting. We look forward to seeing you there!

# Sudbury Public Schools Events



Workshops, Informational Sessions, and School Committee Meetings

## **Upcoming School Committee Meetings**

Monday, January 5|  
7 PM

[Virtual Meeting](#)

Monday, January 20|  
7 PM

[Virtual Meeting](#)

Monday, January 26|  
7 PM

[Virtual Meeting](#)

Monday, February 9|  
7 PM

[Virtual Meeting](#)

Join the School Committee meetings to learn more about important updates in Sudbury schools. ([Zoom & Agenda](#))

***You can also watch the Joint School Committee and SEPAC meeting discussion about FY27 ESY services held on Wednesday, January 14th [here](#), starting at 23:40.***

## **5th to 6th Grade Transition Night**

Special Education Session  
6-6:45pm, Curtis Library

Presentation for All  
Parents/Caregivers, Curtis  
Auditorium

Additional information coming soon!

# Parent Connections



Join us! Support and connect with parents and caregivers.

## ADHD & Executive Functioning Connections

Monday, January 26th | 7 PM

Cove Wellness, Sudbury

***This meeting will be rescheduled due to the anticipated snow storm. Stay tuned for a new date!***

Tuesday, February 24th | 7PM

Pleasant Cafe, Maynard

[Registration Required](#)

This group is geared toward caregivers who have a child diagnosed with ADHD or have questions regarding their child's attention, hyperactivity, impulsivity, executive functioning, or working memory.

Our January meeting will be held at Cove Wellness Center with the Social Emotional Connections group! We'll begin our meeting with a calming mindfulness activity/meditation led by Cat Landrigan-Paiva, LICSW, to help center ourselves before we share insights, experiences, and practical resources. Come connect with other caregivers in a warm, compassionate space — all are welcome to learn, share, and support one another.

## Literacy Challenges Connections

Thursday, January 22nd

7 PM, Oak Barrel Tavern

[Registration Required](#)

This group is geared toward caregivers who have a child diagnosed with or have questions regarding their child's literacy. This can include a language-based learning difference, auditory processing disorder (APD), dyscalculia, dysgraphia, dyslexia, apraxia, aphasia, dysarthria, general education reading support, or other literacy and language challenges.

<p><b><u>Autism Connections</u></b></p> <p>Thursday, January 22nd 7 PM, Oak Barrel Tavern</p> <p>Tuesday, February 24th   7PM Pleasant Cafe, Maynard</p> <p><a href="#">Registration Required</a></p>	<p>This group is geared toward caregivers who have a child diagnosed with autism or have questions or concerns related to autism.</p>
<p><b><u>Social-Emotional Connections</u></b></p> <p>Monday, January 26th 7 PM, Cove Wellness</p> <p><b><i>This meeting will be rescheduled due to the anticipated snow storm. Stay tuned for a new date!</i></b></p> <p>[Feb Date TBD]</p> <p><a href="#">Registration Required</a></p>	<p>This group is geared toward caregivers who have a child diagnosed with or have questions regarding their child’s social-emotional growth. Diagnoses can include but are not limited to anxiety, depression, OCD, and ADHD.</p> <p>Our January meeting will be held at Cove Wellness Center with the ADHD Connections group!! We’ll begin our meeting with a calming mindfulness activity/meditation led by Cat Landrigan-Paiva, LICSW, to help center ourselves before we share insights, experiences, and practical resources. Come connect with other caregivers in a warm, compassionate space — all are welcome to learn, share, and support one another</p>
<p><b><u>Complex Learning Profile Connections</u></b></p>	<p>This group is geared toward caregivers who have a child with a complex learning profile.</p>

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Thursday, January 22nd  
7 PM, Oak Barrel Tavern

[Registration Required](#)

This can include children who are diagnosed with a rare syndrome or neurological impairment, sensory disability (vision, hearing, deaf-blind), developmental delay, intellectual disability, sensory processing or language disorder, health condition (epilepsy, diabetes, sickle cell anemia, etc.)

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## Community Events



Our top picks!

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**American Repertory  
Theatre Musical: WONDER**

through February 8th

Loeb Drama Center  
Cambridge

From the theater that brought you *Gatsby*, *Waitress*, and *Jagged Little Pill* comes a new musical about change, identity, and what it means to belong. Featuring a driving, pop-inspired score by the GRAMMY Award®-winning duo A Great Big World (“Say Something,” “This Is the New Year”) and a book by MacArthur Fellow and Pulitzer Prize finalist Sarah Ruhl (*Eurydice*; *The Clean House*; *Smile, a memoir*), this uplifting show celebrates empathy, resilience, and the power of choosing kindness.

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	<p><i>This production depicts bullying and contains fog, haze, strobe, and flashing lights. Recommended for ages 9+.</i></p> <p><b>NOTABLE DATES:</b>  <b>ASL Interpreted:</b> 1/14 at 7PM  <b>Audio Described:</b> 1/24 at 2PM  <b>Open Captioned:</b> 1/24 at 2PM &amp; 1/28 at 7PM  <b>Sensory Inclusive:</b> 1/18 at 2PM</p>
<p><b><u>Chess Club</u></b></p> <p>Excelsior Comics and Games Maynard Sundays, 2:10 PM - 6:00 PM</p>	<p>New local chess club in Maynard, open to Sudbury residents. All (or no) skill levels welcome - chess is for everyone!</p> <p><a href="https://chess.maynard.wiki/">https://chess.maynard.wiki/</a></p>
<p><b><u>Accessible Martial Arts Program with Easterseals MA</u></b></p> <p>Thursdays, 6 PM Virtual</p>	<p>For people of all ages with and without disabilities who want to learn and practice self-defense, stretching, exercise, and relaxation techniques.</p> <p>Registration is required. (<a href="#">Learn more.</a>)</p>
<p><b><u>“Tones of Fun” Development Music Class for Youth</u></b></p> <p>Concord Conservatory of Music, Concord (with Berklee Institute for Accessible Arts Education)</p>	<p>Physical, language, social, cognitive, and musical development for children with diagnosed disabilities are stimulated through musical play in a social group that is celebratory of all ages and skill levels. Each class will incorporate simple percussion instruments, creative movement, improvisation, and playful props.</p> <p>Fees apply and registration is required. (<a href="#">Learn more.</a>)</p>

## **Sensory Friendly Play**

Jam Time, Maynard

Check out Jam Time’s Sensory friendly play every 2nd Thursday of the month from 5:30-6:30! Jam Time is a newly certified Autism Welcoming business with a dedicated monthly hour of play with a sensory-sensitive environment, offering accommodations like dimmed lighting, limited capacity, quieter play space, and relaxed “shoe wearing policy”. You can even wear pajamas for a late-night play session! Siblings welcome. ([Learn More.](#))

# Resources



**We love feedback. Thanks for telling us what resources you need!**

Federation for Children with Special Needs (FCSN)

Basic Rights workshops will be offered weekly throughout the year—you can sign up for as many as you’d like!

Families and educators are welcome to register at [FCSN Events Calendar](#). A confirmation email will be sent with the Zoom link to participate.

Special topics in January include Self-care and Collaborative Data Collection.

Learning Standards for Families

“What should my child be learning at their grade?” Glad you asked! Check out [DESE’s Parent Guide](#).

Decodable Books

If you are wondering where you can get decodable books, our very own Goodnow Library has a large

	<p>collection in the children’s department, thanks to a generous grant from the Sudbury Foundation.</p>
<p>Sudbury Public Schools Resources for the <i>new</i> IEP</p>	<p>The new IEP format will be rolled out during the 24-25 school year. SPS held information sessions on May 22, 2024 and October 1, 2024. Recordings of the meeting and the slides from the presentation are available below:</p> <p>October 1, 2024:</p> <p style="text-align: center;"><a href="#">Information Session, Video</a></p> <p style="text-align: center;"><a href="#">Information Session, Slides</a></p> <p>May 22, 2024:</p> <p style="text-align: center;"><a href="#">Information Session, Video</a></p> <p style="text-align: center;"><a href="#">Information Session, Slides</a></p> <p style="text-align: center;"><a href="#">Blank Copy of the New IEP form</a></p>
<p>Kids who need a little help to make friends</p>	<p>Friendships are important to children. If your child is having a hard time fitting in, there are ways you can help your child make friends. (<a href="#">Read more.</a>)</p>
<p>Sudbury Public Schools Parent Resources for Discussing Difficult Topics with Children</p>	<p>SPS has a section of their website dedicated to <a href="#">Social and Emotional Resources for Families</a>. Check out SPS’ guide for talking to kids about difficult topics based on the work of psychologists Rob Evans and Mark Kline. (<a href="#">Learn more.</a>)</p>

Keep in Touch



We love hearing from you.

For questions, feedback, event ideas, or newsletter contributions, please email [SudburySEPAC@gmail.com](mailto:SudburySEPAC@gmail.com) and visit [www.sudburysepac.org](http://www.sudburysepac.org).

**Sudbury School Committee  
Policy Subcommittee End-of-Year Report: 2025-2026**

**Date:** February 9, 2026

**Submitted By:** Karyn Jones

**Subcommittee Members:**

Karyn Jones, Policy Subcommittee Chair

Nicole Burnard

Brad Crozier, Superintendent

**Introduction**

During the 2025–2026 School Year, the Policy Subcommittee fulfilled the charge established by the Sudbury School Committee, as amended September 9, 2025 and December 15, 2025.

The Subcommittee was tasked with reviewing, updating, and drafting School Committee policies to ensure alignment with Massachusetts General Law (MGL), Department of Elementary and Secondary Education (DESE) guidance, Massachusetts Association of School Committees (MASC) policy updates, and current district practices.

In addition, the Subcommittee was charged with reviewing and updating the Sudbury School Committee Handbook and developing procedural guidance related to advisory councils and governance operations.

The Subcommittee met as needed in compliance with the Massachusetts Open Meeting Law and provided updates to the full School Committee throughout the year.

The Subcommittee respectfully reports that it has fulfilled all responsibilities outlined in its 2025–2026 charge.

**Policies Reviewed, Updated, Drafted, or Considered**

*(Listed Alphabetically)*

**AD – Mission Statement**

Updated to formally incorporate the District’s Equity Statement and Inclusion Statement, embedding commitments to belonging and inclusive practice within the district’s foundational governance document.

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

Adopted to permit hybrid and remote participation in compliance with Open Meeting Law, including requirements for quorum, access, and voting procedures.

**BEDH – Public Participation at School Committee Meetings**

Updated to reflect current meeting practices and establish guidelines for both in-person and remote public comment.

**BEDH - E Guidelines for Public Comment** *(Reviewed / Not Advanced)*

The Committee reviewed whether to adopt a separate BEDH-E guideline, as used in some districts, to provide additional procedural detail on public comment. It was determined that Sudbury’s existing BEDH – Public Comment at School Committee Meetings policy already establishes clear expectations for participation, scope, conduct, and meeting management consistent with Open Meeting Law. Therefore, adoption of a separate BEDH-E document was not recommended to avoid redundancy and maintain policy clarity.

**BDFC – Parent Advisory Councils / ELPAC** *(New)*

Developed to establish a governance framework for Parent Advisory Councils, including ELPAC, aligned with Massachusetts General Law and modeled after existing Sudbury advisory structures.

**CBI – Evaluation of the Superintendent**

Revised to reinforce a constructive, collaborative evaluation process focused on continuous improvement, leadership development, and alignment with district goals and state regulations.

**ECAB – Access to Buildings and Grounds** *(New)*

Establishes protocols governing building access to ensure student safety while allowing appropriate community use.

**EFBA – School Food and Nutrition – Meal Modifications** *(New)*

Ensures compliant meal substitutions for students with disabilities and documented dietary needs in accordance with USDA and DESE requirements.

**FA – Facilities Development Goals**

Updated to modernize the district’s facilities planning framework, expanding focus on accessibility, sustainability, community impact, safety planning, and long-term fiscal responsibility while reaffirming partnership with MSBA.

**FA-E – Facilities Development Goals – Equal Access** *(Reviewed / Not Advanced)*

Reviewed in conjunction with Policy FA. Determined to be redundant given existing district policies and therefore not recommended for further revision or adoption.

### **IHBAA – Observations of Special Education Programs**

Reviewed following adoption of the updated KI policy. Referred to legal counsel for guidance regarding classroom observation rights and alignment with special education law.

### **IJNDG – Generative Artificial Intelligence (New)**

Drafted after review of peer district policies addressing generative AI. Referred to legal counsel due to the evolving regulatory and instructional landscape.

### **IJOA – Field Trips**

Updated to reinforce nondiscrimination and equitable participation in off-campus educational experiences.

### **JFAG – Enrollment of Non-Resident Employees (Deliberated / No Action)**

Brought policy and discussion back to the full Committee for policy direction after reviewing policies from other districts. A motion to amend did not advance (2–2 vote), and the policy was not returned to the Subcommittee.

### **JJE – Student Fundraising Activities**

Updated to reinforce equitable practices and clarify prohibitions on raffles and games of chance under state law.

### **KBE – Relations with Parent / Booster Organizations**

Revised to clarify expectations, promote inclusive events, and ensure legal compliance.

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

Updated to clarify when advertising is permitted and to strengthen oversight of district and school branding, including approval and usage guidelines.

### **KI – Visitors to the Schools**

Revised to strengthen visitor management, safety procedures, and classroom observation protocols.

### **School Committee Handbook Work**

In addition to policy review, the Subcommittee completed assigned handbook work, including:

- Development of PAC liaison check-in procedures
- Guidance for SEPAC advisory input to the Committee
- Incorporation of agenda packet posting procedures adopted August 18, 2025

### **Conclusion**

The Policy Subcommittee respectfully reports that it has completed all work assigned under its 2025–2026 charge.

# Sudbury School Committee

## Budget Subcommittee Memo

### One-Page Memo (for the packet)

**To:** Sudbury School Committee

**From:** Budget Subcommittee

**Date:** Monday, February 9, 2026

**Subject:** Budget Subcommittee – Scope, Reporting Framework, and Initial Requests

The Budget Subcommittee met on January 29, 2026 to establish meeting cadence, clarify roles and set expectations for standardized financial reporting aligned to the Budget Subcommittee charge. The Subcommittee serves in an advisory capacity only; all budget decisions and approval votes remain with the full School Committee.

### Meeting Cadence and Role

- The Budget Subcommittee will meet monthly.
- The Subcommittee will conduct the initial review of financial reports, develop initial questions, and elevate to the full Committee any critical information, key questions, and items requiring full Committee discussion or approval.
- The full School Committee retains final authority for budget transfers and RFP approvals/decisioning.
- The Budget Subcommittee will review the timeline of the budget preparation and review process and make recommendations to the full committee.

### Goals

- Increase the transparency, completeness, and timeliness of financial information communicated for oversight.
- A “no surprises” approach through early identification of emerging risks.
- Routine budget-to-actual monitoring paired with updated projections.
- Clear explanations of variances, transfers, and assumption changes.
- Forward-looking visibility into volatile cost areas (e.g., special education, transportation, benefits).

### Standardized Reporting Approach

- Administration will compile example reporting for review at our next Budget Subcommittee meeting.
- Reports may be refined as the Subcommittee gets up and running, with the goal of establishing standardized reports that can be rolled forward each period to ensure comparability over time and efficient reporting for administration.

### **Initial Requests to Support Oversight (Summary)**

- Financial Reporting Package: Monthly and quarterly recurring reports, plus annual budget-season/year-end items (see Appendix A).
- Governance Planning Trackers: (1) Warrants for Town/Special Town Meetings (key dates and required approvals/submissions) and (2) RFPs under School Committee oversight (including food services, transportation, and afterschool/extended day), with key milestones.

### **Reporting Back to the Full Committee**

- The Budget Subcommittee will provide updates at least quarterly to the full School Committee.
- Following each Subcommittee meeting, the budget subcommittee chair will provide a brief summary to the School Committee Chair for awareness and packet inclusion as appropriate.

## Appendix A: Requested Reporting Package and Planning Trackers

The following reports were discussed by the Budget Subcommittee and assigned to the Superintendent and Director of Business and Human Resources to develop as part of the standardized quarterly reporting package. Items highlighted in red are drawn directly from the Budget Subcommittee charge and have been included as core components of the subcommittee's reporting expectations.

As this work gets underway, the Budget Subcommittee welcomes input from both the full School Committee and the administration regarding additional reporting that may be useful for oversight. We view this as an evolving process and are committed to continuous improvement as we refine the reporting package over time.

### I. Financial Reporting Package

#### Monthly

- Budget-to-Actual with Year-End Projection reporting beginning in the sixth month of the fiscal year (including variance explanations)
- Staffing and FTE Reconciliation (budgeted vs. filled, hires, retirements, vacancies)
- Special Education Cost Update (in-district, out-of-district, and transportation)
- Revenue dashboard (YTD vs plan + updated projection) including: Chapter 70, Circuit Breaker, Medicaid, grants, revolving/fee-based programs, Town appropriations/local receipts

#### Quarterly

- Transfers Summary (by account, amount, purpose)
- Enrollment and Class Size Snapshot (vs. district guidelines)
- Updated Five-Year Financial Forecast with changes from prior forecast, including Key Assumptions Summary (enrollment, staffing, special education, benefits)
- Multi-year expenditure trends (3–5 year lookback) by major category with narrative on drivers/areas needing deeper analysis
- Major cost-driver deep dives (rotating quarterly): transportation, technology, curriculum needs, facilities-related operating costs
- Capital projects tracker (status, timeline/milestones, current/forecasted costs) + estimated operating budget impacts
- Revenue predictability review (timing, volatility, and confidence level for major revenue streams)
- Prepaid Expense Summary (beginning / end of year balance comparison)
- Grant and Revolving Accounts Summary (activity, balances, and risks)

### **Annually (Budget Season / Year-End)**

- Budget development “book” / communications packet outline (for School Committee, Town officials, and the public)
- Draft budget guidelines / planning priorities for full Committee consideration, when appropriate
- Year-end close summary (final budget-to-actual, key variances, lessons learned)

## **II. Monthly Governance Planning Trackers**

### **A. Warrants**

- List of anticipated warrants for upcoming Town or Special Town Meetings
- Key dates: draft language, Committee approval, and Town submission deadlines

### **B. Requests for Proposals (RFPs)**

- Contracts nearing expiration and RFPs planned or in progress (including food services, bus transportation, afterschool/extended day)
- Key milestones: contract end date, drafting, posting, Committee review, award, and implementation