



## 2025–2026 Sudbury School Committee Goals Year-End Report

Goals adopted August 8, 2025 | Year-End Review Completed May 18, 2026  
*Prepared by the Sudbury School Committee for the Sudbury Public Schools Community*

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### Letter to the Community

Dear Sudbury Public Schools Community,

The Sudbury School Committee is responsible under Massachusetts law for establishing policies, adopting the annual budget, overseeing the Superintendent, and setting the strategic priorities that guide its work on behalf of students, families, staff, and the broader community. One of the primary ways the Committee fulfills this responsibility is through an annual goal-setting process.

Each year, the School Committee develops a set of goals that identify key priorities and establish a framework for its work. These goals help focus the Committee's discussions, guide requests for information and presentations, and provide a basis for evaluating progress throughout the year. The goal-setting process is conducted in public meetings and is informed by community feedback received through public comment, listening sessions, Parent Advisory Councils, and regular discussions with district leadership.

For the 2025–2026 school year, the School Committee began developing its goals in June 2025, reached consensus in July, and formally approved the final goals in August. The Committee also provided a mid-year progress update in January 2026 and, at its May 18, 2026 meeting, completed its year-end review and identified next steps to inform the 2026–2027 goal-setting process.

This report is intended to provide the Sudbury community with a summary of the work completed under each of the School Committee's 2025–2026 goals, the key findings and outcomes from that work, and the areas that will continue to shape the Committee's priorities in the coming year.

We appreciate the many students, families, staff, and community members who shared feedback and helped inform this work.

Sincerely,

The Sudbury School Committee

Jessica McCreedy (Chair), Elizabeth Sues (Vice-Chair), Julie Durgin-Sicree, Karyn Jones, and Ellen Lederer-Defrancesco



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## Goal-Setting Timeline

Date	Milestone
<b>June 16, 2025</b>	Initial goal development discussion
<b>July 21, 2025</b>	Committee reached consensus on draft goals
<b>August 4, 2025</b>	Final goals approved
<b>January 20, 2026</b>	Mid-year progress update
<b>May 18, 2026</b>	Year-end review completed
<b>June–August 2026</b>	Development and adoption of 2026–2027 goals

## Executive Summary

The 2025–2026 school year marked a significant period of progress for the Sudbury School Committee. Through a structured annual goal-setting process, regular public discussion, and ongoing engagement with students, families, educators, and community members, the Committee strengthened its ability to govern strategically, provide effective oversight, and make informed decisions in support of all Sudbury Public Schools students.

The Committee's work was organized around four major priorities: Family and Community Engagement; Teaching, Learning and Technology; Fiscal Stewardship and Long-Term Planning; and After-School Care and Enrichment. These goals served as the framework for the Committee's work throughout the year, guiding policy development, requests for presentations and reports from district administration, and regular progress reviews conducted in public meetings.

A major focus of the year was strengthening family and community engagement. The School Committee formalized and expanded its relationships with Parent Advisory Councils by adopting policies that clarified the role of the Special Education Parent Advisory Council (SEPAC), established a framework for an English Learner Parent Advisory Council, and created formal liaison roles for School Committee members. The Committee also established the LGBTQ+ Parent Advisory Council to support the academic success, well-being, and inclusion of LGBTQ+ students and their families. This work was recognized by the Massachusetts Commission on LGBTQ Youth as a model for family engagement across the Commonwealth.

In response to community concerns regarding bias, belonging, and the experiences of students and families from historically marginalized groups, the School Committee also adopted a resolution establishing an Anti-Hate/Anti-Bias Task Force. The Task Force was created to gather community input and provide recommendations to help inform future curriculum review, professional development, student supports, and broader efforts to strengthen inclusive practices across the district.

The Committee also adopted policies that expanded public participation by formalizing hybrid and remote meeting participation and creating clearer procedures for public comment. In addition, the Committee held multiple community listening sessions in both daytime and evening formats, offering in-person and virtual participation options. These sessions provided families and residents with opportunities to share feedback on topics including instructional technology, communication, school funding, after-school programming, and district priorities. Together, these efforts created stronger and more inclusive structures for communication, collaboration, and public engagement.

To strengthen oversight of teaching and learning, the Committee received detailed presentations from district leaders on major curriculum initiatives, instructional programs, special education, and classroom technology. The Committee reviewed implementation of the district's new K–5 English Language Arts curriculum, evaluated the Grade 6 English pilot, examined mathematics pathways, and received updates on how instructional materials are made accessible to students

with disabilities. The Committee also monitored instructional technology, digital citizenship, student data privacy, and the emerging use of artificial intelligence in classrooms. This work provided a deeper understanding of how educational decisions are affecting students and ensured that future policy and budget decisions are grounded in research, student outcomes, and community feedback.

In the area of fiscal stewardship, the Committee strengthened its oversight of both the annual operating budget and long-term capital planning. Through the creation of a Budget Subcommittee, review of the district's 15-Year Capital Plan, and participation in townwide capital planning discussions, the Committee improved transparency and developed a stronger understanding of the district's financial and facility needs. In addition, the Committee adopted Policy FA: Facilities Development Goals which reaffirmed the Committee's commitment to maintaining safe, well-maintained, and educationally appropriate facilities while recognizing the need to prioritize limited capital resources and, whenever possible, partner with the Massachusetts School Building Authority. This work established a more strategic framework for aligning financial decisions with instructional priorities, enrollment trends, and the long-term maintenance of school buildings.

The Committee also conducted a comprehensive review of after-school care and enrichment opportunities in response to ongoing concerns from families about program availability, transportation barriers, and equitable access. This work included peer district research, outreach to providers, examination of transportation constraints, and exploration of potential partnerships with the Sudbury Parks and Recreation Department. The Committee identified practical strategies to expand access to enrichment opportunities while building on existing after-school care programs.

Taken together, the work described in this report reflects a year of thoughtful governance, robust community engagement, and proactive planning. The School Committee strengthened systems for accountability, expanded opportunities for public participation, and laid important groundwork for future initiatives that support student learning, well-being, inclusion, and success.

The School Committee is grateful to the students, families, educators, administrators, and community members who contributed their time, expertise, and feedback throughout the year. As the Committee begins developing its 2026–2027 goals, it remains committed to transparent governance, responsible oversight, and continuous improvement in service to all students in Sudbury Public Schools.

## 2025–2026 Goal Summary: Family and Community Engagement

As part of its 2025–2026 goals, the Sudbury School Committee committed to fostering trust, transparency, and collaboration by strengthening relationships with families, educators, and the broader community through inclusive engagement practices, open communication, and responsive action.

### Strengthening Parent Advisory Councils

A major focus of this goal was strengthening the School Committee’s relationship with Parent Advisory Councils and creating more formal structures for family input.

On [August 4, 2025](#), the School Committee adopted Policy [BDFB](#) and [BDFB-R](#), which formalized the role of the Special Education Parent Advisory Council (SEPAC), established School Committee liaison responsibilities, and created additional opportunities for collaboration among SEPAC, the School Committee, and district leadership.

On [October 6, 2025](#), the School Committee voted to establish the LGBTQ+ Parent Advisory Council (PAC), and on February 9, 2026, approved an amended charge that clarified the PAC’s purpose, governance, and reporting structure. The charge established the PAC as a non-governing advisory body focused on supporting the academic success, emotional well-being, inclusion, and school experience of LGBTQ+ students across Sudbury Public Schools.

On [October 22, 2025](#), the Massachusetts Commission on LGBTQ Youth recognized the School Committee for its leadership in establishing the LGBTQ+ PAC and described the Council as a meaningful commitment to authentic family engagement and a model for districts across the Commonwealth.

On November 3, 2025, the School Committee updated its [Handbook](#) to formalize School Committee liaison roles and advisory input processes for SEPAC and other Parent Advisory Councils.

On [February 9, 2026](#), the School Committee adopted Policy [BDFC](#), which establishes a framework for creating an English Learner Parent Advisory Council (ELPAC). While Sudbury Public Schools does not currently have an ELPAC, adoption of the policy ensures the District is prepared to establish one if needed or required.

The SEPAC presented to the School Committee on [December 8, 2025](#), to share its priorities and areas of focus. On [January 14, 2026](#), SEPAC participated in a joint meeting with the School Committee to provide budget feedback related to proposed reductions to summer services, including Extended School Year (ESY) and other special education-related student services.

Throughout the year, School Committee liaisons attended meetings, maintained regular communication with Parent Advisory Councils, and provided updates to the full Committee.

At the end of the year, the School Committee asked SEPAC and the LGBTQ+ PAC to provide feedback on how the relationship was working. Both groups shared that regular attendance by School Committee liaisons, open communication, and meaningful opportunities to provide input on policies and district initiatives significantly strengthened collaboration. Respondents expressed appreciation for the Committee's responsiveness and willingness to listen. Suggestions for continued improvement included ensuring all School Committee members understand SEPAC's statutory role, providing timely notice when agenda items are relevant to Parent Advisory Councils, and creating additional opportunities for PACs to present their goals and recommendations to the full Committee.

### **Policy Updates to Support Inclusive Participation**

On [December 4, 2025](#), the School Committee adopted [Policy BEDH](#), Public Comment at School Committee Meetings, and [Policy BEA](#), Hybrid/Remote Participation at School Committee Meetings.

Policy BEDH established a clear and consistent framework for public comment by outlining how residents may participate in person or remotely during School Committee meetings. The policy formalized procedures for speaker sign-up, time limits, and respectful participation, while ensuring that community members who are unable to attend in person still have an opportunity to address the Committee through Zoom. By clearly defining the process, the policy improved transparency, created a more predictable meeting structure, and expanded access for families and community members.

Policy BEA established formal procedures for School Committee members to participate remotely when circumstances such as illness, disability, family emergencies, childcare responsibilities, travel, or geographic distance make in-person attendance unreasonably difficult. The policy also set requirements for public access, quorum, roll-call voting, accessibility accommodations, and meeting records to ensure full compliance with the Massachusetts Open Meeting Law.

Together, these policies increased accessibility and flexibility for both the public and School Committee members. They expanded opportunities for community participation, supported continuity of School Committee business when members were unable to attend in person, and strengthened transparency by clearly defining how hybrid and remote participation would operate.

Following adoption, the School Committee developed community communications to explain these policy changes and encourage broader participation in School Committee meetings.

## Community Listening Sessions

Another important part of this goal was creating opportunities for community members to share feedback with the School Committee in a less formal setting than a regular School Committee meeting. Because listening sessions had not previously been a regular practice of the Sudbury School Committee, the Committee established a goal of conducting at least two sessions during the year.

During the 2025–2026 school year, the School Committee held three general community listening sessions, not including the listening session conducted as part of the Tri-District Calendar Review process. The sessions were held on November 6, 2025, March 31, 2026, and April 14, 2026. These sessions were intentionally offered in both daytime and evening formats and included in-person and virtual participation options to make attendance as accessible as possible.

Attendance varied by session, with approximately 10 to 20 community members actively participating in each session, either by attending in person or joining virtually to offer comments and feedback. Additional community members attended as observers. Across all three sessions, the Committee heard from dozens of parents and residents.

Community members shared feedback on a wide range of topics, including instructional technology and screen use, communication and transparency, after-school care, school funding, the superintendent contract, food choices at school events, and opportunities for stronger collaboration among families, educators, and the School Committee.

Several common themes emerged, including the importance of clear and timely communication, building trust, providing greater opportunities for two-way engagement, and ensuring that community members understand how their feedback is used to inform School Committee goals and decisions.

Summaries of attendance, survey results, and key themes were reviewed by the School Committee throughout the year. The Committee used this information to evaluate the effectiveness of the listening sessions and to determine whether they should become a regular part of the School Committee's community engagement practices.

In response to community feedback regarding bias-based incidents and the experiences of students and families from historically marginalized and underrepresented groups, the School Committee adopted a resolution on February 9, 2026 establishing an [Anti-Hate / Anti-Bias Task Force](#). The Task Force was created to gather input and develop recommendations to strengthen district policies, practices, and educational programs related to incident reporting, data tracking, communication with families, curriculum and instructional materials, professional development, and student supports.

The Task Force was charged with beginning its work with an initial focus on combating antisemitism, in response to concerns raised by members of the Jewish community, while also addressing all forms of hate and bias affecting students and families across the district. This

includes concerns related to race, ethnicity, religion, disability, gender identity, sexual orientation, and other aspects of identity. Recommendations developed by the Task Force will help inform future curriculum review, staff training, school and district improvement planning, and broader efforts to strengthen student safety, belonging, and inclusive practices throughout Sudbury Public Schools.

## **Outcome**

The School Committee made substantial progress toward strengthening family and community engagement by:

- Strengthening Parent Advisory Councils so they can fulfil their advisory roles;
- Establishing the LGBTQ+ Parent Advisory Council and receiving statewide recognition for this work;
- Adopting Policy BDFC to establish a framework for creating an English Learner Parent Advisory Council (ELPAC) if families and the district determine that such a council would be beneficial to support English learners and strengthen family engagement;
- Adopting policies that expanded access to public comment and hybrid participation;
- Holding three community listening sessions, in addition to a Tri-District Calendar Review listening session conducted with Lincoln Public Schools and Lincoln-Sudbury Regional High School, and evaluating their effectiveness;
- Increasing opportunities for direct feedback from families and community members; and
- Establishing an Anti-Hate/Anti-Bias Task Force to develop recommendations related to incident reporting, data tracking, communication with families, curriculum and instructional materials, professional development, and student supports to address antisemitism and all forms of hate and bias and to strengthen student safety, belonging, and inclusive practices across the district.

Together, these efforts created stronger structures for collaboration with families and provided additional opportunities for the community to share feedback, raise concerns, and help shape decisions affecting Sudbury students.

## **2025–2026 Goal Summary: Teaching, Learning, and Technology**

As part of its 2025–2026 goals, the Sudbury School Committee committed to supporting, evaluating, and monitoring the implementation of curriculum and classroom technology by receiving presentations from district leaders, reviewing student outcome data, and updating relevant policies. This work was designed to ensure that instructional practices, curriculum decisions, and technology use remain aligned with district priorities and the needs of students.

## Curriculum Oversight and Program Evaluation

Throughout the year, the School Committee provided oversight of the Superintendent by requesting detailed presentations, reports, and updates regarding major instructional initiatives and the supports in place to meet the needs of all learners. These presentations enabled the Committee to ask questions, review student outcome data, and monitor how instructional programs and services were being implemented across the district.

At its [December 8, 2025](#) meeting, the School Committee received a presentation from the Humanities Curriculum Coordinator on the implementation of the district's new K–5 English Language Arts curriculum and the Grade 6 English pilot. The presentation explained that the district selected a research-based curriculum to strengthen foundational reading, writing, vocabulary, and comprehension skills while creating greater consistency across classrooms and grade levels. Committee members reviewed how the curriculum emphasizes explicit phonics and decoding instruction in the early grades, close reading of complex texts, evidence-based writing, vocabulary development, and regular formative assessments to monitor student progress. The presentation also outlined the professional development and coaching provided to teachers to support implementation.

At the same meeting, the School Committee received a [presentation](#) from Student Services leadership that provided an overview of special education enrollment trends, disability categories, out-of-district placements, and staffing supports across the district. The presentation reinforced the importance of ensuring that curriculum decisions and instructional materials are accessible to all learners and that adequate staffing, professional development, and specialized supports are in place so that students with disabilities can fully access grade-level instruction.

Also on December 8, 2025, the School Committee received a [presentation](#) from the Mathematics Curriculum Coordinator on seventh-grade mathematics and the compacted Grade 7/8 pathway. The presentation described the district's mathematics pathways, the criteria used for placement, and the instructional supports available to students at each level. Committee members reviewed how the compacted pathway allows students to complete both Grade 7 and Grade 8 standards in one year and enter Algebra I earlier in their middle school experience. Enrollment trends and student performance data were also reviewed, along with the district's efforts to ensure that advanced coursework remains rigorous, accessible, and appropriately supported.

At its [April 13, 2026](#) meeting, the Administration returned to the School Committee with a final recommendation to adopt the Grade 6 English Language Arts curriculum for full implementation beginning in the 2026–2027 school year. The pilot results showed strong student engagement and positive teacher feedback. Teachers reported that the curriculum provided high-quality texts, stronger instructional coherence, and a more structured approach to vocabulary development, close reading, text-based discussion, and evidence-based writing. The Administration noted that the curriculum aligned closely with the research-based literacy practices already implemented in grades K–5, creating a more seamless transition into middle school. The implementation plan included the purchase of teacher and student materials,

summer professional development, and ongoing coaching support to ensure successful rollout. Based on the pilot results and alignment with district literacy goals, the Administration recommended districtwide adoption for all Grade 6 students.

Together, these presentations gave the Committee a stronger understanding of how curriculum decisions are implemented in classrooms and how staffing, professional development, and instructional resources affect student learning.

### **Instructional Technology and Digital Citizenship**

A second major focus of this goal was instructional technology, digital citizenship, and the implementation of technology-related policies.

At its [November 3, 2025](#) meeting, the School Committee received an update on Policy JICJ, Student Use of Technology in Schools, which governs the use of personal electronic devices during the school day. The presentation reviewed the district's "bell-to-bell" expectations designed to reduce distractions, increase student engagement, support face-to-face social interaction, and promote student focus and well-being.

Also on [November 3, 2025](#), the Technology Director provided a comprehensive overview of the district's instructional technology philosophy, emphasizing that technology should be used purposefully when it meaningfully enhances teaching and learning. Examples included adaptive literacy and mathematics tools, collaborative writing platforms, research databases, multimedia projects, and assessment applications. The presentation also described how students are taught digital citizenship skills such as online safety, privacy, respectful communication, media literacy, and responsible technology use in alignment with Policy IJNDB.

At its [January 26, 2026](#) meeting, the School Committee received a follow-up presentation focused on instructional technology integration. The Administration explained how educational software is evaluated and approved, including alignment with curriculum goals, educational value, accessibility for students with disabilities, student data privacy protections, and cost-effectiveness. The presentation also addressed parent questions regarding screen time, opt-out procedures, and how teachers balance digital tools with direct instruction, reading, writing, discussion, and hands-on learning.

At its February 9, 2026 meeting, the Superintendent provided a second implementation update on Policy JICJ. Consequence data showed that the vast majority of issues involving student use of personal electronic devices were resolved through simple reminders and redirection, with only a small number of incidents requiring more significant disciplinary consequences. This update provided early evidence that the policy was being implemented effectively and that most students were responding positively to the district's expectations.

At its April 13, 2026 meeting, the Superintendent provided a third implementation update on Policy JICJ and instructional technology. The update included a discussion of how artificial intelligence (AI) is being introduced to eighth-grade students as part of digital citizenship

instruction. The Administration also described professional development provided to teachers and administrators focused on the educational use of AI, ethical considerations, student privacy, and strategies for helping students use emerging technologies responsibly and effectively.

At its [May 18, 2026](#) meeting, the Superintendent provided a memorandum outlining additional steps the district will take during the 2026–2027 school year to promote intentional and developmentally appropriate use of technology. Planned actions include professional development for staff, updates to student technology expectations and policies, expanded digital citizenship instruction, implementation of the Parent Blocks dashboard to give families greater visibility and control over student device use at home, and additional safeguards for sixth-grade students. The memorandum also noted that the Administration does not recommend establishing a separate parent advisory council on technology at this time, as this work is already being addressed through ongoing district initiatives.

Together, these presentations and updates provided the Committee with a comprehensive understanding of how instructional technology is selected, implemented, and monitored across the district.

### **Community Feedback and Oversight**

The Committee’s work in this area was informed by feedback received during community listening sessions and public comment. Families raised thoughtful questions about screen time, student privacy, the educational value of digital tools, and the balance between technology-based and traditional instructional approaches.

This feedback helped guide the Committee’s discussions and reinforced the importance of ensuring that decisions about curriculum and technology are grounded in educational research, student outcomes, teacher experience, and the developmental needs of students.

### **Outcome**

The School Committee made substantial progress toward strengthening its oversight of teaching, learning, and technology by:

- Reviewing the implementation of the new K–5 English Language Arts curriculum;
- Evaluating the Grade 6 English pilot and receiving a recommendation for districtwide adoption;
- Examining the Grade 7 mathematics program and the compacted Grade 7/8 pathway;
- Reviewing how curriculum and instructional materials are made accessible to students with disabilities;
- Monitoring implementation of Policy JICJ and the district’s “bell-to-bell” expectations;
- Reviewing how instructional technology and educational software are selected and evaluated;
- Monitoring digital citizenship instruction, student data privacy practices, and emerging AI instruction; and

- Incorporating community feedback regarding screen time, privacy, and instructional effectiveness.

Together, this work gave the School Committee a deeper understanding of how curriculum and technology decisions are implemented in classrooms and provided a stronger foundation for future policy, budget, and program decisions aimed at improving student learning outcomes.

## **2025–2026 Goal Summary: Fiscal Stewardship and Long-Term Planning**

As part of its 2025–2026 goals, the Sudbury School Committee committed to strengthening its oversight of the district’s operating and capital budgets to support the long-term fiscal health of Sudbury Public Schools and ensure that financial decisions remain aligned with instructional priorities and facility needs.

At its October 23, 2025 meeting and January 20, 2026 meeting, the School Committee reviewed and provided feedback on the district’s [15-Year Capital Plan](#), which outlined anticipated building maintenance and infrastructure needs across the school district. The plan incorporated findings from the Facilities Condition Assessment, school space utilization studies, and other building and enrollment data. At its October 23, 2025 meeting, the Committee also adopted [Policy FA: Facilities Development Goals](#), which reaffirmed the Committee’s commitment to maintaining safe, well-maintained, and educationally appropriate facilities while recognizing the need to prioritize limited capital resources and, whenever possible, partner with the Massachusetts School Building Authority.

Throughout the year, the School Committee worked closely with district and town officials to better understand both short- and long-term capital priorities. Committee members participated in the Sudbury Select Board’s Capital Planning Night on February 23, 2026, which provided an opportunity to discuss school facility needs within the broader context of townwide capital planning and budgeting.

In addition to capital planning, the Committee monitored the development of the FY27 operating budget, reviewed enrollment trends and staffing needs, and considered how financial decisions affect student programming, special education services, and the long-term sustainability of district operations. We also created a Budget Subcommittee for better oversight and transparency regarding the operating budget and capital planning.

### **Key Findings**

Through this work, the Committee identified several important themes:

- Sudbury Public Schools faces significant long-term capital needs across multiple school buildings.

- Multi-year planning is essential to align facility investments with instructional priorities and enrollment trends.
- Safe, well-maintained, and educationally appropriate facilities are fundamental to supporting high-quality teaching and learning, as reaffirmed in Policy FA: Facilities Development Goals.
- Collaboration with town boards and committees is critical to ensuring that school needs are incorporated into broader municipal planning.
- Ongoing fiscal oversight is necessary to balance budget constraints while maintaining high-quality educational programming.

## Outcome

The School Committee strengthened its understanding of the district’s long-term financial and capital needs and increased coordination with town officials regarding facility planning and budget priorities. This work provides a stronger foundation for future budget decisions and supports continued efforts to maintain safe, functional, and educationally appropriate school facilities for all students.

## 2025–2026 Goal Summary: After-School Care & Enrichment

As part of its [2025–2026 goals](#), the Sudbury School Committee committed to identifying and advancing opportunities to expand after-school care and enrichment opportunities for Sudbury Public Schools students.

At its [September 8, 2025](#) meeting, the Committee divided this work into four focus areas: peer district research, provider outreach, school space availability, and stakeholder engagement. Memoranda summarizing this work were presented in the January 20, 2026 agenda packet and reviewed by the Committee.

### January 20, 2026 School Committee Discussion

At the [January 20, 2026 meeting](#), the Committee reviewed:

- Research on peer district after-school care and enrichment models;
- Information regarding current providers serving Sudbury students and families;
- Preliminary findings related to school space availability; and
- Community input regarding after-school care needs.

Following this discussion, the School Committee requested that the Administration provide additional information regarding:

- How Sudbury Public Schools transportation currently operates in relation to transporting students to after-school care providers;
- Potential opportunities to improve transportation access; and

- A cost analysis to better understand how transportation access might be expanded to promote greater equity in student participation in after-school care and enrichment programs, including transportation to the Fairbank Community Center.

### **February 9, 2026 School Committee Update**

At the [February 9, 2026](#) meeting, the Administration reported that the current transportation system is highly structured around established home-to-school bus routes and that it is extremely difficult to provide transportation to locations that are not already part of existing routes, including the Fairbank Community Center and many private childcare providers.

The Committee discussed that some elementary schools currently have bus routes that stop at certain childcare providers, allowing students to be transported directly from school to those providers in the afternoon. Under the current transportation rules, if a student is assigned to a childcare provider stop for afternoon transportation, the student is not eligible to be picked up from their home in the morning and transported to school on the neighborhood bus route. Community feedback indicated that this limitation reduces flexibility for families and can make existing transportation options less practical.

The Committee also discussed whether students could have different transportation arrangements in the morning and afternoon. For example, a student could be picked up from their home in the morning and transported to an after-school provider in the afternoon if that provider is located on an existing bus route. The Administration indicated that implementing such individualized routing would be operationally challenging under the current system, but noted that it could be explored as part of future planning.

The Administration further indicated that this work would continue in collaboration with the Budget Subcommittee over the summer, particularly as it may intersect with the district's transportation Request for Proposals (RFP) process.

### **March 3, 2026 School Committee Discussion**

Because transportation limitations constrained the ability to expand equitable access to off-site programs, the School Committee invited representatives from the Sudbury Parks and Recreation Department, Vivian Zeng, Director of Health and Community Services, and Amy Hamilton, Director of Parks, Recreation & Aquatics, to present at the [March 3, 2026](#) meeting.

The presentation, [Building Stronger Afternoons Together](#), outlined a potential partnership model in which Sudbury Parks and Recreation would offer enrichment programs directly within school buildings. This approach would:

- Reduce transportation barriers by keeping students on-site after dismissal;
- Expand access to enrichment opportunities in areas such as STEM, art, music, sports, chess, yoga, and other interest-based activities;

- Complement, rather than replace, Sudbury Extended Day and other childcare programs; and
- Utilize existing school spaces such as classrooms, libraries, art rooms, and gyms.

The presentation highlighted the Bedford Recreation Department model as an example of a long-standing partnership between a school district and municipal recreation department. Under this model, enrichment programs are offered as an extension of the school day and can be integrated with existing after-school childcare programs.

The Parks and Recreation Department indicated that it could provide high-quality enrichment programming and requested consideration of access to one classroom or shared space in each of the four elementary schools to launch programming.

The Committee discussed the educational and developmental benefits of enrichment activities, including opportunities for students to explore personal interests, build confidence, develop friendships, strengthen creativity and problem-solving skills, and engage in structured learning beyond the traditional school day.

The Committee also discussed how enrichment programming could enhance the experience of students already enrolled in after-school care programs such as Sudbury Extended Day. Students could participate in specialized enrichment activities and then return to their regular after-school program, combining the benefits of childcare with expanded opportunities for learning, exploration, and social connection.

The Committee requested that the Administration return with recommendations regarding how the District might provide one classroom or shared space in each elementary school to support this partnership.

### **May 18, 2026 School Committee Update**

At its May 18, 2026 meeting, the School Committee discussed a memorandum from the Superintendent regarding the availability of elementary school space to support potential partnerships with Sudbury Parks and Recreation for after-school enrichment programming. As part of the Committee's 2025–2026 goal related to after-school care and enrichment opportunities, the administration worked with school principals and staff to assess whether space could be made available in each elementary school while balancing instructional and operational needs.

The memorandum explained that some rooms may be available after 3:00 p.m., but availability varies significantly by school and depends on factors such as staff meetings, professional development, Project-Based Learning activities, school events, and the ongoing use of classrooms and specialized spaces. The administration emphasized that the district's primary responsibility is to support student learning during the school day and that instructional and operational needs must remain the priority when considering after-school facility use.

The memorandum concluded that there may be opportunities to collaborate with Parks and Recreation where schedules and space align, but the district cannot guarantee consistent daily space across all elementary schools. Any future arrangements would need to be reviewed on a school-by-school basis and would likely include periodic blackout dates to accommodate school and district activities.

The Director of Business and Human Resources also updated the Committee that due to School Committee feedback regarding transportation needs of families, he has included a survey to better access the needs of families if they need separate bus routes for morning pick up and afternoon drop off. This data can be reviewed by the Budget Subcommittee for future planning.

### **Key Findings**

Through its work, the Committee identified several key themes:

- Demand for after-school care exceeds available capacity.
- Transportation is one of the most significant barriers to equitable access.
- Several providers reported available capacity if transportation barriers could be addressed.
- Sudbury's current after-school care structure is generally consistent with peer districts.
- School-based enrichment partnerships may offer a practical way to expand access without requiring additional transportation.

### **Outcome**

The School Committee developed a comprehensive understanding of the after-school care and enrichment landscape, including peer practices, provider capacity, transportation constraints, and opportunities for future partnerships.

The Committee's work identified two potential pathways for expanding opportunities for students and families:

1. Exploring transportation opportunities; and
2. Considering school-based enrichment partnerships with organizations such as Sudbury Parks and Recreation.

This work provides a strong foundation for future planning and supports continued efforts to improve equitable access to after-school care and enrichment opportunities for Sudbury students.

## **Next Steps for 2026-2027**

The School Committee will begin developing its 2026–2027 goals in June 2026, with final adoption anticipated in July or August. Community input gathered throughout the year will continue to inform the Committee's priorities.

## **Closing**

The Sudbury School Committee extends its sincere appreciation to the students, families, educators, administrators, and community members who contributed their time, expertise, and perspectives throughout the 2025–2026 school year. Your engagement and feedback are essential to helping the Committee better understand the needs, priorities, and aspirations of the Sudbury Public Schools community.

The work summarized in this report reflects the Committee's ongoing commitment to transparent governance, thoughtful oversight, and informed decision-making. By conducting its work in public meetings, seeking community input, and regularly reviewing progress toward its goals, the Committee strives to ensure that its decisions are responsive to the needs of students and grounded in the values of accountability, inclusion, and continuous improvement.

As the School Committee begins developing its 2026–2027 goals, community input will continue to play an important role in shaping priorities for the coming year. We encourage all members of the Sudbury community to remain engaged and to continue sharing their perspectives as we work together to support the academic success, well-being, and belonging of every student in Sudbury Public Schools.