



## AGENDA and NOTICE SCHOOL COMMITTEE MEETING

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

**Regular Session Meeting**  
**Monday, June 15, 2026**

### LOCATION

Dial In: 1 301 715 8592 - Webinar ID: 847 3794 2004

Live Link: <https://us02web.zoom.us/j/84737942004>

### AGENDA

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

**(Approximate)**

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| 1. Public Comment  |                     | 15 Mins |
| a. At the start of each regularly scheduled School Committee meeting, community members may address the Committee. In-person attendees should sign in; remote attendees on Zoom should use the "Raise Hand" feature (in the Reactions menu, or under "More" on mobile). For remote comments, attendees must also type their full name into the Zoom name field in order to be called on. Per Policy BEDH, each speaker has up to three (3) minutes and must state their name and city/town. Public comment is not a discussion or debate, but an opportunity to share opinions on matters within the Committee's authority. Meetings are live-streamed and recorded for SudburyTV; participation constitutes consent to be recorded and broadcast. |                     |         |
| 2. Special Matters   |                     |         |
| a. Presentation of Accomplishments, Initiatives & Models (AIM Reports) (Report) 45 Mins  |                     |         |
| i. Haynes Elementary School - Bryant Amitrano, Principal   |                     |         |
| ii. Loring Elementary School - Sara Harvey, Principal  |                     |         |
| iii. Nixon Elementary School - Susan Woods, Principal  |                     |         |
| iv. Noyes Elementary School - Amy Mulkerin, Principal  |                     |         |
| v. Curtis Middle School - Jeff Mela, Principal   |                     |         |
| 3. Educational and Operational Matters   | (Reports)           | 15 Mins |
| a. District Reports  |                     |         |
| i. Director of Business and Human Resources  |                     |         |
| ii. Assistant Superintendent   |                     |         |
| iii. Superintendent  |                     |         |
| 4. Consent Calendar  | (Discussion/Action) | 5 Mins  |
| a. Approval of Minutes (11/03/25, 04/16/26, 05/01/26)  |                     |         |
| b. SEPAC End of Year Report  |                     |         |
| c. LGBTQ+ PAC End of Year Report   |                     |         |
| d. Approval of Workshop led by Anthony Bent  |                     |         |
| e. Dissolution of Superintendent Search Subcommittee   |                     |         |
| f. Q3 Report   |                     |         |
| 5. Business and Policy Matters   |                     |         |
| a. Extracurricular Activity Fees (Discussion/Action) 10 Mins   |                     |         |
| b. 2026-2027 School Committee Goals (Discussion/Action) 40 Mins  |                     |         |
| c. Haynes and Nixon Roof Projects Update (Discussion) 15 Mins  |                     |         |

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|-----------------------------------|---------------------|--------|
| d. Items for Special Town Meeting | (Discussion/Action) | 5 Mins |
| 6. Liaison Reports                | (Report)            | 5 Mins |
| 7. 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, July 6, 2026***





AIM Report  
2025-2026



Josiah Haynes Elementary School

School Improvement Goal	Work Completed & In-Progress	Next Steps
<p><b>GOAL 1:</b></p> <p><b>Wellness:</b></p> <p>Support the development of an environment in which everyone is seen and heard, where differences are valued and identity is celebrated in order to provide equitable learning experiences where every student is engaged and challenged.</p>	<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. Staff participated in professional development module to build capacity in identifying signs of depression and suicide</li> <li>● 1.a.ii. Provided training for staff and instructional sessions for students on Say Something Anonymous Reporting System</li> <li>● 1.a.iii. Communicated the purpose and procedures for reunification to staff and families</li> <li>● 1.a.iv. Explicitly taught expected behaviors in all parts of the school</li> <li>● 1.a.v. Reviewed and created an updated behavioral rubric that aligns with staff input and recommendations</li> <li>● 1.a.vi. Utilized Aspen management system to run data reports on behavior referral information. Bring relevant data to SEL data meetings mid-year and end-of-year</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. Modeled SEL signature practices during professional development sessions and staff meetings</li> <li>● 1.b.ii. Facilitated professional learning in implementing SEL signature practices</li> <li>● 1.b.iii. Reviewed “Connectedness Survey” results and identified next steps</li> <li>● 1.b.iv. Provided “silent mentors” to students who may need additional adult connections</li> <li>● 1.b.v. All School Meetings on full-day Wednesdays to build connections and community between students, staff, and families</li> <li>● 1.b.vi. Use SPS SEL resources to provide students with Harmony lessons and Calm classroom practices regularly</li> <li>● 1.b.vii. Dedicated SEL blocks built into the Haynes Main Schedule</li> </ul>	<p>1.a. Continue to utilize Aspen management system to run data reports on behavior referral information</p> <p>1.a. Provide staff and students training each year on <i>Say Something</i>, behavior expectations, de-escalation, suicide prevention, etc.</p> <p>1.b. Increase SEL minutes in the Main schedule for every grade level to have a consistent block each week</p> <p>1.b. Utilize “buddy-up classes” intentionally and with an SEL focus throughout the year</p> <p>1.b. Utilize SEL data to inform practices</p>

	<ul style="list-style-type: none"> <li>● 1.b.viii. DESSA screener used 2 times per year, with data meetings to follow. Teachers tailor SEL lessons based on data and the SEL frameworks</li> <li>● 1.b.ix. Every younger grades class is buddied up with an older grade and will meet periodically throughout the year for events and community building</li> <li>● 1.b.x. Include SEL information in principal newsletters developed by the mental health staff members</li> </ul> <p>1.c Examined the Facilities Conditions Assessment to plan for and address the infrastructure needs in providing a safe, healthy, learning environment in all SPS school buildings.</p> <ul style="list-style-type: none"> <li>● 1.c.i. Resurfaced playground structure steps with high-contrast paint</li> <li>● 1.c.ii. Repaired playground surface where needed</li> <li>● 1.c.iii. Installed TouchView Boards in all remaining classrooms that do not currently have one for accessibility</li> <li>● 1.c.iv. Monitored the roof needs and address any issues that arise, and communicated needs to SPS facilities</li> </ul> <p>1.d Support families in the attendance of after school events so that all can participate</p> <ul style="list-style-type: none"> <li>● 1.d.i. Provided coverage for students after school hours in-between dismissal and an afterschool event</li> <li>● 1.d.ii. Communicated after school events through a variety of mediums, such as PTO, Principal, classroom newsletters, as well as through direct messaging</li> </ul> <p>1.e Explore options for additional after school care for families</p> <ul style="list-style-type: none"> <li>● 1.e.i. Collaborated with Sudbury Extended Day to determine additional spaces in order to increase their square footage, which can increase their enrollment</li> <li>● 1.e.ii. Partnered with local Boys &amp; Girls Club of Assabet Valley to accommodate their transportation for students to the club for after-school care</li> </ul>	<p>1.c. Continue to communicate and meet with facilities regarding playground needs</p> <p>1.c. Increase Touchview boards</p> <p>1.d. Continue to utilize grant funding for transportation to events for Boston families</p> <p>1.d. Continue to explore potential partnerships with outside providers</p>
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	<ul style="list-style-type: none"> <li>● 2.c.i. Integrate digital literacy lessons into K–5 library curriculum, emphasizing research skills, online safety, and creation of digital artifacts</li> <li>● 2.c.ii. Integrate digital literacy and responsible technology use into 5th-grade curriculum</li> <li>● 2.c.iii. Review responsible use of technology in K-5 classrooms</li> </ul>	
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School Improvement Goal	Work Completed & In-Progress	Next Steps
<p><b>Meeting the Needs of ALL Students:</b></p> <p>Provide equitable learning experiences to engage and challenge every student.</p>	<p>3.a. Develop and expand <a href="#">Multi-tiered Systems of Support</a> (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. Provide professional development regarding the disability awareness curriculum in grades 3-5</li> <li>● 3.a.v. Continue the district’s ADA transition work and normalize the use of assistive technologies in large presentation spaces to reach all audiences</li> <li>● 3.a.vi. Deploy classroom UDL (Universal Design for Learning) instructional technology (Year 3 of 5)</li> <li>● 3.a.vii. Provide ongoing coaching and classroom observation cycles to support teachers in applying MTSS and UDL practices consistently</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> </ul>	<p>3.a. Continue all work towards this goal</p> <p>3.a. Continue to look for professional development opportunities</p> <p>3.b. Continue to refine best practices for IST</p>

	<ul style="list-style-type: none"> <li>● 3.b.iii. Utilize the updated DCAP (District Curriculum Accommodation Plan) to inform the Student Support Teams (IST/BBST) processes</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 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> <li>● 3.d.iii. Ensure all communication provides equitable access for families with diverse language and technology needs</li> </ul> <p>3.e Use student learning data to inform decision-making practices in teaching and learning.</p> <ul style="list-style-type: none"> <li>● 3.e.i. Students are provided tiered intervention within the general education classroom</li> <li>● 3.e.ii. Educators participate in quarterly data meetings facilitated by the principal and coaches in math, literacy, and SEL.</li> <li>● 3.e.iii. Continue to track student progress using current and new district measures and tools. (TMP, DIBELS, Math assessments, etc.)</li> <li>● 3.e.iv. Facilitate cross-grade and cross-content collaboration to use student data to plan instruction and improve outcomes</li> </ul>	<p>3.c. Continue to utilize best practices for 504 process and data collection</p> <p>3.d. Continue all work towards this goal</p> <p>3.d. Continue all work towards this goal</p>
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**AIM Report**  
**2025-26**  
**Loring School**



<b>School Improvement Goal</b>	<b>Work Completed &amp; In Progress</b>	<b>Next Steps</b>
<p>Goal 1: WELLNESS</p> <p>By June 2026, strengthen equitable, inclusive, and physically safe practices by refining at least three schoolwide initiatives or professional learning activities that promote belonging and cultural awareness.</p>	<p><b>1. a - Cultivate a school culture where every student, family, and staff member feels a deep sense of belonging, respect, and representation.</b></p> <ul style="list-style-type: none"> <li>● <b>1.a.1. Highlight and celebrate pro-social behavior</b> through <i>Pawsome News</i>—a platform for promoting, modeling, and recognizing positive actions.</li> <li>● <b>1.a.2. Leverage the bi-monthly school newsletter</b> to communicate how our community fosters belonging, inclusion, and pro-social behavior.</li> <li>● <b>1.a.3. Implement a staff-student mentoring initiative</b> by pairing students with attendance challenges with caring adult mentors for consistent check-ins and relationship building.</li> <li>● <b>1.a.4. Continue Field Day as an annual tradition</b> that builds teamwork, school spirit, and community connection.</li> <li>● <b>1.a.5. Host grade-level Family Concerts</b> to strengthen school-home partnerships and showcase student learning and creativity.</li> <li>● <b>1.a.6. Organize All-School Celebrations</b> emceed by fifth graders, featuring student musicians, visual artists, and “PE Teacher Challenges” to build joy and community pride.</li> <li>● <b>1.a.7. Empower the School Culture Committee</b> to meet monthly to plan, reflect on, and enhance initiatives that foster belonging and positive school culture.</li> <li>● <b>1.a.8. Create the Loring Family Form</b> to acknowledge and strengthen</li> </ul>	<ul style="list-style-type: none"> <li>● Continue to leverage the bi-monthly school newsletter to communicate how our community fosters belonging, inclusion, and pro-social behavior.</li> <li>● Continue to expand our staff-student mentoring initiative by pairing students facing attendance challenges with caring adult mentors for consistent check-ins and relationship-building.</li> <li>● Continue to revise and update the Loring Family Form to acknowledge and strengthen connections with students and their families by collecting information about cultural traditions, important people, holidays, religious practices, and preferred pronouns, helping staff better understand the whole child, and providing opportunities for families to engage in the classroom through cultural or academic connections.</li> <li>● Continue the Monthly Admin Check-Ins for all areas: classroom, specialists, TAs, ABAs, specials, special educators and service providers</li> </ul>

connections with students and their families by collecting information about cultural traditions, important people, holidays, religious practices, and preferred pronouns, helping staff better understand the whole child and providing opportunities for families to engage in the classroom through cultural or academic connections.

- **1.a.9. Monthly Admin Check-Ins** for all areas: classroom, specialists, TAs, ABAs, specials, special educators and service providers
- **1.a.10. Revamp the courtyard** into an ADA-compliant outdoor classroom that promotes inclusive, hands-on learning experiences.

**1.b - Continuously monitor, strengthen, and maintain district-wide and school-specific safety protocols to create and sustain safe, supportive learning environments.**

**1.b.1. Explicitly teach, reinforce, and model expected behaviors** in all areas of the school, including the bus, cafeteria, and recess.

- Generate clear expectations for students.
- Develop protocols and procedures for staff to ensure consistent reinforcement.

**1.b.2. Provide ongoing professional development and student instruction** on health, safety, and social-emotional topics, including:

- Say Something Anonymous Reporting System, with opportunities for staff and student feedback for refinement.
- Identifying signs of depression and suicide
- Safety drills and emergency procedures
- 51A reporting requirements
- Reunification procedures

- Continue to leverage the Aspen management system to generate and review behavior referral data, using findings to guide discussions during weekly SEL meetings, as well as mid-year and end-of-year SEL data meetings.

	<p><b>1.b.3. Leverage the Aspen management system</b> to generate and review behavior referral data, using findings to guide discussions during weekly SEL meetings, as well as mid-year and end-of-year SEL data meetings.</p>	
<p>Goal 2: INNOVATION</p> <p>By June 2026, foster academic excellence for all students by supporting educators' continuous growth in teaching and learning through targeted professional development, data-driven instruction, and the implementation of innovative practices—resulting in measurable growth in student achievement and instructional effectiveness.</p>	<ul style="list-style-type: none"> <li>● <b>2.a.1. Implement Expeditionary Learning (EL)</b> in grades K-5, emphasizing student-centered practices, authentic learning experiences, and mastery of grade-level standards.</li> <li>● <b>2.a.2. Provide teachers with professional development from EL Trainers</b> to support lesson planning, instructional delivery, collaborative planning, assessments, and monitoring of student growth and proficiency.</li> <li>● <b>2.a.3. Realign the elementary science curriculum</b> by adopting a phenomenon-based storyline approach and developing guidance documents to improve instructional alignment and student learning outcomes.</li> <li>● <b>2.a.4. Conduct grade-level academic and SEL data meetings</b> to share effective teaching practices, review student progress, and adjust instruction as needed to meet targeted student needs</li> </ul> <p><b>2.b. - Strengthen and refine the Disability Awareness program to enhance student understanding, promote inclusion, and ensure teachers are equipped to deliver lessons effectively</b></p> <ul style="list-style-type: none"> <li>● <b>2. b. 1. Provide instruction on Disability Awareness</b> to Grades 3-5, offering opportunities for staff and student feedback to refine lessons. This ensures that teachers are prepared to independently deliver these lessons in the following school year.</li> </ul> <p><b>2.d.1 Provide Professional development</b> and collaborate with OTs and classroom teachers to support the implementation of Foundations Handwriting, ensuring consistent</p>	<ul style="list-style-type: none"> <li>● Formalize teacher peer observation opportunities during ELA and Math blocks.</li> <li>● Support classroom teachers to independently deliver the Disability Awareness lessons</li> </ul>

<p>Goal 3: MEETING THE NEEDS OF ALL LEARNERS</p> <p>By June 2026, review and analyze student performance data at least three times per year to identify trends and refine intervention practices within the MTSS framework, resulting in measurable improvements in student outcomes.</p>	<p>instructional practices across classrooms.</p> <ul style="list-style-type: none"> <li>● <b>3.a.1 Refine the IST process</b> to empower staff to make data-informed referrals during grade-level and data meetings.</li> <li>● <b>3.a.2 Refine Title I eligibility processes and protocols</b> to ensure interventions begin early in the fall based on spring data.</li> <li>● <b>3.a.3 Provide an Intervention Night</b> to engage and educate parents on evidence-based intervention practices.</li> <li>● <b>3.a.4 Meet weekly with the Boost Team</b> to analyze student data, deliver targeted instruction, and support instructional protocols.</li> <li>● <b>3.a.5 Implement and utilize an SEL referral form</b> to systematically identify and address students' social-emotional needs.</li> <li>● <b>3.b.1 Deliver Power Half-Hour interventions</b> during WIN Block 4 times per week for 30 minutes in grades 1-5, addressing specific student needs.</li> <li>● <b>3.b.2 Track and monitor student interventions</b> to ensure alignment with individual Action Plans.</li> <li>● <b>3.b.3 Use data from interventions</b> to inform instruction and refine strategies to meet students' academic and social-emotional goals.</li> <li>● <b>3.b.4 Highlight and celebrate student growth percentages</b> using Open Architects data. <ul style="list-style-type: none"> <li>○ Facilitate discussions on instructional practices, sharing effective strategies and reflecting on what worked well.</li> <li>○ Model and disseminate best practices to support continuous professional growth among staff.</li> </ul> </li> <li>● <b>3.b.5 Participate in a math-focused professional book club, <i>Rethinking Disability and Mathematics</i> by Rachel Lambert</b>, which explores strategies for ensuring all students have access to deep, meaningful learning.</li> </ul>	<ul style="list-style-type: none"> <li>● Continue to refine our IST process and data meetings to share effective teaching practices, review student progress, and adjust instruction as needed to meet targeted student needs</li> <li>● Continue to refine Title I eligibility processes and protocols to ensure interventions begin early in the fall based on spring data.</li> <li>● Continue to analyze MCAS and district assessment data to ensure students receive appropriate support and extensions.</li> <li>● We hope to see an increase in family attendance during Intervention Nights. We are also planning to provide opportunities for families to connect with interventionists during conferences as an opportunity to expand the family-school connection</li> <li>● Facilitate educator book clubs focused on executive functioning, ADHD, and behavioral strategies, fostering professional learning, collaboration, and the implementation of practical classroom supports that help students develop organization, self-regulation, attention, and independence skills.</li> </ul>
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Participants will read, share insights, and present their learning and instructional practices to colleagues to support collaborative professional growth.

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



# AIM Report 2025-2026

## General John Nixon Elementary School

School Improvement Goal	Work Completed & In-Progress	Next Steps
<p><b>GOAL 1:</b></p> <p><b>Wellness</b></p> <p>Enhance the social/emotional, physical safety, and support for all children and all members of the community</p>	<p>1.a. Utilize staff and grade level meetings to discuss and reflect on DESSA Screener results and the incorporation of the CASEL SEL practices.</p> <ul style="list-style-type: none"> <li>● Implemented the DESSA Connectedness Survey to provide insight into student perspectives on school communities</li> <li>● Held weekly meetings with the mental health team to guide SEL practices and support for all children</li> <li>● Conducted regularly scheduled meetings with mental health staff, administration, student committees and district level social and emotional leadership</li> <li>● Facilitated conversations with Sudbury First Responders and Nixon staff to collaborate on school safety needs</li> <li>● Installed SERF grant funded Nook Seating for a tranquil and physically accessible option for cafeteria seating, offering a quieter space for peer interactions and social time during the lunch session</li> </ul> <p>1.b. Developed process for reviewing all building/facilities usage with a paramount focus of ADA compliance.</p> <ul style="list-style-type: none"> <li>● Reviewed portions of building (e.g., thresholds, outdoor seating, outdoor pathways)</li> <li>● Partnered with PTO and families to learn of perspective needs of events and facility</li> <li>● TouchView Boards and RED Cat installation in all instructional spaces</li> <li>● Monitored roof needs and address issues in collaboration with SPS facilities</li> <li>● Monitored Fire Alarm, Emergency Lighting, and Bi-Directional Amplifier</li> </ul> <p>1.c. Build on sustaining classroom and school-wide Mindfulness efforts.</p> <ul style="list-style-type: none"> <li>● Principal and Assistant Principal incorporated a “mindful minute” at the start of each school day</li> <li>● Created a Student Advisory Committee, consisting of up to 20 children in grades K-5, to meet and advise the principal on school matters and SEL initiatives</li> <li>● Displayed visuals throughout the schoolhouse to reflect the importance of self care for staff and students</li> <li>● Increased physical accessibility to the school grounds and facility by way of creating more accessibility to all aspects of school</li> <li>● Integrated the Zones of Regulation social thinking curriculum into classroom learning to complement the usage of CASEL and Harmony lessons</li> </ul> <p>1.d. Continue to examine and enhance school safety practices.</p> <ul style="list-style-type: none"> <li>● Implemented school safety best practices, including organization of standing crisis and student support teams</li> <li>● Engaged students and staff in safety/school responsiveness practices under the guidance of SPD</li> <li>● Offered 3 additional “refresher” school safety training sessions throughout the school year in partnership with the Sudbury Police Department.</li> </ul>	<p>1.a. Continue data reflection meetings with grade level teams and mental health team to best support the growth of children.</p> <p>2.a. Communicate the behavior chart to children and have dialogue about expectations for adults and children.</p> <p>1.b. Continue to partner with Sudbury organizations such as the PTO to increase materials and experiences for children, and to create more accessibility to all aspects of school.</p> <p>2.b. Met with SPS facilities to discuss and plan timeline on roof revisions</p> <p>3.b. Met with SPS facilities to discuss and plan timeline on Fire Alarm, Emergency Lighting, and installation of Bi-Directional Amplifier closet/accessories</p> <p>4.b. Engage families in dialogue and feedback plan for increasing belonging at the school and during school/PTO activities</p> <p>1.c. Integrate the guidelines of our CASTLE practices into play-based experiences during the school day</p> <p>2.c. Gather student feedback to ensure the school aligns with their interests and needs</p> <p>3.c. Capture student voice to align offerings with their evolving interests</p> <p>1.d. Communicate and partner with staff to deploy the reunification plan for Nixon School</p> <p>2.d. Communicate and incorporate the See Something Say Something connection tools for the Nixon community</p>

	<ul style="list-style-type: none"> <li>● Collaborated with families about the rationale and practices in the area of school safety via School Advisory Council meetings</li> <li>● Continued collaboration with Sudbury Police Department.</li> </ul> <p>1.e. Support families in notification and awareness of attendance at school and events</p> <ul style="list-style-type: none"> <li>● Communicated with families using multiple modalities about the importance and need for timely attendance to school days</li> <li>● Communicated after school events through PTO, METCO Director, Principal, direct messaging to increase attendance</li> </ul>	<p>1.e. Monthly PTO meetings with Principal hold an agenda item of communication to families, building usage, and events</p>
<p><b>GOAL 2:</b></p> <p><b>Innovation</b></p> <p>Provide all students with sustainable instruction and academic structures that support children and educators to achieve at a high level while promoting ongoing opportunities for accessing/applying knowledge in new ways.</p>	<p>2.a. Implement EL instructional program into grade levels, Kindergarten through Fifth Grade.</p> <ul style="list-style-type: none"> <li>● instructional practices in all classrooms K-5 with fidelity</li> <li>● Professional development compliments the deployment of EL program into grades K-5.</li> </ul> <p>2.b. Sustain SPS Social Studies units</p> <ul style="list-style-type: none"> <li>● Students participated and engaged in units of study according to the SPS curriculum plan</li> <li>● Provided professional development for educators related to the new content and instructional approaches</li> <li>● Discussed and embraced “tough topics” in history with community engagement</li> <li>● Planned and implemented instructional units and topics provided throughout the scope and sequence of a school year</li> </ul> <p>2.c. WIN Block</p> <ul style="list-style-type: none"> <li>● Acronym for "What I Need". Implemented a flexible, dedicated period during the school day designed to personalize student learning.</li> </ul>	<p>1.a. Proceed forward with literacy coaching for educators.</p> <ul style="list-style-type: none"> <li>○ Continue to monitor the student progress on qualitative and quantitative data.</li> <li>○ Strengthen instructional practices that reach beyond achievement of grade level benchmarks</li> </ul> <p>1.b. .Create a main schedule that names and designates uninterrupted learning blocks of appropriate length for Reading, Writing and Foundations for grades K-3, and Reading and Writing grades 4 and 5 that reflects robust teaching practices.</p> <p>2.b.&amp; c. Re-examine delivery of interventions for students</p> <ul style="list-style-type: none"> <li>○ Professional Development on what a tiered system is so there is more consistency</li> <li>○ Examine how differentiated instruction occurs</li> <li>○ Explore new structures for intervention during differentiation instruction blocks and in class</li> <li>○ WIN Block, students use this time for targeted academic support, skill remediation, project work, enrichment activities, or quiet study/recharge sessions</li> <li>○ Consider: <ol style="list-style-type: none"> <li>1. Roles of classroom teachers, literacy &amp; math specialists during intervention</li> <li>2. “Cross-pollination” - shared responsibility across the grade level during intervention times</li> <li>3. Grade level planning time for intervention cycles/groups after Data Team meeting</li> </ol> </li> </ul>

<p><b>GOAL 3:</b></p> <p><b>Meeting the Needs of All Students</b></p> <p>To support the development of equitable and inclusive practices where diversity is celebrated and cultural awareness is valued.</p>	<p>3.a. Prioritize equity as the foundation of our schools work each day.</p> <ul style="list-style-type: none"> <li>● Integrated SPS Equity Statement as a frame to guide teaching, learning and strategic planning.</li> <li>● Staff engaged in professional learning about anti-bias/anti-racist education</li> <li>● Showcased and integrated SPS Statement on Social Studies instruction</li> <li>● Nixon’s Equity Team (year 4) identified priorities and opportunities for the school community to grow in the areas of cultural awareness</li> <li>● The Student Advisory Council met monthly with the principal to advise and create community-based and student-centered experiences for the entire school</li> <li>● Implemented Whole School Read-Alouds monthly to integrate cultural awareness and topics of equity, family structure, and identity. Also to respond with literacy to current needs of social/emotional</li> <li>● Increased the classroom libraries K-5 with books of cultural awareness, topics of equity, family structure, and identity</li> <li>● Responded with safety protocols that involved procedural approaches for all members of our school community</li> </ul> <p>3.b. Grades K, 1, ELD, and SPED teachers participated in a Heggerty PD</p> <p>3.c. IST (Instructional Support Team) protocols and workflow revised based on initial audit</p> <p>3.d. Specialized program audit, observations, and internal consultations with Dr. Alex Hirshberg (Hirshberg Behavioral Health Services, Erin Donovan (CASE Collaborative), Kevin Russo (ARISE), and Dr. Naami Turk (Clinical and Neuropsychological Consultant)</p>	<p>1. a. Continue to gain student focus and interest via the Student Advisory Committee and real-time student feedback to the administration.</p> <ul style="list-style-type: none"> <li>● Continue to integrate and apply curricular learning in the area of SPS History and Social Sciences.</li> <li>● Display visuals throughout the schoolhouse to reflect the cultures and identities of all Nixon students and staff</li> </ul> <p>2. a. Develop Staff Committees that occur during the 2nd staff meeting of each month. Committees were focused on: SEL, DEL, Community, STEAM, &amp; School Meeting</p> <ul style="list-style-type: none"> <li>● Committee options were developed by the Leadership Team and teachers choose which one to join. All teachers were given their first or second choice.</li> <li>● Staff work on events, resources, etc. that impact students</li> <li>● Shared ownership of building leadership</li> <li>● Create opportunities for teachers to team on content area topics such as culture, equity, and reflective responsiveness to current events of our time via faculty meetings, professional development, and team time.</li> </ul> <p>3. a. Implement a high level of consistency in phonemic awareness instructional practices</p> <ul style="list-style-type: none"> <li>● Increasing engagement and participation in phonemic awareness instruction</li> <li>● Refining the use of the Heggerty curriculum based on current research</li> </ul> <p>3.c. Review the initial audit to extract specific points, gaps, and bottlenecks identified</p> <p>3.c. Rewrite the specific procedures highlighted by the audit and team. Focus on clarifying response times, critical needs, eliminate redundancies in the process</p> <p>3.c. Share the revised process with the IST stakeholders and staff to ensure the new workflow is realistic and reasonable</p> <p>3.d. Partner with the Student Services Department to gather existing standard operating procedures, legal mandates, and previous audit reports</p> <p>3.d. Consolidate all relevant program data, enrollment numbers, demographic breakdowns, allocations, progress metrics, and staffing ratios</p>
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**AIM Report  
2025-2026**

**Peter Noyes Elementary School**

<b>School Improvement Goal</b>	<b>Work Completed &amp; In-Progress</b>	<b>Next Steps</b>
<p><b>GOAL 1:</b></p> <p><b>Wellness:</b> Continue to support and promote the social, emotional, behavioral, and physical wellness of students through inclusive practices, pro-social teaching, and the development of school wide core values.</p>	<p><b>1.a</b> Collaboratively develop and adopt a shared set of core values that reflect our collective beliefs and aspirations for teaching, learning, and community.</p> <ul style="list-style-type: none"> <li>● <b>1.a.1.</b> Representative stakeholder groups engaged in values exploration (students, faculty/staff).</li> <li>● <b>1.a.2.</b> Themes gathered from data ( focus groups, discussions) and synthesized into value drafts.</li> <li>● <b>1.a.3.</b> Explored habits of character (as presented longitudinally in EL curriculum) as possible draft for new core values.</li> </ul> <p><b>1.b</b> Develop and implement a set of common behavior expectations aligned to newly identified core values, using input from students, staff, families, and community members.</p> <ul style="list-style-type: none"> <li>● <b>1.b.1.</b> Translate each core value into clear, observable behavior expectations for classrooms, hallways, recess, buses, and shared spaces.</li> <li>● <b>1.b.2.</b> Draft shared lesson plans</li> <li>● <b>1.b.3.</b> Develop student-friendly visuals (posters, lesson slides, behavior matrices) and family-facing communication tools.</li> <li>● <b>1.b.4.</b> Fully launch schoolwide expectations at the start of the next school year.</li> </ul> <p><b>1.c</b> Strengthen a positive and inclusive school community by implementing pro-social instruction that promoted shared values, fostered strong relationships, and supported student mental health and well-being.</p> <ul style="list-style-type: none"> <li>● <b>1.c.1.</b> Provided ongoing professional development and student instruction on health, safety, and social-emotional topics, including:</li> </ul>	<p><b>1.a.</b> Draft core values presented for feedback and refinement (students, staff, families)</p> <p><b>1.a.</b> Final core values approved and communicated schoolwide.</p> <p><b>1.a.</b> Roll out families/community</p> <p><b>1.a.</b> Evidence of alignment to school practices: signage, classroom agreements, handbooks, celebrations, mission statements</p> <p><b>1.b.</b> This work is still in progress as it is dependent on the core values being identified. All of 1.b will be a focus next year.</p> <p><b>1.c.</b> Continue to utilize the professional development and consultation from this year with Dr. Hirshburg to approach behavioral challenges through the lens of identifying and supporting underdeveloped skills.</p>

	<ul style="list-style-type: none"> <li>- Disability Awareness lessons, 3-5</li> <li>- <i>Say Something</i> anonymous reporting system</li> <li>- DESSA Screener and SEL data meetings</li> </ul>	
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School Improvement Goal	Work Completed & In-Progress	Next Steps
<p><b>GOAL 2:</b></p> <p><b>Innovation:</b></p> <p>Foster academic excellence for all students by supporting educators' continuous growth in teaching and learning, use of student data, and implementation of innovative approaches to instruction.</p>	<p><b>2.a.</b> Implemented High Quality Instructional Practices and Materials (HQIM) using rigorous standards to ensure that learning opportunities were motivating, authentic, and developed student agency.</p> <ul style="list-style-type: none"> <li>● <b>2.a.1.</b> Implemented Expeditionary Learning (EL) in grades K–5, focusing on student-centered practices, authentic learning experiences, and mastery of standards</li> <li>● <b>2.a.2.</b> Provided teachers with professional development by EL Trainers in order to navigate lesson plans and resources, executing lessons and assessments, collaborative planning, using assessments to monitor student growth and proficiency.</li> <li>● <b>2.a.3.</b> Utilized peer-to-peer modeling to strengthen instructional practices</li> <li>● <b>2.a.4.</b> Used grade-level data meetings to monitor progress on High Quality Instructional Material implementation and discuss student outcomes, adjusting instruction as needed</li> <li>● <b>2.a.5</b> Conducted Peer to Peer Walkthroughs</li> </ul> <p><b>2.b</b> Implemented tiered intervention block 4 times per week, K-5</p> <ul style="list-style-type: none"> <li>● <b>2.b.1.</b> Classroom schedules were designed to provide an intervention/enrichment block within the daily school day.</li> <li>● <b>2.b.2.</b> Classroom teachers and special educators used formative assessment to provide targeted instruction</li> <li>● <b>2.b.3.</b> Reviewed student progress during grad-level data meetings to refine intervention groups and teaching strategies.</li> </ul> <p><b>2.c.</b> Implemented Foundations Handwriting curriculum in grades K–3 to develop consistent, foundational handwriting skills and support early literacy development.</p> <ul style="list-style-type: none"> <li>● <b>2.c</b> .Provided Professional development and</li> </ul>	<p><b>2.a.</b> Year 2 of EL implementation</p> <p><b>2.a.</b> Implement the “ALL Block” across all grade levels</p> <p><b>2.a.</b> Continue/expand peer to peer walkthroughs to share strong instructional practices and build teacher collective efficacy.</p> <p><b>2.b.</b> Adjust schedules to align WIN &amp; ALL block to allow for consistent small-group instruction</p> <p><b>2.b.</b> Professional development on accommodations, “just in time scaffolding” and progress monitoring, etc.</p>

	<p>collaborated with occupational therapists and classroom teachers to support the implementation of Foundations Handwriting, ensuring consistent instructional practices across classrooms.</p>	
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<p><b>School Improvement Goal</b></p>	<p><b>Work Completed &amp; In-Progress</b></p>	<p><b>Next Steps</b></p>
<p><b>Goal 3:</b></p> <p><b>Meeting the Needs of All Students:</b></p> <p>Prioritize the refinement of teaching practices to ensure equitable access to high-quality instructional resources and engaging learning experiences so every student is appropriately challenged.</p>	<p><b>3.a.</b> Developed and implemented a comprehensive Intervention Protocol to provide timely, data-driven support for students, ensuring that interventions are consistent, targeted, and aligned with the MTSS framework to improve academic and social-emotional outcomes</p> <ul style="list-style-type: none"> <li>● <b>3.a.1.</b> Refined the IST process to empower staff to make data-informed referrals and develop robust strategies for student support.</li> <li>● <b>3.a.2.</b> Met as building-based team to monitor student progress</li> <li>● <b>3.a.3.</b> Reviewed student progress during grade-level data meetings to refine intervention groups and teaching strategies.</li> </ul> <p><b>3.b.</b> Provided an on-going cycle of professional development and training, modeling, feedback, and coaching for support staff</p> <ul style="list-style-type: none"> <li>● <b>3.b.1.</b> Created a yearly plan for teaching assistants and tutors to receive training on ILAP days</li> <li>● <b>3.b.2.</b> Created a monthly training calendar for BCBA to model and coach support staff in behavioral support for students with special needs</li> <li>● <b>3.b.3.</b> Scheduled tutors and assistants to attend related services with students to allow for carry-over of skills and instructional strategies</li> </ul> <p><b>3.c.</b> Strengthened inclusive practices and participation in grade-level instruction for students with special needs in specialized programs.</p> <ul style="list-style-type: none"> <li>● <b>3.c.1.</b> Partnered with consultants from Case Collaborative and Landmark to support</li> </ul>	<p><b>3.a.</b> Continue all work towards this goal and build MTSS Practices: Refine goal focused tier 1 intervention plans; implement High quality, robust T1 coaching (pre and post IST); build team capacity for robust evidence-based practices - IST team working to build bank of HQ instructional/intervention practices</p> <p><b>3.a.</b> Continue to look for professional development opportunities</p> <p><b>3.b.</b> We've had great success here and want to establish consistency across all support staff. Continue/refine these practices through the 26-27 school year.</p> <p><b>3.c.</b> Continue these practices through the 26-27 school year. Staff summer read to focus on high expectations for all students. Staff meeting focus next year on student engagement, productive struggle, and "just in time"</p>

	<p>instructional models and strategies in inclusive settings</p> <ul style="list-style-type: none"><li>● <b>3.c.2</b> .Maintained weekly consult sessions for student instructional teams</li></ul>	<p>scaffolding and support.</p>
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# AIM Report

## 2025-26

### Curtis Middle School



June 2026

School Improvement Goal	Work Completed & In-Progress	Next Steps
<p>1.a Educators will strengthen SEL Practices</p>	<ul style="list-style-type: none"> <li>● 1.a.i. Educators engage in professional learning to enhance their instructional skill set and to support students in developing social and emotional skills.</li> <li>● 1.a.ii. Educators plan and implement daily intentional closure prompts that connect to the day's learning objectives.</li> <li>● 1.a.iii. Educators use a variety of strategies to successfully embed SEL practices; such as modeling, varying the content of prompts, and offering multiple processes for students to share responses, as evidenced by collegial conversations among staff and administrator observations during walk-throughs.</li> <li>● 1.a.iv. The Leadership Team reviews and analyzes results from the Connectedness Survey to identify growth areas and maintain areas of strength.</li> <li>● 1.a.v. The Trusted Adult Survey will be administered early in the school year. At least two Silent Mentors will be assigned to each student who identifies as not having a trusted adult at school.</li> <li>● 1.a.vi. Students in grades 7 and 8 will complete the SSR-DESSA to increase self-awareness of their social and emotional competencies and to develop personal growth goals with guidance from Connection Block teachers.</li> <li>● 1.a.vii. Grade 6 teams will help students build SEL skills, foster community, and promote a sense of belonging through regular gameplay, focused lessons, and other collaborative activities. In addition,</li> </ul>	<ul style="list-style-type: none"> <li>● Reflect and review the implementation of Intentional Closures and their impact on students</li> <li>● Continue to provide professional development related to culturally responsive teaching practice</li> <li>● Utilize Survey Data to create and refine targeted SEL goals for next year</li> <li>● Evaluate DESSA Self-Assessment Tool and continue to refine use of the tool with students</li> </ul>

	<p>students will develop productive work habits and personal responsibility through targeted lessons and activities.</p> <ul style="list-style-type: none"> <li>● 1.a.viii. Administrators will model foundational SEL practices, such as inclusive welcomes and intentional closes, during monthly staff and team meetings throughout the school year.</li> </ul>	
<p>1.b Curtis will continue to implement the Say Something Program</p>	<ul style="list-style-type: none"> <li>● 1.b.i. Train students to access and use the Say Something anonymous reporting system.</li> <li>● 1.b.ii. Train teachers to access and use the Say Something anonymous reporting system.</li> <li>● 1.b.iii. Support students in identifying trusted adults.</li> <li>● 1.b.iv. Teach students to recognize warning signs of potential violence.</li> <li>● 1.b.v. Respond promptly and effectively to tips submitted through the reporting system.</li> <li>● 1.b.vi. Provide appropriate supports to students and families who indicate risk of harm to self or others.</li> </ul>	<ul style="list-style-type: none"> <li>● Participate in admin refresher training during the summer</li> <li>● Review program with students and staff in the fall and remind students to tell a trusted adult when they are concerned about someone</li> </ul>

<p>2.a Implementation of the OpenSciEd Program and Curriculum</p>	<ul style="list-style-type: none"> <li>● 2.a.i. Grades 6: full implementation of 6 Open Sci Ed units as outlined by district-created scope and sequence.</li> <li>● 2.a.ii. Grade 7: full implementation of 3 Open Sci Ed units as outlined by district-created scope and sequence and partial implementation of 3 units as outlined by district-created scope and sequence and partial implementation of 3 units of OSE including the phenomenon routine and storyline structure.</li> <li>● 2.a.iii. Indicators of success include observable student growth and proficiency with science standards and using OSE routines measured by teacher feedback/data meetings, student assessment outcomes and observational data.</li> <li>● 2.a.iv. Grade 8: Partial implementation of Open Sci Ed units in preparation for full implementation next year.</li> </ul>	<ul style="list-style-type: none"> <li>● Continued professional development will be offered on OpenSciEd instructional model</li> <li>● Teachers will continue working on planning, assessment, and teaching strategies with guidance from the science curriculum specialist and the science coach</li> <li>● Continued adjustments and improvements will be made in response to feedback and reflection meetings with teachers</li> </ul>
<p>2.b Enhance and expand content writing in ELA and Social Studies classes</p>	<p>2.b.i. Teachers will embed Keys to Content Writing practices for content writing into their instructional routines</p> <p>2.b.ii. Teachers will identify opportunities for integration between the Humanities content areas to support and enhance student learning</p> <p>2.b.iii. Teachers will collaborate to develop grade level rubrics for persuasive writing</p> <p>2.b.iv. ELA teachers will pilot the narrative writing assessment</p> <p>2.b.v. Social Studies teachers will pilot the persuasive writing assessment</p>	<ul style="list-style-type: none"> <li>● Reflect upon and strengthen narrative and persuasive writing assessments with grade-based prompts and rubrics</li> </ul>

<p>2.c. Implement an additional grade 7 mathematics course to align with grade level standards and practices</p>	<ul style="list-style-type: none"> <li>• 2.c.i. All 7th grade teachers will teach at least 1 section of Grade 7 Mathematics and Compacted 7/8 Mathematics courses</li> <li>• 2.c.ii. Analyze course placement process, review data points,</li> <li>• 2.c.iii. Design supplemental course for 8th grade Geometry standards to offer additional pathway into Algebra</li> </ul>	<ul style="list-style-type: none"> <li>• Implement 8th-grade Geometry class</li> <li>• Analyze data from updated math course progressions.</li> <li>• Refine grade 7 mathematics curriculum with a focus on problem solving and critical thinking.</li> </ul>
<p>2.d. Develop and expand <a href="#">Multi-tiered Systems of Support</a> (MTSS) that enhance equitable, accessible, inclusive, challenging, and engaging learning experiences for all.</p> <p>Expand and strengthen the Intervention Team and services for referred students</p>	<p>2.d.i. All 6th-grade students will participate in the Executive Functioning class.</p> <p>2.d.ii. Students with identified needs were prioritized to have the class during Term 1.</p> <p>2.d.iii. Educators will consistently use data points to determine eligibility for tiered services.</p> <p>2.d.iv. Students will learn to use executive functioning skills and strategies to apply in all their classes.</p> <p>2.d.v. Students will receive additional time, instruction, and support to develop math skills and understanding of the content.</p> <p>2.d.vi. Students will be supported in content and reading/writing strategies to help ensure success.</p>	<ul style="list-style-type: none"> <li>• Continue to revise and strengthen the referral process, including refining entrance and exit criteria for each Tier 2 service</li> <li>• Create a full-year calendar for testing and referral dates for next school year</li> <li>• Continue to offer executive functioning class to all sixth-grade students</li> <li>• Review and refine communication between departments, service providers, and interventionists to increase coherence between educational experiences.</li> <li>• Enhance Tier 1 Instruction for ALL students</li> </ul>
<p>3.b Our school community will continue to explore race, racism, equity, inclusion, and</p>	<ul style="list-style-type: none"> <li>• 3.b.i Continuation of Equity Focus</li> <li>• 3.b.ii. Examine data around attendance, grades, special education referrals, and discipline reports</li> </ul>	<ul style="list-style-type: none"> <li>• Educators will implement consistent grading practices provided by the Grading for Equity Committee</li> </ul>

<p>belonging to increase success and connectedness for all students</p>	<ul style="list-style-type: none"> <li>● 3.b.iii. Utilize school climate indicators (School Connectedness Survey, DESSA-SSR, MWAHS Data)</li> <li>● 3.b.iv. One Curtis Goal: All Students will feel accepted, included, and respected</li> <li>● 3.b.v. Project 351- Playbook Initiative training for student leaders in the areas of equity and respect for the school community.</li> <li>● 3.b.vi. Diversity Club</li> <li>● 3.b.vii. Revision of Behavior Chart to provide more consistent, equitable, and aligned responses in the district</li> <li>● 3.b.viii. APE Reverse Inclusion through Peer Partner Program</li> <li>● 3.b.ix. ADA Curtis Outdoor Space for the school and community</li> <li>● 3.b.x. Unified Games</li> </ul>	<ul style="list-style-type: none"> <li>● Continue to collect and utilize data to assess progress and make adjustments as needed</li> <li>● Continue to utilize data to make informed decisions about equity and students</li> <li>● Promote respect, acceptance, and celebration of differences for ALL students</li> <li>● Reflect upon discipline data</li> <li>● Continue APE Reverse Inclusion</li> <li>● Ensure students safely use and enjoy the Curtis Outdoor Space</li> <li>● Continue with Unified Games for basketball and bocce, and Unified Field Day</li> </ul>
<p>3.c Assistive Technology usage throughout the building</p>	<ul style="list-style-type: none"> <li>● 3.c.i. Install RedCat Audio Systems in all Curtis classrooms</li> <li>● 3.c.ii. Install 13 new Clearview Touchscreens in classrooms</li> </ul>	

**Sudbury Public Schools  
School Committee Meeting**

**Date:** June 15, 2026

**Agenda Item:** 4a - Consent Calendar

- a. Approval of Minutes (11/03/25, 04/16/26, 05/01/26)
- b. SEPAC End of Year Report
- c. LGBTQ+ PAC End of Year Report
- d. Approval of Workshop led by Anthony Bent
- e. Dissolution of Superintendent Search Subcommittee
- f. Q3 Report

**Recommendation:**

Motion to approve the consent calendar as presented/amended

**Background / Preparation Information:**

- a. **Approval of Minutes** - These minutes need to be approved to be added to our website. Please review for accuracy. You can abstain if you were not at one of the meetings and are not comfortable voting
- b. **SEPAC End of Year Report** - A School Committee goal from 2025-2026 on Family and Community Engagement included the option for SEPAC to attend a meeting or submit a year end report at a meeting in June. SEPAC submitted this report for the Committee's review. Receipt and review will complete that portion of the goal. Please review and advise if you want SEPAC to attend an upcoming meeting (date not yet) set to discuss information in the report.
- c. **LGBTQ+ PAC End of Year Report** - A School Committee goal from 2025-2026 on Family and Community Engagement included the option for the LGBTQ+ PAC to attend a meeting or submit a year end report at a meeting in June. LGBTQ+ PAC submitted this report for the Committee's review. Receipt and review will complete that portion of the goal. Please review and advise if you want the LGBTQ+ PAC to attend an upcoming meeting (date not yet set) to discuss information in the report.
- d. **Approval of Workshop led by Anthony Bent** - We discussed bringing in Tony Bent for our 2026 Summer Retreat/Workshop at our last meeting but we did not formally vote on it. Please review the document and be prepared to vote to work with Tony on July 27th.
- e. **Dissolution of Superintendent Search Committee** - The Committee approved a Superintendent Search Subcommittee at our May 18, 2026 meeting. A closer look at other districts indicates that



Sudbury School Committee  
Meeting Minutes - DRAFT  
November 3, 2025

**Members Present:**

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

**Also Present:**

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

**Open Executive Session**

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

Vice Chair Jessica McCready motioned to convene in executive session and to return to open session pursuant to Massachusetts General Laws chapter 30A section 21(a) for the following purposes: i. Purpose (1) to discuss complaints brought against a public officer, employee, or staff member or individual (OML Complaint - A. Sax, 10/26/2025) ii. Purpose (3) to discuss strategy with respect to and in preparation for collective bargaining with the Sudbury Nurses' Association, the Sudbury Education Association, the Education Support Professionals Association, and Custodians (Units A, B & C) because an open discussion may have a detrimental effect on the bargaining position of the Committee. The Committee will return to Open Session. iii. Purpose (7) to review and approve minutes from the Sudbury School Committee executive session meeting of October 14, 2025 and October 23, 2025. Nicole Burnard seconded the motion.

**ROLL CALL VOTE:**

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

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

Vice Chair Jessica McCready confirmed the Committee will enter into executive session and will return to open session pursuant to Massachusetts General Laws chapter 30A section 21(a) for the following purposes: i. Purpose (1) to discuss complaints brought against a public officer, employee, or staff member or individual (OML Complaint - A. Sax, 10/26/2025) ii. Purpose (3) to discuss strategy with respect to and in preparation for collective bargaining with the Sudbury Nurses' Association, the Sudbury Education Association, the Education Support Professionals Association, and Custodians (Units A, B & C) because an open discussion may have a detrimental effect on the bargaining position of the Committee. The Committee will return to Open Session. iii. Purpose (7)

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

### **Open Regular Session**

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

#### 1. Public Comment

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

#### 2. Special Matters

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

#### 3. Educational and Operational Matters

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

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

4. Consent Calendar

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

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

5. New Business and Policy Matters

a. Policy BGB, Step 1

i. Per recommendation of the Sudbury School Committee on 10/23/2025:  
1. IMDA, Accommodations for Religious and Cultural Observances

ii. Per recommendation of the Policy Subcommittee on 10/24/2025:

1. BEDH, Public Comment at School Committee Meetings
2. BEA, Hybrid Meetings and Remote Participation
3. ECAB, Access to Buildings and Grounds
4. EFBA, School Food and Nutrition - Meal Modifications
5. IJOA, Field Trips
6. JJE, Student Fund-Raising Activities
7. KBE, Relations with Parent/Booster Organizations
8. KHB, Advertising in the Schools and Use of School Name/Logo
9. KI, Visitors to the School

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

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

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

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

1. ROLL CALL VOTE:

- a. Nicole Burnard: Aye
- b. Betsy Sues: Aye
- c. Jessica McCready: Aye
- d. Karyn Jones: Aye

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

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

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

1. ROLL CALL VOTE:

- a. Betsy Sues: Aye
- b. Jessica McCready: Aye
- c. Nicole Burnard: Aye
- d. Karyn Jones: Aye

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

- c. FY27 Calendar Review (Third of Three Meetings): Review of supporting materials provided by the Tri-District Calendar Review Subcommittee, discuss the Subcommittee's recommendation, and select a mock calendar to bring to the Tri-District School Committee on November 13. *No official vote on what will be the FY27 school calendar will happen until the Tri-District School Committee meeting or meeting(s) thereafter.*
  - i. The Committee reviewed materials from the Tri-District Subcommittee and mock calendars presented for potential consideration. Each district will bring calendar options to the full Tri-District Committee to allow for flexibility when trying to find alignment.
  - ii. Questions related to the Tri-District's schedule and demographics of those who took the survey were asked. Each Committee member shared their preference for calendars and the reasons.
  - iii. After a straw vote was taken, the Committee decided to bring two calendars for review at the upcoming Tri-District Meeting for consideration. They also discussed half days and their preference on that if alignment is a consideration.
  
- d. Communication Strategy to the Community Regarding Special Town Meeting
  - i. A draft of the communication was reviewed and suggested edits were discussed and approved.
  - ii. Vice Chair Jessica McCready motioned to allow the Superintendent and School Committee Chair to work together on drafting the communications materials for the town warrant roof articles in terms of the flyer, emails and any other necessary materials. Betsy Sues seconded the motion.
    - 1. ROLL CALL VOTE:
      - a. Nicole Burnard: Aye
      - b. Betsy Sues: Aye
      - c. Jessica McCready: Aye
      - d. Karyn Jones: Aye
      - i. **Vote: 4-0.** Motion carries.
  
- e. Review School Committee feedback regarding current After-School Care Request for Proposals (RFP); discussion of desired updates and enhancements to the RFP; vote to task the Superintendent and administration with incorporating Committee feedback and preparing an RFP draft for Committee review prior to release.
  - i. From the survey provided to the School Committee, feedback was gathered and shared with the Committee.
  - ii. Mr. Sawyer shared he will review the list, check for conflicts with the current RFP and check for legality. This will be brought back to the Committee for their review and suggestions.
  - iii. Questions centered on feedback from SED and administration, snow-day coverage and reduced tuition, as well as when the program's rent was last increased.
  
- f. Update regarding Policy Subcommittee Recommendation Regarding Inclusion of a SEPAC Advisory Process in the School Committee Handbook; Review Memo to PACs on ways to advise the School Committee

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

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

## 6. Liaison & Subcommittee Reports

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

## 7. Adjournment

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

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

Respectfully Submitted,  
Julie Williams  
Executive Assistant to the Superintendent

**Documents Reviewed During the November 3, 2025 School Committee Meeting**

1. Personal Electronic Device Policy Update
2. 1 - 2025-2026 School Committee Goals\_Goal Area Teaching Learning and Technology
3. 4.a Thank You For Your Service\_Member Sim
4. 4.b.1. ListeningSessionFlyer
5. 4.b.2. Email for SPS Listening Session.docx
6. 4.c. Special Town Meeting Warrant Article Language\_MSBA
7. 4.d. SchoolCommitteeHandbook\_Updated
8. 1-SPS POLICY IMDA - REDLINE DRAFT 10.30.25.docx
9. 2-DRAFT POLICY BEDH
10. 3-DRAFT NEW POLICY BEA
11. 4-DRAFT NEW ECAB Policy.docx
12. 5-DRAFT EFBA Policy.docx
13. 6-Draft\_IJOA Field Trips
14. 7-DRAFT JJE
15. 8-DRAFT KBE
16. 9- DRAFT KHB
17. 10-DRAFT KI Policy
18. 1-Subcommittee & Liaison Assignments - Sudbury Public Schools
19. 2-MASC - MASS 2025 Joint Conference\_11122025-11142025
20. 1-08042025Tri-District Calendar Review Sub Committee Charge
21. 2- SPS Calendar Review Timeline\_Approved09222025 (1)
22. 3-Memo\_ What to Expect at the Tri-District School Committee Meeting
23. 4-SPS\_Faith\_Leader\_Memo 10.29.25 clean for Lunar New Year.docx
24. 5-Calendar Survey
25. 1- DRAFT to Start Conversation - Communication Plan
26. 2-DRAFT Special Town Meeting and Election Flyer
27. 3-Hopkinton School Committee Listening Session.pptx
28. 1-Memo\_ Summary School Committee Feedback
29. 2- School Committee Feedback Regarding After-School Care RFP
30. PAC MEMO - Advisory Input from PAC
31. MEMORANDUM\_Future Agenda Items
32. 1-SEPAC Liaison Report
33. 2-Policy Subcommittee Liaison Report\_Work Status\_11032025

Sudbury School Committee  
Meeting Minutes - DRAFT  
April 16, 2026

**Members Present:**

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

**Also Present:**

Julie Williams, Executive Administrative Assistant

**Open Regular Session**

Chair Karyn Jones opened the meeting at 8:00 a.m. Nicole Burnard, Jessica McCready, Julie Durgin-Sicree, Betsy Sues and Karyn Jones all confirmed their presence.

1. Public Comment
  - a. Jeff Mela, Principal of Curtis Middle School, shared his support for Superintendent Crozier, citing his leadership and community support. He urged the Committee to consider the concerns shared by the community and district leadership.
  - b. Kathleen Parente, Sudbury resident, shared her concerns about Superintendent Crozier's departure and asked the School Committee for greater transparency. She asked for information related to the financial impact associated with Superintendent Crozier's transition and urged the Committee to rebuild trust within the community.
  - c. Tyler Steffey, Sudbury resident, shared his concerns about the Committee's transparency, communication and effectiveness. He shared his support for Superintendent Crozier and asked for the Committee to be more open with the community to rebuild trust and better serve students.
  - d. Jacki Sousa, Sudbury resident, thanked members Durgin-Sicree and Sues for hosting a listening session and shared her concerns about transparency. She asked for clarity regarding the interim and future Superintendent search process.
  - e. Alicia Larkin, Sudbury resident, shared her concerns about the School Committee's handling of recent events and asked for greater accountability and transparency. She urged the Committee to rebuild trust within the community.
  - f. Diego Contreras, Sudbury resident, shared his concern that recent School Committee actions could harm the District's reputation and affect teacher recruitment and retention. He urged the Committee to consider the effects of their decisions on the school community.
  
2. Business and Policy Matters
  - a. Potential Appointment of Interim Superintendent of Schools from July 1, 2026 through June 30, 2027 and / or Potential Hiring of Search Firm to Appoint Interim Superintendent of Schools from July 1, 2026 through June 30, 2027

- i. The Committee discussed options for selecting an Interim Superintendent including making an appointment or establishing a search committee.
- ii. Chair Karyn Jones recommended appointing Assistant Superintendent, Annette Doyle, as Interim Superintendent. Support for the recommendation was shared by most members.
- iii. A question was raised regarding whether any School Committee member had met with Annette along with concerns that the discussions had not occurred with the full Committee. Additional concerns were shared regarding the process followed and potential fiscal implications.
- iv. Chair Jones recommended Julie Durgin-Sicree to enter into negotiations with Mrs. Doyle.
- v. Vice Chair Jessica McCready motioned to offer Annette Doyle the position of Interim Superintendent of Schools for the term of July 1, 2026 to June 30, 2027 and to authorize Julie Durgin-Sicree to enter into contract negotiations on behalf of the Committee. Betsy Sues seconded the motion.
  1. ROLL CALL VOTE:
    - a. Nicole Burnard: No
    - b. Jessica McCready: Aye
    - c. Julie Durgin-Sicree: Aye
    - d. Betsy Sues: Aye
    - e. Karyn Jones: Aye
      - i. **Vote: 4-1.** Motion carries.
- vi. Because of timing, the Committee agreed to move to enter into Executive Session.
- vii. Executive Session
  1. Motion to meet in executive session pursuant to M.G.L. Chapter 30A, sec. 21(a) for the following purposes:
    - a. Purpose (1) to discuss complaints brought against a public officer, employee, or staff member or individual (OML Complaint - N. Burnard, 4/7/2026);
    - b. Purpose (2) to discuss strategy with respect to and in preparation for negotiations with non union personnel, specifically Interim Superintendent;
    - c. Purpose (7) to comply with, or act under authority of, the Public Records Law, G.L. c. 4, sec. 7(26) and Suffolk Construction v. DCAM, 449 Mass. 444 (2007) (discuss privileged legal advice concerning procurement)
    - d. Vice Chair Jessica McCready motioned to meet in executive session pursuant to M.G.L. Chapter 30A, sec. 21(a) for the following purposes. Purpose 1 to discuss complaints brought against a public officer, employee, or staff member or individual (OML Complaint - N. Burnard, 4/7/2026), purpose 2 to discuss strategy with respect to and in preparation for negotiations with non union personnel, specifically Interim Superintendent and purpose 7 to comply with, or act under authority of, the Public

Records Law, G.L. c. 4, sec. 7(26) and Suffolk Construction v. DCAM, 449 Mass. 444 (2007) (discuss privileged legal advice concerning procurement). Betsy Sues seconded the motion.

i. ROLL CALL VOTE:

1. Nicole Burnard: Aye
2. Julie Durgin-Sicree: Aye
3. Jessica McCready: Aye
4. Betsy Sues: Aye
5. Karyn Jones: Aye

a. **Vote: 5-0.** Motion carries.

e. Vice Chair McCready confirmed that the motion passed and that the Committee will enter into executive session pursuant to M.G.L. Chapter 30A, sec. 21(a) for the following purposes. Purpose 1 to discuss complaints brought against a public officer, employee, or staff member or individual (OML Complaint - N. Burnard, 4/7/2026), purpose 2 to discuss strategy with respect to and in preparation for negotiations with non union personnel, specifically Interim Superintendent and purpose 7 to comply with, or act under authority of, the Public Records Law, G.L. c. 4, sec. 7(26) and Suffolk Construction v. DCAM, 449 Mass. 444 (2007) (discuss privileged legal advice concerning procurement).

f. Vice Chair Jessica McCready announced the Committee had returned from Executive Session and that Chair Jones would not be returning to the meeting.

g. Vice Chair McCready confirmed that during the Executive Session the Committee voted to release an email regarding the procurement process and that it would be posted on the School Committee page as part of the agenda packet for this meeting.

b. Community Communication

i. Feedback from the listening sessions indicated confusion within the community regarding the SED contract award process. The Committee discussed releasing a communication outlining the procurement phases, timeline and steps followed throughout the process.

ii. Vice Chair Jessica McCready motioned to approve the extended day contract award community communication as amended. Julie Durgin-Sicree seconded the motion.

1. ROLL CALL VOTE:

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

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

- iii. The Committee then discussed a community communication outlining the next steps in the Interim Superintendent negotiations and full Superintendent search. They discussed and agreed to remove an update on Sudbury Extended Day.
- iv. A member shared concerns about the process for how the communication was developed and asked that her name be removed.
- v. Vice Chair Jessica McCready motioned to approve as amended. Betsy Sues seconded the motion.
  - 1. ROLL CALL VOTE:
    - a. Betsy Sues: Aye
    - b. Julie Durgin-Sicree: Aye
    - c. Nicole Burnard: Aye
    - d. Jessica McCready: Aye
    - i. **Vote: 4-0.** Motion carries.

3. Adjournment

- a. Vice Chair Jessica McCready motioned to adjourn at 9:14 a.m. Betsy Sues seconded the motion.
  - i. ROLL CALL VOTE:
    - 1. Julie Durgin-Sicree: Aye
    - 2. Nicole Burnard: Aye
    - 3. Betsy Sues: Aye
    - 4. Jessica McCready: Aye
    - a. **Vote: 4-0.** Motion carries.

Respectfully Submitted,  
Julie Williams  
Executive Assistant to the Superintendent

**Documents Reviewed During the April 16, 2026 School Committee Meeting**

- 1. [sudbury.k12.ma.us](mailto:sudbury.k12.ma.us) Mail - RE\_ Procurement Process (1)

Sudbury School Committee  
Meeting Minutes - DRAFT  
May 1, 2026

**Members Present:**

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

**Absent:**

Nicole Burnard

**Open Executive Session**

Chair Karyn Jones opened the meeting at 8:30 a.m. Jessica McCready, Betsy Sues, Julie Durgin-Sicree and Karyn Jones all confirmed their presence.

1. Executive Session

- a. Motion to meet in executive session and to return to open session pursuant to Massachusetts General Laws chapter 30A sec. 21(a) for the following purposes:
  - i. Purpose (2) to discuss strategy with respect to and in preparation for negotiations with non union personnel, specifically Interim Superintendent.
  - ii. Purpose (7) to review and approve minutes from the Sudbury School Committee executive session meetings of April 28, 2026 and May 1, 2026.
- b. The Committee will reconvene in Open Session to announce any votes taken in executive session under Purpose (2).
- c. Vice Chair Jessica McCready motioned to meet in executive session and to return to open session pursuant to Massachusetts General Laws chapter 30A sec. 21(a) for the following purposes. Purpose 2 to discuss strategy with respect to and in preparation for negotiations with non union personnel, specifically Interim Superintendent and purpose 7 to review and approve minutes from the Sudbury School Committee executive session meetings of April 28, 2026 and May 1, 2026. Betsy Sues seconded the motion.
  - i. ROLL CALL VOTE:
    1. Julie Durgin-Sicree: Aye
    2. Betsy Sues: Aye
    3. Jessica McCready: Aye
    4. Karyn Jones: Aye
    - a. **Vote 4-0.** Motion carries.
- d. Vice Chair McCready confirmed the motion has passed and that the Committee will meet in executive session and will return to open session pursuant to Massachusetts General Laws chapter 30A sec. 21(a) for the following purposes. Purpose 2 to discuss strategy with respect to and in preparation for negotiations with non union personnel, specifically Interim Superintendent and purpose 7 to review and approve minutes from the Sudbury School Committee executive session meetings of April 28, 2026 and May 1, 2026.

- e. Chair Karyn Jones noted the Committee returned from Executive Session at 9:02 a.m.
  - f. She confirmed that the School Committee discussed the Interim Superintendent contract and that Chair Jones and Member Julie Durgin-Sicree will prepare a communication to the community pending successful contract negotiations with counsel.
  - g. Vice Chair Jessica McCready motioned to authorize Karyn Jones, Chair of the Sudbury School Committee, to sign on behalf of the Committee to execute an employment agreement with Annette Doyle as Interim Superintendent pending successful contract negotiations through counsel. Betsy Sues seconded the motion.
    - i. ROLL CALL VOTE:
      - 1. Julie Durgin-Sicree: Aye
      - 2. Jessica McCready: Aye
      - 3. Betsy Sues: Aye
      - 4. Karyn Jones: Aye
      - a. **Vote: 4-0.** Motion passes.
2. Adjournment
- a. Vice Chair Jessica McCready motioned to adjourn the meeting at 9:04 a.m. Julie Durgin-Sicree seconded the motion.
    - i. ROLL CALL VOTE:
      - 1. Jessica McCready: Aye
      - 2. Betsy Sues: Aye
      - 3. Julie Durgin-Sicree: Aye
      - 4. Karyn Jones: Aye
      - a. **Vote: 4-0.** Motion carries.

Respectfully Submitted,  
Julie Williams  
Executive Assistant to the Superintendent

**Documents Reviewed During the May 1, 2026 School Committee Meeting**

- 1. None

# MEMORANDUM

**TO:** Members of the Sudbury School Committee

**FROM:** Sudbury SEPAC Board

**DATE:** June 12, 2026

**SUBJECT:** 2025–26 End of Year Report

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## Executive Summary

During the 2025–26 school year, Sudbury SEPAC continued its advocacy for the education and safety of students with disabilities through family engagement, community education, collaboration with district leadership, and policy input. Grounded in its mission to support the education and safety of all Sudbury students with disabilities, SEPAC elevated family perspectives and promoted inclusion and equitable opportunities for students with disabilities to learn, build friendships, and participate in school-wide and extracurricular activities alongside their peers. This report summarizes key initiatives and accomplishments and identifies proposed priority areas for 2026–27.

## Sudbury SEPAC Mission

Sudbury SEPAC’s mission is to advocate for the education and safety of all Sudbury students with disabilities in grades Pre-K to 8. Sudbury SEPAC seeks to achieve this mission by:

- Building understanding, acceptance, connection, and inclusion.
- Providing information about community and district resources.
- Creating family networking and support opportunities.
- Offering community and special education workshops and events.
- Collaborating with the School Committee and the administration to continuously improve student outcomes and well-being.

## Regulatory Responsibility

Sudbury SEPAC’s regulatory responsibility includes but is not limited to “advising the school committee on matters that pertain to the education and safety of students with disabilities” and “meeting regularly with school officials to participate in the planning, development, and evaluation of the school committee’s special education programs.” See M.G.L. c. 71B sec. 3; See also 603 CMR 28.07(4); and *MA DESE Guidance for Special Education Advisory Councils (2010)*(stating that Chapter 71B “assigns both an advisory and participatory function to the PAC.”)

## 2025–26 SEPAC Goal & Action Plan

Sudbury SEPAC's 2025–26 goal was to continue enhancing meaningful inclusion so that students with disabilities are supported in the Least Restrictive Environment (LRE) and have equitable opportunities to learn, build friendships, and participate in school-wide events and extracurricular activities alongside their peers.

To support this goal, Sudbury SEPAC's 2025-26 action plan focused on four key areas:

- *Awareness & Training:* Continue to collaborate with SPS and the Lincoln-Sudbury SEPAC to host events that raise awareness and provide families with information and resources, with an emphasis on inclusion and belonging.
- *Events & Extracurriculars:* Partner with PTOs and school administration to ensure that school events, clubs, music, theater, sports, and after-school programs are accessible to all students.
- *Supports & Services:* Explore new instructional models and their potential impact on inclusion and student outcomes, including the implementation of the new EL curriculum.
- *Family & Community Engagement:* Provide structured opportunities, such as parent connection groups, for families to share resources, challenges, and solutions and strengthen connections within the community.

## Notable Events & Initiatives

This year, Sudbury SEPAC hosted, co-hosted, and promoted a number of educational and community events in furtherance of its 2025-26 goal, including:

- *Safety Presentation with Chief Nix* at the Sudbury Police Department focused on safety for students with disabilities.
- *Annual Meet the Sudbury School Committee Candidates Q&A Session.*
- *Dyslexia Testing Demystified* webinar, featuring Dr. Cara Soccorso and family advocate Cara Cohen.
- Engaging Minds webinar, *Helping Kids Get It Done: Beat Procrastination, Master Time, Study Smarter, and Succeed in School*, co-hosted with Lincoln-Sudbury SEPAC.
- *Building Social Competencies for the Neurodivergent Student*, co-hosted with Lincoln-Sudbury SEPAC and featuring Shelby Bronfman, M.S., CCC-SLP.
- Promoted SPS presentation *Promoting Your Child's Participation in the IEP Process*, featuring Elise Wulff, M.Ed.

- Promoted Open Door Theater’s production of *Honk* and organized a backstage sensory tour for Sudbury SEPAC members.
- Promoted educational technology webinars, including *The Executive Function Crisis and Social Media and Your Kids*.
- Attended the *LGBTQ+ PAC launch* event.

## **Advocacy, Collaboration & Communication**

Throughout the year, Sudbury SEPAC helped elevate family perspectives and support equitable and inclusive practices for students with disabilities through regular communication with the Director and Assistant Director of Student Services. Key topics addressed this year in furtherance of SEPAC’s 2025-26 goal included:

- Enhancing the student voice and parent collaboration in the IEP process.
- Parent access to student data and assessments, such as DIBELS reports.
- Early benefits and challenges with the EL curriculum.
- Impact of the discontinuation of the SMILE and Explore programs on students with disabilities and the delivery of ESY services.
- New DESE time-out regulations.
- Bullying prevention and training.
- Benefits of educational technology and its effects on executive functioning, attention, and digital wellness.

Sudbury SEPAC also maintained regular communication with families through bi-monthly newsletters, connection groups, Facebook posts, and individual outreach, helping to connect families with resources, events, and information relevant to students with disabilities.

## **Organizational Development**

Sudbury SEPAC refreshed its [website](#) and updated its [by-laws](#) to support continued communication, transparency, and effective governance.

## **Policy Advice**

Throughout the 2025–26 school year, Sudbury SEPAC reviewed and provided input on district policies affecting students with disabilities, including:

- *Policy JLCD* – Administering Medicines to Students;
- *Policy IJOA* – Field Trips; and

- *Policy KBE – Relations with Parent/Booster Organizations.*

Additionally, Sudbury SEPAC and the Director of Student Services recently held an extensive discussion regarding the anticipated proposed revisions to Policy JKAA (Time-Out, Seclusion, and Physical Restraint of Students) in response to new Massachusetts regulations effective August 2026. The discussion addressed concerns about emergency protocols, parental consent, and the practical implementation of new documentation and oversight requirements.

## **2025 Survey Presentation & Recommendations**

Sudbury SEPAC's survey presentation at the December 8, 2025 School Committee meeting covered the following topics: Educator Changes & Communication; Inclusion; Educator & Student Training; and SEPAC Outreach & Resources. The slides for the presentation can be accessed [here](#). Based on the survey data and themes identified through family feedback, Sudbury SEPAC made the following recommendations to further strengthen inclusion within Sudbury Public Schools:

- Add inclusion and belonging to the SPS Equity Statement (which was on the Student Services page only).
- Continue to keep inclusion at the forefront of all discussions and decision-making from the IEP table to School Committee meetings.
- Consider forming a working group to explore opportunities to implement or expand inclusive teaching models and practices.
- Provide teachers with sufficient and effective planning and team consultation time and targeted professional development while continuously asking, *"How can we better support our students and educators?"*
- Consider expanding the disability awareness curriculum to grades K-2 and 6-8, with an emphasis on bullying prevention in middle school. See 603 CMR 28.03(a)(1-3).

Sudbury SEPAC appreciates the School Committee and District's decision to include the following Inclusion Statement alongside the SPS Equity Statement on the *About Our District* webpage this year:

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.

Sudbury SEPAC also appreciates the continued commitment to fostering a culture of inclusion and belonging and asks that inclusion, along with the support necessary for educators to successfully support all learners, remain central considerations in future policy and budget decisions affecting special education.

### **Proposed Special Education Priorities for 2026–27**

In addition to the foregoing, Sudbury SEPAC encourages the Committee to consider the following priority areas related to special education:

- *New DESE Time-Out Regulations:* Stay apprised of the updated DESE regulations taking effect in August 2026, with an emphasis on developing new policies to support student safety and regulatory compliance. The District is proactively preparing for these substantial changes, including revised definitions of time-out and seclusion, new parental consent requirements, enhanced documentation and reporting obligations, and expanded staff training.
- *Bullying:* Continue strengthening policies relating to bullying prevention and response, staff training, and support community education, with particular attention to the vulnerabilities and social-emotional needs of K-8 students, especially students with disabilities.
- *Technology:* Continue exploring the balance between the benefits of educational technology and its effects on executive functioning, attention, and digital wellness, while balancing appropriate accessibility and support for all students, including students with disabilities.
- *Extended School Year Services (ESY):* Review the impact of recent changes to summer programming on ESY services to support future planning and ensure that programming remains aligned with student needs.

These areas emerged as recurring themes through ongoing conversations with families and Student Services this year and have important implications for students with disabilities' safety, social-emotional well-being, and academic success. Continued proactive attention to these issues is essential to reducing vulnerability, fostering inclusion, minimizing stigma, and ensuring equitable access to all aspects of the school experience.

### **Closing Remarks**

As the 2025–26 school year concludes, Sudbury SEPAC extends its appreciation to the School Committee and District administration, particularly the Director and Assistant Director of Student Services, for their continued partnership and engagement. SEPAC is proud of the shared progress made this year and values ongoing collaboration to advance equitable and inclusive special education policies, practices, and programs.

Looking ahead, SEPAC remains committed to its mission to advocate for the education and safety of Sudbury students with disabilities and to work collaboratively to ensure that every student has the opportunity to learn, belong, and thrive within an inclusive school community.

Sudbury Public Schools LGBTQ+ Parent Advisory Council Update  
6/12/26

To: Sudbury Public Schools School Committee  
From: SPS LGBTQ+ PAC Board

The SPS LGBTQ+ PAC has spent the spring focusing on establishing the bylaws, board roles, goals, co-hosting our Soft Launch event with the Curtis Diversity Club, building community connections, strengthening the relationship between the LGBTQ+ community and the district and school committee, and preparing to participate in Sudbury Pride Day 2026. The PAC holds monthly board meetings and we have been grateful for the participation from our SPS liaison, Betsy Grams, and our SPS School Committee liaison, Jessica McCready. The PAC looks forward to continuing our work with Julie Durgin-Sicree in the 2026/2027 school year.

Notable Dates:

- 2/5/26 - First SPS LGBTQ+ PAC Meeting
- 5/18/26 - Soft Launch Event with Curtis Diversity Club
- 6/14/26 - Booth at Sudbury Pride Day

Looking ahead to 2026/2027, the LGBTQ+ PAC is planning to attend the Fall school open houses to connect with families interested in participating with the PAC. Our goal is to hold monthly parent meet ups, social opportunities for families, and educational and learning events for the community and SPS staff as we continue to work on strengthening the relationship between the LGBTQ+ community and the district and school committee. The PAC plans to find ways to amplify LGBTQ+ student, family, and staff voices to work toward an inclusive school experience where the SPS LGBTQ+ community feels joy, safety, welcomed, and supported at school every single day.

## **Proposed Sudbury School Committee workshop**

**July 27, 2026**

The specific agenda for the meeting will vary, in part, depending upon input from confidential, Zoom consultations with each member. Typically, school committees are interested in relationship/culture building, updates on roles/responsibilities, and topics that reflect the specific context of the school committee/community. The Sudbury agenda could include the following in a three-hour workshop:

- Introductory protocol to strengthen working relationships among the committee members.
- General feedback on themes that emerge from member Zooms.
- Presentation and discussion of roles and responsibilities of the school committee with a focus on local norms and patterns.
- A reading and discussion regarding effective school committees.
- Final more open discussion to follow up on agenda items for further discussion, or a first conversation about issues that were not covered in the session.

The session will be highly interactive, intending to develop greater appreciation for the importance of teamwork to achieve the school committee's and administration's goals for the upcoming year.

### **Facilitator**

Anthony Bent holds a bachelor's degree, master's degree, and doctorate from Boston College. His career includes high school teacher (Wellesley), department head (Newton, Lexington), and interim assistant superintendent (Lexington). He was superintendent in Shrewsbury for fifteen years and was elected president of the Massachusetts Association of School Superintendents for 08-09. From 2009-2014, he was interim superintendent in three districts. He also served as a school committee member and member of the human resources board in Wellesley. Currently, he facilitates leadership seminars for district leadership teams and school committees.

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Date: June 12, 2026

To: SPS School Committee

From: Jessica McCready, Chair SPS School Committee

Re: Superintendent Search Subcommittee

In preparation for hiring a Superintendent, I have been reviewing the processes and practices of other districts in our area. The vast majority use a Superintendent Screening Committee and not a Superintendent Search Subcommittee. The Screening Committee is composed of two School Committee members and various stakeholders.

This vote will be to dissolve or keep the Subcommittee established in our May 18<sup>th</sup> meeting. We will discuss the particulars of the Screening Committee and other details relating to the Superintendent search future meetings.

**Sudbury Public Schools  
School Committee Meeting**

**Date:** June 15, 2026

**Agenda Item:** 5a - Business and Policy Matters - Extracurricular Activity Fees

**Recommendation:**

Motion to approve (insert dollar amount) for Extracurricular Activity Fees starting in the 26-27 School Year

**Background / Preparation Information:**

The district has requested that we approve a new schedule of fees for our students this year to keep pace with the monetary increases we have seen in transportation and advising stipends. They have provided their recommendation to us and we will need to decide if we want to accept or adjust this recommendation. We discussed this in our last meeting but Don was not present and we wanted to wait for him to proceed with a vote. He has provided us with some additional information regarding the fees collected from the 25-26 school year. You will find that and his original recommendation in this packet. Please come to the meeting having reviewed these documents and bring any questions you may have related to the fee schedule.

**Attachments:**

Memo\_SC\_FY27 FeeRecommendation\_Athletics and Clubs\_260424  
FY26 Club Fees

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



# Sudbury Public Schools

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**Brad J. Crozier**

Superintendent of Schools

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

**Donald R. Sawyer**

Director of Business & Finance

[donald\\_sawyer@sudbury.k12.ma.us](mailto:donald_sawyer@sudbury.k12.ma.us)

To: School Committee Members  
 From: Donald R. Sawyer  
 Date: April 24, 2026  
 Re: **FY27 Fee Recommendations – Athletics and Clubs**

In the FY27 Fee Recommendations made in the memo dated March 2, 2026, the fee recommendations for athletics and clubs were delayed in order to apply contract settlements to the analysis.

## **Athletic & Extracurricular Activity Fees**

The following table compares Athletic and Extracurricular activity fees with SPS “Peer Districts” for the current school year. To date, one district shown has finalized the 2026-2027 fees.

----- FY26 ATHLETIC & EXTRACURRICULAR FEES PEER DISTRICT COMPARISON -----			
<u>District</u>	<u>Athletic</u>		<u>Club Fees</u>
Sudbury	\$195.00	\$95 if second child/sport	\$100.00
Belmont	\$220.00	No Family Cap	\$220.00
Concord	\$50.00	\$150 family cap	NO FEE
Lexington	\$150.00	\$825 family cap	NO FEE
Lincoln	\$175.00	No Family Cap	\$0.00
Needham	\$235.00	\$25 user fee for sports, \$175 user fee for hockey	\$200.00
Wayland	\$300.00	\$1,200 family cap	NO FEE
Wellesley	\$200.00		NO FEE
Weston	NO FEE		NO FEE
Winchester	\$400.00	\$1,450.00 family cap	NO FEE

Club Fees Recommendation:

*Option 1:* \$125.00 with 18 Student Minimum & Unified Games - \$75 with No Minimum

*Option 2:* \$150.00 with 15 Student Minimum & Unified Games - \$75 with No Minimum

Athletic Fees Recommendation:

\$300.00 per sport with \$1,200.00 Family Cap per School Year

**20256-2026 Club & Extracurricular Activities**

<u>Club/Sport/Intramural</u>	<u># of Units</u>	<u>Comp/Uni</u>	<u>Stipend</u>	<u>ORG</u>	<u>OBJ</u>	<u>Students</u>	<u>Fees</u>
Art Club	3	\$765.00	\$2,295.00	111851	511100	24	\$2,400.00
Art Club	3	\$765.00	\$2,295.00	111851	511100	26	\$2,600.00
Cauldron	3	\$765.00	\$2,295.00	111851	511100	22	\$2,200.00
Computer Club	3	\$765.00	\$2,295.00	111851	511100	12	\$1,200.00
Diversity Club	2	\$765.00	\$1,530.00	111851	511100	7	\$600.00
Diversity Club	2	\$765.00	\$1,530.00	111851	511100		
Model UN	3	\$765.00	\$2,295.00	111851	511100	32	\$3,200.00
Robotics	3	\$765.00	\$2,295.00	111851	511100	22	\$3,780.00
Science Olympiad	8	\$765.00	\$6,120.00	111851	511100	25	\$2,400.00
Speech & Debate	3	\$765.00	\$2,295.00	111851	511100	31	\$3,100.00
Strategic Board Games Clu	3	\$765.00	\$2,295.00	111851	511100	22	\$2,200.00
Strategic Board Games Clu	3	\$765.00	\$2,295.00	111851	511100	20	\$2,000.00
Yearbook	8	\$765.00	\$6,120.00	111851	511100		
Math Club - Loring	2.5	\$765.00	\$1,912.50	111151	511100	34	\$3,300.00
Math Club - Nixon	2.5	\$765.00	\$1,912.50	111251	511100	23	\$2,300.00
Math Club - Haynes	2.5	\$765.00	\$1,912.50	111451	511100	22	\$2,200.00
Art Club - Nixon (Fall)	3	\$765.00	\$2,295.00	111251	511100	50	\$5,000.00
Art Club - Nixon (Winter)	3	\$765.00	\$2,295.00	111251	511100	37	\$3,600.00
Art Club - Nixon (Spring)	3	\$765.00	\$2,295.00	111251	511100	37	\$3,650.00
Unified Bocce	1.5	\$765.00	\$1,147.50	111851	511100	13	\$845.00
Unified Sports	1.5	\$765.00	\$1,147.50	111851	511100	14	\$910.00
Unified Sports	1.5	\$765.00	\$1,147.50	111851	511100		
Intramural Volleyball - Fall	2	\$765.00	\$1,530.00	111851	511100	9	\$900.00
Intramural Volleyball - Sprin	2	\$765.00	\$1,530.00	111851	511100	10	\$1,000.00

**Sudbury Public Schools  
School Committee Meeting**

**Date:** June 15, 2026

**Agenda Item:** 5b - Business and Policy Matters - 2026 - 2027 School Committee Goals

**Recommendation:**

**Background / Preparation Information:**

This is a continuation of our discussion of our goals for the 2026-2027 year. We began the discussion last meeting and came up with large buckets of ideas. For this meeting, we each prepared a bit more detail about the goals we would like to approve. We will each review our prepared documents and then as a committee start to narrow down what goals we are most interested in, what we can realistically accomplish in one year and begin to prioritize our goals. We will not vote on goals in this meeting. Please come to the meeting ready to discuss the document you have prepared.

**Attachments:**

JM\_Goals26-27  
Sues\_SPS School Committee Goals Workplan FY27.xlsx - Goals Tracker  
20260611 JD School Committee Goals Template  
Copy of KJ\_School Committee Goals.docx  
Ellen School Committee Goals Template

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

## Sudbury School Committee Goal Setting Template

<b>Goal Area:</b>  <b>Communication</b>	<b>Goal:</b>  <b>Provide the community with information so they can understand and follow along with the work of the school committee</b>			
<b>Strategic Actions</b>	<b>Who is Responsible (Full, Sub, Etc.)</b>	<b>Outcomes &amp; Deliverables (Evidence &amp; Data)</b>	<b>Mid-Year Targets</b>	<b>EOY Deliverable (s)</b>
Review SC website to determine if updates can improve public engagement and a positive user experience	Full for review, decisions and votes.  One or two members to make the changes working with IT staff	Set up a FAQ page with highly discussed topics; who to contact, etc.  Model our website after ?  Provide links to SEPAC, LGBTQ+ PAC,	Review is completed  Committee has determined changes/updates  Vote on what changes to make	All Changes implemented
Continue offering office hours/listening sessions to engage with the public and offer a platform for feedback	Rotating committee members	Conduct 2-3 per year Targeted presentations to generate feedback  Provide summary after each session	1 Listening session completed (Nov)  Summary data presented	-2 additional listening sessions (jan and march)  -Summary data presented  -Overall summary of ways committee can improve based on any feedback from sessions

Review previous communication methods, surveys and reports to understand most and least effective practices	Full	Rank communication methods used over the past 2-3 years	Review is completed with report stating most and least effective methods	
Understand most effective communication methods	Full	Use report generated above to fine tune communication methods that are most effective	Generate list of most effective ways to communicate Identify new ideas	Communicate to the community using the top two most effective ways
Produce communications that update the community of the work of the committee in small digestible pieces at regular intervals	Rotating member tasked with creating content	Create Facebook page for posts only – no comments High Five communications Ways to communicate Policy updates that will impact families	Facebook page operational with minimum of one post Send out 2-3 high five (Send out policy)	Draft report regarding Facebook page usage  Send out, analyze and report on parent survey regarding communication changes

## 2026-2027 Sudbury School Committee Goal Setting Template

<b>Goal Area:</b>  <b>Student Experience</b>	<b>Goal:</b>  <b>Provide an environment where each student feels true belonging and is able achieve their highest academic ability level</b>			
<b>Strategic Actions</b>	<b>Who is Responsible (Full, Sub, Etc.)</b>	<b>Outcomes &amp; Deliverables (Evidence &amp; Data)</b>	<b>Mid-Year Deliverable(s)</b>	<b>EOY Deliverable (s)</b>
Comprehensive review of existing data on Wellness, MetroWest survey and (suggestions from district ?) from past three years	Full committee working with appropriate staff (Betsy Grams, Asst Super, etc.)	Collate data, review trends noted by district	Report provided at full SC meeting	
Determine what data we are lacking / ways to re-analyze data/collect new data	Full	Adjust/institute policies based on data review  Suggest ways to collect missing data points		Generate new survey/methods of data collection/ analysis reporting
Review state level data to understand questions asked and inform our surveys/data collection	Full working with appropriate staff as needed	Adjust/institute policies based on data review  Suggest new survey questions		Incorporate new questions into survey to be sent out 27-28

Monitor digital tech/ed tech using latest published research as guidepost due to relationship with mental health/educational achievement	Full	Review parent survey from Digital Balance 6/26 and district response  Hear feedback from digital task force/district curricular team on outcomes from changes made this year	Report/presentation	Adjust/create policy based on information to improve student achievement

## 2026-2027 Sudbury School Committee Goal Setting Template

<b>Goal Area:</b>  <b>Financial Stewardship</b>	<b>Goal:</b>  <b>Align district resources with educational priorities.</b>			
<b>Strategic Actions</b>	<b>Who is Responsible (Full, Sub, Etc.)</b>	<b>Outcomes &amp; Deliverables (Evidence &amp; Data)</b>	<b>Mid-Year Deliverable(s)</b>	<b>EOY Deliverable (s)</b>
Review budget process from last year	Budget	Change timeline/increase communication between district and SC in order to increase efficiency and effectiveness of the process  Increase communication with Town and District	Timeline determined by Oct 1 including when draft budgets are submitted to full committee	Make suggested changes for next year's budget process in March/April
Understand spending priorities and where to allocate money given budgetary constraints.	Budget sub	Allocate monies in budget for additional special ed staffing as needed	Incorporate into budget as needed	
Work with district to gather long term financial items i.e. curricular review, class	Full			

size guidelines, etc.				
Gather and review recommendations from educators and principals – i.e. special educator case load	Full	Stakeholder meeting in Sept/Oct	Incorporate wishlist into budget if possible	Recommend non-budgeted items for next year

## Sudbury Public Schools School Committee Goals

*Draft worksheet focused on School Committee governance responsibilities: oversight, reporting, policy, budget alignment, communication*

Goal Area	Goal	Strategic Actions	Who Is Responsible	Outcomes and Deliverables	Mid-Year Targets	End-of-Year Deliverables
Academic Outcomes & Technology	Advance oversight of classroom technology use so digital tools are purposeful, developmentally appropriate, and supported by evidence of educational benefit.	Build on prior screen-time/minutes review; review an inventory of core instructional technology tools by grade/content; review / request a framework for adoption/renewal that considers third-party evidence, student outcome data where available, accessibility/privacy, teacher use, developmental appropriateness, and non-screen alternatives; review family/community concerns through a structured forum.	School Committee: request framework/data, monitor findings, obtain/ review family/ community input regarding technology, and align budget/policy. Superintendent/Technology/Curriculum leaders: Inventory tools, document framework, evidence and usage.	Instructional technology inventory; review evidence of framework for adoption/ renewal of technology tools, completion of family/ community technology input forum. Review data at year end to inform future technology budget decisions.	(1) Completion of community technology forum to gather input.	(1) Review of technology inventory by grade/ content; (2) Framework reviewed for future educational-technology decisions (i. e. renewal and adoption of technology products); (3) Review with administration how technology inventory and approval framework informs FY budget/licensing decisions.
Academic Outcomes & Curriculum Quality/ Review Cycle	Monitor development of a predictable curriculum review cycle for all core subjects and specials.	Request a multi-year curriculum review calendar covering ELA, math, science, social studies, world language, etc.; clarify review criteria including standards alignment, student outcomes, gaps, equity/access, teacher feedback, materials, professional development, budget, and implementation timelines; review annual curriculum status report.	School Committee: set expectation, review schedule, monitor annual reporting. Superintendent/Assistant Superintendent: create schedule, review criteria, and recommendations.	Multi-year curriculum review calendar; annual curriculum status report; common curriculum review criteria/template.	(1) Present multi-year curriculum review schedule and review criteria presented to the Committee. (2) Review with administration budget implications of curriculum review priorities.	Suggestion for mid-year completion to incorporate curriculum needs into budget forecast.
Academic Outcomes & World Language Curriculum Review	Review world language program purpose, effectiveness, and future options.	Review existing/external world language review findings; request current K-8 scope, frequency, minutes, curriculum, staffing, and desired outcome such as exposure, cultural learning, or proficiency; review evidence of student retention/learning and family/staff/student feedback; explore options such as redesign, increased frequency, proficiency pathway, immersion/after-school enrichment, or reallocation of time.	School Committee: review curriculum review findings. Obtain family/ community input regarding world languages. Review world language models of surrounding districts. Superintendent/Assistant Superintendent/ Curriculum Admin/ Teachers: provide analysis and recommendations.	World language curriculum review summary and findings; Review of family/ community input regarding world language curriculum; Evaluation of future immersion/ after-school enrichment options, including budget, schedule, staffing, and student-experience implications.	(1) Review World Language Curriculum Review and any Existing Findings; (2) Obtain community feedback regarding world languages curriculum. (3) World language curriculum landscape/ review of surrounding districts	(1) Review direction/options with budget, resource, and schedule implications for the next planning cycle.
Academic Outcomes & STEM Program Evaluation	Evaluate feasibility of a STEM/technology special or strengthened STEM experiences.	Request an inventory of current engineering, coding, robotics, design thinking, and applied-science experiences embedded in current curriculum; review surrounding district models / options; develop pilot or phased implementation scenarios.	School Committee: request current STEM inventory, STEM programming feasibility review and budget scenarios. Review STEM models of surrounding districts. Obtain community input regarding STEM programming. Superintendent/Curriculum/Technology leaders: Establish an inventory of STEM related programming, Prepare an analysis and recommendations related to a STEM special	STEM/technology opportunity map; feasibility memo; pilot/phased options with staffing, schedule, space, professional development, and cost.	(1) Obtain community feedback regarding STEM curriculum. (2) STEM curriculum landscape/ review of surrounding districts.	(1) Review current-state STEM inventory and draft feasibility options presented, including staffing, schedule, and space constraints.(1) Recommended path for pilot, redesign, deferral, or further study, with costed scenarios for budget planning.
Academic Outcomes & Curriculum Quality	Monitor K-8 ELA implementation and evaluate the middle school blended ELA model	Continue to monitor evidence/rationale comparing the educational effectiveness of the adopted/purchased curriculum model with the blended homegrown + purchased model; review student growth, benchmark/MCAS indicators, subgroup trends, intervention data, teacher implementation feedback, and professional development/resource needs; identify the decision point for continuing or revising the model.	School Committee: set oversight expectation, receive/review reports. Superintendent/Teaching & Learning: prepare reports/recommendations and manage implementation.	Middle school ELA coherence/rationale memo; data review; identified budget, professional development, staffing, or materials implications.	(1) Obtain educator / community/ administrator input regarding the ELA curriculum	(1) Committee receives evidence of student performance/intervention indicators, and clear criteria for evaluating the blended model. (2) Year-end recommendation/report on whether to continue or revise the middle school blended approach, with budget, professional development, and staffing implications documented.
Resource Stewardship & Student Support Alignment	Update class size/resource guidelines to reflect staffing-review triggers and student support context.	Request revised Class Size, Sectioning, and Student Support Guidelines; include review triggers such as enrollment, IEP/504 service needs, English learner needs, intervention demand, behavior/climate, cohort complexity, room capacity, late enrollment, specialist caseloads, and budget constraints; define response ladder; monitor, rebalance, add classroom support, add intervention/specialist support, open a section, assign future new enrollment, or make a budget request; include privacy guardrails.	School Committee: review/adopt guideline and use it in budget oversight. Superintendent/Finance/Student Services/Principals: provide aggregate data and recommendations.	Revised class size/resource guideline; public-facing FAQ; annual class size/support report template; documented review-trigger framework.	(1) Draft revised guideline and review-trigger framework presented during budget development, with examples of how the framework would be applied. (2) Obtain educator / community/ administrator input regarding class size, specialist caseloads, etc.	(2) Guideline finalized; class size/support report template ready; framework used in budget narrative and future staffing/support discussions.
Resource Stewardship & Student Support Alignment	Monitor student-support staffing and caseload capacity as part of budget oversight.	Request aggregate caseload and capacity data for special education, interventionists, English learner support, counselors/social workers/psychologists, related services, paraprofessionals/assistants, and behavior support; review whether caseloads/service models are sustainable and aligned to student needs; connect findings to class-size and budget discussions.	School Committee: receive/review aggregate data and align budget oversight. Superintendent/Student Services/Finance: prepare privacy-protected data, risk analysis, and recommendations.	Student support/caseload dashboard; budget implications; staffing-risk summary; public explanation of push-in, pull-out, program-based, and student-specific support models.	(1) Review aggregate caseload dashboard with budget pressure points, service-model explanations, and risk areas identified.(2) Review staffing/support capacity report to inform FY budget	Suggestion for mid-year completion to incorporate curriculum needs into budget forecast.
Communication Quality & Committee Presence	Improve communication quality by providing short, digestible recaps and targeted issue briefings.	Create regular concise recaps of key Committee decisions/discussions; test formats such as email summary, webpage update, incorporation of School Committee updates in existing district/ school communications, or meeting highlights; use targeted 5-10 minute presentations to introduce complex topics such as technology, class size, ELA, world language, or budget drivers; review engagement metrics and recurring questions.	School Committee: Set scope/tone/ communication plan. Superintendent/communications support: assist with logistics and publication. Individual members participate consistent with Open Meeting Law.	Communication calendar; recap format; targeted issue briefing template; communication effectiveness metrics report.	Pilot at least two recap/briefing formats and review open rates, views, attendance, repeated FAQ themes, and qualitative feedback.	Adopt/refine preferred communication rhythm and formats based on effectiveness metrics and community understanding.

Communication Quality & Committee Presence	Strengthen School Committee presence in schools/community settings	Consider PTO/school liaison roles; identify opportunities such as Read Across America, school events, budget forums, and school-based conversations; create listening session protocol clarifying purpose, roles, confidentiality limits, public-comment boundaries, follow-up, and Open Meeting Law considerations; use themed listening sessions while preserving the ability for community members to raise other topics. Establish a periodic/ semi-annual labor relations/ SEA communication mechanism.	School Committee: own liaison norms and listening protocol. coordinate communication / event calendar. Superintendent/admin: support logistics and legal review as needed.	Communication calendar; listening session protocol; annual presence/participation summary; process for summarizing themes heard.	Protocol adopted; liaison calendar in place; at least two school/community touchpoints completed and summarized.	Year-end summary of sessions/events, themes heard, participation metrics, and recommended adjustments for the following year.
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## 20260611 Sudbury School Committee Goal Setting- J. Durgin- Draft Input

<b>Goal Area:</b> Communication / Community Engagement	<b>Goal:</b> Improve trust and clarity by strengthening two-way communication and consistently “closing the loop” with families, staff, and the broader community.			
<b>Strategic Actions</b>	<b>Who is Responsible (Full, Sub, Etc.)</b>	<b>Outcomes &amp; Deliverables (Evidence &amp; Data)</b>	<b>Mid-Year Targets</b>	<b>EOY Deliverable (s)</b>
<ol style="list-style-type: none"> <li>1. Establish a predictable “close-the-loop” practice: publish a brief “What we heard / What we decided / Why” after high-interest votes.</li> <li>2. Improve meeting accessibility &amp; predictability: consistent packet timing, clear agenda language, and easy-to-find decision memos/FAQs on key topics.</li> <li>3. Hold two structured listening sessions (with clear scope, facilitation, and follow-up commitments).</li> </ol>	<p>Full Committee (governance expectations and oversight) Chair + Superintendent (cadence, publication, and operational coordination)</p> <ul style="list-style-type: none"> <li>• Optional Comms/Engagement subcommittee</li> </ul>	<ul style="list-style-type: none"> <li>• Archive of “close-the-loop” communications after major decisions.</li> <li>• Two listening sessions completed with published summaries/themes and documented follow-up actions.</li> <li>• Public-facing FAQs and/or decision memos for priority topics (e.g., budget, superintendent search, student experience).</li> <li>• Participation indicators (attendance, submissions, survey pulse where available).</li> </ul>	<ul style="list-style-type: none"> <li>• Listening Session #1 held; summary published within 2–3 weeks.</li> <li>• At least two “close-the-loop” communications published post-vote.</li> <li>• First set of FAQs/decision memo(s) posted for a high-interest topic.</li> </ul>	<ul style="list-style-type: none"> <li>• Listening Session #2 held; summary published.</li> <li>• Year-end “You said / We did” compilation (top themes, actions taken, what remains).</li> <li>• Updated participation/hybrid meeting practices documented (if changes were made).</li> </ul>

<p><b>Goal Area:</b> Understanding Student Experience (Academic + Belonging) / METCO</p>	<p><b>Goal:</b> Strengthen the Committee’s shared understanding of student experience (academic progress and belonging) and ensure METCO students/families are supported using clear evidence and responsive action.</p>			
Strategic Actions	Who is Responsible (Full, Sub, Etc.)	Outcomes & Deliverables (Evidence & Data)	Mid-Year Deliverable(s)	EOY Deliverable (s)
<ol style="list-style-type: none"> <li>1. Request a “Student Experience Snapshot” 2x/year (academics + belonging/climate + subgroup lens, including METCO as appropriate).</li> <li>2. Establish a consistent mechanism for student/family voice with guardrails (scope, confidentiality, and follow-up) and publish a summary of themes.</li> <li>3. METCO: strengthen start-of-year connections (e.g., Boston back-to-school welcome event) and clarify communication pathways for families.</li> <li>4. METCO transportation: review ride-time</li> </ol>	<ul style="list-style-type: none"> <li>• Superintendent + district leadership team</li> <li>• METCO Director/Coordinator; Principals</li> <li>• Full Committee (requests/review and governance oversight)</li> <li>• Optional Student Experience liaison</li> <li>• (Julie D. can assist with Boston welcome event coordination in partnership with district staff)</li> </ul>	<ul style="list-style-type: none"> <li>• Student Experience Snapshot #1 and #2 delivered (public-facing where appropriate).</li> <li>• Student/family voice themes documented plus a “what we’re doing” response.</li> <li>• METCO engagement artifacts: welcome event execution + communication plan/touchpoints.</li> <li>• Transportation summary: baseline ride-time info, pilot learnings, and options with costs and student impact considerations.</li> </ul>	<ul style="list-style-type: none"> <li>• Snapshot #1 presented and discussed (baseline + priority questions).</li> <li>• Boston METCO welcome/connection event completed (start-of-school timeframe) and participation documented.</li> <li>• Transportation update delivered with early observations and clear next steps.</li> </ul>	<ul style="list-style-type: none"> <li>• Snapshot #2 delivered with trend discussion and actions taken.</li> <li>• METCO year-end summary: supports implemented, what improved, remaining barriers, and recommendations for next year (including transportation).</li> </ul>

<p>experience and options (pilot bus learnings; stop consolidation; cost/benefit; student impact).</p> <p>5. Identify and monitor key barriers (e.g., food insecurity) and coordinate awareness of available supports/partnerships.</p>				
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<p><b>Goal Area:</b> Financial / Resource Stewardship</p>	<p><b>Goal:</b> Strengthen fiscal transparency and long-range planning so the community understands tradeoffs and the district aligns resources to student outcomes.</p>			
<p><b>Strategic Actions</b></p>	<p><b>Who is Responsible (Full, Sub, Etc.)</b></p>	<p><b>Outcomes &amp; Deliverables (Evidence &amp; Data)</b></p>	<p><b>Mid-Year Deliverable(s)</b></p>	<p><b>EOY Deliverable (s)</b></p>
<p>1. Adopt budget principles aligned to district priorities (what we protect first; equity lens; capacity/class size considerations as applicable).</p> <p>2. Require a multi-year financial forecast with</p>	<ul style="list-style-type: none"> <li>• Superintendent + Business/Finance Office (analysis and materials)</li> <li>• Full Committee (principles,</li> </ul>	<ul style="list-style-type: none"> <li>• Published budget principles and decision criteria.</li> <li>• Multi-year forecast and scenarios presented publicly with assumptions documented.</li> </ul>	<ul style="list-style-type: none"> <li>• Budget principles approved and used in at least one key decision discussion.</li> <li>• Forecast/scenarios delivered and discussed in open session.</li> </ul>	<ul style="list-style-type: none"> <li>• Final public-facing budget explainer and forecast package posted.</li> <li>• Year-end summary: financial decisions made, results, key risks/pressures for</li> </ul>

<p>scenario planning (key drivers, risks, triggers, and decision points).</p> <p>3. Improve public-facing explanations of major cost drivers and tradeoffs (plain-language “budget story”).</p> <p>4. Coordinate at least one structured joint discussion with Town partners (Select Board/FinCom) focused on shared constraints and solutions.</p>	<p>oversight, and communication expectations)</p> <ul style="list-style-type: none"> <li>Town partners (Select Board/FinCom) for joint session(s)</li> </ul>	<ul style="list-style-type: none"> <li>Plain-language budget explainer materials (FAQ/deck/narrative).</li> <li>Evidence of clear tradeoff communication: what changed, why, and student impact considerations.</li> </ul>	<ul style="list-style-type: none"> <li>Draft public-facing budget explainer produced.</li> </ul>	<p>next cycle, and planned mitigation strategies.</p>
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<p><b>Goal Area:</b> Superintendent search</p>	<p><b>Goal:</b> Conduct a transparent, inclusive, and legally sound Superintendent search that builds community confidence and sets the next leader up for success.</p>			
<p><b>Strategic Actions</b></p>	<p><b>Who is Responsible (Full, Sub, Etc.)</b></p>	<p><b>Outcomes &amp; Deliverables (Evidence &amp; Data)</b></p>	<p><b>Mid-Year Deliverable(s)</b></p>	<p><b>EOY Deliverable (s)</b></p>
<p>1. Approve and publish a search process plan (timeline, roles, confidentiality,</p>	<ul style="list-style-type: none"> <li>Full Committee (ultimate responsibility)</li> <li>Search subcommittee (if formed)</li> </ul>	<ul style="list-style-type: none"> <li>Public search process plan, timeline, and communications cadence.</li> <li>Stakeholder input summary (themes) and</li> </ul>	<ul style="list-style-type: none"> <li>Search plan approved and posted.</li> <li>Stakeholder input collected and</li> </ul>	<ul style="list-style-type: none"> <li>Superintendent selected/appointed (as applicable) and transition plan communicated.</li> </ul>

<p>communications cadence, and decision criteria).</p> <ol style="list-style-type: none"> <li>2. Collect structured stakeholder input (families, staff, students as appropriate, Town partners, and METCO families) and publish a themes summary.</li> <li>3. Publish a leadership profile/criteria document showing how input shaped the desired competencies and priorities.</li> <li>4. Prepare transition/onboarding expectations for the selected leader (first 90-day listening plan plus early priorities and deliverables).</li> </ol>	<ul style="list-style-type: none"> <li>• Search consultant and legal counsel (process support/compliance)</li> </ul>	<p>published leadership profile/selection criteria.</p> <ul style="list-style-type: none"> <li>• Documented decision process artifacts (rubrics/criteria, where appropriate).</li> <li>• Transition/onboarding plan for selected candidate (first 90 days + listening plan).</li> </ul>	<p>themes summary published.</p> <ul style="list-style-type: none"> <li>• Leadership profile/criteria published before finalist stage (as feasible).</li> </ul>	<ul style="list-style-type: none"> <li>• Published first-90-days priorities and listening plan to support community confidence and stability.</li> </ul>
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## Sudbury School Committee Goal Setting Template - KJ

<b>Goal Area: Family, Community Engagement &amp; Belonging</b>	<b>Goal: Strengthen trust, transparency, collaboration, and belonging by expanding opportunities for meaningful family engagement, supporting advisory partnerships, improving communication practices, and establishing a process for long-term strategic planning.</b>			
<b>Strategic Actions</b>	<b>Who is Responsible (Full, Sub, Etc.)</b>	<b>Outcomes &amp; Deliverables (Evidence &amp; Data)</b>	<b>Mid-Year Targets</b>	<b>EOY Deliverable (s)</b>
Review progress toward recommendations from the 2022 Equity Audit and determine whether an updated Equity Audit is warranted.	Full Committee	Status report and discussion of future audit needs	Review completed and outstanding recommendations	Determine next steps regarding future equity review efforts
Evaluate district and School Committee communication practices, including At-A-Glance publications, website usability, principal communications, superintendent communications, meeting packet access, and family engagement surveys.  Apply for a grant / budget allocation to support a District Communications Audit	Full Committee, Communications Liaison, Communication Subcommittee  Budget Subcommittee, School Committee, Administration	Identification of strengths and opportunities for improvement  Submit grant application(s)	Review communication practices and available feedback  Submit grant application(s)	Develop recommendations to improve accessibility and clarity  Communications Audit in progress or completed; If not accepted, work on including it into FY28 Budget
<b>Develop processes to strengthen communication, collaboration, and participation among PTOs, SEPAC, the LGBTQ+ PAC, METCO stakeholders, School Councils, and other advisory groups by identifying and reducing barriers to involvement and exploring</b>	Full Committee / Administration	Increased awareness of participation barriers; implementation of strategies to broaden engagement and representation; participation data where available.	Review current participation practices and identify barriers and opportunities to increase engagement.	Establish and evaluate communication and engagement practices designed to improve accessibility and participation across advisory groups.

<p><b>more accessible and inclusive engagement practices.</b> Consider factors such as meeting times, virtual or hybrid participation options, childcare needs, language access, transportation, outreach practices, and awareness of opportunities to ensure a broader range of families can participate in school and district decision-making.</p> <p>Explore opportunities to incorporate advisory group meetings, family engagement events, and community educational programs into district communication channels, including Friday Flyers, newsletters, and district calendars.</p>	<p>School Committee/ Administration</p>	<p>Increased visibility of engagement opportunities</p>	<p>Identify or pilot communication practices</p>	<p>Review pilot and discuss how to move forward next fiscal year</p>
<p>Review implementation of Policy KBE and identify opportunities to support PTOs and booster organizations in planning inclusive and accessible events, fundraising activities, and volunteer opportunities.</p>	<p>Full Committee, PTO Co-Chairs, Combined Facilities Director/ADA Coordinator, Administration</p>	<p>Supporting Sudbury Public School affinity groups</p>	<p>Combined Facilities Director/ADA Coordinator provides presentation to the School Committee on best practices in planning an accessible event, fundraising activities, and volunteer opportunities</p>	<p>Review feedback from affinity groups</p>
<p>Continue collaboration with SEPAC and LBGTQ+ PAC and other advisory groups to elevate family perspectives and strengthen inclusive practices.</p>	<p>Full Committee</p>	<p>Advisory input reflected in committee discussions</p>	<p>Receive updates from advisory groups</p>	<p>Review themes and future opportunities</p>
<p>Develop a process, timeline, and stakeholder engagement plan for district strategic planning.</p>	<p>Full Committee / Superintendent</p>	<p>Strategic planning framework and timeline</p>	<p>- Discuss planning options and stakeholder engagement process</p>	<p>Establish strategic planning timeline and next steps</p>

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## 2026-2027 Sudbury School Committee Goal Setting Template

<b>Goal Area: Student Learning, Achievement &amp; Student Supports</b>	<b>Goal: Strengthen School Committee oversight of curriculum, student outcomes, instructional practices, inclusion, and student support services to ensure all students have equitable access to high-quality learning experiences.</b>			
<b>Strategic Actions</b>	<b>Who is Responsible (Full, Sub, Etc.)</b>	<b>Outcomes &amp; Deliverables (Evidence &amp; Data)</b>	<b>Mid-Year Deliverable(s)</b>	<b>EOY Deliverable (s)</b>
For the Sudbury School Committee to better understand what METCO goals and initiatives were completed in FY26 and FY27, program success, opportunities for growth, and plan to strengthen the program.	METCO Director, Interim Superintendent, Full Committee	Increased understanding of METCO program, budget allocation and planning considerations	Summer, review annual report/progress report of FY26 METCO goals  January, Mid-Year progress update of FY27 goals	Annual Report presented to School Committee and METCO families regarding program goals and next steps.
Review how METCO programming and staffing are reflected within the SPS budget and long-range financial planning to better understand resource allocation and program sustainability.	Budget Subcommittee / Director of Business and Human Resources; Full Committee		Review budget information related to METCO, program, and ways to ensure proper staffing related to this program is accounted for in the budget	
Review and potentially adopt Policy IA (Instructional Development Goals).	Policy Subcommittee / Full Committee	Updating/adoption of policy establishing instructional priorities	Review draft policy language	Potential Adoption of Policy IA
Review implementation of Policy JBB (Educational Equity) and assess whether the data currently reviewed by the School Committee are sufficient to evaluate equitable access, experiences, and outcomes for all students. Consider whether there are additional data sources, indicators, or feedback mechanisms that	Policy Subcommittee / Full Committee	Updating/adoption of policy	Review draft policy language	Potential Adoption of Policy IA



Receive updates regarding inclusive instructional practices and supports that promote access to learning in the least restrictive environment, including better understanding	Full Committee / Director of Student Services	Understanding of inclusive instructional practices, successes and opportunities of growth	Receive update from Director of Student Services	Receive end of year update from Director of Student Services during or as part of Academic Benchmarking presentation
Examine the impact of educational technology on learning, executive functioning, digital wellness, and accessibility.	Full Committee	Discussion informed by district and community data	Mid-year review	Identify future considerations
Review district efforts related to disability awareness, bullying prevention, and fostering positive school climate.	Full Committee	Presentations and program updates	Review current efforts	Identify future prio
Review Extended School Year (ESY) programming updates and implications of recent program changes.	Full Committee	Program review, feedback, and plan on ensuring how all families whose students are recommended for ESY can access and participate in ESY programming	Receive ESY update from summer 2026 and compare attendance and participation over past three years. Identify planning considerations for 2027 ESY program.	Review 2027 ESY programming and enrollment projections

## 2026-20267 Sudbury School Committee Goal Setting Template

<b>Goal Area: Fiscal Stewardship, Facilities, Workforce Sustainability &amp; Student Access</b>	<b>Goal: Provide responsible oversight of district finances, facilities, staffing, and operational resources while supporting equitable access to educational, enrichment, and student support opportunities.</b>			
<b>Strategic Actions</b>	<b>Who is Responsible (Full, Sub, Etc.)</b>	<b>Outcomes &amp; Deliverables (Evidence &amp; Data)</b>	<b>Mid-Year Deliverable(s)</b>	<b>EOY Deliverable (s)</b>
Review implementation of Policy KF (Use of School Facilities), and determine whether revisions are warranted.  Access after-school facility utilization and	Budget Subcommittee / Director of Business and Human Resources; Full Committee	Policy review and recommendations  Data & Recommendations	Receive implementation update & Draft Policy, if amendments recommended  Memo to School Committee about	Adoption of Policy KF; Receipt of process and procedure on how Policy will be implemented  Recommendation of Budget

<p>opportunities for expanded student and community use. Possible exploration of partnerships with organizations to expand enrichment opportunities.</p>			<p>work to-date</p>	<p>Subcommittee presented to School Committee to be voted upon</p>
<p>Review transportation survey results regarding increasing access to Sudbury after-school care providers and enrichment opportunities outside of the school buildings</p>	<p>Budget Subcommittee / Director of Business and Human Resources; Full Committee</p>	<p>Data &amp; Recommendations</p>	<p>Memo or presentation to School Committee about work to-date</p>	<p>Recommendation of Budget Subcommittee presented to School Committee to be voted upon</p>
<p>Review staffing trends, vacancy data, recruitment efforts, and retention challenges.</p> <p>Monitor implementation of workload and caseload review procedures established through collective bargaining.</p> <p>Consider implications of staffing and resource allocation decisions on inclusive educational practices and student access.</p>	<p>Budget Subcommittee / Director of Business and Human Resources; Full Committee</p>	<p>Updates regarding implementation and outcomes</p>	<p>Receive implementation update</p>	<p>Review outcomes and future considerations</p>

## Sudbury School Committee Goal Setting Template

<b>Goal Area:</b> Communication/Community Engagement	<b>Goal:</b> The Sudbury School Committee will foster trust, transparency, and collaboration by strengthening relationships with families, educators, and the broader community through inclusive engagement practices, open communication, and responsible action.			
<b>Strategic Actions</b>	<b>Who is Responsible (Full, Sub, Etc.)</b>	<b>Outcomes &amp; Deliverables (Evidence &amp; Data)</b>	<b>Mid-Year Targets</b>	<b>EOY Deliverable (s)</b>
Listening Sessions	Two Members	Attendance Logs  Summary of main points discussed at full meeting.  Continue to have both virtual and in-person opportunities.		
Create a Facebook page where it is post only and closed for comments	Communications Liaison	Post information that is posted on website and in emails  See how many people follow to determine interest		
Create easy to read graphics or summary of each school committee meeting (5 important takeaways, Top 5 list).	Communications Liaison	Post on website, Facebook page and send email (or include it in other district emails)		

Have a presence at community events	School Committee			
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**2025-2026 Sudbury School Committee Goal Setting Template**

<b>Goal Area: Understanding Student Experience</b>	<b>Goal: The Sudbury School Committee will deepen its understanding of the student experience by actively listening to students, seeking diverse perspectives, and using student-centered insights to inform decision-making.</b>			
<b>Strategic Actions</b>	<b>Who is Responsible (Full, Sub, Etc.)</b>	<b>Outcomes &amp; Deliverables (Evidence &amp; Data)</b>	<b>Mid-Year Deliverable(s)</b>	<b>EOY Deliverable (s)</b>
Conduct student surveys to better understand school climate, students' sense of belonging, and their feelings of safety.	School Committee Superintendent	Data from Surveys		

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### 2025-2026 Sudbury School Committee Goal Setting Template

<b>Goal Area: Conduct Search for a New Superintendent</b>	<b>Goal: Conduct a transparent and community-informed Superintendent search process that engages stakeholders and builds trust in the selection of the district's next leader.</b>			
<b>Strategic Actions</b>	<b>Who is Responsible (Full, Sub, Etc.)</b>	<b>Outcomes &amp; Deliverables (Evidence &amp; Data)</b>	<b>Mid-Year Deliverable(s)</b>	<b>EOY Deliverable (s)</b>
Determine the extent of staff and community involvement	School Committee	Create community goals and objectives – what do we want from a Superintendent  Create Community Focus Groups  Create Search Committee  Create a Timeline		
Determine if we are using a search consultant	School Committee	Get quotes		

Answer many of the questions on page 17 and 18 of the MASC document "Looking for a Leader"	School Committee	Decide as a group how we want to proceed		

**2025-2026 Sudbury School Committee Goal Setting Template**

<b>Goal Area: Financial/Resource Stewardship</b>	<b>Goal: Ensure the long-term fiscal health of Sudbury Public Schools by strengthening the School Committee's ability to align operating and capital budgets with instructional priorities, equity goals, and the long-term maintenance and capacity needs of district facilities.</b>			
<b>Strategic Actions</b>	<b>Who is Responsible (Full, Sub, Etc.)</b>	<b>Outcomes &amp; Deliverables (Evidence &amp; Data)</b>	<b>Mid-Year Deliverable(s)</b>	<b>EOY Deliverable (s)</b>

<p>Develop a sustainable budgeting framework that balances immediate operational needs with long-term financial obligations, capital investments, and district priorities. This needs to be presented to the community in multiple ways. For example, in my old district the Superintendent and Financial Director would go on "Budget Roadshows" presenting the budget in every PTA meeting in every school in the district. Another was is that they broke down segments of the budget (it was too long to do in one meeting) and presents parts of it in School Committee meetings (I believe there was a total of 4).</p>	<p>School Committee Superintendent Facilities Director Administration</p>	<p>Short and long-term Capital Plan.</p>		
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**Sudbury Public Schools  
School Committee Meeting**

**Date:** June 15, 2026

**Agenda Item:** 5c - Business and Policy Matters - Haynes and Nixon Roof Projects Update

**Recommendation:**

**Background / Preparation Information:**

Construction on the roof project for the Haynes and Nixon schools will begin this summer. Sandra Duran, Combined Facilities Director prepared a progress update memo. Please review the memo before the meeting. She is unable to attend due to a prior commitment but if you have any questions we can compile them at the meeting and ask the Superintendent to follow up with her.

**Attachments:**

School Facilities Capital and Maintenance Project Update for SC 6.11.2026 (1)

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



# Town of Sudbury

## Facilities Department

275 Old Lancaster Road  
Sudbury, MA 01776  
978-440-5466; Fax 978-440-5404  
[facilities@sudbury.ma.us](mailto:facilities@sudbury.ma.us)

Sandra R. Duran, Combined Facilities Director

## MEMORANDUM

To: School Committee  
From: Sandra R. Duran, Combined Facilities Director  
Date: June 11, 2026  
Subject: Combined Facilities Project Update

### Purpose

The purpose of this memorandum is to provide the School Committee with an update on active school facilities projects, recent accomplishments, and upcoming milestones.

### Overview

The Facilities Department continues to advance several capital improvement and safety initiatives across the district. Current efforts focus on roof replacements, fire alarm and emergency lighting upgrades, school safety improvements, energy infrastructure planning, and long-term facility assessments.

### Project Updates

#### Roof Replacement Projects – Haynes and Nixon Schools

The Haynes and Nixon roof replacement projects have completed the public bidding process and were awarded below budget. Greenwood Industries has been selected as the general contractor for both projects. Contract documents have been forwarded to the contractor for execution. Once finalized, the district will review construction schedules and logistics plans with school administrators to ensure safe and efficient project implementation during the summer construction season.

#### Fire Alarm, Emergency Lighting, and BDA Upgrades

The Haynes and Nixon fire alarm, emergency lighting, and bi-directional amplifier (BDA) projects were rebid after initial pricing exceeded available funding. The second bid process resulted in a low bid of \$436,250 for Haynes and \$323,200 for Nixon, creating a funding gap of approximately \$98,950. Staff are evaluating options, including awarding the Haynes project and rebidding Nixon later this year when contractor availability may improve. Design work for similar upgrades at the remaining schools is approximately 95 percent complete.

## **School Safety Improvements**

Design services for the Noyes School vestibule project are underway. Additional school safety improvements, including access control systems and security window film installations, are being procured with the intent of completing work during the summer recess. Discussions have also occurred regarding the placement of protective security bollards at school facilities.

## **Curtis Solar Canopy Project**

The Curtis Solar Canopy project continues to advance through the study and permitting phase. Ground-penetrating radar and geotechnical investigations are scheduled for July and August 2026. These studies will support final design development and required permitting activities. Installation remains targeted for Summer 2027.

## **HVAC Assessment and Electrification Study**

The district-wide HVAC assessment is nearing completion. Existing conditions reports have been substantially completed, and the HVAC Electrification Study is anticipated by the end of June. The study will help identify equipment deficiencies, future capital needs, and opportunities to support district sustainability goals.

## **Building Management System Capital Repairs**

Design efforts are underway for Building Management System capital repairs. Known deficiencies have been identified at the Curtis School administrative area, and additional scope development and pricing are being pursued to establish project priorities and future implementation plans.

## **Haynes School Playground Renovation**

Planning continues for the Haynes School Playground Renovation project. Staff are preparing a Community Preservation Committee funding application for consideration during the Fall 2026 funding cycle.

## **Bus Electrification Initiative**

The district continues to evaluate future bus electrification opportunities. Utility review has confirmed sufficient electrical capacity at the proposed site. Additional vehicle battery and charging requirements are being investigated to support infrastructure planning and charger sizing.

## **Completed Projects**

Two projects have been completed since the last reporting period:

Haynes School curb cut repairs were completed in April 2026. • Improvements to the Curtis School Gaga Pit were completed; however, staff are evaluating additional accessibility enhancements to address settlement and ADA mat coverage concerns.

## **Projects on Hold**

The Hayes School Dehumidification Study remains on hold. Facility staff and consultants continue to monitor conditions and will pursue additional investigation if moisture concerns reoccur.

This report is presented for informational purposes. Staff will continue to advance project planning, procurement, and construction activities and will provide additional updates as projects reach key milestones and funding decisions are required.

**Sudbury Public Schools  
School Committee Meeting**

**Date:** June 15, 2026

**Agenda Item:** 5d - Business and Policy Matters - Items for Special Town Meeting

**Recommendation:**

Motion to approve (insert name of article) as presented.

**Background / Preparation Information:**

The Select Board emailed us to ask if we had any warrant articles that might necessitate a Special Town Meeting in the Fall 2026. Please see the attached email. If you have any such articles, please be prepared to discuss them at this meeting. We will need to vote on them in this meeting since they are due to the Select Board before our next meeting.

**Attachments:**

sudbury.k12.ma.us Mail - [school\_committee] Select Board Seeks Input on Fall 2026 Special Town Meeting

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



Julie Williams <julie\_williams@sudbury.k12.ma.us>

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## [school\_committee] Select Board Seeks Input on Fall 2026 Special Town Meeting

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**Select Board's Office** <selectboardsoffice@sudbury.ma.us>  
Cc: Select Board's Office <selectboardsoffice@sudbury.ma.us>

Thu, Jun 4, 2026 at 9:16 AM

Dear Sudbury Staff and Board/Committee Members,

Per CHAPTER 68, SECTION 3 of the Sudbury General Bylaws:

*A Town Meeting shall be held during the months of September, October or November at such date, time and place as the Select Board shall determine, unless the following applies. By the end of July, the Select Board shall discuss in public session, hold a public hearing and vote to determine whether a fall Town Meeting should occur. The public hearing shall be posted in accordance with the Open Meeting Law.[1] The Select Board shall also solicit input from the Town via email or mail for a period of one week before the public hearing.*

### **Public Hearing**

[Select Board Meeting](#)

Tuesday, July 14, 2026

7:00 PM

Virtual Meeting - Zoom

At the Public Hearing, the Select Board will decide whether a Fall Special Town Meeting is necessary.

### **Via Email**

Send to: [SBAdmin@sudbury.ma.us](mailto:SBAdmin@sudbury.ma.us)

Subject: Please include "Fall 2026 Special Town Meeting" in the subject of the email

Please include the following in your email:

- Requestor Name
- Requestor Address
- Sudbury Fall Town Meeting input

### **Via Mail**

Send to:

Select Board's Office

[278 Old Sudbury Rd](#)

Sudbury, MA 01776

Please include the following in your letter:

- Requestor Name
- Requestor Address
- Sudbury Fall Town Meeting input

**Residents are asked to provide input by 12PM on Monday, July 6** in order to be considered during the public hearing.

SELECT BOARD'S OFFICE

TOWN OF SUDBURY

278 OLD SUDBURY ROAD

SUDBURY, MA 01776

978-639-3380

[SUDBURY.MA.US](http://SUDBURY.MA.US)

**Sudbury Public Schools  
School Committee Meeting**

**Date:** June 15, 2026

**Agenda Item:** 6 - Liaison Reports

**Recommendation:**

**Background / Preparation Information:**

We have Liaison Reports at every other meeting. Please review and bring any questions you may have for the Liaisons.

**Attachments:**

SEPAC Liaison Report\_06152026

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

# **Sudbury SEPAC Liaison Report**

June 16, 2026

Prepared by Karyn Jones, School Committee Sudbury SEPAC Liaison

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On **April 9, 2026**, Sudbury SEPAC hosted a presentation titled *Dyslexia Testing Demystified* featuring educational advocate and pediatric psychologist Dr. Cara Soccorso and educational advocate Cara Cohen. The presentation focused on helping families better understand neuropsychological evaluations for dyslexia and other learning disabilities, including what to look for in an evaluation, how to interpret results, and how evaluation findings can be used to support educational planning and collaboration with school-based teams.

On **April 30, 2026**, Sudbury SEPAC and the Lincoln-Sudbury SEPAC co-hosted a presentation entitled *Building Social Competencies for the Neurodivergent Student* featuring Shelby Bronfman, M.S., CCC-SLP of Coastal Communications. The presentation focused on understanding the neurodivergent brain, common areas of social challenge, the role parents can play in supporting social development, and practical strategies for home related to friendship building, social communication, self-regulation, and perspective-taking. The event highlighted the importance of supporting students' social and emotional development in addition to their academic needs.

The Sudbury SEPAC held its final business meeting of the school year on **May 7, 2026**. During the meeting, the organization completed its annual elections. Andrea Kraemer, who has served as Co-Chair for the past four years or two terms, stepped down from her leadership role. Katie Dinneen, who has served as the SEPAC's Technology Director and Noyes School Liaison, was elected to join Kate Mellon as Co-Chair. Terms are held for two years. The Director of Student Services recognized Andrea for her collaborative work with families and district staff and highlighted several initiatives supported during her tenure, including increased access to DIBELS assessment information for families, improvements to 504 processes, efforts to make field trips and PTO-sponsored events more inclusive and accessible, strengthening student voice opportunities within the IEP process, and supporting transitions from preschool to kindergarten, elementary to middle school, and middle school to high school. The SEPAC membership expressed its appreciation for Andrea's leadership and service. You can view the list of the board members, school liaisons, and parent/caregiver connection group leaders on their website, which will be updated before the start of next school year.

The proposed revisions to Policy JKAA (Time-Out, Seclusion, and Physical Restraint of Students) were also discussed extensively during the meeting. The discussion was thoughtful, emotional, and conducted with considerable care given the sensitive nature of the topic and its impact on students, families, and school staff.

The Director of Student Services explained that the proposed policy revisions are being driven by recent amendments to Massachusetts regulations governing time-out, seclusion, and physical restraint, which districts are required to implement by August 17, 2026. She noted that the changes represent a substantial departure from the district's current policy and significantly expand the requirements related to time-out and seclusion. Among the changes are revised definitions of time-out and seclusion, new requirements regarding the conditions under which seclusion may be used in emergency situations, parental consent requirements, enhanced documentation and reporting obligations, additional oversight and review procedures, expanded staff training requirements, and standards governing spaces used for time-out. The revised regulations also place greater emphasis on reducing and ultimately eliminating the use of restraint and seclusion whenever possible through preventative strategies and de-escalation techniques.

The Director explained that there has been ongoing discussion among school districts and professional organizations regarding implementation of the revised regulations and whether additional clarification or guidance might be provided by the state. However, districts are now moving forward with implementation planning to ensure compliance with the August 2026 deadline.

The Director also discussed some of the concerns and controversies surrounding the regulatory changes. While the amendments were intended to strengthen protections for students and ensure that restraint and seclusion are used only in the most limited circumstances, educators and administrators have raised questions regarding how some provisions may operate during emergency situations. Discussion focused on requirements related to parental consent, documentation, and the circumstances under which school personnel may intervene when a student poses an immediate risk of harm to themselves or others. Concerns were raised that some families may understandably be uncomfortable providing consent for interventions involving restraint or seclusion, even in situations where school personnel believe such interventions may be necessary to maintain safety.

As part of the discussion, examples were shared to illustrate how the revised regulations may apply in practice. One example involved a student attempting to leave a classroom or school building, raising questions about when physically preventing a student from leaving could be considered a restraint under the regulations and how staff can balance student safety with compliance requirements. Participants discussed the challenges schools may face when responding to rapidly evolving situations involving student safety while also adhering to the new legal framework.

Throughout the conversation, participants acknowledged the importance of protecting students' rights, minimizing the use of restraint and seclusion whenever possible, and ensuring that such interventions are used only as a last resort. At the same time, there was recognition of the practical realities faced by educators and support staff who must respond to situations involving imminent risk of harm. The Director explained that she wanted to bring the topic to SEPAC before it is presented to the School Committee because of the significance of the changes, the sensitivity of the subject matter, and the importance of hearing family perspectives as the district

prepares for implementation of the new regulations. SEPAC thanked the Director of Student Services for being proactive in having such a sensitive and emotional subject.

Several SEPAC members suggested that, given the significance and complexity of the policy changes, the district and SEPAC consider providing informational session(s) for families, so families can better understand what the language of the proposed policy changes actually look like in practice. SEPAC members also expressed a willingness to participate in a joint meeting with the School Committee to discuss the proposed policy revisions and answer questions from families and the broader community.

The SEPAC concluded their business meeting with discussion around the year-end report for the School Committee, end-of-year social gathering, and looking forward to the next school year.

In addition to its own programming, SEPAC continued to share resources, events, and educational opportunities with families throughout the spring. Topics included mental health and environmental health, inclusive recreation opportunities, child development, executive functioning, and educational technology.

Resources shared included information about a June continuing education program hosted by the Center for Mental Health Research and Consulting on the impact of extreme heat on individuals with psychiatric diagnoses and the implications for mental health care. SEPAC also promoted the Unified Lacrosse Clinic held at Lincoln-Sudbury Regional High School on May 17, which provided an inclusive athletic opportunity for students of varying abilities.

Families were also invited to participate in a webinar sponsored by Let Grow entitled *Why Kids Need a Pack, Not Just a Playdate*, which explored the benefits of unstructured, mixed-age, child-led play and its role in fostering independence, problem-solving, confidence, and social development.

In addition, SEPAC shared a presentation by executive functioning expert Michael McLeod regarding educational technology, attention, executive functioning, and one-to-one devices in schools. The webinar examined research and emerging questions related to the impact of screen-based learning on executive function development, attention, self-regulation, and learning outcomes for both neurodivergent and neurotypical students.

On **June 4, 2026**, Sudbury SEPAC held its annual end-of-year social gathering at Oak Barrel Tavern. The event was well attended and provided an opportunity for families, caregivers, and SEPAC members to connect, reflect on the year, and celebrate the organization's accomplishments and community partnerships.