



AGENDA and NOTICE SCHOOL COMMITTEE MEETING

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

Regular Session Meeting
Monday, August 17, 2026

LOCATION

REMOTE

Dial In: 1 301 715 8592 - Webinar ID: 819 1664 4513

Live Link: <https://us02web.zoom.us/j/81916644513>

AGENDA

7:00 p.m. - Open Regular Session

(Approximate)

- | | | |
|--|---------------------|---------|
| 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. Anti-Hate / Anti-Bias Task Force Presentation | (Report) | 20 Mins |
| 3. Educational and Operational Matters | (Reports) | 15 Mins |
| a. District Reports | | |
| i. Acting Director of Business and Human Resources | | |
| ii. Interim Assistant Superintendent | | |
| iii. Interim Superintendent | | |
| 4. Consent Calendar | (Discussion/Action) | 5 Mins |
| a. CASE Q4 Report | | |
| b. Family Handbook FY27 | | |
| c. Monthly Accounts Payable and Payroll Warrants Submission | | |
| d. Updating Dates in the Policy Subcommittee Charge | | |
| e. Minutes (06/15/2026 and 07/06/2026) | | |
| 5. Business and Policy Matters | | |
| a. Combined Facilities Director | (Discussion) | 10 Mins |
| i. Haynes and Nixon Roof Projects Update | | |
| ii. Update on FY25 / FY26 Projects | | |
| b. Discussion on supporting Jewish students | (Discussion/Action) | 15 Mins |
| c. Review of Policies JICFB Bullying Prevention and JICK Harassment of Students | (Discussion/Action) | 15 Mins |
| d. Potential vote on Policy JKAA Physical Restraint of Students | | |
| e. Review of Budget Tiered Initiatives | (Discussion/Action) | 10 Mins |
| f. Potential Approval of RFP for Superintendent Search | (Discussion/Action) | 15 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, September 14, 2026***

The Case for a

Jewish Parent Advisory Council

Why Our Community Needs It - And Why the Data Demands It

Antisemitism in America: The Numbers Are Undeniable

6,274

**Antisemitic incidents
in the U.S. in 2025**

ADL Audit 2025 - avg. 17/day

3rd

**Highest year on record
since ADL began tracking
in 1979**

After 2023 and 2024

5×

**Higher than
a decade ago**

893% increase over 10 years

17/day

**Average antisemitic
incidents in 2025**

vs. 8/day in 2020–2022

Physical assaults reached record highs in 2025 - and for the first time since 2019, Jewish people were murdered in antisemitic attacks on American soil.

Source: ADL Audit of Antisemitic Incidents 2025

Massachusetts: The Crisis Is Here

279

Antisemitic incidents
in Massachusetts in 2025

Most of any New England state

#4

Massachusetts ranked
4th nationally for K-12 incidents

K-12 schools

84.4%

Of religious bias hate crimes
targeted Jews in MA (2024)

Jews = ~5% of population

K-12 schools saw the most incidents in Massachusetts in 2025.
Incidents at K-12 public schools in New England **rose 50%** from 2024 to 2025.

Middlesex County (which includes Sudbury) saw 108 incidents in 2025 - one of the highest concentrations in the state.

The Data From Our Own Schools

8%

of Sudbury 7th & 8th graders bullied
because of their religion or culture

*Curtis Middle School, 2023
MetroWest Adolescent Health Survey*

33%

increase in religion/culture bullying
at Curtis in just 2 years

*6.0% in 2021 → 8.0% in 2023
MetroWest Adolescent Health Survey*

For context: 8% of Sudbury middle schoolers reported being bullied because of their religion or culture, in line with the regional MetroWest average of 8.7%. This is not a distant problem. It is happening here. The survey asks about general "religion or culture"; in Massachusetts, Jews were the #1 target of hate crimes in 2024, accounting for 84.4% of all religious bias hate crimes (MA Executive Office of Public Safety and Security)

Jewish Students in Massachusetts Schools Are Not Safe

Many Jewish students in Massachusetts schools are **scared to publicly display their Judaism or let others know they are Jewish** for fear of disparate treatment or bullying.

Antisemitic incidents in K-12 settings are **likely to be significantly underreported**. Many districts provide no clear reporting process and no consistent staff training.

Programs on combating hate and bias **often neglect to include antisemitism** as a form of bias - even in districts with a documented pattern of antisemitic incidents.

There is a **hesitancy in many schools to address antisemitism**, both proactively and when incidents occur.

The State Has Already Made the Case for Us

"Jewish residents across our Commonwealth deserve the exact same support we have shown other groups."

- Senator John Velis, Co-Chair, MA Special Commission on Combating Antisemitism

"Antisemitism must be recognized as a distinct and rapidly increasing form of hate that requires specific and focused action."

- MA Special Commission Final Report, Guiding Principle #2, p.8

"Jewish people in Massachusetts have too often found that fundamental principles of social justice and anti-hate movements have not been applied to them with the same consistency or urgency as they are to other targeted communities."

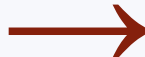
- MA Special Commission Final Report, p.5–6

The State Recommends Equivalent Protections for Jewish Students

We fully support the protections our LGBTQ+ students have fought for and won. We are asking for the same.

LGBTQ+ Students: A Model that Works

- ✓ LGBTQ+ PAC - exempt from Open Meeting Law
- ✓ Standing advisory body giving LGBTQ+ families a formal voice with the School Committee
- ✓ LGBTQ+ issues also covered in the Task Force scope



**Apply
this
model**

Jewish Students: What We're Asking For

- Jewish PAC - exempt from Open Meeting Law
- Standing advisory body giving Jewish families a formal voice with the School Committee
- ✓ Antisemitism also covered in the Task Force scope

*The School Committee recognized the LGBTQ+ community's need and acted.
Jewish families are asking for the same recognition.*

Task Force vs. Jewish PAC: Two Different Bodies

	Anti-Bias / Anti-Hate Task Force	Jewish Parent Advisory Council (PAC)
Purpose	Address all forms of hate and bias across the district broadly	Focus specifically on dedicated representation and formal advocacy for Jewish families
Scope	General: racism, antisemitism, homophobia, all bias	Specific: Jewish identity, culture, antisemitism, community needs
Open Meeting Law	Yes - subject to OML with quorum requirements	No - fluid, open membership, exempt from OML
Membership	Fixed membership appointed by district	Open to all interested Jewish parents and community members
Output	Formal recommendations to Superintendent, who then reports to School Committee	Ongoing recommendations and community feedback directly to the School Committee
State Model	No specific state model	Follows SEPAC/ELPAC model established under MA law (Ch. 71B, Ch. 71A)
Community Role	Functional/policy focused	Connection, support, education, and advocacy for Jewish families

These bodies serve different purposes and different needs. Both are necessary, and one does not replace the other.

These Bodies Are Complementary. Not Competing.

The Task Force builds the infrastructure. The PAC gives Jewish families a formal voice in shaping it. We need both.

Anti-Bias / Anti-Hate Task Force

Builds the Foundation

- Data Collection:** Tracking and reporting hate and bias incidents district-wide
- Reporting Protocols:** Clear, transparent processes for how incidents are handled
- Staff Training:** Anti-bias professional development for all faculty and administrators
- Action Plans:** Formal recommendations to the Superintendent
- Accountability:** District-wide framework for responding to all forms of hate and bias


**Complete
Response**

Jewish Parent Advisory Council

Gives Jewish Families a Formal Voice

- Family Support:** A formal resource and trusted space for Jewish families navigating difficult experiences
- Sensitive Conversations:** A trusted space where Jewish families can speak openly with their community about incidents
- Community Accountability:** Jewish families collectively ensuring their experiences reach the School Committee
- Student Voice:** Ensuring Jewish students' experiences inform district decisions directly
- Specific Advocacy:** Focused specifically on antisemitism - what the state commission says is required

A Documented Request Without a Response

2021–2023

The Data Emerges MetroWest Adolescent Health Survey data shows that religion/culture bullying at Curtis Middle School rose from 6.0% to 8.0% - a 33% increase in just two years.

Oct. 2025

The Community Responds 236 community members sign a petition specifically requesting a Jewish PAC, in addition to numerous emails sent directly to the School Committee.

February -
April 2026

The SC Response The School Committee votes to create the Anti-Bias / Anti-Hate Task Force. There remains no body focused specifically on the documented needs of Jewish students.

June 2026

Where We Are Now The Jewish PAC has still not been placed on a School Committee agenda, and the community has not been given a formal opportunity to weigh in on the request.

The need has not gone away. The data shows it is growing. This community deserves a formal response.

The Evidence Points to One Conclusion

The School Committee Set the Precedent

This committee determined an LGBTQ+ PAC was necessary based on survey data. The same standard applies here, and the data for Jewish students is at least as compelling.

The State Commission Made the Case

Massachusetts' first-in-the-nation commission on antisemitism explicitly recommended specific, focused action for Jewish students at the local level, not just general anti-bias work.

The Data Demands Action

8% of Sudbury middle schoolers bullied for religion/culture, up 33% in 2 years. There were 279 incidents in MA in 2025. Jews are the #1 target of hate crimes in this state. There is a documented, escalating need that requires a formal community advisory structure.

Denying a Jewish PAC means ignoring the evidence in front of us. The task force is critical - and it is not enough. **Both are necessary.**

This Task Force has the mandate, the data, and the opportunity to formally recommend to the School Committee what 236+ families have already asked for: **a Jewish PAC.**

Sources & Citations

- ADL Audit of Antisemitic Incidents 2025 - adl.org/resources/report/audit-antisemitic-incidents-2025
- ADL New England 2025 Regional Report (May 6, 2026) - ADL New England
- MA Special Commission on Combating Antisemitism Final Report (Nov. 2025) - malegislature.gov
 - K-12 Finding #1, p.13: Jewish students afraid to show Jewish identity
 - K-12 Recommendation #4, p.20: Mandatory anti-bias training incl. antisemitism
 - K-12 Recommendation #11, p.22: DESE guidance for Jewish students equiv. to LGBTQ+ guidance
 - Guiding Principle #2, p.8: Antisemitism requires specific and focused action
 - Prefatory Statement, pp.5–6: Jewish experiences routinely minimized
 - Public Safety Finding #1, p.43: Jews #1 hate crime target in MA (2024); 84.4% of religious bias crimes
 - Other Findings #1, p.54: Value of grassroots advocacy bodies
- MA EOPSS Hate Crime Report 2024 - mass.gov
- Open Meeting Law exemption for fluid-membership bodies: Mass. Op. Att'y Gen. OML 2021-150
- SEPAC legal basis: MGL Ch. 71B §3; 603 CMR 28.07(4)
- ELPAC legal basis: MGL Ch. 71A §6A; 603 CMR 14.09
- MASC 2026 PAC Policy Document (covers SEPACs and ELPACs only)
- Community petition: change.org - 236 signatures (October 2025)

**Sudbury Public Schools
School Committee Meeting**

Date: **August 17, 2026**

Agenda Item: 4 - Consent Calendar

- a. CASE Q4 Report
- b. Family Handbook FY27
- c. Monthly Accounts Payable and Payroll Warrants Submission
- d. Updating Dates in the Policy Subcommittee Charge
- e. Minutes (06/15/2026 and 07/06/2026)

Recommendation:

Motion to approve the consent calendar as presented/amended.

Background / Preparation Information:

- a. **CASE Q4 Report** – This is the CASE Q4 report for our review and potential approval. Please review and bring any questions. ACCEPT Q4 report will be added to a subsequent agenda as soon as it is available, there was a slight delay in their report.
- b. **Family Handbook FY27** – The family handbook is updated each academic year. It has been reviewed by the legal team and is awaiting our review and approval. Please review and bring any questions or suggested changes.
- c. **Monthly Accounts Payable and Payroll Warrants Submission** – Please review and bring any questions on the fiscal information.
- d. **Updating Dates in the Policy Subcommittee Charge** – When the Committee updated the charge of the subcommittee after reorganization there was one set of dates that was missed. This edit will update the dates to the current year. Please review and bring any questions.
- e. **Approval of Minutes** - These minutes need to be approved to be added to our website. Please review for accuracy and bring any changes.

Attachments:

CASE Q4 Update - 5.22.26
DRAFT_Family Handbook FY27 for Legal Review.docx
Monthly Accounts Payable and Payroll Warrants_081726
Policy Subcommittee Charge (2)
061526_Sudbury School Committee Minutes_DRAFT
070625_Sudbury School Committee Minutes_DRAFT

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

TO: BOARD OF DIRECTORS, CASE COLLABORATIVE

FROM: Sanchita Banerjee, *Executive Director*

DATE: May 22, 2026

RE: IV. A. General Update

CASE PROGRAMS (2025 - 2026)

Program enrollment at CASE Collaborative is at 105 students.

School District	Program Enrollment (September to Present)	Enrollment Percentage
Acton-Boxborough	15	14%
Bedford	3	3%
Carlisle	0	0%
Concord	1	1%
Concord-Carlisle	4	4%
Harvard	1	1%
Lincoln	10	9%
Lincoln-Sudbury	5	5%
Littleton	4	4%
Maynard	2	2%
Sudbury	1	1%
Members	46	44%
Non-Members	59	56%
Total	105	100%

As of May 22, 2026, 44% of the students represented at CASE Collaborative belonged to member towns. Students from non-member districts equate to 56%.

Executive Director's General Update (May 22, 2026)

DISTRICT	PROGRAM	Adds	Drops	TOTAL	ENROLLMENT AS OF 1/1/2026			103
START OF YEAR 2025/2026				97				
Northborough-Southborough	TIP	1			Holliston	EMP	1	
Cambridge	TIP		-1		Lincoln-Hanscom	EMP	1	
Peabody	TIP	1			Waltham	TIP		-1
Watertown	EMP		-1		Lincoln-Hanscom	EMP		-1
Framingham/Watertown	EMP	1			Leominster	TIP		-1
Acton-Boxborough	TIP	1			Harvard	TIP		-1
Lincoln-Hanscom	EMP	1			Wachusett	TIP		-1
Woburn	LFL	1			Lincoln-Sudbury	TIP		-1
Acton-Boxborough	LFL	1			Lexington	TIP	1	
Lexington	EMP	1			Natick	TIP	1	
Weston	EMP		-1		Acton-Boxborough	TIP	1	
ENROLLMENT AS OF 10/1/2025				102	Northborough-Southborough	TIP		-1
Acton-Boxborough	TIP		-1		Northborough-Southborough	EMP	1	
Belmont	TIP		-1		Weston	TIP		-1
Framingham	TIP	1			ENROLLMENT AS OF 2/1/2026			101
Belmont	EMP		-1		Belmont/Newton	TIP	1	
Acton-Boxborough	EMP		-1		Concord-Carlisle	TIP	1	
Leominster	TIP	1			Acton-Boxborough	LFL		-1
Framingham	TIP	1			Waltham	EMP		-1
Framingham	TIP	1			Clinton	EMP	1	
Lexington	LFL	1			Acton-Boxborough	EMP	1	
Westborough	EMP		-1		ENROLLMENT AS OF 3/1/2026			103
Framingham	TIP		-1		Bedford	TIP		-1
Acton-Boxborough	LFL		-1		Belmont	TIP		-1
Lincoln-Hanscom	EMP	1			North Reading	EMP		-1
Sudbury	LFL	1			Wilmington	EMP	1	
Andover	LFL		-1		Acton-Boxborough	TIP		-1
Wellesley	TIP		-1		Lawrence	EMP	1	
ENROLLMENT AS OF 11/1/2025				100	ENROLLMENT AS OF 4/1/2026			101
Stoneham	LFL	1			Marlborough	TIP	1	
Lexington	LFL	1			Nashoba	EMP	1	
Lincoln-Sudbury	TIP	1			Leominster	TIP	1	
Lexington	LFL	1			Acton-Boxborough	TIP		-1
ENROLLMENT AS OF 12/1/2025				104	Acton-Boxborough	TIP	1	
Lexington	TIP	1			ENROLLMENT AS OF 5/1/2026			104
Weston	TIP	1			Woburn	EMP	1	
Belmont	LFL		-1		Westford	EMP		-1
Framingham	EMP		-1		Littleton	TIP	1	
Lincoln-Hanscom	EMP		-1		Marlborough	TIP		-1
					Hopedale	EMP	1	
					ENROLLMENT AS OF 5/22/2026			105

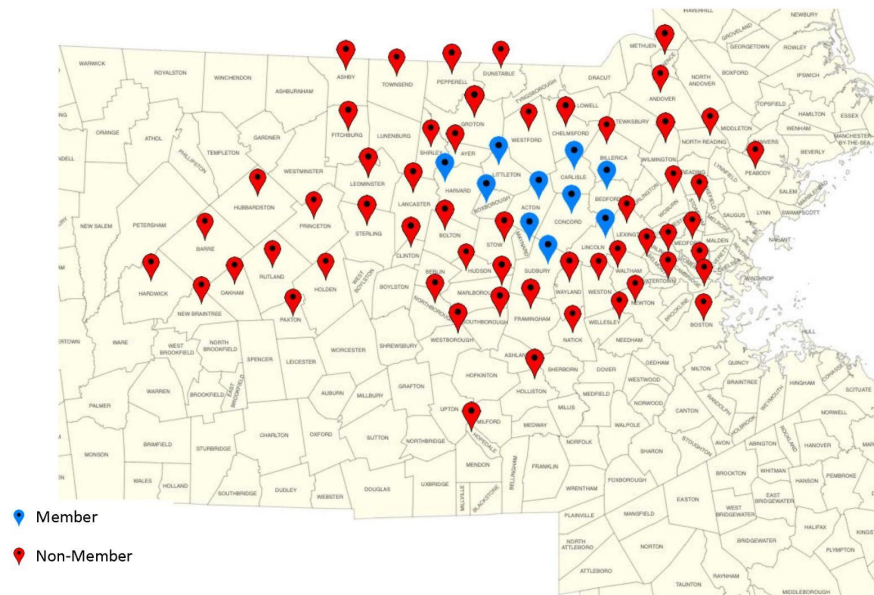
SCHOOL DISTRICTS	ENROLLMENT Start of year 2025/2026	%	ENROLLMENT 10/1/2025	%	ENROLLMENT 11/1/2025	%	ENROLLMENT 12/1/2025	%	ENROLLMENT 1/1/2026	%
Acton/Boxborough	16	16.5%	18	17.6%	15	15.0%	15	14.4%	15	14.6%
Bedford	4	4.1%	4	3.9%	4	4.0%	4	3.8%	4	3.9%
Carlisle	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Concord	1	1.0%	1	1.0%	1	1.0%	1	1.0%	1	1.0%
Concord/Carlisle	3	3.1%	3	2.9%	3	3.0%	3	2.9%	3	2.9%
Harvard	2	2.1%	2	2.0%	2	2.0%	2	1.9%	2	1.9%
Lincoln & Lincoln/Hanscom	9	9.3%	10	9.8%	11	11.0%	11	10.6%	10	9.7%
Lincoln/Sudbury	5	5.2%	5	4.9%	5	5.0%	6	5.8%	6	5.8%
Littleton	3	3.1%	3	2.9%	3	3.0%	3	2.9%	3	2.9%
Maynard	2	2.1%	2	2.0%	2	2.0%	2	1.9%	2	1.9%
Sudbury	0	0.0%	0	0.0%	1	1.0%	1	1.0%	1	1.0%
MEMBER TOWNS	45	46.4%	48	47.1%	47	47.0%	48	46.2%	47	45.6%
NON-MEMBER TOWNS	52	53.6%	54	52.9%	53	53.0%	56	53.8%	56	54.4%
TOTALS	97	100.0%	102	100.0%	100	100.0%	104	100.0%	103	100.0%

PROGRAMS	ADDS	DROPS
LFL	7	-4
EMP	14	-11
TIP	19	-17
TOTAL	40	-32

SCHOOL DISTRICTS	ENROLLMENT 2/1/2026	%	ENROLLMENT 3/1/2026	%	ENROLLMENT 4/1/2026	%	ENROLLMENT 5/1/2026	%	ENROLLMENT 5/22/2026	%
Acton/Boxborough	16	16.5%	16	15.7%	15	15.0%	15	14.4%	15	14.6%
Bedford	4	4.1%	4	3.9%	3	3.0%	3	2.9%	3	2.9%
Carlisle	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Concord	1	1.0%	1	1.0%	1	1.0%	1	1.0%	1	1.0%
Concord/Carlisle	3	3.1%	4	3.9%	4	4.0%	4	3.8%	4	3.9%
Harvard	1	1.0%	1	1.0%	1	1.0%	1	1.0%	1	1.0%
Lincoln & Lincoln/Hanscom	10	10.3%	10	9.8%	10	10.0%	10	9.6%	10	9.7%
Lincoln/Sudbury	5	5.2%	5	4.9%	5	5.0%	5	4.8%	5	4.9%
Littleton	3	3.1%	3	2.9%	3	3.0%	3	2.9%	4	3.9%
Maynard	2	2.1%	2	2.0%	2	2.0%	2	1.9%	2	1.9%
Sudbury	1	1.0%	1	1.0%	1	1.0%	1	1.0%	1	1.0%
MEMBER TOWNS	46	45.5%	47	45.6%	45	44.6%	45	43.3%	46	43.8%
NON-MEMBER TOWNS	55	54.5%	56	54.4%	56	55.4%	59	56.7%	59	56.2%
TOTALS	101	100.0%	103	100.0%	101	100.0%	104	100.0%	105	100.0%

CASE Collaborative Student Enrollment for School Year 2025-2026

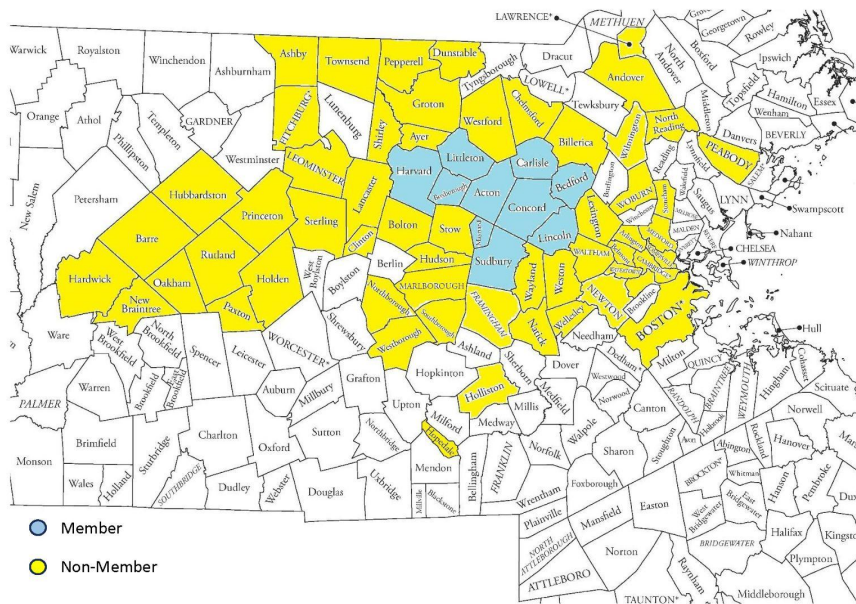
May 2026



*Regional school districts serve multiple municipalities, as such, all constituent towns within each regional district have been marked.

CASE Collaborative Student Enrollment for School Year 2025-2026

May 2026



*Regional school districts serve multiple municipalities, as such, all constituent towns within each regional district have been marked.

We continue to receive referrals of students in all our strands - social emotional, autism spectrum disorder, and multiple disabilities strand. We look forward to serving increased numbers of students during the course of this school year.

TRANSPORTATION

The chart below shows the scheduled ridership for CASE transportation as of mid-May, 2026 -

District	Students
Acton/Boxborough	130
Bedford	33
Carlisle	4
Concord	58
Concord/Carlisle	33
Harvard	9
Lincoln/Hanscom	16
Lincoln	4
Littleton	22
Sudbury	78
TOTAL	370

Currently, three hundred seventy (370) students are being transported to eighty-three (83) different in district and out of district programs. Approximately eighty (80) students are five (5) years old or younger.

Currently, we have sixty-seven (67) full time drivers. Two (2) of our current drivers will be retiring at the end of this school year. We are continuing to interview potential new drivers.

The total number of vehicles operating at CASE is ninety-three (93). Out of these, twenty-two (22) vans are wheelchair equipped. Currently, twenty-nine (29) students require wheelchair transport.

We are preparing for transportation of students to ESY programs. Last year, CASE transported a total of two hundred and eighty-four (284) students. Currently we have 309 students for 2026 ESY transportation

CONSULTING SERVICES TO DISTRICTS

CASE's **School Consulting Department** has had a strong year, providing a wide range of services to districts across the state. This year, we held consulting and evaluation service contracts with 23 districts (5 member, 18 nonmember), and we are already securing contracts for next year, including special education program evaluations in Sudbury, Lincoln, Westwood, Braintree, and Berlin-Boylston Regional Schools.

We also expanded our professional development offerings and networking groups. This includes the launch of a new *"Train the Trainer"* program this spring to support district leaders in implementing the new DESE time-out and seclusion regulations, which take effect in August. To date, 65 participants from over 25 districts have registered. The May session is full, and additional sessions have been added in July and August.

In addition, our Massachusetts Public Schools BCBA group partnered with DESE this year to develop a new evaluation rubric for behavior analysts working in schools. This work is part of DESE's broader pilot to introduce role-specific evaluation rubrics for Specialized Instructional Support Personnel (SISP), including school psychologists, counselors, speech-language pathologists, and nurses. The rubric is now available on the DESE website, and pilot districts may begin using it this spring. Group representatives have also been invited to present this work at the BABAT regional conference in October.

In addition to our professional networking groups, CASE has expanded its higher education course offerings for teachers and paraprofessionals this year. This includes a 40-hour Registered Behavior Technician (RBT) course offered this spring, designed specifically for paraprofessionals in public school settings and delivered in partnership with Bridgewater State University, with an option for graduate credit. CASE is also facilitating a cohort-based, four-course (12-credit) Graduate Certificate program in Social and Emotional Learning (SEL) through Bridgewater State University; participants are currently completing their culminating SEL practicum, which will conclude in June. New cohorts for these courses, along with our job-alike groups for Public School BCBAs, Early Childhood Directors, and Transition Coordinators, will begin in September, with marketing materials to be shared later this spring.

CETT Services

CASE's CETT Team has provided districts with specialized evaluation and consultation services for students requiring Assistive Technology (AT) and Augmentative and Alternative Communication (AAC) support. Contracts for FY26 to date include services for 16 school districts (8 member, 8 nonmember):

- CETT Evaluations- 28 AT/AAC evaluations
- CETT Consultations- ongoing AT/AAC consultation with 10 school districts
- Professional Development series in AAC for SLPs with 1 district

CAPITAL PLAN REVISION UPDATE

CASE Collaborative brought revisions to its Capital Plan to the Board. Per regulations, the Board members were requested to bring this revision to their respective school committees as an item on their meeting agenda. Nine (9) members (Bedford, Carlisle, Concord, Concord-Carlisle, Harvard, Lincoln, Littleton, Sudbury, Maynard) brought this request forward to their school committee, and all nine requests were either approved or had no action from their local board. The capital plan has been approved.

2026-2027 FAMILY HANDBOOK Sudbury Public Schools



English

It is the district's policy to provide parents with information and materials in your preferred language. If you require translated materials or interpreter services, please contact your school principal.

Simplified Chinese

学区的政策是以家长理解的方式向他们提供信息和材料。如果您需要翻译材料或口译服务，请联系您的学校校长。

Russian

Политика округа заключается в предоставлении родителям информации и материалов в понятной для них форме. Если вам требуются переводные материалы или услуги переводчика, обратитесь к директору школы.

Portuguese

É uma norma do distrito prover aos pais informações e materiais de forma com que eles entendam. Se você precisa de materiais traduzidos ou serviços de intérprete, por favor entre em contato com o diretor da sua escola.

Spanish

La política del distrito es proporcionar a los padres información y materiales de una manera que entiendan. Si necesita materiales traducidos o servicios de interpretación, póngase en contacto con el director de su escuela.

Korean

부모에게 그들이 이해하는 방식으로 정보와 자료를 제공하는 것은 교육구의 정책입니다. 번역된 자료 나 통역사 서비스가 필요한 경우 학교 교장에게 문의하십시오.

MISSION STATEMENT/CORE VALUES

Mission Statement of the Sudbury Public Schools

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

Core Values of the Sudbury Public Schools

- Enhance the learning and teaching processes to enable and inspire students to achieve their potentials.
- Actively promote personal responsibility and integrity.
- Seek and promote opportunities to advance equity.
- Cultivate a life-long commitment to community.

Equity Statement

Sudbury Public Schools are committed to welcoming, affirming, and celebrating all students, staff, and families.

Sudbury Public Schools are committed to creating and sustaining a culture that promotes advocacy, equity, and justice for marginalized groups who have been systematically oppressed and excluded.

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

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SUDBURY PUBLIC SCHOOLS

District and School Administration

District Administration

40 Fairbank Road
Sudbury, MA 01776
Phone (978) 443-1058
www.sudbury.k12.ma.us

Annette Doyle, Interim Superintendent
Carol Cavanaugh, Interim Assistant Superintendent
Donald Sawyer, Director of Business & HR
Stephanie Juriansz, Dir of Student Services
Michael O'Brien, Technology Director
Leslie Smart, METCO Director

Josiah Haynes School (grades K-5)

169 Haynes Road
Sudbury, MA 01776
Phone: 978-443-1093
Bryant Amitrano, Principal
Christine Maus, Assistant Principal
School Hours: 7:55 a.m.- 2:25 p.m.
(Early dismissal: 7:55 a.m.-11:45 a.m.)

Gen John Nixon School (grades PreK-5)

472 Concord Road
Sudbury, MA 01776
Phone: 978-443-1080
Susan Woods, Principal
Sarah Daggett, Assistant Principal
School Hours: 7:55 a.m.-2:25 p.m.
(Early dismissal: 7:55 a.m.-11:45 a.m.)

Israel Loring School (grades K-5)

80 Woodside Road
Sudbury, MA 01776
Phone: 978-579-0870
Sara Harvey, Principal
Michelle Savage, Assistant Principal
School Hours: 7:55 a.m.-2:25 p.m.
(Early dismissal: 7:55 a.m.-11:45 a.m.)

Peter Noyes School (grades PreK-5)

280 Old Sudbury Road
Sudbury, MA 01776
Phone: 978-443-1085
Amy Mulkerin, Principal
Beth Ludwig, Assistant Principal
School Hours: 7:55 a.m.-2:25 p.m.
(Early dismissal: 7:55 a.m.-11:45 a.m.)

Ephraim Curtis Middle School (grades 6-8)

22 Pratts Mill Road
Sudbury, MA 01776
978-443-1071
Jeff Mela, Principal
Angela Menke, Assistant Principal
Brian Menna, Assistant Principal
Annya Pedreschi, Team Chair and Assistant Principal
School Hours: 8:30 a.m.-3:10 p.m.
(Early dismissal: 8:30 a.m.-12:45 p.m.)

SUDBURY SCHOOL COMMITTEE

2026-2027 Sudbury School Committee

Main Contact: school-committee@sudbury.k12.ma.us

Jessica McCready, PhD - Chair (2028)

jessica_mccready@sudbury.k12.ma.us

Betsy Sues - Vice Chair (2027)

betsy_sues@sudbury.k12.ma.us

Julie Durgin-Sicree (2029)

julie_durgin-sicree@sudbury.k12.ma.us

Karyn Jones - (2027)

karyn_jones@sudbury.k12.ma.us

Ellen Lederer-DeFrancesco, EdD (2029)

ellen_lederer-defrancesco@sudbury.k12.ma.us

INTERIM SUPERINTENDENT'S LETTER

September 2026

Dear SPS Families,

Welcome to Sudbury Public Schools and the start of the 2026–2027 school year! As Interim Superintendent of Schools, I am truly honored to embark on this upcoming educational journey alongside you and your children.

This handbook has been thoughtfully designed as your go-to resource for the year ahead, crafted to support your family and deepen the partnership between home and school. At Sudbury Public Schools, we take immense pride in fostering an environment where respect, responsibility, and high expectations guide everything we do. Through our ongoing commitment to continuous improvement and program enhancement, we strive to ensure that every student enjoys a rich, nurturing, and inspiring academic and social-emotional experience.

To our returning families, welcome back! Your ongoing dedication and active involvement are what make our school community so vibrant. To our families joining us for the first time, a very warm welcome to Sudbury. We encourage you to get involved in your child's educational journey, and your child's teacher, principal, and PTO leaders are always eager to help you connect. You will feel right at home in no time.

In an effort to be mindful of our environment and resources, we have streamlined print production for this handbook and encourage families to access the digital version on our [district website](#). If you prefer a physical copy and one is not available at your child's school, please feel free to contact my office directly at 978-639-3210.

For additional details about our district, programs, and calendar, I invite you to explore our website throughout the year. We are delighted to have your family as part of the SPS community, and we look forward to working together to make this year successful, rewarding, and joyful for every student.

Warm regards,

Annette Doyle
Interim Superintendent

INTERIM ASSISTANT SUPERINTENDENT'S LETTER

September 2026

Dear Sudbury Public Schools Families,

As we embark on a new academic year, I extend my warmest greetings and best wishes for a successful, enriching year ahead. As Interim Assistant Superintendent of Teaching and Learning, I am deeply committed to ensuring every child in our care receives a high-quality education, one that prepares them for whatever paths they choose to pursue. In the Sudbury Public Schools, we live by the mantra "**all means all**"—and we hold ourselves accountable to that promise every day.

It is with pleasure that I present to you our updated *SPS Family Handbook*. This comprehensive guide serves as an invaluable resource, providing essential information about many of the district's policies, procedures, programs, and expectations. We understand that navigating the school system can sometimes be complex, and our aim with this handbook is to provide clarity and transparency, empowering you with the knowledge you need to support your child's educational journey.

Within these pages, you will find details on a wide range of topics, including student support services, attendance policies, school behavior expectations, transportation procedures, opportunities for parent involvement, and so much more. We encourage you to take the time to review the handbook as a family, as it will help you stay informed and connected throughout the school year.

Public education is a powerful tool, and a strong partnership between home and school is paramount to student success. This handbook facilitates that partnership by providing a common understanding of our shared goals and responsibilities.

Should you have any questions after reviewing the handbook, please do not hesitate to reach out to your child's school principal, teachers, or the district office. We are here to assist you and ensure that your experience with our schools is positive and productive.

Thank you for entrusting us with your child's education. We look forward to a year filled with learning, growth, achievement, and joy!

Truly,

Carol Cavanaugh,
Interim Assistant Superintendent of Schools for Teaching and Learning

CAFETERIA

The Sudbury Public School District participates in the National School Lunch and School Breakfast program and adheres to the USDA governing regulations including the Healthy and Hunger Free Kids Act of 2010 (HHFKA). Hot lunch is served at all five schools every day except early release days. Breakfast is also provided at all five schools every day including early release days. Sudbury Public Schools contracts with a food service company to provide breakfast and lunches that are nutritionally balanced and follow the USDA guidelines established in the Healthy and Hunger Free Act of 2010. Breakfast and lunch may be prepaid using cash or check, or with a credit card by creating a free account at www.myschoolbucks.com. The School Breakfast and Lunch Program is subsidized by federal funds. Students can purchase an additional breakfast or lunch with a fee.

The prices for school lunch are:

Elementary School:	\$3.00	Reduced:	\$.40
Middle School:	\$3.50	Reduced:	\$.40
Milk:	\$.75		

Breakfast is offered at all of the schools at the cost of \$1.50. Reduced: \$.30 at the following times:

Curtis:	8:00 a.m. – 8:20 a.m.
Loring:	7:30 a.m. – 7:50 a.m.
Haynes:	7:30 a.m. – 7:50 a.m.
Nixon:	7:30 a.m. – 7:50 a.m.
Noyes:	7:30 a.m. – 7:50 a.m.

Free & Reduced Priced Meal Benefits:

- Applications are available online at www.sudbury.k12.ma.us and at each school cafeteria and office as well as at the Food Services Office. Applications may be completed at any time during the school year.
- Students who are categorically eligible (SNAP, TANF, Homeless) for Free or Reduced price meals will be automatically enrolled in the Free and Reduced Priced Meal program; no application is needed.
- Students/Families who do not meet the criteria for automatic qualification may still be eligible based on income guidelines established by the Federal Government each year. Students/families must submit an application each school year to determine qualification for the program.
- Students/families eligible for the program will be eligible for the entire school year regardless of change in financial status.
- Students/families may decline participation in the Free and Reduced price meal program. A written notice of refusal must be sent to the Food Services Office.

Meal Eligibility – Offer vs. Serve:

In accordance with USDA and HHFKA guidelines, Sudbury Public Schools has elected to follow an offer versus serve procedure in the School Breakfast and Lunch Program in grades K-8. In an effort to reduce food waste, offer versus serve (OVS) allows students to decline some meal components and to choose those food items they would like to eat. Signs and posters are available in the school food service lines for students to picture what meal components are required during breakfast and lunch. All meals are planned to meet the meal pattern requirements of HHFKA.

The HHFKA meal pattern daily minimum requirements are listed below.

Breakfast Minimum Daily Requirements	Grains/Meat/Meat Alternative	Fruits/Vegetables	Milk
Grades k-8	1 oz	1 cup	1 cup fat free unflavored/flavored or low-fat unflavored

Lunch Minimum Daily Requirements	Grains	Meat/ Meat Alternative	Fruits	Vegetables	Milk
Grades K-8	1 oz	1 oz	$\frac{1}{2}$ cup	$\frac{3}{4}$ cup	1 cup fat free unflavored/flavored or low-fat unflavored

OVS requires that schools **offer** all 5 meal components at lunch and offer 4 meal items from the 3 meal components at breakfast. All components must be offered at the minimum daily requirements. Students who participate in the Free or Reduced Price meal program must take 3 meal components for lunch and/or 3 meal items for breakfast in order to receive the free or reduced price meal benefit. If a student chooses not to take the required meal components, then the student will be charged for the non-reimbursable meal at the normal a la carte rate. In accordance with HHFKA OVS policy, school meal prices are set as a unit price. Students who take 3, 4 or 5 meal components for lunch are charged the same price. Similarly, students who take 3 or 4 meal items for breakfast are charged the same price.

Meal Charge Policies

Students will be allowed to charge up to a maximum of \$10 which will be known as the “account cap.”

1. Notices of low or deficit balances will be sent to parents/guardians at regular intervals during the school year.
2. Elementary students wishing to purchase a second meal may do so with parental permission.
3. Students with positive account balances may charge a snack with parental permission only. Once the child reaches the maximum meal charge, however, no a la carte items, including snacks, will be sold to the child.

Account balances can be checked at any time by creating a free account at <https://www.myschoolbucks.com>. Account balances above the account cap will be collected throughout the school year. All accounts must be settled by the end of a school year. Letters will be sent home approximately four to five days before the last day of school to all students whose accounts are in arrears. Parents/Guardians are responsible to ensure school lunch accounts are not delinquent.

Requests for school lunch account transfers and refunds must be made in writing to the Food Services Department. All requests must be made by June 30 of the current school year.

- **Refunds:** A written request for a refund of any money remaining in a student account must be submitted to the Food Service Office. E-mail requests are also acceptable. The request must include payee name and address.
- **Account Fund Transfer:** Funds can also be transferred to a sibling's account within Sudbury Public Schools with a written request to the Food Service Office. Funds cannot transfer to Lincoln Sudbury Regional High School.
- **Unclaimed Funds:** All refunds and transfers must be requested by June 30 of the school year. Unclaimed funds will then become the property of the Sudbury Public School Food Service Program.

NONDISCRIMINATION STATEMENT

In accordance with federal and state civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, this institution is prohibited from discriminating on the basis of race, color, national origin, sex (including gender identity and sexual orientation), disability, age, or reprisal or retaliation for prior civil rights activity. Discrimination based on national origin includes discrimination based on the country, world region, or place where a person or their ancestors come from; a person's limited English proficiency or English learner status; and a person's actual or perceived shared ancestry or ethnic characteristics, including membership in a religion that may be perceived to exhibit such characteristics (e.g., Hindu, Jewish, Muslim, and Sikh students).

Program information may be made available in languages other than English. Persons with disabilities who require alternative means of communication to obtain program information (e.g., Braille, large print, audiotope, American Sign Language), should contact the responsible state or local agency that administers the program or USDA's TARGET Center at (202) 720-2600 (voice and TTY) or contact USDA through the Federal Relay Service at (800) 877-8339.

To file a program discrimination complaint, a Complainant should complete a Form AD-3027, USDA Program Discrimination Complaint Form which can be obtained online at: [USDA Discrimination Complaint Form](#), from any USDA office, by calling (866) 632-9992, or by writing a letter addressed to USDA. The letter must contain the complainant's name, address, telephone number, and a written description of the alleged discriminatory action in sufficient detail to inform the Assistant Secretary for Civil Rights (ASCR) about the nature and date of an alleged civil rights violation. The completed AD-3027 form or letter must be submitted to USDA by:

1. Mail:
U.S. Department of Agriculture
Office of the Assistant Secretary for Civil Rights
1400 Independence Avenue, SW
Washington, D.C. 20250-9410; or
2. Fax: (833) 256-1665 or (202) 690-7442; or
3. Email: program.intake@usda.gov

This institution is an equal opportunity provider.

Last Updated: June 30, 2022

COMMUNITY GROUPS AND ORGANIZATIONS

The Education Reform Act of 1993 established School Councils at all schools in the Commonwealth. Each School Council is co-chaired by the building principal with membership, which includes parents, teachers, and community members. The Council assists the principal in identifying educational needs of the students, reviewing the annual school budget, and formulating a school improvement plan. The Council and the principal are responsible for adopting educational goals for the school and formulating a plan to advance such goals and improve student performance.

School Councils also address professional development for the school's professional staff, the enhancement of parental involvement in the school, safety and discipline, extracurricular activities, and other issues agreed upon by the principal and the council. Parents and community members interested in serving on their School Council should contact their building principal directly.

School Parent Organizations

Sudbury welcomes and encourages parent involvement in our schools. Parents are active supporters of many of our programs and countless activities within individual classrooms. Each of our schools has an active parent organization, which provides a formal way for parents to be involved in Sudbury's schools. Contact your school principal for information about the Israel Loring Parent Organization (Israel Loring PTO), Peter Noyes Parent Organization (Peter Noyes PTO), the Josiah Haynes Organization of Parents (HOP), the General John Nixon Parent Organization (Nixon PTO) or the Ephraim Curtis Parent Organization (CPO). Each group has regularly scheduled meetings, many active committees, and a great desire to involve as many parents as possible.

Sudbury Education Resource Fund (SERF)

The Sudbury Educational Resource Fund is a non-profit, tax-exempt organization dedicated to enriching, enhancing and supporting Sudbury's education system. SERF provides grants for educational pursuits, focusing on curriculum support, student enrichment, and professional development. Membership is open to all individuals interested in contributing time and energy. Contact the Assistant Superintendent at 978-639-3216 for further information, or visit serfsudbury.org.

Special Education Parent Advisory Council (SEPAC)

A parent group, Sudbury Special Education Parent Advisory Council ([SEPAC](#)), works with administrators, educators, and interested citizens providing input on Sudbury's special education programs. SEPAC also provides workshops for the community at large, aiming to increase knowledge and awareness on matters relevant to special education. Meetings are held regularly throughout the year. Sudbury will conduct, in cooperation with the SEPAC, at least one workshop annually within the school district on the rights of students and their parents and guardians under state and federal special education laws.

Further information regarding special education and/or questions pertaining to concerns at the school level can be addressed to the Director of Student Services at 978-639-3202.

DONATIONS

The Sudbury School Committee recognizes and appreciates the benefits to the schools of donations of time, talent, and money in support of the educational goals of the District. In particular, school support organizations, such as the Parent Teacher Organizations and the Sudbury Education Resource Fund, Inc. (SERF), have provided highly valuable support to Sudbury Public Schools. At the same time, the School Committee believes that public education is a common good that should be adequately supported by the federal, state, and local governments. Pursuant to the Constitution and laws of Massachusetts, students are entitled to an appropriate education financed by the public. In general, therefore, private donations should not be used to pay for core curriculum or other programs that fall within the obligations of the District.

The Sudbury School Committee may accept donations to assist the District in furtherance of its educational goals, in accordance with applicable laws. Donations subject to this policy include all monetary gifts, donations, grants, or bequests, and all donations of equipment, materials, or other donations in kind.

Donations may not be spent or used in the schools unless they have been accepted on behalf of the District by a vote of the School Committee, subject to the exceptions stated in the School Policy Manual. Donations, including donations from school support organizations, that would (1) involve a change to a school physical plant; (2) support the salary of any District personnel; or (3) involve significant or ongoing advertising or promotion of a commercial interest, may be spent or used by the District only if approved by the School Committee and if in compliance with state and federal anti-discrimination laws

All donations accepted by the School Committee will only be expended for the purpose intended. Donations that are accepted by the School Committee will ordinarily be accepted without condition or restriction, unless the Committee approves a proposed condition or restriction as being in the interest of the District. All donations accepted by the School Committee will become the property of the Sudbury Public Schools to be used as intended by the donor unless designated for general purpose and in which case, the School Committee

deems appropriate and are subject to the same controls and laws that govern the use and disposal of other school-owned property. Monetary donations will be placed in a separate account as needed and in compliance with applicable laws.

The School Committee reserves the right to reject any donation when it finds that the donation would not serve the interests of the District.

SCHOOL CANCELLATION AND DELAYED OPENING

In the event of inclement weather resulting in cancellation or delayed opening of schools, you will receive information via multiple means including e-mail, website announcement banner, and local news outlets.

How is the decision to cancel or delay school made?

The Superintendent will make the open/close/delay decision informed by input from local weather services, Sudbury DPW, Sudbury Police, and fellow area superintendents. The decision starts with an assumption that schools will be open and will operate on a regular schedule. Weather and travel conditions will determine if closing or a 2-hour delay may be necessary.

Once schools have opened for the day, it is highly unlikely that students will be dismissed early. The decision to dismiss a school or all schools rests with the Superintendent in collaboration with the principal(s). School principals are empowered to contact the Superintendent with the recommendation to dismiss students early based on conditions that exist at a particular school. Finally, although we collaborate with LSRHS when making a decision regarding cancellation or delay, a joint decision is not required, as there may be conditions unique to one district that warrant different decisions.

Inclement Weather and School Bus Transportation

It is assumed that buses will run their regular routes any time school is open. During any type of severe storm, drivers will adjust the stops to better accommodate students and parents. This may include waiting longer at the stop or modifying the location or number of stops. Parents should understand that during storms or inclement weather, pick-up and drop-off times will be extended.

Parents are requested to ensure that the students are dressed appropriately for extreme weather conditions. It is unlikely that school will be canceled because of extreme temperature conditions, so appropriate dress is important when traveling to and from school, waiting for the bus, and participating in activities during school time hours. Heavy coats, gloves/mittens, hats and appropriate footwear are vital in extremely cold conditions.

In the case of an emergency, a parent may request that a student who does not normally ride a bus be allowed to ride the bus to a particular stop. This would only be accommodated on an existing route, at an existing stop, and providing space is available on the bus.

If a bus is unable to travel on a particular road or unable to reach a particular stop, the driver will notify the bus dispatcher immediately. The dispatcher and driver will call parents of the students affected AND call the Sudbury Transportation Office, which, in turn, will notify the schools. No elementary student will be released at a non-regular bus stop unless a parent or designated adult is present to receive the student. Students shall not be left at a stop with the assumption that a parent will be coming.

If a parent or recognized adult is not present, an elementary child will remain on the bus and be returned to the school. Middle School students may be released at or near the designated stop, providing the student indicates that they have a safe place to go and is able to get there.

If a decision is made to dismiss school early, school principals will initiate the school dismissal notification plan. This will include initiating an email blast, a direct phone contact from a school employee, or any combination of these options.

If a decision is made to delay the dismissal of a school or schools, principals will initiate the school delayed dismissal notification plan. A school principal is empowered to make a decision to hold students at school or delay bus loading or leaving, if conditions are, or could become, potentially unsafe for travel. Parents/Guardians will be notified of dismissal procedures and approximate timeline if that decision is made.

FEE-BASED ACTIVITIES

For the 2026-2027 school year, some activities require a specific fee. These include participation in the sports programs as well as school bus transportation for some students. There are also costs for individual field trip expenses. Specific costs are as follows:

Sports: \$300 per child per sport with a \$1,200 family cap per school year

After School Activity: \$125 per child per activity, with some exceptions for certain programs.

*For families eligible for free and reduced lunch, fee waivers are available.

CURRICULUM

The Sudbury Public Schools are committed to excellence in educating students to be knowledgeable, creative, independent thinkers who are caring, collaborative members of their school and wider communities. Our curricula are aligned with the Massachusetts Curriculum Frameworks. To supplement instruction, educators embed social-emotional learning instruction and support into every content area. This approach creates a more equitable, engaging, and culturally and developmentally responsive environment where meaningful learning and social experiences take place. [Learning Guides](#) for each grade level are included on the District's website along with additional [curriculum resources](#).

Consistent with Massachusetts regulations, 603 CMR 26.05(1), the Sudbury Public Schools, through its curricula and materials, encourages respect for the human and civil rights of all individuals. In accordance with district guidelines, families may request information from the building principal on available accommodations related to curriculum content. Consistent with Massachusetts regulations, 603 CMR 26.05(1), the Sudbury Public Schools, through its curricula and materials, race, color, sex, sexual orientation, gender identity, sex stereotypes, sex characteristics, religion, disability, age, genetic information, active military/veteran status, marital status, familial status, pregnancy, or pregnancy-related condition, homelessness, ancestry, ethnic background, national origin, or any other category protected by state or federal law. In accordance with SPS guidelines, families may request information from your child's Principal or the Assistant Superintendent on available accommodations related to curriculum content, including sincerely-held religious opt out request.

Homework

Reading

Reading regularly is closely tied to student achievement and is strongly encouraged at all grade levels. Independent reading, with texts chosen by the reader, has consistently been found to correlate to achievement in vocabulary, reading comprehension, verbal fluency, and general information.

Student Advocacy

At the upper elementary and middle school level, students are encouraged to connect with their teachers directly about their learning. If students are unable to complete an assignment or the assignment is taking longer than the homework guideline times, students are encouraged to talk to their teacher. Parents/guardians are always invited to contact the teachers as well.

Guidelines

- Homework assignments will be related to instructional objectives and reinforce

classroom learning. Teachers will strive to ensure that students understand the purpose of the assignment and that they can complete the work independently.

- Teachers will take into consideration students' individual needs and available home resources when assigning homework.
- Homework assignments will provide opportunities for concept and skill development through review and enrichment experiences.
- Completed homework assignments will be reviewed by the teacher to check for student understanding. Instructional follow-up will occur.
- Homework shall not be assigned on designated religious holidays, over long weekends (3 days or more), or during vacation weeks. Weekend homework will not be assigned at all for students in grades K-5. Homework may be given over the weekend in grades 6-8; however, the total time for weekend homework will not exceed the prescribed time for a single evening's study.
- Homework will not exceed the recommended guidelines below. With long-term projects, teachers will break tasks into manageable chunks that can be completed within these guidelines

<u>Grade</u>	<u>Amount of Homework</u>
--------------	---------------------------

K-2	No homework other than occasional activities at the teacher's discretion
3	0-20 minutes per night maximum, occasional assignments given M-Th
4	0-30 minutes per night maximum, assignments given M-Th only
5	0-45 minutes per night maximum, assignments given M-Th only
6	0-60 minutes per night maximum
7	0-75 minutes per night maximum
8	0-90 minutes per night maximum

Subject teachers will coordinate assignments and assessments so that maximums are not exceeded. Subject teachers, including World Language, will strive to minimize the number of assessments on the same day. Team teachers will work to limit major assessments to one per day and not to exceed two per day.

Reporting to Families

The reporting of student progress to parents/guardians is done three times a year at the middle school level and two times a year at the elementary school via report cards. Parents/guardians can access their student's report card through the ASPEN Family Portal. Middle school parents/guardians are also encouraged to establish Schoology accounts in order to view assignments, quiz and test grades, and messages from their student's teachers. In addition to the required fall conferences for K-5 students, conferences with parents/guardians in grades

K-8 may be held if considered necessary by the staff, or at the request of the parent or guardian. Students receiving special education services pursuant to an IEP will also receive progress reports.

FIELD TRIPS

The transportation for all place-based learning experiences will be provided by bus, unless the administration determines that bus travel would have an adverse effect upon the trip or the resulting learning experience. In such cases, travel may be provided by van, private automobiles, or other forms of transportation. Overnight trips generally use commercial motor coaches subject to this exception.

Students will be asked to pay reasonable fees for participating in curriculum-related place-based trips not to exceed a figure which represents distributing the expense of the trip proportionately among students who participate on the trip. Donation amounts related to grade level field trips will be calculated proportionately with the end result of having each child at that grade level contribute an equal amount. Fee waivers are available for eligible students. Chaperones will not be assessed a transportation fee for their participation in field trips but they may be asked to pay their own entrance fee if a fee is charged by the field trip provider. Parents/guardians concerned about student health or accessibility should reach out to the school-based team chair.

GIFTS TO TEACHERS

It is the policy of the School Committee to discourage the giving of gifts to teachers and administrators. Donations in a teacher's name may be made at each of the schools through SERF and the PTOs. Money received in such a manner is used to purchase library books, prints of artwork and other items that benefit the entire school. Massachusetts Law limits the amount of any gift a staff member may receive to \$50 from an individual or a group. Collecting contributions from a group of parents to present as a gift to a teacher would be restricted by the \$50 limit. [The limit is not applicable if the gift from an individual or group is for the classroom, such as student materials, books, or other similar items.](#) The difference is whether the gift is a personal gift for the teacher or staff member or for the classroom or students.

LOCKERS/DESKS/PERSONAL ITEMS

Lockers, desks and their contents are the property of the school system and can be searched at any time deemed appropriate by school personnel. Students are hereby advised that there is no expectation of privacy in regard to student lockers, desks or cubbies.

Cell phones and personal electronic devices are **NOT** to be used in school during school hours. The School Administration may grant exemptions based on need.

In accordance with the Education Reform Act of 1993, there is no smoking permitted in our schools, on school grounds, or at school-sponsored events.

STATE ASSESSMENT

The Department of Elementary and Secondary Education requires our students in various grades to participate in testing in the areas of English and Language Arts, Mathematics, Civics, and Science, Technology and Engineering. The Board of Elementary and Secondary Education has designated MCAS as its assessment system. Students in grades 3-8 will be assessed in Mathematics and English Language Arts. Students will take all MCAS assessments in a computer-based format. Students in grades 5 and 8 will be assessed in Science, Technology, and Engineering. Additionally, students in grade 8 will be assessed in Civics. Eligible students will continue to take the MCAS ALT (Alternate) assessment. The purpose of state assessments is to determine the progress individuals and groups of students have made in acquiring the knowledge and skills as outlined in the Massachusetts Curriculum Frameworks. The results help the school district to evolve our curricula and instruction to best meet the needs of every learner.

Other ways in which students are assessed include standardized tests, classroom assessments, teacher-created assessments, and students' in-class performance and products.

PARENT/GUARDIAN CONFERENCES

There are two formal opportunities for parent/guardian conferences for elementary and middle school students, one in the fall and one in the spring. Elementary school parent/guardian conferences are generally discussions between the child's classroom teacher and the parent/guardian. At Curtis, conferences are generally held with the core instructional team teachers. Unified Arts and Specialist teachers may also meet with parents/guardians if there are specific questions about their areas of instruction.

Parent/guardian conferences are an opportunity to discuss academic and social progress. Parents/guardians are encouraged to contact their child's teacher to conference, as needed, about other concerns.

PHYSICAL RESTRAINT POLICY

Each school district is required to have a physical restraint policy according to 603 CMR 46.00, pursuant to Massachusetts General Laws. The full School Committee policy is available on the district website.

Purpose

The purpose of the physical restraint policy is to ensure that every student in the Sudbury Public Schools system is free from the use of unreasonable physical restraint. Physical restraint shall be used with extreme caution and only in emergency situations after other less intrusive alternatives have failed or been deemed inappropriate. The two goals are:

- To administer physical restraint only when needed to protect a student and/or member of the school community from assault or imminent, serious physical harm; and
- To prevent or minimize any harm to the student as a result of the use of physical restraint.

Nothing in 603 CMR 46.00 or this school's policy precludes any teacher or employee of the school system from using reasonable force to protect students, other persons, or themselves from assault or imminent, serious, physical harm. In addition, nothing in these regulations should interfere with or prohibit law enforcement, judicial authorities or mandated reporter responsibilities. All families will be communicated with, and all instances will have written documentation.

Emergency Seclusion: involuntary confinement of a student alone in a room or area, with or without adult supervision, from which the student is not permitted to leave. The use of emergency seclusion requires prior consent of the parents/guardians and other preconditions set out in state regulations 603 CMR 46.07(2). Seclusion shall not be used except in an emergency situation as a last resort on an individual student basis, where a student's behavior poses an imminent threat of assault, or imminent serious physical harm to self or others.

The following are not seclusion:

- A classroom or school environment where, as a general rule, all students need permission to leave the room or area, such as to use the restroom;
- Placing a student in a separate location within a classroom with others or with an instructor, so long as the student has the same opportunity to receive and engage in instruction;
- Time-out as a behavioral support strategy (as defined below).

Time-Out: a behavioral support strategy in which a student temporarily separates from the learning activity or the classroom, either by choice or by direction from staff, for the purpose of calming. During time-out, a student must be continuously observed by a staff member in an unlocked setting from which the student is permitted to leave. Staff shall be with the student or immediately available to the student at all times. Time-out shall cease as soon as the student has calmed.

Reporting to Parents

The principal shall make reasonable efforts to inform the student's parent of the restraint or emergency seclusion within 24 hours of the event and shall notify the student's parent by written report sent within three school working days of the restraint or emergency seclusion either to an email address provided by the parent for communication about the student or by regular mail postmarked no later than three school working days of the restraint or emergency seclusion.

Sudbury will also report restraints and seclusions to DESE in accordance with state regulations.

Educators work closely with families to provide ongoing communication regarding behavioral support strategies for individual students.

Complaint Procedures

Parents or guardians who have a complaint regarding physical restraint or emergency seclusion procedures may request a meeting with the principal to discuss their concerns. Complaints may be received in the Student Services Office. Sudbury has developed a complaint form to assist individuals with sharing their concerns ([Complaint Form](#)). Sudbury accepts online submissions of this complaint form as well as complaints submitted via fax, email, US mail, and in-person.

Sudbury Public Schools
Director of Student Services
40 Fairbank Road
Sudbury, MA 01776
(978) 639-3202 Fax: (978) 443-9001
student_services@sudbury.k12.ma.us

Complaints must be filed within sixty (60) school days of the event giving rise to the complaint.

If the parents'/guardians' issues are not resolved at this level, they may request a meeting with the Superintendent.

Additional information regarding these and all other School Committee policies can be found in the Policy Manual on the district website at www.sudbury.k12.ma.us.

PROFESSIONAL INSERVICE DAYS

Educational research is clear that the most important factor in our students' success is the quality and effectiveness of the instruction in the classroom. To this end, our district strategic objectives are focused on providing a guaranteed and viable curriculum and supporting effective instructional practices across the district. Our professional development program is a key element of how we work towards these objectives.

Professional development for educators occurs in a variety of settings. Teachers have opportunities to grow their individual and collective capacities to maximize student learning, including professional collaboration and coaching opportunities. The school calendar also includes full professional development days and several early release Wednesdays, which are focused on staff professional development.

In order to be successful and provide the best ultimate benefits to our students in classrooms, teachers need the opportunity to collaborate over time and sustain a focus on important topics. On any given professional development day, teachers gather with colleagues from across the district to design new curriculum and assessments, to analyze student learning data, and learn from each other about best, proven practices. We deeply appreciate the family and community support that makes this possible.

STUDENT REGISTRATION

Early Childhood: Preschool & Kindergarten

The Sudbury Public Schools is home to an integrated Preschool housed at the Noyes and Nixon Schools. Residents may apply as tuitioned community preschool students on a 'first-come/first-serve' basis throughout the year, once a child turns three. If Interested in registering for the preschool, you may go to the registration tab on the SPS website www.sudbury.k12.ma.us or go under the Early Childhood Department page or call the Early Childhood Office (978) 639-3204.

The Sudbury Public Schools continues to offer a full-day, free kindergarten experience at each school. Kindergarten registration begins on February 1st for children who turn age five on or before September 1st (of the following year). Please bring the completed forms, in person, and all at once to the Central Office in order to complete the registration process. Both the preschool and kindergarten registration processes require a child's birth certificate/adoption decree/passport or Affidavit of Birth Date, proof of residency/occupancy, current physical and immunological record. Further questions may be directed to early_childhood@sudbury.k12.ma.us or please call the Early Childhood Office (978) 639-3204.

For any registration questions, please contact: Student_Services@sudbury.k12.ma.us or call (978) 639-3202.

STUDENT SERVICES

Counselor Services

Each school provides the services of one or more school counselors. The role of the counselor is to support the social and emotional growth of all children and to deliver counseling services to children to remove mental and behavioral barriers to learning. The school counselor is available to provide support for all children in order to enhance the child's social, emotional, and academic success. The counselor consults with teachers, administrators, parents and other helping professionals to determine appropriate supports for each child.

Special Education

In accordance with the Massachusetts Special Education Laws and regulations, M.G.L. ch. 71B (formerly known as Chapter 766) and 603 CMR 28.00 and the federal Individuals with Disabilities Education Act (IDEA), Sudbury offers a wide-ranging array of supports and services designed to identify and serve eligible children with disabilities. Eligibility for special education is determined through a team process by identifying if a student has a disability that impacts a child's ability to make effective school progress.

Sudbury is an inclusive school community and places a high priority on meeting the needs of children within the context of the general education program and classroom. This inclusion model fosters social as well as academic growth and allows all children to be full members of our school community. Prior to referring a child for a special education evaluation, parents are encouraged to work with the building-based Instructional Support Team (IST). The Instructional Support Team consists of a group of educators who work to address each child's unique needs through creative options and planning along with targeted intervention using research-based methods and assessment all within the general education program. Team Chairs, in each of the school buildings, will support families through the special education referral process when necessary. If through the evaluation process a student requires specially designed instruction through special education, the team would recommend services in the least restrictive environment along a continuum from itinerant services or through a specialized program or out of district. Please see [Special Education Programming on SPS website](#) for more information.

Screening and evaluation services are available to preschool children ages 3-5 and for all public and private school-aged children under Child Find Regulations, whose parents/guardians suspect that a disability may exist. Sudbury operates an integrated preschool program at the Noyes and Nixon Schools. These integrated programs provide educational opportunities for children with disabilities to be educated alongside typically developing peers. Private and homeschooled students may access special education evaluation processes and services. If a disability is present, children will be offered access to receive the appropriate level of service ranging from therapy only (i.e. speech, occupational and physical) to placement in a district

program. Child Find mandates for all grades are upheld, and communication around Child Find is published a few times each year.

Further information and questions can be directed to the Director of Student Services.

Section 504 Services

Section 504 of the Rehabilitation Act of 1993 is designed to protect from discrimination all persons with disabilities who are defined as having a physical or mental impairment that substantially limits one or more major life activities.

Section 504 prohibits discrimination against persons with disabilities and requires schools to conduct an evaluation, convene a team, and when appropriate, develop a Section 504 Plan identifying those accommodations or services required by the student to receive a free appropriate public education as defined by Section 504.

Section 504 is not an aspect of Special Education. It is a responsibility of the comprehensive general public education system in cases where it has been determined that a substantial limitation exists to a major life activity. Building Administrators oversee the implementation of the Section 504 process in the Sudbury Public Schools.

Further information and questions pertaining to unresolved concerns at the school level can be addressed to the district's Section 504 Coordinator, Director of Student Services at 978-639-3202.

Title One Program

Title One programming is funded through a federal grant. As reauthorized under the **Every Student Succeeds Act (ESSA)** of 2015, this grant provides resources to local school districts to help students meet the challenging state and local academic standards. The focus of Sudbury's program is to provide instructional support services at Loring Elementary School and Curtis Middle School. These schools were ultimately selected through a combination of federal and State Department of Education data on census and demographic information.

School staff identify students who may or may not have individualized educational plans through special education but who, through teacher recommendation and other assessment criteria, are likely to benefit from the additional available support. The goal of this effort is to provide supplemental instruction to students who may benefit from individual and small group formats and to support classroom teachers in their efforts to meet the needs of all learners.

Title I teachers and tutors are "highly qualified" by all state and federal standards, and the district is confident about their capacity to deliver excellent instructional services. The federal **Every Student Succeeds Act (ESSA)** of 2015 requires school districts that receive Title I

funding to notify parents of their right to know the professional qualifications of the classroom teachers who instruct their child.

As a recipient of these funds, the Sudbury Public Schools will provide parents with this information in a timely manner, if they request it. Specifically, parents have the right to request the following information about each of their child's classroom teachers:

- Whether the teacher meets the state qualifications and licensing criteria for the grades and subjects they teach;
- Whether the teacher is teaching under emergency or provisional status because of special circumstances;
- The teacher's college major, whether the teacher has any advanced degrees, and the field of discipline of the certification or degree; and
- Whether paraprofessionals provide services to your child and if so, what their qualifications are.

Sudbury Public Schools is committed to providing quality instruction for all students and does so by employing the most qualified individuals to teach and support each student in the classroom. If, as a parent of a Title I school student, you would like to receive any of the information listed above regarding your child's teacher, or if there are questions in general about the Title I program and Sudbury's Entitlement Grant, contact the Assistant Superintendent at 978-639-3216.

English Language Development Program

The Sudbury Public Schools currently has approximately 60 English Learners (ELs) in its English Language Development program. A program of this size is called a "Low Incidence" EL program by the Massachusetts Department of Elementary and Secondary Education (MA DESE). These students receive direct support for language acquisition from an ELD teacher at each school within the district. This support consists of inclusion and/or small group, separate setting support. ELs are initially identified for support using the WIDA Screener, a standardized English language assessment, and prior school records/teacher recommendations (when applicable).

ELs participate in the state-mandated, standardized, annual English language assessment, WIDA-ACCESS. This assessment, along with grade-level assessments and teacher recommendations, is used to determine continued eligibility for EL support. When ELs achieve the English proficiency necessary to access grade-level curriculum with no additional support, they exit the program. The progress of a student who has exited the program is monitored by the ELD staff for four years to assure success in the classroom.

METCO Program

The Metropolitan Council for Educational Opportunity (METCO, Inc.) was created in 1966. Since its founding, the METCO program has enrolled tens of thousands of Boston students of color in participating suburban school districts. The METCO Program provides students from racially imbalanced schools in Boston and Sudbury an opportunity to learn from each other in an integrated school setting.

Sudbury Public Schools enrolled the first group of 40 students from Boston on January 27, 1975. Today this voluntary grant-funded program brings up to 70 students in grades k-8 from Boston to Sudbury. Students from Boston are enrolled in all four elementary schools and Ephraim Curtis Middle School. Students from Boston completing grade 8 and any other student(s) leaving the Sudbury METCO Program, are replaced with the number of new students needed to maintain the set number of 70 for the next academic school year.

Students from Boston are supported by METCO staff in the elementary and middle schools. METCO students are welcome and valuable members of our school community. Parent community engagement meetings for Boston families are held several times during the school year in Boston. The meetings provide Boston families with an opportunity to discuss issues that are relevant to their children's academic progress and social/emotional well-being. The METCO Staff in collaboration with Sudbury staff facilitates community engagement, curriculum and technology workshops for Boston families.

Human Sexuality Education

In accordance with General Laws Chapter 71, Section 32A, the Sudbury Public Schools are required to notify parents prior to the teaching of human sexuality education in the classroom. In Sudbury, the staff places a high priority on communicating with parents before sensitive topics are introduced to students. To this end, parents and guardians will be notified in writing of the courses and curriculum offered that involve human sexual education or human sexuality issues. If parents choose not to have their child participate in a specific unit or lesson, we uphold their right to work with teachers to develop an alternate learning experience.

The foundations of human sexuality education are established in the early elementary grades, as students are encouraged to celebrate their similarities as well as their differences. Students are continually supported in learning and modeling social skills that promote respectful and empathetic interactions. The concept of reproduction is introduced in kindergarten and revisited in other grades as students study the life cycle of various organisms. In fifth grade, as part of the Wellness Curriculum, students study the human reproductive system and the changes associated with puberty and adolescence. Puberty education and the human reproductive system are revisited in sixth-grade Health classes. In eighth-grade Health, students study disease prevention and ways to reduce the risk of contracting communicable diseases, including sexually transmitted infections.

Human Sexuality education in Sudbury is inclusive, medically accurate, and developmentally- and age-appropriate, and aligned with the 2023 Massachusetts Comprehensive Health Framework learning outcomes. Instruction and skill development support and promote a sense of belonging, mental health and well-being, and the development of social and emotional skills, including self-awareness, self-management, self-care, social awareness, responsible decision-making, and relationship skills in a variety of contexts and situations.

Parents who have specific questions about the sexuality education curriculum are encouraged to contact the District Wellness Coordinator.

Homeless Students

To the extent practical and as required by law, the district will work with homeless students and their families to provide stability in school attendance and other services. Special attention will be given to ensuring the enrollment and attendance of homeless students not currently attending school. Homeless students enrolled in the district will have a full and equal opportunity to succeed in the district schools.

Students without a permanent place to live have the right to:

- Go to school;
- Obtain free lunch (and breakfast, if offered);
- Receive transportation, if requested;
- Participate in school programs (like athletics and other student activities); and
- Receive the same support and services provided to all other students, as needed;

For more information, contact Assistant Director of Student Services, Director of Student Services/Homeless Education Coordinator for the Sudbury Public Schools at (978)-639-3202; student_services@sudbury.k12.ma.us or DOE: (781-338-6294) or (781-338-6330).

STUDENT RECORDS

State law and the Family Educational Rights and Privacy Act (FERPA) provide two basic rights to parents with regard to student records.

1. The right to inspect and review their child's education records
2. The right to prevent unauthorized persons from access to student records without the parent's/guardian's consent.

The Commonwealth's student record regulations are designed to ensure parents and students the right to confidentiality, inspection, amendment, and destruction of student records, and to assist school authorities in carrying out their responsibilities under state and federal law. To request records, please send a written request to your child's school and/or to the Student Support Services department.

A student's record is any information that is kept about the student in school that is organized on the basis of the student's name or in a way that such student may be individually identified (examples: grades, test scores, attendance). It is important for parents to keep the school apprised of any change in their student's information, whether it be address, phone number, etc. The student record is made up of the "transcript" (e.g., name, address, courses taken, credits, and grades) and the "temporary record" (e.g., progress reports, test scores, class rank, extracurricular activities and any other relevant education information). Please be advised that the temporary student record may be reviewed by the principal or designee at the end of each academic school year, at which time misleading, outdated, or irrelevant information contained therein shall be destroyed. Parents and/or eligible students who wish to obtain a copy of their temporary student record prior to such destruction shall make sure to request to the school principal in writing prior to the end of the academic school year at issue. Note: this policy applies to student records generated during remote learning.

Authorized school personnel of the school to which a student seeks or intends to transfer will have access to such student's record without the consent of the eligible student or parent.

For students 14 years old or older, the rights below belong to the students and their parents or guardians. For students 18 years old or older, the rights below belong to the students alone if they request in writing that only they, and not their parents or guardians, should have these rights. For students under 14 the rights below belong only to their parents or guardians.

- a) Seeing a student's records - Parents/guardians have the right to see and have copies made of all materials in the record within ten days of the request. The school may not charge more than the cost of the copies and hourly process of review at state rates. As required by M.G.L. ch. 71, § 34H, a non-custodial parent may have access to the student record in accordance with the law and Department of Education Regulations. The school district will follow the law and the attachments recommended by the Massachusetts Department of Education to standardize the process by which public schools provide student records to parents who do not have physical custody of their children

("non-custodial parents"). The implementation of this policy will hopefully encourage parents to be involved in and informed about the education of their children, while protecting the rights and safety of all parties.

- b) Privacy of a student's records - Certified staff members who work directly with a student may see a student's records when it is necessary to perform their duties. With very few exceptions, no one else may see these records without the written permission of a student/parent or guardian.
- c) Destroying a student's records - The school system must keep a student's transcript for at least 60 years after the student leaves the school system. Temporary records must be destroyed within seven years after the student leaves the system. Before any records are destroyed, the student/parent or guardian must be given notice and an opportunity to get a copy.
- d) Amending a Student's Record and Appealing it - A student/parent or guardian may add any relevant written material to the student's record. If there is information in the record which the student/parent or guardian feels is inaccurate, misleading, or irrelevant and the student wants it removed, the student may ask the Principal to remove it. If the request is denied, or if the student has any other objections to the school records, there is an appeals process, which is more fully set forth in state regulations 603 CMR 23.09.
- e) Notice is given that, under Massachusetts law, Sudbury will allow access to student records to authorized school personnel of the school to which a student seeks admission or intends to transfer. (603 CMR 23.00)

State Law on Student-Record Access for a Non-custodial Parent

In the event that parents are divorced or separated, the non-custodial parent's access to their child's student record is governed by state law. In order to obtain access, the non-custodial parent must submit a written request to the school principal, and the custodial parent must be notified of the non-custodial parent's request for access to the record. A non-custodial parent is eligible to obtain access to student records unless:

1. The parent has been denied legal custody or has been ordered to supervised visitation, based on a threat to the safety of the student and the threat is specifically noted in the order pertaining to custody or supervised visitation, or
2. The parent has been denied visitation, or
3. The parent's access to the student has been restricted by a temporary or permanent protective order, unless the protective order (or any subsequent order modifying the protective order) specifically allows access to the information contained in the student record, or

4. There is an order of a probate and family court judge which prohibits the distribution of student records to the parent.

If you would like to file a complaint with the U. S. Department of Education concerning alleged failures by the District to comply with the requirements of FERPA, the name and address of the Office that administers FERPA are:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-4605

Complaints with regard to compliance with the Massachusetts Student Records regulations, 603 CMR 23.00 et seq., can be made as follows:

Problem Resolution System Office
Massachusetts Department of Elementary and Secondary Education
135 Santilli Highway
Everett, MA 02149
Main Telephone: 781-338-3700
Fax: 781-338-3710
Email: compliance@doe.mass.edu

Directory Information Notice

The Sudbury Public Schools has designated certain information contained in the education records of its students as directory information for purposes of the Family Educational Rights and Privacy Act (FERPA) and the Student Record Regulations at 603 CMR 23.00 et seq.

The following information regarding students is considered directory information by the Sudbury Public Schools:

- Name;
- Telephone number;
- Major field of study;
- Participation in officially recognized activities and sports;
- Weight and height of members of athletic teams;
- Dates of attendance;
- Degrees, honors and awards received; and
- Post high school plans of the student.

Directory information may be disclosed for any purpose at the discretion of the school system, without the consent of a parent of a student or an eligible student. **Parents of students and eligible students have the right, however, to refuse to permit the designation of any or all**

of the above information as directory information. In that case, this information will not be disclosed except with the consent of a parent or eligible student, or as otherwise allowed by FERPA and 603 CMR 23.00 et seq. Any parent or eligible student refusing to have any or all of the designated directory information disclosed must file written notification to this effect with the principal one week prior to the opening of school or one week after distribution of this notice. In the event that refusal is not filed, it is assumed that neither parent of a student or eligible student objects to the release of the directory information designated. This permission will be assumed to be granted from year to year unless the principal is otherwise notified in writing.

Notice on Transfers to Other Schools

Pursuant to 603 CMR 23.07(g), notice is hereby given to parents and eligible students that the Sudbury Public Schools forward the complete school record of a transferring student to a school in which the student seeks or intends to enroll. Such transfer of records can take place without consent of the parent or eligible student.

Destruction of Student Records

Sudbury schools are required by law to keep student records for specified periods of time, depending on the nature of the record. However, student records that do not have a specified retention period (e.g. daily attendance notes, dismissal notes, student classroom projects and assignments) will be destroyed five days after the end of the school year. Parents have a right to request, and pick-up, these records before they are destroyed. If you would like such records, please notify the school principal in writing prior to the last day of the school year.

STUDENT RIGHTS AND RESPONSIBILITIES

Policy on Harassment

The Sudbury Public Schools are committed to providing equal education and employment opportunities for all students, employees and applicants, parents and members of the school community, including those people who are contracted to perform work for the Sudbury Schools, without unlawful regard to race, color, religion, gender, gender identity, national origin, age, sexual orientation, or disability. The members of the school community include the School Committee, administration, faculty, staff, students, and volunteers working in the schools, while they work and study subject to school administrators and their designees. The Sudbury Public Schools are also committed to maintaining a school and work environment free of harassment based on race*, color, sex, sexual orientation, gender identity, sex stereotypes, sex characteristics religion, disability, age, genetic information, active military/veteran status, marital status, familial status, pregnancy, or pregnancy-related condition, homelessness, ancestry, ethnic background, national origin, or any other category protected by state or federal law. It is the policy of Sudbury Public Schools to comply with both state and federal law.

The Sudbury Public Schools expect all students, employees and other members of the school community to conduct themselves in an appropriate and professional manner with respect and concern for their colleagues and students. Harassment on the basis of race, color, national origin, religion, age, gender, gender identity, sexual orientation or disability in any form will not be tolerated.

“Harassment” means unwelcome conduct on the basis of race, age, color, national origin, sex, sexual orientation, gender identity, disability, or religion that is sufficiently severe, persistent or pervasive to create or contribute to a hostile environment for the individual at school. Harassment may include insults, name-calling, off-color jokes, threats, comments, innuendoes, notes, display of pictures or symbols, gestures, or other conduct which rises to the level of a hostile environment. A hostile environment is one which unreasonably interferes with an individual’s participation in, denies the individual the benefits of, or otherwise subjects the individual to discrimination under any Sudbury program or activity.

It is a violation of Sudbury policy for any member of the school community to engage in any form of discrimination, including harassment and retaliation, or to violate any other civil right of any member of the school community. We recognize that discrimination can take a range of forms and can be targeted or unintentional; however, discrimination in any form, including harassment and retaliation, will not be tolerated.

It shall also be a violation of Sudbury policy for any school community member to subject any other member of the school community to any form of retaliation, including, but not limited to, coercion, intimidation, interference, punishment, discrimination, or harassment, for reporting or filing a complaint of discrimination, cooperating in an investigation, aiding or encouraging another member of the school community to report such conduct or file a complaint, or opposing any act or practice reasonably believed to be prohibited by school district policy.

Allegations of discrimination, harassment, and related retaliation (except for Title IX) will be addressed through the District's School Committee Policy AC-R, *Civil Rights Grievance Procedure* available on the District's website.

For more specific information with regard to filing and processing of complaints please contact:

Director of Student Services
Sudbury Public Schools
40 Fairbanks Road
Sudbury, MA 01776
978-443-1058

Sex-based harassment is a specific form of sex discrimination and means sexual harassment and other harassment on the basis of sex. Sex-based harassment may consist of 1) Quid pro quo harassment 2) Hostile environment harassment, and 3) Specific offenses, including sexual assault and dating violence. Hostile environment harassment is unwelcome conduct that, based on the totality of the circumstances, is subjectively and objectively offensive and is so severe or pervasive that it limits or denies a person's ability to participate in or benefit from the recipient's education program or activity. Sexual harassment may include, but is not limited to:

- Unwelcome sexual advances, requests for sexual favors, and other verbal, nonverbal, or physical conduct of a sexual nature.
- Assault, inappropriate touching, intentionally impeding movement, continuing comments, gestures, or written communications of a suggestive or derogatory nature involving or because of sex;
- Leering or voyeurism; and
- Displaying lewd or sexually explicit photographs or other materials.

Sudbury takes allegations of sexual harassment seriously. We will respond promptly to complaints of sexual harassment, and following an investigation where it is determined that such inappropriate conduct has occurred, we will act promptly to eliminate the conduct and impose corrective action as is necessary, including disciplinary action where appropriate.

Under certain circumstances, sexual harassment may constitute child abuse under Massachusetts G.L.C. 119 Section 51A. Sudbury Public Schools shall comply with Massachusetts's laws in reporting suspected cases of child abuse. Any attempt by an employee or a student to retaliate against a person who makes or provides information regarding a claim of harassment is also strictly prohibited.

Specific procedures for the reporting and investigation of incidents of any form of harassment shall be followed at the individual school level. Any violation of this policy should be documented in writing and brought to the attention of a building administrator and the Superintendent of Schools. Students will be provided with interim measures to restore a sense of safety and security during any investigation. An investigation will be conducted in a timely fashion, followed by whatever disciplinary action is deemed appropriate in accordance with

established procedures in the Faculty and Family Handbooks and the Behavior Code. Any employee, student or member of the school community found to be guilty of harassment shall be subject to sanctions including, but not limited to warning, suspension, expulsion, or termination of employment, subject to applicable procedural requirements.

For more specific information with regard to filing and processing of complaints of sexual harassment, including sexual harassment under Title IX of the Education Amendments of 1972, please refer to Sudbury School Committee Policy ACAB and/or contact the District's Title IX Coordinator as follows:

Stephanie Juriansz
Director of Student Services
Title IX Coordinator
stephanie_juriansz@sudbury.k12.ma.us
(978) 639-3211

Anti-Bullying Policy for Students

The School Committee is committed to providing a safe, positive and productive educational environment where students can achieve the highest academic standards. No student shall be subjected to harassment, intimidation, bullying, or cyber-bullying.

"Bullying" is the repeated use by one or more students or school staff members of a written, verbal, or electronic expression, or a physical act or gesture, or any combination thereof, directed at a target that:

- causes physical or emotional harm to the target or damage to the target's property;
- places the target in reasonable fear of harm to themselves, or of damage to their property;
- creates a hostile environment at school for the target;
- infringes on the rights of the target at school; or
- materially and substantially disrupts the education process or the orderly operation of a school.

"Cyber-bullying" means bullying through the use of technology or any electronic communication, which shall include, but shall not be limited to, any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by a:

- Wire
- Radio
- Electromagnetic
- Photo-electronic or photo-optical system, including, but not limited to, electronic mail, internet communications, instant messages or facsimile communications

Cyber-bullying shall also include the creation of a web page or blog in which the creator assumes the identity of another person or knowingly impersonates another person as author of posted content or messages, if the creation or impersonation creates any of the conditions enumerated in the definition of bullying.

Cyber-bullying shall also include the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons, if the distribution or posting creates any of the conditions enumerated in the definition of bullying.

Bullying and cyber-bullying may occur in and out of school, during and after school hours, at home and in locations outside of the home. When bullying and cyber-bullying are alleged, the full cooperation and assistance of parents and families are expected.

For the purpose of this policy, whenever the term bullying is used it is to denote either bullying, or cyber-bullying.

Bullying is prohibited:

- On school grounds;
- On property immediately adjacent to school grounds;
- At school-sponsored or school-related activities;
- At functions or programs whether on or off school grounds;
- At school bus stops;
- On school buses or other vehicles owned, leased or used by the school district; or,
- Through the use of technology or an electronic device owned, leased or used by the school district.

Bullying and cyber-bullying are prohibited at a location, activity, function or program that is not school related or through the use of technology or an electronic device that is not owned, leased or used by the school district if the act or acts in question:

- Create a hostile environment at school for the target;
- Infringe on the rights of the target at school; and/or
- Materially and substantially disrupt the education process or the orderly operation of a school.

Bullying Prevention and Intervention Plan

The Superintendent and/or their designee shall oversee the development of a prevention and intervention plan, in consultation with all district stakeholders, which may include teachers, school staff, professional support personnel, school volunteers, administrators, community representatives, local law enforcement agencies, students, parents and guardians, consistent with the requirements of this policy, as well as state and federal laws. The bullying prevention

and intervention plan shall be reviewed and updated at least biennially. The bullying prevention plan is available at the following [link](#).

The Principal is responsible for the implementation and oversight of the bullying prevention and implementation plan within their school.

Reporting

Students, who believe that they are a target of bullying, observe an act of bullying, or who have reasonable grounds to believe that these behaviors are taking place, are obligated to report incidents to a member of the school staff. The target shall, however, not be subject to discipline for failing to report bullying.

Each school shall have a means for [anonymous reporting](#) by students of incidents of bullying. No formal disciplinary action shall be taken solely on the basis of an anonymous report.

Any student who knowingly makes a false accusation of bullying shall be subject to disciplinary action.

Parents or guardians, or members of the community, are encouraged to report an incident of bullying as soon as possible.

A member of a school staff shall immediately report any instance of bullying the staff member has witnessed or become aware of to the school principal or their designee.

Investigation Procedures

The Principal or their designee, upon receipt of a viable report, shall promptly contact the parents or guardians of a student who has been the alleged target or alleged perpetrator of bullying. The actions being taken to prevent further acts of bullying shall be discussed and may include a Safety/Support Plan.

The school Principal or a designee shall promptly investigate the report of bullying, using a Bullying/Cyber-bullying Report Form which may include interviewing the alleged target, alleged perpetrator, staff members, students and/or witnesses.

Support staff shall assess an alleged target's needs for protection and create and implement a Safety Plan that shall restore a sense of safety for that student.

Confidentiality shall be used to protect a person who reports bullying, provides information during an investigation of bullying, or is witness to or has reliable information about an act of bullying.

If the school Principal or a designee determines that bullying has occurred they shall take appropriate disciplinary action and if it is believed that criminal charges may be pursued against the perpetrator, the principal shall consult with the school's resource officer and the

Superintendent. If it is determined that a potential crime has occurred, the local law enforcement agency shall be notified.

Generally, the investigation shall be completed within fourteen school days from the date of the report. The parents or guardians shall be contacted upon completion of the investigation and informed of the results, including whether the allegations were found to be factual, whether a violation of this policy was found, and whether disciplinary action has or shall be taken. At a minimum the Principal or their designee shall contact the parents or guardians as to the status of the investigation on a weekly basis.

Disciplinary actions for students who have committed an act of bullying or retaliation shall be in accordance with district disciplinary policies and state law.

Each school shall document any incident of bullying that is reported per this policy and a file shall be maintained by the Principal or designee. A monthly report shall be provided to the Superintendent.

Confidentiality shall be maintained to the extent consistent with the school's obligations under law.

Retaliation

Retaliation against a person who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying, shall be prohibited.

Target Assistance

The school district shall provide counseling or referral to appropriate services, including guidance, academic intervention, and protection to students, both targets and perpetrators, affected by bullying, as necessary.

Training and Assessment

Annual training shall be provided for school employees and volunteers who have significant contact with students in preventing, identifying, responding to, and reporting incidents of bullying.

Age-appropriate, evidence-based instruction on bullying prevention shall be incorporated into the curriculum for all students.

Publication and Notice

Annual written notice of the relevant sections of the bullying prevention and intervention plan shall be provided to students and their parents or guardians, in age-appropriate terms.

Annual written notice of the bullying prevention and intervention plan shall be provided to all school staff. The faculty and staff at each school shall be trained annually on the bullying prevention and intervention plan applicable to the school.

Relevant sections of the bullying prevention and intervention plan relating to the duties of faculty and staff shall be included in the school employee handbook.

The bullying prevention and intervention plan shall be posted on the school district website.

LEGAL REFS.: Title VII, Section 703, Civil Rights Act of 1964 as amended
Federal Regulation 74676 issued by EEO Commission
Title IX of the Education Amendments of 1972
603 CMR 26.00
M.G.L. 71:37O; 265:43, 43A; 268:13B; 269:14A

REFERENCES: Massachusetts Department of Elementary and Secondary Education's
Model Bullying Prevention and Intervention Plan

CROSS REFS.: AC, Nondiscrimination
ACAB, Sexual Harassment
JBA, Student-to-Student Harassment
JIC, Student Discipline
JICFA, Prohibition of Hazing
JICFB, SPS Bullying Policy

Due Process Procedures

Eligibility to Participate in School Activities and Events

Extra-curricular activities and events are an important part of the inclusive educational experience for all students, but participation in these activities is a privilege, not a right. The variety of clubs, activities and events is extensive, and students are encouraged to become involved in one or more of these opportunities.

Participation in clubs and activities at Sudbury Public Schools and attending school-sponsored, school-related events is a privilege afforded to students who remain in good standing. To participate in school activities, events and clubs, students are expected to maintain good attendance and demonstrate good behavior and citizenship during school and at school-sponsored events. Eligibility for participation in activities, events, clubs, awards, scholarships and honorary positions at Sudbury Public Schools is limited to students who are currently enrolled in and attending Sudbury Public Schools in good standing. Students not meeting these expectations may be excluded at the discretion of the Principal or designee. A student's removal from extracurricular activities and attendance at school sponsored events is not subject to the procedural requirements of M.G.L. ch. 71, § 37H¾ (Principal's Hearing). The removal is not a suspension for the purpose of counting the school days that a student is

suspended. Parents will be notified when a student is removed or excluded from extracurricular activities.

Suspensions

The Sudbury Public Schools adheres to the Student Discipline Laws and Regulations as set forth in M.G.L. ch. 71, § 37H, 37H $\frac{1}{2}$ and 37H $\frac{3}{4}$ and 603 CMR 53.00 et seq.

In-School Suspension Procedures

A student may be removed from regular classroom activities, but not from the school premises, for up to ten (10) consecutive school days or up to ten (10) school days cumulatively for multiple infractions during the school year. Students who are placed in in-school suspension shall have the opportunity to earn credits, make up assignments, tests, papers, and other school work as needed to make academic progress during the in-school suspension.

A student who is unable to consistently adhere to acceptable classroom standards in a particular class may be removed from the class permanently and assigned to a different class at the discretion of the principal and/or designee.

Notice of In-School Suspension

The principal or the principal's designee shall inform the student of the disciplinary offense charged and the basis for the charge, and provide the student with an opportunity to dispute the charges and explain the circumstances surrounding the alleged incident. If the principal or designee determines that the student committed the disciplinary offense, the principal or designee shall inform the student of the length of the student's in-school suspension. If the in-school suspension exceeds ten (10) days, cumulatively or consecutively, in a school year, the student shall have the right to appeal the suspension to the Superintendent or Superintendent's designee.

On the same day as the in-school suspension decision, the principal or designee shall make reasonable efforts to notify the parent orally of the disciplinary offense, the reasons for concluding that the student committed the infraction, and the length of the in-school suspension.

On the day of the suspension, the principal or designee shall send written notice (by hand-delivery, first class mail or email) to the student and parent including the reason and the length of the in-school suspension, and inviting the parent to a meeting if the meeting has not already occurred. The notice shall be in English and the primary language of the home if another language is identified in the home language survey, or by other means, as appropriate.

Parent Meeting

The principal or the principal's designee shall also invite the parent to a meeting to discuss the student's academic performance and behavior, strategies for student engagement, and possible responses to the behavior. Such meetings shall be scheduled on the day of the suspension if possible, and if not, as soon thereafter as possible. If the principal or designee is unable to reach the parent after making and documenting at least (2) attempts to do so, such attempts

shall constitute reasonable efforts for purposes of orally informing the parent of the in-school suspension.

No Right to Appeal

The decision of the Principal or designee is the final decision for in-school suspensions not exceeding ten (10) days, consecutively or cumulatively during a school year.

Out of School Suspension Procedures Under M.G.L. ch. 71, § 37H^{3/4}

There are two types of out-of-school suspensions, Short-Term Suspensions and Long-Term Suspensions under M.G.L. ch. 71, § 37H^{3/4}. The principal or designee shall determine the extent of the rights to be afforded the student at a disciplinary hearing based on the anticipated consequences for the disciplinary offense. If the consequence may be long-term suspension from school, the principal or designee shall afford the student additional rights as described below, in addition to those rights afforded to students who may face a short-term suspension from school. All students facing out-of-school suspension shall have the right to oral and written notice, as described below.

Alternatives to Suspension

Consistent with **M.G.L. ch. 71, § 37H^{3/4}**, any principal or designee acting as a decision-maker at a student hearing, when deciding the consequences for the student, shall consider ways to re-engage the student in the learning process; and shall not suspend a student until alternative remedies have been employed and their use and results documented, following and in direct response to a specific incident or incidents, unless specific reasons are documented as to why such alternative remedies are unsuitable or counter-productive, and/or in cases where the student's continued presence in school would pose a specific, documentable concern about the infliction of serious bodily injury or other serious harm upon another person while in school. Alternative remedies may include, but shall not be limited to: (i) mediation; (ii) conflict resolution; (iii) restorative justice; and (iv) collaborative problem solving.

Notice for Any Out-of-School Suspension

Prior to suspending a student, the Principal or designee will provide the student and the Parent oral and written notice of the possible suspension, an opportunity for the student to have a hearing and the opportunity of the Parent(s) to participate in the hearing. The notice will be in English and in the primary language of the home if other than English as identified in the home language survey, or by other means of communication where appropriate. The notice will set forth in plain language:

- (a) the disciplinary offense;
- (b) the basis for the charge;
- (c) the potential consequences, including the potential length of the student's suspension;
- (d) the opportunity for the student to have a hearing with the principal or his designee concerning the proposed suspension, including the opportunity to dispute the charges and to present the student's explanation of the alleged incident, and for the parent to attend the hearing;

- (e) the date, time, and location of the hearing;
- (f) the right of the student and the student's parent to interpreter services at the hearing if needed to participate;
- (g) if the student may be placed on long-term suspension following the hearing with the principal:
 1. the rights set forth in 603 CMR 53.08(3)(b); and
 2. the right to appeal the principal's decision to the superintendent.

The principal or designee shall make reasonable efforts to notify the parent orally of the opportunity to attend the hearing. Prior to conducting a hearing without the parent present, the principal or designee will document reasonable efforts to include the parent. The principal or designee is presumed to have made reasonable efforts if the principal or designee has sent written notice and has documented at least two (2) attempts to contact the parent in the manner specified by the parent for emergency notification.

Written notice to the parent may be made by hand delivery, first-class mail, certified mail, email to an address provided by the parent for school communications, or any other method of delivery agreed to by the principal and parent.

Emergency Removal of Student

Under certain emergency circumstances, it may not be practical for the principal or designee to provide prior oral and written notice before removing a student from school. The principal or designee may remove a student from school temporarily when a student is charged with a disciplinary offense and the continued presence of the student poses a danger to persons or property, or materially and substantially disrupts the order of the school, and, in the principal's (or designee's) judgment, there is no alternative available to alleviate the danger or disruption. The principal or designee will immediately notify the superintendent in writing of the removal and the reason for it, and describe the danger presented by the student. The temporary removal shall not exceed two (2) school days following the day of the emergency removal, during which time the principal shall:

- (a) Make immediate and reasonable efforts to orally notify the student and the student's parent of the emergency removal, the reason for the need for emergency removal, the disciplinary offense, the basis for the charge, the potential consequences, including potential length of suspension, the opportunity for a hearing including the date/time/location of the hearing, the right to interpreter services, and other rights permitted for students who may be placed on long-term suspension as set forth in 603 CMR. 53.08(3)(b);
- (b) Provide written notice to the student and parent, including the information described in 603 CMR 53.06(2);
- (c) Provide the student an opportunity for a hearing with the principal or designee that complies with 603 CMR 53.08(2) or 53.08(3), as applicable, and the parent an opportunity to attend the hearing, before the expiration of the two (2) school days, unless

an extension of time for hearing is otherwise agreed to by the principal, student, and parent.

- (d) Render a decision orally on the same day as the hearing, and in writing no later than the following school day, which meets the requirements of 603 CMR 53.08(2)(c) and 53.08(2)(d) or 603 CMR 53.08(3)(c) and 53.08(3)(d), as applicable.

A principal will not remove a student from school on an emergency basis for a disciplinary offense until adequate provisions have been made for the student's safety and transportation.

Short-Term Suspension Procedures under M.G.L. ch. 71, § 37H^{3/4}

A Short-Term Suspension is the removal of a student from the school premises and regular classroom activities for ten (10) consecutive school days or less. The principal, or designee, may, in his or her discretion, allow a student to serve a short-term suspension in school. Any student facing a potential short-term suspension is entitled to a hearing with the Principal or with the following process:

Principal Hearing - Short-Term Suspension

- (a) The purpose of the hearing with the principal or designee is to hear and consider information regarding the alleged incident for which the student may be suspended, provide the student an opportunity to dispute the charges and explain the circumstances surrounding the alleged incident, determine if the student committed the disciplinary offense, and if so, the consequences for the infraction. At a minimum, the principal or designee shall discuss the disciplinary offense, the basis for the charge, and any other pertinent information. The student also shall have an opportunity to present information, including mitigating facts that the principal or designee should consider in determining whether other remedies and consequences may be appropriate as alternatives to suspension. The principal or designee shall provide the parent, if present, an opportunity to discuss the student's conduct and offer information, including mitigating circumstances, that the principal should consider in determining consequences for the student.
- (b) Based on the available information, including mitigating circumstances, the principal or designee shall determine whether the student committed the disciplinary offense, and, if so, what remedy or consequence will be imposed.
- (c) The principal or designee shall notify the student and parent of the determination and the reasons for it, and, if the student is suspended, the type and duration of suspension and the opportunity to make up assignments and such other school work as needed to make academic progress during the period of removal, as provided in 603 CMR 53.13(1). The determination shall be in writing and may be in the form of an update to the original written notice.
- (d) If the student is in a public preschool program or in grades K through 3, the principal shall send a copy of the written determination to the superintendent and explain the reasons for imposing an out-of-school suspension, before the short-term suspension

takes effect.

No Right to Appeal

The decision of the Principal or designee is the final decision for short-term out-of-school suspensions not exceeding ten (10) days, consecutively or cumulatively during a school year.

Long-Term Suspension Procedures under M.G.L. ch. 71, § 37H^{3/4}

A Long-Term Suspension is the removal of a student from the school premises and regular classroom activities for more than ten (10) consecutive school days, or for more than ten (10) school days cumulatively for multiple disciplinary offenses in any school year. The principal or designee, may, in his or her discretion, may allow a student to serve a long-term suspension in school. Except for students who are charged with a disciplinary offense set forth in M.G.L. § 71, § 37H, or in M.G.L. § 71, § 37H^{1/2}, no student may be placed on long-term suspension for one or more disciplinary offenses for more than ninety (90) school days in a school year beginning with the first day that the student is removed from school. No long-term suspension under M.G.L. ch. 71, § 37H ^{3/4} shall extend beyond the end of the school year in which such suspension is imposed. Any student facing a potential long-term suspension is entitled to a hearing with the Principal or designee with the following process

Principal Hearing - Long-Term Suspension

- (a) The purpose of the hearing with the principal or designee is to hear and consider information regarding the alleged incident for which the student may be suspended, provide the student an opportunity to dispute the charges and explain the circumstances surrounding the alleged incident, determine if the student committed the disciplinary offense, and if so, the consequences for the infraction. At a minimum, the principal or designee shall discuss the disciplinary offense, the basis for the charge, and any other pertinent information. The student also shall have an opportunity to present information, including mitigating facts, that the principal should consider in determining whether other remedies and consequences may be appropriate as alternatives to suspension. The principal or designee shall provide the parent, if present, an opportunity to discuss the student's conduct and offer information, including mitigating circumstances, that the principal should consider in determining consequences for the student.
- (b) In addition to the rights afforded a student in a short-term suspension hearing, the student shall have the following additional rights:
 - 1. In advance of the hearing, the opportunity to review the student's record and the documents upon which the principal may rely in making a determination to suspend the student or not; the right to be represented by counsel or a lay person of the student's choice, at the student's/parent's expense;
 - 2. The right to produce witnesses on the student's behalf and to present the student's explanation of the alleged incident, but the student may not be compelled to do so;
 - 3. The right to cross-examine witnesses presented by the school district;

4. The right to request that the hearing be recorded by the principal, and to receive a copy of the audio recording upon request. If the student or parent requests an audio recording, the principal shall inform all participants before the hearing that an audio record will be made, and a copy will be provided to the student and parent upon request.
- (c) The principal or designee shall provide the parent, if present, an opportunity to discuss the student's conduct and offer information, including mitigating circumstances, that the principal should consider in determining consequences for the student.
- (d) Based on the evidence, the principal or designee shall determine whether the student committed the disciplinary offense, and, if so, after considering mitigating circumstances and alternatives to suspension, what remedy or consequence will be imposed, in place of or in addition to a long-term suspension. The principal or designee shall send the written determination to the student and parent by hand-delivery, certified mail, first-class mail, email to an address provided by the parent for school communications, or any other method of delivery agreed to by the principal and the parent. If the principal or designee decides to suspend the student, the written determination shall:
1. Identify the disciplinary offense, the date on which the hearing took place, and the participants at the hearing;
 2. Set out the key facts and conclusions reached by the principal;
 3. Identify the length and effective date of the suspension, as well as a date of return to school;
 4. Include notice of the student's opportunity to receive education services to make academic progress during the period of removal from school;
 5. Inform the student of the right to appeal the principal's decision to the superintendent or designee, but only if the principal has imposed a long-term suspension. Notice of the right of appeal shall be in English and the primary language of the home if other than English as determined by the home language survey, or other means of communication where appropriate, and shall include the following information stated in plain language:
 - a) the process for appealing the decision, including that the student or parent must file a written notice of appeal with the superintendent within five (5) calendar days of the effective date of the long-term suspension; provided that within the five (5) calendar days, the student or parent may request and receive from the superintendent an extension of time for filing the written notice for up to seven (7) additional calendar days; and that the long-term suspension will remain in effect unless and until the superintendent decides to reverse the principal's determination on appeal.
- (e) If the student is in a public preschool program or in grades K through 3, the principal

shall send a copy of the written determination to the superintendent and explain the reasons for imposing an out-of-school suspension, before the suspension takes effect.

Superintendent's Appeal Hearing under M.G.L. ch. 71, § 37H^{3/4}

1. A student who is placed on long-term suspension following a hearing with the principal shall have the right to appeal the principal's decision to the superintendent.
2. The student or parent shall file a notice of appeal with the superintendent within five (5) calendar days of the effective date of the long-term suspension; provided that within the five (5) calendar days, the student or parent may request and receive from the superintendent an extension of time for filing the written notice for up to seven (7) additional calendar days. If the appeal is not timely filed, the superintendent may deny the appeal, or may allow the appeal in his or her discretion, for good cause.
3. The superintendent shall hold the hearing within three (3) school days of the student's request, unless the student or parent requests an extension of up to seven (7) additional calendar days, in which case the superintendent shall grant the extension.
4. The superintendent shall make a good faith effort to include the parent in the hearing. The superintendent shall be presumed to have made a good faith effort if he or she has made efforts to find a day and time for the hearing that would allow the parent and superintendent to participate. The superintendent shall send written notice to the parent of the date, time, and location of the hearing.
5. The superintendent shall conduct a hearing to determine whether the student committed the disciplinary offense of which the student is accused, and if so, what the consequence shall be. The superintendent shall arrange for an audio recording of the hearing, a copy of which shall be provided to the student or parent upon request.
6. The superintendent shall inform all participants before the hearing that an audio record will be made of the hearing and a copy will be provided to the student and parent upon request.
7. The student shall have all the rights afforded the student at the principal's hearing for long-term suspension.
8. The superintendent shall issue a written decision within five (5) calendar days of the hearing which meets the requirements of 603 CMR 53.08(3) (c) 1 through 5. If the superintendent determines that the student committed the disciplinary offense, the superintendent may impose the same or a lesser consequence than the principal, but shall not impose a suspension greater than that imposed by the principal's decision.
9. The decision of the superintendent shall be the final decision of the school district, with regard to the suspension.

A parent conference (re-entry meeting) with the Principal or designee is strongly encouraged before students who are suspended return to school. This conference will be

used to promote the engagement of the parents or guardians in discussions of the student's misconduct and to assist the student in re-engaging with the school community.

Exclusion/Expulsion under M.G.L. ch. 71, § 37H

In accordance with M.G.L. ch. 71, § 37H, a student may be excluded or expelled from school under the following circumstances:

- a. Any student who is found on school premises or at school-sponsored or school-related events, including athletic games, in possession of a dangerous weapon, including, but not limited to, a gun, a knife, or their facsimile, or anything used in the commission of assault and battery; or a controlled substance as defined in § 94 C, including, but not limited to, marijuana, cocaine, and heroin, may be subject to expulsion from the school or school district by the principal.
- b. Any student who assaults a principal, assistant principal, teacher, teacher's aide, or other educational staff on school premises or at school-sponsored or school-related events, including athletic games, may be subject to expulsion from the school or school district by the principal.
- c. Any student who is charged with a violation of either paragraph (a) or (b) shall be notified in writing of an opportunity for a hearing; provided, however, that the student may have representation, along with the opportunity to present evidence and witnesses at a hearing before the principal. After said hearing, a principal may, in discretion, decide to suspend rather than expel a student who has been determined by the principal to have violated either paragraph (a) or (b).
- d. Any student who has been expelled (removal of a student from the school premises, regular classroom activities, and school activities for more than 90 school days, indefinitely, or permanently) from a school district pursuant to these provisions shall have the right to appeal to the superintendent. The expelled student shall have ten days from the date of the expulsion in which to notify the superintendent of the student's appeal. The student has the right to counsel at a hearing before the superintendent. The subject matter of the appeal shall not be limited solely to a factual determination of whether the student has violated any provisions of this section.
- e. If the student moves to another district during the period of suspension or expulsion, the new district of residence shall either admit the student to its schools or provide educational services to the student in an education service plan.
- f. Any student who is suspended or expelled pursuant to this section shall have the opportunity to earn credits, as applicable, make up assignments, tests, papers, and other school work as needed to make academic progress during the period of his or her removal.
- g. Any student who is suspended or expelled pursuant to this statute for more than ten (10)

consecutive days shall have the opportunity to receive education services and made academic progress toward meeting state and local requirements, through the school-wide education service plan.

Felony Complaint or Conviction Under M.G.L. ch. 71, § 37H¹/₂

Pursuant to M.G.L. ch. 71, § 37H¹/₂, the following procedures shall be implemented for students charged with or convicted of a felony:

- Upon the issuance of a criminal complaint charging a student with a felony or upon the issuance of a felony delinquency complaint against a student, the principal or headmaster of a school in which the student is enrolled may suspend such student for a period of time determined appropriate by said principal or headmaster if said principal or headmaster determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school. The student shall receive written notification of the charges and the reasons for such suspension prior to such suspension taking effect. The student shall also receive written notification of his right to appeal and the process for appealing such suspension; provided, however, that such suspension shall remain in effect prior to any appeal hearing conducted by the superintendent. The student shall have the right to appeal the suspension to the superintendent. The student shall notify the superintendent in writing of his request for an appeal no later than five calendar days following the effective date of the suspension. The superintendent shall hold a hearing with the student and the student's parent or guardian within three calendar days of the student's request for an appeal. At the hearing, the student shall have the right to counsel. The superintendent shall have the authority to overturn or alter the decision of the principal or headmaster, including recommending an alternate educational program for the student. The superintendent shall render a decision on the appeal within five calendar days of the hearing. Such decision shall be the final decision of the city, town, or regional school district with regard to the suspension.
- Upon a student being convicted of a felony or upon an adjudication or admission in court of guilt with respect to such felony or felony delinquency, the principal or headmaster of a school in which the student is enrolled may expel said student if such principal or headmaster determines that the student's continued presence in school would have a detrimental effect of the general welfare of the school. The student shall receive written notification of the charges and reasons for such expulsion prior to such expulsion taking effect. The student shall also receive written notification of his right to appeal and the process for appealing such expulsion; provided, however, that the expulsion shall remain in effect prior to any appeal hearing conducted by the superintendent.
- The student shall have the right to appeal the expulsion to the superintendent. The student shall notify the superintendent, in writing, of his request for an appeal no later than five calendar days following the effective date of the expulsion. The superintendent shall hold a hearing with the student and the student's parent or guardian within three calendar days of the expulsion. At the hearing, the student shall have the right to present

oral and written testimony on his behalf, and shall have the right to counsel. The superintendent shall have the authority to overturn or alter the decision of the principal or headmaster, including recommending an alternate educational program for the student. The superintendent shall render a decision on the appeal within five calendar days of the hearing. Such decision shall be the final decision of the city, town, or regional school district with regard to the expulsion.

- Any student who is suspended or expelled pursuant to this section shall have the opportunity to earn credits, as applicable, make up assignments, tests, papers, and other school work as needed to make academic progress during the period of his or her removal.
- Any student who is suspended or expelled pursuant to this statute for more than ten (10) consecutive days shall have the opportunity to receive education services and made academic progress toward meeting state and local requirements, through the school-wide education service plan.

Education Services and Academic Progress under M.G.L. ch. 71, § 37H, 37H½ and 37H¾

Any student who is serving an in-school suspension, short-term suspension, long-term suspension, or expulsion shall have the opportunity to earn credits, as applicable, make up assignments, tests, papers, and other school work as needed to make academic progress during the period of his or her removal from the classroom or school. The principal shall inform the student and parent of this opportunity in writing when such suspension or expulsion is imposed.

Special Education students who are removed from their current placement pursuant to 603 CMR 28.11 must receive educational services during periods of removal consistent with M.G.L. c. 71, §§ 37H, 37H½, and 603 CMR 53.00.” (603 CMR (1)(d))

Any student who is expelled or suspended from school for more than ten (10) consecutive days, whether in school or out of school, shall have an opportunity to receive education services and make academic progress toward meeting state and local requirements, through the school-wide education service plan.

The principal shall notify the parent and student of the opportunity to receive education services at the time the student is expelled or placed on long-term suspension. Notice shall be provided in English and in the primary language spoken in the student's home if other than English as determined by the home language survey, or other means of communication where appropriate. The notice shall include a list of the specific education services that are available to the student and contact information for a school district staff member who can provide more detailed information.

Suspension or Expulsion of Students with Disabilities

Procedures for suspension(s) not exceeding 10 school days

- Any student with a disability may be suspended for up to ten (10) school days during a

school year. Disciplinary decisions are the same as for students without disabilities and in accordance with the due process procedures in this handbook.

- The school provides additional procedural safeguards for students with disabilities prior to any suspension beyond 10 consecutive days or more than 10 cumulative days (if there is a pattern of suspension) in any school year.

Procedures for suspension(s) exceeding 10 school days

- If your child is suspended for more than 10 school days in a school year, this removal may be considered a “change of placement”. A change of placement invokes certain procedural protections under federal special education law and Section 504.
- Federal law defines a “change of placement” as:
 - Removal for more than 10 consecutive school days; OR
 - A series of removals that constitute a pattern 1) because the series of removals total more than 10 cumulative days in a school year; 2) because the student’s behavior is substantially similar to that in previous incidents that resulted in the series of removals; and 3) because of such additional factors as the length of each removal, the total amount of time the student has been removed, and the proximity of the removals to one another. Please note that determination of whether a pattern of removals is a “change of placement” is made by the District.

State law provides that school personnel may remove an eligible student who violates a code of student conduct from their current placement to an appropriate interim alternative educational setting, another setting, or suspension, for not more than 10 consecutive school days (to the extent those alternatives are applied to students without disabilities), and for additional removals of not more than 10 cumulative school days in that same school year for separate incidents of misconduct, so long as those removals do not constitute a change in placement under 603 CMR 28.11(7). For purposes of removals of an eligible student from the student’s current educational placement, a change of placement occurs if:

1. The removal is for more than 10 consecutive school days; or
 2. The student has been subjected to a series of removals totaling more than ten cumulative days over the course of the school year.
- Prior to any removal that constitutes a change in placement, the school must convene a meeting to determine whether or not the behavior that forms the basis of the disciplinary action is manifestation of your child’s disability. Parents have a right to participate in this meeting. At the meeting, all relevant information will be considered including the IEP or Section 504 Plan, teacher observations, and evaluations reports.
 - At a manifestation determination meeting, the team will consider two questions:

- Did the student's disability cause or have a direct and substantial relationship to the conduct in question?
- Was the conduct a direct result of the district's failure to implement the IEP/Section 504 Plan?
- If the manifestation determination decision is that the conduct in question was caused by or had a direct and substantial relationship to your child's disability OR a direct result of the district's failure to implement the IEP/Section 504 Plan, then your child may not be removed from the current educational placement (unless under the special circumstances or parents agree). The Team will review the IEP or Section 504 Plan and any behavioral intervention plans and may amend those plans as appropriate. The Team will complete a functional behavior assessment and behavior intervention plan if it has not already done so.
- If the manifestation determination decision is that the conduct in question was NOT caused by or had a direct and substantial relationship to your child's disability OR was NOT the direct result of the district's failure to implement the IEP/Section 504 Plan, then the school may suspend or otherwise discipline your child according to the school's code of conduct. The Team may, as appropriate, complete a functional behavioral assessment and behavioral intervention plan and modification, to address the behavior so that it does not recur. For students with IEPs, during the period of time of removal from school that exceeds 10 school days, the school district must provide educational services that allow your child to continue to make educational progress. For students with Section 504 Plans, there is no automatic right to receive educational services beyond the 10th school day of suspension under federal law, however, state law does provide all students with the rights to receive educational services during periods of suspensions lasting longer than ten days.

Special circumstances for exclusion

Special circumstances exist if your child: 1) possesses, uses, sells or solicits illegal drugs on school grounds or at a school-sponsored event; 2) carries a weapon to school or at a school-sponsored event; or, 3) inflicts serious bodily harm upon another person at school or at a school-sponsored event. Under these circumstances, the principal may place your child in an interim alternate educational setting (IAES) for up to 45 school days. Your child may remain in this IAES for a period of time not to exceed 45 school days. Thereafter, your child will return to the previously agreed-upon placement unless a hearing officer has ordered another placement, or you and the school agree to another placement. For students with Section 504 Plans, there is no automatic right to receive educational services beyond the 10th school day of suspension under federal law, however, state law does provide all students with the rights to receive educational services during periods of suspensions lasting longer than ten days.

School personnel will provide Parent's Notice of Procedural Safeguards (Special Education) or Notice of Parent and Student Rights under Section 504 for students with disabilities prior to any suspension constituting a change in placement. These notices will provide an explanation of the

process should there be disagreement regarding the manifestation determination or any placement decision. Parent, guardian, and/or student may petition the Bureau of Special Education Appeals for a hearing or the Office of Civil Rights (Section 504).

Procedural requirements applied to students not yet determined to be eligible for Special Education or a 504 Plan

1. If, prior to the disciplinary action, a district had knowledge that the student may be a student with a disability, then the district makes all protections available to the student until and unless the student is subsequently determined not to be eligible. The district may be considered to have prior knowledge if:
 - a. The parent had expressed concern in writing; or
 - b. The parent had requested an evaluation; or
 - c. Specific concerns about a pattern of behavior demonstrated by the student. The district may not be considered to have had prior knowledge if the parent has not consented to evaluation of the student or has refused special education services, or if an evaluation of the student has resulted in a determination of ineligibility.
2. If the district had no reason to consider the student disabled, and the parent requests an evaluation subsequent to the disciplinary action, the district must have procedures consistent with federal requirements to conduct an expedited evaluation to determine eligibility.
3. If the student is found eligible for an IEP or 504 Plan, then one receives all procedural protections subsequent to the finding of eligibility.

Notification of Rights Under the Protection of Pupil Rights Amendment (PPRA)

PPRA affords parents certain rights regarding our conduct of surveys, collection and use of information for marketing purposes, and certain physical exams. These include the right to:

Consent before students are required to submit to a survey that concerns one or more of the following protected areas ("protected information survey") if the survey is funded in whole or in part by a program of the U.S. Department of Education—

- Political affiliations or beliefs of the student or student's parent;
- Mental or psychological problems of the student or student's family; sex behavior or attitudes;
- Illegal, anti-social, self-incriminating, or demeaning behavior;
- Critical appraisals of others with whom respondents have close family relationships;

- Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
- Religious practices, affiliations, or beliefs of the student or parents; or
- Income, other than as required by law to determine program eligibility.

Receive notice and an opportunity to opt a student out of—

- Any other protected information survey, regardless of funding;
- Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under State law; and
- Activities involving collection, disclosure, or use of personal information obtained from students for marketing or to sell or otherwise distribute the information to others.

Inspect, upon request and before administration of use—

- Protected information surveys of students;
- Instruments used to collect personal information from students for any of the above marketing, sales or other distribution purposes and;
- Instructional material used as part of the educational curriculum.

Sudbury Public Schools has developed and adopted policies, in consultation with parents, regarding these rights, as well as arrangements to protect student privacy in the administration of protected information surveys and the collection, disclosure, or use of personal information for marketing, sales, or other distribution purposes. Sudbury Public Schools will directly notify parents of these policies at least annually at the start of each school year and after any substantive changes. Sudbury Public Schools will also directly notify parents of students who are scheduled to participate in the specific activities or surveys noted below and will provide an opportunity for the parent to opt their child out of participation in the specific activity or survey.

Sudbury Public Schools will make this notification to parents at the beginning of the school year if the District has identified the specific or approximate dates of the activities or surveys at that time. For surveys and activities scheduled after the school year starts, parents will be provided reasonable notification of the planned activities and surveys. Parents will also be provided an opportunity to review any pertinent surveys.

Following is a list of the specific activities and surveys covered under this requirement:

- Collection, disclosure, or use of personal information for marketing, sales or other distribution;
- Administration of any protected information survey not funded in whole or in part by the

U.S. Department of Education; and

- Any non-emergency, invasive physical examination or screening as described above.

Parents who believe their rights have been violated may file a complaint with:

**Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-5901**

ATTENDANCE

School is a child's workplace. It is important for the continuity and constancy of education, that absence from school is kept to a minimum. All students are expected to attend school every day that school is in session. School attendance is required by law, Chapter 76, Section 1 of the Massachusetts General Laws, for all children between six and sixteen years of age. A school district may excuse up to seven full-day sessions or fourteen half-day sessions in any period of six months. Additionally, districts may have their own attendance policies.

SPS records absences due to student illness, religious observance, legal proceedings or family emergencies as authorized absences. The principal may approve other absences based on their discretion. Absences for recreational and vacation purposes will be recorded as unexcused. If a parent/guardian must cause a child to be absent for another reason, the reason for this anticipated absence must be stated in writing in advance to the teacher who will forward it to the principal for review. Parents are requested to schedule appointments for physicians, dentists, or special lessons after school hours.

If a student has five (5) or more consecutive days absent due to illness, parents must obtain a doctor's note and submit it to the school. If a student accrues seven (7) absences, authorized or unauthorized, in any six-month period, a formal letter of warning will be issued.

Consistent with M.G.L. ch. 76, section 1B, the School Committee will have in place a pupil absence notification program. Under this program, parents/guardians will be notified if the District has not received notification of a student's absence from the parent or guardian within 3 days of the absence. Sudbury will also notify the parent or guardian of a student who has at least 5 days in which the student has missed 2 or more periods unexcused in a school year or who has missed 5 or more school days unexcused in a school year. The District will make a reasonable effort to meet with the parent or guardian of a student who has 5 or more unexcused absences to develop action steps for student attendance. A formal notification will be sent and further processes to follow the district's responsibility under M.G. L ch. 76, section 1B.

Absence from School

If a child is to be absent for any reason, the parent/guardian should notify the school of the reason for the absence by submitting an absentee form online or sending a note explaining the expected absence. If a child does not appear for school and no previous notice has been received, a member of the school staff will call a parent to confirm the child's absence. The parent's/guardian's day phone number or emergency number will be used by the staff. In the event that a parent/guardian cannot be reached, the Sudbury Police will be contacted.

Tardiness

Students arriving at school after 7:55 a.m. at Loring, Noyes, Nixon and Haynes, and 8:30 a.m. at Curtis are considered tardy and must report to the school office for an admittance slip to class. If the student is not accompanied by a parent, it is required that they present a signed and dated note from the parent or guardian stating the reason for the tardiness.

Early Dismissal

For reasons other than illness, early dismissal from school will be granted only on the presentation of a note from a parent/guardian. This note must be given to the homeroom teacher on the day of the requested dismissal. Parents are requested to schedule appointments for physicians, dentists, or special lessons after school hours. Students must not leave the school without first reporting to the main office where they are to be met by a parent, guardian, or adult member of the family. Students are not to leave the school or its grounds under any circumstances without the knowledge of the school office staff.

Completion of Schoolwork

It is the student's responsibility to complete academic work assigned during an excused absence. Teachers will work cooperatively with parents and students to provide assistance during these absences as well as after the child returns to school to minimize educational loss to the student.

If a child is hospitalized or confined to the home due to illness, for a period of at least fourteen (14) days, the Sudbury Schools will provide educational services with sufficient frequency to allow the student to continue the student's educational program, as long as such services do not interfere with the medical needs of the student. To receive these services, Parent/Guardian must submit a Physician's Affirmation of Need for Temporary Home or Hospital Services to the Student Services Office.

It is the student's responsibility to complete academic work assigned during their absence. Parents who voluntarily take their children out of school for vacations are assuming the responsibility for their children's educational program. It should be realized that teachers cannot realistically provide work to take the place of instruction missed during planned absences.

When a student is absent for unexcused reasons for more than seven days in a six month period, this absence will be referred to the school's Instructional Support Team for consideration of steps to take to ensure school attendance.

In Case of Sickness or Injury

If your child has a fever or is too ill to remain at school, the school nurse will call you to pick up your child. If you are unavailable, the school nurse will call your emergency number so that person can take your child home.

To protect the health of your child and their classmates, your child needs to remain home until they have been fever-free for **24 hours without the use of fever-reducing medication**. If your child has diarrhea or is vomiting, keep him/her home for the day. In the event that your child has had a throat culture for strep, keep him/her home until you receive the results. If the results are negative, your child can return to school.

If the results are positive, your child must be on antibiotics a full **24 hours** before returning to school. Department of Public Health guidelines will be followed in the event of a specific contagious illness, i.e. chicken pox, pertussis, etc.

In the case of contagious disease, the school nurse will distribute information to all children in the appropriate grade(s). This may contain additional information about keeping the child home or seeking a doctor's advice.

No medication of any kind (including Tylenol and other over-the-counter medications) will be administered without a parent/guardian permission form. See **Statement on Medication**.

ACCOMMODATIONS FOR RELIGIOUS OBSERVANCES

The policy of the Sudbury Public Schools ensures that students can participate in religious observances without facing academic or extracurricular penalties. Students receive excused absences for these observances upon guardian notification, with no proof of religious affiliation required. Educators must provide reasonable opportunities to make up missed work, granting students at least the number of days they were absent plus one additional day to complete assignments. To assist with planning, the Superintendent publishes an annual calendar highlighting "Broadly Observed" cultural and religious days.

The district makes a concerted effort to avoid scheduling major, one-time school events like field trips or performances on these specific days. For students attending school while observing, the district offers in-school accommodations such as private prayer spaces, alternative lunch areas for fasting students, and modified physical education requirements. While the district cannot reschedule state-mandated testing like the MCAS, it actively advocates for state authorities to avoid conflicts with major observances.

The details of this policy are available in school committee policy IMDA.

SCHOOL BEHAVIOR

We believe that all children have the right to a safe, comfortable school environment. Although Sudbury's children are well behaved and have a high regard for the safety and consideration of each other, state regulations require that we formally address behavior which can cause disruption to the school environment, as well as the consequences of that behavior. The following code of behavior has been established to assist students, teachers, parents and administrators to promote patterns of behavior, which enhance an orderly learning community within our schools.

This code classifies unacceptable behavior into three levels, based on the degree to which it disrupts students and the learning environment. Because it is neither easy nor helpful to list all unacceptable behaviors and the appropriate reaction to each, examples of behavior in each level are provided. These examples are not exhaustive but illustrative. Further, the principal reserves the right to implement discipline more severe or different from that set forth below with regard to each level of offense as/if determined appropriate based on the circumstances and information before the principal.

In every case of student misconduct for which suspension may be imposed, a principal shall exercise discretion in deciding the consequence for the offense; consider ways to re-engage the student in learning; and avoid using long-term suspension from school as a consequence until alternatives have been tried. Alternatives may include the use of evidence-based strategies and programs such as mediation, conflict resolution, restorative justice, and positive interventions and supports.

In cases where suspension or expulsion from school is determined to be the response to the misbehavior, all rights to due process will be offered/provided.

Appropriate bus behavior and responses to such behavior are addressed in this handbook under Bus Behavior.

Level 1 Misbehaviors

Level 1 misbehaviors are those which interfere with the orderly learning environment of the school, classroom, and common areas. Students learn through their mistakes. To this extent, responses to the daily misbehaviors, which occur in school, should be instructive and positive, teaching children what is expected and how they should behave.

Examples: Listed below are the types of misbehavior that are included in Level 1. The list is not exhaustive.

- Repeated tardiness without a note;
- Failure to prepare for class;
- Running in the hallways; and
- Disturbing the work or play of others.

Disciplinary Actions

The disciplining of students for misbehavior at Level 1 is dependent upon the severity and frequency of the specific misbehavior. The disciplinary actions at Level 1 usually are administered by teachers, with the occasional informal involvement of the Principal or Assistant Principal. Some examples are:

- Discussion of misbehavior with the child;
- Verbal reprimand;
- Reinforcement of alternative positive behavior;
- Denial of privileges; and
- Parent contact.

Level 2 Misbehaviors

Level 2 misbehaviors are those, which seriously interfere with the orderly environment of the school and are potentially dangerous to the safety and well being of the students and staff.

Examples: Listed below are the types of misbehavior that are included in Level 2. The list is

not exhaustive.

- Repeated instances of Level 1 misbehavior that has not been modified by intervention;
- Misbehavior which is dangerous to self or others (such as shoving, pushing, hitting);
- Intentionally damaging school or personal property;
- Stealing;
- Selling unauthorized merchandise;
- Cheating;
- Failure to attend class;
- Use of profanity;
- Derogatory reference to another person's race, gender, religion, physical condition, handicap, ethnic origin, gender identity, or sexual orientation; and
- Disrespectful language or behavior toward an adult.

Disciplinary Actions

The disciplining of students for misbehavior at Level 2 is dependent upon the severity and frequency of the specific misbehavior. The disciplinary actions at Level 2 usually are administered by the Principal or Assistant Principal, and include the formal notification of parents. Some examples are:

- After school detention;
- In school suspension, if available in the school;
- Parent conference;
- Referral to Instructional Support Team;
- Implementation of extensive behavior management plan;
- Suspension from one to five days, depending on the severity of the behavior.

Level 3 Misbehaviors

Level 3 misbehaviors are considered the most serious violations to the school behavior code. These misbehaviors endanger the immediate health, safety and personal well being of the students and adults who attend the Sudbury Public Schools. They represent a direct threat to the orderly operation of the school environment. Situations, which include illegal activity, may result in contact with the Sudbury Police after parental involvement. Examples: Listed below

are the types of misbehavior that are included in Level 3.

The list is not exhaustive.

- Repeated or serious instances of Level 2 misbehavior that have not been modified by intervention;
- Use, possession, or sale of tobacco, alcohol, or illegal substances in school, on school property or at a school function;
- Gambling in school, on school property or at a school function;
- Setting fires;
- Possession or use of weapons;
- Fighting or intentionally causing physical harm to others;
- Bullying or Cyberbullying;
- Harassment, Discriminatory or prejudicial activities or actions toward another person or group involving race, gender, religion, physical condition, handicap, ethnic origin, gender identity or sexual orientation; and
- Hazing.

Disciplinary Actions

Misbehavior at Level 3 may involve suspension from school: The length of the suspension will depend upon the severity and frequency of the specific misbehavior. Specific information about due process procedures in suspension can be obtained from the Principal.

- Suspension from school for one to five days; This response will accompany the first incidence of Level 3 misbehavior or Level 2 behavior of significant severity. The Principal or Assistant Principal, following formal due process procedure, can issue a suspension;
- Suspension from school for five to ten days: This response will accompany the repeated incidence of Level 3 misbehavior or a severe expression of this misbehavior. A suspension of this magnitude will be issued with the involvement of the Superintendent; and
- Long-term Suspension/Expulsion: Repeated incidents of Level 3 behavior may result in long-term suspension or expulsion (if applicable).

TECHNOLOGY

Purpose

Technology integration is central to the Sudbury Public Schools (SPS) curriculum and educational mission. SPS provides access to technology resources — including district-owned devices, the school network, and the Internet — to support research, content learning, skill development, and collaboration across all curriculum areas and grade levels.

The use of these resources is a privilege extended to students. This policy establishes expectations for using technology in a responsible, ethical, and legal manner, whether on school grounds or accessing district resources from another location.

Students and families are also encouraged to review the behavior rubrics developed at the elementary and middle school levels, available on the student portal at sudburystudents.org as these provide guidelines for technology use using age-appropriate language.

Scope

This policy applies to all students using technology resources owned or managed by Sudbury Public Schools. “Technology resources” includes all district-owned, licensed, or managed hardware and software, and any use of the district network via physical, wireless, or remote connection, regardless of device ownership.

All school policies and behavior guidelines that govern student conduct on school premises also apply to the online environment.

Guidelines for Acceptable Use

Students are expected to act with integrity and good judgment when using school technology. By using district technology, students agree to comply with this policy and all applicable district policies and laws.

General Conduct

- Students are expected to be courteous and use appropriate language at all times.
- Technology resources are provided for educational purposes. Students will use them in ways that conform with ethical and legal guidelines.
- Students will not use technology to disrupt the school environment or harass, threaten, or intimidate others.
- Cyberbullying — including knowingly impersonating another person online — is prohibited. All aspects of the SPS Bullying Prevention Policy (Section JICFB), including provisions related to cyberbullying, apply to this policy.
- Each school develops its own student-facing behavior rubric that reflects appropriate technology use in age-appropriate language.
- Students may not use AI.

Privacy and Passwords

- Students will keep passwords, user IDs, home addresses, phone numbers, and other personal information private.
- Students will protect the personal information of other students as well as their own.
- Students will not share passwords or access another person's account or files without authorization by SPS staff members.
- If a student notices any suspicious or unusual activity while using school technology, it must be reported immediately to a teacher or administrator.

Appropriate Use of Devices and the Network

- Students will use technology as a tool for learning, with teacher permission and for the purpose requested.
- Students will not access, post, or transmit obscene, pornographic, or otherwise harmful content.
- Students will not override firewalls, desktop management, or security measures on the network.
- Students will not use proxy or VPN services to bypass district filtering or monitoring.
- Students will not use the input components of computers (e.g., cameras, microphones) in an irresponsible, inappropriate, or illegal manner.
- Students will not deliberately cause the loss of other users' work or damage to any SPS systems.
- Students will not use personal devices at school during school hours without an explicit exception from school administration to support a medical need, assistive support, or learning accommodation (SPS Policy Manual, Section JICJ).

Copyright and Academic Integrity

- Students will use technology to create original works.
- When using or incorporating the work of others, students will appropriately credit and cite the owners or originators of that work.
- Students will respect the rights of copyright owners and will not illegally copy or distribute software, images, music, video, or other media.
- Academic integrity applies to the use of Artificial Intelligence (AI) tools. Submitting AI-generated content as one's own work is a violation of academic integrity expectations.

Equipment Care

- Students will bring in their Chromebooks charged and ready to use each day
- Students will respect and care for all school technology equipment.
- Students may be required to reimburse SPS for repair or replacement of school property lost, stolen, damaged, or vandalized while in their care, including hardware, software, and system restoration.
- Lost or stolen devices must be reported to school staff immediately.

Online Safety

In compliance with the Children's Internet Protection Act (CIPA), SPS filters internet content to prevent access to obscene, pornographic, and otherwise harmful materials. Where district devices are used at home or off-campus, district filtering software extends to those devices.

Students who encounter inappropriate content must report it to a teacher or administrator immediately. SPS provides age-appropriate instruction on digital citizenship and online safety annually.

Online Resources

SPS uses a wide range of online resources hosted by third parties.

Google Workspace for Education

SPS provides students with a Google Workspace for Education account. The district holds an enterprise license and maintains a student data privacy agreement with Google through the Student Data Privacy Consortium. The district retains ownership and control of all student data; these accounts are distinct from consumer Google products.

Rather than using their name, student usernames use a local code in order to minimize the amount of Personally Identifiable Information (PII) being entered into online systems. Only SPS students and staff can access and collaborate with student Google accounts.

Other Online Tools

The district uses many other online tools in different curriculum areas. When individual student accounts are required, they are created for educational purposes only. Student data is entered into third-party systems only to the minimal degree necessary for the tool to function. In most cases this involves using the same local code as their Google username to minimize the number of systems that might include PII.

Artificial Intelligence (AI) Tools

Sudbury Public Schools does not provide students with access to artificial intelligence (AI) platforms or chatbots, and student use of such tools is not part of the PreK–8 curriculum. Generative AI tools are not approved online resources under this policy.

Because some widely used platforms have begun adding AI-powered features, the district takes steps to disable or restrict these features in the tools students use wherever possible, consistent with our data privacy standards. Any future decision to introduce AI tools for student use would require a Data Privacy Agreement with the vendor and would be communicated to families in advance.

Student Data Privacy

Sudbury Public Schools takes the protection of student data seriously. The district has established formal Data Privacy Agreements (DPAs) with all online vendors and third-party service providers used for educational purposes. These agreements hold vendors to strict standards regarding how they may collect, use, store, and share student data.

Student Data Privacy Consortium (SDPC)

SPS is a member of the Student Data Privacy Consortium (SDPC), a national collaborative of schools, districts, state agencies, and technology providers working together to address student data privacy in practical, real-world ways. The SDPC provides a standardized framework — the National Data Privacy Agreement (NDPA) — that SPS uses as the basis for agreements with vendors.

Teachers and families can learn more about the SDPC at <https://privacy.a4l.org>.

What Our Data Privacy Agreements Cover

Before any online tool or platform is used with students, SPS requires a signed Data Privacy Agreement with the vendor. These agreements ensure that:

- Student data is used only for educational purposes as directed by the district.
- Vendors may not sell, rent, or share student data with third parties for commercial purposes.
- Student data is protected with appropriate security measures.
- Vendors delete student data upon request or at the end of the service relationship.

Only tools that have an approved Data Privacy Agreement in place are authorized for use with students.

Legal Framework

SPS makes every good-faith effort to comply with all applicable state and federal laws regarding student online activity and privacy.

COPPA, Children's Online Privacy Protection Act¹ COPPA limits commercial companies' ability to collect personal information from children under 13. Schools may act as intermediaries in the consent process. SPS's use and sharing of student information is solely for educational purposes. To provide students the most effective and current tools for learning, the District uses carefully selected online educational, storage, communication, or utility applications and related services, some of which may be operated and provided by third parties.

FERPA, Family Educational Rights and Privacy Act² FERPA protects the privacy of student education records and gives parents the right to review those records. Schools may share personally identifiable information with third-party providers performing a legitimate educational function on behalf of the school. SPS follows the guideline of including the least PII in the online system as needed in order for the platform to function.

CIPA, Children's Internet Protection Act³ CIPA requires schools receiving E-rate discounts to filter Internet access, monitor network activity, and provide education on online safety. SPS filters internet content on all district-managed devices and provides annual digital citizenship instruction.

Massachusetts Student Records Law⁴ Massachusetts law provides additional protections for student records beyond federal requirements. It governs the collection, maintenance, disclosure, and destruction of student records held by public schools. SPS is required to protect the confidentiality, integrity, and security of all student records, and parents have the right to inspect, copy, and challenge information contained in their child's records.

References

1. 16 C.F.R. Part 312; 64 Fed. Reg. 59888. FTC, *Complying with COPPA: Frequently Asked Questions* — business.ftc.gov
2. 20 U.S.C. § 1232g; 34 C.F.R. Part 99 — studentprivacy.ed.gov/ferpa
3. 47 U.S.C. § 254(h); FCC, *Children's Internet Protection Act* — fcc.gov
4. M.G.L. c. 71, § 34D; 603 C.M.R. 23.00 — malegislature.gov; doe.mass.edu

Monitoring

All technology resources provided by SPS are district property. Students should have no expectation of privacy when using district technology or networks. SPS reserves the right to monitor network and Internet traffic and to review information sent, received, or stored on district systems to ensure appropriate use and student safety.

Consequences for Violations

Violations of this policy will be handled using standard disciplinary procedures and may include:

- Restriction or loss of technology privileges
- Payment for repair or replacement of damaged equipment
- Disciplinary action up to and including suspension
- Referral to law enforcement

Students may also be held personally liable under applicable state and federal law. Students and families are encouraged to report misuse or policy violations to a school administrator.

Policy Publication

SPS will provide written notice of this policy to students and families through the SPS Family Handbook and the annual Back to School Packet.

Family and Student Acknowledgement

Collaboration between families and schools is essential, especially regarding educational technology. We appreciate your support in helping students understand appropriate and responsible use of technology.

Annual sign-off on this technology agreement is required for all students, as specified in School Committee Policy JICJ — Student Use of Technology in Schools. The agreement is developed by the Superintendent in conjunction with the Director of Technology and must be signed by an adult family member. This agreement may also be signed electronically by affirming that the required checkbox is ticked in the online Back to School Packet.

PUBLICATION

There are occasions when students or their work may be photographed or filmed for the purpose of publication in school newsletters, community newspapers, or on school websites/social media. We ask that parents also respect the privacy and confidentiality of students when photographing or filming student activities. As part of this, we ask that Parents/Guardians be considerate of what they post on social media, especially if it includes images or videos taken from public schools events that contain students other than your specific child/children. While SPS and its staff cannot be responsible for photos or movies posted on non-school websites, we ask that everyone observe the rules of confidentiality. Parents and guardians may allow or deny permission to publish their child's image or work.

District & School Websites

SPS web page guidelines state that photos or movies including students may be published, but student names may not be used in conjunction with those media. Students may, however, be identified by class. Samples of student work including artwork, podcasts, and projects may only be identified by initials. These rules pertain to all forms of online publication, including web sites, social media platforms and all other means of publicly posting content electronically.

Newspaper & Television

Parents and guardians may deny permission for their child's image (e.g., photo or video) to be shared for publication in online or print materials in the annual Back to School Packet. Families may reverse this decision at any time by providing the school with a written notification.

Yearbook

Denying permission to publish a child's photo as per above will not exclude them from appearing in the yearbook.

STUDENT PHOTOGRAPHS

Photography companies will be contracted to take student photographs annually. All financial arrangements and problems resulting from photographs made shall be handled by the company. Information about school pictures will be distributed through the individual schools. Student photos are used in classroom communications and online systems managed by the Sudbury Public Schools only where it plays a clear functional role in assisting staff to identify students visually, such as in the student information system or the library circulation software.

TRANSPORTATION PROCEDURES

Sudbury Public Schools complies with the laws of the Commonwealth, including the regulations of the Registry of Motor Vehicles and the Department of Education relative to transportation of pupils. The purpose of the transportation system is to aid students in getting to and from school in a safe, efficient, and economical manner.

Pursuant to Massachusetts General Law, SPS will provide free transportation to all students in Grades K-6 who reside two or more miles from their school. All other students in Grades K-6 who reside less than two miles from their school and all Grade 7-8 students may receive transportation for a fee depending on bus capacity.

Eligibility and Fees

- All students who are planning to use the bus must register for transportation. A late fee of \$75 will be applied to registrations and payments received after the registration deadline and is non-refundable in the event of cancellation after the first day of school.
- Preschoolers are not entitled to transportation services unless the student has an Individualized Education Plan (IEP) that requires transportation due to the student's disability.
- Kindergarten through 6th grade students who live 2 or more miles from their school are offered transportation without a fee; those within a 2 mile radius may elect a fee-based school transportation option and is dependent on bus capacity.
- All students in the 7th and 8th grade will be offered fee-based transportation to and from the Middle School.
- Current fees for elementary and middle school bus transportation are \$420 per child, maximum of \$765 per family.

- Bus fee refund requests will be prorated (with return of pass) refunds will be given according to the following schedule: Up to the first day of school - 100%. First day of school through September 30th - 75%. October 1st through October 31st - 50%. After November 1st - 0%.
- Financial assistance is available. The forms are available on the SPS website at [Business & Finance / Forms](#).
- Only students with a current bus pass are eligible to ride the bus. Students without a bus pass may not ride the bus.
- Students must use the bus to which they are assigned. Transportation to social events, daycare, or religious classes is **not** permitted.
- In order to provide safety and security to our students, different or multiple stops and/or multiple buses assigned are not allowed and students must be assigned one bus stop for morning and afternoon bus transportation pick-up and drop-off.
- Students who elect to attend another SPS elementary school with approval from the Superintendent are not eligible for transportation. An exception may be made with the approval of the Superintendent, when space permits. In such cases, students must use the nearest bus stop on the route and the transportation fee will also apply.
- Questions or concerns regarding bus passes or payment should be directed in writing to transportation@sudbury.k12.ma.us.

Cameras on Buses and Vans

The School Committee authorizes the use of security cameras on district buses/vans to ensure the health, welfare, and safety of students and drivers and to deter vandalism and other negative behavior. Parents and students should expect that all buses/vans will be equipped with security cameras that record both video and audio. Transportation video recordings used for security purposes shall be the sole property of the school district. Access to video and audio recordings from security cameras shall be limited to school administrators.

School Bus Stops

The Director of Transportation, working with other appropriate administrators and contractors, will be responsible for establishing bus schedules, routes, stops and all other matters relative to the transportation program. Sudbury bus route information is available to parents on the website.

- Questions and/or concerns about the routing system, bus stops or schedules are to be made to transportation@sudbury.k12.ma.us.
- Students will be provided with bus passes. The passes are to be carried at all times when using the Sudbury Public Schools' transportation.
- School bus stops will be designated with concern for safety and bus route efficiency.

- Students may be required to walk up to ½ mile to a scheduled stop (Massachusetts General Law allows students to walk up to 1 mile to a scheduled stop).
- Drivers will pick up students only at scheduled and designated stops. Only students assigned to the bus will be admitted.
- Requests for a change of the designated bus stop for a student must be made in writing to transportation@sudbury.k12.ma.us. Winter bus stop requests must be made each school year and are considered on a case by case basis.
- Students who ride a school bus are assigned to a specific one and are not allowed to change buses.
- SPS uses the FirstView bus tracking application and makes it available to Parents for use. For all issues with a “no show” bus or missing bus stops, please call the bus lot directly at 978-443-8631.

Loading and Unloading Students at Bus Stops

- For everyone's benefit, safety, and the efficiency of the entire transportation system, students and parents are asked to be considerate of others by being prompt at each stop and during loading and unloading of the bus.
- Students must be on time — waiting at their bus stops when the bus arrives. Buses cannot wait.
- Students must enter and leave the bus at designated stops only.
- Every effort will be made to have the kindergarten and first grade students seated at the front of the bus.
- Instructions and directions of the bus driver must be followed at all times.
- Parents and other caregivers are not allowed on the bus.

Behavior on the School Transportation

- Riders must be on time — the bus will not wait.
- Riders will enter or leave the bus at regular stops only.
- Orderly behavior is expected at the bus stop and on the bus.
- Students are expected to use indoor voices.
- Instruction and direction of the driver must be followed.
- Riders must remain in seats, with feet forward and aisle clear while the bus is in motion.

Items on School Transportation

- Due to the width of the school bus aisle, no large instruments (e.g., cellos, French horns), large projects or large objects may be brought on the bus. In addition, a child must be able to carry and contain any and all items between their legs or on their lap.

- Loose balls are not permitted on the bus as they pose a safety risk. Students may bring balls on the bus if they are contained and secured within a bag such as a backpack or gym bag.
- Sharp objects, laser pointers or any other items not permitted on school property are also not permitted on the school bus.
- Contact the bus company directly at 978-443-8631 for items left on the bus.

Bus Procedures and Regulations

Misbehavior on a bus is very serious because of its ability to distract the driver from concentrating on driving. Because of this, misbehavior is considered more seriously here than it might be in a school situation.

As in the previous discussion of Levels, examples below are not considered exhaustive. Also as listed above, all disciplinary actions are dependent upon the severity and frequency of the misbehavior and may differ from that set forth below as determined appropriate. Students will be expected to demonstrate appropriate behavior during daily transportation as well as field trip transportation.

Bus drivers are informed annually of behavior expectations. Difficulties will be recorded by the drivers and given to each Principal, who will address the concern with the student and, when necessary, their parents.

Level 1 Misbehavior

There are no misbehaviors classified as Level 1.

Level 2 Misbehavior

Misbehavior that interferes with the orderly transportation of students. Some examples are:

- Annoying other passengers;
- Littering on the bus;
- Spitting;
- Tampering with the possessions of other passengers;
- Use of profanity; and
- Damage to the bus.

Disciplinary Actions

Misbehavior on the bus is reported by the bus driver. Disciplinary action is administered by the Principal or Assistant Principal. This action may include the following:

- Conference with principal;
- Contact with parents;
- Loss of bus privileges for up to five days; and
- Suspension from school for one to five days.

Level 3 Misbehavior

Misbehavior that can endanger the safety of the driver or students, and which impairs the driver's ability to drive safely.

Some examples include:

- Repeated occurrences of Level 2 behaviors;
- Distracting the driver;
- Refusal to obey driver;
- Fighting, including pushing and/or wrestling;
- Lighting matches;
- Possession of knives or other dangerous objects;
- Possession or use of tobacco, alcohol, drugs, or controlled substance;
- Refusal to remain in seats; and
- Throwing objects.

Disciplinary Actions

Level 3 misbehavior is reported by the bus driver. Disciplinary actions involve the Principal. Parents will be contacted. At more severe levels, the Superintendent will be involved.

- Loss of bus privileges from six to ten days;
- Suspension from school from six to ten days; and
- Repeated incidents of Level 3 misbehavior may result in a child being expelled from bus privileges.

Procedures for Reporting Passenger Misconduct

- The bus driver shall report any misconduct occurring on the school bus. A School Bus Conduct Report shall be completed and submitted directly to the Principal or their designee who shall then send it home for signature. Copies of the signed report will be retained by the Principal or their designee, the driver and the bus company.
- The Principal or their designee shall adhere to the guidelines of the Student Behavior Code and to the due process procedures.

Behavior Difficulties on a Moving Bus

1. If students are involved in behavior difficulties while the bus is moving, the bus driver will do the following:
 - Stop the bus;
 - Remain on the bus; and
 - Radio the dispatcher, who will contact the Safety Officer or their police designee.
2. Upon arrival at the bus, the Safety Officer or designee will take responsibility for the

- students who are said to have been responsible for the behavior problem;
3. The bus driver will continue the route;
 4. The Safety Officer, or designee, will return to the Police Station with the student(s) and do the following:
 - Attempt to notify the School Principal or their designee; and
 - Notify the parents/guardians.
 5. The parent/guardian will be responsible for transporting the child home; and
 6. The difficulties will be addressed the next school day as described above.

Provisions for Exception to Normal Busing

When a Parent or School representative becomes aware of a potential bus problem, they should proceed as follows:

1. When a child does not get off the bus at an assigned stop;
 - a) Contact the school that the child attends at the designated number below:

Haynes:	978-443-1093 ext. 1201
Loring:	978-579-0870 ext. 4001
Nixon:	978-443-1080 ext. 2000
Noyes:	978-443-1085 ext. 6001
Curtis:	978-443-1071 ext. 7504
 - b) If not able to reach a contact person at the school, contact the dispatcher at 978-443-8631, who will then contact the bus driver.
2. If the child is **still on** the bus or the child is **on a different bus**:
 - a) The dispatcher will make arrangements to drop the child off at the normal stop, when possible.
 - b) When the child is located, the dispatcher will notify the secretary or administrator, who will then notify the caller that the child has been located and make arrangements to get the child to where they belong, when possible.
3. If the child is **not** on any bus:
 - a) The dispatcher will notify the school secretary or administrator to check with the school.
 - b) The dispatcher will radio other bus drivers to check their buses.
 - c) If the child is **NOT located**: The Dispatcher will notify the secretary or administrator who will contact, as needed:
 1. Parents;
 2. Teachers;
 3. Emergency contacts in the child's neighborhood; and
 4. Police.

VISITS TO SCHOOLS

We are happy to have parents be a part of our schools. However, as welcome as parents and other relatives are, they can be a focus of attention that distracts students from learning tasks. Parents are welcome to visit their child's classroom at times arranged by the teacher or through the principal. Specific details can be provided by your individual school regarding requirements for health and safety, confidentiality and each visit must be scheduled in advance with the teacher and that every visitor check in at the front office upon arrival and departure. As part of the Sudbury Public Schools efforts to maintain a safe and secure environment for students, staff, and visitors while on school district property, exterior and interior video cameras have been installed at all five schools.

WELLNESS: NUTRITION AND PHYSICAL ACTIVITY

The Sudbury Public Schools are committed to providing an environment that promotes and protects each child's health, well-being, and ability to learn by supporting healthy eating and physical activity during the school day. Schools, along with caregivers and the larger community, play an important role in addressing childhood health and diet-related concerns.

The District is committed to providing healthy meals to its students and to meeting the nutritional needs of its students within the current USDA guidelines. The District program supports the well-being of students by encouraging a healthy diet, modeling healthy eating, and accommodating cultural food preferences and special dietary needs to the extent possible.

The District provides nutrition and physical education as part of a developmentally appropriate and standards-based Wellness program. The primary objective is to prepare students for lifelong wellness practices. Nutrition education is designed to provide students with the knowledge and skills necessary to promote and protect their health.

The physical education program includes age-appropriate instruction and activities consistent with national and state standards. The curriculum is designed to promote the benefits of a physically active lifestyle and supports students in developing skills to engage in lifetime physical activity. All students will be provided equal opportunities to participate in physical education classes. Appropriate accommodations are made to allow for equitable participation for all students.

Physical Examinations

Every student who enters the Sudbury Public Schools must present evidence of a physical examination completed within one year prior to entrance to school or within 30 days after entrance. A student who transfers from another school system must meet this entrance requirement unless school health records are transferred with the student showing the student has had an adequate health appraisal in the school year of transfer. Upon entrance, every

student must present evidence of the student's most recent physical examination and record of immunizations.

Students also must present evidence of a physical examination completed within the prior twelve months by October 15 of the fourth and seventh grades. Students may be required to submit evidence of a physical examination in other circumstances in accordance with state law and regulations.

Homeless students will be enrolled immediately, in accordance with policy 4.2.11, even if the student is unable to produce records normally required for enrollment. The District will assist the student in obtaining medical or immunization records, if necessary.

Physical examinations that meet these requirements must be performed by a duly registered Physician, Physician's Assistant or Nurse Practitioner.

(Note that all physicals must have been conducted within the previous twelve months.)

Immunizations

Certain immunizations are required by the state government. These include a comprehensive set for entry into school and periodic renewals. Notice of the need for these immunizations will be sent home through each school.

Exemption

Students may be exempted from required immunizations for medical or religious reasons. The parent/guardian must submit a signed statement from the physician outlining the medical reason, or a signed personal statement that the immunizations conflict with their sincere religious beliefs. This statement must be renewed annually.

Sports Physicals

Consistent with Massachusetts Interscholastic Athletic Association regulations, any student who participates in Middle School sports must pass a physical examination within thirteen months of the start of each season. Documentation of the physical examination must be submitted before participation in any sporting event, including tryouts, practices, or games. Students who meet this requirement at the start of the season will remain eligible for that season. Physical examinations that meet these requirements must be performed by a duly registered Physician, Physician's Assistant, or Nurse Practitioner.

Medical Checks

Children are screened for vision in grades K through 5, and grade 7, and hearing in grades K

through 3 and grade 7 each year. If a student normally wears glasses, it is important that they wear their glasses for the vision screening. Postural screening occurs annually in grades 5 through 8. If a concern in any of these areas is noted, you will be contacted so you can arrange a follow-up visit with your physician. In addition, as part of the Department of Public Health Comprehensive Growth Screening Program, students have their height and weight measured to determine their BMI (body mass index). Aggregate data reports for grades 1, 4 and 7 are sent to DPH annually. Parents are notified prior to this screening.

Emergency Information

Each year, you will be asked to update your child's emergency contact information as part of the Back to School Packet. This form will contain telephone numbers at which you can be reached and the names and telephone numbers of people who can be contacted in case you are unreachable. It is most important that you keep this information current in case your child becomes ill or is injured.

If you will be away on a trip without your child during the school year, it is important that you notify the school in writing, and include the name and contact number of the person who will be caring for your child while you are away.

Statement on Medication

In accordance with state regulations and policies, no prescription medication will be administered to students without a written authorization from a physician. (4.4.3f - School Committee Policy). In the case of short-term medications, (i.e., antibiotics), the original prescription container with pharmacy label serves as the physician's authorization.

In order to protect all students, no medication may be brought to school or taken home by a student. All medications, (including over-the-counter), must be brought to the health office by a parent or guardian in the original container to be distributed by the medically appointed designee. When having a prescription filled, ask the pharmacist to provide you with two labeled containers.

With physician and parent authorization, students at the middle school may carry their own inhalers and epipens. In specific circumstances at the elementary level, when a physician determines it is medically necessary for a student to travel with their epipen at all times, the student may do so if the parent/guardian provides the school with written authorization from the physician. Tylenol, Benadryl and other over-the-counter medications may be administered with a signed permission authorization from parents. Medication orders are good for the duration of the school year, and are renewable annually. The District has a School Committee policy for use of Narcan.

Substance Use

School Committee Policy JICH reads:

Maintaining a safe and supportive learning environment and promoting the social, emotional, and physical well-being of all students is an integral component of the overall mission of the Sudbury Public Schools.

Mandated Screening

A verbal screening tool to screen students for risk for substance use related problems will be administered by trained staff. The verbal screening tool utilized by the District shall, in accordance with law, be approved by the Department of Elementary and Secondary Education (DESE). The tool will be administered by trained staff to students in one grade on an annual basis. The screening process will include the use of a validated screening tool, brief education, positive reinforcement for health-promoting behaviors, and planning for referral as needed.

Parents/guardians will be notified prior to the screening and have the right to opt out by written notice prior to the screening. Students may opt out of the screening at any time prior to or during the screening.

All statements made by a student during a screening are confidential and will not be disclosed except in the event of immediate risk, by written consent of the student, or in accordance with law. De-identified results will be reported to the Massachusetts Department of Public Health within 90 days of the completion of the screening process.

Food Allergy Policy for Students

The number of students with life-threatening allergies, especially food allergies, has increased substantially in recent years. Allergic reactions vary among students and can range from mild to severe and life-threatening anaphylactic reactions. Anaphylaxis refers to a collection of symptoms affecting multiple systems in the body, the most dangerous of which are breathing difficulties and a drop in blood pressure or shock, which are potentially fatal.

Anaphylaxis can occur immediately or up to two hours following allergen exposure. Some students, who are very sensitive, may react to just touching or inhaling the allergen.

The most common causes of anaphylaxis in children include allergies to:

- Foods (most commonly: peanuts, tree nuts, milk, dairy products, soy, wheat, sesame, fish and shellfish);
- Insect stings (yellow jackets, bees, wasps, hornets);
- Medications; and

- Latex

School Committee Policy JLCE reads:

“The Sudbury Public Schools recognize the increasing prevalence of student allergies and the life-threatening nature of allergies for many students. The school district administration shall develop and implement a protocol to minimize the risk of exposure to allergens that pose a threat to students, to educate all members of the school community on management of student allergies, and to plan for the needs of students with allergies. Further, the protocol will aim to provide age-appropriate procedures and to assist children in assuming more individual responsibility for their health and safety, as they grow older. The schools will work with allergic students and their parents to address the students’ emotional and social needs in addition to their health needs.

Protocols for implementing this policy have been developed that address the following areas:

- Education and training;
- Individualized planning and accommodations;
- Classroom management procedures;
- Common use areas;
- Kitchen and cafeteria procedures;
- Transportation procedures;
- Field trip procedures;
- Emergency response procedures; and
- Procedures for handling epinephrine.

A document has been developed that describes these procedures in full and that includes a set of responsibilities for the school nurses, school administration, the Food Services Director, classroom teachers, and parents. This document may be reviewed on the school district website at www.sudbury.k12.ma.us.

School Food and Nutrition - Meal Modifications

School Committee Policy EFBA reads:

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

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

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

Concussion Policy for Students

School Committee Concussion Policy Reads:

In order to protect the safety and health of its students and in accordance with state regulations (MA 105 CMR 201.000 Head Injuries and Concussions in Extracurricular Athletic Activities), the Sudbury Public Schools has adopted the following practices regarding the prevention and management of head injuries and concussions in extracurricular athletic activities at the Ephraim Curtis Middle School.

Pre-participation Educational Requirements

School Personnel: School personnel, including coaches, physical education teachers, and school nurses, must complete one of the Department of Elementary and Secondary Education online head injury safety training programs each year. Coaches and physical education teachers will be expected to teach techniques aimed at minimizing sports-related head injuries. They will discourage and prohibit students from engaging in any unreasonably dangerous athletic technique as well as give instruction regarding the proper use of equipment.

Students and Parents/Guardians: Students who plan to participate in any ECMS extracurricular athletic activity and their parents/guardians must take an online course each year to learn about the consequences of head injuries and concussions. Students will not be permitted to participate in any ECMS extracurricular athletic activity until this requirement is satisfied. Two free online courses are available to satisfy this requirement. Internet links to these courses are provided on the Certificate of Completion of Concussion Training Course Form ("Certificate of Completion") posted on the ECMS website.

In addition, the concussion policy also covers "Documentation Requirements", "Exclusion from Play", "Return to Play" and "Protocols and Procedures" which can be found on the SPS website.

Voluntary Co-Curricular Activities

Students participating in voluntary co-curricular activities, including but not limited to intra-mural or interscholastic athletics, are required to return a signed release of liability to

the director of the event/activity prior to engaging in the activity, event, or the commencement of the athletic season. As these activities are voluntary, the student's participation in an event, activity, or athletic season is conditioned upon receipt of the signed and returned release of liability form. Massachusetts law permits use of such releases for school-related voluntary co-curricular activities, including but not limited to athletics. Release forms will be distributed by the Athletic Director and/or by the administrator overseeing activities.

The student's participation in any co-curricular activity, including but not limited to intra-mural or interscholastic athletics of any nature, is conditioned on compliance with all applicable laws, district policies (including but not limited to policies relative to student conduct and discipline, bullying, hazing, harassment, and discrimination), all MIAA policies, and district values and behavioral expectations. In the interest of student safety and compliance with these laws, policies, values, and expectations, coaches and/or other school staff will routinely monitor locker room activities. Such monitoring may include physical presence by coaches or other staff in locker rooms. While monitoring students in locker rooms, all coaches and staff will give appropriate consideration to student privacy. Students seeking increased privacy when changing clothes/uniforms may utilize individual stalls and/or privacy curtains or screens where available, and are encouraged to address any privacy related concerns with the coach or building principal.

PHONE DIRECTORY FOR SUDBURY PUBLIC SCHOOLS

Programs and Services

978-443-1058

Americans w/ Disabilities - S. Juriansz	978-639-3202
Civil Rights – Carol Cavanaugh	978-639-3216
Drug Free Schools – Betsy Grams	978-443-1085
Early Childhood – Stephanie Juriansz	978-639-3202
ELL – Carol Cavanaugh	978-639-3216
Foster Care – Stephanie Juriansz	978-639-3202
Homeless Education – S. Juriansz	978-639-3202
METCO – Leslie Smart	978-443-3220
NCLB – Annette Doyle	978-639-3211
Special Ed & Section 504 – S. Juriansz	978-639-3202
Title I – Carol Cavanaugh	978-639-3216
Title IX – Stephanie Juriansz	978-639-3202

Central Office

978-443-1058

Superintendent's Office	978-639-3211
Asst. Superintendent	978-639-3216
Accounts Payable	978-639-3214
Business Office	978-639-3218
Early Childhood	978-639-3204
Emergency Closing	978-639-3285
Food Services	978-639-3228
METCO Program	978-639-3220
Payroll	978-639-3217
Special Education	978-639-3202
Technology Office	978-639-3252
Transportation	978-639-3215

Ephraim Curtis Middle School

978-443-1071

Principal's Assistant	x7502
Front Office Assistant	x7503
Health Office – Nurse	x7509
Absentee Call-In	x1
Grade 6 Assistant Principal	x7120
Grade 7-8 Assistant Principal	x7301
Guidance - Grade 6	x7513
Guidance - Grade 7	x7512
Guidance - Grade 8	x7511
Special Ed Team Chair	x7514/7515

Josiah Haynes School

978-443-1093

Principal's Assistant	x1201
Front Office Assistant	x1200
Health Office – Nurse	x1204
Absentee Call-in	x1204
Guidance	x1504
Special Education Team Chair	x1205

Israel Loring School

978-579-0870

Principal's Assistant	x4002
Main Office Assistant	x4001
Health Office – Nurse	x4004
Absentee Call-In	x1
Guidance	x4011
Special Education Team Chair	x4244

General John Nixon School

978-443-1080

Principal's Assistant	x2001
Front Office Assistant	x2000
Health Office – Nurse	x2003
Absentee Call-in	x1
Guidance	x2005
Special Education Team Chair	x2102

Peter Noyes School

978-443-1085

Principal's Assistant	x6002
Front Office Assistant	x6001
Health Office – Nurse	x6005
Absentee Call-in	x1
Guidance	x6009
Special Education Team Chair	x6006



SUDBURY PUBLIC SCHOOLS

Office of the Director of Business and Human Resources

To: School Committee

Date: 08/17/2026

RE: FY27 Accounts Payable & Payroll Warrants Processed

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

<u>Date:</u>	<u>Warrant Type:</u>	<u>Warrant #:</u>	<u>Amount \$:</u>
07/23/2026	Accounts Payable	1301	\$130,376.76
07/30/2026	Accounts Payable	1302	\$98,965.25
08/13/2026	Accounts Payable	1303	\$371,827.51
07/20/2026	Payroll	P/R 07/23/2026	\$1,403,587.99
08/03/2026	Payroll	P/R 08/06/2026	\$1,426,362.62

 8/10

Buckner Creel
Acting Director of Business and Human Resources

Sudbury Public School Committee
Policy Subcommittee Charge
Approved May 18, 2026

Mission Statement:

The Policy Subcommittee will review, update and draft a new policy for the School Committee. For the 2026-2027 term, the Policy Subcommittee will also be charged with reviewing and updating the Sudbury School Committee Handbook.

Members:

Julie Durgin-Sicree
Karyn Jones
Interim Superintendent Annette Doyle

Goals and Objectives: (process)

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

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

For the ~~2025-2026~~ **2026-2027** fiscal year, the School Committee charges the Policy Subcommittee with reviewing and providing feedback on the following policies for possible adoption:

MASC Recommended Policies (May, 2026):

1. BDF, Advisory Committees to the School Committee
2. BDFB, Special Education Advisory Council (SEPAC)
3. BDFC, English Learner Parent Advisory Council (ELPAC)
4. ECAB, Access to Buildings and Grounds
5. EEAEA, Bus Driver Examination and Training
6. JFBB, School Choice
7. JKAA, Time-Out, Seclusion, and Restraint of Students
8. JLCD, Administration of Medication to Students
9. JLCDC, Self-administration and Self-Carry of Medications

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

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

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

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

The Policy Subcommittee will aim to have May MASC policy review recommendations ready to review by the School Committee and first read of the School Committee Handbook by/before January.

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

Compliance with Open Meeting Law (OML):

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

Sudbury School Committee
Meeting Minutes - DRAFT
June 15, 2026

Members Present:

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

Brad Crozier
Annette Doyle

Absent:

Don Sawyer:

Open Regular Session

Chair Jessica McCready opened the meeting at 7:01 p.m. and performed a roll call vote confirming the Committee's attendance.

ROLL CALL VOTE:

Ellen Lederer-DeFrancesco: Aye
Betsy Sues: Aye
Julie Durgin-Sicree: Aye
Jessica McCready: Aye

Chair McCready noted that this is Superintendent Crozier's last meeting with the Committee and thanked him for his work in the District and wished him well in his endeavors.

1. Public Comment
 - a. Silvia Nersessian, Sudbury resident, shared her gratitude to Superintendent Crozier for his 8 years of dedicated service to the community. She shared her perspective on his impact on students, supporting educators and strengthening the school community.
 - b. Jillian Kelton, Sudbury resident, thanked Superintendent Crozier for his commitment to children and educators.
 - c. Dan Carty, Stonebrook Road, Sudbury, thanked Superintendent Crozier as both a parent and from his official capacity on the Sudbury Select Board. He thanked him for his steady leadership, collaboration and calm guidance through challenging years.
2. Special Matters
 - a. Presentation of Accomplishments, Initiatives & Models (AIM Reports)
 - 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
 - 1. Each principal presented accomplishments achieved throughout the school year. At the middle school, these accomplishments focused on SEL practices and building meaningful relationships with students. At the elementary schools, accomplishments included targeted instructional support, shared planning time, special events and activities for students and staff, community building, increased opportunities for student leadership, and strengthening relationships so that each student feels seen and heard.
 - 2. Questions from the Committee focused on the challenges faced during the school year, the work being done to support families, how the AIM reports are created, and how School Councils operate. The Committee also suggested including more specific information in future reports.

3. Educational and Operational Matters

a. District Reports

i. Director of Business and Human Resources

- 1. None. Mr. Sawyer was absent from the meeting.

ii. Assistant Superintendent

- 1. An update was provided on the recent Recalibrating Screen Time technology workshop, which focused on intentional and active use of technology to support student learning. The group will continue this work as part of FY27 professional development.
- 2. A question related to whether parents are on the working group was asked.

iii. Superintendent

- 1. An update was provided on end of year activities, including upcoming Moving On ceremonies and a recent Sudbury Pride event. An appreciation to staff for their dedication and hard work in preparing for the close of the school year was shared.

4. 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
 - i. A member requested to pull item d. - Approval of Workshop led by Anthony Bent.
 - ii. A question regarding the timeline of the Superintendent Search Committee was asked.
 - iii. Vice Chair Betsy Sues motioned to approve the Consent Calendar as amended to remove the Approval of Workshop led by Anthony Bent and the Q3 report. Julie Durgin-Sicree seconded the motion.

1. ROLL CALL VOTE:

- a. Karyn Jones: Aye
- b. Ellen Lederer-DeFrancesco: Aye
- c. Julie Durgin-Sicree: Aye
- d. Betsy Sues: Aye
- e. Jessica McCready: Aye
- i. **Vote: 5-0.** Motion carries.

2. Questions related to how the workshop was created and concerns about one to one meetings were shared. Topics of the workshop and budget questions were also asked.

3. Vice Chair Betsy Sues motioned to approve the workshop led by Dr. Anthony Bent. Julie Durgin-Sicree seconded the motion.

a. ROLL CALL VOTE:

- i. Betsy Sues: Aye
- ii. Karyn Jones: Abstain
- iii. Ellen Lederer-DeFrancesco: Aye
- iv. Julie Durgin-Sicree: Aye
- v. Jessica McCready: Aye
- 1. **Vote: 4-1.** Motion carries.

5. Business and Policy Matters

a. Extracurricular Activity Fees

- i. The Committee discussed the extracurricular activity fee recommendations and reviewed comparable activity fees in other districts.
- ii. Vice Chair Betsy Sues motioned to approve a club fee of \$125.00 for the 2026/2027 school year with no minimum enrollment requirement and to set the unified program fee at \$75.00 with no minimum enrollment requirement. Julie Durgin-Sicree seconded the motion.

1. ROLL CALL VOTE:

- a. Betsy Sues: Aye
- b. Ellen Lederer-DeFrancesco: Aye
- c. Karyn Jones: Aye
- d. Julie Durgin-Sicree: Aye
- e. Jessica McCready: Aye
- i. **Vote: 5-0.** Motion carries.

b. 2026-2027 School Committee Goals

- i. The Committee discussed potential goals. Questions and feedback related to the Superintendent Search were discussed. Another goal request related to METCO with information on accomplishments to date was requested to help define the goal.
- ii. Three main areas of goals include Communication, Financial Stewardship, and Student Experience. Members discussed how to group the goals and agreed to revisit them at the upcoming School Committee Workshop.

c. Haynes and Nixon Roof Projects Update

- i. A memo from Sandra Duran, Combined Facilities Director, sharing an update on the roof projects was reviewed. She noted that the projects are on time and aligned to progress as described.
 - d. Items for Special Town Meeting
 - i. No items for the Special Town Meeting were recommended by the Committee.
- 6. Liaison Reports
 - a. Member Jones provided a memo with an update on SEPAC. A question whether LS is interested in a Jewish PAC was asked.
- 7. Adjournment
 - a. Vice Chair Betsy Sues motioned to adjourn at 9:10 p.m. Julie Durgin-Sicree seconded the motion.
 - i. ROLL CALL VOTE:
 - 1. Julie Durgin-Sicree: Aye
 - 2. Betsy Sues: Aye
 - 3. Ellen Lederer-DeFrancesco: Aye
 - 4. Karyn Jones: Aye
 - 5. Jessica McCready: Aye
 - a. **Vote: 5-0.** Motion carries.

Respectfully Submitted,
 Julie Williams
 Executive Assistant to the Superintendent

Documents Reviewed During the June 15, 2026 School Committee Meeting

1. FY26 AIM Report - Haynes
2. Loring AIM Report 2026
3. AIM Report FY26 - Nixon (1)
4. FY26 AIM Report - Noyes
5. Curtis AIM Report 2025-26
6. 110325_Sudbury School Committee Minutes_DRAFT (1)
7. 041626_Sudbury School Committee Minutes_DRAFT
8. 050126_Sudbury School Committee Minutes_DRAFT
9. b - SEPAC - End of Year Report
10. c- SPS LGBTQ+ PAC Update
11. d - Sudbury Workshop
12. e - Subcommittee
13. f - forthcoming....
14. Memo_SC_FY27 FeeRecommendation_Athletics and Clubs_260424
15. FY26 Club Fees
16. JM_Goals26-27
17. Sues_SPS School Committee Goals Workplan FY27.xlsx - Goals Tracker
18. 20260611 JD School Committee Goals Template

19. Copy of KJ_School Committee Goals.docx
20. Ellen School Committee Goals Template
21. School Facilities Capital and Maintenance Project Update for SC 6.11.2026 (1)
22. sudbury.k12.ma.us Mail - [school_committee] Select Board Seeks Input on Fall 2026 Special Town Meeting
23. SEPAC Liaison Report_06152026

Sudbury School Committee
Meeting Minutes - DRAFT
July 6, 2026

Members Present:

Jessica McCready, Chair
Betsy Sues, Vice Chair
Julie Durgin-Sicree
Ellen Lederer-DeFrancesco

Annette Doyle, Interim Superintendent
Carol Cavanaugh, Interim Assistant Superintendent
Buckner Creel, Interim Business Director
Sandra Duran, Combined Facilities Director

Absent:

Karyn Jones

Chair Jessica McCready opened the meeting at 6:30 p.m. Members Sues, Durgin-Sicree, Lederer-DeFrancesco and McCready confirmed their presence.

Open Executive Session

Vice Chair Betsy Sues motioned to vote to meet in executive session and to return to open session pursuant to Massachusetts General Laws chapter 30A section 21(a)(3) for the following purpose. Purpose 7 to comply with, or act under the authority of, any general or special law or federal grant-in-aid requirements, specifically, the Open Meeting Law, GL c30A, §§22(f), (g), relative to the School Committee's executive sessions for the following dates: February 5, 2026, February 9, 2026, March 2, 2026 and March 13, 2026. Julie Durgin-Sicree seconded the motion. By a show of hands the motion passed **4-0**.

Vice Chair Sues confirmed the motion and the Committee moved into Executive Session.

Open Regular Session

Chair Jessica McCready opened the regular session at 7:00 p.m.

1. Public Comment
 - a. None
2. Opening Statement from Chair and Budget Subcommittee Chair
 - a. Chair Jessica McCready read an opening statement. It became apparent at some point that the audio on Zoom was not working correctly. The Interim Superintendent and the Committee tried to troubleshoot the issue and ultimately learned that Zoom was having technical difficulties.
 - b. Chair McCready decided to cancel the meeting since it was not accessible to those at home and the Interim Superintendent put a notice on Zoom.

- c. A joint statement was emailed to the SPS community and the Town Clerk and explained what happened.
 - d. All items on the agenda will be moved to the July 20, 2026 meeting with the exception of the Executive Session which was conducted according to Open Meeting Law.
- 3. Adjournment
 - a. Vice Chair Betsy Sues motioned to adjourn at 7:53 p.m. Ellen Lederer-DeFrancesco seconded the motion. By a show of hands the motion passed **4-0**.

Respectfully Submitted,
Jessica McCready
Chair, Sudbury School Committee

Documents Reviewed During the July 6, 2026 School Committee Meeting

1. NONE DUE TO MEETING CANCELLATION

**Sudbury Public Schools
School Committee Meeting**

Date: **August 17, 2026**

Agenda Item: 5a - Combined Facilities Director
i. Haynes and Nixon Roof Projects Update
ii. Update on FY25 / FY26 Projects

Recommendation:

Background / Preparation Information:

Sandra will update us on two topics in this meeting – (1) the roof projects at both Haynes and Nixon. We have asked her to provide us with this information at each meeting due to the large scale of the projects.
(2) An update on FY25/FY26 projects – she will provide this update to keep us informed as to the progress from last year. I do not anticipate a vote on these items tonight.

Attachments:
MEMORANDUM to SC Capital Projects Update 8.12.2026

Action:	Report:	Discussion:	XX
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275 Old Lancaster Road Sudbury, MA 01776
978-440-5465; Fax 978-440-5404
Sandra_Duran@sudbury.k12.ma.us

Sandra Duran, Combined Facilities Director

MEMORANDUM

To: School Committee
From: Sandra R. Duran, Combined Facilities Director
Date: August 12, 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, maintenance, energy, and school safety initiatives across the district. Significant construction activity has occurred throughout the summer recess, with current efforts focused on roof replacements, fire alarm and emergency lighting upgrades, school safety improvements, the Curtis Solar Canopy, HVAC and energy infrastructure planning, and other facility improvements.

A primary focus during the remainder of the summer is completing work necessary to support the safe and timely opening of schools while coordinating longer-term projects that will continue into the 2026–2027 school year.

Project Updates

Roof Replacement Projects – Haynes and Nixon Schools

Construction of the Haynes and Nixon roof replacement projects is underway. Roofing materials are on site, and Greenwood Industries is actively completing demolition and installation work.

At Haynes, work has included roof replacement activities as well as demolition of existing classroom sinks. New sink installations will include cabinetry, countertops, finish flooring, and

associated improvements. ADA-related modifications at the stage, library reading area and water fountains are also being completed as part of the project.

At Nixon, roof demolition and installation are progressing. Existing skylights have been removed and the openings temporarily secured and reroofed while awaiting delivery of the replacement skylights. The new skylights are currently anticipated to arrive in October. Preparatory work is being completed in advance to minimize the duration and disruption associated with the future skylight installation.

Facilities staff continue to coordinate construction activities, parking, site access, and other logistics with the contractor and school administration.

Haynes Fire Alarm, Emergency Lighting, and BDA Upgrades

The Haynes Fire Alarm, Emergency Lighting, and Bi-Directional Amplifier (BDA) project is substantially complete. The new fire alarm system has been installed, with final testing, commissioning, and closeout activities underway.

Remaining work includes completion of the BDA installation, which has experienced some delay due to specialty contractor availability. This work is not anticipated to affect the opening or operation of the school.

Any remaining demolition or minor corrective work that cannot be completed prior to the beginning of school will be coordinated around school operations and scheduled during long weekends and/or school vacation periods as necessary to minimize disruption.

School Safety Improvements

School safety improvements continue to advance throughout the district. Work includes access-control systems, protective bollards and barriers, and other measures intended to improve building and site security.

Access-control work at the schools is scheduled to begin in August 17, 2026.

At Curtis Middle School, the Department of Public Works has installed rock boulders as part of the planned site-security improvements. Combined Facilities is also procuring swing gates and bollards.

At Noyes, Facilities is coordinating with DPW on improvements to the accessible pathway serving the rear pickup area. Concrete security barriers are also being procured, with installation currently anticipated for late September or early October based upon vendor lead times.

Design of the Noyes School safety vestibule continues to advance. The project architect completed field measurements on June 25, 2026, and an updated design status is anticipated in August.

The project is intended to enhance access control at the primary school entrance and is part of the district's broader effort to improve school security.

Curtis Solar Canopy Project

The Curtis Solar Canopy project continues to advance through the study and pre-design phase.

The Power Purchase Agreement has been signed, the Interconnection Service Agreement has been completed, and SMART Award documentation has been received. Ground-penetrating radar and geotechnical investigations were conducted during July and August to identify underground utilities, evaluate subsurface conditions, and provide the information necessary to advance structural and site design.

Following completion of these investigations, the developer will proceed with final design development, including canopy locations, structural support locations, bus-turning radius requirements, and other site considerations.

The project will also require applicable permitting and regulatory review. Installation continues to be targeted for Summer 2027.

HVAC Assessment and Electrification Study

The district-wide HVAC assessment and electrification study continue to progress. Draft existing-condition HVAC reports have been prepared, and the HVAC Electrification Study is also in final draft form.

Cost estimating and development of a long-term capital renewal schedule have been initiated. The current target is to complete these deliverables by the end of October 2026.

The completed study will provide the District and Town with a comprehensive assessment of existing HVAC systems, identify equipment deficiencies and future capital needs, and assist with prioritizing long-term facility investments and potential electrification opportunities.

Building Management System Capital Repairs

Building Management System capital repairs continue to be evaluated as part of the district's broader facility infrastructure planning.

Previously identified deficiencies, including conditions within the Curtis Middle School administrative area, remain part of the ongoing evaluation of system needs. These improvements will be coordinated with other HVAC and building infrastructure recommendations as long-term capital priorities are developed.

Haynes School Playground Renovation

Planning for improvements to the Haynes School playground continues. The rear playground requires resurfacing, while the side playground requires additional design and resurfacing work.

Facilities staff are evaluating the appropriate scope and funding strategy for the project, including the potential for a future CPA application in September 2026.

Options under consideration include improvements to the existing play surfaces and the resurfacing of failed paved surfaces.

Bus Electrification Initiative

The District continues to evaluate future bus electrification opportunities. Previous utility review confirmed sufficient electrical capacity at the proposed location.

Additional evaluation of vehicle battery capacity, charging requirements, infrastructure needs, and charger sizing will be necessary as the District considers future implementation opportunities.

Upcoming Milestones

During the next reporting period, Combined Facilities will continue to focus on completion of summer construction activities and advancement of projects entering design, procurement, and planning phases. Key activities include:

- Completing final testing, commissioning, and closeout activities for the substantially completed Haynes fire alarm replacement project.
- Continuing construction of the Haynes and Nixon roof replacement projects.
- Advancing district-wide access-control and other school safety improvements.
- Continuing design development for the Noyes safety vestibule.
- Advancing design and permitting activities for the Curtis Solar Canopy project.
- Completing the district-wide HVAC assessment, electrification study, cost estimates, and long-term capital renewal schedule.
- Continuing evaluation and prioritization of Building Management System capital repairs.
- Developing the next steps and funding strategy for the Haynes playground improvements.

Summary

Combined Facilities has maintained an active summer construction and project-development schedule across the Sudbury Public Schools. Particular attention continues to be given to coordinating construction activities with school operations and ensuring that work affecting the opening of school is completed, tested, or appropriately phased before students and staff return.

In parallel with the current construction program, Facilities continues to advance longer-term planning initiatives that will inform future capital investment in building systems, energy infrastructure, school safety, accessibility, and facility renewal.

This report is presented for informational purposes. Staff will continue to advance project planning, procurement, design, 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: August 17, 2026

Agenda Item: 5b - Discussion on supporting Jewish students

Recommendation:

Background / Preparation Information:

We have received advice from our attorney on the topic of establishing a Jewish PAC. Please review the memo the attorney prepared for the general public. We will discuss this advice and ways we can support Jewish students in our schools. Please bring any ideas, thoughts, and questions you have on this topic.

Attachments:

Sudbury PAC Memo 8.13.26

Action:	XX	Report:	Discussion:	XX
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Valerio
Dominello &
Hillman, LLC

One University Avenue
Suite 300B
Westwood, MA 02090

T 617.862.2005
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MEMORANDUM

TO: Sudbury School Committee

FROM: Valerio Dominello & Hillman LLC

DATE: August 13, 2026

SUBJECT: Establishing PACs

This memo is intended for dissemination to the general public and not subject to attorney-client privilege. The Sudbury School Committee requested a summary for public understanding regarding legal issues that are raised by recent requests to establish a Jewish Parent Advisory Committee (“PAC”). This entity would be operated by parents but would have “liaisons” consisting of an employee of the Sudbury Public Schools (“SPS”) and a member of the School Committee. It would act as an advisory body to the School Committee but would not make independent decisions for SPS. As articulated, the structure and mission would be substantially similar to that of a SEPAC which is required for SPS by law.

The potentially religious aspect of this SPS organization raises possible legal issues under the First Amendment of the United States Constitution. The First Amendment contains two so called “Religion Clauses” and states “Congress shall make no law respecting an establishment of religion or prohibiting the free exercise thereof” [emphasis added]. While the Amendment refers to “Congress” it also applies to states and their subdivisions as a result of the Fourteenth Amendment. The focus here is on the “Establishment Clause.” Until 2022, the Supreme Court generally followed a three-part test to determine whether a public body was violating the Clause. That test was articulated in *Lemon v. Kurtzman*, 403 U.S. 602 (1971) and required that the challenged action have a “secular purpose,” that its “primary effect” neither advance nor inhibit religion, and that it does not lead to excessive governmental “entanglement with” religion. The proposed PAC would likely fail this test. Most, if not all, religious traditions (including but not limited to Jewish religious traditions) have non-religious cultural aspects but the line between what is “religion” and what is “culture” is inherently hard to define or draw in actual practice.

In the absence of a Jewish PAC, parents and students have rights under the separate “Free Exercise Clause” and related statutes, such as the Equal Access Act, and the Religious Freedom Restoration Act. In addition, parents may organize their own group and communicate concerns directly to administration and the School Committee via email or in public comment.

**Sudbury Public Schools
School Committee Meeting**

Date: **August 17, 2026**

Agenda Item: 5c - Review of Policies JICFB (Bullying Prevention) and JICK (Harassment of Students)

Recommendation:

Background / Preparation Information:

We have two main policies that address bullying and harassment of our students. I would like the full Committee to discuss if we want to review these policies with an eye toward improving them for protected classes (race, color, religion, sex (including pregnancy, sexual orientation, and gender identity), national origin, age (40 or older), disability, and genetic information). Please review the two policies and determine if you would like to discuss them further. If affirmative, we could have the Policy Subcommittee review them or we could use the three step process outlined in Policy BGB and begin the review at the full Committee level.

Attachments:
J Policies.docx

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

File: JICFB - BULLYING PREVENTION

The School Committee is committed to providing a safe, positive and productive educational environment where students can achieve the highest academic standards. No student shall be subjected to harassment, intimidation, bullying, or cyber-bullying.

“Bullying” is the repeated use by one or more students or school staff members of a written, verbal, or electronic expression, or a physical act or gesture, or any combination thereof, directed at a target that:

- causes physical or emotional harm to the target or damage to the target’s property;
- places the target in reasonable fear of harm to themselves, or of damage to their property;
- creates a hostile environment at school for the target;
- infringes on the rights of the target at school; or
- materially and substantially disrupts the education process or the orderly operation of a school.

“Cyber-bullying” means bullying through the use of technology or any electronic communication, which shall include, but shall not be limited to, any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature.

Cyber-bullying shall also include the creation of electronic medium in which the creator assumes the identity of another person or knowingly impersonates another person as author of posted content or messages, if the creation or impersonation creates any of the conditions enumerated in the definition of bullying.

Cyber-bullying shall also include the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons, if the distribution or posting creates any of the conditions enumerated in the definition of bullying.

Bullying and cyber-bullying may occur in and out of school, during and after school hours, at home and in locations outside of the home. When bullying and cyber-bullying are alleged, the full cooperation and assistance of parents/guardians and families are expected.

For the purpose of this policy, whenever the term bullying is used it is to denote either bullying, or cyber-bullying.

Bullying is prohibited:

- On school grounds;
- On property immediately adjacent to school grounds;
- At school-sponsored or school-related activities;
- At functions or programs whether on or off school grounds
- At school bus stops;
- On school buses or other vehicles owned, leased or used by the school district; or,
- Through the use of technology or an electronic device owned, leased or used by the school district;

Bullying and cyber-bullying are prohibited at a location, activity, function or program that is not school-related or through the use of technology or an electronic device that is not owned, leased or used by the school district if the act or acts in question:

- create a hostile environment at school for the target;
- infringe on the rights of the target at school; and/or
- materially and substantially disrupt the education process or the orderly operation of a school.

Prevention and Intervention Plan

The Superintendent and/or their designee shall oversee the development of a prevention and intervention plan, in consultation with all district stakeholders, which may include teachers, school staff, professional support personnel, school volunteers, administrators, community representatives, local law enforcement agencies, students, parents and guardians, consistent with the requirements of this policy, as well as state and federal laws. The bullying prevention and intervention plan shall be reviewed and updated at least biennially.

The Principal is responsible for the implementation and oversight of the bullying prevention and intervention plan within their school.

Reporting

Students, who believe that they are a target of bullying, observe an act of bullying, or who have reasonable grounds to believe that these behaviors are taking place, are obligated to report incidents to a member of the school staff. The target shall, however, not be subject to discipline for failing to report bullying.

Each school shall have a means for anonymous reporting by students of incidents of bullying. No formal disciplinary action shall be taken solely on the basis of an anonymous report.

Any student who knowingly makes a false accusation of bullying shall be subject to disciplinary action.

Parents or guardians, or members of the community, are encouraged to report an incident of bullying as soon as possible.

A member of a school staff shall immediately report any instance of bullying the staff member has witnessed or become aware of to the school principal or their designee.

Investigation Procedures

The Principal or their designee, upon receipt of a viable report, shall promptly contact the parents or guardians of a student who has been the alleged target or alleged perpetrator of bullying. The actions being taken to prevent further acts of bullying shall be discussed.

The school Principal or a designee shall promptly investigate the report of bullying, using a Bullying/Cyber-bullying Report Form which may include interviewing the alleged target, alleged perpetrator, staff members, students and/or witnesses.

Support staff shall assess an alleged target's needs for protection and create and implement a safety plan that shall restore a sense of safety for that student.

Confidentiality shall be used to protect a person who reports bullying, provides information during an investigation of bullying, or is witness to or has reliable information about an act of bullying.

If the school Principal or a designee determines that bullying has occurred they shall take appropriate disciplinary action and if it is believed that criminal charges may be pursued against the perpetrator, the principal shall consult with the school's resource officer and the Superintendent to determine if criminal charges are warranted. If it is determined that criminal charges are warranted, the local law enforcement agency shall be notified.

The investigation shall be completed within fourteen school days from the date of the report. The parents or guardians shall be contacted upon completion of the investigation and informed of the results, including whether the allegations were found to be factual, whether a violation of this policy was found, and whether disciplinary action has or shall be taken. At

a minimum the Principal or their designee shall contact the parents or guardians as to the status of the investigation on a weekly basis.

Disciplinary actions for students who have committed an act of bullying or retaliation shall be in accordance with district disciplinary policies.

Each school shall document any incident of bullying that is reported per this policy and a file shall be maintained by the Principal or designee. A monthly report shall be provided to the Superintendent.

Confidentiality shall be maintained to the extent consistent with the school's obligations under law.

Retaliation

Retaliation against a person who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying, shall be prohibited.

Target Assistance

The school district shall provide counseling or referral to appropriate services, including guidance, academic intervention, and protection to students, both targets and perpetrators, affected by bullying, as necessary.

Training and Assessment

Annual training shall be provided for school employees and volunteers who have significant contact with students in preventing, identifying, responding to, and reporting incidents of bullying.

Age-appropriate, evidence-based instruction on bullying prevention shall be incorporated into the curriculum for all students.

Publication and Notice

Annual written notice of the relevant sections of the bullying prevention and intervention plan shall be provided to students and their parents or guardians, in age-appropriate terms.

Annual written notice of the bullying prevention and intervention plan shall be provided to all school staff. The faculty and staff at each school shall be trained annually on the bullying prevention and intervention plan applicable to the school.

Relevant sections of the bullying prevention and intervention plan relating to the duties of faculty and staff shall be included in the school employee handbook.

The bullying prevention and intervention plan shall be posted on the school district website.

LEGAL REFS.: Title VII, Section 703, Civil Rights Act of 1964 as amended
Federal Regulation 74676 issued by EEO Commission
Title IX of the Education Amendments of 1972
603 CMR 26.00
M.G.L. 71:37O; 265:43, 43A; 268:13B; 269:14A

REFERENCES: Massachusetts Department of Elementary and Secondary Education's Model Bullying Prevention and Intervention Plan

CROSS REFS.: AC, Nondiscrimination
ACAB, Sexual Harassment
JIC, Student Discipline
JICFA, Prohibition of Hazing

SOURCE: MASC - Updated 2021

Approved by Sudbury School Committee: October 2, 2023

File: JICK - HARASSMENT OF STUDENTS

Harassment of students by other students, employees, vendors and other third parties will not be tolerated in the Sudbury Public Schools. The alleged harassment must involve conduct that occurred within the school's own program or activity, such as whether the harassment occurred at a location or under circumstances where the school owned, or substantially controlled the premises, exercised oversight, supervision or discipline over the location or participants, or funded, sponsored, promoted or endorsed the event where the alleged harassment occurred, against a person in the United States. This policy is in effect while students are on school grounds, School District property or property within the jurisdiction of the School District, school buses, or attending or engaging in school sponsored activities.

Harassment prohibited by the District includes, but is not limited to, harassment on the basis race, color, sex, sexual orientation, gender identity, religion, disability, age, genetic information, active military/veteran status, marital status, familial status, pregnancy, or pregnancy-related condition, homelessness, ancestry, ethnic background, national origin, or any other category protected by state or federal law. Students whose behavior is found to be in violation of this policy will be subject to disciplinary action up to and including suspension or expulsion pursuant to disciplinary codes. Employees who have been found to violate this policy will be subject to discipline up to and including, termination of employment, subject to contractual disciplinary obligations.

Employee-to-Student Harassment means conduct of a written, verbal or physical nature that is designed to embarrass distress, agitate, disturb or trouble students when:

- Submission to such conduct is made either explicitly or implicitly a term or condition of a student's education or of a student's participation in school programs or activities; or
- Submission to or rejection of such conduct by a student is used as the basis for decisions affecting the student.

Student- to-Student Harassment means conduct of a written, verbal, or physical nature that is designed to embarrass, distress, agitate, disturb or trouble students, when:

- Such conduct has the purpose or effect of unreasonably interfering with a student's performance or creating an intimidating or hostile learning environment.

Harassment as described above may include, but is not limited to:

- Written, verbal, or physical (including texting, blogging, or other technological methods) harassment or abuse;
- Repeated remarks of a demeaning nature;

- Implied or explicit threats concerning one's grades, achievements, or other school matter.
- Demeaning jokes, stories, or activities directed at the student.

By law, what constitutes harassment is determined from the perspective of a reasonable person with the characteristic on which the harassment is based. Individuals should consider how their words and actions might reasonably be viewed by others.

The District will promptly and reasonably investigate allegations of harassment through designation of Title IX Coordinator or building based employees, who may include principals or their designees.

The superintendent will recommend, in consultation with the principals, opportunities to the designated recipients for appropriate training. Where it is determined that discrimination or harassment has occurred, the District will act promptly to eliminate the conduct and will impose developmentally appropriate disciplinary, restorative and/or corrective action.

The District will respond promptly and reasonably investigate allegations of sexual harassment through designation of the Title IX Coordinator or building based employees to any reports or complaints of discrimination, including harassment and retaliation, or other violations of civil rights, pursuant to our detailed response protocol. Where it is determined that discrimination or harassment has occurred, the District will act promptly to eliminate the conduct and will impose developmentally- appropriate disciplinary, restorative, and/or corrective action.

LEGAL REF. M.G.L. 151B:3A
 Title IX of the Education Amendments of 1972 BESE 603 CMR 26:00
 34 CFR 106.44 (a), (a)-(b)
 34 CFR 106.45 (a)-(b) (1)
 34 CFR 106.45 (b)(2)-(b)(3,4,5,6,7) as revised through June 2020

CROSS REF.: AC, Non-Discrimination Policy Including Harassment and Retaliation

SOURCE: MASC – December 2021

Approved by Sudbury School Committee: December 12, 2022

**Sudbury Public Schools
School Committee Meeting**

Date: August 17, 2026

Agenda Item: 5d - Potential vote on Policy JKAA Physical Restraint of Students

Recommendation:

Motion to dispense with the three-step process outlined in Policy BGB.

Motion to approve Policy JKAA as presented/amended.

Background / Preparation Information:

Stephanie Juriansz asked us to expedite the review of this policy and potentially approve before the start of the school year. The state changed the regulations and our current JKAA policy is now out of date. The new regulations become effective August 17, 2026. Stephanie has provided us with a memo explaining her reasonings for the urgency. Please review her memo to that effect. This item was on the agenda for review at the Policy Subcommittee meeting of August 13, 2026. There was a lengthy discussion about this policy. No vote was taken to bring it to the full Committee but the understanding was that it would be discussed and member concerns could be brought forward. No edits were provided for the full Committee. Please review the policy and bring any questions, comments and/or edits. It has been reviewed by our legal team. SEPAC has flagged this policy as an area of concern in their end of year report and the chair has been invited to join our meeting and share the thoughts from their June meeting.

Attachments:

Letter_School Committee Packet
DRAFT JKAA Restraint Prevention Policy (1)

Action:	XX	Report:	Discussion:	XX
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Sudbury Public Schools

*40 Fairbank Road
Sudbury, Massachusetts 01776
Phone: (978) 639-3202
Fax: (978) 443-9001*

Stephanie Juriansz

Director of Student Services

Email: stephanie_juriansz@sudbury.k12.ma.us

Subject: Urgent Request to Authorize Vote on Physical Restraint Prevention Policy Replacement of JKAA

August 12, 2026

Dear School Committee:

To ensure compliance with the Massachusetts Department of Elementary and Secondary Education (DESE) regulations governing time-out and emergency seclusion, which take effect on August 17, 2026, we respectfully request that the School Committee authorize a vote on the proposed replacement of policy JKAA at the earliest possible opportunity. This proposed policy has been recommended by our legal counsel and has the most up-to-date information after the recent DESE guidance this summer. Timely adoption of this policy is essential to ensure alignment between School Committee policy, the District's Family Handbook, and the new state regulatory and legal requirements regarding:

603 CMR 46.04: Policy and Procedures; Training (1) Procedures. Public education programs shall develop and implement written restraint prevention and behavior support policy and procedures consistent with 603 CMR 46.00 regarding appropriate responses to student behavior that may require immediate intervention. Such policy and procedures shall be annually reviewed and provided to program staff and made available to parents of enrolled students.

Approving the policy prior to the effective date will support consistent implementation across the district, provide clear guidance to staff and families, and ensure compliance with DESE mandates.

Thank you for your consideration of this time-sensitive request.

Sincerely,

Stephanie Juriansz, Director of Student Services

PREVENTION OF PHYSICAL RESTRAINT OF STUDENTS

The Sudbury Public Schools complies with the Massachusetts Department of Elementary and Secondary Education's (hereinafter "MA DESE") regulations governing the use of physical restraint, which can be found at 603 CMR 46.00 et seq. (hereinafter "the Regulations"). According to their terms, the Regulations apply at school and also at school-sponsored events and activities, whether or not on school property. Additional information, including a copy of the Regulations, may be obtained from the Student Services Office or at <https://www.doe.mass.edu/lawsregs/603cmr46.html?section=all>.

PURPOSE. The purpose of this policy is to ensure that every student attending the Sudbury Public Schools is free from the use of physical restraint that is inconsistent with the Regulations. Towards that end, physical restraint shall be used only in emergency situations of last resort, after other lawful and less intrusive alternatives have failed or been deemed inappropriate, and with extreme caution. School personnel shall use physical restraint with two goals in mind:

- a. To administer a physical restraint only when needed to protect a student and/or a member of the school community from assault or imminent, serious, physical harm; and
- b. To prevent or minimize any harm to the student as a result of the use of physical restraint.

Consistent with the Regulations, nothing in this policy shall preclude a teacher, employee, or agent of the Sudbury Public Schools from using reasonable force to protect students, other persons or themselves from assault or imminent, serious, physical harm or to implement school-based discipline (such as in school suspension) in accordance with due process and state laws/regulations. In addition, nothing in this Policy or the Regulations prohibits law enforcement or school security personnel from exercising their responsibilities, including physical detainment of an individual alleged to have committed a crime or posing a security risk.

DEFINITIONS. (603 CMR 46.02)

Mechanical Restraint: the use of any physical device or equipment to restrict a student's freedom of movement.

- Mechanical restraint does not include devices implemented by trained school personnel, or utilized by a student, which have been prescribed by an appropriate medical or related services professional, and are used for the specific and approved positioning or protective purposes for which such devices were designed. Examples of such devices include: adaptive devices

or mechanical supports used to achieve proper body position, balance, or alignment to allow greater freedom of mobility than would be possible without the use of such devices or mechanical supports; vehicle safety restraints when used as intended during the transport of a student in a moving vehicle; restraints for medical immobilization; or orthopedically prescribed devices that permit a student to participate in activities without risk of harm.

Medication Restraint: the administration of medication for the purpose of temporarily controlling behavior.

- Medication prescribed by a licensed physician and authorized by the parent for administration in the school setting is not medication restraint.

Physical Escort: a temporary touching or holding, without the use of force, of the hand, wrist, arm, shoulder, or back for the purpose of inducing a student who is agitated to walk to a safe location.

Physical Restraint: direct physical contact that prevents or significantly restricts a student's freedom of movement.

The following are not physical restraints:

- Brief physical contact to promote student safety.
- Providing physical guidance or prompting when teaching a skill;
- Redirecting attention
- Providing comfort
- Physical escort (as defined above)

Principal: the instructional leader of a public education school program or designee.

Prone Restraint: a physical restraint in which a student is placed face down on the floor or another surface, and physical pressure is applied to the student's body to keep the student in the face-down position. Sudbury Public Schools does not use prone restraints.

Seclusion: involuntary confinement of a student alone in a room or area, with or without adult supervision, from which the student is not permitted to leave. Seclusion occurs when a student is alone in a space and not permitted to leave.

The following are not seclusion:

- A classroom or school environment where, as a general rule, all students need permission to leave the room or area, such as to use the restroom;

- Placing a student in a separate location within a classroom with others or with an instructor, so long as the student has the same opportunity to receive and engage in instruction;
- Time-out as a behavioral support strategy (as defined below)

Time-Out: a behavioral support strategy in which a student temporarily separates from the learning activity or the classroom, either by choice or by direction from staff, for the purpose of calming. During time-out, a student must be continuously observed by a staff member in an unlocked setting from which the student is permitted to leave. Staff shall be with the student or immediately available to the student at all times. Time-out shall cease as soon as the student has calmed.

PHYSICAL RESTRAINT PROCEDURES

Use of Restraint (603 CMR 46.03)

Physical restraint is an emergency procedure of last resort and shall be prohibited in public education programs, including all Sudbury programs, **except when** the student's behavior poses a threat of assault, or imminent, serious, physical harm to self and/or others, and the student is not responsive to verbal directives or other lawful and less intrusive behavior interventions, or such interventions are deemed to be inappropriate under the circumstances.

Physical restraint shall be limited to the use of such reasonable force as is necessary to protect a student or another member of the school community from assault or imminent, serious, physical harm. The staff member administering physical restraint shall use the safest method available and appropriate to the situation, subject to the safety requirements set forth in 603 CMR 46.05.

Prohibitions

Physical restraint shall not be used:

- a. as a means of discipline or punishment;
- b. when the student cannot be safely restrained because it is medically contraindicated for reasons including, but not limited to, asthma, seizures, cardiac conditions, obesity, bronchitis, communication-related disabilities, or risk of vomiting;
- c. as a response to property destruction, disruption of school order, a student's refusal to comply with a policy or directive, or verbal threats when those actions do not constitute a threat of assault, or imminent, serious, physical harm; or
- d. as a standard response for any individual student. No written individual behavior plan or Individualized Education Program (IEP) may include use of physical

restraint as a standard response to any behavior. *Physical restraint is only an emergency procedure of last resort.*

Mechanical restraint, medication restraint, prone restraint, seclusion (unless permitted under the conditions described below) and the use of physical restraint in a manner inconsistent with 603 CMR 46.00 are strictly prohibited in the Sudbury Public Schools.

Prone restraints as defined by state regulations are not used in Sudbury programs.

Seclusion is prohibited in a public education program except in an emergency situation as a last resort on an individual student basis, called an emergency seclusion, where a student's behavior poses an imminent threat of assault, or imminent serious physical harm to self or others, but only if all of the following conditions, which require specific, advance documentation, are met:

- a. The student has a documented history of repeatedly causing serious self-injuries and/or injuries to other students or staff;
- b. The student is not responsive to directives or other less intrusive behavior interventions, or such interventions are deemed to be inappropriate under the circumstances;
- c. Other forms of intervention have failed to ensure the safety of the student and/or others;
- d. There are no medical contraindications, as documented by a licensed physician;
- e. There is psychological or behavioral justification for the use of seclusion and no psychological or behavioral contraindications, as documented by a licensed mental health professional;
- f. The program has obtained consent from the student's parent and, if appropriate, the student, to use seclusion in an emergency situation and such use has been approved in writing by the Principal;
- g. Any individual using seclusion has received training about alternative behavior interventions and management techniques; and
- h. The program has documented compliance with (a) and (d) through (g) above in advance of the use of seclusion and maintains the documentation.

No written individual behavior plan or Individualized Education Program (IEP) may include use of seclusion as a standard response to any behavior. At all times during the emergency use of seclusion, a staff member must continuously and actively monitor and observe the student who must be observable in all parts of the room or area being used, be immediately available to the student, and continue to use de-escalation and calming strategies with the student, unless it is unsafe or counterproductive for the purpose of calming the student. The emergency use of seclusion must cease as soon as the student's behavior no

longer poses a threat of assault or immediate serious physical harm to the student or others, or if the student is observed to be in severe distress such as having difficulty breathing. The Principal's approval must be obtained if the emergency seclusion is used for a period longer than 30 minutes.

Any program of the Sudbury Public Schools that uses the emergency intervention of seclusion, consistent with the requirements above, must examine and adopt alternatives and strategies for reducing and eliminating its use no later than 3 years from the effective date of the Regulations (Regulations effective date is August 17, 2026).

Proper Administration of Physical Restraint

Only Sudbury Public Schools personnel who have received training pursuant to 603 CMR 46.04(2) or 603 CMR 46.04(3) (i.e., required annual training for all staff or In-depth staff training, respectively) shall administer physical restraint on students. Whenever possible, the administration of a restraint shall be witnessed by at least one adult who does not participate in the restraint. As stated explicitly in the Regulations, however, the training requirements contained in 603 CMR 46.00 - and described in this policy - shall not preclude a teacher, employee or agent of a public education program from using reasonable force to protect students, other persons or themselves from assault or imminent, serious, physical harm.

When administering a physical restraint, trained staff shall comply with the requirements regarding use of force, method, duration of the restraint, and safety, as set forth in the Regulations. A person administering a physical restraint shall use only the amount of force necessary to protect the student or others from physical injury or harm, as well as the safest method available and appropriate to the situation, subject to the safety requirements in the Regulations. In terms of duration of restraint, all physical restraint must be terminated as soon as the student is no longer an immediate danger to himself or others, or the student indicates that he or she cannot breathe, or if the student is observed to be in severe distress, such as having difficulty breathing, or sustained or prolonged crying or coughing.

Additional safety requirements for the use of physical restraint include:

- a. No restraint shall be administered in such a way that the student is prevented from breathing or speaking. During the administration of a restraint, a staff member shall continuously monitor the physical status of the student, including skin temperature and color, and respiration.
- b. Restraint shall be administered in such a way so as to prevent or minimize physical harm. If, at any time during a physical restraint, the student expresses or

demonstrates significant physical distress, including, but not limited to, difficulty breathing, the student shall be released from the restraint immediately, and school staff shall take steps to seek medical assistance.

- c. If a student is restrained for a period longer than 20 minutes, program staff shall obtain the approval of the Principal. The approval shall be based upon the student's continued agitation during the restraint, justifying the need for continued restraint.
- d. Program staff shall review and consider any known medical or psychological limitations, known or suspected trauma history, and/or behavioral intervention plans regarding the use of physical restraint on an individual student.
- e. After the release of a student from a restraint, program staff shall implement follow-up procedures. These procedures shall include reviewing the incident with the student to address the behavior that precipitated the restraint, reviewing the incident with the staff person(s) who administered the restraint to discuss whether proper restraint procedures were followed; and consideration of whether any follow-up is appropriate for students who witnessed the incident.

Staff Training

All school staff must receive annual training regarding the Sudbury Public Schools' Restraint Policy. Staff training must occur within the first month of each school year and, for employees hired after the school year begins, within a month of their employment. The schools should maintain documentation of the training.

Training shall include:

- Information on the role of the student, family, and staff in preventing restraint;
- Sudbury's Restraint Prevention and Behavior Support procedures, including the use of time-out as a behavior support strategy distinct from seclusion;
- Interventions that may preclude the need for restraint, including de-escalation techniques and other alternatives to restraint in emergency circumstances;
- Types of permitted physical restraints and related safety considerations, including information about the increased risk of injury to a student when any restraint is used, in particular a restraint of extended duration;
- Administering physical restraint in accordance with medical or psychological limitations, known or suspected trauma history, and/or behavioral intervention plans applicable to an individual student; and
- Identification of program staff who have received in-depth training in the use of physical restraint and who may serve as school-wide resources to assist in ensuring proper administration of physical restraint and implementation of the Regulations.

Reporting Requirements

Staff must report the use of **any** physical restraint as specified in the Regulations as well as the use of an emergency seclusion.

Reporting to Principal: The staff member who administered the restraint/emergency seclusion shall verbally inform the principal of the restraint/emergency seclusion as soon as possible and by written report no later than the next school working day. If the principal administered the restraint/emergency seclusion, the principal shall prepare the written report and submit it to the individual or team that the superintendent designates for review.

- **Maintain Ongoing Record:** The principal shall maintain an ongoing record of all reported instances of physical restraint and emergency seclusion, if any (the “Physical Restraint Log” and “Seclusion Log”), which must be made available for review by the parent consistent with the student record regulations or the Massachusetts Department of Elementary and Secondary Education (MA DESE) upon request.
- **Weekly Review:** The principal shall conduct **a weekly review** of the Physical Restraint Log and Seclusion Log to identify students who have been restrained/emergency secluded multiple times during the week.
 - If such students are identified, the principal shall convene one or more review teams, as the principal deems appropriate, to assess each student’s progress and needs. If the principal directly participated in a restraint/emergency seclusion, a duly qualified person designated by the superintendent shall lead the review team’s discussion.
 - The review team’s assessment shall include at least the following:
 - review and discussion of the written reports submitted in accordance with the Regulations and any comments the student and parent provided about the reports and the use of the restraints/emergency seclusion;
 - an analysis of the circumstances leading up to each restraint/emergency seclusion, including factors such as time of day, day of the week, antecedent events, and individuals involved;
 - consideration of factors that may have contributed to escalation of behaviors, consideration of alternatives to restraint/emergency seclusion, including de-escalation techniques and possible interventions, and such other strategies and decisions as appropriate, with the goal of reducing or eliminating the use of restraint in the future; and agreement on a written plan of action by the program.
 - The principal shall ensure that a record of each individual student review team is maintained and made available for review by MA DESE or the parent, upon request.
- **Monthly Review:** The principal shall conduct **a monthly review** of the Physical Restraint Log and Seclusion Log. This review shall consider

patterns of use of restraints/emergency seclusion by similarities in the time of day, day of week, or individuals involved; the number and duration of restraints/emergency seclusions school-wide and for individual students; the number and type of injuries, if any, resulting from use of restraint. The principal shall determine whether it is necessary or appropriate to modify the school district's policy, conduct additional training on restraint reduction/prevention strategies (e.g., positive behavioral interventions and supports) or take such other appropriate action necessary or appropriate to reduce or eliminate restraints.

Reporting to Parents: The principal shall make reasonable efforts to inform the student's parent of the restraint/emergency seclusion within 24 hours of the event and shall notify the student's parent by written report sent within three school working days of the restraint/emergency seclusion either to an email address provided by the parent for communication about the student or by regular mail postmarked no later than three school working days of the restraint/emergency seclusion. The written report must contain the information set forth in 603 CMR 46.06(4). The principal must ensure that the written restraint/emergency seclusion report provided to the student's parent is provided to the parent in the language in which report cards and other necessary school-related information are customarily provided to the parent. The principal shall provide the student and the parent an opportunity to comment orally and in writing on the use of the restraint/emergency seclusion and on information in the written report.

Reporting to MA DESE: When a physical restraint or emergency seclusion has resulted in an injury to either a student or staff member, the Sudbury Public Schools shall send a copy of the written report of that restraint/emergency seclusion to MA DESE no later than three (3) school working days of the administration of the restraint/emergency seclusion, along with a copy of Physical Restraint Log and Seclusion Log, if any, for the 30-day period before the reported restraint/emergency seclusion.

Additionally, the Sudbury Public Schools must collect and annually report data to the MA DESE regarding the use of physical restraints and emergency seclusion. Sudbury shall report the data in the manner and form the MA DESE directs.

TIME-OUT USE PROCEDURES

Time-out is a behavioral support strategy in which a student temporarily separates from the learning activity or the classroom, either by choice or by direction from staff, for the purpose of calming. During time-out, a student must be continuously observed by a staff member in an unlocked setting from which the student is permitted to leave. Staff shall

be with the student or immediately available to the student at all times. Time-out shall cease as soon as the student has calmed.

If a program uses time-out as a behavioral support strategy, the program must have a procedure for the use of time-out that includes a process for obtaining principal approval of time-out for more than 30 minutes based on the individual student's continuing agitation. Time-out strategies and usage shall be used in accordance with DESE guidance and regulations. Each school that utilizes time-out as a behavioral strategy will have written procedures consistent with state laws and regulations.

Safeguards for Areas Used for Time-Out or Emergency Seclusion

Any room or area used for time-out must be clean, safe, and sanitary; appropriate for the purpose of calming students, including, but not limited to, being of appropriate size for the age and the needs of the student; appropriately lighted, ventilated, and heated or cooled (consistent with the remainder of the building); free of objects or fixtures that are inherently dangerous to the student; and in compliance with any applicable local fire and building code requirements and any other standards listed by the MA DESE in guidance.

Any room or space used for emergency seclusion as permitted under the conditions enumerated in 603 CMR 46.07(2) must meet the same physical space safeguards set forth in the paragraph above that are required for a time-out space. Sudbury Public Schools must ensure that school administration has inspected any room or space for compliance with these physical space safeguards at a minimum of one time per week during which the room or area is used for emergency seclusion.

Preventing Student Violence, Self-Injurious Behavior, and Suicide

As set forth in the Regulations, the Sudbury Public Schools shall develop methods for preventing student violence, self-injurious behavior, and suicide, including individual crisis planning and de-escalation of potentially dangerous behavior occurring among groups of students or with an individual student.

Parent Engagement

In accordance with the Regulations, the Sudbury Public Schools shall engage parents in discussions about restraint prevention and the use of restraint solely as an emergency procedure of last resort. Sudbury Public Schools will post this policy regarding the Prevention of Physical Restraint of Students on the school district's website and will include the policy in school handbooks. Sudbury Public Schools welcomes parents to request a meeting with their child's principal or IEP Team Chair to discuss any individual

use of physical restraint or emergency seclusion or physical restraint, time-out procedures, and emergency seclusion in general.

Complaint Procedure

The Sudbury Public Schools will consider and investigate any complaints that the school district receives regarding the school district's physical restraint practices, including, but not limited to, complaints related to time-out and emergency seclusion practices.

Sudbury has developed a complaint form to assist individuals with sharing their concerns ([Complaint Form](#)). Sudbury accepts online submissions of this complaint form as well as complaints submitted via fax, email, US mail, and in-person. Anyone who prefers or needs a paper copy of the complaint form, has difficulty accessing the online form, has additional questions or requires assistance with submitting a complaint may contact the Sudbury Public Schools' Student Services office at:

Sudbury Public Schools
Director of Student Services
40 Fairbank Road
Sudbury, MA 01776
(978) 639-3202 Fax: (978) 443-9001
Student_Services@sudbury.k12.ma.us

Complaints must be filed within sixty (60) school days of the event giving rise to the complaint.

The District will investigate the complaint, including interviewing any witnesses deemed necessary and appropriate and reviewing relevant written documentation and data related to the concern. The District's investigation generally will be completed within twenty (20) school days of receiving the complaint. If this general timeline is not met, the District will document the reason(s) for not meeting the timeline. If the complainant is dissatisfied with the determination following the investigation, the complainant may appeal to the Superintendent of Schools who may be reached at 40 Fairbank Road, Sudbury, MA 01776.

**Sudbury Public Schools
School Committee Meeting**

Date: August 17, 2026

Agenda Item: 5e - Review of Budget Tiered Initiatives

Recommendation:

Background / Preparation Information:

We will discuss the School Committee budget priorities - we are on step two of the process outlined in the memo. Our priorities are collated into a Google form that outlines everyone's ideas. In this meeting we will review everyone's priorities, see where we are in agreement, and how we want to adjust our initiatives, if at all. We can communicate our ideas to the district leadership so they can bring them to the summer retreat as the district discusses their priorities. Please review the memo from the July 6th meeting (we are on step 2) , and the Google form, both in this packet. Please bring any edits, additions, and/or questions you may have as we prepare to share this information with the district.

Attachments:

School Committee Budget Priorities (Responses).xlsx - Form Responses 1
7.6.26 SPS Budget Tiered Initiatives .docx (1)

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

C Budget Priority Title: Provide a brief name for the proposed budget priority or initiative.	Budget Category	Description and Rational: Please describe the proposed priority, explain why it is needed, and	Type of Expense	Priority Level: Indicate whether you consider this a high, medium, or low priority, based on impact and	Please include any additional details, examples, or supporting information that may be helpful.
Possible HR Director for District	Staffing	It was explained that Brad had a strong background in HR and it was part of his job. Since we have heard from many teachers and administrators that more staffing is needed to moving away from 1:1 chromebooks may not be in the plan, but if it ever becomes part of the plan, we Principal Mela asked for late busses at curtis. if the data support this let;s see if we can find the	Recurring annual expense	Near-Term Priority, if resources allow	As part of FY28 budget development, review staffing and caseloads against the implementation
staffing for special ed/central office	Staffing		Recurring annual expense	Near-Term Priority, if resources allow	
physical copies of supplies to replace chromebooks	Instruction and Curriculum, Technology		Recurring annual expense	Near-Term Priority, if resources allow	
middle school late bus	Transportation		Recurring annual expense	Near-Term Priority, if resources allow	
Align Staffing and Caseloads with Student Instructional Needs	Instruction and Curriculum, Staffing,		Recurring annual expense	Immediate or Essential Need	
Evaluate Central Office Administrative Capacity	Staffing		Recurring annual expense	Near-Term Priority, if resources allow	
Ensure Adequate Resources to Support METCO Program Goals	Instruction and Curriculum, Staffing,		Recurring annual expense	Immediate or Essential Need	
Preventive Maintenance and Long-Term Capital Planning	Facilities and Maintenance		Recurring annual expense	Immediate or Essential Need	
Long-Term Curriculum Review and Replacement Planning	Instruction and Curriculum		Combination of one-time expense, with some	Near-Term Priority, if resources allow	
Middle School Unified Arts Staffing and Course Access	Specials (i.e. Art)		Recurring annual expense	Near-Term Priority, if resources allow	
Long-Term Planning for District Reviews, Audits, and Strategic Planning	District Planning and Evaluation	Establish a long-term schedule and funding plan for significant periodic reviews, audits, and Class sizes across all sections should remain within the class size guidelines.	Combination of one-time expense, with some	Immediate or Essential Need	As part of FY28 budget development, review middle school Unified Arts enrollment, staffing, As part of FY28 budget development and long-range financial planning, identify significant District
Class Size	Staffing		Recurring annual expense	Immediate or Essential Need	
World Languages Curriculum Review / Spanish Immersion Program	Instruction and Curriculum, Staffing,	Evaluate world language curriculum, class cadence, and educational outcomes against	Combination of one-time expense, with some	Near-Term Priority, if resources allow	
Curriculum Review	Instruction and Curriculum	Engage an independent third-party consultant to establish a recommended district-wide curriculum	Combination of one-time expense, with some	Immediate or Essential Need	
Maintenance Expense / Preventative Maintenance Review	Facilities and Maintenance	Conduct a review of facilities maintenance needs to establish sufficient funding level for both	Recurring annual expense	Immediate or Essential Need	
Equity and School Climate Audit	Student Support Services, Safety and	Engage an independent third-party consultant to conduct an updated, comprehensive, district-wide	One-time expense	Immediate or Essential Need	
Parent Advisory Councils	Student Support Services	Provide a dedicated, modest funding allocation to support the establishment and ongoing operation	Recurring annual expense	Near-Term Priority, if resources allow	
Technology and Learning Materials Model Review	Instruction and Curriculum, Technology	Review the district's instructional technology and learning-materials model, including the feasibility	Combination of one-time expense, with some	Near-Term Priority, if resources allow	
STEM/ Technology Special	Instruction and Curriculum, Facilities	Evaluate and develop an implementation plan for adding a technology, engineering and computer	Combination of one-time expense, with some	Near-Term Priority, if resources allow	
Access to Curtis After-School Enrichment	Staffing, Transportation, Enrichment	Evaluate and fund options to expand equitable access to clubs, athletics, and other after-school	Recurring annual expense	Near-Term Priority, if resources allow	
Special Education Caseload Review	Staffing, Student Support Services	Conduct a collaborative review of special education caseloads and workloads, incorporating	Recurring annual expense	Immediate or Essential Need	Prioritize comprehensive review of ELA and math, with subsequent reviews of other subject areas.
Class Size Guideline Review and Budget Impact Analysis	Staffing	Provide a joint update from the SEA and administration regarding any discussions regarding	Recurring annual expense	Immediate or Essential Need	

FY28 Budget Preparation

Launching the Tiered Initiative Process

1. Why the School Committee evaluates tiered initiatives

The School Committee has a responsibility to approve the district budget. That responsibility is more than confirming that revenues and expenses balance. The operating budget is one of the primary ways the Committee translates district values, goals, and student needs into action.

In practice, a goal that requires staffing, materials, services, professional learning, technology, or program time generally needs a budget line or funding plan. Without that connection, even a strongly supported priority may not be implemented in a responsible or sustainable way.

Evaluating tiered initiatives early does not mean building a wish list untethered to fiscal reality. It means creating a disciplined, transparent process to ask what problem an initiative would solve, what student outcome it is intended to improve, what it would cost, whether it can be piloted or phased, and what trade-offs would be required.

Responsible budget strategy includes asking what is inside level service

A level-service budget may maintain the current service model, but the Committee can still ask whether the current mix of services, staffing, curriculum, professional development, and supports is aligned with current student needs. In a constrained fiscal environment, improvement may require new investment, reallocation, phasing, or a decision not to move forward after analysis.

2. Key budget terms for the public discussion

Term	Plain-language meaning
Level-service budget	The estimated cost to continue the current educational program and service model, adjusted for known changes such as enrollment, student needs, contractual obligations, inflationary costs, transportation, utilities, mandated services, and other cost drivers. Level service is not the same as a flat dollar budget.
Base budget	The budget needed to sustain current services and comply with legal, contractual, and operational obligations.
Tiered initiative	A proposed restoration, investment, or enhancement considered separately from the base budget. Tiering helps distinguish what is required to maintain current services from what the district may want to add, restore, pilot, or study.
Pilot or phased initiative	A way to test or implement an idea over time, such as beginning with one grade, one school, one year, or a smaller staffing/materials model before considering broader implementation.

3. Proposed process for School Committee tiered initiatives

This work is beginning in the summer, so the Committee has more time for public discussion, alignment with district goals, and consultation with Administration before the FY28 budget is finalized.

Process Step	Description
Step 1: Brainstorm	Discuss members' ideas for budget initiatives. Ideas do not need cost estimates or implementation plans at this stage. A Google Form will be distributed after the initial discussion to collect all budget initiatives that members would like to include in further discussions.
Step 2: Organize and prioritize	The Committee reviews submissions, groups similar ideas, identifies common themes, and discusses alignment with School Committee goals and district values.
Step 3: Consult with Administration	Administration brings input from principals, educators, student services, curriculum leaders, operations, and finance. Administration evaluates educational impact, feasibility, staffing, timing, legal/compliance issues, and cost.
Step 4: Refine and phase	For stronger ideas, the Committee and Administration consider whether an initiative could be piloted, phased, funded one time, or built over multiple budget cycles.
Step 5: Public budget discussion	Narrowed initiatives are discussed as part of the FY28 budget process alongside level-service needs, possible reductions, and available revenue.

4. FY27 context and FY28 fiscal landscape

In FY27, SPS was able to present a budget maintaining current services while operating within final Town budget guidance. It should also be understood as different from a budget that fully funds new or expanded initiatives.

The FY27 Budget Book identified cost drivers and targeted reductions/adjustments needed to meet guidance. Examples included contractual salary obligations, enrollment-driven classroom positions, special education contracted services, software subscription pressures, and a middle school math staffing need. Adjustments included reductions in teacher assistant positions and an EL teaching position due to enrollment and student needs, reductions in software subscriptions, and elimination of the SMILE/ Explore program after a one year bridge program.

5. Budget reductions may also need to be discussed

This memo is focused on identifying tiered initiatives. At the same time, the Committee should be realistic that the FY28 process may require difficult conversations about reductions if projected expenses exceed available recurring revenue.

Potential reduction areas should be discussed carefully and publicly, with Administration and legal guidance where needed. Examples of areas that may need to be understood include:

- Class size: whether the district would need to operate outside current guidelines, and what that would mean for instruction, supervision, and student support.
- Specials and enrichment: possible impacts to art, music, health, physical education, library/media, technology, or other enrichment areas, including curriculum and student learning time considerations.
- Professional development and curriculum work: whether implementation support, teacher leadership, curriculum review, or instructional coaching would be delayed or reduced.
- Student support services: which services are legally required, which are local program choices, and what reductions would mean for students with disabilities, English Learners, high-needs students, and students needing academic, behavioral, or social-emotional supports.
- Technology and instructional materials: whether subscriptions, devices, classroom equipment, or assessment tools would be reduced or replaced more slowly.

**Sudbury Public Schools
School Committee Meeting**

Date: **August 17, 2026**

Agenda Item: 5f - Potential Approval of RFP for Superintendent Search

Recommendation:

Motion to approve Superintendent Search Committee RFP as presented/amended.

Background / Preparation Information:

The Acting Director of Finance and Human Resources has generated a draft RFP to solicit proposals from search firms to help us hire our next Superintendent. Please review his memo and draft and bring questions, suggestions and/or edits on the RFP.

Attachments:

Supt Search RFP to SC 17 Aug 26

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



Sudbury Public Schools

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

Annette Doyle

Interim Superintendent of Schools

annette_doyle@sudbury.k12.ma.us

Buckner Creel

Acting Director of Business and HR

buckner_creel@sudbury.k12.ma.us

To: School Committee
From: Buckner Creel
Acting Director of Business and Human Resources

Date: August 12, 2026

Re: **Superintendent Search Request for Proposal**

For the Committee's review, attached is a Request for Proposal (RFP) for a firm to assist the Committee in its search for a superintendent. I have highlighted several areas in red, particularly schedule dates, for Committee discussion if necessary.

This is a procurement under MGL 30B. The proposals will be received by the Business Office, then reviewed and scored by an Evaluation Committee. This committee should be composed of two School Committee members, the Interim Assistant Superintendent and the Acting Director of Business and HR. Their task will be to ensure that proposals are responsible and responsive, and to rank order those that are. The proposal rankings with a consensus recommendation for award will then be brought to the School Committee for their approval.

If the School Committee approves of the RFP, please **VOTE** to give the Acting Director of Business and HR permission to release the RFP document to at least three firms which normally provide superintendent search services.

draft



draft

Sudbury Public Schools

40 Fairbank Road
Sudbury, MA 01776

SUPERINTENDENT SEARCH FOR SUDBURY PUBLIC SCHOOLS

Request for Proposals from Executive Search Firm or Consultant

RFP#: 27-001

Proposal Due Date: September 4, 2026 – 1:00 PM

Proposal Opened At: Sudbury Public Schools
Business Office
40 Fairbank Road
Sudbury, MA 01776

Contact

Buckner Creel
Acting Director of Business & Human Resources
40 Fairbank Road
Sudbury, MA 01776
buckner_creel@sudbury.k12.ma.us

SUPERINTENDENT SEARCH FOR SUDBURY PUBLIC SCHOOLS REQUEST FOR PROPOSALS FOR EXECUTIVE SEARCH FIRM

The School Committee for Sudbury Public Schools hereby requests proposals from qualified firms or individual consultants to provide Executive Search Consultant Services for the position of Superintendent for the Sudbury Public Schools (SPS) system. This request is being issued under Massachusetts General Laws Chapter 30B. To ensure that the School Committee obtains the most qualified firm or individual consultant that can most effectively deliver the required services, the School Committee requests formal proposals as set forth below.

Proposal will be received until 1:00 PM on **September 4, 2026**, by email instructions below, or in person at the following address:

Sudbury Public Schools
Business Office
40 Fairbank Road
Sudbury, MA 01776

Inquiries involving procedural or technical matters related to the Request for Proposals shall be submitted in writing to buckner_creel@sudbury.k12.ma.us and received no later than three (3) business days prior to the time the proposals are due.

Please be advised that this search will go at an accelerated rate, with the **goal of finalizing an appointment by January 15, 2027**. Interested firms or individuals, therefore, must be willing to commit the necessary staff resources to accommodate that appointment timeline. The School Committee reserves the right to reject or accept any proposal based on criteria established at its sole discretion.

Projected/Desired Timeline:

- Interviews (if necessary) with selected proposers may be scheduled the week of September 8 (via Zoom)
- Contract award is anticipated on or before Wednesday, September 16.
- Contractor to post position statement and work with School Committee and Screening Panel in late September to early-October 2026.
- Superintendent Candidate interviews with Screening Panel are anticipated in late-October 2026.
- Finalist interviews with the School Committee are anticipated in November 2026.
- Superintendent job offer anticipated in mid-December 2026 with start date in July 2026.

Based on its review of proposals received by September 4, 2026, the Evaluation Committee may invite a small number of selected firms or individuals to meet with it during the week of September 9-11, 2026. A final determination/award will be made by September 16, 2026 and is subject to Sudbury School Committee approval.

PROPOSAL SCHEDULE – KEY DATES

1. Request Distributed	August 19, 2026
2. Vendor Questions Due	September 1, 2026
3. Questions Answered in Writing	September 2, 2026
4. Responses due by 1 PM	September 4, 2026
5. Interviews by Evaluation Committee [T]	September 8-10, 2026
6. Proposal selected	September 16, 2026

I. Scope of Services

The responsibilities of the selected firm will include the following:

- 1) Assist the Search Committee in conducting a search that generates a diversified pool of highly qualified candidates, including women and people of color.
- 2) Create a plan and a timeline of recruitment and hiring activities for the consideration of the School Committee.
- 3) Work with the Sudbury School Committee, senior staff and designated Screening Panel to identify the traits and management style desired in a new Superintendent. Review the position requirements and solicit opinions from various stakeholders, including School Committee members, SPS staff, parents, elected or appointed Town officials, and members of the Sudbury community beyond the school community, to help the School Committee define the leadership needs of the school district. This process will include as many as **six (6) meetings** with different stakeholders facilitated by the consultant.
- 4) Present findings and recommendations garnered from stakeholders' interviews in a written report to the School Committee, and assist the School Committee in identifying the district leadership needs and establishing selection criteria for a new Superintendent
- 5) Work with the School Committee and/or SPS staff to develop descriptive documents and/or marketing materials for prospective applicants.
- 6) Conduct networking and other active search activities to generate a broad and diverse pool of highly qualified prospective candidates who meet the School Committee's selection criteria. Identify and solicit applications from superior candidates locally and regionally.
- 7) Maintain communication with candidates and respond to certain candidate inquiries and information requests.
- 8) With the screening Committee, screen the initial applicant pool and provide a report on each applicant, using criteria established by the School Committee.
- 9) Conduct reference and background checks including the nature and content of the background checks on all interviewees, as required, including extensive reference checks on two to three finalists.
- 10) Provide advice and direct assistance to the Search Committee in the overall conduct of the search, including the interview process.
- 11) Assist the Search Committee staff in coordinating candidate interviews and making necessary arrangements for candidate travel and accommodations.
- 12) Continue to work on this assignment through the hiring of a Superintendent, and assist the School Committee with the development of an alternative plan in the event the search process does not produce a candidate acceptable to the School Committee.
- 13) Perform other related services in the conduct of the search.

II. Submission Guidelines

This solicitation shall not be construed in any manner to be an obligation by the District to enter into an agreement with any vendor.

The School Committee reserves the right to reject any or all responses in its sole discretion. The School Committee may negotiate the terms of the contract including revisions to the scope of the work with the selected vendor prior to entering into a contract.

The School Committee reserves the right to revise in part this RFP by issuing one or more addenda to each of the respondents. If the School Committee cancels or revises this Request, all respondents will be notified by addenda. The School Committee also reserves the right to extend the date responses are due.

Statements of interest and any other information submitted in response to this Request shall become the property of the School Committee. Notwithstanding any indication by Respondent of confidential contents, and with the exception of bona fide confidential information, contents of responses are public documents subject to disclosure under the Massachusetts Public Records Law after the completion of the selection process.

The School Committee will not provide compensation to Responders for any expenses incurred by Responders for response preparation or for any demonstration or participation in their selection process that may occur. Contractors submit responses at their own risk and expense.

The Sudbury School Committee reserves the right decline to hire any of the candidates provided by the consultant, and the right to hire a candidate not recommended or provided by the consultant.

III. Proposal Submission Requirements

Failure to submit documents requested may result in the School Committee's determination that a proposal is non-responsive unless the Town of Sudbury, acting through its School Committee, deems such a failure to be a minor informality.

There are two components to the Proposal: A Technical Proposal, including information about the proposer, references, and the services to be provided; and a Price Proposal, including a fixed price fee for services to be rendered under the terms of the contract.

Technical Proposal

The following documentation must be contained in the Technical Proposal to prove responsiveness for each required element. Technical Proposals received without the required documentation for each required element may be deemed unresponsive.

Technical Proposals must be arranged in the order specified below, with responses and documentation separated by tabs or index dividers. Each page of the Technical Proposal must contain footer with the page number.

Required Elements of the Technical Proposal

- **Table of Contents**, showing where required information can be found by section and page
- **Letter of Interest**, including the firm's history and the name of the principal or "lead consultant" who will be the person assigned to work directly with the School Committee on this search. Proposers are directed to note that the contract will require that the same principal or "lead consultant" be assigned to this contract for the duration of the search process, through and including the hiring of a Superintendent for the Sudbury Public Schools.
- **Organizational Chart**, if the Proposer is a firm or corporation, indicating the name and position of all consultants who will work with the Sudbury School Committee on this search. If the Proposer is not a firm or corporation, the Proposer should state so in this section.
- **Current Resume(s)**, including summaries of credentials and number of years of experience providing executive search services, for all consultants who will be assigned to work with the Sudbury School Committee on this search.
- **Description of the Proposer's Approach and Plan** for performing the services outlined in the Scope of Work, including:
 - a description of how the Proposer will specifically identify and target the needs of the District in the search for a new Superintendent of Schools;
 - a description of the consultant's approach to ensuring community involvement and input;
 - a description of proposed candidate recruitment strategies;
 - a description of the consultant's proposed implementation plan; and
 - a proposed timeline with specific milestones.
- **List of Recent Contracts**, including name, address and telephone number, of all school districts or communities for which the firm has provided similar executive search services during the past five (5) years.
- **References**, for a minimum of three (3) comparable executive search projects completed in the last five (5) years, including at least one (1) reference from a school district with a minimum of five (5) schools and a minimum student population of 2,000, with the following information for each:
 - Client's name and address
 - Name, email address and phone number for at least one primary contact for each client
 - Dates of service to the district
 - Number of students in the district
- **Promotional Material**, include advertisements, brochures, and other recruitment materials used in Superintendent searches or promotional literature about the firm
- **Signed Non-Collusion Form and Tax Compliance Certification** (Included as Forms in this RFP)

Required Element of the Price Proposal

The Price Proposal Form, included as Attachment A, must be completed and included as the proposer's Price Proposal to prove responsiveness to this requirement.

Price Proposals shall remain in effect for 60 (sixty) calendar days from the date of the proposal submitted or until it is formally withdrawn, a contract is executed, or this Request for Proposals is cancelled, whichever comes first.

Price Proposals submitted without the required form, or including other conditions of pricing may be deemed unresponsive.

PROPOSAL SUBMITTAL

Technical and Price Proposals shall be submitted electronically to buckner_creel@sudbury.k12.ma.us with the email title: "Sudbury Public School's Executive Search RFP Response 202". Hard copy Proposals may be submitted by the deadline at Sudbury Public Schools, Business Office, Fairbank Road, Sudbury, MA 01776. If electronically submitted, applicants must complete and combine each Proposal separately in single, unrestricted PDF formatted files. Applicants must fill in all required fields and signatures either digitally or manually (print, fill-in, and scan to PDF). If physically submitted, the price and non-price proposals must be in separately sealed envelopes.

Any amendment to the RFP shall be issued through written addenda and sent by email notification to every individual or firm on record as having received the RFP documents. Hard copies of addenda will not be mailed or faxed. It shall be the sole responsibility of the Applicant to ascertain the existence of any and all addenda. Failure of any Proposer to receive any addendum shall not relieve such proposer from any obligation imposed by such addendum.

Timely submission of Proposals shall be the full responsibility of each Proposer. It is also the Proposer's responsibility to ensure that their Proposals are 100% true, complete, and accurate.

It is the proposer's sole responsibility to submit the proposal before the deadline.

EXAMINATION OF DOCUMENTS

Each Proposer shall be satisfied as to the requirements of the contemplated services to enable the intelligent preparation of this proposal. The Proposer shall be familiar with all submittal and RFP requirements before submitting the proposals in order that no misunderstanding shall exist in regard to the nature and character of the contemplated services to be performed. No allowance will be made for any claim that the proposal is based on incomplete information as to the nature and character of the contemplated service.

IV. EVALUATION OF PROPOSALS

Technical Proposals will be evaluated by an Evaluation Committee who will individually rate the proposals. Evaluation of Technical Proposals will be based on weighted, comparative criteria described in this section. The following scale will be used to evaluate each criterion, as well as to determine a composite rating for each proposal:

Highly Advantageous
Advantageous
Not Advantageous
Unacceptable

Proposer's Experience

Highly Advantageous: The Proposer has five (5) more years' experience in conducting successful executive searches with public school systems, other educational institutions, and other non-profit organizations, and during the past five (5) years has concluded at least three (3) successful searches for a School Superintendent in Massachusetts, one (1) of which must have been for a district of similar size and demographics as Sudbury.

Advantageous: The Proposer has at least three (3) years' experience in successful executive search and hiring processes and has concluded at least two (2) successful executive searches for Superintendents with Massachusetts public school systems.

Not Advantageous: The Proposer has fewer than three (3) years' experience in successful executive search and hiring processes and has concluded only one successful executive search for a Superintendent.

Unacceptable: The Proposer has fewer than three (3) years' experience in executive search and hiring processes and has not concluded any successful searches for a Superintendent.

Proposer's Capacity

Highly Advantageous: The Proposer has more than five (5) consultants on staff to perform Superintendent searches.

Advantageous: The Proposer has more than two (2) consultants on staff to perform executive searches.

Not Advantageous: The Proposer has two (2) consultants on staff to perform executive searches.

Unacceptable: The Proposer only has one (1) consultant on staff to perform executive searches.

Key Personnel

Highly Advantageous: The Proposer's lead consultant has more than five (5) years' experience conducting Superintendent searches in Massachusetts.

Advantageous: The Proposer's lead consultant has at least three (3) years' experience conducting Superintendent searches in Massachusetts.

Not Advantageous: The Proposer's lead consultant has fewer than three (3) years' experience conducting Superintendent searches in Massachusetts.

Unacceptable: The Proposer's lead consultant has no experience conducting Superintendent searches in Massachusetts.

Proposer's Approach to Ensuring Community Involvement

Highly Advantageous: The Proposal provides more than three (3) project examples where the proposed Lead Consultant for Sudbury Public Schools Superintendent Search has organized, trained, and facilitated working groups as part of an executive search process, with one (1) of these examples leading to the hiring of a School Superintendent.

Advantageous: The Proposal provides three (3) project examples where the proposed Lead Consultant for Sudbury Public Schools Superintendent Search has organized, trained, and facilitated working groups as part of an executive search process, with one (1) of these examples leading to the hiring of a School Superintendent.

Not Advantageous: The Proposal provides fewer than three (3) project examples where the proposed Lead Consultant for Sudbury Public Schools Superintendent Search has organized, trained, and facilitated working groups as part of an executive search process, with one (1) of these examples leading to the hiring of a School Superintendent.

Unacceptable: The Proposal provides fewer than three (3) project examples where the proposed Lead Consultant for Sudbury Public Schools Superintendent Search has organized,

trained, and facilitated working groups as part of an executive search process, none of which has led to the hiring of a School Superintendent.

Proposer's Implementation Plan and Schedule

Highly Advantageous: The Proposal includes a detailed description of examples of previously successful recruitment strategies and includes a clearly delineated timeline with specific milestones for Sudbury's Superintendent search.

Advantageous: The Proposal includes an outline of some candidate recruitment strategies and an implementation plan that includes some milestones for Sudbury's Superintendent search.

Not Advantageous: The Proposal lacks specific recruitment strategies or specific milestones for Sudbury's Superintendent search.

Unacceptable: The Proposer does not include any information about a proposed implementation plan and schedule.

Proposer's Recruitment Materials

Highly Advantageous: The Proposer includes samples of advertisements, brochures and other forms of candidate outreach from at least five (5) different Superintendent searches with the proposal, at least one (1) of which involves a Superintendent search in Massachusetts.

Advantageous: The Proposer includes samples of advertisements, brochures and other forms of candidate outreach from at least three (3) different Superintendent searches with the proposal, at least one (1) of which involves a Superintendent search.

Not Advantageous: The Proposer includes samples of advertisements, brochures and other forms of candidate outreach from fewer than three (3) different Superintendent searches with the proposal, at least one (1) of which involves a Superintendent search.

Not Advantageous: The Proposer does not include samples of advertisements, brochures or other forms of candidate outreach.

Proposer's Networking Strategies

Highly Advantageous: The Proposal provides more than three (3) examples of how the Proposer's established networks of professional education contacts will be used in the search process and recruitment process to attract a broad range of highly qualified candidates, including women and minorities.

Advantageous: The Proposal provides three (3) examples of how the Proposer's established networks of professional education contacts will be used in the search process and recruitment process to attract a broad range of highly qualified candidates, including women and minorities.

Not Advantageous: The Proposal provides fewer than three (3) examples of how the Proposer's established networks of professional education contacts will be used in the search process and recruitment process to attract a broad range of highly qualified candidates, including women and minorities.

Unacceptable: The Proposal does not include specific examples of networks the Proposer will use in the search and recruitment process.

Proposer's Executive Search Tailored to District

Highly Advantageous: The Proposal provides more than three (3) examples of executive search and recruitment work showing how each planning model specifically met the needs of the particular entity with whom they were working, with at least one (1) of these examples leading to the hiring of a School Superintendent.

Advantageous: The Proposal provides three (3) examples of executive search and

recruitment work showing how each planning model specifically met the needs of the particular entity with whom they were working, with at least one (1) of these examples leading to the hiring of a School Superintendent.

Not Advantageous: The Proposal provides fewer than three (3) examples of executive search and recruitment work showing how each planning model specifically met the needs of the particular entity with whom they were working, with at least one (1) of these examples leading to the hiring of a School Superintendent.

Unacceptable: The Proposal provides no specific examples of executive search and recruitment work related to the hiring of a School Superintendent or educational executive.

References

Highly Advantageous: All five (5) references were satisfied with the Proposer's work and stated that all executive search tasks were completed within the time frame required.

Advantageous: All five (5) references were satisfied with the Proposer's work and stated that all executive search tasks were completed, but not within the time frame required.

Not Advantageous: Fewer than five (5) references were satisfied with the end results.

Unacceptable: The preponderance of references was dissatisfied with the end results.

All technical proposals will be given a cumulative ranking based on individual rankings of the following weighted elements, using a score sheet included as Attachment B: Proposer's Experience, Proposer's capacity, Key Personnel, Proposer's Approach to Ensuring Community Involvement, Proposer's Implementation Plan and Schedule, Proposer's Recruitment Materials, Proposer's Networking Strategies, Proposer's Executive Search Tailored to Districts, and References.

The Sudbury School Committee and/or their designees will invite all Proposer's whose Technical Proposal's have an overall evaluation rating of "Highly Advantageous" to be interviewed.

Interviews (if necessary) will be ranked as follows:

Highly Advantageous: The Lead Consultant for this project was present, clearly stated a plan of action, demonstrated excellent communication skills, presented other personnel with experience and skills who will be assigned for the duration of this project, and successfully responded to all questions.

Advantageous: The Lead Consultant for this project was present, outlined a plan of action, demonstrated excellent communication skills, presented other personnel with experience and skills who will be assigned for the duration of this project, and successfully responded to most of the questions.

Not Advantageous: The Lead Consultant for this project was present but did not present a clear plan of action, or was unable to communicate effectively, presented other personnel who did not have the experience and skills to work on this project and/or who would not be assigned for the duration of this project, or did not successfully respond to questions.

Unacceptable: The Lead Consultant for this project was not present at the interview or was unable to communicate effectively and did not successfully respond to questions.

At the conclusion of the interviews, a composite rating will be assigned to each Proposal. After a review of the composite ranking of the Technical Proposals and the interviews (if conducted), the Price Proposals will be opened and evaluated by the Sudbury School Committee Chairperson or designee.

CONTRACT AWARD

The contract will be awarded to that Proposer deemed by the School Committee and/or its designees to have submitted the most advantageous proposal taking into consideration all of the Technical Proposal criteria, and Proposers' interviews in addition to the Price Proposals. In accordance with the provisions of M.G.L. c. 30B, sec. 9., the Sudbury School Committee reserves the right to waive any informalities in any or all proposals or to reject and or all proposals, if it be in the public interest to do so.

TERM OF CONTRACT

It is anticipated that the work under this contract shall begin upon the signing of the contract, and shall be completed upon the implementation of a contract with the successful hire of a new Superintendent or upon the approval of an alternate plan in the event of a failed search, on or before **June 30, 2027**.

RFP issued **September 19, 2026** at 40 Fairbank Road, Sudbury, MA

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**nothing follows on this page**

## **Attachment A**

### **Price Proposal**

**(To be submitted as separate PDF file or in a separate sealed envelope from the Technical Proposal)**

The price proposal (one original copy) must be submitted without “conditions or exceptions” and must be submitted under separate cover and in a sealed envelope.

The price proposal set forth in this proposal shall constitute full and complete compensation for the services to be provided by the Consultant/Firm. There shall be no reimbursement for out-of-pocket or other expenses incurred by the Consultant in connection with the performance of the services. Travel expenses are not included as a separate allowable expense. Travel is considered overhead to the Proposer. Any exceptions may result in the rejection of the proposal.

#### **Price Proposal for Sudbury Public Schools Superintendent Search:**

\$\_\_\_\_\_Total Fixed Fee Contract

Price Total Fixed Fee Contract Price in words:

\_\_\_\_\_

**The Price Proposal must include a rate schedule for the Lead Consultant or other relevant personnel for possible services to be added outside the Scope of Work. Travel expenses are not included as a separate allowable expense. Travel is considered overhead to the Consultant.**

Signature:\_\_\_\_\_ Date: \_\_\_\_\_

Title: \_\_\_\_\_

Company:\_\_\_\_\_Tel: \_\_\_\_\_

Address:

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_

Email:

## Attachment B

### Technical Proposal Rating Sheet

Each element of the Technical Proposal must be rated using the following scale:

Highly Advantageous-3  
Advantageous- 2  
Not Advantageous-1  
Unacceptable- 0

Name of Proposer \_\_\_\_\_

Name of Reviewer: \_\_\_\_\_

**Weighted percentages are notional; actual percentages will be determined by the Evaluation Committee before beginning proposal reviews.**

| Weighted Percentages | Technical Proposal Elements              | Rating |
|----------------------|------------------------------------------|--------|
| 20%                  | Experience                               |        |
| 5%                   | Capacity                                 |        |
| 15%                  | Key Personnel                            |        |
| 20%                  | Approach to Ensure Community Involvement |        |
| 5%                   | Implementation Plan and Schedule         |        |
| 5%                   | Recruitment Materials                    |        |
| 15%                  | Networking Strategies                    |        |
| 5%                   | Executive Search Tailored to District    |        |
| 10%                  | References                               |        |
| 100%                 | TOTAL                                    |        |

## Attachment C

### **CERTIFICATION OF GOOD FAITH & NON-COLLUSION**

The undersigned certifies under pains and penalties of perjury that this bid has been made and submitted in good faith and without collusion or fraud with any other person. As used in this certification, the word "person" shall mean any natural person, business, partnership, corporation, union, committee, club, or other organization, entity, or group of individuals.

### **CERTIFICATE OF STATE TAX COMPLIANCE**

Pursuant to M.G.L. c.62C, §49A, the undersigned acting on behalf of the Contractor, certifies under the penalties of perjury that, to the best of the undersigned's knowledge and belief, the Contractor is in compliance with all laws of the Commonwealth relating to taxes, reporting of employees and contractors, and withholding and remitting child support.\*

\*\* Signature of authorized individual submitting bid/proposal

\_\_\_\_\_  
Printed Name

\_\_\_\_\_  
date

\_\_\_\_\_  
Name of Business (if applicable)

\_\_\_\_\_  
\*\*\* Social Security or Federal Tax Identification Number

\* The provision in the Attestation relating to child support applies only when the Contractor is an individual.

\*\* Approval of a contract or other agreement will not be granted unless the applicant signs this certification clause.

\*\*\*Your social security number will be furnished to the Massachusetts Department of Revenue to determine whether you have met tax filing or tax payment obligations. Providers who fail to correct their non filing or delinquency will not have a contract or other agreement issued, renewed, or extended. This request is made under the authority of M.G.L. c.62C, §49A.

### **REFERENCES FORM**

**\*\*\* You may use your own reference form(s) if they provide the same information. \*\*\***

Proposer's Name: \_\_\_\_\_

Proposer must provide references for similar type projects performed within the past five years.

Attach additional pages if necessary.

Reference: \_\_\_\_\_ Contact: \_\_\_\_\_  
Address: \_\_\_\_\_ Phone: \_\_\_\_\_  
\_\_\_\_\_ Fax: \_\_\_\_\_  
Description and date of Project: \_\_\_\_\_

---

Reference: \_\_\_\_\_ Contact: \_\_\_\_\_  
Address: \_\_\_\_\_ Phone: \_\_\_\_\_  
\_\_\_\_\_ Fax: \_\_\_\_\_  
Description and date of Project: \_\_\_\_\_

---

Reference: \_\_\_\_\_ Contact: \_\_\_\_\_  
Address: \_\_\_\_\_ Phone: \_\_\_\_\_  
\_\_\_\_\_ Fax: \_\_\_\_\_  
Description and date of Project: \_\_\_\_\_

---

Reference: \_\_\_\_\_ Contact: \_\_\_\_\_  
Address: \_\_\_\_\_ Phone: \_\_\_\_\_  
\_\_\_\_\_ Fax: \_\_\_\_\_  
Description and date of Project: \_\_\_\_\_

---

**SIGNATURES**

**(IF AN INDIVIDUAL)**

Date \_\_\_\_\_, 2026

Signature of Proposer (SEAL) (Owner and Proprietor)

Business Name D/B/A \_\_\_\_\_

Business Address

-----  
**(IF A CO-PARTNERSHIP)**

Date \_\_\_\_\_, 20\_\_\_\_

Firm Name \_\_\_\_\_ (SEAL)

By \_\_\_\_\_ (SEAL)

Business Address

Names and Addresses \_\_\_\_\_

of all

Members of Firm

-----  
**(IF A CORPORATION)**

Date \_\_\_\_\_, 20\_\_\_\_

Corporate Name

By \_\_\_\_\_  
President or Authorized Agent\*

Business Address \_\_\_\_\_

\*Statement of authorization, duly signed by proper authority, to be attached hereto.

RFP issued September 19, 2026 at 40 Fairbank Road, Sudbury, MA

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nothing follows