



AGENDA and NOTICE SCHOOL COMMITTEE MEETING

Regular Session Meeting
Monday, October 19, 2026

LOCATION

40 Fairbank Road, Sudbury, MA 01776; Room 214
Dial In: 1 301 715 8592 - Webinar ID: 837 0334 6320
Live Link: <https://us02web.zoom.us/j/83703346320>

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. | Educational and Operational Matters | 15 Mins |
| | a. SEA (Ellen Vedora) | (Reports) |
| | b. District Reports | |
| | i. Acting Director of Business and Human Resources | |
| | ii. Interim Assistant Superintendent | |
| | iii. Interim Superintendent | |
| | 1. Anti-Hate / Anti-Bias Task Force Update | |
| 3. | Consent Calendar | 5 Mins |
| | a. Approval of Funds | (Discussion/Action) |
| | i. Title I and IIA10+ | |
| | ii. SERF Grant | |
| | iii. Authentic Education Donation | |
| | iv. Combined Jewish Philanthropies Grassroots Impact Grant | |
| | b. Community FY28 Budget Letter | |
| | c. Monthly Accounts Payable and Payroll Warrants Submission | |
| | d. Minutes (09/14/26) | |
| 4. | Business and Policy Matters | |
| | a. Potential Increase for Preschool Tuition | 5 Mins |
| | b. Policy BGB Step 1 Policy JFBC METCO (Informational Only) | 5 Mins |
| | c. Policy BGB Step 3 Policy ACL PROTECT Act (Action Item) | 5 Mins |
| | d. Superintendent Search Update | 15 Mins |
| | e. 2027-2028 DRAFT School Calendar | 15 Mins |
| | f. Curriculum Review | 20 Mins |
| | i. Elementary Spanish Review Findings | |
| | ii. Curriculum Review Process and Anticipated Schedule | |
| | g. Policy BGB Step 2 (Discussion Item) | 30 Mins |
| | i. JLCD Administration of Medication of Students | |

- | | | | |
|------|--|---------------------|---------|
| ii. | JLCDC Self Administration and Self-Carry of Medication | | |
| iii. | JKAA Prevention of Physical Restraint of Students | | |
| h. | School Committee 2026-2027 Goals | (Discussion/Action) | 15 Mins |
| i. | Food Service RFP Input and Timeline | (Discussion/Action) | 10 Mins |
| j. | Review Budget Subcommittee Charge | (Discussion/Action) | 15 Mins |
| 5. | Future Agenda Items | (Report) | 5 Mins |
| 6. | Adjournment | | |

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

Intentional Use of Technology

Focusing Student Experience

Below you will see the district's ongoing commitment as we strive to remove distractions from the students' learning experience. As our digital tools and platforms advance, we continue to enhance our management of the student digital environment; the work is ongoing.

- Youtube blocked for students in grades K-5 (January 2021)
- Youtube blocked for students in grade 6 (February 2024)
- School committee personal device policy enacted that supports school no cell phone use rule (March 2025)
- Chromebook Nighttime Hours, which turns off access to student Chromebooks 11pm-5am (March 2025)
- Youtube blocked in grade 7 (April 2025)
- Youtube blocked for students in grade 8 (August 2025) until mid-year when used for the Civics Action Project
- Chromebook use officially removed as a possible recess activity or a general education behavioral incentive (August 2025)
- While Blocks i has been used since 2017 as a classroom management tool at the middle school, the product has improved significantly. In March of 2026, we began using Blocks i web filtering at the middle school, which has a much more robust system for blocking game and proxy sites than the prior system. (March 2026)
- [Family Communication](#) (June 2026)
- Blocks i Parent Accounts (September 2026)
- [Amazing Generation](#) book study/course for grade 8 students (Coming soon: Winter 2027)

Allow-List Approach to Internet Access

In February of 2026, the district transitioned to a new web filtering system provided by Blocks i. The district had been using Blocks i as a classroom management tool and now licensed the web filtering component. In addition to it being a substantially more robust platform than the former one, it opened the door to taking an "allow list" approach to student internet access. An "allow list" approach would permit us to only allow access to specific websites instead of trying to block everything out on the internet that we do not want students accessing.

- Grade 6 allow list creation begins by Teachers & CIT team (Spring 2026)
- Delayed Grade 6 Chromebook Rollout, Grade 6 Allow List (September 2026)

- Discussion about 2-5 & Grade 7 Allow List begins within Curriculum Team and idea is introduced to staff and information gathering & collection begins
- Grade K & 1 Allow List Rollout (October 2026)
- Grade 7 Allow List Rollout (November 2, 2026)
- Grades 2-5 Allow List Rollout (December 1, 2026)

Professional Development on Intentional Use of Technology

During September and October of this school year, the SPS Instructional Technology Team conducted professional development centered on the Intentional Use of Technology. The groundwork for these sessions began in April in collaboration with the curriculum team. Once the timeline was established, the proposal was presented in May to building administrators, who fully supported the initiative. To ensure essential teacher perspectives guided the process, a dedicated planning group of educators from grades 2 through 8 was convened in June to play a key role in designing the professional development. This team consists of experienced educators who make daily instructional choices in their classrooms. Below you will see a more detailed timeline.

- Curriculum Instructional Technology presentation to Administrators (May 5, 2026)
- Grade 2-8 Teacher Planning group (June 4, 2026)
- Grade 6 Work Habits Group: Year 2 Focus on Unplugged
- Instructional Technology presentation #2 to Administrators (August 19, 2026)
- Grade 2-8 Teacher Planning group (September 18, 2026)
- Grade 2-5 ILAP Session (September 2026)
- Grade 6-8 ILAP Session #1 (September 2026)
- Grade K & 1 ILAP Session (October 2026)
- Grade 6-8 ILAP Session #2 (October 2026)

AI

Since the summer of 2023, the Instructional Technology team has led seven AI courses to prepare staff on foundational AI mechanics, ethical considerations, and strategies for facilitating thoughtful student discussions.

While direct student AI use is not permitted, we have established intentional learning opportunities for middle school students to understand how AI works and learns, examine its biases and limitations, and reinforce the core values of academic integrity surrounding generative AI.

- Course offerings for staff to participate in professional learning about AI Literacy through (Summer 2023- Spring 2026)
- Intro to AI lessons integrated into Grade 8 Civics courses (Fall 2023-present)

- Family Night for AI Literacy (March 2026)
- SPS hosts DESE AI Event for Educators- Bridging the Literacies: Aligning Digital Literacy and AI Literacy (April 2026)
- AI Acceptable Use Presentation for Grade 8 (September 2026)

Curriculum & Subscription Overview

The curriculum and technology teams have drafted [a report](#) on the online resources used across the district. It covers the major platforms in each curriculum area, the titles available for general and special education, licensing information, and a summary of our classroom technology hardware.

Student Data Privacy

As a member of the Student Data Privacy Consortium (SDPC), Sudbury has been securing data privacy agreements (DPAs) with our online vendors to ensure they are contractually bound to sound student data practices. [This archive](#) is now public. For each resource, the community can see a summary of what it is and how it's used, along with the signed DPA.

**Sudbury Public Schools
School Committee Meeting**

Date: **October 19, 2026**

- Agenda Item:**
- 3 - Consent Calendar
 - a. Approval of Funds
 - a. Title I and IIA10+
 - b. SERF Grant
 - c. Authentic Education Donation
 - d. Combined Jewish Philanthropies Grassroots Impact Grant
 - b. Community FY28 Budget Letter
 - c. Monthly Accounts Payable and Payroll Warrants Submission
 - d. Minutes (09/14/26)

Recommendation:

Motion to approve the items on Consent Calendar as presented/amended.

Background / Preparation Information:

- 3a. Approval of Funds. We have been requested to approve funds from multiple sources. Any funds brought into the district need to be approved by the school committee before they can be moved into our budget. Please review and bring any questions that will help your decision.
- 3b. The Budget Subcommittee has prepared a letter to be sent to the community regarding the timeline for our Budget process this year. It includes the meeting schedule and overview of each meeting. Please review and bring any questions and/or suggestions for edits.
- 3c. Monthly Accounts Payable and Payroll Warrants Submission – Please review and bring any questions you have on these items.
- 3d. Potential Approval of Minutes – These minutes need to be approved to be added to our website. Please review for accuracy and bring any suggested changes.

Attachments:

- 1-SC Memo Title, Matthews, and SERF grants 10-19-26 (1)
- 2-CJP Grassroots Grant Summary (1)
- 3-DRAFT Community Budget Letter and Timeline (1) (1)
- 4-Budget Subcommittee Memo_Community Budget Letter (1)
- 5-Monthly AP and PW Submission
- 6-091426_Sudbury School Committee Minutes_DRAFT (1)

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

Carol Cavanaugh

Interim Assistant Superintendent

carol_cavanaugh@sudbury.k12.ma.us

To: School Committee
From: Carol Cavanaugh, Interim Assistant Superintendent
Date: October 19, 2026
Re: Title I, Title IIA, SERF grants and donated services

We have received confirmation that the FY28 Federal Title I and Title IIA grants, in the amounts of \$55,980 and \$26,628 respectively, are approved for expenditure.

Michelle Blair, Ephraim Curtis Middle School teacher, has been awarded a SERF grant in the amount of \$1923.11 for her project using "Raspberry Pi Starter Kits."

Educational Consultant and President of Authentic Education, Mike Matthews, has agreed to donate \$31,200 in pro bono professional development services to the Sudbury Public Schools for the 2026-2027 school year.

I am requesting that the School Committee vote to accept the two Federal Title grant awards, the SERF grant, and the pro bono services gifted to the district as outlined above.



Sudbury Public Schools
40 Fairbank Road
Sudbury, Massachusetts 01776

In Fall 2025, the Sudbury Public Schools (SPS) School Committee voted to establish an Anti-Hate/ Anti-Bias Task Force to implement recommendations from the Massachusetts Special Commission on Combating Antisemitism. Launched in Spring 2026, the Task Force established a Professional Development Subcommittee charged with researching professional learning providers and offerings and developing a proposal for FY27 professional development to strengthen the district's capacity to recognize, prevent, and respond to antisemitism and other identity-based incidents. This work is designed to complement the district's existing diversity, equity, inclusion, and belonging (DEIB) framework.

A \$10,000 grant proposal developed by Task Force members was funded through CJP's Grassroots Impact Grant program. The funding will support asynchronous professional learning modules, expert-led workshops, and specialized training for educators and district leaders. The initiative has two primary goals: (1) develop and begin implementing a comprehensive, multi-year professional learning strategy to strengthen staff knowledge, confidence, and preparedness to address antisemitism and bias-related incidents; and (2) strengthen district policies, reporting and intervention protocols, and institutional practices to foster safe, inclusive school environments for Jewish students and families. Through professional development, policy review, analysis of school climate and incident-reporting data, and recommendations for future community education, SPS aims to establish a sustainable framework for addressing antisemitism.



DRAFT - Sudbury Public Schools

40 Fairbank Road
Sudbury, Massachusetts 01776
Phone: (978) 639-3211
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October 22, 2026

The Administration and Sudbury School Committee have begun developing the budget for the 2027–2028 school year. As we move through the budget process, we want to keep the community informed and provide opportunities to follow the discussion and share feedback.

Below are key dates in the FY28 budget process. Budget meetings will include discussion of enrollment, student needs and achievement, staffing, programs, and other factors that inform the budget. All meetings include an opportunity for public comment. The Budget Hearing, required by law, provides a formal opportunity for the community to hear the proposed budget and provide feedback.

November 2 7pm Remote	School Committee Meeting	FY28 Budget Process Update and Initial FY28 Budget Presentation
November 16 7pm Hybrid	School Committee Meeting 40 Fairbank Road, Room 214	Administration and School Committee discuss FY28 budget goals, prioritize initiatives, and review their impact on three-year financial projections.
November 30 7pm Remote	School Committee Meeting	Superintendent's Recommended FY28 Budget: School Budget Presentations with SPS Principals and Review of Key Budget Drivers
December TBD 7:30pm Remote	Finance Committee Meeting	SPS reviews Budget Drivers with FinCom (current year experience and budget year projection)
December 7 7pm Hybrid	School Committee Meeting 40 Fairbank Road, Room 214	Town Manager's Budget Guidance, FY28 Capital and Warrant Article Updates, and Budget Review
December 14 7pm Hybrid	School Committee Meeting 40 Fairbank Road, Room 214	<u>Budget Hearing</u>
December 21 7pm Remote	School Committee Meeting	School Committee Vote on FY28 Budget
February TBD 7:30pm Remote	Finance Committee Meeting	Budget Hearing
March 15 7pm Remote	School Committee Meeting	FY28 Budget Update Review pre-Town Meeting

Review and approval of the budget is one of the School Committee's most important responsibilities, and community input is essential. We hope you will follow along, attend meetings, and add your voice as we work together to support our schools. As always, please feel free to reach out to members of the School Committee at any time at **School-Committee@sudbury.k12.ma.us**.

In partnership,

Sudbury School Committee

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

TO: Sudbury School Committee
FROM: Karyn Jones, Budget Subcommittee
DATE: September 4, 2026
RE: Recommended FY28 Budget Development Timeline

At its September 4, 2026 meeting, the Budget Subcommittee voted to recommend that the School Committee approve the attached FY28 Budget Development Timeline.

Background

Each year, the School Committee publishes a community budget letter outlining the upcoming budget meetings and opportunities for the public to follow and participate in the process. The Committee has generally tried to keep this communication to one page and make the key dates and purpose of each meeting easy to find, particularly given prior discussions that information contained only in meeting packet attachments tends to receive limited public engagement.

The Budget Subcommittee began reviewing the FY28 timeline at its July 31 meeting. We had a robust discussion about the FY25 and FY26 budget processes, including what worked well and where the timing of information made it difficult for the School Committee to fully evaluate priorities before adopting a budget.

Policy DBC, Budget Deadlines and Schedules, allows the Selectboard to require submission of the School Committee budget as early as December 31, creating a compressed budget development timeline.

July 31 Review

At the July 31 meeting, the Subcommittee reviewed the administration's initial proposed FY28 timeline. That proposal began School Committee budget prioritization on November 16, with budget drivers and the draft line-item budget presented on December 7. The Superintendent's Recommended Budget and presentations from the five SPS principals were scheduled for December 9, followed by the Budget Hearing on December 14 and the final budget vote on December 21.

The Subcommittee discussed whether this sequence gave the Committee enough time to meaningfully use the information it received. In particular, we discussed the importance of hearing from principals earlier. In prior budget cycles, school-level needs have sometimes emerged through principal presentations after the Committee had already begun prioritizing initiatives. When significant needs are identified late, there is little time to consider them alongside other priorities, evaluate potential reallocations, or reprioritize before the Budget Hearing and final vote.

The initial proposal also included meetings on December 9 and December 21. The School Committee already voted upon the December 14 Budget Hearing.

Revised Timeline

Following the July 31 discussion, the Superintendent and Acting Director of Business and Human Resources met to review the timeline based on the Budget Subcommittee's initial feedback and proposed several changes. The Budget Subcommittee reviewed those changes at its September 4 meeting and voted to recommend the administration's revised timeline to the School Committee as follows:

- **November 2:** FY28 Budget Process Update and Initial FY28 Budget Presentation
- **November 16:** FY28 budget goals, prioritization of initiatives, and impact on three-year financial projections
- **November 30:** Superintendent's Recommended FY28 Budget, school budget presentations with SPS principals, and review of key budget drivers
- **December 7:** Town Manager's Budget Guidance, capital and warrant article updates, and continued budget review
- **December 14:** Budget Hearing
- **December 21:** School Committee vote on the FY28 budget

Most significantly, the principal presentations move from December 9 to the already-scheduled November 30 Budget Review meeting. This provides two weeks between those presentations and the Budget Hearing, rather than five days, giving the Committee more time to ask questions, consider school-level needs alongside other priorities, and make adjustments if necessary.

The November 2 initial presentation also provides an earlier starting point, allowing information and priorities to develop over several meetings rather than being concentrated near the end of the process.

Recommendation

The Budget Subcommittee recommends approval of the FY28 Budget Development Timeline and appreciates the work the administration has done to incorporate the Subcommittee's feedback and develop a thoughtful timeline that provides information earlier and allows more time for review, discussion, and decision-making.

Please Note

The community budget letter approved by the Budget Subcommittee was dated November 3. In writing this memo, I noticed this was an oversight. I updated the date to October 22 so the letter can be distributed before the first FY28 budget discussion on November 2, giving the community advance notice of the budget process and upcoming opportunities to follow and participate in the Committee's discussions.



SUDBURY PUBLIC SCHOOLS

Office of the Director of Business and Human Resources

To: School Committee

Date: 10/19/2026

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>
09/29/2026	Payroll	P/R 09/30/2026	\$ -1,603.27
09/29/2026	Payroll	P/R 10/01/2026	\$ 1,636,246.56
10/14/2026	Payroll	P/R 10/15/2026	\$ 1,661,997.03
10/14/2026	Payroll	P/R 10/15/2026	\$ - 504.56
10/01/2026	Accounts Payable	1312	\$182,580.39
10/08/2026	Accounts Payable	1313	\$221,576.14
10/15/2026	Accounts Payable	1314	\$126,239.33
10/15/2026	Accounts Payable	1315	\$1,062.68

 10/14

Buckner Creel
Acting Director of Business and Human Resources

Sudbury School Committee
Meeting Minutes - DRAFT
September 14, 2026

Members Present:

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

Also Present:

Annette Doyle, Carol Cavanaugh, Buckner Creel, Melissa Morabito and Sandra Duran

Open Regular Session

Chair Jessica McCready opened the meeting at 7:10 p.m. Karyn Jones, Julie Durgin-Sicree, Betsy Sues and Jessica McCready all confirmed their presence. Ellen Lederer-DeFrancesco confirmed her remote presence.

1. Public Comment
 - a. Paul Henry, Sudbury resident, shared his concern that the Pledge of Allegiance is not said daily at the start of the school day.
 - b. Safa Khan, Sudbury resident, spoke on behalf of herself and her co-advocate for religious holidays, Vidya Parwani, strongly encouraging the addition of Eid and Diwali to the school calendar.
 - c. Manish Sharma, Sudbury resident, thanked teachers, administrators and staff. He wished Interim Superintendent Annette Doyle well in her role, and thanked the Committee for asking her to serve.
2. Educational and Operational Matters
 - a. District Reports
 - i. SEA Report (Melissa Morabito)
 1. The SEA Report included staff sharing their educational goals for the year ahead. These included strengthening student relationships, fostering a positive learning environment, improving curriculum and data-driven instruction, increasing collaboration and co-planning and advocating for student needs. Staff also expressed appreciation for the Interim Superintendent's opening day remarks noting her connection to staff and leaving them feeling inspired.
 2. A question related to teachers' perspectives on digital literacy and technology was asked.
 - ii. Acting Director of Business and Human Resources
 1. Sudbury will receive a \$50,000 grant through the efforts of Carmine Gentile.
 2. The METCO bus contract was awarded to First Student.
 3. Mr. Creel recently met with LSRHS related to the bid process for busing.

- iii. Interim Assistant Superintendent
 - 1. The first ILAP meeting of the year is next week. Topics will include the Principals' annual review of intruder training, a review of the Sandy Hook Say Something Anonymous Program, which staff and students will participate in again this year, and Signs of Suicide and prevention training.
- iv. Interim Superintendent
 - 1. Curtis Middle School is receiving the National Banner Recognition from the Special Olympics.
 - 2. Mrs. Doyle provided an update on Open Houses. She thanked the PTO's for providing dinners for staff and shared that local groups such as SERF, HOPEsudbury, SEPAC and LGBTQ+ all participated.
 - 3. Questions related to an enrichment program at Haynes were asked.

3. Consent Calendar

- a. Community Preservation Committee Request
- b. Metrowest Grant Approval
- c. Budget Revision Request for MSBA Approved Funds
 - i. A member requested to pull the CPC Request.
 - ii. Vice Chair Betsy Sues motioned to approve the Consent Calendar as amended. Julie Durgin-Sicree seconded the motion.

1. ROLL CALL VOTE:

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

- iii. Questions were raised about why items addressed in the ADA Transition Plan were not included in the CPC Request.

- 1. Vice Chair Betsy Sues motioned to approve the CPC Request. Julie Durgin-Sicree seconded the motion.

a. ROLL CALL VOTE:

- i. Karyn Jones: Aye
- ii. Julie Durgin-Sicree: Aye
- iii. Betsy Sues: Aye
- iv. Jessica McCready: Aye
- v. Ellen Lederer-DeFrancesco: Aye

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

4. Business and Policy Matters

- a. Combined Facilities Director
 - i. Haynes and Nixon Roof Projects Update
 - 1. At Nixon, the existing roof has been removed and the new roof installed. Installation of the structural steel has been postponed until next summer.

The large skylights remain outstanding, and work on the flashing and edge metal is ongoing.

2. At Haynes, roof removal is still underway. Work on the flashing and metal continues, and the skylights have not yet been installed. ADA-related items are being addressed, and the fire alarm project is complete.
3. Questions about whether skylights getting completed before winter could cause problems were asked.

b. Interim Superintendent Entry Plan and Goals

- i. Annette welcomed Dr. Becky McFall.
- ii. Dr. McFall shared how the NSIP (New Superintendent Induction Program) runs noting that coaches meet with School Committee's to talk about the program. She shared the model and expectations of the program and what the structure of the program is over years one through three.
- iii. A member expressed concerns about asking the Interim Superintendent to undertake the strategic entry work typically completed by a permanent Superintendent, the transition when the new Superintendent begins, and the cost of the program.
- iv. Clarification on intended outcomes of strategic listening sessions was asked.
- v. Mrs. Doyle then shared her entry plan and proposed goals noting that they are aligned with DESE and particular to new Superintendents.
- vi. A comment related to implementing policies was shared.

c. Review District Strategic Plan and District Goals

- i. Mrs. Doyle shared the District Strategic Plan and District Goals, noting the collaborative work of the Curriculum Instructional Team, Principals and their leadership teams, as well as the PDC Committee. She reviewed the proposed changes with the Committee.
- ii. Vice Chair Betsy Sues motioned to approve the District Strategic Plan and District Goals. Julie Durgin-Sicree seconded the motion.
 1. ROLL CALL VOTE:
 - a. Karyn Jones: Aye
 - b. Julie Durgin-Sicree: Aye
 - c. Betsy Sues: Aye
 - d. Jessica McCready: Aye
 - e. Ellen Lederer-DeFrancesco: Aye
 - i. **Vote: 5-0.** Motion carries.

d. School Committee Workshop - School Committee Goals

- i. The School Committee continued their work on aligning their goals.
- ii. All members agreed with having the Superintendent Search as part of their goals.
- iii. Potential goals discussed included Community Engagement with deliverables such as digital communications, listening sessions, office hours and participation in community events. Collaboration with Stakeholders was also identified as a potential goal, emphasizing the importance of working closely with Town and District Administrators.
- iv. A desire to survey parents and students in digital technology was shared.

- e. Delegate Communications Liaison to write letter to Carmine Gentile
 - i. Vice Chair Betsy Sues motioned to delegate the Communications Liaison to draft a letter of thanks to Representative Carmine Gentile for his gift of \$50,000. Julie Durgin-Sicree seconded the motion.

- 1. ROLL CALL VOTE:

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

- f. Superintendent Search Updates

- i. The Evaluation Committee met and is recommending the Collins Center as the firm to conduct the Superintendent search.
 - ii. Two members shared their concern about the process of the Evaluation Committee with questions relating to scoring and clarification on how the Collins Center was chosen.
 - iii. A member expressed further concerns regarding the Evaluation Committee's selection of the Center, noting they thought the decision would be made by the full Committee and a desire for the full Committee to collaborate with the selected consultant was shared.
 - iv. Vice Chair Betsy Sues motioned to approve the Collins Center to aid the School Committee in their search for a Superintendent. Julie Durgin-Sicree seconded the motion.

- 1. ROLL CALL VOTE:

- a. Karyn Jones: Abstain
 - b. Julie Durgin-Sicree: Aye
 - c. Betsy Sues: Abstain
 - d. Jessica McCready: Aye
 - e. Ellen Lederer-DeFrancesco: Aye
 - i. **Vote: 3-2.** Motion carries.

- v. Both Julie Durgin-Sicree and Betsy Sues volunteered to be members of the Superintendent Search Committee as Ellen Lederer-DeFrancesco is unable to commit due to the timing of work commitments.

- 1. Vice Chair Betsy Sues motioned to appoint Jessica McCready and Betsy Sues to the Search Committee. Karyn Jones seconded the motion.

- a. ROLL CALL VOTE:

- i. Karyn Jones: Aye
 - ii. Julie Durgin-Sicree: Aye
 - iii. Betsy Sues: Aye
 - iv. Jessica McCready: Aye
 - v. Ellen Lederer-DeFrancesco: Aye

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

- 2. Vice Chair Betsy Sues motioned to appoint Jessica McCready as the point of contact with the search firm. Julie Durgin-Sicree seconded the motion.

a. ROLL CALL VOTE:

- i. Karyn Jones: Aye
- ii. Julie Durgin-Sicree: Aye
- iii. Betsy Sues: Aye
- iv. Jessica McCready: Aye
- v. Ellen Lederer-DeFrancesco: Aye

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

3. Vice Chair Betsy Sues motioned to authorize Buck Creel to enter into agreement with the Collins Center. Julie Durgin-Sicree seconded the motion.

a. ROLL CALL VOTE:

- i. Karyn Jones: Aye
- ii. Julie Durgin-Sicree: Aye
- iii. Betsy Sues: Aye
- iv. Jessica McCready: Aye
- v. Ellen Lederer-DeFrancesco: Aye

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

g. Policy BGB: Step 1: Informational Only

- i. JLCD Administration of Medication of Students
- ii. JLCDC Self Administration and Self-Carry of Medication
- iii. JKAA Prevention of Physical Restraint of Students
- iv. ACL PROTECT Act

1. These policies are listed as part one of policy review. They will be brought to a future agenda.

5. Future Agenda Items

- i. Member requests included an update on Mr. Sawyer's medical leave, moving the budget letter vote to an earlier date and discussion of a Digital Task Force was asked.

6. Adjournment

- i. Vice Chair Betsy Sues motioned to adjourn at 9:55 p.m. Julie Durgin-Sicree seconded the motion.

1. ROLL CALL VOTE:

- a. Karyn Jones: Aye
- b. Julie Durgin-Sicree: Aye
- c. Betsy Sues: Aye
- d. Jessica McCready: Aye
- e. Ellen Lederer-DeFrancesco: Aye

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

Respectfully Submitted,

Julie Williams

Executive Assistant to the Superintendent

Documents Reviewed During the September 14, 2026 School Committee Meeting

- 1. 1-2026-Josiah Haynes Playground CPA-Application-Form-260903-with shade structure**
- 2. 2-FY28 DRAFT SPS CPC Haynes Playground presentation with shade structure.pptx**
- 3. 3-Haynes Playground CPC Application questions and answers with shade structure.docx**
- 4. 4-Haynes_Playground_CPA_School_Committee_Memo_Budget with shade structure.docx**
- 5. 5-Kimberly Horn Haynes Parking Lot Recommendation map Attachment 1 - Map of Maintenance & Rehabilitation Recommendations by Town Lot**
- 6. 6-Surface America Haynes Elementary Quote - Sudbury, MA**
- 7. 7-SC Memo MWHF Grant \$10,000 for 9-14-26 (1)**
- 8. 8-BRR_MSBA_1**
- 9. 9-BRR_MSBA_2**
- 10. MEMORANDUM to SC Capital Projects Update 9.14.2026**
- 11. School Committee Capital update 9.14.2026**
- 12. Entry Plan FY27 Updated**
- 13. Interim Superintendent Draft Goals FY27**
- 14. 26-27 SPS Strategic Plan DRAFT**
- 15. SSC Goal Setting Template**
- 16. SPS Superintendent Search Firm updates for SC 14 Sep 26**
- 17. 1 - MEMO Regarding Policy Sub Vote and Next Steps**
- 18. 2 - Policy BGB - Policy Adoption**
- 19. 3 - Current Policy JLCD**
- 20. 4 - Redlined JLCD**
- 21. 5 - DRAFT JLCD – Administration of Medication to Students - Clean.docx**
- 22. 6-New - DRAFT JLCDC – Self-Administration and Self-Carry of Medication**
- 23. 7-DRAFT JKAA Restraint Prevention Policy (1)**
- 24. 8-K-12Guidance**
- 25. 9-MASC-DRAFT-protect-act-Policy-Clean-v2 (2).docx**
- 26. '26-'27 Committee Rolling Agenda (1)**

**Sudbury Public Schools
School Committee Meeting**

Date: **October 19, 2026**

Agenda Item: 4a - Potential Increase for Preschool Tuition

Recommendation:

Motion to approve PreK Tuition for 2027-2028 School Year as recommended.

Background / Preparation Information:

The Administration has asked us to discuss the option of increasing preschool tuition. There is a memo in our packet outlining the reasons for the request. Please review the memo and bring any questions.

Attachments:

School Committee Review of Preschool Tuition Rates October 2026 (1)

Action:	XX	Report:	Discussion:	XX
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Sudbury Public Schools

40 Fairbank Road

Sudbury, Massachusetts 01776

Phone: (978) 639-3202

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Stephanie Juriansz

Director of Student Services

Email: stephanie_juriansz@sudbury.k12.ma.us

To: School Committee

From: Stephanie Juriansz

Date: October 15, 2026

Subject: Review of Preschool Tuition Rates

The purpose of this memo is to seek School Committee input regarding whether the District should consider an adjustment to its preschool tuition rates for the upcoming FY28 school year.

The District last increased preschool tuition by 6% in November of 2024, and now the District is proposing a third-year increase for consideration. A prior increase was made more than four years earlier. Based on our review of comparable programs, the District's preschool tuition rates fall within the upper 75% of the comparison group. Sudbury's rates are neither the highest nor the lowest among comparable districts and programs.

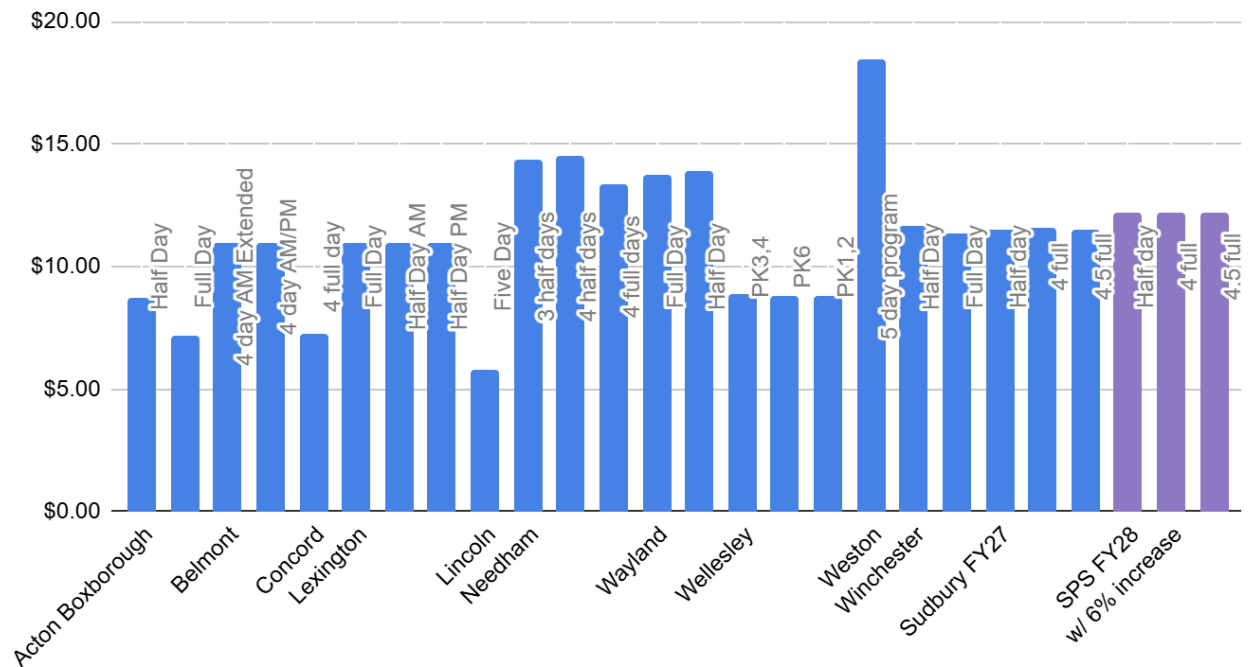
As Sudbury considers whether to adjust tuition, the District must balance several priorities: to keep rates competitive with comparable programs while ensuring our preschool program remains accessible to families. The District offers financial assistance on a sliding scale to help eligible families manage the cost of tuition, which supports Sudbury's commitment to access and affordability.

If Sudbury continues with current rates, three years **would** elapse since the last increase; therefore, it is appropriate to revisit current rates and determine whether an adjustment is warranted. Any potential increase should take into consideration the financial needs of the program, regional tuition comparisons, the cost to families, and the District's commitment to providing high-quality, accessible early childhood education.

Sudbury's FY27 Preschool Tuition is:

Model	Hours/Week	Monthly Tuition	Hourly Tuition
Half day	10	\$459.51	\$11.49
4 full	24	\$1,109.18	\$11.55
4.5 full	26.5	\$1,216.88	\$11.48

Hourly Rate of Tuition by District



*Full Day Tuition: Belmont and Lexington: \$11.00/hour; Needham: \$13.36/hour; Wayland: \$13.72/hour; Winchester: \$11.38/hour; Weston: \$18.43/hour; **Sudbury FY27: \$11.55/hour; Sudbury FY28 with 6% increase: \$12.18/hour.***

Currently, a substantial gap exists between Sudbury's tuition and those of Needham, Wayland, and most especially, Weston. Therefore, Sudbury may wish to establish a tuition rate reflective of a middle ground between the current rate of tuition and the more costly rates of neighboring districts. If tuition is increased, the District's recommendation would be to increase the half-day tuition by 6% for FY28 and maintain this hourly rate across the program models. This 6% increase would increase District income while maintaining Sudbury's middle-ground position with comparable districts. The District also recommends correcting historical differences in hourly tuition rates for different schedules, and uniformly charging all schedules an hourly tuition of \$12.18 per hour. The FY28 tuition proposal for consideration:

Model	Hours/Week	Monthly Tuition	Hourly Tuition
Half day	10	\$487.08	\$12.18
4 full	24	\$1,169.28	\$12.18
4.5 full	26.5	\$1,291.08	\$12.18

**To establish the same hourly rate, the Half Day is exactly a 6% increase. The 4 Full Day would have less than a 6% increase (5.45%). The 4.5 Full Day is a 6.1% increase.*

The administration seeks the School Committee's guidance on whether it will consider an adjustment increase to preschool tuition rates for the upcoming school year. This decision is time-sensitive, as registration will open for FY28 enrollment on October 21, 2026. If the Committee supports increasing the

rates, the administration will move forward to notify families at the Preschool Information Evening scheduled for October 20, 2026. Thank you for your consideration and direction on this matter.

The Committee VOTES to increase the Preschool tuition to \$12.18/hour, beginning in FY28.

**Sudbury Public Schools
School Committee Meeting**

Date: **October 19, 2026**

Agenda Item: 4b - Policy BGB Step 1 Policy JFBC METCO (Informational Only)

Recommendation:

Background / Preparation Information:

Policy JFBC METCO comes to us from the Budget Subcommittee. Please review their memo as well as an email Karyn sent me with their plan for next steps. Annette has drafted a policy for our consideration, which is also included in this packet. Buck has also prepared a memo on this policy for our consideration. This meeting is step 1 of the process and is informational only. It will return in a subsequent meeting for our discussion.

Attachments:

- 1-EmailBudgetSub.docx (1)
- 2-Memo - FY27 METCO Budget Approval and Policy JFBC (1)
- 3-FY27 METCO Budget approval for SC updated (1)
- 4-JFBC - METCO DRAFT

Action:	Report:	Discussion:	XX
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Excerpt from email dated Sept 4 from Karyn Jones to Jessica McCreedy, Annette Doyle, Betsy Sues and Julie Williams in which Karyn Jones summarizes the outcome of the Budget Subcommittee meeting.

METCO

The Budget Subcommittee reviewed the FY27 METCO budget and voted to recommend that the School Committee approve it as presented. We also discussed Policy JFBC and agreed that it should be updated to reflect the current METCO program and address the process for annual budget approval. We also talked about how this item would be appropriate for the Consent Calendar. Policy states this should be voted on before June 30, so it could be best to have this on the agenda sooner rather than later.

Materials for the packet:

- Memo
- Policy JFBC – METCO
- FY27 METCO Budget Approval for School Committee Vote

Please Note: As mentioned in the memo, there was also consensus between the Budget Subcommittee and administration that Policy JFBC should be updated. Our consensus was to leave it to you and Annette to determine the best way to move that forward, either having the administration prepare proposed redlines for review by the full Committee or having the School Committee refer the policy to the Policy Subcommittee for review.

TO: Sudbury School Committee
FROM: Karyn Jones, Budget Subcommittee
DATE: October 9, 2026
RE: FY27 METCO Budget Approval and Policy JFBC

Per School Committee Policy JFBC, METCO, the School Committee is required to review and approve the proposed METCO budget on or before June 30. At its September 4, 2026 meeting, the Budget Subcommittee reviewed the FY27 METCO budget and voted to recommend that the full School Committee approve the budget as presented.

During the budget review, the administration shared that, for the current school year, the METCO program is operating at three of the district's four elementary schools: Haynes, Noyes, and Nixon. The program is no longer operating at Loring. The administration explained that this change was made to reduce transportation costs and shorten the amount of time students spend on buses.

The Budget Subcommittee noted that Policy JFBC explicitly states, "The METCO Program will be in each school." The policy also identifies a goal of evenly distributing METCO students within each school and grade level while avoiding racial isolation.

Given the language of the existing policy, the Budget Subcommittee recommended that the full School Committee discuss whether it wishes to maintain the expectation that the METCO program operate in all four elementary schools or revise the policy to reflect a different approach to program implementation.

The Subcommittee also discussed the policy's requirement that the School Committee annually review and approve the METCO budget by June 30. The administration explained that meeting this deadline can be challenging because certain budget information, including grant funding and transportation costs, may not be finalized or available until after June 30. As a result, the Subcommittee recommended that the full School Committee consider whether the existing deadline remains appropriate or should be revised to better align with the availability of financial information. The Committee may also wish to discuss whether annual budget approval should remain the responsibility of the School Committee or be delegated to the Superintendent.

There was consensus among Budget Subcommittee members and administration that Policy JFBC warrants review. The Subcommittee recommends that the full School Committee discuss both the expectations for METCO program implementation across the district's schools and the annual budget approval requirements before determining what revisions, if any, should be made.

File: JFBC - METCO

The Sudbury Public Schools, in cooperation with the State Department of Education and the Metropolitan Council for Educational Opportunity, Inc. (METCO), agree to provide instruction in the Sudbury Public Schools for Boston children wishing to pursue their education in Sudbury.

The Sudbury Public Schools support the purposes of METCO, as stated in the METCO Handbook under METCO PROGRAM STANDARDS:

METCO is a state-funded program which provides:

1. An opportunity for an integrated public school education for urban black and other minority children from racially imbalanced schools in Boston by placing them in suburban schools;
2. A new learning experience for suburban children;
3. A closer understanding and cooperation between urban and suburban parents and other citizens in the Metropolitan Boston Area.

In order to gain the fullest benefit from this program, preferably, students will enter at grade K, 1, 2, or 3 on a space available basis. The goal is to evenly distribute students within each school and grade level while avoiding racial isolation.

The School Committee will annually review and approve the proposed METCO budget for the ensuing school year on or before June 30th.

The METCO Program will be in each school.

The continuance of the METCO Program in Sudbury is dependent upon State funding.



Sudbury Public Schools

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

Annette Doyle

Buckner Creel

Interim Superintendent of Schools

annette_doyle@sudbury.k12.ma.us

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: October 15, 2026

Re: **FY28 METCO Grant Budget approval process**

The METCO grant request for proposals (RFP) is typically not issued until the DESE proponents have sufficient information on the amount the Commonwealth Legislature will include in the upcoming fiscal year for METCO expenditures to be confident in the school district allocations. This year, the RFP for the FY27 grant was posted on 11 June 2026, with a response deadline of 26 June 26, an earlier posting date than the last several years. This posting date is the earliest date we can be confident of our grant allocation amount. Our application was approved by DESE on 1 July 2026.

I have every reason to believe this pattern will continue in the future. The Committee's last meeting before 30 June 2027 will be on 21 June 2026, and this pattern is likely to continue as well, making the requirement to approve the METCO budget by 30 June difficult but not impossible to guarantee. Perhaps the Committee should review Policy JFBC and determine if the June reporting requirement is necessary or should be changed in some way.

Buckner Creel
Acting Business Director

JFBC - METCO

The Sudbury Public Schools, in cooperation with the State Department of Education and the Metropolitan Council for Educational Opportunity, Inc. (METCO), agree to provide instruction in the Sudbury Public Schools for Boston children wishing to pursue their education in Sudbury.

The Sudbury Public Schools support the purposes of METCO, as stated in the METCO Handbook under METCO PROGRAM STANDARDS:

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3. A closer understanding and cooperation between urban and suburban parents and other citizens in the Metropolitan Boston Area.

In order to gain the fullest benefit from this program, preferably, students will enter at grade K, 1, 2, or 3 on a space available basis. The goal is to evenly distribute students within each school and grade level while avoiding racial isolation.

The School Committee will annually review and approve the proposed METCO budget for the ensuing school year on or before June 30th.

~~The METCO Program will be in each school.~~

The continuance of the METCO Program in Sudbury is dependent upon State funding.

**Sudbury Public Schools
School Committee Meeting**

Date: **October 19, 2026**

Agenda Item: 4c - Policy BGB Step 3 Policy ACL PROTECT Act (Action Item)

Recommendation:

Motion to approve Policy ACL as presented/amended.

Background / Preparation Information:

Policy ACL comes to us from the MASC in response to the information about the PROTECT ACT from Governor Healey. At our last meeting we reviewed the policy and this packet contains the suggested edits regarding adding the name of Sudbury and removing the Executive Director. The chair has reviewed all the referenced policies, they are indeed in our policy book. We will review this latest version, discuss and potentially vote on the policy.

Attachments:

- 1-MASC-DRAFT-protect-act-Policy-Clean-v2 (2)
- 2-PolicyACL
- 3-Governor Healy Letter

Action:	XX	Report:	Discussion:	XX
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INTERACTING WITH LAW ENFORCEMENT OFFICERS ENGAGED IN CIVIL LAW ENFORCEMENT (PROTECT ACT)

In [Name] Public Schools, we recognize the importance of all students being known and valued, and we promote a safe, inclusive, and welcoming learning environment for all students. All of our students have a right to a free public education regardless of race, color, sex, gender identity, religion, national origin, immigration or citizenship status, disability, or sexual orientation.

The PROTECT Act states, except as required by state or federal law or as required for the Commonwealth or its subdivisions to administer a state or federally supported or funded program, civil arrests for civil law enforcement, including federal immigration enforcement, are not allowed on school grounds during school hours, student drop off and pick up windows, before- and after-school programming and school-sponsored events without a Judicial Warrant or Judicial Order.

The Superintendent/Executive Director shall implement PROTECT Act procedures consistent with the Model Procedures and the Guidance for K-12 Schools Related to Interacting with Civil Law Enforcement issued by the Governor's Office, the Executive Office of Education, and the Department of Elementary and Secondary Education.

The procedures shall be implemented, wherever applicable, in alignment with District Emergency Operations Plans, Medical and Behavioral Health Emergency Response Plans, and the School Resource Officer Memorandum of Understanding.

These procedures will be designed in accordance with the guidance provided and promote schools that are safe and accessible for students, staff and residents, and shall include, but not be limited to:

- (i) Procedures for identifying and designating a senior administrator at each district superintendent's office or executive director's office, as the case may be, to serve as the individual responsible for having primary contact with law enforcement agents engaged in civil law enforcement for the school system and the central point of contact for schools on interactions with civil law enforcement;
- (ii) Procedures for identifying and designating a senior administrator at each school to serve as the individuals responsible for having primary contact with law enforcement agents engaged in civil law enforcement who arrive on site at the school or request information about students, employees, or other persons affiliated with the school;
- (iii) Procedures for contacting the school district's attorney;

- (iv) Procedures for contacting the senior administrator at the school and the district superintendent/executive director's office in the event law enforcement agents engaged in civil law enforcement arrive on school grounds or request information about students, employees, or other persons affiliated with the school;
- (v) Procedures for documenting all interactions with law enforcement agents engaged in civil law enforcement while on school grounds;
- (vi) Procedures for notifying a student's parents or guardian or the student directly if the student is 18 years or older or emancipated, if a law enforcement agent engaged in civil law enforcement requests access to a student or student's information for any civil law enforcement purpose;
- (vii) Procedures following the confirmation of law enforcement agents engaged in civil law enforcement on school grounds, including notifying parents and guardians, teachers, administrators, and school personnel;
- (viii) Procedures to confirm and update students' emergency contacts, with allowance for more than one person to be listed, and alternative caregiver plans; and
- (ix) A plan to share these procedures with students and families on the school district's website.

Once adopted by a school district, charter school or collaborative school, this policy and the accompanying procedures shall constitute the written emergency response plan required by the Act.

CROSS REFS.: EBC, EMERGENCY PLANS
 ECA, BUILDINGS AND GROUNDS SECURITY
 ECAF, SECURITY CAMERAS IN SCHOOLS
 JIH, SEARCHES AND INTERROGATIONS
 JRA, STUDENT RECORDS
 KI, VISITORS TO THE SCHOOLS
 KLG, RELATIONS WITH POLICE AUTHORITIES

LEGAL REFS.: PROTECT Act, August 2026

SOURCE: MASC adapted from Massachusetts Department of Elementary and Secondary Education
-August 2026

NOTE: The Department of Elementary and Secondary Education, in consultation with the Office of Refugees and Immigrants and the Attorney General's Office, will release a model training relating to the implementation of these procedures. Schools are encouraged to share this training, once released, with managers and other staff.

INTERACTING WITH LAW ENFORCEMENT OFFICERS ENGAGED IN CIVIL LAW ENFORCEMENT (PROTECT ACT)

In Sudbury Public Schools, we recognize the importance of all students being known and valued, and we promote a safe, inclusive, and welcoming learning environment for all students. All of our students have a right to a free public education regardless of race, color, sex, gender identity, religion, national origin, immigration or citizenship status, disability, or sexual orientation.

The PROTECT Act states, except as required by state or federal law or as required for the Commonwealth or its subdivisions to administer a state or federally supported or funded program, civil arrests for civil law enforcement, including federal immigration enforcement, are not allowed on school grounds during school hours, student drop off and pick up windows, before- and after-school programming and school-sponsored events without a Judicial Warrant or Judicial Order.

The Superintendent shall implement PROTECT Act procedures consistent with the Model Procedures and the Guidance for K-12 Schools Related to Interacting with Civil Law Enforcement issued by the Governor's Office, the Executive Office of Education, and the Department of Elementary and Secondary Education.

The procedures shall be implemented, wherever applicable, in alignment with District Emergency Operations Plans, Medical and Behavioral Health Emergency Response Plans, and the School Resource Officer Memorandum of Understanding.

These procedures will be designed in accordance with the guidance provided and promote schools that are safe and accessible for students, staff and residents, and shall include, but not be limited to:

- (i) Procedures for identifying and designating a senior administrator at each district superintendent's office or executive director's office, as the case may be, to serve as the individual responsible for having primary contact with law enforcement agents engaged in civil law enforcement for the school system and the central point of contact for schools on interactions with civil law enforcement;
- (ii) Procedures for identifying and designating a senior administrator at each school to serve as the individuals responsible for having primary contact with law enforcement agents engaged in civil law enforcement who arrive on site at the school or request information about students, employees, or other persons affiliated with the school;
- (iii) Procedures for contacting the school district's attorney;
- (iv) Procedures for contacting the senior administrator at the school and the district superintendent's office in the event law enforcement agents engaged in civil law

- enforcement arrive on school grounds or request information about students, employees, or other persons affiliated with the school;
- (v) Procedures for documenting all interactions with law enforcement agents engaged in civil law enforcement while on school grounds;
 - (vi) Procedures for notifying a student's parents or guardian or the student directly if the student is emancipated, if a law enforcement agent engaged in civil law enforcement requests access to a student or student's information for any civil law enforcement purpose;
 - (vii) Procedures following the confirmation of law enforcement agents engaged in civil law enforcement on school grounds, including notifying parents and guardians, teachers, administrators, and school personnel;
 - (viii) Procedures to confirm and update students' emergency contacts, with allowance for more than one person to be listed, and alternative caregiver plans; and
 - (ix) A plan to share these procedures with students and families on the school district's website. Once adopted by the school district, this policy and the accompanying procedures shall constitute the written emergency response plan required by the Act.

CROSS REFS.: EBC, EMERGENCY PLANS

ECA, BUILDINGS AND GROUNDS SECURITY
ECAf, SECURITY CAMERAS IN SCHOOLS
JIH, SEARCHES AND INTERROGATIONS
JRA, STUDENT RECORDS
KI, VISITORS TO THE SCHOOLS
KLG, RELATIONS WITH POLICE AUTHORITIES

LEGAL REFS.: PROTECT Act, August 2026

SOURCE: MASC adapted from Massachusetts Department of Elementary and Secondary Education -August 2026

NOTE: The Department of Elementary and Secondary Education, in consultation with the Office of Refugees and Immigrants and the Attorney General's Office, will release a model training relating to the implementation of these procedures. Schools are encouraged to share this training, once released, with managers and other staff.

MAURA T. HEALEY

GOVERNOR



STEPHEN ZRIKE JR., Ed. D

SECRETARY

KIMBERLEY DRISCOLL

LT. GOVERNOR

EXECUTIVE OFFICE OF
EDUCATION

Guidance for K-12 Schools Related to Interacting with Civil Law Enforcement

August 21, 2026

The Governor's Office, the Executive Office of Education (EOE), and the Department of Elementary and Secondary Education (DESE) issue this guidance pursuant to *An Act promoting rule of law, oversight, trust and equal constitutional treatment* ("PROTECT Act" or "Act"). [Stat. 2026, c. 163](#), §§ 1–24. Please review this guidance together with DESE's Model Policy, for adoption by school committees and boards of trustees, and DESE's Model Procedures, for implementation by superintendents and executive directors, also released today.

In preparing this guidance, as well as the Model Policy and Model Procedures, DESE consulted with the Attorney General's Office, the Massachusetts Association of School Committees, the Massachusetts Association of 766 Approved Private Schools and numerous other stakeholders, consistent with the Act. As to the recommendations and obligations for K-12 schools, this guidance supersedes the *Recommendations For Entities Providing Education and Child Care Services Related to Interacting with Federal Immigration Officers* issued in May 2026 pursuant to the Governor's Executive Order 650: Protecting Access to Essential Services and Keeping Massachusetts Communities Safe.

I. Introduction

On August 5, 2026, Governor Maura Healey signed the PROTECT Act. It is now the law in Massachusetts that, except as required by state or federal law or as required for the Commonwealth or its subdivisions to administer a state or federally supported or funded program, civil arrests, including for federal immigration enforcement, **are not allowed** in the following nonpublic areas: school grounds during operating hours (defined below), without a Judicial Warrant or Judicial Order.¹

¹ This guidance addresses the protections against civil arrests adopted in the PROTECT Act. Other constitutional protections limit civil law enforcement access to nonpublic places, regardless of whether the purpose is an arrest, without a Judicial Warrant or Judicial Order.

The Act requires that school committees, collaborative schools, and charter school boards of trustees ensure that every school under their jurisdiction has a written policy (described in the Act as an “emergency response plan”) that addresses student and staff safety relating to interactions with law enforcement agents engaged in civil law enforcement.² Under the Act, that plan must reflect the seven required elements of the DESE Model Policy: (1) identification and designation of a person(s) at each school and the district/administrative office as the individual(s) responsible for having primary contact with law enforcement agents; (2) procedures for contacting the designated authorized person(s), who will contact the school’s attorney; (3) procedures for documenting interactions with law enforcement agents on school grounds; (4) procedures for notifying a parent or guardian (or the student if 18 years or older or emancipated) if a law enforcement agent requests access to a student or to a student’s information for any civil law enforcement purpose; (5) procedures following the confirmation of law enforcement agents engaged in civil law enforcement on school grounds, including procedures to notify parents and guardians, teachers, administrators, and school personnel in a manner that ensures the confidentiality and privacy of any potentially identifying information; (6) a plan to confirm and update students’ emergency contacts and allow for more than one person to be listed; and (7) a plan to share these procedures and policies with students and families, including on the school website. Policies and procedures should apply equally to all forms of law enforcement and should be focused on maintaining student safety.

II. Definitions

This guidance uses the following words and phrases consistent with the PROTECT Act:

“Civil arrest” means an arrest that is not for the purpose of preparing the person subject to such arrest for criminal prosecution for an alleged violation of a state or federal criminal law. Civil arrests may be authorized by, among other things: (1) a parole warrant issued under G.L. c. 127, § 149A, or a probation warrant issued under G.L. c. 279, § 3; (2) state law permitting protective custody for incapacitated and intoxicated persons, G.L. c. 111B § 8, or (3) an administrative warrant issued by a federal agency like the United States Immigration and Customs Enforcement (ICE) agency for violations of the federal Immigration and Nationality Act, or related civil immigration enforcement efforts.

“Civil law enforcement” means efforts to investigate, enforce or assist in the investigation or enforcement of state or federal civil law, including, but not limited to, any federal civil immigration law. For added context, civil law enforcement often relates to preventative detention for an individual’s safety or security, enforcement of civil actions in court,

² While the PROTECT Act does not require private K-12 schools to adopt such policies, we encourage them to do so, consistent with this guidance and the *Recommendations For Entities Providing Education and Child Care Services Related to Interacting with Federal Immigration Officers*, which remain in effect for K-12 private schools and private (independent) colleges and universities.

or immigration law enforcement. In contrast, criminal law enforcement involves the investigation and enforcement of state or federal criminal laws (like those outlawing theft and assault). Note that law enforcement officers (defined below) can engage in civil law enforcement and/or criminal law enforcement.

“Judicial Warrant” or **“Judicial Order”** refers to an arrest warrant or other judicial order, signed by a judge or magistrate sitting in the judicial branch of a local or state government or of the federal government, authorizing an arrest. *See* Appendix A for examples.

“Law enforcement officer” or **“officer”** means any agent or officer of a federal, state, county, municipal, or district law enforcement agency, including but not limited to local police departments, sheriffs, constables, the Massachusetts State Police, the United States Immigration and Customs Enforcement (ICE) agency, the United States Customs and Border Protection (CBP) agency, and the United States Department of Homeland Security (DHS).

“Operating hours” means regular school hours, student drop off and pick up windows, before-school and after-school programming, and school-sponsored events.

“School” means a school administered by the school department of a city, town or regional school district; a county agricultural school; an independent vocational school or a vocational school operated by a county; a Commonwealth charter school or a Horace Mann charter school established under G.L. c. 71, § 89 (“charter school”); a special day school or other day facility or a short or long term residential school providing educational programs for children with disabilities established pursuant to chapter 71B and in accordance with chapter 766 of the acts of 1972; or a school operated by an education collaborative established under G.L. c. 40, § 4E (“collaborative school”).

“School district” means the school department of a city or town, a regional school district, an independent vocational school or a vocational school or agricultural school operated by a county.

“School grounds” means the main school building(s) and any other building or property owned or controlled by a school or school district and used by the school in direct support of or in a manner related to the school’s educational or athletic purpose. This includes playgrounds, fields, parking lots, recreation areas, athletic fields, courts, competition areas and other locations owned or controlled and used for school-related purposes, whether or not physically connected to the main school building(s). During operating hours, as defined above, school grounds are nonpublic.³

³ Although bus stops are generally not considered “school grounds,” please see Section III(C) (Escalation Protocol) for recommendations on how to handle law enforcement activity at bus stops.

III. Guidance Regarding Interactions with Law Enforcement Officers Engaged in Civil Law Enforcement

This guidance includes the topics required by the PROTECT Act, marked with an asterisk (*), and other information that the Governor’s Office, Attorney General’s Office, EOE, and DESE deem relevant to schools.

A. General Guidance for Interacting with Law Enforcement Officers

A written procedure should provide general advice for employees/staff and administrators about how to interact with law enforcement officers engaged in civil law enforcement, including:

1. Employees, staff, and administrators are encouraged to remain calm when engaging with law enforcement officers.
2. Employees, staff, and administrators should never attempt to physically interfere with law enforcement activities, nor should they feel compelled to approach a law enforcement officer or engage with them first.
3. If employees and staff feel unsafe engaging with law enforcement officers, they can decline to interact with the officers and instead rely on administrators, as described below.

Civil arrests are not allowed on school grounds during operating hours, unless law enforcement officers have a Judicial Warrant or Judicial Order.⁴ If law enforcement officers proceed to conduct a civil arrest in these areas in violation of the PROTECT Act, no one should attempt to physically interfere with them; rather, on-site staff should follow the guidance for bystanders to document an interaction, included in Section III(G) (Documentation of Interactions) and Section IV(B) (Rights of Bystanders) below. After law enforcement has left the school grounds, the school should report the incident to the Attorney General’s Office Civil Rights Division.

B. Designated Contact Person(s)*

Under the PROTECT Act, schools must designate a contact person in the principal’s office (“school-level contact person”) and an authorized contact at the Superintendent’s or Executive Director’s office (“district-level contact person”) to be notified if law enforcement officers arrive on site or request information.⁵ Different people may serve as the designated

⁴ As noted in Section III(M) (Existing Obligations), nothing in this guidance prohibits appropriate cooperation with authorities, including police, fire departments, emergency medical services, child protective authorities, or other public safety officials, responding to an emergency, protecting a child from abuse or neglect, or otherwise exercising lawful authority unrelated to civil law enforcement.

⁵ If the school does not have a district office or administrative office that is distinct from the school itself, it may be appropriate to have the same contact person serve as the school-level contact person and district-level contact person.

contact person at different times throughout the day, and you should strongly consider naming at least one “back up” contact person at the school- and district-levels. We recommend that (1) the highest-ranking administrator or manager at the school serve as the primary designated school-level contact person, and (2) the Superintendent, Executive Director, or their designee, or an attorney serve as the district-level contact person.

The written procedures required by the PROTECT Act must include the name(s) and contact information for the designated contact person(s). If multiple people will share this role, you may consider giving them a shared cell phone or telephone number, to make it easier for front-line staff to reach them in case of an emergency.

C. *Escalation Protocol**

The written procedures required by the PROTECT Act must address how employees, staff, and administrators should respond if law enforcement officers arrive on site and whom to notify (the “escalation protocol”). Schools must make sure that staff and employees are aware of the protocol, and how to contact the relevant individuals. This protocol should be simple, easy to remember, and consistent with procedures used in other circumstances. An escalation protocol should include the following instructions:

1. If law enforcement officers engaged in civil law enforcement arrive on site and there are no apparent exigent (emergency) circumstances, employees and staff should inform the officers that the employees/staff will contact an administrator to assist them and that they should wait where they are (ideally outside, away from students/children and their families).
2. The employee or staff member should immediately contact the school-level contact person.
3. Once notified, the school-level contact person should immediately call the district-level contact person and go to the location where the law enforcement officers are waiting. If the school has access to an attorney, the written procedures should provide for either the school-level contact person or the district-level contact person to call the attorney and keep them on the phone for advice.
4. The school-level contact person should speak to the law enforcement officers. The school-level contact person should ask the law enforcement officers for identification and record their names, agencies, and badge numbers.
5. The school-level contact person should ask to view any warrant or other documentation. The school-level contact person—with assistance from an attorney, if able, and/or the district-level contact person—should review the documents to determine whether the law enforcement officers have a valid Judicial Warrant or Judicial Order. *See* Section III(F) (Review of Warrant) for tips on reviewing a warrant.

- a. If the law enforcement officers have a valid Judicial Warrant or Judicial Order authorizing an arrest or entry to search or both, the school-level contact person should inform the law enforcement officers that they may enter the school grounds; however, the school-level contact person should request that, where feasible, law enforcement officers avoid any areas where students/children are present.
- b. If the law enforcement officers do not have a valid Judicial Warrant or Judicial Order, or they have only an administrative warrant (*see* Appendix A for an example), the school-level contact person must inform them that they are not authorized to conduct the arrest on school grounds and ask them to leave.⁶
- c. If the law enforcement officers proceed to conduct a civil arrest on school grounds in violation of the PROTECT Act, no one should attempt to physically interfere with them; rather, staff should follow the guidance for bystanders to document an interaction, included in Section III(G) (Documentation of Interactions) and Section IV(B) (Rights of Bystanders) below. If there is an imminent threat to the safety of a child, staff member, family member, or other person, program staff should not hesitate to call 9-1-1 for assistance.
- d. After law enforcement has left the school grounds, the school should report the incident to the Attorney General's Office Civil Rights Division.

In addition to the procedures described above, schools are encouraged to consider the various scenarios in which interactions with law enforcement officers engaged in civil law enforcement may occur in their programs and on their grounds, so that they may prepare escalation protocols for these particular scenarios. Schools should also consider including guidance tailored to certain staff positions, such as front-office staff, that may be more likely to interact with law enforcement officers engaged in civil law enforcement. Schools should also consider updating existing Emergency Operations Plans and Medical and Behavioral Health Emergency Response Plans to ensure student safety in the event of any type of law enforcement activity on or near school grounds.

Additionally, schools should review school transportation contracts and communicate with school transportation companies regarding policies and protocols for bus drivers in the event of active law enforcement activity near a school bus stop. This includes considerations for special education transportation. Transportation-related procedures should focus on maintaining

⁶ In rare circumstances, law enforcement officers may identify a clear and immediate health or safety threat that qualifies as an exception to the warrant requirement.

student safety and avoiding dangers associated with dropping a student near an active crime scene or any law enforcement arrest or operation.

Schools should review and consider updating policies and protocols for ensuring student safety when law enforcement activities are being carried out on school grounds. Policies should apply equally to all forms of law enforcement and should be focused on maintaining student safety.

D. Checklists and Approved Language

We encourage schools to develop checklists and draft approved language for employees, staff, administrators, and the designated contact person(s) to use when interacting with law enforcement officers engaged in civil law enforcement. These checklists can include the escalation protocol with clear instructions about whom employees/staff should contact if law enforcement officers are on site or making requests.

Examples of “Approved Language” may include:

1. “I am not authorized to allow you to enter the school. Please wait here while I contact an administrator.”
2. “I am not authorized to discuss specific individuals or to speak with you about this student/child/employee. I am going to contact an administrator who will discuss this further with you.”
3. “I am not permitted to discuss/disclose private information to you.”

E. Proactive Discussions with School Attorney(s)

Where applicable, the school and/or school district should confer with its attorney(s) about the best and most expedient way to reach them in an emergency, including the arrival of law enforcement officers to school grounds. The school/school district should make sure that the school-level and district-level contact persons have means to reach the attorney immediately if necessary. The school/school district may also want to consult its attorney as part of establishing the procedures outlined in this guidance.

F. Review of Warrant

Written procedures should include information about how to identify a valid Judicial Warrant or Judicial Order. *See* Appendix A (Sample Judicial Warrants and Administrative Warrants), below for sample warrants.

Judicial Warrants and Judicial Orders are documents issued by a judge or magistrate sitting in the judicial branch of state or federal government. These documents authorize a search of a specific place or an arrest of a specific person based on sufficient information to support that a crime has been committed (“probable cause”). Note that other judicial orders can include subpoenas or summons, but they do not allow physical access into nonpublic places.

A Judicial Warrant is: (1) signed by a judge, magistrate, or assistant clerk magistrate and dated; (2) issued by a court; and (3) includes the location to be searched or the persons or items to be seized/arrested.

A Judicial Order may take many forms but should include: (1) the caption of a court case; (2) the name of the court; and (3) a judge, clerk magistrate, or assistant clerk magistrate's signature, with a date.

As stated above in Section III(C) (Escalation Protocol), if law enforcement officers engaged in civil law enforcement arrive on-site, employees/staff should contact the school-level contact person who will contact the district-level contact person and proceed to the location where the law enforcement officers are waiting. (School procedures should direct either the school-level contact person or the district-level contact person to call the school attorney at this time, as well.) Once the school-level contact person meets the officer and asks to view any warrants or orders, they should describe those documents over the phone to the school's attorney, who will evaluate the documents and advise the school-level contact person on their validity. If the school-level contact person feels safe doing so, they may ask the law enforcement officer if they may send a photo of the warrant or order to the school's attorney or show the warrant or order to the attorney via a video call. If the school does not have access to an attorney, or cannot reach the attorney, the school-level contact person, in consultation with the district-level contact person, if there is one, should use this guidance and Appendix A to determine whether the law enforcement officers have a valid Judicial Warrant or Judicial Order. *See Appendix A (Sample Judicial Warrants and Administrative Warrants).*

G. *Documentation of Interactions**

Under the PROTECT Act, schools must include in their written procedures instructions for documenting interactions with law enforcement officers engaged in civil law enforcement. Employees, staff, administrators, and the designated contact person(s) are encouraged to wait until they feel safe to write down what happened. This may be after the officers leave the school grounds. Schools should use an existing form or create a new one to record interactions with law enforcement officers and keep those records as they would any other school records, in the normal course.

Under the escalation protocol recommended above, employees, staff, administrators, and the designated contact person(s) may interact with law enforcement officers in different ways and at different times. Everyone should be advised to write down what they remember of the incident, including but not limited to the following information:

- Date and time when law enforcement officers arrived on school grounds or made the information request;
- The names and badge numbers of the officers, and the agency they represented;
- The number of vehicles and license plate numbers, if visible;

- The names of witnesses, students, or other staff involved;
- Steps taken to notify the school-level contact person, the district-level contact person, or the school's attorney, as the case may be;
- The actions of the law enforcement officers, including whether the officers complied with school instructions;
- Whether the law enforcement officers had a valid Judicial Warrant or Judicial Order, or some other documentation;
- Whether a civil arrest was made on school grounds; and
- Impact on any students/children/employees/staff (after any immediate issues have been addressed) and any follow up actions needed to support them.

See DESE Model Procedures for a template form for recording interactions with law enforcement officers engaged in civil law enforcement.

Bystanders, including employees and staff, can openly (not secretly) videorecord the interaction, but they must not interfere.

H. School Resource Officers

School districts with School Resource Officers (SROs) should ensure that they have an SRO Memorandum of Understanding (MOU) that complies with the mandatory [statewide model](#), and districts are encouraged to distribute this MOU to school administrators and school safety personnel. Under state law, the SRO shall not (i) serve as school disciplinarian, enforcer of school regulations, or in place of licensed school psychologists, psychiatrists, or counselors; or (ii) use police powers to address traditional school discipline issues, including non-violent disruptive behavior. According to the model MOU, "it may be appropriate for school administrators rather than the SRO [to] deal with low-level offenses including but not limited to misdemeanor allegations of threats, assault and battery, larceny, receiving stolen property, and willful, malicious, or wanton destruction or injury to personal property." For circumstances that require juvenile court intervention, a summons is the preferred method for bringing juveniles to court, rather than making an arrest on school grounds, unless there is reason to believe the juvenile will not appear upon a summons.

Per the model SRO MOU, school district personnel and SROs shall not disclose to a law enforcement officer or agency, including local, municipal, regional, county, state and federal law enforcement, any information relating to a student or a student's family member from its databases and other recordkeeping systems including: (i) immigration status; (ii) citizenship; (iii) neighborhood of residence; (iv) religion; (v) national origin; (vi) ethnicity; or (vii) suspected, alleged, or confirmed gang affiliation, unless it is germane to a specific unlawful incident or to a specific prospect of unlawful activity the school is otherwise required to report. Schools are encouraged to share any new or updated policies or procedures they adopt in accordance with the PROTECT Act, and policies pertaining to student privacy, with their on-site SROs.

I. Parental Notice

1. Notice to School Community of the Presence of Law Enforcement Officers*

When a school confirms the presence of law enforcement agents engaged in civil law enforcement on school grounds, the school should notify students' parents and guardians, teachers, administrators, and school personnel. The school should provide this notice in a manner that ensures the confidentiality and privacy of any potentially identifying information. *See* DESE Model Procedures for a template notice.

2. Individualized Notice to Parents When Law Enforcement Officers Are Seeking a Particular Student or Information about that Student

If the law enforcement officers are trying to reach a minor child/student or seeking information about a minor child/student, employees/staff should contact the school-level contact person(s) and then immediately inform the minor child/student's parent or legal guardian. If the student is 18 years or older, or emancipated, employees/staff should notify the student directly, in addition to notifying the school-level contact person. Schools are encouraged to designate an employee or staff member who will notify families or students as part of their escalation protocol. *See* DESE Model Procedures for a template notice.

J. Protection of Personally Identifiable Information

Schools cannot disclose personally identifiable information about a student or child in their care to third parties, including law enforcement officers and the media, either orally or in writing unless: the school has specific informed consent from the student/child's parent or guardian (or students themselves if at least 18 years old or emancipated); it is pursuant to a Judicial Warrant, Judicial Order, or subpoena; or there is a health or safety emergency, as the case may be. Generally, schools should also respect the privacy preferences and concerns of a student's parent or guardian (or the student himself if over 18 years old or emancipated) in response to media inquiries and, to the extent consistent with the law, interactions of law enforcement officers that may implicate students.

Schools should allow parents/guardians (or students themselves if at least 18 years old or emancipated) to opt out of being included in directory information. They may also limit what information is included in the directory (e.g., by excluding the child's/student's address and place of birth), and limit disclosure to the school community. Under federal law, schools are required to notify students and their families at least once per year of what information is included in the directory, and to permit parents/guardians to opt out of including information in the directory at any time. Schools must communicate this information using translation or interpretation services to parents/guardians with limited English proficiency.

In the event law enforcement officers seek confidential information about school personnel, the school should refer the officers to their human resources department, which should follow standard protocols.

K. Caregiver Plans and Contact Information

Schools are encouraged to establish clear protocols for their response in the event a child/student or their parent/guardian is detained by law enforcement officers. Under the PROTECT Act, schools are expected to develop a plan to make sure that emergency contact information, alternative caregiver contacts, and authorized pick-up contacts are up to date for all students/children. As part of this review, schools must allow parents/guardians to list more than one person as an emergency contact. Schools are also encouraged to keep any associated documentation on file, such as an authorization of another caregiver, temporary agent, or guardian.

L. Visitor Policies

Schools should adopt written visitor policies (or procedures) that specify restrictions for visitors and that apply equally to all visitors—that is, the visitor policy (or procedure) does not differentiate between law enforcement officers visiting to conduct civil law enforcement and other types of visitors.

M. Existing Obligations

Nothing in this guidance alters the school’s obligations to comply with state and federal laws or existing policies or procedures.

Nothing in this guidance prohibits appropriate cooperation with authorities, including police, fire departments, emergency medical services, child protective authorities, or other public safety officials responding to an emergency, protecting a child from abuse or neglect, or otherwise exercising lawful authority unrelated to civil immigration enforcement. If there is an imminent threat to the safety of a child, staff member, family member, or other person, the school should not hesitate to call 9-1-1 for assistance.

IV. **Rights of a Person Being Arrested/Detained and Rights of a Bystander**

A. Rights of the Person Being Arrested or Detained

Right to Remain Silent: A person being arrested or detained by civil law enforcement officers, including federal immigration officers, does not have to answer questions about their immigration status, citizenship, where they were born, or how they entered the United States. The person can say, “I am exercising my right to remain silent,” and refuse to speak with the law enforcement officer until they have spoken with an attorney. Beginning on September 4, 2026, the PROTECT Act prohibits law enforcement officers from asking about immigration status or citizenship, except as required by state or federal law, or materially related to a specific criminal offense.

Right to Hire/Consult Attorney: A person being arrested or detained has the right to hire and speak with an attorney, but the government is not generally required to provide one in immigration proceedings.

Right to Refuse to Sign Documents: A person being arrested or detained has the right to refuse to sign documents (e.g., waiver of rights, voluntary departure forms). The person has a right to read and understand any document before signing it.

B. *Rights of Bystanders*

Right to Observe: Bystanders to civil law enforcement actions, including federal immigration enforcement, have the right to observe officers and to video the encounter from a reasonable distance, as long as they do not interfere with the officers. Massachusetts law permits openly (not secretly) videorecording.

Right to Remain Silent: Though law enforcement officers may ask questions, bystanders have the right to remain silent. Bystanders are not required to answer questions about their own immigration status or the status of anyone else. As noted above, beginning on September 4, 2026, the PROTECT Act prohibits law enforcement officers from asking about immigration status or citizenship, except as required by other laws or specifically related to a potential criminal violation.

V. **Support for Students and Children**

We encourage schools to offer counseling and social work support to students and children experiencing increased anxiety, especially those who are personally affected, and those whose families are directly affected by civil law enforcement activity, including federal immigration enforcement.

Moreover, it is important for schools to maintain awareness and sensitivity regarding student absences and behavioral challenges in school. Staff and educators should proactively engage and build trusting relationships with parents and students, offer support, and partner with families to address any attendance or behavioral concerns that may emerge.

Pursuant to the PROTECT Act, schools must develop a plan to share the required policies and procedures with students and families affiliated with your school. We recommend posting that material on the school's and/or school district's website(s).

It is essential that all communications with parents and guardians relating to student needs, transportation, updating alternative contacts and directory information, emergency protocols, law enforcement activity, or other matters be communicated in the parent/guardian's primary language, utilizing interpreters. Parental notices and written communications should use plain language to the extent practicable and be translated into the languages primarily used by your school's community.

VI. Human Resources/Labor/Union Issues

Employees/staff are encouraged to raise any employment or labor concerns about interacting with law enforcement officers engaged in civil law enforcement, including federal immigration enforcement, with their human resources team or union representatives, respectively. These issues may include questions about this guidance and related policies or procedures, or general questions about personal situations involving civil law enforcement. Employees/staff are encouraged to review the resources listed in Section VIII (Additional Resources for Schools) for more information, as well.

VII. Trainings Regarding Interactions with Civil Law Enforcement

Schools are encouraged to conduct trainings on the requirements of the PROTECT Act, the recommendations included in this guidance, and any related policies or procedures adopted by the school or district to support safety on school grounds for all students and staff, regardless of national origin or immigration status. Reminders to employees and staff on escalation protocol are often best practice here. DESE, in consultation with EOE, the Massachusetts Office for Refugees and Immigrants, and the Massachusetts Attorney General's Office, will develop a model training incorporating the components of this guidance, along with its Model Policy and Model Procedures, that school committees, collaborative schools, and charter school boards of trustees may provide to their staff.

VIII. Additional Resources for Schools

The Massachusetts Attorney General's Office, Massachusetts Office for Refugees and Immigrants, and DESE have created the following resources for the public to learn more about their rights. We encourage members of the school community to review these resources, and we suggest that schools consider posting or disseminating these resources to students/children, families, and employees/staff.

- [Massachusetts Attorney General: Resources for Immigrants in Massachusetts](#)
- [Massachusetts Office for Refugees and Immigrants: Community Resource Toolkit](#)
- [Massachusetts Attorney General Guidance: KNOW YOUR RIGHTS: ICE Enforcement An Updated Guide for Immigrants, Families, and Communities \(available in *Spanish*, *Portuguese*, *Haitian Creole*, *Chinese*, *Vietnamese*\)](#)
- [Massachusetts Attorney General Guidance: General Information for Massachusetts Service Providers Regarding Immigration Enforcement \(available in *Spanish*, *Portuguese*, *Haitian Creole*, *Chinese*, *Vietnamese*\)](#)
- [Massachusetts Attorney General Guidance: K-12 Schools' Obligations to Protect Students and Their Information](#)
- [Massachusetts Attorney General Flyer: Immigrant Students' Right to Attend School: A Guide for Families \(available in *Spanish*, *Portuguese*, *Haitian Creole*, *Vietnamese*, *Chinese*\)](#)

- [Massachusetts Attorney General Flyer: K-12 Schools on Protections for Students and their Information](#)
- [Emergency Planning Guide for Parents with Uncertain Immigration Status](#) *(available in [Spanish](#), [Portuguese](#), [Haitian Creole](#), [Simplified Chinese](#))*
- [Emergency Planning Fact Sheet for Parents with Uncertain Immigration Status](#) *(available in [Spanish](#), [Portuguese](#), [Haitian Creole](#), [Simplified Chinese](#))*
- [Attorney General’s Advisory Regarding Equal Access to Public Education for All Students Irrespective of Immigration Status](#) *(available in [Spanish](#), [Portuguese](#), [Arabic](#))*
- [Upholding the Rights of Immigrant Students to Enroll in School: Guidance for School Committees and Districts](#)
- [Upholding the Rights of Immigrant Students to Enroll in School: Guidance for Families and Students](#) *(available in [Chinese](#), [Haitian Creole](#), [Portuguese](#), [Spanish](#), [Vietnamese](#))*

APPENDIX A

Sample Judicial Warrants and Administrative Warrants

Figure 1: State Court Judicial Warrant

APPLICATION FOR SEARCH WARRANT G.L. c. 276, §§ 1-7	TRIAL COURT OF MASSACHUSETTS	
NAME OF APPLICANT 	SUPERIOR ESSEX	COURT DEPT. DIVISION
POSITION OF APPLICANT Trooper, Massachusetts State Police	SEARCH WARRANT DOCKET NUMBER	

I, the undersigned APPLICANT, being duly sworn, depose and say that:

1. I have the following information based upon the attached affidavit(s), consisting of a total of 77 pages, which is (are) incorporated herein by reference.
2. Based upon this information, there is PROBABLE CAUSE to believe that the property described below:

☐	<i>has been stolen, embezzled, or obtained by false pretenses.</i>
☒	<i>is intended for use or has been used as the means of committing a crime.</i>
☐	<i>has been concealed to prevent a crime from being discovered.</i>
☒	<i>is unlawfully possessed or concealed for an unlawful purpose.</i>
☒	<i>is evidence of a crime or is evidence of criminal activity.</i>
☐	<i>other (specify):</i>
3. I am seeking the issuance of a warrant to search for the following property (*describe the property to be searched for as particularly as possible*):
See Addendum A, which is incorporated herein by reference.
4. Based upon this information, there is also probable cause to believe that the property may be found (*check as many as apply*):

☒	<i>at (identify the exact location or description of the place(s) to be searched):</i>
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APPENDIX A

Sample Judicial Warrants and Administrative Warrants

Figure 2: Federal Court Judicial “search warrant” (left) & Administrative “ICE Warrant” (right)

AO 102 (Rev. 11-01-00) Search and Seizure Warrant

UNITED STATES DISTRICT COURT
for the
Southern District of California

In the Matter of the Search of
(Address of place to be searched)
2943 Highland Avenue
San Diego, California

Case No. **'14 MJ 0396**

SEARCH AND SEIZURE WARRANT

To: Any authorized law enforcement officer

An application by a federal law enforcement officer or an attorney for the government requests the search of the following person or property located in the Southern District of California
claiming the person or describe the property to be searched and give its location:
See Attachment A-2

The person or property to be searched, described above, is believed to conceal (identify the person or describe the property to be searched):
See Attachment B-2

I find that the affidavit(s), or any recorded testimony, establish probable cause to search and seize the person or property.

YOU ARE COMMANDED to execute this warrant on or before February 11, 2014
(Date of service of this warrant)

☒ in the daytime 6:00 a.m. to 10 p.m. ☐ at any time in the day or night as I find reasonable cause has been established

Unless delayed notice is authorized below, you must give a copy of the warrant and a receipt for the property taken to the person from whom, or from whose premises, the property was taken, or leave the copy and receipt at the place where the property was taken.

The officer executing this warrant, or an officer present during the execution of the warrant, must prepare an inventory as required by law and promptly return this warrant and inventory to United States Magistrate Judge Hon. David H. Barlick
(Name)

☐ I find that immediate notification may have an adverse result listed in 18 U.S.C. § 2705 (except for delay of trial), and authorize the officer executing this warrant to delay notice to the person who, or whose property, will be searched or seized (unless the appropriate law Officer says time to proceed to):
Chantel, the facts justifying the later specific date of _____

Date and time issued: 1/31/2014 5:44 PM [Signature]
Judge's signature

City and state: San Diego, California Hon. David H. Barlick, U.S. Magistrate Judge
Printed name and title

U.S. DEPARTMENT OF HOMELAND SECURITY Warrant for Arrest of Alien

File No. _____
Date: _____

To: Any immigration officer authorized pursuant to sections 236 and 237 of the Immigration and Nationality Act and part 237 of title 8, Code of Federal Regulations, to serve warrants of arrest for immigration violations

I have determined that there is probable cause to believe that _____ is removable from the United States. This determination is based upon:

☐ the execution of a charging document to initiate removal proceedings against the subject;

☐ the pendency of ongoing removal proceedings against the subject;

☐ the failure to establish admissibility subsequent to deferred inspection;

☐ biometric confirmation of the subject's identity and a records check of federal databases that affirmatively indicate, by themselves or in addition to other reliable information, that the subject either lacks immigration status or notwithstanding such status is removable under U.S. immigration law; and/or

☐ statements made voluntarily by the subject to an immigration officer and/or other reliable evidence that affirmatively indicate the subject either lacks immigration status or notwithstanding such status is removable under U.S. immigration law.

YOU ARE COMMANDED to arrest and take into custody for removal proceedings under the Immigration and Nationality Act the above-named alien.

(Signature of Authorized Immigration Officer)
(Printed Name and Title of Authorized Immigration Officer)

Certificate of Service

I hereby certify that the Warrant for Arrest of Alien was served by me at _____ (Location)
on _____ (Name of Alien) on _____ (Date of Service), and the contents of this notice were read to him or her in the _____ (Language) language.

Name and Signature of Officer

Name or Number of Interpreter (if applicable)

Form I-203 (Rev. 09/10)

INTERACTING WITH LAW ENFORCEMENT OFFICERS ENGAGED IN CIVIL LAW ENFORCEMENT (PROTECT ACT)

In [Name] Public Schools, we recognize the importance of all students being known and valued, and we promote a safe, inclusive, and welcoming learning environment for all students. All of our students have a right to a free public education regardless of race, color, sex, gender identity, religion, national origin, immigration or citizenship status, disability, or sexual orientation.

The PROTECT Act states, except as required by state or federal law or as required for the Commonwealth or its subdivisions to administer a state or federally supported or funded program, civil arrests for civil law enforcement, including federal immigration enforcement, are not allowed on school grounds during school hours, student drop off and pick up windows, before- and after-school programming and school-sponsored events without a Judicial Warrant or Judicial Order.

The Superintendent/Executive Director shall implement PROTECT Act procedures consistent with the Model Procedures and the Guidance for K-12 Schools Related to Interacting with Civil Law Enforcement issued by the Governor's Office, the Executive Office of Education, and the Department of Elementary and Secondary Education.

The procedures shall be implemented, wherever applicable, in alignment with District Emergency Operations Plans, Medical and Behavioral Health Emergency Response Plans, and the School Resource Officer Memorandum of Understanding.

These procedures will be designed in accordance with the guidance provided and promote schools that are safe and accessible for students, staff and residents, and shall include, but not be limited to:

- (i) Procedures for identifying and designating a senior administrator at each district superintendent's office or executive director's office, as the case may be, to serve as the individual responsible for having primary contact with law enforcement agents engaged in civil law enforcement for the school system and the central point of contact for schools on interactions with civil law enforcement;
- (ii) Procedures for identifying and designating a senior administrator at each school to serve as the individuals responsible for having primary contact with law enforcement agents engaged in civil law enforcement who arrive on site at the school or request information about students, employees, or other persons affiliated with the school;
- (iii) Procedures for contacting the school district's attorney;

- (iv) Procedures for contacting the senior administrator at the school and the district superintendent/executive director's office in the event law enforcement agents engaged in civil law enforcement arrive on school grounds or request information about students, employees, or other persons affiliated with the school;
- (v) Procedures for documenting all interactions with law enforcement agents engaged in civil law enforcement while on school grounds;
- (vi) Procedures for notifying a student's parents or guardian or the student directly if the student is 18 years or older or emancipated, if a law enforcement agent engaged in civil law enforcement requests access to a student or student's information for any civil law enforcement purpose;
- (vii) Procedures following the confirmation of law enforcement agents engaged in civil law enforcement on school grounds, including notifying parents and guardians, teachers, administrators, and school personnel;
- (viii) Procedures to confirm and update students' emergency contacts, with allowance for more than one person to be listed, and alternative caregiver plans; and
- (ix) A plan to share these procedures with students and families on the school district's website.

Once adopted by a school district, charter school or collaborative school, this policy and the accompanying procedures shall constitute the written emergency response plan required by the Act.

CROSS REFS.: EBC, EMERGENCY PLANS
 ECA, BUILDINGS AND GROUNDS SECURITY
 ECAF, SECURITY CAMERAS IN SCHOOLS
 JIH, SEARCHES AND INTERROGATIONS
 JRA, STUDENT RECORDS
 KI, VISITORS TO THE SCHOOLS
 KLG, RELATIONS WITH POLICE AUTHORITIES

LEGAL REFS.: PROTECT Act, August 2026

SOURCE: MASC adapted from Massachusetts Department of Elementary and Secondary Education
 -August 2026

NOTE: The Department of Elementary and Secondary Education, in consultation with the Office of Refugees and Immigrants and the Attorney General's Office, will release a model training relating to the implementation of these procedures. Schools are encouraged to share this training, once released, with managers and other staff.

**Sudbury Public Schools
School Committee Meeting**

Date: **October 19, 2026**

Agenda Item: 4d - Superintendent Search Update

Recommendation:

Motion to approve the Screening Committee Charge as presented/amended.

Motion to approve the Superintendent Search Community Survey as presented/amended.

Motion to approve X in person forums and X remote forums.

Background / Preparation Information:

Betsy and I met with the Collins Center group and received advice on our next steps. We need to review and potentially approve the Screening Committee Charge and the Superintendent Search Community Survey, drafts of which can be found in the packet. Please review these and bring any questions, suggestions or edits. We also will want to discuss and determine the number and format of Community forums that we want the Collins Center to hold. Please think about this matter and bring your ideas to our meeting.

Attachments:

Screening Committee Charge.docx (1)

Superintendent Search Community Survey - Google Forms

Action:	XX	Report:	Discussion:	XX
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Screening Committee Charge

1. The Screening Committee shall work collaboratively with the staff of the Collins Center for Public Management to screen applicants, create appropriate interview questions, conduct initial interviews and recommend candidates to be moved to the next phase in the process and potentially become finalists.
2. The Screening Committee is instructed not to interview any candidates as a "courtesy." Only candidates who are determined to be qualified shall be interviewed.
3. In carrying out its work the Screening Committee will utilize the Position Profile as approved by the School Committee and the advice of the Collins Center staff to guide its actions.
4. The Screening Committee shall maintain the names and any information about candidates in strict confidence. The Screening Committee shall not attempt to research candidates through any means during the work of the Screening Committee, including contacting friends, searching the internet, etc.
5. The names forwarded to the School Committee for consideration shall be voted as an unranked slate of candidates.
6. The names of people interviewed must remain confidential throughout and beyond the Screening Committee process and only the names of those to be interviewed by the School Committee will become public.
7. No member of the Screening Committee will comment on any aspect of the process to anyone, including employees, the public or the media.
8. The Screening Committee Chair shall be the liaison to the Collins Center.

Superintendent Search Community Survey

Dear Sudbury Public Schools Community,

As you may know, the Sudbury School Committee is beginning the search for our next Superintendent of Schools. We take seriously our responsibility to identify a leader who will support the continued strength of the district and help our students reach their intellectual and personal potential. The School Committee is working with the Collins Center to ensure a thoughtful and transparent search process.

As part of this process, we are seeking input to learn what you, members of the Sudbury Community, believe is important for our next school leader. Accordingly, we are asking you to complete this short four-question survey, sharing your thoughts on our District's current celebrations and challenges as well as our priorities going forward.

We appreciate your willingness to contribute your ideas and lend your voices to the process.

Thank you for your interest and engagement in Sudbury Public Schools.

Sudbury School Committee

1. Name (optional)

If you wish to include your name, please do so in the space below. This would only be used in the event that we wish to contact you for more information.

2. 1. What are the top three things that should be celebrated about the Sudbury Public School District?

3. 2. What are the top three challenges facing the Sudbury Public School District?

4. 3. What are the top three priorities for the next Superintendent of the Sudbury Public School District?

5. 4. What are the top three characteristics in your view of the ideal next Superintendent of the Sudbury Public School District?

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**Sudbury Public Schools
School Committee Meeting**

Date: **October 19, 2026**

Agenda Item: 4e - 2027-2028 DRAFT School Calendar

Recommendation:

Motion to approve the 2027-2028 School Calendar with final end date of (fill in end date) as presented/amended.

Background / Preparation Information:

Last meeting we reviewed data to inform our decision on the 27-28 calendar. Based on our discussion, the Interim Superintendent drafted two versions of the calendar, both of which are in the packet. Please review these versions and bring any questions, or suggestions for edits. We also received a memo from the DEI Commission on this topic and it is included in our packet. We will potentially vote on the calendar in this meeting so it can be available to families. The 26-27 calendar is in the packet for your reference.

Attachments:

- 1-2027-2028 School Calendar_DRAFT
- 2-2027-2028 School Calendar_DRAFT_v2
- 3-2026-2027 School Calendar_FINAL (1)
- 4-Advocacy for a More Inclusive and Equitable SPS School Calendar.docx (1)

Action:	XX	Report:	Discussion:	XX
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Sudbury Public Schools
2027-2028 Calendar - DRAFT

	No School Days
	Staff PD Days; No School for Students
	Early Release Days
	First and Last Days of School
	Open House Dates

JULY
5 NO SCHOOL

JULY 2027						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

JANUARY 2028 (19)						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

JANUARY
12 Early Release
17 NO SCHOOL
XX ES Term 1 Ends
XX Kickoff to Kindergarten
31 Prof Development Day (NO SCHOOL)

AUGUST
26 New Teacher Orientation
26 New (to Sudbury) Student Orientation
30 Prof Development (Staff Return)

AUGUST 2027						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

FEBRUARY 2028 (16)						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29				

FEBRUARY
2 Early Release
16 Early Release
21 NO SCHOOL
22-25 February Break (NO SCHOOL)

SEPTEMBER
1 First Day Grades 1-8
2-3 K & PK Welcome Days
6 NO SCHOOL
7 First Day K & PK
15 Early Release
29 Early Release

SEPTEMBER 2027 (21)						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

MARCH 2028 (23)						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

MARCH
1 Early Release P/T Conferences
8 Early Release P/T Conferences
15 Early Release P/T Conferences
XX MS Term 2 Ends
22 Early Release P/T Conferences

OCTOBER
6 Early Release
11 NO SCHOOL
XX Preschool Information Night
20 Early Release

OCTOBER 2027 (20)						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

APRIL 2028 (14)						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

APRIL
5 Early Release
14 NO SCHOOL
17 NO SCHOOL
18-21 April Break (NO SCHOOL)
26 Early Release

NOVEMBER
3 Early Release P/T Conferences
10 Early Release P/T Conferences
11 NO SCHOOL
17 Early Release P/T Conferences
24 Early Release P/T Conferences
25-26 NO SCHOOL

NOVEMBER 2027 (19)						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

MAY 2028 (22)						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

MAY
17 Early Release
29 NO SCHOOL

DECEMBER
1 Early Release P/T Conferences
XX MS Term 1 Ends
15 Early Release
24-31 NO SCHOOL

DECEMBER 2027 (17)						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

JUNE 2028 (9)						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

JUNE
7 Early Release
13 Last Day of School (180) - Early Release
19 NO SCHOOL
21 185th Day of School - Early Release

Sudbury Public Schools is religiously and culturally diverse. In recognition of this diversity and in keeping with the Districts' core values, the District intends to raise awareness and respect for religious and cultural holidays that are observed by employees and families by including the observance in our yearly District School Calendar. Please be advised that the observance of Jewish, Baha'i and Muslim holidays begins at sundown of the preceding day. [Click here to learn more about our District's policy on Accommodations for Religious and Cultural Observances](#). To add additional religious and cultural observances to our school calendar, contact Annette Doyle, Interim Superintendent at annette_doyle@sudbury.k12.ma.us.

Independence Day (S&F)	07/04/2027	Ramadan (Islamic)	01/28/2028
Martyrdom of the Bab (Baha'i)	07/10/2027	Setsubun-sai (Shinto-Japanese)	02/03/2028
Mawlid al-Nabi (Islamic)	08/15/2027	Tu B'Shvat (Jewish)	2/11 - 2/12 2028
Krishna Janmashtami (Hindu)	08/25/2027	President's Day (S&F)	02/21/2028
Ganesh Chaturthi (Hindu), Samvatsari (Jainism-Hindu)	09/04/2027	Laylat Al-Qadr (Islamic); Maha Shivaratri (Hindu)	02/23/2028
Labor Day (S&F)	09/06/2027	Ayyam-i-Ha (Baha'i)	2/25 - 2/29 2028
Mexico's Independence Day	09/16/2027	Eid al-Fitr (Islamic)	02/26/2028
Rosh Hashanah (Jewish)	10/1 - 10/3 2027	Beginning of Lent (Orthodox Christian)	02/28/2028
Dussehra (Hindu)	10/09/2027	Beginning of Lent, Ash Wednesday (Christian)	03/01/2028
Yom Kippur (Jewish)	10/10 - 10/11 2027	Purim (Jewish); Holi (Hindu)	03/11 - 03/12 2028
Indigenous Peoples' Day (S&F)	10/11/2027	Hola Mohalla (Sikh)	03/11 - 03/13 2028
Sukkot (Jewish)	10/15 - 10/22 2027	Naw-Rúz (Baha'i New Year)	03/20/2028
Shemini Atzeret (Jewish)	10/22/2027	Greek Independence Day	03/25/2028
Simchat Torah (Jewish)	10/23/2027	Navratri (Hindu); Ugadi (Hindu)	03/27/2028
Diwali (Hindu); Bestu Varas (Hindu)	10/29/2027	Rama Navami (Hindu)	04/03/2028
Birth of the Báb (Baha'i)	10/30/2027	Palm Sunday (Christian)	04/09/2028
Birth of Bahá'u'lláh (Baha'i)	10/31 - 11/1 2027	Passover (Jewish)	04/11 - 04/18 2028
Veteran's Day (S&F);	11/11/2027	Holy Thursday (Christian); Vaisakhi (Sikhism)	04/13/2028
Guru Nanak Jayanti (Sikhism)	11/14/2027	Good Friday (Christian & Orthodox Christian)	04/14/2028
Thanksgiving (S&F)	11/25/2027	Easter (Christian); Easter (Orthodox Christian)	04/16/2028
Bodhi (Buddhist)	12/08/2027	Patriots Day (S&F)	04/17/2028
Chanukah (Jewish)	12/14 - 1/1 2028	First Day of Ridvan (Baha'i)	04/19/2028
Christmas Day (S&F)	12/25/2027	Eid al-Adha (Muslim); Cinco De Mayo	05/05/2028
Kwanzaa (African American)	12/26/2027	Declaration of the Bab (Baha'i)	05/22 - 05/23 2028
New Year's Day (S&F)	01/01/2028	Muharram al Hijra (Islamic)	05/25 - 05/26 2028
Orthodox Christmas (Orthodox Christian)	01/07/2028	Ascension of Bahá'u'lláh (Baha'i)	05/28/2028
Pongal (Hindu)	1/14 - 1/17 2028	Memorial Day (S&F)	05/29/2028
Makar Sankranti (Hindu)	01/15/2028	Shavuot (Jewish)	05/30 - 06/01 2028
Martin Luther King Day (S&F)	01/17/2028	Juneteenth (S&F)	06/19/2028
Lunar New Year	01/26/2028		

Sudbury Public Schools
2027-2028 Calendar - DRAFT v2 with Diwali and Eid Holidays

	No School Days
	Staff PD Days; No School for Students
	Early Release Days
	First and Last Days of School
	Open House Dates

JULY
5 NO SCHOOL

JULY 2027						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

JANUARY 2028 (19)						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

JANUARY
12 Early Release
17 NO SCHOOL
XX ES Term 1 Ends
XX Kickoff to Kindergarten
31 Prof Development Day (NO SCHOOL)

AUGUST
26 New Teacher Orientation
26 New (to Sudbury) Student Orientation
30 Prof Development (Staff Return)

AUGUST 2027						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

FEBRUARY 2028 (16)						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29				

FEBRUARY
2 Early Release
16 Early Release
21 NO SCHOOL
22-25 February Break (NO SCHOOL)

SEPTEMBER
1 First Day Grades 1-8
2-3 K & PK Welcome Days
6 NO SCHOOL
7 First Day K & PK
15 Early Release
29 Early Release

SEPTEMBER 2027 (21)						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

MARCH 2028 (23)						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

MARCH
1 Early Release P/T Conferences
8 Early Release P/T Conferences
15 Early Release P/T Conferences
XX MS Term 2 Ends
22 Early Release P/T Conferences

OCTOBER
6 Early Release
11 NO SCHOOL
XX Preschool Information Night
20 Early Release
29 NO SCHOOL

OCTOBER 2027 (19)						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

APRIL 2028 (14)						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

APRIL
5 Early Release
14 NO SCHOOL
17 NO SCHOOL
18-21 April Break (NO SCHOOL)
26 Early Release

NOVEMBER
3 Early Release P/T Conferences
10 Early Release P/T Conferences
11 NO SCHOOL
17 Early Release P/T Conferences
24 Early Release P/T Conferences
25-26 NO SCHOOL

NOVEMBER 2027 (19)						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

MAY 2028 (21)						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

MAY
5 NO SCHOOL
17 Early Release
29 NO SCHOOL

DECEMBER
1 Early Release P/T Conferences
XX MS Term 1 Ends
15 Early Release
24-31 NO SCHOOL

DECEMBER 2027 (17)						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

JUNE 2028 (11)						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

JUNE
7 Early Release
15 Last Day of School (180) - Early Release
19 NO SCHOOL
23 185th Day of School - Early Release

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Sukkot (Jewish)	10/15 - 10/22 2027	Naw-Rúz (Baha'i New Year)	03/20/2028
Shemini Atzeret (Jewish)	10/22/2027	Greek Independence Day	03/25/2028
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Diwali (Hindu); Bestu Varas (Hindu)	10/29/2027	Rama Navami (Hindu)	04/03/2028
Birth of the Báb (Baha'i)	10/30/2027	Palm Sunday (Christian)	04/09/2028
Birth of Bahá'u'lláh (Baha'i)	10/31 - 11/1 2027	Passover (Jewish)	04/11 - 04/18 2028
Veteran's Day (S&F);	11/11/2027	Holy Thursday (Christian); Vaisakhi (Sikhism)	04/13/2028
Guru Nanak Jayanti (Sikhism)	11/14/2027	Good Friday (Christian & Orthodox Christian)	04/14/2028
Thanksgiving (S&F)	11/25/2027	Easter (Christian); Easter (Orthodox Christian)	04/16/2028
Bodhi (Buddhist)	12/08/2027	Patriots Day (S&F)	04/17/2028
Chanukah (Jewish)	12/14 - 1/1 2028	First Day of Ridvan (Baha'i)	04/19/2028
Christmas Day (S&F)	12/25/2027	Eid al-Adha (Muslim); Cinco De Mayo	05/05/2028
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Makar Sankranti (Hindu)	01/15/2028	Shavuot (Jewish)	05/30 - 06/01 2028
Martin Luther King Day (S&F)	01/17/2028	Juneteenth (S&F)	06/19/2028
Lunar New Year	01/26/2028		

Sudbury Public Schools
2026-2027 Calendar

	No School Days
	Staff PD Days; No School for Students
	Early Release Days
	First and Last Days of School
	Open House Dates

JULY
4 NO SCHOOL

JULY 2026						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

JANUARY 2027 (18)						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

JANUARY
1 NO SCHOOL
13 Early Release
18 NO SCHOOL
25 ES Term 1 Ends
26 Kickoff to Kindergarten
27 Prof Development Day (NO SCHOOL)

AUGUST
26-27 New Teacher Orientation
27 New (to Sudbury) Student Orientation
31 Prof Development (Staff Return)

AUGUST 2026						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

FEBRUARY 2027 (15)						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

FEBRUARY
15 NO SCHOOL
16-19 February Break (NO SCHOOL)
24 Early Release

SEPTEMBER
1 Prof Development Day 2
2 First Day Grades 1-8
2-4 K & PK Welcome Days
7 NO SCHOOL
8 First Day K & PK
10 Loring Open House
16 Early Release
17 Noyes Open House
21 NO SCHOOL
23 Haynes Open House - 24 Nixon Open House
30 Early Release and Curtis Open House (Gr 6)

SEPTEMBER 2026 (19)						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

MARCH 2027 (22)						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

MARCH
3 Early Release P/T Conferences
10 Early Release P/T Conferences
16 MS Term 2 Ends
17 Early Release P/T Conferences
26 NO SCHOOL

OCTOBER
1 Curtis Open House (Grs 7 & 8)
7 Early Release
12 NO SCHOOL
20 Preschool Information Night
21 Early Release

OCTOBER 2026 (21)						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

APRIL 2027 (17)						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

APRIL
7 Early Release
19 NO SCHOOL
20-23 April Break (NO SCHOOL)
28 Early Release

NOVEMBER
4 Early Release P/T Conferences
11 NO SCHOOL
18 Early Release P/T Conferences
25 Early Release
26-27 NO SCHOOL

NOVEMBER 2026 (18)						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

MAY 2027 (20)						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

MAY
19 Early Release
31 NO SCHOOL

DECEMBER
2 Early Release P/T Conferences
2 MS Term 1 Ends
16 Early Release
24-31 NO SCHOOL

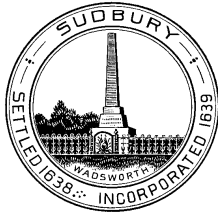
DECEMBER 2026 (17)						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

JUNE 2027 (13)						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

JUNE
2 Early Release
17 Last Day of School (180) - Early Release
18 NO SCHOOL
25 185th Day of School - Early Release

Sudbury Public Schools is religiously and culturally diverse. In recognition of this diversity and in keeping with the Districts' core values, the District intends to raise awareness and respect for religious and cultural holidays that are observed by employees and families by including the observance in our yearly District School Calendar. Please be advised that the observance of Jewish, Baha'i and Muslim holidays begins at sundown of the preceding day. [Click here to learn more about our District's policy on Accommodations for Religious and Cultural Observances](#). To add additional religious and cultural observances to our school calendar, contact Annette Doyle, Interim Superintendent at annette_doyle@sudbury.k12.ma.us.

Ashura (Islamic)	06/26/2026	Ramadan (Islamic)	02/08/2027
Independence Day (S&F)	07/04/2026	Beginning of Lent, Ash Wednesday (Christian)	02/10/2027
Martyrdom of the Bab (Baha'i)	07/10/2026	President's Day (S&F)	02/15/2027
Mawlid al-Nabi (Islamic)	08/25/2026	Ayyam-i-Ha (Baha'i)	02/26/2027
Krishna Janmashtami (Hindu)	09/04/2026	Laylat Al-Qadr (Islamic)	03/06/2027
Labor Day (S&F)	09/07/2026	Maha Shivaratri (Hindu)	03/07/2027
Rosh Hashanah (Jewish)	09/11-09/13 2026	Eid al-Fitr (Islamic)	03/09/2027
Ganesh Chaturthi (Hindu)	09/14/2026	Beginning of Lent (Orthodox Christian)	03/15/2027
Samvatsari (Jainism-Hindu)	09/15/2026	Naw-Rúz (Baha'i New Year); Palm Sunday (Christian)	03/21/2027
Mexico's Independence Day	09/16/2026	Purim (Jewish)	03/22-03/23 2027
Yom Kippur (Jewish)	09/21/2026	Holi (Hindu)	03/22/2027
Sukkot (Jewish)	09/25-10/02 2026	Hola Mohalla (Sikh)	03/23-03/25 2027
Shemini Atzeret (Jewish)	10/03/2026	Greek Independence Day; Holy Thursday (Christian)	03/25/2027
Simchat Torah (Jewish)	10/04/2026	Good Friday (Christian & Orthodox Christian)	03/26/2027
Indigenous Peoples' Day (S&F)	10/12/2026	Easter (Christian)	03/28/2027
Dussehra (Hindu)	10/20/2026	Navratri (Hindu)	04/07-04/15 2027
Diwali (Hindu)	11/08/2026	Ugadi (Hindu)	04/07/2027
Bestu Varas (Hindu); Birth of the Báb (Baha'i)	11/10/2026	Vaisakhi (Sikhism)	04/14/2027
Veteran's Day (S&F); Birth of Bahá'u'lláh (Baha'i)	11/11/2026	Rama Navami (Hindu)	04/15/2027
Thanksgiving (S&F); Guru Nanak Jayanti (Sikhism)	11/24/2026	Patriots Day (S&F)	04/19/2027
Chanukah (Jewish)	12/04-12/12 2026	First Day of Ridvan (Baha'i)	04/21/2027
Bodhi (Buddhist)	12/08/2026	Passover (Jewish)	4/21-4/29 2027
Christmas Day (S&F)	12/25/2026	Easter (Orthodox Christian)	05/02/2027
Kwanzaa (African American)	12/26/2026	Cinco De Mayo	05/05/2027
New Year's Day (S&F)	01/01/2027	Eid al-Adha (Muslim)	05/16/2027
Orthodox Christmas (Orthodox Christian)	01/07/2027	Declaration of the Bab (Baha'i)	05/23-05/24 2027
Makar Sankranti (Hindu); Pongal (Hindu)	01/15/2027	Ascension of Bahá'u'lláh (Baha'i)	05/28-05/29 2027
Martin Luther King Day (S&F)	01/18/2027	Memorial Day (S&F)	05/31/2027
Tu B'Shvat (Jewish)	01/23/2027	Muharram al Hijra (Islamic)	06/06/2027
Setsubun-sai (Shinto-Japanese)	02/03/2027	Shavuot (Jewish)	06/10-06/12 2027
Lunar New Year	02/06/2027	Juneteenth (S&F)	06/19/2027



Town of Sudbury

Diversity, Equity & Inclusion Commission
www.sudbury.ma.us/dei

Flynn Building
278 Old Sudbury Rd
Sudbury, MA 01776-1843
978-639-3381
Fax: 978-443-0756
Email: dei@sudbury.ma.us

Subject: Advocacy for a More Inclusive and Equitable SPS School Calendar

Dear Members of the Sudbury Public Schools School Committee,

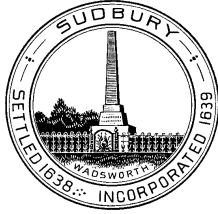
On behalf of the Sudbury DEI Commission, we want to thank you for revisiting the conversation around an expanded and more equitable school calendar, as you committed to doing last year.

We appreciated the opportunity to help amplify the voices of members of our Muslim and Hindu communities who have shared their experiences and advocated for a more inclusive calendar. We were particularly encouraged by the thoughtful discussion at the September 28 SPS School Committee meeting, including the Chair's reflection that the current calendar appears neither equitable nor aligned with the calendar adopted by Lincoln-Sudbury Regional High School (LSRHS).

We strongly encourage the Committee to expand the SPS calendar to include Eid and Diwali, following the example set by LSRHS. We also encourage the Committee to take this opportunity a step further by adopting a broader approach to identifying school closures by name, as LSRHS has done.

Currently, the SPS calendar simply indicates "No School" without identifying the reason. By contrast, the LSRHS calendar names holidays and observances. We believe adopting a similar approach would provide greater clarity for families and staff while ensuring that important religious, cultural, and civic observances are more visibly recognized. This would include naming Jewish holidays already observed as days off, alongside Eid, Diwali, and other identified school closures.

Naming these days is an opportunity to acknowledge the traditions and experiences of the students, families, educators, and staff who observe them, while helping all students learn about the diverse cultures and faiths represented in their community. When a day is simply marked "No School," an opportunity for recognition, understanding, and learning is lost.



Town of Sudbury

Diversity, Equity & Inclusion Commission
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Ultimately, this is about belonging and representation. Our school calendar is one tangible way to help students, families, educators, and staff feel seen, respected, and valued, while creating meaningful opportunities to learn about and appreciate the diversity that makes Sudbury such a vibrant community.

Thank you for your thoughtful consideration and for your commitment to revisiting this important issue. We hope to see this conversation lead to a more transparent, inclusive, and equitable school calendar for our entire community.

Warmly,

Sudbury Diversity, Equity & Inclusion Commission

**Sudbury Public Schools
School Committee Meeting**

Date: **October 19, 2026**

Agenda Item: 4f - Curriculum Review

- i. Elementary Spanish Review Findings
- ii. Curriculum Review Process and Anticipated Schedule

Recommendation:

Background / Preparation Information:

Annette will be presenting information to the Committee on a review of the elementary Spanish curriculum as well as an overview of the curriculum review process. She is responding to a request from the committee from last year that asked about a schedule for the review of curriculum to be used for budgetary planning. Please review her documents and bring any questions.

Attachments:
Elementary Spanish Review Findings & Recommendations 10-19-26 (1)

Action:	Report:	Discussion:	XX
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Sudbury Public Schools

Elementary Spanish Review

FINDINGS AND RECOMMENDATIONS

CONDUCTED BY ATHENA K-12

School Committee Presentation

October 19, 2026

Why Elementary Spanish?

Research curated and summarized by the American Council on the Teaching of Foreign Languages (ACTFL) shows that early language learning provides three primary areas of student benefit:

01. COGNITIVE

Cognitive Development

- Increased linguistic awareness
- Improved memory retention
- Enhanced problem-solving skills

02. ACADEMIC

Academic Achievement

- Stronger overall reading development
- Higher achievement in key subjects like math and reading
- Reinforced foundational learning habits

03. CULTURAL

Intercultural Awareness

- Fosters deeper cultural understanding
- Positive attitudes toward diverse cultures & perspectives
- Positive dispositions toward lifelong language learning

Program Review Goals

01. PURPOSE & IMPACT

Clarify district goals for the program and evaluate the extent to which students are achieving those goals and/or the ways that the program positively impacts students.

02. STAKEHOLDER PERSPECTIVES

Identify strengths and challenges of the program from the perspectives of various stakeholders including teachers, administrators and students.

03. INSTRUCTIONAL QUALITY

Assess the quality of instruction against best practices and alignment of instruction across the four elementary schools.

04. RECOMMENDATIONS

Provide actionable recommendations for program improvement.

SIX GUIDING QUESTIONS

-Derived from goals of the program review

QUESTION ONE

To what extent are the purpose and goals of the elementary Spanish program defined, formalized, and communicated?

FINDING 1a - NATURE OF PROGRAM

While **not formally defined or communicated at a district level**, there is common understanding across stakeholders that the elementary Spanish program is exploratory in nature, with three core purposes:

01. EXPOSURE

Language Exposure

Exposing students to early language skills and foundational vocabulary.

02. CULTURE

Cultural Awareness

Building cultural awareness and appreciation across global perspectives.

03. ATTITUDE

Positive Mindset

Fostering positive affective attitudes toward lifelong language learning.

Finding 1b: PROFICIENCY DEVELOPMENT

“While the elementary Spanish program is consistently recognized as **exploratory** in purpose by elementary stakeholders, there is variability and ambiguity regarding whether language proficiency development is also an intended program purpose.”

EXPLORATORY DEFINED:

- * Develop interest in new language(s) and linguistic awareness
- * Learn basic words and phrases
- * Develop listening skills
- * Develop cultural awareness

Finding 1c: AWARENESS REGARDING PROGRAM PURPOSE

“Communication about the elementary Spanish program is inconsistent across elementary classroom teachers and middle school World Language teachers, resulting in limited awareness of program purpose, content or outcomes.”

QUESTION TWO

To what extent does the program's design support a coherent and cumulative learning experience across grade levels?

FINDINGS

“The elementary Spanish program lacks the curricular infrastructure necessary to support a coherent and cumulative learning experience across grade levels.”

The program has no formally defined student outcomes — linguistic or cultural — providing no basis for curricular design, instructional planning, or measurement of student learning.

The scope and sequence documents show some coherence through consistent thematic repetition but function primarily as planning tools rather than a fully articulated curriculum framework, providing limited guidance for cumulative progression in language development or cultural understanding.

The elementary Spanish program has no formally structured, district-provided instructional resources to support instructional design.

The program is designed in isolation from the broader grade level curriculum, missing opportunities for the kind of cross-curricular reinforcement that would contribute to a more coherent learning experience.

QUESTION THREE

“To what extent do classroom instruction and learning experiences reflect research-based best practices in elementary world language education?”

FINDINGS

Instructional Practices

Instruction in the elementary Spanish program aligns with many effective best practices in elementary world language education.

Vocabulary and Communicative Functions

The scope and sequence is organized primarily around vocabulary topics, but some limited communicative functions are present.

QUESTION FOUR

“To what extent does the program align in content, instruction and assessment across the four elementary schools and with the middle school?”

FINDINGS

Finding 4a: Program Alignment

There is moderate evidence of content alignment across the four elementary schools through a shared scope and sequence, but the full extent of alignment is uncertain and not systemically verified.

Finding 4b: Instructional Delivery

While many instructional practices are shared across the four schools, some notable variation exists in key areas of delivery:

- Target Language Use by Teachers
- Expectation for Target Language Use by Students
- Lesson Objectives and “Can Do” Statements

Finding 4c: Assessment Practices and Structures

Assessment practices across the four schools are consistently informal, with no shared expectations or systematic procedures.

Finding 4d: Vertical Articulation

There is no formal articulation between the elementary Spanish program and the middle school world language program.

- No diagnostic assessment for students coming into ECMS
- No formal transition plan
- No plan to build on prior elementary instruction

QUESTION FIVE

“What conditions enable or constrain the effective implementation of the elementary Spanish program?”

FINDINGS

Finding 5a:

Enabling Conditions

The elementary Spanish program operates with several significant enabling conditions, most notably the passion and commitment of its teachers.

Finding 5b:

Structural Constraints

The elementary Spanish program operates under several significant structural constraints that limit effective implementation.

- once-weekly, 40-minute instructional model
- Limited common planning time for educators
- Hiring and retention issues, no department lead

QUESTION SIX

“What evidence from the review points to the program’s impact on student learning, engagement, cultural awareness, and readiness for continued Spanish study?”

FINDINGS

Finding 6a: Student Engagement

Student engagement with and enthusiasm for the Spanish program is broadly evident across grades and schools.

Finding 6b: Student Learning

Student learning, most notably in vocabulary and basic phrases and cultural awareness, is evident across grade levels.

FINDINGS

Finding 6c: Elementary Student Perceptions

Student perceptions of program limitations — specifically content repetition and limited instructional time and frequency — reflect structural constraints already identified in earlier sections of this report.

Finding 6d: Grade 6 Perspectives

Grade 6 perspectives on the elementary Spanish program are more measured, reflecting the vantage point of students now immersed in a proficiency-based middle school program.

STUDENT RETROSPECTIVE COMMENTS

The gap between elementary and middle school Spanish was described as significant, with students feeling unprepared upon arrival: "the jump from elementary to middle school is really big," and "I felt behind because I did not know anything coming into middle school."

Cultural learning was described as spotty and fragmented, with some students recalling very little about people or places where Spanish is spoken.

More sporadic comments pointed to...a perception that the absence of assessment meant neither students nor teachers had a clear sense of what students actually knew.

RECOMMENDATIONS

- organized around both improvements within the current structure
(so more immediately actionable than others)
and longer-term considerations
should the district choose to significantly redesign the program.

RECOMMENDATIONS WITHIN CURRENT STRUCTURE

Recommendation 1.1: Define and communicate program purpose and outcomes to all stakeholders.

Consider:

- Gathering family perspectives on the program's value and impact as an additional data source to inform the definition of program purpose and outcomes.
- Convening a working group to define the program's purpose and intended outcomes that are realistic given the current once-weekly instructional model.
- Establishing structures for communicating this information to stakeholders including classroom and other “specials” teachers, middle school world language teachers, and parents/families.

"It is vitally important to set realistic program goals and to communicate them to parents, teachers, administrators, the school board, and the community."

RECOMMENDATIONS WITHIN CURRENT STRUCTURE

Recommendation 1.2: Build the curricular infrastructure necessary to support a coherent, cumulative, and consistently implemented learning experience across the four schools.

Consider

- Determining whether and how to connect Spanish content to grade-level classroom curriculum and/or middle school world language curriculum
- Identifying and evaluating existing world language instructional resources that align with the program's defined purpose and intended outcomes
- Developing a shared curriculum with clearly defined grade-level outcomes and Can Do statements aligned to the program's stated purpose (will require dedicated time and possibly outside expertise)
- Developing assessment expectations aligned to outcomes
- Revising the scope and sequence to reflect that curriculum and ensure coherent progression across grade levels
- Establishing common pacing expectations

RECOMMENDATIONS WITHIN CURRENT STRUCTURE

Recommendation 1.3: Build the professional infrastructure to support program improvement and instructional consistency

Consider:

- Providing regular structured meeting time for the full Spanish team
- Supporting and formalizing peer observation
- Establishing a teacher team lead role
- Providing structured professional development specific to elementary world language pedagogy, including access to current professional resources such as Curtain and Dahlberg's *Languages and Learners: Making the Match* (5th ed., 2016)
- Supporting summer workshop time for curriculum writing

RECOMMENDATIONS WITHIN CURRENT STRUCTURE

Recommendation 1.4: Strengthen communication and transition structures between the elementary and middle school programs.

Consider:

- Establishing regular communication between elementary and MS world language teachers
- Exploring the possibility of peer observation between elementary and middle school Spanish teachers
- Developing a formal transition process for incoming 6th graders
- Developing a diagnostic assessment for incoming 6th graders who plan to study Spanish

RECOMMENDATIONS FOR PROGRAM REDESIGN

If the district chooses a major redesign to a FLES or more intensive program model, there would be significant budget, staffing, and program design implications. It should be noted that many of the recommendations outlined in Section 1 — including defining program purpose, building curricular infrastructure, and establishing professional structures — would remain necessary under a redesigned model and should be pursued regardless of the direction chosen.

RECOMMENDATIONS FOR PROGRAM REDESIGN (cont'd)

A more intensive model would additionally require:

- Increased instructional time and frequency meeting minimum FLES standards**
- Increased teacher FTE to support expanded instructional time**
- Curriculum with clearly defined proficiency benchmarks by grade level**
- Program leadership and oversight**
- Assessment and reporting structures aligned to proficiency targets**
- Articulation structures with the middle school world language program, including shared proficiency expectations and a transition process for incoming sixth graders**

**Sudbury Public Schools
School Committee Meeting**

Date: **October 19, 2026**

Agenda Item: 4g - Policy BGB Step 2 (Discussion Item)

- i. JLCD Administration of Medication to Students
- ii. JLCDC Self Administration and Self-Carry of Medication
- iii. JKAA Prevention of Physical Restraint of Students

Recommendation:

Background / Preparation Information:

We are on Step 2 of Policy BGB Discussion item for three policies. The Policy Subcommittee has provided us with a memo and draft policies for Policy JLCD and Policy JLCDC. You will also find information for Policy JKAA: a draft policy drafted by Stephanie Juriansz and our attorneys, a memo from Stephanie Juriansz, and feedback from SEPAC. Please review all the documents and bring any questions, comments or suggestions. We will bring this policy back for Step 3 in a subsequent meeting as an action item.

Attachments:

- 1 - MEMO Regarding Policy Sub Vote and Next Steps (1) (1)
- 2 - Current Policy JLCD (1) (1)
- 3 - Redlined JLCD (1)
- 4 - DRAFT JLCD – Administration of Medication to Students - Clean.docx (1) (1)
- 5-New - DRAFT JLCDC – Self-Administration and Self-Carry of Medication (1) (1)
- 6-Current JKAA Policy
- 7-JKAA Draft
- 8-SEPAC Feedback on Revised Policy Review - JKAA (1)
- 9-SPS Memo and Legal Counsel Feedback Policy JKAA

Action:	Report:	Discussion:	XX
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MEMO

To: Sudbury School Committee

From: Karyn Jones, Policy Subcommittee

Re: JLCD, Administration of Medication to Students and JLCDC, Self-Administration and Self-Carry of Medication

Date: August 15, 2026

At its August 13, 2026 meeting, the Policy Subcommittee voted to recommend the following two draft policies for consideration and adoption by the School Committee:

- DRAFT JLCD – Administration of Medication to Students
- DRAFT JLCDC – Self-Administration and Self-Carry of Medication

MASC updated JLCD and developed the new JLCDC following changes to 105 CMR 210, the Massachusetts Department of Public Health regulations governing medication administration in schools. The policies are designed to work together: JLCD addresses the administration of medication to students, while JLCDC provides a separate policy governing student self-administration and self-carry.

JLCD – Administration of Medication to Students

The School Committee most recently adopted JLCD on March 16, 2026. The recently updated MASC policy covers many of the same areas as our current policy but provides significantly more detail regarding how the requirements of 105 CMR 210 apply in practice.

Some of the more significant additions and clarifications include:

- **Regular School Activities:** The updated policy makes clear that medication requirements apply not only during the instructional day, but also during field trips and overnight trips, school transportation, interscholastic athletics, after-school and extracurricular activities, and school-sponsored social events.
- **Medication Administration Plans:** Our current policy requires a medication administration plan. The updated policy specifies what must be included in that plan, including the medication order, caregiver authorization, allergies, possible side effects and adverse reactions, storage requirements, monitoring, and identification of any unlicensed personnel authorized to administer the medication.
- **Documentation:** The updated policy provides more detail about what must be documented when medication is administered or omitted, including the dose, date and time, reason for an omission, any adverse reaction, and any action taken.
- **Field Trips and Special Events:** The updated policy specifically addresses medication administration during field trips and other short-term school events and clarifies the school nurse's decision-making authority regarding nursing coverage, delegation, or a combination of the two.
- **Delegation:** Our current policy permits medication administration to be delegated to unlicensed school personnel when allowed by state regulations. The updated policy provides more detail regarding the selection, training and supervision of those individuals.
- **Emergency Medications:** The updated policy provides additional direction regarding emergency medications and the requirements that apply when medication administration is delegated.

- **DPH Registration:** The updated policy more clearly identifies registration requirements that apply when medication is stored at school or medication administration is delegated to unlicensed school personnel.

Although JLCD was recently adopted, the Policy Subcommittee believes the MASC update provides greater clarity and a more complete policy for the District's medication administration practices. The Subcommittee also kept in mind SEPAC's feedback on the policy adopted in March, including its concern that the policy did not provide enough specificity in certain areas. For that reason, the additional detail in the MASC policy was viewed as a benefit. As noted below, while preparing this memo I realized that one specific issue SEPAC raised in March regarding glucagon had not been discussed during the Subcommittee's review. I have since asked the administration and nursing staff to provide feedback on that question during Step 2. The Subcommittee also looks forward to SEPAC's feedback on the proposed drafts as they move through the full Committee's three-step policy adoption process.

JLCDC – Self-Administration and Self-Carry of Medication

JLCDC would be a new policy for Sudbury and is intended to work alongside the updated JLCD.

Our current JLCD includes some provisions related to self-administration and self-carry. It specifically addresses inhalers for students with asthma or other respiratory diseases, enzyme supplements for students with cystic fibrosis, glucose monitoring and insulin delivery systems for students with diabetes, and epinephrine for students with life-threatening allergies.

The new JLCDC provides a separate and more complete policy governing when and how a student may be permitted to self-administer and/or carry medication. It also specifically addresses students with seizure disorders and seizure rescue medications, which are not specifically identified in our current JLCD.

Rather than addressing self-administration through a limited list of exceptions within the District's general medication policy, JLCDC provides clearer guidance regarding student self-administration and self-carry and the role of the school nurse in that process.

In short, JLCD addresses the District's administration of medication to students, while JLCDC addresses student self-administration and self-carry of medication.

Because MASC developed the updated JLCD and new JLCDC together following the changes to 105 CMR 210, the Policy Subcommittee recommends adoption of the two policies together.

Feedback from Student Services and SPS Nurses

The Director of Student Services attended the August 13 Policy Subcommittee meeting and participated in the discussion of both policies. She supports adoption of the updated JLCD and the new JLCDC and shared that she had also discussed the policies with SPS nurses.

SPS nurses are also supportive of adopting both policies and believe the additional detail provides greater clarity regarding medication administration, self-administration and self-carry, and staff responsibilities.

Next Steps

The proposed policies will now move through the School Committee's regular three-step policy adoption process under Policy BGB: Information, Discussion and Action. The process is intended to provide time for review, feedback and any necessary revisions before final adoption.

In my role as the School Committee's liaison to SEPAC, I have also provided both draft policies to SEPAC so that it has an opportunity to review them and provide feedback to the Committee during Step 2, if it wishes to do so.

While preparing this memo, I noticed that the proposed policies do not specifically reference glucagon. When the Committee reviewed JLCD in March, SEPAC raised a concern that the policy did not specifically reference certain emergency rescue medications addressed by the revised 105 CMR 210, including certain forms of glucagon used in severe hypoglycemic emergencies. This specific issue was not discussed at the August 13 Policy Subcommittee meeting.

I have emailed the Interim Superintendent and Director of Student Services to ask whether the proposed JLCD and JLCDC adequately address this provision or whether additional language should be considered. I have asked that administration and nursing staff provide feedback during Step 2 so that the Committee can consider any recommended change before final adoption.

Enclosures

1. Policy BGB, Policy Adoption
2. Current Policy JLCD
3. Redlined JLCD
4. DRAFT JLCD – Administration of Medication to Students - Clean
5. *New* - DRAFT JLCDC – Self-Administration and Self-Carry of Medication

Current Policy

File: JLCD - ADMINISTERING MEDICINES TO STUDENTS

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

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

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

Exceptions:

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

The school district will, in conjunction with the School Physician and the School District Nurse Leader, stock nasal naloxone (Narcan) and trained medical personnel and first

responders may administer nasal naloxone to individuals experiencing a life-threatening opiate overdose in a school setting. The School District Nurse Leader will develop a written protocol which complies with medical directives and regulations from the Dept. of Public Health.

The District will permit delegation by the School Nurse of medication administration to unlicensed school personnel only if the District registers with the Massachusetts Department of Public Health (DPH) pursuant to applicable regulation, and complies with the requirements of 105 CMR 210.004.

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

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

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

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

REFERENCES:

105 CMR 210.00 et seq.

Approved by the Sudbury School Committee on March 16, 2026

Current Policy

DRAFT - ADMINISTERING MEDICINES TO STUDENTS

File:- JLCD

Medication may not be administered to students during Regular School Activities unless there is a medical administration plan in place for the student. Regular School Activities means all instructional/academic activities, as well as all activities organized or sanctioned by the school including, but not limited to, day and overnight field trips, school-provided transportation, interscholastic sporting events, after school or extracurricular clubs or organizations, and proms or other social events organized as part of the instructional/academic portion of the school.

No one but the school nurse, and those others listed in the medical administration plan may give any medication to any student.

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

- documentation of the administration of medications;

The School Committee, consulting with the Board of Health where appropriate, shall adopt policies and procedures governing the administration of medications and self-administration of medications within the school system, following development of a proposal by the medication program manager, in consultation with the school physician. Review and revision of such policies and procedures shall occur as needed but at least every two years.

At a minimum, these policies shall include:

1. designation of a medication program manager supervisor of the medication administration program in a school;
2. documentation of the administration of medications, including the requirement that each school maintains a medication administration record for each student who receives medication during regular school activities; The school nurse shall document in the medication administration record significant observations of the prescription medication's effectiveness, as appropriate, and any adverse reactions or other harmful effects, as well as any action taken. All documentation shall be recorded in a manner that prevents alteration or destruction of the record. Documentation shall include but not be limited to a daily log and a medication administration plan.
 - The daily log shall contain:
 - (a) the dose or amount of medication administered;
 - (b) the date and time of administration or omission of administration, including the reason for omission and action taken post omission;
 - (c) mechanism for identifying the person administering each dose, including the medication order and caregiver authorization.
 - The medication administration plan shall include:

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- (a) the name of the student;
- (b) a medication order from a licensed prescriber, which meets the requirements of 105 CMR 210.005(D)(1);
- (c) the signed authorization of the caregiver, which meets the requirements of 105 CMR 210.005(D)(3);
- (d) any known allergies to food or medications;
- (e) the diagnosis, unless a violation of confidentiality or the caregiver or student requests that it not be documented;
- (f) any possible side effects, adverse reactions or contraindications.
- (g) the quantity of prescription medication to be received by the school from the caregiver;
- (h) the required storage conditions;
- (i) the duration of the medication order;
- (j) the designation of unlicensed school personnel, if any, who will administer the prescription medication to the student in the absence of the school nurse, and plans for back-up if the designated personnel are unavailable;
- (k) plans, if any, for teaching self-administration of the medication;
- (l) with caregiver permission, other persons, including teachers, to be notified of medication administration and possible adverse effects of the medication;
- (m) when appropriate, the location where the administration of the prescription medication will take place;
- (n) a plan for monitoring the effects of the medication;
- (o) the school nurse has final decision-making authority for the provision of medication administration in the case of field trips and other short-term special school events, which may include nursing staffing, delegation of medication administration, or a combination of nursing staffing and delegation of medication administration.

- 3. response to a medication emergency;
- 4. storage of medications;
- 5. reporting and documentation of medication errors;
- 6. dissemination of information to parents/guardians ~~(including~~ Such information shall include an outline of the District's school's medication policy; policies and shall be available to parents upon request;
- 7. procedures for resolving questions/disagreements between the school and a parent/guardian regarding medication administration. administration of medications. Such procedures shall provide for and encourage the participation of the parents/guardians. Existing procedures for resolution of differences may be used whenever appropriate.

It is the district policy that medication may not be administered to students while at school unless such medicine is given to them by the school nurse acting under specific written request of the parent or guardian and under the written orders of the student's personal physician, with the exception of certain medications which may be self-administered by the student after approval by the school nurse and in consultation with the parent/guardian and the student's physician. If a student has been approved for self-administration and self-carry, a student who needs medication during the school day may be reminded to take the

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medicine by the school nurse or other individual designated by the school nurse in the student's medical administration plan. This provision only applies when the school nurse has a medical administration plan in place for the student. No one but the school nurse, and those others listed in the medical administration plan acting within the above restriction, may give any medication to any student.

Exceptions: The School Committee shall submit these policies and procedures to the Department of Public Health upon request.

The School Nurse/Medication Program Manager, in consultation with the School Physician, may train and delegate responsibility to unlicensed school personnel for medication administration.

1. Neither prescription medication nor over-the-counter medications can be administered by delegation by unlicensed school personnel without student-specific medication orders from a licensed prescriber.
2. The School Nurse/Medication Program Manager has final decision-making authority for the provision of medication administration in the case of field trips and other short-term special school events, which may include nursing staffing, delegation of medication administration, or a combination of nursing staffing and delegation of medication administration.
3. The unlicensed school personnel shall be listed on the medication administration plan, shall be selected by the school nurse, and trained, if they meet criteria established by regulation in the administration of emergency medication to a specific student.

- All unlicensed school personnel administering medication must be properly trained and supervised by a school nurse.
- If epinephrine is administered by unlicensed school personnel, the school nurse, and other individuals as warranted and deemed appropriate by the school nurse, must also be notified.
- If an emergency rescue opioid antagonist is administered, there shall be immediate notification of the local emergency medical services (911), followed by notification of a student's parent/guardian as appropriate, and the school nurse.

The

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

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

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The District will permit delegation by the School Nurse of medication administration to unlicensed school personnel only if the District registers with the Massachusetts Department of Public Health (DPH) pursuant to applicable regulation, and complies with the requirements of 105 CMR 210.004.

If the school district wishes medical personnel to train non- medical staff in the administration of emergency rescue opioid antagonist, the School Committee shall vote to approve such training and the Superintendent shall ensure that medical personnel have a written protocol which complies with medical directives and regulations from the Department of Public Health.

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

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

All schools/districts where medication is stored or where medication administration is delegated to unlicensed school personnel must obtain a Massachusetts Controlled Substances Registration by registering with the Department of Public Health. At minimum, schools/districts may accomplish this by registering for emergency medication training.

Schools/districts are not authorized to make use of 105 CMR 700.003(C) for the administration of emergency rescue medications during regular school activities.

SOURCE: MASC – Updated 2026

LEGAL REF.: M.G.L. 71:54B

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

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

REFERENCES:

105 CMR 210.00 et seq. & 700.003; 244 CMR 3.0

MDPH Advisory on Application of 105 CMR 210.00 to Field Trips, 2/4/2025

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Approved by the Sudbury School Committee on ~~March 16, 2026~~ DATE

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

Medication may not be administered to students during Regular School Activities unless there is a medical administration plan in place for the student. Regular School Activities means all instructional/academic activities, as well as all activities organized or sanctioned by the school including, but not limited to, day and overnight field trips, school-provided transportation, interscholastic sporting events, after school or extracurricular clubs or organizations, and proms or other social events organized as part of the instructional/academic portion of the school.

No one but the school nurse, and those others listed in the medical administration plan may give any medication to any student.

Exceptions:

The School Committee, consulting with the Board of Health where appropriate, shall adopt policies and procedures governing the administration of medications and self-administration of medications within the school system, following development of a proposal by the medication program manager, in consultation with the school physician. Review and revision of such policies and procedures shall occur as needed but at least every two years.

At a minimum, these policies shall include:

1. designation of a medication program manager supervisor of the medication administration program in a school;
2. documentation of the administration of medications, including the requirement that each school maintains a medication administration record for each student who receives medication during regular school activities; The school nurse shall document in the medication administration record significant observations of the prescription medication's effectiveness, as appropriate, and any adverse reactions or other harmful effects, as well as any action taken. All documentation shall be recorded in a manner that prevents alteration or destruction of the record. Documentation shall include but not be limited to a daily log and a medication administration plan.
 - The daily log shall contain:
 - (a) the dose or amount of medication administered;
 - (b) the date and time of administration or omission of administration, including the reason for omission and action taken post omission;
 - (c) mechanism for identifying the person administering each dose. including the medication order and caregiver authorization.
 - The medication administration plan shall include:
 - (a) the name of the student;
 - (b) a medication order from a licensed prescriber, which meets the requirements of 105 CMR 210.005(D)(1);
 - (c) the signed authorization of the caregiver, which meets the requirements of 105 CMR 210.005(D)(3);
 - (d) any known allergies to food or medications;
 - (e) the diagnosis, unless a violation of confidentiality or the caregiver or student requests that it not be documented;
 - (f) any possible side effects, adverse reactions or contraindications.
 - (g) the quantity of prescription medication to be received by the school from the caregiver;

- (h) the required storage conditions;
 - (i) the duration of the medication order;
 - (j) the designation of unlicensed school personnel, if any, who will administer the prescription medication to the student in the absence of the school nurse, and plans for back-up if the designated personnel are unavailable;
 - (k) plans, if any, for teaching self-administration of the medication;
 - (l) with caregiver permission, other persons, including teachers, to be notified of medication administration and possible adverse effects of the medication;
 - (m) when appropriate, the location where the administration of the prescription medication will take place;
 - (n) a plan for monitoring the effects of the medication;
 - (o) the school nurse has final decision-making authority for the provision of medication administration in the case of field trips and other short-term special school events, which may include nursing staffing, delegation of medication administration, or a combination of nursing staffing and delegation of medication administration.
3. response to a medication emergency;
 4. storage of medications;
 5. reporting and documentation of medication errors;
 6. dissemination of information to parents/guardians. Such information shall include an outline of a school's medication policies and shall be available to parents upon request;
 7. procedures for resolving questions between the school and a parent/guardian regarding administration of medications. Such procedures shall provide for and encourage the participation of the parents/guardians. Existing procedures for resolution of differences may be used whenever appropriate.

The School Committee shall submit these policies and procedures to the Department of Public Health upon request.

The School Nurse/Medication Program Manager, in consultation with the School Physician, may train and delegate responsibility to unlicensed school personnel for medication administration.

1. Neither prescription medication nor over-the-counter medications can be administered by delegation by unlicensed school personnel without student-specific medication orders from a licensed prescriber.
2. The School Nurse/Medication Program Manager has final decision-making authority for the provision of medication administration in the case of field trips and other short-term special school events, which may include nursing staffing, delegation of medication administration, or a combination of nursing staffing and delegation of medication administration.
3. The unlicensed school personnel shall be listed on the medication administration plan, shall be selected by the school nurse, and trained, if they meet criteria established by regulation in the administration of emergency medication to a specific student.
 - All unlicensed school personnel administering medication must be properly trained and supervised by a school nurse.
 - If epinephrine is administered by unlicensed school personnel, the school nurse, and other individuals as warranted and deemed appropriate by the school nurse, must also be notified.
 - If an emergency rescue opioid antagonist is administered, there shall be immediate

notification of the local emergency medical services (911), followed by notification of a student's parent/guardian as appropriate, and the school nurse.

The school district may, in conjunction with the School Physician and the School Nurse Leader, stock emergency rescue opioid antagonist and trained medical personnel and first responders may administer nasal naloxone to individuals experiencing a life threatening opiate overdoses in a school setting

If the school district wishes medical personnel to train non- medical staff in the administration of emergency rescue opioid antagonist, the School Committee shall vote to approve such training and the Superintendent shall ensure that medical personnel have a written protocol which complies with medical directives and regulations from the Department of Public Health.

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

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

All schools/districts where medication is stored or where medication administration is delegated to unlicensed school personnel must obtain a Massachusetts Controlled Substances Registration by registering with the Department of Public Health. At minimum, schools/districts may accomplish this by registering for emergency medication training.

Schools/districts are not authorized to make use of 105 CMR 700.003(C) for the administration of emergency rescue medications during regular school activities.

SOURCE: MASC – Updated 2026

LEGAL REF.: M.G.L. [71:54B](#)

Dept. of Public Health Regulations:

105 CMR 210.00 & [700.003](#); 244 CMR 3.0

[MDPH Advisory on Application of 105 CMR 210.00 to Field Trips, 2/4/2025](#)

Approved by the Sudbury School Committee on [DATE](#).

DRAFT SELF-ADMINISTRATION AND SELF-CARRY OF MEDICATIONS

The school nurse may permit self-carry and self-administration of medication by a student provided that the following requirements are met:

1. the student, school nurse and caregiver, where appropriate, enter into an agreement which specifies the conditions under which medication may be self-administered, which may include the conditions under which a student may self-carry medication for the purpose of administration by another, or whether the medication being self-administered is being taken or applied by the student themselves or with an FDA-approved medical device;
2. the school nurse, as appropriate, develops a medication administration plan pursuant to 105 CMR 210.005(E) which contains only those elements necessary to ensure safe self-administration of medication;
3. the school nurse evaluates the student's health status and abilities and deems self-administration safe and appropriate. As necessary, the school nurse shall observe initial self-administration of the medication;
4. the school nurse is reasonably assured that the student is able to identify the appropriate-medication, knows the frequency and time of day for which the medication is ordered, and follows the school self-administration protocols;
5. there is written authorization from the student's caregiver that the student may self-administer medication, unless the student has consented to treatment under M.G.L. c. 112, § 12F or other authority permitting the student to consent to medical treatment without caregiver permission;
6. if requested by the school nurse, the licensed prescriber provides a written order for self-administration;
7. the school nurse establishes a plan for the safe storage of self-administered medication and, as necessary, consults with teachers, the student and caregiver, if appropriate, to determine a safe place for storing the medication for the individual student, while providing for accessibility if the student's health needs require it. This may include self-carry of the medication and this information shall be included in the medication administration plan. In the case of an inhaler or other preventive or emergency medication, whenever possible, a backup supply of the medication shall be kept in the health room or a second readily available location;
8. the school nurse develops and implements a plan to monitor the student's self-administration, based on the student's abilities and health status. Monitoring may include teaching the student the correct way of taking the medication, and notifying the caregiver or licensed prescriber of any side effects, variation from the plan, or the student's refusal or failure to take the medication;
9. with caregiver and student permission, if required by law, as appropriate, the school nurse may inform appropriate teachers and administrators that the student is self-administering and/or self-carrying a medication.

SOURCE: MASC 2026

Approved by the Sudbury School Committee: **DATE**

File: JKAA - PHYSICAL RESTRAINT OF STUDENTS

Maintaining an orderly, safe environment conducive to learning is an expectation of all staff members of the school district. Further, students of the district are protected by law from the unreasonable use of physical restraint. Such 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.

When an emergency situation arises, and physical restraint is the only option deemed appropriate to prevent a student from injuring themselves, another student or school community member, a teacher or employee or agent of the school district may use such reasonable force needed to protect students, other persons or themselves from assault or imminent, serious, physical harm.

The definitions of forms of restraint shall be as defined in 603CMR 46.02.

The use of mechanical restraint, medical restraint, and seclusion is prohibited.

The power of the School Committee or of any teacher or other employee or agent of the Committee to maintain discipline on school property shall not include the right to inflict corporal punishment upon any student.

Physical restraint, including prone restraint where permitted under 603 CMR 46.03, shall be considered an emergency procedure of last resort and shall be prohibited except when a student's behavior poses a threat of assault, or imminent, serious, physical harm to themselves and/or others and the student is not responsive to verbal directives or other lawful and less intrusive behavior interventions are deemed inappropriate.

The Superintendent will develop procedures identifying:

- Appropriate responses to student behavior that may require immediate intervention;
- Methods of preventing student violence, self-injurious behavior, and suicide including crisis planning and de-escalation of potentially dangerous behaviors among groups of students or individuals;
- Descriptions and explanations of alternatives to physical restraint as well as the school's method of physical restraint for use in emergency situations;
- Descriptions of the school's training and procedures to comply with reporting requirements; including, but not limited to making reasonable efforts to orally notify a parent/guardian of the use of restraint within 24 hours of its imposition;
- Procedures for receiving and investigating complaints;
- Methods for engaging parents/guardians in discussions about restraint prevention and use of restraint solely as an emergency procedure;
- A statement prohibiting: medication restraint, mechanical restraint, prone restraint unless permitted by 603 CMR 46.03(1)(b), seclusion, and the use of physical restraint in a manner inconsistent with 603 CMR 46.00,

- A process for obtaining Principal approval for a time out exceeding 30 minutes.

Each building Principal will identify staff members to serve as a school-wide resource to assist in ensuring proper administration of physical restraint. These staff members will participate in an in-depth training program in the use of physical restraint.

In addition, each staff member will be trained regarding the school's physical restraint policy and accompanying procedures. The Principal will arrange training to occur in the first month of each school year, or for staff hired after the beginning of the school year, within a month of their employment.

Physical restraint is prohibited as a means of punishment, or as a response to destruction of property, disruption of school order, a student's refusal to comply with a school rule or staff directive, or verbal threats that do not constitute a threat of imminent, serious physical harm to the student or others.

Physical restraint is prohibited when it is medically contraindicated for reasons including, but not limited to, asthma, seizures, a cardiac condition, obesity, bronchitis, communication-related disabilities, or risk of vomiting.

The use of "time out" procedures during which a staff member remains accessible to the student shall not be considered "seclusion restraint".

This policy and its accompanying procedures shall be reviewed and disseminated to staff annually and made available to parents/guardians of enrolled students. The Superintendent shall provide a copy of the Physical Restraint regulations to each Principal, who shall sign a form acknowledging receipt thereof.

SOURCE: MASC - Updated 2021

LEGAL REF.: M.G.L. 71:37G; 603 CMR 46.00

Approved by Sudbury School Committee: October 2, 2023

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.

SEPAC Feedback on Revised Policy Review - JKAA

1. Policy Name and Structure

Multiple concerns surfaced about how the policy is titled and organized:

- The current title "Prevention of Physical Restraint of Students" should be renamed to reflect that time-out and seclusion are also covered
 - Consider whether the policy should be separated into two distinct policies – one for Physical Restraint and one for Time-Out and Seclusion – to better reflect the different severity levels and thresholds of each intervention. Separation would provide clarity and appropriately signal that these are meaningfully different interventions with different regulatory requirements
-

2. Notification Timeline

There is consensus that the current notification language is insufficient but some disagreement on the precise standard:

- **Position 1:** A more specific standard of no later than 2 hours after the end of the school day on the day of the incident
 - **Position 2:** Best effort same-day notification, with 24 hours as a hard ceiling measured from the time of the incident
 - Both positions agree the current language is too vague and that the clock should start at the time of the incident, not loosely within a school day
-

3. Unsupervised Seclusion

The policy contains an internal tension that needs resolution:

- Seclusion is defined as occurring "with or without adult supervision" – appropriate language to capture the involuntary nature of confinement.
- However the policy goes on to require continuous active monitoring "unless it is unsafe or counterproductive"
- This creates ambiguity about whether unsupervised seclusion is ever permissible. It also brings into question what the school means by monitoring vs supervising.

- Recommendation is to explicitly state that Sudbury will never use unsupervised seclusion, so that "emergency seclusion" is understood by all parties to mean "emergency supervised seclusion" without question. Also, to define observation (in person, via camera, inside the room, viewing from a window, etc).
-

4. Risk of Increased Physical Restraint Use

The new regulations create a counterintuitive dynamic that the policy needs to explicitly address: **physical restraint is now permissible under broader circumstances than emergency seclusion**. Seclusion carries stricter criteria, more documentation requirements, more preconditions, and narrower triggers than physical restraint.

The concern is that as seclusion becomes harder to use, staff may — intentionally or not — default to physical restraint more frequently, even though restraint is itself a significant and potentially traumatic intervention. The policy as written does not appear to anticipate or guard against this substitution effect.

The committee should consider how the policy explicitly:

- Acknowledges that broader permissibility does not mean greater appropriateness
- Reinforces that physical restraint remains an emergency last resort regardless of its relatively lower documentation threshold
- Establishes monitoring mechanisms that would detect an uptick in restraint use following policy adoption (more urgently than once a year as mandated)
- Ensures that the stricter preconditions for seclusion are not inadvertently creating an incentive to restrain instead

Without explicit guardrails, the policy risks reducing seclusion use on paper while displacement of harm occurs through increased physical restraint — an outcome that would undermine the intent of the regulatory update entirely.

5. Termination of Seclusion

Two related concerns about how and when seclusion ends:

- The policy should explicitly state that there is **no compliance task** a student must complete as a condition of ending seclusion — the standard should be behavioral and physiological calm, not task completion
- Currently physical restraint requires a witness/observer — consideration should be given to requiring the **same for emergency seclusion**, both to help objectively determine when calm has been reached and to provide an additional accountability check on the intervention

Additional questions:

1. What new and ongoing training will staff undertake related to this regulation?
2. How many safety care trained adults are there in each building at all times?
3. What is the next-level intervention plan if students continue to escalate?



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

To: School Committee

From: Stephanie Juriansz

Date: October 15, 2026

Subject: Feedback from District Legal Counsel on Policy Review JKAA

The purpose of this memo is to share with the School Committee the District's Legal Counsel's response regarding SEPAC's feedback about the proposed Policy JKAA revisions. Legal feedback is written in red and is embedded in SEPAC's Feedback Memo. Counsel has endorsed the policy's name change from "Physical Restraint" to "Time Out, Seclusion and Restraint of Students," which matches the MASC policy title. District protocols incorporate the additional recommendations.

To ensure compliance with the Massachusetts Department of Elementary and Secondary Education (DESE) regulations governing time-out and emergency seclusion, which took effect on August 17, 2026, we respectfully request that the School Committee authorize a vote on the proposed replacement of Policy JKAA with the newly proposed title. This proposed policy has been recommended by our legal counsel and has the most up-to-date information following 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 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.

Sincerely,



Stephanie Juriansz, Director of Student Services

SEPAC Feedback on Revised Policy Review - JKAA

1. Policy Name and Structure

Multiple concerns surfaced about how the policy is titled and organized:

The current title "Prevention of Physical Restraint of Students" should be renamed to reflect that time-out and seclusion are also covered

Consider whether the policy should be separated into two distinct policies — one for Physical Restraint and one for Time-Out and Seclusion — to better reflect the different severity levels and thresholds of each intervention. Separation would provide clarity and appropriately signal that these are meaningfully different interventions with different regulatory requirements

This is fine. How about "Time Out, Seclusion and Restraint of Students";" which is a title that matches the MASC policy title.

2. Notification Timeline

There is consensus that the current notification language is insufficient but some disagreement on the precise standard:

Position 1: A more specific standard of no later than 2 hours after the end of the school day on the day of the incident

Position 2: Best effort same-day notification, with 24 hours as a hard ceiling measured from the time of the incident

Both positions agree the current language is too vague and that the clock should start at the time of the incident, not loosely within a school day

I recommend the existing language, which tracks the regulations and better reflects the work flow of a busy school. Please note that the regulation provides as follows re: notice:

(3) Informing parents. The principal shall make reasonable efforts to inform the student's parent of the restraint within 24 hours of the event, and shall notify the parent by written report sent either within three school working days of the restraint to an email address provided by the parent for communications about the student, or by regular mail postmarked no later than three school working days of the restraint. If the program customarily provides a parent of a student with report cards and other necessary school-related information in a language other than English, the written restraint report shall be provided to the parent in that language. The principal shall provide the student and the parent an opportunity to comment orally and in writing on the use of the restraint and on information in the written report. See 603 CMR 46.03.

3. Unsupervised Seclusion

The policy contains an internal tension that needs resolution:

Seclusion is defined as occurring "with or without adult supervision" — appropriate language to capture the involuntary nature of confinement.

However the policy goes on to require continuous active monitoring "unless it is unsafe or counterproductive"

This creates ambiguity about whether unsupervised seclusion is ever permissible. It also brings into question what the school means by monitoring vs supervising.

The policy tracks the definition contained in the regulation. School guidelines and protocols can define, but we cannot rewrite a state regulation or change the definition in our policy. DESE issued a guidance document that explains what the regulation means by "with or without supervision," and this explanation can be contained in district protocols. The guidance document provides that seclusion occurs when there are 2 conditions: 1) alone in a room or area with no adult present, and 2) not permitted to leave. The guidance further provides that: "A student is considered alone when no adult is physically present in the room or area with the student. Observation through a window, camera, doorway, or other means does not constitute an adult being present in the room or area."

Recommendation is to explicitly state that Sudbury will never use unsupervised seclusion, so that "emergency seclusion" is understood by all parties to mean "emergency supervised seclusion" without question. Also, to define observation (in person, via camera, inside the room, viewing from a window, etc).

I would add this recommendation to district protocols rather than the policy.

4. Risk of Increased Physical Restraint Use

The new regulations create a counterintuitive dynamic that the policy needs to explicitly address: **physical restraint is now permissible under broader circumstances than emergency seclusion.** Seclusion carries stricter criteria, more documentation requirements, more preconditions, and narrower triggers than physical restraint.

The concern is that as seclusion becomes harder to use, staff may — intentionally or not — default to physical restraint more frequently, even though restraint is itself a significant and potentially traumatic intervention. The policy as written does not appear to anticipate or guard against this substitution effect.

The committee should consider how the policy explicitly:

- Acknowledges that broader permissibility does not mean greater appropriateness

- Reinforces that physical restraint remains an emergency last resort regardless of its relatively lower documentation threshold

- Establishes monitoring mechanisms that would detect an uptick in restraint use following policy adoption (more urgently than once a year as mandated)

- Ensures that the stricter preconditions for seclusion are not inadvertently creating an incentive to restrain instead

Without explicit guardrails, the policy risks reducing seclusion use on paper while displacement of harm occurs through increased physical restraint — an outcome that would undermine the intent of the regulatory update entirely.

The intent of the regulation is to eliminate the use of seclusion unless there is an emergency and the 7 safeguards are in place, and to better refine the use of time out. The regulations require district and school-level review of the use of these tools, with a goal of developing

better positive behavioral interventions that will decrease the use of seclusion and time out over time. The new regulations require that any schools, districts, and programs that use emergency seclusion must examine alternatives and strategies for reducing and eliminating its use no later than 3 years from the effective date of the proposed regulations. The district should continue its work on alternatives.

5. Termination of Seclusion

Two related concerns about how and when seclusion ends:

The policy should explicitly state that there is **no compliance task** a student must complete as a condition of ending seclusion — the standard should be behavioral and physiological calm, not task completion

Currently physical restraint requires a witness/observer — consideration should be given to requiring the **same for emergency seclusion**, both to help objectively determine when calm has been reached and to provide an additional accountability check on the intervention

DESE guidance provides that there should be no compliance task a student must complete prior to ending a seclusion and this guidance should be part of the District protocols.

Additional questions:

1. What new and ongoing training will staff undertake related to this regulation?

**Sudbury Public Schools
School Committee Meeting**

Date: **October 19, 2026**

Agenda Item: 4h - School Committee 2026-2027 Goals

Recommendation:

Motion to approve (name of goal) as presented/amended.

Background / Preparation Information:

This is the meeting in which we will hopefully finalize our goals and potentially vote on them. The packet contains a document in which the chair edited the goals as discussed in the Sept 28th meeting and goals suggested by Betsy. Please review the documents and bring any questions, edits or suggestions. At the end of our 15 min discussion we will vote up or down on each goal.

Attachments:

RevisedGoalsforOctPacket.docx (1)

Sues_Sudbury_School_Committee_Proposed_Goals_2026-27 (1)

Action:	XX	Report:	Discussion:	XX
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Sudbury School Committee Goal Setting Template

Goal Area: Community Engagement	Goal: The School Committee will establish and sustain a structured, inclusive community engagement framework that ensures meaningful participation from families, students, educators and administrators to increase trust, collaboration and support for student success.			
Strategic Actions	Who is Responsible (Full, Sub, Etc.)	Outcomes & Deliverables (Evidence & Data)	Mid-Year Targets	EOY Deliverable (s)
Increase visibility in the community	Various members at sub-quorum levels	-Attend social and academic events at the schools	-Discuss hosting tables at Open Houses in future years - Attend sporting events/cultural nights one per school	-Host a table at Sudbury Pride -Attend ECMS Theater Club performance (These are very specific, we could say “events”)
Hear from members of the community	2 members of the committee	Host listening sessions/office hours in person or on-line		Two listening sessions Report for full committee Recommendations for changes for next year based on community feedback
Pilot options for digital communication with community	Individual members	-Send out Why, What and Expected Changes after High Interest Votes -High Five graphic on website -Key Dates coming up	2 high five graphics on website Key dates through February on website and in Principal emails Why What as needed	2 additional high five graphics Key dates through Town Meeting on website and Principal Emails Why What as needed
Update the website to include high interest areas	Individual members	Budget section Votes section Important dates section	Point person/people assigned to specific sections of website	Website is updated

Goal Area: Superintendent Search	Goal: To work with a search firm to conduct a transparent search guided by stakeholders to appoint a highly qualified, collaborative superintendent who will lead the district in advancing academic excellence			
Strategic Actions	Who is Responsible (Full, Sub, Etc.)	Outcomes & Deliverables (Evidence & Data)	Mid-Year Deliverable(s)	EOY Deliverable (s)
Set up Screening Committee	Full Committee	Screening Committee is composed of various stakeholders in town	Screening Committee has all its members and has met when appropriate	
Generate and Post Position Statement	Collins Center, Jessica, Betsy	Job ad finalized based on input from multiple stakeholders	Position posted late Sept to early October	
Conduct Candidate Interviews	Screening Committee Full School Committee, members of the Town and District	Interviews conducted List of Finalists sent to full School Committee Full School Committee and other stakeholders interview along School Committee makes final decision	Late October 2026 Interviews finished November 2026	
Superintendent hired	Full School Committee	Job offered to best finalist candidate Contract negotiated Chair signs contract	Contract signed January 2027	

Goal Area:	Goal:			
Collaboration with Stakeholders	Foster meaningful, transparent and ongoing collaboration with stakeholders including members of Town government, district budget leaders and the administration.			
Strategic Actions	Who is Responsible (Full, Sub, Etc.)	Outcomes & Deliverables (Evidence & Data)	Mid-Year Deliverable(s)	EOY Deliverable (s)
Review policies that may be out of sync with current practice	Individuals review Full committee	Review policy book with an eye to understand differences in practice and policy Meet and vote as a full committee to determine if we want to change the policies to reflect current practice or enforce current policy	Identification of policies needing review Full Committee votes to take up for review or keep as is 2 policies reviewed	Remaining policies reviewed and acted upon by full committee Document sent to district noting any change in policy, what practices to keep/change, etc.

Sudbury School Committee

Proposed Goals and Measurable Deliverables | 2026-27

Draft for School Committee Review

Category	Goal / Action	Responsible Party	Measurable Deliverable	Timing
Superintendent Search	Complete the superintendent search process, with guidance from the Collins Center and meaningful community input, culminating in School Committee approval of the district's next superintendent.	School Committee, with Collins Center support	Community/stakeholder input process completed; finalist process completed; School Committee votes to appoint the new superintendent.	February 2027
Community Engagement & Communication	Hold School Committee office hours throughout the year to provide additional opportunities for informal community engagement.	School Committee	Each Committee member participates in at least two office-hour sessions. Sessions are offered at varied times, including a mix of school-day, early-morning, and/or evening opportunities.	Through May 2027
Community Engagement & Communication	Provide timely and accessible public communications following significant School Committee actions, decisions, and achievements.	School Committee	Develop a concise, visually engaging communication format and issue public updates, as appropriate, following significant Committee milestones or actions.	Begin Fall 2026; continue through May 2027
Technology	Increase transparency regarding the educational technology approved for student use and the evidence supporting its use.	Administration, reporting to School Committee	Present an Approved Technology Dashboard identifying, at minimum: technology/platform; grade level(s); instructional purpose; implementation status; evidence supporting educational use; source of evidence (e.g., independent research, district evaluation, vendor research); and, for pilots, evaluation criteria and expected review date. Include anticipated completion date for any grade where an approved technology list is not yet complete.	Initial dashboard by January 2027; periodic updates thereafter
Technology	Gather stakeholder data regarding students' technology environment and use that information to inform School Committee policy, educational goals, and budget decisions.	School Committee	Conduct surveys of parents/guardians, middle-school students, and SPS educators addressing the student technology experience, classroom use, benefits, concerns, consistency, and opportunities for improvement. Present aggregate findings identifying key themes and potential policy/budget implications.	Survey by February-March 2027; findings by April 2027
Technology	Establish a School Committee Technology Task Force, including parent/guardian representation, to assess the student technology experience and develop evidence-informed recommendations for technology policy, consistent classroom technology use and improved educational outcomes, and budget guidance.	School Committee, with participation from Administration, educators, parents/community members, and other appropriate stakeholders	Adopt a task-force charge and membership, including parent/ guardian representation. Initial work should address: (1) districtwide principles/guidelines for classroom technology use; (2) professional-development needs; (3) evidence regarding technology's effects on attention, learning, memory, engagement, and student well-being; (4) potential policy enhancements; and (5) a process to track identified filtering, access, security, or privacy issues, corrective action taken, and resolution dates. Present initial recommendations to the Committee.	Establish by January 2027; initial recommendations by May 2027
Curriculum, Literacy & Academic Outcomes	Strengthen oversight of ELA curriculum implementation and outcomes, with particular attention to implementation consistency, student achievement, and resource needs.	Administration, reporting to School Committee	Present an ELA Implementation & Outcomes Report/Dashboard showing by grade, and where appropriate by school: implementation status; areas not yet fully implemented and planned timeline; measures of implementation/fidelity and reasons for material variation; status and plan for grades 7-8; student outcome and growth measures; material differences in outcomes across schools; professional-development completed and additional needs; and recommended budget/resource actions.	Report by March 2027

Category	Goal / Action	Responsible Party	Measurable Deliverable	Timing
Curriculum, Literacy & Academic Outcomes	Establish transparent, predictable oversight of the district's curriculum review cycle.	Administration, reporting to School Committee	Present and maintain a Curriculum Review Dashboard showing each major curriculum area, date of last review/adoption, current implementation status, next scheduled review, and anticipated major curriculum or budget decisions.	Presentation by December 2026
Curriculum, Literacy & Academic Outcomes	Evaluate the reach and effectiveness of supplemental literacy supports to determine whether interventions are helping students make sufficient progress and return successfully to core instruction.	Administration, reporting to School Committee	Provide aggregate literacy-intervention data showing, by grade and where appropriate by school: percentage of students receiving supplemental literacy support; general entry/exit criteria; progress-monitoring measures; duration of intervention; percentage demonstrating expected progress and/or exiting supplemental support; material differences among schools or student groups; and identified staffing, PD, curriculum, or budget needs. No personally identifiable student data should be reported.	Report by March 2027

**Sudbury Public Schools
School Committee Meeting**

Date: **October 19, 2026**

Agenda Item: 4i - Food Service RFP Input and Timeline

Recommendation:

Motion to approve the FY28 Food Service Management Company RFP Review Timeline as presented/amended.

Motion to approve Community Survey on Food Service as presented/amended and send it out to the community.

Background / Preparation Information:

The Budget Subcommittee reviewed the Food Service RFP in their last meeting and prepared a recommended timeline. I will note that Buck and Annette were not in attendance at that meeting. Buck has provided a timeline that somewhat overlaps with the Budget Subcommittee one. Please review both timelines and bring any questions, suggestions or edits.

Betsy prepared a draft of a survey about food service in our schools to be sent out to the community. Please review this draft and bring any questions, suggestions or edits.

Attachments:

- 1-Proposed FY28 Food Service Management Company RFP Review Timeline.docx (1)
- 2-BuckTimelineFoodRFP.docx (1)
- 3-Sudbury Public Schools School Meal and Food-Service Priorities Survey

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

To: Sudbury School Committee Members
From: Karyn Jones and Betsy Sues, Budget Subcommittee
Re: Proposed FY28 Food Service Management Company RFP Review Timeline
Date: October 8, 2026

Purpose

Sudbury Public Schools' current Food Service Management Company (FSMC) agreement with Whitsons is in its final allowable renewal year. If SPS intends to continue contracting with an FSMC for FY28, the district will need to undertake a new competitive procurement.

Under the Massachusetts Department of Elementary and Secondary Education (DESE) SY2026-27 timeline, RFPs for new FSMC contracts are due to DESE for review by January 29, 2027, prior to issuance. New FSMC contracts are due to DESE by April 23, 2027.

Given these deadlines, the Committee will need to review the upcoming food service procurement. This memo proposes a timeline for completing that work, bringing the Subcommittee's research and recommendations to the full School Committee for discussion, and allowing sufficient time for administration to develop and complete the RFP and contract process within DESE's required deadlines.

Proposed Review Process

The Budget Subcommittee would conduct the detailed background review during the fall. This work would include reviewing the current Whitsons contract and prior procurement documents, available information regarding the current SPS food service program, DESE requirements, and recent FSMC RFPs and awards from comparable Massachusetts school districts.

Following that review, the Budget Subcommittee would prepare a concise memo for the full School Committee summarizing its research to date, including:

- key findings regarding the current SPS contract and food service program;
- relevant practices and specifications identified through recent other district RFPs and practices; and
- the Budget Subcommittee's recommendations for priorities to consider in the next SPS RFP.

Rather than asking the full School Committee to review each of the underlying RFPs and research materials, the proposed November discussion would provide the Committee with a summary of the Budget Subcommittee's research and recommendations. The full Committee would then have an opportunity to discuss those recommendations and identify any additional, different, or revised priorities it would like considered in the development of the RFP.

Following that discussion, administration would have time to incorporate the Committee's direction, as appropriate, into the DESE-required procurement documents before the January 29 submission deadline.

Below is the timeline we are proposing to complete this work for the Committee's consideration.

Proposed Timeline

Date	Meeting/Deadline	Proposed Action
October 8, 2026	Budget Subcommittee	Vote on a proposed FY28 Food Service RFP review timeline to recommend to the full School Committee for consideration and approval, establishing a shared schedule for the Budget Subcommittee, School Committee, and administration to complete the RFP process within required DESE deadlines. Budget Subcommittee authorizes one of its members to develop and distribute a survey to School Committee members to gather input on their priorities and expectations for the FY28 food service contract. Begin substantive review of the FY28 food service procurement. Review the current Whitsons contract, prior RFP/proposal and renewal documents, DESE requirements and deadlines, other recent district RFPs and awards, and available information regarding the current SPS food service program. Identify additional information and research needed. Identify DESE requirements regarding the proposal evaluation process, including requirements or restrictions regarding the composition of the evaluation committee.
October 19, 2026	School Committee	Vote if the Committee wants to enter a food contract. Consider the proposed FY28 Food Service RFP review timeline recommended by the Budget Subcommittee.
October 23, 2026	Budget Subcommittee	Continue research and develop potential recommendations. Review additional information received regarding the current SPS program and continue comparison with other recent district RFPs. Review School Committee feedback through administered survey. Discuss potential priorities for the next RFP and determine recommendations to be summarized in a memo for full School Committee review and discussion.

November 16, 2026	School Committee	Review Budget Subcommittee research and recommendations. Receive a concise memo summarizing the Subcommittee's research to date, key findings, peer-district comparisons, and recommended priorities for the FY28 RFP. Discuss the recommendations and identify any additional, different, or revised priorities the Committee would like considered in development of the RFP.
November 20, 2026	Budget Subcommittee	Follow up on School Committee discussion. Address any additional questions or research requested by the Committee and incorporate Committee feedback into the identified priorities for the RFP.
December 18, 2026	Budget Subcommittee	Review and recommend draft RFP. Review the administration's draft FY28 Food Service RFP, including how the priorities identified through the fall review and School Committee discussion have been incorporated. Discuss any remaining questions or proposed revisions and vote on whether to recommend the draft RFP to the full School Committee for review and approval. Review the proposed evaluation process and recommend the composition of the RFP evaluation committee.
January 11, 2027	School Committee	Review and consider approval of draft RFP and evaluation process. Review the draft FY28 Food Service RFP recommended by the Budget Subcommittee, make any final revisions or provide additional direction, and consider approval for submission to DESE. Review and approve the proposed composition of the RFP evaluation committee.
January 25, 2027	School Committee	Backup date for any final Committee action necessary prior to DESE submission.
January 29, 2027	DESE Deadline	New FSMC RFP due to DESE for review. The Budget Subcommittee is also scheduled to meet on this date; because the RFP is due to DESE that day, this meeting would be too late for substantive input into the RFP.

February 26, 2027	Budget Subcommittee	Procurement status update. Review the procurement timeline and status following DESE review and issuance of the RFP. Once the competitive procurement is underway, the Subcommittee would not revisit or alter the published specifications.
March 29, 2027	School Committee	Target date for consideration of administration's recommended contract award, if the procurement and evaluation schedule permits.
April 2, 2027	Budget Subcommittee	Procurement/financial status review, if appropriate and consistent with procurement requirements.
April 12, 2027	School Committee	Backup date for consideration of the recommended contract award.
April 23, 2027	DESE Deadline	New FSMC contract due to DESE.
July 1, 2027	FY28	New FSMC contract begins.

Please note: The proposed School Committee dates align with the Committee's approved FY27 meeting schedule, and tentative dates scheduled for Budget Subcommittee meetings.

Budget Subcommittee Recommendation

I move that the School Committee approve the FY28 Food Service Management Company RFP Review Timeline as recommended by the Budget Subcommittee.

Karyn --

Thank you for sending this information. I spent much of last Thursday researching the FSMC RFP process, including talking with several at DESE and several of my fellow SBAs who have been through the process. From my viewpoint, while the steps you wish the Committee to go through in preparation of the RFP are important, the driving concern for me is the process required to get a signed contract to DESE by 23 April 2027.

Accordingly, I went through a back-planning exercise to consider the effect of DESE schedules and SC meetings on the sequence. The schedule I came up with follows:

- Early December -- DESE releases 2027 RFP template and provides guidance
- 14 December 2026-8 January 2027 -- Develop draft RFP document
- 11 January 2027 -- SPS SC approves draft RFP document
- 14 January 2027 -- Start procurement advertising process
- ~ 15 January 2027 -- Submit SPS RFP to DESE for their review. Typically it takes DESE two weeks to review.
- 8 February 2027 -- Final SC approval if DESE requires any changes
- 12 February 2027 -- Release RFP
- 19 February 2027 -- Pre-proposal Conference & Site visit
- 12 March 2027 -- Receipt, review and evaluation of proposals
- 29 Mar 2027 -- SC confirms selection and authorizes award
- 3 April 2027 -- Contract Award
- 3 April + -- Contract finalization & signature
- 23 April 2027 -- Executed contract to DESE

I will continue to look for ways to advance the schedule. Critical to success will be SC approval of the RFP on 11 January 2027. SC approval on 25 January will be too late to meet the advertising and procurement processes, and still guarantee meeting the executed contract deadline.

Thursday's research yielded some additional info, but it can wait. Perhaps the timeline above causes you to adjust your timeline for info collection; in doing so, please remember that the process of developing the FY28 Budget takes place during the bulk of your scheduled FSMC activities and will require a significant effort by the Administration.

For your consideration.

Buck

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Buckner Creel

Acting Director of Business and Human Resources

Sudbury Public Schools

[40 Fairbank Road](#)

Sudbury, MA 01776

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buckner_creel@sudbury.k12.ma.us

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Sudbury Public Schools School Meal and Food-Service Priorities Survey

Sudbury Public Schools is preparing for an upcoming food-service Request for Proposal (RFP). As part of the School Committee's budgetary and policy oversight, the Committee is seeking community input to help inform priorities for the district's food service program.

Every SPS student may receive one school breakfast and one school lunch at no charge on each school day.

School meals operate within federal nutrition requirements, public-school funding, procurement requirements, and the practical needs of serving meals to students at scale. These requirements establish an important baseline. The Massachusetts School Meals Nutrition Standards Commission has emphasized that local community priorities should help guide improvements beyond federal requirements.

The goal of this survey is to understand what students and families consider important in a high-quality school meal program - including taste, nutritional quality, variety, ingredient quality, dietary accommodations, and reliable service – within those requirements and practical constraints.

Parents, guardians, and caregivers: Please complete one survey per household. Responses should reflect your family's perspective informed by your student's experience and preferences as appropriate. *This survey will also be distributed to our middle school students. The parent/ guardian survey may be completed **in addition** to the survey completed by your middle school student.*

Curtis Middle School students: Please complete one survey per student. Responses should reflect your own perspective and the student experience.

Responses are anonymous and will be reported only in aggregate. *Please do not include names or identifying information.* Additional comments or questions may be emailed to the Sudbury School Committee at school_committee@sudbury.k12.ma.us.

Estimated completion time is approximately 4 minutes per survey.

julie_williams@sudbury.k12.ma.us [Switch account](#)



Not shared

Which option best describes the perspective represented by this response?

- ☐ Parent or guardian of a current Sudbury Public Schools student.
- ☐ Curtis Middle School Student.
- ☐ Sudbury resident without a current Sudbury Public Schools student.
- ☐ Individual with no direct connection to Sudbury Public Schools.

Which Sudbury Public School(s) do you or your child(ren) attend? *Please select all that apply.*

- ☐ General John Nixon Elementary School
- ☐ Josiah Haynes Elementary School
- ☐ Israel Loring Elementary School
- ☐ Peter Noyes Elementary School
- ☐ Ephraim Curtis Middle School
- ☐ Not Applicable

What grade(s) do you or your child(ren) attend? *Please select all that apply*

- ☐ Grades K - 2
- ☐ Grades 3 - 5
- ☐ Grades 6 - 8
- ☐ Not applicable

On average, how often do you participate in the school lunch program during a typical week? *If you are completing this survey on behalf of multiple students, please answer based on their typical participation.*

- ☐ Every school day
- ☐ 3 to 4 days per week
- ☐ 1 to 2 days per week
- ☐ Rarely
- ☐ Never

If the school lunch program better met your preferences and priorities (or those of your child), how would that affect participation in the program?

- ☐ Participation would increase.
- ☐ Participation would not change.
- ☐ Participation would decrease.
- ☐ Not sure/ not applicable.

If the school lunch program better met your preferences and priorities (or those of your child), how many days per a week would you (or your child) participate in the program?

- ☐ Every school day
- ☐ 3 to 4 days per week
- ☐ 1 to 2 days per week
- ☐ There would be no change
- ☐ Not sure/ not applicable

Please rate the following aspects of the school food service program.

	Very satisfied	Somewhat satisfied	Neither Satisfiers or dissatisfied	Somewhat dissatisfied	Very dissatisfied	Not sure/ not enough experience
Taste of meals	☐	☐	☐	☐	☐	☐
Food quality and freshness	☐	☐	☐	☐	☐	☐
Variety of meal options	☐	☐	☐	☐	☐	☐
Nutritional value of meals	☐	☐	☐	☐	☐	☐
Portion sizes	☐	☐	☐	☐	☐	☐
Lunch offering on early release days	☐	☐	☐	☐	☐	☐
Breakfast snack options	☐	☐	☐	☐	☐	☐

Which improvements to the school lunch program would be most valuable to you or the student(s) you are responding on behalf of? *Please select all that apply*

- ☐ Greater variety of meals and flavors
- ☐ Less reliance on processed foods/ more use of higher quality ingredients
- ☐ More meals that meet my expectations for nutrition and overall healthfulness
- ☐ More appealing vegetarian and plant-based options
- ☐ More information about ingredients and nutrition
- ☐ For purchase snack offerings in addition to the provided lunch
- ☐ No improvements needed

How important are the following additional priorities for the school lunch program?

	Very important	Somewhat important	Not very important	Not at all important	Not sure
Reducing food waste / composting food scraps	☐	☐	☐	☐	☐
Sourcing locally produced foods	☐	☐	☐	☐	☐
Clearer communication about menus and nutritional information	☐	☐	☐	☐	☐

Is there anything else you would like Sudbury Public Schools to know about the school lunch program?

Your answer

Submit

Clear form



**Sudbury Public Schools
School Committee Meeting**

Date: October 19, 2026

Agenda Item: 4j - Review Budget Subcommittee Charge

Recommendation:

Background / Preparation Information:

The Budget Subcommittee was created last year as a way for the Committee to remain informed about our Budget. In the meetings last year, the Business Director prepared a financial report which was reviewed in each meeting. This year there has been a deviation from that format, which is often natural with new members. This year the subcommittee has been reviewing many different areas of fiscal management in their meetings and the agendas are full and they have very large packets, the last of which was just over 700 pages. The subcommittee performs very important work, but it is also important to recognize that the administration has a bandwidth for meeting preparation and participation. Please review the charge of the subcommittee and determine you are comfortable with the current charge or if you want to make any changes.

Attachments:

1-BudgetSubcommitteeCharge
2-030426_BudgetSubcommitteedocx
3-100826_BudgetSubcommitteeAgenda.docx (2) (1)

Action:	XX	Report:	Discussion:	XX
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Sudbury Public School Committee

Budget Subcommittee Charge

Approved May 18, 2026

Mission Statement:

The Budget Subcommittee shall be composed of two members of the Sudbury School Committee, appointed annually by vote of the Committee at its organizational meeting. The Superintendent and the Director of Business and Human Resources shall serve as staff liaisons to support the Subcommittee's work.

Pursuant to M.G.L. c. 71, including §§ 34, 37, and 38N, the School Committee is responsible for establishing educational goals, developing and approving the district budget, and ensuring the responsible fiscal operation of Sudbury Public Schools.

The purpose of the Budget Subcommittee is to support the Committee's work related to annual budget development, long-term fiscal planning, analysis of district revenues, expenditure review, and understanding of capital needs that directly impact budget preparation. The Subcommittee conducts preliminary work, reviews data trends, and, when appropriate, makes recommendations to the full School Committee.

The Subcommittee serves in an advisory capacity only. All budget decisions, policy determinations, and financial votes rest solely with the full School Committee.

Committee Members:

Karyn Jones
Elizabeth Sues
Interim Superintendent
Director of Business and Human Resources

Goals and Objectives: (process)

The Sudbury School Committee hereby establishes the Budget Subcommittee to support the district's fiscal oversight, strategic resource planning, and development of the annual operating budget. The Subcommittee shall:

Budget Development & Expenditures

- Review preliminary budget assumptions and major cost drivers, including staffing levels, special education expenditures, transportation, curriculum needs, technology, and facilities costs.
- Review multi-year expenditure trends and identify areas requiring additional analysis or clarification.
- Monitor special education trends, mandated costs, tuition projections, and service requirements that influence fiscal planning.

Revenue and Funding Sources

- Examine all major revenue streams supporting the SPS operating budget, including:
 - Chapter 70 State Aid;
 - Circuit Breaker reimbursement;

- Medicaid reimbursement;
 - Federal, state, and private grants;
 - Revolving funds and fee-based programs;
 - Town appropriations and local receipts affecting SPS
- Review the timing, volatility, and predictability of revenue sources to inform long-term planning.
 - Evaluation of one-time funds.

Capital Needs and Long-Term Planning

- Review district capital needs, project timelines, and capital forecasts in coordination with the Superintendent, Director of Business and Finance, and Facilities leadership.
- Examine the financial impact of proposed or ongoing capital projects on the annual operating budget.
- Review and discuss multi-year capital planning as it intersects with operational budgeting.

Communication & Transparency

- Support development of clear, accurate budget documentation and communication materials for the School Committee, Town officials, and the public.
- Identify areas requiring further study or presentations at posted School Committee meetings.

Recommendations to the Full Committee

- Prepare draft budget guidelines or planning priorities, when appropriate, for consideration by the full School Committee.
- Recommend topics for agenda items during budget season to ensure transparent and informed decision-making.
- Recommend corrective actions, i.e., contract reviews, spending freezes, RFPs, and audits.

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

The Subcommittee shall provide periodic updates, at least quarterly, to the full School Committee during posted public meetings

Following each meeting, a Subcommittee representative shall notify the School Committee Chair and coordinate any needed follow-up with the full Committee.

Compliance with Open Meeting Law (OML):

The Budget Subcommittee shall operate in full compliance with the Massachusetts Open Meeting Law, including:

- Posting agendas at least 48 hours in advance, not including weekends or holidays;
- Recording, approving, and submitting minutes in accordance with district procedures;
- Maintaining accurate public records of all proceedings;
- Conducting business only with a quorum of Subcommittee members present.

A quorum shall consist of both appointed School Committee members.

Scope of Authority:

The Budget Subcommittee shall not:

- Negotiate contracts;
- Participate in collective bargaining;
- Commit district funds;
- Take any action binding the district; or
- Act on behalf of the School Committee outside its advisory capacity.

All actions requiring a vote must be taken by the full School Committee at a posted public meeting.

Approved by Sudbury School Committee on May 18, 2026.



AGENDA and NOTICE

BUDGET SUBCOMMITTEE MEETING

Sudbury School Committee

Budget Subcommittee Meeting

Wednesday, March 4, 2026

10:30 a.m.

LOCATION

40 Fairbank Road; Sudbury, MA 01776

Training Room 214

Live Link: <https://us02web.zoom.us/j/87437716335>

AGENDA

10:30 a.m. Open Regular Session

(Approximate Time)

1. Public Comment 10 Minutes
 - a. At the start of each regularly scheduled School Committee meeting, community members may address the Committee. Remote attendees on Zoom should use the “Raise Hand” feature (in the Reactions menu, or under “More” on mobile) and must type their full name into the Zoom name field to be called on. Per Policy BEDH, each speaker has up to three (3) minutes and must state their name and city/town. Public comment is not a discussion or debate, but an opportunity to share opinions on matters within the Committee’s authority. Meetings are live-streamed and recorded for SudburyTV; participation constitutes consent to be recorded and broadcast.
2. Business and Policy Matters
 - a. Budget Subcommittee Packet Posting (Discussion / Action) 5 minutes
 - b. Administration Prepared Committee Oversight Packet (Discussion / Action) 30 minutes
 - i. January 2026 Month End Financial Reporting Package
 1. Review and discussion of reported data
 2. Recommendations for format / content enhancements
 - ii. Warrant Key Dates and Milestone Tracker
 1. Review and discussion of reported data
 2. Recommendations for format / content enhancements
 - iii. Contract Review and RFP Update
 1. Review and discussion of reported data
 2. Recommendations for format / content enhancements
 - c. Budget Book Revision, Administration Controls Review, and Possible Recommendation to Re-Vote (Discussion/Action) 10 minutes
3. Future Agenda Items (Discussion) 5 minutes
4. 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 next School Committee Meeting is scheduled for **Monday, March 16, 2026***



SCHOOL COMMITTEE MEETING Budget Subcommittee Meeting

Sudbury School Committee Meeting
Budget Subcommittee Meeting
Thursday, October 8, 2026

LOCATION
Remote

Live Link: <https://us02web.zoom.us/j/87836358755>

AGENDA

9:00 a.m. - Open Session

Approximate Timing

1. Call to Order
2. Public Comment
3. Consent Calendar (Discussion/Action) 5 Mins
 - a. Approval of Minutes (9/4/2026)
4. Continuing Business and Policy Matters (Discussion/Action) 15 Mins
 - a. Annual Policy Requirements: Outstanding Reviews and Approvals
 - i. Policy JJF: Student Activity Accounts
 - ii. Policy GCBA: Professional Staff Salaries Schedule: Professional Staff Salaries
 1. Policy Review; Next Steps
5. Business and Policy Matters (Discussion/Action) 5 Mins
 - a. Policy DIE: FY25 Audit: Receipt of Memo from Acting Director of Business and Human Resources regarding status and anticipated completion of the School Department FY25 Audit and timeline for Budget Subcommittee review of audit findings and recommendations.
 - b. Potential Policies to be reviewed by Budget Subcommittee (Discussion/Action) 10 Mins
 - c. FY28 Transportation Contracts and Procurement Planning (Discussion/Action) 10 Mins
 - i. Transportation/Yellow Bus IFB/RFP
 - d. FY28 Budget Development (Discussion) 25 Mins
 - i. Review FY27 Actual Budget Reductions
 - ii. Review Historical use of Circuit Breaker
 - iii. Budget Comparisons with Peer Districts
 - iv. Reports for next Budget Subcommittee meeting
 - e. FY28 Food Service RFP Planning and Initial Review (Discussion/Action) 20 Mins
 - i. Potential vote on FY28 Food Service RFP review timeline
 - ii. Begin review of current contract and prior procurement documents, DESE requirements and and deadlines, recent district RFPs and awards, and available Information regarding the current SPS food service program.
 - f. Special Education Stabilization Fund (Discussion) 10 Mins
6. Future Agenda Items (Discussion) 5 Mins
 - a. Review Budget Timeline for School Committee Action Required by Policy, MGL, Contract Expirations, RFPs, and Other Time-Sensitive Approvals
 - b. Review Rolling Agenda
7. Adjournment

This listing of matters is those reasonably anticipated by the Budget Subcommittee, 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 next School Committee Meeting is scheduled for October 19, 2026

**Sudbury Public Schools
School Committee Meeting**

Date: **October 19, 2026**

Agenda Item: 5 - Future Agenda Items

Recommendation:

Background / Preparation Information:

This portion of the meeting is an opportunity for members to ask the chair to add items to the rolling agenda. Per OML, there cannot be discussion of any item being requested or any item currently on the rolling agenda. It is also not a discussion of when items might be placed on the agenda. Items requested at a meeting or via email are added to the table. The rolling agenda is not a final version of the agenda items for the year and is subject to change based on conversations between the Chair and the Superintendent.

Attachments:

'26-'27 Committee Rolling Agenda

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

‘26-’27 Committee Rolling Agenda

[November 2, 2026 \(Remote\)](#)

CASE Q1 Report - consent
Policy JKAA, JLCD, JLCDC Step 3
ACCEPT Q1 Report - consent
Haynes and Nixon roof update - if needed
Policy JFBC Step 2
MOA Combined Facilities
NESDEC Enrollment Projections
MCAS Report
Liaison Reports
Minutes

SEA Rep: Peter Ferguson

[November 16, 2026 \(Hybrid\)](#)

Policy JFBC Step 3
School Improvement Plans (11/3/25)
MetroWest Health Study
Discussion to prioritize initiatives (Budget Letter)
Bus RFP final approval
Future Agenda Items
Monthly Accounts Payable and Payroll Warrants Submission
Minutes

SEA Rep: Anneke Bartelsman

[November 30, 2026 \(Remote\) - BUDGET REVIEW](#)

SC Budget Priorities
School Improvement Plans

Minutes

SEA Rep:

[December 7, 2026 \(Hybrid\) - BUDGET REVIEW](#)

Student Services Report

FY28 Budget Planning

- TM Budget Guidance
- Review Budget Drivers
- SC Budget Timeline

Liaison Reports

SEA Rep:

December 14, 2026 (Hybrid) - BUDGET HEARING

Budget Hearing (Special Matter)

FY28 Budget Workshop and Review

Superintendent's Recommended FY28 Budget Workshop (with principals)

Superintendent's FY28 Recommended Budget Vote

Future Agenda Items

Monthly Accounts Payable and Payroll Warrants Submission

Minutes

SEA Rep:

January 11, 2027 (Remote)

Executive Session - review any ES minutes and determine release

FY28 Budget Workshop and Review

FY28 Capital Updates and Town Meeting Warrant Articles

At-A-Glance

Liaison Reports

Minutes

SEA Rep:

January 25, 2027 (Remote)

CASE Collaborative Q2 Report

ACCEPT Collaborative Q2 Report

Budget Book Approval

FY28 Q2 YTD Budget Update

Superintendent Mid-Year Report

SPS Town Report (2026)

Future Agenda Items

Monthly Accounts Payable and Payroll Warrants Submission

Minutes

SEA Rep:

February 8, 2027 (Remote)

SC Goal Review
SC Self Assessment
March Tri-District Meeting Planning
Legislative Forum Discussion
Student Fees for FY28
FY27 Capital Updates and Town Meeting Warrant Articles
Monthly Accounts Payable and Payroll Warrants Submission

Liaison Reports

March 1, 2027 (Hybrid)

SC Meeting Schedule for FY28
PBC Appointment (term ends 5/5)
Per Policy Handbook page 13 - PAC liaison written memo for packet

Future Agenda Items
Minutes
SEA Rep:

March 15, 2027 (Remote)

Legislative Forum
Hearing on School Choice

Liaison Reports
Monthly Accounts Payable and Payroll Warrants Submission
Minutes
SEA Rep:

March 29, 2027 (in person) In Boston

Needs to start at 6:00 p.m. as the Kroc Center closes at 8:00 p.m.
Special Matters - METCO Yearly Report

SEA Rep: None

April 12, 2027 (Hybrid)

Special Matters - Academic Benchmarking (Wellness, ELA and Math)
CASE Q3 report
Accept Q3 Report
School Committee Self Evaluation

Future Agenda Items
Monthly Accounts Payable and Payroll Warrants Submission
Minutes

SEA Rep:

May 3, 2027 (Annual Town Meeting)

Liaison Reports
Minutes

May 24, 2027 (Hybrid)

FY27 Q3 YTD Budget Update
PACs end of year update
School Committee Reorganization
Discuss & approve charge of subcommittees: Policy, Communication, Calendar, etc.

Superintendent Annual Report (Summative)

Future Agenda Items
Monthly Accounts Payable and Payroll Warrants Submission
Minutes

SEA Rep:

June 7, 2027 (Remote)

Special Matters - School AIM Reports - Principals
DC Trip Approval
FY27 Superintendent Evaluation
At-A-Glance Newsletter

Liaison Reports

Minutes

SEA Rep:

June 21, 2027 (Hybrid)

Review ES minutes for release to public if requested - put on meeting in July and January
Draft Superintendent Goals
School Committee Goals

Future Agenda Items

Monthly Accounts Payable and Payroll Warrants Submission

Minutes

July 19, 2027 (Hybrid) - WORKSHOP

FY27 End of Year Annual Budget Report

CASE Q4 Report

Accept Q4 Report

School Committee Goals

Superintendent Goals

Liaison Reports

Monthly Accounts Payable and Payroll Warrants Submission

Minutes

<u>Date Requested</u>	<u>Requested by</u>	<u>Item Requested</u>	<u>Date added to Agenda</u>
May 2026	Community member	Jewish PAC	August 3 August 17
05/24/26	Karyn	Follow up to equity audit	
06/01/26	Julie and Ellen	Jewish PAC	August 3 August 17
06/03/26	Karyn	METCO goals	
06/09/26	Karyn	Sandra and Victor attend meeting for project timeline	Potentially Sept 28
06/14/26	Jessica	SC banner/supplies for community events	
06/15/26	Karyn	District Process regarding student behavior	Handled by Task Force Aug 17 (SC)
06/01/26	Jessica/Andy	Continue MOA work	August 3
06/15/26 9/14/26	Karyn Ellen	Executive Session to Discuss contract renewals	
07/16/26	Karyn	Continue MOA work	August 3
08/03/26	Ellen and Julie	Task Force Presentation on Jewish PAC	August 17
08/03/26	Julie	Setting up criteria for PAC	
08/03/26	Committee	Thank Carmine Gentile for his donation	Sept 14
08/07/26	Community member	Reopen calendar/religious observance discussion	Sept 28
08/09/26	Karyn	Review of Policy IHGB Homeschooling	
08/10/26 8/19/26 8/21/26	Ellen Betsy Karyn	Presentation from Sudbury for Digital Balance	
8/21/26	Karyn	Artificial Intelligence Guidelines	
8/27/26	Karyn/MASC/Attorney	Policy ACL PROTECT Act	Sept 14

9/14/26	Ellen	Jewish PAC discussion	9/28/26
9/14/26	Ellen	Set up a Tech Task Force	
9/14/26	Ellen	Review Tech Policies	
9/29/26	Betsy	Support needs to fulfill financial responsibilities	
10/8/26	Budget Subcommittee	Review of Policy GCBA	
10/8/26	Budget Subcommittee	Review of all D policies	