AMENDED AGENDA and NOTICE
SCHOOL COMMITTEE MEETING
(originally posted on 5/14/26 at 4:10 p.m.; amended on 5/15/26 at 8:45 a.m.)

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

Regular Session Meeting
Monday, May 18, 2026

LOCATION
REMOTE
Dial In: 1 301 715 8592 - Webinar ID: 879 1595 7080
Live Link: https://us02web.zoom.us/j/87915957080

AGENDA

6:45 p.m. - Open Executive Session

1. Executive Session
    a. Motion and vote to meet in executive session and ~~to not~~ return to open session pursuant to Massachusetts General Laws chapter 30A section 21(a) for the following purposes:
        i. Purpose (1) to discuss complaints brought against a public officer, employee, or staff member or individual (OML Complaint - M. Warzynski, 05/13/2026)
        ii. Purpose (7) to review and approve minutes from the Sudbury School Committee Negotiations Subcommittee executive session of May 1, 2025
        iii. Purpose (7) to review and approve minutes from the Sudbury School Committee executive session meetings of May 18, 2026

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. The Chair will alternate between in-person and remote speakers. 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 (Reports) 15 Mins
    a. SEA Report (Michelle Marino)
    b. District Reports
        i. Director of Business and Human Resources
        ii. Assistant Superintendent
        iii. Superintendent

3. Consent Calendar (Discussion/Action) 5 Mins
    a. Approval of Minutes (03/02/2026; 03/16/2026; 03/31/2026)
    b. Approval of Subcommittee Minutes
        i. Tri-District Calendar Review Subcommittee (2/27/2026)
        ii. Budget Subcommittee Minutes (4/30/2026)

c. Approval of Monthly Accounts Payable and Payroll Warrants
d. Receipt of CASE Collaborative's Q3 Report
e. Receipt of ACCEPT Educational Collaborative's Q3 Report
f. Approval of Anti Hate/Anti Bias Task Force Charge
g. Approval of theTriennial Review and Proposed Local Wellness Policy Revisions
h. Receipt of the Superintendent's Implementation Guide for Policy IMDA

4. Business and Policy Matters

a.	Welcome Member Ellen Lederer-DeFrancesco; Review of School Committee Operating Protocols, Policy BA-1	(Discussion/Action)	5 Mins
b.	Discussion Regarding Operational Feedback from Union	(Discussion/Action)	20 Mins
c.	2025-2026 School Committee Goals: Where we are To Date	(Discussion/Action)	10 Mins
d.	2025-2026 School Committee Goal: Teaching, Learning, and Technology	(Discussion/Action)	50 Mins
	i. Review 7th-grade math and the compacted grade 7 / 8 pathway; Recommendations; Next Steps -Presentation from Karen Wolfson, Mathematics Curriculum Coordinator		
	ii. Monitor the implementation of Policy JICJ, Student Use of Technology In schools; Review feedback received this year; Next steps		
	iii. Review and evaluate the integration of digital resources and instructional Technology in classroom instruction; Review feedback received this year; Administration recommendation regarding possible working group; Next Steps		
e.	2025-2026 School Committee Goal: After-School Care & Enrichment	(Discussion/Action)	15 Mins
	i. Review recommendation from administration on whether or not SPS Can provide one classroom in each of the four elementary schools to Parks & Recreation for enrichment opportunities for students after school; Next steps.		
f.	2025-2026 School Committee Goal: Family and Community Engagement	(Discussion/Action)	15 Mins
	i. Conduct a minimum of two community listening sessions; Review feedback From listening sessions; Next steps.		
	ii. Strengthen and support the School Committee's Parent Advisory Council(s) 1. Review feedback from Parent Advisory Councils		
g.	Annual Reorganization of the School Committee	(Discussion/Action)	20 Mins
h.	Approval of Athletic and Extracurricular Activity Fees	(Discussion/Action)	10 Mins
i.	Review 2026-2027 School Committee Meeting Schedule	(Discussion/Action)	10 Mins
j.	Sudbury Pride Day Attendance	(Discussion/Action)	5 Mins
k.	Community Communication	(Discussion/Action)	10 Mins

5. Adjournment

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

The next School Committee Meeting is scheduled for ***Monday, June 1, 2026***

Sudbury Public Schools
School Committee Meeting

Date: **May 18, 2026**

Agenda Item:

Consent Calendar

a. Approval of Minutes (03/02/2026; 03/16/2026; 03/31/2026)
b. Approval of Subcommittee Minutes
    i. Tri-District Calendar Review Subcommittee (2/27/2026)
    ii. Budget Subcommittee Minutes (4/30/2026)
c. Approval of Monthly Accounts Payable and Payroll Warrants
d. Receipt of CASE Collaborative's Q3 Report
e. Receipt of ACCEPT Educational Collaborative's Q3 Report
f. Approval of Anti Hate/Anti Bias Task Force Charge
g. Approval of theTriennial Review and Proposed Local Wellness Policy Revisions
h. Receipt of the Superintendent's Implementation Guide for Policy IMDA.

Recommendation:

Move to approve the consent calendar as presented/amended.

Background Information:

Approval of Subcommittee Minutes: Because the School Committee is reorganizing, these are all the outstanding Subcommittee minutes of the term for the Committee to review and approve.

Approval of Anti Hate/Anti Bias Task Force Charge: Please review April 13, 2026 School Committee Packet regarding Anti Hate/Anti Bias Task Force Charge (page 184): AgendaPacket_04132026_SCMeeting.pdf

Approval of theTriennial Review and Proposed Local Wellness Policy Revisions: This spring, the District School Wellness Committee (SWC) met to conduct the required triennial review of the Local Wellness Policy using the assessment tools developed by Alliance for a Healthier Generation. Committee members participated in reviewing and evaluating the District's wellness practices and the effectiveness of the current Local Wellness Policy, including both the language of the policy and the extent to which the District is implementing the policy across schools and programs.

The assessment questions developed by Healthier Generation align with state and federal requirements, as well as Massachusetts best practices that support the whole child. The review process informed the committee's

revisions to the Local Wellness Policy and helped identify areas of strength, opportunities for growth, and priorities for continuous improvement in student health and wellness.

Receipt of the Superintendent's Implementation Guide for Policy IMDA: The Sudbury School Committee adopted Policy IMDA, Accommodations for Religious and Cultural Observances on December 4. 2025. The policy delegates to the Superintendent the responsibility for developing and disseminating an Implementation Guide for this policy. Per policy, "The guide will outline the operational procedures necessary to implement the policy, including the identification of broadly observed religious and cultural days. It will be reviewed and shared annually with SPS staff, students, families, and affiliated organizations, such as parent-teacher organizations and parent advisory councils. This agenda item serves as receipt of the document. If there are questions regarding the Implementation Guide, this topic can be put on a future agenda for more discussion. Policy IMDA can be found here (page 49): I Section Policies - Google Docs

Reference Materials:

Attachments:

030226_Sudbury School Committee Minutes_DRAFT
031626_Sudbury School Committee Minutes_DRAFT
033126_Sudbury School Committee Minutes_DRAFT
Calendar Review Subcommittee Minutes 2.27.26.docx
DRAFT - Budget Subcommittee Minutes 4.30.26
SC Meeting Warrant Summary - 051826
Letter to School Committee Voted Budget_CASE
ACCEPT Q3 FY26 Executive Director's report (2) (1)
ACCEPT BoD Update Treasurer Q3 report 3.31.26 (1)
DRAFT Sudbury Public Schools' Commitment to Addressing Antisemitism and All Forms of Hate and Bias (1)
1. Triennial Review_ LWP Overview May 2026
2. REV 3- DRAFT Wellness Policy 5.1.26
3. Final DRAFT Wellness Policy 5.8.26
4. SPS Policy Strength Checklist
5. Policy Implementation Assmt
Guide for Implementation of SPS School Committee Policy IMDA: Accommodations for Religious and Cultural Observances

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

Sudbury School Committee
Meeting Minutes - DRAFT
March 2, 2026

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

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

Open Executive Session

Chair Karyn Jones opened the meeting at 7:00 p.m. Jessica McCready, Nicole Burnard, Betsy Sues, Julie Durgin-Sicree and Karyn Jones all confirmed their presence.

Vice Chair Jessica McCready made a motion to vote to convene in executive session and to return to open session pursuant to Massachusetts General Laws chapter 30A section 21(a) for the following purposes. Purpose 3 to discuss strategy with respect to and in preparation for collective bargaining with the Sudbury Nurses Association. Betsy Sues seconded the motion. **All in favor. 5-0**. Motion carries.

Open Regular Session

1. Public Comment
    a. Anh Le, Shrewsbury resident and SPS employee, shared her support of Superintendent Brad Crozier and his commitment to early childhood education. She also emphasized the importance of trust and collaboration between the School Committee and administration.
    b. Tracy Garozzo shared her support for Superintendent Crozier's leadership noting his commitment to serving students and the community. She also shared concerns about recent School Committee conduct and urged the Committee to refocus on collaborative leadership.
    c. Jillian Kelton shared her support of Sudbury Extended Day for their commitment to equity, inclusion and responsive leadership and urged the Committee to recognize the value of the program.
    d. Heather Hancock, Sudbury resident, shared her concern regarding executive session discussions about Superintendent Crozier's contract. She noted his positive evaluations and urged the Committee to consider any actions that could create legal or financial risk.
    e. Beth Lee, Sudbury resident, shared her support of SED and emphasized the program's success within the Sudbury community.
    f. Susan Magoveny Woods, Principal of Nixon Elementary School, shared her support of Superintendent Crozier. She also shared her concerns related to executive session

discussions regarding his contract and urged the Committee to preserve the stability in the District.

g. Vice Chair Jessica McCready motioned to extend public comment giving each new person 1.5 minutes. Nicole Burnard seconded the motion. **All in favor. 5-0**. Motion carries.
h. Lauren Lewis, Wayland resident, shared her support for the District's Central Office leadership and concerns about recent discussions surrounding the Superintendent's contract.
i. Joanna Howarth, Sudbury resident, shared her support for SED noting their inclusivity and family support.
j. Melissa McBride, Sudbury resident, shared her support for SED noting they provide the best child care they can to as many families as they can.
k. Rachel Segien, Sudbury resident, shared her support of SED and how the program has gone above and beyond for her family as well as others in the community.
l. Sara Harvey, Principal of Loring School, shared her support of Superintendent Crozier noting his leadership for creating stable schools, strong teams and conditions that help educators and students succeed.
m. Dan Velonis, Sudbury resident, spoke about fiscal responsibility and transparency. He also shared concerns about the financial risk the town would assume with an early contract buyout of Superintendent Crozier.
n. Stephanie Cohen-Mongeon, Grade 5 teacher in Sudbury, shared her support for Superintendent Crozier citing his fairness, professionalism, and leadership. She also shared concerns about transparency and accountability and the negative impact that can have on staff, families and students.

2. Educational and Operational Matters
    a. SEA Report (Ellen Vedora)
        i. Updates included the Curtis Middle School Science Olympiad team qualifying for the state competition, new sixth grade community-building assemblies, and the annual students vs. staff basketball game.
        ii. She emphasized the importance of collaborative leadership, noting that unity and a shared sense of purpose are essential to the district's success.

    b. District Reports
        i. Director of Business and Human Resources' Report
            1. Nothing new to report to the Committee.

        ii. Assistant Superintendent's Report
            1. Summer programing ESY letters to families have been sent out and Explore applications are being accepted for ESY students.

        iii. Superintendent's Report
            1. The new art show was celebrated last week.
            2. The Curtis Musical, Disney's Descendents, will be presented from March 12th - March 15th.
            3. Unified basketball has begun with practices and games scheduled. They will end their season with a jamboree at the end of March.

3. Consent Calendar
    a. Monthly Accounts Payable and Payroll Warrants Submissions
    b. Update Charge of the Negotiations / Labor Relations Subcommittee
        i. A question related to whether counsel has reviewed the Negotiations Labor Committee charge was asked.
        ii. Vice Chair Jessica McCready motioned to approve the Consent Calendar minus the update charge of the Negotiations Labor Relations Subcommittee. Julie Durgin-Sicree seconded the motion. **All in favor. 5-0.** Motion carries.

4. Continuing Business and Policy Matters
    a. After-School Care and Enrichment
        i. Administrative update regarding transportation and equitable access to after-school programs, followed by discussion with Amy Hamilton, Director of Parks, Recreation & Aquatics, on after-school programming models and opportunities for collaboration between Parks and Recreation and the school district.
            1. Ms. Zeng and Ms. Hamilton shared a presentation outlining what a partnership between Sudbury Parks and Rec and SPS would look like.
            2. They shared information on enrichment opportunities, a model program and successful outcomes in other districts.
            3. Questions from the Committee included timeline, transportation, space usage, the option of a pilot, the number of children participating in other districts and what kind of spaces were utilized in other districts.
            4. An update on transportation options was shared.
            5. Questions focused on whether different morning and afternoon stops would be an option, data about different ridership, number of buses that drop off at elementary then Curtis, space availability at Curtis and next steps.

5. New Business and Policy Matters
    a. Policy BDB: Step 2 - Review, Discussion, and Potential Vote for Counsel Review
        i. JLCD, Administering Medicines to Students
        ii. IHBAA, Observations of Special Education Programs
            1. Clarification on medications listed in Policy JLCD was asked, as well as the changes to Policy IHBAA and whether those changes originated from the attorney.

    b. Policy BDB: Step 3 - Potential Vote to Adopt
        i. New - IJNDG, Generative Artificial Intelligence Policy for Teachers and Students
            1. This policy will come back to a future agenda.

    c. FY27 CPC Application: Superintendent and School Committee Recommendations
        i. Due to deterioration of the surface of the Haynes playground, this article is being submitted for consideration.

1. Questions from the Committee focused on the warranty, the smaller playground, whether other schools are seeing similar surface conditions and whether we are keeping the existing structures and equipment.

d. Superintendent Update regarding the Anti-Hate/Anti-Bias Task Force and Sudbury School Committee Appointment
   i. Application emails have been sent and the deadline for collecting them is upcoming.
   ii. Recommendations for Task Force members will be brought back to the Committee.
   iii. Vice Chair, Jessica McCready, motions to appoint Karyn Jones to the Anti-Hate Anti-Bias Task Force. Nicole Burnard seconded the motion. **All in favor. 5-0.** Motion carries.

e. Consideration of One-Year Extension of Bus Transportation Contract
   i. The SPS transportation contract is shared with LS. We are in option year one of two. The recommendation is for the School Committee to vote on the last one year extension.
   ii. Questions from the Committee included length of time contracted with First Student.
   iii. Vice Chair Jessica McCready motioned to approve a one year extension of bus transportation contract. Nicole Burnard seconded the motion. **All in favor. 5-0.** Motion carries.

f. Consideration of School Fees for the 2026-2027 School Year
   i. Director of Business and Human Resources, Don Sawyer, walked the Committee through the fees proposed and provided peer district fees.
   ii. No recommended fee increase for transportation.
   iii. No space rental fee increase for facility use. A small rate increase in custodial fees was proposed.
   iv. Questions related to events requiring custodial fees and how bus fees originated were raised by the Committee.
   v. No fee increase for instrumental fees was recommended.
   vi. Related to the Athletic Extracurricular fees, since more data analysis is needed, is it recommended that the Budget Subcommittee will review and bring back to a future meeting for review / approval.
   vii. Vice Chair Jessica McCready motioned to approve the school fees as discussed for the 2026-2027 school year with the exception of the athletic and extracurricular fees. Betsy Sues seconded the motion. **All in favor. 5-0**. Motion carries.

g. Review of Potential Updates to School Committee Handbook
   i. This agenda item will be brought to the next meeting.

6. Adjournment
   a. Vice Chair Jessica McCready motioned to adjourn the March 2, 2026 School Committee meeting at 9:47 p.m. Nicole Burnard seconded the motion. **All in favor. 5-0.** Motion carries.

Respectfully Submitted,
Julie Williams
Executive Assistant to the Superintendent

Documents Reviewed During the March 2, 2026 School Committee Meeting

1. **SC Meeting Warrant Summary - 030226**
2. **DRAFT Negotations-LaborRelationsSubcommitteeCharge**
3. **2025-2026 School Committee Goals Mid-Year Target Update - Afterschool Care and Enrichment**
4. **Recreation School Programming v2**
5. **Memo related to Policy JLCD**
6. **Current Policy - JLCD**
7. **DRAFT - JLCD from Counsel**
8. **DRAFT - IHBAA**
9. **DRAFT Reviewed from Policy Subcommittee - IJNDG**
10. **FY27 SPS CPC Haynes Playground presentation to SPS SC 3.2.2026**
11. **SudburyPublicSchoolsCommitmenttoAddressingAntisemitismandAllFormsofHateandBias**
12. **Memo_SC_FY27 Bus Contract Optional Year 2_260217**
13. **Memo_SC_FY27 FeeRecommendation_260302**
14. **DRAFT_20-_20SchoolCommitteeHandbook_20(1)**

Sudbury School Committee
Meeting Minutes - DRAFT
March 16, 2026

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

Also Present:
Brad Crozier, Superintendent
Annette Doyle, Assistant Superintendent
Don Sawyer, Director of Business and Human Resources
Representative Carmine Gentile
Senator Jamie Eldridge
Eric Sims

Open Executive Session
Chair Karyn Jones opened the meeting. Betsy Sues, Jessica McCready, Nicole Burnard, Julie Durgin-Sicree and Karyn Jones all confirmed their presence.

Open Regular Session

1. Public Hearing
    a. 2026-2027 School Choice Public Hearing
    b. 2026-2027 School Choice Vote
        i. Vice Chair Jessica McCready motioned to open the School Choice Public Hearing 2025-2026 for Sudbury Public Schools. Betsy Sues seconded the motion.
            1. ROLL CALL VOTE:
                a. Nicole Burnard: Aye
                b. Betsy Sues: Aye
                c. Jessica McCready: Aye
                d. Julie Durgin-Sicree: Aye
                e. Karyn Jones: Aye
                    i. **Vote: 5-0**. Motion carries.
        ii. There were no questions asked by Committee members or members of the public.
        iii. Vice Chair Jessica McCready motioned to close the School Choice Public Hearing 2025-2026 for Sudbury Public Schools. Betsy Sues seconded the motion.
            1. ROLL CALL VOTE:
                a. Nicole Burnard: Aye
                b. Julie Durgin-Sicree: Aye
                c. Betsy Sues: Aye
                d. Jessica McCready: Aye

e. Karyn Jones: Aye
    i. **Vote: 5-0**. Motion carries.

iv. Vice Chair Jessica McCready motioned to decline participation in the School Choice Program for the 2026-2027 school year and affirm School Committee Policy JFBB-1. Betsy Sues seconded the motion.
    1. ROLL CALL VOTE:
        a. Nicole Burnard: Aye
        b. Betsy Sues: Aye
        c. Julie Durgin-Sicree: Aye
        d. Jessica McCready: Aye
        e. Karyn Jones: Aye
            i. **Vote: 5-0**. Motion carries.

2. Executive Session
    a. Chair Karyn Jones made a motion and vote to convene in executive session and to return to open session pursuant to Massachusetts General Laws chapter 30A section 21(a) for the following purposes. Purpose 3 to discuss strategy with respect to and in preparation for collective bargaining with the Sudbury Nurses Association, purpose 7 to review and approve minutes from the Sudbury School Committee executive session meetings of February 5, 2026, February 9, 2026, March 2, 2026 and March 13, 2026 and purpose 7 to comply with, or act under authority of, any general or special law or federal grant-in-aid requirements, specifically the Open Meeting Law, G.L.c. 30A 22(f), (g), relative to the School Committee's executive session minutes for the following dates, (1) February 5, 2026 and (2) February 9, 2026. Vice Chair Jessica McCready seconded the motion.
        i. ROLL CALL VOTE:
            1. Nicole Burnard: Aye
            2. Julie Durgin-Sicree: Aye
            3. Betsy Sues: Aye
            4. Jessica McCready: Aye
            5. Karyn Jones: Aye
                a. **Vote: 5-0.** Motion carries.
    b. Vice Chair Jessica McCready confirmed the Committee will enter into executive session and to return to open session pursuant to Massachusetts General Laws chapter 30A section 21(a) for the following purposes. Purpose 3 to discuss strategy with respect to and in preparation for collective bargaining with the Sudbury Nurses Association, purpose 7 to review and approve minutes from the Sudbury School Committee executive session meetings of February 5, 2026, February 9, 2026, March 2, 2026 and March 13, 2026 and purpose 7 to comply with, or act under authority of, any general or special law or federal grant-in-aid requirements, specifically the Open Meeting Law, G.L.c. 30A 22(f), (g), relative to the School Committee's executive session minutes for the following dates, (1) February 5, 2026 and (2) February 9, 2026.

3. Chair Karyn Jones confirmed the Committee has returned from executive session at 7:38 p.m. and welcomed Senator Jamie Eldridge and Representative Carmine Gentile.

4. Special Matters - Legislative Forum

a. Senator Jamie Eldridge and Representative Carmine Gentile
    i. Updates on initiatives that have been implemented in this past year that specifically impact the students in Sudbury Public Schools
    ii. Initiatives / Bills for upcoming year that specifically will impact the students in Sudbury Public Schools
    iii. Q & A from Members
        1. Representative Gentile provided an update regarding legislative education related matters including Chapter 70 funding, an early literacy bill and a pending cell phone restriction policy.
        2. Senator Eldridge shared updates regarding the per pupil funding increase, the Student Opportunity Act, transportation funding and financial challenges school districts continue to face.
        3. Questions from the Committee surrounded advocacy efforts, Ed Tech regulations, funding for personal device storage, challenges related to obtaining multiple transportation bids, electric bus legislation, areas the Committee should focus on in the future and the process for Chapter 70 funding being received directly vs. through the Town.

5. Public Comment
    a. Susan Magoveny Woods, Principal of Nixon School, urged the Committee to seek feedback from educators and staff who work closely with district leadership. She shared her support for Superintendent Crozier as well as members of the administration for their commitment to student safety, achievement and inclusive school environments.
    b. Caroline Archambault, Sudbury resident, shared her appreciation for the Committee's volunteer service and shared concerns about transparency and communication surrounding major decisions and encouraged the Committee to recommit to stronger community engagement moving forward.
    c. Lindsey Giesen, shared her appreciation for the Committee and thanked them for promoting accountability, transparency and data driven decision making.

6. Consent Calendar
    a. Receipt of the CASE Capital Revision Notice
    b. Approval of Minutes (01/14/26, 01/15/26 and 01/20/26)
    c. Policy Adoption - BGB Step 3, Action: Adopt policies JLCD, Administering Medicines to students and IHBAA, Observations of Special Education Programs, effective immediately as presented
    d. Appointment of members to the Anti Hate / Anti Bias Task Force
    e. Approval of survey to be distributed to Parent Advisory Councils to gather input for the annual review process described in the School Committee Handbook
        i. Questions related to the Anti Hate / Anti Bias Task Force were asked as well as questions related to the survey's creation. The Committee recommended removing the survey from the Consent Calendar for further review.
        ii. Vice Chair Jessica McCready motioned to approve the Consent Calendar with the exception of the survey for the PAC's. Betsy Sues seconded the motion.
            1. ROLL CALL VOTE:
                a. Nicole Burnard: Aye
                b. Jessica McCready: Aye

c. Julie Durgin-Sicree: Aye
d. Betsy Sues: Aye
e. Karyn Jones: Aye
i. **Vote: 5-0**. Motion carries.

iii. The Committee then discussed the survey. Concerns related to following the established process were shared.

iv. Vice Chair Jessica McCready motioned to approve sending out the created survey to the SEPAC and the LGBTQ+ PAC. Betsy Sues seconded the motion.

1. ROLL CALL VOTE:
a. Julie Durgin-Sicree: Aye
b. Nicole Burnard: No
c. Betsy Sues: Aye
d. Jessica McCready: Aye
e. Karyn Jones: Aye
i. **Vote: 4-1**. Motion carries.

7. Business and Policy Matters

a. Vote on the agreement between the Sudbury School Committee and the Sudbury Nurses Association and vote to authorize the Chair of the School Committee, in collaboration with the Superintendent to draft and issue a press release to the community based on the outcome of the ratification vote

i. Vice Chair Jessica McCready thanked both the Association and Sudbury School Committee for their professionalism during the negotiations process.

ii. Vice Chair Jessica McCready motioned to accept and approve the memorandum of agreement between the Sudbury School Committee and the Sudbury Nurses Association signed by the Subcommittee Chair on March 12, 2026. Nicole Burnard seconded the motion.

1. ROLL CALL VOTE:
a. Nicole Burnard: Aye
b. Jessica McCready: Aye
c. Betsy Sues: Aye
d. Julie Durgin-Sicree: Aye
e. Karyn Jones: Aye
i. **Vote: 5-0.** Motion carries.

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

1. ROLL CALL VOTE:
a. Julie Durgin-Sicree: Aye
b. Jessica McCready: Aye
c. Nicole Burnard: Aye
d. Betsy Sues: Aye
e. Karyn Jones: Aye
i. **Vote: 5-0.** Motion carries.

b. Climate leader communities program certification, including discussion of the fuel efficient vehicle policy adopted in 2012 and possible amendments
    i. Eric Sims, Sustainability Coordinator
        1. Eric Sims reviewed the goals of the policy, the protocols for selecting replacement vehicles, and the prioritization of zero-emission options. He noted that the policy is intended to complement existing vehicle replacement procedures.
        2. Questions from the Committee surrounded budgetary impacts, vehicles nearing the end of their usable life, funding sources, whether all three cost centers need to agree for certification purposes and which legal counsel would review the policy.
        3. Vice Chair Jessica McCready motioned to direct the Superintendent to meet with the Superintendent of the Lincoln-Sudbury Regional School District, or their designee, and the Town Manager, or their designee, to review the proposed Zero-Emission Vehicle First Policy, consult with counsel and bring back proposed redlines to the current Fuel Efficient Vehicle Policy for the School Committee's consideration at the April School Committee meeting for potential adoption. Betsy Sues seconded the motion.
            a. ROLL CALL VOTE:
                i. Julie Durgin-Sicree: Aye
                ii. Betsy Sues: Aye
                iii. Nicole Burnard: Aye
                iv. Jessica McCready: Aye
                v. Karyn Jones: Aye
                1. **Vote: 5-0**. Motion carries.

c. Review and evaluation of digital resources and instructional technology used in classroom and homework instruction, including data on technology product usage and recommended digital learning practices within the curriculum to support fidelity of implementation.
    i. Assistant Superintendent Doyle provided an update to the Committee regarding active use of technology. She reviewed how technology is used and the amount of time students actively engage with technology.
    ii. Questions from the Committee surrounded the potential removal of devices during the school day and an inventory of current learning tools.

d. Training and discussion on privileged materials; process for handling records requests with the Record Requests Officer, including changes made following the Boston Globe matter and other privileged information redactions
    i. In response to the Boston Globe data breach, new procedures have been put into place to ensure student data is fully redacted. Electronic software and district oversight from counsel is now in place. All requests will now go through the Records Access Officer to help ensure confidentiality.
    ii. Concerns from the Committee surrounded the process for releasing requested information. Questions from the Committee surrounded whether affected families had been notified and whether additional training is needed.

iii. Vice Chair Jessica McCready motioned that the Sudbury School Committee request training from District counsel regarding attorney-client privilege, including the handling of privileged communications and procedures to follow if privileged information is inadvertently received or disclosed. Betsy Sues seconded the motion.
    1. ROLL CALL VOTE:
        a. Julie Durgin-Sicree: Aye
        b. Nicole Burnard: Aye
        c. Jessica McCready: Aye
        d. Betsy Sues: Aye
        e. Karyn Jones: Aye
            i. **Vote: 5-0**. Motion carries.

e. Policy BGB, Step 3: Review counsel feedback on proposed policy revisions based on School Committee input; potential vote to adopt
    i. Vice Chair Jessica McCready motioned to adopt policy IJNDG, as presented. Betsy Sues seconded the motion.
        1. ROLL CALL VOTE:
            a. Julie Durgin-Sicree: Aye
            b. Nicole Burnard: Aye
            c. Betsy Sues: Aye
            d. Jessica McCready: Aye
            e. Karyn Jones: Aye
                i. **Vote: 5-0**. Motion carries.

f. Extended Day Program Operation RFP; Update & Evaluation Committee
    i. Mr. Sawyer reviewed the makeup of the evaluation committee and shared that the RFP is due on March 26, 2026. Any questions that have been asked related to the RFP will be answered and sent to all providers interested.
    ii. Questions from the Committee surrounded the evaluation process, whether the Committee could ask questions to the evaluators. Concerns were shared about balanced representation among evaluators and a recommendation was made for evaluator training.

g. Discussion around process of annual calendar approval
    i. Member Sues reviewed the draft annual calendar approval process to be added to the School Committee handbook.
    ii. Questions from the Committee focused on staff and student absentee data.
    iii. Vice Chair Jessica McCready motioned to incorporate the document that Betsy prepared on the calendar review into the Sudbury School Committee handbook as presented. Julie Durgin-Sicree seconded the motion.
        1. ROLL CALL VOTE:
            a. Betsy Sues: Aye
            b. Nicole Burnard: Aye
            c. Julie Durgin-Sicree: Aye
            d. Jessica McCready: Aye
            e. Karyn Jones: Aye

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

h. Superintendent and School Committee Community Communication
   i. The intent of this agenda item is to create a communication addressing matters related to the School Committee's legal responsibilities and obligations.
   ii. Recommended changes were suggested and agreed upon.
   iii. A member requested to have her name removed from the communication.
   iv. Vice Chair Jessica McCready motioned to approve the School Committee community communication as amended. Chair Karyn Jones added "and to authorize Betsy to include additional information as discussed." Vice Chair Jessica McCready seconded the amendment.
      1. ROLL CALL VOTE:
         a. Nicole Burnard: No
         b. Julie Durgin-Sicree: Aye
         c. Jessica McCready: Aye
         d. Betsy Sues: Aye
         e. Karyn Jones: Aye
            i. **Vote: 4-1**. Motion carries.

8. Adjournment
   a. Vice Chair Jessica McCready motioned to adjourn the March 16, 2026 meeting at 10:47 p.m. Betsy Sues seconded the motion.
      i. ROLL CALL VOTE:
         1. Julie Durgin-Sicree: Aye
         2. Nicole Burnard: Aye
         3. Betsy Sues: Aye
         4. Jessica McCready: Aye
         5. Karyn Jones: Aye
            a. **Vote: 5-0**. Motion carries.

Respectfully Submitted,
Julie Williams
Executive Assistant to the Superintendent

Documents Reviewed During the March 16, 2026 School Committee Meeting

1. **School Choice Public Hearing**
2. **JFBB-1**
3. **Updated Questions for Legislative Forum**
4. **CASE Capital Revision Notice February 2026**
5. **011425_Sudbury School Committee Minutes_DRAFT**
6. **011526_Sudbury School Committee Minutes_DRAFT**
7. **012026_Sudbury School Committee Minutes_DRAFT**
8. **DRAFT JLCD, Administering Medicines to Students**
9. **DRAFT IHBAA, Observations of Special Education Programs**
10. **DRAFT IHBAA, Clean**
11. **DRAFT Parent Advisory Council Annual Review Survey - Google Forms**

12. **Fuel-Efficient-Vehicle-Policy-SPS-2012**
13. **SPS-memo-Zero-Emissions-Vehicle-First-policy-3-10-26**
14. **SPS-Zero-Emissions-Vehicle-First-Policy-adoption-letter-draft.docx**
15. **Sudbury-Zero-Emissions-Vehicle-First-Policy-draft.docx**
16. **2025-2026 School Committee Goals Mid-Year Target Update**
17. **Technology Follow Up for School Committee**
18. **DRAFT_ Policy Subcommittee IJNDG**
19. **Counsel Review IJNDG**
20. **Chapter 30B**
21. **Calendar Review -- School Committee Handbook Draft**
22. **DRAFT SPS Family Communication**
23. **Garofalo Email**

Additional Documents Review

1. **Eric Sims Presentation**

Sudbury School Committee
Meeting Minutes - DRAFT
March 31, 2026

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

Also Present:
Brad Crozier, Superintendent
Annette Doyle, Assistant Superintendent
Leslie Smart, METCO Director

Absent:
Don Sawyer, Director of Business and Human Resources

Open Regular Session
Chair Karyn Jones opened the meeting at 6:02 p.m. She confirmed all members of the Committee are present.

1. Public Comment
    a. None

2. District Reports
    a. School Committee Chair
        i. Thank you to Representative Carmine Gentile and his continued support of Sudbury Public Schools
            1. Chair Jones thanked Representative Carmine Gentile for including $50,000 in the FY26 House supplemental budget to support Sudbury Public Schools students receiving specialized services and shared her appreciation for his continued partnership.

    b. Director of Business and Human Resources Report
        i. Mr. Sawyer was not present.

    c. Assistant Superintendent Report
        i. SOA Progress Report
            1. Assistant Superintendent Doyle shared an update on the Student Opportunity Act progress report that is submitted annually.

    d. Superintendent's Report

i. Kindergarten registration closes tomorrow. We are currently exceeding census projections.
ii. The Special Olympics for students in grades 6-8 through CASE Collaborative is coming up.
iii. The final unified basketball game of the season will be held in Ashland as a jamboree event.
iv. Questions from the Committee surrounded NESDEC enrollment numbers.

3. New Business & Policy Matters
    a. METCO FY26 Report, Leslie Smart, METCO Director
        i. Progress update regarding 2024-2025 METCO goals and initiatives:
            1. Establishment of elementary-level mentoring groups to support student connection and belonging
            2. Recruitment of METCO parent/family ambassadors to strengthen family engagement and provide insight
            3. Expansion of cultural competency and responsiveness training for staff and faculty
            4. Collaboration with Cabinet on strategic allocation of resources to support student success
            5. Ongoing monitoring and evaluation of programming, including use of data and evidence to assess impact
        ii. Discussion of proposed priorities, goals, and initiatives for the 2026-2027 school year, improve access to district opportunities, and strengthen engagement with families and
        iii. Q & A with families regarding METCO FY26 Report
            1. METCO Director, Leslie Smart, thanked all parents and colleagues for their support in attending the presentation.
            2. She then shared the annual METCO presentation, highlighting enrollment updates, a funding overview, student achievements, family and community partnerships as well as grant awards.
            3. Comments from METCO families included thanks to Mr. Shaw and the bus driver for their commitment to Boston families, requests for additional parent engagement opportunities, and an appreciation for the program, advisors, and teachers.
            4. Questions from the Committee surrounded the number of METCO students and how that gets chosen, transportation logistics and funding as well as after-school activities. Additional discussion focused on summer programming opportunities for METCO students, success rates in the METCO program, the number of METCO SPS students who continue on to LS, and why larger METCO programs may be more appealing to Boston families. The Committee also discussed opportunities for increased engagement with Boston families and the possibility of including a METCO parent as a non-voting member of the School Committee.

4. Consent Calendar
    a. Approval of the Victor School - Sudbury Campus
    b. Approval of updated Negotiations / Labor Relations Subcommittee Charge

c. Receipt of Ephraim Curtis Middle School solar renderings
    i. A request to pull the Subcommittee charge was requested asking if the edits and wording of the charge was from the attorney.
    ii. Vice Chair Jessica McCready motioned to approve the Consent Calendar as amended. Betsy Sues seconded the motion. **Vote: 4-1.** Motion carries.

5. New Business & Policy Matters, continued
    a. Review Budget Subcommittee recommendation regarding the Transportation RFP priorities including electric and alternative-fuel bus options and potential vote
    b. Potential vote regarding FY28 Budget Development Timeline
        i. The Budget Subcommittee met and discussed priorities for the bus RFP including dual pricing, and a pilot electric bus program. Further review is needed regarding feasibility and funding opportunities.
        ii. Questions included consideration of a rent to own option.
        iii. The Budget Subcommittee also reviewed the current timeline to determine whether adjustments are needed to allow time for priority setting, cost analysis, and forecasting.
        iv. The Committee shared their feedback including the desire for earlier budget planning, priorities to advocate for increased guidance and budget options while acknowledging budget constraints.

6. Liaison Reports
    a. SEPAC, LGBTQ+ PAC, Select Board, Finance Committee, LS Regional High School, Energy & Sustainability Committee, Park and Recreation Commission, MASC Delegate
    b. Subcommittee Reports: Policy, Budget, Negotiations / Labor Relations, Calendar Review
        i. 2025-2026 Policy Subcommittee work completed
        ii. 2026-2026 Tri-District calendar review work completed
            1. The LGBTQ+ PAC continues to meet and work to finalize their bylaws.
            2. LS has finalized their regional agreement, finished negotiations for additional calendar observances and hired a new interim Finance Director.
            3. Initial budget discussions are under way with the Finance Committee.

7. Adjournment
    a. Vice Chair Jessica McCready motioned to adjourn the March 31, 2026 Sudbury School Committee meeting at 7:50 p.m. Nicole Burnard seconded the motion. **All in favor. 5-0.** Motion carries.

Respectfully Submitted,
Julie Williams
Executive Assistant to the Superintendent

Documents Reviewed During the March 31, 2026 School Committee Meeting

1. **SPS SOA FY26 Progress Report**
2. **METCO-organizational-brochure**
3. **METCO School Committee/Parent Meeting 2025-2026 FINAL DRAFT**
4. **Crozier Memo_Victor School**

5. **The Victor School Approval**
6. **DRAFT Negotations-LaborRelationsSubcommitteeCharge**
7. **render_1**
8. **render_2**
9. **Transportation RFP Priorities, Including Electric and Alternative Fuel Bus Options Memo**
10. **First Student and Cincinnati Public Schools to Deploy District's First Electric School Buses - First Student, Inc_**
11. **First Student Launches Six New Electric School Buses in Pennsylvania from EPA Round One Funding - First Student, Inc_**
12. **First Student Partners with Tacoma Public Schools to Introduce New Electric School Buses - First Student, Inc_**
13. **First Student to Boost Student Safety with Deployment of 40 New Electric School Buses in Pontiac, Michigan - First Student, Inc_**
14. **Arlington Awarded EPA Clean School Bus Rebate _ Arlington Public Schools**
15. **Healey-Driscoll Administration Awards Over $9.5 Million to Electrify Public School Buses _ MassCEC**
16. **State Awards $11.7 Million to Electrify Public School Buses - BusinessWest**
17. **FY27 Budget Book Budget Timeline**
18. **CommunityBudgetLetter**
19. **Memo_Budget Subcommittee_FY28 Budget Planning Outline (1)**
20. **Updates**
21. **March_April Newsletter .docx**

SPS Calendar Review Subcommittee Meeting Minutes
February 27, 2026
10:00 AM
Hybrid Meeting

Calendar Review Subcommittee
Nicole Burnard
Elizabeth (Betsy) Sues
Brad Crozier, Superintendent

1. Elizabeth Sues opened the Calendar Review Subcommittee at 10:00 AM.
    a. Roll Call Vote:
        1. Nicole Burnard Aye
        2. Betsy Sues Aye
        Vote: 2-0 Motion carries.

2. Public Comment:
    a. The Committee did not receive any public comments.

3. Business and Policy
    a. The Committee reviewed the amended Calendar Subcommittee Charge approved by the full School Committee on December 15, 2025.

    b. The Committee discussed annual and periodic data needed to support the annual calendar review and the need to obtain input from the full committee.

    c. Nicole Burnard motioned to approve the minutes as presented for the September 10, 2025, and October 3, 2025, Calendar Review Subcommittee meetings. Betsy Sues seconded the motion.

    Roll Call Vote:
        1. Nicole Burnard Aye
        2. Betsy Sues Aye
        Vote: 2-0 Motion carries.

4. Adjournment
    a. Betsy Sues motioned to adjourn the Calendar Review Subcommittee at 10:31 AM. Nicole Burnard seconded the motion.

    Roll Call Vote:
        1. Nicole Burnard Aye
        2. Betsy Sues Aye
        Vote: 2-0 Motion carries.

DRAFT

Sudbury Public Schools
SPS Budget Subcommittee Meeting Minutes

Thursday, April 30, 2026
11:00 AM
Hybrid Meeting

SPS Budget Subcommittee
Jessica McCready
Betsy Sues
Brad Crozier, SPS Superintendent
Don Sawyer, SPS Director of Business

Guests/Invitees Present
Andy Sheehan, Sudbury Town Manager
Victor Garofalo, Assistant Town Manager/ Finance Director

1. Betsy Sues opened the Budget Subcommittee at 11:00 AM.
    a. Roll Call Vote:
        1. Jessica McCready Aye
        2. Betsy Sues Aye
        Vote: 2-0 Motion carries.

2. Public Comment:
a. The Budget Subcommittee did not receive any public comments.

3. Business and Policy
a. The Budget Subcommittee reviewed and discussed the administration-prepared March 2026 Budget Subcommittee reporting package, including the month-end financial reports, the Town warrant key dates and timeline tracker, and the RFP timeline. The Subcommittee discussed that administration will prepare a five-year forecast this year to support financial planning.

The Subcommittee also discussed the upcoming bus transportation and food service RFP and tasked administration with preparing a detailed timeline for both RFP processes. With respect to the transportation RFP, the Subcommittee discussed the need to coordinate with Lincoln-Sudbury Regional High School, given the shared bus services, and to evaluate the appropriate strategy for structuring the RFP. The Subcommittee discussed including pricing options for both the current service model and a potential electric bus option, which could be structured as a phased-in approach or pilot program. The Subcommittee also discussed the need to obtain input from the full School Committee regarding any additional questions or considerations to be addressed as part of the RFP process.

b. The Budget Subcommittee reviewed the recommended athletic and extracurricular fees and discussed the need for additional participation data for clubs before finalizing its recommendation. The Subcommittee requested that administration obtain club participation levels to help inform the decision. This item will be brought to the full School Committee for further discussion and input.

c. The Budget Subcommittee discussed the timing for identifying budget priorities for the upcoming budget cycle. Administration acknowledged that priorities should be established in the summer to allow sufficient time to gather information, evaluate proposed initiatives, and assess related budget impacts.

Subcommittee members expressed a preference to review administration's cost and feasibility analysis for potential initiatives, including whether initiatives could be implemented responsibly through multi-year planning, phased implementation, partial implementation, or other approaches given fiscal constraints. The Subcommittee also discussed the need to obtain input from the full School Committee.

DRAFT

d. The Subcommittee reviewed proposed updates to the school website related to records requests. The discussion included adding information to promote consistent understanding of applicable fees, guidance for narrowing requests to support an efficient process, and the capacity of the Records Access Officer to manage the increasing volume of requests.

The Subcommittee discussed the need to coordinate with the Town on any publicly shared data, if the District seeks additional funding through an override. The Subcommittee emphasized the importance of controls over the completeness and accuracy of such data and acknowledged the Town's intent to establish a working group with representatives from each cost center.

e. Jessica McCready motioned to approve the minutes as presented for the March 26, 2026 Budget Subcommittee meetings. Betsy Sues seconded the motion.

Roll Call Vote:

1. Jessica McCready Aye
2. Betsy Sues Aye

Vote: 2-0 Motion carries.

4. Adjournment

a. Jessica McCready motioned to adjourn the Budget Subcommittee at 12:29 PM. Betsy Sues seconded the motion.

Roll Call Vote:

1. Jessica McCready Aye
2. Betsy Sues Aye

Vote: 2-0 Motion carries.

DRAFT

SUDBURY PUBLIC SCHOOLS

Office of the Director of Business and Human Resources

To: School Committee

Date: 5/11/26

RE: FY26 Accounts Payable & Payroll Warrants Processed

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

Date:	Warrant Type:	Warrant #:	Amount $:
5/14/26	Accounts Payable	1264	$178,594.19
5/14/26	Accounts Payable	1263	$3,626.84
5/14/26	Accounts Payable	1262	$258,251.72
4/30/26	Accounts Payable	1261	$345,977.54
4/23/26	Accounts Payable	1260	$312,292.24
4/16/26	Accounts Payable	1259	$154,213.46
4/16/26	Accounts Payable	1258	$13.58
4/16/26	Accounts Payable	1257	$3,187.40
5/8/26	Payroll	P/R 5/14/26	$1,621,499.13
4/24/26	Payroll	P/R 4/30/26	$1,635,853.06
4/10/26	Payroll	P/R 4/16/26	$1,616,700.35

Donald R. Sawyer
Director of Business and Human Resources

CASE COLLABORATIVE
Nurturing and inspiring every child to learn and grow

Central Office
120 Meriam Road
Concord, MA 01742
Tel: 978-318-1534
Fax: 978-371-7858

Sanchita Banerjee, Executive Director
CASE Collaborative
120 Meriam Rd
Concord, MA 01742

To the Chair of the School Committee,

This letter is to inform you that the CASE Collaborative Board of Directors voted to approve the Collaborative budget for Fiscal Year 2027. Based on the regulations 603 CMR 50.04, each Board Member is required to submit the annual budget and tuition rate to your School Committee. Below you will find CASE's budget and tuition rates for FY27.

Providing this information to the School Committee satisfies the requirement of 603 CMR 50.04.

Thank you,
Sanchita Banerjee
Executive Director

FY27 CASE COLLABORATIVE BUDGET TOTALS

FY27 BUDGET TOTALS	FY25 Actual Expenses	FY26 Approved Budget	FY27 Proposed Budget		FY26 to FY27 $ Change	FY26 to FY27 % Change
PROGRAM TOTAL	**$9,218,259**	**$9,822,376**	**$10,323,314**		**$500,938**	**5.1%**
Salary & Benefits	$7,411,130	$8,779,245	$9,224,084		$444,839	5.1%
Non-Salary	$1,807,128	$1,043,131	$1,099,230		$56,099	5.4%
ESY TOTAL	**$652,099**	**$684,026**	**$702,008**		**$17,982**	**2.6%**
Salary & Benefits	$588,198	$573,150	$573,928		$778	0.1%
Non-Salary	$63,901	$110,876	$128,080		$17,204	15.5%
TRANSPORTATION TOTAL	**$6,318,942**	**$6,473,400**	**$6,923,995**		**$450,595**	**7.0%**
Salary & Benefits	$4,203,292	$4,523,491	$4,905,849		$382,358	8.5%
Non-Salary	$2,115,650	$1,949,909	$2,018,146		$68,237	3.5%
CASE TOTAL BUDGET	**$16,189,301**	**$16,979,802**	**$17,949,316**		**$969,514**	**5.7%**

CASE COLLABORATIVE
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Central Office
120 Meriam Road
Concord, MA 01742
Tel: 978-318-1534
Fax: 978-371-7858

CASE COLLABORATIVE FY27 RATE SHEET (MEMBER)

PROGRAM RATES	LFL (DD-INT)	EMPOWER (ASD)	TIP (SE)
Tuition Rate	$84,050	$81,949	$68,291
Daily Rate*	$466.94	$455.27	$379.39
Summer Program	$7,211	$7,211	$7,211

1:1 RATES	ALL STRANDS
1:1 Teaching Assistant (1.0 FTE)	$180/day
1:1 Teaching Assistant (0.5 FTE)	$90/day
ABA Tutor (1.0 FTE)	$200/day
ABA Tutor (0.5 FTE)	$100/day
ABA Tutor (0.3 FTE)	$66/day

*Daily rates based on 180 school days

CASE COLLABORATIVE FY27 RATE SHEET (NON-MEMBER)

PROGRAM RATES	LFL (DD-INT)	EMPOWER (ASD)	TIP (SE)
Tuition Rate	$98,849	$96,725	$81,510
Daily Rate*	$549.16	$537.36	$452.83
Summer Program	$8,532	$8,532	$8,532

1:1 RATES	ALL STRANDS
1:1 Teaching Assistant (1.0 FTE)	$235/day
1:1 Teaching Assistant (0.5 FTE)	$117.50/day
ABA Tutor (1.0 FTE)	$250/day
ABA Tutor (0.5 FTE)	$125/day
ABA Tutor (0.3 FTE)	$82.50/day

CASE COLLABORATIVE FY27 RATE SHEET (MEMBER)

CONSULTATION/EVALUATION RATES

CONSULTATION RATE	$160/HR
EVALUATION RATE	$160/HR

PD RATES*

½ DAY	(1- 3 HOURS)	FULL DAY	(3+ HOURS)
25 AND LESS	$800	25 AND LESS	$1500
26 - 100	$950	26 - 100	$1800

*PLUS COST OF MATERIALS

SEMINAR RATES

BCBA GROUP	$250
JOB-ALIKE GROUPS	$225
SEL GRADUATE CERTIFICATE PROGRAM	$1300
RBT COURSE ONLINE (IND)	$480
RBT COURSE ONLINE (GROUP RATE)	$455

CASE COLLABORATIVE FY27 RATE SHEET (NON-MEMBER)

CONSULTATION/EVALUATION RATES

CONSULTATION RATE	$190/HR
EVALUATION RATE	$190/HR
TRAVEL	$150/VISIT (FLAT RATE)

PD RATES*

½ DAY	(1- 3 HOURS)	FULL DAY	(3+ HOURS)
25 AND LESS	$950	25 AND LESS	$1700
26 - 100	$1100	26 - 100	$2000

*PLUS COST OF MATERIALS
*PLUS TRAVEL COST $150 PER VISIT

SEMINAR RATES

BCBA GROUP	$300
JOB-ALIKE GROUPS	$275
SEL GRADUATE CERTIFICATE PROGRAM	$1300
RBT COURSE ONLINE (IND)	$550
RBT COURSE ONLINE (GROUP RATE)	$525

ACCEPT Education Collaborative

Center for Learning and Growth • 4 Tech Circle, Natick, MA 01760
Main Office • 508.653.6776 • 508.653.0878 Fax • accept.org
Transportation • 508.620.3875 • 508.655.5008 Fax

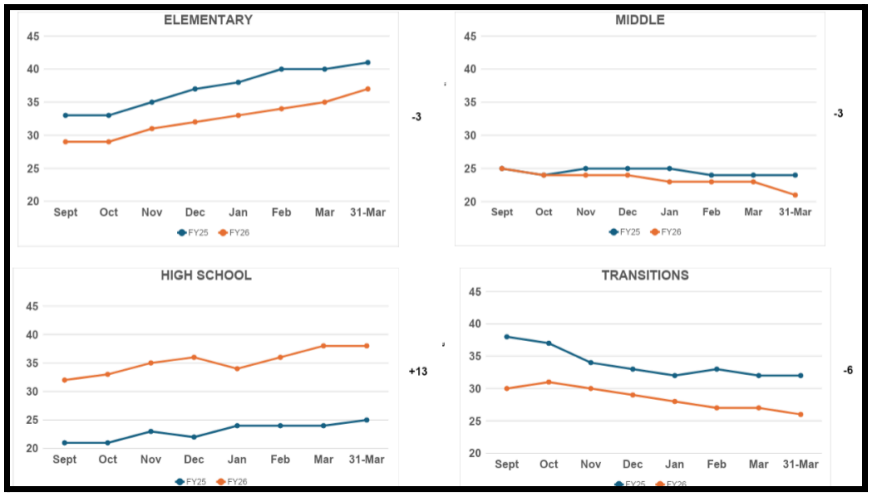
April 30th, 2026

To: ACCEPT Board of Directors
From: Kathleen M. Bernklow, Ph.D., Interim Executive Director

RE: Third Quarter Update from ACCEPT

In keeping with our collaborative agreement, I am providing a 3rd quarter program and financial update for our organization.

Enrollment for the 3rd quarter 2025-2026 school year across ACCEPT's three special education campuses (ACCEPT Natick School, ACCEPT at Medway High School, and ACCEPT at Medway Middle School) have shown increases and decreases compared to 2nd quarter FY25. Elementary enrollment continues to lag FY 25. We recently opened another elementary classroom which is mitigating the lag in enrollment due to staffing difficulties we experienced in Q2. Additionally, the preponderance of 3rd grade referrals has filled all slots in the 3rd grade classroom and a waitlist has been established. A continued area of concern is the Transitions program. As previously discussed, the increased number of districts establishing their own 18-22 year old programming has resulted in a year's long decline in enrollment, with aging out students not being replaced at the same rate by new, incoming students. We anticipate that 4 students will continue on in our Transitions program from our HS program so that beginning of the year numbers will be slightly higher for transitions and slightly lower for HS. Middle School enrollment in FY 26 (which includes gr. 6-7) is slightly below that of FY 25 (which included grades 6-8). FY 26 High School enrollment has increased by 13 students, 3 of whom were previously counted as MS students in FY25. This leaves a net increase of 10 *new* students at the HS versus FY 25 . Enrollment as of 3/31/26 is 122 students, which is equal to FY 25, and 6.8% over our budgeted student count of 117.



Our transportation department continues to be plagued by turnover. We lost 13 drivers and 8 monitors this quarter and a dispatcher, director, and fleet manager. Interpersonal difficulties at the administrative level and driver anxiety are largely responsible for the impact. A formal investigation into department culture and communication prompted the resignation of the director, and the fleet manager resigned to take an opportunity in Wellesley soon afterwards. An interim stabilization plan was enacted and has allowed us to stabilize the department, reduce the number of outside subcontractors

to streamline Q4 billing, and freed up several drivers to cover open afternoon routes. Additionally, we have onboarded 6 drivers and 3 monitors this quarter, with another 6 drivers due to be onboarded in April of 2026. Operations are being coordinated by Eileen Christopher who has been reclassified as a Long Term Substitute Transportation Manager through June 30, 2026.

As you may recall, Q2 student ridership was frozen pending the successful adjustment, staffing, and stabilization of routes. March 31, 2026 ridership was 98 riders, with an overall loss of 9.3 % (10 riders) from the beginning to the end of the quarter.

Home-Based Services for the 2025-2026 school year are currently providing direct and/or consultative services to a total of 25 students across 10 different school districts. This represents a 47% increase over the end of the 2024-2025 school year, when we were providing services to 17 students. We are currently unable to take anymore Home-based students due staffing constraints, and a waitlist has been established..

ACCEPT has partnered with outside Directors/Asst. Superintendents to implement the Leading Forward Academy for Student Services. This Academy combines leadership development, mentorship, and coaching with practical and authentic tasks such as writing a comprehensive entry plan and presenting the plan and its results; collaboration and project management/planning; the intersection of Bullying, Harassment and Title IX and how to support building leadership during investigations; understanding multilingual students and the impact of multi- language learning on assessment; managing out of district caseloads; budgeting; data analysis; and program evaluation. Additionally, the mandated full day workshops will be revised into half day workshops with more of the content being available through online platforms. We currently have 17 people signed up for the Academy.

The Treasurer's FY26 Q3 report indicates that the Collaborative continues to maintain excellent cash reserves, both in cash on-hand, CD's, and investment accounts. The two investment accounts continue to grow as expected. The Operating Cash, at just over $2 million as of March 31, 2026 and the balance of the 3 CD's which total just over $1 million puts our operating cash total at $3.5 million. Bank reconciliation reports are up to date and are being signed and dated monthly by the Treasurer. Additionally, payments to MTRS and the state retirement system are up to date and Federal and State taxes are being paid timely with each payroll process. Please see APPENDIX A for more detailed financial revenue and expenses information for FY 2026 Q3.

APPENDIX A
FY 2026 Q3 FINANCIAL REVENUE AND EXPENSES

Summary:

Year over year there is positive revenue growth of $171,655 (1.6%) but expenses have increased at a higher rate $242,783 (2.17%)

Home Based and ELI have seen the most dramatic increase in revenue of $87,606 (41%) and $95,335 (41%) respectively. But expenses have also seen a marked uptick, 27% and 30% respectively.

Transportation is the biggest concern with a drop in revenue of almost $480,584 (-17%) and a negligible drop in expenses of 27,365 (1%)

Personnel Expenses:

Collaborative-wide wages are up 3.5% ($248,500)in FY26 compared to FY25. Health benefits rose 3.6% ($20,995). Due to the lack of driver's, there has been an increased level of overtime.

FY26 v FY25 Revenue Comparison

Department	Revenue Q3 FY26	Revenue Q3 FY25	Change	%
Program Tuition	$ 6,202,071	$ 5,855,618	$ 346,453	6%
Transportation	$ 2,362,857	$ 2,843,441	$ (480,584)	-17%
ESY	$ 1,218,858	$ 1,090,007	$ 128,851	12%
Home Based Services	$ 330,292	$ 234,957	$ 95,335	41%
ELI	$ 302,331	$ 214,725	$ 87,606	41%
PD / School Consult	$ 165,008	$ 203,017	$ (38,009)	-19%
VHS	$ 117,255	$ 109,420	$ 7,835	7%
Medicaid	$ 92,067	$ 77,463	$ 14,604	19%
Administration	$ 86,441	$ 76,877	$ 9,564	12%
Total	**$ 10,877,180**	**$ 10,705,525**	**$ 171,655**	**1.6%**

FY26 v FY25 Expense Comparison

Department	Expense Q3 FY26	Expense Q3 FY25	Change	%
Program Tuition	$ 6,200,150	$ 6,015,412	$ 184,738	3%
Transportation	$ 3,440,554	$ 3,467,923	$ (27,369)	-1%
ESY	$ 725,900	$ 792,776	$ (66,876)	-8%
Home Based Services	$ 319,332	$ 250,697	$ 68,635	27%
ELI	$ 235,168	$ 181,319	$ 53,849	30%
PD / School Consult	$ 216,665	$ 223,108	$ (6,443)	-3%
VHS	$ 110,741	$ 92,746	$ 17,995	19%
Medicaid	$ 109,815	$ 101,125	$ 8,690	9%
Administration	$ 86,441	$ 76,877	$ 9,564	12%
Total	**$ 11,444,766**	**$ 11,201,983**	**$ 242,783**	**2.17%**

Going Concern Warning:

Transportation

The Transportation Department is facing significant operational and financial challenges. Historically, the fourth quarter is when Transportation along with most departments see revenue exceed expenses. Normally, Transportation has steady or increased ridership and capital and supply purchases have been completed. However, FY26 is showing the opposite trend at the end of Q3, with expenses continuing to outpace revenue and no indication that there will be a late surge in revenue.

See *month to month* performance chart below:

- Ridership has declined 17% but expenses have not dropped proportionally.
- Loss of 17 drivers has increased the need for overtime with the most recent pay period showing $10,175 in overtime, double FY25 levels for the same period.
- A $100,000 retention bonus and pay rate increase were implemented to stabilize staffing; however, these measures will keep expenses flat or rising even with the reduced staffing level.
- There will be a partial offset through turnover savings; with the Director of Transportation and Fleet Manager leaving the organization will result in $40,000 in savings if those positions remain unfilled.
- Outsourcing of routes coupled with management leaving has led to billing delays and cost uncertainty. There are many variables to account for, and more time will be needed before a true cost impact for the remaining 3 months can be assessed.

Based on current conditions and variables, the Transportation Department is projected to incur a loss of approximately $800,000 in FY26.

FY26 Transportation Revenue and Expense by Month

Month	Revenue FY26	Expense FY26
Jul	$ 303,504.00	$ 306,184.00
Aug	$ 146,605.65	$ 340,363.66
Sep	$ 386,527.93	$ 323,684.43
Oct	$ 423,238.86	$ 443,577.00
Nov	$ 332,910.91	$ 424,464.00
Dec	$ 309,301.86	$ 456,462.10
Jan	$ 325,583.60	$ 427,051.39
Feb	$ 228,563.69	$ 360,238.59
Mar	$ 290,000.00	$ 358,529.28
Total	**$ 2,746,236.50**	**$ 3,440,554.45**

Estimated due to billing still being calculated by the Transportation Dept.

Other Program Highlights

ELI:

- Compared to FY25 enrollment increased by 6 students
- Revenue increased 41% ($87,606).
- With increased enrollment, expenses are up 30% at end of Q3.
- FY25 ended with a $20,000 loss; FY26 is projected to break even if no major changes occur.
- Fitchburg State invoice is the final large expense remaining.

Home Based:

- Enrollment increased by 7 students over FY25.
- Revenue increased 41% ($95,335) at the end of Q3.
- High-cost staffing (therapists, supervisors, evaluators) and travel reimbursement substantially reduce profit margins.
- Projection for end of year is a marginal profit

PD/School Consult:

- Spring enrollment did not materialize to initial projections. Course enrollment is lower than FY25;
- School consultation hours have also decreased.
- Competition with online, asynchronous, and lower cost PD has had a strong negative impact on the Department.
- Expected FY26 loss is approximately $50,000.
- A small portion of the shortfall is tied to the loss of the DESE SPED Leadership Grant.

Program Enrollment Trend:



This will be my final quarterly report. I'd like to thank you for the support you've shown me over the past 2.5 years. It has meant a great deal.

Where necessary I will bring updated numbers to the May Board of Directors meeting. If you need clarification or additional financial information in the meantime, I'd be happy to help.

Thank You,

George McCormack
Director of Finance and Operations

ACCEPT Education Collaborative

Center for Learning and Growth • 4 Tech Circle, Natick, MA 01760
Main Office • 508.653.6776 • 508.653.0878 Fax • accept.org
Transportation • 508.620.3875 • 508.655.5008 Fax

To: ACCEPT Board of Directors
From: Barbara Durand, Treasurer
Date: April 9, 2026
RE: Quarterly Treasurer's report-January 1 to March 31, 2026

CASH ACCOUNT:

Balance on Hand 3.31.26	$2,047,992.14
9 Month CD (Oct 2026-#1198)	$ 340,253.66
6 Month CD (Sept 2026-#1205)	$ 340,721.88
9 Month CD (June 2026-#1213)	$ 340,561.59
Aging Receivables 3.31.26	$ 450,819.94
	$3,520,349.21

STATEMENT 18 MONTH CD: $ 173,176.73 (Required as part of Building Lease)

DONATION ACCOUNTS: $ 97,075.40

CAPITAL INVESTMENT ACCOUNT:

Beginning Balance 12.31.25	$1,254,494.13
Fees	$ -1896.21
Realized/Unrealized	$ -9827.28
Int/Div/Investments	$ 282,314.26
Balance of Account 3.31.26	$1,525,084.91

OPEB INVESTMENT ACCOUNT:

Beginning Balance 12.31.25	$1,540,261.52
Internal Funding	$ 81,724.00
Int/Div/Investments	$ 8,920.10
Realized/Unrealized	$ -31,009.90
Fees	$ -1541.11
Balance of Account 3.31.26	$1,598,354.61

The Collaborative continues to maintain excellent cash reserves, in cash on hand, CD's and investment accounts. Brian Jamros from Bartholomew and Co. will be at the Board of Directors meetings on May 6th to present the annual performance portfolio report for both the OPEB investment account and the Capital investment account. The Operating Cash, at just over $2 million as of March 31, 2026 and the balance of the 3 CD's which total just over $1 million puts our operating cash total at $3.5 million.

CD'S

Our CD's are scheduled to mature in June, September and October 2026.
As of 3.31.26 the three CD's have earned $21,537.13 in interest.

Reconciliation Items:

The Director of Finance and Treasurer are reviewing the Task Checklist every other week to ensure all tasks are being done timely. The Interim Executive Director also has access to this checklist for her review.

Bank reconciliation reports are up to date as of March 31, 2026 and have been reviewed, signed and dated monthly by the Treasurer.

Payments to MTRS and the state retirement system are up to date.

Federal and State taxes are being paid timely with each payroll process.

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

Statement of Intent:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Be it furthered resolved that:

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

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

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

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

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

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

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

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

extent possible.

5. The Taskforce will hold an initial convening no later than April 2026 and report on progress at least quarterly to the School Committee through the Superintendent, with a first progress report no later than June 8th, 2026.

6. ~~The School Committee intends for this Taskforce to be exempt from the Open Meeting Law in order to facilitate speedy progress.~~ Because the Anti-Hate/Anti-Bias Task Force is being established by the Superintendent at the direction of the Sudbury School Committee and is charged with developing recommendations on matters within the jurisdiction of both the Superintendent and the School Committee, the Task Force constitutes a public body under the Massachusetts Open Meeting Law (M.G.L. c. 30A, § 18–25). Accordingly, all meetings of the Task Force shall be posted and conducted in accordance with the requirements of the Massachusetts Open Meeting Law.

Resources:

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

Adopted by the School Committee for Sudbury Public School on February 9, 2026. Vote: 5-0.

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

Amended by the School Committee for Sudbury Public Schools on May 18, 2026. Vote:

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

Triennial Review and Proposed Local Wellness Policy Revisions

This spring, the District School Wellness Committee (SWC) met to conduct the required triennial review of the Local Wellness Policy using the assessment tools developed by Alliance for a Healthier Generation. Committee members participated in reviewing and evaluating the District's wellness practices and the effectiveness of the current Local Wellness Policy, including both the language of the policy and the extent to which the District is implementing the policy across schools and programs.

The assessment questions developed by Healthier Generation align with state and federal requirements, as well as Massachusetts best practices that support the whole child. The review process informed the committee's revisions to the Local Wellness Policy and helped identify areas of strength, opportunities for growth, and priorities for continuous improvement in student health and wellness.

Included below are both the redline version and the draft final version of the policy.

Redline: Local Wellness Policy REV 3

Final: Local Wellness Policy, May 2026

References:

1. Massachusetts Local Wellness Policy Strength Checklist, *Alliance for a Healthier Generation*
2. Massachusetts Local Wellness Policy Implementation Assessment, *Alliance for a Healthier Generation*
3. SPS Wellness Policy Strength Assessment, March 2026
4. SPS Wellness Policy Implementation Assessment, March 2026

Sudbury Public Schools
Local Wellness Policy
REV. 3 - Draft 5.1.26

Preamble

The District seeks to prepare students for life-long wellness practices. Schools, along with parents, caregivers, and the community, play an important role in addressing obesity and diet-related health concerns for children. The Sudbury Public School District is committed to providing a school environment that promotes and protects children's health, well-being, and ability to learn by supporting healthy eating, physical activity, and social-emotional development as a component of their education.

School Wellness Committee

The District will convene a ~~representative district committee (hereto referred to as the~~ School Wellness Committee (SWC) that meets at least ~~three times~~ four times per year to establish goals for and oversee school health and wellness programs**;** including development, implementation, and triennial review and update of this Local Wellness Policy ~~district-level wellness policy (heretofore referred to as "wellness policy"),~~ in conjunction with the School Committee.

The SWC membership will represent ~~all~~ elementary and middle school levels ~~(elementary and secondary schools~~) and include ~~(~~to the extent possible~~)~~, but not be limited to: parents and caregivers; representatives of the school nutrition program ~~(e.g., school nutrition director)~~; physical education teachers; health education teachers; school health professionals; school health services staff; ~~and~~ mental health and social services staff; school administrators; school committee members; students, when appropriate; and members of the general public. To the extent possible, the SWC will include representatives from each school building and reflect the diversity of the community. The District will invite this diverse group ~~and members of the general public~~ to participate in the development, implementation, review, and update of the Local Wellness Policy.

The District will inform families and the public each year about this policy, including its content, any updates to the policy, and the status of implementation. Methods for informing the public will include posting information about the Local Wellness Policy on the District website and updating this information annually.

The District will also make available to the public an assessment of the implementation of the wellness policy, including progress toward meeting the goals of the policy and the results of the required triennial assessment.

The Superintendent or designee will convene the SWC and facilitate the development of updates to the Local ~~District~~ Wellness Policy, and ensure each school is in compliance with the policy. All school-sponsored events during the school day will adhere to the Local Wellness Policy guidelines.

Nutrition

The District is committed to providing healthy meals to its students and to meeting the nutritional needs of students within the current USDA guidelines. The District program will support the health of students by encouraging a healthy diet, helping to mitigate childhood obesity, and

modeling healthy eating. Further, the District will support healthy food choices while accommodating cultural food preferences and special dietary needs to the extent possible.

The District shall participate in the USDA child nutrition programs, including the National School Lunch Program ~~(NSLP)~~ and the School Breakfast Program ~~(SBP)~~. The District is committed to ensuring that all foods and beverages available to students during the school day are in compliance with current USDA guidelines and the USDA Smart Snacks in School Standards. Measures will be taken to ensure the privacy of students who qualify for free or reduced-price meals.

Breakfast and lunch menus will be posted on the District website and will include nutrition content and ingredients when available.

Students will be allowed an adequate amount of time to eat breakfast and lunch. To promote hydration, students will have access to safe, unflavored drinking water at no cost throughout the school day, including where school meals are served during breakfast and lunch.

The District will teach, model, encourage, and support healthy eating by all students. The District will provide skills-based nutrition education and engage in nutrition promotion that is designed to provide students with the knowledge and skills necessary to adopt behaviors that promote and protect their health.

Apart from special curricular events or instructional activities, parents, students, and staff shall not bring food items to be shared with students during the school day.

School nutrition professionals will receive the required training hours in accordance with the USDA Professional Standards for School Nutrition Professionals.

Food and Beverage Marketing in Schools

The District is committed to providing a school environment that supports student wellness and promotes healthy food choices. Any foods and beverages marketed or promoted to students during the school day on school campuses will meet or exceed the USDA Smart Snacks in School nutrition standards. Food and beverage marketing includes, but is not limited to, any advertising on school grounds, such as posters, flyers, menu boards, food service equipment, educational materials, and school publications. The District will review practices related to food and beverage marketing as part of the ongoing implementation and review of this Local Wellness Policy.

Physical Activity

The District will provide students with physical education using an age-appropriate, sequential curriculum consistent with national and state standards for physical education. The physical education curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts.

All students will be provided equal opportunity to participate in physical education classes. The District will make appropriate accommodations to allow for equitable participation for all students and will adapt physical education classes and equipment as necessary.

Elementary schools will offer at least one session per week of physical education instruction for students in grades kindergarten through fifth grade. The middle school will provide at least one trimester of physical education instruction each school year for students in grades six through eight.

The physical education teachers will meet or exceed the minimum requirements for licensure in physical education as outlined by the Massachusetts Department of Elementary and Secondary Education (DESE).

The District recognizes the need for physical activity before, during, and after the school day for students. Schools will provide opportunities for physical activity for students during the school day, including recess and classroom physical activity breaks. Such activity will supplement the physical education classes offered at the schools. Teachers may provide additional opportunities for physical activity as a reward for students.

Except in limited circumstances, recess will not be withheld from students.

During certain times of the year when outdoor weather conditions are extreme, including both hot and cold weather, the District will exercise appropriate discretion in determining whether outdoor recess or other outdoor physical activity will occur. The District will follow the "Weather Guidelines for Children" or any other resources as provided by DESE. The District will also follow guidelines contained within a student's individual care plan.

Staff will exercise their best judgment and prioritize student safety when determining the type of physical activity in which students participate. To the extent that any school event involves physical activity, the District will weigh the benefits of the event and the safety of the students.

To the extent practicable, the District will ensure that its grounds and facilities are safe and that equipment is available to students to be active.

Other Activities That Promote ~~Student~~ Wellness

Schools will implement wellness initiatives to promote the health and well-being of students and staff. These initiatives will include evidence-based social-emotional learning curricula and practices that foster safe, inclusive, and supportive environments.

Schools ~~in the District~~ will promote ~~strategies to~~ **and** support staff in ~~actively promoting and~~ modeling and encouraging healthy eating and physical activity behaviors within the school community.

To the extent possible, the District will develop ~~relationships~~ and sustain partnerships with ~~community partners, including~~ area hospitals, healthcare providers, and community organizations to promote the physical, social, and emotional well-being of students and staff.

The District will maintain and annually update resource lists of local organizations and establish clear referral pathways to ensure students, staff, and families can access appropriate supports and services.

The District will periodically assess the effectiveness of these activities for both students and staff as part of the ongoing implementation and review of the Local Wellness Policy.

Legal References

The Child Nutrition and WIC Reauthorization Act of 2004, Section 204, P.L. 108-265
The Richard B. Russell National School Lunch Act, 42 U.S.C. §§ 1751–1769h
The Child Nutrition Act of 1966, 42 U.S.C. §§ 1771–1789

Cross References

EFC, Free and Reduced-Cost Food Services
IHAMA, Teaching About Alcohol, Tobacco and Drugs
KI, Public Solicitations/Advertising in District Facilities

Sudbury Public Schools
Local Wellness Policy
Final Draft 5.8.26

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The District will maintain and annually update resource lists of local organizations and establish clear referral pathways to ensure students, staff, and families can access appropriate supports and services.

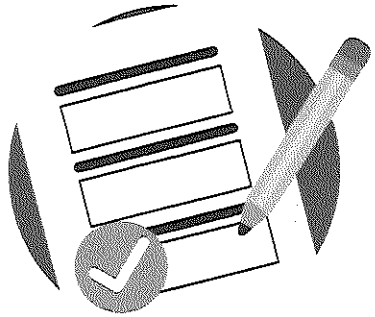
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Massachusetts Local Wellness Policy Strength Checklist

A healthier district starts here!



School/District Name: Sudbury Public Schools

Date: March 2026

INTRODUCTION

This policy checklist is designed to assist the district (or equivalent) wellness committee in assessing and revising their local wellness policy so that it is compliant with state and federal requirements. This checklist also includes various Massachusetts local wellness policy best practices that further support whole child health for you to consider including in your policy.

This Massachusetts Local School Wellness Policy Strength Checklist is a tool districts (or equivalent) can use to meet the triennial assessment requirement.

Learn more at the School Wellness Initiative for Thriving Community Health.

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ALLIANCE FOR A HEALTHIER GENERATION

A ♦ symbol indicates either a state or federal requirement which must be addressed in the local wellness policy and implemented in the district (or equivalent). If any question addressing a best practice is not applicable to your district's local wellness policy, you may skip and move on to the next question.

School day: The period from the midnight before, to 30 minutes after the end of the official school day.

Q#	Question	Response

IMPLEMENTATION AND COMMUNICATION

MA-LWPS-IC-1 ♦	**Does the policy require the creation of a wellness committee consisting of parents, students, staff and community members?** The policy requires that the district establishes a wellness committee that shall include, at a minimum, representatives from a wide range of school health and health-related disciplines, including school nurses, school nutrition and physical activity staff, community agencies serving youth, parents, students, and the school committee. Appointees, to the maximum extent possible, shall reflect the cultural, linguistic and ethnic composition of the community.	☑ Yes ☐ Partially ☐ No
MA-LWPS-IC-2 ♦	**Does the policy require the wellness committee to meet at least 4 times per year and ensure meeting minutes are available to the public?** The policy requires that a wellness committee should meet at least 4 times per year (quarterly), and committee reports, as well as minutes of the meetings, including the names of attendees, shall be maintained and made available to the public. A best practice is to make meeting minutes publicly available on the district website where the wellness policy is located.	☐ Yes ☑ Partially ☐ No Δ 3 times to 4 times per yr
MA-LWPS-IC-3 ♦	**Does the policy establish a district-level official responsible for the implementation of the Local Wellness Policy?** The policy is required to have an appointed district-level leader who has the authority and responsibility to ensure that each school complies with the LWP.	☑ Yes ☐ Partially ☐ No
MA-LWPS-IC-4 • Not Required	**Does the policy establish a school-level official responsible for the implementation of the Local Wellness Policy?** The policy should appoint school-level staff that will lead health and wellness efforts at the school level and report back to district-level wellness committee officials. It is best practice for a school wellness committee to support the implementation of the LWP at the school-level and report progress to the district-level wellness committee at least quarterly.	☐ Yes ☐ Partially ☑ No

ALLIANCE FOR A HEALTHIER GENERATION

A ♦ symbol indicates either a state or federal requirement which must be addressed in the local wellness policy and implemented in the district (or equivalent). If any question addressing a best practice is not applicable to your district's local wellness policy, you may skip and move on to the next question.

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Q#	Question	Response
MA-LWPS-IC-5 ♦	**Does the policy require a review every three years and that the results are made publicly available?** The policy requires the district wellness committee to assess the LWP every 3 years, at minimum, by measuring the • district compliance with the LWP • progress made in attaining the goals of the LWP • comparison of the LWP to a model policy (such as the Alliance for a Healthier Generation's Model Wellness Policy, or other state-specific model wellness policy). The policy also requires the results of this assessment be made available to the public (such as district website). *Note: This Massachusetts Local School Wellness Policy Strength Checklist and the Massachusetts Local School Wellness Policy Implementation Assessment are both tools a school/district can use to meet the triennial assessment requirements.*	☑ Yes ☐ Partially ☐ No
MA-LWPS-IC-6 ♦	**Does the policy review process require an update on policy goals and communication of those goals to the public?** The policy requires that the district wellness committee will update the LWP goals based upon results of the triennial assessment. A best practice is to update these goals to also reflect district priorities, community needs, results of annual school health assessment, school-level implementation progress, emerging scientific information, and new federal or state regulation or guidance. Communication of the goals should be made public by ensuring that all communication is culturally and linguistically appropriate to the community and will use methods that are appropriate to ensure that all caregivers have access to the information via electronic means (e.g., email or displaying notices on the district and school websites), non-electronic mechanisms (e.g., newsletters or mailings), sending information home to caregivers, and/or presentations to caregivers.	☑ Yes ☐ Partially ☐ No

Q#	Question	Response
SCHOOL MEAL PROGRAMMING		
MA-LWPS-SM-1 ♦	**Does the policy ensure compliance with USDA nutrition standards for reimbursable school meals as part of the National School Lunch and Breakfast Program, inclusive of meal pattern requirements, nutrient levels and calorie requirements for grades served?** The policy ensures that all schools within the district will participate in the National School Lunch Program (NSLP) and School Breakfast Program (SBP) and will provide meals that meet nutrition standards for school meals. The policy also ensures that all school meals will be accessible to all students, and the district will accommodate special dietary needs and food allergies as required by federal regulations. *NOTE: All Massachusetts schools participating in NSLP must also provide breakfast for their students (see citation).*	☑ Yes ☐ Partially ☐ No
MA-LWPS-SM-2 ♦	**Does the policy include specific measures to ensure the privacy of students who qualify for free or reduced-priced meals and protect students with unpaid meal debt from public identification, embarrassment or any disciplinary action due solely to unpaid meal debts?** The policy requires the district to make every effort to ensure to the maximum extent possible, that the method of payment does not identify a student as eligible for free or reduced-price meals (e.g., using prepayment systems which mask students' eligibility status). The policy will ensure practices related to feeding students with unpaid meal balances that do not embarrass children or increase social stigma related to being of low-income.	☐ Yes ☐ Partially ☑ No Need to add
MA-LWPS-SM-3 ♦	**Does the policy ensure students have access to free, potable water during the school day*, including school meals?** The policy ensures all students (regardless of age, ability, or disability) will have access to free, safe, unflavored drinking water across school campuses in high-traffic and common areas including but not limited to hallways, cafeterias, gymnasium, and faculty lounges and is available during the school day* and during the extended school day* (including during out-of-school time/and before and after school). Water cups/jugs will be available in the cafeteria at mealtimes if a drinking fountain is not present. Students should be able to bring and carry approved water bottles filled with only water before, during, and after school across the school campus.	☑ Yes ☐ Partially ☐ No

A ♦ symbol indicates either a state or federal requirement which must be addressed in the local wellness policy and implemented in the district (or equivalent). If any question addressing a best practice is not applicable to your district's local wellness policy, you may skip and move on to the next question.

School day: The period from the midnight before, to 30 minutes after the end of the official school day.

Q#	Question	Response
MA-LWPS-SM-4	**Does the policy establish procedures for monitoring the quality of water available during the school day*? Monitoring the quality of water ensures it is safe for consumption.** The policy states that the district will ensure all water sources and containers (e.g., drinking fountains, water jugs, hydration stations and water jets) will be maintained regularly to ensure adherence to health and safety standards. Water sources and containers (e.g. drinking fountains, hydration stations and water jets) will be maintained regularly to ensure adherence to health and safety standards. All drinking water should be filtered and cooled to encourage consumption.	☐ Yes ☐ Partially ☑ No
MA-LWPS-SM-5 ♦	**Does the policy ensure school nutrition professionals receive the required hours for professional learning (12 hours for directors, 10 hours for managers, 6 hours for staff)?** The policy ensures school meals will be administered by a team of qualified nutrition professionals who meet or exceed the hiring and annual continuing education/training requirements of the USDA Professional Standards for School Nutrition Professionals.	☐ Yes ☐ Partially ☑ No Add to policy
MA-LWPS-SM-6	**Does the policy establish procedures for incorporating student and family/caregiver feedback in school meal programming?** The policy includes procedures for collecting student and family/caregiver feedback such as conducting student surveys and testing opportunities and using them to inform menu development, dining space décor and promotional ideas. The policy should also promote participation in school meal programs among students and caregivers to ensure that caregivers know which programs are available in their district and how students can access them.	☐ Yes ☑ Partially ☐ No inferred
MA-LWPS-SM-7	**Does the policy establish a minimum seat time for students to consume lunch?** The policy should establish a minimum seat time for students to consume lunch. Best practice is to encourage all schools to have 30-minute lunch periods to achieve a minimum of 20 minutes of seated time to ensure students have enough time to consume high-quality meals served in the School Meal Programs.	☐ Yes ☑ Partially ☐ No "adequate"

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School day: The period from the midnight before, to 30 minutes after the end of the official school day.

Q#	Question	Response
MA-LWPS-SM-8	**Does the policy include goals for advancing the school meals program menu to include local, culturally relevant, and minimally processed meal options?** The policy includes district-specific goals for advancing the school meals program menu to include local, culturally relevant, and minimally processed meal options. Strategies may include, but are not limited to, incorporating: • Meals that reflect the student demographic • Minimally processed foods • Salad bars/fresh fruit and vegetable bars • Local foods (e.g. Mass Farm & Sea to School) • Plant-based meat/meat alternates • Meal modifications for student inclusivity (allergy, intolerances, & cultural and religious preferences)	☑ Yes ☐ Partially ☐ No
MA-LWPS-SM-9	**Does the policy establish procedures for the implementation of Farm-to-School programming?** The policy states that the school nutrition department will strive to implement farm-to-school activities into school meal programming. Specific farm-to-school activities that may be incorporated into the policy include, but are not limited to: • incorporating local or regional foods into school meal programs, • hosting promotions or special events, such as tastings, that highlight the local/regional foods, • reinforcing messages about agriculture and nutrition throughout the learning environment, • supporting schools in hosting school gardens and field trips to local farms.	☐ Yes ☐ Partially ☑ No

Q#	Question	Response
COMPETITIVE FOOD AND BEVERAGE STANDARDS		
MA-LWPS-CF-1 ♦	**Does the policy require that all foods and beverages *sold to students* during the school day*, such as those sold a la carte (inside and outside of the school meals program) and in vending machines, school stores, and snack bars, follow the USDA Smart Snacks standards and the Massachusetts Nutrition Standards for Competitive Foods and Beverages in Public Schools, whichever is stricter?** The policy requires that all competitive foods and beverages sold in public schools to students during the school day*, such as those sold a la carte (inside and outside of the school meals program) and in vending machines, school stores, and snack bars, meet or exceed USDA Smart Snacks standards and the Massachusetts Nutrition Standards for Competitive Foods and Beverages in Public Schools, whichever is stricter.	☑ Yes ☐ Partially ☐ No
MA-LWPS-CF-2 ♦	**Does the policy outline the food and beverages that can be *provided, but not sold to students*, such as rewards, incentives, or at classroom parties (like birthday or holiday parties) or school-wide celebrations, during the school day*?** The policy outlines the district's standards for foods and beverages provided, but not sold, to students during the school day* outside of the school meals program. Best practice is to align these standards with those for foods and beverages sold to students and thus require that all foods and beverages provided in public schools to students, such as rewards, incentives, or at classroom parties (like birthday or holiday parties), or school-wide celebrations, during the school day* will meet or exceed USDA Smart Snacks standards and the Massachusetts Nutrition Standards for Competitive Foods and Beverages in Public Schools, whichever is stricter. One easy way to do this is to work with the school nutrition department to organize the foods and beverages served at these events. Alternatively, another best practice is to omit the use of food as a reward, incentive, or method of celebration, and instead utilize rewards that promote physical activity (e.g., dance parties or extra recess) and/or promote educational messages (e.g., a coupon for a free book at the book fair for consistently returning books to the library on time).	☑ Yes ☐ Partially ☐ No "students + staff shall not bring food to be shared..."

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School day: The period from the midnight before, to 30 minutes after the end of the official school day.

Q#	Question	Response
MA-LWPS-CF-3 ♦	**Does the policy require all food and beverages marketed in school and on campus meet the USDA Smart Snacks Standards?** The policy must ensure all foods and beverages marketed to students on the school campus during the school day* will meet the USDA Smart Snack Standards. This includes the marketing of products on the exterior of vending machines, posters, flyers, menu boards, coolers, trash cans and other foodservice equipment, and cups used for beverage dispensing.	☑ Yes ☐ Partially ☐ No "- in compliance with current USDA guidelines"
MA-LWPS-CF-4 ♦	**Does the policy require all fundraising involving food during the school day* to adhere to the USDA Smart Snacks Standards?** The policy requires that only foods and beverages that meet USDA Smart Snacks Standards be sold through fundraisers on the school campus during the school day*. Best practice is to also align out-of-school time fundraisers with USDA Smart Snacks Standards. An additional best practice is to avoid the use of food as part of fundraisers. Some successful ways to raise money that do not involve food sales include, but are not limited to: • Run/walk events (color run, 5K, etc.) • Dance parties • Competitions (dodgeball, basketball, board game, bingo, etc.) • Flower/plant sales • Wrapping paper events before the holidays • Homework passes • Dunk, duct-tape, or pie the principal/teacher • And more! *NOTE: In Massachusetts, there are no allowable exemptions from the federal Smart Snacks in School Standards. This means that all food-based fundraisers held during the school day* must meet these standards.* *	☐ Yes ☐ Partially ☑ No Food Fundraisers do not occur during the school day (to my knowledge)
MA-LWPS-CF-5	**Does the policy prohibit the use of food as a reward or the withholding of food as a punishment?** The policy prohibits the use of food as a reward or the withholding of food as a punishment. yes - "staff shall not share food during the school day"	☐ Yes ☑ Partially ☐ No

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School day: The period from the midnight before, to 30 minutes after the end of the official school day.

Q#	Question	Response
NUTRITION & FOOD SYSTEM EDUCATION		
MA-LWPS-FL-1 ♦	**Does the policy require nutrition education which meets state and national education standards in all grades?** The policy includes how the district will teach, model, encourage, and support healthy eating among students through nutrition education. Best practice includes providing sequential and comprehensive nutrition education integrated into all subjects, as part of health education and/or as standalone classes at each grade level.	☐ Yes ☑ Partially ☐ No - M.S. - yes - Elem - No - in cafe only
MA-LWPS-FL-2	**Does the policy include goals for integrating food system education into the curriculum at all grade levels and into all courses, including science, social studies, literacy, language arts, math, health and in the cafeteria, school gardens and broader community, whenever possible, to promote lifelong healthy eating habits?** The policy identifies goals to integrate food system education into the curriculum at all grade levels and into all courses, including science, social studies, literacy, language arts, math, health and in the cafeteria, school gardens and broader community, whenever possible, to promote lifelong healthy eating habits. Food system education may include one or more of the following topics: • how food gets to the table, • why what we eat matters, • how to make informed decisions about food, • the impact of food choices and the food system on health, environment, and economy, and • how that impact is experienced differently and inequitably.	☐ Yes ☐ Partially ☑ No
MA-LWPS-FL-3	**Does the policy include goals around hands-on learning opportunities related to food system education for students?** The policy identifies goals around hands-on learning opportunities related to food system education. Examples may include, but are not limited to: • Gardening • Food preparation demonstrations/cooking skills • Taste tests • Field trips to local farms and farmer's markets • Inviting food producers to schools • Reducing/diverting food waste.	☐ Yes ☐ Partially ☑ No

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Q#	Question	Response
MA-LWPS-FL-4	**Does the policy address the school nutrition program's participation in any programs or activities that promote food system education?** The policy includes goals for the school nutrition program's participation in one or more of the following programs or activities that promote food system education: • Massachusetts Harvest of the Month program • Massachusetts Farm to School Institute program • The Fresh Fruit and Vegetable Program, if applicable » Local food incentive programs, such as the Northeast Food for School Program, as available » Taste Tests	☐ Yes ☐ Partially ☑ No
MA-LWPS-FL-5	**Does the policy address accessing local foods through local sourcing and educating students about local foods?** The policy includes goals for accessing local foods through sourcing and educating students about local foods. There is no federal definition for "local," however one example to consider is the USDA Agricultural Marketing Service definition: "Local and regional food is raised, produced, aggregated, stored, processed, and distributed in [the region] where the final product is marketed to consumers, so that the total distance that the product travels between [the farm] where the product originates and the point of sale... is at most 400 miles." Your school/district could also create your own definition of local foods by identifying the geographic region/mileage, types of foods (fresh, frozen, minimally processed, processed), and/or level of traceability in the supply chain (producer/farmer, food business, distributor).	☐ Yes ☐ Partially ☑ No

PHYSICAL ACTIVITY AND EDUCATION

MA-LWPS-PA-1 ♦	**Does the policy outline specific goals related to physical activity, including recess and movement breaks in the classroom?** The policy identifies specific goals related to physical activity. This may include offering to students a combination of physical activity opportunities including, but not limited to: physical education, classroom physical activity, active academics, daily recess, before- and after-school activities, organized sports or clubs, and support for and promotion of active transportation.	☑ Yes ☐ Partially ☐ No

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Q#	Question	Response
MA-LWPS-PA-2	**Does the policy outline specific goals related to physical education, including physical education requirements?** The policy includes how the district will teach, model, encourage, and support physical activity among students through physical education. Best practice includes providing sequential and comprehensive physical education integrated into all subjects, as part of health education and/or as standalone classes at each grade level.	☑ Yes ☐ Partially ☐ No
MA-LWPS-PA-3	**Does the policy establish language related to recess before lunch?** The policy includes goals for all **K-8** schools to offer 20 or more minutes of recess before lunch on all days during the school year which will complement, not substitute for, physical education class. Research has shown that recess before lunch increases school meal consumption and reduces food waste.	☐ Yes ☐ Partially ☑ No

STAFF WELLNESS

MA-LWPS-SW-1	**Does the policy establish procedures promoting physical and mental wellness opportunities for all staff?** The policy supports the physical and mental health and well-being of all district employees. Examples of supports may include, but are not limited to: • designating employee wellness (both physical and mental) as a priority in the district organizational structure, • disseminating physical and mental health information resources to school and school-based out-of-school-time staff (e.g., pamphlets, flyers and posters), • conducting free or low-cost physical and mental health risk screenings at least once per year, • conducting employee wellness/health (physical and mental) promotion activities at least once per year, • providing access (for free or at low-cost) to and encouraging participation in and use of physical and mental health programs/resources for: healthy eating and weight management, physical activity, stress management, tobacco avoidance and cessation, and social-emotional health, • considering the disabilities of staff and ensuring access by all staff to health and wellness programs and resources that are offered, • promoting a positive workplace climate with a focus on diversity and inclusion practices, • designating a consistent and systemic approach for employee conflict resolution, and • addressing space and break time for lactation/breastfeeding.	☐ Yes ☑ Partially ☐ No

Q#	Question	Response
MA-LWPS-SW-2	**Does the policy require that all staff meetings, celebrations, rewards, and events meet nutrition standards and support healthy habits?** The policy addresses nutrition standards for all staff meetings and celebrations that model healthy behaviors to students. Best practice is to align these standards with those set for student celebrations, rewards, and events.	☐ Yes ☐ Partially ☑ No

SOCIAL-EMOTIONAL CLIMATE AND CAREGIVER ENGAGEMENT

MA-LWPS-SE-1	**Does the policy require that families and caregivers be informed about community-based support available to them at least once per year?** The policy includes information that can be communicated to families and caregivers about community-based support available once per year through the following implementation guidance: • Determine the goal of communication. • Synthesize information so that it can be easily understood and supports the goal of communication. • Design communications using at least three culturally competent methods such as using accessible language and translation/interpretation, utilizing preferred digital or physical communication platforms, or partnering with trusted community members. • Communicate with families and caregivers about trusted organizations that support a variety of needs (e.g., housing, psychological, and health services).	☐ Yes ☐ Partially ☐ No

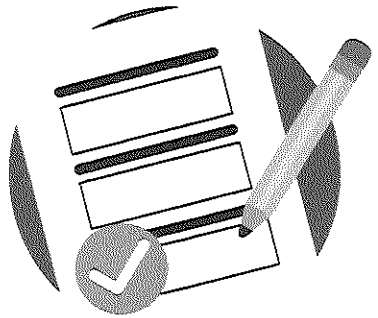
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School day: The period from the midnight before, to 30 minutes after the end of the official school day.

Q#	Question	Response
MA-LWPS-SE-2	**Does the policy require school-level implementation of an evidence-based social-emotional learning (SEL) curriculum?** The policy requires the district to include school-level implementation of evidence-based social-emotional learning curriculum using the following implementation guidance: • Review or create district level social-emotional learning standards. Ensure there are standards for all grade levels. • Conduct Resource Mapping to find out what social-emotional learning is already happening in your district. Determine if these practices align to your community's goals and values. • Select a social-emotional learning curriculum in alignment with your community's values. The CASEL Program Guide can help you select an evidence-based program. The CASEL Program Guide can help you select an evidence-based program. • Curriculum takes time to put in place and needs support from many people. Create a team that reflects your community to help with the process. Use feedback to check if the curriculum is culturally relevant and matches your community's goals. Additional considerations: • Consider starting with a free curriculum, such as Harmony SEL's program for grades K-6. • Avoid grading students on social-emotional learning skills. Instead, have individuals set personal goals as they develop social-emotional competencies.	☐ Yes ☐ Partially ☑ No
MA-LWPS-SE-3	**Does the policy establish recommendations for collaboration with community organizations to support social-emotional health?** The policy establishes recommendations to collaborate with community organizations to support social-emotional health using the following implementation guidance: • Create a resource map of local organizations that offer access to social-emotional health resources. • Partner with local organizations through agreements or contracts to provide support. • Set up a referral pathway for students, staff, and families to access supports. • Hold regular check-in meetings with partners to assess and improve services.	☐ Yes ☐ Partially ☐ No

Massachusetts Local Wellness Policy Implementation Assessment

A healthier district starts here!



School/District Name: Sudbury Public Schools

Date: March 2026

INTRODUCTION

This implementation assessment is designed to assist the district (or equivalent) wellness committee in assessing the level of compliance in implementing the Local Wellness Policy and to identify areas of strength and opportunities for growth. The assessment includes questions aligned with state and federal requirements, as well as various Massachusetts best practices that further support whole child health for you to consider implementing in your schools.

This Massachusetts Local School Wellness Policy Implementation Assessment is a tool districts (or equivalent) can use to meet the triennial assessment requirement.

Learn more at the School Wellness Initiative for Thriving Community Health.

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Q#	Question	Response
IMPLEMENTATION AND COMMUNICATION		
MA-LWPI-IC-1 ♦	**Creation of a wellness committee** To what extent does the district have a wellness committee consisting of parents, students, staff and community members?	☐ Fully in place *Our district has a team that is representative of our school community and consists of parents, students, staff and community members with representatives from a wide range of school health and health-related disciplines, including school nurses, school nutrition and physical activity staff, community agencies serving youth, parents, students, and the school committee.* ☑ Mostly in place ☐ Partially in place ☐ Not in place How might students be involved? - guest representation - invite to special mtg
MA-LWPI-IC-2 ♦	**Wellness committee meeting frequency and public notice** To what extent does the wellness committee meet at least 4 times per year and ensure meeting minutes are available to the public? → typically 3 times	☐ Fully in place *The wellness committee meets at least 4 times per year (quarterly), and the minutes of the meetings, including the names of attendees, are maintained and made available to the public.* ☑ Mostly in place ☐ Partially in place ☐ Not in place SPS * Notes posted on website + Wellness website
MA-LWPI-IC-3 ♦	**Responsible district-level official** To what extent does the district have an official responsible for the implementation of the Local Wellness Policy?	☑ Fully in place *The district has an appointed district-level leader who has the authority and responsibility to ensure that each school complies with the LWP.* ☐ Mostly in place ☐ Partially in place ☐ Not in place
MA-LWPI-IC-4	**Responsible school-level official** To what extent does the district have school-level official(s) responsible for the implementation of the Local Wellness Policy?	☐ Fully in place *The district has appointed school-level staff and/or school-based wellness committee officials that will lead health and wellness efforts at the school level and report back to district-level wellness committee officials.* ☐ Mostly in place ☑ Partially in place ☐ Not in place * school-based wellness committee rep's to attend District mtgs

A ♦ symbol indicates either a state or federal requirement which must be addressed in the local wellness policy and implemented in the district (or equivalent). If any question addressing a best practice is not applicable to your district's local wellness policy, you may skip and move on to the next question.

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Q#	Question	Response
MA-LWPI-IC-5 ♦	**Triennial Assessment** To what extent does the wellness committee assess the local wellness policy every 3 years? *Note: This Massachusetts Local School Wellness Policy Implementation Assessment and the Massachusetts Local School Wellness Policy Strength Checklist are both tools a school/district can use to meet the triennial assessment requirements.*	☑ Fully in place *The wellness committee assesses the LWP every 3 years, at minimum, by measuring the* • *district's compliance with the LWP, including all state and federal standards* • *progress made in attaining the goals set in the LWP* • *comparison of the LWP to a model policy (such as the Alliance for a Healthier Generation's Model Wellness Policy, or other state-specific model wellness policy).* *The district makes the results of this assessment available to the public.* ☐ Mostly in place ☐ Partially in place ☐ Not in place
MA-LWPI-IC-6 ♦	**Updating and communicating goals** To what extent does the wellness committee update the local wellness policy goals and communicate those goals to the public?	☑ Fully in place *The district wellness committee updates the LWP goals every 3 years, at minimum, based upon results of the triennial assessment. These updates are communicated to the public in a way that ensures all families/ caregivers have access to the information.* ☐ Mostly in place ☐ Partially in place ☐ Not in place TODO: • SPS website • Wellness website • send in WOW

SCHOOL MEAL PROGRAMMING

MA-LWPI-SM-1 ♦	**Compliance with USDA nutrition standards for school meals** To what extent does the district ensure compliance with USDA nutrition standards for reimbursable school meals as part of the National School Lunch and Breakfast Programs, inclusive of meal pattern requirements, nutrient levels and calorie requirements for grades served? *NOTE: All Massachusetts schools participating in NSLP must also provide breakfast for their students (see citation).*	☑ Fully in place *All schools in the district participate in the National School Lunch Program (NSLP) and School Breakfast Program (SBP) and provide meals that meet nutrition standards for school meals. All school meals are accessible to all students, and the district accommodates special dietary needs and food allergies as required by federal regulations.* ☐ Mostly in place ☐ Partially in place ☐ Not in place

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School day: The period from the midnight before, to 30 minutes after the end of the official school day.

Q#	Question	Response
MA-LWPI-SM-2 ♦	**Student privacy** To what extent does the district ensure the privacy of students who qualify for free or reduced-priced meals and protect students with unpaid meal debt from public identification, embarrassment or any disciplinary action due solely to unpaid meal debts?	☑ Fully in place *The district ensures, to the maximum extent possible, that the method of payment does not identify a student as eligible for free or reduced-price meals (e.g., using prepayment systems which mask students' eligibility status). The district ensures practices related to feeding students with unpaid meal balances do not embarrass children or increase social stigma related to being of low-income.* ☐ Mostly in place ☐ Partially in place ☐ Not in place
MA-LWPI-SM-3 ♦	**Access to potable water** To what extent does the district ensure students have access to free, potable water during the school day,* including school meals?	☑ Fully in place *The district ensures all students have access to free, safe, unflavored drinking water across school campuses in high-traffic and common areas, including but not limited to hallways, cafeterias, gymnasium, and faculty lounges and is available during the school day*.* ☐ Mostly in place ☐ Partially in place ☐ Not in place
MA-LWPI-SM-4	**Monitoring water quality** To what extent does the district monitor the quality of water available during the school day*?	☑ Fully in place *The district monitors all water sources and containers (e.g., drinking fountains, water jugs, hydration stations and water jets) are maintained regularly to ensure adherence to health and safety standards.* ☐ Mostly in place ☐ Partially in place ☐ Not in place
MA-LWPI-SM-5 ♦	**Professional learning for school nutrition professionals** To what extent do school nutrition professionals receive the required hours for professional learning (12 hours for directors, 10 hours for managers, 6 hours for staff)?	☑ Fully in place *School nutrition professionals meet or exceed the hiring and annual continuing education/training requirements of the USDA Professional Standards for School Nutrition Professionals.* ☐ Mostly in place ☐ Partially in place ☐ Not in place

A ♦ symbol indicates either a state or federal requirement which must be addressed in the local wellness policy and implemented in the district (or equivalent). If any question addressing a best practice is not applicable to your district's local wellness policy, you may skip and move on to the next question.

School day: The period from the midnight before, to 30 minutes after the end of the official school day.

Q#	Question	Response
MA-LWPI-SM-6	**Incorporating student and family/caregiver voice** To what extent does the district incorporate student and family/caregiver feedback in school meal programming to inform menu development, dining space décor, and promotional ideas?	☑ Fully in place *The district promotes participation in school meal programs to students and family/caregivers and collects student and caregiver feedback by conducting activities such as student surveys and taste testing opportunities and using them to inform menu development, dining space décor and promotional ideas, as outlined in the district's local wellness policy.* ☐ Mostly in place ☐ Partially in place ☐ Not in place
MA-LWPI-SM-7	**Seat time** To what extent does the district adhere to a minimum seat time for students to consume lunch as stated in the local wellness policy?	☑ Fully in place *All schools adhere to a minimum seat time for students to consume lunch that aligns with what is stated in the district's local wellness policy.* ☐ Mostly in place ☐ Partially in place ☐ Not in place
MA-LWPI-SM-8	**School Meal Menu Strategies: Know Your Students** To what extent do the district school meal menus reflect student demographics and student voice?	☑ Fully in place *Advanced: The menu contains recipes that reflect student demographics. Student voice is heard and is a driver for what is offered on the menu.* ☐ Mostly in place *Enhanced: The menu has some recipes that are globally inspired and has periodically offered taste tests or received feedback on certain meals.* ☐ Partially in place *Minimal: The menu is largely based on food items that have the reputation of being popular with children. There is no mechanism to capture student feedback.* ☐ Not in place
MA-LWPI-SM-9	**School Meal Menu Strategies: Minimally Processed** To what extent do the district school meal menus utilize minimally processed items?	☐ Fully in place *Advanced: Scratch cooked menu items outnumber the amount of heat and serve food items. The District has ingredient and value standards for better school food purchasing.* ☑ Mostly in place *Enhanced: The menu balances the use of heat and serves entrees with recipes that are more complex. There are scratch cooked elements for meals.* ☐ Partially in place *Minimal: The menu is primarily heat and serve, ultra-processed entrees.* ☐ Not in place

Q#	Question	Response
MA-LWPI-SM-10	**School Meal Menu Strategies: Fruits and Vegetables** To what extent do the district school meal menus include elevated fruit and vegetable options?	☑ Fully in place *Advanced: Elevated vegetable recipes and fruit options available daily. A salad bar is available daily.* ☐ Mostly in place *Enhanced: Some elevated vegetable recipes and fruit options available. A variety of fresh fruit and vegetable options are available daily.* ☐ Partially in place *Minimal: There are no elevated (multistep) recipes for fruit or vegetable sides. A salad bar is not available.* ☐ Not in place
MA-LWPI-SM-11	**School Meal Menu Strategies: Leaning into Local** To what extent do the district school meal menus include local foods (such as proteins, grains, fruits and vegetables)?	☐ Fully in place *Advanced: Protein, grain, fruits, and vegetables are prioritized being sourced locally. These items are labeled to connect students to where their food comes from.* ☑ Mostly in place *Enhanced: Some fruits and vegetables are intentionally sourced locally. District participates in Harvest of the Month.* ☐ Partially in place *Minimal: There is no intentional procurement of local fruit or vegetables.* ☐ Not in place
MA-LWPI-SM-12	**School Meal Menu Strategies: Plant-Based Proteins** To what extent do the district school meal menus include plant-based protein options?	☐ Fully in place *Advanced: Vegetarian option available daily and labeled on the menu. Plant-based proteins are often represented and are close to the main entree for menu equity.* ☑ Mostly in place *Enhanced: A vegetarian option is provided daily and rotates over the week. Some meals have the option of a plant-based meat/meat alternative.* ☐ Partially in place *Minimal: A vegetarian option is usually available daily but lacks variety. Few plant-based meat/meat alternatives are menued.* ☐ Not in place

Q#	Question	Response
MA-LWPI-SM-13	**School Meal Menu Strategies: Meal Modifications** To what extent does the district school meal program cater to meal modifications?	☑ Fully in place *Advanced: Meal modifications are thoughtful and keep the integrity of the menu offered that day. The District has the capacity to provide Kosher or Halal meals.* ☐ Mostly in place *Enhanced: Meal modifications are always made with some variety, but not similar to the main entree of the day.* ☐ Partially in place *Minimal: A separate meal will be available to students who require modifications but repeats and has minimal variety.* ☐ Not in place
MA-LWPI-SM-14	**Implementing Farm-to-School programming** To what extent does the district implement Farm-to-School programming, such as: • incorporating local or regional foods into school meal programs, • hosting promotions or special events, such as tastings, that highlight the local/ regional foods, and • reinforcing messages about agriculture and nutrition throughout the learning environment.	☑ Fully in place *The school nutrition department implements farm-to-school activities into school meal programming in accordance with all related goals outlined in the district's local wellness policy.* ☐ Mostly in place ☐ Partially in place ☐ Not in place

COMPETITIVE FOOD AND BEVERAGE STANDARDS

MA-LWPI-CF-1 ♦	**Food and beverages sold to students** To what extent do foods and beverages sold to students during the school day*, including those **sold** a la carte (inside and outside of the school meals program) and in vending machines, school stores, and snack bars, follow the USDA Smart Snacks in Schools standards or the Massachusetts Nutrition Standards for Competitive foods and Beverages in Public Schools, whichever is stricter?	☑ Fully in place *All foods and beverages sold to students during the school day* at all schools, including those sold a la carte (inside and outside of the school meals program) and in vending machines, school stores, and snack bars, meet or exceed USDA Smart Snacks standards and the Massachusetts Nutrition Standards for Competitive Foods and Beverages in Public Schools, whichever is stricter.* ☐ Mostly in place ☐ Partially in place ☐ Not in place

A ♦ symbol indicates either a state or federal requirement which must be addressed in the local wellness policy and implemented in the district (or equivalent). If any question addressing a best practice is not applicable to your district's local wellness policy, you may skip and move on to the next question.

School day: The period from the midnight before, to 30 minutes after the end of the official school day.

Q#	Question	Response
MA-LWPI-CF-2 ♦	**Foods and beverages provided for school and classroom events** To what extent do the food and beverages that are **provided, but not sold** to students, during the school day* such as rewards, incentives, or at classroom parties (like birthday or holiday parties) or school-wide celebrations meet the nutrition standards set forth in the district's local wellness policy?	☑ Fully in place *All foods and beverages provided, but not sold to students, during the school day* at all schools, including rewards, incentives, or at classroom parties (like birthday or holiday parties) or school-wide celebrations, meet or exceed the nutrition standards outlined in the district's local wellness policy.* ☐ Mostly in place ☐ Partially in place ☐ Not in place
MA-LWPI-CF-3 ♦	**Smart Snacks standards for marketed food and beverages** To what extent do the food and beverages marketed to students in school and on the school campus meet the USDA Smart Snacks Standards?	☑ Fully in place *All foods and beverages marketed to students on the school campus during the school day* meet the USDA Smart Snack Standards, including those on the exterior of vending machines, posters, flyers, menu boards, coolers, trash cans and other foodservice equipment, and cups used for beverage dispensing.* ☐ Mostly in place ☐ Partially in place ☐ Not in place
MA-LWPI-CF-4 ♦	**Smart Snacks standards for fundraising activities** To what extent does fundraising involving food during the school day* adhere to the USDA Smart Snacks Standards? *NOTE: In Massachusetts, there are no allowable exemptions from the federal Smart Snacks in School Standards. This means that all food-based fundraisers held during the school day* **must** meet these standards.*	☑ Fully in place *Only foods and beverages that meet USDA Smart Snacks Standards are sold through fundraisers on the school campus during the school day*;* *OR* *foods and beverages are not sold through fundraisers on the school campus during the school day*.* ☐ Mostly in place ☐ Partially in place ☐ Not in place
MA-LWPI-CF-5	**Prohibition on using food as a reward** To what extent does the district prohibit the use of food as a reward or the withholding of food as a punishment?	☑ Fully in place *Food is not used as a reward or withheld as punishment at any school in the district.* ☐ Mostly in place ☐ Partially in place ☐ Not in place

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School day: The period from the midnight before, to 30 minutes after the end of the official school day.

NUTRITION & FOOD SYSTEM EDUCATION

Q#	Question	Response
MA-LWPI-FL-1 ♦	**Nutrition education standards** To what extent does nutrition education for students meet the goals and standards set forth in the district's local wellness policy?	☐ Fully in place *Nutrition education for all students meets or exceeds the goals and standards outlined in the district's local wellness policy.* ☐ Mostly in place ☑ Partially in place ☐ Not in place
MA-LWPI-FL-2	**Integrated food system education** To what extent does food system education for students meet the goals and standards set forth in the district's local wellness policy? Related goals may include hands-on learning opportunities (e.g., gardening, food preparation, taste tests, field trips to local farms and/or food producers coming to schools, and reducing/diverting food waste), and education topics, including but not limited to: • how food gets to the table, • why what we eat matters, • how to make informed decisions about food, • the impact of food choices and the food system on health, environment, and economy, and • how that impact is experienced differently and inequitably.	☐ Fully in place *Food system education for students meets or exceeds the goals and standards outlined in the district's local wellness policy.* ☐ Mostly in place ☐ Partially in place ☑ Not in place

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School day: The period from the midnight before, to 30 minutes after the end of the official school day.

Q#	Question	Response
MA-LWPI-FL-3	**Programs promoting food system education** To what extent does the school nutrition program participate in programs/activities that promote food system education as set forth in the district's local wellness policy? Such programs may include, but are not limited to: • Massachusetts Harvest of the Month program • Massachusetts Farm to School Institute program • The Fresh Fruit and Vegetable Program, if applicable » Local food incentive programs, such as the Northeast Food for School Program, as available » Taste Tests	☐ Fully in place *The school nutrition program participates in all programs/activities that promote food system education outlined in the district's local wellness policy.* ☐ Mostly in place ☐ Partially in place ☑ Not in place
MA-LWPI-FL-4	**Accessing local foods** To what extent does the district access local foods through local sourcing and educate students about local foods as defined by the district's local wellness policy?	☐ Fully in place *Local food sourcing and local food education for students meets or exceeds the goals and standards outlined in the district's local wellness policy, in accordance with the district's definition of local foods.* ☑ Mostly in place ☐ Partially in place ☐ Not in place

PHYSICAL ACTIVITY AND EDUCATION

MA-LWPI-PA-1 ♦	**Goals related to physical activity** To what extent does the district meet the specific goals related to physical activity, including recess and movement breaks in the classroom, outlined in the local wellness policy? *NOTE: This may include offering students a combination of physical activity opportunities including, but not limited to: physical education, classroom physical activity, active academics, daily recess, before- and after-school activities, organized sports or clubs, and support for and promotion of active transportation.*	☑ Fully in place *All schools in the district meet or exceed the specific goals and standards related to physical activity as outlined in the district's local wellness policy.* ☐ Mostly in place ☐ Partially in place ☐ Not in place

A ♦ symbol indicates either a state or federal requirement which must be addressed in the local wellness policy and implemented in the district (or equivalent). If any question addressing a best practice is not applicable to your district's local wellness policy, you may skip and move on to the next question.

School day: The period from the midnight before, to 30 minutes after the end of the official school day.

Q#	Question	Response
MA-LWPI-PA-2	**Goals related to physical education** To what extent does the district meet the specific goals related to physical education, including physical education requirements, outlined in the local wellness policy?	☑ Fully in place *The district teaches, models, encourages, and supports physical activity among all students in all grades through physical education as outlined in the district's local wellness policy.* ☐ Mostly in place ☐ Partially in place ☐ Not in place
MA-LWPI-PA-3	**Recess before lunch** To what extent does the district provide recess before lunch to students in grades K-8? *NOTE: Best practice is to provide 20 or more minutes of recess before lunch on all days during the school year which will complement, not substitute for, physical education class as research has shown that recess before lunch increases school meal consumption and reduces food waste.*	☑ Fully in place *The district's offering of recess meets or exceeds the goals and standards outlined in the district's local wellness policy.* ☐ Mostly in place ☐ Partially in place ☐ Not in place

STAFF WELLNESS

MA-LWPI-SW-1	**Physical activity opportunities for staff** To what extent does the district promote physical and mental wellness opportunities for all staff?	☐ Fully in place *The district supports physical and mental wellness opportunities to all district employees as outlined in the local wellness policy.* ☑ Mostly in place ☐ Partially in place ☐ Not in place
MA-LWPI-SW-2	**Healthy staff meeting and celebration standards** To what extent do staff meetings, celebrations, rewards, and events meet nutrition standards and support healthy habits?	☐ Fully in place *All staff meetings and celebrations model healthy behaviors for students and staff and meet or exceed the nutrition standards outlined in the local wellness policy for such events.* ☑ Mostly in place ☐ Partially in place ☐ Not in place

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School day: The period from the midnight before, to 30 minutes after the end of the official school day.

Q#	Question	Response
SOCIAL-EMOTIONAL CLIMATE AND CAREGIVER ENGAGEMENT		
MA-LWPI-SE-1	**Communication about community-based support** To what extent does the district inform families and caregivers about community-based support available to them?	☑ Fully in place *Information is communicated to families and caregivers about community-based support available to them as outlined in the local wellness policy.* ☐ Mostly in place ☐ Partially in place ☐ Not in place
MA-LWPI-SE-2	**Implementation of social-emotional learning curriculum** To what extent does the district implement school-level evidence-based social-emotional learning (SEL) curriculum?	☑ Fully in place *The district implements evidence-based social-emotional learning curriculum in all grades for all students, as outlined in the local wellness policy.* ☐ Mostly in place ☐ Partially in place ☐ Not in place
MA-LWPI-SE-3	**Collaboration to support social-emotional health** To what extent does the district collaborate with community organizations to support social-emotional health?	☑ Fully in place *The district collaborates with community organizations to support social-emotional health as outlined in the local wellness policy.* ☐ Mostly in place ☐ Partially in place ☐ Not in place

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

Guide for Implementation of SPS School Committee Policy IMDA: Accommodations for Religious and Cultural Observances

Sudbury Public Schools values and respects the religious and cultural diversity of our community. Students and families will be supported in observing religious and cultural practices without academic or extracurricular penalty.

Recognized Observances
Sudbury Public Schools recognizes several broadly observed religious and cultural holidays within our community, including Rosh Hashanah, Yom Kippur, and Good Friday, as well as others such as Diwali, Lunar New Year, Eid al-Fitr, and Eid al-Adha. Each year, the District shares a full Observances Calendar with families prior to the start of school. These dates are used to guide scheduling and ensure students can observe important traditions without penalty.

Excused Absences
- Absences for religious or cultural observances are excused.
- Advance notice is appreciated but not required.
- Students will not be asked to disclose personal religious affiliation.

Make-Up Work and Assessments During Observation
- Students will have a reasonable opportunity to make up all missed work, assessments, and activities without penalty.
- At minimum, students will be given the number of days missed plus one additional day to complete work.
- Teachers will provide access to instructional materials and support to ensure students can successfully complete assignments.

Planning Around Observances
- On broadly observed dates:
    - No tests or quizzes will be scheduled.
    - No assignments will be due on the observance or the following school day.
    - Schools will avoid scheduling major events (e.g., performances, field trips, major activities) when possible.

Extracurricular Activities
- Students will not be penalized for missing practices, games, performances, or other activities due to observances.
- When feasible, reasonable alternatives or make-up opportunities will be provided.

Student Support During Observances
- Reasonable accommodations may be provided, including:
    - Access to a quiet space for prayer or reflection
    - Alternative arrangements during lunch for students who are fasting
    - Adjustments in physical activity during fasting periods

Communication
- Families are encouraged to communicate with the school about upcoming observances.
- Schools will work collaboratively with students and families to ensure accommodations are respectful and manageable.

Limitations
- State-mandated assessments (e.g., MCAS, AP exams) are scheduled externally and cannot be rescheduled by the District.

Sudbury Public Schools
School Committee Meeting

Date: **May 18, 2026**

Agenda Item: 4a
Welcome Member Ellen Lederer-DeFrancesco; Review of School Committee Operating Protocols, Policy BA-1

Recommendation:

Move that the Sudbury School Committee reaffirm its commitment to the School Committee Operating Protocols as outlined and that all members agree to conduct the work of the Committee in accordance with these established expectations.

Background Information:

Every year the School Committee votes to reaffirm its commitment to Policy BA-1. It is also a time where we can speak if any revisions need to be made. If revisions are to be made then the Policy will go through the three step Policy Adoption process.

Reference Materials:

Attachments:

File_ 1 - BA - SCHOOL COMMITTEE OPERATIONAL GOALS
2-Policy BA-1_ SC Operating Protocols

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

File: BA - SCHOOL COMMITTEE OPERATIONAL GOALS

The School Committee is responsible to the people for whose benefit the school district has been established. The Committee's current decisions will influence the course of education in our schools for years to come. The Committee and each of its members must look to the future and to the needs of all people more than the average citizen finds necessary. This requires a comprehensive perspective and long-range planning in addition to attention to immediate concerns.

The School Committee's primary responsibility is to establish those purposes, programs, and procedures that will best produce the educational achievement needed by our students. The Committee is charged with accomplishing this while also being responsible for wise management of resources available to the school district. The Committee must fulfill these responsibilities by functioning primarily as a legislative body to formulate and adopt policy, by selecting an executive officer to implement policy, and by evaluating the results. It must carry out its functions openly, while seeking the comments of the public, students, and staff in its decision-making processes.

In accordance with these principles, the technique will involve:

1. Periodically setting performance objectives for the School Committee itself and evaluating their accomplishment.
2. Setting objectives for performance for each position and function in the system.
3. Allowing the people responsible for carrying out objectives to have a role in setting them.
4. Establishing practical and SMART district goals.
5. Conducting a periodic review of performance against these goals.

SOURCE: MASC – Updated 2022

SUDBURY PUBLIC SCHOOLS
School Committee Protocols

For the purpose of effective governance and enhancing teamwork among members of the School Committee and between members of the administration, the Sudbury School Committee adopts the following operating principles:

The School Committee will:

1. Represent the needs and interests of **all** students in the District and place their interests above all others in the decisions we make.
2. Exercise leadership in vision, planning, policy making, budget, communication, and advocacy on behalf of the students and District and evaluate the effectiveness of the Superintendent. It is the Superintendent's responsibility to manage the day-to-day operations of the District and to oversee personnel issues.
3. Conduct business through a set agenda. Emerging items will be addressed in subsequent meetings through agenda items.
4. Base our decisions upon available facts, vote our convictions, avoid bias, and uphold and support the decisions of the majority of the School Committee once a decision is made.
5. Acknowledge that a School Committee meeting is a meeting that is held in public, not a public meeting, and make every effort to ensure that the Committee meetings are effective and efficient. We welcome community members to attend our meetings and participate during public comment.
6. Maintain an open environment where each member is empowered to freely express opinions, concerns, and ideas. Keep an open mind and accept that members can change their opinions.
7. We will respect staff and fellow board members at all times. Treat everyone with dignity and respect, even in times of disagreement.
8. Refer any important questions or concerns received from members of the community to the Superintendent. The Superintendent, not any School Committee member, has the authority to investigate. The Superintendent shall provide their response to Committee members. It is not the role of the School Committee or any of its members to resolve issues.
9. Recognize the importance of proactive communication and agree that there will be no surprises for the Committee or the Superintendent. If School Committee members have questions or concerns, they agree to contact the Superintendent as well in advance of a meeting as practical.
10. Channel requests for information through the Superintendent or the School Committee chair and not directly to staff. The Superintendent will ensure that each member has equal access to this information.
11. The School Committee Chair and/or their liaison/designee and the Superintendent will represent the positions of the School Committee to the media or other public bodies.
12. Maintain confidentiality of Executive Session.

Adopted July 24, 2013
Revised June 1, 2016; June 26, 2019

Sudbury Public Schools
School Committee Meeting

Date: **May 18, 2026**

Agenda Item: 4b
Discussion Regarding Operational Feedback from Union

Background Information:

The School Committee and administration have received feedback from the Union as we get closer to the end of the year that appear to be both operational and within the Committee's oversight.

The purpose of this agenda item is to discuss the School Committee's governance and oversight responsibilities related to that feedback.

The Union would like us to review and collaborate on areas such as:

- Appropriate staffing levels
- Allocation of resources
- Workload and caseload management

Relationship to the 2025–2028 Memorandum of Agreement

Many of these themes were discussed during recent collective bargaining between the School Committee and the Union. The ratified 2025–2028 Memorandum of Agreement includes several provisions intended to support these areas, including:

- Creation of a Health and Safety Committee
- Annual review of class size limits and staffing ratios
- Procedures for reviewing special education workloads and caseloads
- A formal process for educators to raise workload concerns with building and district administrators
- Additional planning and preparation time for educators

These provisions were negotiated to enhance communication, improve working conditions, support staff collaboration, and strengthen services for students.

Purpose of the Discussion

The purpose of this agenda item is to consider the themes raised by the feedback and how the School Committee can constructively support both staff and students in the upcoming year, whether through the FY28 budget discussions and/or goal setting.

Attachments:

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

Sudbury Public Schools
School Committee Meeting

Date: **May 18, 2026**

Agenda Item: 4c
2025-2026 School Committee Goals: Where we are to date

Recommendation:

Background Information:

The School Committee approves their goals each year, traditionally in June/July/August. This year, the School Committee began working on its goals at its June 16, 2025 meeting (pages 30-64 of agenda packet) came to consensus at its July 21, 2025 meeting (pages 85-106 of agend packet) and approved its goals via the consent calendar on August 4, 2025.

The Committee provided the community a mid-year status report at its January 20, 2026 meeting. You can find the mid-year report here: 2025-2026 School Committee Goals Mid-Year Target Update

This agenda item provides the School Committee with an opportunity to review where the Committee stands in relation to its 2025–2026 goals and to identify any remaining work associated with those goals. As the Committee works through the agenda, members will receive updates, review recommendations and feedback, and discuss possible next steps for goal areas that are still in progress. This discussion will help ensure that any outstanding work is completed so that the Committee can provide a comprehensive year-end report to the community and begin considering priorities for the 2026–2027 School Committee goals as part of the annual goal-setting process.

Attachments:

DRAFT-2025-2026 School Committee Goals Working Document

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

DRAFT 2025-2026 Sudbury School Committee Goals

Goal Area: Family and Community Engagement	**Goal:** To foster trust, transparency, and collaboration, the Sudbury School Committee will strengthen relationships with families, educators, and the broader community through inclusive engagement practices, open communication, and responsive action.			
Strategic Actions	**Who is Responsible**	**Outcomes & Deliverables (Evidence & Data)**	**Mid-Year Targets**	**EOY Deliverable (s)**
Review and update policies to support hybrid meetings and inclusive public participation	Policy Subcommittee School Committee	Review and possible adoption of BEDH (Public Comment) and BEA (Remote Participation)	Drafts presented and voted upon **COMPLETED** The Sudbury School Committee voted to adopt policies BEDH and BEA at its December 4, 2026 meeting.	Review and update policies communicated to the SPS Community **COMPLETED** The Sudbury School Committee completed its review and adoption of BEDH (Public Comment) and BEA (Remote Participation) and communicated these updates to the SPS community through an approved community letter and At-a-Glance newsletter. This letter and newsletter was distributed to the community on January 28, 2026. The communications outlined updated policies supporting both in-person and remote participation, clarified meeting and public comment procedures, and highlighted improvements to transparency and accessibility. Additional updates included revisions to the School Committee Handbook and District website, clearer agenda-setting processes, posting requirements for subcommittee materials, and a timeline requiring meeting packets to be posted by noon on the day of each meeting.

Strengthen and support the School Committee's Parent Advisory Council(s).	SEPAC Liaisons, School Committee Chair	School Committee liaisons will provide a report on SEPAC's goals and outcomes The School Committee Chair will allow SEPAC to present to the School Committee at least once this year	SEPAC presentation **COMPLETED** On August 4, 2025, the School Committee adopted Policy BDFB and BDFB-R, and on November 3, 2025, updated the School Committee Handbook to formalize liaison roles and advisory input processes for SEPAC and other Parent Advisory Councils. The Sudbury School Committee established a LBGTQ+ PAC on October 6, 2025. SEPAC presented to the School Committee on December 8, 2025, and participated in a joint meeting on January 15, 2026 to provide budget feedback, prompted by widespread parent concern regarding proposed reductions to summer services, including the Extended School Year (ESY) and special education–related student services.	SEPAC EOY Report **COMPLETED** Members of the SEPAC and LGBTQ+ Parent Advisory Council (PAC) were invited to attend the April 13, 2026, School Committee meeting to participate in the annual Academic Benchmarking review presented by the Wellness Curriculum Specialist, Mathematics Curriculum Coordinator, and Humanities Curriculum Coordinator. This provided an opportunity for both PAC members and School Committee members to ask questions, engage in discussion, and deepen their shared understanding of student achievement and curriculum outcomes. On March 16, 2026, the School Committee approved a survey to be distributed to members of the Special Education Parent Advisory Council (SEPAC) and the LGBTQ+ Parent Advisory Council (PAC) as part of the annual review process described in the Sudbury School Committee Handbook. The purpose of the survey was to gather feedback on the effectiveness of communication and collaboration between the School Committee and the Parent Advisory Councils and to identify opportunities to strengthen advisory processes. The survey asked PAC members to assess the effectiveness of communication with their School Committee liaison, the clarity of the process for sharing input and concerns, and whether they felt they had meaningful opportunities to provide feedback on policies, programs, and decisions affecting students and families. It also sought input on whether

				PAC members believed their feedback was considered by the School Committee, which communication methods had been most helpful, and what types of support would help the PACs fulfill their advisory role more effectively. Several open-ended questions invited respondents to describe what had worked well in the relationship and to offer recommendations for improving communication, collaboration, and engagement on topics important to their communities. The School Committee reviewed the results of the survey at its May 18, 2026 meeting and discussed next steps for the upcoming year. SEPAC and the LGBTQ+ PAC have been invited to attend or provide a year end report at a School Committee meeting in June.
Conduct a minimum of two community listening sessions	Full School Committee (two rotating members) Communications Liaison	Summaries documented Attendance logs A minimum of two surveys will be conducted to assess the effectiveness of Listening Sessions.	At least one community listening session will be conducted and summarized Draft of surveys presented to the full committee for review and approval (October) **COMPLETED** The School Committee approved a survey for listening session attendees at its September 22, 2025 meeting, held a listening session on November 6, 2025, and received a follow-up update at its	EOY report, which will include documented summaries from listening sessions, attendance logs, and survey results for discussion regarding if listening sessions were effective. Policies and School Committee Handbook will be updated, if needed, regarding listening sessions. **COMPLETED** The School Committee held two additional listening sessions on March 31, 2026, and April 14, 2026. Feedback from the March 31 session was included in the April 13, 2026 agenda packet, and feedback from the April 14 session was included in the May 18, 2026 agenda packet.

			December 18, 2025 meeting summarizing attendance, key themes raised, and other data to inform the effectiveness of the listening sessions.	At its May 18, 2026 meeting, the School Committee reviewed the effectiveness of the listening sessions, discussed themes raised by community members, and considered next steps regarding whether listening sessions should become an ongoing practice. The Committee also discussed incorporating best practices and procedures for conducting listening sessions into the Sudbury School Committee Handbook.

2025-2026 Sudbury School Committee Goals

Goal Area: Teaching, Learning, and Technology	**Goal:** The Sudbury School Committee will support, evaluate, and monitor the implementation of curriculum and classroom technology by receiving presentations from district leaders on instructional practices, reviewing student outcome data, and updating relevant policies, including guidance on class size and technology use. This work will ensure alignment between educational programming, district priorities, and student needs.			
Strategic Actions	**Who is Responsible**	**Outcomes & Deliverables (Evidence & Data)**	**Mid-Year Deliverable(s)**	**EOY Deliverable (s)**
Monitor implementation of the K–5 EL curriculum	School Committee, Superintendent	Presentations and data on instructional time, professional development needs, and student outcomes	Receive updates and early implementation data Review resource needs for the FY27 budget **COMPLETED** The School Committee received a presentation from the SPS Humanities Curriculum Coordinator at its December 8, 2025 meeting.	Review benchmarking data Document outcomes to inform FY27 planning **COMPLETED** The School Committee received an update from the SPS Humanities Curriculum Coordinator at its April 13, 2026 meeting.
Evaluate EL Grade 6 pilot and determine next steps	School Committee, Superintendent	Pilot data and recommendations for expansion or further study	Discuss the pilot during the FY27 budget process. Review resources and needs for the FY27 budget.	Determine a plan for Grade 6 curriculum implementation

			COMPLETED The School Committee received a presentation from the SPS Humanities Curriculum Coordinator at its December 8, 2025 meeting.	**COMPLETED** At its April 13, 2026 meeting, the School Committee received a presentation from the Sudbury Public Schools Humanities Curriculum Coordinator regarding the Grade 6 English Language Arts pilot. The presentation summarized the outcomes of the pilot, including teacher feedback, student engagement, and alignment with the district's literacy goals, and included a recommendation for full implementation of the curriculum. The presentation also outlined the anticipated budgetary impact for FY28, including the cost of instructional materials, professional development, and ongoing coaching support needed to successfully implement the curriculum districtwide.
Review 7th-grade math and the compacted 7/8 pathway	School Committee, Superintendent	Presentations and outcome data across student math tracks	Analyze mid-year performance data. Review resources and needs for the FY27 budget. **COMPLETED** The School Committee received a presentation from the SPS Mathematics Curriculum Coordinator at its December 8, 2025 meeting	Discuss benchmarking data and make recommendations **COMPLETED** At its May 18, 2026 meeting, the School Committee received a presentation from the Sudbury Public Schools Mathematics Curriculum Coordinator
Review and evaluate the integration of digital resources and instructional technology in classroom instruction.	School Committee, Superintendent	The School Committee will receive a report outlining current practices, alignment with the Massachusetts Curriculum Frameworks, and implementation of digital citizenship objectives as outlined in Policy IJNDB.	School Committee receives presentation Two Superintendent updates provided summarizing how policy is being implemented, including communication with families,	Summarize findings Propose next steps The Committee will review feedback and consider next steps

Monitor the implementation of Policy JICJ – *Student Use of Technology in Schools*.	School Committee, Superintendent	The School Committee will receive at least three updates throughout the school year during the Superintendent's Report at a fall, winter, and spring meeting. Summaries will be reflected in meeting minutes.	exemption procedures, enforcement practices, and impacts on teacher, learning, and social climate. **COMPLETED** The School Committee enhanced its understanding of Policy JIJC implementation and digital citizenship through a presentation from the SPS Technology Director at its November 3, 2025 meeting. The Superintendent and Assistant Superintendent have provided periodic updates in their district reports in relation to the teaching of digital citizenship.	to support consistent implementation districtwide. **COMPLETED** The School Committee received a comprehensive presentation at its January 26, 2026 meeting reviewing the district's use of digital resources and instructional technology in classroom instruction. The report outlined current practices, demonstrated alignment with the Massachusetts Curriculum Frameworks and Digital Literacy and Computer Science standards, and provided an overview of student safety, data privacy, instructional tools, and professional development supporting effective and responsible technology integration. On February 9, 2026, the Superintendent and Middle School Principal gave the School Committee a student use and technology update. At the School Committee's request, the district prepared a memorandum that was presented and discussed at the March 16, 2026, School Committee meeting regarding technology use and screen time in Sudbury Public Schools. The memorandum, prepared by Assistant Superintendent Annette Doyle, responded to questions raised by

				the Committee following the January 26, 2026, Technology Integration presentation. It summarized current research on screen time in schools, noting that health and education organizations generally do not recommend strict universal limits during the school day, but instead emphasize the importance of how technology is used and whether it supports active learning. The memorandum described district practices designed to ensure that technology use is purposeful, balanced, and developmentally appropriate, including restrictions on recreational use, filtering of inappropriate content, and limits on personal device use during school hours. It also provided estimated ranges of daily Chromebook use by grade level, ranging from no device use in pre-kindergarten to up to 90 minutes per day in middle school, and included specific examples of how technology is integrated across academic subjects to enhance instruction while maintaining a strong emphasis on discussion, hands-on learning, and relationship-building. At the School Committee's April 13, 2026 meeting, the Superintendent gave his third student use and technology update. At its May 18, 2026 meeting, the School Committee reviewed a

				memorandum from the Superintendent summarizing the district's ongoing efforts to ensure that technology is used intentionally and in developmentally appropriate ways to support teaching and learning. The memorandum outlined several initiatives planned for the 2026–2027 school year, including professional development for staff, updates to student technology expectations and policies, additional safeguards for middle school students, and implementation of the Parent Blocksi dashboard to provide families with greater visibility into student device use at home. The Superintendent did not recommend establishing a separate parent advisory council on technology at this time. The Committee discussed next steps.

2025-2026 Sudbury School Committee Goals

Goal Area: Fiscal Stewardship and Long-Term Planning	**Goal:** Ensure the long-term fiscal health of the Sudbury Public Schools by strengthening the School Committee's ability to align the operating and capital budgets with instructional priorities, equity goals, and the long-term maintenance and capacity needs of district facilities.			
Strategic Actions	**Who is Responsible**	**Outcomes & Deliverables (Evidence & Data)**	**Mid-Year Deliverable(s)**	**EOY Deliverable (s)**
Prioritize and plan for the district's short- and long-term capital needs by using the Facilities Condition Assessment, Noyes, Nixon, Haynes, and Loring Schools Space Utilization Study, and other usage data.	School Committee, Combined Facilities Director, Administration	Short- and long-term Capital Plan.	Share the draft Capital Plan. **COMPLETED** The Sudbury School Committee reviewed a presentation and provided input regarding the 15-Year SPS Capital Planning at its October 23, 2026 meeting. The draft was posted to the Town of Sudbury website.	Final Capital Plan approved and posted publicly. **COMPLETED** The SPS Capital Plan is included on the Town of Sudbury's website. The Sudbury School Committee was invited and participated in the Sudbury Select Board's Capital night on February 23, 2026 and participated

2025-2026 Sudbury School Committee Goals

Goal Area: After-School Care & Enrichment	**Goal:** Identify and advance opportunities to expand after-school care and enrichment programs for SPS students by assessing space, reviewing peer models, engaging stakeholders, and developing actionable strategies.			
Strategic Actions	**Who is Responsible**	**Outcomes & Deliverables (Evidence & Data)**	**Mid-Year Deliverable(s)**	**EOY Deliverable (s)**
Explore and evaluate options for after-school care and enrichment through research, stakeholder engagement, and analysis of district capacity, peer models, and the diverse needs of SPS students.	School Committee	Documentation of space constraints and available areas by school; website section created with space usage info	Initial findings on space usage, peer district practices, and local provider landscape compiled; summary of emerging considerations related to program design, accessibility, and alignment with the diverse needs of the SPS student population. **COMPLETED** At its September 9, 2025 meeting, the School Committee divided and advanced its work on this goal across key areas, including peer district models, the current provider landscape, SPS building availability, and stakeholder engagement. The Committee received an update on the current landscape	Comprehensive summary of findings presented to the School Committee, including key takeaways related to space, provider landscape, peer models, and considerations for future program development. As appropriate, preliminary steps may be taken to support potential next-phase planning and/or external partnerships. **COMPLETED** The School Committee reviewed a comprehensive summary of findings at its January 20, 2026 meeting. At its March 2, 2026 meeting, the School Committee invited the Director of Health and Community Engagement and the Parks, Recreation and Aquatics

			through a report included in the December 18, 2025 Consent Calendar, and discussed all reports at its January 20, 2026 meeting.	Director to present a proposal to provide additional after-school enrichment opportunities for elementary students if Sudbury Public Schools were able to make one classroom available in each building. The proposal was intended to complement, not replace, a traditional after-school care provider by expanding enrichment programming through a potential partnership with the Town. Following the competitive procurement process required by Massachusetts law, the School Committee voted on April 13, 2026, to approve the recommendation of the independent evaluation committee and award the lease and contract to Sudbury Extended Day, Inc. to continue providing before- and after-school care for Sudbury Public Schools students. At its May 18, 2026 meeting, the School Committee discussed a memorandum from the Superintendent regarding the availability of space in elementary schools to support potential partnerships with the Sudbury Parks and Recreation for after-school enrichment programming. The memorandum noted that while some space may be available after 3:00 p.m., availability varies by school and is subject to instructional and

				operational needs. The administration indicated that opportunities for collaboration may exist where schedules and space align, but that consistent daily space across all schools cannot be guaranteed. The Committee discussed next steps.

Sudbury Public Schools
School Committee Meeting

Date: **May 18, 2026**

Agenda Item: 4d
2025-2025 School Committee Goal: Teaching, Learning, and Technology

i. Review 7th grade math and the compacted grade 7 / 8 pathway; Recommendations; Next Steps
    a. Presentation from Karen Wolfson, Mathematics Curriculum Coordinator
ii. Monitor the implementation of Policy JICJ, Student Use of Technology in schools; Review feedback received this year; next steps
iii. Review and evaluate the integration of digital resources and instructional technology in classroom instruction; Review feedback received this year; Administration recommendation regarding possible working group next steps

Recommendation:

Background Information:

Attachments:

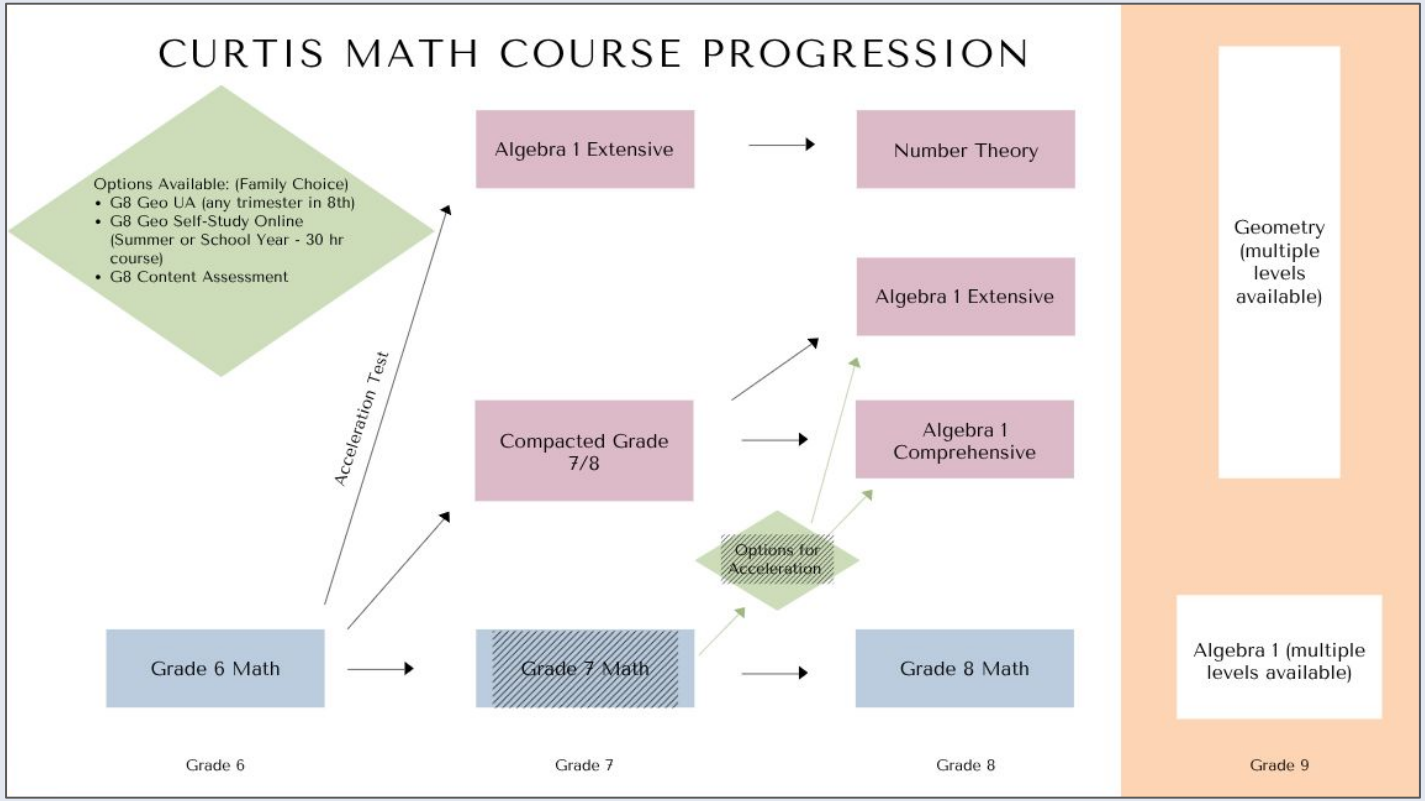
Middle School Math Update_Spring 2026
Technology Update - SC Goal FY26

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

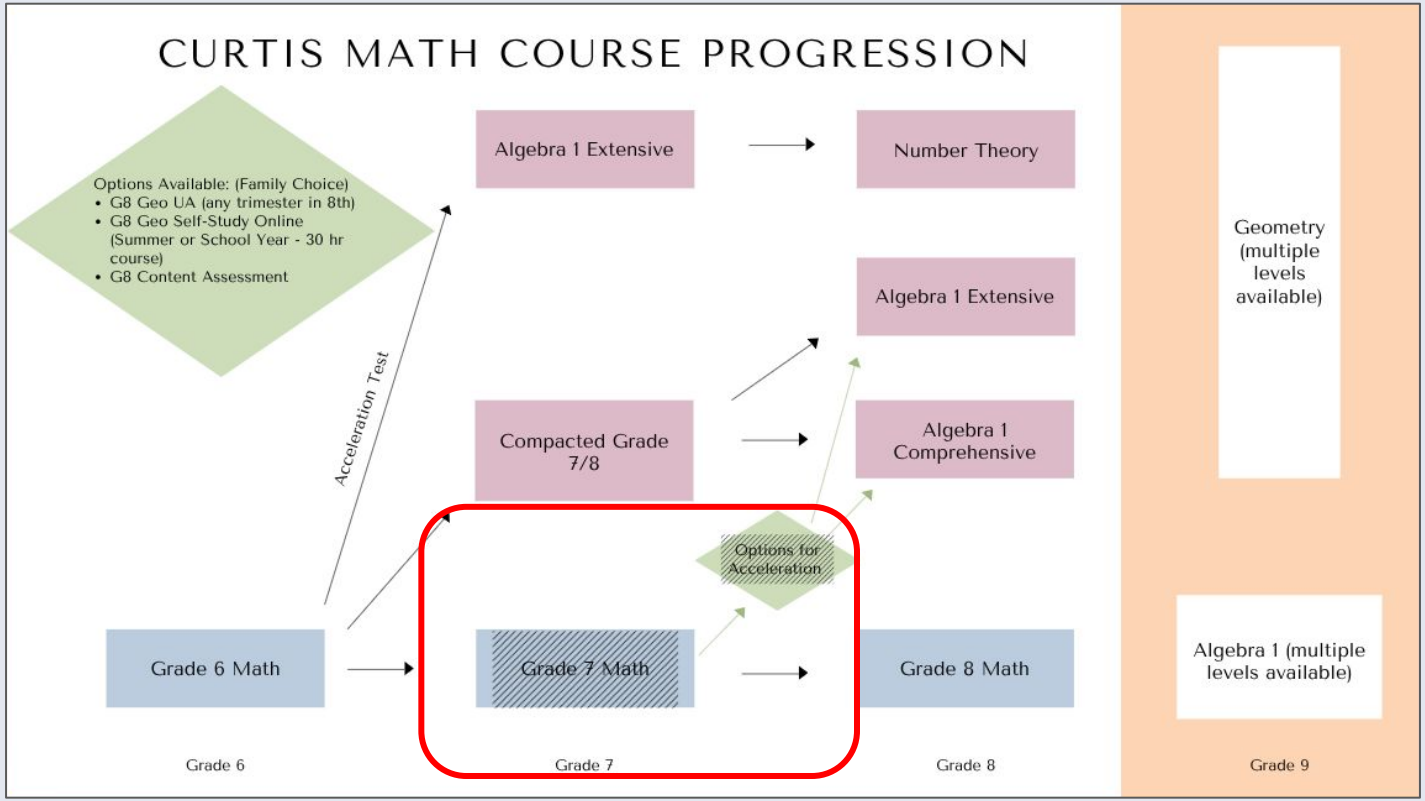
Middle School Math Update

5/18/2026

Updated Math Course Progression - The Plan

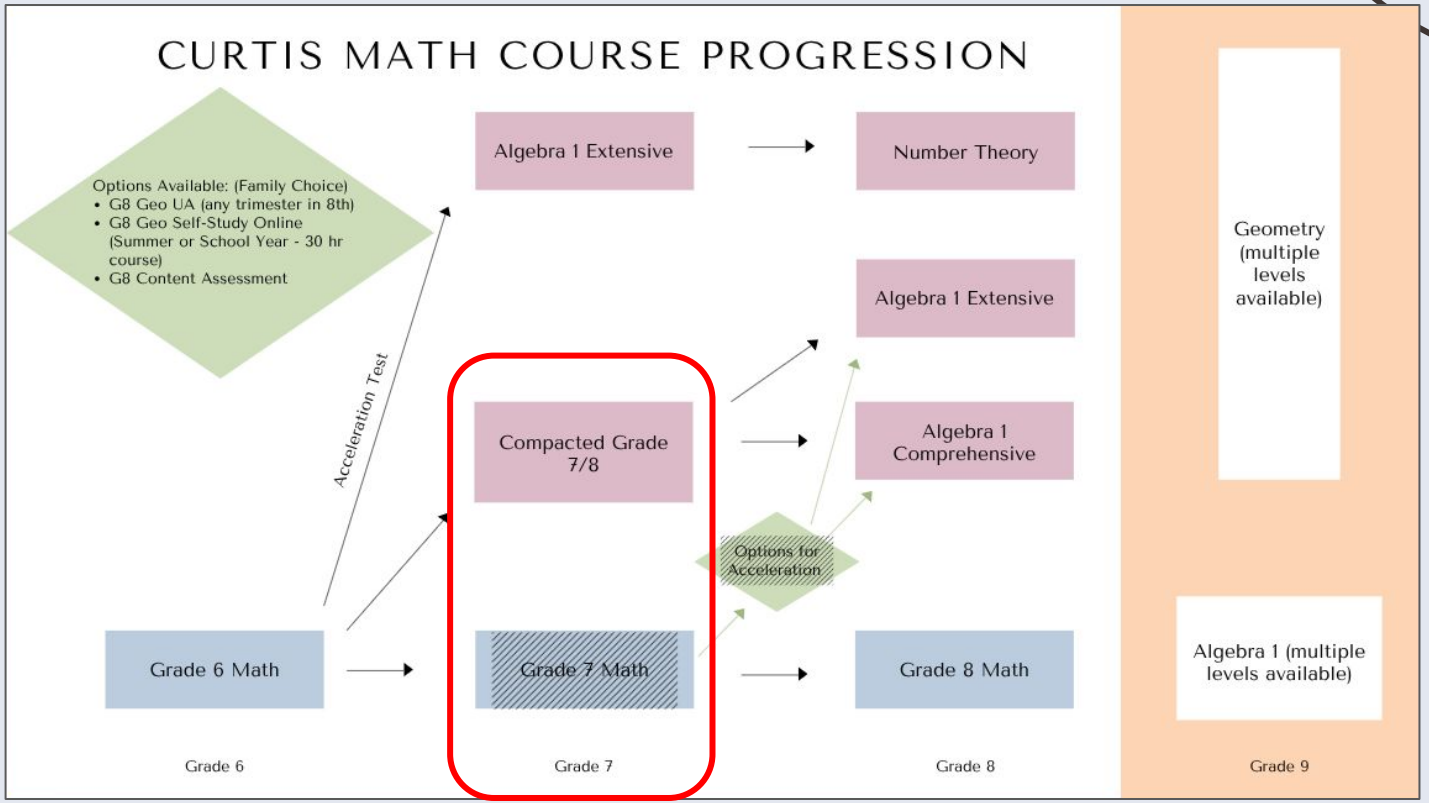


Updated Math Course Progression - The Plan



Updated Math Course Progression - The Work

- Create course scope and sequence for Grade 7 Math
- Communicate with families about 7th grade math courses
- Transparent placement process for students entering 7th grade
- Communicate with families



Math Courses in 7th Grade

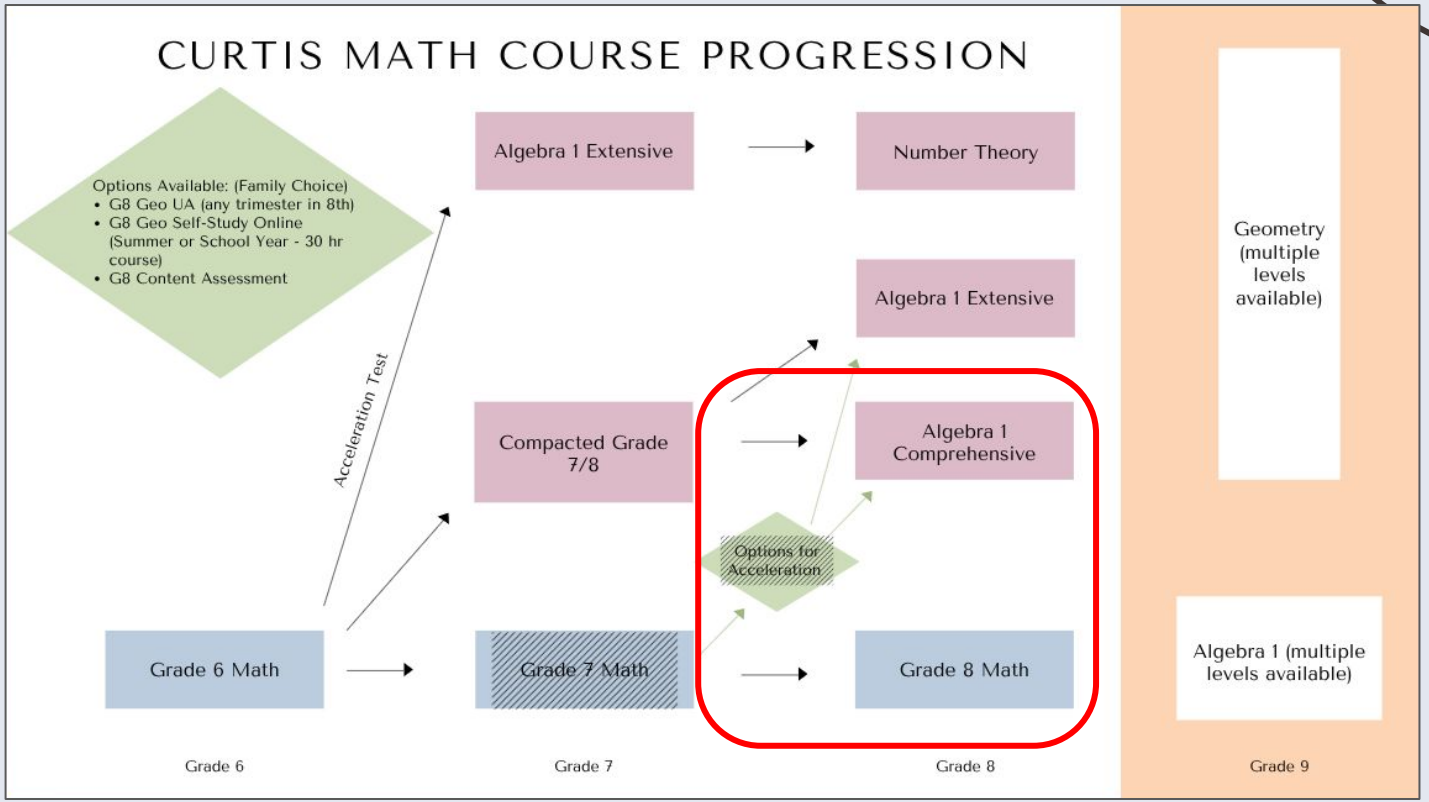
	Grade 7 Math	7/8 Compacted Math
2025-2026 School Year	~ 2/3 of students are in Grade 7 Math	~ 1/3 students in 7/8 Compacted Math
2026-2027 School Year**	~ 1/2 of student are in Grade 7 Math	~ 1/2 of students are in 7/8 Compacted Math

7th Grade: Percent of Students Scoring C+ or higher

	Trimester 1	Trimester 2
2025-2026 School Year	~80% of students had a score of C+ or higher	~87% of students had a score of C+ or higher
2026-2027 School Year	~ 92% of students had a score of C+ or higher	~91% of students had a score of C+ or higher

Updated Math Course Progression - The Work

- Create course for Geometry UA in 8th Grade
- Create Geometry assessment for mastery of skills
- Communicate with families about 8th grade math course options
- Transparent placement recommendations for 8th grade
- Communicate with families
- Hire 0.5 FTE Math Teacher for Geometry courses



Geometry Option for 8th Grade Students

For the 2026-2027 school year, we have had 61 students recommended for the Algebra Comprehensive with Geometry UA option. ***
We have another 4 override requests at this time.

This means that at least 61 students had the opportunity to slow things down in 7th grade and build a more solid foundation, while still having access to Algebra in 8th grade (and therefore Geometry in 9th grade).

Timeline for Rising 8th Grade Families

March 2026- May 2026	Communication to Families about 8th Grade Math Course Options, with timelines
Early May 2026	Course Placements Shared
Mid May 2026	Survey For Geometry Option (UA or Assessment)
August 27, 2026	Geometry Assessment Offered
Prior to Sept. 2nd	Assessment Scores Shared and Placements made accordingly

Timeline for Rising 7th Grade Families

March 2026- May 2026	Communication to Families about Grade 7 Math Course Options, with timelines
Early May 2026	Course Placements Share
May/June 2026	Survey for Interest in Course Acceleration (Accelerating from Grade 6 Math to Grade 8 Algebra Extensive) Please note: Only students recommended for 7/8 Compacted Math are eligible for Acceleration to Algebra
August 27, 2026	Acceleration Assessment
Prior to Sept. 2nd	Assessment Scores Shared and Placements made accordingly

We Continue to Ask Questions…

- How did we do with course placement recommendations and teaming?
- How are students feeling about their math classes?
- Are we providing support for students to access the curriculum?
- What percentage of the 160 students eligible for the Geometry UA in 8th grade will opt for that path along with Algebra Comprehensive? ***About 38% of the students were recommended for the additional Geometry course***
- In Spring 2027, will we see an increase in MCAS scores within the Geometry domain? Will more students be meeting expectations?
- Will students be better prepared for 9th grade math courses?
- *What is the impact of 8th grade math placement impact later Science courses at LSRHS?*

TO: Brad Crozier, Superintendent
FROM: Annette Doyle, Assistant Superintendent
RE: Technology School Committee Update
DATE: May 15, 2026

Over the course of the 2025-2026 school year, we have provided the following updates to the School Committee related to technology:

November 3, 2025 - Student Use of Personal Electronic Devices presentation with Michael O'Brien, Technology Director

January 26, 2026 - Digital Citizenship, Current Practices, and Framework Alignment presentation with Michael O'Brien, Technology Director; Liz Kerrigan, MS Technology Integration Specialist; Shannon Famigletti, ES Technology Integration Specialist

February 9, 2026 - Student Use of Technology Update with Brad Crozier, Superintendent; and Jeff Mela, Curtis Principal

March 16 2026 - Instructional Technology and Digital Practices Update with Annette Doyle, Assistant Superintendent

April 13, 2026 - Student Use of Technology Update with Brad Crozier, Superintendent

The School Committee identified a need to better understand how technology is being used in SPS classrooms and our presentations and updates aimed to provide these insights. As outlined in the reports, SPS endorses using technology in intentional ways to support active learning, student engagement, and strong classroom relationships. Screen time does not replace the core experiences that build community and learning: conversation, collaboration, movement, and hands-on experiences.

As part of our ongoing efforts to continuously improve, we are implementing the following:

1. **FY27 technology planning session on Thursday, June 4:** This time will be focused on reviewing the SAMR model*, generating purposeful technology use guidelines, and planning for consistent messaging. Instruction will be led by the Instructional Technology Team and include grades 2–8 teacher representatives from all schools.

2. **District-wide professional development for FY27:** We are currently planning sessions to provide opportunities that focus on using technology intentionally for high value purposes, emphasizing the SAMR model of learning.
    a. Fall 2026 - Middle school professional development focused on the 1:1 program and the SAMR model
    b. Fall 2026 - Elementary schools professional development to reinforce guidelines and best practices

c. 2026-2027: Middle school ILAP sessions including balanced reading and resources.

2. **Review and update the student technology behavior rubric**

3. **Beginning-of-year ECMS student acceptable use assemblies:** We are reframing the annual discussion of technology behavior expectations to include deeper learning about screen time and best practices. In addition to the measures already cited to reduce student digital distraction, the following additional changes are planned:

    a. Grade 6 will only have access to a list of allowed sites.
    b. The delayed rollout of 1:1 Chromebooks for grade 6 will occur at the end of the second week of school.
    c. Unplugged team time for Grade 6 (to match the unplugged indoor recess implemented at the elementary schools) will be instituted.
    d. Grade 6 teachers are developing an updated series of Digital Habits lessons/activities that will be taught within the first month of school. The goal is to help students manage a digital environment through the lens of our core values (responsibility, respect, and learning).
    e. Chromebook access will be turned off all summer.
    f. Continued YouTube blocking will remain in place in grades K–8, except for enabling grade 8 to access mid-year for the Civics project. Note that YouTube access for grade 8 is a curated experience that prevents access to Shorts, suggested videos, and comments. Future access to the platform is under review.
    g. Parent Blocksi will be implemented in 2026-2027. The Parent Dashboard module of Blocksi allows parents to see their children's web browsing history and apply additional device restrictions when at home (limiting hours, etc.).

4. **Identify opportunities to work with grade 8 students to promote screentime balance, academic uses, and prepare them for broader internet readiness**

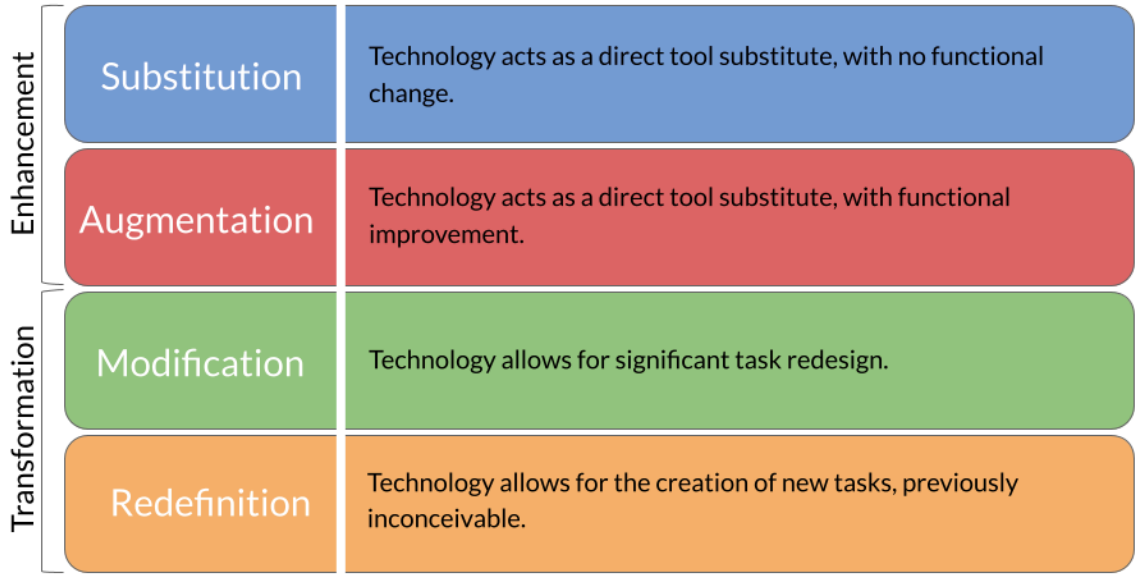
5. **Update the Student Acceptable Use policy for FY27**

These are some examples of our ongoing efforts. We continue to examine our practices and adjust the ways we are using technology. We will be advancing this work next year.

At this time, I do not recommend establishing a parent advisory council, as our educators and administrators are already steeped in the efforts that these groups would likely suggest (strategic access, intentional use, reduction of gamification, etc.). With finite resources of personnel and time, it is best to focus our energy on these advancements.

Building on the Committee’s input, our plan includes allocating specific time for teachers to self-audit and reflect on their technology practices. We also remain committed to the essential goal of strengthening communication with our families.

***SAMR Model**



The SAMR Model was developed by Dr. Ruben Puentedura to help teachers infuse technology into teaching. The model allows teachers to *evaluate how they are using technology in their instructional practices*. “SAMR” is an acronym that stands for four levels in the technology integration process: Substitution, Augmentation, Modification, and Redefinition. As one moves through the levels, the *technology becomes seamlessly woven into teaching and learning to encourage higher order thinking*.

Sudbury Public Schools
School Committee Meeting

Date: **May 18, 2026**

Agenda Item: 4e
2025-2025 School Committee Goal: After-School Care & Enrichment

i. Review recommendation from administration on whether or not SPS can provide one classroom in each of the four elementary schools to Parks & Recreation for enrichment opportunities for students after school; next steps

Recommendation:

Background Information:

Reference Materials:

Attachments:

Enrichment Spaces

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

Sudbury Public Schools

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

Brad Crozier
Superintendent of Schools
brad_crozier@sudbury.k12.ma.us

Memorandum
To: Sudbury School Committee
From: Brad Crozier, Superintendent
Date: May 18, 2026
Re: After-School Enrichment Space Considerations and Partnership Opportunities

As part of the School Committee's 2025–2026 goal related to after-school care and enrichment opportunities, the SPS administration explored whether Sudbury Public Schools could identify space within each elementary school to support a partnership with Sudbury Parks and Recreation for after-school enrichment programming.

The approach taken by the administration was to work collaboratively with school principals and staff to identify potential spaces that could be made available while balancing the operational and instructional needs of each building.

It is important to note that any available space is generally limited to after 3:00 PM, as staff maintain contractual obligations and responsibilities in the buildings until that point in the day.

Our current inventory demonstrates that space availability is highly school-dependent and subject to the specific needs and scheduling realities of each school:

- **Loring:** The Learning Studio (LS) is heavily utilized for staff and administrative meetings; however, it may be accessible on Tuesdays, full Wednesdays, and Thursdays.
- **Noyes:** The Library and Art Room may be available daily and after 3:00 PM on Tuesdays and Thursdays.
- **Nixon:** The Learning Studio is currently prioritized for Art and Math Clubs throughout the year.
- **Haynes:** The music room could be available daily and after 3:00 PM on Tuesdays and Thursdays, although there are no tables in this room.

In reviewing the feasibility of providing consistent after-school space access, several operational realities emerged that should help frame expectations for both internal stakeholders and external partners, including Parks and Recreation.

First, many enrichment providers prefer daily consistency in programming locations and schedules. However, committing to permanent daily use of school spaces would significantly limit the district's ability to respond to changing instructional and operational needs within each building.

In addition, school schedules are frequently impacted by non-recurring events, including:

- Staff and professional development meetings;
- Certified staff meetings held twice monthly;
- ILAP meetings requiring building or district-wide meeting space;
- Community events such as book fairs, science fairs, and PTO functions.

The building administrators also noted that the district's increasing use of Project-Based Learning (PBL) creates additional challenges for shared spaces. Student projects and instructional materials often remain in common areas for extended periods of time, and regular after-school programming can interfere with preserving these learning environments.

There are also important distinctions between different types of school spaces:

- **Classrooms** used for homeroom or special education programming are generally not available for outside activities.
- **Specialist spaces** such as Art, Music, Spanish, and Library rooms vary considerably by building depending on storage needs, instructional schedules, and the location of student materials.
- **Common spaces** may provide more flexibility in certain schools. For example, the foyer outside the Haynes gym could potentially support outside programming. However, much of the common space is part of the After School Lease.

Because the district's primary responsibility is the education and safety of students during the school day, district-sponsored activities and instructional needs must remain the priority when considering after-school facility use.

At this time, the administration cannot guarantee "everyday" consistency for any outside organization across all elementary schools. Any requests for after-school enrichment space would need to be reviewed on a building-by-building basis while considering the unique operational needs of each school.

Program providers should also anticipate periodic "blackout dates" throughout the school year to accommodate school-wide events, academic fairs, and other district functions.

The administration believes there may be opportunities for future collaboration with Parks and Recreation where schedules and space availability align, and we look forward to continuing discussions regarding potential partnership models that support students and families while maintaining flexibility for school operations.

Sudbury Public Schools
School Committee Meeting

Date: **May 18, 2026**

Agenda Item: 4f
2025-2025 School Committee Goal: Family and Community Engagement

i. Conduct a minimum of two community listening sessions; review feedback from listening sessions/ next steps
ii. Strengthen and support the School Committee's Parent Advisory Council(s)
    1. Review feedback from Parent Advisory Councils

Recommendation:

Background Information:

Reference Materials:

Attachments:

Listening Session Summary 04.14.26
Parent Advisory Council Survey Results

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

Summary of Feedback from April 14, 2026 Listening Session

On Tuesday, April 14, the School Committee held the second of two planned listening sessions virtually from 7:00 to 8:30 p.m. This session was designed as an evening opportunity for community members to share feedback in an online format.

The first listening session was held on Tuesday, March 31, in a hybrid format that allowed for both in-person and virtual participation. The two listening sessions were scheduled to expand opportunities for participation by offering both daytime and evening options, as well as both in-person and virtual formats. By offering multiple formats and times, the Committee aimed to increase accessibility and create more opportunities for community feedback.

The April 14 session was attended by School Committee members Betsy Sues and Julie Durgin-Sicree. Based on notes collected from the session, 17 online participants commented. While several individuals spoke more than once, this number reflects unique speakers rather than total speaking turns.

The feedback below summarizes recurring themes raised during the session. These themes will be considered alongside feedback from the March 31 listening session to help inform the Committee's future goals, priorities, and actions on behalf of the community and students.

Key Themes from the April 14 Listening Session

Communication and transparency
● Several participants expressed a desire for clearer communication from the School Committee.
● Comments reflected interest in communication that is easier for community members to understand and follow.
● Some participants indicated that improved communication would help build public trust.

Extended Day / SED process
● A participant raised a question regarding the RFP process and the awarding of the Extended Day contract to SED. It was confirmed that at the Monday, May 13 meeting, the School Committee did award the Extended Day contract to SED.

Listening session format and two-way engagement
● Several participants expressed a preference for more two-way communication and dialogue in future community forums, to the extent permitted under Open Meeting Law.

Superintendent separation and related process
● Multiple comments reflected a desire for additional detail regarding the personnel matter and the circumstances of the separation, including whether more information could be shared while still complying with executive session confidentiality requirements, contractual obligations, and counsel's guidance regarding personnel matters.
● Several participants expressed support for Superintendent Crozier.
● Several participants voiced interest in understanding what information may be legally required to remain in executive session and the broader legal framework that governs superintendent separation processes. Comments reflected frustration with those limitations and concern that they may affect public understanding of the Committee's actions.
● Some comments reflected interest in ensuring community involvement as part of the search for a new superintendent.

Community visibility and engagement
● Comments reflected interest in greater School Committee visibility within the schools and at school events, including more direct presence and engagement in school communities and practices such as having School Committee PTO liaisons connected to individual schools.

Process and follow-up
● Comments reflected interest in how feedback from the listening session would be used and how it would inform future Committee work.

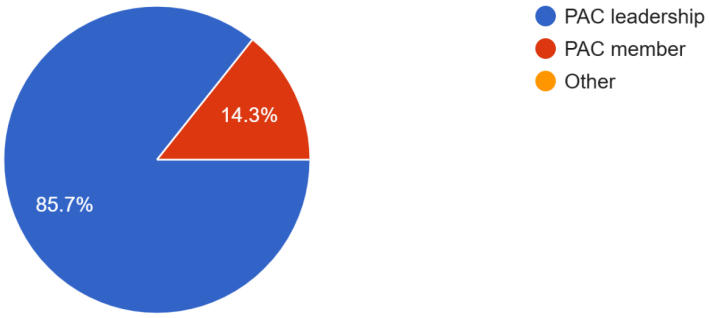
● Participants indicated that continued follow-up and communication back to the community would be helpful.

Overall, the April 14 listening session provided feedback across several recurring themes. The Committee will consider this input, along with feedback from the March 31 session, as part of its ongoing work to inform future goals and actions.

Parent Advisory Council Survey Results Summary

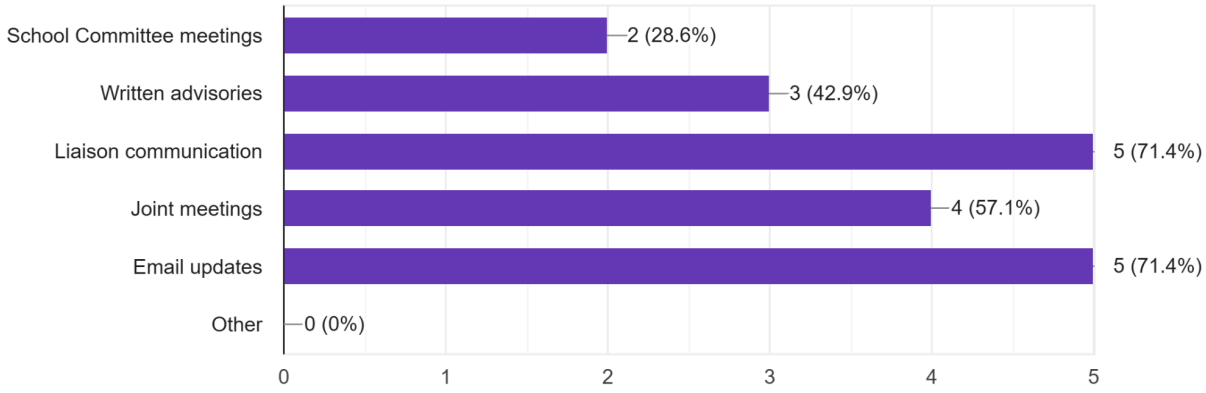
What is your role in the PAC?

7 responses



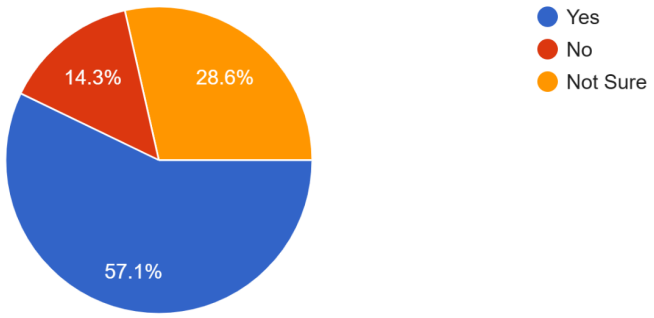
What communication methods have been most helpful? Select all that apply:

7 responses



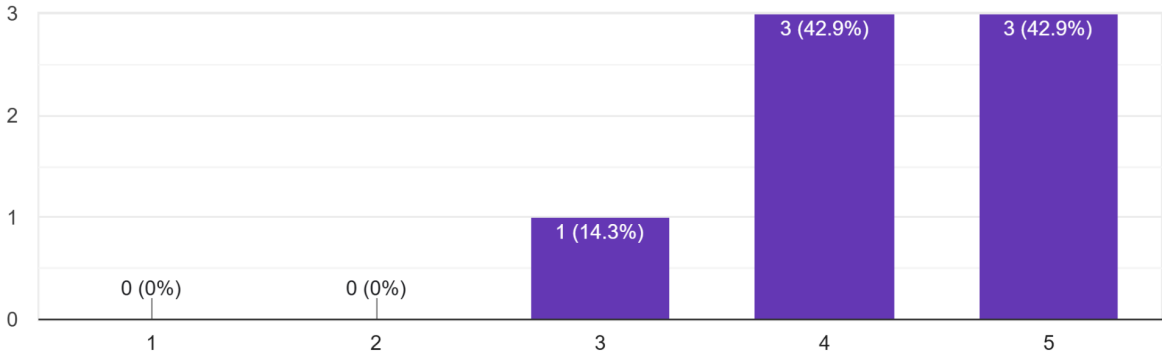
Have there been opportunities this year for your PAC to provide input on policies, programs, or decisions affecting students and families?

7 responses



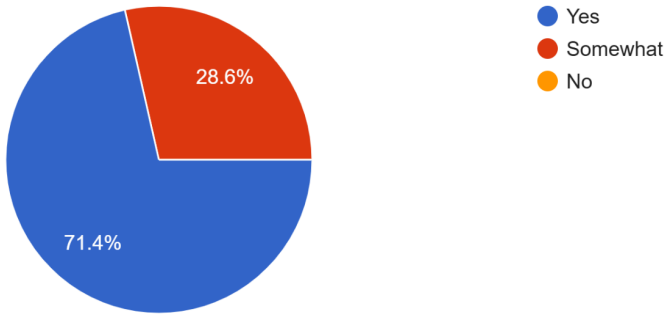
If your PAC provided input this year, do you feel the process was clear and respectful?

7 responses



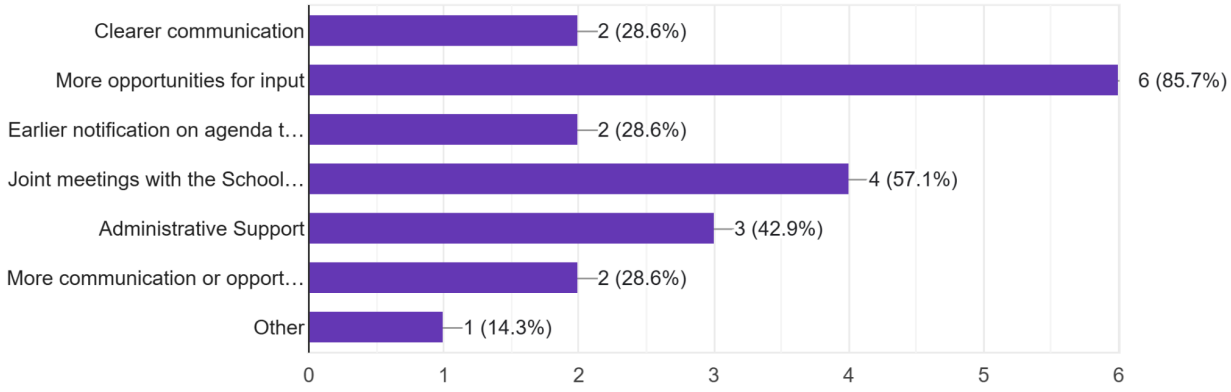
Do you feel your PAC has the support it needs to fulfill its advisory role?

7 responses



What types of support would be most helpful from the School Committee or district? Select all that apply:

7 responses



What has worked well in the relationship between the School Committee and your PAC this year?

- **Communication and Engagement:** Regular attendance by the liaison at SEPAC board meetings, keeping them informed about relevant agenda items, and providing meaningful opportunities for recommendations and input has significantly improved communication and strengthened the partnership. There is also open dialogue.
- **Support for New PACs:** Liaison attendance at meetings has been helpful for new PACs, aiding in understanding the charge from the School Committee (SC) and working to adopt bylaws in line with that charge.
- **Policy Input and Advocacy:** The SC has valued the PAC's input on policies, language, and web copy. One respondent valued the SC's efforts to advocate for accountability and transparency from the school administration regarding budgets, especially as cuts impacted special education programs.
- **Limited Interaction for New Groups:** Some PACs, specifically the LGBTQ+ PAC have not yet had the opportunity or reason to engage with the full SC due to their recent formation.

What could be improved in communication or collaboration between the School Committee and PACs?

- **Clarity and Relevance of Communication:** Improve communication regarding when relevant agenda items will be discussed at School Committee (SC) meetings.
- **SEPAC Training and Engagement:** Ensure all new SC members receive training on SEPAC's regulatory requirements, including its advisory and participatory roles, district obligations, and best practices for effective communication to sustain a consistent partnership.

- **New PAC Integration:** New Parent Advisory Councils (PACs), such as the LGBTQ+ PAC, are looking forward to presenting their goals at future SC meetings and would like to be invited to meetings when agenda items impact their community.
- **Increased Collaboration:** There is a desire for continued input in district policies and increased joint opportunities between the SC and PACs.

Are there topics or issues where your PAC would like more engagement with the School Committee?

- **Policy Engagement:** Increased opportunities are desired for Parent Advisory Council (PAC) input on all policies.
- **Current Engagement Level:** The current level of communication, timely notice of relevant agenda items, and active engagement with the School Committee are considered appropriate by SEPAC, ensuring meaningful participation.
- **Specific Group Support:** For the SPS LGBTQ+ PAC, while the School Committee established the Gender Identity Support Policy, most of the current work is on the district side to implement best practices.
- **Lack of Data/Issues:** Some respondents felt there were no specific issues at present, lacked sufficient data to identify topics, or provided no response.

Please share any additional comments or recommendations.

- **Commitment and Support:** Respondents expressed thanks for the ongoing communication, collaboration, and support provided by the School Committee (SC) and liaisons, noting that this commitment has fostered a positive environment and made a meaningful difference in their shared work, particularly for SEPAC and the families they serve.
- **Focus on Action and Community Building:** Multiple Parent Advisory Councils (PACs) are excited to begin work, focusing on building stronger bridges within the community, providing effective support and guidance, and offering recommendations to the SC and SPS.
- **Developing Specific Support:** The new LGBTQ+ PAC is actively translating the SC's charge into direct action, aiming to provide support, guidance, and opportunities for SPS families to connect with more members of the LGBTQ+ community.

Sudbury Public Schools
School Committee Meeting

Date: May 18, 2026

Agenda Item: 4g
Annual Reorganization of the School Committee

Recommendation:

Chair and Vice-Chair

Move to appoint Member _____ as Chair of the Sudbury School Committee and Member _____ as Vice Chair of the Sudbury School Committee for the 2026–2027 term.

Subcommittees

Move to appoint Members _____ and _____ to the Negotiations / Labor Relations Subcommittee and to approve the Negotiations / Labor Relations Charge as presented/amended.

Move to appoint Members _____ and _____ to the Budget Subcommittee and to approve the Budget Subcommittee Charge as presented/amended.

Move to appoint Members_____ and _____ to the Policy Subcommittee and approve the Policy Subcommittee Charge as presented/amended..

Move to appoint Members _____ and _____ to the Superintendent Search Subcommittee and approve the Superintendent Search Subcommittee Charge as presented/amended.

Superintendent's Task Force

Move to appoint Member _____ to the Anti-Hate/Anti-Bias Task Force.

Liaison Roles

Move to appoint Members _____ and _____ as liaisons to the Select Board.

Move to appoint Members _____ and _____ as liaisons to the Finance Committee.

Move to appoint Members _____ and _____ as liaisons to the LS Regional High School Committee.

Move to appoint Member _____ as MASC Delegate.

Move to appoint Members _____ and _____ as liaisons to the Sudbury Special Education Advisory Council.

Move to appoint Members _____ and _____ as liaisons to the LGBTQ+ Parent Advisory Council.

Move to appoint Member _____ liaison to the Health Advisory Council

Move to appoint Member _____ liaison to be the Communications liaison.

Move to appoint Member _____ liaison to the Energy and Sustainability Committee.

Move to appoint Member _____ liaison to the Parks and Recreation Commission.

Background Information:

The School Committee reorganizes each year. Charges of the Subcommittees may change over the course of the year by majority vote of the Committee.

Reference Materials:

2025-2026 Term Subcommittee Role and Liaison Assignments: Subcommittee & Liaison Assignments - Sudbury Public Schools

Attachments:

DRAFT Negotations-LaborRelationsSubcommitteeCharge
Draft Budget Subcommittee Charge (1)
DRAFT Policy Subcommittee Charge
DRAFT_ Superintendent Search Subcommittee Charge

Action: XX Report: Discussion: XX

Sudbury Public School Committee
Negotiations / Labor Relations Subcommittee Charge
Approved on May 18, 2026

Mission Statement:

The Negotiations / Labor Relations Subcommittee supports the School Committee's statutory responsibilities as the public employer under Massachusetts General Laws Chapter 150E related to collective bargaining and labor relations. The Subcommittee assists the School Committee by preparing for collective bargaining, reviewing labor relations matters within the Committee's authority, coordinating with the Superintendent, legal counsel, and municipal partners, and making recommendations to the full School Committee, while ensuring compliance with applicable laws, collective bargaining agreements, and School Committee policies.

The Subcommittee may, as appropriate, meet with recognized employee association or union representatives for informational and relationship-building purposes, coordinated with the Superintendent. Such meetings shall not constitute collective bargaining, grievance hearings, or modification of established bargaining procedures.

Members:
Member
Member
Interim Superintendent
Town Manger

Compliance with Open Meeting Law (OML):

The Negotiations / Labor Relations Subcommittee shall comply with the Massachusetts Open Meeting Law. Agendas shall be posted in accordance with OML requirements. Meetings may be held in executive session when permitted by law, including for purposes related to collective bargaining strategy, litigation strategy, and labor relations matters in accordance with M.G.L. c. 30A §21. Meeting minutes shall be prepared and, upon approval, submitted for posting in accordance with district procedures and legal requirements.

Sudbury Public School Committee
Budget Subcommittee Charge
Approved DATE

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:
MEMBER
MEMBER
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

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

Mission Statement:

The Policy Subcommittee will review, update and draft a new policy for the School Committee. For the 2025-2026 term, the Policy Subcommittee will also be charged with reviewing and updating the Sudbury School Committee Handbook.

Members:

Member
Member
Interim Superintendent

Goals and Objectives: (process)

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

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

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

MASC Recommended Policies (May, 2026):

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

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

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

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

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

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

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

Compliance with Open Meeting Law (OML):

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

DRAFT Superintendent Search Subcommittee Charge

Approved 5/18/2026

Mission Statement

The Superintendent Search Subcommittee is established to support the Sudbury School Committee as outlined in its goals, objectives, and reporting requirements. The Subcommittee serves in an advisory capacity only and does not have the authority to make decisions or take action on behalf of the School Committee.

Members

- Member
- Member
- Director of Business and Human Resources

Goals, Objectives, and Reporting Requirements

The Superintendent Search Subcommittee shall research and evaluate options for conducting the superintendent search, including whether to engage a search consultant and search firm. They will bring at least three options to the School Committee by/before the School Committee's first meeting in August 2026 with a search timeline and budget.

Compliance with Open Meeting Law (OML)

The Superintendent Search Subcommittee will submit agendas to the Sudbury Public Schools Administration for posting in compliance with the Massachusetts Open Meeting Law (M.G.L. c. 30A, §§ 18–25). Meetings and meeting minutes shall be prepared and maintained in accordance with the Open Meeting Law.

Sudbury Public Schools
School Committee Meeting

Date: **May 18, 2026**

Agenda Item: 4h
Approval of Athletic and Extracurricular Activity Fees

Recommendation:

Move to approve the athletic and extracurricular fees as presented / amended.

Background Information:

The Budget Subcommittee reviewed the Administration's recommendation for athletic and extracurricular activity fees, but wanted historical information to better understand enrollment. This discussion is to better understand enrollment and impact of proposed fee structure.

Attachments:

Memo_SC_FY27 FeeRecommendation_Athletics and Clubs_260424
sudbury.k12.ma.us Mail - Fwd_ Clubs

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

Sudbury Public Schools

40 Fairbank Road
Sudbury, Massachusetts 01776
Phone: (978) 639-3211 Fax: (978) 443-9001

Brad J. Crozier
Superintendent of Schools
brad_crozier@sudbury.k12.ma.us

Donald R. Sawyer
Director of Business & Finance
donald_sawyer@sudbury.k12.ma.us

To: School Committee Members

From: Donald R. Sawyer

Date: April 24, 2026

Re: FY27 Fee Recommendations – Athletics and Clubs

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

Athletic & Extracurricular Activity Fees

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

---------- FY26 ATHLETIC & EXTRACURRICULAR FEES PEER DISTRICT COMPARISON ----------

District	Athletic		Club Fees	Comments
Sudbury	$195.00	$95 if second child/sport	$100.00	
Belmont	$220.00	No Family Cap	$220.00	
Concord	$50.00	$150 family cap	NO FEE	
Lexington	$150.00	$825 family cap	NO FEE	
Lincoln	$175.00	No Family Cap	$0.00	No Decision of Offerings for Next Year
Needham	$235.00	$25 user fee for sports, $175 user fee for hockey	$200.00	
Wayland	$300.00	$1,200 family cap	NO FEE	
Wellesley	$200.00		NO FEE	
Weston	NO FEE		NO FEE	
Winchester	$400.00	$1,450.00 family cap	NO FEE	

Club Fees Recommendation:

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

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

Athletic Fees Recommendation:

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

Karyn Jones <karyn_jones@sudbury.k12.ma.us>

Fwd: Clubs

1 message

Elizabeth Sues <elizabeth_sues@sudbury.k12.ma.us> Fri, May 15, 2026 at 9:24 PM
To: Karyn Jones <karyn_jones@sudbury.k12.ma.us>

Hi Karyn,

Please include the email below and the attachment from our prior budget subcommittee packet for the extracurricular fee discussion.

Thanks,

Betsy

---------- Forwarded message ---------
From: **Don Sawyer** <donald_sawyer@sudbury.k12.ma.us>
Date: Thu, May 14, 2026 at 2:08 PM
Subject: Fwd: Clubs
To: Elizabeth Sues <betsy_sues@sudbury.k12.ma.us>
CC: Jessica McCready <jessica_mccready@sudbury.k12.ma.us>, Brad Crozier <brad_crozier@sudbury.k12.ma.us>

Hi, Betsy...

With regards to the Club Fees, we had three (3) this year that had Student participation that did not reach the minimum 15 or 18 Students recommended...see below and remember that there was no minimum for Unified Games recommended...

As you asked in another email, this is not pressing (before new school year starts for Fall Clubs) and current fee remains status quo until such time the Committee votes to change it...

Thanks...Don

---------- Forwarded message ---------
From: **Melissa Young** <melissa_young@sudbury.k12.ma.us>
Date: Tue, May 12, 2026 at 9:16 AM
Subject: Clubs
To: Don Sawyer <donald_sawyer@sudbury.k12.ma.us>
Cc: Christine Boyd <christine_boyd@sudbury.k12.ma.us>

Hi,

Per the information I have I show the following clubs under 15-18 participants

Computer Club 12
Diversity Club 7
Intramural Spring Volleyball 10
Unified basketball 14
Unified bocce 13

Thanks,
Melissa

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--

Donald R. Sawyer
Director of Business and Human Resources

Sudbury Public Schools
40 Fairbank Road
Sudbury, MA 01776
(978) 639-3218

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Sudbury Public Schools
School Committee Meeting

Date: **May 18, 2026**

Agenda Item: 4i
Review 2026-2027 School Committee Meeting Schedule

Recommendation:

Move to approve fiscal year 2026-2027 School Committee Meeting Schedule as **presented/amended**.

Background Information:

The School Committee has meetings scheduled for the remainder of Fiscal Year 2026 on June 1, June 15, and July 20, 2026.

The purpose of this agenda item is to establish a tentative meeting schedule for the 2026–2027 school year. In developing the schedule, the Committee may wish to consider factors such as religious and cultural observances, school vacations, major community events, and members' general availability.

While individual members are not expected to attend every meeting, the Committee must have a quorum of three members in order to conduct business.

This agenda item also provides an opportunity for the Committee to discuss meeting format preferences, including whether meetings should continue to be held in person, remotely, or in a hybrid format.

Approval of a tentative schedule is intended to assist with planning and coordination. The Committee may revise meeting dates, times, or formats during the year as needed.

Attachments:

School Committee Meeting Schedule FY27

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

School Committee Meeting Schedule (DRAFT)
FY27

DAY	DATE	TIME	LOCATION	TYPE
Monday	July 20, 2026	7:00 PM		Workshop / Regular Session
Monday	August 3, 2026	7:00 PM		Regular Session
Monday	August 17, 2026	7:00 PM		Regular Session
Monday	September 14, 2026	7:00 PM		Regular Session
Monday	September 28, 2026	7:00 PM		Regular Session
Monday	October 19, 2026	7:00 PM		Regular Session
Monday	November 2, 2026	7:00 PM		Regular Session
Monday	November 16, 2026	7:00 PM		Regular Session
Monday	December 7, 2026	7:00 PM		Budget Review
Monday	December 14, 2026	7:00 PM		Regular Session/ Budget Hearing
Monday	January 11, 2027	7:30 PM		Regular Session
Monday	January 25, 2027	7:00 PM	Remote	Regular Session
Monday	February 8, 2027	7:00 PM		Regular Session
Monday	March 1, 2027	7:00 PM		Regular Session

Monday	March 15, 2027	7:00 PM		Regular Session
Monday	March 29, 2027	6:00 PM	Boston KROC Center; 650 Dudley Street; Boston, MA 02125	Regular Session
Monday	April 12, 2027	7:00 PM	Remote	Regular Session
Monday	May 3, 2027	7:00 PM	LSRHS	Town Meeting??
Monday	May 17, 2027	7:00 PM		Regular Session
Monday	June 7, 2027	7:00 PM		Regular Session
Monday	June 21, 2027	7:00 PM		Regular Session
Monday	July 19, 2027	7:00 PM		Workshop / Regular Session

[1] Approved ….

Sudbury Public Schools
School Committee Meeting

Date: **May 18, 2026**

Agenda Item: 4j
Sudbury Pride Day Attendance

Recommendation:

Move that the Sudbury School Committee participate in Sudbury Pride Day and designate School Committee Member _____ to coordinate scheduling and participation of Committee members at the School Committee/ Sudbury Public Schools table.

Background Information:

Move that the Sudbury School Committee participate in Sudbury Pride Day and designate School Committee Member _____ to coordinate scheduling and participation of Committee members at the School Committee/ Sudbury Public Schools table.

Attachments:

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

Sudbury Public Schools
School Committee Meeting

Date: **May 18, 2026**

Agenda Item: 4k
Community Communication

Recommendation:

Background Information:

This agenda item serves as a placeholder for the School Committee to discuss whether there are topics or issues for which the Committee would like to issue a communication to the community.

If the Committee identifies a topic for communication, the Committee may authorize one or two members to write a proposed message, letter, or statement for review for distribution to the channels as discussed.

The purpose of this agenda item is to provide an opportunity for the Committee to consider proactive communication with the community regarding matters within the School Committee's purview.

Attachments:

DRAFT Email Communication
2025–2026 School Committee Goals Year-End Report

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

School Committee Completes 2025–2026 Goals and Begins Planning for 2026–2027

Dear Sudbury Public Schools Community,

At our May 18, 2026 meeting, the Sudbury School Committee completed its review of the 2025–2026 School Committee Goals and discussed the progress made over the course of the year.

Each year, the School Committee adopts a set of goals to guide its work and help focus its attention on the issues most important to students, families, staff, and the broader community. The Committee traditionally begins this process in June, works collaboratively over the summer, and formally adopts its goals in June, July, or August.

For the 2025–2026 school year, the Committee began developing its goals at the June 16, 2025 meeting, came to consensus on the final draft at the July 21, 2025 meeting, and formally approved the goals through the consent calendar on August 4, 2025.

This year's goals focused on four key areas:

1. **Family and Community Engagement** – Strengthening relationships with families and advisory councils, improving public participation, and holding community listening sessions.
2. **Teaching, Learning, and Technology** – Monitoring curriculum implementation, instructional technology, and digital citizenship.
3. **Fiscal Stewardship and Long-Term Planning** – Strengthening oversight of the operating budget, capital planning, and long-term facilities needs.
4. **After-School Care and Enrichment** – Exploring opportunities to expand access to after-school care and enrichment programming.

The Committee also provided a mid-year status report to the community at its January 20, 2026 meeting.

We are pleased to share our full year-end report summarizing the work completed, key findings, and next steps: 2025–2026 School Committee Goals Year-End Report

The School Committee will begin developing its 2026–2027 goals in June 2026, with final adoption expected in July or August. Community input received through public comment, listening sessions, and advisory councils will continue to help inform our priorities for the coming year.

Thank you to the many students, families, staff, and community members who shared feedback and contributed to this work throughout the year.

To view additional work the School Committee has done this year, please view our January At-A-Glance Newsletter. We will be sending out our June At-A-Glances newsletter soon.. You can also view School Committee Presentations & Plans of the and Communications on the district website.

Warmly,

Sudbury School Committee

2025–2026 Sudbury School Committee Goals Year-End Report

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

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Letter to the Community

Dear Sudbury Public Schools Community,

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

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

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

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

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

Sincerely,

The Sudbury School Committee

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

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Goal-Setting Timeline

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

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Executive Summary

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

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

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

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

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

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

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

In the area of fiscal stewardship, the Committee strengthened its oversight of both the annual operating budget and long-term capital planning. Through the creation of a Budget Subcommittee, review of the district's 15-Year Capital Plan, and participation in townwide capital planning discussions, the Committee improved transparency and developed a stronger understanding of the district's financial and facility needs. This work established a more strategic framework for aligning financial decisions with instructional priorities, enrollment trends, and the long-term maintenance of school buildings.

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

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

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

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2025–2026 Goal Summary: Family and Community Engagement

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

Strengthening Parent Advisory Councils

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

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

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

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

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

On February 9, 2026, the School Committee adopted Policy BDFC, which establishes a framework for creating an English Learner Parent Advisory Council (ELPAC) if and when the District meets the legal thresholds under Massachusetts law. While Sudbury Public Schools does not currently have an ELPAC, adoption of the policy ensures the District is prepared to establish one if required.

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

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

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

Policy Updates to Support Inclusive Participation

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

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

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

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

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

Community Listening Sessions

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

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

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

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

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

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

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

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

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

Outcome

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

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

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

Next Steps

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

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

Curriculum Oversight and Program Evaluation

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

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

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

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

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

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Based on the pilot results and alignment with district literacy goals, the Administration recommended districtwide adoption for all Grade 6 students.

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

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

Instructional Technology and Digital Citizenship

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

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

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

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

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

At its April 13, 2026 meeting, the Superintendent provided a third implementation update on Policy JICJ and instructional technology. The update included a discussion of how artificial intelligence (AI) is being introduced to eighth-grade students as part of digital citizenship instruction. The Administration also described professional development provided to teachers and administrators focused on the educational use of AI, ethical considerations, student privacy, and strategies for helping students use emerging technologies responsibly and effectively.

In March 16, 2026, the School Committee received a Technology Memo that summarized community questions and concerns regarding instructional technology and provided additional context on how technology is used across the district. The memo explained that educational technology is selected through a collaborative review process involving curriculum leaders, teachers, and technology staff to ensure that tools align with learning objectives, comply with student data privacy requirements, and provide measurable educational value. It also described how technology supports differentiated instruction, formative assessment, writing, research, and collaboration while emphasizing that digital tools are intended to enhance, not replace, direct instruction and hands-on learning.

At the May 16, 2026 meeting, the Superintendent provided a memorandum that

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

Community Feedback and Oversight

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

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

Outcome

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

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

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

Next Steps

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

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

At its October 23, 2025 meeting, the School Committee reviewed a presentation on the district's 15-Year Capital Plan, which outlined anticipated building maintenance and infrastructure needs across the school district. The draft plan incorporated findings from the Facilities Condition Assessment, school space utilization studies, and other building and enrollment data.

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

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

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Key Findings

Through this work, the Committee identified several important themes:

- Sudbury Public Schools faces significant long-term capital needs across multiple school buildings.
- Multi-year planning is essential to align facility investments with instructional priorities and enrollment trends.
- Collaboration with town boards and committees is critical to ensuring that school needs are incorporated into broader municipal planning.
- Ongoing fiscal oversight is necessary to balance budget constraints while maintaining high-quality educational programming.

Outcome

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

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

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

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

January 20, 2026 School Committee Discussion

At the January 20, 2026 meeting, the Committee reviewed:

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

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

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

February 9, 2026 School Committee Update

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

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

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

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

March 3, 2026 School Committee Discussion

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

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

- Reduce transportation barriers by keeping students on-site after dismissal;

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- Expand access to enrichment opportunities in areas such as STEM, art, music, sports, chess, yoga, and other interest-based activities;
- Complement, rather than replace, Sudbury Extended Day and other childcare programs; and
- Utilize existing school spaces such as classrooms, libraries, art rooms, and gyms.

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

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

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

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

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

May 18, 2026 School Committee Update

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

The memorandum explained that some rooms may be available after 3:00 p.m., but availability varies significantly by school and depends on factors such as staff meetings, professional development, Project-Based Learning activities, school events, and the ongoing use of classrooms and specialized spaces. The administration emphasized that the district's primary

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responsibility is to support student learning during the school day and that instructional and operational needs must remain the priority when considering after-school facility use.

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

Key Findings

Through its work, the Committee identified several key themes:

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

Outcome

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

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

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

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

Next Steps

Next Steps for 2026-2027

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

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

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

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

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