



## AGENDA and NOTICE SCHOOL COMMITTEE MEETING

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

**Regular Session Meeting**  
**Monday, April 13, 2026**

### LOCATION

**Remote Location**

**Dial In: 1 301 715 8592 - Webinar ID:815 9565 8200**

**URL:**<https://us02web.zoom.us/j/81595658200>

### AGENDA

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

**(Approximate)**

1. Public Comment 15 Mins
  - a. At the start of each regularly scheduled School Committee meeting, community members may address the Committee. In-person attendees should sign in; remote attendees on Zoom should use the “Raise Hand” feature (in the Reactions menu, or under “More” on mobile). For remote comments, attendees must also type their full name into the Zoom name field in order to be called on. Per Policy BEDH, each speaker has up to three (3) minutes and must state their name and city/town. 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. Special Matters 60 Mins
  - a. Academic Benchmarking (Lauren Egizio, Betsy Grams and Karen Wolfson) (Report)
    - i. Sudbury Special Education Parent Advisory Council and LGBTQ+ Parent Advisory Council Representatives may be present for Q&A
  - b. 2025-2026 School Committee Goal: 2025-2026 School Committee Goal: Teaching, Learning, and Technology
    - i. Evaluate EL Grade 6 Pilot and Determine Next Steps (Lauren Egizio); (Discussion/Action) 15 Mins  
Determine a Plan for Grade 6 Curriculum Implementation
  
3. Educational and Operational Matters (Reports) 15 Mins
  - a. SEA Report (David Williams)
  - b. District Reports
  - c. Director of Business and Human Resources Report
  - d. Assistant Superintendent
  - e. Superintendent
    - i. 2025-2026 School Committee Goal: Spring/Third Update Regarding the Implementation of Policy JICJ - Student Use of Technology in Schools.
  
4. Consent Calendar (Discussion/Action) 5 Mins
  - a. Approval of Minutes (01/26/26 and 02/09/26)
  - b. Approval of Monthly Accounts Payable and Payroll Warrants
  - c. Authorize the School Committee Chair to sign MSBA Project Funding Agreement for the Accelerated Repair Program at the Josiah Haynes Elementary School and General John Nixon Elementary School
  - d. Receipt of March 31, 2026 Listening Session Summary to be discussed at the May 18, 2026 School Committee meeting

5. New Business & Policy Matters
  - a. Review Extended School Day RFP and Recommendation/Scoring from Evaluation Committee; Potential Vote (Discussion/Action) 30 Mins
  - b. Potential Adoption of Policy EEBA, Fuel Efficient Vehicle Policy (Discussion/Action) 5 Mins
  - c. Policy BDHH, Civility, Respect, and Protection from Harassment (Discussion/Action) 10 Mins
  - d. FY27 Budget Warrant Discussion; School Committee Positions on Articles (Discussion/Action) 15 Mins
    - i. Potential Vote on Warrant Articles
  - e. Anti Hate/Anti Bias Task Force Charge and Next Steps (Discussion/Action) 10 Mins
  - f. School Committee Communications (Discussion/Action) 10 Mins
  
6. Adjournment

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

*The next School Committee Meeting is scheduled for **Monday, May 4, 2026 (Annual Town Meeting)***

**Sudbury Public Schools  
School Committee Meeting**

**Date:** April 13, 2026

**Agenda Item:** 2a - Special Matters

- a. Academic Benchmarking (Lauren Egizio, Betsy Grams and Karen Wolfson)
  - i. Sudbury Special Education Parent Advisory Council and LGBTQ+ Parent Advisory Council Representatives may be present for Q&A

**Recommendation:**

**Reference Materials:**

**2024-2025 Academic Benchmarking Presentation (4/14/2025):**

[https://resources.finalsite.net/images/v1744310090/sudburyk12maus/noin9lmvweemftgqvlrf/041425\\_SchoolCommitteeAgendaDocx.pdf](https://resources.finalsite.net/images/v1744310090/sudburyk12maus/noin9lmvweemftgqvlrf/041425_SchoolCommitteeAgendaDocx.pdf)

**2024-2025 Academic Benchmarking Presentation (4/8/2024):**

[https://resources.finalsite.net/images/v1719619158/sudburyk12maus/nculckaqtzi7sax3yiup/AgendaPacket\\_040824SchoolCommitteeMeeting.pdf](https://resources.finalsite.net/images/v1719619158/sudburyk12maus/nculckaqtzi7sax3yiup/AgendaPacket_040824SchoolCommitteeMeeting.pdf)

**Attachments:**

Spring 2026 Benchmark Presentation

**Action:**

**Report:**

**XX**

**Discussion:**

# SPS Benchmarking

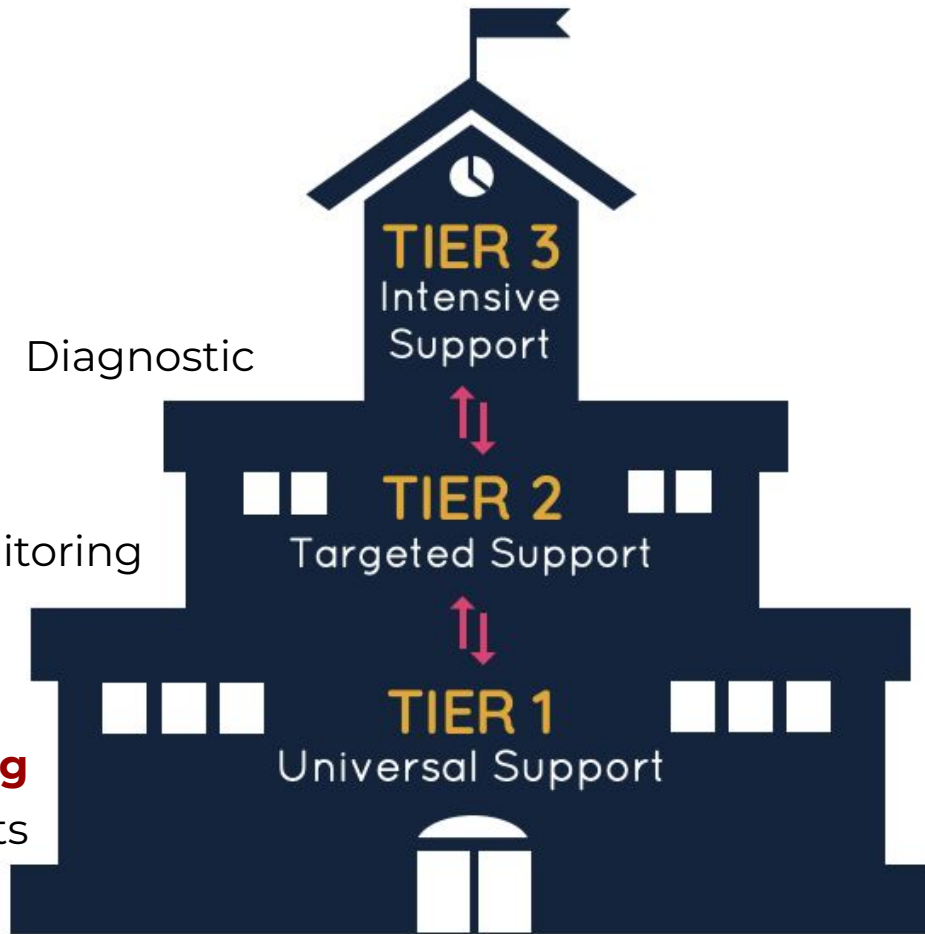
## School Committee Presentation 2026





The point of assessment in education is to advance learning, not to merely audit absorption of facts. To reach any genuine standard, we need lots of trials, errors, and adjustments based on feedback.

**Grant Wiggins**





- **SEL Benchmarking**
- **Math Benchmarking**
- **ELA Benchmarking**
- **Questions**

# Wellness & Social Emotional Learning



# Safe and Supportive Schools Model

## School Climate

- Welcoming Routines
- Connection Activities
- Silent Mentoring
- ➔ **School Climate Surveys**
- Violence Prevention
- Responsive Practices
- LGBTQ+ Inclusive

## Social-Emotional Learning

- Evidence-Based Curricula
- Core Subject Integration
- ➔ **SEL Assessments**
- Targeted Supports
- Foundational Practices
- Trauma-Sensitive
- Responsive Teaching

## Mental Health

- Health Education
- Substance Use Prev
- SBIRT Screens
- Suicide Prev Education
- Professional Dev
- Depression/SI Screen
- Transition Programs

## School Safety

- Visitor Management
- Safety Care Training
- Say Something Training
- Expectations Charts
- Response Charts
- Police & Fire Partnerships

## Emergency Mgmt

- Safety and Fire Drills
- Threat Assessment
- Suicide Intervention
- CPR & First Aid
- Reunification Plan
- District Crisis Teams

## Safety Assessment

- Protocols & Policies
- Risk Assess Training
- Safety Plans
- Building Safety Teams
- Anonymous Reporting



# Connectedness Survey

## What it is ...

- A measure of social & emotional climate of each school
- Students in grades 3 - 8 complete the anonymous survey online
- Questions about the student experience at school:
  - positive relationships
  - feelings of safety at school
  - inclusive actions
  - peer mistreatment and reporting
  - adult response to unexpected behaviors



## Belief Statements About Diversity

**Our school is diverse. We have students from different racial, religious, and cultural backgrounds.**

**99%** of Curtis students think it is important for every student here, no matter their race, religion, ethnicity, gender identity, or sexual orientation, to **feel safe at school.**

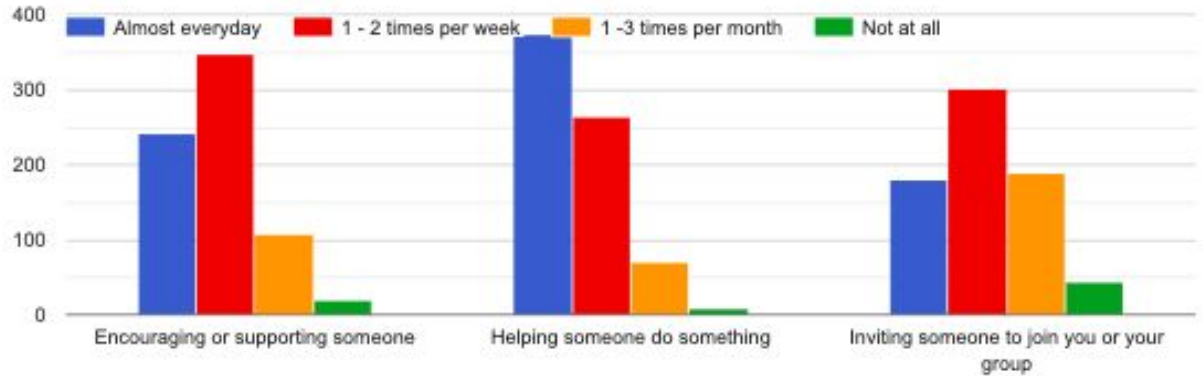
**100%** of Curtis students think it is important for every student, no matter their race, religion, ethnicity, gender identity, or sexual orientation, to **feel valued & included at school.**



## Grades 3 - 5: Prosocial Actions and Beliefs

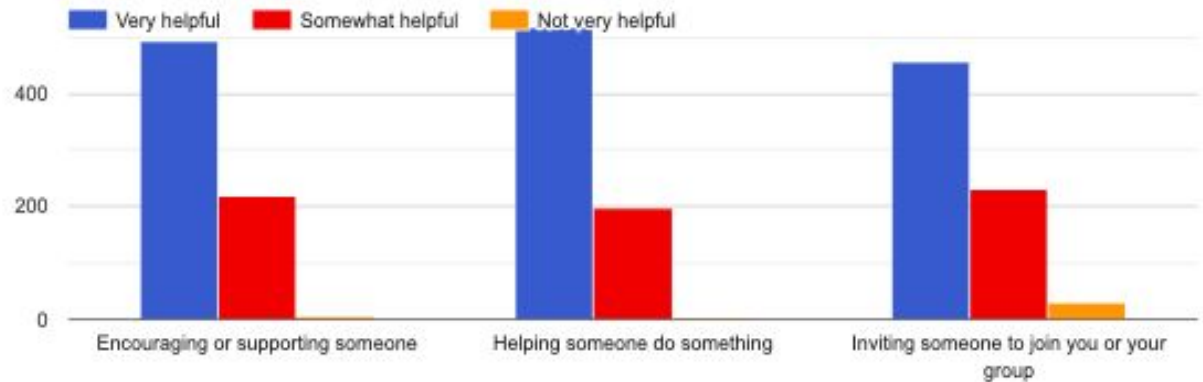
### Actions: School Climate

In the past month, how often have you seen kids doing these things at school?



### Beliefs: School Culture

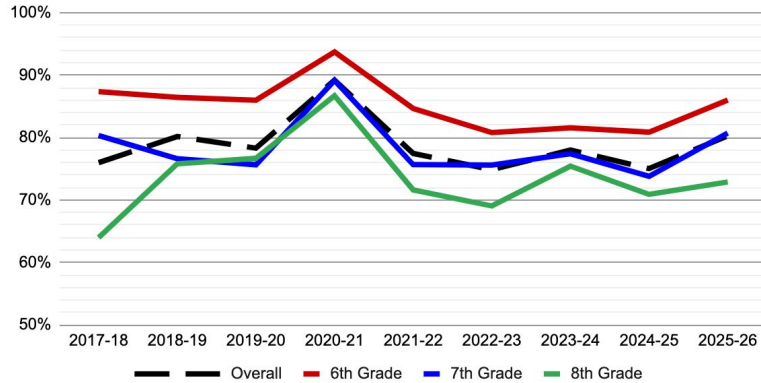
How much do you think these actions help?



# Curtis: Perceived Fairness of Rules

## Do you believe the rules and consequences are fair?

Percent responding yes or most of the time, by grade.



Expected/Prosocial	Unexpected	Harmful or Potentially Harmful	Dangerous, Destructive, Discriminatory
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- **80% of middle school students** report school rules are fair
- Middle school shows a **5% increase** in favorable responses overall
- Grade 8 students and those who identify as Black or Multiracial reported lower levels

## Curtis: Do you believe the rules and consequences at our school are fair?

Percent responding strongly agree or agree.

	Overall	Grade 6	Grade 7	Grade 8	Male	Female	Gender Diverse	No Special Help	Special Help	Black/African American	Asian or South Asian	Multiracial	White
<b>2023-24</b>	78%	82%	77%	75%	76%	82%	58%	68%	80%	70%	82%	74%	79%
<b>2024-25</b>	75%	81%	74%	71%	69%	83%	65%	65%	77%	60%	75%	78%	77%
<b>2025-26</b>	80%	86%	81%	73%	77%	84%	81%	89%	83%	71%	86%	74%	81%

# District Elementary: Positive Relationship with Adults by Grade

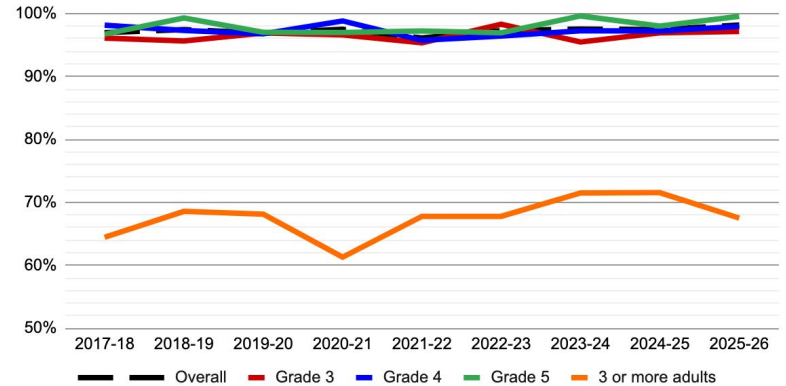
**How many adults at our school do you have a positive relationship with?  
They welcome you to school and you would go to them with a problem.**

Percent responding one or more.

Year	Overall	Grade 3	Grade 4	Grade 5	3 +
2023-24	98%	95%	97%	100%	72%
2024-25	97%	97%	97%	98%	72%
2025-26	98%	97%	98%	100%	68%

**How many adults do you have a positive relationship with?**

Percent responding one or more, by grade.



## Data Across Four Elementary Schools

- **98% of elementary students** reported having a positive relationship with one or more adults at school
- Additionally, **68% of students** reported having a positive relationship with **three or more adults** at school



# Curtis: Positive Relationship with Adults by Grade, Gender, Race

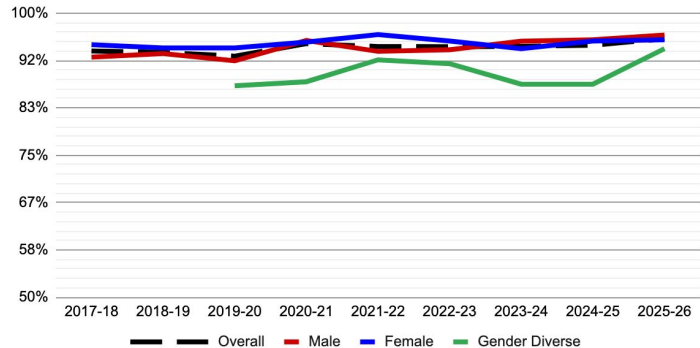
## How many adults at our school do you have a positive relationship with?

Percent responding one or more.

	Overall	Grade 6	Grade 7	Grade 8	Male	Female	Gender Diverse	No Special Help	Special Help	Black/African American	Asian or South Asian	Multi-racial	White
<b>2023-24</b>	94%	92%	96%	95%	95%	94%	88%	95%	94%	81%	95%	98%	96%
<b>2024-25</b>	94%	96%	94%	94%	95%	95%	88%	93%	95%	91%	95%	86%	96%
<b>2025-26</b>	95%	94%	97%	95%	96%	95%	94%	100%	96%	97%	95%	92%	97%

### How many adults do you have a positive relationship with?

Percent responding one or more, by gender identity.



- **95% of Curtis students** report having a positive relationship with at least one adult at school
- Consistency across all **subgroups, ranging from 92 - 97%**

## District Elementary: Welcomed by Adults by Grade

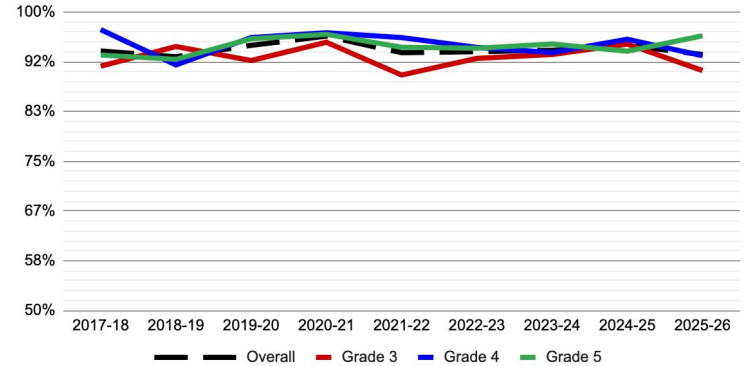
### Do you feel welcomed by adults at our school?

Percent responding yes or most of the time.

Year	Overall	Grade 3	Grade 4	Grade 5
2023-24	94%	93%	93%	95%
2024-25	94%	95%	95%	93%
2025-26	93%	90%	93%	96%

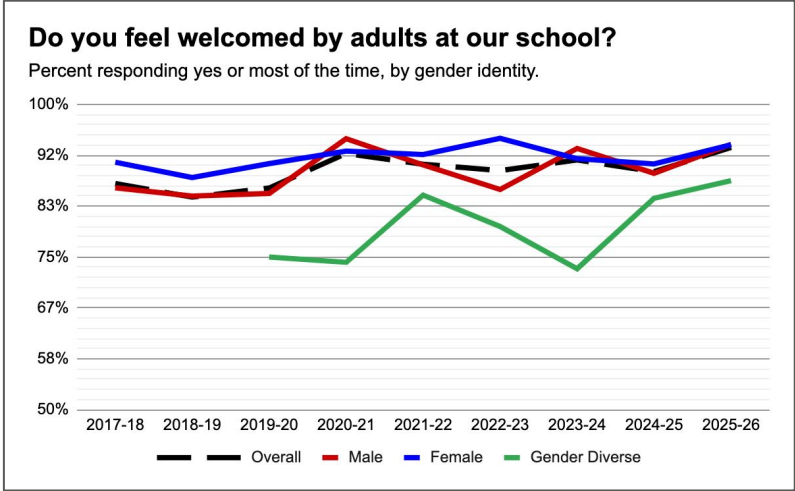
### Do you feel welcomed by adults at our school?

Percent responding yes or most of the time, by grade.



- **93% of students in grades 3-5** across the district reported feeling welcomed by adults at school
- This percentage has remained **consistently high, in the 90's**, across all four schools over multiple years of data collection

# Curtis: Welcomed by Adults by Grade, Gender, Race

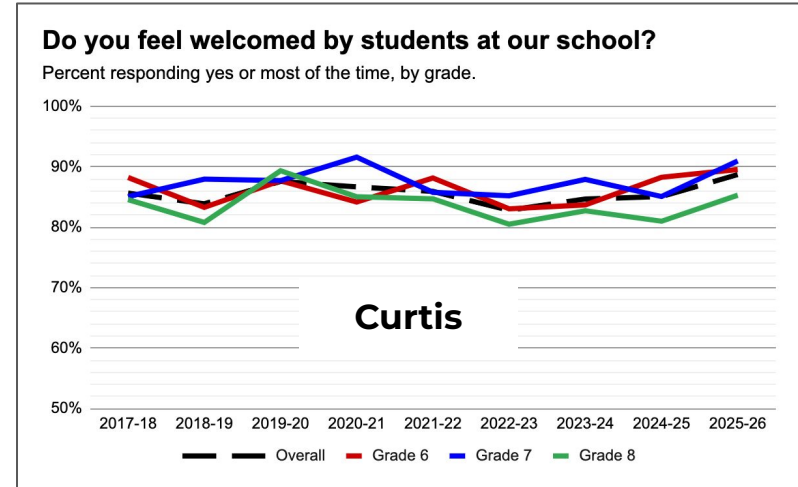
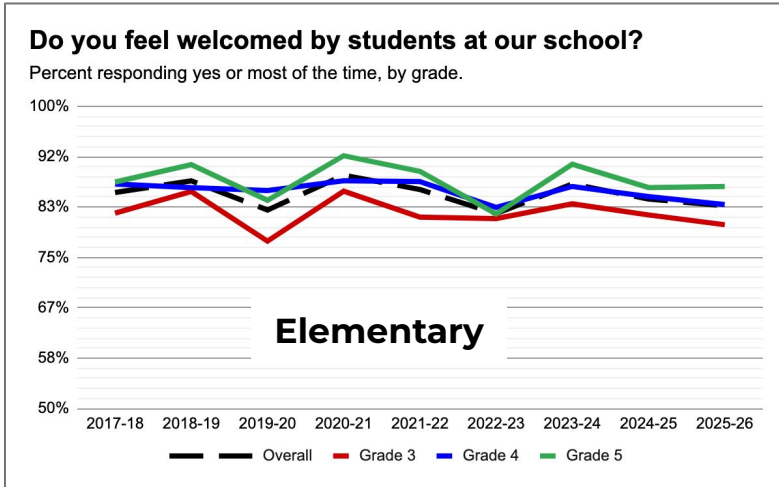


- **93% of middle schoolers** indicated a sense of being welcomed
- Gender-diverse and Black students reported slightly lower feelings of being welcomed by adults
- Both groups showed positive growth from previous years

## Curtis: Do you feel welcomed by adults at our school? Percent responding yes or most of the time.

	Overall	Grade 6	Grade 7	Grade 8	Male	Female	Gender Diverse	No Special Help	Special Help	Black/ African American	Asian or South Asian	Multi-racial	White
<b>2023-24</b>	91%	93%	90%	91%	93%	91%	73%	82%	86%	76%	94%	85%	94%
<b>2024-25</b>	89%	93%	88%	85%	89%	90%	85%	72%	87%	86%	89%	84%	89%
<b>2025-26</b>	93%	97%	90%	91%	93%	93%	88%	94%	90%	84%	99%	92%	94%

# District Elementary and Curtis: Welcomed by Students at School



## Middle School Subgroups: Do you feel welcomed by students at our school?

Percent responding yes or most of the time.

	Overall	Male	Female	Gender Diverse	No Special help	Special help	Live in Sudbury	Live outside Sudbury	Black / African American	Asian or South Asian	Multi-racial	White
<b>2022-23</b>	85%	88%	85%	62%	82%	86%	85%	69%	78%	86%	85%	87%
<b>2023-24</b>	85%	88%	84%	65%	72%	87%	85%	85%	83%	84%	84%	88%
<b>2024-25</b>	89%	90%	89%	69%	94%	90%	89%	77%	84%	91%	84%	90%

# Devereux Student Strengths Assessment - DESSA 2

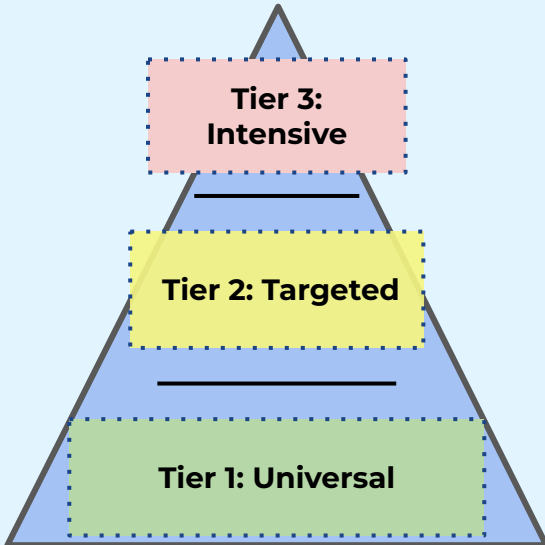
- A tool used to identify students' social-emotional strengths, underdeveloped skills, and monitor student growth over time
- Standardized, strength-based measure of 6 key social-emotional competencies derived from the CASEL model
- Norm-referenced behavior rating scale
- Four versions of the Mini DESSA, each one contains 8 questions, the Full DESSA has 40 questions
- Completed 3 times per year for grades K - 5 students and 2 times each year for middle school students
- It is **NOT** a psychological or clinical assessment; it does not measure anxiety, depression, or other disorders



Collaborative for Academic, Social, Emotional Learning  
**CASEL.org**



# SEL in a Multi-Tiered System of Support



## Tier 3: Intensive

- Full DESSA & other data
- Multi-modal, multi-source, multi-setting approach
- May include Individualized Education Plan
- Focused skill building

## Tier 2: Targeted

- Full DESSA & other data
- Problem-solving model to plan targeted instruction
- Increased structure, feedback, and connection
- Focused skill building

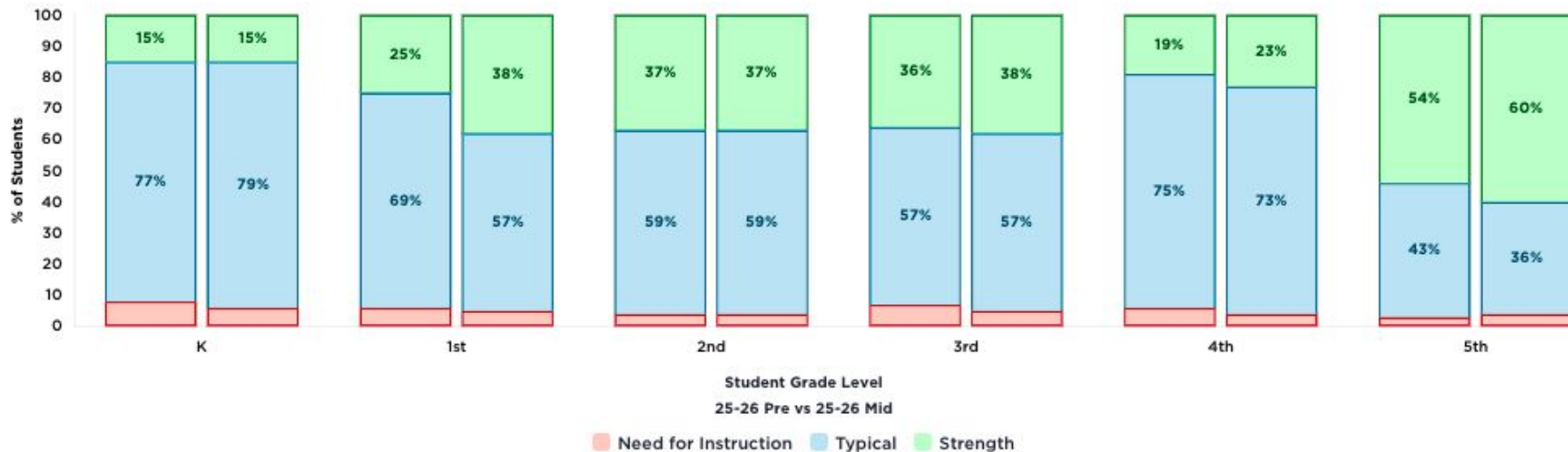
## Tier 1: Universal

- Mini DESSA
- Evidence-based SEL curriculum
- Best practices in classrooms
- Integration of SEL
- School-wide policies & practices

# District Grades K-5 DESSA Mini: Impact Report

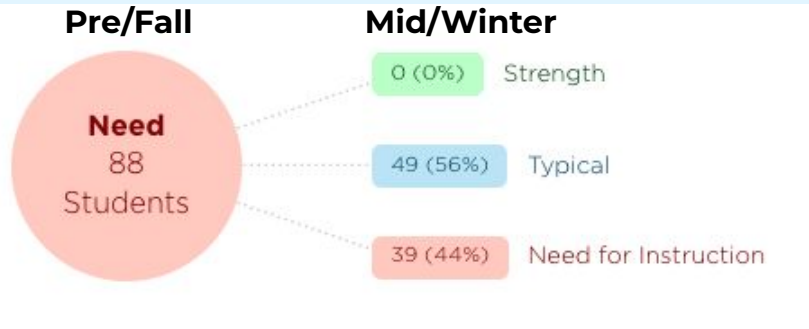
## Change in Students' Social and Emotional Competence by Grade Level

Current grades as of 04/01/2026

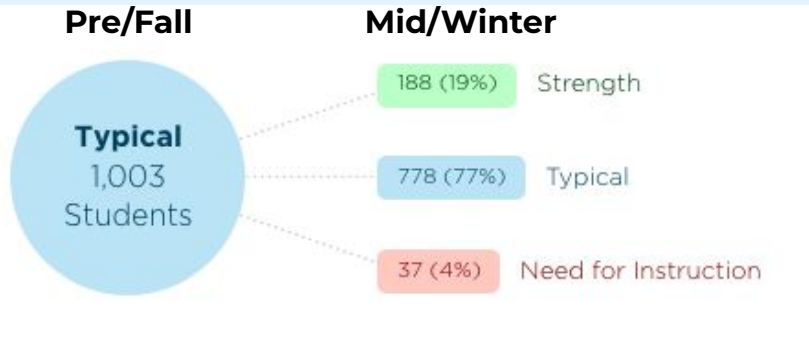


- Comparing fall to winter T-scores using the 8-question assessment tool, Mini-A & B
- Overall, students have strong T-scores
- The green portion of each bar graph represents the 'strength' descriptive category, the blue represents 'typical', and the pink portion represents students coded as 'need for instruction'

# District Grades K-5 Mini DESSA: Impact Report



25-26 Pre		25-26 Mid		Amount Changed	Magnitude
Rating Date	Rating T-Score	Rating Date	Rating T-Score		
10/28/2025	31	02/11/2026	39	8	Large
10/20/2025	28	02/02/2026	36	8	Large
10/20/2025	33	02/04/2026	40	7	Medium
10/20/2025	31	02/12/2026	37	6	Medium
10/28/2025	29	02/04/2026	34	5	Medium



- **Pre to Mid - 'Need':** 49 students increased T-score moving them to 'Typical'
- Of the 39 students in 'Need for Instruction' in mid-year, 15 demonstrated significant increase in T-score
- **Pre to Mid - 'Typical':** 188 students increased T-score moving them to 'Strength' category
- Of the 778 students in 'Typical' mid-year, 47% demonstrated significant increase in T-score

## Full DESSA SEL Assessment

- T-score from a mini assessment is coded pink, indicating 'need for instruction'
- A student's IEP or 504 includes social or emotional goals or supports
- A student is referred to Instructional Support Team for further review
- Educator requests deeper insight into SEL skill set
- Full DESSA report informs targeted intervention planning

**Self-Awareness**

**Self-Management  
(with Goal-Directed Behavior)**

**Social Awareness**

**Relationship Skills**

**Responsible Decision Making  
(with Personal Responsibility)**

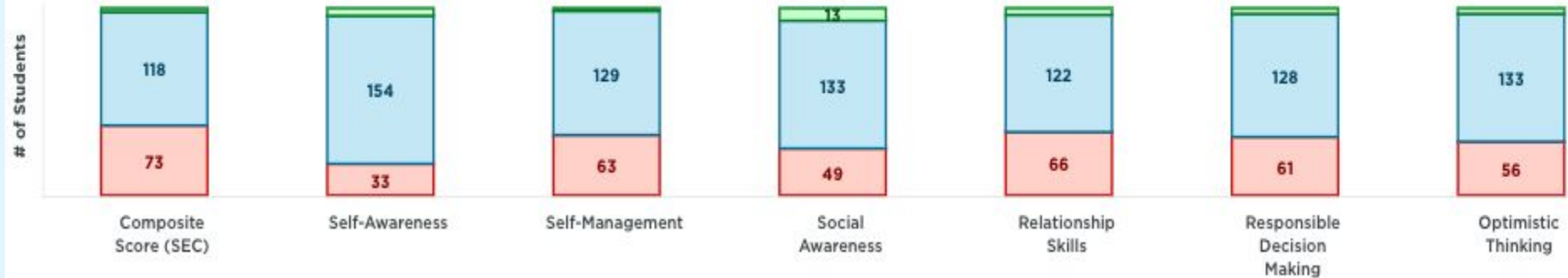
**Optimistic Thinking**

# District Grades K-5 Full DESSA Comparison: Fall to Winter

## Fall 2025



## Winter 2026





# Responding to Data: Student-Focused Planning

- Counselor-led data meetings
- Review data to identify strengths & needs
- Develop targeted instruction & supports
- Monitor student progress
- Reflect & refine practice

## Classroom SEL Instruction

Select one competency that you will focus on

<b>SA</b> Self-awareness	<b>SM</b> Self-management	<b>SO</b> Social awareness
<b>RS</b> Relationship skills	<b>OT</b> Optimistic thinking	<b>DM</b> Decision-making

**A. What? List a behavior/skill to target within the selected competency.**

Refer to [6 Competencies & Related Skills](#) document

Monitor progress via observation and other methods

**A. How? List actions to address targeted skill:**

Consider teaching strategies: previewing, teaching, and reteaching social skills lessons; connections & discussions using literature; cross-curricular connections; extension activities; naming social-emotional skills used during learning activities; and planning learning activities that provide students opportunities to practice social-emotional skills in multiple settings.

1.

## Curtis Full DESSA: Student Self-Report (SSR)



- **Self-Reflection** – 7th and 8th graders review their results to reflect on personal strengths and areas for growth.
- **Set Personal SEL Goals** – Using their data, students set short- and/or long-term goals and monitor their progress over time.
- **Develop Action Plans** – Students create concrete steps to support growth, such as practicing mindfulness, seeking peer feedback, or using organizational tools.
- **Build Self-Awareness & Advocacy** – Understanding their data helps students strengthen self-awareness and advocate for their needs by seeking support and resources when needed.

# Student Self-Report Interactive Platform

## My Results

Rating Date: May 1, 2024

 [Print All Results](#)

This report will help you learn about your top skills and growth opportunities. It will also give you challenges to help you build your skills.



### Top Skills

Your strongest area of social and emotional competence is **Self-Management**. These are your most developed skills in this area.

accept another choice when your first choice was not available

think before you acted

stay focused despite distractions



People who can manage themselves set goals and work hard to achieve them. They can manage how they act and respond in different situations.



### Other Areas to Explore

Here's a short summary of your DESSA results. If you want to explore your skills, just click the "Learn More" button. If you want to see challenges in any of the areas, click the "Challenge" button.



#### Self-Awareness / Optimistic Thinking

Knowing what you are good at and what's hard for you. Naming your emotions and values. Focusing on the positive. Believing hard work pays off.

[Learn More](#)

[View Challenge](#)



#### Self-Management

Setting goals and working hard to achieve them. Managing how you act and feel in different situations.

[Learn More](#)

[View Challenge](#)



#### Social Awareness

Respecting others. Feeling connected to other people.

[Learn More](#)

[View Challenge](#)



#### Relationship Skills

Getting along well with others. Being a good listener and supportive.

[Learn More](#)



#### Goal-Directed Behavior

Setting goals and working hard to achieve them.

[Learn More](#)



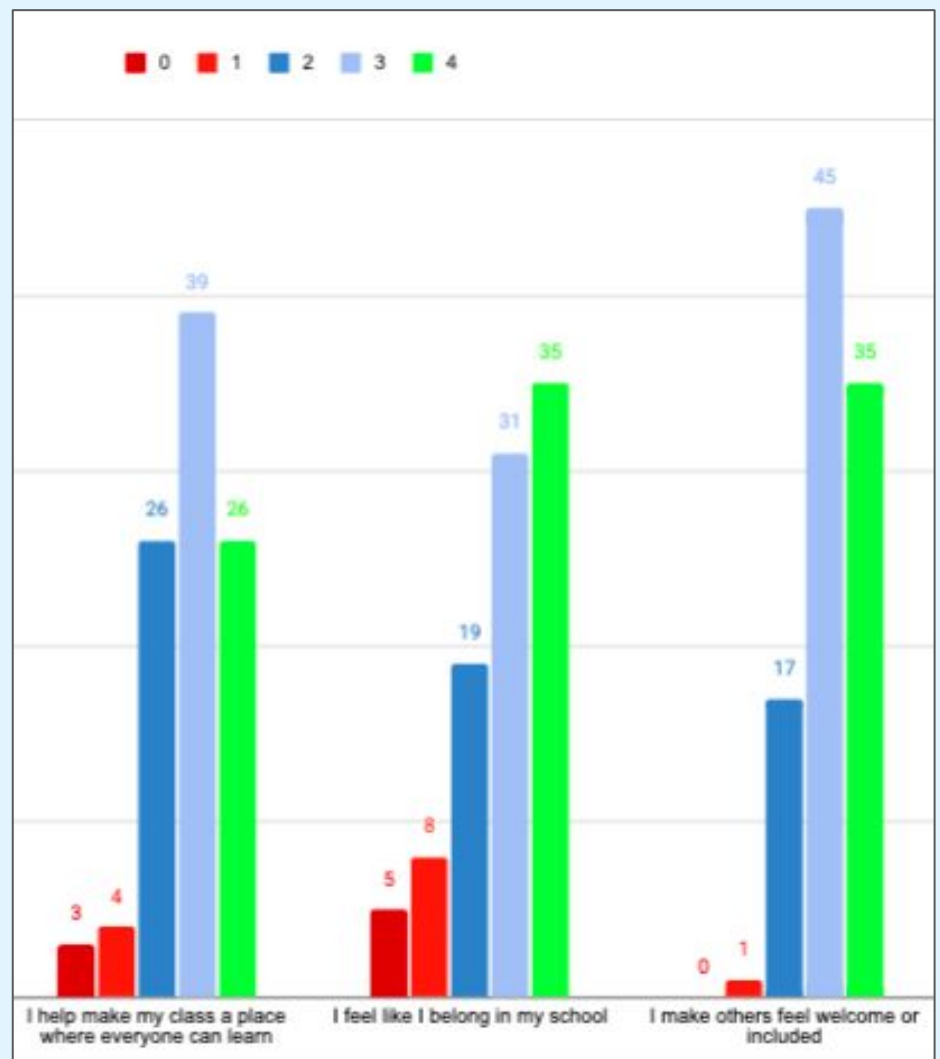
#### Personal Responsibility

Being careful and reliable in how you act.

[Learn More](#)

## Student Self-Report Data

- Student SEL self-report data exported to spreadsheets for team review
- 50 questions organized into 6 SEL competencies, highlighting patterns of strengths and needs within each domain
- Named data supports targeted follow-up
- Inform instruction, conferencing & counseling supports



# Highlights and Next Steps

## Highlights

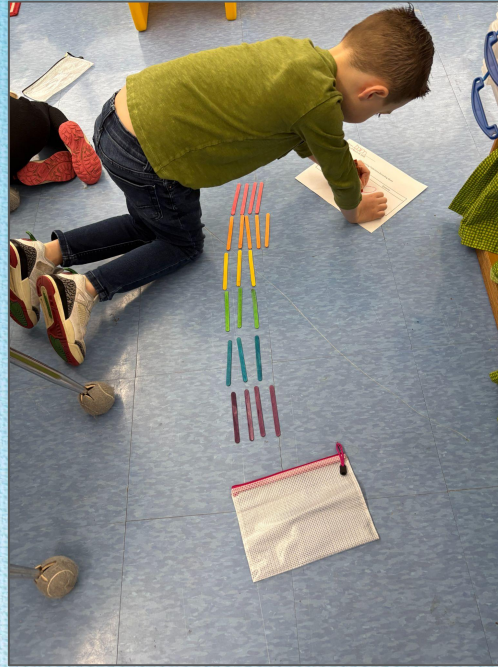
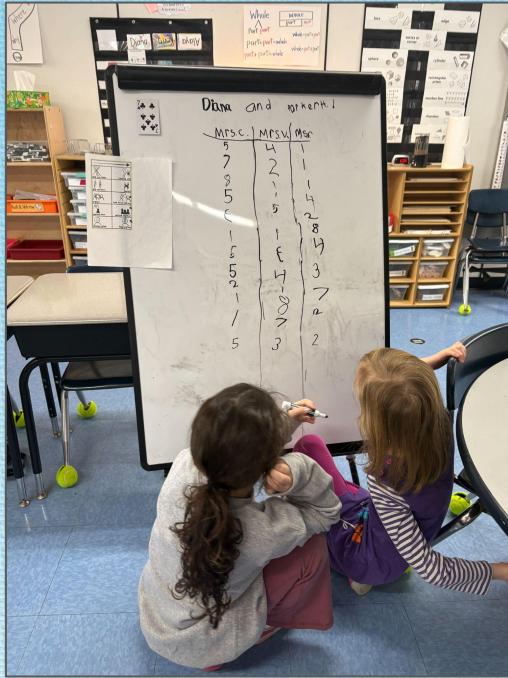
- Educators consistently implement practices that create welcoming, safe, and supportive environments where students feel a sense of belonging.
- Across content areas, educators are using creative and intentional strategies to give students regular opportunities to practice and apply social-emotional skills.
- Enhancements to the Aperture platform have allowed for a deeper understanding of student data, as well as access to individualized intervention lessons and other instructional resources.

## Next Steps

- Strengthen alignment across the elementary grade levels by creating educator teams to map where SEL skills are taught within existing curricula, including Harmony and EL.
- Ongoing analysis and planning, with a particular focus on addressing areas of concern identified in subgroup data from the Connectedness Survey, the Metrowest Survey, and other sources.
- Continue partnering with key stakeholders across our learning community to intentionally design and strengthen systems, structures, and practices that foster a welcoming and inclusive climate for all students.



# Mathematics









Assessment	When is the Assessment Given?	What is the Purpose of the Assessment?	Who is Reviewing the Data?
<b>Benchmark Assessments</b>	Baseline (September) Mid-Year (Jan/Feb) End of Year (June) **K differs slightly since assessments are mostly interview based.	<ul style="list-style-type: none"> <li>Provides a high-level overview of essential content strands</li> <li>Indicator of when to look closer through other, more focused assessments to provide information about student understanding of the mathematics</li> </ul>	<ul style="list-style-type: none"> <li>Grade level data meetings, led by the building Math Coach</li> </ul>
<b>Unit Screeners/ Readiness Checks</b>	Prior to every unit (classroom)	<ul style="list-style-type: none"> <li>Focuses on the prerequisite skills for each unit</li> <li>Informs pacing and instruction to provide access for all students</li> </ul>	<ul style="list-style-type: none"> <li>Teacher teams or individual teachers</li> <li>Math Coaches provide planning assistance or coaching</li> </ul>
<b>Unit Checkpoints/ Middle School Quizzes &amp; Tests</b>	1-2 per unit (classroom)	<ul style="list-style-type: none"> <li>Focuses on essential content of the specific unit</li> <li>Informs teachers about student understanding</li> </ul>	<ul style="list-style-type: none"> <li>Teacher teams or individual teachers</li> </ul>
<b>Individual Interviews (Fluency check or Math Recovery)</b>	As needed for individual students	<ul style="list-style-type: none"> <li>Focuses on foundational mathematical understandings for students</li> <li>Informs any (if any) interventions may be necessary to build student understanding</li> </ul>	<ul style="list-style-type: none"> <li>Math Coach administers the interview and shares the data to the classroom teacher and other support individuals</li> </ul>

Assessment	When is the Assessment Given?	What is the Purpose of the Assessment?	Who is Reviewing the Data?
<b>Benchmark Assessments</b>	Baseline (September) Mid-Year (Jan/Feb) End of Year (June) **K differs slightly since	<ul style="list-style-type: none"> <li>Provides a high-level overview of essential content strands</li> <li>Indicator of when to look closer through other, more focused assessments to provide information about student understanding of the mathematics</li> </ul>	<ul style="list-style-type: none"> <li>Grade level data meetings, led by the building Math Coach</li> </ul>

**Purpose:** Provide a snapshot into the progress towards the end of year. All standards are end-of-year standards

**Data Meetings:** Mid-Year data meetings at all elementary schools.

- Review by questions/standards to see trends
- Review by students to check for understanding
- Look at student work with a focus on strategies
- Discussions about how to provide access to students with plans for next steps.

**Limitations:**

- One data point - can identify where to look, assess, etc.
- Continuing to work on consistency for test administration
- We have over 3 more months of school to reach the end-of-year standards

Items											TOTAL	
1a-c	2a-d	3a & b	4a-c	5a & b	6a-c	7	8	9	10	11	SCORE / LEVEL OF PROFICIENCY	
Adds fractions with unlike denominators	Subtracts fractions with unlike denominators	Adds and subtracts decimals to hundredths	Multiplies whole numbers by fractions	Finds the volume of a solid figure composed of	Evaluates numerical expressions that contain	Multiplies and divides decimal numbers by	Solves a multi-step story problem involving	Subtracts and multiplies decimal numbers to solve a multi-step story	Solves a story problem that involves multiplying a	Solves a measurement-related story problem involving	0 – 40	
0-6	0-6	0, 1 or 2	0-3	0-6	0-3	0-2 (by 0.5)	0-3	0-3	0-3	0-3		
7	6	6	1	3	6	3	2	3	3	3	3	39
1	6	0	2	3	6	3	2	2	3	3	0	30
3	4	2	1	3	6	3	1.5	2	2	3	2	29.5
1	6	6	1	3	6	3	2	3	3	3	0	32
6	6	6	0	3	3	3	1	3	3	1	0	29
8	6	2	2	3	6	3	2	3	3	3	3	36
2	4	6	2	1	6	3	2	2	3	0	3	32
2	6	6	2	3	6	3	2	3	3	3	2	39
1	6	6	2	3	6	3	2	3	3	3	3	40
1	4	6	0	3	6	2	2	2	1	3	1	30
2	6	6	1	3	6	2	2	2	3	3	2	36
9	6	6	2	3	6	3	2	3	3	3	2	39
9	4	2	1	2	6	3	2	3	3	3	1	30
6	6	6	1	2	6	2	1.5	3	1	3	2	33.5
9	4	2	1	3	6	3	2	3	3	3	1	31
0	6	6	2	3	6	3	2	3	3	3	3	40
9	6	6	2	3	6	3	2	3	3	3	3	39
7	6	4	1	0	3	2	2	1	1	0	2	22
1	4	4	0	3	6	2	1.5	3	2	2	1	28.5
8	6	4	1	3	6	2	2	2	3	3	2	34
3	3	3	2	3	6	3	2	3	3	3	3	34
9	6	4	2	2	6	3	2	3	1	3	1	33
2	4	6	1	2	6	3	2	3	3	3	3	36
0	6	6	1	3	6	2	2	3	0	3	2	34
8	6	6	2	3	6	3	2	2	3	3	3	39
1	6	6	1	3	6	2	2	3	2	1	3	35
2	6	6	2	3	6	3	2	3	3	3	3	40
2	3	6	1	1	0	3	1	3	3	3	1	25
0	4	5	1	3	4	2	2	3	3	3	2	32
6	6	6	2	3	6	3	2	3	3	3	3	40

- Meeting
- Approaching
- Developing
- Not Meeting

# Reviewing the Data

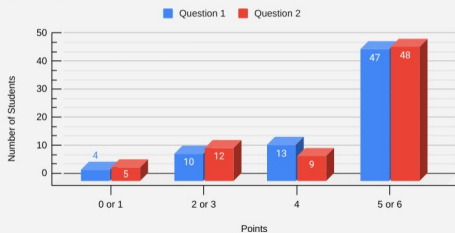
PROFICIENCY	0 – 40	Baseline Fall 2024	MCAS Spring 2024
	40	34	529
	25	18	489
	32	26	513
	40	31	527
	1	7	442
	37	31.5	527
	40	20.5	492

Mid-Year: 1b: Solves a story problem that involves finding 10 less than 16. (Com ans: 6. Work & equations will vary.)

Strategy	Tool/Model	Equation	Labels
Counts On	Number L...	No Equati...	No Labe...
Using 10	Number L...	Correct E...	Labels f...
Using 10	Number L...	Correct E...	Labels f...
Direct Mod...	Other	Correct E...	Labels f...
Using 10	Number L...	Correct E...	Labels f...
Using 10	Equations...	Correct E...	Labels f...
Using 10	Number L...	Correct E...	Labels f...
Uses Kno...	Equations...	Correct E...	Labels f...
Other	Number L...	Correct E...	Labels f...
Uses Kno...	Equations...	Correct E...	No Labe...
Direct Mod...	Other	Correct E...	Labels f...
Doubles Fact...	Equations...	Correct E...	Labels f...
Using 10	Number L...	Correct E...	Labels f...
Using 10	Number L...	Correct E...	No Labe...
Using 10	Number L...	Correct E...	Labels f...

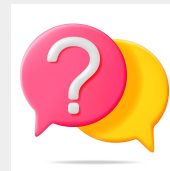
## Adding and Subtracting Fractions w/Unlike Denominators

Q1: Adding Q2: Subtracting

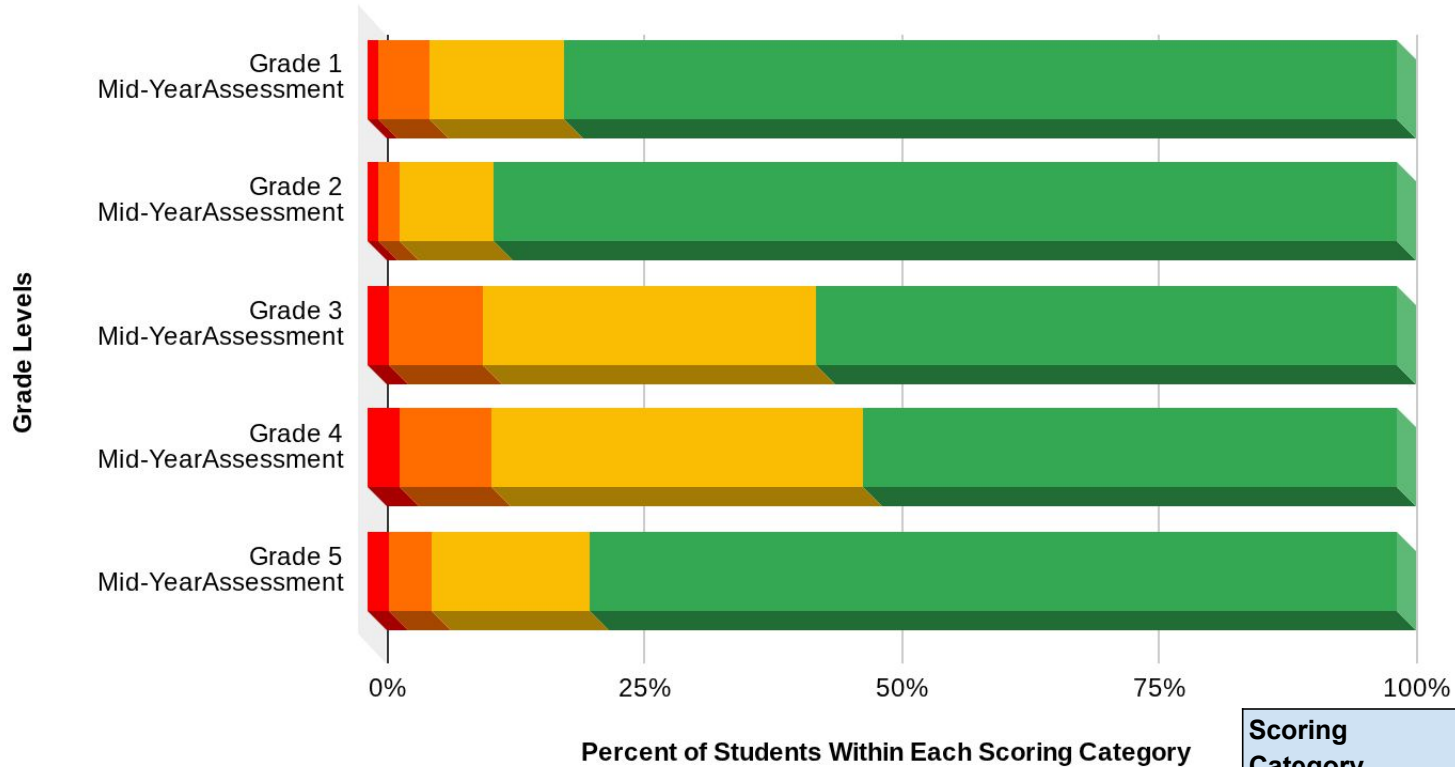


## With this data, we...

- Ask questions.
- Analyze it to identify themes.
- Gather more information: Who needs more? What is needed? (Interview assessments)
- Plan and prepare for classroom instruction.
- Provide Tier 1 and/or Tier 2 interventions for those who need a more solid foundation.
- Monitor student progress.

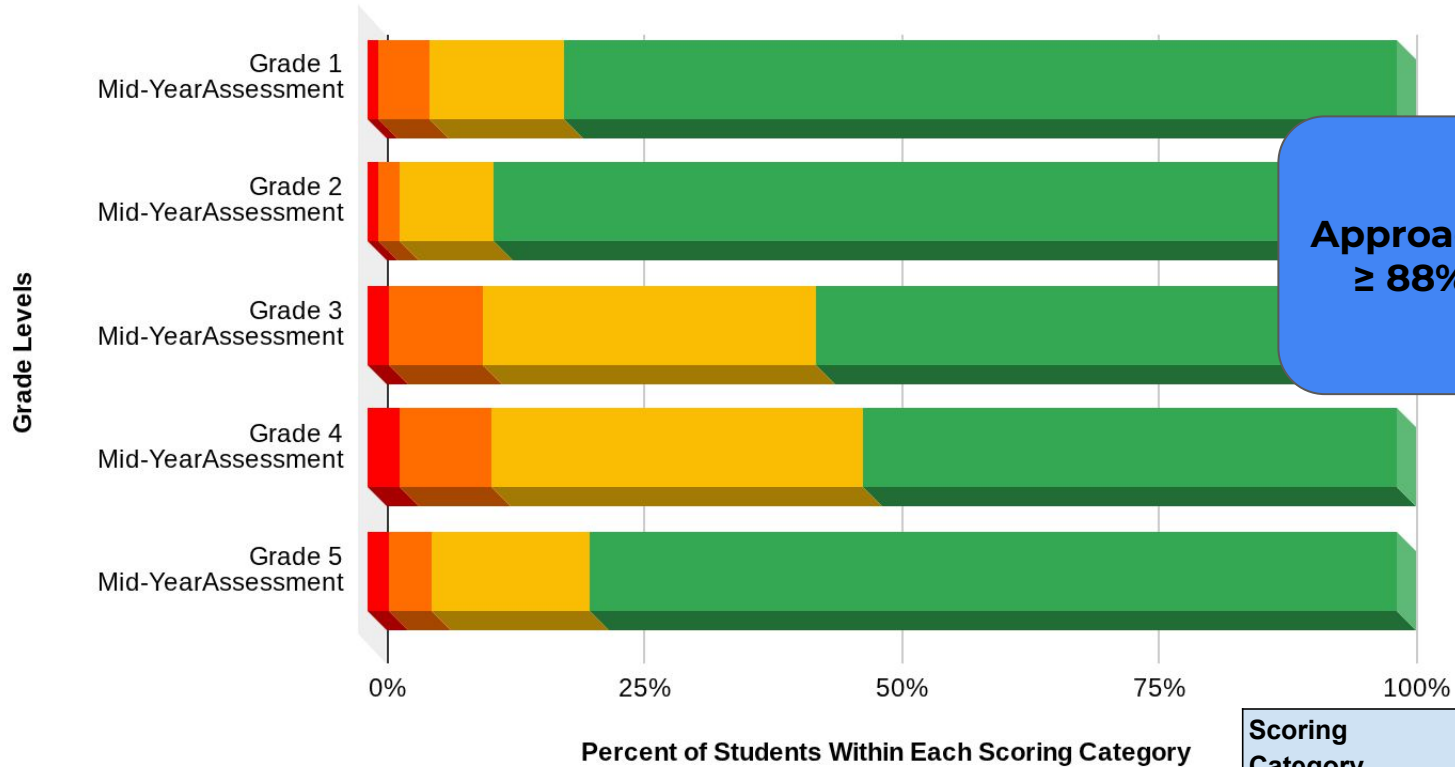


# Mid-Year Assessment Overview for Grades 1-5



Scoring Category	Gr 1	Gr 2	Gr 3	Gr 4	Gr 5
<b>% Not Meeting</b>	1	1	2	3	2
<b>% Developing</b>	5	2	9	9	4
<b>% Approaching</b>	13	9	32	36	15
<b>% Meeting</b>	81	86	56	52	77

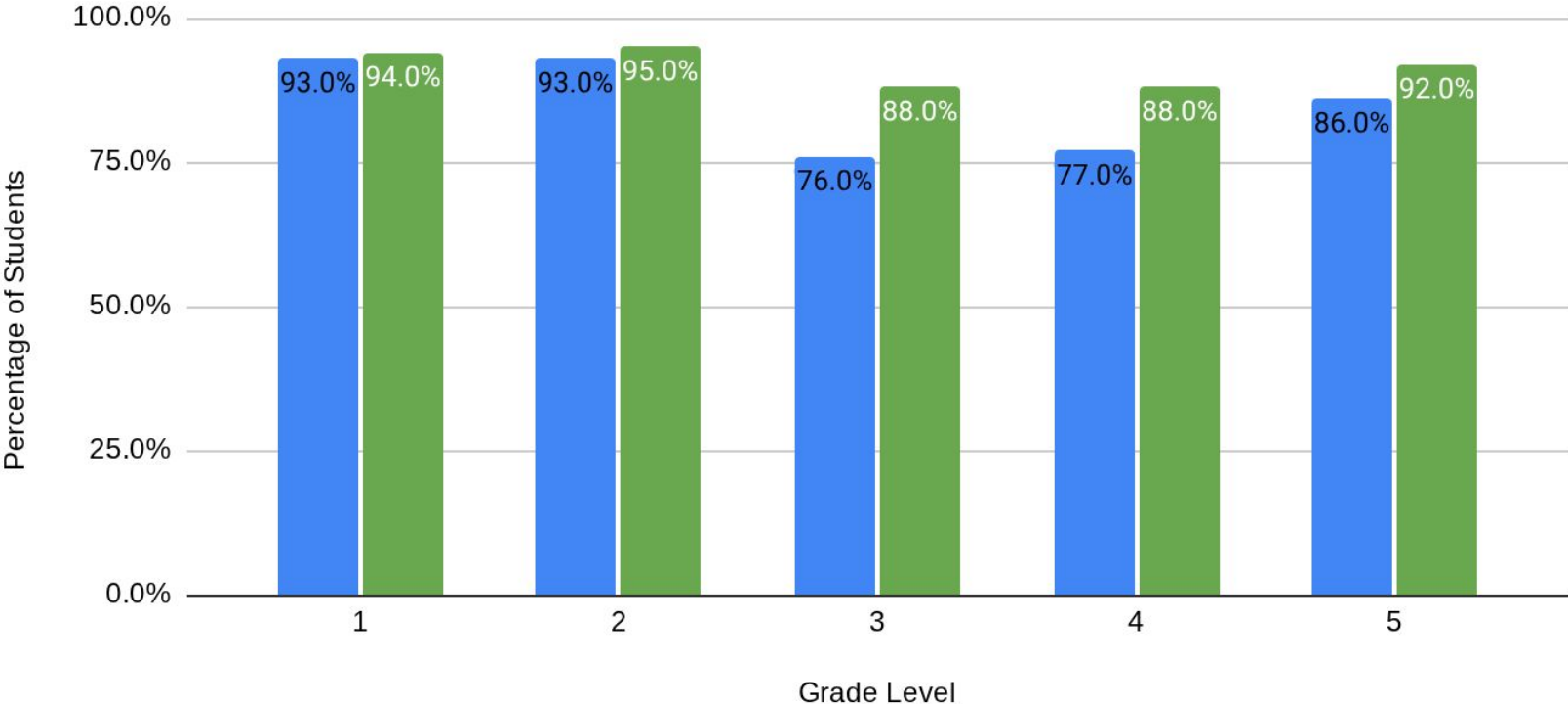
# Mid-Year Assessment Overview for Grades 1-5



Scoring Category	Gr 1	Gr 2	Gr 3	Gr 4	Gr 5
<b>% Not Meeting</b>	1	1	2	3	2
<b>% Developing</b>	5	2	9	9	4
<b>% Approaching</b>	13	9	32	36	15
<b>% Meeting</b>	81	86	56	52	77

# Percentage of Students Scoring Approaching and Meeting on the District Assessments in the 2025-2026 School Year

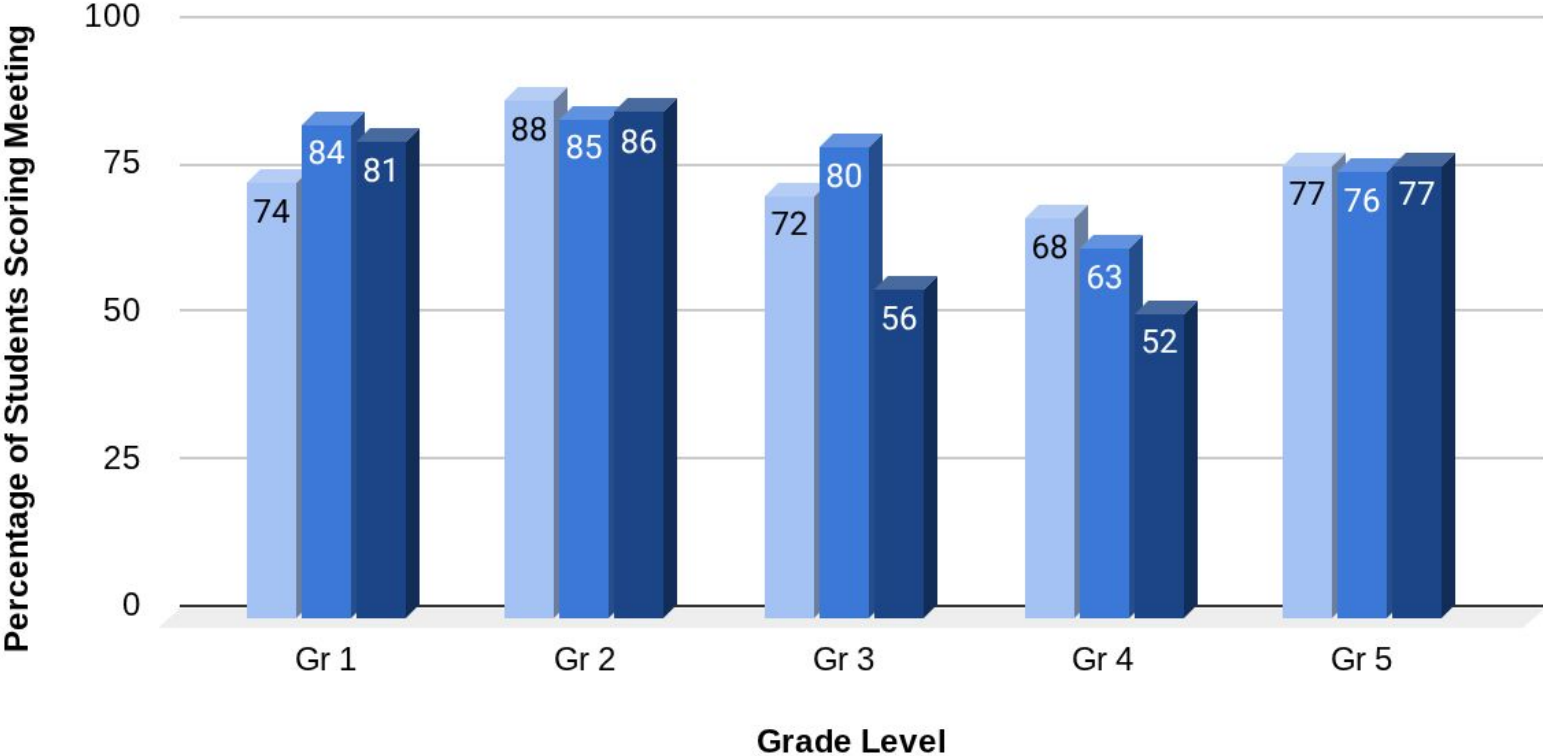
Baseline Mid Year





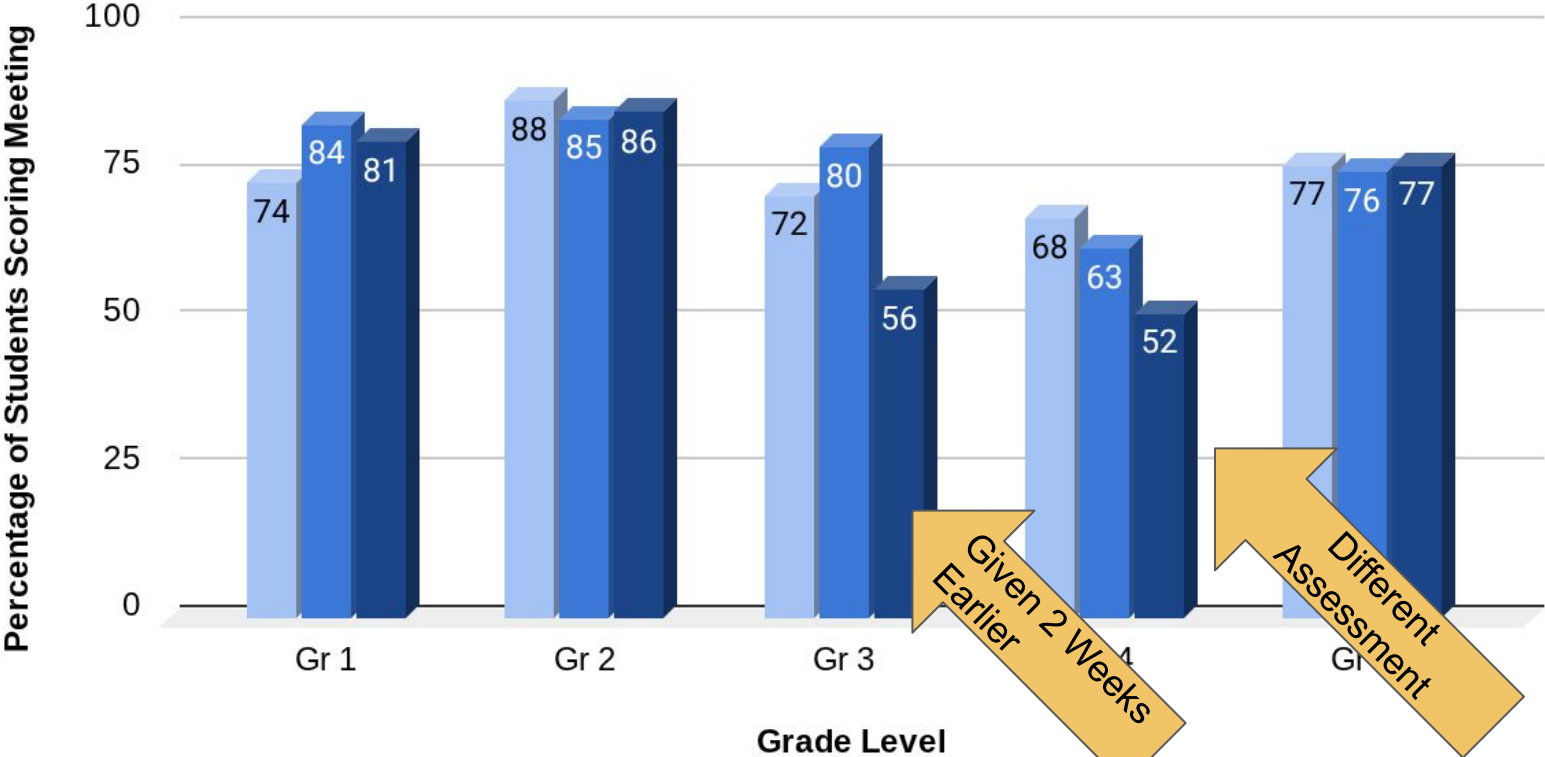
# Mid-Year Assessments in Grades 1-5 (FY24-FY26)

FY24 FY25 FY26



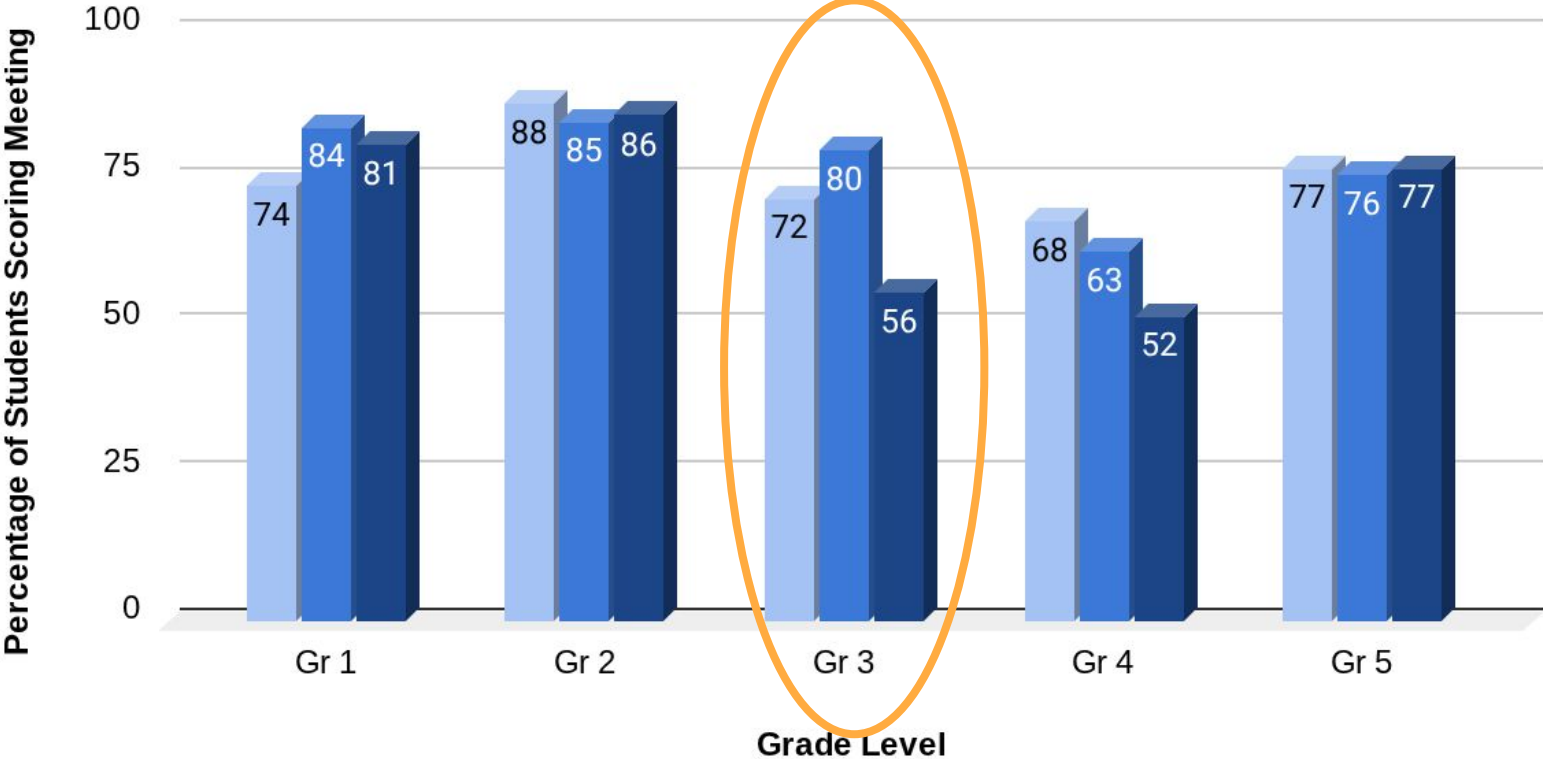
# Mid-Year Assessments in Grades 1-5 (FY24-FY26)

FY24 FY25 FY26



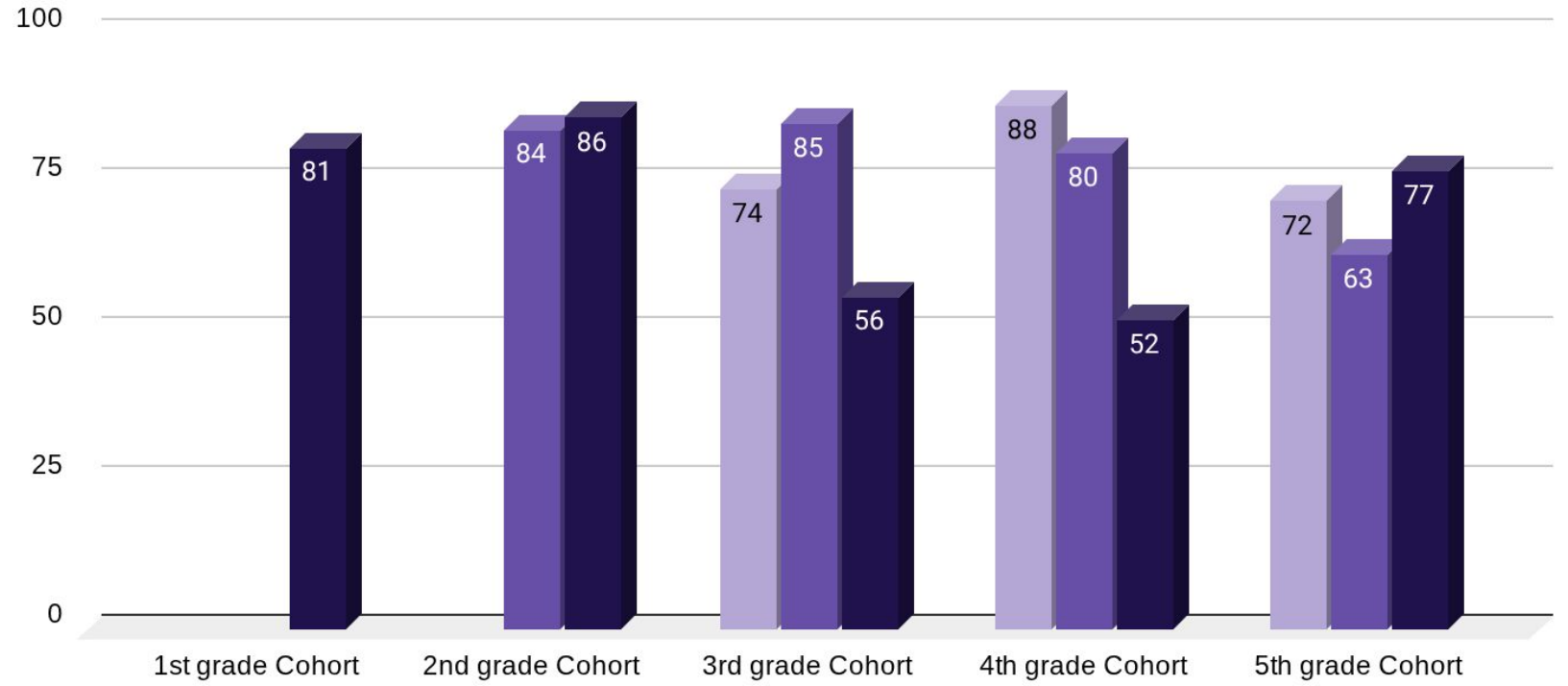
# Mid-Year Assessments in Grades 1-5 (FY24-FY26)

FY24 FY25 FY26



# Percent of Students Scoring Meeting (Grade Level Cohorts over 3 yrs)

2 Years Prior    Previous Grade Level    Current Grade Level



% of Students Within Each Grade Level Cohort Scoring Meeting

## Example from Mid-Year Assessments - Grade 3

**7** One day, there were 5 cars and 3 trucks at the gas station. Each car had 4 tires, and each truck had 6 tires.

**a** How many tires were there in all? Show your thinking.

**b** Which equation matches this problem? (The letter  $t$  stands for tires.)

$(5 + 4) + (3 + 6) = t$

$(5 \times 4) + (3 \times 6) = t$

$(5 \times 3) + (4 \times 6) = t$

$(5 - 3) \times (6 - 4) = t$

# Example from Mid-Year Assessments - Grade 3 Student Work

7 One day, there were 5 cars and 3 trucks at the gas station. Each car had 4 tires, and each truck had 6 tires.

a How many tires were there in all? Show your thinking.

$$5 \times 4 = 20 \quad 3 \times 6 = 18 \quad (5 \times 4) + (3 \times 6) = 38$$

$$5 + 5 + 5 + 5 = 20 \quad 3 + 3 + 3 + 3 + 3 = 18$$

$$10 + 10 = 20$$

$$20 + 18 = 38$$

b Which equation matches this problem?

- $(5 + 4) + (3 + 6) = t$   
  $(5 \times 3) + (4 \times 6) = t$

7 One day, there were 5 cars and 3 trucks at the gas station. Each car had 4 tires, and each truck had 6 tires.

a How many tires were there in all? Show your thinking.

①

$$5 \times 4 = 20 \quad 3 \times 6 = 18$$

$$5, 10, 15, 20$$

$$6 + 6 = 12 \quad 12 + 6 = 18 \quad 18 + 20 = 38$$

$$20 + 36 = 56$$

$$20 + 30 = 50$$

$$6 + 0 = 6 \quad 6 + 4 = 10 \quad 10 + 40 = 50$$

7 One day, there were 5 cars and 3 trucks at the gas station. Each car had 4 tires, and each truck had 6 tires.

a How many tires were there in all? Show your thinking.

part 1  $4 \times 5 = 20$  | part 2  $6 \times 3 = 18$  | part 3  $20 + 18 = 38$

$$20 + 10 = 30$$

$$30 + 8 = 38$$

b Which equation matches this problem? (The letter  $t$  stands for tires.)

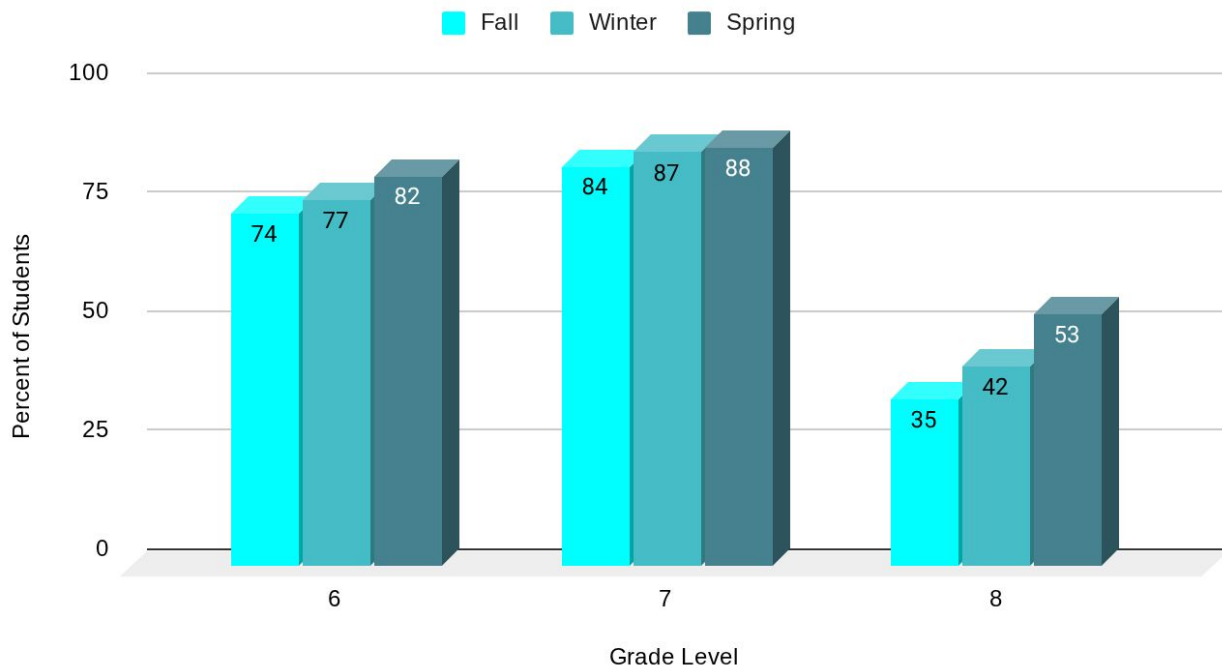
- $(5 + 4) + (3 + 6) = t$   
  $(5 \times 3) + (4 \times 6) = t$   
  $(5 \times 4) + (3 \times 6) = t$   
  $(5 - 3) \times (6 - 4) = t$

in all. em? (The letter  $t$  stands for tires.)

- $(5 \times 4) + (3 \times 6) = t$   
  $(5 - 3) \times (6 - 4) = t$

## Middle School- Track My Progress Data

### Percentage of Students Scoring Meeting + Exceeding on TMP





# Grade 6 - Track My Progress

**FY26**  
**Meeting + Exceeding = 82%**

## Math

314 students tested



## Expressions and Equations

314 students tested



## Geometry

314 students tested



## Ratios and Proportional Relationships

314 students tested



## Statistics and Probability

314 students tested



## The Number System

314 students tested



- Exceeding Expectations
- Meeting Expectations
- Partially Meeting Expectations
- Not Meeting Expectations

# Grade 7 - Track My Progress

**FY26**  
**Meeting + Exceeding = 88%**

## Math

264 students tested



## Expressions and Equations

264 students tested



## Geometry

264 students tested



## Ratios and Proportional Relationships

264 students tested



## Statistics and Probability

264 students tested



## The Number System

264 students tested



- Exceeding Expectations
- Meeting Expectations
- Partially Meeting Expectations
- Not Meeting Expectations

# Grade 8 - Track My Progress

## Math

68 students tested



## Expressions and Equations

68 students tested



## Functions

68 students tested



## Geometry

68 students tested



## Statistics and Probability

68 students tested



## The Number System

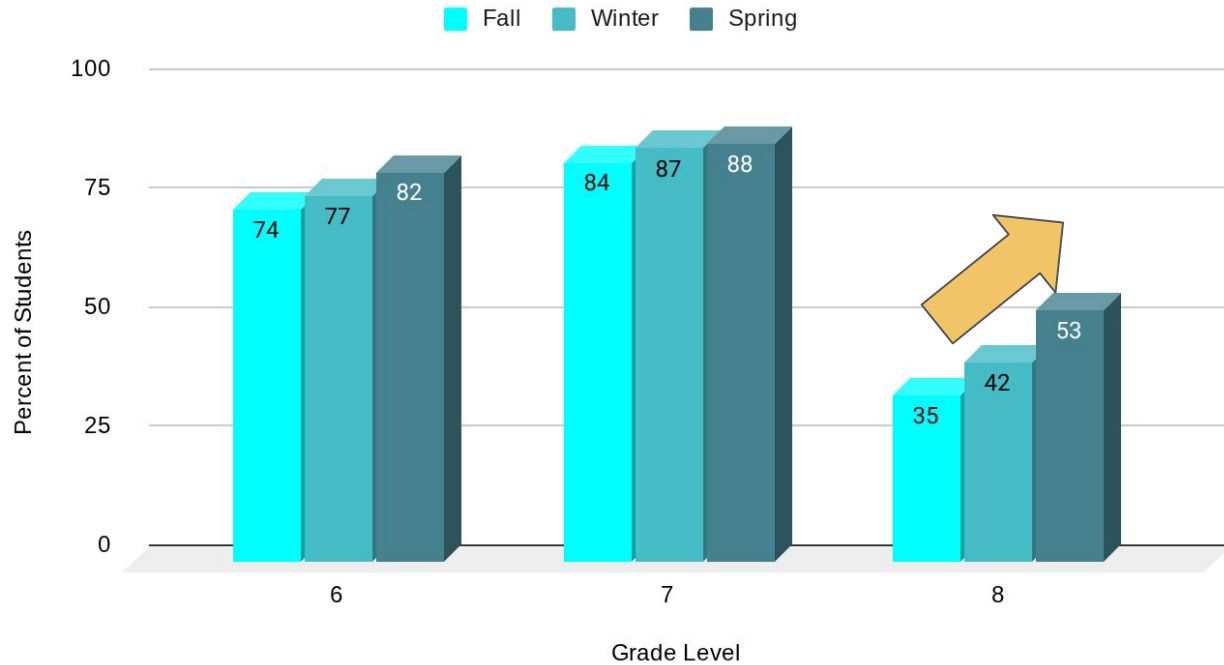
68 students tested



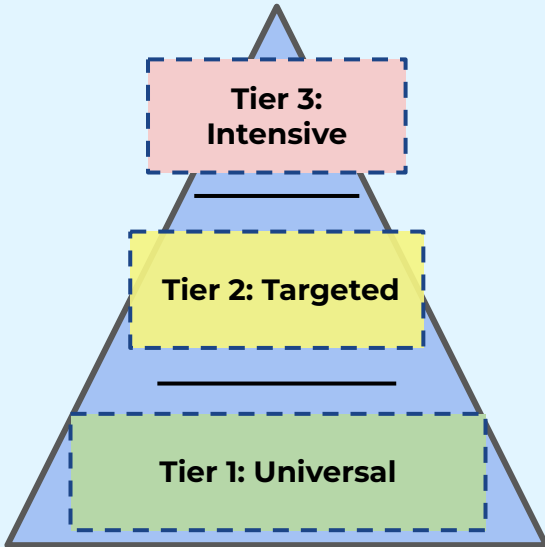
- Exceeding Expectations
- Meeting Expectations
- Partially Meeting Expectations
- Not Meeting Expectations

# Middle School- Track My Progress Data

## Percentage of Students Scoring Meeting + Exceeding on TMP



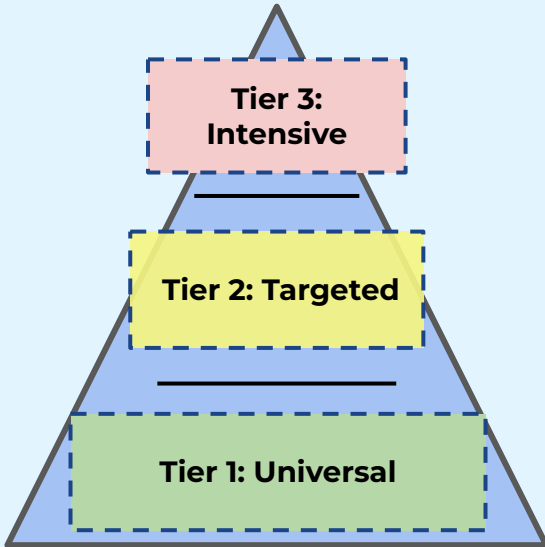
## Supporting Classroom Instruction



- Math coaching and co-planning with classroom teachers to meet the needs of the students in the class. Lessons enhanced or modified, based on student needs.
  - Continuing to enhance student understanding through the increased use of manipulatives and visual models
  - Continuing to expand foundational knowledge for students in number relationships, including fractions
  - Continuing to increase opportunities for include word problems within the context of the content and instruct students on how to answer these types of questions to show reasoning
- In the middle grades, teachers collaborate as teams within department meeting time to plan for adjustments in practice and highlight effective practices.

Coaches also support all new elementary teachers and teachers who have shifted between grade levels. In addition, we currently have coaches working in multiple classrooms at every grade level.

## Intervention - Elementary



- Title 1 at Loring: 8 intervention groups during Loring’s Power Half hours
  - Students were identified using multiple data points including benchmark assessments and individual interviews.
- Through the IST process, we identify students who may need additional supports in mathematics. While we implement supports in the Tier 1 classroom first, some students may need more. Math Coaches provide these additional interventions.
- Currently, we have 29 intervention groups running across the grade levels and schools. They meet multiple times a week and group size varies from 1-4 (depending on the need and content focus).

## Intervention - Middle School

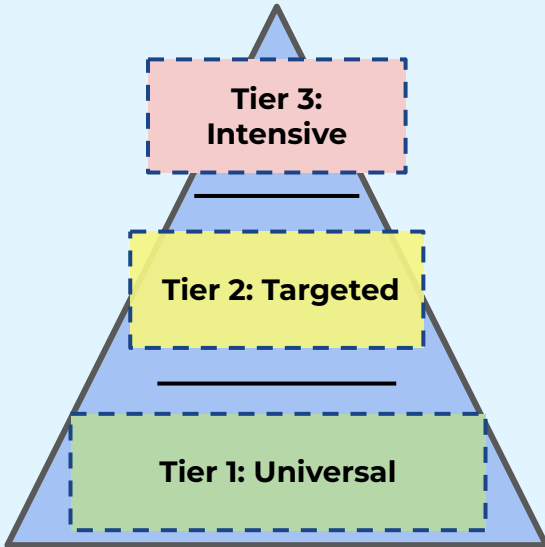
### Frequent Assessments in Core Math Classes (Gathering Data)

- Quizzes
- Tests
- Multiple formative assessments to inform teaching
  - Piloting the use of TMP for common digital assessments for all students in Grade 6, Grade 7, 7/8 Compacted, and Grade 8 Math

### Math Center (Title 1 Math Intervention - 1.0 FTE)

- Offering 8 intervention classes during UA blocks
- In-Class support (7th and 8th grade)

This year, we have streamlined the intervention referral process to ensure that it is equitable and that we are considering the whole child before recommending them for intervention classes.





# Reflecting on our Work

Highlights	Next Steps
<ul style="list-style-type: none"><li>• Continue to increase the number of student needs being met by a variety of interventions, which includes some flexibility in our model at Curtis to allow for in-class support when needed.</li><li>• Consistent and efficient data meetings, focusing on the needs of the students</li><li>• Updated curriculum - the 3rd edition of Bridges supports students of varying needs with additional interview assessments and more resources.</li><li>• Using TMP at the Middle School as a data point for intervention referral</li><li>• Updated indicators on the elementary school report cards to better align with classroom instruction and priorities</li></ul>	<ul style="list-style-type: none"><li>• Increased collaboration and planning time with teachers - regular meetings with the math coach</li><li>• Maximize our capacity - coaches being able to be in the math classrooms during instruction</li><li>• Additional time for teacher professional development in mathematics (Exploring new ways of bringing this PD to teachers)</li><li>• Revising the fractions unit in grade 3 to include a greater number of experience with fractions before needing to apply them</li><li>• Greater connection between Interventions in the Middle School with the Elementary Schools, prioritizing consistency and coherence for students</li></ul>

# English Language Arts







<b>Assessment</b>	<b>When is the Assessment Given?</b>	<b>What is the Purpose of the Assessment?</b>	<b>Who is Reviewing the Data?</b>
<b>DIBELS</b>	Baseline (September) Mid-Year (December) End of Year (June)	<ul style="list-style-type: none"> <li>● Assesses early reading skills, including phonemic awareness and decoding</li> <li>● Screens for risk of dyslexia</li> <li>● Provides progress monitoring tools</li> <li>● Not program-dependent</li> </ul>	<ul style="list-style-type: none"> <li>● Grade level teachers and special educators review at data meetings, led by the building Literacy Specialist</li> <li>● Curriculum Coordinator develops district data reports for administrators</li> </ul>
<b>Foundations Unit Assessments</b>	Upon completion of every unit	<ul style="list-style-type: none"> <li>● Assesses taught phonics skills</li> <li>● Informs instruction for decoding practice and skill remediation</li> </ul>	<ul style="list-style-type: none"> <li>● Teachers / Special Educators and Literacy Specialists</li> </ul>
<b>EL Unit Assessments</b>	Twice per unit (mid and end of unit)	<ul style="list-style-type: none"> <li>● Assesses standards taught in unit</li> <li>● Informs ALL Block small group instruction</li> </ul>	<ul style="list-style-type: none"> <li>● Teachers / Special Educators and Literacy Specialists</li> </ul>
<b>Track My Progress</b>	4 times per year: September, December, March, June	<ul style="list-style-type: none"> <li>● Assesses progress toward mastering year-end standards across 6 domains: foundational skills, comprehension of literature and nonfiction, vocabulary, language, and conventions</li> <li>● Has a diagnostic assessment for further investigation</li> <li>● Not program-dependent</li> </ul>	<ul style="list-style-type: none"> <li>● Grade level teachers and special educators review at data meetings, led by the building Literacy Specialist</li> <li>● Curriculum Coordinator develops district data reports for administrators</li> </ul>

# Sample Student Tasks

## The Great Lemonade Showdown

- 1 Under the blazing sun, Amir and Sofia set up their lemonade stands at the bustling street corner. The Great Lemonade Showdown had begun.
- 2 Sofia, the math whiz, calculated the perfect lemonade proportions and prices. Amir, with his gift of charm, had grand visions to outshine her. "This will be the ultimate lemonade showdown," he declared.
- 3 Neighbors were their first customers. Sofia's lemonade stand was logical, systematic, and efficient. Amir's lemonade was an explosion of flavors decorated with quirky straws and mini umbrellas. Neighbors couldn't resist Amir's charm and adventurous mix.

Select three words that best describe Amir's lemonade.

Select three answers

Show your answer by clicking on a word. ?

Sample TMP comprehension item for grade 5

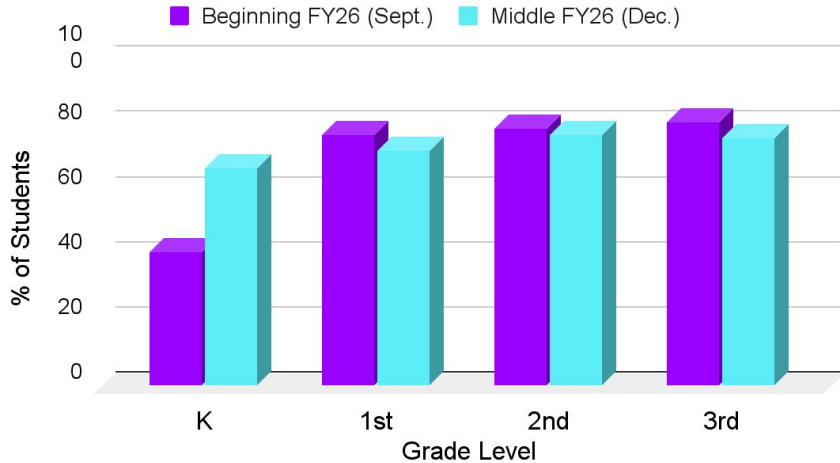
reb	vate	ib	lish	ven
hurk	gron	lurt	hish	fub
flin	whot	lale	bab	nirk
fibe	vort	chish	knent	pish
seck	thamp	plig	pipe	hilk
warb	phad	frent	fobe	frant

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Sample DIBELS nonsense word fluency drill for grade 1

DIBELS 8th Edition

## Mid-year DIBELS Proficiency by Grade

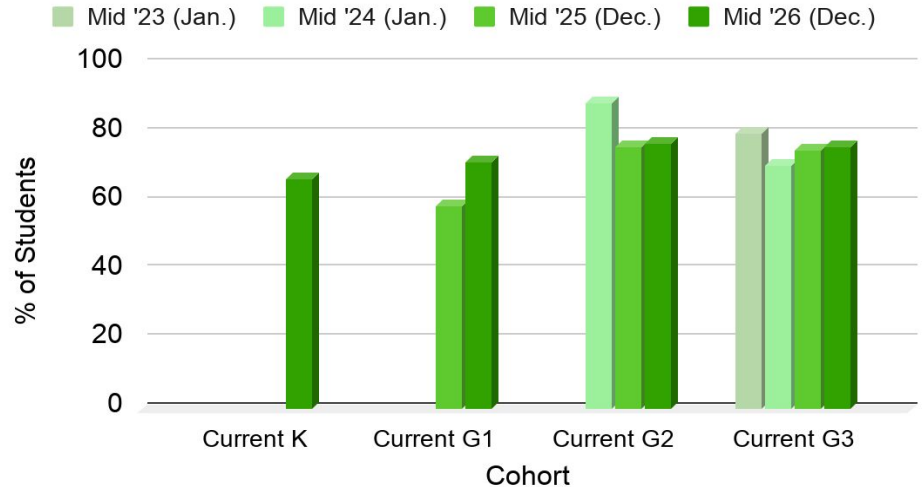


# DIBELS K-3

DIBELS measures early reading skills such as letter naming, phonemic awareness, oral reading, and comprehension at the sentence level.

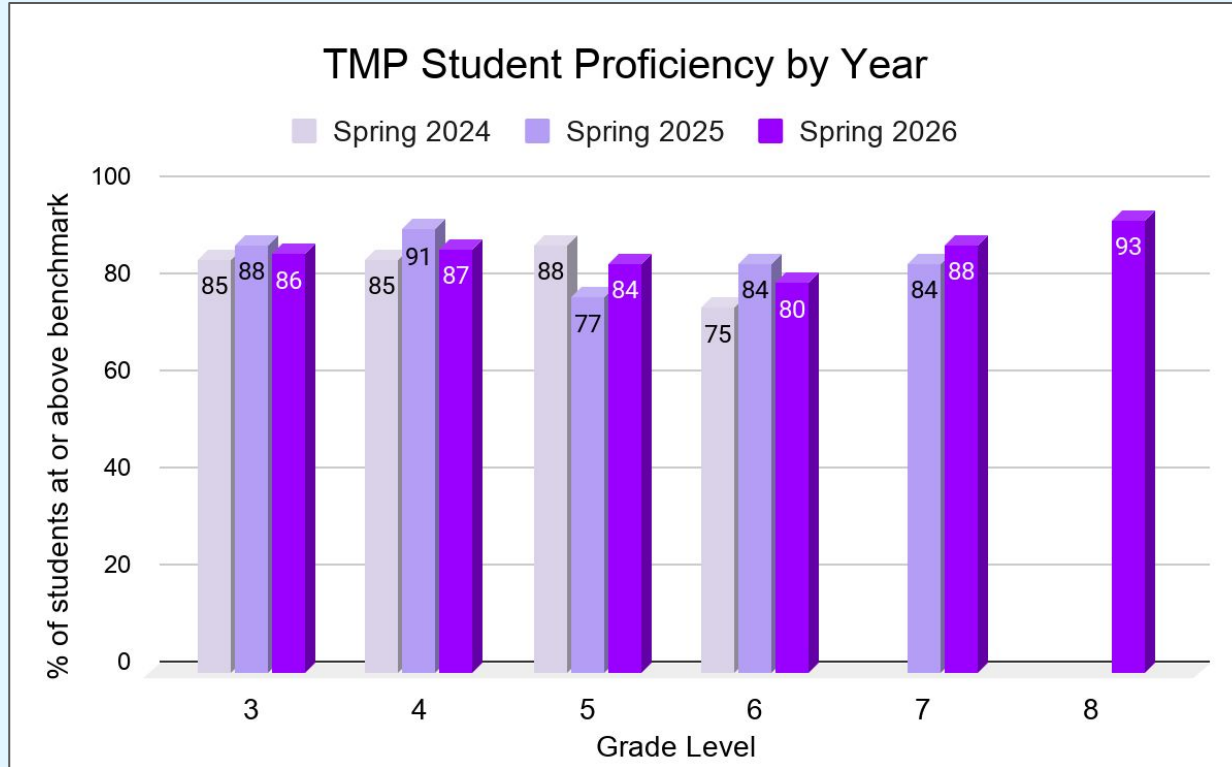
DIBELS is administered 3 times a year. In March, progress monitoring is done for individual students who qualified based on their mid-year data. The next benchmark is in May/June.

## Mid-year DIBELS Proficiency by Cohort

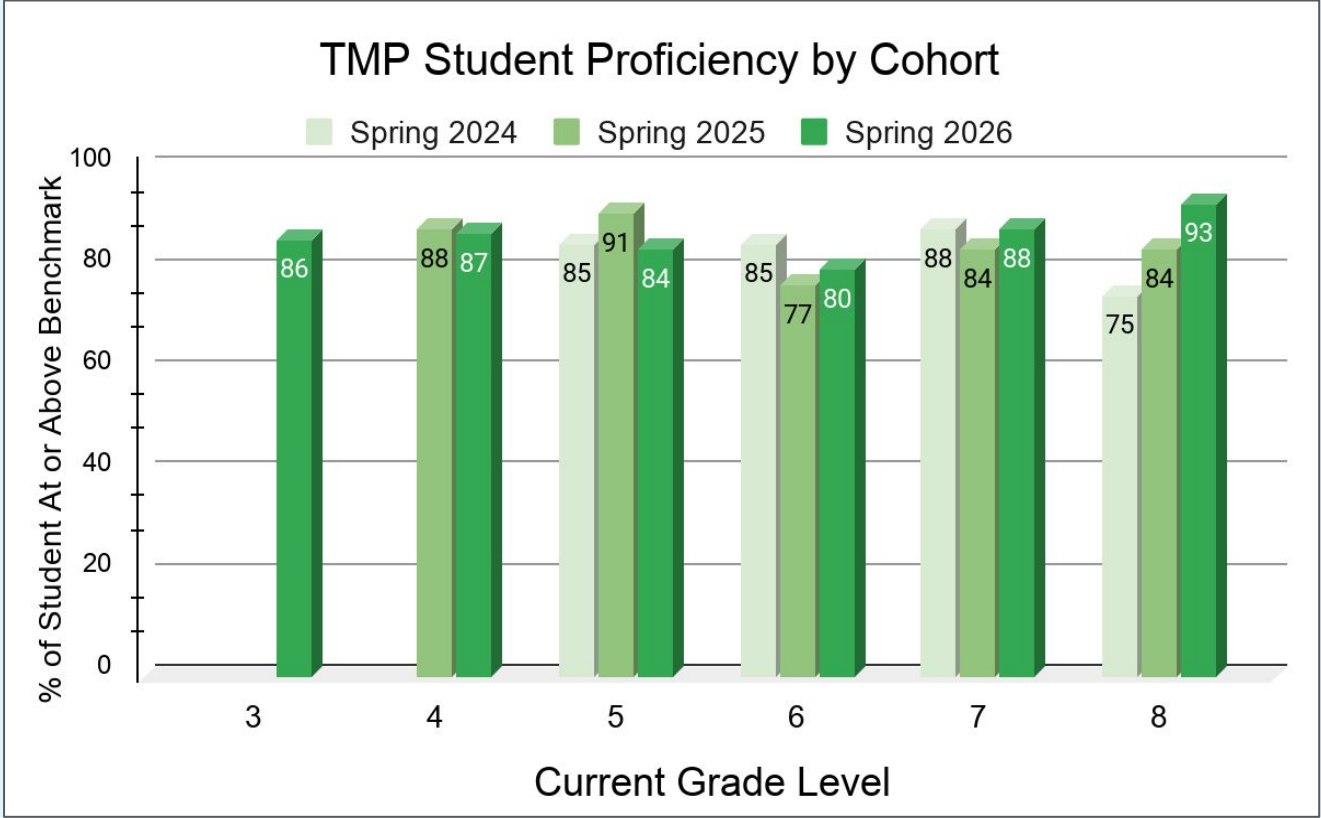


# Track My Progress 3-8

Track My Progress is administered 4 times per year and assesses comprehension of fiction and informational texts, language skills, conventions, and vocabulary.



# Track My Progress 3-8



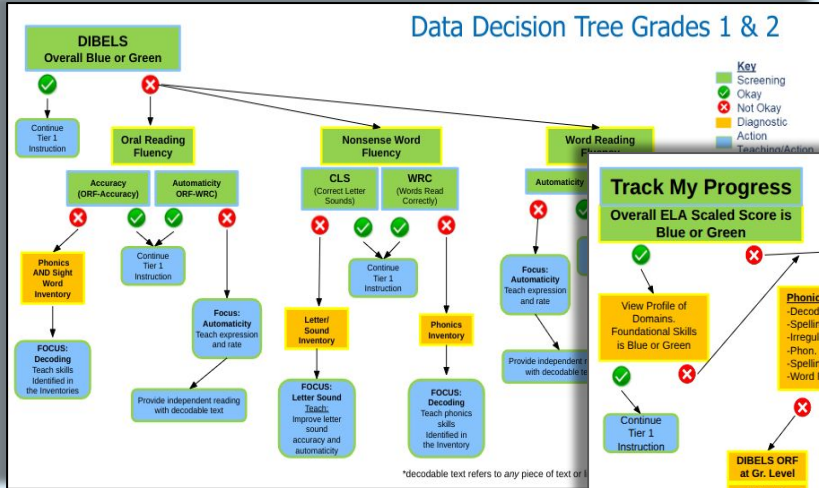
## Grade 5 scaled scores





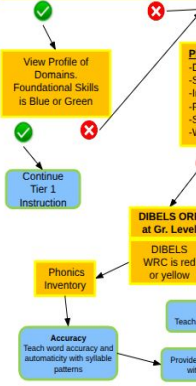
# Tools for Teachers:

## Data Decision Tree Grades 1 & 2

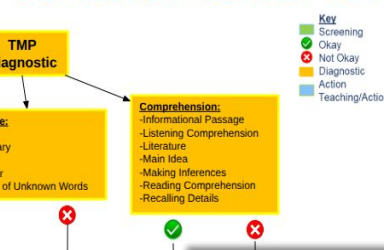


## Track My Progress

Overall ELA Scaled Score is Blue or Green



## Data Decision Tree Grades 4 & 5



### Small Group Planning Sheet - Round

Students in Group	Group Goal	Schedule	Resources to Use	Progress Monitoring Tool
	Increase decoding accuracy	(w/ 3x30) 3x20	Diagnostic Material(s): Geodes	DIBELS PM passages

Week of	Days Met	Anecdotal Notes
3/24	<input type="checkbox"/> Monday <input type="checkbox"/> Tuesday <input type="checkbox"/> Wednesday <input type="checkbox"/> Thursday <input type="checkbox"/> Friday	Practiced c-v-c word list; read Geodes
	<input type="checkbox"/> Monday <input type="checkbox"/> Tuesday <input type="checkbox"/> Wednesday <input type="checkbox"/> Thursday <input type="checkbox"/> Friday	
	<input type="checkbox"/> Monday <input type="checkbox"/> Tuesday <input type="checkbox"/> Wednesday <input type="checkbox"/> Thursday <input type="checkbox"/> Friday	
	<input type="checkbox"/> Monday <input type="checkbox"/> Tuesday <input type="checkbox"/> Wednesday <input type="checkbox"/> Thursday <input type="checkbox"/> Friday	
	<input type="checkbox"/> Monday <input type="checkbox"/> Tuesday <input type="checkbox"/> Wednesday <input type="checkbox"/> Thursday <input type="checkbox"/> Friday	
	<input type="checkbox"/> Monday <input type="checkbox"/> Tuesday <input type="checkbox"/> Wednesday <input type="checkbox"/> Thursday <input type="checkbox"/> Friday	
	<input type="checkbox"/> Monday <input type="checkbox"/> Tuesday <input type="checkbox"/> Wednesday <input type="checkbox"/> Thursday <input type="checkbox"/> Friday	

Next year, the district's implementation goals will include EL assessments and data to inform instruction. This will guide needed revisions to the data decision trees.

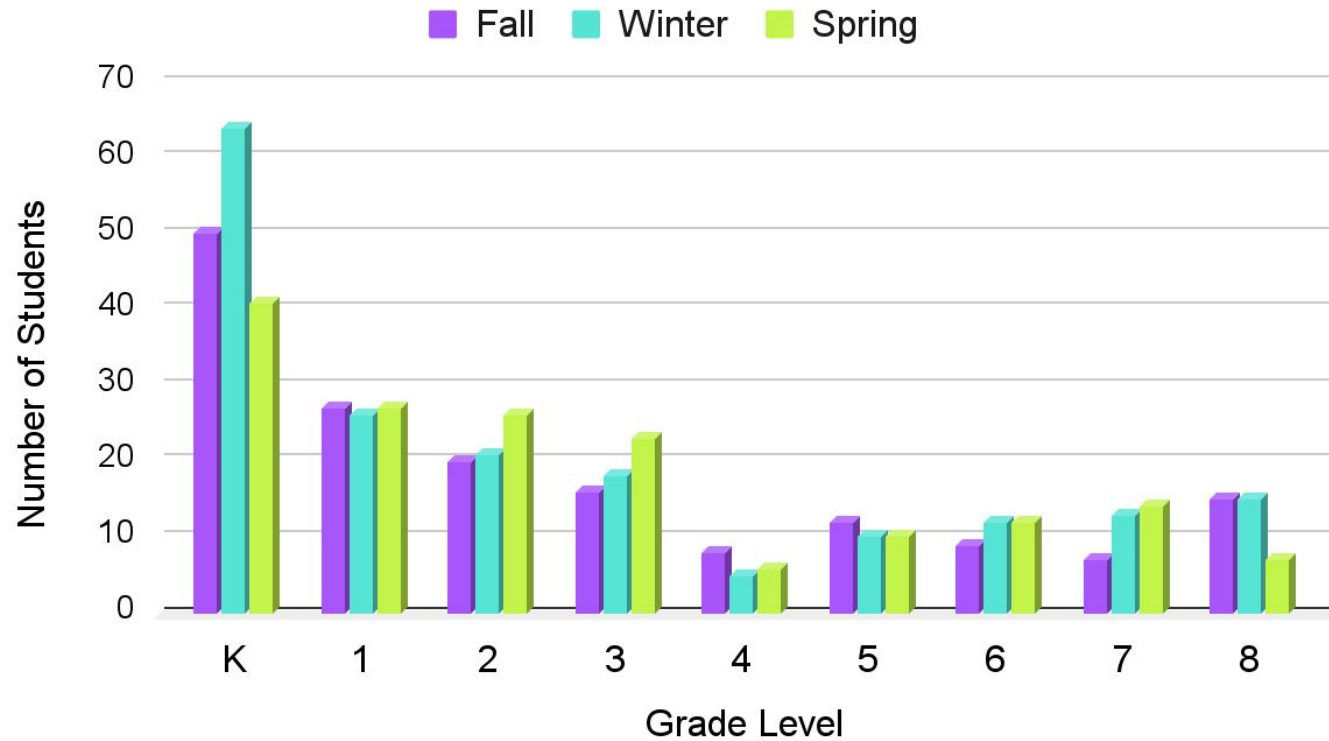
# Middle School Writing Assessments

	Plot	Character Development	Dialogue	Use of Language	Conventions	G.P.A	Number Grade Conversion
	3.3	3.0	3.7	3.8	3.5	3.4	90
	2.1	2.5	3.0	2.5	3.5	2.5	81
	2.6	2.5	3.3	3.0	3.5	2.9	85
	2.0	2.0	2.2	2.6	1.3	2.0	76
	2.3	2.5	3.0	2.3	2.5	2.5	81
	2.1	2.3	2.8	2.8	2.5	2.4	80
	1.3	2.0	2.0	2.0	2.0	1.7	73
	3.4	3.0	3.7	3.9	3.5	3.5	91
	3.6	4.0	4.0	3.8	4.0	3.8	94
Averages	2.4	2.6	3.0	2.7	2.6	2.6	

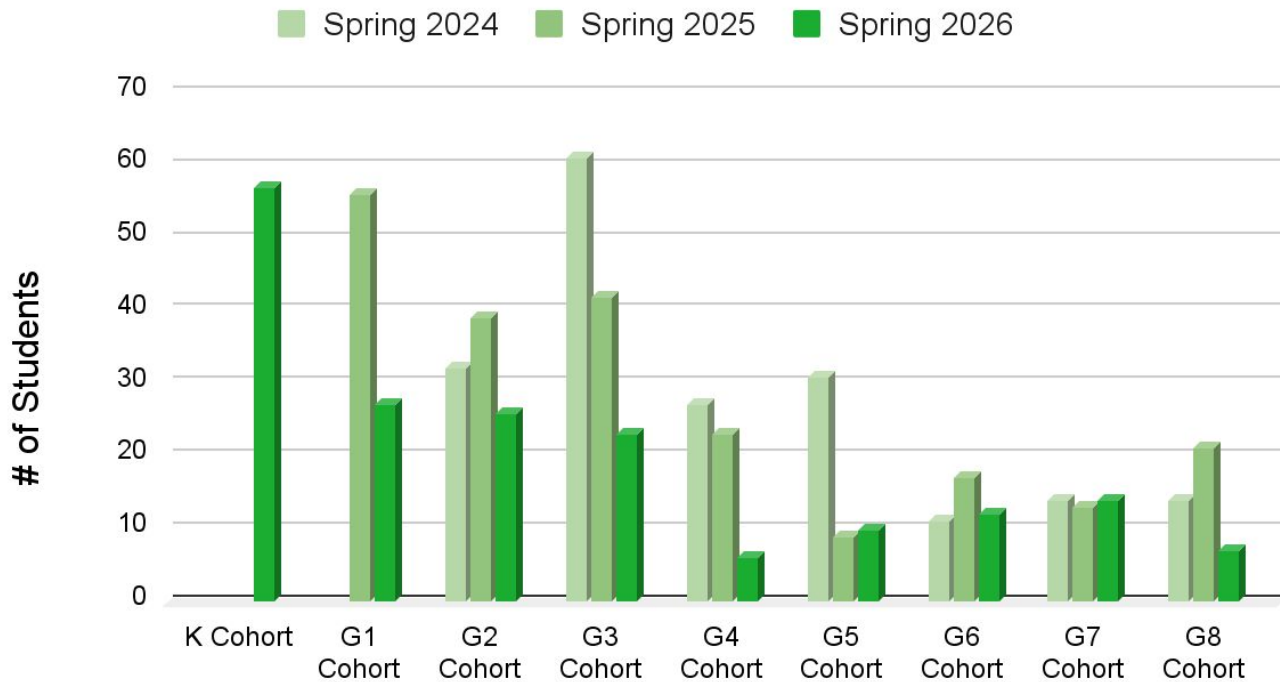
Claim & Counterclaim	Evidence	Reasoning & Analysis	Organization	Use of Language	Conventions	G.P.A	Number Grade Conversion
2.5	2.2	2.4	2.8	2.2	2.8	2.5	81
3.4	2.4	3.1	3.3	2.7	2.5	2.9	85
3.2	2.5	3.2	3.1	3.0	3.2	3.0	86
2.5	2.2	2.6	2.8	2.4	2.5	2.5	81
2.5	2.2	2.5	2.3	1.8	1.5	2.1	77
2.5	2.1	2.2	2.3	2.0	1.8	2.2	78
3.5	2.5	3.2	3.3	3.0	3.4	3.2	88

- This year we piloted a new narrative and persuasive writing assessment in grades 6-8.
- Writing samples are scored based on a 4-point rubric that reflects the MA learning standards and the vertical progression of skills.
- The tables show a sample of how scores will be recorded. This data will be passed to the next grade level to track progress year-over-year.
- We will consider the integration of tracking K-5 writing data as we examine EL assessments next year.

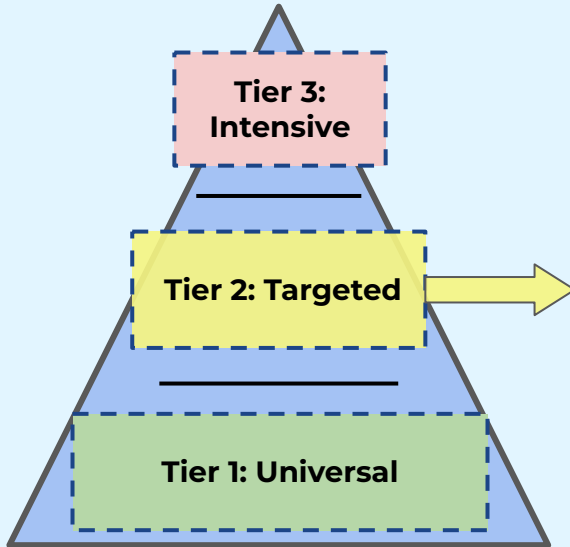
## FY26 District Intervention #s by Grade Level



## Spring Intervention #s by Cohort 2024-2026

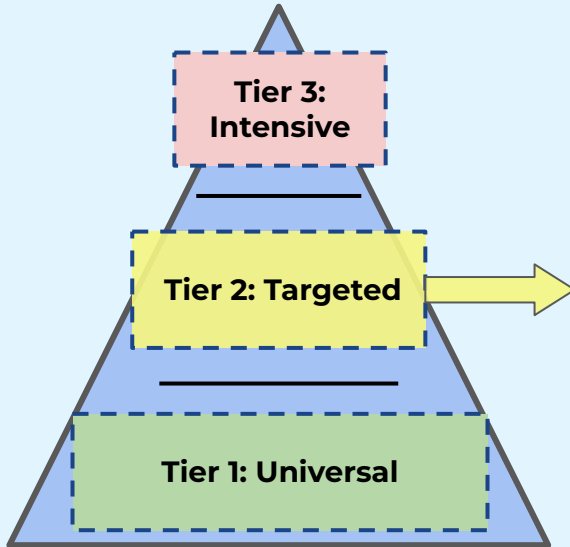


# Intervention Program: Elementary School



- DIBELS and TMP both provide data that tell us specific skills or concepts that need to be addressed, ie. phoneme fluency or comprehension of informational texts.
- A push-in model is utilized to deliver interventions in kindergarten. This allows for more flexibility for targeting specific students for different needs as concepts and skills are taught.
- In grades 1-5, small groups of 2-5 students receive pull-out services from a literacy specialist or literacy tutor to address their areas of need as identified by data and teacher feedback. In some cases, the literacy team may provide push-in service to one of these grades for better effectiveness and efficiency for time and scheduling.

# Intervention Program: Middle School



- In middle school, Literacy is a self-contained course that is part of a student's daily schedule. Students in literacy attend for one block per day with grade-level peers, and receive specialized instruction with the school's Literacy Specialist. At the end of each trimester, assessment and anecdotal data is collected and examined to determine future class placement.
- Data and teacher feedback are also used to determine areas where students need growth. Students in Literacy use class readings to develop strategies that they can apply across various content areas. The goal of literacy class, aside from building strong literacy skills, is to encourage self-advocacy and instill confidence in students to be independent thinkers, readers, and writers.

## ELA MCAS: Future Changes

DESE is updating the ELA MCAS to include shorter passages, stand alone language items, new rubrics, and more. The impact on schools will be as follows:

Spring 2026      Field test new passages and test questions

Spring 2027      First operational test will be administered

**Summer 2027      DESE will set standards and establish new achievement levels**

Usually, when new levels are calibrated, the cut-off scores become higher. These new achievement levels may impact our achievement data, as it will be possible for a student with a higher scaled score in 2027 to be placed in a lower achievement level than the previous year. Data shared in fall of 2027 will reflect these changes.

# Summary

## Highlights:

- The lower proficiency levels for DIBELS may have been caused by a shift in focus to the new ELA Core program, which does not include decodable reading. However, every cohort shows improvement in decoding skills year over year.
- The implementation of ALL Block next year will allow teachers the time and structure to practice decoding skills and respond to data gathered from assessments.
- Middle school ELA and social studies teachers piloted the narrative and persuasive writing assessment and identified areas that require further examination or revision.

## Next Steps:

- Implementation goals in year 2 will include EL's assessment component where we will analyze student work and develop procedures to inform instruction
- Implement EL's ALL Block
- Refine and align district narrative and persuasive writing assessments in middle school
- Begin to update grade 6 ELA curriculum
- Release new ELA report card in January



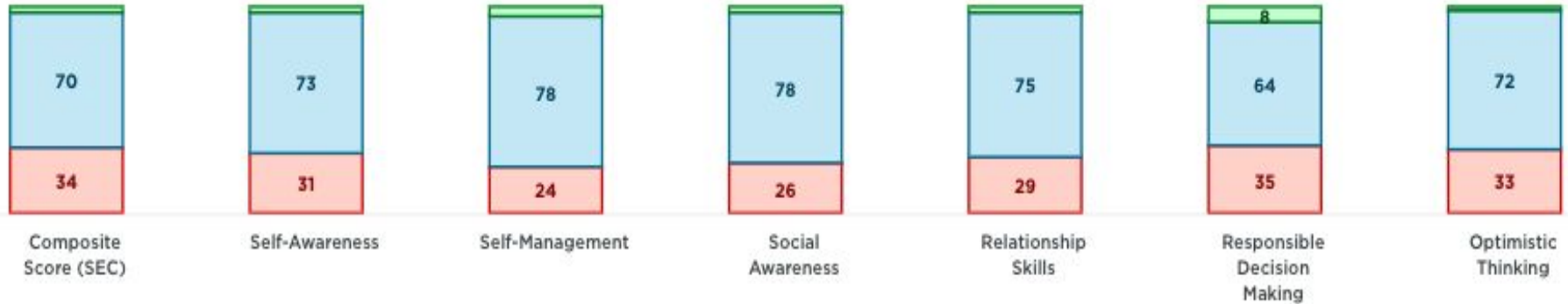
# Questions



# Appendix

# Curtis Full DESSA from Fall Assessments by Educators

## Educator: Grades 6 - 8 (N = 107)



- **Collaboration and Planning** - teams meet to analyze trends across classrooms, plan school-wide or classroom SEL initiatives, and align strategies to growth areas.
- **Classroom Strategies & Targeted Support**  
Adjust SEL lessons or embed strategies into daily routines, and use data to identify students who may benefit from small-group instruction or check-ins focused on specific skills.
- **Communication with Families** - guide conversations during parent-teacher conferences to highlight strengths and discuss ways to support SEL development at home.

**Sudbury Public Schools  
School Committee Meeting**

**Date:** April 13, 2026

**Agenda Item:** 2b - Special Matters

- a. 2025-2026 School Committee Goal: Teaching, Learning, and Technology
  - i. Evaluate EL Grade 6 Pilot and Determine Next Steps (Lauren Egizio); Determine a Plan for Grade 6 Curriculum Implementation

**Recommendation:**

The Sudbury School Committee, under the goal area of Teaching, Learning, and Technology, identified a goal to evaluate the Grade 6 EL pilot and determine next steps.

At the December 8, 2025 School Committee meeting, the Committee received a presentation from the SPS Humanities Curriculum Coordinator.

This presentation is intended to support the School Committee's end-of-year deliverable to determine a plan for Grade 6 curriculum implementation.

**Reference Materials:**

2025-2026 School Committee Goals:

<https://www.sudbury.k12.ma.us/fs/resource-manager/view/12b229ee-9f60-4099-9618-d634e806fd97>

December 8, 2025 School Committee Meeting Packet:

[https://resources.finalseite.net/images/v1765211930/sudburyk12maus/r/inimkquxadquxqx5prg/Updated\\_AgendaPacket\\_120825\\_SchoolCommitteeMeeting.pdf](https://resources.finalseite.net/images/v1765211930/sudburyk12maus/r/inimkquxadquxqx5prg/Updated_AgendaPacket_120825_SchoolCommitteeMeeting.pdf)

**Attachments:**

G6 EL Pilot Update

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

# Grade 6 EL Pilot Update

Presentation to School Committee  
April 13, 2026



# Topics

- Rationale, Goals, Logistics
- Outcome data
- Feedback
- Next steps



## Rationale

### Why did we pilot EL in 6th grade?

- Last fall, all classrooms in grades K–5 implemented Expeditionary Learning as the district's new ELA program.
- There was general interest in understanding what EL looks like at the middle school level.
- Data trends show lower proficiency rates in grade 6 than in grades 5 and 7. This pattern is evident across both state and district assessments.

## Goal

### What do we hope to achieve?

- Would EL bring about positive student outcomes for proficiency in literacy?
- Would EL be a reasonable transition from elementary school to the middle school instructional model?
- Is EL fiscally and practically feasible for middle school classrooms?

## Structure

### How was the pilot executed?

Two 6th grade ELA teachers piloted one module with 128 students over a 12-week period. Teachers and students used print materials (books, workbooks, manuals) with digital resources to support instruction (slide decks, media). The module was comprised of the essential questions:

- What were the main events of the Space Race, and in what scientific, political, and social context did it take place?
- What were the accomplishments of the “hidden figures” at NACA, and why were they remarkable? (NACA is NASA’s predecessor)
- Why is it important to study the accomplishments of the “hidden figures” and of others whose stories have gone unrecognized?

The core text was Hidden Figures (YA edition) by Margot Lee Shetterly.

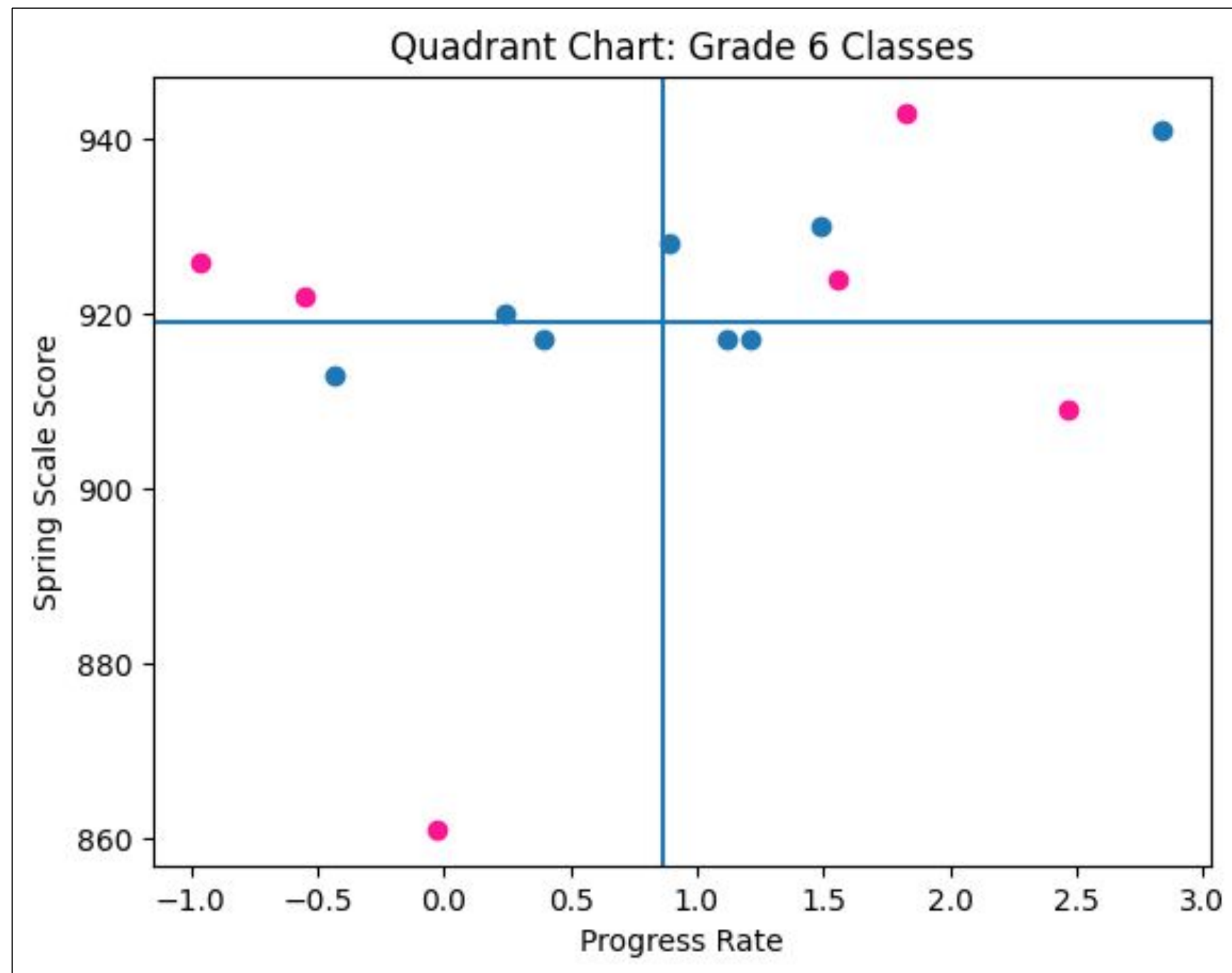


# Data

## What were the student outcomes?

Data is based on the Track My Progress benchmark assessment. There were 16 weeks of instruction between the benchmarks. The EL pilot occurred for 12 weeks (75%) within this window.

The pilot classes are represented by the pink dots.



# Feedback

## What does the research say about EL?

Pros	Cons
<ul style="list-style-type: none"><li>● Strong standards alignment</li><li>● Knowledge-rich thematic units</li><li>● Authentic writing tasks</li><li>● Well-structured lessons with instructional routines</li><li>● Free, open-source curriculum</li></ul>	<ul style="list-style-type: none"><li>● Pacing frequently considered unrealistic</li><li>● Lessons are lengthy and complex to implement</li><li>● Mixed accessibility for struggling readers without added supports</li><li>● Limited direct experimental research on the curriculum itself</li><li>● Teacher usability concerns</li></ul>

# Feedback

## What do SPS educators say about EL?

Pros	Cons
<ul style="list-style-type: none"><li>● Writing is a regular feature</li><li>● Regular close readings with complex passages</li><li>● Guiding questions to promote active and purposeful reading</li><li>● Utilizes entrance tickets</li><li>● Can incorporate Keys to Literacy Practices</li><li>● Outside reading is expected</li><li>● Level of rigor</li></ul>	<ul style="list-style-type: none"><li>● Lacks instruction for language skills (grammar, usage, mechanics, conventions) and vocabulary/word work</li><li>● Lessons and materials require multiple alterations for length and content (ie. language skills)</li><li>● “Jigsaw” reading – students aren’t accountable for reading all chapters</li><li>● Teacher materials are cumbersome</li><li>● Core literature is less desirable</li><li>● Program is 9 years old and less diverse</li></ul>

Conclusion: EL provides a structure, instructional practices, and level of rigor we are striving for. It lacks content for some areas of literacy, practical usability, and feasible time on learning.

## Conclusions

## What are our next steps?

Based on goals, outcomes, experiences, and feedback, we will develop a hybrid curriculum using EL's open source materials with educator-selected literature and lesson plans.

2026-27

**Summer work: framework,  
scope and sequence**

**Revise unit 2**

**Implement Unit 2**

2027-28

**Unit revisions**

**Implement units as  
completed**



## Budgetary Impacts FY28

### Materials & Professional Development

- EL teacher resources \$600
- additional copies of Hidden Figures \$2,400
- additional copies of other titles \$5,000
- summer work \$3,600

Total: \$11,600

will continue into 2027



**Sudbury Public Schools  
School Committee Meeting**

**Date:** April 13, 2026

**Agenda Item:** 4 - Consent Calendar

- a. Approval of Minutes (01/26/26 and 02/09/26)
- b. Approval of Monthly Accounts Payable and Payroll Warrants
- c. Authorize the School Committee Chair to sign MSBA Project Funding Agreement for the Accelerated Repair Program at the Josiah Haynes Elementary School and General John Nixon Elementary School
- d. Receipt of March 31, 2026 Listening Session Summary to be discussed at the May 18, 2026 School Committee meeting

**Recommendation:**

Move to approve the consent calendar as presented/amended.

**Background Information:**

Under the Family and Community Engagement goal area, the School Committee established a goal to conduct a minimum of two community listening sessions. This goal was developed as listening sessions were not previously a regular practice of the Sudbury School Committee.

The School Committee held listening sessions on September 22, 2025, and November 6, 2025. A follow-up update was provided at the December 18, 2025 meeting, summarizing attendance, key themes raised, and additional data to help inform the effectiveness of the listening sessions.

The summary of the March 31, 2026 listening session will be discussed at the May 18, 2026 meeting. At that time, the School Committee will review the data and discuss whether listening sessions were effective and should become part of the School Committee's ongoing engagement practices.

Policies and the School Committee Handbook will be updated, if needed, to reflect any decisions regarding listening sessions.

**Reference Materials:**

2025-2026 School Committee Goals:

<https://www.sudbury.k12.ma.us/fs/resource-manager/view/12b229ee-9f60-4099-9618-d634e806fd97>



**Attachments:**

012626\_Sudbury School Committee Minutes\_DRAFT

020926\_Sudbury School Committee Minutes\_DRAFT

SC Meeting Warrant Summary - 041326

Exhibit A- Project Budget

Sudbury Haynes Nixon ES (2024 ARP) PFA Cover Letter

Sudbury, Haynes & Nixon ES (2024 ARP) PFA Legal Cert.docx

Summary of Feedback from March 31 Listening Session

**Action:**

**XX**

**Report:**

**Discussion:**

**XX**

Sudbury School Committee  
Meeting Minutes - DRAFT  
January 26, 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  
Michael O'Brien, SPS Director of Technology  
Shannon Famigletti, SPS Technology Integration Specialist  
Elizabeth Kerrigan, SPS Technology Integration Specialist  
Radha Gargeya, Select Board Member  
Stephanie Juriansz, Director of Student Services  
Sandra Duran, Combined Facilities Director

**Open Regular Session**

Chair Karyn Jones opened the meeting at 7:01 p.m. Jessica McCready, Julie Durgin-Sicree, Betsy Sues, Nicole Burnard and Karyn Jones all confirmed their presence.

1. Public Comment
  - a. David Simon, requested the additional funds recently given to support the SMILE and Explore program be used specifically for that purpose and not another.
  - b. Amy Todd, Sudbury resident, shared her hope that the additional funds given to support the summer programs result in a high quality in house program.
  - c. Jacqueline Barry, Sudbury resident, encouraged the Committee to be proactive vs. reactive related to artificial intelligence policies and urged the Committee to create a policy that does not introduce AI to students until more data shows that it is safe and effective.
2. Special Matters
  - a. Digital Citizenship, Current Practices, Framework Alignment and Policy Implementation
    - i. Michael O'Brien, Shannon Famigletti and Liz Kerrigan shared a presentation outlining how the district uses instructional technology to support learning while prioritizing student safety, data privacy and responsible digital behavior. The presentation also included a review of the tools, resources, and staff training that supports technology use across the district.
    - ii. Questions from the Committee focused on usage per day, how app based curriculum impacts usage, data supporting the effectiveness of current technology use, YouTube searches, how artificial intelligence is being used and concerns that

AI is being used by students to complete assignments. Additional questions surrounded UDL retrofit, frameworks around the use of educational technology, preparedness for data breaches and software reductions.

### 3. Consent Calendar

- a. CASE Collaborative Q2 Report
- b. ACCEPT Collaborative Q2 Report
- c. Policy Subcommittee Meeting Minutes (01/16/2026)
- d. Sudbury Public Schools Town Report (2025)
- e. Monthly Accounts Payable and Payroll Warrant Submissions
- f. Minutes (12/08/25, 12/09/25 and 12/15/25)
- g. January At-A-Glance Newsletter and Community Email
- h. Update copy for School Committee Website Regarding Public Comment
  - i. Recommended edits related to the At-A-Glance Newsletter were suggested and approved.
  - ii. Vice Chair Jessica McCready motions to accept the Consent Calendar as amended. 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.

### 4. Business and Policy Matters

- a. Discussion on how the Sudbury School Committee and Sudbury Public Schools may partner with the Sudbury 250 Committee in their efforts to honor the 250th Anniversary of the Commencement of the American Revolution
  - i. The Committee was joined by Radha Gargeya, Sudbury 250 Chair and Select Board member.
  - ii. They reviewed scheduled events, and discussed ways in how SPS students can participate and collaborate in the event through art, poems, dance, music and a scavenger hunt.
- b. Superintendent Update and Discussion Regarding Summer Programming
  - i. Superintendent Crozier provided an update on a recent meeting with Vivian Zeng and Amy Hamilton from the Sudbury Health and Community Services Department. They discussed several potential collaborative opportunities, however, the Town is unable to provide assistance at this time. Because of that, the program will be run by SPS and an overview of key details was provided including program dates, eligibility, fees, lunch and transportation arrangements, staffing updates and what the daily schedule will include.
  - ii. Questions from the Committee surrounded the program's scheduling including the number of days offered per week and whether a five day option could be supported. Concerns were shared about changes to lunch and transportation, fee

increases despite additional town funding and how the \$200,000 given by the town will be used.

- iii. Additional questions surrounding IEP requirements for five day services, overall financial impact and whether the program will be cost neutral were asked.
  - iv. Stephanie Juriansz, Director of Student Services joined the meeting to help clarify Committee questions including IEP amendments, communications or surveys to families about the change in program days, communication with METCO families and Ready for K program impacts.
  - v. Questions directed to Don Sawyer, Director of Business and Human Resources related to grants and lunch and transportation fees.
- c. Initial Discussion Regarding Community Feedback on Antisemitism and Racism, And Next Steps
- i. District Update: Antisemitic and Racial Incidents - 2025-2026 School Year
    1. Assistant Superintendent Doyle reviewed incidents reported by the Principals.
    2. The Committee discussed what they would like to see in the future related to curriculum, professional training, what standard incident response looks like and concerns about incidents not reported.
    3. A Committee member shared concerns about the process being inconsistent with past requests and requested a transparent process prioritizing student safety, belonging and responsiveness to community concerns.
    4. Chair Jones motioned to do a 5 minute recess. Julie Durgin-Sicree seconded the motion.
      - a. ROLL CALL VOTE:
        - i. Jessica McCready: Aye
        - ii. Betsy Sues: Aye
        - iii. Julie Durgin-Sicree: Aye
        - iv. Nicole Burnard: No
        - v. Karyn Jones: Aye
        1. **Vote: 4-1.** Motion carries.
    5. Chair Jones announced the Committee had returned from their brief recess and noted they will be following Roberts Rule of Orders.
    6. Member Burnard was allowed a 30 second time period to finish her statement sharing her concerns.
    7. Each member was then offered an opportunity to share their thoughts which included support moving forward with gathering data and further review.
    8. Vice Chair Jessica McCready motioned to have council review policy AC ACE and ACR. Julie Durgin-Sicree seconded the motion.
      - a. ROLL CALL VOTE:
        - i. Nicole Burnard: Aye
        - ii. Jessica McCready: Aye
        - iii. Betsy Sues: Aye
        - iv. Julie Durgin-Sicree: Aye
        - v. Karyn Jones: Aye

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

9. The Committee then discussed the Resolution. They mutually agreed to discuss this at a future meeting.

d. Vote on Superintendent's Recommended Annual Town Meeting Warrant Articles

i. Clarification on who will be submitting the articles was asked. No feedback was provided by the Committee.

ii. Vice Chair Jessica McCready motioned that the Sudbury School Committee vote to approve the Superintendent's Recommended Annual Town Meeting Warrant Articles as presented and affirm that the Superintendent or their designee shall submit the approved articles using the Town's Warrant Article Submission form by 12:00 p.m. on Friday, January 30, 2026 and that the Committee will receive a receipt to confirm articles were submitted. Julie Durgin-Sicree seconded the motion.

1. ROLL CALL VOTE:

a. Betsy Sues: Aye

b. Jessica McCready: Aye

c. Nicole Burnard: Aye

d. Julie Durgin-Sicree: Aye

e. Karyn Jones: Aye

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

e. Policy BDB: Step 2: Review, Discussion, and Potential Vote for Counsel Review

i. New - BDFC, Parent Advisory Councils, ELPAC

ii. New - IJNDG Generative Artificial Intelligence Policy for Teachers and Students

iii. AD, Mission Statement

iv. CBI, Evaluation of the Superintendent

1. Policy BDFC was reviewed based on MASC recommendations.

2. Recommended edits were discussed relative to Policy AD, Mission Statement.

3. A recommendation to bring back the AI policy based on DESE recommendations was suggested.

4. Vice Chair Jessica McCready motioned for the Committee Chair to send this policy to the attorney after receiving input from Committee members. Nicole Burnard seconded the motion.

a. ROLL CALL VOTE:

i. Julie Durgin-Sicree: Aye

ii. Jessica McCready: Aye

iii. Betsy Sues: Aye

iv. Nicole Burnard: Aye

v. Karyn Jones: Aye

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

5. Nothing additional was recommended related to Policy CBI, Evaluation of the Superintendent.

f. Discussion and Potential Vote on the FY27 Budget Book

i. The Committee agreed to review this agenda item at the next meeting.

5. Adjournment

a. Vice Chair Jessica McCready motioned to adjourn the January 26, 2026 School Committee meeting at 11:19 p.m. Nicole Burnard seconded the motion.

i. ROLL CALL VOTE:

1. Betsy Sues: Aye
2. Julie Durgin-Sicree: Aye
3. Nicole Burnard: 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 January 26, 2026 School Committee Meeting**

1. SPS Instructional Technology SC Presentation
2. CASE Collaborative Annual Report 2024-2025
3. CASE Collaborative Financial Statements
4. FY25 FY25 ACCEPT ANNUAL REPORT FINAL approved 12\_10\_25
5. ACCEPT Q2 Overview and Financial Report.docx
6. 3-01162026 Policy Subcommittee Minutes
7. SPS Town Report 2025
8. SC Meeting Warrant Summary - 011526
9. 120825\_Sudbury School Committee Minutes\_DRAFT
10. 120925\_Sudbury School Committee Minutes\_DRAFT
11. 121525\_Sudbury School Committee Minutes\_DRAFT
12. 7-EDITED\_KJ\_January 2026 At-A-Glance.docx
13. 8-Community Letter DRAFT
14. 9-Website - About The School Committee - Sudbury Public Schools
15. 1-SPS\_250\_Letter.docx
16. 2-Sudbury 250 Committee\_Annual\_Report\_2025 (1).docx

Sudbury School Committee  
Meeting Minutes - DRAFT  
February 9, 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  
Angela Spirito, SEA Representative and Kindergarten Teacher  
Jeff Mela, Principal, Curtis Middle School  
Stephanie Juriansz, Director of Student Services

**Open Executive Session**

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

Chair Karyn Jones motioned and voted 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 and purpose 2 to discuss strategy with respect to negotiations with nonunion personnel (specifically the Superintendent.) Julie Durgin-Sicree seconded the motion.

ROLL CALL VOTE:

Jessica McCready: Aye  
Nicole Burnard: Aye  
Julie Durgin-Sicree: Aye  
Betsy Sues: Aye  
Karyn Jones: Aye

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

Vice Chair Jessica McCready confirmed that the motion passed and that the Committee will convene in executive session and will 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 and purpose 2 to discuss strategy with respect to negotiations with nonunion personnel (specifically the Superintendent).

**Open Regular Session**

Chair Karyn Jones announced that the Committee had returned from Executive Session and opened the regular session meeting at 7:52 p.m.



1. Public Comment
  - a. Coleen Fishman supported and advocated for the creation of a task force focused on combatting antisemitism in schools.
  - b. Jillian Gruentzig, Sudbury resident, advocated for a task force focused on antisemitism and all hate and bias in schools.
  - c. Tracy Garozzo, Sudbury resident, urged the Committee to consider forming a task force on antisemitism and all hate and bias in schools.
  
2. Consent Calendar
  - a. Policy BDB: Step 3: Adoption of the following policies:
    - i. AD, Mission Statement,
    - ii. New - BDFC, Parent Advisory Councils, ELPAC
    - iii. CBI, Evaluation of the Superintendent
  - b. Approval of Amendments to the LGBTQ+ Parent Advisory Council Charge
  - c. Approval of Monthly Accounts Payable and Payroll Warrants
  - d. Approval of Minutes (12/18/25 and 01/05/26)
    - a. Questions related to the PAC charge were asked regarding agenda posting and meeting minutes.
    - b. Chair Karyn Jones moved to approve the Consent Calendar as presented. Betsy Sues seconded the motion.
      - i. ROLL CALL VOTE:
        - a. Nicole Burnard: Aye
        - b. Julie Durgin-Sicree: Aye
        - c. Jessica McCready: Aye
        - d. Betsy Sues: Aye
        - e. Karyn Jones: Aye
      - i. **Vote: 5-0.** Motion carries.
  
3. Educational and Operational Matters
  - a. District Reports
  - b. SEA Representative (Angela Spirito)
    - a. Ms. Spirito highlighted the role of ELD teachers in supporting multilingual learners academically and socially across the district. She noted that students are making progress due to the high quality teaching and collaboration among the ELD teachers, staff and families. She urged the district to maintain and prioritize ELD staffing to sustain students' success.
  
    - b. Director of Business and Human Resources
      - i. The first Budget Subcommittee Meeting was held on January 29th.
      - ii. Sudbury Education Associations MOAs are fully executed and all retroactive payments and revised appointment letters have been completed.
  
    - c. Assistant Superintendent
      - i. Assistant Superintendent Doyle provided an update on the January 28th Professional Development day which included district-wide training

focused on curriculum alignment, differentiation, inclusion practices and collaboration.

- ii. A METCO update included enrollment planning for FY27 was shared. Congratulations to Leslie Smart for being awarded a transportation grant to support student participation in after school activities.

d. Superintendent

i. Implementation of Policy JIJC, Student Use of Technology in Schools, Update #2

- a. SPS was selected to participate in the NAEP (National Assessment of Educational Progress) test in reading and math which is used to measure student performance nationwide.
- b. An update on the district's device policy was also provided including consequence reporting and data showing most issues with technology are resolved with reminders with only a few escalating to higher level consequences.
- c. Questions from the Committee focused on the number of verbal redirections, staff feedback regarding redirections and their impact on the classroom, and whether there are controls to prevent screen sharing on chromebooks.

4. Continuing Business

- a. Update on how the Sudbury School Committee and Sudbury Public Schools may partner with the Sudbury 250 Committee in their efforts to honor the 250th Anniversary of the Commencement of the American Revolution

- a. Julie Durgin-Sicree offered to help draft an email to the community related to a student scavenger hunt.
- b. Vice Chair Jessica McCreedy motioned to authorize Julie Durgin-Sicree to work with the Sudbury 250 Committee and the Superintendent to develop and send an email communication to the Sudbury Public Schools community regarding partnership opportunities and upcoming activities related to the 250th Anniversary of the commencement of the American Revolution. Betsy Sues seconded the motion.

i. ROLL CALL VOTE:

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

b. FY27 Summer Programming Update

- a. The Committee reviewed the memos from Superintendent Crozier and the attorney related to Summer programming. Superintendent Crozier reviewed the fee structure for the program.
- b. Questions from the Committee included how the additional funds allocated by the town would be used if not applied to the summer program; whether students could

participate in a portion of the program rather than the full session; whether there is a minimum enrollment required to run the program; plans for community communication; budgeting considerations; and whether low enrollment could impact the ability to run the morning Explore program.

- c. Vice Chair Jessica McCready motioned to allow the school district to charge families for Explore 2026 \$1,760.00 for 16 full days and \$880.00 for 16 ½ days. Betsy Sues seconded the motion.

- i. 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

- d. Vice Chair Jessica McCready motioned to allow the school district to prorate the fee based on individual service delivery. Betsy Sues seconded the motion.

- i. ROLL CALL VOTE:

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

- c. Discussion and Potential Vote on the FY27 Budget Book and FY27 District Goals

- a. Questions related to Tier 1 unanticipated student needs, the budget line item reflecting the \$200,000 from the town, contractual obligations if an override passes, instructional review projections, peer district comparisons, staffing comparables, DESE coding for positions and MCAS comparisons with peer districts was asked.
  - b. The Committee then engaged in discussion surrounding district goals. A suggestion to remove that from the Budget Book and bring it back to a future agenda for further discussion was recommended and approved by the Committee.

- i. Vice Chair Jessica McCready motions to vote on the Budget Book as amended. Betsy Sues seconded the motion.

- a. ROLL CALL VOTE:

- i. Julie Durgin-Sicree: Aye
        - ii. Nicole Burnard: Aye
        - iii. Jessica McCready: Aye
        - iv. Betsy Sues: Aye
        - v. Karyn Jones: Aye
        - 1. **Vote: 5-0.** Motion carries.

- 5. Business and Policy Matters

- a. Policy BDB Step 1: Informational Only

- a. JKAA, Physical Restraint of Students
  - b. JLCD, Administering Medicines to Students
  - c. IHBAA, Observations of Special Education Programs
    - i. Policy JKAA is not ready for review yet. Policies JLCD and IHBAA will be brought back for further review.
- b. Review Draft Resolution to potentially establish a Task Force that will address Antisemitism and all forms of hate and bias at Sudbury Public Schools
- a. A draft resolution was presented to the Committee for review.
  - b. Questions related to the members and size of the task force were asked, along with who is reporting back to the Committee and clarity on the role of the Committee member.
  - c. Vice Chair Jessica McCready motioned to approve the resolution entitled “Sudbury Public Schools’ Commitment to Addressing Antisemitism and All Forms of Hate and Bias” as amended and establish an Anti Hate / Anti Bias Task Force. Julie Durgin-Sicree seconded the motion.
    - i. ROLL CALL VOTE:
      - a. Betsy Sues: Aye
      - b. Nicole Burnard: Aye
      - c. Jessica McCready: Aye
      - d. Julie Durgin-Sicree: Aye
      - e. Karyn Jones: Aye
      - i. **Vote: 5-0.** Motion carries.
- c. 2025-2026 School Committee Goal: Update about Transportation and continued discussion around After-School Care and Enrichment
- a. There is no update at this time.
  - b. Future considerations may include a secondary RFP for enrichment and / or a community survey on enrichment opportunities.
  - c. Betsy Sues volunteered to provide a summary of information once all information has been shared.
- d. 2025-2026 School Committee Goal: Planning Discussion of March Listening Session
- a. Betsy Sues and Julie Durgin-Sicree volunteered to be the Committee members to participate in the Listening Session.
  - b. The Committee agreed to use the same format as the one held in the Fall.
  - c. Chair Karyn Jones moved to have members Betsy Sues and Julie Durgin-Sicree coordinate a date, time and location for the School Committee Listening Session to be held in March, 2026. Jessica McCready seconded the motion.
    - i. 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.

- d. Chair Karyn Jones moves to have member Jessica McCready update the Listening Session flyer to reflect the coordinated date, time and location and to work with the Superintendent to distribute a community wide e-mail notification and include the flyer in each schools' Principal Friday Flyers. Jessica McCready seconded the motion.
    - i. 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.
  - e. Julie Durgin-Sicree will put together the final report from the Listening Sessions to present during a meeting in April.
- e. Quarterly Financial Reports
- a. Operating Budget, Year to Date (Account/Object Code and Budget to Actual)
  - b. Account Transfers
  - c. Staffing and FTE Reconciliation
  - d. Circuit Breaker (activity and balance, roll forward estimate)
  - e. Revolving Accounts Summary
    - i. Don Sawyer, Director of Business and Human Resources, provided an update on the reports listed above.
    - ii. Questions surrounding percentages spent so far related to maintenance and staff pay options were asked.
    - iii. Vice Chair Jessica McCready motioned to allow the School Committee to approve the account transfers as discussed. Betsy Sues seconded the motion.
      - a. ROLL CALL VOTE:
        - i. Julie Durgin-Sicree: Aye
        - ii. Nicole Burnard: Aye
        - iii. Betsy Sues: Aye
        - iv. Jessica McCready: Aye
        - v. Karyn Jones: Aye
        - 1. **Vote: 5-0.** Motion carries.
    - iv. Vice Chair Jessica McCready motioned that the School Committee has received the quarter two financial reports as listed in the February 9th agenda. Betsy Sues seconded the motion.
      - a. ROLL CALL VOTE:
        - i. Nicole Burnard: Aye
        - ii. Jessica McCready: Aye
        - iii. Julie Durgin-Sicree: Aye
        - iv. Betsy Sues: Aye
        - v. Karyn Jones: Aye
        - 1. **Vote: 5-0.** Motion carries.

6. Liaison Reports

- a. Liaison Reports: SEPAC, LGBTQ+ PAC, Select Board, Finance Committee, LS Regional High School, Energy & Sustainability Committee, Parks and Recreation Commission, MASC Delegate
- b. Subcommittee Reports: Policy, Budget, Negotiations/Labor Relations, Calendar Review
  - i. Final Report - Policy Subcommittee's Work Assigned by the full Committee has been completed.
  - ii. SEPAC has events and Board elections upcoming and recently had a safety meeting with Chief Nix. They also have a new website that has been rolled out. A new PreK connection group meeting will be held on February 24th at 7:00 p.m.
  - iii. The Policy Subcommittee has completed their work.
  - iv. An update on what the Budget Subcommittee meetings will entail was provided.
  - v. The Finance Committee had their SPS Budget Hearing on Monday, February 2nd. Circuit breaker funding, tiered initiatives, budget reductions and an appreciation for improved budget transparency was shared. A joint Capital Meeting with the Finance Committee is on February 23rd.
  - vi. The LGBTQ+ PAC had their first meeting where they are working on bylaws.
  - vii. Nurse Negotiations continue on February 23rd.
  - viii. A tentative Calendar Review Subcommittee meeting is set for February 27th.

7. Adjournment

- a. Vice Chair Jessica McCready motioned to adjourn the February 9, 2026 School Committee meeting at 10:07 p.m. Nicole Burnard seconded the motion.
  - i. 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.

Respectfully Submitted,  
Julie Williams  
Executive Assistant to the Superintendent

**Documents Reviewed During the February 9, 2026 School Committee Meeting**

1. 1. AD, Mission Statement - DRAFT
2. 2. New- BDFC Parent Advisory Councils, ELPAC DRAFT
3. 3. CBI, Evaluation of the Superintendent DRAFT
4. 4. Memo Regarding PAC OML Compliance.docx
5. 5. Redlined LGBTQ+ Parent Advisory Council Charge.docx
6. 6. SC Meeting Warrant Summary - 020926
7. 121825\_Sudbury School Committee Minutes\_DRAFT

8. 010526\_Sudbury School Committee Minutes\_DRAFT
9. 1. Memo - Update on SPS Partnership Efforts for Sudbury's 250th Celebration
10. 1- 2026 Family Communication - Feb 5 2026
11. Summer Programming 2026 SC Update DRAFT
12. Ltr to Superintendent Crozier, Sudbury Public Schools 2.5.26
13. Summer Programming 2026 (DRAFT)
14. 1. DRAFT FY27 Budget Book
15. 2. MASC Charting the Course\_ Roles & Responsibilities - Goal Setting.docx
16. 3. SPS Strategic Plan 2025-2030
17. 4. Wayland Public Schools District Goals and Improvement Plan
18. 5. Lincoln Public Schools District Improvement Plan 2025-2026
19. 6. Lincoln Public Schools long term strategic plan 24-28
20. DRAFT\_ JLCD Administration of Medication.docx
21. Draft\_IHBAA Observations of Special Education Programs
22. 1-Anti Bias-Task Force Resolution - DRAFT
23. 1-2025-2026 Goal Area\_ Responsibilities\_After-School Care & Enrichment
24. Memo\_SC\_FY26 Q2 Budget Forecast\_260202
25. 1- SEPAC January\_February Newsletter
26. Final Report - Policy Subcommittee\_Updated
27. Budget Subcommittee Summary - Jan 29 Meeting





## SUDBURY PUBLIC SCHOOLS

Office of the Director of Business and Human Resources

**To:** School Committee

**Date:** 4/8/26

**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:

<u>Date:</u>	<u>Warrant Type:</u>	<u>Warrant #:</u>	<u>Amount \$:</u>
4/9/26	Accounts Payable	1256	\$33,906.26
4/2/26	Accounts Payable	1255	\$51,602.43
3/26/26	Accounts Payable	1254	\$291,749.10
3/26/26	Accounts Payable	1253	\$10,486.10
3/19/26	Accounts Payable	1252	\$476,396.23
3/19/26	Accounts Payable	1251	\$75.00
3/12/26	Accounts Payable	1250	\$298,859.16
3/5/26	Accounts Payable	1249	\$235,018.87
3/27/26	Payroll	P/R 4/2/26	\$1,629,864.18
3/13/26	Payroll	P/R 3/19/26	\$1,615,321.23
2/27/26	Payroll	P/R 3/5/26	\$1,588,224.93

Donald R. Sawyer  
Director of Business and Human Resources

**EXHIBIT A  
PROJECT BUDGET  
TOWN OF SUDBURY  
GENERAL JOHN NIXON ELEMENTARY SCHOOL  
JOSIAH HAYNES ELEMENTARY SCHOOL**

**PROJECT FUNDING AGREEMENT**

Total Project Budget

Town of Sudbury

10/22/2025

General John Nixon Elementary School

Total Project Budget: All costs associated with the project are subject to 963 CMR 2.16(5)	Estimated Budget	Scope Items Excluded from the Basis of Estimated Total Facilities Grant or Otherwise Ineligible	Basis of Estimated Total Facilities Grant <sup>1</sup>	Estimated Maximum Total Facilities Grant <sup>1</sup>
<b>Feasibility Study Agreement</b>				
<i>OPM Feasibility Study</i>	\$10,000	\$0	\$10,000	
<i>A&amp;E Feasibility Study</i>	\$56,772	\$0	\$56,772	
<i>Env. &amp; Site</i>	\$0	\$0	\$0	
<i>Other</i>	\$0	\$0	\$0	
<b>Feasibility Study Agreement Subtotal</b>	<b>\$66,772</b>	<b>\$0</b>	<b>\$66,772</b>	<b>\$27,590</b>
<b>Administration</b>				
<b>Legal Fees</b>	\$0	\$0	\$0	\$0
<b>Owner's Project Manager</b>				
<i>Design Development</i>	\$0	\$0	\$0	
<i>Construction Contract Documents</i>	\$30,000	\$0	\$30,000	
<i>Bidding</i>	\$10,000	\$0	\$10,000	
<i>Construction Contract Administration</i>	\$130,000	\$0	\$130,000	
<i>Closeout</i>	\$10,000	\$0	\$10,000	
<i>Extra Services</i>	\$0	\$0	\$0	
<i>Reimbursable &amp; Other Services</i>	\$0	\$0	\$0	
<i>Cost Estimates</i>	\$0	\$0	\$0	
<b>Advertising</b>	\$0	\$0	\$0	
<b>Permitting</b>	\$0	\$0	\$0	
<b>Owner's Insurance</b>	\$0	\$0	\$0	
<b>Other Administrative Costs</b>	\$1,000	\$0	\$1,000	
<b>Administration Subtotal</b>	<b>\$181,000</b>	<b>\$0</b>	<b>\$181,000</b>	<b>\$74,789</b>
<b>Architecture and Engineering</b>				
<b>Basic Services</b>				
<i>Design Development</i>	\$0	\$0	\$0	
<i>Construction Contract Documents</i>	\$250,000	\$0	\$250,000	
<i>Bidding</i>	\$0	\$0	\$0	
<i>Construction Contract Administration</i>	\$0	\$0	\$0	
<i>Closeout</i>	\$0	\$0	\$0	
<i>Other Basic Services</i>	\$0	\$0	\$0	
<b>Basic Services Subtotal</b>	<b>\$250,000</b>	<b>\$0</b>	<b>\$250,000</b>	
<b>Reimbursable Services</b>				
<i>Construction testing</i>	\$0	\$0	\$0	
<i>Printing (over minimum)</i>	\$0	\$0	\$0	
<i>Other Reimbursable Costs</i>	\$0	\$0	\$0	
<i>Hazardous Materials</i>	\$10,000	\$0	\$10,000	
<i>Geotech &amp; Geo-Env.</i>	\$0	\$0	\$0	
<i>Site Survey</i>	\$0	\$0	\$0	
<i>Wetlands</i>	\$0	\$0	\$0	
<i>Traffic Studies</i>	\$0	\$0	\$0	
<b>Architectural/Engineering Subtotal</b>	<b>\$260,000</b>	<b>\$0</b>	<b>\$260,000</b>	<b>\$107,432</b>
<b>CM &amp; Risk Preconstruction Services</b>				
<i>Pre-Construction Services</i>	\$0	\$0	\$0	\$0
<i>Site Acquisition</i>				
<i>Land/Building Purchase</i>	\$0	\$0	\$0	
<i>Appraisal Fees</i>	\$0	\$0	\$0	
<i>Recording fees</i>	\$0	\$0	\$0	
<b>Site Acquisition Subtotal</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
<b>Construction Costs</b>				
<i>Construction Budget</i>	\$0	\$0		
<i>GMP Fee</i>	\$0	\$0		
<i>GMP Insurance</i>	\$0	\$0		
<i>GMP Contingency</i>	\$0	\$0		
<i>Division 1 - General Requirements</i>	\$1,013,236	\$4,301		
<i>Division 2 - Existing Conditions</i>	\$10,230	\$0		
<i>Division 3 - Concrete</i>	\$0	\$0		
<i>Division 4 - Masonry</i>	\$178,713	\$0		
<i>Division 5 - Metals</i>	\$517,899	\$0		
<i>Division 6 - Woods, Plastics and Composites</i>	\$44,495	\$0		
<i>Division 7 - Thermal and Moisture Protection</i>	\$1,377,440	\$0		
<i>Division 8 - Openings</i>	\$38,449	\$0		
<i>Division 9 - Finishes</i>	\$12,223	\$0		
<i>Division 10 - Specialties</i>	\$1,700	\$0		
<i>Division 11 - Equipment</i>	\$0	\$0		
<i>Division 12 - Furnishings</i>	\$0	\$0		
<i>Division 13 - Special Construction</i>	\$0	\$0		
<i>Division 14 - Conveying Systems</i>	\$0	\$0		
<i>Division 21 - Fire Suppression</i>	\$0	\$0		
<i>Division 22 - Plumbing</i>	\$32,143	\$0		
<i>Division 23 - HVAC</i>	\$72,126	\$10,000		
<i>Division 25 - Integrated Automation</i>	\$0	\$0		
<i>Division 26 - Electrical</i>	\$70,610	\$0		
<i>Division 27 - Communications</i>	\$0	\$0		
<i>Division 28 - Electronic Safety and Security</i>	\$0	\$0		
<i>Division 31 - Earthwork</i>	\$0	\$0		
<i>Division 32 - Exterior Improvements</i>	\$0	\$0		
<i>Division 33 - Utilities</i>	\$0	\$0		
<b>Construction Budget</b>	<b>\$3,369,264</b>	<b>\$14,301</b>	<b>\$3,354,963</b>	<b>\$1,386,271</b>
<b>Alternates</b>				
<i>Alternates Included in the Total Project Budget</i>	\$0	\$0	\$0	
<i>Alternates Excluded from the Total Project Budget</i>	\$0	\$0	\$0	
<b>Alternates Subtotal<sup>3</sup></b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
<b>Miscellaneous Project Costs</b>				
<i>Utility company Fees</i>	\$0	\$0	\$0	
<i>Testing Services</i>	\$0	\$0	\$0	
<i>Swing Space/Modulars</i>	\$0	\$0	\$0	
<i>Other Project Costs (Mailing &amp; Moving)</i>	\$2,500	\$2,500	\$0	

**Total Project Budget**

Town of Sudbury

10/22/2025

**General John Nixon Elementary School**

Total Project Budget: All costs associated with the project are subject to 963 CMR 2.16(5)	Estimated Budget	Scope Items Excluded from the Basis of Estimated Total Facilities Grant or Otherwise Ineligible	Basis of Estimated Total Facilities Grant <sup>1</sup>	Estimated Maximum Total Facilities Grant <sup>1</sup>
<b>Misc. Project Costs Subtotal</b>	<b>\$2,500</b>	<b>\$2,500</b>	<b>\$0</b>	<b>\$0</b>
<i>Furnishings and Equipment</i>				
<i>Furnishings</i>	\$0	\$0	\$0	
<i>Equipment</i>	\$0	\$0	\$0	
<i>Computer Equipment</i>	\$0	\$0	\$0	
<b>FF&amp;E Subtotal</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
<b>Project Budget</b>	<b>\$3,879,536</b>	<b>\$16,801</b>	<b>\$3,862,735</b>	<b>\$1,596,082</b>

<b>Board Authorization</b>	
Project Budget	\$3,879,536
Scope Items Excluded or Otherwise Ineligible	-\$16,801
Third Party Funding (Ineligible)	\$0
Basis of Estimated Total Facilities Grant <sup>1,3</sup>	\$3,862,735
Reimbursement Rate	41.32%
Estimated Maximum Total Facilities Grant <sup>1</sup>	\$1,596,082

Total Construction Contingency <sup>2</sup>	\$168,463
Ineligible Construction Contingency <sup>2</sup>	\$715
Potentially Eligible Construction Contingency <sup>2</sup>	\$167,748
Total Owner's Contingency <sup>2</sup>	\$16,846
Ineligible Owner's Contingency <sup>2</sup>	\$71
Potentially Eligible Owner's Contingency <sup>2</sup>	\$16,775
Total Construction and Owner's Contingency <sup>2</sup>	\$185,309
Total Ineligible Contingency <sup>2</sup>	\$786
Total Potentially Eligible Contingency <sup>2</sup>	\$184,523
Reimbursement Rate	41.32%
Potential Additional Contingency Grant Funds <sup>2</sup>	\$76,245
Maximum Total Facilities Grant	\$1,672,327
Total Project Budget	\$4,064,845

This document was prepared by the MSBA based on a preliminary review of information and estimates provided by the Owner's Project Manager of Town of Sudbury for the General John Nixon Elementary School project. Based on this preliminary review, certain budget, cost and scope items have been determined to be ineligible for reimbursement, however, this document does not contain a final, exhaustive list of all budget, cost and scope items which may be ineligible for reimbursement by the MSBA. Nor is it intended to be a final determination of which budget, cost and scope items may be eligible for reimbursement by the MSBA. All project budget, cost and scope items shall be subject to review and audit by the Authority, and the Authority shall determine, in its sole discretion whether any such budget, cost and scope items are eligible for reimbursement. The MSBA may determine that certain additional budget, cost and scope items are ineligible for reimbursement.

1. The estimated maximum facilities grant established for the Project Funding Agreement does not include any potentially eligible contingency funds and is subject to review and audit by the MSBA. At the time of PFA Bid Amendment, the Estimated Maximum Facilities Grant and the Maximum Total Facilities Grant will be adjusted to account for any budget revision requests submitted and approved by the MSBA at the time of establishing the Amendment.

2. Pursuant to Section 3.20 of the Project Funding Agreement and the applicable policies and guidelines of the Authority, any project costs associated with the reallocation or transfer of funds from either the Owner's contingency or the Construction contingency to other budget line items shall be subject to review by the Authority to determine whether any such costs are eligible for reimbursement by the Authority. All costs are subject to review and audit by the MSBA.

0

By signing this Total Project Budget, I hereby certify that I have read and understand the form and further certify, to the best of my knowledge and belief, that the information supplied by the District in the table above is true, accurate, and complete.

\_\_\_\_\_  
 By:  
 Title: Chair of School Building Committee  
 Date: \_\_\_\_\_

By signing this Total Project Budget, I hereby certify that I have read and understand the form and further certify, to the best of my knowledge and belief, that the information supplied by the District in the table above is true, accurate, and complete.

\_\_\_\_\_  
 By:  
 Title: Chief Executive Officer  
 Date: \_\_\_\_\_

By signing this Total Project Budget, I hereby certify that I have read and understand the form and further certify, to the best of my knowledge and belief, that the information supplied by the District in the table above is true, accurate, and complete.

\_\_\_\_\_  
 By:  
 Title: Superintendent of Schools  
 Date: \_\_\_\_\_

By signing this Total Project Budget, I hereby certify that I have read and understand the form and further certify, to the best of my knowledge and belief, that the information supplied by the District in the table above is true, accurate, and complete.

\_\_\_\_\_  
 By:  
 Title: Chair of School Committee  
 Date: \_\_\_\_\_

Total Project Budget

Town of Sudbury  
Josiah Haynes Elementary School

10/22/2025

Total Project Budget: All costs associated with the project are subject to 963 CMR 2.16(5)	Estimated Budget	Scope Items Excluded from the Basis of Estimated Total Facilities Grant or Otherwise Ineligible	Basis of Estimated Total Facilities Grant <sup>1</sup>	Estimated Maximum Total Facilities Grant <sup>1</sup>
<b>Feasibility Study Agreement</b>				
<i>OPM Feasibility Study</i>	\$10,000	\$0	\$10,000	
<i>A&amp;E Feasibility Study</i>	\$59,473	\$0	\$59,473	
<i>Env. &amp; Site</i>	\$0	\$0	\$0	
<i>Other</i>	\$0	\$0	\$0	
<b>Feasibility Study Agreement Subtotal</b>	<b>\$69,473</b>	<b>\$0</b>	<b>\$69,473</b>	<b>\$28,706</b>
<b>Administration</b>				
<b>Legal Fees</b>	\$0	\$0	\$0	\$0
<b>Owner's Project Manager</b>				
<i>Design Development</i>	\$0	\$0	\$0	
<i>Construction Contract Documents</i>	\$30,000	\$0	\$30,000	
<i>Bidding</i>	\$10,000	\$0	\$10,000	
<i>Construction Contract Administration</i>	\$150,000	\$0	\$150,000	
<i>Closeout</i>	\$10,000	\$0	\$10,000	
<i>Extra Services</i>	\$0	\$0	\$0	
<i>Reimbursable &amp; Other Services</i>	\$0	\$0	\$0	
<i>Cost Estimates</i>	\$0	\$0	\$0	
<b>Advertising</b>	\$0	\$0	\$0	
<b>Permitting</b>	\$0	\$0	\$0	
<b>Owner's Insurance</b>	\$0	\$0	\$0	
<b>Other Administrative Costs</b>	\$1,000	\$0	\$1,000	
<b>Administration Subtotal</b>	<b>\$201,000</b>	<b>\$0</b>	<b>\$201,000</b>	<b>\$83,053</b>
<b>Architecture and Engineering</b>				
<b>Basic Services</b>				
<i>Design Development</i>	\$0	\$0	\$0	
<i>Construction Contract Documents</i>	\$400,000	\$0	\$400,000	
<i>Bidding</i>	\$0	\$0	\$0	
<i>Construction Contract Administration</i>	\$0	\$0	\$0	
<i>Closeout</i>	\$0	\$0	\$0	
<i>Other Basic Services</i>	\$0	\$0	\$0	
<b>Basic Services Subtotal</b>	<b>\$400,000</b>	<b>\$0</b>	<b>\$400,000</b>	
<b>Reimbursable Services</b>				
<i>Construction testing</i>	\$0	\$0	\$0	
<i>Printing (over minimum)</i>	\$0	\$0	\$0	
<i>Other Reimbursable Costs</i>	\$0	\$0	\$0	
<i>Hazardous Materials</i>	\$50,000	\$0	\$50,000	
<i>Geotech &amp; Geo-Env.</i>	\$0	\$0	\$0	
<i>Site Survey</i>	\$0	\$0	\$0	
<i>Wetlands</i>	\$0	\$0	\$0	
<i>Traffic Studies</i>	\$0	\$0	\$0	
<b>Architectural/Engineering Subtotal</b>	<b>\$450,000</b>	<b>\$0</b>	<b>\$450,000</b>	<b>\$185,940</b>
<b>CM &amp; Risk Preconstruction Services</b>				
<i>Pre-Construction Services</i>	\$0	\$0	\$0	\$0
<i>Site Acquisition</i>				
<i>Land/Building Purchase</i>	\$0	\$0	\$0	
<i>Appraisal Fees</i>	\$0	\$0	\$0	
<i>Recording fees</i>	\$0	\$0	\$0	
<b>Site Acquisition Subtotal</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
<b>Construction Costs</b>				
<i>Construction Budget</i>	\$0	\$0		
<i>GMP Fee</i>	\$0	\$0		
<i>GMP Insurance</i>	\$0	\$0		
<i>GMP Contingency</i>	\$0	\$0		
<i>Division 1 - General Requirements</i>	\$2,030,702	\$69,162		
<i>Division 2 - Existing Conditions</i>	\$51,210	\$0		
<i>Division 3 - Concrete</i>	\$0	\$0		
<i>Division 4 - Masonry</i>	\$335,980	\$0		
<i>Division 5 - Metals</i>	\$274,502	\$0		
<i>Division 6 - Woods, Plastics and Composites</i>	\$282,046	\$0		
<i>Division 7 - Thermal and Moisture Protection</i>	\$2,982,680	\$0		
<i>Division 8 - Openings</i>	\$49,500	\$0		
<i>Division 9 - Finishes</i>	\$101,399	\$0		
<i>Division 10 - Specialties</i>	\$0	\$0		
<i>Division 11 - Equipment</i>	\$0	\$0		
<i>Division 12 - Furnishings</i>	\$0	\$0		
<i>Division 13 - Special Construction</i>	\$0	\$0		
<i>Division 14 - Conveying Systems</i>	\$0	\$0		
<i>Division 21 - Fire Suppression</i>	\$82,800	\$0		
<i>Division 22 - Plumbing</i>	\$83,893	\$0		
<i>Division 23 - HVAC</i>	\$271,428	\$160,000		
<i>Division 25 - Integrated Automation</i>	\$0	\$0		
<i>Division 26 - Electrical</i>	\$182,381	\$0		
<i>Division 27 - Communications</i>	\$0	\$0		
<i>Division 28 - Electronic Safety and Security</i>	\$0	\$0		
<i>Division 31 - Earthwork</i>	\$0	\$0		
<i>Division 32 - Exterior Improvements</i>	\$0	\$0		
<i>Division 33 - Utilities</i>	\$0	\$0		
<b>Construction Budget</b>	<b>\$6,728,521</b>	<b>\$229,162</b>	<b>\$6,499,359</b>	<b>\$2,685,535</b>
<b>Alternates</b>				
<i>Alternates Included in the Total Project Budget</i>	\$0	\$0	\$0	
<i>Alternates Excluded from the Total Project Budget</i>	\$0	\$0	\$0	
<b>Alternates Subtotal</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
<b>Miscellaneous Project Costs</b>				
<i>Utility company Fees</i>	\$0	\$0	\$0	
<i>Testing Services</i>	\$0	\$0	\$0	
<i>Swing Space/Modulars</i>	\$0	\$0	\$0	
<i>Other Project Costs (Mailing &amp; Moving)</i>	\$2,500	\$2,500	\$0	
<b>Misc. Project Costs Subtotal</b>	<b>\$2,500</b>	<b>\$2,500</b>	<b>\$0</b>	<b>\$0</b>

**Total Project Budget**

Town of Sudbury

10/22/2025

**Josiah Haynes Elementary School**

<b>Total Project Budget: All costs associated with the project are subject to 963 CMR 2.16(5)</b>	<b>Estimated Budget</b>	<b>Scope Items Excluded from the Basis of Estimated Total Facilities Grant or Otherwise Ineligible</b>	<b>Basis of Estimated Total Facilities Grant<sup>1</sup></b>	<b>Estimated Maximum Total Facilities Grant<sup>1</sup></b>
<i>Furnishings and Equipment</i>				
<i>Furnishings</i>	\$0	\$0	\$0	
<i>Equipment</i>	\$0	\$0	\$0	
<i>Computer Equipment</i>	\$0	\$0	\$0	
<b>FF&amp;E Subtotal</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
<b>Project Budget</b>	<b>\$7,451,494</b>	<b>\$231,662</b>	<b>\$7,219,832</b>	<b>\$2,983,235</b>

<b>Board Authorization</b>	
Project Budget	\$7,451,494
Scope Items Excluded or Otherwise Ineligible	-\$231,662
Third Party Funding (Ineligible)	\$0
Basis of Estimated Total Facilities Grant	\$7,219,832
Reimbursement Rate	41.32%
Estimated Maximum Total Facilities Grant <sup>1</sup>	\$2,983,235

Total Construction Contingency <sup>2</sup>	\$336,426
Ineligible Construction Contingency <sup>2</sup>	\$11,458
Potentially Eligible Construction Contingency <sup>2</sup>	\$324,968
Total Owner's Contingency <sup>2</sup>	\$33,643
Ineligible Owner's Contingency <sup>2</sup>	\$1,146
Potentially Eligible Owner's Contingency <sup>2</sup>	\$32,497
Total Construction and Owner's Contingency <sup>2</sup>	\$370,069
Total Ineligible Contingency <sup>2</sup>	\$12,604
Total Potentially Eligible Contingency <sup>2</sup>	\$357,465
Reimbursement Rate	41.32%
Potential Additional Contingency Grant Funds <sup>2</sup>	\$147,705
Maximum Total Facilities Grant	\$3,130,940
<b>Total Project Budget</b>	<b>\$7,821,563</b>

This document was prepared by the MSBA based on a preliminary review of information and estimates provided by the Owner's Project Manager of Town of Sudbury for the Josiah Haynes Elementary School project. Based on this preliminary review, certain budget, cost and scope items have been determined to be ineligible for reimbursement, however, this document does not contain a final, exhaustive list of all budget, cost and scope items which may be ineligible for reimbursement by the MSBA. Nor is it intended to be a final determination of which budget, cost and scope items may be eligible for reimbursement by the MSBA. All project budget, cost and scope items shall be subject to review and audit by the Authority, and the Authority shall determine, in its sole discretion whether any such budget, cost and scope items are eligible for reimbursement. The MSBA may determine that certain additional budget, cost and scope items are ineligible for reimbursement.

1. The estimated maximum facilities grant established for the Project Funding Agreement does not include any potentially eligible contingency funds and is subject to review and audit by the MSBA. At the time of PFA Bid Amendment, the Estimated Maximum Facilities Grant and the Maximum Total Facilities Grant will be adjusted to account for any budget revision requests submitted and approved by the MSBA at the time of establishing the Amendment.

2. Pursuant to Section 3.20 of the Project Funding Agreement and the applicable policies and guidelines of the Authority, any project costs associated with the reallocation or transfer of funds from either the Owner's contingency or the Construction contingency to other budget line items shall be subject to review by the Authority to determine whether any such costs are eligible for reimbursement by the Authority. All costs are subject to review and audit by the MSBA.

By signing this Total Project Budget, I hereby certify that I have read and understand the form and further certify, to the best of my knowledge and belief, that the information supplied by the District in the table above is true, accurate, and complete.

\_\_\_\_\_  
 By:  
 Title: Chair of School Building Committee  
 Date: \_\_\_\_\_

By signing this Total Project Budget, I hereby certify that I have read and understand the form and further certify, to the best of my knowledge and belief, that the information supplied by the District in the table above is true, accurate, and complete.

\_\_\_\_\_  
 By:  
 Title: Chief Executive Officer  
 Date: \_\_\_\_\_

By signing this Total Project Budget, I hereby certify that I have read and understand the form and further certify, to the best of my knowledge and belief, that the information supplied by the District in the table above is true, accurate, and complete.

\_\_\_\_\_  
 By:  
 Title: Superintendent of Schools  
 Date: \_\_\_\_\_

By signing this Total Project Budget, I hereby certify that I have read and understand the form and further certify, to the best of my knowledge and belief, that the information supplied by the District in the table above is true, accurate, and complete.

\_\_\_\_\_  
 By:  
 Title: Chair of School Committee  
 Date: \_\_\_\_\_



# Massachusetts School Building Authority

**Deborah B. Goldberg**  
*Chair, State Treasurer*

**James A. MacDonald**  
*Chief Executive Officer*

**Mary L. Pichetti**  
*Executive Director / Deputy CEO*

March 25, 2026

Mr. Andrew J. Sheehan  
Sudbury Town Manager  
Flynn Building  
278 Old Sudbury Road  
Sudbury, MA 01776

RE: The Town of Sudbury's Project Funding Agreement  
Josiah Haynes Elementary School – (MSBA Project No. 202402880010)  
General John Nixon Elementary School – (MSBA Project No. 202402880025)

Dear Mr. Sheehan,

Attached please find the Project Funding Agreement (the "PFA") for the Accelerated Repair Program project at the Josiah Haynes Elementary School and General John Nixon Elementary School in the Town of Sudbury (the "Town").

The Town must forward one original signed copy of the PFA and the Exhibit A, Total Project Budget to the Massachusetts School Building Authority ("MSBA"), a copy of which will be returned to the Town after it has been signed by the MSBA's Executive Director.

Please **do not** date the Agreement on the first and last pages. The PFA will be dated by the MSBA when the MSBA's Executive Director signs the Agreement.

The MSBA **no longer requires mailed original signed hard copies with wet signatures**. The MSBA now prefers **electronic copies** including a **verified electronic signature** through a document management program such as Adobe.

The Town must also submit a signed copy of the Certification of Legal Counsel which is being sent as a Word document to enable the Town's legal counsel to put the Certification on his or her letterhead. The MSBA also prefers **electronic copies** of the Certification of Legal Counsel including a **verified electronic signature**. The Certification of Legal Counsel requires the Town's legal counsel to certify which local public official or governmental body (the "Local Governing Body") has the full legal authority to execute the PFA on behalf of the Town and to bind the Town to its terms. The Town should keep a separate copy of the certification for the Town's records.

In addition, the Town will need to provide a certified copy of the vote of the Local Governing Body authorizing the Town to enter into and be bound by the PFA and authorizing the signatory to execute the document on behalf of the Town, if this vote is required by local charter, by-law or other applicable law or policy. The MSBA will accept **scanned certified copies** of the certified vote.

Further, unless it has already been submitted to the MSBA, the Town will need to provide a certified copy of the local funding vote and results (including the ballot question and results, if applicable) for the project. The MSBA will accept **scanned certified copies** of the certified vote.

The required documents, which include: (1) one signed original of the PFA, (2) one signed copy of the Certification of Legal Counsel, (3) a certified copy of the vote authorizing the Town to enter into and be bound by the PFA and

Page 2

March 25, 2026

Josiah Haynes Elementary School; General John Nixon Elementary School

authorizing the signatory to execute the PFA on behalf of the Town, only if required by local charter, ordinance, by-law or other applicable law or policy, (4) one signed original of the Total Project Budget (Exhibit A to the PFA), (5) a certified copy of the local funding vote, and (6) a completed electronic payment form (Exhibit J to the PFA) should be e-mailed to the project's Project Coordinator.

This documentation should be completed and returned to the MSBA within 30 calendar days from the date of this letter. After this documentation has been properly completed and submitted to the MSBA, and the PFA has been executed, the Town can enter its Total Project Budget into the MSBA's ProPay System. The MSBA will include instructions to enter the project budget with the transmittal of the fully executed PFA. Once the Town has entered the budget and the budget has been accepted by the MSBA, then the Town can begin submitting requests for reimbursement to the MSBA. The MSBA will not process reimbursement requests until these requirements have been satisfied, the PFA has been fully executed, and the Total Project Budget has been accepted in the MSBA's ProPay System.

If you have any questions, please contact me at [Nicholas.Govostes@MassSchoolBuildings.org](mailto:Nicholas.Govostes@MassSchoolBuildings.org)

Regards,



Nicholas Govostes  
Staff Attorney

cc: Legislative Delegation  
Lisa V. Kouchakdjian, Chair, Sudbury Select Board  
Karyn Jones, Chair, Sudbury School Committee  
Brad Crozier, Superintendent of Schools, Sudbury Public Schools  
Sandra R. Duran, Director of Facilities, Sudbury Public Schools  
Thomas Murphy, Owner's Project Manager, NV5 Consultants, Inc.  
Anne E. Keane, Designer, Civitects, PC  
File: 10.2 Letters



**[PLEASE put on Letterhead of Legal Counsel]**  
**Certification of Legal Counsel for the**  
**Town of Sudbury**

I, \_\_\_\_\_, duly appointed legal counsel for the **Town**, hereby certify that:

1. The **Town** is validly organized and existing under and by virtue of the laws of the Commonwealth, has full power and authority to own its properties and carry on its business as now conducted, and has full power and authority to execute, deliver and perform its obligations under the Project Funding Agreement (the “Agreement”), and any amendments thereto, between the **Town** and the Massachusetts School Building Authority for the Proposed Project at the **Josiah Haynes Elementary School** and the **General John Nixon Elementary School** (the “Proposed Project”) and all other related documents.

2. The **Town** has duly obtained all necessary votes, resolutions, authorizations, appropriations, orders, and voter approvals, in accordance with the formats prescribed by the Authority, and has taken all actions necessary or required by law to authorize the execution and delivery of the Agreement, and any amendments thereto, and to fund and perform the obligations of the **Town** under the Agreement and any amendments thereto.

3. The **Town** has sufficient ownership or a lease consistent with 963 CMR 2.09(5) for the useful life of the **Josiah Haynes Elementary School** and the **General John Nixon Elementary School**. The **Town** will have legal authority to control and use the Proposed Project site for the useful life of the **Josiah Haynes Elementary School** and the **General John Nixon Elementary School** to the extent required for continued operations, construction, and repair in a manner consistent with the Proposed Project submitted to the MSBA.

4. The Project Funding Agreement, and any amendments thereto, constitute a valid and binding obligation of the **Town**, enforceable in accordance with its terms, except as such enforceability may be limited by bankruptcy, insolvency, moratorium, reorganization or other laws heretofore or hereafter enacted and general equity principles.

5. The following elected or appointed governmental officer(s) or governmental body has the full legal authority under the laws of the Commonwealth of Massachusetts and all applicable local charters, ordinances and by-laws to execute and deliver the Agreement, and any amendments thereto, for the Proposed Project between the **Town** and the Massachusetts School Building Authority on behalf of the **Town** and to bind the **Town** to its terms and conditions:

*[Please list: Title/s (do not include a specific name) and Contact Information for the authorized governmental officer or governmental body signing the Project Funding Agreement. If a vote is required to authorize the governmental officer or governmental body to sign the Project Funding Agreement, please note such requirements here and submit a copy of said vote to the MSBA.]*

6. The following elected or appointed governmental officer(s) or governmental body has the full legal authority under the laws of the Commonwealth of Massachusetts and all

applicable local charters, ordinances and by-laws to make final, binding decisions with respect to the Proposed Project described in the Agreement, and any amendments thereto, on behalf of the **Town**:

*[Please list: Title/s (do not include a specific name) and Contact Information for the governmental officer or governmental body who is authorized to make final, binding decisions with respect to the Proposed Project. If a vote is required to authorize the governmental officer or governmental body to make binding decisions with respect to the Proposed Project, please note such requirements here and submit a copy of said vote to the MSBA.]*

I hereby further certify that, to the best of my knowledge and belief, the above-listed certifications are true, complete and accurate.

IN WITNESS WHEREOF, signed this \_\_\_\_\_ day of \_\_\_\_\_, \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_  
Name (Print or Type)

\_\_\_\_\_  
Office/Title (Print or Type)

## **Summary of Feedback from March 31 Listening Session**

On Tuesday, March 31, the School Committee held the first of two planned listening sessions in the Community Room at Goodnow Library from 3:00 to 4:30 p.m. This session was designed as an in-person daytime opportunity for community members to share feedback, and it was also broadcast virtually to support accessibility and broader participation. The second listening session will take place virtually on April 14 from 7:00 to 8:30 p.m.

These two 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 March 31 session was attended by School Committee members Betsy Sues and Julie Durgin-Sicree. Based on notes collected from the session, 6 in-person participants commented and 9 online participants commented. While there were additional attendees present, these numbers reflect those who offered comments during the session.

The feedback below summarizes recurring themes raised during the session. These themes will be aggregated with feedback from the April 14 listening session and used to help inform the Committee's future goals, priorities, and actions on behalf of the community and students.

### **Key Themes from the March 31 Listening Session**

#### **Transparency and trust**

- Several participants expressed a desire for clearer communication around key Committee and district matters.
- While the Committee's work is conducted publicly through televised meetings and posted agendas, packets, and minutes, some participants shared that the volume of information available can make it difficult to understand or track key issues.
- Some participants noted that information is often summarized or interpreted in different ways across the community, which can make it harder to know what information to rely on.
- Comments referenced the superintendent contract and the afterschool/SED RFP process as examples of areas where community members would welcome clearer explanation and context.
- There was interest in identifying ways to continue building trust and improving how complex information is communicated to the public.

#### **Communication**

- Participants emphasized the importance of communication that is clear, consistent, and easy for families to access.

- Several comments suggested that communication should be more direct and more widely visible to parents and caregivers.
- Some participants also noted the importance of sharing updates in a timely way, including information about what will happen next after listening sessions.
- There was interest in ensuring that summaries of feedback and future steps are communicated back to the community.

### **Two-way engagement**

- A recurring point of feedback was the desire for more opportunities for back-and-forth dialogue between the School Committee, families, educators, and school communities.
- At the same time, it is important to note that the purpose of the listening session was to provide a platform for the community to share feedback with the School Committee, rather than to serve as a two-way discussion forum.
- Similar to public comment at regular meetings, the listening session format is intended to gather community input that can then inform the Committee's future goals and work.
- Comments suggest that some community members are looking for additional opportunities for dialogue beyond the listening session format.

### **Community involvement and relationships**

- Some participants shared concern that parents, staff, and community members do not always feel fully included in important discussions.
- Comments reflected a desire for a more relational and collaborative approach to engagement.
- Some participants shared the importance of stronger direct engagement with teachers and within schools, including more opportunities for Committee members to hear directly from educators and better understand school-based experiences.
- Several comments suggested that stronger relationships across the community could support more productive dialogue moving forward.

### **Instructional technology and screen use**

- A number of participants raised concerns about the role of educational technology and screen use in classrooms.
- Several comments referenced research or personal observations suggesting that increased screen use may not always support the strongest learning outcomes.
- Participants encouraged the Committee and district to carefully consider the educational effectiveness of digital tools alongside other factors such as privacy, cost, and teacher input.
- Related comments emphasized the importance of grounding decisions about classroom technology in evidence, classroom experience, and student outcomes.
- Overall, participants expressed interest in ensuring that instructional decisions reflect what is most effective for students' learning and development.

### **Process and follow-up**

- Questions were raised about how community feedback will be used and when the public can expect follow-up.
- Participants indicated that it would be helpful to see a summary of comments and understand how those comments may help inform next steps.

Overall, the March 31 listening session provided helpful feedback across several recurring themes, particularly around transparency, communication, engagement, instructional technology, and Committee-community relationships. The Committee will consider this input, along with feedback from the April 14 virtual session, as part of its ongoing work to inform future goals and actions.

**Sudbury Public Schools  
School Committee Meeting**

**Date:** April 13, 2026

**Agenda Item:** 5a

- a. Review Extended School Day RFP and Recommendation/Scoring from Evaluation Committee;  
Potential Vote

**Recommendation:**

**Background Information:**

**Reference Materials:**

**Attachments:**

RFP 26-001 Evaluation Summary to SC\_260410

**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](mailto:brad_crozier@sudbury.k12.ma.us)

**Donald R. Sawyer**  
Director of Business & Human Resources  
[donald\\_sawyer@sudbury.k12.ma.us](mailto:donald_sawyer@sudbury.k12.ma.us)

To: School Committee  
From: Donald R. Sawyer  
Director of Business & Human Resources  
Date: April 10, 2026  
Re: **RFP 26-001 Evaluation Summary**

On January 29, 2026, Request for Proposal #26-001 was released with the following overview:

## A. GENERAL INFORMATION

### 1. OVERVIEW

This is a Request for Proposals (RFP) issued by Sudbury Public Schools which seeks proposals for FACILITIES LEASE FOR EXTENDED DAY PROGRAM OPERATION for the operation of a comprehensive Extended Day Program serving students enrolled in Sudbury Public Schools in grades K-8.

The Extended Day Program is intended to provide a safe, structured, and developmentally appropriate environment before and after the school day, supporting students' social, emotional, and academic development while remaining affordable and accessible to families.

As the awarding authority, the Sudbury School Committee will need to take formal action to award the three (3) year FACILITIES LEASE FOR EXTENDED DAY PROGRAM OPERATION for a three (3) year plus two one (1) year optional years term beginning in August 2027.

In effort to assist the School Committee, the following pages contain evaluation data from qualified SPS Staff after careful review, analysis, professional expertise.



**Sealed proposals were required to be received by March 26, 2026 at 12:00 p.m.** Any proposals submitted after 12:00 p.m. on March 26, 2026 were considered late and were not accepted for submission for this RFP.

Sudbury Public Schools received nine (9) total proposal submissions by the submission deadline time on March 26, 2026. The proposal respondents submitting proposals were as follows:

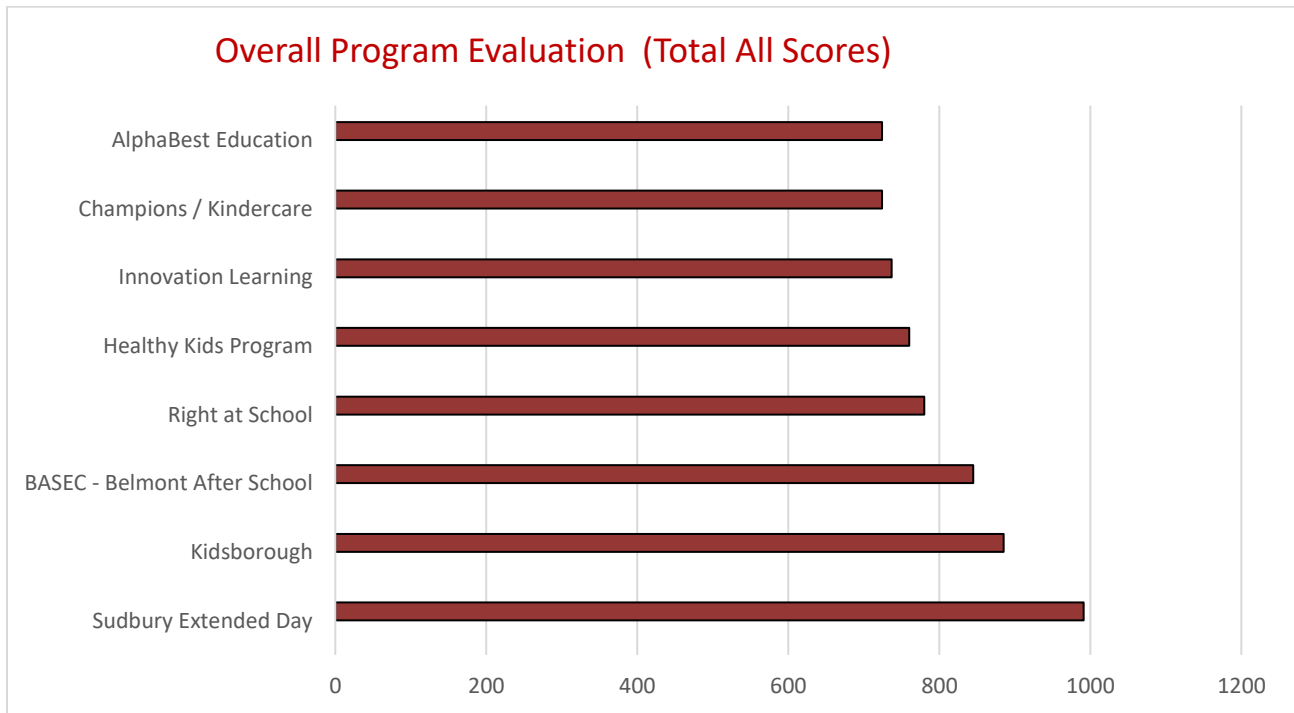
- AlphaBest Education
- BAM! Brains & Motion
- BASEC – Belmont After School
- Champions / KinderCare
- Healthy Kids Program
- Innovation Learning
- Kidsborough
- Right at School
- Sudbury Extended Day

Required Proposal Form Submissions were listed in Section B. HOW TO SUBMIT item #5. All proposals received were reviewed for these required documents and of the nine (9) proposals received by the deadline date, one (1) proposal failed to contain all required documents and was deemed ineligible to proceed to the proposal evaluation process.

RFP 26-001 - REQUIRED PROPOSAL FORM SUBMISSIONS									
	AlphaBest Education	BAM! Brains & Motion	BASEC Belmont After School	Champions / KinderCare	Healthy Kids Program	Innovation Learning	Kidsborough	Right at School	Sudbury Extended Day
a. Signed Cover Sheet	✓	✓	✓	✓	✓	✓	✓	✓	✓
b. Price Proposal (Form A) and Non Price Proposal (Form B)	✓	✓	✓	✓	✓	✓	✓	✓	✓
c. Proposed Tuition Rate Form (Form C)	✓	✓	✓	✓	✓	✓	✓	✓	✓
d. Extended Day Program Operation Offerings (Form D)	✓	✓	✓	✓	✓	✓	✓	✓	✓
e. Extended Day Program Operation Weekly Program Schedule Sample (Form E)	✓	✓	✓	✓	✓	✓	✓	✓	✓
f. Detailed School Storage Proposal (Form F)	✓	✓	✓	✓	✓	✓	✓	✓	✓
g. References (Form G)	✓	✓	✓	✓	✓	✓	✓	✓	✓
h. Signed Non-Collusion Form	✓	✗	✓	✓	✓	✓	✓	✓	✓
i. Signed Certificate of Authority	✓	✗	✓	✓	✓	✓	✓	✓	✓
j. Disclosure of Lobbying Activities Form	✓	✗	✓	✓	✓	✓	✓	✓	✓
k. Certificate Regarding Debarment, Suspension, Ineligibility & Voluntary Exclusion	✓	✗	✓	✓	✓	✓	✓	✓	✓
l. Signed Corporate/Partnership Form (if applicable)	✓	✗	✓	✓	✓	✓	✓	✓	✓

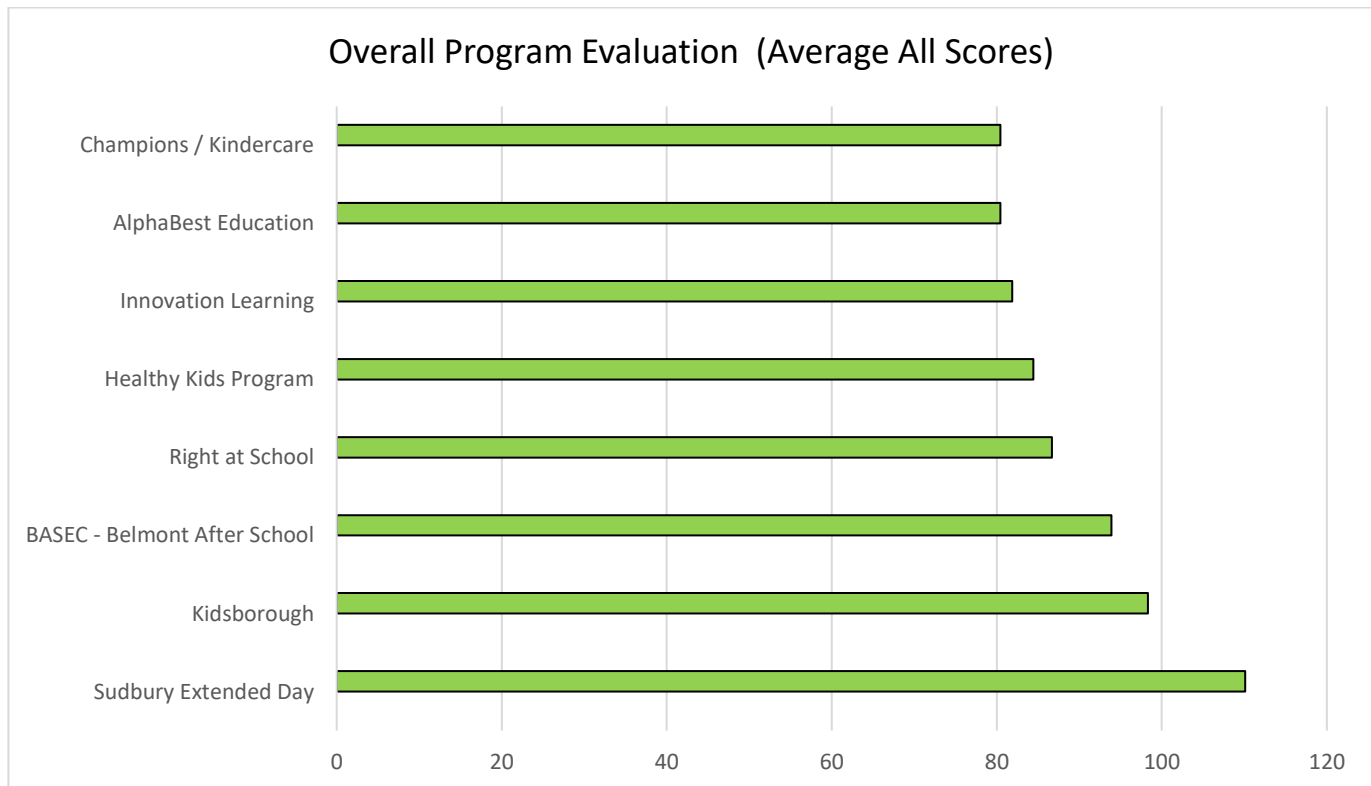
The table below shows the cumulative program total scores for all evaluators for each criteria.

	AlphaBest Education	BASEC Belmont After School	Champions / Kinderca re	Healthy Kids Program	Innovati on Learnin g	Kidsboro ugh	Right at School	Sudbury Extended Day
Inclusive Practices	57	78	59	64	65	78	67	81
Student Enrichment Opportunities	71	65	63	66	67	72	67	79
Social-Emotional Growth	58	71	60	64	64	70	64	82
Creativity and Expression	63	70	61	65	61	71	64	82
Collaboration Skills	59	70	54	62	58	76	64	82
Academic Support	61	69	56	60	57	71	59	80
Physical Activity	68	72	66	66	62	72	69	85
Student Engagement	61	73	67	65	63	75	64	83
Strength of Programming	56	70	54	58	56	77	66	84
Family Engagement & Communications	54	70	57	60	58	76	65	87
Staff Training & Professional Development	61	77	66	67	63	75	66	80
Drop Off & Pick Up Plan	<u>55</u>	<u>60</u>	<u>61</u>	<u>63</u>	<u>63</u>	<u>72</u>	<u>65</u>	<u>86</u>
<b>TOTAL PROGRAM</b>	<b>724</b>	<b>845</b>	<b>724</b>	<b>760</b>	<b>737</b>	<b>885</b>	<b>780</b>	<b>991</b>



The table below shows the average program scores for all evaluators for each criteria.

	AlphaBest Education	BASEC Belmont After School	Champions / Kindercare	Healthy Kids Program	Innovation Learning	Kidsborough	Right at School	Sudbury Extended Day
Inclusive Practices	6.33	8.67	6.56	7.11	7.22	8.67	7.44	9.00
Student Enrichment Opportunities	7.89	7.22	7.00	7.33	7.44	8.00	7.44	8.78
Social-Emotional Growth	6.44	7.89	6.67	7.11	7.11	7.78	7.11	9.11
Creativity and Expression	7.00	7.78	6.78	7.22	6.78	7.89	7.11	9.11
Collaboration Skills	6.56	7.78	6.00	6.89	6.44	8.44	7.11	9.11
Academic Support	6.78	7.67	6.22	6.67	6.33	7.89	6.56	8.89
Physical Activity	7.56	8.00	7.33	7.33	6.89	8.00	7.67	9.44
Student Engagement	6.78	8.11	7.44	7.22	7.00	8.33	7.11	9.22
Strength of Programming	6.22	7.78	6.00	6.44	6.22	8.56	7.33	9.33
Family Engagement & Communications	6.00	7.78	6.33	6.67	6.44	8.44	7.22	9.67
Staff Training & Professional Development	6.78	8.56	7.33	7.44	7.00	8.33	7.33	8.89
Drop Off & Pick Up Plan	<u>6.11</u>	<u>6.67</u>	<u>6.78</u>	<u>7.00</u>	<u>7.00</u>	<u>8.00</u>	<u>7.22</u>	<u>9.56</u>
<b>AVERAGE PROGRAM</b>	<b>80.44</b>	<b>93.89</b>	<b>80.44</b>	<b>84.44</b>	<b>81.89</b>	<b>98.33</b>	<b>86.67</b>	<b>110.11</b>



Evaluators were asked to provide their individual “Top 3” proposals without ranking. The following are the respondents that were chosen in this category along with the number of times chosen by an evaluator and any comments the Evaluator provided. Respondents not listed below were not chosen by any Evaluator as a “Top 3” proposal.

Sudbury Extended Day	9
BASEC - Belmont After School	8
Kidsborough	5
Right at School	4
Healthy Kids Program	1

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Evaluator Comments:

Sudbury Extended Day

"SED brings 42 years of experience serving the Sudbury community, supported by consistent, data-driven outcomes and strong performance metrics. Established track record with measurable results, including documented data and percentages demonstrating program effectiveness. Testimonials from current Sudbury families highlight high satisfaction and trust in the program. The program includes access to a consultation with a Licensed Independent Clinical Social Worker (LICSW), providing ongoing support for students and families. No transition disruption—this is not a new or untested model, but a well-established program already embedded in the community. The program is widely valued and well-regarded by Sudbury families, reflecting long-term success and community confidence."

“As a non-profit organization that has partnered with Sudbury Public Schools for over 40 years, SED offers deeply integrated programming and a stable, experienced workforce. They currently serve over 625 students across seven locations, utilizing a play-based model that emphasizes social-emotional learning and strong family relationships. Their long-standing community trust and parent-governed structure make them a reliable and highly recommended primary option.”

“SED has the familiarity and confidence of Sudbury residents over years of experience with generational families and a willingness to pivot for the interests of the community. The structure of the program is known to the schools and is successful when collaborating and communicating with the schools in a consistent and cohesive fashion. The children of Sudbury have relationships with the SED staff that create safety and a curated communication structure for each family. There is a wholesome, small-town feel of the Sudbury Extended Day program that is not matched by the other vendors. SED holds a legacy that is strong with the children and families as well as the staff in all of the schools. There is no match to the years of success of SED compared to an unknown staff and regionally managed corporations. In addition, Sudbury teaching staff/educators from around town are employed by SED and uphold a sound connection with families and children that reaches beyond the school days/hours. Having that reassurance of familiarity and known connections is what children and families need in a wraparound program.”

“SED prioritizes a play-based model that balances structured enrichment with student choice, fostering independence and executive functioning. SED partners with the METCO program to provide morning

care for students commuting from Greater Boston, and they are the only provider in Sudbury that accepts state-funded financial assistance. SED consults with a Licensed Independent Clinical Social Worker (LICSW) who guides staff in supporting students with social-emotional and behavioral needs. During early release days and vacations, programming expands to include immersive thematic experiences, cultural programming, and on-site performances. Older students participate in the "Future Project," a student-led initiative where they identify real-world challenges and collaboratively design solutions, promoting agency and community pride. A major differentiator for SED is its parent-led Board of Directors, which ensures that family perspectives directly shape program decision-making.”

“Stood out for proven partnership that truly works closely with school staff and the community. They also stand out for family involvement in their leadership board, so families truly have a voice in the program development and oversight.”

“Sudbury Extended Day (SED) has maintained a strong partnership with Sudbury Public Schools for over 40 years. While their model may not emphasize structured homework support to the same extent as some other providers, this reflects their flexibility and responsiveness to the evolving needs of the schools and students. Many SPS students attend SED programs for years, building meaningful relationships with staff and peers. As a result, students feel safe, comfortable, and connected. Before- and after-school programming plays a critical role in children’s development. SED provides consistent routines, clear expectations, and a supportive environment that fosters both social and emotional growth. Students know the staff well, understand expectations, and develop lasting relationships not only with caregivers but also with other families. This continuity builds trust and comfort for families, who feel confident in their children’s care. Additionally, SED maintains a collaborative and respectful relationship with the schools. They are flexible and cooperative partners, willing to adapt to school needs, including sharing or adjusting space for school events and activities.”

### BASEC - Belmont After School

“Founded as a non-profit in 2010, BASEC serves over 1,100 students and is recognized for its "Theory of Change" that focuses on both intentional student programming and professional career pathways for staff. They offer a specialized "Academic Operations Specialist" to coordinate homework and tutoring, ensuring students can balance academic responsibilities with enrichment activities. While highly capable with a strong commitment to equity and inclusion, they are ranked third as they have more recently expanded their presence in the Sudbury area.”

“BASEC provided insight into their structure administration and process for the caretaking of children after school hours. There are many administrators, directors, and coordinators managing programming. This may offer some confusion when supporting a child/family on the connection back to the afterschool experience as it is perceived that a family would have one person to contact for inclusive practices, one for finances, etc...this is less than small-town community/local based, it is structured as big-business and a revenue creator. BASEC has a format that is project-based focus with highlights for children to participate in based on interests. This is a strength. The usage of the school buildings and unknown approach to deploying project-based experiences within the schools is a negative aspect of their programming. From the review of their documents, it is perceived that the program would require the usage of multiple spaces within the school and this would impact classroom teaching, planning, meeting, and instructional spaces in a negative fashion. This impact on the physical space could negatively impact our educators by way of limiting the preparation and planning time needed in their instructional/classroom space to receive

children for the following days. This impact on the physical space could negatively impact the custodial staff by decreasing the time and attention it takes to clean and maintain a school building in preparation for the up and coming day. This impact on the physical space could negatively impact our PTO and forward planning from our school community for enrichment activities designed by SPS families for SPS children with SPS family funding.”

“BASEC employs dedicated Inclusion Specialists at each site who collaborate with schools and families to create individualized accommodation plans, review IEPs/504s, and provide staff coaching. Their choice-based curriculum empowers students to select their daily activities across STEM, Visual & Performing Arts, and Sports. Programs guarantee a minimum of 45-60 minutes of outside play or structured gym games daily to support physical and cognitive development. Staff are required to complete 12–20 hours of annual professional development (PD). BASEC utilizes "Communities of Practice" for staff collaboration and mandates diversity, equity, and inclusion training through Waypoint. BASEC provides a daily dedicated homework period led by grade-level teachers who implement an Executive Function Support Framework, coordinating directly with school-day teachers.”

“Stood out for most robust description of how they create an inclusive environment (culturally and to meet diverse needs), and have staff devoted to that work.”

### Kidsborough

“They are a family-owned, locally operated provider has over 26 years of experience and is uniquely focused on Massachusetts school districts. They distinguish themselves with a high 1:8 staff-to-student ratio and a curriculum fully aligned with the Massachusetts Curriculum Frameworks, including STEM and ELA activities. Kidsborough is known for being responsive and affordable, often successfully superseding larger corporate providers in other high-achieving districts like Lexington and Winchester”

“Kidsborough is showcased as a program with a perceived personal touch and a focus on local community. The company has kept themselves on the smaller scale and looked into community-based experiences at all of the schools for points of integration. Kidsborough seems to have reviewed the schools focus and plan as a district and did a nice job when capturing the interest and goals for children. Having an unfamiliar structure to parent communication, building level communication, building usage, and a disconnect from the relationships important to keeping the well-being of children at the forefront is the reason for the scoring. Children and families require personal connection especially with wrap around care options for before and after school.”

“Stood out for detailed information about true partnership with school and community, including school events and visibility. This was also a standout for behavioral and structural support for students with a range of needs and direct access to support personnel on their staff.”

### Right at School

“Right At School employs a Master’s-level Specialist for Child Behavior and Inclusion to partner with site teams. They accommodate students according to their IEPs/504s and focus on Universal Design for Learning. They implement a monthly "I AM" program focusing on different character traits (e.g., I AM Caring, I AM Resilient) to build positive identity and self-management skills. They also offer a "Junior

Educator Program" allowing 3rd-5th graders to lead activities and build leadership and collaboration skills. In addition to the RAS Family Portal and daily face-to-face chats at pick-up, they provide "Family Take-Home Kits" packed with supplies so families can engage in fun, hands-on activities together over the weekend. They use an Electronic Attendance System (EAS) where authorized pick-ups use unique PINs or QR codes. The daily schedule includes "Right Moves" (15 minutes of quick fitness to get the school-day wiggles out) and "Play Right Fitness" featuring outdoor and indoor games focused on sportsmanship."

"Right At School is my second choice because, like SED, it scored a 10 in inclusive practices. The program demonstrates a strong ability to provide individualized supports and ensure alignment with IEPs and 504 plans. My hesitation in ranking it first is the potential impact of transitioning students who have been attending SED. Many students, particularly those with IEPs and 504 plans, rely on familiar, consistent staff as part of their support system. These relationships contribute to a sense of stability, predictability, and comfort that is essential to their success.

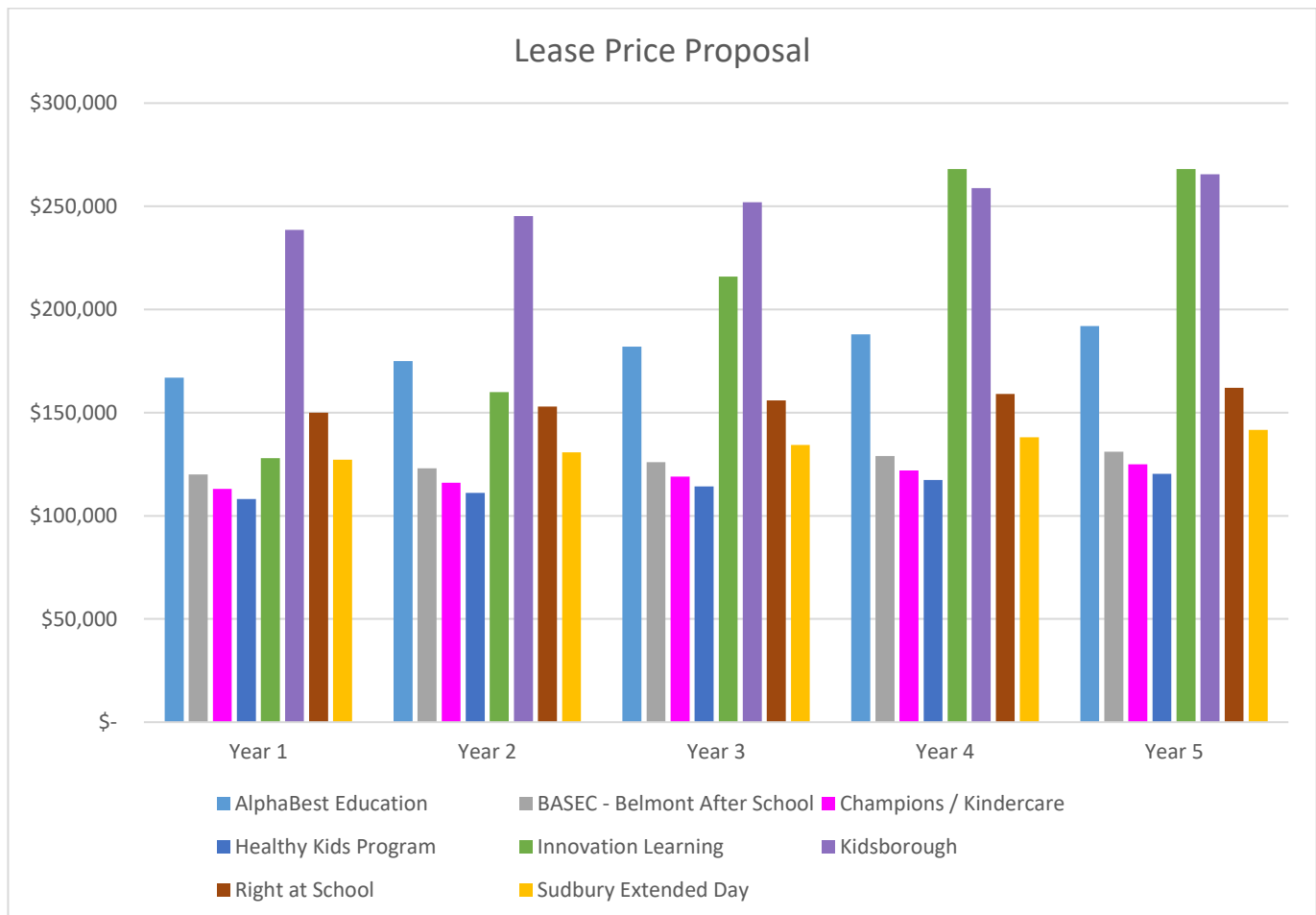
While Right At School appears to have highly trained staff and a strong understanding of inclusive practices, I would be hesitant to replace an established program like SED when both appear capable of providing a similarly high-quality experience."

### Healthy Kids Program

"Healthy Kids is my third choice. While the program scored highly in the overall program evaluation, my primary concerns lie in the areas of program leadership and inclusion. The proposal demonstrates strong regional leadership and oversight across multiple sites; however, it does not explicitly confirm five or more years of experience overseeing four or more programs. Additionally, while Healthy Kids appears to have experienced staff and a structured leadership model at the site level, the proposal does not clearly specify the individual years of experience for program directors. Program directors are an integral part of before- and after-school care, as they directly influence program quality, consistency, and the overall student experience. Similar to SED, I appreciate Healthy Kids' emphasis on social-emotional growth, including daily SEL check-ins. However, I had some concerns regarding inclusion. While the proposal emphasizes student voice, belonging, and a welcoming environment, it does not clearly outline specific supports for students with IEPs or 504 plans, nor does it detail specialized inclusion training or collaboration with special education services."

While the non-price program service is the primary evaluation criteria for the contract award under RFP 26-001, a minimum rent was established under “3. GENERAL SPECIFICATION REQUIREMENTS” and all qualified proposals were above this minimum rent amount for each year.

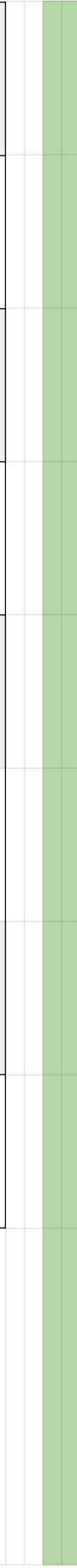
	Year 1	Year 2	Year 3	Year 4	Year 5
AlphaBest Education	\$ 167,000	\$ 175,000	\$ 182,000	\$ 188,000	\$ 192,000
BASEC - Belmont After School	\$ 120,000	\$ 123,000	\$ 126,000	\$ 129,000	\$ 131,000
Champions / Kindercare	\$ 113,000	\$ 116,000	\$ 119,000	\$ 122,000	\$ 125,000
Healthy Kids Program	\$ 108,120	\$ 111,180	\$ 114,240	\$ 117,300	\$ 120,360
Innovation Learning	\$ 128,000	\$ 160,000	\$ 216,000	\$ 268,000	\$ 268,000
Kidsborough	\$ 238,500	\$ 245,250	\$ 252,000	\$ 258,750	\$ 265,500
Right at School	\$ 150,000	\$ 153,000	\$ 156,000	\$ 159,000	\$ 162,000
Sudbury Extended Day	\$ 127,200	\$ 130,800	\$ 134,400	\$ 138,000	\$ 141,600





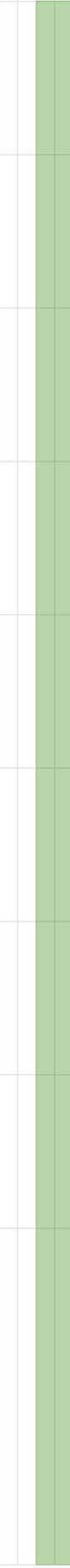
The following pages are the individual evaluator score sheets.

	1	2	3	4	5	6	7	8
	AlphaBest Education	BASEC Belmont After School	Champions / Kindercare	Healthy Kids Program	Innovation Learning	Kidsborough	Right at School	Sudbury Extended Day
Proposer / Company Background Length of Experience:	Highly Advantageous	Highly Advantageous	Highly Advantageous	Highly Advantageous	Advantageous	Highly Advantageous	Highly Advantageous	Highly Advantageous
Qualifications and Experience of the EXTENDED DAY PROGRAM OPERATION	Unacceptable	Not Advantageous	Not Advantageous	Unacceptable	Unacceptable	Advantageous	Not Advantageous	Highly Advantageous
Qualifications and Experience of the EXTENDED DAY PROGRAM OPERATION	Unacceptable	Not Advantageous	Not Advantageous	Unacceptable	Unacceptable	Not Advantageous	Not Advantageous	Advantageous
Overall Program Offerings:	Advantageous	Highly Advantageous	Not Advantageous	Highly Advantageous	Advantageous	Highly Advantageous	Advantageous	Highly Advantageous
Inclusive Practices and Student Support:	Not Advantageous	Advantageous	Not Advantageous	Advantageous	Advantageous	Highly Advantageous	Advantageous	Highly Advantageous
Staff to Child Ratio	Advantageous	Highly Advantageous	Advantageous	Advantageous	Not Advantageous	Advantageous	Highly Advantageous	Highly Advantageous
<a href="#">Overall Program Evaluation</a>								
Inclusive Practices	4	8	3	8	6	9	7	9
Student Enrichment Opportunities	8	7	4	8	6	8	6	8
Social-Emotional Growth	5	7	4	8	6	8	6	8
Creativity and Expression	5	6	5	7	5	8	5	8
Collaboration Skills	5	6	4	7	5	7	5	7
Academic Support	7	8	5	7	5	8	6	7
Physical Activity	8	8	5	7	5	7	7	8
Student Engagement	7	8	6	7	5	7	7	8
Strength of Programming	5	8	4	7	5	8	7	9
Family Engagement & Communications	5	7	4	7	7	6	7	8
Staff Training & Professional Development	4	8	4	7	5	8	7	8
Drop Off & Pick Up Plan	5	8	5	8	7	8	7	9
<b>TOTAL PROGRAM</b>	<b>68</b>	<b>89</b>	<b>53</b>	<b>88</b>	<b>67</b>	<b>92</b>	<b>77</b>	<b>97</b>

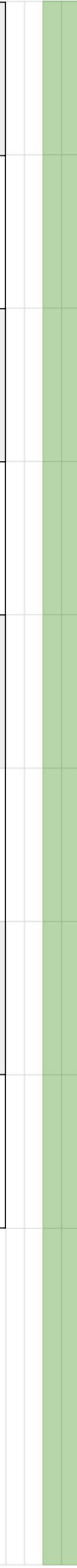




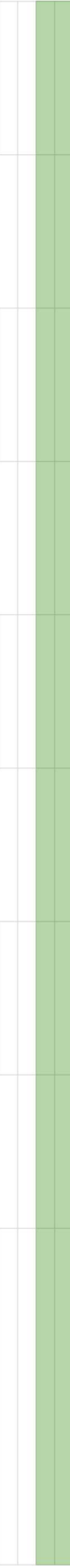
	1	2	3	4	5	6	7	8
	AlphaBest Education	BASEC Belmont After School	Champions / Kindercare	Healthy Kids Program	Innovation Learning	Kidsborough	Right at School	Sudbury Extended Day
Proposer / Company Background Length of Experience:	Highly Advantageous	Highly Advantageous	Highly Advantageous	Highly Advantageous	Highly Advantageous	Highly Advantageous	Highly Advantageous	Highly Advantageous
Qualifications and Experience of the EXTENDED DAY PROGRAM OPERATION	Highly Advantageous	Highly Advantageous	Highly Advantageous	Advantageous	Advantageous	Highly Advantageous	Highly Advantageous	Highly Advantageous
Qualifications and Experience of the EXTENDED DAY PROGRAM OPERATION	Highly Advantageous	Highly Advantageous	Advantageous	Not Advantageous	Not Advantageous	Highly Advantageous	Highly Advantageous	Highly Advantageous
Overall Program Offerings:	Highly Advantageous	Highly Advantageous	Highly Advantageous	Highly Advantageous	Highly Advantageous	Highly Advantageous	Highly Advantageous	Highly Advantageous
Inclusive Practices and Student Support:	Highly Advantageous	Highly Advantageous	Highly Advantageous	Highly Advantageous	Highly Advantageous	Highly Advantageous	Highly Advantageous	Highly Advantageous
Staff to Child Ratio	Advantageous	Highly Advantageous	Highly Advantageous	Highly Advantageous	Not Advantageous	Highly Advantageous	Highly Advantageous	Highly Advantageous
<a href="#">Overall Program Evaluation</a>								
Inclusive Practices	9	8	8	7	7	9	7	9
Student Enrichment Opportunities	9	8	8	8	8	7	8	9
Social-Emotional Growth	6	8	7	7	7	7	6	10
Creativity and Expression	7	10	8	8	8	8	10	9
Collaboration Skills	8	8	7	8	8	7	10	10
Academic Support	6	7	7	8	9	8	8	9
Physical Activity	9	9	8	8	8	8	9	9
Student Engagement	8	8	7	8	7	7	7	10
Strength of Programming	8	10	6	7	8	8	8	10
Family Engagement & Communications	8	9	8	7	8	8	8	10
Staff Training & Professional Development	9	10	8	9	9	9	8	9
Drop Off & Pick Up Plan	9	10	9	9	9	8	9	10
<b>TOTAL PROGRAM</b>	<b>96</b>	<b>105</b>	<b>91</b>	<b>94</b>	<b>96</b>	<b>94</b>	<b>98</b>	<b>114</b>



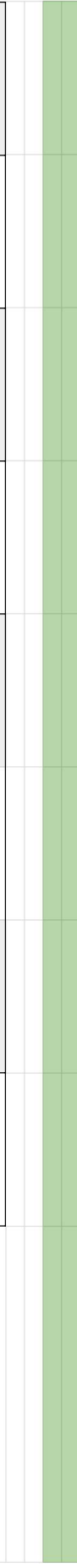
	1	2	3	4	5	6	7	8
	AlphaBest Education	BASEC Belmont After School	Champions / Kindercare	Healthy Kids Program	Innovation Learning	Kidsborough	Right at School	Sudbury Extended Day
Proposer / Company Background Length of Experience:	Advantageous	Highly Advantageous	Highly Advantageous	Highly Advantageous	Advantageous	Highly Advantageous	Highly Advantageous	Highly Advantageous
Qualifications and Experience of the EXTENDED DAY PROGRAM OPERATION	Not Advantageous	Highly Advantageous	Advantageous	Highly Advantageous	Advantageous	Advantageous	Not Advantageous	Highly Advantageous
Qualifications and Experience of the EXTENDED DAY PROGRAM OPERATION	Not Advantageous	Not Advantageous	Not Advantageous	Not Advantageous	Unacceptable	Not Advantageous	Highly Advantageous	Highly Advantageous
Overall Program Offerings:	Not Advantageous	Advantageous	Advantageous	Highly Advantageous	Highly Advantageous	Advantageous	Highly Advantageous	Highly Advantageous
Inclusive Practices and Student Support:	Unacceptable	Advantageous	Not Advantageous	Not Advantageous	Not Advantageous	Advantageous	Advantageous	Highly Advantageous
Staff to Child Ratio	Advantageous	Highly Advantageous	Advantageous	Advantageous	Advantageous	Highly Advantageous	Highly Advantageous	Highly Advantageous
<a href="#">Overall Program Evaluation</a>								
Inclusive Practices	1	7	2	3	3	7	4	8
Student Enrichment Opportunities	5	5	4	5	5	6	5	8
Social-Emotional Growth	3	4	2	3	4	6	3	9
Creativity and Expression	3	5	3	5	4	5	3	10
Collaboration Skills	1	5	0	2	1	8	2	10
Academic Support	3	4	0	3	1	5	2	9
Physical Activity	4	5	4	5	4	5	4	10
Student Engagement	1	6	5	5	3	7	3	9
Strength of Programming	0	5	1	2	1	8	3	10
Family Engagement & Communications	0	4	0	2	1	7	3	10
Staff Training & Professional Development	5	6	4	3	3	5	4	9
Drop Off & Pick Up Plan	0	0	0	0	0	4	2	10
<b>TOTAL PROGRAM</b>	<b>26</b>	<b>56</b>	<b>25</b>	<b>38</b>	<b>30</b>	<b>73</b>	<b>38</b>	<b>112</b>



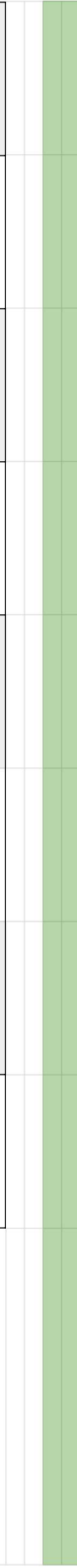
	1	2	3	4	5	6	7	8
	AlphaBest Education	BASEC Belmont After School	Champions / Kindercare	Healthy Kids Program	Innovation Learning	Kidsborough	Right at School	Sudbury Extended Day
Proposer / Company Background Length of Experience:	Highly Advantageous	Highly Advantageous	Highly Advantageous	Highly Advantageous	Highly Advantageous	Highly Advantageous	Highly Advantageous	Highly Advantageous
Qualifications and Experience of the EXTENDED DAY PROGRAM OPERATION	Highly Advantageous	Highly Advantageous	Highly Advantageous	Advantageous	Advantageous	Highly Advantageous	Highly Advantageous	Highly Advantageous
Qualifications and Experience of the EXTENDED DAY PROGRAM OPERATION	Highly Advantageous	Highly Advantageous	Advantageous	Not Advantageous	Not Advantageous	Highly Advantageous	Highly Advantageous	Highly Advantageous
Overall Program Offerings:	Highly Advantageous	Highly Advantageous	Highly Advantageous	Highly Advantageous	Highly Advantageous	Highly Advantageous	Highly Advantageous	Highly Advantageous
Inclusive Practices and Student Support:	Highly Advantageous	Highly Advantageous	Highly Advantageous	Highly Advantageous	Highly Advantageous	Highly Advantageous	Highly Advantageous	Highly Advantageous
Staff to Child Ratio	Advantageous	Highly Advantageous	Highly Advantageous	Highly Advantageous	Not Advantageous	Highly Advantageous	Highly Advantageous	Highly Advantageous
<a href="#">Overall Program Evaluation</a>								
Inclusive Practices	9	10	9	8	9	9	10	10
Student Enrichment Opportunities	9	10	10	9	10	10	10	10
Social-Emotional Growth	10	10	10	9	10	9	10	10
Creativity and Expression	10	10	10	9	10	10	10	10
Collaboration Skills	10	10	10	10	10	10	10	10
Academic Support	10	10	10	9	9	10	10	10
Physical Activity	10	10	10	10	10	10	10	10
Student Engagement	10	10	10	9	10	10	10	10
Strength of Programming	10	10	10	9	10	10	10	10
Family Engagement & Communications	10	10	10	10	10	10	10	10
Staff Training & Professional Development	10	10	10	10	10	10	10	10
Drop Off & Pick Up Plan	9	10	9	9	9	10	10	10
<b>TOTAL PROGRAM</b>	<b>117</b>	<b>120</b>	<b>118</b>	<b>111</b>	<b>117</b>	<b>118</b>	<b>120</b>	<b>120</b>



	1	2	3	4	5	6	7	8
	AlphaBest Education	BASEC Belmont After School	Champions / Kindercare	Healthy Kids Program	Innovation Learning	Kidsborough	Right at School	Sudbury Extended Day
Proposer / Company Background Length of Experience:	Highly Advantageous	Highly Advantageous	Highly Advantageous	Highly Advantageous	Highly Advantageous	Highly Advantageous	Highly Advantageous	Highly Advantageous
Qualifications and Experience of the EXTENDED DAY PROGRAM OPERATION	Advantageous	Highly Advantageous	Advantageous	Not Advantageous	Not Advantageous	Highly Advantageous	Not Advantageous	Advantageous
Qualifications and Experience of the EXTENDED DAY PROGRAM OPERATION	Not Advantageous	Highly Advantageous	Not Advantageous	Not Advantageous	Not Advantageous	Highly Advantageous	Not Advantageous	Not Advantageous
Overall Program Offerings:	Highly Advantageous	Advantageous	Not Advantageous	Not Advantageous	Advantageous	Advantageous	Advantageous	Not Advantageous
Inclusive Practices and Student Support:	Not Advantageous	Highly Advantageous	Advantageous	Not Advantageous	Advantageous	Highly Advantageous	Advantageous	Advantageous
Staff to Child Ratio	Not Advantageous	Advantageous	Highly Advantageous	Not Advantageous	Highly Advantageous	Highly Advantageous	Highly Advantageous	Highly Advantageous
<a href="#">Overall Program Evaluation</a>								
Inclusive Practices	5	9	5	5	8	7	5	7
Student Enrichment Opportunities	7	5	5	5	7	5	5	7
Social-Emotional Growth	5	7	7	7	8	6	8	6
Creativity and Expression	7	5	5	5	5	6	5	6
Collaboration Skills	7	8	6	7	8	6	7	6
Academic Support	7	9	6	4	7	8	5	7
Physical Activity	7	8	8	5	5	8	7	9
Student Engagement	6	7	6	5	7	7	6	7
Strength of Programming	6	5	5	5	6	7	5	6
Family Engagement & Communications	7	7	7	6	5	8	6	9
Staff Training & Professional Development	7	8	7	6	7	8	5	6
Drop Off & Pick Up Plan	9	5	9	8	9	9	7	7
<b>TOTAL PROGRAM</b>	<b>80</b>	<b>83</b>	<b>76</b>	<b>68</b>	<b>82</b>	<b>85</b>	<b>71</b>	<b>83</b>

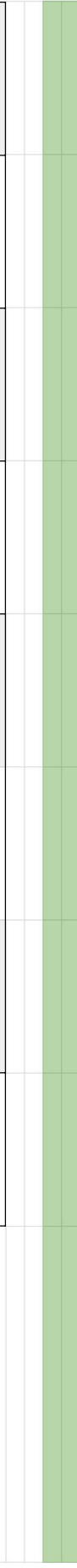


	1	2	3	4	5	6	7	8
	AlphaBest Education	BASEC Belmont After School	Champions / Kindercare	Healthy Kids Program	Innovation Learning	Kidsborough	Right at School	Sudbury Extended Day
Proposer / Company Background Length of Experience:	Highly Advantageous	Highly Advantageous	Highly Advantageous	Highly Advantageous	Highly Advantageous	Highly Advantageous	Highly Advantageous	Highly Advantageous
Qualifications and Experience of the EXTENDED DAY PROGRAM OPERATION	Highly Advantageous	Highly Advantageous	Highly Advantageous	Advantageous	Advantageous	Advantageous	Highly Advantageous	Highly Advantageous
Qualifications and Experience of the EXTENDED DAY PROGRAM OPERATION	Highly Advantageous	Highly Advantageous	Highly Advantageous	Highly Advantageous	Highly Advantageous	Highly Advantageous	Highly Advantageous	Highly Advantageous
Overall Program Offerings:	Highly Advantageous	Highly Advantageous	Highly Advantageous	Highly Advantageous	Highly Advantageous	Highly Advantageous	Highly Advantageous	Highly Advantageous
Inclusive Practices and Student Support:	Highly Advantageous	Highly Advantageous	Highly Advantageous	Advantageous	Advantageous	Advantageous	Highly Advantageous	Highly Advantageous
Staff to Child Ratio	Advantageous	Highly Advantageous	Advantageous	Advantageous	Advantageous	Not Advantageous	Highly Advantageous	Highly Advantageous
<a href="#">Overall Program Evaluation</a>								
Inclusive Practices	8	9	10	10	9	10	10	10
Student Enrichment Opportunities	10	8	10	10	10	9	10	9
Social-Emotional Growth	8	9	10	9	9	10	10	10
Creativity and Expression	10	9	9	10	9	9	10	9
Collaboration Skills	9	8	9	10	9	10	10	10
Academic Support	7	9	10	10	9	9	10	9
Physical Activity	8	9	9	10	10	9	10	9
Student Engagement	10	9	10	10	10	10	10	10
Strength of Programming	9	9	9	10	9	9	10	9
Family Engagement & Communications	6	9	10	10	10	10	10	10
Staff Training & Professional Development	7	9	9	9	10	9	10	9
Drop Off & Pick Up Plan	5	9	9	9	9	9	10	10
<b>TOTAL PROGRAM</b>	<b>97</b>	<b>106</b>	<b>114</b>	<b>117</b>	<b>113</b>	<b>113</b>	<b>120</b>	<b>114</b>





	1	2	3	4	5	6	7	8
	AlphaBest Education	BASEC Belmont After School	Champions / Kindercare	Healthy Kids Program	Innovation Learning	Kidsborough	Right at School	Sudbury Extended Day
Proposer / Company Background Length of Experience:	Advantageous	Highly Advantageous	Highly Advantageous	Highly Advantageous	Advantageous	Highly Advantageous	Highly Advantageous	Highly Advantageous
Qualifications and Experience of the EXTENDED DAY PROGRAM OPERATION	Not Advantageous	Highly Advantageous	Advantageous	Highly Advantageous	Advantageous	Advantageous	Not Advantageous	Highly Advantageous
Qualifications and Experience of the EXTENDED DAY PROGRAM OPERATION	Not Advantageous	Not Advantageous	Not Advantageous	Not Advantageous	Unacceptable	Not Advantageous	Highly Advantageous	Highly Advantageous
Overall Program Offerings:	Not Advantageous	Advantageous	Advantageous	Highly Advantageous	Highly Advantageous	Advantageous	Highly Advantageous	Highly Advantageous
Inclusive Practices and Student Support:	Unacceptable	Advantageous	Not Advantageous	Not Advantageous	Not Advantageous	Advantageous	Advantageous	Highly Advantageous
Staff to Child Ratio	Advantageous	Highly Advantageous	Advantageous	Advantageous	Advantageous	Highly Advantageous	Highly Advantageous	Highly Advantageous
<a href="#">Overall Program Evaluation</a>								
Inclusive Practices	1	7	2	3	3	7	4	8
Student Enrichment Opportunities	5	6	4	5	5	7	5	8
Social-Emotional Growth	3	6	2	3	4	6	3	9
Creativity and Expression	3	5	3	5	4	5	3	10
Collaboration Skills	1	5	0	2	1	8	2	9
Academic Support	3	4	0	3	1	5	2	9
Physical Activity	4	5	4	5	4	5	4	10
Student Engagement	1	5	5	5	3	7	3	9
Strength of Programming	0	5	1	2	1	7	3	10
Family Engagement & Communications	0	4	0	2	1	7	3	10
Staff Training & Professional Development	5	6	4	3	3	6	4	9
Drop Off & Pick Up Plan	0	2	0	0	0	4	2	10
<b>TOTAL PROGRAM</b>	<b>26</b>	<b>60</b>	<b>25</b>	<b>38</b>	<b>30</b>	<b>74</b>	<b>38</b>	<b>111</b>





**Sudbury Public Schools  
School Committee Meeting**

**Date:** April 13, 2026

**Agenda Item:** 5b

- a. Potential Adoption of Policy EEBA, Fuel Efficient Vehicle Policy

**Recommendation:**

Move to waive the second and third readings of the Fuel Efficient Vehicle Policy due to the time-sensitive grant application deadline and move to consideration for adoption at this meeting.

Move to adopt policy EEBA, Fuel Efficient Vehicle Policy as presented, effective immediately.

**Background Information:**

At the March 16, 2026 School Committee meeting, Eric Sims, Sustainability Coordinator for the Town of Sudbury, presented information regarding the Climate Leader Communities Program and proposed amendments to the current Fuel Efficient Vehicle Policy adopted in 2012.

Following the presentation, the School Committee tasked the Superintendent with meeting with the Town Manager and the Lincoln-Sudbury Regional High School Superintendent to review the policy, as adoption by all three governing bodies is required.

The Chair of the Lincoln-Sudbury Regional High School Committee subsequently provided an update indicating that the three parties met to discuss the proposed amendments and identified no concerns with moving forward toward adoption of the policy.

Due to an upcoming grant application deadline and the requirement that all three governing bodies adopt the policy, the Lincoln-Sudbury Regional High School Committee voted to adopt the policy at its April 7, 2026 meeting, rather than following its typical three-step policy adoption process. The Select Board previously voted to adopt the policy at its March 17, 2026 meeting.

**Reference Materials:**

[https://resources.finalsite.net/images/v1773678649/sudburyk12maus/tqarku6mh7oxakggsi0s/AgendaPacket\\_031626\\_SchoolCommitteeMeeting.pdf](https://resources.finalsite.net/images/v1773678649/sudburyk12maus/tqarku6mh7oxakggsi0s/AgendaPacket_031626_SchoolCommitteeMeeting.pdf)

**Attachments:**

1-BGB - POLICY ADOPTION

2- EEBA\_DRAFT Sudbury-Zero-Emissions-Vehicle-First-Policy-draft.docx

**Action:**

**XX**

**Report:**

**Discussion:**

**XX**

## **File: BGB - POLICY ADOPTION**

Adoption of new policies or changing existing policies is solely the responsibility of the School Committee. Policies will be adopted and/or amended only by the affirmative vote of a majority of the members of the School Committee when such action has been scheduled on the agenda of a regular or special meeting.

To permit time for study of all policies or amendments to policies and to provide an opportunity for interested parties to react, proposed policies or amendments will be presented as an agenda item to the Committee in the following sequence:

1. Information item - distribution with agenda
2. Discussion item - reading of the proposed policy or policies; response from Superintendent; report from any advisory committee assigned responsibility in the area; Committee discussion and directions for any redrafting
3. Action item - discussion, adoption or rejection.

Amendments to the policy at the action stage will not require repetition of the sequence, unless the Committee so directs.

The School Committee may dispense with the above sequence to meet emergency conditions.

Policies will be effective upon the date set by the School Committee. This date will ensure that affected persons have an opportunity to become familiar with the requirements of the new policy prior to its implementation.

## **DRAFT - EEBA Town of Sudbury Zero-Emission Vehicle First Policy**

### **1) DEFINITIONS**

- a) **Acquisition** - In the context of this guideline, acquisition refers to the purchase or lease of on-road vehicles (whether used or new) by and for the (town/school district) either to replace an existing fleet vehicle or to expand a fleet.
- b) **Alternative fuel vehicles (AFVs)** - Dedicated, flexible fuel, or dual-fuel vehicles designed to operate on at least one alternative fuel (such as electricity, biodiesel, propane, or natural gas) to reduce carbon emissions.
- c) **Battery electric vehicle (BEV)** – An electric vehicle that draws propulsion energy solely from an on- board electrical energy storage device during operation that is charged from an external source of electricity.
- d) **Electric vehicle supply equipment (EVSE) or electric vehicle charging station** – An electric component assembly or cluster of component assemblies designed specifically to charge batteries within electric vehicles by permitting the transfer of electric energy to a battery or other storage device in an electric vehicle.
- e) **Exempt vehicles** - Vehicles that are exempt from the Green Communities [Fuel Efficient Vehicle Policy](#) include off-road vehicles, motorcycles and heavy-duty vehicles with a manufacturer’s gross vehicle weight rating (GVWR) of more than 8,500 pounds. Examples include fire engines, ambulances, and some public works vehicles.
- f) **Fleet vehicles** - In the context of this guideline, refers to on road vehicle assets owned or leased and operated by the (town/school district).
- g) **Fuel-cell electric vehicle (FCEV or FCV)** - An electric vehicle that draws propulsion energy solely from an on-board energy storage device during operation, where energy stored as hydrogen is converted to electricity by a fuel cell, that is recharged from an external source of hydrogen.

- h) **Fuel Efficient Vehicle (FEV) Policy** - Issued by the Department of Energy Resources (DOER) to fulfill the requirements of the Green Communities Act. The [FEV Policy](#) requires designated Green Communities to acquire fuel-efficient vehicles; applies to all light-duty vehicle acquisitions with a gross vehicle weight rating (GVWR) of 8,500 pounds or less.
- i) **Gross vehicle weight rating (GVWR)** - The maximum safe operating weight of a vehicle, as specified by the manufacturer, including passenger and cargo loads.
- j) **Heavy-duty vehicle** – A vehicle with a manufacturer’s gross vehicle weight rating (GVWR) of more than 8,500 pounds.
- k) **Hybrid electric vehicle (HEV)** - Powered by an internal combustion engine and a small electric motor that uses energy stored in a battery. Under light load, for instance during initial acceleration, only electricity is consumed. The vehicle is typically fueled with gasoline to operate the internal combustion engine, and the battery is charged through the engine and regenerative braking, not by plugging in.
- l) **Light-duty vehicle**– A vehicle with a GVWR of less than 8,500 pounds.
- m) **Plug-in hybrid electric vehicle (PHEV)** – An electric vehicle with an on-board electrical energy storage device that can be recharged from an external source of electricity and that also has the capability to run on another fuel.
- n) **Telematics** - A system that is installed in a vehicle that records and transmits information about the vehicle such as the current odometer, maintenance needs, and fuel/electricity consumption.
- o) **Zero emission vehicle (ZEV)** – Zero emission vehicles include battery electric vehicles, plug-in hybrid electric vehicles, and fuel-cell electric vehicles; if the most recent definition of ZEVs per the Massachusetts Zero Emission Vehicle Commission diverges from this scope, the Commission definition shall take precedence.

## **PURPOSE**

The purpose of the Zero-Emission First Vehicle Policy is to set standards and guidelines for the purchase, operation, and maintenance of the Town of Sudbury, Sudbury Public Schools, and Lincoln-Sudbury Regional School District fleet vehicles that will advance the economic, energy,

and climate sustainability of municipal operations by achieving long-term reductions in energy costs, energy consumption, and greenhouse gas (GHG) emissions. The primary objectives of this policy are to:

- Accelerate the adoption of emissions-reduction technologies and the transition of the fleet to all electric or other environmentally advantageous vehicles
- Minimize the long-term environmental and financial impacts of fleet vehicles
- Optimize the composition of the fleet to achieve maximum fuel efficiency
- Advance the installation of electric charging infrastructure across municipal facilities
- Prioritize the utilization of grants, rebates, and incentives to support the acquisition of vehicles and technologies that will improve efficiency and reduce GHG emissions.

This policy shall not require a department to take any action which conflicts with local, state, or federal requirements nor mandate the procurement of products that do not perform adequately for their intended use, exclude adequate purchasing competition, or require the purchase of vehicles that are not commercially available or practicable.

## **APPLICABILITY**

This policy applies to all divisions and departments of the Town of Sudbury, Sudbury Public Schools, and Lincoln-Sudbury Regional School District. It applies to road-worthy passenger vehicles, pick up and utility trucks, and SUVs. It does not apply to specialized equipment or off-road vehicles.

## **GUIDELINES VEHICLE PROCUREMENT**

### **I. Electric-first procurement**

Vehicle procurement should be prioritized as follows:

1. Battery-electric vehicle (BEV)
2. Plug-in hybrid vehicle (PHEV)
3. Hybrid electric vehicle (HEV) or other alternative fuel vehicle (AFV)
4. Standard vehicle operated by an internal combustion engine fueled by fossil fuels

The fleet policy is electric-first, meaning that electric vehicles shall be prioritized when the Town of Sudbury, Sudbury Public Schools, and Lincoln-Sudbury Regional School District purchases or leases light-duty vehicles for its operations, followed by plug-in hybrid vehicles, then hybrid electric or other alternative fuel vehicle.

### **II. Fuel-efficient requirements for standard vehicles**



If it is determined that a ZEV does not meet operational needs, the purchased or leased vehicle must be the most fuel-efficient class, drive train, and model available that will fulfill the intended municipal function. When determining the most fuel-efficient vehicle for a given class, the municipality will utilize the fuel efficiency limits contained in the most [recent guidance for the Fuel-Efficient Vehicle Policy](#) established by DOER's Green Communities Division.

These limits are based on the most recently published U.S. Environmental Protection Agency combined city and highway MPG ratings (see [www.fueleconomy.gov](http://www.fueleconomy.gov)). The EPA maintains a [database](#) on vehicle fuel efficiency that is updated throughout the year as new models are released.

### **III. Exempt Vehicles**

Vehicles exempt from the fuel efficiency requirements above include:

- Any vehicle with emergency response capabilities (i.e. vehicles with radios, computers, emergency lights, and sirens) Note: Police cruisers are exempt, only if fuel-efficient pursuit-rated cruisers are not commercially available
- Heavy-duty trucks, such as fire trucks, ambulances, and public works trucks
- Off-road vehicles

While exempt vehicles are not required to meet the specific MPG requirements described above (Section II), exempt vehicles should prioritize vehicle procurement as outlined in this policy (Section I).

All other vehicles, including pickup trucks, vans, and police/fire administrative vehicles are not exempt and therefore must comply with the fuel efficiency requirements of this policy.

If purchasing a standard vehicle, exempt vehicle purchases should prioritize the most fuel-efficient model available and consider fuel-reduction and emissions-reduction technology, such as diesel particle filters, selective catalytic reduction systems, exhaust gas recirculation, NOx absorbers, oxidation catalysts, anti-idling devices, etc.

Where opportunities exist, particularly if grants and new technologies are or become available, the Town should pilot electric options for heavy-duty and exempt vehicles.

### **IV. Inventory**

As required by the DOER Green Communities program, the Town of Sudbury will maintain an annual vehicle inventory for ALL vehicles and a plan for replacing any vehicles with vehicles that adhere to the ZEV hierarchy established by this policy. The Town of Sudbury will review

on an annual basis the Vehicle Inventory, along with this policy to plan for new acquisitions as part of planning for the new fiscal year budget.

This inventory will include the following information: model, make, model year, month and year purchased, VIN, drive system, weight class, miles per gallon, annual miles driven, total fuel consumption, department, vehicle function.

#### V. **Zero-Emission First Replacement Plan**

All vehicles shall be replaced with following the electric-first hierarchy as indicated by this policy. Vehicles shall be replaced when they are no longer operable and will not be recycled from one municipal department to another unless the recycled replacement is more efficient than the vehicle it is replacing. In addition, when considering vehicle replacement, the function of the vehicle will be reviewed for potential replacement with a more fuel-efficient vehicle, including a zero-emission non-exempt vehicle.

Where possible, efforts will be made to install charging equipment at locations convenient for vehicle users to minimize operational inefficiencies.

The Town shall take advantage of grant funding to offset the upfront costs of electric vehicles and charging apparatus.

#### VI. **Questions / Enforcement**

All inquiries should be directed to the Sustainability Office. This policy is enforced by the Town of Sudbury Town Manager.

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

**Sudbury Public Schools  
School Committee Meeting**

**Date:** April 13, 2026

**Agenda Item:** 5c

- a. Policy BDHH, Civility, Respect, and Protection from Harassment

**Recommendation:**

**Background Information:**

**Reference Materials:**

**Attachments:**

1-MASC Policy\_ BDDH - CIVILITY, RESPECT, AND PROTECTION FROM HARASSMENT

**Action:** XX

**Report:**

**Discussion:**

XX

# Policy from MASC

## File: BDDH - CIVILITY, RESPECT, AND PROTECTION FROM HARASSMENT

The Sudbury School Committee is committed to fostering a culture of respect, civility, and constructive civic engagement in all aspects of its work. The Committee recognizes that community members hold a wide range of views and encourages the open expression of those views in a manner that is respectful and focused on issues within the School Committee's authority.

The Committee affirms that all individuals— including School Committee members, school staff, and members of the public—deserve to participate in the public process free from harassment, intimidation, and personal attacks.

Harassment, for purposes of this policy, may include a pattern of conduct directed at a specific individual that is intended to intimidate, threaten, or cause emotional distress. Such conduct may include, but is not limited to, repeated or targeted communications, public remarks directed at individuals rather than issues, or behavior that disrupts the orderly conduct of School Committee business.

Nothing in this policy is intended to limit lawful free speech or the right of individuals to express differing viewpoints. However, conduct that rises to the level of unlawful harassment may be subject to applicable law, including Massachusetts General Laws Chapter 258E and Massachusetts General Laws Chapter 265 Section 43A.

To ensure that School Committee meetings remain safe, orderly, and productive, the Chair or their designee shall enforce standards of conduct consistent with this policy and with the requirements of the Massachusetts Open Meeting Law. In doing so, the Chair may take appropriate action, including:

1. Reminding participants of expectations for respectful conduct;
2. Issuing a warning when conduct is out of order;
3. Limiting or terminating public comment that violates these standards;
4. Requesting the removal of individuals who fail to comply with meeting rules.

In cases involving repeated or targeted conduct, the Committee may document incidents and, where appropriate, consult legal counsel or refer matters to the appropriate authorities.

The School Committee encourages all members of the Sudbury community to engage in civil discourse and to model the values of respect, curiosity, and thoughtful engagement that support the education and well-being of its students.

LEGAL REFS.:

M.G.L. 30A: 18-25

M.G.L. 258E

M.G.L. 265: 43A

CROSS REFS.:

BE, SCHOOL COMMITTEE MEETINGS

BEDH, PUBLIC COMMENT AT SCHOOL COMMITTEE MEETINGS

BEC, EXECUTIVE SESSIONS

SOURCE: MASC (adapted)

**Sudbury Public Schools  
School Committee Meeting**

**Date:** April 13, 2026

**Agenda Item:** 5d

- a. FY27 Budget Warrant Discussion; School Committee Positions on Articles
  - i. Potential Vote on Warrant Articles

**Background Information:**

Town Meeting Warrant Articles present an opportunity for the School Committee to review items that may impact the schools, students, district operations, or the broader educational mission. As part of this review, the School Committee may choose to discuss individual warrant articles and determine whether to take a formal position (e.g., support, oppose, or no position).

If the School Committee votes to take a position on any warrant article, the Chair of the School Committee will communicate those positions to the Town Moderator in advance of Town Meeting, consistent with standard Town Meeting procedures. This allows the Moderator to accurately reflect School Committee positions during the presentation of articles and ensures transparency for the community.

Any positions taken by the Committee will be formally recorded in the meeting minutes and communicated to the Town Moderator prior to Town Meeting.

**Reference Materials:**

Capital Night, February 23, 2026:

<https://sudbury.ma.us/selectboard/sb-capital-nite-mtg-final-minutes-2-23-26/>

**Attachments:**

2026 ATM Warrant - 4-8-26

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

**To the Constable of the Town of Sudbury:**

**Greetings:**

In the name of the Commonwealth of Massachusetts, you are hereby required to notify and warn the inhabitants of the Town of Sudbury, qualified to vote in Town affairs to meet at the Lincoln-Sudbury Regional High School Auditorium, 390 Lincoln Road, in said Town on Monday, May 4, 2026, at 7:00 p.m., then and there to act on the following articles:

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**Article 1 – Hear Reports**

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To see if the Town will vote to hear, consider and accept the reports of the Town Boards, Commissions, Officers, and Committees as printed in the 2025 Town Report or as otherwise presented; or act on anything relative thereto.

Submitted by the Select Board

(Majority vote required)

SELECT BOARD POSITION: The Select Board supports this article.

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**Article 2 – FY26 Budget Adjustments**

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To see if the Town will vote to amend the votes taken under Article 3, FY26 Budget, of the 2025 Annual Town Meeting, by adding to or deleting from line items thereunder, by transfer between or among accounts or by transfer from available funds; or act on anything relative thereto.

Submitted by the Town Manager

(Majority vote required)

TOWN MANAGER’S REPORT: This article will allow flexibility to review all accounts within the FY26 Operating Budget to make adjustments at the Annual Town Meeting as necessary.

SELECT BOARD POSITION: Recommendation to be given at Town Meeting.

FINANCE COMMITTEE POSITION: Recommendation to be given at Town Meeting.

**Article 3 – FY27 Operating Budget**

To see if the Town will vote to raise and appropriate, or appropriate from available funds, the following sums, or any other sum or sums, for any or all Town expenses and purposes, including debt and interest, and to provide for a Reserve Fund, all for the Fiscal Year July 1, 2026 through June 30, 2027, inclusive, in accordance with the following schedule, which is incorporated herein by reference:

<b>EXPENDITURES</b>	<b>FY27 Recommended</b>
300 Education - Sudbury Public Schools (SPS)	\$ 49,252,426
300 Education - LS Regional High School (LS) <sup>1</sup>	31,012,531
300 Education - Vocational	580,000
<b>Total Schools</b>	<b>\$ 80,844,957</b>
100 General Government	\$ 4,256,164
200 Public Safety <sup>4</sup>	10,978,200
400 Public Works	6,709,072
500 Human Services	1,253,436
600 Culture & Recreation	1,745,755
<b>Total Town Departments</b>	<b>\$ 24,942,626</b>
800 Reserve Fund	\$ 300,000
800 Town Wide Operating	239,250
800 Transfers	10,100
700 Town Debt Service	5,266,335
900 Employee Benefits (Town & SPS) <sup>2</sup>	19,660,335
1000 OPEB Trust Contribution (Town & SPS) <sup>3</sup>	500,000
<b>Total Other</b>	<b>\$ 25,976,020</b>
<b>TOTAL OPERATING BUDGET</b>	<b>\$ 131,763,603</b>

*(not including Capital, Stabilization or Enterprise Funds)*

- <sup>1</sup> Includes \$334,492 for OPEB LS
- <sup>2</sup> Includes \$8,144,589 for Town & \$11,515,746 SPS
- <sup>3</sup> Includes \$165,000 for Town & \$335,000 SPS
- <sup>3</sup> Transfer of \$325,000 from Free Cash
- <sup>4</sup> Transfer of \$780,000 from Ambulance Receipts

; or act on anything relative thereto.

Submitted by the Town Manager

(Majority vote required)

TOWN MANAGER’S REPORT: See detailed budget information, including details on each of these items in the Finance Section of the Warrant.

SELECT BOARD POSITION: The Select Board recommends approval of this article.

FINANCE COMMITTEE POSITION: The Finance Committee recommends approval of this article.



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**Article 4 – FY27 Capital Budget**

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To see if the Town will vote to raise and appropriate, or appropriate from available funds, the following sums, or any other sum or sums, or authorize lease purchase agreements of up to five years, for the purchase or acquisition of capital items including but not limited to capital equipment, construction, engineering, design, renovation to buildings, equipping of vehicles, and all incidental and related expenses for projects:

<b>OPERATING CAPITAL BUDGET</b>	<b>FY27 Recommended</b>
Sudbury Public Schools	\$ 195,000
Lincoln Sudbury Regional High School	221,600
Informational Technology	210,000
Fire	84,000
Public Works	145,000
Police	35,000
Building	55,000
Facilities - Town	250,000
<b>TOTAL OPERATING CAPITAL BUDGET</b>	<b>\$ 1,195,600</b>

; or act on anything relative thereto.

Submitted by the Town Manager

(Majority vote required)

TOWN MANAGER’S REPORT: See detailed budget information, including details on each of these items in the Finance Section of the Warrant.

SELECT BOARD POSITION: The Select Board recommends approval of this article.

FINANCE COMMITTEE POSITION: The Finance Committee recommends approval of this article.

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**Article 5 – FY27 Transfer Station Enterprise Fund Budget**

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To see if the Town will vote to raise and appropriate, or appropriate from available funds, the following sums set forth in the FY27 budget of the Transfer Station Enterprise Fund, any other sum or sums, to be included in the tax levy and offset by the funds of the enterprise:

<b>TRANSFER STATION ENTERPRISE</b>	<b>FY25 Actual</b>	<b>FY26 Appropriated</b>	<b>FY27 Recommended</b>
Direct Cost	\$ 287,107	\$ 327,915	\$ 338,825
Indirect Cost <sup>1</sup>	17,551	18,955	20,000
<b>Total Expenditures</b>	<b><u>\$ 304,658</u></b>	<b><u>\$ 346,870</u></b>	<b><u>\$ 358,825</u></b>

<b>Revenues/Transfers</b>	<b>FY25 Actual</b>	<b>FY26 Appropriated</b>	<b>FY27 Recommended</b>
Receipts	\$ 311,698	\$ 314,870	\$ 315,825
Retained Earnings	-	32,000	43,000
<b>Total Receipts &amp; Retained Earnings</b>	<b><u>\$ 311,698</u></b>	<b><u>\$ 346,870</u></b>	<b><u>\$ 358,825</u></b>

<sup>1</sup> Paid for by the Enterprise Revenue Transfer to Unclassified Benefits (General Fund)

; or act on anything relative thereto.

**Consent Calendar**

(Majority vote required)

Submitted by the Town Manager

TOWN MANAGER REPORT: See detailed information in the Finance Section of the Warrant.

SELECT BOARD POSITION: The Select Board recommends approval of this article.

FINANCE COMMITTEE POSITION: The Finance Committee recommends approval of this article.

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**Article 6 – FY27 Atkinson Pool Enterprise Fund Budget**

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To see if the Town will vote to raise and appropriate, or appropriate from available funds, the following sums set forth in the FY27 budget of the Atkinson Pool Enterprise Fund, any other sum or sums, to be included in the tax levy and offset by the funds of the enterprise:

<u>ATKINSON POOL ENTERPRISE</u>	<b>FY25 Actual</b>	<b>FY26 Appropriated</b>	<b>FY27 Recommended</b>
Direct Cost	\$ 429,185	\$ 498,434	\$ 534,697
Indirect Cost <sup>1</sup>	45,000	48,600	45,000
<b>Total Expenditures</b>	<u><u>\$ 474,185</u></u>	<u><u>\$ 547,034</u></u>	<u><u>\$ 579,697</u></u>
<u>Revenues/Transfers</u>	<b>FY25 Actual</b>	<b>FY26 Appropriated</b>	<b>FY27 Recommended</b>
Receipts	\$ 509,240	\$ 407,034	\$ 469,697
Retained Earnings	-	140,000	110,000
<b>Total Receipts &amp; Retained Earnings</b>	<u><u>\$ 509,240</u></u>	<u><u>\$ 547,034</u></u>	<u><u>\$ 579,697</u></u>

<sup>1</sup> Paid for by the Enterprise Revenue Transfer to Unclassified Benefits (General Fund)

; or act on anything relative thereto.

**Consent Calendar**

(Majority vote required)

Submitted by the Town Manager

TOWN MANAGER REPORT: See detailed information in the Finance Section of the Warrant.

SELECT BOARD POSITION: The Select Board recommends approval of this article.

FINANCE COMMITTEE POSITION: The Finance Committee recommends approval of this article.

**Article 7 – FY27 Recreation Field Maintenance Enterprise Fund Budget**

To see if the Town will vote to raise and appropriate, or appropriate from available funds, the following sums set forth in the FY27 budget of the Recreation Field Maintenance Enterprise Fund, any other sum or sums, to be included in the tax levy and offset by the funds of the enterprise:

<b>FIELD MAINTENANCE ENTERPRISE</b>	<b>FY25 Actual</b>	<b>FY26 Appropriated</b>	<b>FY27 Recommended</b>
Direct Cost	\$ 196,798	\$ 211,837	\$ 220,395
Indirect Cost <sup>1</sup>	38,500	40,740	34,500
<b>Total Expenditures</b>	<b>\$ 235,298</b>	<b>\$ 252,577</b>	<b>\$ 254,895</b>

<b>Revenues/Transfers</b>	<b>FY25 Actual</b>	<b>FY26 Appropriated</b>	<b>FY27 Recommended</b>
Receipts	\$ 242,897	\$ 210,577	\$ 233,895
Retained Earnings	-	42,000	21,000
<b>Total Receipts &amp; Retained Earnings</b>	<b>\$ 242,897</b>	<b>\$ 252,577</b>	<b>\$ 254,895</b>

<sup>1</sup> Paid for by the Enterprise Revenue Transfer to Unclassified Benefits (General Fund)  
; or act on anything relative thereto.

**Consent Calendar**

(Majority vote required)

Submitted by the Town Manager

TOWN MANAGER’S: See detailed information in the Finance Section of the Warrant.

SELECT BOARD POSITION: The Select Board recommends approval of this article.

FINANCE COMMITTEE POSITION: The Finance Committee recommends approval of this article.

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**Article 8 – Snow and Ice Transfer**

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To see if the Town will vote to raise and appropriate, or transfer from available funds, a sum or sums, to be expended under the direction of the Town Manager, for the purpose of funding the Fiscal Year 2026 Snow and Ice deficit; or act on anything relative thereto.

***Consent Calendar***

(Majority vote required)

Submitted by the Assistant Town Manager/Finance Director

ASSISTANT TOWN MANAGER/FINANCE DIRECTOR’S REPORT: This article will fund any deficit in the snow and ice account required due to the nature of this year’s winter.

SELECT BOARD POSITION: Recommendation to be given at Town Meeting.

FINANCE COMMITTEE POSITION: Recommendation to be given at Town Meeting.

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**Article 9 – Unpaid Bills**

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To see if the Town will vote to raise and appropriate, or transfer from available funds, a sum or sums, for the payment of certain unpaid bills incurred in previous fiscal years which may be legally unenforceable due to the insufficiency of the appropriation in the years in which such bills were incurred; or act on anything relative thereto.

Submitted by the Town Accountant

(Four-fifths vote required)

TOWN ACCOUNTANT’S REPORT: Invoices that are submitted for payment after the accounts are closed at the end of a fiscal year or payables for which there are insufficient funds (and were not submitted for a Reserve Fund Transfer) can only be paid by a vote of the Town Meeting, a Special Act of the Legislature, or a court judgment.

SELECT BOARD POSITION: Recommendation to be given at Town Meeting.

FINANCE COMMITTEE POSITION: Recommendation to be given at Town Meeting.

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**Article 10 – Chapter 90 Highway Funding**

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To see if the Town will vote to authorize the Town Manager to accept and to enter into a contract for the expenditure of any funds allotted or to be allotted by the Commonwealth for the construction, reconstruction, and maintenance projects of Town ways pursuant to Chapter 90 funding; and to authorize the Treasurer to borrow such amounts in anticipation of reimbursement by the Commonwealth; or act on anything relative thereto.

*Consent Calendar*

(Majority vote required)

Submitted by the Public Works Director

**PUBLIC WORKS DIRECTOR’S REPORT:** Each year the Legislature allocates funds to cities and towns for the improvement of their infrastructure, to be expended under the Chapter 90 guidelines. The current plans are to continue the implementation of our pavement management program.

**SELECT BOARD POSITION:** The Select Board recommends approval of this article.

**FINANCE COMMITTEE POSITION:** The Finance Committee recommends approval of this article.

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**Article 11 – FY27 Stabilization Fund**

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To see if the Town will vote to raise and appropriate or transfer from available funds, the sum of \$300,000, or any other sum or sums, to be added to the Stabilization Fund established under Article 12 of the October 7, 1982 Special Town Meeting, pursuant to General Laws Chapter 40, Section 5B; or act on anything relative thereto.

*Consent Calendar*

(Majority vote required)

Submitted by the Select Board

**SELECT BOARD’S REPORT:** Based on the Select Board’s Budget and Financial Policies, the Town’s goal is to maintain in the Stabilization Fund an amount equal to 5% of the total projected general fund operating revenues for the last fiscal year. This Fund protects the Town in case of a severe emergency and is beneficial in supporting the Town’s AAA bond ratings, which in turn results in lowering borrowing costs.

**SELECT BOARD POSITION:** The Select Board recommends approval of this article.

**FINANCE COMMITTEE POSITION:** The Finance Committee recommends approval of this article.

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**Article 12 – Capital Stabilization Fund**

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To see if the Town will vote to raise and appropriate or transfer from available funds, the sum of \$275,000, or any other sum or sums, to be added to the Capital Stabilization Fund established under Article 13 of the 2018 Annual Town Meeting; or act on anything relative thereto.

*Consent Calendar*

(Majority vote required)

Submitted by the Town Manager

TOWN MANAGER’S REPORT: This transfer is for the purpose of saving funds for future capital needs. Based on the Select Board’s Budget and Financial Policies, the Town’s goal is to maintain in the Capital Stabilization Fund an amount equal to 2% of the total projected general fund operating revenues for the previous fiscal year.

SELECT BOARD POSITION: The Select Board recommends approval of this article.

FINANCE COMMITTEE POSITION: The Finance Committee recommends approval of this article.

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**Article 13 – Vocational Education Stabilization Fund**

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To see if the Town will vote to create, in accordance with the provisions of Chapter 40, Section 5B of the Massachusetts General Laws, a Vocational Education Stabilization Fund; and to raise and appropriate, borrow or transfer from available funds the sum of \$200,000, or any other sum or sums to be placed in said fund; or act on anything relative thereto.

Submitted by the Select Board

(Two-thirds vote required)

SELECT BOARD’S REPORT: The Vocational Education Stabilization Fund will be established as a reserve fund to hold funds to pay all or a portion of a buy-in fee for admission to a vocational education district. The Vocational Education Stabilization Fund will be separate and distinct from other stabilization funds. Subject to the availability of funds, the Town will appropriate annually to the Vocational Education Stabilization Fund so that over time it achieves a target balance of 2% of the prior fiscal year’s general fund operating budget. The fund will be used to pay all or a portion of a buy-in fee for admission into a vocational education district. The balance need not be sufficient to cover 100% of the buy-in fee. If the balance in the fund exceeds the amount of the buy-in fee, funds may be used to pay annual capital and operating assessments or for any other purpose allowed under G.L. c. 40, §5B. The Town may adjust the target balance based on conversations with potential vocational education partners, the results of feasibility studies, or other relevant information.

SELECT BOARD POSITION: Recommendation to be given at Town Meeting.

FINANCE COMMITTEE POSITION: Recommendation to be given at Town Meeting.

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### Article 14 – FY27 Revolving Fund Spending Limits

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To see if the Town will vote to establish the FY27 spending limits or any other sum or sums, for the use of revolving funds under M.G.L.c.44, s.53E ½, by the following departments of the Town, in accordance with each fund as set forth in General Bylaw Chapter 25 Article II, Section 25-5 Limitation on expenditures:

<b>Fund Name</b>	<b>Department</b>	<b>Spending Limits</b>
Cable Television	Town Manager	\$30,000
Cemetery Revolving Fund	Public Works	\$30,000
Conservation (Trail Maintenance)	Conservation Commission	\$15,000
Conservation (Wetlands)	Conservation Commission	\$50,000
Council on Aging Activities	Council on Aging	\$65,000
Council on Aging Van Transportation (MWRTA)	Council on Aging	\$175,000
Dog	Town Clerk	\$75,000
Electric Vehicle	Combined Facilities	\$150,000
Fairbanks Community Center	Town Manager	\$75,000
Fire Department Permits	Fire	\$70,000
Goodnow Library Meeting Rooms	Goodnow Library	\$15,000
Goodnow Library Services	Goodnow Library	\$30,000
Instrumental Music	Sudbury Public Schools	\$100,000
Plumbing & Gas Inspectional Services	Building Inspector	\$85,000
Portable Sign Administration & Inspectional Services	Building Inspector	\$10,000
Public Health Vaccinations & Tobacco Control	Board of Health	\$50,000
Public Health	Board of Health	\$50,000
Recreation Programs	Parks & Recreation	\$650,000
Rental Property	Town Manager	\$50,000
School Bus Transportation	Sudbury Public Schools	\$600,000
Solar Energy	Sudbury Public Schools	\$1,000,000
Zoning Board of Appeals	Zoning Board of Appeals	\$50,000

; or act on anything relative thereto.

**Consent Calendar**

(Majority vote required)

Submitted by the Assistant Town Manager/Finance Director



ASSISTANT TOWN MANAGER/FINANCE DIRECTOR’S REPORT: As set forth in General Bylaw Chapter 25, this article seeks authorization for Fiscal Year 2027 for revolving funds previously established pursuant to M.G.L. c.44, s.53E ½. Expenditures from each revolving fund are subject to the limitation established annually by Town Meeting or any increase therein as may be authorized in accordance with M.G.L. c.44, s, 53E ½. The maximum amount stated is the same as the FY26 maximum voted for each revolving fund except for the following: the Building Inspector Plumbing and Gas Inspectional Service is increased from \$75,000 to \$85,000; and the Recreation Revolving is increased from \$570,000 to \$650,000.

SELECT BOARD POSITION: The Select Board recommends approval of this article.

FINANCE COMMITTEE POSITION: Recommendation to be given at Town Meeting.

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**Article 15 – Terminate Revolving Funds and Amend General Bylaws**

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To see if the Town will vote to terminate the following Revolving Funds: Youth Programs, Teen Center and Forestry, as of June 30, 2026, with any monies in the Revolving Fund at that time to be allocated to the General Fund; and further, in connection therewith, to amend Chapter 25 Article II, Section 25-4 of the General Bylaws, to be effective on June 30, 2026, by deleting the relevant row in the chart appearing therein; or act on anything relative thereto.

*Consent Calendar*

(Majority vote required)

Submitted by the Assistant Town Manager/Finance Director

ASSISTANT TOWN MANAGER/FINANCE DIRECTOR’S REPORT: As set forth in General Bylaw Chapter 25 Article II, this article proposes to terminate the Youth Programs, Teen Center, and Forestry Revolving Funds, as these funds are no longer active or in use.

SELECT BOARD POSITION: The Select Board recommends approval of this article.

FINANCE COMMITTEE POSITION: Recommendation to be given at Town Meeting.

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**Article 16 – Resolution: Sudbury 250<sup>th</sup>**

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Whereas: Our nation is celebrating and commemorating the 250th anniversary of the commencement of the American Revolution with the Battles of Lexington and Concord on 19th of April 1775 and the Declaration of Independence on 4th of July 1776

Whereas: The Town Meeting on 10th of January 1774, in response to the Boston Tea Party, the Town of Sudbury wrote a strong letter of condemnation including the sentiment of no taxation without representation and the promise of all in our power to aid and assist Boston

Whereas: The Town Meeting (continued from 6/20/1774) on 4th of July 1774, the Town of Sudbury asked its Ministers to arrange a Contribution to defray the Town's part of the Charges of the Committee of Congress

Whereas: The Town Meeting (continued from 6/20/1774) on 12th of September 1774, voted to purchase gun powder, rifles, bayonets, and flints, and at a Town Meeting (continued from 10/3/1774) on 17th of October 1774, the Town voted to reimburse Ezekiel Howe for purchase of the arms voted in the September meeting

Whereas: Two Sudbury men, 81-year-old Deacon Josiah Haynes and 22-year-old Asahel Reed, were killed during the Battles of Lexington and Concord

Whereas: Sudbury arguably sent more fighting men to the Battle of Concord than any other town

Whereas: The Declaration of Independence says at the outset "... We hold these Truths to be self-evident, that all Men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among those are Life, Liberty, and the Pursuit of Happiness – That to secure these Rights, Governments are instituted among Men, deriving their just Powers from the Consent of the Governed, ..."

Whereas: The Declaration of Independence concludes with "... And for the support of this Declaration, with a firm Reliance on the Protection of divine Providence, we mutually pledge to each other our Lives, our Fortunes, and our sacred Honor."

Whereas: The Constitution of the United States begins with "We the People of United States, in Order to form a more perfect Union, establish Justice, insure domestic Tranquility, provide for common defense, promote the general Welfare, and secure the Blessings of Liberty to ourselves and our Posterity, do ordain and establish this Constitution for the United States of America."

Whereas: President Abraham Lincoln in a speech delivered at the dedication of the Soldiers' National Cemetery at Gettysburg, Pennsylvania, on 19th of November 1863, said "Four score and seven years ago our fathers brought forth, on this continent, a new nation, conceived in Liberty, and dedicated to the proposition that all men are created equal. ... It is for us the living, rather, to be dedicated here to the unfinished work which they who fought here have thus far so nobly advanced. It is rather for us to be here dedicated to the great task remaining before us – that from these honored dead we take increased devotion to that cause for which they gave the last full measure of devotion – that we here highly resolve that these dead shall not have died in vain – that this nation, under God, shall have a new birth of freedom – and that government of the people, by the people, for the people, shall not perish from the earth."

Whereas: When in the course of commemorating the 250th anniversary of the commencement of the American Revolution, it became necessary for the Sudbury Select Board to establish the Sudbury 250 Committee on 5th of December 2023

Therefore, Be It Hereby Resolved:

that this Town Meeting celebrates our enduring Democracy on the eve of the 250th anniversary of the Declaration of Independence

Be it Further Resolved:

that this Town Meeting expresses its firm conviction that the Town and the Nation will come together for the Tricentennial, for the 350th, and every fifty years hence in celebration of our continually inclusive and continuous Democracy that shall be, in words attributed to John Winthrop, “a city upon a hill – the eyes of all people are upon us.”

Submitted by the Select Board

(Majority vote required)

SELECT BOARD’S REPORT: History not only teaches us about the past but also informs and guides us today. America’s story is one of aspiration and achievement, with continual hard work to perfect the union for all. We are fortunate to live in a town whose citizens roused themselves to meet the moment for their country, and the Sudbury Minutemen gave their last full measure of devotion for the American Revolution. Over the past 250 years, as the nation emerged stronger with a broader range of voices, so did Sudbury, often leading the way. Let us pass on this legacy so it may be enriched by our children and their descendants.

SELECT BOARD POSITION: The Select Board supports this article.

FINANCE COMMITTEE POSITION: No Position

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**Article 17 – Resolution: Full Inclusion and Accessibility**

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To see if the Town will vote to adopt a non-binding resolution affirming its commitment to fully consider the rights, needs, and lived experiences of residents with disabilities in all municipal decision-making and planning processes; to strive for universal access, inclusion, and equity across Town programs, services, facilities, and communications; and to encourage coordinated action across boards, committees, departments, and community partners to address barriers, exclusion, and ableism; or act on anything relative thereto.

Submitted by the Commission on Disability

(Majority vote required)

COMMISSION ON DISABILITY REPORT: To advance the Town’s long-term goal of full inclusion and accessibility, this resolution reaffirms Sudbury's commitment to ensuring that residents of all abilities are able to participate equitably in civic life. Adoption of this resolution will signal collective responsibility and coordinated action to reduce barriers and to promote a culture of belonging for all.

SELECT BOARD POSITION: The Select Board supports this article.

FINANCE COMMITTEE POSITION: No Position

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### **Article 18 – Funding for Transportation Programs**

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To see if the Town will vote to raise and appropriate, or to transfer from available funds, the sum of \$100,000, or any other sum or sums, for the purposes of the operation of local Transportation Programs, being but not limited to Go Sudbury! Taxi program, Go Sudbury! Uber, and Catch Connect, including all incidental and related expenses; or act on anything relative thereto.

Submitted by the Select Board

(Majority vote required)

SELECT BOARD’S REPORT: The Town of Sudbury has operated a number of transportation programs. These have included Go Sudbury! Taxi program, Go Sudbury! Uber, and Catch Connect. The transportation programs have been funded with legislative earmarks, grants, American Rescue Plan Act (ARPA) funds, and local funds. The program has provided thousands of rides to Sudbury’s financially vulnerable, residents with a disability, those aged 50+, essential workers, and military veterans in need of transportation to and from healthcare and social service appointments, shopping, community resources, and places of employment. Approval of this article will provide funds to continue the operation of the transportation programs, and allow for additional transportation programs, into and through fiscal year 2027.

SELECT BOARD POSITION: Recommendation to be given at Town Meeting.

FINANCE COMMITTEE POSITION: Recommendation to be given at Town Meeting.

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### **Article 19 – Qualified Consultant Services for Liberty Ledge/Sewataro Visioning**

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To see if the Town will vote to raise and appropriate, or to transfer from available funds, the sum of \$20,000, or any other sum or sums, for the purposes of conducting studies of the Town-owned property known as Liberty Ledge/Camp Sewataro, including all incidental and related expenses; or act on anything relative thereto.

Submitted by the Select Board

(Majority vote required)

SELECT BOARD’S REPORT: The purpose of this article is to authorize limited funding for professional planning support to assist the Town in conducting a structured, transparent, and inclusive public visioning process for the Liberty Ledge/Sewataro property.

Under the direction of the Town Manager, the consultant will support Town staff and any duly appointed public body designated to oversee the visioning effort by providing guidance on best practices for community engagement, facilitating the identification of opportunities and constraints, conducting studies, and preparing a summary of potential conceptual options based on public input.

The consultant’s role will be advisory and process-oriented only. Any recommendations regarding future use, disposition, or capital investment related to the property shall remain the responsibility of the Select Board.

SELECT BOARD POSITION: Recommendation to be given at Town Meeting.

FINANCE COMMITTEE POSITION: Recommendation to be given at Town Meeting.

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**Article 20 – Amend General Bylaw Chapter 11, Capital Planning**

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To see if the Town will vote to amend General Bylaw Chapter 11, Capital Planning by deleting the text shown in strikethrough and inserting the bolded text in Section 11.2 where indicated:

§ 11-2 Duties.

The CIAC shall study all capital proposals which involve major tangible items with a total project cost of more than ~~\$500,000~~ ~~\$100,000~~ in a single year ~~or over \$200,000 in multiple years~~ ~~\$500,000~~ and which would likely require an article at Town Meeting for the project's authorization. The CIAC shall make a report with recommendations to the Finance Committee and the Select Board on these proposals.

; or act on anything relative thereto.

Submitted by the Town Manager

(Majority vote required)

TOWN MANAGER'S REPORT: The existing bylaw establishes two spending thresholds for capital requests. This article proposes to replace the two thresholds with a single threshold of \$500,000. For any capital request less than \$500,000, the request would be funded within the Town Manager's Capital Operating Budget and any capital request above \$500,000 would be funded outside of the Town Manager's Capital Operating Budget, typically as a separate warrant article.

This change would bring the Capital Planning bylaw into better conformity with the financial management authority established in the Town Charter. It would allow the Capital Improvement Advisory Committee (CIAC) to focus on the larger capital requests that have greater impact on the Town's finances and on the Town's taxpayers.

SELECT BOARD POSITION: Recommendation to be given at Town Meeting.

FINANCE COMMITTEE POSITION: Recommendation to be given at Town Meeting.

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**Article 21 – Amend General Bylaw Chapter 5, Council on Aging**

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To see if the Town will amend General Bylaw Chapter 5, Article III, Council on Aging § 5-9 Establishment; composition; term of office by deleting the text shown in strikethrough and inserting the bolded text, as set forth below:

The Select Board shall appoint a Council on Aging to consist of 9 residents of the Town- **and 2 additional residents who shall act as alternates**. Appointments shall be for terms of three years. The Select Board shall annually appoint three members-, **one alternate in 2026, and one alternate in 2027**. No fewer than two of the members shall be over 65 years of age. ~~Members may serve no more than two consecutive terms. However, upon the expiration of one year after completion of a second consecutive term, a former member shall be eligible for reappointment.~~

**The Council on Aging Chair may designate either or both alternates to sit on the Council in the case of absence, inability to act or conflict of interest of any member, or in the event of a vacancy on the Council until the vacancy is filled.**

**When an opening in the full membership occurs, an alternate may be considered for appointment to full membership and a replacement alternate may be appointed.**

; or act on anything relative thereto.

Submitted by the Council on Aging

(Majority vote required)

COUNCIL ON AGING’S REPORT: The Council on Aging (COA) would like to create 2 alternate positions to supplement their 9-member council so that a full panel of 9 members could participate at any given meeting in the absence of one or two members. Additionally, in the event of a vacancy, the Select Board could elevate an alternate to member status.

The prohibition on COA members serving more than two consecutive terms (without then waiting one year to be appointed again if both they and the Select Board desire them to) is sought to be removed as no such similar prohibition exists for any other Town board, commission, trust, council, or committee appointed or elected. On the contrary, members of every other town board, commission, trust, council, and committee elected or appointed may serve as many consecutive terms as they are elected or appointed to.

SELECT BOARD POSITION: The Select Board recommends approval of this article.

FINANCE COMMITTEE POSITION: No Position.

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**Article 22 – Modification of Zoning Bylaw Section 4300 Wireless Services  
Overlay District**

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To see if the Town will vote to amend Zoning Bylaw Section 4300 Wireless Services Overlay District as available on the town website (<https://sudbury.ma.us/pcd/?p=3726>) or from the Planning Department.

Submitted by the Planning Board

(Two-thirds vote required)

PLANNING BOARD’S REPORT: Currently, Sudbury permits wireless carriers to construct new towers in a limited number of locations. Many of these locations are in a relatively small geographic area or require permission from Town Government. This has resulted in inconsistent coverage, a limited ability to expand the facilities which would increase coverage, and areas where there is no ability to place the infrastructure. This creates areas where there is limited or no cell phone signal, which creates a challenge in contemporary society where many households do not have a landline, where children have more activities making the capability to contact parents or other family providing transportation crucial. The proposed Bylaw is intended to expand the ability to locate wireless facilities in a wider variety of areas, while working to ensure that there are minimal impacts to the surrounding area and the fabric of the Town as a whole in keeping with the Master Plan objectives such as historic resources, scenic vistas and colonial character, through specific siting, height, and design requirements.

SELECT BOARD POSITION: The Select Board recommends approval of this article.

FINANCE COMMITTEE POSITION: No Position.

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**Article 23 – Amend General Bylaw Chapter 117, Animals**

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To see if the Town will vote to amend General Bylaw Chapter 117, Article II to comply with Chapter 213 of the Acts of 2024 (Ollie's Law) by deleting the strikethrough text and inserting the bolded text, as set forth below:

§ 117-4. Statement of purpose.

This bylaw is intended to guide those persons owning or keeping dogs in their role as responsible pet owners so as not to adversely affect the residents of the Town of Sudbury.

§ 117-5. Reference to Massachusetts General Laws.

A. Any reference to a "section" in this bylaw shall mean Chapter 140 of the Massachusetts General Laws, unless otherwise stated.

B. The provisions of Massachusetts General Laws Chapter 140, §§ 136A through 174D, inclusive, as may be amended from time to time and except as modified herein, are incorporated into this bylaw relating to the regulation of dogs.

§ 117-6. Definitions.

Unless otherwise set out in this bylaw, any term defined in § 136A shall have the same meaning in this bylaw and shall be expressly incorporated herein.

~~ANIMAL SHELTER — Any premises designated for the purpose of impounding and caring for animals held under authority of this bylaw.~~

AT LARGE — Off the premises of the owner and not under the control of the owner or authorized person either by leash, cord, chain or other means.

**COMMERCIAL KENNEL OR TRAINING KENNEL – An establishment used for boarding, holding, day care or overnight stays or training of animals that are not the property of the owner of the establishment, at which such services are rendered in exchange for consideration and in the absence of the owner of any such animal; provided, however, that "commercial boarding or training kennel" shall not include an animal shelter or animal control facility, a pet shop licensed under section 39A of chapter 129, a grooming facility operated solely for the purpose of grooming and not for overnight boarding or an individual who temporarily, and not in the normal course of business, boards or cares for animals owned by others.**

KENNEL — As defined in MGL c. 140, § 136A; includes personal kennels, **commercial boarding and training kennels.** [Amended 5-5-2015 ATM by Art. 36]

LICENSE PERIOD — From January 1 of each year to December 31 of the same year.

LIVESTOCK OR FOWL — Animals or fowl kept or propagated by the owner for food or as a means of livelihood; also, deer, elk, cottontail rabbits and northern hares, pheasants, quail, partridge and other birds and quadrupeds determined by the Division of Fisheries and Wildlife to be wild and kept by, or under a permit from, said Division in proper houses or suitable enclosed yards. Such phrase shall not include dogs, cats and other pets. [Amended 10-23-2023 STM by Art. 2]

OWNER — Any person or persons, firm, association or corporation owning, keeping or harboring a dog within the Town.

PERSON — An individual, partnership, company or corporation.

PERSONAL KENNEL — A pack or collection of more than ~~four~~ **five** dogs, three months old or older, owned or kept under single ownership, for private personal use; provided, however, that breeding of personally owned dogs may take place for the purpose of improving, exhibiting or showing the breed or for use in legal sporting activity or for other personal reasons; provided, further, that selling, trading, bartering or distributing such breeding from a personal kennel shall be to other breeders or individuals by private sale only and not to wholesalers, brokers or pet shops; provided, further, that a personal kennel shall not sell, trade, barter or distribute a dog not bred from its personally owned dog; and provided, further, that dogs temporarily housed at a personal kennel, in conjunction with an animal shelter or rescue registered with the Department of Agricultural Resources, may be sold, traded, bartered or distributed if the transfer is not for profit.[Added 5-5-2015 ATM by Art. 36; amended 10-23-2023 STM by Art. 2]

RESTRAINT — A dog shall be deemed to be under restraint if it is on the premises of the owner accompanied by a person who shall have the dog under control, or is in a suitably enclosed area, including an effective electric Invisible Fence®, or, if outside the premises of the owner, is accompanied by a person who shall have the dog under control by holding it firmly on a leash no greater than six feet in length. [Amended 5-5-2015 ATM by Art. 36]

**SHELTER — A public animal control facility or other facility which is operated by an organization or individual for the purpose of protecting animals from cruelty, neglect or abuse.**

§ 117-7. Animal Control Officer. [Amended 5-5-2015 ATM by Art. 36]

A. The Town Manager shall appoint an Animal Control Officer under the provisions of MGL c. 140, §§ 151 and 151A, to carry out the provisions of this bylaw and perform such other duties and responsibilities as may be determined. The Town Manager shall determine hours and conditions of work for the Animal Control Officer. Compensation for persons appointed under this bylaw shall be consistent with other bylaws dealing with salaries of appointed officials.

B. The Animal Control Officer shall seek out and notify all owners of all dogs within the Town that have not been licensed within the required time under the provisions of this bylaw; shall seek out, catch and confine any dogs within the Town that are found on public property, or on private property where said dog is trespassing and the owner or person in control of such property wants the dog removed, if said dog is in violation of any section of this bylaw.

C. No person shall interfere with, hinder, molest or abuse an Animal Control Officer in the exercise of such responsibilities. The provisions of MGL c. 140, §§ 151 and 151A, regarding killing and/or transfer of any dogs shall apply and are expressly incorporated in this bylaw. No Animal Control Officer shall be a licensed animal dealer registered with the United States Department of Agriculture, and no Animal Control Officer, either privately or in the course of carrying out official assignments as an agent for this Town, or any other agent of the Town shall give, sell, or turn over any animal which may come into custody to any business or institution licensed or registered as a research facility or animal dealer with the United States Department of Agriculture. Whoever violates the provisions of this subsection shall be fined as provided in MGL c. 140, § 151. [Amended 10-23-2023 STM by Art. 2]

D. It shall be the duty of the Animal Control Officer to keep, or cause to be kept, accurate and detailed records of the impoundment and disposition of all dogs held in custody, a monthly telephone log of calls regarding dogs, all bite cases reported and the investigation of same.

§ 117-8. Hearing authority. [Amended 5-7-2018 ATM by Art. 19]

The Select Board shall act as the hearing authority for all matters pertaining to the enforcement of this bylaw. The hearing authority shall investigate or cause the investigation of the complaint.



## § 117-9. Dog fund.

A. A Dog Fund is hereby created by the Town under provisions of MGL c. 44, § 53E 1/2. Said fund shall be used as a depository for all moneys collected as fees, fines, charges, penalties and other like moneys imposed under this bylaw. It shall be used to make purchases necessary to administer this bylaw and to pay any expenses relating to this bylaw or for any other costs that Massachusetts General Laws require to be paid. Said fund shall be administered by the Treasurer-Collector and may also receive funds through usual municipal financing methods. Receipts allocated to this fund shall be deposited in a special account by the Treasurer-Collector.

B. Expenditures may be charged against this fund without prior appropriation, subject to the approval by the Town Clerk, and shall be limited to purposes directly connected to the enforcement of the provisions of the Dog Bylaw. Said expenditures or incurred liabilities shall not exceed the available balance of the fund at any given time.

## § 117-10. Vaccination requirement. [Amended 5-5-2015 ATM by Art. 36]

A. Whoever is the owner of a dog, cat, or ferret six months of age or older shall cause such dog, cat or ferret to be vaccinated against rabies by a licensed veterinarian using a vaccine approved by the Department of Public Health. Such owner shall produce a veterinarian's certificate that such dog, cat or ferret has been so vaccinated, setting forth the date of such vaccination and the duration of immunity, or a notarized letter from a veterinarian that a certification was issued. An exemption from such vaccine may be granted by the Board of Health only upon presentation of a licensed Massachusetts veterinarian's certificate stating that because of an infirmity, other physical condition or regimen of therapy, such inoculation is considered inadvisable for a specified period of time for such reasons as provided in

## § 145B.

B. Unvaccinated dogs, cats or ferrets acquired or brought into the Town shall be vaccinated within 30 days after acquisition or entry into the Town or upon reaching the age of six months, whichever comes later.

C. Unvaccinated dogs, cats or ferrets shall be revaccinated in accordance with rules and regulations adopted and promulgated by the Department of Public Health.

D. Whoever violates this section shall be punished by a fine of not more than \$100 per animal or by a noncriminal penalty of \$50 per animal.

## § 117-11. Registration, licenses and fees. [Amended 4-6-2009 ATM]

A. Any owner of a dog which is six months of age or older and is located in the Town of Sudbury shall obtain a license for that dog commencing on January 1 of each year, as required by Massachusetts General Laws Chapter 140.

B. The fee for every license shall be:

- (1) Neutered male dogs and spayed female dogs: \$15.
- (2) Unneutered male dogs and unspayed female dogs: \$20.

C. The registering, numbering, describing and licensing of a dog shall be done by the Town Clerk on a form prescribed and supplied by the Town Clerk, and shall be subject to the condition expressed therein that the dog which is the subject of the license shall be controlled and restrained from killing, chasing or harassing livestock, fowl, wildlife, or domesticated animals.

D. The owner of a licensed dog shall cause it to wear around its neck or body a collar or harness of leather or other suitable material, to which shall be securely attached a tag on a form prescribed by and issued by the Town Clerk when a license is issued. Such tag shall state the following information: Town of Sudbury; year of issue; and tag number. The Town Clerk shall maintain a record of the identifying numbers.

E. If any such tag shall be lost, the owner of such dog shall forthwith secure a substitute tag from the Town Clerk. The fee for a duplicate tag shall be \$1.

F. The Town Clerk shall not grant such license for any dog unless the owner of the dog provides the Town Clerk with a veterinarian's certification that the dog has been vaccinated in accordance with § 145B, certification that such dog is exempt from the vaccination requirement under said § 145B or a notarized letter from a veterinarian that either of these certifications was issued relative to such dog. [Amended 5-5-2015 ATM by Art. 36]

§ 117-12. Kennel registration, licenses, and fees. [Amended 5-3-2011 ATM by Art. 19]

A. Any person maintaining a kennel shall have a kennel license. (See § 117-6 for definition of what constitutes a kennel.) The fee for kennel licenses shall be:

(1) ~~Four dogs: \$60.~~

(2) (1) Five to six dogs: \$90.

(3) (2) Seven to 10 dogs: \$150.

(4) (3) Eleven dogs or more: \$175.

B. Any person who meets all requirements of the Town of Sudbury Zoning Bylaw and § 137A may apply for a kennel license from the Town Clerk and for a fee as set out in this bylaw. The Town Clerk shall, upon application, issue without charge a kennel license to any ~~domestic charitable corporation incorporated exclusively for the purpose of protecting animals from cruelty, neglect or abuse and for the relief of suffering among animals~~ local shelter. **The Town Clerk shall annually report to the Department of Agricultural Resources the list of all registered kennels and their addresses.**

C. The provisions of MGL c. 140, § 138, shall be expressly incorporated herewith and shall henceforth apply under this bylaw. [Amended 10-23-2023 STM by Art. 2]

**C.D. The Animal Control Officer shall, annually, inspect or cause to be inspected any kennel and if, in their judgment, the same is not being maintained in a sanitary and humane manner as outlined in the guidelines promulgated by the Department of Agricultural Resources, or if records are not properly kept as required by law, shall issue a citation explaining the infraction and requiring the kennel to come into compliance within a reasonable time frame, or, if the infraction so warrants, suspend the license until such time the infraction is corrected. If the kennel owner fails to come into compliance during the allotted period of time, the Animal Control Officer shall revoke the license for the kennel. Any person maintaining a kennel after the license therefor has been so revoked or while such license is so suspended shall be fined as set forth in § 117-26A of this bylaw.**

**Any Licensee aggrieved by an order of the Animal Control Officer may request a hearing before the Select Board. Any such request shall be in writing and shall be received by the Office of the Select Board within seven (7) days of issuance of the Order. Upon receipt of a timely request, the Select Board shall conduct a public hearing and render a decision prior to the twenty-first (21<sup>st</sup>) day after issuance of the order. The Select Board may, affirm the order, vacate the order, or modify the order or license to remediate the conditions that led to the order. Any Licensee aggrieved by an order of the Animal Control Officer or Select Board may appeal to the Framingham District Court within twenty-one days of the Animal Control Officer's original order.**

~~D.E. The Animal Control Officer may at any time inspect or cause to be inspected any kennel and if, in their judgment, the same is not being maintained in a sanitary and humane manner, or if records are not properly kept as required by law, shall file with the Town Manager a petition setting forth the facts; and the~~ **The Town Manager shall, upon this petition or upon a petition of 25 citizens setting forth that they are aggrieved or annoyed to an unreasonable extent by one or more dogs at a kennel maintained in Town because of excessive barking or vicious disposition of said dogs or other conditions connected with such kennel constituting a public nuisance, the Town Manager, within seven days after a filing of such petition, shall give notice to all parties in interest of a public hearing to be held within 14 days after the date of such notice. Within seven days after such public hearing, the Animal Control Officer shall inspect of cause to be inspected the kennel subject to the public hearing and issue a recommendation to the Select Board on the suspension, revocation, or further regulation of the kennel. Subsequently, the Select Board shall, within seven days after such public hearing make an order either revoking or suspending such kennel license or otherwise regulating said kennel, or dismissing said petition. Within 10 days after such order, the holder of such license may bring a petition in the District Court as outlined in § 137C. Any person maintaining a kennel after the license therefor has been so revoked or while such license is so suspended shall be fined as set forth in § 117-26A of this bylaw. The Select Board may, in the case of any suspension, reinstate such license. [Amended 5-5-2015 ATM by Art. 36]**

§ 117-13. Kennel regulations.

The Town Clerk shall not issue or renew a kennel ~~permit~~ **license** pursuant to the provisions of § 137A, unless:

A. A written report from the Animal Control Officer has been received certifying as follows:

[Amended 5-5-2015 ATM by Art. 36]

- (1) That the premises where the applicant's kennel is located has been inspected.
- (2) That the premises proposed are appropriate for use as a kennel and that such use will have no significant adverse effect on the peace and quiet of the neighborhood or on the sanitary conditions there.

**B.** The applicant for a kennel ~~permit~~ **license** has first obtained a special permit from the Zoning Board of Appeals pursuant to Subsection 2313 of the Zoning Bylaw of the Town of Sudbury.

~~B.C. Commercial kennels shall report to the Town Clerk and Animal Control Officer all injuries to animals and people that occur on their premises within one week of the incident and shall comply with the Regulations of the Department of Agriculture, as may be amended from time-to-time.~~

§ 117-14. Failure to license. [Amended 5-5-2015 ATM by Art. 36]

All owners or keepers of dogs kept in the Town of Sudbury during the preceding six months and who, on the first day of April of each year, have not licensed said dog or dogs, as prescribed by MGL c. 140, § 137, shall pay a late fee of \$25, payable to the Town, in addition to the license fee, for each dog so unlicensed. In addition to the license fee and late fee, any all such owners or keepers of dogs not compliant with the licensing requirement after June 1 may be subject to an additional penalty of \$50 for each dog, and the Animal Control Officer may issue additional penalties of \$50 every 21 days after the initial \$50 penalty until compliance.

; or act on anything relative thereto.

**Consent Calendar**

(Majority vote required)

Submitted by the Town Manager

TOWN MANAGER’S REPORT: Chapter 213 of the Acts of 2024, known as “Ollie’s Law,” establishes new state requirements intended to strengthen oversight and safety standards for kennels. The legislation expands reporting requirements for commercial kennels and clarifies municipal authority related to the inspection, licensing, and potential suspension or revocation of kennel licenses.

To ensure compliance with the new law, amendments are proposed to Chapter 117, Article II of the Sudbury General Bylaws governing kennel licensing. These updates include the addition of definitions distinguishing commercial kennels and shelters, revisions to the threshold defining a kennel from four to five dogs in accordance with state law, and the formalization of reporting requirements for the local licensing authority.

The proposed amendments also clarify the inspection authority of the Animal Control Officer, including procedures related to inspections prompted by nuisance dog petitions. While state law provides certain enforcement powers to the Animal Control Officer, the proposed bylaw maintains Sudbury’s existing practice of vesting authority for license suspension or revocation with the Select Board following a public hearing.

These changes are intended to ensure consistency between local bylaws and state law while preserving the Town’s current governance structure for kennel licensing and oversight.

SELECT BOARD POSITION: The Select Board recommends approval of this article.

FINANCE COMMITTEE POSITION: No Position.

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**Article 24 – Amend Regional Agreement Lincoln-Sudbury Regional  
School District (LSRSD)**

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To see whether the Town will vote to amend the Agreement between the Towns of Lincoln and Sudbury, Massachusetts, with respect to the formation of a Regional School District, as amended, to eliminate outdated provisions, to make technical and administrative language updates, and to bring said agreement into alignment with law and existing practices, the full text of which will be available on the District’s website and on file with the Town Clerks of the respective towns; or otherwise act thereon.

Submitted by the Lincoln-Sudbury Regional District School Committee (Majority vote required)

SELECT BOARD POSITION: The Select Board recommends approval of this article.

FINANCE COMMITTEE POSITION: No Position.

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### **Article 25 – Digital Publication of Legal Notices Home Rule Petition**

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To see if the Town will vote to authorize the Select Board to petition the General Court to enact legislation in substantially the following form, provided that the General Court may reasonably vary the form and content of the requested legislation within the scope of the general objectives of this petition.

**AN ACT AUTHORIZING THE TOWN OF SUDBURY TO ADOPT ALTERNATIVE METHODS FOR NOTICE OF PUBLIC HEARINGS.**

SECTION 1. Notwithstanding section 11 of chapter 40A of the General Laws, or any general or special law to the contrary, the Town of Sudbury may adopt and further amend general by-laws that regulate the publishing of legal notices of public hearings on the official website operated by the town.

SECTION 2. The town may allow all legal notices of public hearings to be published: (i) in a local newspaper, either in electronic or paper format; or (ii) on the bulletin board outside the town clerk's office; and (iii) on the town's website;

or act on anything relative thereto.

***Consent Calendar***

(Majority vote required)

Submitted by the Town Manager

TOWN MANAGER'S REPORT: This article would allow the Town to satisfy requirements for legal notices set forth in the general laws by allowing the publication of notices on the Town's website and/or in a local digital newspaper, along with the option of continuing the current practice of publication in a newspaper of general circulation.

SELECT BOARD POSITION: The Select Board recommends approval of this article.

FINANCE COMMITTEE POSITION: No Position.

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### **Article 26 – Acceptance of Easements for Rail Trail Parking and Drainage**

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To see if the Town will vote to authorize the Select Board to acquire by purchase, gift, or otherwise, permanent easements on certain parcels of land off of Union Avenue being more particularly described and shown as Lot 4 and Lot 5 on a plan entitled "Plan of Land in Sudbury, Mass. Prepared for: Coatings Engineering Corporation, Scale 1" = 60' Dated: January 25, 1988 Schofield Brothers Inc. Professional Engineers & Land Surveyors," which plan is recorded as Plan No. 244 of 1988 in Book 18891, Page 391 in the Middlesex South Registry of Deeds, an enlarged copy of which is on file with the Town Clerk, as said plan may be amended, for purposes of vehicular parking, and vehicular, pedestrian and bicycle (and other modes of transportation) access and egress, which uses shall be for persons using the Bruce Freeman Rail Trail and the Mass Central Rail Trail, and for design, construction, installation, maintenance, reconstruction, repair, replacement, use, and abandoning in place such parking areas, all on Lot 5 as shown on the said plan; and for stormwater drainage purposes, including the right, but not the obligation, to design, construct, install, maintain, clean out, reconstruct, repair, replace, use, and abandon in place, such drainage areas and any and all appurtenances thereto, all on Lot 4 as shown on said plan; and further, to raise and appropriate, transfer from available funds, borrow or otherwise provide a sum or sums of money for the

purpose of providing for such acquisitions and work and all costs and expenses associated therewith; or act on anything relative thereto.

Submitted by Planning & Community Development Department (Two-thirds vote required)

REPORT: The Bruce Freeman and Mass Central Rail Trails are significant assets to the Town of Sudbury. As the development of these facilities comes closer to completion, the Rail Trails Advisory Committee has identified a potential safety issue in the area near the intersection of the two trails, colloquially known as the Diamond, off Union Avenue near Station Road. During construction of these projects a significant number of trail users have been parking on the shoulders of the Chiswick Park access driveway, creating a reduced travel width and impeding the ability of commercial traffic that services the businesses in Chiswick Park. This creates a safety issue for the trail users, businesses, their customers and employees, and the public in general. In response to these concerns the Rail Trails Advisory Committee and the Planning and Community Development Department have identified two parcels of land south of and adjacent to the access drive that hold the potential to create a small parking area that would provide convenient parking for both the Bruce Freeman and Mass Central Rail Trails. The Planning and Community Development Department has contacted the property owner about how the Town may acquire the parcels for this use. These parcels are integral to the operation of Chiswick Park due to the presence of the access drive; however, the property owner expressed a willingness to grant an easement to the Town for the construction and use of this land for parking purposes. This article will allow the Town, through the Select Board, to negotiate the terms and length of a long-term easement. There is no commitment or financial obligation attached to the approval of this article as it is the first step in the process, without the ability to acquire a long-term easement there can be no further movement on design and/or construction of the proposed parking area and its associated appurtenances.

SELECT BOARD POSITION: The Select Board recommends approval of this article.

FINANCE COMMITTEE POSITION: No Position.

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**Article 27 – Public Works Consolidated Capital Articles**

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To see if the Town will vote to raise and appropriate, or to transfer from available funds, the sum of \$2,170,000 or any other sum or sums, for the Public Works Capital Projects, and purchase of vehicles and equipment, set forth below, including equipping vehicles and equipment, where applicable, with each project to be considered as a separate and individual appropriation; or act on anything relative thereto.

Item	Project Description	Amount
27-DPW-1	Roads, Culvert, Drainage, Consultant & Construction, Design & Drain Replacement	\$ 950,000
27-DPW-2	6-Wheel 26,000+ GVW Combo Body Dump Truck w/Plow and Spreader	\$ 350,000
27-DPW-3	10-Wheel 40,000+ GVW Dump Truck	\$ 335,000
27-DPW-4	Large Construction / Excavation / Loader Equipment	\$ 300,000
27-DPW-5	Light/Medium Duty Pick Up Truck with Spreader and Plow	\$ 135,000
27-DPW-6	Town Owned Parking Lots - Pavement Project	\$ 100,000

**Total DPW Capital Projects**

**\$ 2,170,000**

Submitted by the Public Works Director

(Majority vote required)

**PUBLIC WORKS DIRECTOR'S REPORT:****Roads, Culvert, Drainage, Consultant & Construction, Design & Drain Replacement (\$950,000) -**

Approval of this request will provide funds to replace roads, culverts, associated drain structures and appurtenances at various locations throughout Town. This article will also provide funds to maintain a comprehensive Pavement Management Plan to include multiple surface treatment types like crack sealing, chip sealing, mill and overlay and full-depth reclamation, etc. The Town needs to invest at least \$1.5 million per year to prevent the overall Pavement Condition Index (PCI) from declining. This request is for an additional \$950,000 in funding annually to supplement the monies received from the State Chapter 90 program.

**6-Wheel 26,000+ GVW Combo Body Dump Truck w/Plow and Spreader (\$350,000) -**

Approval of this request will provide funds to purchase a new 6-Wheel Combo body Dump Truck with plow and spreader to replace an older model. The multi-use will be used year-round and has many uses: asphalt, salt spreader and dump truck, in addition to snow. It is a goal of the Public Works Department to focus on standardizing vehicles and specifying vehicles to better suit our multi-disciplinary needs. The Public Works employees use these vehicles to perform their everyday tasks including moving materials and equipment that is carried and towed by these vehicles. These trucks are also paired with larger equipment to perform snow removal. This unit has a 15-Year lifecycle.

**10-Wheel 40,000+ GVW Dump Truck (\$335,000) -**

Approval of this request will provide funds to purchase a new 10-Wheel Combo body Dump Truck to replace a 2007 Mack Dump Truck. The multi-use truck will be used year-round and has many uses: asphalt, salt spreader and dump truck, in addition to snow. It is a goal of the Public Works Department to focus on standardizing vehicles and specifying vehicles to better suit our multi-disciplinary needs. The Public Works employees use these vehicles to perform their everyday tasks including moving materials and equipment that is carried and towed by these vehicles. These trucks are also paired with larger equipment to perform snow removal. This unit has a 15-Year lifecycle.

**Large Construction / Excavation / Loader Equipment (\$300,000) -**

Approval of this request will provide funds to purchase a new Front-End Loader to replace an existing 2014 Front-End Loader. A new Loader will provide multiple uses throughout all the divisions within the Public Works Department as well as improve efficiencies. It is a goal of the Public Works Department to focus on standardizing vehicles and specifying vehicles to better suit our multi-disciplinary needs. The older model is beyond its useful life expectancy as a front-line, emergency response machine. The purchase of a new loader, will be safe, reliable, efficient, and capable of meeting the needs of the Department during the construction season. This equipment ensures that plowing operations remain efficient, and ultimately provide the staff with the proper equipment to clear the roads and parking lots during the snow and ice season. This unit has a 12-year lifecycle.

**Light/Medium Duty Pick Up Truck with Spreader and Plow (\$135,000) -**

Approval of this request will provide funds to purchase a new 1-Ton Dump truck with Plow & Spreader to replace an older model. A new dump truck will provide multiple uses throughout all the divisions within the Public Works Department as well as improve efficiencies. It is a goal of the Public Works Department to focus on standardizing vehicles and specifying vehicles to better suit our multi-disciplinary needs. These trucks are one of the most used equipment in the fleet. The Public Works employees use these vehicles to perform their everyday tasks including moving materials and equipment that is carried and towed by these vehicles. These trucks are also paired with larger equipment to perform snow removal. This unit has a 10-year life cycle.

**Town Owned Parking Lots Pavement Project (\$100,000)** - Approval of this project will provide funds to address Town-owned parking lots that do not qualify for use of Chapter 90 funds. Many Town-owned parking areas throughout Town have deteriorated and are in need of repair or replacement. The approval of this article will improve building safety, appearance, and prolong the life of the lots and the Town’s assets.

SELECT BOARD POSITION: The Select Board recommends approval of this article.

FINANCE COMMITTEE POSITION: The Finance Committee recommends approval of this article.

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**Article 28 – Combined Facilities Town & School Consolidated Capital Projects**

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To see if the Town will vote to raise and appropriate, or to transfer from available funds, the sum of \$1,821,700 or any other sum or sums, for the Combined Facilities Town & School Capital Projects set forth below, with each project to be considered as a separate and individual appropriation; or act on anything relative thereto.

<b>Item</b>	<b>Project Description</b>	<b>Amount</b>
27-FAC-1	Haynes & Nixon Elementary School Communications and Security Fire Alarm	\$ 660,500
27-FAC-2	School Safety All Buildings	\$ 450,000
27-FAC-3	Building Management System SPS Capital Repairs	\$ 110,000
27-FAC-4	ADA Self-Assessment Transition Plan Town/School	\$ 200,000
27-FAC-5	Flynn Building Offices Pump, Hot Water Circulation & Boiler Replacement	\$ 150,000
27-FAC-6	DPW Garage Communications and Security Fire Alarm, Panels & Design	\$ 132,000
27-FAC-7	Fire Department 2 Roof Covering Asphalt Shingle Replacement	\$ 119,200

**Total Combined Facilities Town/School** \$ 1,821,700

Submitted by the Combined Facilities Director (Majority vote required)

COMBINED FACILITIES DIRECTOR’S REPORT:

**Haynes & Nixon Elementary School Communications and Security Fire Alarm (\$660,500)** - Fire alarm systems at Josiah Haynes Elementary School are approximately 25 years old and recommended for replacement due to age and obsolescence. The fire alarm systems at the General John Nixon Elementary School (installed in 2023) are in good condition and do not require upgrades at this time. Emergency lighting systems at General John Nixon Elementary School have exceeded its useful life and are recommended for replacement or modernization. Emergency lighting at Josiah Haynes Elementary School is generally in good condition, with targeted component replacements recommended. Bi-Dictional Amplification/Simulcast system installations are recommended for both schools.

**School Safety All Buildings (\$450,000)** - Representatives from the Sudbury School District and the Sudbury Police Department participated in a school safety review that resulted in the recommendation to add a secure vestibule to the Peter Noyes Elementary School; to add a pedestrian pathway and bollards at



the school drop off/pickup/play area at the Peter Noyes School; to add bollards and swing gates at the student bus drop off/basketball area; and additional access control at all school entrances

**Building Management System SPS Capital Repairs (\$110,000)** - Throughout all five schools, there are elements of the Building Management Systems that have failed or are obsolete. Repairing elements in the schools' building management systems (BMS) is necessary to ensure student/staff safety, to improve health and learning environments; to achieve cost effectiveness (preventing major failures); to meet regulatory compliance; to extend the asset life and support the educational mission by reducing disruptions, ultimately creating better spaces for teaching and learning.

**ADA Self-Assessment Transition Plan Town/School (\$200,000)** - In 2021, as part of the on-going effort to assess the current level of Americans with Disabilities Act (ADA) compliance in programs, services and activities and town-owned facilities, The Institute for Human Centered Design was contracted to prepare an ADA Self Evaluation and Transition Plan on the Town's behalf to identify deficiencies, compile a prioritized list of recommendations for corrective actions and provide associated costs. The Self Evaluation found many key facilities are generally usable by people with disabilities but are not in full compliance with current accessibility requirements. This article would provide funding to continue addressing identified recommendations in Town Facilities including schools, public spaces as well as respond to urgent community needs not previously identified on the self-assessment and transition plan.

**Flynn Building Offices Pump, Hot Water Circulation & Boiler Replacement (\$150,000)** - The existing boiler and HVAC piping are beyond their recommended useful life. This project includes the demolition & disposal of existing Single PK SN 1200 boiler and pumps (1,020 MBTU's/hot water circulation through a pair of 3HP pumps). For redundancy, this funding request will replace the existing boiler with two 500 MBH High efficiency boilers with BACnet communication, including new boiler condensate piping and neutralizer kits, new flue, combustion air piping, gas piping as required and VFD system pumps.

**DPW Fire Alarm Replacement (\$132,000)** - The existing fire alarm system was put into service in 2002 with a life expectancy of 15 years was slated to be replaced in 2017. As of 2025, the system is now 24 years old, past its useful life, and exhibiting symptoms of failure. This project will fund the complete replacement of the existing fire alarm system including all fire alarm panels and devices in the DPW Office Building and attached garage.

**Fire Department 2 Roof Covering Asphalt Shingle Replacement (\$119,200)** - The original portion of Fire Station 2 contains a shingle roofing system. The roof area of the entire building is approximately 4,135 square feet. There exist various typical penetrations throughout the roof area such as vent pipes and a chimney. This roof system has surpassed its useful life and was slated for full replacement in 2018. The replacement scope of work includes the installation of a new architectural asphalt shingle system complete with felt underlayment, ice and water barrier membrane, ventilation improvements, gutters and downspouts, and a roofing manufacturer's material warranty (minimum 30-year time frame).

SELECT BOARD POSITION: The Select Board recommends approval of this article.

FINANCE COMMITTEE POSITION: The Finance Committee recommends approval of this article.

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### **Article 29 – Self-Contained Breathing Apparatus Replacement**

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To see if the Town will vote to raise and appropriate, or to transfer from available funds, the sum of \$550,000 or any other sum or sums, for the purchase or acquisition of self-contained breathing apparatus (SCBA) and associated equipment; or act on anything relative thereto.

***Consent Calendar***

(Majority vote required)

Submitted by the Fire Chief

FIRE CHIEF'S REPORT: The requested SCBA is respiratory protection used by firefighters in contaminated atmospheres where heat, toxic gases and particles are present. The SCBA units and associated equipment, including but not limited to masks, cylinders and rapid intervention apparatus is essential to the operations of the department. The current equipment is approaching its end of service life that are defined by DOT and NFPA standards.

SELECT BOARD POSITION: The Select Board recommends approval of this article.

FINANCE COMMITTEE POSITION: The Finance Committee recommends approval of this article.

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### **Article 30 – Lincoln-Sudbury Regional High School Wastewater Treatment Facility Control Panel**

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To see if the Town will vote to raise and appropriate, or transfer from available funds, the sum of \$147,679, or any other sum or sums, being the Town's 86.87% share of the total estimated project of \$170,000, to be used together with the amount requested from the Town of Lincoln for its 13.13% share, being the sum of \$22,321, for the purpose of replacing of a manual analytical method to evaluate biological health of the activated sludge with and automated, real-time monitoring control system at the Lincoln-Sudbury Regional High School, including any incidental and related costs; or act on anything relative thereto.

***Consent Calendar***

(Majority vote required)

Submitted by the Lincoln-Sudbury School Committee

LINCOLN-SUDBURY SCHOOL COMMITTEE REPORT: The purpose of this request is to replace the current system, which was installed in 2004, and has reached the end of its 20-year projected lifespan. Now obsolete and no longer supported by the manufacturer, the existing equipment lacks the automation necessary to effectively monitor the biological health of the activated sludge. Operating without these automated insights significantly increases the risk of process failure, environmental non-compliance, and elevated operational costs. While the transition will involve training for Building & Grounds staff, this will be conducted during standard operating hours to ensure a neutral impact on the department's labor budget.

Cost: The total estimated cost, which includes software, hardware, training, and a contingency allocation for any additional engineering, commissioning is \$170,000 with Sudbury's share of 86.87% at \$147,679 for the Sudbury request. LS is also requesting Lincoln's share of 13.13% totaling \$22,321 that has been approved by the Lincoln Capital Committee on January 13, 2026 as an accepted capital project.

SELECT BOARD POSITION: The Select Board recommends approval of this article.

FINANCE COMMITTEE POSITION: The Finance Committee recommends approval of this article.

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**Article 31 – School Classroom Instructional Equipment Replacement**

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To see if the Town will vote to raise and appropriate, or transfer from available funds, \$100,000, or any other sum or sums, to be expended under the direction of the Sudbury Public School Department for the replacement of School Classroom Instructional Equipment in the Curtis Middle School, Haynes Elementary School, Loring Elementary School, Nixon Elementary School and Noyes Elementary School, including any expenses and incidental costs related thereto; or act on anything relative thereto.

*Consent Calendar*

(Majority vote required)

Submitted by the Sudbury Public School Committee

SCHOOL COMMITTEE’S REPORT: The article seeks funding for the purpose of purchasing and replacing classroom instructional equipment in approximately twenty (20) total classrooms in all five (5) school buildings. Current equipment is 12-15 years old and have exceeded its useful life.

Sudbury Public Schools positions technology in instructional spaces to support communication and collaboration. The schools provide tools that support student collaboration, differentiation of instruction, and accessibility options for all students.

The District’s standard set of classroom instructional equipment includes 1) an interactive display that provides a visual resource for displaying materials to the entire class with touch components allowing students to interact with educational content with a pen or touch; 2) wireless video projection for teacher mobility around the classroom while also permitting students to project directly from their devices; 3) auditory support for classroom instruction ensuring all students can receive instruction with clarity benefitting all students regardless of whether they have an issue with hearing; and, 4) document cameras allowing for immediate presentation of non-digital resources to the classroom.

SELECT BOARD POSITION: The Select Board recommends approval of this article.

FINANCE COMMITTEE POSITION: The Finance Committee recommends approval of this article.

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**Article 32 – DPW Garage Concrete Floor Replacement**

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To see if the Town will vote to raise and appropriate, borrow, or transfer from available funds, the sum of \$2,200,000, or any other sum or sums, to be expended under the direction of the Combined Facility Director, for the purposes of the full concrete deck replacement, improved safety/modification of the current truck washing bay catwalk, replacement of non-operational/obsolete truck washing equipment, and equipping thereof, including any expenses and incidental costs related thereto, construction administration and oversight; or act on anything relative thereto.

Submitted by the Combined Facilities Director

(Two-thirds vote required)

COMBINED FACILITIES DIRECTOR'S REPORT: This project will replace the Department of Public Works Administration/Garage building's concrete floor in its entirety and repair/modify the existing required truck washing bay to ensure safety of employees. The current concrete flooring is deteriorated, is spalling, has exposed rebar and exposed concrete wire. The current truck washing bay's catwalk requires modification to provide safe use. This building is critical infrastructure for our snow management operations and houses the DPW equipment and trucks that are used to maintain the Town roadways. The funds from this request will be used for the oversight, demolition, and full replacement of the current concrete deck, modification of the current truck washing bay catwalk and replacement of non-operational/obsolete truck washing equipment.

SELECT BOARD POSITION: The Select Board recommends approval of this article.

FINANCE COMMITTEE POSITION: The Finance Committee recommends approval of this article.

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**Article 33 – Authorization to Proceed with the Ephraim Curtis Middle School Solar Canopy**

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To see if the Town will vote to transfer the care, custody, management and control of a portion or portions of the Ephraim Curtis Middle School property located at 22 Pratts Mill Road, Sudbury, from the School Committee for the purposes for which it is presently held to the School Committee for general municipal purposes and also for the purpose of leasing the same to one or more solar energy electricity production entities for the installation of a solar energy facility or facilities, and to authorize the Select Board to enter into a lease or leases, with the approval of the School Committee, for such portion or portions of said property for a term of at least 20 years from the date of commencement of commercial operations of the solar energy facility or facilities, all on such terms and conditions, and for such consideration, as the Select Board and School Committee deem appropriate, and to authorize the Select Board to enter into one or more a power purchase agreements for electricity and/or solar energy credits; and to authorize the Select Board with the approval of the School Committee to grant such access, utility, and other easements in, on, and under said property as may be necessary or convenient to construct, operate, maintain, repair and replace such solar energy facility or facilities; and to authorize the Select Board to take all actions necessary in connection therewith; and to authorize the Select Board, pursuant to the provisions of Massachusetts General Laws Chapter 59, Section 5, or any other enabling authority, to enter into an agreement for payments in lieu of taxes (PILOT Agreement) on account of such facility or facilities for a term of 20 years and on such additional terms as the Select Board shall deem appropriate, and to be in the best interest of the Town and further, to authorize the Select Board and School Committee to take such actions as may be necessary to implement such agreements; or act on anything relative thereto.

Submitted by the Combined Facilities Director

(Two-thirds vote required)

COMBINED FACILITIES DIRECTOR'S REPORT: A 300kW (DC) / 200kW (AC) solar generating facility is proposed to be constructed in the parking lot of the Ephraim Curtis Middle School under a Power Purchase Agreement (PPA) with a third-party developer, Solect Energy located in Hopkinton, MA. Under this agreement, the Developer installs, owns, operates, maintains, and decommissions the facility at its sole expense. Sudbury purchases electricity from the Developer at pre-set rates and also receives Net Metering Credits from Eversource (the local distribution company) for supplying the purchased electricity to the grid.

This system generates power behind the meter and in the event that the Project produces Production Excess, (a) the Town shall be entitled to the associated compensation and/or bill credits (including but not limited

to Net Metering Credits, Alternative On-Bill Credits, or Qualifying Facility compensation), and (b) such Production Excess will be transmitted into the Local Electric Utility system on behalf of and for the account of the Town, and (c) the provider shall provide reasonable assistance with the Town's applying to the Local Electric Utility for the foregoing benefits.

There is no cost to the Town associated with the construction, operation, maintenance or removal of the facility. At present, solar generating facilities on municipal property that are owned and operated by a taxable entity are considered by DOER to be subject to personal property tax under M.G.L. c. 59, §2B, even if their operation is for municipal purposes. In this situation, the municipality is in effect taxing itself because any ongoing payments by the facility owner to the host municipality are typically recovered in the price of the electricity supplied. According to DOER guidance, a PILOT (Payment In Lieu of Taxes) can be negotiated by a municipality as an alternative to personal property tax with approval of its governing body. The benefits of a PILOT are:

1. A known and constant expense to the facility owner;
2. Lower electricity prices for the host municipality; and
3. Simplified administration

The goal of this project is to generate electricity cost savings rather than tax revenue. To meet that end and comply with present Massachusetts General Laws on taxation, a PILOT will be negotiated by the Select Board. The financial value to the Town from the sale of the electricity produced to the grid far exceeds any prospective tax revenue. The PILOT does not add to the pre-tax electricity price, and so provides a small additional benefit to the Town from this use of an otherwise non-producing property.

SELECT BOARD POSITION: Recommendation to be given at Town Meeting.

FINANCE COMMITTEE POSITION: Recommendation to be given at Town Meeting.

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### **Article 34 – Authorization to Proceed with the Haskell Field Solar Canopy**

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To see if the Town will vote to transfer the care, custody, management and control of a portion or portions of the Haskell Field property located at Fairbank Road from the board or officer having said custody thereof for the purposes for which it is presently held to the Select Board for general municipal purposes and for recreational purposes and also for the purpose of leasing the same to one or more solar energy electricity production entities for the installation of a solar energy facility or facilities, and to authorize the Select Board to enter into a lease or leases for such portion or portions of said property for a term of at least 20 years from the date of commencement of commercial operations of the solar energy facility or facilities, all on such terms and conditions, and for such consideration, as the Select Board deems appropriate, and to enter into one or more power purchase agreements for electricity and/or solar energy credits; and to authorize the Select Board to grant such access, utility, and other easements in, on, and under said property as may be necessary or convenient to construct, operate, maintain, repair and replace such solar energy facility or facilities; and to authorize the Select Board, pursuant to the provisions of Massachusetts General Laws Chapter 59, Section 5, or any other enabling authority, to enter into an agreement for payments in lieu of taxes (PILOT Agreement) on account of such facility or facilities for a term of 20 years and such additional terms as the Select Board shall deem appropriate, and in the best interest of the Town; and to authorize the Select Board to, if applicable, petition the General Court for such authorization as may be necessary to effectuate the foregoing, including pursuant to Article 97 of the Amendments to the

Massachusetts Constitution; and further, to authorize the Select Board to take such actions and enter into any and all agreements and take any and all actions as may be necessary or appropriate to effectuate and implement the foregoing; or act on anything relative thereto.

Submitted by the Combined Facilities Director

(Two-thirds vote required)

COMBINED FACILITIES DIRECTOR'S REPORT: A 1,273 kW DC/900 AC solar generating facility is proposed to be constructed in the parking lot of the Haskell Field under a Power Purchase Agreement (PPA) with a third-party developer, Solect Energy located in Hopkinton, MA. Under this agreement, Solect as the Developer installs, owns, operates, maintains, and decommissions the facility at its sole expense. Sudbury purchases electricity from the Developer at pre-set rates, and receives Net Metering Credits from Eversource (the local distribution company) for supplying the purchased electricity to the grid. The excess production will accrue as credits for the benefit of Sudbury as a savings. There is no cost to the Town associated with the construction, operation, maintenance or removal of the facility. At present, solar generating facilities on municipal property that are owned and operated by a taxable entity are considered by DOER to be subject to personal property tax under M.G.L. c. 59, §2B, even if their operation is for municipal purposes. In this situation, the municipality is in effect taxing itself because any ongoing payments by the facility owner to the host municipality are typically recovered in the price of the electricity supplied. According to DOER guidance, a PILOT (Payment In Lieu of Taxes) can be negotiated by a municipality as an alternative to personal property tax with approval of its governing body. The benefits of a PILOT are:

1. A known and constant expense to the facility owner;
2. Lower electricity prices for the host municipality; and
3. Simplified administration

The goal of this project is to generate electricity cost savings rather than tax revenue. To meet that end and comply with present Massachusetts General Laws on taxation, a PILOT will be negotiated by the Select Board. The financial value to the Town from the sale of the electricity produced to the grid far exceeds any prospective tax revenue. The PILOT does not add to the pre-tax electricity price, and so provides a small additional benefit to the Town from this use of an otherwise non-producing property.

SELECT BOARD POSITION: Recommendation to be given at Town Meeting.

FINANCE COMMITTEE POSITION: Recommendation to be given at Town Meeting.

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**Article 35 – Authorization to Proceed with the Police Station Solar Canopy**

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To see if the Town will vote to transfer the care, custody, management and control of a portion or portions of the Police Station property located at 75 Hudson Road, Sudbury, from the Select Board for the purposes for which it is presently held to the Select Board for general municipal purposes and also for the purpose of leasing the same to one or more solar energy electricity production entities for the installation of a solar energy facility or facilities, and to authorize the Select Board to enter into a lease or leases for such portion or portions of said property for a term of at least 20 years from the date of commencement of commercial operations of the solar energy facility or facilities, all on such terms and conditions, and for such consideration, as the Select Board deems appropriate, and to enter into one or more power purchase

agreements for electricity and/or solar energy credits; and to authorize the Select Board to grant such access, utility, and other easements in, on, and under said property as may be necessary or convenient to construct, operate, maintain, repair and replace such solar energy facility or facilities; to authorize the Select Board to take all actions necessary in connection therewith; and to authorize the Select Board, pursuant to the provisions of Massachusetts General Laws Chapter 59, Section 5, or any other enabling authority, to enter into an agreement for payments in lieu of taxes (PILOT Agreement) on account of such facility or facilities for a term of 20 years and such additional terms as the Select Board shall deem appropriate and to be in the best interest of the Town and further, to authorize the Select Board to take such actions as may be necessary to implement such agreements; or act on anything relative thereto.

Submitted by the Combined Facilities Director

(Two-thirds vote required)

COMBINED FACILITIES DIRECTOR REPORT: A 136kW (DC) / 120kW (AC) solar generating facility is proposed to be constructed in the parking lot of the Sudbury Police Station under a Power Purchase Agreement (PPA) with a third-party developer, Solect Energy located in Hopkinton, MA. Under this agreement the Developer installs, owns, operates, maintains, and decommissions the facility at its sole expense. Sudbury purchases electricity from the Developer at pre-set rates and also receives Net Metering Credits from Eversource (the local distribution company) for supplying the purchased electricity to the grid. This system generates power behind the meter and in the event that the Project produces Production Excess, the Town shall be entitled to the associated compensation and/or bill credits (including but not limited to Net Metering Credits, Alternative On-Bill Credits, or Qualifying Facility compensation), and such Production Excess will be transmitted into the Local Electric Utility system on behalf of and for the account of the Town, and the Provider shall provide reasonable assistance in the Town's applying to the Local Electric Utility for the foregoing benefits. There is no cost to the Town associated with the construction, operation, maintenance or removal of the facility. At present, solar generating facilities on municipal property that are owned and operated by a taxable entity are considered by DOER to be subject to personal property tax under M.G.L. c. 59, §2B, even if their operation is for municipal purposes. In this situation, the municipality is in effect taxing itself because any ongoing payments by the facility owner to the host municipality are typically recovered in the price of the electricity supplied. According to DOER guidance, a PILOT (Payment In Lieu of Taxes) can be negotiated by a municipality as an alternative to personal property tax with approval of its governing body. The benefits of a PILOT are:

1. A known constant expense to the facility owner;
2. Lower electricity prices for the host municipality; and
3. Simplified administration

The goal of this project is to generate electricity cost savings rather than tax revenue. To meet that end and comply with present Massachusetts General Laws on taxation, a PILOT will be negotiated by the Select Board. The financial value to the Town from the sale of the electricity produced to the grid far exceeds any prospective tax revenue. The PILOT does not add to the pre-tax electricity price, and so provides a small additional benefit to the Town from this use of an otherwise non-producing property.

SELECT BOARD POSITION: Recommendation to be given at Town Meeting.

FINANCE COMMITTEE POSITION: Recommendation to be given at Town Meeting.

**Article 36 – Community Preservation Act Fund Consolidated Budget**

To see whether the Town will vote to appropriate the sum of \$2,854,773 or any other sum or sums, to act upon the recommendations of the Community Preservation Committee by appropriating or reserving the following amounts for Fiscal Year 2027 Community Preservation purposes with each item considered a separate appropriation; and to determine whether such sums shall be appropriated from Fiscal Year 2027 Community Preservation Fund Revenues or the current Community Preservation Fund Balance or by any combination of these methods:

Item	Project Description	Amount
27-CPA-1	Mass Central Rail Trail	\$ 270,000
27-CPA-2	Art Installations Along the Bruce Freeman Rail Trail	\$ 71,000
27-CPA-3	Dr. Bill Adelson Smile Playground Improvements	\$ 337,700
27-CPA-4	Haskell Field Bathroom Renovation	\$ 66,000
27-CPA-5	Restoring Water Quality in Hop Brook	\$ 49,800
27-CPA-6	Regional Housing Services Office Membership Fee	\$ 38,740
27-CPA-7	Sudbury Housing Trust Allocation	\$ 600,000
27-CPA-8	Broadacres/Featherland Design Cost	\$ 214,000
27-CPA-9	Davis Field Design Cost	\$ 122,000
27-CPA-10	General Budget and Appropriations	\$ 1,085,533
	<i>Debt - \$603,143</i>	
	<i>Administrative Expenses - \$148,050</i>	
	<i>10% Historic Reserves - \$334,340</i>	

**Total Community Preservation Act Fund Articles**

**\$ 2,854,773**

; or act on anything relative thereto

Submitted by the Community Preservation Committee

(Majority vote required)

**COMMUNITY PRESERVATION REPORT:**

**Mass Central Rail Trail (\$270,000 – funded from Open Space and Recreation)** - To be expended under the direction of the Town Manager, for the 1) engineering, design, and permitting for an all-persons trail through part of Memorial Forest; 2) design, engineering, and construction of a 250-foot long accessible boardwalk from the Mass Central Rail Trail to Duck Pond in Hop Brook Marsh; and 3) design and construction of a small, accessible parking area off Dutton Road, adjacent to the Mass Central Rail Trail.

*Committee Report:* This request will improve accessibility to the Town-owned Hop Brook Marsh Reservation and Sudbury Valley Trustee-owned Memorial Forest via the soon to be completed Mass Central Rail Trail (MCRT). The project includes three components: 1) engineering, design, and permitting for an all-persons trail through part of Memorial Forest; 2) design, engineering, and construction of a 250-



foot-long accessible boardwalk from the MCRT to Duck Pond in Hop Brook Marsh; and 3) design and construction of a small, accessible parking area off Dutton Road, adjacent to the MCRT.

The MCRT now provides a paved pathway through the unique conservation lands west of Dutton Road. Residents who can bike or walk a few miles can easily visit Hop Brook Marsh Memorial Forest and the Assabet National Wildlife Refuge. However, the only accessible parking along the 4.5 miles of MCRT in Sudbury is at Union Ave., and none of the trails in Hop Brook Marsh or Memorial Forest are accessible for persons with mobility impairments. Rail Trail Advisory Committee members have been encouraged by older residents and wheelchair users to pursue this project because many have never been able to visit any of the public lands west of Dutton Road due to the lack of an accessible path.

**Art Installations Along the Bruce Freeman Rail Trail (\$71,000 - funded from Open Space and Recreation)** – To be expended by the Sudbury Cultural Council for the creation of four art installations along the Bruce Freeman Rail Trail.

*Committee Report:* This request is for four (4) art installations at \$15,000 maximum cost each, including design, fabrication, and installation. The installation will be placing on the four cement pads that were constructed along the Sudbury section of the Bruce Freeman Rail Trail (BFRT) to host these such art installations. \$1,000 is allocated for marketing and payment for submitting the call for art to fee-based listservs and an additional \$10,000 in contingency reserves or unexpected costs. The inclusion of art installations on the trail aligns with the mission of the Sudbury Cultural Council (SCC), which aims to foster a vibrant and inclusive cultural landscape and to promote community engagement and connection in Sudbury. Adding art installations to the pads on the trail will promote a sense of community and highlight our cultural identity, boosting our community profile, welcoming new visitors and fostering economic development.

**Dr. Bill Adelson Smile Playground Improvements (\$337,700 – funded from Open Space and Recreation)** - To be expended under the direction of the Assistant Town Manager, for the purpose of making improvements to the Dr. Bill Adelson SMILE Playground including removing and replacing areas of damaged or missing poured-in-place surfaces, replacing equipment, providing a shade structure, planting new trees, and other site work.

*Committee Report:* This project involves the replacement and enhancement of the existing Dr. Bill Adelson SMILE Playground on Haskell Field. The scope includes replacing the previously removed playground structures, installing poured-in-place surfacing where it is currently lacking, and adding shade structures along with new playground equipment to improve both usability and accessibility.

**Haskell Field Bathroom Renovation (\$66,000 – funded from Open Space and Recreation)** - to be expended under the direction of the Assistant Town Manager, to renovate, upgrade, improve safety, functionality, and overall condition the existing bathrooms at Haskell Field.

*Committee Report:* The proposed project will replace and upgrade the existing bathrooms at Haskell Field to improve safety, functionality, and overall condition. While the facilities are already Americans with Disabilities Act (ADA) accessible, the current equipment is outdated and in need of replacement. The scope of work includes installing new commercial-grade toilets and sinks, updating fixtures and finishes, and updating the existing concrete flooring with a burnish finish. In addition, security cameras and programmable locks will be considered to enhance safety and operational efficiency. These improvements will modernize the facilities, improve the user experience, and extend the lifespan of the bathrooms for years to come.

The bathrooms at Haskell Field serve residents of all ages and abilities who use the playground, fields, and walking paths. Improved facilities ensure comfort, safety, and accessibility for the entire community. The project preserves and enhances an existing Town facility that is heavily used and valued by residents, ensuring its long-term sustainability. By providing safe, accessible restrooms, the project directly supports

increased recreational use of Haskell Field and related programming. The project is consistent with Town priorities for accessibility, public health, and recreational facility improvements.

**Restoring Water Quality in Hop Brook (\$49,800 - funded from Open Space and Recreation)** – To be expended by the Hop Brook Protection Association for the purpose of remediating/ removing water chestnuts and other invasive species from the Hop Brook pond system and to authorize the Select Board to enter into a grant agreement on such terms and conditions as it deems appropriate.

*Committee Report:* The Hop Brook is the largest tributary of the Sudbury River, and drains more than half of the land area of Sudbury. Dozens of homes, recreational and historical areas, Town wells and Town property are along this waterway and associated ponds. Until the 1970s, the Hop Brook was a major recreational and natural asset. However, nutrient pollution – primarily from the Marlborough Easterly wastewater treatment plant - has caused degradation of water quality, and overgrowth of invasive plants. As a result, the Hop Brook waterway and associated ponds are no longer attractive for recreational use.

This request is for years six and seven of a ten-year remediation program. The ongoing treatment is necessary to preserve the essential character of the Town. The program has been successful, but must continue to completely eradicate this invasive. Ending the program prematurely will result in the invasive aggressively returning; conversely, the diminishing request is a clear sign of program's success as less treatment is needed each year.

**Regional Housing Services Office Membership Fee (\$38,740 – funded from Community Housing)** - To fund the Town's portion of the Fiscal Year 2027 Regional Housing Services Office membership fee

*Committee Report:* Since 2011, the Town has contracted with the Regional Housing Services Office (RHSO) to provide services to the Town including affordable housing inventory monitoring; supervising lotteries to determine qualifications for affordable housing; monitoring the Incentive Senior Developments to ensure compliance with eligibility requirements; monitoring all deed restricted properties; providing valuations for deed restricted properties to the Town Assessor, reviewing compliance with Regulatory Agreements and certification to the Executive Office of Housing and Livable Communities for Local Initiative Program (LIP) rental units; maintaining the affordable housing inventory and providing estimates for 2030 Subsidized Housing Inventory (SHI) projections; and other administrative work, including annual action plans, 5 year consolidated plans, fair housing reports and programs, and related housing questions which arise during the year.

Sudbury has satisfied the requirements of the State's Comprehensive Permit Act (Chapter 40B). This Act requires cities and towns to provide certification that the number of dwelling units in the municipality which qualify as "affordable" by statute, meets or exceeds ten percent (10%) of the municipality's total number of dwelling units. Falling short of that number, as Sudbury had in the past, allows developers to both site and design partially affordable developments with extreme limitations on the Town's zoning and development requirements, and design oversights. There are a great number of administrative requirements to monitor and certify this approved inventory and to maintain those certifications going forward. The RHSO provides this service.

**Sudbury Housing Trust Allocation (\$600,000 – funded from Community Housing)** - To the Sudbury Housing Trust for the acquisition, creation, preservation, and support of community housing as allowed by the Community Preservation Act

*Committee Report:* The purpose of the Sudbury Housing Trust is to provide funding for the creation and preservation of affordable housing in the Town of Sudbury for the benefit of low- and moderate-income households.

The Trust implements the recommendations set forth in the Sudbury Housing Production Plan to aid the Town of Sudbury with the acquisition, creation, preservation, and support of community housing within

the Town of Sudbury so that such property will be substantially available as residential property for low- and moderate-income persons and to further provide mechanisms to ensure such use.

The Sudbury Housing Trust's Home Preservation Program correlates precisely to Community Preservation Act eligible activities in the category of Community Housing. It conforms to the Town's Housing Production Plan, contributes long-term affordability towards the 10% State's Comprehensive Permit Act (Chapter 40B)" threshold, converts market rate units to affordable units, and promotes a socioeconomic environment that encourages a diversity of income. The Trust is actively adding to the 37 ownership units currently in its affordable housing portfolio.

**Broadacres/Featherland Design Cost (\$214,000 – funded from Open Space and Recreation)** - To be expended under the direction of the Assistant Town Manager, for the design and permitting of athletic field improvements at Broadacres Farm and Featherland Park

*Committee Report:* This request seeks funding for the design and permitting of athletic field improvements at Broadacres Farm and Featherland Park. While the project is currently in the conceptual phase, this application is based on a comprehensive needs assessment that identifies a critical deficit in the town's athletic facilities and outlines a phased approach to address these needs. The proposed work includes developing design plans, obtaining the necessary permits, and preparing bid documents to bring the project to a shovel-ready state. This effort is vital for meeting the documented recreation needs of the community, especially for youth sports.

The Town of Sudbury is experiencing a significant shortage of high-quality, usable athletic fields, particularly for youth baseball and softball. A recent Athletic Fields Evaluation and Needs Assessment Study found that 14 of the town's 33 athletic fields are overused, exceeding the recommended annual limit of 250 uses for natural grass fields. This overuse has led to poor field conditions, including a lack of turf, drainage issues, and safety hazards. Stakeholders, particularly Lincoln Sudbury Youth Baseball (LSYB), have reported an inability to maximize their program offerings due to the loss of access to poorly maintained fields at Israel Loring School and General John Nixon School. The LSYB program alone has a deficit of 18 field time slots on 60' baseball diamonds during the spring season.

**Davis Field Design Cost (\$122,000 – funded from Open Space and Recreation)** - to be expended under the direction of the Assistant Town Manager, for the design and permitting of athletic field improvements at Davis Field

*Committee Report:* This request seeks funding for the design and permitting of athletic field improvements at Davis Field. This project is in the conceptual phase, based on a comprehensive needs assessment that identifies a critical deficit in the town's athletic facilities. The funding would cover the development of design plans, necessary permits, and preparation of bid documents. This is a crucial step towards meeting the documented recreation needs of the community, particularly for youth sports.

The Town of Sudbury faces a notable deficit in high-quality recreational spaces. A recent Athletic Fields Evaluation and Needs Assessment Study found that 14 of the town's 33 athletic fields are overused, surpassing the recommended limit of 250 annual uses for natural grass fields. This heavy usage has resulted in deteriorated field conditions, including poor drainage and a lack of proper turf maintenance. While Davis Field is a 29.5-acre parcel, it is currently used as an open recreation field and dog park with a gravel parking lot in poor condition and no permanent field markings or lighting. Design and planning will take into account the current uses & users of Davis Field.

**General Budget and Appropriations (\$1,085,533 – General Fund and Historic Reserves)** - Administrative expenses and all other necessary and proper expenses of the Community Preservation Committee for Fiscal Year 2027, amounts for payment of debt service on the Community Preservation Act projects previously approved by Town Meeting, and as may be needed to comply with General Laws

Chapter 44B, Section 6, to reserve for future appropriation amounts for open space, including land for recreational use, historic resources, and community housing

*Committee Report:* This article sets forth the entire Fiscal Year 2027 Community Preservation Act budget, including appropriations and reservations as required in connection with the administration of the Community Preservation Act funds. The estimated annual revenue for Fiscal Year 2027 is \$3,343,400. The article appropriates funds for Fiscal Year 2027 debt service obligations totaling \$603,143. These obligations arise from prior Town Meeting approval for the bonding of three projects:

1. Purchase of development rights on the Nobscot Boy Scout Reservation Phases I and II utilizing the Open Space and Recreation (\$354,875) category;
2. Purchase of development rights on Pantry Brook Farm utilizing the Open Space and Recreation (184,643) category; and
3. Purchase of the Johnson Farm Property utilizing the Open Space and Recreation (\$63,625) category.

The article also appropriates funds for administrative and operational expenses of the Community Preservation Committee in the amount of \$148,050. The administrative fund can be used by the Community Preservation Committee to pay for technical staffing and expertise, consulting services (e.g. land surveys and engineering), property appraisals, legal advertisements, publication fees, and other administrative expenses. By statute, the Community Preservation Committee may budget up to five percent (5%) of its annual budget for these administrative and operational expenses, or \$167,170 based upon the projected Fiscal Year 2027 revenue of \$3,343,400. Any funds remaining in the administrative account at the fiscal year's end revert to the Community Preservation Act Fund Balance, and need to be re-appropriated for administrative use in subsequent years. The Community Preservation Committee believes having access to administrative funds is critically important as it allows the Committee to conduct business on a time-sensitive basis, a vital component of the Community Preservation Act.

The Community Preservation Act requires 10% of the estimated annual income be allocated to current projects or reserved for future expenditures in each of the three core categories: Community Housing, Historic Resources, and Open Space and Recreation. The actual amount reserved each year depends upon whether or not Town Meeting has appropriated money totaling less than 10%, or not appropriated any money at all in any of these three core categories. If there is a balance of unspent Community Preservation Act funds from that fiscal year after such reservations and after Town Meeting has voted the Community Preservation Act articles, it is budgeted in the unrestricted reserve account for future Community Preservation Act projects in all three categories. As there is no Fiscal Year 2027 Historic Resources project submission, 10% of the Fiscal Year 2027 Estimated Annual Revenue, or \$334,340, will be allocated to the Historic Resources reserve account for future Historic Resources projects.

**SELECT BOARD POSITION:** The Select Board recommends approval of this article.

**FINANCE COMMITTEE POSITION:** The Finance Committee recommends approval of this article.

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**Article 37 – Community Preservation Act Fund: Reversion of Unspent Funds**

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To see if the Town will vote to revert the unused funds from appropriations voted at prior Town Meetings, for projects that will not proceed or have been completed and for which no liabilities remain outstanding or unpaid, into the Community Preservation Act general account as follows:

2019 ATM, Article 34 – Smoke and Fire Detection for Loring Parsonage - \$55,640  
to be reverted to the category of Historic Resources.

2020 ATM, Article 44 – Design of Wayside Inn Bridge over Hop Brook - \$278.79  
to be reverted to the category of Historic Resources.

2023 ATM, Article 49 – Hosmer House Historic Structure and Cultural Landscape Study - \$2,470  
to be reverted to the category of Historic Resources.

Total amount being reverted to Historic Resources Reserve: - \$58,388.79

; or act on anything relative thereto.

Submitted by the Community Preservation Committee

(Majority vote required)

COMMUNITY PRESERVATION COMMITTEE’S REPORT: The first project listed above cannot be completed for the amount approved by Town Meeting and will be reevaluated for a future warrant article. The second and third projects are completed at this time. In order to return the funds to the Community Preservation Act general account, an affirmative vote of Town Meeting on this article is necessary.

SELECT BOARD POSITION: The Select Board recommends approval of this article.

FINANCE COMMITTEE POSITION: The Finance Committee recommends approval of this article.

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**Article 38 – Citizen’s Petition: 10 Year Plan to Fund & Construct Walkways**

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To see if the town will vote to raise and appropriate the sum of \$12.5 million (less than 1% of property taxes) to be expended on the construction of new town walkways along: Sudbury's major thru roads adjacent to residentially zoned land, by providing connections from neighborhoods to Sudbury's rail trails, public schools, parks, conservation land, and to other neighborhoods, either on the road's public right of way, or on other town land as outlined in the Sudbury Walkway Committee Report of February 2000 (to be updated); this sum to be spent during the next 10 years; Such sums to be expended under the direction of the Town Manager, and for all incidental and related contract expenses, including but not limited to professional, design, engineering, and project management services, preparation of plans, specifications, bidding documents, borrowing costs,; and further, to authorize the Treasurer, with the approval of the Board of Selectmen, to issue notes of the Town, as necessary, in accordance with General Laws Chapter 44, Section 7, or any other enabling authority,; and further, to authorize the Town Manager with the approval of the Board of Selectmen to enter into such contracts to carry out the purposes of said vote in accordance with any enabling authority; provided, however, that the vote taken hereunder shall be expressly contingent upon approval by the voters at an election of a Proposition 2 ½, so-called, debt exclusion established by General Laws Chapter 59, Section 21C; or act on anything thereto.

Submitted by Citizens Petition

(Two-thirds vote required)

PETITIONER’S REPORT:

SELECT BOARD POSITION: Recommendation to be given at Town Meeting.

FINANCE COMMITTEE POSITION: Recommendation to be given at Town Meeting.

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**Article 39 – Citizen’s Petition: Appropriation of Funds for the Repairing of Single-Family Homes**

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To see if the Town will vote to appropriate a sum of money not to exceed \$500,000, from available funds as determined by the Town (including but not limited to Free Cash, available reserves, or other lawfully available funding sources), for the purpose of repairing four (4) existing single-family, SHA owned, residential properties, located at:

- 8 Oakwood Ave
- 2 Beechwood Ave
- 21 Lakewood Ave
- 9 Richard Drive

or any subset thereof, in order to bring such properties into compliance with applicable state and local building, health, safety, and housing standards, and to make them suitable for occupancy by families in

need of affordable or community housing; and further to authorize the appropriate Town boards, officers, or agents to expend such funds, enter into contracts, and take all actions necessary or incidental to carry out this purpose; or to take any other action relative thereto, provided such actions maintain the aforementioned properties as single-family homes.

Submitted by Citizen's Petition

(Majority vote required)

**PETITIONER'S REPORT:** This article requests an appropriation of up to \$500,000 to repair four existing single-family homes owned by the Sudbury Housing Authority (SHA) in order to return them to safe, code-compliant occupancy for affordable, family housing.

The petitioners believe this approach represents a more fiscally responsible and timely use of public funds than the proposed multi-million-dollar redevelopment project involving demolition and reconstruction. These homes are already owned by the SHA and require targeted repairs and building system upgrades, not full replacement. Addressing deferred maintenance allows the Town to preserve existing housing assets, reduce vacancy, and bring the units to service more quickly and at substantially lower cost.

An external consultant engaged by the SHA has previously estimated that one of these properties required approximately \$137,000 in necessary repairs, demonstrating that rehabilitation costs are materially lower than new construction. While total costs vary by property, the \$500,000 cap proposed in this article provides sufficient flexibility to complete meaningful improvements while protecting taxpayers from the financial risk and long timelines associated with large-scale redevelopment.

By prioritizing repair over demolition, this article supports responsible stewardship of public resources, demonstrates community support of affordable housing in alignment with the SHA's mission, minimizes neighborhood disruption, delivers family housing more efficiently, and preserves the last remaining options for SHA single-family affordable housing. For these reasons, the petitioners respectfully recommend favorable action by Town Meeting.

**SELECT BOARD POSITION:** Recommendation to be given at Town Meeting.

**FINANCE COMMITTEE POSITION:** Recommendation to be given at Town Meeting.

**Sudbury Public Schools  
School Committee Meeting**

**Date:** April 13, 2026

**Agenda Item:** 5e

- a. Anti-Hate / Anti-Bias Task Force Charge and Next Steps

**Recommendation:**

Move to amend the Anti Hate/ Anti Bias Task Force Charge as presented/amended.

**Background Information:**

A resident recently emailed with questions regarding the Anti-Hate/Anti-Bias Task Force, including whether the Task Force must follow the Massachusetts Open Meeting Law and whether the adoption of the International Holocaust Remembrance Alliance (IHRA) Working Definition of Antisemitism should be reviewed.

The Anti-Hate/Anti-Bias Task Force, as originally drafted, followed the structure of another district's task force and consultation with the Massachusetts Association of School Committees (MASC). However, after further review of the document and consultation with additional guidance, it appears appropriate to revise the charge.

In deciding whether a multi-member entity is a public body subject to the Open Meeting Law, the Attorney General's Office considers whether the entity:

- (1) is "within" government and not excluded from the definition of a public body;
- (2) is a "body" empowered to act collectively; and
- (3) serves a "public purpose." (OML 2016-116).

The Supreme Judicial Court recognized an exemption to the definition of a public body in *Connelly v. School Committee of Hanover*, 409 Mass. 232 (1991). In *Connelly*, the Court held that when an individual public official creates a committee to advise that person on a decision over which the official has sole authority, that committee is not subject to the Open Meeting Law.

In this case, the Task Force appears to meet the definition of a public body. The Task Force is within government because it is being created by the Superintendent at the direction of the School Committee. It is empowered to act collectively because it is charged with developing recommendations and reporting to the Superintendent and School Committee. Finally, it serves a public purpose by making



recommendations intended to improve school culture and climate.

Additionally, the Connelly exemption does not appear to apply here because the Superintendent does not have sole authority over matters such as school culture, policies, and procedures related to nondiscrimination and harassment. The School Committee also has authority in these areas. When school committees direct superintendents to create task forces to gather information within the committee's jurisdiction, the Attorney General's Office has found that the Connelly exemption does not apply.

As such, the Task Force appears to meet the definition of a public body and should therefore follow the Massachusetts Open Meeting Law.

It is therefore recommended that the charge be updated to reflect that the Task Force will follow Open Meeting Law requirements. We are grateful to the resident who reached out in a collaborative spirit to raise this important consideration.

Additionally, MASC has advised that while the Sudbury School Committee is an independent body and could adopt a different definition, it is considered best practice for governing bodies within a municipality to work collaboratively and, when possible, adopt consistent definitions. MASC further noted that if there is a district DEI committee or representation on the Town's DEI Commission, those bodies could provide an opportunity for collaboration.

As discussed at a prior meeting, the Select Board adopted the IHRA Working Definition of Antisemitism in 2022.

The Superintendent therefore recommended that the Task Force review the definition adopted by the Town and the Sudbury School Committee and make a recommendation. If the recommendation is to modify or adopt a different definition, the School Committee could then approach the DEI Commission and Select Board to explore a coordinated cross-review so that all parties may work toward alignment, consistent with best practice

**Reference Materials:**

Sudbury Select Board Adopts the IHRA Working Definition of Antisemitism, <https://sudbury.ma.us/dei/>

**Attachments:**

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

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



## 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 antisemitic 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, **including reviewing and confirming the adoption of the International Holocaust Remembrance Alliance (IHRA) Working Definition of Antisemitism and considering**

any related recommendations. The Taskforce 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.~~ The Taskforce will follow 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-Defamation 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

**Sudbury Public Schools  
School Committee Meeting**

**Date:** April 13, 2026

**Agenda Item:** 5f

- a. School Committee Communications

**Recommendation:**

**Background Information:**

**Reference Materials:**

**Attachments:**

April132026

**Action:** XX

**Report:**

**Discussion:**

XX



# April 13, 2026

**High Five!** Five key updates following each School Committee meeting



Afterschool  
Care RFP

The Committee received, discussed and voted on the the recommendation from the RFP Evaluation Committee. Agenda item 5a



Anti-Hate  
Task Force

The School Committee voted on changing the charge of this newly created task force. Meetings will begin soon! Agenda item 5d.



Policy Change

The School Committee voted on a policy that would increase the sustainability of the district by moving to electric busses if possible. Agenda item 5b.



Curriculum

The Committee heard presentations about the district plan for wellness, math and ELA progress and about Grade 6 EL curriculum options. Agenda item 2a and 2b



Event/Calendar

Our third listening session will take place remotely on April 14<sup>th</sup>. Look for the flyer sent to your email!



## Need more info?

[Review](#) our agenda packets!

[Watch](#) our meeting!

Email us:

[school-committee@sudbury.k12.ma.us](mailto:school-committee@sudbury.k12.ma.us)

