



AMENDED AGENDA and NOTICE SCHOOL COMMITTEE MEETING

(originally posted on 3/27/26 at 11:40 a.m.;
Amended on 3/27/26 at 2:25 p.m.)

Due to technology limitations, this meeting will not be live-streamed; however, it will be recorded and made available by SudburyTV.

Regular Session Meeting
Tuesday, March 31, 2026

LOCATION
The Kroc Center
650 Dudley Street; Boston, MA 02125

AGENDA

6:00 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. Attendees should sign in with their first and last name. Per Policy BEDH, each speaker has up to three (3) minutes and must state their name and city/town. Public comment is not a discussion or debate, but an opportunity to share opinions on matters within the Committee's authority. This meeting is being recorded for SudburyTV; participation constitutes consent to be recorded and broadcast.

2. District Reports (Reports) 15 Mins
 - a. School Committee Chair
 - i. Thank you to Representative Carmine Gentile and his continued support of Sudbury Public Schools
 - b. Director of Business and Human Resources Report
 - c. Assistant Superintendent Report
 - i. SOA Progress Report
 - d. Superintendent's Report

3. New Business & Policy Matters (Discussion) 30 Mins
 - a. METCO FY26 Report, Leslie Smart, METCO Director (Discussion) 30 Mins
 - i. Progress update regarding 2024-2025 METCO goals and initiatives:
 1. Establishment of elementary-level mentoring groups to support student connection and belonging
 2. Recruitment of METCO parent/family ambassadors to strengthen family engagement and provide insight
 3. Expansion of cultural competency and responsiveness training for staff and faculty
 4. Collaboration with Cabinet on strategic allocation of resources to support student success
 5. Ongoing monitoring and evaluation of programming, including use of data and evidence to assess impact
 - ii. Discussion of proposed priorities, goals, and initiatives for the 2026–2027 school year, improve access to district opportunities, and strengthen engagement **with families**
 - iii. Q&A with Families Regarding METCO FY26 Report (Discussion) 15 Mins

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|----|--|---------------------|---------|
| 4. | Consent Calendar | (Discussion/Action) | 5 Mins |
| | a. Approval of The Victor School- Sudbury Campus | | |
| | b. Approval of updated Negotiations / Labor Relations Subcommittee Charge | | |
| | c. Receipt of Ephraim Curtis Middle School Solar Renderings | | |
| 5. | New Business & Policy Matters, Continued | | |
| | a. Review Budget Subcommittee Recommendation regarding the Transportation RFP
Priorities including electric and alternative-fuel bus options and potential vote | (Discussion/Action) | 15 Mins |
| | b. Potential Vote Regarding FY28 Budget Development Timeline | (Discussion/Action) | 15 Mins |
| 6. | Liaison Reports | (Reports) | 5 Mins |
| | 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. 2025-2026 Policy Subcommittee Work Completed | | |
| | ii. 2025-2026 Tri-District Calendar Review Work Completed | | |
| 7. | Adjournment | | |

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

*The next School Committee Meeting is scheduled for **April 13, 2026***

**Sudbury Public Schools
School Committee Meeting**

Date: March 31, 2026

Agenda Item: 2 - District Reports

- a. School Committee Chair
 - i. Thank you to Representative Carmine Gentile and his continued support of Sudbury Public Schools
- b. Director of Business and Human Resources Report
- c. Assistant Superintendent Report
 - i. SOA Progress Report
- d. Superintendent's Report

Recommendation:

Background Information:

Last year, the School Committee received an update on the district's Student Opportunity Act (SOA) priorities and progress toward improving outcomes for identified student groups, including students with disabilities, English learners, and students from low-income backgrounds. The FY25 Student Opportunity Act Progress Report summarized progress during the 2024–2025 school year and identified areas for continued focus.

As part of last year's presentation, the district reported early improvements in literacy outcomes among targeted student groups following instructional changes and professional development. For example:

- Students with disabilities increased early reading proficiency by 1% from September 2024 to January 2025
- English Learners in grades K–3 increased proficiency in early reading skills by 22% from September 2024 to January 2025
- English Learners increased reading comprehension proficiency by 8% from September 2024 to March 2025
- Students with disabilities increased reading comprehension proficiency by 10% during the same period
- The number of students requiring early literacy intervention decreased by 27% in grades K–5, including a 54% decrease in kindergarten students requiring intervention

The report also included MCAS data showing continued disparities but some improvement:

- 9% of English Learners achieved proficiency on the 2024 MCAS, with disproportionality decreasing by 3%
- 29% of students with disabilities achieved proficiency on the 2024 MCAS, with disproportionality decreasing by 4%
- 33% of low-income students achieved proficiency on the 2024 MCAS, with disproportionality decreasing by 6% over two years

In addition to academic data, last year's report highlighted district actions including piloting new curriculum programs, selecting the EL Education curriculum for implementation, expanding professional development for educators, strengthening progress monitoring, and increasing family engagement and communication supports.

This district report provides an opportunity to review progress and areas of growth since last year's report before it is submitted in DESE's Grants Education Management System, receive updated data, and better understand current priorities, needs, and goals for the upcoming year. This discussion will help inform how the School Committee can continue to support efforts to improve outcomes and reduce disparities for identified student groups.

Reference Materials:

[FY2025 SOA Progress Report Final Draft](#) (provided at 3/31/2025 Sudbury School Committee meeting)

Attachments:

SPS SOA FY26 Progress Report

Action:

Report:

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Discussion:

FY26 STUDENT OPPORTUNITY ACT (SOA) PROGRESS REPORT

Note: For reference only. Progress reports will be submitted in DESE's [Grants Education Management System](#)(GEM\$)

Key Evidence-Based Programs in District's SOA Plan

In this section, you will indicate which evidence-based programs are detailed in Section 5 of your district's SOA Plan (FY25-FY27) [EL](#)

Submission items in this section

Please select the evidence-based programs that are detailed in Section 5 of your district's SOA Plan (FY25-FY27). (**Select all EBPs that apply**)

SPS selected:

2.1A: Inclusive Curriculum Adoption Process

2.1B: Supporting Curriculum Implementation

Section 1: Summary of Progress to Date (Academic Year 2025-2026)

In this section, you will summarize:

- steps taken to launch, expand or deepen the implementation of the evidence-based programs in your SOA Plan;
- early evidence of change related to your implementation; and
- evidence of gap-closing on interim and longer-term outcomes for student groups targeted in your SOA Planner

Submission items in this section

Implementation Activities: During academic year 2025-2026, what steps did your district take to launch, expand, or deepen the implementation of each EBP in your SOA Plan? **open response**

This year, Sudbury Public Schools successfully prioritized the update of our elementary ELA curriculum. Our goal was to establish an aligned, inclusive, and evidence-based Tier One program designed to benefit all students—with a specific focus on early learners, students with learning disabilities, and English Language Learners.

This multi-year initiative culminated in the full-scale implementation of EL Education as our new High-Quality Instructional Material (HQIM) for grades K–5.

Throughout the school year, we achieved the following:

- **Professional Development:** We executed a comprehensive professional development plan in partnership with EL Education. This training, which launched in June 2025, supported three targeted groups: classroom teachers/special educators, literacy leadership, and building administrators.
- **Systemic Training:** We provided intensive EL professional development for all K–5 classroom teachers, special educators, and ELD teachers. This totaled over 25 hours of synchronous learning.
- **Instructional Oversight:** We conducted regular calibration walks and held strategic planning meetings to ensure the curriculum was being delivered with fidelity across all buildings.
- **Operational Shifts:** We successfully implemented schedule adjustments to maximize instructional blocks and ensure equity of access to the new materials.

- **Targeted Literacy Support:** We refocused small-group instruction to prioritize the use of decodable texts, directly supporting student growth in decoding and fluency development.
- **Data-Driven Practices:** We significantly increased the capacity for all educators to conduct progress monitoring. This was achieved through enhanced intervention protocols, ongoing assessment cycles, and more robust data tracking.

By dedicating resources to certified coaching, intervention staff, and core curricular products, we have solidified a foundation for sustainable literacy growth. Our educators are now better equipped to use data to drive instruction, ensuring that every student in Sudbury receives high-level, evidence-based literacy support.

Early evidence of change: Please describe and reflect upon the extent to which progress monitoring data reflects early evidence of change (e.g., changes in actions, discourse, beliefs, expectations, and instructional practice) that you anticipate will ultimately lead to improved outcomes and smaller disparities in outcomes for student groups targeted in your SOA Plan?
open response

This year, we transitioned from years of strategic preparation into the successful implementation of our high-quality ELA curriculum. By building on our previous foundational work, we have turned our multi-year vision for literacy into a daily classroom reality.

Over the course of this year, we have moved beyond the planning phase to finalize a unified vision of literacy instruction grounded in the science of reading. Our collective efforts have resulted in a more coherent student experience and a stronger professional culture. Our key achievements this year include:

- **Unified Instructional Practices:** We successfully aligned our instructional practices, ensuring that students across all classrooms benefit from common instructional language and evidence-based methods.
- **Vertical & Horizontal Alignment:** We achieved better vertical alignment from grades K–8, specifically by aligning our writing scope and sequence and expanding structured phonics instruction through the third grade.
- **Data-Driven Decision Making:** Educators collaborated in structured data analysis cycles, utilizing common assessments and established benchmarks to focus directly on student learning outcomes.
- **Enhanced Reporting & Communication:** We normed our expectations for reporting to families and the community, providing a clearer and more consistent picture of student progress across the district.

The implementation this year has led to several district-wide improvements:

- **Greater Consistency:** Students now experience a unified curriculum regardless of their classroom or building, leading to a more equitable learning environment.
- **Increased Student Independence:** We have observed greater student independence as learners apply skills more fluently across tiered instructional settings.
- **Strengthened Professional Support:** Our administration and coaching staff have provided more effective feedback through the supervision, evaluation, and new teacher mentoring processes.
- **Improved Collaboration:** The shared curriculum has fostered deeper collaboration among educators, allowing for more streamlined planning and resource sharing.

District Commitment: While we recognize that adopting a unified curriculum product for elementary ELA is a significant undertaking, Sudbury Public Schools remains fully committed to providing the ongoing support and resources necessary to achieve improved learning outcomes for every student.

Progress in closing disparities for student groups in your district:

Please describe and reflect upon the extent to which progress monitoring data on interim and longer-term student outcomes reflects the following:

- improvement for the student groups targeted in your SOA Plan;
- reduced disparities for student groups targeted in your SOA Plan;
- progress towards meeting targets for the lowest performing students group

open response

This year SPS implemented Expeditionary Learning in grades K-5. As implementation deepens and strengthens, we expect the student groups targeted in the SOA Plan to increase reading proficiency and decrease disparities.

- English Learners in earlier grades (K-3) increased proficiency with early reading skills by 5% from September 2025 to January 2026 as measured by DIBELS 8. In grades 3-8, English Learners increased proficiency in comprehension by 4% from September 2025 to March 2026 as measured by Track My Progress.
- Students with Disabilities decreased proficiency with early reading skills by 1% from September 2025 to January 2026 as measured by DIBELS 8. This is partly due to the decrease in foundational skills instruction & application due to the increase in minutes for the EL implementation. In grades 3-8, students with disabilities increased proficiency in comprehension by 3% from September to March as measured by Track My Progress.
- The number of students qualifying for early literacy intervention has increased by 12% in grades K-5 from September 2025 to March 2026. The greatest increase occurs in grades 2 and 3, which is likely due to a decrease in minutes for foundational skills practice and application due to the increase in minutes for implementation for the EL implementation.
- **Reduced disparities for student groups targeted in the SOA Plan;**
 - In grades K-3, disparities in early reading skills increased by 1 point for English Learners and 5 points for students with disabilities as measured by DIBELS 8.
 - For grades 3-8, we have reduced disparities in comprehension by 4 points for both English Learners and students with disabilities.
 - Disproportionality is tracked at the building level during tri-annual benchmarking data meetings and at the district level by the District Data Team.
- **Progress toward meeting targets for the lowest performing students group**
 - **MCAS - Grades 3 - 8**
 - 17% of English Learners (EL) achieved proficiency on the 2025 MCAS. This group continues to achieve proficiency at a disproportionate rate compared to non-EL peers; however, this rate of disproportionality has decreased by 3% in 2025.
 - 34% of students with disabilities (SWD) achieved proficiency on the 2025 MCAS. This group continues to achieve proficiency at a disproportionate rate compared to non-SWD peers; however, this rate of disproportionality has decreased by 7% in 2025.
 - 38% of low income students achieved proficiency on the 2024 MCAS. This group continues to achieve proficiency at a disproportionate rate compared to non-low income peers. Although proficiency for low-income learners increased by 6 points since 2024, they did not increase or decrease disproportionality from 2024 to 2025.
 - **Track My Progress - Grades 3 - 8**
 - English Learners are still approaching benchmark targets for comprehension, with the greatest area of growth in comprehension of informational texts and lowest area of growth in language skills. Approximately 44% are achieving proficiency for comprehension, which is a decrease of 2% since September. EL students show a decrease in disproportionality by 1% from September to January.

- Students with disabilities have met benchmark targets for comprehension, language, vocabulary, and conventions, with the greatest area of growth in language skills and the lowest area of growth in vocabulary. Currently, 53% are achieving proficiency for comprehension. Students with disabilities did not increase or decrease disproportionality from September to January.

o **DIBELS - Grades K - 3**

- Currently, approximately 57% of our EL population is achieving proficiency with early reading skills. EL students show an increase in disproportionality by 1% from September to January.
- Currently, approximately 44% of students with disabilities are achieving proficiency with early reading skills. Students with disabilities show an increase in disproportionality by 5 points compared to non-SWD peers from September to January.

Section 2: Key Changes to Your Plan and Next Steps in Implementation

In this section, you will:

- describe any key changes or amendments to your district's SOA Plan (if applicable)
- briefly describe implementation plans for academic year 2026-27 to expand, deepen, and/or strengthen your implementation of the EBPs in your SOA plan (required)

Submission items in this section

If applicable, please describe any key changes to your district's SOA plan that your stakeholders should be aware of (*e.g., substantial shifts in your approach to EBPs in your SOA plan, significant changes to 3-year budget; dropping or adding an evidence-based program.*) **optional open response**

What steps will your district be taking to expand, deepen, and/or strengthen the implementation of the EPBs in its SOA Plan during the 2026-2027 school year? **open response**

To ensure the long-term success of our literacy transition, Sudbury Public Schools is committed to a continuous improvement model that bridges high-quality professional learning with data-driven classroom instruction. By refining our assessment cycles, adjusting instructional schedules, and integrating specialized writing practices, we are moving beyond initial adoption toward a deeply embedded, sustainable, and highly effective Tier One literacy program.

For the 2026-2027 school year, SPS has outlined the following strategic steps:

- **Targeted Small-Group Support:** We will utilize assessment data to implement the “Additional Language and Literacy” (ALL) block, providing supplemental curriculum tailored to specific student needs.
- **Early Literacy Monitoring:** We are committed to further strengthening educator capacity to conduct precise progress monitoring for foundational literacy skills.
- **Data-Informed Decisions:** We will continue the K-5 EL Education rollout with an intensified focus on using assessment outcomes to pivot and personalize classroom instruction.
- **Advanced Writing Integration:** We will bridge the gap between our specialized writing PD and the EL program, incorporating best instructional practices directly into daily writing lessons.

- **Consultative Professional Development:** Our classroom teachers will engage in robust, ongoing training led by the SPS Literacy Leadership team in direct consultation with the EL Implementation Director.
- **Accountability & Calibration:** To ensure district-wide consistency, school administrators and the Humanities Curriculum Coordinator (HCC) will monitor progress through regular implementation reviews and calibration walks.
- **Optimized Time on Learning:** We recognize that high-quality implementation requires dedicated time; therefore, daily schedules will be adjusted to ensure the necessary minutes are available for the program to be delivered with integrity.

Section 3: Engaging Families/Caregivers and Other Stakeholders

In this section, you will describe:

- activities implemented in 2025-2026 that engage families/caregivers, particularly those representing student groups experiencing the greatest disparities, about how to best address their students' needs.
- evidence of progress to date in improving family/caregiver engagement, using the metrics in your SOA Plan (FY25-FY27)
- the ways in which your district engaged with different stakeholder groups, particularly those representing student groups experiencing disparities, throughout the 2025-2026 school year.

Submission items in this section

Please briefly describe your district's efforts during the 2025-26 school year to engage families/caregivers, *particularly those representing the student groups you have identified for targeted support*, about how to best address their students' needs.
open response

Sudbury Public Schools recognizes that families and caregivers are essential partners in supporting and extending student learning. Throughout this school year, the district has actively engaged our community through the following multi-channel approach:

- **Curriculum Transparency:** We published detailed learning guides and targets to keep families informed of classroom expectations.
- **Digital Integration:** Families utilized our Learning Management Systems, allowing them to view student work in real-time and celebrate academic milestones.
- **Regular Updates:** We maintained a steady flow of information through classroom, school, and district-level communications.
- **Inclusive Access:** To ensure all families could participate fully, we provided interpreters and translation services as needed for all district communications and events.
- **Educational Workshops:** We hosted various in-person events, including Open House Nights and EL Education Intro Sessions, to orient families to our new high-quality instructional materials.
- **Progress Reporting:** In addition to bi-annual family conferences, we provided consistent written updates through formal report cards and frequent progress monitoring data.
- **Collaborative Partnership:** Teachers and caregivers maintained a culture of open, responsive communication to address the individual needs of every student.

We actively solicited feedback regarding our strategic goals, initiatives, and budgeting through a wide variety of forums, including:

- School Committee and PTO meetings
- School Improvement Councils and Staff Listening Sessions
- Parent Information Exchanges with the Superintendent
- SEPAC (Special Education Parent Advisory Council) presentations
- Coordination with town and regional education partners

Please share evidence of increased or improved engagement with families/caregivers, *particularly those representing the student groups targeted in your SOA plan*, during the academic year 2025-26. (Districts may use the metrics described in their SOA Plans, or other relevant metrics) **open response**

Sudbury Public Schools has prioritized breaking down barriers to information and ensuring that every family—regardless of primary language or learning needs—is an active participant in our educational community.

- **Real-Time Translation Technology:** We expanded our translation toolkit by adding Lexmark translation devices alongside our existing MAPA and Lexikeet platforms. This allows for instantaneous translation of daily classroom and district-level communications.
- **Resource Expansion:** We updated the district's English Learner website with fresh resources and collaborated with neighboring districts to provide adult education opportunities for our families.
- **School Committee Presentations:** The ELA curriculum update was a core focus of our budgeting process. At these presentations, SPS has shared rationale, needed supports and anticipated student learning outcomes.
- **SEPAC Collaboration:** SPS maintained a consistent presence at Special Education Parent Advisory Council (SEPAC) meetings, delivering direct updates on the ELA curriculum and upcoming transitions.
- **Strategic Surveys:** We actively surveyed families to identify their specific priorities and needs, while also conducting a thorough review of the annual SEPAC family survey to pinpoint areas for systemic improvement.
- **Public Benchmarking:** To remain accountable to the community, we added an annual benchmarking update to our cycle of public presentations, providing a clear data point for district progress.

Please briefly describe the following types of stakeholder engagement during the 2025-2026 school year, making certain to include information on stakeholders representing student groups targeted in your SOA plan:

- 1) how your district shared updates on SOA plan implementation and early evidence of change student outcomes with different stakeholder groups
- 2) the ways in which your district collected input and feedback from different stakeholder groups
- 3) the substantive input and feedback you have received to date—and whether/how that has impacted your SOA plan implementation? **open response**

The journey to modernize our elementary ELA instruction was a multi-year, data-driven process that prioritized educator feedback and rigorous pilot testing.

- **Diagnostic Surveying:** Our curriculum review cycle began in 2022 with a comprehensive staff survey. While educators reported high satisfaction with existing phonics and handwriting programs, a clear need emerged for a more robust, high-quality instructional product for reading, language, and word study.
- **Evidence-Based Planning:** This feedback directly informed the multi-phase curriculum update currently outlined in our Student Opportunity Act (SOA) submission.

As we moved into the current fiscal year, we solidified the rollout through:

- **Strategic Planning:** We held targeted EL strategic planning meetings involving building administrators and literacy staff to ensure operational readiness.
- **Implementation Readiness:** We utilized staff surveys specifically designed to gauge the progress and needs of the EL rollout.
- **Public Accountability:** The School Committee received comprehensive updates regarding MCAS performance, benchmarking data, and the status of the EL implementation to ensure the community remains informed of our progress.

FY26 SOA Plan Progress Report – Submission Checklist

Please take a few moments to review your SOA Plan Progress Report to ensure that it addresses all the items in the checklist below before submitting it in GEM\$. DESE’s reviewers will use this checklist as they review SOA Plan Progress Reports once they are submitted.

Overall Progress Report	
<i>Is the narrative throughout the progress report:</i>	
<input type="checkbox"/>	using asset-based (free of deficit-based) language about students, staff, and families?
<input type="checkbox"/>	accessible to a general audience? (e.g., succinct, jargon-free, includes enough detail to understand what is happening in the district, your schools, and in your classrooms)
<input type="checkbox"/>	responsive to the items in the template?
<input type="checkbox"/>	centered on student groups identified as experiencing disparities and/or their families/caregivers?
Key Evidence-based Programs in Plan	
<input type="checkbox"/>	Are the correct evidence-based program boxes checked? (i.e., the EBPs identified in Section 5 of your district’s SOA Plan?)
Section 1: Summary of progress in FY25	
<i>Implementation Activities—Does the narrative highlight the following:</i>	
<input type="checkbox"/>	what the district is doing differently this year to launch or strengthen the implementation of the EBPs in its SOA plan? (i.e., not simply describing business as usual)
<input type="checkbox"/>	how student groups experiencing disparities are benefiting from this implementation?
<input type="checkbox"/>	where implementation has experienced challenges and how they are being addressed (if relevant)?
<i>Early Evidence of Change—Does the narrative highlight the following:</i>	
<input type="checkbox"/>	examples of early evidence of change that are drawn from progress monitoring data?
<input type="checkbox"/>	how early evidence of change indicators are related to your implementation of EBPs?
<input type="checkbox"/>	reflection about indicators for which change is taking place more slowly than anticipated (if relevant)?
<i>Progress in Closing Disparities for Student Groups—Does the narrative highlight the following:</i>	
<input type="checkbox"/>	interim and/or longer-term measures of improvement for student groups experiencing disparities?
<input type="checkbox"/>	reductions in disparities in interim and/or longer-term outcomes for student groups experiencing them?
<input type="checkbox"/>	progress the district is making in meeting targets for the lowest performing students group?
<input type="checkbox"/>	reflection on where improvements and gap-closing are taking place more slowly than anticipated (if relevant)?
Section 2: Key changes to plan and next steps in implementation	
<i>Does the narrative highlight:</i>	
<input type="checkbox"/>	key changes or amendments to the district’s SOA Plan (if applicable)?
<input type="checkbox"/>	next steps in implementation for academic year 2026-26, focusing on approaches to expand, deepen, and/or strengthen implementation of evidence-based programs in SOA Plan?
Section 3: Engaging families/caregivers and other stakeholders	
<i>Family/caregiver Engagement—Does the narrative highlight:</i>	
<input type="checkbox"/>	activities implemented in 2024-2025 that engage families/caregivers—particularly those representing student groups experiencing the greatest disparities—about how to best address their students’ needs?
<input type="checkbox"/>	evidence of increased or improved family/caregiver engagement—particularly for families/caregivers representing student groups experiencing the greatest disparities. (Either using the metrics described in SOA Plan, or other relevant metrics)
<i>Stakeholder engagement in SOA Plan—Does the narrative highlight:</i>	
<input type="checkbox"/>	the ways in which your district communicates about SOA plan implementation progress and outcomes with different stakeholder groups?
<input type="checkbox"/>	the strategies used to solicit feedback and input on the progress and implementation and outcomes?
<input type="checkbox"/>	examples of feedback it is hearing from different stakeholder groups and whether/how it impacts plan implementation?
<input type="checkbox"/>	examples from stakeholder groups representing student groups targeted in SOA Plan?

**Sudbury Public Schools
School Committee Meeting**

Date: **March 31, 2026**

Agenda Item: **3 - New Business and Policy Matters**

- a. METCO FY26 Report, Leslie Smart, METCO Director
 - i. Progress update regarding 2024-2025 METCO goals and initiatives:
 - 1. Establishment of elementary-level mentoring groups to support student connection and belonging
 - 2. Recruitment of METCO parent/family ambassadors to strengthen family engagement and provide insight
 - 3. Expansion of cultural competency and responsiveness training for staff and faculty
 - 4. Collaboration with Cabinet on strategic allocation of resources to support student success
 - 5. Ongoing monitoring and evaluation of programming, including use of data and evidence to assess impact
 - ii. Discussion of proposed priorities, goals, and initiatives for the 2026–2027 school year, improve access to district opportunities, and strengthen engagement and
 - iii. Q&A with Families Regarding METCO FY26 Report

Recommendation:

Background Information:

The Sudbury School Committee receives periodic updates from the METCO Director outlining program priorities, initiatives, and areas of focus to support METCO students and families. These reports have included updates on student mentoring and support structures, family engagement efforts such as parent ambassador initiatives, staff cultural competency and professional development, and collaboration with district leadership to monitor program effectiveness and student outcomes. The METCO Director has also shared goals related to strengthening communication, enhancing student belonging and access to opportunities, and identifying areas for continued program improvement.

This agenda item is intended to continue that ongoing dialogue by receiving an update on progress related to prior goals and initiatives, as well as to understand the METCO program's priorities, needs, and goals for the upcoming year. This discussion will help inform how the School Committee and district leadership can best support METCO students and families moving forward.

Reference Materials:

[2024-2025 METCO Sudbury School Committee Report, March 31, 2025](#)

[2023-2024 METCO Sudbury School Committee Report, April 29, 2024, pages 2-27](#)

Attachments:

1-METCO-organizational-brochure

METCO School Committee/Parent Meeting 2025-2026 FINAL DRAFT

Action:

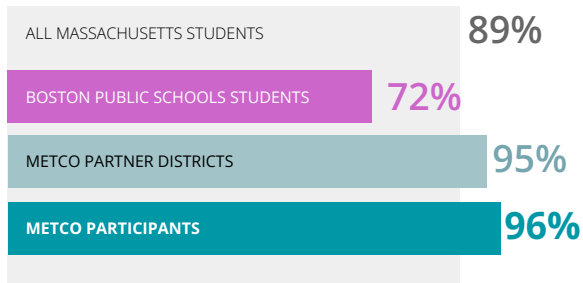
Report:

Discussion:

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4-YEAR HIGH SCHOOL GRADUATION RATE, 2019



What is METCO's impact?

METCO's track record speaks for itself.

The graduation and college attainment rates of METCO students are far above state averages. But METCO's impact extends beyond the classroom:

- Students, parents, and teachers of different backgrounds appreciate diversity and find common ground through shared experiences
- Lifelong friendships form between diverse students
- Young people are prepared to become global citizens
- Tens of thousands of METCO alumni are community leaders in business, government, and non-profit organizations, and proud parents of next-generation METCO students

What is METCO, Inc.?

METCO, Inc., referred to as headquarters (HQ), is a hub for resources, support, and advocacy for students, families, schools, and communities.

Working with METCO Directors, district administrators, teachers, community groups, and external partners, we provide year-round programming to fulfill METCO's mission and purpose.

- **ENROLLMENT** Student recruitment, application assistance, and referral to partner districts
- **STUDENT & FAMILY SUPPORT** Social-emotional and academic support, youth leadership, enrichment, higher education and career exploration, advocacy, and resources for families and students
- **RACIAL EQUITY INITIATIVES** Professional development for educators and access to resources to promote diversity, equity, and inclusion
- **COMMUNITY ENGAGEMENT** Opportunities to connect urban and suburban families, and alumni through educational, artistic, and social events
- **FUNDRAISING & ADVOCACY** Mobilizing constituents to sustain state funding and securing financial resources for innovative programming



@MetcoIncHQ



Metco, Inc. Headquarters



metcoinchq

11 Roxbury Street, Roxbury, MA 02119
(617) 427-1545 fax (617) 541-0550

METCOinc.org



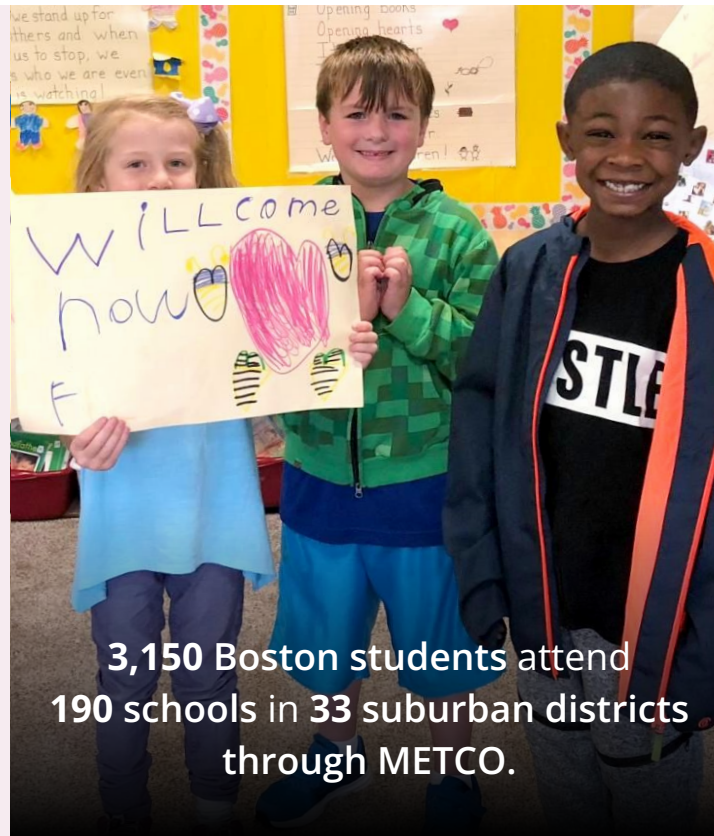
What is METCO?

METCO is the nation's largest voluntary school desegregation program.

Founded in the peak of the Civil Rights Movement, METCO places students from racially segregated Boston neighborhoods into racially isolated suburban schools—creating learning environments rich in cultural, educational, ethnic, and racial diversity.

Any Boston resident entering Kindergarten through 10th grade may apply to be enrolled in METCO.

- Districts select eligible students by lottery every year based on the number of slots available in each grade and their integration goals
- No preference is given based on academic or athletic performance, personal relationships, or financial need



How did METCO start?

In the 1960s, a grassroots movement led by Black women fought for their children's right to equitable education in Boston.

Fed up with the refusal of Boston's School Committee to acknowledge the negative impact of racial segregation, they organized boycotts, educational programming, and unofficial busing programs to send their children to majority-white schools in other neighborhoods.

Still, many white activist parents and officials in Boston continued to resist legislative efforts to address racial imbalance, and refused to adopt any proposals to enroll African-American students in better schools.

In neighboring suburbs, white parents became concerned with the injustice and their own children's racial isolation.

A group of suburbs formed a coalition with Boston parents that would allow other towns to enroll Boston students in their public schools, naming it the **Metropolitan Council for Educational Opportunity.**

In 1966, 220 students, aged 5 to 16, rode buses from Boston to schools in seven suburbs: **Arlington, Braintree, Brookline, Lexington, Lincoln, Newton, and Wellesley.**

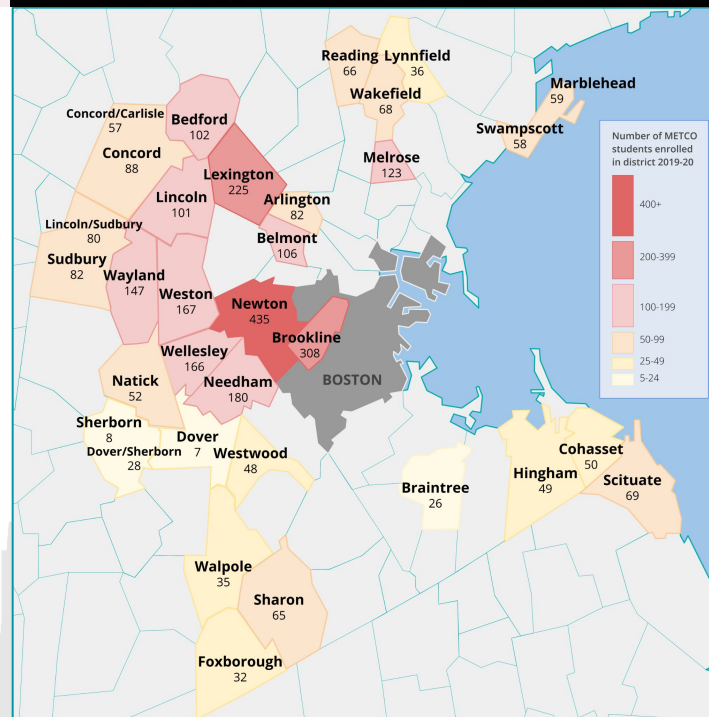
Dozens of other towns joined the network within the first ten years. Massachusetts adopted General Law Chapter 76, Section 12A, which gave town school committees and districts the right to **"help alleviate racial isolation"** and **"racial imbalance"** by enrolling students from across district lines. METCO, Inc., was established as the vehicle for this placement, funded by the state and administered by the Department of Elementary and Secondary Education.

METCO is now a Boston-area institution, expanding opportunity and breaking down educational barriers for more than 50 years.

How does METCO work?

METCO students are full and equal members of their suburban school community, and receive the same supports.

- Suburbs arrange transportation between Boston neighborhoods and suburban schools, in designated stops
- Suburbs are reimbursed from a state line item and receive Chapter 70 funds for each student
- **METCO Directors** and staff work for suburban districts, advocating for student success
- **METCO, Inc.** in Boston manages the application process; offers academics, enrichment, and social work for students; professional development, parent education, and engagement events for adults; and advocacy for the mission of integration



Agenda

- METCO Overview & History in Sudbury
- 2025-2026 Enrollment Update
- Funding Overview
- Achievement & Best Practices
- Family & Community Partnerships
- Looking Forward
- Acknowledgements

Message from new METCO CEO, Kandice Sumner





Sudbury METCO History

METCO: INTEGRATING CLASSROOMS SINCE 1966

- ▷ Sudbury became a METCO district in 1975 when the School Committee voted to enroll 40 students.
- ▷ In 1976, the number increased to 70 students and has remained at 70 for the past 47 years
- ▷ Sudbury has been a long-standing leader in supporting the mission of METCO

	Kinder- garten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
25-26	3	7	7	10	7	2	11	12	9
24-25	7	4	10	7	2	10	12	9	7
23-24	4	9	8	2	10	8	7	7	8
22-23	8	8	2	12	6	8	8	8	7
21-22	8	2	11	4	8	8	7	7	6
20-21	4	8	3	6	11	7	8	8	6
19-20	6	4	7	11	7	9	8	9	10
18-19		5	7	6	11	9	11	10	8
17-18		8	8	12	10	10	9	10	3



METCO in Sudbury Public Schools



Program Overview & History



SPS has been a METCO district since 1975.



Charter allows 70 student seats.



Students matriculate to Lincoln Sudbury Regional High School.

Commonwealth Grant Funding Covers



Transportation



Director & Program Liaisons



Bus Monitors



Membership Fees



Extended Day/Year Services

**Note enrollment reflects October 9, 2025 data*

Current School Choices for Boston Families

- METCO Districts
- Parochial schools
- Private schools
- Pilot schools
- Exam schools
- Charters schools



Proposed New Application Selection Process

A structured preference model which families applying to METCO would select:

- One small district
- One medium district
- One large district

Importantly, the small district would be designated as the first choice.

This structure supports equity across districts.

Enrollment Process



- Each participating district will use a common application form developed by METCO, Inc. and submitted through the Avela platform.
- METCO will accept applications during designated periods publicized on METCO's website.
- Districts may request applications for admissions consideration for a specified number of open seats in particular grades during the referral window from February 1st of the current school year through October 1st of the subsequent year.
- METCO Inc. refers students with completed applications to Districts based on families' preference in choosing districts by indicating their 1st, 2nd and 3rd choices during the application process.
- METCO is a seat availability program and districts supply METCO HQ with available seats and grade levels.
- New Leadership of METCO Inc / HQ
- MDA (METCO Directors' Association) / METCO Inc. / DESE Partnerships

Sudbury METCO Funding

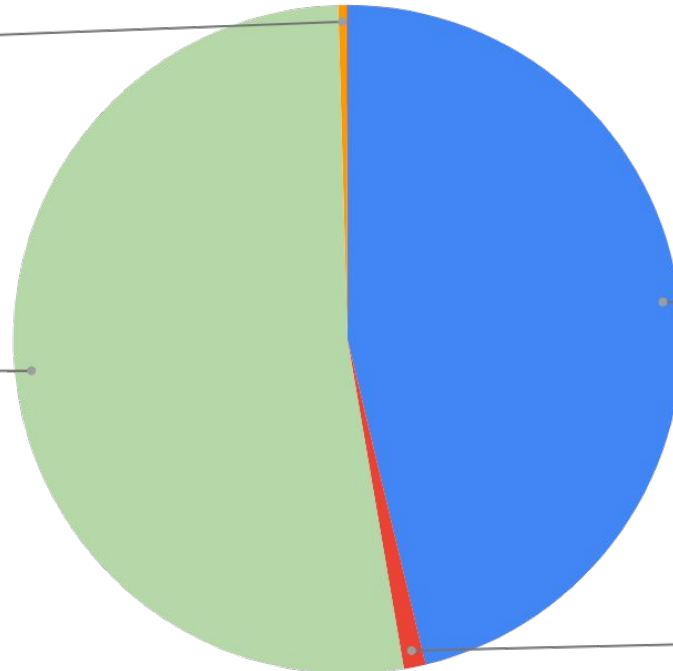
METCO Funding Base Grant

Supplies, \$2000
0.4%

Salaries \$276,405
52.3%

Transportation \$244,588
46.2%

Contracted Services \$5585
1.1%



METCO Funding Base Grant

Salaries Director, Advisor, Monitor	\$276,405
Transportation	\$244,588+
Contracted Services Extended Day Services	\$5,585
Supplies Student Activities	\$2,000
Professional Development	\$350
TOTAL	\$528,928

Transportation & Student Support

- ❑ Daily Transportation Coordination
- ❑ Academic Advising
- ❑ Social-emotional support
- ❑ Family communication and engagement
- ❑ Cultural competency initiatives

Best Practices

- Participating as a member of the SPS Cabinet & SALT
- Leading Professional Development with K-8 Staff
- Finding other funding sources beyond the METCO Grant
- Building on our Commitment to Equitable Education for All

Ongoing Achievements

- Offering K-8 students 1:1 Virtual Math Tutoring Program
- Procuring Additional Grant Funding for DEIB work
- Partnering with Lincoln-Sudbury Regional High School METCO Program to provide Access to a Sports Late Bus for our Boston Resident Middle Schoolers
- Providing 1:1 Academic Tutoring Support (Zoom and in-person) through a partnership with ACLC and the MDA(an established tutoring program in Boston)

Recent Grant Awards

- \$20,757.00 Additional Transportation Grant from METCO, INC. for more family and community engagement in Sudbury events
- \$5,000.00 Boston Bridges Initiative Grant so Boston Resident Sudbury students and families could attend Harlem Wizards Event at LSRHS

Family Partnership

- ▷ Fostering a feeling of belonging
- ▷ Shared commitment to success
- ▷ Align SEL strategies at school and home
- ▷ Work together to help children be connected, engaged, inspired members of our learning community

Family and Community Engagement



- ▷ Teacher Conferences
- ▷ Family Communication and Correspondences
- ▷ Transportation to and from Special School Events
- ▷ Collaboration with Families, District Staff, School Staff and METCO Staff

Road Map to Moving Forward

- ▷ Continued contribution to diverse classrooms
- ▷ Supporting and promoting cultural awareness
- ▷ Fostering broader perspectives
- ▷ Promoting and supporting an inclusive school culture
- ▷ Preparing for a global society



Looking Ahead (Ongoing Process)

- Plan with Cabinet on how we support progress and highlight benefits and document evidence and data
- Seek input and feedback from administration and stakeholders as we move forward
- Collaborate with Cabinet on how to best allocate resources and have ongoing monitoring and evaluation of programming while celebrating successes

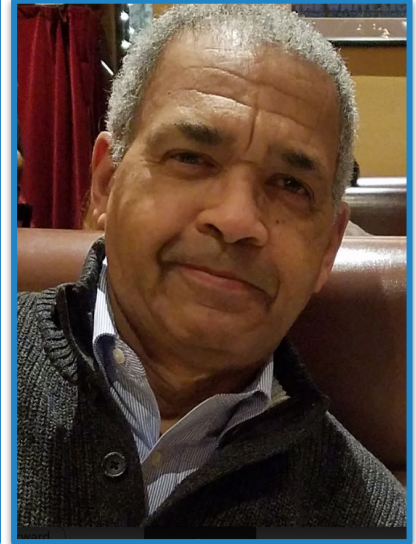
Sudbury METCO Staff



Mrs. Smart
Director



Mr. Rock
Bus Monitor



Mr. Shaw
Bus Monitor

TBD
Middle School Coordinator
Bus Monitor

Acknowledgements

The METCO Staff would like to thank all of the following stakeholders for helping to ensure that we are not simply a functioning program, but a flourishing Sudbury METCO Community:

- The Sudbury School Committee
- The Superintendent
- The Assistant Superintendent
- The METCO Staff
- Central Administrative staff
- Building Principals and Staff members
- Transportation Department

Most of all, we would like to thank both the Sudbury and Boston families for a collaborative spirit and continued dedication to work together.













**Sudbury Public Schools
School Committee Meeting**

Date: March 31, 2026

Agenda Item: 4 - Consent Calendar

- a. Approval of The Victor School - Sudbury Campus
- b. Approval of updated Negotiations / Labor Relations Subcommittee Charge
- c. Receipt of Ephraim Curtis Middle School Solar Renderings

Recommendation:

Move to approve items listed in the Consent Calendar as presented / amended.

Background Information:

Attachments:

Crozier Memo_Victor School
The Victor School Approval
1- DRAFT Negotiations-LaborRelationsSubcommitteeCharge
render_1
render_2

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



Sudbury Public Schools

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

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

March 31, 2026

I am writing to provide an update and recommendation regarding the proposed transition of the Corwin-Russell School at Broccoli Hall and the establishment of programming under The Victor School.

The Corwin-Russell School, located in North Sudbury, will close on March 31, 2026, and reopen on April 1, 2026, as a satellite campus of The Victor School, operated by the Justice Resource Institute (JRI). This transition is designed to ensure continuity of services, minimize disruption, and allow students to remain in a familiar setting with consistent programming and staff supports. JRI has confirmed that the Victor School's Sudbury campus will operate beginning April 1 and will integrate existing academic, social/emotional, and transitional supports for students.

In coordination with DESE, I have reviewed the required documentation associated with this transition, including placement requirements, contractual updates, and compliance with program approval expectations. JRI has demonstrated readiness to meet state requirements, including alignment with its DESE-approved school calendar, staffing plans, and student record procedures.

Under Massachusetts General Law c. 76, Section 1, the Superintendent and School Committee are responsible for approving a school placement when satisfied that all required conditions have been met. I have worked directly with DESE to review the submission and confirm that the necessary elements are in place.

Based on this review, and with the goal of ensuring uninterrupted services for students currently enrolled at Corwin-Russell, I recommend that the School Committee approve the continuation of programming at this site under The Victor School Sudbury Campus.

Sincerely,

Brad J. Crozier
Superintendent

BJC/jw

NOTIFICATION OF NEW PRIVATE SCHOOL

Please scan and email the completed and signed form to:

Massachusetts Department of Elementary and Secondary Education
Attention: Kerrie Anastas
Email: diradmin@doe.mass.edu

Please check off one of the following required options:

X YES - has special education program(s) NO -does not have special education program(s)

Effective Date _____ (the date of the local school committee's approval*)

School name: The Victor School- Sudbury Campus

School physical address: 142 North Rd., Suite F, Sudbury, MA 01776

School mailing address (if different): 142 North Rd., Suite F, Sudbury, MA 01776

Grades offered: 6-12+

Phone number 978-266-1991 Fax number 978-264-3800

Website: www.jri.org Email address: lsavageau@jri.org

Principal's name: Wendy Rosenblum

Is the principal certified with the Massachusetts ESE? YES If yes, license # 461453

Contact name – person completing the form: Lindsay Savageau Tel. # 508-209-1757

Email address: lsavageau@jri.org

Private elementary and secondary schools have the following responsibilities:

- MA General Laws c. 72 section 2, paragraph 3: "The supervisory officers of all private schools shall within thirty days after the enrollment or registration of any child of compulsory school age, report his/her name, age, and residence to the superintendent of school of the town where that child resides; and whenever a child withdraws from a private school, such officers shall, within ten days, notify said superintendent."
- Submit *The Individual Private School Report* (enrollment as of October 1st), sending a copy to the ESE and a copy to the Local School Superintendent or by using our online tool. A blank report will be sent to the school in September. To receive a user ID and password to submit online, please send an email to, privateschools@doe.mass.edu

Principal's Signature : _____

Superintendent's Signature _____

* MA General Laws c.76 section 1: "For the purposes of this section, school committees shall approve a private school when satisfied that the instruction in all the studies required by law equals in thoroughness and efficiency, and in the progress made therein, that in the public schools in the same town; but shall not withhold such approval on account of religious teaching..."

Sudbury Public School Committee
Negotiations / Labor Relations Subcommittee Charge

Amended December 15, 2025

Amended March 31, 2026

Mission Statement:

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

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

Members:

Karyn Jones, Chair, Sudbury School Committee
Jessica McCready, Vice Chair, Sudbury School Committee
Brad Crozier, Superintendent
Andy Sheehan, Town Manger

Compliance with Open Meeting Law (OML):

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





VODS

WALKWAY

**Sudbury Public Schools
School Committee Meeting**

Date: March 31, 2026

Agenda Item: 5a

- a. Review Budget Subcommittee Recommendation regarding the Transportation RFP priorities including electric and alternative-fuel bus options and potential vote

Recommendation:

Move to approve Budget Subcommittee's recommendation as presented / amended.

Background Information:

Attachments:

- 1- Transportation RFP Priorities, Including Electric and Alternative Fuel Bus Options Memo
- 2- First Student and Cincinnati Public Schools to Deploy District's First Electric School Buses - First Student, Inc_
- 3- First Student Launches Six New Electric School Buses in Pennsylvania from EPA Round One Funding - First Student, Inc_
- 4- First Student Partners with Tacoma Public Schools to Introduce New Electric School Buses - First Student, Inc_
- 5- First Student to Boost Student Safety with Deployment of 40 New Electric School Buses in Pontiac, Michigan - First Student, Inc_
- 6- Arlington Awarded EPA Clean School Bus Rebate _ Arlington Public Schools
- 7- Healey-Driscoll Administration Awards Over \$9.5 Million to Electrify Public School Buses _ MassCEC
- 8- State Awards \$11.7 Million to Electrify Public School Buses - BusinessWest

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

Sudbury Public Schools Budget Subcommittee Memo

Transportation RFP Priorities, Including Electric and Alternative Fuel Bus Options

Context

This memo is intended to help identify Committee considerations of bus electrification as we set priorities for next student transportation RFP. The Subcommittee discussion will center on what information, options, and questions should be addressed as we prepare for the RFP.

Framing the Question

One question is whether the RFP should ask transportation companies to provide pricing for more than one approach. For example, the district could request one proposal based on the current transportation model and another that includes a small pilot of electric or other lower-emission buses. This would not commit the district to any particular option, but it would allow the district to compare costs, service implications, and contract terms before making a decision. Guidance in this area also supports starting with a limited pilot to better understand route needs, charging requirements, and other practical considerations before any broader transition.

Source:

<https://www.energy.gov/sites/default/files/2024-11/scep-electric-bus-roadmap-fy24.pdf>

Massachusetts Funding and Grant Considerations

It is important to understand both available funding opportunities and the practical needs involved in electric buses. MassCEC currently offers a School Bus Advisory Services Program for Massachusetts public school districts on a rolling basis. The program provides free planning and technical support, including help with evaluating feasibility, estimating costs, planning for procurement, and assessing charging infrastructure needs. This could help SPS better understand what would be involved in an electric bus pilot before deciding whether to include that option in the transportation contract.

Source:

<https://www.masscec.com/program/school-bus-advisory-services-program>

MassCEC also operates a School Bus Fleet Deployment Program, which provides funding for electric buses, chargers, and depot upgrades. The program is intended to help address the higher upfront costs associated with electric school buses and related infrastructure, including in districts that work with third-party transportation providers. Funding requests have historically been considered up to \$2.5 million per applicant, but depend on future availability based on timing and structure of subsequent rounds.

Source:

<https://www.masscec.com/program/school-bus-fleet-deployment>

At the federal level, the EPA announced on February 19, 2026 that it is revamping the EPA Clean School Bus Program and issued a Request for Information regarding a future 2026 funding opportunity. While this does not appear to be a current funding option, it may be in the future.

Source:

<https://www.epa.gov/cleanschoolbus>

Contract Structure and Responsibility Allocation

An important question is how responsibilities would be divided if an electric bus pilot were included in a future contract. SPS currently leases its bus fleet, so any proposal would need to clearly explain who would provide the buses, who would install and own the charging equipment, who would be responsible for maintenance and warranties, who would pay for electricity, and what would happen to the infrastructure at the end of the contract. These issues affect not only pricing, but also the district's long-term responsibilities and flexibility.

Source:

<https://www.energy.gov/sites/default/files/2024-11/scep-electric-bus-roadmap-fy24.pdf>

Current Contractor Context

Because First Student is the district's current transportation provider, it is helpful to understand the kinds of services transportation companies may be able to provide if electric buses are considered. First Student offers a charging system and related services that can include planning, installation, maintenance, and management of charging equipment and energy use. This suggests that some responsibilities could potentially be handled by the transportation company rather than the district. If this is explored through the RFP, vendors should be asked to clearly describe which responsibilities would remain with the company and which would remain with the district.

Source:

<https://firststudentinc.com/first-charge/>

School Property and Infrastructure Considerations

SPS buses are stored on school property. Discussion of electric buses would also need to address site and infrastructure issues. Charging infrastructure may require utility coordination, electrical upgrades, construction planning, and clarity around long-term ownership and access. If infrastructure were to be installed on district property under a contractor-operated model, the contract would need to address issues such as insurance, maintenance, access rights, restoration, and end-of-contract disposition. Even a limited pilot could raise these questions, particularly if the district wants to preserve flexibility for future contract cycles.

Source:

<https://www.transportation.gov/rural/electric-vehicles/ev-toolkit/planning-electric-buses>

Cold-Weather Reliability and Route Feasibility

Cold-weather performance should be considered as it relates to feasibility. In low temperatures, electric buses may have reduced range because battery power is needed both to operate the vehicle and to heat the passenger cabin and battery system. While these effects can be managed through route planning, battery sizing, and operating practices such as pre-conditioning, winter conditions remain an important factor in assessing the reliability and feasibility of electric bus service.

Source:

<https://driveelectric.gov/files/esb-cold-weather-help-sheet.pdf>

For SPS and LS, any possible pilot would need to be evaluated based on the district's actual routes and operating conditions. That includes daily travel distances, time between runs, parking and charging arrangements, and the availability of backup buses if needed. The important question is not simply whether electric buses can operate in winter, but whether they can do so reliably within the district's specific transportation schedule and route structure.

Source:

<https://driveelectric.gov/files/esb-cold-weather-help-sheet.pdf>

<https://www.energy.gov/sites/default/files/2024-11/scep-electric-bus-roadmap-fy24.pdf>

Coordination Between SPS and LS

Another important part of this discussion is that the transportation contract is shared between Sudbury Public Schools and Lincoln-Sudbury Regional High School. Any change in the structure of the RFP or the assumptions will require coordination between SPS and LS administration and both school committees, so that the RFP reflects the operational needs and priorities of both districts.

Source:

<https://www.masscec.com/program/school-bus-advisory-services-program>

[Electric, News](#)

FIRST STUDENT AND CINCINNATI PUBLIC SCHOOLS TO DEPLOY DISTRICT'S FIRST ELECTRIC SCHOOL BUSES

January 24, 2024

CINCINNATI – First Student, the leader in school bus electrification, will be working in partnership to deliver a cleaner and quieter ride to school for hundreds of students in Cincinnati Public Schools (CPS). The company, which is based in Cincinnati, has secured \$3.95 million from an award from the United States Environmental Protection Agency (EPA) to purchase 10 electric school buses and chargers, a first for the district.

“Cincinnati Public Schools is committed to safe, efficient transportation for our students and sustainable systems to enable success, as outlined in our new Strategic Plan,” Cincinnati Public Schools Superintendent and CEO Iranetta Rayborn Wright said. “This investment in school bus electrification isn’t just a step toward sustainability, it supports the well-being of our students, families and community. By embracing eco-friendly transportation, we’re reducing emissions while fostering a healthier environment for our students.”

The funding for the electric school buses comes from the EPA’s Clean School Bus Program, which is designed to accelerate the deployment of electric school buses across the U.S. In its second round of funding, the EPA awarded First Student the funding to deploy more than 370 new electric school buses in school districts across the country, bringing zero-emission student transportation to more communities, including Cincinnati.

“With this grant, the EPA is empowering First Student and CPS to make incredible progress on our shared mission of building a more sustainable Cincinnati,” said Cincinnati Mayor Aftab Pureval. “The deployment of electric school buses will mean lower emissions on our streets, around our schools, and in the air our children breathe. We’re extremely grateful for our partners’ investment in environmental protection and healthy communities, and I’m thrilled for the work to come.”

First Student will work with CPS to deploy the new electric buses over the next 18 months. Replacing just one diesel school bus with an electric school bus can reduce greenhouse gas emissions by 54,000 pounds each year. First Student is committed to transitioning 30,000 of its diesel-powered school buses to electric by 2035.

“This award is a big win for our community and for the future of America’s electric school bus fleet,” said First Student CEO and President John Kenning. “We work with districts, utilities and municipalities to build the necessary charging and maintenance infrastructure to support electric school buses and are especially proud to be doing so in partnership with Cincinnati Public Schools. Electric school buses promote healthier

First Student and Cincinnati Public Schools to Deploy District's First Electric School Buses

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The Clean School Bus Program allocates funds for school districts to help cover the cost of replacing fossil fuel school buses with zero-emission vehicles. In November 2022, the EPA granted First Student with funds to provide 12 school districts with a total of 170 electric school buses.

[Electric, News](#)

FIRST STUDENT LAUNCHES SIX NEW ELECTRIC SCHOOL BUSES IN PENNSYLVANIA FROM EPA ROUND ONE FUNDING

The buses are the first federally funded electric school buses in Pa; celebration at Steelton-Highspire School District included elected and local leaders



Harrisburg, Pa. – Today, First Student, the leading school transportation provider in North America, and proven industry leader in electrification, hosted a ribbon-cutting ceremony at Steelton-Highspire School District celebrating the deployment of the first electric school buses (ESB) in Pennsylvania funded by the U.S. Environmental Protection Agency's (EPA) Clean School Bus Program.

Steelton-Highspire is replacing six of the school district's seven buses with First Student's electric emissions-free buses. This upgrade will improve the air quality in the surrounding area, benefitting the health of both students and the wider community. Replacing just one diesel school bus with an electric one can reduce greenhouse gas emissions by 54,000 pounds annually.

The new ESBs are backed by First Student FlexCharge chargers with electricity coming from a 1.7-Megawatt First Student Launches Six New Electric School Buses in Pennsylvania from EPA Round One Funding

Share this on: [f](#) [X](#) [in](#) | [Contact us](#)

necessary charging and grid infrastructure for the project. First Student currently operates more than 600 electric school buses in North America, having already covered over 3 million miles of zero emission service. The company has [committed](#) to transition 30,000 of its diesel buses to electric by 2035.

“First Student is at the forefront of electrifying America’s school bus fleet because we believe these buses are better for students, schools, communities and the planet,” said First Student Head of Electrification Kevin Matthews. “We are the only company in the industry with the necessary resources and expertise to support districts, utilities, and municipalities in not just supplying buses but also creating the essential charging and maintenance infrastructure for electrifying school bus fleets. We are immensely proud to partner with the Steelton-Highspire School District to provide student transportation and thank the Environmental Protection Agency for making this moment possible.”

“Steelton-Highspire is honored to stand alongside First Student at today’s historic event,” said Mick Iskric, Steelton-Highspire Superintendent. “We cannot thank the EPA enough for awarding Clean School Bus Program funding to our district. These buses are a gamechanger for both our students and the community as a whole. We are proud to be the first school district in Pennsylvania to introduce buses funded through the EPA’s accelerator program and look forward to continuing working with First Student to provide our students with safe, reliable and now clean transportation to and from school.”

The celebration also featured a ride-along in an electric school bus provided by First Student. Attendees included Pennsylvania State Representative Dave Madsen, Highspire Borough Mayor Von Hess, Dauphin County Commissioner Justin Douglas, Steelton-Highspire Superintendent Mike Iskric, Steelton-Highspire Business Manager J.J. Carnes, Mom’s Clean Air Force’s Vanessa Lynch, First Student Head of Electrification Kevin Matthews and representatives from PPL Electric Utilities.

The EPA’s Clean School Bus Program provides funding to school districts to assist with the costs of replacing fossil fuel-powered school buses with zero-emission vehicles. First Student has helped school districts apply for this funding and has secured nearly \$220 million to date, the largest amount awarded among transportation providers and enough to bring 530 electric school buses to more communities across the U.S.

B-ROLL/RESOURCES: B-ROLL/RESOURCES: Watch a [video](#) that showcases First Student’s electric school bus fleet.

About First Student

As a leading school transportation solutions provider in North America, First Student strives to provide the best start and finish to every school day. With a team of highly trained drivers and the industry’s strongest safety record, First Student delivers reliable, quality services, including full-service transportation and management, special-needs transportation, fleet electrification, route optimization, and scheduling, maintenance, and charter services with a fleet of more than 46,000 buses.

###

RESOURCES FOR YOU

ELECTRIC

First Student Launches Six New Electric School Buses in Pennsylvania from EPA Round One Funding

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[Electric, News](#)

FIRST STUDENT PARTNERS WITH TACOMA PUBLIC SCHOOLS TO INTRODUCE NEW ELECTRIC SCHOOL BUSES

March 26, 2025

CINCINNATI (Mar. 26, 2025) – [First Student](#), the largest and most trusted student transportation provider, today announced the deployment of 14 electric school buses in partnership with [Tacoma Public Schools](#). This new deployment builds on a strong relationship between Tacoma’s Student Transportation Services and First Student, who currently provide around 5,000 students with daily school bus transportation. The electric school buses will complement the school district’s existing fleet and uphold First Student’s key values of innovation and sustainability, representing a step toward a cleaner future for students who rely on school transportation every day. This initiative reinforces Tacoma Public Schools and First Student’s shared commitment to safe, reliable, and forward-thinking transportation solutions.

Thanks to funding through the Washington State Department of Ecology for three buses and the US EPA Clean School Bus Program round two for 11 buses, the electric buses will offer a large benefit to students by providing a cleaner, quieter, and safer ride while reducing carbon emissions and improving air quality. Electric buses require less maintenance and cut fuel costs, allowing Tacoma Public Schools to reinvest those savings into educational initiatives, classroom resources, and student enrichment programs.

“Our ongoing partnership with Tacoma Public Schools reflects our commitment to building a cleaner, healthier future for the communities we serve,” said Kevin Matthews, Head of Electrification at First Student. “As the industry leader with the most electric buses deployed in North America, we are proud to drive over five million students daily and have already logged nearly six million electric miles. At First Student, one of our core values is to care for students. Electric buses help us meet that goal by providing a smoother, quieter ride that helps students start their day focused and ready to learn.”

“Tacoma Public Schools is committed to making environmentally responsible decisions that benefit both our students and the community,” said Josh Garcia, Superintendent of Tacoma Public Schools. “Partnering with First Student allows us to enhance our transportation services while reducing our carbon footprint, creating a more sustainable, safe, and efficient future for our students and the environment. This initiative aligns with our strategic goals by improving health and safety through cleaner air, enhancing operational efficiency with modernized transportation, and strengthening partnerships that support student success. Investing in sustainable solutions ensures a safe learning environment that promotes academic achievement and well-being for all students.”

At a joint celebratory event held today, officials including Tacoma Public School Board Member Elizabeth

First Student Partners with Tacoma Public Schools to Introduce New Electric School Buses

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Fund, and the Washington State Department of Ecology and Air Quality Program touted the long-term, measurable benefits of electric school buses on our youth and gave community members the chance to ride in an electric school bus and feel the difference for themselves.

About First Student

As North America’s leading school transportation solutions provider, First Student strives to provide unmatched care and the safest ride to school to 5.5 million students daily. With a team of highly trained drivers, the company completes 1 billion student trips during the 2024-25 school year. First Student delivers reliable, quality services, including full-service transportation and management, special-needs transportation, fleet electrification, route optimization, scheduling, maintenance, and charter services. Its fleet includes about 45,000 buses.

RESOURCES FOR YOU

ELECTRIC

[First Student to Boost Student Safety with Deployment of 40 New Electric School Buses in Pontiac, Michigan](#)

ELECTRIC

[First Student and Cincinnati Public Schools to Deploy District’s First Electric School Buses](#)

ARTICLES

First Student Partners with Tacoma Public Schools to Introduce New Electric School Buses

Share this on: [f](#) [X](#) [in](#) | [Contact us](#)

[Electric, News](#)

FIRST STUDENT TO BOOST STUDENT SAFETY WITH DEPLOYMENT OF 40 NEW ELECTRIC SCHOOL BUSES IN PONTIAC, MICHIGAN

March 20, 2024



Pontiac, Mich. – First Student, the leader in school bus electrification, joined the Pontiac School District and the Environmental Protection Agency (EPA) at a celebration [event](#) this week to announce funding to deploy 40 new electric school buses, replacing the district’s entire fleet of diesel buses with a cleaner, quieter and safer ride to school for thousands of students. The district secured the funding through the EPA’s Clean School Bus Program, with a \$9.75 million grant award in November 2023 and another \$5.9 million grant award in January of this year.

“This is where the rubber meets the road in revolutionizing student transportation,” said First Student Head of Electrification Kevin Matthews. “These federal grants allow our school district partners, including the Pontiac School District, to see real, tangible results in creating healthier and safer communities. First Student is proud to deliver 40 electric buses to Pontiac. This is an investment in students’ future, ensuring they start the day ready to learn. We are excited to work with the Pontiac School District to modernize its fleet and achieve its electrification goals.”

First Student has committed to transition 30,000 of its diesel buses to electric by 2035 to improve the health and well-being of even more students and communities. The company will begin to deploy the new electric buses for the Pontiac School District during the 2024-25 school year.

“The positive impact these buses will bring to the wellbeing of our students and our community as a whole is incredible,” said Dr. Kimberly Leverette, interim superintendent of the Pontiac School District. “We are ecstatic to have been selected to be part of this game-changing initiative. Thanks to an outstanding internal team and exceptional partners, we excited to announce the deployment of 40 electric buses to Pontiac.”

First Student to Boost Student Safety with Deployment of 40 New Electric School Buses in Pontiac, Michigan

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g, contribute to gas emissions by 6,700 pounds annually.

“Thanks to President Biden’s Investing in America Agenda and EPA’s Clean School Bus program, the Pontiac School District is providing a healthier environment for its students, bus drivers and school staff,” said EPA Region 5 Administrator Debra Shore. “Upgrading to electric school buses is a major win for the community and will mean reduced air pollution in and around schools.”

First Student is the largest operator of electric school buses in North America. The company currently has more than 300 electric buses on the road, having already covered nearly three million miles of zero-emissions service.

About First Student

As a leading school transportation solutions provider in North America, First Student strives to provide the best start and finish to every school day. With a team of highly trained drivers and the industry’s strongest safety record, First Student delivers reliable, quality services, including full-service transportation and management, special-needs transportation, route optimization, and scheduling, maintenance, and charter services with a fleet of about 40,000 buses. For more information, visit firststudentinc.com.

###

RESOURCES FOR YOU

NEWS

[First Student Partners with Eden Village and Drury University to Transform Donated School Bus into a Mobile 3D-Printed Housing Lab](#)

NEWS

First Student to Boost Student Safety with Deployment of 40 New Electric School Buses in Pontiac, Michigan

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[...equity in alternative student transportation](#)

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[Recent News](#) » Arlington Awarded EPA Clean School Bus Rebate

Arlington Awarded EPA Clean School Bus Rebate

Town of Arlington to receive \$200,000 for new electric school bus.

Arlington has been awarded \$200,000 through the U.S. Environmental Protection Agency’s (EPA’s) 2023 Clean School Bus (CSB) Rebate competition, funded by the Biden administration’s Bipartisan Infrastructure Law. The funds will be used to replace one diesel school bus with a battery electric school bus, bringing the total number of electric buses in the Arlington Public Schools’ fleet to three (out of 13 buses). The electrification of Arlington’s school bus fleet is part of the Town’s efforts to enhance air quality and achieve net zero greenhouse gas emissions by 2050.

“The Town is thrilled to partner with the Arlington Public Schools as we work to reduce pollution across the municipal fleet and achieve our climate change mitigation goals,” said Town Manager Jim Feeney. “Even replacing one diesel bus with an electric bus improves the air that we all breathe here in Arlington.”



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The CSB Rebate award builds on the Town's successful e officially added two new electric buses to the Schools' fleet the pilot are estimated to avoid the use of approximately tons of carbon dioxide per year. That's equivalent to preserving forests in one year.

The Arlington Public Schools are among 17 school districts communities across the country to receive funds for clean across Massachusetts through the CSB program tops \$4

"We are so grateful to be selected alongside communities once-in-a-generation federal funding opportunity," said Arlington Dr. Elizabeth Homan. "We know our efforts on climate change projects, have important benefits for the health and the lives of staff, and the broader community."

More information about Arlington's climate and resilience is on the Climate and Resiliency Planning page.

Post Date:06/04/2024

Photo: Arlington Public Schools Officials at Arlington's electric in Fall 2023.



HEALEY-DRISCOLL ADMINISTRATION AWARDS OVER \$9.5 MILLION TO ELECTRIFY PUBLIC SCHOOL BUSES

Media Inquiries

Victoria King, MassCEC

617-315-9398

press@masscec.com

June 10, 2025

Funding will support electrification efforts in eight school districts across the state

BOSTON – The Healey-Driscoll Administration today announced over \$9.5 million in funding for eight school districts and private transportation providers as part of the third round of the School Bus Deployment program. This initiative, led by the [Massachusetts Clean Energy Center](#) (MassCEC) and funded by the [Massachusetts Department of Environmental Protection](#) (MassDEP), supports communities in replacing diesel-powered school buses with electric alternatives.

English 

The MassCEC School Bus Deployment program provides both financial support and hands-on technical planning assistance to ensure a smooth transition for school districts. The program also focuses on supporting high-need and environmental justice communities.

“Electric school buses are an example of how we can improve public health across the state,” said **Massachusetts Secretary of Energy and Environmental Affairs Rebecca Tepper**. “MassCEC’s School Bus Deployment program not only funds new vehicles, it provides school districts with the necessary support and expertise to switch to electric. Our goal is to ensure every community reaps the benefits of this critical transition.”

“Students and school districts deserve a less polluted environment than is currently the case with diesel bus fleets. The growing shift to electric buses represents a transformative opportunity to modernize transportation while cutting costs as well as creating a learning opportunity for students and communities,” said **Massachusetts Clean Energy Center CEO Dr. Emily Reichert**. “MassCEC supports two-thirds of the electric school buses in the state, enabling communities to pilot innovative solutions, gain hands-on experience with electric vehicle technology, and lay the groundwork for long-term fleet electrification across the Commonwealth.”

MassCEC School Bus Fleet Deployment Round 3 Grant Awards:

- **Acton-Boxborough Regional School District** - \$1,432,952
- **Beacon Mobility supporting Ipswich Public Schools** - \$1,100,000
- **Beacon Mobility supporting Salem Public Schools** - \$1,300,000
- **Beverly Public Schools** - \$1,459,000
- **First Student, Inc supporting Fitchburg Public Schools** - \$1,604,255
- **Highland Electric supporting Amherst-Pelham Regional School District** - \$500,000
- **Highland Electric supporting Hingham Public Schools** - \$500,000
- **Mercedes Cab supporting Cape Cod Regional Technical School** - \$1,998,264

“Transitioning to electric school buses is a meaningful investment in the well-being of our students and the future of our communities,” said **Massachusetts Secretary of Education Patrick Tutwiler**. “This program showcases what’s possible when we prioritize sustainability and equity in our investments, and I’m grateful to our partners at MassCEC and MassDEP for leading this important work.”

To date, the MassCEC School Bus Program has awarded more than \$27.5 million to school districts and consultants, leveraging more than \$100 million in external funding. MassCEC is now accepting proposals for Round 4 of the program, with applications due by June 13, 2025 at 4pm ET. Selected applicants will be eligible for up to \$2.5 million in funding per project to support electric school bus deployment and associated costs, along with access to technical consulting services.

For more information about the School Bus Deployment Program, and to apply for Round 4 funding, visit www.masscec.com.

About the Massachusetts Clean Energy Center

Massachusetts Clean Energy Center is a state economic development agency dedicated to accelerating the growth of the clean energy and climatetech sector across the Commonwealth to spur job creation, deliver statewide environmental benefits, and secure long-term economic opportunities for the people of Massachusetts. Since 2010, MassCEC has awarded nearly \$800 million in programs and investments and attracted more than \$2.8 billion in private and public funds.

###

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THE BUSINESS JOURNAL OF WESTERN MASSACHUSETTS

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DAILY NEWS

State Awards \$11.7 Million To Electrify Public School Buses

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By **BusinessWest Staff**

📅 February 27, 2026

BOSTON — The Massachusetts Clean Energy Center announced \$11.7 million in funding for six school districts and private transportation providers as part of the fourth round of the School Bus Deployment program. This initiative supports communities putting dependable, modern, electric school buses on the road, making transportation more reliable for students and more affordable for school districts.



DAILY NEWS

State Awards \$11.7 Million to Electrify Public School Buses

February 27, 2026

Storowton to Host Maple Harvest Day, Pancake Breakfast on March 14

February 27, 2026

Chic Salon Beauty Bar to Host Grand Opening, Ribbon Cutting Today

February 27, 2026

“We’re helping school districts upgrade their buses and give our kids the best,” Gov. Maura Healey said. “By electrifying school buses, we’re reducing pollution and making transportation more affordable for schools.”

The Massachusetts Clean Energy Center’s (MassCEC) School Bus Deployment program provides both financial support and hands-on technical planning assistance to ensure a smooth transition for school districts. The program also focuses on supporting high-

Country Bank Welcomes Mike Oleksak, Rob Totaro to Commercial Banking Team

February 26, 2026

John Pappas Named to Century Club at Morgan Stanley Wealth Management

February 26, 2026

Three UMass Faculty Named Senior Members of National Academy of Inventors

February 26, 2026

Jersey Mike’s Month of Giving Supports Special Olympics

February 26, 2026

Springfield Mayor Criticizes Hall of Fame for Talks on Relocating Hoophall Classic

February 26, 2026

Raise Your Glass 2026 Marks Expansion of LightHouse into LightWorks Collective

February 26, 2026

WRRS 104.3 LPFM Launches New Radio Series Exploring Child Growth

February 26, 2026

environmental
justice
communities.

Round 4 grantees
include Boston
Public Schools
(\$2,500,000),
Acton-
Boxborough
Regional School
District
(\$1,959,000),
Springfield Public
Schools
(\$598,375),
Doherty's Garage
Inc. supporting
Lincoln and
Newton Public
Schools
(\$2,425,000),
Highland Electric
supporting
Belmont Public
Schools
(\$1,839,013), and
Student
Transportation of
America
supporting
Chicopee Public
Schools
(\$2,000,000).

“The School Bus Deployment program gives communities the tools to provide cleaner, healthier transportation for students,” said Rebecca Tepper, Massachusetts secretary of Energy and Environmental Affairs. “This funding improves air quality and protects the long-term health of Massachusetts children and residents.”

To date, MassCEC’s School Bus Deployment program has funded projects to purchase 423 electric school buses across 20 districts and their transportation operators,

of more than \$34 million. These projects reflect significant statewide momentum toward cleaner, healthier student transportation, while building practical experience in charging infrastructure, operations, and utility coordination.

TAGS:

Massachusetts Clean

Energy Center

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Previous

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**Sudbury Public Schools
School Committee Meeting**

Date: March 31, 2026

Agenda Item: 5b

b. Potential vote regarding FY28 Budget Development Timeline

Recommendation:

Move to approve Budget Subcommittee's recommendation as presented / amended.

Background Information:

Attachments:

- 1-FY27 Budget Book Budget Timeline
- 2-CommunityBudgetLetter
- 3-Memo_Budget Subcommittee_FY28 Budget Planning Outline (1)

Action: XX

Report:

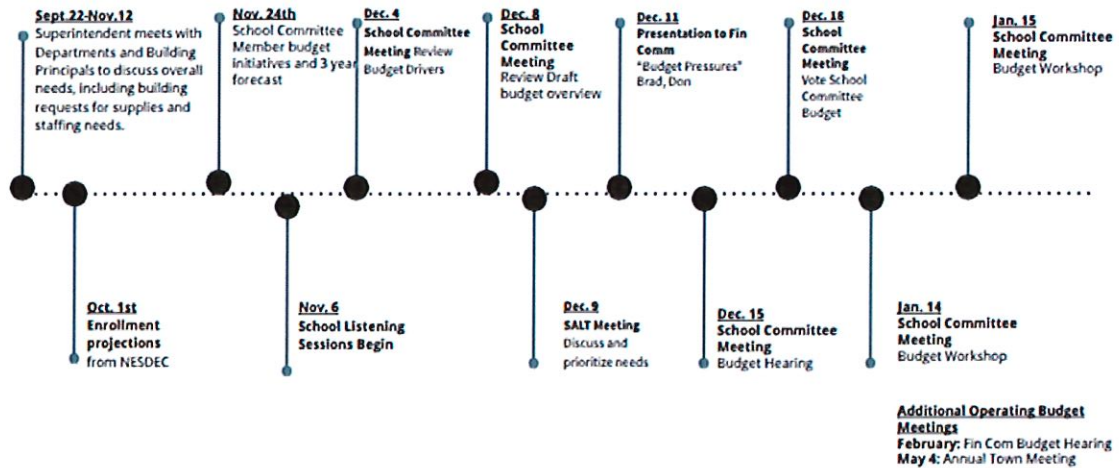
Discussion:

XX

FY27 Budget Book (pg. 9): Budget Timeline

<https://resources.finalsite.net/images/v1772149403/sudburyk12maus/vje4bst165gozzxbwau/FY27BudgetBook.pdf>

SPS School Committee FY27 Budget Timeline





Sudbury Public Schools

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

November 4, 2025

Dear Community,

The Administration and the Sudbury School Committee are actively engaged in developing the budget for the 2026–2027 academic year. The budget is one of the most important tools we have to support our students and educators. As this work moves forward, we want to keep you informed and invite you to take part in the process.

We would like to share some key dates with you. During Budget Review Meetings, the Administration and School Committee review projected enrollment, MCAS data, Student Services, and other student achievement presentations. Every meeting includes time for public comment. The **Budget Hearing**, required by law, is a formal opportunity for community members to hear the proposal and provide feedback.

November 24 7pm Hybrid	School Committee Meeting 40 Fairbank Road Room 214	Administration and School Committee discussion to prioritize initiatives
December 1 7pm Remote	School Committee Meeting	Review the Superintendent's proposed draft line item budget
December 4 7pm Hybrid	School Committee Meeting 40 Fairbank Road Room 214	The Administration will present budget drivers
December 8 7pm Remote	School Committee Meeting	The School Committee will provide feedback regarding the proposed budget
December 15 7pm Hybrid	School Committee Meeting 40 Fairbank Road Room 214	Budget Hearing - An opportunity for the community to provide feedback and have their voices heard in the budget process.
December 18 7pm Remote	School Committee Meeting	Vote on the budget
February TBD	Finance Committee Meeting	Budget Hearing

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

In partnership,

Sudbury School Committee

Karyn Jones (Chair), Jessica McCready (Vice-Chair), Nicole Burnard, Mandy Sim, and Elizabeth Sues



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

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

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

To: Budget Subcommittee Members
From: Donald R. Sawyer
Director of Business & Human Resources
Date: March 16, 2026
Re: **FY28 Budget Planning Discussions**

Given the complexities of the FY28 GF Budget and budget process, I recommend that we start strategy discussions providing the full School Committee into a final FY28 Budget recommendation due in approximately nine (9) months.

Although Town Meeting approves the current FY27 appropriation in May 2026, we will incur several revisions leading up to the SPS final revised FY27 operating budget by September 1st which will be the base line in calculating a FY28 level funded and level service budget. Any additional services determined by the School Committee and/or District Leadership not included in the FY28 base budget will need to be vetted and added.

While a total FY28 budget recommendation can be determined, the Town Manager usually releases budget guidance in late October or early November, and subsequently any budget deficit calculated. At this time, a Proposition 2½ override will become apparent.

SPS will need time to present two (2) FY28 budgets – 1) budget with the successful passage of an override; and, 2) budget with staff / service reductions for no override. Also, while it does not impact any deficits, the collective bargaining agreement additional COLA contingent on an override will change FY28 budget numbers should it pass.

I look forward in holding these strategy discussions.


Donald R. Sawyer
Director of Business & Human Resources

**Sudbury Public Schools
School Committee Meeting**

Date: **March 31, 2026**

Agenda Item: **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. 2025-2026 Policy Subcommittee Work Completed
 - ii. 2025-2026 Tri-District Calendar Review Work Completed

Recommendation:

Background Information:

Attachments:

1-Updates
March_April Newsletter .docx

Action:

Report:

XX

Discussion:

Liaison Updates

Finance Committee

FinComm's 3/23/2026 meeting where they were going to discuss the Ephraim Curtis Middle School Solar Renderings was cancelled and will be rescheduled.

LS Regional High School

LSSC mirrored SPS and requested Dr. Stephens speak with the SPS Admin, the Town Manager, and the Sustainability Coordinator regarding the Fuel Efficient Vehicle Policy before bringing it back to their Committee for a vote. There were no concerns about the policy expressed from the Committee itself, and if there are no edits proposed, the Committee seems included to waive the typical "three readings" to expedite the process.

Select Board

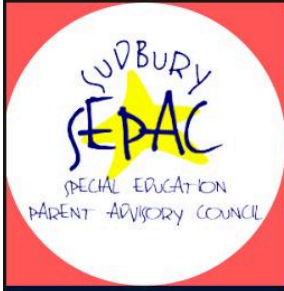
The Select Board voted on the Fuel Efficient Vehicle Policy and plan to bring it back to the Committee to review if there are any concerns by SPS and LS administration and its School Committees regarding the policy.

Sudbury SEPAC

The PAC survey has gone out to the co-chairs for its board members to complete on/before April 10, 2026. Their newsletter is enclosed which has upcoming events in April.

Wellness Liaison Report

The Wellness Committee conducted its Triennial Review which included review of our District Wellness Policy and an assessment of the implementation of our current policy. Betsy Grams will edit our current policy to ensure we are following any changes in federal and state laws. The updated policy will come before the full committee in a future agenda for our vote.



MARCH/APRIL 2026

e-Newsletter

STAY IN THE LOOP WITH EVENTS, RESOURCES, AND ANNOUNCEMENTS!

Note from our Co-Chairs

As we move into March and April, we look forward to longer days, fresh starts, and more opportunities to connect as a community. This time of year often brings important conversations about IEP meetings, transition planning, and preparing for year-end milestones. Our SEPAC is always here to support families, share resources, and work together with the district to help students succeed.

Here are a few highlights of what you can find in this newsletter—

Meet the Sudbury School Committee Candidates:

Monday, March 9th 7PM (Zoom). Although the race is uncontested, this will be a great way to learn more about the candidates ***Ellen Lederer-DeFrancesco and Julie Durgin-Sicree***. This session will be held from 7-8pm, followed by a SEPAC business meeting from 8-8:30pm with special education updates from Student Services.

Parent & Caregiver Connections Groups:

Our six connections groups will continue in March and April. Upcoming dates and descriptions of these groups are provided in the Parent Connections section below.

Engaging Minds Webinar “Helping Kids Get it Done”

Co-Sponsored with LS SEPAC: Tuesday, March 24th at 7pm. Putting things off is easy — getting started is hard. In this complimentary webinar, parents will learn practical

executive function strategies to help kids beat procrastination, manage their time, stay focused, and tackle homework with confidence. You'll walk away with tools to support academic success and make schoolwork feel more manageable at home.

SEPAC Goes To The Show - "Honk!"

You are invited to join us on March 28th at 1:00PM for Open Door Theater's production of "Honk!" Our group is invited to go on a backstage sensory tour before the show.

Purchase your tickets through Open Door Theater [HERE](#). Let them know of any accessibility accommodations that you need when you purchase your tickets.

RSVP to Sudbury SEPAC/LS-SEPAC to join the Pre-show Tour [HERE](#).

FCSN Virtual Workshop Calendar: Basic Rights workshops will be offered weekly throughout the year—you can sign up for as many as you'd like! Families and educators are welcome to register at [FCSN Events Calendar](#). Special topics in January include Self-care and Collaborative Data Collection.

You can find more information and details on all of our events and other community events and resources below.

Thank you for being part of SEPAC, and we hope to see you soon!

Kate & Andrea

SEPAC Co-Chairs

If you haven't already done so, please consider [joining our e-newsletter](#).

Business Meeting & Featured Events



All are always welcome to attend our monthly business meetings and featured events.

Business Meetings

Monday, March 9th |
7 PM

VIRTUAL

[Zoom Link](#)

Meeting ID: 880 1505
6457
Passcode: 427835

All families of SPS' students and interested community members are invited to participate. Our meetings are a wonderful opportunity to ask questions, share ideas, and learn about SEPAC events and resources!

Future Meeting Dates:

3/9/26, 7pm (remote meeting held following our annual meet the school committee candidates night)

5/7/26, 7pm (in person, SPD Community Room)

2025 SEPAC Survey & Presentation to SPS School Committee

Thank you to all of the families who participated in our 2025 survey! If you missed our presentation to the Sudbury School Committee and are interested in hearing about the survey results and recommendations, you can access the presentation [here](#), starting at 2:06:17.

Meet the School Committee Candidates

Monday, March 9th | 7pm

[Registration Requested](#)

Join us on Zoom from 7 to 8pm to meet the Sudbury School Committee Candidates: Ellen Lederer-DeFrancesco and Julie Durgin-Sicree. This is a great chance to engage directly with the candidates and ask questions! Following the session, we will hold a brief SEPAC business meeting from 8-8:30pm with special education updates from student services.

Engaging Minds Webinar **Helping Kids Get It Done: Beat Procrastination, Master Time, Study**

Lincoln Sudbury SEPAC and Sudbury SEPAC presents — Helping Kids Get It Done: Beat Procrastination, Master Time, Study Smarter and Succeed in School

Putting things off is easy — getting started is hard.

<p>Smarter and Succeed in School</p> <p>Tuesday, March 24th 7pm</p> <p>Registration Required</p>	<p>In this complimentary webinar, parents will learn practical executive function strategies to help kids beat procrastination, manage their time, stay focused, and tackle homework with confidence. You'll walk away with tools to support academic success and make schoolwork feel more manageable at home.</p>
<p><u>SEPAC Goes To The Show - "Honk!"</u></p> <p>Saturday, March 28th 1 pm</p>	<p>You are invited to join us on March 28th at 1:00PM for Open Door Theater's production of "Honk!" Our group is invited to go on a backstage sensory tour before the show.</p> <p>Purchase your tickets through Open Door Theater HERE. Let them know of any accessibility accommodations that you need when you purchase your tickets.</p> <p>RSVP to Sudbury SEPAC/LS-SEPAC to join the Pre-show Tour HERE.</p>
<p><u>Social Competency Skills Workshop</u></p> <p>April Date TBD</p>	<p>In April, the LS SEPAC and SPS SEPAC will offer a workshop on building social competency skills in our neurodiverse students with Shelby Bronfman M.S. CCC-SLP from The Coastal Communication. Stay tuned for details!</p>

Sudbury Public Schools Events



Workshops, Informational Sessions, and School Committee Meetings

<p><u>Upcoming School Committee Meetings</u></p> <p>Monday, March 2 7pm</p> <p>Fairbank SPS Offices -</p>	<p>Join the School Committee meetings to learn more about important updates in Sudbury schools. (Zoom & Agenda)</p> <p><i>If you missed the Joint School Committee and SEPAC meeting discussion about FY27 ESY</i></p>
--	---

[Conference Rooms 1 and 2 \(2nd Floor\)](#)

Monday, March 16 | 7pm

[Virtual Meeting](#)

Tuesday, March 31 | 7pm

[METCO Headquarters](#)

Monday, April 13 | 7pm

[Virtual Meeting](#)

services held on Wednesday, January 14th, you can watch it [here](#), starting at 23:40.

DDS Virtual Information Sessions

Wednesday, March 25 | 6:30 - 8:30 pm

The Massachusetts Department of Developmental Services (DDS) is hosting free virtual events for individuals of all ages and their families. These introductory sessions are a great way to learn about resources available to your child and family.

Topics will include:

- DDS Overview and Eligibility
- Transition Planning
- Autism Supports
- Deaf Services

Please see the attached [flyer](#) for registration details and meeting links.

8th to 9th Grade Transition Orientation

Wednesday, March 11 | 10 am

An 8th to 9th Grade Special Education Transition Orientation will be held at Lincoln-Sudbury Regional High School (L-S) on Wednesday, March 11 at 10:00 a.m. in the LS Lecture Hall. This event is for 8th Grade Parents/Guardians with a Student on an IEP or 504 plan.

Parent Connections




Join us! Support and connect with parents and caregivers.

<p><u>ADHD & Executive Functioning Connections</u></p> <p>Thursday, March 19 7 PM Oak Barrel Tavern, Sudbury</p> <p>April Date TBD</p> <p>Registration Required</p>	<p>This group is geared toward caregivers who have a child diagnosed with ADHD or have questions regarding their child's attention, hyperactivity, impulsivity, executive functioning, or working memory.</p>
<p><u>Literacy Challenges Connections</u></p> <p>Thursday, March 19 7 PM Oak Barrel Tavern, Sudbury</p> <p>April</p> <p>Registration Required</p>	<p>This group is geared toward caregivers who have a child diagnosed with or have questions regarding their child's literacy. This can include a language-based learning difference, auditory processing disorder (APD), dyscalculia, dysgraphia, dyslexia, apraxia, aphasia, dysarthria, general education reading support, or other literacy and language challenges.</p>
<p><u>Autism Connections</u></p> <p>Thursday, March 19 7 PM Oak Barrel Tavern, Sudbury</p> <p>April Date TBD</p> <p>Registration Required</p>	<p>This group is geared toward caregivers who have a child diagnosed with autism or have questions or concerns related to autism.</p>
<p><u>Social-Emotional Connections</u></p> <p>Thursday, March 19 7 PM Oak Barrel Tavern, Sudbury</p> <p>April Date TBD</p> <p>Registration Required</p>	<p>This group is geared toward caregivers who have a child diagnosed with or have questions regarding their child's social-emotional growth. Diagnoses can include but are not limited to anxiety,</p>

	depression, OCD, and ADHD.
<p><u>Complex Learning Profile Connections</u></p> <p>Thursday, March 19 7 PM Oak Barrel Tavern, Sudbury</p> <p>April Date TBD</p> <p>Registration Required</p>	<p>This group is geared toward caregivers who have a child with a complex learning profile.</p> <p>This can include children who are diagnosed with a rare syndrome or neurological impairment, sensory disability (vision, hearing, deaf-blind), developmental delay, intellectual disability, sensory processing or language disorder, health condition (epilepsy, diabetes, sickle cell anemia, etc.)</p>
<p><u>Pre-K Connections</u></p> <p>Thursday, March 19 7 PM Oak Barrel Tavern, Sudbury</p> <p>April Date TBD</p> <p>Registration Required</p>	<p>This group is geared toward caregivers who have a child aged 2.9 - 6 years old enrolled in preschool. Your child may have a diagnosis, have received early intervention services, or currently having challenges.</p>

Community Events



Our top picks!

<p><u>Boston Ability Center - Role Play Adventure</u></p> <p><u>March 20th, 6-7:30pm</u></p>	<p>The Boston Ability Center is excited to partner with The Story School for an inclusive live-action role play adventure! The event will take place on March 20th from 6-7:30pm and is open to adventurers of all abilities grades 4-12.</p>
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For more info, go to:

<https://www.bostonabilitycenter.com/community-game-day>

**Open Door Theater
Presents “HONK!”**

Performances:

Dragonfly Theater, R.J. Grey
Jr. HS, 16 Charter Road,
Acton, MA 01720.

Friday, March 20, 2026 at
7:00 pm / ASL, open
captioning, sensory-friendly

Saturday, March 21, 2026 at
1:00 pm / ASL, open
captioning, sensory-friendly

Sunday, March 22, 2026 at
1:00 pm / ASL, open
captioning, sensory-friendly

Friday, March 27, 2026 at
7:00 pm / ASL, open
captioning, sensory-friendly,
audio described

Saturday March 28, 2026 at
1:00 pm / ASL, open
captioning, sensory-friendly,
audio described

Sunday, March 29, 2026 at
1:00 pm / ASL, open

Open Door Theater (opendoortheater.org), based in Acton is proud to announce the production of *HONK!*, a musical telling of “The Ugly Duckling” story. *HONK!* is a heartwarming celebration of being different that is sure to delight audiences of all ages. Ugly looks quite a bit different from his siblings, and others are quick to notice and point this out. Ugly is kind-hearted, awkward and innocent, and his journey of self-discovery is the heart of the show. This messaging supports the mission of Open Door Theater and will resonate with audiences now more than ever. Like Open Door Theater, *HONK!* has the audacity to assert that the default state of community should be inclusion and that “fowl” behavior will no longer be tolerated.

All performances are relaxed/sensory friendly and feature ASL interpretation and open captioning. There will be audio-described performances on the second weekend. Tickets are \$20. Discounted tickets for EBT, WIC and ConnectorCare Cardholders. Over its 45-year history, Open Door has provided accessible opportunities for all including underserved audiences and participants to enjoy live theater.

[Tickets are on sale now.](#)

<p>captioning, sensory-friendly, audio described.</p>	
<p><u>Chess Club</u></p> <p>Excelsior Comics and Games Maynard</p> <p>Sundays, 2:10 PM - 6:00 PM</p>	<p>New local chess club in Maynard, open to Sudbury residents. All (or no) skill levels welcome - chess is for everyone!</p> <p>https://chess.maynard.wiki/</p>
<p><u>Accessible Martial Arts Program with Easterseals MA</u></p> <p>Thursdays, 6 PM</p> <p>Virtual</p>	<p>For people of all ages with and without disabilities who want to learn and practice self-defense, stretching, exercise, and relaxation techniques.</p> <p>Registration is required. (Learn more.)</p>
<p><u>“Tones of Fun” Development Music Class for Youth</u></p> <p>Concord Conservatory of Music, Concord (with Berklee Institute for Accessible Arts Education)</p>	<p>Physical, language, social, cognitive, and musical development for children with diagnosed disabilities are stimulated through musical play in a social group that is celebratory of all ages and skill levels. Each class will incorporate simple percussion instruments, creative movement, improvisation, and playful props.</p> <p>Fees apply and registration is required. (Learn more.)</p>
<p><u>Sensory Friendly Play</u></p> <p>Jam Time, Maynard</p>	<p>Check out Jam Time’s Sensory friendly play every 2nd Thursday of the month from 5:30-6:30! Jam Time is a newly certified Autism Welcoming business with a dedicated monthly hour of play with a sensory-sensitive environment, offering accommodations like dimmed lighting, limited capacity, quieter play space, and relaxed “shoe wearing policy”. You can even wear pajamas for a</p>

late-night play session! Siblings welcome. ([Learn More.](#))

Resources



We love feedback. Thanks for telling us what resources you need!

Federation for Children
with Special Needs
(FCSN)

Basic Rights workshops will be offered weekly throughout the year—you can sign up for as many as you'd like!

Families and educators are welcome to register at [FCSN Events Calendar](#). A confirmation email will be sent with the Zoom link to participate.

Sudbury Public School
IEP & 504 Plan
Processes & Procedures

You can find an overview of the SPS IEP process [here](#) and 504 plan process [here](#).

Additional DESE
Resources

[DESE' Special Education Resources Page](#) offers easy-to-understand information like the *Parent's Guide to Special Education*, the *Notice of Procedural Safeguards*, and tips for choosing a special education advocate.

Sudbury Public Schools
Resources for the *new*
IEP

The *new* IEP was rolled out during the 24-25 school year. SPS held information sessions on May 22, 2024 and October 1, 2024. Recordings of the meeting and the slides from the presentation are available [here](#).

Learning Standards for Families	“What should my child be learning at their grade?” Glad you asked! Check out DESE’s Parent Guide .
Decodable Books	If you are wondering where you can get decodable books, our very own Goodnow Library has a large collection in the children’s department, thanks to a generous grant from the Sudbury Foundation.
Kids who need a little help to make friends	Friendships are important to children. If your child is having a hard time fitting in, there are ways you can help your child make friends. (Read more.)
Sudbury Public Schools Parent Resources for Discussing Difficult Topics with Children	SPS has a section of their website dedicated to Social and Emotional Resources for Families . Check out SPS’ guide for talking to kids about difficult topics based on the work of psychologists Rob Evans and Mark Kline. (Learn more.)

Keep in Touch



We love hearing from you.

For questions, feedback, event ideas, or newsletter contributions, please email SudburySEPAC@gmail.com and visit www.sudburysepac.org.