AGENDA and NOTICE
SCHOOL COMMITTEE MEETING

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

Regular Session Meeting
Monday, November 2, 2026

LOCATION
REMOTE
Dial In: 1 301 715 8592 - Webinar ID: 865 2776 0807
Live Link: https://us02web.zoom.us/j/86527760807

AGENDA

7:00 p.m. - Open Regular Session **(Approximate)**

1. Public Comment — 15 Mins
   a. At the start of each regularly scheduled School Committee meeting, community members may address the Committee. In-person attendees should sign in; remote attendees on Zoom should use the "Raise Hand" feature (in the Reactions menu, or under "More" on mobile). For remote comments, attendees must also type their full name into the Zoom name field in order to be called on. Per Policy BEDH, each speaker has up to three (3) minutes and must state their name and city/town. Public comment is not a discussion or debate, but an opportunity to share opinions on matters within the Committee's authority. Meetings are live-streamed and recorded for SudburyTV; participation constitutes consent to be recorded and broadcast.

2. Special Matters
   a. Superintendent Search - Collins Center — (Discussion/Action) — 60 Min
      i. Screening Committee Members
      ii. Screening Committee Charge
      iii. Number and Format of Community Forums
      iv. Superintendent Job Posting
   b. MCAS Presentation — (Report) — 45 Min

3. Educational and Operational Matters — (Report) — 5 Min
   a. SEA Representative (Peter Ferguson)

4. Consent Calendar — (Discussion/Action) — 5 Min
   a. Minutes (09/28/26)
   b. Approval of Funds
      i. Combined Jewish Philanthropies Grassroots Impact Grant
      ii. METCO Grant
   c. 2025 End of Year Report Certification
   d. Update Policy Subcommittee Charge

5. Business and Policy Matters
   a. FY28 Budget Initial Presentation — (Report/Discussion) — 30 Min
   b. Curriculum Review — (Discussion/Action) — 10 Min
   c. Review Policy JJF Student Activity Accounts per Budget Subcommittee Recommendation — (Discussion/Action) — 5 Min
   d. Policy BGB Step 2 Policy JFBC METCO (Discussion Item) — (Discussion) — 5 Min

6. Liaison Reports — (Report) — 5 Min

7. Adjournment

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

*The next School Committee Meeting is scheduled for **Monday, November 16, 2026***

Sudbury Public Schools
School Committee Meeting

Date: **November 2, 2026**

Agenda Item:

2 - Special Matters
- a. Superintendent Search - Collins Center
  - i. Screening Committee Members
  - ii. Screening Committee Charge
  - iii. Number and Format of Community Forums
  - iv. Superintendent Job Posting
- b. MCAS Presentation

Recommendation:

Motion to approve members of the Screening Committee as recommended by the Working Group.
Motion to approve the Screening Committee Charge as presented/amended.
Motion to approve x number of community forums in person and x number of virtual community forums.
Motion to approve the Superintendent Job Posting as amended.
Motion to appoint (member name) to set up and manage website relating to Superintendent Search

Background / Preparation Information:

2a. The Collins Center will be joining our meeting for one hour. They will go through an overview of the search process and answer Committee member questions. They will also answer our questions as we move through the potential approval process for four items: 1. The potential approval of Screening Committee members. Please see the memo in the packet that describes the process for selection of these names. 2. The potential approval of the Screening Committee Charge. The packet has the charge that the Collins Center uses for its searches. 3. The Committee needs to decide how many Community Forums we want the Collins Center to hold as well as the format, in person versus remote. 4. The potential approval of the job posting. I have taken the posting from Acton Boxboro. I have changed the relevant parts and highlighted sections that we should review and edit as a committee. We will also discuss if we want to set up a website for the public to learn about the Superintendent Search. Please review all the documents and bring questions, comments and suggestions.

2b. We will hear a presentation from the district about the MCAS scores from last school year. Please review the presentation and bring any questions or comments.

Attachments:

1-Screening Committee	7-Superintendent Search 2026-2027 - Middleborough Public Schools
2-ScreeningCmteData	8-Superintendent Search 2026-2027 - Carlisle Public Schools
3-Screening Committee Charge	9-Acton-Boxborough Regional School District - Superintendent Search
4-JobPostingDraft	10-Superintendent Search - Whitman-Hanson Regional School District
5-Proposed Search Timeline.docx (1)	SC MCAS Presentation 11.2.26
6-Sudbury_SC_Discussion_Item_Superintendent_Search_Info	

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

October 22, 2026

To the Sudbury School Committee

Re: Potential Approval of Superintendent Screening Committee Members

Betsy Sues and I met with Carol Cavanaugh today to review the applications for members of the Superintendent Screening Committee. We each individually reviewed the members before the meeting ranking them a yes/no/maybe. Those names that received three no votes were not discussed at our meeting. Those names that received a no vote from both members of the School Committee were also not discussed. The remainder of the names were discussed in the meeting and narrowed down based on the category they filled as well as their background experience and information shared in their application.

After much discussion we narrowed down the list of applicants to 17 names, inclusive of Betsy and myself.

After the meeting, on the advice of the Collins Center, I emailed the potential members with the information that the working group had selected them, but the full committee had final approval. I also provided the dates that they needed to be available for meeting. One member declined the invitation after that email was sent. Three others noted potential conflicts that we may be able to work around.

We are requesting that you approve the names listed below, in no particular order, to join the Screening Committee. Their 'categories' are listed next to their name.

Thank you,
Jessica and Betsy

Stephanie Juriansz - Central Office
Angela Spirito – SEA Vice President, Unit A Educator
Carrie Lucchese – Unit A Specials Educator, Sudbury Resident
Brianna Langlois – Unit A Classroom Educator
Karen Wolfson – Curriculum Design
Brian Menna – Assistant Principal Curtis Middle School, Anti-Hate Anti-Bias Task Force
Katie Dineen – SEPAC, Parent K-5, Resident
Brandy Pielech – LGBTQ+ PAC, Parent 6-8, Resident
Isaac Tesfay – DEI Commission, Resident
Radha Raman Gargeya - Select Board, Resident
Shelly Chin – Parent 6-8, Resident
Andrew Sheehan – Town Manager
Barbara Ryan – Sudbury Resident
Matt Lucey – Sudbury Resident
Jessica McCready – School Committee, Parent K-2; 6-8, Resident
Betsy Sues School Committee, Parent K-2, Resident

Stephanie Juriansz	District/Central Office Administrator	Y	Y	Y
Angela Spirito	SEA VP Educator (Unit A)	Y	Y	Y
Carrie Lucchese	Educator (Unit A)	Y	Y	Y
Brianna Langlois	Educator (Unit A)	Y	Y	Y
Karen Wolfson	District/Central Office Administrator	Y	Y	Y
Susan Woods	School-Based Administrator Principal Nixon	Y	Y	Y
Brian Menna	School-Based Administrator Task Force	Y	Y	Y
Katie Dinneen	SEPAC	Y	Maybe	Y
Brandy Pielech	LGBTQ PAC	Y	Y	Y
Isaac Tesfay	DEI Commission	Y	Maybe	Y
Radha Raman Gargeya	Select Board	Y	Y	Y
Shelly Chin	Parent Curis 6-8	Y	Y	Y
Ann Barysh	Resident	Y	Y	Y

Wei Zhao	Parent Haynes K-5	Maybe	Y	N
Kerry Garvey Ray	Parent Curis 6-8	Maybe	Maybe	N
Jacki Sousa	Task Force	Maybe	Maybe	Maybe
Jacqueline Barry	Parent 6-8	Maybe	Maybe	Y
Tanya Hahn	Parent Noyes 3-5 Curtis 6-8	Y	Y	Maybe
Andrew Sheehan	Town Manager	Maybe	Y	Y
Barbara Ryan	Resident	Maybe	Maybe	Y
Scott Herzog	Resident	Maybe	Mabye	N
Matt Lucey	Resident	Maybe	N	Y
Prema Menon	Parent Nixon 3-5 Curtis 6--8	Y	Maybe	Maybe
Erin Kehew	Educator (Unit A)	Maybe	Y	N
Sandra Duran	Combined Facility Director	Maybe	N	Y

Central Office	1
SEA	1
Unit A	2
Curriculum	1
Asst/Prinicipal	2
SEPAC	1
LGBTQ PAC	1
DEI	1
Select Board	1
6-8 Parent	1
Resident	1

Missing

K-2 parent

3-5 parent

Task Force

Screening Committee Charge

1. The Screening Committee shall work collaboratively with the staff of the Collins Center for Public Management to screen applicants, create appropriate interview questions, conduct initial interviews and recommend candidates to be moved to the next phase in the process and potentially become finalists.

2. The Screening Committee is instructed not to interview any candidates as a "courtesy." Only candidates who are determined to be qualified shall be interviewed.

3. In carrying out its work the Screening Committee will utilize the Position Profile as approved by the School Committee and the advice of the Collins Center staff to guide its actions.

4. The Screening Committee shall maintain the names and any information about candidates in strict confidence. The Screening Committee shall not attempt to research candidates through any means during the work of the Screening Committee, including contacting friends, searching the internet, etc.

5. The names forwarded to the School Committee for consideration shall be voted as an unranked slate of candidates.

6. The names of people interviewed must remain confidential throughout and beyond the Screening Committee process and only the names of those to be interviewed by the School Committee will become public.

7. No member of the Screening Committee will comment on any aspect of the process to anyone, including employees, the public or the media.

8. The Screening Committee Chair shall be the liaison to the Collins Center.

Superintendent of School
Position Posting

The.Sudbury.Public.School.Committee.has.engaged.the.Collins.Center.for.Public.Management.at.the.University.of.Massachusetts.Boston.to.assist.the.District.with.its.active.search.for.an.experienced?qualified.candidate.for.the.position.of.Superintendent.of.Schools?for.a.term.beginningJuly.7?868❸..

The Sudbury Public School District serves the vibrant and increasingly diverse community of the K-8 schools in Sudbury, Massachusetts, approximately 20 miles west of Boston. SPS consistently ranks among the highest-performing public school districts in Massachusetts. The district offers ...Students are well prepared to...

SPS serves approximately xx students in preschool through grade 8, operates with an annual budget of approximately $150 million. It also employs more than xx staff, including over xx certified professionals. The district reflects the growing diversity of its communities, with a student population that is approximately xx% White, xx% Asian, xx% Hispanic/Latino, x% multiracial, and x% Black/African American. Approximately x% of students are English Learners, and xx (one fourth one third, etc) are identified as high-needs students. While Sudbury is known for its educational attainment and economic prosperity, the district also serves families with significant economic and educational needs. This blend of affluence and need enriches the school community and reinforces a commitment to both excellence and equitable access.

What do we want to highlight about our district to build on? The next Superintendent will build on this momentum by advancing innovative teaching and learning initiatives and enhancing student experiences across all grade levels. Supported by a strong, stable, and experienced leadership team with deep institutional knowledge, the Superintendent will inherit an organization committed to continuous improvement and student success.

For a leader who values collaboration, innovation, transparency, and educational excellence, Sudbury offers an exceptional opportunity to lead one of Massachusetts' premier public school districts at a pivotal moment in its history.

Qualifications

The successful candidate will possess:

- Superintendent/Assistant Superintendent licensure in Massachusetts or eligibility for licensure
- A minimum of 10 years of experience in public education, including significant leadership experience

- Demonstrated success as a district-level administrator, principal, or comparable educational leader
- Experience leading instructional improvement and organizational change
- Strong understanding of curriculum, assessment, student support systems, and educational best practices
- Demonstrated commitment to equity, inclusion, and opportunity for all students
- Experience managing complex budgets and organizational systems
- Experience developing strong partnerships with educators, families, communities, and governing bodies
- Exceptional written and verbal communication skills
- Master's degree required; doctorate preferred

The Sudbury School District will negotiate a competitive compensation and benefit package, commensurate with experience and qualifications. The anticipated starting salary range is $245,000 to $270,000, along with a competitive benefits package.

APPLICATION INSTRUCTIONS

The application deadline for this position is day of the week, Month, Day, Year. To apply, please email a letter of interest and a resume to the Collins Center Recruitment Team at collinscenterrecruit@umb.edu. Please use the following format for the subject line: "SPS - Last Name." Please note that applicants should not contact the Sudbury Public School Committee members or district staff directly. All applications must be submitted to the Collins Center Recruitment email. For more information about the District, please check their website at: Sudbury.k12.ma.us. For further inquiries, please feel free to contact the Collins Center recruitment team via email at: Bill Lupini at William.Lupini@umb.edu; Mary Flanders Aicardi at Mary.Aicardi@umb.edu; or Marie Alteiri at Marie.Altieri@umb.edu. The Sudbury Public School District does not discriminate on the basis of race, color, sex, sexual orientation, gender identity, religion, disability, pregnancy and pregnancy-related condition, age, active military/veteran status, ancestry, or national or ethnic origin in the administration of its educational policies, employment policies, and other administered programs and activities. To learn more about the Collins Center for Public Management please visit the website: www.umb.edu/cpm.

Proposed Search Timeline

Date	Action / Item
Monday, November 2, 2026	Collins Center at School Committee Meeting (Virtual)
Tuesday, November 3, 2026	Launch Online Survey (Survey closes November 13)
Monday, November 9, 2026	Screening Committee Meeting: Planning Meeting and Intro to Questions (Virtual, Evening)
Monday, November 9, 2026	Community Forum (Virtual, Afternoon, Evening)
Tuesday, November 10, 2026	Community Forum (In Person, Afternoon and Evening)
Monday, November 16, 2026	Submit Survey and Forum Summary To School Committee and Screening Committee
Wednesday, November 18, 2026	Screening Committee Meeting: Develop Screening Questions (In Person, Evening)
	↳ *Backup Date: Thursday, November 19, 2026*
Tuesday, December 1, 2026	Screening Committee Meeting: (In person, Evening) Determine Candidates to Interview
	↳ *Backup Date: Monday, November 30, 2026*
	↳ *Backup Date: Wednesday, December 2, 2026*
Monday, December 14, 2026	Potential Candidate Interviews (In Person, Evening)
Tuesday, December 15, 2026	Potential Candidate Interviews (In Person, Evening)
Wednesday, December 16, 2026	Potential Candidate Interviews (In Person, Evening)
Thursday, December 17, 2026	Potential Candidate Interviews (In Person, Evening)
Friday, December 18, 2026	Potential Candidate Interviews (In Person, Evening)

Sudbury School Committee

Discussion Item: Community Information Related to the Superintendent Search

For discussion purposes. Below are five examples of Massachusetts school districts that have a dedicated web page for a superintendent search. This item is provided to support a discussion of community information and transparency related to the Sudbury superintendent search.

Districts

- Acton-Boxborough Regional School District
- Carlisle Public Schools
- Middleborough Public Schools
- Whitman-Hanson Regional School District

Text copies of each district's superintendent search web page, as captured on November 2, 2026, are provided separately.

Superintendent Search 2026–2027

The Middleborough Public Schools School Committee has begun the process of searching for the next Superintendent for the Middleborough Public Schools. The Committee is committed to conducting a thoughtful and transparent process to identify an experienced, collaborative, and visionary leader who will guide the district in continuing to provide high-quality educational opportunities for all students.

Middleborough Public Schools serves a diverse community of learners and is dedicated to academic excellence, innovation in teaching and learning, and strong partnerships with families and the broader community. The next Superintendent will play a critical role in supporting student achievement, strengthening district initiatives, and fostering a positive and inclusive educational environment.

Throughout the search process, the School Committee will seek input from educators, families, students, staff, and community members. Community engagement will be an important part of identifying the leadership qualities and priorities that are most important for the future of the district.

Additional information, updates, and opportunities for community participation will be shared on this page as the search progresses.

Community Feedback Survey

On October 5, 2026 the Middleborough Public Schools School Committee launched a survey to all staff, parents, guardians, students, and community members to share their perspectives through this brief, anonymous survey. Your input will play a vital role in identifying the key opportunities and challenges facing our district, as well as the essential leadership qualities, experiences, and characteristics required in our next leader.

Middleborough Superintendent Search - Community Feedback Survey (https://www.surveymonkey.com/r/9LCYRB6)

This survey is open until October 18th.



Superintendent Search 2026-2027

Superintendent Search 2026-2027

Carlisle School Committee has outlined the timeline for the search for a permanent superintendent of schools.

General Timeline for Superintendent Search Process

Mid-October	Superintendent Search begins Community Survey sent out
Late October	Position posted Screening Committee created
November 6	Community Survey closed
November 12	Review Community Survey results
November 16	Deadline for candidates to submit applications
Mid-November	Review applicants; Narrow field to selected candidates
Late November/Early December	Interviews by the Screening Committee with selected candidates
Early to Mid-December	Announcement of finalists selected by the Screening Committee
Mid-December	Site Visits for each finalist to meet with school community
December (before Winter break)	Candidate interview with School Committee; possible vote by School Committee

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School Committee Survey - Open Through November 6, 2026

Dear Carlisle Community,

As we begin the process of selecting our next permanent superintendent, the School Committee wants to hear from students, families, staff, and community members about the qualities and leadership that will best support our school and help our students thrive.

We invite you to share your thoughts and priorities through a brief survey. The survey will be open through end of the day on Friday, November 6.

Thank you for taking the time to participate and for being an important part of our school community.

Carlisle School Committee

schoolcommittee@carlisle.k12.ma.us (schoolcommittee@carlisle.k12.ma.us)

Carlisle Community Priority Survey Link
(https://www.surveymonkey.com/r/PRXVKDZ)

Superintendent Position Posting

To view the job posting for the Carlisle Superintendent of School please click here:
Superintendent, Carlisle Public School District
(https://www.schoolspring.com/jobdetail?jobId=5976081)

Join the Superintendent Search Screening Committee

Dear CPS Families,

The School Committee is launching a search process to select our next Superintendent of Schools. A critical step in this journey is ensuring that our parent/guardian community has a meaningful voice in evaluating potential candidates.

We are officially inviting interested parents and guardians to apply for a representative seat on the ***Superintendent Search Screening Committee***.

Role of the Parent/Guardian Representative

Selected representatives will serve alongside educators, administrators, and School Committee members. The screening committee is tasked with:

- Reviewing confidential application materials and resumes from all qualified applicants.
- Conducting initial preliminary interviews.
- Recommending the top finalist candidates to the full School Committee for public consideration.

Commitment & Requirements

Because the search moves on a compressed timeline required by state guidelines, all applicants must be able to meet the following parameters:

- Meeting Schedule: Meetings will take place throughout November and December, generally starting at 3:15 PM. Consistent attendance at all sessions is mandatory to ensure a fair and lawful evaluation process.
- Strict Confidentiality: Committee members will review sensitive personnel files. Representatives must commit to absolute non-disclosure regarding candidate identities and committee proceedings, both online and in person.
- Objectivity: Representatives must approach the process with a district-wide perspective, advocating for the educational success of all CPS students across all grade levels.

How to Apply

To apply, please complete the Representative Application Form https://forms.gle/oYwmK1AX2d5xwFXh6 (https://forms.gle/oYwmK1AX2d5xwFXh6)

- Submission Deadline: All applications must be received by ***Friday, November 6,***

2026, at 12:00 PM. Due to the tight scheduling requirements, late submissions cannot be considered.

Selection Process

To maintain transparency and balance, the School Committee will evaluate all applications using an objective rubric. The committee's goal is to construct a panel that reflects the diversity of our district—balancing representation across different grade levels, specialized programming like Special Education, and a healthy mix of both veteran committee voices and brand-new perspectives. There are 2 parent/guardian slots available.

Applicants selected to serve on the panel will be formally notified via email by November 13th.

Thank you for your continued partnership and dedication to the future of our schools and our students.

Sincerely,

Carlisle School Committee

schoolcommittee@carlisle.k12.ma.us (schoolcommittee@carlisle.k12.ma.us)

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s://drive.google.com/file/d/1K6xNwhbp5gbdQPsabicRv-LXi01tV_mn/view?usp=sharing) Cli

ough Superintendent Opening

h is now underway, and we have engaged the **Collins Center for Public Management at UMas** School Committee and the broader Acton-Boxborough community to help identify the leadership q erintendent.

e for this position is Tuesday, October 13, 2026. To apply, please email a letter of interest and a .edu **(mailto:collinscenterrecruit@umb.edu)**. Please use the following format for the subjec n Regional School Committee members or district staff directly. All applications must be submitte a email at: Bill Lupini at William.Lupini@umb.edu **(mailto:William.Lupini@umb.edu)**; Mary F .Visco@umb.edu **(mailto:Monica.Visco@umb.edu)**.

xciting and pivotal chapter in its history. Building on a longstanding tradition of academic excellenc e most significant organizational transformations in its history through the successful implementati ositioned the district for long-term success.

momentum by advancing innovative teaching and learning initiatives, including expanded STEM
d by a strong, stable, and experienced leadership team with deep institutional knowledge and a c
success.

aces the financial realities of rising operational costs, increasing special education and transportat
ee, municipal partners, educators, families, and the broader community to preserve the district's t

eadership, transparency, collaboration, and innovation. For a leader who is passionate about pub
around a shared vision, Acton-Boxborough offers an exceptional opportunity to lead one of Mass

ns; position posted
e survey for feedback on te profile
ubmit applications to Collins
Committee with selected
elected by the Screening
ugh for each finalist to meet ding public forums
hool Committee; possible

n-Boxborough community will participate:

mplete an online survey providing feedback about the priorities for our next superintendent and th
mber 18. A link to the survey will be sent to the community on September 9.

mmittee develop the profile of the successful candidate.

ers of the Acton-Boxborough community to share their perspectives about the district, its current

/:

zoom link (https://umassboston.zoom.us/j/94532983199))
oom link (https://umassboston.zoom.us/j/99840588493))
:oom link (https://umassboston.zoom.us/j/97105595692))
:oom link (https://umassboston.zoom.us/j/95351029791))
for zoom link (https://umassboston.zoom.us/j/93287690897))
the Administration Building

the Administration Building

embers of the community **the day before the scheduled session**. Information about the in-pers

ession is most convenient. These forums are an important opportunity to provide Collins with a de

n the Superintendent Search Screening Committee. The Screening Committee will review applica
creening Committee is a significant commitment. **Members selected to serve must be available**
terview process. The process for submitting your name for consideration will be sent via Parent

commendation of the Search Committee Subcommittee for the following individuals to serve on

	Member
	Adam Klein
	Jake Fay
	Lisa Adil
	Andrew Shen
	Jen Faber
	Joanie Dean
	Jim Marcotte
	Mike Votto
acher	Kaitlin Nealon
npus	Danielle Fredericks
son	Jessica Eagle
	Jack Kline
	Shelagh Conway

	Amanda Bailey
	Maggie Saar
	Michelle Norris
	Pam Nourse
	Kristin Hillberg

nt and increasingly diverse communities of Acton and Boxborough, Massachusetts, located appro demic excellence, innovative educational programming, exceptional educators, and commitment t

ough grade 12 and consistently ranks among the highest-performing public school districts in Mas ivic life. Graduates attend many of the nation's most selective colleges and universities while also

rous academics, Advanced Placement and honors coursework, nationally recognized music and sive extracurricular activities. Students regularly earn recognition in academic competitions, music is distinguished by a culture of high expectations, intellectual curiosity, innovation, and continuou

lly diverse student population that continues to grow as Acton and Boxborough continue to serve and is committed to ensuring every student and family feels welcomed, supported, and connecte district works intentionally to remove barriers to learning and create equitable opportunities for suc

community that places extraordinary value on public education. Strong partnerships among famili nity, and the success of every student. This combination of outstanding student achievement, exc borough as one of Massachusetts' premier public school districts.

Acton-Boxborough Regional School District

Address:
15 Charter Rd. Acton, MA 01720
(https://www.google.com/maps/place/15+Charter+Rd.+Acton+MA+01720)
Phone: **+1 978-264-4700** **(tel:19782644700)**
Email: **webmaster@abschools.org** **(mailto:webmaster@abschools.org)**

Site Map **(/site_map)**
Accessibility **(/accessibility)**
Sign In **(/index.php?pageID=login)**

(https://www.linkedin.com/company/acton-boxborough-regional-school-district)

Contents © 2026 Acton-Box

Notice of Non-Discrimination: In compliance with federal law, our school district administers all education prog
color, religion, natior

(https://www.parentsquare.com)

(https://play.google.com/store
id=com.parentsquare.psapp)

Whitman-Hanson Regional School District
610 Franklin Street, Whitman, MA 02382
(781) 618-7000 | (844) 998-4242

SUPERINTENDENT SEARCH

As the Whitman-Hanson Regional School District School Committee begins its Superintendent Search process, input from our community is an integral component. We are seeking students, parents, staff, and community members to serve on a Screening Committee, which will help the Committee by evaluating applications, selecting and interviewing semi-finalist candidates, and recommending finalists to the School Committee. We encourage anyone interested to complete **the linked Google Form** by October 12, 2026. Individuals selected to serve on the Screening Committee

Alerts 1

will be notified by October 22, 2026.

The Committee is also looking for feedback from stakeholders in the community about your vision for our next superintendent. Our partners at MASC (Massachusetts Association of School Committees) have helped us create an online survey to solicit viewpoints on what qualities you would like to see in the new leader of our school district, and what challenges you expect they will face. We ask that you take a few minutes and complete **this survey**.

The input we receive from all members of our community–staff, students, caregivers, and citizens–will be invaluable as we evaluate and select the district's next superintendent. Thank you in advance for your time and your candor.

Whitman-Hanson Regional School District

610 Franklin Street, Whitman, MA 02382
Phone (781) 618-7000| Fax (844) 998-4242

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MCAS Overview

SPS School Committee
November 2, 2026



Agenda

- Introduction
- MCAS Data Overview
  - ELA
  - Civics
  - Math
  - Science
- Questions



MCAS 2026

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
• ELA • Math	• ELA • Math	• ELA • Math • Science	• ELA • Math	• ELA • Math	• ELA • Math • Science • Civics

MCAS in Context

MCAS

DIBELS

Track My Progress

EL Assessments

Fundations Assessments

Progress Monitoring

VOCAL

Unit Screeners

Math Unit Assessments

Number Corner Assessments

Science Assessments

Soc. Studies Assessments

ACCESS

DESSA

Connectedness Survey

Metrowest Survey

Formative Assessments

Attendance Data

What is a Student Growth Percentile (SGP) on the MCAS?

The Student Growth Percentile (SGP) shows how much a student has grown on the MCAS compared to other students across Massachusetts who had the same score last year.

In simple terms...

An SGP tells us how a student's MCAS score this year compares to the scores of other students across the state who earned the same score last year.

- It measures growth, not just a final score.
- It compares your child to other students across Massachusetts with the same prior score.
- It helps show how much a student has grown, even if they didn't get the highest score.

How It Works

1. Look at a student's MCAS score from last year.
2. Find other students across Massachusetts who earned the same score last year.
3. See how your student's current score compares to theirs.
4. The result is a percentile rank (1–99).





Your child's score is compared to their group's growth.

For example, a 60th percentile means your student grew more than 60% of similar students in the state.

What Does It Look Like?

Here are a few examples of what an SGP might look like for different students:



SGP 92

Alex

Alex's score this year was higher than 92% of other students in Massachusetts who had the same score last year.

This shows strong growth!



SGP 63

Jamie

Jamie's score this year was higher than 63% of other students in Massachusetts who had the same score last year.

This shows solid growth!



SGP 37

Taylor

Taylor's score this year was higher than 37% of other students in Massachusetts who had the same score last year.

This shows some growth and room to grow.



SGP 78

Riley

Riley's score this year was higher than 78% of other students in Massachusetts who had the same score last year.

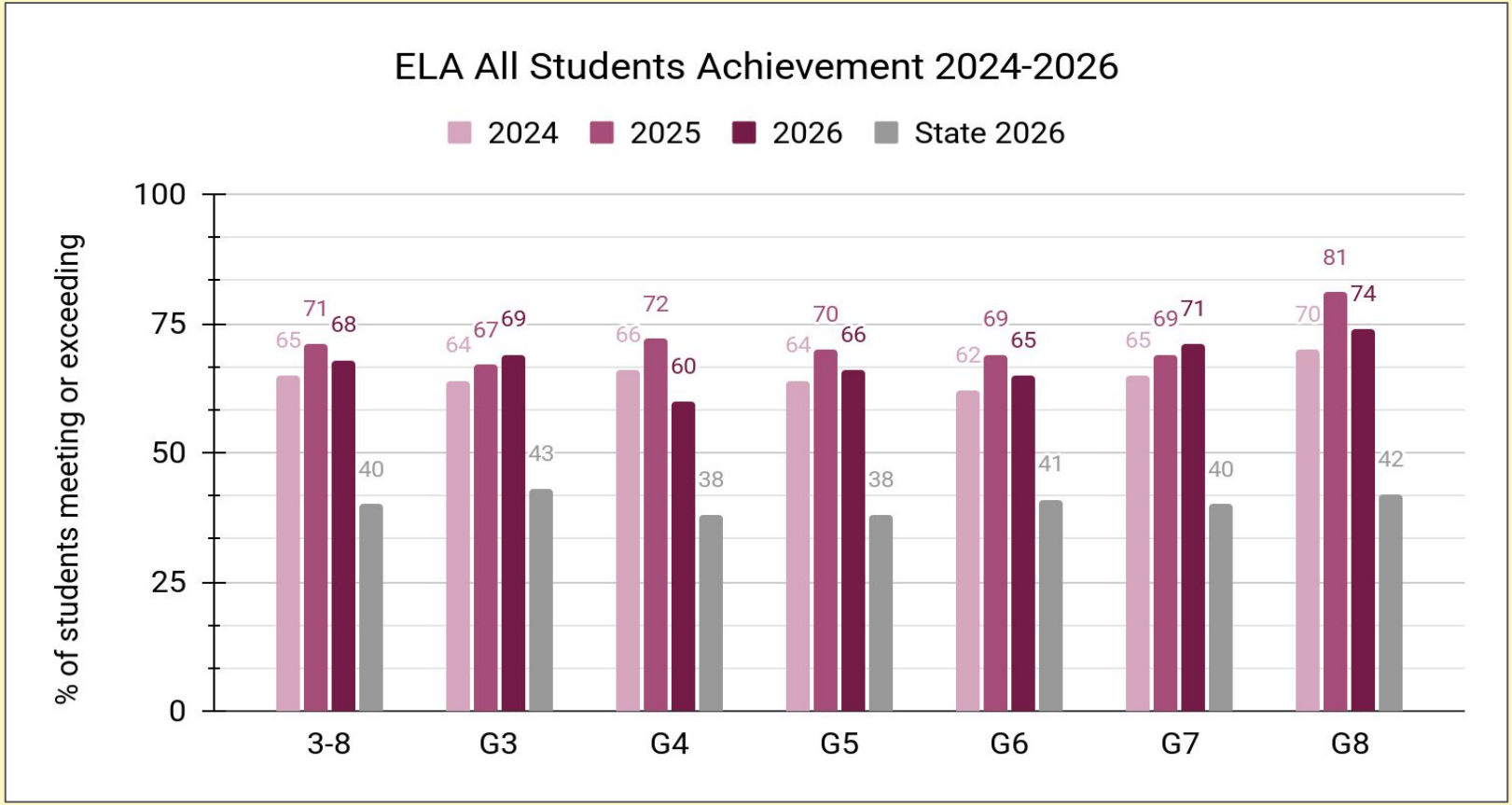
This shows good growth!

English Language Arts

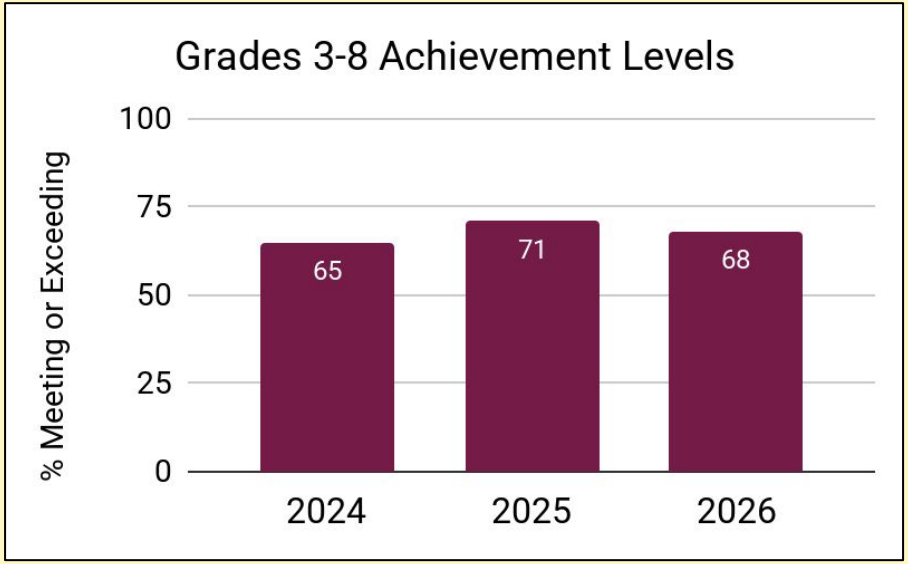
- Achievement Data
- Curriculum Data
- Summary & Impact

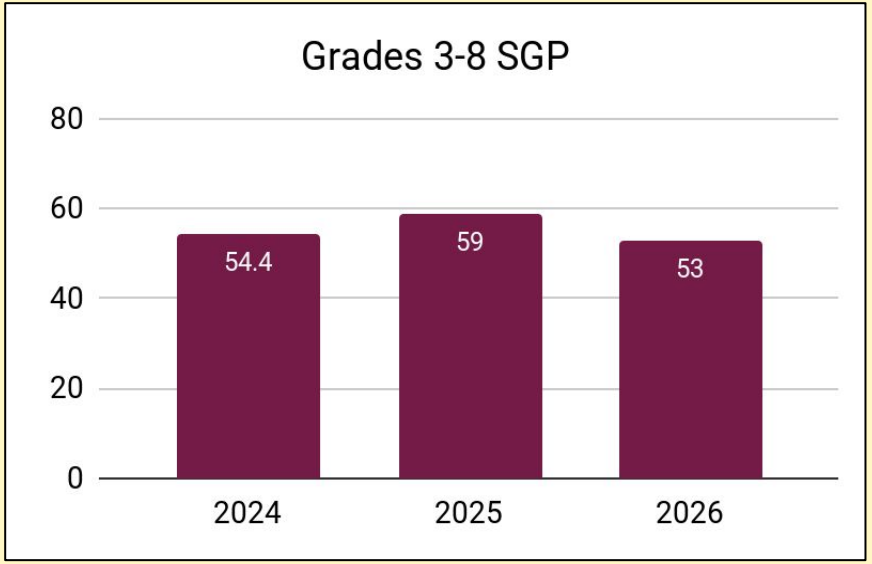


ELA Results: 3-year History

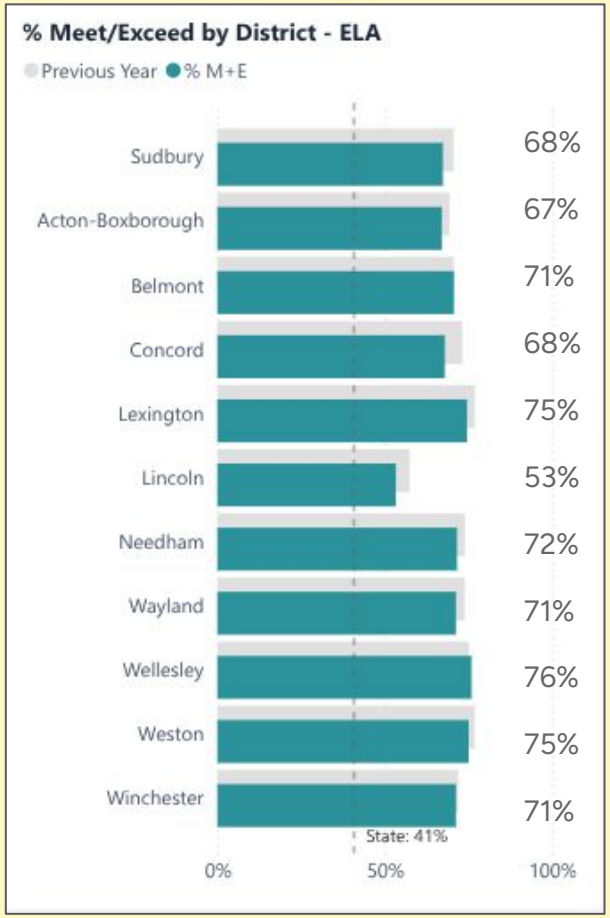


ELA Results: 3-8 Achievement & Growth

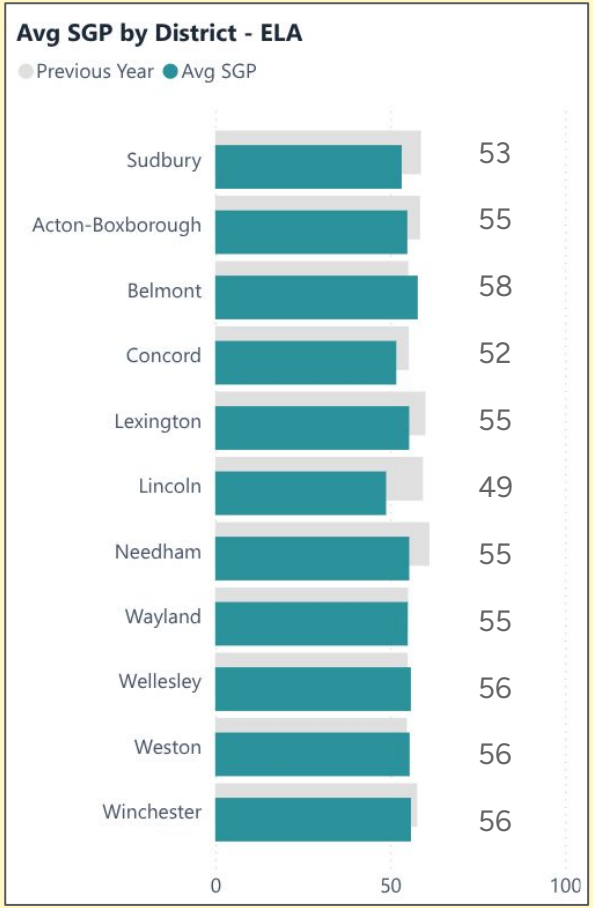




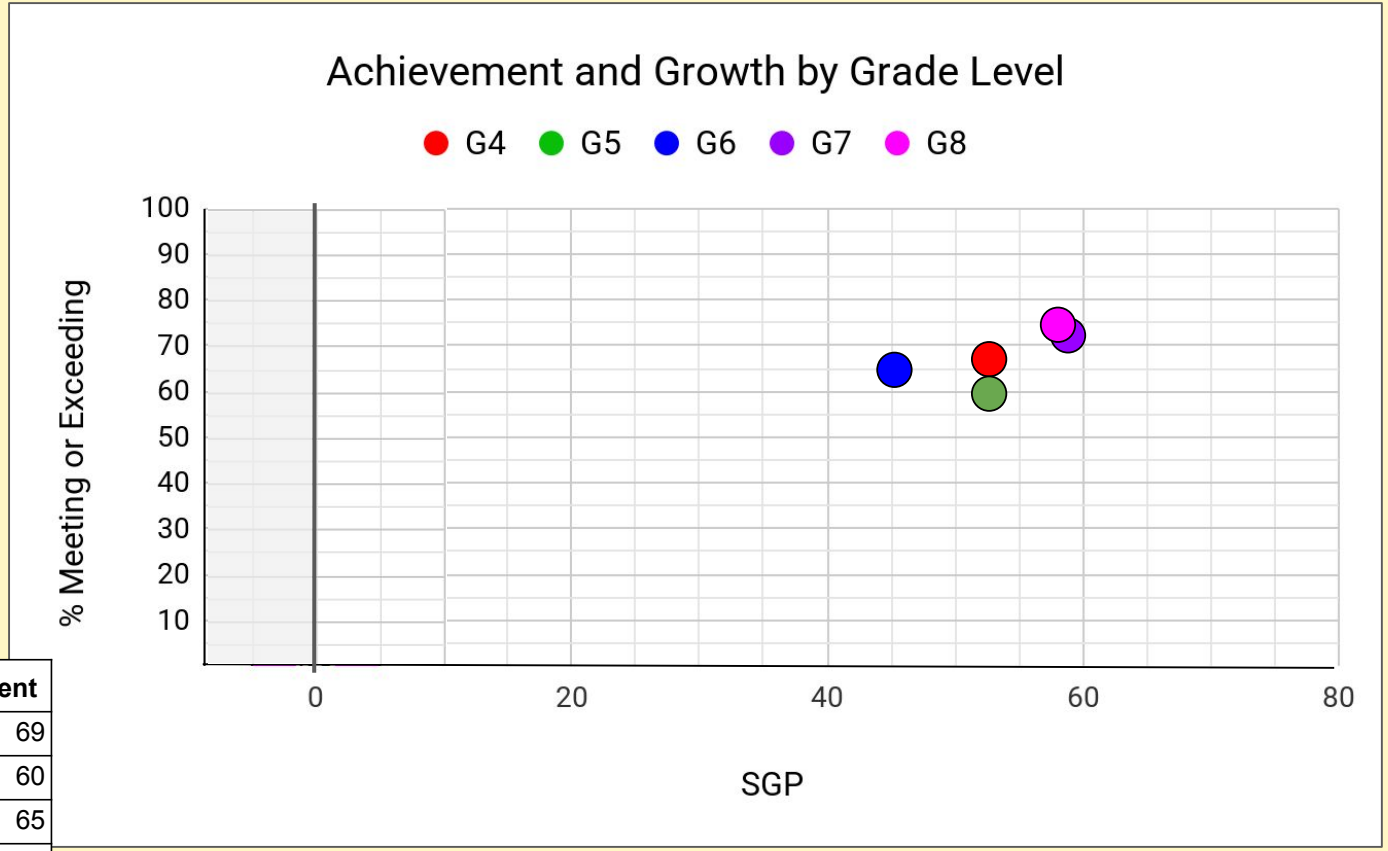
ELA Achievement & Growth: Comparable Districts



All but 2 comparable districts saw a decrease in achievement in 2026. The other two were no change and plus 1 point.

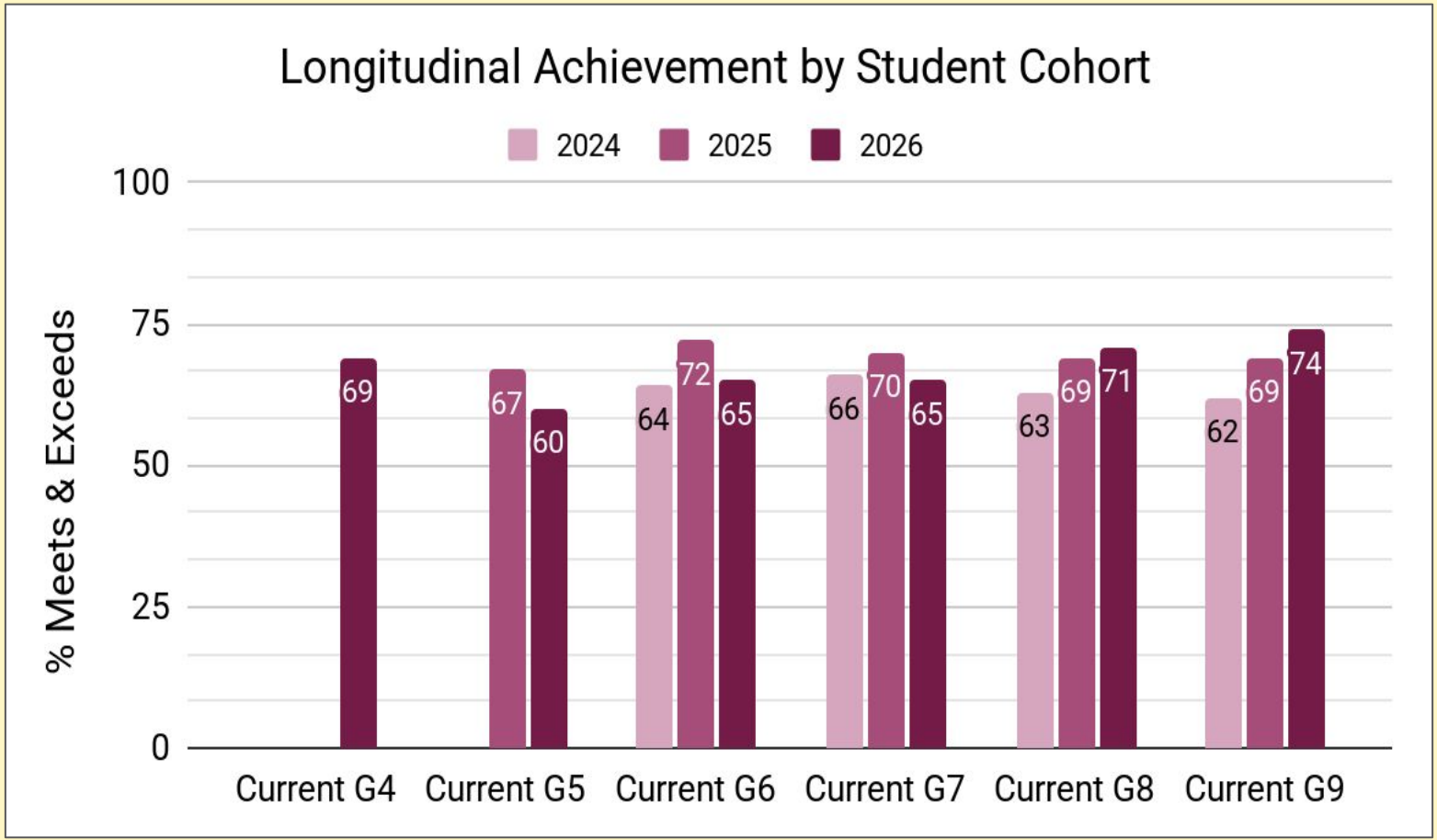


ELA Growth & Achievement by Grade

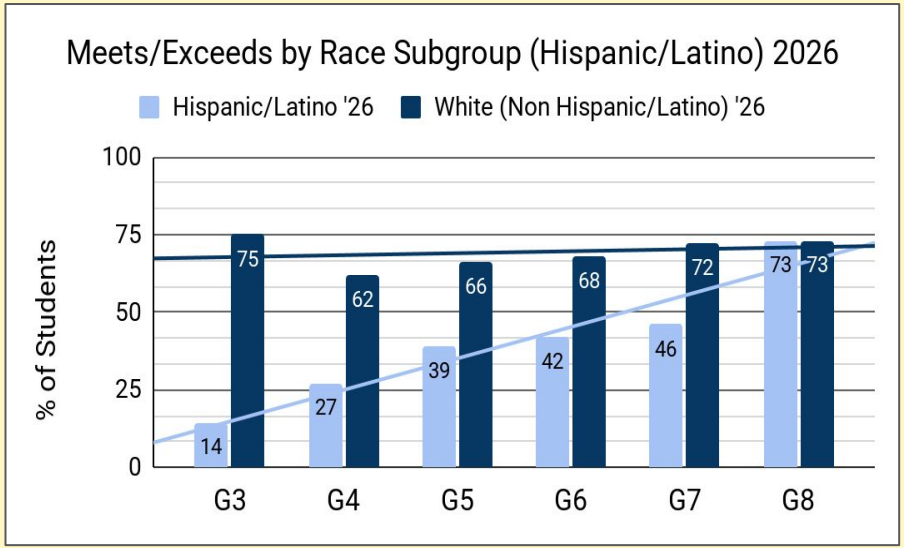


	Mean SGP	% Achievement
G4	53	69
G5	53	60
G6	45	65
G7	59	71
G8	58	74

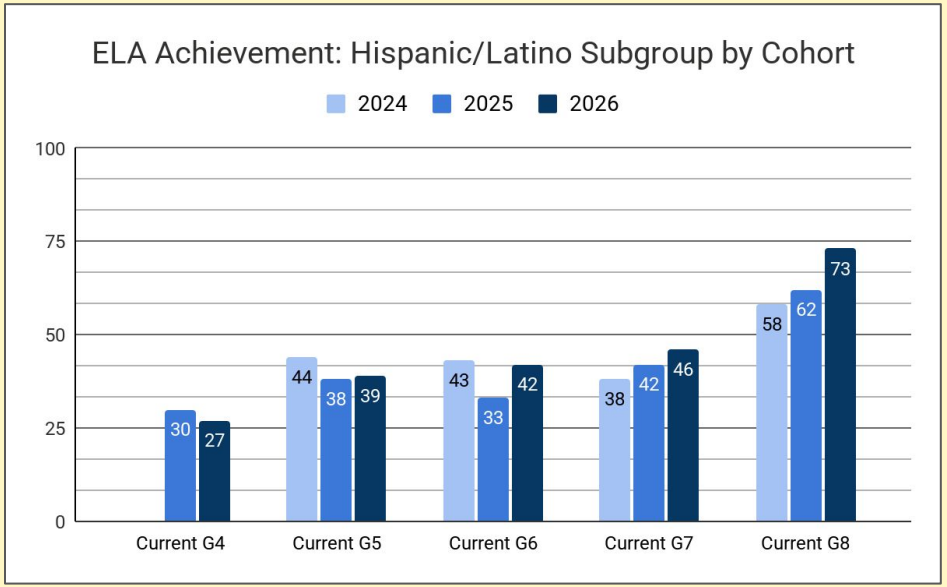
ELA Results by Cohort



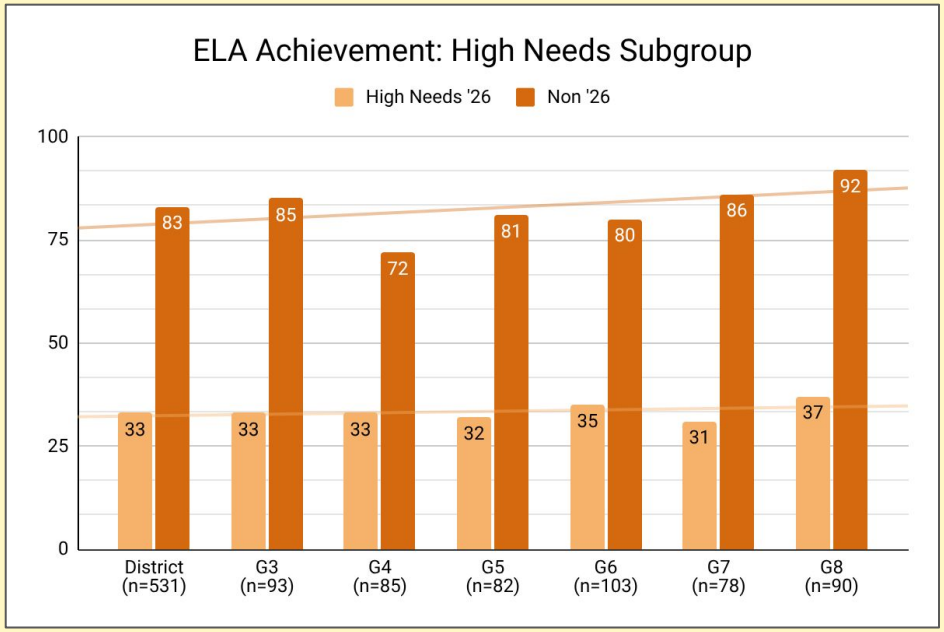
ELA Results: Hispanic/Latino Subgroup

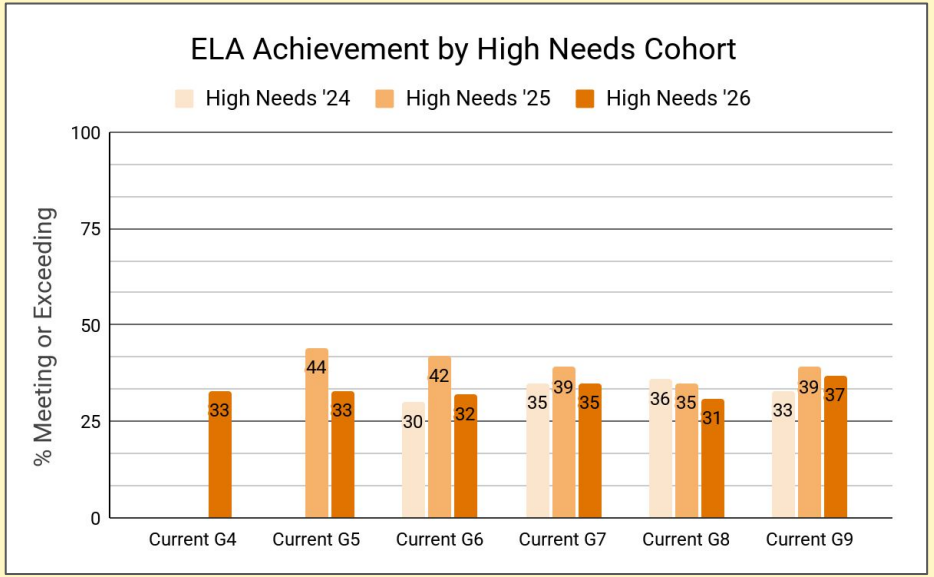


Only 2 cohorts (current G6 & 7) have a 3-year average SGP

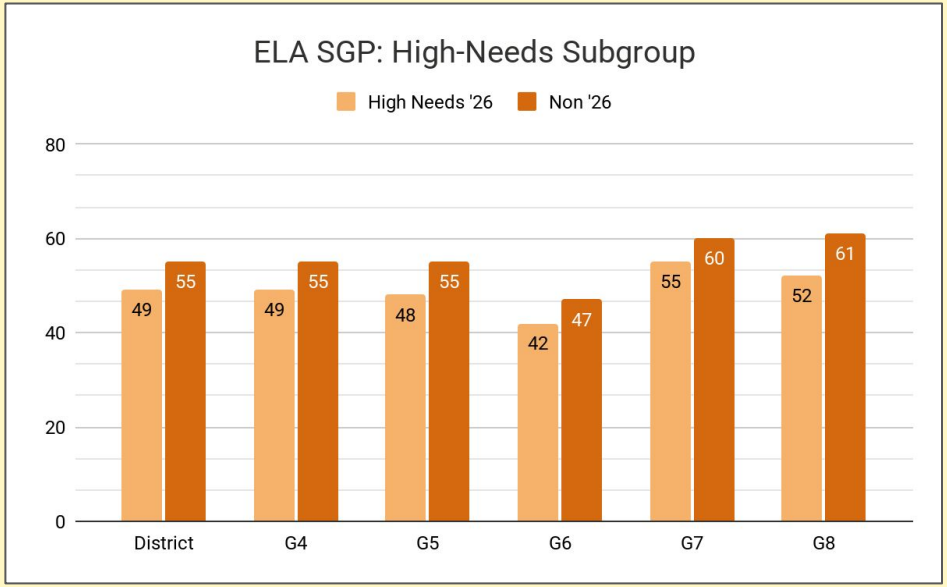


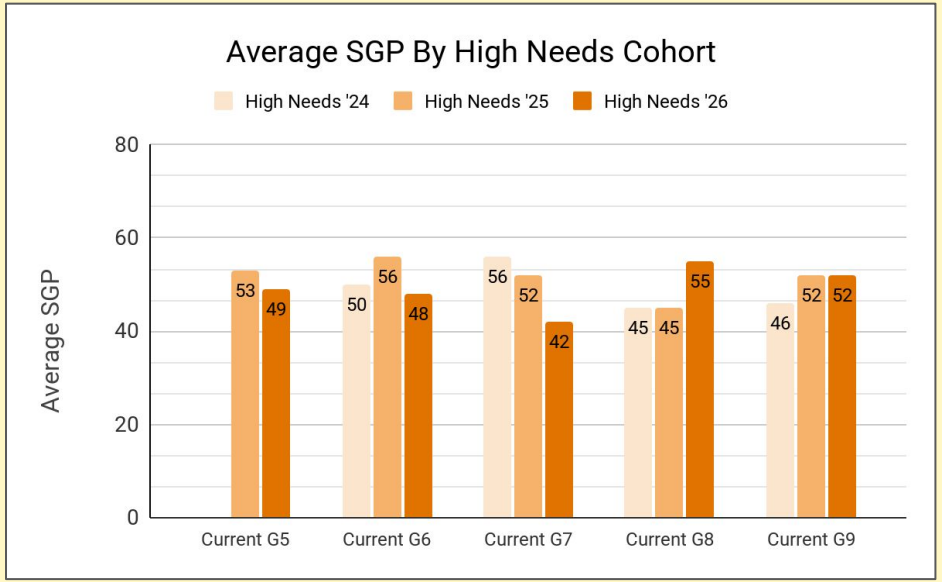
ELA Results: High Needs Subgroup



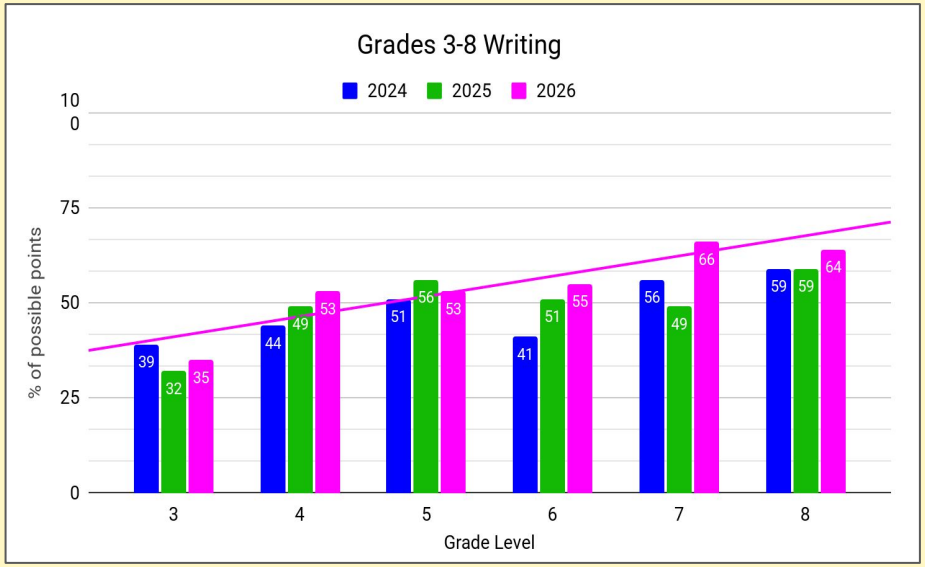


ELA SGP: High Needs Cohort

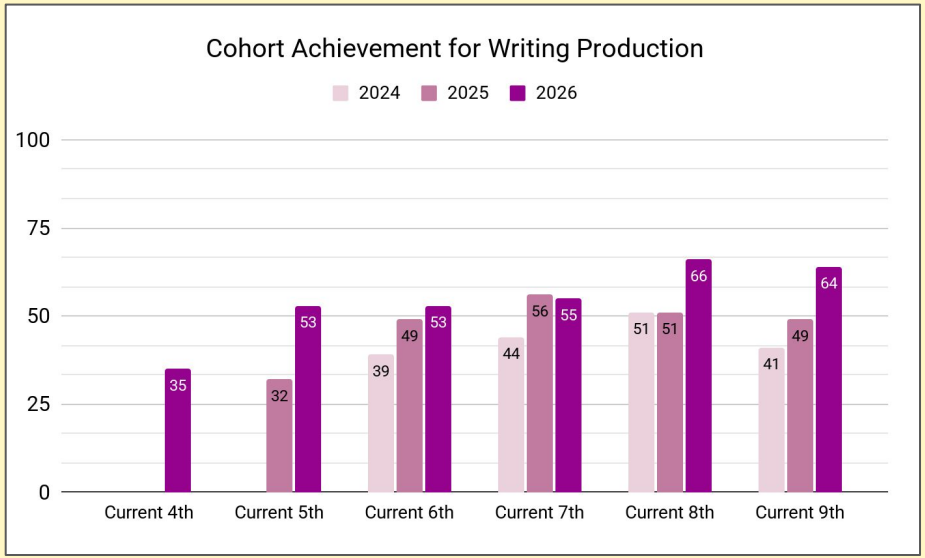




ELA Curriculum Analysis Spotlight: Writing



7th & 8th graders in Sudbury earned 66% and 64%.
They outperformed all comparable districts by at least 4 points.



Changes to the ELA MCAS

There will be several changes to the ELA MCAS in 2027. The three most impactful for examining data include:

New Achievement Levels

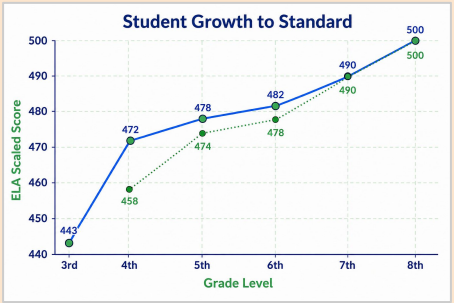
DESE is going to establish new achievement levels (cut-off scores) after the MCAS has been administered. We should receive them in summer or fall 2027.

This will, in turn, compel us to consider how to compare results once we know what the adjustments are. DESE states, "We are in the process of evaluating whether the results from the revised tests will be able to be compared with results from previous years. We will inform the field once we know more regarding the data and reporting of results for these revised tests."

Therefore, it is *possible* the 2027 data will be considered a new baseline to compare results in 2028 and beyond.

Growth to Standard

DESE is releasing a new measure alongside the SGP. Growth to Standard maps and tracks a student's achievement and progress toward reaching proficiency in ELA and math by 8th grade. The GTS does not compare students to their peers, it compares their performance to an expected track of achievement though the grades. We will receive annual indicators of whether they met their progress targets set in the prior year for the ELA and Mathematics MCAS tests.



Writing Expectations

Narrative writing has been discontinued for all grade levels.

Essays have been discontinued in grades 3-5, and have been reduced from two essays to one essay in grades 6-8.

In place of the essay, a new "Extended Response" has been added. This will be a fully developed response in 1-2 paragraph or 450-600 words.

Extended responses and the essay in middle school will continue to be scored by AI, with human score confirmation on 10% of samples.

District Summary: ELA

- Overall, SPS saw a 3-point decrease in achievement. However, grades 3 and 7 increased their overall achievement.
- Comparable districts also saw a dip in achievement with the exception of two, which saw either no gain or a 1-point gain.
- Our average SGP holds steadily within the 40-60 expected range. 8 out of 11 comparable districts saw a decrease in average SGP.
- Latino and Hispanic students lessened the achievement gap through the grades, and there was no gap in 8th grade.
- Students continue to make gains with their writing skills. Our current 7th graders saw a 1-point dip in their writing achievement, but all other cohorts increased writing achievement between 4 and 21 points. Grades 7 and 8 earned the highest achievement score among comparable districts.

Impacts on Teaching and Learning

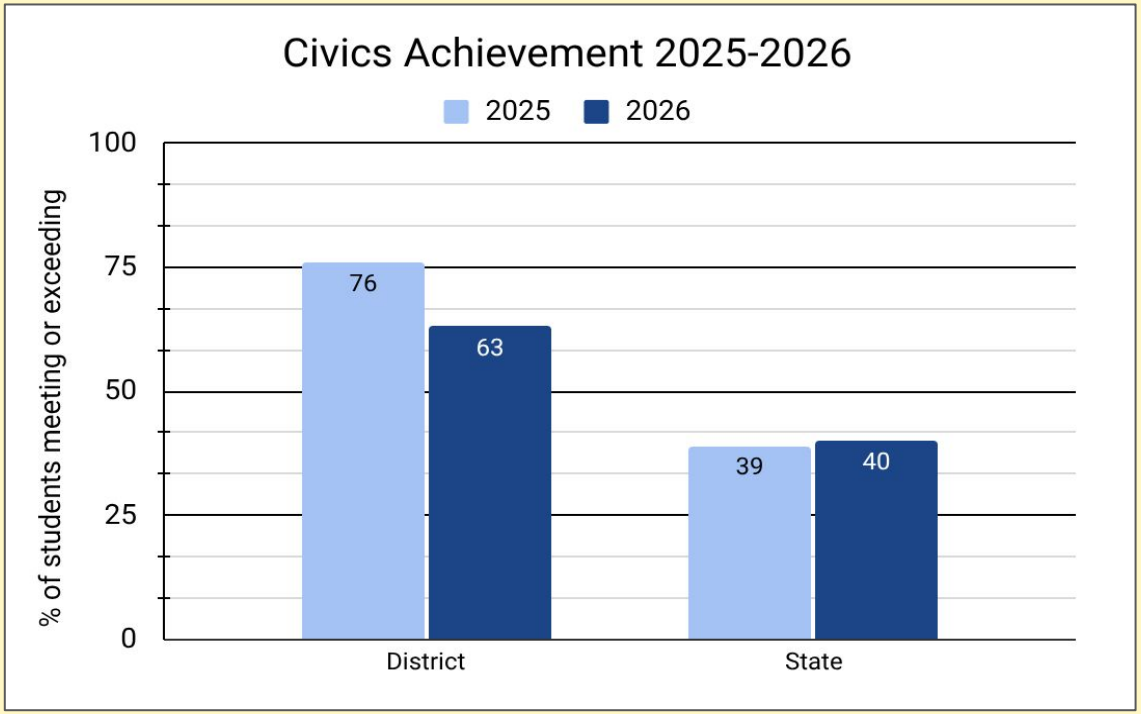
- We are in year 2 for the Core Block and year 1 for the ALL Block with the new EL curriculum. Many studies tell us the full impact of a new program may take up to 3 years to come to fruition. The new EL implementation may have contributed to what is known as an “implementation dip”. As teachers become more proficient with the new instructional model and assessment practices, student performance is expected to improve.
- This year we are focusing our professional development on the calibration of assessments and using data to inform instruction.
- This data-informed instruction is being delivered though small-group instruction during the ALL Block.
- We are in the process of updating our data decision trees to include EL assessments and ALL Block resources.
- Adding .2 FTE to the middle school literacy specialist position (currently a .8 FTE) will allow for more reading and writing tier 2 intervention supports.

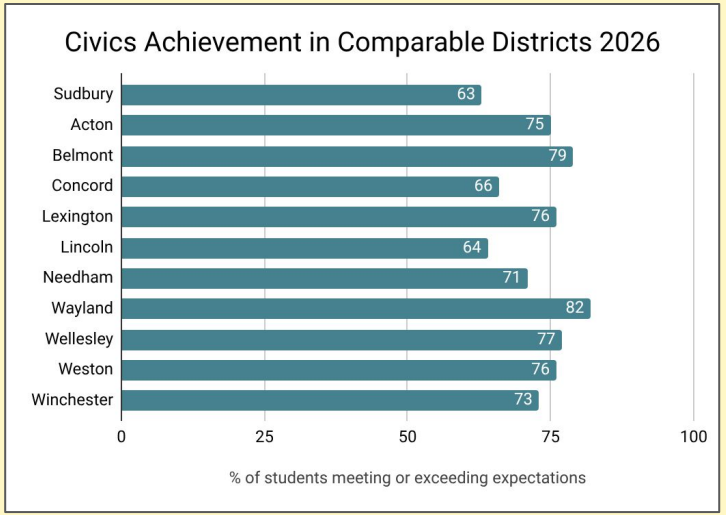
Civics

- Achievement Data
- Curriculum Data
- Summary & Impact

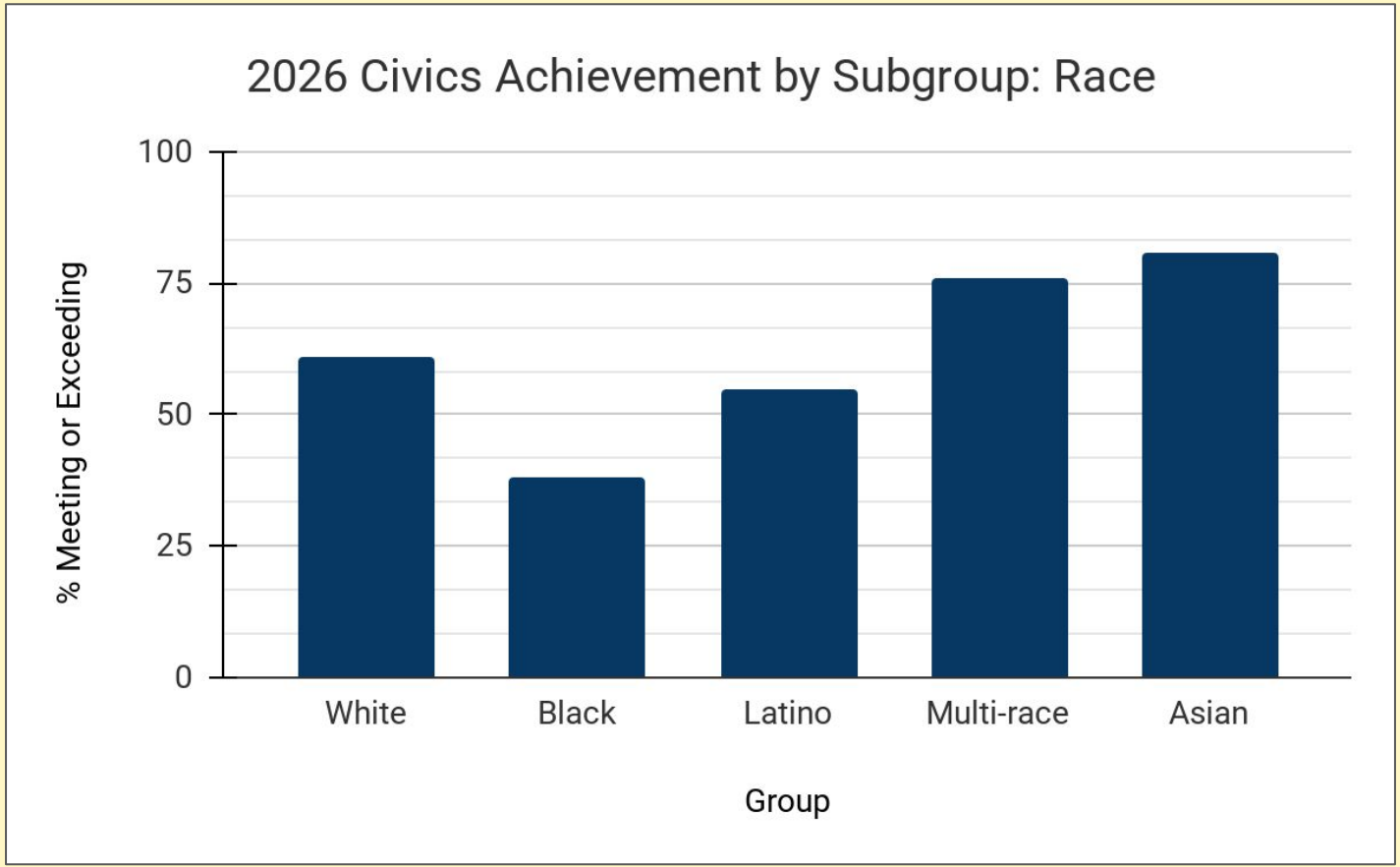


Civics Results

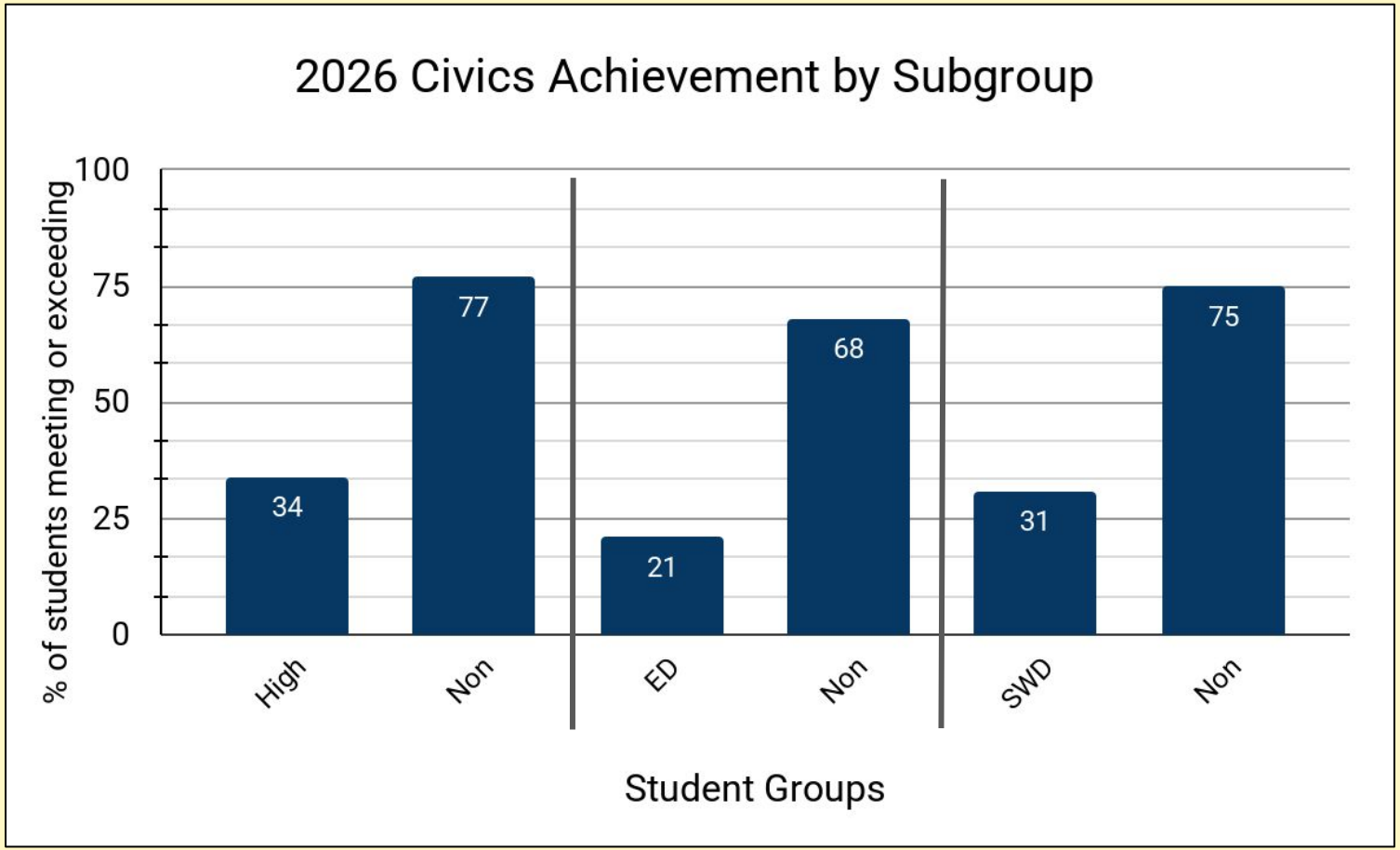




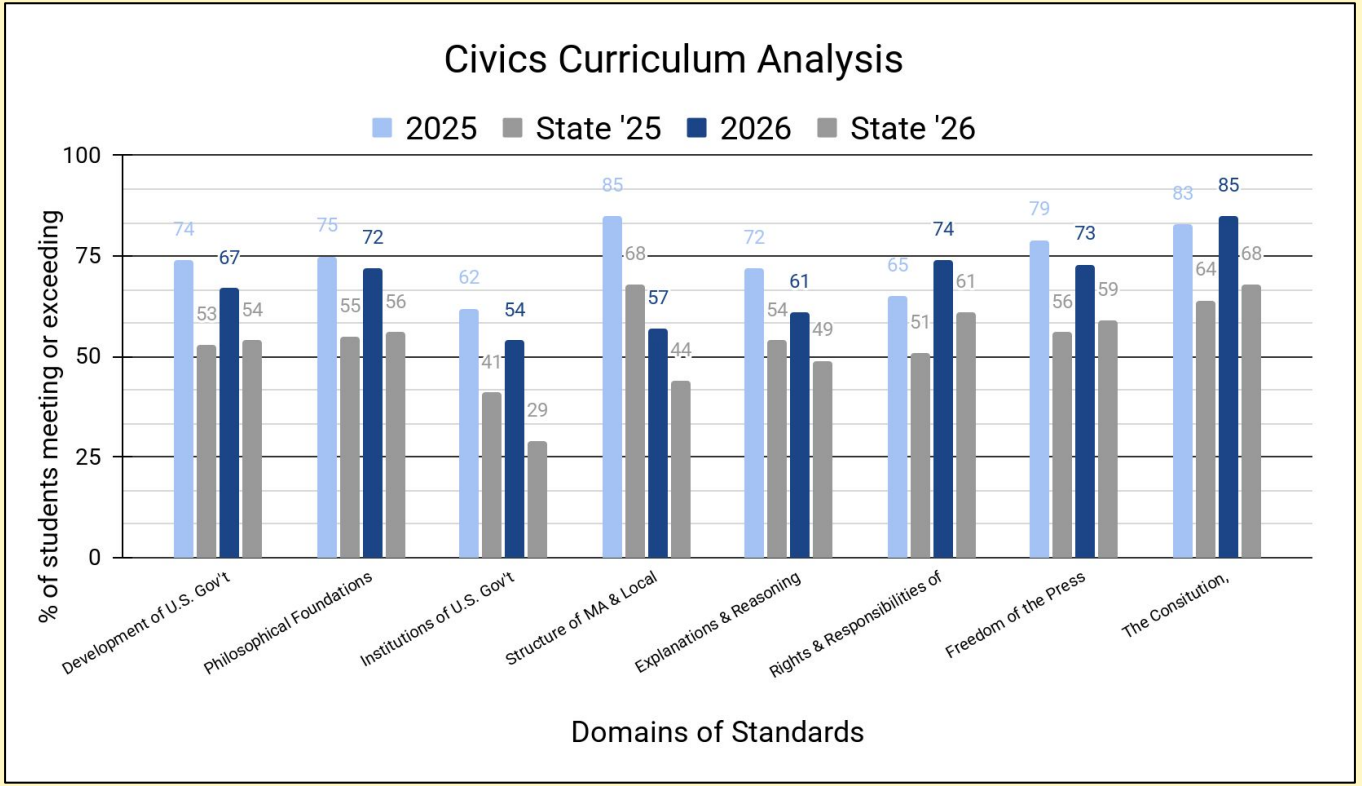
Civics Results by Subgroup



Civics Results by Subgroups



Civics Curriculum Analysis



Institutions of U.S. Government was the topic for this year's performance task: "Analyze a historical example to describe interactions between the three branches of the U.S. government and explain checks on executive and judicial power."

District Summary: Civics & Government

- SPS saw a 13-point decrease in achievement. However, achievement increased for U.S. Citizenship and the U.S. Constitution.
- SPS followed the state achievement trends for 5 out of 8 topics.

Impacts on Teaching and Learning

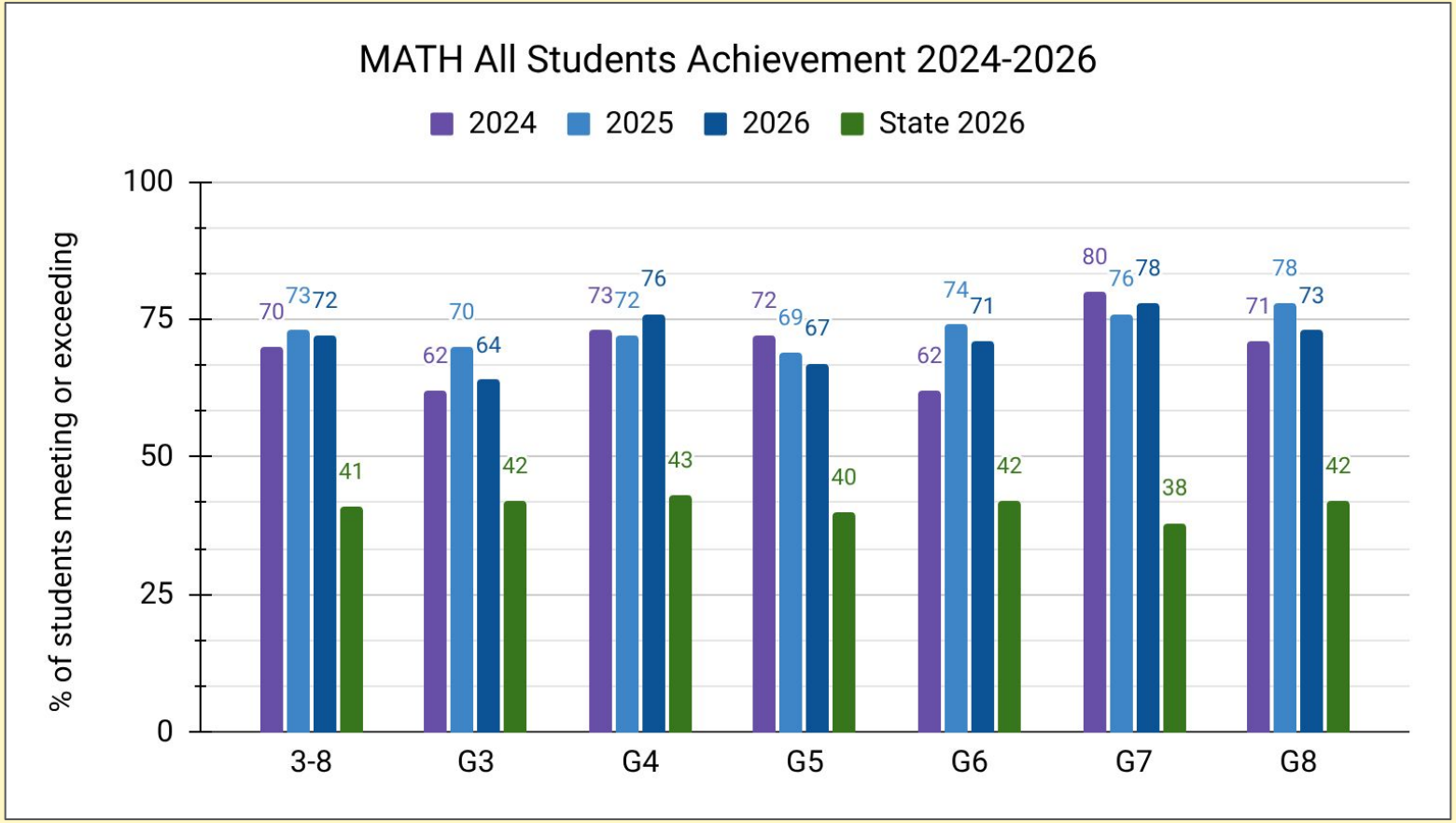
- Last year, students took the civics MCAS in early June, which may have impacted their interest and effort. This year, testing dates for the Civics test have been moved back to before Memorial Day.
- With 50% of our civics staff joining us this year, these MCAS results reflect learning from prior academic cycles. Our focus this year is onboarding our new educators, aligning curriculum, and using this baseline data to drive future growth under our new team.
- Educators identified areas for growth and are calibrating instructional resources and strategies to address the gaps in learning.

Math Results

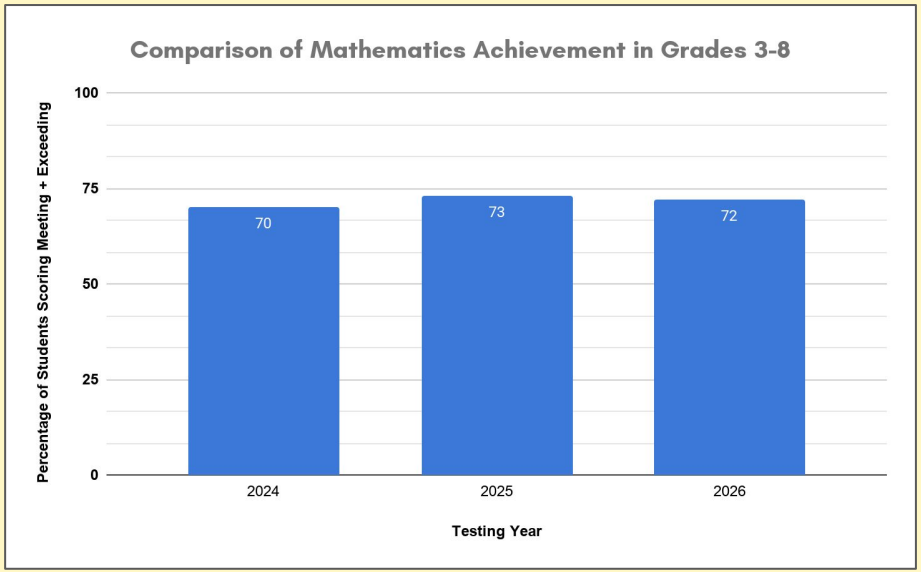
- Achievement Data
- Curriculum Data
- Summary & Impact

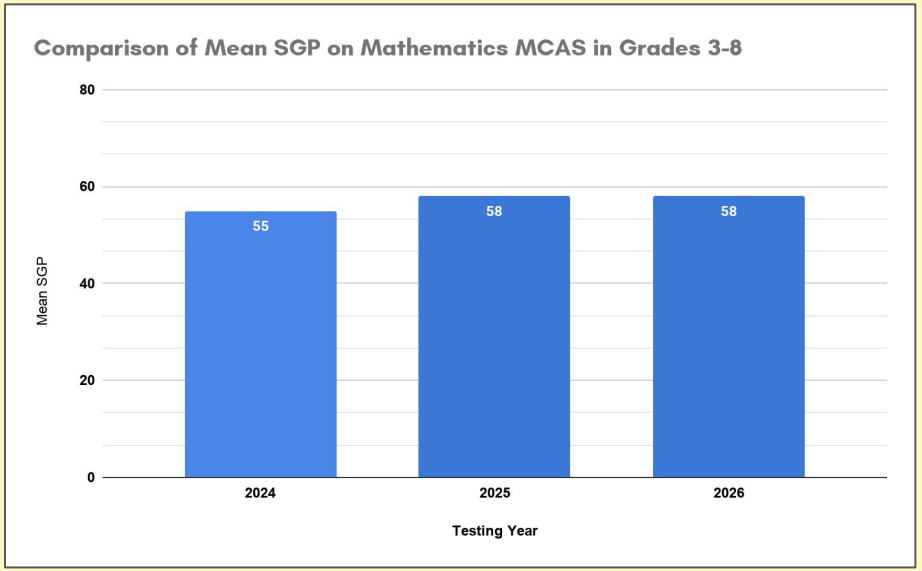


Three Year Summary of Math Results by Grade Level

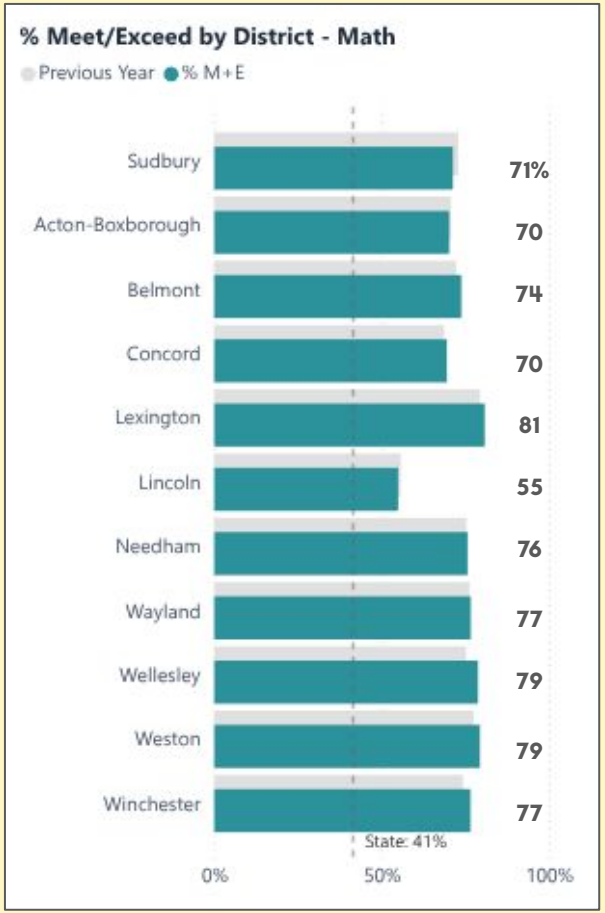


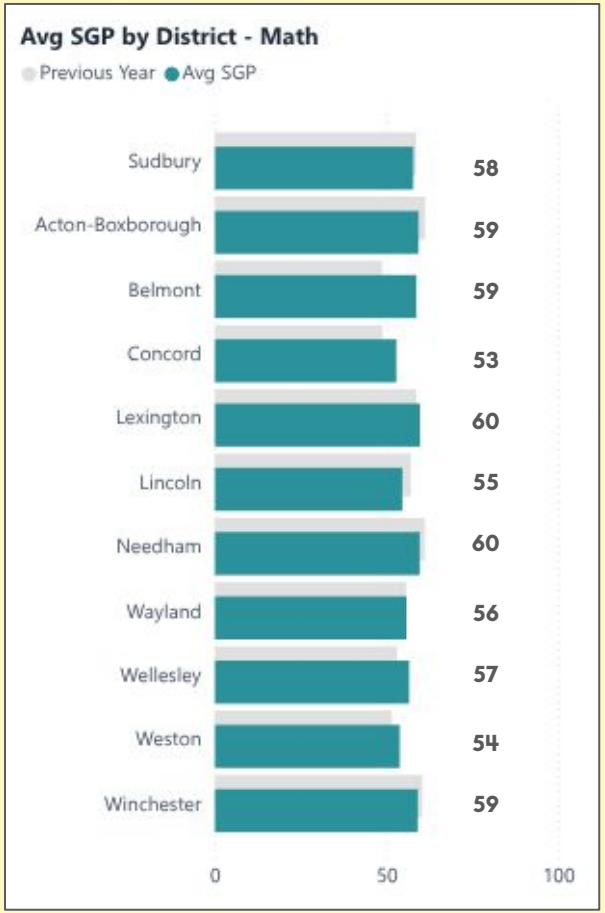
Three Year Summary of Math Results (3-8)



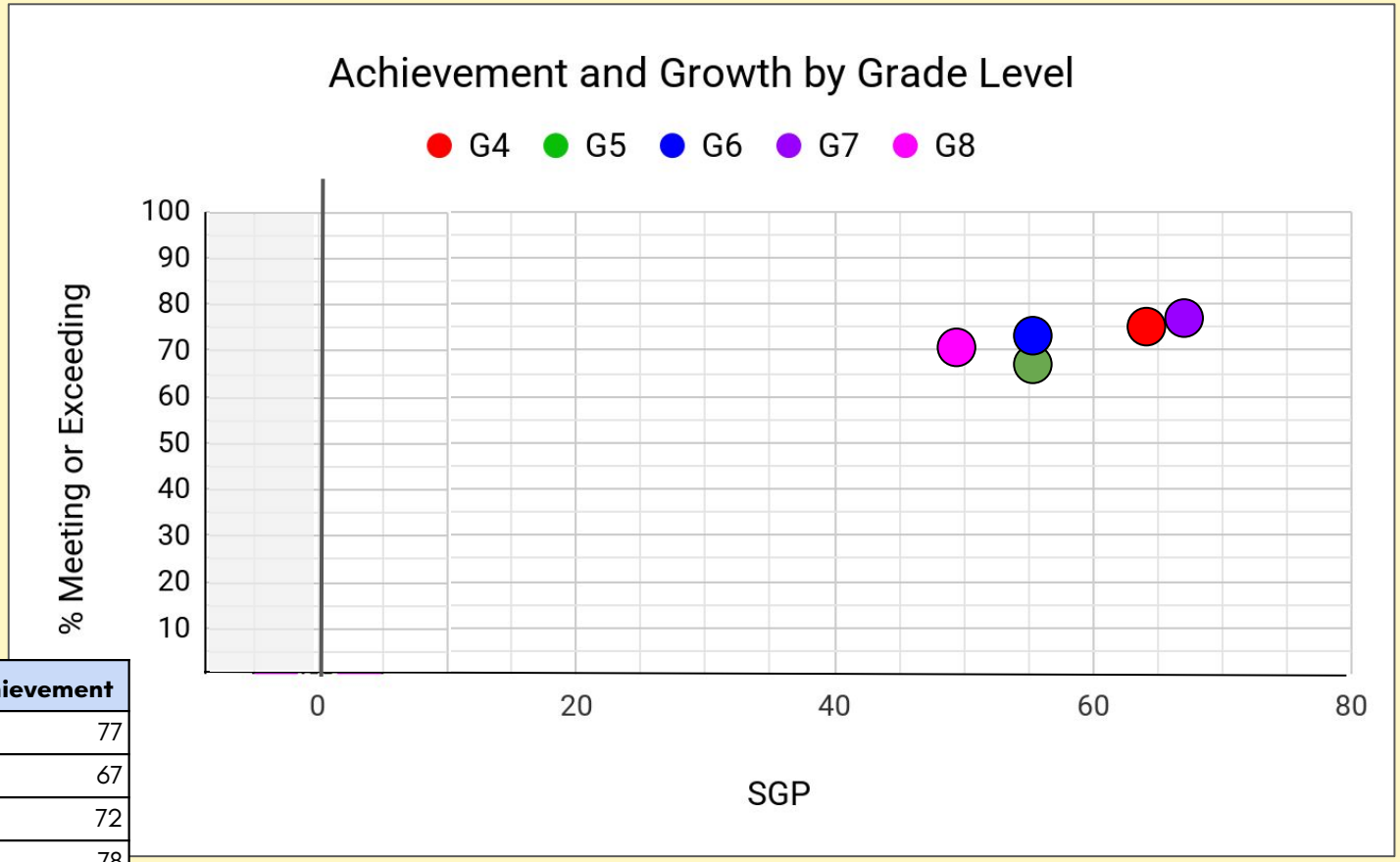


2026 Math MCAS by Comparable Districts



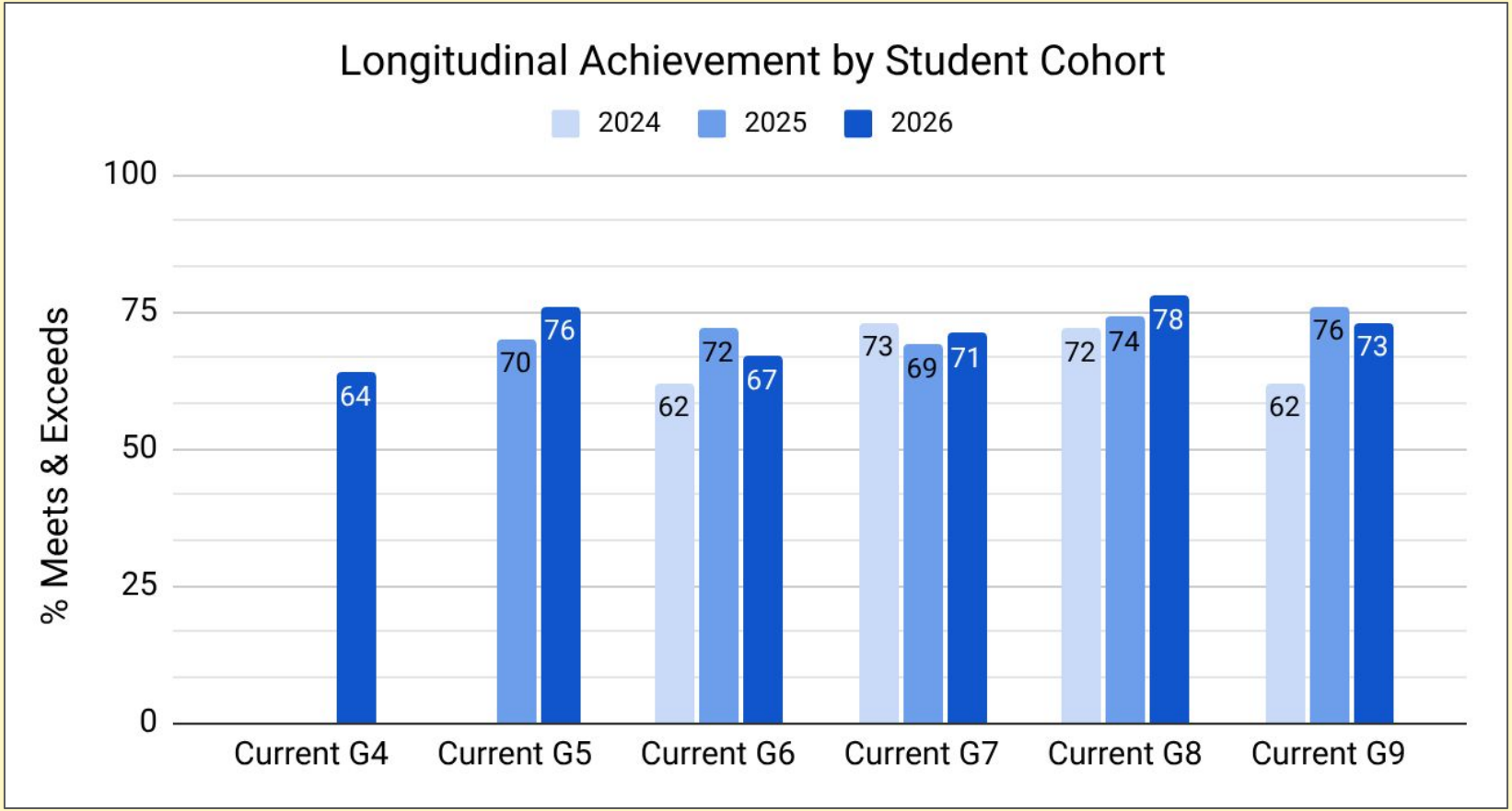


Math Growth & Achievement by Grade Level

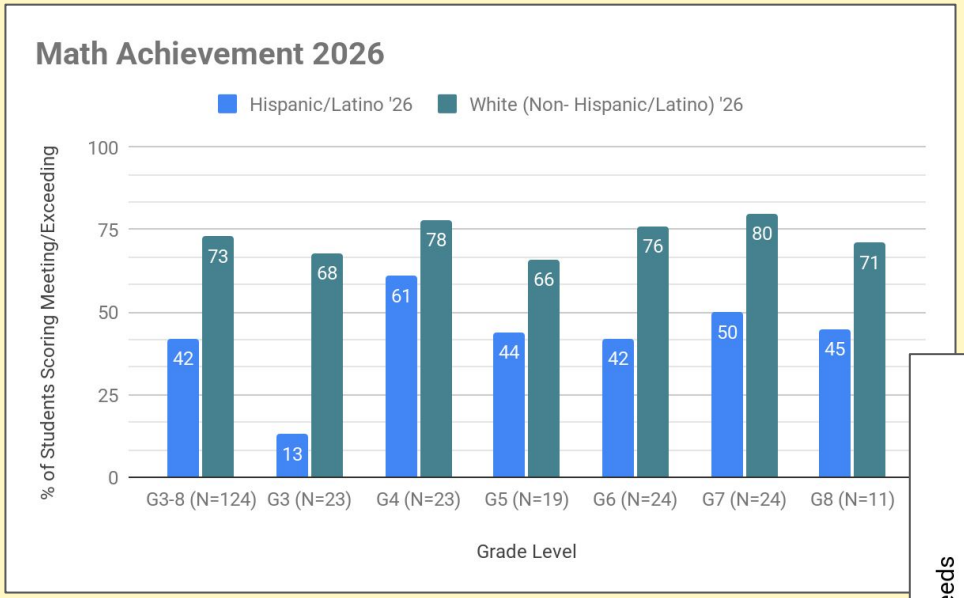


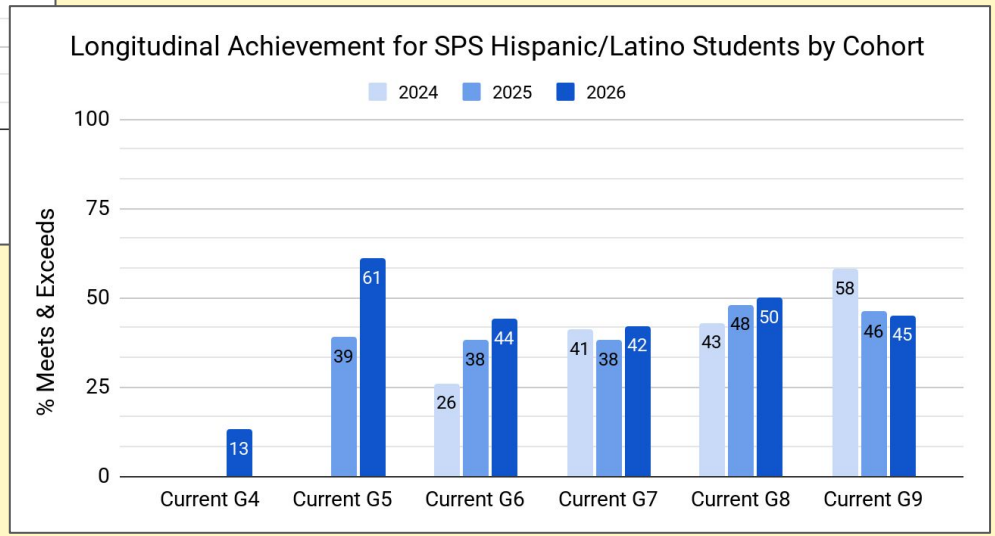
	SGP	Achievement
G 4	63	77
G 5	56	67
G 6	56	72
G 7	66	78
G 8	48	73

Math Achievement by Student Cohort

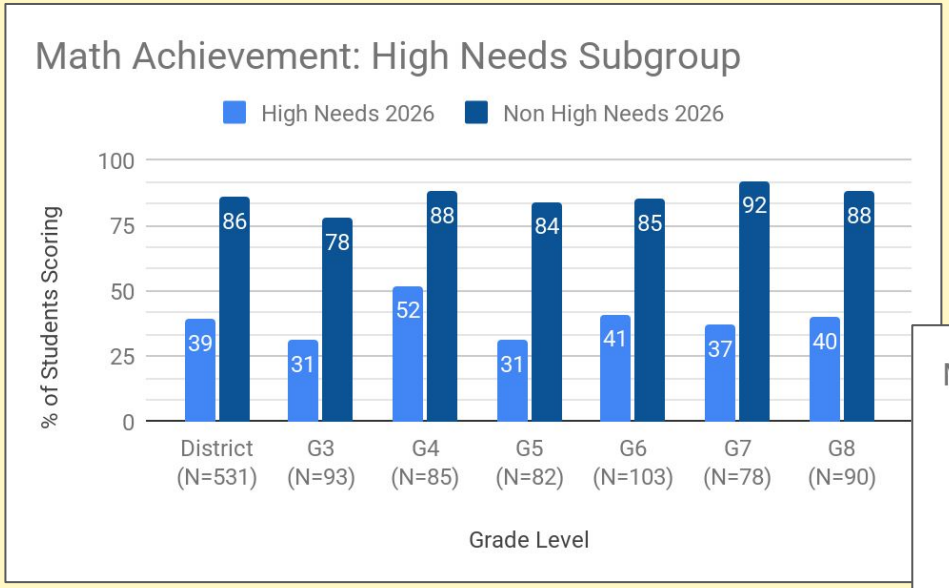


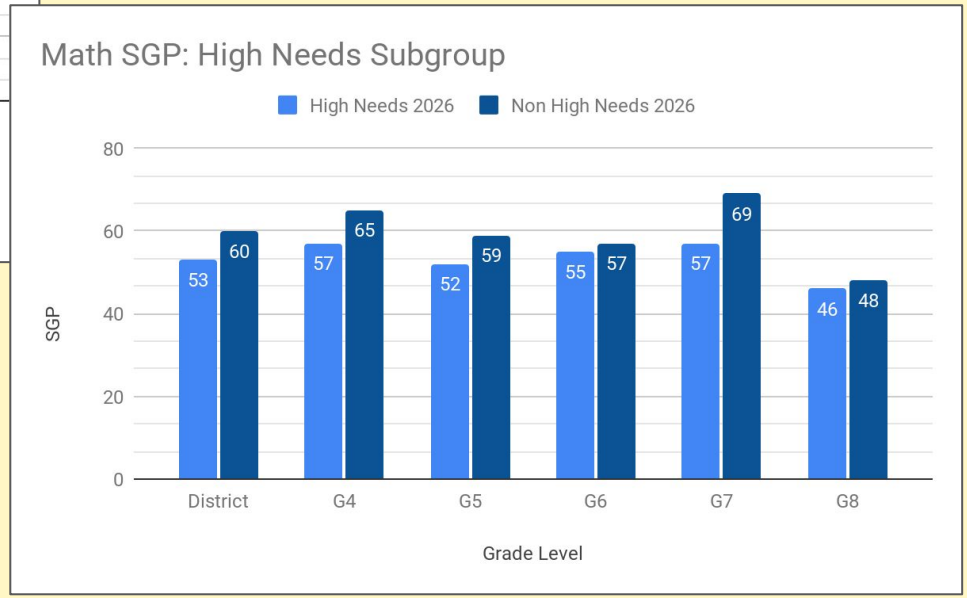
Math Results: Hispanic/Latino Demographic Group





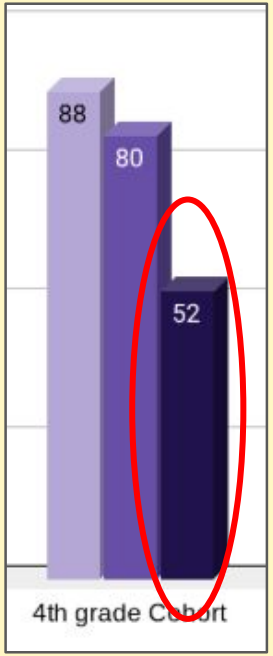
Math Results by Subgroup: High Needs

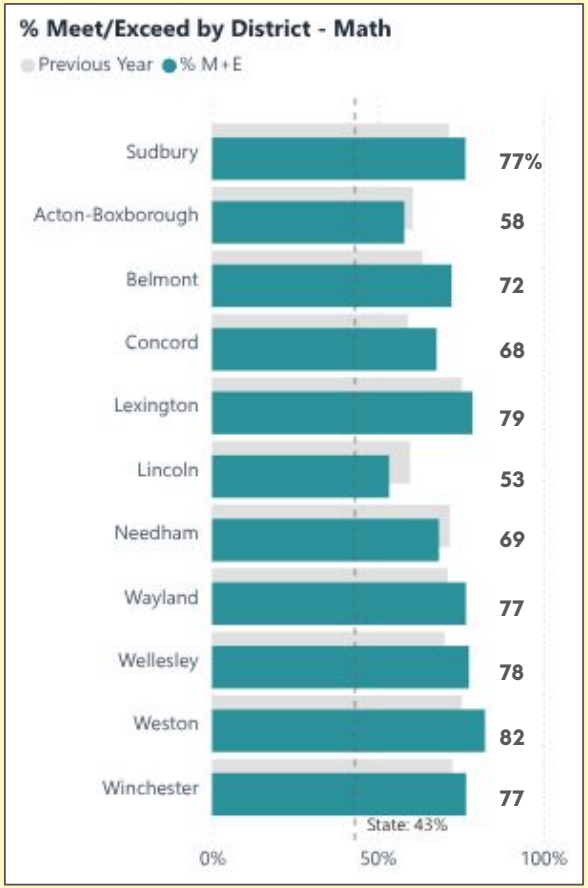




Math Curriculum Updates:
Bringing it all together
Stories from 4th, 6th, and 8th Grade

Grade 4 Mathematics: From Mid-Year Assessment to MCAS

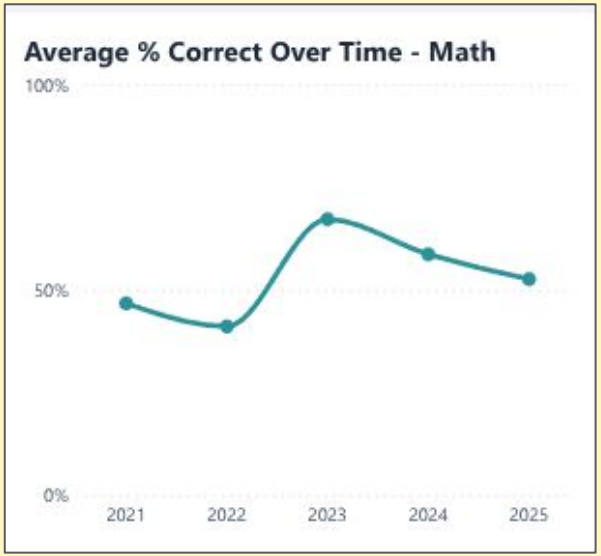




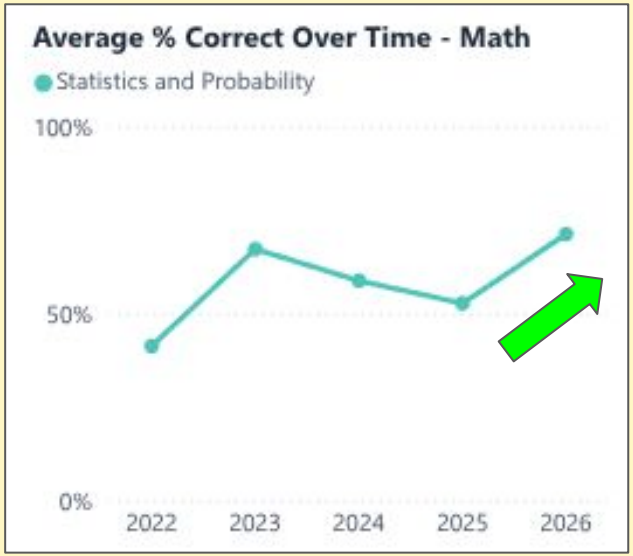


Grade 6 Mathematics: MCAS Statistical Variability

2025



2026



Grade 8 Mathematics: Course Progression Changes

2025-2026: 183 students taking Algebra

8th Grade MCAS: 14*/183 scored in the PM category, or ~8%

*10/14 scored below the state average in the Geometry domain

Our goal: Closer to 100% of our students in our Algebra courses scoring Meeting and/or Exceeding on the Grade 8 MCAS.

District Summary

- SPS MCAS Mathematics scores are fairly consistent.
  - Variations by grade level with scores increasing and decreasing
  - Grade 4 Achievement: 15th in the state and tied for 4th among comparable districts
  - Grade 7 Achievement: 6th in the state and 4th among comparable districts
  - We need to look more closely at Grade 3
    - There was not a specific standard or domain that stands out as needing improvement
- SPS Students are showing strong growth in mathematics
  - Grades 4 and 7 had mean SGPs over 60 - high growth
  - Grades 5 and 6 had mean SGPs of 56 - at the high end of moderate growth (40-60)

Impact on Teaching & Learning

- **MCAS results lead us to ask more questions:** Why were there specific dips? Overall, are students growing at the same rates? Why or why not? How do learning environments differ across the district?
- **Alignment of Interventions:**
  - In all elementary grade levels, Math coaches are working with our grade level teams to look at unit screeners and plan for their WIN blocks. Who needs what... in the moment. We are hoping that this shift in our data meetings, leads to greater gains by our students and more in the moment interventions that align with our core curriculum.
  - Within the middle school, we utilize MCAS as one data point for intervention services during trimester 1 and 2. We look at achievement and SGP.
- **Teacher Collaboration:**
  - In review of this data, multiple members of the Curtis Math department have focused student learning goals on areas for growth from MCAS.
  - In Grade 3, the Math Coaches and I are currently looking at the concept of division - how it is introduced, when it is taught, how it is connected with other concepts, real-world contexts

Science

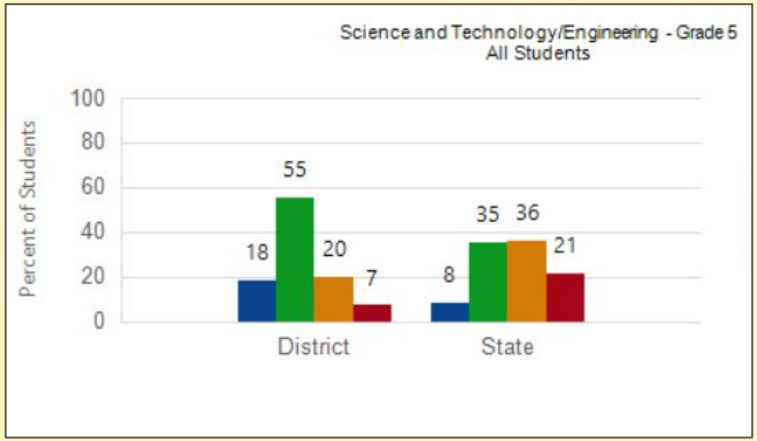
- 2026 Data
- Changes to STE MCAS
- Summary & Impact



Grade 5

Science and Technology/Engineering
Participation Rate: 99%

Achievement Level	Students Included (N)	District (%)	State (%)
Exceeding Expectations	44	18	8
Meeting Expectations	135	55	35
Partially Meeting Expectations	50	20	36
Not Meeting Expectations	17	7	21
Total Included	**246**		

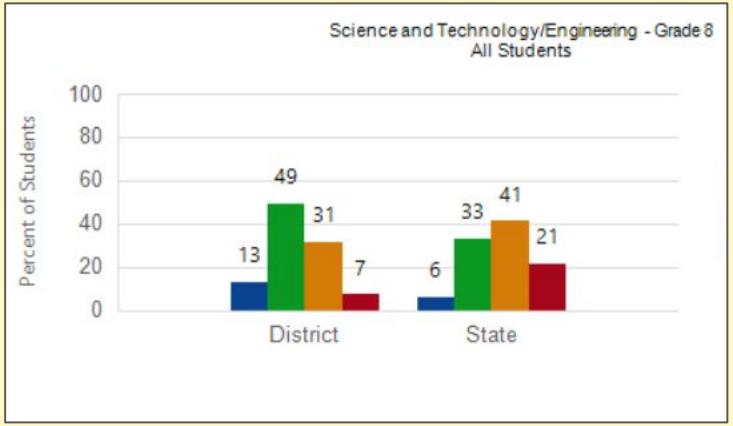




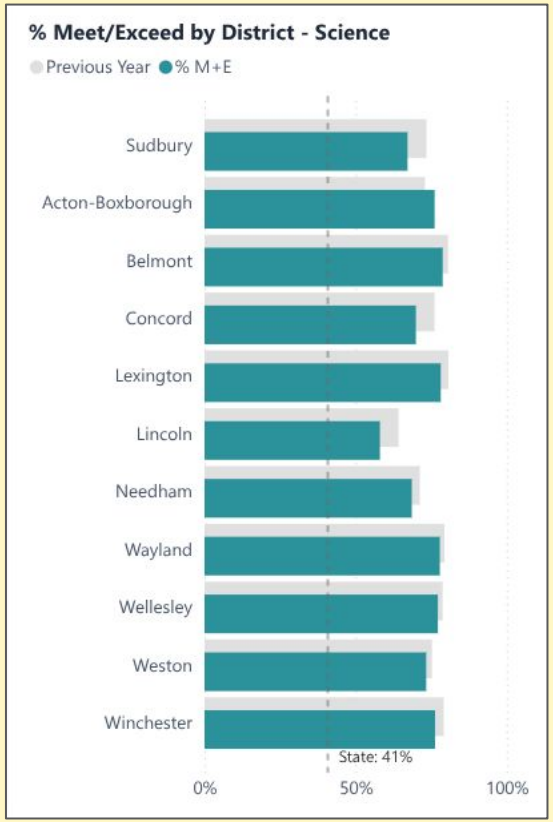
Grade 8

Science and Technology/Engineering
Participation Rate: 98%

Achievement Level	Students Included (N)	District (%)	State (%)
Exceeding Expectations	34	13	6
Meeting Expectations	131	49	33
Partially Meeting Expectations	82	31	41
Not Meeting Expectations	19	7	21
Total Included	**266**		

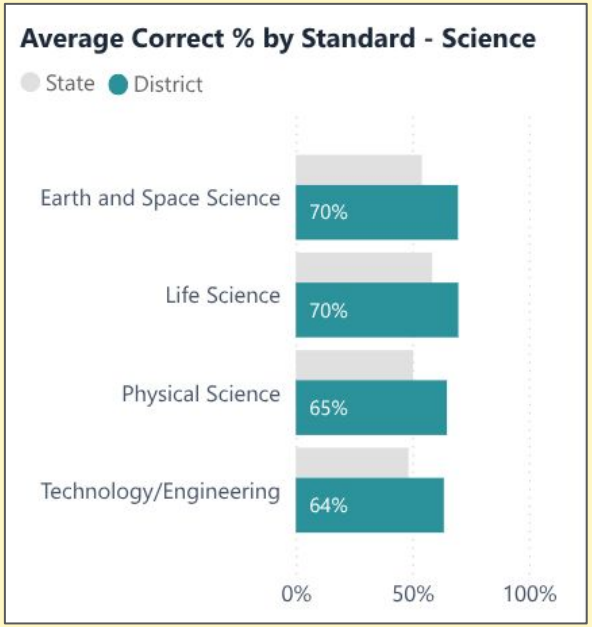


Comparable District Data

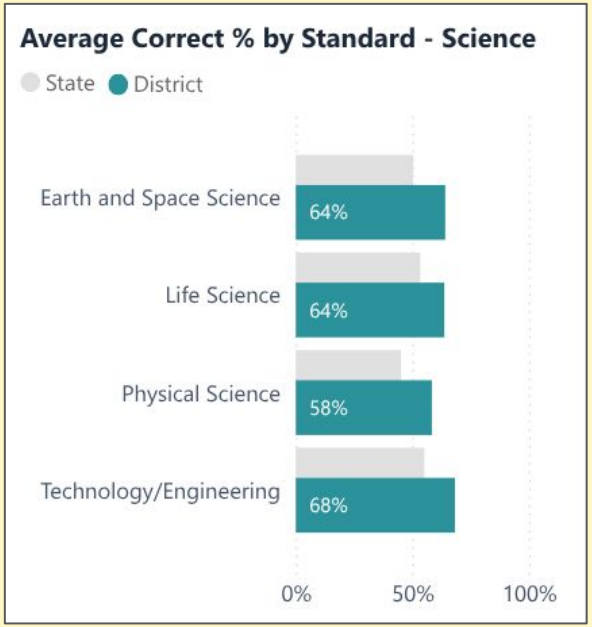


Proficiency by Category

Grade 5



Grade 8



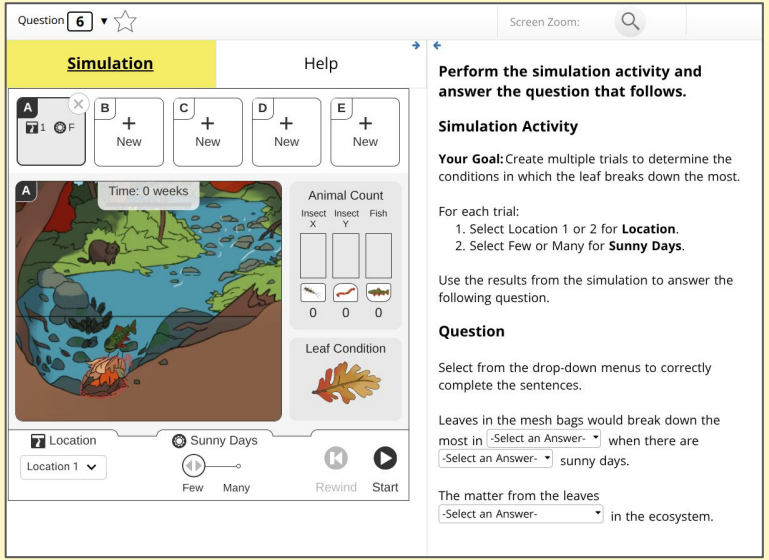
2026-2027 STE MCAS

- First fully operational administration of new test design:
  - Illustrated storyline
  - Performance tasks
  - Interactive simulations



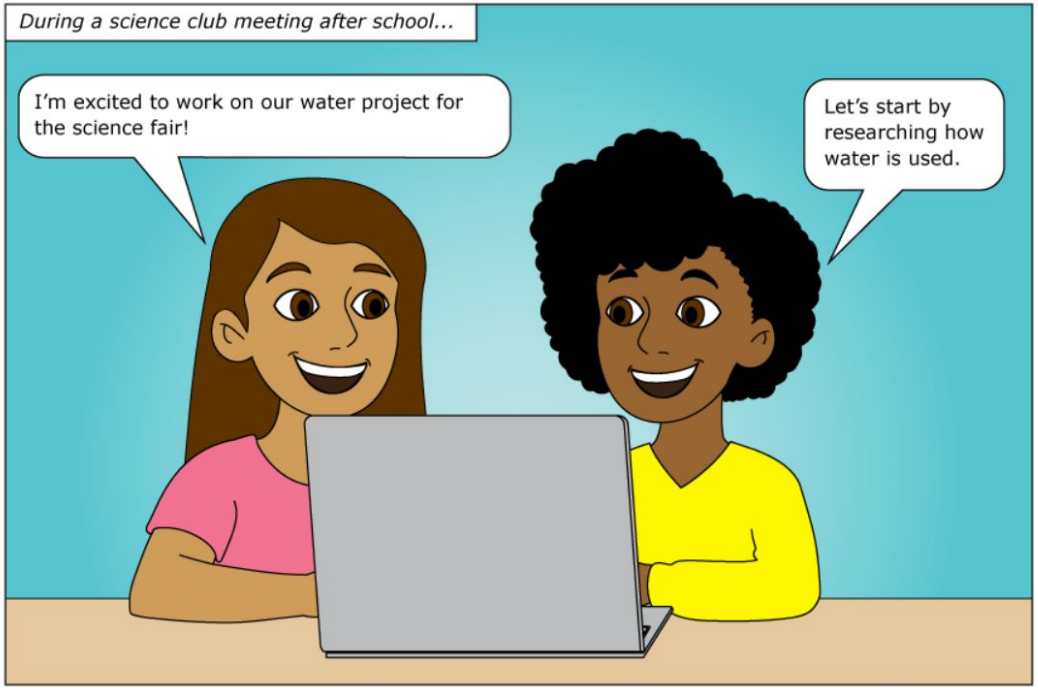
2026-2027 STE MCAS

- Each task features diverse characters, a phenomenon, and an interactive simulation for data collection/observation
- Focus shift: from vocabulary and fact recall to science practices, evidence-based explanations, and learning transfer
- One-third of test questions directly relate to data collection from simulation



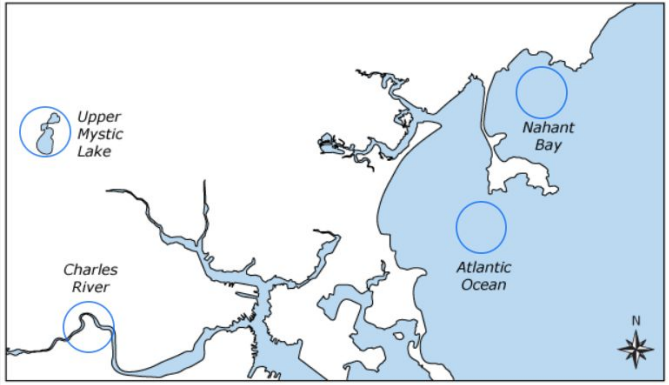
The following section focuses on students investigating science and engineering topics.

You will use a simulation to answer some of the questions in this section.



The students observe a map showing bodies of water in and around Massachusetts. Some of the bodies of water contain fresh water, and some contain salt water. Four bodies of water are labeled.

Select **two** bodies of water on the map that are sources of fresh water.



Question 17 ▾ ☆ Screen Zoom:

The students learn that people use water for many purposes, including to generate electricity. Engineers are designing devices that can transform the energy in ocean waves into electricity.

Which of the following best describes this type of energy?

A renewable, because water is a renewable resource

B renewable, because electricity is a renewable resource

C nonrenewable, because water is a nonrenewable resource

D nonrenewable, because electricity is a nonrenewable resource

Question 19 ▾ ☆ Screen Zoom:

The students design and conduct an investigation to learn more about salt water. They add salt to a container of fresh water to make salt water. The students claim that salt water is a mixture and that a chemical reaction did not take place when they combined the salt and the fresh water.

Select a button in each row to show whether each observation supports a claim that combining a solid substance with a liquid substance results in a mixture or a chemical reaction.

Observation	Evidence of a Mixture	Evidence of a Chemical Reaction
Temperature increases.	○	○
Bubbles form in the liquid.	○	○
The two substances can be easily separated.	○	○

Selected Response Examples

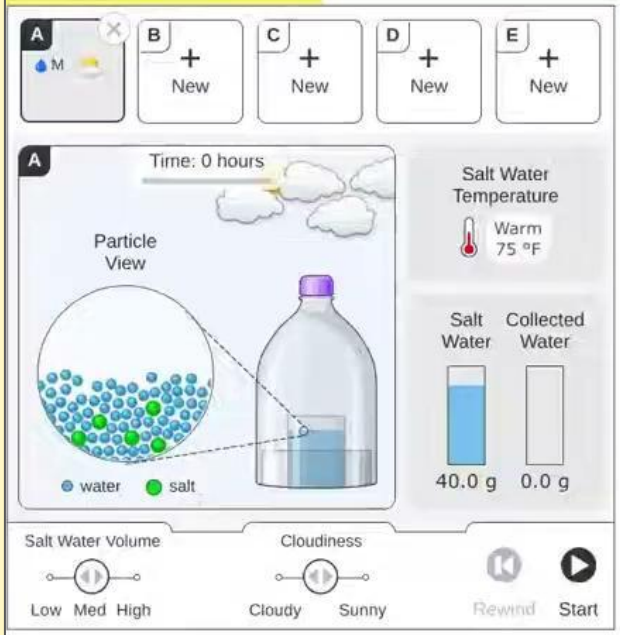
Question 21 ▾

Screen Zoom:

User P Online

Test Review Screen

Simulation | Help



Perform the simulation activity and answer the question that follows.

Simulation Activity

Your Goal: Create a trial to determine whether the amount of water in the device is conserved.

1. Keep Med for **Salt Water Volume**.
2. Select Sunny for **Cloudiness** level.

Use the results from the simulation to answer the following question.

Question

A student claims that the amount of water in the device at the end of the trial is the same as the amount of water in the device at the beginning of the trial.

Which of the following would provide the **best** evidence to support the student's claim?

(A) adding the temperature of the salt water at the beginning of the trial to the temperature of the salt water at the end of the trial

(B) comparing the temperature of the salt water at the beginning of the trial with

Pause/Exit | Back | Next

SPS Science & Engineering

"Science is a way of thinking much more than it is a body of knowledge."

– **Carl Sagan**



2026-2027 STE MCAS Scoring

- Students will engage in six performance tasks over two sessions.
    - Five tasks will be scored for a total of 55 points.

- Within each task, there are 11 points possible:
    - Six one-point selected response questions
    - One two-point selected/multiple response question
    - One three-point constructed response question.

Summary and Impact on Teaching & Learning

- MCAS is undergoing significant changes: After next year, we will know how the new STE MCAS design will impact our instruction and align with SPS curriculum. There is a period of “operational calibration” that will be needed after next year.
- Last year 67% of students met or exceeded expectations on the STE MCAS, staying consistent with proficiency levels of comparable districts.
- Question types with the greatest inconsistency in scores focused on using science practices, problem solving and constructing responses with evidence.
- Review and revision of K-5 curriculum as well as 3 year implementation of Open Sci Ed curriculum in grades 6-8 is aimed to address inconsistency in scores and the changing focus at the state level.

Questions?

Appendix

- Terminology
- Accountability Data by School
- Accountability Data by Subgroup
- Subgroup Data

Terminology

Raw Score = This is the number of items correct out of the total number of items, including rubric scores for essays.
Scaled Score = This is a 3-digit number that takes into account the difficulty of the questions and are adjusted to ensure consistency across different test forms and years.
Achievement = Scaled scores fall in one of 4 achievement categories: Not Meeting Expectation (NM), Partially Meeting Expectation (PM), Meeting Expectations (M) or Exceeding Expectations (E).
Proficiency = Students that meet or exceed expectation are considered proficient.
SGP (Student Growth Percentile) = The SGP score ranges from 1 to 99 and represents a student's growth relative to other students with a similar test score history and focuses on the amount of academic growth the student made compared to their peers. An SGP score of 50 indicates typical or average growth, meaning the student grew at a rate similar to half of their peers. A score above 50 suggests the student grew faster than most of their peers, while a score below 50 means the student's growth was slower than average. The goal for an SGP is between 40 and 60.

DESE guide to understanding SGP

School Accountability Percentiles

School Accountability Information			
School	Accountability information	School accountability percentile	
Ephraim Curtis Middle	Not requiring assistance or intervention	93	-1
General John Nixon Elementary	Not requiring assistance or intervention	96	-1
Israel Loring School	Not requiring assistance or intervention	86	+3
Josiah Haynes	Not requiring assistance or intervention	97	0
Peter Noyes	Not requiring assistance or intervention	89	-6

SPS: District-Based Accountability Progress Toward Improvement Targets

Overall progress toward improvement targets

	2025	2026
Annual criterion-referenced target percentage	91%	83%
Weight	40%	60%
Cumulative Criterion-referenced target percentage (2025 x 40%) + (2026 x 60%)	86%	
	Meeting or exceeding targets	

2026 Points awarded

2026 Progress toward improvement targets								
Indicator		**All Students (Non-high school grades)**			**Lowest Performing Students (Non-high school grades)**			
		Points earned	**Total possible points**	**Weight %**	**Points earned**	**Total possible points**	**Weight %**	
Achievement	English language arts achievement	4	4	-	3	4	-	
	Mathematics achievement	4	4	-	3	4	-	
	Science achievement	4	4	-	-	-	-	
	Achievement total	**12**	**12**	**60.0**	**6**	**8**	**67.5**	
Growth	English language arts growth	3	4	-	3	4	-	
	Mathematics growth	3	4	-	3	4	-	
	Growth total	**6**	**8**	**20.0**	**6**	**8**	**22.5**	
High school completion	Four-year cohort graduation rate	-	-	-	-	-	-	
	Extended engagement rate	-	-	-	-	-	-	
	Annual dropout rate	-	-	-	-	-	-	
	High school completion total	**-**	**-**	**-**	**-**	**-**	**-**	
Progress toward attaining English language proficiency	English language proficiency total	**0**	**4**	**10.0**	**-**	**-**	**-**	
Additional indicators	Chronic absenteeism	4	4	-	2	4	-	
	Advanced coursework completion	-	-	-	-	-	-	
	Additional indicators total	**4**	**4**	**10.0**	**2**	**4**	**10.0**	
Weighted total		8.8	9.6	-	5.6	7.6	-	
Percentage of possible points		92%		-	74%		-	
2026 Annual criterion-referenced target percentage		**83%**						

School-based Accountability: Curtis

	2025	2026
Annual criterion-referenced target percentage	88%	77%
Weight	40%	60%
Cumulative Criterion-referenced target percentage (2025 x 40%) + (2026 x 60%)	81%	
	Meeting or exceeding targets	

2026 Points awarded

2026 Progress toward improvement targets							
Indicator		**All Students (Non-high school grades)**			**Lowest Performing Students (Non-high school grades)**		
		Points earned	**Total possible points**	**Weight %**	**Points earned**	**Total possible points**	**Weight %**
Achievement	English language arts achievement	4	4	-	3	4	-
	Mathematics achievement	4	4	-	2	4	-
	Science achievement	3	4	-	-	-	-
	Achievement total	**11**	**12**	**67.5**	**5**	**8**	**67.5**
Growth	English language arts growth	3	4	-	3	4	-
	Mathematics growth	3	4	-	3	4	-
	Growth total	**6**	**8**	**22.5**	**6**	**8**	**22.5**
High school completion	Four-year cohort graduation rate	-	-	-	-	-	-
	Extended engagement rate	-	-	-	-	-	-
	Annual dropout rate	-	-	-	-	-	-
	High school completion total	**-**	**-**	**-**	**-**	**-**	**-**
Progress toward attaining English language proficiency	**English language proficiency total**	**-**	**-**	**-**	**-**	**-**	**-**
Additional indicators	Chronic absenteeism	4	4	-	2	4	-
	Advanced coursework completion	-	-	-	-	-	-
	Additional indicators total	**4**	**4**	**10.0**	**2**	**4**	**10.0**
Weighted total		9.2	10.3	-	4.9	7.6	-
Percentage of possible points		89%		-	65%		-
2026 Annual criterion-referenced target percentage		**77%**					

School-based Accountability: Haynes

	2025	2026
Annual criterion-referenced target percentage	100%	92%
Weight	40%	60%
Cumulative Criterion-referenced target percentage (2025 x 40%) + (2026 x 60%)	95%	
	Meeting or exceeding targets	

2026 Points awarded

2026 Progress toward improvement targets							
Indicator		All Students (Non-high school grades)			Lowest Performing Students (Non-high school grades)		
		Points earned	Total possible points	Weight %	Points earned	Total possible points	Weight %
Achievement	English language arts achievement	3	4	-	4	4	-
	Mathematics achievement	4	4	-	4	4	-
	Science achievement	4	4	-	-	-	-
	Achievement total	**11**	**12**	**67.5**	**8**	**8**	**67.5**
Growth	English language arts growth	3	4	-	3	4	-
	Mathematics growth	4	4	-	4	4	-
	Growth total	**7**	**8**	**22.5**	**7**	**8**	**22.5**
High school completion	Four-year cohort graduation rate	-	-	-	-	-	-
	Extended engagement rate	-	-	-	-	-	-
	Annual dropout rate	-	-	-	-	-	-
	High school completion total	**-**	**-**	**-**	**-**	**-**	**-**
Progress toward attaining English language proficiency	English language proficiency total	**-**	**-**	**-**	**-**	**-**	**-**
Additional indicators	Chronic absenteeism	4	4	-	0	4	-
	Advanced coursework completion	-	-	-	-	-	-
	Additional indicators total	**4**	**4**	**10.0**	**0**	**4**	**10.0**
Weighted total		9.4	10.3	-	7.0	7.6	-
Percentage of possible points		91%		-	92%		-
2026 Annual criterion-referenced target percentage		**92%**					

School-based Accountability: Loring

	2025	2026
Annual criterion-referenced target percentage	60%	75%
Weight	40%	60%
Cumulative Criterion-referenced target percentage (2025 x 40%) + (2026 x 60%)	69%	
	Substantial progress toward targets	

2026 Points awarded

2026 Progress toward improvement targets								
Indicator		**All Students (Non-high school grades)**			**Lowest Performing Students (Non-high school grades)**			
		Points earned	**Total possible points**	**Weight %**	**Points earned**	**Total possible points**	**Weight %**	
Achievement	English language arts achievement	3	4	-	2	4	-	
	Mathematics achievement	3	4	-	3	4	-	
	Science achievement	4	4	-	-	-	-	
	Achievement total	**10**	**12**	**67.5**	**5**	**8**	**67.5**	
Growth	English language arts growth	3	4	-	3	4	-	
	Mathematics growth	3	4	-	3	4	-	
	Growth total	**6**	**8**	**22.5**	**6**	**8**	**22.5**	
High school completion	Four-year cohort graduation rate	-	-	-	-	-	-	
	Extended engagement rate	-	-	-	-	-	-	
	Annual dropout rate	-	-	-	-	-	-	
	High school completion total	**-**	**-**	**-**	**-**	**-**	**-**	
Progress toward attaining English language proficiency	English language proficiency total	**-**	**-**	**-**	**-**	**-**	**-**	
Additional indicators	Chronic absenteeism	4	4	-	4	4	-	
	Advanced coursework completion	-	-	-	-	-	-	
	Additional indicators total	**4**	**4**	**10.0**	**4**	**4**	**10.0**	
Weighted total		8.5	10.3	-	5.1	7.6	-	
Percentage of possible points		83%		-	67%		-	
2026 Annual criterion-referenced target percentage		**75%**						

School-based Accountability: Nixon

	2025	2026
Annual criterion-referenced target percentage	89%	89%
Weight	40%	60%
Cumulative Criterion-referenced target percentage (2025 x 40%) + (2026 x 60%)	89%	
	Meeting or exceeding targets	

2026 Points awarded

2026 Progress toward improvement targets								
Indicator		**All Students (Non-high school grades)**			**Lowest Performing Students (Non-high school grades)**			
		Points earned	**Total possible points**	**Weight %**	**Points earned**	**Total possible points**	**Weight %**	
Achievement	English language arts achievement	4	4	-	3	4	-	
	Mathematics achievement	4	4	-	4	4	-	
	Science achievement	3	4	-	-	-	-	
	Achievement total	**11**	**12**	**67.5**	**7**	**8**	**67.5**	
Growth	English language arts growth	3	4	-	3	4	-	
	Mathematics growth	4	4	-	4	4	-	
	Growth total	**7**	**8**	**22.5**	**7**	**8**	**22.5**	
High school completion	Four-year cohort graduation rate	-	-	-	-	-	-	
	Extended engagement rate	-	-	-	-	-	-	
	Annual dropout rate	-	-	-	-	-	-	
	High school completion total	**-**	**-**	**-**	**-**	**-**	**-**	
Progress toward attaining English language proficiency	English language proficiency total	**-**	**-**	**-**	**-**	**-**	**-**	
Additional indicators	Chronic absenteeism	3	4	-	4	4	-	
	Advanced coursework completion	-	-	-	-	-	-	
	Additional indicators total	**3**	**4**	**10.0**	**4**	**4**	**10.0**	
Weighted total		9.3	10.3	-	6.7	7.6	-	
Percentage of possible points		90%		-	88%		-	
2026 Annual criterion-referenced target percentage		**89%**						

School-based Accountability: Noyes

	2025	2026
Annual criterion-referenced target percentage	87%	53%
Weight	40%	60%
Cumulative Criterion-referenced target percentage (2025 x 40%) + (2026 x 60%)	66%	
	Substantial progress toward targets	

2026 Points awarded

2026 Progress toward improvement targets								
Indicator		All Students (Non-high school grades)			Lowest Performing Students (Non-high school grades)			
		Points earned	Total possible points	Weight %	Points earned	Total possible points	Weight %	
Achievement	English language arts achievement	3	4	-	2	4	-	
	Mathematics achievement	3	4	-	0	4	-	
	Science achievement	3	4	-	-	-	-	
	Achievement total	**9**	**12**	**67.5**	**2**	**8**	**67.5**	
Growth	English language arts growth	3	4	-	2	4	-	
	Mathematics growth	3	4	-	2	4	-	
	Growth total	**6**	**8**	**22.5**	**4**	**8**	**22.5**	
High school completion	Four-year cohort graduation rate	-	-	-	-	-	-	
	Extended engagement rate	-	-	-	-	-	-	
	Annual dropout rate	-	-	-	-	-	-	
	High school completion total	**-**	**-**	**-**	**-**	**-**	**-**	
Progress toward attaining English language proficiency	English language proficiency total	**-**	**-**	**-**	**-**	**-**	**-**	
Additional indicators	Chronic absenteeism	3	4	-	0	4	-	
	Advanced coursework completion	-	-	-	-	-	-	
	Additional indicators total	**3**	**4**	**10.0**	**0**	**4**	**10.0**	
Weighted total		7.7	10.3	-	2.3	7.6	-	
Percentage of possible points		75%		-	30%		-	
2026 Annual criterion-referenced target percentage		**53%**						

Subgroup-based Accountability: Students with Disabilities

Student Group: Students with Disabilities

Overall progress toward improvement targets

	2025	2026
Annual criterion-referenced target percentage	75%	70%
Weight	40%	60%
Cumulative Criterion-referenced target percentage (2025 x 40%) + (2026 x 60%)	72%	
	Substantial progress toward targets	

2026 Points awarded

2026 Progress toward improvement targets				
Indicator		**Students with Disabilities Student Group (Non-high school grades)**		
		Points earned	**Total possible points**	**Weight %**
Achievement	English language arts achievement	3	4	-
	Mathematics achievement	3	4	-
	Science achievement	3	4	-
	Achievement total	**9**	**12**	**67.5**
Growth	English language arts growth	2	4	-
	Mathematics growth	3	4	-
	Growth total	**5**	**8**	**22.5**
High school completion	Four-year cohort graduation rate	-	-	-
	Extended engagement rate	-	-	-
	Annual dropout rate	-	-	-
	High school completion total	**-**	**-**	**-**
Progress toward attaining English language proficiency	English language proficiency total	**-**	**-**	**-**
Additional indicators	Chronic absenteeism	0	4	-
	Advanced coursework completion	-	-	-
	Additional indicators total	**0**	**4**	**10.0**
Weighted total		7.2	10.3	-
Percentage of possible points			70%	-
2026 Annual criterion-referenced target percentage			**70%**	

Subgroup-based Accountability: Low Income

Student Group: Low Income

Overall progress toward improvement targets

	2025	2026
Annual criterion-referenced target percentage	74%	11%
Weight	40%	60%
Cumulative Criterion-referenced target percentage (2025 x 40%) + (2026 x 60%)	36%	
	Moderate progress toward targets	

2026 Points awarded

2026 Progress toward improvement targets				
Indicator		Low Income Student Group (Non-high school grades)		
		Points earned	Total possible points	Weight %
Achievement	English language arts achievement	0	4	-
	Mathematics achievement	0	4	-
	Science achievement	0	4	-
	Achievement total	**0**	**12**	**67.5**
Growth	English language arts growth	2	4	-
	Mathematics growth	3	4	-
	Growth total	**5**	**8**	**22.5**
High school completion	Four-year cohort graduation rate	-	-	-
	Extended engagement rate	-	-	-
	Annual dropout rate	-	-	-
	High school completion total	**-**	**-**	**-**
Progress toward attaining English language proficiency	English language proficiency total	**-**	**-**	**-**
Additional indicators	Chronic absenteeism	0	4	-
	Advanced coursework completion	-	-	-
	Additional indicators total	**0**	**4**	**10.0**
Weighted total		1.1	10.3	-
Percentage of possible points			11%	-
2026 Annual criterion-referenced target percentage			**11%**	

Subgroup-based Accountability: EL / Former EL

Student Group: English Learners and Former English Learners

Overall progress toward improvement targets

	2025	2026
Annual criterion-referenced target percentage	51%	22%
Weight	40%	60%
Cumulative Criterion-referenced target percentage (2025 x 40%) + (2026 x 60%)	34%	
	Moderate progress toward targets	

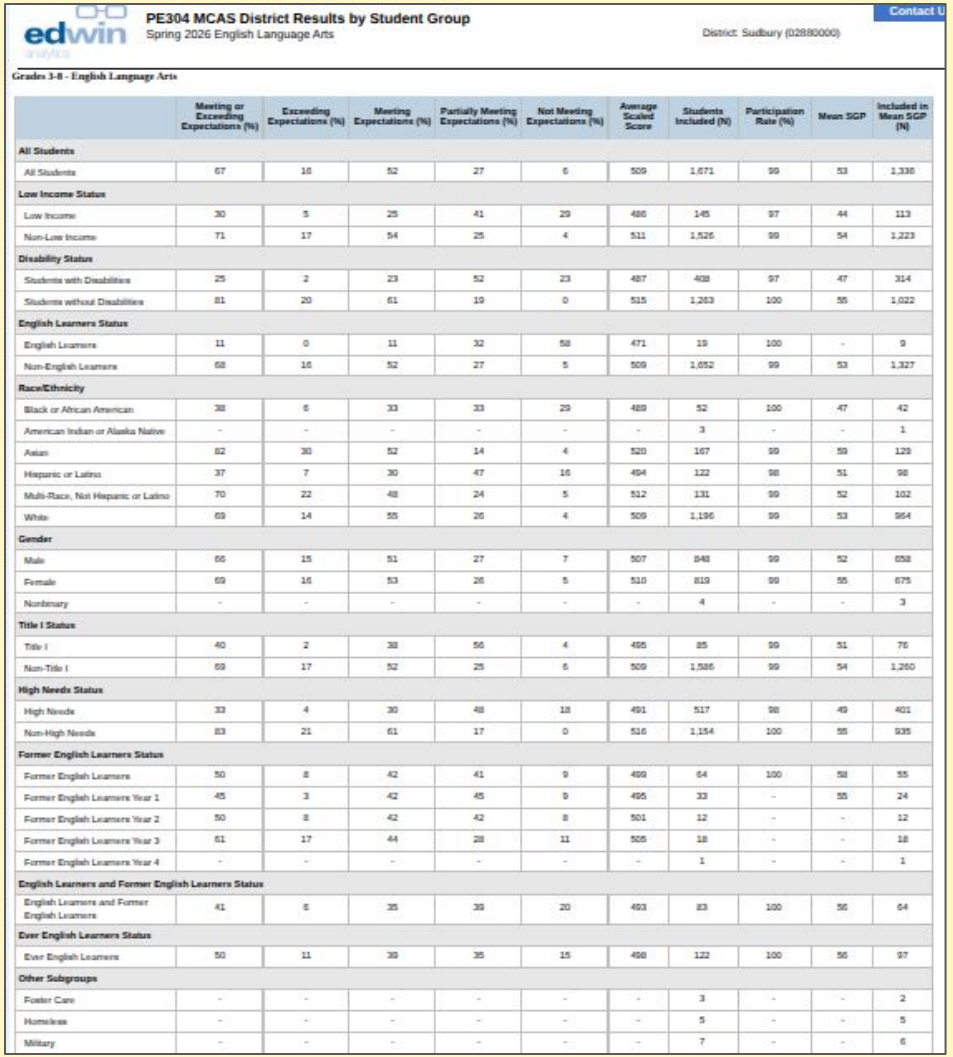
2026 Points awarded

2026 Progress toward improvement targets				
Indicator		**English Learners and Former English Learners Student Group (Non-high school grades)**		
		Points earned	**Total possible points**	**Weight %**
Achievement	English language arts achievement	0	4	-
	Mathematics achievement	0	4	-
	Science achievement	-	-	-
	Achievement total	**0**	**8**	**60.0**
Growth	English language arts growth	3	4	-
	Mathematics growth	3	4	-
	Growth total	**6**	**8**	**20.0**
High school completion	Four-year cohort graduation rate	-	-	-
	Extended engagement rate	-	-	-
	Annual dropout rate	-	-	-
	High school completion total	**-**	**-**	**-**
Progress toward attaining English language proficiency	English language proficiency total	**0**	**4**	**10.0**
Additional indicators	Chronic absenteeism	4	4	-
	Advanced coursework completion	-	-	-
	Additional indicators total	**4**	**4**	**10.0**
Weighted total		1.6	7.2	-
Percentage of possible points		22%		-
2026 Annual criterion-referenced target percentage		**22%**		

ELA Results by Subgroup

The greatest gap in achievement lies with our English Learners (57 pts.) and Students with Disabilities (56 pts.)

All subgroups have an average SGP that falls in the expected range (40-60), with an actual range of 44 to 59.



edwin

PE304 MCAS District Results by Student Group

Spring 2026 English Language Arts

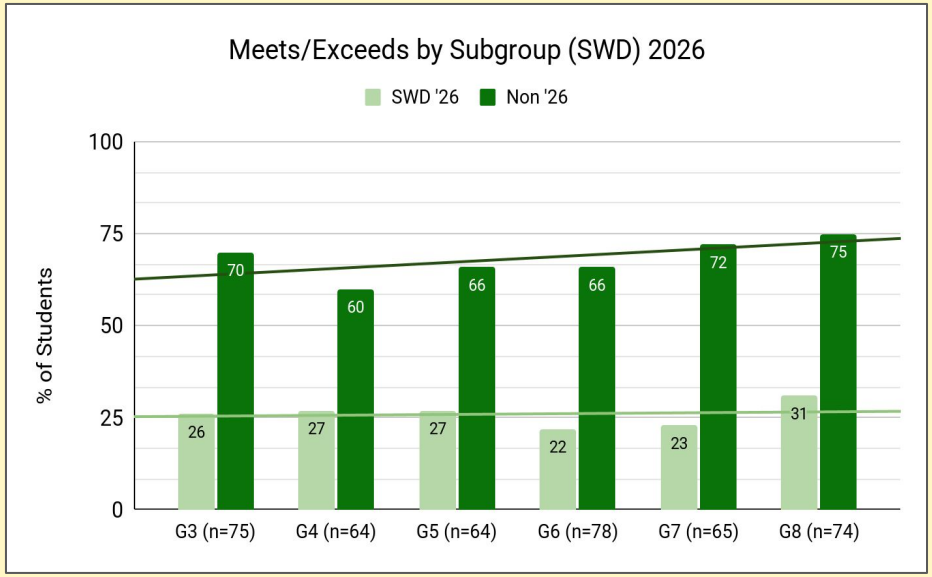
District: Sudbury (02880000)

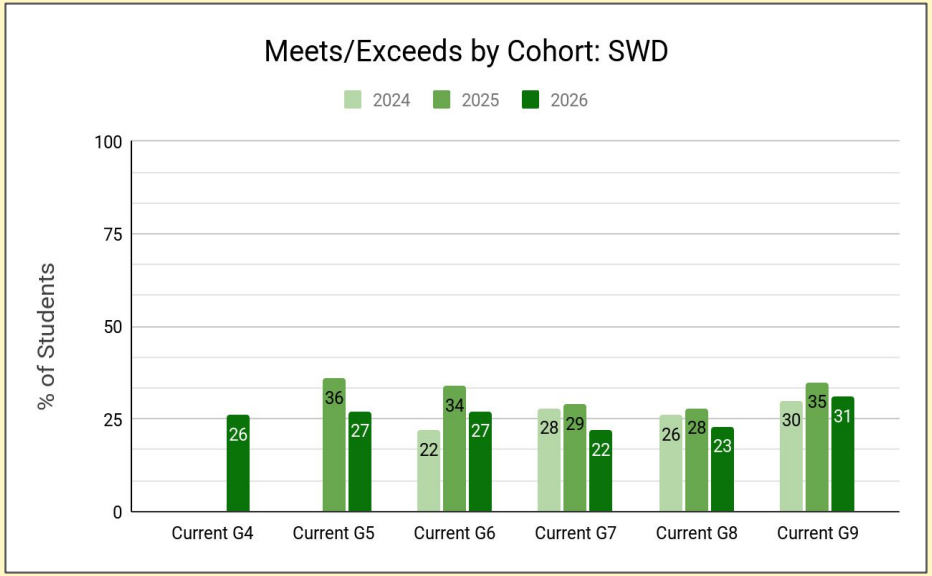
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Grades 3-8 - English Language Arts

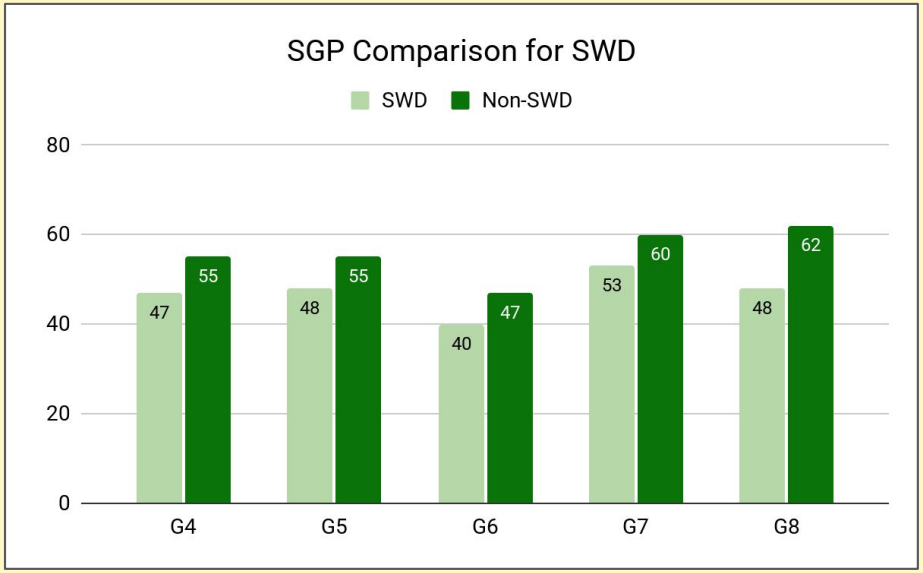
	Meeting or Exceeding Expectations (%)	Exceeding Expectations (%)	Meeting Expectations (%)	Partially Meeting Expectations (%)	Not Meeting Expectations (%)	Average Scaled Score	Students Included (N)	Participation Rate (%)	Mean SGP	Included in Mean SGP (N)
All Students										
All Students	67	16	52	27	6	509	1,671	99	53	1,336
Low Income Status										
Low Income	30	5	25	41	29	486	145	97	44	113
Non-Low Income	71	17	54	25	4	511	1,526	99	54	1,223
Disability Status										
Students with Disabilities	25	2	23	52	23	487	408	97	47	314
Students without Disabilities	81	20	61	19	0	515	1,263	100	55	1,022
English Learners Status										
English Learners	11	0	11	32	58	471	19	100	-	9
Non-English Learners	68	16	52	27	5	509	1,652	99	53	1,327
Race/Ethnicity										
Black or African American	38	6	33	33	29	489	52	100	47	42
American Indian or Alaska Native	-	-	-	-	-	-	3	-	-	1
Asian	82	30	52	14	4	520	167	99	59	129
Hispanic or Latino	37	7	30	47	16	494	122	98	51	98
Multi-Race, Not Hispanic or Latino	70	22	48	24	5	512	131	99	52	102
White	69	14	55	26	4	509	1,196	99	53	964
Gender										
Male	66	15	51	27	7	507	848	99	52	658
Female	69	16	53	26	5	510	819	99	55	675
Nonbinary	-	-	-	-	-	-	4	-	-	3
Title I Status										
Title I	40	2	38	56	4	495	85	99	51	76
Non-Title I	69	17	52	25	6	509	1,586	99	54	1,260
High Needs Status										
High Needs	33	4	30	48	18	491	517	98	49	401
Non-High Needs	83	21	61	17	0	516	1,154	100	55	935
Former English Learners Status										
Former English Learners	50	8	42	41	9	499	64	100	58	55
Former English Learners Year 1	45	3	42	45	9	495	33	-	55	24
Former English Learners Year 2	50	8	42	42	8	501	12	-	-	12
Former English Learners Year 3	61	17	44	28	11	505	18	-	-	18
Former English Learners Year 4	-	-	-	-	-	-	1	-	-	1
English Learners and Former English Learners Status										
English Learners and Former English Learners	41	6	35	39	20	493	83	100	56	64
Ever English Learners Status										
Ever English Learners	50	11	39	35	15	498	122	100	56	97
Other Subgroups										
Foster Care	-	-	-	-	-	-	3	-	-	2
Homeless	-	-	-	-	-	-	5	-	-	5
Military	-	-	-	-	-	-	7	-	-	6

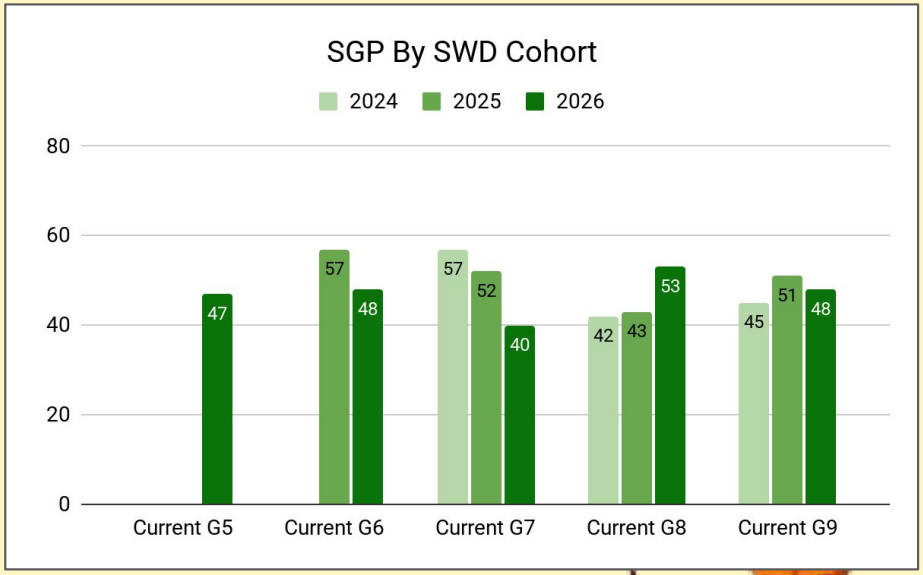
ELA Results: SWD Subgroup





ELA SGP: SWD Subgroup





Math Results by Subgroup

Our largest gap in achievement is between Students with Disabilities and Students without Disabilities. (49 point difference)

The growth rate for Students with Disabilities is high, as is our average growth rate for Students without Disabilities. (55 SGP v. 60 SGP respectively)

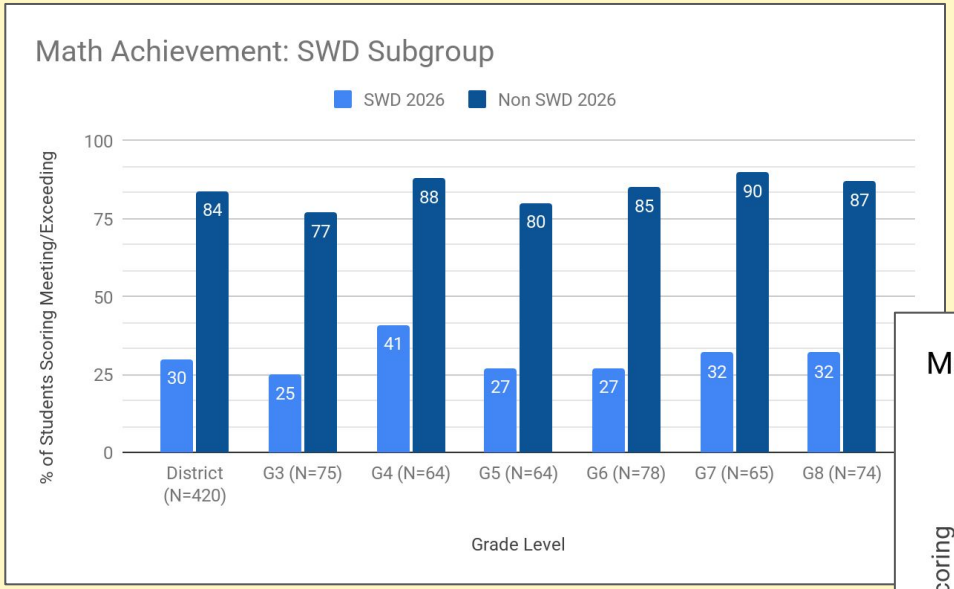
Please note: Students with Disabilities within Sudbury have achievement levels that tied for the highest (with Needham) within our comparable districts.

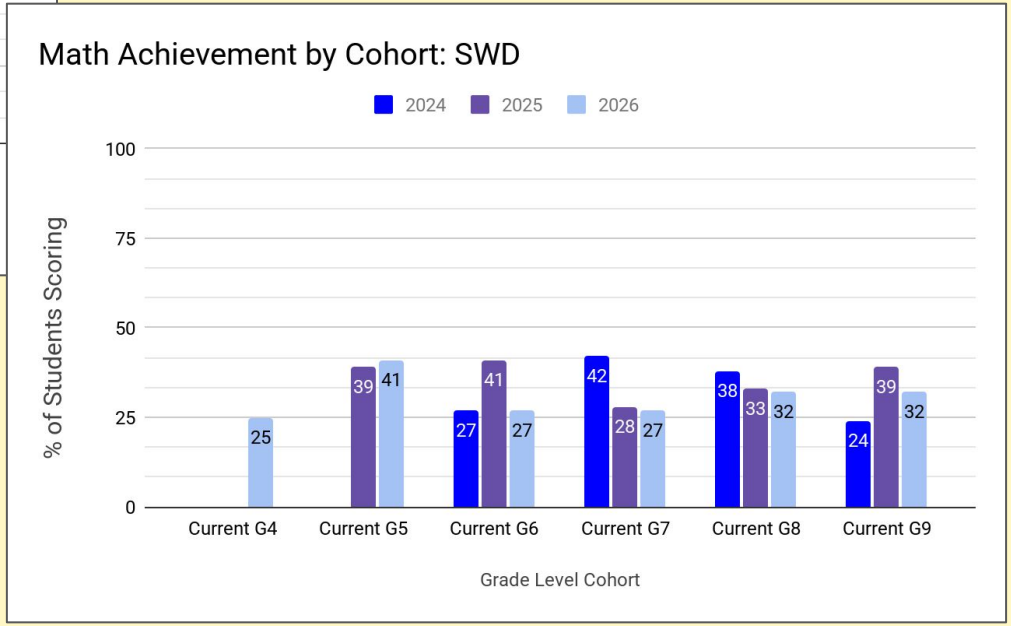
SGPs for all subgroups listed are 50 or higher. They range from 50-64. Average growth between subgroups is fairly similar and all of our students (on average) are showing strong growth.

Grades 3-8 - Mathematics

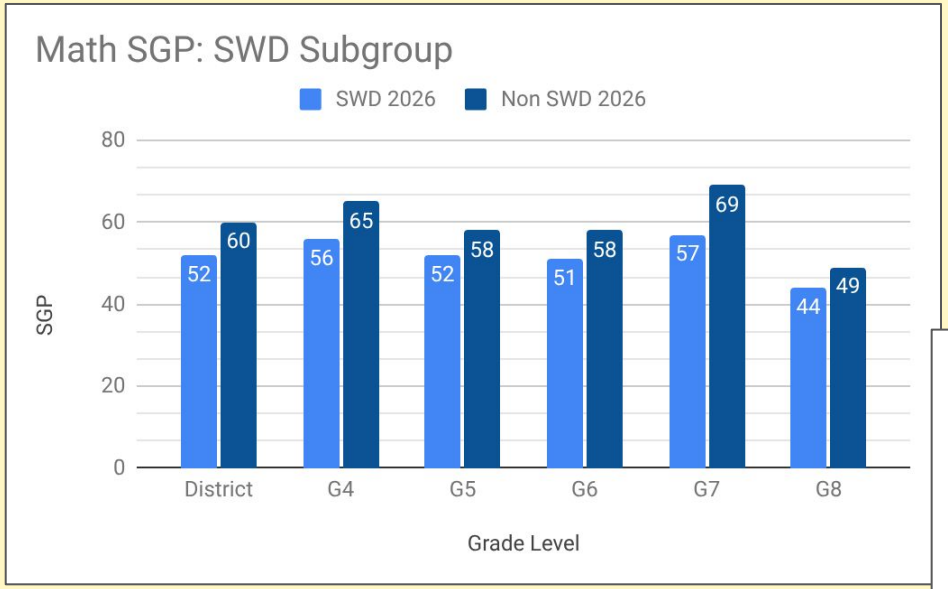
	% Meeting or Exceeding Expectations	% Exceeding Expectations	% Meeting Expectations	% Partially Meeting Expectations	% Not Meeting Expectations	Average SS	N Students Included	Participation Rate %	Mean SGP	N Included in Mean SGP
All Students										
All Students	73	19	54	23	4	512	1,669	100	58	1,339
Low Income Status										
Low Income	37	10	27	42	21	494	165	99	55	132
Non-Low Income	77	20	57	21	3	514	1,504	100	59	1,207
Disability Status										
Students with Disabilities	36	5	31	47	17	493	407	99	55	326
Students without Disabilities	85	23	61	15	0	519	1,262	100	60	1,013
English Learners Status										
English Learners	29	4	25	38	33	483	24	96	-	12
Non-English Learners	73	19	54	22	4	513	1,645	100	58	1,327
Race/Ethnicity										
Black or African American	35	7	27	44	22	491	55	100	50	46
American Indian or Alaska Native	-	-	-	-	-	-	2	-	-	2
Asian	92	52	40	4	4	531	166	100	63	136
Hispanic or Latino	44	7	37	43	13	497	118	98	59	88
Multi-Race, Not Hispanic or Latino	82	20	62	14	4	517	124	99	64	93
Native Hawaiian or Other Pacific Islander	-	-	-	-	-	-	1	-	-	1
White	74	16	58	23	3	512	1,203	100	58	973
Gender										
Male	77	21	56	19	4	514	829	100	59	668
Female	69	16	52	26	5	510	837	99	58	668
Nonbinary	-	-	-	-	-	-	3	-	-	3
Title I Status										
Title I	34	0	34	61	4	492	70	100	55	65
Non-Title I	75	20	55	21	4	513	1,599	100	59	1,274
High Needs Status										
High Needs	44	9	35	43	13	497	530	99	57	418
Non-High Needs	86	24	63	13	0	519	1,139	100	59	921
Former English Learners Status										
Former English Learners	65	20	45	27	8	509	66	100	61	56
Former English Learners Year 1	48	12	36	44	8	501	25	-	-	17
Former English Learners Year 2	74	21	53	21	5	513	19	-	-	19
Former English Learners Year 3	76	24	52	14	10	513	21	-	-	19
Former English Learners Year 4	-	-	-	-	-	-	1	-	-	1
English Learners and Former English Learners Status										
English Learners and Former English Learners	56	16	40	30	14	502	90	99	59	68
Ever English Learners Status										
Ever English Learners	61	18	43	26	13	505	113	99	57	90
Other Subgroups										
Foster Care	-	-	-	-	-	-	1	-	-	1
Homeless	-	-	-	-	-	-	5	-	-	4
Military	40	0	40	50	10	494	10	100	-	7

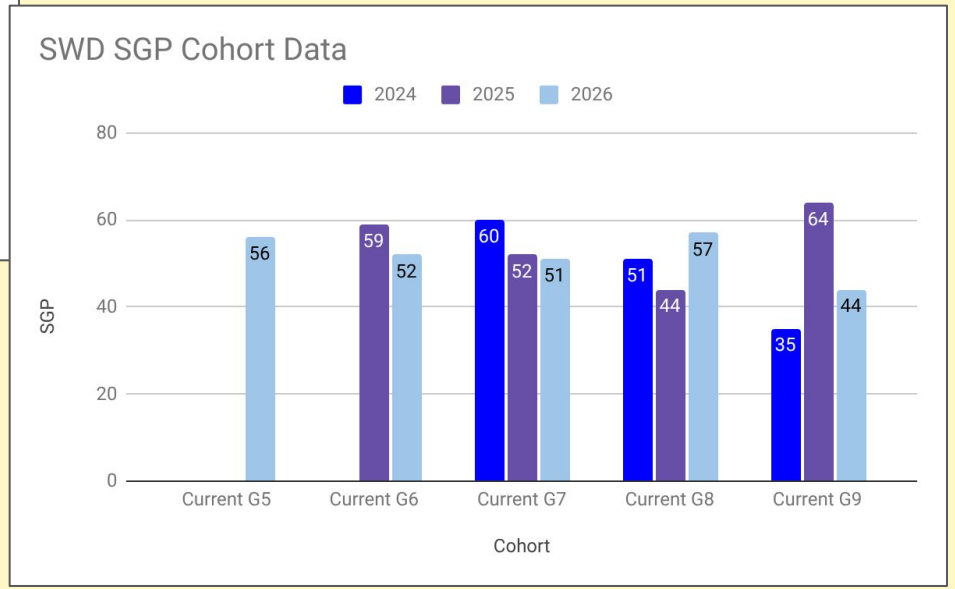
Math Results by Subgroup: SWD



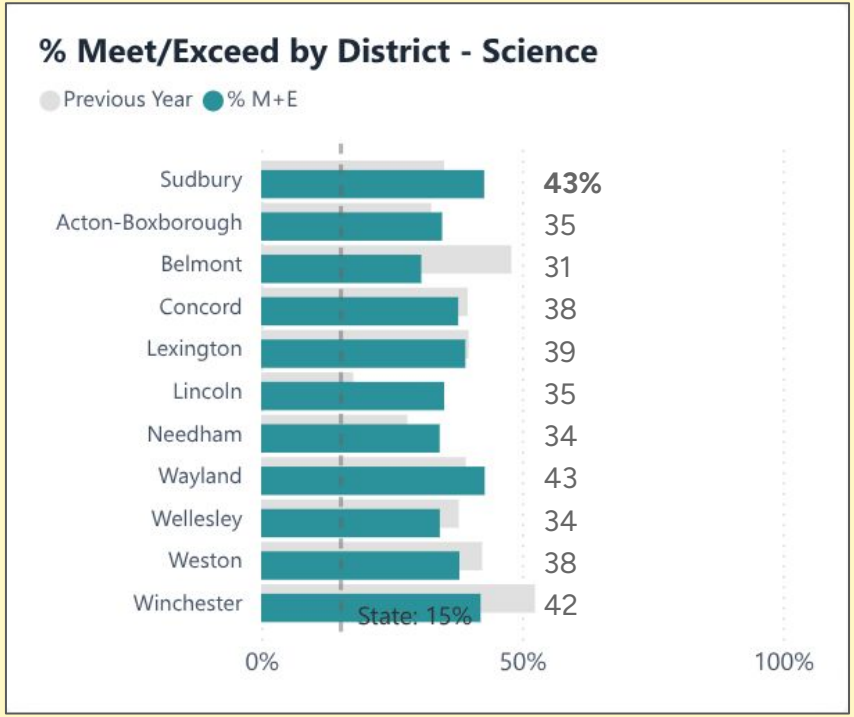


Math Results by Subgroup: SWD





STE achievement for SWD - Comparable Districts



District	2021	2022	2023	2024	2025
Sudbury	38%	44%	36%	35%	43%
State	15%	15%	14%	15%	15%
Acton-Boxborough	29%	31%	31%	33%	35%
Belmont	38%	35%	35%	48%	31%
Concord	36%	38%	36%	40%	38%
Lexington	39%	36%	37%	40%	39%
Lincoln	21%	40%	21%	18%	35%
Needham	28%	22%	21%	28%	34%
Wayland	42%	36%	49%	39%	43%
Wellesley	40%	32%	48%	38%	34%
Weston	37%	42%	38%	42%	38%
Winchester	39%	36%	45%	52%	42%

Overall achievement for students with disabilities is at the *highest* level compared with 11 districts.

Sudbury Public Schools
School Committee Meeting

Date: **November 2, 2026**

Agenda Item:

4 - Consent Calendar
- a. Minutes (09/28/26)
- b. Approval of Funds
  - a. Combined Jewish Philanthropies Grassroots Impact Grant
  - b. METCO Grant
- c. 2025 End of Year Report Certification
- d. Update Policy Subcommittee Charge

Recommendation:

Motion to approve consent calendar as presented/amended.

Background / Preparation Information:

4a. Potential Approval of Minutes – These minutes need to be approved to be added to our website. Please review for accuracy and bring any suggested changes.

4b. Approval of Funds – We have been requested to approve funds from two sources. Any funds brought into the district need to be approved by the School Committee Please review and bring any questions that will help your decision.

4c. 2025 End of Year Report Certification - Please review the memo from Buck regarding the certification of the End of Year Report and bring any questions. If the Committee approves this item, the chair will sign to certify the report.

4d. The MASC sent an email asking Committees to review and potentially approve policies related to the Freedom to Read law signed by Governor Healey in August. This item is to task the Policy Subcommittee with removing/reviewing/adding the relevant policies per MASC guidance.

Attachments:
092826_Sudbury School Committee Minutes_DRAFT (1)
1-CJP Grassroots Grant Summary (1)
2-SC Memo METCO Grant $20,000 11-2-26 (1)
3-SC Memo EOYR certification 2 Nov 26
4-DRAFT 1 Policy Subcommittee Charge_10212026

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

Sudbury School Committee
Meeting Minutes - DRAFT
September 28, 2026

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

Also Present:
Annette Doyle, Carol Cavanaugh, Buckner Creel, and Angela Spirito

Open Regular Session
Chair Jessica McCready opened the meeting at 7:01 p.m. Julie Durgin-Sicree, Ellen Lederer-DeFrancesco, Betsy Sues and Jessica McCready all confirmed their remote presence.

1. Public Comment
    a. None

2. Educational and Operational Matters
    a. District Reports
        i. SEA Report (Angela Spirito)
            1. Ms. Spirito shared highlights from Open Houses across the district. She thanked curriculum specialists and coaches for providing presentation materials and thanked Mrs. Doyle for attending the Open Houses and demonstrating her commitment to students, families and staff.

3. Consent Calendar
    a. Monthly Accounts Payable and Payroll Warrants Submission
    b. Minutes (07/02/26, 08/03/26 and 08/17/26)
    c. FY27 METCO Budget Approval
    d. FY27 Budget Reset
    e. ACCEPT Q4 Report
        i. A question related to the Budget Reset report was asked.
        ii. Vice Chair Betsy Sues motioned to approve the Consent Calendar as presented. Julie Durgin-Sicree seconded the motion.
            1. ROLL CALL VOTE:
                a. Julie Durgin-Sicree: Aye
                b. Ellen Lederer-DeFrancesco: Aye
                c. Betsy Sues: Aye
                d. Jessica McCready: Aye
                    i. **Vote: 4-0**. Motion carries.

    Karyn Jones joined the meeting.

4. Business and Policy Matters

a. FY28 Budget Guidelines
    i. These are the guidelines approved by the Budget Subcommittee in September.
    ii. A recommendation from administration to have guidelines more aligned with the FY27 Budget Guidelines was suggested.
    iii. Discussion centered around additional details being requested in the FY28 guidelines.
    iv. A question related to budget documents accessibility was asked.
    v. Concerns were shared regarding why Mrs. Doyle and Mr. Creel were not included in the Budget Subcommittee's discussion of the FY28 Budget Guidelines.
    vi. Vice Chair Betsy Sues motioned to approve the fiscal year '28 Budget Guidelines as amended to reflect the fiscal year '27 Guidelines plus updates to the initiatives. Ellen Lederer-DeFrancesco seconded the motion.
        1. ROLL CALL VOTE:
            a. Karyn Jones: Aye
            b. Ellen Lederer-DeFrancesco: Aye
            c. Betsy Sues: Aye
            d. Julie Durgin-Sicree: Aye
            e. Jessica McCready: Aye
                i. **Vote: 5-0**. Motion carries.

b. Approval of Superintendent Goals
    i. Chair McCready addressed a member's concern about Interim Superintendent Doyle's participation in the NSIP program.
    ii. Discussion surrounded the particular program she is in and whether another program was brought forward for the Committee's consideration. A member shared the preference to have had a conversation about the program since the end date goes past Mrs. Doyle's contract.
    iii. Mrs. Doyle confirmed the language in the signed contract is standard and stated that with no presumption she has the position of Superintendent beyond this school year. Her hope is to hand over all the information to the new Superintendent to help set them up for success.
    iv. Vice Chair Betsy Sues motioned to approve the Interim Superintendent goals as presented. Julie Durgin-Sicree seconded the motion.
        1. ROLL CALL VOTE:
            a. Karyn Jones: Aye
            b. Julie Durgin-Sicree: Aye
            c. Betsy Sues: Aye
            d. Ellen Lederer-DeFrancesco: Abstain
            e. Jessica McCready: Aye
                i. **Vote: 5-1.** Motion carries.

c. Approval of School Committee Goals
    i. Discussion continued around the Committee's proposed goals. Minor edits to the Superintendent Search and Community Engagement goals were discussed and approved.
    ii. The Committee decided to remove the Collaboration with Stakeholders goal as that is part of their standard practice.

iii. Clarity on the deliverables related to the Literacy, Learning Curriculum and Student Support goals was requested. The administration shared their concerns about the number of deliverables recommended and impacts to staff.
iv. For the Instructional Technology goal, it was shared that the goal is intended to build upon the reporting of device usage and approved software. A recommendation was also made to establish a Digital Technology Policy Task Force.
v. These goals will be brought to the next agenda for continued discussion.

d. Superintendent Search Update and Logistics
    i. The discussion focused on the composition and selection process for the Superintendent Search Screening Committee. Members suggested representation from parents, teachers, principals, school and town committees, curriculum leadership, and community groups.
    ii. Clarifying questions related to the selection of the Screening Committee was asked.
    iii. A member asked for clarification regarding Dr. Cavanaugh's participation and the decision to select her rather than another member of the Administration.
    iv. Vice Chair Betsy Sues motioned to delegate Betsy Sues and Jessica McCready to work with Carol Cavanaugh to solicit Screening Committee members and develop the community survey. Julie Durgin-Sicree seconded the motion.
        1. ROLL CALL VOTE:
            a. Betsy Sues: Aye
            b. Ellen Lederer-DeFrancesco: Aye
            c. Karyn Jones: Aye
            d. Julie Durgin-Sicree: Aye
            e. Jessica McCready: Aye
                i. **Vote: 5-0**. Motion carries.

e. Review Absentee Data for Calendar
    i. Absentee data on students and staff was shared for Committee review prior to developing the calendar for the next school year.
    ii. A member shared a continued desire to align with LS.
    iii. Without equity or alignment with LS, the Committee asked the Administration to bring two versions of a calendar including the Eid and Diwali holidays.
    iv. The Committee discussed whether to proceed with a community survey. Following a straw vote, the Committee decided not to move forward with the survey.

f. Transportation Invitation to Bid / Bus Sustainability
    i. To better align with LS, this item is being brought forward to the Committee for their approval to release the invitation for bid.
    ii. Clarification on after school buses was asked.
    iii. Vice Chair Betsy Sues motioned to vote to approve the release by the LS Director of Operations and Finance of the Invitation For Bid for bus transportation services as amended. Julie Durgin-Sicree seconded the motion.
        1. ROLL CALL VOTE:

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

iv. The Committee agreed to align with LS on a combined letter and deliverables related to the project.
v. Vice Chair Betsy Sues motioned to appoint Buck Creel to be the point of contact for the Mass CEC School Bus Advisory Services Program. Julie Durgin-Sicree seconded the motion.
1. ROLL CALL VOTE:
a. Karyn Jones: Aye
b. Ellen Lederer-DeFrancesco: Aye
c. Betsy Sues: Aye
d. Julie Durgin-Sicree: Aye
e. Jessica McCready: Aye
i. **Vote: 5-0**. Motion carries.

g. Supporting Jewish Students
i. Discussion centered on developing a draft charge for a PAC to support the Jewish community.
ii. The Committee discussed the possibility of consulting legal counsel for review, with a suggestion that the Committee member(s) drafting the charge work directly with counsel. Ellen Lederer-DeFrancesco and Julie Durgin-Sicree volunteered to work with a Task Force member to draft the charge.
iii. Vice Chair Betsy Sues motioned to task Julie Durgin-Sicree and Ellen Lederer-DeFrancesco to draft the charge for a PAC supporting Jewish students and receive input from our attorneys after the draft has been completed. Julie Durgin-Sicree seconded the motion.
1. ROLL CALL VOTE:
a. Ellen Lederer-DeFrancesco: Aye
b. Betsy Sues: Aye
c. Karyn Jones: Aye
d. Julie Durgin-Sicree: Aye
e. Jessica McCready: Aye
i. **Vote: 5-0**. Motion carries.

h. Policy BGB: Step 2
i. ACL PROTECT Act
1. Edits were suggested and noted.
2. Carol Cavanaugh shared once the policy is in place, procedures will follow.
3. This will come back to a future agenda.

5. Liaison Reports
    i. Reports for both SEPAC and the Town Budget Working Group were shared as part of the packet.

6. Adjournment
    i. Vice Chair Betsy Sues motioned to adjourn at 9:45 p.m. Julie Durgin-Sicree seconded the motion.
        1. ROLL CALL VOTE:
            a. Karyn Jones: Aye
            b. Betsy Sues: Aye
            c. Ellen Lederer-DeFrancesco: Aye
            d. Julie Durgin-Sicree: Aye
            e. Jessica McCready: Aye
                i. **Vote: 5-0**. Motion carries.

Respectfully Submitted,
Julie Williams
Executive Assistant to the Superintendent

Documents Reviewed During the September 28, 2026 School Committee Meeting

1. **SC Monthly AP and PW**
2. **072026_Sudbury School Committee Minutes_DRAFT (1)**
3. **080326_Sudbury School Committee Minutes_DRAFT (1)**
4. **081726_Sudbury School Committee Minutes_DRAFT (1)**
5. **FY27 METCO Budget approval for SC (1)**
6. **FY27 budget reset for SC 28 Sep 26 (1)**
7. **ACCEPT FY26 Q4 Treasurers report (1) (1)**
8. **ACCEPT Q4 FY26 Executive Director quarterly memo (1)**
9. **1-Memo Regarding FY28 Budget Guidelines (1)**
10. **2-Memo Regarding Budget Guidelines - Administration Input FY27 (1)**
11. **3-SudburySchoolCommitteeFY27BudgetGuidelines (1) (1)**
12. **4-DRAFT Sudbury Public Schools School Committee FY28 Budget Guidelines (1)**
13. **Interim Superintendent Goals FY27 - DRAFT (1) (1)**
14. **Year 1 Superintendent Goals - Recommended by DESE (1) (1) (1)**
15. **ContractLanguage.docx (1)**
16. **DraftGoalsforPacket.docx (1)**
17. **Sudbury_School_Committee_Goals Sues .docx (1)**
18. **CollinsCenter 9-23-26.docx (1)**
19. **Shrewsbury Screening Committee**
20. **Westwood**
21. **Andover**
22. **Staff Absence Summary Report (1)**
23. **Student Absence Summary Report - 2026-09-09**
24. **FY27 Regular Bus IFB to SC 28 Sep 26 (1)**
25. **Healy Guidance**
26. **SEPAC Liaison Report, September 3, 2026 (1)**

27. 1- 08312026_FY28 Budget Working Group Liaison Report (1)
28. 092326_FY28 Budget Working Group Liaison Report (1)

Sudbury Public Schools
40 Fairbank Road
Sudbury, Massachusetts 01776

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

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

Sudbury Public Schools

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

Annette Doyle
Interim Superintendent of Schools
annette_doyle@sudbury.k12.ma.us

Carol Cavanaugh
Interim Assistant Superintendent
carol_cavanaugh@sudbury.k12.ma.us

To: School Committee

From: Carol Cavanaugh, Interim Assistant Superintendent

Date: November 2, 2026

Re: METCO, Inc - Fair Share Supplemental Funding

Leslie Smart, METCO Director for the Sudbury Public Schools, has written a grant for METCO, Inc - Fair Share Supplemental Funding, and has been awarded $20,000 for the purposes of:

- Establishing Student Focus Groups to learn what types of activities are currently lacking that the METCO students could establish and participate in;
- Promoting Team Building among our METCO students so that they are able to identify and participate in METCO-community-based opportunities: for example, starting an after-school study group, a “No Place For Hate” club, a support system while riding the bus, and more;
- Using a stipend to hire an adult (either from the staff or from an outside agency) to support programs as listed above;
- Using funds to support an additional bus that would provide transportation to METCO events beyond the regular school day;
- Growing Administrators’ professional learning and pedagogical repertoires to better support the academic learning of students of color (all of Sudbury METCO students). After engaging with Zaretta Hammond’s research and strategies, leadership would be responsible for providing training for their staffs. (These goals are on DESE's new evaluation tool, too!) This professional learning would hold all accountable in changing how educators think about racializing the spaces occupied by Black and Brown students as well as engaging students of color in productive struggle

I am requesting that the School Committee vote to accept the grant award from the Metrowest Health Foundation in the amount of $20,000 to be expended for the purposes outlined in the grant application.

Sudbury Public Schools

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

Annette Doyle
Interim Superintendent of Schools
annette_doyle@sudbury.k12.ma.us

Buckner Creel
Acting Director of Business and HR
buckner_creel@sudbury.k12.ma.us

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

Date: October 28, 2026

Re: **FY26 DESE End of Year Report certification**

At the end of each fiscal year, all districts are required to create and submit an End-of-Year Report (EOYR), normally prepared by the School Business Official (SBO) or a qualified consultant. The expenses for the fiscal year from all sources (School Committee operating budget, funds spent by the Town Administration for education, grants, revolving funds and gifts, etc) are reported in specific categories and reports set by DESE in their EOYR spreadsheet and uploaded to the DESE security portal. I prepared EOYR26 and uploaded it earlier this month.

These EOYR spreadsheets are audited as part of the annual Town audit process. DESE provides the auditor with a set of audit tests and requires the submission of a written report. Should the audit reveal any errors or omissions in the submitted report, the SBO goes though an amendment process to correct them.

DESE also requires a certification document signed by the Superintendent, Town Finance Director and School Committee Chair, attesting that the spreadsheet is accurate to the best of each's knowledge and belief. The Superintendent and the Town Finance Director have signed the attached certification. I request that the School Committee authorize the Chair to sign the certification for the EOYR26.

Buckner Creel

Buckner Creel
Acting Business Director

SUDBURY PUBLIC SCHOOL DISTRICT 0288

CITY TOWN OR REGIONAL SCHOOL DISTRICT NAME CODE NUMBER

I hereby certify that all the statements contained in this END OF YEAR REPORT Spreadsheet named ____ 26eoy288.xls _____ are true to the best of my knowledge and belief. A true statement, made under the penalties of perjury.

10/23/26 Annette M Doyle

DATE SUPERINTENDENT-DIRECTOR SIGNATURE

I hereby certify that all the statements contained in this END OF YEAR REPORT Spreadsheet named _____ 25eoy288.xls _____ are true to the best of my knowledge and belief. A true statement, made under the penalties of perjury.

DATE CHAIRPERSON-SCHOOL COMMITTEE SIGNATURE

CERTIFICATION BY THE CITY AUDITOR OR OFFICER HAVING SIMILAR DUTIES IN A CITY OR TOWN (Not required of Regional School Districts)

I, **Victor Garofalo** **Assistant Town Manager & Finance Director**

NAME TITLE

Sudbury

in the City (Town) of _____

hereby certify that the Superintendent's statement, certified to above, is correct to the best of my knowledge and belief. A true statement, made under the penalties of perjury.

10/26/26

DATE SIGNATURE

PLEASE LIST THE NAME, TITLE, TELEPHONE NUMBER, FAX NUMBER AND E-MAIL ADDRESS OF THE PERSON PREPARING THIS REPORT.

Buckner M. Creel Acting Director of Business & HR

NAME TITLE

Telephone #____ 978-639-3218_____ Fax #____978-443-6707 _____

E-mail ___ buckner_creel@sudbury.k12.ma.us _____

PLEASE MAIL COMPLETED CERTIFICATION TO:

Aquarius Wise, School Business Services
Massachusetts Department of Elementary and Secondary Education
75 Pleasant Street
Malden MA 02148-4906

Sudbury Public School Committee
Policy Subcommittee Charge
Approved DATE

Mission Statement:

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

Members:

Julie Durgin-Sicree
Karyn Jones
Interim Superintendent Annette Doyle

Goals and Objectives: (process)

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

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

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

MASC Recommended Policies (May, 2026):

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

MASC Recommended Policies (October, 2026):

1. IR-J, Reconsideration of Instructional Resources
2. IJL, Library MAterials Selection and Adoption
3. IJLA, Library Resources

4. IKLA-R, Reconsideration of Library Materials

The Policy Subcommittee has also been tasked to review:

1. JICFB Bu lying Prevention
2. JICK Harassment of Students

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

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

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

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

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

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

Compliance with Open Meeting Law (OML):

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

Sudbury Public Schools
School Committee Meeting

Date: **November 2, 2026**

Agenda Item: 5a - FY28 Budget Initial Presentation

Recommendation:

Background / Preparation Information:

Buck Creel, our Acting Director of Business and Finance will provide an initial presentation to us on the FY28 Budget. Please review the materials in the packet and bring any questions or comments you may have.

Attachments:
FY27 Level Service Budget Hearing Presentation 2 Nov 26 for SC

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

SPS FY28

Superintendent's Level Service Budget

November 2, 2026

Mission

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

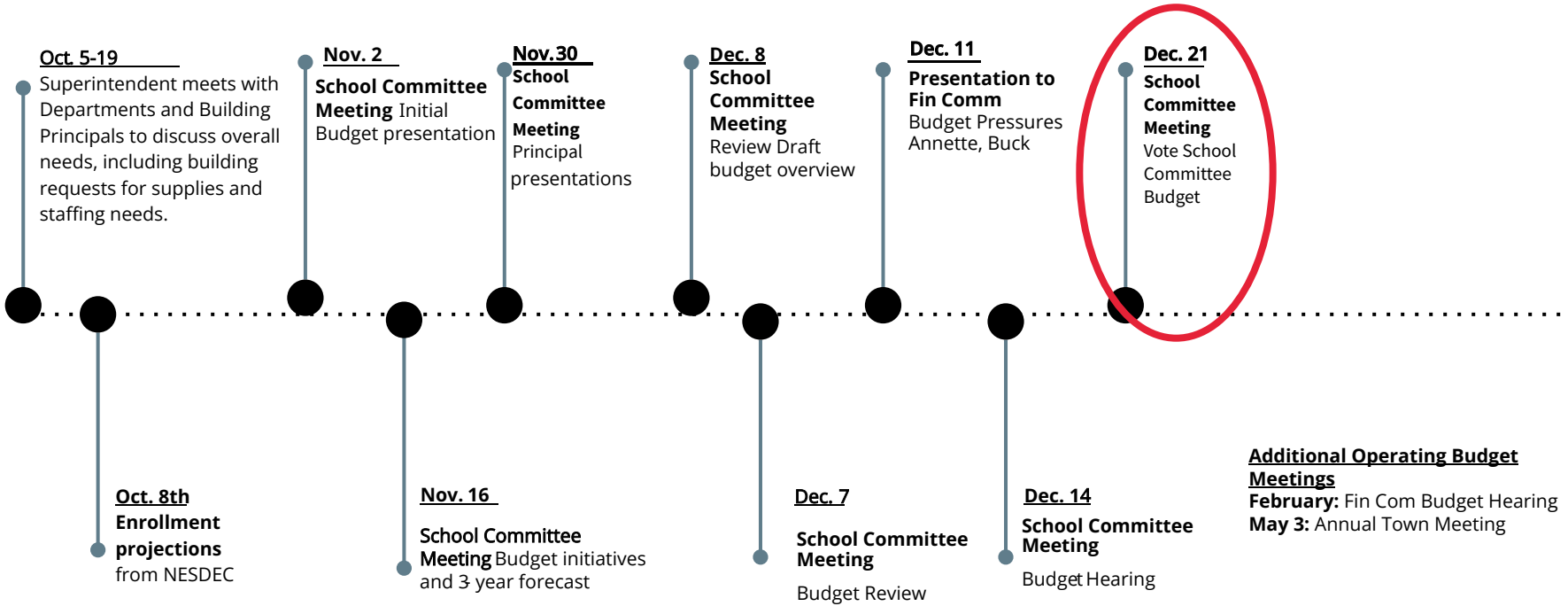
Vision

We are committed to excellence in educating students to be knowledgeable, creative, independent thinkers who are caring collaborative members of the school and wider communities.

Equity Statement

Sudbury Public Schools are committed to welcoming, affirming, and celebrating all students, staff, and families. Sudbury Public Schools are committed to creating and sustaining a culture that promotes advocacy, equity, and justice for historically marginalized populations who have been systematically oppressed and excluded. Sudbury Public Schools are committed to an anti-bias education that includes and values the perspectives and histories of diverse peoples.

SPS School Committee FY28 Budget Timeline



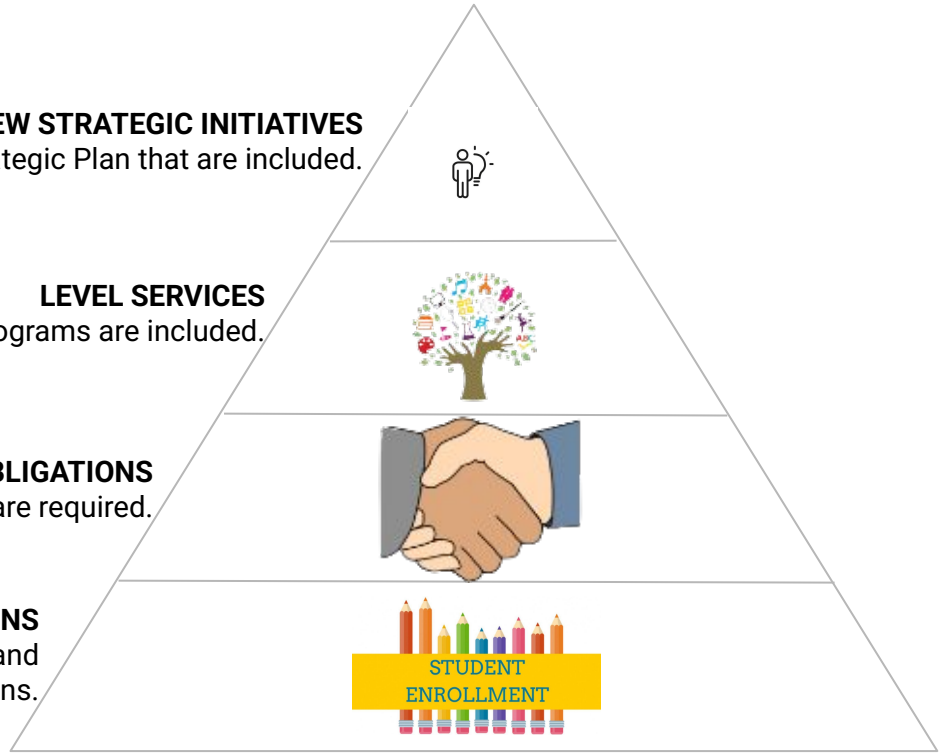
Budget Building

NEW STRATEGIC INITIATIVES
Any new initiatives related to the District's Strategic Plan that are included.

LEVEL SERVICES
All curriculum and programs are included.

CONTRACTUAL OBLIGATIONS
Meeting all contractual obligations are required.

ENROLLMENT CONSIDERATIONS
Baseline budget is based on current student needs and projections.



FY28 GF Budget

Version Update: 11/2/26

EXPENSE (*DOE Function Category*)	FY2027 Budget $	FY2027 +/- $:	FY2027 +/- %	FY2028 Forecast $	FY2028 +/- $:	FY2028 +/- %
Administration	$ 1,396,070	$ 44,431	3.29%	$ 1,464,564	$ 68,494	4.91%
Instructional Leadership	$ 4,436,838	$ 227,179	5.40%	$ 4,603,313	$ 166,475	3.75%
Teachers	$ 24,757,538	$ 967,973	4.07%	$ 25,678,423	$ 920,885	3.72%
Other Teaching Services	$ 6,732,993	$ 491,727	7.88%	$ 7,294,503	$ 561,510	8.34%
Professional Development	$ 340,939	$ (4,773)	-1.38%	$ 339,032	$ (1,907)	-0.56%
Instructional Materials/Equip/Tech	$ 749,243	$ 2,979	0.40%	$ 854,411	$ 105,168	14.04%
Guidance, Counseling, Testing	$ 2,200,344	$ 96,342	4.58%	$ 2,283,441	$ 83,097	3.78%
Pupil Services	$ 3,843,688	$ 84,314	2.24%	$ 4,530,544	$ 686,856	17.87%
Operations and Maintenance	$ 3,188,352	$ 61,900	1.98%	$ 3,315,008	$ 126,656	3.97%
Fixed Charges	$ 213,574	$ 907	0.43%	$ 214,490	$ 916	0.43%
Out-of-District Expenditures	$ 1,392,847	$ -	0.00%	$ 1,397,219	$ 4,372	0.31%
TOTAL GF FORECAST $:	$ 49,252,426	$ 1,972,979	4.17%	$ 51,974,948	$ 2,722,522	5.53%

FY28 GF Budget Drivers

Total Salary Contractual Obligations	**$2,229,368**
Special Education Contract Services	**$115,005**
Plant Operations - Utilities	**$84,485**
Specialized Transportation	**$165,205**
Software Subscriptions	**$80,000**
Out-of-District Tuition	**$330,406**
General Transportation	**$ *****

FY 28 NESDEC ENROLLMENT PROJECTION

School District: **Sudbury, MA** **10/8/2026**

Enrollment Projections By Grade*															
Birth Year	Births*		School Year	PK	K	1	2	3	4	5	6	7	8		K-8	PK-8
2021	168		2026-27	73	218	269	249	274	294	271	248	316	270		2409	2482
2022	162		2027-28	73	259	223	269	254	272	292	274	249	311		2403	2476
2023	141		2028-29	73	226	265	223	274	253	270	295	275	245		2326	2399
2024	154		2029-30	73	246	231	265	227	272	251	273	296	271		2332	2405
2025	141	(prov.)	2030-31	74	226	251	231	270	226	270	254	274	291		2293	2367
2026	153	(est.)	2031-32	74	245	231	251	236	268	224	273	255	270		2253	2327
2027	150	(est.)	2032-33	74	240	250	231	256	235	266	226	274	251		2229	2303
2028	148	(est.)	2033-34	74	237	245	250	236	255	233	269	227	270		2222	2296
2029	149	(est.)	2034-35	75	239	242	245	255	235	253	235	270	223		2197	2272
2030	148	(est.)	2035-36	75	237	244	242	250	254	233	256	236	266		2218	2293
2031	150	(est.)	2036-37	75	240	242	244	247	249	252	235	257	232		2198	2273

Class Size - Haynes

Haynes	K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Total
Enrollment, 2026-2027	52	59	50	80	63	72	376
Sections	3	3	3	4	3	3	19
Class Size	17.3	19.7	16.7	20.0	21.0	24.0	19.8
Enrollment, 2027-2028	52	52	59	50	80	63	356
Sections	3	3	3	3	4	3	19
Class Size	17.3	17.3	19.7	16.7	20.0	21.0	18.7
+/- Sections	0	0	0	-1	+1	0	0
NESDEC, 2027-2028	57	53	59	51	80	63	363

Note: All enrollment numbers for 2027-2028 reflect current projections and are not final numbers.

Class Size - Loring

Loring	K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Total
Enrollment, 2026-2027	67	73	71	66	79	74	430
Sections	4	4	4	3	4	4	23
Class Size	16.8	18.3	17.8	22.0	19.8	19.0	18.7
Enrollment, 2027-2028	77	67	73	71	66	79	433
Sections	4	4	4	3	3	4	22
Class Size	19.3	16.8	18.3	23.7	22.0	19.8	19.7
+/- Sections	0	0	0	0	-1	0	-1
NESDEC, 2027-2028	77	68	73	72	65	78	464

Note: All enrollment numbers for 2027-2028 reflect current projections and are not final numbers.

Class Size - Nixon

Nixon	K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Total
Enrollment, 2026-2027	37	59	53	57	59	58	323
Sections	2	3	3	3	3	3	17
Class Size	18.5	19.7	17.7	19.0	19.7	19.3	20.2
Enrollment, 2027-2028	54	38	59	53	57	59	320
Sections	3	2	3	3	3	3	17
Class Size	18.0	19.0	19.7	17.7	19.0	19.7	18.8
+/- Sections	+1	-1	0	0	0	0	0
NESDEC, 2027-2028	54	38	59	54	57	59	320

Note: All enrollment numbers for 2027-2028 reflect current projections and are not final numbers.

Class Size - Noyes

Noyes	K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Total
Enrollment, 2026-2027	62	78	75	71	93	67	446
Sections	4	4	4	3	4	3	22
Class Size	18.5	17.8	24.0	23.3	22.7	22.3	21.2
Enrollment, 2027-2028	73	62	78	75	71	93	452
Sections	4	3	4	4	3	4	22
Class Size	18.3	20.7	19.5	18.8	23.7	23.3	20.5
+/- Sections	0	-1	0	+1	-1	+1	0
NESDEC, 2027-2028	72	63	78	76	70	93	453

Note: All enrollment numbers for 2027-2028 reflect current projections and are not final numbers.

Class Size - District K-5

District, K-5	K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Total
Enrollment, 2026-2027	218	269	249	274	294	271	1575
Sections	13	14	14	13	14	13	81
Class Size	16.8	19.2	17.8	21.1	21.0	20.8	19.4
Enrollment, 2027-2028	256	218	269	249	274	294	1563
Sections	14	12	14	13	13	14	80
Class Size	18.3	18.2	19.2	19.2	21.1	21.0	19.5
+/- Sections	+1	-2	0	0	-1	+1	-1
NESDEC, 2027-2028	259	223	269	254	272	292	1569

Note: All enrollment numbers for 2027-2028 reflect current projections and are not final numbers.

Class Size - Curtis

Curtis	Grade 6	Grade 7	Grade 8	Total	
Enrollment, 2026-2027	248	316	270	834	
Sections	12	14	14	40	
Class Size	20.7	22.6	19.3	20.9	
Enrollment, 2027-2028	274	248	316	838	
Sections	12	12	16	40	***
Class Size	22.8	22.5	22.5	22.6	
+/- Sections	0	-3	0	-3	
NESDEC, 2027-2028	274	249	311	834	

Note: All enrollment numbers for 2027-2028 reflect current projections and are not final numbers.

Class Size - District PreK-8

Additional Populations	PreK
Enrollment, 2026-2027	73
Sections	5
Class Size	14.6
Enrollment, 2027-2028	73
Sections	5
Class Size	14.6
+/- Sections	0
NESDEC, 2026-2027	73

District	K-8	PreK-8
Enrollment, 2026-2027	2409	2482
Enrollment, 2027-2028	2401	2474
+/- Students	-8	-8
NESDEC, 2027-2028	2403	2476

Note: All enrollment numbers for 2027-2028 reflect current projections and are not final numbers.

Elementary Class Size

- Variance between NESDEC projections in Kindergarten and census
- Potential Kindergarten enrollment pressures or reductions after spring registration
- Potential reduction in section at Loring in 4th grade

Continued FY28 Budget Work

- Contract Procurement Results
- Work with Town Budget Working Group on funding options
- Continued budget refinement with cost centers

Any Questions?

Sudbury Public Schools
School Committee Meeting

Date: **November 2, 2026**

Agenda Item: 5b - Curriculum Review

Recommendation:

Background / Preparation Information:

Our Interim Assistant Superintendent prepared information on Curriculum Review for our meeting on Oct 19th but we did not have the time to hear her presentation. She will share this information with us in this meeting. Please review and bring any questions or comments.

Attachments:
SPS Curriculum Review Guide DRAFT FY26 (1)

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

Sudbury Public Schools Curriculum Review Guide

INTRODUCTION

At the heart of any school district is teaching and learning. In Sudbury Public Schools, we believe that when high quality curricula are clearly defined and consistently applied, students will better meet our high academic standards.

By prioritizing regular curriculum renewal, we ensure our units of study remain current, aligned with state and national frameworks, reflective of research-based best practices, and equitable for every student. A unified program of study across all grade levels allows us to set learning benchmarks and use data effectively to track student progress. Most importantly, it provides a stable roadmap for teachers, enabling them to focus on individual student needs while ensuring every child is prepared for the next step in their education. The Sudbury Public Schools remains dedicated to this excellence through our systematic Curriculum Review Process. This process keeps the mission, vision, core values, and equity statement of the Sudbury Public Schools at the center of this important work.

Sudbury Public Schools

Mission

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

Vision

We are committed to excellence in educating students to be knowledgeable, creative, independent thinkers who are caring collaborative members of the school and wider communities.

Core Values

- Enhance the learning and teaching process to enable and inspire students to achieve their potential
- Actively promote personal responsibility and integrity
- Seek and promote opportunities to advance equity
- Cultivate a lifelong commitment to community

Equity Statement

Sudbury Public Schools are committed to welcoming, affirming, and celebrating all students, staff, and families. Sudbury Public Schools are committed to creating and sustaining a culture that promotes advocacy, equity, and justice for marginalized groups who have been systematically oppressed and excluded. Sudbury Public Schools are committed to an anti-bias education that includes and values the perspectives and histories of diverse peoples.

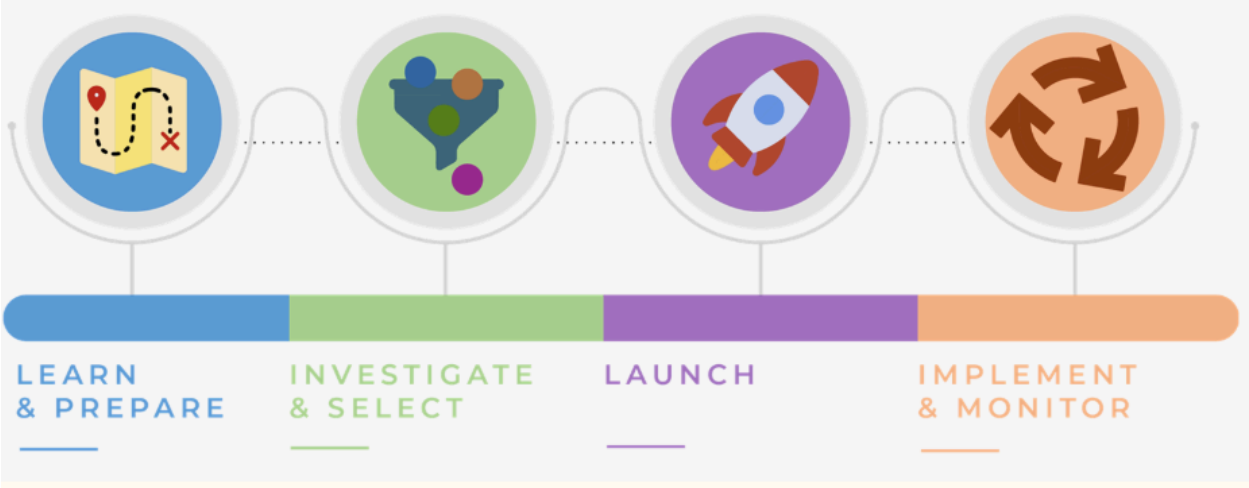
Purpose of Curriculum

The purpose of the curriculum is to provide a thoughtful, sequenced, well-developed plan to optimize the teaching and learning related to each course of study. Curriculum development considers:

- State and national standards for learning
- Content that students must know to meet the standards
- Skills students must be able to employ to meet the standards
- Habits of mind students need to grow their independence as learners
- Resources to be utilized (textbooks, technology, HQIM - High Quality Instructional Materials)
- Assessments to gauge learning and inform instruction (formative, summative)
- Timelines for lessons and units (scope and sequence, pacing guides)

What is a Curriculum Review?

A Curriculum Review is a formal, periodic deep-dive into what and how students are being taught in a specific content area. It is a highly-structured, multi-year cycle designed to ensure that teaching materials align with state standards, current research, and community values. The Curriculum Review Team typically includes curriculum leaders, district/building administrators, classroom teachers (preferably 1 per grade level), special educators, EL teachers, coaches, and specialists. SPS has adapted the IMplement MA process and tailored it to our needs for curriculum review.



Phase 1: Learn & Prepare (1 year)
The objective of this phase is to conduct an audit of the current state of the program, analyze the strengths and areas for growth, and identify 2-4 priority areas to target in the Curriculum Review process. During this phase, the Curriculum Review Team works collaboratively to review and analyze the strengths and needs of the existing, written, and taught curriculum related to the following areas:

- ☐ Assess alignment to MA state frameworks or appropriate national standards
- ☐ Review student assessment data
- ☐ Evaluate alignment to research-based, best practices in instruction
- ☐ Establish curriculum materials
    - ☐ Are absent of discriminatory content and provide a culturally responsive, balanced view
    - ☐ Incorporate authentic, meaningful opportunities for student engagement
    - ☐ Integrate intentional uses of technology and high quality instructional materials
    - ☐ Contain clear expectations of what must be taught (scope and sequence, pacing)
    - ☐ Are aligned to research-based best practices in instruction
    - ☐ Contain scaffolds and other supports to address gaps in student knowledge and needs of English Learners and students with disabilities
    - ☐ Provide opportunities for extension
    - ☐ Include diversity of assessments that provide meaningful data to guide instruction
    - ☐ Contain appropriate levels of rigor (promotes higher order thinking, inquiry/problem solving)
    - ☐ Has common format of written curriculum that adheres to backwards design
- ☐ Determine the extent to which there are opportunities for cross-disciplinary learning
- ☐ Define proficiency levels
- ☐ Evaluate degree to which the taught curriculum is aligned to the written curriculum
- ☐ Examine Guiding Questions

Phase 2: Investigate & Select (1-2 years)
The objective of this phase is to consider the district priorities established in Phase 1 and research curriculum materials or re-design current materials to align with these priorities. The focus will be on the following areas:

- ☐ Familiarize the Curriculum Review team with EdReports rubrics and CURATE
- ☐ Research potential high-quality instructional materials - HQIMs, if applicable
- ☐ Analyze materials through 3 lenses
    - ☐ materials review
    - ☐ brief field test/pilot of 2-3 materials
    - ☐ conduct publisher meetings (if applicable)
- ☐ Identify or re-design instructional materials to meet district priorities and align with state standards
- ☐ Once selected/updated, craft the scope and sequence and pacing guides
- ☐ Craft an Action Plan for Implementation
    - ☐ Identify initial and ongoing professional development needs
    - ☐ Detail budget requirements and procurement needs
    - ☐ Plan a presentation for School Committee
    - ☐ Outline a communication plan for staff and community
    - ☐ Determine plan for assessments and evaluation

Phase 3: Launch (1 - 2 years)
Once the curriculum materials have been selected/re-designed and funding has been secured for implementation, it is time to consider how the materials will be launched in the district. This is the time to establish the working expectations for the use of new materials and conduct preliminary training. The focus will be on the following areas:

- ☐ Map out goals for successful implementation and draft a plan
- ☐ Examine the assessments in the new materials and determine their scope, structure, and purpose
- ☐ Audit current district assessments and determine their purposes, quality, and frequency
- ☐ Create an assessment plan – decide how we will use the existing and new assessments at each grade level and create a schedule and expectations for the use of data.
- ☐ Study the structure and units of lessons and establish a pacing schedule and accounting for building schedule challenges
- ☐ Create guidance documents and establish expectations to maintain common experiences for students
- ☐ Establish collaborative planning structures and expectations for collaborative planning
- ☐ Determine the plan for coaching
- ☐ Audit the available training time, determine the training needs for specific groups of educators, and develop a professional development plan

Phase 4: Implement and Monitor (1 - 4 years)
This phase involves providing staff the appropriate professional development to successfully implement the new curriculum. The goal of this phase is to engage teachers, support staff, and administration in targeted training on the implementation of the new materials. The other important feature of this phase is continually monitoring the work in action to gather data and adjust the plan. The focus will be on the following areas:

- ☐ Provide sustained, systemic professional development with a plan to support new teachers including topics such as:
    - ☐ Understanding the design of the curriculum and alignment to standards
    - ☐ Utilizing the materials at the lesson and unit level
    - ☐ Implementing the instructional practices and routines within the curriculum
    - ☐ Adapting the materials where there are deficiencies (no curriculum is perfect!)
    - ☐ Using the new assessments identified in Phase 3
- ☐ Distribute all materials required for the new curriculum
- ☐ Support implementation through coaching, collaboration, and feedback
- ☐ Gather data to measure progress towards identified goals
- ☐ Monitor implementation including
    - ☐ Collaborative and/or independent planning needs
    - ☐ Use of the new instructional materials
    - ☐ Student engagement and feedback
    - ☐ Teacher and administrator feedback
    - ☐ Professional development/training successes and deficiencies

Roles and Responsibilities of the Curriculum Review Committee

The Curriculum Review Team may include:

- Assistant Superintendent for Teaching and Learning
- Principals and/or Assistant Principals
- Curriculum Coordinators
- Teachers (preferably 1 per grade level)
- Special Educators, ELD Teachers, Coaches, Specialists
- Selected Expert Consultants

Assistant Superintendent for Teaching and Learning

- Supervises the curriculum review process for the district
- Initiates and maintains contact with the Curriculum Review Team
- Convenes meetings to develop action plans and timelines
- Provides support to the process, including time and resources
- Provides feedback on the documentation materials prepared by the Curriculum Review Team
- Communicates with the Superintendent and the School Committee

Principal / Assistant Principal

- Communicates the district's agreed-upon curriculum and maintains a focus on its implementation
- Provides support and leadership to the curriculum review process by providing needed time and resources
- Creates accountability mechanisms for ensuring the curriculum is utilized consistently and with integrity.

Curriculum Coordinator

- Leads the Curriculum Review Committee for their content area
- Coordinates and monitors the curriculum development process for their assigned content area
- Maintains an ongoing discussion with faculty regarding the agreed upon curriculum
- Provides professional development and support on the curriculum development process
- Oversees scope, sequence, pacing guides, instructional and assessment implementation
- Joins a curriculum review committee outside their content area
- Consults technology department during the review process

Teacher Committee Member

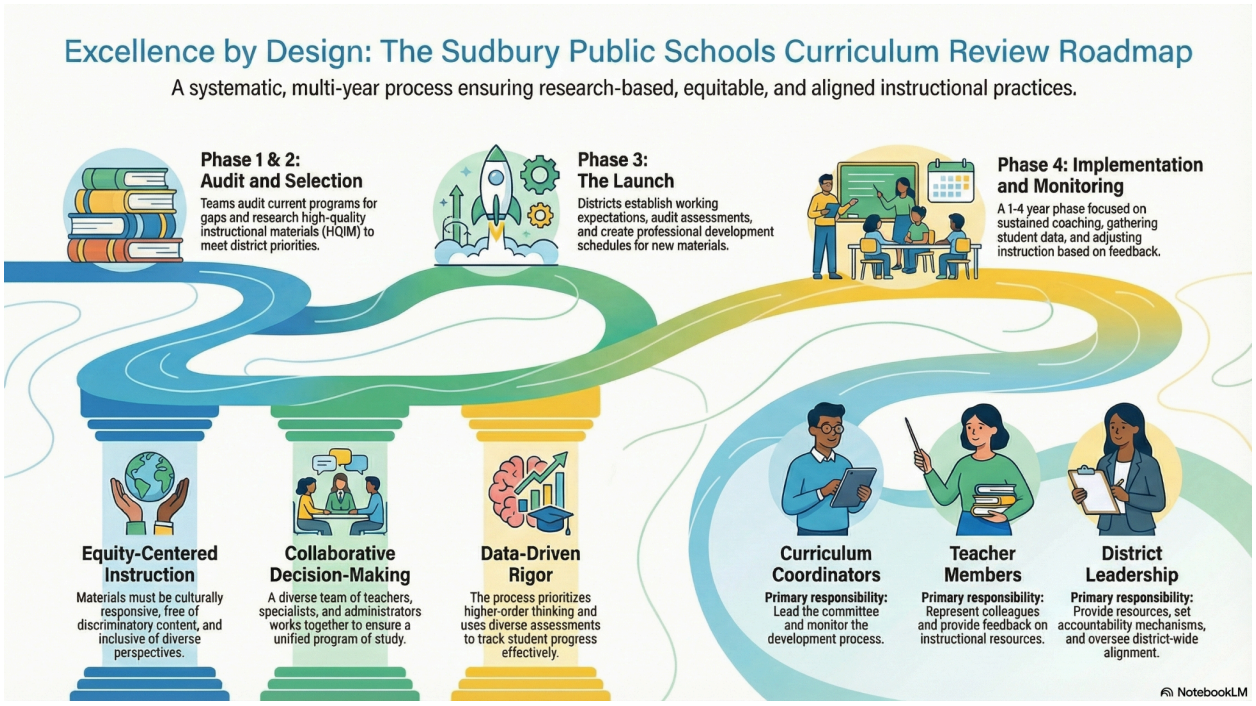
- Examines new materials and/or revise current curriculum
- Provides feedback on instructional resources and needed professional development
- Serves as a liaison to colleagues regarding information about the curriculum and the curriculum review process
- Represents other teachers in the process
- Selects common assessment in partnership with curriculum leaders

During the process, the Curriculum Review Team is responsible for:

- Reviewing/assessing the existing curriculum
- Collecting and analyzing relevant documents and data
- Examining appropriate HQIMs (High Quality Instructional Materials)
- Interrogating current practice with an eye toward impact on student achievement for all learners
- Developing a proposed action plan for implementation of selected material

Excellence by Design: The Sudbury Public Schools Curriculum Review Roadmap

A systematic, multi-year process ensuring research-based, equitable, and aligned instructional practices.



CURRICULUM REVIEW CYCLE: CONTENT FOCUS AREAS

By Content Area:

Content Area Focus	Phase 1: Learn and Prepare	Phase 2: Investigate and Select	Phase 3: Launch	Phase 4: Implement and Monitor
ELA	ES & MS 2031-2032	ES & MS 2032-2033	ES & MS 2033-2034	ES 2025-2030 ES & MS 2034-2038
Mathematics	2029-2030	2030-2032	2032-2033	2025-2029* 2033-2037
Social Studies	2027-2028	2028-2029	2029-2030	2030-2033
Science	ES 2026-2027 MS 2030-2031	ES 2027-2028 MS 2031-2032	ES 2028-2029 MS 2032-2033	ES 2030 - 2035 MS 2025-2030
Physical Education	2024-2025	2025-2026	2026-2027	2027-2031
Health Education	ES 2022-2023 ES 2029-2030 MS 2030-2031	ES 2023-2024 MS 2031-2032	ES 2024-2025 MS 2025-2026** MS 2032-2033	ES 2025-2029 MS 2026-2030 MS 2033-2037
Social-Emotional Learning	ES 2027-2028 MS 2026-2027	ES 2028-2029 MS 2027-2028	ES 2029-2030 MS 2028-2029	ES 2030-2034 MS 2029-2033
World Language	ES 2025-2026 MS 2026-2027	ES 2026-2027 MS 2027-2028	ES 2027-2029 MS 2028-2030	ES: 2029-2034 MS 2030-2035
Digital Literacy & Computer Science	ES 2018-2019 ES 2029-2030 MS 2031-2032	ES 2022-2023 MS: 2032-2033	ES: 2023-2024 MS 2026-2027*** MS: 2033-2034	ES: 2024-2028 MS 2027-2031 MS 2034-2039
Preschool	2027-2028	2028-2029	2029-2030	2030-2034

*Mathematics Curriculum was updated to a revised/updated program, implemented in 2025-2026.
**Middle School Health Education was revised with a launch year of 2025-2026.
***Middle School Digital Literacy and Computer Science was revised with a launch year of 2026-2027.

By Year:

Year	Phase 1: Learn and Prepare	Phase 2: Investigate and Select	Phase 3: Launch	Phase 4: Implement and Monitor
2025-2026	ES WL	PE Dig Lit/Comp Sci	MS Health	ES ELA Math* MS Science ES Health ES DigLit/CompSci
2026-2027	ES Science MS WL MS SEL	ES WL	PE MS Dig Lit/Comp Sci	ES ELA Math MS Science ES/MS Health ES DigLit/CompSci
2027-2028	ES SEL Preschool ES Soc. Studies	ES Science MS WL MS SEL	ES WL	ES ELA Math MS Science PE ES/MS Health ES DigLit/CompSci MS Dig Lit/Comp Sci
2028-2029		ES SEL Preschool ES Soc. Studies	ES Science ES WL MS WL MS SEL	ES ELA Math MS Science PE ES/MS Health MS Dig Lit/Comp Sci
2029-2030	Math ES Dig Lit/Comp Sci ES Health	Soc. Studies	ES SEL MS WL Preschool ES Soc. Studies	ES ELA MS Science PE MS Health MS SEL ES WL MS Dig Lit/Comp Sci
2030-2031	MS Science MS Health	Math ES Health		ES Science ES/MS SEL PE ES/MS WL MS Dig Lit/Comp Sci Preschool ES Soc. Studies

2031-2032	ES/MS ELA MS DL and CS	Math MS Science MS Health	ES Health	ES Science ES/MS SEL Soc. Studies PE ES/MS WL Preschool

Sudbury Public Schools
School Committee Meeting

Date:	**November 2, 2026**
Agenda Item:	5c - Review Policy JJF Student Activity Accounts per Budget Subcommittee Recommendation

Recommendation:

Motion to defer execution of Policy JJF until FY28.

Motion to direct the Superintendent to assign responsibility to the permanent School Business Administrator for overseeing a formal audit and comprehensive review of the district's student activity accounts to be presented to the School Committee including account balances, reconciliation procedures, internal controls, and compliance with applicable requirements.

Background / Preparation Information:

This item comes to us as a recommendation from the Budget Subcommittee after their October 23rd meeting. They are asking that we defer the execution of Policy JJF Student Activity Accounts because we currently have an acting director of Finance and HR. Please read through the memo written by Karyn and Buck that describes the request and bring any questions or comments to the meeting. The current policy is attached for your information.

Attachments:
Re_ Policy JJF

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

To: Sudbury School Committee
From: Karyn Jones, Budget Subcommittee Member, and Buckner Creel, Acting Director of Business and Human Resources
Date: November 2, 2026
Re: Policy JJF, Student Activity Accounts: FY27 Recommendations

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At its October 23, 2026 meeting, the Budget Subcommittee discussed the implementation of Policy JJF, Student Activity Accounts, including the annual requirements for School Committee oversight, account balances, and audits.

It was discussed that it has been at least three years since there has been an audit of the student activity accounts. The Subcommittee also discussed the need for a more comprehensive understanding of the accounts, including current balances, reconciliation procedures, and internal controls.

Policy JJF and M.G.L. Chapter 71, Section 47 establishes requirements for the oversight and auditing of student activity funds. The policy requires annual audits of Student Activity Checking Accounts in accordance with Massachusetts Department of Elementary and Secondary Education (DESE) guidelines, inclusion of Student Activity Agency Accounts in the Town's annual audit, and an annual School Committee vote establishing maximum checking account balances. DESE guidance also recommends consideration of an independent outside audit every three years for accounts exceeding the applicable $25,000 threshold.

Given current administrative capacity constraints and the significant work associated with FY28 budget development, the Subcommittee discussed prioritizing the district's immediate financial responsibilities while establishing a plan for a more comprehensive review of student activity accounts.

The Acting Director of Business and Human Resources recommended that the permanent Director of Business and Human Resources oversee a formal audit and comprehensive review of the student activity accounts, including account balances, reconciliation procedures, internal controls, and compliance with applicable requirements.

Recommendations

Based on this discussion, we recommend that the School Committee:

1. Defer additional administrative review and reporting associated with student activity accounts for FY27, given current administrative capacity constraints and FY28 budget development priorities, while maintaining all required audit, accounting, and School

Committee approval obligations under Policy JJF and applicable state law.
2. Direct the Superintendent to assign responsibility to the permanent Director of Business and Human Resources for overseeing a formal audit and comprehensive review of the district's student activity accounts, with findings and recommendations presented to the School Committee.

These recommendations are intended to balance current administrative capacity with the Committee's responsibility for financial oversight. They do not eliminate or suspend any audit or accounting requirements established by state law or district policy.

Suggested Motions for School Committee Consideration

Motion 1: FY27 Student Activity Account Oversight

Move that the Sudbury School Committee defer execution of Policy JJF until FY28.

Motion 2: Formal Audit and Comprehensive Review

Move that the Sudbury School Committee direct the Superintendent to assign responsibility to the permanent School Business Administrator for overseeing a formal audit and comprehensive review of the district's student activity accounts, including account balances, reconciliation procedures, internal controls, and compliance with applicable requirements, and to present the findings and recommendations to the School Committee per Policy JJF.

Thank you for your consideration.

Karyn Jones
Budget Subcommittee Member

Buckner Creel
Acting Director of Business and Human Resources

Policy JJF - Student Activity Accounts enclosed

File: JJF - STUDENT ACTIVITY ACCOUNTS

Student funds may be raised to finance the activities of authorized student organizations. Student activity funds are considered a part of the total fiscal operation of the District and are subject to policies established by the School Committee and the Office of the Superintendent. The funds shall be only for the benefit of students and managed in accordance with sound business practices, which include accepted budgetary, accounting, and internal control practices. The Superintendent shall ensure that, annually, all Principals and student organizations receive a copy of this policy as well as a copy of established procedures for control of receipts and expenditures that meet or exceed DESE guidelines.

In compliance with Massachusetts General Law, the School Committee:

1. Authorizes the Principals to accept money for recognized student activity organizations, which currently exist, or as from time to time may be revised. All funds received for student activities must be deposited into the Student Activity Agency Account and no funds shall be directly deposited to a Student Activity Checking Account except from the Student Activity Agency Account.

2. Authorizes the Town or District Treasurer to establish and maintain a Student Activity Agency Account(s) which is to be audited as part of the Town's annual audit. The interest that is earned on such accounts shall be maintained in the Agency Account and distributed annually among the Student Activity Checking Accounts as directed by the procedures established by the Superintendent.

3. Authorizes Student Activity Checking Accounts for use by the Principals with specific maximum balances established annually for each school by vote of the School Committee. Payments for expenditures shall be made, whenever possible, by check, debit, or EFT directly from the Student Activity Checking Account. Reimbursements to personal credit card holders shall require the prior authorization of the Superintendent. Signatory authorization for Student Activity Checking Accounts shall be restricted to the Principal and (Superintendent or Treasurer). Student Activity Checking Accounts shall be audited annually in accordance with DESE guidelines.

4. Directs Principals to provide the Treasurer with a bond in an amount agreeable to the Treasurer.

5. Shall annually, prior to the start of each school year, vote to establish or change the maximum balance that may be on deposit in each Student Activity Checking Account.

For accounts with maximum balance limits that exceed $25,000.00, the School Committee shall consider, in accordance with DESE guidelines, that an audit be conducted by an outside audit firm every three years.

Inactive Student Activities

When a student activity ceases to be active for a period of three years or more the Principal or other authorized administrator shall require the following actions:

1. Obtain written notice from the faculty advisor or student officer that the activity will cease to be a viable account. If unable to obtain such notification the Principal shall request action to close the account from the School Committee.

2. Identify in writing all assets of the student activity. The disposition of any assets shall be determined by the School Committee and may not benefit specific individuals.

3. Annually notify all students of the required actions if an activity ceases to exist.

Student Activity Deficits

Individual student activity accounts are not permitted to be in a deficit position. Whenever a deficit exists that is not the result of timing, the Superintendent shall recommend remedial action to the School Committee in a timely manner.

SOURCE: MASC - Updated 2021

LEGAL REFS: MGL 71:47

CROSS REFS: JJA – Student Organizations
DIE, Audits

Approved by Sudbury School Committee: October 2, 2023

Sudbury Public Schools
School Committee Meeting

Date: **November 2, 2026**

Agenda Item: 5d - Policy BGB Step 2 Policy JFBC METCO (Discussion Item)

Recommendation:

Background / Preparation Information:

We are on Step 2 of Policy BGB: Discussion item - reading of the proposed policy or policies; response from Superintendent; report from any advisory committee assigned responsibility in the area; Committee discussion and directions for any redrafting. Policy JFBC METCO comes to us from the Budget Subcommittee. Please review their memo as well as an email Karyn sent me with their plan for next steps. Annette has drafted a policy for our consideration, which is also included in this packet. Buck has also prepared a memo on this policy for our consideration. You may notice that the draft from Annette has an additional edit compared to the draft in our last packet. Please take note of this additional change as you review all the documents for this item. We will bring this policy back for Step 3 Action Item in a subsequent meeting.

Attachments:
1-METCO Packet Materials
2-JFBC - METCO DRAFT RedLines
3-FY27 METCO Budget approval for SC updated

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

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

METCO

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

Materials for the packet:

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

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

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

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

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

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

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

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

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

File: JFBC - METCO

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

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

METCO is a state-funded program which provides:

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

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

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

The METCO Program will be in each school.

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

Sudbury Public Schools

40 Fairbank Road
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Annette Doyle
Buckner Creel
Interim Superintendent of Schools — *Acting Director of Business and HR*
annette_doyle@sudbury.k12.ma.us — buckner_creel@sudbury.k12.ma.us

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

Date: October 15, 2026

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

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

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

Buckner Creel
Acting Business Director

JFBC - METCO

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The School Committee will annually review and approve the proposed METCO budget for the ensuing school year ~~on or before June 30th. By~~ **August 1.**

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

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

DRAFT

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Buckner Creel
Acting Business Director

Sudbury Public Schools
School Committee Meeting

Date: **November 2, 2026**

Agenda Item: 6 - Liaison Reports

Recommendation:

Background / Preparation Information:

Karyn has prepared a report as the liaison to SEPAC. Please review and bring any questions or comments. Members can share liaison reports in the meeting as well.

Attachments:
SEPAC Liaison Report, 10_15_2026

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

SEPAC Liaison Report, October 16, 2026
Submitted by Karyn Jones, School Committee SEPAC Liaison

SEPAC met on October 15 to discuss district updates, family concerns, funding and resources, and upcoming educational and community events.

School Committee updates

I provided an update on the superintendent search, including the October 19 at 5 p.m. deadline to apply for the screening committee. I also previewed several items scheduled for the October 19 School Committee meeting, including the medication policy, the time-out, seclusion, and restraint policy, the school calendar, preschool tuition, and the elementary Spanish program review.

SEPAC members requested clarification about how their previously submitted policy feedback would be considered and incorporated into the proposed revisions. Administration confirmed that the feedback had been forwarded to district counsel and that counsel's response was included in the meeting packet. We discussed the School Committee's policy review process, including opportunities for additional discussion and revisions before a final vote.

I also noted that the Policy Subcommittee has been tasked with reviewing the bullying policy and that SEPAC input would be valuable.

Looking ahead, I shared that the district is preparing a food service RFP and may conduct a community survey. I encouraged SEPAC involvement in helping spread the word, particularly to ensure that families managing food allergies and other dietary needs have an opportunity to provide feedback.

Student Services updates

Student Services shared updates on recent district activities, professional development, and upcoming family resources.

Administration reported on professional development addressing special education program structures, behavior as communication, behavioral analysis, de-escalation strategies, and clinical practices. This included training with Kevin Russo, M.A., BCBA, LABA, President of A.R.I.S.E. Consulting Service, a behavioral consulting organization that works with individuals, families, and schools. His presentation focused on understanding challenging behavior, identifying its underlying function, and implementing appropriate behavioral interventions.

The district also discussed continued work with an outside professional development consultant who presented to staff on opening day about supporting students' social-emotional development, coping strategies, and classroom participation. Additional sessions are scheduled for October 21 and 28, including work with staff supporting the district's social-emotional programs.

Upcoming family resources include the October 20 preschool information session, presentations through the Federation for Children with Special Needs on basic rights, inclusion, and meaningful student progress, and additional opportunities to learn about Department of Developmental Services eligibility and resources.

Administration also emphasized the importance of ongoing communication between families and educators, particularly as parent-teacher conferences approach.

Extended School Year services and summer planning

Administration anticipates that next summer's Extended School Year (ESY) services will have a structure and hours similar to those offered this past summer. Individual services will continue to be determined through the IEP team process, based on student needs and data collected throughout the year, including following school breaks.

Administration explained that services may be adjusted or reduced as students make developmental progress and require less intensive support. The Director of Student Services described the ability to fade services when appropriate as a positive developmental outcome. She also clarified that students enrolled in specialized programs during the school year do not necessarily require the same level or structure of services during ESY.

Administration hopes to have a clearer sense of ESY recommendations by mid-March and encouraged families to begin conversations with their teams earlier.

Members raised concerns about the timeline because many summer camp registrations occur between the fall and February, before families know what ESY services their children may receive.

Members also shared concerns about the scheduling of individual ESY services, particularly shorter appointments for literacy, speech, physical therapy, or occupational therapy. This past summer, these services appeared to be more concentrated in the morning than in previous years, making it difficult for some students to participate in social activities like summer camps that can build social skills.

Families described having to choose between accessing educational services intended to prevent regression and participating in summer camps that provide important social opportunities. For working caregivers, these scheduling arrangements can also create significant childcare challenges.

Members discussed whether greater scheduling flexibility or coordination with other summer programs could help address these concerns. There were questions if SPS has met with Parks and Recreation to see if there are any camp opportunities that can integrate tutoring and other services.

SEPAC also expressed interest in reviewing participation data to better understand how changes to summer programming have affected students and families.

IEP meeting scheduling

Members shared concerns from the community about difficulty scheduling team meetings, particularly at Curtis, including limited scheduling flexibility and meeting lengths that may not allow sufficient time for discussion.

Administration acknowledged the feedback, noted the challenges associated with staff coverage and scheduling, and committed to looking into these concerns.

SEPAC funding and district support

Following the Student Services updates, SEPAC discussed the resources needed to support its ongoing work, including recurring website and Google account costs, meeting space, outreach materials, and potential speaker fees.

Parent volunteers have personally covered some expenses, and members expressed a desire to establish a sustainable process that carries forward as SEPAC leadership changes.

Massachusetts law, M.G.L. c. 71B, § 3, requires SEPAC to receive assistance from the School Committee without charge, upon reasonable notice and subject to the availability of staff and resources. Members discussed clarifying how the district fulfills this responsibility through its budgeting and purchasing processes.

The Director of Student Services had indicated in conversations with the SEPAC Co-Chairs that funding may be available to support SEPAC. However, the discussion highlighted a need to clarify which budget line item holds those funds, whether SEPAC support is included within Student Services or the School Committee's budget, and how members should request purchases or reimbursement. SEPAC plans to compile its recurring expenses and anticipated needs for review with the Director of Student Services.

Members also proposed creating a shared resource guide covering meeting spaces, event planning, and district resources.

SEPAC outreach and upcoming events

SEPAC continues to seek a Nixon liaison and strengthen connections with school PTOs to help families learn about its resources and events.

Members reviewed recent outreach efforts, including a preschool family meetup, and discussed ways to improve participation by coordinating future gatherings with existing family activities and schedules.

Upcoming events include:

- **October 19, Parent Connections:** A combined gathering welcoming families across SEPAC's parent groups.
- **October 31, Accessible Trick-or-Treat:** SEPAC is helping promote this community event to families.
- **November 4, Presentation on diagnosis disclosure and advocacy:** Melissa Berger will present on disclosing an autism diagnosis outside school, maintaining privacy, and advocating for children in extracurricular settings. Members emphasized making the disclosure and privacy focus clear in promotional materials.

Members also discussed the availability of meeting spaces, including district facilities and the Fairbank Community Center, and the importance of identifying accessible, affordable locations for future events.

Additional family education and programming

SEPAC discussed several potential educational opportunities for families.

Early literacy and reading readiness: Members discussed potentially supporting and promoting a high school student's proposed event on how children learn to read, early signs of reading difficulties, and evidence-based resources. The scope, date, and format remain in development.

Transition planning: Members expressed interest in a presentation to help families, particularly those approaching high school, understand transition assessments, planning requirements, and advocacy. The discussion emphasized the importance of helping families understand transition planning before their children reach the age when these conversations become part of the IEP process.

Bullying prevention: Members requested continued attention to bullying, including follow-up on concerns discussed last spring and interest in a workshop for families. Potential collaboration with Lincoln-Sudbury SEPAC was discussed.

Digital safety: Members discussed potential collaboration with Lincoln-Sudbury SEPAC on a workshop addressing safe and accessible participation in technology and social media for students with disabilities.

Members also shared an example from Lincoln-Sudbury of using language such as "students who need specialized instruction" to emphasize students' learning needs rather than defining them by a program or disability label.

SEPAC identified continued updates on the superintendent search, policy reviews, and bullying prevention as priorities for future meetings.