

STOUGHTON SCHOOL COMMITTEE
REGULAR MEETING AGENDA
Tuesday, January 13, 2026 @ 6:00 PM
31 Pierce Street, Stoughton, MA
School Committee Conference Room

6:00pm Executive Session

Motion, VOTE, Roll Call: Open Executive Session

Enter Executive Session pursuant to M.G.L. c. 30A, §22(a) for the purpose of reviewing and approving Executive Session minutes

Approval of Minutes:

- **DISCUSSION:** Acceptance of Minutes: October 28, 2025
 - **Motion, VOTE, Roll Call:** Acceptance of Minutes: October 28, 2025
- **DISCUSSION:** Acceptance of Minutes: November 4, 2025
 - **Motion, VOTE, Roll Call:** Acceptance of Minutes: November 4, 2025
- **DISCUSSION:** Acceptance of Minutes: December 2, 2025
 - **Motion, VOTE, Roll Call:** Acceptance of Minutes: December 2, 2025
- **DISCUSSION:** Acceptance of Minutes: December 9, 2025
 - **Motion, VOTE, Roll Call:** Acceptance of Minutes: December 9, 2025

6:15pm Open Regular Meeting

Public Comment (3 min per person; max of 15 minutes)

6:30pm Efficiency time goals

- Wilkins School Presentation (Kathleen Monahan)
 - More information about the Wilkins Elementary School →



6:40pm Efficiency time goals

New Business and Voting Items (Superintendent Elect Juliette Miller)

- **DISCUSSION:** DESE Resubmittal Approval
 - **Motion, VOTE, Roll Call:** DESE Resubmittal
- **DISCUSSION:** Field Trip Request: Gibbons - field trip to Providence, RI - Providence Children's Museum
 - **Motion, VOTE, Roll Call:** Approve the Field Trip Request from Gibbons Elementary to the Providence Children's Museum, Providence, RI
- **DISCUSSION:** SHS NESBA Winterguard Competition Waiver Request for facilities use fees on February 7, 2026
 - **Motion, VOTE, Roll Call:** Vote to waive the facilities fees for SHS NESBA Winterguard competition
- **DISCUSSION:** Deborah Carter-Ahearn Memorial Scholarship Approval
 - **Motion, VOTE, Roll Call:** Deborah Carter-Ahearn Memorial Scholarship

- **DISCUSSION:** Paul Morris, Jr. Memorial Scholarship Approval
 - **Motion, VOTE, Roll Call:** Paul Morris, Jr. Memorial Scholarship
- **DISCUSSION:** Otto Alfred Peterson & Dorothy Clapp Peterson Scholarship Approval
 - **Motion, VOTE, Roll Call:** Otto Alfred Peterson & Dorothy Clapp Peterson Scholarship
- **DISCUSSION:** Carol Savino “Drifters Together” Memorial Scholarship Approval
 - **Motion, VOTE, Roll Call:** Carol Savino “Drifters Together” Memorial Scholarship
- **DISCUSSION:** David “Spanky” Sousa Scholarship Approval
 - **Motion, VOTE, Roll Call:** David “Spanky” Sousa Scholarship
- **DISCUSSION:** 2026-2027 District Calendar drafts - informational only

6:50pm Efficiency time goals

Superintendent-Elect Reports and Recommendations:

- Pending Commissioner of Education Visit
- SHS Principal Search
- District Leadership Transition Plan Update

School Committee Updates

- School Committee Communications (Chris)
 - Stoughton Sports Programs and Coaches
- Stoughton Finance Committee January 14 Meeting Attendance (Chris)
- Homework (Ms. Powers)
- Pilgrim Area Collaborative Summary

7:00pm Efficiency time goals

Financial Updates:

- Warrants (Armando)

7:05pm Efficiency time goals

Approval of Minutes:

- **DISCUSSION:** Acceptance of Minutes: November 18, 2025
 - **Motion, VOTE, Roll Call:** Acceptance of Minutes: November 18, 2025
- **DISCUSSION:** Acceptance of Minutes: December 2, 2025
 - **Motion, VOTE, Roll Call:** Acceptance of Minutes: December 2, 2025
- **DISCUSSION:** Acceptance of Minutes: December 16, 2025
 - **Motion, VOTE, Roll Call:** Acceptance of Minutes: December 16, 2025

7:15pm Efficiency time goals

- The next regular meeting of the School Committee is January 27, 2026 at 6:00 PM

Adjournment

Motion, VOTE, Roll Call: Adjourn

Votes may be taken on any of the above items.

Agenda items may be taken out of order.

Efficiency time goals are estimates; actual discussion may run longer or shorter.

For more information about the School Committee, scan the QR code



Richard L. Wilkins Elementary School

School Committee Presentation
January 13, 2026



Social Emotional Learning



Student Buddies



- Grade K & 3
- Grade 1 & 4
- Grade 2 & 5
- Meet throughout the month
 - Reading
 - Math games
 - Lunch & Recess
 - In the same Community

Mentor Program



- Staff volunteers
- Students identified through relationship mapping
- Adding positive connections and fostering relationships with trusted adults

Communities



- Meet Monthly
- Facilitated by all staff
- Cross Grade-level groups
- Focus on relationships and connections
- Sept - Dec ~ Pocket Bear
- Jan - May ~ Vision of a Graduate

Student Enrichment



Crochet Club



- Organized and supervised by our Library Paraprofessional
- Grade 4 & 5 students
- Open to all
- Participate in the club for the entire year

Investigative Journalism



- Facilitated by a Senior Volunteer from Norfolk County Retired Senior Volunteer Program
- Currently investigating the history of Wilkins

Flexible Groupings



- Utilizing a Move to Math Model
- Incorporating Critical Thinking and Cooperative activities at all levels

Student Achievement



Academic Initiatives



- Communicated to all staff
- Monitored through Focus Walks & CPTs
 - Increased vocabulary exposure and instruction in all content areas
 - Increased discourse and oral rehearsal (including common language for expectations and academics)
 - Increased focus on incorporating critical thinking skills in all content areas
 - Focus on building background knowledge to fill in the gaps that many students have

Early Literacy



- BOY data
 - 79% gen ed students showed proficiency
 - 50% EL students showed proficiency

DART Data



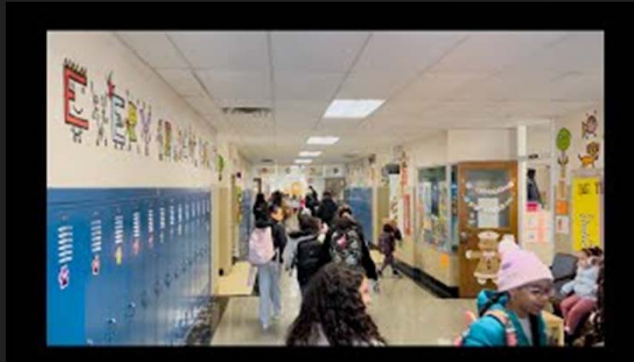
- Consistently outranking schools with similar demographics in all academic areas

U.S. News & World Report



- Third consecutive year to be named
- Ranked in the top 15% of elementary schools within the Commonwealth

Dedicated Staff



TO: SC Members

Date: January 13, 2026

SUBJ: DESE Re-submittal Approval

This re-submittal from the DESE is the first letter in this packet dated December 10, 2025.

This is to modify the plans for the adjoining toileting rooms in the Special Education classrooms to be equipped with changing stations.

The updated design will extend the toileting rooms to accommodate the changing stations.

STOUGHTON PUBLIC SCHOOLS

The New Stoughton Elementary School

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DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION RE-SUBMITTAL

December 10, 2025



STOUGHTON PUBLIC SCHOOLS

31 PIERCE STREET
STOUGHTON, MA 02072
www.stoughtonschools.org

Joseph F. Baeta, Ed.D.
Superintendent of Schools

781-344-4000 Ext 51232
j_baeta@stoughtonschools.org

December 10, 2025

To Whom It May Concern:

Stoughton Public Schools is requesting a resubmittal to modify the plans for the Language-Based Special Education classrooms. Specifically, it has been proposed that these instructional spaces include adjoining toileting rooms equipped with changing stations. The addition of these facilities will better accommodate the diverse needs of learners and ensure that all students have equitable access to the full range of educational programming provided within these classrooms.

The overall scope and intent of the program remain unchanged. However, to enhance accessibility, support student dignity, and align the physical environment with best practices for serving students with specialized needs, these modifications are being requested.

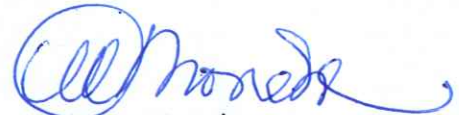
Sincerely,



Joseph F. Baeta, Ed.D.
Superintendent



Edward Clarke
Director of Special Education



Kathleen Monahan
Principal, Wilkins Elem.

STOUGHTON PUBLIC SCHOOLS

31 PIERCE STREET
STOUGHTON, MA 02072
www.stoughtonschools.org

Joseph F. Baeta, Ed.D.
Superintendent of Schools

781-344-4000 Ext 51232
j_baeta@stoughtonschools.org

February 26, 2024

To Whom It May Concern:

Stoughton's robust and comprehensive range of Special Education programs and services support the majority of specialized instruction in the public school setting. Special education services are provided to eligible students and are designed to remediate deficit areas, support the development of new skills and allow students to gain the skills to access the general education curriculum in the least restrictive environment possible. The services and staffing available across the District are allocated annually based on the service delivery needs identified on the Individualized Education Program (IEPs) of the special education population being served at each school. SPS offers programs and services for students at ages ranging from 3 to 22. As of February 15th, 2024 SPS has provided special education services to 775 students.

SPS provides qualifying students with a variety of related services including speech and language, occupational therapy, physical therapy, counseling, and behavior support. These programs and services are designed to increase the opportunity for students to receive robust special education services within the district. The inclusive nature of programs and services provide a collaboration to augment opportunities and enhance the support disabled children receive to maximize access to the general education setting.

The design of the new building will improve the District's ability to make curriculum accessible to all children, including those with disabilities. A new facility will provide specially designed spaces that are ADA compliant and employ several universally accessible architectural features to be accessed by students who most require these supports. Dedicated Special Education spaces will be positioned throughout the building and either embedded within or in proximity to grade level neighborhoods whenever possible to minimize travel distances and to keep students receiving services among their peers. The types of spaces include: specialized programming, support centers, pull out locations, calm zones and appropriate spaces for special education support staff. The intentional placement of these spaces and the provisions for universal features

will provide flexibility needed to meet the ever-changing needs of students and District's focus on inclusive practices.

Thank you for your consideration of this application.

Sincerely,



Joseph F. Baeta, Ed.D.
Superintendent of Schools



Mr. Jake Dore
Principal, South Elementary



Mr. Edward Clarke
Director of Special Education



Mrs. Kathleen Monahan
Principal, Wilkins Elementary





Schematic Design

4.1.1.02 Special Education Delivery Methodology

Special Education Delivery Methodology

The following Special Education Methodology letter describes the Stoughton Public Schools' current and proposed Special Education Program, including the dedicated spaces, staffing and specialized programs required to support the inclusion of students with disabilities in all aspects of school life, including the general education environment to the fullest extent possible.

Decisions regarding special education programming offered in the project remain unchanged since the PSR. All other narratives that follow are largely excerpts from the Preliminary Design Program and Preferred Schematic Report submissions.

Current Program

Description(s):

South Elementary

South Elementary School currently serves students in grades K through 5. The South School's methodology mirrors the District's as one of inclusion, to the greatest extent possible. We are committed to supplying our students with a rigorous education in an open, diverse, and supportive environment.

The current Special Education Department at the South consists of 3 full time special education teachers, .5 school psychologist, a full-time speech pathologist, a .5 occupational therapist, a .4 physical therapist, 1.5 school adjustment counselors and 4 paraprofessional staff. The department works collaboratively and effectively with all faculty and staff. The Special Education Department and staff deliver core academic curriculum and therapy support in compliance with

the student's IEPs. Special Education programming is designed to support special education student's academic success in the least restrictive setting. The special education staff provides consultation and support to regular education teachers throughout the year and all staff work collaboratively to ensure the success of all students. Special Education staff support students using content-based accommodations, modifications, and differentiated instruction. Assistive Technology/Instructional Technology supports are also available to students who require that level of support. There are currently 66 students receiving special education support in the South.

Richard L. Wilkins Elementary School

Richard L. Wilkins Elementary School is a K-5 elementary school that strives every day to uphold its mission. Wilkins Elementary School is a place where every student is achieving at his or her maximum potential in an engaging, inspiring, and inclusive learning environment; where parents, teachers and community members are partners in the learning process in order to foster the best in the whole child. Wilkins Elementary School is a place where students and staff are respectful and kind, and actively engaged in learning.

There are two full time special education teachers, a full-time guidance counselor, a full-time adjustment counselor, a full-time nurse, a full-time speech and language pathologist, and a full-time occupational therapist. Special Education programming is designed to support special education student's academic success in the least restrictive setting. The special education staff provides consultation and support to regular education teachers throughout the year, and all staff work collaboratively to ensure the success of all students. Special Education staff support students using content-based accommodations, modifications, and differentiated instruction. Assistive Technology/Instructional Technology supports are also available to students who require that level of support.

There are currently 79 students receiving special education support at Wilkins. With the proposed consolidation, the new building will house approximately 145 students who will require special education support.

Specifically describe all special education programs serving an age range of students that would be appropriate to the grade range of the subject school building. Include a description of all special education services provided in the subject school building or other school buildings within the school district that serve the same grade levels:

For a new K-5 elementary school, As described above, the primary special education delivery model is one of inclusion where students receive services in general education classrooms with varying needs of support based on their individual needs. Additionally, there are some students who require instruction in a separate setting.

Inclusion Programming (full/partial):

One hundred percent of our students on IEPs receive support in an inclusion model at varying levels. Students with mild to moderate disabilities receive their education within the general education classroom with special education support. Inclusive of all Special Education services are: Speech and Language Therapy, Occupational Therapy, Physical Therapy, Counseling, Social Skills Instruction, and Academic Support, as well as consultation from a BCBA (Board Certified Behavior Analyst), as needed.

Special Education services are provided as both push in (inclusion) support as well as pull out services as denoted in students' IEPs. These varying levels of support are necessary to provide students with FAPE (free and appropriate education) in their LRE (least restrictive environment). In cases where students needs require more in-depth services than can be provided in the general education classroom, students may receive an increased level of support in the classroom shared by the special educators in the building, as dictated by students' IEPs.

Specialized Programming

Language Based Special Education Program: This is an in-District program for students with language-based disabilities for which they require both inclusion and sub-separate support in core academic areas. This program currently houses 4 students and has the capacity to support as many as 15 students as it is currently structured. Referrals for the program are based on student diagnosis, academic review and staff observation and recommendations. These students need small group instruction and will be grouped based on age/grade level, as there are legal requirements for the age span between the oldest and youngest student in the group.

School Adjustment Counselor(s): The district employs school adjustment counselors whose primary focus is behavioral health. These counselors, while not primary caseload educators, meet regularly with students to provide individual counsel on skill development so that students can meet the social and behavioral expectations that will enable their success. The school counselors collaborate with general and special education staff as well as guidance and administration.

Describe any deficiencies in the existing program that may have been identified locally or through state review:

SPS has a growing Autism Spectrum Disorder (ASD) population requiring significant supports. In 2005 it was determined that the needs of these students justified the addition of one substantially separate classroom, and the Therapeutic Learning Center (TLC) was established. The next year an additional room was added. In 2022-2023, the program had grown to four classrooms, and for the 2023-2024 school year it has been determined that a fifth class will be added. With the addition of this fifth classroom, the decision was made by the District that the program be divided to account for the varying functionality within ASD. The higher functioning students will be in the Reaching Independence through Structured Education (RISE) with the lower functioning students remaining in the TLC. There will be another RISE classroom added in the 2024-2025 school year due to the increasing needs of the population.

Do the facilities and classrooms for eligible students maximize their inclusion into the life of the school?

No, the size and configuration of our current teaching spaces do not fully support our Special Education programs. Special Education Teachers and therapists frequently have to share work spaces. Currently pullout therapy and assessment sessions are held in whatever empty classrooms or office spaces that are available at any given time during the school day. There are times in which the lack of adequate space impacts the district's ability to complete evaluations when they are scheduled. The office spaces for special educators are scattered throughout the building and there is currently inadequate space available for confidential meetings, including Team meetings. Spaces for confidential one-to-one testing are also limited in our current facilities.

Existing Special Education Conditions at South Elementary

Existing Conference Room

Currently South has an inadequate conference room. The small conference room only holds 8 to 10 people and is not in an ideal location for confidentiality. As special education meetings require a high level of confidentiality, a larger, more confidential location is necessary to provide FERPA (Family Educational Rights and Privacy Act).

Existing Language-Based Program

The classroom has desks for students, breakout tables, alternative seating section and a smartboard spread out throughout a general classroom. This program would benefit from multiple, smaller classrooms to meet the varying needs of students instead of one large space retrofitted to fit current needs. There is no small space in any classroom for teachers to make private, student-oriented phone calls or for a private consultation to happen between staff members.

Existing Academic Support/Occupational Therapy

South School Academic Support Center teachers provide academic support for approximately 40 students on IEPs in grades kindergarten through five and will continue to have students added to their caseloads due to the eligibility determination of students with needs. Students who receive services through the academic support center are seen for inclusion in the general education classroom and in the Learning Center room for pull-out sessions. The current academic support center is one classroom that both the primary and intermediate special educators share. In addition, the Occupational Therapist shares the space with the special educators. There are sets of partitions and whiteboards up to create three distinct areas, however, this does not allow adequate privacy or a limitation to distractions. Each area has a table for group work. Both special educators have smart boards as well. There are often two to three groups at one time, spanning multiple grade levels, each with a different special educator, learning different content and at different levels. Though the group with the OT is typically 1-2 students. The room is located in Wing C past the cafeteria/offices/learning commons and gym, in the wing with Grades 4 & 5.

While convenient for the 4th and 5th Grades, K-3 has a longer walk which can impact time on learning. The academic support staff should have their own classrooms so that they can effectively provide their pullout services to the age level they work with without any added distractions. This will allow students to be provided with the academic, social, emotional and behavioral support with a low teacher to student ratio to provide effective interventions.

Existing Physical Therapy

We do not have a full-time Physical Therapist. In the event that a student needs physical therapy, a physical therapist from another school travels to South and provides services in the gym or the halls. The PT does not have the ability to use large equipment for students' sensory needs and does not have storage currently.

Existing Speech and Language

Speech and Language Therapy for all students is located in the corridor across from the gymnasium, next to the counseling office at the entrance to Wing C. The office is equipped with an external screen for the computer, large table and desk along with ample storage. The office does connect to a fourth-grade classroom which can be distracting. With increasing needs, the space for one speech therapist will need to be addressed with the potential need for additional staff.

Existing Counseling

The South has 1.5 school adjustment counselors with one staff member who is .5 adjustment counselor and .5 guidance counselor. They share an office space next to the speech therapist and the room similarly has a movable screen to work with small groups, a table for small groups and a desk. The room has some storage, but is quite small. If the positions are split into full time guidance and adjustment as has been the case at other elementary schools in the district only one will have an office space. There is no room for two counselors in this space. The School Counselor who provides 1:1 counseling, small social skills groups, testing, and consulting on a daily basis.

2. Do all eligible students have access to school facilities including, but not limited to, those areas necessary to implement the student's IEP?

Yes, students with disabilities have equal access to all school settings.

Proposed Program:

Vision for Special Education Suite

The Special Education Suite would be located to allow easy access to parents and outside agencies that are attending a meeting. Located within the suite there would be a conference room to hold IEP Team meetings, child study meetings and other meetings happening concurrently. There will also be an office and a waiting area for families/caregivers. Adjacent to this space are

counseling offices (2) and an occupational therapist office (1). There will also be space to store special education materials and confidential student files.

Vision for the New Learning Center Academic Support Spaces

Within the grade level neighborhoods would be Self-Contained Special Education rooms; either smaller self-contained spaces or shared spaces between the neighborhood classrooms. Special educators would have an office within the neighborhood that connects to the special education spaces. Each special educator should have his/her own office/ workstation space with room for a desk, locked filing cabinets, storage for materials and large enough to accommodate 1:1 testing. This office space should ideally be located within grade-level communities in order to minimize transitions and provide the least restrictive environment for students. It would also allow staff to easily access consultation from their grade level colleagues, as many situations pertaining to students happen throughout the day. As many neighborhoods as possible should contain additional pullout spaces for students to receive individual and small group support by special education staff.

Vision for the New Language Based Special Education Classroom(s)

The new Language Based Special Education spaces should include three program spaces spread across the grade-level neighborhoods. There is the need for one K-2, and then two 3-5 spaces within the program to keep a small student to teacher ratio. Built-in cabinets that can be locked and flexible seating options are necessary to minimize materials in open shelving. **These classrooms will be equipped with toileting rooms with changing stations to accommodate the various needs of all learners, thus ensuring that all students have full access to all educational programming.** The target enrollment for each room is no greater than 10, ideally 8 students. These classrooms should be organized in a way to create the feel of a small learning environment.

Vision for the New RISE Classrooms

The new Reaching Independence through Structured Education (RISE) classrooms must have space to accommodate the learning needs of the students within the program. The physical environments need to be large enough to accommodate individual learning stations and work areas. At any given time, multiple service providers may be working with individual students within these programs and space considerations must be given to the needs of each student and their providers. Each of these classrooms must also include space for a calming area. Misunderstandings, over-stimulation, or communication breakdowns can easily lead to frustration and even a behavioral 'meltdown'. These areas must be free from distraction with enough privacy for students to work through their frustrations away from their peers so as to not negatively impact other students. Additional considerations, such as students' sensory challenges must be addressed in any instructional space, as well. Minimization of sensory stimuli is extremely important. Attention needs to be given to lighting (ability to lower lighting), windows (proximity to student workstations), floor coverings (carpets to reduce noise levels) and ceilings (noise-reducing tiles) in order to create an effective learning space.

Vision for the New Occupational Therapy Space

Adjacent to the special education suite, located on the upper floor in the hub of the school, there will be an office that can accommodate small groups for two Occupational Therapists. The suite is located centrally in the school so all neighborhoods have easy access to this area. This space should accommodate two desks and a table for student support.

Vision for the New Physical Therapy & Adaptive PE Spaces

Adaptive Physical Therapy (PT) classroom will be located adjacent to the gymnasium for convenience for adaptive physical education. This space will house a desk for the Physical Therapist and should be able to house suspended equipment (i.e. sensory swing) with enough space around it that the apparatus cannot come in contact with the walls. As there are often large pieces of equipment, the space should have adequate storage. A sink is necessary for handwashing and clean-up after messy projects. This office could be permanent location for the district elementary PT.

Vision for the New Speech and Language Space

Within the building, two spaces should be provided for Speech and Language Services due to current enrollment and needs. The caseload of Language-Based, speech only IEPs and special education students with speech services would be divided amongst these service providers. The office space should be large enough for a desk, locked filing cabinets, storage for testing and teaching materials and a table that can seat up to six children.

Vision for the New Counselor/Social Emotional Learning Space

There should be four dedicated counseling offices (two adjustment counselor offices and two guidance counselor offices) in the school. At least two of the offices should be adjacent to the Special Education suite, and two distributed in the classroom neighborhoods. The offices should be large enough to accommodate a desk, locked filing cabinets, storage for testing and teaching materials and a table that can seat up to four children. There is also a need for several settings, including pullout spaces and small group rooms, within the school for small group and individualized instruction to be located in close proximity to general education classrooms, which will allow for greater inclusion of students with disabilities. These spaces should be flexible and include students in the academic support center, as well as intervention groups within grade levels.

Vision for Calm Rooms/De-Escalation Spaces

Additionally, there should be three sensory rooms, or “Calm” rooms; one in the lower, or primary school, and one in the upper, or intermediate school. Each of these spaces should contain flexible furniture appropriate for social emotional learning and for students to have a safe space for de-escalation to occur.

The district is planning to establish sensory room(s) consisting of multiple tools and furnishings to allow students an opportunity to reduce stress, expel energy, receive sensory input/output, and learn to advocate for a break when feeling as if they are reaching a point of frustration or dysregulation. The spaces will be accessible by all students with proper support and supervision.

Additional Building Needs:

Team Meeting Spaces: The Special Education Department requires access to a large conference room.

Typical team meetings include 8 to 10 people. Larger teams will require scheduling the larger conference room in the Administration area. At times IEP meetings can last two hours. This needs to be considered when determining space and furniture needs. The new facility should have a dedicated Special Education Office space for small team meetings, the Director's office, an adjacent Conference Room, workstations for paraprofessionals and Specialists, file storage, and a small Huddle Room.

Identify any program/ service needs that the District hopes to address in the proposed project.

As previously noted, the district is proposing to place a new substantially separate (RISE) program in the new elementary school.

Provide the date of the last Tiered Focused Monitoring Review and list any issues and/ or problems identified in that review:

The District completed a Tiered Focused Monitoring Review in the spring of 2023. The District was issued a corrective action plan to complete for Special Education in several areas including timeline and paperwork compliance and preschool initial evaluations. As of December 15, 2023, the district is making progress towards returning to a compliance status, as indicated on the first DESE required progress report.

Describe alternative education programs that the District currently provides or participates in, and whether the programs will continue or be supported in the proposed project:

The Stoughton Public Schools has several alternative education programs located within the district. These programs are located at other schools and will not be impacted by the proposed project.

Describe if and how the District delivers Pre-K or Early Childhood Special Education Programs, the location of these Services, how or if these services are offered to non-special education eligible students, how they are accessed, and whether these services are or will be accommodated in the proposed project:

The Stoughton Public Schools have an Integrated Preschool located at the Jones School at 137 Walnut St. The district's program offers full and ½ classes to both eligible and non-eligible students. These services will not be accommodated in the proposed project.

End of Special Education Methodology - Stoughton Public Schools



STOUGHTON, MASSACHUSETTS

Date: 10.21.2025 **Design Development Submittal**

[illegible]

South Elementary School

515 Enrollment

PROPOSED PROGRAM								
EXISTING TO REMAIN / RENOVATED			NEW CONSTRUCTION			TOTAL		
ROOM NFA ¹	# OF ROOMS	AREA TOTALS	ROOM NFA ¹	# OF ROOMS	AREA TOTALS	ROOM NFA ¹	# OF ROOMS	AREA TOTALS
		0	900	1	900	900	1	900
		0	900	1	900	900	1	900
		0	910	1	910	910	1	910
		0	1,135	1	1,135	1,135	1	1,135
		0	65	1	65	65	1	65
		0	900	1	900	900	1	900
		0	910	1	910	910	1	910
		0	910	1	910	910	1	910
0			10,610			10,610		
		0	955	1	955	955	1	955
		0	905	1	905	905	1	905
		0	905	1	905	905	1	905
		0	90	1	90	90	1	90
		0	90	1	90	90	1	90
		0	90	1	90	90	1	90
		0	425	1	425	425	1	425
		0	425	1	425	425	1	425
		0	425	1	425	425	1	425
		0	455	1	455	455	1	455
		0	900	1	900	900	1	900
		0	920	1	920	920	1	920
		0	900	1	900	900	1	900
		0	75	1	75	75	1	75
		0	105	1	105	105	1	105
		0	115	1	115	115	1	115
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		0	420	1	420	420	1	420
		0	200	1	200	200	1	200
			200	1	200	200	1	200
		0	150	1	150	150	1	150
		0	215	1	215	215	1	215
		0	265	1	265	265	1	265
		0			0	0	0	0
		0			0	0	0	

[illegible]

Proposed Space Summary - Elementary School

STOUGHTON, MASSACHUSETTS

South Elementary School
515 Enrollment

STOUGHTON PUBLIC SCHOOLS SOUTH ELEMENTARY SCHOOL		EXISTING CONDITIONS		
ROOM TYPE	ROOM NFA ¹	# OF ROOMS	AREA TOTALS	
ART & MUSIC	0			
Art Classroom (25 seats)		0	0	
Art Workroom with Storage and Kiln		0	0	
Music Classroom / Large Group (25-50 seats)		0	0	
Music Practice / Ensemble		0	0	
HEALTH & PHYSICAL EDUCATION	2,955			
Gymnasium	2,725	1	2,725	
Gym Storeroom	230	1	230	
Health Instructor's Office with Shower and Toilet		0	0	
MEDIA CENTER	760			
Media Center / Reading Room Learning Commons	760	1	760	
			0	
DINING & FOOD SERVICE	5,232			
Cafeteria / Dining	2,388	1	2,388	
Stage & Storage	584	1	584	
Chair / Table / Equipment Storage	50	1	50	
Kitchen	860	1	860	
Staff Lunch Room (with Teacher Work Room)	450	1	450	
Staff Lunch Room (with Teacher Work Room)	450	1	450	
Staff Lunch Room (with Teacher Work Room)	450	1	450	
MEDICAL	250			
Medical Suite Toilet		0	0	
Waiting Room	250	1	250	
Nurses Office		0	0	
Examination Room			0	
Resting Area 3 beds			0	
Quarantine Room			0	
ADMINISTRATION & GUIDANCE	1,550			
General Office / Waiting Room with Toilet; incl Coat Closet		0	0	
Copy Mail & Time Room	262	1	262	
Records Room	262	1	262	
Principal's Office with Conference Area	150	1	150	
Principal's Secretary / Waiting	260	1	260	
Assistant Principal's Office		0	0	
Supervisory / Spare Office		0	0	
Conference Room		0	0	
Guidance Office	308	1	308	
Guidance Office	308	1	308	
Guidance Storeroom		0	0	
Teachers' Work Room		0	0	
Teachers' Work Room		0	0	
Teachers' Work Room		0	0	
CUSTODIAL & MAINTENANCE	3,062			
Custodian's Office	62	1	62	
Custodian's Workshop & Toilet	770	1	770	
Custodian's Storage				
Custodian's Storage	500	2	1,000	
Custodian's Storage	500	2	1,000	

PROPOSED PROGRAM								
EXISTING TO REMAIN / RENOVATED			NEW CONSTRUCTION			TOTAL		
ROOM NFA ¹	# OF ROOMS	AREA TOTALS	ROOM NFA ¹	# OF ROOMS	AREA TOTALS	ROOM NFA ¹	# OF ROOMS	AREA TOTALS
0			2,480			2,480		
		0	960	1	960	960	1	960
		0	190	1	190	190	1	190
		0	1,180	1	1,180	1,180	1	1,180
		0	150	1	150	150	1	150
0			6,860			6,860		
		0	6,530	1	6,530	6,530	1	6,530
		0	130	1	130	130	1	130
		0	200	1	200	200	1	200
0			2,988			2,988		
		0	2,988	1	2,988	2,988	1	2,988
		0						
0			6,925			6,925		
		0	3,795	1	3,795	3,795	1	3,795
		0	780	1	780	780	1	780
		0	150	1	150	150	1	150
		0	1,890	1	1,890	1,890	1	1,890
		0	100	1	100	100	1	100
		0	105	1	105	105	1	105
		0	105	1	105	105	1	105
0			690			690		
		0	55	1	55	55	1	55
		0	140	1	140	140	1	140
		0	160	1	160	160	1	160
		0	140	1	140	140	1	140
		0	195	1	195	195	1	195
		0	80	0	0	80	0	0
0			3,125			3,125		
		0	420	1	420	420	1	420
		0	180	1	180	180	1	180
		0	140	1	140	140	1	140
		0	245	1	245	245	1	245
		0	125	1	125	125	1	125
		0	220	1	220	220	1	220
		0	120	1	120	120	1	120
		0	275	1	275	275	1	275
		0	200	1	200	200	1	200
		0	220	1	220	220	1	220
		0	120	1	120	120	1	120
		0	310	1	310	310	1	310
		0	275	1	275	275	1	275
		0	275	1	275	275	1	275
0			1,670			1,670		
		0	155	1	155	155	1	155
		0	395	1	395	395	1	395
			20	1	20	20	1	20
		0	80	1	80	80	1	80
		0	80	1	80	80	1	80

VARIATION TO MSBA GUIDELINES		
ROOM NFA ¹	# OF ROOMS	AREA TOTALS
-95		
-40	0	-40
40	0	40
-20	0	-20
75	-2	-75
560		
530	0	530
-20	0	-20
50	0	50
0		
0	0	0
-353		
-68	0	-68
-220	0	-220
-222	0	-222
75	0	75
-129	0	-129
105	1	105
105	1	105
80		
-5	0	-5
-110	0	-110
60	-2	-140
140	1	140
195	1	195
80	0	0
245		
13	0	13
30	0	30
30	0	30
-130	0	-130
0	0	0
100	1	220
0	0	0
25	0	25
50	-1	-100
220	1	220
85	0	85
-98	0	-98
-25	0	-25
-25	0	-25
-820		
5	0	5
20	0	20
20	1	20
-295	0	-295
-295	0	-295

MSBA GUIDELINES (DO NOT MODIFY) (Refer to Educational Facility Planning for additional information)			
ROOM NFA ¹	# OF ROOMS	AREA TOTALS	COMMENTS
2,575			
1,000	1	1,000	Assumed schedule: 2 times per week per student
150	1	150	
1,200	1	1,200	Assumed schedule: 2 times per week per student
75	3	225	
6,300			Excess Physical Education Spaces Policy
6,000	1	6,000	
150	1	150	
150	1	150	
2,988			
2,988	1	2,988	
7,278			
3,863	1	3,863	Based on 2 lunch seatings - 15 NSF per seat
1,000	1	1,000	
372	1	372	
1,815	1	1,815	1,600 NSF for first 300 students + 1 NSF per additional student
229	1	229	20 NSF per student
			20 NSF per student
			20 NSF per student
610			
60	1	60	
250	1	250	
100	3	300	
2,880			
408	1	408	
150	1	150	
110	1	110	
375	1	375	
125	1	125	
120	0	-	
120	1	120	
250	1	250	
150	2	300	
35	1	35	
408	1	408	
300	1	300	
300	1	300	
2,490			
150	1	150	
375	1	375	
375	1	375	
375	1	375	

Date: 10.21.2025 Design Development Submittal

Proposed Space Summary - Elementary School

STOUGHTON, MASSACHUSETTS

South Elementary School
515 Enrollment

STOUGHTON PUBLIC SCHOOLS SOUTH ELEMENTARY SCHOOL		EXISTING CONDITIONS		
ROOM TYPE	ROOM NFA ¹	# OF ROOMS	AREA TOTALS	
Receiving/ Recycling Room / Trash		0	0	
Receiving and General Supply Storage		0	0	
Storeroom	230	1	230	
Network / Telecom Room MDF			0	
OTHER				0
(List rooms separately below)				
Pre-Kindergarten Classroom with Toilet (if applicable)			0	
Total Building Net Floor Area (NFA)			34,039	
Proposed Student Capacity / Enrollment				
NON-PROGRAMMED SPACES				
Other Occupied Rooms (List rooms separately below)				
Unoccupied MEP / FP Spaces				
Unoccupied Closets, Supply Rooms, and Storage Rooms				
Toilet Rooms				
Mother's Room			0	
Circulation (corridors, stairs, ramps and elevators)				
Remaining ³				
Total Building Gross Floor Area (GFA) ²			40,000	
Grossing Factor (GFA / NFA)			1.18	

PROPOSED PROGRAM								
EXISTING TO REMAIN / RENOVATED			NEW CONSTRUCTION			TOTAL		
ROOM NFA ¹	# OF ROOMS	AREA TOTALS	ROOM NFA ¹	# OF ROOMS	AREA TOTALS	ROOM NFA ¹	# OF ROOMS	AREA TOTALS
		0	340	1	340	340	1	340
		0	140	1	140	140	1	140
		0	190	1	190	190	1	190
		0	270	1	270	270	1	270
0			0			0		
		0			0	0	0	0
		0			68,568			68,568
% of GFA 0			% of GFA 33,023			% of GFA 33,023		
-	#DIV/0!		-	1.6%	1,575	-	1.6%	1,575
-	#DIV/0!		-	0.3%	355	-	0.3%	355
-	#DIV/0!		-	8.8%	2,740	-	2.7%	2,740
		0	50	1	50	50	1	50
-	#DIV/0!		-	19.1%	19,395	-	19.1%	19,395
-	#DIV/0!	0	-	8.8%	8,908	-	8.8%	8,908
		0			101,590			101,590
		#DIV/0!			1.48			1.48

VARIATION TO MSBA GUIDELINES		
ROOM NFA ¹	# OF ROOMS	AREA TOTALS
-60	0	-60
-132	0	-132
-153	0	-153
70	0	70
0		
-1,200	0	0
		12,157
50	1	50
		21,808
		0.07

MSBA GUIDELINES (DO NOT MODIFY) (Refer to Educational Facility Planning for additional information)			
ROOM NFA ¹	# OF ROOMS	AREA TOTALS	COMMENTS
400	1	400	
272	1	272	
343	1	343	
200	1	200	
0			
1,200	0	-	1,100 NSF (minimum size) - 1,300 NSF (maximum size)
		56,410	Total Building Net Floor Area (NFA)
# of Grades	6	515	Total Enrollment (Enter Design Enrollment)
K	1	86	Kindergarten Enrollment
Grade 1	1	172	Lower Elementary School Enrollment (Grades 1-2)
Grade 2	1	258	Upper Elementary School Enrollment (Grades 3-6)
Grade 3	1		
Grade 4	1		
Grade 5	1		
Grade 6	0		
			Complete this category with Schematic Design Submittal
		79,782	Total Building Gross Floor Area (GFA) ²
		1.41	Grossing Factor (GFA / NFA)

¹ Individual Room Net Floor Area (NFA)

Includes the net square footage measured from the inside face of the perimeter walls and includes all specific spaces assigned to a particular program area including such spaces as non-communal toilets and storage rooms.

² Total Building Gross Floor Area (GFA)

Includes the entire building gross square footage measured from the outside face of exterior walls.

³ Remaining

Includes exterior walls, interior partitions, chases, and other areas not listed above. Do not calculate this area, it is assumed to equal the difference between the Total Building Gross Floor Area and area not accounted for above.

Architect Certification

I hereby certify that all of the information provided in this "Proposed Space Summary" is true, complete and accurate and, except as agreed to in writing by the Massachusetts School Building Authority, in accordance with the guidelines, rules, regulations and policies of the Massachusetts School Building Authority to the best of my knowledge and belief. A true statement, made under the penalties of perjury.

Name of Architecture Firm: Drummey Rosane Anderson, Inc.

Name of Principal Architect: Carl Franceschi

Signature of Principal Architect:

Date: 22.Oct.2025



MSBA Guidelines Space	MSBA Guidelines SF	Room	Proposed Name	Floor Plan Designation (A-Z)	SD Proposed SF	DD Proposed SF	CHANGE	Proposed Space Description and Reasoning for Adjacencies
Floor 1								
Self-Contained Sped	950	Language Based Special Education	A	985	955	-30		One of (3) Substantially Separate classrooms - Evenly distributed throughout building to serve all grade levels. The new Language Based Special Education spaces should include three program spaces spread across the grade-level neighborhoods. There is the need for one K-2, and then two 3-5 spaces within the program to keep a small student to teacher ratio. Built-in cabinets that can be locked and flexible seating options are necessary to minimize materials in open shelving. These classrooms will be equipped with toileting rooms with changing stations to accommodate the various needs of all learners, thus ensuring that all students have full access to all educational programming. The target enrollment for each room is no greater than 10, ideally 8 students. These classrooms should be organized in a way to create the feel of a small learning environment. CHANGES IN SQUARE FOOTAGE ARE RELATED TO UPGRADING ACCESSIBILITY OF THE TOILET ROOMS TO ACCOMMODATE ALL STUDENTS
Self-Contained Sped - Toilet	60	Toilet	B	60	90	30		Dedicated Toilet Room adjacent to Self-Contained Special Education Classroom. Rooms shall be fully ADA accessible to accommodate student needs. CHANGES IN SQUARE FOOTAGE ARE RELATED TO UPGRADING ACCESSIBILITY OF THE TOILET ROOMS TO ACCOMMODATE ALL STUDENTS
Resource Room	500	Resource Room	C	425	425	0		One of (3) rooms evenly distributed throughout building to serve all grade levels. Special educators would have an office/ workstation within the classroom neighborhood that connects to the special education spaces. Each special educator should have his/her own work space with room for a desk, locked filing cabinets, storage for materials and large enough to accommodate 1:1 testing. This office space should ideally be located within grade-level communities in order to minimize transitions and provide the least restrictive environment for students. It would also allow staff to easily access consultation from their grade-level colleagues, as many situations pertaining to students happen throughout the day.
* Unique to District	Select SF	Speech & Language	D	220	220	0		One of (3) spaces evenly distributed throughout building to serve all grade levels. The office space should be large enough for a desk, locked filing cabinets, storage for testing and teaching materials and a table that can seat up to six children.
* Unique to District	Select SF	Pullout Space	E	105	105	0		One of (6) Spaces evenly distributed throughout building to serve all grade levels; there is one Pullout Space in each classroom wing to serve that classroom neighborhood with individual and small group support by the special education staff.
* Unique to District	Select SF	Pullout Space	F	75	75	0		One of (6) Spaces evenly distributed throughout building to serve all grade levels; there is one Pullout Space in each classroom wing to serve that classroom neighborhood with individual and small group support by the special education staff.
* Unique to District	Select SF	Calm Room	G	110	110	0		One of (3) total Calming/Decalation Rooms - Distributed to serve upper and lower elementary students. One is located on each floor level in close proximity to the general ed classrooms. The district is planning to equip these sensory room(s) with multiple tools and furnishings to allow students an opportunity to reduce stress, expel energy, receive sensory input/output, and learn to advocate for a break when feeling as if they are reaching a point of frustration or dysregulation. The spaces may be accessible to all students with proper support and supervision.
* Unique to District	Select SF	RISE 1 Classroom	H	900	900	0		One of (3) total self-contained Special Education RISE classrooms - Evenly distributed throughout building to serve all grade levels. One is located on each floor level. The new RISE classroom(s) must have space to accommodate the various learning needs of the students within the program. The physical environments need to be large enough to accommodate individual learning stations and work areas. At any given time, multiple service providers may be working with individual students within these programs and space considerations must be given to the needs of each student and their providers. Each of these classrooms must also include space for a calming area. Misunderstandings, over-stimulation, or communication breakdowns can easily lead to frustration and even a behavioral "meltdown". These areas must be free from distraction with enough privacy for students to work through their frustrations away from their peers so as to not negatively impact other students. Additional considerations, such as students' sensory challenges must be addressed in any instructional space, as well. Minimization of sensory stimuli is extremely important. Attention needs to be given to lighting (ability to lower lighting), windows (proximity to student work stations), floor coverings (carpets to reduce noise levels) and ceilings (noise-reducing tiles) in order to create an effective learning space.
* Unique to District	Select SF	Physical Therapy	I	420	420	0		Located adjacent to Gym Space to provide an alternative/ adaptive PE program. This space will house a desk for the Physical Therapist and should be able to house suspended equipment (i.e. sensory swing) with enough space around it that the apparatus cannot come in contact with the walls. As there are often large pieces of equipment, the space should have adequate storage. A sink is necessary for handwashing and clean-up after messy projects. This office could become the permanent location for the district elementary PT program.
* Unique to District	Select SF	Adjustment Counselor Office	J	150	150	0		One of two Offices distributed within the school to serve Upper and Lower Elementary students. The school adjustment counselor's primary focus is behavioral health. These counselors meet regularly with students to provide individual counsel on skill development so that students can meet the social and behavioral expectations that will enable their success. The office can accommodate a desk and a table for small group support (four students). The office should also have storage for special education supplies, space for locked files, etc.

Department Legend

- CIRCULATION
- SPECIAL EDUCATION



1 DESE PLAN - LEVEL 1
1/16" = 1'-0"

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Drumme Rosane Anderson, Inc.
280 Charles Street
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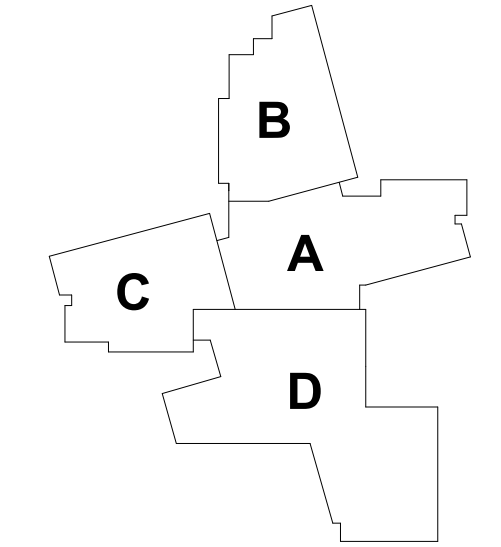
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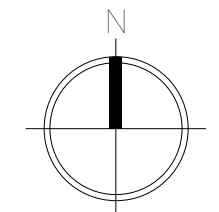
STOUGHTON,
MASSACHUSETTS

DESIGN DEVELOPMENT
SUBMISSION

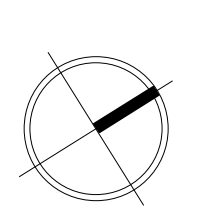
11/3/2025



KEY PLAN



PROJECT NORTH



MAGNETIC NORTH

DESE PLAN -
OVERALL LEVEL
1

Scale: 1/16" = 1'-0"
Project: 22118.00
Author:
Date: 11/3/2025

D1-0-1

MSBA Guidelines Space	MSBA Guidelines SF	Proposed Room	Proposed Name	Floor Plan Designation (A-Z)	SD Proposed SF	DD Proposed SF	CHANGE	Proposed Space Description and Reasoning for Adjacencies
Floor 2								
Self-Contained Sped	950	Language Based Special Education	K	935	905	-30		One of (3) Substantially Separate classrooms - Evenly distributed throughout building to serve all grade levels. The new Language Based Special Education spaces should include three program spaces spread across the grade-level neighborhoods. There is the need for one K-2, and then two 3-5 spaces within the program to keep a small student to teacher ratio. Built-in cabinets that can be locked and flexible seating options are necessary to minimize materials in open shelving. These classrooms will be equipped with toileting rooms with changing stations to accommodate the various needs of all learners, thus ensuring that all students have full access to all educational programming. The target enrollment for each room is no greater than 10, ideally 8 students. These classrooms should be organized in a way to create the feel of a small learning environment. CHANGES IN SQUARE FOOTAGE ARE RELATED TO UPGRADING ACCESSIBILITY OF THE TOILET ROOMS TO ACCOMMODATE ALL STUDENTS
Self-Contained Sped - Toilet	60	Toilet	L	60	90	30		Dedicated Toilet Room adjacent to Self-Contained Special Education Classroom. Rooms shall be fully ADA accessible to accommodate student needs. CHANGES IN SQUARE FOOTAGE ARE RELATED TO UPGRADING ACCESSIBILITY OF THE TOILET ROOMS TO ACCOMMODATE ALL STUDENTS
Resource Room	500	Resource Room	M	425	425	0		One of (3) rooms evenly distributed throughout building to serve all grade levels. Special educators would have an office/ workstation within the classroom neighborhood that connects to the special education spaces. Each special educator should have his/her own work space with room for a desk, locked filing cabinets, storage for materials and large enough to accommodate 1:1 testing. This office space should ideally be located within grade-level communities in order to minimize transitions and provide the least restrictive environment for students. It would also allow staff to easily access consultation from their grade level colleagues, as many situations pertaining to students happen throughout the day.
Small Group Room/ Reading	500	Small Group Room/ Reading	N	455	455	0		Centrally located within the building to serve all grade levels. This shared pullout space provides space for testing and small group instruction for up to six special education students. It may also provide additional workspace for the Special Education staff with desk, locked filing cabinets, and storage for materials.
*Unique to District	Select SF	Pullout Space	O	115	115	0		One of (6) Spaces evenly distributed throughout building to serve all grade levels; there is one Pullout Space in each classroom wing to serve that classroom neighborhood with individual and small group support by the special education staff.
*Unique to District	Select SF	Pullout Space	P	105	105	0		One of (6) Spaces evenly distributed throughout building to serve all grade levels; there is one Pullout Space in each classroom wing to serve that classroom neighborhood with individual and small group support by the special education staff.
*Unique to District	Select SF	Calm Room	Q	110	110	0		One of (3) total Calming/Decalation Rooms - Distributed to serve upper and lower elementary students. One is located on each floor level in close proximity to the general ed classrooms. The district is planning to equip these sensory room(s) with multiple tools and furnishings to allow students an opportunity to reduce stress, expel energy, receive sensory input/output, and learn to advocate for a break when feeling as if they are reaching a point of frustration or dysregulation. The spaces may be accessible to all students with proper support and supervision.
*Unique to District	Select SF	RISE 2 Classroom	R	920	920	0		One of (3) total self-contained Special Education RISE classrooms - Evenly distributed throughout building to serve all grade levels. One is located on each floor level. The new RISE classroom(s) must have space to accommodate the various learning needs of the students within the program. The physical environments need to be large enough to accommodate individual learning stations and work areas. At any given time, multiple service providers may be working with individual students within these programs and space considerations must be given to the needs of each student and their providers. Each of these classrooms must also include space for a calming area. Misunderstandings, over-stimulation, or communication breakdowns can easily lead to frustration and even a behavioral "meltdown". These areas must be free from distraction with enough privacy for students to work through their frustrations away from their peers so as to not negatively impact other students. Additional considerations, such as students' sensory challenges must be addressed in any instructional space, as well. Minimization of sensory stimuli is extremely important. Attention needs to be given to lighting (ability to lower lighting), windows (proximity to student work stations), floor coverings (carpets to reduce noise levels) and ceilings (noise-reducing tiles) in order to create an effective learning space.



Department Legend

- CIRCULATION
- SPECIAL EDUCATION

1 DESE PLAN - OVERALL LEVEL 2
1/16" = 1'-0"

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STOUGHTON,
MASSACHUSETTS

DESIGN DEVELOPMENT
SUBMISSION

11/3/2025

B
A
C
D

KEY PLAN

N

PROJECT NORTH

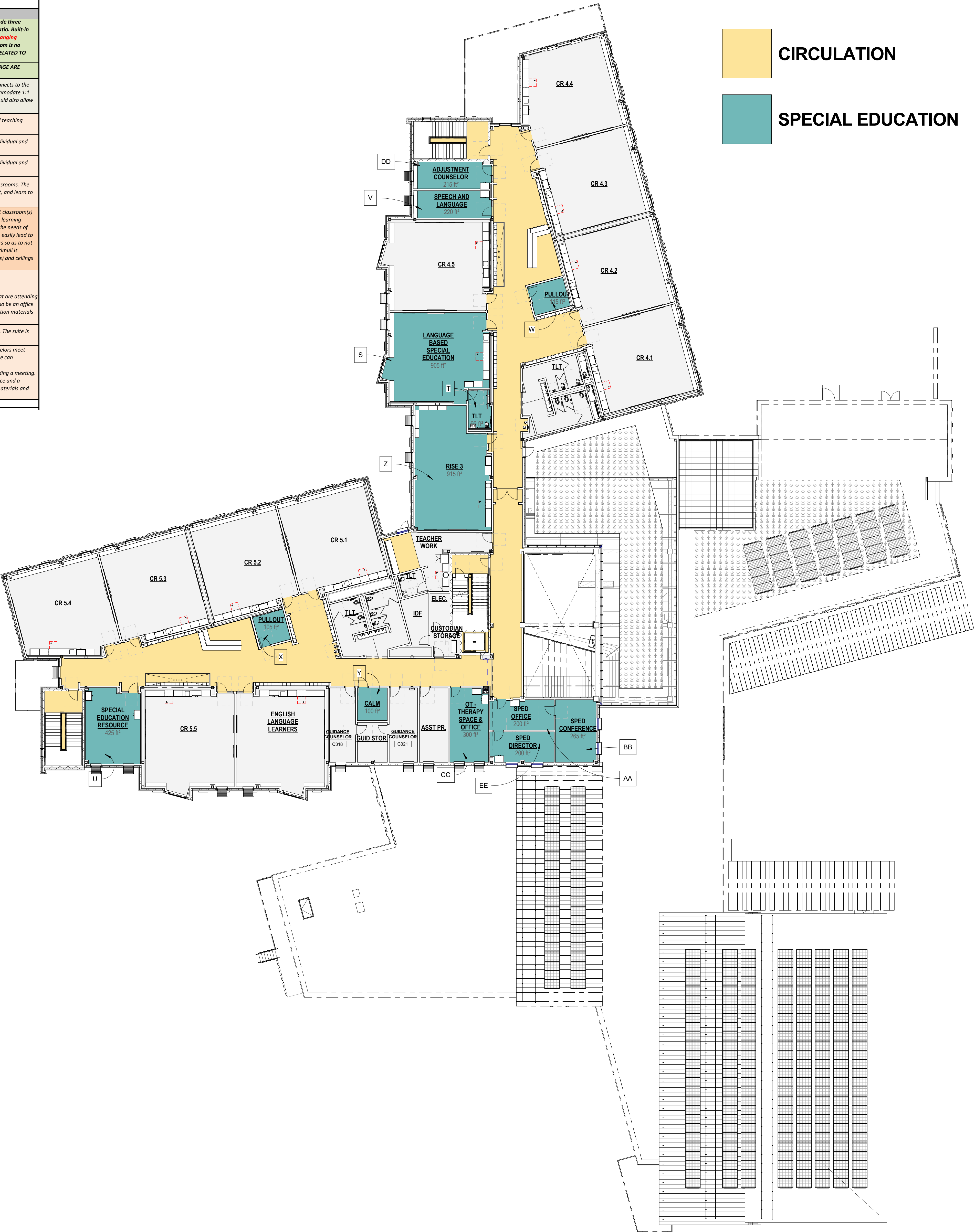
MAGNETIC NORTH

DESE PLAN -
OVERALL LEVEL
2

Scale: 1/16" = 1'-0"
Project: 22118.00
Author:
Date: 11/3/2025

D1-0-2

MSBA Guidelines Space	MSBA Guidelines SF	Proposed Room	Proposed Name	Floor Plan Designation (A-Z)	SD Proposed SF	DD Proposed SF	CHANGE	Proposed Space Description and Reasoning for Adjacencies
Floor 3								
Self-Contained Sped	950	Language Based Special Education	S	935	905	-30		One of (3) Substantially Separate classrooms - Evenly distributed throughout building to serve all grade levels. The new Language Based Special Education spaces should include three program spaces spread across the grade-level neighborhoods. There is the need for one K-2, and then two 3-5 spaces within the program to keep a small student to teacher ratio. Built-in cabinets that can be locked and flexible seating options are necessary to minimize materials in open shelving. These classrooms will be equipped with toileting rooms with changing stations to accommodate the various needs of all learners, thus ensuring that all students have full access to all educational programming. The target enrollment for each room is no greater than 10, ideally 8 students. These classrooms should be organized in a way to create the feel of a small learning environment. CHANGES IN SQUARE FOOTAGE ARE RELATED TO UPGRADING ACCESSIBILITY OF THE TOILET ROOMS TO ACCOMMODATE ALL STUDENTS.
Self-Contained Sped - Toilet	60	Toilet	T	60	90	30		Dedicated Toilet Room adjacent to Self-Contained Special Education Classroom. Rooms shall be fully ADA accessible to accommodate student needs. CHANGES IN SQUARE FOOTAGE ARE RELATED TO UPGRADING ACCESSIBILITY OF THE TOILET ROOMS TO ACCOMMODATE ALL STUDENTS.
Resource Room	500	Resource Room	U	425	425	0		One of (3) rooms evenly distributed throughout building to serve all grade levels. Special educators would have an office/ workstation within the classroom neighborhood that connects to the special education spaces. Each special educator should have his/her own work space with room for a desk, locked filing cabinets, storage for materials and large enough to accommodate 1:1 testing. This office space should ideally be located within grade-level communities in order to minimize transitions and provide the least restrictive environment for students. It would also allow staff to easily access consultation from their grade level colleagues, as many situations pertaining to students happen throughout the day.
*Unique to District	Select SF	Speech & Language	V	220	220	0		One of (2) spaces evenly distributed throughout building to serve all grade levels. The office space should be large enough for a desk, locked filing cabinets, storage for testing and teaching materials and a table that can seat up to six children.
*Unique to District	Select SF	Pullout Space	W	110	110	0		One of (6) Spaces evenly distributed throughout building to serve all grade levels; there is one Pullout Space in each classroom wing to serve that classroom neighborhood with individual and small group support by the special education staff.
*Unique to District	Select SF	Pullout Space	X	105	105	0		One of (6) Spaces evenly distributed throughout building to serve all grade levels; there is one Pullout Space in each classroom wing to serve that classroom neighborhood with individual and small group support by the special education staff.
*Unique to District	Select SF	Calm Room	Y	100	100	0		One of (3) total Calming/Decomotion Rooms - Distributed to serve upper and lower elementary students. One is located on each floor level in close proximity to the general ed classrooms. The district is planning to equip these sensory room(s) with multiple tools and furnishings to allow students an opportunity to reduce stress, expend energy, receive sensory input/output, and learn to advocate for a break when feeling as if they are reaching a point of frustration or dysregulation. The spaces may be accessible to all students with proper support and supervision.
*Unique to District	Select SF	RISE 3 Classroom	Z	900	900	0		One of (3) total self-contained Special Education RISE classrooms - Evenly distributed throughout building to serve all grade levels. One is located on each floor level. The new RISE classroom(s) must have space to accommodate the various learning needs of the students within the program. The physical environments need to be large enough to accommodate individual learning stations and work areas. At any given time, multiple service providers may be working with individual students within these programs and space considerations must be given to the needs of each student and their providers. Each of these classrooms must also include space for a calming area. Misunderstandings, over-stimulation, or communication breakdowns can easily lead to frustration and even a behavioral "meltdown". These areas must be free from distraction with enough privacy for students to work through their frustrations away from their peers so as to not negatively impact other students. Additional considerations, such as students' sensory challenges must be addressed in any instructional space, as well. Minimization of sensory stimuli is extremely important. Attention needs to be given to lighting (ability to lower lighting), windows (proximity to student work stations), floor coverings (carpets to reduce noise levels) and ceilings (noise-reducing tiles) in order to create an effective learning space.
*Unique to District	Select SF	SpEd Director Office	AA	200	200	0		Office within the Special Education suite for the Special Education Director with small conference table.
*Unique to District	Select SF	SPED Conference Room	BB	265	265	0		Adjacent to SPED Office/Conference Area - centrally located within building. The Special Education Suite would be located to allow easy access to parents and outside agencies that are attending a meeting. Located within the suite there would be a conference room to hold IEP Team meetings, child study meetings and other meetings happening concurrently. There will also be an office and a waiting area for families/caregivers. Adjacent to this space are counseling offices (2) and an occupational therapist office (1). There will also be space to store special education materials and confidential student files.
*Unique to District	Select SF	OT - Therapy Space & Office	CC	300	300	0		Within the special education suite, located on the upper floor in the hub of the school, there will be an office that can accommodate small groups for two Occupational Therapists. The suite is located centrally in the school so all neighborhoods have easy access to this area. This space should accommodate two desks and a table for student support.
*Unique to District	Select SF	Adjustment Counselor Office	DD	215	215	0		One of two Offices distributed within the school to serve Upper and Lower Elementary students. The school adjustment counselors primary focus is behavioral health. These counselors meet regularly with students to provide individual counsel on skill development so that students can meet the social and behavioral expectations that will enable their success. The office can accommodate a desk and a table for small group support (four students). The office should also have storage for special education supplies, space for locked files, etc.
*Unique to District	Select SF	SPED Office w/ Storage	EE	200	200	0		Centrally located within building to serve both classroom wings. The Special Education Suite would be located to allow easy access to parents and outside agencies that are attending a meeting. Located within the suite there would be a conference room to hold IEP Team meetings, child study meetings and other meetings happening concurrently. There will also be an office and a waiting area for families/caregivers. Adjacent to this space are counseling offices (2) and an occupational therapist office (1). There will also be space to store special education materials and confidential student files.
		Total		10,610	10,610	0		



Department Legend

- CIRCULATION
- SPECIAL EDUCATION

1 Level 3 - DeSe
1/16" = 1'-0"



Drumme Rosane Anderson, Inc.
260 Charles Street
Studio 300
Waltham, MA
02453

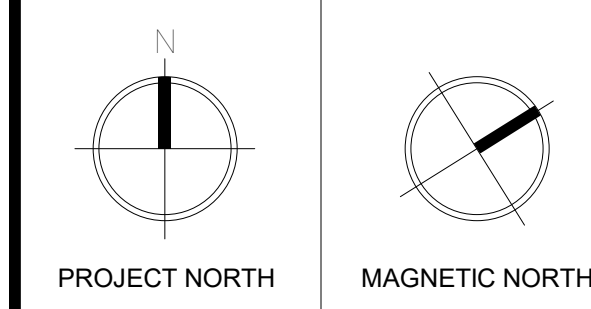
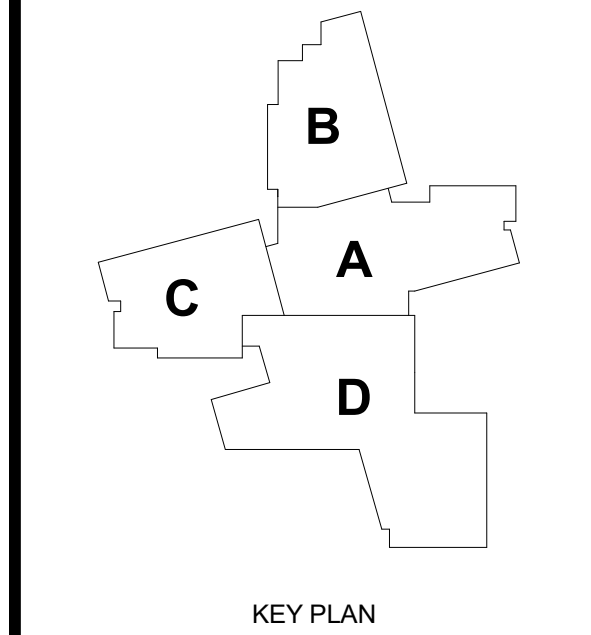
225 Oakland Road
Studio 205
South Windsor, CT
06074

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THE NEW
STOUGHTON
ELEMENTARY
SCHOOL
STOUGHTON,
MASSACHUSETTS

DESIGN DEVELOPMENT
SUBMISSION

11/3/2025



DESE PLAN -
OVERALL LEVEL
3

Scale: 1/16" = 1'-0"
Project: 22118.00
Author:
Date: 11/3/2025

D1-0-3

Special Education Adjacency Table

The New Stoughton Elementary School, Stoughton Public Schools
South Elementary School

February 29, 2023
Revised December 8, 2025

MSBA Guidelines Space	MSBA Guidelines SF	Proposed Room Name	Floor Plan Designation (A-Z)	SD Proposed SF	DD Proposed SF	CHANGE	Proposed Space Description and Reasoning for Adjacencies
Floor 1							
Self-Contained Sped	950	Language Based Special Education	A	985	955	-30	One of (3) Substantially Separate classrooms - Evenly distributed throughout building to serve all grade levels. The new Language Based Special Education spaces should include three program spaces spread across the grade-level neighborhoods. There is the need for one K-2, and then two 3-5 spaces within the program to keep a small student to teacher ratio. Built-in cabinets that can be locked and flexible seating options are necessary to minimize materials in open shelving. These classrooms will be equipped with toileting rooms with changing stations to accommodate the various needs of all learners, thus ensuring that all students have full access to all educational programming. The target enrollment for each room is no greater than 10, ideally 8 students. These classrooms should be organized in a way to create the feel of a small learning environment. CHANGES IN SQUARE FOOTAGE ARE RELATED TO UPGRADING ACCESSIBILITY OF THE TOILET ROOMS TO ACCOMODATE ALL STUDENTS
Self-Contained Sped - Toilet	60	Toilet	B	60	90	30	Dedicated Toilet Room adjacent to Self-Contained Special Education Classroom. Rooms shall be fully ADA accessible to accommodate student needs. CHANGES IN SQUARE FOOTAGE ARE RELATED TO UPGRADING ACCESSIBILITY OF THE TOILET ROOMS TO ACCOMODATE ALL STUDENTS
Resource Room	500	Resource Room	C	425	425	0	One of (3) rooms evenly distributed throughout building to serve all grade levels. Special educators would have an office/ workstation within the classroom neighborhood that connects to the special education spaces. Each special educator should have his/her own work space with room for a desk, locked filing cabinets, storage for materials and large enough to accommodate 1:1 testing. This office space should ideally be located within grade-level communities in order to minimize transitions and provide the least restrictive environment for students. It would also allow staff to easily access consultation from their grade level colleagues, as many situations pertaining to students happen throughout the day.
*Unique to District	Select SF	Speech & Language	D	220	220	0	One of (2) spaces evenly distributed throughout building to serve all grade levels. The office space should be large enough for a desk, locked filing cabinets, storage for testing and teaching materials and a table that can seat up to six children.
*Unique to District	Select SF	Pullout Space	E	105	105	0	One of (6) Spaces evenly distributed throughout building to serve all grade levels; there is one Pullout Space in each classroom wing to serve that classroom neighborhood with individual and small group support by the special education staff.
*Unique to District	Select SF	Pullout Space	F	75	75	0	One of (6) Spaces evenly distributed throughout building to serve all grade levels; there is one Pullout Space in each classroom wing to serve that classroom neighborhood with individual and small group support by the special education staff.
*Unique to District	Select SF	Calm Room	G	110	110	0	One of (3) total Calming/Descalation Rooms - Distributed to serve upper and lower elementary students. One is located on each floor level in close proximity to the general ed classrooms. The district is planning to equip these sensory room(s) with multiple tools and furnishings to allow students an opportunity to reduce stress, expel energy, receive sensory input/output, and learn to advocate for a break when feeling as if they are reaching a point of frustration or dysregulation. The spaces may be accessible to all students with proper support and supervision.
*Unique to District	Select SF	RISE 1 Classroom	H	900	900	0	One of (3) total self-contained Special Education RISE classrooms - Evenly distributed throughout building to serve all grade levels. One is located on each floor level. The new RISE classroom(s) must have space to accommodate the various learning needs of the students within the program. The physical environments need to be large enough to accommodate individual learning stations and work areas. At any given time, multiple service providers may be working with individual students within these programs and space considerations must be given to the needs of each student and their providers. Each of these classrooms must also include space for a calming area. Misunderstandings, over-stimulation, or communication breakdowns can easily lead to frustration and even a behavioral ‘meltdown’. These areas must be free from distraction with enough privacy for students to work through their frustrations away from their peers so as to not negatively impact other students. Additional considerations, such as students’ sensory challenges must be addressed in any instructional space, as well. Minimization of sensory stimuli is extremely important. Attention needs to be given to lighting (ability to lower lighting), windows (proximity to student work stations), floor coverings (carpets to reduce noise levels) and ceilings (noise-reducing tiles) in order to create an effective learning space.
*Unique to District	Select SF	Physical Therapy	I	420	420	0	Located adjacent to Gym Space to provide an alternative/ adaptive PE program. This space will house a desk for the Physical Therapist and should be able to house suspended equipment (i.e. sensory swing) with enough space around it that the apparatus cannot come in contact with the walls. As there are often large pieces of equipment, the space should have adequate storage. A sink is necessary for handwashing and clean-up after messy projects. This office could become the permanent location for the district elementary PT program.
*Unique to District	Select SF	Adjustment Counselor Office	J	150	150	0	One of two Offices distributed within the school to serve Upper and Lower Elementary students. The school adjustment counselors primary focus is behavioral health. These counselors meet regularly with students to provide individual counsel on skill development so that students can meet the social and behavioral expectations that will enable their success. The office can accommodate a desk and a table for small group support (four students). The office should also have storage for special education supplies, space for locked files, etc.

MSBA Guidelines Space	MSBA Guidelines SF	Proposed Room Name	Floor Plan Designation (A-Z)	SD Proposed SF	DD Proposed SF	CHANGE	Proposed Space Description and Reasoning for Adjacencies
Floor 2							
Self-Contained Sped	950	Language Based Special Education	K	935	905	-30	One of (3) Substantially Separate classrooms - Evenly distributed throughout building to serve all grade levels. The new Language Based Special Education spaces should include three program spaces spread across the grade-level neighborhoods. There is the need for one K-2, and then two 3-5 spaces within the program to keep a small student to teacher ratio. Built-in cabinets that can be locked and flexible seating options are necessary to minimize materials in open shelving. These classrooms will be equipped with toileting rooms with changing stations to accommodate the various needs of all learners, thus ensuring that all students have full access to all educational programming. The target enrollment for each room is no greater than 10, ideally 8 students. These classrooms should be organized in a way to create the feel of a small learning environment. CHANGES IN SQUARE FOOTAGE ARE RELATED TO UPGRADING ACCESSIBILITY OF THE TOILET ROOMS TO ACCOMODATE ALL STUDENTS
Self-Contained Sped - Toilet	60	Toilet	L	60	90	30	Dedicated Toilet Room adjacent to Self-Contained Special Education Classroom. Rooms shall be fully ADA accessible to accommodate student needs. CHANGES IN SQUARE FOOTAGE ARE RELATED TO UPGRADING ACCESSIBILITY OF THE TOILET ROOMS TO ACCOMODATE ALL STUDENTS
Resource Room	500	Resource Room	M	425	425	0	One of (3) rooms evenly distributed throughout building to serve all grade levels. Special educators would have an office/ workstation within the classroom neighborhood that connects to the special education spaces. Each special educator should have his/her own work space with room for a desk, locked filing cabinets, storage for materials and large enough to accommodate 1:1 testing. This office space should ideally be located within grade-level communities in order to minimize transitions and provide the least restrictive environment for students. It would also allow staff to easily access consultation from their grade level colleagues, as many situations pertaining to students happen throughout the day.
Small Group Room/ Reading	500	Small Group Room/ Reading	N	455	455	0	Centrally located within the building to serve all grade levels. This shared pullout space provides space for testing and small group instruction for up to six special education students. It may also provide additional workspace for the Special Education staff with desk, locked filing cabinets, and storage for materials .
*Unique to District	Select SF	Pullout Space	O	115	115	0	One of (6) Spaces evenly distributed throughout building to serve all grade levels; there is one Pullout Space in each classroom wing to serve that classroom neighborhood with individual and small group support by the special education staff.
*Unique to District	Select SF	Pullout Space	P	105	105	0	One of (6) Spaces evenly distributed throughout building to serve all grade levels; there is one Pullout Space in each classroom wing to serve that classroom neighborhood with individual and small group support by the special education staff.
*Unique to District	Select SF	Calm Room	Q	110	110	0	One of (3) total Calming/Descalation Rooms - Distributed to serve upper and lower elementary students. One is located on each floor level in close proximity to the general ed classrooms. The district is planning to equip these sensory room(s) with multiple tools and furnishings to allow students an opportunity to reduce stress, expel energy, receive sensory input/output, and learn to advocate for a break when feeling as if they are reaching a point of frustration or dysregulation. The spaces may be accessible to all students with proper support and supervision.
*Unique to District	Select SF	RISE 2 Classroom	R	920	920	0	One of (3) total self-contained Special Education RISE classrooms - Evenly distributed throughout building to serve all grade levels. One is located on each floor level. The new RISE classroom(s) must have space to accommodate the various learning needs of the students within the program. The physical environments need to be large enough to accommodate individual learning stations and work areas. At any given time, multiple service providers may be working with individual students within these programs and space considerations must be given to the needs of each student and their providers. Each of these classrooms must also include space for a calming area. Misunderstandings, over-stimulation, or communication breakdowns can easily lead to frustration and even a behavioral ‘meltdown’. These areas must be free from distraction with enough privacy for students to work through their frustrations away from their peers so as to not negatively impact other students. Additional considerations, such as students’ sensory challenges must be addressed in any instructional space, as well. Minimization of sensory stimuli is extremely important. Attention needs to be given to lighting (ability to lower lighting), windows (proximity to student work stations), floor coverings (carpets to reduce noise levels) and ceilings (noise-reducing tiles) in order to create an effective learning space.

MSBA Guidelines Space	MSBA Guidelines SF	Proposed Room Name	Floor Plan Designation (A-Z)	SD Proposed SF	DD Proposed SF	CHANGE	Proposed Space Description and Reasoning for Adjacencies
Floor 3							
Self-Contained Sped	950	Language Based Special Education	S	935	905	-30	One of (3) Substantially Separate classrooms - Evenly distributed throughout building to serve all grade levels. The new Language Based Special Education spaces should include three program spaces spread across the grade-level neighborhoods. There is the need for one K-2, and then two 3-5 spaces within the program to keep a small student to teacher ratio. Built-in cabinets that can be locked and flexible seating options are necessary to minimize materials in open shelving. These classrooms will be equipped with toileting rooms with changing stations to accommodate the various needs of all learners, thus ensuring that all students have full access to all educational programming. The target enrollment for each room is no greater than 10, ideally 8 students. These classrooms should be organized in a way to create the feel of a small learning environment. CHANGES IN SQUARE FOOTAGE ARE RELATED TO UPGRADING ACCESSIBILITY OF THE TOILET ROOMS TO ACCOMODATE ALL STUDENTS
Self-Contained Sped - Toilet	60	Toilet	T	60	90	30	Dedicated Toilet Room adjacent to Self-Contained Special Education Classroom. Rooms shall be fully ADA accessible to accommodate student needs. CHANGES IN SQUARE FOOTAGE ARE RELATED TO UPGRADING ACCESSIBILITY OF THE TOILET ROOMS TO ACCOMODATE ALL STUDENTS
Resource Room	500	Resource Room	U	425	425	0	One of (3) rooms evenly distributed throughout building to serve all grade levels. Special educators would have an office/ workstation within the classroom neighborhood that connects to the special education spaces. Each special educator should have his/her own work space with room for a desk, locked filing cabinets, storage for materials and large enough to accommodate 1:1 testing. This office space should ideally be located within grade-level communities in order to minimize transitions and provide the least restrictive environment for students. It would also allow staff to easily access consultation from their grade level colleagues, as many situations pertaining to students happen throughout the day.
*Unique to District	Select SF	Speech & Language	V	220	220	0	One of (2) spaces evenly distributed throughout building to serve all grade levels. The office space should be large enough for a desk, locked filing cabinets, storage for testing and teaching materials and a table that can seat up to six children.
*Unique to District	Select SF	Pullout Space	W	110	110	0	One of (6) Spaces evenly distributed throughout building to serve all grade levels; there is one Pullout Space in each classroom wing to serve that classroom neighborhood with individual and small group support by the special education staff.
*Unique to District	Select SF	Pullout Space	X	105	105	0	One of (6) Spaces evenly distributed throughout building to serve all grade levels; there is one Pullout Space in each classroom wing to serve that classroom neighborhood with individual and small group support by the special education staff.
*Unique to District	Select SF	Calm Room	Y	100	100	0	One of (3) total Calming/Descalation Rooms - Distributed to serve upper and lower elementary students. One is located on each floor level in close proximity to the general ed classrooms. The district is planning to equip these sensory room(s) with multiple tools and furnishings to allow students an opportunity to reduce stress, expel energy, receive sensory input/output, and learn to advocate for a break when feeling as if they are reaching a point of frustration or dysregulation. The spaces may be accessible to all students with proper support and supervision.
*Unique to District	Select SF	RISE 3 Classroom	Z	900	900	0	One of (3) total self-contained Special Education RISE classrooms - Evenly distributed throughout building to serve all grade levels. One is located on each floor level. The new RISE classroom(s) must have space to accommodate the various learning needs of the students within the program. The physical environments need to be large enough to accommodate individual learning stations and work areas. At any given time, multiple service providers may be working with individual students within these programs and space considerations must be given to the needs of each student and their providers. Each of these classrooms must also include space for a calming area. Misunderstandings, over-stimulation, or communication breakdowns can easily lead to frustration and even a behavioral ‘meltdown’. These areas must be free from distraction with enough privacy for students to work through their frustrations away from their peers so as to not negatively impact other students. Additional considerations, such as students’ sensory challenges must be addressed in any instructional space, as well. Minimization of sensory stimuli is extremely important. Attention needs to be given to lighting (ability to lower lighting), windows (proximity to student work stations), floor coverings (carpets to reduce noise levels) and ceilings (noise-reducing tiles) in order to create an effective learning space.
*Unique to District	Select SF	SpEd Director Office	AA	200	200	0	Office within the Special Education suite for the Special Education Director with small conference table.
*Unique to District	Select SF	SPED Conference Room	BB	265	265	0	Adjacent to SPED Office/Conference Area - centrally located within building. The Special Education Suite would be located to allow easy access to parents and outside agencies that are attending a meeting. Located within the suite there would be a conference room to hold IEP Team meetings, child study meetings and other meetings happening concurrently. There will also be an office and a waiting area for families/caregivers. Adjacent to this space are counseling offices (2) and an occupational therapist office (1). There will also be space to store special education materials and confidential student files.
*Unique to District	Select SF	OT - Therapy Space & Office	CC	300	300	0	Within the special education suite, located on the upper floor in the hub of the school, there will be an office that can accommodate small groups for two Occupational Therapists. The suite is located centrally in the school so all neighborhoods have easy access to this area. This space should accommodate two desks and a table for student support.
*Unique to District	Select SF	Adjustment Counselor Office	DD	215	215	0	One of two Offices distributed within the school to serve Upper and Lower Elementary students. The school adjustment counselors primary focus is behavioral health. These counselors meet regularly with students to provide individual counsel on skill development so that students can meet the social and behavioral expectations that will enable their success. The office can accommodate a desk and a table for small group support (four students). The office should also have storage for special education supplies, space for locked files, etc.
*Unique to District	Select SF	SPED Office w/ Storage	EE	200	200	0	Centrally located within building to serve both classroom wings. The Special Education Suite would be located to allow easy access to parents and outside agencies that are attending a meeting. Located within the suite there would be a conference room to hold IEP Team meetings, child study meetings and other meetings happening concurrently. There will also be an office and a waiting area for families/caregivers. Adjacent to this space are counseling offices (2) and an occupational therapist office (1). There will also be space to store special education materials and confidential student files.
			Total	10,610	10,610	0	

Square Footage Summary:

The Schematic Design overall gross square footage of the new building of 101,550 was increased to 101,590; Average square feet of General Classrooms is 900sf
MSBA guidelines include 6,040 net square feet of dedicated special education space. The proposed program is 4,570 nsf in excess of the guidelines.

MSBA Guidelines Space	MSBA Guidelines SF	Proposed Room Name	Floor Plan Designation (A-Z)	SD Proposed SF	DD Proposed SF	CHANGE	Proposed Space Description and Reasoning for Adjacencies
*Indicates that space is unique to District's program and does not appear in MSBA space guidelines.							

STOUGHTON PUBLIC SCHOOL SYSTEM
STOUGHTON, MASSACHUSETTS
ELEMENTARY FIELD TRIP REQUEST

School: Gibbons

Teacher(s): Criscuolo, Kimmel, Johnson

Chaperone(s): Camara, Spiegel

Date of Trip: March 12, 2026

Destination: Providence Childrens Museum

Date of Request: 9/18/25

Grade(s): K

Number of Pupils: 62

Time of Departure:** 9:00AM

Time of Return: 1:30PM

Transportation (please indicate):

School-Owned Bus _____ School Bus Charter _____ Other (explain) _____

If charter, cost to be borne by: _____

Relevancy to course of teaching unit:

1. What is your current lesson plan? Students are learning about the world around them & how they are part of a community that learns together.
2. How would this proposed trip enrich the plan? Students will get hands on experience with many of these standards.
3. What do you have for follow-up plans? Students will cont. to deepen their understandings of concept w/ their personal experienced added

Coverage for classes:

Substitute Needed _____ None Needed _____ To be covered by Department _____

If latter, please indicate who is to cover classes:

Class	Room	Teacher Covering Class
A		
B		
C		
D		
E		

Lunch arrangements (if applicable) _____

Cafeteria Manager must be notified of all field trips.

Please initial indicating that the Cafeteria Manager has been notified of this field trip. Sad (Initials)

APPROVALS:

[Signature]
School Nurse

[Signature]
Administrative Principal

[Signature]
Deputy Superintendent/Superintendent

Revised 10/31/16

PLEASE SEE ATTACHED FIELD TRIP EXPECTATIONS



Lanzarotto, Kathy <k_lanzarotto@stoughtonschools.org>

Fwd: Invoice

1 message

Guglia, David <d_guglia@stoughtonschools.org>
To: Kathy Lanzarotto <k_lanzarotto@stoughtonschools.org>

Wed, Dec 3, 2025 at 2:28 PM

Exact cost breakdown: \$910 for admission to museum, \$1320 for buses for a grand total of \$2,230. Invoice from museum is attached.

----- Forwarded message -----

From: **Criscuolo, Genevieve** <g_criscuolo@stoughtonschools.org>
Date: Wed, Dec 3, 2025 at 2:22 PM
Subject: Invoice
To: David Guglia <d_guglia@stoughtonschools.org>

Here is the invoice for the field trip in case you need it.



This communication may contain privileged or other confidential information. If you are not the intended recipient, or believe that you have received this communication in error; please do not print, copy, retransmit, disseminate, or otherwise use the information. Also, please indicate to the sender that you have received this email in error; and delete the copy you received. The contents of this e-mail, and any attachments, are the property of the Stoughton Public Schools D, and subject to the Public Records Law, M.G.L. c. 66, § 10.

--

David M. Guglia (he, him, his)
Principal
J.H. Gibbons Elementary School
235 Morton St
Stoughton, MA 02072
781-344-7008
d_guglia@stoughtonschools.org
<https://gibbons.stoughtonschools.org/>
<https://twitter.com/gibbonsgriffins?lang=en>

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 **Gibbons School Group Visit.pdf**
63K

Group sales order number 11620918

Providence Children's Museum

100 South Street

Providence, RI 02903

(401) 273-5437

Order summary

Patron: Gibbons Elementary School

Reservation name: Gibbons Elementary School - Criscuolo

Contact: Genevieve Criscuolo

Balance: \$910.00

Total visitors: 74

Due date: 3/12/2026

Visit date: 3/12/2026

As of 9/30/2025 balance is 0 days past due.

Arrival time: 10:00AM

Charges

Name	Quantity
Group Visit Admission - Group Adult	3
Group Visit Admission - Group Child	62
Group Visit Admission - In-Ratio Chaperone	9

Payments

Date	Payment method	Details	Amount
------	----------------	---------	--------

Balance

Total cost:	\$910.00
Amount paid:	\$0.00
Balance:	\$910.00

FINE ARTS DEPARTMENT
STOUGHTON PUBLIC SCHOOLS

Dear Dr. Baeta and School Committee Members,

We are writing on behalf of the SHS Winterguard team that will be hosting a NESBA Competition at Stoughton High School on February 7th. The Winterguard wanted to host this event so that they could have another competition without the expense of a bus. Unlike USBands, NESBA runs this event so that the host pays for all the medals and judges which comes to around \$2,500. The host takes the door money and the registration fees from each team that comes to the competition (that's \$75 per team). Typically, there are between 15-25 teams, and the Winterguard is anticipating about 20 teams in attendance.

You can see that from this format, NESBA does not make any money and the host is responsible for all expenses. The Winterguard is requesting that the Rental Fee of the space could possibly be waived because they are concerned that with the \$2,500 they need to spend to host and then the rental fee, they will be losing money.

Upon reaching out to Dr. Baeta, we and Sarah Mawn were prompted to fill out a Use of Facilities Request and submit this letter to the Superintendent and School Committee, asking for the facilities fee (not including the custodial hourly fee) to be waived.

We greatly appreciate your time, consideration, and support. Please let us know if we can provide any more information.

Should you have any questions or require additional information, please do not hesitate to reach out.

Sincerely,

Jennifer Walden & Lindsey Jordan

Jennifer Walden, Lindsey Jordan
Color Guard Instructors - Stoughton High School

Appl. Fee \$ _____
 Sec. Dep. \$ _____
 Ins. Cert. Yes ☐ No ☐
 Date Rec'd. _____
 For official use only

STOUGHTON PUBLIC SCHOOLS
31 PIERCE STREET, STOUGHTON, MA 02072
781-344-4000 X70197

Revised 8/15/23

REQUEST FOR USE OF SCHOOL FACILITIES

THIS FORM MUST BE COMPLETELY FILLED OUT BEFORE SUBMISSION.

PLEASE TYPE

1. 12/10/2025 TODAY'S DATE
 2. SHS Fine Arts Department NAME OF ORGANIZATION (REQUIRED)
 3. Lindsey Jordan/Sarah Mawn NAME OF REPRESENTATIVE
 4. 232 Cushing St. ADDRESS
 5. 7815343691 HOME TELEPHONE/BUSINESS TELEPHONE
 6. Stoughton, Ma. 02072 CITY, STATE, ZIP CODE
 7. DAY(S) OF WEEK: Saturday DATE(S) REQUESTED: 2/7/2026
 (Please list)
 8. START TIME OF ACTIVITY: 9AM END TIME OF ACTIVITY: 9PM

ORGANIZATIONS USING SCHOOL FACILITIES MUST ADHERE TO THE TIME APPROVED.

9. SCHOOL REQUESTED EQUIPMENT/SERVICES NEEDED

<input checked="" type="checkbox"/> HIGH SCHOOL	<input checked="" type="checkbox"/> CUSTODIAN(S)
<input type="checkbox"/> MIDDLE SCHOOL	<input type="checkbox"/> KITCHEN STAFF
<input type="checkbox"/> JONES EARLY CHILDHOOD CTR.	<input type="checkbox"/> LIGHTING TECHNICIAN
<input type="checkbox"/> HANSEN ELEMENTARY	<input type="checkbox"/> PROJECTOR/SCREEN
<input type="checkbox"/> SOUTH ELEMENTARY	<input type="checkbox"/> MICROPHONE
<input type="checkbox"/> WILKINS ELEMENTARY	<input type="checkbox"/> # OF TABLES/CHAIRS
<input type="checkbox"/> DAWE ELEMENTARY	<input type="checkbox"/> DUMPSTER
<input type="checkbox"/> GIBBONS ELEMENTARY	<input type="checkbox"/> MISCELLANEOUS

All buildings are equipped with Public Access Automatic External Defibrillators. When cabinet door is opened an alarm will sound and the Fire Department will respond.

10. FACILITY REQUESTED:

<input checked="" type="checkbox"/> AUDITORIUM	<input checked="" type="checkbox"/> GYMNASIUM	<input checked="" type="checkbox"/> CAFETERIA/CAFETORIUM
<input checked="" type="checkbox"/> CLASSROOM(S)	<input checked="" type="checkbox"/> WEIGHT/FITNESS ROOM	<input type="checkbox"/> KITCHEN
<input type="checkbox"/> ROOM A216 (SHS)	<input type="checkbox"/> TURF FIELD	<input type="checkbox"/> FACULTY DINING ROOM
<input type="checkbox"/> LEARNING COMMONS	<input type="checkbox"/> CONCESSION STAND	<input checked="" type="checkbox"/> PARKING AREA
<input type="checkbox"/> LOBBY	<input type="checkbox"/> TRACK/SOCCER FIELD	<input type="checkbox"/> OTHER _____

11. TYPE OF ACTIVITY: Winter Guard Show
 12. APPROXIMATE NUMBER OF PEOPLE ATTENDING: ~200 PRICE OF ADMISSION (if applicable): TBD

"POLICY GOVERNING USE OF FACILITIES"

Section 3-h.

Town of Stoughton only is covered by present public liability insurance policy. It is required that renters secure liability insurance. The town of Stoughton assumes no liability for injury to any person present on school property as the result of a permit issued to any organization or person. The town further assumes no liability for damage and loss to equipment, and the holder of the permit shall be responsible and liable for damage and loss to the building or the equipment thereof.

I have read the policies of the Stoughton School Committee governing the use of school property and guarantee that the organization that I represent will comply with them in full, including the care and protection of the property and responsibility for behavior and discipline of persons present in connection with the permit.

Stoughton Public Schools reserves the right to cancel any permit granted.

 REPRESENTATIVE SIGNATURE EMAIL ADDRESS DATE

REVIEWED

 BUILDING PRINCIPAL DATE MAINTENANCE SUPERVISOR SENIOR CUSTODIAN ATHLETIC DIRECTOR FINE ARTS DIRECTOR
 (Where Applicable) (Where Applicable) (Where Applicable)

Stoughton High School

Date: December 2, 2025
To: Dr. Baeta
From: Juliette Miller
RE: Deborah Carter-Ahearn Memorial Scholarship

Attached please find information relating to the request for a new scholarship to be offered to Stoughton graduates in honor of Deborah Carter-Ahearn. If approved, this scholarship would be offered for the first time for the Class of 2026. I respectfully request the Stoughton School Committee consider this scholarship request for approval.

Thank you.

Dear Michelle Carmichael and Michelle Williams,

I would like to start a scholarship for my dear friend Deborah Carter-Ahearn, a 1983 graduate from Stoughton High School. As requested, I will provide the necessary information needed for the scholarship for this year Spring 2026. Please email me if I did not include necessary information. The scholarship would be for 1,000.00 for a female student pursuing her degree in business or accounting, and a student athlete as Debbie was. Debbie was a hockey, football and baseball fan. Ideally an essay should be submitted describing the need for the scholarship and this can be emailed to my email Karen.howe1@comcast.net. I will review the applicants and select applicant along with Deborah's husband Greg Ahearn, and will reimburse the recipient directly so that the students receives the scholarship quickly. Should the scholarship not be funded, as described in the scholarship application, I will donate/pay the funds to the General Scholarship Fund.

Respectfully submitted,

Karen A. Francioso-Howe

7 Charles Way

North Easton, MA 02356

781-760-6039

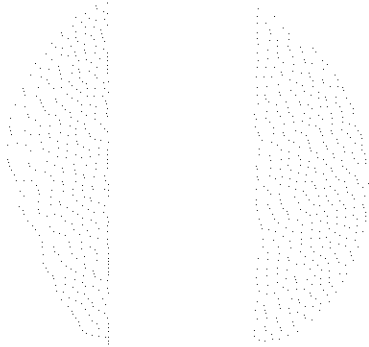
Karen.howe1@comcast.net

Stoughton High School

Date: December 3, 2025
To: Dr. Baeta
From: Juliette Miller
RE: Paul Morris, Jr. Memorial Scholarship

Attached please find information relating to the request for a new scholarship to be offered to Stoughton graduates in honor of Paul Morris, Jr., Class of 1964. If approved, this scholarship would be offered for the first time for the Class of 2026. I respectfully request the Stoughton School Committee consider this scholarship request for approval.

Thank you.





Carmichael, Michelle <m_carmichael@stoughtonschools.org>

Fwd: Scholarship

1 message

Williams, Michelle <m_williams@stoughtonschools.org>
To: Michelle Carmichael <m_carmichael@stoughtonschools.org>

Mon, Oct 27, 2025 at 6:45 AM

Hi Michelle,

Please see below from Dianne.

----- Forwarded message -----

From: Dolan, Dianne <d_dolan@stoughtonschools.org>

Date: Sun, Oct 26, 2025 at 2:17 PM

Subject: Scholarship

To: Michelle Williams <m_williams@stoughtonschools.org>, Meg Kennedy <m_kennedy@stoughtonschools.org>

As we spoke, I would like to fund a yearly scholarship for Paul Morris, Jr. - \$125.00. Below is how the scholarship should be offered. The student awarded the scholarship will be picked by myself and his widow - Leila, my best friend. We will give the check to the winner on scholarship night and will attend the ceremony. Let me know if you need anything else

\$125.00 Scholarship for Paul Morris, Jr. 1964 graduate of Stoughton High School.

Paul Morris, known to his friends as "Moose" graduated from Stoughton High School in 1964. A varsity football player, he was awarded a full football scholarship to Holy Cross College in Worcester. After an injury ended his football career in his junior year, he enlisted in the U. S. Army - Special Forces and became a Green Beret. He spent 2 tours in Vietnam in covert operations so classified that they were not de-classified until 1990, 16 years after the Vietnam war ended. Some of these operations as well as pictures of him and his Green Beret comrades are now in print. Paul left this world in June of 2025 still a very proud patriot for his country. This scholarship will be awarded to a graduating senior who states a firm patriotic inclination in their essay submission.

Respectfully,
Dianne Dolan
Information Services Manager
Stoughton Public Schools
31 Pierce Street
Stoughton, MA 02072
781-344-4000 X70114
New cell phone number: 781-248-7301
d_dolan@stoughtonschools.org



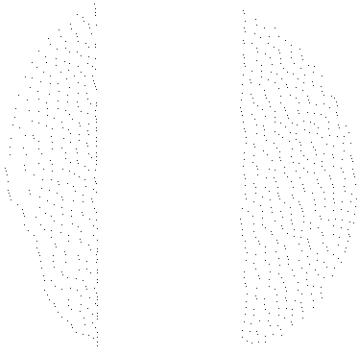
This communication may contain privileged or other confidential information. If you are not the intended recipient, or believe that you have received this communication in error, please do not print, copy, retransmit, disseminate, or otherwise use the information. Also,

Stoughton High School

Date: December 3, 2025
To: Dr. Baeta
From: Juliette Miller
RE: Otto Alfred Peterson and Dorothy Clapp Peterson Scholarship

Attached please find information relating to the request for a new scholarship to be offered to Stoughton graduates in honor of Otto Alfred Peterson and Dorothy Clapp Peterson. If approved, this scholarship would be offered for the first time for the Class of 2026. I respectfully request the Stoughton School Committee consider this scholarship request for approval.

Thank you.



STOUGHTON HIGH SCHOOL

232 PEARL STREET

STOUGHTON, MASSACHUSETTS 02072

<https://shs.stoughtonschools.org/>

JULIETTE A. MILLER, M. Ed., C.A.G.S

PRINCIPAL

(781)344-7000

1

Fax

(781)341-6041

MICHAEL R. O'NEIL, M.Ed.

ASSISTANT PRINCIPAL

DANIEL M. LANDESMAN, MBA, M.Ed.

DEAN GRADES 10 & 12

DAVID M. HILTZ, JR., M.Ed. DEAN

GRADES 9 & 11

Thank you for generously supporting Stoughton High School students as they pursue their chosen college and career pathway by offering a scholarship.

Following the process below will provide information the district needs to ensure continued compliance with regulations that govern offering and awarding of scholarships (603 CMR 26.00: Access To Equal Educational Opportunity).

Starting a New Scholarship

1. Select a name for your scholarship.

Otto Alfred Peterson and

Dorothy Clapp Peterson

Scholarship

2. Determine the dollar amount and the number of recipients.

\$ 10 - 20,000 between ??? students annually

~~\$20,000~~

\$20,000

ECP

~~4~~

4

\$5000⁰⁰ EACH

ECP

3. Write a description of the required criteria (this can be bulleted or in paragraph form). Be sure to include a topic if an essay is required.

To be awarded between 4 deserving graduating seniors annually. Preference will be given to a female having attended SHS for at least 2 years; and if possible, entering into the field of Finance or Sciences. Students have been accepted into an accredited program leading to a degree or certificate in either an institution of higher learning or trade school. Recipients have maintained a minimum GPA of 3.0 and participated in school and community extracurricular activities.

4. Determine who will choose the scholarship recipient(s)? You can choose the recipient(s)

or you can designate the SHS Scholarship Committee to choose the recipient(s).

5. Determine the financial reimbursement procedure. Indicate if the sponsor will directly reimburse the recipient or whether the district will do so. If the school is to reimburse the recipient, a check should be provided (Made Payable to: Town of Stoughton) annually no later than March 1st for springtime disbursement.

Stoughton High School Committee (Town of Stoughton)

6. If the scholarship is to be awarded for many years and you are giving a lump sum payment, please indicate if the earned interest is to be reinvested back into the account or spent. Annual donations paid out to the recipient every year do not generally earn interest.

To be awarded annually.

7. What is to become of the funds when the scholarship is no longer being funded, and the scholarship account balance is under the amount that would be awarded? Would you like the funds sent back to you, or would you like to donate the funds to the General Scholarship Account?

Donated to General Scholarship Account

8. Please include contact information for the donor/organization including: name,

Eleanor Clapp Peterson

10100 Cypress Cove Drive #328

Ft. Myers, FL 33908

239-703-7004

lahecp01@gmail.com

9. Write a letter to the Stoughton High School Principal (see information above) including the information from steps 1-8. The High School Principal is responsible for submitting

the request to offer the scholarship to the School Committee for their approval.

10. Return all information to the attention of Michelle Carmichael at m_carmichael@stoughtonschools.org

or Michelle Williams at m_williams@stoughtonschools.org

you can mail them to 232 Pearl Street, Stoughton, MA 02072
no later than November 21st of the current school year.

Any new scholarships received after December 1st would be considered for the following school year. If/When you decide to discontinue the scholarship, please notify:

Michelle Carmichael at m_carmichael@stoughtonschools.org

or Michelle Williams at m_williams@stoughtonschools.org no later than November 1st of the year it is being discontinued.

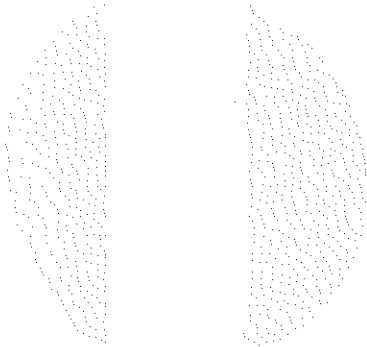
Update: November 2, 2022

Stoughton High School

Date: December 2, 2025
To: Dr. Baeta
From: Juliette Miller
RE: Carol Savino "Drifters Together" Memorial Scholarship

Attached please find information relating to the request for a new scholarship to be offered to Stoughton graduates in honor of Carol Savino. If approved, this scholarship would be offered for the first time for the Class of 2026 and would end with the Class of 2030. I respectfully request the Stoughton School Committee consider this scholarship request for approval.

Thank you.





Carmichael, Michelle <m_carmichael@stoughtonschools.org>

Fwd: New scholarship for Seniors - Carol Savino "Drifters Together" Memorial Scholarship

1 message

Williams, Michelle <m_williams@stoughtonschools.org>
To: Michelle Carmichael <m_carmichael@stoughtonschools.org>

Wed, Nov 12, 2025 at 12:51 PM

Hi Michelle,

Please see below (New Scholarship)

Thank you,
Michelle

----- Forwarded message -----

From: massdrifters@comcast.net <massdrifters@comcast.net>
Date: Wed, Nov 12, 2025 at 12:42 PM
Subject: Re: New scholarship for Seniors - Carol Savino "Drifters Together" Memorial Scholarship
To: m_williams@stoughtonschools.org <m_williams@stoughtonschools.org>
Cc: Cathy Polk <cathy.polk@comcast.net>

Good Morning Michelle -

I am the President of the Mass Drifters Junior Olympic Softball Organization. It was founded under Carol Savino who served as the founder for 4 decades. She proudly trained thousands of young female athletes in the game of softball and helped them achieve their goals of playing for their High Schools and Colleges - many of those athletes are likely current/former Stoughton Alum. Carol started her athletic career at Stoughton high and she was inducted into the Stoughton Athletic HOF this past year. Carol passed away this year at 80 years young. As stewards of the organization and with help from Carol's family we want to establish a Stoughton Scholarship in her name. Given it was at Stoughton High that Carol's passion for sports began - it is fitting to have a scholarship in her name.

Cathy (our Treasurer) passed along your email below. What follows here are the details of the Scholarship - please confirm receipt of this email and anything else you may need. Also advise as to when we can advance the check and who it is made payable to.

Scholarship Framework

- **Name:** Carol Savino "Drifters Together" Memorial Scholarship
- **Total Donation:** \$5,000 (one-time donation)
- **Annual Award:** \$1,000 per year, split between **two \$500 student recipients**
- **Duration:** Five years of awards (Classes of 2026–2030)
- **Selection Criteria:**
 - Graduating seniors who demonstrate leadership, teamwork, and community service aligned with Carol's "Drifters Together" philosophy.

- Preference for students involved in **softball, girls' athletics**, or other programs where they've demonstrated mentorship and team spirit.
- One short essay (350–500 words):

"What does 'Drifters Together' mean to you? Reflect on how teamwork, mentorship, and resilience have shaped your life and how you plan to carry those values forward."
- One letter of recommendation from a teacher, coach, or community leader.
- Academic standing and financial need may also be considered.
- The selection process will include a voice / vote from Evona Eldayha (Carol's niece and board member of the Mass Drifters) - her contact info is below. Details of how that will work can follow the establishment of the Scholarship.

• **Administration:**

- The funds will be donated **upfront** to Stoughton, and the high school scholarship committee will administer the annual disbursements.
- Communication and selection will include Evona Eldayha (Carol's niece and board member of the Mass Drifters) - her contact info is below.
- Any **interest earned** can be used at the school's discretion to support **girls' athletics** or related student programs — continuing Carol's lifelong love of sport and mentorship.
- When the fund concludes, any small remaining balance will roll into the school's general scholarship account.

• **Contact Information:**

- For setting up the Scholarship: James Polk, james.polk@comcast.net, 781-858-7324
- Once the Scholarship is setup: Evona Eldayha (Carol's Niece) and Roni Eldayha (Carol's Sister). Evona will be the primary contact once the Scholarship is set up. Evona will be directly involved in the decision process for granting the Scholarship(s). Evona's email is eevonaeldayha@yahoo.com. The contact phone is 774-281-5490 (Roni's phone number) and Roni's email is eldayha@yahoo.com

Warm Regards,
Jim Polk

Get [Outlook for Mac](#)

From: Cathy Polk <cathy.polk@comcast.net>
Date: Thursday, September 4, 2025 at 1:47 PM
To: Jim Polk <james.polk@comcast.net>
Subject: Fwd: Re: New scholarship for Seniors

----- Original Message -----

From: "Williams, Michelle" <m_williams@stoughtonschools.org>
To: Cathy Polk <cathy.polk@comcast.net>
Cc: "m_carmichael@stoughtonschools.org" <m_carmichael@stoughtonschools.org>

Date: 09/04/2025 1:43 PM EDT
Subject: Re: New scholarship for Seniors

Hi Cathy,

I hope this message finds you well. Please find the attached file with the information needed to initiate a new scholarship.

Best regards,
Michelle

On Thu, Sep 4, 2025 at 12:47 PM Cathy Polk <cathy.polk@comcast.net> wrote:

Hello,

Could you please give me some information on how we could set up a scholarship in the Memory Of Carol Savino for qualifying girls who play softball?

Thank you,

Cathy
508-962-1120

--

Michelle Williams
Administrative Assistant School Counseling
Stoughton High School
[232 Pearl Street](#)
[Stoughton Ma, 02072](#)
781 344-7001 Ext 1202

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--

Michelle Williams
Administrative Assistant School Counseling
Stoughton High School
[232 Pearl Street](#)
[Stoughton Ma, 02072](#)
781 344-7001 Ext 1202

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SHS Starting a New Scholarship_Continuing Scholarship..pdf

123K

Stoughton High School

Date: December 17, 2025
To: Dr. Baeta
From: Juliette Miller
RE: David "Spanky" Sousa Scholarship

Attached please find information relating to the request for a new scholarship to be offered to Stoughton graduates in honor of David "Spanky" Sousa. If approved, this scholarship would be offered for the first time for the Class of 2026. I respectfully request the Stoughton School Committee consider this scholarship request for approval.

Thank you.

David 'Spanky' Sousa Scholarship

1. Select a name for your scholarship.

David 'Spanky' Sousa Scholarship

2. Determine the dollar amount and the number of recipients.

4 recipients of \$500 each (2 trades, 2 psychology major, college)

3. Write a description of the required criteria (this can be bulleted or in paragraph form). Be sure to include a topic if an essay is required.

Two of the scholarships are for students in the trades

Scholarship is available to students planning to enroll as a student in a U.S. trade school or program. You must be enrolled in an HVAC, plumbing, or electrical program or have current employment in an HVAC, plumbing, or electrical company.

REQUIREMENTS

- High school GPA of 2.5 or greater or a GED certificate
- Enrollment in one of the following Skilled Trade Program: Electrical, Plumbing, HVAC. Or Employed by an HVAC, plumbing, or electrical company
- 2 letters of recommendation one from current employer, if applicable
- Essay: **Essay length 400 – 500 words, double spaced.**
Essay Topics – (Choose one)
 - Why have you chosen this career (state area of study) and what are your goals?
 - What constitutes a successful life and why?

Two of the scholarships are for students majoring in psychology in college

Strong academics (3.0-3.5+ GPA), enrollment in an accredited 4-year program, demonstrated passion for psychology, requiring essays, transcripts, and recommendations for application

- **College acceptance letter**
- Resume or CV
- Letters of recommendation
- Essay or Personal statement
Essay Topics – (Choose one)
 - Why have you chosen this career (state area of study) and what are your goals?
 - What constitutes a successful life and why?

4. Determine who will choose the scholarship recipient(s)? You can choose the recipient(s) or you can designate the SHS Scholarship Committee to choose the recipient(s).

Maria Sousa, Harley Sousa, AJ Sousa, Kim Benson, Ann Bishop

5. Determine the financial reimbursement procedure. Indicate if the sponsor will directly reimburse the recipient or whether the district will do so. If the school is to reimburse the recipient, a check should be provided (Made Payable to: Town of Stoughton) annually no later than March 1st for springtime disbursement.

The district will reimburse the recipient.

6. If the scholarship is to be awarded for many years and you are giving a lump sum payment, please indicate if the earned interest is to be reinvested back into the account or spent. Annual donations paid out to the recipient every year do not generally earn interest.

This is a one-time scholarship

7. What is to become of the funds when the scholarship is no longer being funded, and the scholarship account balance is under the amount that would be awarded? Would you like the funds sent back to you, or would you like to donate the funds to the General Scholarship Account?

Funds will be awarded or sent back for another award round

8. Please include contact information for the donor/organization including: name, address, phone number and email address.

Maria Sousa, 53 Glover Drive, Stoughton, MA 02072.

781-760-4649, mhsousa02072@gmail.com

Good Morning,
Calendar A would be the preference.

I want to suggest a couple of tweaks:

1. Have school open to all staff on Monday, August 31st, and move the November PD day to Tuesday, September 1st. PD at the start of the year would be much more beneficial to staff, especially any new staff to the profession or the District.
2. Keep election day off, allowing for everyone to partake in their civic duty, as well as keeping students out of the schools during polling.

Unit A Contract:

Article VIII

Section II

Section II. The work year of teachers (other than new personnel who may be required to attend additional orientation sessions) will begin no earlier than September 1 and terminate no later than June 30 except in those years when September 1 falls on the first Tuesday of the month. When this occurs, the Committee may begin the work year the last week in August. In no event, however, will the work year be longer than two (2) days more than the number of days that pupils are required to be in attendance by the approved Committee calendar for each school year, and such approved Committee calendar shall not exceed the number of school attendance days that are required by State Law.

Reggie Medeiros-Kowalczykowski – Town Clerk:

There are two state election dates in 2026 that will impact two days that school will need to be off for students:

September 1, 2026 & November 3, 2026

Voting on these two dates will need to take place at OMS and utilize the cafeteria.

A - DRAFT

STOUGHTON PUBLIC SCHOOLS

2026 - 2027 CALENDAR

www.stoughtonschools.org

Once a Knight,
always a Knight

SEPTEMBER 2026

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

- 1 - School Opens for all Staff
- 2 - Staff Professional Development
- 7 - Labor Day
- 8 - First Day for all Students Grade 1-12
- 14 - First Day for Preschool & Kindergarten
- 17 - Early Release Day

OCTOBER 2026

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

- 12 - Indigenous Peoples' Day
- 22 - Early Release Day

NOVEMBER 2026

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

- 3 - Closed for Elections
- 5 - Term 1 Ends for SHS
- 11 - Veterans Day
- 25 - Early Release
- 26 & 27 - Thanksgiving Break

DECEMBER 2026

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

- 1 - Trimester 1 Ends for OMS/Elementary
- 10 - Early Release Day
- 23 - Early Release Day
- 24 - Jan 1 - Vacation

JANUARY 2027

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

- 1 - New Year's Day
- 14 - Early Release Day
- 18 - Martin Luther King, Jr. Day
- 22 - Term II Ends for SHS

FEBRUARY 2027

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

- 15 - 19 Vacation Week

MARCH 2027

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

- 12 - Trimester 2 Ends for OMS/Elementary
- 18 - Early Release Day

APRIL 2027

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

- 2 - Term III Ends for SHS
- 8 - Early Release Day
- 19 - 23 Vacation Week

MAY 2027

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

- 6 - Early Release Day
- 31 - Memorial Day

JUNE 2027

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

- 10 - Graduation & Early Release Day
- 7 - Last day for Preschool: updates based on school cancellations
- 18 - Juneteenth Day observed
- 21 - Last Day (180 student days)
- 28 - Last Day (5 Snow Days)

As referenced in SC Policy JHE. The following days are exempt from testing & homework:

- Rosh Hashanah - Sep. 12, 2026 (Sat)
- Yom Kippur - Sep. 21, 2026
- Good Friday - Mar. 26, 2027

Regular School Hours:

Elementary: 8:30 - 2:45
SHS & OMS: 7:35 - 2:12

Jones: AM: 8:20 - 11:00 PM: 11:50 - 2:20

Early Release Hours:

Elementary: 8:30 - 12:20
SHS & OMS: 7:35 - 11:32

Jones: AM: 8:30 - 11:00 - NO PM session

School/District Office Hours:

Regular Hours: 8:00 - 4:00

Summer and School Vacation Hours: 8:00 - 3:00

 No School Days

 Early Release Days

 SHS Terms End

 OMS/Elem Terms

SEPTEMBER 2026

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

- 7 - Labor Day
- 8 - School Opens for all Staff
- 9 - First Day for all Students Grades 1-12
- 14 - First Day for Preschool and Kindergarten
- 17 - Early Release Day

OCTOBER 2026

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

- 12 - Indigenous Peoples' Day
- 22 - Early Release Day

NOVEMBER 2026

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

- 3 - Professional Development
- 5 - Term 1 Ends for SHS
- 11 - Veterans Day
- 25 - Early Release
- 26 & 27 - Thanksgiving Break

DECEMBER 2026

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

- 1 - Trimester 1 Ends for OMS/Elementary
- 10 - Early Release Day
- 23 - Early Release Day
- 24 - Jan 1 - Vacation

JANUARY 2027

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

- 1 - New Year's Day
- 14 - Early Release Day
- 18 - Martin Luther King, Jr. Day
- 22 - Term II Ends for SHS

FEBRUARY 2027

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

- 15 - 19 Vacation Week

MARCH 2027

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

- 12 - Trimester 2 Ends for OMS/Elementary
- 18 - Early Release Day

APRIL 2027

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

- 2 - Term III Ends for SHS
- 8 - Early Release Day
- 19 - 23 Vacation Week

MAY 2027

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

- 6 - Early Release Day
- 31 - Memorial Day

JUNE 2027

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

- 10 - Graduation & Early Release Day
- 7 - Last day for Preschool: updates based on school cancellations
- 18 - Juneteenth Day observed
- 22 - Last Day (180 student days)
- 29 - Last Day (5 Snow Days)

As referenced in SC Policy JHE. The following days are exempt from testing & homework:

Rosh Hashanah - Sep. 12, 2026 (Sat)

Yom Kippur - Sep. 21, 2026

Good Friday - Mar. 26, 2027

Regular School Hours:

Elementary: 8:30 - 2:45

SHS & OMS: 7:35 - 2:12

Jones: AM: 8:20 - 11:00 PM: 11:50 - 2:20

Early Release Hours:

Elementary: 8:30 - 12:20

SHS & OMS: 7:35 - 11:32

Jones: AM: 8:30 - 11:00 - NO PM session

School/District Office Hours:

Regular Hours: 8:00 - 4:00

Summer and School Vacation Hours: 8:00 - 3:00

No School Days

Early Release Days

SHS Terms End

OMS/Elem Terms End

STOUGHTON HIGH SCHOOL

232 PEARL STREET
STOUGHTON, MA 02072
<https://shs.stoughtonschools.org/>

TO: Stoughton School Committee

FROM: Juliette Miller, Superintendent-Elect

DATE: January 8, 2025

RE: Superintendent-Elect Reports and Recommendations

Pending Commissioner of Education Visit

We have been informed of a tentative visit from the Commissioner of Education, Pedro Martinez, scheduled for Friday, March 27th.

- This visit represents a significant opportunity to showcase our district's initiatives and progress directly to state leadership.
- The central office is currently coordinating logistics; further details regarding the itinerary and school sites to be visited will be shared as they are finalized.

SHS Principal Search Update

The search for the next leader of Stoughton High School is moving forward on schedule with a very high level of interest.

- Candidate Pool: We received a strong response to our initial posting, attracting a competitive field of applicants.
- Committee Selection: The search committee has been finalized, and Mr. Colantonio has officially notified all selected members.
- Next Steps: Formal interviews are scheduled to take place during the week of January 20th.

District Leadership Transition Plan

The ongoing transition process is proving highly effective in ensuring continuity and deepening operational knowledge across the district. Key activities include:

- Collaborative Leadership: I continue to meet with Dr. Baeta on a bi-weekly basis to ensure alignment on all executive decisions.
- Fiscal Oversight: I have participated in nearly all FY27 Budget preparation meetings to ensure a seamless handoff of the district's multi-year financial strategy.
- Labor Relations: I am actively serving as a member of the negotiation team for both Unit A and Unit B contracts.



- **Instructional Leadership:** I am currently leading all Principal meetings, as well as joint meetings between the Curriculum Team and building principals.

These immersive opportunities are providing a wider and deeper working knowledge of our school system's internal functions, ensuring the district remains stable and focused during this transition period.



STOUGHTON SCHOOL COMMITTEE

31 PIERCE STREET
STOUGHTON, MA 02072
781-344-4000 Ext. 51232

TO: SC Members
FR: Chris Shannon, Chair
DT: January 13, 2026
SB: Pilgrim Area Collaborative – December 4, 2025 Summary

FY25 Annual Audit and FY25 Annual Report

The final version of the FY25 Annual Audit from the external auditors (CBiz) was approved. The FY25 Annual Report was also approved. Per Massachusetts General Law (MGL) and DESE regulations, both documents need to be sent to DESE and the Chairs of each member district by December 31st. The audit will also be sent to the State Auditor's office. All of the notifications will be done through email. Both documents will also be published on the PAC website under "Governing Documents" as well for easy access.

Cumulative Surplus

Per MGL, Educational Collaboratives are allowed to have savings that do not exceed 25% of the annual budget. It is important that Collaboratives try to maintain a very healthy cumulative surplus to ensure they have money to cover unexpected financial losses or make up for any tuition or budget shortfalls at the end of the fiscal year. Collaboratives do not get any money directly from the state for tuition (it all comes from member districts based on student enrollment) and they have no ability to ask for Free Cash or other financial mechanisms from any towns or cities. After disbursing \$146,700 back to our member districts (one benefit of being a member of PAC) and allocating \$160,000 for a new playground, PAC's new Cumulative Surplus is \$2,429,817 which is 23.65% of the 2025-26 PAC budget.

PAC Policies

The PAC Board of Directors is doing a review of all PAC policies in the 2025-26 School Year. The Board reviewed and approved the 1000 and 3000 series at the December meeting after the second read. The Board had the first read of the 8000 series at this meeting and will vote any revisions and changes at the February meeting. The full policy manual is on the PAC website and the revisions that are approved will be uploaded shortly.

Other Updates

- PAC's Executive Director and Board Chair presented at the MASS/MASC Conference in November together and it was well received.
- Boston 25 News had an hour news segment on Special Education in Massachusetts over the Thanksgiving weekend and PAC was featured.
- Bids were received for a new playground at PAC's stand-alone school in Plymouth, Pilgrim Academy. It is expected that work will start this spring. More upgrades are coming to the building through PAC's partnership with Foxrock and the recent signing of a new 10-year lease for the facility.

[illegible]

**MEETING MINUTES OF THE
STOUGHTON SCHOOL COMMITTEE MEETING
November 18, 2025**

Regular meeting of the Stoughton School Committee held on Tuesday, November 18, 2025, at 6:00 p.m., in District Office, 31 Pierce Street, Stoughton, Massachusetts.

PRESENT: Ms. Chris Shannon, Chair; Mr. Armando Barbosa, Vice-Chair, Dr. Jenn Sears, Ms. Jillian Distefano, Ms. Karen Powers

ABSENT:

ALSO PRESENT – ADMINISTRATION: Dr. Joseph Baeta, Superintendent; Jonathan D. Ford, Assistant Superintendent of Curriculum and Instruction; Heidi Perkins, Assistant Superintendent of Finance and Operations; Ms. Juliette Miller, Superintendent Elect

ALSO IN ATTENDANCE: Maureen Anderson, Christine Feeney, Diane McDonough, Brigitte Fabrizio, Lauren Plasko

MEETING TO ORDER: Chair Chris Shannon opened the meeting at 6:00 p.m.

Pledge of Allegiance

1. Public Comment

No one signed up.

2. Hansen School Presentation

Principal Christine Feeney, Ms. Brigitte Fabrizio and Ms. Lauren Plasko gave a presentation on the Hansen Elementary School.

3. Student Advisory Representative Update

The Student Advisory representative was unable to attend.

4. Superintendent Reports and Recommendations:

a. SHS Principal Search

Ms. Juliette Miller gave an update on the search for the new principal for Stoughton High School. Dr. Jenn Sears expressed interest in being part of the hiring committee. A request was made to consider making the applications “blind.”

b. MCAS Presentation

Dr. Joseph Baeta and Ms. Diane McDonough gave a presentation on MCAS results.

c. FY27 Budget Process Update

Dr. Joseph Baeta gave an update on the FY27 budget process.

5. School Committee Updates

a. School Committee Communications

No Communications.

b. Pilgrim Area Collaborative Update

An update summary was shared in the packet of information and Chair Chris Shannon referenced the highlights.

c. MASC 2025 Annual Delegate Convening Update

Ms. Jillian Distefano gave an update from the conference she attended. She suggested next year's delegate attend more days so they can attend more breakout sessions.

d. Building Committee Status Report

Ms. Jillian Distefano gave an update regarding the Building Committee.

6. Warrants

Mr. Armando Barbosa reviewed and approved the warrants.

7. Acceptance of Minutes:

a. September 9, 2025

MOTION: by Dr. Jenn Sears to approve the accept the September 9, 2025 Regular Meeting minutes as written.

SECOND: by Ms. Jillian Distefano

ROLL CALL: Ms. Chris Shannon – yes
Mr. Armando Barbosa – yes.
Ms. Jillian Distefano – yes.
Ms. Karen Powers – yes.
Dr. Jenn Sears – yes.

b. September 23, 2025

Edits were suggested.

MOTION: by Mr. Armando Barbosa to approve the accept the September 23, 2025 Regular Meeting minutes as amended.

SECOND: by Dr. Jenn Sears.

ROLL CALL: Ms. Chris Shannon – yes
Mr. Armando Barbosa – yes.
Ms. Jillian Distefano – yes.
Ms. Karen Powers – yes.
Dr. Jenn Sears – yes.

c. October 14, 2025

Edits were suggested.

MOTION: by Ms. Jillian Distefano to approve the accept the October 14, 2025 Regular Meeting minutes as amended.

SECOND: by Mr. Armando Barbosa.

ROLL CALL: Ms. Chris Shannon – yes
Mr. Armando Barbosa – yes.
Ms. Jillian Distefano – yes.
Ms. Karen Powers – yes.
Dr. Jenn Sears – yes.

d. October 28, 2025

MOTION: by Mr. Armando Barbosa to approve the accept the October 28, 2025 Regular Meeting minutes as written.

SECOND: by Dr. Jenn Sears.

ROLL CALL: Ms. Chris Shannon – yes
Mr. Armando Barbosa – yes.
Ms. Jillian Distefano – yes.
Ms. Karen Powers – yes.
Dr. Jenn Sears – yes.

e. November 4, 2025

Edits were suggested.

MOTION: by Mr. Armando Barbosa to approve the accept the November 4, 2025 Regular Meeting minutes as amended.

SECOND: by Dr. Jenn Sears.

ROLL CALL: Ms. Chris Shannon – yes
Mr. Armando Barbosa – yes.
Ms. Jillian Distefano – yes.
Ms. Karen Powers – yes.
Dr. Jenn Sears – yes.

8. Adjourn

At 7:31 p.m., Mr. Armando Barbosa made the motion to adjourn and it was seconded Ms. Jillian Distefano.

ROLL CALL: Ms. Chris Shannon – yes
Mr. Armando Barbosa – yes.
Ms. Jillian Distefano – yes.
Ms. Karen Powers – yes.
Dr. Jenn Sears – yes.

List of Documents:

- a. Memo: Stoughton High School Principal Search Process
- b. Memo: Stoughton Public Schools Data Overview (Fall 2025)
- c. SPS Data Overview Presentation
- d. Memo: Pilgrim Area Collaborative: Summary of November 6, 2025 Meeting
- e. Warrants
- f. Meeting Minutes:
 1. September 9, 2025
 2. September 23, 2025
 3. October 14, 2025
 4. October 28, 2025
 5. November 4, 2025

NEXT MEETING

Next Regular Meeting – December 2, 2025

Special Meeting – December 9, 2025 Virtual only

Respectfully submitted, Nicole Douglas, Recording Secretary

**MEETING MINUTES OF THE
STOUGHTON SCHOOL COMMITTEE MEETING
December 2, 2025**

Regular meeting of the Stoughton School Committee held on Tuesday, December 2, 2025, at 6:00 p.m., in District Office, 31 Pierce Street, Stoughton, Massachusetts.

PRESENT: Mr. Armando Barbosa, Vice-Chair, Dr. Jenn Sears, Ms. Jillian Distefano, Ms. Karen Powers

ABSENT: Ms. Chris Shannon, Chair

ALSO PRESENT – ADMINISTRATION: Dr. Joseph Baeta, Superintendent; Matthew Colantonio, Assistant Superintendent of Human Resources, Health and Operations, Ms. Juliette Miller, Superintendent Elect

ALSO IN ATTENDANCE: Maureen Anderson, Dr. Amy Quealy, Ed Clarke

MEETING TO ORDER: Acting Chair Armando Barbosa opened the meeting at 6:02 p.m.

Executive Session

At 6:02 p.m. Ms. Jillian Distefano made the motion, and it was seconded Dr. Jenn Sears to convene in Executive Session for the purpose of Executive Session Pursuant to MGL Chapter 30A, Section 21(a)(3), to discuss strategy with respect to collective bargaining or litigation if an open meeting may have a detrimental effect on the bargaining or litigating position of the public body and the chair so declares, specifically for the acceptance of minutes from the November 4, 2025 Executive Session meetings. The vote was unanimous. The meeting will reconvene in open session. Minutes of the Executive Session are separate in accordance and compliance with Ch. 303 of the Acts of 1975, which permits the votes, and proceedings in Executive Session may be kept private as long as privacy will serve the purpose for which the Executive Session was called.

Meeting reconvened at 6:08 p.m.

Pledge of Allegiance

1. Public Comment

Dr. Joseph Baeta received an email communication from Ms. Small at 4:20pm today, Tuesday, December 2, 2025 and he read it to enter the communication into the record.

2. English Language Learner (ELL) Update (Dr. Somers-Quealy)

Dr. Amy Quealy gave an ELL update.

3. Special Education Update (Ed Clarke)

Mr. Ed Clarke gave a special education update.

4. Out of State Field Trip Request: Gibbons Elementary School: Providence Children's Museum

Dr. Joseph Baeta will find out how much the field trip will cost the district.

MOTION: by Ms. Karen Powers to table the vote on the Out of State Field Trip Request for the Gibbons Elementary School to the Providence Children's Museum.

SECOND: by Ms. Jillian Distefano.

ROLL CALL: Ms. Chris Shannon – not present.

Mr. Armando Barbosa – yes.

Ms. Jillian Distefano – yes.

Ms. Karen Powers – yes.

Dr. Jenn Sears – yes.

5. Superintendent Reports and Recommendations:

a. New DESE Employee Attendance for 2024-2025

Dr. Joseph Baeta reviewed the handouts from DESE. Dr. Joseph Baeta read into the record that an absence is missed work time that falls outside of paid vacation, district approved professional development, personal days, sick days, jury duty, bereavement, paid leave, maternity/paternity leave, unpaid leave, etc. should be counted as absences.

b. Games of Chance, PTA and Solicitation Policies

Dr. Joseph Baeta reviewed the memorandum from Raissa Lima and Kelly Gonzalez. The Policy Review working group will review the information.

c. Stoughton Academy Review Update

Dr. Joseph Baeta gave an update regarding the Stoughton Academy.

6. School Committee Updates

a. School Committee Communications

No Communications.

7. Warrants

Mr. Armando Barbosa reviewed and approved the warrants

a. Drafting of the Town's Financial Policy (Request Letter)

The School Committee reviewed the letter that was sent to the Select Board.

8. Acceptance of Minutes:

a. November 18, 2025

MOTION: by Ms. Karen Powers to approve the accept the November 18, 2025 Regular Meeting minutes as written.

SECOND: by Ms. Jillian Distefano.

ROLL CALL: Ms. Chris Shannon – not present.

Mr. Armando Barbosa – yes.

Ms. Jillian Distefano – yes.

Ms. Karen Powers – yes.

Dr. Jenn Sears – yes.

MOTION: by Ms. Karen Powers to hold the December 9, 2025 School Committee meeting in-person.

SECOND: No one seconded the motion.

MOTION: by Ms. Jillian Distefano to hold the December 9 2025 School Committee meeting virtually.

SECOND: by Dr. Jenn Sears.

ROLL CALL: Ms. Chris Shannon – not present.

Mr. Armando Barbosa – yes.

Ms. Jillian Distefano – yes.

Ms. Karen Powers – no.

Dr. Jenn Sears – yes.

9. Adjourn

At 8:10 p.m., Dr. Jenn Sears made the motion to adjourn and it was seconded Ms. Jillian Distefano.

ROLL CALL: Ms. Chris Shannon – not present.

Mr. Armando Barbosa – yes.

Ms. Jillian Distefano – yes.

Ms. Karen Powers – yes.

Dr. Jenn Sears – yes.

List of Documents:

- a. Multilingual Education Presentation
- b. Special Education Update Presentation
- c. Out of State Field Trip Request Gibbons Elementary School: Providence Children's Museum
- d. DESE Staff Attendance Reporting
- e. Stoughton Academy Update
- f. Warrants
- g. Letter to Select Board Member
- h. Meeting Minutes:
 1. November 18, 2025

NEXT MEETING

Next Regular Meeting – December 9, 2025 Virtual only

Budget Public Hearing – December 16, 2025

Respectfully submitted, Nicole Douglas, Recording Secretary

**MEETING MINUTES OF THE
STOUGHTON SCHOOL COMMITTEE PUBLIC HEARING MEETING
December 16, 2025**

Public Hearing meeting of the Stoughton School Committee held on Tuesday, December 16, 2025, at 6:00 p.m., in District Office, 31 Pierce Street, Stoughton, Massachusetts.

PRESENT: Ms. Chris Shannon, Chair; Mr. Armando Barbosa, Vice-Chair, Dr. Jenn Sears, Ms. Jillian Distefano, Ms. Karen Powers

ABSENT:

ALSO PRESENT – ADMINISTRATION: Dr. Joseph Baeta, Superintendent, Heidi Perkins, Assistant Superintendent of Finance and Operations; Ms. Juliette Miller, Superintendent Elect

ALSO IN ATTENDANCE:

MEETING TO ORDER: Chair Chris Shannon opened the special meeting at 6:00 p.m.

Pledge of Allegiance

1. FY 2027 Public Hearing

Dr. Joseph Baeta and Ms. Heidi Perkins gave an overview of the FY27 budget.

Follow-items:

1. Ms. Heidi Perkins will provide a copy of the MUNIS report to Dr. Joseph Baeta so he can share it with the School Committee.
2. Dr. Joseph Baeta asked Ms. Heidi Perkins to share a brief email with him and the School Committee recapping her comments about the MUNIS report and issues that needed to be corrected.

Ms. Heidi Perkins will run a report from of contracted services and provide an Excel version to the School Committee.

MOTION: by Mr. Armando Barbosa to approved the proposed budget.

SECOND: by Ms. Jillian Distefano

ROLL CALL: Ms. Chris Shannon – yes.

Mr. Armando Barbosa – yes.

Ms. Jillian Distefano – yes.

Ms. Karen Powers – no.

Dr. Jenn Sears – yes.

2. Adjourn

At 7:21 p.m., Mr. Armando Barbosa made the motion to adjourn and it was seconded Ms. Jillian Distefano.

ROLL CALL: Ms. Chris Shannon – yes.
Mr. Armando Barbosa – yes.
Ms. Jillian Distefano – yes.
Ms. Karen Powers – yes.
Dr. Jenn Sears – yes.

List of Documents:

- a. FY2027 Superintendent Budget Recommendation

NEXT MEETING

Next Regular Meeting – January 13, 2026

Respectfully submitted, Nicole Douglas, Recording Secretary