

**STOUGHTON SCHOOL COMMITTEE
REGULAR MEETING AGENDA**

Tuesday, September 22, 2026 @ 6:00 PM

31 Pierce Street, Stoughton, MA
School Committee Conference Room

6:00pm Executive Session

Motion: Open Executive Session

Approval of Minutes

- **DISCUSSION:** Acceptance of Minutes: August 18, 2026
 - **Motion:** Acceptance of Minutes: August 18, 2026
- **Motion:** Leave Executive Session

6:15pm Open Regular Meeting

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

6:30pm Efficiency time goals

School Council Advisory Representative (Liza Andrade)

New Business and Voting Items

- O'Donnell Middle School Improvement Plan (Katrina Crowley)
- Stoughton High School Improvement Plan (Ryan Augusta)

7:00pm Efficiency time goals

Old Business and Voting Items

- **DISCUSSION:** Cell Phone Policy Implementation Update (Ryan Augusta)
- **DISCUSSION:** Superintendent's FY27 Goals
 - **Motion:** Approve Superintendent's FY27 Goals

7:30pm Efficiency time goals

Superintendent Reports and Recommendations

- DESE End of Course Assessments
- Groundbreaking Ceremony
- Redistricting Committee Update

Committee Chair Update

- **DISCUSSION:** Redistricting Committee Representation
 - **Motion:** Approve New School Committee Appointment to Redistricting Committee
- **DISCUSSION:** Digitizing School Committee Meeting Packet Update
 - **Motion:** Approve New School Committee Appointment to Redistricting Committee

School Committee Updates

- School Committee Communications (Jillian DiStefano)
 - Parent Emails RE: Kindergarten Classroom Paraprofessionals
 - Parent Emails RE: Bus Transportation Availability
- Policy Subcommittee (Jenn Sears & Charlene Hollins)
- Budget Subcommittee (Jillian DiStefano)
 - Stoughton Town Charter Review Committee Update

- Facilities Subcommittee (Jenn Sears)
- Pilgrim Area Collaborative (Chris Shannon)
- Stoughton Equal Opportunity Committee (Chris Shannon)

7:50pm Efficiency time goals

Financial Updates

- Warrants (Jillian DiStefano)

7:55pm Efficiency time goals

Approval of Minutes

- **DISCUSSION:** Acceptance of Minutes: September 8, 2026
 - **Motion:** Approve Minutes: September 8, 2026

8:00pm Efficiency time goals

- The next regular meeting of the School Committee is October 13, 2026 at 6pm.

Adjournment

Motion: 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



STOUGHTON PUBLIC SCHOOLS
DR. ROBERT G. O'DONNELL MIDDLE SCHOOL
Annual School Improvement Plan
2026-2027 School Year

School Council Members

Katrina Crowley, Principal & Co-Chair
Rebecca Chabot-Wieferich, Parent Representative & Co-Chair
Jessica Caron, Parent Representative
Melissa Lynch, Parent Representative
Meghan Murphy, Faculty Representative
Christine Spears, Faculty Representative
Stephanie Patton, Community Representative



Mission Statement

The O'Donnell Middle School, in partnership with families and the community, will maintain a safe environment that fosters the intellectual growth and social development of each student.

We will empower students to be active participants in their school community by demonstrating the values of **R.E.S.P.E.C.T.**
Responsibility Effort Spirit Pride Excellence Compassion Teamwork

Core Beliefs

Recognizing that a child's education is a partnership between home and school, the O'Donnell Middle School Council has identified four core values for families and school to share:

- Families and school should nurture children by encouraging them to work hard, persevere, and strive for academic excellence.
- Families and school should encourage children to accept responsibility for their own behavior and act with integrity.
- Families and school should encourage children to treat each other with respect and value diversity.
- Families and school should encourage children to mediate disagreements, reduce conflicts, and prevent violence.

School Profile

The Dr. Robert G. O'Donnell Middle School is a member of the New England League of Middle Schools. As of May 2026, there are 789 students enrolled in grades six through eight. The staff consists of 70 full-time teachers, five part-time teachers, three school counselors, three school adjustment counselors, one assistant principal, two deans of students, one school psychologist and one part-time school psychologist, one part-time ESL coach, one full-time school nurse and one part-time school nurse, a part-time nurse's aide, one full-time library aide on staff, along with 10 full-time and 2 part-time Special Education paraprofessionals, one full-time ESL paraprofessional, and three school security monitors.

The O'Donnell Middle School has a seven-period day on a two-day cycle. Classes meet each day for approximately 48 minutes. Students are grouped into teams made up of an interdisciplinary team of teachers who teach the four core subjects. There are nine teams in the school, three teams per grade level.

The O'Donnell Middle School has several course offerings. Core Academic courses are offered in English Language Arts (ELA), Mathematics, Science, and Social Studies. Advanced Classes are offered in ELA and Mathematics for Grades 7 & 8 and Social Studies for Grade 8. Math Lab classes are offered as academic support in Grade 6. Reading Lab classes are offered for academic support and intervention for all grades. Academic Support classes are offered to support special education students in the curriculum. English as a Second Language (ESL) classes are offered as needed according to the guidelines set out by the Massachusetts Department of Elementary and Secondary Education. World Languages courses are offered in French and Spanish. Exploratory Classes are offered to all students in Wellness, Art, and S.T.E.M. each year. Additional enrichment class offerings include Chorus, Band, Drama, and General Music.

The O'Donnell Middle school offers a wide variety of extracurricular opportunities to students. There are over 25 different after school clubs and activities that students can get involved in. These activities include athletics, visual and performing arts, academic support and enrichment, and student leadership.

Enrollment Data

Enrollment by Race/Ethnicity (2025-26)			
Race	% of School	% of District	% of State
American Indian or Alaska Native	0.1	0.3	0.2
Asian	5.1	6.0	7.6
Black or African American	29.0	30.2	10.4
Hispanic or Latino	16.7	13.6	26.2
Multi-Race, Not Hispanic or Latino	7.2	6.1	4.8
Native Hawaiian or Other Pacific Islander	0.0	0.3	0.1
White	41.8	43.5	50.8

Enrollment by Grade (2025-26)																
	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	SP	Total
District	105	268	261	277	288	306	241	253	263	261	270	271	256	230	1	3,551
O'Donnell Middle School	0	0	0	0	0	0	0	253	263	261	0	0	0	0	0	777

Selected Populations 2025-2026

Title	% of School	% of District	% of State
High Needs	55.3	56.9	55.4
English Learners	8.2	11.7	13.4
First Language Not English	18.4	22.2	27.3
Low Income	39.8	41.9	41.1
Students with Disabilities	22.0	21.5	21.1

Student Attendance 2024-2025 (End of Year)

Student Attendance (2024-25) - End of Year						
Student Group	Attendance Rate	Average # of Absences	Absent 10 or more days	Chronically Absent (10% or more)	Chronically Absent (20% or more)	Unexcused > 9 days
All Students	94.3	9.9	35.5	14.2	4.1	0.0
American Indian or Alaska Native						
Asian	97.9	3.8	9.3	0.0	0.0	0.0
Black or African American	95.1	8.3	29.8	13.4	2.7	0.0
Hispanic or Latino	92.4	13.1	51.4	24.6	6.5	0.0
Multi-Race, Not Hispanic or Latino	95.0	8.9	36.6	9.8	2.4	0.0
White	93.9	10.7	36.7	13.1	5.0	0.0
High Needs	93.3	11.3	39.7	20.0	6.2	0.0
English Learners	92.3	12.2	35.7	23.8	7.1	0.0
Low Income	93.0	11.9	40.7	21.5	6.8	0.0
Students with Disabilities	93.2	11.6	44.5	23.2	6.7	0.0
Female	93.8	10.6	37.9	15.8	5.0	0.0
Male	94.7	9.2	33.1	12.7	3.2	0.0

Mobility Rates 2025

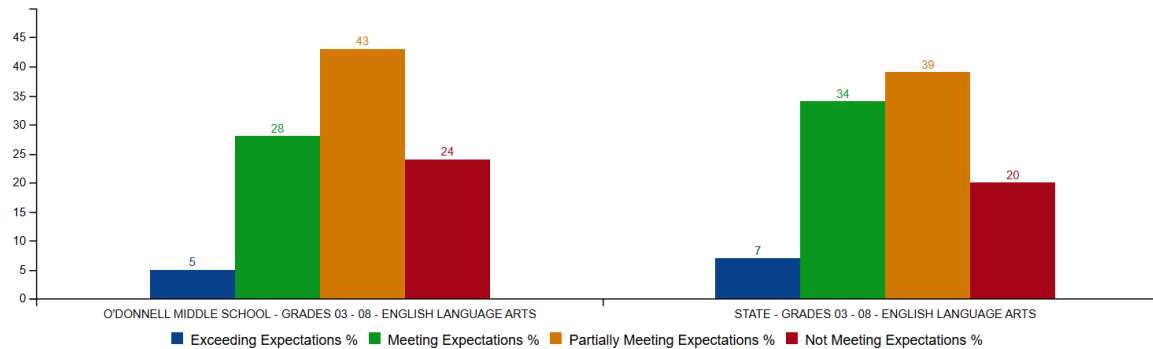
Student Group	Churn/Intake Enroll	% Churn	% Intake	Stability Enroll	% Stability
All Students	834	9.0	5.4	805	94.3
American Indian or Alaska Native	-	-	-	-	-
Asian	43	2.3	0.0	43	97.7
Black or African American	267	15.7	10.1	248	90.7
Hispanic or Latino	138	10.1	4.3	136	91.2
Multi-Race, Not Hispanic or Latino	41	2.4	0.0	41	97.6
Native Hawaiian or Other Pacific Islander	-	-	-	-	-
White	343	5.0	3.5	335	97.3
High Needs	513	13.8	8.6	485	91.1
English Learners	85	24.7	15.3	76	84.2
Low Income	418	15.6	10.0	392	90.1
Students with Disabilities	174	9.8	5.2	168	93.5

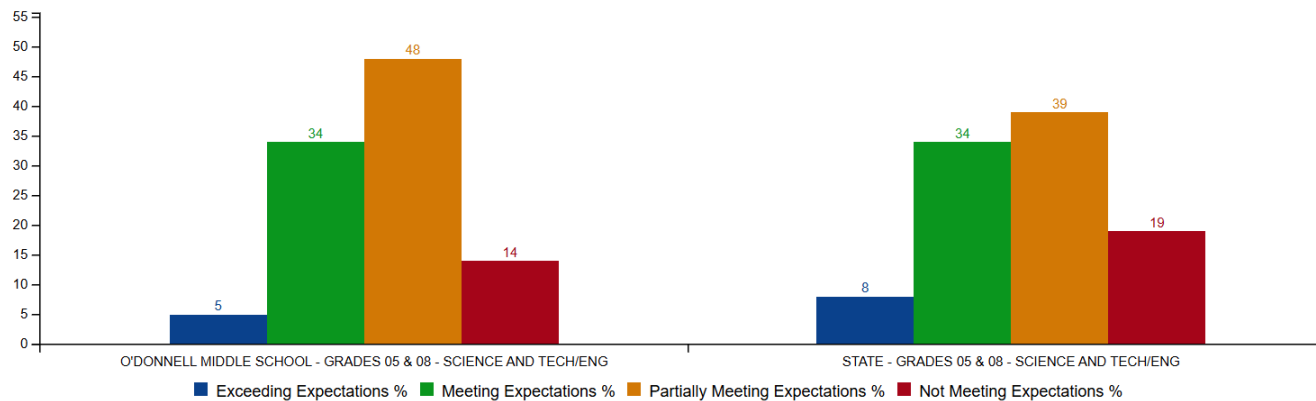
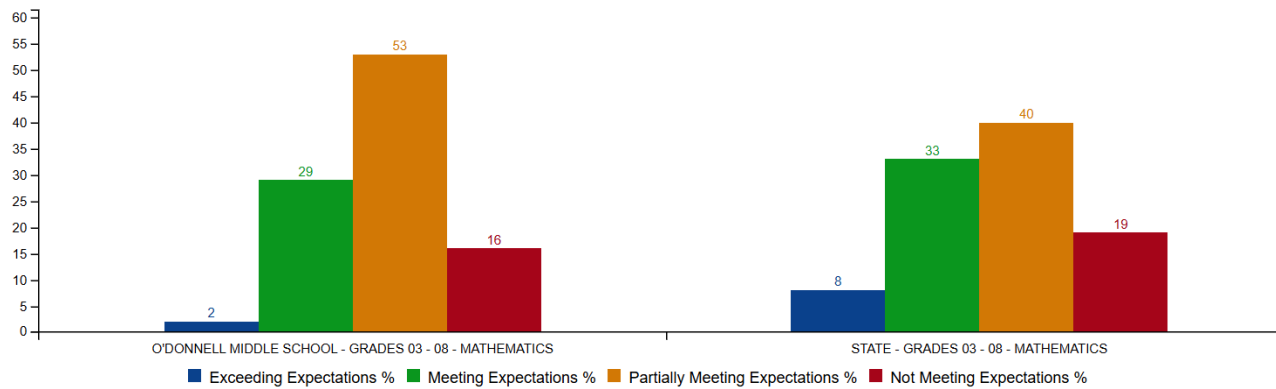
Overview of Performance Indicators and Staffing

Next Generation MCAS Tests 2025

Percent of Students at Each Achievement Level for O'Donnell Middle School, *Data Last Updated September 29, 2025*

Grade and Subject	Meeting or Exceeding Expectations %		Exceeding Expectations %		Meeting Expectations %		Partially Meeting Expectations %		Not Meeting Expectations %		No. of Students Included	Part. Rate %	Avg. Scaled Score	Avg. SGP	Included in Avg. SGP	Ach. Pctl
	School	State	School	State	School	State	School	State	School	State						
GRADE 06 - ENGLISH LANGUAGE ARTS	30	42	4	10	27	32	44	36	26	22	248	99	486	37	229	33
GRADE 06 - MATHEMATICS	34	41	1	7	32	34	51	42	15	17	247	99	492	42	234	46
GRADE 07 - ENGLISH LANGUAGE ARTS	30	42	2	7	28	34	40	36	30	22	247	99	485	38	236	32
GRADE 07 - MATHEMATICS	30	39	1	9	30	30	50	41	19	20	246	99	488	44	238	45
GRADE 08 - ENGLISH LANGUAGE ARTS	37	44	8	11	29	33	45	34	17	22	265	100	491	53	253	44
GRADE 08 - MATHEMATICS	29	38	5	8	24	31	57	41	14	21	263	99	491	57	255	51
GRADE 08 - SCIENCE AND TECH/ENG	38	37	5	6	34	31	48	44	14	19	261	98	493	N/A	N/A	56
GRADE 08 - CIVICS	33	39	4	6	29	33	57	45	10	16	260	98	493	N/A	N/A	50
GRADES 03 - 08 - ENGLISH LANGUAGE ARTS	33	42	5	7	28	34	43	39	24	20	760	99	488	43	718	32
GRADES 03 - 08 - MATHEMATICS	31	41	2	8	29	33	53	40	16	19	756	99	490	48	727	37
GRADES 05 & 08 - SCIENCE AND TECH/ENG	38	42	5	8	34	34	48	39	14	19	261	98	493	N/A	N/A	46





2025 MCAS Student Growth Report

ELA Grades 6-8

School	Avg. SGP	% Meeting or Exceeding Expectations	Included in SGP	Part. Rate %
O'Donnell Middle School	43	33	718	99

Math Grades 6-8

School	Avg. SGP	% Meeting or Exceeding Expectations	Included in SGP	Part. Rate %
O'Donnell Middle School	48	31	727	99

Accountability Information

2025 Accountability Percentile = 29%



Overall, our school performs better than 28% of elementary and middle schools statewide.

2025 Progress Toward Improvement Targets = 47%



Our school is making moderate progress toward targets for most accountability measures.

2025 Points awarded

2025 Progress toward improvement targets							
Indicator		All Students (Non-high school grades)			Lowest Performing Students (Non-high school grades)		
		Points earned	Total possible points	Weight %	Points earned	Total possible points	Weight %
Achievement	English language arts achievement	0	4	-	2	4	-
	Mathematics achievement	2	4	-	2	4	-
	Science achievement	2	4	-	-	-	-
	Achievement total	4	12	60.0	4	8	67.5
Growth	English language arts growth	2	4	-	2	4	-
	Mathematics growth	2	4	-	2	4	-
	Growth total	4	8	20.0	4	8	22.5
High school completion	Four-year cohort graduation rate	-	-	-	-	-	-
	Extended engagement rate	-	-	-	-	-	-
	Annual dropout rate	-	-	-	-	-	-
	High school completion total	-	-	-	-	-	-
Progress toward attaining English language proficiency	English language proficiency total	4	4	10.0	-	-	-
Additional indicators	Chronic absenteeism	3	4	-	0	4	-
	Advanced coursework completion	-	-	-	-	-	-
	Additional indicators total	3	4	10.0	0	4	10.0
Weighted total		3.9	9.6	-	3.6	7.6	-
Percentage of possible points		41%		-	47%		-
2025 Annual criterion-referenced target percentage		44%					

Class Size & Staffing

The O'Donnell Middle School has interdisciplinary teams at each grade level. In addition to their core academic classes in Math, ELA, Social Studies, and Science, all students take a series of exploratory, enrichment, and support offerings as a way to enhance and enrich their overall academic experience. Our World Language offerings include Spanish and French.

All grade levels have support services for students in ESL, Special Education, and identified general education students who need remediation in literacy, math, executive functioning skills, and/or chronic absenteeism.

Our current staffing and enrollment numbers allow for an average class size of approximately 18 students.

There are approximately 75 educators on the OMS faculty. A full 100% of our core academic classes are taught by teachers who are considered highly qualified by the state. Counting all staff and support we have a roughly 11 to 1 teacher to student ratio.

Teacher Data 2025-2026

	School		District		State	
	FTE	%	FTE	%	FTE	%
Total # of Teachers (FTE)	73.8	100.0	346.4	100.0	76,718.6	100.0
Teachers Licensed	73.8	100.0	345.4	99.7	73,822.0	96.2

ACTION PLANS

Element #1: Student Learning Goal

Student Learning Goal Self-Assessment Results: Following the 2025 MCAS administration, ELA data reveals that 67% of students scored in the partially meeting expectations or not meeting expectations categories for Grades 6-8. Math data shows that 59% of students scored in the partially meeting expectations or not meeting expectations categories for all grades. Additionally, the average student growth percentile (SGP) is 43% in ELA and 48% in Math. Furthermore, 'Lowest Performing' students and 'All Students' groups showed only moderate progress toward their growth targets, earning 2 out of 4 possible points in ELA and Math growth. When reviewing the STAR assessment results for the 2024-2025 school year, students reached a 65.5% SGP in ELA and 59.2% SGP in Math. The results from MCAS and STAR suggest that there is a need to improve Tier 1 instruction for all students by analyzing student data, incorporating DCAP accommodations, and differentiating instruction.

Student Learning SMART Goal: By the end of the 2026-2027 academic year, OMS students will reach at least 50% for the average student growth percentile (SGP) in ELA and Math as measured by STAR Reading and Math assessments, identified common formative and summative assessments, and the 2027 MCAS exams.

Action Steps	Supports/Resources from School/District	Responsible Parties	Timeline
VoG School Launch and Connections: Frame trimester student assembly team meetings through the Vision of the Graduate and connect academic, attendance, and behavior expectations to the Vision of the Graduate competencies.	Time Assemblies, Team meetings	Deans of Students, School Counselors, Principal	Ongoing
Administer the STAR Reading and Math assessments to all students, including students who are absent or who enroll mid-year.	Technology Access Time	Classroom Teachers, School Counselors, Curriculum Directors	Ongoing
Provide teams and departments with agenda items to be covered monthly during team and department collaborations. Teams will share collaboration logs with administration and departments will share collaboration logs with head teachers and administration.	Time	Principal, Curriculum Directors, Data Coordinator, Head Teachers, Team Teachers	September 2026
Establish "Team Data Review" Meetings: Utilize one team collaboration block per trimester for administration to facilitate and guide discussion as teachers analyze the data from MCAS, STAR, and/or common assessments to adjust small-group instruction and Tier 1 instructional practices.	Data Coordinator Time STAR and Progress Monitoring Software Educlimber	Team Teachers, Special Education and ESL Teachers, Head Teachers, Data Coordinator, Principal, Assistant Principal	Ongoing
Establish "Department Data Review" Meetings: Utilize one department meeting and/or department collaboration per trimester for administration to facilitate and guide discussion as teachers analyze the data from MCAS, STAR, and/or common assessments and update the course Scope & Sequence and provide feedback for curriculum.	Data Coordinator Time Progress Monitoring Software, STAR Educlimber	Team Teachers, Head Teachers, Data Coordinator, Curriculum Directors, Principal, Assistant Principal	Ongoing

Utilization of the DCAP: Review the DCAP with staff along with the BBST process to ensure MTSS is followed.	DCAP Time	Principal, Assistant Principal	Fall 2026
Monthly Progress Monitoring of Growth Groups: Track the growth of students using a progress monitoring system to ensure they are on track to meet "Typical" or "High" growth targets. Implement DCAP accommodations where appropriate to support Tier 1 instruction.	DCAP Time Progress Monitoring Software, STAR EduClimber	Team Teachers, ESL Teachers, SPED Teachers, Principal, Assistant Principal	Ongoing
Utilization of MTSS: Refer students who may need additional support to BBST.	Time BBST resources	Classroom Teachers, School Counselors, Deans of Students, BBST Team	Ongoing
Utilization of LAT: Share data based on progress monitoring of growth groups with the LAT team.	Time Progress Monitoring Software, STAR EduClimber	Principal, Assistant Principal, Director of MLL, LAT team	Ongoing
Comprehensive ELA and Math Data Review: Conduct a mid-year and end-of-year data analysis to compare 2025 baseline data with current progress and adjust interventions and instruction accordingly.	Data Coordinator Time	Data Coordinator, Principal, Assistant Principal, Head Teachers	January 2027 & June 2027
Share student data progress with the community in the OMS Community Newsletter, including connections to the Vision of the Graduate.	Data Coordinator Smore Platform EduClimber	Principal	Ongoing

S=Specific and Strategic; M=Measurable; A=Action Oriented; R=Rigorous, Realistic, and Results-Focused; T=Timed and Tracked

Element #2: Professional Practice

Professional Practice Self-Assessment Results: Following the 2025 MCAS administration, ELA data reveals that 67% of students scored in the partially meeting expectations or not meeting expectations categories for Grades 6-8. The 2024 MCAS data shows that 68% of students scored in the partially meeting or not meeting expectations categories. Additionally, the 'All Students' group showed minimal progress toward their achievement target, earning 0 out of 4 possible points in ELA on the 2024 and 2025 MCAS. The 'Lowest Performing Students' group showed moderate progress toward their achievement target, earning 2 out of 4 possible points in ELA on the 2025 MCAS. When reviewing the ELA MCAS data by standards, the data reveals that students scored below the state overall in the writing standards. These results suggest that writing needs to be a focus across ELA and Social Studies classes. A common approach to writing across content areas can support middle school students in improving their writing.

Professional Practice SMART Goal: By June 2027, humanities teachers will collaboratively create, implement, and assess one standards-aligned common writing assessment per trimester during the 2026–2027 school year, with at least 70% of students meeting proficiency as measured by a shared rubric.

Action Steps	Supports/Resources from School/District	Responsible Parties	Timeline
Review current writing assessments in their department and identify and/or create common writing assessments for each trimester. Common assessments will be grade-level aligned.	Time Curriculum Resources	ELA & SS Head Teacher, ELA & SS Teachers, Humanities Curriculum Director	September - October 2026
Create a grade level common rubric for grading common writing assessments.	Time	ELA & SS Head Teacher, ELA & SS Teachers, Humanities Curriculum Director	By December 2026
Implement and assess students on one common writing assessment per trimester.	Time	ELA & SS Teachers	Ongoing
Provide students with feedback on their writing and build connections to the Vision of the Graduate competencies.	Time	ELA & SS Teachers, Humanities Curriculum Director	Ongoing
Utilize department collaboration monthly to review writing samples, calibrate grading and expectations for grade-level writing, and how feedback is provided to students. Adjust Tier 1 instructional practices based on data.	Time Curriculum Resources EduClimber	ELA & SS Head Teacher, ELA & SS Teachers, Humanities Curriculum Director	Ongoing
Incorporate the common writing assessment data into the honors placement criteria.	Time	ELA & SS Head Teacher, ELA & SS Teachers, Humanities Curriculum Director	January - May 2027

S=Specific and Strategic; M=Measurable; A=Action Oriented; R=Rigorous, Realistic, and Results-Focused; T=Timed and Tracked

STOUGHTON PUBLIC SCHOOLS

STOUGHTON HIGH SCHOOL Annual School Improvement Plan *2026 – 2027 School Year*

School Council Members

Kristine Balchunas, Cherry Bernard, Tana Bernard, Brennan Cox, Stacey Daughtry, Kevin Hallock, Kelsea Lawler, Frank Lyons, Susan Lyons, Marguerite Mitchell, Sean O'Connell, Kristen Pierce, Karen Powers, William Powers, Roseanne Rossi, Andrew Srey, Xaven Studer, Marie Tull
Principal: Juliette Miller



Vision of the Graduate

Stoughton High School, in partnership with our community, is committed to supporting students on their journeys to live productive, healthy, and meaningful lives. Through our curriculum and via their experiences, our students will become culturally responsive citizens, innovative thinkers, and lifelong learners who exemplify excellence of character and live balanced lives.

Core Beliefs

Stoughton High School Students will...

- **Become Critical Thinkers**

The Stoughton High School graduate questions, evaluates, analyzes, synthesizes, and explains information from diverse sources.

- **Emerge as Culturally Proficient**

The Stoughton High School graduate builds meaningful relationships with people from diverse backgrounds and participates in respectful, as well as, productive exchanges.

- **Mature into Healthy Beings**

The Stoughton High School graduate works toward maintaining a state of physical, mental, and social well-being while achieving their full potential.

- **Develop Effective Communication**

The Stoughton High School Graduate utilizes language to connect, collaborate, exchange information, and succeed in personal, academic, and career-related situations.

- **Take Personal Responsibility**

The Stoughton High School graduate accepts complete responsibility for their behavior, feelings, and decisions in all areas of their lives.

- **Cultivate a Growth Mindset**

The Stoughton High School graduate believes their most basic abilities can be developed through dedication and hard work.

School Profile

DESE Profile Table: Enrollment by Race/Ethnicity

Enrollment by Race/Ethnicity (2025-26)			
Race	% of School	% of District	% of State
American Indian or Alaska Native	0.2	0.3	0.2
Asian	6.4	6.0	7.6
Black or African American	32.1	30.2	10.4
Hispanic or Latino	16.9	13.6	26.2
Multi-Race, Not Hispanic or Latino	5.0	6.1	4.8
Native Hawaiian or Other Pacific Islander	0.1	0.3	0.1
White	39.3	43.5	50.8

DESE Profile Table: Enrollment by Grade

Enrollment by Gender (2025-26)			
	School	District	State
Female	494	1,786	437,445
Male	534	1,764	461,770
Nonbinary	0	1	1,272
Total	1,028	3,551	900,487

DESE Profile Table: Selected Populations

Title	% of School	% of District	% of State
High Needs	52.5	56.9	55.4
English Learners	6.5	11.7	13.4
First Language Not English	21.2	22.2	27.3
Low Income	40.8	41.9	41.1
Students with Disabilities	16.9	21.5	21.1

DESE Profile Table: Student Attendance

Student Attendance (2024-25) - End of Year						
Student Group	Attendance Rate	Average # of Absences	Absent 10 or more days	Chronically Absent (10% or more)	Chronically Absent (20% or more)	Unexcused > 9 days
All Students	94.2	10.0	33.3	14.3	5.0	0.0
American Indian or Alaska Native						
Asian	97.9	3.7	7.2	2.9	1.4	0.0
Black or African American	95.0	8.4	25.8	13.6	5.4	0.0
Hispanic or Latino	92.9	12.1	43.6	21.2	6.1	0.0
Multi-Race, Not Hispanic or Latino	93.1	12.2	42.4	16.9	6.8	0.0
Native Hawaiian or Other Pacific Islander	93.7	11.3	33.3	16.7	0.0	0.0
White	93.7	11.0	37.9	13.5	4.6	0.0
High Needs	92.8	12.1	38.7	20.6	7.7	0.0
English Learners	93.9	9.2	28.2	19.8	8.4	0.0
Low Income	92.7	12.1	39.9	21.4	7.8	0.0
Students with Disabilities	91.5	14.7	44.2	26.8	10.0	0.0
Female	93.5	11.1	37.9	17.2	6.0	0.0
Male	94.9	8.8	28.6	11.3	3.9	0.0

DESE Profile Table: Mobility Rates

Student Group	Churn/Intake Enroll	% Churn	% Intake	Stability Enroll	% Stability
All Students	1,150	9.5	5.3	1,118	93.1
American Indian or Alaska Native	-	-	-	-	-
Asian	69	4.3	4.3	66	100.0
Black or African American	372	15.3	9.4	354	89.0
Hispanic or Latino	183	10.4	4.9	180	91.1
Multi-Race, Not Hispanic or Latino	59	1.7	0.0	59	98.3
Native Hawaiian or Other Pacific Islander	6	0.0	0.0	6	100.0
White	459	6.3	3.1	451	95.3
High Needs	657	14.8	8.2	629	89.0
English Learners	134	34.3	19.4	120	73.3
Low Income	556	15.1	8.5	531	88.9
Students with Disabilities	196	9.2	5.6	194	91.8

Overview of Performance Indicators and Staffing

Stoughton High School, located in Stoughton, Massachusetts, has an enrollment of 1,025 students in grades 9-12 serviced by 106.4 Teachers, 13 full-day paraprofessionals, and 2 partial day paraprofessionals. Stoughton High School is committed to maintaining a faculty of highly qualified teachers. On our faculty, 100% of teachers are licensed in their teaching assignment. The students are supported by 4 school counselors, 1 college and career counselor, 3 adjustment counselors, a media specialist/librarian, a part-time library aide, 1.5 school nurses, a part-time nurse's aide, 5 administrative assistants, a Peer Mediation Coordinator, a 6-12 School Counseling Director, a PreK-12 Special Education Director, a Secondary Special Education Director, an ELE Director and Assistant Director, an ELE instructional coach, and 1.5 school psychologists. The administration consists of 1 Administrative Principal, 2 Assistant Principals, 2 Deans, and 1 Athletic Director. Each department is led by a department head; English, History, Math/Business, Performing Arts, PE/Health, Science, Special Education, Visual Arts, and World Language. The student to teacher ratio is 10.4 to 1.

Assessment Data

MCAS

In 2025, Stoughton High School students consistently demonstrated high achievement on the ELA and Math MCAS. In ELA, Math and STE, 87%, 87%, and 86% of our students scored in the partially meeting expectations or better categories, respectively. The department heads will continue to target their work for the 2026-2027 school year on strategies that will result in increased growth among our students, while maintaining high achievement.

Grade and Subject	Meeting or Exceeding Expectations %		Exceeding Expectations %		Meeting Expectations %		Partially Meeting Expectations %		Not Meeting Expectations %		No. of Students Included	Part. Rate %	Avg. Scaled Score	Avg. SGP	Included in Avg. SGP	Achievement Pctl
	School	State	School	State	School	State	School	State	School	State						
GRADE 10 - ENGLISH LANGUAGE ARTS	53	51	10	10	43	41	34	35	14	15	240	99	500	54	202	57
GRADE 10 - MATHEMATICS	49	45	10	12	39	33	38	39	14	16	241	100	497	55	204	57
GRADE 10 - SCIENCE	52	46	10	11	43	35	34	38	14	16	221	100	500	N/A	N/A	60

Note: School achievement percentiles (1-99) compare each group's average scaled score to the average scaled scores of the same group from all public schools across the state. Only students enrolled in the same school since October 1 are included in calculations, and groups with fewer than 10 students do not receive percentiles.

NOTE: Grade 10 Science results are reported based on students' best performance on any Science test taken in grade 9 or grade 10; only students continuously enrolled in the state, district, or school from fall of grade 9 through spring of grade 10 are included in state, district, or school results.

GRADE 10 - ENGLISH LANGUAGE ARTS					
ACHIEVEMENT LEVEL		2022	2023	2024	2025
	Exceeding Expectations (E)	8	13	12	10
	Meeting Expectations (M)	57	40	50	43

Partially Meeting Expectations (PM)	31	34	32	34
Not Meeting Expectations (NM)	4	13	6	14

2025 Participation Rate = 99%

GRADE 10 – MATHEMATICS				
ACHIEVEMENT LEVEL	2022	2023	2024	2025
Exceeding Expectations (E)	17	3	12	10
Meeting Expectations (M)	36	41	40	39
Partially Meeting Expectations (PM)	41	47	39	38
Not Meeting Expectations (NM)	7	9	8	14

2025 Participation Rate = 100%

GRADE 10 – SCIENCE				
ACHIEVEMENT LEVEL	2022	2023	2024	2025
Exceeding Expectations (E)	13	4	8	10
Meeting Expectations (M)	44	44	49	43
Partially Meeting Expectations (PM)	35	42	33	34
Not Meeting Expectations (NM)	8	10	10	14

2025 Participation Rate = 100%

GRADE LEVEL 10 - ENGLISH LANGUAGE ARTS																												
Student Group	School								District								State											
	Stud. Incl.	Part. Rate	% at Each Level				Avg. Scaled Score	SG P	Included in	Ach. Pctl	Stud. Incl.	Part. Rate	% at Each Level				Avg. Scaled Score	SG P	Included in	Stud. Incl.	Part. Rate	% at Each Level				Avg. Scaled Score	SG P	Included in
	#	%	E	M	PM	NM	Score				#	%	E	M	PM	NM	Score			#	%	E	M	PM	NM	Score		

									Avg. SGP (#)										Avg. SGP (#)										Avg. SGP (#)
Accountability Student Groups																													
Students with Disabilities	34	100	3	1 2	41	44	478	44	26	47	40	98	3	1 3	38	48	479	43	27	12,738	93	1	1 5	46	38	479	46	10,785	
English Learners and Former English Learners	20	90	5	0	35	60	468		9	31	20	90	5	0	35	60	468		9	8,261	96	1	11	38	50	471	51	4,894	
Low Income	110	98	8	3 4	37	21	493	52	85	59	115	98	8	3 3	37	22	493	52	86	28,368	96	3	2 8	43	26	487	47	23,115	
High Needs	125	98	7	3 0	38	25	491	52	95	60	133	97	7	3 0	37	26	491	52	96	35,413	96	3	2 7	44	26	487	47	29,054	
Black or African American	81	100	7	3 5	40	19	495	53	64	61	85	99	7	3 4	39	20	495	53	64	6,858	97	4	3 1	42	23	490	49	5,515	
Asian	16	100	1 9	6 9	13	0	517		15	48	16	100	1 9	6 9	13	0	517		15	5,189	99	2 4	5 2	18	5	515	57	4,601	
Hispanic or Latino	44	94	5	3 9	34	23	493	42	38	59	44	94	5	3 9	34	23	493	42	38	16,680	96	3	2 8	41	28	486	47	13,517	
Multi-Race, Not Hispanic or Latino	11	100	0	6 4	36	0	506		10	53	11	100	0	6 4	36	0	506		10	2,950	96	1 2	4 3	33	11	503	50	2,602	
White	88	100	1 4	4 5	32	9	505	58	75	60	92	100	1 3	4 5	32	11	505	58	76	35,916	98	1 2	4 7	33	9	504	50	32,827	

GRADE LEVEL 10 - MATHEMATICS																																							
Student Group	School										District							State																					
	Stud. Incl	Part. Rate	% at Each Level				Avg. Scaled Score	SG P	Include d in Avg. SGP (#)	Ach . Pctl	Stud. Incl	Part. Rate	% at Each Level				Avg. Scaled Score	SG P	Include d in Avg. SGP (#)	Stud. Incl	Part. Rate	% at Each Level				Avg. Scaled Score	SG P	Include d in Avg. SGP (#)											
	#	%	E	M	P	M	NM				#	%	E	M	P	M	NM				#	%	E	M	P	M	NM				#	%	E	M	P	M	NM		
Accountability Student Groups																																							
Students with Disabilities	34	100	0	21	41	38	480	53		27	61	40	98	0	18	40	43	480	54		28	12,512	92	2	11	46	42	478	47		10,596								
English Learners and Former English Learners	21	97	5	10	57	29	482			9	66	21	97	5	10	57	29	482			9	8,133	95	2	11	43	44	476	49		5,081								
Low Income	110	99	3	32	47	18	489	48		87	56	115	98	3	31	46	20	489	48		88	27,828	94	4	20	48	28	485	47		22,885								
High Needs	126	99	2	30	46	21	488	49		97	60	134	99	2	29	45	24	488	49		98	34,814	94	4	20	49	28	485	48		28,847								
Black or African American	81	100	5	26	51	19	491	55		65	65	85	99	5	26	48	21	491	55		65	6,791	96	3	23	49	25	487	50		5,467								

Asian	16	100	38	50	13	0	520			15	51	16	100	38	50	13	0	520			15	5,178	99	41	37	18	4	521	56	4,632
Hispanic or Latino	45	98	46	38	22	490	44		38	62	45	98	46	38	22	490	44		38	16,357	95	30	20	47	30	484	47	13,401		
Multi-Race, Not Hispanic or Latino	11	100	0	64	36	0	500		10	47	11	100	0	64	36	0	500		10	2,888	94	17	31	39	13	501	50	2,555		
White	88	100	14	47	31	9	502	57	76	59	92	100	13	45	32	11	501	57	77	35,654	97	13	40	37	10	502	50	32,668		

GRADE LEVEL 10 - SCIENCE																												
Student Group	School										District								State									
	Stud. Incl	Part. Rate	% at Each Level				Avg. Scaled Score	SG P	Include d in Avg. SGP (#)	Ach. Pctl	Stud. Incl	Part. Rate	% at Each Level				Avg. Scaled Score	SG P	Include d in Avg. SGP (#)	Stud. Incl	Part. Rate	% at Each Level				Avg. Scaled Score	SG P	Include d in Avg. SGP (#)
	#	%	E	M	PM	NM				#	%	E	M	PM	NM				#	%	E	M	PM	NM				
Accountability Student Groups																												
Students with Disabilities	32	100	0	13	41	47	478	N/A	N/A	49	38	100	0	11	34	55	477	N/A	N/A	12,503	96	2	13	43	42	478	N/A	N/A
English Learners and Former English Learners	13	100	15	8	31	46	485	N/A	N/A	78	13	100	15	8	31	46	485	N/A	N/A	6,507	96	2	10	39	50	473	N/A	N/A
Low Income	94	99	57	3	38	19	493	N/A	N/A	66	99	99	55	3	37	22	492	N/A	N/A	26,166	97	3	21	46	29	484	N/A	N/A
High Needs	108	99	53	3	38	24	491	N/A	N/A	65	115	99	41	3	37	28	491	N/A	N/A	32,945	97	3	21	46	29	485	N/A	N/A
Black or African American	68	100	48	3	35	22	495	N/A	N/A	75	72	100	46	3	35	25	494	N/A	N/A	6,166	98	3	23	46	27	486	N/A	N/A
Asian	16	100	25	50	19	6	516	N/A	N/A	45	16	100	25	50	19	6	516	N/A	N/A	4,959	99	3	23	40	6	516	N/A	N/A
Hispanic or Latino	42	98	53	4	31	21	494	N/A	N/A	68	42	98	53	4	31	21	494	N/A	N/A	15,244	97	3	20	45	31	483	N/A	N/A
Multi-Race, Not Hispanic or Latino	9	100						N/A	N/A		9	100						N/A	N/A	2,855	97	1	5	38	13	501	N/A	N/A
White	86	100	14	4	37	6	503	N/A	N/A	57	89	100	13	4	36	9	503	N/A	N/A	35,298	98	1	3	36	10	502	N/A	N/A

Advanced Placement Performance

NOTE: AP Performance is not reported for enrollments of fewer than 10.

Subject	Tests Taken	%1-2	%3-5
All Subjects	363	33	68
English Language Arts	36	6	94
English Lang/Comp	26	0	100
English Lit/Comp	10	20	80
History and Social Science	54	22	78
Govt & Pol: U.S.	35	31	69
History: U.S.	18	0	100
Math and Computer Science	151	53	47
Calculus AB	20	80	20
Calculus BC	19	53	47
Computer Sci A	34	88	12
Computer Sci Principles	48	31	69
Statistics	30	30	70
Science and Technology	119	19	81
Biology	17	12	88
Chemistry	23	4	96

Subject	Tests Taken	%1-2	%3-5
Environmental Sci	67	30	70
Physics 1	12	0	100

Overall classification	Not requiring assistance or intervention
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Accountability Data

Reason for classification
Moderate progress toward targets

Progress toward improvement targets	Accountability percentile
45% - Moderate progress toward targets	49

Academic Programming

Graduation requirements are aligned to the Massachusetts Common Core and include 4 years of English and Mathematics, Physical Education each year, 3 years of a lab science, 3.5 years of social science, 2 courses in the same world language, a course in information technology, a course in Fine Arts, and Financial Literacy. Students earn a minimum of 135 credits in order to graduate.

Students can select from a course catalog of over 150 courses; ranging from core courses to electives. Students have a wide variety of electives to choose from in order to round out their educational experience while at Stoughton High School. Students have both the opportunity to study their passions over several courses or briefly expose themselves to an introductory course.

Courses are offered at several levels; College, Honors, and Advanced Placement. We currently offer Advanced Placement courses in English (Language & Composition and Literature), History (US History and US Government & Politics), Mathematics (Calculus A/B,

Calculus B/C, Statistics, and Computer Science A and Computer Science Principles), Science (Chemistry, Biology, Environmental Science and Physics), and World Languages (French and Spanish). We offer courses for our English Language Learners and support classes for our Special Education at-risk students. Additionally, we service Special Education students through our Therapeutic Learning Center, Emotional Support Program, and Learning Center. We also offer programming in Alternative Education.

Seniors at SHS have the option of participating in Dual Enrollment. Seniors who participate in Dual Enrollment attend Bridgewater State University or Massasoit Community College full-time. They are enrolled in college courses which both align to our graduation requirements and their goals. Students who are dual enrolled take courses on the college campuses of their enrollments, are able to fully participate in the SHS activities, sports and extra-curriculars, work towards their high school diploma and earn college credits, which may be applied to a future degree.

Stoughton is a recent recipient of the Early College planning grant and has partnered with Bridgewater State University. Early College is a program that allows high school students to take college-level courses and earn both high school and college credit at the same time. Through partnerships with local colleges and universities, students gain exposure to the expectations of higher education, explore potential career interests, and build confidence in their academic abilities. Early College programs can help students save time and money on future college tuition while preparing them for success after graduation. Through participation in the grant, SHS plans to begin an Early College Program in the 2027-2028 school year.

The Army JROTC (Junior Reserve Officers' Training Corps) program is a leadership development program designed to help students build character, confidence, citizenship, and teamwork skills. Through classroom instruction, community service, physical fitness, and leadership opportunities, students develop valuable life and career readiness skills in a structured and supportive environment. Participation in JROTC does not require military service after graduation; instead, the program focuses on preparing students to become responsible leaders and engaged members of their community. Stoughton High School is excited to explore the launch of an Army JROTC program beginning in the 2027-2028 school year.

Class Size Information

Stoughton High School has worked to maintain a class size that is conducive to and creates a positive academic environment where all students can learn. Classes range from 5 to 25 students depending on the course. Our instructional labs, which provide additional content support to students who have been identified as needing the extra assistance, are small classes that range from 5 – 10

students. Our more popular electives may reach a total of 25 students. Our band/chorus classes exceed this number based on the nature of the course. The average class size is 16 students per class.

Plan of High School Graduates

Plan	% of School	% of District	% of State
4-Year Private College	25.5	25.4	25.9
4-Year Public College	30.6	30.4	29.8
2-Year Private College	0.4	0.4	0.7
2-Year Public College	18.0	17.9	16.0
Other Post-Secondary	0.0	0.0	3.8
Apprenticeship	6.8	6.8	1.0
Work	5.4	5.4	12.8
Military	1.4	1.4	1.7
Other	5.4	5.4	2.2
Unknown	6.5	7.1	6.2

Schedule

Stoughton High School is in the second year of a new bell schedule for the 2025-2026 school year. The schedule is a four-day cycle of four 79-minute periods each day and one 40-minute FlexBlock period every day. The FlexBlock is designed to provide time for response to intervention, social emotional support and learning, access to school and adjustment counselors without missing class

time, time for homework, extra help with teachers, and make up of missed work. Students take eight classes each semester. Teachers continue to have professional collaboration built into the school day schedule, every other day for 40 minutes.

Extra-Curricular Activities

Color Guard, Winter Guard, DECA, Drama, Fruition Scholars, The Knight, Math Team, Music Programs, Student Advisory Council, Tokyo Club, HOSA, National Honor Society, National Art Honor Society, National Business Honor Society, Peer Leadership, A World of Difference, Recycling Club, S.A.D.D., Science Fair, Science Olympiad Team, Spectrum, Yearbook, Student Council, and Peer Mediation

Athletics

Football, Field Hockey, Cross-Country, Basketball, Ice Hockey, Wrestling, Baseball, Softball, Tennis, Golf, Track, Swimming, Soccer, Cheerleading, Lacrosse and Volleyball.

ACTION PLANS

Student Learning Action Plan

Self-Assessment Results

Stoughton High School students continue to perform above the Massachusetts state average on the Grade 10 MCAS in English Language Arts, Mathematics, and Science. In 2025, 53% of students met or exceeded expectations in ELA, 49% in Mathematics, and 52% in Science. Student Growth Percentiles also exceeded the state average in both ELA (54) and Mathematics (55). Despite these positive outcomes, approximately one-third of students remain in the Partially Meeting Expectations category across tested subjects. This suggests an opportunity to strengthen Tier 1 instructional practices so that more students consistently demonstrate grade-level proficiency. During the 2026–2027 school year, SHS will focus on improving the quality and consistency of Tier 1 instruction through collaborative planning, common formative assessment, analysis of student work, and data-informed instructional decision making to improve student achievement for all learners.

Student Learning SMART Goal:

By June 2027, Stoughton High School will strengthen Tier 1 instruction across all core academic departments through the consistent implementation of common formative assessments, collaborative analysis of student work, differentiated instructional practices, and data-informed instructional decision making, resulting in an increase in the percentage of Grade 10 students meeting or exceeding expectations on the Massachusetts MCAS from 53% to 58% in English Language Arts and from 49% to 54% in Mathematics while maintaining an average Student Growth Percentile of at least 55 in both subjects.

Action Steps	Supports/Resources from School/District	Responsible Parties	Timeline
Establish department PC data cycles to analyze common formative assessments, benchmark assessments, and MCAS data to identify instructional strengths, priority standards, and students requiring additional Tier 1 support.	Common planning time, EduClimber, MCAS reports, benchmark assessment data	Principal, Assistant Principals/Deans, Department Heads, Teachers	Monthly

Implement common formative assessments in all departments and use results to adjust instruction before summative assessments.	Department-developed common assessments, Curriculum Resources, EduClimber	Department Heads, Teachers	Ongoing
Strengthen Tier 1 instructional practices through the implementation of evidence-based strategies, including explicit learning targets, formative assessment, differentiation, student discourse, and timely feedback.	Professional Development, instructional resources, department collaboration time	Teachers, Department Heads, Administrators	Ongoing
Utilize FlexBlock to provide timely intervention, enrichment, reassessment, and individualized support based on student performance data.	FlexBlock schedule, progress monitoring data, teacher collaboration	Teachers, School Counselors, Administrators	Ongoing
Conduct quarterly collaborative reviews of student work to calibrate expectations, monitor student progress toward proficiency, and identify effective instructional practices across departments.	PC protocols, common rubrics, student work samples	Department Heads, Teachers	Quarterly
Implement Tier 1 accommodations and differentiated instructional practices identified through the DCAP and MTSS process before referring students for additional interventions.	DCAP, MTSS/BBST protocols, Special Education and MLL support staff	Teachers, Special Education Teachers, MLL Teachers, Counselors, Administrators	Ongoing
Conduct mid-year and end-of-year reviews of achievement, growth, and common assessment data to evaluate progress toward the Student Learning Goal and identify instructional priorities for continuous improvement.	MCAS reports, EduClimber, common assessment data	Principal, Assistant Principals/Deans, Department Heads	January 2027 & June 2027
Share progress toward the Student Learning Goal with faculty, School Council, students, and families through faculty meetings, newsletters, and School Council updates to celebrate growth and maintain focus on continuous improvement.	School newsletter, faculty meeting agendas, School Council meetings	Principal, Leadership Team	Ongoing

S=Specific and Strategic; M=Measurable; A=Action Oriented; R=Rigorous, Realistic, and Results-Focused; T=Timed and Tracked

Professional Practice Action Plan

Self-Assessment Results

Stoughton High School has established a comprehensive Vision of the Graduate identifying six competencies expected of all graduates. To operationalize this vision, the school has developed a proposed Graduation Portfolio Requirement that would require students to demonstrate competency through authentic course-based artifacts, reflection, revision, and presentation. Successful implementation requires departments to collaboratively identify portfolio artifacts, develop common rubrics, align curriculum, and establish consistent expectations across all content areas. The proposed professional development plan provides a structured eight-session process for departments to prepare for pilot implementation.

Professional Practice SMART Goal:

By June 2027, every high school department will complete implementation readiness for the SHS Graduation Portfolio by identifying portfolio artifacts for every course, developing common portfolio rubrics aligned to the SHS Vision of the Graduate, establishing student reflection expectations, and producing a department pilot implementation plan, as evidenced by completion of all eight professional development deliverables.

Action Steps	Supports/Resources from School/District	Responsible Parties	Timeline
Participate in the eight-session Graduation Portfolio professional development sequence.	PD calendar	Principal, Department Heads, Teachers	September–June
Review and refine the proposed Graduation Portfolio Requirement through department collaboration.	Portfolio proposal	Departments	September–October
Identify at least one portfolio artifact for every course aligned to Vision of the Graduate competencies.	Curriculum maps, UbD units	Departments	December
Develop department-specific portfolio rubrics using common schoolwide performance criteria.	Model rubrics	Department Heads	January

Establish consistent student reflection, feedback, and revision expectations across department courses.	Reflection templates	Departments	March
Develop department pilot implementation plans including timelines, evidence measures, and support needs.	Planning templates	Department Heads, Administration	April
Finalize pilot objectives and revise UbD curriculum documents to embed portfolio components into instruction.	UbD templates	Department Heads	June

S=Specific and Strategic; M=Measurable; A=Action Oriented; R=Rigorous, Realistic, and Results-Focused; T=Timed and Tracked

Date: 9/14/2026

To: Julie Miller, Superintendent

From: Ryan Augusta

RE: Electronic Device Policy — Opening of the 2026–2027 School Year

Summary

Stoughton High School's bell-to-bell electronic device policy, supported by the Doorman application, has been implemented successfully throughout the building in the opening weeks of the school year.

Participation is high, staff and student response has been positive, and the change to the instructional environment has been noticeable. Enforcement has required real daily effort from teachers and the administrative team, and that effort is what is holding the expectation in place.

Participation

We are seeing 700 to 800 students tap in through Doorman each day. Just under 100 students carry an approved opt-out under one of the three permitted circumstances: the student does not have a phone, the phone is left at home, or the student has a documented medical need approved by Administration and the SHS Clinic.

Violations and follow-up

Within the first eight school days, daily violations have ranged from 30 to 150. The range is wide, and we are watching it closely to understand what drives the difference from one day to the next.

The Deans and Assistant Principals have made same-day follow-up a priority. Students are seen throughout the school day, and parents and guardians are contacted when a violation occurs. That immediacy is deliberate: the consequence ladder is cumulative across all of a student's classes, and it only functions if violations are logged and addressed the day they happen. The administrative team is carrying that work on top of a full caseload, and it is the largest reason the policy is holding.

What we are seeing in classrooms

The most consistent feedback from staff has been about what the building sounds like. Students are talking to one another, in classrooms, in the cafeteria, and in the hallways, at a level teachers have not seen in several years. Faculty report students more present and more engaged in class discussion. Students themselves have been more positive about the change than we anticipated.

Main Office support

Our Main Office staff have been essential to the rollout. They support students daily with phone and application issues, manage device custody, and collect and process secured cases each morning. Much of this policy falls on the administrative assistants and administrative team in the main office, and they have handled it without disruption to the rest of their work.

Vendor performance

Doorman has been an exceptionally responsive partner. Their team was on site in person to train the Main Office staff and department directors, and again on the first day of school to support onboarding the majority of the student body in a single day. They have taken our feedback seriously and made adjustments to the application to meet the needs of our students and staff. As with any new technology integration, we have had glitches; in each case the vendor has responded quickly.

Family communication

Communication about the policy began two weeks before students arrived. Families received communications, covering the bell-to-bell expectation, the role of the Doorman application, the three permitted opt-out circumstances, and the consequence structure.

We addressed the question families ask first, how to reach a student during the school day, directly and early rather than waiting to field it. Families can reach their student by calling the school, as has always been the case, and Doorman includes an emergency unlock that students may use in case of an emergency.

All communications were provided in English and the primary languages of parents/guardians to ensure access for all families. This is an important feature of BrightArrow. A video overview of the process was also shared with families via YouTube which can be translated by the user into their native language.

Students received direct communication as well, including a video in Flex Block to start the first day of school before the expectation took effect, so that no student encountered the policy for the first time in a classroom. Teachers and other school staff were trained and supported students throughout the opening days as they were navigating the Doorman app and using a hard-case if they were an opt-out.

Family response has been overall positive, and the questions we have received have concentrated on the use of the phone caddies. Back to School Night on September 17 and Bilingual Parent Night on September 23 will give families a further opportunity to ask questions directly.

Next steps

We are continuing to monitor daily participation, referral patterns, and the consistency of enforcement across classrooms, with particular attention to narrowing the daily violation range. We are collecting feedback from faculty/staff, students and parents/guardians and we will make appropriate adjustments as we continue throughout the school year.

To: School Committee Members
From: Kathy Lanzarotto
Date: September 22, 2026
Subject: Survey Results for Digitizing Documents

The purpose of this memo is to share the results of the recent survey regarding the digitization of documents for School Committee meetings.

The survey was conducted to better understand surrounding districts' preferences and gather feedback on transitioning from printed meeting materials to electronic documents. Overall, the responses indicate all districts have already moved toward a digital document process.

Survey Results

The survey was sent to all Executive Assistants for Superintendents/School Committee through our MASC email group.

Nineteen districts from the area responded to the question on how SC documents are dispersed in their own district for SC meetings.

ALL districts that responded are using a digitalized system for their SC packets.

- 13 districts use the google drive and use links on the agenda to view all documents
- 5 districts use a google folder and have one PDF for all documents that is emailed to all members – as we currently do along with the paper documents.
- 1 district uses a software called KAMI

A few districts do offer printed copies when requested. These printed copies are left at the members' seats for the in-person meeting.

Stoughton

Within the school district here in Stoughton, we have many subcommittees that meet regularly. All subcommittees listed below use a digital method to send all meeting documents:

School Building Committee
Budget Subcommittee
Facilities Subcommittee
Redistricting Committee

I contacted departments at the town hall to ask how they disperse meeting documents. Their answer was also a digital method for documentation.

Selectboard/FinCom – all digital, however, makes a hard copy for a few of the selectboard members (at their request) and leaves the hard copies at the member's seat

Date: Tue, Sep 8, 2026 at 11:43 AM

Subject: Please act to restore and prioritize Kindergarten Paraprofessionals in SPS

Good morning,

My name is _____ and I am the parent of a fourth and second grader at the Wilkins.

I saw that the school committee will be discussing Kindergarten Paraprofessionals at the meeting tonight and I wanted to simply add my two cents.

While I understand that difficult budget decisions must sometimes be made, I believe that restoring and prioritizing kindergarten paraprofessionals should be an important consideration moving forward.

Kindergarten is a foundational year in a child's educational experience. For many students, it is their first experience in a structured school environment. Beyond academic learning, kindergarten students are developing essential skills such as independence, communication, social interaction, emotional regulation, following routines, and learning how to function as part of a classroom community.

A kindergarten classroom is also a uniquely demanding environment. Young children require frequent guidance, redirection, and individual attention. Teachers are responsible for meeting a wide range of academic, social, emotional, and behavioral needs while simultaneously maintaining a safe and productive learning environment for an entire class. A classroom paraprofessional provides critical support in making this possible.

Kindergarten paraprofessionals can provide small-group and individual support, assist students who are struggling with routines or transitions, help supervise students during activities, and allow teachers to provide more focused instruction. They can also help address small challenges before they become larger disruptions that affect the entire class.

Removing this support places an additional burden on kindergarten teachers and can ultimately affect every student in the classroom. When one teacher is responsible for managing all of the academic, behavioral, social, and emotional needs of an entire classroom of five- and six-year-olds, there are inevitably times when students receive less individual attention than they need. Beyond that, attracting and retaining highly qualified teachers becomes more challenging when support systems that are present in nearby districts are removed.

Investing in students during their earliest years can have lasting benefits. Providing adequate support in kindergarten helps establish the academic skills, routines, confidence, and positive relationship with school that students will carry with them throughout their educational careers.

I respectfully urge the district and School Committee to prioritize the restoration of kindergarten paraprofessionals as soon as possible. This is not simply an issue of making teachers' jobs easier. It is about providing young students with the support they need during one of the most important transitions of their educational lives.

Thank you for your time,

Date: Tue, Sep 8, 2026 at 4:13 PM
Subject: PLease Reinstate K Paraprofessionals

Good afternoon,

I am writing to voice my concerns regarding the absence of paraprofessionals in kindergarten classrooms this year. I acknowledge that I have a grandchild who started in a K classroom today.

I am a retired elementary school nurse of almost 20 years working in a neighboring community. My experience has been to always have a 'para' accompany every kindergartener to the nurse's office. They have observed the child in the classroom and are the extension of the eyes, ears and hands of the teacher. They notice when the child isn't their 'usual self', i.e., coming to school ill, they respond to a vomiting event, bathroom accident, or injury in the classroom or playground.

A teacher who is alone does not have the time to give attention to this child without disrupting the learning environment of the other students for an undetermined amount of time. What happens when there are multiple events at the same time? Who covers for, or helps the teacher in these events?

Visits to the nurse take time away from the classroom. In these situations, who accompanies the child to the nurse? The nurse does not have the time to retrieve a child from the classroom when she has an office full of other children with various needs i.e., managing blood sugars for a diabetic child, giving medications, treating other illnesses and injuries, performing mandated health screenings, etc.

The child cannot come unaccompanied as they generally cannot 'factually' articulate why they are there. The nurse must assess, treat and determine a plan of care for the child. This may involve phone calls to parents/caregivers to advise them of the nurse visit and to arrange dismissal if needed. All of this takes away a tremendous amount of class time that a teacher cannot spare.

We all know that paraprofessionals are the unsung hero of every school. It is beyond belief that these positions were eliminated. I urge you to find a way to reinstate these valuable professionals for the educational and support services they provide our children.

Thank you.

Date: Fri, Sep 11, 2026 at 12:21 PM
Subject:

Vc vai mandar esse email

Good morning

I'm reaching out because I am having a very difficult time with transportation for my daughter, _____, and I am hoping there is something you can do to help me.

I contacted the school again regarding her bus transportation, and the secretary explained that she has already spoken with the person responsible for the buses. Unfortunately, I was told that there are currently no available seats and that we now have to wait for another student to give up their spot before _____ can receive one. I was also told that this could take a week or two, or potentially even the entire school year.

This has left me in an extremely difficult situation because I truly have no other way to consistently get to and from school.

This is also one of the main reasons I was praying and hoping _____ could attend the Dawe School. My close friend's daughter, _____, attends Dawe, and my friend lives literally one street over from me. We already help one another with our daughters. She could easily bring _____ to school and pick her up along with _____, and she is also legally responsible for _____ if anything happens to me.

If _____ attended Dawe, we would have a reliable transportation arrangement already in place.

At this point, I am so concerned about having reliable transportation for _____ that I am even considering asking _____'s mother if _____ and I could rent a room in her home, even if it meant staying upstairs, just so I could have the support I need to make sure my daughter gets to school every day. I never imagined having to consider changing our living situation because of school transportation, but I am trying to think of every possible option because I do not want _____ missing school.

I am a single mother, and _____'s father has passed away. I don't have another parent to turn to for help with transportation, and unfortunately I don't have anyone else who can consistently bring her back and forth to her current school. My hands are truly tied.

My biggest concern is _____ missing school because of this. I don't want transportation, which is something completely outside of her control, to affect her attendance or education. I want her in school every single day, but I need some type of solution in order to make that possible. Some help please.

Is there anything that you or someone within the district can please do to help us, whether that means reconsidering _____ for Dawe, assisting us with securing a bus seat, or finding another transportation solution? I am willing to work with the school in any way that I can. I just don't know what else to do at this point.

I would greatly appreciate any help, guidance, or consideration you can give us.

Thank you so much for your time and understanding.
Best regards,

From:

Date: Wed, Sep 9, 2026 at 5:48 PM

Subject: Question Regarding Late Bus Schedule and Middle School Sports

Hello,

I am writing to ask for clarification regarding the late bus schedule for the middle school. I understand that the late bus service does not begin until October, while middle school sports practices begin this week, September 8th.

As a working parent, I am having a difficult time understanding how families are expected to manage this schedule. Students are being encouraged to participate in sports and are expected to remain at school after the regular dismissal time for practices, yet there does not appear to be transportation available to get them home afterward until October.

How does the school expect working parents to manage this? Many parents are unable to leave work in the middle of the afternoon to pick their children up at approximately 3:30 p.m. If sports are beginning in September, it seems reasonable that the late bus transportation necessary for students participating in those activities would also begin at the same time.

Additionally, Stoughton families pay for bus transportation, so I am having difficulty understanding why the late bus service would not coincide with the start of the middle school sports season. If students are expected to participate in after-school activities, transportation should be considered as part of making those activities accessible to families.

Could you please explain the reasoning behind the late bus not starting until October and what options are available to families during the month of September? I would also appreciate clarification as to whether this scheduling decision was made with the middle school sports calendar in mind.

I understand that coordinating transportation is complicated, but the current schedule places a significant burden on working families and, in practice, may prevent some students from participating in sports simply because their parents cannot provide transportation home.

I would appreciate a response and clarification on how the school intends to address this issue.

Thank you for your time and consideration.

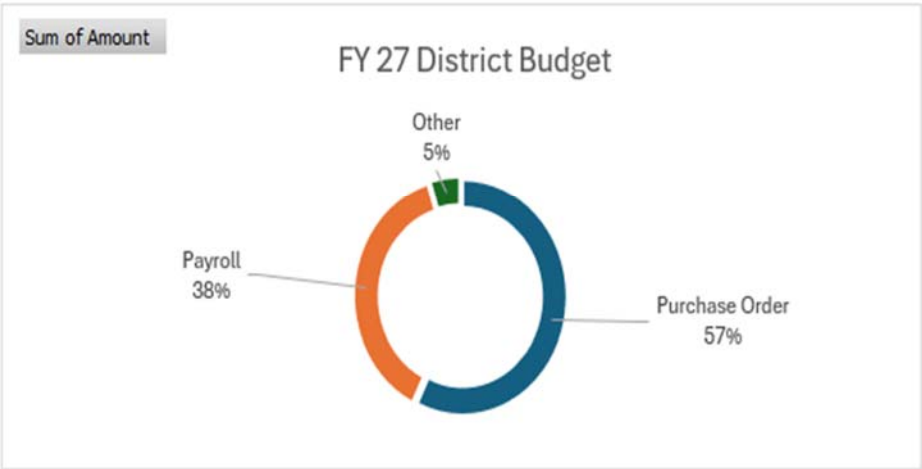
Sincerely,

For inclusion in the School Committee meeting agenda of Sept 22, 2026 (for the record):
The warrants have been reviewed and approved by Jillian Distefano. They are submitted here for the record.

All warrants are available for review by the full School Committee.

Date	Warrant #	Warrant Classification	Amount	Notes
9/3/2026	27-09S	Purchase Order	\$140,908.72	Reviewed by Jillian Distefano
9/3/2026	2704	Payroll	\$2,107,098.49	Reviewed by Jillian Distefano
9/8/2026	SHS-SA	Student Activities	\$3,050.00	Reviewed by Jillian Distefano
9/10/2026	27-10S	Purchase Order	\$361,217.82	Reviewed by Jillian Distefano
9/10/2026	27-10S1	Purchase Order	\$18,000.00	Reviewed by Jillian Distefano
9/17/2026	27-115	Purchase Order	\$2,997,127.80	Reviewed by Jillian Distefano

FY27 Budget	\$69,245,872.00	Remaining Balance	\$60,886,217.49
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**MEETING MINUTES OF THE
STOUGHTON SCHOOL COMMITTEE MEETING
September 8, 2026**

Regular meeting of the Stoughton School Committee held on Tuesday, September 8, 2026, at 6:00 p.m., in District Office, 31 Pierce Street, Stoughton, Massachusetts.

PRESENT: Ms. Chris Shannon, Chair; Ms. Jillian Distefano, Vice-Chair, Dr. Jenn Sears, Dr. Charlene Hollins, Ms. Karen Powers

ABSENT:

ALSO PRESENT – ADMINISTRATION: Ms. Juliette Miller, Superintendent; Jonathan D. Ford, Assistant Superintendent of Curriculum and Instruction; Matthew Colantonio, Assistant Superintendent of Human Resources and Wellness

ALSO IN ATTENDANCE: Rob Cancellieri, Grace Coleman-Burns, Christine Feeney, Jake Dore, Katie Monahan, Denis Rego

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

Pledge of Allegiance

1. Public Comment

David Lurie (18 Robinette Road) discussed his recommendation for the school budget voting process

2. New Business

a. School Improvement Plan Presentations

- i. Dawe Elementary School**
- ii. Gibbons Elementary School**
- iii. Hansen Elementary School**
- iv. South Elementary School**
- v. Wilkins Elementary School**

b. Digitizing School Committee Packets

MOTION: by Ms. Jillian Distefano to table this discussion for further research.

SECOND: by Dr. Jenn Sears.

ROLL CALL: Ms. Karen Powers – abstain.

Ms. Jillian Distefano – yes.

Ms. Chris Shannon – yes.

Dr. Charlene Hollins – yes.

Dr. Jenn Sears – yes.

3. Old Business

a. School Physician Appointment

MOTION: by Dr. Jenn Sears to appoint Dr. Klein as the School Physician for the 2026-2027 school year.

SECOND: by Ms. Jillian Distefano.

ROLL CALL: Ms. Karen Powers – yes.
Ms. Jillian Distefano – yes.
Ms. Chris Shannon – abstain.
Dr. Charlene Hollins – yes.
Dr. Jenn Sears – yes.

b. Finalize School Committee FY27 Priorities

MOTION: by Dr. Charlene Collins to approve the School Committee priorities for FY27.

SECOND: by Ms. Karen Powers.

ROLL CALL: Ms. Karen Powers – yes.
Ms. Jillian Distefano – yes.
Ms. Chris Shannon – yes.
Dr. Charlene Hollins – yes.
Dr. Jenn Sears – yes.

c. Facility Master Plan Completed Work and Upcoming Priorities

d. Stoughton Collins Report Update

4. Superintendent Reports and Recommendations

a. Superintendent's FY27 Goals

b. Linking Stoughton Town Crier in District Newsletter

c. Convocation and Opening of School Update

d. Superintendent Office Hours

e. Safety Updates

f. PROTECT Act

5. School Committee Updates

a. School Committee Communications

i. Parent Email re: Kindergarten Classroom Paraprofessional

b. Policy Subcommittee

c. Budget Subcommittee

i. Fin Com Request for Unemployment Insurance Coverage

MOTION: by Ms. Karen Powers to retract the letter to Fin Com to include more accurate numbers.

SECOND: Motion was not seconded.

ii. Town Finance Policy Update

d. Facilities Subcommittee

e. Pilgrim Area Collaborative

f. Stoughton Equal Opportunity Committee

6. Warrants

The warrants were entered into the record.

7. Acceptance of Minutes:

a. August 18, 2026

Edits were suggested.

MOTION: by Dr. Jenn Sears to approve the August 18, 2026 Regular Meeting minutes as amended.

SECOND: by Dr. Charlene Hollins.

ROLL CALL: Ms. Karen Powers – yes.
Ms. Jillian Distefano – yes.
Ms. Chris Shannon – yes.
Dr. Charlene Hollins – yes.
Dr. Jenn Sears – yes.

8. Adjourn

At 8:30 p.m., Dr. Charlene Hollins made the motion to adjourn and it was seconded Ms. Jillian Distafano.

ROLL CALL: Ms. Karen Powers – yes.
Ms. Jillian Distefano – yes.
Ms. Chris Shannon – yes.
Dr. Charlene Hollins – yes.
Dr. Jenn Sears – yes.

List of Documents:

- a. School Improvement Plans
 - 1. Dawe Elementary School
 - 2. Gibbons Elementary School
 - 3. Hansen Elementary School
 - 4. South Elementary School
 - 5. Wilkins Elementary School
- b. Dr. Michael Klein recommendation as school physician information
- c. FY27 School Committee Priorities
- d. Collins Center Financial Policies
- e. 2026/2027 Superintendent Goals
- f. Superintendent Office Hours
- g. PROTECT Act
- h. Parent email regarding Kindergarten Paraprofessionals
- i. FinCom email request for unemployment insurance coverage
- j. Warrants
- k. Meeting Minutes:
 - 1. August 18, 2026

NEXT MEETING

Next Regular Meeting – September 22, 2026

Respectfully submitted, Nicole Douglas, Recording Secretary