





STOUGHTON PUBLIC SCHOOLS



FY2027 BUDGET





School Committee
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Jennifer Sears

Superintendent of Schools
Joseph F. Baeta, Ed.D

STOUGHTON PUBLIC SCHOOLS

FY2026 HIGHLIGHTS

(July 1, 2025 - Present)

Rob Cancellieri, Principal of the Dawe School, was named the 2025 Massachusetts School Administrators' Association (MSAA) Elementary School Principal of the Year.



U.S. News & World Report included both the Wilkins Elementary School and Stoughton High School on its list of best schools.

The Stoughton High Marching Black Knights won the 2025 USBands Group 4A State Championship at a competition held at SHS.



SHS Science Teacher Amy Wiebe received the Innovative Educator Champion Award from the Massachusetts Biotechnology Education Foundation (MassBioEd).



STOUGHTON PUBLIC SCHOOLS

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

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December 22, 2025

Dear SelectBoard Members, Finance Committee Members, and Mr. Calter, Town Manager:

The purpose of my communication is to present an overview of the proposed school district budget for FY27. This budget supports student achievement and aligns resources with priorities.

The proposed budget as voted by the Stoughton School Committee is $73,077,362, representing an increase of $5,821,111 or 8.66% over FY26.

The key factors that are causing significant stress include enrollment trends in general education, special education, ELL, transportation and Out of District (OOD) students. Moreover, we have contractual obligations being negotiated with both the STA Unit A and Unit B, and have fully engaged contracts with other unions and non-union personnel.

Reflecting on the line item budget as proposed by the District, we have ZERO additional faculty, staff or administrators in general education or ELL. We do have a significant need based on federal and state law in our delivery of services in special education. This includes the addition of two subseparate elementary and middle school programs, increased inclusion services, increased enrollment in subseparate classrooms at the middle school, and support services in speech and reading.

For the current fiscal year (FY26) the Town provided a budget of $67,256,251. To make up the shortfall from the amount the School Department budgeted versus funding provided by the Town, the School Department is using $2-3 million in Special Education grants and Special Education Circuit Breaker funds that were traditionally spent the year following the receipt of the funds, on a rolling basis.

This method has been employed to protect the District and the Town, should funding be cut by the State or Federal government, or if unforeseen Special Education costs arise. Unforeseen FY26 special education costs have taken place this year with the addition of 54 special education students since June 2025 and the implementation of a new unfunded subseparate program based on mandates.

By June 30, 2026, the "one-year behind" use of the IDEA Special Education grant will no longer be the practice as the funds received in FY26 will have been spent, leaving a much lower carry-over for FY27 use. A good portion of the "one year behind" use of Circuit Breaker funds will also be used this school year. All remaining shelter funds will be fully expended this school year.

The Superintendent's (line 1000) budget temporarily holds a "set-aside" intended for increases relative to collective bargaining and individual contracts. This artificially increases the Superintendents and the overall administration budget until the contracts are settled.

This budget prioritizes include

1. Maintaining appropriate class sizes
2. Meeting federal and state mandates
3. Improving academic outcomes; and
4. Maintaining current staffing

As important, we recognize the 3.5% recommended increase for SPS as per Mr. Calter. The shortfall between the 3.5% increase and the 8.66% is $3,467,142. As this is the starting point of the budget season and this recommendation is a DRAFT Budget, we see the School District budget changing based on Chapter 70 funding (announced in January), other resources, and other potential adjustments.

The proposed budget is not easy to undertake. However, it is designed to responsibly manage resources while continuing to meet the growing needs of our students. We look forward to further discussions and an opportunity to move SPS forward in the coming weeks and months.

Regards,

Joseph F. Baeta, Ed.D
Superintendent of Schools

Enrollment 25-26	25-Jun	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Dawe Elementary/504											
Kindergarten	78	59	59	59	59	63					
Grade 1	72	80	78	78	78	77					
Grade 2	59	70	72	71	72	72					
[illegible]e 3	75	56	56	55	54	56					
Grade 4	53	75	74	74	74	73					
Grade 5	56	50	49	49	49	49					
	393	**390**	**388**	**386**	**386**	**390**					
Gibbons Elementary/432											
Kindergarten	53	62	63	64	64	65					
Grade 1	64	50	51	52	52	51					
Grade 2	63	64	66	66	65	64					
Grade 3	67	65	63	63	64	64					
Grade 4	67	66	67	67	69	70					
Grade 5	64	68	67	67	67	68					
	379	**375**	**377**	**379**	**381**	**382**					
Hansen Elementary/340											
Kindergarten	51	46	46	48	48	47					
Grade 1	41	49	49	49	49	51					
Grade 2	54	41	38	39	40	39					
Grade 3	62	51	50	50	49	49					
Grade 4	37	60	61	60	60	60					
Grade 5	44	34	34	34	34	34					
	289	**281**	**278**	**280**	**280**	**280**					
Jones Early Childhood/150											
Pre-School	135	108	112	119	119	122					
	135	**108**	**112**	**119**	**119**	**122**					
So[illegible]th Elementary/408											
K[illegible]rgarten	43	41	41	43	43	43					
Grade 1	42	38	38	37	36	36					
Grade 2	57	41	41	41	40	40					
Grade 3	48	52	52	52	52	53					
Grade 4	51	45	46	44	45	45					
Grade 5	55	51	51	50	50	50					
	296	**268**	**269**	**267**	**266**	**267**					
Wilkins Elementary/408											
Kindergarten	50	62	62	63	61	61					
Grade 1	55	45	46	46	46	46					
Grade 2	73	60	62	62	62	62					
Grade 3	61	66	65	64	64	64					
Grade 4	41	59	60	59	55	55					
Grade 5	43	39	40	40	39	38					
	323	**331**	**335**	**334**	**327**	**326**					
O'Donnell Middle/1864											
Grade 6	264	255	253	254	256	256					
Grade 7	262	263	263	265	264	266					
Grade 8	274	261	260	259	257	259					
	800	**779**	**776**	**778**	**777**	**781**					
Stoughton High/1086											
Grade 9	305	276	275	274	275	274					
Grade 10	256	273	273	271	271	274					
G[illegible]e 11	236	256	256	257	256	253					
G[illegible]e 12	281	231	229	229	228	226					
Grade 13	1	1	1	1	1	1					
	1079	**1037**	**1034**	**1032**	**1031**	**1028**					
TOTALS:	**3694**	**3569**	**3569**	**3575**	**3567**	**3576**					
						+9					

NESDEC

New England School Development Council

Stoughton Public Schools
Stoughton, MA

School Year 2025-26 Enrollment Projection Report

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Enrollment Summary

NESDEC is pleased to send you this report displaying the past, present, and projected enrollments for your District. It is important to update enrollment projections every year to identify changes in enrollment patterns. Ten-year projections are designed to provide your District with yearly, up-to-date enrollment information that can be used by boards and administrators for effective planning and allocation of resources. We received the enrollment data from the District, and we assume that the method of collecting this data has been consistent from year to year.

Birth data informs Kindergarten enrollment. Each year, NESDEC secures birth data from State sources, providing a snapshot in time as to actual and provisional births as reported by the State, and then uses this birth data to predict Kindergarten enrollments. We only use annual birth data to assure consistency in reporting from year to year. Estimated births, which are an average of the previous five years of birth data, are based on this same snapshot. NESDEC acknowledges the variability of the provisional and the estimated birth data, and notes that the projected Kindergarten enrollments may serve as a guide to future planning.

Enrollment projections are more reliable in Years #1-3 in the future. Projections four to ten years out may serve as a guide to future enrollments and are useful for planning purposes. For more information, please refer to the Projection Methodology and Reliability section of this document.

The NESDEC enrollment projection fell within 139 students of the K-12 total, 3,636 students projected vs. 3,497 enrolled. A variance of 30 students occurred at Kindergarten, 240 projected vs. 270 enrolled. A variance of 37 students occurred at Grade 1, 298 projected vs. 261 enrolled. Another variance of 25 students occurred at Grade 6, 284 projected vs. 259 enrolled. Ratios have been adjusted. Note: Ungraded students are not included in K-12 total.

Births decreased by 9 from a previous ten-year average of 301 to a projected average of 292. In most districts, Grades 1-8 are very stable in enrollments. However, there have been increases in 5 of the 8 most recent years, leading to a net increase averaging 20 students per year.

Over the next three years, Grades K-5 enrollments are projected to decrease by 24 students, Grades 6-8 enrollments are projected to increase by 117 students, and Grades 9-12 enrollments are projected to decrease by 23 students, as students move through the grades.

Historical Enrollment

School District: Stoughton, MA **12/18/2025**

Historical Enrollment By Grade																			
Birth Year	Births*	School Year	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	UNGR	K-12	PK-12
2010	270	2015-16	120	252	262	263	277	311	260	235	294	315	306	255	232	246	< 10 **	3513	3633
2011	268	2016-17	116	243	253	241	262	271	311	257	241	299	299	282	254	224	< 10 **	3439	3555
2012	300	2017-18	130	243	254	258	240	268	276	322	261	242	296	278	271	253	< 10 **	3463	3593
2013	290	2018-19	119	234	237	251	259	250	263	277	312	259	238	272	266	260	< 10 **	3381	3500
2014	315	2019-20	109	255	237	239	252	261	251	270	292	304	255	240	264	257	< 10 **	3383	3492
2015	297	2020-21	80	227	251	233	243	242	267	250	268	290	290	242	232	264	< 10 **	3306	3386
2016	321	2021-22	125	294	237	259	233	232	241	277	259	271	314	284	222	223	0	3346	3471
2017	292	2022-23	123	281	306	239	265	236	240	264	284	267	279	303	267	220	< 10 **	3455	3578
2018	337	2023-24	143	271	308	304	239	270	252	257	275	306	284	255	300	274	11	3606	3749
2019	319	2024-25	136	281	286	310	318	248	268	265	256	283	319	270	250	279	< 10 **	3635	3771
2020	272	2025-26	119	270	261	280	291	313	246	259	264	266	274	276	263	234	14	3511	3630

*Birth data provided by Public Health Vital Records Departments in each state.

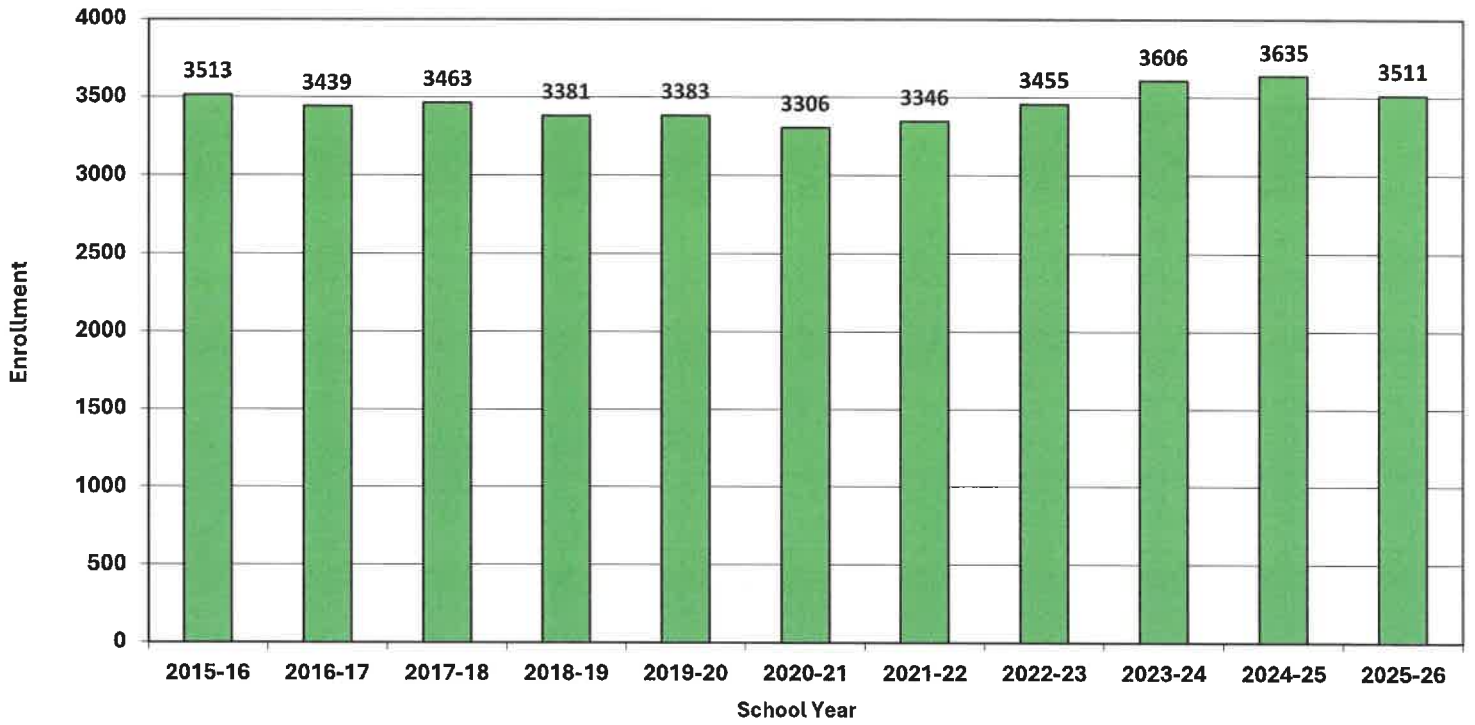
** < 10 Not reported, to protect subgroups with fewer than 10 students.

Historical Enrollment in Grade Combinations										
School Year	PK-5	K-5	K-2	3-5	6-8	K-8	PK-8	7-8	6-12	9-12
2015-16	1745	1625	777	848	844	2469	2589	609	1883	1039
2016-17	1697	1581	737	844	797	2378	2494	540	1856	1059
2017-18	1669	1539	755	784	825	2364	2494	503	1923	1098
2018-19	1613	1494	722	772	848	2342	2461	571	1884	1036
2019-20	1604	1495	731	764	866	2361	2470	596	1882	1016
2020-21	1543	1463	711	752	808	2271	2351	558	1836	1028
2021-22	1621	1496	790	706	807	2303	2428	530	1850	1043
2022-23	1690	1567	826	741	815	2382	2505	551	1884	1069
2023-24	1787	1644	883	761	838	2482	2625	581	1951	1113
2024-25	1847	1711	877	834	804	2515	2651	539	1922	1118
2025-26	1780	1661	811	850	789	2450	2569	530	1836	1047

Historical Percentage Changes			
School Year	K-12	Diff.	%
2015-16	3513		
2016-17	3439	-74	-2.1%
2017-18	3463	24	0.7%
2018-19	3381	-82	-2.4%
2019-20	3383	2	0.1%
2020-21	3306	-77	-2.3%
2021-22	3346	40	1.2%
2022-23	3455	109	3.3%
2023-24	3606	151	4.4%
2024-25	3635	29	0.8%
2025-26	3511	-124	-3.4%
Change		-2	-0.1%

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Grades K-12 Historical Enrollment



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Projected Enrollment

School District: **Stoughton, MA** **12/18/2025**

Enrollment Projections By Grade*

Birth Year	Births*		School Year	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	UNGR	K-12	PK-12
2020	272		2025-26	119	270	261	280	291	313	246	259	264	266	274	276	263	234	14	3511	3630
2021	318		2026-27	119	286	277	260	280	293	318	253	262	276	273	253	268	254	14	3567	3686
2022	294		2027-28	119	265	294	276	260	282	298	328	256	274	283	252	246	258	14	3586	3705
2023	274	(prov.)	2028-29	119	247	272	293	276	262	287	307	332	267	281	261	245	237	14	3581	3700
2024	298	(prov.)	2029-30	120	268	254	271	293	278	267	296	310	347	274	260	253	236	14	3621	3741
2025	291	(est.)	2030-31	120	262	275	253	271	295	283	275	299	324	356	253	253	244	14	3657	3777
2026	295	(est.)	2031-32	120	266	269	274	253	273	300	291	278	312	332	329	246	244	14	3681	3801
2027	290	(est.)	2032-33	121	261	273	268	274	255	278	309	294	290	320	307	320	237	14	3700	3821
2028	290	(est.)	2033-34	121	261	268	272	268	276	259	286	313	307	298	296	298	309	14	3725	3846
2029	293	(est.)	2034-35	121	264	268	267	272	270	281	267	289	327	315	275	287	287	14	3683	3804
2030	292	(est.)	2035-36	122	263	271	267	267	274	275	289	270	302	336	291	267	277	14	3663	3785

Note: Ungraded students (UNGR) often are high school students whose anticipated years of graduation are unknown, or students with special needs - UNGR not included in Grade Combinations for 7-12, 9-12, etc.

Based on an estimate of births Based on children already born Based on students already enrolled

*Birth data provided by Public Health Vital Records Departments in each state.

** < 10 Not reported, to protect subgroups with fewer than 10 students.

Projected Enrollment in Grade Combinations*

School Year	PK-5	K-5	K-2	3-5	6-8	K-8	PK-8	7-8	6-12	9-12
2025-26	1780	1661	811	850	789	2450	2569	530	1836	1047
2026-27	1833	1714	823	891	791	2505	2624	538	1839	1048
2027-28	1794	1675	835	840	858	2533	2652	530	1897	1039
2028-29	1756	1637	812	825	906	2543	2662	599	1930	1024
2029-30	1751	1631	793	838	953	2584	2704	657	1976	1023
2030-31	1759	1639	790	849	898	2537	2657	623	2004	1106
2031-32	1755	1635	809	826	881	2516	2636	590	2032	1151
2032-33	1730	1609	802	807	893	2502	2623	584	2077	1184
2033-34	1725	1604	801	803	906	2510	2631	620	2107	1201
2034-35	1743	1622	799	823	883	2505	2626	616	2047	1164
2035-36	1739	1617	801	816	861	2478	2600	572	2032	1171

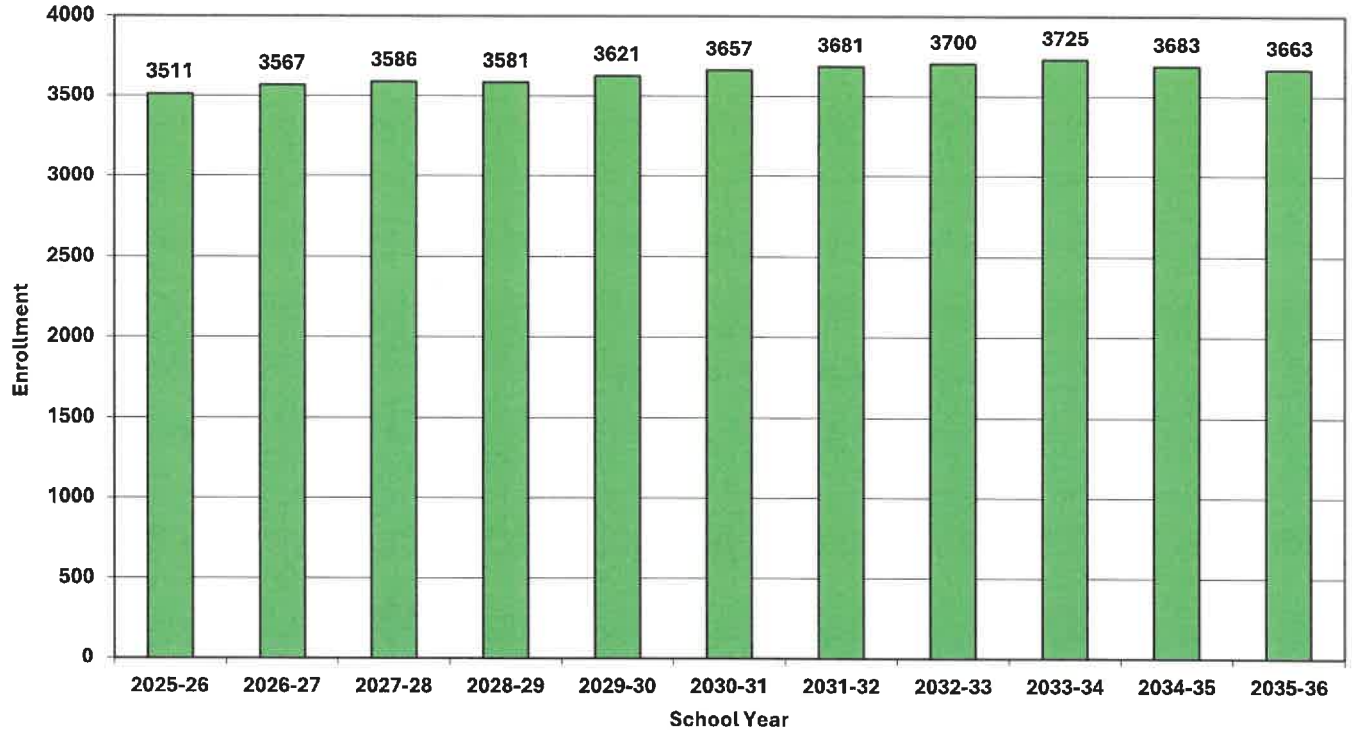
*Projections should be updated annually to reflect changes in in/out-migration of families, births, and similar factors.

Projected Percentage Changes

School Year	K-12	Diff.	%
2025-26	3511		
2026-27	3567	56	1.6%
2027-28	3586	19	0.5%
2028-29	3581	-5	-0.1%
2029-30	3621	40	1.1%
2030-31	3657	36	1.0%
2031-32	3681	24	0.7%
2032-33	3700	19	0.5%
2033-34	3725	25	0.7%
2034-35	3683	-42	-1.1%
2035-36	3663	-20	-0.5%
Change		152	4.3%

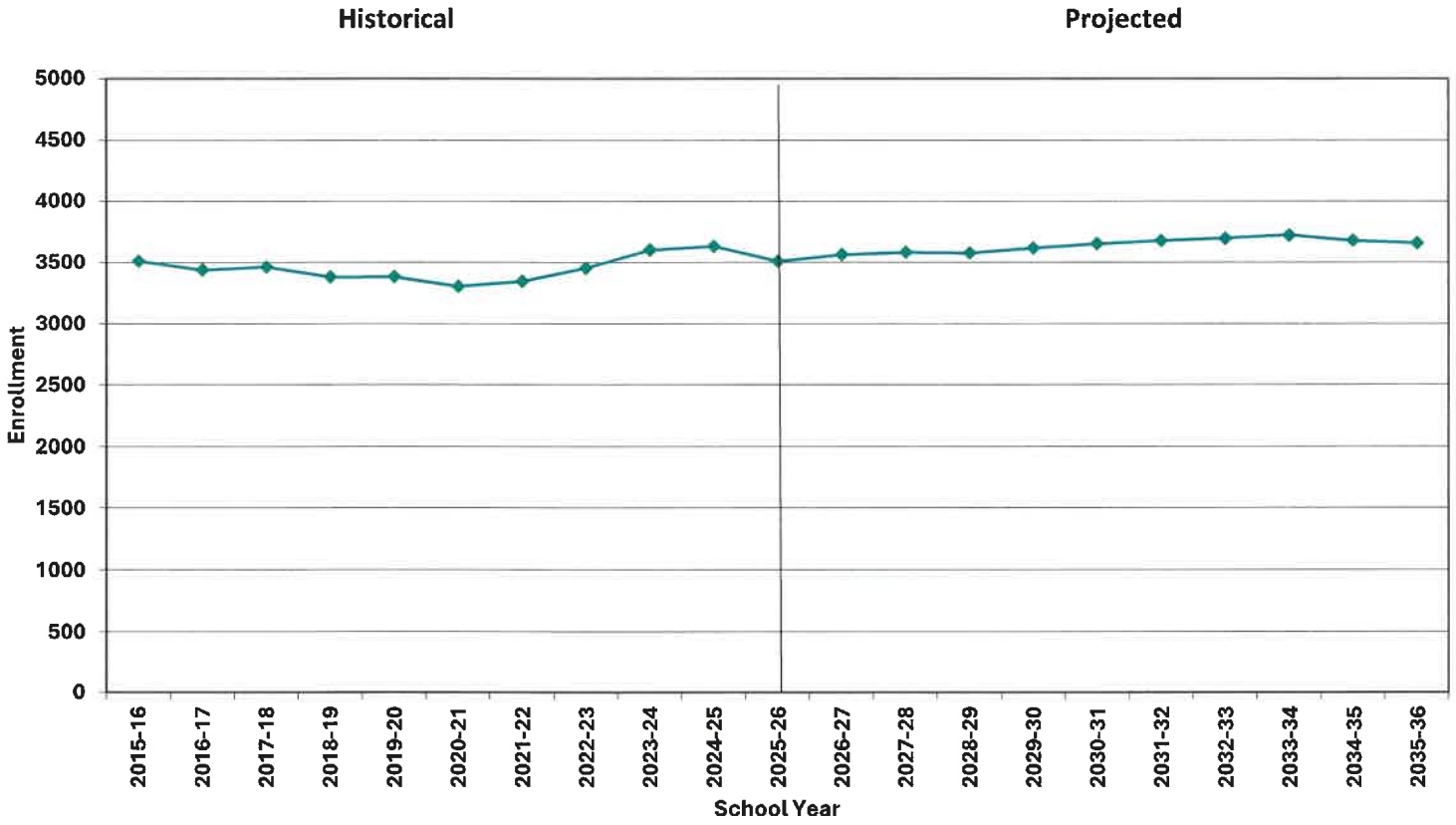
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Grades K-12 Projected Enrollment



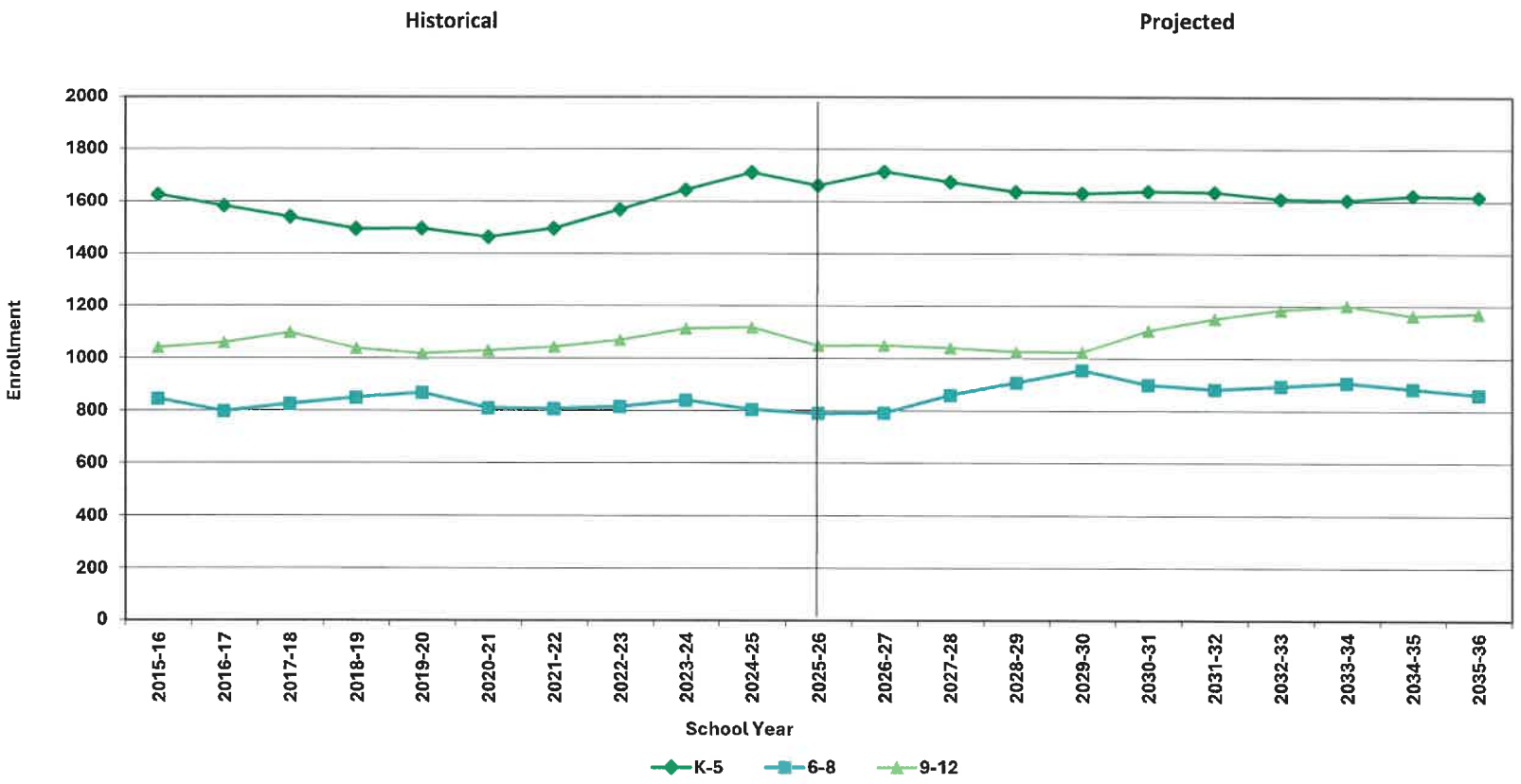
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Grades K-12 Historical & Projected Enrollment



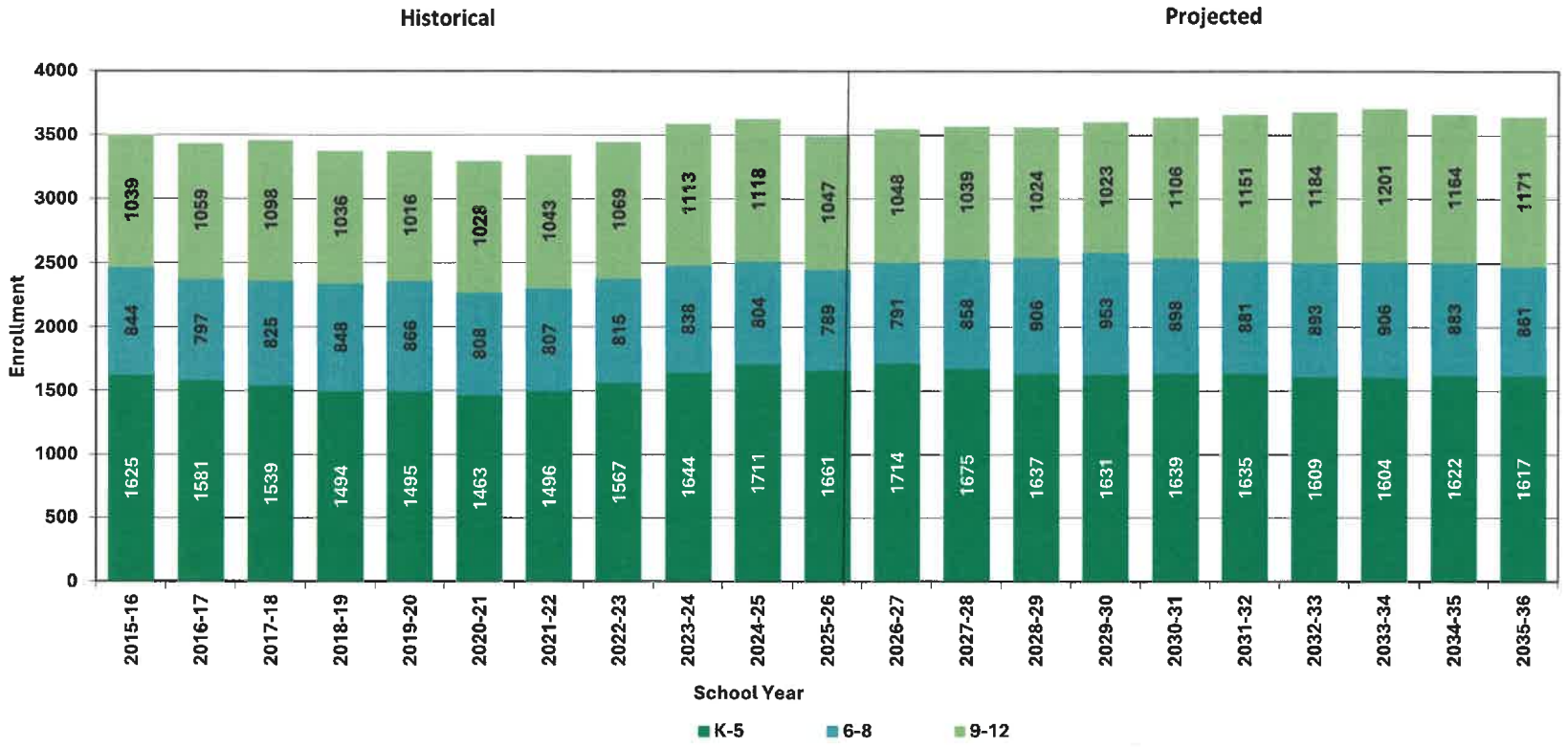
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Historical & Projected Enrollment in Grade Combinations



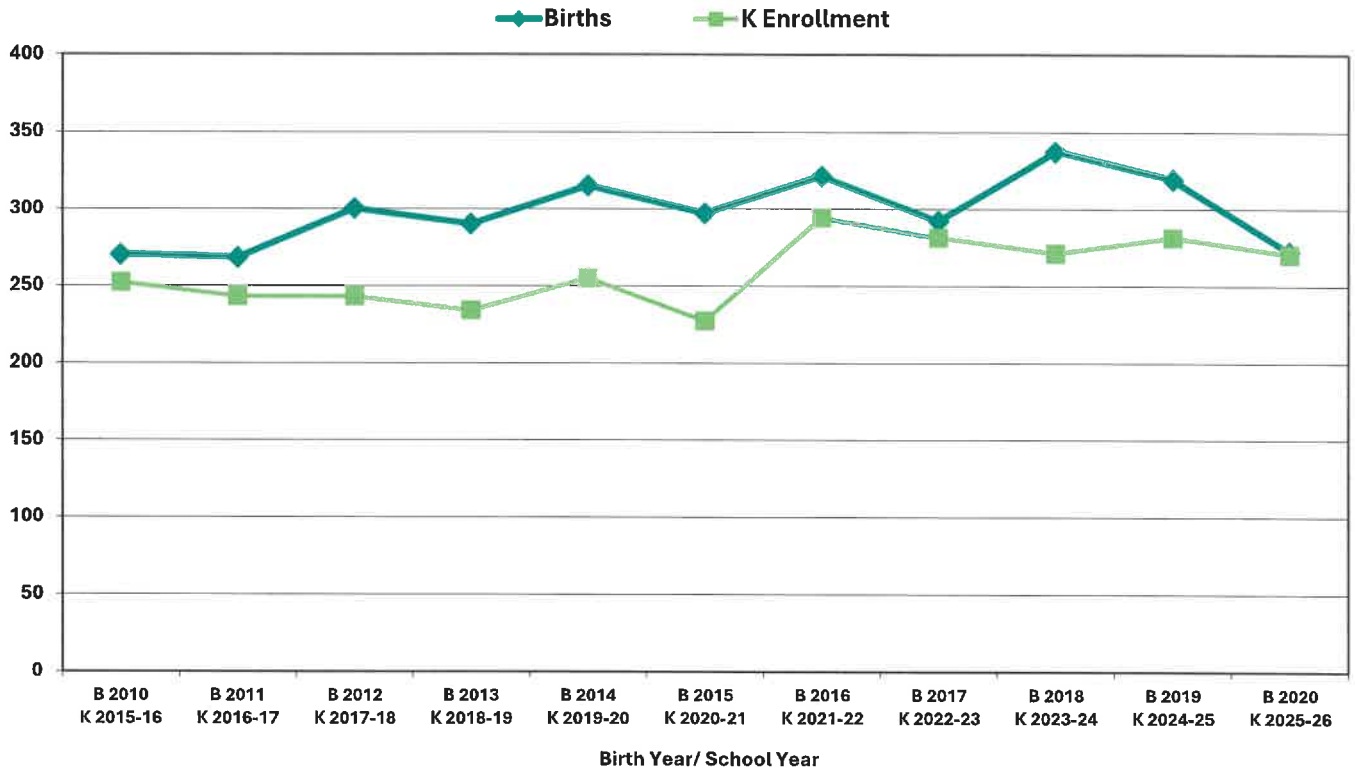
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Historical & Projected Enrollment in Grade Combinations



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Birth to Kindergarten Relationship



	B 2010 K 2015-16	B 2011 K 2016-17	B 2012 K 2017-18	B 2013 K 2018-19	B 2014 K 2019-20	B 2015 K 2020-21	B 2016 K 2021-22	B 2017 K 2022-23	B 2018 K 2023-24	B 2019 K 2024-25	B 2020 K 2025-26
Births	270	268	300	290	315	297	321	292	337	319	272
Kindergarten	252	243	243	234	255	227	294	281	271	281	270

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Additional Information

School Year	9-12 CTE	K-12 Non-Public	K-12 Choice-In	K-12 Choice-Out	K-12 Out District SPED	K-12 Homeschool
2021-22	n/a	n/a	n/a	n/a	n/a	n/a
2022-23	n/a	n/a	n/a	n/a	n/a	n/a
2023-24	0	191	18	157	44	41
2024-25	120	238	< 10 **	142	52	33
2025-26	0	n/a	26	280	62	48

* Data provided by District.

"n/a" signifies that information was not provided by District.

** < 10 Not reported, to protect subgroups with fewer than 10 students.

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New England's PK-12 Enrollments Trends

State	Fall 2013 PK - 12	Fall 2019 PK - 12	Fall 2022 PK - 12	Fall 2023 PK - 12	% Change 2013 - 23	% Change 2019-23	% Change 2022-23
USA	50,044,522	50,796,445	49,618,464	49,516,361	-1.1%	-2.5%	-0.2%
CT	546,200	523,690	513,513	512,652	-6.1%	-2.1%	-0.2%
ME	183,995	180,291	173,853	172,545	-6.2%	-4.3%	-0.8%
MA	955,739	959,394	923,349	914,958	-4.3%	-4.6%	-0.9%
NH	186,310	177,351	168,909	166,594	-10.6%	-6.1%	-1.4%
RI	142,008	143,557	137,449	136,154	-4.1%	-5.2%	-0.9%
VT	88,690	86,759	83,654	82,455	-7.0%	-5.0%	-1.4%

Source: U.S. Department of Education, National Center for Education Statistics, Enrollment in public elementary and secondary schools, by region, state, and jurisdiction: Selected years, fall 1990 through fall 2023, Table 203.20, Report Generated Oct. 2024, NESDEC 5.28.25

Although most New England Districts are seeing a decline in the number of births, NESDEC's experience indicates that the impact on enrollment varies from District to District. Almost half of New England Districts have been growing in PK-12 enrollment, and a similar number are declining (often in rural areas), with the other Districts remaining stable.

Projection Methodology and Reliability

PROJECTION METHODOLOGY

Cohort component (survival) technique is a frequently used method of preparing enrollment projections. NESDEC uses this method, but modifies it in order to move away from projections that are wholly computer- or formula-driven. Such modification permits the incorporation of important, current district-specific demographic information into the generation of enrollment projections (such as in/out-migration of students, resident births, etc.). Percentages are calculated from the historical enrollment data to determine a reliable percentage of increase or decrease in enrollment between any two grades. For example, if 100 students enrolled in Grade 1 in 2024-25 increased to 104 students in Grade 2 in 2025-26, the percentage of survival would be 104%, or a ratio of 1.04. Ratios are calculated between each pair of grades or years in school over several recent years.

After study and analysis of the historical ratios, and based upon a reasonable set of assumptions regarding births, migration rates, retention rates, etc., ratios most indicative of future growth patterns are determined for each pair of grades. The ratios thus selected are applied to the present enrollment statistics to project into future years. The ratios are the key factors in the reliability of the projections, assuming validity of the data at the starting point.

RELIABILITY OF ENROLLMENT PROJECTIONS

Projections can serve as useful guides to school administrators for educational planning. Enrollment projections are more reliable in Years #1-3 in the future and less reliable in the "out-years." Projections four to ten years out may serve as a guide to future enrollments and are useful for planning purposes, but they should be viewed as subject to change given the likelihood of potential shifts in underlying assumptions/trends, such as student migration, births as they relate to Kindergarten enrollment, and other factors.

Projections that are based upon **the children who already are in the district** (the current K-12 population only) will be the most reliable. The second level of reliability will be for those children already **born into the community but not yet old enough to be in school.** The least reliable category is the group for which an estimate must be made **to predict the number of births**, thereby adding additional uncertainty. See these three multi-colored groupings on the "Projected Enrollment" tab.

Annual updates allow for early identification of recent changes in historical trends. When the actual enrollment in a grade is significantly different (higher or lower) from the projected number, it is important (yet difficult) to determine whether this is a one-year aberration or whether a new trend may have begun. **In light of this possibility, NESDEC urges all school districts to have updated enrollment projections developed by NESDEC each October.** This service is available at no cost to affiliated school districts.

Massachusetts School and District Profiles

District(s) details

Stoughton - 2025 District Assistance Level - Moderate progress toward targets

Comparable Districts Overview

*Districts most similar to your district in terms of grades span,total enrollment,and special populations.
Orange-Shaded row: Your district

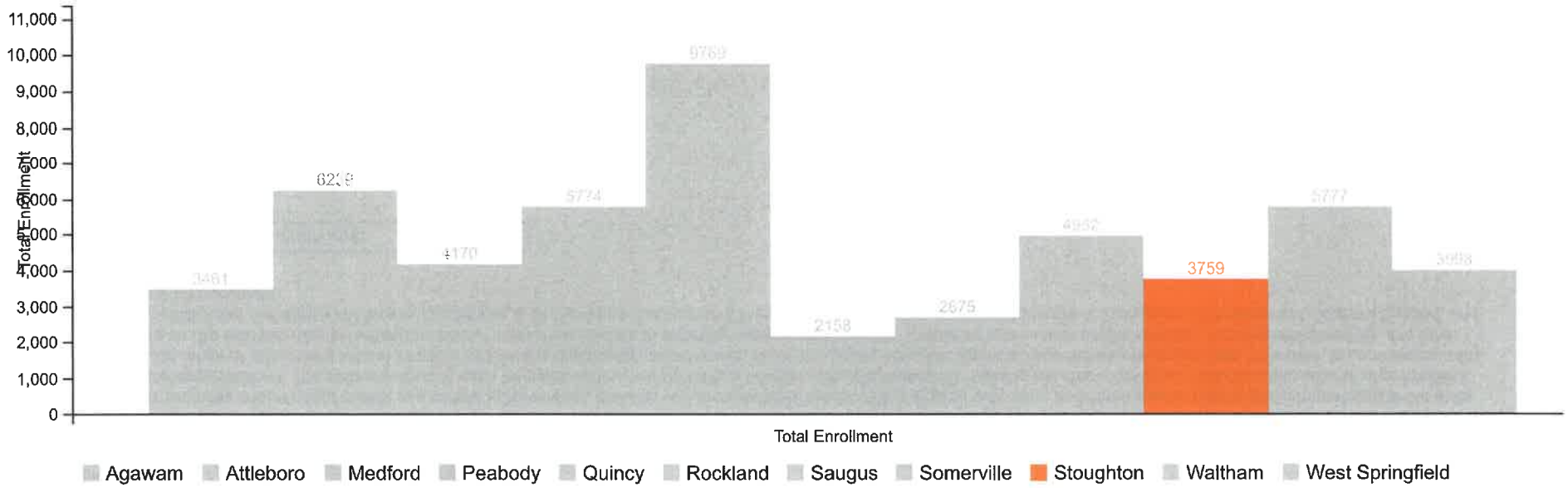
	2025 Enrollment				2025 MCAS								
					% Meeting or Exceeding Expectations					Growth average SGP			
					Grades 3-8		Grade 10		Grades 5 and 8	Grades 3-8		Grade 10	
District Name	Total Enrollment #	Low Income %	SWD %	ELL %	ELA	Math	ELA	Math	Science	ELA	Math	ELA	Math
Agawam*	3,461	42.6	18.2	8.8	34%	33%	46%	40%	38%	45	48	47	51
Attleboro*	6,239	39.6	19.3	10.0	37%	39%	50%	37%	38%	50	52	55	47
Medford*	4,170	37.3	20.7	14.4	40%	35%	44%	37%	40%	46	49	44	43
Peabody*	5,774	45.3	21.0	17.6	30%	31%	24%	21%	33%	45	50	37	33
Quincy*	9,769	47.5	21.7	17.4	46%	42%	52%	45%	45%	54	52	47	54
Rockland*	2,158	46.5	20.8	12.3	38%	35%	41%	35%	38%	49	43	39	37
Saugus*	2,675	47.9	18.9	15.2	26%	34%	36%	31%	33%	42	51	45	42
Somerville*	4,952	46.8	20.1	24.6	39%	33%	44%	38%	40%	51	51	48	49
Stoughton*	3,759	45.4	19.9	14.6	37%	37%	52%	47%	38%	46	48	54	55
Waltham*	5,777	48.6	18.7	25.6	41%	39%	38%	30%	30%	57	57	47	39
West Springfield*	3,998	57.4	19.6	16.1	35%	35%	41%	40%	31%	47	46	42	53

Comparable Districts Selection

Comparable District : Select a Comparable District

The analysis tab provides snapshots of district and school achievement, allowing you to easily track select data elements over time, and make sound, meaningful comparisons to the state or to 'comparable' organizations. The data elements in each Analysis section are linked to a broader strategic framework defining the characteristics of effective educational organizations and cover a broad range of district and school interests including demographic, assessment, student support, educator, financial, and achievement gap data. This data, in combination with other data found on this website, may be utilized by district and school leaders in enacting each of the six district standards upon which district reviews, improvement planning, and other forms of accountability and assistance are based: Leadership & Governance, Curriculum & Instruction, Assessment, Human Resources & Professional Development, Student Support, and Financial & Asset Management.

Select Category : Total Enrollment

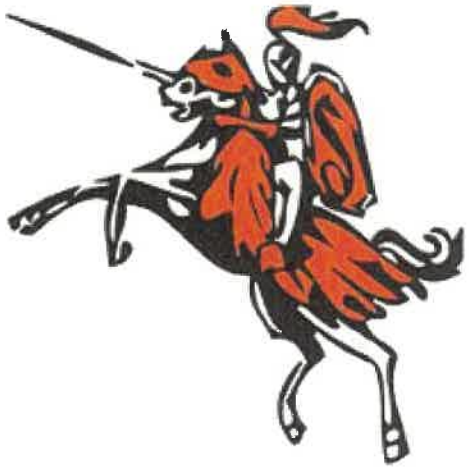

11,000
10,000
9,000
8,000
7,000
6,000
5,000
4,000
3,000
2,000
1,000
0
Total Enrollment
3481
6239
4170
5774
9769
2158
2675
4952
3759
5777
3968
Total Enrollment
Agawam
Attleboro
Medford
Peabody
Quincy
Rockland
Saugus
Somerville
Stoughton
Waltham
West Springfield

STOUGHTON PUBLIC SCHOOLS

TRIENNIAL DISTRICT IMPROVEMENT PLAN

July 2025 – June 2028

Updated: 24JUN25



STOUGHTON PUBLIC SCHOOLS

TRIENNIAL DISTRICT IMPROVEMENT PLAN

July 2025 – June 2028

Triennial Plan Development Team: Element One – Strengthening Instructional Cultures

Team Members:

- Eileen Sprague, Chair
- Katie Monahan
- Christine Feeney
- Brian Scanlan
- Jonathan Ford

Triennial Plan Development Team: Element Two – Expansion of the Vision of the Graduate (VoG) PreK-12

Team Members:

- Julie Miller, Chair
- Nicolo Velozo
- Robert Cancellieri
- Katrina Crowley
- Hilary Filkins

Triennial Plan Development Team: Element Three – English Language Education Program Expansion

Team Members:

- Amy Quealy, Chair
- Dawn-Marie Fernandes
- Jonathan Ford
- Jake Dore
- Tara Montembault
- Jeanne-Marie McCann
- Faezeh Rashid
- Julia D'Arcy
- Lisa Baroletti Stewart

Triennial Plan Development Team: Element Four – Special Education Program Restructuring

Team Members:

- Ed Clarke, Chair
- Amy Saraiva
- Carolan Sampson
- Stephanie Benenato
- Jonathan Ford
- Marianne Kimbal

District Mission Statement

Our mission is to challenge individuals to reach their
potential in an educational environment that promotes excellence.

Guiding Beliefs

- Education is a life-long process.
- All students can learn.
- Students have various learning styles.
- Education is a partnership among school, student, family, and the community.
- Ethical behavior is taught by example.
- Respect for the fundamental dignity of the individual is essential to learning.
- Education is not limited by age, time, or location.
- A safe and clean environment is conducive to learning.
- Educational opportunities are enhanced by celebrating the diversity of the community.
- Our schools encourage students to be accountable and active participants in their community.
- A broad, balanced curriculum is the foundation for learning.

STOUGHTON PUBLIC SCHOOLS TRIENNIAL PLAN SUMMARY

The Stoughton Public Schools Triennial Plan outlines a comprehensive strategy to enhance educational practices, support diverse student needs, and strengthen instructional leadership over a three-year period, culminating in June 2028. The plan is centered around four major goals, each with specific action steps aimed at ensuring high-quality instruction, supporting English Learners (ELs), and improving special education services.

Goal 1: Strengthen Instructional Culture through Coaching

By June 2028, Stoughton Public Schools aims to enhance its instructional culture by fully integrating a district-wide instructional coaching model across all elementary schools. The district will provide professional development aligned with evidence-based practices from *The New Classroom Instruction That Works* by Bryan Goodwin and Kristin Rouleau. Additionally, a consistent learning walk process will be established and refined, guided by a shared vision of high-quality Tier 1 instruction. The district will use coaching logs, learning walk data, and annual benchmark surveys to measure progress, ensuring that instructional practices across schools align with the district's goals for improvement.

Goal 2: Implement the Vision of a Graduate Framework

The second goal focuses on creating and fully implementing the *Vision of a Graduate* framework by June 2028. This initiative will ensure that every student, from kindergarten through 12th grade, develops the six core competencies outlined in the framework: Critical Thinking, Growth Mindset, Communication, Healthy Being, Cultural Proficiency, and Personal Responsibility. These competencies will be embedded across all grade levels through curriculum design, assessment practices, and extracurricular opportunities, ensuring that students graduate with a well-rounded skill set that prepares them for success in both college and life.

Goal 3: Supporting Multi-Language Learners

In response to the LOOK Act of 2017 and to meet the needs of English Learners, Stoughton Public Schools will implement a detailed action plan between the 2026-2028 school years. Key steps include creating a district-wide Multilingual Department, with oversight from the Director of Multi-Language Learners (MLLs). All educators will receive training on ESL/SEI strategies through the ELLevation platform, and the district will ensure curricular and assessment components align with ESL recommendations. Additional steps include family support services, improved screening and documentation during student registration, the introduction of World Language programs at the elementary level, and expanded opportunities for secondary over-aged, under-credited ELs through Stoughton Academy.

Goal 4: Special Education Program Restructuring

The final goal aims to improve the efficiency and consistency of special education services by moving to a dedicated Team Chair Model. This will be followed by a review & restructuring of the District's special education programs and the special education administrative structure. The Team Chair positions will facilitate special education Team meetings, providing guidance on service consistency and improving the writing of goals and objectives. This will help ensure that students with special needs receive the appropriate services and supports in a timely and effective manner, ultimately improving their educational experience.

In summary, Stoughton Public Schools' Triennial Plan focuses on building a strong instructional culture, enhancing support for diverse learners, and improving the quality of special education services. These goals will be achieved through targeted professional development, strategic program implementation, and continuous monitoring to ensure that every student receives the support and opportunities they need to succeed.

GOALS AND ACTION STEPS *July 2025 – June 2028*

Element One – Strengthening Instructional Cultures through Coaching

Abstract: This three-year plan aims to enhance the instructional cultures within Stoughton Public Schools by focusing on improving Tier 1 instruction, aligning curriculum, implementing research-based instructional strategies, and establishing a district instructional playbook. The instructional playbook serves as the essential bridge for translating research into practice, ensuring that best practices are embedded in daily classroom instruction. The plan incorporates key strategies such as setting a clear instructional vision, addressing and correcting inherited misconceptions, leveraging teacher voice and expertise, and fostering collaborative learning opportunities. Additionally, it emphasizes building a strong learning culture that is inclusive, student-focused, engaging, and joyful, ensuring that both students and staff thrive. Each department will use the overarching goal to develop specific action steps aligned with these strategies and their unique instructional culture needs.

Element One SMART Goal: *By June 2028, Stoughton Public Schools will strengthen its instructional culture by fully integrating a district-wide instructional coaching model across all elementary schools. The district will implement professional development that is aligned with evidence-based practices outlined in The New Classroom Instruction That Works by Bryan Goodwin and Kristin Rouleau. In addition, the district will establish and continuously refine a consistent learning walk process that is informed by a shared vision of high-quality Tier 1 instruction and data gathered from coaching cycles. Progress will be measured through the use of coaching logs, learning walk data, and annual benchmark surveys that capture the instructional culture across schools.*

Element One Primary Facilitator(s): *K – Grade 8 Directors of Humanities and STEM*

FY 2026 – Action Steps	Responsible Parties	Resources	Timeline
Restructure the Director of Elementary and Secondary Curriculum positions to become the 1.) Director of Humanities and 2.) Director of STEM, Grades K – 8.	Superintendent	Time	July 2025
Develop a clear and compelling district-wide instructional vision that identifies high-quality instruction and establishes clear expectations for Tier 1 instruction. Embed the Vision of a Graduate into this	Superintendent, Asst. Supt. of C,I&T Directors of Curriculum Leadership Team	Time	July 2025

vision and align all instructional initiatives to the vision.			
Delineate and clarify the roles of coach/specialist/interventionist with respect to curricular, instructional, and student support.	Asst. Supt. of C,I&T Directors of Curriculum Elementary Principals	Time	July 2025
Develop a common learning walk protocol.	Superintendent Leadership Team Director of Data, DI&A	Time	July 2025
Establish cross-role teams (principals, coaches, directors) and schedule regular learning walks.	Superintendent, Asst. Supt. of C,I&T Leadership Team	Time	July 2025
Provide calibration training for leadership team members to ensure consistency of observations and feedback.	Superintendent, Asst. Supt. of HR&W	Time PD	July 2025
Develop and implement a communication plan that outlines the purpose, structure, and expectations for using The New Classroom Instruction That Works in professional learning and instructional planning.	Directors of Curriculum, Principals, Coaches	Time	July 2025
Develop an Elementary Coaching Handbook that outlines a district-wide system and structure for coaching cycles, to include a minimum of six, 6-week coaching cycles. Provide all stakeholders with clear expectations for coaching.	Asst. Supt. of C,I&T Directors of Curriculum Elementary Principals Coaches	Time	July – August 2025
Design building-based elementary level professional development plans centered around the book *The New Classroom Instruction that Works* by Bryan Goodwin and Kristin Rouleau, for classroom teachers.	Elementary Principals Directors of Curriculum Coaches	Time Funding PD	July – August 2025

Develop "look-for" checklists aligned to district priorities to guide consistent, focused observations during learning walks. (Aligned w/Element III activities.)	Superintendent, Asst. Supt. of C,I&T Asst. Supt. Of HR&W Leadership Team	Time	July – August 2025
Provide targeted PD to building leaders and coaches on facilitating strategy-based professional learning sessions using the Goodwin & Rouleau framework.	Directors of Curriculum	PD Time	August 2025
Conduct annual benchmark surveys to gather baseline instructional culture feedback from teachers.	Asst. Supt. Of C,I&T Director of Data, DI&A Directors of Curriculum	Time	September 2025
Develop 1-page strategy templates/checklists for use in planning and coaching.	Directors of Curriculum Coaches	Time	September 2025
Develop reflection tools and facilitation guides to align strategies with classroom instruction, and provide tools for teams to reflect on how strategies align with curriculum units.	Elementary Principals Directors of Curriculum Coaches	Time	September 2025
Develop a framework of "look-fors" aligned to the instructional strategies in the book and embed them into learning walks and coaching tools.	Directors of Curriculum, Coaches, Leadership Team	Time	September 2025
Create a Tier 1 Elementary Instructional Playbook outlining essential instructional strategies based on research.	Directors of Curriculum Coaches	Time	September 2025 – May 2026
Embed coaching and playbook strategies into unit planning, coaching cycles, PD, and school improvement plans.	Elementary Principals Directors of Curriculum Coaches	Time PD	September 2025 – June 2026
Implement required coaching logs and walkthroughs to monitor and evaluate coaching practices.	Elementary Principals Directors of Curriculum Coaches	Time	October 2025

Pilot the "Look For" checklists in 2–3 learning walks and gather feedback from leadership teams. (Aligned w/Element III activities.)	Superintendent, Asst. Supt. of C,I&T Asst. Supt. of HR&W Leadership Team	Time	October 2025 – December 2025
Reconvene the K–5 Literacy Plan Task Force to review and revise the district literacy plan to ensure alignment with MA Frameworks, the Science of Reading, and WIDA, including a scope and sequence crosswalk.	Elementary Curriculum Director, Literacy Coaches, Educator Representatives	Time	October 2025 – March 2026
Digitize tools for ease of data collection and trend analysis.	Superintendent, Asst. Supt. of HR&W Director of Data, DI&A Directors of Curriculum	Time	December 2025
Collect and analyze assessment use data (e.g., benchmark, formative, anecdotal) to determine how effectively data is guiding instructional decisions in literacy classrooms.	Asst. Superintendent of Curriculum, Instruction & Technology, Director of Data Integration, Directors of Curriculum, Principals, Coaches, Educators	Time	December 2025 – February 2026
Provide training and calibration for all finalized "Look-For" tools to ensure consistency. (Aligned w/Element III activities.)	Superintendent, Asst. Supt. of C,I&T Asst. Supt. Of HR&W Leadership Team	Time PD	FY 2026 Leadership Meetings
Refine the coaching model and playbook content using data.	Directors of Curriculum Coaches	Time	January 2026
Facilitate planning protocols in PLCs and coaching cycles that support data-informed pacing, responsive teaching, and curriculum flexibility.	Director of Curriculum, Coaches, Principals	Time	January 2026 (Ongoing)
Monitor trends over time to identify progress, gaps, and school-specific needs. Use learning walk outcomes	Superintendent, Asst. Supt. of C,I&T	Time	March 2026

to refine coaching support, playbook revisions, and PLC focus areas.	Asst. Supt. of HR&W Leadership Team		
Use data from learning walks to guide instructional conversations and inform PD planning.	Superintendent, Asst. Supt. of C,I&T Asst. Supt. of HR&W Leadership Team	Time	May 2026
Conduct Year 1 benchmark surveys to gather instructional culture feedback from teachers.	Asst. Supt. of C,I&T Director of Data, DI&A Directors of Curriculum	Time	May 2026
Year One - Triennial Plan progress meeting.	Superintendent Asst. Supt. of C,I&T Asst. Supt. of HR&W Directors of Curriculum	Time	June 2026
FY 2027 – Action Steps	**Responsible Parties**	**Resources**	**Timeline**
Provide *The New Classroom Instruction that Works* by Bryan Goodwin and Kristin Rouleau to all new elementary hires to sustain the implementation of strategies.	Asst. Supt. of HR&W Mentor Program Leaders	Funding	August 2026
Provide secondary leaders with a coaching model overview and site visits.	Superintendent, Asst. Supt. of C,I&T Secondary Administration Directors of Curriculum Coaches	Time PD	September – December 2026
Provide initial training on playbook use with examples from district curricula.	Directors of Curriculum Coaches	Time PD	September 2026
Monitor trends over time to identify progress, gaps, and school-specific needs. Use learning walk outcomes	Superintendent, Asst. Supt. of C,I&T	Time	September 2026 – May 2027

to refine coaching support, playbook revisions, and PLC focus areas.	Asst. Supt. of HR&W Leadership Team		
Use data from learning walks to guide instructional conversations and inform PD planning.	Superintendent, Asst. Supt. of C,I&T Asst. Supt. of HR&W Leadership Team	Time	May 2027
Conduct Year 2 benchmark surveys to gather instructional culture feedback from teachers.	Asst. Supt. of C,I&T Director of Data and Int. Directors of Curriculum	Time	May 2027
Year Two - Triennial Plan progress meeting.	Superintendent Asst. Supt. of C,I&T Directors of Curriculum	Time	June 2027
FY 2028 – Action Steps	**Responsible Parties**	**Resources**	**Timeline**
Provide *The New Classroom Instruction that Works* by Bryan Goodwin and Kristin Rouleau to all new hires, Grades PK – 12, to sustain the implementation of strategies.	Asst. Supt. of HR&W Mentor Program Leaders	Funding	August 2027
Pilot instructional coaching in 1–2 secondary departments.	Asst. Supt. of C,I&T Secondary Administration Directors of Curriculum SHS Department Heads OMS Head Teachers Coaches	Time Funding	September 2027
Provide Instructional Coaching Group professional development for the secondary instructional coach(s).	Asst. Supt. of C,I&T	Funding PD	September 2027 – December 2027
Revise and expand the Elementary Playbook to include contextual adaptations suited for secondary implementation.	Asst. Supt. of C,I&T Directors of Curriculum Secondary Coach(s)	Time	September 2027 – June 2028

	SHS Department Heads OMS Head Teachers		
Conduct a full curriculum audit of the Units of Study for writing and reading, including stakeholder surveys, implementation integrity reviews, student performance data, and alignment to district literacy goals.	Directors of Curriculum, Coaches, Principals	Time Rubrics	January – May 2028
Monitor trends over time to identify progress, gaps, and school-specific needs. Use learning walk outcomes to refine coaching support, playbook revisions, and PLC focus areas.	Superintendent, Asst. Supt. of C,I&T Asst. Supt. of HR&W Leadership Team	Time	March – April 2028
Use data from learning walks to guide instructional conversations and inform PD planning.	Superintendent, Asst. Supt. of C,I&T Asst. Supt. of HR&W Leadership Team	Time PD	May 2028
Provide Year 3 benchmark surveys to gather instructional culture feedback from teachers.	Asst. Supt. of C,I&T Director of Data and Integration, Directors of Curriculum	Time	May 2028
Embed the playbook and coaching model into new teacher orientation, annual PD, and ongoing PLC work.	Asst. Supt. of HR&W Principals Coaches Mentor Program Leaders	Time PD	June 2028
Year Three - Triennial Plan progress meeting.	Superintendent Asst. Supt. of C,I&T Directors of Curriculum	Time	June 2028

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

Element One APPENDIX I – Summary of *The New Classroom Instruction That Works* by Bryan Goodwin and Kristin Rouleau

The New Classroom Instruction That Works by Bryan Goodwin and Kristin Rouleau is a comprehensive guide that explores evidence-based instructional strategies designed to enhance student achievement in the classroom. Building upon the foundational work of

Classroom Instruction That Works by Marzano, the authors focus on refining and adapting teaching methods to align with contemporary research on learning, cognitive development, and the diverse needs of students.

The book emphasizes that effective instruction is grounded in clear, research-supported practices. The authors delve into several key strategies that promote student engagement, critical thinking, and academic success:

1. **Setting Clear Goals and Expectations**

   The authors stress the importance of establishing specific, measurable learning objectives for students. These goals should be communicated clearly and revisited frequently to ensure students stay focused and understand the purpose behind their learning activities.

2. **Engaging Students Actively**

   Active engagement is central to learning. Goodwin and Rouleau advocate for instructional techniques that actively involve students in the learning process. This includes strategies such as cooperative learning, problem-solving tasks, and project-based learning that encourage students to collaborate, apply knowledge, and take ownership of their learning.

3. **Using Formative Assessments**

   Regular formative assessments provide valuable feedback to both students and teachers about progress toward learning goals. The authors highlight how formative assessments help educators adjust instruction in real-time, catering to individual needs and ensuring that no student falls behind.

4. **Providing Effective Feedback**

   Timely, specific, and constructive feedback is crucial for student growth. The authors outline how feedback should be goal-oriented, informative, and actionable, helping students understand how to improve their performance and deepen their understanding.

5. **Differentiation and Personalization**

   Recognizing that students have varied learning styles, interests, and abilities, the book advocates for differentiated instruction. By adjusting content, processes, and assessments, teachers can meet the needs of all students, offering personalized learning experiences that increase engagement and motivation.

6. **Promoting Higher-Order Thinking**

   To prepare students for complex problem-solving, the authors encourage the use of strategies that promote critical thinking. These include inquiry-based learning, encouraging students to ask questions, analyze data, and apply knowledge in novel situations.

7. **Creating a Positive Learning Environment**

   The authors underline the importance of cultivating a classroom culture that fosters respect, trust, and collaboration. A positive, supportive environment encourages risk-taking, builds student confidence, and nurtures emotional and academic growth.

The book also stresses the importance of teacher professional development and collaboration. Goodwin and Rouleau advocate for continuous reflection on teaching practices, data-driven decision-making, and creating a learning community within schools where teachers can share strategies and support one another.

In conclusion, *The New Classroom Instruction That Works* offers practical, research-based insights into how educators can refine their instructional techniques to meet the diverse needs of students and improve overall student achievement. By focusing on clear goals, active engagement, formative assessment, and differentiation, the book provides a roadmap for creating effective, student-centered classrooms that promote deeper learning and higher-order thinking.

Element Two – Implementing the Vision of the Graduate (VoG) Framework

Abstract: Stoughton Public Schools has long been committed to providing a comprehensive education to its students, excelling in various key areas such as fostering a supportive learning environment, promoting student engagement, and offering specialized programs that address diverse learning needs. The district has made significant strides in implementing personalized learning pathways, incorporating technology into classrooms, and ensuring students have access to enrichment opportunities both inside and outside the classroom. However, there are areas in need of improvement, particularly in terms of instructional consistency across grade levels, professional development for educators, and stronger alignment between leadership strategies and classroom practices. These gaps often hinder the district's ability to fully realize the potential of its students and ensure long-term academic success.

One promising strategy for addressing these challenges and maintaining the district's areas of success is the development and implementation of a Kindergarten through 12th grade (K-12) Vision of Graduate Program. This program would provide a unified framework for academic and social-emotional growth, ensuring a seamless and cohesive educational experience for all students. By creating a shared vision for what students should achieve by graduation, SPS would be able to provide clearer goals for both students and educators, enhance collaboration across grade levels, and tailor professional development to meet the evolving needs of both staff and students. A Vision of Graduate Program could also help foster consistent instructional practices, increase leadership alignment, and provide clear pathways for continuous improvement. This initiative is essential for creating an environment where SPS students can thrive, ensuring that success is not only achieved but is sustainable in the long term.

Element Two SMART Goal: *By June 2028, Stoughton Public Schools will create and fully implement the Vision of Graduate framework, ensuring every student from kindergarten through 12th grade develops the 6 core competencies: Critical Thinking, Growth Mindset, Communication, Healthy Being, Cultural Proficiency, and Personal Responsibility. These competencies will be embedded in all grade levels through curriculum, assessment, and extracurricular opportunities.*

Element Two Primary Facilitator: *Stoughton High School Principal*

FY 2026 – Action Steps	Responsible Parties	Resources	Timeline
Conduct leadership workshop (July) and present VoG at school council meetings (October & November).	District Leadership Team Superintendent Principals	Time Funding PD	July 2025 – November 2025

Provide building based VoG PD on the first day back for teachers, and throughout the Fall, focused on the VoG framework, practices, and core competencies.	Principals	Time PD	July 2025 – November 2025
Create VoG Curriculum Development & Implementation Team (CDIT).	SHS Principal Directors of Curriculum	Time Funding	September 2025
Conduct a district-wide inventory and evaluation of existing curriculum and instructional programs to identify intersections with VoG, Grades K – 8.	CDIT	Time	October 2025 – February 2026
Develop "I Can" statements for each grade level (K-12) aligned with the 6 core competencies (i.e. defining what each competency looks like at different grade levels).	CDIT	Time	November 2025 – February 2026
Create visual materials to promote the VoG framework.	CDIT	Time Funding	March – June 2026
Develop Elementary specific VoG curriculum and/or equivalent embedded program components.	CDIT Elementary Faculty	Time Funding	March – June 2026
Develop OMS specific VoG components and expectations and embed them in existing the Understanding by Design (UbD) curriculum documents.	CDIT OMS Faculty	Time Funding	March – June 2026
Year One - Triennial Plan progress meeting.	SHS Principal Asst. Supt. of C,I&T	Time	June 2026
FY 2027 – Action Steps	**Responsible Parties**	**Resources**	**Timeline**
Develop a communication plan to inform and update the community on the implementation of VoG.	SHS Principal District Leadership Team Media Relations Manager	Time Funding	July – August 2026
Implement the VoG at the OMS.	OMS Principal Directors of Curriculum OMS Faculty & Staff	Time Funding PD	September 2026

Develop assessment/monitoring tools and design a system for tracking student progress in the 6 core competencies of a VoG. This may include exploring alternative assessments like portfolios, presentations, and capstone projects at the secondary level.	CDIT Director of Data, DI&A	Time	September 2026 – January 2027
Pilot the VoG at an elementary school.	Elementary Principal Directors of Curriculum Elementary Faculty & Staff	Time Funding PD	September 2026 – June 2027
Provide differentiated PD focused on the practical implementation of VoG, to include developing routines/activities that explicitly build VoG competencies.	Principals Directors of Curriculum	Time PD	September 2026 – June 2027
Explore the integration VoG competencies into extracurricular activities, advisory programs, and SEL supports.	Secondary Principal Coaches Advisors	Time Funding PD	September 2026 – June 2027
Pilot VoG assessment/monitoring tools.	Principals Faculty	Time	February – June 2027
Update FY 2028 elementary report card templates to incorporate the VoG core competencies.	Directors of Curriculum Principal (Elem. VoG Pilot) Technology Dept.	Time	February 2027 – June 2027
Year Two - Triennial Plan progress meeting.	SHS Principal Asst. Supt. of C,I&T	Time	June 2027
FY 2028 – Action Steps	**Responsible Parties**	**Resources**	**Timeline**
Update the elementary VoG curriculum and assessment/monitoring tools based on information obtained as part of the pilot programs.	Elementary Principal Directors of Curriculum	Time	July – August 2027

Implement VoG curriculum in all Elementary schools.	Elementary Principal Directors of Curriculum Faculty & Staffs	Time Funding PD	September 2027
Implement the system for monitoring and evaluating student progress in the 6 core competencies of VoG.	CDIT Director of Data, DI & A	Time	September 2027
Provide elementary teachers professional development on the updated report card templates that reflect VoG core competencies.	Principals Directors of Curriculum	Time	October 2027
Provide ongoing, building-based professional development in conjunction with the full PD day focused on curriculum implementation, protocols, and assessments, that includes eliciting educator feedback as an embedded component.	CDIT Principals Directors of Curriculum	Time	October 2027 – May 2028
Develop a long-term plan for sustaining the VoG implementation, including annual PD and dedicated resource allocation.	Superintendent CDIT Asst. Supt. of C,I&T	Time Funding	January 2028 – June 2028
Conduct a comprehensive evaluation of the implementation of VoG and its impact on students. This evaluation should include gathering data from graduates and alumni to assess the long-term impact of VoG.	CDIT Director of Data, DI & A	Time Funding	April – May 2028
Analyze implementation and student impact data and develop a set of recommendations for improving the VoG framework.	CDIT Director of Data, DI & A	Time	May – June 2028
Present the final results of the VoG implementation to the School Committee.	Superintendent CDIT	Time	June 2028

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

Element Two APPENDIX I – Vision of a Graduate Six Core Competencies

In partnership with the community, the Stoughton Public School has dedicated itself to supporting individuals on their journeys to live productive, healthy, and meaningful lives. Through a comprehensive curriculum and diverse experiences, learners will become culturally responsive citizens, innovative thinkers, and lifelong learners who demonstrate excellence of character and lead balanced lives.

Learners will…

1. **Become Critical Thinkers**

   Question, evaluate, analyze, synthesize, and articulate information from a variety of sources.

2. **Emerge as Culturally Proficient Individuals**

   Build meaningful relationships with people from diverse backgrounds and engage in respectful and productive exchanges.

3. **Mature into Healthy Individuals**

   Strive to maintain physical, mental, and social well-being while reaching their full potential.

4. **Develop Effective Communication Skills**

   Use language thoughtfully to connect, collaborate, share information, and succeed in personal, academic, and professional settings.

5. **Take Personal Responsibility**

   Accept full ownership of their behavior, emotions, and decisions in all areas of life.

6. **Cultivate a Growth Mindset**

   Embrace the belief that fundamental abilities can be developed through dedication and hard work.

Element Three – Supporting Multi-Language Learners

Abstract: Stoughton Public Schools has continued to experience an increase of ELs enrolling in the District over the past 3 years, particularly Level 1 and 2 Newcomers who require 90 minutes of direct daily English instruction. (See Appendices). Stoughton Public Schools' English Language Education program, under DESE Guidance and The Look Act of 2017 must continue to include the ELPAC: English Learner Parent Advisory Council, the Seal of Biliteracy, the implementation of ILPs: EL Plans for Success and FEL: Former English Learner Monitoring for four years. The Look Act also requires that all ELs are meeting annual benchmarks to attain English proficiency within a 6-year time span. ELE educators are required to deliver direct ESL instruction in addition to screening/testing students, maintaining appropriate and translated documentation, creating ILPs with goals and accommodations and distributing and reviewing ILPs with general education teachers. New to this Triennial Plan, DESE has required approved curated ESL curriculum to be used by districts. The current 2017 ESL Elementary curriculum is not curated; therefore, a review of curriculum must be conducted and curated curriculum implemented. In addition, research continues to show that ongoing professional development for teachers of ELs leads to best academic and language acquisition outcomes. Since effective ESL practices are not continuously observed across all areas, professional development is key to aligning practices across the district. Research has also demonstrated that support in students' home languages leads to transference of English and literacy, which supports the need for merging of the ELE and World Language Departments, creating a district wide Multilingual Department. Finally, since there is a disproportionate number of ELs, roughly 74 percent as opposed to 90 percent of general education students graduating from Stoughton High School, to deter EL drop out at the secondary level, alternative pathways to graduation and competency credits must be explored. (DESE, 2023)

Element Three SMART Goal: *In order to meet the needs of the English Learners, to fulfill compliance with DESE regulations and the LOOK ACT of 2017 and to ensure best educational outcomes for ELs, the following action plan will be implemented over the three-year span SY26-SY28. 1.) the Director of Multi-Language Learners (MLLs) will oversee the English Language and World Language Departments creating a districtwide Multilingual Department; 2.) All educators will be trained to use ESL/SEI Strategies using the ELLevation platform; 3.) All necessary curricular and assessment components will be reviewed in alignment with ESL curated recommendations; 4.) Families will be supported and screening and documentation will occur upon registration; 5.) World Language will be offered at the elementary level; 6.) Stoughton Academy will expand opportunities to secondary over-aged under credited ELs.*

Element Three Primary Facilitator: *Director of Multi Language Learners*

FY 2026 – Action Steps	Responsible Parties	Resources	Timeline
Assign the ELE Director and Assistant ELE Director to oversee the ELE and World Language Departments, creating a districtwide Multi-Language Learners (MLLs) Department. Create new job descriptions.	Superintendent Asst. Supt. of HR&W MLL Directors	Time	July 2025
Develop "look-for" checklists aligned with MLL instruction to guide consistent, focused observations during learning walks. (Aligned w/Element I activities.)	MLL Directors Leadership Team	Time	July – August 2025
Create a Grade 6 Literacy Instruction in Portuguese cohort to determine the impact of native language literacy on overall academic outcomes, to include utilization of the Avant STAMP.	MML Directors OMS Principal OMS Bilingual ESL Teacher	Time Funding	September 2025
Conduct Year 2 site visits and research Elementary World Language Curriculum with the Exploratory Committee for Bilingual and Dual Language Programs.	MLL Directors Faculty & Staff	Time	September 2025 – June 2026
Update Secondary ESL Curriculum, Grades 6-12, to include Model Curriculum Units and the WIDA 2020 Standards.	MLL Directors Secondary ELE Teachers	Time Funding	September 2025 – June 2026
Reallocate the 0.6 FTE SHS ESL/SLIFE teacher funding to provide a MLL screening position at the Family Welcome Center.	Superintendent MLL Directors SHS Principal	Time	September 2025 – June 2026
Provide training using the ELLevation Strategies Professional Development Platform during the PD full day.	MLL Directors ELE and General Education Teachers	Time PD	November 4, 2025
Review and evaluate the Elementary ESL Curriculum in accordance to DESE curated standards to determine	MLL Directors Elementary ESL Teachers	Time	September 2025 – December 2026

if the curriculum is in alignment with new DESE requirements.			
Vertically align the World Language curriculum, Grades 6-12, to ensure that the scope and sequence, UbD and Model Curriculum Units are in alignment with ACTFL standards.	MLL Directors WL Dept. Head WL Teachers	PD Time	September 2025 – June 2026
Explore opportunities for more ESL instruction at Stoughton Academy and revise cost structure for ELs.	MLL Directors Superintendent Business Manager	Time District or Grant Funding	September 2025 – June 2026
Pilot the MML specific "Look For" checklists in 2–3 learning walks and gather feedback from leadership teams. (Aligned w/Element I activities.)	MLL Directors Leadership Team	Time	October 2025 – December 2025
Provide training and calibration for the finalized MML "Look-For" tools to ensure consistency. (Aligned w/Element I activities.)	MML Directors Leadership Team	Time PD	January – June 2026 Leadership Meetings
Year One - Triennial Plan progress meeting.	MLL Director Asst. Supt. of C,I&T Principals	Time	June 2026
FY 2027 – Action Steps	**Responsible Parties**	**Resources**	**Timeline**
If it is determined that the Elementary ESL curriculum did not meet the needs of students and/or the DESE curate standards, the MLL Director will begin the process of identifying a new ESL curriculum, developing Stoughton specific ESL curricular supports & implementation crosswalks, as well as embedding the procurements and PD costs into the FY 2028 Budget.	MLL Directors Superintendent Elementary ESL Teachers	Time Funding	July 2026 – June 2027

Monitor the Grade 7 Literacy Instruction in Portuguese cohort to determine the impact of native language literacy on overall academic outcomes, to include utilization of the Avant STAMP.	MML Directors OMS Principal OMS Bilingual ESL Teacher	Time Funding	September 2026 – June 2027
Expand World Language Department Head to oversee the ELE Department at SHS, creating MLL Department.	MLL Directors SHS Principal Asst. Supt. of HR&W	Time	September 2026
Expand World Language Head Teacher to oversee the ELE Department at OMS, creating MLL Department.	MLL Directors OMS Principal Asst. Supt. of HR&W	Time	September 2026
Create MLL Liaison to oversee the ELE & World Language Department at the elementary level.	MLL Directors Asst. Supt. of HR&W	Time	September 2026
Expand Stoughton High School counseling services by making the Multilingual Counselor full time.	MLL Directors Superintendent Business Manager Principal	1.0 FTE Unit A Position (currently 0.4 FTE, increase by 0.6 FTE)	September 2026
Hire or reassign 4.0 FTE World Language teachers to implement elementary World Language Program as an elementary specialist.	MLL Directors Superintendent Business Manager Principals	4.0 FTE Unit A Positions, or Re-allocation of 4.0 FTE Library Paraprofessionals	September 2026
Hire Elementary ESL/SEI Coach to support general education teachers.	MLL Director Superintendent Business Manager Principals	1.0 FTE Unit A Position, or Re-allocation of 1.0 FTE elementary ESL teacher based on enrollment	September 2026

Create and implement a system for collecting MLL learning walk data, based on the MLL "Look-For" tool, for use in the development of the FY 2028 PD plan.	MLL Directors	Time	September 2026 – April 2027
Provide Instructional Coaching Group (ICG) training for the newly hired Elementary ESL/SEI Coach.	Asst. Supt. of C,I&T	PD Funding	September 2026 – June 2027
Conduct Year 3 site visits and research with the Exploratory Committee for Bilingual and Dual Language Programs.	Superintendent MLL Directors Principals	Time	September 2026 – June 2027
Explore Heritage Portuguese Curriculum and opportunities for building Portuguese Literacy with an intersection between ELE and WL.	MLL Directors WL educators	Time	September 2026 – June 2027
Implement additional ESL instruction at Stoughton Academy with 2-3 levels of ESL being offered.	MLL Directors Superintendent Business Manager	Time Funding	September 2026 – June 2027
Develop a District-wide PD plan for the 2027-2028 school year that is focused on Stoughton's shift in demographics and the unique needs of its current students, as well as the broader school community.	Asst. Supt. of C,I&T Directors of Curriculum MLL Directors	Time Funding	May – June 2027
Year Two - Triennial Plan progress meeting.	MLL Director Asst. Supt. of C,I&T Principals	Time	June 2027
FY 2028 – Action Steps	**Responsible Parties**	**Resources**	**Timeline**
If necessary, purchase and implement a new elementary ESL curriculum.	MLL Directors Superintendent Principals	Time Funding	July – September 2027
Ensure 1 Bilingual Para is assigned to each elementary building, including the Jones ECC.	MLL Directors Superintendent	4.0 FTE Bilingual Paraprofessionals	September 2027

	Principals		
Provide elementary ESL curriculum professional development to elementary ESL teachers.	MLL Directors	Time Funding	September 2027
Review ESL Program at Stoughton Academy and make adjustments.	MLL Directors Principals Superintendent	Time Funding	September – October 2027
Review of World Language Curriculum across Grades 6-12.	MLL Directors WL Educators	Time	September 2027 – June 2028
Conduct Year 4 site visits and research with the Exploratory Committee for Bilingual and Dual Language Programs.	MLL Directors Principals Superintendent	Time	September 2027 – June 2028
Implement FY 2028 District-wide Professional Development Plan.	Asst. Supt. of C,I&T Directors of Curriculum MLL Directors	Time Funding	September 2027 – June 2028
Monitor the Grade 8 Literacy Instruction in Portuguese cohort to determine the impact of native language literacy on overall academic outcomes, to include utilization of the Avant STAMP.	MML Directors OMS Principal OMS Bilingual ESL Teacher	Time Funding	September 2027 – June 2028
Review Elementary World Language Specialist Program.	MLL Directors Principals Superintendent	Time	March 2028 – June 2028
Year Three – Triennial Plan progress meeting.	MLL Director Asst. Supt. of C,I&T Principals	Time	June 2028

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

Element Three APPENDIX 1

Table 1 - English Learners Across SPS 2022-2025

There has been a significant increase of ELs across SPS over the past three years. Not only has there been an increase in numbers, most of the newcomer students, there has been an increase of beginner ELP (English Language Proficiency) Level 1, requiring 90 minutes of direct ESL instruction daily. Table 1 and 3 show the increase in ELs since October 2022. Table 2 shows the amount of Level 1 and 2 EL students who require 90 minutes of direct ESL instruction daily.

October 2022 Total ELs and FELs	October 2022 Total ELs	Wilkins Total ELs	Gibbons Total ELs	Dawe Total ELs	South Total ELs	Hansen Total ELs	OMS Total ELS	SHS Total ELs
500	**371**	**78**	**37**	**46**	**23**	**18**	**59**	**110**
February 2023 Total ELs and FELs	February 202 3 Total ELs	Wilkins Total ELs	Gibbons Total ELs	Dawe Total ELs	South Total ELs	Hansen Total ELs	OMS Total ELS	SHS Total ELs
517	**386**	**73**	**37**	**48**	**25**	**20**	**66**	**117**
April 2023 Total ELs and FELs	April 2023 Total ELs	Wilkins Total ELs	Gibbons Total ELs	Dawe Total ELs	South Total ELs	Hansen Total ELs	OMS Total ELS	SHS Total ELs
530	**398**	**75**	**43**	**50**	**25**	**23**	**66**	**116**
October 2023 Total ELs and FELs	October 2023 Total ELs	Wilkins Total ELs	Gibbons Total ELs	Dawe Total ELs	South Total ELs	Hansen Total ELs	OMS Total ELS	SHS Total ELs
589	**425**	**83**	**50**	**49**	**34**	**30**	**75**	**104**
May 2024 Total ELs and FELs	March 2024 Total ELs	Wilkins Total ELs	Gibbons Total ELs	Dawe Total ELs	South Total ELs	Hansen Total ELs	OMS Total ELS	SHS Total ELs
676	**514**	**94**	**64**	**60**	**50**	**43**	**87**	**116**

October 2024 Total ELs and FELs	March 2024 Total ELs	Wilkins Total ELs	Gibbons Total ELs	Dawe Total ELs	South Total ELs	Hansen Total ELs	OMS Total ELS	SHS Total ELs
675	530	100	71	65	51	38	75	112

Table 2 – EL & FEL Growth, January 2021 – Present

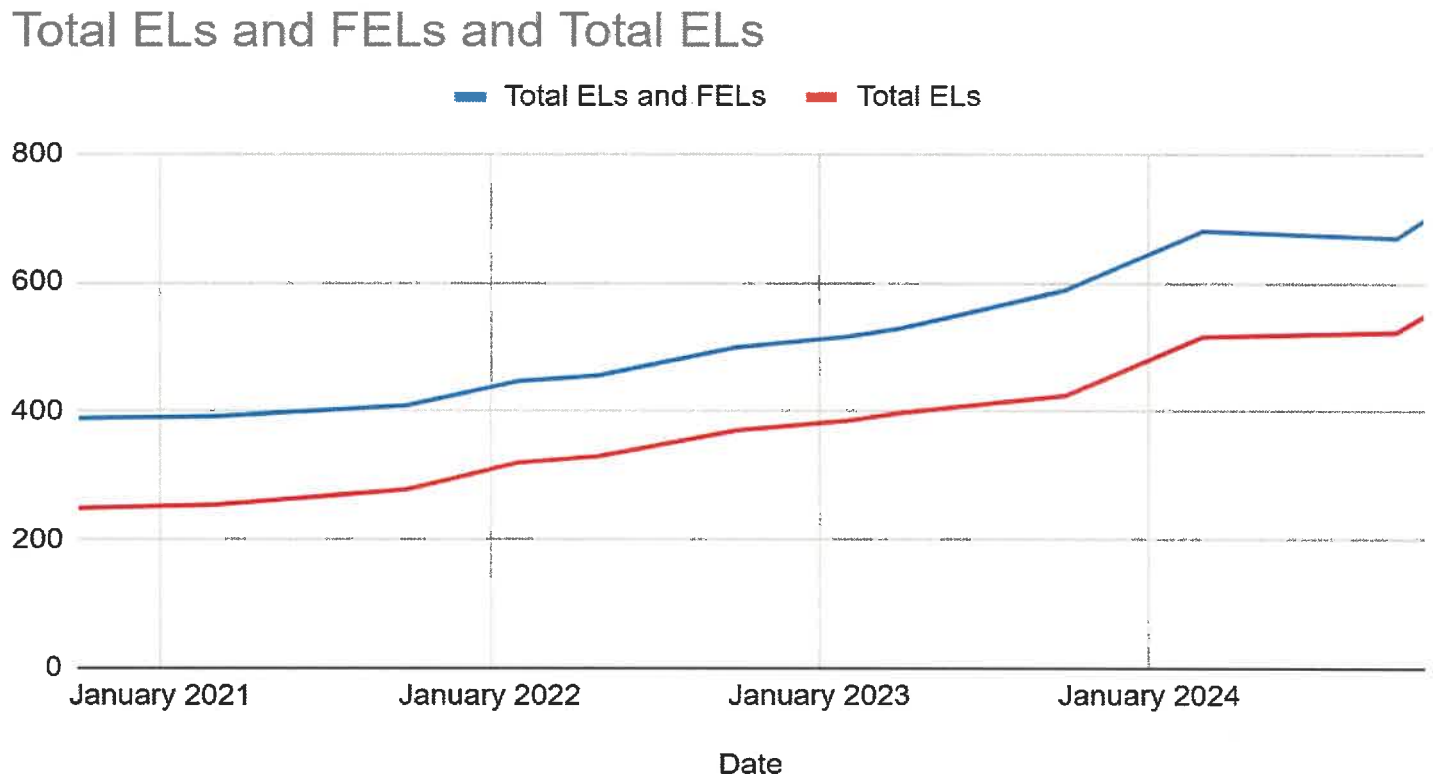


Table 2.1 – ELL Student Percentages, FY 2015 – Present

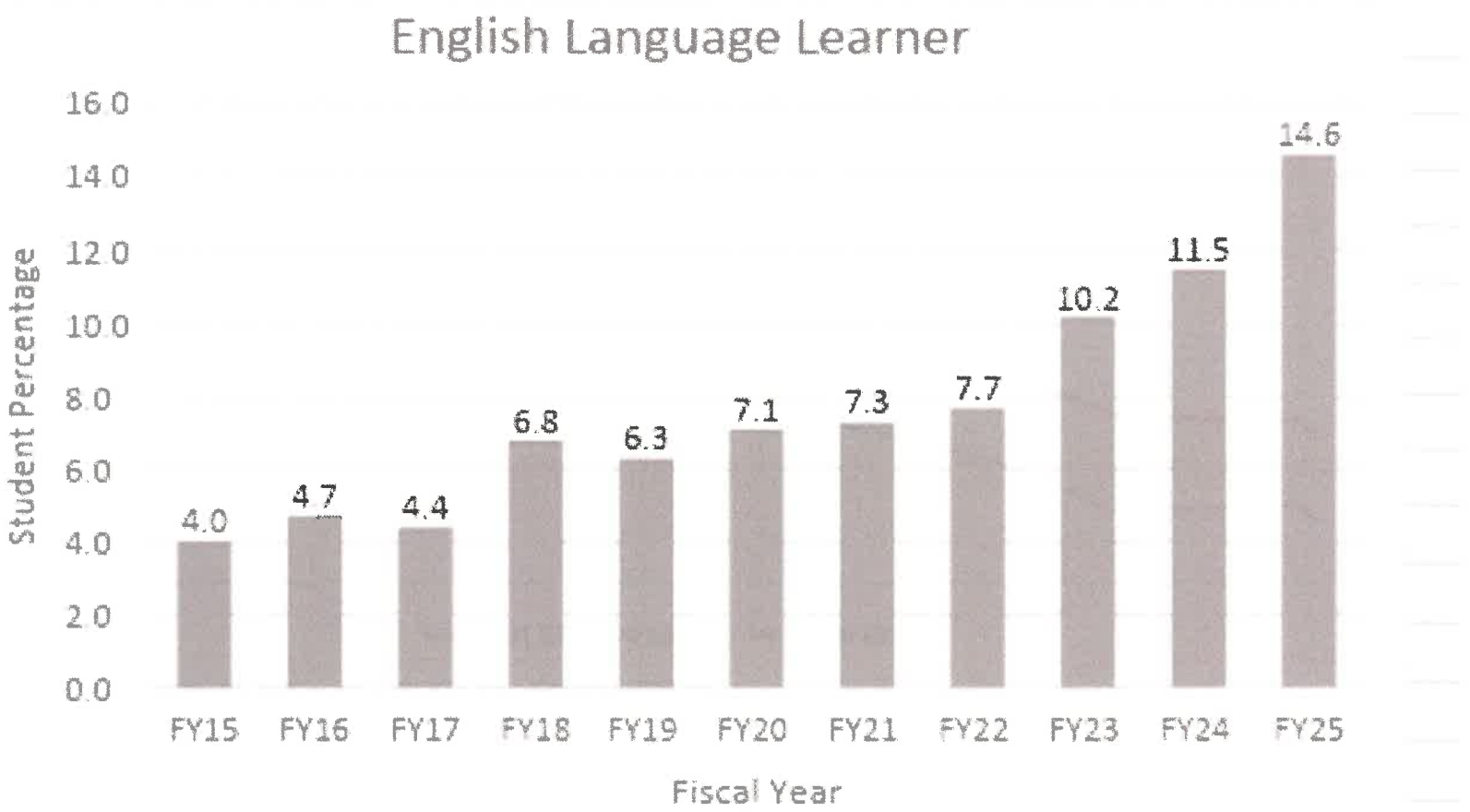
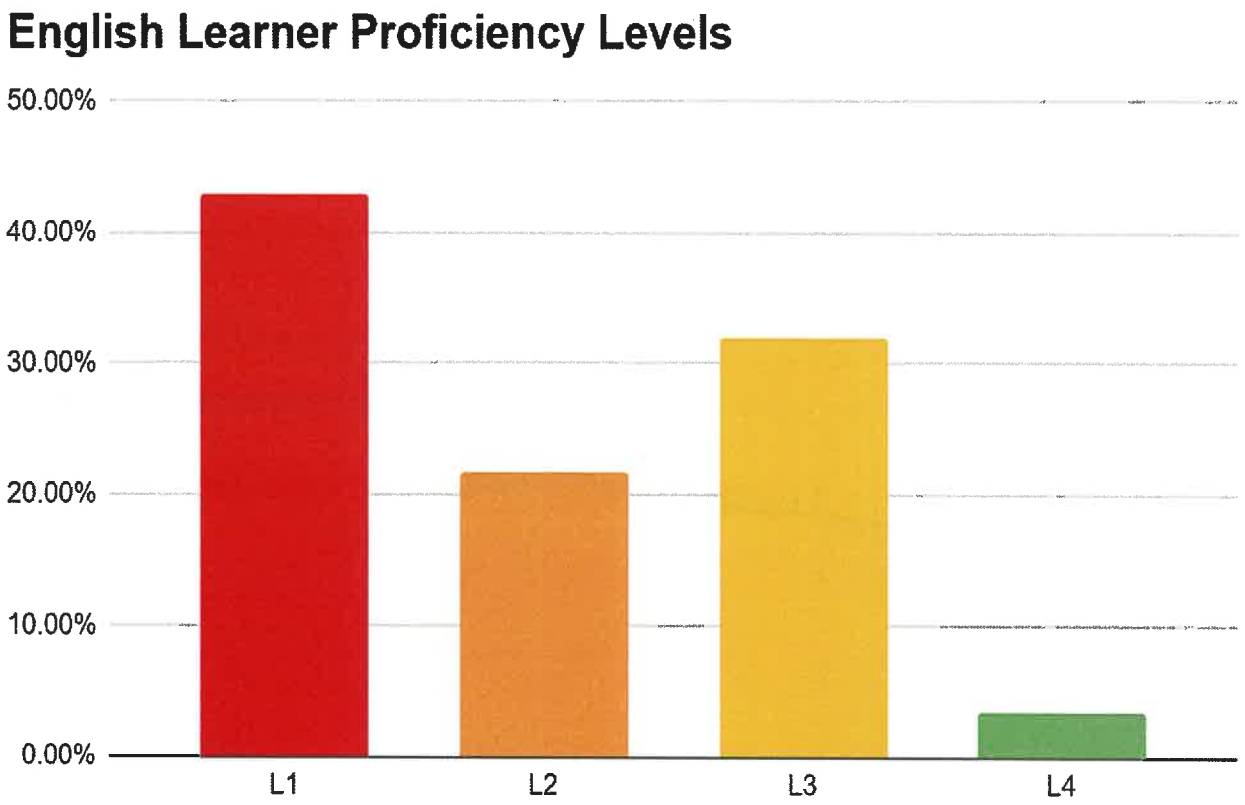


Table 3 – English Learner Proficiency Levels



1.0-6.0 Proficiency Scale
L1 and L2 = 90 mins of ESL instruction per day
L3 and L4 = 45 mins of ESL instruction per day
At 4.2 Overall and 3.9 Literacy, students are considered to no longer need specific ESL services, and are reclassified to FEL and monitored for 4 years.

Table 3.1 – Student's Whose First Language is Not English Growth Projections

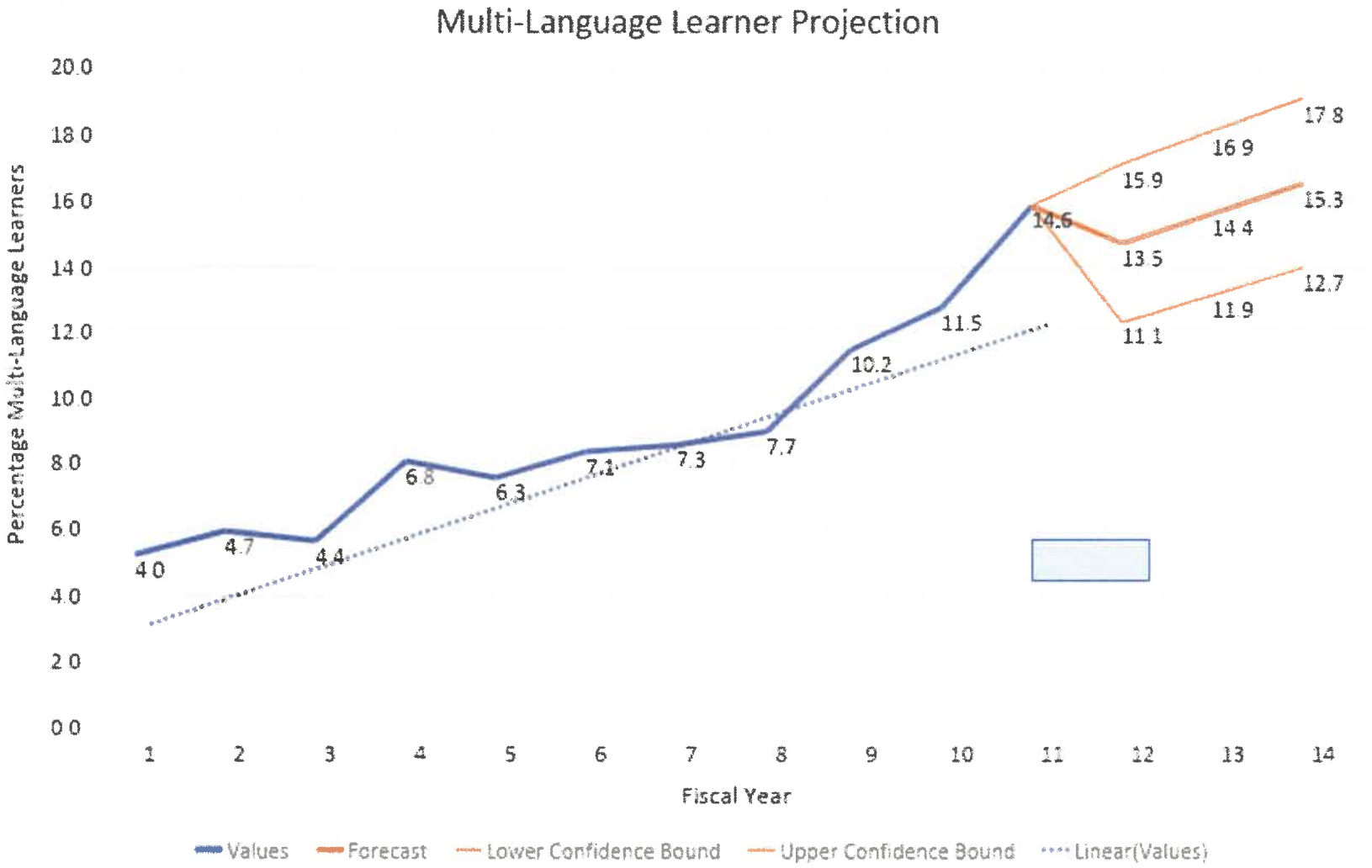
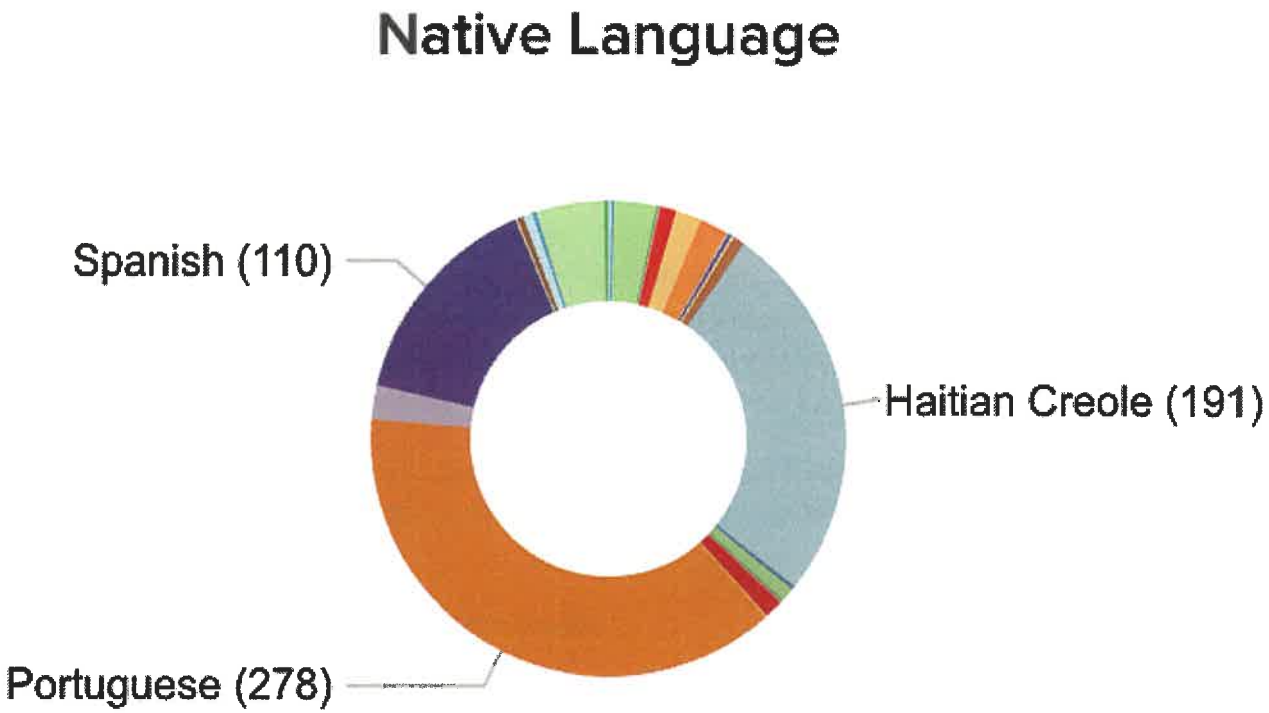


Table 4 – Language Diversity among Stoughton Students



APPENDIX 2 – DESE ESL Service Requirements

Elementary - DESE Guidance denotes that ESL for newcomers, ELP level 1 students require 90 minutes of direct ESL instruction for level 1 and 2 ELs. Therefore, both level 1 and 2 ELs require 7.5 hours of direct ESL instruction per week. Level 3-5 students require 45 minutes of instruction daily. EL teachers typically have 6, 45-minute teaching blocks per school day.

Secondary - Unlike elementary schools, secondary EL students are not pulled for EL instruction in small groups, instead they have class periods. Nevertheless, DESE Guidance denotes that Level 1 and 2 EL students receive 90 minutes of direct ESL instruction (2 blocks) daily. Level 3 through 5 EL students receive 45 minutes of direct ESL instruction daily. Secondary ESL teachers have 5 teaching blocks per day and ESL classes Newcomer through Advanced along with EL academic labs and ESL elective classes at the high school.

APPENDIX 3 – English Language Education Requirements

LOOK ACT of 2017 Legal Requirements

In addition to providing direct ESL instruction to students, the roles and responsibilities of the ELE teachers and the ELE Directors have increased significantly since the implementation of legal requirements under the LOOK Act of 2017.

ELPAC

School districts serving 100 or more EL students are required to have an ELPAC: English Learner Parent Advisory Council. ELPACs are intended by law to advise school districts and schools regarding matters that impact ELs, such as providing advice on English learner education programs, meeting regularly with school officials about educational opportunities for ELs, and providing input on school or district improvement plans as they relate to ELs.

The Seal of Biliteracy

The Massachusetts State Seal of Biliteracy is an official designation that provides recognition of students who demonstrate proficiency in English and at least one other language. The LOOK Act of 2017 requires students to demonstrate their proficiency in English by means of the Grade 10 English Language Arts (ELA) MCAS. To attain the Seal of Biliteracy students must also demonstrate proficiency in another language on a state approved assessment such as the AVANT STAMP and AAPPL assessments. Assessments are given twice annually so that students have the opportunity to receive the Seal. The State Seal of Biliteracy takes the form of a seal that appears

on the transcript or diploma of the graduating senior and is a statement of accomplishment for future employers and for college admissions.

ILPs: EL Plans for Success

The ILP: Individual Language Plan, like a DCAP or 504, provides goals and accommodations for those ELs who are not meeting benchmarks to attain English proficiency within a 6-year time frame. Unlike in years past, ELE teachers and the ELE Director function much like special education teachers where they are required to deliver direct ESL instruction in addition to screening/testing students, maintaining appropriate and translated documentation, creating ILPs with goals and accommodations and distributing and reviewing ILPs with general education teachers. ELE teachers and the ELE Director hold LAT: Language Acquisition Team Meetings for all ELs.

FEL (Former English Learner) Monitoring Requirements

If an EL student receives a 4.2 overall composite score on the annual ACCESS language assessment, then he, she or they should be classified as FEL: Former English Learner. The EL designation should be removed in SIMS and academic progress should be monitored for 4 academic years. FEL students are assigned to SEI endorsed teachers and given the opportunity to participate in small group instruction as well as extended day learning opportunities during the school year and summer.

Monitoring of FELs includes informal meetings throughout the school year and at least 2 formal LAT meetings annually, one in the fall and one in the spring, along with monitoring form completion by all of the teachers who work with the FEL student. The LAT, including general education teachers and ESL teachers, will review students' participation and performance through progress reports, reports cards, assessment data, MCAS data and conversations with parents.

Element Four: Special Education Program Restructuring

Abstract: Several years ago, the district added Team Chair duties to the School Psychologist positions, creating the current SP/TC positions. Although it was initially done as a cost-saving measure, it has had the opposite impact on the district and has also created the potential for conflicts of interest at every meeting where the SP/TC shares and interprets their own evaluation findings.
Due to resignations/retirements, the district has not been able to hire replacements for the SP/TC positions. Other area districts, that do not have Team Chair duties attached to their School Psychologist positions, are more attractive to candidates who would rather do one job than two, for comparable salaries. Throughout the FY 2025 school year, the district has two unfilled SP/TC positions. The Special Education Department has had to contract with an outside company to complete evaluations at four of the district's school buildings for a cost that will exceed the salaries of two full-time psychologists. In addition, the district has had to hire a part time Team Chair, as the contracted service provider only evaluates and reports findings at meetings via Zoom and other virtual platforms. Additionally, dedicated Team Chair positions will allow the District to create efficiencies that will impact its programs and administrative structure. As such, the District will conduct a thorough review and thoughtful restructuring of each, based on the impact of the Team Chair Model.

Element Four SMART Goal: *By June of 2028, Stoughton Public Schools will 1.) create five Team Chairperson positions to facilitate special education Team meetings in a more consistent and efficient manner; 2.) providing guidance and training to improve the consistency of proposed services and goal/objective writing; 3.) review, redesign, and implement a new Special Education program structure; and 4.) redesign and implement a new Special Education administrative structure.*

Element Four Primary Facilitator: *Director of Special Education*

FY 2026 – Action Steps	Responsible Parties	Resources	Timeline
Delineate and map school psychologist and team chair position's areas of responsibilities, workload, and job requirements.	Dir. of Special Education A. Dir. of Special education	Time	July 2025
Update school psychologist job description.	Dir. of Special Education Asst. Supt. of HR&W	Time	July 2025
Create dedicated team chair job description.	Superintendent Dir. of Special Education	Time	July 2025

Transition positions and hire team chair positions, as required.	Dir. of Special Education Asst. Supt. of HR&W	Funding	July – August 2025
Implement new team chair / school psychologist model.	Dir. of Special Education Team Chairs School Psychologists	PD	September 2025
Provide training to team chairs with a focus on efficient team meetings, consistent expectations, and effective goal/objective writing.	Dir. of Special Education A. Dir. of Special education Team Chairs	Time	September 2025 – June 2026
Schedule monthly meetings with team chairs, school psychologists and special education administrators to identify and address issues associated with the realignment of responsibilities.	Dir. of Special Education A. Dir. of Special education Team Chairs School Psychologists	Time	October 2025 – June 2026
Create a special education Needs Assessment (NA) and Program Evaluation (PE) team, Grades PK – 12.	Dir. of Special Education Asst. Supt. of C,I&T	Time	October 2025
Partner with an outside agency to conduct a needs assessment and program evaluation of the current special education program to identify areas that may be improved in terms of structure, efficiency, service delivery, and providing students services in the least restrictive environment.	Dir. of Special Education Asst. Supt. of C,I&T NA & PE Team	Time Funding	December 2025 – June 2026
Conduct a school psychologist and team chair position time study.	Dir. of Special Education School Psychologists Special education	Time	March – June 2026
Year One – Triennial Plan progress meeting.	Dir. of Special Education Asst. Supt. of C,I&T	Time	June 2026

FY 2027 – Action Steps	Responsible Parties	Resources	Timeline
Review caseloads of school psychologists (initials, re-evals, bi-lingual needs) to determine what adjustments are required for them to assume all psychological and achievement testing, and minimize the need for any outside testing.	Dir. of Special Education A. Dir. of Special education	Time	July 2026
Review all PK-5 and 6-12 special education positions to determine the impact of the new SP/TC positions, and identify what adjustments are required.	Dir. of Special Education A. Dir. of Special Education Principals	Time	July 2026
Review results of the needs assessment and program evaluation to identify areas for improvement & increased efficiency.	Dir. of Special Education Asst. Supt. of C,I&T NA & PE Team	Time	July – September 2026
Update School Psychologist roles, responsibilities, and caseload expectations.	Dir. of Special Education A. Dir. of Special education	Time	August 2026
Update Team Chair job descriptions.	Dir. of Special Education A. Dir. of Special education	Time	August 2026
Update special education job descriptions and responsibilities based on the SP/TC review, as required.	Dir. of Special Education Asst. Supt. of HR&W	Time	August 2026
Update special education program plans, with a particular focus on program alignment and efficiency.	Dir. of Special Education Asst. Supt. of C,I&T NA & PE Team	Time	October – December 2026
Develop program crosswalks and implementation timelines.	Dir. of Special Education A. Dir. of Special Education	Time	January – February 2027
Begin convening student IEP meeting to ensure align with the revised program criteria in FY 2028, as necessary.	Dir. of Special Education A. Dir. of Special Education Team Chairs	Time	March 2027 (Ongoing)

Review the job responsibilities of special education administrators, based upon the updated program plans and new SP / TC model.	Superintendent Dir. of Special Education Asst. Supt. of HR&W	Time	January – February 2027
Redesign the special education administrative structure based on the review.	Superintendent Dir. of Special Education Asst. Supt. of HR&W	Time	March – April 2027
Update FY 2028 Special Education administrative job descriptions.	Dir. of Special Education Asst. Supt. of HR&W	Time	May 2027
Reassign Special Education Administrators for FY 2028, as required.	Superintendent Dir. of Special Education Asst. Supt. of HR&W	Time	June 11, 2027 Deadline
Year Two – Triennial Plan progress meeting.	Dir. of Special Education Asst. Supt. of C,I&T	Time	June 2027
FY 2028 – Action Steps	**Responsible Parties**	**Resources**	**Timeline**
Implement the new special education administrative structure.	Superintendent Dir. of Special Education	Time	June 2027
Develop a Special Education professional development plan designed to support the implementation of updated program plans.	Dir. of Special Education Asst. Supt. of C,I&T	Time	July – August 2027
Implement the updated special education program plans, to include phased implementation where required.	Dir. of Special Education Principals	Time	September 2027
Provide professional development to all special education faculty and staff members to support the implementation of updated program plans.	Dir. of Special Education Asst. Supt. of C,I&T	Time	September 2027 – June 2028

Conduct a full special education program evaluation to determine the impact of program revisions and identify areas that require further refinement.	Dir. of Special Education Asst. Supt. of C,I&T	Time	April – May 2028
Submit special education program status update & evaluation summary to the Superintendent of Schools.	Dir. of Special Education Asst. Supt. of C,I&T	Time	June 2028
Year Three – Triennial Plan progress meeting.	Dir. of Special Education Asst. Supt. of C,I&T	Time	June 2028

Acronyms Used in the Triennial Plan

AAPPL	ACTFL Assessment of Performance toward Proficiency in Languages
ACCESS	Assessing Comprehension and Communication in English State-to-State
ACTFL	American Council on the Teaching of Foreign Languages
DCAP	District Curriculum Accommodation Plan
DESE	Department of Elementary and Secondary Education
ECC	Early Education and Care
EL	English Learners
ELE	English Language Education
ELPAC	English Learner Parent Advisory Council
ESL	English as a Second Language
FEL	Former English Learner
ICG	Instructional Coaching Group
IEP	Individual Education Plan
ILP	Individual Language Plan
LAT	Language Acquisition Team
MCAS	Massachusetts Comprehensive Assessment System
MLL	Multi-Lingual Learners

NA	Needs Assessment
PD	Professional Development
PE	Program Evaluation
PK	Pre-Kindergarten
PLC	Professional Learning Community
SEI	Sheltered English Immersion
SIMS	Student Information Management System
SLIFE	Students with Limited or Interrupted Formal Education
SP	Speech Pathologist
STAMP	Speech Test for Auditory Processing and Memory
STEM	Science, Technology, Engineering, and Mathematics
TC	Team Chair
UbD	Understanding by Design
VoG	Vision of the Graduate
WIDA	World-Class Instructional Design and Assessment
WL	World Language

Massachusetts Department of Elementary and Secondary Education

Office of School Finance

FY27 Chapter 70 Foundation Budget

285 Stoughton

		Base Foundation Components							Incremental Costs Above the Base						
	1	2	3	4	5	6	7	8	9	10	11	12	13	14
		------ Kindergarten ------			Junior/	High		Special Ed	Special Ed	English learners	English learners	English learners		
	Pre-school	Half-Day	Full-Day	Elementary	Middle	School	Vocational	In-District	Tuitioned-Out	PK-5	6-8	High School/Voc	Low Income	TOTAL
Foundation Enrollment	**41**	**0**	**280**	**1,429**	**820**	**1,106**	**0**	**145**	**36**	**284**	**68**	**69**	**1,726**	**3,656**
1 Administration	10,067	0	137,502	701,749	402,683	543,131	0	491,438	155,643	35,762	9,185	11,181	191,135	2,689,475
2 Instructional Leadership	18,182	0	248,341	1,267,428	727,285	980,948	0	0	0	62,582	16,070	19,569	905,569	4,245,974
3 Classroom & Specialist Teachers	83,370	0	1,138,708	5,811,391	2,934,583	5,820,724	0	1,621,624	0	438,059	112,491	136,975	8,840,039	26,937,962
4 Other Teaching Services	21,382	0	292,056	1,490,527	615,700	691,335	0	1,514,086	2,378	62,582	16,070	19,569	0	4,725,685
5 Professional Development	3,297	0	45,060	229,999	143,051	187,096	0	78,226	0	17,878	4,591	5,590	428,877	1,143,666
6 Instructional Materials, Equipment & Technology	11,546	0	157,718	804,927	461,890	996,771	0	65,337	0	42,773	10,984	13,374	62,895	2,628,217
7 Guidance & Psychological Services	9,708	0	132,595	676,706	388,313	546,124	0	0	0	26,820	6,888	8,386	357,938	2,153,478
8 Pupil Services	2,413	0	32,967	252,324	236,522	735,636	0	0	0	8,942	2,297	2,796	1,860,071	3,133,966
9 Operations & Maintenance	23,151	0	316,204	1,613,770	1,003,927	1,312,920	0	548,960	0	107,280	27,549	33,545	0	4,987,305
10 Employee Benefits/Fixed Charges*	42,509	0	580,597	2,963,117	1,836,743	2,187,126	0	684,142	0	109,147	28,028	34,128	1,587,074	10,052,610
11 Special Education Tuition*	0	0	0	0	0	0	0	0	1,414,112	0	0	0	0	1,414,112
12 Total	**225,624**	**0**	**3,081,749**	**15,811,937**	**8,750,695**	**14,001,812**	**0**	**5,003,813**	**1,572,132**	**911,825**	**234,152**	**285,112**	**14,233,598**	**64,112,450**

13 Wage Adjustment Factor 104.5%

*The wage adjustment factor is applied to underlying rates in all functions except instructional equipment, benefits and special education tuition.

Foundation Budget per Pupil	**17,536**

14 Low-income percentage 48.02%

15 Low-income group 9

English learner foundation budget as % total foundation budget	2.2%
Low-income foundation budget as % total foundation budget	22.2%

Total foundation enrollment (column 14) does not include incremental costs above the base. The pupils are already counted in columns 1 to 7.

Total foundation enrollment assigns pupils in pre-kindergarten and half-time kindergarten an enrollment count of .5.

Special education in-district enrollment is an assumed percentage, representing 3.97 percent of K-12 non-vocational enrollment and 4.97 percent of vocational enrollment.

Special education tuitioned-out enrollment is also an assumed percentage, representing 1 percent of non-vocational K-12 enrollment.

Low-income enrollment is based on: (1) participation in Supplemental Nutrition Assistance Program (SNAP), the Transitional Assistance for Families with Dependent Children (TAFDC), MassHealth (Medicaid), or foster care; (2) homeless designation through the McKinney-Vento Homeless Education Assistance program; or (3) verification as low income through a supplemental data collection process.

Low-income and English learner foundation budget increments are based on the number of students attending school in the district or district residents who attend charter schools.

The low-income percentage is the ratio of the low-income enrollment to: the total students attending school in the district and the total resident students attending charter schools.

Low-income gi	Low-income %
Group 1	0-5.99%
Group 2	6-11.99%
Group 3	12-17.99%
Group 4	18-23.99%
Group 5	24-29.99%
Group 6	30-35.99%
Group 7	36-41.99%
Group 8	42-47.99%
Group 9	48-53.99%
Group 10	54-69.99%
Group 11	70-79.99%
Group 12	80%+

Each component of the foundation budget represents the enrollment in row 10 multiplied by the appropriate statewide foundation allotment.

Massachusetts Department of Elementary and Secondary Education

Office of School Finance

FY27 Chapter 70 Determination of City and Town Total Required Contribution

285 Stoughton

Effort Goal

1) 2024 equalized valuation	6,283,557,300
2) Uniform property percentage	0.3309%
3) Local effort from property wealth	20,794,409
4) 2023 income	1,261,299,000
5) Uniform income percentage	1.5897%
6) Local effort from income	20,050,409
7) Combined effort yield (3 + 6)	40,844,818
8) FY27 Foundation budget	67,052,539
9) Maximum local contribution (82.5% * 8)	55,318,345
10) Target local contribution (lesser of 7 or 9)	40,844,818
11) Target **local** share (10 as % of 8)	60.91%
12) Target **aid** share (100% minus 11)	39.09%

See a listing of all 351 communities

FY27 Increments Toward Goal

13) FY26 required local contribution	35,370,249
14) Municipal revenue growth factor (DOR)	5.85%
15) FY27 preliminary contribution (13 raised by 14)	37,439,409
16) Preliminary contribution pct of foundation (15 / 8)	55.84%

If preliminary contribution is above the target share:

17) Excess local effort (15 - 10)	
18) 100% reduction toward target (17 x 100%)	
19) FY27 required local contribution (15 - 18), capped at 90% of foundation	
20) Contribution as percentage of foundation (19 / 8)	

If preliminary contribution is below the target share:

21) Shortfall from target local share (10 - 15)	3,405,409
22) Shortfall percentage (11 - 16)	5.07%
23) Added increment toward target (13 x 1% or 2%)*	353,702
**1% if shortfall is between 2.5% and 7.5%; 2% if shortfall > 7.5%*	
24) Special increment toward 82.5% target**	0
***if combined effort yield > 175% foundation*	
Combined effort yield as % of foundation	
25) Shortfall from target after adding increments (10 - 15 - 23 - 24)	3,051,707
26) FY27 required local contribution (15 + 23 + 24)	**37,793,111**
27) Contribution as percentage of foundation (26 / 8)	56.36%

Massachusetts Department of Elementary and Secondary Education

Office of School Finance

FY27 Chapter 70 Apportionment of Local Contribution Across School Districts

	285 Stoughton	Stoughton	Southeastern	Norfolk County	Combined Total for All Districts
	Prior Year Data (for comparison purposes)				
1	FY26 foundation enrollment	3,860	110	6	3,976
2	FY26 foundation budget	65,412,011	2,503,410	136,698	68,052,119
3	Each district's share of municipality's combined FY26 foundation	96.12%	3.68%	0.20%	100.00%
4	FY26 required contribution	33,998,047	1,301,153	71,049	35,370,249
	FY27 apportionment of contribution among community's districts				
5	FY27 total unapportioned required contribution ('municipal contribution' tab row 19 or 25)				37,793,111
6	FY27 foundation enrollment	3,656	117	7	3,780
7	FY27 foundation budget	64,112,450	2,778,205	161,884	67,052,539
8	Each district's share of municipality's total FY27 foundation	95.62%	4.14%	0.24%	100.00%
9	**FY27 Required Contribution**	**36,135,976**	**1,565,892**	**91,243**	**37,793,111**
10	Change FY27 to FY26 (9 - 4)	2,137,929	264,739	20,194	2,422,862

Massachusetts Department of Elementary and Secondary Education

FY27 Chapter 70 Summary

285 Stoughton

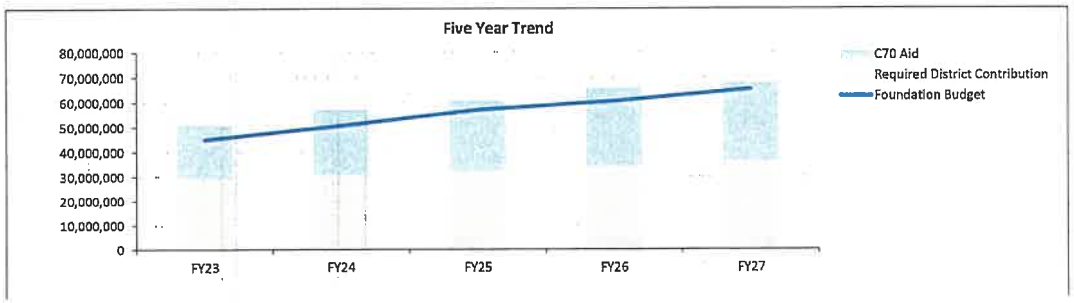
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Aid Calculation FY27

Prior Year Aid	
1 Chapter 70 FY26	**31,413,964**
Foundation Aid	
2 Foundation budget FY27	64,112,450
3 Required district contribution FY27	36,135,976
4 Foundation aid (2 -3)	27,976,474
5 Increase over FY26 (4 - 1)	**0**
Minimum Aid	
6 $75 per pupil increase	274,200
7 Minimum aid amount (if line 6 - line 5 > 0, then line 6 - line 5, otherwise 0)	**274,200**
Subtotal	
8 Sum of 1,5,7	**31,688,164**
Minimum Aid Adjustment	
9 Minimum aid adjustment	31,523,644
10 Aid adjustment increment (if line 9 - line 8 > 0, then line 9 - line 8, otherwise 0)	**0**

Comparison to FY26

	FY26	FY27	Change	Pct Chg
Enrollment	3,860	3,656	-204	-5.28%
Foundation budget	65,412,011	64,112,450	-1,299,561	-1.99%
Required district contribution	33,998,047	36,135,976	2,137,929	6.29%
Chapter 70 aid	**31,413,964**	**31,688,164**	274,200	0.87%
Required net school spending (NSS)	65,412,011	67,824,140	2,412,129	3.69%
Target aid share	42.40%	39.09%		
C70 % of foundation	48.02%	49.43%		
Required NSS % of foundation	100.00%	105.79%		



STOUGHTON PUBLIC SCHOOLS
STOUGHTON, MASSACHUSETTS
2027 BUDGET SUMMARY

AS VOTED:	
School Committee Voted	12/16/2025
Finance Committee	
Town Meeting	

DESE ACCOUNT SERIES	CATEGORY	FY25 APPROVED BUDGET	FY25 EXPENDED BUDGET	FY26 APPROVED BUDGET*	FY27 PROPOSED BUDGET	FY 26-27 DELTA	% CHANGE
1000	Administration**	1,930,993	1,711,692	1,986,967	3,317,238	1,330,271	66.95%
						-	
2000	Instruction	46,282,666	46,886,388	52,120,973	53,152,778	1,031,805	1.98%
	This figure is net of $165,000 Pre-School Revolving (tuition)					-	
3000	Other School Services	6,234,922	6,622,517	4,536,303	7,343,108	2,806,805	61.87%
	This figure is net of $1,080,216 SpEd grant funding					-	
4000	Operations/Maintenance	4,182,703	4,140,020	4,364,333	4,280,658	(83,675)	-1.92%
	This figure is net of Building Rental funds of $39,700					-	
	and $125,000 from Transp. Revolving, or bus fees						
5000	Fixed Charges	75,000	179,536	151,000	302,530	151,530	100.35%
						-	
7000	Acquisition				-	-	
						-	
9000	Programs w/Other Districts (Special Education Tuition)	4,162,145	3,327,926	4,096,675	4,681,050	584,375	14.26%
	This figure is net of Circuit Breaker funding of $3 million						
GRAND TOTAL BUDGET NET OF BUDGETED OFFSETS		**62,868,429**	**62,868,078**	**67,256,251**	**73,077,362**	**5,821,111**	**8.66%**
Town budget appropriation guidance as of 12/8/25					**(69,610,220)**		
FY27 - combination of any additional funding TBD or budget cuts TBD after State aide is announced					**3,467,142**		

FY27 BUDGET VERSION 1.3

As of 12/2/2025

STOUGHTON PUBLIC SCHOOLS

JONES EARLY CHILDHOOD CENTER	FY26 ORIGINAL	FY26 FTE	FY27 RECOMMENDED	FY 27 FTE	$ INC/(DEC)	FTE INC/(DEC)
DIRECTOR	$ 117,500	1.0	$ 121,025	1.0	$ 3,525	-
ADMINISTRATIVE ASSISTANT	$ 45,015	1.0	$ 52,182	1.0	$ 7,167	-
SCHOOL NURSE	$ 76,211	1.0	$ 76,211	1.0	$ -	-
PRESCHOOL TEACHER (PARTIALLY OFFSET IN OFFSETS SECTION)	$ 952,474	11.0	$ 850,807	10.0	$ (101,667)	(1.0)
ELL TEACHER	$ -	-	$ 56,061	0.5	$ 56,061	0.5
SUBSTITUTES	$ 48,614	-	$ 42,000	-	$ (6,614)	-
DIRECTOR CONFERENCES	$ -	-	$ 1,500	-	$ 1,500	-
DIRECTOR DUES & SUBSCRIPTIONS	$ -	-	$ 750	-	$ 750	-
CONTRACTED SERVICES	$ 510	-	$ -	-	$ (510)	-
OFFICE SUPPLIES	$ 1,938	-	$ 1,738	-	$ (200)	-
GENERAL SUPPLIES	$ -	-	$ -	-	$ -	-
ART-INSTRUCTIONAL SUPPLIES	$ 306	-	$ 306	-	$ -	-
INSTRUCTIONAL SUPPLIES	$ 3,570	-	$ 3,570	-	$ -	-
MATH-INSTRUCTIONAL SUPPLIES	$ 255	-	$ -	-	$ (255)	-
MILEAGE - DIRECTOR	$ 600	-	$ -	-	$ (600)	-
MUSIC-INSTRUCTIONAL SUPPLIES	$ 153	-	$ 153	-	$ -	-
PHYSICAL EDUCATION-INSTRUCTIONAL SUPPLIES	$ 102	-	$ -	-	$ (102)	-
SCIENCE-INSTRUCTIONAL SUPPLIES	$ 102	-	$ 102	-	$ -	-
LANGUAGE-INSTRUCTIONAL SUPPLIES	$ -	-	$ 1,067	-	$ 1,067	-
JONES EARLY CHILDHOOD CENTER TOTAL	**$ 1,247,350**	**14.0**	**$ 1,207,472**	**13.5**	**$ (39,878)**	**(0.5)**

FY27 BUDGET VERSION 1.3

As of 12/2/2025

STOUGHTON PUBLIC SCHOOLS

DAWE ELEMENTARY	FY26 RECOMMENDED	FY26 FTE	FY27 RECOMMENDED	FY 27 FTE	$ INC/(DEC)	FTE INC/DEC
PRINCIPAL	$ 127,331	1.0	$ 132,233	1.0	$ 4,902	-
PRINCIPAL MILEAGE	$ 600	-	$ 600	-	$ -	-
PRINCIPAL CONFERENCES	$ -	-	$ 1,500	-	$ 1,500	-
PRINCIPAL DUES & SUBSCRIPTIONS	$ -	-	$ 750	-	$ 750	-
ASSISTANT PRINCIPAL STIPEND	$ 2,831	-	$ 2,831	-	$ -	-
ADMINISTRATIVE ASSISTANT	$ 44,350	1.0	$ 52,182	1.0	$ 7,832	-
SCHOOL NURSE	$ 89,538	1.0	$ 89,538	1.0	$ -	-
SCHOOL COUNSELING	$ 68,765	1.0	$ 68,765	1.0	$ -	-
PROFESSIONAL SALARIES					-	-
KINDERGARTEN TEACHER	$ 380,268	4.0	$ 381,068	4.0	$ 800	-
GRADE 1 TEACHER	$ 293,727	4.0	$ 299,748	4.0	$ 6,021	-
GRADE 2 TEACHER	$ 391,803	4.0	$ 393,003	4.0	$ 1,200	-
GRADE 3 TEACHER	$ 378,553	4.0	$ 315,678	3.0	$ (62,875)	(1.0)
GRADE 4 TEACHER	$ 288,609	3.0	$ 353,930	4.0	$ 65,321	1.0
GRADE 5 TEACHER	$ 297,339	3.0	$ 300,863	3.0	$ 3,524	-
ART TEACHER	$ 111,266	1.0	$ 111,267	1.0	$ 1	-
ELL TEACHER	$ 223,990	2.0	$ 166,247	1.5	$ (57,743)	(0.5)
MATH TEACHER	$ 100,694	1.0	$ 100,694	1.0	$ -	-
MUSIC TEACHER	$ 62,744	1.0	$ 93,345	1.3	$ 30,601	0.3
PHYSICAL EDUCATION TEACHER	$ 107,901	1.0	$ 107,542	1.0	$ (359)	-
READING TEACHER	$ 224,619	2.0	$ 229,338	2.0	$ 4,719	-
TECHNOLOGY TEACHER	$ 95,660	1.0	$ 95,661	1.0	$ 1	-
DISTRICT INTERVENTIONIST	$ -	-	$ 56,569	1.0	$ 56,569	1.0
PARAPROFESSIONAL SALARIES					-	-
KINDERGARTEN PARAPROFESSIONAL	$ -	-	$ 92,887	3.0	92,887	3.0
LIBRARY PARAPROFESSIONAL	$ 30,576	1.0	$ 31,176	1.0	$ 600	-
SUBSTITUTES	$ 74,663	-	$ 74,663	-	$ -	-
BUILDING BASED SUSTITUTES	$ -	-	$ 27,300	1.0	$ 27,300	1.0
ELEMENTARY INTERVENTION	$ 8,120	-	$ 8,120	-	$ -	-
ELEMENTARY TARGETED REMEDIATION	$ 5,684	-	$ 5,684	-	$ -	-
GENERAL SUPPLIES	$ 14,216	-	$ 15,390	-	$ 1,174	-
OFFICE SUPPLIES	$ 4,550	-	$ 4,687	-	$ 137	-
ADMINISTRATIVE INSTRUCTIONAL EQUIPMENT	$ 404	-	$ 416	-	$ 12	-

FY27 BUDGET VERSION 1.3

As of 12/2/2025

STOUGHTON PUBLIC SCHOOLS

DAWE ELEMENTARY	FY26 RECOMMENDED	FY26 FTE	FY27 RECOMMENDED	FY 27 FTE	$ INC/(DEC)	FTE INC/DEC
MATH INSTRUCTIONAL EQUIPMENT	$ 2,009	-	$ 2,560	-	$ 551	-
MUSIC INSTRUCTIONAL EQUIPMENT	$ 1,204	-	$ 1,167	-	$ (37)	-
PHYSICAL EDUCATION INSTRUCTIONAL EQUIPMENT	$ 839	-	$ 1,167	-	$ 328	-
READING INSTRUCTIONAL EQUIPMENT	$ 2,679	-	$ 2,587	-	$ (92)	-
SCIENCE INSTRUCTIONAL EQUIPMENT	$ 2,220	-	$ 2,918	-	$ 698	-
SOCIAL STUDIES INSTRUCTIONAL EQUIPMENT	$ 1,010	-	$ 976	-	$ (34)	-
MULTI MEDIA OTHER MATERIAL	$ 613	-	$ -	-	$ (613)	-
LANGUAGE ART INSTRUCTIONAL EQUIPMENT	$ 4,598	-	$ 4,438	-	$ (160)	-
DAWE ELEMENTARY TOTAL	**$ 3,443,973**	**36.0**	**$ 3,629,488**	**40.8**	**$ 185,515**	**4.8**

FY27 BUDGET VERSION 1.3

As of 12/2/2025

STOUGHTON PUBLIC SCHOOLS

GIBBONS ELEMENTARY	FY26 RECOMMENDED	FY26 FTE	FY27 RECOMMENDED	FY 27 FTE	$ INC/(DEC)	FTE INC/DEC
PRINCIPAL	$ 141,459	1.0	$ 145,703	1.0	$ 4,244	-
PRINCIPAL MILEAGE	$ 600	-	$ 600	-	$ -	-
PRINCIPAL CONFERENCES	$ -	-	$ 1,500	-	$ 1,500	-
PRINCIPAL DUES & SUBSCRIPTIONS	$ -	-	$ 750	-	$ 750	-
ASSISTANT PRINCIPAL STIPEND	$ 2,831	-	$ 2,831	-	$ -	-
ADMINISTRATIVE ASSISTANT	$ 52,048	1.0	$ 56,024	1.0	$ 3,976	-
SCHOOL NURSE	$ 82,525	1.0	$ 82,525	1.0	$ -	-
SCHOOL COUNSELING	$ 117,985	1.0	$ 117,985	1.0	$ -	-
PROFESSIONAL SALARIES					-	-
KINDERGARTEN TEACHER	$ 250,883	3.0	$ 250,883	3.0	$ -	-
GRADE 1 TEACHER	$ 259,707	3.0	$ 265,369	3.0	$ 5,662	-
GRADE 2 TEACHER	$ 329,597	3.0	$ 329,597	3.0	$ -	-
GRADE 3 TEACHER	$ 320,426	3.0	$ 324,286	3.0	$ 3,860	-
GRADE 4 TEACHER	$ 322,466	3.0	$ 322,466	3.0	$ -	-
GRADE 5 TEACHER	$ 230,356	3.0	$ 241,729	3.0	$ 11,373	-
ART TEACHER	$ 61,103	0.5	$ 95,748	0.8	$ 34,645	0.3
ELL TEACHER	$ 190,514	2.0	$ 246,736	2.5	$ 56,222	0.5
MATH TEACHER (LITERACY/MATH COACH)	$ 221,932	2.0	$ 223,990	2.0	$ 2,058	-
MUSIC TEACHER	$ 108,101	1.0	$ 117,715	1.1	$ 9,614	0.1
PHYSICAL EDUCATION TEACHER	$ 67,853	0.8	$ 54,155	0.8	$ (13,698)	-
READING TEACHER	$ 115,985	1.0	$ 115,985	1.0	$ -	-
TECHNOLOGY TEACHER	$ 109,853	1.0	$ 88,322	0.8	$ (21,531)	(0.2)
DISTRICT INTERVENTIONIST	$ -	-	$ 56,569	1.0	$ 56,569	1.0
PARAPROFESSIONAL SALARIES					-	-
KINDERGARTEN PARAPROFESSIONAL	$ -	-	$ 55,033	2.0	$ 55,033	2.0
ELL PARAPROFESSIONAL	$ -	-	$ -	-	$ -	-
LIBRARY PARAPROFESSIONAL	$ 35,443	1.0	$ 37,543	1.0	$ 2,100	-
SUBSTITUTES	$ 74,663	-	$ 74,663	-	$ -	-
BUILDING BASED SUBSTITUTES	$ -	-	$ 27,300	1.0	$ 27,300	1.0
ELEMENTARY INTERVENTION	$ 8,120	-	$ 8,120	-	$ -	-
ELEMENTARY TARGETED REMEDIATION	$ 5,684	-	$ 5,684	-	$ -	-
GENERAL SUPPLIES	$ 13,728	-	$ 14,914	-	$ 1,186	-

FY27 BUDGET VERSION 1.3

As of 12/2/2025

STOUGHTON PUBLIC SCHOOLS

GIBBONS ELEMENTARY	FY26 RECOMMENDED	FY26 FTE	FY27 RECOMMENDED	FY 27 FTE	$ INC/(DEC)	FTE INC/DEC
OFFICE SUPPLIES	$ 4,500	-	$ 4,635	-	$ 135	-
ADMINISTRATIVE INSTRUCTIONAL EQUIPMENT	$ 404	-	$ 416	-	$ 12	-
ART INSTRUCTIONAL EQUIPMENT	$ 2,055	-	$ 867	-	$ (1,188)	-
LITERACY CONSUMABLES	$ 14,059	-	$ 14,481	-	$ 422	-
MATH INSTRUCTIONAL EQUIPMENT	$ 1,939	-	$ 2,481	-	$ 542	-
MUSIC INSTRUCTIONAL EQUIPMENT	$ 1,162	-	$ 1,131	-	$ (31)	-
PHYSICAL EDUCATION INSTRUCTIONAL EQUIPMENT	$ 810	-	$ 1,131	-	$ 321	-
READING INSTRUCTIONAL EQUIPMENT	$ 2,587	-	$ 2,507	-	$ (80)	-
SCIENCE INSTRUCTIONAL EQUIPMENT	$ 2,143	-	$ 2,828	-	$ 685	-
SOCIAL STUDIES INSTRUCTIONAL EQUIPMENT	$ 975	-	$ 946	-	$ (29)	-
AUDIO VISUAL SOFTWARE	$ 1,200	-	$ 1,236	-	$ 36	-
MULTI MEDIA OTHER MATERIAL	$ 592	-	$ -	-	$ (592)	-
LANGUAGE ART INSTRUCTIONAL EQUIPMENT	$ 4,437	-	$ 4,302	-	$ (135)	-
GIBBONS TOTALS	**$ 3,160,725**	**31.3**	**$ 3,401,686**	**36.0**	**$ 240,961**	**4.7**

FY27 BUDGET VERSION 1.3

As of 12/2/2025

STOUGHTON PUBLIC SCHOOLS

HANSEN ELEMENTARY	FY26 RECOMMENDED	FY26 FTE	FY27 RECOMMENDED	FY 27 FTE	$ INC/(DEC)	FTE INC/DEC
PRINCIPAL	$ 136,000	1.0	$ 140,080	1.0	$ 4,080	-
PRINCIPAL MILEAGE	$ 600	-	$ 600	-	$ -	-
PRINCIPAL CONFERENCES	$ -	-	$ 1,500	-	$ 1,500	-
PRINCIPAL DUES & SUBSCRIPTIONS	$ -	-	$ 750	-	$ 750	-
ASSISTANT PRINCIPAL STIPEND	2,831	-	$ 2,831	-	$ -	-
ADMINISTRATIVE ASSISTANT	$ 76,150	1.0	$ 52,182	1.0	$ (23,968)	-
SCHOOL NURSE	$ 72,772	1.0	$ 75,076	1.0	$ 2,304	-
SCHOOL COUNSELING	$ 115,485	1.0	$ 115,485	1.0	$ -	-
PROFESSIONAL SALARIES					-	-
KINDERGARTEN TEACHER	$ 196,341	2.0	$ 236,801	3.0	$ 40,460	1.0
GRADE 1 TEACHER	$ 300,083	3.0	$ 277,425	3.0	$ (22,658)	-
GRADE 2 TEACHER	$ 292,407	3.0	$ 232,538	2.0	$ (59,869)	(1.0)
GRADE 3 TEACHER	$ 313,900	3.0	$ 316,314	3.0	$ 2,414	-
GRADE 4 TEACHER	$ 152,301	2.0	$ 220,392	3.0	$ 68,091	1.0
GRADE 5 TEACHER	$ 134,370	2.0	$ 134,370	2.0	$ -	-
ART TEACHER	$ 68,765	1.0	$ 41,259	0.6	$ (27,506)	(0.4)
ELL TEACHER	$ 83,096	1.0	$ 138,039	1.5	$ 54,943	0.5
MATH TEACHER	$ 75,642	1.0	$ 75,642	1.0	$ -	-
MUSIC TEACHER	$ 162,018	2.0	$ 60,536	0.8	$ (101,482)	(1.2)
PHYSICAL EDUCATION TEACHER	$ 70,664	0.7	$ 81,443	0.8	$ 10,779	0.1
LITERACY COACH	$ 229,838	2.0	$ 230,638	2.0	$ 800	-
TECHNOLOGY TEACHER	$ 68,765	1.0	$ 41,259	0.6	$ (27,506)	(0.4)
DISTRICT INTERVENTIONIST	$ -	-	$ 56,569	1.0	$ 56,569	1.0
PARAPROFESSIONAL SALARIES					-	-
KINDERGARTEN PARAPROFESSIONAL	$ -	-	$ 61,177	2.0	$ 61,177	2.0
ELL PARAPROFESSIONAL	$ 29,684	1.0	$ 35,443	1.0	$ 5,759	-
LIBRARY PARAPROFESSIONAL	$ -	-	$ 32,793	1.0	$ 32,793	1.0
SUBSTITUTES	$ 74,663	-	$ 74,663	-	$ -	-
BUILDING BASED SUBSTITUTES	$ -	-	$ 27,300	1.0	$ 27,300	1.0
ELEMENTARY INTERVENTION	$ 8,120	-	$ 8,120	-	$ -	-
ELEMENTARY TARGETED REMEDIATION	$ 5,684	-	$ 5,684	-	$ -	-
GENERAL SUPPLIES	$ 9,201	-	$ 10,958	-	$ 1,757	-
OFFICE SUPPLIES	$ 3,632	-	$ 3,741	-	$ 109	-

FY27 BUDGET VERSION 1.3

As of 12/2/2025

STOUGHTON PUBLIC SCHOOLS

HANSEN ELEMENTARY	FY26 RECOMMENDED	FY26 FTE	FY27 RECOMMENDED	FY 27 FTE	$ INC/(DEC)	FTE INC/DEC
ADMINSTRATIVE INSTRUCTIONAL EQUIPMENT	$ 404	-	$ 416	-	$ 12	-
ART INSTRUCTIONAL EQUIPMENT	$ 1,505	-	$ 637	-	$ (868)	-
LITERACY CONSUMABLES	$ 9,422	-	$ 9,705	-	$ 283	-
MATH INSTRUCTIONAL EQUIPMENT	$ 1,421	-	$ 1,823	-	$ 402	-
MUSIC INSTRUCTIONAL EQUIPMENT	$ 852	-	$ 831	-	$ (21)	-
PHYSICAL EDUCATION INSTRUCTIONAL EQUIPMENT	$ 594	-	$ 831	-	$ 237	-
READING INSTRUCTIONAL EQUIPMENT	$ 1,895	-	$ 142	-	$ (1,753)	-
SCIENCE INSTRUCTIONAL EQUIPMENT	$ 1,570	-	$ 2,078	-	$ 508	-
SOCIAL STUDIES INSTRUCTIONAL EQUIPMENT	$ 714	-	$ 695	-	$ (19)	-
MULTI MEDIA OTHER MATERIAL	$ 433	-	$ -	-	$ (433)	-
LANGUAGE ART INSTRUCTIONAL EQUIPMENT	$ 3,251	-	$ 3,161	-	$ (90)	-
HANSEN ELEMENTARY TOTAL	**$ 2,705,073**	**28.7**	**$ 2,811,927**	**33.3**	**$ 106,854**	**4.6**

STOUGHTON PUBLIC SCHOOLS

SOUTH ELEMENTARY	FY26 RECOMMENDED	FY26 FTE	FY27 RECOMMENDED	FY 27 FTE	$ INC/(DEC)	FTE INC/DEC
PRINCIPAL	$ 120,769	1.0	$ 124,392	1.0	$ 3,623	-
PRINCIPAL MILEAGE	$ 600	-	$ 600	-	$ -	-
PRINCIPAL CONFERENCES	$ -	-	$ 1,500	-	$ 1,500	-
PRINCIPAL DUES & SUBSCRIPTIONS	$ -	-	$ 750	-	$ 750	-
ASSISTANT PRINCIPAL STIPEND	$ 2,831	-	$ 2,831	-	$ -	-
ADMINISTRATIVE ASSISTANT	$ 70,802	1.0	$ 52,182	1.0	$ (18,620)	-
SCHOOL NURSE	$ 114,466	1.0	$ 114,467	1.0	$ 1	-
SCHOOL COUNSELING	$ 116,785	1.0	$ 116,785	1.0	$ -	-
PROFESSIONAL SALARIES					-	-
KINDERGARTEN TEACHER	$ 337,741	3.0	$ 290,941	3.0	$ (46,800)	-
GRADE 1 TEACHER	$ 282,601	3.0	$ 282,601	3.0	$ -	-
GRADE 2 TEACHER	$ 304,477	3.0	$ 307,912	3.0	$ 3,435	-
GRADE 3 TEACHER	$ 294,997	3.0	$ 295,799	3.0	$ 802	-
GRADE 4 TEACHER	$ 342,404	3.0	$ 304,977	3.0	$ (37,427)	-
GRADE 5 TEACHER	$ 190,458	2.0	$ 296,017	3.0	$ 105,559	1.0
ART TEACHER	$ 58,143	0.5	$ 50,644	0.6	$ (7,499)	0.1
ELL TEACHER	$ 136,953	2.0	$ 124,826	1.5	$ (12,127)	(0.5)
MATH TEACHER	$ 88,262	1.0	$ 88,262	1.0	$ -	-
MUSIC TEACHER	$ -	-	$ 81,964	1.0	$ 81,964	1.0
PHYS ED TEACHER	$ 107,402	1.0	$ 64,225	0.6	$ (43,177)	(0.4)
READING TEACHER	$ 219,523	2.0	$ 221,775	2.0	$ 2,252	-
TECHNOLOGY TEACHER	$ -	-	$ 49,537	0.6	49,537	0.6
PARAPROFESSIONAL SALARIES					-	-
KINDERGARTEN PARAPROFESSIONAL	$ -	-	$ 58,502	2.0	$ 58,502	2.0
LIBRARY PARAPROFESSIONAL	$ 27,162	1.0	$ 27,662	1.0	$ 500	-
SUBSTITUTES	$ 74,663	-	$ 74,663	-	$ -	-
BUILDING BASED SUBSTITUTES	$ -	-	$ 27,300	1.0	$ 27,300	1.0
ELEMENTARY INTERVENTION	$ 8,120	-	$ 8,120	-	$ -	-
ELEMENTARY TARGETED REMEDIATION	$ 5,684	-	$ 5,684	-	$ -	-
GENERAL SUPPLIES	$ 10,697	-	$ 10,602	-	$ (95)	-
OFFICE SUPPLIES	$ 3,600	-	$ 3,708	-	$ 108	-
ADMINISTRATIVE INSTRUCTIONAL EQUIPMENT	$ 400	-	$ 412	-	$ 12	-
ART INSTRUCTIONAL EQUIPMENT	$ 1,611	-	$ 616	-	$ (995)	-

FY27 BUDGET VERSION 1.3

As of 12/2/2025

STOUGHTON PUBLIC SCHOOLS

SOUTH ELEMENTARY	FY26 RECOMMENDED	FY26 FTE	FY27 RECOMMENDED	FY 27 FTE	$ INC/(DEC)	FTE INC/DEC
LITERACY CONSUMABLES	$ 10,955	-	$ 11,284	-	$ 329	-
MATH INSTRUCTIONAL EQUIPMENT	$ 1,520	-	$ 1,763	-	$ 243	-
MUSIC INSTRUCTIONAL EQUIPMENT	$ 911	-	$ 804	-	$ (107)	-
PHYSICAL EDUCATION INSTRUCTIONAL EQUIPMENT	$ 635	-	$ 804	-	$ 169	-
READING INSTRUCTIONAL EQUIPMENT	$ 2,028	-	$ 1,782	-	$ (246)	-
SCIENCE INSTRUCTIONAL EQUIPMENT	$ 1,680	-	$ 2,010	-	$ 330	-
SOCIAL STUDIES INSTRUCTIONAL EQUIPMENT	$ 765	-	$ 673	-	$ (92)	-
MULTI MEDIA OTHER MATERIAL	$ 464	-	$ -	-	$ (464)	-
LANGUAGE ART INSTRUCTIONAL EQUIPMENT	$ 3,479	-	$ 3,058	-	$ (421)	-
SOUTH ELEMENTARY TOTAL	**$ 2,943,588**	**28.5**	**$ 3,112,434**	**33.3**	**$ 168,846**	**4.8**

STOUGHTON PUBLIC SCHOOLS

WILKINS ELEMENTARY	FY26 RECOMMENDED	FY26 FTE	FY27 RECOMMENDED	FY 27 FTE	$ INC/(DEC)	FTE INC/DEC
PRINCIPAL	$ 127,514	1.0	$ 131,977	1.0	$ 4,463	-
PRINCIPAL MILEAGE	$ 600	-	$ 600	-	$ -	-
PRINCIPAL CONFERENCES	$ -	-	$ 1,500	-	$ 1,500	-
PRINCIPAL DUES & SUBSCRIPTIONS	$ -	-	$ 750	-	$ 750	-
ASSISTANT PRINCIPAL STIPEND	$ 2,831	-	$ 2,831	-	$ -	-
ADMINISTRATIVE ASSISTANT	$ 53,275	1.0	$ 58,799	1.0	$ 5,524	-
SCHOOL NURSE	$ 98,659	1.0	$ 98,659	1.0	$ -	-
SCHOOL COUNSELING	$ 117,985	1.0	$ 117,985	1.0	$ -	-
PROFESSIONAL SALARIES					-	-
KINDERGARTEN TEACHER	$ 269,034	3.0	$ 346,117	4.0	$ 77,083	1.0
GRADE 1 TEACHER	$ 332,707	3.0	$ 333,962	3.0	$ 1,255	-
GRADE 2 TEACHER	$ 391,544	4.0	$ 327,923	3.0	$ (63,621)	(1.0)
GRADE 3 TEACHER	$ 271,922	3.0	$ 305,431	4.0	$ 33,509	1.0
GRADE 4 TEACHER	$ 245,236	3.0	$ 229,463	3.0	$ (15,773)	-
GRADE 5 TEACHER	$ 204,190	2.0	$ 203,831	2.0	$ (359)	-
ART TEACHER	$ 80,555	0.8	$ 80,555	0.8	$ -	-
ELL TEACHER	$ 269,685	3.0	$ 329,725	3.5	$ 60,040	0.5
MATH TEACHER	$ 111,266	1.0	$ 231,470	2.0	$ 120,204	1.0
MUSIC TEACHER	$ 77,895	0.8	$ 111,157	1.1	$ 33,262	0.3
PHYSICAL EDUCATION TEACHER	$ 102,871	1.0	$ 82,297	0.8	$ (20,574)	(0.2)
READING TEACHER	$ 292,639	3.0	$ 232,770	2.0	$ (59,869)	(1.0)
TECHNOLOGY TEACHER	$ 92,388	0.8	$ 92,388	0.8	$ -	-
DISTRICT INTERVENTIONIST	$ -	-	$ 137,530	2.0	$ 137,530	2.0
PARAPROFESSIONAL SALARIES					-	-
KINDERGARTEN PARAPROFESSIONAL	$ -	-	84,173	3.0	84,173	3.0
ELL PARAPROFESSIONAL	$ 56,690	2.0	$ 31,076	1.0	$ (25,614)	(1.0)
LIBRARY PARAPROFESSIONAL	$ 33,404	1.0	$ 33,404	1.0	$ -	-
SUBSTITUTES	$ 74,663	-	$ 74,663	-	$ -	-
BUILDING BASED SUBSTITUTES	$ -	-	$ 54,600	2.0	$ 54,600	2.0
ELEMENTARY INTERVENTION	$ 8,120	-	$ 8,120	-	$ -	-
ELEMENTARY TARGETED REMEDIATION	$ 5,684	-	$ 5,684	-	$ -	-
GENERAL SUPPLIES	$ 12,158	-	$ 13,136	-	$ 978	-
OFFICE SUPPLIES	$ 3,836	-	$ 3,951	-	$ 115	-

FY27 BUDGET VERSION 1.3

As of 12/2/2025

STOUGHTON PUBLIC SCHOOLS

WILKINS ELEMENTARY	FY26 RECOMMENDED	FY26 FTE	FY27 RECOMMENDED	FY 27 FTE	$ INC/DEC	FTE INC/DEC
ADMINISTRATIVE INSTRUCTIONAL EQUIPMENT	$ 2,240	-	$ 2,307	-	$ 67	-
ART INSTRUCTIONAL EQUIPMENT	$ 1,886	-	$ 764	-	$ (1,122)	-
LITERACY CONSUMABLES	$ 12,451	-	$ 12,825	-	$ 374	-
MATH INSTRUCTIONAL EQUIPMENT	$ 1,780	-	$ 2,185	-	$ 405	-
MUSIC INSTRUCTIONAL EQUIPMENT	$ 1,067	-	$ 996	-	$ (71)	-
PHYSICAL EDUCATION INSTRUCTIONAL EQUIPMENT	$ 744	-	$ 996	-	$ 252	-
READING INSTRUCTIONAL EQUIPMENT	$ 2,374	-	$ 2,208	-	$ (166)	-
SCIENCE INSTRUCTIONAL EQUIPMENT	$ 1,967	-	$ 2,490	-	$ 523	-
SOCIAL STUDIES INSTRUCTIONAL EQUIPMENT	$ 895	-	$ 833	-	$ (62)	-
MULTI MEDIA OTHER MATERIAL	$ 543	-	$ -	-	$ (543)	-
LANGUAGE ART INSTRUCTIONAL EQUIPMENT	$ 4,072	-	$ 3,788	-	$ (284)	-
WILKINS ELEMENTARY TOTAL	**$ 3,367,370**	**35.4**	**$ 3,795,919**	**43.0**	**$ 428,549**	**7.6**

FY27 BUDGET VERSION 1.3

As of 12/2/2025

STOUGHTON PUBLIC SCHOOLS

MIDDLE SCHOOL	FY26 RECOMMENDED	FY26 FTE	FY27 RECOMMENDED	FY 27 FTE	$ INC/DEC	FTE INC/DEC
ADMINISTRATION						
PRINCIPAL	$ 129,687	1.0	$ 141,817	1.0	$ 12,130	-
PRINCPAL CONFERENCES	$ -	-	$ 1,500	-	$ 1,500	-
PRINCIPAL DUES & SUBSCRIPTIONS	$ 720	-	$ 750	-	$ 30	-
ASSISTANT PRINICPAL	$ 128,858	1.0	$ 131,258	1.0	$ 2,400	-
DEAN OF STUDENTS	$ 237,502	2.0	$ 246,519	2.0	$ 9,017	-
ADMINISTRATIVE ASSISTANT	$ 173,123	3.0	$ 159,097	3.0	$ (14,026)	-
SCHOOL NURSE	$ 204,281	2.5	$ 229,740	3.0	$ 25,459	0.5
CLINIC AIDE			13,981	0.5	13,981	0.5
SUBSTITUTES	$ 134,115	-	$ 134,115	-	$ -	-
BUILDING BASED SUBSTITUTES	$ -	-	$ 27,300	1.0	$ 27,300	1.0
SECURITY/HALL MONITORS	$ 128,128	4.0	$ 100,464	3.0	$ (27,664)	(1.0)
EXTENDED DAY	$ 18,000	-	$ 18,000	-	$ -	-
MS AFTER SCHOOL SPORTS	$ 2,500	-	$ 2,500	-	$ -	-
CONTRACTED SERVICES	$ 3,300	-	$ 3,300	-	$ -	-
OFFICE SUPPLIES	$ 2,500	-	$ 10,799	-	$ 8,299	-
EDUCATIONAL SUPPLIES	$ 320	-	$ 320	-	$ -	-
MILEAGE - PRINCIPAL	$ 600	-	$ 600	-	$ -	-
ADMINISTRATION TOTAL	**$ 1,163,634**	**13.5**	**$ 1,222,060**	**14.5**	**$ 58,426**	**1.0**
ART						
PROFESSIONAL SALARIES	$ 383,266	4.0	$ 274,652	3.0	$ (108,614)	(1.0)
HEAD TEACHER STIPEND	$ 2,920	-	$ 2,920	-	$ -	-
INSTRUCTIONAL EQUIPMENT	$ 1,200	-	$ 1,000	-	$ (200)	-
DUES & SUBSCRIPTIONS	$ 480	-	$ 480	-	$ -	-
INSTRUCTIONAL SUPPLIES	$ 10,815	-	$ 10,120	-	$ (695)	-
ART TOTAL	**$ 398,681**	**4.0**	**$ 289,172**	**3.0**	**$ (109,509)**	**(1.0)**
ELL						
PROFESSIONAL SALARIES	$ 333,483	3.5	$ 310,036	3.5	$ (23,447)	-
PARAPROFESSIONAL SALARIES	$ 64,261	2.0	$ 28,818	1.0	$ (35,443)	(1.0)
ELL TOTAL	**$ 397,744**	**5.5**	**$ 338,854**	**4.5**	**$ (58,890)**	**(1.0)**

FY27 BUDGET VERSION 1.3

As of 12/2/2025

STOUGHTON PUBLIC SCHOOLS

MIDDLE SCHOOL	FY26 RECOMMENDED	FY26 FTE	FY27 RECOMMENDED	FY 27 FTE	$ INC/DEC	FTE INC/DEC
ENGLISH						
PROFESSIONAL SALARIES	$ 844,198	9.0	$ 812,893	9.0	$ (31,305)	-
HEAD TEACHER STIPEND	$ 2,920	-	$ 2,920	-	$ -	-
INSTRUCTIONAL EQUIPMENT	$ -	-	$ 39	-	$ 39	-
INSTRUCTIONAL SUPPLIES	$ 400	-	$ 404	-	$ 4	-
DUES & SUBSCRIPTIONS	$ -	-	$ -	-	$ -	-
ENGLISH TOTAL	**$ 847,518**	**9.0**	**$ 816,256**	**9.0**	**$ (31,262)**	**-**
FOREIGN LANGUAGE						
PROFESSIONAL SALARIES	$ 482,454	5.0	$ 482,094	5.0	$ (360)	-
HEAD TEACHER STIPEND	$ 2,920	-	$ 2,920	-	$ -	-
TEXTBOOKS	$ -	-	$ 587	-	$ 587	-
INSTRUCTIONAL EQUIPMENT	$ 246	-	$ 750	-	$ 504	-
DUES & SUBSCRIPTIONS	$ 2,449	-	$ -	-	$ (2,449)	-
INSTRUCTIONAL SUPPLIES	$ -	-	$ -	-	$ -	-
FOREIGN LANGUAGE TOTAL	**$ 488,069**	**5.0**	**$ 486,351**	**5.0**	**$ (1,718)**	**-**
HEALTH						
INSTRUCTIONAL EQUIPMENT	$ 510	-	$ 3,923	-	$ 3,413	-
INSTRUCTIONAL SUPPLIES	$ 20	-	$ 400	-	$ 380	-
HEALTH TOTAL	**$ 530**	**-**	**$ 4,323**	**-**	**$ 3,793**	**-**
MATH						
PROFESSIONAL SALARIES	$ 1,103,367	11.0	$ 1,111,561	11.0	$ 8,194	-
HEAD TEACHER STIPEND	$ 2,920	-	$ 2,920	-	$ -	-
INSTRUCTIONAL EQUIPMENT	$ 1,855	-	$ 1,660	-	$ (195)	-
INSTRUCTIONAL SUPPLIES	$ 605	-	$ 400	-	$ (205)	-
MATH TOTAL	**$ 1,108,747**	**11.0**	**$ 1,116,541**	**11.0**	**$ 7,794**	**-**
MULTI MEDIA						
LIBRARY PARAPROFESSIONAL	$ 35,443	1.0	$ 36,943	1.0	$ 1,500	-
LIBRARY MATERIALS	$ 534	-	$ 500	-	$ (34)	-
MULTI MEDIA TOTAL	$ 35,977	1.0	$ 37,443	1.0	$ 1,466	-

STOUGHTON PUBLIC SCHOOLS

MIDDLE SCHOOL	FY26 RECOMMENDED	FY26 FTE	FY27 RECOMMENDED	FY 27 FTE	$ INC/DEC	FTE INC/DEC
MUSIC						
PROFESSIONAL SALARIES	$ 285,344	3.0	$ 349,784	3.7	$ 64,440	0.7
HEAD TEACHER STIPEND	$ 2,920	-	$ 2,920	-	$ -	-
APPENDIX D PERFORMING ART STIPENDS	$ 22,127	-	$ 22,127	-	$ -	-
TEXTBOOKS	$ 1,530	-	$ 1,500	-	$ (30)	-
INSTRUCTIONAL EQUIPMENT	$ 3,060	-	$ 2,800	-	$ (260)	-
CONTRACTED SERVICES	$ 10,200	-	$ 10,200	-	$ -	-
DUES & SUBSCRIPTIONS	$ 2,193	-	$ 1,500	-	$ (693)	-
MAINTENANCE OF EQUIPMENT	$ -	-	$ -	-	$ -	-
INSTRUCTIONAL SUPPLIES	$ -	-	$ -	-	$ -	-
MUSIC TOTAL	**$ 327,374**	**3.0**	**$ 390,831**	**3.7**	**$ 63,457**	**0.7**
DRAMA						
PROFESSIONAL SALARIES	$ -	-	$ 35,074	0.4	$ 35,074	0.4
DRAMA TOTAL	**$ -**	**-**	**$ 35,074**	**0.4**	**$ 35,074**	**0.4**
PHYSICAL EDUCATION						
PROFESSIONAL SALARIES	$ 333,539	3.0	$ 333,180	3.0	$ (359)	-
HEAD TEACHER STIPEND	$ 2,920	-	$ 2,920	-	$ -	-
INSTRUCTIONAL EQUIPMENT	$ 1,948	-	$ 1,800	-	$ (148)	-
INSTRUCTIONAL SUPPLIES	$ 240	-	$ 200	-	$ (40)	-
PHYSICAL EDUCATION TOTAL	**$ 338,647**	**3.0**	**$ 338,100**	**3.0**	**$ (547)**	**-**
READING						
PROFESSIONAL SALARIES	$ 223,386	2.0	$ 188,192	2.0	$ (35,194)	-
INSTRUCTIONAL EQUIPMENT	$ -	-	$ -	-	$ -	-
INSTRUCTIONAL SUPPLIES	$ 150	-	$ 250	-	$ 100	-
CONTRACTED SERVICES	$ -	-	$ -	-	$ -	-
READING TOTAL	**$ 223,536**	**2.0**	**$ 188,442**	**2.0**	**$ (35,094)**	**-**
SCHOOL ACTIVITIES						
MS ACTIVITIES	$ 5,710	-	$ -	-	$ (5,710)	-
INSTRUCTIONAL SUPPLIES	$ 198	-	$ -	-	$ (198)	-

FY27 BUDGET VERSION 1.3

As of 12/2/2025

STOUGHTON PUBLIC SCHOOLS

MIDDLE SCHOOL	FY26 RECOMMENDED	FY26 FTE	FY27 RECOMMENDED	FY 27 FTE	$ INC/DEC	FTE INC/DEC
SCHOOL ACTIVITIES TOTAL	**$ 5,908**	**-**	**$ -**	**-**	**$ (5,908)**	**-**
SCHOOL COUNSELING						
PROFESSIONAL SALARIES	$ 380,859	4.0	$ 367,141	4.0	$ (13,718)	-
HEAD COUNSELOR STIPEND	$ -	-	$ -	-	$ -	-
INSTRUCTIONAL EQUIPMENT	$ -	-	$ -	-	$ -	-
INSTRUCTIONAL SUPPLIES	$ 300	-	$ 300	-	$ -	-
CONFERENCES	$ -	-	$ -	-	$ -	-
DUES & SUBSCRIPTIONS	$ 138	-	$ 138	-	$ -	-
SCHOOL COUNSELING TOTALS	$ **381,297**	**4.0**	$ **367,579**	**4.0**	$ **(13,718)**	**-**
SCIENCE						
PROFESSIONAL SALARIES	$ 869,601	9.0	$ 877,716	9.0	$ 8,115	-
HEAD TEACHER STIPEND	$ 2,920	-	$ 2,920	-	$ -	-
INSTRUCTIONAL EQUIPMENT	$ 4,316	-	$ 3,785	-	$ (531)	-
INSTRUCTIONAL SUPPLIES	$ 7,915	-	$ 7,915	-	$ -	-
CONTRACTED SERVICES	$ 800	-	$ 800	-	$ -	-
SCIENCE TOTAL	**$ 885,552**	**9.0**	**$ 893,136**	**9.0**	**$ 7,584**	**-**
STEM						
PROFESSIONAL SALARIES	$ 242,487	3.0	$ 244,619	3.0	$ 2,132	-
STEM TOTAL	**$ 242,487**	**3.0**	**$ 244,619**	**3.0**	**$ 2,132**	**-**
SOCIAL STUDIES						
PROFESSIONAL SALARIES	$ 900,937	9.0	$ 889,217	9.0	$ (11,720)	-
HEAD TEACHER STIPEND	$ 2,920	-	$ 2,920	-	$ -	-
INSTRUCTIONAL EQUIPMENT	$ 165	-	$ 150	-	$ (15)	-
INSTRUCTIONAL SUPPLIES	$ 1,671	-	$ 1,300	-	$ (371)	-
CONTRACTED SERVICES	$ -	-	$ 1,000	-	$ 1,000	-
SOCIAL STUDIES TOTAL	**$ 905,693**	**9.0**	**$ 894,587**	**9.0**	**$ (11,106)**	**-**
MIDDLE SCHOOL TOTAL	**$ 7,751,394**	**82.0**	**$ 7,628,294**	**81.7**	**$ (123,100)**	**0**

FY27 BUDGET VERSION 1.3

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STOUGHTON PUBLIC SCHOOLS

HIGH SCHOOL	FY26 RECOMMENDED	FY26 FTE	FY27 RECOMMENDED	FY 27 FTE	$ INC/DEC	FTE INC/DEC
ADMINISTRATION						
PRINCIPAL	$ 155,290	1.0	$ 160,386	1.0	$ 5,096	-
PRINCIPAL CONFERENCES	$ -	-	$ 1,500	-	$ 1,500	-
PRINCIPAL DUES & SUBSCRIPTION	$ -	-	$ 1,500	-	$ 1,500	-
PROFESSIONAL SALARIES - ASSISTANT PRINICPAL	$ 257,666	2.0	$ 269,066	2.0	$ 11,400	-
DEAN OF STUDENTS	$ 238,928	2.0	$ 247,928	2.0	$ 9,000	-
ADMINISTRATIVE ASSISTANTS	$ 188,799	4.0	$ 211,279	4.0	$ 22,480	-
SCHOOL NURSE	$ 135,016	1.5	$ 234,145	3.0	$ 99,129	1.5
CLINIC AIDE	$ -	-	$ 19,272	0.5	$ 19,272	0.5
SECURITY/HALL MONITORS	$ 227,424	7.0	$ 234,416	7.0	$ 6,992	-
SUBSTITUTES	$ 167,173	-	$ 167,173	-	$ -	-
BUILDING BASED SUBSTITUTES	$ -	-	$ 27,300	1.0	$ 27,300	1.0
UNIT B ADMINISTRATOR STIPENDS	$ 18,000	-	$ 18,000	-	$ -	-
EXTENDED DAY	$ 12,000	-	$ 12,000	-	$ -	-
AFTER SCHOOL SUSPENSION COVERAGE	$ 9,000	-	$ 9,000	-	$ -	-
OVERTIME/SUBSTITUTE CLERICAL	$ 900	-	$ 900	-	$ -	-
CONTRACTED SERVICES	$ 30,608	-	$ 41,826	-	$ 11,218	-
OFFICE SUPPLIES	$ 3,000	-	$ 2,090	-	$ (910)	-
INSTRUCTIONAL SUPPLIES	$ 16,500	-	$ 16,995	-	$ 495	-
GRADUATION SUPPLIES	$ 9,720	-	$ 10,011	-	$ 291	-
ACCREDIATION EXPENSE	$ 4,815	-	$ 5,108	-	$ 293	-
BOOK REBINDS	$ 2,700	-	$ 0	-	$ (2,700)	-
MAINTENANCE OF EQUIPMENT	$ -	-	$ 400	-	400	-
MILEAGE	$ 850	-	$ 850	-	$ -	-
ADMINISTRATION TOTAL	**$ 1,478,389**	**17.5**	**$ 1,691,145**	**20.5**	**$ 212,756**	**3.0**
ART						
PROFESSIONAL SALARIES	$ 413,142	4.0	$ 413,142	4.0	$ -	-
DEPARTMENT HEAD STIPEND	$ 6,075	-	$ 6,075	-	$ -	-
CONTRACTED SERVICES	$ 2,930	-	$ -	-	$ (2,930)	-
DUES & SUBSCRIPTIONS	$ 1,900	-	$ 1,957	-	$ 57	-
MAINTENANCE OF EQUIPMENT	$ -	-	$ -	-	$ -	-
INSTRUCTIONAL EQUIPMENT	$ 6,329	-	$ 6,518	-	$ 189	-

FY27 BUDGET VERSION 1.3

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STOUGHTON PUBLIC SCHOOLS

HIGH SCHOOL	FY26 RECOMMENDED	FY26 FTE	FY27 RECOMMENDED	FY 27 FTE	$ INC/DEC	FTE INC/DEC
INSTRUCTIONAL SUPPLIES	$ 20,000	-	$ 15,450	-	$ (4,550)	-
ART TOTAL	**$ 450,376**	**4.0**	**$ 443,142**	**4.0**	**$ (7,234)**	**-**
MUSIC						
PROFESSIONAL SALARIES	$ 333,774	4.0	$ 321,841	3.8	$ (11,933)	(0.2)
HS PERFORMING ARTS DEPT HEAD STIPEND	$ 6,075	-	$ 6,075	-	$ -	-
APPENDIX D BAND STIPENDS	$ 35,853	-	$ 35,853	-	$ -	-
APPENDIX D CHORUS STIPENDS	$ 4,751	-	$ 4,751	-	$ -	-
CUSTODIAL OVERTIME	$ -	-	$ -	-	$ -	-
MILEAGE	$ 1,400	-	$ 1,400	-	$ -	-
TEXTBOOKS	$ 3,290	-	$ 3,415	-	$ 125	-
MAINTENANCE OF EQUIPMENT	$ -	-	$ -	-	$ -	-
INSTRUCTIONAL EQUIPMENT	$ 9,500	-	$ 9,115	-	$ (385)	-
SUMMER BAND CAMP	$ -	-	$ -	-	$ -	-
CONTRACTED SERVICES	$ 51,721	-	$ 52,955	-	$ 1,234	-
DUES & SUBSCRIPTIONS	$ 9,411	-	$ 7,700	-	$ (1,711)	-
INSTRUCTIONAL SUPPLIES	$ 600	-	$ 700	-	$ 100	-
MUSIC TOTAL	**$ 456,375**	**4.0**	**$ 443,805**	**3.8**	**$ (12,570)**	**(0.2)**
DRAMA						
PROFESSIONAL SALARIES	$ 87,686	1.0	$ 52,612	0.6	$ (35,074)	(0.4)
CONTRACTED SERVICES	$ 12,000	-	$ 12,000	-	$ -	-
APPENDIX D DRAMA STIPENDS	$ 13,237	-	$ 13,237	-	$ -	-
DUES & SUBSCRIPTIONS	$ 500	-	$ 500	-	$ -	-
TEXTBOOKS	$ 200	-	$ 230	-	$ 30	-
INSTRUCTIONAL EQUIPMENT	$ 3,690	-	$ 4,142	-	$ 452	-
INSTRUCTIONAL SUPPLIES	$ -	-	$ -	-	$ -	-
DRAMA TOTAL	**$ 117,313**	**1.0**	**$ 82,721**	**0.6**	**$ (34,592)**	**(0.4)**
ELE						
PROFESSIONAL SALARIES	$ 478,620	5.1	$ 325,749	3.9	$ (152,871)	(1.2)
PARAPROFESSIONAL SALARIES	$ 65,904	2.0	$ 60,783	2.0	$ (5,121)	-
ELE TOTAL	$ 544,524	7.1	$ 386,532	5.9	$ (157,992)	(1.2)

STOUGHTON PUBLIC SCHOOLS

HIGH SCHOOL	FY26 RECOMMENDED	FY26 FTE	FY27 RECOMMENDED	FY 27 FTE	$ INC/DEC	FTE INC/DEC
ENGLISH						
PROFESSIONAL SALARIES	$ 1,347,828	14.0	$ 1,275,314	14.0	$ (72,514)	-
DEPARTMENT HEAD STIPEND	$ 6,075	-	$ 6,075	-	$ -	-
CONFERENCES	$ 500	-	$ -	-	$ (500)	-
CONTRACTED SERVICES	$ 5,000	-	$ 5,000	-	$ -	-
DUES & SUBSCRIPTIONS	$ 1,000	-	$ 500	-	$ (500)	-
AUDIO VISUAL SUPPLIES	$ -	-	$ 400	-	$ 400	-
TEXTBOOKS	$ 12,000	-	$ 6,000	-	$ (6,000)	-
INSTRUCTIONAL EQUIPMENT	$ 100	-	$ -	-	$ (100)	-
INSTRUCTIONAL SUPPLIES	$ 3,500	-	$ 3,500	-	$ -	-
ENGLISH TOTAL	**$ 1,376,003**	**14.0**	**$ 1,296,789**	**14.0**	**$ (79,214)**	**-**
FOREIGN LANGUAGE						
PROFESSIONAL SALARIES	$ 1,104,196	12.0	$ 1,108,993	12.0	$ 4,797	-
DEPARTMENT HEAD STIPEND	$ 6,075	-	$ 6,075	-	$ -	-
CONFERENCES	$ 500	-	$ -	-	$ (500)	-
DUES & SUBSCRIPTIONS	$ 3,503	-	$ 12,000	-	$ 8,497	-
TEXTBOOKS	$ 2,818	-	$ 500	-	$ (2,318)	-
INSTRUCTIONAL SUPPLIES	$ 3,990	-	$ 500	-	$ (3,490)	-
INSTRUCTIONAL EQUIPMENT	$ -	-	$ -	-	$ -	-
CONTRACTED SERVICES	$ -	-	$ -	-	$ -	-
FOREIGN LANGUAGE TOTAL	**$ 1,121,082**	**12.0**	**$ 1,128,068**	**12.0**	**$ 6,986**	**-**
HEALTH						
TEXTBOOKS	$ -	-	$ -	-	$ -	-
INSTRUCTIONAL EQUIPMENT	$ 558	-	$ 558	-	$ -	-
INSTRUCTIONAL SUPPLIES	$ 54	-	$ 54	-	$ -	-
HEALTH TOTAL	**$ 612**	**-**	**$ 612**	**-**	**$ -**	**-**
MATH						
PROFESSIONAL SALARIES	$ 1,431,234	15.6	$ 1,303,185	14.6	$ (128,049)	(1.0)
DEPARTMENT HEAD STIPEND	$ 6,075	-	$ 6,075	-	$ -	-

FY27 BUDGET VERSION 1.3

As of 12/2/2025

STOUGHTON PUBLIC SCHOOLS

HIGH SCHOOL	FY26 RECOMMENDED	FY26 FTE	FY27 RECOMMENDED	FY 27 FTE	$ INC/DEC	FTE INC/DEC
DUES & SUBSCRIPTIONS	$ 450	-	$ 450	-	$ -	-
TEXTBOOKS	$ 235	-	$ -	-	$ (235)	-
INSTRUCTIONAL SUPPLIES	$ 2,381	-	$ 2,253	-	$ (128)	-
CONTRACTED SERVICES	$ 1,500	-	$ 1,500	-	$ -	-
INSTRUCTIONAL EQUIPMENT	$ -	-	$ 500	-	$ 500	-
MATH TOTAL	**$ 1,441,875**	**15.6**	**$ 1,313,963**	**14.6**	**$ (127,912)**	**(1.0)**
PHYSICAL EDUCATION						
PROFESSIONAL SALARIES	$ 671,574	6.0	$ 560,108	5.0	$ (111,466)	(1.0)
DEPARTMENT HEAD STIPEND	$ 6,075	-	$ 6,075	-	$ -	-
INSTRUCTIONAL EQUIPMENT	$ 3,616	-	$ 3,643	-	$ 27	-
PHYSICAL EDUCATION TOTAL	**$ 681,265**	**6.0**	**$ 569,826**	**5.0**	**$ (111,439)**	**(1.0)**
						-
READING						-
PROFESSIONAL SALARIES	$ 192,427	2.0	$ 192,427	2.0	$ -	-
GENERAL SUPPLIES	$ -	-	$ -	-	$ -	-
INSTRUCTIONAL SUPPLIES	$ -	-	$ -	-	$ -	-
DUES & SUBSCRIPTIONS	$ -	-	$ -	-	$ -	-
READING TOTAL	**$ 192,427**	**2.0**	**$ 192,427**	**2.0**	**$ -**	**-**
SCIENCE						
PROFESSIONAL SALARIES	$ 1,418,283	14.0	$ 1,424,886	14.0	$ 6,603	-
DEPARTMENT HEAD STIPEND	$ 6,075	-	$ 6,075	-	$ -	-
MAINTENANCE OF EQUIPMENT	$ 1,800	-	$ -	-	$ (1,800)	-
INSTRUCTIONAL EQUIPMENT	$ 29,918	-	$ 24,818	-	$ (5,100)	-
INSTRUCTIONAL SUPPLIES	$ -	-	$ -	-	$ -	-
CONFERENCES	$ -	-	$ -	-	$ -	-
CONTRACTED SERVICES	$ 4,600	-	$ 8,400	-	$ 3,800	-
DUES & SUBSCRIPTIONS	$ 2,150	-	$ 3,550	-	$ 1,400	-
ELEMENTARY CONSUMABLES	$ -	-	$ -	-	$ -	-
SCIENCE TOTAL	**$ 1,462,826**	**14.0**	**$ 1,467,729**	**14.0**	**$ 4,903**	**-**

FY27 BUDGET VERSION 1.3

As of 12/2/2025

STOUGHTON PUBLIC SCHOOLS

HIGH SCHOOL	FY26 RECOMMENDED	FY26 FTE	FY27 RECOMMENDED	FY 27 FTE	$ INC/DEC	FTE INC/DEC
SOCIAL STUDIES						
PROFESSIONAL SALARIES	$ 1,223,015	12.0	$ 1,234,814	12.0	$ 11,799	-
DEPARTMENT HEAD STIPEND	$ 6,075	-	$ 6,075	-	$ -	-
TEXTBOOKS	$ 4,489	-	$ 2,000	-	$ (2,489)	-
GENERAL SUPPLIES	$ 1,625	-	$ 2,500	-	$ 875	-
CONTRACTED SERVICES	$ 2,200	-	$ 2,200	-	$ -	-
INSTRUCTIONAL EQUIPMENT	$ 261	-	$ 150	-	$ (111)	-
DUES & SUBSCRIPTIONS	$ -	-	$ -	-	$ -	-
SOCIAL STUDIES TOTAL	**$ 1,237,665**	**12.0**	**$ 1,247,739**	**12.0**	**$ 10,074**	**-**
BUSINESS EDUCATION						
PROFESSIONAL SALARIES	$ 486,840	5.0	$ 500,171	6.0	$ 13,331	1.0
DEPARTMENT HEAD STIPEND	$ 6,075	-	$ 6,075	-	$ -	-
CONFERENCES	$ -	-	$ 1,660	-	$ 1,660	-
TEXTBOOKS	$ 3,870	-	$ 600	-	$ (3,270)	-
INSTRUCTIONAL SUPPLIES	$ 752	-	$ 0	-	$ (752)	-
CONTRACTED SERVICES	$ 2,000	-	$ 3,600	-	$ 1,600	-
DUES & SUBSCRIPTIONS	$ 1,020	-	$ 500	-	$ (520)	-
INSTRUCTIONAL EQUIPMENT	$ -	-	$ 1,511	-	$ 1,511	-
BUSINESS EDUCATION TOTAL	**$ 500,557**	**5.0**	**$ 514,117**	**6.0**	**$ 13,560**	**1.0**
MULTIMEDIA SERVICES						
PROFESSIONAL SALARIES	$ 89,412	1.0	$ 89,412	1.0	$ -	-
LIBRARY ASSISTANT	$ -	-	$ 18,606	0.5	$ 18,606	0.5
INSTRUCTIONAL SUPPLIES	$ 1,000	-	$ 1,000	-	$ -	-
LIBRARY BOOKS	$ 5,000	-	$ 5,150	-	$ 150	-
DUES & SUBSCRIPTIONS	$ 2,125	-	$ 2,209	-	$ 84	-
INSTRUCTIONAL EQUIPMENT	$ -	-	$ -	-	$ -	-
MULTIMEDIA SERVICES TOTAL	**$ 97,537**	**1.0**	**$ 116,377**	**1.5**	**$ 18,840**	**0.5**
SCHOOL COUNSELING						
DIRECTOR OF SCHOOL COUNSELING GRADE 6-12	$ 138,860	1.0	$ 138,960	1.0	$ 100	-

FY27 BUDGET VERSION 1.3

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STOUGHTON PUBLIC SCHOOLS

HIGH SCHOOL	FY26 RECOMMENDED	FY26 FTE	FY27 RECOMMENDED	FY 27 FTE	$ INC/DEC	FTE INC/DEC
PROFESSIONAL SALARIES	$ 398,014	4.4	$ 481,110	5.4	$ 83,096	1.0
ADMINISTRATIVE ASSISTANT - 10 MOS	$ 32,585	1.0	$ 37,440	1.0	$ 4,855	-
SUMMER COUNSELORS	$ 15,000	-	$ 15,000	-	$ -	-
INSTRUCTIONAL EQUIPMENT	$ -	-	$ -	-	$ -	-
INSTRUCTIONAL SUPPLIES	$ 10,250	-	$ -	-	$ (10,250)	-
CONFERENCES	$ 2,200	-	$ -	-	$ (2,200)	-
DUES & SUBSCRIPTIONS	$ 7,570	-	$ 7,797	-	$ 227	-
CONTRACTED SERVICES	$ -	-	$ -	-	$ -	-
SYSTEMWIDE INSTRUCTIONAL EQUIPMENT	$ -	-	$ -	-	$ -	-
SYSTEMWIDE INSTRUCTIONAL SUPPLIES	$ -	-	$ -	-	$ -	-
SCHOOL COUNSELING TOTAL	**$ 604,479**	**6.4**	**$ 680,307**	**7.4**	**$ 75,828**	**1.0**
ALTERNATIVE EDUCATION PROGRAM						
PROFESSIONAL SALARIES	$ -	-	$ 220,300	2.0	$ 220,300	2.0
SUMMER CURRICULUM DEVELOPMENT/TRAINING	$ -	-	$ 420	-	$ 420	-
TEXTBOOKS	$ -	-	$ 700	-	$ 700	-
DUES & SUBSCRIPTIONS	$ -	-	$ 590	-	$ 590	-
INSTRUCTIONAL EQUIPMENT	$ -	-	$ 1,700	-	$ 1,700	-
INSTRUCTIONAL SUPPLIES	$ -	-	$ 500	-	$ 500	-
CONTRACTED SERVICES	$ -	-	$ 2,000	-	$ 2,000	-
ALTERNATIVE EDUCATION PROGRAM TOTAL	**$ -**	**-**	**$ 226,210**	**2.0**	**$ 226,210**	**2.0**
PEER MEDIATION						
PROFESSIONAL SALARIES	$ 30,510	0.6	$ 31,654	0.6	$ 1,144	-
INSTRUCTIONAL EQUIPMENT	$ 400	-	$ 400	-	$ -	-
INSTRUCTIONAL SUPPLIES	$ -	-	$ -	-	$ -	-
PEER MEDIATION TOTAL	**$ 30,910**	**0.6**	**$ 32,054**	**0.6**	**$ 1,144**	**-**
TV STUDIO						
INSTRUCTIONAL EQUIPMENT	$ 4,287	-	$ 4,272	-	$ (15)	-
GENERAL AUDIO/VISUAL SUPPLIES	$ 485	-	$ 643	-	$ 158	-
TV STUDIO TOTAL	**$ 4,772**	**-**	**$ 4,915**	**-**	**$ 143**	**-**

FY27 BUDGET VERSION 1.3

As of 12/2/2025

STOUGHTON PUBLIC SCHOOLS

HIGH SCHOOL	FY26 RECOMMENDED	FY26 FTE	FY27 RECOMMENDED	FY 27 FTE	$ INC/DEC	FTE INC/DEC
ATHLETICS						
DIRECTOR	$ 118,450	1.0	$ 122,004	1.0	$ 3,554	-
CUSTODIAN BUILDING COVERAGE	$ 12,000	-	$ 13,000	-	$ 1,000	-
COACHES - PER UNIT A CONTRACT	$ 322,654	-	$ 322,654	-	$ -	-
HOME GAME OFFICIALS	$ 16,500	-	$ 16,500	-	$ -	-
MAINTENANCE EQUIPMENT	$ 8,817	-	$ 9,081	-	$ 264	-
OFFSITE RENTAL	$ 44,754	-	$ 55,599	-	$ 10,845	-
CONFERENCES	$ -	-	$ -	-	$ -	-
CONTRACTED SERVICES	$ 155,000	-	$ 68,000	-	$ (87,000)	-
TRANSPORTATION	$ 93,136	-	$ 146,951	-	$ 53,815	-
MEDICAL SUPPLIES	$ 34,135	-	$ 15,159	-	$ (18,976)	-
DUES & SUBSCRIPTIONS	$ 21,877	-	$ 28,745	-	$ 6,868	-
ATHLETICS-INSURANCE	$ -	-	$ -	-	$ -	-
MILEAGE	$ 600	-	$ 600	-	$ -	-
ATHLETICS TOTAL	**$ 827,923**	**1.0**	**$ 798,293**	**1.0**	**$ (29,630)**	**-**
HIGH SCHOOL TOTAL	**$ 12,626,910**	**121.2**	**$ 12,636,771**	**126.9**	**$ 9,861**	**5.7**

FY27 BUDGET VERSION 1.3

As of 12/2/2025

STOUGHTON PUBLIC SCHOOLS

DISTRICT WIDE	FY26 RECOMMENDED	FY26 FTE	FY27 RECOMMENDED	FY 27 FTE	$ INC/DEC	FTE INC/DEC
CURRICULUM - HUMANITIES						
PROFESSIONAL SALARIES	$ 131,788	1.0	$ 131,788	1.0	$ -	-
PREK-5 DIRECTOR OF CURRICULUM STIPEND	$ 12,000	-	$ -	-	$ (12,000)	-
SALARIES/SUBSTITUTES	$ 8,500	-	$ -	-	$ (8,500)	-
PROFESSIONAL DEVELOPMENT STIPEND	$ 2,075	-	$ -	-	$ (2,075)	-
SUMMER CURRICULUM DEVELOPMENT & TRAINING	$ 6,000	-	$ -	-	$ (6,000)	-
CONFERENCES	$ 660	-	$ 515	-	$ (145)	-
CONTRACTED SERVICES	$ 45,000	-	$ 0	-	$ (45,000)	-
INSTRUCTIONAL SUPPLIES	$ 50,000	-	$ 30,900	-	$ (19,100)	-
TEXTBOOKS	$ -	-	$ -	-	$ -	-
DUES & SUBSCRIPTIONS	$ 626	-	$ 515	-	$ (111)	-
INSTRUCTIONAL EQUIPMENT	$ 76,500	-	$ 51,500	-	$ (25,000)	-
CURRICULUM - HUMANITIES TOTAL	**$ 333,149**	**1.0**	**$ 215,218**	**1.0**	**$ (117,931)**	-
CURRICULUM - STEM						
PROFESSIONAL SALARIES	$ 129,264	1.0	$ 129,264	1.0	$ -	-
GRADE 6-12 DIRECTOR OF CURRICULUM STIPEND	$ 8,500	-	$ -	-	$ (8,500)	-
SALARIES/SUBSTITUTES	$ 6,290	-	$ -	-	$ (6,290)	-
PROFESSIONAL DEVELOPMENT STIPEND	$ 6,355	-	$ -	-	$ (6,355)	-
SUMMER CURRICULUM DEVELOPMENT & TRAINING	$ 10,000	-	$ -	-	$ (10,000)	-
CONFERENCES	$ 4,080	-	$ 515	-	$ (3,565)	-
CONTRACTED SERVICES	$ 31,922	-	$ -	-	$ (31,922)	-
INSTRUCTIONAL SUPPLIES	$ 50,000	-	$ 10,300	-	$ (39,700)	-
TEXTBOOKS	$ -	-	$ -	-	$ -	-
DUES & SUBSCRIPTIONS	$ 1,012	-	$ 515	-	$ (497)	-
INSTRUCTIONAL EQUIPMENT	$ 39,932	-	$ 55,620	-	$ 15,688	-
CURRICULUM - STEM TOTAL	**$ 287,355**	**1.0**	**$ 196,214**	**1.0**	**$ (91,141)**	-
PROFESSIONAL DEVELOPMENT & CURRICULUM						
ASSISTANT SUPERINTENDENT CURRICULUM & TECHNOLOGY	$ 204,432	1.0	$ 214,579	1.0	$ 10,147	-
DATA INTERVENTION/ESY SUPERVISOR	$ -	-	$ -	-	$ -	-
DIRECTOR OF DATA, DATA INTEGRATION AND ACCOUNTABILITY	$ 131,788	1.0	$ 131,788	1.0	$ -	-
ADMINISTRATIVE ASSISTANT	$ 87,390	1.0	$ 72,500	1.0	$ (14,890)	-

FY27 BUDGET VERSION 1.3

As of 12/2/2025

STOUGHTON PUBLIC SCHOOLS

DISTRICT WIDE	FY26 RECOMMENDED	FY26 FTE	FY27 RECOMMENDED	FY 27 FTE	$ INC/DEC	FTE INC/DEC
SALARIES/SUBSTITUTES	$ 5,250	-	$ -	-	$ (5,250)	-
STIPENDS CURRICULUM TEACHER TRAINING	$ 23,486	-	$ 20,000	-	$ (3,486)	-
CONFERENCES	$ 16,900	-	$ 15,450	-	$ (1,450)	-
CONTRACTED SERVICES	$ 15,300	-	$ 105,450	-	$ 90,150	-
COURSE REIMBURSEMENT	$ 80,000	-	$ 80,000	-	$ -	-
OFFICE SUPPLIES	$ -	-	$ 103	-	103	-
INSTRUCTIONAL EQUIPMENT	$ 60,400	-	$ 26,000	-	$ (34,400)	-
DUES & SUBSCRIPTIONS	$ 27,066	-	$ 27,331	-	$ 265	-
PROFESSIONAL DEVELOPMENT & CURRICULUM TOTAL	**$ 652,012**	**3.0**	**$ 693,201**	**3.0**	**$** 41,189	-
ENGLISH LANGUAGE LEARNERS						
PROFESSIONAL SALARIES	$ 257,283	2.0	$ 270,192	2.0	$ 12,909	-
HAITIAN FAMILY LIAISON	$ 13,650	0.3	$ -	-	$ (13,650)	(0.3)
SUMMER INTAKES	$ 2,000	-	$ 2,000	-	$ -	-
CONTRACTED SERVICES	$ 45,900	-	$ 47,277	-	$ 1,377	-
INSTRUCTIONAL SUPPLIES	$ 6,736	-	$ 6,938	-	$ 202	-
CONFERENCES	$ 1,326	-	$ 1,365	-	$ 39	-
INSTRUCTIONAL EQUIPMENT	$ 13,179	-	$ 13,574	-	$ 395	-
ELE TOTAL	**$ 340,074**	**2.3**	**$ 341,346**	**2.0**	**$** 1,272	(0.3)
TRANSPORTATION - REGULAR DAY						
REGULAR EDUCATION BUS	$ 1,205,397	-	$ 1,218,370	-	$ 12,973	-
LATE BUS RUN	$ 197,425	-	$ 72,637	-	$ (124,788)	-
VEHICLE SUPPLIES	$ -	-	$ -	-	$ -	-
TRANSPORTATION - REGULAR DAY TOTAL	**$ 1,402,822**	-	**$ 1,291,007**	-	**$** (111,815)	-
HOMELESS AND FOSTER CARE TRANSPORTATION						-
HOMELESS TRANSPORTATION	$ 178,620	-	$ 280,000	-	$ 101,380	-
FOSTER CARE TRANSPORTATION	$ 6,000	-	$ 10,000	-	$ 4,000	-
HOMELESS AND FOSTER CARE TRANSPORTATION TOTAL	**$ 184,620**	-	**$ 290,000**	-	**$** 105,380	-

FY27 BUDGET VERSION 1.3

As of 12/2/2025

STOUGHTON PUBLIC SCHOOLS

DISTRICT WIDE	FY26 RECOMMENDED	FY26 FTE	FY27 RECOMMENDED	FY 27 FTE	$ INC/DEC	FTE INC/DEC
OPERATIONS & MAINTENANCE						
DIRECTOR OF FACILITIES AND GROUNDS	$ 102,900	1.0	$ 105,870	1.0	$ 2,970	-
ASSISTANT DIRECTOR OF FACILITIES AND GROUNDS	$ 88,693	1.0	$ 91,217	1.0	$ 2,524	-
ADMINISTRATIVE ASSISTANT SALARY	$ 54,886	1.0	$ -	-	$ (54,886)	(1.0)
TRANSPORTATION COORDINATOR	$ -	-	$ 75,000	1.0	$ 75,000	1.0
MAINTENANCE SALARIES	$ 241,800	4.0	$ 259,419	4.0	$ 17,619	-
OVERTIME	$ 10,000	-	$ 10,000	-	$ -	-
CUSTODIAL SALARIES						
JONES EARLY CHILDHOOD CENTER	$ 60,778	1.0	$ 93,516	2.0	$ 32,738	1.0
DAWE ELEMENTARY	$ 103,168	2.0	$ 119,189	2.0	$ 16,021	-
GIBBONS ELEMENTARY	$ 182,271	4.0	$ 102,731	2.0	$ (79,540)	(2.0)
HANSEN ELEMENTARY	$ 60,778	1.0	$ 110,850	2.0	$ 50,072	1.0
SOUTH ELEMENTARY	$ 56,430	1.0	$ 113,786	2.0	$ 57,356	1.0
WILKINS ELEMENTARY	$ 58,095	1.0	$ 108,432	2.0	$ 50,337	1.0
MIDDLE SCHOOL	$ 231,567	5.0	$ 255,574	5.0	$ 24,007	-
HIGH SCHOOL	$ 302,443	7.5	$ 310,606	6.5	$ 8,163	(1.0)
DISTRICT OFFICE	$ 84,989	2.0	$ 46,729	1.0	$ (38,260)	(1.0)
MAIL COURIER	$ 20,034	0.5	$ 21,793	0.5	$ 1,759	-
SECURITY	$ 10,400	0.3	$ 10,400	0.3	$ -	-
GROUNDSKEEPER	$ 24,700	0.5	$ 24,700	0.5	$ -	-
OVERTIME	$ 40,000	-	$ 40,000	-	$ -	-
TOTAL FACILITIES & GROUNDS SALARIES	**$ 1,733,932**	**32.8**	**$ 1,899,812**	**32.8**	**$** 165,880	**-**
CUSTODIAL						
UNIFORM RENTAL/REPAIR	$ 13,000	-	$ 11,000	-	$ (2,000)	-
MATERIALS & SUPPLIES	$ 89,357	-	$ 84,128	-	$ (5,229)	-
CUSTODIAL TOTAL	**$ 102,357**	-	**$ 95,128**	-	**$** (7,229)	**-**
UTILITIES						
GAS	$ 500,000	-	$ 510,000	-	$ 10,000	-
FINANCE CHARGES	$ -	-	$ -	-	$ -	-
ELECTRICITY	$ 550,000	-	$ 560,000	-	$ 10,000	-

STOUGHTON PUBLIC SCHOOLS

DISTRICT WIDE	FY26 RECOMMENDED	FY26 FTE	FY27 RECOMMENDED	FY 27 FTE	$ INC/DEC	FTE INC/DEC
WATER/SEWER	$ 215,000	-	$ 220,000	-	$ 5,000	-
WASTE DISPOSAL	$ 80,410	-	$ 92,302	-	$ 11,892	-
TELEPHONE	$ 27,000	-	$ 30,000	-	$ 3,000	-
COMMUNICATION	$ 24,000	-	$ 26,000	-	$ 2,000	-
UTILITIES TOTAL	**$ 1,396,410**	-	**$ 1,438,302**	-	$ 41,892	-
MAINTENANCE OF GROUNDS						
CONTRACTED SERVICES	$ 83,300	-	$ 83,300	-	$ -	-
GROUNDS SUPPLIES	$ 25,800	-	$ 29,073	-	$ 3,273	-
MAINTENANCE OF GROUNDS TOTAL	**$ 109,100**	-	**$ 112,373**	-	$ 3,273	-
MAINTENANCE OF BUILDINGS						-
MAINTENANCE OF EQUIPMENT	$ 4,683	-	$ 5,000	-	$ 317	-
CONTRACTED SERVICES	$ 358,524	-	$ 369,793	-	$ 11,269	-
BLDG MATERIALS MISC	$ -	-	$ 10,000	-	$ 10,000	-
BLDG MATERIALS EQUIPMENT	$ -	-	$ -	-	$ -	-
MATERIALS & SUPPLIES	$ 245,000	-	$ 245,000	-	$ -	-
EXTRAORDINARY MAINTENANCE	$ 138,121	-	$ 139,000	-	$ 879	-
DUES & SUBSCRIPTIONS	$ 2,500	-	$ 2,500	-	$ -	-
MILEAGE	$ 3,450	-	$ 3,450	-	$ -	-
MAINTENANCE OF BUILDINGS TOTAL	**$ 752,278**	-	**$ 774,743**	-	$ 22,465	-
OPERATIONS & MAINTENANCE GRAND TOTAL	**$ 4,094,077**	**32.8**	**$ 4,320,358**	**32.8**	**$ 226,281**	-
FINANCE OFFICE						
ASSISTANT SUPERINTENDENT FINANCE & OPERATIONS	$ 172,525	1.0	$ 177,701	1.0	$ 5,176	-
ASSISTANT DIRECTOR OF FINANCE & OPERATIONS	$ -	-	$ -	-	$ -	-
ADMINISTRATIVE SALARIES	$ 244,766	3.5	$ 258,152	3.5	$ 13,386	-
CONFERENCES	$ 2,000	-	$ 2,000	-	$ -	-
CONTRACTED SERVICES	$ 1,382	-	$ 1,382	-	$ -	-
DESE AUDIT	$ 11,000	-	$ 11,000	-	$ -	-
OFFICE SUPPLIES	$ 2,000	-	$ 2,000	-	$ -	-

FY27 BUDGET VERSION 1.3

As of 12/2/2025

STOUGHTON PUBLIC SCHOOLS

DISTRICT WIDE	FY26 RECOMMENDED	FY26 FTE	FY27 RECOMMENDED	FY 27 FTE	$ INC/DEC	FTE INC/DEC
DUES & SUBSCRIPTIONS	$ 3,100	-	$ 3,100	-	$ -	-
FINANCE OFFICE TOTAL	**$ 436,773**	**4.5**	**$ 455,335**	**4.5**	**$** 18,562	-
HEALTH SERVICES						
HEALTH SERVICES SUPERVISOR	$ 112,930	1.0	$ 112,930	1.0	$ -	-
SCHOOL PHYSICIAN	$ 7,500	0.1	$ 7,500	0.1	$ -	-
SUMMER WORK	$ 15,500	-	$ 15,500	-	$ -	-
SUBSTITUTES	$ 5,000	-	$ 5,000	-	$ -	-
CONFERENCES	$ 1,000	-	$ 1,000	-	$ -	-
MEDICAL SUPPLIES	$ 10,900	-	$ 13,000	-	$ 2,100	-
DUES & SUBCRIPTIONS	$ 500	-	$ 600	-	$ 100	-
FLOAT NURSE MILEAGE	$ 200	-	$ -	-	$ (200)	-
HEALTH SERVICES TOTAL	**$ 153,530**	**1.1**	**$ 155,530**	**1.1**	**$** 2,000	-
HOME HOSPITAL TUTORING						-
HOME/HOSPITAL TUTORING	$ 20,000	-	$ 20,000	-	$ -	-
HOME HOSPITAL TUTORING TOTAL	**$ 20,000**	-	**$ 20,000**	-	**$** -	-
HUMAN RESOURCES						
ASSISTANT SUPERINTENDENT HR & WELLNESS	$ 154,500	1.0	$ 159,135	1.0	$ 4,635	-
HUMAN RESOURCES SPECIALIST	$ 69,513	1.0	$ 74,882	1.0	$ 5,369	-
CONFERENCES	$ -	-	$ 1,000	-	$ 1,000	-
CONTRACTED SERVICES	$ 5,610	-	$ -	-	$ (5,610)	-
SOFTWARE	$ 15,000	-	$ 5,950	-	$ (9,050)	-
OFFICE SUPPLIES	$ 2,500	-	$ 250	-	$ (2,250)	-
DUES & SUBCRIPTIONS	$ -	-	$ 2,000	-	$ 2,000	-
HUMAN RESOURCES TOTAL	**$ 247,123**	**2.0**	**$ 243,217**	**2.0**	**$** (3,906)	-
SCHOOL COMMITTEE						
RECORDING SECRETARY	$ 5,000	.10	$ 7,000	.10	$ 2,000	-
CONFERENCES	$ 3,000	-	$ 3,000	-	$ -	-
ADVERTISING	$ -	-	$ 1,500	-	$ 1,500	-
MATERIALS	$ -	-	$ -	-	$ -	-

FY27 BUDGET VERSION 1.3

As of 12/2/2025

STOUGHTON PUBLIC SCHOOLS

DISTRICT WIDE	FY26 RECOMMENDED	FY26 FTE	FY27 RECOMMENDED	FY 27 FTE	$ INC/DEC	FTE INC/DEC
DUES & SUBSCRIPTIONS	$ 8,100	-	$ 8,500	-	$ 400	-
LEGAL FEES - COLLECTIVE BARGAINING	$ 25,000	-	$ 25,000	-	$ -	-
LEGAL FEES - GENERAL PURPOSE	$ 53,762	-	$ 40,000	-	$ (13,762)	-
UNEMPLOYMENT	$ 150,000	-	$ 250,000	-	$ 100,000	-
SCHOOL COMMITTEE TOTAL	**$ 244,862**	**.10**	**$ 335,000**	**.10**	**$ 90,138**	-
PHOTO COPY LEASE MAINTENANCE						
CONTRACTED SERVICES	$ 135,000	-	$ 137,000	-	$ 2,000	-
MATERIALS & SUPPLIES	$ 9,126	-	$ 76,450	-	$ 67,324	-
PHOTO COPY LEASE MAINTENANCE TOTAL	**$ 144,126**	-	**$ 213,450**	-	**$** 69,324	-
POSTAGE MACHINE						
METER RENTAL	$ 3,700	-	$ 3,700	-	$ -	-
POSTAGE	$ 7,724	-	$ 8,067	-	$ 343	-
POSTAGE MACHINE TOTAL	**$ 11,424**	-	**$ 11,767**	-	**$ 343**	-
SPECIAL EDUCATION						
ADMINISTRATOR	$ 142,140	1.0	$ 152,069	1.0	$ 9,929	-
ASSISTANT ADMINISTRATOR/OOD COORDINATOR	$ 112,930	1.0	$ 112,530	1.0	$ (400)	-
ASSISTANT ADMINISTRATOR - (PK-5)	$ 138,560	1.0	$ 133,833	1.0	$ (4,727)	-
ASSISTANT ADMINISTRATOR - (6-12)	$ 137,040	1.0	$ 139,860	1.0	$ 2,820	-
ADMINISTRATIVE ASSISTANTS	$ 172,721	3.0	$ 183,960	3.0	$ 11,239	-
PROFESSIONAL SALARIES	$ 8,006,098	84.5	$ 8,186,353	90.5	$ 180,255	6.0
SUMMER PROGRAMS	$ 230,000	-	$ 280,000	-	$ 50,000	-
DEPARTMENT HEAD/LEAD TEACHER STIPEND	$ 8,995	-	$ 8,995	-	$ -	-
PREK-GRADE 5 COUNSELOR LIAISON STIPEND	$ -	-	$ -	-	$ -	-
SCHOOL PSYCHOLOGIST/TEAM CHAIR	$ 852,284	8.6	$ 1,166,944	11.4	$ 314,660	2.8
PARAPROFESSIONAL SALARIES	$ 2,844,806	94.0	$ 3,236,539	109.5	$ 391,733	15.5
CONFERENCES	$ 2,500	-	$ 2,500	-	$ -	-
CONTRACTED SERVICES	$ 850,000	-	$ 400,000	-	$ (450,000)	-
CONTRACTED SERVICES/PD	$ 20,000	-	$ 20,000	-	$ -	-
OFFICE SUPPLIES	$ 2,000	-	$ 2,000	-	$ -	-

FY27 BUDGET VERSION 1.3

As of 12/2/2025

STOUGHTON PUBLIC SCHOOLS

DISTRICT WIDE	FY26 RECOMMENDED	FY26 FTE	FY27 RECOMMENDED	FY 27 FTE	$ INC/DEC	FTE INC/DEC
DUES & SUBSCRIPTIONS	$ 4,000	-	$ 4,000	-	$ -	-
INSTRUCTIONAL SUPPLIES	$ 75,000	-	$ 88,000	-	$ 13,000	-
PSYCHOLOGICAL SUPPLIES/MATERIALS	$ 27,500	-	$ 27,500	-	$ -	-
MILEAGE	$ 5,000	-	$ 1,360	-	$ (3,640)	-
SPECIAL EDUCATION TOTAL	**$ 13,631,574**	**194.1**	**$ 14,146,443**	**218.4**	**$ 514,869**	**24.3**
SPECIAL EDUCATION TRANSPORTATION						
REIMBURSEMENT/ PARENT TRAVEL	$ 5,000	-	$ 2,500	-	$ (2,500)	-
TRANSPORTATION	$ 3,000,000	-	$ 4,640,000	-	$ 1,640,000	-
TRANSPORTATION TOTAL	**$ 3,005,000**	**-**	**$ 4,642,500**	**-**	**$ 1,637,500**	**-**
PROGRAMS WITH OTHER DISTRICTS						
TUITION TO PRIVATE SCHOOLS	$ 6,084,830	-	$ 5,724,209	-	$ (360,621)	-
TUITION TO COLLABORATIVES	$ 960,456	-	$ 1,956,841	-	$ 996,385	-
PROGRAMS WITH OTHER DISTRICTS TOTAL	**$ 7,045,286**	**-**	**$ 7,681,050**	**-**	$ 635,764	-
						-
SPECIAL EDUCATION GRAND TOTAL	**$ 23,681,860**	**194.1**	**$ 26,469,993**	**218.4**	**$ 2,788,133**	24.3
SUPERINTENDENT'S OFFICE						
SUPERINTENDENT	$ 245,500	1.0	$ 190,000	1.0	$ (55,500)	-
COMMUNITY RELATIONS SPECIALIST	$ 90,183	1.0	$ 92,849	1.0	$ 2,666	-
ADMINISTRATIVE ASSISTANT SALARIES	$ 128,108	2.0	$ 136,039	2.0	$ 7,931	-
RESIDENCY & REGISTRATION COORDINATORS	$ 107,681	2.0	$ 110,911	2.0	$ 3,230	-
RESIDENCY & TRUANCY OFFICER	$ 18,000	1.0	$ 12,000	1.0	$ (6,000)	-
EARLY RETIREMENT INCENTIVE/SICK BUY BACK	$ 175,000	-	$ 219,000	-	$ 44,000	-
STEP/LANE CLASS CHANGE	$ 200,000	-	$ 200,000	-	$ -	-
SET ASIDE FOR SALARY INCREASES	$ 285,548	-	$ 1,432,648	-	$ 1,147,100	-
PARAPROFESSIONAL DEGREE STIPENDS	$ 20,400	-	$ -	-	$ (20,400)	-
SECURITY TEAM STIPEND	$ -	-	$ -	-	$ -	-
CONTRACTED SERVICES	$ 180,000		$ 240,500	-	$ 60,500	-
CONFERENCES	$ 2,140	-	$ 12,000	-	$ 9,860	-
OFFICE SUPPLIES	$ 2,000	-	$ 5,000	-	$ 3,000	-

FY27 BUDGET VERSION 1.3

As of 12/2/2025

STOUGHTON PUBLIC SCHOOLS

DISTRICT WIDE	FY26 RECOMMENDED	FY26 FTE	FY27 RECOMMENDED	FY 27 FTE	$ INC/DEC	FTE INC/DEC
DUES & SUBCRIPTIONS	$ 3,000	-	$ 4,000	-	$ 1,000	-
MILEAGE - SUPERINTENDENT	$ 3,150	-	$ 1,650	-	$ (1,500)	-
SUPERINTENDENT'S OFFICE TOTAL	**$ 1,460,710**	**7.0**	**$ 2,656,597**	**7.0**	**$ 1,195,887**	**-**
TECHNOLOGY						
TECHNOLOGY DIRECTOR	$ 102,500	1.0	$ 103,968	1.0	$ 1,468	-
TECHNOLOGY COORDINATOR	$ 73,504	1.0	$ 74,263	1.0	$ 759	-
TECHNOLOGY INTEGRATION SPECIALIST	$ -	-	$ -	-	$ -	-
DATA SYSTEMS MANAGER	$ 87,724	1.0	$ 130,191	1.5	$ 42,467	0.5
COMPUTER TECHNICIANS	$ 156,937	3.0	$ 152,000	3.0	$ (4,937)	-
OVERTIME	$ 9,500	-	$ 9,500	-	$ -	-
SUMMER HELP	$ 2,500	-	$ 2,500	-	$ -	-
CONFERENCES	$ 2,040	-	$ 2,040	-	$ -	-
AUDIO VISUAL SUPPLIES	$ 73,861	-	$ 76,077	-	$ 2,216	-
COMPTECH-SOFTWARE	$ -	-	$ -	-	$ -	-
COMPTECH-INSTRUCTIONAL EQUIPMENT	$ 278,281	-	$ 329,000	-	$ 50,719	-
COMPUTER SOFTWARE	$ 736,120	-	$ 812,120	-	$ 76,000	-
CONTRACTED SERVICES	$ 2,500	-	$ 2,700	-	$ 200	-
INSTRUCTIONAL EQUIPMENT	$ 40,800	-	$ 42,024	-	$ 1,224	-
MILEAGE	$ 8,000	-	$ 7,764	-	$ (236)	-
CYBER LIABILITY INSURANCE	$ 51,000	-	$ 52,530	-	$ 1,530	-
TECHNOLOGY TOTAL	**$ 1,625,267**	**6.0**	**$ 1,796,677**	**6.5**	**$ 171,410**	**0.5**
SYSTEM WIDE						
APPENDIX B STIPEND POSITIONS - EXTRA CURRICULAR	$ 88,524	-	$ 88,524	-	$ -	-
ELEMENTARY LIAISON STIPENDS (4)	$ 10,184		$ 10,184	-	$ -	-
ELEMENTARY MATH SUPPLIES	$ -	-	$ -	-	$ -	-
UNIT B EVALUATORS PAY	$ 10,000	-	$ 10,000	-	$ -	-
SYSTEM WIDE TOTAL	**$ 108,708**	**-**	**$ 108,708**	**-**	**$ -**	**-**

FY27 BUDGET VERSION 1.3

As of 12/2/2025

SUBTOTAL BUDGET		**72,490,255**	**632.0**		**78,072,682**	**688.3**	**5,257,353**	**56.4**
BUDGETED OFFSETS								
FY27 SPECIAL EDUCATION 240 IDEA GRANT	$	(1,048,753)	-	$	(1,080,216)	-	$ (31,463)	-
SPECIAL EDUCATION CIRCUIT BREAKER	$	(2,134,454)	-	$	(3,000,000)	-	$ (865,546)	-
TITLE 1 GRANT	$	(200,000)	-	$	(435,404)	-	$ (235,404)	-
BUILDING REVOLVING	$	(79,586)	-	$	(39,700)	-	$ 39,886	-
PRESCHOOL REVOLVING	$	(165,000)	-	$	(165,000)	-	$ -	-
TRANSPORTATION FEES	$	(125,000)	-	$	(125,000)	-	$ -	
BUDGETED TURNOVER (ANTICIPATED RETIREMENT SAVINGS)	$	(150,000)	-	$	(150,000)	-	$ -	-
							-	
BUDGETED OFFSETS TOTAL	$	**(3,902,793)**	-	$	**(4,995,320)**		$ **(1,092,527)**	-
GRAND TOTAL BUDGET	**$**	**68,587,462**	**632.0**	**$**	**73,077,362**	**688.3**	**$ 4,164,826**	**56.4**

FY26 TOTAL BUDGET - $67,256,251

FY27 TOWN GUIDANCE INCREASE OVER FY26 a 3.5% **69,610,220**

SHORTFALL **3,467,142**

Special Education Update

EDWARD CLARKE

DECEMBER 2, 2025

Special Education Data

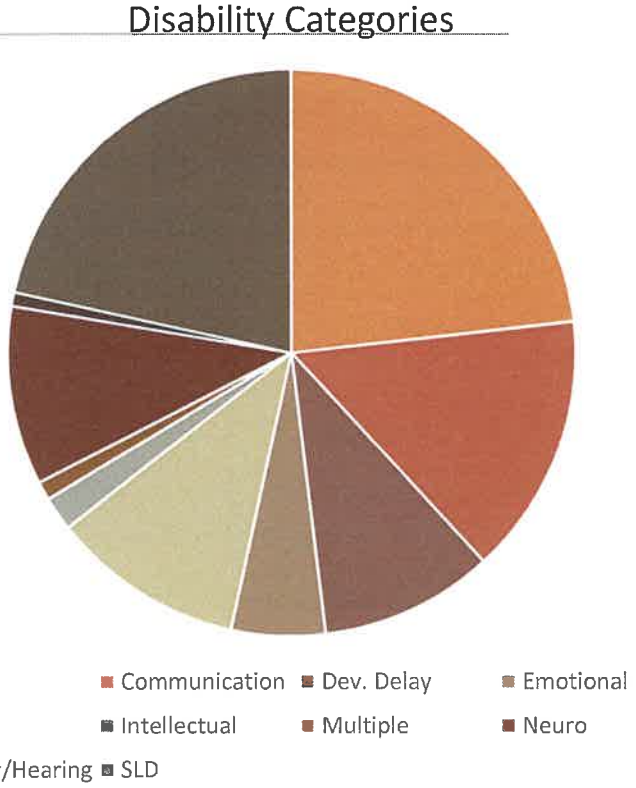
June 2025: 19.9% of SPS students identified as SWD

November 2025: 21.7% of SPS students identified as SWD

Overall increase of 94 students identified as SWD

- 51 students (209 total) who have moved into district between the end of the FY 25 school year until November 19, 2025.

State average for FY 25 was 20.6%



RADAR Special Education

District Profiles

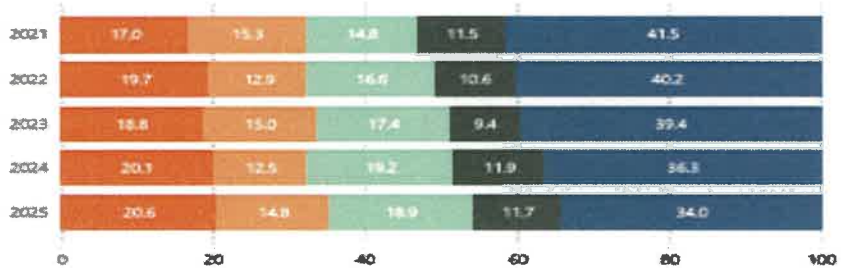
Stoughton

Enrollment | In District/Out of District | Grade Span | Race/Ethnicity | Gender | English Learners and Low Income/Economically Disadvantaged | Placement | Disability Type | Special Education FTEs per 100 Students with Disabilities

2025 Percent of Students with Disabilities by Disability Type and Year

Legend: Autism | Communicati... | Developmen... | Emotional Dis... | Health Imp... | Intellectual ... | Specific Lear... | Multiple Dis... | Neurological ... | Physical Im... | Sensory I... | Other Disa...

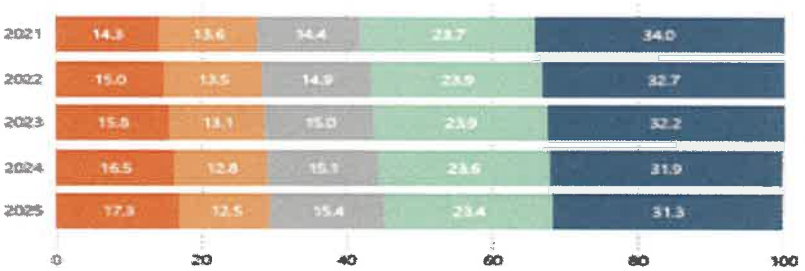
Stoughton



% of Students with Disabilities

Category	2021	2022	2023	2024	2025
Total Students with Disabilities	583	595	680	746	758
Autism	17.0%	19.7%	18.8%	20.1%	20.6%
Communication Disability	15.3%	12.9%	15.0%	12.5%	14.8%
Specific Learning Disabilities	14.8%	16.6%	17.4%	19.2%	18.9%
Neurological Disability	11.5%	10.6%	9.4%	11.9%	11.7%

State



Line Chart

Stacked Bar Chart

% of Students with Disabilities

Category	2021	2022	2023	2024	2025
Total Students with Disabilities	172,376	174,505	179,095	187,160	190,967
Autism	14.3%	15.0%	15.8%	16.5%	17.3%
Communication Disability	13.6%	13.5%	13.1%	12.8%	12.5%
Health Impairment	14.4%	14.9%	15.0%	15.1%	15.4%
Specific Learning Disabilities	23.7%	23.9%	23.9%	23.6%	23.4%

Home | District Profiles | District Comparison | Placement trajectory | ID For Services | District Trend | Student Group Trend | User Information

PreSchool Substantially Separate Programs

GROW (Getting Ready for Our World)

Currently 2 classroom; in the process of creating a third for this school year to address the needs of incoming 3 year olds (EI and other referrals)

15 students with 7 students involved in extended evaluations

2 Teachers, 6 paraprofessionals and 1 contracted RBT

Elementary Substantially Separate Programs

TLC (Therapeutic Learning Classrooms) 5

High staff to student ratios necessary to address student needs

- Wilkins: 2 Classroom; 14 Total students
  - 2 Teachers, 4 paraprofessionals
- Dawe: 3 Classrooms; 30 total students
  - 3 Teachers, 9 paraprofessionals, 2 contracted RBT/1:1 LC

Elemetary Substantially Separate Programs

RISE (Reaching Independence through Structured Education) 2
- Gibbons; 18 total students
  - 2 teachers, 6 paraprofessionals

LC (Learning Center) 3
- Gibbons; 22 total students
  - 3 teachers, 6 paraprofessionals

ALC (Alternative Learning Centers) 3
- Hansen; 17 total students
  - 3 teachers, 5 paraprofessionals, 1 opening

Language-Based Classroom
- South; 5 total students
  - 1 teacher, 2 paraprofessionals

OMS Substantially Separate Programs

RISE (Reaching Independence through Structured Education) 2 classrooms
- 19 Total students
- 2 Teachers, 3 paraprofessionals

LC (Learning Center) 1 classroom
- 8 Total students
- 1 Teacher, 3 paraprofessionals, 1:1 nurse

ALC (Alternative Learning Center) 1 classroom
- 5 Total students
- 1 Teacher, 2 paraprofessionals

ESP (Emotional Support Program) 1 classroom
- 8 Total students
- 1 Teacher, 2 paraprofessionals

Language-Based Classroom 1 classroom
- 6 Total students
- 1 Teacher, 1 paraprofessional

SHS Substantially Separate Programs

TLC (Therapeutic Learning Center) 1 classroom

- 11 Total students
- 1 Teacher, 2 paraprofessionals, 1:1 aide

LC (Learning Center) 3 classrooms

- 26 Total students
- 3 Teachers, 6 paraprofessionals

ESP (Emotional Support Program) 2 classrooms

- 13 Total students
- 2 Teachers, 4 paraprofessionals

Elementary Inclusion Students

Each elementary school has two (2) inclusion teachers.

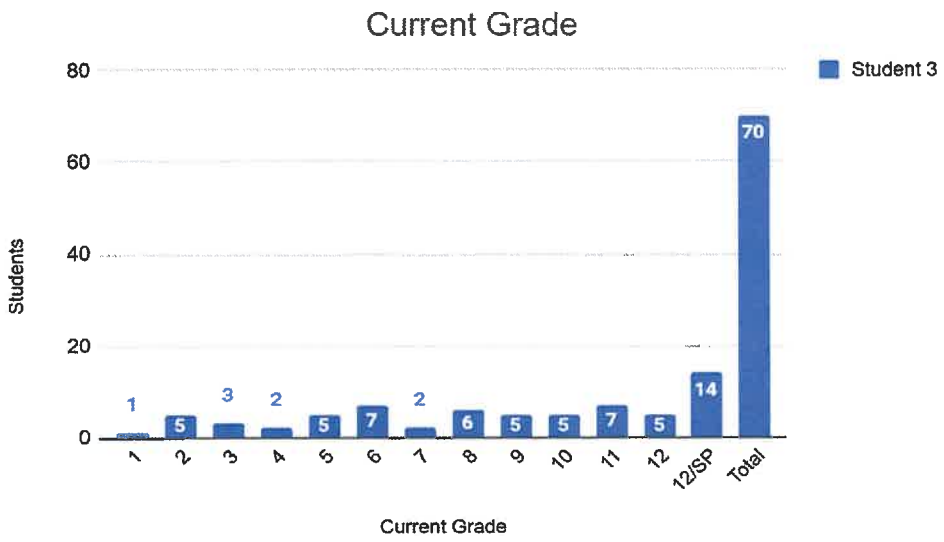
*Some of these students are 'services only' SWDs

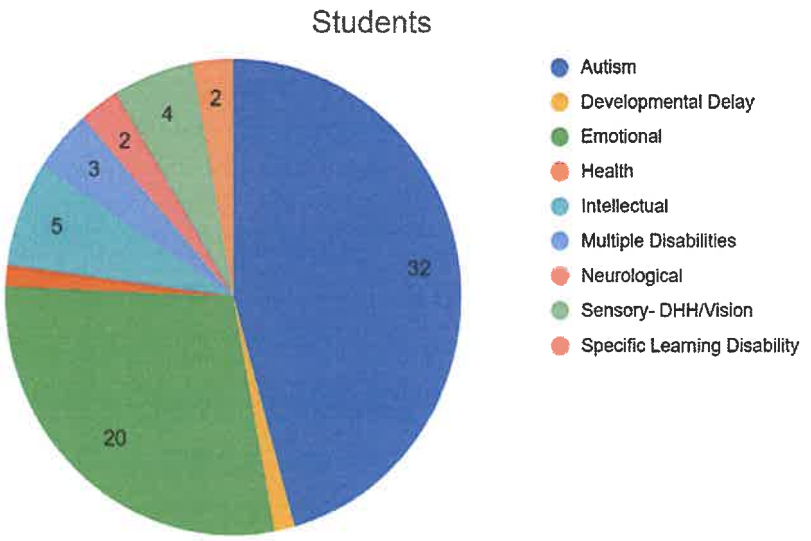
South	50
Dawe	46
Hansen	42
Wilkins	42
Gibbons	38

Out of District Numbers

SPS currently has 70 students placed in out of district schools/collaboratives

45.7% ASD





Changes in Practice

Since the start of the year, in order to centralize and streamline our special education processes, we have introduced Team Chairs in the processes and practices of:

- Enrollment/Move Ins, Initials
- Reevaluations,
- Requests for Testing/Decision Clarifications, Extended Evaluations, Meeting Minutes (embedding as much data before team as possible), and
- Child Studies.

The Office is in the process of reviewing and developing its practices around timelines (new guidance), Disenrollment, Progress Notes, AAC Trials/Purchase of Service, and Ordering Supplies. The Team Chair role may also be embedded in some of those practices and processes as well.

Looking Forward

-Additions to Special Education teaching staff to support our inclusion services

-Triennial plan goals to review the effectiveness of our current instructional structures

-Review results from this month's DESE PSM review and create action plans where necessary

Multilingual Education

Stoughton Public Schools

School Committee

December 2, 2025

Dr. Amy Somers-Quealy - MLL Director PreK-12

Mrs. Elizabeth Despres- Assistant MLL Director PreK-12



SPS
Multilingual
Student Demographics

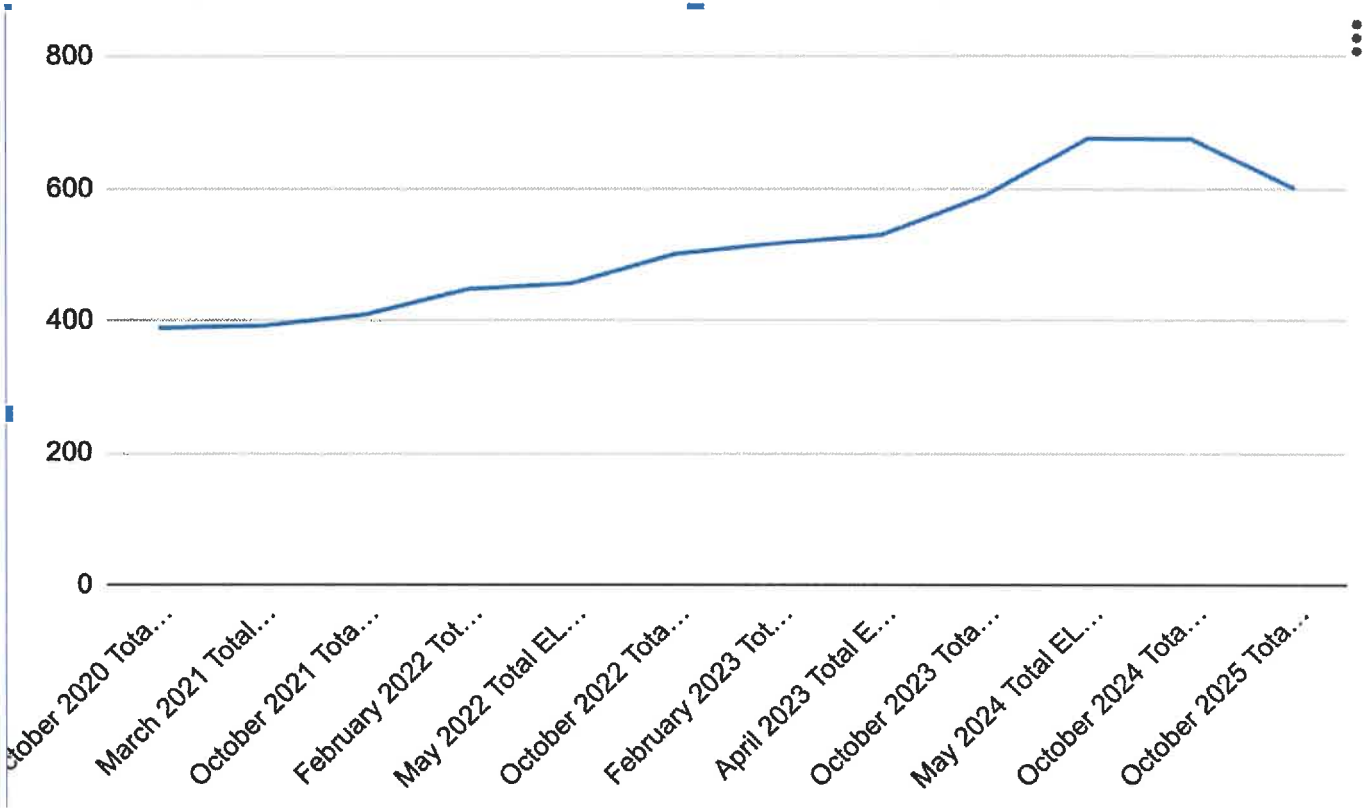
SY2026

- SPS EL and FEL numbers are slightly more than where we were in 2023 before the Emergency Shelters with 600 ELs and FELs

- Top Most Spoken Home Languages:
  - Portuguese
  - Haitian Creole
  - Spanish

- As of October 1, roughly 700 SPS students have received ESL services during their educations

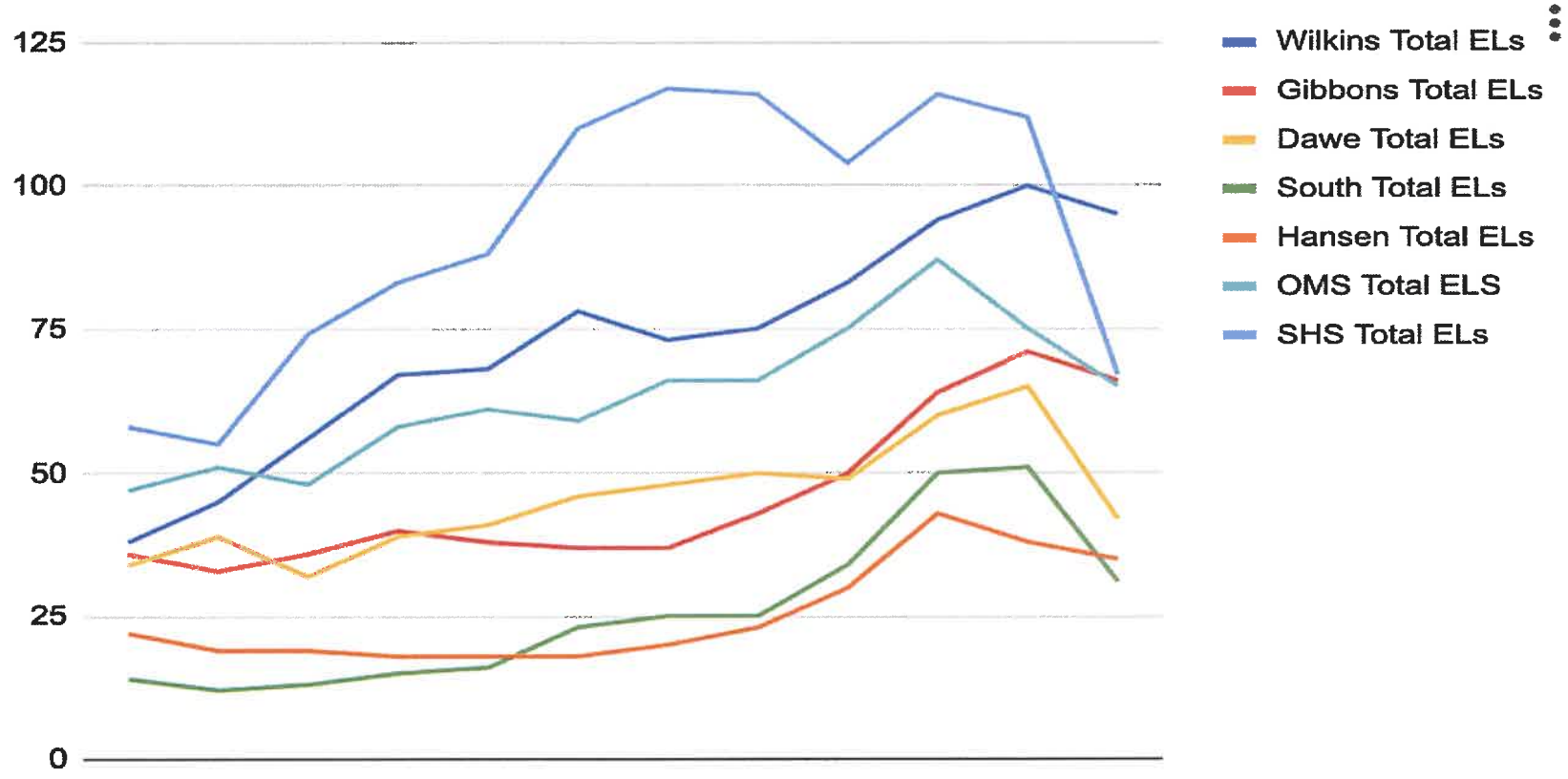
EL and FEL Growth from 2020 through 2025



54% EL and FEL growth in 5 years

Stoughton District Growth Since 2020, *updated November 1, 2025*

ELs and FELs Growth by School



Stoughton District Growth Since 2020, *updated November 1, 2025*

EL Identification since September 3, 2025

- Another language other than English on the Language Survey
  - Screened by a trained educator and placed in the ELE Program within 30 days in September and within 10 days throughout the school year.
  - Fall of 2025
  - **312** HLS reviewed
  - **170** students screened
  - **128** identified as EL requiring ESL



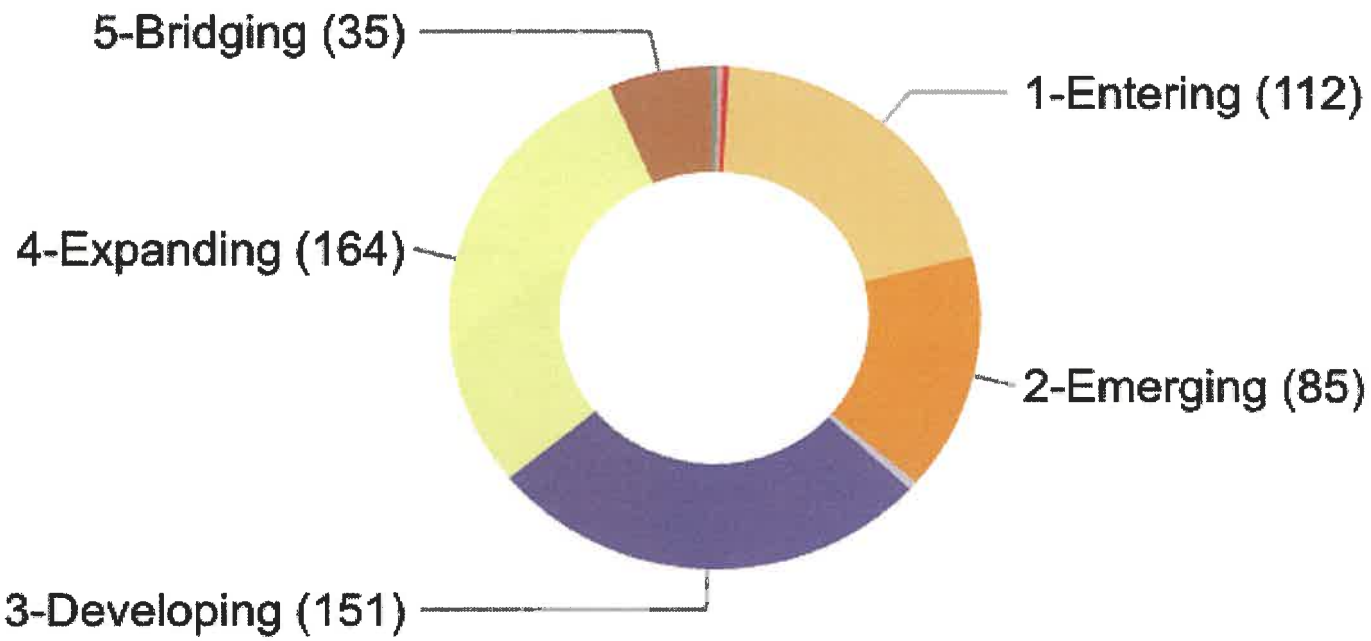
***On average we are identifying **75%** of MLLs screened as requiring ESL services

ELE States and Federal Mandates

- DESE Mandated
  - **90** minutes per day of direct ESL instruction for ELP Level 1 and 2 students.
  - **45** minutes per day for ELP Level 3 through 4.2 students from ESL licensed educators.



Composite Level



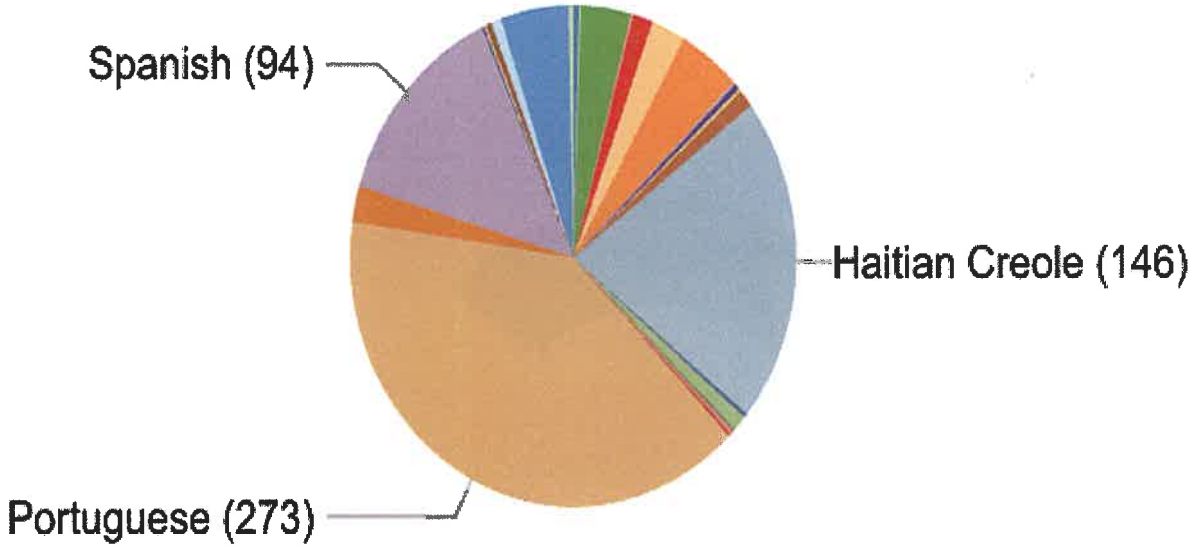
1.0-6.0 Proficiency Scale

L1 and L2 = 90 mins of ESL instruction per day

L3 and L4 = 45 mins of ESL instruction per day

At 4.2 Overall and 3.9 Literacy, students are considered to no longer need specific ESL services, and are reclassified to FEL and monitored for 4 years.

Stoughton Public School English Language Proficiency Levels as of November 1, 2025 Grades 1-12


Spanish (94)
Haitian Creole (146)
Portuguese (273)




ORDEM E PROGRESSO

ELE State and Federal Mandates

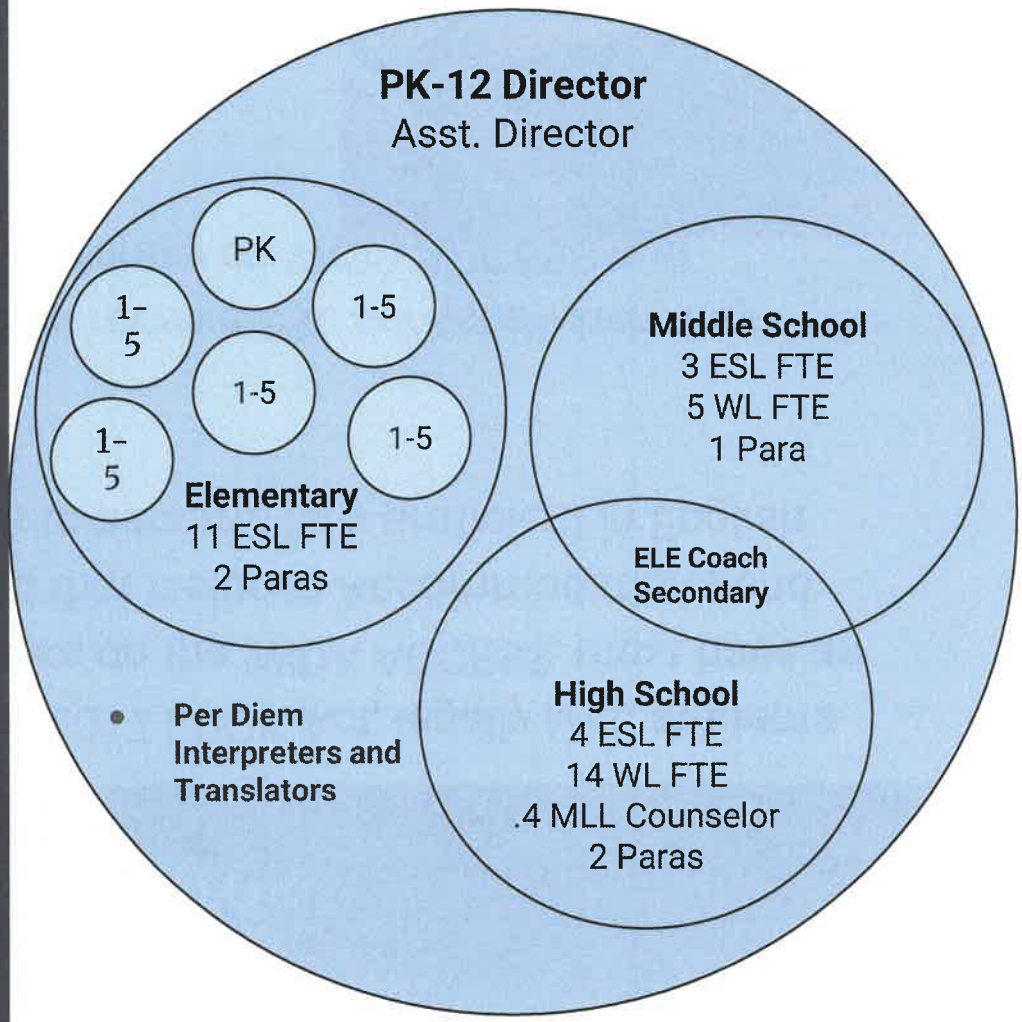
- Much like Special Education or a 504, as of 2017 LOOK Act, legally MLL students who are not meeting annual ELP benchmarks on the WIDA ACCESS, must have an ILP: Individual Language Plan implemented that includes Accommodations and Goals. The Look Act requires ALL students to become fully proficient in English within 6 years.
  - **97** grades 2-11 ILPS
- Students MUST be reclassified and no longer receive ESL services when they reach, **4.2** overall ELP composite and **3.9** in literacy on WIDA ACCESS and monitored for 4 years
  - **175** FELs being Monitored
  - **91** FELs No Longer Monitored



MLL Department Organization "DESE Umbrella"

25 ELE Personnel
19 World Language Teachers

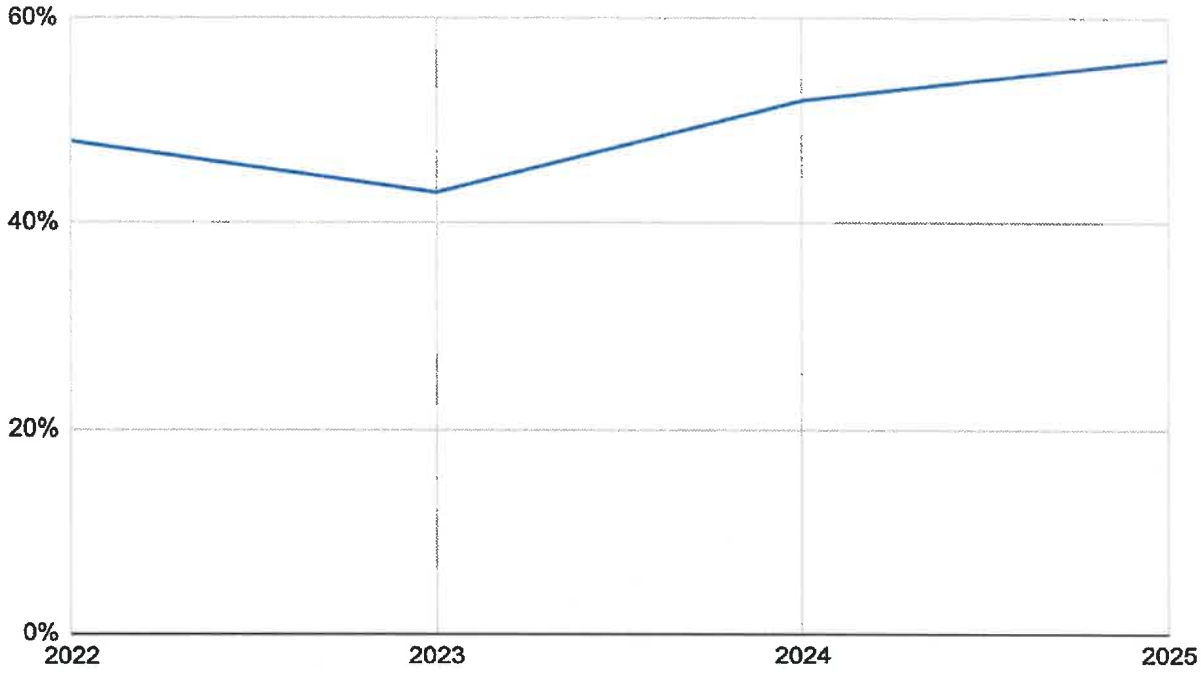
Languages Offered: Spanish, Portuguese, French, Latin, Chinese and ASL



Accountability - ACCESS Data

WIDA™
UNIVERSITY OF WISCONSIN-MADISON

ALL ELs regardless of English Proficiency must participate in the Annual WIDA Access exam in January. The state requires at least 50% of ELs are on task to become proficient in English within 6 years. In 2025, SPS was at 56% ELs making progress towards ELP.



Accountability - ACCESS Data

In 2024 and 2025, Stoughton has been the Highest performing EL district of communities within the Southeastern ESL Hub.



Stoughton	**1-12**	**56%**
Watertown	1-12	50%
Randolph	1-12	54%
Brockton	1-12	38%
Rockland	1-12	42%
Abington	1-12	43%
New Bedford	1-12	38%
Fall River	1-12	39%
Weymouth	1-12	53%

Seal of Biliteracy



The LOOK Act of 2017 requires all districts to offer the Seal of Biliteracy to graduating seniors.

- In Stoughton, we administer the AVANT Language exam in April to participating Juniors and Seniors to test proficiency in a language other than English in Reading, Writing, Speaking and Listening.
- Students must also achieve a passing score in English Language Arts on MCAS.
- Last year, we had 74 students take the AVANT exam, with a 65% pass rate. The Massachusetts pass rate is between 28-30%.

What SPS has Funded for MLLs and ELE Education through Grants



Title III

- Extended Day Learning
- Elementary Wilson Fun in Focus
- OMS Literacy
- SHS Math Group
- SHS EL Homework Group
- SHS Language Clubs
- EL summer programming
- ESL MTEL prep course

Grant 186

- MATSOL
- College Field Trips
- Summer tutoring and materials

What's Next for MLL Education in Stoughton Public Schools according to the Triennial Plan 2025-2028

- Explore Program Models in other districts, particularly FLES programs
- Implement Elementary World Language program
- Develop "look-for" checklists aligned with MLL instruction to guide consistent, focused observations during learning walks
- Update ESL Curriculum and World Language Curriculum aligned with the WIDA Standards and ACTFL Standards
- Provide training using the ELLevation Strategies Professional Development Platform
- Explore opportunities for more ESL instruction at Stoughton Academy
- Possibly hire additional staffing and coaching to meet DESE compliance for ELs and to ensure English Proficiency within 6 years.
- Develop a Family Welcome Center where intake, interpreting and registration can take place





Questions....



