

New Elementary Building Project Feasibility Study: Preliminary Educational Program



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SOUTH BUILDING PROJECT EDUCATIONAL PROGRAM

● INTRODUCTION	p 2
● GRADE AND SCHOOL CONFIGURATION POLICIES	p 9
● CLASS-SIZE POLICIES	p 11
● SCHOOL SCHEDULING METHOD	p 13
● TEACHING METHODOLOGY AND STRUCTURE	p 22
● TEACHER PLANNING AND ROOM ASSIGNMENT POLICIES	p 29
● SPECIAL EDUCATION PROGRAMS	p 33
● ENGLISH LEARNERS (EL) PROGRAM	p 41
● PRE-KINDERGARTEN / KINDERGARTEN PROGRAM	p 43
● LUNCH PROGRAM	p 43
● RECESS SPACE	p 45
● TECHNOLOGY POLICIES/PROGRAM REQUIREMENTS	p 47
● MEDIA CENTER/LEARNING COMMONS	p 51
● ART	p 57
● MUSIC AND PERFORMING ARTS PROGRAMS	p 59
● PHYSICAL EDUCATION PROGRAMS	p 61
● HEALTH OFFICE	p 64
● STEM LAB	p 67
● TRANSPORTATION POLICIES	p 68
● AFTER SCHOOL PROGRAM	p 69
● FUNCTIONAL AND SPATIAL RELATIONSHIPS	p 70
● SECURITY AND VISUAL ACCESS REQUIREMENTS	p 73
● VISION OF THE NEW ELEMENTARY SCHOOL DESIGN	p 75

INTRODUCTION

The South Elementary School and the Richard L. Wilkins Elementary School are two of the five K-5 schools serving the children of the Stoughton Public Schools (SPS). For years, Stoughton has maintained a neighborhood schools model, where smaller schools serve defined attendance areas within the broader Stoughton community. Currently, the South School serves 289 students and the Wilkins School serves 289 students (as of January '23).

Academically, South and Wilkins are solidly performing schools. On the 2022 MCAS, both schools received a 68th percentile accountability ranking. The overall state classification for both schools was Substantial Progress Towards Targets. The elementary schools in Stoughton pride themselves on high standards of excellence in regards to state assessment and attribute some of that success to consistent curricula and small class sizes. The Vision Statements and Core Values for each school speak to the importance of academic excellence, diversity, equity and inclusion, and high behavioral expectations. Entwined and interwoven, the attainment of these competencies will help produce future leaders of the 21st century.

At the foundation of the District's collective vision for all students is the Vision of the Graduate. Stoughton High School hosted the NEASC collaborative conference in May 2022. As a result, Stoughton High School is working with the community to draft a Vision of the Graduate profile. Throughout this process, the high school has committed to including feedback and input from all levels, PreK-12, of our community; including students, parents, guardians, faculty, staff, administration, school committee, local business owners, and community members. Once developed and adopted, the high school will work to ensure the Vision of the Graduate is the foundation of all school based decisions, curriculum, instruction, and programming. Through backward design, it is planned that all schools, PreK-8, will then work to ensure the foundational elements of the Vision of the Graduate are incorporated into their work using age and developmentally appropriate rubrics and vocabulary. Elementary schools may then incorporate these elements into their school buildings through functional classroom design, displays, and or signage. The Vision of the Graduate is a critical component of

planning for the educational and facilities needs of our future learners.

The District's triennial plan is another driver in all decision making. Currently, Stoughton Public Schools is committed to English Language Education, Special Education and Social Emotional Learning. The plan contains specific goals with regards to each of the above with detailed action steps for optimizing and fine tuning the programming that goes with each. The underpinnings of the triennial plan are evident in all curricular and instructional decisions within the District and a key influencer in the visioning of future elementary education in Stoughton.

South Elementary School

The South Elementary School has been a part of the Stoughton Public School System for sixty-two years. The school currently has a total enrollment of 289 in Grades K-5 during the 2022-2023 school year. Class sizes range from a high of 22 students in one class to the lowest class with 15 students. Each grade level has three classrooms, with the exception of grades four and five which have two classrooms. Our school also houses the Language-Based Special Education program which has students from grades 3-5. Thirty-three (33) students utilize special education services. This represents approximately 12% of our student population and includes students from across the district enrolled in the Language Based program. Approximately 3% of students currently have Section 504 Plans. During the 2021 - 2022 school year, 26 students moved into the South School. These new students consist of 10% of the population.

The school currently has 16 self-contained K-5 classrooms lead by licensed teachers some of whom have dual licensure and all possess a Master's Degree. Students are supported by a full time Speech Language Therapist, an Adjustment/Guidance Counselor and two Academic Support Moderate Special Needs Teachers. In addition, the district's Language Based Program is housed at the South for students in grades three through five. A Moderate Special Needs Teacher and two full time teaching assistants support students while in class in addition to services and small group instruction. Various special subject teachers for art, music, physical education, and computer technology are shared with the Hansen and Gibbons Elementary schools. All students attended 4 different special classes each week: art,

physical education, computer, and music. The South School Band program open to students in Grades 4 and 5 meets Wednesday mornings with three instrumental teachers. Our chorus program meets Friday mornings with our Music Teacher. The South School shares a full time school psychologist/Special Education Team Chairperson with the Joseph R. Dawe Jr. Elementary School. A Registered Nurse monitors health and wellness full time. Three paraprofessionals work with the academic support center teachers and in classrooms. Kindergarten classes each have a morning 3 ½ hour paraprofessional.

Richard L. Wilkins Elementary School

The Richard L. Wilkins Elementary School opened in 1951 as West Elementary School. It was named after a long-time and well loved principal in the fall of 2018 and has since been known as the Richard L. Wilkins Elementary School. Wilkins Elementary School strives every day to uphold its mission. Wilkins Elementary School is a place where every student is achieving at his or her maximum potential in an engaging, inspiring, and inclusive learning environment; where parents, teachers and community members are partners in the learning process in order to foster the best in the whole child. Wilkins Elementary School is a place where students and staff are respectful and kind, and actively engaged in learning. Wilkins Elementary School has a diverse kindergarten through fifth grade student population of approximately 300 students and is proud of the diversity represented in its student body. For the 2022– 2023 school year, there are three classes in grades k-3 and two classes in grades 4 and 5. Class size ranges from 17-25.

Wilkins Elementary School continues to have the largest elementary English as a Second Language program of all of the elementary schools in the district with 80 multilingual learners and growing. The majority of our multilingual learners are native Brazilian Portuguese speakers, followed by Haitian Creole. Together, over 30 additional languages are represented at Wilkins. Wilkins' classroom teachers are trained in Sheltered English Immersion. They use many strategies and approaches to ensure that English learners simultaneously acquire English and subject matter knowledge. Wilkins school, staff and families work collaboratively and are committed to maintaining, valuing and respecting the home cultures and languages represented among the school community.

In addition to the seventeen highly qualified regular education teachers in kindergarten through grade 5, our school is fortunate to have many support specialists that work with children each day. There are three full time ELE teachers, two full time special education teachers, two full time literacy specialists, one full time math specialist, a full time interventionist, a full-time guidance counselor, a full-time adjustment counselor, a full-time nurse, a full-time speech and language pathologist, and a full-time occupational therapist. Special teachers for art, music, learning commons and technology also support the students at Wilkins Elementary. The Wilkins School Band program open to students in Grades 4 and 5 meets Tuesday mornings with three instrumental teachers. Students in grades 4 and 5 are also in the chorus program which is run by the music teacher. Grade 4 meets on Friday afternoon, and grade 5 meets on Wednesday afternoon.

Wilkins Elementary School also employs numerous paraprofessionals who help support the students in various ways. Currently there are four kindergarten paraprofessionals, three grade one paraprofessionals, one ELE bi-lingual paraprofessional, and two special education paraprofessionals. There are also two retiree tutors that work with students in the mornings each week.

As aforementioned, both the South and Wilkins schools house ELE programming. The ELE Program serves those students who require support as they become fluent in English. The goals of this program include empowering multilingual students to compete with confidence among all peers in pursuit of the mission and vision of the district and ensuring that all multilingual students are seamlessly integrated as members of the learning community. Currently at South there are 24 students and two English as a Second Language (ESL) teachers in the program. At the Wilkins there are 80 students and three full time ELL teachers.

	South	Wilkins
ELE 1	9	47
ELE 2	6	6
ELE 3	6	12
ELE 4	3	16
FEL	0	5

It is impossible to discuss the future of South and Wilkins without placing these schools in the context of the District’s Facilities Master Plan. Stoughton Public Schools and the Town of Stoughton regularly contract Facility Master Plan studies done by an outside consultant. The most recent studies were completed in 2010 and 2017. These plans provide a five year replacement recommendation program for major building systems. The School Committee formed a Facility Master Plan Committee (FMPC) in 2020 to review and report the status of building improvements, any upcoming major capital improvements needs, and to revisit previous rankings of schools for replacement.

The South Elementary School was excluded from the 2017 Facility Master Plan assessment based on a vote of previous School Committees to start submitting Statement of Interest for a new South building in 2012. The South School continues to be maintained, and all necessary life safety improvements and modifications to accommodate the needs of the school population are completed. The South has had several updates to security done in the past year that were part of systemwide security projects, including an enhanced public address system, room renumbering, and DID phone lines and phone extension renumbering.

Following is the proposed order of school building replacement/renovation from the FMPC report as presented to the School Committee:

1. South Elementary (Built 1958/1967)

2. O'Donnell Middle School (Built 1960/1967/1995)
3. Wilkins Elementary (Built in 1951/1954/1962)
4. Jones ECC (Built 1930/1954)
5. Hansen Elementary (Built 1962)
6. Dawe Elementary (Built 1969)
7. Gibbons Elementary (Built 1971)

The report also presented the option of combining elementary schools when considering future building/renovation. Below is a chart from the plan outlining the committee's vision for building replacement and the potential removal of the Wilkins and the Hansen Elementary schools from building inventory.

	SCHOOL	2021
		Addition/Reno or New Building
Phase I 2021-2027	Expanded South	\$56M+
	<ul style="list-style-type: none"> ● Build larger 550-600 student building to include more students and redistrict ● Repurpose Wilkins (possibilities include relocated Early Childhood Center, Special Ed Collaborative, Centralized IT Services, Administrative Space, After School Programming, Parent-Child Engagement ...) 	
Phase II 2027-2033	OMS	\$96M+
	<ul style="list-style-type: none"> ● Build New Middle School 	
Phase III	Dawe or Gibbons	TBD

2033>	<ul style="list-style-type: none"> ● Addition to or new larger elementary to include Hansen students and redistrict ● Permanent relocation of ECC under Phase III or Phase IV 	
Phase IV	Dawe or Gibbons	TBD
	<ul style="list-style-type: none"> ● Addition, renovation, or new building 	

Aside from the operating cost benefits realized in an energy efficient new building, other potential benefits include:

- Stronger educational opportunities in larger buildings with more staff and space. Better educational experiences for more students and staff sooner.
- Phase I cost savings of building one larger elementary for 550 students vs. two elementary schools at 250 and 300 students each, saving \$14M-\$20M over 20 years
- Opens more spaces for potential income generating programs, or in-house programs (Parent-Child, etc).
- Efficiencies in utilities, administration, maintenance, materials/supplies, traveling/staffing.
- Opens more land for other uses (police, fire, recreation, etc).
- Eventually removes two or three old buildings from stock and either returns them to the Town for other public uses or for development.

The Dawe and the Gibbons Elementary Schools are the newest buildings in the elementary inventory and are closest to meeting today’s guidelines for classroom size. Building systems have been modernized through Green Communities grant funding and they are energy efficient. Both are also on large parcels of land with room for expansion. The other elementary schools (South, Wilkins, and Hansen) have classroom sizes that range from just over 500 square feet to 825 square feet. They all have aging mechanical systems and the Wilkins has a steam heating system that is among the highest cost per square foot to heat. All have 9” asbestos containing tiles for flooring. While the Hansen has condensing boilers, it is also a sprawling one story building which contributes to its energy inefficiency. All elementary schools lack adequate space for pull out services.

Additionally, elementary enrollment has increased over the past few years. The following data is based off of SIMS enrollment data for October of each year.

	20/21	21/22	22/23
Hansen	241	276	264
Gibbons	350	340	349
Dawe	366	362	380
Wilkins	284	290	312
South	237	252	281
Total Enrollment	1,478	1521	1586

As seen in the table above, the total enrollment over two calendar years has increased by 108 students. The Wilkins and South schools have increased as well with the Wilkins enrollment has increased by 28 and the South has increased by 44.

GRADE AND SCHOOL CONFIGURATION POLICIES

Stoughton Public Schools is comprised of one preschool, five elementary schools, one middle school, and one high school. Each of the elementary schools is based on a K-5 grade-level configuration. Additionally, each elementary school serves a designated geographic area that defines its inclusive neighborhood. Stoughton is a community in which many residents value their proximity to their local elementary school. With this in mind, the neighborhood schools model employed by Stoughton Public Schools is also one that the District intends to continue into the future. However, one analysis of likely redistricting options is an overall redistricting from five to four elementary schools.

Two of the current elementary schools are moderately sized with enrollments near 400 in each of the two schools. The other three elementary schools are smaller schools, each with enrollments close to or

below 300. Stoughton Public Schools plans to retain this overall grade-level configuration. Although, due to increasing enrollment, it is likely that a school redistricting in the near future will be considered. It makes sense to shift from five elementary schools of varying size to four schools with larger enrollment capacity. The schools will still retain the same K-5 grade level configuration, although this will require redistricting to redraw the geographic and attendance zones around the remaining four schools.

Currently, the South Elementary School is a 289-student, K-5 elementary school that typically serves two sections at each grade level, or 12 sections in total. The Wilkins Elementary School is also a 289-student, K-5 elementary school that typically serves three sections at each grade level, or 18 sections in total. Given the recent increase in enrollment, both schools have had to increase the number of sections in the primary grades. For educational reasons, the Administration and elementary principals strongly support designing the proposed new Stoughton Elementary School to accommodate a target student enrollment of approximately 550-600 students in a 36 classroom building. Accommodating five to six sections per grade will allow for a critical mass of teachers at each grade level and provide a large enough grade-level cohort of students to be flexibly assigned to classes throughout their K-5 experience.

At the classroom level at both the South and Wilkins, teachers are responsible for most academic instruction, with students also receiving Art, Learning Common, Music, Technology, and Physical Education instruction in those separate learning areas within the building. One of the challenges at both schools is that the gymnasium and/or the cafeteria are multipurpose spaces, significantly limiting the usage of these spaces to accommodate the various programming needs at each school. A priority in designing the new Stoughton Elementary School building is to ensure a separate gymnasium and cafeteria that will allow for full programming regardless of schedules. The new Stoughton Elementary School school will follow the MSBA guidelines sizing the “cafetorium” for lunch services each day that will provide for additional school gathering flexibility.

Special Education consists of both push-in inclusion support, along with individual and small group pull-out services in school-based learning centers. Additionally, the District supports four, in-district,

specialized programs for Autism, Global Disabilities, Language-based Disabilities, and Emotional/Behavioral Disabilities. Currently, the South School is home to the Language Based Program. The Language Based Program provides a highly individualized and modified curriculum for students with reading disabilities. While there is a significant need for the services provided in this program, due to spacing restrictions, this program is currently only serving 9 students in SY2022-23 and operates out of one room in the existing school. Students in the program spend time in both pull out classrooms and push in to regular education classrooms in Grades 3 -5. Throughout its history, the program has serviced more grade levels than its current iteration. There is a need for more grade levels to be supported district wide. In the past the program has fluctuated in size and has been as large as 20 students. In our current school, that number of students would be difficult to support with our spatial limitations.

CLASS SIZE POLICIES

Teachers, parents, and administrators agree that class size has a significant impact not only on the learning that goes on in our classrooms but on the student’s behavior and attitudes as well. A classroom is rooted in communication and interaction between teacher and student. As the number of students who must “share” a teacher decreases, the amount of communication increases. Smaller class size promotes a classroom atmosphere that is more effective and a learning environment that is more effective.

Each elementary school’s population is diverse. Heterogeneous grouping increases the diversity of skills, abilities, and learning styles found in an individual classroom. Smaller class size is especially important for both teacher and student for the following reasons:

1. Teachers have more time to provide direct instruction to students.
2. Students are able to participate more frequently.
3. Teachers have better knowledge of students, resulting in fewer behavior incidents and the ability to better meet each student’s needs.

4. Teachers have the opportunity for more frequent and more meaningful conferencing with students.
5. Students receive more frequent feedback on their performance and more individualized instruction to meet their needs.
6. With more opportunity for individualized instruction, students are able to gain more confidence as successful learners.

Recommendations

Small class size remains a priority for all stakeholders in the Stoughton Public School District. Each school, with input from their school councils, includes language to support this notion in their annual School Improvement Plans. The School Committee endorses this not only by approving these plans annually, but also in continuous advocacy for small class sizes when proposing the District's budget at Town Meeting. The town supports this as well by approving the proposed budgets each year. The benefits of small class size are recognized and drive much of the planning and visioning of a new elementary school. Special attention will be given to such areas as ELE classes and special education inclusion classes. Annual review of enrollment to ensure an adequate teacher to pupil ratio is maintained. In determining class size, consideration should be given to the inclusion of those students who have substantial needs as identified by an Individual Education Plan (IEP).

Student-to-teacher ratios

Projected student teacher ratios on average: grades K-2 are 19:1 and grades 3-5 are 18:1. While the MSBA's guidelines are based on 18 students per classroom for kindergarten and 23 students per classroom in grades 1-5, our goal for enrollment in the new school classrooms is no more than 18 per classroom in all grades, with a goal of 18 or less in Kindergarten - 2nd Grade classrooms.

SCHOOL SCHEDULING METHOD

Currently, the district utilizes numerous data collection tools (STAR 360, NSGRA, MCAS, etc.) to help determine student progress. The results of these assessment tools are analyzed by building principals and

discussed with grade-level teams during PLC meetings every four - six weeks. During the 2021-2022 school year, the district curriculum office provided elementary school faculty preliminary training on the STAR 360 Assessment platform. It has been determined that proper analysis of this data and the implementation of appropriate interventions helps to ensure that students' social emotional health is supported. Since Covid-19, students have been in person for one uninterrupted school year. The 2021-2022 school year provided more consistent opportunities for instruction and assessment across all elementary schools. However, after analysis of current student assessment data, student learning loss, students' overall social emotional health, and in increase special education referrals remain a concern.

The School Improvement Plans address these concerns: By May 2023, 100% of elementary school grade-level teacher teams will become proficient in the administration of the STAR 360 assessment, the analysis of its data, and implementation of appropriate interventions in an effort to ensure that at least 70% of their students are at or above benchmark as defined by the STAR 360 assessment platform.

While this is an aggressive goal, the schedules and design of the schools' instructional model make this goal attainable. The schedule reflects the Elementary Leadership Team's Goals for the Optimal K-5 Schedule, which prioritizes student access to core academic curriculum (literacy, math, science, social studies), considers students' social emotional well-being, and fosters student learning and development in the visual arts, fitness and health, library, and general music. The schedule also ensures that special education services, EL, and Tier II support in literacy and math are delivered consistently and efficiently each day/week. Other priorities include daily activity for children, limiting the number of transitions, integrating coaches/supports effectively to provide assistance in curriculum implementation (Workshop model for ELA/Writing & Envisions for Math) and providing common planning time for teachers during the school day.

South Schedule

Master

Schedule

	Kindergarten		First Grade		Second Grade		Third Grade		Fourth Grade			Fifth Grade			Language Based Program				
	Kallianiotis, Kumar, Buck		Russell, Montello, Rutowicz		DeMayo, Smedlie, TBD		Wallace, Johnson, Dixon		Gabriels, Doherty			McCormick, Asztalos			Sullivan				
	M,T,F	WR	M-F	M-F	M-F (Tuesday) Smedlie (Thursday), TBD (Friday)	M, T, F	W, R	M, T, R	W	F	M, T, R	W	F	M, W, F					
8:15 - 8:35	Morning Duties																		
8:35-8:50	Morning Responsive Classroom 8:35-8:55		Morning Responsive Classroom 8:35-8:55		Morning Responsive Classroom 8:35-8:40		Morning Responsive Classroom 8:35-8:50		Morning Responsive Classroom 8:35-8:50			Chorus 8:30-8:15		Morning Responsive Classroom 8:30-8:40		Chorus 8:30-8:15	LB Students Included in homeroom responsive classroom		
8:50-9:05	Reading 8:55-9:40		Reading 8:55-9:40		Phonics 8:50-9:20		Science/Social Studies 8:50-9:20		Math 8:50-10:05			Band & Math (1:30 min) 8:45-9:45		Writing 8:40-9:25		Math 9:15-10:30	Grade 3 Sci/SS		
9:05-9:20	Specialist 9:17-9:59		Writing 9:45-10:25		Writing 9:20-10:05		Specialist 9:17-9:59		Math 9:20-10:00			Writing 9:20-10:00		Math 9:25-10:40		Band & Reading (1:30 min) 9:45-10:45		TBD	
9:20-9:30	Phonics 9:45-10:20		Phonics 10:20-10:00		Reading 10:05-10:50		Reading 10:05-11:05		Specialist 10:00 - 10:42			Math 9:25-10:40		Band & Reading (1:30 min) 9:45-10:45		Math 9:15-10:30		Grade 3 Reading	
9:30-9:45	Writing 10:25-11:00		Reading 10:00 - 11:00		Math 10:50-11:50		Writing 11:10-12:10		Writing 10:50-11:50			Math 10:50-11:50		Specialist 10:45-11:27		Writing 11:28-12:13		TBD	
9:45-10:00	Recess (11:00-11:25) (Teachers & Aides)		Recess (11:00-11:25) (Teachers & Aides)		Lunch (11:20 - 11:45) (CAF Coverage & Transition w/ Aides)		Lunch (11:20 - 11:45) (CAF Coverage & Transition w/ Aides)		Lunch (11:50 - 12:10) Recess (12:10-12:35)			Lunch (11:50 - 12:10) Recess (12:10-12:35)		Lunch (11:28-12:13)		Math 11:28-12:13		Writing 11:28-12:13	
10:00-10:15	Afternoon Responsive Classroom 11:50 - 12:05		Afternoon Responsive Classroom 11:50 - 12:20		Lunch (11:50 - 12:10) Recess (12:10-12:35)		Lunch (12:13-12:33) Recess (12:33-12:58)		Lunch (11:50 - 12:10) Recess (12:10-12:35)			Lunch (11:50 - 12:10) Recess (12:10-12:35)		Lunch (12:13-12:33) Recess (12:33-12:58)		Lunch (12:13-12:33) Recess (12:33-12:58)		Grade 3, 4 & 5 Lunches	
10:10-10:30	Math 12:05-1:05		Specialist 12:23-1:05		TBD		TBD		Reading 12:45 - 1:45			Reading 12:58 - 1:58		Reading 12:58 - 1:30		Reading 12:50 - 1:50		Grade 4 & 5 Reading	
10:30-10:45	Specialist 1:10-1:52		Phonics 1:10-1:40		Science/Social Studies 1:20-1:50		Specialist 1:10-1:52		Math 1:00 - 2:15			Specialist 1:10-1:52		Band 1:30-2:15		Math or Reading Continued		Science/Social Studies 1:55-2:37	
10:45-11:00	Movement Break		TBD		Science/Social Studies 1:20-1:50		Specialist 1:10-2:37		Math 1:55 - 2:30			Science/Social Studies 1:55-2:37		Math Cont'd 1:45-2:15		Writing Cont'd 2:15-2:45		Science/Social Studies 1:55-2:37	
11:00-11:15	Specialist 1:10-1:52		Phonics 1:10-1:40		Science/Social Studies 1:20-1:50		Specialist 1:10-2:37		Math 1:00 - 2:15			Specialist 1:10-1:52		Band 1:30-2:15		Math or Reading Continued		Science/Social Studies 1:55-2:37	
11:15-11:30	Science/Social Studies 1:55-2:37		Writing 1:55-2:40		Math 1:40-2:40		Specialist 1:50-2:37		TBD			Math 1:55 - 2:30		Science/Social Studies 1:55-2:37		Math or Reading Continued		Science/Social Studies 1:55-2:37	
11:30-11:45	Writing 1:55-2:40		Math 1:40-2:40		Specialist 1:50-2:37		Specialist 1:10-2:37		TBD			Math 1:55 - 2:30		Science/Social Studies 1:55-2:37		Math or Reading Continued		Science/Social Studies 1:55-2:37	
11:45-12:00	Recess (11:00-11:25) (Teachers & Aides)		Recess (11:00-11:25) (Teachers & Aides)		Lunch (11:20 - 11:45) (CAF Coverage & Transition w/ Aides)		Lunch (11:20 - 11:45) (CAF Coverage & Transition w/ Aides)		Lunch (11:50 - 12:10) Recess (12:10-12:35)			Lunch (11:50 - 12:10) Recess (12:10-12:35)		Lunch (11:28-12:13)		Math 11:28-12:13		Writing 11:28-12:13	
12:00-12:15	Afternoon Responsive Classroom 11:50 - 12:05		Afternoon Responsive Classroom 11:50 - 12:20		Lunch (11:50 - 12:10) Recess (12:10-12:35)		Lunch (12:13-12:33) Recess (12:33-12:58)		Lunch (11:50 - 12:10) Recess (12:10-12:35)			Lunch (11:50 - 12:10) Recess (12:10-12:35)		Lunch (12:13-12:33) Recess (12:33-12:58)		Lunch (12:13-12:33) Recess (12:33-12:58)		Grade 3, 4 & 5 Lunches	
12:15-12:30	Math 12:05-1:05		Specialist 12:23-1:05		TBD		TBD		Reading 12:45 - 1:45			Reading 12:58 - 1:58		Reading 12:58 - 1:30		Reading 12:50 - 1:50		Grade 4 & 5 Reading	
12:30-12:45	Specialist 1:10-1:52		Phonics 1:10-1:40		Science/Social Studies 1:20-1:50		Specialist 1:10-1:52		Math 1:00 - 2:15			Specialist 1:10-1:52		Band 1:30-2:15		Math or Reading Continued		Science/Social Studies 1:55-2:37	
12:45-1:00	Movement Break		TBD		Science/Social Studies 1:20-1:50		Specialist 1:10-2:37		Math 1:55 - 2:30			Science/Social Studies 1:55-2:37		Math Cont'd 1:45-2:15		Writing Cont'd 2:15-2:45		Science/Social Studies 1:55-2:37	
1:00-1:15	Specialist 1:10-1:52		Phonics 1:10-1:40		Science/Social Studies 1:20-1:50		Specialist 1:10-2:37		Math 1:00 - 2:15			Specialist 1:10-1:52		Band 1:30-2:15		Math or Reading Continued		Science/Social Studies 1:55-2:37	
1:15-1:30	Science/Social Studies 1:55-2:37		Writing 1:55-2:40		Math 1:40-2:40		Specialist 1:50-2:37		TBD			Math 1:55 - 2:30		Science/Social Studies 1:55-2:37		Math or Reading Continued		Science/Social Studies 1:55-2:37	
1:30-1:45	Specialist 1:10-1:52		Phonics 1:10-1:40		Science/Social Studies 1:20-1:50		Specialist 1:10-2:37		Math 1:00 - 2:15			Specialist 1:10-1:52		Band 1:30-2:15		Math or Reading Continued		Science/Social Studies 1:55-2:37	
1:45-2:00	Movement Break		TBD		Science/Social Studies 1:20-1:50		Specialist 1:10-2:37		Math 1:55 - 2:30			Science/Social Studies 1:55-2:37		Math Cont'd 1:45-2:15		Writing Cont'd 2:15-2:45		Science/Social Studies 1:55-2:37	
2:00-2:15	Specialist 1:10-1:52		Phonics 1:10-1:40		Science/Social Studies 1:20-1:50		Specialist 1:10-2:37		Math 1:00 - 2:15			Specialist 1:10-1:52		Band 1:30-2:15		Math or Reading Continued		Science/Social Studies 1:55-2:37	
2:15-2:30	Science/Social Studies 1:55-2:37		Writing 1:55-2:40		Math 1:40-2:40		Specialist 1:50-2:37		TBD			Math 1:55 - 2:30		Science/Social Studies 1:55-2:37		Math or Reading Continued		Science/Social Studies 1:55-2:37	
2:30-2:40	Specialist 1:10-1:52		Phonics 1:10-1:40		Science/Social Studies 1:20-1:50		Specialist 1:10-2:37		Math 1:00 - 2:15			Specialist 1:10-1:52		Band 1:30-2:15		Math or Reading Continued		Science/Social Studies 1:55-2:37	
2:40-2:55	Movement Break		TBD		Science/Social Studies 1:20-1:50		Specialist 1:10-2:37		Math 1:55 - 2:30			Science/Social Studies 1:55-2:37		Math Cont'd 1:45-2:15		Writing Cont'd 2:15-2:45		Science/Social Studies 1:55-2:37	

Specialist

Schedule

Schedule	Monday			Tuesday			Wednesday					Thursday				Friday				
	Comp - Dubovy	PE - Birnstill	Library - Moses	Comp - Dubovy	Music - Montgomery	Art - Ancello	Library - Moses	Comp - Kane	Music - Curley	Art - Ancello	Band - OMS	Library - Moses	PE - Birnstill	Art - Corrente	Music - Curley	Library - Moses	PE - Birnstill	Music - Curley	Library - Moses	
Morning Duties (8:15-8:25)																				
Pick Up Students 8:25	Classroom Teachers			Classroom Teachers			Classroom Teachers					Classroom Teachers				Classroom Teachers				
8:35 - 9:15	Specialist Prep	Specialist Prep	SPED Coverage	Specialist Prep	Gibbons	Specialist Prep	SPED/BBST	Gibbons	17	19		SPED Coverage	Specialist Prep	Gibbons	Hansen	SPED/BBST	Specialist Prep	Chorus	SPED Coverage	
9:17 - 9:59	Grade 3 (M,T,F) Kindergarten (W,R)	8	12	11	11	Gibbons	12	8	Gibbons	1	5	Grade 4 8:45-9:15	LIBRARY /STEM	5	Gibbons	Hansen	2	11	8	12
10:05 - 10:47	Grade 4	16	15	LIBRARY/STEM	15	Gibbons	16	LIBRARY/STEM	Gibbons	16	15	LIBRARY /STEM	16	Gibbons	Hansen	15	RTI	15	16	
10:50 - 11:32	Grade 5	17	19	LIBRARY/STEM	19	Gibbons	17	LIBRARY/STEM	12 11:04-12:00	Specialist Prep	Specialist Prep	Grade 5 9:45-10:45	LIBRARY /STEM	17	11 11:04-12:00	Hansen	19	RTI	19	17
11:25-11:45	Lunch 1 Kindergarten & First Grade																			
11:50-12:10	Lunch 2 Second Grade & Fourth Grade																			
12:13-12:33	Lunch 3 Third Grade & Fifth Grade																			
12:30 - 1:12	Grade 1	3	9	4	4	9	3	RTI	9	3	4		RTI	4	9	Specialist Prep	3	3	4	9
1:14 - 1:56	Kindergarten (M) Grade 3 (W,R)	5	2	1	1	5	2	13	2	11	8		RTI	8	1	12	RTI	1	2	5
1:58 - 2:40	Second Grade	13	6	7	7	13	6	RTI	6	7	13	Grade 5 (Full) 1:30-2:15	RTI	13	7	6	SPED/BBST	7	Specialist Prep	6
Dismissal Duties																				

The current South schedule allows for every K-5 classroom to have consistent support in the lower grades from one of the Literacy Specialists and the school interventionist. With a focus on maximizing human resources and creating a shared responsibility for student achievement, the current South schedule emphasizes consistency grade by grade in reading and math instruction to best utilize resources available at those times. This allows for a consistent approach to intervention, special education support, ELL supports/instruction and additional specialized resources class wide (whole class speech, OT and

counseling). The schedule prioritizes time on learning requirements and takes into account the additional daily constraints to create an academically, social-emotionally enriched learning environment.

All grade levels have a SEL block built into the day where classrooms participate in a variety of SEL activities including: Morning meeting, morning journaling, mindfulness, zones of regulation lessons, etc. meeting the needs of all students and getting students prepared for the day. Kindergarten/First Grade have an afternoon SEL block as well. Students have embraced the PBIS-style SHARK program (Safe, Hard-Working, Accountable, Respectful and Kind) mantra and love participating in monthly assemblies which includes new learning, SHARK student of the month awards and community building opportunities. Our cafeteria hosts this event and we are barely able to fit the entire student body into the space with Kindergarten and First grade not having seating at tables but on the floor close to the stage. This does limit the amount of time we are able to have the whole school together for, but does allow for short all school assemblies and can more comfortably fit 2-3 grade levels at a time.

Wilkins Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday
8:45-9:27	ART - NONE	ART - Gr 3 Rtl 105	ART - 119	ART - 125	ART - Gr 3 Rtl 105
Grade 5	PE - 119	PE - NONE	PE - Gr 3 Rtl 104	PE - Gr 3 Rtl 105	PE - 125
	LIBRARY - 125	LIBRARY - 119	LIBRARY - NONE	LIBRARY - Gr 3 - Rtl 103	LIBRARY - Gr 3 Rtl 103
	MUSIC - Gr 3 Rtl 105	MUSIC - 125	MUSIC - PREP	MUSIC - NONE	MUSIC - 119
	TECH - Gr 3 Rtl 104	TECH - Gr 3 Rtl 103	TECH - 125	TECH -119	TECH - NONE
9:30-10:12	ART - NONE	ART - Gr 3 - Rtl 103	ART - 130	ART - 129	ART - 128
Grade 2	PE - 128	PE - NONE	PE - Gr 3 Rtl 103	PE - 130	PE - 129
	LIBRARY - 129	LIBRARY -128	LIBRARY - NONE	LIBRARY - Gr 3 Rtl 103	LIBRARY - 130
	MUSIC - 130	MUSIC - 129	MUSIC -128	MUSIC - NONE	MUSIC - Gr 3 Rtl 103
	TECH - Gr 3 - Rtl 103	TECH - 130	TECH - 129	TECH - 128	TECH - NONE
10:15-10:57	ART - NONE	ART - Gr 2 Rtl	ART - 019	ART - 108	ART - 017
Grade 1	PE - 017	PE - NONE	PE - Gr 2 Rtl	PE - 019	PE - 018
	LIBRARY - 018	LIBRARY - 017	LIBRARY - NONE	LIBRARY - Gr 2 Rtl	LIBRARY - 019
	MUSIC - 019	MUSIC - 018	MUSIC - 017	MUSIC - NONE	MUSIC - Gr 2 Rtl
	TECH - Gr 2 Rtl	TECH - 019	TECH - 018	TECH - 017	TECH - NONE
11:00-11:42	ART - NONE	ART - Gr 5 Rtl 125	ART - 112	ART -113	ART - Gr 5 Rtl 125
Grade 4	PE - Gr 5 Rtl 119	PE - NONE	PE - Gr 5 Rtl 119	PE - 112	PE - 113
(K&3 R/L)	LIBRARY -113	LIBRARY - Gr 5 Rtl 119	LIBRARY - NONE	LIBRARY - Gr 5 Rtl 119	LIBRARY -112
	MUSIC - 112	MUSIC -113	MUSIC - Gr 5 Rtl 125	MUSIC - NONE	MUSIC - Gr 5 Rtl 119
	TECH - Gr 5 Rtl 125	TECH -112	TECH - 113	TECH - Gr 5 Rtl 125	TECH - NONE
11:45-12:27	ART - NONE	ART-duty	ART	ART	ART
	PE	PE - NONE	PE	PE	PE
(4&1 R/L)	LIBRARY	LIBRARY	LIBRARY - NONE	LIBRARY-duty	LIBRARY
	MUSIC	MUSIC	MUSIC	MUSIC - NONE	MUSIC-duty
	TECH-duty	TECH	TECH	TECH	TECH - NONE
12:30-1:12	ART - NONE	ART 12:45 - 1:15 Gr 4 Rtl	ART - 105	ART - 103	ART - 104
Grade 3	PE - 105	PE - NONE	PE Gr 4 Rtl	PE - 104	PE - 103
(5&2 R/L)	LIBRARY - 104	LIBRARY - 103	LIBRARY - NONE	LIBRARY 12:45-1:15 Gr 4 Rtl	LIBRARY - 105
	MUSIC - 103	MUSIC - 105	MUSIC - 104	MUSIC - NONE	MUSIC PREP
	TECH 12:45-1:15 Gr 4 Rtl	TECH - 104	TECH - 103	TECH - 105	TECH - NONE
1:15-1:57	ART - NONE	ART - 026	ART - 025	ART - 024	ART - 020
Grade K	PE - 020	PE - NONE	PE - 026	PE - 025	PE - 024
	LIBRARY - 024	LIBRARY - 020	LIBRARY - NONE	LIBRARY - 026	LIBRARY - 025
	MUSIC - 025	MUSIC - 024	MUSIC - 020	MUSIC - NONE	Music - 026
	TECH - 026	TECH - 025	TECH - 024	TECH - 020	TECH - NONE
2:00-2:42	ART - NONE	ART	ART	ART	ART
Prep	PE	PE - NONE	PE	PE	PE
	LIBRARY	LIBRARY	LIBRARY - NONE	LIBRARY	LIBRARY
	MUSIC	MUSIC	Grade 5 Chorus	MUSIC - NONE	Grade 4 Chorus
	TECH	TECH	TECH	TECH	TECH - NONE

The current Wilkins schedule allows for every K-5 classroom to have consistent support from one of the Literacy Specialists and the Math Specialist each day. With a focus on maximizing human resources

and creating a shared responsibility for student achievement, the current Wilkins schedule prioritizes grade-level teaching of reading, writing, and math during the same block. When reading, writing and math happen at the same time for a grade-level, the service providers are able to push-in or pull-out students who require extra support or a modified curriculum in that subject area. When reading, writing, and math are scheduled at the same time across the week, educators have the ability to specialize services in a consistent and systematic way.

With the exception of grade 5, the schedule allows for all classrooms to have a dedicated morning meeting. Grade 5 has their meeting later in the day due to the specialist schedule. The purpose of the morning meeting is to develop a strong sense of community where every child is valued and known. Once every six weeks, one grade hosts an assembly for families that focuses on one of the Wilkins' core values CARES (Community, Acceptance, Responsibility, Empathy and Self-Control). Wilkins believes giving this time to build a strong sense of community creates a safe learning environment for students and increases their ability to be successful academically. Due to the limited space in the gym, which also houses the stage and sound system, the school must limit the number of people who can attend our assemblies. This is unfortunate because it limits the ability to have all-school assemblies and events where the students may share in the successes and celebrations of their peers.

Common South and Wilkins Scheduling Elements

Meeting the statewide “Time and Learning” requirements is a priority at our elementary schools, and it is important that all teachers maximize the time spent on instructional activities. As seen above, both the Wilkins and South follow the state mandated time on learning requirements for each core academic area. Embedded in the core academic subjects are ample opportunities for students to spend extended time to explore, observe, and pursue interesting thoughts or phenomena on their own. This happens authentically during Reading and Writing workshop where choice is a key component of the workshop model. During mathematics, this happens each week where problem solving and the integration of real world applications is interwoven in the curriculum and instructions. STEM continues to be a focus at each school. At least weekly, students are given an opportunity to visit the STEM lab at their respective schools where they work on long-term projects following the design and engineering process.

Specials occur within the school day, and most students attend one special per day, with some classes having two per day due to scheduling. All students attend one session of each of the five specials every week. The District is fully committed to student learning and development in the visual arts, health and fitness, library, and general music. The fourth and fifth graders also participate in chorus and instrumental band lessons and ensembles. Each school offers Chorus in the morning or afternoon on one day for Grades 4 and 5, while band is offered on a rotating day of the week at each Elementary school (South has band on Wednesdays and Wilkins has band on Tuesdays). This creates an adjusted schedule on those days to make sure students participating in band have both lessons and ensemble opportunities. Students receive opportunities for additional physical activity in the form of a 10-minute before-instruction school recess and an additional 20-minute mid-day recess (pre or post lunch).

Tier 2 Intervention supports are scheduled by teacher availability per school (South: 1 Literacy Specialist, 1 Interventionist; Wilkins: 2 Literacy Specialists, 1 Math Specialist, 1 Interventionist) and assigned based on data collected by teachers throughout the year via the STAR Assessment, anecdotal and other assessments, discussed by teaching teams and district personnel.

Special Education and ELE schedules are determined by departmental personnel based on students' plans and needs; further discussion in sections below.

KINDERGARTEN

Responsive Classroom, Morning Message/Meeting, Calendar, Routines (30 minutes per day)	Play Centers/SEL (45 minutes per day)
Special/Lunch/Recess (90 minutes)	Science/Social Studies (30 minutes per day)
Literacy Instruction (120 minutes per day)	<u>Math Instruction (60 minutes per day)</u>

<p><u>READING: (60 minutes)</u></p> <ul style="list-style-type: none"> 10 min: Focus/Mini Lesson 40 min: Guided Reading/Learning Stations 10 min: Read Aloud/Storytime <p><u>FUNDATIONS: (20 minutes)</u></p> <ul style="list-style-type: none"> 20 min: Foundations ***to decrease the lesson time, educators can choose to eliminate Storytime and replace it with a Read Aloud of their choice during the Reading instructional time. Letter Formation should also be considered as part of Writing instruction. <p><u>WRITING: (40 minutes)</u></p> <ul style="list-style-type: none"> 10 min: Focus/Mini-lesson 30 min: Writing (including Foundations letter formation, when necessary) 	<ul style="list-style-type: none"> 5 min: Number Sense Routines (number talk, which one doesn't belong, ten frame composing and/or decomposing, number of the day, counting activities, calendar, splat etc.) 15 min: Focus Lesson Whole Group- Introduce or reinforce Big Ideas 35 min: - Guided Math and Learning Stations- Purposeful Practice and Targeted Interventions 5 min: Reflection- Summarize Big Ideas and Reinforce Mathematical Takeaways
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FIRST AND SECOND GRADES

Responsive Classroom, Morning Message/Meeting, Calendar, Routines (30 minutes per day)	Special/Lunch/Recess (90 minutes)
SEL/Learning Stations/Choice/Shared Reading (30 minutes per day)	Science/Social Studies (30 minutes per day)
Literacy Instruction (120 minutes per day)	<u>Math Instruction (60 minutes per day)</u>
<p><u>READING: (50 minutes)</u></p> <ul style="list-style-type: none"> 10 min: Focus/Mini Lesson 35 min: Reading Workshop 5 min: Share <p><u>FUNDATIONS: (20 minutes)</u></p> <ul style="list-style-type: none"> 20 min: Foundations ***to decrease the lesson time, educators can choose to eliminate Storytime and replace it with a Read Aloud of their choice during the Reading instructional time. Letter Formation should also be considered as part of Writing instruction. <p><u>WRITING: (50 minutes)</u></p> <ul style="list-style-type: none"> 10 min: Focus/Mini-lesson 35 min: Writing Workshop 5 min: Share 	<ul style="list-style-type: none"> 5 min: Number Sense Routines (number talk, which one doesn't belong, ten frame composing and/or decomposing, number of the day, counting activities, calendar, splat etc.) 15 min: Focus Lesson Whole Group- Introduce or reinforce Big Ideas 35 min: Guided Math and Learning Stations- Purposeful Practice and Targeted Interventions 5 min: Reflection- Summarize Big Ideas and Reinforce Mathematical Takeaways

THIRD, FOURTH and FIFTH GRADES

Responsive Classroom/Mindfulness, Morning Message/Meeting, Routines (30 minutes per day)	
Special/Lunch/Recess (90 minutes)	Science/Social Studies (45 minutes per day)
Literacy Instruction (120 minutes per day)	<u>Math Instruction (75 minutes per day)</u>
<p><u>READING: (50 minutes)</u></p> <ul style="list-style-type: none"> 10 min: Focus/Mini Lesson 45 min: Reading Workshop 5 min: Share <p><u>WRITING: (50 minutes)</u></p> <ul style="list-style-type: none"> 10 min: Focus/Mini-lesson 45 min: Writing Workshop 5 min: Share <p><u>INTERACTIVE READ ALOUD: (20 minutes)</u></p>	<ul style="list-style-type: none"> 5-10 min: Number Sense Routines (number talk, which one doesn't belong, ten frame composing and/or decomposing, number of the day, number lines, number strings, problem of the day, counting activities, splat, calendar etc.) 15 min: Focus Lesson Whole Group- Introduce or reinforce Big Ideas 45 min: Guided Math and Learning Stations- Purposeful Practice and Targeted Interventions 5 min: Reflection- Summarize Big Ideas and Reinforce Mathematical Takeaways

Specialist *Time* *on* *Learning:*

		Art	Music	Physical Ed.	Learning Commons	Technology
Specials	K-5	1 x 42 min				
Band	Instrumental Lesson 4 & 5	1 x 30 min				
	Ensemble 5	1 x 45 min				
Chorus	4 & 5	1 x 45 min				

South and Wilkins offer robust programming in the arts, physical education, and learning commons. However, the schools have different personnel Wilkins has their own specialist team and the South shares staff with another elementary school which creates scheduling inconsistencies. All students do have each specialist for 42 minutes per week for a total of 210 minutes per week.

Art Education

Art is a natural and necessary part of our daily lives. Art expression promotes the development of the individual. At all levels, opportunities are provided to appreciate many techniques and to experience a variety of media. In the kindergarten, the manipulation and the use of art materials are a major factor in developing readiness skills. Students in grades K-5 receive art instruction weekly with a specialist.

Computer/Technology Education

The pace and growth of our computer education program is dramatically visible in the accomplishments of our young students. The children benefit from regularly scheduled instructional periods each week

as they gain a broad array of skills: keyboarding, word processing, composition, programming, exploring databases, and responsible use of the Internet. Computer learning is also integrated into all areas of the curriculum.

Learning Commons

The Learning Commons program mixes traditional literacy and library skills with contemporary STEM and design concepts. Elementary students enjoy instruction that encourages both curation, creation, and collaboration through reading and unique “maker” activities.

The literate elementary school student reads widely beyond the basic reading required in classroom subjects. Paper and digital magazines, newspapers, and library books are all critical parts of the reading menu for a child.

Each elementary school has a learning commons library that contains a large, varied collection of books, periodicals and Makerspace materials. A staff of five library assistants coordinates library services in the five elementary schools.

Students have the opportunity to make use of the library when they meet the library staff on a weekly basis with their class. The library program also offers students time for research or to work on projects.

Music Education

The Music Program at the elementary level is divided into two categories, instrumental and vocal. The scope of the instruction extends from classroom to small groups of instrumental lessons and to various performing groups.

Every child is encouraged to participate and to develop his or her musical skill through the multi-faceted program. All areas of instrumental class instruction are provided at no charge through grade five. Woodwinds, brass, and percussion classes begin at the fourth grade level. Students in grades 4 and 5

who are participating in band either rent or purchase their instruments. Recorders are purchased by students in grade 3 at a nominal cost.

Physical Education

Physical Education classes in Stoughton Elementary Schools are an integral part of the child's educational experience. Skills, knowledge and attitudes are developed in many areas. The atmosphere in the gym is much like any other class and requires the same type of attention, concentration, cooperation, and 100 percent effort that is expected in other subjects.

Since students do not change clothes for the movement lessons, it is important that on their gym days, they come to school dressed to move. It is important that your child wear comfortable clothes that permit freedom of movement on all playing surfaces. Students must wear sneakers to participate.

Common Planning Time

Another priority of the building schedule is to provide common planning time for grade-level teachers during the school day. The goal is for all grade level teachers to have one common planning block each day. This time can be used to meet with grade-level colleagues, the math and literacy specialists, the special educators, and multi-lingual education teachers in order to collaborate on the planning of a lesson and/or a unit. Again, when schools are maximizing professional resources in the classroom with a co-teaching model, they promote a shared responsibility for student learning and increase the opportunity for student growth.

TEACHING METHODOLOGY AND STRUCTURE

Curriculum Delivery Methods and Practices

South and Wilkins teachers practice a variety of teaching methods that allow them to differentiate. Most lessons open with a whole-class lesson that sets the stage for learning. The teacher either states a specific objective, strategy or skill to be practiced and mastered or poses an inquiry-based focus question to be explored. After this whole-class launch, students are often broken up into small group or individual

work time where teachers provide small-group instruction or individual instruction and personalize learning. Teachers utilize a workshop model for most core instruction, conferencing, or coaching. At the conclusion of the lesson, the students gather back together to share and reflect on their learning. In many cases, a quick exit ticket may be completed by the students in order for the teacher to assess their learning and plan for next steps.

At both South and Wilkins, several co-teaching models have been planned and taught with the classroom teacher and the literacy or math specialist, or the classroom teacher and a special educator. Co-teaching requires focused collaboration that involves reviewing student work and/or formative assessments and using that data to plan instruction. As mentioned in the *Scheduling Method* section of this document, the only space to collaborate is in the classrooms, which results in at least one or two teachers carrying necessary materials to another space. When this level of collaboration takes place during the day, there is limited time before students return to the classroom, which means all the materials need to be picked up and put away, most likely when teachers are getting to the heart of the work. Having shared and private collaboration space allows for shared storage of materials and a place for confidential materials, such as student work/data to be housed.

Administrative & Academic Organization/Structure

The current size and configuration of the classrooms can impact the ease with which students and teachers move around the classroom. In most classrooms, there is no space for a second table for small group instruction when there is a second adult in the classroom to support students. Classrooms designed with current guidelines and options for breakout spaces within a learning common/neighborhood would greatly ease the congestion within a classroom and provide opportunities for a variety of learning environments for small-group instruction. Collaborative learning spaces will empower students to work with each other and with students in classrooms of the world to assume multiple perspectives, explore alternative solutions, and thoughtfully solve problems. These open learning spaces will be outside of the grade level classrooms to allow for supervision.

Most specialists (Art, Music, Physical Education, Technology, Reading, Math, Interventionists and

other non-classroom teachers) share spaces at both the South and the Wilkins. Currently, many support staff and specialist teachers move between classes with materials on a cart or require significant storage in multiple rooms to accommodate the changing classrooms depending on time/day. Given the inconsistency of hallway size, doors, and the overall size of the classrooms, maneuvering the carts, and locating them in a place with good visibility for all students, is challenging. This is particularly challenging at South, given that one wing is only accessible by stair and lift that goes into a classroom. Other wings are accessible by stairway as well, but ramps are at an exceptionally steep incline (~45 degrees). This makes movement for teachers, students with physical disabilities and general connectivity challenging.

Both South and Wilkins are fortunate to have book rooms and Maker Spaces. The book room is stocked with numerous books at all levels as well as picture books pertaining to curricular themes and cultural diversity. The Maker Spaces contain expansive collections of materials for students to utilize when completing STEAM projects. While these resources are appreciated, the locations where they are housed has much to be desired. The limitations of these spaces cause underutilization of these materials and resources. Having a dedicated learning commons, STEAM lab and book room will alleviate space concerns, allowing students to access these materials more freely and for teachers to utilize spaces/learning opportunities more often.

English***Language******Arts******/Literacy***

The curriculum currently utilized by the district for ELA/Literacy is the Units of Study. This program is integrated into the Curriculum Delivery Methods and Practices listed above. Literacy is fundamental, not only to our personal and social development, but also to our ability to understand, evaluate, dissect and disseminate knowledge, and consequently, to our ability to function effectively in our community. We are committed to fostering the diverse talents and abilities of each and every child in an emotionally and physically safe environment. We envision learning as joyful and learners as passionate. We believe our students should be given every opportunity possible to develop their reading, writing, speaking and listening skills so that they may cultivate the habits necessary for happy and successful lives. We also believe that all literacy teachers are lifelong learners. Educators collaborate with colleagues, receive

support with new curriculum initiatives, attend professional development workshops, read professional literature and use the *Massachusetts Curriculum Frameworks* to plan effective lessons.

We are committed to ensuring that our students recognize the importance of and enjoy reading for pleasure, recognize the value of writing and communicating effectively, are able to transfer knowledge, ideas and skills between subject areas, and have the necessary resources to access the curriculum. No changes are being proposed for this portion of our programming at this time.

Math

Math Workshop is the key ingredient of success in a Guided Math Classroom. As one of the most versatile components of the framework, it accommodates a vast array of learning tasks. Not only does it provide opportunities for students to learn how to work independently on worthwhile mathematical endeavors, it also allows teachers to work with small groups or to confer with individual students.

During math workshop, students work independently- individually, in pairs, or in groups- and participate in math workstation tasks that have been designed to provide ongoing practice of previously mastered concepts and skills, to promote computational fluency, and to encourage mathematical curiosity and inquiry. In the first weeks of school, students learn and repeatedly practice the routines and procedures that make math workshop function smoothly. As students assume greater independence of their learning during math workshop, teachers may then expand their teaching roles. No changes are being proposed for this portion of our programming at this time.

Science

Over the past few years, under the direction of our PK-5 STEM Curriculum Administrative Supervisor, our elementary schools have reviewed and revised the earth and space, physical, life science, and technology and engineering curricula to match 21st Century science practice and learning standards by adopting STEMSCOPES among other curricula. These are all hands-on units with a variety of materials used. The classrooms at South and Wilkins do not have adequate storage for these units, and space is constrained when eco-columns, plants, and/or engineering materials need to be used throughout the units. Appropriate counter space with working sinks and adequate storage space would greatly enhance student investigations within the science curriculum.

With the addition of a dedicated STEM lab, the students will have the opportunity to utilize this space with both classroom teachers, during specials and throughout other learning opportunities. Currently, the use of STEM spaces is embedded within the science curriculum, and all classrooms have opportunities to visit the STEM spaces at both schools. Some examples of inquiry based focus questions that have been explored are as follows:

- *In a STEM exploration of magnets for primary grade students - What is the quickest way to catch a fish? How can you make the car move on a curved road? Make a ramp. How can you make the car go up the ramp? How can you get the mouse through the maze?*
- *In a STEM exploration on forces for intermediate grade students - What happens to the speed and momentum of a marble when it rolls down different types of ramps? Create a unique, freestanding roller coaster that a marble can roll through three times, without stopping or falling off the track.*

However, the spacing is not optimal and therefore limits the types of projects and explorations with which students may participate. Please see the STEM lab section below (pg. 53; 65-66) for more details regarding the STEM lab vision and utilization.

Social Studies:

Over the past few years, under the direction of our PK-5 STEM Curriculum Administrative Supervisor, our elementary schools have reviewed and revised the social studies curriculum in Stoughton Public Schools to align with DESE standards. Grades 1 and 2 are piloting a new Social Studies curriculum in the fall of 2023. These are all inquiry based units immersing students in appropriate social studies content. Social Studies is also integrated into the reading and writing portions of the school day by classroom teachers at all grade levels. The Science/Social Studies block is scheduled for in the master schedule at each school and is accounted for in our district time on learning requirements. No changes are being proposed for this portion of our programming at this time

World

Stoughton Public Schools is not currently offering any formal world languages at the Elementary level.

Languages:

There are plans to explore Portuguese and Spanish as potential world languages integrated for instruction in the future. This is being investigated by our ELE department and is a point of emphasis moving forward. It would involve scheduling changes and would more than likely be introduced as an afterschool or before school program prior to its integration into the daily schedule. There has been success with these program offerings at the middle school in the past two years.

Academic Support Programming Spaces:

The South and Wilkins School house academic support center teachers. Special Education services are provided as both push in (inclusion) support as well as pull out services as denoted in students' IEPs to provide students with FAPE (free and appropriate education) in the LRE (least restrictive environment). In cases where student needs require services be provided in a setting other than the general education classroom, students may receive these services in the classroom shared by the special educators in each building, as dictated by students' IEPs. Those teachers (2 per building) support all academic supports included within student IEPs. At both schools, those teachers share a space and it can become quite challenging to teach in those spaces. These teachers would benefit from their own spaces, located near to the students they are supporting. Smaller offices/work spaces would be more ideal for their small group instruction than large classrooms.

South houses the Language-Based Program, the in-district program for students with language disabilities. This program currently houses 9 students with an undetermined annual enrollment. Currently, the LB program has one special education teacher, two paraprofessionals and their own classroom which is far larger than necessary. A more appropriately sized classroom would be more conducive to the integrity of the program. Additionally the 3-5 LB program is located in the grade 4 & 5 wing, convenient for some but across the school from the 3rd Grade classrooms. In both schools, the special education classrooms vary in size, and currently cannot be securely subdivided to provide private, quiet spaces or small group spaces. At times, students either lack privacy when experiencing behavior challenges or the rest of the classroom must be removed from their setting. Having flexible spaces, along with individual classrooms that can be subdivided next to or near grade-level communities, eases the need to transport students who are dysregulated down long hallways where

privacy can be compromised without calling for a lock-down of all students. Some classrooms have been provided with dividers or cubbies, to allow for quiet work spaces but these partitions are old and easily broken. Students in this program often need toileting instruction and require privacy in the bathroom. This instruction may occupy the nurses bathroom for a period of time or shut down a student bathroom. Placing bathrooms in the Skills classrooms will aid in independent toileting as well as confidentiality in programming.

Staff and community members/families have been involved in the visioning of the proposed space and many special education changes have been embedded including the need for small group spaces close to students being serviced, breakout spaces for students and teachers, special education suite for related service providers, appropriate number of conference rooms (please see special education visioning for more information). While no changes to the district's academic support center model are being proposed at this time, several facilities upgrades are being suggested throughout this document..

Student Guidance & Support Services

The district has equipped each Elementary school with support from an Adjustment Counselor and a Guidance Counselor. With Adjustment Counselors taking on special education services and Guidance counselors responsible for SEL support for all students as well as leading the instruction of all students in the Second Step curriculum.

The South has one staff member who is .5 adjustment counselor and .5 guidance counselor. She has an office next to the speech therapist and her room similarly has an external screen to work with small groups, table for small groups and desk. Her room has some storage, but is quite small. If the positions are split into full time guidance and adjustment as has been the case at other elementary schools in the district only one will have an office space. There is no room for two counselors in this space. The School Counselor who provides 1:1 counseling, small social skills groups, testing, and consulting on a daily basis. Wilkins has a full-time School Adjustment Counselor and a full-time School Counselor. Both provide counseling and social skills support to students. The School Adjustment Counselor has an office located at the end of the upstairs

hallway farthest from the office. The School Counselor has an office in the hallway across from the stage door and gym downstairs. They both provide 1:1 counseling, small social skills groups, and consulting on a daily basis. The School Adjustment Counselor’s office is extremely hot and requires windows to be open or the room’s temperature increases to over 85 degrees. The School Counselor’s office has a window which needs to remain open for ventilation reasons. This window is over the parking lot where cars drop off and pick up children. This car traffic often results in the smells of gasoline and fumes in the office. The location and room conditions interfere with the ability to provide a comfortable space for students.

Special Education at both South and Wilkins Elementary School provides a variety of support services for students who have Individualized Education Plans (IEPs). Inclusive of all Special Education services are: Speech and Language, Occupational Therapy, Physical Therapy, Counseling, Social Skills Instruction, and Academic Support, as well as consultation from a BCBA (Board Certified Behavior Analyst).

TEACHER PLANNING AND ROOM ASSIGNMENT POLICIES

Currently, teachers at South and Wilkins are assigned classrooms close to their grade level colleagues. As much as possible, adjoining grade level classrooms are connected by a door.

By contract, teachers work a total of 7 hours/day and are provided a duty-free lunch block of 30 minutes daily. Additionally, all teachers receive a 42 minute preparation block, during which time students take part in Art, Music, Physical Education, Learning Commons, or Technology.

From

Teacher

Contract:

Weekly Schedule:

Elementary Schools

8:15 am - 3:30 pm Tuesday, Wednesday and Thursday

8:15 am - 3:00 pm Monday and Friday

One week per month (established prior to the start of each academic year):

Elementary Schools

8:15 am - 3:00 pm Monday and Friday

8:15 am - 4:00 pm Wednesday (staff meeting)

8:15 am - 3:15 pm Tuesday and Thursday

South Room Usage

All classroom teachers have their own classroom space. Physical Education uses the gym Monday, Thursday and Friday. Art utilizes a set up Art space (partitioned half gym and tables brought in and set up) Tuesdays and Wednesdays. Music and Technology utilize a shared classroom space with Music using the space Tuesday afternoons, Wednesdays, Thursday afternoons and Friday. Technology also uses the Learning Commons Thursday afternoons and Art utilizes a classroom set up on the stage on Thursday afternoons. The K-2, 3-5 and OT teachers all share one classroom divided into three workable stations by rolling whiteboards and partitions. The Speech pathologist has her own office, as does our school counselor/adjustment counselor (shared position). Our School Psychologist uses a former storage closet one day per week and special education meetings are housed in different locations depending on the day of the week with no conference room in the building. ELL and Reading share a classroom with a library stack breaking up the room along the center to provide additional storage. With the addition of two classrooms this year and the increased enrollment leading to the potential of bubble grades moving forward. Classrooms will need to be reorganized and staff shared spaces re-designed for the 2023-2024 school year. The spaces are anything but ideal for staff as well as students. The repurposed spaces do not allow for IDEA privacy and educators have had to make sure scheduling is done in a way that meets all regulations. Providing confidential spaces for children in the new school will be essential to meeting IDEA regulations and IEP accommodations.

Over the past two years we have seen an increased enrollment of almost 50 students and have an

increased number of students in our substantially separate language based program. Currently, South operates as a 16 section school (17 classrooms with language based) and there is not adequate space for most of the service providers. As mentioned above, many service providers share space. While the physical space is usable, privacy is virtually non-existent outside of the speech and counseling office. There are not many spaces for small groups, and the few shared classroom spaces are not appropriately divided to maintain privacy and limit volume. It can be challenging for students to focus. To further explain, students who benefit from small group instruction, whether special education or regular education, may receive these interventions at the same time, and in some of the same spaces. Storage is limited to the classroom closets available in some rooms, there are three closets in the building which are limited in both size and actual storage space. These are shared by art, computers, classroom teachers and two house materials for science and social studies across six grade levels. The library houses both library books and all of our STEM resources and is bursting at the seams due to the limited floor plan of the space.

Wilkins Room Usage

The two special educators at Wilkins, supporting students in grades K to 5, share a classroom using wall dividers to create separate locations for instruction. The contracted school psychologist also shares this space on the two days they are in the school each week. The Occupational Therapist shares a small space with the Speech and Language Pathologist. The adjustment counselor and the school counselor have small office spaces for private one to one counseling sessions. The two literacy specialists share a room with the math specialist. Their space is divided by large bookshelves which house all of their intervention resources. The three ELE teachers share one classroom as well, also divided by bookshelves and mobile white boards. Intervention groups meet at tables in the hallways, under the stairs, or in alcoves throughout the building. These areas are highly trafficked and visible causing numerous disruptions and distractions for the students receiving pull-out services. Having these spaces scattered across the building requires students to travel to opposite wings to receive services. Creating neighborhood learning communities that house service providers, including coaches and interventionists, increases the opportunity to collaborate and develop a shared responsibility for increased student learning.

Each of these professional service providers should have an office large enough to meet with small groups of students, conduct teacher consults, and meet with faculty or parents. These spaces should be complete with appropriate technology, such as a document camera and projection screen.

Wilkins has a dedicated faculty room where teachers can have their lunch. In this space is a doorway which leads to a small hallway with two individual gender neutral bathrooms. Across the hallway is a small repurposed supply closet which now houses two copy machines, the laminator, the dye cut machine and the book binding machine. There is no window in this small space, and therefore the room is very warm with poor ventilation. This closet shares a thin wall with the adjacent Learning Commons. Due to the thin wall, noise from both spaces can be heard in the other. Additionally, due to the small size of the work room, only 1-2 staff can be in this area at one time.

Over the past several years, Wilkins has experienced inconsistent enrollment. While the number of classroom sections has been maintained at 18 sections, the sections at each grade level have changed. Because of this, space options for supportive services and specialist classrooms have also changed. Currently Wilkins has a dedicated art, music, and technology room. Next year, due to projected increases in enrollment, music and technology will need to move to a “cart” model; bringing a cart equipped with materials into the classrooms. This will be difficult to do since they work with a range of six grade levels and their back-to-back classes could require different types of materials. Using the “cart” model means that classroom teachers are displaced during their preparation time since art and music classes are taking place in the classrooms. The PE teacher uses the side of the stage as an office and as a place to store equipment. The environment is very cramped. The rest of the stage is used to store band equipment and PTO supplies, as there are no more closets left.

Common Room Usage Needs

In addition to the daily preparation block, teachers at South and Wilkins also participate in monthly Professional Learning Community (PLC) blocks, which are monthly opportunities for teachers to work together collaboratively to develop student learning and professional practice goals.

Currently at South and Wilkins, there are inconsistent spaces for both teacher supplies, preparation and conferences for PLCs and/or meetings. The South has a teacher preparation room, but no conference room. The Wilkins has a conference room used for multiple purposes (conferences, supply storage). There is no designated shared planning space with shared teaching materials available. There is a need for a designated conference room/PLC space, teacher material storage, and preparation location. The current model decreases the efficiency and effectiveness of collaboration. To address these shortcomings, the new Stoughton Elementary School school would benefit from teacher planning spaces located within learning communities. Having teacher planning rooms will enhance professional collaboration and will allow for age and grade specific common planning. These locations will also act as localized copy centers to reduce the time teachers currently need to travel to access a single central location.

SPECIAL EDUCATION PROGRAMS

Special Education at both South and Wilkins Elementary School provides a variety of support services for students who have Individualized Education Plans (IEPs). Inclusive of all Special Education services are: Speech and Language, Occupational Therapy, Adapted Physical Education, Physical Therapy, Counseling, Social Skills Instruction, and Academic Support, as well as consultation from a BCBA (Board Certified Behavior Analyst). Special Education services are provided as both push in (inclusion) support as well as pull out services as denoted in students' IEPs to provide students with FAPE (free and appropriate education) in the LRE (least restrictive environment). In cases where student needs require services be provided in a setting other than the general education classroom, students may receive these services in the classroom shared by the special educators in each building, as dictated by students' IEPs.

South also houses the Language Based Program, the in-District program for students with language based disabilities for which students require both inclusion and sub-separate support in core academic areas. This program currently houses 8 students and has been enrolled to a maximum of 20 students in the past. Referrals continue to be sent to the programming and the numbers will be increasing. The students need small group instruction and will need to be separated by age/grade level, as there are legal requirements for the age span between the oldest and youngest student in the group.

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

increasing needs of the population.

Existing Special Education Conditions at South

Existing Conference Room

Currently South does not have a conference room. All IEP meetings are held in a variety of settings including: the library (closed to the school during meetings), gymnasium (for large groups and when not in use by the classrooms), the book room (when other options are not available due to overcrowding certain days of the week). We have tried a variety of set-ups over time but the number of meetings, size of the group and day of the week dictate the spaces available for Special Education Meetings. As special education meetings require a high level of confidentiality, a location is necessary to provide FERPA (Family Educational Rights and Privacy Act).

Existing Academic Support/Occupational Therapy

South School Academic Support Center teachers provide academic support for approximately 40 students on IEPs in grades kindergarten through five and will continue to have students added to their caseloads due to the eligibility determination of students with needs. Students who receive services through the academic support center are seen for inclusion in the general education classroom and in the Learning Center room for pull-out sessions. The current academic support center is one classroom that both the primary and intermediate special educators share. In addition, the Occupational Therapist shares the space with the special educators. There are sets of partitions and whiteboards up to create three distinct areas, however, this does not allow adequate privacy or a limitation to distractions. Each area has a table for group work. Both special educators have smart boards as well. There are often two to three groups at one time, spanning multiple grade levels, each with a different special educator, learning different content and at different levels. Though the group with the OT is typically 1-2 students. The room is located in Wing C past the cafeteria/offices/learning commons and gym, in the wing with Grades 4 & 5. While convenient for the 4th and 5th Grades, K-3 has a longer walk which can impact time on learning. The academic support staff should have their own classrooms so that they can effectively provide their pullout services to the age level they work with without any added

distractions. This will allow students to be provided with the academic, social, emotional and behavioral support with a low teacher to student ratio to be provide effective interventions-

Existing Language Based Program

The District-wide Language Based sub-separate program services 8 students from across all five elementary schools providing inclusion and pull-out support, as well as a sub-separate setting for all students throughout different times of day. The current program operates out of a large classroom in Wing C. The program's enrollment fluctuates from year to year. Currently, the program houses 8 students in grades 3-5 only, but at its peak as many as 20 students were enrolled in the program. The classroom has desks for students, breakout tables, alternative seating section and a smartboard spread out throughout a general classroom. This program would benefit from multiple, smaller classrooms to meet the varying needs of students instead of one large space retrofitted to fit current needs. There is no small space in any classroom for teachers to make private, student-oriented phone calls or for a private consultation to happen between staff members.

Existing Physical Therapy

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

Existing Speech and Language

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

Existing Counseling

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

Existing Special Education Conditions at Wilkins

Existing Conference Room

Currently Wilkins has a room that is used as both the school's primary supply storage as well as the conference room. Due to its placement in the school, and its solid cinder block walls, the room has poor wi-fi connectivity which makes virtual meetings and conference calls challenging. All IEP meetings are held in this space. If a staff member is in need of supplies for a project or to support the classroom curriculum, they cannot access the room until the meetings end.

Existing Academic Support Room

The Wilkins's Academic Support room provides academic support for approximately 45 students on IEPs in grades kindergarten through five. Students who receive academic support services are seen for inclusion in the general education classroom and in the Academic Support room for pull-out sessions. The current Academic Support room is one large classroom that both special educators share. This space is also used by the contracted school psychologist who shares this space. The school psychologist needs to locate a space to provide psychological assessments, communicate with parents and outside providers, as well as consult with staff members because the multi-use of the room does not provide a confidential environment. There are 3 large tables and several student desks in the room with some dividers to prevent noise and visual distraction. There can be up to two or three groups at one time, possibly first graders and fifth graders, each with a different special educator or

paraprofessional, learning different content and at different levels. The room is located on the first floor at the end of a very long hallway, creating a long walk for many grade levels, which can take away from time on learning.

Existing Occupational/Physical Therapy

Currently, the Occupational Therapist shares an office space with the Speech and Language Pathologist. This small office is located at the end of the hallway outside of the gym. It is at the farthest point from any classrooms. Due to the shared space, OT services are often delivered in the hallway outside of the OT office. There is not a full-time Physical Therapist. In the event that a student needs physical therapy, a physical therapist from another school travels to Wilkins and provides services in the gym or the halls. Neither the PT or OT have the ability to use large equipment for students' sensory needs.

Existing Speech and Language Therapy

As mentioned above, Speech and Language Therapy shares a small office with the Occupational Therapist. The room is small and it can be difficult to run even a small group, given the tight space. Furthermore, students are often distracted as a result of being next to the gym. These auditory distractions pose difficulties during speech and language therapy sessions, as much of the work includes careful listening for both the therapist and student. The office is not in a central location, again leaving a long walk for students, reducing minutes of service.

Existing Counseling/Social Skill Instruction

Wilkins has a full-time School Adjustment Counselor and a full-time School Counselor. Both provide counseling and social skills support to students. The School Adjustment Counselor has an office located at the end of the upstairs hallway farthest from the office. The School Counselor has an office in the hallway across from the stage door and gym downstairs. They both provide 1:1 counseling, small social skills groups, and consulting on a daily basis. The School Adjustment Counselor's office is extremely hot and requires windows to be open or the room's temperature increases to over 85

degrees. The School Counselor’s office has a window which needs to remain open for ventilation reasons. This window is over the parking lot where cars drop off and pick up children. This car traffic often results in the smells of gasoline and fumes in the office. The location and room conditions interfere with the ability to provide a comfortable space for students.

Vision for Special Education Suite

Ideally, the Special Education Suite would be located immediately above the Administration offices. This would allow easy access to parents and outside agencies that are attending a meeting. Located within the suite there would be two conference rooms to hold IEP Team meetings, child study meetings and other meetings happening concurrently. Although staff try to keep meetings on a specific time frame, meetings often go over the allotted time frame. This is in addition to the several offices for special education staff listed below. Additionally, there should be two sensory rooms, or calming spaces; one in the lower, or primary school, and one in the upper, or intermediate school. Each of these spaces should contain flexible furniture appropriate for social emotional learning and for students to have a safe space for de-escalation to occur. This would create a central hub of administration on floor one and special education on floor two within the heart of the building.

Vision for the New Learning Center Academic Support Spaces

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

Vision for the New Language Based Classroom(s)

The new Language Based spaces should include three program spaces spread across the grade-level neighborhoods. There is the need for one 2-3, and then two 4-5 spaces within the program to keep a small student to teacher ratio. Built-in cabinets that can be locked and flexible seating options are necessary to minimize materials in open shelving. The target enrollment for each room is no greater than 10, ideally 8 students. These classrooms should be organized in a way to create the feel of a small learning environment.

Vision for the New RISE classrooms

The new RISE spaces should include three program spaces spread across the grade-level neighborhoods. There is the need for one K-1, one 2-3, and one 4-5 spaces within the program to keep a small student to teacher ratio. Built-in cabinets that can be locked and flexible seating options are necessary to minimize materials in open shelving. The target enrollment for each room is no greater than 10, ideally 8 students. These classrooms should be organized in a way to create the feel of a small learning environment.

Vision for the New Occupational/Physical Therapy Space

Within the special education suite, located on the upper floor in the hub of the school, there will be an office that can accommodate small groups for two Occupational Therapists and the Physical Therapist. The suite is located centrally in the school so all neighborhoods have easy access to this area. It should be able to house suspended equipment with enough space around it that the apparatus cannot come in contact with the walls (i.e. sensory swing). As there are often large pieces of equipment, the space should have adequate storage and ideally an office within the space for quiet work and testing. A sink is necessary for handwashing and clean-up after messy projects. This office could be permanent for the district elementary PT.

Vision for Adapted Physical Education Space

The Adapted Physical Education space will be located near to the gymnasium and not as a part of the Special Education suite. A self-contained classroom space would be located adjacent to the gymnasium for use of the Adapted Physical Education and Health. Adapted Physical Education is a

requirement on several Individual Education Plans for students in the RISE, Language-Based and other special education services. Storage would be needed for larger A.P.E. materials and a sink should be in this space as well.

Vision for the New Speech and Language Space

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

Vision for the New Counselor/Social Emotional Learning Space

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

ENGLISH LEARNERS (EL) PROGRAM

Both South and Wilkins Schools offer an English Language Education Program for English Learners (ELs). Students who are identified by an initial screening as requiring English as a Second Language (ESL) instruction to acquire English are included in the program. There are two main components of our program model:

Core academic classes – taught by licensed classroom teachers who are specially trained to differentiate or shelter the language of the content for English Learners AND

English as a Second Language (ESL) class – a separate content class taught by a teacher licensed in second language acquisition.

Existing English Learner Conditions at South and Wilkins

Students receive direct ESL services in a pull-out model. The ESL teacher also collaborates with the general education classroom teacher to ensure that effective SEI: Sheltered English Instructional strategies are being implemented. Currently at the South School, there are two part time ESL teachers that share a classroom space with a reading specialist. This space is located in the general flow of other grade level classrooms. Students who are working with the ESL teachers must walk to this area for their classes. ESL classes are either 45 minutes or 90 minutes in duration according to Massachusetts DESE guidelines. Partitions are used to divide the ESL area and the Reading Specialist area. Currently at the Wilkins School, there are three full time ESL teachers to meet the needs of the high EL student population, which is close to 80 students. Like South, the ESL teaching spaces at Wilkins are in separate classrooms where students have to walk to get to. One ESL classroom has two teachers and their areas are divided by partitions. The third ESL teacher has her own classroom. It is important to note that ESL teachers sharing teaching spaces not ideal, especially for the noise level when English Learner students need to engage in speaking and listening activities to grow their English language proficiency.

Vision for English Learners at South and Wilkins for ESL teaching spaces

Ideally, we hope to have separate teaching and learning spaces for English Learners, not to be shared with other departments or even among ESL teachers. English Learners need room to move around and learn kinesthetically and the ability to use their voices freely to practice their oral language without worrying about distracting other students. Likewise, when they are writing or reading, students work best when there are no distractions from other parts of the room. In addition, the ESL teachers instruct students in Grades K-5 ranging from beginners to transitional students. As such, they have many materials: books, games, charts and supplies. Display and storage spaces are necessary so students and teachers can access needed materials easily. A large magnetic whiteboard and a Smartboard will give

the teachers the ability to display visuals and offer multimedia support for EL students. To avoid lengthy transitions and for reasons of equity and inclusion, it would also be helpful if ESL classrooms are located in the general flow of grade level classrooms and not in a separate part of the building.

PRE-KINDERGARTEN / KINDERGARTEN PROGRAM

While Stoughton Public Schools has a Preschool program housed in the Jones Early Childhood Center, there is no Pre-K program at South or Wilkins nor is any program planned for the future at the new South school.

All elementary schools offer tuition-free, full-day Kindergarten (currently South has three sections, Wilkins has four). Each classroom is staffed with a full-time teacher and full-time teaching assistant (SY 23-24). The new Stoughton Elementary School school will host six K classes based on the recommendation for small class size from the School Committee.

LUNCH PROGRAM

The Stoughton Public Schools employs a part time staff for breakfast and lunch preparation. This staff includes a cafeteria manager and two cafeteria workers. All elementary lunches are prepared in-house at the facility's full kitchen. On a typical day, most students receive lunch at an elementary school where both hot lunch and alternative selections are available.

Approximate Daily Breakfast & Lunch Totals:

South: 75 breakfasts/200 lunches

Wilkins: 90 breakfasts /210 lunches

Existing Lunch Program

Both the South and Wilkins follow the 22-minute guideline for lunch and have three current sections of lunches between 11:00 am and 1:15 pm.

As previously noted, one of South’s building limitations is the degree to which the single cafetorium limits programming during lunch. At the Wilkins, the space is too small to accommodate any larger lunches and prohibits more effective scheduling. More specifically, from 11:00 am - 1:15 pm, no programming other than lunch can occur in either space. Prior to lunch, 20 minutes needs to be set aside for set-up and 20 minutes needs to be used at the end of lunch for clean-up.

Vision for New Cafeteria/Lunch Program

A priority for a new cafeteria/lunch program at the new Stoughton Elementary School would be to design separate cafeteria and gym spaces (Wilkins currently has separate lunch space but combined gym and auditorium; South has shared cafetorium and separate gym space). Ideally, the cafeteria should be large enough to accommodate seating for approximately 360 students and therefore allow for up to 360 lunch servings at a lunch time. This would accommodate students in three grades, and therefore limit the time that the cafeteria area needs to be used for meal time and allow for more flexible spacing options. Lunch would be provided for at least the recommended 22 minutes. The first lunch would start at 11:25 am, and the second lunch would start an hour later. This would allow ample time for clean up and food prep in between each lunch.

In order to best service three grades at one time, it is suggested that the larger area be visually divided to show a delineated section for each grade. As a large cafeteria can be overwhelming for some students, it would be ideal to be able to divide the space into smaller sections when needed. Within each section, smaller eating nooks are therefore recommended to accommodate students who may benefit from a small area feel. For lunch pickup, our vision would be multiple service windows to speed up the lunch pickup time and maximize “eating” time.

With a target student design enrollment of 600 students, the District is interested in a kitchen design more appropriate for this enrollment.. More specifically, this would be a full-sized kitchen designed for onsite food preparation and cooking. When contemplating the design of a kitchen in the new building, it will be critical for architects to work closely with the District’s Food Service Manager.

Following the recommendation that new cafeterias serve as cafeteriums, one other aspect of the design would be to consider the stage area as it shares the space with the cafeteria. In order for optimal space usage, it is suggested that soundproof dividers be available to cordon off the stage from the cafeteria for times when it might be necessary to use both spaces simultaneously. Ideally, this space would be appropriate for usage during lunch blocks, but hypothetically connect to a larger music space. While music class occurs daily, this would allow for greater ease of scheduling and space for chorus, band and theater opportunities.

RECESS SPACE

Existing Recess Program at South

All students at South and Wilkins have two recesses per day (morning and mid-day). At South, playground equipment is located at an upper playground and lower playground. These playground locations include a variety of items for students to use including: slides, swings, gliders, and a climbing structure. There are two black top locations next to each structure in the upper and lower playground. The upper blacktop has a basketball court. The lower blacktop has a basketball court, room for additional sports (blacktop soccer), and a four square court. The upper playground connects to a large field space which includes a baseball backstop and full soccer field. The upper playground is also adjacent to some pre-existing community paths (students cannot access during the day and the paths are greatly overgrown and unkept). We have a third recess location for morning Kindergarten recess located close to the front of the building. This blacktop space (known as the “map area” includes a map of the United states, and Kindergarten students play here in the morning).

During morning recess, students from the upper grades (4-5) go to the lower playground, students from grades 1-3 go to the upper playground and Kindergarten students go to the “map area”. This recess time is weather dependent and if the weather is not appropriate for outdoor recess students do indoor recess in the classroom. During mid-day recess students are using the playgrounds between 11:00 and 1:00. Kindergarten and First Grade each use a playground area during Recess I, Second and

Fourth Grade each use a playground area during Recess II and Third and Fifth Grade each use a playground area during Recess III. Some recess areas are located quite close to the school and whistles, balls, and general play can be heard by both Wings B & C. The playground locations are quite expansive and would require four people at the upper and lower playground (eight total) to appropriately supervise all the areas. While the playgrounds provide lots of opportunities for play, the way they are spread out and challenging to supervise make them not ideal for the school and a more compact or organized playground is needed.

Existing Recess Program at Wilkins

All students at Wilkins participate in two recesses per day. Playground equipment is located in the back of the building and includes several climbing structures and swings. The playground was completely renovated by the town in 2019. There is also a blacktopped surface that is large enough to accommodate basketball hoops, four-square courts, and hopscotch games. Two grades have mid-day recess at the same time; alternating which grade has playground access and which one has blacktop access. In the morning, all students who have arrived at school prior to the school's starting time, have recess at the same time.

Directly adjacent to the blacktop area is a field. The Wilkins fields are used for games of soccer, flag football, or kickball. This large field area is used by both the town and the high school for softball and baseball games. It should be noted that this entire area is in full sun during the day and is very hot during many months of the school year. It should also be noted that the playground is considered a town playground and is therefore able to be used by anyone at all times.

Three kindergarten and three first grade classrooms border the blacktop and playground area. During the recess periods that occur between 11:00 and 12:45, the students and teachers inside the building are subjected to visual distractions of play and the noise, albeit happy, that occurs during recess, including bouncing balls, loud voices, and the bells that happen to signal the end of recess.

Vision for Recess Program

Most importantly, the recess areas should be substantive enough to house two grade levels at one time, provide opportunities for field, blacktop and structure access. The playground should be designed in a way that is easily monitored. A primary playground and secondary structure/spaces would be ideal as students of different ages “play” differently and require different sized recess supports. These two playgrounds could be/should be located near to one another. Additionally, there is great interest in connecting indoor and outdoor learning to take advantage of environmental features of the exterior building site.

Ideally the cafetorium would run adjacent to the recess yard for easy access between the two spaces. Having direct access between the cafeteria and recess field minimizes traffic flow past classrooms inside the building and minimizes transition between the two activities. Finally, attention needs to be given to the safety of students during recess and other outdoor activities. Staff require clear site lines to and from the building along with appropriate structural and landscape barriers that may provide additional security elements for managing and monitoring students.

TECHNOLOGY POLICIES/PROGRAM REQUIREMENTS

Stoughton Public Schools Technology Vision

Preparing our students to succeed as citizens in a global society is a priority for the Stoughton Public Schools. The best way to help students master these concepts is to change how we teach and how learning takes place in the classroom. The availability of technology significantly improves our ability to facilitate this.

The aim of the 1:1 technology initiative is to promote communication, creativity, collaboration, and critical thinking among our students and teachers. Through a blended approach students will communicate with teachers and peers, collaborate and demonstrate their learning. This blended learning approach also offers a diversified learning experience that meets the needs of all students' learning styles. Access to technology affords students the ability to obtain necessary information when it is needed.

At this time, all students in grades 2-5 are provided with a Chromebook which students are allowed to use at school and at home. Students and guardians sign a contract detailing the expectations of this technology use and care. Any student who does not have internet access at home is recommended to access Xfinity Internet Essentials. Xfinity Internet Essentials provides affordable home internet to qualifying households. Additionally, families have been offered TMobile mobile hotspots. These provide limited internet accessibility in the home as well.

Existing Conditions of Technology at South Elementary School and the Wilkins Elementary School

The South and Wilkins Elementary Schools have benefitted from the Stoughton Public Schools' Technology Plan, providing students and staff with technology needed to be successful in today's world. Technology is integrated across grade levels to promote digital literacy and help students develop necessary skills.

Currently, K-5 classrooms are equipped with a projector, interactive Smartboard, document camera, and a sound system with a media control box for computer sound. The teacher has a microphone and student microphone for classroom voice equalization. Every teacher has a laptop and desktop for instruction. In the early elementary grades of K-1, our youngest learners have a 1:1 ratio of ipads located in classroom carts accessible at any point in time. In primary elementary grades 2-5, students are more independent and use a 1:1 Chromebook model. Students are expected to bring Chromebooks to and from school on a daily basis. The Chromebook charging happens at home with a few charging carts located around the schools to provide additional charging if a student is in need of a quick charge.

Wireless access points are staggered in most classrooms and larger capacity access points are located in higher concentrated areas of need such as the Cafe, Gym, and the Learning Commons. Switches are 10 Gbps, 48 port managed Extreme devices with the capability of 40 Gbps uplinks that provide both data and POE. The fiber uplink between South and the High School are currently two redundant 10 Gbps connections on the Stoughton fiber backbone.

South Elementary School currently uses the original clocks, original Bogen PA system with individual call buttons on a master control box to flip a switch to call into a classroom. Wilkins Elementary School currently uses Primex clocks, and a modern Bogen PA System with a web management interface. Both schools have the PA systems tied to the Vertical IP Office phone system so paging can be accomplished through the VoIP phone as well as paging from each classroom location in case of an emergency.

Currently we have intrusion alarm security systems, interior / exterior security cameras, Aiphone Intercoms at the front doors and HID scanners. The security server specs will need to be reviewed with the Stoughton Public Schools Technology at the time of ordering to ensure district continuity.

The current data closets at each school get extremely warm due to the lack of air conditioning, are located in shared spaces, and supplied with uninterruptible power and extended batteries. Currently at South the data closet is not hooked up to a generator and is used for multiple purpose uses which is not conducive to health and safety. At Wilkins, one of the data closets is in a classroom which is not conducive to learning, and the other data closet is in the Custodians office along with floor cleaning equipment which impacts health and safety.

Vision for Technology at Stoughton Elementary School School

The SPS Technology Department provides a high level of support for teachers, students and administration at each of the elementary schools. A dedicated office with room for a technician, tools and basic hardware is needed in the new school. Additionally, a dedicated technology service center to provide drop in service for staff, and bench workspace for the setup and repair of computers and technology is needed in the new school.

The new classrooms will require 2 ethernet drops in the ceiling for wireless access points, and 2 drops at each of the teacher desks for phone and data access. The building common spaces should have 2 ethernet drops all of which should be constructed of a minimum of Cat6E cabling. Built-in ipad

charging stations would be needed for grades K-1 classrooms to store the ipads. There should be a LightSpeed speaker system in the ceiling of each classroom with a media control box located at the teacher desk. The AV wall plate should include a minimum HDMI over ethernet transmitter, VGA, and 3.5mm audio, audio return, and USB connections for the Smart Board panels. The new standard for Interactive projection should include touch screen TV's mounted on the wall. Currently we have 75" wide-screen smart boards so the equivalent size would be needed. It is also suggested that each classroom and educational space be equipped with assistive listening technology to allow for hearing impaired accessibility if the need should ever arise.

The South and Wilkins Elementary Schools should be equipped with a makerspace area located in the Learning Commons with high tech and low tech tools affording opportunities for instruction and creation. The Media Center / Library section will provide additional information.

The school will require Bogen brand wireless clocks and Bogen public address (PA) Systems to remain consistent with the compatibility of other district buildings. The PA system should be tied to the Vertical IP Office phone system so paging can be accomplished through the VoIP phone from each of the classrooms if needed in an emergency. The classroom sound system should at minimum be a match to current systems with a PA interrupt to ensure any PA messages or alarms take priority to the computer audio. Currently, the District standard is a DSC security system with Aiphone Intercoms, security cameras, and HID card readers. The security servers will need to be coordinated with Stoughton Public Schools Technology to ensure compatibility. The Safari Montage video distribution system is currently used at the highschool level, which would be advantageous to use to push video to the classroom for instructional spaces at the elementary level. Electronic signage in the building should use the Safari Montage system for any electronic signage in the building and to run the system in the school lobby. A marquee LED sign would be suggested for outside of the school with controls in the front office.

Data closets should be air-conditioned and sized appropriately to avoid additional storage of non

technical items, they should have adequate signage, and have security card access. The wiring between data closets in the building should include Multimode and Singlemode fiber. The school would need a minimum of 12 strands of Multi-mode and 12 strands of Single-mode fiber between MDF and IDF, and MDF and Building Demarcation room. The South school will require connectivity to the Stoughton fiber backbone with growing room for speeds up to 40Gbps. Further consideration to provide all technology to accommodate the interim new building location will be required.

MEDIA CENTER/LEARNING COMMONS

Effective school libraries are dynamic learning environments that bridge the gap between access and opportunity for all K–12 learners. Under the leadership of the school librarian, the school library provides students access to resources and technology, connecting classroom learning to real-world events and activities. By providing access to an array of well-managed resources, school libraries enable academic knowledge to be linked to deeper, personalized learning. The expanded learning environment of the school library ensures the unique interests and needs of individual students are met. In this way, effective school library programs prepare students for college, career, and community.

American Association of School Librarians. 2016. Position Statement: “Definition of an Effective School Library.” Retrieved 10 January 2019 from http://www.ala.org/aasl/sites/ala.org.aasl/files/content/aaslissues/positionstatements/AASL_Position%20Statement_Effective_SLP_2016-06-25.pdf

State of Learning Commons in Stoughton Public Schools

The Stoughton Public Schools ensures that all students and staff have access to information, tools, and skills to solve problems, explore ideas, and grow academically. The Learning Commons special is facilitated by a library paraprofessional who promotes a life-long love of learning and reading. Library lessons encourage students to develop collaboration, critical thinking, media literacy and to engage ethically in the global community. The Learning Commons provides diverse, differentiated resources for academic and recreational learning. Learning Commons paraprofessionals support students and teachers in finding information and teach them how to evaluate information, synthesize ideas, create meaning, and communicate their knowledge to the world. Learning Commons paraprofessionals

collaborate with teachers to help all students become critical thinkers and problem-solvers in an ever-changing global environment. Learning Commons paraprofessionals collaborate with teachers to help all students become critical thinkers and problem-solvers in an ever-changing global environment. This learning commons is also overseen by the building principal, and at the district level by multiple Unit B Administrators including the Technology Supervisor and Prek-5 Humanities Supervisor. Together, these administrators make sure the most up to date resources are available within the learning commons and that the library paraprofessional is trained accordingly. While the learning commons staff are responsible for a weekly specialist block, they also maintain the resources, allow for book checkout and keep a running list of the needs of the space. They also attend professional development and report to the Unit B staff mentioned above. The district is aware of the needs to continue to improve upon the learning commons curriculum and staffing, the vision for this space continues to evolve.

Existing Library at South School

The learning commons at the South School has finally found a home. Over the past ten years the library has been in as many as four different locations, finding a permanent space across from the gymnasium this year. The learning commons is not the same size as others in the district, it is a small classroom at the South housing bookshelves across all walls and two maker space carts in the corner. It also houses an ipad cart and chromebook cart. The learning commons hold both library classes throughout the week, special education meetings (due to lack of conference space), technology courses one afternoon a week and band lessons one morning a week. When classes are not scheduled, it is used throughout the day by other groups including whole-grade projects, meetings and testing. The library paraprofessional works full time (as of Jan '23), and teaches weekly classes to grades K-5.

The library is dated and we are replacing and vetting many old texts to replace with higher quality texts as part of the learning commons new location. The circulation system has been revamped and all grade levels check out books weekly.

Many groups use the library as a gathering space during and after school hours. The staff gathers there

for meetings, special events, and celebrations. Various SPS groups and departments also use the space for meetings and professional development sessions. Some of the activities held in the library before or after school hours include parent, faculty and other administrative meetings.

Due to space constraints in the school, many other staff members use the library to work, sometimes with groups of students. These staff members include teaching assistants and reading and math intervention specialists. Other activities taking place in the library during school hours include MCAS testing.

The library gets very hot during the fall and spring, which causes excessive heat in the space for students and staff. This is also not good for the collection of books. Temperatures can climb in excess of 80° F.

Existing Learning Commons at Wilkins School Configuration

The Learning Commons at Wilkins School is an odd, U-shaped room. The Learning Commons paraprofessional who maintains the workspaces and plans for classes, works five days per week and teaches weekly classes to grades k-5.

One section in the learning commons is devoted to the school's Maker Space. This room houses 5 large butcher block tables with stool chairs, three mobile white boards, and three walls of shelves containing numerous Maker Space materials. Unfortunately, the tables that are currently in this small space are too tall to be used by most of the students and therefore are simply taking up space.

The library portion of the space contains approximately 5,000 new, high-quality, high-interest books that are also diverse and culturally sensitive. In the spring of 2018, the school's Humanities Team initiative was an overhaul of the titles in the library. Many of the books had been in the library since the 1960s and none of them were current. At this time, most of the books were donated and many new titles were purchased. Unfortunately, in the fall of 2021, the mini split air conditioning units in the learning commons flooded and damaged all of the newly purchased picture and chapter books.

These books had to be replaced again, and this is still a work in progress. Students and staff are encouraged to borrow and use all of the titles currently available.

The final section of the Learning Commons is known as the Creation Station. It contains the Learning Commons paraprofessional's desk and materials/office space and has Lego boards and Legos on two adjacent walls. There are also shelves available for projects that are still in the progress stages. This is a very small area that shares a wall with the teacher workroom. The wall is thin and noise and conversations from the workroom can be heard in the learning commons and vice versa.

Because of the way the Learning Commons is divided, only one of the three sections has windows. The Maker Space section and the Creation Station/office does not have any natural light.

Learning Commons as a Special block

Weekly Learning Commons time is an opportunity for students to explore and celebrate books. The Learning Commons block is divided into three segments ~ interactive read aloud, book exploration and check out, and silent sustained reading. The Learning Commons is a calm and quiet place. The first 20 minutes is spent with students sitting on the rug listening to an Interactive Read Aloud. After this, students are instructed to browse and read books silently. On some days, the library assistant may have buckets of appropriate books for students to access.

As students read, the library assistant invites groups of students to browse and check out books. Once students have checked out a book, they may enjoy reading their new book.

The Learning Commons also houses the Maker Space materials. One Learning Common period each month, students will have an opportunity to explore these materials in a guided and scaffolded way with the library assistant. Projects might correspond to the different read alouds done in the previous weeks. Students always have specific tasks to complete and teacher-selected materials to use. Projects remain on display as appropriate for a few weeks following each Maker Space session. Classrooms

are also encouraged to use the Learning Commons and all its resources on Wednesdays and Thursdays when this space is open for use. Grades 1-5 classes have been assigned times each week to utilize the space. The use of this space is not required but encouraged as an additional resource to augment curriculum in all content areas.

Vision for the New Learning Commons & STEM Lab

The new Learning Commons/Media Center will be a warm, inviting, and flexible space. Ideally it should be located in the center of the school for easy access by all. It will have practical areas for instruction, research, creating, reading, and collaboration.

The space will be air-conditioned, with good acoustics and clear sight lines. We envision a space with plenty of natural light. However, it is critical that the Learning Commons paraprofessional can dim the lighting and shade windows to use the projector and SmartBoard. This vision for this space is to have a “print” media center to represent what would be considered a traditional library space that is adjoined to a maker-space to allow for collaborative learning. Within the media center, there will also be smaller rooms to allow for project-based learning equipped with technology representative of the curricula.

Ideally, the Learning Commons will have a classroom, or separate area, for large group instruction. This dedicated teaching and learning space will include enough tables for an entire class of at least 25 students to be able to sit comfortably and see a presentation screen and work collaboratively together, but will have access to the main learning commons resources. This space could also have glass walls, so students could see into the Learning Commons space while in class. There will also be a designated area where classes can gather more informally, and this could be utilized by any staff. Adjacent to the library should be a STEAM Lab where teachers can help students explore their world using 21st century digital tools and hands on physical materials. (See STEAM Lab description later in the report)

Within the Learning Commons, with easy access and visibility, will be a bookroom and Literacy

Learning Lab. This collaborative learning space will hold a leveled bookroom to support teachers in effectively differentiating for small group instruction. It will also contain our organized, centralized book collections (diversity, science/social studies, SEL, etc.) which provide teachers with texts to effectively support and engage students in literacy instruction. This will also serve as a space for teachers to hold planning meetings, PLCS, data team meetings, etc.

There will be a dedicated storage space for the Learning Commons paraprofessional within the learning commons. This area will include enough space for existing and new equipment when not in use, materials for repair, items that need repair, adequate storage for library supplies, and a sink.

The Learning Commons should have several small group breakout areas for collaboration and creation. These spaces should have doors and sound isolation for audio and video recording. There will also be visibility into the main Learning Commons space to allow for proper supervision.

Power and data outlets will be plentiful and located in floor boxes that are easily accessible but safe for students throughout the space to provide maximum flexibility.

Equipment and furniture for the Learning Commons space include bookshelves at a reachable height for elementary students and arranged such that they do not obstruct sight lines for supervision or limit opportunities for group work. There should be several scanners throughout the Learning Commons for easy check out. A circulation station with space for at least one computer, a barcode scanner, and circulation material storage is also necessary. There should be a place to temporarily store recently returned books, ideally near the main entrance of the library and the circulation desk. Flexible furniture including tables and chairs that can be folded and stacked, are comfortable, easy to move with wheels, and all the same height will allow schools to reorganize the space based on need. There should be adequate storage, including some lockable storage, for library books and materials. Display space is also important in order to showcase books and/or student work.

ART PROGRAM

The K-5 SPS Visual Arts program provides opportunities for students to explore and create both 3-D and 2-D projects while practicing good studio habits. All students in Kindergarten through Grade 5 take a 42-minute Visual Art class each week. Classes are designed to be both project and technique based with a finished product realized at the end of an instructional unit. Students are exposed to the Elements of art and also various historical and contemporary artists.

Students have a wide range of materials in which to explore varying techniques. Materials may include, but are not limited to: plasticine clay, paper, paint (acrylic, tempera, and watercolor) markers, crayons, yarn, fabric, papier mache, oil pastel, cardboard, and wood. Projects completed and materials used are based on spaces/utilities available for teacher and student use which varies at each of the current elementary schools. Student creativity is always celebrated in an Art Show each Spring and displays located within the school building.

Existing Art Room at South

The South Art Room is currently half of the gym on Tuesdays and Wednesdays, the stage on Thursday afternoons. Due to enrollment changes, the classroom where the art room was located is now in use. The Art space is used by all students in Kindergarten through Grade 5. The Art space itself contains six tables with 4 to 5 chairs for project-based work, no sink and limited student project storage space. Technology is integrated through the use of a document camera that projects modeling of Art techniques for students onto a large whiteboard, integrated through the smart board. A SMART Board allows the Art teacher to access the Internet for in-the--moment research, videos and interactive digital skills that enhance classroom learning as well as showcasing students' digital animations. The South School does not currently have a kiln on site.

Existing Art Room at Wilkins

The Art Room at Wilkins is sublevel and has two small windows obstructed by the large shrubbery outside. The Art Room has a dehumidifier running during warmer months to counteract the humidity

in the room and has a large portion of the school's steam heater suspended from the ceiling. The heating unit is quite loud and makes banging noises throughout the school day.

The Art Room is used by all students in Kindergarten through Grade 5 and contains 6 tables with 4 to 5 chairs for project-based work, and 1 sink, and limited storage cabinets and counters. A SMART Board allows the Art teacher to access the Internet for in-the-moment research and/or videos. The Wilkins does not currently have a kiln on site.

Vision for the New Art Room Space

It is recommended that there be a primary art room and an intermediate art room. Ideally, the new Art Rooms contain a whole-group learning area for instruction that is centered around a SMART board or SMART Projector and document camera for demonstration and modeling, and a large-screen display, as well as a whiteboard and bulletin board. The project-based area would contain storage for ongoing projects and a ceramics area, with multiple sinks (4), for use of mixed media materials. The kiln is housed in a separate accessible area to the instructional space and is able to be secured to avoid potential danger when firing and cooling. The room would also have ample counter space for project storage, provisioning of supplies, and to serve as an additional work area. A large storage space for materials and student projects-under-construction, is essential for adequate storage in the Art room for all 3-D work, not just ceramic creations. Storage should include secure and appropriately ventilated space for toxic and hazardous materials as well as an accessible file of safety data sheets.

There are portable display screens that can be used for displaying student work throughout the building, as well as movable display cases that the teacher can use for exhibitions of student projects. A large materials storage room accessed from the art room area should provide adequate storage for art materials. Natural light should be from windows as well as skylights.

Adjacent to the Art room, ideally a Makerspace area / Project Based Learning area would be housed and have access directly into the Art Room. A separate room next to the Art Room would be beneficial

to the entire school as the system adopts both of these teaching methods into their curricula. ideally the Art room should be centrally located and near the Library Media Center.

The new art room should include a large ‘clean space’ with tables and counters with electrical outlets for the use of photo/video equipment and editing software, charging stations for iPads and tools are an essential part of this learning process, particularly for students in Grades 3 through 5.

MUSIC AND PERFORMING ARTS PROGRAMS

South and Wilkins Music Program

Music classes at South Elementary School are taught by two music educators who currently work 1.5 days each at the South for a total of 3 days. Music classes at Wilkins is taught by one music educator who currently works four days per week. All students receive one 42 music class per week

In addition, all students in Grade 4 and Grade 5 participate in the chorus program which meets an additional 42 minutes per week in a more traditional Choral rehearsal experience. All Grade 4 and 5 students who would like to pursue instrumental music can enroll in the district band program. There is no cost to being part of the District’s music program. The only requirement for the instrumental music program is access to an instrument. For those students who communicate a financial need, the District has a small stock of instruments available which can be loaned. This program takes place during school. Students who enroll in the lesson program also participate in the band program, which is directed by the SPS music educators. At each school, the chorus and band performs at least twice a year for family, friends and the students in the winter and spring. These performances take place in the current gym/cafeteria where the ensembles set up on the stage and floor space as needed.

The music curriculum at both South and Wilkins is coordinated with all five of the elementary schools in Stoughtons. The curriculum is a sequential program of studies which builds from Kindergarten to Grade 5. All of the units and lessons taught in the music classes are connected to the Massachusetts

State Music Frameworks which include Singing, Playing Instruments, Improvisation and Composition, Reading and Notation and Critical Response. The music educators at both schools use a variety of music theories and techniques within each grade level which may include mainly Kodaly and Orff approaches.

Existing Music Room at South

The Music Room at the South School is currently housed in a classroom and shares space with the computer teacher. They work on opposite schedules and our music teacher shares time between two schools. There is closet and wall storage for music materials and the teacher has access to smartboard, speakers, etc. The room also has a large rug and room for all music materials. On music days the tables used for computers are stacked in the back, significantly impacting the actual space in the room. Doubling up classes and spaces creates a space issue for students on both days and the room is quite cramped. The split schedule has resulted in 2.5 days per week the music teacher is at the South and a second music teacher comes for a half of an additional day to meet requirements. Next year, due to class sizes music will end up on the stage. Currently, chorus is the other music teacher responsibility. This is run in the cafeteria due to size constraints.

Existing Music Room at Wilkins

The current music room at Wilkins is a temporarily empty classroom that currently houses materials for a fourth grade class. There is a large rug for the students to sit and an area for dancing and movement activities. There is no storage, and the various materials needed for music education are stored in the open on counter or table tops. As aforementioned, the current music room is not acoustically designed as a music room but originally designed as a regular classroom space. Therefore, the regular lessons which are part of the music curriculum are often quite distracting to the fourth and second grade students who share classrooms adjacent to this space.

Vision for the new Music Room Space

Moving forward with a design for a new music room, essential elements should include a large, flexible space so that students can transition from risers to a large instructional area during a music

class. Currently there is not sufficient storage space to store classroom instruments so a storage room with shelving is needed. Practice rooms, or additional small rooms that are acoustically designed, would be practical and a much needed “next step” for the program. The room could also be a space for before-school or after-school band rehearsals, so enough space is needed for these rehearsals and space to store chairs and music stands. The current stage in both schools is not suitable for performances. It is hoped that in a new building there would be a large enough stage and performance space with A/V capabilities to accommodate these groups and performances.

PHYSICAL EDUCATION PROGRAMS

The Stoughton Public Schools value and honor the importance of educating students about what it means to achieve total health and wellness. Our elementary team developed a meaningful curriculum that provides informed lessons about not only a child’s physical well being and the importance of daily movement, but the mental and social aspects of an individual’s personal health. Throughout their time in Physical Education, students will experience a variety of teaching methods that reach all students. As part of a performance based classroom, students are introduced to basic locomotor, manipulative, and stability skills at an early age, to then challenge and develop into more advanced movements as they progress through their schooling. These skills are not only essential for students to learn and develop, but also how to apply these skills into lifelong fitness practices.

K-5 Physical Education In Stoughton Public Schools

Physical activity and fitness lessons are vital for all students to have in their daily lives. Studies showing the positive behavior benefits, and academic enrichment advancements due to physical activity consistently show the parallel between the two. Current implementation of Physical Education at each of these schools, includes one full time teacher who visits two schools throughout the week, seeing each of their classes for 42 minutes. At South, Physical Education classes are taught by one certified Physical Education teacher who currently works at South 3 days. At Wilkins, Physical

Education classes are taught by one certified Physical Education teacher who currently works four days at Wilkins. All students receive **one** 42 minute Physical Education class each week.

Curriculum throughout each of our five elementary schools is based on a sequential order of lessons, initiated at the Kindergarten level, to then master by their fifth grade experience. K - 5 students are introduced and practice basic locomotor and manipulative skills at early developmental stages, while stability and more difficult movements are the priority in the more mature grade levels. Social emotional fundamentals are also a priority and theme throughout students' time in Physical Education, focusing on effective communication, listening skills, body language, character development, and teamwork management. Strategy and game-like concepts are practiced in class, allowing students to become and practice leadership qualities, as well as listening skills, and what it means to be a good teammate. Physical education is a place where students can physically demonstrate their knowledge on how to win and be successful, but also on how to fail and learn from different situations of adversity.

Students are assessed through observation during challenge based obstacles and skill development activities, while participating in a variety of social settings.

Existing Physical Education Space at South

The current instructional space for Physical Education is our gymnasium space, it includes a basketball court and storage closet that doubles as an office. There is not much space to move around on the sides. This is a concern when students are running and moving at full-speed. The space is utilized three days a week for gym and two days a week for Art. On those days, the space is cut in half and converted into an art classroom including: six tables, 18 chairs, smartboard, art supplies, storage and demo space. This space can hold about half of the student population for smaller assemblies. For Physical Education classes, there is currently limited functionality due to its size and lack of storage. There is no dedicated office for the P.E. teacher, so he has a desk in the closet. Most equipment can currently be stored in the space, but we are certainly limited to existing equipment only due to limited space.

Existing Physical Education Space at Wilkins

The current indoor instructional space for Physical Education at the Wilkins Elementary School is a half court - sized gymnasium. It also houses the school's stage and is often used for presentations and assemblies. The stage is home to the band equipment, which uses this space one day every week. At present, the space is the only space in the building where students can gather indoors, yet it is too small to accommodate the entire student enrollment. For Physical Education classes, there is currently limited functionality, due to its size, lack of storage space, and additional usage during the day. There is no dedicated office for the P.E. teacher, so he has a desk on the side of the stage, where the Physical Education equipment is stored.

Vision for the new Physical Education Space

Moving forward with a new design for instructional space, essential elements should include a large, regulation-sized gymnasium where students can move freely, safely and without restriction. The District wants to provide a physical and social environment that encourages safe and enjoyable activities, lessons and movement opportunities for all of our students. An adequate storage room with appropriate shelving for the many types of equipment is necessary. The Physical Education teacher also needs an office space to plan lessons. The new school should host a regulation-sized gymnasium with retractable bleachers. In addition to the value of such a space, a larger gymnasium will be an important asset to the Town, providing additional indoor court space for youth and community activities. With this in mind, providing the ability to close off the gymnasium space to other areas of the school is a requirement. School-based and community-based activities are offered beyond the school day to enhance the learning in Physical Education classes. Ideally, it is recommended that a separate learning space off of the gymnasium is included in the design for the educational aspects of physical education such as health

Some suggestions for outdoor and outside spaces include size and proximity of the teaching space. The proximity of an instructional playing field or a playground to the gymnasium entrance should be considered; this includes providing a storage facility that is indoors and an additional one outdoors. Storage space should be near to the field for easy access to the equipment for the teacher and students.

HEALTH OFFICE

School nurses provide critical services to the provision of comprehensive health services to students and staff, with the school health office being the hub of these crucial services. Staffed by a full time DESE licensed registered nurse; a properly functional health office is essential to providing a safe and inclusive wellness environment for all children. Working to promote the prevention of illness and injury, the school nurse supports the health and wellness of the school community. The scope of practice for the school nurse includes mandated screenings, triaging and caring for urgent injury and health related issues, communicating and collaborating with parents, staff, and community partners, health related 504 and IEP development and meetings, developing health care plans, providing health education, administering medications, and providing emergency care. The school nurse is an essential part of the educational team.

Health Services at South

The South School has an enrollment of 289 students in grades K-5. During the 2021-2022 school year there were 4,318 visits to the Health Office, 717 medication administrations with 95% of the student population accessing the health office at least once during the school year. The health office also provides first aid, illness assessment and emergency care to the adult population within the school.

Existing Health Office at South

The current health office is entirely insufficient. Due to the location of the office to the health office, it lacks adequate private space for confidential conversations to occur with students, families, and faculty. The entire office is one small room with enough room to house one exam table, a desk, two filing cabinets, and 2 storage cabinets. The single clinic bathroom is not ADA compliant for wheelchair accessibility. There is not enough space in the clinic to provide privacy, ensure confidentiality, separate ill children from others seeking care and assistance, and provide mandated screenings. There are makeshift working spaces utilizing rolling carts and the tops of a dorm

refrigerator as spaces to provide clinic care and medication administration. Storage is extremely limited in the health office.

Health Services at Wilkins

The Wilkins School has a current enrollment of 289 students in grades K- 5. During the 2021-2022 school year there were 4,141 visits to the Health Office, 148 medication administrations, and 98% of the student population accessed the health office at least once during the school year. The health office also provides first aid, illness assessment and emergency care to the adult population within the school as well.

Existing Health Office at Wilkins

The current health office is inadequate. It consists of one room that is located next to the main office. The confidentiality is difficult to maintain due to the direct connection to the main office. There are two exam tables with a privacy curtain which are located directly in front of the nurse's desk/telephone area. It is very difficult to provide privacy, ensure confidentiality, separate ill children from others seeking care and assistance, and provide mandated screenings. The bathroom, which opens directly into the office, does not provide privacy for ill students or for students requiring use due to health and behavioral concerns. The treatment area for providing first aid, completing a nursing assessment, consulting with students, and dispensing medications consists of two locked cabinets, makeshift treatment space utilizing rolling carts and the top of a medical refrigerator. Storage is extremely limited in the health office.

Vision for the new Health Offices

The layout of the health office should address the need for privacy to support the psychological and physical health of students. The waiting area should not be visible from the external hallway, and examination rooms should offer privacy for the student either as traditional exam rooms separated from the rest of the clinic by walls or moveable partitions. There should be multiple phones throughout the health office, including in the exam rooms and in the nurse's office. All private spaces should provide both physical and acoustical privacy as possible for consultations while allowing the school

nurse to supervise key areas in the health office to ensure the safety and security of students.

The design of the health office should support the school nurse in providing safe and efficient care. It should be comfortable, emotionally supportive, stress reducing, focusing on students and accommodating their needs. The lighting and color should create a space that is warm, caring, friendly, supportive, dignified and technically proficient. There should be designated spaces within the space. There should be a treatment area with a sink, ample counter space, storage shelves for first aid supplies, a large clock with a second hand, a refrigerator with ice-making capabilities and ample electrical outlets. There should be a resting area separated from the rest of the health office with three cots with privacy partitions and lighting that can be adjusted. There should be a private office space needed for private conversations. The office should have a window that oversees the entire health office to ensure safety and be equipped with a desk, filing cabinets and cupboards that can be locked to hold medications and necessary supplies. There should also be a waiting room for students waiting to be assessed or dismissed with chairs and a small table. It should have a bulletin board and a pamphlet rack, as well as a small bookcase. There should be two bathrooms as a bathroom can be tied up for a period of time. The bathrooms should have storage space for supplies needed for toilet training and cleaning. Finally, there should be a storage closet to accommodate large pieces such as vision and hearing machines, extra supplies and a scale.

Physically the space should be located near the Main Office and close to other support services such as school counseling. The space should have easy access for emergency transportation vehicles. The physical layout should address student privacy.

STEM LAB

The addition of a **STEM** lab to the new Elementary School would be an essential way for allowing students the opportunity to learn programming, engineering and design using 21st century digital tools as well as analog physical tools for creating and applying knowledge. This space would also be used as a makerspace. The STEM lab should be equipped with digital, 21st Century tools that promote

coding and computational thinking and design as well analog, hands on materials for engineering and design thinking. There would need to be storage space and shelves for science, engineering and other physical materials in the STEM lab. The space would have flexible seating and enough room for whole group discussions. The space should be easily cleanable for ease of use by students.

Due to the size of the school, there will most likely be the need to have multiple floors. The vision for a design that incorporates multiple floors would be to have three classrooms on the second floor overlooking the Media Center/Learning Commons. The middle of these classrooms would be the STEM lab. It should have a wall of floor to ceiling windows so that students can see the Media Center/Learning Commons below. On the opposite side of the room, there should be access to a rooftop garden. Potential access could be a garage door fully made of shatter-proof windows. With a wall of windows opposite of the rooftop garden, natural light from the rooftop garden could also benefit the students using the Media Center/Learning Commons below.

This instructional space would allow for hands-on experiments to take place and allow for enhanced experiences for students to interact directly with natural phenomena or collect data by using tools, materials, techniques and models appropriate to the grade levels. By having a dedicated space, students will have opportunities to design investigations, engage in scientific reasoning, and to discuss their findings. These skills are an important part of the inquiry process in a safe environment (ex: dedicated safety equipment such as an eye wash station and goggle sanitizer machines). Piping in the STEM lab should be exposed and color coded to allow for more teaching opportunities about the flow of water and gasses within the building.

TRANSPORTATION POLICIES

As of this current school year, students who attend any Stoughton Elementary School are eligible for free bus transportation. Stoughton is under contract with FirstStudent to provide 13 buses for K-5 transportation and 13 buses for secondary transportation. Bus applications go out to families at the end of the school year for the following year and students are placed on a first come, first served basis.

In addition, Stoughton Schools provides late bus service for both elementary and secondary afterschool programming.

Buses are routed to neighborhood stops, typically at intersections along major streets. Stoughton does not provide door to door bus service. Vans for Special Education students do provide door to door service and are arranged through separate contracts with the Special Education department.

Stoughton is in the first year of a three year contract with FirstStudent. 13 buses are budgeted for the 2023-2024 school year.

South Elementary School

Two buses serve the South Elementary School. The bus typically arrives at the first stop around 7:45 AM and students are dropped off at the South at approximately 8:00 AM. Currently there are 54 South students taking the bus.

Wilkins Elementary School

Three buses serve the Wilkins Elementary School. The bus typically arrives at the first stop around 7:45 AM and students are dropped off at the Wilkins at approximately 8:00 AM. Currently there are 98 Wilkins students taking the bus.

With a new, larger school that will draw students from a larger attendance zone, it is anticipated that bus ridership will increase. It will be important for the design of the new site to accommodate safe bus drop-off and pick-up that can be safely and effectively managed by school staff separately from student walkers and staff/parent car circulation.

AFTER-SCHOOL PROGRAM

The mission and vision of the Stoughton Public Schools Extended Learning Time program is to create and provide learning opportunities for all Stoughton students that encourage a culture of curiosity, inclusivity, and creativity throughout the school year. We will ensure that each student has access to safe, supportive and challenging educational experiences which help them reach their greatest potential, sustain their love of learning, and increase their excitement about the future

Existing after school programs in Stoughton Public Schools

Stoughton Public Schools provides enrichment and academic programs at seven school sites. Each elementary school, O'Donnell Middle School and Stoughton High School have differentiated programming based on student voice, staff voice, assessment data, vision of school leadership and community input. Programs at the elementary schools run from 3:00-4:00PM on a twice a week basis. Programs at O'Donnell Middle School run daily Monday through Thursday from 2:30-3:30PM. Programs at Stoughton High School run twice a week from 2:15 - 3:15 PM. Transportation is provided to all students who are participating in after school programming.

Existing Programs at the South Elementary School

From September 2023- present, there are 80 student registrations in the afterschool programming. Academic programming includes academic support in English Language Arts and Mathematics. Enrichment programming includes a theater production and performance program.

Existing Programs at the Wilkins Elementary School

From September 2023- present, there are 85 student registrations in the afterschool programming. Academic programming includes academic support in English Language Arts, Mathematics and Science. Enrichment programming includes social emotional learning groups and readers theater which teaches literacy through theatrical production.

Vision for Programs

Moving forward with a new school, the District wants to ensure that the design will accommodate the school hosting the after-school programming. With both a larger building and school population, it is

anticipated that more students are likely to participate. Critical to housing this program will be dedicated storage space located very close to the gym and cafeteria. Ideally a storage closet with an approximate size of 6 X 8 feet with shelving.

FUNCTIONAL AND SPATIAL RELATIONSHIPS

South Elementary School

The original South Elementary School was built in 1958 with an addition built in 1967. The building is 38,000 square feet with 22 classrooms. The unique building is a single story building on a sloped parcel creating five levels of learning space connected by stairs and steep ramps. The ramps are original to the design that predates ADA requirements by 32 years. The ramp slopes are in excess of 20% and the width of the ramp and height and style of railing do not comply to today's standards. The topmost level has no ramp and a lift was installed with an opening cut into a classroom for students who need access to instruction on that level. The building consists of three wings which we intended to group grades K-1, 2-3, and 4-5. As the population of the school has grown, a single grade 1 classroom has been added to the grade 2-3 wing. In order to accommodate this growth the Art room was relocated to the gym for two days of instruction and on the stage for a third day of classes. Other specialist classrooms are distributed throughout the building. Music and Technology share a classroom. Given the sprawling layout of the building, students must travel long distances and often several levels to reach classrooms.

Currently, the specialists share several spaces (art and gym share the gymnasium, art also on the stage, music and computers in one classroom, learning commons and computers in the learning commons). Special Education providers also share space in a classroom located in Wing C both academic support center teachers spanning K-5 are in one room in addition to the occupational therapist. The ELL teacher, reading specialist and building interventionist share a classroom as well. The second reading specialist and math specialist currently vacant do not have an assigned spot, but when filled will require a space as well.

The main office has no physical or visual connection to the front door and must rely on the security camera to see the person at the airphone. Once a person is allowed to enter the building, they have access to the cafeteria and to the wing with the gym, Learning Commons, and grades 4-5 wing. The main office is to the right and up a ramp/staircase and it is not obvious to people entering which way they need to go.

The gym and cafetorium at the South is half the size of the larger Stoughton elementary schools. Neither space is suitable for whole school assemblies. The gymnasium lacks sideline seating and is currently set up with a teaching station, tables, and room dividers that are pushed to the side on the three days that the gym is used for physical education. The space is not large enough nor does it have appropriate flooring to be used as a community space for youth basketball or other activities. The Learning Commons is just 760 square feet, or less than half the space of other buildings. The students at the South do not have access to the full range of materials or sufficient Makerspace furnishings as they do at larger schools.

Due to the sloped building site and the inadequate drainage, water seeps through concrete slab floors at the lowest level loosening floor tiles and leaving behind a musty smell. The ceiling in many areas is integral to the roof deck and roof leaks loosen ceiling tiles. Original building features which proved too difficult to maintain such as the skylights in each classroom were roofed over soon after the building opened. High vaulted hallway ceilings with windows at the corridor end were dropped to accommodate network wiring and additional electrical wiring to meet growing technology needs. In dropping the ceilings, the clearstory windows facing the hallway that were intended to bring daylight into the classrooms

Wilkins Elementary School

The Wilkins Elementary School was built in 1951 with additions in 1954 and 1962. ADA updates were done to the building in 1997 with additional ADA student restroom updates in 2021. The Wilkins

is a two story, L shaped building located on four acres of land, and is adjacent to the high school, middle school, and recreation fields. It utilizes a blacktop play space that doubles as traffic queue lanes during drop off and pickup. The playground used by the Wilkins is a town owned public playground. There is a current Safe Routes to School project under construction on Central Street and in front of the school to create additional parking.

The Wilkins consists of 47,662 square feet of space with 26 classrooms. Classrooms for grades K-1 are located on the ground floor and grades 2-5 are located on the first floor (office level). Specialist spaces and services are distributed throughout the building. There are no breakout spaces for small group instruction. Temporary hallway spaces are set up for the delivery of one-to-one or small group instruction. This setup lacks privacy for students and staff. The Learning Commons is 1100 square feet and is significantly smaller than the newer elementary schools in Stoughton that offer 1800 square feet. Students at the Wilkins do not have the same level of access to Makerspace resources. The gymnasium is about half the size of the larger Stoughton elementary schools and has no sideline area and one end of the courts ends at the stage creating a hazardous situation for many activities. The gymnasium/auditorium is not large enough for whole school assemblies. The cafeteria is also a small space with a low ceiling and columns. Both the gym and cafeteria are heated by ceiling mounted air handlers that operate at a high decibel level making conversation or instruction difficult when the units are running. The Wilkins Elementary has limited air conditioned spaces making it difficult to offer summer programming.

SECURITY AND VISUAL ACCESS REQUIREMENTS

Existing Conditions of Security and Visual Access at South Elementary School and the Wilkins Elementary School

South Elementary School

The South Elementary School welcomes students, staff and families into the current building through

the main doors. The principal is greeting students in the morning as an additional layer of security as the South Elementary school lacks a vestibule. Once students enter the building the doors are locked. An Air Phone system with a security camera provides communication and an additional overhead glance at the stakeholder looking to enter the building. The security monitors are located on the wall of the front office as well as in the principal's office to see any potential security threats. The buzzers are located at the front desk to unlock the entry doors for visitors.

The security cameras cover some essential areas and will need to be expanded to provide suitable coverage of the building and grounds. The security cameras provide 24:7 security monitoring for reference if needed. Play areas in the South Elementary school are blacktop spaces with minimal to no camera coverage. The playground located at the back side of the school has a camera that is at a distance. Students are able to use this space for recess as well as a field on the back side of the school. The field location provides students with an additional space to play. There is a degree of vulnerability with the field as community members are known to hang out in the woods from time to time. Signs are posted to make the public aware of the playground time limitations.

Wilkins Elementary School

The Wilkins Elementary School welcomes students, staff and families into the current building through a vestibule located at the main entrance of the building. The vestibule is visible from the front office and communication is conducted through an Air Phone system with a security camera providing an additional overhead glance at the stakeholder looking to enter. The security monitors are located on the wall of the front office as well as in the principal's office to see any potential security threats. The buzzers are located at the front desk to unlock the entry doors for visitors.

The security cameras cover some essential areas and will need to be expanded to provide suitable coverage of the building and grounds. The security cameras provide 24:7 security monitoring for reference if needed. Play areas in the Wilkins are blacktop spaces with minimal camera coverage. The playground on the back side of the school is considered a public space monitored by the town. Students are able to use this space for recess as well as other town members as this space is considered a public

space. There is a degree of vulnerability with this setup as staff can not force someone to leave the space. Signs are not able to be posted due to the space being a public park.

Vision for Security and Visual Access

The new school strives to provide a secure environment that will be welcoming for all students, staff and families visiting the school. The new building can utilize modern security practices to display visitors on security monitors while communicating with school staff. The glass attendance windows will allow for building based staff to communicate with visitors while providing proper security and functionality.

The security monitors should be mounted at the front office as well as the principal's office to make sure that visual access is maintained to egress locations around the building. Inside the building, strategically placed cameras monitor movement and activities in hallways that connect to outside doors, providing visualization of essential locations around the building for safety. The digital cameras provide 24:7 monitoring and must be compatible with the other security cameras around the district.

Signs will need to be posted at fence openings to remind pedestrians that the school grounds are off-limits during school hours and will be monitored by security cameras.

The District has established a security template now in place at all schools that should serve as the model for the new Elementary School. This includes attention to:

- **Access Control** (AI Phones, Prox card entry, door hardware with keyless locking from interior spaces)
- **Communications** (integrated PA systems that allow for all-calls, integration of police radios)
- **Monitoring of Key Internal/External Areas** (Video cameras)

Additionally, the entrance to the new school should be designed to include a vestibule that doubles as a safety check-in, where visitors to the school are welcomed, screened and buzzed into the building. Please note that both the Stoughton Police Department and the Stoughton Fire Department will be

consulted in the planning process and any associated requirements will be incorporated into the Preferred Schematic.

VISION OF THE NEW ELEMENTARY SCHOOL DESIGN

Stoughton Public Schools looks forward to fully leveraging a new Elementary School facility to further support the realization of its triennial plan, curricular alignment with 21st Century learning competencies, and cultivation of students who fulfill the aspirations of its Vision of a Graduate.

In order to match the design elements needed to support this emerging education plan, the District began visioning sessions to inform the development of the project with a desire to have a consistent set of core principles at the heart of each school's specific design.

To these ends, SPS offered and participated in an elementary visioning sessions facilitated by DRA and the educational planning firm of New Vista Design in the winter of 2022-23.

The purpose of these sessions was to think collectively about the District's vision for 21st Century learning and then determine goals and priorities for a school building design that aligns with and supports that vision. The design patterns and priority goals listed below reflect the District's commitment to the SPS Mission and Core Values, along with the recently drafted Profile of a Graduate.

Lower (Primary) and Upper (Intermediate) Parts of the School/School Design

Given the potential of a larger new school with capacity of up to 600 students, the necessity for six classrooms per grade level is a priority. Furthermore, given the differences in not only the developmental levels of students, but also the differences in the curricular demands between Primary and Intermediate, part of the vision of the new school is to have separate areas within the school for these two distinct groups of students: students in kindergarten - grade 2 and students in grades 3 - 5.

Each of these sections should have their own classroom neighborhood spaces as described below. Additionally, each of these spaces should have identical specialist resources for Art and Music with these rooms located closer to the center, or hub, of the school.

The center of the school should house common spaces that will be shared and accessed by all students. Administration offices, the gym, and the cafeteria should be located in this area. The Media Center/Learning Commons should be centrally located and showcased as a space that can be utilized and used by all students throughout the day. Located above the administrative offices would be the special education suite which houses all of the non-classroom educational staff in one central location.

Neighborhood Learning Communities/Flexible Space

Given Stoughton's history and passion around neighborhood schools, it is not surprising that the participants in this visioning session want to see the neighborhood concept brought into the schools with learning communities established for each grade level. Grade-level neighborhoods will also house other service providers including a literacy specialist, math specialist, special educators and service providers and ELE staff. Within these communities, flexible space is able to be opened to create larger grade-level meeting and/or public exhibition spaces and can also be segregated into whole class or smaller group instruction spaces. Each learning community should also have office, collaboration, small-group learning spaces and ample natural light. The neighborhood will also provide opportunities for quiet space. Of course, flexible furniture will enhance the flexibility of the space. This model of neighborhood learning communities supports educators coming together to create a shared responsibility for student learning and modeling collaboration, innovation, communication, and critical thinking for their students. Additionally, it breaks down the scale of the school for young children by creating smaller orbits of activity, thus facilitating a greater sense of ownership and belonging. Furthermore, the idea of ample storage space for teachers, cubbies (for the primary program) and student lockers (for intermediate program), and teacher preparation spaces within the neighborhoods were consistently prioritized.

As mentioned above, the Media Center/Learning Commons should be centrally located and showcased as a space that can be utilized and used by all students throughout the day. This space should be flooded by natural light. It should include stacks of relevant library books and resources, as well as spaces for collaboration and group work. The furniture should be mobile to allow for flexibility of gatherings.

Due to the size of the school, there will most likely be the need to have multiple floors. The vision for a design that incorporates multiple floors would be to have three classrooms on the second floor overlooking the Media Center/Learning Commons. These classrooms should have a wall of floor to ceiling windows so that students can see the Media Center/Learning Commons below. On the opposite side of these rooms, there should be access to a rooftop garden. The rooftop garden would include picnic tables for alternative classroom lunches. With a wall of windows opposite of the rooftop garden, natural light from the rooftop garden could also benefit the students using the Media Center/Learning Commons below.

Indoor/Outdoor Connectivity/ Engaged Play

Believing in opportunities for experiential and exploratory learning, the new building should provide ample opportunity for outdoor learning experiences. The outdoor space should be easily accessible and portions should be covered for use during inclement weather.

Two play spaces, one for the primary grades and one for the intermediate grades, should be accessible to the community during non-school hours and offer a combination of dynamic play and quiet reflective spaces. These place spaces should be in close proximity to the cafeteria and bathrooms. Given the proposed setting of the new school, opportunities for nature trails with signage related to curricular themes should also be incorporated.

The priorities also include capturing opportunities for natural light and placing learning communities on the quiet side of the building.

Finally, there should be a rooftop garden with access to the STEM lab which is being proposed as a second floor space. This garden will also be able to be accessed by the Learning Commons classrooms which are proposed to be adjacent, and on either side of the STEM lab. This rooftop garden will provide countless educational opportunities which align with the Science curriculum for all grades.

Safety and Security

Another priority goal for a new building is one that maintains a welcoming environment while providing the necessary safety and security measures, which might include a secured vestibule off the administrative area to allow for easy monitoring of the arrival and dismissal of students, staff and visitors. The administrative area would also house the nursing suite, a conference room, secured student records, and offices for both the primary principal and intermediate principal. The vision also prioritizes safe pick-up and drop-off areas, and the ability to secure the learning spaces from the larger community spaces that will be used off-hours.

Once in the building, the use of wayfinding and streetscapes, along with color coded areas, will help visitors and students understand where to go within the building. The use of primary colors, to mimic that of a crayon box, is suggested to keep with the fun feel of an elementary school.

Community Use and Access

In addition to providing an independent cafeteria and gymnasium that are centrally located and serve as hubs for the school community, the design should consider opportunities for these spaces to be used by community partners, and therefore should be easily accessed by the community outside of school hours. An immediate adjacency between the cafeteria and the gymnasium would also provide an opportunity to put a movable wall between the two spaces to provide a larger space for school- and community-wide events.

While the school building should be used as a community resource, the scale of the building should reflect the age and size of elementary age students. The facade and exterior walls should be welcoming to elementary age students and all community members, which indicates a need for windows to break

the impact of a large, solid wall.

Sustainability/Building as Teacher

Stoughton Public Schools have a strong commitment to sustainability. In addition to having abundant natural light, passive solar design features, and indoor/outdoor connectivity, the building should integrate efficient and “green” heating and cooling systems in such a way as to serve as an interactive teaching tool for students. Consider ways in which the building can promote experiential learning opportunities for students and teachers as they develop an awareness of the natural resources employed in its construction, maintenance and daily use. These may include a school-wide recycling program, rainwater collection, gardening and outdoor maintenance programs, wind and solar power generation and the monitoring of building systems. Piping in the STEM lab should be exposed and color coded to allow for more teaching opportunities about the flow of water and gasses within the building.

New Elementary Building Project

The District and DRA/Vertex applied the same approach as had been used with the Stoughton High School project to engage with the educators at South and Wilkins. Representatives from both staffs participated in a three part visioning session moderated by David Stephen from New Vista Design. These occurred between December of 2022 - February of 2023. Parents and additional educational stakeholders were involved in this visioning as well. Faculty at both schools were also offered a “faculty meeting” style session with David Stephen which occurred on January 19, 2023. At this meeting, the combined staff of South and Wilkins reviewed many examples of new school design elements in the process of further refining their own design preferences.

Throughout this process, the New Elementary School Building Committee has offered several forums to the community in a variety of formats to elicit feedback on the project. This has resulted in wonderful feedback regarding what the community is looking for in a new school and the needs of the community. This feedback has helped guide and shape this Educational Plan. The building committee meets monthly as a whole group, a subcommittee meets bi-weekly to discuss any upcoming/impending items as well

