

On Monday, October 19, 2021 the first session of Town Meeting was called to order in Stoughton Town Hall at 7:06 pm with 141 virtually present. (Quorum 84). A motion was made and passed by virtual vote at 10:44 pm to adjourned to October 21, 2020 virtual meeting.

On Wednesday, October 21, 2020 the second session of Town Meeting was called to order in Stoughton Town Hall at 7:00 pm with 156 virtually present. (Quorum 84). A motion was made and passed by virtual vote at 10:34 pm to adjourned the Virtual Annual Town Meeting to Monday, October 26, 2020.

On Monday, October 26, 2020 the third session of Town Meeting was called to order in Stoughton Town Hall at 7:00 pm with 156 virtually present. (Quorum 84). A motion was made and passed by virtual vote at 10:34 pm to adjourned the Virtual Annual Town Meeting to Wednesday October 28, 2020.

On Wednesday, October 28, 2020 the fourth session of Town Meeting was called to order at 7:02 pm with 105 present. (Quorum 84). A motion was made and passed by virtual vote at 10:34 pm to adjourned the Virtual Annual Town Meeting.

By a virtual vote a motion was made by Jeanne M. Fleming and seconded by Cynthia Walsh to dissolve the October 19th, 2020 on October 28th, 2020 Special Town Meeting at 8:05 p.m.

A virtual vote was taken and carried by the necessary majority to conduct the meeting virtually using Zoom as proposed by the Moderator.

A virtual vote was taken and carried by the necessary majority to dispense with the reading of the warrant and return thereof; amendments or substitute motions other than on the operating budget be in writing, and any proposed substitute motions or complex amendments be sent to Moderator no later than 12:00 p.m. on date of session.

A virtual vote was taken and carried by the necessary majority to dismiss the following articles 3, 4, 5, 7, 12, 13, 25, 26 & 27. Voted on October 19th, 2020.

Article 1 Collective Bargaining – Dispatcher's Union

To see if the Town will vote to approve a collective bargaining agreement between the Town and AFSCME, Council 93 for the period of FY20 through FY22; and, if necessary, to raise and appropriate, and/or transfer from available funds in the Treasury, if any, a sufficient sum of money to fund the cost of items of the first fiscal year and implement said collective bargaining agreement; or take any other action relative thereto.

Requested by: Town Manager
Inserted by: Select Board
Date: August 27, 2020
Estimated Costs: None

PROPOSED MOTION:** Refer to Town Meeting.

FINANCE COMMITTEE: Voted 8-7 to refer to Town Meeting.

**All estimated costs listed in the Report of the Committee on Finance and Taxation for this article and those that follow are only general in nature; particular proposed appropriations will be included in the main PROPOSED MOTION under each article, as appropriate, and could be more or less than estimated.*

***Proposed motions for this article and those that follow, if recommended by the Committee on Finance and Taxation, are likely to be the main motion under each article at Town Meeting; if not recommended by the Committee, however, an alternative motion may be made at Town Meeting.*

ACTION: Article 1: Motion passes by the necessary majority. Yes: 114, No: 19, Abstain: 1. Electronic Voting. Voted on October 19, 2020.

Article 2 Collective Bargaining – Police Patrol Union

To see if the Town will vote to approve a collective bargaining agreement between the Town and the Stoughton Police Patrolmen's union for the period of FY20 through FY22; and, if necessary, to raise and appropriate, and/or transfer from available funds in the Treasury, if any, a sufficient sum of money to fund the cost of items of the first fiscal year and implement said collective bargaining agreement; or take any other action relative thereto.

Requested by: Town Manager
Inserted by: Select Board
Date: August 27, 2020
Estimated Costs: None

PROPOSED MOTION: Refer to Town Meeting.

FINANCE COMMITTEE: Voted 8-7 to refer to Town Meeting.

ACTION: Article 2: Motion passes by the necessary majority. Yes: 112, No: 19, Abstain: 3. Electronic Voting. Voted on October 19, 2020.

Article 3 Collective Bargaining - SPAEA

To see if the Town will vote to approve a collective bargaining agreement between the Town and the Stoughton Professional/Administrative Employees Union for the period of FY21 through FY23; and, if necessary, to raise and appropriate, and/or transfer from available funds in the Treasury, if any, a sufficient sum of money to fund the cost of items of the first fiscal year and implement said collective bargaining agreement; or take any other action relative thereto.

Requested by: Town Manager
Inserted by: Select Board
Date: August 27, 2020
Estimated Costs: None

PROPOSED MOTION: Refer to Town Meeting.

FINANCE COMMITTEE: Voted 8-7 to refer to Town Meeting.

ACTION: Dismissed by Virtual Vote on October 19th, 2020. Please see Page 2

Article 4 Collective Bargaining – Police Superior Officers

To see if the Town will vote to approve a collective bargaining agreement between the Town and the Stoughton Superior Officers Union for the period of FY20 through FY22; and, if necessary, to raise and appropriate, and/or transfer from available funds in the Treasury, if any, a sufficient sum of money to fund the cost of items of the first fiscal year and implement said collective bargaining agreement; or take any other action relative thereto.

Requested by: Town Manager
Inserted by: Select Board
Date: August 27, 2020
Estimated Costs: None

PROPOSED MOTION: Refer to Town Meeting.

FINANCE COMMITTEE: Voted 8-7 to refer to Town Meeting.

ACTION: Dismissed by Virtual Vote on October 19th, 2020. Please see Page 2.

Article 5 Collective Bargaining – THEA

To see if the Town will vote to approve a collective bargaining agreement between the Town and the Town Hall Employees Association for the period of FY20 through FY22; and, if necessary, to raise and appropriate, and/or transfer from available funds in the Treasury, if any, a sufficient sum of money to fund the cost of items of the first fiscal year and implement said collective bargaining agreement; or take any other action relative thereto.

Requested by: Town Manager
Inserted by: Select Board
Date: August 27, 2020
Estimated Costs: None

PROPOSED MOTION: Refer to Town Meeting.

FINANCE COMMITTEE: Voted 8-7 to refer to Town Meeting.

ACTION: Dismissed by Virtual Vote October 19th, 2020. Please see Page 2.

Article 6 Supplemental Fiscal Year 2021 Departmental Budgets

To see if the Town will vote to raise and appropriate and/or transfer from available funds in the Treasury, if any, a sufficient sum of money to supplement FY21 departmental budgets, or otherwise amend the vote taken under Articles 20 (Operating Budget), 10 (Cable Enterprise) of the June 29, 2020 Annual Town Meeting, or fund previously approved articles; or take any other action relative thereto.

Requested by: Town Accountant
Inserted by: Select Board
Date: August 27, 2020
Estimated Costs: \$542,767

PROPOSED MOTION: That the Town move to adjust the FY2021 Town operating budget and funding sources approved under Article 20 of the June 29, 2020 Annual Town Meeting, as follows, with reductions shown in "()":

TOWN OF STOUGHTON
ARTICLE 6 (A)
FISCAL 2021 GENERAL FUND BUDGET ADJUSTMENTS
SPECIAL TOWN MEETING, OCTOBER 19, 2020

Line Item Adjustments:

Regional Schools (Southeastern)	\$ (67,247.00)
Fire Department (Firefighters)	40,000.00
Stoughton Public Schools	542,767.00
	<u>\$ 515,520.00</u>

Funding Sources:

Tax levy (raise and appropriate)	\$ (283,531.00)
FY2021 Selectmen Reserve for Negotiations	40,000.00
Stabilization Fund	759,051.00
	<u>\$ 515,520.00</u>

(B) And further, to decrease the appropriation for the Cable Public Access enterprise fund by \$2,000 and decrease estimated FY2021 Cable Public Access revenue by a like amount.

TOWN OF STOUGHTON
ARTICLE 6 (B)
FISCAL 2021 ENTERPRISE FUND BUDGET ADJUSTMENTS
SPECIAL TOWN MEETING, OCTOBER 19, 2020

Line Item Adjustments:

Cable Public Access (Contract services)	\$	(2,000.00)
	\$	(2,000.00)

Funding Sources:

FY2021 Cable Public Access Revenue	\$	(2,000.00)
	\$	(2,000.00)

FINANCE COMMITTEE: Voted 11-3 to recommend to Town Meeting.

The Finance Committee voted 11-3 to transfer \$759,051 from the General Stabilization Fund to be used to supplement the FY21 Budget due to a decrease in local revenue estimates, and to adjust the funding sources as. Note; the \$759,051 to be allocated as follows: \$542,767 to the Stoughton Public Schools Budget and \$216,284 to the Stoughton Municipal Budget.

ACTION:

- A. Article 6 (A) as Amended; Yes: 99, No: 28, Abstain: (Not asked by Moderator)
Motion passes as amended by a 2/3rds vote. Virtual Vote October 19th, 2020.
- B. Article 6 (B): Yes: 99, No: 11, Abstain: (Not asked by Deputy Moderator).
Motion passes by the majority vote. Virtual Vote on October 19th, 2020.

Article 7 Unpaid Bills

To see if the Town will vote to raise and appropriate or transfer from available funds in the Treasury, if any, a sufficient sum of money to pay any unpaid bills from prior fiscal years in excess of departmental appropriations; or take any other action relative thereto.

Requested by: Town Accountant
Inserted by: Select Board
Date: August 27, 2020
Estimated Costs: Unknown

PROPOSED MOTION: Refer to Town Meeting

FINANCE COMMITTEE: Voted 8-7 to refer to Town Meeting.

ACTION: Dismissed by Virtual Vote October 19th, 2020. Please see Page 2.

Article 8 Capital Equipment Purchases

To see if the Town will vote to raise and appropriate, transfer from available funds in the Treasury, if any, including but not limited to any of the Enterprise Funds of the Town, the Community Preservation Fund, or borrow a sufficient sum or sums of money to replace and/or purchase and/or lease purchase for terms of up to or more than three years, the following items, including equipping of vehicles and equipment, and, as applicable, professional engineering, architectural services, design, site preparation and demolition, installation, and all other incidental and related costs, all as set forth in the chart below; or take any other action relative thereto.

(NOTE: recommendations of the Finance Committee are shown for convenience following each capital item or group of capital items)

A. Police Department:

1. Three (3) marked cruisers
2. One (1) unmarked cruiser

FINANCE COMMITTEE: Voted 14-1 to recommend to Town Meeting.

B. Fire Department:

1. One (1) staff vehicle
2. One (1) utility vehicle/brush truck

FINANCE COMMITTEE: Voted 13-2 to recommend to Town Meeting.

3. Radios/Communications

FINANCE COMMITTEE: Voted 14-0-1 to recommend to Town Meeting.

4. Personal Protective Equipment/Gear PPE

FINANCE COMMITTEE: Voted 15-0 to recommend to Town Meeting.

5. Diagnostic Equipment/Tools

FINANCE COMMITTEE: Voted 15-0 to recommend to Town Meeting.

C. Department of Public Works

1. F-250 Pickup Truck with Plow

FINANCE COMMITTEE: Voted 15-0 to not recommend to Town Meeting.

2. Salt Brine Machine

FINANCE COMMITTEE: Voted 10-5 to recommend to Town Meeting.

3. Medium Duty Dump Truck and Plow

FINANCE COMMITTEE: Voted 13-2 to recommend to Town Meeting.

4. Sanitation Vehicles Extraordinary Repairs

FINANCE COMMITTEE: Voted 15-0 to recommend to Town Meeting.

Requested by: Town Manager
Inserted by: Select Board
Date: August 27, 2020
Estimated Cost: \$932,000

PROPOSED MOTION: That the Town vote to appropriate sufficient sums of money to purchase and/or lease purchase for terms of up to or more than three years, the following items, including equipping of vehicles and equipment listed, and, as applicable, professional engineering/architectural services, design, site preparation and demolition, installation, and, for all items, all other incidental and related costs, all as set forth below, and for the amounts shown, with each line to be considered a separate appropriation; and as funding therefor, to transfer from the funding sources listed in the amounts and for the purposes shown in said chart below (i.e., all those funding sources listed below not identified as "borrowing"), and further, to authorize the Treasurer, with the approval of the Board of Selectmen, to borrow such sums for those items identified as "borrowing" pursuant to G.L. c. 44 §§ 7 or 8 or any other enabling authority, and issue bonds and notes therefor, and further, that any premium received upon the sale of any bonds or notes approved by this vote, less any premium applied to the payment of the costs of issuance of such bonds or notes, may be applied to the payment of costs approved by this vote in accordance with G.L. c.44, §20, thereby reducing by a like amount the amount authorized to be borrowed to pay such costs.

A Police Department

1. Marked Cruisers (3)

Borrowing

\$ 180,000.00

2. Unmarked Cruiser (1)

Borrowing

\$ 50,000.00

B Fire Department

1. Staff Vehicle (1)

Borrowing \$ 55,000.00

2. Utility Brush Truck (1)

Available Funds*** \$ 7,474.16

Borrowing \$ 192,525.84

3. Radios/Communications

Borrowing \$ 35,000.00

4. Personal protective
equipment/gear

Borrowing \$ 45,000.00

5. Diagnostic
Equipment/Tools

Free Cash \$ 10,000.00

**C Department of Public
Works**

1. Pickup Truck with Plow

(not recommended) \$ 0.00

2. Salt Brine Machine

Borrowing \$ 70,000.00

3. Medium Duty Dump
Truck w/plow

Free Cash \$ 28,835.00

Borrowing \$ 85,165.00

4. Sanitation Vehicles
Extraordinary Repairs

<u>Borrowing</u>	\$ 70,000.00
Total	\$ 829,000.00

***Available funds to be transferred for Article 8 B-2:

Prj 10076, Art 22D1, ATM May, 2016 unfunded EMS equip	\$326.84
Prj 10013, Art 38C4, ATM May, 2015 replace street lights	68.22
Prj 01834, Art 4, ATM May, 2014 upgrade central dispatch	6,319.70
Prj 10142, Art 19B4, ATM May, 2017 training vehicle	15.00
Prj 02062, Art 37, ATM May, 2010 radio transmission	155.35
Prj 05698, Art 27B1, ATM May, 2014 engineering equip	95.50
Prj 10185, 5 yr prem Gen Fund	305.04
Prj 10186, 10 yr prem Gen Fund	188.51

FINANCE COMMITTEE: Voted to recommend to Town Meeting as set forth in the proposed motion, with each item being separately recommended.

MUNICIPAL OPERATIONS COMMITTEE: Voted 6-0 to recommend to Town Meeting.

ACTION:

- A. Police Department: Yes:103, No: 15, Abstain: 2. Electronic Voting. Article 8 Item A passes by a 2/3rds majority vote. Voted on October 19, 2020.**
- B. Fire Department: Yes: 101, No: 18, Abstain: 1. Electronic Voting. Article 8 Item B passes by a 2/3rds majority vote. Voted on October 19, 2020.**
- C. Department of Public Works: Yes: 99, No: 16, Abstain 2. Electronic Voting. Article 8 Item 1 passes by a 2/3rds the majority vote. Voted on October 19, 2020.**

Article 9 Town Buildings and Facilities Maintenance and upgrades

Necessary repairs per Facilities Master Plan

To see if the Town will vote to raise and appropriate, transfer from available funds in the Treasury, if any, including but not limited to any of the Enterprise Funds of the Town, the Community Preservation Fund, or otherwise, or borrow a sufficient sum or sums of money to undertake maintenance, extraordinary maintenance, improvements, repairs, upgrades, modifications and the like at Town-owned buildings and facilities including but not limited to, as applicable, professional engineering/architectural services, design, site preparation and

demolition, installation, and all other incidental and related costs, or take any other action relative thereto.

- A. Council on Aging – Repair and Paint
- B. Council on Aging – Modify Sinks and Fixtures
- C. DPW – New flooring
- D. DPW– Stormwater Upgrades
- E. DPW – Mill and Overlay Parking Lot
- F. DPW – Upgrade HVAC/Controls
- G. DPW – Scrape and Repaint
- H. DPW – Upgrade Garage Doors/Controls
- I. DPW – Replace Roof Top Units
- J. Fire Station #2 – Replace paving around building
- K. Town Hall – Replace Fan Coil Units
- L. Town Hall – Repair & Replace Pipe Insulation
- M. Town Hall – Modify Sinks and Fixtures
- N. Town Hall – Replace Broken Brick/Reset Granite Cap

Requested by: Town Manager
Inserted by: Select Board
Date: August 27, 2020
Estimated Costs: \$832,496

PROPOSED MOTION: That the Town vote to appropriate sufficient sums of money from the Building Stabilization Fund for maintenance, extraordinary maintenance, improvements, repairs, upgrades, modifications, and the like at Town-owned building and facilities including but not limited to, as applicable, professional engineering/architectural services, design, site preparation and demolition, installation, and all other incidental and related costs all as set forth, and for the amounts shown, in the chart appearing in the recommendations of the Committee on Finance and Taxation, with each line to be considered a separate appropriation:

A	COA Painting and Repairs	\$ 41,872.00
B	COA Sinks and Fixtures	\$ 2,880.00
C	DPW Flooring	\$ 11,000.00
D	DPW Stormwater Upgrades	\$ 138,500.00

E	DPW Mill and Overlay Parking Lot	\$ 206,600.00
F	DPW HVAC Controls	\$ 67,104.00
G	DPW Scrape and Repaint	\$ 79,850.00
H	DPW Upgrade Garage Doors and Controls	\$ 52,000.00
I	DPW Replace Roof Top Units	\$ 112,000.00
J	Fire Paving Station #2	\$ 86,300.00
K	Town Hall Replace Fan Coil Units	\$ 6,400.00
L	Town Hall Replace Pipe Installation	\$ 2,880.00
M	Town Hall Modify Sinks and Fixtures	\$ 3,360.00
N	Town Hall Replace Broken Brick/Reset Granite Cap	\$ 21,750.00
	Total	\$ 832,496.00

FINANCE COMMITTEE: Voted 15-0 to recommend to Town Meeting.

MUNICIPAL OPERATIONS COMMITTEE: Voted 6-0 to recommend approval to Town Meeting.

ACTION:

- A. COA: Items A & B passes by the majority vote. Yes:122, No: 9, Abstain: 2. Electronic Voting. Voted on October 21, 2020.
 - B. Department of Public Works: Items C, D, E, F, G, H, I passes by the majority vote. Yes: 102, No: 26, Abstain 0. Electronic Voting. Voted on October 21, 2020.
 - C. Fire Paving Station #2: Item J passes by the majority vote. Yes: 106, No: 21, Abstain: 3. Electronic Voting. Voted on October 21, 2020.
 - D. Town Hall: Items K, L, M, N, passes by the majority vote. Yes: 116, No: 11, Abstain: 1. Voted on October 21, 2020.
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Article 10 Water Master Plan

To see if the Town will vote to update the 2006 version, and continue to build upon the recently completed Hydraulic Model Recommendations for future long-term capital projects in water distribution and storage (tanks), and as funding therefor, to raise and appropriate, transfer from available funds in the Treasury, if any, including but not limited to any of the Enterprise Funds of the Town, or borrow a sum of money for such purposes, or take any other action relative thereto.

Requested by: Town Manager
Inserted by: Select Board
Date: August 27, 2020
Estimated Costs: \$50,000

PROPOSED MOTION: That the Town vote to appropriate the sum of \$50,000 to update the 2006 version, and continue to build upon the recently completed Hydraulic Model Recommendations for future long-term capital projects in water distribution and storage (tanks) and all other incidental and related costs, and further, to authorize the Treasurer, with the approval of the Board of Selectmen, to borrow such sums pursuant to G.L. c. 44 §§7 or 8, or any other enabling authority, and issue bonds and notes therefor, and, although these will be general obligation bonds of the Town, it is anticipated that they will be repaid through the Water Enterprise Fund, and further, that any premium received upon the sale of any bonds or notes approved by this vote, less any premium applied to the payment of the costs of issuance of such bonds or notes, may be applied to the payment of costs approved by this vote in accordance with G.L. c.44, §20, thereby reducing by a like amount the amount authorized to be borrowed to pay such costs.

FINANCE COMMITTEE: Voted 15-0 to recommend to Town Meeting as set forth in the proposed motion.

MUNICIPAL OPERATIONS COMMITTEE: Voted 6-0 to recommend approval to Town Meeting.

ACTION: Yes:123, No: 6, Abstain: 2. Electronic Voting. Article 10 passes by the 2/3rds majority vote. Voted on October 21, 2020

Article 11 Fixed Meter Reading System Upgrades – Residential Meters

To see if the Town will vote to complete the Town-wide Fixed Network Meter Reading Project to 100%, which project, has successfully captured lost revenue from commercial users with old, slow, and outdated meters, by continuing such project for residential users, and, in connection therewith, to raise and appropriate, transfer from available funds in the Treasury, if any, including but not limited to any of the Enterprise Funds of the Town, or borrow a sufficient sum or sums of money or take any other action relative thereto.

Requested by: Town Manager
Inserted by: Select Board
Date: August 27, 2020
Estimated Costs: \$2,000,000

PROPOSED MOTION: That the Town vote to appropriate the sum of \$2,000,000 to complete the Town-wide Fixed Network Meter Reading Project to 100%, which project, has successfully captured lost revenue from commercial users with old, slow, and outdated meters, by continuing such project for residential users, and further, to authorize the Treasurer, with the approval of the Board of Selectmen, to borrow such sums pursuant to G.L. c. 44 §§7 or 8 or any other enabling authority, and issue bonds and notes therefor, and, although these will be general obligation bonds of the Town, it is anticipated that they will be repaid through the Water Enterprise Fund, and further, that any premium received upon the sale of any bonds or notes approved by this vote, less any premium applied to the payment of the costs of issuance of such bonds or notes, may be applied to the payment of costs approved by this vote in accordance with G.L. c.44, §20, thereby reducing by a like amount the amount authorized to be borrowed to pay such costs.

FINANCE COMMITTEE: Voted 15-0 to take no action and to recommend to Town Meeting that this Article be moved to the 2021 ATM.

MUNICIPAL OPERATIONS COMMITTEE: Voted 6-0 to recommend approval to Town Meeting.

ACTION: Motion Fails; Yes, 65, No: 61, Abstain: 4. Virtual Vote. Voted on October 21, 2020.

Article 12 By-Law amendment – Short Term Rental Registration

DISMISSED BY SELECT BOARD AT IT'S 9/22/2020 MEETING; see appendix for more information.

ACTION: Dismissed by Virtual Vote on October 19th, 2020. Please see Page 2.

Article 13 Purchase of 4.95 Acre Property on West Street

DISMISSED BY SELECT BOARD AT ITS 9/22/2020 MEETING; see appendix for more information.

ACTION: Dismissed by Virtual Vote on October 19th, 2020. Please see Page 2.

Article 14 Site Plan Review By-Law Modification

To see if the Town will vote to amend the Zoning By-Laws, particularly Section 10.6, as set forth below, with language to be inserted shown in bold underline, and language to be deleted shown in strikethrough, or take any other action relative thereto.

10.6.1 Purpose. The purpose of Site Plan Approval is to protect the health, safety, convenience and welfare of the inhabitants of the Town of Stoughton by providing a comprehensive review of the land and development plans submitted to the Town for approval to ensure that the following conditions have been met:

1. The location of buildings, uses and other site development(s) are properly and legally located on a site as prescribed by the Zoning Bylaw.
2. Adjacent properties are protected from nuisance(s) caused by noise, traffic, odors, noxious or harmful fumes, stormwater runoff and glare of lights.
3. Significant natural features on a site are preserved as much as possible (i.e., hills, water bodies, wetlands, certified vernal pools, streams (intermittent or otherwise), trees, tree groves, wooded areas, rock outcrops, native plants, wildlife habitats and other areas of aesthetic, ecological and historical interest).
4. Adequate facilities for off street parking and loading, drainage, snow storage and/or removal, fire protection and methods of solid waste disposal are provided on site.
5. Pedestrian ways, access/egress driveways, internal circulation, loading areas and parking facilities are properly designed and operated for public convenience, universal accessibility and public safety.

6. Economic development is promoted by "smart" land use decisions.

10.6.2 Projects Requiring Site Plan Approval. All buildings, other than single-family and two-family residences and structures accessory thereto, which are to be constructed, removed and reconstructed or demolished and reconstructed, or enlarged, which enlargement is equal to or greater than the percentage of the total building gross square footage listed in Table 1 or 5,000 square feet, whichever is less, shall be subject to Site Plan Approval by the Planning Board. In addition, any change in the use, other than a single or two-family residence, which has an increased requirement for parking as defined by this Bylaw, or an increase in impervious surface, other than building footprint, shall also be subject to Site Plan Approval. The purpose of Site Plan review and approval is to allow the Town an opportunity to review projects that meet certain thresholds in scope that are allowed by right and the ability to impose reasonable conditions on their approval to mitigate the impacts on the surrounding area. Full Site Plan Review requires a public hearing before the Planning Board and a pre-application meeting with municipal department heads. Administrative Site Plan Review only requires a meeting with department heads. If there a question of which level of review is required, the Town Planner, the Town Engineer and the Building Commissioner shall make the determination.

Table 1	
Size of Building Footprint	% of Increase Requiring Site Plan
Under 1,000 g.s.f.	40%

1,000 — 4,999 g.s.f.	30%
5,000 — 19,999 g.s.f.	20%
20,000 — 50,000 g.s.f.	10%
Over 50,000 g.s.f.	5%

Note: g.s.f. = gross square footage of the building; g.s.f. shall be calculated using the outside dimension of the building footprint times the number of floors.

1. Full Site Plan Review.

- a. For all of the following structures that are 500 square feet or more of gross floor area:

All new construction, expansion or renovation of multi-family dwellings (three (3) or more units), mixed-use buildings or any non-residential buildings or;

- b. Change of use that requires the addition or relocation of five (5) or more parking spaces; or

- c. Any change in the location of the vehicular access or egress to a non-residential property; or

- d. Drive-through facilities or;

- e. Increase in impervious area of 1,000 square feet or more; or

- f. Any fast-food establishment; or

- g. Removal of more than one hundred (100) cubic yards of materials (loam, sand, gravel, stone or any other earth material) in the aggregate from any lot or contiguous lot(s).

2. Administrative Site Plan Review.

- a. For all of the following structures that are less than 500 square feet of gross floor area:

All new construction, expansion or renovation of multi-family dwellings (three (3) or more units), mixed-use buildings or any non-residential buildings of less than 500 square feet of gross floor area (GFA) or;

- b. Exterior alteration or renovation of an existing non-residential or mixed-use building or premises, visible from a public or private street or way which includes any of the following:

(1) Change in the building's exterior surface material; or

(2) Rearrangement or addition of windows or doors; or

(3) Facade reconstruction or replacement; or

(4) Roofing if the Building Commissioner determines the roof to be a distinctive architectural feature of the building; or

- c. Change of use that requires the addition or relocation of less than five (5) parking spaces; or
- d. Increase in impervious area of less than 1,000 square feet; or
- e. The creation of any non-residential outdoor storage area(s) for vehicles, machinery or supplies.
- f. The redesign of the layout/configuration of an existing parking area of ten (10) or less parking spaces; or
- g. The relocation of Handicapped Parking spaces pursuant to 521 CMR as most recently amended.

Note: Gross Square Footage of the building shall be calculated using the outside dimension of the building footprint for each floor.

10.6.3 Exemptions. The following alterations or construction operations are exempt from the provisions of the Site Plan Review Bylaw:

- 1. Increase in landscaping or shifting of landscaping locations, subject to no change in the Plant List quantities, size or vegetation types (i.e. groundcovers, shrubs, flowering trees, shade/street trees), with exception to landscaping approved for buffering or to meet buffering requirements of this Bylaw.
- 2. Changes to infrastructure and utility provisions/apparatus with written approval by the Engineering Department and the agency responsible for the utility, with exception to traffic mitigation. ~~(to be considered a minor modification).~~
- 3. ~~Relocation of less than 5% of total approved parking spaces.~~
- 4. ~~Moving of Handicapped Parking pursuant to 521 CMR as most recently amended.~~

10.6.4 Recommended Pre-Filing Procedure. Prior to filing a Site Plan Approval Application, the applicant is encouraged ~~required~~ to request, in writing to schedule a meeting to review the proposed site plan with the Engineering and Building Departments all relevant Town departments. This shall include the Town Planner, the Building Department, the Board of Health, the Public Works Department, the Engineering Department, the Fire Department, the Police Department, the Assessor's Department, the Conservation Agent and the Economic Development Director. The purpose of this recommended pre-filing procedure meeting is to review with the applicant the requirements and criteria for site plan approval and address questions and comments in order to give the applicant ~~advice and comments~~ guidance prior to submitting a Site Plan Approval Application and thus avoid unnecessary time and costs to the applicant due to unforeseen problems and issues with a submitted site plan. The Applicant shall also obtain a zoning determination letter from the Building Commissioner that provides the reason(s) the project requires site plan approval, the level of review required and reference to the applicable section(s) of the Zoning Bylaws.

10.6.5 Application Submittal and Circulation. Application for a Site Plan Approval Application cannot be made prior to the completion of a Pre-Filing meeting. At the time of filing, the applicant must submit ~~twelve (12)~~ 14 copies of a completed Site Plan Application, six (6) copies of the full-sized Site Plan, nine (9) copies of 11" x 17" Site Plan, eight (8) copies of the Development Impact Report

(Section 10.6.10), three (3) copies of the Stormwater Management Plan and Report (Section 10.6.11) and drainage calculations, five (5) copies of the Traffic Report (If applicable) and one (1) electronic copy, conforming to all of the requirements listed in this Bylaw, along with a copy of the zoning determination letter from the Building Commissioner, any pre-filing comments received, to the Planning Board, in care of the Engineering Department. Additionally, a copy of the Site Plan Application (without plans) shall be filed with the Town Clerk. The Site Plan Application and plans will be forwarded to the following departments for review and comment:

Building Department
Public Works Department
Board of Health
Conservation Commission
Fire Department
Police Department
Engineering Department

Each department shall make every effort to have all comments submitted to the Planning Board ~~within thirty (30) days of receipt of a Site Plan Approval Application~~ by the opening of the public hearing by the Planning Board. These comments shall be available for review at the Engineering Department ~~prior to the public hearing~~.

No public hearing will be scheduled until a full submission has been made to the satisfaction of the Town Planner and the Engineering Department.

10.6.6 Public Notice. No less than fourteen (14) days prior to the date of the public hearing, the Applicant shall advertise the public hearing in a newspaper of local circulation, and shall send written notice, by first class mail, in conformance with G.L. c. 40A, §11. Legal advertisement and all required postage shall be paid by Applicant. The legal advertisement and abutter notification shall include, at a minimum, the following information:

1. The name and, if applicable, the business name and address of the applicant.
2. The street address and the assessor's map and lot number of the property as specified on the Site Plan Application on which construction or expansion is planned.
3. A brief description of the type of construction or expansion planned.
4. The designated Town office where the Site Plan Application can be reviewed.
5. The date, time and place of the public hearing.

10.6.7 Public Hearing. A public hearing on the site plan application shall be scheduled within forty-five (45) days of filing. Failure of the Planning Board to hold a public hearing within forty-five (45) days shall be deemed as constructive approval, unless submission requirements have not been met by the applicant, upon which the Town Clerk shall issue a certificate to this effect and a notation on the Applicant's Site Plans.

10.6.8 Waiver of Filing Requirements. Upon request of the Applicant, the Planning Board may, at its discretion, waive any of the requirements, or portions thereof, of this Section. Action by the Planning Board granting either approval or approval with conditions shall be

sufficient evidence of an affirmative waiver by the Board of any of the filing requirements not fulfilled by the Applicant. Waivers of filing requirements shall be explicitly requested by the Applicant in writing, and responded to in writing indicating grant or denial ~~expressly granted~~ by the Planning Board. Requirements of this By-Law may not be waived except as properly voted by the Planning Board.

10.6.9 Preparation and Contents of Site Plan. Site Plans shall be preferably be 24" x 36". Larger plans may be submitted with the approval at the discretion of the Engineering Department. The scale shall be a minimum of 1" = 40', except for elevation views and floor plans, which shall be at a scale of 1/8" = 1' or 1/4" = 1'. The site plan set shall include a Cover Sheet, Existing Conditions Plan, Proposed Site Layout, Landscape Plan, Lighting Plan, Utility and Grading Plan and Construction Details. The site plan set shall also include meet the following criteria and any other criteria deemed as sound planning and engineering practice by the Planning Board and/or the Engineering Department:

1. Name and address of the Record Owner and/or Applicant.
2. Legend depicting all pertinent existing and proposed site features.
3. The date that the plans were prepared and north arrow shall be shown on the plans.
4. All site plans must be stamped and signed by a Registered Professional Civil Engineer and a Professional Land Surveyor. The land surveyor shall perform an instrument boundary survey and shall certify the accuracy of the locations of the buildings, setbacks and all other required dimensions and distances to property lines.
5. A Zoning Chart depicting "Required" vs. "Provided" for all applicable Zoning Criteria including Lot Size, Frontage, setbacks, Building Height, Lot Coverage, Parking Spaces and Landscaping and Open Space requirements.
6. A Locus Map, at a scale of 1" = 600' or other suitable scale to accurately locate the site in Town, oriented on the plan in the same way as the large-scale plan.
7. The location, width, status (public or private) and name of all streets (showing both sides) within 100' of the all project boundaries.
8. On-site and abutting lot lines. On-site lot lines shall be described by bearings and distance. Abutting lot lines shall be shown in a general way.
9. All easements shall be described with bearings and distances.
10. Zoning District lines, including Flood Plains, Wetland Protection Districts and wellhead protection zones I and II or any other applicable overlay districts, if applicable.
11. ~~Existing surveyed and~~ proposed topography contour lines at one (1) or two (2) – foot intervals. A minimum of two (2) benchmarks shall be shown on the plans. The datum shall be noted.
12. The location of ~~existing or~~ proposed building(s) on the lot shall be shown with total square footage and dimensions of all buildings.

- ~~13. Any streams, brooks or wetland resource area boundaries or within 100' of the property lines. Wetland resource areas shall be as defined in the most recent version of the Stoughton Wetland Protection Bylaw.~~
- ~~14. Information on the location, size and type and number of existing landscape features.~~
13. Information on the location, size and capacity of existing and proposed on-site and abutting utilities (water, sewer, drainage, natural gas, electrical cable, etc.).
14. Detailed locations and dimensions of all existing and proposed buildings and uses on-site and on abutting properties, including sill elevations, overhangs and exterior details relating to the building footprint. All existing and proposed setbacks from property lines should also be shown. Any minimum, or below minimum, setback distances shall be clearly noted as such on the plan.
15. An existing conditions plan to include the following:
 - a) Existing surveyed topography contour lines at one (1) or two (2) –foot intervals.
 - b) The location of existing building(s) on the lot shall be shown with total square footage and dimensions of all buildings.
 - c) Any streams (intermittent or otherwise), brooks or wetland resource area boundaries or certified vernal pools within 100' of the property lines. Wetland resource areas shall be as defined in the most recent version of the Stoughton Wetland Protection Bylaw.
 - d) Information on the location, size and type and number of existing landscape features.
 - e) Information on the location, size and capacity of existing on-site and abutting utilities (water, sewer, drainage, natural gas, electrical cable, etc.), including utilities in abutting side streets, if applicable.
 - f) Detailed locations and dimensions of all existing buildings and uses on-site and on abutting properties, including sill elevations, overhangs and exterior details relating to the building footprint. All existing setbacks from property lines should also be shown. Any minimum, or below minimum, setback distances shall be clearly noted as such on the plan.
16. A landscaping plan that shows the location of proposed plantings and landscaped areas such as mulched or grassed areas. It shall also contain a table that lists the various species, the number of each and the size (planted height from the ground level from the top of the root ball) at the time of installation and anticipated size at full maturity. The plan shall also include a second page the shows pictures of the appropriate plantings at their mature sizes and colors.
17. An Operation and Maintenance Plan (O&M) in a recordable form to be paid by the Applicant shall be submitted to the Board for review that summarizes the proposed maintenance for all access ways, parking areas, fences, walls, landscaping, lighting, drainage, and waste disposal areas shall be adequately maintained and repaired or replaced wherever and whenever necessary for continued compliance with the appropriate site plan.
18. Location for all proposed sight lighting and construction details. Also, a photometric plan shall be included that shows the intensity of lighting throughout the site and onto adjacent properties and any roadway(s).

19. Location, specifications and construction details for all site signage to include on-site directional signage.
20. Elevation and façade treatment plans in context with surrounding buildings of all proposed structures. Color renderings are also required.
21. Information on the location, size and type of parking, loading, storage and service areas with a parking calculation schedule noting existing, required and proposed spaces for the entire site.
22. Details and specifications (if applicable) for proposed site amenities including but not limited to fences, recreation facilities, walls or other barrier materials and special paving materials.
23. All proposed erosion control measures shall be shown on the plan. An anti-tracking area shall be provided at all entrances.
24. Area(s) proposed for snow storage should be shown on the plan.
25. A Limit of Work Delineation shall be shown on the plan.
26. Any additional information in which that the Board finds reasonable and sound practice shall be provided to the Board by the Applicant.

10.6.10 Development Impact Report (DISR). A Development Impact Report will be required for all projects. The Planning Board may waive in part, or in whole, any requirements contained in the DISR which it deems inapplicable to the project proposal and shall contain the following elements:

A. Traffic Impacts Assessment

- ~~1. The Traffic Report shall include the following for the study area:~~
1. Existing average daily traffic and pedestrian/bicycle volumes during peak hours. Identification of any pedestrian and bicycle crossing issues on-site or off-site.
2. Analyses of average daily traffic and peak hour levels resulting from the project including future conditions for peak hour traffic volumes under "no-build" and "build" scenarios based on a five (5) —5 year horizon from existing conditions. "No build" to include average annual growth and projects approved or projected in the area. "Build" to represent no-build traffic volumes adjusted to add site generated traffic volumes. The methodology and sources used to derive existing data and estimations.
3. Accident history shall be included for a three (3) 3 year period.
4. Internal traffic circulation analyses including emergency vehicle access.
5. Sight Line Evaluation. Shall include documentation of posted speed limits, calculations of stopping sight distances for ~~both~~ all directions and field measurements of available sight distances at each proposed point.
6. Queuing and lane storage capacities available under existing and proposed conditions.

7. Traffic Signal Warrant Analysis, if necessary.
8. An analysis of existing and resulting intersection levels of service (LOS). (Please refer to the most current edition of the Manual of the Institute of Transportation Engineers for the definition of level of service.)
- ~~9. Directional vehicular flows resulting from the proposed project.~~
9. **Proposed methods to mitigate the estimated traffic impacts.**

B. Visual Impacts **Assessment**

~~The Visual Impact Assessment shall be prepared by a registered Landscape Architect and shall include:~~

1. Evaluation of the relationship of proposed new structures or alteration of nearby pre-existing structures in terms of character and intensity of use (e.g. scale, materials, color, odor, door and window size and locations, setbacks, roof and cornice lines, and other major design elements);
2. An analysis of the visual impacts on neighboring properties from the proposed development and alterations, and of the location and configuration of proposed structures, parking areas, open space, and gradient changes;
3. A colored site plan rendering representing the actual colors and materials being used.

C. Environmental Impacts **Assessment**

~~The purpose of this assessment is to describe the impacts of the proposed development with respect to on-site and off-site environmental quality.~~

- a. **Evidence that** the proposed development ~~shall~~ **will** not create any significant emission of noise, dust, fumes, noxious gases, radiation, or water pollutants, or any other similar significant adverse environmental impact(s).
- b. **Evidence that** the proposed development ~~shall~~ **will** not increase the potential for erosion, flooding or sedimentation, either on-site or on neighboring properties; and shall not increase the pre v. post rates of runoff from the site. A summary of compliance with the DEP Stormwater Standards shall be provided. Provision for attenuation of runoff pollutants and for groundwater recharge shall be included in the proposal.
- c. **Evidence that** the design of the development ~~shall~~ **will** minimize the area over which existing vegetation is to be removed. Tree removal shall be minimized, and special attention shall be given to the planting of replacement trees.
- d. **Evidence that** the design of the development ~~shall~~ **will** minimize earth removal. Cuts of more than **four (4)** 4 feet shall be prohibited, unless otherwise waived by the Planning Board. Any grade changes shall be in keeping with the general appearance of neighboring developed areas.
- e. **Evidence that** proper sewage disposal **will be provided** in accordance with the State Environmental Code and any local regulations and/ or policies must be demonstrated.

- f. Water Demand Calculations shall be provided to help determine the impact the project will have on the public water system. In cases where well water will be used, a Hydrogeological Analysis shall be provided to help determine water demand.

D. Economic Impacts Assessment

~~The purpose of the Economic Impact assessment is to evaluate the fiscal and economic impacts of the proposed development on the Town.~~

~~The scope of the assessment shall address the following issues:~~

1. Projections of costs arising from increased demands for public services and infrastructure. Cost factors shall include the project effects of police and fire protection, highway, water, sewer, solid waste disposal, education services, recreation facility impacts, and health services.
2. Projections of benefits from increased tax revenues, employment (construction & permanent), and value of public infrastructure to be provided. Revenue factors shall include the effects on property taxes, vehicular taxes, licenses and fees, fines and miscellaneous taxes.
3. Projections of the impacts of the proposed development on the values of adjoining properties.
4. Five (5)-year projection of Town revenues and costs resulting from the proposed development.

E. Community Impact Assessment

~~The purpose of this assessment is to evaluate the project design based on its compatibility with the surrounding community.~~

~~The scope of the assessment shall address the following issues:~~

1. Evidence that the design elements shall will be compatible with the character and scale of neighboring properties and structures.
2. Evidence that the design of the development shall will minimize the visibility of visually degrading elements such as trash collectors, loading docks, etc.
3. Evidence that the design of development shall will be consistent or compatible with existing local plans (if any); including plan elements adopted by the Planning Board, Conservation Commission, and other Town bodies having such jurisdiction.
4. Evidence that the location and configuration of proposed structures, parking areas and open space shall will be designed so as to minimize any adverse impact on temperature levels or wind velocities on the site or adjoining properties.
5. Evidence that outdoor lighting, including lighting on the exterior of a building or lighting in parking areas, shall will be arranged to minimize glare and light spillover to neighboring properties.

10.6.11 Stormwater Management Plan and Report. The contents of the stormwater management plan shall contain sufficient information for the Engineering Department to evaluate the hydrological and hydrological-dependent characteristics of the land to be developed, the potential and predicted impacts of land development on the local hydrology, and the effectiveness and acceptability of all measures proposed by the applicant for reducing adverse impacts. Summary data shall be provided in terms understandable to the Planning Board and the general public.

The stormwater management design shall be prepared in compliance with the Stormwater Standards of the latest edition of the Stormwater Management Regulations and the Stormwater Handbook of the Department of Environmental Protection. Additionally, the project shall comply with the Environmental Protection Agency's most current National Pollutant Discharge Elimination System (NPDES) MS4 Permit requirements and any local Stormwater Requirements.

The following plans and documents shall be submitted for review:

1. Completed and signed Stormwater Management Checklist Form from the latest edition of the Stormwater Management Regulations demonstrating compliance with all Standards.
2. Narrative describing the project and all sub-catchment areas (cover type, soil conditions, etc.). A summary table showing changes in pre and post-development peak runoff flows for the two (2), ten (10), twenty-five (25), and one-hundred (100) -year storm events. Post development peak runoff rates shall not exceed pre-development rates. The Narrative shall explain all Best Management Practices proposed to improve water quality and recharge. All areas where vegetation is being altered and all areas to be covered with impervious areas shall describe in the Narrative.
3. Hydrological Calculations for Pre-development and Post-development.
4. Pre-and Post-development Watershed Sub-catchment Maps showing sub-catchment boundaries, Time of Concentration paths, cover types, and final discharge points.
5. Plans shall show enough topographic information outside of the site to show pre and post discharge impacts.
6. Provide Curve Number calculations.
7. Hydraulic calculations shall be prepared based on the 25-year storm event. A hydraulic summary table shall be provided.
8. Test Pit Data. All test pit locations shall be shown on the plan. The Estimated Seasonal High Ground Water Elevation for each test shall be provided. Test pits are required to be performed in the vicinity of any stormwater basin in accordance with the DEP Stormwater Management Regulations.
9. Existing topography and proposed grading shall be described in one (1) foot or two (2) foot contour intervals, depending on how much detail is required to review drainage impacts of the proposed project.
10. Locations, specifications and construction details for all stormwater structures and Best Management Structures shall be provided in the plan.
11. Site runoff shall be infiltrated to maximum extent practicable. The use of Low Impact Development design is encouraged.
12. An Operation and Maintenance Plan shall be submitted for stormwater structures. The O & M Plan must also describe how all access ways, parking areas, fences, walls, landscaping, lighting, drainage, and waste disposal areas will be adequately maintained and repaired or replaced wherever and whenever necessary for continued compliance with the appropriate site plan.

10.6.12 3 Additional Required Written Submittals. An application for Site Plan Approval shall also be accompanied by the following:

1. The name and address of Record Owner/Applicant. A cover letter from applicant describing project in detail.
2. A list of names and addresses of all property owners of record who share a common

property line with any portion of the subject property, and abutters to the abutters within three hundred feet (300').

3. An itemized list of all applicable permits required for the subject site prior to the issuance of a building permit, and any approvals, variances and applications applied for and obtained for the project and property, including, as may be applicable, an application for municipal sewer connection, application for construction of an individual sewerage disposal system, application for municipal water connection, or application for well permit.
4. Written permission from the owner of the property to apply for Site Plan Approval, if the applicant is not the owner.
5. For projects proposing demolition of an existing structure, a written finding by the Stoughton Historical Commission that the building or structure is not historically significant.
6. If any waivers are sought from the Planning Board, they shall be clearly listed with their descriptions on the drawing. If any waivers are requested, they shall be listed on a separate sheet and submitted as part of the site plan submission material along with a statement of reasons for same.

~~7. A proposed construction schedule.~~

~~10.6.14 Certification of Plans. The site plan must be signed and stamped by a professional deemed appropriate by the planning Board. This may include, but not limited to a registered Professional Civil Engineer, Professional Land Surveyor, Landscape Architect, or Architect.~~

~~10.6.15 Site Construction. Site work for the proposed development shall conform to the following general requirements:~~

- ~~1. All access routes and parking areas shall be graded, paved, and drained to the satisfaction of the Engineering Department.~~
- ~~2. Curbing, berms wheelstops, guardrails, and/or bollards shall be placed at the edges of all surfaced parking areas as appropriate. Wheelstops shall be provided wherever a parking area directly abuts a sidewalk.~~
- ~~3. All utility connections shall be constructed in accordance with the requirements of the Engineering Department, Public Works and the Building Department, and other utility owners as applicable.~~

~~10.6.16 All access ways, parking areas, fences, walls, landscaping, lighting, drainage, and waste disposal areas shall be adequately maintained and repaired or replaced wherever and whenever necessary for continued compliance with the appropriate site plan. A formal operation and maintenance plan for the site shall be submitted to the Planning Board for review.~~

10.6.13 7 Planning Board Action. The Planning Board shall take formal action on the Site Plan Application within thirty (30) days of the close of the public hearing. Planning Board action shall be by vote of a majority of the members, ~~or majority of a voting quorum~~, and shall consist of any one of the following:

1. Approval, if the Site Plan meets the requirements of this By-Law;
2. Approval with conditions, if the Site Plan would meet the requirements of this By-Law upon satisfaction of certain conditions; or
3. Disapproval, if the Site Plan does not meet the requirements of this By-Law.

10.6.14 8 Decision. The Planning Board shall file a written decision with the Town Clerk after initialing all pages contained in said decision, with copies filed with the Applicant, Building Department and Engineering Department.

10.6.15 9 Endorsement Upon Approval. In addition to the written decision, the Planning Board approval, or approval with conditions, shall be indicated by endorsement on the Site Plan by a majority of the Planning Board, with a reference to any specific conditions which may be contained in the written decision. Once approved, one (1) copy of the approved Site Plan, signed by the Planning Board, or their Authorized representative, shall be forwarded to the Building Inspector and Engineering Department ~~within five (5) days of final Planning Board action.~~

10.6.16 20 Constructive Approval. Failure of the Planning Board to take final action within the prescribed thirty (30) - day period shall be deemed as approval, upon which the Town Clerk shall issue a certificate to this effect and a notation on the Applicant's Site Plans. For the purposes of this By-Law, "formal action" shall be construed to mean completion of every act required of the Planning Board under this By-Law.

10.6.17 21 Disapproval for Failure to Meet Filing Requirements. The Planning Board may, in its discretion, record a vote of disapproval of a Site Plan if the Applicant has failed to meet any of the requirements of filing set forth in this By-Law.

10.6.18 22 No occupancy permits shall be issued for any building or structure, or portion(s) thereof, until:

1. The Building Inspector receives certification from a registered architect, engineer or land surveyor, that all construction (including utilities) has been done in accordance with the approved site plan (not required for site plans for structures less than 5,000 sq. ft.); and
2. The Building Inspector, Town Planner and Engineering Department verify that all conditions of the approved site plan have been met.

10.6.19 23 ~~Security for Incomplete Work.~~ Surety. At the option of the Applicant, an occupancy permit may be issued if the only incomplete work shown on the site plan is exterior, cosmetic or landscaping, and if surety, the amount to be set by the Engineering Department ~~Planning Board at a regular meeting~~, is posted to ensure that the incomplete work is completed within a reasonable time. The surety shall be provided in cash. If the Applicant wishes to dispute the amount of the surety, it shall be done at a regularly-scheduled meeting of the Planning Board. The Planning Board shall establish a deadline for completion of not more than one (1) year from posting of ~~security~~ surety. Surety for landscaping shall be held for at least one (1) growing season to ensure survival of all plantings. The Planning Board may, ~~at its discretion, allow surety to be posted for site work in addition to landscaping if an unusual~~

or unexpected event prevents the applicant from completing the site work. This allowance is subject to the review by the Planning Board by a site inspection to insure the safety and health for those who occupy the structure and use the site. Surety may not be used for incomplete stormwater management areas or wetlands replication that may be required by the Conservation Commission. The Applicant shall request a reduction of release of the surety shall be done at a regularly-scheduled meeting of the Planning Board.

10.6.20 4 Modification of Approved Site Plans. In the event a modification is made to an approved site plan, the applicant shall submit to the Planning Board revised plans showing the modification. The proposed modification (s) shall be discussed at a regularly-scheduled meeting of the Planning Board. In consultation with the Engineering Department and the Town Planner, the Board will determine whether the proposed modifications are minor or major in nature. Minor modifications may be approved the Board without a public hearing, while major modifications shall require a public hearing before the Board.

~~Listed below are situations warranting major review as the original filing, minor reviews requiring Board review at a regular meeting, or no review by the Planning Board. A meeting with the Engineering and Building Departments prior to filing is recommended.~~

~~1. Major Modifications. The following modifications to a site plan approval constitute "Major Modifications," requiring the same review and application of the original filing:~~

- ~~a. — Changes to the principal use structure paved areas, drainage structures, or lot configuration.~~
- ~~b. — Phasing development to allow structures to be constructed in specific separate time frames.~~
- ~~c. — Any other modification which the Planning Board finds to be a substantial alteration of the approved Site Plan.~~

~~2. Minor Modifications. The following modifications to a site plan approval constitute "Minor Modifications." The Planning Board may review these following changes to determine the insignificance and consistency within the original approved plan:~~

- ~~a. — Reduction in Landscaping or Parking.~~
- ~~b. — Requests by applicant to revise conditions of previous decision.~~
- ~~c. — Façade changes to the structure without any increase in volume.~~
- ~~d. — Any other modification not listed herein, which the Planning Board deems not to be a substantial alteration of the approved site plan.~~

10.6.21 5 Lapse. An approved site plan shall lapse if within two (2) years, which shall not include such time required to pursue or await the determination of an appeal referred to in Section 17 seventeen, from the grant thereof, if a substantial use thereof has not sooner commenced except for good cause or, in the case of permit for construction, if construction has not begun by such date except for good cause.

10.6.22 6 Appeal. The appeal of any decision of the Planning Board hereunder shall be made

in accordance with the provisions of Massachusetts General Laws Chapter 40A, §17.

Requested by: Town Planner
Inserted by: Select Board
Date: August 27, 2020
Estimated Costs: None

PROPOSED MOTION: That the Town vote to approve Article 14 as printed in the warrant.

MUNICIPAL REGULATIONS: Voted 5-0 to recommend to Town Meeting.

ACTION: Yes: 106, No: 15, Abstain: 2. Article 14 passes by a 2/3rds vote. Virtual Vote. Voted on October 21, 2020.

Article 15 Cedar Hill Golf Course Greens Sprayer

To see if the Town will raise and appropriate, transfer from available funds in the Treasury, if any, or borrow a sufficient sum of money to purchase a greens sprayer for the Cedar Hill Golf Course, or take any relative action thereto.

Requested by: Cedar Hill Golf Course Superintendent
Inserted by: Select Board
Date: August 27, 2020
Estimated Costs: \$60,000

PROPOSED MOTION: That the Town vote to appropriate the sum of \$60,000 to purchase a greens sprayer for the Cedar Hill Golf Course and all other incidental and related costs, and further, to authorize the Treasurer, with the approval of the Board of Selectmen, to borrow such sums pursuant to G.L. c. 44 §§7 or 8, or any other enabling authority, and issue bonds and notes therefor, and, although these will be general obligation bonds of the Town, it is anticipated that they will be repaid through the Cedar Hill Golf Course Enterprise Fund, and further, that any premium received upon the sale of any bonds or notes approved by this vote, less any premium applied to the payment of the costs of issuance of such bonds or notes, may be applied to the payment of costs approved by this vote in accordance with G.L. c.44, §20, thereby reducing by a like amount the amount authorized to be borrowed to pay such costs.

FINANCE COMMITTEE: Voted 12-3 on September 16, 2020 to recommend to Town Meeting.

MUNICIPAL OPERATIONS COMMITTEE: Voted 5-0-1 to recommend approval to Town Meeting.

ACTION: Yes: 103, No: 18, Abstain: 2. Electronic Voting. Article 15 passes by a 2/3rds. Voted on October 21, 2020.

Article 16 Glen Echo Recreational Facilities Construction (CPA)

To see if the Town will vote to raise and appropriate and/or transfer from available funds, including the Community Preservation Fund, and/or borrow under the provisions of G.L. c.44B, §11, G.L. c.44, §§7 or 8, or any other enabling authority, a sum of money to be added to the sum previously appropriated by vote of the May 18, 2015 Annual Town Meeting under Article 45, for the creation, construction, and installation of improvements for park purposes at Glen Echo Park, so-called, being the land acquired by the Town pursuant to that deed recorded with the Norfolk County Registry of Deeds in Book 29423, Page 161, as such improvements are depicted more or less on the "Glen Echo Site Development Plans", dated April 1, 2020, prepared by the Town of Stoughton Engineering Department, and the Glen Echo Development Plan prepared by the Kyle Zick Landscape Architecture, Inc. of Boston, dated October 17, 2014, which plans have been placed on file with the Town Clerk, such improvements to include nature and hiking trails, access roads, parking facilities, stormwater management facilities, picnic areas, sanitary facilities, recommended safety measures, motorized gate, solar lighting, signage, creation of a "Great Lawn", landscaping, tree work, and the purchase and installation of other outdoor equipment and structures, and all costs incidental and related thereto as recommended by the Glen Echo Use and Development Committee; and further to formally dedicate said Glen Echo Park to park purposes pursuant to G.L. c.45, §3 and consistent with the vote of the June 6, 2011 Annual Town Meeting under Article 55; and to authorize the Glen Echo Use and Development Committee, Town Manager, or such other Town board or official as may be designated by the Select Board, to take such actions and execute such agreements and instruments as may be necessary to apply for and accept a grant through the Parkland Acquisitions and Renovations for Communities (PARC) grant program (301 CMR 5.00) from the Executive Office of Energy and Environmental Affairs, and any other grants or reimbursements, for the purpose of funding such improvements; or take any other action relative thereto.

Article I.	Estimated Total Project Cost:	\$560,208
Article II. 45)	Previously Approved Funding:	\$324,208 (ATM 2015, Article 45)
Article III.	Additional Funds Request:	\$236,000

Petitioner:	Select Board
Requested by:	Conservation Commission and Glen Echo Use and Development Committee
Estimated costs:	\$236,000

PROPOSED MOTION: That the Town vote to approve Article 16 as set forth in the warrant, and as funding therefor, to transfer the sum of \$236,000 from the Community Preservation Fund FY21 Budgeted Annual Reserve.

FINANCE COMMITTEE: Voted 13 to 2 on September 16, 2020 to recommend to Town Meeting.

MUNICIPAL OPERATIONS COMMITTEE: Voted 6-0 to recommend approval to Town Meeting.

ACTION: Yes:110, No: 22, Abstain: 5. Electronic Voting. Article 16 passes by the majority vote. Voted on October 26, 2020.

Article 17 Pratts Court Replacement Well(s) Investigation

To see if the Town will raise and appropriate, transfer from available funds in the Treasury, if any, or borrow any a sufficient sum of money for a study and investigation to install test wells to pinpoint replacement well(s) location, install 2 replacement/satellite wells, perform two (2) 48-Hour pump tests and prepare the pump test report to MassDEP, including all incidental and related costs; or take any other action relative thereto.

Petitioner:	Select Board
Requested by:	Public Works Superintendent
Date:	August 27, 2020
Estimated Cost:	\$325,000

PROPOSED MOTION: That the Town vote to appropriate the sum of \$325,000 for a study and investigation to install test wells to pinpoint replacement well(s) location, install 2 replacement/satellite wells, perform two (2) 48-Hour pump tests and prepare the pump test report to MassDEP, including all incidental and related costs, and further, to authorize the Treasurer, with the approval of the Board of Selectmen, to borrow such sums pursuant to G.L. c. 44 §§7 or 8, or any other enabling authority, and issue bonds and notes therefor, and, although these will be general obligation bonds of the Town, it is anticipated that they will be repaid through the Water Enterprise Fund, and further, that any premium received upon the sale of any bonds or notes approved by this vote, less any premium applied to the payment of the costs of issuance of such bonds or notes, may be applied to the payment of costs approved by this vote in accordance with G.L. c.44, §20, thereby reducing by a like amount the amount authorized to be borrowed to pay such costs.

FINANCE COMMITTEE: Voted 14-1 on September 16, 2020 to recommend to Town Meeting.

ACTION: Yes: 114, No: 16, Abstain: 2. Electronic Voting. Article 17 passes by a 2/3rds vote. Voted on October 26, 2020.

Article 18 Pratts Court Roof Replacement

To see if the Town will raise and appropriate, transfer from available funds in the Treasury, if any, a sufficient sum of money for a roof replacement at the Pratts Court Water Filter Plant, including all incidental and related costs; or take any other action relative thereto.

Petitioner: Select Board
Requested by: Public Works Superintendent
Date: August 27, 2020
Estimated Cost: \$45,000

PROPOSED MOTION: That the Town vote to appropriate the sum of \$45,000 for a roof replacement at the Pratts Court Water Filter Plant, including all incidental and related costs, and further, to authorize the Treasurer, with the approval of the Board of Selectmen, to borrow such sums pursuant to G.L. c. 44 §§7 or 8, or any other enabling authority, and issue bonds and notes therefor, and, although these will be general obligation bonds of the Town, it is anticipated that they will be repaid through the Water Enterprise Fund, and further, that any premium received upon the sale of any bonds or notes approved by this vote, less any premium applied to the payment of the costs of issuance of such bonds or notes, may be applied to the payment of costs approved by this vote in accordance with G.L. c.44, §20, thereby reducing by a like amount the amount authorized to be borrowed to pay such costs.

FINANCE COMMITTEE: Voted 15-0 on September 16, 2020 to recommend to Town Meeting.

ACTION: Yes:127, No: 5, Abstain: 0. Electronic Voting. Article 18 passes by a 2/3rds vote. Voted on October 26, 2020.

Article 19 Muddy Pond Utility Pole Easement & License

To see if the Town will vote to authorize the Select Board to grant easements for the installation and maintenance of utility poles, power lines and related appurtenances in a portion or portions of the property on which the Muddy Pond Town drinking well is located, to serve the new water pump station to be constructed thereon, on such terms as the Select Board deems appropriate, and, further to execute such other documents and take such other action as may be necessary or convenient to effectuate the vote taken hereunder; or take any other action relative thereto.

Requested by: DPW Superintendent
Inserted by: Select Board
Date: August 27, 2020
Estimated Cost: None

PROPOSED MOTION: That the Town vote to approve Article 19 as printed in the warrant.

INTERGOVERNMENTAL RELATIONS COMMITTEE: Voted 6-0 to recommend to Town Meeting.

MUNICIPAL OPERATIONS COMMITTEE: Voted 6-0 to recommend approval to Town Meeting.

ACTION: Yes:128, No: 0, Abstain: 2. Article 19 motion passes. Electronic Voting. Voted on October 26, 2020.

Article 20 Heron Crossing PILOT Agreement

To see if the Town will vote to authorize the Select Board to negotiate and enter into an agreement for payments in lieu of taxes pursuant to G.L. c. 59, §38H(b), Chapter 164, §1, and any other enabling authority, with the owner of a large-scale ground-mounted solar array installed or to be installed on the property known as 0 Turnpike Road located off of Corbett Road, Stoughton, having Parcel ID 089-142, or the owner's affiliates, assigns, or successors, for personal property attributable to such solar photovoltaic facility; with such agreement to be for such term of years not exceeding 25, and such other terms and conditions as the Select Board may deem to be in the best interest of the Town, and to authorize the Select Board to take any actions and execute any other documents and ancillary agreements necessary, convenient, or appropriate to accomplish the foregoing and to implement and administer such an agreement with the owner of said property, or the owner's affiliates, assigns, or successors; or take any action relative thereto.

Requested by: Heron Crossing Solar, LLC
Inserted by: Select Board
Date: August 27, 2020
Estimated Costs: None

PROPOSED MOTION: That the Town vote to approve Article 20 as printed in the warrant.

FINANCE COMMITTEE: Voted 15-0 on September 16, 2020 to recommend to Town Meeting as set forth in the proposed motion.

ACTION: Yes:123, No: 5, Abstain: 2. Article 20 motion passes. Electronic Voting, Voted on October 26, 2020.

Article 21 TIF with TSC Schuman 22, LLC and Globe Composite Solutions, LLC

To see if the Town will vote, pursuant to Massachusetts General Law Chapter 40, Section 59, and Chapter 23A, Sections 3A through 3F, and the applicable regulations thereunder, to:

- (a) approve a Tax Increment Financing Agreement between the Town, TSC Schuman 200, LLC and Globe Composite Solutions, LLC, for property located at 200 Shuman Avenue (the "TIF Agreement"), which TIF Agreement provides for property tax exemptions at the exemption rate schedules set forth therein; and
- (b) authorize the Select Board to execute the TIF Agreement, and any documents related thereto, and to approve submission to the Massachusetts Economic Assistance Coordinating Council (EACC) of the TIF Agreement, any Economic Development Incentive Program (EDIP) "Local Incentive-Only" Application, and any documents

related thereto, all relating to the project as described in the TIF Agreement, and to take such other actions as necessary or appropriate to implement those documents, and carry out the purposes of this article;

and take any other action relative thereto.

Requested by: Town Manager
Inserted by: Select Board
Date: August 27, 2020
Estimated Cost:

PROPOSED MOTION: That the Town vote to approve Article 21 as printed in the warrant.

FINANCE COMMITTEE: Voted 10-5 to recommend to Town Meeting as set forth in the proposed motion.

ACTION: YES: 119 No: 17 Abstain: 3. Electronic Voting. Motion carries by the necessary Majority vote. Voted on October 26, 2020.

Article 22 Special Legislation for Use of CPA Funds for Stoughton Center

To see if the Town will vote to authorize the Select Board to petition the General Court for special legislation to authorize the use of Community Preservation Fund monies, upon recommendation by the Community Preservation Committee and appropriation by Town Meeting, to be used to acquire and develop recreational or open space in Stoughton Center, as contemplated by the 2015 Master Plan, including acquisition and disposition of property now held by any department or agency of federal or state governments on such terms and conditions as deemed by the Select Board to be in the best interests of the Town, exchanges of property, relocation of existing uses, and other means to accomplish this purpose for said governmental departments or agencies, notwithstanding any provision of law or regulation to the contrary, or take any other action relative thereto.

Requested by: Select Board
Inserted by: Select Board
Date: August 27, 2020
Estimated Costs: None

PROPOSED MOTION: That the Town vote to approve Article 22 as printed in the warrant.

FINANCE COMMITTEE: Voted 13-2 not to recommend to Town Meeting because there was no information presented to the Finance Committee at the time of the Finance Committee hearings.

*INTERGOVERNMENTAL RELATIONS COMMITTEE: Voted 6-0 to not recommend to Town Meeting.

*Intergovernmental Relations Committee vote should be 5-1 not 6-0 as indicated in Warrant. Correction done at Special Town Meeting October 2, 2020.

ACTION: Yes: 61, No: 64, Abstain: 2. Article 22 motion fails. Electronic Voting. Voted on October 26, 2020.

Article 23 Authorize Use of Funds for Acquisition of Station Depot Building to also be Used for Preservation, Restoration and Rehabilitation of Such Building (Rescind Unexpended Portion of Acquisition)

To see if the Town will vote to amend Article 9 of the November 18, 2015 Special Town Meeting for the acquisition of the so-called Stoughton Station Depot Building, located at 45 Wyman Street, Stoughton Mass, by reducing the amount appropriated thereunder by the sum of \$75,000, with such sums closing out to the Community Preservation Fund Balance, or take any other action relative thereto.

Requested by: Town Manager

Inserted by: Select Board

Date: August 27, 2020

Estimated Cost: None

PROPOSED MOTION: Move to approve Article 23 as printed in the warrant.

FINANCE COMMITTEE: Voted 15-0 to recommend to Town Meeting as set forth in the proposed motion.

ACTION: Yes: 109, No: 11, Abstain: 3. Article 23 motion passes. Electronic Voting. Voted on October 26, 2020.

Article 24 Preservation, Restoration and Rehabilitation of Train Station

To see if the Town will vote under the Community Preservation Act to appropriate from the Community Preservation Fund the sum of \$75,000.00 for the rehabilitation of the historic Stoughton Station Depot Building, located at 45 Wyman Street, Stoughton Mass, including but not limited to architectural, engineering, and other professional services, construction, site preparation and demolition, and any and all incidental and related expenses; or take any other action relative thereto.

Requested by: Town Manager
Inserted by: Select Board
Date: August 27, 2020
Estimated Cost: \$75,000

PROPOSED MOTION: Move to approve Article 24 as printed in the warrant, and as funding therefor, to appropriate the sum of \$75,000 from the FY21 Community Preservation Fund Budgeted Annual Reserve.

FINANCE COMMITTEE: Voted 14 to 1 to not recommend to Town Meeting because there was no information presented to the Finance Committee at the time of the Finance Committee hearings.

ACTION: Yes: 92, No, 35, Abstain: 2. Motion passes. Electronic Voting. Voted on October 26, 2020.

Article 25 Charter Change

DISMISSED BY SELECT BOARD AT ITS 9/22/20202 MEETING; see appendix for more information.

ACTION: Dismissed by Virtual Vote on October 19, 2020. Please see Page 2.

Article 26 Charter Change

DISMISSED BY SELECT BOARD AT ITS 9/22/20202 MEETING; see appendix for more information.

Dismissed by Virtual Vote on October 19, 2020. Please see Page 2.

Article 27 Charter Addition

DISMISSED BY SELECT BOARD AT ITS 9/22/20202 MEETING; see appendix for more information.

Dismissed by Virtual Vote on October 19, 2020. Please see Page 2.

A motion was made, seconded and

RECONSIDERATIONS

You are hereby directed to serve this warrant by posting attested copies hereof at not less than nine public places in the Town, seven days, at least, before the time of holding said meeting and you are hereby directed to have three hundred copies brought to the meeting for distribution.

Hereof fail not and make due return of this Special Town Meeting Warrant with your doings thereon to the Interim Town Clerk at the meeting aforesaid.

Given under our hands this 22nd day of September in the year of Our Lord Two Thousand and Twenty at Stoughton, Massachusetts.

STOUGHTON SELECT BOARD

/s/ Christine D. Howe, Chair

/s/ Stephen M. Cavey, Vice Chair

/s/ Joseph M. Mokrisky

/s/ Robert J. O'Regan

/s/ Debra Roberts

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GOVERNMENTAL FUNDS BALANCE SHEET

JUNE 30, 2020

	General	School Capital Projects	Chapter 90 Capital Project	Nonmajor Governmental Funds	Total Governmental Funds
ASSETS					
Cash and cash equivalents.....	\$ 18,174,809	\$ 11,348,836	\$ -	\$ 16,121,932	\$ 45,645,577
Investments.....	3,540,470	-	-	127,515	3,667,985
Receivables, net of uncollectibles:					
Real estate and personal property taxes.....	2,386,965	-	-	-	2,386,965
Tax liens.....	2,817,942	-	-	-	2,817,942
Community preservation fund surtax.....	-	-	-	43,153	43,153
Motor vehicle and other excise taxes.....	957,897	-	-	-	957,897
User charges.....	905,672	-	-	-	905,672
Departmental and other.....	948,275	-	-	-	948,275
Intergovernmental.....	1,143,713	-	3,035,364	146,124	4,325,201
Community preservation state share.....	-	-	-	238,000	238,000
Special assessments.....	-	-	-	502,598	502,598
Due from other funds.....	1,084,325	-	-	-	1,084,325
Other assets.....	23,580	-	-	-	23,580
TOTAL ASSETS.....	\$ 31,983,648	\$ 11,348,836	\$ 3,035,364	\$ 17,179,322	\$ 63,547,170
LIABILITIES					
Warrants payable.....	\$ 525,148	\$ 3,612,695	\$ 476,914	\$ 252,737	\$ 4,867,494
Accrued payroll.....	1,117,376	-	-	26,865	1,144,241
Due to other funds.....	-	-	1,084,325	-	1,084,325
Other liabilities.....	695,541	-	-	349,037	1,044,578
Notes payable.....	-	-	-	292,450	292,450
TOTAL LIABILITIES.....	2,338,065	3,612,695	1,561,239	921,089	8,433,088
DEFERRED INFLOWS OF RESOURCES					
Taxes paid in advance.....	41,829	-	-	-	41,829
Unavailable revenue.....	7,276,455	-	1,474,125	783,473	9,534,053
TOTAL DEFERRED INFLOWS OF RESOURCES.....	7,318,284	-	1,474,125	783,473	9,575,882
FUND BALANCES					
Nonspendable.....	-	-	-	47,000	47,000
Restricted.....	-	7,736,141	-	15,427,760	23,163,901
Committed.....	158,546	-	-	-	158,546
Assigned.....	6,656,001	-	-	-	6,656,001
Unassigned.....	15,512,752	-	-	-	15,512,752
TOTAL FUND BALANCES.....	22,327,299	7,736,141	-	15,474,760	45,538,200
TOTAL LIABILITIES, DEFERRED INFLOWS OF RESOURCES, AND FUND BALANCES.....	\$ 31,983,648	\$ 11,348,836	\$ 3,035,364	\$ 17,179,322	\$ 63,547,170

See notes to basic financial statements.

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GOVERNMENTAL FUNDS STATEMENT OF REVENUES, EXPENDITURES AND CHANGES IN FUND BALANCES

YEAR ENDED JUNE 30, 2020

	General	School Capital Projects	Chapter 90 Capital Project	Nonmajor Governmental Funds	Total Governmental Funds
REVENUES:					
Real estate and personal property taxes, net of tax refunds.....	\$ 71,885,791	\$ -	\$ -	\$ -	\$ 71,885,791
Tax liens.....	179,819	-	-	1,783	181,402
Motor vehicle excise taxes.....	4,146,546	-	-	-	4,146,546
Hotel/motel tax.....	418,176	-	-	-	418,176
Meals tax.....	519,032	-	-	-	519,032
Charges for services.....	3,467,340	-	-	409,894	3,877,240
Penalties and interest on taxes.....	389,081	-	-	2,522	371,603
Fees and rentals.....	349,605	-	-	34,100	383,705
Payments in lieu of taxes.....	54,295	-	-	-	54,295
Licenses and permits.....	782,007	-	-	-	782,007
Fines and forfeitures.....	60,455	-	-	-	60,455
Intergovernmental - state aid.....	20,359,155	-	-	27,431	20,386,586
Intergovernmental - School Building Authority.....	-	8,466,678	-	-	8,466,678
Intergovernmental - Teachers Retirement.....	13,081,510	-	-	-	13,081,510
Intergovernmental - other.....	-	-	1,608,940	5,801,452	7,410,392
Intergovernmental - COVID-19 relief.....	-	-	-	146,124	146,124
Intergovernmental - COVID-19 lost revenue replacement.....	-	-	-	77,702	77,702
Departmental and other.....	419,953	-	-	1,287,797	1,707,750
Community preservation taxes.....	-	-	-	812,519	812,519
Community preservation state match.....	-	-	-	188,995	188,995
Contributions and donations.....	-	-	-	1,037,978	1,037,978
Investment income.....	711,980	-	-	59,329	771,309
TOTAL REVENUES.....	116,804,551	8,466,678	1,608,940	9,887,586	136,767,755
EXPENDITURES:					
Current:					
General government.....	4,126,132	-	-	1,865,027	5,991,159
Public safety.....	13,799,386	-	-	1,656,726	15,455,112
Education.....	48,852,409	20,409,534	-	4,470,105	73,732,048
Public works.....	4,508,638	-	1,600,940	556,177	6,673,755
Human services.....	1,470,569	-	-	468,092	1,938,661
Culture and recreation.....	1,621,591	-	-	1,005,282	2,626,873
Community preservation.....	-	-	-	757,907	757,907
COVID-19.....	-	-	-	146,124	146,124
Pension benefits.....	5,420,579	-	-	-	5,420,579
Pension benefits - Teachers Retirement.....	13,081,510	-	-	-	13,081,510
Employee benefits.....	10,018,561	-	-	-	10,018,561
State and county charges.....	4,749,130	-	-	-	4,749,130
Debt service:					
Principal.....	5,168,823	-	-	198,000	5,356,823
Interest.....	3,288,504	-	-	85,198	3,373,702
TOTAL EXPENDITURES.....	116,095,832	20,409,534	1,608,940	11,208,618	149,322,924
EXCESS (DEFICIENCY) OF REVENUES OVER (UNDER) EXPENDITURES.....	708,719	(11,042,856)	-	(1,321,032)	(12,555,169)
OTHER FINANCING SOURCES (USES):					
Issuance of bonds.....	-	704,301	-	3,055,189	3,759,490
Premium from issuance of bonds.....	-	50,000	-	177,850	227,850
Transfers in.....	374,891	177,350	-	1,026,449	1,578,690
Transfers out.....	(523,769)	(94,146)	-	(3,008,898)	(3,626,813)
TOTAL OTHER FINANCING SOURCES (USES).....	(148,878)	837,505	-	1,250,590	1,939,217
NET CHANGE IN FUND BALANCES.....	559,841	(11,105,351)	-	(70,442)	(10,615,952)
FUND BALANCES AT BEGINNING OF YEAR.....	21,767,458	19,841,492	-	15,545,202	56,154,152
FUND BALANCES AT END OF YEAR.....	\$ 22,327,299	\$ 7,736,141	\$ -	\$ 15,474,760	\$ 45,538,200

See notes to basic financial statements.

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GENERAL FUND SCHEDULE OF REVENUES, EXPENDITURES AND CHANGES IN FUND BALANCE - BUDGET AND ACTUAL

YEAR ENDED JUNE 30, 2020

	Budgeted Amounts		Actual	Amounts	Variance
	Original	Final	Budgetary	Carried Forward	to Final
	Budget	Budget	Amounts	To Next Year	Budget
REVENUES:					
Real estate and personal property taxes, net of tax refunds.....	\$ 72,545,473	\$ 72,545,473	\$ 71,262,903	\$ -	\$ (1,282,570)
Tax liens.....	-	-	179,619	-	179,619
Motor vehicle and other excise taxes.....	3,998,204	3,998,204	4,146,546	-	150,342
Hotel/motel tax.....	437,334	437,334	418,176	-	(19,158)
Meals tax.....	507,782	507,782	519,032	-	11,250
Charges for services.....	3,051,442	3,051,442	3,467,346	-	415,904
Penalties and interest on taxes.....	557,319	557,319	369,081	-	(188,238)
Fees and rentals.....	383,230	383,230	349,605	-	(33,625)
Payments in lieu of taxes.....	66,028	66,028	54,295	-	(11,733)
Licenses and permits.....	878,287	878,287	782,007	-	(96,280)
Fines and forfeitures.....	66,004	66,004	60,455	-	(5,549)
Intergovernmental - state aid.....	20,438,990	20,438,990	20,359,155	-	(79,835)
Departmental and other.....	334,427	334,427	419,953	-	85,526
Investment income.....	300,000	300,000	532,407	-	232,407
TOTAL REVENUES.....	103,562,520	103,562,520	102,920,580	-	(641,940)
EXPENDITURES:					
Current:					
General government.....	5,818,424	5,827,424	4,819,073	511,500	496,851
Public safety.....	15,605,134	15,005,134	13,789,386	195,028	1,010,719
Education.....	50,894,577	50,879,577	48,852,409	1,756,390	270,778
Public works.....	5,185,988	5,271,968	4,608,038	533,912	229,418
Health and human services.....	1,578,465	1,578,465	1,470,589	23,563	84,333
Culture and recreation.....	1,798,957	1,773,957	1,621,591	56,639	95,727
Pension benefits.....	5,889,570	5,889,570	5,870,184	-	19,406
Employee benefits.....	10,930,332	10,930,332	10,320,747	136,122	473,463
State and county charges.....	4,751,210	4,751,210	4,749,130	-	2,080
Debt service:					
Principal.....	5,158,823	5,158,823	5,158,823	-	-
Interest.....	3,470,739	3,320,739	3,288,504	-	32,235
TOTAL EXPENDITURES.....	110,862,109	110,187,199	104,259,034	3,213,155	2,715,010
EXCESS (DEFICIENCY) OF REVENUES OVER (UNDER) EXPENDITURES.....	(7,399,679)	(6,624,679)	(1,338,454)	(3,213,155)	2,073,070
OTHER FINANCING SOURCES (USES):					
Use of prior year reserves.....	2,405,798	2,405,798	-	-	(2,405,798)
Use of free cash.....	3,513,470	3,900,820	-	-	(3,900,820)
Use of over/under.....	200,000	200,000	-	-	(200,000)
Other amounts raised.....	(305,654)	(305,654)	-	-	305,654
Transfers in.....	1,716,633	1,716,633	1,719,603	-	2,970
Transfers out.....	(130,568)	(1,292,918)	(1,288,769)	-	(5,851)
TOTAL OTHER FINANCING SOURCES (USES).....	7,399,679	6,624,679	420,834	-	(8,203,845)
NET CHANGE IN FUND BALANCE.....	-	-	(917,620)	(3,213,155)	(4,130,775)
BUDGETARY FUND BALANCE, Beginning of year.....	14,168,274	14,168,274	14,168,274	-	-
BUDGETARY FUND BALANCE, End of year.....	\$ 14,168,274	\$ 14,168,274	\$ 13,250,654	\$ (3,213,155)	\$ (4,130,775)

See notes to required supplementary information.

TOWN OF STOUGHTON
PROJECTED LONG-TERM DEBT SERVICE
BASED UPON ACTUAL ISSUANCES
2021-2026
March 31, 2021

	FY2021			
	Principal 2021	Interest 2021	Ttl Debt Svc	End Bal 2021
Town	1,649,516.00	504,692.09	2,154,208.09	13,364,709.00
School	909,820.00	293,748.26	1,203,568.26	7,308,601.00
School (exempt)	2,305,000.00	2,313,525.00	4,618,525.00	59,510,000.00
Sewer	300,917.50	91,037.71	391,955.21	3,027,015.00
Water**	1,822,243.09	450,857.96	2,273,101.05	14,760,810.00
Cedar	5,000.00	928.33	5,928.33	35,000.00
Ambulance	25,000.00	2,260.00	27,250.00	50,000.00
CPA	216,000.00	90,750.50	306,750.50	2,814,500.00
	<u>7,233,496.59</u>	<u>3,747,789.85</u>	<u>10,981,286.44</u>	<u>160,870,635.00</u>

**ending balance includes MCWT subsidy applied

	FY2022			
	Principal 2022	Interest 2022	Ttl Debt Svc	End Bal 2022
Town	1,520,821.00	472,441.84	1,993,262.84	11,843,888.00
School	893,701.00	265,939.30	1,159,640.30	6,414,900.00
School (exempt)	2,425,000.00	2,195,275.00	4,620,275.00	57,085,000.00
Sewer	322,823.75	89,285.54	412,109.29	2,704,191.25
Water**	1,953,944.02	454,865.68	2,408,809.70	12,748,700.00
Cedar	10,000.00	1,225.00	11,225.00	25,000.00
Ambulance	25,000.00	1,500.00	26,500.00	25,000.00
CPA	274,500.00	93,950.00	368,450.00	2,540,000.00
	<u>7,425,789.77</u>	<u>3,574,482.16</u>	<u>11,000,271.93</u>	<u>93,386,679.25</u>

**ending balance includes MCWT subsidy applied

	FY2023			
	Principal 2023	Interest 2023	Ttl Debt Svc	End Bal 2023
Town	1,059,891.00	353,027.13	1,412,918.13	8,708,997.00
School	749,600.00	212,602.28	962,202.28	5,000,300.00
School (exempt)	2,550,000.00	2,070,900.00	4,620,900.00	54,535,000.00
Sewer	280,317.50	68,150.54	348,468.04	1,917,217.50
Water**	1,670,743.94	324,075.78	1,994,819.72	7,826,600.00
Cedar	-	-	-	-
Ambulance	25,000.00	750.00	25,750.00	-
CPA	205,000.00	63,872.50	268,872.50	1,660,000.00
	<u>6,540,552.44</u>	<u>3,093,378.23</u>	<u>9,633,930.67</u>	<u>79,848,114.50</u>

**ending balance includes MCWT subsidy applied

	FY2024			
	Principal 2024	Interest 2024	Ttl Debt Svc	End Bal 2024
Town	930,859.00	309,880.63	1,240,739.63	7,778,138.00
School	710,000.00	181,618.28	891,618.28	4,290,300.00
School (exempt)	2,680,000.00	1,940,150.00	4,620,150.00	51,855,000.00
Sewer	220,717.50	59,904.54	280,622.04	1,696,500.00
Water**	857,700.00	288,360.78	1,146,060.78	6,968,900.00
Cedar	-	-	-	-
Ambulance	-	-	-	-
CPA	190,000.00	55,972.50	245,972.50	1,470,000.00
	<u>5,589,276.50</u>	<u>2,835,886.73</u>	<u>8,425,163.23</u>	<u>74,058,838.00</u>

**ending balance includes MCWT subsidy applied

	FY2025			
	Principal 2025	Interest 2025	Ttl Debt Svc	End Bal 2025
Town	857,134.00	271,277.70	1,128,411.70	6,921,004.00
School	667,000.00	152,393.28	819,393.28	3,623,300.00
School (exempt)	2,815,000.00	1,802,775.00	4,617,775.00	49,040,000.00
Sewer	230,917.50	53,642.54	284,560.04	1,465,582.50
Water**	829,600.00	259,701.78	1,089,301.78	6,139,300.00
Cedar	-	-	-	-
Ambulance	-	-	-	-
CPA	180,000.00	49,197.50	229,197.50	1,290,000.00
	<u>5,579,651.50</u>	<u>2,588,987.80</u>	<u>8,168,639.30</u>	<u>68,479,186.50</u>

**ending balance includes MCWT subsidy applied

	FY2026			
	Principal 2026	Interest 2026	Ttl Debt Svc	End Bal 2026
Town	824,517.00	234,516.19	1,059,033.19	6,096,487.00
School	536,000.00	124,313.28	660,313.28	3,087,300.00
School (exempt)	2,960,000.00	1,658,400.00	4,618,400.00	46,080,000.00
Sewer	224,917.50	46,902.54	271,820.04	1,240,665.00
Water**	799,600.00	231,991.78	1,031,591.78	5,339,700.00
Cedar	-	-	-	-
Ambulance	-	-	-	-
CPA	175,000.00	42,637.50	217,637.50	1,115,000.00
	<u>5,520,034.50</u>	<u>2,338,761.29</u>	<u>7,858,795.79</u>	<u>62,959,152.00</u>

**ending balance includes MCWT subsidy applied

**ANNUAL REPORT
OF THE
SUPERINTENDENT OF SCHOOLS
AND THE
ADMINISTRATIVE STAFF
OF THE
STOUGHTON PUBLIC SCHOOL SYSTEM

TOWN OF STOUGHTON
STOUGHTON, MASSACHUSETTS

For the Year Ending 2020**

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The Annual Report of the Stoughton Public Schools

Dr. John M. Marcus, Superintendent

This school year has been one of the most unusual in recent memory. As is true with schools and districts around the country, the Stoughton Public Schools dealt with the impacts of the COVID-19 pandemic throughout 2020. When our schools were shuttered in mid-March, administrators, staff, families and students suddenly scrambled to reinvent education, as we know it. Getting laptops into students' hands, re-developing curriculum to be online, and trying to maintain some semblance of normalcy amidst a national, state, and local lockdown were focuses of the Spring of 2020. Despite the odds, the Stoughton Public Schools led the way in our area with a number of programs including the distribution of over 1000 Chromebooks, district-wide grade level collaborations, thousands of meals distributed to families and the first and widely acclaimed drive-through graduation ceremony. Curricular innovations were developed throughout the spring, laying the foundation for a truly unique fall.

Over the course of the summer, administrators, teachers and staff worked tirelessly to re-imagine school to allow for maximum learning within the constraints of teaching in a pandemic. The Stoughton School Committee laid out a set of expectations that would ensure students from preschool through high school would receive high-quality instruction whether at home or in school. Working groups were then formed to address Operations, Curriculum and Instruction, Health and Safety, Community Relations and Technology. After a tremendous amount of analysis and discussion, plans were presented to the School Committee to provide families with a choice of sending students to school in small cohorts two days per week, and learning from home the other three (Hybrid mode), or being fully remote and using internet-based technology as a connection to teachers, programs, and courses (Virtual mode). From September to December, approximately 70% of our students were part of the Hybrid model, and 30% were fully remote. Students with significant special education needs and early English Learners came to school four days per week.

Despite the adjustments needed over the year, the Stoughton Public Schools continued many important traditions and developed new programs to enrich the lives of our students. The building of the new Stoughton High School was fully completed in 2020 with the addition of incredible outdoor spaces, new roads and walkways, a pocket park (supported by CPC) and the completion of the beautiful Veteran's Memorial Stadium. The High School complex stands as a source of pride for our

community, both in its ability to support learning and its function as a place of recreation and gathering for citizens of Stoughton.

Other highlights of this unique year included the rollout of 1:1 technology from Kindergarten through 12th grade, and many technological advancements in buildings to make in-school and remote learning more powerful. Our English Learners program expanded once again, supporting nearly 250 current students under the guidance of an outstanding Director and staff. Enrichment and support programs outside the regular day continued in many curricular areas, giving our students opportunities to explore and excel in a variety of interests. Stoughton led the way with our Knights of Summer, one of the only in-person summer programs in the area. Despite COVID restrictions, high school athletics returned in the fall, as did new forms of music and theater productions, and clubs and activities, many done virtually. Teachers and administrators have also found ways to bring special opportunities and experiences to students remotely such as guest speakers, read-alouds and family activity nights. The social emotional well-being of our students continues to be a paramount concern, especially as more families deal with the effects of the pandemic.

As we move into a new year and time of hope and rebuilding, the Stoughton Public Schools remain committed to academic, social, and personal excellence for ALL of our students. Our demonstrated success over the years is in large part due to the support of Stoughton Town Meeting members who recognize the incredible importance of an outstanding public education. We are grateful for that support and look forward to continuing to expand partnerships in service to our students and families.

Stoughton School Committee

Sandra Groppi, Chairperson

The School Committee hires and evaluates the Superintendent, sets the budget and establishes policy. The School Committee uses the school district's mission statement, core values and strategic plan for guidance in decision-making.

- This year was a year of many challenges. We are so proud of how resilient the students of Stoughton are. Students returned to school in a Hybrid Learning Mode due to the COVID-19 pandemic. They had the option to choose between learning in a fully remote setting or 2 days in person and 3 days remotely, per week. With our amazing teachers, nurses, kitchen, custodial and administrative staff at the helm, we successfully kicked off the school year in hybrid mode.

The staff and students of the Stoughton Public Schools deserve a big THANK YOU for all their hard work during this trying time. You are all amazing!

- The School District and School Committee are committed to excellence in learning for all students. The fiscal year 2021 approved budget was \$50,938,840, at 2.21 percent increase over fiscal 2020. We would like to thank the members of Town Meeting for their ongoing support of our annual budget and facilities enhancement projects.
- Throughout the year, we focused on many policy revisions because of the COVID-19 pandemic, legal changes, changes in practice or updating language to reflect more modern needs. I would like to give a shout out to the Policy Working Group for all their effort in ensuring that the policies are in accordance to Mass. General Law.
- The School Committee continued to review facilities needs throughout the year and with the help of the amazing Stoughton Schools Facilities Master Plan Committee, with a focus on all school buildings. In the fall of 2020, the School Committee was notified that the Statement of Interest (SOI) for the new South Elementary School, that was submitted last spring, was under consideration with the Massachusetts School Building Committee for potential funding in this cycle. As of this update, we have made it to the second phase of the review, which is called a 'senior study', and will include a walkthrough of the South Elementary School. We are hopeful that after 9 years of submitting the SOI for the South, that we will be selected.

We gratefully acknowledge and appreciate the many community efforts and volunteer groups that serve to enhance the excellent facilities, programs and activities of the Stoughton Public Schools.

Deputy Superintendent's Report

Jonathan Ford, Deputy Superintendent of Schools

School Committee Policy Manual Review and Update

Each year the School Committee works with the District administration to review and update the Stoughton Public Schools Policy Manual. This is done not only to ensure compliance with a myriad of State and Federal laws and regulations, but to ensure the Committee has set clear expectations for the District's administrators, faculty and staff. As part of this ongoing process, the following policies were developed, reviewed, and/or updated:

- SC Policy ACAB – HARASSMENT
- SC Policy BEDH – PUBLIC COMMENT AT SCHOOL COMMITTEE MEETINGS
- SC Policy BGB – POLICY ADOPTION

- SC Policy EBC-S – POLICY ON COVID-RELATED ISSUES
- SC Policy EBCFA – FACE COVERINGS
- SC Policy IC-ICA - SCHOOL YEAR-SCHOOL CALENDAR
- SC Policy IHA - BASIC INSTRUCTIONAL PROGRAM
- SC Policy JB - EQUAL EDUCATIONAL OPPORTUNITIES
- SC Policy JF - SCHOOL ADMISSIONS
- SC Policy JFAA - RESIDENCE POLICY
- SC Policy JICFA - PROHIBITION OF HAZING
- SC Policy JICH - ALCOHOL, TOBACCO, AND DRUG USE BY STUDENTS PROHIBITED
- SC Policy JICA - STUDENT DRESS CODE
- SC Policy JLCC - COMMUNICABLE DISEASES

The School Committee Policy Manual is available in its entirety, online at:

<https://z2policy.ctspublish.com/masc/Z2Browser2.html?showset=stoughtonset>.

FY20 – FY22 Triennial Plan

During the winter and spring of 2020, the District completed a comprehensive self-assessment that led to the development of a new triennial improvement plan. The final plan, approved by the School Committee, identifies four elements the District will focus on in FY20 – FY22, in order to improve the overall education and learning environment of the students that attend the Stoughton Public Schools. Despite the effect of the pandemic on virtually every aspect of the District's operations, the District has continued to make progress on implementing the Triennial Plan. Specific information on the status of each of the four (4) elements of the Plan is as follows:

Element One: Elementary English Language Education (ELE) Program Transition

In FY21, the Dawe Elementary School began providing EL students with services delivered by certified English as a Second Language teacher. At this time, the District has completed a preliminary implementation review and will conduct a service delivery and impact self-assessment, used to make incremental adjustments to the instructional model, at the conclusion of the school year.

Element Two: Elementary Literacy Program Units of Study and Workshop Model Implementation

Working through significant challenges imposed by the utilization of a hybrid instructional model and social distancing requirements, the Stoughton Public Schools has continued to strive to improve

student performance in the areas of reading and writing, and increase the relevance and rigor of literacy instruction. Although full implementation of the Workshop Model has been severely curtailed by pandemic related constraints, the District has continued to provide targeted professional development sessions for Grades 3–5 teachers, and general sessions on implementing the model in a modified manner that supports instruction in a digital or remote setting. The District also implemented Renaissance Learning’s myON platform, ensuring all students can engage in frequent, high-quality reading practice with unlimited access to thousands of enhanced digital books and age-appropriate news articles.

Element Three: Student Assessment/Information System Update

At this time, the District has completed both a student assessment system infrastructure evaluation and multiple assessment platform evaluations. As a result of these efforts, the District made the decision to update its student assessment platform by implementing STAR360 in Grades K–6, replacing legacy systems SchoolNet and AIMSweb. STAR360 provides the District the data necessary to inform instructional decisions, whether assessments take place in school or remotely, and identify students that may be in need of academic support.

Element Four: Kindergarten – Grade 12 Learning Commons Model

The District has continued to develop the infrastructure that will support a K-12 Learning Commons Model, designed to foster teaching and learning through modern library practices, when students return to full-time, in-person learning.

Despite the challenges realized in FY21, the District expects to be able to conclude its Triennial Plan implementation on schedule, by the close of the 2021-2022 school year.

Special Education Department

Carolan Sampson, Administrator of Special Education

As Administrator of Special Education, I am pleased to highlight some of the many accomplishments that our department has made during this most unusual school year due to COVID19. When we were required to close our schools in March, the Assistant Administrator of Special Education, Mrs. Amy Saraiva, and myself immediately started to prepare for how to support our students, collaborate with staff and provide support for families. I have chosen specific areas to share what we have accomplished over the past year and what we are focusing on in the near future.

With careful planning and collaboration with Lynda Feeney, Data Intervention & Extended School Day/Year Specialist, we were able to provide summer programming to over one hundred Special Education students. Our parents were very receptive to the "new" health and safety protocols. Approximately sixty students came in person and another forty students were provided remote services. This opportunity provided students with the ability to preview, review and receive extra support in the curriculum.

In addition to our district Board Certified Behavior Analyst (BCBA) that we added to staff last year, two RBTs (registered behavior technicians) were hired. These staff members will provide behavioral support with the implementation of behavior intervention plans (BIPs). Those will be based on data collected through Functional Behavior Assessments (FBAs) for specific students throughout the district who are not able to access the curriculum because of the challenges with their social/emotional dysregulation. Consultation is provided to administration and teachers with strategies, recommendations and modeling of skill building techniques.

Our district is in its third year as a charter member of the nationwide Best Buddies Club. Students meet virtually on a weekly basis to engage in different activities. Best Buddies is the world's largest organization that is dedicated to ending the social, physical and economic isolation of the two hundred million people with intellectual and developmental disabilities (IDD). Their programs empower the special abilities of people with IDD by helping them form meaningful friendships with their peers, secure successful jobs, live independently, improve public speaking, self-advocacy and communication skills, and feel valued by society.

The district has completely implemented the Special Education component of the district's PowerSchool programming with the assistance of the IT Department. All of the special education teachers and service providers participated in training, and we continue to work together as staff transition from our previous IEP (individualized education plan) program, Esped. Although there continues to be a learning curve, the feedback from staff and parents/guardians has been positive. This spring we will be able to provide parents with their students' IEPs electronically.

Over the past three years, as Director, I have continued to work collaboratively with the YMCA regarding YAbilities. The Old Colony YMCA program integrates children of all ages, abilities and adaptive needs. Some of the programs available are; swimming, woodworking, fitness and arts &

crafts. The Director also holds a seat on the Governing Board, which allows me to represent the needs of the students and families in the district.

Professional Development continues to be offered to our staff and paraprofessionals. The Safety-Care® Behavioral Training program provides the skills and competencies necessary to effectively prevent, minimize, and manage behavioral challenges with dignity, safety, and the possibility of change. Safety-Care provides the tools one needs to be safe when working with behaviorally challenging individuals by using up-to-date and effective technology from Applied Behavior Analysis (ABA) and Positive Behavior Interventions & Supports (PBIS). We have also provided specialized reading instruction through the Orton-Gillingham training so that we have staff in every building who are certified.

The Stoughton's Special Education Parent Advisory Council (SSEPAC) continues to be an important committee for the Special Education parents/guardians to access. Parents/guardians have the opportunity to have a voice, share ideas and provide resources with one another from the perspective of their individual communities. We continue to hold our meetings virtually. This has allowed an increase in attendance, as parents/guardians are able to participate without leaving their homes.

The special education website continues to provide updated information, resources and support for families, staff and administration. We worked closely with the district's media specialist to develop a website that can be accessed through every individual school page. We are continuously adding new information that we receive on policy and procedures from the Department of Education, legal updates and other agencies involved with special education. This also included community activities and support opportunities. Please visit: <https://www.stoughtonschools.org/district/special-education>.

Report of Stoughton High School

Juliette Miller, C.A.G.S, M.Ed., Administrative Principal

The beginning of 2020 saw the Stoughton High School community adjusting nicely to and taking full advantage of the brand-new high school facility. While the building was complete, the school campus, athletic playing surfaces and parking lots were still under construction. They were on schedule to be completed as planned by mid-August. The school community had begun to settle in to the new routines that a brand-new facility affords. Students were readily taking advantage of the state-of-the-

art Learning Commons, Gymnasium and Fitness Facilities, Fine Arts, Science and other academic spaces. The building, built with collaboration in mind, had become a space where learning happened everywhere; in the hallways, cafeteria, teacher and student collaboration spaces and classrooms. Teachers were beginning to use new and more technology in the classrooms as a result of the resources now available to them. This abruptly changed in March when an unheard-of school building closure, planned for only two weeks, turned into an unprecedented school building closure for the remainder of the school year. This was due to the COVID-19 pandemic that swept the state and country and would last through all of 2020.

Administration, teachers, staff, students, and families pulled together virtually and in spirit. The high school was able to deploy chrome books to all high school students in a short amount of time, in order to continue to provide education in the home setting. Teachers, using all available resources, collaborated with one another on best practices and effective strategies. They continued providing access to the curriculum and instruction to all students.

The school community rallied together to host its typical celebrations and events in new and creative ways. The class of 2020 graduated via a virtual ceremony on the morning of June 4, 2020 followed by a drive-up diploma procession. Faculty and staff socially distanced, by lining the driving path. They would see our graduates in person for the first time since March, and cheered them on and said goodbye to the Class of 2020. The Stoughton Fire Department was present with their ladder truck to hang the large American Flag over the procession. The grounds had been decorated by The Balloon Fairy to complete the celebratory atmosphere. A makeshift stage was constructed on the bus entrance veranda. SMAC and Stoughton Public Schools' PR person, Jeanne Ostroff, were on hand to record and provide a live feed to the community. The atmosphere was truly charged with excitement and grandeur. Everyone was grateful to have the opportunity to celebrate the accomplishments of the class of 2020. All of the graduates heard their names called, while their families watched as they crossed the stage and received their diplomas. It was a proud moment in 2020.

During the summer months, when it became apparent that school would open in September 2020 in a hybrid model, teachers participated in professional development to further develop their skills in technology and delivering curriculum synchronously, both to students who are in person and to students that are at home at the same time. Our community, teachers and students have risen to the challenges of 2020. We are thankful to be in the new high school building, particularly in these

challenging times. The spaces although built for collaboration, not isolation, provide many spaces for social distancing, effective use of technology and a state of the art HVAC system.

The pandemic delayed the completion of the new high school grounds. Compass Project Management and Consigli Construction worked diligently to comply with all COVID-19 safety regulations, as well as work with the school department, to continue on the project throughout the spring and summer months. Although some small portions of the school building project remain to be completed, the turf, tennis courts, and track were completed in time to see our students begin to use them upon their return in September.

Despite the many challenges of 2020, our faculty, staff and students have risen to the challenge. Our teachers and staff are showing great flexibility and creativity in engaging students in school and learning. Our students are persevering and showing true grit as they strive to continue their studies and participate in sports and extra-curriculars in safe ways.

English Department

Ms. Alex Loud, Director

2020 was going along swimmingly until the pandemic hit in mid-March; we had to pull together (while separate) and continue the good things we do from afar. Our sophomores were rearing and ready to take Next-Generation MCAS, but alas, they will take them in spring of 2021 as juniors instead.

We had eight seniors take the AP Literature and Composition exam and 26 juniors take the AP Language and Composition exam. This was a particularly challenging year for our AP students because of the loss of instructional time and the test was administered online which had never been done before. The average score for seniors was 4.5 out of 5 meaning that everyone qualified for some form of college credit. The average score for juniors was 2.73 out of 5. We are proud of the work Ms. Fidler and Ms. Ruschioni did to prepare these students, especially in these unprecedented times. We are also proud of our AP students who stuck it out and tried their hardest during these challenging times.

At virtual Class Night, we awarded Abigail Langmead the English Achievement Award and Annalise Fleming the Journalism Achievement Award.

This year we continued our efforts to make our curriculum more a reflection of our students, their interests, and their experiences. We have added diverse voices including *Long Way Down* by Jason Reynolds and numerous graphic novels including one of *Macbeth* to aid our students in accessing the classic. We administered our common midyear exams to grades 9-11 but did not administer the common final exams in June.

We are proud of the SHS English department's many strengths. We pride ourselves on being a collaborative community that supports each other with materials, as well as ideas to better our craft and meet the varied needs of students. While the 2020 school year was a doozy, we are proud of the support we provided our students and the relationships we continue to build.

Pre-pandemic, we continued to expose our students to varied educational experiences including trips to museums, guest speakers and presentations to audiences outside the classroom community. We did not get to host a Shakespearian acting troupe this spring, but luckily, some classes did get out into the community. Our American Studies program is thriving and had the opportunity to go to the Stoughton Historical Society, Newport Breaker's mansion, the American Heritage Museum in Hudson, the Museum of Fine Arts and Gillette Stadium.

Members of the English department continue to impact the SHS community in positive ways. They do this not only in the classroom but also as mentors for the Step-Up program, as coaches, as advisors for various clubs and activities such as Peer Leadership and Student Council, as well as sitting on committees within the district and building.

As a department, we continue to build our tools to teach in the hybrid model. We are learning new platforms including Pear Deck, Edpuzzle, Breakout Rooms, and Screencastify as well as honing our skills on Google Classroom.

Business/Technology Department

Ms. Kimberley Kellogg, Director

2020 brought many changes and challenges as the Business and Technology Department adapted to crisis and pandemic teaching - first as fully remote in Spring 2020 and then with the hybrid/remote learning model in Fall 2020. In each of these scenarios, the Department found creative ways to

connect with and engage students in these extraordinary times. Department wide, educators employed new technologies such as Screencastify, FlipGrip, EdPuzzle, Nearpod, Peardeck, SpiralAC and expanded our use of the Google Education Suite in order to bring students a variety of learning experiences and opportunities in which to express their understanding of course content.

The Business and Technology Department offers a variety of courses across the business and technology disciplines. The teachers are constantly adapting courses to include the latest technology and the newest resources available. In addition to taking opportunities to grow and learn within the technology field, business teachers also look to learn more about how they can better understand adolescent development and evolve their understanding of social justice, equity, and inclusion in the classroom. To that extent, in 2020, the five teachers in the department collectively earned more than 100 credit hours of professional development outside of the requirements of the district.

The department continues to update and is currently teaching a revised curriculum embracing digital literacy standards and practices for all ninth-grade students, entitled Digital Tools for a Cyberworld. The department also opened the School Store in January where students, faculty, alumni and community members could purchase spirit or necessity items with proceeds benefiting student programs. Mr. Thomas McCormack teaches informational technology courses. Mrs. Nancy Riley teaches Graphic Design, Microsoft Office, Accounting and Financial Literacy courses. Mr. Kevin Bechet teaches video production courses. Ms. Candice Comeaux teaches business, marketing, and financial literacy courses. Mr. Robert DeRosa teaches a variety of courses within the informational technology and video production courses as well as Digital Tools for a Cyberworld. The Business Technology Department team regularly collaborates relative to new technology and opportunities in their fields.

The DECA chapter has continued its tradition of success and growth, while pivoting to include new ways of engaging club members in a virtual environment. Students are able to give back to their community through DECA, as well as compete in business content and 21st-century skills at the district, state, and national levels. DECA held a virtual Induction Night in November 2020 with a video component and socially distanced drive-by opportunity for members to receive their certificate and DECA swag. Fundraisers were hosted by Bertucci's and The Chateau during Fall 2020. The students ended the year with a successful Mrs. Fields fundraiser delivering cookie dough and treats

before winter vacation, raising valuable funds for DECA in preparation for the upcoming competition season and Spring 2021 activities.

Many students had individual successes through competitions in DECA events throughout the year. Forty-eight students competed in the 2020 district competition where 26 of those students qualified to move on to the state competition in Boston by placing in the Top 5 of their category. Twenty-eight students traveled to Boston to compete at the State competition in February 2020. At the State competition, three students qualified for the national competition in Nashville, TN, and two students won medals for their high-test scores. Although the National competition in Nashville was cancelled due to the pandemic, the three qualifying students were recognized locally with a virtual Nashville experience complete with souvenirs and gifts from landmarks and tourist attractions like the Grand Ole Opry, Biscuit Love, and others.

Teachers within this department serve the community in other capacities. Mrs. Riley is in her second year serving as a mentor for the Step Up to Excellence program. She is also a board member and Treasurer for a non-profit group entitled Lost Coin Women's Fund, Inc. This non-profit group "supports academic opportunities for low-income Massachusetts women by providing grants for undergraduate studies or vocational training programs". Mr. McCormack is the Director of Stoughton Academy. Mr. DeRosa is the advisor for the X-Clusive Knights (10 members), Fruition Scholars (72 members), and the Gaming Club (40 members). Ms. Comeaux is co-advisor for DECA with Ms. Lydon, as well as the advisor for both Spectrum and the National Business Honor Society. Mr. Bechet serves as the editor and producer of "Knightline." In the new high school, Mr. Bechet assists in managing the digital media and signage throughout the building. He also runs the educational channel and continues to collaborate with Stoughton Media Access Cable to ensure that important Stoughton High School events are broadcast to the community. This past year Mr. Bechet, and his students assisted in producing the 2020 video yearbook, Virtual Graduation, and Pep Rally. These productions were complicated due to the pandemic, but Mr. Bechet and his students responded to the challenge. Numerous community members voiced their satisfaction with the final productions.

Mathematics Department

Ms. Kimberley Kellogg, Director

The Math Department is adjusting to teaching in the pandemic. Teachers are working hard every day to find new ways to engage students, both remotely and in person, given the current

parameters. Teachers continue to strive to meet the needs of all students with many different types of instruction to include in lessons, especially during this challenging year. Just like the students, teachers learn something new every day. Just as winter break was approaching one Precalculus teacher found out that students can evaluate a trig function in radian mode when the angle is in degrees using a computer application. Given the pandemic, some math teachers are using the "flipped" classroom model more often than previous years, where students watch a video or complete an assignment to "preview" a new topic, and then practice with the ideas during class time. This concept can still be used in the future when we return to full in-person school.

Teaching in the COVID era has multiple "silver linings." Teachers are becoming expert users of dynamic and interactive learning platforms in order to instruct in mathematics such as Flipgrid, DESMOS, Edulastic, Peardeck, Edpuzzle, GoFormative, AP classroom, DeltaMath and Padlet. DESMOS and Edpuzzle are platforms the Math Department has used for some time while other platforms teachers are using for the first time this school year. Flipgrid is an assessment tool giving students the opportunity to describe their work even though the entire class is not face-to-face in the classroom. The videos can be set to only share a student's response with the teacher or with the teacher and fellow students. Edulastic allows teachers to select different types of questions allowing students the opportunity to practice their skills with different types of questions. It also gives them instant feedback on their answer.

Teachers are looking for ways to give students feedback quickly, especially the remote students. Many of the platforms we are using allow teachers to monitor student progress and comprehension in real time, and are certainly instructional and assessment tools we can and should continue to use once we return to a fully in-person education model. Although we know we still have many students not accessing their education fully because they are remote, in some cases we are getting greater student participation because we have had to move even further away from the teacher-centered instruction. One math teacher reports that "Of my students who are participating, I do have a better sense of their understanding in the moment, because I am taking more 'snapshots' of smaller chunks of understanding more frequently." Further, several of these platforms also allow for teachers to give feedback in real time, either through whole-class discussion or teacher-to-student, typed feedback via a messaging system within the platform. With the platform's teachers can catch students' errors or misconceptions and respond to individual kids in the moment.

The department welcomed Ms. Deirdre Johnson in September. She replaced a teacher that stayed within the district but transferred to the middle school. Mr. Joseph Donovan took a position as the secondary facilitator for the math department for the 2020 - 2021 school year. This position was created as a result of the needs of the district throughout the pandemic. Ms. Danielle Driscoll joined the department to replace Mr. Donovan's teaching position. Both Ms. Johnson and Ms. Driscoll are active members in the department and are a great fit within the department.

The department continues to offer courses that allow students opportunities to learn and grow in mathematics. Ms. Renee Trudeau is teaching Math in the Workplace for the second semester of this current school year. It will be the department's first time running this course. Ms. Trudeau has been working on the curriculum throughout the year. Ms. Trudeau, Ms. Rachel Vieira and Ms. Hannah Dickie all worked on the summer curriculum advisory team to evaluate the remote learning in the spring and adjust for the fall.

As is the case with many things in 2020 math team was not able to keep the same format. However, Ms. Vieira and the students adapted to a virtual format and continue to participate and compete in the local math league. There are 25 students participating in the math team for the 2020-2021 school year. The math team is conducting all of its usual practices and meets virtually. Students collaborate during practices through Google Meets and online games. Students compete against area schools, virtually, through Google Forms. The department is appreciative that students can still participate in this club throughout the pandemic.

Many teachers within the department hold another role or position within the school. Ms. Vieira is in her third year as advisor for the Math Team. Mr. Michael Armour continues to be the varsity baseball coach. Ms. Trudeau is in her second year as a mentor in the Step Up to Excellence program. Ms. Lydon is in her third year as a DECA Advisor and continues to promote that having a strong mathematical background will help in any career, especially business careers! Mrs. Patricia Foley serves as the Chair of the Golden Knight Award Committee while Mrs. Kim Kellogg serves as a member of that committee.

Natural & Applied Sciences Department

Ms. Amy Wiebe, Director

This year is like no other. Our curriculum and lessons are built around hands-on activities and lab experiences. As a department, we have had to rethink and redesign our curriculum to challenge

students in new ways. We have invested a great deal of time in exploring online interactive and instructional materials. The Science department as a whole has utilized Gizmo software produced by Explore Learning to reinforce academic concepts, perform experiments by manipulating variables, and explore case studies. The Robotics curriculum has intermixed hands on building utilizing individual kits and CoderZ, an online coding platform for Robotics and Engineering. Forensics Science has altered their physical crime scene to an online crime scene, allowing remote students to access the curriculum at home. Both Physiology and Biotechnology are developing higher-level scientific skills and knowledge by integrating lab simulations by Labster. AP sciences and physics are using Pivot interactives to perform simulated experiments and to collect and analyze data. Additional accommodations and modifications to curriculum to ensure student safety and access are consistently performed. Sterilization of all lab equipment and materials used is enforced. The Science department has made great strides in creating interesting, accessible lessons that engage students in the practices and content of their courses.

In addition to the curriculum updates that occurred due to COVID and remote learning in the spring, the Science Department is introducing two new courses this year: Biotechnology and Ethics and Technology. Biotechnology, as designed by Ms. Kerry Wilbur, offers students a chance to learn practical laboratory skills and participate in hands-on labs and simulations. Genetic testing and analysis, medical diagnostic tests, cancer research, vaccines and antibiotics are just some of the topics explored in this course. Ethics and Technology is the first seminar course offered by the Science Department and designed by Ms. Wini Dillon. The objective of this course is to present students with the experience of looking at existing technologies and exploring their technical and ethical impact. It challenges our students to ask questions and debate those hard questions. A few of our other electives also received a revamp--Dr. Joel Rubin implemented new learning activities to the Astronomy curriculum including an inflatable planetarium and Ms. Emma Supronik reviewed and updated the Oceanography curriculum. Ms. Amy Wiebe and Ms. Jennifer Kelly implemented a new Project Based Learning Unit on human anatomy into the Biology curriculum integrating many of the systems, problem solving, data interpretation and student collaboration. Mr. Carlton adapted the existing Biology curriculum in language and style of presentation for level 1 and level 2 EL learners.

The 62nd Annual Stoughton High School Science Fair was held on March 11, 2020 and organized by Ms. Amy Wiebe. This event was one of the last major events of the year. The Science Fair included 31 traditional projects mentored by Ms. Courtney Sasin, Mr. Peter Law, and Ms. Jennifer Kelly, as

well as 5 engineering competitions including Mole Rockets organized by Ms. Courtney Sasin and Ms. Trisha Asselin, Mouse Trap Vehicles organized by Dr. Joel Rubin, Mr. Shane Elliot and Mr. Peter Law, Trebuchet organized by Mr. Clayton Handleman and Mr. Peter Law, Wind Turbine organized by Kevin Carlton and Instant Challenge organized by Ms. Kerry Wilbur and Mr. Craig Beaulieu. A total of 153 students participated in the events. The 1st Place Individual Grand Award winner was Nikhil Khond for his project, "The Biofixation of CO₂ using Coccolithophorid Algae." Second Place winner was Sabrina Nguyen for her project, "Ampicillin Concentration and Its Resistance in E. Coli." Third Place winner was Rose-Curie Florestal for her project "Conjugating the Battle for Resistance" Honorable Mention in the Individual Research Project category went to Mikayla Juskewicz for her project "The Fastest Relief from Store Bought Pain Meds". Team Research Project winners were: 1st place-- Emma McSweeney and Juliana Rush, "Water: The Most Efficient Water Purifier", 2nd place--Rebecca Lally and Victoria Silverman, "U V the Judge", and 3rd place--Amelia Brasil and Kate Francis, "Moldable Milk". An honorable mention was awarded to Madeline Carr and Abby Mileika for their project "Beaches, Beets, Battling Icy Roads". Stoughton High School was represented by two science fair projects at the South Shore Regional Science Fair on Saturday, March 7th, 2020. At the regional fair, Nikhil Khond received an honorable mention award.

Smaller enrichment opportunities also exist as a number of our classes are able to take advantage of the resources around us and participate in field trips to supplement our curriculum. Dr. Joel Rubin assembled a cohort of students from Engineering to participate in STEM CAREER DAY @ Bridgewater State University, February 26, 2020 hosted by the Connecting Activities Program at MassHire.

Last year was the first year of a new student-initiated club, HOSA, Future Health Professionals. The Advisors, Ms. Amy Wiebe and Mr. William Horan met with students on a biweekly basis. In its charter year, the club boasted over 50 members. A number of professionals attended and spoke to the group about their health-related fields including: EMT, Nurse, Pharmacology, and Physical Therapist. In addition to speakers, HOSA has a competitive event forum. Over 24 students participated representing Stoughton High School in the exam round of the competition held on Thursday, March 12th, 2020. The second skill level competition was cancelled due to COVID, however 5 students qualified for the National Competition: Kate Francis, Erik Teodoro, Bridget O'Malley, Danielle Marrocco, and Ingrid Santos. The National Competition was held virtually June 23rd to June 26th.

In addition to the previously mentioned activities and clubs, many members of the Science Department serve as advisors for a variety of extracurricular school activities. Mr. Craig Beaulieu coaches the Science Olympiad Team consisting of more than 20 students from various grades to compete in 4 regional and 1 state meet each year. Ms. Jen Kelly serves as a Mentor to new teachers in the STEM disciplines. Ms. Jennifer Kelly and Mr. Craig Beaulieu advise a student Environmental/Gardening club. Destination Imagination acted as a school club last year and did not compete regionally but did perform instant challenges and team building events under the guidance of Mr. Peter Law.

The Science Department is happy to recognize outstanding Stoughton High School students. At Senior Class Night, Julianna Rush earned the award for Outstanding Achievement in Science. Finally, the prestigious Bausch and Lomb Science Award was presented to Sabrina Nguyen as the top junior science student of 2019, and The Rensselaer Award for superlative science and math achievement was presented to Davin Swierzewski.

This department participates yearly in lab safety programs to improve the overall safety conditions in the various science laboratories at Stoughton High School. The Lab Safety Review Committee consisting of Ms. Courtney Sasin, Ms. Kerry Wilbur and Ms. Wini Dillon are continuing to improve overall safety by overseeing that safety protocols are followed for each lab and reviewing safety guidelines as we transition into our new space. As our first year in the new building, a full inventory of all chemicals and SDS sheets was fully updated and coordinated by the lab safety team and the full science department.

Throughout the year Stoughton High School students have achieved success in a wide range of activities designed to enhance their science education. Through the combined efforts of the science faculty and dedicated students, we look to build on these successes and increase the number of opportunities our students have to shine.

History and Social Sciences Department

Ms. Jaime Regan, Director

The History and Social Sciences Department continues to revamp the grade 9-12 curriculum in response to the changes made last year to the Massachusetts State Frameworks for History and Social Studies. The new Massachusetts State Frameworks emphasize civic responsibility with a culminating

civics project. The civics project will be written during the 2020-2021 academic year and ultimately implemented in the 2021-2022 academic year. Additionally, the new frameworks offer a more thematic approach to history which not only stresses content, but also, literacy instruction at all grade levels. The History and Social Sciences Department continues to update the curriculum and add both common writing assignments that align with the high school writing tool kit and skills-based instruction and assessments. Furthermore, the new frameworks focus on representing diverse peoples in both World History and United States History. In response, the History and Social Sciences department made changes to the curriculum in order to further support the cultural diversity and inclusivity.

The 2019-2020 academic year began with a continued focus on improving student reading and writing in the content area for the History and Social Sciences department. This concentration was in alignment with the overall school improvement plan. Teachers in the History and Social Sciences Department continued to create and implement common lesson plans, common assessments with the focus on skills-based inquiry, and common argumentative writing prompts. Once Covid-19 forced closures in mid-March, our department focused on learning the skills necessary to effectively teach our students remotely. Teachers in the History and Social Sciences Department transferred assignments and assessments from paper to electronic versions and learned to use the google meet platform. Our department met regularly throughout the quarantine as collaborative grade level teams in order to plan and implement the remaining curriculum as equitably as possible for our students. Upon the end of the academic year, teachers in our department set their focus on being ready for the hybrid model for the start of the new school year. Our department continued to revamp lessons so that they could be taught synchronously to students in the classroom and those who were online. Our teachers were trained in a variety of technology tools and platforms that would support teaching and learning in the synchronous classroom environment.

As the new school year approached, many of our teachers readied their Bitmoji classrooms, a commonly used app to personalize the online classroom, for the first day of school. Additionally, the focus of Professional Development shifted to training in as many technological tools as possible in order to enhance our ability to effectively teach students in the hybrid model. The History and Social Sciences Department focused on utilizing more google tools and extensions in order to make our hybrid lessons more interactive for all of the students. The department learned to use google meet breakout rooms, and google polls. In the weeks before classes officially began, teachers in the History

and Social Sciences Department partook in professional development training for google extensions such as Peardeck, Kami, Loom, Screencastify, Jamboard, Edpuzzle and Padlet.

The History and Social Sciences Department voted Emma McSweeney as the recipient of the 2020 History Achievement Award. Victoria Silverman was the recipient of the Southworth Scholarship. Rebecca Lally was awarded the Daniel F. Davis Scholarship Award. The Voice of Democracy essay contest winners for the Stoughton Public Schools were Ella Anderson, Anish Sinha, and Samantha Tran. Each of these honored students are exceptionally deserving of their awards.

Members of the Stoughton High School History and Social Sciences Department continue to be lifelong learners, taking graduate level courses through a variety of colleges and universities. Department members enrolled in classes through The Starr King School, Framingham State University, Fitchburg State University, Augustana University and Boston University. Beth Manchester continues to work for credentials in promoting academic religious literacy. Additionally, Amy Scullane completed her doctorate program at Boston University.

World Language Department

Ms. Hilary Turnbull, Director

The World Language Department grew in many ways during the year 2020. While the biggest challenge we faced was the pandemic, we also had many achievements; students and teachers alike. Teachers adapted to the pandemic through collaboration, professional development offered by our district, and by learning from our students as well. Hilary Turnbull continued as Director of World Languages for the 2020-2021 school year.

The World Languages Department welcomed Paula Freitas to our team as the new Portuguese pilot program teacher. Ms. Freitas has incorporated both her personal experience as an ELL student and her passion for Portuguese into this program. There are two courses offered, Portuguese 1 and Portuguese for Heritage Language Learners. The department is enthusiastic about the program and Ms. Freitas has offered some technological expertise to the department's collaboration sessions. Ms. Fuqin Sun, our Chinese teacher, taught three out of her five courses at SHS and also participated in a program called the CLASS Master Program during the summer of 2020. Julie Bellini continued to teach the thriving American Sign Language Program, which is now in its third year of delivery with alternating

levels per year due to its unique popularity. Ms. Sun began teaching *Everyday Chinese* at the high school. Hilary Turnbull taught an extra course called *Exploring World Languages* and James Babb taught *Alt Ed Latin*. The World Languages Department is proud to offer language learning to every population of students at SHS.

World Language teachers participated in many PD sessions offered by the district in order to learn how to teach in a hybrid model with both students present and on the computer. The teachers have learned so many skills and use many new resources such as *Padlet*, *Wizer*, *Gimkit*, *Flipgrid*, *EdPuzzle*, *Word Wall*, *Pear Deck*, etc. Tom Silva has taken PDFs of Spanish 1 and 2 work and made them completely interactive virtually through Live Worksheets. These worksheets have been made public to other teachers throughout the pandemic. Mr. Silva has also taught teachers how to create Pixel Art through Spanish vocabulary and conjugation through computer coding techniques. Teachers have adapted to the pandemic in many ways and dedicated more time than ever to their lesson plans and classroom delivery.

Guliana Loffredo was awarded the World Language Achievement medal for outstanding success in both Spanish and Latin.

When the National Latin Exam was administered, the following students received awards for the Latin I exam: Grace Malley, Laisa Pereira, Adriana Pryadko, Jonah Hochberg, Abigail Bettencourt, Lynn Le, Tracy Sawe were cum laude recipients; magna cum laude winners were Shayla Ford and Ella Holden. Kayla Eisenstein, Zachary Mandosa, Mattheus Dos Santos, Jayden Flaherty were maxima cum laude winners. Murtaza Khalil and Katherine Giroux were summa cum laude winners. On the Latin II exam, Richard Gillespie was a cum laude recipient; Samantha Croke, Thomas Heffernan and Arianna Campbell were magna cum laude winners; Owen Weisenberger and Celine Tran were maxima cum laude winners and finally Auston Nguyen earned the summa cum laude award. On the Latin III exam, Victoria Abunaw received a cum laude award. Felesia Hu, Lena Allie and Isabella Fraga earned the maxima cum laude award.

Report of The Dr. Robert G. O'Donnell Middle School

Matthew Colantonio, M. Ed., Administrative Principal

The heart of the O'Donnell Middle School, of any school really, is its sense of community. Year in and year out, the main goal at the O'Donnell Middle School is to partner with families and the greater

community to provide a safe learning environment that fosters the intellectual growth and social, emotional development of each and every one of our students. We have always encouraged our students to be active participants in their school community. Our school community has never been tested like it was in 2020. It is my honor to report that because of the enormous challenges of this particular year, our school community has never been stronger.

In January we had a very special visit from Mr. Jeffrey Riley, Commissioner of the Massachusetts Department of Elementary and Secondary Education, and State Senator Walter Timilty. Commissioner Riley and Senator Timilty were greeted by a group of students as they arrived, and they toured our school and spent some time in a couple of classrooms. They joined in a drum circle in a sixth grade Exploring Music class. They participated in a circle activity in an eighth grade French classroom and observed teaching and learning in action in an eighth grade math class. Commissioner Riley and Senator Timilty thanked us for the visit, and were very impressed with our school, our students and our staff. It was a great day.

It's impossible to report on the year 2020 without mentioning the COVID-19 pandemic. Schools were closed from March 13th through the end of the school year, and we reopened in an entirely different way in September. In this one year, students and staff have had to reinvent the entire concept of school and learning. Teachers and staff have been flexible and innovative, steadfast in their commitment to our students and to teaching and learning under any circumstances. Students have demonstrated a tremendous amount of grit and perseverance in their commitment to their studies and their school community. The highlights from 2020 are a testament to all this.

From March until June, our school community stayed together in amazing ways. Teachers adapted their lessons and instruction for a fully remote learning environment. Administration went to great lengths to get Chromebooks to every student who needed one and to assist families in getting internet access and tech support. Teachers and staff did the OMS Knightly News morning announcements from their homes and posted them each day for students. The OMS food pantry became a community food pantry for all of the schools. Food services worked with teams of helpers (administration, SPS staff, SPD and SFD volunteers) to get meals distributed to families during the shutdown. Students and families chipped in with donated food items. It was an enormously difficult time, but the entire community pulled together and responded.

In so many ways, our students demonstrated their resilience in 2020. One great example is the OMS Drama Club. This dedicated group of students and advisors showed everyone what it means to never give up. They had been rehearsing since October for the big spring musical, *Alice in Wonderland*. Opening night was set for March 20th, the week following what turned out to be the last day of in-person school in Massachusetts for this school year. The Drama Club was devastated of course, but undaunted. In a short time they committed to putting on a performance that could be rehearsed and performed remotely. Under the inspiring direction of Ms. Betty Bauman, Mr. Dan Block and Ms. Julianne Crowley, *The Show Must Go Online* premiered, remotely, in June to a large audience. It was more than just a wonderful showcase of the talent in this group of students and advisors; it was a lift of the spirits in a moment when everyone in our school community really needed one.

Also on June 19, we said farewell to our eighth graders in a virtual Class Day format and recognized their successful completion of the middle school academic program. Students were recognized for academic achievement and extracurricular participation. The Emile Farrington Award for “best all around” student went to Richard Ferreira and Yosra Kaddura. The Marisa Ramos School Spirit Award went to Morgan Groppi and John Victor Ramos. The MSAA Award for Student Achievement went to Robert Jaden Campbell.

So much work went into the planning, preparation and opening of school in September. Everybody involved worked so hard and collaboratively to make our opening a success (students, families, nursing staff, teachers, counselors, educational support staff, office staff, transportation, food services and administration at all levels, including the School Committee). We opened with a hybrid model, where some students were in-person and some were at home learning remotely. We used “dual-mode” instruction so that students in both learning environments were in the same class with the same lesson. We used a wide range of new technology in the classroom, and had a vast amount of new safety procedures and protocols to learn and implement right away. I have never been more proud of the way our school community responded, as I was this fall.

The pandemic did not stop us from having our Spirit Week in 2020. Just before Thanksgiving each year, we celebrate our school spirit at OMS. This year, our black and orange spirit wear contest took place on two days: Friday, November 20 and Tuesday November 24, so that all students (in-person and at-home) could participate. The three grades competed to see who could wear the most black and orange on both days. This year's OMS Spirit Day trophy went to Grade 7 (with 171 students dressed

in black and orange). On Wednesday, November 25 our Knight-time Advisory for all students was followed by a series of Spirit Day activities designed by the OMS Student Council with a focus on GRATITUDE.

On Friday, December 18th approximately 20 teachers volunteered to get a polar splash out in the cold to raise money for OMS families. Teachers had to raise a certain amount of money in their buckets to get wet. All teachers were able to get there, thanks to the generosity of the school community and the PTSO. More than \$2,400 was raised for this great cause!

Our Head Teachers have been working with their departments and our curriculum coordinators to reinvent teaching and learning in all subjects in 2020. Their work has been nothing short of outstanding, as you will read in the department reports that follow.

Mathematics

In 2020, The Math Department at the O'Donnell Middle School has worked hard at developing engaging and equitable curriculum for remote and hybrid learning. The Math team has attended several professional developments to prepare for this school year. The professional developments have been on implementing programs such as PearDeck, Edpuzzle, Edulastic, Kami, Desmos, DeltaMath and Google Chrome applications.

The Math Department has created effective lessons for synchronous learning. This year the Math department has learned a plethora of technology programs, applications and strategies to effectively teach the Massachusetts Mathematics Common Core State Standards to students at home and remotely. The department continues to teach through real-world application and challenging students to think critically about their world. Some of the programs that are being utilized: Jamboard, Google Slides, Google Docs, Google Forms and Google Draw. Team members have been utilizing breakout rooms for small group instruction, individual help and group work. The department has found effective synchronous teacher strategies by continuously collaborating and communicating ideas throughout the department.

The Math Department continues to improve its content and curriculum using Pearson's enVisionmath 2.0 in grades six, seven and eight and Common Core Algebra in grade 8 Challenge classes. The

program offers the flexibility of print, digital or blended instruction at all levels. enVision2.0 helps students develop deep conceptual understanding through problem-based instruction, visual learning, small group work, centers and personalization. Pearson's focus, coherence and rigor are aligned to the Common Core State Standards in Massachusetts.

In addition to math class, all sixth grade students have a trimester of Math Lab. A main focus of the lab is to understand and to maintain a positive growth mindset in order for each student to reach their fullest math potential. In class, students review, reinforce and extend grade level curriculum standards and mathematical practices. Interactive technology is incorporated through the use of Google Chrome extensions such as PearDeck, JamBoard and EquatIO. Responsive Classroom strategies have been adapted for use in the hybrid learning environment. IXL Math, an online program paid for by the district, is also used in Math Lab. IXL provides an initial diagnostic assessment to reveal a portrait of student levels and the program is then differentiated to meet individual student needs.

The Math team continues to challenge itself and add to their own professional development. Several team members have attended professional development workshops to prepare for remote and hybrid instruction. One team member is finishing a course for a SEI endorsement. Other team members have taken additional graduate level courses to better their instruction.

Lastly, one of our math teachers is on the board for ATMIM (Association of Teachers of Mathematics in Massachusetts). Their role is to connect teachers of mathematics across the state of Massachusetts during these unprecedented times. This has been done through virtual Educator Meet Up where mathematics teachers across the state can share ideas and resources for remote/hybrid learning.

Science

The Science Technology/Engineering (STE) department continues to adapt and revise the current spiraled curriculum. 2020 completed the third full year of alignment and implementation of the new state standards and the spiraling curriculum here at OMS. The Massachusetts Science and Technology/Engineering standards are an adaptation of the Next Generation Science Standards (NGSS). The Massachusetts STE standards include technology/engineering as a discipline equivalent to traditional science. OMS students take a STEM class each year in addition to their traditional core science class. STEM stands for science, technology, engineering and mathematics. This course

focuses on the application of science in engineering contexts. All three grade level STEM classes also take time to focus on helping to develop OMS students into responsible digital citizens. STEM courses incorporate lessons covering the digital literacy standards, digital citizenship and Common Sense Media.

The vision of the Massachusetts Science and Technology/Engineering standards states: “Our world has never been so complex, and scientific and technological reasoning have never been so necessary to make sense of it all.” This vision statement is even more relative in the year 2020. While adapting, revising, and aligning the new spiraling curriculum over the past few years the OMS STE team has worked hard to implement inquiry based lessons that help students develop scientific reasoning skills. Students from 6th grade to 8th grade learn different science content, but the development of science critical thinking/reasoning is incorporated in each grade level curriculum. As 2020 shifted our teaching and learning to remote the STE team was not willing to lose this important skill development for students.

Teachers, grades 6 through 8, have adopted Stemscores as a common learning platform. Teachers attended training, collaborated and explored StemScores in the 2019-2020 school year. During the start of the 2020-2021 school year teachers have started to embed and incorporate this learning platform of hands-on labs, e-books, interactives and assessments in their remote and physical classrooms. Students in STEM class use Stemscores as a platform to learn coding and apply their knowledge through interactive coding experiences. This platform gives students an online textbook (e-book). The incorporation of the Stemscores platform has helped to align the curriculum/lessons between grade level teachers. All OMS STE teachers have also attended training on a virtual platform called Gizmos. Gizmos are interactive science simulations that students are able to manipulate to collect data on specific scenarios and then use this data to support their conclusion/claim. Many teachers are able to use these simulations to do virtual science labs.

In sixth grade science, students gain the foundation of natural phenomena through the theme of structure and function. Sixth graders started the 2020 year by creating models and diagrams of plant and animal cells through a project based learning environment. Students work in pairs to create these 3-D models, allowing students to visualize what they cannot see with their own eyes during the microscope lessons. Students continuously worked on skills of interpretation, modeling and explanation while being exposed to different diagrams within the earth science unit. Sixth graders

started the 2020-2021 school year by taking part in the "I am a Scientist" project. This project aims to give students real life STEM role models while breaking down barriers and stereotypes in STEM professions.

Seventh grade students utilize the understanding learned in sixth grade to make connections and relationships through the theme of systems and cycles. The seventh grade teachers have incorporated some new projects this year that include a hands on inquiry approach that students can do with household materials, in person or remote. Students modeled different ways to show weathering, erosion and deposition with candy or crackers. They designed, built and tested their "Hazard-Proof Tiny House" to collect data on whether or not the house could withstand their chosen natural disaster (earthquake, flood, landslide, etc.). Using their data as reasoning, students were able to reflect on their original design and make a stronger house. During the water cycle unit, students were challenged to physically model all five parts of the water cycle. Some students used lemon juice invisible ink writing for evaporation and took a photo of glasses fogging up while wearing a mask for condensation. Seventh graders then used nature around them to document runoff, clouds and accumulation of all fundamentals of the water cycle.

Eighth grade students are challenged to use abstract thinking skills to explain the cause and effect of these natural observable events. These thinking skills are used to explore science domains stretching from causes of seasons and tides, to how atoms and molecules interact to make the matter around us. Throughout each unit there is a strong emphasis on the skills of modeling, data examination and interpretation. As the content changes with each unit these important skills are revisited and practiced. Eighth graders started 2020 by examining and interpreting data to describe the role human activities have played in the rise of global temperatures over time. Students then were presented with a real world problem that was created due to increased global temperatures over time. Exposure to this real phenomena caused students to be engaged in their "Save the Penguins" classroom project. Students learned about heat transfer while trying to design, build and test their penguin shelters.

In the fall of 2020 students have been able to conduct demonstrations with household objects to demonstrate Newton's 3 laws of motion. Students ended 2020 with the start of their first true inquiry investigation. They worked in science teams (using google break out rooms) to create their own testable questions, research the basic forms of energy, make a strong hypothesis and then create and execute procedures that help them identify what variables directly affect potential and kinetic energy.

Mrs. Lee, seventh grade science teacher, has been able to continue science club, virtually. This club consists of 41 OMS students grades 6 through 8. The focus of this club is Science Around the World. Mrs. Lee was able to take advantage of our current virtual learning opportunities, setting up many guest speakers to attend the virtual club meetings. Students in Science Club were able to virtually interview "real-life scientists" from America and other countries.

World Language

The O'Donnell Middle School World Language Department offers three languages: Spanish, French and Chinese. Successful completion of the two year middle school language program provides high school credit for a Level I language course. Following completion of Level I, students are able to advance to Level II in the 9th Grade. Our language classes are offered to 7th & 8th grade students.

The World Language Department consists of six hardworking, innovative and collaborative teachers. We have two full-time French teachers (Mrs Rigas and Mrs. Diabate), three full time Spanish teachers (Mrs. Proctor, Ms. Fannoney and Mrs. Boyrazian) and one part-time Chinese instructor (Ms. Sun). Most of last year's annual Spring events were unexpectedly canceled due to the global pandemic. The past year, regrettably, marks the first year that the World Language Department is unable to participate in the Knight of Excellence or share how awesome the 8th grade Quebec trip was. Regardless of the many setbacks, our department has unified and strengthened their bond to lead, heal, help and support one another.

At the 2020 Virtual 8th Grade Graduation Ceremony the World Language Department proudly awarded the Madalena Fernandes Award for Excellence to three students. The three award recipients were Yosra Kaddura (French), Isaac Chavez (Chinese) and Mohammed Alyousfi (Spanish). In addition to the Madalena Fernandes Excellence Awards many additional students were recognized and honored by name for their high achievement, growth and effort in learning Spanish, French and Chinese throughout the school year.

The 2020-2021 School Year cannot be compared to any other. Teaching and learning changed overnight in a way that nobody could have ever imagined or prepared for. Every teacher in the World Language Department has invested 100% of their hearts and souls towards meeting the demands of our "new normal" for school and the language classroom. Our department teachers have coached each

other through implementing new technology. We have worked tirelessly to find, learn and implement new instructional tools in order to deliver the best possible instruction and increase student engagement, regardless if a student is learning in person or remotely. Some of the new tools include Edpuzzle, Flip Grid, Pear Deck, Padlet, Gimkit, Blooket, Conjuguemos, Quizizz, Quizlet, Kahoot, Quia, Voces and more.

English Language Arts

The ELA Department at the middle school strives to emulate the SPS vision to honor excellence, celebrate diversity and challenge our students to realize their potential. We model our curriculum to set high standards using innovative, inclusive and rigorous programs and experiences that enable our students to succeed.

Through the years, the ELA Department has continued to integrate technology into the curriculum. Each grade-level ELA classroom utilizes Google Classroom in an effort to not only incorporate even more technology into the classroom, but to familiarize and further prepare students for the future. We expanded our knowledge and utilization of technology programs as a result of our professional development opportunities. Because of the unusual nature of our unique learning environment this year, our department felt confident that we would continue to offer our students valuable learning opportunities.

The ELA Department spent significant time revamping curriculum documents and planning new units in order to adjust to the different and unique environment of learning in a hybrid situation. Curriculum adjustments continue to be a work-in-progress over the course of the year, as well.

The ELA Department strives towards excellence by increasing student learning and engagement and promoting lifelong learners that continue to grow intellectually throughout their education and beyond.

Social Studies

Implementing the Massachusetts History and Social Science Curriculum Framework, the OMS Social Studies Department's focus is to develop knowledgeable and active young citizens. The Social Studies Department utilizes resources from its partnerships with *Facing History* and *Primary Source*. *Primary Source* uses global texts to explore universal themes, analyze documents and support argumentative

writing. *Facing History* encourages the examination and discussion of racism, prejudice and antisemitism to promote the development of a more compassionate, understanding, and knowledgeable community. The Social Studies teachers have attended a variety of workshops and taken additional courses to learn the new technologies and tools available to develop challenging and engaging lessons that will best teach students during hybrid and remote learning. New programs including Pear Deck, EdPuzzle, Kami and other Google Classroom extensions have been instrumental during these unprecedented times.

David O'Neil, Sharon Dailey and Jennifer Ellis are the World History teachers in grade six. Transitioning from their historical hands-on activities, sixth grade students produced digital Sumerian writing and cuneiform projects and are currently working on storyboard assignments to retell the Epic of Gilgamesh. Students have produced a variety of slideshows that contain notes, links to interactive websites and virtual tours about the Early Hominids to Mesopotamia. Students also had to demonstrate knowledge of city-states by creating their own digital city-state with irrigation, walls, a temple, buildings and more.

Grade 7 Geography teachers Christine Spears, John Gunning and Rachel Killion continue to promote the Global Perspectives II curriculum, in which Grade 7 students learn about local, national and global clean water and sanitation sustainability issues. On January 31, 2020, all grade 7 students attended a presentation by James Conlon, Stoughton Environmental Affairs Officer; Phil McNulty, Stoughton Department of Public Works Water and Sewer Assistant Superintendent; and Jamie Velazquez, Stoughton Department of Public Works Program Coordinator, where they learned about water conservation and protection in town including the public drinking water and sanitation systems.

Caitlin Valair, Richard Grasso, and Anne Frasca remain invested in the eighth grade American Government and Civics curriculum, which covers a wide variety of topics in American history and government, including the American Revolutionary War, U.S. Constitution and Bill of Rights, Legislative Branch, Executive Branch, Judicial Branch, Civil War, Civil Rights Movement and local government. As civics is a major focus of the curriculum, the OMS eighth graders continue to learn and practice what it means to be aware, active, involved and responsible citizens. These skills are best demonstrated through the spring civics project, which requires all eighth grade students to identify and research local issues, propose feasible solutions and share their ideas with the town selectmen.

COVID-19 did not stop the O'Donnell Middle School from having its annual Veterans Day Assembly. Thanks to the video-editing skills of OMS art teacher Karen O'Connell, Grade 8 Social Studies teacher Caitlin Valair was able to host a virtual celebration. This included video submissions from local veterans, including Joe DeVito, Dom Evangelista, Mike Pazyra, Sheanna Isabel, Jen Sullivan, Charlie Gillis, Nate Derby and Rudy Medeiros. They each shared a bit about their experience in the military and the impact it had on them. OMS also surprised Rudy Medeiros with the 2020 Veteran of the Year award, which was presented to him by his eighth-grade grandson, Jobi. Recognizing Mr. Medeiros' service in the Army National Guard for over 40 years, the OMS staff made a generous donation to the National Guard Education Foundation, in his honor.

To let our deployed military members know that we are mindful and appreciative of their service, Team 8B completed their annual "Care Packages for Troops" project in November 2020. Filled with toiletries, snacks and thank you cards from each student, the care packages were shipped to active military personnel across the world, including Saudi Arabia, Kuwait and Cuba. Many thanks to John P. Russell Insurance Agency in Stoughton for covering the shipping costs of all eight packages! OMS students and staff have also been participating in Project RED- Remember Everyone Deployed- throughout the 2020-2021 school year. An initiative started by Mr. Grasso, students and staff have been wearing red on Friday's to show solidarity and support for our deployed service members.

Joseph R. Dawe, Jr. Elementary School
Robert C. Cancellieri, Administrative Principal

At the Joseph R. Dawe, Jr. Elementary School, we commit to excellence in intellectual, physical, social and emotional development. We respect individual differences and strive to reach our full potential. We have a schoolwide focus on teaching the "whole child" and using our creativity to meet every student's needs. Now in the middle of my 4th year as the Joseph R. Dawe, Jr. Elementary School Principal, I can positively say that I could not be more amazed by such an outstanding body of teachers, population of students and school community!

The Joseph R. Dawe, Jr. Elementary School has a diverse kindergarten through fifth grade student population of approximately 360 students. Our student population is made up of children who speak a variety of languages and represent a wide array of ethnicities and cultures. The diversity that is present in our school is what makes being a Dawe Dragon so unique and special. In September of 2020, we were lucky to bring back all of our English Language Learners who had originally attended the Wilkins for their EL services. Along with these students, we were able to add two amazing EL

Teachers as well! Together, the Dawe School Dragons form a strong community invested in teaching, learning, communication and social emotional development. At the Dawe School, we are a community of Dragons who share a common vision and high expectations for both our academics and character. On January 7, 2020 we had the chance to hold our first Diversity at the Dawe Celebration Night. During this event, parent/family volunteers came to the school to run workshops about their own cultures and then many families brought food items that were representative of their ethnic background as well. It was an amazing event that I hope to offer for years to come!

This year we have continued and strengthened our schoolwide initiative that focuses on building character within the Dawe students as part of our “whole student” educational philosophy. Our students and staff are expected to conduct themselves with character each day. The character traits that we focus on are: *responsibility, respect, citizenship, self-control, integrity/honesty, compassion, tolerance/patience, confidence, perseverance, cooperation*. Each month a new trait is introduced and reinforced in the classrooms through morning meeting, classroom procedures, class expectations and any other time that seems appropriate in the classroom. Outside the classroom, everyone is encouraged to use the language and to recognize students who are conducting themselves with character such as, “Be sure to conduct yourself with character.”, “Did you conduct yourself with character?” and “I saw that you were being responsible.” These words gave us a powerful, common language to use when talking about character with the students. This year, we have converted our live, in-person monthly assemblies to online Google Meets. These schoolwide assemblies are where we have a guest reader “read-aloud” from a book related to the monthly focus character trait, show a video to reinforce the concept of strong character development and show a video/read aloud of the following month’s character trait of focus. ‘Conducting Ourselves with Character’ helps to create a positive learning environment for our school community.

The Dawe School is most fortunate to have an extremely active Parent-Teacher Organization that works very hard to support our students, staff and school. This year, the Dawe School students have had the chance to utilize a brand-new Kindergarten Playground that was installed during the summer of 2020 and funded by our PTO and through parental donations. Our Dawe Dragons love using our new play structure and outdoor musical instruments! Even with the shift of moving from in-person to virtual meetings, our Awesome Dawesome PTO has been able to make our monthly digital gatherings fun and inclusive!

The Dawe School staff believes in the importance of frequent communication with the parents and guardians of our students. We encourage parents to play an active role in their children's education by staying informed. Letters to parents, notices or reminders of upcoming events, calendars, phone

calls and weekly newsletters/updates from the principal are utilized to make parents aware of special activities or events and to promote regular communication throughout the school year. Parents are encouraged to communicate with their children's teachers and to meet with them, as needed, during the school year. The 2020 Back to School Night at the Dawe Elementary School offered families the opportunity to virtually "come back to the school" to experience a "getting to know me" presentation by their child(ren)'s classroom teacher. Dawe Teachers have found that usage of Google Meets and online meetings results in increased parental/familial participation. By offering our Back to School Night and our Parent-Teacher Conferences in this new digital platform, we were able to increase our parental/guardian attendance rate and strengthen our school community even as we were unable to have in-person visitors.

Prior to going fully remote as a district in March of 2020, the Dawe was able to offer great community building events. In January of 2020, we were able to hold our 50th year anniversary celebration where we held a concert, luncheon and assembly for retired staff members who had worked at the Dawe over the past 50 years – it was a truly special event. Additionally, our PTO was able to run a "Souper Bowl" fundraiser in January. They provided the funds to bring in guest author Jared Lerner for student presentations, held a free schoolwide dance for our entire community and funded several Discovery Museum in-person presentations/field trips.

We continue to offer staff directed virtual academic support programs to our students throughout the year and have developed a partnership with Stonehill College which allows their education majors to help run these programs. Additionally, the Dawe has welcomed several Stonehill College "student teachers" who come to our school to complete their practicum. They have all been a great asset to our school community and we continue this practice in 2021.

The Dawe teachers collaborate regularly to strengthen teaching and learning for all students. The teachers share a common understanding of high-quality evidence-based instruction and have formal systems for monitoring student progress. Classroom and support teachers determine which students are in need of receiving tiered support and provide them with the appropriate instruction based on the grade-level Response to Intervention plan. This strong professional collaboration has become even more critical as we have continued to roll out our new Readers' and Writers' Workshop and STEMScopes curriculums/programs. Teachers participate in PLC meetings throughout the year (every six to eight weeks) to focus on student learning and working collaboratively. The focus this year is on computer based assessments for students and staff as well as a more in-depth analysis of student data through standard based assessments of all questions given to students. PLC meetings evolved to include, but were not limited to, reflection, analysis, planning of curriculum, student growth

and development and the school's commitment to high standards on a personal and academic basis. The PLC Meetings are facilitated by the building principal and other administrators in the district. The Dawe School teachers share their expertise and talents. This helps in supporting each other in meeting the needs, and providing rigorous learning experiences, for all students.

The staff and students at the Joseph R. Dawe, Jr. Elementary School shifted to remote teaching and learning in the spring of 2020. This brought on new challenges as we navigated the demands of technology and educational access. The success of that shift was realized when we returned for the 2020-2021 school year and found that our students did not suffer from a pandemic slide in their academic proficiency. Many students returned to school in the fall at or just above where they left off in the spring.

Since beginning this new school year, staff and students have once again risen to the challenge with our current practice. New technologies and ways to communicate with students and families have emerged. Teachers are teaching in person and through the internet, while students are accessing this education through the same modes. Resources such as Google Meet, Flipgrid, Jamboard and Pear Deck have fostered environments that mimic resources being used in classrooms before the pandemic. Teachers and students are working hard to continue to move forward as we continue to navigate these trying times. During at-home hybrid days, students start their day with a remote check-in with their classroom, a 20 minute schoolwide morning assembly, and then end their day with a remote teacher check-in. It is amazing how we have adapted our practices to maintain such a strong school community under the current circumstances. Additionally, the formation of our Virtual Learning Academy offers the opportunity for families to have their children instructed digitally instead of sending their child to school physically. This has been extremely impressive.

We thank the Town of Stoughton for its continued support by providing the means that allow us to provide an excellent academic experience for our students. Working together, teachers, parents, students, family members and community members dedicate themselves to our students every day.

Joseph H. Gibbons Elementary School

David M. Guglia, Administrative Principal

Back in March of 2020 Covid-19 changed the landscape of public education and the Gibbons community has embraced this unique time in our history with enthusiasm and compassion.

The Gibbons School has always been a place of active and engaged learning. Our classrooms provide students with an atmosphere that promotes learning through risk-taking, hard work and effort. The Reading and Writing Workshop model adopted by the school system has been embraced at the Gibbons Elementary School by our wonderful, dedicated teachers. This research-based program

encourages students to become better readers and writers by immersing them in literature designed to capture their imagination and unlock their potential. The “STEMSCOPES” science curriculum provides students with hands-on science, technology, engineering and mathematics activities within the classroom and in our updated science lab.

Once again the “Character Counts” initiative has been utilized to help meet the social-emotional needs of our student body. The concepts of *responsibility, respect, citizenship, self-control, integrity/honesty, compassion, tolerance/patience, confidence, perseverance, cooperation* are celebrated and recognized throughout the year. Each month a specific character trait becomes the focus of the entire school and students that are able to demonstrate the character trait “in action” are honored.

Our vibrant J.H. Gibbons School Parent-Teacher Association (PTA) continues to support the school in many different ways, even during these unique times. The PTA has provided funding for safety equipment, teacher supplies, our new “Guest Reader” program and many other initiatives we have at the school.

The English Learners (EL) program at the J.H. Gibbons School is in its second year and is thriving. Our EL teachers, along with the entire teaching and support staff, have welcomed our EL students with open arms. Support is provided for our EL students within the classroom, in small groups outside of the classroom and virtually-when needed. Strategies employed by teachers during the course of the school day, along with the high expectations we have for all of our students, help create the conditions for all of our students to succeed.

The staff and students at the J.H. Gibbons Elementary School shifted to remote teaching and learning in the spring of 2020. This brought on new challenges (and opportunities) as we navigated the demands of technology and educational access. The success of that shift was realized when we returned for the 2020-2021 school year and found that our students did not suffer from a pandemic slide in their academic proficiency. Many students returned to school in the fall at or just above where they left off in the spring.

Since beginning this new school year, staff and students have once again risen to the challenge with our current practice. New technologies and ways to communicate with students and families have emerged. Teachers are teaching in person and through the internet while students are accessing this education through the same modes. Resources such as Google Meet, Flipgrid, Jamboard and Pear Deck have fostered environments that mimic resources being used in classrooms before the pandemic. Teachers and students are working hard to continue to move forward as we continue to navigate these trying times. Each morning, students start their day with a remote check-in with their classroom

(during at-home hybrid days), a 20 minute school wide morning assembly, and they end their day with a remote teacher check-in as well. It is amazing how we have adapted our practices to maintain such a strong school community even under the current circumstances. Additionally, the formation of our Virtual Learning Academy, that offers the opportunity for families to have their children instructed digitally instead of sending their child to school physically, has been extremely impressive.

The J.H. Gibbons School opened its doors in 1971 and we will be celebrating our 50th anniversary in the fall. It has a long tradition of academic excellence. It is with great pride that I submit this yearly report to the Town of Stoughton. On behalf of the entire staff at the Gibbons Elementary School, we are deeply appreciative of the support we receive from our community, now more than ever. We are all in this together.

Helen H. Hansen Elementary School

A Community Built on Values

Christine D. Feeney, Administrative Principal

The *Helen H. Hansen School* is a K-5 learning community in Stoughton, Massachusetts. Originally named the *Chemung Hill School* when it first opened in 1962, the school was renamed in 1989 in honor of its beloved principal, Helen H. Hansen. Today, we are proudly the *Hansen Hawks*, and our community is small and strong! We strive to ensure that the *Helen H. Hansen (HHH)* is a safe and magical place for our students and staff.

Our diverse learning community of 244 students and 45 (full and part-time) staff members is built on a clear set of shared values. ***Hansen Hawks* are safe, kind, joyful, accepting, responsible, honest and respectful. We strive for excellence and we NEVER GIVE UP!** These values have been part of the *HHH* fabric for many years and truly reflect the characteristics of our namesake, Mrs. Hansen, especially under the unusual circumstances brought about by the global pandemic.

We started 2020, as usual, focused on new beginnings, resolutions, fresh starts and endless possibilities. We made plans and some came to fruition, like our weeklong morning announcement tribute to Dr. Martin Luther King and our annual spirit week. Then, at the beginning of March, the world changed. We shifted gears and transitioned to remote teaching and learning. Although this time looked and felt very different from any other year, we got through it together.

Our Hawks showed their dedication to each other and the importance of the work we do each day. Our community strengthened over this very difficult time. Even though we were not physically together all the time, we continued to find ways to collaborate and build our community. Our staff created videos for students, past and present, to show them how much we missed them, that we were

thinking about them and to inspire them to continue to stay strong.

The shift to remote teaching and learning brought new challenges as we navigated the demands of technology and educational access. Our priority was to ensure ALL students had access to the tools they needed to succeed. With the help of the SPS Tech Team we were able to supply all students in the district (K-12) with a Chromebook to use while at home. The coordination, work and hours that went into making this happen was unimaginable but was an integral component to a productive spring of remote teaching and learning.

The success of the shift to remote teaching and learning was realized when we returned for the 2020-2021 school year. We found that our students did not suffer from a pandemic slide in their academic proficiency. Thanks to the hard work of our teachers, the majority of our students returned to school in the fall close to where they left off in the spring.

In response to the pandemic, new technologies and ways to communicate with students and families have emerged. As examples, we held the first ever *HHH* Virtual Back to School Night, as well as virtual parent conferences. Both were a success! Teachers and students are working hard to continue to move forward as we continue to navigate these unusual times.

Since beginning this new school year, our Hawks have made health and wellness a top priority. All Hawks wear their masks, keep socially distant and continually wash their hands. Families have been extremely supportive of our new arrival and dismissal routines, as well as making sure all students arrive at school feeling well. Our school nurse is in constant contact with families, making sure they have the resources they need and checking in on absent or sick students. Our custodial team has moved furniture, marked the halls with tape 6 feet apart to help our Hawks file safely and they have cleaned, cleaned, and cleaned some more! Even though the once unimaginable is now commonplace, we are grateful to all the Hawks for making the *HHH* a safe place for us to teach and learn.

To maintain a sense of normalcy, we continue to start each day with our morning announcement. One class leads the entire school community in the *Pledge of Allegiance* and then shares their thoughts on the featured focus of the month. In the fall of 2020, we switched gears slightly by adopting a virtual morning Meet. Our Hawks launch each day in a positive and safe way. This new virtual format allows our Virtual Learning Academy (VLA) students and our remote hybrid students to participate daily.

As a school staff, we pride ourselves on the work we do to support the social-emotional needs of our learners. Healthy Hawks, inside and out, are our priority! This work, in collaboration with our school-wide values, forms the foundation of our community.

Go Hawks!

South Elementary School
Maureen Mulvey, Principal

We can view public education as having **change** as the one constant. New requirements, new learning standards, new curricular programs, new students, new assessments, new teachers and staff changes are constant. We, as a South School Community, adapt when we need to, but hold on to the tried and true. We just finished the year 2020 with, hands down, the most incredible amount of changes. Students and teachers learned together virtually, beginning in March 2020. Every student was provided with a Chromebook. Teachers learned on the job. Students were challenged to learn how to log on and off, stay focused on their teacher's instruction from the computer screen and submit assignments through their Google Classroom. **Everything changed!** PTO meetings were done via Zoom. The fifth graders' *Moving On Ceremony* to OMS consisted of a car parade, balloons and personalized lawn signs. Parents were now involved daily in assisting their children's education. A successful recipe that works well for the students at the South Elementary School is a one that blends high quality educators, academic rigor, extensive technology, invested students, supportive parents/guardians and well funded resources. Thanks to the support of the people residing in Stoughton, we did it and continue to do it!

The staff and students at the South Elementary School shifted to remote teaching and learning in March of 2020. This brought on new challenges as we navigated the demands of technology and educational access. Since beginning the 2020-2021 new school year, staff and students have once again risen to the challenge with our current practice of hybrid teaching or fully remote instruction. New technologies and ways to communicate with students and families have emerged. Teachers are teaching in person and through the internet, while students are accessing this education through the same modes. Platforms including Google Classroom and applications such as Google Meet, Flipgrid, Jamboard and Pear Deck have fostered environments that mimic resources that were being used in classrooms before the pandemic. Teachers and students are working hard to continue to move forward as we continue to navigate these trying times.

Programs outside of the regular school day continue to develop and flourish. We offer academic support programs for students in grades 2 through 5, remotely. All are well attended and taught by teachers and paraprofessionals. Currently we are looking forward to enrolling students in the February Vacation Program being offered at OMS.

One of our school community building and diversity initiatives includes *Sharks and Minnows*. These are the advisory groups that pair older and younger students with one adult advisor. This advisory builds students' empowerment to take control of their own education and helps build a positive and inclusive school community. We last met on March 12, 2020, before our March 13 exit to go to fully remote instruction. Students begin each session with expressing a *rose*, *thorn* and a *bud* experience. A rose might be an upcoming visit from grandparents, a thorn might be expressed as a difficult friend relationship and an example of a bud is the determination to recall all the multiplication facts with fluency and automaticity. On this day the whole group activity in each advisory was a series of STEM Challenges using cups, wooden cubes and popsicle sticks. The challenges increased in complexity ending with Feats of Balance. Another time we all participated in Zumba. Our fifth grade teacher, Ms. Julie Asztalos lead the cultural experience with Che Che Cole, a song that originated in Africa and was translated into Spanish. Speaking of community, South School students were treated to observing the stages of a special mural painted by two talented former South School Sharks. Brianna Foreman and Sara McSweeney, members of SHS National Art Honor Society class of 2021, sketched and painted a colorful wall outside of the gym. What better compliment to a school community is there than when former students wish to give back! Thanks to the town's residents who support and fund education and allow us to keep our students achieving and growing into good citizens.

Richard L. Wilkins Elementary School
Kathleen Monahan, Administrative Principal

At the Richard L. Wilkins Elementary School, we strive every day to uphold our mission. This 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 is a place where students and staff are respectful and kind, and actively engaged in learning. We have a diverse kindergarten through fifth grade student population of approximately 300 students and continue to be proud of the diversity represented in our student body.

Wilkins Elementary School houses Stoughton's ELE: English Language Education Department. Districtwide, Stoughton provides ESL instruction to nearly 300 students, the majority of whom are native Brazilian Portuguese speakers, followed by Haitian Creole and many other languages. Historically, Wilkins has had the largest bilingual population of students of all the elementary schools in the district. Wilkins' classroom teachers are trained in sheltered English immersion. They use

many strategies and approaches to ensure that nonnative English speakers 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.

The staff and students at the Wilkins Elementary School shifted to remote teaching and learning in the spring of 2020. This brought on new challenges as we navigated the demands of technology and educational access. The success of that shift was realized when we returned for the 2020-2021 school year and found that our students did not suffer from a pandemic slide in their academic proficiency. Many students returned to school in the fall at or just above where they left off in the spring.

Since beginning this new school year, staff and students have once again risen to the challenge with our current practice. New technologies and ways to communicate with students and families have emerged. Teachers are teaching in person and through the internet, while students are accessing this education through the same modes. Resources such as Google Meet, Flipgrid, Jamboard and Pear Deck have fostered environments that mimic resources that were being used in classrooms before the pandemic. Teachers and students are working hard to continue to move forward as we continue to navigate these trying times.

Wilkins students are having a virtual blast in math this year! Not only are they engaged in meaningful, hands-on math in their classrooms on their in-person days, they are also working with our math specialist, Mrs. Bernstein, on their at-home days as well. Children are adapting to learning math remotely and are becoming technology whizzes! They are exploring using virtual manipulatives, testing their knowledge through Peardeck, completing independent assignments, collaborating on shared Jamboards and getting that much needed social interaction with their peers through small group breakout rooms. In breakout rooms, students work together on a math task, developing their mathematical reasoning and vocabulary skills. They are learning how to "talk math" with one another. This year may be unique, but students are growing their math brains and learning in different ways, while being supported by Wilkins staff.

Our school had author, Elly Swartz, visit third, fourth and fifth grades virtually on November 5, 2020. Mrs. Swartz is the author of *Smart Cookie*, *Finding Perfect* and *Give and Take*. Prior to her visit, third, fourth and fifth grade students read *Smart Cookie*, a book about an eleven year old girl on a

mission to help her recently widowed father find a new wife. Students read the book in order to have a conversation with Elly Swartz not only about the book, but also about her writing process. All third, fourth and fifth grade students received a signed copy of either *Finding Perfect* or *Give and Take*. We were also fortunate to receive a \$1000 grant awarded from the Stoughton Cultural Council. The grant money was used to purchase 70 new picture books for our recently transitioned Learning Commons. Each book is focused on cultural diversity.

With an emphasis on culturally responsive teaching, this year Wilkins Elementary has embarked on a new initiative. We have developed a special committee devoted to our work with diversity, equity and inclusion. Our DEI Committee meets bi-weekly. Together, we plan discussions and programming for our school community. To support this work, Grace Church graciously donated four texts: *This Book is Anti-Racist* by Tiffany Jewell, *Dictionary for a Better World* by Irene Latham and Charles Waters, *We Got This* by Cornelius Minor and *Culturally Responsive Teaching and the Brain* by Zaretta Hammond. They donated enough books so that every staff member has a copy of each title. These texts have helped guide our discussions as a staff as well as our work with our students! We are also fortunate to be working with Kalise Wornum, Ed. D., from KW Diversity, Inc. Dr. Wornum is a Diversity Coach specializing in cultural proficiency. She facilitates and supports difficult conversations regarding race and cultures. We are excited about this work and look forward to continuing it in the future.

The school counseling department at the Wilkins Elementary School provides the Second Step Curriculum to all students, kindergarten through grade 5. This research-based program teaches students empathy, anger management and problem solving skills that can be used in their daily lives. In addition to this program, students are able to access counseling through individual or small group settings to focus on specific areas of need. Spearheaded by our school counselor, Wilkins Elementary has also partnered with Grace Church in an effort to provide outreach to several Wilkins families in need.

At Wilkins Elementary, it is important that we establish ongoing relationships with community organizations, community members, and businesses. This year, we are fortunate to have several senior volunteers from Norfolk County RSVP School Volunteer Program. These men and women volunteer time each week and work with students, one on one or in small groups, to help support them in both literacy and mathematics. Their presence has become an integral part of weekly academic support for

many students. Volunteers met with students in person in January, February and March and have continued to meet with students virtually this fall. For the second year in a row we continued our partnership with the U. Mass Extension Program. For the first six weeks of 2020, students in grades k-2 received instruction from a certified nutritionist for 45 minutes each week. Lessons described the importance of healthy eating, proper sleep and daily exercise. We were also very excited to be partnered with the Stoughton Branch of the Old Colony YMCA from January - February 2020. We piloted their Water Wise Program with all of our second graders. Each Tuesday for six weeks, all of our second graders spent their morning at the pool at the YMCA learning about water safety and drowning prevention techniques.

Wilkins Elementary School believes in the importance of communication with the parents/guardians of our students. We also encourage parents to play an active role in their children's education. Letters to parents, notices or reminders of upcoming events, monthly calendar, school website, SwiftK-12 calls and emails, the Principal's Message and class newsletters are utilized to promote regular communication with parents throughout the school year. Parents are encouraged to communicate regularly with their children's teachers and to meet with them, as needed, during the school year. Wilkins Elementary School also encourages parents to serve in a number of volunteer roles within our classrooms and the school. Wilkins Elementary School is fortunate to have a Parent Teacher Organization that supports our students, staff and school. The P.T.O. has enriched our school environment in many ways by providing additional resources for teachers and enrichment programs throughout the school year. Additionally, Wilkins Elementary School has an active Parent Engagement Program. This is run by the parent engagement liaison.

I continue to have a keen vision for our community as I make decisions on a daily basis; one where all children achieve excellence and grow academically, socially and emotionally. Wilkins Elementary continues to be a school where all staff feels encouraged to lead by example, are challenged to take risks and empowered to be change-makers. It is a school in which all stakeholders are proud to be a part! I am excited about what lies ahead and sincerely appreciate all of the resources afforded to our school community through support from the town.

Edwin A. Jones Early Childhood Center

Maureen F. Sacoco, Administrative Principal

Motto:

**"Bee Safe, Bee Kind,
Bee Respectful"**

The Jones Early Childhood Center (Jones ECC) is the doorway through which many of the children of Stoughton begin their journey through Stoughton Public Schools. Our overall goal is to educate young children and foster their love for learning and development across varied domains; academic, social, emotional and physical. We look at the whole child, ensuring that every child is challenged to meet their optimal potential in a safe, secure, nurturing, learning environment.

This year has been a year like no other. The Jones community has worked diligently to engage learners and families while working within the COVID guidelines set forth by the CDC and MDPH in conjunction with the Town's Department of Public Health. This year also brought a few changes to the Jones ECC. With participation from various staff, we established two vital committees; Wellness and Diversity/Equity/Inclusion.

The Wellness committee, created during the pandemic, has its focus on staff as a way to improve teaching and learning for students. Our goal is to decrease stress in the workplace, and overall, improve communication needs, and explore methods of self-care. This initiative is accomplished through a weekly walking club, weekly virtual yoga, and motivational quotes posted throughout the building. We will continue to pursue other activities to address stress and positive work attitudes.

The DEI committee, also established during the pandemic and national crises, has a well-defined vision and mission statement. The general outcome is to encourage the expectation that all staff will act with intention, maintain integrity and respect at all times, providing a safe learning environment for students and staff. A new classroom was created to meet the needs of students on the Autism Spectrum. Currently the class has a special education teacher, teaching assistant and 5 students in morning and afternoon sessions.

The Jones ECC makeup consists of 13 professional staff, 11 paraprofessional/teaching assistants, a school nurse, parent engagement liaison, administrative secretary and custodial personnel working together to meet the needs of the children (approximately 130) and families of our school community. Our students and families are diverse in ethnic and cultural backgrounds. Additionally all our

professional staff hold certifications in their respective areas of expertise. The following is a breakdown of student enrollment.

Morning	Afternoon	Full Time	IEP	Tuition	ELL
31	21	37	45	28	13

Each member of our community plays a vital role in the school's overall success. Professional staff have been instrumental in implementing curriculum and providing instruction based on the MA Department of Secondary and Elementary Education State Standards. Curriculum includes but is not limited to Foundations, Scholastic's My Big World, Handwriting Without Tears, Second Step and Social Thinking. Through the use of Foundations and Scholastic's My Big World, teachers are instructing students in reading readiness skills. Handwriting Without Tears is a systematic, explicit, multisensory approach to teaching handwriting in the early years. Social Thinking and Second Step are specific curriculums to target the social/emotional needs of young children.

We are proud of our continued collaboration within the Stoughton community; which includes Stoughton Youth Commission (SYC), Stoughton Public Library, Fire and Police Departments. The Jones ECC works closely with the SYC and Stoughton Parent Engagement to offer monthly parenting workshops which we have achieved through virtual workshops. We continue partnering with the Stoughton Public Library to provide an enriching learning opportunity for students through exposure to both literature and music. The children's librarian provided virtual visits to engage in activities such as reading stories and performing fingerplays/songs. This has been a positive experience for students, and school and library staff.

We are also proud of our efforts to engage the families of our school community. We continued this past year with our Family Fun Nights through a virtual platform. Activities have included winter fun night and family game night. With materials provided ahead of time, approximately 25-30 families attend and spend an hour engaged with their children in a structured environment, facilitated by the parent engagement liaison and the Jones administrative principal. These events are provided to families in conjunction with Parent Engagement and Parent-Child-Home-Program.

While this year presented its challenges, the Jones ECC continued to provide the high level of support and engagement as it has in the past, while implementing all safety guidelines.

We thank the Town for their continued support of the Jones ECC, and its programs, which provides the foundation for our youngest students to become successful lifelong learners.

We look forward to another exciting year at the Jones Early Childhood Center.

Information Technology Department

Ryan McGee, Ed. D., Administrator of Educational Technology

In 2020, the Technology Department provided Stoughton Public Schools stakeholders with support for a transition to remote teaching and learning. The year has been full of triumphs as our Stoughton Public School Community worked hard to navigate technology requirements needed to maintain COVID safety protocols. Below is a summary of projects the Technology Department has completed to support remote teaching and learning:

Supporting Remote Learning (Students, Families):

- Distributed Chromebooks with content filtering to students for at home remote work.
- Implemented an online helpdesk for parents and students that needed technology assistance.
- Hired a technician who focused on building a new help desk to support students, parents and Guardians.
- Offered Internet & Wireless Internet for families needing assistance.
- Provided resources to the community to support remote learning.
- New iPads and Chromebooks (IPADS PK-1, Chromebooks 2-12) were procured through the Federal CARES Grant.

Supporting Remote Learning (Teachers, Staff & Administration):

- Document Cameras for OMS, Some elementary schools as needed.
- Prepared classrooms for live streaming for remote learning which included audio systems, document cameras, devices and infrastructure.
- Deployed a new internal help desk ticket system for Staff
- Distributed laptops with docking stations for teachers to support remote teaching.
- Procured additional software to support remote learning such as Kami, Pear Deck, Edpuzzle

Infrastructure Upgrades:

- Wifi infrastructure was upgraded at each of the Elementary schools.
- eRate Grant covered 60% of wireless upgrade costs at the Wilkins and Gibbons.

- Upgraded switches for all elementary schools, including a new firewall to support remote learning.
- Lightspeed sound systems were introduced for better quality audio.
- Applied updated security practices to safeguard infrastructure.
- Increased security camera coverage and server storage capacity.
- Created a new radio infrastructure for increased communication and safety.
- Increased internet access system wide from 2 Gigs to 4 Gigs to support live streaming.
- Implemented Renaissance, Star 360 Assessment platform for grades K-6.

A variety of technology training was offered in 2020, with the help of the Curriculum Department, which helped support the transition to remote teaching and learning. Topics included Google, Google Meet, Google Classroom, PowerSchool, Clever, Remind, Scholastic, online tools and an assortment of district supported software.

The hard work and dedication of the members of the Stoughton Public Schools Technology Department make these innovations possible.

We thank the Stoughton community for their continued support of technology in education.

Stoughton Athletic Department
Director - Ryan Donahue, M.Ed, CAA

I have been incredibly fortunate to have had the opportunity to spend my professional career in Stoughton. Working in Stoughton has truly been an honor, as it has been filled with amazing moments. I am happy to be a part of it.

Over the course of 2020, so much has happened. The athletic department opened the doors of the new high school for the winter season sports and activities. What a fantastic feeling it was to welcome spectators into the beautiful, functional facility. The amount of positive feedback that I received from both home and away fans was truly amazing. Being able to host large basketball and wrestling crowds has been something we in the athletic department have looked forward to for some time. The facility was up for the challenge. It exceeded our hopes and expectation, as the building plans incredible, thoughtful process truly paid dividends.

As we completed a very successful winter season, a new challenge was thrown our way. The Corona Virus Pandemic became a real thing for people in Massachusetts in March 2020. All school buildings were closed for the remainder of the school year, and our ability to participate in everyday

activities with our families, friends and neighboring towns was put on hold. As we waited for guidance, the Hockomock League Athletic Directors strengthened relationships and dedicated enormous efforts to “re-schedule” the Spring 2020 athletic season. As each day of isolation occurred, Athletic Directors digitally “zoomed” on a daily basis. We developed new schedules and talked about how to provide our students with a spring season. Unfortunately, as time went on, it was determined that we would not be going back to school for the remainder of the school year and the Spring 2020 season would not happen. This was heartbreaking for so many people, especially those whose favorite sport takes place in the spring. Stoughton has many students participating in the spring season which includes sport offerings such as; Baseball, Boys Lacrosse, Outdoor Track and Field, Boys and Girls Tennis, and Softball.

As the school year concluded, the nation’s struggle to get past the pandemic continued over the summer. School officials worked tirelessly over the summer months to provide students and families the best possible options for learning in the rapidly approaching fall. This proactive work includes all athletic departments as well. As soon as guidance was released at the state level, the Hockomock League continued their work to provide League member schools with the best possible experience of interscholastic athletics as possible. Unfortunately some “high risk sports”, including Cheer, Volleyball and Football, were delayed until February, out of safety precautions. These sports would now take place in the “Fall 2 Season”. The Fall 2020 season included, Boys and Girls Cross Country, Field Hockey, Boys and Girls Soccer and Golf. These sports competed against Hockomock League Divisional Opponent Schools in a shorter game schedule, with specific sport modifications designed to keep students safe while participating. After the completion of the Fall 2020 season, I must express how proud I am of all the efforts from the coaching staff, students and families for rising to the occasion and following all of the new rules and protocols that needed to be adhered to in order to participate.

With so much happening in Stoughton it is very important to acknowledge the student-athletes and their accomplishments in 2020. The Boys’ Basketball team led by longtime coach and teacher, John Gallivan, in his final year at Stoughton, qualified for the MIAA tournament and won a share of the Hockomock League Davenport Divisional Championship. The Black Knights lost a close playoff game to a very talented Scituate, but put up a tremendous fight and represented Stoughton exceptionally well in the process. A very special thank you to Coach Gallivan and his commitment to the Stoughton Public Schools as a teacher, director and coach. We will certainly miss you! The wrestling team, coached by Stoughton Fire Department Lieutenant Mike Carroll, had another strong showing from seniors CJ Carpenter, Jonatas Santos, Carlvn Laguerre and first year participant Ana

DaSilva. This continues to be one of the hardest working programs in the athletic department and was capped off by Ana DaSilva winning the MIAA State Championship in the girls' tournament for the 113-weight class. Ana is a wonderful person and an extremely hard worker. Her achievement came as no surprise to those that know her best.

The girls Ice Hockey team continued their 2nd year of a cooperative team with neighboring town Sharon. This group works incredibly well with students from both schools. Congratulations to juniors Morgan Lessa and Haley Nelson who were recognized as League All-Stars. We also saw the numbers on the Boys Ice Hockey team drop to an all-time low as well. The boys Ice Hockey team completed their first year as a cooperative team with neighboring Brockton High School. Hall of Fame Coach Daniel Mark let both groups of students and fostered an environment for these student athletes to become one team. The students and families welcomed the change and embraced the experience as a positive one. Both school districts are thrilled with how the first year went and look forward to continuing a positive relationship in 2021.

Perhaps the most impressive accomplishment in 2020 was the Boy's Track and Field Team. Both the boys and girls teams have been affected by the facility transition as much as any of our teams in the athletic department. Finding a way to train each day without a track or dedicated field space, and to channel their focus to strive for greatness, was amazing to watch. At the 2020 Hockomock League Indoor Track & Field Championships, seniors Anthony Pizzano and League MVP David Peters represented the town extraordinarily well and led the team to first place. With contributing efforts from thrower Mark Edge, high jumper Elisha Teneus-Claude, sprinters Christopher and Christian Ais and relay teammates Nathaniel Peters, Clayton Rahaman, Jordan Emile and Evan Connor the boys team claimed the Division 3 State Championship. This championship solidifies this epically talented group as one of the best of all time to come through Stoughton High School. It is my belief that under new head coaches Dave Barbato and Michael Baugh that these students would have won their third State Championship in as many seasons if the spring 2020 season had occurred.

The Winter Varsity Sports Awards Night was postponed from its original date in March. With not knowing when things will be able to happen in person, the Athletic Department created a "Virtual Awards Night" honoring the success that students had achieved the previous winter. Head Girls Basketball Coach and Athletics Liaison Charmaine Jordan was instrumental in the process. The final recording of the virtual awards night was released to the public, and arrangements were planned for students to pick up their athletic achievement awards in a safe, physically distant way.

In the fall of 2020, our Girls Soccer program welcomed new Head Coach Hermes Lima to Stoughton. Coach Lima comes with great experience and looks to build on the success the team had this fall. With a very talented underclass group it is our hope that the team will continue this momentum into their next season. The Golf team, led by senior captains Jake Curtis and Max Huminik, earned an impressive win over Sharon. Seniors Brook Bulger and Jonah Hochberg and Junior Anthony Hern contributed to the team success under head coach Brett Boyd. It was impressive to watch all of our fall teams adjust to the sport modifications. Seeing students compete with masks on and follow any new rules that were added to increase safety to the sport was truly impressive. A big thank you to our coaches, athletics support staff and family members who also had many changes to adjust to. Though the sports were different than in years past, there is no denying that all extra efforts put forth in order to make this season a reality were absolutely worth it. Seeing students and families have the opportunity to participate in the sports they love was an incredibly healthy thing.

Our football team did not play a game in 2020. The students and coaching staff deserve much praise for not only being on the road for the past 3 seasons, but now did not have their homecoming game at the new turf stadium. The seniors on this team have yet to have a home game in their high school career. It is our hope that they will have that opportunity in the Fall 2 season beginning in late February. The Volleyball and Cheer teams also did not compete in 2020. Unfortunately, a major loss that both programs endured was the untimely passing of Senior Captain and participant Emily Carreiro. Emily was a wonderful person with a persisting positive attitude. Talented in both athletics and the arts, she will be missed by her teammates, coaches and the community. The Athletic Department extends our deepest condolences to Emily's family and those that loved Emily the most.

The Stoughton Athletic Department is looking forward to putting the pandemic behind us, and transitioning back to life as we all knew it. It will continue to be our mission to provide a healthy, safe, positive experience for those looking to represent the Town of Stoughton in the sports they love.

K-12 Health and Physical Education Department

Director – Ryan Donahue, M.Ed, CAA

The Health and Physical Education Department has been put to the test in 2020. In a typical year our teachers introduce and reinforce concepts of healthy lifestyles and physical activities to the students of Stoughton each and every day. The physical education and health department works to foster an environment where positive experiences can occur for our students on a daily basis through various activities. It is the department's belief that these positive experiences in Physical Education

combined with additional technical coaching of student skill development will lead towards living active and healthy lifestyles. In 2020, physical educators have had to reimagine their curriculum and work diligently to provide a similar experience to the students of Stoughton.

The professional development plan for the previous three years has been dedicated to the staff's development and implementation of the "Interactive Health Technologies" (IHT) wrist worn heart monitor. Stoughton's Health and Physical Education Department was one of the first school districts to offer students in grades Kindergarten-12 individually dedicated wrist worn, heart rate monitors. Our professional team has worked tirelessly with IHT to achieve a successful implementation. Unfortunately, due to the Coronavirus Pandemic – this useful teaching tool, among many others used in Physical Education, would not be available out of caution for sharing equipment.

With the pandemic wreaking havoc on many people's physical and emotional health, it was a major highlight to see the population as a whole turning to physical exercise as an answer to improving overall wellness. This was evident as stores and shops across the world were sold out of fitness equipment. People turned to physically distant walks and runs, bike rides and in home gym activities when breaks from the new digital world we all live in were available. With so much isolation occurring in 2020, it has been to the betterment of the staff and students to be back in the schools. Though our traditional curriculum has been adjusted and we are limited to certain activities, there is no doubt that students have been enjoying the chance to be active amongst their peers, as they have in the past.

The main focuses for our students during 2020 was to increase activity. Spending so much of their day behind a phone or computer screen, students needed to experience physical and social activity, now, more than ever. This focus is a shift from increasing heart rates, and heart rate monitoring to simply being allowed to play back yard classics such as "Baggo", "Bocce", "Can Jam", along with lifetime activities such as "Golf", "Tennis" and "Walking".

Our physical education team has not only provided in person activities to students attending school in the hybrid model, but has also provided countless videos for in-home activities. Being mindful of all different walks of life, the PE staff has centered their at home activities around the simplicity of exercise, making the assignments attainable for any student no matter what equipment or space they have to work with. The physical education team will continue to adapt to any scenario that comes our way in 2021, and looks forward to having all students back in person as we transition back to a traditional school day in 2021.

Fine Arts Department
John Mange, K-12 Director of Fine Arts

2020 has been a highly irregular year for our Fine Arts staff, students and parents. Many curricular and extracurricular activities, which formed the groundwork of our programs in past years, have been drastically modified or placed on hiatus in order to reflect pandemic-related policies and safety concerns.

In spite of the challenges the arts have faced this year, it has quickly become clear that the arts have never been more necessary, never been more integral to students' life chances than they have been in 2020. In a year when students' human contact has often been sparse and distant, the arts offered unique opportunities for connection, expression and aesthetic appreciation that often cannot be readily found in other disciplines. These elements are absolutely essential to the human experience and the development of the whole child. Our arts teachers therefore consider it their serious duty to guide and support the development of artistic skills and understandings in every student in Stoughton.

In September, we welcomed two new staff members to our department: Jacqueline Carvey and Peter Downey both joined us as choir and general music teachers at O'Donnell Middle School.

The Fine Arts Department aims to ensure that every student in Stoughton has the opportunity to experience and participate in the arts. All elementary students in Stoughton participate in both visual art and music. At O'Donnell Middle School, all students study visual art. In addition, all sixth grade students study world percussion, guitar and music technology. Many seventh and eighth grade students may elect band or choir. At the high school, we have continued to hone our visual arts curriculum into a strong sequence of classes that build skills and techniques progressively from year to year. The SHS music programs continue move forward with new and innovative approaches to music education.

Our performing arts programs are most fortunate to have Parents of Performing Students (POPS) as a resource for both funding and volunteers. These parents make commitments of time and money – at whatever level is right for their families – to ensure that all of our performing students have the best opportunities for learning and growth. This year, in spite of limited fundraising opportunities, POPS has committed to funding its regular slate of college scholarships for seniors.

Stoughton has a long history of supporting the arts both in the schools and in the community. The Fine Arts Department would like to acknowledge the support from the school administration, School Committee and the community at large. We encourage the community to come and support students at one of our events in 2021, as our programs begin to return to normalcy. It is our hope that during your visit to an exhibition or performance, you will see the pride that our students take in their work. That pride is a reflection of Stoughton: a community that deeply cares for and supports its public school arts programs.

Elementary Visual Art

Students in Kindergarten through Grade Five have been receiving remote, asynchronous art lessons once a week. Pandemic guidelines precluded the sharing of classroom art supplies, rendering our normal classroom operations impossible; so this fall, every Stoughton elementary student district-wide received a personal “art kit” which included (dependent on grade level) an assortment of markers, watercolor paints, crayons, colored pencils, oil pastels and glue. This effort to equip all students with an at-home set of art supplies was unprecedented in the entire history of our visual art program.

In a typical year, students experience a wide variety of art media and activities including drawing, painting, sculpture, printmaking, collage and fiber arts. Teachers have worked tirelessly to preserve as many of these activities as possible in their remote lessons. Lessons are developmentally appropriate and allow each student to expand their artistic knowledge and skills by learning how to utilize the elements of art and the principles of design to convey their ideas.

Kindergarten, first grade and second grade students learn about line, color and shape. They have fun learning and using new and exciting materials. Among the lesson topics they learn are portraiture, drawing the human figure, using texture and sculpture.

Students in grades three through five continue to expand upon their previous knowledge while learning new techniques and begin developing their own personal artistic style. Students learn to express emotion through their art, as well as how art impacts and connects to the world around them.

Elementary Classroom Music

All elementary students have been enjoying music class remotely and asynchronously once a week. By singing, moving/dancing, experiencing folk music from around the world, playing musical games and learning about musical instruments, students learn a variety of critical musical concepts, train

basic musical literacy skills and begin to understand how to express themselves.

Elementary Instrumental Music

The instrumental music program in the Stoughton Public Schools normally begins in fourth grade. Beginning band students have the opportunity to choose one of six band instruments; flute, clarinet, alto saxophone, trumpet, trombone and bells. Students may purchase an instrument on their own, or finance an instrument with no interest through a local rent-to-own program. Students participate in group lessons and band rehearsals on a weekly basis. Since March, these lessons have taken place remotely and synchronously for fifth grade students only. All students of each instrument type, district-wide, meet together for video calls with their band instructors.

Middle School Visual Arts

The visual art program at the O'Donnell Middle School guides students to grow as artists by developing specific artistic skills, which are centered by the elements and principles of art. Teachers challenge students' imagination and teach visual thinking skills for problem solving during the artistic process. Students are shown the impact that visual art has in all facets of society and the history of our global world and visual culture. The department exposes students to the possibilities of various careers in the arts world and how the arts can enhance careers in other fields. Mrs. Sandra Barrett, Mrs. Kelliann Jarasitis and Ms. Mallory Bailey teach all middle school students in grades six, seven and eight. Students learn to use art as a tool of self-expression while learning skills and techniques through projects that include digital art, portraiture, cartooning, linear perspective, symbolism, life drawing and fantasy. Skills are developed through learning techniques and applications of color, value, proportion, depth and scale by way of fun and imaginative projects.

Pandemic guidelines precluded the sharing of classroom art supplies this year, rendering our normal classroom operations impossible; so this fall, every Stoughton middle school art student received a personal "art kit" which included (dependent on grade level) an assortment of markers, watercolor paints, crayons, colored pencils, oil pastels and glue. This effort to equip all students with an at-home set of art supplies was unprecedented in the entire history of our visual art program.

Middle School Music

Our Exploring Music sixth grade curriculum is now in its seventh year. This fall, we expanded this unique general music offering to include a small number of seventh and eighth grade students in a second level curriculum. Exploring Music students receive a hands-on experience creating and sharing music. Students learn about musical concepts and styles while creating original music utilizing the latest music technology tools and apps. Projects such as composing ringtones or creating a product

and an original jingle foster creativity, communication and collaboration. Fine Arts staff members Jacqueline Carvey and Peter Downey are the classroom music teachers at the O'Donnell Middle School.

The O'Donnell Middle School choral and instrumental ensembles had wonderful winter performance debuts on the stage of the brand-new Stoughton High School auditorium in January 2020. Since that time, they have been creative in figuring out ways to continue practicing and playing music in spite of the impossibility of rehearsing together in-person. Students continue to sing and play instruments at home, while in school they develop music literacy skills and learn about well-known repertoire, genres and performers.

Middle school music students have an additional tool at their disposal this year: SoundTrap, a browser-based DAW (Digital Audio Workstation) with real-time collaborative features that allows students to compose, write songs, record and mix or edit audio on a Chromebook. This software has been a great benefit during hybrid learning and has opened up many curricular possibilities in a year when music ensembles across the state have struggled to keep up their activities.

O'Donnell Middle School was unfortunately not able to present its planned live musical production before remote learning began. Instead, the students and teachers reorganized their approach and presented a streaming, distanced musical called "The Show Must Go Online" via a YouTube link. The show was a great success, and was enjoyed by community members across Stoughton.

High School Visual Arts

The Visual Arts Department of Stoughton High School provides opportunities for a variety of learners from those hoping to build a portfolio and further their art education in college to students who simply want to broaden their academic scope. Drawing will be the foundational building block that leads to a more concentrated study of media such as painting, fine crafts and ceramics, a range of 3D media, photography (both film and digital) and computer applications extending art-making to graphic design and modeling with software.

Pandemic guidelines precluded the sharing of classroom art supplies this year, rendering our normal classroom operations impossible; so this fall, every Stoughton high school art student received a personal "art kit" which included (dependent on grade level) a sketch pad, fine-tip pens and markers

and assortments of paintbrushes and acrylic paints. This effort to equip all students with an at-home set of art supplies was unprecedented in the entire history of our visual art program.

SHS graduates frequently continue their artistic studies at college. This past spring, one of our art students was accepted at the Rhode Island School of Design and another was accepted at MassArt. Several students also entered art and design programs at UMass Dartmouth.

The SHS Art Department is a long time participant in the Scholastic Art Awards competition held each January. The Scholastics regional sponsor is the Museum of Fine Arts in Boston. This year, Patricia Daly, Maddie Eckhart and Evan Hoover all participated in the Scholastic Art and Writing competition.

High School Music

The SHS Band and Choral programs offer students a wide range of opportunities for singing and playing instruments at any skill level and genre. There are many different choral ensembles at SHS: Treble Chorale, Concert Chorus, Select Treble Choir, Symphonic Choir, Jazz Choir and our a cappella group, the Stoughcatos. The band program includes a Concert Band, Symphonic Band, two Jazz Bands, Jazz Combo, Winter Percussion Ensemble and the Marching Black Knights.

Singing and playing of instruments this year has been limited mostly to independent student work at home. During class time, students explore a wide range of musical topics and skills ranging from historical periods and genres to music theory, composition and ear training.

High school music students have an additional tool at their disposal this year: SoundTrap, a browser-based DAW (Digital Audio Workstation) with real-time collaborative features that allow students to compose, write songs, record and mix or edit audio on a Chromebook. This software has been a great benefit during hybrid learning and has opened up many curricular possibilities in a year when music ensembles across the state have struggled to keep up their activities.

The SHS Marching Black Knights continued rehearsals despite pandemic limitations this fall. The band met throughout the fall for both in-person rehearsals (outdoors with appropriate spacing) and remote video calls. The students did a fine job keeping their activity and its tradition of excellence alive through a challenging time. The jazz ensembles are similarly continuing via remote meetings, helping students continue to develop their sense of jazz style and improvisation.

SHS students Sandra Awad, Nicolle Santos and Alexia Thomas attended the Sr. District Festival in January after being accepted by audition.

High School Drama

The SHS Drama program creates opportunities for students to study important dramatic works and train essential acting and stage production skills. Stoughton High School students may elect to take Introduction to Theater Arts and Advanced Theater Arts, which together comprise a full year of curricular drama instruction. In a normal year, many students audition for both the SHS fall musical and spring play productions. These shows take place in our state-of-the-art high school auditorium, which features a modern all-LED theatrical lighting compliment, multiple bands of wireless A/V technology and a full-sized fly space for sets above the stage. Smaller productions and drama classes occur in our new Black Box Theater, which facilitates theater-in-the-round and a wide variety of other modular performance uses. Students in Drama Club help support our after school productions.

In 2020, the high school drama program prepared a production of *Shakespeare in Love* but was unable to perform it due to the move to remote learning. Plans are underway for a “film festival” to take the place of live theatrical productions in 2021.

School Counseling Department

Joel Villegas, Director of School Counseling 6-12

The School Counseling Department’s mission is to support student attainment of academic, career and personal goals.

In 2020, School Counseling focused on piloting curriculum designed to prepare students for the life they desire post high school. School Counselors inform their practice through their professional affiliations and ongoing professional development. School Counselors serve as resources for parents and colleagues as well as attend IEP, 504 and BBST (Building Based Support Team) meetings. The department is proud to say that SHS School Counselor Barbara Meyer is currently on the board of the Massachusetts School Counselor Association (MASCA) and is the Chair-person of the Member Services, and SHS School Counselor Christine Carr continues to be the President of the South Shore Guidance Association.

Our middle school counselors continue to focus on providing readiness skills to all students. We are currently a part of the state's middle school MyCAP (My Career and Academic Plan) advisory committee where we have been discussing how to implement MyCAP in the middle school. MyCAP is a student-centered, multi-year planning tool designed to provide students with ongoing opportunities to plan for their academic, personal/social and career success. Because the primary author of MyCAP is the student, with guidance from at least one identified caring adult in the school setting and in consultation with parents/guardians, students are empowered to seek out learning opportunities that align with their individual career interests and self-defined goals. Through identification of interests and goals along with an acknowledgement of any barriers to success and supports necessary to overcome those barriers, MyCAP maps the academic plan, personal/social skill attainment, and workplace readiness activities required for postsecondary success. As the student comes to own his/her choices and future planning, MyCAP may also improve student engagement.

MyCAP is intended for ALL students beginning as early as sixth grade. The MyCAP tool consists of both a process and an electronic platform. The electronic platform provides a place to organize and record progress related to academic achievement, personal/social skill development, and career development information that leads to workplace readiness. However, it is within the process that students: set attainable goals based on individual interests and strengths; engage in activities that promote academic achievement, personal social skill development and career development education; promote communication between students, school staff, parents and other influential adults; and support school and district improvement efforts that are responsive to students' interests and needs.

More than ever, Stoughton High School counseling objectives continue to concentrate on embracing personal post-secondary goals through course selection, college preparatory lessons and exposure to diverse pathways. Our school counselors have gone above and beyond assisting students and families during the pandemic. It has been a challenge to work and contact all students but we continue to do our best. Our current goal this year is to attempt to meet each freshman student at least once in order to begin building a relationship with them. School Counselors are assigned to freshmen, by last name, and follow these students through graduation. Our College and Career School Counselor provides specific activities and opportunities for students to explore career pathways aligned with their post high school plans.

Our department has increased Tier One interventions through curriculum and workshops in the new College and Career Center at SHS empowering all students to achieve the Massachusetts Career Guidance Benchmarks via Sophomore seminars. We have also recorded videos for freshmen and sophomores on "How to Get the Best Out of High School" which we shared with students via email.

This January, the administration of College Board PSAT testing will take place for all 11th grade students. In the Fall we offered a Senior Parent Night to inform and update families what their senior child should be doing this year regarding post-secondary planning, such as the college application and financing process. In February, all juniors and their families will be offered a similar activity.

The Class of 2020 consisted of 268 graduates. The School Counseling Department is reporting that the class was fairly represented at colleges and universities this fall. According to their self-reports, 79% of the class had plans to continue their education. The Class of 2020 is also represented in the United States Armed Services as well with 1% - 2% of the members enlisted.

Report of the School Health Department

Danielle Gallan, MSN-PH, RN, Supervisor of Health Services

School nurses are essential to the wellness and education of school aged children; the nurses in the Stoughton Public Schools are no exception, providing exceptional health services to students and staff during the school day. The eight school nurses provide clinically competent, evidence-based nursing care according to the regulations set forth by the Massachusetts Department of Public Health (MADPH) and within the Nursing Standards of Care. This school year was unique in the challenges that the nurses faced in providing support for our students from afar. The nursing team met each challenge with an open mind and determination to put our students first. The school nurses acknowledge that a child must be well to be ready to learn; they work with a collaborative approach with their colleagues to aid students to be safe, healthy, and able to access the curriculum.

The first year of the MADPH Comprehensive School Health Services Grant was awarded for the 2019-20 school year. This grant provided multiple training opportunities for the nursing staff including; Joslin Diabetes, Children's Hospital Boston and Northeastern University School Health Unit. Through these learning opportunities the nursing staff expanded their knowledge in meeting the diverse medical needs of our students. A full-time registered nurse is employed in every school

building, allowing for care provided by an experienced medical professional whether it be routine or emergent in nature. With approximately one third of our student body having at least one documented special health care need, the 2019-20 school year was a busy one in our schools prior to the school closure. During this school year, the nurses managed 34,317 visits to their clinics for first aid, illnesses, medication administration, treatments, procedures, health assessments and mental/behavioral health concerns. Ninety-six percent of these visits resulted in the student being able to return to class, ready to learn. The statewide average for return to class rate is ninety-three percent, a measure that the Department of Education and Secondary Education (DESE) uses to measure the effectiveness of a district's health services program. The school nurses in Stoughton take pride in the quality of the health services program and surpassing this measure. Throughout the course of the school year, the school nurses performed 5813 mandated screenings, which resulted in 258 students being referred for medical evaluation such as glasses, hearing aids and scoliosis treatment. The 574 staff members were also provided care by the school nursing staff.

There was a total of 14,901 doses of medication administration provided in the health clinics this year. There are currently 12 students diagnosed with Type 1 Diabetes in Stoughton, representing two times the national average for our district census. The nurses work diligently each day aiding the students with diabetes in management of their chronic and potentially life-threatening disease through working with their endocrinology team, developing health care plans, checking blood sugars, counting carbohydrates, administering insulin and correcting high and low blood sugars; striving for optimal wellness so that they may be ready and able to learn.

Trained for emergency situations, school nurses are CPR certified and trained to use the automated external defibrillators (AEDs), which are located in every school building. The school nurse is involved in the development of the emergency plan for their school, works to maintain that a sufficient number of staff are CPR trained, trains staff on choking emergencies, trains staff to recognize anaphylactic reactions in students with known allergies and how to administer epinephrine in an emergency and are involved in a number of committees to review medical needs scenarios in their buildings.

The Health Services Department continues its collaboration with OASIS (Organizing Against Substances in Stoughton) to bring awareness surrounding substance use in the community and preventive education initiatives to students into our schools. The elementary nurses continue to

present the Cardinal Health Care Medication Safety class (virtually this school year), a nationally recognized program, to the second-grade students throughout the district. The secondary nurses continue to screen eighth and eleventh grade students with SBIRT (Screening, Brief Intervention, and Referral to Treatment) according to the regulations set forth by the state. SBIRT is used to survey youth regarding substance use and utilizing the opportunity to provide guidance or refer to treatment if a problem exists.

The school nurses perform health evaluations as required by Chapter 766 of the Special Education Law to assist in the identification, evaluation, program planning and management of students with health problems that can impact classroom performance. Nurses ensure compliance with mandated immunization schedules and physical examinations, specifically those required in grade kindergarten, 4, 7, 11, and prior to participating in interscholastic sports. The school nurse serves as a vital community resource; linking students and their parents to health insurance, health care providers and a number of other resources within the community.

Although this school year was met with a pandemic and school closure, there was not a challenge that this team faced that was not overcome. The SPS RN Team pivoted from caring for our students and staff in person, to discovering and implementing methods of supporting our school community virtually. The nurses created a Padlet site with health related learning activities for students and guardians, participated in google classrooms with their teaching staff, held virtual office hours for students, participated in staff meetings, delivered food to homes of families who were quarantining, provided breakfast and lunch to students and participated in countless virtual learning opportunities on infectious diseases and COVID-19. The nurses also have worked closely with the Stoughton Public Health Administrator in supporting the town, schools, and community during the pandemic. The opportunities provided by the pandemic were used to strengthen the SPS RN Team and the care that this team provides to our school community.

The nurses of the Stoughton School District are dedicated to the health and wellness of our students, families and school community. This was evident in the work performed by the nursing team during the school closure. The health and wellness of our students has a direct impact on the wellness of our community. The school nurses positively impact the Stoughton community through our school health services delivery to students, families and staff each and every day. In the provision of health services and wellness initiatives, the school nurses integrate health services into the daily routines of our

schools. A well child has the greatest potential for learning and our school nurses strive for this scenario for all of our students throughout the district. The SPS RN Team is committed to serving our school community and we are grateful for the opportunity to do so.

**Report of Stoughton Academy,
and
Stoughton Evening School**

Thomas W. McCormack, III, Director of Alternative Education

Stoughton Academy

Stoughton Academy, established in 1995, continues to grow as a leading high school adult diploma program in the area. We have graduated over 800 students. All of our students must complete the twelve course requirements, as well as pass the MCAS tests in the areas of Math, English Language Arts and Biology. The MCAS testing is administered under the requirements of the Department of Elementary and Secondary Education.

The onset of the Covid-19 virus in March forced us to move to an online platform. The Academy's amazing, talented and dedicated staff was able to move quickly to assist our students through email and telephone calls to complete their classes. More than half of the students were able to complete the work. Students who were unable to complete their work had many of the same problems as our day students, with connectivity and computer issues.

Our twenty-fifth commencement ceremony was to be held at Stoughton High School on June 9, 2020. Due to Covid 19, we were not able to hold an in person graduation. We had twenty-two students who graduated this year and we were able to mail a diploma to each student. Our adult diploma program affords an educational opportunity to many people who had left high school before completing their required program. Through Stoughton Academy, students are able to enroll in a series of academic courses offered at standard high school level, taught by certified and experienced secondary teachers. Upon completion of this program and its required courses, many students go on to higher education either at the community college level or at other institutions of post-secondary education.

In conclusion, as I complete my seventeenth year, I am honored to have the opportunity to serve as Director of Alternative Programs. The staff and I continue to feel a great sense of pride in being able to reach out to our students and offer them this fantastic opportunity.

Information about Stoughton Academy may be obtained by calling 781-341-8701 or by visiting our website at www.stoughtonschools.org and clicking on the Adult Programs link.

Stoughton Evening School

We offered two programs at Stoughton Evening School, Yoga and Volleyball. Although attendance has decreased a bit from previous years, we continue to seek enrichment programs that the community shows an interest in.

Yoga is still the most popular offering at Stoughton Evening School. We run two classes on Tuesday evenings and each one quickly fills to capacity. Our Volleyball program has expanded and runs on Tuesday and Thursday nights. Both nights were very well attended until, unfortunately, we had to shut down in March due to Covid 19. When we are back up and running, we would like to continue to expand our Evening School programs to include digital photography, A+ hardware software and computer tools.

Our course offerings are advertised on our Stoughton Public Schools web page.

Science, Technology, Engineering, and Mathematics (STEM) Curriculum

**Contributed by Ms. Diane McDonough & Dr. Brian Scanlan,
STEM Curriculum Specialists**

The goal of the Stoughton Public Schools STEM program is to provide students with the skills and tools needed to become critical thinkers and real world problem solvers. When presented with rigorous real world problems, students persevere as they utilize critical and computational thinking skills. The STEM curriculum provides pathways for students to develop into lifelong learners and thinkers centered around STEM practices.

STEMscopes was fully implemented this year as the science curriculum for grades K through 8. This digital learning platform was ideal for transition between learning models. This program provides digital resources, supplemental print materials, and hands-on exploration kits that center lessons on phenomena and crosscutting concepts. The secondary courses continue to access text sets and current events to expand the application of concepts within the existing units of study.

Biotechnology was introduced as a year-long course at the high school this year. This offers the student an opportunity to participate in hands-on labs and simulations that apply modern

biotechnology related to medicine, the environment, food science and agriculture. Topics covered include genetic testing and analysis, medical diagnostic tests, cancer research, vaccines and antibiotics.

Science programs from SEED, Science & Engineering Education Development, provided hands-on science units to students in grades 4 and 5. These hands-on programs, which were aligned to the Massachusetts STE State Standards, provided instruction and enrichment on difficult science concepts. In the spring, students in grade 4 explored “Waves in Motion” in a week-long hands-on program which included modeling waves, creating Morse code, and exploring sound and light. In the fall, students in grade 5 received Virtual Chemistry Kits to explore mixtures and chemical reactions. These kits enable students to perform hands-on experiments during remote learning. The scientists from SEED not only provided all the tools and resources for instruction, they were available to support students and teachers through the learning process.

Technology has been an integral part of learning this year. Both iPads and Chromebooks are used by students across the district. Having 1:1 technology not only enhanced instruction practices but also played a vital part in the various learning models. All students used the single sign-on program Clever, which enabled them to quickly access curriculum resources such as, enVisions, STEMscopes, EverFi, Scholastic, and Common Sense Media. Students continue to explore programming and coding including html, python coding, Scratch and Cad.

Mathematics in the district continues to build on computational thinking, reasoning and problem solving. This year, K-5 adopted a new enVisions math program, enVisions 2020. This program has newly designed teacher and student editions featuring new instructional strategies such as 3-Act Math. enVisions 2020 combines problem-based and visual learning to deepen students’ conceptual understanding of math concepts. The enVisions math program provides consistency as it continues to be used in grades K through 8. Not only does the program focus on the students’ mathematical language but also their understanding of the problem solving process as it aligns to the Massachusetts Standards and Mathematical Practices. The digital learning platform of enVision was ideal for transition between learning models.

This year, progress monitoring tools were adopted by the district. Freckle is used as the progress monitoring tool for students K-6. Freckle provides practice on math facts, daily practices of skills, and targeted practice on math concepts. Delta Math is used for progress monitoring in grades 6

through 12. It allows teachers to see students work on problems, in real time. This enables teachers to provide students immediate feedback.

Stoughton Public Schools' STEM program prepares our students to solve real world problems using their critical and computational thinking skills. As the programs continue to build in strength, integrity and focus, through the support of the Stoughton community, our students are provided the exposure to become the future problem solvers, innovators, and designers of the future.

Humanities Curriculum

Eileen Sprague, Humanities Curriculum Administrative Supervisor

Professional Development has focused on practical ideas for engagement for remote and in-person models, this year. All educators participated in nine days of intensive professional development, drawing on our own expertise within our Stoughton Public School community and bringing in technology trainers to prepare for the school year. Educators met with teams to plan for a school year that may be virtual, in-person, or both, with a goal to promote best teaching practices as well as a commitment to equity and social and emotional well-being for everyone involved. The following reflective questions were the foundation for the work:

- How will we create supportive, inclusive learning environments where all students can thrive academically, socially and emotionally, whether they are in the physical classroom or learning remotely?
- How will we deepen our commitment to anti-racist education?
- How will we address the trauma students have experienced/are experiencing and support them?
- What resources and skills do students/staff need to provide the best learning environment for all students?
- How will we continue to support families?

Educators focused on revising the scope and sequence to best unify practice and pacing for all courses. Remote strategies and resources were a focus for maintaining consistency and alignment as well as building confidence in teachers' ability to use common resources effectively. Technology workshops were offered to highlight the apps and tools the district has purchased to increase engagement in all subject areas - Google Meet, Google Classroom, Edpuzzle, Screencastify, Pear Deck, Kami, Padlet and Flipgrid were the most popular workshops that educators attended.

Using Google Meet has afforded teams to continue the important work of collaborating to ensure that

departments are reflecting upon instructional strategies and tools that impact engagement during instruction. Through a collaborative inquiry approach, educators across all departments have been modeling for their peers tools/strategies that have been successful to continue to develop a common understanding surrounding district technologies and programming. These collaborative sessions have allowed educators to focus on finding ways to connect with students, provide additional learning, keep learning organized, design dynamic projects and make content interactive. The Stoughton Public Schools continue to partner with renowned professional development and resource providers such as *Primary Source* and *Facing History & Ourselves*. These organizations continue to be leaders in engaging educators and students in important global conversations about racism, injustice and inclusivity.

The Stoughton Public Schools will recognize and award high school graduates who attain high functional and academic levels of proficiency in English and a foreign language the *State Seal of Biliteracy*. Students who earn the *State Seal of Biliteracy* demonstrate that they can function in those languages in authentic, real-life situations.

The purposes of the State Seal of Biliteracy are to encourage students to study and master languages; recognize the value of language diversity; provide employers with a method of identifying people with language and biliteracy skills; provide universities with a method to recognize and give credit to applicants for the attainment of high-level skills in languages; prepare students with skills that will benefit them in the labor market and the global society and strengthen intergroup communication and honor the multiple cultures and languages in our community.

In the humanities, the Stoughton Public Schools places an emphasis on the responsibility to transform students into 21st century learners who are college and career ready. At all grade levels, the district focuses on developing students into critical thinkers who can analyze, articulate and innovate. Students consistently demonstrate their abilities to read and write at a higher level, and the high level of expectations pervades classrooms across the district. The continued effort to create rigorous curricula and the commitment to assess students at a higher level has placed Stoughton Public Schools on the path towards continued academic success.

ANNUAL REPORT
SOUTHEASTERN REGIONAL SCHOOL
YEAR ENDING 2020

Report of the
Southeastern Regional Vocational Technical School District

Robin Gamzon Zoll, Stoughton Representative on the School Committee, rzoll@sersd.org

The Southeastern Regional Vocational Technical School District consists of a four-year public high school and a post-secondary technical institute. During 2019-2020, the high school offered twenty career majors to students from Brockton, East Bridgewater, Easton, Foxborough, Mansfield, Norton, Sharon, Stoughton and West Bridgewater. The Southeastern Technical Institute offered the following programs: Practical Nurse, Medical Assisting, Dental Assisting, Machine Tool Technologies (Advanced Manufacturing), Cosmetology, Culinary Arts, Electrical, HVAC and Plumbing.

The District School Committee consists of ten dedicated individuals elected from the communities of Brockton, East Bridgewater, Easton, Foxborough, Mansfield, Norton, Sharon, Stoughton and West Bridgewater.

The 2020-2021 District operating budget for Southeastern was \$29,643,010. The Southeastern Regional District's enrollment was 1,517 students of which Stoughton had 109 students or approximately 7.2% of the total enrollment. Stoughton's assessment for 2021 was \$1,337,554.

Southeastern Regional Vocational Technical High School

At Southeastern this year, students chose from twenty career majors in preparation for life's opportunities and challenges. Our school combines a rigorous academic curriculum with challenging vocational and technical studies to help students realize their full learning potential.

The schedule was designed to have students alternate between academic and technical coursework. This process promotes integration of studies and helps bridge the gap between theoretical and practical experience.

The hands-on approach to learning helps reconnect students to education, and provides the basis for life-long learning—an essential skill in today's highly competitive global market.

Southeastern Technical Institute

The Mission of the Southeastern Technical Institute is to transform students into lifelong learners, and transition graduates into entry-level positions within their career field. The Mission and Goals are organized around four core philosophies; the Mastery of Foundation Skills, the Development of Interpersonal Skills, Proactive Student Engagement, and a commitment to Stretch Learning Initiatives.

The Southeastern Technical Institute offers Dual Enrollment which is a partnership with in-district high schools that enables high school seniors to attend STI during the last semester of their senior year. After graduating high school, students continue in their selected program and graduate from STI within six months to one year with industry certification.

Stoughton's Class of 2020 Graduates

Jasmine Blea, James Blye, Bridgette Bowyer, Madison Cardoza, Katherine Colonette, Michael Croke, Victoria Dantzler, Hayden Dervil, Brooklin Elliott, Caleb Faustino, Raniere Fernandes, Alberto Flores, Donald Gagnon, Hailee Hopkins, William Kent, Coleen Malley, Austin Mauriello, Jake McKeon, Cole Meehan, Jake Mendonca, MaCayla Middleton, Zachary Ricard, Sidney Robinson, Greg Russo, Cory Smith, Angela Souto, Barut Ural, Jady Wilson

FOR MORE INFORMATION

Additional documents and information may be accessed at our website at <http://www.sersd.org> or www.stitech.edu.

TOWN OF STOUGHTON

EMPLOYEE SALARIES

2020

Name	Empe Gross
MCNAMARA, DONNA	189,001.31
MUKSIAN GRIMM, ROBIN A	185,075.15
LARACY, MICHAEL K	182,592.42
MARCUS, JOHN M	180,019.20
FORD, JONATHAN D	178,600.00
LYDSTONE, JOHN	177,084.25
BREEN, SCOTT	173,768.01
HOLMES, BRIAN	173,209.43
MCGOWAN, DANIEL J	170,790.38
BONNEY, JOHN	169,245.86
DESOUSA, JOSEPH	168,000.24
O'CONNOR, JAMES	167,234.17
CONFORTI, DAVID	165,429.72
MEROLA, MICHAEL	157,568.00
OWENS, JOHN	152,616.26
FITZGERALD, THOMAS	151,265.66
BARKOWSKY II, WILLIAM	150,133.12
JENKINS SR, DIN	149,238.18
TISDELLE, MARC	148,452.63
BARBER, DANIEL	145,639.13
BARKER, EDWARD	145,063.48
LIMA, KEVIN	144,685.80
MILLER, JULIETTE A	142,710.05
HARDY JR., ROGER	141,955.28
CARMICHAEL, DANIEL	138,541.09
RUSH, JAMES	136,560.48
CARROLL, TIMOTHY	136,331.57
PIATELLI, KATHLEEN C	135,603.60
DERBY, NATHAN A	134,817.50
GUGLIA, DAVID M	134,802.66
COVINO, THOMAS	134,555.16
SAMPSON, CAROLAN	134,042.96
COLANTONIO, MATTHEW	133,880.95
MCNULTY, THOMAS	133,425.43
MCNULTY, PHILIP A	129,393.65
DOYLE, MICHAEL	129,282.33
BERTRAM JR, JAMES	129,240.23
CAMPBELL, DOUGLAS	128,500.29
MULVEY, MAUREEN A	128,490.48
FEENEY, CHRISTINE	127,673.92
FEENEY, LYNDIA J	125,484.59
DONAHUE, RYAN M	125,030.11
O NEIL, MICHAEL	124,667.15
PECK, MICHAEL	124,525.55
HANSLER, TIMOTHY	123,245.07
BRUCE, JANIECE	123,243.79

MARDEN, STEVEN	122,895.22
MEDINA, MICHAEL	122,513.99
CAMPBELL, JAMES	121,851.26
BRACKETT, JAMES	120,526.09
TEDESCO, THOMAS M	120,463.03
GOLDBERG, GREGORY	120,190.39
CARROLL, MICHAEL	120,079.34
MCGEE, RYAN	119,524.47
O'NEIL, GEORGE	118,840.55
JASMIN JR, RICHARD	118,722.98
CURTIN, JAMES	118,464.67
CANCELLIERI, ROBERT C	117,538.62
MCCAFFERTY, PAUL	117,136.43
GROVER, CHRISTOPHER	117,006.78
MCGIBBON, TYLER	116,576.55
HUSSEINI, JOYCE	115,924.64
CARREIRO, WILLIAM	115,502.78
NEWBURY, BRADFORD	115,266.91
BULLOCK SR, ROBERT	113,940.68
BURAK, HALLIE J	113,682.34
SOMERS-QUEALY, AMY K	113,280.04
NICHOLS, JANET L	113,275.45
MONAHAN, KATHLEEN A	113,155.72
TURNBULL, HILARY L	113,058.44
DEVINE, ROBERT	113,051.24
GRASSO, KAREN M	112,812.45
SARAIVA, AMY J	112,642.30
SACOCO, MAUREEN	112,571.83
BONTYA, ALAN J	112,135.36
FARWELL, WILLIAM T	112,087.66
BASLER, PATRICIA	111,904.60
ROWE, WILLIAM	111,604.60
DENNENO, VICTORIA M	111,602.24
SHROPSHIRE, PATRICIA J	111,571.02
CONNELLY, MICHAEL	111,563.38
SPRAGUE, EILEEN M	111,204.26
TRACEY, WILLIAM	110,920.12
BARRETT, SANDRA	110,416.20
GRASSO, RICHARD	110,056.69
FLEMING, DENISE M	109,897.61
CHIPMAN, DONALD	109,758.97
GADA, MATTHEW	109,602.12
BULLOCK, KAREN M	109,550.45
KUHN, ROBERT	109,070.79
MEYER, BARBARA W	108,636.94
ERNST, BRIAN	108,616.21
MCDONOUGH, DIANE M	108,204.28

KELLOGG, KIMBERLEY A	107,941.83
PARKER, DEBRA M	107,900.96
FANNONEY, NICOLE E	107,527.30
CARR, CHRISTINE K	107,346.58
SLAGEN, JESSICA K	107,226.28
MCNAMARA, JAY	106,913.55
HARRISON, JACQUELINE R	106,496.28
MELLYN, SCOTT	106,428.94
MCCORMACK, THOMAS W	106,127.16
COLUMBUS, LAURIE A	106,125.45
FOWLER, JEREMIAH	105,967.32
LEBLANC, PAMELA J	105,908.07
RUSCHIONI, JANEAN M	105,458.59
HORNE, JENNIFER M	105,449.68
CATRAMBONE, ELIZABETH	105,236.68
KENNEALLY, ROBIN A	105,227.86
HORSFALL, CRAIG	105,176.75
CONLON, JAMES	105,087.50
HIGGINS, LAURIE J	104,984.85
BUSCHENFELDT, KATHLEEN A	104,984.81
WIEBE, AMY P	104,838.78
CAREW, BRYAN F	104,836.68
GOLDBERG, JUSTIN	104,793.47
MOKRISKY, BRYAN	104,753.70
FIDLER, LAUREN E	104,749.96
LARACY, TYLER	104,725.63
RUSSELL, SHERIDAN L	104,558.61
COUGHLAN, SHEILA L	104,390.82
RUBIN, JOEL S	104,304.72
MONBOUQUETTE, JEREMIAH	104,186.70
REGAN, JAIME M	103,977.87
HUSSEY, JOHN	103,968.34
DUCHARME, LAUREEN A	103,958.61
COLLAMORE, ELLEN M	103,913.87
GIBBONS, JOSEPH	103,716.25
MANGANARO, JOSEPH	103,649.22
MCNAMARA, STEPHEN	103,600.59
HOFFMAN, ERIC	103,560.27
GOLDBERG, JILLIAN S	103,496.81
LEE, SAN S	103,308.22
WHITTAKER, LAURA J	103,268.28
NEWCOMB, LORI A	103,233.42
BEAULIEU, CRAIG A	103,212.75
DONOVAN, DIANA L	103,072.87
NICHOLAS, THOMAS A	102,973.93
STRACHAN, ALLYSON M	102,971.28
SCULLANE, AMY W	102,921.20

KELLEY, CHAD R	102,917.68
KALEN, KENNETH J	102,833.39
DONAGHY, ERIN K	102,825.87
BOURGET, GREGORY	102,812.55
ANGELOS, JENNIFER T	102,806.28
LINEHAN, JULIE L	102,784.87
DOWD, LEAH M	102,677.79
PEARL, KATHARINE H	102,656.40
LECLAIR, ROGER	102,614.70
KENNEDY, MEG D	102,513.87
SOLOMON, ROSS M	102,487.22
SOMMERS, CARY A	102,487.22
FONTINHA, JOSEPH	102,341.47
JOHNSON, MELISSA M	102,283.09
DOHERTY, REBECCA L	102,280.96
HAYES, MEGHAN F	102,236.37
HEALEY, WILLIAM	102,197.66
DEMAYO, KRISTEN R	102,100.68
CORRENTE, CAROLYN K	102,081.42
RONDEAU, LINDA S	101,941.21
MACKAY, JILL K	101,939.21
SMITH, BRIAN	101,892.07
FLANAGAN, RYAN	101,890.51
WALL, DOUGLAS R	101,837.27
O CONNELL, MOLLIE R	101,822.87
FUREY, BETHANY	101,747.75
INGRAO, MICHAEL W	101,713.87
DUNKLEE, REBEKAH M	101,673.87
FLEISCHMAN, KELLY A	101,673.87
FRATTASIO, CHRISTINA L	101,673.87
MCCABE, SUSAN L	101,673.87
SILVA, THOMAS F	101,673.87
WILLIAMS JR, PAUL	101,588.55
ATWOOD, MELANIE A	101,465.68
BROOKSHIRE, CORINNE L	100,921.38
JACOBS, JENNIFER	100,821.81
DRUMM, MEGAN M	100,778.01
ROSEN, FELICIA R	100,760.96
FARIA, SHAWN	100,747.96
MAMEDOVA, YELENA	100,730.96
GIFFUNE, PAUL	100,643.54
SHUTE, ANNE M	100,636.68
DONOVAN, MELISSA A	100,559.15
GORMAN, WILLIAM B	100,536.28
LOCKHART, MICHELLE	100,496.28
MACDONALD, JILLIAN A	100,496.28
MANCHESTER, BETH A	100,496.28

SMEDILE, JANINE R	100,496.01
SPINTIG JR., FREDERICK	100,479.17
BRYANT, JANICE L	100,475.95
FARWELL, MATTHEW	100,228.26
BECHET, KEVIN M	100,190.93
INGRAO, MELANIE A	100,005.68
GREABLE, SARAH E	99,807.68
DELONG, ELIZABETH L	99,796.68
MORRISON, CARRIE L	99,796.68
SWEENEY, PATRICIA M	99,796.68
WASHBURN, KIRA J	99,796.68
ZBINSKI, SHEANNA	99,704.40
FARQUHARSON, LIZA M	99,646.19
BLANCHARD, LYNN A	99,590.95
BERNSTEIN, LAUREN R	99,558.21
SHUEL, ERIC	99,389.21
HATCH, COREY	99,355.09
MORRISSEY, JOHN	99,353.97
ERICKSON, JOHN	99,336.38
LONDERGAN, ELIZABETH A	99,335.07
DANCEY- BEAULIEU, ALYSSA	99,305.91
MACOMBER, JACKSON	99,291.61
BERTELETTI, KRISTIN M	99,261.71
SMALL, DEREK A	99,211.76
WASOKA, ANDREA J	99,119.21
O REILLY, RACHEL E	98,945.96
KAPLAN, DONNA L	98,853.21
LEVESQUE, KELLY L	98,823.21
MAHON, CHRISTINA	98,759.21
HARVEY, PAUL	98,739.58
MEDEIROS, TIMOTHY	98,663.62
GUSTAITIS, KATHLEEN A	98,643.91
KALIANIOTIS, NICOLE J	98,643.91
WELCH, KRISTEN	98,643.91
FISHER, SANDRA G	98,623.46
KING, MERRILL S	98,560.69
ANDERSON, MAUREEN M	98,519.06
CHARBONNEAU, JOHN	98,506.38
GALLAN, DANIELLE M	98,386.55
TILLEY, ALICIA L	98,360.16
DECELLE, KEVIN	98,316.67
SCANLAN, BRIAN	98,099.96
KELLOGG, WILLIAM J	98,069.21
DONOVAN, JOSEPH D	98,009.21
DACEY, ROBERT	97,989.21
KELLY, JENNIFER A	97,989.21
FIDLER, KATHLEEN A	97,979.21

MONAHAN, JUSTINE A	97,959.21
WALLACE, CATHERINE E	97,959.21
LEWIS, KATHERINE B	97,914.27
CARTER, CHRISTINE A	97,804.75
DILLON, WINI T	97,471.46
DAVIS, CHRISTOPHER	97,444.24
HARKINS, BRIAN	97,366.06
O CONNELL, KAREN E	97,180.47
PERRY, MERIDITH T	97,178.47
GALLAN, KRISTIN M	97,068.07
JOY, DAYNA M	97,068.07
THOMPSON, SHANE	96,993.96
GALLAGHER, COLBY J	96,961.25
DUKE, KAREN J	96,960.69
VALAIR, CAITLIN G	96,958.64
JAMIEL, CAITLIN A	96,903.80
SILVA, GEORGE	96,796.52
BABB, JAMES	96,742.14
SPEARS, CHRISTINE M	96,593.47
SPIROPULU RIGAS, EKATERIN	96,580.47
CARLTON, KEVIN	96,558.47
LYDON, AMY C	96,549.47
FINNEGAN, KRISTEN A	96,548.47
BIRKEMOSE, ELIZABETH R	96,538.47
JACKSON, ELIZABETH D	96,538.47
RELIHAN, SARAH A	96,538.47
SCANLON, JESSICA	96,538.47
THIBEAULT, CASSANDRA	96,414.75
MONTY, JOSEPH D	96,373.35
ROSENTHAL, JESSICA M	96,314.62
JARDIN, DAVID	96,309.44
EGAN, DANIEL A	96,275.95
CHATSKO, DEANNA	95,933.34
GETCHELL, ERIN E	95,894.75
RODRIGUEZ, GIOVANNI	95,649.75
DONOVAN, WILLIAM J	95,642.88
PIRRI, ANTHONY T	95,589.34
KOWALCZYKOWSKI, ROGERIA	95,458.10
COOK, JONATHAN	95,423.96
LETENDRE, ROBERT	95,386.39
TOMECEK, KERRY A	95,294.75
NUTE, PAULA	95,172.00
BRUTTANITI, FRANCES	95,172.00
CRIMMINS, JANET	95,127.86
RILEY, NANCY J	94,835.11
NUTTING, ELIZA A	94,770.95
WILBUR, KERRY L	94,724.95

BONDA, LINDSAY	94,719.70
SASIN, COURTNEY	94,704.95
CEDERQUIST, LORI	94,615.95
ARMOUR, MICHAEL J	94,605.95
OLIEN, MATTHEW	94,577.57
SCAFIDI, SHAWNA D	94,571.76
CRAVEN, KARINE	94,555.95
DAILEY, SHARON L	94,555.95
IPPOLITO, LAURA A	94,555.95
KILLION, RACHEL L	94,555.95
MOLL, HILARY	94,555.95
MONTGOMERY, YVONNE E	94,555.95
O HARA, MARGUERITE	94,555.95
PROCTOR, CATHERINE E	94,555.95
SIMPSON, JENNIFER A	94,555.95
VELOZO, NICOLE E	94,555.95
WALSH, STEPHANIE J	94,555.95
CARDOSO, NICOLE C	94,545.95
RADEFF, SAMANTHA R	94,497.11
HARTFORD, JOHN	94,340.00
RAEKE, ELINOR E	94,209.58
GUILLOTTE, TIMOTHY	93,752.32
GARRANT, TRACY L	93,419.76
DECHATRETTE, STEPHANIE A	93,165.27
DYER, CHRISTOPHER	93,060.32
ROSE, JOSEPH	92,904.01
STANSFIELD, JESSE	92,859.79
GIATRAKOS, JANINE	92,712.36
SOUSA, JOANNE C	92,555.47
BENITEZ, JILL J	92,520.54
CAMARA, STEVEN	92,469.66
SOMERS, DEREK	92,447.95
MALTBY, MELISSA A	92,362.77
GENATOSSIO, MORGAN	92,329.43
PAINTEN, DAVID L	92,238.73
GUNNING, JOHN	92,215.68
MEDEIROS, ALBERT	91,958.71
NICKELSON-MANN, CHRISTOPH	91,895.67
MURPHY, KENDRA A	91,725.04
KIMBALL, MARIANNE	91,713.80
STUKEY, DEREK	91,490.65
FOLEY, PATRICIA A	91,455.84
CALLAHAN, TIMOTHY	91,184.34
CHEEVER, HEATHER	90,885.44
GALANIS, AMANDA S	90,651.10
FANNING, DAVID	90,613.80
MCCARTHY, PAMELA	90,562.36

PIKE, HILARY	90,402.57
KURTINITIS, IAN	90,202.62
KELLY, ANDREW	90,196.35
CARROLL, MOLLY J	90,068.66
MCRAE REID, HEATHER A	90,066.98
HERMAN, SUSAN	89,755.19
BARRETT, SUZANNE	89,695.41
LEONARD, ANNMARIE	89,471.10
GILBERT, EDWARD G	89,348.89
BONNEY, MICHELLE M	89,171.10
PERRY, LAWRENCE	88,841.70
MCDONNELL, SUSAN A	88,738.14
ARAUJO, TYLA J	88,725.38
LEWIS, NICOLE	88,619.26
DANIELS, TARA N	88,480.72
DENNENO, PETER	88,283.71
CRISCUOLO, GENEVIEVE L	88,086.80
KING, ROBERT	88,080.62
HARROP, BRIAN	88,045.28
SHEA, MARY P	88,035.18
VELAZQUEZ, JAIME	87,975.04
SLOWINSKI, JUSTIN	87,945.21
DEANDRADE, JOHN	87,854.12
JASMIN, RICHARD W	87,795.83
MANCHESTER, DARLENE S	87,592.12
BITHELL, JENNIFER L	87,553.18
CABRAL, RYAN	87,395.35
O NEIL, DAVID W	87,187.70
PURNELL, STEPHEN	86,865.54
PURNELL, DIANE	86,683.01
MARTIN, MARY	86,669.78
GAGNE, JONATHAN	86,626.73
COWGILL, MICHAEL	86,583.19
O'SULLIVAN, JENNIFER	86,455.84
LAW, PETER B	86,338.55
CARRARA, STEPHANIE	85,918.70
MEDEIROS, DENNIS	85,875.33
PECK, STEVEN	85,864.97
SULLIVAN, JENNIFER	85,860.05
EVANGELISTA, DOMINIC	85,739.71
ST GEORGE, THERESA M	85,736.98
HUNT, JOHNATHAN	85,641.43
LANGLOIS, LAURENCE W	84,988.82
DOLAN, DIANNE	84,919.34
TAPPER, TERESA	84,687.10
MANGE, JOHN I	84,686.72
SERA, MATTHEW	84,355.57

ASZTALOS, JULIE	84,349.67
BENOIT, STEPHEN	84,257.92
POMFRED, RHONDA	84,108.06
BIRNSTILL, KEVIN	83,938.38
CROWLEY, KATRINA G	83,765.41
MARTIN, MARY JANE	83,713.56
DEWSBURY, ERICA	83,416.76
CUSACK, KERRI M	82,919.26
PUSTIZZI, MEAGHAN L	82,919.26
MCGRATH, PAUL D	82,894.73
SPINTIG II, FREDERICK	82,832.64
COLLINS, STEPHEN	82,670.39
CARTY, KEVIN M	82,384.76
SBARDELLA, JOSEPH	82,341.60
NORMAN, BRYAN P	82,294.76
BROOKS, LINDA	82,240.57
DEROSA, ROBERT L	82,232.46
LEDIN, JEFFREY	82,043.59
EVANS, CHRISTOPHER	82,010.23
FRANCISCO, JOSE C	81,942.61
PATTON, STEPHANIE	81,922.25
WHITING, ANDREW E	81,734.13
GALLIVAN, JOHN P	81,620.05
GALLAGHER, KERRY E	81,588.66
KELLY, JENNA A	81,477.96
BUCCIERI, ANTHONY J	81,444.50
WASIK, BRITTANY L	81,390.66
MALOOF, LYNNE F	81,321.50
PRUDDEN, DAVID	81,217.00
PAZYRA, MICHAEL	81,015.16
WATERMAN, LINDSEY M	80,911.28
WILLIAMS, CAMERON	80,667.75
FISHER, NANCY	80,547.85
WOODRUFF JR., STEPHEN F	79,992.24
MACDONALD, KAREN	79,953.47
DOWNER, ALLISON T	79,908.92
FISKE, ANN E	79,326.52
SPRAGUE, LEA	79,191.59
KANE, ANGELA M	79,115.46
RELIHAN, SHANE	78,840.85
SWEENEY, WILLIAM	78,810.31
GAIR, ROBERT	78,774.23
DAWSON, MELISSA B	78,768.60
DUPONT, ROBERT	78,631.21
MCSHEA, SARAH	78,618.38
VISSER, JOSEPH	78,267.17
FERREIRA, MICHAEL	78,161.61

YOUNG, NATALIE A	78,078.32
SINGLETON, ANA	77,787.11
HORAN, DANIELLE	77,599.38
PATTERSON, ANDREW	77,525.81
PEIXINHO, RITA B	77,321.74
HORAN, WILLIAM	77,119.82
DIABATE, ASSATA	77,109.38
OLSHIN, JOSHUA	76,782.36
MCLUCAS, CORBETT	76,638.45
DUPONT, KANDE	76,388.53
MASCIARELLI, RHONDA	76,356.14
WOOD, CHELSEA	76,307.14
IFILL, KULNATHEE G	76,230.87
REARDON, JOHN	76,019.70
CARDOSO, THERESA	75,852.71
CARAVAGGIO, JASON	75,835.20
REDMAN, MELINDA M	75,647.14
LITTLE, FREDERICK	75,536.56
BARRUZZA, VICTOR	75,506.08
TOBON, CHRISTINA	75,102.82
MAKSY, AMANDA J	75,090.89
MCGRADY, KATHLEEN	75,033.25
WARREN, THOMAS	74,836.71
GRIFFITH, LINDA L	74,827.07
WELCH, MEGHAN M	74,637.14
MILNE, JESSICA A	74,636.61
HATCH, KAYLA L	74,488.75
CAUCHON, MATTHEW	74,483.22
DRISCOLL, MARIA I	74,414.32
BROWN, KAREN	73,935.32
MCELLIGOTT, LORRAINE	73,879.52
MCLEAN, CLIFFORD	73,787.82
BONTYA, JACLYN	73,737.82
FARIA, JACQUELINE E	73,727.82
PORDER, BROOKE S	73,727.82
KAFKA, JENNIFER K	73,475.71
MCCORMICK, ANDREA J	73,367.35
FEENEY, KRISTEN L	73,023.30
CROWLEY, JULIANNE	73,006.95
NOLAN, MICHAEL	73,005.22
DEXTER, ROBERT P	72,833.76
JARASITIS, KELLIANN P	72,681.38
RASHID OLESLAMI, FAEZEH	72,431.36
MALTBY, GINA	72,426.00
CRONIN, KEVIN P	72,278.36
SPENCE, JILLIAN R	72,115.96
CARDOZA, ROBIN	72,090.98

BOYD, BRETT	72,047.16
MARINELLI, KATHLEEN M	71,954.77
CURLEY, STEPHEN	71,948.75
PEDRO, ALFREDO	71,858.63
KAVANAGH, BRIAN	71,831.28
CURBOW, KEITH	71,687.43
BOUGHTON, ERIN	71,514.16
SILVA, ALICIA	71,388.75
BLAIZIS, CRAIG	71,175.74
EARLE, JENNIFER N	71,097.14
AKIKIE, STEPHEN M	71,090.10
FRASCA, ANNE M	70,991.36
PALMER, PATRICIA	70,991.36
BAUMAN, BETTY R	70,864.08
BELLINI, JULIE R	70,743.14
WEIGEL, CHRISTOPHER	70,347.14
ARGUIMBAU, JAMES	70,157.14
BOYRAZIAN, DIANE	70,147.14
CARMICHAEL, KELLIE A	70,080.10
FALCIONE, JENNIFER L	69,666.65
SIMMS, DEREK	69,314.50
PALO, CAITLYN	69,253.75
DOHERTY, WILLIAM	69,111.11
KENNEY, TYLER	69,072.73
DEVORE, DEIDRE	68,996.61
RICHARD, SCOTT	68,956.27
STARRING, ALLISON	68,830.10
ABOURJAILY, RITA E	68,404.03
CHAPMAN, JAMIE	68,204.61
CANCELLIERI, MARY E	68,041.53
GORMAN, PATRICIA A	68,041.53
HORNBROOK, LEIGH	68,038.75
NICKERSON, MARK	67,953.85
MACEDO, JOAO J	67,941.54
JOHNSON, KELLIE	67,898.46
SBORDON, JESSICA	67,844.61
MURPHY, NICOLE A	67,835.56
LEWIS, GEORGEANN	67,816.30
JACKSON, ANTHONY	67,763.68
ARAUJO, ROY F	67,761.31
HURLEY, SHANE	67,672.91
PALMA, ANGELA R	67,618.09
RUSSELL, JILL	67,478.61
CRATTY, GABRIELLA	67,373.30
PHIPPEN, ANTHONY J	67,146.55
MUSTO, KEITH	67,093.94
PIERSA, SUSAN	66,943.30

WHITE, MARYELLEN	66,844.91
COREY, KAREN	66,787.75
PEZZA, CHRISTOPHER G	66,773.21
SIMPSON, JAMES	66,768.59
ASSELIN, TRISHA A	66,648.75
HOGAN, JEANETTE	66,646.06
CANCELLIERI, VANESSA M	66,638.75
GRIFFIN, SARAH O	66,502.50
MORAIS, JOSE M	66,366.23
CAYTON, KATHRYN	66,254.77
HAVENER, HILLARY	66,110.10
CORMIER, LINDA M	66,074.69
FAHEY, KELLY M	66,061.88
GUBA, ASHLEY	65,965.17
TRUDEAU, RENEE C	65,859.10
COFSKY, MICHAEL	65,758.03
KUHN, JESSICA M	65,726.55
BAILEY, MALLORY E	65,689.26
MARONEY, TIMOTHY	65,650.37
POIRIER, CHRISTOPHER	65,504.97
WHITING, BRITTANY K	65,460.10
SERA, STEPHEN	65,311.91
MOGAN, FRANCIS	65,257.37
SUN, FUQIN	65,222.70
DELELLO, AMY E	65,131.76
COSTELLO, AILEEN B	65,008.60
MASON, BRIAN	64,880.60
PECK, CHRISTOPHER	64,870.30
O DONOGHUE, JOHN P	64,581.87
KUCZYNSKI, JUSTINE M	64,320.10
JOHNSON, MELISSA L	64,120.10
MELO, JOE M	63,867.84
PENNIE, KELLY	63,711.20
STATKUS, KENNETH	63,708.37
HARTNETT, SARAH	63,669.10
BOURJI, NADA	63,639.04
HART, LINDSAY	63,630.24
HASTINGS, EMILY	63,530.10
COMEAX, CANDICE L	63,379.86
FITZGERALD, CATHLEEN M	63,306.01
MCLAUGHLIN, KATHY	63,306.01
FELTON, JESSICA	62,969.94
NEARY, THERESA	62,936.28
CRIMMINS, MEGAN	62,893.67
DEAN, AMY	62,849.19
DEFRIAS, NICHOLAS	62,739.22
MCGRATH, CHRISTOPHER R	62,732.18

SLADE, JENNIFER M	62,630.74
FORSMAN, PRISCILLA M	62,603.18
GRASSO, ALEXANDRIA L	62,458.85
GORDON, MELANIE H	62,257.75
FALLON JR., CHARLES	62,227.01
ROTHWELL, MARY	62,218.10
COTTER, WILLIAM	61,925.57
HENNESSY, ELIZABETH	61,909.54
SAHLE, ZERISENAI	61,882.85
VARGAS, CRISTIANA	61,834.28
O MALLEY, CHRISTINE J	61,450.41
GREENE, JENNIFER A	61,395.70
STANKIEWICZ, CURT J	61,324.82
MURPHY, ALYSSA M	61,117.63
POWERS, KATHLEEN M	61,083.68
BLANEY, KIRSTEN L	60,931.42
NAPOLI, ELIZABETH F	60,898.09
LEAHY, SEAN	60,895.87
SOBOL, JENNIFER	60,864.08
MORGAN, WESLEY	60,792.53
QUINN, MARY L	60,753.95
CABRAL, JESSICA	60,547.09
FITTON, JAMES	60,526.03
O'BRIEN, KRISTEN A	60,495.94
LABRIE, SARAH	60,257.57
BETTLE, PAMELA	59,868.70
MONTEIRO, ERNESTO C	59,718.91
HANSON, GERALYN E	59,683.08
MORIARTY, ELSA	59,661.19
FARIA, PEARL	59,568.70
MONTELLO, AMY M	59,520.65
DIGLORIA, STEPHEN	59,398.25
BROWN, KAYLA	59,391.02
FURIOSO, ANGELA M	59,385.55
LYDON, AMANDA M	59,232.50
HURLEY, KIMBERLIE	59,196.95
OKEEFE, EDWARD J	59,024.21
CAMARA, NESTOR P	59,006.71
PEREIRA, TRACY	58,964.36
CHAPMAN, DEIRDRA S	58,925.11
JACKSON, KAREN M	58,791.67
MELO, VICTOR C	58,751.93
BOHN, CHRISTINE	58,740.55
COELHO, ARTHUR	58,708.00
BLANEY, ELLEN	58,683.23
BAETA, LYNNE M	58,302.04
VIEIRA, RACHEL C	58,247.75

MUSE, KATHRYN M	58,155.65
BOLIO, JOHN	58,106.74
GILLIS, CHARLES	58,090.37
PAYNE, THAIS F	57,941.73
MILLER-ANELLO, WENDY E	57,782.95
CARMICHAEL, MICHELLE A	57,359.04
PIMENTEL, ANTONIO	57,312.45
ANDERSON, SCOTT W	57,277.25
JAMES, EBONIE J	57,277.25
GOREA, CONSTANTIN	56,884.23
ANGELOS, JORDAN	56,789.41
BERGHMAN, LAUREN	56,700.49
WOOD, CAITLIN	56,034.64
MASON, SEAN F	55,972.02
HARBACK, BRUCE	55,861.67
CORRIGAN, PATRICK	55,777.63
WELCH, ROBERT	55,775.59
AMARAL, ANTONIO S	55,745.61
NANCE, KEITH	55,523.01
BARRETT, JANESEA	55,440.88
BESHERS, STACEY	55,425.07
SUPRONIK, EMMA K	55,251.22
HARBACK, KURT	55,185.69
WHITE, STEPHANIE G	54,888.73
MCCABE, REBECCA J	54,784.94
MCGREEVY, RICHARD	54,589.38
RUSH, RICHARD W	54,585.34
GAUL, TRACY L	54,483.23
HOUGH, DALE	54,335.17
ROMEIRO, TERESA	54,262.43
STAULO, THERESA E	54,021.46
SWEENEY, CHRISTOPHER	53,847.96
WILD, ALEXANDRA L	53,737.14
VICKEY, DAVID	53,650.60
DONOVAN, KATIE	53,452.14
MILLS, JOHN G	53,326.51
MURPHY, MEGHAN M	52,958.86
SARNIE, KATHERINE	52,812.76
DICKIE, HANNAH R	52,591.76
WARD, GERALDINE	52,514.34
SCOTT, JESSICA C	52,452.76
HOJLO, LEONA M	52,443.34
RODRIGUES, JOAO	52,109.76
FABRIZIO, BRIGITTE	51,751.11
MORIARTY, PATRICK M	51,205.37
LOCHIATTO, DENISE	51,187.64
MCCANN, JEANNE-MARIE	50,808.85

WOODWARD, NOELIA	50,763.36
GEKOW, SMADAR	50,592.07
BATES, DENNIS	50,049.29
ALTWEIN, KAREN	49,895.71
KING, AARON	49,810.23
KERMAN, LEANNE W	49,785.61
REGO, DENNIS M	49,424.42
MCCAFFREY, STEVEN R	49,360.88
ANDRADE, DANIEL	49,316.40
REID, MOLLY J	48,903.54
FISCHER, CARL	48,528.48
ANTONELLI, ROSEMARIE L	48,388.43
HEANEY, KAITLIN	47,944.12
OSTROFF, JEANNE	47,666.53
MEROLA, ASHLEY N	47,586.66
ELLIOTT, SHANE	47,586.66
BERMUDEZ, CHRISTINA	47,494.40
LEBLANC, DEBRA	47,203.52
LEE, CAROLYN	47,106.20
BOURKICHE, AMY	46,973.68
CARDINAL, DENISE	46,392.51
BLACKADER, SARA	45,961.72
BARROS, ANTHONY J	45,767.47
GIDLEY, ROBERT	45,578.17
WILLIAMS, SHERAY	45,566.09
MENDONCA, JOSE A	45,551.39
BRAUNEIS, LOUISE A	45,010.02
GARERI, DANIEL	44,944.16
GRIFFIN, ERIN L	44,437.71
PASCARELLI, ANTHONY	44,393.38
BUSHLOW, LAURA M	44,393.32
ROMEUS, THERESE	44,386.90
DOWLING, KEVIN	43,758.25
PEREZ, SOPHIA G	43,642.17
SWIMM, HEATHER M	43,242.22
HANDLEMAN, CLAYTON	43,238.04
REID, DEBRA A	42,409.08
DESOUSA, ROBERT	42,375.15
CUMBERLAND, GORDON	42,035.26
HURLOCK, CORINNE	41,633.65
O'REILLY, SARAH K	41,500.85
NELSON, JACOB	41,320.02
MENESES, MELISSA	41,249.53
FEDOR, MICHELLE	40,846.95
PAINTEN, THOMAS	40,517.68
HEAL, JOSHUA W	40,168.26
IKONITSKIY, MARIA	39,886.17

MURADIAN, PATRICIA	39,656.75
MAURIELLO, KIMBERLY A	39,593.44
JONES, MARGO	39,488.81
GIROUX, JULIE A	39,363.85
NICHOLSON, ROBERT	39,298.71
O'SHEA, SHEILA	39,117.00
ENDRIUNAS, KATHLEEN A	38,901.15
BULCAO, LEONEL	38,757.26
REIS, MAGGIE	38,704.71
GOULSTON, PATRICIA A	38,050.66
ZELINSKY, RACHEL L	37,091.02
CARVEY, JACQUELINE	37,081.90
BYRON, PATRICK	36,218.09
BLOCK, DANIEL	35,938.65
SCIBILIA, JONATHAN S	35,761.05
KENDALL, KATHLEEN B	35,671.23
RHUDA, CHRISTOPHER	35,599.91
GRASSO, JACQUELYN M	35,444.56
SPERRAZZA, DANIEL J	35,326.28
RUGGIERO, LAUREN E	35,201.05
FRAINE, JESSICA	35,159.18
KRIM, CAITLIN	34,836.39
LEIF, KARL	34,760.99
CIFFOLILLO, WAVERLY	33,592.24
WALLACE, PETER J	33,562.84
FREITAS, PAULA C	33,509.30
HELFRICH, WILLIAM	33,485.71
SNYDER, RICHARD	32,831.66
VILLEGAS, JOEL	32,743.68
RIKER, ASHLEY	32,582.50
BARONCELLI, SARA	32,193.85
MCDONALD, SAMANTHA P	32,178.96
NELSON, PHILIP F	32,110.11
HARTY, BRENDAN W	31,406.65
GOMES, JOAO J	31,023.22
SCANLAN, JACOB	30,863.97
BOULAND, CHARLES	30,828.65
LIMA, BRANDON	30,765.22
TOW, BRYANT	30,764.04
DRISCOLL, EMILIE	30,230.50
DESAI, RO	29,804.56
FISHER, CAROL	28,911.36
JOHNSON, SHARON L	28,387.59
KENDALL, DAWN S	28,350.00
FERRELLI, CHRISTINA	27,758.45
MARCH, DENNIS	27,241.79
JACKMAN, BRUCE W	26,674.72

HAYNER, DARLENE L	26,343.17
JOYCE, FIONNA	26,107.92
FORD, CATHERINE A	25,756.43
POLILLIO, PHYLLIS A	25,621.39
COCCHI, KATHLEEN A	25,534.21
TRIEBER, KAREN E	25,419.39
OPPENHEIM, ALAN	25,285.00
BLOCK, LORI G	25,134.21
MASTRORILLI, GAIL A	25,096.56
MANN, PATRICIA A	25,014.61
TUCKER, JEANNETTE M	24,678.50
RICHMOND, CATHERINE A	24,388.48
IACOBUCCI, CHRISTINE	24,381.89
BECHET, JULIE	24,344.23
THOMSON - LENTINE, PATRIC	24,221.27
CURTIS, ALLAN	24,214.12
MACDONALD, LISA	24,164.66
CROGHAN, TERESE	24,111.08
ECKHART, CYNTHIA B	23,979.11
MILLS, CHERYL	23,916.60
RICARDO, KRISTIN	23,796.47
FRAGA-MULLEN, SUSAN S	23,791.21
MILLIEN, ROLAND	23,791.21
DAWSON, MARYANN	23,645.03
ROSSI, ROSEANNE	23,509.79
POLILLIO, MICHELLE M	23,454.73
GIBB, CAROL F	23,405.68
BUKHENIK, SHELBY M	23,289.67
DALEY-DICASTRO, MARY	23,063.58
YOUNG, BARBARA A	23,008.62
MORRIS, JENNA	22,796.44
FERREIRA, CHERI A	22,766.12
MCNAMARA, JACQUELINE M	22,766.12
JORDAN, CHARMAINE	22,165.00
MORRIS, ELINORE	22,161.18
RODENBUSH, MATTHEW	21,910.50
MATHIEU, ROSE A	21,881.90
COOPER, SADIE	21,586.80
PAULA, TIANI F	21,586.80
CARDELLA, GRACE M	21,555.60
GUAY, JESSICA	21,553.50
DEANDRADE, PATRICIA A	21,277.24
VITO, LORI A	21,002.75
FERREIRA, PETRA S	20,913.50
BUCKLEY, MICHELLE	20,912.34
HOPKINS-MCDONALD, ANN	20,911.82
MUSTO, ANTONINA	20,513.11

MCGARRY, DIANE M	20,289.90
MULVEY, ROBERT	20,274.16
CLARK, JACOB	20,196.55
FOLEY, CYNTHIA R	20,105.16
SPENCER, JOYCE A	20,068.82
DEPOUTOT, HANNAH C	20,019.68
MOORE, MELISSA J	19,750.00
JOHNSON, DEIRDRE M	19,532.00
LOCKE, PATRICIA A	19,196.96
BURNETT, ASHLEY N	19,196.96
RONDEAU, MARK J	19,188.66
MCLAUGHLIN, MICHELLE	18,992.60
ANDERSON, PATRICIA M	18,949.58
LUCAS, ALEXANDRA	18,911.41
REARDON, SUSAN D	18,851.34
BLANCHARD, ERIN N	18,593.61
VAN DYKE, NANCY A	18,587.88
TAYLOR, RIKKE	18,517.14
BUCK, AMBER E	18,517.12
DAVIS, GREGORY E	18,447.74
O DEA, BRIAN	18,396.92
CONROY, BERNADETTE M	18,350.24
CAULFIELD, AMANDA	18,343.80
BUCCIERI, LISA	18,033.75
DOWNEY, PETER	17,906.70
AUGUSTUS, MARJORY A	17,904.23
BARRETT, SANDRA M	17,756.16
HOYLE, EDWARD F	17,706.00
NYE, KATHRIN R	17,672.13
GOVERNMAN, SANDRA	17,561.70
CASEY, THERESA	17,451.51
MARQUES DOLLOFF, TERESA A	17,439.20
ALKALAY, DEBORAH S	17,295.98
BASHEIN, GAIL	17,215.08
KASSLER, BARRY I	17,087.34
TERRELL, CRYSTAL	16,887.00
FALCO, DEBRA J	16,882.84
MENDES, DAVINA	16,693.14
SAMPSON, MARTHA M	16,660.00
ANGELOS, SCOTT	16,415.38
JUMPER, PETER H	16,362.96
JAHEID, DUNIA	16,223.15
CALL, AMY E	16,192.31
ABREU, JOAO	16,087.50
MCDONOUGH, JOHN F	16,081.25
MCDERMET, JULIA G	15,906.00
POLILLIO, KATHLEEN D	15,646.99

DRISCOLL, DANIELLE M	15,473.29
RAPPOLI, LISA M	15,387.40
RICHARD, SHERYL A	15,341.49
JORDAN, NANCY J	15,269.70
ROTELLA, PAULA J	15,244.44
BEDER, TAMARA	15,206.27
NUTTER, WILLIAM	15,171.31
MCNULTY, CHRISTOPHER A	15,046.92
WOLFF, JEFFREY	14,858.48
PIERS, CRYSTAL	14,717.86
SMALL, JEAN	14,696.01
HUSSEY, VIOLETTE	14,481.72
BORGES, ANTONIO	14,056.00
HORTON, ALICIA	13,865.10
GREENE, KATHLEEN	13,729.72
BARBATO, DAVID A	13,680.00
CURTIS, SCOTT	13,580.06
MCBRIDE, CHRISTINA	13,556.48
MARK, DANIEL W	13,310.00
LANGILLE, JOHN	13,221.48
BOUDROT, MAURA E	13,027.93
NANDAKUMAR, NIDHI	12,980.00
KUSCHEL, RAYMOND	12,931.52
BILLO, KATHRYN	12,418.86
CLANCY, ASHTON J	12,255.20
RODRIGUES, LINDA	12,118.80
BOTELHO, JOHN F	12,064.00
PRISCO, STEPHEN	12,006.94
CAPELESS APPLEBY, BRITTAN	11,893.26
LERETTE, JOANNE R	11,883.07
GODES, PHYLLIS	11,818.14
OGRADY, ANN	11,670.34
BOUFFARD, ANGELA	11,568.24
LESSA, LISA M	11,421.79
CANDELORA, NICOLE	11,307.12
SEAMAN, BETTY A	11,195.32
KATZ, TRACY	11,099.27
REID, WILLIAM	11,032.00
LOCHIATTO, PETER	11,010.00
JARVIS, JOANNE	10,967.18
JANEIRO, MARYELLEN	10,889.95
SONCRANT, LAURIE	10,834.85
MCPHERSON, SIMONE	10,808.68
O CONNOR, EILEEN	10,782.18
LEARY, ELIZABETH S	10,694.68
JOHNSON, JODE	10,658.75
POMBO, ROMEO	10,600.00

LAWLOR, KAREN	5,604.36
PEIXINHO, NICHOLLE B	5,600.00
MACNEVIN, MARTHA	5,594.51
BONARRIGO, LYNNE M	5,561.78
MCCARTY, MARY-EDNA	5,479.08
TWERAGO, KATHLEEN M	5,479.04
EDWARDS, ELAINE	5,457.77
TUCKER JR, BRIAN	5,311.00
RUSH, KARIN	5,293.08
GUIGNO, ANNIE	5,239.80
WARD, KENNETH A	5,153.50
CASTILLO, LEONORA	5,138.16
THOMPSON, KENDRA	5,086.94
HUQ, DILSHAD	5,023.74
CAMPBELL, KERI M	5,018.32
MCMAHON, HAILEY N	5,000.00
SAAD JR, FREED M	4,928.00
JENKINSON, STEPHANIE	4,917.79
HALL, JAMES	4,744.90
CANALE, DOROTHY	4,687.50
DELORENZO, NICCOLE	4,647.81
HOWE, KATHERINE R	4,644.00
KELLY, LOU-ANNE	4,634.13
PUPKO, ANN MARIE	4,576.64
MALLOCK, TINA	4,541.28
GALLAGHER, VIRGINIA M	4,489.29
BAPTISTA, FELICIA	4,460.71
RINALDI, ALICIA	4,338.48
SULLIVAN, MARIA E	4,246.50
ALLISON, MELISSA A	4,200.00
DAVIS, LALITA C	4,104.00
PEREIRA, GILDA	4,098.00
NOLAN, DONNA	4,088.92
MERZI, ANNA R	4,084.20
WILLIAMS, JAYNE L	4,062.20
KOZOL TATTLEBAUM, BEVERLY	4,000.00
LAQUIDARA, CLAUDIA R	3,986.40
PARKER, ROBERT J	3,981.00
BATCHELDER, ERICA	3,979.02
TAYLOR, EVAN	3,979.00
POWERS, JOSEPH	3,979.00
ANTONELLI, FRANK J	3,979.00
STEELE, JAZMIN	3,979.00
RENEY, LAUREN A	3,948.95
HAMMER, MICHELLE	3,871.25
TRACY, CAROL	3,840.00
ORTIZ, AUDRA	3,833.47

GENDREAU, EDMOND R	3,819.40
JENKINS, DENISE	3,748.25
BAKER, JANE M	3,743.40
CHIU, WESLEY N	3,726.00
COLAFRANCESCO, MICHELINA	3,657.50
RENDINI, STEVEN	3,574.34
FLAHERTY, THOMAS	3,560.00
POLK, CHANEIKA	3,551.00
SEEMUNGAL, FERISHA F	3,500.00
STANLEY, JACKSON	3,477.60
CAUDLE, MICHELLE	3,461.65
SCARDINO, JOYCE A	3,440.00
BURKE, GREGORY L	3,400.00
JARASITIS, OLIVIA	3,360.00
LEHANE, APRIL	3,346.32
FLEWELLING, ALICEN R	3,306.90
VIANA DOS REIS, MICHELE L	3,300.00
SWEENEY, MARY	3,280.00
MCDONALD, KELSEY M	3,200.00
MCGUIRK, DONNA	3,193.81
MELLO, BRIANNA S	3,183.08
COLBY, TRAVIS	3,159.00
DOUGLAS, NICOLE	3,150.00
BEAUCHESNE, RACHELLE	3,022.50
MCCORMICK, HEATHER	2,945.89
HARRIGAN, DANIEL	2,938.00
BATES, DANIELLE	2,884.60
MILAVEC, MORGAN L	2,880.00
MERRIKIN, BRENDA M	2,880.00
MANNING, MICHAEL	2,822.00
CURTIS MAHONEY, LUCAN C	2,766.00
MARTIN, SAMANTHA K	2,741.42
PHELIMOND, VANESSA	2,741.25
DEXTER, PATRICIA G	2,720.59
SELLON, SUSAN	2,613.52
ADELMAN, DAVID	2,608.77
RUBIN, STUART A	2,584.00
MILAVEC, OLIVIA A	2,500.00
VIOLA, JUNE E	2,485.13
CONFORTI, TRACY I	2,480.00
GOLDNER, KATHERINE M	2,459.16
GIROLAMO, FRANK	2,424.00
SIEBERT, BRIAN S	2,424.00
LAFARGE, VICTORIA	2,409.75
FLYNN, KYLIE	2,409.75
MCGILLICUDDY, AMANDA H	2,406.54
POWERS, NANCY L	2,400.00

LAWLESS, ROBERT W	2,375.66
AZUL, LINO	2,339.20
HOWE, ALEXANDRA	2,333.25
WANG, ALEXANDER P	2,320.00
CAMPBELL, BRENDAN	2,307.75
SPOONER, JEAN	2,276.73
BUCHE, ALEX	2,275.00
BREEN, NICOLE	2,256.75
SONCRANT, VICTORIA L	2,244.56
MCLAUGHLIN, MICHAEL	2,231.25
PHELIMOND, STEEVENS	2,227.59
GRAFFEO, BARBARA J	2,220.82
SALVADOR, JOSE A	2,214.06
PENNEY, JOANNE	2,160.00
WHITELEY, AMBER M	2,140.46
DELUCA, ROBERT	2,126.58
MURRAY, NATHANIEL	2,119.00
SEWCYK, MARGARET	2,080.00
TOLAND, EILEEN M	2,035.89
BEAUDETTE, MICHAEL	2,000.00
PONCE DELEON, FABIAN	1,989.00
RIVERA, SHERA M	1,978.10
NIOSI, MARC	1,965.98
JOHNSON, LUKE R	1,925.25
VAN VOORHIS, ALEXA F	1,848.00
WINSKOWICZ, MICHAEL D	1,836.00
KIRCHDORFER, EILEEN M	1,817.50
MCCOURT, JODY	1,807.26
KLIPP, CARIN	1,769.50
FIELD, SHEILA G	1,755.00
FLECK, JULIE C	1,754.48
NAGIME, GILMARA N	1,751.60
LANDON, BARBARA L	1,742.00
BAPTISTA, ALEXIA	1,734.00
ANDERSON, JESSE	1,680.00
EVANGELISTA, JACLYN M	1,680.00
LEWIS, VICTORIA B	1,680.00
ANDERSON, SHARON M	1,678.76
COMERFORD, ELLEN	1,670.00
SMITH, MICHAEL	1,663.52
BURGOYNE, LUKE	1,657.50
LAVALLEY, STACY	1,657.50
CARROLL, SKYLAR	1,657.50
BRIGGS, MARY ELLEN	1,656.76
CHAISSON, SHARON	1,643.84
FOLKES, KIRK	1,622.40
RIKER, JULIE A	1,600.00

WHITE, ABIGAIL R	1,596.00
PALERMO, ANN MARIE	1,593.42
BERMAN, MARILYN S	1,592.50
EL ZOABI, KHADIJE	1,586.25
REID, PAUL C	1,568.76
BOUIDA, FATIMAZAHRA	1,565.16
HATCH, DAVID D	1,560.00
POILLUCCI, PAMELA	1,555.50
STANDISH, PATRICIA	1,528.68
DUGGAN, ROBERT	1,524.61
BERTRAM, PAULA J	1,524.56
SAARI, SUSAN	1,507.66
KAPLAN, JILL C	1,483.97
AVELAR, JENNIFER T	1,451.13
VAILLANCOURT, AMBER	1,446.73
SAMIA, DIANE	1,440.00
PIERCE-FURTADO, LINDA M	1,437.50
COBB, SANDRA J	1,400.06
POILLUCCI, LOUIS	1,377.00
COULTER-BENNETT, MARY	1,365.00
MACDONALD, AMANDA	1,240.00
CLOUTIER, ALISA	1,221.25
ELLSEY, ARIANA	1,200.00
PETERS, KAITLIN	1,200.00
WARREN, JAMES	1,197.65
COLAMARIA, THOMAS	1,196.00
FITZGERALD, RICHARD W	1,182.71
NAGLE, ANN C	1,153.94
PETERSON, CASSANDRA	1,120.00
BURESH, RYAN	1,120.00
BRAGANCA, AMABILIA	1,072.00
TAYLOR, PAULA	1,068.72
RAPOZA, EVELYN	1,064.63
CARROLL, KATHLEEN	1,045.75
FRITZSON, JAMES G	1,040.00
MCAULEY, JOHN	1,019.78
STATON, DELORES L	1,014.00
GROSS, SUZANNE J	1,002.83
DALY, KATRINA	969.60
HARRIS, ILUKA	960.00
LAMBERT, BRENDA L	960.00
CARROLL, MICHAEL E E	960.00
CADIGAN, PAUL	935.00
CRONAN, JULIE L	925.30
DIGREGORIO, ANNA	900.00
PARSHLEY, WALTER	900.00
ZECHELLO, JAMES F	889.32

SCHUMACHER, ARGHAVAN	889.12
DYBAUD, CHARLES	880.00
MCDONNELL, SHANE	880.00
ECKHART, TIM M	880.00
ZOLL, STANLEY	861.60
DEPAUL, ANDREA M	857.50
DAVIS, ESTHER	840.26
MICHANOWICZ, DAWN E	840.00
ROZENBERG, HENRI	829.99
MADAN, WAYNE	828.97
ILACQUA, GARY	814.63
MARTINI, G PATRICIA	812.71
DROBNIS, BRIAN	804.64
COSTA, JAMES L	804.00
BERTELETTI, MIKAYLA J	800.00
FAICHNEY, JENNA M	800.00
REARDON, KAREN	796.18
MADAN, WAYNE	780.00
PETERSEN, BARBARA	774.57
MOLINEAUX, PAUL T	761.04
LODGE, JOAN L	761.04
HERBERT, CAROL A	761.04
HARBACK, ROBERTA	750.00
ANDERSON, BRADLEY	728.43
BELINSKY, SUSAN	720.00
DODD, KAILEY	720.00
KLUCZWSKI, KRISTY L	720.00
RIZZI, MARGUERITE C	700.00
O'NEIL, DONALD R	698.07
NEVILLE, CAROL	698.07
KELMAN, HOWARD M	692.53
BOLAND-WELLS, MARCIA	691.69
RACE, KAREN G	688.51
GILDAY, CHRISTOPHER	682.13
KOLB, DIANA L	680.00
ASHER, EMMA R	680.00
MANN, THERESA	675.75
WOODWARD, RICHMOND W	675.75
JUTRAS, LOUIS	666.60
VERDUN, LAWRENCE	652.17
AHMED, AISHATU	640.00
MCGRATH, THOMAS	611.31
FARRIS, JESSICA	600.00
MENARD, SANDRA	600.00
WALSH, JACQUELYN	599.26
KELLY, ANDREA L	591.92
ZEHELLO, ANNI L	586.50

KARAVETSOS, LINDA C	585.13
HARMON, COURTNEY	585.00
CEDRONE, VANESSA	581.20
MEYER, NATHANIEL	578.50
KIRCHDORFER, RAYMOND W	567.69
CORMIER, SHARON A	560.00
JEROME, DAVID H	560.00
KASHIAN, KATHLEEN V	560.00
MCDUGAL, JAMES D	560.00
LEONARD, OLIVIA	560.00
GARFIELD, NICOLE E	560.00
HILL, RICHARD	555.50
BOWN, ARLENE F	529.13
HENKIN, ELLEN	522.76
ESDALE, JANICE	510.01
KNIGHT, MEGAN	495.32
WILLARD, COURTNEY	495.32
RICKER, LUCINDA	493.80
FERNANDES, KRISTA M	484.80
MOLINEAUX, PAUL T	480.00
ROOS, JOSHUA	480.00
BLANCHARD, FIONA	480.00
FARNHAM, SHIRLEY	465.38
THOMAS, ROBIN	449.55
CENNAMI, CATHERINE	437.50
FUENTES-VARGAS, NICOLE	425.00
MCBURNEY, SHARI	417.57
ALLSOPP IV, ALFRED S	416.00
RAEKE, TIMOTHY F	400.00
CHIPMAN, ASHLEY K	400.00
LEMIEUX, PATRICIA	395.59
HARRELL, BRETT D	386.64
ROBERTS, CHRISTINE	367.82
MILLER, KEVIN	363.38
WEILAND, KURT	362.68
PALLY, BARBARA	355.77
SANDERSON, DONNA	350.00
INMAN, JEAN	344.26
SADINSKY, LOIS M	344.26
MARCHIONE, JAMES G	341.06
BELLEFLEUR RAYMOND, MARIE	331.94
RUBEL, LAURICE	329.72
WIGDOR, SHERYL	325.13
ZBINSKI, SUSAN M	320.00
BEAUREGARD, COURTNEY M	320.00
OLSON, ERIN	320.00
BERKOWSKY, ALYSSA	320.00

DE ASSIS, BRUNA	320.00
WEINECK-GRIFFITHS, CAROL	309.19
WOLK, JOEL N	304.20
MACDONALD, KATHERINE E	300.00
BREEN, MALLORY J	300.00
KINDELAN, CHRISTINE	300.00
AYERS, LIAM J	289.00
ROSE, JOANNE C	288.32
REICHE, MARGARET L	276.24
DUTRA, HELEN E	240.00
TALBOT, ANDREW D	240.00
DUTTA, NUPUR	240.00
NUNES, ALECIA	240.00
DECOFFE, HAILEY J	240.00
LINEHAN III, JOHN J	240.00
BEHRENS, ALLISSA N	240.00
COPPOLA, JANNELLE N	240.00
STRUCK, MARK	229.84
BREEN, ELAINE	218.37
GORANSON, KAREN	207.19
SMITH, DONNA S	206.18
CHARETTE, MATTHEW	191.25
MEHTA, DHIRA	185.90
MCGOWAN, JOANNE	185.90
HAHN, ELLEN M	184.88
HARRIS, ROENITA N	184.88
HARRIS, EDWARD B	184.88
COHN, ROBERT	184.88
EPRO, ELLEN N	182.52
SLATE, FRANCES J	178.50
LAGUERRE, CARLVIN	174.00
SADLER, WILLIAM J	172.13
MONROE, SUSAN J	172.13
SHARAD, SHEILA	172.13
ORLANDO, RITA	168.94
COHEN, CAROLE M	165.75
RATEAU, MARLY	165.75
ROSEN, CHARLOTTE	165.75
BORNSTEIN, LESLEY A	165.75
ANDREWS, JANET P	165.75
BIRCHMORE, SANDRA	160.00
YOUNG, JULIANNE	156.56
DAVEIGA, JOANNA	149.81
ROSS, LINDA	146.63
SCHNEIDER, JANICE	146.63
BROWN, JESSICA	140.25
GALLAN, DANIELLE	138.80

ROSA, MARIA R	125.00
COHN, DIANE B	114.76
WHYTE, MARGARET D	100.00
MONAGHAN, RENEE M	100.00
O CONNOR, KELLY	100.00
FLYNN, ANN L	94.00
BULGER, VIRGINIA F	82.88
CLOUGH, JANET	81.12
CARMICHAEL, LAUREN E	80.00
EISENSTEIN, MERYL	80.00
MORRISON, KELLIE E	80.00
CANINO, DONNA	77.92
MAHONEY, DEBORAH	65.00
WALLACE, HEATHER	51.76
GONSALVES, KEVIN	48.92
JOUMAA, PATRICIA	47.00
O'BRIEN, HELENE	45.00
MADDALENA, ALLENE	45.00
RUSSELL, MIA I	38.25

