

**Impact of the Stoughton High School building
on the delivery of Curriculum and Programs
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At the present time the condition and innate limitations of the high school building are significantly impacting the delivery of curriculum and programming, putting our 1100 students at a competitive disadvantage when compared to students from other schools. In addition to the fact that there is no space for the entire student body to assemble, some of the areas of study where this can most clearly be identified are Science, Special Education, the Arts, World Languages, and Physical Education. We have also been cited by NEASC.

NEASC

The New England Association of Schools and Colleges has put Stoughton on warning status for the state of the facility. They demand regular reports on our progress toward a new building. Downgrading our status will impact our students acceptances to colleges and will be a huge black mark on the community.

Science:

40%, or approximately 126 of the students who take Physics are unable to take advantage of the full Physics curriculum because only one classroom has the facilities of a lab. The other is a classroom with a sink in which real experiments cannot take place. This creates immediate inequity in delivery of curriculum.

49% or 25 of the students enrolled in Engineering, each semester, do not have access to the full curriculum because only one room is equipped to teach the full engineering curriculum with tools and space to build.

34%, or 73 of the students enrolled in Chemistry at any given time, will have altered curriculum because of limited space to conduct Chemistry labs. Only two of the three rooms used for Chemistry are equipped to conduct labs.

Labs are not ADA compliant, making it impossible for students in wheel chairs to have complete access to the facilities.

All of the science rooms were built in the 1960's, and cannot support the types of innovative safety, analytical, and instructional equipment found in the 21st Century in newer school facilities.

Within our own high school population, students enrolled in *exactly the same course* are receiving inequitable instruction.

Erin O'Connor, Staff Director for Representative Bill Galvin, herself a 2001 Stoughton grad, went on a tour of the building and remarked, "...it certainly hasn't changed since I was a student! I remember how difficult it was using out-dated science and language labs..."

The Arts

The band room is too small for instruction and so the band practices on the stage, and the chorus in a regular classroom. This situation impacts at least 100 students every year who take band.

There is no room in the building to teach/build a drama program, for which there is a high demand among the student population.

There are only two art classrooms, stunting any growth in the arts program, which is an essential element of a 21st Century curriculum. All best practice literature is pointing toward fostering creativity and the relationship between art and mathematics.

Computer music classes are taught in the room used for instrument storage.

Special Education

The lack of physical accommodations for visually impaired students led directly to two very expensive out placements of \$250,000 each to schools that could meet those students' needs.

The school store shares a room with the Life Skills program, inhibiting the teaching of skills related to tooth brushing, hygiene, self care, and other proficiencies that require privacy for the student involved when there are business classes in the store.

There are no therapy rooms for social skills, occupational therapy, physical therapy, and group counseling.

The stoves are old and substandard, and all cooking facilities far too small for the number of students in the program.

There is no capacity to have a washer and dryer because there is no possibility of hook-ups.

There is no sensory room, or room for assistive technology.

The electrical supply to the building does not allow for enough computers for each student to have access to computer based reading programs, voice to text programs, etc.

There is no space for IEP meetings.

Speech therapist shares room with the evening school office, impacting ability to conduct sessions with students at certain times of the day.

The Life skills room is not wheelchair accessible, all counters, cabinets, controls are the wrong height and potentially dangerous.

No separate space for students from any of the separate programs for restraint, cool down, private conversations about sensitive emotional issues.

School psychologist office is in a storage closet, with no private place to meet with parents to discuss sensitive issues like students wearing ankle bracelets, DCF involvement, eating disorders, diabetes, bowel movements etc.

No where in the building to set up job sites, or mock job sites to aid in transition planning for significantly disabled students.

Physical Education

In order to run a full Physical Education curriculum for the student body, which is required to take PE for four years, there would need to be five teaching spaces, and there are only three. As a result the class meeting times have been cut from 90 meetings a year, to 45, putting our students at a distinct disadvantage when compared with other schools.

Because of the scheduling constraints that lack of space creates, even with fewer meetings, PE classes continue to conflict with Advanced Placement classes. As a result, our most high achieving students are not able to take all of the AP classes they want, putting them at a potential disadvantage when competing with students from other schools for desirable college places.

World Language

When commenting on her time at Stoughton High, Ms. O'Connor, said, "I took French and Spanish, and I think I used the language lab twice in my four years at SHS. Such a shame, especially where the economy is heading- language skills and a solid STEM background are so important." This situation has only deteriorated since she graduated in 2001.

Our lack of space for faculty and students prevents the growing of programs.

To meet the Common Core we must require a minimum of two years study in a world language. This would increase the enrollment of freshmen and sophomores by 700%, a complete impossibility in our current facility. There is no room to add the classes and staff to accommodate this growth. If there is not a new Stoughton High School building, about 300 11th and 12th grade students *each year* will be disenfranchised.

Research of surrounding schools showed that top school districts offer at least 4 World Languages. We have added a Chinese teacher at the middle school to add a fourth language relevant in the 21st Century and have no room for the classes that feeder program will be sending to the high school in future years.

