

**Educational Considerations and Implications Working Group  
Pre K - 8 Building Research Committee  
Southborough, Massachusetts**

**Joint Select Board Meeting  
October 7, 2025**

**Members:**

Kelly Conklin, Resident Committee Member  
Beth Wittcoff, Committee Chairperson  
Laura Kaufmann, School Committee Representative  
Greg Martineau, Superintendent  
Stefanie Reinhorn, Assistant Superintendent

## Overall Planning Assumptions Used for Educational Recommendations

Central administration and the School Committee adopted the following assumptions, presented publicly at a School Committee meeting on August 13, 2025 to guide the district's educational recommendations and its positions on the PreK–8 Building Committee's configuration research.

### Enrollment and class organization

- Use New England School Development Council (NESDEC)'s December 2024 report with 2034 enrollment projections.
- Plan for eight classes per grade level.
- Adhere to the School Committee's class size policy.

### Scheduling and instructional model

- Grades 6–8: seven periods per day, 46 minutes per class.
- Grade 5: self-contained classrooms for core subjects; Art and Music 45 minutes per week; PE and Library/ Digital Literacy 45 minutes, two times per week.
- Meet the Massachusetts and District Time on Learning standards for K–5.

### Programs and placements

- The Communication, Access, Socialization, Transition, Learning, and Emotional Regulation (CASTLE)\* Program remains at Trottier for Southborough residents only.
- CALM\*\* therapeutic program remains at Trottier.
- Assabet Valley Collaborative (AVC) REACH\*\*\* program no longer located at Trottier.
- Southborough Access Media (SAM) no longer located at Trottier.
- New England Center for Children (NECC) program not located at Trottier.

### Design principles

- Organize grade levels into pods to reduce cross-traffic between grades and to support community-building and collaboration across classrooms.

### Standards and agreements

- Adhere to applicable educator contracts.
- Adhere to diverse student learning needs including but not limited to services outlined Individualized Education Plans (IEPs), English Language Development (ELD) needs
- Apply MSBA space guidelines (Massachusetts School Building Authority<sup>1</sup>) when determining space needs.

---

<sup>1</sup> Massachusetts School Building Authority. "Policies, Forms, and Guidelines." *Massachusetts School Building Authority*, 2025, <https://www.massschoolbuildings.org/guidelines>. Accessed 2025.

\* The CASTLE Program provides intensive, specialized instruction throughout the school day to assist students with unique and significant learning challenges. Whether within the inclusivity of the general education classroom or through more focused settings for small group or one-on-one instruction, the program emphasizes the use of ABA principles and systematic teaching to enable students to generalize their skills across various settings.

\*\* CALM offers personalized instruction aimed at addressing the unique learning profiles of each student, coupled with continuous therapeutic support throughout the school day.

\*\*\* The AVC REACH program specializes in working with students with a variety of neurodiverse and medical profiles.

## Overall Objective and Goals

The chart below summarizes Southborough Public Schools' goals and the criteria the district aims to meet for any future school building project. The criteria are organized into two lenses: student experience and staff experience. Priority levels are ranked from 1 to 4, with 1 indicating the district's highest priority.

Student Experience	Priority Level	Criteria
	1	Reducing student transitions between schools
	2	Dedicated spaces for core academic classes with facilities that meet the needs of the discipline
	2	Dedicated spaces for English Language Development program, intervention services, special education, including occupational therapists, physical therapists, speech and language therapists, adaptive physical education, school psychologists, Board Certified Behavior specialists, guidance counselors, behavioral specialists and adjustment counselors
	2	Dedicated space or expanded space for specialized special education programs (E.g., Autism, Therapeutic, etc.)
	2	Maintain specials programming
	2	Maintain band, chorus, orchestra and instrument lessons/ workshops
	3	Curriculum expertise and resources are aligned within the building
	4	Ability to group classes by grade level in the physical space
Staff Experience	Priority Level	Criteria
	1	Maintain or enhance teacher collaboration opportunities
	1	Maximizes Staff time and efficiency
	2	Dedicated space for educator meetings, planning, preparation
	2	Office Spaces for Administrators, Admin. Assistants

Each configuration appears on its own page with criteria status and a brief note.

Status	Color
Meets	Green
Meets with trade-offs	Yellow
Does not meet	Red
Not applicable	Grey

# Educational Considerations by Configuration

## Current

### Existing structure and facilities

Criteria	Finn PreK-1	Woodward 2-3	Neary 4-5	Trottier 6-8
Reduce student transitions between schools	Does not meet	Does not meet	Does not meet	Meets
Dedicated spaces for core academic classes	Meets	Meets	Meets with trade-offs	Meets
Dedicated spaces for ELD, intervention, and special education services	Meets	Meets	Meets	Meets
Dedicated or expanded spaces for specialized special education programs	Meets with trade-offs	Meets with trade-offs	Meets with trade-offs	Meets
Maintain specials programming	Meets	Meets	Meets	Meets
Maintain band, chorus, orchestra, and lessons	Not applicable	Meets	Meets	Meets
Curriculum expertise and resources aligned within the building	Meets with trade-offs	Meets with trade-offs	Meets with trade-offs	Meets
Ability to group classes by grade level in the physical space	Meets with trade-offs	Meets with trade-offs	Meets with trade-offs	Meets
Maintain or enhance teacher collaboration opportunities	Meets with trade-offs	Meets with trade-offs	Meets with trade-offs	Meets
Maximize staff time and efficiency	Meets with trade-offs	Meets with trade-offs	Meets with trade-offs	Meets
Dedicated space for educator meetings, planning, and preparation	Meets	Meets	Meets with trade-offs	Meets
Office spaces for administrators and administrative assistants	Meets	Meets	Meets	Meets

# Option A

**Finn PreK–2, Trottier 3–6, Woodward 7–8.**

**Overall goal alignment:** **Does not meet. The district does not support it.**

**Executive Summary:** This configuration partially advances district goals but leaves substantial program gaps. To reach full alignment, targeted investments would be required such as additional service and planning space at Trottier; additional core academic classrooms and collaboration space at Woodward; purpose-built music and special spaces at both sites; and increased capacity for specialized special education at Trottier. Without these mitigations, the configuration will continue to rely on workarounds that limit program quality and consistency.

Criteria	Trottier 3-6	Woodward 7-8
Reduce student transitions between schools	Meets	Meets
Dedicated spaces for core academic classes	Meets	Does not meet
Dedicated spaces for ELD, intervention, and special education services	Does not meet	Meets
Dedicated or expanded spaces for specialized special education programs	Does not meet	Meets with trade-offs
Maintain specials programming	Does not meet	Meets with trade-offs
Maintain band, chorus, orchestra, and lessons	Does not meet	Does not meet
Curriculum expertise and resources aligned within the building	Meets	Meets with trade-offs
Ability to group classes by grade level in the physical space	Meets with trade-offs	Meets with trade-offs
Maintain or enhance teacher collaboration opportunities	Meets	Does not meet
Maximize staff time and efficiency	Meets	Meets with trade-offs
Dedicated space for educator meetings, planning, and preparation	Does not meet	Meets
Office spaces for administrators and administrative assistants	Does not meet	Meets

# Option B1

**Finn PreK–2, Woodward 3–4, Trottier 5–8 with no additions; Neary deferred maintenance only.**

**Overall goal alignment:** Does not meet. The district does not support it.

**Executive Summary:** This configuration meets core classroom needs across three schools and reduces student transitions. However, student services and staff support are uneven. Finn and Trottier have notable gaps in special education and adult workspace. ELD and special education services do not meet needs. This option also fails to provide adequate space for specials and music programming. Collaboration and curriculum alignment are constrained by physical space at Trottier. Focused space investments at Finn and Trottier would be required to meet the district standards. The estimated expansion/renovation is between 10,000 and 15,000 square feet.

Criteria	Finn PreK-2	Woodward 3-4	Trottier 5-8
Reduce student transitions between schools	Meets	Meets	Meets
Dedicated spaces for core academic classes	Meets	Meets	Meets
Dedicated spaces for ELD, intervention, and special education services	Does not meet	Meets	Does not meet
Dedicated or expanded spaces for specialized special education programs	Does not meet	Meets with trade-offs	Does not meet
Maintain specials programming	Meets with trade-offs	Meets	Does not meet
Maintain band, chorus, orchestra, and lessons	Not Applicable	Meets with trade-offs	Does not meet
Curriculum expertise and resources aligned within the building	Meets	Meets	Meets with trade-offs
Ability to group classes by grade level in the physical space	Meets with trade-offs	Meets with trade-offs	Meets with trade-offs
Maintain or enhance teacher collaboration opportunities	Meets	Meets with trade-offs	Meets
Maximize staff time and efficiency	Meets	Meets with trade-offs	Meets with trade-offs
Dedicated space for educator meetings, planning, and preparation	Does not meet	Meets	Does not meet
Office spaces for administrators and administrative assistants	Does not meet	Meets	Does not meet

# Option B2

**Finn PreK–2, Woodward 3–4, Trottier 5–8 with additions/renovations at Finn and Trottier.**

**Overall goal alignment:** Meets with trade-offs. The district supports it.

**Executive Summary:** This configuration largely meets the district's objectives by reducing student transitions and providing adequate space for core academic classrooms, ELD and special education services, as well as planning and administrative space. Band, chorus, and orchestra remain viable at the upper grade level. Curriculum expertise and resources at Trottier are not fully aligned within the building. Grade-level clustering and staff efficiency at Trottier will also require flexibility.

Criteria	Finn Expanded/ Renovated Pre-K -2	Woodward 3-4	Trottier Expanded/ Reno 5-8
Reduce student transitions between schools	Meets	Meets	Meets
Dedicated spaces for core academic classes	Meets	Meets	Meets
Dedicated spaces for ELD, intervention, and special education services	Meets	Meets	Meets
Dedicated or expanded spaces for specialized special education programs	Meets	Meets with trade-offs	Meets
Maintain specials programming	Meets	Meets	Meets
Maintain band, chorus, orchestra, and lessons	Not Applicable	Meets with trade-offs	Meets
Curriculum expertise and resources aligned within the building	Meets	Meets	Does not meet
Ability to group classes by grade level in the physical space	Meets	Meets with trade-offs	Meets with trade-offs
Maintain or enhance teacher collaboration opportunities	Meets	Meets with trade-offs	Meets
Maximize staff time and efficiency	Meets	Meets with trade-offs	Meets with trade-offs
Dedicated space for educator meetings, planning, and preparation	Meets	Meets	Meets
Office spaces for administrators and administrative assistants	Meets	Meets	Meets

# Option C1

## Minimal immediate deferred maintenance of Neary (roof and targeted asbestos abatement)

**Overall goal alignment:** Meets with trade-offs. The district supports it.

**Executive Summary:** This is seen as a short-term solution while the town chooses the next viable configuration to move forward with.

Criteria	Status
Reduce student transitions between schools	Does not meet
Dedicated spaces for core academic classes	Meets with trade-offs
Dedicated spaces for ELD, intervention, and special education services	Meets with trade-offs
Dedicated or expanded spaces for specialized special education programs	Meets with trade-offs
Maintain specials programming	Meets
Maintain band, chorus, orchestra, and lessons	Meets
Curriculum expertise and resources aligned within the building	Meets with trade-offs
Ability to group classes by grade level in the physical space	Meets with trade-offs
Maintain or enhance teacher collaboration opportunities	Meets with trade-offs
Maximize staff time and efficiency	Meets
Dedicated space for educator meetings, planning, and preparation	Meets with trade-offs
Office spaces for administrators and administrative assistants	Meets



# Option C2

## Full deferred maintenance package (roof, windows, ADA compliance, kitchen, and phased renovations)

**Overall goal alignment:** Meets with trade-offs. The district supports it.

**Executive Summary:** This option does not address education/teaching spaces, therefore no changes have been made to the status of meeting district goals/criteria.

Criteria	Status
Reduce student transitions between schools	Does not meet
Dedicated spaces for core academic classes	Meets with trade-offs
Dedicated spaces for ELD, intervention, and special education services	Meets with trade-offs
Dedicated or expanded spaces for specialized special education programs	Meets with trade-offs
Maintain specials programming	Meets
Maintain band, chorus, orchestra, and lessons	Meets
Curriculum expertise and resources aligned within the building	Meets with trade-offs
Ability to group classes by grade level in the physical space	Meets with trade-offs
Maintain or enhance teacher collaboration opportunities	Meets with trade-offs
Maximize staff time and efficiency	Meets
Dedicated space for educator meetings, planning, and preparation	Meets with trade-offs
Office spaces for administrators and administrative assistants	Meets

# Option D

**Finn expanded or renovated to serve PreK–3; Woodward 4–5; Trottier 6–8.**

**Overall goal alignment:** **Meets all district goals. Supported.**

**Executive Summary:** This configuration reduces student transitions, allows for appropriate space for core instruction, ELD, intervention and specialized education. This option eliminates the need for an addition and/or renovation at Trottier, as well as takes Neary offline as a school. Curriculum resources aligned by grade allows for strong teaming and collaboration. Significant construction scope at Finn requires further feasibility studies.

Criteria	Status
Reduce student transitions between schools	Meets
Dedicated spaces for core academic classes	Meets
Dedicated spaces for ELD, intervention, and special education services	Meets
Dedicated or expanded spaces for specialized special education programs	Meets
Maintain specials programming	Meets
Maintain band, chorus, orchestra, and lessons	Meets
Curriculum expertise and resources aligned within the building	Meets
Ability to group classes by grade level in the physical space	Meets
Maintain or enhance teacher collaboration opportunities	Meets
Maximize staff time and efficiency	Meets
Dedicated space for educator meetings, planning, and preparation	Meets
Office spaces for administrators and administrative assistants	Meets

# Option E

## Full ADA and code-compliant renovation of Neary.

**Overall goal alignment:** Meets with minor trade-offs. The district supports it.

**Executive Summary:** This option provides comprehensive facility improvements and program capacity while leaving the transition pattern unchanged. Meets needs for core classrooms, ELD and intervention, specialized education programs, specials, and music while making the building ADA accessible and code compliant.

Criteria	Status
Reduce student transitions between schools	Does not meet
Dedicated spaces for core academic classes	Meets
Dedicated spaces for ELD, intervention, and special education services	Meets
Dedicated or expanded spaces for specialized special education programs	Meets
Maintain specials programming	Meets
Maintain band, chorus, orchestra, and lessons	Meets
Curriculum expertise and resources aligned within the building	Meets
Ability to group classes by grade level in the physical space	Meets
Maintain or enhance teacher collaboration opportunities	Meets with trade-offs
Maximize staff time and efficiency	Meets
Dedicated space for educator meetings, planning, and preparation	Meets
Office spaces for administrators and administrative assistants	Meets

# Option F

## New four-grade school.

**Overall goal alignment:** Meets with minor trade-offs. The district supports it.

**Executive Summary:** This configuration strengthens instructional coherence, collaborations, and service delivery while simplifying student pathways. This option eliminates the need for an addition and/or renovation at Trottier, as well as takes Neary offline as a school.

Criteria	Status
Reduce student transitions between schools	Meets
Dedicated spaces for core academic classes	Meets
Dedicated spaces for ELD, intervention, and special education services	Meets
Dedicated or expanded spaces for specialized special education programs	Meets with trade-offs
Maintain specials programming	Meets
Maintain band, chorus, orchestra, and lessons	Meets
Curriculum expertise and resources aligned within the building	Meets
Ability to group classes by grade level in the physical space	Meets
Maintain or enhance teacher collaboration opportunities	Meets
Maximize staff time and efficiency	Meets
Dedicated space for educator meetings, planning, and preparation	Meets
Office spaces for administrators and administrative assistants	Meets

# Option G

## New PreK–5 school.

**Overall goal alignment:** Meets all district goals. Supported.

**Executive Summary:** A single elementary campus minimizes student transitions and improves continuity of instruction and staff efficiency. This option eliminates the need for an addition and/or renovation at Trotter, as well as takes Neary offline as a school. This would require a significant capital investment.

Criteria	Status
Reduce student transitions between schools	Meets
Dedicated spaces for core academic classes	Meets
Dedicated spaces for ELD, intervention, and special education services	Meets
Dedicated or expanded spaces for specialized special education programs	Meets
Maintain specials programming	Meets
Maintain band, chorus, orchestra, and lessons	Meets
Curriculum expertise and resources aligned within the building	Meets
Ability to group classes by grade level in the physical space	Meets
Maintain or enhance teacher collaboration opportunities	Meets
Maximize staff time and efficiency	Meets
Dedicated space for educator meetings, planning, and preparation	Meets
Office spaces for administrators and administrative assistants	Meets

# Option H

**Finn PreK–2, Woodward 3–5, Trottier 6–8 using modulares made permanent.**

**Overall goal alignment:** Does not meet. The district does not support it.

**Executive Summary:** This option eliminates the need for an addition and/or renovation at Trottier, as well as takes Neary offline as a school. While clearer grade spans and core classrooms are achieved, the reliance on permanent modulares creates persistent deficits in student services and staff support. Permanent modulares limit flexibility, storage, and room adjacencies required for services, specials, and workspace. The estimated expansion/renovation is between 10,000 and 15,000 square feet.

Criteria	Finn PK-2 with modulares	Woodward 3-5 with modulares	Trottier 6-8
Reduce student transitions between schools	Meets	Meets	Meets
Dedicated spaces for core academic classes	Meets	Meets	Meets
Dedicated spaces for ELD, intervention, and special education services	Does not meet	Does not meet	Meets
Dedicated or expanded spaces for specialized special education programs	Does not meet	Does not meet	Meets
Maintain specials programming	Meets with trade-offs	Meets with trade-offs	Meets
Maintain band, chorus, orchestra, and lessons	Not applicable	Does not meet	Meets
Curriculum expertise and resources aligned within the building	Meets	Meets	Meets
Ability to group classes by grade level in the physical space	Meets with trade-offs	Does not meet	Meets
Maintain or enhance teacher collaboration opportunities	Meets	Meets	Meets
Maximize staff time and efficiency	Meets	Meets	Meets
Dedicated space for educator meetings, planning, and preparation	Does not meet	Does not meet	Meets
Office spaces for administrators and administrative assistants	Does not meet	Does not meet	Meets

# Educational Considerations by Configuration

Configuration	Based on educational considerations
<b>Option A:</b> Trottier 3 - 6, Woodward 7 - 8	District & School Committee do not support
<b>Option B1:</b> Finn PK - 2, Woodward 3-4, Trottier 5-8	District & School Committee do not support
<b>Option B2:</b> Finn PK - 2 (Expanded/Renovated) Woodward 3-4, Trottier 5-8 (Expanded/Renovated)	District & School Committee support
<b>Option C1:</b> Minimal immediate deferred maintenance of Neary (roof and targeted asbestos abatement)	District & School Committee support
<b>Option C2:</b> Full deferred maintenance package of Neary (roof, windows, ADA compliance, kitchen, phased renovations)	District & School Committee support
<b>Option D:</b> Finn PK-3 (Expanded/Renovated) Woodward 4-5	District & School Committee support
<b>Option E:</b> Full ADA/code-compliant renovation of Neary	District & School Committee support
<b>Option F:</b> New four-grade school	District & School Committee support
<b>Option G:</b> New PK - 5 school	District & School Committee support
<b>Option H:</b> Finn PK-2 (Modular expansion) Woodward 3-5 (Modular expansion) Trottier 6-8	District & School Committee do not support