3.1.2 Educational Program

Medford Public Schools

Educational Plan

MODULE 3 – FEASIBILITY STUDY
MEDFORD HIGH SCHOOL EDUCATIONAL PLAN

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1. Vision

This Educational Plan was developed by MHS educators in the spring and fall of 2025 and further informed by the work of our visioning team which included school visits, a student-shadow day, visioning sessions with the community, staff, and students, Education Leadership team meetings, and Education and Equity Community forums. The vision for teaching and learning in Medford Public Schools has been deeply influenced by a careful examination of values practices centered in the visioning process. This process surfaced a clear set of guiding educational goals that will shape future planning and design decisions for Medford High School:

- A school where every student, educator, and family feels seen, valued, and belongs
- A welcoming and accessible community hub that supports learning, engagement, and connection during and beyond the school day
- Learning experiences that are purposeful, relevant, rigorous, joyful, and connected to the real world
- Flexible, purposeful, and human-centered spaces that support collaboration, movement, and multiple modes of teaching and learning
- A place that centers student voice, agency, and leadership
- A future-ready building that is adaptable, sustainable, and able to evolve with changing student needs and educational practices (Visioning Report)

2. Grade and School Configuration Policies

Medford High School (MHS) currently serves students in grades 9-12. The ages of students at Medford High School range from 13-21. The current MHS configuration includes (5) substantially separate programs (Access, Learning Group, Therapeutic Learning Program, Resource rooms, and Project Transition) and 15 chapter 74 programs as well as other non chapter 74 programs.

Medford Academy:
The program is an alternative educational program within Medford High School that offers enrolled students flexible and responsive learning environments, schedules and instruction to support their academic success.

Access: This program is an extension of the middle school ACCESS program, but includes an enriched transitional component to facilitate community access, prevocational work skills, via on-campus and off-campus training opportunities, as well as focus on transition planning with community-based agencies. Methodology includes strong multi-disciplinary collaboration between instructional staff, related service providers and parents.

Learning Group: Curriculum aligned with Massachusetts Curriculum Frameworks, modified based on student needs, grade level academic courses including ELA, Reading, Math, Social Studies and Science, plus elective courses to build transition skills, while addressing executive functioning, organizational and social skills. Use of rule-based reading and writing programs are prominently woven within the program curriculum. With team recommendation and application process, students access CTE programs and related shops at the high school level.

Therapeutic Learning Program: Instruction to address individual learning needs of students with moderate-severe social, neurological, health or mental health disorders. Individual counseling, group counseling, and pragmatic language instruction are integrated elements. Facilitated inclusion components.

Resource Room Learning Centers: Small group academic instruction for Reading, ELA, Math, Science, Social Studies and Academic supports. Curriculum is fully aligned with the Massachusetts Curriculum Frameworks, with course specific skill focus.

The program in which students may stay until the age of 22 is described below:

> Project Transition: Project Transition is a transition program for students with Individualized Education Programs (IEPs) who have completed high school requirements but still need additional support to prepare for adult life.The focus of the program is on life skills, post-secondary employment, independent living, travel training, vocational training, and adaptive living skills. The curriculum is focused on individual student transition from school to adult life. Each student designs an individual transition plan, which is implemented through the collaborative efforts of the student, school team, family and state agencies as appropriate.

Chapter 74 programs are available to all students in a freshman rotation in the fall, at the end of which students enter a lottery for placement in a particular program for a January start. Enrollment and interest drive future staffing and programmatic decisions.

No grade configuration changes are planned to the existing 9-12 grade structure. However, we plan to add the Curtis Tufts High School to the Medford High School Campus. The co-location of the Curtis Tufts' therapeutic day program into the Medford High School setting can offer several advantages and benefits for students. We want to maximize accessibility to mental health services, strengthen stakeholder collaboration, and improve access to our vocational and extracurricular programs for the 20+ students who rely on this program. It has not previously been possible to co-locate this program because it relies on separate and dedicated space that is differently configured than Medford High School. We believe it's ideal to explore this at this time to both improve the student experience and reduce our reliance on an aging building that lacks modern and efficient infrastructure.

Additionally, we plan to add an Early Childhood Center to the Medford High School campus: the creation of space either freestanding structures on the same site or a small wing of the building) will allow us to centralize our early childhood programming into an Early Childhood Center and allow the possibility to expand our pre-K options. We know that 40% of our kindergartners (~120 annually) come to Kindergarten without any prior formalized education. We believe that this population could be served with expanded pre-K programming through our Medford Early Education Program (MEEP), a program for 3 and 4 year olds,that serves more full day enrollments. We cannot expand programming today because our elementary schools that currently house the programs are at or over capacity. Centralizing our Early Childhood portfolio will increase access to specialized services. We would also house our Medford Family Network (MFN) program and our Parent Information Center in this center. Moving this

programming to the campus will also alleviate space issues at our elementary schools to handle growing enrollment and a dire need for expanded after-school programming.

On the Medford High School campus we currently host the Kids Corner, our municipal daycare which enrolls children ranging from infants to 4 years old, on this existing site. School and city staff rely on the high-quality care provided at very competitive rates. Additional classroom space will allow us to increase tuition and open additional slots to community members. The lack of childcare in Medford is the subject of much discussion.

The Medford Family Network (MFN) is also located on the campus. MFN is Medford's family support and parenting education program that is available free of charge to every child and caregiver who lives or works in Medford with at least one child prenatal to age eight. The goal of the MFN is to create a strong web of support for all families of young children. This is accomplished by making community connections in three ways: connecting families to families; fostering family contact with community resources; and building and promoting collaborative relationships among community agencies. As such, MFN works in conjunction with MPS and our Parent Information Center to provide resources to Medford families and assist with the preschool to kindergarten transition.

The Early Childhood Center (Kids Corner, MFN, and MEEP) and the Curtis Tufts High School will be an isolated space with their own entrances in order to provide security and the integrity of the programs.

Students at both middle schools in the district are provided with an overview of Medford High School by the principal and the Executive Director of Career and Technical Education in March. In addition, an Open House for rising 8th grade students is held in October and April along with a formal orientation in August before the start of the academic school year. Medford High School also places two upperclass students in all freshman homerooms in order to support students throughout the school year.

Medford High School has a House Model structure where students are placed in a House in 9th grade. The student remains in the same House with the same support staff, including Assistant Principal, School Counselor and School Adjustment Counselor, for their high school career. As students progress through Medford High School, the house system supports student transitions from grade to grade. Throughout the visioning sessions, this structure has been named as a success and one the district intends to support and build upon in the future.

Class Size Policies

Because of the wide range of educational needs at every grade level, average class sizes by program/content area more accurately reflect Medford High School's curriculum structure than average class sizes by grade. Medford is in the first year of a new scheduling structure during the writing of the educational plan. As the schedule continues to evolve, class sizes will also change but remain within the guidelines of the Collective Bargaining Agreement (CBA). Currently, there are no proposed changes to the policy on class sizes. However, District and high school administrators agreed to set a maximum class size of 25 students for most curriculum offerings for program planning purposes (there may be some

variations based on safety or practical issues). This is consistent with the MSBA Guidelines regarding space programming and planning.

Maximum Class Size per the Medford Teacher Association CBA	
Band	150
Chorus	100
Physical Education	30
English, Social Studies, Mathematics, Foreign Language, Art	25
Science	24
Vocational Shop Subjects	18*
TLP Language Based, Learning Group, Access and Connections	Medford Public Schools will follow state laws and/or guidance as of January 2025

- *CTE Ch. 74 class sizes also follow the DESE guidelines regarding program teacher-student ratios (which, depending on the program, guidelines vary from 15-20 students to each instructor).*

3. School Scheduling Method

School leaders work together to develop a comprehensive school schedule which provides as many opportunities as possible for students. MHS uses a departmental approach to curriculum delivery aligned with the both the Massachusetts Curriculum Frameworks and the Mass Core requirements in the core subjects of Mathematics, Science, English, Social Studies, and World Languages; the vocational offerings through Career and Technical Education (CTE); Performing and Visual Arts; and Health and Physical Education. When building a schedule, student interest drives teacher assignments. The CBA provides guidelines about the number of different courses educators can teach but many courses are composed of students in multiple grades and many teachers teach multiple grades. Some teachers teach courses in multiple disciplines. The school schedule is revisited annually and adjustments are made based upon enrollment, student and programming needs, staffing levels, and contractual agreements around educator preparation. School counselors work with every student to establish a personal school schedule which aligns with their educational vision and goals. School leaders offer a curriculum night to all caregivers to review the scheduling process and course offerings.

Medford High School 2025-2026 Bell Schedule

Period	Monday	Tuesday	Wednesday	Thursday	Friday
Homeroom/ Advisory (7:45 - 7:48)	Homeroom	Homeroom	Homeroom	Homeroom	Homeroom
Period 1 (7:51-8:42)	A	A	A	A	A
Period 2 (8:45-9:36)	B	B	B	B	B
Period 3 (9:39-10:30)	C	C	C	C	C
Period 4 (10:33-11:24)	D	D	D	D	D
Period 5* (11:27-12:45)	E	E	E	E	E
Period 6 (12:48-1:39)	F	F	F	F	F
Period 7 (1:42-2:33)	G	G	G	G	G

***Lunch**

1st Lunch = 11:27-11:51 / Period 5 = 11:54-12.45
2nd Lunch = 12:21-12:45 / Period 5 = 12:21-12:45

The current scheduling structure for a school day at Medford High School is broken down into 7 periods for a total of 35 periods per week. Each period is 51 minutes in length. There is a morning advisory to allow for daily announcements and attendance which is 3 minutes in length. Students have 3 minutes to transition from one period to another. There are 2 lunches that are 24 minutes in duration with 3 minutes of passing time before and after the lunch period. Students enroll in 7 periods per year with each major course meeting 5 times per week. Each minor course meeting ranges from once to three times per week depending on its subject. All students in grade 9, except for those at Curtis-Tufts, are able to participate in Freshmen Exploratory which allows students to rotate through all CTE Programs during quarters 1 and 2. For students interested in one of our vocational programs, they then select their top three choices for grades 10 - 12 pathways. Some of the CTE programs in grades 11 & 12 then participate in a week on/week off schedule to balance the program and academics.

There are two advisory schedules (extended advisory and advisory activity). Each occurs once per month which alters the time of advisory to either 30 or 45 minutes. The advisory program is designed to offer a variety of student supports to benefit both students and teachers. During advisory periods, students have access to special presentations that assist or enrich students in the area of academics, social skills, test preparation, course selection, student and community leadership, and grade-specific information.

The advantage of the current scheduling structure is the quantity of periods per day to allow for a robust and varied educational experience for students.

Disadvantages we have identified in the schedule include the lack of the longer block for advanced labs and projects, difficulty scheduling advanced academic courses for students in CTE programming, and lack of time for students to access supports and to reach out to staff during the school day.

Medford High School is continuously exploring ways to incorporate authentic learning experiences and project-based learning into the classroom. To provide students with the learning opportunities they need and deserve, we may need to adjust the schedule to ensure we are providing access and opportunity for all students. As we continually refine our tiered intervention model, we will also consider creating a flexible block that can be used for targeted interventions, enrichment, and continuous learning experiences such as seminars, career and college exploration, etc. Finally, with a new building that will have fewer cafeterias, the schedule will need to be adjusted to reduce the number of lunch periods (from three to two). Discussion for these needs and others that are likely to arise is ongoing.

Additionally, through our CTE programming we are committed to equitable access for all students. This requires exploring strategies to ensure students receive both rigorous academics and the career skills needed for college and career readiness. By continuously exploring our schedule, we will ensure that students are equitably equipped.

In the 2028 school year, we will negotiate our Collective Bargaining Agreement and propose schedule modifications to address the disadvantages the current schedule creates.

4. Teaching Methodology and Structure

Medford High School uses a House-structure model to improve the student experience and ensure consistent support. Currently, there are three Houses where students are alphabetically split by last name. Students remain with the same counselors and assistant principals throughout their four years, which builds belonging, trust, and strong relationships with core support staff. This continuity helps students feel known, supported, and better prepared for academic and postsecondary success. One House Office suite, housing the counselors and Assistant Principal as well as several other district employees is located on each floor of the building. We are proposing that the House Suite remains and that only counselors and the House Assistant Principal assigned to the House are located within the suite.

In addition, one assistant principal is designated to oversee student engagement and school operations. The Assistant Principal of Operations and Engagement does not carry an individual caseload; instead, this administrator provides schoolwide support—including oversight of Career and Technical Education (CTE) programming—and collaborates with counselors, teachers, and House administrators to coordinate services, behavior supports, and engagement initiatives.

There is one building Principal that oversees Teaching and Learning and Operations for Medford High School.

Medford High School is not proposing any change to the building based administrative organization and/or structure.

Content Departments are currently overseen by District Content Directors that oversee the curriculum and implementation of grade K-12. There are a total of six content directors (Science, Math, Humanities, ELL, World Language, Media and Technology) and one Executive Director for Career and Technical Education. Moving forward, we would like to explore the implementation of Lead Teachers to support directors and teachers specifically with curriculum implementation and pedagogical best practices.

Currently, there is no structure as to how classroom assignments are assigned.

At present, the district uses traditional models of teaching and learning. Classrooms have inflexible arrangements due in part to practice and in part to physical constraints. Teachers are often at the front displaying information on the whiteboards or projecting with their computers. In many cases classrooms turn off their lights in order for students to view projected content. Teachers often ask students to complete tasks independently and individually which the teacher then checks. Due to physical room constraints not every teacher is able to move throughout the classroom engaging students and elevating their thinking. This model of teaching was highlighted during a day-long shadow day where members of the Educational Leadership team spent the day shadowing students through 3 classes and lunch as well as touring the buildings. As we debriefed with the team, which included the students we shadowed, in subsequent meetings, it became clear that Medford students deserve something different.

The Future of Teaching and Learning at Medford High School - Universal Proposals

The district is embracing the GLEAM framework from UnBound Ed (Grade Level, Engaging, Affirming, and Meaningful). While we are still in our early stages of professional learning, this framework exemplifies the type of high quality instruction we are working to achieve. The following descriptions are universal and apply to the learning proposed in each of the content areas below.

Academic Discourse and Display of Work

One critical component of this framework is ensuring students are engaging with grade-level tasks. Another is using academic discourse and public display of work. These practices will require a space that is flexible. Students will need to flexibly move between pairs, small groups, and other discussion structures such as a fishbowl. Students will need both horizontal and vertical space to make their thinking visible, generate discussion, and showcase to the public and each other examples of finished work. Display technology will need to be accessed by students and teachers alike in order to explain thinking and engage in rich content-based discussions. Common vertical spaces to display artwork and other finished products is critical in underscoring the need for students to authentically publish work.

Future Flexibility and Integration Opportunities

Flexibility is prioritized and maximized in this vision. Classrooms are organized around common spaces - Academic Support Hubs - with clear sight lines for students to collaborate while maintaining safety and supervision. Students are regularly grouped and regrouped so that interventions can happen as needed without segregating students from each other. To support the District's desire for students to receive additional academic support outside of the classroom. Students can receive support in these spaces from staff or through peer-to-peer tutoring, and support can be provided individually or through small group work. Classrooms are large enough to allow for multiple adults and students to engage in co-teaching models. Teachers are able to collaboratively design lessons in similar content across and within grade levels and collaborate with other educators who serve the same students. Student work and anchor charts are visible on vertical surfaces to support and celebrate learning and all community members can easily access the expertise of each other.

We want to leave the door open for a truly interdisciplinary model by providing collaborative spaces that encourage partnerships between departments, exemplified by our Biotechnology Program. Maintaining its placement in close proximity to the general Science wing is essential, as this intentional adjacency allows for the fluid exchange of ideas, shared access to specialized equipment, and the seamless integration of core scientific theory with technical application. To ensure long-term facility viability, general education spaces must be designed as flexible and interchangeable between departments to allow for reassigning departmental classrooms. Regardless of classroom assignments, it is critical to maintain planning and proximity for departments to foster collaboration and instructional coherence,

Opportunities for Collaboration and Real-World Application

In conjunction with Academic Support Hubs, classroom groupings will be organized into clusters where students will receive instruction and practice the skills necessary to effectively utilize the common space or hub. Students will be able to rely on peers at grade level and above grade level in a content area to engage in learning labs or community of practice.

The clusters will consist of a sufficient amount of general education classrooms to accommodate departmental or interdisciplinary needs as well as small group rooms where breakout groups or special education support services can be provided. Ideally, at least two classrooms within each cluster will be separated by a movable wall to allow two classrooms to expand into a larger learning space. Each cluster will have an extended hallway area that can be used as a gathering, collaboration, and presentation space where student work is on display for celebration. It is important that this extended hallway area as well as the common space / hub is clearly visible by classrooms to ensure proper supervision of students at all times. In addition, each neighborhood should feature a teacher workspace that allows for both departmental and interdepartmental collaboration, PLC meetings, as well as a space for teachers to work in private when their classrooms are in use.

As stated in our visioning work; Across all sessions, participants articulated a vision for teaching and learning that is active, student-centered, and connected to real-world application. They envisioned a

Medford High School where students regularly engage in project-based, interdisciplinary learning experiences that foster curiosity, problem-solving, collaboration, and strong academic identities. Educators emphasized the importance of flexible scheduling, time for collaboration, and instructional practices that elevate student voice and agency. Participants also highlighted the value of internships, capstone experiences, community partnerships, and pathways that allow students to explore interests, develop independence, and prepare for college, career, and civic life within a comprehensive high school model.

English Language Arts/Literacy and Social Studies (Humanities)

TheThe English language arts curriculum delivers well-developed UBD 2.0 units that encompass a calibrated, comprehensive curriculum following state frameworks. The curriculum focuses on delivering the skills attached to the state framework through a variety of integrated teaching methodologies. Diversification of these methodologies is critical to ensure that students can work independently and collaboratively. Emphasis is placed on classroom and small group discussion, presentation, Socratic seminars as well as conferencing, particularly for writing pieces. Classes meet everyday for 51 minutes.

The ELA curriculum is delineated as follows: Grade 9 (Literary Explorations I), Grade 10 (Literary Explorations II), Grade 11 (American Literature or Humanities American Studies) and Grade 12 (World Literature). ELA classrooms are dispersed throughout the building limiting the ability to engage in daily vertical or horizontal alignment. The teachers have access to hard copy books as well as digital texts and subscriptions. From a physical proximity perspective, access to these books occurs within a far distance from both English language arts classrooms and the directors office. Additionally, all fourteen classrooms are interspersed throughout the high school, hindering both planned and organic collaboration.

The Social studies curriculum delivers well-developed UBD 2.0 units that encompass comprehensive curriculum following state frameworks. World History is offered at the grade 9 level, United States History I at grade 10, United States History II at grade 11 as well as Honors Humanities American Studies at grade 11, Advanced Placement European History at grade 10 and Advanced Placement United States History at grade 11. In addition, the social studies department has been actively offering a plethora of social studies grade 12 electives that also include interdisciplinary options such as Art and Ideas, Painting through History, Psychology, Economics, Mock Trial, Successful Citizenship and Advanced Placement Government and Politics.

The curriculum focuses on delivering the skills attached to the state framework through a variety of integrated teaching methodologies and interdisciplinary approaches. Critical to this is digital access to primary sources in order to ensure that students are learning our history from multiple perspectives. A strong emphasis on student-centered engagement is also essential to the inquiry attached to our social studies curriculum. Emphasis is placed on classroom and small group discussion, presentation, debates and simulations. Classes meet everyday for 51 minutes.

Currently, all thirteen classrooms are interspersed throughout the high school, hindering the ability for social studies teachers to collaborate within their discipline and within the extended Humanities department (including English language arts staff) resulting in a lack of consistency and coherence within courses.

Proposed

In addition to the universal teaching and learning above, the Humanities teachers will work hard to increase the use of project-based learning along with flexible literature circles and independent work with more hands-on activities. Students will need access to flexible spaces and teachers will need easy access to myriad texts to support the literature circles. Authentic learning experiences include mentoring of students between classes and grade levels in engaging in complex text and writing. Finally, the speaking and listening components of the curriculum need to be elevated as students engage in debates, simulations, theater, engagement with students outside of the MHS walls, and other performance-based tasks.

World Languages

The proficiency-based curriculum is currently delivered through a progression of courses from Level I to AP.Level I introduces students to foundational skills in reading, writing, listening, and speaking.

Levels II–V deepen these skills through authentic communication tasks, cultural studies, literature, and project-based learning. AP Language and Culture courses challenge students with advanced grammar, thematic global issues, and critical analysis of authentic texts and media, preparing them for college-level proficiency. Instruction is enhanced with immersive activities, cultural events, and exchange opportunities. Teachers use a variety of instructional technologies and classroom-based resources, but language-specific facilities (e.g., a dedicated language lab) are not currently available, limiting opportunities for individualized listening, speaking, and interactive practice.

Proposed

Similar to the universal proposals and additional Humanities proposals, instruction in World Language needs to elevate the speaking and listening aspects of the curriculum as well as more authentic cultural connections and student showcases. Students need additional practice in authentic communication with each other and outside of the Medford walls to gain linguistic and cultural proficiency.

Mathematics

The Mathematics Department at Medford High School provides a rigorous 9-12 core program that moves beyond rote memorization to prioritize deep, conceptual discovery. Aligned with the 2017 Massachusetts Curriculum Frameworks, our high school instruction is designed around the philosophy that mistakes are valuable catalysts for reflection and that depth is achieved through engaging, collaborative problems.

To ensure all graduates are prepared for post-secondary success, students must complete a four-year sequence extending through a series of Integrated Mathematics I, II, and III courses and advanced 5-credit electives. The curriculum offers diverse, high-expectation pathways ranging from Personal Finance and Consumer Math to a robust suite of Advanced Placement (AP) courses in Calculus, Statistics, and Computer Science A (Java).

While our 14 mathematics faculty members are encouraged to configure their classrooms to enhance academic discourse, current facility constraints often hinder this pedagogical shift. Many classrooms feature inconvenient technology setups and furniture that is not feasible for the district's academic discourse initiatives, effectively discouraging the group configurations necessary for students to construct viable arguments and critique the reasoning of others. Furthermore, while teachers frequently invite students to the boards to make their thinking visible, many existing boards are unwriteable or consist of outdated chalkboards that lack the space required for effective station-based work and peer-to-peer modeling. Additionally, the department's current operational footprint is fragmented; the Math Director's office and essential department supplies are housed within Science Department resource and storage rooms, and guest speakers must utilize the Science Lecture Hall for presentations.

Proposed

A modern high school facility must resolve the departmental dependencies, as listed above, by providing dedicated math leadership spaces and flexible, technologically integrated classrooms that support the interactive, student-led discourse and digital modeling essential for current mathematical literacy. Math instruction must continue to promote academic discourse, which will require students to move from individual to group work with surface areas to support it. As the instruction continues to evolve, the Math department will need to support the faculty members with professional development.

Science

Applied Science, Allied Health, and Engineering Cluster

Science and Engineering require a balanced disciplinary approach as well as a hands-on curriculum that allows students to explore, investigate, inquire, and create. A Science, Allied Health, and Engineering cluster exists in practice at Medford High School; however, the CTE programs and the science curriculum classrooms exist in separate wings of the High School, except for Biotechnology. In a new school building , the Career and Technical Education programs would be adjacent to the most closely aligned Science course offerings. Below, we have identified naturally aligned programs and Scientific domains. Building on our positive experiences of the synergy between Biotechnology and science courses, we envision the creation of a disciplinary cluster to support our learners in seeing the direct connection between the Science disciplines and the careers in which those disciplines are applied.

Grade 9 students take Biology and the Biology MCAS exam. Some students will take an additional year to complete the Biology MCAS exam local diploma requirement. Grade 10 students are enrolled in Chemistry. Then, students in grades 11 and 12 can take Science electives: Anatomy & Physiology, Biochemistry (mini-course), Environmental Science, Forensics (mini-course), or Physics. In addition, students interested in advanced coursework can take AP Biology, AP Chemistry, and AP Physics C. Often, the Science course a student chooses depends upon their interests, their technical area, or their career or college plans.

The District currently has 17 Science labs where the Science courses are taught. Two of the Science labs are currently housing the Biotechnology Program. The laboratory spaces and adjoining preparation areas were rehabilitated in 2013-2014. In addition, the Science Wing at Medford High School is furnished with an oversized "Lecture Hall," which serves as a high-use room in which guest presentations, World Language testing, AP testing, Science Exposition, Guidance related presentations (college/career planning, course selection, and many others), Health/Wellness Education, and University Partnership presentations (MIT, Tufts University) occur regularly.The Science Lecture Hall is an invaluable resource space, and it is recommended that students have access to more spaces of similar size and design, given the use and demand across all disciplines.

Many of the shared resources make sense to exist in one location for ease of access as well as they have common uses. For example, incubators, Laminar flow hoods, Chemical Fume Hoods, large -80 degree Celsius freezers, autoclaves, ice machines, distilled water, HPLC, Bioreactors, the aquaponic/hydroponic system, and a centralized chemical storage room are all shared amongst the Science department faculty and the Biotechnology Program faculty. In addition, the curriculum scope of the Biotechnology Program and the Science program is very closely aligned, which makes the partnership ideal for many projects, lab activities and supplies, and lab skills.

Currently, Environmental Science is a multidisciplinary and thematic core Science course. Along with our adjacent "natural landscapes" of the Fells, the Mystic River Lakes, and the resultant flow of the Mystic River, which runs through the heart of Medford and into Boston Harbor, suggest that Medford can leverage its location within its curriculum. For example, over 10 years ago, the teachers collaborated to reintroduce the Marbled Salamander to the Middlesex Fells Reservation. Additionally, the Middle School and High School stadium are located along the banks of the Mystic River.

This past summer, we are certain that our students identified a second-generation Marbled Salamander in the release location, on our annual Fells Day celebration. This species was locally extinct and was reintroduced as part of a partnership with the Massachusetts Department of Conservation and Recreation, Zoo New England, and Medford High School. We are committed to continuing an emphasis on Servate Terram ("Protect the Earth"). Therefore, we feel that within the design of the future Medford High School, there should be spaces designated (or deliberately incorporated) for making meaningful connections to the local natural landscapes - community garden spaces, living wall, green view posts, outdoor classroom, and access to the Middlesex Fells Reservation for continued observations, study, and

recreation. In addition, it would be beneficial to have a weather station that can wirelessly transmit data directly into the spaces/classrooms or to the science area.

Anatomy and Physiology is also a very popular elective amongst our students, due to its applicability and career-focused themes. Another proposal is to closely align the Anatomy and Physiology classroom and the Health Assisting program space. This would spark the synergy between the Health Assisting program and this particular branch of the Science curriculum.

Finally, the Robotics and Engineering Program has a natural thematic affinity with our Physics curriculum, and here, as well, it would be beneficial to put the spaces closer together. Robotics and Engineering Program students would benefit greatly from this physical proximity and alignment of instructional resources, curriculum, and learning spaces. As the interest in Robotics grows among students in the Academics track, additional electives outside of CTE are being proposed for student selection as early as 2026-2027.

Proposed

Each of the proposed science classrooms should have the following equipment: ➢ Instructor's station ➢ Movable demo table ➢ 2 Wheelchair accessible tables ➢ 1 Wheelchair accessible counter ➢ 12 Movable tables including 1 wheelchair accessible table (12 total) ➢ An adjoining prep room with refrigerator and dishwasher, especially in the Chemistry/Biology classrooms ➢ 7 sinks, including hot & cold water, gas ➢ Electrical receptacles along walls➢ A teaching wall ➢ Plugs that retract on ceiling, especially in Physics classrooms ➢I-beam for physics demonstrations in the Physics classrooms.

English Learners (EL) Department

The vision for the English Learners (EL) Department is to ensure that English Learners have access to physical spaces and classroom resources designed to accelerate language acquisition, foster cultural engagement, and prepare students for college, careers, and full participation in the academic and social life of Medford High School.

The English Learner Department at Medford High School provides comprehensive instruction for students working toward English proficiency so they can fully participate in the academic and social life of the school. Instruction is delivered through a continuum of English Language Development (EL LA) courses, which build foundational skills in listening, speaking, reading, and writing while also preparing students to access grade-level academic content.

Sheltered instruction in Mathematics, Science, and Social Studies provides additional support, allowing EL students to progress toward mastery of academic standards while developing English proficiency.

Placement into EL LA courses (EL LA 1, EL 1.5, EL LA 2, EL LA 3, EL LA 4, or EL CTE) is based on initial assessment at the Medford High School Assessment Center. In subsequent years, student placement is guided by results from ACCESS for ELLs 2.0, MCAS performance, locally administered diagnostic

assessments, and additional district measures. This ensures that students receive instruction at the appropriate proficiency level and have access to both targeted language development and grade-level content.

Proposed

Proposed changes for this department align to the universal proposals as well as those for Humanities and World Language. In our future model, SEI and Newcomer classes ARE content-based classes and should be positioned as such throughout the building. Teachers plan together so that all students are accessing grade-level content. Classrooms are physically integrated throughout the school in the same fashion as all other classrooms. The primary difference is that in the SEI or Newcomer classrooms, the goal is also to strengthen students' cultural and linguistic identity through access to native language texts and resources.

Equipping EL instructional spaces and mainstream classrooms consistently ensures:

- Increased individualized listening and speaking practice through technology.
- Greater reliability and efficiency for teachers, minimizing lost instructional time.
- Enhanced sheltered content instruction across mainstream classes serving EL students.
- Improved student engagement through multimedia and interactive learning tools.
- Expanded opportunities for literacy development in both English and students' home languages.
- A visible celebration of the linguistic diversity of Medford High School, strengthening students' sense of identity and belonging.
- Equitable access to technology supports, including Chromebooks, charging stations, and headphones, that directly impact language acquisition.

Medford Academy

Medford Academy is an academic program designed to support students academically, socially, and emotionally. The Academy fosters a learning environment that supports students holistically. Individualized support is provided to help students attain their high school diploma.

Every student participating in Medford Academy will have the opportunity to earn a Medford High School diploma. The Academy offers students the opportunity to earn and recover credits while building confidence in themselves and their academic skills. The curriculum and instruction align with state curriculum frameworks, including the subjects assessed by MCAS and MassGrad requirements.

Additionally, staff work individually with each student to design personalized plans to help them reach their academic and personal goals. The program utilizes smaller group classes, credit recovery, mastery grading, project-based learning, independent study, internships, work experience, and online learning options.

Medford Academy offers courses in the four main content areas: English, Math, Science, and Social Studies. Teachers follow curriculum guidelines from the respective departments but may modify,

differentiate, or scaffold instruction based on student needs to ensure mastery of standards. There is a strong emphasis on literacy skills—reading (vocabulary, fluency, comprehension), writing, speaking, and listening—to prepare students for college and careers.

Classes are intentionally small, with 15 or fewer students, allowing for more personalized instruction and support. When appropriate and approved by the administrator, students may participate in elective classes within the mainstream setting. School avoidance behaviors, such as skipping or cutting classes, are more effectively managed due to the higher staff-to-student ratios. All students have access to a counselor and Dean for Student Success for social and emotional support, including group and individual counseling. Students are encouraged to join lunch, full-day field trips with age-appropriate peers, and participate in all school programs and clubs.

Academic Support Hubs

Medford's commitment to flexibility is ensuring that all students are able to access supports as needed. Academic Support Hubs provide space for students to get additional help from educators or peers in a dedicated space in the building. Ideally located near the library, these hubs centralize support for all students who may need them.

Student Guidance and Support Services

School leaders collaborate annually to develop and optimize a comprehensive schedule that maximizes student opportunities while balancing enrollment, programming needs, staffing, and contractual requirements. Medford High School (MHS) uses a departmental curriculum model aligned with the Massachusetts Curriculum Frameworks and MassCore across Mathematics, Science, English, Social Studies, World Languages, Career & Technical Education (CTE), Performing & Visual Arts, and Health & Physical Education. School counselors work with every student to build a personalized schedule aligned to their educational goals, and school leaders host a curriculum night for caregivers to review scheduling and course offerings.

The current high school schedule, expanded by one period in Fall 2025, consists of seven periods per day (35 periods per week), with each period lasting 51 minutes. There is a three-minute morning advisory for daily announcements and attendance, three-minute passing times between classes, and 24-minute lunch periods with three minutes of passing time before and after lunch. Students enroll in seven periods each year; major courses meet five times per week while minor courses meet one to three times per week depending on the subject. Ninth-grade students (except those at Curtis-Tufts) participate in Freshmen Exploratory during quarters 1 and 2, rotating through all CTE programs to inform pathway choices for grades 10–12. Some CTE programs in grades 11–12 operate on a week-on/week-off model to balance full-day vocational instruction with academics, enabling robust program time and Cooperative Education opportunities but sometimes limiting academic course offerings for those students. Two extended advisory formats (30 or 45 minutes) occur once per month to provide presentations and supports in academics, social skills, test preparation, course selection, leadership, and grade-specific guidance. The schedule's primary advantage is the number of daily periods, which allows for a varied and robust educational

program; identified drawbacks include limited longer blocks needed for advanced labs and projects, difficulty scheduling advanced academic courses for CTE students, and constrained time for students to access supports or staff during the school day. The impact of week-on/week-off schedules will continue to be reviewed.

The School Counseling and Behavioral Health Department comprises 14 staff serving approximately 1,400 students: one director, one administrative assistant, six school counselors, four school social workers, and two school psychologists, with two part-time (.4) Board Certified Behavior Analysts also based at MHS. The school operates within a house model led by an Assistant Principal; each house includes two school counselors and one school social worker, with two school psychologists located in house offices. These offices are co-located in a student support suite. This house model has been elevated as a successful structure and will continue. Counseling offices and one classroom are distributed throughout the building, and one social worker's office is located inside a hospital re-entry program. Currently, postsecondary planning is run from a single conference room, a space that no longer meets the needs of students and families.

The mission of the School Counseling Department is to facilitate academic, personal/social, and career development through developmentally appropriate programming delivered via workshops, individual counseling, and small-group interventions, with regular collaboration among school counselors, adjustment counselors, school psychologists, and BCBAs. The department coordinates a broad range of services, including college and career planning, new student enrollment and transitional activities, individual academic monitoring, psychological testing for special education, monitoring of graduation requirements, post-secondary and college application support, college tours, oversight of PSAT/SAT/AP testing, course scheduling, crisis intervention and safety assessments, re-entry meetings, development of transition plans, short-term counseling, and referrals to community mental health and other resources. A flagship program, STEPS (Students in Transition for Engagement, Progress and Success), provides intensive short-term support to students and caregivers returning to school after hospitalization or extended absences related to social, emotional, or medical challenges. The counseling department also oversees several after-hours programs and events, including Financial Aid Night, a College Fair, Scholarship Awards Night, college visit field trips, and transitional tours.

To better support postsecondary planning and improve accessibility for students, families, and community partners, MHS proposes a centrally located College and Career Exploration Center between House Offices and the main entrance. The envisioned center would replace the inadequate single conference room and offer expanded seating, improved accessibility, and a welcoming environment for individual advising, small groups, workshops, presentations, and college or employer visits. The center would ideally house a Career Specialist, Transition Coordinator, Community Service Coordinator, and a School Counselor rotating through on a scheduled basis, and would support a co-op integration position to strengthen ties between MHS and CTE programming. This hub would enhance outreach and ensure equitable access to college and career resources for all students. Ongoing work includes annual schedule reviews and program evaluations, including review of week-on/week-off CTE models to address identified disadvantages, explore expanded block time where feasible, increase student access to supports

during the school day, and ensure curricular and support structures align with student needs and post-secondary goals.

5. Teacher Planning

The future success of MHS students is predicated on belonging, consistency, and coherence.[1] To achieve this teachers need time to plan together within content areas and across content areas to support students at grade level. In order to meet the flexible needs of our students, teachers will also need to be flexible in the courses they teach and, as a result, the communities with whom they plan.

Currently there are no common planning spaces at MHS. Co-teachers have one period per week scheduled for co-planning with the general education teacher. We use one after school meeting per month to plan by grade level/content, and a second meeting is for 6-12 department needs. This is an area of need in order to improve curriculum delivery.

It is critical that we have collaborative spaces, adjacent to classrooms, for flexible groupings during content and grade level meetings. This year, 2025-2026, is the first year of a merged schedule with academics and CTE. We are working toward a more integrated schedule with students and staff and hope to reflect that in the next negotiated teacher contract.

Since MSBA guidelines require that instructional classrooms be actively used for learning for approximately 85% of the school day, most educators in the new Medford High School will not have an individually assigned classroom and will instead share instructional spaces. As we design this model, our priority is to minimize teacher movement and maintain consistency by hopefully keeping teachers within the same 1–2 classrooms whenever possible, organized by department to support coherence. This approach also strengthens collaboration, allowing teams to build shared student supports, such as anchor charts, instructional resources, and common routines so classrooms are “alive with learning” and aligned to student needs throughout the day. In addition, collaborative planning spaces will be intentionally located within instructional clusters across the building and will include a range of work areas, from shared team tables to quiet, private spaces for confidential calls and focused work. We are continuing to refine whether these collaborative planning spaces will be primarily departmental or interdisciplinary, based on what will best support both teaching practice and student learning.

6. Professional Development

Medford works hard to stay abreast of research-based practices and bring that learning and expertise to our teachers. Currently, Medford High School professional development takes place after the school day. One day each month teachers meet as a department in a classroom setting. Departments consist of between 20-50 teachers. One day per month grade level content areas meet for 60 minutes. These

[1] TNTP. (2024). The Opportunity Makers: How a Diverse Group of Public Schools Helps Students Catch Up -- And How Far More Can. https://tntp.org/publication/the-opportunity-makers/.

meetings have up to 40 people. There is one 20 minute campus-wide meeting for the full staff monthly as well.

The district has 4 district-wide full PD days and a " Launch" day. The launch day begins with all educators in the city convening at Medford High School for a convocation before returning to their buildings. Oftentimes the convocation is followed by a 1 hour department meeting across 10 departments with between 10 and 50 members in each. During the full day PD, the high school spaces are used to bring educators across the district together. Learning spaces of up to 100 adults are used to provide PD to educators.

The content of the professional development is based on classroom observational data, student outcome data, and educator requirements based on revised frameworks or Department of Elementary and Secondary Education regulations. We have already made strides in our professional development plan in educating our teachers about the instruction we are striving for. Often consultants provide the professional learning including publishers, leadership coaches such as Lynch Leadership Academy, and instructional support including UnBoundED and The HILL for Literacy.

We are proposing to move toward a more integrated and mutually supported PD model in order to remove the silos often found in secondary education. This would involve the need for flexible meeting spaces during the school day while students are also using the space. In particular we would need a collaborative gathering space for the Instructional Leadership Team (about 20 educators) to gather. We are also working toward including Common Planning Time expectations by content or grade level. This would also take place during the day and would require flexible spaces to accommodate between 5 and 20 educators.

The content of our PD will continue to be informed by emerging research-based practices that include teaching and learning as well as how to use our physical resources in a new building to support that.

Opportunities for students is a critical component of an MPS education. In order to maximize opportunities for students, the timing for adult planning during the school day needs to be flexible. The complexity of HS scheduling may result in multiple planning groups needing to meet at the same time while school is in session. A single adult learning space will not be sufficient.

7. Pre-Kindergarten

(e.g., Special Education only, tuition programs, locations, full day, half day, if applicable)

The Medford Early Education Program (MEEP) is an inclusive preschool program designed to serve students with and without disabilities. There are currently 10 MEEP classes with varying lengths of day:

- Brooks Elementary School - Three Classes
    - One Full Day Session
    - One AM Half-Day Session

    - One PM Half-Day Session
- Missituk Elementary - Seven Classes
    - Three Full Day Sessions
    - Two AM Half-Day Sessions
    - Two PM Half-Day Sessions

MEEP serves students ages 3 through 5 who are not yet eligible for kindergarten. There are up to 15 children in each class. Up to seven students in each class are students with disabilities whose IEP Teams have placed them in that specific classroom. Up to eight students in each class are students without disabilities who enter through the application process.

Each MEEP class is led by a teacher and has at least 1 paraprofessional. Related service providers such as Physical Therapists, Speech and Language Pathologists, Occupational Therapists, Teachers of the Deaf, Teachers of the Visually Impaired, Orientation and Mobility and Behavior Specialists may also spend time in the classrooms.

The MEEP teachers and staff recognize that the primary goals of early childhood education are to promote independence, self-confidence, self-esteem, and an enthusiasm for learning. These qualities are essential to future educational success.

The daily MEEP schedule differs by class but all schedules are intended to balance indoor and outdoor periods, active and quiet times, and individual, small group, and whole group activities. The program offers opportunities for a wide variety of experiences; paint, puzzles, clay, play-doh, water, sand, blocks, manipulatives, music, movement, books, and dramatic play. Children are encouraged and taught to make choices among a range of activities, especially those that are based on their own interests and experiences.

A major component of MEEP is to help children develop positive self-esteem and an enjoyment of learning. Emphasis is placed on the child's capacity to develop and enjoy friendships, to begin to learn to resolve conflicts and to learn respect for the feelings, ideas, and differences of others. The program values each child's unique abilities and facilitates development at a pace and level consistent with each child's ability.

MEEP is designed to provide children with a safe, secure, and nurturing environment in which they can learn about themselves, each other, and the world around them. MEEP follows the Massachusetts Curriculum Frameworks for Preschool, which address the development of the whole child in areas including cognition, communication, social interaction, play skills, motor abilities, and self-help skills. Students also receive early literacy instruction through the implementation of Lively Letters. Lively Letters™ is a research-based and clinically-proven, multi-sensory reading program that turns plain, abstract letters and sounds into lively characters.

Creation of an Early Childhood Center within the new high school. MEEP classrooms that are currently dispersed throughout the district would be moved to one central location within the new high school in the same vicinity as the district's day care center and the Ch 74 Early Education program. This would allow for consistency and collaboration and provide opportunities for high school students enrolled in Early Childhood programs to participate in internships and observations. Currently, high school students must complete their internship hours off site.

All classrooms and programs are centrally located with separate designated outdoor playground spaces as well as a conference room to hold meetings. Office space for the Special Ed. Coordinator, ETL and Director and administrative assistant. A space to conduct evaluations that includes a table-top area and floor space for students to interact with materials and demonstrate fine and gross motor skills. Also, there needs to be bathrooms in each classroom that can be used for toileting needs; changing table, room for equipment to assist with toileting.

Establishing an Early Childhood Center (ECC) is a powerful investment in Medford's youngest learners and strengthens the district's ability to expand high-quality preschool opportunities across the city while also increasing access to reliable childcare and daycare programming for families. Housing early childhood programs in a centralized location will allow for meaningful collaboration and resource sharing through shared staffing expertise, coordinated supports, consistent routines, and aligned instructional practices, which we have not been able to fully realize with programs spread across the district. This approach fosters belonging by creating a dedicated, welcoming space where children and families feel connected from the very start of their MPS experience, while also strengthening consistency and coherence in early learning experiences that build a strong foundation for success in the grades ahead.

9. Lunch Programs

Currently, Medford High School has one large full-service kitchen with four total serving lines across two levels of the building, connected by a dedicated elevator. We serve 600-700 student lunches per day during 2 lunch periods. In order to limit student movement during the lunch periods, we offer the same menu items on each level via a hot/main menu option line and a grab-and-go line offering a variety of cold and hot sandwiches and entree salads. We have a centralized prep area in the kitchen that produces sandwiches, entree salads, specialty sides, and scratch-made sauces for distribution to our five other district kitchens. We also deliver meals daily to the Curtis-Tufts Therapeutic Day High School.

Breakfast is served on one serving line on the second floor of the building before the start of the school day, and we serve about 185 breakfasts per day. The Cafeterias are located far from the main entrance and bus loop entrance of the building and on a different building level, so we also offer a grab-and-go breakfast cart in the front entryway for the first hour of the school day, which serves about 75 breakfasts per day.

Food is received from vendors via the adjacent loading dock. The kitchen has one large walk-in freezer and two smaller, water-cooled freezer units. It has three smaller water-cooled walk-in refrigerators. There is a large, locked dry storage area for the storage of non-perishables and paper goods. The kitchen also includes a manager's office.

Student meals are charged to their accounts via a web-based point-of-sale system by the entry of their five-digit student ID numbers. The units are hard wired. Currently there are two 24-minute lunch periods, and up to 800 students (per lunch period) eat in the cafeterias adjacent to the serving lines on fixed-seat tables, or they often travel to other locations throughout the building to eat their lunch. The cafeterias have windows overlooking an internal courtyard with trees and a garden. Currently MPS Food Service Department does not offer snacks for purchase a la carte, but a variety of healthy snack options are available for students to select with their lunch meals.

Medford High School's kitchens and cafeterias have an institutional feel - the serving lines are fixed and limit the department's service options. The kitchen allows ample space for food preparation, but a new kitchen would include new walk-in refrigerators and freezers with ample storage space. The new cafeteria setup would ideally include a food court or college-style dining, with a waste diversion setup that includes liquids pour-off, recycling, and composting. Dining areas should include an ample supply of filtered, cold drinking water. In order to service the student population in this model, the schedule will be revised from 2 lunch periods to 3 lunch periods.

In addition, the design should reflect a more modern vision for how and when students access food throughout the school day, one that increases both convenience and student connection. This includes the continuation of our breakfast cart option as students enter the building, as well as breakfast service in the cafeteria, so students can start their day nourished and ready to learn. A new cafeteria should also be designed to meet the needs of all learners, with ample and flexible seating options, as well as a designated quiet dining area for students who need a calmer space. Our plan should include protected outdoor dining opportunities when weather permits, with these spaces designed for flexible community use during non-school hours and days, reinforcing the school's role as both a student-centered learning environment and a community hub.

We also envision expanding food options through a co-located café within the library/media center that serves food and beverages, creating a welcoming space where students can gather, connect, and build relationships. This type of environment strengthens school culture and reinforces belonging by offering students a comfortable, inclusive place to feel seen, supported, and part of the community beyond the classroom.

10. Technology Instruction Policies and Program Requirements

The Medford Public Schools Technology Department manages the technology hardware and software throughout the district. The technology and technology related equipment includes: desktop and mobile computing devices for staff and students, printers, Raptor security systems, projectors, Smart TVs, interactive display panels and software (purchases, licenses, updates, upgrades, subscriptions, and support) for faculty, staff, and students.

Currently, K-12 students are 1:1 with chromebooks, with grades 6-12 taking chromebook devices home. Students also use desktop computers, iPads, and other technology resources in the classrooms depending on their learning needs and programs.

Specialized computer labs and technology equipment are located throughout the high school complex to meet the educational needs of students in computer classes and vocational programs. The high school library houses a makerspace and student technology help desk program. The technology support staff are located in the library area where both library media and tech support staff can assist students and faculty throughout the school day.

In the current and new high school building, technology needs to provide students with wireless and wired devices to access curriculum, participate in assessments, create content, and fully engage in the digital teaching and learning environment. Adequate power outlets for technology resources are needed. Internet connectivity needs to have minimal latency and exceptional bandwidth to meet both the current data request loads as well as future increases to data request loads. It is important that some learning spaces are designed with remote meeting capability that allows educators and students to connect globally with other classrooms and host remote speakers.

11. Media Center/Library

The existing Medford High School library is a space shared by the entire high school complex. The technology support offices are included in the library space as are technology classrooms, a makerspace, and an esports room. The library is currently staffed by a full time librarian and a library assistant who work on different schedules to cover the hours the library is open. The librarian is a certified library teacher who works on collection selection, student library orientation for databases and collections, collaboration with classroom teachers, and teaches book club. The library assistant is responsible for circulation materials, chromebook distribution, and collection, reference services.

The library is currently open from 7:00am to 3:00pm. The library has many students who utilize the space before school for academic work, printing and social gathering, as well as a smaller group of students who utilize the space after school. Many administrative and professional development meetings are held in the central library space during afterschool hours. The esports teams use the esports room in

the library after school and may expand this use during the school day. The library is periodically closed for online testing as needed.

The MHS library was built to house a large print collection. Today the school library is used in a different way- most research is done through database subscriptions, online searches, and software programs. The new library should be designed to support the digital content, provide flexible learning space to support a range of learning activities. The current library has lost significant natural light from the subdivision to add classroom and office spaces.

A modern high school library is no longer just a place to store books, it is a central learning hub that supports the full academic and social life of a school. It should be intentionally designed to reflect how students learn today: through collaboration, inquiry, research, creativity, and connection. In a new Medford High School, the library should serve as a welcoming, high-functioning space where students and staff can gather, learn, and thrive throughout the day.

The new Medford High School library should sit at the heart of the academic wing and function as a true connector between the building's shared community spaces and its instructional areas. Designed as an open, flexible hub, it should allow students to move easily between the library, a writing lab, and a cultural center, making the connection between literacy, academic learning, and hands-on experiences visible and intentional. The library should feel welcoming and student-centered, supporting problem-solving, collaboration, communication, and lifelong learning, while also elevating reading culture through an expanded collection and high-visibility displays for new titles and student-interest selections. To strengthen this space as a center of creativity and identity, art classrooms should be located nearby so student work can be showcased throughout the hub and celebrated as part of everyday learning.

This space should be built for constant use throughout the day and beyond, supporting everything from independent study and small-group work to student clubs, staff meetings, and community gatherings. The design should prioritize natural light, flexible furniture that can shift quickly for different purposes, and a range of small and large workspaces to meet diverse learning needs. In addition to traditional library functions, the new library should include integrated technology support offices, technology learning areas, a makerspace, and an esports room, reflecting how students use libraries today for research, digital creation, project-based learning, and academic support. Rather than replicating the current model built around print storage, the new library must be intentionally designed with the lighting, layout, furniture, and strong technology infrastructure (outlets, charging stations, presentation tools, and digital resources) needed to serve students and staff before school, during the day, and after school.

12. Visual Art Programs

The Visual Arts curriculum at MHS offers a range of classes designed to engage students with varying skill levels and interests. While the course selection is somewhat limited, the program provides opportunities to explore diverse techniques and media.

Art electives typically meet three times per week, with some courses meeting twice per week and others—such as AP Art and select upper-level electives—meeting five times per week. In the 2025–2026 school year, 398 students are enrolled in visual art classes. All students, with the exception of those enrolled in the vocational program, are required to complete at least one fine art elective to satisfy graduation requirements, and visual arts courses meet this requirement.

Instruction takes place primarily in three dedicated studio classrooms equipped with natural light and flexible seating. Two additional courses, Photography and Art and Ideas, are taught by non–fine arts faculty in general classrooms, though they have access to the studio spaces when available. The facilities include:

- A classroom with donated Mac computers available for research and design (limited to Canva, without Adobe Creative Suite).
- A ceramics studio with two operational kilns and one donated throwing wheel.
- A photography class offered in a digital format only, as there is no functioning darkroom.

Currently, the program offers five introductory-level electives open to all students, along with seven advanced courses for those pursuing further study, including AP Art. Beyond coursework, students may also participate in extracurricular opportunities such as Art Club, Ceramics Club, and the National Art Honor Society.

The Visual Arts department seeks to expand and update its facilities to meet evolving student interests and industry standards. The following priorities are recommended:

- Studio Spaces: Maintain at least three dedicated studio classrooms with abundant natural light, flexible seating (mobile tables), tall drafting tables, and easels for students who prefer to work standing.
- Ceramics Studio: Add a third kiln and additional pottery wheels to meet high student demand. Provide temperature-controlled storage to preserve works in progress and prevent premature drying.
- Digital Arts Expansion: Establish a dedicated media/digital arts lab with current software platforms to expand digital art offerings and prepare students for careers in contemporary creative fields.
- Photography and Printmaking: Create a darkroom for film photography and silkscreen printmaking to diversify media options.

- Gallery Space: Develop a small, dedicated gallery to showcase student work, host local artists, and serve as a multipurpose community space for events such as open mics and small performances.
- Interdisciplinary Connections: Strengthen links with the graphics/printing and construction departments to foster cross-disciplinary learning.
- Infrastructure Needs: Provide large trough sinks in art rooms for efficient cleanup, as well as additional storage space (both in-classroom and external) for supplies, equipment, and larger works of art.

These enhancements will allow MHS to preserve traditional studio practices while expanding into digital and interdisciplinary art forms, thereby providing students with a more comprehensive and future-ready visual arts education.

Ultimately, these visual arts improvements are not just about adding equipment or space. They are about placing student creativity where it belongs, at the center of the academic experience. By strengthening the connection between traditional studio art and modern media/digital design, Medford High School can create authentic interdisciplinary opportunities that link the arts to literacy, technology, engineering, communication, and career pathways. Just as importantly, the building itself should reflect an "art and artisans" mindset where student work is not tucked away in a single hallway, but intentionally visible throughout the learning environment and elevated through a dedicated gallery space in the public portion of the school. When students see their art displayed, celebrated, and treated as real creative work, it deepens belonging, builds pride, and reinforces that the arts are not an add-on, they are a powerful, essential part of who we are and what we value as a school community.

13. Performing Arts Programs

Music

The Music Department at MHS is supported by two full-time faculty members and one orchestra teacher who teaches a single period of Orchestra daily. For the 2025–2026 school year, 203 students are enrolled in music classes.

Music electives typically meet three times per week, with some courses meeting twice per week and others—such as Band, Orchestra and Modern Music Ensemble meet up to five times per week.

The program offers a wide range of courses, including Band, Chorus, Orchestra, Guitar, Percussion, and Piano, as well as electives such as Music Technology, Songwriting, and Modern Music Ensemble. Five courses are designed to be accessible at the introductory level, with three continuing courses available for advanced study.

In addition to the academic program, students may participate in extracurricular opportunities including Marching Band, Winterguard, and Orchestra.

Despite the breadth of offerings, facilities limit the department's ability to deliver instruction effectively:

- Instruction takes place in one band room and one chorus room. Both rooms have leveled flooring which is not conducive to instrumental music classes. The orchestra teacher also teaches in the chorus room, which is overcrowded and not designed for orchestral setups.
- Guitar classes are held in a small, non-music classroom with no storage capacity.
- The band room doubles as both instructional space and storage for large instruments, as there is no dedicated instrument storage.
- The Music Technology classroom relies on donated Mac computers from Tufts University, which, although recently upgraded, are outdated. The connected keyboards are also outdated, and due to limited equipment and space, enrollment in these courses must be capped.
- None of the music classrooms have appropriate soundproofing or sound systems.

To support program growth and provide students with high-quality musical experiences, the following facility improvements are recommended:

- Ensemble Rooms: Create two large ensemble spaces, each with a capacity of 75–100 students, located near the auditorium.
    - Rooms should have flat floors and acoustic baffles on ceilings.
    - Proportions should mirror the usable stage area for seamless transitions between rehearsal and performance.
    - Spaces must include acoustic soundproofing and sound distribution systems, as well as recording and playback capabilities.
    - One room should be equipped with mobile risers and dedicated storage for them.

- Storage: Provide sufficient, dedicated storage for sheet music, uniforms, and instruments, including climate-controlled storage for string instruments.

- Practice & Breakout Spaces: Develop small breakout rooms adjacent to larger ensemble rooms, equipped with windows for supervision. These should include:
    - A smaller ensemble space (25–30 students, including large instruments) with soundproofing, humidity control, recording/playback capabilities, and ample outlets for amplifiers.
    - Multiple individual and small-group practice rooms, soundproofed and designed for 1–2 students.
    - A flexible piano/technology lab accommodating up to 20 students, with storage for mid-sized electronic keyboards.
    - A small recording studio to support music technology and composition.

These upgrades will provide students with access to appropriately designed rehearsal, instructional, and performance spaces. Improved acoustics, updated technology, and adequate storage will create an

environment that supports both traditional music education and modern, technology-integrated approaches.

Theater

MHS does not currently offer theater classes and does not employ a theater teacher. This is a significant gap in the curriculum, as the school has a thriving and robust Drama Club that produces both a fall play and a spring musical each year.

The existing theater has a seating capacity of approximately 340 but relies on outdated lighting and sound systems. The space is heavily used, not only for drama productions but also for assemblies, band and orchestra rehearsals and performances, and by numerous outside organizations and community groups.

The Theater program represents a high-need area for development. To align with student interests and community use, the following recommendations are made:

- Curricular Expansion: Hire a dedicated drama teacher and introduce both drama and technical theater classes to support students interested in theater arts and related careers.
    - On the vocational side, the high school's Media Technology program will also utilize theater/adjacent spaces for instruction in lighting, sound engineering, video production, and live event production, providing authentic, career-aligned learning experiences tied directly to industry standards. These uses reinforce the academic and technical integration of the space and ensure sustained utilization beyond a single program.
    - Technical & Interdisciplinary Connections: Create formal connections between the theater, carpentry, and media technology vocational programs to support set design, stagecraft, and production.
    - The auditorium and theater spaces will further function as secondary instructional classrooms for the music department. Orchestra, chorus, and band classes will regularly use the theater for rehearsal, performance preparation, acoustics-based instruction, and interdisciplinary projects, allowing these programs to operate more effectively while alleviating pressure on traditional classroom and rehearsal spaces.

- Instructional Space: Provide a dedicated classroom or small black box theater for instruction when the main theater is in use
- Stagecraft room will serve as a shared instructional space with heavy, consistent use throughout the school day. In addition to supporting all theater courses and co-curricular theater productions, the stagecraft room will be used by visual arts programs, including art and sculpture classes, for instruction in set design, large-scale construction, mixed-media work, and applied design projects that integrate artistic and technical skills.
    - This space could serve as an elective classroom space if we can incorporate some construction/carpentry electives for non CTE students (with upper level CTE Construction

and Carpentry students serving as teaching assistants) as discussed in our last session.

- New Theater Facility: Develop a new theater with a seating capacity of 1,000.
    - Include backstage circulation routes that allow movement from one side of the stage to the other without exiting the theater.
    - Position the theater near a building entrance with garage doors to facilitate the movement of large set pieces.
    - Provide a flexible lobby space to accommodate will call and concessions.
- Performance Support Spaces: Add a small dance and performance studio equipped with wall-to-wall mirrors and a sound system, usable by drama, music, and extracurricular performing groups. This educational experience could take place in other spaces, such as the Black Box theater or PE spaces if those spaces are designed for flexibility.

Theater/stagecraft Usage-

- 1 section of orchestra
- 1 section of band
- 2 modern music ensemble
- 1 chorus
- Full courseload of Drama classes
- 10, 11, 12th grade carpentry
- 10, 11, 12th grade media, film and tv
- Possible additional interdisciplinary CTE and art electives (carpentry, sculpture, etc)

Further consultation with staff and community partners will inform more detailed specifications for theater systems and infrastructure in subsequent drafts.

14. Physical Education Programs

Medford Public Schools provides a quality physical education/health education program for all students in grades K-12. The program is staffed with Massachusetts DESE highly qualified licensed teachers. The goal of the Physical Education & Health Education Department of Medford Public Schools is to enhance the wellbeing of the school community by creating a culture that integrates and balances the dimensions of wellness: social, physical, intellectual, occupational, emotional, environmental, financial and spiritual. The department strives to encourage an active, healthy lifestyle, healthy decision making, and a life-long commitment to wellness. The curriculum is based on state and national physical education and health education frameworks.

Presently all students at Medford High School are required to take physical education. Starting in 2026/2027 juniors and seniors can opt to complete a wellness independent study in place of a physical education class.
Medford High School physical education & health education requirements:

- **Four years of Physical Education (PE)**:
  - Freshman PE:1x per week during the Career and Technical Education (CTE) rotation.
  - Sophomore PE: 2x per week as part of the student schedule.
  - Junior and Senior Year PE: Electives 2x per week, or students can opt for a wellness independent study. (starting 2026-2027)
- **Two years of Health**:
  - Health 1: 2x per week as part of the student schedule.
  - Health 2: 2x per week as part of the student schedule.

A new Medford High School gives us the opportunity to design spaces and systems that treat wellness as both an instructional priority and a belonging priority, strengthening engagement, expanding meaningful student choice, and ensuring every learner can access school in an environment that is safe, modern, and responsive to who they are and what they need. Future PE/Health goals include expanding the Sports Medicine and personal fitness offerings, in addition to providing Nutrition courses, which would require hands-on cooking opportunities, through a Cooking or Family and Consumer Sciences lab.

15. Special Education Programs

Medford High School currently offers a range of specialized special education programs and services designed to meet diverse student needs, including Access, Project Transition (ages 18–22), Learning Group, Therapeutic Learning Program, Resource Rooms, Academic Support classrooms, and co-taught core academic classes, along with related services such as Speech-Language Therapy, Occupational Therapy, and Physical Therapy.

ACCESS High School Program	MHS	This program is an extension of the middle school ACCESS program , but includes an enriched transitional component to facilitate community access, prevocational work skills, via on-campus and off-campus training opportunities, as well as focus on transition planning with community-based agencies. Methodology includes strong multi-disciplinary collaboration between instructional staff, related service providers and parents.
Project Transition	MHS	This is a post-high school opportunity for students who will continue within a school program between the ages of 18-22. The curriculum is focused on individual student transition from school to adult life. Each student designs an individual transition plan, which is implemented through the collaborative efforts of the student, school team, family and state agencies as appropriate.
Connections Program	Projected Need MHS	Programming based on principles of ABA, use of direct teaching, natural environment teaching, peer modeling, and a total communication approach within both group and 1:1 settings, incorporated throughout the day to

		facilitate generalization of learned skills to the natural environment. Methodology includes strong multi-disciplinary collaboration between instructional staff, related service providers, outside agencies and parents.

Learning Group Program	MHS/MVTHS	Curriculum aligned with Massachusetts Curriculum Frameworks, modified based on student needs, grade level academic courses including ELA, Reading, Math, Social Studies and Science, plus elective courses to build transition skills, while addressing executive functioning, organizational and social skills. Use of rule-based reading and writing programs are prominently woven within the program curriculum. With team recommendation and application process, students access MVTHS CTE programs and related shops at the high school level.

Therapeutic Learning Program	MHS/MVTHS	Instruction to address individual learning needs of students with moderate-severe social, neurological, health or mental health disorders. Individual counseling, group counseling, and pragmatic language instruction are integrated elements. Facilitated inclusion components.

Resource Room Learning Centers	MHS/MVTHS	Small group academic instruction for Reading, ELA, Math, Science, Social Studies and Academic supports. Curriculum is fully aligned with the Massachusetts Curriculum Frameworks, with course specific skill focus.

While these programs and supports are in place and staffed with dedicated professionals, several aspects of the current physical environment have been identified locally and through state review as presenting significant barriers to fully meeting student needs. These challenges are not about the commitment or expertise of staff. They are about the limitations of the existing building and the spaces available for therapeutic, academic, and functional programming.

The Therapeutic Learning Program currently faces significant challenges due to its physical setting. Classrooms lack natural light, windows, and flexible breakout spaces, creating an environment that is not conducive to supporting students who require calm, sensory-responsive, and adaptable learning spaces. Without quiet areas for de-escalation or individualized support, students may experience increased stress, difficulty with regulation, and reduced engagement. Staff are also limited in their ability to deliver targeted interventions, small-group instruction, and private therapeutic support due to the lack of appropriate spaces.

The Access Program requires learning environments that support safety, dignity, and independence. Current limitations include:

- Need for easily accessible emergency exits to support safe evacuation without reliance on specialized equipment
- Need for adequate storage for mobility equipment such as standers, wheelchairs, gait trainers, and mats
- Need for appropriate toileting and changing facilities that include equipment necessary to support students with physical disabilities

A core part of special education at the high school level is preparing students for independence through daily living skills, vocational training, and community readiness. Currently, the school has a shared living lab (kitchen/apartment) used by Access and Project Transition, but the space is limited and does not fully meet the needs of multiple programs. There is a need for:

- A shared living lab for Access, Connections, and Learning Group
- A separate living lab for Project Transition (18–22) to support age-appropriate and individualized skill development
- Additional small breakout spaces that can support differentiated instruction, related services, behavioral processing, and private meetings

In the new high school, special education programming will be strengthened through spaces that are purposefully designed to support student learning, well-being, independence, and access to the full high school experience. All current programs and services will continue, and no programs are slated to be removed. The proposed design will address current deficiencies and enhance programming by creating environments that are flexible, dignified, and responsive to the level of care required across a wide range of student needs. Special education spaces will be intentionally woven throughout the building within academic clusters to promote inclusion, coherence, and meaningful access to grade-level learning and peer interactions. The Access Program will be improved through the inclusion of specialized medical and accessibility supports, including a wheelchair-accessible toileting and changing room with adult assistance features, a ceiling-mounted lift system, and space for PT equipment such as gait trainers and mobility supports. Daily living and functional skill development will be strengthened through expanded living lab spaces, including a shared model apartment with a kitchen, washer/dryer, bed, and shower for programs such as Connections and Access, as well as a separate living lab for Project Transition. Project Transition (ages 18–22) will also be enhanced through a larger, more adaptable space, along with a separate entrance and exit to support age-appropriate programming and increased independence. Across programs, the new building will also include small breakout spaces and therapeutic intervention areas that support differentiated instruction, related services, de-escalation, behavioral processing, and private meetings—ensuring students and staff have the right spaces to deliver the full scope of supports effectively.

MPS is not waiting for the new building to improve special education programming and student supports. We are actively taking steps now to strengthen systems, refine practices, and prepare for a smooth and

thoughtful transition into a modern, purpose-built environment. This work includes identifying facility barriers through both local review and state feedback so that the new design directly responds to documented needs, and clarifying program-level service requirements such as therapy spaces, breakout areas, toileting and changing facilities, mobility equipment storage, and daily living instructional spaces. Enhancements currently underway include the addition of a Connections Program with at least two classrooms to support students with Autism, using evidence-based approaches such as ABA, direct teaching, natural environment teaching, peer modeling, and total communication strategies, supported by strong multidisciplinary collaboration.

In addition, we are strengthening multidisciplinary collaboration among educators, related service providers, and families to ensure programming is aligned, consistent, and responsive to students' IEP needs. Together, these steps ensure we are building the systems and structures now that will allow the new high school to open with strong programming, clear expectations, and high-quality supports already in place. Additionally, to ensure students are educated in the least restrictive environment, a primary goal of the project is to support co-teaching in any classroom. This requires classrooms to be adequately sized and designed to accommodate multiple educators, all students, and flexible instructional arrangements without compromising learning or accessibility.

Medford High School offers a wide range of special education programs and services, but the current building limits our ability to deliver them in the most effective, dignified, and student-centered way. The new high school will preserve all existing programs while enhancing supports through improved therapeutic spaces, stronger accessibility features, dedicated daily living and transition learning environments, and flexible breakout areas. Special education spaces will also be intentionally integrated throughout academic clusters to strengthen inclusion, access, and coherence, ensuring students are supported academically, socially-emotionally, and functionally from day one.

Curtis Tufts High School (CTHS) is an in-district therapeutic day school within Medford Public Schools which is currently located approximately two miles from the current high school. The enrollment of the CTHS is approximately fifteen students with a maximum of forty students. Integrating a therapeutic day school program within a newly built comprehensive high school offers significant benefits for students, educators, and the broader school community. By bringing both programs under one roof, students in the therapeutic setting gain access to a wider range of academic, extracurricular, and social opportunities, reducing isolation and fostering a stronger sense of belonging. At the same time, the comprehensive high school benefits from the expertise and resources of therapeutic staff, who can provide valuable consultation, interventions, and professional development to help all faculty members better support students with diverse needs. This model aligns with best practices in inclusive education, ensuring that every student has equitable access to high-quality learning and mental health supports.

Resource sharing is another critical advantage of this integrated approach. Specialized staff, such as social workers, school psychologists, speech and language pathologists, occupational therapists and BCBA can serve both programs, leading to more efficient use of personnel and funding. Facilities such as gyms, libraries, CTE programs, science labs, and arts spaces can also be shared, ensuring that therapeutic day

students have access to the same high-caliber environments as their peers. Additionally, this integration can reduce stigma by normalizing support services within the larger school community, creating an environment where seeking help is seen as a natural part of student success. Ultimately, combining the therapeutic day school program with the comprehensive high school represents a forward-thinking, student-centered design that promotes inclusion, enhances well-being, and maximizes educational resources.

The co-location of the Curtis Tufts High School on the Medford High School Campus is a concrete way in which Medford lives out its core value of belonging. In particular, the co-location will have a positive impact in the following areas:

1. Convenience and Accessibility: By placing the therapeutic program within Medford High school, students can easily access mental health services without needing to leave the school premises. This reduces barriers to seeking help and increases the likelihood that students will utilize the services.
2. Integration with Academic Environment: Co-location allows for seamless integration of therapeutic interventions with the academic curriculum and school activities. Therapists and counselors can collaborate with teachers and administrators to support students' overall development and well-being.
3. Immediate Support for Crisis Situations: In cases of immediate need or crisis situations, having a therapeutic program on-site ensures that students can receive prompt intervention and support. This can prevent the escalation of issues and promote safety within the school community.
4. Support for At-Risk Students: Therapeutic programs often cater to students at risk of academic failure, dropout, or other negative outcomes. By providing targeted support, these programs can help these students stay engaged in school and achieve their full potential.
5. Fostering a Supportive Atmosphere: Co-location creates a supportive and inclusive school culture where mental health is prioritized. It sends a message that seeking help is normal and encouraged, thereby reducing the stigma associated with mental health challenges.
6. Collaboration and Coordination: Co-locating allows for better coordination and collaboration between therapists, counselors, teachers, and other school staff. They can work together to identify students who may benefit from additional support and develop personalized plans to meet their needs.
7. Tailored Interventions: Therapists in a co-located program can provide tailored interventions that address the specific needs of high school students, such as academic stress, social pressures, identity development, and family dynamics. This targeted approach can lead to more effective outcomes.
8. Educational and Emotional Growth: The integration of therapeutic services within the school environment supports not only students' emotional growth but also their educational success. Students are better equipped to manage challenges and fully engage in their academic pursuits.
9. Parental Involvement and Support: Co-location facilitates easier communication and parental or guardian involvement in their students' therapeutic journey. Parents or guardians can be more actively engaged in understanding and supporting their child's mental health needs.

10. Cost and Resource Efficiency: Co-location can optimize the use of resources and funding by leveraging existing school infrastructure and personnel. It may reduce costs associated with transportation or separate facilities while maximizing the impact of therapeutic services.
11. Modeling Healthy Behaviors: By integrating mental health services into the school setting, co-location models healthy behaviors and coping strategies for students, promoting lifelong wellness practices.
12. Preparing for College and Career: By promoting emotional and mental well-being, therapeutic programs prepare students to navigate the challenges they may face in higher education, the workforce, and adult life. They are better equipped to handle stress, setbacks, and transitions effectively.
13. Building Life Skills: Beyond academic knowledge, therapeutic programs equip students with essential life skills that are crucial for personal and professional success. These skills include resilience, communication, decision-making, and problem-solving abilities.

Co-locating the Curtis Tufts therapeutic day program within the Medford High school setting can create a supportive and nurturing environment that enhances students' well-being, academic success, and overall development. It maximizes accessibility to mental health services and strengthens collaboration among stakeholders to better meet the diverse needs of students.

Therapeutic wing- Separate entrance, quiet area for lunch time, 4 academic classrooms with breakout rooms, counseling area, principal/director office, sensory space. Access to high school classes as students transition to a least restrictive setting, opportunities for participation in the school community including but not limited to sports and extracurricular activities.

The last Coordinated Program Review for Medford Public Schools was in School Year 2023-2024. The issues identified were special education process related and not regarding specific space or location issues.

16. Vocations and Technology Programs

Visioning the Future of CTE at Medford High School

Building on insights gained through extensive visioning sessions, school tours, and collaborative planning, the future of Career and Technical Education (CTE) at Medford High School is poised for meaningful transformation. Currently, Medford High School proudly offers 15 high-quality CTE programs that prepare students for success in both post-secondary education and the workforce. However, our aspirations for the new Medford High School go beyond our current offerings.

Through collaborative working sessions, academic and Career-Technical educators expressed a strong desire to integrate CTE programs into areas of the building that feel connected to the broader campus. The goal is to move away from silos and allow students to feel part of a "one school community." As we look to open additional CTE programs in the new facility, we are committed to a design that balances this

integration with the need to preserve the distinct identity of each shop and the pride of the students within them.

The Student Experience and Sense of Belonging

Students report that within our CTE programs, they feel a profound sense of belonging and community. They appreciate the ability to devote significant amounts of time to their chosen disciplines, creating an environment where they can truly see themselves in their work and in the curriculum. These programs are designed to meet the needs of today's dynamic economy by providing rigorous academic instruction, hands-on training, and real-world experiences that align with current industry standards.

Each pathway is led by passionate instructors who do more than teach; they mentor, inspire, and model the professional skills students need to thrive. This supportive environment has led to remarkable growth. Over the past five years, enrollment in CTE programs has doubled, with approximately half of the MHS population now pursuing a career-technical pathway. To meet this demand, we have expanded instructional capacity through targeted staffing increases in high-demand programs like Auto Technology, Construction, Culinary Arts, Electrical, and Metal Fabrication.

Strategic Investment and Community Partnerships

MHS has benefited from strategic investments totaling more than $1.5 million over the past eight years through state and federal grants (including the Massachusetts Life Sciences Center and Skills Capital Grant Program). These funds have allowed us to upgrade facilities and purchase advanced equipment, ensuring our students train on technology that matches the evolving regional workforce.

Strong partnerships are central to our success. We maintain productive relationships with the Metro North Workforce Development Board, the Medford Chamber of Commerce, The Medford Rotary Club, Tufts University, and local businesses. Additionally, our active Program Advisory Committees meet twice annually to provide critical industry insight, creating a bridge from high school to career for our graduates.

Live Work: Connecting Classroom to Community

An essential component of the CTE experience is the abundance of "live work" that allows students to apply their skills in authentic settings. Shops open to the public—such as Bistro 489, the Auto Technology garage, the Cosmetology salon, and our Construction programs—allow students to provide valuable services to Medford residents. This reinforces the vision of students "seeing themselves in their work," as they directly impact their community through custom builds, graphic design services, and early childhood education at the Make Way for Kids Preschool.

Outcomes and Cooperative Education

Our Cooperative Education (Co-Op) Program is a cornerstone of this success, offering over 50 seniors annually the chance to gain paid, trade-specific work experience. These placements often lead to full-time employment offers, allowing students to transition directly into the workforce with a strong foundation.

The strength of our vision is evident in our outcomes: approximately 50% of our CTE students pursue further education at two- or four-year colleges, while the remaining 50% transition directly into skilled workforce positions. Guided by principles of equity and access—and aligned with Perkins V legislation—we ensure that all students, regardless of background, have the opportunity to explore their interests and achieve their career goals in a supportive, unified school community.

Existing Chapter 74 Programs	**Certifications**	**Industry Partners**
Freshmen Exploratory		
Auto Technology	❖ OSHA – 10 ❖ ASE	❖ Benjamin Franklin Institute of Technology ❖ Universal Technical Institute ❖ Ford ❖ WyoTech University ❖ New England Tech. ❖ McGovern Automotive Group ❖ Lyon-Waugh Automotive Group ❖ Volkswagen Of Boston ❖ Herb Chambers Automotive Group ❖ Burke Automotive ❖ Lexus Of Watertown ❖ Mirak Automotive Group ❖ Snap-On Tools ❖ Second Chance Cars ❖ Mathieu Ford ❖ Sentry Ford
Biotechnology	❖ OSHA-10 ❖ AHA CPR/First-Aid	❖ MassBioEd ❖ AddGene Inc.

		❖ BioBuilder Apprenticeship Challenge ❖ Bioscience Core Skills Institute
Business Marketing	❖ OSHA-10 ❖ Microsoft Office Specialist (Excel, PowerPoint, Word)	❖ Bentley University
Carpentry	❖ OSHA-30 Construction ❖ HotWorks ❖ First aid and AED/CPR certification ❖ Ladder Safety Certification	❖ Bunker Hill Community College ❖ Boston Carpenters Apprenticeship Training Center ❖ Eastern Massachusetts Carpenters Apprenticeship ❖ Construction Craft Laborers Apprenticeship Program ❖ CMP (The Compliance Mentoring Program)
Construction and Craft Laborers	❖ OSHA-30 Construction ❖ HotWorks ❖ First aid and AED/CPR certification ❖ Ladder Safety Certification ❖ MA Department of Transportation	❖ Laborers International Union ❖ CMP (The Compliance Mentoring Program)
Cosmetology	❖ Massachusetts Cosmetology License	❖ Catherine Hinds

	❖ OSHA-10 ❖ Barbacide Certification	❖ Salon Centric ❖ Lola Salon ❖ Hair Passions ❖ Park Ave Salon ❖ Silvestro's Barber Shop ❖ Anita Curl in Boston
Culinary Arts	❖ Serve-Safe ❖ OSHA-10	❖ Bunker Hill Community College ❖ Earl's Kitchen ❖ Goldilox Bagels
Early Childhood	❖ Massachusetts Department of EEC Preschool Teacher Certification, 150 hrs ❖ Massachusetts Department of EEC Infant/Toddler Teacher Certification, 150 hrs ❖ Pediatric First Aid / CPR AED the from American Heart Association ❖ OSHA-10 ❖ 51A Mandated Reporter Training ❖ Strong Start 2.0 training required via Early Education and Care Dept. (EEC)	❖ Launch and Learn ❖ Kid's Corner ❖ Creative Corner ❖ Graceworks ❖ Medford Early Education Program (MEEP)

	❖ CORI (Criminal Offender Record Information) background checks ❖ Fingerprinting requirement via the EEC/BRC Background Records Check	
Electrical	❖ OSHA-10 Construction ❖ HotWorks ❖ 1500 +/- On the job experience toward apprentice ❖ 300 Hours Education toward license	❖ IBEW Local 103 ❖ Gould Construction Institute
Engineering and Robotics	❖ OSHA-10 ❖ MACWIC	❖ The Mitre Corporation ❖ Watts Water Technologies
Film and Television	❖ OSHA-10 ❖ Adobe Premiere Pro ❖ Adobe Certified Professional (ACP) certification exams.	❖ Medford Community Media ❖ City of Medford
Graphic Design & Visual Communications	❖ OSHA - 10 ❖ Adobe Certification in Indesign, Photoshop,	❖ City of Medford ❖ Medford Public Schools

	Illustrator, and Premier	
Health Assisting	❖ OSHA-10 ❖ CPR-Healthcare Provider/First Aid ❖ Certified Nursing Assistant ❖ Alzheimer's Association Dementia Communication Training ❖ Home Health Aide Certification	❖ Winchester Lahey Clinic ❖ Winchester Rehabilitation and Nursing Center ❖ Aberjona Rehabilitation Nursing Center ❖ Woburn Rehabilitation and Nursing Center ❖ Medford Board of Health ❖ Walnut Street Industries ❖ Medford Council on Aging ❖ Medford Public Schools: Child Care ❖ Excel Physical Therapy ❖ Northshore Neurology
Metal Fabrication/Welding	❖ OSHA – 10 ❖ HotWorks	❖ Markham Metals
Programming and Web Development	❖ OSHA-10 ❖ Certiport IT Specialist - HTML & CSS	

Proposed Changes

Medford Public Schools seeks to expand several CTE programs due to waitlist data compiled over several years. We are seeking expansion in the following Chapter 74 programs: Automotive Technology, Cosmetology, Electrical, and Health Assisting. These programs continue to be over subscribed and a waitlist is generated. The School Committee approved the expansion plan unanimously at the 5/20/2024 School Committee Meeting.

Medford Public Schools is seeking **new program approval** in the following Chapter 74 program areas:

- Criminal Justice/Protective Services
- Dental Assisting
- Information Systems

- Plumbing/HVAC

School leadership presented evidence-based expansion plans to the Medford School Committee that align with our regional blueprints and local demand. Surveys from middle school students provided the following data:

➔ 83.1% expressed interest in adding Criminal Justice Protective Services
➔ 66.9% expressed interest in adding Information Systems
➔ 52.1% expressed interest in adding Dental Assisting
➔ 59.8% expressed interest in adding Plumbing/HVAC to our vocational portfolio

Meetings with our local MassHire agency were convened for the purposes of aligning our new and expanded CTE program opportunities with local employment needs as well as what occupations are seen as "critical" to the industry over the coming years. A labor market data request was completed by the representatives at MassHire, which allowed us to see current data to support our plan to open new Chapter 74 programs that meet the demands of our region. As we reviewed potential program additions, we consulted our regional blueprints and viewed the hiring demand for each. We have worked with DESE on program expansions in the past and are prepared to comply with DESEs requirements around program advisory committees.

vi. If the District's proposed Chapter 74 Programming remains unchanged from that included in the Chapter 74 Viability Submission processed during Eligibility Period, confirm in the educational program that the proposed programming remains unchanged from that reviewed during Eligibility Period.

The District's proposed Chapter 74 Programming (both expanded and new) remain generally unchanged from that included in the Chapter 74 Viability Submission processed during the eligibility period with the exception of the timeline being revised to appropriately reflect dates that coincide with new building occupancy. Formal (DESE) program approval and planning will take place at least one year from occupancy. Additionally, a third Auto Technology instructor was added for FY26.

vii. Schedule of implementation for the proposed programming adjustments regarding staffing, curriculum development and project program enrollment from start to full implementation

Expanded Chapter 74 Program Offerings	**Applicable School Year**	**Comment** *SY 28-29 reflects an anticipated occupancy of SY 29-30. These dates are subject to change.
Automotive Tech	SY 25-26	A third instructor was added to the Auto Technology Program. Increase capacity to 40.
Cosmetology	SY 28-29	In addition to space needs, the district will need to hire a third instructor to reach expanded capacity.

Electrical	SY 28-29	In addition to space needs, the district will need to hire a fourth instructor to reach expanded capacity.
Health Assisting	SY 28-29	In addition to space needs, the district will need to hire a third instructor to reach expanded capacity.

Proposed New Chapter 74 Programs	**Apply for Program Approval**	**Planning Phase** (During Program Approval Process)	**Launch** *SY 29-30 reflects an anticipated occupancy of SY 29-30
Dental Assisting	SY 28-29	Form Advisory Committees, develop scope and sequence and curriculum planning	SY 29-30
Criminal Justice/Protective Services	SY 28-29	Form Advisory Committees, develop scope and sequence and curriculum planning	SY 29-30
Plumbing/HVAC	SY 28-29	Form Advisory Committees, develop scope and sequence and curriculum planning	SY 29-30
Information Systems	SY 28-29	Form Advisory Committees, develop scope and sequence and curriculum planning	SY 29-30

Current CTE Program Offerings

Delivering Rigor, Relevance, and Industry Alignment

Automotive Technology

Our Automotive Technology program is evolving in lockstep with a dynamic industry defined by the rise of electric vehicles (EVs) and advanced computerized systems. Recognizing the demand for highly skilled technicians, our curriculum is rigorous and interdisciplinary. Automotive instructors collaborate closely with academic educators to integrate math and science concepts into technical tasks, aligning technical instruction with academic standards. This ensures students are prepared for both the complexity of modern vehicle repair and the critical thinking required for post-secondary success. Graduates often secure stable, competitive positions at dealerships and private facilities. **In the proposed new MHS, we seek to expand this program to meet the surging student interest.**

Biotechnology

Biotechnology at MVTHS offers a gateway to critical sectors including biomanufacturing, pharmaceuticals, and medical sciences. By integrating biology, chemistry, physics, and engineering, students utilize advanced technology to develop products for everyday living. The program mirrors the industry's increasing demand for skilled innovation and is notable for its inclusivity; our classroom demographics reflect the industry trend where women comprise 40-50% of the workforce—exceeding benchmarks for other STEM professions.

The District currently has 17 Science labs where the Science courses are taught. Two of the Science labs are currently housing the Biotechnology Program. The laboratory spaces and adjoining preparation areas were rehabilitated in 2013-2014; therefore, they follow MSBA guidelines for design. In addition, the Science Wing at Medford High School is furnished with an oversized "Lecture Hall," which serves as a high-use room in which guest presentations, World Language testing, AP testing, Science Exposition, Guidance related presentations (college/career planning, course selection, and many others), Health/Wellness Education, and University Partnership presentations (MIT, Tufts University) occur regularly. For the current enrollment, the District needs 15 MSBA-approved Science classrooms, at a minimum. The Science Lecture Hall is an invaluable resource space, and it is recommended that students have access to more spaces of similar size and design, given the use and demand across all disciplines.

The designated space for the Biotechnology Program, which occupies two adjoining Science classrooms, would be ideal to situate in very close proximity to the Science area classes, as it is now. Many of the shared resources make sense to exist in one location for ease of access as well as they have common uses. For example, incubators, Laminar flow hoods, Chemical Fume Hoods, large -80 degree Celsius freezers, autoclaves, ice machines, distilled water, HPLC, Bioreactors, the aquaponic/hydroponic system, and a centralized chemical storage room are all shared amongst the Science department faculty and the Biotechnology Program faculty. In addition, the curriculum scope of the Biotechnology Program and the Science program is very closely aligned, which makes the partnership ideal for many projects, lab activities and supplies, and lab skills.

Some of the challenges currently faced by the Biotechnology program are that the traditional classroom spaces are small relative to the equipment needs of the program, which include biomanufacturing and several large, sterile laminar flow hoods, sterilization equipment, chemical fume hoods, as well as large, negative 80°C freezers. It would be beneficial to increase the square footage of the research lab area and pair it with a separate classroom/theoretical instructional space. Importantly, there would be key benefits to incorporating, in addition to these two spaces, a growing area, an additional storage area, and an instructional preparation area - for the preparation of and safe-keeping of materials and supplies needed for laboratory experiments.

Business Marketing

Reflecting the modern workforce, our Business Marketing program prepares students for a landscape where digital presence and adaptability are paramount. With a curriculum aligned with the Massachusetts Frameworks, students engage in units covering essential questions, strategic concepts, and real-world

application. A core expectation is the attainment of industry-recognized credentials; students utilize *BrainBuffet* to prepare for and complete at least three Microsoft certifications (Excel, PowerPoint, & Word). The program also emphasizes the growing sectors of remote work and social media management.

Carpentry

Enrollment in Carpentry continues to rise, driven by a projected 4% national employment growth and strong local interest. To ensure our students are workforce-ready, the program adheres to a core principle of using exclusively professional-grade tools and equipment rather than educational kits. This commitment allows students to execute sophisticated projects and gain authentic experience. We also make a conscious effort to break down barriers in the trades; while women make up only 6% of the national carpenter workforce, they represent 16% of our Carpentry program. Currently, the program is space-constrained, limiting our ability to accept all interested applicants.

Construction and Craft Laborers

As urbanization drives the need for infrastructure, housing, and public projects, our Construction and Craft Laborers program serves as a critical pipeline for the region's building trades. This Chapter 74-approved curriculum is comprehensive and competency-based, covering multiple trades including carpentry, electricity, masonry, plumbing, welding, and glazing. Students acquire essential certifications in safety (OSHA) and hazardous materials handling. Upon completion, students present a portfolio containing a career plan, safety credentials, and a competency profile to earn the Certificate of Occupational Proficiency.

Cosmetology

Rigorous and state-regulated, our Cosmetology program provides the 1,000 hours of instruction required for the Massachusetts state licensing examination. Beyond technical skills, the curriculum emphasizes entrepreneurship, client consultation, and communication. We have intentionally modernized our curriculum to foster belonging, incorporating textured hair mannequins and braiding techniques to ensure students of color see themselves represented in the work. This inclusive approach has stabilized and increased enrollment. Upperclassmen now specialize in high-demand areas such as esthetics, lash extensions, and color services. **We will seek to expand this program in the proposed new MHS.**

Culinary Arts

The Culinary Arts program simulates a professional environment through our live working laboratory, *Bistro 489*. Students manage front-of-house operations, commercial baking, and banquet services, becoming proficient in industry standards for safety, sanitation, and quality. The program is a model of gender equity; while the national industry is 55% female, our program mirrors this closely with 55% female enrollment, providing an inclusive environment for all aspiring chefs and hospitality managers.

Early Childhood Education

With the demand for licensed childcare in Massachusetts rising by 22% since 2020, our Early Childhood Education program meets a vital community need. All students work toward certification from the Massachusetts Department of Early Education and Care (EEC). The rigorous 3.5-year vocational path includes supervised clinical hours in a variety of preschool and daycare settings, ensuring students meet both academic and practical requirements. While the field is historically female-dominated, our program is inclusive and welcomes students of all gender identities.

Electrical

The Electrical program is designed to bridge the gap between high school and a professional career in contracting or engineering. The curriculum is strictly aligned with the National Electrical Code (NEC)—the definitive standard for the industry in the United States. Students gain hands-on proficiency through nearly 100 in-shop projects and live work around the school district. Seniors often transition into the Cooperative Education program, working with local contractors to apply their skills in the field. **Due to the critical need for licensed electricians, we will seek to expand this program in the proposed new MHS.**

Engineering and Robotics

Though currently limited by physical space, our Engineering and Robotics program maintains steady enrollment and high rigor. We reject the use of educational kits in favor of professional equipment, enabling students to design sophisticated prototypes that rival post-secondary work. The program is also a champion for diversity in STEM; while women make up 15% of the engineering workforce nationally, they represent 18% of our program, a number we continue to bolster through targeted exploratory sessions highlighting female leaders in the field.

Film and Television Production

Driven by the explosion of streaming platforms and digital content, this program offers an immersive production experience. Students utilize industry-standard resources, including *Adobe Creative Cloud* (Premiere Pro and After Effects) and *StudioBinder*. The curriculum blends technical training with film history and theory, studying scripts and directors from diverse backgrounds. This ensures graduates are not only technically proficient editors and producers but also culturally literate storytellers ready for a rapidly expanding media landscape.

Graphic Design and Visual Communications

This program treats design as a powerful tool for communication and commerce. Students master the *Adobe Creative Cloud* suite to produce professional-grade print and digital media, including web design, animation, and user experience (UX) design. The curriculum focuses on building a professional digital portfolio—a critical asset for college applications and employment. By combining artistic theory with technical software skills, students develop the visual literacy required for success in post-secondary education and the workforce.

Health Assisting

Aligned with a healthcare sector projected to grow significantly through 2033, our Health Assisting program is a vital pathway for future medical professionals. Students have the opportunity to obtain Certified Nursing Assistant (CNA) certification, a federally recognized credential. We are actively working to diversify the field through recruitment efforts aimed at male students, challenging industry norms. Despite peer pressure, those who join find a pathway rich with opportunity. **We will seek to expand this program in the proposed new MHS.**

Metal Fabrication and Welding

Our Metal Fabrication program combines creativity with heavy industrial skills. Students progress through a comprehensive sequence of welding techniques, including Shielded Metal Arc (SMAW), Gas Metal Arc (GMAW), and Gas Tungsten Arc (GTAW) on both steel and aluminum. They learn to interpret blueprints and symbols to create everything from artistic sculptures to infrastructure components. Notably, we are successfully challenging the gender gap in the trades; while the national average for women in metal fabrication is 5%, our program is proud to be comprised of nearly 20% female students.

Programming and Web Development

This program prepares students for the high-demand digital economy, focusing on software development, cybersecurity, and data analysis. With the Bureau of Labor Statistics projecting an 8% growth for web developers and digital designers through 2033, our curriculum is forward-looking. Students gain the coding languages and analytical skills necessary to build e-commerce platforms, mobile applications, and secure web environments, positioning them for one of the fastest-growing career tracks in the modern economy.

17. Transportation Policies

Medford Public Schools provides transportation for elementary school students who live more than 1 mile from the school and for middle and high school students who live more than 2 miles from the school (Massachusetts General Laws requires transportation only for students in grades K-6 who live more than 2 miles from the school). There are some exceptions for bus stop locations when there is a particular safety concern.

For Medford High School, all students are entitled to a discounted MBTA student bus pass, allowing them half price rides on MBTA buses. For the one neighborhood that is not services by the MBTA, but is more than 2 miles from the school, there is a yellow bus provided. Eligible students are given a MHS bus pass to ride the yellow bus (eligible students must live in this one neighborhood and are also still entitled to receive a half price MBTA card).

Transportation is also provided, per Massachusetts law, for any student determined to have McKinney-Vento status or moved out of the city by DCF. Additionally, students who have transportation

listed on their IEP receive specialized transportation. The following 3 guidelines and policies also contribute to our transportation practices: DESE GUIDELINES, District POLICY , District BEHAVIOR POLICY (district)

The Medford Public Schools district is currently evaluating its transportation services to better meet the needs of Medford High School students. This review is focused on two primary objectives: expanding the availability of contracted yellow bus routes and simultaneously reducing the reliance on MBTA services, which currently present significant challenges for many students. Furthermore, in response to student feedback regarding limited transportation after the school day, the district is exploring the addition of late bus options to ensure students can consistently participate in extracurricular activities and academic support programs.

18. Functional and Spatial Relationships

A new Medford High School should be designed with flexibility in mind, allowing academic classrooms, offices, and shared spaces to evolve over time as programs shift and student needs change so the building remains efficient, adaptable, and future-ready. This is especially important given our current layout across multiple connected buildings and floors, which often requires students to spend significant time navigating corridors to move from class to class. A more intentional design can reduce travel time, strengthen daily flow, and keep the focus on learning and belonging.

To support stronger collaboration and reduce isolation across departments, we envision academics organized into learning community “clusters” that include centralized breakout spaces where students and educators can work together just outside classrooms. Within this structure, we would like to see content areas clustered intentionally, such as STEM and Humanities so educators can collaborate more naturally on unit design, interdisciplinary learning, and project-based experiences. We also see value in clustering CTE with Fine Arts and academics to strengthen connections, streamline student access, and support shared use of spaces and scheduling.

Guiding design principles and ideal adjacencies include embedding Special Education and English Learner spaces throughout learning communities (rather than separating them), with small group rooms located near clusters in a range of sizes (4–6 students and up to 10). A centrally located library should serve as a bridge between academic areas and art classrooms, with space designed for flexible learning, collaboration, and student support. Career and Technical Education should be integrated with core academics, embedded in clusters, when appropriate. Themed tech labs should be placed near related programs (for example, culinary tech spaces near culinary and the cafeteria) to reinforce whole school use and real-world learning connections.

The building should also reflect the school’s role as both a learning environment and a community hub. A welcoming, accessible Welcome Center near the main entrance should support both school operations and community access, with a separate entrance for community-facing spaces such as the auditorium, gym, and select CTE programs (Bistro, Shop, Cosmetology, Auto). Nursing support near the entrance would

strengthen student care and family coordination, and house offices should be stacked to improve efficiency and clarity of support structures. Finally, outdoor dining options should be intentionally supported to expand flexible space for students and strengthen school culture during the day and for community use when appropriate.

The guiding principles for our adjacency preferences are included in the narrative above.

19. Security and Visual Access Requirements

Behavioral and medical emergency response plans are updated every 3 years and submitted to DESE. These plans are subject to review at any time with input from Medford Police, Medford Fire and building/district leadership. Buildings and Grounds conduct twice yearly safety checks on all areas to meet NIOSH self-inspection checklist. The Medford Fire Department conducts periodic inspections of all buildings during the school year.

The following Emergency Response Plan was updated and submitted to DESE June 13, 2025

MEDFORD PUBLIC SCHOOLS EMERGENCY RESPONSE PLAN FOR MEDFORD HIGH SCHOOL 2025-2026	
ACTION	SPECIFICS
Communication Marta Cabral (Principal)	**School in Session:** School Nurse calls 911 and identifies need for EMT (Basic Life Support) or Paramedic (Advanced Life Support)
	Walkie-talkies, cell phones: Nurses, Security Personnel, Principal, Assistant Principals, Vocational Director, Office Secretaries, Physical Education Dept, Director of School Counseling & Behavioral Services
	Public Address System throughout building
	Fields: Use Walkie-Talkies
	After school activities: Coaches use personal cell phones; Athletic trainer or EMT/paramedic at all contact sports
	Club advisors, Fine Arts programs: Use classroom intercom systems or cell phones
Medical Response Time	**Armstrong Ambulance response time:** Maximum time 8 minutes, average time 5 minutes
Relevant Contacts and Information	**School in session:** Access through School Brains and student health information forms in nurses' office. School nurse notifies parent/caregiver, Director of Health Services, main office 781-393-2200 and vocational office 781-393-2260 as appropriate. Principal notifies superintendent's office. Superintendent notifies school committee members. School counselor 781-393-2288, or designee, accompanies student to hospital and remains until parent/caregiver or guardian arrives.

	Report safety issues: Facilities, 781-393-2208
	After School: School Brains or coaches' players' binder, kept in First Aid Kit. Coach is responsible for parent/caregiver/caregiver notification. Coach or designee accompanies student to hospital and remains until parent/caregiver or guardian arrives.
	Post event support: Collaborative decision made by administration, school counseling and school nursing. May include outside resources as appropriate, including Riverside Community Care (781-329-0909), Cambridge Health Alliance (833- 222-2030), MPS School Physician Dr Patrick Sabia (781-306-0200), Medford Board of Health (Mary Ann O'Connor (781-393-2565)
Direct Emergency Medical Services	**School in Session:** School nurses respond with emergency bag including EpiPen and Narcan. Security or School Resource Officer meets ambulance at top of school driveway and directs to scene. School nurse directs emergency procedures and care until the arrival of EMT/paramedic.
Direct Emergency Behavioral Services	**School in Session:**Alert building administration, school counselor, or nurse via walkie talkie or alerting through admin assistants to locate them. School staff contacts parent/caregiver. School counselor or Administrator responds to provide student support and determine next steps: 1. Emergency Transport via EMS 2. Emergency Mobile Crisis Team 3. Parent Transport to Care
	After School: After school staff, coach or club advisor contacts parent and consults with administrator to determine a next step of the following: ● Emergency Transport via EMS ● Emergency Mobile Crisis Team ● Parent Transport to Care After school staff, coach or club advisor ensures student is fully monitored until transfer of care to appropriate entity determined by level of care necessary.
CPR/AED Training	**Staff and teachers:** offered yearly through the MPS professional development program. **Coaches:** offered yearly through the Athletic Dept. **Students:** taught in health education in grades 11 & 12

	Trained personnel are identified yearly; list of trained staff is kept in nurses' and athletic offices.
Defibrillators	MHS has a public access defibrillator program. Portable defibrillators are located: 1st floor lobby, 2nd floor C building outside Café 2, 3rd floor across from PE cages, Fitness Center on wall next to door, Nurses' office and Vocational Office. Athletic trainer has a defibrillator for games, sports coaches each have a defibrillator for games and practices.
Safety Assessment	Safety assessments are provided in all classrooms and facilities by: Facilities conduct twice yearly safety checks on all areas to meet NIOSH self-inspection checklist and provides checklist to Principal. Medford HS has a safety manual chapter dedicated to each vocational shop. Medford Fire Department conducts periodic inspections of all buildings during the school year. Students are provided developmentally appropriate safety information in their classrooms and health/physical education programs.

To prepare the staff for the upcoming academic period, several administrative leaders oversee the notification and readiness of their respective teams. Assistant Principals, the Executive Director of CTE, and Department administrators are responsible for prepping their unit faculty and secretaries, while the Principal will handle the Main Office and Instructional Support staff. The Chief Operations Officer will coordinate with the high school administration, central office, security personnel and custodial staff to ensure all are fully prepared.

20. Typical Day and Week in the Life of a Student

In the general classroom, the core academic educational activities focus on delivering the curriculum through engaging and structured lessons. These activities include direct instruction, guided practice, collaborative learning, and individual work. Teachers use a variety of instructional strategies such as collaboration, project based learning, differentiated instruction, and student discourse in order to ensure that all students have access to grade-level, engaging, affirming and meaningful lessons.

Outside the general classrooms, academic activities extend to outdoor learning, project-based inquiries, science experiments, physical education, and group collaboration. Outdoor learning spaces—including gardens, nature trails, playgrounds, and fields—provide experiential opportunities for students to apply classroom concepts in real-world contexts, promoting engagement and physical well-being. These spaces are used for hands-on investigations, physical activities, and creative tasks that reinforce and enrich the educational program.

To maximize learning and operational efficiency, outdoor areas are ideally located adjacent to classrooms.

Outdoor learning environment ensures a comprehensive, engaging, and coherent delivery of the educational program aligned with school goals and student needs.

Typical Day in the Life of a Student	
Activity or Subject	**Program Details and Educational Benefit**
Breakfast	School-sponsored breakfast
Homeroom / Advisory	3 minutes daily, longer every other week with Extended Advisory and Advisory Activity
Morning class periods	Academics - General education - Career Technical Education A/B week and Freshman Exploratory during 2nd and 3rd period. - Full day special education programing (Therapeutic Learning Program, ACCESS, Project Transition)
Lunch / Gymnasium	School-sponsored lunch Students have access to the gym during lunch for movement break. Lunch is 30 minutes in length
Afternoon class periods	Academics CTE programming A/B week and C schedule students
Departure / After-School Activities	Extra-curriculars Athletics and clubs Bus pickup- MBTA buses and (1) yellow bus
Nursing / Health services	The nurses office is open from 7:45-2:33 daily for student support.

Special Education Rubric and Regulations

Special Education Rubric

The table below indicates questions to ask when reviewing facilities for students on IEPs.

Question	**Yes/No or Comment**
Ensuring Access	

1. Do the facilities and classrooms for eligible students maximize their inclusion into the life of the school?	No
2. Do all eligible students have access to school facilities including, but not limited to, those areas necessary to implement the student's IEP?	Yes
3. Are resource rooms and separate classrooms for students with disabilities given the same priority as general education programs for access to and use of instructional and other space in public schools?	No
4. Is the school providing whatever equipment and making whatever physical adaptations are necessary, including acoustical and lighting treatments to remove physical communication barriers for students who are visually impaired, deaf, or hard of hearing?	Yes
Ensuring Equality	
5. Are the facilities and classrooms serving only students with disabilities at least equal in all physical respects to the average standards of general education facilities and classrooms?	No
Minimizing Stigmatization	
6. Specifically, does the plan place a classroom serving only older students with disabilities in a part of the school building in which all the classrooms are occupied by elementary school students? Vice versa? (if yes, it's a violation)	No
7. Does the plan place all, or a significant proportion, of special education facilities together in one part of a school building? (if yes, it's a violation)	No
8. During a school construction project, is the plan to move classrooms of students with disabilities to locations apart from the general education program? (if yes, it's a violation)	No
9. Is the plan to place a sign saying "special class" or "resource room" on the front of a substantially separate classroom? (if yes, it's a violation)	No

Medford Public School's Special Education department meets the needs of a wide range of students with disabilities. Students have their needs met in inclusion settings, in substantially separate settings and in the community.

Students are included to the greatest extent possible, these decisions are made through a thoughtful planning process. Students may need support in the mainstream setting; this is provided by special education teachers, and/or paraprofessionals.

Special Education Regulations

State Regulations

603 CMR 28.03(1)(b)

(b) **Facilities**. The school district shall provide facilities and classrooms for eligible students to maximize the inclusion of such students into the life of the school. Facilities and classrooms serving only students with disabilities shall be at least equal in all physical respects to the average standards of general education facilities and classrooms. Resource rooms and separate classrooms for students with disabilities shall be given the same priority as general education programs for access to and use of instructional and other space in public schools in order to minimize the separation or stigmatization of eligible students.

1. All eligible students shall have access to school facilities including, but not limited to, those areas necessary to implement the student's IEP.
2. School districts shall provide whatever equipment and make whatever physical adaptations are necessary to comply with this provision, including acoustical and lighting treatments to remove physical communication barriers for students who are deaf or hard of hearing.
3. The Department may make unannounced inspections of facilities.
4. The following examples illustrate aspects of this requirement and shall not be construed as limiting or defining its scope:

    (a) Placing a classroom serving only older students with disabilities in a part of the school building in which all the classrooms are occupied by elementary school students would violate the requirements of 603 CMR 28.03(1)(b).

    (b) Placing a sign saying "special class on the front of a substantially separate classroom would violate the requirements of 603 CMR 28.03(1)(b).

    (c) Placing all special education facilities together in one part of a school building would violate the requirements of 603 CMR 28.03(1)(b).

    (d) Moving classrooms of students with disabilities to locations apart from the general education program because of financial or construction considerations violates the requirements of 603 CMR 28.03(1)(b).

Special Education Facilities and Classrooms – PQA review criterion #55

The school district provides facilities and classrooms for eligible students that:

1. Maximize the inclusion of such students into the life of the school;

2. Provide accessibility in order to implement fully each student's IEP;
3. Are at least equal in all physical respects to the average standards of general education facilities and classrooms;
4. Are given the same priority as general education programs in the allocation of instructional and other space in public schools in order to minimize the separation or stigmatization of eligible students; and
5. Are not identified by signs or other means that stigmatize such students.

Federal Requirements

Section 504 of the Rehabilitation Act of 1973

21. Other Speciality Spaces

There are several other programs that MHS and the District is proposing for the building, some of which support just the high school population, and some which support the high school and broader school district. Many of these programs already exist at MHS today, and the project is seeking to replicate (and improve) these spaces to meet the needs of the school and District.

Welcome Center

The Welcome Center was designed as a resource and hub for the Medford community, functioning as a centralized Parent Information Center and comprehensive registration office. This center provides a welcoming and efficient intake process where families can finalize enrollment, consult with Health and Student Services, and navigate specialized programming in one location. This intentional configuration ensures that families can complete assessments, clarify complex medical requests, and access native-language resources in a single, accessible location, replacing fragmented administrative hurdles with a unified, family-first environment that immediately connects new arrivals to the district's collective expertise and resources. Maintaining the Welcome Center for MPS is a key priority for the district.

Welcome Resource Area

Within the Welcome Center, we recommend expanding our current supports for new MPS families with the creation of a Welcome Resource Area. Here new students can "shop" for school supplies and select native language and English texts to take home. Designed as a fun and empowering experience, this space would:

- Provide backpacks, notebooks, pens, and other essential supplies.
- Offer a selection of high-interest books in both English and students' home languages.
- Allow students to choose their own items, creating a sense of ownership and excitement.
- Serve as an introduction to the school's culture of celebrating multilingualism and supporting academic success.

This resource area would help ensure that all new arrivals start their school journey fully equipped, while also reinforcing their linguistic and cultural identity further emphasizing our value of belonging.

Central Office

The proposed integration of the District Central Office near the Welcome Center is a strategic shift designed to transform administrative functions into a cohesive, family-centered hub. By co-locating essential departments, including Special Education, Health Services, and English Learner (EL) leadership, with the Superintendent, Human Resources, and Finance offices, the district ensures that the most critical decision-makers are directly accessible to the families they serve which underscores our commitment to ensure belonging of all stakeholders. This adjacency is vital for the success of the Welcome Center area as it allows for a seamless "one-stop" experience.

Integrating the District Central Office with the Welcome Center creates a high-visibility, family-centered hub that transforms administrative functions into a "one-stop" service experience. This strategic co-location serves the following key functions:

- Direct Family Support: By placing Special Education, Health Services, and EL leadership alongside the Superintendent, families can register, get clarity on sometimes complicated registration and medical requests, complete assessments, and access native-language resources without navigating separate sites.
- Integrated Leadership & Collaboration: A dedicated collective space for Academic Department Directors fosters cohesive planning, while adjacent quiet rooms remain available for confidential meetings. Additionally, the central location of Finance and Human Resources provides staff with streamlined access to manage both personal and professional business.
- Community Integration: The design also features a multi-use space tailored for both MHS and MPS community use, ensuring the building serves as a versatile resource beyond school hours.

Other proposed programs include:

- **Pool:** The existing building has a pool that is an integral part of the Medford community offering adult lap swim, free public swim, and is home to MHS Swim Team and neighboring high school swim programs as well.
- **Pop-Up Shop / Gallery:** This new space will provide authentic-learning opportunities for students in Marketing, Business, or Art, allowing students to curate their own art shows.
- **Teen Health Center:** The Teen Health Center will provide on-site health services through a local healthcare partner to students to promote student wellness, access to care and coordination with MHS and District health initiatives.
- **Medford Community Media:** Medford Community Media (MCM) is a local access media/broadcast organization which is currently located at the high school building, and provides programming to the residents of Medford. The organization also supports community use of the MCM spaces, which allows residents to produce, edit and broadcast their own programs. Currently the Chapter 74 Radio and Television Broadcasting program shares the MCM studio and its support spaces, but this shared use model presents limitations for student use and generates

limitations for public access due to CORI check requirements for members of the public using the studio spaces.

- **Clothing Closet:** MHS has an existing Clothing Closet, known as the Mystic Exchange, run by the Counseling department and Project Transition, which addresses short-term clothing needs that may present a barrier to student participation, attendance, or comfort during the school day. The closet supports the District's equity and whole-child goals as well as the vocational hands-on training for the Project Transition students.
- **Food Pantry:** The existing pantry is intended to provide discreet and dignified access to food for students and families experiencing food insecurity, supporting student wellness and equity through wrap-around services. MHS anticipates that the Food Pantry will operate independently from the MHS Food Service Department.
- **Community Partner Spaces:** There are external Community Partners that rent space in the existing MHS today. These partners serve local communities and cultures which operate independently of district administrative function.

By placing leadership and collaborative services at the front door, the district eliminates administrative barriers, ensuring that the journey of every student and the professional experience of every staff member is backed by collective expertise and transparent, accessible support.

