3.1.2 Educational Program

1. Grade and School Configuration Policies

Current grade configuration

Wakefield Memorial High School (WMHS) is a 9-12 high school and serves all eligible students in the Wakefield Public School District. The current enrollment is 842 students.

Proposed grade configurations to be considered

No grade configuration changes are planned to the existing 9-12 grade structure.

Advantages of proposed grade configuration

Describe District's Approach to Facilitating Student Transitions

Students at the Galvin Middle School, the only middle school in the WPS district, and local private middle schools are provided with multiple opportunities to get an overview of WMHS. Rising 8th grade students and their families attend an Open House Event held in January to learn more about WMHS academic, sports, extracurricular activities and programming opportunities, tour the facility, and meet teachers and students. Prior to COVID, students from Galvin were brought to the high school during the day for a tour program and had the opportunity to meet guidance counselors, administrators, and support staff. Prospective students also have the opportunity to shadow students. Additionally, there is a formal orientation program in the summer for all incoming 9th graders.

The Director of Guidance, HS Special Education Coordinator, adjustment counselors, and guidance counselors communicate with middle school personnel to ensure that the academic, social, and emotional needs of rising 8th graders will be matched with the appropriate programs, supports, and services for a seamless transition to the 9th grade.

As students' progress through the high school, the HR/Advisory teacher, assistant principal and guidance counselor remain with the same students throughout their high school career. This provides consistency and helps to build trusted relationships between students and adults in the building.

If a Different Grade Configuration is Proposed Describe the Plans to Facilitate Transitions in the Proposed Configuration

No changes to class size policies are currently being proposed.

2. Class Size Policies

District policies, targets and guidelines by grade

WPS Policy of the School Committee: 902-(E) CLASS SIZE

The Wakefield School Committee recognizes that it has a responsibility to provide an appropriate educational setting for each of the children in the Wakefield Public Schools, and that part of that setting is related to the number and mix of students in each classroom. We adopt the following parameters:

- Kindergarten Maximum of 22 children
- Grades 1-2 Maximum of 25 children
- Grades 3-4 Maximum of 25 children
- Grades 5-8 Maximum ratio of 25:1 on a team
- High School Maximum ratio of 125:1 children to teacher, which translates to a class size of 25:1.

The Superintendent or his designee may, under their own authority, admit up to 2 students above the policy if he/she deems appropriate.

Typical class sizes in core courses at WMHS are between 15 and 24 students. There are 68 full time teachers, and 10 instructional support personnel.

Current average class sizes

Because of the wide range of educational needs at every grade level and non-grade specific offerings, average class sizes by program more accurately reflect the complexity of WMHS's curriculum structure than average class size by grade. As noted, actual class sizes are dictated by the wide range of educational needs of WMHS's student population, safety considerations based on the course (Culinary kitchen space, for example), and space constraints in the current building classroom configuration.

Also, co-taught courses that include a subject area general educator and a Special Education teacher are scheduled in the four major content areas (ELA, Math, Science, Social Studies). Class sizes are not reported separately for these courses as they are representative of the department averages as a whole.

Fall Semester 2021 Class Size Averages by Department/Program:

- Art Department: 15
- Business: 10
- Drama: 8
- English as a Second Language (ESL): 10
- English: 17
- Culinary: 16
- Health: 14
- Mathematics: 18
- Music:
    - Ensemble (Band, Chorus, Orchestra): 30
    - General Music: 9
- Physical Education/Wellness: 20
- Science: 16
- Social Studies: 16

- World Language: 12
- Special Education:
    - Academic Support: 6
    - PAL: 10
    - School to Life: 4

Proposed changes and why or statement that no changes are proposed

We understand the smaller class sizes described below will require additional classrooms, but they are essential to maintaining the quality of education at WMHS.

- For grade 9 English and Algebra 1 classes, we propose keeping the class size to 18 because it is a pivotal transition year for students. Smaller class sizes are essential to allow teachers to differentiate and scaffold instruction to meet the needs of diverse learners and allow students to display their knowledge in multiple modes.
- For grade 12 English classes and electives, we propose keeping the class size to 18 because it is an unleveled course and also a transition year for students in order to make sure they are fully prepared to leave WMHS and find success in the larger world. Smaller class sizes are essential to allow teachers to differentiate and scaffold instruction to meet the needs of diverse learners and allow students to display their knowledge in multiple modes.
- For grade 9 Social Studies, we are asking to keep the class size at 18 because our 9th graders will be transitioning into a new building and this class size would allow for an increase in the ability to differentiate and meet the needs of all students.
- For grade 11 Social Studies, we are asking for the class size to be between 18-20 students because during their junior year, students are required to complete a civic action project. By keeping class sizes in these sections manageable, students will be able to work in groups or independently and still receive timely feedback from their teacher.
- We are also asking that our co-taught sections in Social Studies be at 18 in order for teachers to increase their ability to differentiate instruction. At each grade level (in grades 9-11), we offer a co-taught section for students.
- For CP Biology and CP Chemistry, we propose keeping the class size to 18 because it helps to meet the needs of the diverse learners in these classes while maintaining engaging and safe laboratory experiences.

3. School Scheduling Method

Current scheduling methodology including advantages and disadvantages

WMHS uses a rotating block schedule. There are seven rotating blocks that meet five times in a six day cycle. Four of the class meetings are 54 minutes and the fifth class meeting is 75 minutes. One of the seven blocks meets all six days of the rotation for 48 minutes. Most classes meet for a full year, while we continue to build an elective model with more semester classes. Electives include business, art, music, drama, television, culinary arts, child development, as well as semester classes in English and Social Studies. All students must complete four years of English and math, three years of science and social studies, two years of world language, two semesters of health education, four semesters of physical education, and two semesters of visual or performing arts.

The advantage of the current scheduling structure is the rotation of blocks, the length of the blocks, the increased time available weekly (for 6 of the 7 classes) to engage in labs or more intensive learning activities, and the option to include a wide variety of courses since students can take up to 6 or 7 classes each semester.

The disadvantages identified in the schedule have been a lack of a full Advisory period built into the schedule, the disproportionate class time between D block (which runs daily) and other blocks as well as the limitations of a class that runs 48-minutes daily, and the lack of time for students to access supports and connect with staff for needed help and enrichment during the school day.

The current scheduling structure at Wakefield Memorial High School follows:

WMHS 2021-22

DAILY BELL SCHEDULE & BLOCK ROTATION

Warning Bell 7:25 am	Time	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6
HR/Advisory	7:30-7:35						
Block 1 (55 min)	7:38-8:33	A	C	B	A	C	B
Block 2 (55 min)	8:37-9:32	B	A	C	B	A	C
Block 3 (74 min)	9:36-10:50	C	B	A	F	G	E
Block 4 (48 min)	10:54-12:08	D	D	D	D	D	D
Block 5 (55 min)	12:12-1:07	G	E	F	G	E	F
Block 6 (55 min)	1:10-2:05	E	F	G	E	F	G

LUNCH 1 SCHEDULE:
LUNCH 1 10:54-11:17
CLASS 11:20-12:08

LUNCH 2 SCHEDULE:
CLASS 10:54-11:42
LUNCH 2 11:45-12:08

Proposed changes and why or statement that no changes are proposed

No changes are currently being proposed, but we would like to consider future changes to build in Advisory and create more consistent afternoon blocks to support internships, dual enrollment, and modified days for students who are exploring non-traditional learning opportunities outside of WMHS.

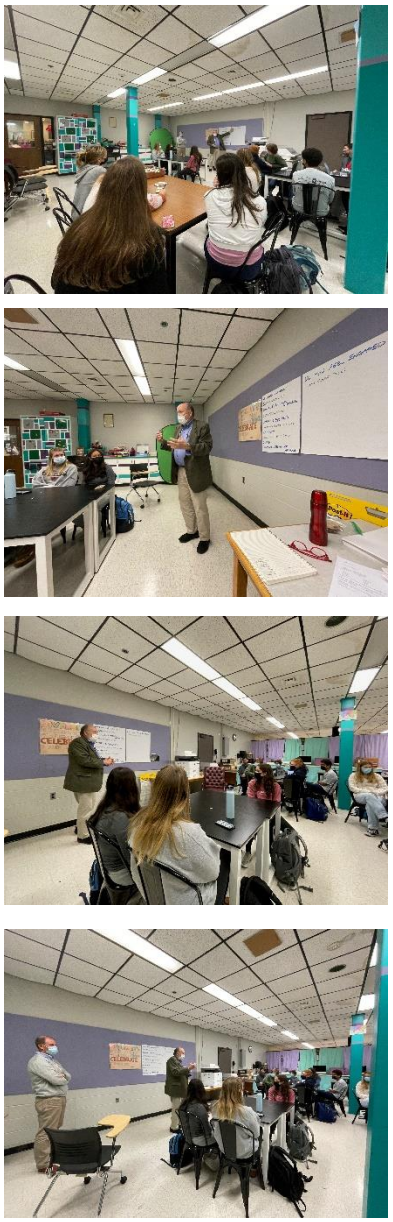
4. Teaching Methodology and Structure

A. *Administrative and Academic Organization/Structure*

I. Current Organization

Wakefield Memorial High School is a public, 4-year comprehensive high school with a traditional administrative organization (Principal and 2 Assistant Principals) and academic departmental structure. This structure includes the following departments: English, History Math, Performing Arts, Science, Visual Arts, Wellness & Health, and World Language. Each department is located in a separate section of the building and is overseen by a Department Coordinator and 5-12 Curriculum Coordinator or Director who, in collaboration with the Principal, is responsible for department curricula, professional development and the day-to-day operations of the department. Building and district administrators oversee the supervision, support and evaluation of all department staff members.

Students generally select courses at the following levels for each subject: AP, Honors, or College Prep. Special attention is now paid to ensure all students are on track to complete a MassCore sequence of courses. In all of our classes, especially at the College Prep level, there are a wide range of learners. These heterogeneous classrooms create a rich learning environment but are suited to smaller class sizes where students can receive differentiated instruction that helps them to access the curriculum.



Phil Poinelli (SMMA) interviewing students during programming

Administrative Structure & Student Supports:

WMHS currently has a Guidance Office which houses the Director of Guidance, 4 Guidance Counselors, and the School Resource Officer. Students are assigned a guidance counselor based on alpha order and counselors hold a caseload of between 200-225 students each.

Our high school student support services (which include Adjustment Counselors and School Psychologists) do not have adjacencies, making collaboration between and among these functions difficult. In addition, from a student support and health perspective, we have a Health Office that provides some health services during the school day to our students through nursing support, and we also currently have partnerships with community-based organizations (such as Eliot Services and Interface) to provide mental health support to students or families.

The current Administrative/Academic structure also includes a number of team-taught inclusion classes for special education students offered jointly by the special education department and academic departments. In addition, all students participate in an advisory program that meets 2-4 times a semester. In advisory, groups of students meet within their Houses (assigned by grade level) to discuss topics such as: anti-bullying practices, appropriate use of technology in and out of school, analysis of student surveys and results, and resume writing as well as study skills. In addition, topics of community building are also discussed and opportunities for activities such as Challenge Day are provided.

II. Proposed Changes and Why or Statement that No Changes are Proposed.

Moving from Isolated Content Areas to Interdisciplinary

One current area of growth focuses on increasing student attainment of cross-disciplinary skills and strategies. This vision of learning requires a move from disconnected content areas into a system of integrated content that focuses on critical clusters such as Humanities, STEM, Fine and Performing Arts, and Health, Wellness and Athletics, for example. The areas of overlap and integration between these clusters will play an important role, both programmatically and spatially. This shift is important because it allows for more seamless integration of academic content, opportunities for efficiencies by sharing of resources, and movement toward an academic structure that supports holistic thinking and interconnected understanding.

Student Supports as a Centralized Hub

A tighter level of adjacency among the student support functions at the school (i.e., guidance counselors, adjustment counselors, school psychologists, school nurses, school resource officer) will serve as a centralized hub for student supports. This is important because it will provide more opportunities for the sharing of resources, increased access to additional support services available at a centralized location at the high school, and the opportunity for educators who work with many of the same students to more easily collaborate and share professional expertise.

Proposed Changes to the Administrative Structure include the following:

- Shift from isolated content areas in the areas of Math, Science, History, English, World Language, Business, Health, Art, Physical Education, Music and Vocational to a more integrated approach in which Humanities, STEM, Fine and Performing Arts and Health, Wellness and Athletics are more closely integrated together.
- Provide the academic clusters with ELL and special education classrooms and supports so these programs and students are not separated or isolated in any way. We want to ensure that the development of curriculum, content, and programming considers the needs of all learners, most particularly the needs of our ELLs and students with disabilities.
- Assign student support services in a centralized, adaptable, and flexible hub that could allow for collaboration of the various units within student support.
- Plan for spaces that will facilitate interdisciplinary work, professional collaboration, and communication between administrative and student support staff and teachers.

Provide flexible classroom and conference meeting space to accommodate one-to-one or small confidential and non-confidential meetings, as well as larger meetings or professional development workshops of 15-20 people

B. *Curriculum Delivery Methods and Practices*

I. Current Practices

The teaching methodology at WMHS has been undergoing a transition from traditional "stand and deliver," lecture-based teaching to a structure that encourages student-centered learning, with a focus on students independently developing the skills and strategies they will need to be successful beyond high school. Administrators and educators have committed to undertaking a more student-focused learning approach. Currently, there is a limited but growing amount of personalized instruction, cross-disciplinary learning, emphasis on inquiry learning, problem solving, and technology integration. Curriculum is being tailored to engage students in active and self-directed learning, self-assessment, and reflection. Curriculum is also being revised to include more inclusive voices and perspectives, as part of the district's commitment to equity, diversity and inclusion. All levels of classes are adopting more varied instructional strategies to engage a wide range of learners and to ensure that students being challenged appropriately.

New practices in developing lesson plans address curriculum needs by emphasizing depth of understanding through inquiry, problem solving, and higher order thinking. Students are assessed by a variety of means including exams, projects, presentations, skits, document-based questions, essays, and midyear and final assessments.

II. Proposed Changes and Why, or Statement that No Changes are Proposed

Since more discussion and planning is being focused around how to break out of traditional departmental structures and grow cross disciplinary and collaborative learning between subjects that have natural educational overlap, the building needs to support this progress. At times, the building creates obstacles for collaboration between program areas within the same department. For example, the geographic location of fine arts within the building makes collaborative efforts with performing arts difficult. Or a natural connection between Humanities is challenging when Social Studies and English classrooms are located on opposite ends of the building.

A Large Group Instruction (LGI) space - for multiple classes exploring an area of study and interdisciplinary instruction and collaboration for project and inquiry-based programs. This can apply to all of the areas of study below.

C. *English Language Arts/Literacy*

I. How Curriculum is Delivered

Curriculum is delivered in a multimodal fashion using modes such as: Direct Instruction, Google Classroom, Literature Circles, Group & Independent work. Projectors and white boards are used for video, slide shows, modeling, and presentations. The walls are used to exhibit student work. Additionally, students use laptop devices to engage with the curriculum.

II. Proposed Changes and Why, or Statement that No Changes are Proposed

In the future, in addition to proximity to other classrooms in the department, English classrooms should be proximate to Social Studies classrooms in order to promote cross-curricular opportunities that are more "Humanities" oriented. Teachers in this department would also utilize access to performance space. Overall, teaching spaces should be conducive to teachers as facilitators with flexibility for collaborative work that promotes the four domains necessary for student success in ELA (e.g., speaking, listening, writing, and reading).

D. Mathematics

I. How Curriculum is Delivered

Our current math classrooms are designed to support teacher directed instruction, although teachers are implementing student centered curriculum that requires collaboration and group work. Many rooms are very small and hardly fit enough desks when in rows, making different arrangements difficult. The projectors and white board space are placed on a small wall of rectangular rooms, and there are no other usable writing surfaces on other walls. Students are often engaging with printed handouts or workbooks, as well as tools like calculators, rulers, or a compass, which is challenging on small student desks that have chairs attached. While teachers are incorporating group work in their lessons, the furniture and arrangement of resources in the rooms is working against these efforts. The small size of many rooms can make it difficult for teachers to move about the room and facilitate small groups, making more whole group discussions necessary. Teachers use projectors and document cameras to support whole group discussions and share student work. Math teachers currently work in classrooms in close proximity to each other and frequently collaborate and share resources.

II. Proposed Changes and Why, or Statement that No Changes are Proposed

The Math Department is focused on teaching practices that incorporate student collaboration and group work. Classrooms need to be large enough to allow for flexible furniture arrangements to support varied learning environments like small groups, whole group discussions, and assessments. Having more writable wall surfaces would support student learning and collaboration. Student desks or tables need to be large enough for the materials they use every day, as both paper and pencil and computer-based learning is used. Areas to display student work (via bulletin board or projector) need to be available to highlight learning in the classroom. With access to small group workspaces, teachers could more easily arrange students to focus on different needs within one class period. Having a teacher collaboration space for the collaborative work of the department will be an important feature to support continued curriculum initiatives and work. There are curriculum connections between mathematics and science, technology and engineering that teachers are interested in exploring, and want to collaborate on alignment and new opportunities. Currently, a lack of proximity of classrooms and teacher work spaces prevents much of that collaboration. In a new building, strong physical connections between math and science would help facilitate that work.

Add some language around the integration of math with the other STEM and STEAM disciplines of the school

E. Science

I. How Curriculum is Delivered

Science courses at WMHS are designed to be lab-based with the goal of ensuring that all students develop the skills and knowledge necessary to become scientifically literate citizens who can make informed decisions. In each of our courses, students engage in the curriculum in various ways, including teacher-centered presentation, cooperative exploration of case studies, student-centered group inquiry activities, and hands-on laboratory experiences. There is a focus on integrating the science and engineering practices throughout all coursework. The department is continuing to grow towards increasing student collaboration and student-driven instruction through exploration of anchoring phenomena, while developing relevant lab skills.

In addition to traditional courses in biology, chemistry and physics, we offer a range of lab-based science electives, including but not limited to anatomy and physiology, environmental science, astronomy, oceanography, genetics and microbiology and a range of AP courses.

Additionally, we have established PLTW computer science and engineering courses and are in the process of developing a more robust program.

Currently, the physical space and lab amenities vary dramatically from room to room, impacting the delivery of instruction. Not only do the spaces not currently meet our designed programming requirements, but they are also unsafe due to limited access to sinks, lab spaces, power sources, and safety features. In some classrooms, there are traditional desks and chairs on one side of the room and rows of fixed lab stations on the other side. While this does allow teachers to set up the lab space in preparation for class, the desk-seating area limits collaboration and group work as the desks fit most efficiently in rows. In other rooms, there is no laboratory space and students are forced to conduct experiments at their desks. The size of some rooms is not conducive to collaborative interdisciplinary project work.

Currently, prep rooms are small and out of compliance, they are shared and often not adjacent to classrooms. This results in crowded spaces and the movement of many biological or chemical materials through crowded halls. There is direct hallway access to the prep rooms, which is desired.

II. Proposed Changes and Why, or Statement that No Changes are Proposed

In planning for new science spaces, there should be flexible workspace in all science classrooms. Rooms need to be designed so that there is a combination of content teaching space as well as lab space since classes blend content with hands-on experiences. We would like to have laboratory science rooms that meet today's lab safety standards and allow us to deliver a high quality, hands-on, student centered, rigorous and 21st Century Skill based science curriculum. Space for storage and sterilization of safety equipment should be readily available and accessible in every room, as well as laboratory safety features. Dedicated storage and prep rooms should be adjacent to classrooms and accessible from the hallway as many materials are shared.

Chemistry classrooms should have established lab benches, either long or island benches. To safely facilitate the labs, these lab areas need adequate space between them so that students can safely move between different areas. Additionally, each bench area should safely incorporate gas lines, water lines, vacuum lines (for filtration), electrical outlets and ring stand racks. Multiple hoods are needed in each of these rooms so that multiple students can use them at the same time. Chemistry labs really should have outside windows in each room for increased and readily-accessible ventilation as well as supporting light-based laboratory experiments. There should be direct access to a large, shared chemistry storage where all chemistry teachers can have easy access so that teachers do not have to carry chemicals far distances to their classrooms for use in laboratories. The central chemical storage room should be climate-controlled and outfitted with adequate chemical and glassware storage, a hood, benchtops and proper ventilation and safety features.

Many classes, especially physics and environmental science classes, should have easy access to an outdoor space for making observations and conducting experiments. Bringing classes outdoors allows for more space for experiments as needed and helps to make important connections to the content being taught in natural science classes.

F. Social Studies

I. How Curriculum is Delivered

Our history courses are delivered in a variety of ways in an attempt to engage and meet the needs of all students. The most common ways of instruction are through project based PowerPoints, traditional direct instructed lectures, whole group discussions/Socratic seminars, small group writing labs and

document based analysis. Teachers often use whiteboards and projectors to display the information and classroom walls are typically used to showcase student work.

II. Proposed Changes and Why, or Statement that No Changes are Proposed

The department feels many changes could be proposed to enhance student learning in a new building. In numerous small and whole group discussions, the Social Studies Department believes a large group space would provide the ability for interdisciplinary and multi-class learning experience. The creation of a media room for filming projects or for students to create podcast and multimedia presentations; potentially as an adjacent space with our TV/Film program would allow students to demonstrate their knowledge in a variety of ways. Students with disabilities would benefit from more supportive rooms with variable lighting and speaker systems. Lastly, charging stations in all rooms for student devices would be very helpful.

G. World Language

I. How Curriculum is Delivered

Our World Language program offers courses in French, Latin, Italian and Spanish. Classes are instructed in the target language to develop interpersonal, presentational and interpretive communication skills. Students are actively engaged in communicative learning tasks and performance-based assessments. Technological resources are consistently implemented to support multimodality instruction, develop cultural awareness and acquire skills that will prepare students to effectively communicate in their target language.

At the present time, our classrooms are not large enough to accommodate various types of grouping, lighting is poor, and the technology is not always reliable. Display of student work or visuals is not possible due to the structure of the walls.

II. Proposed Changes and Why, or Statement that No Changes are Proposed

In order to fully support interactive, student-centered learning in the World Language, classrooms should be designed with flexible spaces/furniture, variable lighting, and optimal technological resources to give teachers the opportunities to implement UDL strategies (a framework to improve and optimize teaching and learning for all people based on scientific insights into how humans learn). Students would be able to develop their language skills and create audios/videos with appropriate materials and environment. Visuals for students to refer to during language development is imperative. Therefore, students would benefit from wall space that can be used to display word walls, reference charts and student work.

Our world language teachers would benefit from a comfortable, collaborative space to share ideas and resources. Classrooms need to be flexible to support student movement in conversational style learning. Being in close proximity to other disciplines such as ELA or Social Studies would allow wider options for collaboration while easy access to the visual arts and culinary programs will further enhance the full cultural immersion approach.

If Considering Language Labs Describe the Types of Activities Anticipated for the Space, How It will be Staffed, Equipped?

We are not considering adding language labs.

H. Academic Support Programming Spaces

I. How Program is Delivered

ELL: Currently, we serve about 20 ELL students, half in a single block class and the other half in a double block classes. These classes are kept small to focus on individualized instruction, since students speak little to no formal English and may have a variety of primary language comprehension levels. Currently, we have a .5 ELL teacher but expect this number to increase as our ELL population in the town steadily increases.

- METCO: Wakefield has been a member of the METCO program since 1969, which serves students from Boston. It is a voluntary program intended to expand educational opportunities, increase diversity, and reduce racial isolation, by permitting students in certain cities to attend public schools in other communities that have agreed to participate. There are currently 27 METCO students at WMHS.
- In-School Suspension Program: ISS is held during the school day, every 2 weeks. Students who are serving ISS are supervised by Assistant Principals and work in a quiet space, within the main office, with tables or desks, on assigned work.

II. Proposed Changes and Why, or Statement that No Changes are Proposed

- WMHS would benefit from expanding the current METCO Director's Officer, which is located at the high school, to provide an office for the METCO director and an adjoining work area that can be used for a wide variety of uses during the school day, as well as before and after school, including small group instruction, tutoring, and meetings with families and students.

I. Student Guidance and Support Services

I. Current Services and Programs

The primary purpose of the high school counseling department is to assist all students in maximizing their potential academically, socially, and personally. The school counseling curriculum aligns with the district's vision of helping students become confident, lifelong learners who are respectful and caring members of their community. Using the Massachusetts School Counselors Association Model as a guide, the counseling department aims to ensure all students are college and career ready. The three core objectives of college and career readiness are:

- Academic preparation whereby students receive access to high quality learning opportunities in core subject areas that will meet MassCore requirements.
- Workforce readiness whereby students receive career awareness, career exploration, and career immersion activities.
- Personal/social skills whereby students develop the knowledge, skills, and competencies needed to become active and responsible citizens.

Role of the School Counselor:

The school (guidance) counselor works with students to help develop their academic, career, and social/emotional skills. This includes individual and group counseling focusing on creating a 4-year academic plan, assessing strengths and passions in order to determine potential career options, and developing skills to maintain mental health. Counselors communicate and collaborate with families, teachers, and other support personnel to provide the best support possible to our students. Counselors

also provide appropriate intervention in crisis situations. Overall, counselors serve as a trusted adult that students can count on to address any needs that they may have.

How Curriculum is Delivered

Curriculum is delivered both individually and in small groups. Guidance counselors visit classrooms to deliver grade-specific curriculum as well as information on the course selection process. Counselors meet with students individually to discuss post-secondary plans and to assist with the overall college application process. Starting in the 2020-2021 school year, guidance counselors created grade level Google Classrooms to distribute important information and helpful resources to all students. Students receive emails when new information is posted in the classroom.

During the 2021-2022 school year, members of the counseling department created monthly lesson plans covering a wide variety of social/emotional topics. These lessons were implemented in extended homeroom periods. School Psychologists hold lunch groups for students that target specific mental health issues (anxiety, stress management, healthy habits, etc.).

Current Structure

WMHS has a Guidance Director who oversees four guidance counselors, three adjustment counselors, two psychologists, and two school nurses. The school also has a Director of Special Education.

Family and Community Engagement Specialist

Although we currently do not have one employee dedicated to this role, all of our guidance counselors and adjustment counselors communicate with families on a regular basis regarding individual students as well as distributing information intended for all students.

Conflict Resolution

Adjustment counselors, school psychologists, and guidance counselors, counsel students who are experiencing conflict with other students, teachers, and/or people outside of school. Counselors work closely with the assistant principals when dealing with conflict between students within the school.

Intervention Team:

Intervention is a process where any staff member can refer a student who they have emotional, behavioral, and/or academic concerns about. The Intervention Team consists of assistant principals, guidance counselors, school psychologists, adjustment counselors, special education coordinator, school nurses, director of guidance, and school principal.

The Intervention Team reviews the staff member's concerns, any pertinent information that was provided by the staff member and support staff, and interventions that have already been attempted. The team then identifies the goals for the student and determines specific interventions that will take place. These interventions will be carried out for approximately six weeks. The team will then review the student's status and determine next steps.

Positive School Culture and Anti-bullying Initiatives:

The Wakefield Public Schools, in accordance with M.G.L. c. 71, §37O, endeavor to maintain a safe learning environment where students can achieve the highest academic standard. The Wakefield Public Schools are committed to creating an environment in which every student develops emotionally, academically, and physically in a caring and supportive atmosphere free of harassment, intimidation, bullying or cyber-bullying. To that end, bullying, cyberbullying and/or retaliation shall be prohibited.

Bullying awareness and prevention is included in the Health curriculum at WMHS. The Youth Action Team (YAT) is an extracurricular club that implements initiatives aimed at reducing youth risk-taking behaviors and promoting healthy choices. Anti-bullying is one of these initiatives.

Periodically, WMHS brings in guest speakers to address topics that include bullying prevention. For example, WMHS had Katie Greer, an internet safety expert and presenter, to speak with our students about internet safety, privacy issues, and creating a healthy relationship with boundaries around social media.

II. Proposed Changes to Services and Programs and Why, or Statement that No Changes are Proposed

The guidance department is in process of reviewing its curriculum with the goal of creating a more comprehensive program. In the 2022-2023 school year, the guidance department will start implementation of MyCap, a student-centered, multi-year planning tool designed to provide students with ongoing opportunities to plan for their academic, personal/social and career success.

As we plan for a new school building, we envision a more centralized guidance/student support center that would house guidance counselors, adjustment counselors, school psychologists, and a space for college and career services. The office would also include spaces for students experiencing mental health issues to sit privately. Ideally, the space would be adjacent to the School Nurses (Health Office) and the School Resource Officer. With the anticipated increase in student population, it is anticipated that a fifth (5^{th}) Guidance Counselor will be added to maintain an appropriate student to counselor ratio.

5. Teacher Planning and Professional Development

Existing teacher planning spaces and scheduled planning times and how they support delivery of curriculum

In our current 7-period schedule (36 blocks in 6 days), teachers teach 5 classes (25 blocks), have 2 duty blocks, 1 Professional Learning Community block, and 7 free/prep blocks. During those planning times and during PLC collaboration time, teachers and PLCs most often use their own classroom space, as it is usually available since most teachers have their own classrooms. If their classroom space is not available, they find an alternative space to work, such as the department office, which every department has. These offices consist of a large table or tables, food prep area, and a small office space attached for the Department or Curriculum Coordinator to use.

Teachers are contractually required to stay after school until 2:20 (15 minutes after the final bell) but sometimes stay later to help students, to attend meetings, or to plan.

Department Coordinators and Curriculum Coordinators meet with educators in their departments about once per month after school. The focus of these meetings is curriculum, instruction, and assessment. Early release days also are built in throughout the year for other professional development activities and teacher learning. These meetings most often occur in teacher classrooms or in the library space.

Proposed changes to planning time and number of spaces and why or statement that no changes are proposed

Teacher offices, teaching spaces, and teacher break areas are all clustered by department. There is growing interest in the school to reconsider these spaces and arrangements so that there are more interdisciplinary connections and clusters, while maintaining some proximity to department colleagues to continue collaborative practices and sharing of resources, that connect teachers from related disciplines together for work space and planning purposes. With an anticipated 85% of utilization of classrooms, teachers will no longer own their classrooms. The teacher planning spaces will be a critical component for individual and collaborative activities.

Current professional development practices

The District updates a comprehensive professional development plan each year. This process is facilitated by the Assistant Superintendent, with guidance and support from Curriculum Coordinators, Coaches, Directors and Administration. The Professional Development Plan is differentiated by department with a focus on specific topics and skills relevant to each educator and connected to School Improvement Plan and District Goals. This year, the District is starting to pilot virtual, optional Professional Development opportunities after school hours. In addition, our teachers have time with their designated Professional Learning Communities and Department Meetings, both of which are facilitated by our Curriculum Coordinators. Each summer, we offer opportunities for professional development and teacher working groups focused on curriculum development and refinements to prepare for the upcoming school year.

Proposed changes to professional development and why or statement that no changes are proposed

During the 21-22 school year, we launched a new structure for our Professional Development Model. It consists of eight half days across the school year dedicated to specific professional development by department. All professional development plans are connected to School Improvement and District Goals and consist of a combination of directed learning and teacher collaboration. Professional Development is facilitated by our Curriculum Coordinators. For other educator needs, we are offering optional after school professional development opportunities. We piloted this in the fall and plan to run another series in the summer. We anticipated continuing with this updated plan in the future.

6. Lunch Program

Program Delivery

Wakefield Public Schools provide meals to students under the USDA's Child Nutrition Programs and the Massachusetts Department of Elementary and Secondary Education Food and Nutrition Program. Programs must abide by federal and state guidelines promoting the health and nutrition of our students.

At WMHS, we currently have two indoor walk-in refrigerators and freezers along with an outdoor commodity freezer. We have eight convection ovens, one single steamer, a tilt skillet, pizza oven, and commercial blender to produce meals for approximately 450 students per day. We have eight, twelve-foot preparation stations that are comprised of two six foot tables, some butcher block and others stainless steel.

Our serving lines run perpendicular to one another, and students proceed in one door, follow the length of the line making selections, and exit through another door. We have approximately 3,500 square feet in our preparation area.

With the time constraints of two serving periods (23 minutes each) to provide meals for up to 1000 patrons, the design model must allow for greater efficiency. Current line lengths waste the precious time of our students and staff and could be reduced by more than half by moving to a kiosk model.

Proposed changes and why, or statement that no changes are proposed

Nourishing our students is essential in providing academic excellence. We have a tremendous opportunity in building new infrastructure to change variables that allow for expanded options to be produced efficiently in an inviting environment. Designing a new space allows school nutrition to not only provide customized programming but also an adaptive space that students utilize for activities only beginning with a healthy meal.

In our current serving area, the physical space is limiting and uninviting to students. Concrete block walls do not allow for the dynamics that our students experience in commercial operations, where their familiarity lies. New design should allow for greater interaction between staff and students. Stations should be marketed to meet the needs of different tastes and preferences: entrée, made to order, grab and go, beverage, etc. Students should easily access the station best suited for them quickly and independently of other options. Open kiosk design allows shortened serve times while also providing the variation and customization that students desire.

The barrier between the serving area and preparation should consist of pass-through refrigerators and warmers to be more efficient for staff. In addition, meals served directly from these units stay true to temperature. Spaces could be secured with rolling screens after meal service has been completed.

The preparation space could be improved by the consideration of ergonomics and modernization of equipment. Combi-ovens (heat and moisture elements) should be used in addition to convection ovens so that vegetables can be prepared more nutritiously while simultaneously improving taste and texture. Improvements in equipment will enable our program to be more efficient and vastly more energy efficient. The space must include adequate freezer and refrigerator space. Without this, food options are limited, more expensive, and subject to availability.

Direct purchase allows whole muscle, white meat options to replace processed, formed alternatives at comparative pricing. Fresh fruits, vegetables, meat and dairy are essential components requiring refrigerated storage. Freezer space equates directly to cost savings and quality food.

Designs reflective of commercial operations should be emulated in our new seating area. Students should feel truly nurtured by their time in the cafeteria. The environment should be open, welcoming, bright, and comfortable, and seating should be flexible and allow for students meeting in large and small groups.

7. Technology Instruction Policies and Program Requirements

Existing Educational Technology

Description of existing educational technology, how it is managed by the district, how it is used in the classroom, and overview of professional support and training offered to staff.

- Ceiling mounted projectors in every classroom used both wireless and wired to deliver content.
- Document cameras provided in classrooms that need them
- Current model Windows devices provided for every teacher
- Chromebooks provided to students that need one, otherwise BYOD
- Wi-Fi access points in every classroom with sufficient bandwidth for streaming and presenting
- Dedicated 900MBps Internet
- Savings Bank Theater is used for presentation and rental space

  Computer labs used for graphic design, film, and Engineering programs

Technology is managed and maintained by the districtwide technology team, along with a building based support person in each building.

Proposed Educational Objectives

Proposed educational objectives being pursued as part of potential project, description of how updated equipment and systems would be managed and maintained by the district, how the equipment and systems would be used in the school, and plans for professional development, or a statement that proposed equipment and systems align with current equipment, systems and practices which are to be continued

Wakefield Memorial High School is looking to build upon our successes and blend more and diverse mobile devices (Chromebook, iPads, handhelds, etc.) into the school. Currently, WMHS is a Bring Your Own Device school, and we also provide loaner devices (Chromebooks) for students who cannot or choose not to bring their own device. The Technology Department will continue to manage teacher and student devices along with a robust wireless infrastructure, and work with all school departments to align a curriculum that supports a BYOD program. Ideally, the new Technology office areas at Wakefield High would be constructed to provide Student Internship opportunities (Helpdesk) where students can operate portions of the Technology Help Center as well as provide support to mobile devices in the classrooms. The space should be more conducive to walk-in support and have adjacencies to areas (possibly flexible classrooms during the day) for group Professional Development opportunities.

Technology will be used prominently throughout the new WMHS. The expectation is that students will use a wireless device accessible to them throughout the day to access the curricula, to create digital content, and to perform on a variety of assessments. Simulated labs, flipped classrooms, virtual classrooms, video conferences, computer science and programming, and digital content creation will be a frequent experience for all students. Much like on a college campus, such activities will take place in classroom spaces, media spaces, common spaces, open spaces, cafeteria spaces etc. Technology both as content and tool will enable, support, and prepare our students with a personalized learning experience and global learning experience.

8. Media Center / Library

Current Programming and How it is Delivered

Library programming is currently delivered primarily in the library, but the library frequently closes to permit the librarian to leave in order to co-teach in another location (classrooms, meeting spaces, cafeteria, etc.). Library materials are housed in a centralized location that features an archive, a presentation area, a makerspace, a Zoom room space, an office, and a library work area.

Current Staffing

The library is currently staffed by a certified school librarian. It has been intermittently supported/staffed by paraprofessionals and student interns.

An ideal WMHS library would be staffed ideally by a lead librarian, a library assistant/paraprofessional, and student interns. Having adjacency to the district technology office would also be greatly beneficial.

Current Hours, Scheduling of Use During School and Non-School Hours

Library Accessibility

School Hours: The library is generally accessible to students between the hours of 7:30 AM - 2:05 PM.

Non-School Hours: The library is available after school for scheduled student group meetings. The library is also available between 2:05-3:00 PM Monday through Thursday for students who need to study after school. This program is currently supervised by a paraprofessional and library reference/technology services beyond book checkout are suspended during this hour.

The library's digital research services are available during non-school hours (catalog, databases, streaming services, citation management tools, etc.).

Types of Educational Activities Anticipated

Educational Vision for the WMHS Library Program

In order to support the WMHS curriculum and our high expectations for student achievement, specifically students' ability to retrieve, evaluate, and use data, and to communicate effectively, to stimulate interest in reading for academic purposes and for personal enjoyment, and to prepare students to be lifelong learners, a renovated or new library space would need to have varied, flexible spaces and spatial adjacencies so that our current library program can continue to redefine education at WMHS. The library is decentralized from most of the building and is extremely difficult to manage with a single staff member. Instruction by the librarian with a class is consistently interrupted by students stopping by the library to print, check out books, ask research questions. In addition to well-defined, flexible library areas, having consistent access to another adult staff member in the library would improve student support services and would increase library accessibility throughout the day.

Students will:

- Access the library throughout the course of the day during their free periods (Academic Support Center blocks)
- Support district technology by volunteering at the student help desk
- Access makerspace materials to create products and design prototypes for project based learning
- Use the library as a performance space

- Book the library for afterschool clubs and tutoring sessions
- Visit the library with classes and gain assistance with research queries or educational technology (web-based technologies like citation management or databases; physical edu technology like 3-D printing; etc.).
- Benefit from the following services provided by the librarian.
- Use embedded small group rooms for collaborative work

The Librarian will:

- Co-teach lessons with classroom teachers, leading the implementation of technology integration to improve teaching and learning
    - Modeling of a new lesson, technology, or device
    - Co-teaching the technology with the teacher
    - Planning and debriefing with teachers using the technology with students (observations and assistance will be ongoing)
- Assist teachers with meaningful integration that aligns to the WPS core curriculum
- Order and process new books (along with ISP and volunteers)
- Oversee library organization, databases, volunteers
- Present book talks to enhance staff and student knowledge of materials
- Provide standards-based instruction on research and information literacy skills as it applies to subject area curriculum projects, such as information retrieval, source evaluation, etc.
- Provide assistance in the planning, instruction, and evaluation of research projects alongside classroom teachers
- Provide one-to-one, group, and full staff professional development to support classroom use of technology and digital resources
- Provide resources for parents to support digital learning
- Work with small groups of students for enrichment purposes in technology and literacy
- Providing bookable blocks of time for teachers to sign up for the librarian's time (this time could be for technology introduction, assistance with current resources, discussion of future project collaboration, etc.)

Media Center Responsibilities

- A mini-tutorial on information access (OPAC, physical or virtual library services)
- A hands-on research or literacy lesson with an assessment to inform SMARTIE goals
- Use of Chromebooks/devices to enhance the curriculum
- Collaborative, co-taught instruction planned by the Media Specialist and subject-area teacher as a stand-alone lesson or broader instructional unit with aspects of research, technology integration or both
- Media Specialist serving as a go-to resource for students and staff when seeking readers' advisory, reference, and technology assistance
- Media Specialist, library aide or library paraprofessional, and volunteers share the task of circulation and processing

Resource Creation and Development

- Providing a resource request system where teachers can easily request technology resources desired for lessons and projects (interactive lessons, software, subscription services, videos, etc.)
- Develop resources/material lists for teachers to enhance curriculum and units of instruction
- Maintain and create digital resources and media for staff and student access

Community Engagement

- Setting a vision for the district libraries and leading its implementation
    - Collection Development Policy, space policies, etc.
    - Long-Range Plan
    - Curriculum Mapping
- Serve on decision-making teams, school improvement, and accreditation
- Promote a love of reading and lifelong learning through:
    - Regular communication about new titles
    - Dynamic displays
    - Engaging programming
- Opportunities for distance learning
- Author talks
- Book celebrations
- Oversee summer reading program
- Maintain the Media Center website

Library Aide / Paraprofessional will:

- Assist students to make photocopies/scans and using library computers
- Provide regular assistance for students at the circulation desk - including checking books in and out
- Shelve books
- Helps assist the librarian to catalog/process books for circulation (cover with mylar, stamp, select genre area, etc.).
- Serve as the point person when the librarian is engaged in direct instruction with a class
- Provide adult supervision for students entering/exiting the library
- Provide access to the library in the librarian's absence
- Help manage student and/or parent volunteers
- Assist librarian to design creative displays to increase book circulation- highlighting particular aspects of the library collection

Library Student Volunteers/Interns will:

- Assist students/faculty with technology questions according to their ability
- Assist Library Aide to shelve books and to perform deselection tasks under the guidance and instruction of the librarian
- Perform regular inventory scans
- Shelve books and pull holds for patrons
- Help library aide to design attractive book displays
- Perform all other duties as assigned

The library will continue to support the WMHS curriculum through the curation of ample, diverse print materials, communal access to educational technology, and the stewardship of communal learning environments such as the Meghan S. Burnett Makerspace and the Gov. John A. Volpe Archives.

Meghan S. Burnett Library Makerspace

In 2017, the staff of the Gov. Volpe Library redesigned a former library workroom to create a multi-purpose library makerspace. In 2018, Meghan S. Burnett, a member of the Class of 2018 tragically passed away shortly after graduation. Meghan regularly used the library makerspace to help prepare instructional materials for her Diversity course, including visits in peer classrooms, and for Anti-Defamation League conferences. Meghan was a shining light and was involved in many activities in our school community. Meghan lived her life with a sense of profound wonder and a dedication to making a difference in the world. As such, in 2019, the WMHS Library Makerspace was named in her honor.

Our library makerspace is a flexible, multipurpose instructional room where students can create, discover, improve, plan, change, and make a difference in their school community and the world around them. The library makerspace differs from an engineering space or a project room in that it allows an adjacency to library research materials and enables the librarian to co-teach and assist with educational technologies embedded throughout the WMHS interdisciplinary curricula. While there may be some intersectionality with a STEM lab or engineering classroom, unlike STEM project rooms or discipline-specific makerspaces, our library makerspace can be used by all disciplines, faculty, and students. The Edu-technology and consumables housed in the makerspace are curated to the needs of the school building and student body as a whole and not for a specific curriculum. Additionally, this space and its contents are intended to be accessible at any time throughout the day and after school.

The Burnett Makerspace is a “room of requirement”, a term borrowed from JK Rowling’s Harry Potter series, in that no matter what a student or staff member requires throughout the course of the day, “it is always equipped for the seeker's needs.” While the main library houses physical and digital reading and research materials, the library makerspace is a library of things- tangible items that can be borrowed by all staff and students to create products for classes and/or comfort items that can enable the WMHS school community to put their best foot forward. Flexible furniture enables it to be used for group meetings, classes that require crafting/prototyping consumables or educational technology, individual project work, as well as . As a smaller, semi-secluded area, it is frequently used for staff and student convocations and celebrations. Additionally, our makerspace functions as a care closet and provides materials and access to students in need (e.g. provides poster boards to underserved students; distributes care packages with essentials like socks, toothbrushes, deodorant from a space that is neutral, quiet, and semi-private; distributes t-shirts and other free/donated clothing items for students who may need a clean shirt due to difficult home life or a spill/stain on clothes from a messy activity in a class; provides secondary access in the building to necessities like hair elastics/hairpins, stain sticks, mints, an iron/ironing board/steamer, safety pins, feminine hygiene products, etc.).

The library makerspace stores and enables library staff to distribute technology such as spare chargers for student computers, DVD drives for faculty, remote learning tools like wide-angle cameras, etc. An adjacency to our technology office and the technology inventory room would alleviate us of having to staff this particular service and storage need- or at least might provide us with some synergy of purpose between the two service providers.

In addition to the aforementioned uses, our makerspace continues to function as a library workroom where library materials are cataloged, covered in mylar, and processed for circulation. Additionally, we use our makerspace to house seasonal decor and some of our archival materials (e.g., yearbooks).

Due to its multifunctionality, the makerspace is accessed consistently throughout each school day and is one of our most utilized and appreciated resources by students and staff. As a result of the abundance of shared materials in a single space, the makerspace increases budget efficiency for department areas, reduces waste of consumables, and provides an opportunity for interdisciplinary learning and collaboration.

The makerspace is managed by the librarian, library assistant, student interns, and by any teachers who have reserved the instructional space for a period of time (particularly for projects that may need to dry overnight or will need to be worked on for multiple days/weeks). The librarian is able to support any of the materials/services that are provided in the scope of inventory below and manages a budget that provides consumables for all classes to use. Training is provided to student interns and to student interns as needed.

The makerspace is accessible to all discipline areas and all students. It can be utilized by student groups, classes with a teacher, classes with a teacher and the librarian as a co-teacher, etc. Student groups and individual students are able to access the makerspace during school hours at any time and after school when after school library programming is staffed/funded. In particular, the library makerspace seeks to provide access to consumables and educational technology to underserved students in a quiet, neutral, and respectful environment. Students are trained as needed to use more complex library tools and materials that require supervision or extensive training are stored when use is untenable or unsafe. Students can borrow some makerspace materials and use them outside of the school when deemed appropriate. All items that can be lent out to students are barcoded and inventoried on the library catalog.

A sample of our makerspace materials include: portable and stationary greenscreens; crafting materials (yarn, sewing kits, sewing machines, markers, modeling clay, and sculpture tools); 3D printers; overhead transparency projectors (for murals); foam board and foam cutting materials; hand tools and power tools; reusables/repurposed donations like cardboard and scrap materials; whiteboards/whiteboard tables; board games; presentation screen and/or television; a laminator; desktop cutting machines (Silhouette Cameo); adhesive vinyl; color printer; steamer/iron/ironing board/stain sticks; props and costumes for student presentations and videos; podcasting equipment; Apple Computers to edit videos/podcasts; Edutech consumables (wires, batteries, soldering equipment).

The Governor Volpe Archives

Gov. John A. Volpe was raised in Wakefield, MA. He had many political appointments including his governorship in the Commonwealth of Massachusetts, serving as transportation secretary under President Nixon, and as an ambassador to the Vatican. The library at Wakefield Memorial High School was named in his honor in 1993, and the school maintains an archive of his papers and effects. It was archived and cataloged by a former librarian and the collection was previously housed at the Lucius Beebe Public Library in Wakefield. The collection is utilized by local historians and entities like the Public Broadcasting Station (PBS) for its primary source materials (photographs, gifts, letters, etc.). The physical archive space is a highly attractive room that is most frequently used for small group meetings, video/production, as a podcast studio, etc. It has comfortable seating and a large attractive table that provides visitors with a sense of both grandeur and privacy.

9. Visual Arts Programs

How curriculum is delivered

The Visual Art program at Wakefield Memorial High School is split into three subsections - 2D, 3D and Photo and Film. All classes receive 5 credits and meet 5 days out of the six day cycle for an average of 58 minutes per class meeting. The department offers a wide variety of classes providing multiple levels and interests for students. Currently there are two classrooms that work with 2D mediums, one classroom that works with 2D and 3D mediums, a digital photography and graphic design computer lab, a TV studio with a small classroom and computer editing stations and a small classroom for AP students work and building of their portfolio. We currently offer 13 electives for students to take throughout their four years at WMHS. All WMHS students must satisfy a Fine Arts requirement to graduate and all classes in the Visual Arts department will satisfy this requirement.

Proposed Changes

In order to offer students a high-quality program and meet the growing demand for this program of study for students in grades 9-12, visual arts space needs to be designed and equipped to accommodate a wide range of projects and storage. We must maintain the number of current spaces we have, updated for the 21st century learning environment, as well as add a dedicated room for ceramics that incorporate a kiln room, large sinks, heavy duty tables, and active storage area, and multiple power outlets to handle soldering tools and throw wheels. (Need to justify the need for a wet darkroom and a digital lab)

10. Performing Arts Programs

Music

How Curriculum is Delivered

The Wakefield Memorial High School Music Department is a 10 time nationally recognized music department by the NAMM foundation and receives state and regional awards every year. The department offers a variety of courses designed to inspire students creatively and develop musical skills that promote applied music literacy through the artistic processes of create, perform and respond. Our department offers a caring, creative and accepting environment where all students are encouraged to participate with the goal of being lifelong music enthusiasts. The WMHS Music Department welcomes all students into their ensembles and general music classes.

Curriculum in the WMHS Music Department is delivered by highly qualified teaching and is rooted in the concept of "Authentic Learning", meaning that skills learned are directly related to the creation of music. For the majority of WHS ensembles, learning is measured through the development of musical skills expressed in elements of effective communication, teamwork, and respect and understanding of diversity of cultural expression in the school community and in the world.

Pre COVID, the music department had 250 students enrolled for the 2019-20 academic year- which represented 28% of the school population. All performance ensembles were operating with exceptional numbers (89 choral students, 87 band students, 39 orchestral students). Massive schedule changes at the middle school and high school for the 2020-21 school year have created major issues in the 2021-22 enrollment numbers for the music department. We are working back from these scheduling issues and any discussion of the future of the department should use the enrollment numbers pre COVID (table below). From 2017-2020, the concert band and wind ensemble met in separate blocks of the day. Prior to 2017 and currently in the schedule, wind ensemble and concert band meet during the same block. Using the pre-COVID chart attached in the narrative, that puts 87 students in the same block of band in the band room which may result in the need for a larger band room.

Course	2017-18	2018-19	2019-20
Chamber Singers	27	30	26
Treble Choir	26	27	33
Chorale	28	28	30
String Ensemble	21	23	26
Orchestra Strings	22	13	13
Wind Ensemble	46	48	43
Concert Band	33	51	44

Our two ensemble rooms, one choral and one instrumental, are used throughout the day. We have a small classroom that is used as a music office and music theory classroom and another classroom where a makeshift computer lab has been created with 16 computers. Multiple practice rooms are used throughout the day for students to work together in small groups and also as storage of equipment.

The WMHS music department also houses a flourishing extracurricular program, including the highest enrolled extracurricular group at WMHS- the Wakefield HS Marching Band. The space is constantly being used after school, during the summer and on the weekends by a variety of select ensembles to include the following: marching band, 2 jazz ensembles, 3 a cappella groups, winter percussion and winter color guard. Our space also overlaps with the drama department and their need for after school rehearsal space.

Proposed Changes and Why

- A dedicated instrumental ensemble room with level flooring (current instrument room is tiered), big enough for a 120 member band to rehearse with a full percussion ensemble set up in the back of the room. This room should also have double doors for moving of equipment.
- A dedicated choral ensemble room with level flooring (current room is tiered), big enough for a 100 member chorus and baby grand piano. This room should also have double doors for moving of equipment.
- Multi-purpose classroom equipped that also serves as a 25 station mac lab with midi keyboards for electronic classes and also movable desks for music theory classes.
- Maintain the current six small practice rooms for small ensemble rehearsals and small group lessons and student collaboration.
- A dedicated space for instrument storage lockers and other storage options connected or adjacent to the instrumental room for all instruments that are NOT percussion. This room should also have double doors for moving of equipment.
- A dedicated room (classroom size) for uniform storage, percussion equipment storage and sheet music storage system. This room should also have double doors for moving of equipment.
- An office space for the Director of Visual and Performing Arts.

Theater

How Curriculum is Delivered

The WMHS theater department is a growing department within the school day. Currently there are three theater classes offered providing students the opportunity to grow in the history of theater, acting and directing. There are currently 20 students enrolled in theater classes at WMHS, mostly due to other scheduling conflicts. The majority of the theater offerings take place after schools where the theater department produces a minimum of four productions per year, including a full musical production. The theater department has 75 students involved on and off stage throughout the year.

Proposed Changes and Why

The construction of an auditorium at WMHS will allow for the theater department to offer courses in lighting, sound, set building and enhance the offerings in acting and directing. The auditorium, multiple storage spaces for theater props and music suite should be constructed together to create a Performing Arts wing of the new building.

11. Physical Education Programs

The Wakefield Memorial High School Health & Wellness program focuses on whole- student wellness. All students in grades 9-12 are required to take and pass four years of Wellness, as well as two years of Health, to fulfill their graduation requirements. It is a state mandate that all students take Physical Education in all grades from K-12. Wakefield Public Schools has expanded health and wellness opportunities for their students in recent years. Over the past seven years, the district has expanded health education from only three grade levels to ten grade levels. The district has also implemented an evidence-based health education curriculum: The Michigan Model for Health curriculum. While the Health Department strives to cover as many health education topics as possible, special emphasis has been placed on the highest priority needs of students, based on data from our district's youth risk behavior survey. After analyzing the data from our YRBS, we have made data-driven decisions to focus most on mental health, social emotional learning, healthy relationships, and substance use prevention. While WPS has made major improvements to Health Education in the district, we have also made significant improvements to our Physical Education offerings. Over the past seven years, we have remapped and re-written our Physical Education curriculum so that it is in alignment with the National Physical Education standards, as set forth by SHAPE of America (Society of Health and Physical Educators). In 2015, K-12 Director of Athletics, Health & Wellness Brendan Kent successfully wrote a $100,000 grant to build a new adventure education ropes course on the Wakefield HS campus, and to also improve the playgrounds and PE equipment at all of the other schools in the district. The Wakefield Public Schools follows the George Graham Curriculum Diamond for PE curriculum development. Elementary years focus on building a foundation with skill development. Middle School years focus on exploring possibilities with many short units. High school years focus on developing expertise with newly designed specialized PE offerings.

Wellness:

Classes meet 2 times per 6 day rotation for one semester each year. The mission of the Wellness Program at WMHS is to assist students in the cognitive, affective, and psychomotor domains of learning so that they become lifelong movers and learners. Newly designed course offerings are being designed to allow students opportunities to engage in specialized PE programs of their interest, including but not limited to: strength & conditioning, yoga, mindfulness, project adventure, and more. Project Adventure team building, and ropes course activities are designed to help improve students' communication skills, teamwork skills, and self-confidence. During personal fitness units, students are introduced to the weight room and equipment, and engage in fitness enhancing activities. Students are able to utilize both indoor and outdoor facilities to enhance their experience at WMHS including places in the community such as Breakheart Reservation. After having four semesters of Wellness, students will have the skills and knowledge necessary to maintain a healthy and active lifestyle for a lifetime. We currently have a dedicated field house, an additional gym with gymnastics equipment and climbing ropes, 2 classroom spaces connected to the field house, a weight room, a wrestling room, a state of the art outdoor ropes course abutting, tennis courts, two synthetic turf football fields, a regulation sized six-lane track, and Breakheart Reservation.

Health

Classes meet 2 times per 6 day rotation for one semester and focus on increasing knowledge, developing skills, and connecting course content to real-life situations. Health classes are dedicated to helping students increase their overall health and level of success – both during and after high school. All courses offered include skills-based hands-on-learning and the integration of technology with the goal of engaging the student and enhancing their learning experience in the classroom. The health education classes use an evidence-based health education curriculum: The Michigan Model for Health curriculum.

Class activities cover a variety of health education topics, with a special emphasis on mental health, social emotional learning, healthy relationships, and substance use prevention. In addition, our courses offer opportunities for students to explore various careers. The department also offers Child Development, as an elective.

Current Structure

There are two to three physical education classes scheduled per period during the course of a week. We currently have four full-time staff. We had five full-time staff members, but one of the positions was cut a few years ago. Now, we only have four. One teacher also serves as the Department Coordinator and teaches only 4 sections (rather than 5). Current space available consists of one field house, one weight room/wrestling room, 3 classrooms and one mini gym. The larger gymnasium is split up into separate courts and can provide separate teaching stations. The mini gym and weight room can be used for small group instruction when a smaller, more intimate space is needed or when there are classes scheduled at the same time.

Proposed Changes and Why

The following proposed changes detail the existing program structure and delivery, and the reasons for the proposed program changes.

Wakefield HS is a METCO school, which services students from inner-city Boston neighborhoods. Unfortunately, many of our METCO students that participate in athletics have nowhere to go during the time between school dismissal and their games/practices. A team area in close proximity to our athletics area, would provide a safe space for our student athletes to gather, fuel up, and work on homework while they wait for their practices and/or games to begin.

Major improvements are required, in order to take our Athletics and Health & Wellness programs to the next level. A regulation sized 200-meter indoor track inside a regulation sized field house would serve our Track and Field program, the biggest and most successful extracurricular activity at Wakefield HS over the past ten years. The Wakefield HS track and field programs have won more state championships over the past six years than any other school extracurricular program at the school. The Wakefield HS track and field programs have also helped more students receive Division-1 college scholarships than any other Wakefield HS extracurricular activity (athletics or non-athletics). It is imperative that the new building supports this extremely successful program.

Major upgrades are also needed for the weight room and locker room facilities in order to service all of our teams and PE courses. More space and equipment is needed in order to provide our students with what they need. Most of the current equipment is donated, used, and outdated.

Field House: A regulation sized field house is needed to accommodate the PE and Wellness classes during the school day, and the athletic events after school. It is not uncommon to have 2-3 Physical Education classes running simultaneously in the field house at once. It is important to note that these courses might be different with students from different grades. Therefore, the teachers must have the appropriate space to potentially teach three completely different class activities. Thus, a field house would be justified to accommodate such activities. An 18,000 square foot gymnasium would be too small. Drop down curtains and dividers would allow the PE teachers to divide the field house into separate teaching areas and would allow the teachers to deliver the desired PE curriculum. A smaller area would put constraints upon the curriculum. A large number of athletic teams use the field house for practices and competitions, including but not limited to: Varsity Volleyball, JV Volleyball, Freshman Volleyball, Varsity Dance, JV Dance, Varsity Boys Basketball, JV Boys Basketball, Freshman Boys Basketball, Varsity Girls Basketball, JV Girls Basketball, Freshman Girls Basketball, Boys Varsity Indoor

Track, Boys JV Indoor Track, Boys Freshman Indoor Track, Girls Varsity Indoor Track, Girls JV Indoor Track, Girls Freshman Indoor Track, Varsity Wrestling, JV Wrestling, Winter Percussion, Color Guard, Varsity Softball, JV Softball, Freshman Softball, Varsity Baseball, JV Baseball, Freshman Baseball, Unified Basketball, and many more. As you can see, many teams utilize the area. It is not uncommon for 2-4 teams to be practicing there simultaneously. Given the number of teams that are using the space, a larger area is required.

Fitness Center / Weight Room: A weight room and fitness center is needed to support the PE curriculum and athletic teams. Strength and conditioning is a key component to any successful athletics, health & wellness program. The current configuration is currently too small to accommodate all of the athletic teams that need to use the fitness center. Our athletic teams use the weight room on a daily basis. On most days, there are over 100 students using the weight room at once. A larger space is needed to accommodate the number of students utilizing the space. The weight room / fitness center is also a key component of the Physical Education and Wellness curriculum. Personal Fitness is a major unit with the Wellness curriculum. During personal fitness classes, the students are introduced to the weight room and learn how to use the equipment. Many times, there are two or even three classes using the area at once.

Gymnasium

The current Wakefield HS has a secondary gymnasium, in addition to the field house, which services the indoor ropes equipment and gymnastics equipment. This space is used during the day as a secondary teaching space, to allow classes that run at the same time separate space.

Locker Rooms

Major upgrades to the locker rooms are needed. There are currently two outdated locker room spaces located next to the gym/field house. Each space has a number of lockers for student usage and also houses the physical education staff offices, showers, and a bathroom. There are currently two team rooms used for meeting spaces as well as lockers. These locker rooms are fitted with oversized lockers that can accommodate a variety of sports. The current locker room setup is not conducive to a team environment and does not allow for proper supervision. The current set up is also not conducive to students who want to shower after PE class and/or sports practices. The design of the new locker rooms would also make accommodations for transgender students.

Physical Therapy & Athletic Training Treatment Space: The current athletic training area size is not conducive to supporting the needs of our students. An upgraded athletic training facility, complete with full sized whirlpools, training tables, ice machines, game ready machines, etc., would allow our full-time athletic trainer to work with student athletes from all teams.

Outdoor Space

Outdoor spaces will be needed for both PE and athletics. Our physical education classes go outside as much as possible in the early fall and late spring, when the weather is nice enough to be outside. Current outdoor teaching areas should be preserved, including the ropes course.

Technology

Advancements in technology will be needed to include a variety of technology including heart rate monitors, Apple TV, teacher iPads, and student data-tracking software that can be used in Wellness classes. We plan to expand our technology use in the department and need a robust technology infrastructure, both inside the building and in outdoor physical education areas, to support that. Access to WIFI connections will be required. Many of our sporting events cannot be livestreamed because of poor service and connections available in our current gym.

Scoreboards: LED digital scoreboards will be needed for both PE and athletics. Scoreboards are required for school athletic events such as: Volleyball, Wrestling, Unified Basketball, Boys & Girls Basketball. PE teachers also utilize the scoreboards for classes, especially when students are engaging in circuit training. Timers can be set on the scoreboard so that students know when to rotate to the next station. Digital scoreboards also have the ability to broadcast announcements, class objectives, class agendas, desired outcomes, national standards, agendas, and other relevant educational class information.

Lighting: Upgrades to the lighting system will be needed. Access to natural sunlight will be ideal, with the ability to provide shade if necessary (i.e., blinds / dimmers).

Drop-in volleyball standards: Drop in volleyball bases should be installed in the gym floors to allow for drop in volleyball standards.

Sound System: The sounds system in the field house gets a lot of use, for both instruction in the gymnasium for PE classes and school events, as well as school wide assemblies, and athletic events. Special attention should be paid to installing a high quality sound system.

Adjacencies and Proximities

Storage Areas & Equipment Rooms: The new field house will require large storage areas. All of our Physical Education equipment, sports equipment, and sports uniforms get stored on-site at the school. A large storage area will be required to store all of the equipment and uniforms.

Team Rooms: Team rooms dedicated to team activities for PE students and student-athletes will be needed.

Coaches Rooms:- Coaches rooms will be needed, so that our coaches and PE teachers can store their supplies, shower, and change into appropriate clothing.

Wrestling Mat Lifts: Wrestling mat lifts should be installed in the ceilings, so that our large wrestling mats do not take up as much space on the ground level. This will open up more room for physical education activities.

Drop Down Batting Cages: Drop down batting cages should be installed in the field house. Once again, this will allow for more efficient use of space, and will allow for more space for physical educational activities.

Multi-Purpose Room: A multi-purpose room would be ideal to support our newly created Wellness electives, including yoga, and activities that require floor space for stretching work. This would also be an ideal space for adapted physical education classes to service our students with disabling conditions. This space can also be used for wrestling.

12. Special Education Programs

The Special Education Department provides for the needs of students with disabilities at Wakefield Memorial High School through a team process by identification, assessment and program development as required by both state and federal law. Special Education students are serviced through Individualized Education Programs (IEPs) which are developed to meet a student's unique learning needs and assist the student in making effective academic progress. Each Special Education student is assigned a Special Education teacher who acts as a liaison, overseeing the development and implementation of the student's IEP and monitoring progress. A student's Team, including the student, teachers, guidance counselor and parents, meet at least once during the school year to review the student's progress and develop a plan for future supports and services including transitional planning needs. A variety of support and programming options are provided through both special and general education classrooms.

Current Special Education Programs

Wakefield High School has the following special education programs:

The School to Life Program focuses on the introduction to topics surrounding job skills, activities of daily living and community awareness. The pre-vocational content includes school related job opportunities where students can sample a wide variety of potential interest areas. Skills surrounding functional academics, self-identification, hygiene, interpersonal relations, and community awareness, with concentration on the school community as a whole, is included within the curriculum. Controlled, real world application will occur throughout the course. Instruction reflects a systematic, multi-sensory approach. Subjects and curricula are modified according to individual abilities and goals but are addressed in accordance with Massachusetts Curriculum Frameworks. Opportunities for students to participate in less restrictive settings are available based on student readiness.

The Program for Alternative Learning at Wakefield Memorial High School provides a therapeutic setting and interventions for special education students with social, emotional, or behavioral challenges that impede learning in the traditional classroom setting. The program is therapeutically based with a low student to teacher ratio that allows for the needed support. Student schedules are generated in a personalized manner as they enter into the program to meet their academic needs for WMHS's graduation requirements. Students may also participate in a work study program based on the Massachusetts Work-Based Learning Program if they meet program requirements. The goal is to create internships for students to help apply their skills learned in school while also developing social competencies necessary in relevant life experiences.

The Learning Support Center is designed to support students and give direct instruction in academic skill development, including planning, organization, and study skills. Learning support also offers opportunities for academic preview, review and re-teaching. Students are explicitly taught a number of different strategies and receive ongoing support in the application of these strategies to their individual academic assignments. Teaching within the LSC provides direct instruction in the individual goals and objectives within each student's IEP. Currently there are 122 students enrolled in the Learning Support Center, in sections ranging from 3-8 students.

Deficiencies in the Existing Program

1. There is a need for toileting facilities in the School to Life programs
2. There is a need for functional daily living facilities model apartment that includes (but not limited to) a kitchen, with a sink and refrigerator, washing machine and dryer, as well as a bed.
3. Lack of accessible spaces adjacent to core academic classes for break-out/small group instruction
4. Inadequate accessibility for student travel throughout the building (ADA compliance), i.e., narrow hallways, inaccessible elevator, few ramps, non-automatic doors, inaccessible bathroom facilities
5. Lack of conference room for special education meetings and office for HS Special Ed. Coordinator
6. Currently our elementary and middle school have more specific programs developed based on student needs (such as the language-based program) and we need to be prepared for these programs at the high school

Specialized Programs and Collaborative Spaces

Specialized special education programs currently at Wakefield High School include the following. Program descriptions are included in Section B above.

1. School to Life
2. Program for Alternative Learning
3. Learning Support Center

Collaborative special education spaces/ programs currently located at Wakefield High School include:

1. Supported classes (co-taught, inclusion)
   a Inclusive classes at Wakefield Memorial High School are designed to provide increased support for special education students within the general education classroom. In inclusive classes, the general education teacher's instruction is supported in class by a moderate special needs teacher or paraprofessional. A wide variety of supports including curriculum modification can be delivered within the inclusive classroom. The specific type of inclusive support a student receives is determined through the Team process.
2. Related Services: OT, PT, Speech Therapy, Reading

Proposed Programs

The following proposed programs and services will address the identified deficiencies:

The School to Life Program will be split into 2 classrooms, one to provide instruction to students on the Autism Spectrum and the other to instruct students with intellectual disabilities.

The addition of a Medically Fragile Classroom, serving students with severe disabilities (including students that are cognitively limited and/or nonverbal and/or non-ambulatory). It will be necessary to add medical equipment including a large wheelchair access toilet room with space for adult assistance, a ceiling built lift for moving, changing and lifting multiple physically handicapped non-ambulatory students. There will need to be space for gait trainers, standers, and other PT equipment. The program focus will be on life skills, post-secondary employment, independent living, travel training, vocational training and adaptive living skills.

The Program for Alternative Learning Classroom with multiple separate, soundproof office spaces for staff to engage students in counseling, breakout sessions, and 1:1 work completion.

A common classroom space for all students (which is smaller than the current common space, as the current space is too large and uninviting.

Adequate therapy spaces to provide related services of OT/PT/Speech Therapy/Reading, with appropriate equipment to meet the needs of students.

Private break out spaces (adjacent to content area classrooms) for provision of accommodations (i.e., speech to text, test questions read aloud) and/ a quiet learning environment that reduces ambient noise.

Programs/Services that will continue

1. School to Life
2. Program for Alternative Learning
3. Supported classes (co-taught/inclusion)
4. Learning Support Center
5. Related Services (OT/PT/Reading/Speech)

Programs that will be Eliminated

(Not applicable)

Programs that will be Added or Enhanced as a result of the Proposed Project

1. The addition of a medically fragile classroom will support Wakefield Public Schools identified need of programming for students who are medically fragile and/or severely disabled.
2. The addition of a School to Life classroom will support the increasing number of students in grades K-8 with autism and intellectual disabilities.
3. The addition of School to Life Apartment models will make a significant difference in the students' ability to apply skills learned in a natural setting that simulates a daily living environment.

Programs or Services that will be moved from within the district (from which school they are being moved) as a result of the Proposed Project

(Not applicable)

Previous Coordinated Review

Final Corrective Action Plan 2017

Final CPR Report 2017

Specialized Programs and Collaborative Spaces/Program that will continue, be eliminated or added as part of the Proposed Project

(Not applicable)

Special Education Day School Programs that the district currently provides or participates in, and whether the programs will continue in the Proposed Project

(Not applicable)

13. Vocation and Technology Programs

Non-Chapter 74 Programming Vocational / Technical / Enrichment / STEM Programming

Program (Design, Robotics, Maker Spaces, etc.), Activities

Engineering and computer science courses are offered to all students through our science department.

How Curriculum is Delivered

There are 2 engineering courses currently offered, with a total of 5 sections. Introduction to Engineering Design currently enrolls 29 students and Principles of Engineering currently enrolls 50 students. As we continue to grow our engineering programming, we hope to offer a capstone engineering elective for seniors. There are 2 computer science courses offered: Cybersecurity (18 students) and AP Computer Science Principles (21 students). All classes receive 5 credits and meet 5 days out of the six day cycle for an average of 58 minutes per class meeting.

Our engineering courses use a PLTW curriculum that guides students through the engineering design process, applying math, science, and engineering standards to identify and design solutions to a variety of real problems. In our Introduction to Engineering Design course, students work both individually and in collaborative teams to develop and document design solutions using engineering notebooks, CAD modeling software and 3D printing. As they progress to the Principles of Engineering course, students engage in challenging problems to explore a broad range of engineering topics, including mechanisms, the strength of materials and structures, automation, and motion. Students develop skills in problem solving, research, and design while learning strategies for design process documentation, collaboration, and presentation. Learning in all of our engineering courses is hands-on, problem-based and student-centered.

Our computer science courses also use a PLTW curriculum. Through project-based learning, students develop the in-demand computer science skills critical to thrive in any of todays and tomorrow's careers. The courses promote computational thinking, coding fundamentals and introduces computational tools that foster creativity. Students collaborate and support each other and their learning as they work together through the lessons.

The computer science and engineering courses have very specific building needs which are currently extremely limited and hinder what is able to be offered to students.

Proposed Changes and Why

The ideal space for our engineering program is large, with flexible options for student collaboration, design, building and testing projects of varying sizes. This is a project-based learning environment and students should have easy access to materials and tools, including access to computers for programming in their robotics units. Writable wall surfaces would promote collaborative problem-solving. Ample storage for materials and tools is essential. An adjacent, vented space for woodworking would allow for more diverse build applications. Open floor spaces and access to an outdoor space would allow for easier testing of student builds.

General Program Requirements

In planning for space for computer science, there needs to be a large, flexible space that can function as a contemporary computer lab but can also accommodate collaborative work among students, simulating the real work environment of someone in this field. An interactive whiteboard would promote teacher and student demonstration and presentation. By including engineering workspaces, this space could also work to support engineering courses that incorporate CAD and 3D printing and rely heavily on computers.

14. Transportation Policies

Current Services and Practices

Students arrive at WMHS by bus, van, parent drop-off, bicycle, or on foot. The school is located on Farm Street, between Hemlock Road and Water Street. The Woodville School sits on the lot to the north and Northeast Metropolitan Regional Vocational High School occupies the lot to the east. All three schools are accessed by way of Farm St. Although their schedules are staggered, traffic congestion at both the start of the school day and dismissal is excessive. Major traffic jams occur daily at the intersection of Nahant Street/ Hemlock Road and Farm Street. On-street parallel parking occurs on both sides of Farm Street, and the risk of pedestrian/ car accidents is very high. On-site parking is insufficient for staff and student needs, site circulation is ineffective, and clearly delineated traffic patterns do not exist for pedestrians and vehicular traffic. Buses have a curbside loading queue off of Farm Street, but it is shared with staff and visitor parking spaces, which become inaccessible during load/unload periods.

Proposed Changes and Why, or Statement that No Changes are Proposed

There are no proposed changes at this time.

15. Functional and Spatial Relationships

Desired Educational Adjacencies and Why

The location, internal organization, and infrastructure of some spaces in the existing high school drive their functionality to some extent and prohibit programmatic flexibility. Most notably, the library/media center and science labs do not lend themselves to the delivery of a 21st century education.

The library is a two-story space, internal to the building, located on the ground level with adjacencies to the World Language, Science, English Language Arts, and Visual Arts program. It is less accessible to Mathematics, Social Studies, and the main office/student services suite. The lower level houses the school's book collection, archive, and makerspace. The book collection is well-circulated and highly requested and is cramped in the current shelving system. The upper level formerly housed part of the book collection but was cleared of furniture and materials due to limited library staff and safety/supervisory concerns. The upper library area is currently used to provide a quiet, heads-down, individual study for daily study halls (ASCs) only. Additionally, there is no access to natural daylight or exterior views. Studies have shown that interior spaces without access to natural light are less attractive and less effective work spaces than those with access.

Science labs are also unfit for 21st Century learning. They are interior to the building with no access to daylight, are undersized, and the infrastructure does not support the required curriculum. The lab tables are outdated and fixed, further reducing the flexibility and usability of the room. Safety is a constant concern, exacerbated by the small size of labs and fixed layouts.

The science lecture hall is another underutilized space due to its layout and poor functionality. Another interior space, its primary function is testing and does not get used for daily programming. The fixed seating, poor acoustics, and ADA inaccessibility make the space undesirable for curriculum delivery.

One space that could benefitted the school, but is underutilized, is the outdoor courtyard space. It is a visual amenity for all the rooms that look into it, and functions primarily as a cut-through for students to access classrooms on the opposite side of the building. There are few programmed activities for outdoor learning within the courtyard and students are trusted to use this space throughout the school day, though it is primarily used as a cut-through.

Beyond the organization of individual rooms, the layout of the building confines the depth of practical interdisciplinary work. For example, history and language arts are located on opposite ends of the building although their subject matter is similar and lends itself to synergized lesson plans. WMHS has started to shift coursework into interdisciplinary departments, however the building organization does not help this transition. Currently, educators make do with the existing building to the greatest extent possible but have expressed a desire for increased flexibility and better access to interdepartmental communication.

16. Security and Visual Access Requirements

Physical and Operational Requirements

Security procedures for the High School are as follows: the two main entry doors and the rear door at the fieldhouse are manually unlocked by custodians at 6:00 am Monday thru Friday. Students are able to access the building between 6:00 am and 7:30 am at which time a custodian manually locks those entry doors. After 7:30 am, students and visitors must ring the bell at the main office and be buzzed in electronically while in full view of a security camera, then sign in with the main office before entering the building. All employees and visitors are required to carry identification at all times. School personnel are able to enter the building at doors outfitted with badge readers, which are located on all sides of the building. All entry ways are well lit and outfitted with cameras. Interior corridors are also outfitted with cameras. The Wakefield School Department will continue to coordinate with Wakefield Police and Fire services to ensure that all proper safety measures are included in the construction of the new Wakefield Memorial High School project.

The local process for the collaboration, coordination, and review required to update emergency response plans for the proposed school and to establish physical and operational requirements regarding security and access for the proposed project.

The School Department regularly coordinates with Police, Fire and Emergency Services to keep our crisis plans current. This process is completed on a bi-weekly basis in Crisis Team meetings. Currently the meeting is held via zoom and includes representatives from the School Dept. and all of Wakefield's Emergency Services.

Most recent medical emergency response plan that was submitted:

The Wakefield Memorial High School Crisis Plan was last revised in July 2019.