



EDUCATIONAL PROGRAM

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Educational Program 2024

Martha's Vineyard Regional High School
Educational Program

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Introduction

Good schools embrace a culture in which everyone who is invested in some manner with the school becomes a steward of that school, establishing a guiding principle in which a genuine positive and caring regard for all children pervades the building. We are fortunate as the Martha's Vineyard Public Schools (MVYPS) staff, students, and families to be a part of a school community that embraces that philosophy. At the MVYPS, we look forward every day to seeing our students arrive at our schools and the wonderful energy they bring to our school buildings and being a part of a team of educators who passionately support our children's needs.

Our staff supports our schools by initiating enduring and effective change through a nurturing culture of care for not only our school children and their families, but our MVYPS colleagues as well. MVYPS' education philosophy is grounded in the belief that children learn best and succeed when their emotional needs are supported. Our efforts as educators must serve that end for all children. Our children flourish as our staffs' investment, enthusiasm, and pride grows in a collaborative environment that emphasizes continuous improvement.

MVYPS values and highlights the principles that support a trusting climate throughout the entire system. We derive great joy from being members of a passionate staff working collaboratively to support the needs of our children and we embrace the notion that our relationships in and out of our school buildings have a profound impact on the culture and climate of our Island community. Our schools constantly look to the cultures in our buildings and understand our schools' impact on our towns' budgets, on our athletic community, and on our job market among many other areas of influence.

As we maintain the necessary momentum in moving forward with initiatives and challenges regarding many areas of change and growth, MVYPS will also balance identifying areas in need of further development, through the input of our multiple stakeholders, including our students, their families, our staff, and our community leaders and agencies. This effort will run parallel and enhance our work to:

- Build strong relationships in our schools;
- Connect our entire school community to the purpose of supporting our children while being sensitive to our schools' impact on our community;
- Enhance our transparency and communication and;

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- Grant the autonomy necessary to have our staff inform the core work of teaching and caring for all children.

Mission Statement of Martha's Vineyard Public Schools:

The mission of the Martha's Vineyard Public Schools includes the development of confident, competent children who are well prepared for a lifetime of learning and active participation in a culturally diverse democratic society, and an interdependent global economy. We believe strongly in achieving excellence and equity for every child. We believe that every child has talent and has something valuable to contribute to our society and to other people. We expect our schools and professional staff to be performance oriented in helping students meet today's problems as well as the challenges of tomorrow.

MVYPS recognizes that each student is a unique individual whose development is the responsibility of the staff, the parents, the community as a whole, and the children themselves. It is the schools' purpose, privilege, and obligation to create an educational environment that maximizes each student's individual talents. MVYPS supports a school environment that emphasizes respect, tolerance, community service, personal integrity and sensitivity for diversity.

MVYPS Context and Setting

Though a rural school system, Martha's Vineyard Public Schools is considered a "super district" made up of multiple, small school districts. MVYPS is comprised of three K-8 elementary schools, Edgartown School, Oak Bluffs School, and Tisbury School, each representing a corresponding town, Edgartown, MA, Oak Bluffs, MA, and Tisbury, MA. These schools form their own single school districts. Regarding accountability, each school is treated as a school and a district. Additionally, two elementary schools, the K-5 Chilmark School, and the K-8 West Tisbury School comprise the Up-Island Regional School District serving the three towns of Aquinnah, MA, Chilmark, MA, and West Tisbury, MA. All students in grades 9-12 attend the Martha's Vineyard Regional High School (MVRHS).

There are 305 teachers attributed to the six system schools and over 500 staff members in total in the MVYPS. Ninety-six percent of core academic classes are taught by teachers who are highly qualified. The student population of MVYPS numbers 2274.

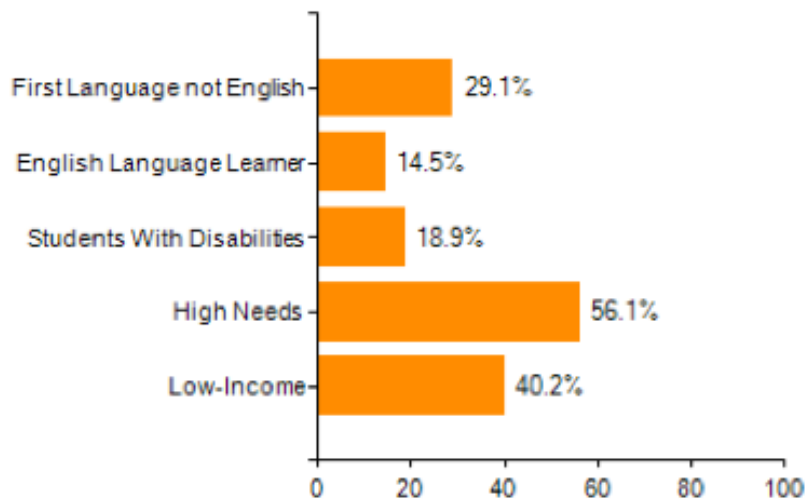
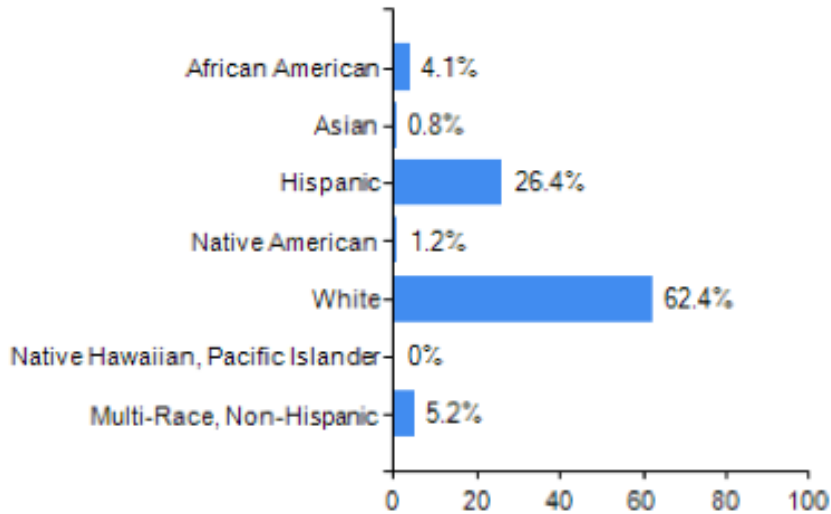
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The following charts highlight Martha's Vineyard Regional High School's (MVRHS) Student Demographics (Enrollment 756):



School Governance

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The structure of MVYPS school governance and the school committees that oversee our schools are organized in a unique manner. MVYPS is governed overall by a fourteen-member All-Island School Committee. This group oversees the shared programs portion of the overall operating budget. Edgartown School, Oak Bluffs School, and Tisbury School make up the single school districts and as such, have their own three-member school committees that oversee the independent affairs of their respective elementary schools. Additionally, a five member Up-Island Regional School Committee oversees the affairs of the Chilmark School and West Tisbury School collectively. The total of these fourteen members constitute the aforementioned All-Island School Committee. Additionally, nine members of the All-Island School Committee form the Martha's Vineyard Regional High School Committee. Though a small system, the separateness of the Island's towns necessitates the numerous governing bodies, committees, and the designation of a superintendency union for MVYPS.

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Grade and School Configuration

Grade and School Configuration

The Martha's Vineyard Regional High School was created in 1954 to educate all students of high school age on the island of Martha's Vineyard. MVRHS consolidated the existing 4 high schools at that time into one building that was completed in 1959 in the centrally located town of Oak Bluffs. Since then, there have been 2 major renovations/ additions to the original 1959 building; one in 1979 that included space for vocational technical education and mathematics and another addition in 1995 that included a new gym, science and art classrooms and a Performing Arts Center.

Years later, the result of these additions is a sprawling, single story, 165,000 square foot structure that presents numerous systems and space deficiencies that challenge the delivery of a 21st century education for its students. The Martha's Vineyard Regional School District intends to reimagine the high school's current configuration so that it will continue serving grades 9-12 and address the following deficiencies/themes outlined in this Educational Program.

The MVRHS is a comprehensive high school serving grades 9-12 that includes Career and Technical Education (CTE), Special Education and Alternative Education programs. The high school also provides space to the Project Headway Program, a district-wide preschool program for children ages 3-5 years-old. Our traditional college preparation courses include advance placement and college dual enrollment as well as a range of mentorships, internships and work-study opportunities.

The school serves an island which is economically and socially diverse and has the lowest per capita income in the Commonwealth and where both college and career readiness are regarded of equal importance. The building houses a student population currently of 756 as of fall semester 2024 with 105 professional educators. The New England School Development Council (NESDEC) projections show that our school population will remain between 750-800+ students over the next 10 years.

At MVRHS, we are committed to cultivating an inclusive, rigorous, and empowering learning environment. Our dedication to meaningful inclusion ensures that every individual, regardless

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Grade and School Configuration

of background or identity, feels valued and supported. Rigorous academic standards challenge students to exceed expectations, fostering critical thinking and interdisciplinary connections. We believe that every learner has the potential to achieve success. Our approach to learning emphasizes the active pursuit of knowledge by promoting curiosity, empowerment, and personal growth at every turn.

Our True North guides our practices and decision-making and is embedded in our Portrait of a Learner, Student/Academic Handbook and Teacher Handbook. The following Portrait of a Learner highlights the transferable skills, knowledge, understandings and dispositions necessary for future success. These are key skills and dispositions that we want all MVRHS students to develop in their time here.

Portrait of a Learner: Dispositions

Dispositions	<i>As a student, I will...</i>
Compassion	<ul style="list-style-type: none"> • Avoid behavior that disrespects or devalues others • Actively help others and contribute to the community • Respond to things that hurt others
Curiosity	<ul style="list-style-type: none"> • Discover how my interests and hobbies can translate into the world of high school, life and work • Pursue interests and passions until I am satisfied—not just to receive a grade or reward • Try new things • Figure out what type of learning excites me, keeps me engaged, and makes me happy to wake up in the morning
Accountability	<ul style="list-style-type: none"> • Maintain integrity—academic and personal • Manage myself— I won't make it the adult's responsibility • Be present, be engaged, be on time • Proactively, independently get my stuff done • Accept consequences when I make poor choices. Don't blame others • Step up and manage situations, even if I am not the cause. I will play a leadership role in resolving it

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Community	<ul style="list-style-type: none"> • Collaboration • Recognize the benefits of being part of a community and take responsibility for my own impact on others. • Recognize the rights of others and the common good. • Understand, accept, and value diversity • Engage with diverse perspectives.
Resilience Or Perseverance*	<ul style="list-style-type: none"> • Self-advocate • Manage and learn from discomfort • Be willing to accept and learn from disappointment • Practice the skill of moving forward and maintaining perseverance • Believe that success is under my control • Challenge myself and be willing to work outside of my comfort zone

*Needs to be voted on by staff in the fall of 2024

Portrait of a Learner: Skills

Skills	<i>As a student, I will...</i>
Think Critically or Critical Thinker	<ul style="list-style-type: none"> • Be an active reader - be able to actively interact with the written word and determine meaning • Integrate multiple points of view to land on an opinion/thesis • Ask and seek answers to questions • Draw comparisons across multiple texts and disciplines • Critically consume media/ sources/ data
Solve Problems or Problem Solver	<ul style="list-style-type: none"> • Persevere in challenging situations • Use information and technology to solve problems • Observe and evaluate situations to define problems • Frame questions, make predictions and design data/information collection and analysis strategies • Generate a variety of solutions, build a case for a best response and critically evaluate the effectiveness of the response • Identify patterns, trends and relationships that apply to solutions • See opportunities, find resources and seek results
Communicate effectively or Effective Communicator	<ul style="list-style-type: none"> • Adjust communication based on the audience • Engage in meaningful discussion with respectful discourse • Use evidence and logic appropriately in communication • Use a variety of modes of expression (spoken, written and visual and performing including the use of technology to create and share the expressions) • Demonstrate organized and purposeful communication

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Class Size Policies

Class Size Policies

Class size can have a profound effect on student achievement and MVRHS policy follows best practices as outlined by the Department of Elementary and Secondary Education (DESE). According to DESE, the average class size in Massachusetts ranges from 17.7- 21.4 students.* Our class size policy is established through a collective bargaining agreement between the school district and Martha's Vineyard Educators Association (MVEA) and is currently a maximum of 25 students per classroom with the average class size at MVRHS of <15 students depending on the subject. Required subjects like English and Science, for example, range from 15- 20.2 students per class with an average of 17.7 and 14.6-18.8 students per class with an average of 16.8, respectively. Significant effort is put into keeping class sizes at 22 or below and if a class size is projected to be above 22, it requires a meeting with the union, administration and the department chair.

Currently, there are no MVYPS classrooms with student populations larger than 25 and to support the increasing diversity of our student body, we strive to encourage heterogeneous classrooms with smaller class sizes.

Proposed Changes and Rationale

There are no proposed changes to our class size policy in this Educational Program.

*Shwartz, A.. Class Size and Resource Allocation, 2017. <https://www.doe.mass.edu/research/reports/2017/12class-size.docx>

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School Scheduling

School Scheduling

The MVRHS utilizes a weekly 8-block, A-H period, schedule with classes meeting 3 times per week for 187 minutes total. The school day begins at 7:40 am and ends at 2:05 pm. The school day includes a 30 minute lunch period and a 30 minute period for Mentor Meeting (Monday only) and Flex (Tuesday-Friday).

On Mondays all 8 periods meet. There are four variations of the Monday rotation which are combinations of the Tuesday-Friday class rotations. This provides both consistency and predictability while also providing enough variation to account for varying levels of focus, productivity and attendance at different times during the day. In this schedule 4 different class periods meet at the beginning and end of day and around lunch, which have been identified as more challenging meeting periods. Lunch on Mondays is between 4th and 5th blocks to better break up the day.

Each class period on a Monday is approximately 37 minutes long. The Monday schedule also includes a 56 minute period for Mentor Meeting, or homeroom. The Mentor Meeting block is between fourth and fifth periods on Mondays. Half of this block is used for Mentor Meeting, while the other half of the block students may eat lunch. Mentor meetings are a time when students meet in grade-level groups with faculty and student leadership to build relationships, discuss school wide topics, get informed on events and deadlines happening around the school, monitor their progress academically with their mentor teacher and sign up for flex sessions for the remainder of the week.

The Tuesday- Friday schedule rotates 4 blocks that alternate every other day, A-D and E-H respectively. Periods A and D and E and H flip daily. Periods BC and FG are fixed to provide continuity and consistency that makes scheduling with outside partners easier, for example with colleges that provide Dual Enrollment courses for college credit, community collaboration and hosting regular guest presenters. This schedule includes a 68 minute flex/lunch block between third and fourth periods. Flex/lunch time is used by all students to meet with their teachers to receive academic support or to attend enrichment opportunities (e.g. club meetings, community conversations, in school athletic tournaments, etc.). Students are

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School Scheduling

required to schedule for either Flex 1 or Flex 2 on Mondays during Mentor meetings and required to attend the flex they signed up for for the entire 30 minutes. The other 30 minute flex time is used to have lunch. Teachers should be familiar with and adhere to Flex/Lunch Norms. If a senior has open campus before or after flex they are not required to be in the building at this time, unless they are pulled by a teacher, then they must attend that flex. Teachers are encouraged to schedule students when they are falling behind, failing or struggling in their class.

MONDAY SCHEDULE	
BLOCK	TIME
1st Period	7:40 - 8:18
2nd Period	8:22 - 8:59
3rd Period	9:03 - 9:40
4th Period	9:44 - 10:21
Fresh & Soph - MM 1st / Lunch 2nd	10:25 - 10:53
Jr & Sr - Lunch 1st / MM 2nd	10:53 - 11:21
5th Period	11:25 - 12:02
6th Period	12:06 - 12:43
7th Period	12:47 - 1:24
8th Period	1:28 - 2:05
Rotation 1 ABCDEF GH	Rotation 2 EFGH ABCD
Rotation 3 DCAHFGE	Rotation 4 HFGEDBCA

TUESDAY-FRIDAY SCHEDULE	
BLOCK	TIME
1st Period	7:40 - 8:56
2nd Period	9:00 - 10:16
3rd Period	10:20 - 11:36
Flex/Lunch 1 	11:36 - 12:10
Flex/Lunch 2 	12:10 - 12:44
4th Period	12:48 - 2:05

The academic year is divided into quarters with a midterm and final exam at the end of the first and second semester respectively. Each student is required to carry a minimum course load of 7 subjects each semester. This can include a teaching assistant or an independent study.

Proposed changes and Rationale

The current Flex/Lunch configuration is determined by the small size of our cafeteria.

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School Scheduling

Ideally, we would have a schoolwide lunch and a schoolwide flex block to maximize in-person socialization and universal access to teachers during flex, but are limited by a cafeteria that currently has a capacity of fewer than 300 people. Starting in the fall of 2024, a schedule committee will be formed to develop a long term plan for schedule changes. This will include compiling schedule examples, gathering data, visiting schools and defining a timeline for the long-term implementation/revision of the schedule.

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Teaching Methodology and Structure

Administrative and Academic Organizational Structure

MVRHS is organized and structured as a traditional, comprehensive, 4-year public high school. Our academic departments include: Art, Design & Technology, English Language Arts, English Language Learners, Guidance and Behavior Health, Mathematics, Performing Arts, Project Vine Alternative Education, Science, Social Studies, Special Education, Visual Arts and World Languages. We offer 6 Career and Technical Education (CTE) programs, including: Carpentry, Horticulture, Automotive Technology, Health Assisting, Culinary and Early Education and Care.

Academic departments are led by Department Chairs who meet biweekly to review curriculum, support teachers and address any student and/or departmental concerns. Each department has an office that is generally located within close proximity to their respective classrooms with some exceptions. Teachers share desks within their department offices. As a result of the age of the building and multiple renovations over the years, some classrooms have been relocated to other parts of the building and away from their corresponding departments. As classrooms become more spread out, it reduces opportunities for collaboration and cohesion within the department.

The administrative team of our comprehensive high school includes 8 administrators working directly underneath the principal and overseeing the following departments: 1) Guidance, Equity and Access and Student Affairs; 2) Operations and Finance; 3) Curriculum and Instruction; 4) Special Education; 5) Informational Technology; 6) Athletics; 7) Nurse's Office and; 8) School Resource Officer (Please see chart below).

The administration works closely to support and promote our 5 dispositions and core values as described in our True North Portrait of a Learner. In addition, the administrative leadership works to build strong relationships among the adults in the school building, between teachers and students, between students and students, and between teachers and parents.

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MVRHS ADMINISTRATION ORGANIZATIONAL STRUCTURE



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blocks on alternating days for 75 minutes each for one year, 5- credit courses that meet for one block on alternating days for 75 minutes for one year and 2.5-credit courses that meet for one block on alternating days for one semester.

All students must pass the Massachusetts Comprehensive Assessment exam (MCAS) in English, mathematics and science. Students must also complete all disciplinary and financial requirements set forth by the administration. Most students in the ninth and tenth grades will have a common core of learning. In any high school year students may take college credits courses, which may be used to meet high school graduation credit requirements.

MINIMUM REQUIREMENTS FOR GRADUATION

(Five Credits = 1 Full Year Course)

<u>Courses</u>	<u>Credits</u>	
English - 4 years	20	cr
Social Studies – 4 years*	20	cr
Global 9	5	cr
U.S. History	5	cr
Modern Global History	5	cr
Civics and Current Issues	5	cr
Math - 3 years*, must include Algebra 1	15	cr
Science - 3 years*	15	cr
Arts–1 yr	5.0	cr
Physical Education/Health - 4 years*	12.5	cr

Electives 32.50 cr.

Total 120cr.

*Please note, in some situations, students may receive a waiver for local graduation requirements. This applies to students on IEPs, ELL students, and students who are in level 3 of a CTE program.

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Proposed Changes and Rationale

The main themes that emerged during the staff and community educational visioning workshops for the building project regarding administrative and academic organizational structure were many, but all supported a commitment to creating a safe, environmentally sustainable and inclusive space that fosters meaningful connections between the adults and students in the building, welcomes the broader community outside of school hours and connects to the natural world through a “Vineyard” aesthetic. At the core of this commitment is a recognition that the entire school community benefits when all students, teachers, administration and the community can build collaborative, lasting and caring relationships.

Specific themes that will support a new vision for the administrative and academic organizational structure include: 1) Multi-purpose and dynamic spaces for multiple uses that offer flexibility in space usage and can be repurposed for various learning activities; 2) Sustainable design that offers sustainable architectural elements, LEED certification standards, Net Zero energy approaches and improved ventilation and HVAC system that improve air quality in classrooms; 3) Integrated collaborative learning spaces that encourage human interaction; 4) Various and appropriate storage solutions and organization for tools and supplies that are accessible and efficient; 5) Safety features and emergency preparedness including safe and secure spaces and emergency shelter planning using the existing gym as a shelter in an island-wide emergency with access to emergency resources; 6) An emphasis on natural light using large windows that contribute to bright and joyous spaces and; 7) Enhanced technological resources that include a high technology learning lab, technology-enabled classrooms, net zero energy design for technology and advanced technology integration.

Curriculum Methods and Practices

At MVRHS we operate with the following shared beliefs that students learn most powerfully and deeply when:

- Their basic needs are met and they have a connection with their peers, teachers, and community;
- They are actively engaged in authentic, relevant learning experiences that encourage curiosity and collaboration;
- Students demonstrate success by exhibiting ownership and personal responsibility over their learning and engaging opportunities to share what they've learned in authentic ways;

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- Meaningful inclusion occurs when we actively seek out diverse perspectives and equip students with the tools necessary to overcome barriers to learning and;
- Rigorous coursework prioritizes depth over quantity and encourages students to think critically and make connections across disciplines.

The MVRHS definition of and expectations around *Learning* include the following beliefs: Everyone is a learner, learning is not limited by age, learning is a never-ending, lifelong process, and not just a one-time experience, learning occurs in many environments, including school, home, and community and learning is not limited to the classroom.

In addition, we believe that people learn in order to develop skills, build knowledge, and realize goals. Learning enables people to promote curiosity, empower others and themselves, and experience personal growth. People should not learn in order to measure themselves against others or exclusively in pursuit of a grade. Learning is the active, challenging, and transformative process of acquiring knowledge and skills. Learning is not a passive process nor is it the same for everyone. Learning occurs by applying knowledge and skills in new situations, creating connections, asking questions, making mistakes, and embracing the recursive nature of exploration.

Lastly, learning does not occur by prioritizing quantity over quality, engaging in memorization without application, mindlessly rewriting information or by taking credit for work that is not one’s own. We strive to work collaboratively with the shared beliefs and understandings to work towards common goals and reinforce shared priorities that are a reflection of our True North.

Within the classroom we have also identified the following areas of the Department of Elementary and Secondary Education (DESE) teaching rubric as Priority Indicators:

Standard I: Curriculum, Planning and Assessment	I-A-3	Well-Structured Units and Lessons	Adapts as needed and implements standards-based units comprised of well-structured lessons with challenging tasks and measurable outcomes; appropriate student engagement strategies, pacing, sequence, resources, and grouping; purposeful questioning; and strategic use of technology and digital media; such that students are able to learn the knowledge and skills defined in state standards/local curricula.
	I-B-2.	Adjustments to Practice	Analyzes results from a variety of assessments to determine progress toward intended outcomes and uses these findings to adjust practice and identify and/or implement differentiated interventions and enhancements for students.
	I-C-3.	Sharing Conclusions With Students	Based on assessment data, provides descriptive feedback to students, engages them in constructive conversation, and seeks feedback that focuses on how students can improve their performance.

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Standard II: Teaching All Students	II-A-2	Student Engagement	Consistently uses instructional practices that are likely to motivate and engage most students in the content of the lesson.
	II-B-3	Student Motivation	Regularly creates learning experiences that guide students to identify their strengths, interests, and needs; problem-solve; ask for support when appropriate; take academic risks; and challenge themselves to learn.
	II-E-1	High Expectations	Clearly communicates high standards for student work, effort, and behavior, and consistently reinforces the expectation that all students can meet these standards through effective effort, rather than innate ability.

Fostering a consistent, nurturing and cohesive professional environment among our teachers is paramount to the functioning of the school. We believe that the foundation of a healthy school begins when the relationships between administrators and teachers, and between fellow teachers, are trusting, generous, helpful, and cooperative. When we accomplish this, then the relationships between teachers and students, between students and students, and between teachers and parents are also likely to be trusting, generous, helpful, and cooperative. To this end, the following guidelines are outlined in our Teacher Handbook:

- Have a written curriculum prepared for each course.
- Use flex time appropriately--schedule students when they are falling behind/failing or struggling in your class. Respect the norms and protocols outlined about scheduling students and changing other teacher’s appointments. Ensure you have emergency lessons accessible in GoogleClassroom. When absent, please be sure you have posted asynchronous work when you are out. This should be a meaningful lesson. Leave meaningful lessons and activities that are relevant to your curriculum, planning and assessment.
- Lessons should be designed to engage students throughout the duration of the period.
- All teachers should submit a current curriculum map for each course that they teach to their evaluator and department chair by October 1 for S1 and Y courses and February 1 for S2 courses.
- Significant changes to the curriculum map after the start of the school year have an impact on others in the department and should be done in collaboration/coordination with Department Chairs and colleagues.
- Curriculum maps should outline the following for each unit:
 - Content/Topics
 - Skills
 - Assessments

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- General timing (ie. Q1, Q2, etc.)
- A description of the evaluation system(s) for the course including categories, percentages, etc.

Students receive approximately 10-12 grades per quarter. Grades should consist of a variety of assessments and feedback that reflect both students' level of mastery of skills as well as participation and effort. Assessments and feedback in our student information system, *PowerSchool*, should reflect the assessments outlined in the course curriculum map.

All graded work (i.e. quizzes, reports, tests, etc.) are graded and returned to students within a timely manner. Gradebooks should be updated every two weeks. Bi-weekly grades should be an accurate reflection of students' progress and standing meaning there should be grades for work that has been completed and submitted by students, or an indication of the status for work that is incomplete, missing, or was submitted late. This should align with the "Guidelines for Makeup Work due to Absence" in the student handbook and the submitted curriculum map.

Midterm and Final Assessments are summative assessments that should be intentionally designed to measure if students learned what was taught. They should represent the summation of the skills, content and routines that you have explicitly taught all semester. All courses including electives are required to have a Midterm/Final assessment and require student attendance during the scheduled exam block. Students with TAs, Independent Studies, and/or Study Halls are not required to be in school during those periods. Any exceptions must be approved by the principal and will be posted on the portal.

The expectation of common assessment for common courses is to ensure that students are getting an even experience at MVRHS and so that classes are aligned and paced appropriately.

While PowerSchool is where everyone can check live grades, historical grades, and attendance records, Google Classroom is the primary way that MVRHS teachers share instructional materials with their students (including announcements, assignments, and materials). At minimum each Google Classroom should include:

- Course Documents i.e. Syllabus, Grading explanation, etc.
- Emergency Plans - Posted by September 15

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Although each teacher might use Google Classroom a little differently, generally speaking, MVRHS teachers are encouraged to use Google Classroom as outlined on the staff portal under General Resources. As a best practice add and invite Department Chairs and ESPs assigned to your class. This helps to facilitate Department Chairs to ensure Substitute and Emergency Plans are accessible and followed. (Department Chairs should add a designated member of the department).

At MVRHS there are Essential Features that we strive to exemplify in an intentional and authentic way in our school community. These include:

- Intentional use of technology (away for the day);
- Thoughtful discussion;
- Collaboration Teachers meeting to talk about student work, data and progress and;
- Culture of student engagement in the classroom.

In addition to the information provided, the essential features and instructional strategies, specific to each department are found below.

Art, Design and Technology

The MVRHS Art, Design, & Technology Department integrates the instruction and practice of traditional visual fine arts, digital media (photo, video, graphics, animation), design, architecture, fabrication, creative electronic technology, and computer science. We currently maintain five classrooms run by six teachers.

The *Drawing, Painting, and Fashion* classrooms house space and equipment for various levels of Drawing & Painting, Fashion, and Art History. The suite has two sinks, egress to an outside area (including an outdoor spigot and clothesline), storage for sewing machines and fabrics, lockable storage for paper, art supplies, and equipment, flat files, seats and tables for 16 student artists, and a projector/screen for digital display from the teacher's desk.

The *Photography and Graphics* suite includes a 16-student computer lab (Apple Macs) together with a teacher computer (with projector/screen) and a dedicated file server, two photo printers, eight flatbed/film scanners, a 24" printer, and a 44" roll printer. The facility includes a lightproof closet for loading film, a sink and chemical area for developing, flat files, a large work table, a mat cutting and framing area, light tables, and (in an adjacent room) a light-controlled

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small-group lighting studio, together with lockable camera storage. Here we teach digital and film photography, graphic design, computer graphics, and also where the student literary magazine, *Seabreezes*, and the school yearbook are designed.

The *Design, Architecture, and Animation* room includes a second 16-student computer lab (Macs) together with a teacher computer (with projector/screen), 8 scanners, a networked color laser printer and large-format roll printer, flat files, large work tables, and storage for both 2D and 3D work, tools, and supplies. Here we teach several levels of Design & Architecture, 3D Design, Animation, Cartooning, and Portfolio, much of it involving physical and digital model making.

The *Computer Technology* facility includes a third 16-student Mac lab, together with a teacher computer (with projector/screen), several 3D printers (including a resin printer), a vented laser cutter (Glowforge), vinyl and Cricut cutters, a PC, sets of programmable devices, and other electronic and fabrication tools and supplies, together with video production equipment, a whiteboard, work tables, and storage. Here we teach two levels of Programming, Intro to Technology, AP Computer Science Principles, AP Computer Science A, Game Design, Video Production, Invention and Technology, and other courses.

The *Crafts & Sculpture* facility serves students working creatively with clay, metal, glass, wood, and other media. The room houses 14 potters wheels, a dedicated, vented room with four kilns, space for glazing and mixing clay, an exterior egress for loading large pallets of materials and to access an outside area for special firing and casting techniques, etc. The floor has drains so the space can be sprayed down weekly, a workspace separate from the pottery area for other craft media, and tables for large projects, together with a projection/screen system attached to the teacher computer, and two sinks/spigots. Here we teach three levels of Crafts & Sculpture.

An adjacent hallway intersection, equipped with track lighting, dedicated homasote tack boards, shelving and (portable) pedestals serves as our primary public 2D and 3D display area, although we also maintain other areas around the school (especially for our annual “Evening of the Arts” event.) Students are respectful as well as appreciative, so we have found little need to lock artwork behind glass.

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Proposed Changes and Rationale

We aspire for a light- and sound-controlled video production area with attached control booth, to share with the Performing Arts and English departments for recording video, audio, and sound productions. We aspire for more dust-free storage, proper ventilation (soldering, spray mounting, spray painting, etc.), better outlet placement, more direct outdoor access, proper dust collection, and adjustable shelving and outlets in public display areas. We also aspire for a separate, shared, ventilated room (with sight lines from adjacent rooms) to house fabrication and other shared equipment (laser cutter, 2D and 3D printers, etc.) to isolate loud, disruptive, and smelly processes and minimize distraction, as well as a separate small, dedicated, clean space for photo-documenting 2D and 3D student work. As we share much of our equipment and supplies with each other, and collaborate often, we also aspire to remain adjacent to one another in any future building configuration.

Career and Technical Education

Our programs are designed to provide rigorous and relevant career and technical education (CTE) to prepare students for college and entry-level employment in a wide range of high-wage, high-skill, high-demand careers. Students are encouraged to explore the many career pathways that are related to each of these areas, and to continue post-secondary education and training. All areas teach to nationally approved curriculum and industry validated standards. Students in all shops will have an opportunity to earn an OSHA-10 safety credential, with attainment of other industry-recognized credentials, such as a Certified Nursing Assisting (CNA) as part of the Health Assisting Program, specific to each shop. All students will be introduced to employability, career planning and entrepreneurial skills.

Students who successfully complete career/vocational technical education programming in a Massachusetts public high school may be eligible for FREE course credit at any of the 15 state community colleges. Statewide articulation agreements exist for Automotive, Carpentry, Culinary Arts, Early Education and Care, Health Assisting and Horticulture.

Students completing the highest level of the same program or attaining 80% proficiency in the technical skills specific to a program and meeting graduation requirements will also earn a Certificate of Technical Completion as well as their traditional high school diploma.

In addition to our traditional Chapter 74 programs, the MVRHS offers a business program that resides in the school's CTE department. This program consists of several business pathways,

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commencing with *Intro to Business* and branches to *Marketing, Hospitality* and *Entrepreneurship*. We currently have a school store that runs out a side storage space near the business classroom. We would love to make this store a more vibrant program with a dedicated and centralized space in proximity to the business classroom. This will give our students valuable, real world experiences in an authentic setting. In a new space, the school store will be larger, and will have the ability to sell more school merchandise, increase visibility of our brand and offer healthy snacks. Proximity to the business classroom and the CTE program will enable us to staff the store with adult support.

The MVRHS CTE program also partners with many community leaders, nonprofits and businesses to support CO-OP and work-study opportunities. These local business partners also sit on our CTE Advisory Board. Pairing our upper level CTE students (level III) with exciting and meaningful employment opportunities allows our students as seniors (and some juniors) the ability to rotate out and gain real-world experience in their related field of study and earn high school credit for that work. Building these relationships between our students and local businesses is vital to the success of our program and to the local island economy.

Our community partnerships include businesses across the entire building trades industry, aviation, hospitality and restaurants, retail, early education and care and with the island's only hospital and other health clinics including dentistry and cosmetology. We feel that connecting students on the island with meaningful career pathways and transferable skills that make them both employable on the island as well as off is a central part of our mission as a comprehensive high school.

Proposed Changes and Rationale

Space deficiencies in the MVRHS CTE program abound. Our ailing CTE spaces have consistently required significant capital improvements to keep the building safe and to meet the needs of our students and maintaining them has been challenging both from a procurement and budgetary standpoint. Fortunately, our CTE programs are well supported by the island community and capital projects have been approved by voters when asked. Through this building project process we look forward to taking a holistic approach to a design for all our CTE shops that will be consistent, representative of our community and will truly meet the needs of our CTE students and community.

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Traditionally the MVRHS, through its CTE program, has offered space after hours to adult learners to earn industry- recognized certification and training mostly in the trades. These “CTE After Dark” activities run in partnership with a local adult education nonprofit. Current CTE After Dark offerings include programs where students can earn an Electrician Journeyman’s License, Contractor Supervisor’s License, Hoisting 2A/1C License and most recently a healthcare track for those interested in earning their Certified Nursing Assistant (CNA) license. These offerings are available to our students as well and provide an immense benefit to an island community where there is a near complete lack of postsecondary education and training opportunities. Enabling our CTE programs to continue to offer these critical workforce training opportunities to all islanders is a vital part of MVRHS’s mission as a comprehensive high school and we would look for future space needs that support this approach. Space needs include more flexible CTE classrooms and shops that could support community learning after school hours and house technology and equipment that would allow us to accommodate more certificate training in the trades beyond electrical, including HVAC, metal fabrication, and plumbing.

All 6 shops currently lack the square footage required of them. Space constraints in our Carpentry Program do not allow students to freely move around the equipment which limits what equipment we can physically put into the classroom, while our Early Education and Care (EEC) and Health Assisting (HA)) programs use repurposed classrooms and do not have spaces designated/ designed specifically for their shops. The last major renovation to the CTE department was in 1994 and only improved the automotive and carpentry programs. However, these two shops still remain non-compliant with ADA standards. Our Horticulture program is housed in a 44 year-old metal, slab on grade outbuilding across Sanderson Road which is the central artery that runs through the heart of our campus. This building has no bathrooms and no integrated heat or HVAC. Our Horticulture students have to cross this road every time they are coming to and from the main school which can cause unsafe conditions especially in inclement weather. A list of our proposed changes by program is below:

The Automotive Program, similar to nearly every CTE classroom, requires more square footage to accommodate the changing industry technology and improved/ updated equipment. The program currently has 5 vehicle lifts for light to medium vehicles but will require space for new instructional technology as more automobiles become electric. Specific areas of need include:

- Increased square footage for the classroom;
- Americans with Disabilities Act (ADA) compliant classroom space;
- Maintain natural lighting with shades to address sunlight;

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- Increased collaboration and partnerships with community businesses through a space or spaces that can be used to re-train adults and provide adult education instruction in the trades after hours.
- New roof and;
- New waste oil system.

The Carpentry Program received a new dust collection system in 2018 and its east-facing wall was replaced along with new windows. The current classroom size is inadequate and does not allow 3 feet of space for students to navigate around the equipment. This also limits our ability to bring new equipment into the shop. Specific areas of need include:

- Increased square footage for the classroom;
- Americans with Disabilities Act (ADA) compliant classroom space;
- Maintain natural lighting with shades to address sunlight;
- New roof and;
- Increased collaboration and partnerships with community businesses through a space or spaces that can be used to re-train adults and provide adult education instruction in the trades after hours.

The Culinary Arts Program is recognized as our flagship CTE shop. Student enrollment in our Culinary Arts Program is robust and many of our students graduate from this program with a broad range of postsecondary opportunities available to them. While the kitchen and dining room are considered to be among our best CTE spaces, specific areas of need include:

- Updating and renovation to both the kitchen and dining room including new furniture, kitchen and serving equipment
- Upgrade the current dining room space into a restaurant for student instruction and;
- New roof

The Early Education and Care Program is our most recent Chapter 74 approved program. It began in 2021 and is currently housed in a repurposed classroom that does not serve the needs of the students. Specific areas of need include. The current location is adjacent to Project Headway, which is a district-wide preschool program that is embedded throughout schools on the island. Project Headway was founded in 1981 and has historically utilized a location at the high school and our EEC program has built a vital partnership with this program. We welcome a dedicated EEC space that leverages this partnership to the fullest extent possible, including:

- A space that is specifically designed and dedicated to the program that includes a bathroom, outside entrance, play area, kitchenette, and would be

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- appropriately outfitted in terms of furnishing and;
- Creation of a lab space with preschool that could link with the Project Headway program.

The Health Assisting Program is also a relatively recent addition to our CTE Program. It was approved as a Chapter 74 program in 2016 but still resides in two repurposed classrooms that provide only 1/3 of the square footage needed for instruction and does not have a space that is designed specifically for such a program. Specific areas of need include:

- More square footage.
- Flexible space with the ability to subdivide areas for different types of learning experiences;
- Storage (we currently use hallway lockers for storage) and;
- Bathroom and adequate water supply for instruction

The Horticulture Program received 3 capital improvements in 2017 that included a new greenhouse and excavating equipment that have greatly enhanced the program. However, the main classroom is a 44 year-old, slab on grade steel building with little to no insulation, integrated heat/ HVAC and no bathrooms. Specific areas of need include:

- While the current location is fine, the program will need an entirely new building or classroom space that has drinkable water, a bathroom, heat and proper insulation and entirely new mechanical and HVAC systems;
- A garage to house new earth-moving machinery and equipment;
- More outdoor space for growing specimens, trees, etc;

Our Maritime Studies Program is not Chapter 74 approved, but continues to be popular with the students and a valuable part of our course offerings. Currently, this program does not have a dedicated classroom space. Consideration has been given to expanding the program to include a marine mechanic component and we are currently exploring those possibilities. Ideally, our Maritime Program would include dedicated space for instruction and an outdoor space for students to work on boats and engines that is located next to our Automotive Program. This program is offered through a MOA with a local nonprofit, who provide the instructor and curriculum. Specific areas of need include:

- An instructional space dedicated to and designed specifically for the program. Currently, it is housed in a repurposed classroom.
- Exploring opportunities to expand this program to include a “maritime mechanics” component. Possible locations include part of or adjacent to the

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Automotive Program so that there is space to house boats, engines and other marine machinery for outdoor instruction.

English Language Arts

The English Department at Martha's Vineyard Regional High School is committed to engaging students in becoming critical and creative thinkers who can collaborate and problem solve through a multitude of media such as print and digital media and performance-based modalities. To do so, we emphasize close-reading and analysis of multiple genres as represented through visual and written texts. Student-centered, discussion-based methods are at the heart of our teaching as well as engaging students in meaningful and authentic assessment through projects and performance. Teachers use technology to enhance their teaching and provide students with multiple means by which to access the curriculum. Teachers are also committed to teaching students how to use technology as support and partner in their learning, not a replacement for their learning. While teacher-directed mini-lessons feature in daily lessons, students engage in group work activities, independent reading and writing tasks and Socratic/Harkness discussion regularly, ensuring that teachers serve as guides and facilitators for their learning. Some featured events of the English Department include the Creative Writing Coffee House; Poetry Out Loud Competition and; Shakespeare performances and staged readings. Members of the department also serve as advisors for the High School View, published in the Martha's Vineyard Times each week, and Seabreezes, the art and literary magazine. Our department also invites Island writers into our classrooms and participates in creative writing contests sponsored by Island organizations such as the Vineyard Conservation Society.

Teachers in the English Department collaborate regularly in grade-level and course-level groups to ensure clear and consistent instruction is provided to all students. Additionally, many courses are co-taught with Special Education and/or ELL Educators to meet the needs of those students with learning challenges. The Humanities courses offered to students in both tenth and eleventh grade allow students the opportunity for more interdisciplinary learning and are taught by English and History teachers.

Proposed Changes and Rationale

Teachers in the ELA department meet regularly with students one on one or in small groups and there is great need to either increase the size of the classrooms or provide other spaces adjacent to the current classrooms to accommodate flexible, break-out areas. Teachers and

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students would benefit from spaces that still maintain sight lines, but also allow students to move to quieter places to complete assignments or work within their small groups. A smaller performance space near the classrooms would also enhance our ability to support students in developing their speaking and listening skills. Lastly, we currently house sets of books in our classrooms, unused lockers, or the library. A materials/book room where students can check out books would be a welcome addition to the media center or classroom neighborhood. The department is also interested in digital media and composition. Classrooms or separate spaces that are equipped to allow students to record podcasts, edit video, or design websites would ensure that students gain greater skills in mediums that are becoming increasingly prevalent and essential to becoming the engaged and active citizens we want them to be.

English Language Learners

In the English Language Learner Department, the department teachers instruct in either English Language Learners courses (levels 1-4) and/or in collaboration with content teachers in the departments of Math, Science, and Social Studies. We uphold a functional approach to language development as outlined in the WIDA standards. Our current team of 4 teachers serves our ELL student population in their ELL course and/or in their co-taught content course. Co-teaching is a new initiative for our department which has broadened who, what, and how we teach language. Our class sizes vary because they are based on proficiency levels of our students, and the number of students we serve can also fluctuate.

Our students can be seen engaging in the modes of communication (expressive: writing, speaking and representing; and interpretive: reading, listening, and viewing) at any given time during class and frequently. This can mean that our classes can be noisy at times when all students are practicing at the same time. ELL classes are dynamic and strategically inclusive of many types of instruction, activities, and approaches designed for all students to grow in their English language proficiency and the 21st Century skills necessary to succeed beyond high school.

Our department works especially hard to care for and advocate for our students as we are often seen as their liaison. It is expected that we know them well and know when they need more support. This requires us to frequently consult with each other as a team, with other faculty, and with their parents/guardians in order to support them fully. We are often sought out by our students for help with many things beyond the classroom and if we had an

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office/space, we could better design a resource center for the particular needs of our immigrant students.

Proposed Changes and Rationale

Ideally a new space would house both private offices where we could privately connect with students/parents when needed, collaborative work space, and a student resource space. We would greatly benefit from write-on classroom walls that allowed for posting/ hanging/ displaying language resources/visuals/etc, for students to utilize. Ideally this space would be close and/or collaborative with the World Language Department so that we could more easily co-create, collaborate and share resources. Flexible and bigger sized rooms could better facilitate such collaboration to be able to open a wall and increase the size of a room to host a guest speaker or engage with native speakers of the target languages. Lastly, positioning our “home” in a more central location within the design of the school is important because it is our unique job to connect with all of the other departments in order to best support our students.

Guidance and Behavioral Health Services

The guidance and counseling staff at MVRHS work to help students develop an educational program that matches their interests and characteristics, and to gain competencies needed for their individual postsecondary plans. Our staff works with the administration and teachers to help students develop effective human relationship skills that enhance participation in their roles as student, friend, colleague, worker, family member, and community member.

Counselors are available throughout the school day. Students are encouraged to seek assistance when needed. Students are also invited in on a scheduled basis throughout the year to assure they are cognizant of their opportunities and responsibilities based on their possible career path. Parents are encouraged to meet with counselors annually to support their child’s growth. Counselors provide group information sessions throughout the year for all students.

The goal of the Wellness Department is to offer bilingual, comprehensive, and effective social emotional support for all students so they can fully engage in the school community.

To ensure that students are receiving comprehensive therapeutic support within their school day, there is a critical component of collaboration and communication with administrators, special education staff, the school nurse and classroom teachers. Currently MVRHS employs 3 full time school adjustment counselors (including one bilingual counselor) and one half time

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school adjustment counselor in our Wellness Department.

As per our District Curriculum Accommodation Plan (DCAP) all students have access to counseling services including scheduled appointments and/or drop-in appointments. Scheduled sessions with students on Individual Curriculum Accommodation Plans (ICAP), 504s and IEPs are based on the service grids on these documents. Mental health crisis intervention and CSTAG (Comprehensive School Threat Assessment Guidelines) assessments are conducted immediately upon report. The CSTAG threat assessment team consists of school adjustment counselors, student affair's office personnel and administration. All students who face consequences due to disciplinary infractions are referred to a school adjustment counselor for a minimum of 3 sessions.

After any initial assessment by a school adjustment counselor, if Tier One supports are not adequate and additional therapeutic support is recommended, students are referred to MVRHS contracted private therapists, clinicians at our local community agency or those in private practice, and/or recovery coaches (Tier Two). These appointments are currently scheduled in our ICare Suite, which is specially designed to house community support services.

The Wellness Department coordinates several peer-to-peer programs. School adjustment counselors advise the SWEAR (Stand With Everyone Against Rape) and Race Culture Diversity & Belonging retreats which are currently held off-site. Facilitation of the Reimagine Manhood group, the STRONG curriculum for newcomers, and several social-emotional based clubs meet on campus.

Proposed Changes and Rationale

As state and national data shows, there has been a steady rise in the number of students with behavioral health challenges. These challenges are evident throughout the school day and adequate space is needed to accommodate the needs of our students and families. To meet this need, the MVRHS is proposing to enhance the delivery of services of its Wellness Department by creating an adequate space that is adjacent to the school nurse and in close proximity to the Guidance Department, special education offices and administrative offices. The new Guidance and Wellness offices should include 4 offices for the individual school adjustment counselors, 2 offices that can accommodate community support clinicians who meet with students, an office for the school psychologist, a waiting area, and a large conference room for family meetings, department meetings, and peer-to-peer groups. All of these spaces should be adjacent to the

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Nurse's Office and should be soundproof to accommodate privacy and confidentiality. There should be ample space for storage of materials and records for both the Guidance and Wellness offices.

Mathematics

The Martha's Vineyard Regional High School Mathematics Department affords all students the opportunity to engage in appropriate courses of study. Students are encouraged to take courses that interest them, as well as, challenge them. The math courses are aligned with the Massachusetts Curriculum Frameworks and with the National Council of Teachers of Mathematics (NCTM). The instructional strategies and essential features for students and teachers are listed below:

- Students collaborate to solve problems.
- Students use the graphing calculator to solve, analyze, and check their work.
- Students are applying concepts to real-world scenarios.
- Teachers model problem-solving strategies by “thinking out loud” and emphasizing proper vocabulary usage.
- Teachers provide opportunities for students to connect the concepts they are studying to the real world.
- Teachers circulate and interact with students whether they are working independently or in groups

Currently, three years of Math are required for graduation. One of these must be Algebra 1. MVRHS follows a traditional path of courses leading to Calculus and Statistics in senior year. There are three levels of math taught at MVRHS: AP/Advanced, Honors, and College Preparatory. For our students who desire more rigorous and challenging content and instruction, the department offers 4 AP classes in math, AP Calculus (BC), AP Calculus (AB), AP Precalculus, and AP Statistics.

The majority of math classes meet in one of the 6 rooms in the current math wing. Teachers use a variety of instructional methods including, traditional lecture and note-taking, collaborative groups, and project-based learning. While some classrooms provide the space and updated technology required, some do not. The furniture also varies from room to room making it more difficult to create groupings in some cases.

Proposed Changes and Rationale

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The Math Department offers remote instruction for students who have moved beyond AP Calculus BC, the highest sequential math course the school offers. As students enter high school with more advanced levels of math, considerations for a building project should include quiet breakout spaces with visibility for supervisory purposes so students can access remote, personalized and advanced learning. Additionally, a building project should prioritize access and consistency by making all the classrooms larger, with flexible furniture, a smart TV that can be accessed wirelessly, and write-on walls for collaborative work. Given our current enrollment and 10-year projections, we feel that there should be at a minimum 11 classrooms designated for Math classes and an additional space(s) or labs for STEM opportunities that will engage and attract students to the world of mathematics including robotics and engineering.

Performing Arts

The MVRHS Performing Arts Department consists of theater, vocal and instrumental music courses and performance ensembles. Ensembles include Concert Band, Big Band, Percussion Ensemble, “Fun”semble, String Orchestra, First Year Chorus, Vocal Ensemble and Minnesingers. Elective courses are Theater Production, The Musical, Theater 1 and 2, Movement for Actors, Navigator/Voyager Class, Music Theory 1 and 2, AP Music Theory, Guitar, and Piano. Our ensembles travel to local and national competitions, as well as to Europe. Every year we have students audition and get accepted to local, regional, and state festivals. We provide a quality performing arts education that helps many students go on to music school, theater school and tech jobs, as well as providing the island community with high quality performances year round. Our programs occupy a special place within the broader island community and the performing arts department is consistently regarded as one of the best aspects of the high school by community members.

The nature of performing education requires collaboration and flexibility, as well as accountability to a larger community. We provide an affirming and inclusive environment for all our students, including for those who may feel marginalized among the larger student population. The teachers of the PAD work together on multiple large-scale productions every year, and teach our students about teamwork and the nature of ensemble. We have 4 department concerts, the February musical, fall and spring plays, performances at graduation, Minnesingers concert tour on island to the elementary schools, and many other smaller performances throughout the year. Many of our students run the tech side of all of these productions, with some working in the field professionally before they graduate high school.

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The current space for the PAD is lacking in many areas. While the Performing Arts Center is a beautiful space, it needs major updates to remain a viable learning environment as well as a community space. The lighting system is original to the space and is therefore completely outdated and needs to be redone with LED lighting, which will save money and energy. The PAC space needs an orchestra pit to serve student musicians, as well as to be usable by outside groups that would like to rent our space. The backstage areas need storage in every room, particularly for instruments, costumes, props, and personnel in the form of locker rooms with showers and lockable personal space. To have a proper costume shop, we need laundry on site.

As far as classrooms, the instrumental room (407) needs acoustic treatments for the health of both musicians and teachers using the space. Storage is abysmal and school-owned instruments are being damaged by lack of climate control and storage. The chorus room is too small and lacks windows. The theater room is a multipurpose space, without the design elements it needs to work effectively for that purpose. It is a classroom, green room and studio theater. We need working sinks, more theater lighting, and redesigned storage.

There is no prop or scenic shop, although the building is designed with a beautiful prop/scenic shop across the hall with garage doors connecting to the theater. The original building design had this space for storage and a shop incorporated into the building that has been used by the art department instead. If we are doing a renovation, we would request that this space be returned to the PAD.

We have no designated space for music theory, the piano lab, guitar class, or a music library. Also, there is no sound studio, so that our tech students can learn how to mix and record. This space could also be used by any A/V students in the building, like for The Grapevine.

We are performing arts people, which means we work with what we have and do some amazing things with it but we require a space with 21st century improvements in which to learn, practice, and present their craft to the school community.

Proposed Changes and Rationale

The PAD would benefit greatly from being more centrally located with a PAD office adjacent to ensemble spaces with windows. The addition of a new performance space that is 300 seats or fewer, smaller than the PAC, for smaller ensemble performances and theater events and that

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the school could use for smaller assemblies, presentations (Capstone projects, etc.), and individual recitals. The location of this would be best if it were centrally located. Other spaces include:

- Outdoor Hatch-Shell Performance space (for school and community events)
- Three large ensemble rooms adjacent to the new performance space, with instrument storage, proper acoustic treatment, and a sound studio adjacent to the largest room
- Theater classroom that is also a black box theater with stage lighting and sound
- Four practice rooms with keyboards
- Temporary Marley flooring for movement classes with storage
- Dedicated classroom for music theory, piano lab, guitar class, with desks, sound tech and white boards
- Library for scripts, sheet music

Other areas of improvement for the PAD include upgrading the PAC lights to LED, creating an orchestra pit and making more equitable backstage areas to include locker rooms, showers, scenic/props shop, green room, and a costume storage with laundry.

Physical Education and Health

MVRHS offers a robust health and physical education program. All students must take a semester PE course in 9th, 11, and 12th grade, and all 10th graders engage in a full year course in Health and PE. We currently lack classroom, gym and studio space to accommodate all of our course offerings. Students use our locker rooms, but they are outdated, dark and very difficult to secure and supervise.

MVRHS offers a yoga class and has a nascent dance team. The yoga class takes place in the lobby of the performing arts center; not an ideal space for yoga. We have a vibrant Adapted PE class for our students in the Navigator program, a substantially separate program for students with special needs. This space should have a dedicated space for adaptive equipment, specialized programming, OT and PT services. This class benefits from both a dedicated space, as well as access to all Phys. Ed facilities.

Our weight room is currently housed outside the school in a metal storage facility that has been converted by volunteers to a usable space. We currently run Personal Training and a Sports Conditioning class in this space. Phys. Ed classes as well as extra-curricular team sports would significantly benefit from being able to access a gymnasium and the weight room/training facility at the same time.

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Our Health classes share one classroom and alternative class time with gym time to avoid overscheduling the space. Ideally, we would have 2-3 dedicated classrooms for health and PE classes to use.

Our gym space is functional, but does not meet our current needs. It houses a full sized basketball court and bleachers. There is a curtain that we can pull to divide the gym into two usable spaces for two classes at a time. We often use this gym for testing during the year because we lack other large spaces for groups of students. Ideally, we would have some appropriate alternative spaces to program into when the gym is used for whole school events, such as our job fair, MCAS testing, pep Teachers working collaboratively to develop social and communication skills via team-building games and activities across a multitude of learning styles, skills and grade levels. Ideally, we would have a space to support these whole-school needs without interrupting Phys. Ed. programming.

Proposed Changes and Rationale

To support the yoga and dance programs, we need a dedicated studio space. We should bring our weightroom into the building so classes can have easy access to the space and the bathrooms/safety features. We would benefit from an additional small second gym space to support our PE programming and also meet the needs of the wrestling team and other team sports. Additionally, dedicated classroom space for our health classes that also have adaptive equipment that can provide specialized programming and OT and PT services for our Special Education Program would be necessary. Our locker rooms should be updated with better sightlines from staff offices to increase supervision. PE facilities would also benefit from the ability to actually see outside.

Project Vine Alternative Education

Project Vine is an embedded alternative education program. It offers 10-12 graders smaller classes that are cohorted so that each grade level attends the same history, math and English classes as each other. The purpose of this program is to create a strong and supportive community—and leading with this community as a means of engaging and inspiring students to complete their coursework, deepen their relationships, examine the society around them, and persist through the challenges of high school. Over the years, students have reported that the Project Vine space is an essential part of the program. Students have spent time beautifying their hallway and their classroom, and have engaged in building an outside classroom for the students to use.

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Proposed Changes and Rationale

Programmatically, the PV program needs three dedicated intimate classroom spaces (accommodating 12-14 students), an office space for teachers to meet and host meetings, and access to an outside space or courtyard. Ideally, the outside space is a safe and lockable space within the envelope of the school. Project Vine also has a key component of the program called “Vine Days.” These are times when the entire program meets for a community meeting. Therefore, it is important that PV has either a large meeting space that can accommodate 50 individuals, or has flexible walls/orientation within the program to create this size of a meeting space.

Science

The Science Department at Martha’s Vineyard Regional High School provides a thorough and engaging science education, fully aligned with both the Massachusetts Curriculum Frameworks and NSTA standards. Our mission is to cultivate a solid understanding of scientific principles through a range of teaching methods and real-world applications, preparing students for success in academics and as informed citizens in today’s complex world of science.

We are committed to fostering a supportive and collaborative learning environment. Our dedicated educators are actively involved in local science initiatives, extracurricular activities, and union efforts. The department places a strong emphasis on vertical alignment, ensuring that students build upon prior knowledge as they progress through each grade. Our labs are designed to be interactive and enjoyable, blending rigorous academic content with hands-on, real-world applications. All courses are carefully aligned with the Massachusetts Curriculum Frameworks to ensure students are well-prepared for both assessments and future learning opportunities. Instruction occurs in well-equipped labs that support lectures, experiments, collaborative work, and inquiry-based learning.

Our curriculum is centered around real-world applications, critical thinking, and problem-solving. We design engaging units, complemented by field trips and lab activities that utilize real-world data to deepen student learning. Technology plays an integral role, with tools such as scientific software and lab equipment enhancing the educational experience. Our teachers model scientific inquiry, using precise vocabulary and problem-solving methods while offering support for both independent and group learning.

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Students are required to complete three years of science coursework, including Biology and two additional lab sciences. We offer classes at the AP/Advanced, Honors, and College Preparatory levels, such as:

- 9th Grade: Earth Science (College I, Honors)
- 10th Grade: Biology (College I, Honors, Sheltered Biology)
- 11th Grade: Chemistry (College I, Honors), Physical Science, AP Environmental Science
- 12th Grade: Physics (College I, Honors), AP Chemistry, AP Physics

In addition to core courses, a range of electives allows students to further explore scientific fields, including Marine Biology, Anatomy and Physiology, Island Natural History, Environmental Science, Astronomy, and Honors Science Research.

Students also have the opportunity to participate in extracurricular activities such as:

- Protect Your Environment Club: Focuses on environmental awareness and conservation.
- Annual Science Fair: Part of the Massachusetts Science and Engineering Fair (MSEF), connecting students to regional and national competitions.
- Wind Turbine Engineering Challenge: A hands-on physics project that culminates in a competition.

The department thrives through a strong community of practice (CoP), where teachers collaborate regularly to share resources, align curriculum, and create a unified learning experience for students. Through this collaboration, we foster an environment of continuous improvement and innovation, ensuring diverse instructional strategies that accommodate different learning styles, supporting student success, and nurturing curiosity and inquiry.

Proposed Changes and Rationale

Though the Science Department benefited from the major renovation in 1994, much of our lab and classroom spaces now require significant upgrades. These necessary improvements include better air circulation, flexible learning spaces, modernized furniture, and updated lab stations. Furthermore, a shared greenhouse or larger project space would enhance collaboration and visibility of science projects, providing a dedicated area for ongoing experiments and student work within the department and the school community.

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Social Studies

The MVRHS Social Studies Department is dedicated to fostering a comprehensive understanding of history, geography, civics, and sociology. Our instructional strategies aim to develop critical thinking, analytical skills, and an appreciation for diverse perspectives. The primary skill development throughout all courses is application of content knowledge, source analysis (including primary and secondary sources, as well as art, music, poetry), argumentation development, and research development. The department excels in building relationships with students and families in order to create an engaging and inclusive learning environment, supported by a dedicated team of teachers.

We offer a diverse range of courses, including Advanced Placement (AP) classes, which challenge students to engage with college-level material and prepare them for higher education. Additionally, the Social Studies department includes a wide range of elective offerings in order to supply students with course options in order to round out their schedules in a rigorous way.

The Department integrates English Language Learners (ELL) and Special Education (SPED) students into mainstream classes. We are actively working on enhancing our co-teaching model, particularly in integrating special education services within the social studies classrooms. We recognize the need for additional special education teachers to effectively implement this model and ensure that all students receive the support they need. Currently the 9th grade classes are the only level in which Special Education students have co teachers who are licensed in Special education.

We utilize a variety of instructional methods, including Socratic seminars, Harkness Discussions, and at times the Harvard Case Study Method, to encourage deep analysis and student engagement. However, our curriculum is designed to be flexible and does not wish to prescribe teaching styles across the board.

We are currently developing an honors track within standard classrooms, to be piloted in the 2024-2025 school year in 9th grade. This new track will increase the depth and rigor of coursework, providing students with options based on their interest and dedication rather than previous performance alone. In the past 10 years, 10th and 11th grade Humanities programs have been developed which provide opportunities for Honors level but only to

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exclusively selected students. That said, there needs to be improvement on accessibility and equity amongst all students motivated to be challenged at an honors level.

Our department often engages students in Socratic and Harkness seminar discussions, which help develop critical thinking and public speaking skills. We organize various events, such as fairs, trips, community member visits, and community partnerships including visits to historical sites, all of which enhance classroom learning and provide real-world context.

Teachers participate in ongoing professional development opportunities provided by the school district in order to stay updated with the latest educational practices and integrate innovative approaches into their teaching.

Proposed Changes and Rationale

Collaboration among teachers is a cornerstone of our department. We regularly share best practices, co-develop curriculum, and support each other in addressing the diverse needs of our students. We would benefit from dedicated seminar rooms where classes could engage in in-depth discussions and collaborative work, which could expand this collaboration cornerstone to students as well. We aim to improve connections and relationships between our main department and the alternative education program. A designated space for joint activities and planning would facilitate better coordination and integration.

Special Education

MVRHS provides a continuum of special education services that occur in inclusive and substantially separate settings. Services include co teaching, academic support, specialized reading instruction, social/emotional support, life skills and transition skills. Based on the Special Education Rubric and regulations, the facilities and classroom for eligible students is working towards maximizing their inclusion into the life of school. As the numbers in special education have increased, we need more space for high intensive and moderate special education students in order to be fully included across the school community. Many of our students have access to the school facilities. IEP students are limited in the option of small group settings when pulled from a general education classroom for testing, evaluation and other IEP required services. We have academic support classrooms that are not necessarily located in a place that is most conducive to programming such as classrooms that are in close proximity to general education classes for students to receive small group and one to one supports as needed. Academic support classes are second to the general education

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classrooms lacking in space for desks, technology and privacy to hold a class. Many of our classrooms are not big enough for our number of students who need one to one, small group and whole group instruction. The school has been reactive in adapting to students' needs for equipment and physical accommodations that are necessary. Planning ahead for acoustical and lighting treatments for all students with visual and hearing impairment would meet the needs for each IEP student (It is worth noting that as students are identified as needing IEPs, the numbers often increase during the school year).

In comparison to general education, based on the MSBA Special Education Rubric provided, the facilities and classrooms serving students with IEPs could improve the spaces and resources related to the physical environment. Having dedicated spaces for individualized cognitive/social-emotional instruction would better support meeting student IEP goals and objectives.

The plan place of classrooms for special education students are spaced throughout the school and within different departments in the school. The goal is to have academic support classrooms in locations close to the different departments in order to provide collaboration and support for co teaching as needed. The Voyager Program (18-22 year old students) needs space to provide services outside the classroom in the community. To meet the needs of the Voyagers students, a location would have to be created in the community.

The *Compass Program* within the Special Education Department of MVRHS serves approximately 15 students requiring more intense, individualized social/emotional support. These students also require significant academic support and space where students who internalize and externalize behaviors; this means two adjoining classrooms would better meet the complex needs of these students. Because of the unique challenges of the Compass student, space where individual de-escalation and counseling adjacent to the Compass spaces needs to be created. Compass teacher offices should also be located in close proximity to the classrooms so that confidential communication can occur with colleagues, students and families.

The *Navigator Program* serves at least ten 9th-12 graders. The challenges of the current program include enough space to provide individualized instruction based on identified curriculum. Navigator serves students with physical, visual and auditory disabilities. The range of cognitive needs would require space to adequately accommodate a range of instructional options. The student needs would require space for two adjoining rooms where functional life

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skills (e.g. kitchen, laundry, pantry/supply closets) as well as social, academic and creative activities can occur. There would need to be a bathroom large enough to accommodate a changing table and storage for supplies needed for physically challenged students. Storage closets to house the large range of instructional tasks used by the students would also need to be accommodated. The Navigator Program supports students with the most severe needs (e.g. Autism Spectrum, Downs Syndrome, Neuro-Developmental Disabilities). These students have a higher than usual challenge with sensory integration issues and would require dedicated space in the classrooms to regulate their sensory responses.

The Voyager Program serves 4 students who are of the age 18-22. This program currently has a home base in the high school and then programs throughout the community in a variety of work and social settings. The Voyager program needs a space that is community based not located in the high school. This program should have a mock apartment, in the community, where students can work on activities of daily living as well as preparing for independent living and work. The program needs to be centrally located where students can access public transportation.

Out of 185 students on IEPs, Academic Support is provided to 135 of our students. Eight academic support classes would allow for 2 academic support classes for each of the major academic areas (math, English, science and History). These spaces can be used for academic support, small group and individualized instructions as needed. With the increase in identified students with autism academic support space need to be used for social skills development as needed based on IEPs. Specific services in reading instruction are delivered in the academic support spaces. The classroom requires desks with dividers/carrels to support attention and focus. Each Academic Support class needs technology to deliver instruction. Space is needed for storage of materials and supplies within each classroom.

Co-teaching classrooms would require two desks for each teacher as well as enough space for storage of curriculum related materials and technology for both teachers. Additional space in the special education suite of offices can include conference rooms for general and special education co-teachers to collaborate and plan meaningful programming. The space would have available technology, materials and storage to facilitate creative instructional supports that promote student success in the inclusive setting.

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Special education offices need meeting spaces for IEPs and other special education business. This space addresses the needs of 20+ staff members which includes, teachers, administrator, administrative assistant, and special education support staff. Meeting spaces (e.g. smaller and larger conference rooms) need windows, walls and adequate sound proofing to maintain confidentiality when holding meetings. Conference rooms should be large enough to comfortably accommodate all team members present at team meetings. Special education office space should also include collaborative space for teachers to conference with colleagues and families in sound proof privacy. Offices are used to place phone calls to parents, and other team members as stated in the IEP. Space is required for documentations and file storage of 400+ students.

School psychologist offices for 2 school psychologists that provide privacy/sound proof for testing, confidential conversations with families, staff and other agencies. Enough space for storage for files, testing protocols, and other supplies.

Related service programming

Space that allows for the Physical Therapist, Occupational Therapist and Speech and Language, and vision and hearing staff to provide group and individual services to students. Space is also needed for materials, desk, chair and storage of files. Room needed for the related services to collaborate with one another.

Special Education Teachers and Students work together using the the following strategies, goals and objectives:

- *Students receive direct instruction to develop their executive functioning, writing, reading, communication, social, and problem-solving skills as written in their IEP.*
- *Student apply thinking and working strategies to approach each of their academic areas.*
- *Students conference and request feedback from their special education teachers.*
- *Teachers provide curriculum maps and direct instruction in executive functioning, metacognition, and working independently and in groups, receptive and expressive social communication skills.*
- *Teachers actively assess in real-time students' skills and make adjustments to build positive behavioral and academic momentum.*
- *Teachers provide ongoing social and emotional support that encourages coping strategies that help students be successful.*

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Visual Arts (See “Art, Design, & Technology”, above.)

World Languages

Department Strengths and Curricular Approaches: Our World Language Department is committed to fostering global literacy and cultural understanding through a robust and dynamic curriculum. We excel in providing a comprehensive and immersive language education, focusing on developing students' proficiency in speaking, listening, reading, and writing. Our curriculum is designed to align with the State and ACTFL (American Council on the Teaching of Foreign Languages) standards, emphasizing communication, cultures, connections, comparisons, and communities.

We utilize a variety of pedagogical approaches to cater to diverse learning styles. Our curriculum includes task-based learning, where students engage in real-world language tasks, and thematic units that integrate language skills with cultural contexts. We incorporate technology-enhanced learning tools and multimedia resources to create an interactive and engaging learning environment. We would like our approach to include experiential learning through cultural immersion activities, including virtual exchanges and spaces that provide the technology to foster global connectivity.

Teaching and Collaboration: Our teachers are highly skilled professionals who work collaboratively to ensure a cohesive and supportive learning environment. They engage in regular professional development to stay current with best practices and innovative teaching methods. Our department fosters a culture of teamwork, with regular meetings to share strategies, discuss student progress, and coordinate curriculum alignment. Teachers provide personalized support through tutoring sessions, mentorship, and differentiated instruction to address individual student needs.

Proposed Changes and Rationale

To further enhance our program, considerations for the building project should include:

- Dedicated Language space: Equipped with advanced audio-visual technology to facilitate language practice and multimedia projects.
- Flexible Classroom Spaces: Classrooms that can be adapted for both small group work and large group instruction to support a range of learning activities.
- Cultural Display Areas: Spaces to showcase cultural artifacts, student projects, and event materials, enhancing the immersion experience.

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- Collaborative Work Areas: Zones for teacher collaboration and planning, including meeting rooms and shared workspace.

The current building constraints impact our programming by limiting our ability to fully implement some of our experiential and interactive learning activities. For instance, inadequate space for language labs and cultural displays restricts our ability to provide hands-on, immersive experiences. The absence of flexible classroom designs limits our capacity to adapt teaching methods to diverse learning needs.

We aspire to overcome these constraints with a new building design that supports our vision of a dynamic, interactive, and culturally rich language education environment. Our goal is to create a space that not only accommodates but enhances our innovative teaching methods and extracurricular activities, ultimately providing an enriched learning experience for our students.

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Typical Day and Week in the Life of a Student

Typical Day and Week in the Life of a Student

The core academic educational activities *inside the general classrooms* include an 8 period (A-H) rotation that alternates 4 blocks daily (A-D and E-H) every other day starting on Tuesdays. The Monday schedule includes all 8 periods. This schedule configuration maximizes teacher-student meeting time as well as provides those students who are out on a work-study or CTE CO-OP the opportunity to spend half their time outside the high school earning credit and valuable professional skills through real-world work experiences.

The core academic educational activities *outside the general classrooms* include lunch and “flex” periods. On Tuesday- Friday, lunch is combined with a “flex” time which affords students 1 hour in the middle of their day to both eat their lunch and meet with teachers and/or clubs. On Mondays, lunch hour is used in conjunction with “mentor meeting” and students report to their homeroom teachers, or “mentors.”

Typical Day in the Life of a Student A typical Tuesday-Friday includes a 4 block rotating schedule and a lunch/ Flex hour.	
Science	Core curriculum and required for graduation. Period meets for 1h15m. Enhanced science spaces might include a shared greenhouse/ atrium
English	Core curriculum and required for graduation. Period meets for 1h15m.
Physical Education	Core curriculum and required for graduation. Period meets for 1h15m. Space needed for this activity includes gym,
Lunch/ Flex	A student has 30 minutes to eat and another 30 minutes to meet with teachers and/or club(s).
Math	Core curriculum and required for graduation. Period meets for 1h15m.

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Typical Week in the Life of a Student	
Monday	Includes all periods (A-H) and a one-hour lunch/mentor meeting period. Students will engage in all subjects and meet with assigned mentor during lunch/mentor meeting hour.
A-D	All work-study and CTE CO-OP students will be out of building earning credit through real- world work experience. Remaining students will have 4 periods (half of their schedule) plus that lunch/flex period for one hour.
E-H	All work-study and CO-OP students take their required in-class coursework. Other students take the remaining half of their 8 block schedule.
D-A	All work-study and CTE CO-OP students will be out of building earning credit through real- world work experience. Remaining students will have 4 periods (half of their schedule) plus that lunch/flex period for one hour.
H-E	All work-study and CO-OP students take their required in-class coursework. Other students take the remaining half of their 8 block schedule.

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Student Affairs Office

An important foundation of a stable school community is a well defined set of expectations and a clear consequence structure that upholds and enforces these expectations. Adherence to a clear and fair Code of Conduct encourages compassion and accountability, protects the educational and civil rights of all students and ultimately leads to a safe school community for all of its members. MVRHS encourages students to take an active role in supporting a positive school climate. Students are encouraged to bring forth information that ultimately reinforces the general safety and well-being of individuals in the school community.

Resilience and Accountability

MVRHS strives to work with families to promote resilience (the ability to bounce back from our mistakes and failures) and accountability in our students. At MVRHS, we recognize that teenagers can make mistakes, encounter failure, and experience anxiety as they transition to adulthood. Having direct and honest conversations about choices and consequences can turn mistakes into opportunities to develop resilience and accountability.

Where and when this Code of Conduct Applies

Students are accountable to this code of conduct during the school day, at school sponsored events (sporting events, dances, performances, school organized activities that are off site), during club and co-curricular activities in and away from school, on school field trips, as an athlete representing the school, and on overnight travel experiences coordinated by the school (Minnesingers, athletic trips, Europe or service learning trips). The Code of Conduct also applies to events held on school grounds or in the building after the school day.

Bullying (includes cyber bullying & Title IX), harassment (includes sexual) and hazing

MVRHS takes bullying, harassment and hazing very seriously. We are committed to ensuring a safe environment for all and believe that the repeated targeting of any individual or group threatens the security of all. MVRHS informs all students about the definitions of bullying, harassment and hazing, and the possible consequences of this behavior. Bullying, harassment and hazing can happen in person, online or indirectly through the spreading of information.

MVRHS also believes that individuals can change with education, and we make sure that students who are found to have participated in bullying, harassment or hazing will meet with a counselor to learn more about the impact of their behaviors. Students who do not change

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their behavior, and who continue to bully, harass or haze will be subjected to more serious consequences, including possible exclusion from the school day.

Incident	1st offense	2nd offense	3rd offense	Serious Offenses
Act of Bullying: Persistent (more than once) targeting of a student or group of students to embarrass, harass, intimidate.	2 days SDD or ISS, education, meeting with Equity Officer and/or Adjustment Counselor, Possible parent/caregiver meeting, may include restorative practices	2 days OSS, education, meeting with Equity Officer and/or Adjustment Counselor, Possible parent/caregiver meeting, may include restorative practices	5 days OSS, education, meeting with Equity Officer and/or Adjustment Counselor, Possible parent/caregiver meeting, may include restorative practices	10 Days OSS, Possible exclusion hearing, education, meeting with Equity Officer and/or Adjustment Counselor, Possible parent/caregiver meeting, may include restorative practices
Harassment: Targeted hostile, humiliating, obscene, sexual or degrading language, gestures or behavior towards an individual or group.	1-3 days SDD or ISS, education, meeting with Equity Officer and/or Adjustment Counselor, Possible parent/caregiver meeting, may include restorative practices	2 days OSS, education, meeting with Equity Officer and/or Adjustment Counselor, Possible parent/caregiver meeting, may include restorative practices	3-5 days OSS	10 Days OSS, Possible exclusion hearing, education, meeting with Equity Officer and/or Adjustment Counselor, Possible parent/caregiver meeting, may include restorative practices
Hazing: Any conduct or method of initiation into any student organization, whether on public or private property, which willfully or recklessly endangers the physical or mental health of any student or other person.	1-3 days SDD or ISS, education, meeting with Equity Officer and/or Adjustment Counselor, Possible parent/caregiver meeting, may include restorative practices	2 days OSS, education, meeting with Equity Officer and/or Adjustment Counselor, Possible parent/caregiver meeting, may include restorative practices	3-5 days OSS	10 Days OSS, Possible exclusion hearing, education, meeting with Equity Officer and/or Adjustment Counselor, Possible parent/caregiver meeting, may include restorative practices

Non-academic day consequences of bullying, harassment or hazing include: 1) Possible removal from school coordinated trips; 2) Possible suspension or removal from sports teams; 3) Loss of leadership positions; 4) Restorative practices such as apology, mediation, or community service and; 5) Applicable MIAA rules for sports apply.

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Teacher Planning and Room Assignment

Teacher Planning

In the eight period schedule, a full course load includes 5 teaching periods, 1 professional duty period and 2 teacher planning periods. On Mondays, teachers have two 37 minute planning periods and each day Tuesday through Friday teachers have one 76 minutes planning period. Each department has an office for use during teacher planning periods. Additionally, teachers may opt to plan in classrooms if they are not in use and/or they have made arrangements with the teacher using the room that period.

While departmental offices and teacher collaboration space exist, this is a noted area of need. With teachers being displaced from classrooms while they are not teaching, it would be beneficial to have better designed shared spaces, which would provide both larger spaces for collaboration as well as a more permanent/defined “home base”/mini-office for each teacher to be able to store their belongings and work either independently or hold 1v1 meetings. In addition to collaborative planning space, there is a lack of conference/meeting space. This would be helpful for both during and outside of the school day.

Courses that require specific room assignments are scheduled to those spaces. Room assignment is prioritized within/near the department and with the least amount of movement necessary. When teachers are assigned to teach in more than one classroom, there is an effort to keep the number of classrooms to a minimum, and consider both distance between classrooms, as well as minimizing the movement each day, for example teaching all classes on an ABCD day in the same room and classes on EFGH day in the other room(s).

Proposed Changes and Rationale

Currently there are a number of teachers without their own classroom. This presents challenges in moving from one space to the next and being prepared to start the next class, ensure that they have the necessary materials for each lesson without having to duplicate resources and/or carry everything from room to room and limits the ability to create a space to display, highlight and celebrate student work or integrate permanent visual resources to reinforce course content and skills. Additionally, When teachers share rooms we ask that they communicate & are considerate of their peers and space needs to be made available for each teacher using the classroom, i.e. file cabinet, desk drawer or storage space.

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Professional Development

Professional Development

Martha's Vineyard Public Schools (MVYPS) has always remained dedicated to providing research-based, relevant, and authentic professional development to its staff and educators. However, now marks a particularly important time for professional development support. The landscape of education is changing day-to-day, as are the unique challenges that our educators face. MVYPS hopes to meet the evolving needs of its staff by organizing and communicating relevant and timely high quality professional development opportunities.

System-wide PD will support professional learning on topics related to the Superintendent's focal areas for 2023-2024. School PD will support school-directed and or system-wide focal areas. Teacher-directed PD should support professional learning goals and teacher development as the teacher determines is the best use of time, and or to support learning in areas that the teacher and evaluator determine best supports their practice.

Some half days of professional development are entirely structured around teacher-directed professional learning and development. It is MVYPS' hope that teachers will take advantage of this day to engage in professional development that is collaborative, authentic and relevant to their practice, related to individual professional development plans, and enriches the learning experience of the students in their classrooms, including:

- A System-Wide Commitment to Our Children
- Emphasis on Teaching Models That Better Support All Learners -Co Teaching
- Emphasis on Physical and Emotional Welfare of Our Students – VOCAL
- Prioritize Alternative Approaches to Discipline – Think:Kids – Collaborative Problem-Solving
- A Commitment to Nurturing the Culture Within Our Schools
- Emphasis on Physical and Emotional Welfare of Our Staff – Behavioral Health
- Emphasis on Relationships and Themes of Care
- Focus on Strategies to Improve School Climate – EDSCLS
- A Commitment to a Strong School Community Approach
- A Commitment to Building Maintenance and Upgrade
- Emphasis on Increasing Family Engagement
- Explore Programs That Increase Support of Our Community

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Other half days of professional development are entirely structured around both district/ school- directed and teacher-directed professional learning and development. It is MVYPS' hope that schools will take this time to structure PD and teaming efforts that promote their school and staff informed initiatives/school improvement actions. Also, it is MVYPS' hope teachers will take advantage of the latter half of the day to engage in professional development that is collaborative, authentic and relevant to their practice, related to individual professional development plans, and enriches the learning experience of the students in their classrooms (see note below). ESPs have a normal contractual work day on this PD day.

Sample Schedule:

1. School-led PD 11:30 to 1:30 pm
2. Teacher-directed PD 1:30 pm to 4:00 pm

PLEASE NOTE: System-wide and school-sponsored PD will be offered on these days during teacher-directed time, but teachers/staff are not contractually obligated to participate in these offerings. For example, teachers who have signed up for a stipend to engage in the co-teaching initiative will be asked to participate in a PD that runs from 12:30 pm to 2:30 pm, but they are not required to participate in the later PD session.

Reimbursement for PD includes up to three hundred fifty dollars (\$350.00) for each semester hour taken by a teacher, not to exceed nine (9) semester hours in any year (September 1 – August 31). Hours in excess of nine (9) credits in any one (1) year cannot be carried over to subsequent years for the purpose of reimbursement. The Committee agrees to pay up to three hundred fifty dollars (\$350.00) for each Continuing Education Credit (CEU) taken by a related service provider (Occupational Therapist, Physical Therapist, Speech and Language Pathologist). One CEU is approximately ten (10) hours of class time. CEUs are not to exceed nine (9) in any year (September 1 – August 31). The CEU to be taken must be approved by the Superintendent or the Director of Student Support Services and must benefit the related service provider's performance and student learning. CEUs cannot be used toward salary schedule lane changes. An official certificate must be presented before payment. The course to be taken must be approved by the superintendent or the principal. An official transcript indicating a grade of "B" or better or a "P" in a pass/fail course must be presented before

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payment. To be eligible for reimbursement, a person must serve under this Contract for a period of six (6) months from September through June within the school year. In addition, any teacher who takes summer courses for credit, and who is not under contract as of July 1 for the ensuing year, shall not receive payment for such credits.

Teachers who are less than full-time shall be eligible for reimbursement on a pro-rated basis. All payments for course reimbursement will be made out of the revolving fund as outlined below. For courses taken on-Island or completed on line, the actual cost of the course will be reimbursed up to three hundred fifty dollars (\$350.00) per credit. For courses taken off-Island, which requires regular off-Island travel, the amount will be three hundred fifty dollars (\$350.00) per credit.

To assist the Martha's Vineyard Public Schools educators in planning and refining a myriad of professional development needs associated with re-certification and effectively implementing the Massachusetts Curriculum Frameworks, it is agreed that in exchange for participation in the three (3) full professional days, teachers shall be granted one (1) graduate credit per year to be used towards advancement on the salary scale, but not to be used for recertification. The content of these days shall be decided by the administration with input from the Advisory Board.

There will be three (3) types of Professional Development (PD): Superintendent determined, Principal determined, and Individual Educator determined.

- Superintendent-determined PD will occur on the one (1) full day in October and on the last three (3) extended half days (2 hours per day)
- Principal-determined PD will occur on the one (1) full day prior to the start of the school year.
- Principal-determined PD will occur during scheduled Wednesday meetings throughout the school year.
- Individual Educator-determined PD will occur on the first (1st) extended half day (5 hours).
- Individual Educator-determined PD will occur on the remaining three (3) extended half days (2 hours per day)

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Professional Development planning will include a variety of options from which educators can choose for participation in either the summer, after school, or during the school day. If a teacher is on a Directed Growth, Improvement, or Developing Educator Plan, or does not have Professional Status, administrators may require them to attend specific PD offerings on Superintendent-determined or Principal-determined based PD days.

On at least two (2) PD days professional development will be offered that will help teachers to meet the state mandates required for licensure, such as PDPs in Special Education and ELL as well as any future requirements. An Advisory Board of the teachers' union will review and make recommendations to evaluate the effectiveness of PD, to make recommendations to the presidents and administration yearly.

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Lunch Program

Lunch Program

MVRHS is a universally free lunch school. All of our students get their first lunch free. We still track lunches through on-to register. As students file through the line, they scan their ID or type in their ID number. Given the volume of the line, this is a slow process and the line backs up into the hallway. Ideally, new space would take numbers and process into consideration when designing the flow of the cafeteria.

Our cafeteria is staffed by 5-6 staff members, some who cook and some who wash dishes, run the register/paperwork. There are two hot food distribution counters, a salad bar and a grab and go refrigerator. These are all housed inside the kitchen area and before the registers in order for the staff to have eyes on the meals and know if it counts as a 'complete' meal according to USDA standards. This makes for a very cramped distribution.

The kitchen area also has a very small dishpit and no designated space for composting and recycling. Our students and staff have prioritized sustainability, specifically with regard to reusable plates and silverware and closed loop composting from the school lunch program. Currently, we lack the space and facilities to make this happen. We would like a new space—a larger dishpit, a dedicated space to promote composting, to support this philosophical commitment.

Currently, MVRHS lacks a large enough cafeteria to serve its needs. Over the course of several years, student lunch has driven the creation of the schedule. Traditionally, we had five lunch blocks, and students rotated through these during the courts of the third instructional block. Students and teachers reported that this was less than ideal, as it interrupted learning and made it difficult for students to connect with friends and take an enjoyable break during the day. Over the past two years, we collapsed into two lunch blocks. We did this by utilizing the entire school and patios for students to eat. This was an improvement in that students were able to find friends and lunch took on a 'flex' approach in that teachers and students or clubs could meet during that time. However, it was difficult for administrators to appropriately supervise the entire building, it was hard for custodians to clean up, and it had a disorganized feel. It also made it nearly impossible to use reusable plates and silverware and compost waste since we lacked a centralized and staffed collection place.

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Proposed Changes and Rationale

More centrally located cafeteria with a large enough eating space to accommodate a model where all students are able to have lunch at the same time. More of an airport or mall eatery/courtyard design with multiple check out points and open access to a common area i.e. fewer doors and hallways. A dedicated composting space with access to an outside loading area to take composting away. A larger dishpit and storage area to allow us to move away from disposables.

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Athletics

Athletics

MVRHS has a robust athletic program and is supported by a community that is deeply invested and supportive of our student athletes. We run three seasons of sports under the Massachusetts Interscholastic Athletic Association.

Fall Sports	Winter Sports	Spring Sports
<ul style="list-style-type: none"> ■ Cheerleading ■ Cross Country ■ Field Hockey ■ Football ■ Golf ■ Girls Soccer ■ Boys Soccer ■ Unified Basketball 	<ul style="list-style-type: none"> ■ Boys Basketball ■ Girls Basketball ■ Boys Ice Hockey ■ Girls Ice Hockey ■ Indoor Track ■ Swimming ■ Wrestling 	<ul style="list-style-type: none"> ■ Baseball ■ Girls Lacrosse ■ Boys Lacrosse ■ Girls Tennis ■ Boys Tennis ■ Sailing ■ Softball ■ Track ■ Unified Track

In the fall, we have one varsity game field that serves Football, Girls and Boys soccer in the fall, and boys and girls lacrosse in the spring. We rotate practice time on this field, so teams need to stagger their practices. Football will sometimes practice at a field in the back, but that field lacks working irrigation. We have a JV soccer field for boys and girls Freshman and JV teams. We have one Field Hockey game field that JV and Varsity share.

In spring, we use one softball diamond that Varsity and JV share, and we have a passable JV baseball diamond. Each of these fields has a dugout section, but the bleachers and fan areas are small and insufficient. We lack sufficient practice fields to support effective scheduling for all our levels of sports, and to allow fields to recover after rain and usage. Ideally, our campus would support at least three additional fields to enable multiple practices to occur concurrently, and to ensure the fields remain in good shape.

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Standout spaces include our Varsity Baseball field, which is maintained through a partnership with the MV Sharks, a summer collegiate baseball team. Our hockey and swim teams are the beneficiaries of a robust partnership with the YMCA and use its facilities directly across the street from the high school and our golf teams are supported by our local golf courses.

Our track teams lack sufficient facilities. We do not have an indoor track facility for students to utilize at all, and our outdoor track has languished due to a long debate about the surface of its infield. We have repaired cracks and fills, but the track is beyond its useful life. Additionally, there are five tennis courts that the boys and girls teams share that have outlived their useful life.

Our fields are located across the street from the high school building. There are no bathroom facilities near the game fields, and we rely on portable potties for athletes and spectators. There is a small space that houses a ticket window and fundraising. There is no permanent space for concessions, and we rely on a food trailer that is parked near the game fields. There is no place for the trainer to work near the fields, and she must go back and forth to the school building for supplies.

MVRHS also lacks any sort of team room for teams to use before games, to review film or to meet at halftimes. Currently, teams use the large steel building that houses maintenance equipment.

We also lack an appropriate weight, fitness and training space. At this time (as referenced in the PE section), our weight and fitness rooms are housed in a metal out building. While we were able to renovate the building and provide an upgrade from what we had last year, it is not sufficient space, and it is separate from the main building, causing accessibility and security concerns.

Currently we have one large gymnasium that our teams share for practices or, in the winter time, games. We do not have an indoor track or any sort of studio, and (as previously mentioned) our weight and fitness rooms are located in outbuildings, away from the gyms. Our locker rooms and coaching offices are old and run down. They are difficult to secure and supervise, and the showers do not function. We have replaced the lockers recently, and worked to do small upgrades, but a complete overhaul is needed.

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Proposed changes and Rationale

The Athletics program at MVRHS would benefit greatly from approximately three additional fields—one additional game field and two additional practice fields—to support its outside sports. We need a field house that has bathroom facilities, team meeting rooms, space for concessions, a training space and referees’ changing area. We need updated spectator stands for the field hockey, softball, JV baseball, and JV soccer fields. Our track area needs an upgrade, with appropriate spaces for track events (long jump, javelin, etc).

Within the building, MVRHS would benefit from an additional small gym to support concurrent practice times. We should have an expanded athletic program office, with an appropriate training space. Ideally, we would bring the fitness and weight room into the building area, and add a studio space for dance, cheer and PE classes. Additionally, our locker rooms should be upgraded to create better flow with team rooms, shower areas, and ability to close off and secure the space. Finally, while our large gym is highly functional, we should have a better entry flow that allows some concessions and a lobby area to collect tickets and ensure crowd control.

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Technology Instruction and Student Privacy

Technology Instruction, Student Privacy

Martha's Vineyard Regional High School employs a comprehensive educational technology framework that includes a Local Area Network (LAN) for intra-school communication, and an internet connection encompassing school-owned devices. This infrastructure ensures secure and regulated access to digital resources strictly for educational purposes.

Classroom technology use is highly supervised, with cell phones and other mobile devices restricted via the implementation of the *Yondr Pouch* system to minimize distractions and ensure a focus on learning. Students will be required to secure their phones in a *Yondr Pouch* upon arrival to the school and may not use cell phones and earbuds during instructional blocks. Teachers and staff will use their discretion to allow students to use phones during class time under supervision for academic usage. To protect individual rights, mobile technology may not be used to take a picture, video or audio recording of another individual without specific permission for the agreed-upon and intended use.

Our primary Learning Management System (LMS) is *Google Classroom* and our primary Student Information System (SIS) is *PowerSchool*. Beginning in September 2024, the school will convert to a 1:1 device system wherein each student is issued a school-monitored Chromebook for individual use inside and outside of the classroom. These Chromebooks are pre-loaded with essential educational tools and applications to ensure a consistent and secure digital learning environment. Additionally in the fall of 2024, the school will implement *GoGuardian* software to more effectively monitor students' use of technology.

Professional support and training for staff emphasizes responsible and ethical behavior in network use via the *KnowBe4* cybersecurity training suite, two-step authorization processes to secure user accounts, and compliance with the school's acceptable use policy. Staff receive guidelines on maintaining security and handling digital resources ethically upon hire and teachers are given multiple opportunities throughout each school year to develop their technology skills and integrate technology into their teaching practices more effectively through in-house Professional Development sessions.

Whereas Martha's Vineyard Regional High School aims to create an environment where the school community can use various types of technology to suit their specific academic needs

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and interests, one of the most important infrastructural goals we have as a building would be to have technological homogeneity across all learning spaces- specifically classrooms, which are often shared by many different teachers across many different content areas. Although it is understood that certain spaces will require some different equipment and software (e.g. Computer Science Classrooms, CTE spaces, etc.), having technological parity throughout the majority of the schools' learning spaces would be an essential component of any future building project.

Proposed Changes and Rationale

Additionally, due to the age and additive nature of our current building after 60+ years of piecemeal renovations, gaining access to power outlets is often difficult and, in many classrooms, limited to a single wall or regions of a classroom. Our hope is that our future building would not only greatly multiply the number of power outlets accessible to staff and students but also create learning spaces where instruction and the academic needs of students drives the arrangement of classrooms, not the other way around. Moreover, as the island of Martha's Vineyard is prone to severe weather and sporadic power outages, these power outlets should have built-in surge protection and USB Type-C ports to prevent hardware damage and create learning spaces that are more flexible and accommodating to our school-issued Chromebooks and other forms of mobile technology.

Lastly, our future building would need to include more robust and dedicated Data Closets to ensure the smooth operation of our school's network. Currently, the major network hubs in our building are crammed into janitor closets that are used for a wide variety of purposes such as storing cleaning materials and maintenance equipment and are accessed by a wide variety of staff (teachers, custodians, food service workers, etc.). This has led to accidental hardware damage and network disruptions due to the high volume of traffic in these cramped, multipurpose spaces.

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Media Center/ Library

Media Center/ Library

The Library supports the school community as a hub of learning, through lending, resource accessibility, and instruction. The school librarian co-teaches the Capstone course, available to juniors and seniors, and teaches "Navigating Digital Information" to nearly all 9th grade students. This mini-course focuses on foundational research skills using library databases, the ability to discern news from other information sources, and techniques to combat the spread of misinformation.

As a hub of learning for the school, the library is used for multiple concurrent purposes, including formal instruction in the library classroom and main library space, individual quiet reading and study, group study and discussion either in the main library or in the break-out room, teacher collaboration, tech support, research support, and individual or in-class drop-ins to find and borrow choice reading books.

The library includes a dedicated classroom for library instruction, small group instruction, and teacher collaboration. Rotating artwork, digital displays, and interactive elements showcase student work. The library is staffed by one full-time librarian and one paraprofessional position split between two staff.

During a typical classroom period, a study hall of between 15 - 40 students is assigned to the library. The library is often the only place for students to access printers and to borrow Chromebooks. Clubs regularly meet in the library during flex period both in the main room and in our break-out room.

The rate of book lending continues to increase year after year. The librarian strives to maintain a collection that is of high-interest, and relevant to the changing needs of the curriculum and state curriculum standards. This includes access to a state-funded collection of 60,000+ unique eBooks, audiobooks, and magazines.

The library provides access to essential research databases, and the librarian provides research instruction in classrooms and to visiting classes in all grades. The librarian collaborates with subject teachers to offer research instruction and book talks in the library

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and in classrooms. The library serves as a tech hub for students and staff by providing tech support and lending Chromebooks.

The library is open from 7:30 - 2:30 daily. After 2:30 it is open depending on staff availability. After school staff run the ACCESS program in the library. Drop in students are welcome to visit during those times. This is from 2:30 - 4:30, and on average 3 or 4 times per week. Clubs frequently meet in the library during flex periods and after school. The library is often used during after school hours by school and community organizations, including staff meetings, school committee meetings, night courses, and trainings. The summer school program meets in the library.

Proposed Changes and Rationale

The current library/media center is housed in the original gym that was built in 1959. This area was transformed into the current library as part of the 1994 renovation. In order to provide the services that will be able to meet the future needs of the MVRHS and community, the following additions to the library space should be considered:

- Flexible and adaptable layout to accommodate various learning styles and activities;
- Sturdier and more comfortable furniture should be added to support both individual and collaborative work;
- Dedicated spaces for quiet study, group work, creative projects, and relaxation, as well as a dedicated space for project creation with necessary tools and materials;
- Dedicated space large enough to facilitate meetings of groups larger than a typical classroom but smaller than an auditorium, that when meeting wouldn't necessitate the closing of the library;
- Storage space and space for the archives of the school to be used as a learning laboratory for local history and;
- Integration of the library courtyard for outdoor learning.

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Transportation

Transportation

The buses and vans for the entire island school system are housed in the center of the MVRHS campus, in between a softball and baseball field and along Sanderson Road, which is the main artery that brings traffic to and from the north on Edgartown-Vineyard Haven Road south into the Manual F Correllus State Forest. The bus lot currently has 32 vehicles, including buses, vans and cars. Locating this amount of buses and traffic at the heart of our campus presents obvious traffic safety issues for our students and school community and can also lead to back ups and traffic jams along Sanderson Road in the middle of our campus.

School buses, parent/guardian drop off and pick up as well as arriving and departing students and staff all use the same entry and exit point at the front of the building. While some students and staff access and depart the building at other locations, mainly next to the gym, the majority of activity occurs at one location in the front of the building. This congestion creates a bottleneck on Edgartown-Vineyard Haven Road, where daily traffic, whether traveling east into Edgartown, west toward up- island or across the street to Community Services or the YMCA, comes to a standstill. It also impacts the school's operations, causing tardiness and complicating school start times and routines.

In addition to providing transportation from the entire k-12 student population, MVYPS transportation policy currently includes two late bus routes for MVRHS: Up-Island (West Tisbury, Chilmark, Aquinnah) and a Down-Island bus (Edgartown, Oak Bluffs, Vineyard Haven). To ensure students arrive home in a timely manner, bus drivers determine their route based on student destinations. Buses run every school day. Late buses run at 3:45 and 5:00 for Fall and Spring sports seasons and 4:00 p.m. for Winter sports season. School rules apply for all students riding the bus.

The MVRHS is currently exploring replacing our aging, diesel and gas-powered fleet with all-electric buses and vans. We currently have retired two diesel buses and purchased 2 electric buses and are expecting to swap out more fossil fuel powered buses with all electric ones over the coming years. Depending on how timely we are in procuring these new buses, we will require at some point a significant upgrade to our electrical infrastructure to handle the increased electricity demand.

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Proposed Changes and Rationale

While no changes to the current transportation policy have been articulated as part of the current building project, there is a need to reduce or even eliminate altogether the congestion that the current bus lot location creates in the heart of our campus. Rerouting or even moving the lot location closer to Edgartown-Vineyard Haven Road and out of the center of campus would reduce the risk it poses to students and the community. Bringing the buses closer to Edgartown-Vineyard Haven Road would also assist in helping us to upgrade our electrical infrastructure in anticipation of an all-electric fleet by reducing the number of linear feet of conduit that would be required to tie into the power lines along the main road.

Additionally, steps should be taken to reduce the traffic choke points during morning drop off and afternoon pick up at the front of the building thereby reducing the disruption it causes to traffic moving along Edgartown-Vineyard Haven Road. This will also help improve school operations.

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Functional and Spatial Relationships and Adjacencies

Functional and Spatial Relationships and Adjacencies

As a result of an extensive visioning process that brought together teachers, parents, students and a diverse group of community stakeholders over the spring and summer of 2024, the following space deficiency themes emerged, but are not limited to:

- Lack of flexible breakout and collaboration classroom space;
- No areas that support STEM/STEAM innovation, cross curriculum collaboration and fabrication;
- Inadequate science classrooms;
- An undersized cafeteria that is isolated from the rest of the building;
- An undersized library/media center that is isolated from the rest of the building;
- Inadequate classroom space for the CTE programs, including a Horticulture building that is no longer functional;
- Lack of mid-sized meeting area(s) for teachers, staff and community;
- Outdated, deficient and energy inefficient mechanical systems and overall building design that do not meet energy codes;
- Inadequate physical education space for weights and cardio;
- Lack of fully accessible and integrated spaces for special education classes;
- Cafeteria space is too small and;
- Additional gym to allow multiple teams to practice after school.

Architectural priorities that emerged from visioning process included that were shared across the faculty, parents, students and staff as well as the broader community included but were not limited to:

- A safe and welcoming entrance(s);
- More natural light;
- More collaborative and hands-on
- Learning spaces;
- Flexible and multi-use spaces;
- Real world learning spaces;
- Project-based learning spaces;
- Health and wellness access;
- Arts and performance spaces;

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- Athletic and recreational spaces;
- Technology integration;
- Multi-purpose media center;
- An “Island” aesthetic, outdoor connections and materials;
- Sustainability and;
- Effective storage

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Campus Safety, Security and Access

Campus Safety, Security and Access

The sprawling, one-storey layout of the MVRHS currently presents many challenges for campus safety. There are currently 32 exterior doors that require surveillance and/ or alarms and ensuring that they are secured throughout the school day is a constant effort by multiple staff. The main entrance and front office area do not have a secure space or lobby that is separate from the rest of the building so it is impossible to perform any security check, cursory or otherwise, of any individual before they enter the building. There is no doorbell or system to monitor the school entrance. This layout leaves the front office staff potentially exposed to any threat. Fortunately, we have a School Resource Officer (SRO) partially provided to us by the Oak Bluffs Police Department who is located at the entrance.

Student safety is our main priority and our system includes video cameras and alarms on most of the exterior doors. While this system is currently operating well, it can be difficult to monitor all the parts of the building, especially where there are many right angles. Outside areas of concern include the portion of Sanderson Road that runs directly and in a straight line through the heart of our campus. This can be a problem area of special concern after the school day when cars begin to drive south away from campus while student athletes leave the gym door and head to their respective practice fields across the street. This portion of Sanderson Road has no sidewalk or lighting for students and staff to safely navigate their way.

Students must be in their first period class by 7:40 am and dismissal is at 2:05 pm. The school's responsibility for students ends at the conclusion of the regular school day or school-sponsored activity, i.e. dance, game. The regular school day is from the time the student boards the bus until the student leaves the school bus. For students who drive to school, this will be from the time the student arrives on campus until the student leaves the campus at the conclusion of the school day.

During the school day (7:00 am - 2:15 pm), students should be in their assigned area, or otherwise with a pass. Visitors and parents/caregivers must enter through the front door and sign in with the front office. Please bring identification. Other doors are locked, and should not be used by anyone to access the building. After the school day (2:15 pm - 6:00 pm), students must remain in supervised areas and extracurricular activity locations. After Hours (6:00 pm

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-10:00 pm), is for school events or permitted events only, including adult education classes. The building is closed from 10:00 pm -7:00 am.

The Oak Bluffs SRO exists to ensure that students and staff are safe and that the learning environment is orderly. The officer works to build positive relationships with students to help ensure the safety of the entire school community. School administrators handle disciplinary interventions for students' behavioral infractions. The SRO will not be involved in matters of routine discipline, since police intervention is designed to be exercised as a last resort. If an imminent threat of serious harm cannot be abated and it is determined that police intervention is necessary to resolve the situation, students will be afforded all relevant due process rights guaranteed under federal, state, and local law.

MVRHS runs fire drills and lockdown drills several times a year. We request that students take these drills seriously. For fire drills, students should remain with their class and assigned teacher as they exit the building. For lockdown drills, students should practice the "Run, Hide, Fight" protocol with their teachers and their classmates.

Proposed Changes and Rationale

Having a safe and secure environment in which our students can learn and grow and teachers can teach is of paramount importance. Space needs include a design that addresses the sprawling footprint of the current building, creates a truly secure front entrance and reduces the remaining external doors that require surveillance. Additionally, addressing the current configuration and/or location of Sanderson Road, creating sidewalks and proper lighting, will help keep students and staff safe before and after school. Lastly, in the event of an island-wide emergency, it has been discussed to make the MVRHS gym a community shelter. This has been discussed by leadership at Dukes County. This would require additional storage space for emergency and/or relief equipment.

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