Para traducción al español HAGA CLIC AQUÍ
Para tradução em português CLIQUE AQUI
Memodiksyon Kreyòl Ayisyen KLIKE ISIT

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The Twenty First Regular Meeting of the Medford School Committee

Monday, November 23, 2026
Executive Session 5:30 pm
Regular Meeting 6:00 pm

Please be advised that there will be a Regular Meeting of the Medford School Committee held at the Howard Alden Memorial Chambers, Medford City Hall and via remote participation. ***This meeting is being recorded.***

The meeting can be viewed live on the Medford Public Schools YouTube channel through Medford Community Media on your local cable channel (Comcast Channel 9, 8 or 22 and Verizon Channel 43, 45 or 47). Participants can log or call in by using the following:

Medford Public Schools invites you to a meeting with a remote participation option.		
Virtual Link	Zoom Link	
Meeting ID	914 7456 3984	
Dial by Location	https://mps02155-org.zoom.us/u/addnawmLgY	

Agenda

I. Roll Call for Attendance of Members and Student Representatives
II. Salute the Flag
III. Executive Session

Executive session pursuant to G.L c. 30A Section 21 (a) to conduct a strategy session on the basis that an open meeting may have a detrimental effect on the bargaining or litigation positions of the Medford School Committee. Specifically, the Medford School Committee will convene in executive session to discuss strategy for potential litigation and the Chair so declares.

The Medford School Committee will convene in public session immediately following the conclusion of the executive session at approximately 6:00 pm.

IV. Consent Agenda
- Approval of Bills and Payrolls
- Approval of Budget Transfers
  - Journal Entry #21307- $613,041
- Approval of Meeting Minutes
  - **Regular Meeting - November 9, 2026**
  - **Curriculum & Instruction Subcommittee Meeting- October 15, 2026**

V. Report of Subcommittees

VI. Report of the Superintendent

1. **Mustang Moment**
2. **Access Update -** Chelsea McNiff, Director English Language Learners
3. **Approval of SY27-28 District Calendar** - Dr. Suzanne B. Galusi, Superintendent
4. **Grade Configuration Task Force** - Dr. Suzanne B. Galusi, Superintendent and Dr. Kim Talbot, Assistant Superintendent of Academics & Instruction

VII. Presentations of the Student Advisory Council

Presentations of the Public (not to begin before 7:00 pm)
"Regular Meetings of the School Committee include this 'Presentations of the Public' agenda item to give any resident the opportunity to place a presentation before the School Committee. A resident may only present once at any meeting.

These presentations are an opportunity for the public to make a presentation to the Committee but are not opportunities for dialog with the Committee. If one or more members of the Committee wishes to have a conversation about the topic presented, a member may request that the item be added to a subsequent Regular Meeting.

The details for submitting a presentation can be found within the policy BEDH, Public Comment and Presentations of the Public"

Pursuant to policy BEDH, Public Comment and Presentations of the Public - any resident in the audience may be given permission to speak once on any item on the agenda for up to three (3) minutes. The speaker is expected to keep their comments to the item on the agenda. The speaker must begin their comments by providing their full name and full Medford street address where they reside. A welcoming, inclusive community is both a value of the School Committee and an aspirational goal. We ask for your help in achieving this goal and value your perspective. Employees of the Medford Public Schools are exempt from the residency requirement of this policy. The voice of our employees is welcomed on all matters before this body. When a non-Medford-resident employee is participating in public comment or submitting a presentation of the public they will include their home address and identify themselves as an employee of the Medford Public Schools.

A welcoming inclusive community is both a value of the School Committee and an aspirational goal. We ask for your help in achieving this goal and value your perspective.

VIII. Continued Business

2026- 26 ***Offered by Member Reinfeld***

Policy JG-R - Elementary School Reassignment Policy & Second Reading
As a caring educational partnership of school, family, and community, Medford Public Schools is committed to providing a consistent, equitable, and welcoming environment across all schools.

Student placement across the district is designed to make best possible use of available resources to support student learning in a safe, welcoming environment.

Student Placement

The default placement of all elementary students shall be in the school to which their residence is districted, and busing shall be available for those students residing or receiving regular before- or after-school care at least one mile from the school and within the district boundaries.

Students requiring special education or program-specific services shall be enrolled in the program that best supports their needs, regardless of residence location, and transportation shall be provided.

Under the McKinney-Vento Act, students have the right to stay in their school of origin with district-provided transportation or as decided through a Best Interest Determination meeting.

Requests for Alternative Placement (School Reassignment)

The district will consider other requests for school reassignment on a case-by-case basis. Except in circumstances where a student's physical or emotional safety is at risk, requests will be reviewed on an annual basis beginning August 1 with a final decision rendered during the week prior to the start of school for grades K-5. The reasons for this timeline are:

(i) the number of classrooms at each school is determined by both projected enrollment and the city budget

(ii) district-wide enrollment is subject to change throughout the summer as families move into neighborhoods

Criteria for determining the feasibility of granting the request shall be prioritized as follows:

1. When there is sufficient space in the requested school and grade level.
    a. This is calculated by the total number of students at that grade level divided by the number of classroom teachers determined at the time of the passing of the school budget, subtracted from the contractual class limit as defined by the active collective bargaining agreement with the Medford Teachers Association). Then an additional cushion of 8 students per grade is added to maintain space for students who move in once the year has begun.

2. When it is shown that the placement is necessary for the physical or emotional safety of the student.

3. When a student in a specialized program and their sibling(s) will receive mutual benefit from co-location within a single school.

Requests will not be granted when:

- There is no remaining space at a school.
- The request is made solely for parent/guardian convenience or student/family preference.
- The request is an attempt to gain enrollment to a specific school.

- The request is prioritizing in-school social groups over educational needs.

Duration of reassignment
Once a student has been reassigned to a school they will remain in that school for the duration of their elementary education, unless the family chooses to return to their originally districted school.

Sibling placement
MPS is sensitive to the challenges that families face when students in their care enroll at different schools across the district. **However, the only way that MPS can guarantee placement of all elementary aged students in a single elementary school over multiple years is if all students attend the elementary school to which they are districted**.

All families requesting school reassignment are encouraged to consider the impact of a child not yet enrolled in elementary school attending a different school than their sibling.

In the event that a newly enrolled student cannot be placed in a school where their sibling has been reassigned for reasons unrelated to specialized programming, the reassigned student will be given the option to transfer to their originally districted school.

Family relocation
If a family's relocation during the school year causes the student's school assignment to change, the default enrollment shall be for the student to finish the year in the school in which they started, including enrollment in that school's before or afterschool programming.

For subsequent years, the family shall have the option to keep their already-enrolled student(s) in the original school or move them to the new school. No new transportation routes will be added if a student remains at their originally districted school.

Siblings not yet enrolled in either school will attend the school to which they are districted, regardless of already-enrolled sibling placement.

School capacity
All approvals are conditional upon school capacity. Capacity is defined by the enrollment of students enrolled in a particular school and collective bargaining agreements (i.e., class size). The district shall determine capacity using the following:

> (i) Number of students enrolled at a grade level, or projected enrollment, whichever is higher; and

(ii) Class size maximums for each grade set by the collective bargaining agreements with Medford Teachers Association; and

(iii) A buffer of 8 seats per grade level

Additional considerations for determining capacity at a school include:

(i) Class size maximums include students in specialized programs who attend daily specials and other school day activities with their general education peers.

(ii) Class sizes are set over the summer so that the addition of new students partway through the school year should not require the number of classrooms at a given grade level to change partway through the year.

(iii) It is never the desire of the district, school administration, or teaching staff to push class sizes to their limit.

The Superintendent may deny requests for school reassignment if they have reasonable cause to believe that granting one or more requests will require an increase in the number of classrooms at a given grade in a particular school.

Conditions of school reassignment

When a school reassignment request is approved, the district will not provide transportation beyond an already-existing bus route or on bus routes that are already at capacity with students who are geographically districted for that school. In these instances, the parent/guardian of the student will be responsible for transportation to and from the school.

Students who are granted school reassignment shall not be eligible for before or after school care in the school as part of the regular MPS after school lottery system. If spaces remain in a program and no students remain on the wait list for that grade, a student may enroll in the program, but will not be eligible for automatic re-enrollment in the next school year.

Implementation of this policy

Requests for school reassignment begin at the Registration Office.
All requests and associated documentation will be kept confidential by the registration office and administrators reviewing the requests.
Appeals may be made to the Superintendent.

Policy Information
First Adopted: <TBD>
Last Amended: N/A
Last Reviewed: N/A
Review Frequency: five (5) years
Next Review: <TBD>
Version: 1
Policy ID: JG-R

Date Submitted: November 13, 2026
Date Requested to be on the Agenda: November 23, 2026

IX. New Business

2026-28 Feasibility of Delayed Opening for Medford Public Schools

One or more questions the report is attempting to answer:

Feasibility: Could a delayed opening protocol be implemented in Medford Public Schools?

- Can our yellow bus service contract support an abbreviated school day?
- Can specialized transportation services support an abbreviated school day?
- Can MBTA accommodate shifts in ridership resulting from an abbreviated school day
- Can the City of Medford's Department of Public Works inclement weather and rapid response protocols be updated to ensure safe arrival for students on a same-day schedule?
- Can local neighborhoods accommodate the downstream effects of delayed openings in nearby schools?
- Can existing school schedules accommodate multiple school day lengths?
- What other factors do we need to consider?

Implementation: What would this look like in practice?

- What is the minimum delay needed to reasonably plan for safe walking, bussing, driving and/or repair conditions at each school?
- What is the maximum delay allowable to meet minimum instructional hours and ensure meaningful learning during an abbreviated day?
- Would the delays be districtwide, or could they be customized to meet individual school needs?

- What would the protocol be for shifting an opening delay to full cancellation if required for safety reasons?
- How would school schedules be impacted by an abbreviated school day? (Shortened class sessions vs. dropping of select periods, etc.)
- How would after school programming and/or extracurricular activities be affected by such protocols?
- How would these protocols affect how student absences are tracked?
- What other factors do we need to consider?

Other considerations

- What new communication protocols, if any, would be needed to ensure timely notification of decisions?
- What aspects of the protocols, if any, would need to change between early dismissal and delayed opening?
- What is the impact, if any, related to collective bargaining agreements?
- How would the overall academic school year calendar be affected by multiple delayed openings?
- How do other districts manage delayed openings?

Background:
D*emonstrated need for flexibility in school arrival (and dismissal) times*

- Recent early-morning discovery or infrastructure-related challenges in school buildings have required rapid assessment and decision-making as to the viability of opening certain schools on certain days.
- Uncertain weather conditions require explicit coordination and communication between school operations and municipal service teams
- Current all-or-nothing approach pushes make-up days into dedicated professional development days and/or the end of the school year, which is universally agreed to be less educationally valuable
- At the secondary level, loss of content and scheduling of make-up days interfere with WIN blocks, consistent pacing across multiple class sections, and student workload management

Increased capacity within the district

- MPS now has a dedicated transportation manager, with specific expertise and responsibility for coordinating transportation services across the district
- MPS has extended the school day by 15 minutes, providing additional flexibility on instructional time
- MPS already has protocols for early closure

Data elements you are expecting:
Data in this report is qualitative, not quantitative. The report should include:

Yes/no/maybe answers to the feasibility questions with general explanation:

- If yes, what are the follow-on conversations needed?
- If no, what are the limitations?
- If unsure, what additional research is needed?

Preliminary thoughts about implementation, guided by the prompts

- Fully developed plans are not required at this stage
- These questions are about identifying the key considerations for moving forward

Overall recommendation of next steps (e.g., approval to develop the protocol/pilot program, conduct further research, or extend conversation to additional stakeholders)

Date Submitted: November 10, 2026
Date Requested to be on the Agenda: November 23, 2026

X. Reports Requested

XI. Condolences

XII. Next Regular Meeting

December 7, 2026 -Alden Memorial Chambers, Medford City Hall in addition to zoom

XIII. Adjournment