

## Our Mission

The Curtis Tufts program provides opportunities for success in an alternative high school setting. Its major goals include helping students to acquire a 21<sup>st</sup> century education; promoting social, emotional and developmental growth; improving learner self-esteem while influencing life-long learning. Successful completion of the Program will develop confidence for safe and independent living, as productive healthy contributors to a diverse and rapidly changing world.

The program provides a therapeutic/ educational environment that exhibits understanding, empathy and compassion for the individual needs of each student it serves. We provide a means of improving student attendance and behavior while educationally motivating our students into responsible citizens who possess personal integrity and the ability to be successful in today's society. The Program collaborates with parents, state and local officials, medical and related service providers, and the community at large in its quest for a successful and fruitful outcome of high school graduation.

## Curtis-Tufts High School

Medford Public Schools  
Special Education Department  
437 Main Street  
Medford, MA 02155



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High School**  
Special Education  
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*Serving Medford and  
Surrounding Communities  
since 1980....*

*“Therapeutic, Cognitive,  
Behavioral, Social-Emotional,  
Educational Alternatives”*

**Roy Belson**  
Superintendent of Schools

**Kathy Medaglio**  
Director of Pupil Services

**Anthony Volpe**  
Administrative Program Director

## Overview

### **The Curtis Tufts High School Program**

A fully approved public-day program, incorporating all educational programming found in the local high schools. There is a significant addition of Clinical Services including on-going individual therapy.

Specially designed small group instruction is provided to address individual academics and accommodate the social and emotional needs of students. Those who present as emotionally fragile or anxious can also be supported in this program. Crisis Intervention/Prevention Programming is monitored via behavioral incentive programs and through Behavior Intervention Plans.

**Individual and Group Counseling** and pragmatic language/behavior instruction are essential elements of these programs. Facilitated mainstreaming of students is strongly encouraged as students demonstrate progress toward goals, with decisions for inclusion made on an individual basis. The program includes an enriched transitional component to facilitate community access, vocational work skills.

**Full Time Staffing** of this Therapeutic, Public Day Program is inclusive of a Program Director, Special Education Teachers, Paraprofessional, and School Adjustment Counselors. Related service providers are prescribed as indicated by the student's Individual Education Plan.

## What we provide

The Curtis Tufts School Program...

- Incorporates prescribed time on learning of 990 hours
- Operates five days per week from 8:10-2:15 daily.
- Offers comprehensive academic program in the core curriculum. Massachusetts Curriculum Frameworks is employed to encourage students to explore the world they live while engaging them in critical and analytical thinking processes. Educational materials which make use of all learning modalities including differentiated instruction.
- Is a certified MCAS test site in which all students participate.
- Provides certified credit towards a high school diploma with the provision of passing the MCAS testing.

The Curtis-Tufts Student...

- Utilizes a small-class setting and 1:1 tutorial assistance to succeed socially, emotionally and academically.
- Requires observation including evaluative thinking about varied behavioral, social, emotional, and cognitive/academic strategies.
- Possesses multiple challenges inclusive of poor self-esteem, general learning and executive functioning, disrespect for authority, disregard of school rules, depression, school phobia, anxiety, obsessive-compulsive, uncontrolled truancy, substance abuse issues, and combinations of social-emotional difficulties with continued on-going failure experienced in school, home and community,

## Parents

### **Parent Services and Involvement**

Welcomes parent participation through an open door policy.

Daily, on-going communications through student charting, telephone calls, narrative reports, team meetings, progress updates and is inclusive of all staff, teachers and administrative participation.

Parents are encouraged to join the advisory council of Curtis-Tufts High School as well as the Medford Public School's district-wide SEPAC. This is an essential part of the special needs home-school partnership.

A school-based parent support group provides resources, strategies, and emotional support to parents and students in need of professional counseling. The support team can connect parents to community mental health agencies which provide services to child, family or school programs through the use of application/referral by

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