Massachusetts School Building Authority

School District Educational Profile Questionnaire (the "Questionnaire")

Date June 30, 2024

Name of School District (the "District"): Medford Public Schools

Name of Priority Statement of Interest School: Medford High School

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As part of the District's invitation into the Eligibility Period, the MSBA is seeking the following information as a way to confirm what the District provided in its 2023 Statement of Interest and discussions during the Senior Study, and to further inform our understanding of the School District's facilities, teaching methodology, and program offerings.

SECTION ONE: District-wide Facilities

A. Please confirm the following pre-populated MSBA 2016 School Survey information for all public schools in the District using a "Y" for accurate and "N" for not accurate. Additionally, please complete any non pre-populated information.

School Name	Grades originally intended to be served in the school facility	Grades currently served in the school facility	Year Founded	Last Add or Reno Year	Total GSF	Y/N
Brooks Elementary School	PreK-5	PreK-5	2003	N/A	99,000	Y
Missituk Elementary Schoo	PreK-5	PreK-5	2003	N/A	91,000	Y
Curtis-Tufts High School	9-12	9-12	1924	N/A	18,800	Y
John J. McGlynn Elementary School	PreK-5	K-5	2001	N/A	80,000	Y
John J. McGlynn Middle School	6-8	6-8	2001	N/A	106,090	Y
Madeleine Dugger Andrews Middle School	6-8	6-8	2001	N/A	104,040	Y

School Name	Grades originally intended to be served in the school facility	Grades currently served in the school facility	Year Founded	Last Add or Reno Year	Total GSF	Y/N
Medford High		Pre-K, 9-12	1970	2013 Science Wing	330,000	Y
Medford Voc Tech High V&A-HS	9-12		1970	N/A	84,509	Y
Milton Fuller Elementary Roberts School	PreK-5	PreK-5	2003	N/A	91,000	Y

B. Using the space below, please describe how students progress from grades K to 12 (e.g. students from North Elementary School attend East Middle School, students from South Elementary School attend West Middle School, and students from both middle schools attend ABC High School). Additionally, please update any inaccurate School Survey data that was pre-populated.

Medford Public Schools encompasses a total of four (4) elementary schools (PreK-5), two (2) middle schools (6-8), and one (1) high school (9-12) which includes a separately located therapeutic high school (Curtis-Tufts) (9-12). At the elementary level (K-5), students are typically assigned to a specific school based on their residential address. However, exceptions may be made for those needing specialized programs, such as Special Education or English Language Learner programs (Language-Based, Learning Group, Access, Therapeutic Learning Program, Connections, Newcomer).

For the transition from grade 5 to grade 6, a lottery is conducted to determine middle school placement, with students being assigned to either McGlynn Middle School or Andrews Middle School. Again, exceptions exist for students requiring specialized programming, who are instead assigned based on programming needs rather than through the lottery process.

At the close of 8th grade, all students are automatically assigned to Medford High School. This school serves students in grades 9-12. Based on need, students are enrolled in Medford's therapeutic high school programming, Curtis-Tufts, which serves students in grades 9-12.

All students in grade 9 are scheduled to participate in Freshmen Exploratory which allows students to rotate through all CTE Programs during quarters 1 and 2, except for those at Curtis-Tufts. For students interested in one of our vocational programs, they then select their top three choices for grades 10 - 12 pathways. Students are placed in one of their top 3 CTE choices. If all of those CTE choices are full, then the students are waitlisted and invited to join the program once space becomes available. See Medford's Chapter 74 Viability Form for additional details.

SECTION TWO: Current Priority Statement of Interest School, Medford High School

A. Please complete the chart below indicating the number of each room type currently in the Medford High School. Please use the Comments column to further describe a program, if applicable.

ROOM TYPE	No. of Rooms (e.g. N/A, 1, 2, etc.)	Comments
CORE ACADEMIC SPACES		
Pre-Kindergarten (indicate full/ half day in the Comments column)	2	1 classroom each in both the Make Way for Kids and Kids' Corner programs
Kindergarten (indicate full/ half day in the Comments column)	N/A	
Grade 1	N/A	
Grade 2	N/A	
Grade 3	N/A	
Grade 4	N/A	
Grade 5	N/A	
Grade 6	N/A	
Grade 7	N/A	
Grade 8	N/A	
Math (Grades 9-12)	14	
Science/ General Classroom (Grades 9-12)	1	
Science Lab/ Demonstration (Grades 9-12)	17	
Social Studies (Grades 9-12)	13	
English (Grades 9-12)	14	
World Language (Grades 9-12)	10	
Other (indicate program in the Comments column)	17	5 English Learner ELA, 1 English Learner Math, 1 English Learner Science, 1 English Learner Social Studies, 1 room for professional development/meetings, 8 IT closets (servers, switches & other IT Spaces)
SPECIAL EDUCATION	39	19 classrooms, 20 small service spaces
ART	3	
MUSIC	13	3 Classrooms, 1 Music Library, 1 Music Tech Lab, 8 Instrument Storage Rooms
Practice Rooms	8	
HEALTH & PHYSICAL EDUCATION	18	
Adaptive PE Spaces	0	Adaptive uses same spaces as other PE/Health classes
Gymnasiums/fields/pool/fitness center/gymnastics room/classrooms	18	2 gyms, 2 fields, 1 fitness center/weight room, 1 gymnastics room, 1 Athletic Director Office, 1 Assistant Athletic Director/Director of Physical Education and Health Office, 1 Administrative Assistant Office,

ROOM TYPE	No. of Rooms (e.g. N/A, 1, 2, etc.)	Comments
		3 Health / Physical Education Classrooms, 2 Batting Cages, 1 Athletic Training Room, 1 - 8 Lane Swimming Pool, 1 Boys PE Locker Room, 1 Girls PE Locker Room
MEDIA CENTER	32	1 large workroom with librarian's office, 2 small workrooms with 1 attached office, 3 storage closets/rooms, 1 office with a work area for an assistant, 1 office/workroom for technician, 3 classrooms, 1 small lab with an office, 1 large lab with 1 office, 4 offices with closets, 1 former darkroom now being used for storage, 1 small storage closet, 1 large storage room for equipment, 1 presentation room, 1 computer science classroom, 1 large lab with 25 workstations, 1 small interior classroom, 1 Director's office, 1 small office with closet, 2 small, windowless offices, 1 CCSR presentation space, 1 Makerspace, 1 main library room for over 100 chairs, and 12 Mac workstations - one wall is all window facing the inner courtyard with high top tables and bean bag seating for students.
DINING & FOOD SERVICE	3	There are 3 cafeterias 1 Main Kitchen 3 Serving lines
MEDICAL SUITE	1	Medical Suite with nurses' office
Nurses' Office	6	1 main office with waiting area and administrative space, 1 storage space, 2 treatment spaces, 1 confidential nurse office, 1 bathroom with shower
ADMINISTRATION & GUIDANCE	47	3 House Office Suites include the following (3x10): ● 1 AP office ● 5 Counseling offices ● 1 Storage Room ● 1 Conference Room ● 1 Administrative Assistant

ROOM TYPE	No. of Rooms (e.g. N/A, 1, 2, etc.)	Comments
		Space/Waiting Room ● 1 Special Education/Director Office 1 Main Office that includes the following (1x11): ● 1 Principal Office ● 1 Associate Principal Office ● 1 Security/Camera Office ● 1 SRO Office ● 1 Kitchenette ● 1 Vault for record storage ● 1 main waiting room with space for 2 administrative assistants ● 1 Conference room ● 1 Counseling office ● 1 Office for Attendance Office.Engagement Specialist ● 1 Director of Humanities Office 1 CTE Main Office that includes the following (1x6): ● 1 CTE Director Office ● 1 waiting room with space for 2 administrative assistants ● 1 Grants office ● 1 storage closet ● 1 Special Education Office ● 1 Counseling Office
OUTDOOR LEARNING	0	
AUDITORIUM	4	3 lecture halls, 1 large hall that has approximately 350 seats and serves as a performance auditorium despite having substandard electrical, seating, and theatrical performance options.
NATATORIUM	1	Medford High School has an 8-lane swimming pool. **(Also Listed Above)**
DESE APPROVED CHPT 74 SPACES	26	Auto Technology + Related Classroom, Biotechnology, Business Marketing, Carpentry + Related Classroom, Construction and Craft Laborers + Related Classroom, Cosmetology + Related Classroom, Culinary Arts + Related Classroom, Early Childhood Education + Related Classroom, Electrical + Related Classroom, Engineering and Robotics + Related Classroom,

ROOM TYPE	No. of Rooms (e.g. N/A, 1, 2, etc.)	Comments
		Graphic Design + Related Classroom, Health Assisting + Related Classroom, Media Technology + Related Classroom, Metal Fabrication, Programming and Web Design,
NON-CHPT 74 ENRICHMENT PROGRAM SPACES	0	
NON-SCHOOL DISTRICT SPACES	0	
OTHER (indicate type of program in the Comments column)	36	1 lab for Project Transition program as well as the Living Lab (mock apartment for Project Transition students ages 18-22), 6 classrooms for Kids' Corner: A district-provided daycare facility for school and municipal employees. (There are also spots for community children to attend.), 1 classroom for Make Way for Kids: A preschool program organized and run by the Medford High School Vocational Program servicing community children ages 2.8 to 5 years, 20 offices for Central Administration Office wing consists of: Finance Department, Human Resource Department, Buildings & Grounds Department, Communications Manager, Superintendent, 2 Assistant Superintendents, Director of Student Services, and our district Data Analyist, 2 conference rooms for central administration, 2 classrooms for Medford Family Network: (Organization that provides wrap-around services to community families and their children from birth to age 8), 4 offices for Medford Family Network

B. Describe how 1) core spaces, 2) specialty spaces, and 3) non-traditional spaces described above are currently used (e.g. multiple schools operating in a single building, the library also serves as Special Education pull out space, the cafeteria doubles as a gymnasium, etc.)

Medford High is adjacent to the Middlesex Fells Reservation, managed by the state Department of Conservation and Recreation, with nearly 1km of shared boundary of the natural environment, forming a vital element of the School's visual character. The School's elevated position also offers stunning views of the Boston skyline.

The Medford High School campus includes traditional core academic spaces (classrooms/laboratories), specialty spaces, and non-traditional spaces (lecture halls, a Gym with a Pool, and three student cafeterias that function as swing spaces when necessary). The campus also includes an integrated Career &

Technical Education/Vocational program that shares all common spaces.

Core spaces

Currently, core academic spaces are used by teachers who remain in their classrooms throughout the day. They do not travel to other spaces except for teachers who co-teach in general education classrooms/settings, as the campus lacks specialty teaching spaces. Medford High School offers college preparatory, honors, and advancement placement courses. Additionally, Medford High School partners with Bunker Hill Community College, where students can enroll in college-level courses for credits toward graduation.

Vocational teachers who lead an individual program occupy two spaces: their classroom and their related shop. Medford High School offers departmental courses based on the MassCore and the Massachusetts Chapter 74 Frameworks for Career Technical Programs.

Specialized spaces

- Theater: Medford High School does not have an auditorium or large enough space to gather students together as a single community. It does have a theater space that houses our theater and music programs and course offerings. The theater is used daily for classes and doubles as a meeting space as needed by Medford Public Schools. Despite its deficient technology, there is high community demand for the space when school is not in session.
- Athletics Complex: Amidst the forested backdrop of the Middlesex Fells Reservation, Medford High School currently offers indoor and outdoor athletic facilities for activities such as swimming, basketball, volleyball, soccer, and lacrosse. These facilities include an 8-lane, 25-yard-long indoor swimming pool, a 270 by 110-foot indoor gymnasium, and the outdoor Edgerly Sports Complex, a 7.5-acre turf field.
- Indoor Swimming Pool: During the school day, the pool is used during physical education classes, including certification of all students to meet a Medford graduation requirement, and for our swim team. This pool serves the entire community and supports many programs, including lifeguard training, swim lessons, lap swimming, water aerobics, private rentals, and neighboring community/private swim teams.
- Indoor Gymnasium: The 270 by 110-foot indoor gym is used throughout the day for Physical Education classes. It doubles as a space for school-incorporated movement breaks, which require the use of dividers to separate the space, including during lunch periods. It hosts High Schoolers and community activities year-round. The facility has a four-lane indoor track, but the surface has deteriorated and is no longer suitable for competitive use.
- Associated accessory facilities: These include boys' and girls' locker rooms/showers, a gymnastics room with a gymnastics floor, pommel horse, vault, beam, and other associated gymnastics equipment, three athletics offices, an athletic trainer room with examination tables, therapeutic whirlpools and storage facilities for equipment, two batting cages, and a fitness center weight room combination space. These spaces currently have a high energy use intensity factor (as indicated in the EH&E report, 2022).
- Edgerly Sports Complex: The Medford Field of Dreams is an outdoor complex with 2 regulation soccer/lacrosse turf fields and a grass football practice field. It does not contain an outdoor track. The turf field was installed in 2010 and is comprised of turf and crumb rubber. The facility is not accessible according to today's ADA standards.
- Media Center: The large and spacious library has been repurposed in many ways since it opened

in 1970 and now houses several additional specialized spaces. The Media center houses several district administrative offices, our Center for Citizenship and Social Responsibility (CCSR) program that encourages student-directed community service projects, our maker space, our district technology center, computer science classrooms, and a traditional library/media center space. It once housed a darkroom that has since become a storage closet. Media Center: The library is also used for the following purposes due to lack of space:
    - CTE classroom space due to the lack of space in the vocational wing
    - State and National assessment space for students to take tests

- Project Transition Living Lab: This is a mock apartment for students with disabilities ages 18-22 who are enrolled in Project Transition. The curriculum is focused on individual students' transition from school to adult life. This space allows students to learn and generalize daily living skills, community-building skills, and vocational skills required for when they exit the program at age 22.
- Kids' Corner: A joint effort by the district and city to provide a daycare program for the children of Medford's school and municipal employees. The program contains six classrooms (young infant, older infant, young toddler, older toddler, preschool, and PreK) for children aged 2 months to 5 years. We also ensure space is available for high school students who require childcare throughout the school year.
- Medford Early Education Program (MEEP): Originally housed in the Medford High School building, but due to various space constraints over the years, programming is now housed in each of our elementary schools. MEEP is our inclusive preschool program designed to serve students with and without disabilities. MEEP serves students ages 3 through 5 who are not yet eligible for kindergarten. There are up to 15 children in each class. Up to seven students in each class are students with disabilities whose IEP Teams have placed them in that specific classroom. Up to eight students in each class are students without disabilities who enter through the application process.

<u>Non-traditional/Other Spaces</u>

- Lecture Halls: Due to the lack of appropriate space, Lecture Halls are used to cover teacher absences because the district lacks adequate substitute teachers to cover all absences. Instead, the lecture halls are staffed, and multiple classes simultaneously report to the same space. There, students are expected to access Google Classroom and complete any work assigned by their teacher.
- Administrative Offices: The public school system's central office is housed within Medford High School. This includes the Superintendent, Assistant Superintendents, Finance and Payroll, Communications, Human Resources, Buildings and Grounds, Parent Information Center and Registration, Department Offices of English Learners, Special Education, Nursing and Health, and Curriculum Directors.
- Community Usage: Medford High School is actively used by the community via our rental program for our theater space, gymnasium, pool, cafeteria, and library space to hold meetings, practices, and performances, our foyer to host special events, and individual classrooms for group and club meetings. Rental fees cover the costs of maintenance and staffing to support the events. There are some evening programs that take advantage of our vocational shops and community interested in an expanded offering.
- Medford Family Network (MFN): MFN is a citywide organization housed at Medford High

School that provides wrap-around services to community families and their children from birth to age 8.

- Parent Information Center: The PIC serves as a central hub for the school district and provides a wide range of important services. It includes the registration office, EL Department, Special Education Department, Family and Community Engagement Office, and the Nursing Department. The Parent Information Center assists families and caregivers as they navigate their transition into the school system. It serves as a valuable resource for addressing any questions or needs that may arise, ultimately providing vital support to ensure a smooth and successful experience within the district.

C. Using the space below, provide information about Medford High School's current teaching methodology (e.g. technology integration, self-contained classroom, team teaching, project based, departmental, or cluster). Include class size policies and, if applicable, scheduling particulars.

Teaching Methodology

- General Education: Medford High School's current teaching methodologies resemble a more traditional approach to instruction due to the lack of modern classroom space and cooperative and project-based learning spaces. With the merger of Medford High School, which included the previously separate vocational school in 2017, the configuration and landscape of the building could not be integrated, and the current configuration is not conducive to collaboration between CTE and core academic classes. At this time, Medford High School supports and encourages project-based learning. However, this approach is currently restricted by the space available and isolated within traditional classroom spaces and the library. Lastly, departmental cohesion has been impacted by the location of classrooms, which impedes collaboration within departments.
- Special Education sub-separate and inclusion classes: Medford High School offers co-taught inclusion classes that include two teachers (a general education teacher and a special education teacher). Additionally, special education delivery services range from co-teaching and resource room classes to self-contained programs for students with disabilities in Grades 9-12. The self-contained classes include Learning Group, Language Based, Therapeutic Learning program, ACCESS, and Project Transition. Our Special Education methodology consists of the following:
    - Massachusetts Curriculum Frameworks adapted for instruction at the entry skill level. There is a focus on ILS, self-determination, vocational, community, and communication skills.
    - Small group/individual special education instruction outside the general education classroom with explicit instruction in all academic areas.
    - Periodic small group instruction to preview, review, clarify, and reinforce general education content through scaffolded, multi-sensory repetition and modeling, as well as structured assistance in organizing and managing materials and planning long-term assignments.
    - A therapeutic learning environment that utilizes an interdisciplinary approach toward learning, with therapeutic interventions and social skills training enmeshed within the curriculum and during day-to-day school activities. Access to in-the-moment intervention is available on an as-needed basis. Inclusion of a clearly defined classroom structure that incorporates individual self-management learning opportunities built on a positive behavior support structure

- English Learners: Each English Learner student is placed in our English Language Education

(ELE) program, designed to meet their English Language Proficiency (ELP) level, as determined by assessments in Reading, Writing, Listening, and Speaking in English.

- Our ELE model is a Sheltered English Immersion (SEI) structure that includes English as a Second Language instruction taught by a licensed ESL teacher and Sheltered Content Instruction taught by a dual-certified or SEI-endorsed content teacher.
- Medford High School has five ESL-level classes in addition to content classes in Life Science, Biology, World History, US History, and Integrated Mathematics for newcomer students. We also have literacy classes and a foundational math class for students who have had interruptions in their education.
- All English learner students participate in electives and exploratory classes with their peers and can participate in all extracurricular and sports activities.

Technology Integration

All Technology needs are integrated into classrooms ensuring the following:

- All students are 1:1 with a school-issued Chromebook
- All staff are issued a school MacBook Air
- Classrooms are equipped with a projector; some classrooms have promethean boards that are on mobile carts.
- Currently, Medford High School does not have interactive smartboards, sound system(s) in classrooms, or landline phones in individual classrooms.
- Due to the structure and age of the building, reliable access to the Internet is an ongoing issue across the campus.

Class Size Policies and Scheduling Practices

The collective bargaining agreement between Medford Public Schools and the Medford Teachers Association states that academic subjects have an average maximum amount of 25 students per teacher, while vocational teachers have an average maximum of 18 students.

Medford has long had two disparate schedules servicing the traditional high school and vocational schools. The schedules limit access to programming for vocational students in particular and restrict enrollment in the arts and foreign languages. We have completed an assessment of how to integrate the schedule and intend to adopt the new schedule in Fall 2025. The new schedule will maintain flexibility to allow co-op assignments for our Juniors and Seniors in particular vocational programs AND create access to the arts and foreign languages. We anticipate significant benefits for our students in traditional high school programming, including enhanced elective offerings.

SECTION THREE: Proposed Priority Statement of Interest School, Medford High School

A. Please complete the chart below indicating the number of each room type proposed, if known at this time. The District should modify the included grades in the 'Room Type' column to reflect any grade configuration(s) the District is interested in studying during Feasibility Study, as already presented to the MSBA in the 2023 Statement of Interest and as discussed during the District's Senior Study. In a case where the District is considering multiple grade configurations, the widest grade span should be included (i.e. if the District is interested in studying their current 1-4 configuration, a K-5 configuration, and a K-8 configuration, the 'Room Type' column should include all grades between Grade K and Grade 8).

ROOM TYPE	No. of Rooms (e.g. N/A, 1, 2, etc.)	Comments
CORE ACADEMIC SPACES		
Pre-Kindergarten (indicate full/ half day in the Comments column)	11	5 dedicated to full-day programs 6 dedicated to half-day programs
Kindergarten (indicate full/ half day in the Comments column)	N/A	
Grade 1	N/A	
Grade 2	N/A	
Grade 3	N/A	
Grade 4	N/A	
Grade 5	N/A	
Grade 6	N/A	
Grade 7	N/A	
Grade 8	N/A	
Math (Grades 9-12)	16	14 classrooms (instructional spaces) 2 storage spaces (curriculum, materials)
Science Instructional Space (Grades 9-12)	22	17 lab/ demonstration spaces 1 general science space 2 storage/staff prep space 2 storage spaces (curriculum, materials)
Social Studies (Grades 9-12)	16	14 classrooms (instructional spaces) 2 storage spaces (curriculum, materials)
English (Grades 9-12)	16	14 classrooms (instructional spaces) 2 storage spaces (curriculum, materials)
World Language (Grades 9-12)	12	10 classrooms (instructional spaces) 2 storage spaces (curriculum, materials)
Other (indicate program in the Comments column)	17	5 English Learner ELA, 1 English Learner Math, 1 English Learner Science, 1 English Learner Social Studies, 1 room for professional development/meetings, 8 IT closets (servers, switches & other IT Spaces)
SPECIAL EDUCATION	41	15 small group spaces (academic and related services included) 1 Learning Group 1 TLP 1 Access ** Project Transition listed below (Living Lab) 1 storage space for PT equipment 2 administrative offices 1 sensory room 19 classrooms
ART	7	3 classrooms (1 with kiln space, and 1 with adjoining dark room space- proper

ROOM TYPE	No. of Rooms (e.g. N/A, 1, 2, etc.)	Comments
		ventilation), 1 computer lab for graphic design, 1 gallery space, 2 large storage room(s)
MUSIC	15	3 Classrooms, 1 Studio with adjoining music library, 1 Music Tech Lab, 8 Instrument Storage Rooms 2 orchestra/choice practice spaces
Practice Rooms	16	
HEALTH & PHYSICAL EDUCATION		
Adaptive PE Spaces	1	
Gymnasium	18	2 gyms, 2 fields, 1 fitness center/weight room, 1 gymnastics room, 1 Athletic Director Office, 1 Assistant Athletic Director/Director of Physical Education and Health Office, 1 Administrative Assistant Office, 3 Health / Physical Education Classrooms, 2 Batting Cages, 1 Athletic Training Room, 1 - 8 Lane Swimming Pool, 1 Boys PE Locker Room, 1 Girls PE Locker Room
MEDIA CENTER	42	2 large workrooms with librarian's office, 3 small workrooms with 1 attached office, 3 storage closets/rooms, 1 office with a work area for an assistant, 1 office/workroom for technician, 3 classrooms, 1 small lab with an office, 2 large lab with 1 office, 4 offices with closets, 1 former darkroom now being used for storage, 1 small storage closet, 1 large storage room for equipment, 1 presentation room, 1 computer science classroom, 1 large lab with 25 workstations, 1 small interior classroom, 1 Director's office, 1 small office with closet, 2 small, windowless offices, 2 presentation spaces,

ROOM TYPE	No. of Rooms (e.g. N/A, 1, 2, etc.)	Comments
		1 Makerspace 6 small group spaces 1 main library room for over 100 chairs, and 12 Mac workstations - one wall is all window facing the inner courtyard with high top tables and bean bag seating for students.
DINING & FOOD SERVICE	6	1 comprehensive dining hall and 1 for a more quiet space for students, 2 administrative spaces, 1 dry storage room, 1 chemicals closet
MEDICAL SUITE	8	1 main office with 2 treatment rooms, 1 isolation room, 1 record room, 1 room for private caregiver meetings, 1 bathroom, and 1 waiting area
Nurses' Office; Health Center	8	Expanded space to house an on-site health center; if space can be located in the current building, the team will begin pursuing grant funding to begin the program in 2026. The new building should be configured to allow for programming to exist.
ADMINISTRATION & GUIDANCE	47	3 House Office Suites include the following (3x10): ● 1 AP office ● 5 Counseling offices ● 1 Storage Room ● 1 Conference Room ● 1 Administrative Assistant Space/Waiting Room ● 1 Special Education/Director Office 1 Main Office that includes the following (1x11): ● 1 Principal Office ● 1 Associate Principal Office ● 1 Security/Camera Office ● 1 SRO Office ● 1 Kitchenette ● 1 Vault for record storage ● 1 main waiting room with space for 2 administrative assistants ● 1 Conference room ● 1 Counseling office ● 1 Office for Attendance Office.Engagement Specialist ● 1 Director of Humanities Office 1 CTE Main Office that includes the following (1x6):

ROOM TYPE	No. of Rooms (e.g. N/A, 1, 2, etc.)	Comments
		• 1 CTE Director Office • 1 waiting room with space for 2 administrative assistants • 1 Grants office • 1 storage closet • 1 Special Education Office • 1 Counseling Office
OUTDOOR LEARNING	4	
AUDITORIUM	25	1 full size auditorium, 5 storage/tech rooms, 3 rehearsal spaces, 1 ticketing area/lobby, 1 mini stage, 1 coat room, 6 dressing rooms, 1 green room, 1 sound booth, 1 lighting booth, 1 recording studio, 1 costume storage/wardrobe room 1 laundry facility for care and maintenance of costumes, 1 prop shop/scenery shop
NATATORIUM	1	
DESE APPROVED CHPT 74 SPACES	35	Auto Technology + Related Classroom, Biotechnology + Related Classroom, Business Marketing, Carpentry + Related Classroom, Construction and Craft Laborers + Related Classroom, Cosmetology + Related Classroom, Culinary Arts + Related Classroom, Early Childhood Education + Related Classroom, Electrical + Related Classroom, Engineering and Robotics + Related Classroom, Graphic Design + Related Classroom, Health Assisting + Related Classroom, Media Technology + Related Classroom, Metal Fabrication + Related Classroom, Programming and Web Design, Dental Assisting + Related Classroom, Veterinary Science + Related Classroom, Criminal Justice/Protective Services, Plumbing/HVAC + Related Classroom,

ROOM TYPE	No. of Rooms (e.g. N/A, 1, 2, etc.)	Comments
		Information Systems - OT/Networking - Cyber Security
NON-CHPT 74 ENRICHMENT PROGRAM SPACES	0	
NON-SCHOOL DISTRICT SPACES	0	N/A
OTHER (indicate type of program in the Comments column)	46	1 classroom for Project Transition program as well as 1 Living Lab (mock apartment for Project Transition students ages 18-22), 12 classrooms for Kids' Corner: A district-provided daycare facility for school and municipal employees. (There are also spots for community children to attend), 1 classroom for Make Way for Kids: A preschool program organized and run by the Medford High School Vocational Program servicing community children ages 2.8 to 5 years, 20 offices for the Central Administration Office wing consists of Finance Department, Human Resource Department, Buildings & Grounds Department, Communications Manager, Superintendent, 2 Assistant Superintendents, Director of Student Services, and our district Data Analyst, 2 conference rooms for central administration, 1 School Committee office, 1 School Committee conference room, 3 classrooms for Medford Family Network (Organization that provides wrap-around services to community families and their children from birth to age 8), 4 offices for Medford Family Network

B. Describe how 1) core spaces, 2) specialty spaces, and 3) non-traditional spaces described above are proposed to be used, if known at this time. Additionally, if there are proposed changes, indicate how they will impact space needs and what training to support teaching staff will/ may be provided.

In Medford's 2022 Statement of Interest, our district indicated that our two priorities are (1) replacement, renovation, or modernization of school facilities to increase energy conservation and decrease energy costs and (2) replacement or addition to obsolete building to provide a full range of programs consistent with state and approved local requirements. Our infrastructure needs to be modernized, made more efficient, and expanded to include a full range of programming within the scope of approved state and local requirements.

Medford is open to exploring several sites for the location of the new Medford High School, including the current site. We know that Medford is generally space-constrained and likely has only a few viable options for consideration, including Medford Square and Columbus Park.

If Medford High School remains in its current location, there is a particular concern about managing stormwater runoff from the adjacent Fells Reservation and designing a sustainable site that responsibly mitigates climate events that we have experienced at the current site. The design strategies employed could offer unique learning opportunities for students to engage with right outside their classrooms.

The City has prioritized improving open spaces through an Open Space Master Plan (OSMP) that strengthens Medford's climate change resilience through park and open space design and improves the ecological quality of the property. The Medford High School project should be leveraged to accomplish as many OSMP goals as possible. These include

1. "Green" parking lot to increase evapotranspiration and promote cooling
2. Porous pavement or ADA Accessible permeable pavers when replacing pavement
3. Vegetated bioswale or retention areas for traffic calming and stormwater management
4. Embankment stabilization with native plantings
5. Establishment and cultivation of connections to and along the City's natural resources
6. Expanded and diversified recreational programming for City residents

As discussions surrounding future programming and space utilization at Medford High School progress, several key areas have already been identified for further consideration. These include core spaces, specialty spaces, and non-traditional spaces, all of which have the potential to enhance and diversify the educational experience for students and address current needs within the school. These include but are not limited to:

Core Spaces

The ultimate goal of the core spaces is to create a dynamic and inclusive learning environment that meets the diverse needs of all students, supports academic and personal growth, and can be used flexibly in the years to come. We would like to explore larger classrooms for collaborative learning and create flexible spaces that could accommodate different teaching styles and group sizes in addition to small shared breakout spaces adjacent to classrooms for small-group instruction. We would like to bring additional common spaces to the facility to serve as multi-purpose spaces for both academic and social purposes and provide students with opportunities to engage and communicate with one another.

- General Education Classrooms: Medford High's general education spaces will promote diversity and inclusivity by focusing on grade-level standards and culturally affirming practices. The school embraces Universal Design for Learning (UDL) to provide equitable opportunities for all students while prioritizing technology integration and collaboration among faculty. Strategic grouping of core academic departments and designated meeting spaces within each department will promote collaboration among staff. Dedicated maker spaces encourage hands-on and creative learning, while unconventional instructional spaces foster innovative and engaging experiences for all students.
- Alternative High School Program: To address the various needs of students who are not progressing academically and socially, we seek to include alternative programming within Medford High School. The program will launch in the fall of 2024 in a retrofitted space. As we look forward, we believe this model would best be accomplished in a designated section/wing of the building with classroom spaces adjacent to one another. A community space for building relationships, housing meetings, and norm-setting is also needed. Having a dedicated bathroom for the program would be ideal.
- Vocational Programming: One key area of focus is the CTE offerings. The school aims to upgrade and enhance its 15 Chapter 74 programs to meet the industry's ever-changing standards.

This would involve creating additional space—including outdoor areas—to maximize enrollment and provide students with the necessary resources to excel in these programs. We are also looking into the possibility of expanding shop opportunities to create five new CTE programs (Animal/Veterinary Science, Criminal Justice/Protective Services, Dental Assisting, Plumbing/HVAC, and IT/Networking)

- Special Education Classrooms: Special education classrooms ensure compliance with legal requirements, such as the Individuals with Disabilities Education Act (IDEA) in the United States, which mandates that students with disabilities receive a free appropriate public education (FAPE) tailored to their individual needs. Special education classrooms are designed to provide a supportive and inclusive educational environment that empowers students with disabilities to achieve academic success, develop essential skills, and reach their full potential. They play a crucial role in ensuring equitable access to education and promoting the overall well-being of students with diverse needs.

  Special education classrooms are specifically designed to address the unique learning needs of students with disabilities or exceptionalities. Here are some key aspects they typically focus on:

  1. **Individualized Education Plans (IEPs):** Each student in special education has an IEP tailored to their specific needs, goals, and learning styles. This document guides the curriculum and instructional strategies.
  2. **Differentiated Instruction:** Teachers in special education classrooms use various teaching methods and materials to accommodate diverse learning styles and abilities. This could include visual aids, manipulatives, or adaptive technology.
  3. **Support Services:** These classrooms often provide additional support services such as speech therapy, occupational therapy, physical therapy, counseling, or behavioral interventions, depending on the students' needs.
  4. **Modifications and Accommodations:** Teachers make modifications (changes in what is being taught or expected) and accommodations (changes in how students access learning) to ensure that all students can participate meaningfully in the curriculum.
  5. **Emotional and Behavioral Support:** Many students in special education may require assistance with emotional regulation or behavior management. Special education classrooms provide strategies and support to address these needs.
  6. **Social Skills Development:** Teaching social skills and promoting social interactions among students is an important aspect of special education classrooms. This can include structured activities, peer modeling, and explicit teaching of social norms.
  7. **Transition Planning:** For older students, special education classrooms often focus on preparing them for life after school, including vocational training, independent living skills, and transition to post-secondary education or employment.
  8. **Parent and Family Involvement:** Special education classrooms often work closely with parents and families to ensure continuity of support and to incorporate home-based strategies into the educational plan.

  Overall, special education classrooms aim to create a supportive and inclusive environment where students with disabilities can learn, grow, and achieve their full potential academically, socially, and emotionally.

- English Learner Classrooms: The EL program requires modern classroom space and dedicated space for families to register and for student testing.

- Co-location of Curtis Tufts at Medford High School: Co-locating Curtis Tufts' therapeutic day program into the Medford High School setting can offer several advantages and benefits for students. We want to maximize accessibility to mental health services, strengthen stakeholder collaboration, and improve access to our vocational and extracurricular programs for the 20+ students who rely on this program. It has not previously been possible to co-locate this program because it relies on separate and dedicated space that is differently configured than Medford High School. We believe it's ideal to explore this at this time to both improve the student experience and reduce our reliance on an aging building that lacks modern and efficient infrastructure. The team that has explored this possibility and recommended to the School Committee that we student this as part of feasibility has outlined the following benefits:
    1. **Convenience and Accessibility**: By placing the therapeutic program within Medford High school, students can easily access mental health services without needing to leave the school premises. This reduces barriers to seeking help and increases the likelihood that students will utilize the services.
    2. **Integration with Academic Environment**: Co-location allows for seamless integration of therapeutic interventions with the academic curriculum and school activities. Therapists and counselors can collaborate with teachers and administrators to support students' overall development and well-being.
    3. **Immediate Support for Crisis Situations**: In cases of immediate need or crisis situations, having a therapeutic program on-site ensures that students can receive prompt intervention and support. This can prevent the escalation of issues and promote safety within the school community.
    4. **Support for At-Risk Students**: Therapeutic programs often cater to students at risk of academic failure, dropout, or other negative outcomes. By providing targeted support, these programs can help these students stay engaged in school and achieve their full potential.
    5. **Fostering a Supportive Atmosphere**: Co-location creates a supportive and inclusive school culture where mental health is prioritized. It sends a message that seeking help is normal and encouraged, thereby reducing the stigma associated with mental health challenges.
    6. **Collaboration and Coordination**: Co-locating allows for better coordination and collaboration between therapists, counselors, teachers, and other school staff. They can work together to identify students who may benefit from additional support and develop personalized plans to meet their needs.
    7. **Tailored Interventions**: Therapists in a co-located program can provide tailored interventions that address the specific needs of high school students, such as academic stress, social pressures, identity development, and family dynamics. This targeted approach can lead to more effective outcomes.
    8. **Educational and Emotional Growth**: The integration of therapeutic services within the school environment supports not only students' emotional growth but also their educational success. Students are better equipped to manage challenges and fully engage in their academic pursuits.
    9. **Parental Involvement and Support**: Co-location facilitates easier communication and parental or guardian involvement in their students' therapeutic journey. Parents or guardians can be more actively engaged in understanding and supporting their child's mental health needs.

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

- Kids Corner: Medford has hosted the Kids Corner program for many years. School and city staff rely on the high-quality care provided at very competitive rates. Additional classroom space will allow us to increase tuition and open additional slots to community members. The lack of childcare in Medford is the subject of much discussion.
- Early Education and Childcare Center: The creation of space either freestanding structures on the same site or a small wing of the building) will allow us to centralize our early childhood programming into an Early Childhood Center and allow the possibility to expand our pre-K options We know that 40% of our kindergartners (~120 annually) come to Kindergarten without any prior formalized education We believe that this population could be served with expanded pre-K programming through our Medford Early Education Program programming that serves more full day enrollments. We cannot expand programming today because our elementary schools that currently house the programs are at or over capacity. Centralizing our Early Childhood portfolio will increase access to specialized services. We would also house our Medford Family Network program and our Parent Information Center in this center. Moving this programming to the campus will also alleviate space issues at our elementary schools to handle growing enrollment and a dire need for expanded after-school programming.

Specialized Spaces

- Performing arts. The performing arts are vital to Medford High School's educational framework. The new performing arts department space, equipped with a state-of-the-art auditorium that can host our entire student population and practice rooms, would significantly enhance the school's ability to cultivate these essential skills. Key features would modernize our existing capabilities, including:
    - Modern Auditorium: A spacious auditorium with tiered and accessible seating to ensure optimal viewing for all audience members.
    - Advanced Acoustics, Sound, and Lighting: Equipped with advanced acoustic engineering to ensure high-quality sound distribution, a comprehensive lighting system with programmable stage lights, spotlights, ambient lighting, and state-of-the-art audio equipment, including microphones, speakers, and soundboards, to ensure clear and powerful sound reproduction.
    - Flexible Stage Design and Backstage Facilities: A versatile stage that can accommodate

various types of performances, from drama and musicals to concerts and dance recitals, technology for digital backdrops, projections, and multimedia presentations, and ample backstage space with dressing rooms, makeup areas, green rooms, and storage for props and costumes.
    - Rehearsal Spaces: Dedicated practice rooms and rehearsal studios equipped with mirrors, ballet bars, and sound systems.
    - Lobby and Ticketing Area: This welcoming lobby features a ticketing area, concession stands, a coat room, and restrooms.
    - Mini stage: A smaller stage to welcome guest speakers and smaller student performances.

- Athletic spaces
    - Indoor Pool
        - The swimming pool is a cornerstone element of the Medford Physical Education program. Following the accidental drowning of a graduate shortly following graduation in 2019, Medford Public Schools has implemented mandatory water safety and swimming courses for all students.
    - Indoor Gymnasium
        - Restore/replace the indoor track, which is no longer suitable for competition use.
        - Gymnasium climate control systems are outdated and require replacement whether the gymnasium remains in place or is replaced entirely.
    - Associated Spaces: Boys' and girls' locker rooms/showers, a gymnastics room with gymnastics floor, pommel horse, vault, beam, and other associated gymnastics equipment, 3 athletics offices, expanded athletic trainer rooms with examination tables, therapeutic whirlpools and storage facilities for equipment, two batting cages, and fitness center weight room combination space.
    - Adaptive PE space: This space will include wheelchair accessibility, sensory-friendly environments, and a variety of adaptive equipment, such as modified sports gear and adjustable gym apparatus. It will also have modern safety features and interactive technology to enable adaptive gaming options. Through collaborative areas and inclusive design principles, the space will promote social interaction and community.
    - Outdoor Athletic Fields: The current Edgerly turf field is at the end of its life and will require replacement with ADA-compliant accessibility and parking. In addition, exploring the creation of an outdoor track would increase access to track programming for students who must travel across the city to the city's athletic complex for practices. The current high school campus has ample opportunity to explore the creation of additional regulation fields for our athletics teams and/or overhauled practice fields. If Medford High School is relocated elsewhere in the city, additional planning and feasibility studies would be required to ensure no loss of athletics spaces.

- Media Tech: We envision a library media space that has access to outdoor space and includes a space large enough for at least 2 classes or faculty events/meetings that could be closed off by a moveable wall depending on the need for size or to accommodate more than one group, with presentation ability on both sides, several (2 or 3) fully automated labs for teaching library and technology classes, individual and small group spaces where students can work individually and not be distracted, containing a table and up to four chairs, preferably with a glass/clear wall for sightlines and modern technology, spaces for small groups to collaborate, study carrels,

traditional library space for books and reading, a maker space for science and technology activities. The space should also include adequate space for staff who manage the facility, including a large workroom with storage areas, meeting areas, and two circulation desks/workstations that are ADA compliant and are movable depending on need or for events.

Non-Traditional Spaces

- Connection to the Environment: The intention is for a future high school building to connect more meaningfully with its site and natural surroundings. This is of particular interest if the building remains in its current location given its unique position within the Middlesex Fells Reservation but would also apply if the High School were to move to another location. These connections can manifest as formal outdoor learning opportunities with direct access to and integration with the landscape, outdoor classroom spaces, and even simply a priority to provide views to nature from the interior and opportunities to break down the massing of the building with landscaped pockets to provide a respite from the built environment.
- Student-run cafe to bring access to our Chapter 74 Culinary Program to students who cannot normally take advantage of our Bistro 489 restaurant.

C. Using the space below, provide information about the Medford High School's proposed teaching methodology, if known at this time (e.g. technology integration, self-contained classroom, team teaching, project-based, departmental, or cluster). Include any changes to class size policies, if applicable.

Medford High School's teaching philosophy is centered on the belief that every student has the potential to learn and grow when given a supportive and engaging educational environment. Medford High School educators create a classroom atmosphere that is inclusive, respectful, and engaging, where students feel encouraged to ask questions, explore ideas, and take academic risks.

At Medford High School, we believe in a student-centered approach to teaching. Students are encouraged to explore through project-based learning, where the student leads their learning with support from the educator. The educator's role is to provide the tools, resources, space, and scaffolds to support students in building their knowledge and skills while promoting their autonomy, critical thinking, and problem-solving abilities. Additionally, Medford High School strives to make learning relevant and meaningful by connecting the curriculum to real-world examples and applications that resonate with students' interests, lives, and experiences.

Overall, the proposed teaching methodology for Medford High will embrace a more inclusive, collaborative, technologically advanced approach to secondary education. The district's work to align schedules is an important first step to creating an environment ready to take on updates on how we teach students. We've begun re-examining how time is maximized in the instructional block, and this work will continue after the schedule changes are implemented. We want to create and deliver learning experiences that equip students with knowledge, skills, and strategies that can be transferred to real-world applications beyond Medford High School. As we've done in our vocational programs, we want to explore an increase in project-based learning and look forward to having flexible space that allows us to consider how our programming in the Center for Citizenship and Social Responsibility (CSSR), which relies on project-based learning, can be integrated into the instructional day.

The district has discussed implementing Universal Design for Learning (UDL), a framework designed to maximize teaching and learning for all staff and students. At its core, UDL addresses the systemic barriers

that result in inequitable learning opportunities and outcomes for students. The UDL approach considers the needs of all learners, including students with disabilities. A less compartmentalized and more flexible building will boost our ability to implement UDL.

Faculty collaboration will be a critical component of achieving this vision of a 21st-century learning environment. We would like to explore how different building layouts will promote integrated learning with more collaborative meeting spaces, co-teaching, and planning spaces. We want all our departments to have the dedicated space needed to collaborate on shared lessons, common assessments, and interdisciplinary units of study.

Lastly, collaboration among educators is fundamental to our vision of a 21st-century learning environment. To facilitate this, we want to explore modern space configurations that make collaboration easier. We know that co-teaching and shared responsibility require dedicated time and space for collaboration on shared lessons and assessments. This will also allow peer coaching to become an integral part of our professional culture.

SECTION FOUR: Community Engagement

A. Describe the community outreach that has occurred to this point, and any future plans and goals related to engaging the community on the Medford High School project. If considering grade reconfiguration, consolidation of facilities, and/or a change to the current teaching methodology, describe the outreach and discussions that have occurred to this point and any future plans to engage the community on the proposed changes. Additionally, indicate whether the District has determined whether or not an override or debt exclusion might be required for full project funding.

Community Outreach

Community interest in this project is high. We received over 100 applications for 9 community member spots on the MHSBC. We plan to capitalize on this interest early and often, including as many voices as possible in the design process so that the new space can be a hub of activity for the entire community in the coming years. The establishment of the Communications and Community Engagement Subcommittee by the MHSBC is pivotal for ensuring transparent and inclusive communication throughout the project. Their plan includes proactive communication channels to keep the community informed, surveys in the summer of 2024 to gauge community questions and concerns and robust public input opportunities. We will separately reach out to the City's array of boards and commissions during the summer of 2024 to understand the perspective of each board/commission and how they'd like to be involved as the project progresses. Engagement strategies will vary, including town hall meetings and online forums. Transparency and accountability are emphasized, with a commitment to sharing updates openly. The committee remains adaptable to evolving community needs, aiming to foster trust and collaboration throughout the project.

Grade Reconfiguration and Facility Consolidation

The district is due to revisit its strategic plan in the coming years, and the School Committee's Subcommittee on Strategic and Capital Planning will work in concert with the Superintendent's office to ensure robust public input into that plan. We believe that our Educational Profile submission and the overarching vision of the SBC for the project provide ample opportunity to craft a visionary plan for teaching and learning at our high school.

Medford is interested in co-locating our Curtis-Tufts program, which currently has an enrollment of 20

from grades 9-12. In addition, the School Committee has held subcommittee meetings and invited community members, current and former students, and teaching staff to provide input to evaluate the potential to consolidate the Curtis-Tufts School within the campus of the future high school. There is overwhelming community support to make this transition with a re-envisioned space at the high school. The School Committee voted on June 3, 2024, to unanimously support exploring the co-location of the Curtis-Tufts onto the Medford High School campus.

The Curtis-Tufts High School is the in-district therapeutic day public high school program for students grades 9-12 with intensive specialized needs. The school supports and helps students acquire the communication, academic readiness, community, life skills, and social skills necessary to have a purposeful and independent life, and strives to help each student reach their fullest potential. The program designs and delivers specialized services that promote academic, social, and career independence in the most inclusive settings possible to meet the needs of students who struggle with academic achievement as well as social/emotional needs who require a smaller therapeutic setting.

Co-location of the Curtis-Tufts program at Medford High School would provide students with the social and emotional support within the program but also provide access to high school and vocational school academic classes, electives, CTE programming, extracurricular activities, and athletics. Overall, the co-location of our public therapeutic day program will provide an opportunity to improve accessibility, reduce stigma, promote integration, share resources, and garner the school community support, all of which are essential for providing effective and sustainable mental health services with academic rigor.

We are also interested in returning to a centralized model for our Medford Early Education Program to allow for program expansion, improve our ability to deliver services, and alleviate space concerns at our elementary schools, where programming was moved when space constraints were presented at the high school complex.

Teaching Methodology

Our work to integrate our two high school schedules is a critical first step to enabling a discussion about teaching methodology with our staff and then with our community. Scheduling discussions will happen during the FY25 school year, with an implementation planned for September 2025.

Override/Debt Exclusions Required

Medford is prepared to use free cash to fund its feasibility study requirements with the MSBA. On June 25, 2024, the Medford City Council voted 6 in favor and 1 absent to appropriate $3,000,000 in free cash to support the feasibility study. That funding will be allocated to a special appropriation account, and the project can proceed as soon as possible.

We know that this project will require a debt exclusion to fully fund it, and we understand that the communication plan that the SBC creates needs to provide ample opportunity for the community to provide input throughout the process.

SECTION FIVE: Attachments

A. Please attach to this completed Questionnaire any Executive Reports or Conclusions of reports or studies related to: Coordinated Program Review, Master Plan/ Facilities Plan (if not already on file), and NESDEC/NEASC reports (if not already on file). Below, list all documents attached (as applicable).

Documents attached:

- Tiered Focused Monitoring Report
- Comprehensive Review District Report (AIR) - DESE
- Targeted Focused Monitoring Report - EL
- NEASC - 10 years old/5 year follow up

Should you have any questions as you complete this document, please contact your Project CoordiN/Ator, Allison Sullivan, at:
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