REQUEST FOR OWNER'S PROJECT MANAGEMENT SERVICES ("OPM RFS")

1. Introduction

The City of Medford, ("Owner") is seeking the services of a qualified OPM "Owner's Project Manager" as defined in Massachusetts General Laws Chapter 149, Section 44A½ and as further defined by the provisions of this RFS, to provide Project Management Services for the design, construction, addition to and /or renovation of the Medford High School ("School") in Medford, Massachusetts ("Project").

The Owner is requesting the services of an OPM to represent the Owner during the feasibility study and schematic design phases of the project initially. Subject to the approval of the Project by the Massachusetts School Building Authority (the "MSBA") and further subject to continued funding authorized by the City of Medford, the contract between the Owner and the Owner's Project Manager may be amended to include continued Project Management Services through design development, construction documents, bid and award, construction and final closeout of the potential Project. A potential approved Project may include a renovation of the existing School, a renovation and addition of the existing School and/or new construction. The estimated total project costs of an approved potential Project may range from $200,000,000 to $600,000,000 depending upon the solution that is agreed upon by the Owner and the MSBA and that is ultimately approved by a vote of the MSBA Board of Directors.

2. Background

The City of Medford, located in the Greater Boston area, is a dynamic and growing community that places a strong emphasis on educational excellence. The district is committed to providing an inclusive and innovative learning environment with a focus on preparing students for success in a rapidly changing world.

The Medford High School, established in 1970, has served as a cornerstone of the community's educational infrastructure. However, over time, the building has become increasingly outdated and no longer meets the evolving needs of students, educators, or the broader community. The facility's aging systems, limited space, and lack of modern learning environments have prompted the City to pursue significant renovations and improvements to the high school campus.

The Medford High School Building Committee (MCHSBC) is comprised of a diverse group of stakeholders, including elected officials, city officials, school district representatives, and community members with a variety of backgrounds. The Committee's primary mission is to oversee the planning and execution of the Medford High School project, ensuring that it meets the academic, social, and safety needs of students. The Committee has broad support to also pursue expansion of its portfolio of Chapter 74 programs (see attached Ch74 Viability form for current and proposed programs), its early childhood programs, and to co-locate the current Curtis-Tufts program, which is an alternative high school (see attached Educational Profile for space needs and programming vision) to increase access to student activities for students at the Curtis-Tufts.

The district's grade configuration includes elementary schools (Grades K-5), middle schools (Grades 6-8), and the high school (Grades 9-12). The existing high school facility now serves approximately 1,200 students and is expected to see future growth. The Medford High School campus also houses athletic facilities, fine and performing arts spaces, and administrative offices that serve the school community and the community at large.

The district is also pursuing consolidation of our early childhood programming into a single location to alleviate space concerns at our four elementary schools.

As part of the ongoing effort to upgrade the district's infrastructure, the Medford Public Schools submitted a Statement of Interest (SOI) to the Massachusetts School Building Authority (MSBA), highlighting the need for a comprehensive solution to address the building's shortcomings. The accepted SOI serves as a reference for the current project and outlines the key areas of concern, such as structural integrity, accessibility, energy efficiency, and technology integration. The project aims to not only enhance the learning environment for students but also to ensure that the school can serve the community for generations to come.

This Request for Services seeks to engage a qualified owner's project manager who can contribute to the success of this transformative project, providing expertise in design, construction, and project management. The goal is to create a state-of-the-art educational facility that fosters creativity, collaboration, and academic excellence and do the project with substantial community input from the community at large and specifically from students and staff who will work, learn, and thrive in the new building.

3. Project Description, Objectives and Scope of Services

On or about April 13, 2023, the Owner submitted a Statement of Interest (Attachment A) to the MSBA for Medford High School. The MSBA is an independent public authority that administers and funds a program for grants to eligible cities, towns, and regional school districts for school construction and renovation projects. The MSBA's grant program is discretionary, and no city, town, or regional school district has any entitlement to any funds from the MSBA. At the February 26, 2025 Board of Directors meeting, the MSBA voted to issue an invitation to the Owner to conduct a feasibility study for this Statement of Interest to identify and study possible solutions and, through a collaborative process with the MSBA, reach a mutually-agreed upon solution. The MSBA has not approved a Project, and the results of this feasibility study may or may not result in an approved Project.

It is anticipated that the feasibility study will review the problems identified in the Statement of Interest at the Medford High School

The Medford High School and Medford Vocational Technical High School complex was constructed during the late 1960s and opened in the fall of 1970. From its opening until 2017 it housed two distinct schools, Medford High School and Medford Vocational Technical High School. In 2017 the Medford School Committee voted to merge the two schools into one comprehensive high school. But despite the forward-looking vision aimed at establishing one flagship school to serve as the epicenter of public education for the Medford community, the facility is designed for the delivery of instruction in a bygone era, namely the early 1970s. The challenges yielded by its antiquated design have been exacerbated with increasing severity by infrastructure that ranges from deteriorating to inoperable. MPS envisions Medford High School as a comprehensive high school with a broad array of academic programming and a host of

vocational educational programs sanctioned under M.G.L. Ch. 74. But the 55-year-old facility housing MHS is an obstacle to optimal learning conditions.

Medford High School currently serves a combined 1,210 students in Grades 9 - 12. We also support students in Project Transition aged 18-22. Over 50% of these high school students are CTE students. Additionally, MHS houses a Pre-K program that includes 100 students and a day care for children ages 2 months to 5 years that has an enrollment of 74 students. Together, the total enrollment of students currently at MHS is 84 students.

As a result of a collaborative analysis with the MSBA of enrollment projections and space capacity needs for the Medford High School, the City of Medford hereby acknowledges and agrees that the design of the proposed project at the Medford High School shall be based on an enrollment of no more than 1,395 students in grades 9-12, with the potential addition of district-wide Pre-K.

Project Objectives under consideration by the Owner include:

- ***Identification of community concerns that may impact study options;***
- ***Northeast Collaborative for High Performance Schools (NE-CHPS) and/or US Green Building Councils' LEED for Schools (LEED-S) Rating System qualification and/or WELL certification and analysis of potential to be a Zero Net Energy building***
- ***Life cycle cost analysis and life cycle cost assessment of operating the school as it relates to future operational budgets***
- ***Evaluation of CM-at-Risk Delivery method including a final recommendation***
- ***Vetting potential alternate sites for construction of a new high school facility***
- ***Site adjustments required to increase the number of egresses from the property to the public roads if the new project remains in place***
- ***Update survey and existing condition information of buildings on the Medford High School site including any hazardous materials.***
- ***Provide design alternatives for renovation, addition/renovation, and new construction options for a high school to meet educational specification of the SBC and the MSBA.***
- ***Provide schedule, construction cost estimate, operating cost estimate and life cycle/sustainability analysis for each option.***
- ***Constraints of the District –assumed that school will be in session on site for duration of project so phased construction and possible use of swing space will be required.***
    - ***Planning to ensure learning continuity for all students, and particularly for our vocational programs***
    - ***Purchase or leasing of offsite land/buildings and/or modular buildings may also be considered.***
    - ***Providing and maintaining a secure and positive educational environment during construction.***
    - ***Experience with phased construction projects.***

The required scope of services is set forth in Article 8 of the standard contract for Owner's Project Management Services for a Design/Bid/Build project that is attached hereto as Attachment B and incorporated by reference herein. If the Owner determines to use a CM-at-Risk delivery method, this contract shall need to be amended and/or substituted. The work is divided into the Project Phases as listed in Attachment A of this contract. The durations of the Phases shown below are estimates only, based on the Owner's experience. Actual durations may vary depending upon the Project agreed upon by the Owner and the MSBA. The total duration of the Contract is estimated as follows:

1. Feasibility Study/Schematic Design Phase; ***20-24*** months*
2. Design Development/Construction Documents/Bidding Phase; and ***10-12*** months*
3. Construction Phase. ***24-36*** months*

(*These ranges for scheduling timeframes are provided as guidelines only and are based upon schedules established by other Owners.)

4. Minimum Requirements and Evaluation Criteria:

Minimum Requirements:
In order to be eligible for selection, each Respondent must certify that it meets the following minimum requirements. Any Response that fails to include such certification in its response, demonstrating that these criteria have been met, may be rejected without further consideration.

Each Respondent must designate an individual who will serve as the Project Director. The Project Director shall be certified in the Massachusetts Certified Public Purchasing Officer Program (the "MCPPO") as administered by the Inspector General of the Commonwealth of Massachusetts and must also meet the following minimum requirements:

- The Project Director shall be a person who is registered by the Commonwealth of Massachusetts as an architect or professional engineer and who has at least five years' experience in the construction and supervision of construction and design of public buildings;
  or,
- if not registered as an architect or professional engineer, the Project Director must be a person who has at least seven years' experience in the construction and supervision of construction and design of public buildings.

Evaluation Criteria

In addition to the minimum requirements set forth above, all Respondents must demonstrate that they have significant experience, knowledge and abilities with respect to public construction projects, particularly involving the construction and renovation of K-12 schools in Massachusetts. The Owner will evaluate Responses based on criteria that shall include, but not be limited to, the following:

1) *(50 POINTS)* Past performance of the Respondent, if any, with regard to public, private, Department of Education funded and MSBA-funded school projects across the Commonwealth, as evidenced by:
   a) (20 of 50 points)Documented performance on previous projects as set forth in Attachment C, including the number of projects managed, project dollar value, number and percentage completed on time, number and dollar value of change orders, average number of projects per project manager per year, number of accidents and safety violations, dollar value of any safety fines, and number and outcome of any legal actions;
   b) (30 of 50 points) Satisfactory working relationship with designers, contractors, Owner, the MSBA and local officials.

2) (20 POINTS)Thorough knowledge of the Massachusetts State Building Code, regulations related to the Americans with Disabilities Act, and all other pertinent codes and regulations related to successful completion of the project.

3) (30 POINTS) Thorough knowledge of Commonwealth construction procurement laws, regulations, policies, and procedures, as amended by the 2004 Construction Reform laws. Thorough knowledge and experience with CM-At-Risk Procurement methodology
4) ***(30 POINTS)*** Management approach: Describe the Respondent's approach to providing the level and nature of services required as evidenced by proposed project staffing for a potential (hypothetical) proposed project for new construction of ***500,000*** square feet or renovation of ***500,000*** square feet; proposed project management systems; effective information management; and examples of problem solving approaches to resolving issues that impact time and cost.
5) (40 POINTS) Key personnel: Provide an organizational chart that shows the interrelationship of key personnel to be provided by the Respondent for this project and that identifies the individuals and associated firms (if any) who will fill the roles of Project Director, Project Representative and any other key roles identified by the Respondent, including but not limited to roles in design review, estimating, cost and schedule control. Specifically, describe the time commitment, experience and references for these key personnel including relevant experience in the supervision of construction of several projects that have been either successfully completed or in process that are similar in type, size, dollar value and complexity to the project being considered.
6) (30 POINTS) Capacity and skills: Identify existing employees by number and area of expertise (e.g., field supervision, cost estimating, schedule analysis, value engineering, constructability review, quality control and safety). Identify any services to be provided by sub-consultants.
7) (10 POINTS)Identify the Respondent's current and projected workload for projects estimated to cost in excess of $1.5 million.
8) (10 POINTS) Familiarity with Northeast Collaborative for High Performance Schools criteria or US Green Building Council's LEED for Schools Rating System. Demonstrated experience working on high performance green buildings (if any), green building rating system used (e.g., NE-CHPS or LEED-S), life cycle cost analysis and recommendations to Owners about building materials, finishes etc., ability to assist in grant applications for funding and track Owner documentation for NE-CHPS or LEED-S prerequisites.
9) (20 POINTS) Thorough knowledge and demonstrated experience with life cycle cost analysis, cost estimating and value engineering with actual examples of recommendations and associated benefits to Owners.
10) (10 POINTS) Knowledge of the purpose and practices of the services of Building Commissioning Consultants.
11) (20 POINTS) Financial Stability: Provide current balance sheet and income statement as evidence of the Respondent's financial stability and capacity to support the proposed contract.

In order to establish a short-list of Respondents to be interviewed, the Owner will base its initial ranking of Respondents on the above Evaluation Criteria. The Owner will establish its final ranking of the short-listed Respondents after conducting interviews.

The Owner reserves the right to consider any other relevant criteria that it may deem appropriate, within its sole discretion, and such other relevant criteria as the MSBA may request. The Owner may or may not, within its sole discretion, seek additional information from Respondents.

This RFS, any addenda issued by the Owner, and the selected Respondent's response, will become part of the executed contract. The key personnel that the Respondent identifies in its response must be contractually committed for the Project. No substitution or replacement of key personnel or change in the sub-consultants identified in the response shall take place without the prior written approval of the Owner and the MSBA.

The selected Respondent(s) will be required to execute a Contract for Project Management Services with the Owner in the form that is attached hereto as Attachment B and incorporated by reference herein. Prior to execution of the Contract for Project Management Services with the Owner, the selected Respondent will be required to submit to the Owner a certificate of insurance that meets the requirements set forth in the Contract for Project Management Services.

Prior to execution of the Contract for Project Management Services, the fee for services shall be negotiated between the Owner and the selected Respondent to the satisfaction of the Owner, within its sole discretion. The initial fee structure will be negotiated through the Feasibility Study/Schematic Design Phase. The selected Respondent, however, will be required to provide pricing information for all Phases specified in the Contract at the time of fee negotiation.

5. Selection Process and Selection Schedule

Process

1) Medford High School Building Committee OPM Selection Sub-Committee members will jointly review the minimum requirements. Voting members will each score all responses. All scores will be added together, and the top three-point recipients will be asked to do an onsite interview. The OPM Selection sub-committee members are:

- *a.* Jenny Graham, MCHSBC Chair
- *b.* Dr. Peter Cushing, Assistant Superintendent of Enrichment, and Innovation
- *c.* Aaron Olapade, School Committee member
- *d.* Dr. Suzanne Galusi, Interim Superintendent
- *e.* Libby Brown, Parent/Architect
- *f.* Non-Voting Members include John McLaughlin, Fiona Maxwell, Paul Ruseau

2) All committee members will receive copies of the responses. Identified reviewers must rank the Responses based on the weighted evaluation criteria identified in the RFS and must short-list a minimum of three Responses.

3) Short-list interviews shall be no longer than 2 hours in length. The interview will include an opportunity for the respondent to present an overview of their proposal and a chance to answer questions provided by the OPM selection committee at least 48 hours in advance of the scheduled meeting. Upon conclusion of the interview, a representative of the committee will conduct reference checks. Short list candidates will be ranked based on the following: A total of 100 points are available to be earned by finalists. (30 POINTS) Quality of 3 reference checks; 10 points are available for each reference. Bidders are welcome to provide more than three references. If the committee is unable to reach 3 references, 10 points will be available per reference reached. (70 POINTS) Quality of finalist presentation.

4) The Chair of the MHS OPM Review Committee, the CFO of MPS, the MPS Superintendent, and the MPS Budget Director, will negotiate the fee with the first ranked selection after the review of responses, interview, and selection process. The team will negotiate a fee based upon an evaluation of the level of effort required, job complexity, specialized knowledge required, estimated construction cost, comparison with past project fees and other considerations. Respondents will be asked to provide documentation of their fee and salary structure, multipliers, and a description of the methodology used for determining the fee. Upon conclusion of the schematic design phase, the district may be eligible for approval of a Project Scope and Budget Agreement. As noted in the RFS advertised by the District, the contract between the Owner and the Owner's Project Manager may be amended to include continued Owner's Project Management services through design development, construction documents, bid and award, construction and final closeout of the Proposed Project, subject to the approval of the Project by the MSBA's board

of directors and further subject to continued funding authorized by the District. Once the District has duly appropriated funds for the total amount of a Project approved by the MSBA board of directors, the District will need to execute an amendment to its Base OPM Contract to include services for the design development, construction documents, bidding, construction, and closeout phases of the project.

5) The Owner will commence fee negotiations with the first-ranked selection.
6) If the Owner is unable to negotiate a contract with the first-ranked selection, the Owner will then commence negotiations with its second-ranked selection and so on, until a contract is successfully negotiated and approved by the Owner.
7) The selected firm will be submitted to the MSBA for its approval.
8) The selected firm may be asked to participate in a presentation to the MSBA and/or submit additional documentation, as required by MSBA, as part of the MSBA approval process.
9) The Owner reserve the right re-advertise if less than three responses are received or to re-advertise if fee negotiations fail.

The following is a tentative schedule of the selection process, subject to change at the Owner's and MSBA's discretion.

3/19/2025	RFS appears in Central Register of the Commonwealth of Massachusetts the Medford Transcript
3/26/2025 3-5 pm	Informational meeting and site walkthrough
3/28/2025 12 pm	Last day for questions from Respondents
4/4/2025 12 pm	Responses due
4/11/2025	Respondents short-listed
4/30/2025, 5/1/2025, 5/2/2025	Interview short-listed Respondents
5/5/2025	Negotiate with selected Respondent
5/7/2025	Final selection submitted to the MSBA for review and approval
6/2/2025	Anticipated MSBA OPM Review Panel Meeting
6/11/2025	Anticipated execution of contract

The RFS may be obtained from:

Fiona Maxwell, Chief Procurement Officer
Medford City Hall
85 George P. Hassett Drive
Medford, MA 02155
fmaxwell@medford-ma.gov
(781) 393-2465

On or after (***19th, March, 2025).***

Any questions concerning this RFS must be submitted in writing to:

Fiona Maxwell, Chief Procurement Officer
Medford City Hall
85 George P. Hassett Drive
Medford, MA 02155Address
fmaxwell@medford-ma.gov
(781) 393-2465

By 12:00 p.m. on 28th, March, 2025.

Sealed Responses to the RFS for OPM services must be clearly labeled "Owner's Project Management Services for Medford High School and delivered to:

Fiona Maxwell, Chief Procurement Officer
Medford City Hall
85 George P. Hassett Drive
Medford, MA 02155Address
fmaxwell@medford-ma.gov
(781) 393-2465

no later than 12:00 pm 4th, April 2025. The Owner assumes no responsibility or liability for late delivery or receipt of Responses. All responses received after the stated submittal date and time will be judged to be unacceptable and will be returned unopened to the sender.

6. Requirements for content of response:

Submit ***nine (9)*** hard copies of the response to this RFS and one electronic version in PDF format on CD. All responses shall be:

- In ink or typewritten;
- Presented in an organized and clear manner;
- Must include the required forms in Attachment C;
- Must include all required Attachments and certifications;
- Must include the following information:

1. Cover letter shall be a maximum of two pages in length and include:
    a. An acknowledgement of any addendum issued to the RFS.
    b. An acknowledgement that the Respondent has read the RFS. Respondent shall note any exceptions to the RFS in its cover letter.

c. An acknowledgement that the Respondent has read the Contract for Project Management Services. Respondent shall note any exceptions to the Contract for Project Management Services in its cover letter.

d. A specific statement regarding compliance with the minimum requirements identified in Item 4 of this RFS to include identification of registration, number of years of experience and where obtained (as supported by the resume section of Attachment C), as well as the date of the MCPPO certification. (A copy of the MCPPO certification must be attached to the cover letter).

e. A description of the Respondent's organization and its history.

f. The signature of an individual authorized to negotiate and execute the Contract for Project Management Services, in the form that is attached to the RFS, on behalf of the Respondent.

g. The name, title, address, e-mail, and telephone number of the contact person who can respond to requests for additional information.

2. Selection Criteria: The response shall address the Respondent's ability to meet the "Selection Criteria" Section including submittal of additional information as needed. The total length of the Response (including Attachment C only but excluding Attachments A, B, D, and E) may not exceed twenty (20) single-sided numbered pages with a minimum acceptable font size of "12 pt" for all text.

   Respondents may supplement this proposal with graphic materials and photographs that best demonstrate its project management capabilities of the team proposed for this project. **Limit this additional information to a maximum of three 8½" x 11" pages, double-sided.**

Certifications:

- Respondents should submit all professional certifications for principles involved with the project including MCPPO. Principles should be registered architects or engineers with 5 years' experience or have 7 years in the construction industry.
  - A minimum of five (5) years' experience providing advice and consultation with respect to design, value engineering, scope of the work, cost estimating, general contractor and subcontractor prequalification, pursuant to M.G.L. c. 149, §§ 44D 1/2 and 44D 3/4, scheduling, construction and the selection, negotiation with and oversight of a designer and a general contractor for the project, ensuring the preparation of time schedules which shall serve as control standards for monitoring performance of the building project, and assisting in project evaluation including, but not limited to, written evaluations of the performance of the design professional, contractors, and subcontractors as OPM on construction and supervision of HVAC upgrade projects of similar size and scope.
  - A thorough knowledge of the Massachusetts State Building Code, the regulations of the Massachusetts Architectural Access Board, and the Americans with Disabilities Act.
  - A thorough knowledge of all public bid laws, including without limitation M.G.L. c. 149, §44A ½. Financial and operational ability to perform project management services on the project within all established budget limits and time schedules.
  - Familiarity and/or experience relating to "green" construction, energy efficiency and generation, and grant sources for same.
- Tax Compliance Certification (see attachment E)
- Certificate of Corporate Authority (see attachment E)
- Non-Collusion Statement (see attachment E)
- Signature Page (see attachment E)

7. Payment Schedule and Fee Explanation:

The Owner will negotiate the fee for services dependent upon an evaluation of the level of effort required, job complexity, specialized knowledge required, estimated construction cost, comparison with past project fees, and other considerations. As construction cost is but one of several factors, a final construction figure in excess of the initial construction estimate will not, in and of itself, constitute a justification for an increased OPM fee.

8. Other Provisions

A. Public Record

All responses and information submitted in response to this RFS are subject to the Massachusetts Public Records Law, M.G.L. c. 66, § 10 and c. 4, § 7(26). Any statements in submitted responses that are inconsistent with the provisions of these statutes shall be disregarded.

B. Waiver/Cure of Minor Informalities, Errors, and Omissions

The Owner reserves the right to waive or permit cure of minor informalities, errors or omissions prior to the selection of a Respondent, and to conduct discussions with any qualified Respondents and to take any other measures with respect to this RFS in any manner necessary to serve the best interest of the Owner and its beneficiaries.

C. Communications with the Owner

The Owner's Procurement Officer for this RFS is:

Fiona Maxwell, Chief Procurement Officer
Medford City Hall
85 George P. Hassett Drive
Medford, MA 02155Address
fmaxwell@medford-ma.gov
(781) 393-2465

Respondents that intend to submit a response are prohibited from contacting any of the Owner's staff other than the Procurement Officer. An exception to this rule applies to Respondents that currently do business with the Owner, but any contact made with persons other than the Procurement Officer must be limited to that business and must not relate to this RFS. In addition, such respondents shall not discuss this RFS with any of the Owner's consultants, legal counsel, or other advisors. ***FAILURE TO OBSERVE THIS RULE MAY BE GROUNDS FOR DISQUALIFICATION.***

D. Costs

Neither the Owner nor the MSBA will be liable for any costs incurred by any Respondent in preparing a response to this RFS or for any other costs incurred prior to entering into a Contract with an OPM approved by the MSBA.

E. Withdrawn/Irrevocability of Responses

A Respondent may withdraw and resubmit their response prior to the deadline. No withdrawals or re-submissions will be allowed after the deadline.

F. Rejection of Responses, Modification of RFS

The Owner reserves the right to reject any and all responses if the Owner determines, within its own discretion, that it is in the Owner's best interests to do so. This RFS does not commit the Owner to select any Respondent, award any contract, pay any costs in preparing a response, or procure a contract for any services. The Owner also reserves the right to cancel or modify this RFS in part or in its entirety, or to change the RFS guidelines. A Respondent may not alter the RFS or its components.

G. Subcontracting and Joint Ventures

Respondent's intention to subcontract or partner or joint venture with other firm(s), individual or entity must be clearly described in the response.

H. Validity of Response

Submitted responses must be valid in all respects for a minimum period of ninety (90) days after the submission deadline.

FURTHER INFORMATION

ATTACHMENTS:

Attachment A: Statement of Interest
Attachment B: Contract for Owner's Project Management Services
Attachment C: OPM Application Form – March 2017
Attachment D: Enrollment Letter and Enrollment Certification
Attachment E: Required Certifications
Attachment F: Medford Educational Profile
Attachment G: Medford Chapter 74 Viability Form

ATTACHMENT B
MSBA Standard Contract
(Design/Bid/Build or CM-at-Risk)

CONTRACT FOR PROJECT MANAGEMENT SERVICES

This Contract is made this _____ day of _____ in the year _____ between
(day) (month) (year)

the _____, _____
(Owner) (street)

_____, Massachusetts _____, _____
(City) (State) (Zip Code)

hereinafter called "the Owner" and _____
(Owner's Project Manager)

_____

_____, _____, _____, _____
(street) (city) (State) (Zip Code)

hereinafter called the "Owner's Project Manager" to provide the Project Management services required to complete the Basic and Extra Services described herein at _____
(name/description of Project)

_____

_____

_____

The Owner's Project Manager is authorized to perform the services required by this Contract through the Feasibility Study Phase and, pending receipt of a written Approval to proceed from the Owner, through the Schematic Design Phase. At the Owner's option, the Owner's Project Manager may be authorized to perform services for subsequent design phases and/or the Construction Phases and Completion Phase, at which time a mutually agreed upon amendment to this Contract will be executed between the Owner and the Owner's Project Manager. If the Owner elects to construct the project pursuant to G.L. c. 149, the amendment to this Contract shall include the Authority's Base OPM Contract Amendment for DBB for Basic Services required for the design-bid-build construction delivery method. If the Owner elects to construct the project pursuant to G.L. c. 149A, the amendment to this Contract shall include the insertion of the Authority's Base OPM Contract Amendment for CM at Risk, for Basic Services required for the CM at Risk construction delivery method.

For the performance of the services required under this Contract for the Feasibility Study Phase and the Schematic Design Phase, the Owner's Project Manager shall be compensated by the Owner for Basic Services in accordance with the Payment Schedule included as Attachment A.

IN WITNESS WHEREOF, the Owner and the Owner's Project Manager have caused this Contract to be executed by their respective authorized officers.

OWNER

_____
(print name)

_____
(print title)

By _____
(signature and seal)

Date _____

OWNER'S PROJECT MANAGER

_____
(print name)

_____
(print title)

By _____
(signature)

Date _____

(Attach Certificate of Vote of Authorization)

ATTACHMENT A

PAYMENT SCHEDULE

In consideration of Owner's Project Manager's delivery of Basic Services, the Owner shall pay the Owner's Project Manager on an hourly basis, up to a total fee that shall not exceed $[*insert total fee amount*]. The $[*insert total fee amount*] fee is a cap for Basic Services related to this Contract, and the actual amount paid by the Owner for Basic Services required during the duration of this Contract may be an amount less than $[*insert total fee amount*]. The Owner's Project Manager shall invoice the Owner based on hours worked pursuant to this Contract, according to the hourly rates below and the schedule set forth below. During the course of this Contract, the rates in effect shall not be increased above those delineated in the following table:

Hourly Rate Schedule

Title	Rate/Hr.

The Owner's Project Manager shall perform the Services in accordance with the following Schedule:

Project Phase/Item of Work	Not-to-Exceed Fee	Completion Date
Feasibility Study/Schematic Design Phase		
Design Development/Construction Document/Bidding Phase		
Construction Phase/Final Completion		
Extra Services (Identify by Category)		
Reimbursable Services (Identify by Category)		
Independent Cost Estimates		
Task 8.2.2 – Up to two estimates	$X/per estimate	N/A
Task 8.4.2 – One Estimate	$X/per estimate	N/A

ATTACHMENT B

CONTRACT FOR PROJECT MANAGEMENT SERVICES

AMENDMENT NO. _____

WHEREAS, the _____ ("Owner") and _____, (the "Owner's Project Manager") (collectively, the "Parties") entered into a Contract for Project Management Services for the _____ Project (Project Number _____) at the _____ School on _____ "Contract"; and

WHEREAS, effective as of _____, the Parties wish to amend the Contract, as amended:

NOW, THEREFORE, in consideration of the promises and the mutual covenants contained in this Amendment, and other good and valuable consideration, the receipt and legal sufficiency of which are hereby acknowledged, the Parties, intending to be legally bound, hereby agree as follows:

1. The Owner hereby authorizes the Owner's Project Manager to perform services for the Design Development Phase, the Construction Phases, and the Final Completion Phase of the Project, pursuant to the terms and conditions set forth in the Contract, as amended.

2. For the performance of services required under the Contract, as amended, the Owner's Project Manager shall be compensated by the Owner in accordance with the following Fee for Basic Services:

Fee for Basic Services:	Original Contract	After this Amendment
Feasibility Study Phase	$_____	$_____
Schematic Design Phase	$_____	$_____
Design Development Phase	$_____	$_____
Construction Document Phase	$_____	$_____
Bidding Phase	$_____	$_____
Construction Phase	$_____	$_____
Completion Phase	$_____	$_____
Total Fee	$_____	$_____

This Amendment is a result of:_____
_____
_____

3. The Construction Budget shall be as follows:

   Original Budget: $_____

   Amended Budget $_____

4. The Project Schedule shall be as follows:

   Original Schedule: _____

   Amended Schedule _____

5. The Authority's standard OPM Contract Amendment for [*DBB OR CM RISK],* which is attached hereto and incorporated by reference herein, is made a part of the Contract in its entirety.

6. This Amendment contains all of the terms and conditions agreed upon by the Parties as amendments to the original Contract, as amended. No other understandings or representations, oral or otherwise, regarding amendments to the original Contract, as amended, shall be deemed to exist or bind the Parties, and all other terms and conditions of the Contract, as amended, remain in full force and effect.

IN WITNESS WHEREOF, the Owner, with the prior approval of the Authority, and the Owner's Project Manager have caused this Amendment to be executed by their respective authorized officers.

OWNER

_____
(print name)

_____
(print title)

By _____
(signature)

Date _____

OWNER'S PROJECT MANAGER

_____
(print name)

_____
(print title)

By _____
(signature)

Date _____

Owner's Project Manager Application Form – March 2017

1. Project Name/Location for Which Firm is Filing:

1a. MSBA Project Number:

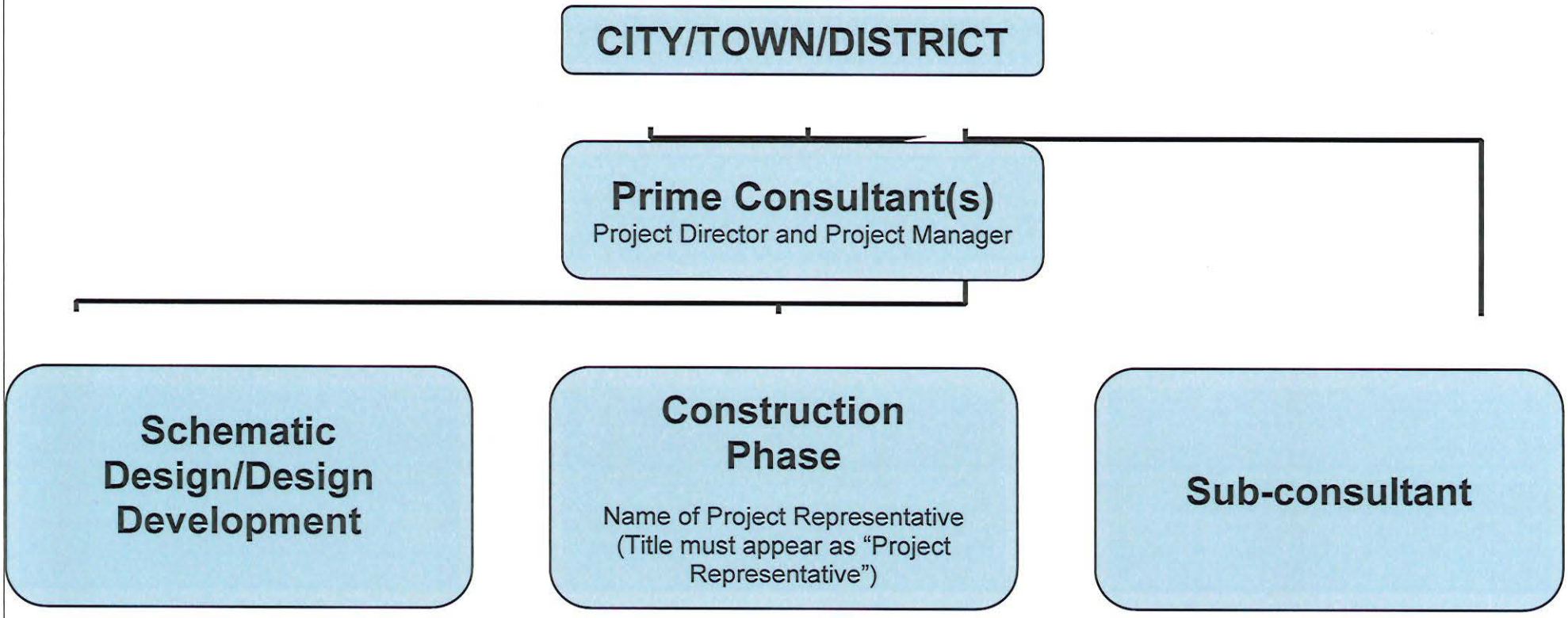
2a. Respondent, Firm (Or Joint-Venture) - Name And Address Of Primary Office To Perform The Work:	2b. Name And Address Of Other Participating Offices Of The Prime Applicant, If Different From Item 3a Above:
2c. Date Present And Predecessor Firms Were Established:	2d. Name And Address Of Parent Company, If Any:
2e. Federal ID #:	2f. Name of Proposed Project Director:

3. Personnel From Prime Firm Included In Question #2 Above By Discipline (List Each Person Only Once, By Primary Function -- Average Number Employed Throughout The Preceding 6 Month Period. Indicate Both The Total Number In Each Discipline):

Admin. Personnel	____	Cost Estimators	____	Other _____	____
Architects	____	Electrical Engrs.	____	_____	____
Acoustical Engrs.	____	Environmental Engrs.	____	_____	____
Civil Engrs.	____	Licensed Site Profs.	____	_____	____
Code Specialists	____	Mechanical Engrs.		_____	____
Construction Inspectors	____			_____	____
				Total	

4. Has this Joint-Venture previously worked together? ✈ Yes ✈ No

5. List **ONLY** Those Prime and Sub-Consultant Personnel identified as Key personnel in the Response to Request for Services. This Information Should Be Presented Below In The Form Of An Organizational Chart modified to fit the firm's proposed management approach. Include Name of Firm And Name Of The Person:



6.	Brief Resume for Key Personnel **ONLY** as indicated in the Request for Services. Resumes Should Be Consistent With The Persons Listed On The Organizational Chart In Question # 5. Additional Sheets Should Be Provided Only As Required For The Number Of Key Personnel And They Must Be In The Format Provided. By Including A Firm As A Subconsultant, The Prime Applicant Certifies That The Listed Firm Has Agreed To Work On This Project, Should The Team Be Selected.	
a.	Name And Title Within Firm:	a. Name And Title Within Firm:
b.	Project Assignment:	b. Project Assignment:
c.	Name And Address Of Office In Which Individual Identified In 6a Resides:	c. Name And Address Of Office In Which Individual Identified In 6a Resides:
d.	Years Experience: With This Firm: _____ With Other Firms: _____	d. Years Experience: With This Firm: _____ With Other Firms: _____
e.	Education: Degree(s) /Year/Specialization	e. Education: Degree(s) /Year/Specialization
f.	Date of MCPPO Certification:	f. Date of MCPPO Certification:
g.	Applicable Registrations and Certifications :	g. Applicable Registrations and Certifications:
h.	Current Work Assignments And Availability For This Project *(availability should be identified as a percentage: e.g.: "As of 5/30, 50% available")*:	h. Current Work Assignments And Availability For This Project *(availability should be identified as a percentage: e.g.: "As of 5/30, 50% available")*:
i.	Other Experience And Qualifications Relevant To The Proposed Project: (Identify OPM Firm By Which Employed, If Not Current Firm. Please distinguish between OPM work and any design work performed by the firm.):	i. Other Experience And Qualifications Relevant To The Proposed Project: (Identify OPM Firm By Which Employed, If Not Current Firm. Please distinguish between OPM work and any design work performed by the firm.):

7a	Past Performance: List all Completed Projects, in excess of $1.5 million, for which the Prime Applicant has performed, or has entered into a contract to perform Owner's Project Management Services for all Public Agencies within the Commonwealth within the past 10 years.									
a.	Project Name And Location Project Director	b. Brief Description Of Project And Services (Include Reference To Areas Of Similar Experience)	c. Project Dollar Value	d. Completion Date (Actual Or Estimate)	e. On Time (Yes Or No)	f. Original Construction Contract Value	g. Change Orders	h. Number of Accidents and Safety Violations	i. Dollar Value of any Safety fines	j. Number And Outcome Of Legal Actions
(1)										
(2)										
(3)										
(4)										
(5)										

7b. (cont)	Past Performance: Provide the following information for those completed Projects listed above in 7a for which the Prime Applicant has performed, or has entered into a contract to perform Owner's Project Management Services for all Public Agencies within the Commonwealth within the past 10 years.						
a.	Project Name And Location Project Director	b. Original Project Budget	c. Final Project Budget	d. If different, provide reason(s) for variance	e. Original Project Completion	e. Actual Project Completion On Time (Yes or No)	f. If different, provide reason(s) for variance.
(1)							
(2)							
(3)							
(4)							
(5)							

8. **Capacity:** Identify all current/ongoing Work by Prime Applicant, Joint-Venture Members or Sub-consultants. Identify project participants and highlight any work involving the project participants identified in the response.

Project Name And Location Project Director	b. Brief Description Of Project And Services (Include Reference To Areas Of Similar Experience)	c. Original Project Budget	d. Current Project Budget	d. Project Completion Date	e. Current forecast completion date On Time (Yes Or No)	f. Original Construction Contract Value	g. Number and dollar value of Change Orders	h. Number and dollar value of claims
1.								
2.								
3.								
4.								
5.								
6.								
7.								
8.								

9.	References: Provide the following information for completed and current Projects listed above in 7 and 8 for which the Prime Applicant has performed, or has entered into a contract to perform Owner's Project Management Services for all Public Agencies within the Commonwealth within the past 10 years.					
a.	Project Name And Location Project Director	Client's Name, Address and Phone Number. Include Name of Contact Person	Project Name And Location Project Director	Client's Name, Address and Phone Number. Include Name of Contact Person	Project Name And Location Project Director	Client's Name, Address and Phone Number. Include Name of Contact Person
1)			5)		9)	
2)			6)		10)	
3)			7)		11)	
4)			8)		12)	

9. Use This Space To Provide Any Additional Information Or Description Of Resources Supporting The Qualifications Of Your Firm And That Of Your Sub-consultants. If Needed, Up To Three, Double-Sided 8 ½" X 11" Supplementary Sheets Will Be Accepted. **APPLICANTS ARE REQUIRED TO RESPOND SPECIFICALLY IN THIS SECTION TO THE AREAS OF EXPERIENCE REQUESTED**.

10. I hereby certify that the undersigned is an Authorized Signatory of Firm and is a Principal or Officer of Firm. The information contained in this application is true, accurate and sworn to by the undersigned under the pains and penalties of perjury.

Submitted By (Signature) _____ Printed Name And Title _____ Date _____

ATTACHMENT D
Enrollment Letter and Enrollment Certification

(District to Attach)

MSBA Project No. 202301760505

MASSACHUSETTS SCHOOL BUILDING AUTHORITY
CITY OF MEDFORD
MEDFORD HIGH SCHOOL
DESIGN ENROLLMENT CERTIFICATION

As a result of a collaborative analysis with the Massachusetts School Building Authority (the "MSBA") of enrollment projections and space capacity needs for the proposed project at the Medford High School (the "proposed project"), the City of Medford hereby acknowledges and agrees that the design of the proposed project at the Medford High School shall be based on an enrollment of no more than 1,395 students in grades 9-12, with the potential addition of district-wide Pre-K. The City of Medford further acknowledges and agrees that pursuant to 963 CMR 2.00 *et seq.*, the MSBA shall determine the square feet per student space allowance and total square footage for grades 9-12 in a high school serving 1,395 students. The City of Medford acknowledges and agrees that it has no right or entitlement to any particular design enrollment, square feet per student space allowance, or total square footage and that it has no right or entitlement to a design enrollment any greater than 1,395 students for the Medford High School, and further acknowledges and agrees that it shall not bring any claim or action, legal or equitable, against the MSBA, or any of its officers or employees, for the purpose of obtaining an increase in the design enrollment of the Medford High School that it has acknowledged and agreed to herein. The City of Medford further acknowledges and agrees that, among other things, the design enrollment, square feet per student space allowance, and total square footage of the Medford High School shall be subject to the approval of the MSBA's Board and that the final approval of a proposed project at the Medford High School shall be within the sole discretion of the MSBA's Board.

The undersigned, for themselves and the City of Medford, hereby certify that they have read and understand the contents of this Design Enrollment Certification and that each of the above statements is true, complete and accurate. The undersigned also hereby certify that they have been duly authorized by the appropriate governmental body to execute this Certification on behalf of the City of Medford and to bind the City of Medford to its terms.

Mayor, City of Medford

12/24/24
Date

Duly Authorized Representative of School Committee

12/24/24
Date

Marie Edouard-Vincent
Superintendent of Schools

1/2/2025
Date

Massachusetts School Building Authority

Deborah B. Goldberg
Chair, State Treasurer

James A. MacDonald
Chief Executive Officer

Mary L. Pichetti
Executive Director / Deputy CEO

December 18, 2024

The Honorable Breanna Lungo-Koehn, Mayor
City of Medford
Medford City Hall
85 George P. Hassett Drive, Room 202
Medford, MA 02155

Re: City of Medford, Medford High School

Dear Mayor Lungo-Koehn:

I would like to thank representatives of the City of Medford (the "District") for meeting with Massachusetts School Building Authority (the "MSBA") staff on July 25, 2024, to review enrollment projections and methodologies for the Medford High School project (the "Proposed Project") and for the additional materials provided on August 19, 2024. As discussed, the next critical step is for the MSBA and the District to agree on a design enrollment for the Proposed Project.

The MSBA works with local communities to create affordable, sustainable, and energy-efficient schools across Massachusetts. A critical early component in achieving these objectives begins with an appropriate design enrollment that positions the District to efficiently meet space capacity needs throughout potential future enrollment variations.

The MSBA uses a data-driven enrollment projection methodology based on the widely accepted modified grade-to-grade cohort survival methodology (the "enrollment methodology"). The MSBA's enrollment methodology generates a baseline enrollment projection as discussed during the July 25, 2024, enrollment meeting, and as further described on the MSBA's website found under the 'Building With Us', 'MSBA Enrollment Methodology' section.

Based on discussion and information supplied by the District, data from sources such as the Department of Elementary and Secondary Education ("DESE") and Department of Public Health, the MSBA has been able to create an enrollment projection for the Proposed Project, as follows.

Medford High School presently serves the District's grade 9-12 enrollment and a portion of the District's Pre-K enrollment. Based on the information provided by the District, the MSBA understands that the District would like the Feasibility Study to evaluate the potential of locating the District's therapeutic high school program, the Curtis-Tufts School, as well as the balance of

district-wide Pre-K enrollment, currently located within the elementary schools, to the proposed project.

As discussed, Pre-K enrollment is not included in these projections with the determination of required space determined during the feasibility study phase of the MSBA's process at the time of the review of the District's proposed educational space program for the proposed project. Accordingly, this analysis will be focused on the projections for grade 9-12 enrollment.

The table below illustrates the District's K-12 enrollment during the most recent ten-year period, including enrollment for the 2023-2024 school year, as reported by the DESE.

School Year	K-5	6-8	9-12	Total
2014-2015	2,086	970	1,349	4,405
2015-2016	1,977	928	1,411	4,316
2016-2017	1,978	982	1,400	4,360
2017-2018	1,876	960	1,376	4,212
2018-2019	1,885	920	1,292	4,097
2019-2020	1,871	921	1,265	4,057
2020-2021	1,711	893	1,266	3,870
2021-2022	1,803	915	1,211	3,929
2022-2023	1,874	917	1,268	4,059
2023-2024	1,938	884	1,195	4,017

A version of the above table with more detail regarding the District's historic enrollment may also be found in the District's updated Enrollment Projection package.

The total grade 9-12 enrollment in the City of Medford as reported by the District for the 2023-2024 school year was 1,195 students, which reflects a decrease of approximately 216 students (-15.31%) from the maximum grade 9-12 enrollment reported during the preceding ten-year period. Additionally, the 2023-2024 grade 9-12 enrollment reflects a decrease of approximately 108 students (-8.31%) from the average grade 9-12 enrollment reported during the preceding ten-year period. The MSBA understands that the District is proposing an enrollment to accommodate approximately 1,500 students in grades 9-12 plus an additional 200 district-wide Pre-K students. The grade 9-12 enrollment reported to DESE for the 2023-2024 school year was 1,195 students.

With respect to future enrollments, the MSBA's base enrollment projection indicates a declining trend early in the projection until 2031, then after a short increase is projected to stabilize through the 2033-2034 school year. In accordance with the MSBA's Enrollment Methodology, the baseline enrollment is calculated using the ten-year average of projected enrollments. As such, the average grade 9-12 base enrollment projection for Medford High School through the 2033-2034 school year is 1,227 (1,225 rounded) students.

As a result of a sensitivity analysis performed by the MSBA on this base enrollment projection and further discussion with the District, the following adjustment has been made to the base enrollment projection:

- Out-of-District Enrollment
  - In order to adjust for fluctuations in the out-of-district enrollment patterns of the District's residents over time, the MSBA has made an additional adjustment to the base enrollment projection.
  - In order to make this adjustment, the MSBA adjusted the grade-to-grade survival ratios for grade 9-12 enrollment by a total of 5.6% throughout a four-year period in the projection.
  - This adjustment added 45 students to the base grade 9-12 enrollment as compared to the projection without this adjustment.

- Development
  - Based on the discussions between the District and the MSBA regarding new housing developments and the potential zoning changes accommodating transit-oriented development, as well as the development information provided by the District, the MSBA enrollment model was adjusted to account for the potential impact of developments that are beyond what is typically experienced in the District.
  - This adjustment added 125 students to the base grade 9-12 grade enrollment as compared to the base enrollment projection.

As a result of the analysis of the average base enrollment projection, the adjustments to the base projection described above, as well as the historical enrollment trends of the District, the MSBA recommends a design enrollment of 1,395 students in grades 9-12 (plus Pre-K students) for the Medford High School proposed project.

As previously described, the MSBA understands that the District would like to include space for district-wide Pre-K and the District's therapeutic high school program, the Curtis-Tufts School. If this configuration is determined to be the Preferred Solution, the District will be required to establish in the Preferred Schematic Report the proposed future use or disposition of any existing spaces vacated or otherwise repurposed by this proposed project. The District will also be required to illustrate that the Preferred Solution has been approved by the School Committee and necessary District officials. Further, the MSBA will require a written plan from the District, describing the process for determining local support for this potential configuration.

Both the MSBA's enabling legislation, M.G.L. c. 70B, and the MSBA's regulations, 963 CMR 2.00 et seq. specifically address the issue of past MSBA-funded projects. Pursuant to these requirements and depending on the District's ultimate plan for the existing Medford High School, which was the subject of an MSBA-funded Science Lab Initiative renovation project, the MSBA may recover a pro-rated portion of the financial assistance that the District received under a previous grant. The substantial completion of the prior project at the existing Medford High School was on July 18, 2014. The exact amount to be recovered will be established at the conclusion of Module 4 – Schematic Design.

The MSBA believes that this design enrollment recommendation will position the District to efficiently meet space capacity needs throughout future enrollment variations. Please sign and return the attached certification within 21 calendar days to confirm agreement on this design enrollment. If the District feels that this design enrollment recommendation does not meet the needs of the District, please respond to this letter via e-mail to Allison Sullivan (Allison.Sullivan@MassSchoolBuildings.org) and propose three meeting/conference call times for which the District can be available.

If you have any questions regarding this matter, please do not hesitate to contact me or Allison Sullivan at 617-720-4466.

Sincerely,

Michael P McGurl

Michael McGurl
Director of Capital Planning

Cc: Legislative Delegation
Isaac B. Bears, President, Medford City Council
Jenny Graham, Vice Chair, Medford School Committee
Dr. Marice Edouard-Vincent, Superintendent, Medford Public Schools
Dr. Peter Cushing, Assistant Superintendent for Enrichment, Innovation and Operations, Medford Public Schools
File: 10.2 Letters (Region 4)

ATTACHMENT E

CITY OF MEDFORD

TAX COMPLIANCE CERTIFICATION

Pursuant to M.G.L. c. 62C, §49A, I certify under the penalties of perjury that, to the best of my knowledge and belief, I am in compliance with all laws of the Commonwealth relating to taxes, reporting of employees and contractors, and withholding and remitting child support.

_____ _____

(Date) (Signature of individual submitting bid or proposal)

_____

(Printed name of person signing bid or proposal)

_____

(Name of business)

_____

(Business address)

_____

(Business phone number

MUST BE RETURNED SIGNED WITH THE SEALED PROPOSAL PACKET

CERTIFICATE OF CORPORATE AUTHORITY

1. I hereby certify that I am the Clerk/Secretary of _____
(insert full name of corporation)

2. corporation, and that _____
(insert the name of officer who signed the Contract and bonds)

3. is the duly elected _____
(insert the title of the officer in line 2)

4. of said corporation, and that on _____
(date must be **ON OR BEFORE** the date the officer signed the Contract or bonds)

at a duly authorized meeting of the Board of Directors of said corporation, at which all the directors were present or waived notice, it was voted that

5. _____ the _____
(insert name from line 2) (insert title from line 3)

of this corporation be and hereby is authorized to execute contracts and bonds in the name and on behalf of said corporation, and affix its Corporate Seal thereto, and such execution of any contract of obligation in this corporation's name and on its behalf, with or without the Corporate Seal, shall be valid and binding upon this corporation; and that the above vote has not been amended or rescinded and remains in full force and effect as of the date set forth below.

6. ATTEST: _____ AFFIX CORPORATE
(Signature of Clerk or Secretary)* SEAL HERE

7. NAME: _____
(Please print or type name in line 6)*

8. DATE: _____
(insert a date that is **ON OR AFTER** the date the officer signed the Contract and bonds)

The name and signature inserted in lines 6 & 7 must be that of the Clerk or Secretary of the corporation.

MUST BE RETURNED SIGNED WITH THE SEALED PROPOSAL PACKET

CITY OF MEDFORD

NON-COLLUSION STATEMENT

Any person submitting a Bid or Proposal for the procurement or disposal of supplies and services to any governmental body shall certify in writing, on the Bid or Proposal, as follows:

> "The undersigned certifies under penalties of perjury that this Bid or Proposal has been made and submitted in good faith and without collusion or fraud with any other person. As used in this certification, the word "person" shall mean any natural person, business, partnership, corporation, union, committee, club, or other organization, entity or group of individuals."

_____ _____

(Date) (Signature of person signing bid or proposal)

_____

(Printed name of person signing bid or proposal)

_____

(Title)

_____

(Name of Business)

_____

(Business address)

_____

(Business Phone Number)

MUST BE RETURNED SIGNED WITH THE SEALED PROPOSAL PACKET

SIGNATURE PAGE

The applicant hereby certifies that:

1. The applicant has not given, offered, or agreed to give any gift, contribution, or offer of employment as an inducement for, or in connection with, the award of contract for these services.
2. No consultant to, or subcontractor for the applicant has given, offered, or agreed to give any gift contribution or offer of employment to the applicant, or to any other person, corporation, or entity as an inducement for, or in connection with, the award of the consultant or subcontractor of a contract by the applicant.
3. That no person, corporation, or, other entity other than a bona fide full time employee of the applicant has been retained or hired to solicit for or in any way assist the applicant in obtaining the contract for services upon an agreement or understanding that such person, corporation, or entity be paid a fee or other compensation contingent upon the award of the contract to the applicant.

I hereby attest with full knowledge of the penalties for perjury, as in accordance with M.G.L. c. 7C, Sec. 51, that all information provided in this application for services is correct.

_____
Firm

_____
Signee (typed)

_____
Signee (written)

_____
Title

_____
Date

MUST BE RETURNED SIGNED WITH THE SEALED PROPOSAL PACKET

Department of Elementary and Secondary Education
Massachusetts School Building Authority
Chapter 74 Vocational Technical Education Viability Documentation

Date: Jun 25, 2024

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

Superintendent: Dr. Marice Edouard-Vincent

Author(s) of the Chapter 74 Viability Form (Name, Title): Jenny Graham MCHSBC Chair, Dr. Peter J. Cushing Assistant Superintendent of Enrichment and Innovation, Chad Fallon Director of Medford Vocational Technical High School

This form and other information and evidence referenced herein must be submitted as a component of all Massachusetts School Building Authority (https://massschoolbuildings.org/about) projects that include plans to:

- Continue to offer existing Chapter 74 state-approved Vocational Technical Education (VTE) programs;
- Expand the size of, contract the size of, or close existing Chapter 74 state-approved Vocational Technical Education (VTE) programs; and/or,
- Add new Chapter 74 state-approved Vocational Technical Education (VTE) programs.

Completed forms and attachments should be returned to the MSBA Project Coordinator.

NOTE: The information provided by MSBA applicants does not eliminate the requirement to engage the MA Department of Elementary and Secondary Education's Chapter 74 New Program Application process in its entirety **in the year prior** to the proposed program's opening. However, submission of this information will allow DESE to provide MSBA with a "**viability**" letter that would result in a potential recommendation that the MSBA Board of Directors vote to authorize the district to proceed into the schematic design phase of the building project.

A. Overview of Chapter 74 Programs

1. **General Information.** Complete the table below for all current and proposed Chapter 74 Programs to be considered for inclusion in the proposed project.

Chapter 74 Program Offerings	2023 - 2024 Enrollment	Proposed Capacity /Applicable School Year	Comment*
Existing			
Automotive Tech	30	40 FY26	In addition to space needs, the district will need an additional teacher to reach expanded capacity. See attached for School Committee approval.
BioTechnology	17	30 FY26	
Business Marketing	19	20 FY26	Space limitations
Carpentry	20	30 FY26	
CCL - Construction & Craft Laborers	39	45 FY26	
Cosmetology	24	37 FY25	In addition to space needs, the district will need an additional teacher to reach expanded capacity. See attached for School Committee approval.
Culinary	34	35 FY25	
Early Childhood	18	30 FY26	

Electrical	40	60 FY26	In addition to space needs, the district will need an additional teacher to reach expanded capacity. See attached for School Committee approval.
Graphic Design	18	20 FY25	
Health Assisting	32	50 FY27	In addition to space needs, the district will need an additional teacher to reach expanded capacity. See attached for School Committee approval.
Media Tech	29	40 FY26	
Metal Fabrication	12	15 FY26	The district will need an additional teacher to reach expanded capacity in the area of 30 students. Space is not currently an issue for expansion.
Robotics & Engineering	34	40 FY26	
Programming and Web Design	23	20 FY25	
Grade 9 Exploratory	298	300 (EST)	
Proposed New			
Dental Assisting	N/A	24, FY29	Plan to begin programming before the new HS; timeline dependent on DESE approval and budget allocation
Veterinary Science	N/A	24, FY28	Plan to begin programming before the new HS; timeline dependent on DESE approval and budget allocation
Criminal Justice/Protective Services	N/A	Proposed Capacity 30, FY26	Dual enrollment opportunity with Bunker Hill Community College
Plumbing/HVAC		24, New High School	The Plumbing CTE program cannot begin before space is available in the new HS.
Information Systems - OT/Networking - Cyber Security		24, FY27	Plan to begin programming before the new HS; timeline dependent on DESE approval and budget allocation
Total	687	938	

** Indicate whether the program is an existing program, proposed to be expanded, a new program, a program to be scaled down, or program to be discontinued.*

2. **School Committee Support.** Provide a copy of the school committee meeting minutes, which include language and outcome of the vote regarding the Chapter 74 Programs to be studied as part of the feasibility study for the proposed project.

   Medford Response:
   Expansion plans were presented to the School Committee on 5/20/2024. See the attached presentation. Motion by Member Graham for the School Building Committee to explore the program expansions and new programs outlined in the SBC feasibility study, second by Member Reinfeld - 7/0 passed

B. <u>If Expanding the Size of Existing Chapter 74 Programs</u>

1. **General Information.** Please provide the name of your district, and the existing Chapter 74 program(s) you are proposing to expand in conjunction with this MSBA project.

   Medford Response:

Medford Public Schools seeks to expand several CTE programs due to waitlist data compiled over several years. We are seeking expansion in the following Chapter 74 programs: Automotive Technology, Cosmetology, Electrical, and Health Assisting. These programs historically are over-subscribed and a waitlist is generated. See above for proposed expansion plan. The School Committee approved the expansion plan unanimously at the 5/20/2024 School Committee Meeting.

2. **Student Demand.** Please provide evidence of increased student demand for the Chapter 74 programs you propose to expand. The best source of data for this would include recent waitlist trend data for both entrance to the school (which will provide evidence for the expansion of 9th grade exploratory) and in student selection of programs after completing exploratory.

   Medford Response:
   Currently, we have 687 students participating in a CTE program (including CTE Exploratory). Due to enrollment constraints, we are not able to offer any seats to out-of-district students, which we have done in many of the past years. The practice of admitting out-of-district students ended in school year 23/24 due to enrollment constraints. For the programs listed as "Expanded," we have reviewed waitlist data for the past five years, which demonstrates the need for expanded CTE opportunities across programs. Many always have more requests than seats available (noted in the chart above).
   - School year 21/22 - 14
   - School year 22/23 - 65
   - School Year 23/24 - 47

C. **If Adding New Chapter 74 Programs**

1. **General Information.** Please provide the name of your district, and the new Chapter 74 program(s) you are considering applying for in conjunction with this MSBA project.

   Medford Response:
   Medford Public Schools is seeking new program approval in the following Chapter 74 program areas: Criminal Justice, Dental Assisting, Information Systems, Plumbing/HVAC, and Veterinary Science.

2. **Alignment with Regional Workforce Development Priorities and Critical Industries and Occupations.** The Governor's Office and DESE seek to ensure that Chapter 74 program approvals align with regional workforce needs. The Department encourages Chapter 74 program applications that:
   - Align with regional occupational priorities as outlined in the state's MassHire regional workforce development Blueprints; and
   - Demonstrate evidence of consultation and collaboration involving regional MassHire Boards (formerly Workforce Investment Boards); school districts, including regional vocational technical school districts and, where applicable, county agricultural school districts; postsecondary educational institutions; and other key regional stakeholders as appropriate.

   Proposed programs that do not align with priorities and critical needs as outlined in a regional Blueprint may still be viable, if they are accompanied by an analysis of need that is grounded in labor market demand, student demand, and support from the stakeholders listed above.

REGION 1: Berkshire - Includes Berkshire Workforce Area REGION 2: Pioneer Valley - Includes Franklin/Hampshire and Hampden Workforce Areas REGION 3: Central Massachusetts - Includes North Central and Central Massachusetts Workforce Areas REGION 4: Northeast - Includes Greater Lowell, Lower Merrimack and North Shore Workforce Areas REGION 5: Greater Boston - Includes Boston (Private Industry Council), Metro North, and Metro South/West (Partnerships for a Skilled Workforce) Workforce Areas

REGION 6: Southeast - Includes South Shore, Brockton, Bristol, and New Bedford Workforce Areas
REGION 7: Cape Cod and Islands - Includes Cape Cod and Islands Workforce Area

Does the Chapter 74 program (or programs) you are considering align with a priority industry sector and/or occupation for your region of the Commonwealth for the next 5 to 10 years?

Medford Response:
The Medford High School CTE program plans to add Veterinary Science, Criminal Justice, Plumbing, Dental Assisting, and Information Services, all of which align with the following statements:

☒ Yes, the program(s) we are considering align with a priority or critical **industry and occupation** within the region. Again, this is true for Veterinary Science, Criminal Justice, Plumbing, Dental Assisting, and Information Services based on our industry sector research.

3. **Labor Market Demand.** If the proposed program does not align with regional priorities or critical industries and occupations outlined in Question 2 above, it is the obligation of the applicant to make a compelling case for the viability of the program with respect to labor market demand. If you were able to answer 'Yes' to any of the conditions described in Question 2 above, no further labor market demand information is required.

Medford Response:
Not Applicable

4. **Student Demand.** Please provide preliminary evidence of student demand for the proposed new programs (this could include recent waitlist trend data, waitlist data for similar/proximate programs, and student demand for the new program(s) statewide and regionally). This is particularly important for proposed new capital-intensive programs such as those in the Agriculture and Natural Resources, Construction, or Transportation Clusters, or a program like Advanced Manufacturing.

Medford Response:
On Monday, May 20, 2024, District and School leadership presented evidence-based expansion plans to the Medford School Committee that align with our regional blueprints and local demand. The presentation is included as an appendix to this document. Of 332 survey responses from our 7th and 8th grade students:

- 83.1% expressed interest in adding Criminal Justice Protective Services to our vocational portfolio
- 66.9% expressed interest in adding Information Systems to our vocational portfolio
- 52.1% expressed interest in adding Dental Assisting to our vocational portfolio
- 59.8% expressed interest in adding Plumbing/HVAC to our vocational portfolio

5. **Consultation with Industry, MassHire Boards, and Postsecondary Partners.** New Chapter 74 programs under consideration must be planned in consultation with industry experts and postsecondary partners. The formal Chapter 74 application process requires the formation of Program Advisory Committee (see Program Advisory Committee for VTE Form). For the purposes of a MSBA project, preliminary consultation with your MassHire board, associated industries, and higher education representatives (where applicable) in your region is sufficient. Please provide evidence that this consultation has occurred and that such consultation included information about workforce and job development demands or job market trends and student demand.

Medford Response:

Three separate meetings were conducted (4/21/24, 5/1/24, 5/8/24) with our local MassHire agency for the purposes of aligning our new and expanded CTE program opportunities with local employment needs as well as what occupations are seen as "critical" to the industry over the coming years. A labor market data request was completed by the representatives at MassHire, which allowed us to see current data to support our plan to open new Chapter 74 programs that meet the demands of our region. As we reviewed potential program additions, we consulted our regional blueprints and viewed the hiring demand for each. We have worked with DESE on program expansions in the past and are prepared to comply with DESEs requirements around program advisory committees.

6. **Consultation with other potential providers of Chapter 74 programs in your region.** Please provide a description of any consultation that has already been conducted, along with consultation that is planned. See specific consultation expectations in the Consultation Appendix to guide your description.

Medford Response:
Our consultation with schools in our region has been limited to startup costs, startup planning, and survey consultation for developing a student survey of interests.

D. <u>Consultation Appendix</u>. Please review and address all parts that apply to your situation.

1. For Districts that are Members of Regional Vocational Technical Schools

Medford Response:
Not Applicable

DESE requires that applicant school districts that are members of regional vocational technical school districts consult, and provide evidence of consultation, with the regional vocational technical school district.

This expectation applies regardless of whether the program under consideration duplicates one currently available within the regional vocational technical school district. Consultation between school districts considering new Chapter 74 programs and the regional vocational technical school districts to which they belong is intended to encourage cooperation in the provision of technical programming, the coordination of efforts, and strategic alignment with regional workforce needs.

A. Please specify the regional vocational technical school district of which the prospective applicant is a member.

B. Does the program(s) you are proposing duplicate one currently offered at the regional vocational school district indicated above?

- ☐ No
- ☐ Yes

C. Have you engaged in discussions with the regional vocational technical school district regarding your consideration of the program(s) indicated above with respect to your MSBA project?

- ☐ No
- ☐ Yes, and I'm attaching additional documentation of these discussions

2. For Regional Vocational Technical Schools

Medford Response:
Not Applicable

DESE requires that regional vocational technical school districts consult, and provide evidence of consultation, with all member cities and towns. This expectation applies regardless of whether the program(s) under consideration duplicates ones currently available within any member cities and towns. Consultation between the regional vocational technical school districts and member cities and towns is intended to encourage cooperation in the provision of technical programming, the coordination of efforts, and strategic alignment with regional workforce needs.

A. What are the member cities and towns that comprise the regional vocational technical school district?

B. Have you engaged in discussions with all cities and towns that are members of your regional vocational technical school district regarding your consideration of the program(s) indicated above in relation to an MSBA funding application?

- ☐ No
- ☐ Yes, and I'm attaching additional documentation of these discussions

3. For Districts located within Bristol, Essex or Norfolk Counties:

Medford Response:
Not Applicable

NOTE: DESE requires that applicants consult, and provide evidence of consultation, when the Chapter 74 program(s) under consideration duplicates one already offered at Bristol County Agricultural High School, Essex North Shore Agricultural and Technical High School, or Norfolk County Agricultural High School in the same county. Consultation between school districts considering creation of Chapter 74 programs and the county agricultural school districts is intended to encourage cooperation in the provision of agricultural programming, the coordination of efforts, and strategic alignment with regional workforce needs.

A. Is your school district located within Bristol, Essex or Norfolk County?

Medford Response:
No

B. Are any program(s) you are proposing identical to a Chapter 74 program currently being offered at your Agricultural High School?

Medford Response:
Not Applicable

C. Have you engaged in discussions with your Agricultural High School regarding your consideration of the program(s) indicated above in relation to an MSBA funding application?

- ☐ ***Medford Response:***
- ☐ Not applicable.

4. For all applicants: Duplicating Programs Offered at High Schools in Close Proximity

NOTE: DESE requires that applicants consult, and provide evidence of consultation, when the Chapter 74 program(s) under consideration duplicates one already offered in another school district at a school in close proximity. Consultation between school districts considering creation of Chapter 74 programs and school districts offering the identical program at a school in close proximity is intended to encourage cooperation in the provision of technical programming, the coordination of efforts, and strategic alignment with regional workforce needs. DESE suggests the following geographical boundaries to assist districts in determining "close proximity" as follows:

- For school districts in areas east of Route 495, any Chapter 74 programs within 5 miles of the proposed Chapter 74 program(s)

- For school districts west of 495, to the east border of Berkshire County, any Chapter 74 programs within 10 miles of the proposed Chapter 74 program(s)
- For school districts in Berkshire County, any Chapter 74 programs within 20 miles of the proposed Chapter 74 program(s)

A. *Are any of the programs you are proposing identical to a Chapter 74 program currently being offered in another school district in a school in close proximity?*

Medford Response:
Yes

B. *What are the names of the school districts currently offering identical Chapter 74 programs at a school in close proximity?*

Medford Response:
- *Somerville High School*
- *Cambridge Rindge & Latin*

C. *Have you engaged in discussions with the school district(s) with schools in close proximity offering the same program regarding your consideration of the program indicated above in relation to an MSBA funding application?*

Medford Response:
No, we have not engaged in discussion with the school district(s) indicated above. The schools noted above currently limit their enrollment to students from their own city. Similarly, Medford's focus is to provide programming to Medford resident students. Survey data from our students indicates that offering this programming will fulfill the unmet needs of the students of Medford.

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

Author(s) of the Educational Profile Questionnaire (Name, Title):
Marice Edouard-Vincent, Superintendent
Suzanne B. Galusi, Assistant Superintendent
Peter J. Cushing, Assistant Superintendent
Joan Bowen, Director of Pupil Services
Marta Cabral, Principal
Chad Fallon, Career Technical Education Director

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.

Non-traditional/Other Spaces

- 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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