LeftField
THE RIGHT CHOICE IN PROJECT MANAGEMENT

May 19, 2026

Ms. Nina Bordeaux, Senior Project Coordinator
Ms. Veatriki Dagkalakou, Senior Project Manager
Massachusetts School Building Authority
40 Broad Street; Suite 500
Boston, MA 02109

RE: Medford High School Feasibility Study
Preliminary Design Program MSBA Comment Responses

Dear Ms. Bordeaux and Ms. Dagkalakou,

LeftField, SMMA and the District of Medford has reviewed the MSBA's PDP comments and offers the attached information in response. The project team, with the District, are providing additional documentation on the "high school only" alternative requested in the PDP comments. This information will be provided on May 25, 2026, 30 days prior to the projects scheduled PSR Board of Directors meeting.

Revision May 22, 2026: The project team provided the requested documents for a high school only option, completing the responses required for the PDP phase of the project.

Please feel free to contact me with any questions you may have regarding the enclosed information. On behalf of the Medford Public School District, Medford School Committee, the Medford School Building Committee, and the project team, we look forward to meeting with you on Friday, May 22, 2026 to discuss the project in more detail.

Sincerely,
Leftfield, LLC

Matt.Gulino@cumming-group.com
Digitally signed by Matt.Gulino@cumming-group.com
DN: CN=Matt.Gulino@cumming-group.com
Date: 2026.05.26 13:30:13-04'00'

Matthew Gulino
Project Manager

Attachments: PDP Responses to MSBA Comments

ATTACHMENT A
MODULE 3 – PRELIMINARY DESIGN PROGRAM REVIEW COMMENTS

District: City of Medford
School: Medford High School
Owner's Project Manager: Leftfield, LLC
Designer Firm: Symmes Maini & McKee Associates, Inc.
Submittal Due Date: April 2, 2026
Submittal Received Date: February 25, 2026
Review Date: February 25, 2026 – May 5, 2026
Reviewed by: J. Adams, K. Stark, V. Dagkalakou, C. Forde, C. Alles

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MSBA REVIEW COMMENTS

The following comments[1] on the Preliminary Design Program ("PDP") submittal are issued pursuant to a review of the project submittal document for the proposed project presented as a part of the Feasibility Study submission in accordance with the MSBA Module 3 Guidelines.

3.1 PRELIMINARY DESIGN PROGRAM

Overview of the Preliminary Design Program Submittal	Complete	Provided; *Refer to comments following each section*	Not Provided; *Refer to comments following each section*	Receipt of District's Response; *To be filled out by MSBA Staff*
OPM Certification of Completeness and Conformity	☒	☐	☐	☐
Table of Contents	☒	☐	☐	☐
3.1.1 Introduction	☐	☒	☐	☐
3.1.2 Educational Program	☐	☒	☐	☐
3.1.3 Initial Space Summary	☐	☒	☐	☐
3.1.4 Evaluation of Existing Conditions	☐	☒	☐	☐
3.1.5 Site Development Requirements	☐	☒	☐	☐
3.1.6 Preliminary Evaluation of Alternatives	☐	☒	☐	☐
3.1.7 Local Actions and Approvals Certification(s)	☐	☒	☐	☐
3.1.8 Appendices	☒	☐	☐	☐

[1] The written comments provided by the MSBA are solely for purposes of determining whether the submittal documents, analysis process, proposed planning concept and any other design documents submitted for MSBA review appear consistent with the MSBA's guidelines and requirements, and are not for the purpose of determining whether the proposed design and its process may meet any legal requirements imposed by federal, state or local law, including, but not limited to, zoning ordinances and by-laws, environmental regulations, building codes, sanitary codes, safety codes and public procurement laws or for the purpose of determining whether the proposed design and process meet any applicable professional standard of care or any other standard of care. Project designers are obligated to implement detailed planning and technical review procedures to effect coordination of design criteria, buildability, and technical adequacy of project concepts. Each city, town and regional school district shall be solely responsible for ensuring that its project development concepts comply with all applicable provisions of federal, state, and local law. The MSBA recommends that each city, town and regional school district have its legal counsel review its development process and subsequent bid documents to ensure that it is in compliance with all provisions of federal, state and local law, prior to bidding. The MSBA shall not be responsible for any legal fees or costs of any kind that may be incurred by a city, town or regional school district in relation to MSBA requirements or the preparation and review of the project's planning process or plans and specifications.

3.1.1 INTRODUCTION

	Provide the following Items	Complete; *No response required*	Provided; *District's response required*	Not Provided; *District's response required*	Receipt of District's Response; *To be filled out by MSBA Staff*
1	Summary of the Facility Deficiencies and Current S.O.I.	☒	☐	☐	☐
2	Date of invitation to conduct a Feasibility Study and MSBA Board Action Letter	☒	☐	☐	☐
3	Executed Design Enrollment Certification	☒	☐	☐	☐
4	Narrative of the Capital Budget Statement and Target Budget	☐	☒	☐	☐
5	Project Directory with contact information	☒	☐	☐	☐
6	Updated Project Schedule	☐	☒	☐	☐

MSBA Review Comments:

4) The information provided as part of the narrative of the 'Capital Budget Statement and Target Budget' indicates that the estimated total project cost could range from $437 million (base repair option) to $893 million. For reference, the OPM Request for Services indicated an estimated total project cost range of $200-$600 million, and the Designer Request for Services indicated an estimated construction cost range of $200-$600 million. In response to these review comments, please respond to the following:

- *Provide the District's not-to-exceed budget for the proposed project.*

  The updated not-to-exceed total project cost, based on the PDP cost per square foot comparative cost analysis, is $822m. See the narrative below explaining the variations.

- *Describe this variation and provide information that indicates that the District has discussed and acknowledged the increase in estimated costs with District and local officials.*

  The variations in the total project costs are attributable to a few different rationales, including other District programs that are not specifically MCHS programs, that are either housed at the MCHS facility currently, or were proposed to be brought to the facility in the approved SOI. The total project cost advertised in the OPM and Designer RFSs was anticipated to be an acceptable range based on other large comprehensive high school projects recently constructed in the Commonwealth. The exact needs and anticipated GSF required for these additional programs were not known at the time of the writing of the OPM and Designer RFSs, and have resulted in a significant increase to the overall GSF of the facility. The spaces identified below are the programs that are either not currently housed at MCHS, or currently are, but are not typical of a large comprehensive high school:

  - Teen Health Center Space (new to MCHS, not in SOI) 2,190 GSF
  - Medford Community Media 2,400 GSF
  - Community Partner Rental Spaces 4,140 GSF
  - Welcome Center / Central Offices 27,083 GSF

- Community Meeting Space (new to MCHS, not in SOI) 8,445 GSF
- 1,000 Seat Auditorium (250 Seats above 750 Seat Max) 3,750 GSF
- Medford Early Education Program (MEEP) Preschool (new to MCHS) 25,763 GSF
- Medford Family Network (MFN) 4,223 GSF
- Kids' Corner Daycare 9,825 GSF
- Curtis-Tufts (new to MCHS) 10,335 GSF
- Pool 17,900 GSF

Additionally, when the RFS project cost range was developed there was a belief that the existing CTE programs at the high school were larger than what could be realized in a new or renovated facility, while a detailed review of the DESE CTE guidelines during programming revealed that many CTE programs spaces were greatly undersized due to the high enrollment in those CTE programs at MCHS. See additional information below responding to the other MSBA comments regarding what the District is doing to reduce the total project cost and how the project team will be providing updated estimates during the PSR phase. With the updated PSR phase estimates, the project team will provide the City of Medford, the SBC and the MSBA with a clear understanding of what the total project cost would be for a comprehensive high school facility alone (as requested elsewhere in these comments) as well as what the total project cost would be for a comprehensive high school facility plus the programs already at MCHS, and what impact the additional programs and community space will have on the total project cost.

- *Describe how the District and Design team intend to maintain the District's project budget through schematic design.*

  The District understands that the initial budget ranges outlined in the RFS documents were rough estimates based on some early assumptions that have since been determined to be false, and are currently working with the project team to find adjusted approaches that respect the intent of the educational program while realizing spatial efficiencies in a variety of ways.

  The District and project team have actively been seeking ways to reduce the total project cost, including the approach of right-sizing the high school. For the high school program itself, the District and project team have kept the list of spaces and the sizes of spaces either within the MSBA guidelines for high schools and/or attuned to the specific curriculum and organization of Medford High School as outlined in the educational program. Since the submission of the PDP to the MSBA, the District has identified 33 spaces that can be removed, reduced, or combined to assist in bringing the total project cost down. At the April 27, 2026 MCHSBC meeting, the committee accepted 29 of these space reductions. This resulted in a 22,417 GSF reduction. These reductions were updated in the space summary and provided to the two independent cost estimators as a part of the PSR estimating effort.

  The District has also heard the concerns of Medford residents regarding the total project cost, and has publicly stressed the importance of not making early assumptions regarding reimbursement and the resultant District share before any initial feedback had been

provided from the MSBA in the form of these PDP comments. While early rough estimates regarding District share and the associated resident tax impact will now be developed by the project team, it will continue to be noted that the final total project budget will not be known until February of 2027. Lastly, it has been made clear that the District plans to study opportunities to relocate non-high school related programs to other City-owned buildings within Medford. This study will be ongoing through October of this year to allow for the proper due diligence to be conducted and the associated municipal budget impacts of any program relocation to be fully understand.

- *Describe how the District and project team are communicating this project, including the budget and anticipated cost, to the community.*

  The District and project team have put a priority on robust community engagement from the outset of the project, with the intent of sharing the full evolution of the project scope and budget details while soliciting feedback on those two critical aspects of the project at each step in process. The team has held 25 public meetings and community events since the beginning of the project and will continue that pro-active approach to outreach over the coming months through the completion of the PSR phase and the Schematic Design phase. Theses 25 events include events that have been held after the Local Actions and Approvals Certificate was submitted with the PDP documents. An updated Local Actions and Approvals Certificate will be provided in the PSR submission highlighting all public meetings and community outreach events. The engagement opportunities have all included budget information with prominent visuals, and have included opportunities to indicate individual preferences for different Alternatives, as well as methods to submit open-ended feedback on all different aspects of the project, including its budget.

  Beyond the variety of community outreach approaches noted above, the PDP and PSR cost estimates have been consistently organized to identify the program elements that are above and beyond a typical comprehensive high school as add alternates. This approach to the estimating of the project was taken to ensure the scope of the project is clear to the community.

6) The information provided in the Project Schedule for the Facilities Assessment Subcommittee ("FAS") meeting date indicates that the District is targeting the July 15, 2026 FAS meeting. Please note that the specific FAS meeting agendas will be coordinated at a later date and the District should carry both July 15, 2026 and July 29, 2026 FAS meeting dates as options associated with the August 26, 2026 MSBA Board of Directors meeting in its overall project schedule. In response to these review comments, please provide an updated project schedule that includes both FAS meeting dates.

The District and project team have both FAS meetings in July 2026 saved in their schedules. See the updated schedule attached.

No further review comments for this section.

3.1.2 EDUCATIONAL PROGRAM

Provide a summary and description of the existing educational program, and the new or expanded educational vision, specifications, process, teaching philosophy statement, as well as the District's curriculum goals and objectives of the program. Include description of the following items:

	Provide the following Items	Complete; *No response required*	Provided; *District's response required*	Not Provided; *District's response required*	Receipt of District's Response; *To be filled out by MSBA Staff*
1	Grade and School Configuration Policies	☐	☒	☐	☐
2	Class Size Policies	☐	☒	☐	☐
3	School Scheduling Method	☐	☒	☐	☐
4	Teaching Methodology and Structure				
	a) Administrative and Academic Organization/Structure	☐	☒	☐	☐
	b) Curriculum Delivery Methods and Practices	☐	☒	☐	☐
	c) English Language Arts/Literacy	☒	☐	☐	☐
	d) Mathematics	☒	☐	☐	☐
	e) Science	☐	☒	☐	☐
	f) Social Studies	☒	☐	☐	☐
	g) World Languages	☐	☒	☐	☐
	h) Academic Support Programming Spaces	☐	☒	☐	☐
	i) Student Guidance and Support Services	☐	☒	☐	☐
5	Teacher Planning	☒	☐	☐	☐
6	Professional Development	☐	☒	☐	☐
7	Pre-kindergarten	☐	☒	☐	☐
8	Kindergarten	☐	☐	☐	☐
9	Lunch Programs	☐	☒	☐	☐
10	Technology Instruction Policies and Program Requirements	☐	☒	☐	☐
11	Media Center/Library	☐	☒	☐	☐
12	Visual Arts Programs	☐	☒	☐	☐
13	Performing Arts Programs	☐	☒	☐	☐
14	Physical Education Programs	☒	☐	☐	☐
15	Special Education Programs	☐	☒	☐	☐
16	Vocation and Technology Programs				
	a) Non-Chapter 74 Programming	☐	☐	☒	☐
	b) Chapter 74 Programming	☒	☐	☐	☐
17	Transportation Policies	☒	☐	☐	☐
18	Functional and Spatial Relationships	☒	☐	☐	☐

19	Security and Visual Access Requirements	☐	☒	☐	☐
20	Typical Day and Week in the Life of a Student	☐	☐	☒	☐

MSBA Review Comments:

In response to these review comments, address the comments below. Additionally, as part of the District's Preferred Schematic Report ("PSR") submittal include (2) copies of the updated educational program, (1) redlined copy and (1) clean copy. The updated educational program must address the comments below, include District updates, provide a Designer response for each component of the educational program, and align with the District's Preferred Schematic. Please acknowledge.

Response: Acknowledged.

1) The information provided on page 27 and 28 of 2,258, under 'Grade and School Configuration Policies' states the following:

- *"Centralizing our Early Childhood portfolio will increase access to specialized services. We would also house our Medford Family Network (MFN) 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."*
- *"The Medford Family Network (MFN) is also located on the campus. MFN is Medford's family support and parenting education program that is available free of charge to every child and caregiver who lives or works in Medford with at least one child prenatal to age eight. The goal of the MFN is to create a strong web of support for all families of young children. This is accomplished by making community connections in three ways: connecting families to families; fostering family contact with community resources; and building and promoting collaborative relationships among community agencies. As such, MFN works in conjunction with MPS and our Parent Information Center to provide resources to Medford families and assist with the preschool to kindergarten transition.*

In response to these review comments, please provide the following information:

- *Provide additional information regarding the proposed Early Childhood programming and the Medford Family Network ("MFN").*
- *Provide further detail on the structure and services that will be included within the centralized Early Childhood portfolio, including how the Parent Information Center and the Medford Family Network ("MFN") will operate within this model.*
- *Provide clarification regarding the current and proposed location of these programs. The information provided indicates that these services would be "moved to the campus" while also stating that MFN "is located on the campus." Please confirm whether these programs are currently housed within the existing Medford High School building or if they are anticipated to be relocated there as part of the proposed project.*

Response:

1. The Early Childhood program will centralize and expand all of the current, dispersed MEEP classrooms across the elementary schools in the district. Centralization enables a more coherent and consistent experience for students and maximizes

efficiency of supporting staff and resources. Districtwide, about 25% of students enter kindergarten without pre-k experience and as such, consolidating and slightly expanding space was a priority of the community. Additionally, MPS would not be able to meet any universal pre-k goals in the future without another capital project.

2. The Parent Information Center (or Welcome Center as it appears further in the document) is currently housed at Medford High School. New and incoming families not only register their children here, but its location nestled in between what we refer to as the HUB of MPS provides families with wrap-around resources from varied departments (Special Education, English Learners, Nursing, and MFN). Thus, by continuing to co-locate the MFN with our Welcome Center, we are creating a unified, family-first environment that will allow families, particularly low-income households and new arrivals, to finalize enrollment, access health services, and navigate specialized programming in a single, multilingual, and accessible location.
    a. MFN and our EL Department provide supports and resources to families upon arrival to Medford. This includes but is not limited to: school supplies, food insecurity, parenting or English classes, basic necessities, etc…This will continue to allow MPS and MFN to provide confidential developmental screenings and ensure that every family feels a sense of belonging from their very first interaction with the district.
    b. More information pertaining to the impact MFN has on the Medford community can be found at this link: **MFN-Impact-Report-Design-Final (5).pdf**
3. The MFN and the Family Information Center are currently housed within the existing Medford High School building. The ECC, or MEEP, is currently split up among various elementary schools and is anticipated to be relocated to the Medford High School as part of the proposed project. Our MEEP classrooms used to be located at Medford High School, so we would be bringing them back from 2 of the 4 elementary schools and relocating them back to this campus. This would provide the opportunity for us to pool resources in a coherent manner for district wide preschool education and supports.

2) The information provided on page 27 of 2,258 under 'Class Size Policies' states:

> *"District and high school administrators agreed to set a maximum class size of 25 students for most curriculum offerings for program planning purposes. This is consistent with the MSBA Guidelines regarding space programming and planning."*

Please note and acknowledge that MSBA guidelines are based on 23 students per classroom and 24 students per science lab for grades 9-12. Additionally, please verify the current class size policy and confirm the proposed class sizes that will be used to inform the design of the proposed project.

Response: Acknowledged. The District confirms the current class size policy of 25 students per class and that proposed class sizes will be used to inform design of proposed project.

3) The information provided indicates several disadvantages of the current school schedule, such as the lack of a longer block for advanced labs and projects, difficulty scheduling advanced academic courses for students in CTE programming, and lack of time for students to access support and to reach out to staff during the school day. While the District outlines its intent to continue exploring instructional strategies that support authentic learning experiences, project-based learning, and college and career readiness, it also notes that proposed schedule modifications to address current limitations will not occur until the 2028 Collective Bargaining Agreement negotiations.

In response to these review comments, please provide information that describes how the District intends to address the identified disadvantages of the current schedule in advance of the 2028 Collective Bargaining Agreement negotiations. Given that the District is concurrently proposing a renovated or new high school project, please also provide an updated or proposed schedule that demonstrates how these issues will be resolved and how the schedule will support the stated goals of authentic learning, project-based learning, and college and career readiness.

Response: Changes to the schedule—both adaptive and technical—have been ongoing since the 2025-2026 School Year. Our commitment to scheduling integration is transformational, rooted in the FY26 collective bargaining agreement. Our negotiations with teachers yielded an additional 15 minutes to the daily instructional/learning schedule for the explicit purpose of resolving long-standing scheduling issues, while also introducing a 7th period. This agreement allowed Medford High School to run a unified schedule in SY25-26 that merged the CTE and Academic schedules into one for the very first time. As a result of this new 7th period, we have already seen incredible data-verified improvements in programming access during Year 1, including increased opportunities for students to take enrichments and Advanced coursework, and a massive 300% increase in Arts (art and music course) enrollment.

To build on this success, conversations on schedule revisions—particularly staff assignments—are currently taking place to optimize opportunities for students and mitigate the impacts of our current CBA. Specifically, the intentional assigning of staff to courses based on student needs rather than staff preference has begun for the 26-27 school year, a targeted adjustment that will further alleviate barriers for CTE students to take advanced coursework. We anticipate that each year, due to the reflective data meetings held with MHS academic and CTE stakeholders, we will keep realizing these improvements and continue to successfully revise student and staff schedules within the framework of our current CBA to maximize student opportunities. Ultimately, this ongoing practice will enable us to specifically name and advocate for changes in future CBAs that will permanently and positively impact student access and outcomes.

Concurrent with this current practice, the district, and Medford High School specifically, will continue to provide professional development for teachers to expand and refine their practice. The professional development is focused on closing equity gaps through clear expectations of grade level tasks and rigorous, asset-based questioning for students to engage with grade level text and content. This learning is aimed to remove barriers constructed by old philosophies such as leveling courses and remediation. We will renew our partnership with Lynch Leadership, fueled by real time data from our data dashboard, to focus on clear expectations of high quality instruction coupled with refined peer coaching and precise educator evaluation.

4a) The information provided on page 30 of 2,258 under 'Teaching Methodology and Structure' states:

> *"Medford High School uses a House-structure model to improve the student experience and ensure consistent support. Currently, there are three Houses where students are alphabetically split by last name."*

Given that students are assigned to Houses based on alphabetical order by last name, please describe whether the District conducts periodic reviews of House composition to ensure that this assignment method does not result in unintended demographic imbalances, including potential clustering by ethnicity or other student characteristics.

Response: While Medford High School currently divides students alphabetically, beginning in 2026-2027 that practice will shift. As we explore the untapped potential of using our new data dashboards to make informed decisions, we are in a position to be more intentional in assigning houses. The high school team will review data such as demographics, special ed services, ELL enrollment and students that need higher levels of support in order to balance the House system. The team will use data and transition meetings with MS to determine these assignments.

4b) In response to these review comments, describe the District's current curriculum delivery methods and practices. The information provided references both current instructional practices and a vision for future teaching and learning but does not clearly distinguish between existing practices and proposed changes. Please clarify the District's current curriculum delivery methods and identify any proposed changes, including the associated rationale, or confirm that no changes are proposed.

Response: Practices listed under the "vision for future teaching and learning" are the proposed changes that are not currently in place. Current instructional practices are those that reflect our current curriculum delivery methods. In the revision of our Ed Plan we will use the simple title " Current" to note our current practices.

As noted on page 31 of the PDP Submission (page 9 of the Medford High School Educational Program):

> "At present, the district uses traditional models of teaching and learning. Classrooms have inflexible arrangements due in part to practice and in part to physical constraints. Teachers are often at the front displaying information on the whiteboards or projecting with their computers. In many cases classrooms turn off their lights in order for students to view projected content. Teachers often ask students to complete tasks independently and individually which the teacher then checks. Due to physical room constraints not every teacher is able to move throughout the classroom engaging students and elevating their thinking. This model of teaching was highlighted during a day-long shadow day where members of the Educational Leadership team spent the day shadowing students through 3 classes and lunch as well as touring the buildings. As we debriefed with the team, which included the students we shadowed, in subsequent meetings, it became clear that Medford students deserve something different."

Additional information about our current instructional practices can also be found under each subsection (i.e. English Language Arts, World Languages, etc.) within the Teaching Methodology Section.

Our proposed changes to instructional practices are documented beginning on page 8 of the educational program under the "Vision for Future Teaching and Learning" subsection. As stated:

"The district is embracing the GLEAM framework from UnBound Ed (Grade Level, Engaging, Affirming, and Meaningful). While we are still in our early stages of professional learning, this framework exemplifies the type of high quality instruction we are working to achieve. The following descriptions are universal and apply to the learning proposed in each of the content areas below.

One critical component of this framework is ensuring students are engaging with grade-level tasks. Another is using academic discourse and public display of work. These practices will require a space that is flexible. Students will need to flexibly move between pairs, small groups, and other discussion structures such as a fishbowl. Students will need both horizontal and vertical space to make their thinking visible, generate discussion, and showcase to the public and each other examples of finished work. Display technology will need to be accessed by students and teachers alike in order to explain thinking and engage in rich content-based discussions. Common vertical spaces to display artwork and other finished products is critical in underscoring the need for students to authentically publish work.

Flexibility is prioritized and maximized in this vision. Classrooms are organized around common spaces with clear sight lines for students to collaborate while maintaining safety and supervision. Students are regularly grouped and regrouped so that interventions can happen as needed without segregating students from each other. Teachers are able to collaboratively design lessons in similar content across and within grade levels and collaborate with other educators who serve the same students. Student work and anchor charts are visible on vertical surfaces to support and celebrate learning and all community members can easily access the expertise of each other.

We want to leave the door open for an interdisciplinary model by providing collaborative spaces and partnerships between departments. General education classroom teaching spaces should be flexible and interchangeable between departments to allow for reassigning departmental classrooms. Regardless of classroom assignments, it is critical to maintain planning and proximity for departments.

In conjunction with the hubs, classroom groupings will be organized into clusters where students will receive instruction and practice the skills necessary to effectively utilize the

common space or hub. Students will be able to rely on peers at grade level and above grade level in a content area to engage in learning labs or community of practice.

The clusters will consist of a sufficient amount of general education classrooms to accommodate departmental or interdisciplinary needs as well as small group rooms where breakout groups or special education support services can be provided. Ideally, at least two classrooms within each cluster will be separated by a movable wall to allow two classrooms to expand into a larger learning space. Each cluster will have an extended hallway area that can be used as a gathering, collaboration, and presentation space where student work is on display for celebration. It is important that this extended hallway area as well as the common space / hub is clearly visible by classrooms to ensure proper supervision of students at all times. In addition, each neighborhood should feature a teacher workspace that allows for both departmental and interdepartmental collaboration, PLC meetings, as well as a space for teachers to work in private when their classrooms are in use.

As stated in our visioning work; Across all sessions, participants articulated a vision for teaching and learning that is active, student-centered, and connected to real-world application. They envisioned a Medford High School where students regularly engage in project-based, interdisciplinary learning experiences that foster curiosity, problem-solving, collaboration, and strong academic identities.

Educators emphasized the importance of flexible scheduling, time for collaboration, and instructional practices that elevate student voice and agency. Participants also highlighted the value of internships, capstone experiences, community partnerships, and pathways that allow students to explore interests, develop independence, and prepare for college, career, and civic life within a comprehensive high school model."

4g) Please provide additional information regarding the World Language program and how this program allows/encourages English Learners ("EL") to participate in courses involving the EL student's primary language. Describe the District's plan to offer the opportunity to EL students to take World Language courses, if any. Additionally, in response to these review comments, please describe the District's plan to support students in achieving the Massachusetts Seal of Biliteracy.

Furthermore, the information provided on page 38 of 2,258 under 'English Learners ("EL") Department' states:

> *"In our future model, Structured English Emersion ("SEI") and Newcomer classes Alternative Reality ("ARE") content-based classes and should be positioned as such throughout the building...Classrooms are physically integrated throughout the school in the same fashion as all other classrooms."*

In response to these review comments, please verify if these spaces listed above are included in the proposed space summary and coordinate the information accordingly. Additionally, please

indicate where this program will occur and confirm that the proposed spaces support the future needs of the District's educational program.

Response:

- Medford has a proficiency-based WL program that results in the Seal of Biliteracy, and Seal of Biliteracy with Distinction being awarded to both English Learners and students in the WL program. EL students are encouraged to enroll in WL classes. Students who enroll in WL classes in their primary language take a placement test so that they can be appropriately enrolled in the course that best suits their needs.
- The EL spaces are listed in the proposed summary as regular-sized classrooms and we confirm that the proposed spaces support the future needs of the District's educational program.

4e) In response to these review comments, please describe how the District is planning to incorporate the MSBA science lab guidelines into the design of science spaces to ensure they are accessible and flexible, support investigative learning beyond scheduled lab times, and can accommodate multiple science subdisciplines and CTE programs with minimal need for future reconstruction.

Response:
The District will incorporate MSBA Science Lab Guidelines in the planning of square footage, utilities, and safety equipment. Science Labs will be designed with fixed perimeter casework and mobile lab benches, as well as infrastructure to support the range of Science course offerings at MHS, to maximize flexibility of space as future curriculum changes or sequencing may occur. The flexibility of this space will allow teachers whose class is not scheduled to be in a science lab to make use of the space for cross-curricular work. This could take place during the regular school day or be part of an extension/enrichment program during after school hours. The flexible focus of the MSBA Science Lab Guidelines will allow for some CTE programs that require a similar set of facility resources to potentially occupy the Science Labs in the future with minimal need for future reconstruction, but there are no immediate plans for the Science Labs to serve as CTE program spaces, as the utilization of both the Science Labs and compatible CTE program spaces such as Biotechnology are too high to both use the same space.

4h) The information provided on page 40 of 2,258 identifies several educational program drawbacks, including limited longer blocks needed for advanced labs and projects, difficulty scheduling academic courses for CTE students, and constrained time for students to access support or staff during the school day. In response to these review comments, please describe whether, and to what extent, these limitations, particularly those related to longer instructional blocks, could be mitigated by providing flexibility for teachers, individually or in collaboration, to adjust schedules as needed to meet curricular goals.

Additionally, the information provided on pages 38-39 of 2,258, describes how the Medford Academy and Academic Support Hubs curriculum is currently delivered. In response to these review comments, describe any proposed changes to the Medford Academy and Academic Support Hubs and the associated rationale, or provide a statement confirming that no changes are proposed.

Additionally, please provide information that describes how many students are participating in the Medford Academy and Academic Support Hubs program. Also, describe potential adjacencies and common planning time relating to these programs.

Response: Academic Support Hubs

The Academic Support Hubs support the District's desire for students to receive additional academic support outside of the classroom. Students can receive support in these spaces from staff or through peer-to-peer tutoring, and support can be provided individually or through small group work. These spaces are intended to be accessed flexibly throughout the day, both inside and outside of scheduled class time. This flexibility is vital for accommodating complex student schedules, particularly where double-block structures have been established for certain lab sciences, or where Career Technical Education (CTE) programming must be balanced across multiple periods.

For the first time, these dedicated Hubs ensure that both academic and CTE students have the physical space and structural support necessary to maintain a full and competitive academic schedule alongside their lab or vocational requirements.

To ensure safety and collaboration, these spaces will have sightlines from teacher planning spaces so that teachers can support as needed. Additionally, classroom teachers will have sightlines into these spaces and can direct and monitor the work that happens there.

Medford Academy currently has 17 students enrolled. Based on space, MHS is limited as to how many students can be enrolled in this program designed to close gaps and service under-credited and over-aged students. In the new building, we hope to be able to enroll up to 30 students with adjacencies to the co-located Curtis and TLP in order to share resources and maximize efficiencies.

4i) The information provided on page 40 of 2,258 under 'Student Guidance and Support Services' states:

> *"To better support postsecondary planning and improve accessibility for students, families, and community partners, MHS proposes a centrally located College and Career Exploration Center between House Offices and the main entrance... The center would ideally house a Career Specialist, Transition Coordinator, Community Service Coordinator, and a School Counselor rotating through on a scheduled basis, and would support a co-op integration position to strengthen ties between MHS and CTE programming."*

As part of the PSR submittal, please verify that the support services listed in the educational program are coordinated with and are included in the 'Administration & Guidance' category in the proposed space summary.

Response: The PSR submission will coordinate with the Educational Program and list all required support spaces under the "Administration & Guidance" category of the proposed Space Summary.

6) In response to these review comments, please describe whether the District has considered incorporating extended professional development opportunities, such as multi-day or week-long summer workshops, to support teachers in collaboratively developing innovative, interdisciplinary, and non-traditional programming.

Additionally, please describe whether the District has explored opportunities within the academic schedule, such as the second semester of senior year, to offer semester-long courses or seminars that allow students to engage in challenging concepts, interdisciplinary study, community-based projects, and entrepreneurial or charitable initiatives in a manner that minimizes impact on grade point averages.

Response: The district has already made strides toward acknowledging and providing opportunities for CTE students to earn honors credit for completing the rigorous coursework of the program. All students who engage in a co-op will receive honors credit, and a pilot will begin in 2026 to award honors credit to those who complete a capstone project. Additionally, we are making a deliberate shift in how we refer to CTE programming by framing these pathways as "majors" that students can pursue, while intentionally aligning academic coursework and dual enrollment opportunities with each Chapter 74 program.

The district plans to explore the concept of semester-based courses for seniors and other grade levels as part of its self-evaluation process rooted in closing academic gaps. The district plans to support educators by incorporating extended professional development opportunities through anticipated grant funding from a current non-profit partner. The goal is to ensure that staff are positioned to utilize the new building on day one if not before. We will continue to develop a Professional Development (PD) plan that focuses on the alignment of teaching and learning and schedule optimization with the new instructional space. This PD plan is a cornerstone of our commitment to the families in Medford to ensure that all students are positioned for post-secondary success.

7) The information provided on page 27 of 2,258 under 'Grade and School Configuration Policies' states:

> *"On the Medford High School campus, we currently host the Kids Corner, our municipal daycare which enrolls children ranging from infants to 4 years old, on this existing site. 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."*

Additionally, the information provided on page 26 of 2,258 under 'Grade and School Configuration Policies' and on page 44 under 'Pre-Kindergarten' states the following:

- *"We plan to add an Early Childhood Center to the Medford High School campus: 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."*
- *"Creation of an Early Childhood Center within the new high school. MEEP classrooms that are currently dispersed throughout the district would be moved to one central*

location within the new high school in the same vicinity as the district's day care center and the Ch 74 Early Education program."

In response to these review comments, please provide the following information:

- *The anticipated enrollment for the proposed Medford Early Education Program ("MEEP").*
- *The current and the anticipated proposed enrollment for the Kids Corner program.*
- *A description of the administrative structure for each program, including how the programs and associated spaces are managed and staffed.*
- *A description of how students are admitted into the Kids Corner and MEEP programs, including how eligibility and tuition are determined.*

Also, please refer to "Attachment B", for additional comments under the 'Special Education' and 'Other' categories.

Response:

MEEP

We continue to work on increasing our MEEP capacity and services for families. As such, the current enrollment for MEEP in 26-27 will be about 64 students in half day and full day programs. The opening of the new MHS will allow us to add 3 classrooms of 15 students each for an anticipated enrollment of 109 students.

The administrative staffing of MEEP is two special education coordinators and an administrative assistant.

The MEEP application window for students without disabilities is open from April 1 until April 30 each year. In the event any class is oversubscribed, returning students are given preference. After returning students are placed, any remaining oversubscribed classes will have a lottery on or before May 15. The first round of the lottery includes only applicants who are 4 years old by August 31 of the present year. If there are any remaining slots, another round of the lottery will be conducted for applicants who are three by August 31 of the present year. Special education students are placed via the IEP team.

Kid's Corner

Currently Kid's Corner, our municipal daycare, enrolls children ranging from infants to 4 years old. The program focuses on creating a supportive, child-centered, and nurturing community where children can explore and learn through play. Current enrollment is 88 students.

Kids' Corner follows the school year calendar, operating Monday through Friday from 7:00 AM to 4:00 PM. It closes for major holidays, school vacations, and the summer. Kid's Corner is managed by a Director who reports to the Superintendent. Other staffing includes Lead Teachers, Assistant Teachers, and a teaching floater position, all which are represented by the MTA.

The admittance policy for Kid's Corner prioritizes current employees (both MPS and municipal staff), current MHS students, and then local residents.

Kids' Corner tuition is set by the needs of the center and approved by the School Committee. A municipal sliding scale is used if tuition assistance is needed. It operates on a revolving account.

By centralizing both MEEP and Kid's Corner within the new Medford High School facility, the District can better address the comprehensive needs of Medford's working families. While a traditional school-year schedule meets the needs of only a small subset of families at this early age, this centralized model expands our capacity to realistically explore high-demand services, such as full-year operations and structured after-care programs.

9) The information provided on page 44 of 2,258 as part of the 'Lunch Programs' narrative indicates that a proposed café will be co-located within the library/media center. In response to these review comments, please provide additional information regarding the staffing and scheduling of this proposed space.

Additionally, the information provided on page 30 of 2,258 under 'School Scheduling Method' states:

> *"Finally, with a new building that will have fewer cafeterias, the schedule will need to be adjusted to reduce the number of lunch periods (from three to two)."*

In response to these review comments, please note and acknowledge that the MSBA guidelines are based on 3 lunch seatings for high schools.

Furthermore, please confirm that kitchen staff will be included in the review of design and equipment for the kitchen and servery.

Response: The District acknowledges that the MSBA guidelines are based on 3 lunch seatings for high schools and the proposed MHS is designed to this. Kitchen staff have been and will continue to be included in the review of design and equipment for the Kitchen and Servery. The cafe will be staffed with our students from Project Transition as part of their embedded real-world learning curriculum. The cafe provides an opportunity for cross-curricular partnership with the Chapter 74 Culinary students.

10) The MSBA suggests the District consider providing assisted listening technology in each classroom, as well as general use throughout educational spaces within the proposed project for hearing impaired accessibility. Please acknowledge.

Additionally, in response to these review comments, please provide the following information:

- *Clarification regarding the District's 1:1 device expectations, including whether devices are used at home and how equitable access to reliable internet is addressed.*

  Medford High School assigns a 1:1 device to each incoming grade 9 student and any newly enrolled student. These devices are used at home.

  Medford Public Schools has ongoing participation in T-Mobile's Project 10 million https://www.t-mobile.com/brand/project-10-million which provides no fee hotspots for students to use (200gb per year) to ensure students have reliable internet access at home for school related activities. Hot spot devices are distributed through the school libraries upon request or recommendation by school staff. This ensures that all students have

reliable internet access to use district issued devices at home for school work. Medford provides hot spots upon request to mitigate the impacts of potentially unreliable internet access.

- *A description of any arrangements that are in place to ensure all the devices are properly licensed to use the software required by the curriculum.*

  Response: Acknowledged.

  MPS provides 1:1 devices to all students. Grade 9-12 students are provided chromebooks in 9th grade(and at other times for new district enrollees) that they keep until they graduate. In addition, there are iPads and other devices provided for students with special learning needs. In all technology platforms, software required by the curriculum is managed by the school district so all students have access to the necessary software on the school issued device they are using. This software may be managed through the district google admin platform for chromebooks, district mobile device management for iPads (JAMF) or other software platforms such as Clever, Microsoft, Adobe, Edmentum Plato, etc. depending on the student's curriculum and learning needs.

11) The information provided on page 47of 2,258, under 'Media Center/Library' states the following:

- *"Designed as an open, flexible hub, it should allow students to move easily between the library, a writing lab, and a cultural center, making the connection between literacy, academic learning, and hands-on experiences visible and intentional."*
- *"In addition to traditional library functions, the new library should include integrated technology support offices, technology learning areas, a makerspace, and an esports room, reflecting how students use libraries today for research, digital creation, project-based learning, and academic support."*

In response to these review comments, please clarify if a writing lab, a cultural center, a makerspace, and an esports room are proposed spaces within the Media Center. Please verify if these spaces are included in the space summary and coordinate the information accordingly.

Response:
Following the Building Committee vote on April 27, the district has refined the Space Summary and Educational Plan to prioritize multipurpose flexibility over specialized, single-use rooms. While the standalone Writing Lab, Cultural Center, Esports room, and one Makerspace have been removed as distinct line items, their functions have been integrated into the following areas:

- Academic Hubs & Innovation Labs: We are retitling one of the Makerspaces to be an Innovation Lab as we feel it will serve a greater, more flexible purpose for our current and growing student needs. Additionally, we are repurposing the other Makerspace to be the digital photo lab. This shift allows us to ensure spaces like this are adjacent to core classrooms, rather than fully isolated in the Media Center.
- Large Group Instruction (LGI) Spaces: These are specifically designed for "Integrated or Cross-departmental Instruction" and "Enrichment events/activities." As such, these

spaces will serve the functions originally envisioned for the Cultural Center and Writing Lab.

- ESports currently uses one of the Tech Labs for their practices and competitions. Therefore, a singular, dedicated space is not needed.

12) In response to these review comments, please respond to the following items:

- *Please note and acknowledge that art storage should include secure and appropriately ventilated space for toxic and hazardous materials as well as an accessible file of safety data sheets ("SDS").*
- *Please note and acknowledge that kiln rooms should be secure but also include a window or external "in-use" light.*

Response: Noted and acknowledged

13) The information provided on pages 50, 51 and 52 of 2,258, under 'Performing Arts Program' state the following:

- *"Create two large ensemble spaces, each with a capacity of 75-100 students..."*
    - *"Develop small breakout rooms adjacent to larger ensemble rooms, equipped with windows for supervision. These should include:*
    - *A smaller ensemble space (25–30 students, including large instruments) with soundproofing, humidity control, recording/playback capabilities, and ample outlets for amplifiers.*
    - *Multiple individual and small-group practice rooms, soundproofed and designed for 1–2 students.*
    - *A flexible piano/technology lab accommodating up to 20 students, with storage for mid-sized electronic keyboards.*
    - *A small recording studio to support music technology and composition.*
    - *Stagecraft room will serve as a shared instructional space with heavy, consistent use throughout the school day."*

However, the proposed space summary only includes (1) 950 nsf Ensemble space. Additionally, the proposed space summary does not indicate a piano/technology lab, small recording studio, or stagecraft room.

In response to these review comments, please verify that the Performing Arts spaces described in the educational program are coordinated with and included in the proposed space summary as intended and coordinate the information accordingly.

Response: The proposed Space Summary includes two large Music ensemble spaces: a Band Room at 2,000 nsf, and a Chorus/Orchestra Room at 2,000 nsf, as well as several Music Practice Rooms, that will be adjacent to the large Music ensemble spaces. The Space Summary also includes a Music Classroom that will be used for piano and technology instruction. The District is considering whether the Music spaces can be equipped with recording technology or if one of

the Non-Chapter 74 Program Technology Labs could accommodate this. Further discussion is expected throughout the PSR and SD phases. A Scene Shop is provided in the Space Summary under the Vocations & Technology Non-Chapter 74 Programs, which accommodates the functions of the Stagecraft Room.

For the PSR Submission, the Educational Plan will be updated to reflect coordination of language with the Space Summary.

15) In response to these review comments, please include the number of Special Education students currently served in each program and the anticipated number of students in the proposed project.

Additionally, the information provided on page 58 of 2,258 under 'Special Education' states:

> *"The last Coordinated Program Review for Medford Public Schools was in School Year 2023-2024. The issues identified were special education process related and not regarding specific space or location issues."*

In response to these review comments, please provide the status and/or remedy of any issues identified as part of the Coordinated Program Review.

Response:

The following Special Education criterion was identified as being partially implemented for SE 8 IEP Team composition and attendance, SE14 Review and Revisions of IEPs, SE 18A IEP Development and content and SE 20 Least Restrictive program selected. These are either IEP processes in which a component was inconsistent or language in the IEP that was not fully implemented on a consistent basis when student binders The District conducted training and completed a corrective action plan for those items.

Enrollment in Special Ed Programming		
Program	Current Enrollment	Anticipated Enrollment
Therapeutic Learning Program	15	This varies as students become identified as requiring this methodology in this program. The program is anticipated to grow to 20-35 students
Learning Group	16	Same as above and placement numbers vary from year to year. Anticipated enrollment Could be approximately 25-30 students

Enrollment in Special Ed Programming		
Resource Room (this includes RR core classes, R/W support and Corrective Reading)	311	Same as above and placement numbers vary from year to year. Anticipated enrollment could be approximately 330 students.

16a) Not provided. In response to these review comments, please provide the following:

- *Describe each of the existing and proposed Non-Chapter 74 programs, the basis of the curriculum that is offered, the proposed enrollment capacity and any potential changes to educational programming and activities planned once the proposed project is complete.*

  Response:
  - Digital Art/ Photography: Will support the school's Digital Art and Photography curriculum. The high school previously offered film photography but does not currently. However, the school has plans to reintroduce film photography as an elective course and is proposing to include a Darkroom component as part of this space. Enrollment capacity discussion for this is ongoing as additional Design courses will be added the next school year. These are courses that are already offered at MHS. The building project would help us expand the enrollment opportunity in these courses by offering more electives to diversify their education and pursue tracks of interest to higher levels.
  - Media and Technology: Will support the school's Media and Computer Science curriculum. Enrollment of this program is expected to be around 250-260 students, across all sections. The building project would help us expand the enrollment opportunity in these courses by offering more electives to diversify their education and pursue tracks of interest to higher levels.
  - Makerspace: Will support hands-on and project based learning space, intended to be shared across all disciplines. On April 27, 2026, the School Building Committee voted to reduce this space by 1. The Space Summary will be revised to reflect this change.
  - Engineering/Robotics: On April 27, 2026, the School Building Committee voted to repurpose this space into a 12th science lab. The Space Summary will be revised to reflect this change.
  - FACS Lab: This will be retitled into an Innovation Lab. We will use this space to support cooking opportunities and other hands-on activities as well as be used as an affinity and cultural connection spaces. Intended to be mostly a shared space and not scheduled, so proposed enrollment capacity outside of a 25 student cap is not yet known.
  - Scene Shop: Will support MHS's Performing Arts program plans to implement curriculum for technical theater design, including activities such as set design and set construction. Enrollment capacity discussion for this is ongoing.

- *Describe how the Non-Chapter 74 Programming curriculum is currently delivered, the number of periods per academic cycle, and the number of students participating in each program.*

  Response: Need to describe the current/existing curriculum delivery, how many periods it is offered per week, and how many students are currently taking each program
  - Digital Art/ Photography: MHS currently offers Digital Art and Digital Photography courses. Currently, 38 students are enrolled across all sections but the high school has plans to offer more Digital Art sections by hiring additional staff.
  - Media and Technology: MHS currently offers Media and Technology courses, such as Computer Science, Cybersecurity, and Game Design. Currently, 225 students are enrolled across all sections.
  - Scene Shop/ Stage Craft: MHS currently has a Stage Craft space. The school previously offered Stage Craft as a technical theater course, which was well-enrolled. While the high school does not currently offer Stage Craft as a course today, it has plans to reintroduce it when the proposed school is complete.

- *Describe Non-Chapter 74 Programming programs new to the school, proposed learning activities, and how each will be coordinated with other curriculums.*

  Response: Need to describe how the new Tech/Innovation Labs will be used to support curriculum delivery
  - Makerspace (Innovation Lab): Will support hands-on and project based learning space, intended to be shared across all disciplines.
  - Engineering/Robotics Lab: On April 27, 2026, the School Building Committee voted to repurpose this space into a 12th science lab. While MHS does not currently offer non-Chapter 74 Engineering/ Robotics courses, future courses will be taught out of this Science Lab.
  - FACS Lab/Innovation Lab: Will support school's goals surrounding hands-on educational spaces to deepen cultural learning, create more electives for practical life skills, and provide differentiated spaces for students to connect with one another. While available to all teachers and students, the World Language and Health Departments foresee using this space for cooking culturally-relevant food or providing Nutrition classes.

- *Describe how the Non-Chapter 74 Programming curriculum will be delivered, number of periods per academic cycle, and number of students anticipated to participate in the proposed program.*

  Response: The Makerspace is a shared space, designed to support hands-on, project-based learning across disciplines. Curriculum will be delivered in two ways: teacher-integrated use, where teachers schedule the space to support curriculum across all content areas, and as open-access periods, during which students may use the space with staff facilitation for self-directed or independent projects.

FACS/Innovation Lab: This space would support cooking opportunities and other hands-on activities as well as be used as an affinity and cultural connection spaces.

These spaces are intended to be flexible and available for sign-up use throughout the school day. Specific scheduling frequency and enrollment numbers will be determined through ongoing and further discussions with the school administration and the District.

- *Describe the proposed program requirements (continuing and new programs) including equipment, practices, safety measures, training, and partnerships.*

  Response:
  - Digital Art/ Photography: Will require computers, printers, and a Darkroom component, and will have proper ventilation as required. Sinks and eyewash stations will be installed.
  - Media and Technology Labs: Will require computers, printers, 3D printers and will have proper ventilation as required.
  - Makerspace: Will require flexible furniture, printers, and possibly some equipment for podcasting or video recording, and playback capability. Sinks and eyewash stations will be installed.
  - FACS/Innovation Lab: Will have cooking stations, with kitchen appliances, and proper ventilation and exhaust as required. Sinks and eyewash stations will be installed.
  - Scene Shop: Will have hand tools and small equipment as required for set-construction. Sinks, eyewash stations, and personal protective equipment will be implemented/provided.

  For all of the programs, further detailed discussions on equipment needs will occur during the SD phase.

  Training will be provided for teachers using a well-established Medford practice. For any new curriculum, course, or pedagogical shift Medford partners with experts for technical assistance. For the expanded technology courses, Medford will partner with the College Board and send teachers to Advancement Placement Course training. One of these trainings is taking place during the summer of 2026 and our teacher is already registered. For expanded art courses, we will continue to partner with experts in the field, such as Erin Feeny who is providing PD for our teachers in 25-26, to support teachers in choosing curriculum materials, practicing strong pedagogy, and safely using any equipment required to run the course.

Additionally, as part of the District's PSR submittal, please include the desired features and layout considerations associated with each Vocational and Technical program, including all the Non-Chapter and Chapter 74 programs.

Response: The PSR submission will include the desired features and layout considerations associated with all of the Vocation and Technical (Non-Chapter and Chapter 74) programs.

19) Please confirm that first responding emergency representatives will be consulted in the planning process and associated requirements will be incorporated into the Preferred Schematic.

Response: The design team has held two meetings (February 10 and April 29, 2026) with Medford Fire Chief and Medford Police Chief to understand their concerns as the design is developed. Additionally, both Chiefs serve on the Site, Safety & Security Advisory Team, a group assembled to advise the SBC and project team on site design and security issues. Three meetings of this team were held on 12/18/25, 1/13/26 and 3/11/26.

20) Not provided. In response to these review comments please provide a schedule that describes a typical day and week in the life of a student.

Response:

The Medford High School Bell Schedule can be found on page 29 of the PDP Submission (page 7 of the Medford High School Educational Program).

Medford High School 2025-2026 Bell Schedule

Period	Monday	Tuesday	Wednesday	Thursday	Friday
Homeroom/ Advisory (7:45 - 7:48)	Homeroom	Homeroom	Homeroom	Homeroom	Homeroom
Period 1 (7:51-8:42)	A	A	A	A	A
Period 2 (8:45-9:36)	B	B	B	B	B
Period 3 (9:39-10:30)	C	C	C	C	C
Period 4 (10:33-11:24)	D	D	D	D	D
Period 5* (11:27-12:45)	E	E	E	E	E
Period 6 (12:48-1:39)	F	F	F	F	F
Period 7 (1:42-2:33)	G	G	G	G	G

***Lunch**

1st Lunch = 11:27-11:51 / Period 5 = 11:54-12.45
2nd Lunch = 12:21-12:45 / Period 5 = 12:21-12:45

In addition, please refer to page 74 of the PDP Submission (page 52 of the Medford High School Educational Program), under the title: "20. Typical Day and Week in the Life of a Student " The text of which is included below.
"In the general classroom, the core academic educational activities focus on delivering the curriculum through engaging and structured lessons. These activities include direct instruction, guided practice, collaborative learning, and individual work. Teachers use a variety of instructional strategies such as collaboration, project based learning, differentiated instruction, and student discourse in order to ensure that all students have access to grade-level, engaging, affirming and meaningful lessons.

Outside the general classrooms, academic activities extend to outdoor learning, project-based inquiries, science experiments, physical education, and group collaboration. Outdoor learning spaces—including gardens, nature trails, playgrounds, and fields—provide experiential opportunities for students to apply classroom concepts in real-world contexts, promoting engagement and physical well-being. These spaces are used for hands-on investigations, physical activities, and creative tasks that reinforce and enrich the educational program.

To maximize learning and operational efficiency, outdoor areas are ideally located adjacent to classrooms.
Outdoor learning environment ensures a comprehensive, engaging, and coherent delivery of the educational program aligned with school goals and student needs.

Typical Day in the Life of a Student	
Activity or Subject	**Program Details and Educational Benefit**
Breakfast	School-sponsored breakfast
Homeroom / Advisory	3 minutes daily, longer every other week with Extended Advisory and Advisory Activity
Morning class periods	Academics - General education - Career Technical Education A/B week and Freshman Exploratory during 2nd and 3rd period. - Full day special education programing (Therapeutic Learning Program, ACCESS, Project Transition)
Lunch / Gymnasium	School-sponsored lunch Students have access to the gym during lunch for movement break. Lunch is 30 minutes in length

Afternoon class periods	Academics CTE programming A/B week and C schedule students
Departure / After-School Activities	Extra-curriculars Athletics and clubs Bus pickup- MBTA buses and (1) yellow bus
Nursing / Health services	The nurses office is open from 7:45-2:33 daily for student support.

Additional Comments:

The information provided in the Educational Program on page 78-80 of 2558 indicates multiple spaces that are being offered at the Medford High School as 'Other specialty Spaces':

- *The District is proposing a Welcome Center. In response to these review comments, please provide the following:*
    - *A narrative describing where the Welcome Center is currently located and how it is currently operated, including the number of staff and business hours.*
    - *A description of how the proposed Welcome Center will be accessed and secured after typical school hours.*

Response:
The Welcome Center is currently located in Medford High School and opens onto the main lobby. The Welcome Center has a registrar, 2 assistants, Director of Out of School Time, a testing specialist, 2 interpreters, the EL Director and an assistant, the Director of Nursing and an assistant, the Assistant Superintendent of Special Ed and Student Services with an assistant, and the Transportation Manager located around the corner. The hours of operation are from 8:00 to 4:00 with strategic evening hours around typical registration time. All visitors to the High School must be cleared by a security monitor using the RAPTOR system. The security monitor is always scheduled during the operating hours of the Welcome Center year round.

Access to the proposed Welcome Center will continue to be secured by a Campus Security Monitor, located by the Main Entrance as the first point of entry for visitors to the school.

Additionally, by continuing to co-locate the Welcome Center with district resources- including the Medford Family Network- we are creating a unified, family-first environment. This allows families, particularly low-income households and new arrivals, to finalize enrollment, access health services, and navigate specialized programming in a single, multilingual, and accessible location.

- *The District is proposing a Teen Health Center. In response to these review comments, please provide the following:*
    - *A narrative describing where the Teen Health Center is currently located and how it is currently operated, including the number of staff and business hours.*
    - *A description of how the proposed Teen Health Center will be accessed and secured after typical school hours.*

Response:
We do not currently have a Teen Health Center in the existing Medford High School. The Building Committee will be discussing and reviewing this space at an upcoming meeting. The district will update the Space Summary and Ed Plan accordingly.

- *The District is proposing a Medford Community Media space. In response to these review comments, please provide the following:*
    - *A description of how the proposed Medford Community Media space will be accessed for community use and secured after typical school hours.*

Response:
Medford Community Media currently exists at Medford High School today and is shared space with our CTE TV and Film program. It is used by community members after-school. The team is proposing a dedicated and secure (badge-accessed) entrance to this space, that would be separate from entrances that access the High School. Any connection points from MCM to the High School would be a controlled badge-access only point of entry. However, please note the Building Committee will be discussing and reviewing this space at an upcoming meeting. The district will update the Space Summary and Ed Plan accordingly.

- *Additionally, the information provided on page 80 of 2,258 states:*

    "MHS anticipates that the Food Pantry will operate independently from the MHS Food Service Department."

    In response to these review comments, please provide the following:
    - *A narrative describing how the Food Pantry will be operated, including anticipated staffing, business hours, and the entity responsible for managing day-to-day operations.*
    - *A description of how the proposed Food Pantry space will be accessed and secured after typical school hours.*
    - *A description of the anticipated adjacencies.*

Response:
The Building Committee voted to remove this proposal from the Space Summary on April 27. The Food Pantry will continue to share space with the Mystic Exchange - our current clothing closet - in the proposed new building. The Educational Plan has been updated to reflect this change.

- *The District is proposing Community Partner Spaces. In response to these review comments, please provide the following:*
    - *A description of how the proposed Community Partner Space will be accessed for community use and secured after typical school hours.*
    - *A description of the anticipated adjacencies.*

Response:
Currently, there are Community Partner Spaces in Medford High School. However, the Building Committee will be discussing and reviewing this space at an upcoming meeting. The district will update the Space Summary and Ed Plan accordingly.

Furthermore, the information provided states:

> *" The existing building has a pool that is an integral part of the Medford community offering adult lap swim, free public swim, and is home to MHS Swim Team and neighboring high school swim programs as well."*

Please note and acknowledge that newly constructed Natatoriums (pools) cannot be included or incorporated in the scope of work and/or associated budget for projects seeking MSBA grants. If a District wishes to construct a Natatorium (pool) as a component of their school buildings in a new construction scenario, the procurement, design, and construction associated with this work must be separate from the MSBA project scope and budget and must be detached from the proposed school building. Further, this work cannot be combined or 'bundled' in any contracts or bidding documents associated with the MSBA project, either as base scope or as a construction alternate. Please acknowledge.

Please also refer to the attached MSBA Guidance for Central Administration, Field House, and Natatorium Components (Project Advisory 96) regarding MSBA policies associated with Natatorium components.

Response: Noted and acknowledged.

No further review comments for this section.

3.1.3 INITIAL SPACE SUMMARY

Provide the following Items		Complete; *No response required*	Provided; *District's response required*	Not Provided; *District's response required*	Receipt of District's Response; *To be filled out by MSBA Staff*
1	Space summary; one per approved design enrollment	☐	☒	☐	☐
2	Floor plans of the existing facility	☒	☐	☐	☐
3	Narrative description of reasons for all variances (if any) between proposed net and gross areas as compared to MSBA guidelines	☒	☐	☐	☐

MSBA Review Comments:

1) *Please refer to "Attachment B" for detailed review comments.*

Response: Noted.

No further review comments for this section.

3.1.4 EVALUATION OF EXISTING CONDITIONS

Provide the following Items		Complete; *No response required*	Provided; *District's response required*	Not Provided; *District's response required*	Receipt of District's Response; *To be filled out by MSBA Staff*
1	Confirmation of legal title to the property.	☒	☐	☐	☐
2	Determination that the property is available for development.	☒	☐	☐	☐
3	Existing historically significant features and any related effect on the project design and/or schedule.	☐	☒	☐	☐
4	Determination of any development restrictions that may apply.	☐	☒	☐	☐
5	Initial Evaluation of building code compliance for the existing facility.	☒	☐	☐	☐
6	Initial Evaluation of Architectural Access Board rules and regulations and their application to a potential project.	☒	☐	☐	☐
7	Preliminary evaluation of significant structural, environmental, geotechnical, or other physical conditions that may impact the cost and evaluations of alternatives.	☐	☒	☐	☐
8	Determination for need and schedule for soils exploration and geotechnical evaluation.	☐	☒	☐	☐

	Provide the following Items	Complete; *No response required*	Provided; *District's response required*	Not Provided; *District's response required*	Receipt of District's Response; *To be filled out by MSBA Staff*
9	Environmental site assessments minimally consisting of a Phase I: Initial Site Investigation performed by a licensed site professional.	☐	☒	☐	☐
10	Assessment of the school for the presence of hazardous materials.	☐	☒	☐	☐
11	Previous existing building and/or site reports, studies, drawings, etc. provided by the district, if any.	☒	☐	☐	☐

MSBA Review Comments:

3) The information provided indicates that a Project Notification Form ("PNF") will be filed with the Massachusetts Historic Commission ("MHC") during the Preferred Schematic phase. In response to these review comments, please include the PNF submission date into the overall project schedule. Additionally, please note and acknowledge that MHC approval is required prior to construction bids. The District should keep the MSBA informed of any decisions and/or proposed actions and should confirm that the proposed project is in conformance with Massachusetts General Law 950, CRM 71.00. Please acknowledge.

Response: Acknowledged.

4) The information provided on page 198 of 2,258 indicates that the environmental impact of the project will be reviewed with respect to Massachusetts Environmental Policy Act ("MEPA") thresholds. As part of the District's PSR submittal, please provide the following:

- *Analysis performed by the Design team intended to determine the outcome associated with the requirements of a MEPA review and a workplan and timeline associated with a MEPA review.*

Response: Acknowledged. The requested information will be included as part of the forthcoming Preferred Schematic Report (PSR) submission.

- *Also, please note that if MEPA review and approval is required for the proposed project, the MSBA Board of Directors authorization to enter a Project Funding Agreement ("PFA") will be conditioned upon the District fulfilling the applicable MEPA requirements associated with the MEPA review.*

Response: Acknowledged.

Additionally, the information provided on page 198 of 2,258 states:

> *"A review of the Massachusetts Historical Commission, MHC, online Massachusetts Cultural Resource Information System, MACRIS, performed in December, 2025, documents that the portion of the property containing the Edgerly Sports Complex and approximately 7,250-square feet of open space in the southeast corner of the property are within the Middlesex Fells Reservation, with the MHC identification number MDF.T."*

In response to these review comments, please provide a timeline and any potential challenges and steps that may be required for these resolutions, if any. Additionally, please ensure that future versions of the project schedule will include dates of anticipated approvals and key steps of the proposed site.

As part of District's PSR submittal, provide additional information for the items listed above and any local steps and timeline regarding the permitting/ review and approval that are required for the Preferred Schematic.

Response:
Regarding the reference from page 198, the "Middlesex Fells" in this case refers to the Inventory Area labeled MDF.T in the MACRIS database, and its boundaries in the GIS database do not coincide with the current surveyed parcel boundaries. The Inventory Area map in MACRIS shows portions of several parcels, including Medford High School, Temple Shalom of Medford, Victory Park, and the City-owned parcel at 0 Ronaele Rd as part of the Middlesex Fells Inventory Area. Inventory Areas have been previously inventoried by the Massachusetts Historical Commission and may or may not have a historical designation.

The project team will submit the MHC PNF (Project Notification Form) once the preferred alternative has been identified by the SBC on June 10, 2026. It will be filed before the PSR report is submitted to the MSBA. The project team will review the specific issue noted in this comment with MHC as part of the PNF review process. It is confirmed that future versions of the project schedule will include dates of anticipated approvals and key steps of the proposed site.

7) The information provided on page 339 of 2,258 under 'Wetland Resources' states the following:

- *"An investigation into the high school parcel and adjacent properties was performed in December of 2025 by CDW Consultants. Several wetland resource areas were identified on neighboring properties, and are included in the exiting conditions survey. A full report is in progress and will be included in the final draft of the PDP Report."*
- *"An Abbreviated Notice of Resource Area Delineation (ANRAD) will be filed with the Medford Conservation Commission to confirm the location of the flagged wetlands in Schematic Design."*
- *"There are three extant wetland systems in close proximity to the property that were identified during the site inspection conducted on December 10, 2025. The three wetland areas were delineated on or near the Site: one to the north, one to the east, and one at the southern end of the Site."*

In response to these review comments, identify any potential challenges and steps that may be required for these resolutions. Additionally, please ensure that future versions of the project schedule will include dates of anticipated approvals and key steps of the proposed site.

As part of District's PSR submittal, provide additional information for the items listed above and any local steps and timeline regarding the permitting/ review and approval that are required for the Preferred Schematic.

Response:

- The wetlands report provided was the final report dated February 10, 2026.
- There are no challenges anticipated in filing the ANRAD.
- The three extant wetlands systems are described in the final wetlands report, and no challenges are anticipated with these systems.

The timeline will be included in the PSR report as required in PSR requirements.

In addition, please note and acknowledge that all permitting requirements and approvals must be obtained prior to construction bidding.

Response:
The project team acknowledges that all permitting requirements and approvals must be obtained prior to the start of bidding.

8) The information provided on page 364 of 2,258 states:

> *"Geotechnical consultant, Haley & Aldrich, has begun borings and test pits on the Medford High School site in December, 2026. Geophysical testing is planned to take place in March, 2026. No information is available on findings at this point in time, but will be provided in the Preferred Schematic Report."*

In response to these review comments, please provide the status of the additional testing and confirm that this information will be included as part of the District's PSR submittal. Also, please note and acknowledge that all cost increases subsequent to a Project Scope and Budget approval from the MSBA's Board of Directors will be the sole responsibility of the District. Please acknowledge.

Response: Updates to testing will be provided in the PSR submittal. Investigations performed since the PDP report was submitted include: a hydrant flow test, completion of the geotechnical explorations with a geophysical survey, Phase II environmental site assessment, and environmental noise testing. A geothermal test well is planned for summer, 2026. The project team acknowledges that all cost increases occurring subsequent to execution of a Project Scope and Budget agreement will be the responsibility of the District.

9) The information provided on page 365 of 2,258 indicates that a Phase II Environmental Site Assessment is needed and is currently underway. As part of the District's PSR submittal, please provide the following:

- *An anticipated timeline associated with the Phase II Environmental Assessment.*
- *Any additional findings from the Phase II investigation when available.*

Additionally, the information provided in the Phase I ESA Report on pages 377 and 378 of 2,258 states the following:

- *"There were no written records found of the condition of these underground storage tanks (USTs) upon their removal, or if contamination was evident or not evident in the soil surrounding the tanks. If excavation is planned in the areas of these former USTs as*

part of the new school construction, explorations are recommended to assess soil and, if encountered, groundwater, in these areas as part of the planning stages."

- *"ADS was informed that a portion of the subject property was previously used as a municipal dump, and items such as a car frame were observed during prior excavation at the school... If excavation is planned in this area as part of the new school construction, explorations are recommended as part of the planning stages to assess soil and, if encountered, groundwater, in this area."*
- *"Areas of contamination may be encountered during construction or demolition of the school building. If stained soils or soils with an odor are encountered, work should stop in the area of concern in order to mitigate the spreading of possible contaminants to a larger area, and an environmental consultant should be contacted to assess the condition."*

Note that all costs associated with abatement of contaminated soil from any source, and abatement of fuel storage tank must be itemized in the cost estimates in subsequent submittals and will be considered ineligible for MSBA reimbursement. Please acknowledge.

Response: Acknowledged.

10) Please note that the project team should be aware of the current policies associated with MSBA's participation in the abatement and removal of hazardous materials.

Response: Acknowledged.

No further review comments for this section.

3.1.5 SITE DEVELOPMENT REQUIREMENTS

	Provide the following Items	Complete; *No response required*	Provided; *District's response required*	Not Provided; *District's response required*	Receipt of District's Response; *To be filled out by MSBA Staff*
1	A narrative describing project requirements related to site development to be considered during the preliminary and final evaluation of alternatives.	☐	☒	☐	☐
2	Existing site plan(s)	☐	☒	☐	☐

MSBA Review Comments:

1) The information provided on page 1,146 of 2,258 under 'Wetlands and/or Flood Restriction' states:

> *"The Massachusetts Wetlands Protection Act regulates work in proximity to existing wetlands. Work within the 100' buffer zone around wetland resources requires a Stormwater Management Plan per state standards. In addition, the City of Medford Wetlands Ordinance (Chapter 87) requires a permit from the Conservation Commission for work within 100' of a wetland resource area."*

In response to these review comments, please review and respond to the following items:

- *Identify any potential challenges and steps that may be required for these resolutions. Additionally, please ensure that future versions of the project schedule will include dates of anticipated approvals and key steps of the proposed site.*

Response: We acknowledge that work in the buffer zone requires a Notice of Intent and will be included in the schedule.

- *Please note and acknowledge that all permitting requirements and approvals must be obtained prior to construction bidding.*

As part of District's PSR submittal, provide additional information for the items listed above and any local steps and timeline regarding the permitting/ review and approval that are required for the Preferred Schematic.

Response: Acknowledged. The requested information will be included as part of the forthcoming Preferred Schematic Report (PSR) submission.

Additionally, the information provided on page 1,147 of 2,258 under 'Safety and Security Requirements' indicates that the project is designed to balance community access to outdoor spaces and shared-use resources—such as Career and Technical Education ("CTE") programs, pool facilities, and the Medford Family Network—while significantly enhancing school safety.

In response to these review comments, please provide additional information that demonstrates how the proposed natatorium, gymnasium, performance spaces, Welcome Center, Teen Health Center, Medford Community Media, Clothing Closet, Food Pantry, and Community Partner Spaces will be scheduled, monitored, and secured after typical school hours.

Response:
The Clothing Closet will be available only to MHS students. This will be located within a House Office Suite, where it will be secured and monitored by staff within that office suite.

The Teen Health Center will be available only to MHS students, both during and after-school hours. This program will have a dedicated exterior entrance that is separate from the main high school entrances, with card-access control points that will limit passage between this space and the broader high school to authorized personnel. However, the Building Committee will be discussing and reviewing this space at an upcoming meeting. The district will update the Space Summary and Ed Plan accordingly.

On April 27, 2026, the School Building Committee voted to eliminate the Food Pantry and to consolidate the function of this into the Clothing Closet.

Community use will be scheduled through a reservation process coordinated by the District, prioritizing after-school athletics and school-sponsored programs. Community reservations will fill remaining availability.

These spaces will be designed with a layered security approach that ensures safe, flexible community access without compromising the security of the broader high school building. Each of these spaces will be served by dedicated exterior entrances separate from the main student and staff entrances or will connect to shared entrance vestibules that control ingress and egress independently from MHS's primary circulation. At each threshold between the community-accessed spaces and the broader high school, card-access control points will restrict passage to authorized personnel only, preventing non-school personnel or students from entering the main high school areas. These secondary/direct entrances and controlled access points will be integrated into the building's security infrastructure, with after-hours access logged and monitored per District protocol.

Furthermore, in response to these review comments please provide the following:

- *As the project further develops, please include information that describes the process, including those involved in the decision-making, associated with incorporating site improvement components such as landscape features, trees, plantings, irrigation, rain garden, etc. The MSBA encourages the District to include facilities and maintenance personnel responsible for the future care and maintenance of the proposed site components in an effort to fully understand the time, care and resources, including budget, equipment, and personnel, required to maintain the intended site features. Please acknowledge.*

  Response: The design team has worked closely with the facilities staff and District's Chief Operations Officer to understand maintenance issues. This collaboration will continue through all subsequent phases.

Also, as part of the District's PSR submittal, please provide the following:

- *A description of how the number of parking spaces for staff and visitors will be determined, i.e., based on daily school needs, after-hours athletic/performance needs, and/or local zoning requirements.*

Response: This information will be provided as part of the PSR submittal.

- *A timeline associated with any permits, filings, and other reviews discussed in this section. Please identify all utility providers associated with the project and include estimated dates for required coordination, applications, and approvals with each provider, including Medford's Engineering Division.*

Response: This information will be provided as part of the PSR submittal.

- *A site section(s) that illustrates how the Preferred Schematic sits on the site and how the proposed location impacts access and circulation. Please acknowledge.*

Response: Acknowledged.

2) In response to these review comments, provide an existing site plan that includes the following, as outlined in Module 3, Item 3.1.5 Site Development Requirements:

- *Structures and fences;*
- *Site access and circulation;*
- *Parking and paving;*
- *Zoning setbacks and limitations;*
- *Accessibility requirements;*
- *Easements;*
- *Wetlands and/or flood restrictions;*
- *Emergency vehicle access;*
- *Safety and security features;*
- *Utilities;*
- *Athletic fields and outdoor educational spaces; and,*
- *Site orientation and other location considerations and issues.*

Additionally, as part of the PSR submittal, please provide site plans that include the above-mentioned features for the Final Evaluation of Alternatives and Preferred Solution that also include bus and parent drop-off areas as well as vehicular and pedestrian access. Please acknowledge.

Response: This information will be provided as part of the PSR submittal.

No further review comments for this section.

3.1.6 PRELIMINARY EVALUATION OF ALTERNATIVES

Provide the following Items		Complete; *No response required*	Provided; *District's response required*	Not Provided; *District's response required*	Receipt of District's Response; *To be filled out by MSBA Staff*
1	Analysis of school district student school assignment practices and available space in other schools in the district	☒	☐	☐	☐
2	Tuition agreement with adjacent school districts	☒	☐	☐	☐
3	Rental or acquisition of existing buildings that could be made available for school use	☒	☐	☐	☐
4	Code Upgrade option that includes repair of systems and/or scope required for purposes of code compliance; with no modification of existing spaces or their function	☒	☐	☐	☐
5	Renovation(s) and/or addition(s) of varying degrees to the existing building(s)	☐	☒	☐	☐
6	Construction of new building and the evaluation of potential locations	☐	☒	☐	☐
7	List of 3 distinct alternatives (including at least 1 renovation and/or addition option) are recommended for further development and evaluation.	☐	☒	☐	☐

MSBA Review Comments:

As part of the Preliminary Evaluation of Alternatives, the District explored (29) initial options, all of which include varying scenarios at the existing Medford High School site, designed for 1,395 students in grades 9-12, plus Pre-K, and include the following:

- *(1) Base Repair Option*
- *(25) Addition / Renovation Options ranging from $807 to 880 million for the total project cost.*
- *(3) New Construction Options ranging from $859 to 893 million for the total project cost.*

Following the District's PDP submittal on February 25, 2026, the District informed the MSBA that it was in the process of eliminating multiple options under consideration. In response, the MSBA held a meeting with the Project Team on March 9, 2026, and requested additional information to determine how many options would be formally eliminated and to support the preparation of an addendum to the PDP submission. Subsequently, the District and the School Building Committee voted to eliminate 23 options. The District informed the MSBA of this decision on April 1, 2026.

Based on this decision, the District has indicated that they intend to further evaluate the following (6) options as part of its Final Evaluation of Alternatives included in the PSR as described below.

- ***Option A.1**: Base Repair at the existing Medford High School facility; with an estimated total project cost of $437,180,506 million.*
- ***Option B.1.2**: Addition/renovation (On the Existing Footprint) which proposes 141,510 sf of new construction above the existing Central Academic and PE/Dining Wings, selective demolition of 23,835 sf of the existing Central Academic Wing to bring daylight to windowless classrooms, Light Renovation of 36,902 sf of the existing Pool Wing, and Heavy Renovation of 461,467 sf of the remaining existing school building; with an estimated total project cost of $824,820,634 million.*
- ***Option C.2.2**: Addition/renovation (On the existing building footprint, on the Hillside and Parking Lot to the west and a portion of Edgerly Field to the north), which proposes 471,280 sf of new construction (5 stories), in place of the existing Arts Wing, Central Academic Wing, Western Academic Wing and Vocational Wings; proposes Light Renovation of 36,902 sf of the existing Pool Wing; and proposes Heavy Renovation of 131,697 sf of the remaining existing school building; with an estimated total project cost of $849,727,830 million.*
- ***Option C.3.4**: Addition/renovation (On the existing building footprint, on the Hillside to the west and a portion of Edgerly Field to the north), which proposes 586,247 sf of new construction as 4 stories, in place of the existing Arts Wing, Central Academic Wing, Western Academic Wing, Vocational Wings and PE/Dining Wing; proposes Light Renovation of 36,902 sf of the existing Pool Wing; and proposes Heavy Renovation of 16,730 sf of the remaining existing school building; with an estimated total project cost of $832,122,092 million.*
- ***Option D1.1**: New Construction (on the existing southern Parking Lot and the southern portion of the existing building footprint – the Arts Wing and the southern Vocational Wing), which proposes 607,250 sf (6 stories) and a new Pool; with an estimated total project cost of $893,653,373 million.*
- ***Option D.2.1**: New Construction (On Edgerly Field and the adjacent Hillside), which proposes 607,250 sf as 6-stories and a new Pool; with an estimated total project cost of $859,469,647 million.*

As part of the elimination of PDP options and following conversations with MSBA staff about 'MSBA Guidance for Central Administration, Field House, and Natatorium Components' the District added the following (2) options to be studied in the PSR:

- ***Option D1.1NP**: New Construction (On the existing southern Parking Lot and the southern portion of the Existing Footprint – the Arts Wing and the southern Vocational Wing), which proposes 607,250 sf as 6-stories without a Pool; with an estimated total project cost of $870,540,600 million.*
- ***Option D2.1NP**: New Construction (On Edgerly Field and the adjacent Hillside), which proposes 607,250 sf as 6-stories without a Pool; with an estimated total project cost of $836,356,874 million.*

Please note and acknowledge the following from the 'MSBA Guidance for Central Administration, Field House, and Natatorium Components':

- *Consultant and contractor services must be procured separately from an MSBA-funded Core Program project, with contracts separate from the MSBA-funded project, at the sole expense of the district. Furthermore, bundling of projects for the purpose of local appropriation votes is prohibited.*
- *The District must demonstrate that the MSBA-funded Core Program project takes priority over the Natatorium construction in the placement of the Natatorium on the site and in the sequence of construction phasing. This must be demonstrated in the project schedule at the time of schematic design, throughout the development of construction documents, and through construction.*
- *The scope and estimated cost of a Natatorium shall not be included in the total project budget. However, the proposed scope shall be referenced in the feasibility study, schematic design, design development, and construction/bid documents only to the extent that the potential location of such Natatorium structures and the construction schedule of the Natatorium impact the proposed MSBA-funded Core Program project.*
- *A new Natatorium shall be physically detached from an MSBA-funded Core Program project.*
- *District must plan and demonstrate separate central plant and building utility connections for a new Natatorium.*
- *In the district's final evaluation of options included in the Preferred Schematic Report, at least one of the district's options, should consist of a scenario that does not include a Natatorium component.*

Response: Noted and acknowledged.

As stated in the cover letter associated with these review comments, the MSBA requests that the District establish an alternative option, or series of options, that explores/demonstrates a proposed building project scenario that responds more directly to the necessities required to deliver the educational curriculum for a grades 9-12 student population with a design enrollment of 1,395 that results in smaller and more efficient building that better aligns with the MSBA space guidelines. The MSBA understands that a Pre-Kindergarten program component will contribute to the proposed square footage of a project and aligns with the Enrollment Certification; however, additional options should focus primarily on a building project that responds to delivering a grade 9-12 facility. At least one of these alternative options should be represented in the options to be further evaluated in the Preferred Schematic phase.

Please note the PSR submittal must include a thorough evaluation of each option the District has chosen to move forward with as part of its Final Evaluation of Alternatives, including cost estimates and detailed rationale for why options were eliminated from consideration. As stated above, adjustments and/or the addition of individual options should be communicated in writing to the assigned MSBA project team well in advance of the District's PSR submission. The MSBA will review any adjustments to this list and will communicate appropriate actions.

Response: Acknowledged.

5) Subsequent to receiving the PDP submittal, the District provided narratives that described the reasons each of the (22) of the Addition/renovation options would be eliminated from further consideration. ***No response required.***

6) Subsequent to receiving the PDP submittal, the District provided a narrative that described why 'Option D.1.2' was eliminated from further consideration. ***No response required.***

7) In response to these review comments, please note and acknowledge that the Final Evaluation of Alternatives included in the District's PSR submittal must include the following:

- *Floor plan diagrams for each of the options studied including a key/legend for clarity that showcase all the spaces with adjacencies to further understand the connections of the proposed spaces.*
- *Please provide the first-floor plan within the proposed site plan.*
- *The District must provide detailed narratives that clearly describe the rationale for why options were eliminated from further consideration.*
- *As the designs further develop, continue to describe and illustrate the separation, safety provisions, and possible construction laydown areas that will be applied during construction on the occupied site.*
- *Continue to use the same naming convention of options that was provided in the PDP submittal for clarity and consistency.*

  Response: Noted and acknowledged.

Additional Comments:

- *The information provided on page 2,170 of 2,558 as part of the 'Comparative Cost Analysis' indicates the District is examining how additional needs (Medford Community Media, Community Partner Rental Spaces, Welcome Center / Central Offices, Community Meeting Spaces, Teen Health Center, Early Childhood Center, and a renovated or new natatorium) may be built in conjunction with the school building project, and lists all these programs as potential alternates.*

  Response: Acknowledged.

- *Please note that the project team should be aware of and adhere to the current policies associated with MSBA's participation in natatorium (pool) and central administration components, as outlined in the "MSBA Guidance for Central Administration, Field House, and Natatorium Components", issued under Project Advisory 96. This guidance was previously transmitted to the District via email and acknowledged by the Owner's Project Manager on January 7, 2026.*

  Response: Noted. The project team will adhere to the guidelines outlined in Project Advisory 96.

- *If the District elects to further develop any options that include a natatorium and/or central administration component, the requirements outlined in this guidance must be followed. Please acknowledge.*

  Response: Acknowledged.

No further review comments for this section.

3.1.7 LOCAL ACTIONS AND APPROVAL

	Provide the following Items	Complete; *No response required*	Provided; *District's response required*	Not Provided; *District's response required*	Receipt of District's Response; *To be filled out by MSBA Staff*
1	Signed Local Actions and Approvals Certification: (original)	☒	☐	☐	☐
2	Certified copies of the School Building Committee meeting notes showing specific submittal approval vote language and voting results, and a list of associated School Building Committee meeting dates, agenda, attendees and description of the presentation materials	☐	☒	☐	☐

MSBA Review Comments:

2) Subsequent to receiving the PDP submittal, the MSBA received a certified copy of the February 23, 2026 School Building Committee meeting minutes. Following the February 23 School Building Committee meeting, the SBC voted to eliminate certain options from further consideration.

Please provide a certified copy of the March 23, 2026 School Building Committee meeting minutes when available. Please acknowledge.

Response: Certified minutes attached.

No further review comments for this section.

3.1.8 APPENDICES

	Provide the following Items	Complete; *No response required*	Provided; *District's response required*	Not Provided; *District's response required*	Receipt of District's Response; *To be filled out by MSBA Staff*
1	Current Statement of Interest	☒	☐	☐	☐
2	MSBA Board Action Letter including the invitation to conduct a Feasibility Study	☒	☐	☐	☐
3	Design Enrollment Certification	☒	☐	☐	☐

MSBA Review Comments:

No review comments for this section.

Additional Comments:

- *Please note that as part of the upcoming Preferred Schematic submittal process, districts and their consultants are required to provide a summary overview of the proposed project to the MSBA Facilities Assessment Subcommittee (the "FAS"). In preparation, the MSBA requests that the District submit a complete PowerPoint of the FAS presentation with the PSR submittal. For your reference, the guidance memorandum for preparing an FAS presentation is attached.*

  Response: Acknowledged.

- *The MSBA issues project advisories from time to time, as informational updates for Districts, Owner's Project Managers ("OPM"), and Designers in an effort to facilitate the efficient and effective administration of proposed projects currently pending review by the MSBA. The advisories can be found on the MSBA's website. In response to these review comments, please confirm that the District's consultants have reviewed all project advisories and they have been incorporated into the proposed project as applicable.*

  Response: Noted and acknowledged.

Regarding Past Projects:

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 projects. MSBA records show the following previous projects were completed with MSBA-assisted funding:

- *A total MSBA payment of $1,026,109 for the Medford High School Window/ Doors, Boiler Replacement Project #201301760505.*
- *A total MSBA payment of $6,506,701 for the Medford High School Science Lab Initiative Project #201201760505.*
- *A total MSBA payment of $950,960 for the Medford High School Phase III Renovation Project #200801760505.*
- *A total MSBA payment of $1,349,209 for the Medford High School Waitlist Project for Major Repair Roof (Phase I) #W20024279.*
- *A total MSBA payment of $465,197 for the Medford High School Waitlist Project for Major Repair Roof (Phase II) #W20024293.*

Pursuant to these requirements and depending on the School District's ultimate plan for the School, the MSBA may recover a pro-rated portion of the financial assistance that the School District has received for previous grants. The exact amount recovered will be established at the conclusion of the Schematic Design / Total Project Budget phase. Please see the MSBA website to view the MSBA's regulations, statute, and closed school bulletin for additional information.

End

ATTACHMENT B
MODULE 3 – PRELIMINARY DESIGN PROGRAM SPACE SUMMARY REVIEW

District: City of Medford
School: Medford High School
Owner's Project Manager: Leftfield, LLC
Designer Firm: Symmes Maini & McKee Associates, Inc.
Submittal Due Date: April 2, 2026
Submittal Received Date: February 25, 2026
Review Date: February 25, 2026 – May 5, 2026
Reviewed by: J. Adams, K. Stark, V. Dagkalakou, C. Forde, C. Alles

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The Massachusetts School Building Authority (the "MSBA") has completed a preliminary review of the proposed space summary as produced by Symmes Maini & McKee Associates, Inc. and its consultants. This review involved evaluating the extent to which the Medford High School's proposed space summary conforms to the MSBA guidelines and regulations.

Please note the MSBA considers it critical that the Districts and their Designers aggressively pursue design strategies to achieve compliance with the MSBA guidelines for all proposed projects in the new program and strive to meet the gross square footage allowed per student and the core classroom space standards, as outlined in the guidelines. The MSBA also considers its stance on core classroom space critical to its mission of supporting the construction of successful school projects throughout the Commonwealth that meet current and future educational demands. The MSBA does not want to see this critical component of education suffer at the expense of larger or grander spaces that are not directly involved in the education of students.

Response: Noted.

Please note that any spaces in new construction or substantially renovated spaces must be compliant with MSBA space standards for both allotted area and room quantity unless otherwise approved in writing by the MSBA.

Response: Noted.

The MSBA has attempted to identify potential eligible and ineligible square footage based on the information provided in conjunction with the associated space summary and educational program for the executed design enrollment. The proposed square footage associated appear to result in a significant number of spaces in several categories that exceed the MSBA guidelines and will likely be considered ineligible for reimbursement. Information provided by the District in response to these review comments is critical for the MSBA to ultimately determine an allowable square footage.

The following preliminary review is based on the submitted new construction project space summary with an agreed upon design enrollment of 1,395 students in grades 9-12, plus Pre-Kindergarten.

In response to these review comments, please note that based on the Enrollment Letter, issued on December 18, 2024, the MSBA understands that the District would like to include space for district-wide Pre-Kindergarten and the District's therapeutic high school program, currently located at 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. Please acknowledge.

Response: Noted and acknowledged.

As referenced in the cover letter associated with these review comments and 'Attachment A', the MSBA is interested in comparing an alternative option, or series of options, that responds more directly to the necessities required to deliver the educational curriculum for a grades 9-12 student population with a design enrollment of 1,395 and that better aligns with the MSBA space guidelines. Please acknowledge.

Response: Acknowledged

The MSBA review comments are as follows:

- **Core Academic** – The District is proposing a total of 80,565 net square feet ("nsf") which exceeds the MSBA guidelines by 12,185 nsf. The District is proposing the following spaces:
    - **General Classroom** – The District is proposing (48) 950 nsf General Classrooms, totaling 45,600 nsf, which exceeds MSBA guidelines by (1) General Classroom and 3,300 nsf. In response to these review comments, please review and respond to the following:
        - As the project further develops, please note and acknowledge that 825 nsf is the minimum size for a newly constructed General Classroom for grades 9-12, and 950 nsf is the maximum size for all newly constructed General Classrooms for grades 9-12.

          Response: Noted and acknowledged.
        - An additional (25) classroom and/or lab spaces are proposed in association with the (19) Chapter 74 Programs and six Non-Chapter 74 Programs described in the comments below. Please describe the anticipated utilization impact these spaces will have on the proposed (48) General Classrooms.

          Response: The Chapter 74 Program spaces, related classrooms and Non-Chapter 74 Programs are dedicated instructional environments that will absorb a significant portion of Chapter 74-enrolled students, with specific equipment and scheduling needs that are different from the Core Academic General Education

classrooms. In addition, the Non-Chapter 74 Technology Labs are sized larger to safely accommodate technology or equipment that is beyond a typical General Classroom's size and setup.

- **Teacher Planning** – The District is proposing (9) 500 nsf Teacher Planning spaces, totaling 4,500 nsf, which is below the MSBA guidelines by (38) Teacher Planning spaces and 200 nsf. In response to these review comments, please provide additional information that describes the desired location and adjacencies of the (9) Teacher Planning areas and confirm the proposed area is sufficient to meet the goals of the educational program.

  Response: Fewer but larger Teacher Planning spaces better meet the needs of Medford High School. The Teacher Planning spaces will be distributed throughout Learning Communities for ease of access to and from classrooms. The District confirms that the proposed are sufficiently meets the goals of the educational program.

- **Small Group Seminar –** The District is proposing (3) 500 nsf Small Group Seminar spaces, totaling 1,500 nsf, which meets the MSBA guidelines. No further preliminary comments.

- **Science Classroom / Lab** – The District is proposing (11) 1,440 nsf Science Classrooms, totaling 15,840 nsf, which is below MSBA guidelines by (1) Science Classroom / Lab and 1,440 nsf. The information provided on page 163 of 2,258 under 'Narrative Description of Reasons of all Variances' states:

  > *"Medford High School requires 11 Science Labs to support its proposed Science curriculum. Under Special Education, the program includes one Science Resource Room to support pull-out Science instruction when needed beyond co-taught Science labs."*

  In response to these comments, please provide an updated space summary that relocates the (1) 1,440 nsf Science Lab from the 'Special Education' category back to the 'Core Academic' category.

  Response: The space summary has been updated to relocate the (1) 1,440 nsf Science Resource Room from Special Education back to the Core Academic category

- **Prep Room** – The District is proposing (6) 400 nsf Prep Rooms, totaling 2,400 nsf, which meets the MSBA guidelines. Please note that MSBA guidelines require 200 nsf per Science Classroom/Lab or 400 nsf if combined and shared between two Science Classroom/Lab. Also, please see the comment above regarding Science Classrooms / Labs and the comment below under 'Special Education' category regarding the proposed Science Resource Room.

  Response: Noted and acknowledged.

- **Central Chemical Storage Room** – The District is proposing (1) 200 nsf Central Chemical Storage Room, which meets the MSBA guidelines. No further preliminary comments.

- **Medford Academy – Classroom** – The District is proposing (2) 950 nsf Medford Academy – Classrooms, totaling 1,900 nsf, which exceeds the MSBA guidelines. In response to these review comments, please provide additional information that describes the following:

  - The anticipated adjacencies.

  Response: Medford Academy is an alternative General Education program within Medford High School, which offers MHS students with flexible and responsive learning environments, schedules and instruction to support their academic success. Students rotate through two dedicated classrooms, and the classrooms will have adjacencies to the Medford Academy Workspace. The District is considering adjacencies to the Curtis-Tufts program, for opportunities of shared student support resources.

  - Scheduling, staffing, and overall utilization of these spaces.

  Response: Medford Academy is an alternative General Education program within Medford High School, which offers MHS students with flexible and responsive learning environments, schedules and instruction to support their academic success. The Medford Academy was not outlined in our SOI, but under new leadership at the high school, a persistent need was identified and subsequently prioritized and funded by the School Committee to implement. To date, the outcomes highlight that the response to the needs are working.

  Medford Academy currently has 17 students enrolled. Based on space, MHS is limited as to how many students can be enrolled in this program designed to close gaps and service under-credited and over-aged students. In the new building, we hope to enroll up to 30 students, with adjacencies to the co-located Curtis Tufts and Therapeutic Learning Program to share resources and maximize efficiencies. Currently, the schedule at Medford Academy is tailored to the specific needs of the students. The school day is the same length but time is used more flexibly in these spaces.

  Students rotate through two dedicated classrooms, in an academic teaming model, and the classrooms will have adjacencies to the Medford Academy Workspace.The District is considering adjacencies to the Curtis-Tufts program, for opportunities of shared student support resources.

- **Medford Academy – Workspace** – The District is proposing (1) 475 nsf Medford Academy – Workspace, which exceeds the MSBA guidelines. In

response to these review comments, please provide the following information:

- Describe the anticipated adjacencies.

  Response: The Workspace will be adjacent to the Medford Academy Classrooms. There may also be adjacencies to the Curtis-Tufts program.

- Describe the scheduling and utilization of the proposed areas.

  Response: The Workspace is planned to be accessible throughout the school day so that collaboration can occur at any time, inside and outside of scheduled class time.

- Provide examples of activities that will occur in these areas.

  Response: The Workspace will be adjacent to the Medford Academy Classrooms. There may also be adjacencies to the Curtis-Tufts program. The Medford Academy Workspace is collaborative workspace and affinity spaces, for small group work, breakout work, peer-to-peer tutoring and other types of collaboration. It is planned to be accessible throughout the school day so that collaboration can occur at any time, inside and outside of scheduled class time.

- **Language Lab** – The District is proposing (1) 1,200 nsf Language Lab, which exceeds the MSBA guidelines. In response to these review comments, please provide the following information:

  - Describe the anticipated adjacencies.
  - Describe the scheduling, staffing, and overall utilization of the proposed area.
  - Provide examples of activities that will occur in these areas.

    Response: As noted in the space reduction vote taken by the SBC on April 27th, we are retitling this space to be an Innovation Lab as we feel it will serve a greater, more flexible purpose for our current and growing student needs. As such, it will be designed for "Integrated or Cross-departmental Instruction" and "Enrichment events/activities" and will serve the functions originally envisioned for the Cultural Center, Language Lab, and Writing Lab.

    This space will strengthen the World Language curriculum by providing students with opportunities for individualized listening, speaking, and interactive practice. The lab could also be used for other disciplines' language-based instruction as well, and would be best located near General Classrooms, which are interchangeable between World Language and other Core Academic content areas.

- **Academic Support Hub** – The District is proposing (2) 475 nsf Academic Support Hubs, totaling 950 nsf, which exceeds the MSBA guidelines. In response to these review comments, please provide the following information:

  - Describe the anticipated adjacencies.
  - Describe the anticipated scheduling, staffing, and overall utilization of the proposed areas.
  - Provide examples of activities that will occur in these areas.

  Response: The Academic Support Hubs support the District's desire for students to receive additional academic support outside of the classroom. Students can receive support in these spaces from staff or through peer-to-peer tutoring, and support can be provided individually or through small group work. These spaces are intended to be accessed throughout the day, both inside and outside of scheduled class time. These spaces will have sightlines from teacher planning spaces so that teachers can support as needed. Additionally, classroom teachers will have sightlines into these spaces and can direct and monitor the work that happens there.

- **Large Group Instruction** – The District is proposing (2) 2,000 nsf Large Group Instruction spaces, totaling 4,000 nsf, which exceeds MSBA guidelines. In response to these review comments, please provide the following information:

  - Describe the anticipated adjacencies.
  - Describe the anticipated scheduling and utilization of the proposed areas, and how these spaces will be supervised and staffed.
  - Describe why the proposed use could not be supported in the proposed auditorium.

  Response: The Large Group Instruction spaces support the school's desire for collaboration and multi-section instructional opportunities. The existing building currently has three similar spaces which are referred to as "Lecture Halls". One has a flat floor and two have stepped (inaccessible) floors. Two flat floor spaces (which provide greater flexibility) are intended to provide an analogous-yet-improved instructional resource within the proposed design. The Auditorium would not be a good replacement for a Large Group Instruction space as the tiered fixed-seating that is oriented towards a stage, rather than to one's peers, is not conducive to interactive engagement typical of a collaborative session. The Large Group Instruction spaces are shared resources and are not planned to be regularly scheduled for classes, therefore there will not be dedicated staff assigned to this space. One of the Large Group Instruction spaces can be used as a

flexible Black Box Theater, if outfitted with black curtains along the perimeter.

- **Black Box Theater** – The District is proposing (1) 2,000 nsf Black Box Theater, which exceeds MSBA guidelines. In response to these review comments, please provide the following:
  - Relocate the Black Box Theater to the 'Auditorium & Drama' category and provide an updated Space Summary.
  - As part of the District's PSR submittal, the District must fully describe the function, intended utilization, and scheduling of this space.

    Response: On April 27, 2026, the School Building Committee voted to remove a dedicated Black Box Theater and instead utilize one of the Large Group Instructional spaces as a flexible Black Box, that could be transformed with black curtains along the perimeter. The Space Summary has been revised to reflect this change.

- **Special Education** – The District is proposing a total of 37,990 nsf, which exceeds the MSBA guidelines by 23,890 nsf. The District is proposing spaces associated with the Medford Early Education Program ("MEEP") as part of the Special Education category. In response to these review comments, please provide an updated space summary and relocate the following spaces to the 'Other' category:
  - (1) 100 nsf Reception Waiting
  - (1) 175 nsf Director's Office
  - (1) 100 nsf Director's Administration Assistant Office
  - (1) 150 nsf Team Chair
  - (2) 150 nsf Evaluation Team Leader
  - (2) 150 nsf Evaluation / Observation
  - (2) 150 nsf Related Services Office
  - (1) 250 nsf Conference Room
  - (1) 600 nsf Occupational Therapy
  - (1) 600 nsf Physical Therapy
  - (1) 600 nsf Play Room
  - (1) 600 nsf Room
  - (1) 300 nsf Staff Room
  - (2) 150 nsf Breakout Room

Please note and acknowledge that all support spaces associated with the MEEP program exceed the MSBA guidelines and will be considered ineligible for reimbursement.

Response: The space summary has been revised to relocate the MEEP Program to the "Other" category.

Acknowledged.

Additionally, the District is proposing (1) 1,440 nsf Science Resource Room as part of the Special Education category. In response to these review comments, and as requested in the comment above under 'Science Classrooms/ Labs', please provide an updated space summary that relocates this space to the 'Core Academic' category.

Response: The space summary has been revised to relocate the (1) 1,440 nsf Science Resource Room from Special Education to the Core Academic category.

Also, please refer to additional comments for the 'Special Education' category in "Attachment A", Section 3.1.2, Item 15.

Response: Acknowledged and addressed.

Furthermore, the District is proposing (10) 150 nsf Breakout Rooms, totaling 1,500 nsf, which exceeds the MSBA guidelines. In response to these review comments, please provide the following information:

- Describe the anticipated adjacencies.
- Describe the anticipated scheduling and utilization of the proposed areas, and how these spaces will be supervised and staffed.
- Moreover, the MSBA notes that the proposed spaces significantly exceed those typically proposed in MSBA funded high school projects. Please describe the scheduling of these services and why the Special Educational programming cannot be delivered within fewer rooms.

  Response: The MSBA guideline of 2,000 nsf for Small Group Rooms has been distributed across (2) Small Group Rooms at 250 nsf and (10) Breakout Rooms at 150 nsf, totaling 2,000 nsf. This supports the MHS Special Education support delivery, from small group work to one-on-one/quiet breakout work. These spaces will be distributed across the school, to support the inclusive model that MHS prioritizes.

Lastly, the information provided indicates that the District is including as part of the proposed Medford High School project, the "Curtis-Tufts Therapeutic Day Program". The District is proposing a total of 7,140 nsf, which exceeds the MSBA guidelines. In response to these review comments, please review and confirm whether the following spaces are exclusive to the use of the Special Education Program and the Curtis-Tufts Therapeutic Day Program:

- (1) 300 nsf Games Room;

- (1) 950 nsf Community / Lunch Room;
- (2) 150 nsf Breakout Rooms;
- (1) 250 nsf Sensory Room;
- (1) 200 nsf Waiting / Reception area;
- (1) 300 nsf Principal's Office;
- (1) 100 nsf Admin Assistant space;
- (2) 200 nsf Adjustment Counselor Offices; and,
- (1) 300 nsf Conference Room.

Please note that the Special Education program is subject to approval by the Department of Elementary and Secondary Education ("DESE"). The District should provide this information for this submittal with the Schematic Design Submittal. Formal approval of the District's proposed Special Education program by the DESE is a prerequisite for executing a Project Funding Agreement with the MSBA. Please acknowledge

Response: These spaces will be primarily used by Special Education and the Curtis-Tufts Therapeutic Day Program, in addition to some spaces shared with Medford Academy.

- **Art & Music** – The District is proposing a total of 11,150 nsf which exceeds the MSBA guidelines by 2,950 nsf. Please note that the MSBA does not object to the District including this additional space in the project; however, all square footage exceeding the MSBA guidelines will be considered ineligible for reimbursement. Please acknowledge.

  Response: Acknowledged

- **Vocations & Technology (Non-Chapter 74 Programs) –** The District is proposing a total of 11,280 nsf, which is below the MSBA guidelines by 3,120 nsf. The District is proposing the following (6) Non-Chapter 74 Program spaces, which includes (3) existing programs and (3) new programs:

Non-Chapter 74 Programs	Total Proposed NSF
Digital Art / Photography Lab (new program)	1,440
Media & Tech Labs (existing program)	2,880
Makerspaces (existing program)	2,880
Engineering / Robotics Lab (new program)	1,440
Family and Consumer Science ("F.A.C.S.") Lab (new program)	1,440
Scene Shop (existing program)	1,200
Total Proposed NSF	**11,280**

Please refer to additional comments for the Non-Chapter 74 Programming category in "Attachment A", Section 3.1.2, Item 16a.

Response: Acknowledged and addressed in "Attachment A".

- **Vocations & Technology (Chapter 74 Programs) –** The District is proposing a total of 109,925 nsf, which exceeds the MSBA guidelines. The District is proposing the following (15) existing Chapter 74 Programs and (4) new Chapter 74 Programs:

Proposed Chapter 74 Programs	Total Proposed NSF
(1) Automotive Technology (existing program)	**10,620**
Automotive Technology Shop	8,250
Automotive Technology Related Classroom	950
Automotive Technology Storage Room	300
Automotive Technology Tool Room	200
Automotive Technology Office	120
Automotive Technology Toilet Room	130
Automotive Technology Changing Area	170
Automotive Technology Loft	500
(2) Biotechnology (existing program)	**5,970**
Biotechnology Shop	4,400
Biotechnology Related Classroom	950
Biotechnology Storage Room	300
Biotechnology Office	120
Biotechnology Toilet Room	60
Biotechnology Changing Area	140
(3) Business Marketing (existing program)	**2,900**
Business Marketing Shop	2,200
Business Marketing Mustang Mail Retail Area	500
Business Marketing Storage Room	200
(4) Carpentry (existing program)	**9,120**
Carpentry Shop	6,750
Carpentry Related Classroom	950
Carpentry Tool Room	200
Carpentry Storage Room	300
Carpentry Office	120
Carpentry Toilet Room	130
Carpentry Changing Area	170
Carpentry Loft	500
(5) Construction Craft Laborers (existing program)	**9,120**
Construction Craft Laborers Shop	6,750
Construction Craft Laborers Related Classroom	950
Construction Craft Laborers Storage Room	300
Construction Craft Laborers Tool Room	200
Construction Craft Laborers Office	120

Construction Craft Laborers Toilet Room	130
Construction Craft Laborers Changing Area	170
Construction Craft Laborers Loft	500
(6) Cosmetology (existing program)	**4,870**
Cosmetology Shop	3,000
Cosmetology Related Classroom	950
Cosmetology Aesthetics Room	300
Cosmetology Storage Room	200
Cosmetology Office	120
Cosmetology Toilet Room	130
Cosmetology Changing Area	170
(7) Criminal Justice (new program)	**3,450**
Criminal Justice Shop	2,200
Criminal Justice Related Classroom	950
Criminal Justice Storage Room	200
Criminal Justice Office	100
(8) Culinary Arts (existing program)	**9,995**
Culinary Arts Shop / Kitchen	5,625
Culinary Arts Related Classroom	950
Culinary Arts Office	120
Culinary Arts Toilet Room	130
Culinary Arts Changing Area	170
Culinary Arts Bistro 489	3,000
(9) Dental Assisting (new program)	**3,425**
Dental Assisting Shop	1,875
Dental Assisting X-Ray Room	150
Dental Assisting Sterilization Room	150
Dental Assisting Related Classroom	950
Dental Assisting Storage Room	200
Dental Assisting Office	100
(10) Early Education and Care (existing program)	**2,880**
Early Education and Care Shop	1,500
Early Education and Care Related Classroom	950
Early Education and Care Storage Room	200
Early Education and Care Toilet Room	130
Early Education and Care Office	100
(11) Electricity (existing program)	**8,620**
Electricity Shop	6,750
Electricity Related Classroom	950
Electricity Storage Room	300
Electricity Tool Room	200

Electricity Office	120
Electricity Toilet Room	130
Electricity Changing Area	170
(12) Engineering and Robotics (existing program)	**6,270**
Engineering and Robotics Shop	4,400
Engineering and Robotics Related Classrooms	950
Engineering and Robotics Storage Room	300
Engineering and Robotics Tool Room	200
Engineering and Robotics Office	120
Engineering and Robotics Toilet Room	130
Engineering and Robotics Changing Area	170
(13) Graphic Communications (existing program)	**3,500**
Graphic Communications Shop	2,250
Graphic Communications Related Classroom	950
Graphic Communications Storage Room	200
Graphic Communications Office	100
(14) Health Assisting (existing program)	**7,145**
Health Assisting Shop	5,625
Health Assisting Related Classroom	950
Health Assisting Storage Room	150
Health Assisting Office	120
Health Assisting Toilet Room	130
Health Assisting Changing Area	170
(15) Information Systems (new program)	**3,450**
Information Support Services & Networking Shop	2,200
Information Support Services & Networking Related Classroom	950
Information Support Services & Networking Storage Room	200
Information Support Services & Networking Office	100
(16) Metal Fabrication (existing program)	**6,370**
Metal Fabrication Shop	4,000
Metal Fabrication Related Classroom	950
Metal Fabrication Storage Room	300
Metal Fabrication Tool Room	200
Metal Fabrication Office	120
Metal Fabrication Toilet Room	130
Metal Fabrication Changing Area	170
Metal Fabrication Loft	500
(17) Plumbing (new program)	**4,100**
Plumbing Shop	2,250
Plumbing elated Classroom	950
Plumbing Storage Room	300

Plumbing Tool Room	200
Plumbing Office	100
Plumbing Toilet Room	130
Plumbing Changing Area	170
(18) Programming / Web Development (existing program)	**3,450**
Programming / Web Development Shop	2,200
Programming / Web Development Related Classroom	950
Programming / Web Development Storage Room	200
Programming / Web Development Office	100
(19) Radio and Television Broadcasting (existing program)	**3,770**
Radio and Television Broadcasting Shop	2,500
Radio and Television Broadcasting Related Classroom	950
Radio and Television Broadcasting Storage Room	200
Radio and Television Broadcasting Office	120
CTE Commons	(3) x300
Total Proposed NSF	**109,025**

The District is also proposing (3) 300 nsf CTE Commons spaces, which exceeds the MSBA guidelines. In response to these review comments, please review and respond to the following:

- Please describe the scheduling, staffing, and overall utilization of the (3) proposed CTE Commons spaces. Also, describe anticipated adjacencies and provide examples of activities that will occur in these areas.

  Response: The CTE Commons spaces are program-adjacent work and affinity spaces that support collaboration and promote peer-to-peer connections (both amongst different Chapter 74 programs and between CTE and academic track students), while also providing a place to showcase the work that the Chapter 74 program students are doing.

  These spaces are not meant to be staffed or scheduled as they are collaborative learning commons for small group and breakout work.

Additionally, please note that DESE and the MSBA will continue to work with the District to confirm agreement with the proposed Chapter 74 programs and monitor the proposed programs in subsequent submittals to confirm consistency with the District's pre-submission documentation and alignment with program and safety recommendations. Please acknowledge.

Response: Acknowledged

- **Health & Physical Education** – The District is proposing a total of 31,887 nsf, which exceeds the MSBA guidelines by 7,875 nsf. Based on the information provided and the enrollment of 1,395 students, the MSBA will accept (1) one additional physical education station totaling 3,000 nsf beyond guidelines. This would result in the remaining 4,875 nsf exceeding MSBA guidelines and therefore will be considered ineligible for reimbursement. Please

acknowledge and refer to the attached Space Summary Guidelines for Auditoriums and Gymnasiums regarding the MSBA's policy on physical education square footage exceeding the MSBA guidelines.

Response: Acknowledged

Additionally, the District is proposing (3) 300 nsf Wellness Rooms, totaling 900 nsf, which exceeds the MSBA guidelines. In response to these review comments, please provide the following information:

- Describe the anticipated adjacencies.
- Describe the anticipated scheduling and utilization of the proposed areas, and how these spaces will be supervised and staffed.
- Provide examples of activities that will occur in these spaces.

  Response: During the April 27th meeting the District voted to consolidate these spaces into the Restorative Rooms (within each House) for more efficient use of space. These spaces are student-centered spaces that provide students with a flexible and nurturing environment for decompression, mindfulness and opportunities for student-run support or affinity groups. These are proactive and inclusive spaces that are not clinical in nature, although staff or counselors can run groups here or restorative circles. These spaces will be located as part of the House Offices, for supervision.

- **Media Center** – The District is proposing a total of 8,619 nsf, which meets the MSBA guidelines. The District is proposing (1) 300 nsf Café / Snack Shop as part of the Media Center. In response to these review comments, please provide additional information that describes this space.

  Response: The Media Center cafe would provide students with food outside of breakfast and lunch hours, especially helpful for students who are on campus for after-school activities. The Cafe/ Snack Shop will also provide vocational, authentic-learning opportunities for students to inventory and sell items.

- **Auditorium / Drama** – The District is proposing a total of 13,800 nsf, which exceeds the MSBA guidelines by 3,400 nsf. Please note that the MSBA does not object to the District including this additional space in the project; however, all square footage exceeding the MSBA guidelines will be considered ineligible for reimbursement. In response to these review comments, please provide the proposed number of seats for the Auditorium.

  Response: Noted. The PDP Submission includes a 1,000 seat Auditorium, however, on April 27, 2026, the School Building Committee voted to carry base-bid numbers of 500, 750, 800, and 1,000 seats. This information will assist the SBC and the district in decision making efforts.

  Please acknowledge and refer to the attached Space Summary Guidelines for Auditoriums and Gymnasiums regarding MSBA policies associated with auditorium spaces exceeding MSBA guidelines.

Response: Acknowledged

Additionally, the MSBA encourages the District and its consultants to continue to seek opportunities to increase efficiencies and align with MSBA guidelines.

Response: The District and Design Team will continue to look for opportunities to increase efficiencies and align with the MSBA guidelines.

- **Dining & Food Service** – The District is proposing a total of 14,068 nsf which exceeds the MSBA guidelines by 2,700 nsf. Please note that the MSBA does not object to the District including this additional space in the project; however, all square footage exceeding the MSBA guidelines will be considered ineligible for reimbursement. Please acknowledge.

  Response: Acknowledged

  Additionally, in response to these review comments, please provide additional information that describes the District's need to provide a larger kitchen area and serving area that exceed the MSBA guidelines.

  Response: A larger Kitchen is needed to help support MHS's goals to provide a diverse menu of healthy food offerings and expand on-site food options like providing quality fresh-baked goods more frequently. The kitchen staff buys much of their food whole and in bulk and prepares and processes the food in-house, rather than purchasing pre-cut or pre-packaged items, which saves on costs and improves quality of served food.

  A larger Scramble Serving area is needed to meet MHS's commitment to providing a wide variety of healthy food options that are culturally diverse.

- **Medical** – The District is proposing a total of 1,660 nsf which exceeds the MSBA guidelines by 450 nsf. Please note that the MSBA does not object to the District including this additional space in the project; however, all square footage exceeding the MSBA guidelines will be considered ineligible for reimbursement. Please acknowledge.

  Response: Acknowledged

  Additionally, the MSBA encourages the District and its consultants to continue to seek opportunities to increase efficiencies and align with MSBA guidelines.

  Response: The District and Design Team will continue to look for opportunities to increase efficiencies and align with the MSBA guidelines.

- **Administration & Guidance** – The District is proposing a total of 14,264 nsf, which exceeds the MSBA guidelines by 9,051 nsf. The District is proposing the following spaces:

  - **Driver's Education** – The District is proposing (1) 150 nsf Driver's Education space, which exceeds the MSBA guidelines.
  - **STEPS Suite –** The District is proposing the following multiple spaces as part of the STEPS suite, which exceeds the MSBA guidelines:

- (1) 950 nsf STEPS Classroom;
- (1) 120 nsf Office / Workroom;
- (1) 120 nsf Adjustment Counselor Office;
- (1) 250 nsf Conference / Flex Room;
- (1) 80 nsf Toilet; and,
- (1) 40 nsf Phone Booth.

In response to these review comments, provide the following:

- Provide information regarding the intended use of these spaces.
- Describe the anticipated scheduling, staffing, and overall utilization of these spaces.

Response: The Driver's Education Office is used for the Driver's Education instructor, who teaches Driver's Ed courses to MHS students outside of the school day.

The school also has a hospital re-entry program, STEPS, which is operated by the Counseling Department, which has a classroom, support offices, dedicated Toilet Room, Conference Room, Restorative Room, and Phone Booth, to help ease students back into a larger school environment. These spaces are used throughout the school day.

Additionally, the District is proposing (2) 80 nsf Mother's Rooms, totaling 160 nsf, which exceeds the MSBA guidelines. In response to these review comments, please relocate the two Mother's Rooms in the 'Non-Programmed Spaces' category and provide an updated space summary. As a reminder, the Designer must coordinate a space planning scenario where the grossing factor does not exceed 1.50.

Response: The space summary has been revised to relocate the (2) 80 nsf Mother's Rooms from Administration & Guidance to the "Non-Programmed Spaces". The proposed Space Summary carries, and will continue to carry, a grossing factor that does not exceed 1.50.

Furthermore, please note and acknowledge that MSBA does not object to the District including these additional spaces in the project; however, all square footage exceeding the MSBA guidelines in this category will be considered ineligible for reimbursement.

Moreover, the MSBA encourages the District and its consultants to continue to seek opportunities to increase efficiencies and align with MSBA guidelines.

Response:

The District and Design Team will continue to look for opportunities to increase efficiencies and align with the MSBA guidelines.

- **Custodial & Maintenance** – The District is proposing a total of 2,822 nsf, which exceeds the MSBA guidelines by 151 nsf. Please note that MSBA does not object to the District including this additional space in the project; however, all square footage exceeding the MSBA guidelines will be considered ineligible for reimbursement.

  Response: Acknowledged

  Additionally, the MSBA encourages the District and its consultants to continue to seek opportunities to increase efficiencies and align with MSBA guidelines.

  Response: The District and Design Team will continue to look for opportunities to increase efficiencies and align with the MSBA guidelines.

- **Other** – The District is proposing a total of 67,703 nsf which exceeds the MSBA guidelines. The District is proposing the following spaces:

  - **Pop-Up Shop / Gallery** – The District is proposing (1) 300 nsf Pop-Up Shop / Gallery space. Please note that the MSBA does not object to including this space; however, square footage exceeding the MSBA guidelines will be considered ineligible for reimbursement. Please acknowledge.

    Response: On April 27, 2026, the School Building Committee voted to eliminate the Pop-Up Shop / Gallery space. Opportunities for art display will be incorporated throughout the building, integrated into the circulation and public areas of the school. The Space Summary has been revised to reflect this change.

  - **Clothing Closet** – The District is proposing (1) 300 nsf Clothing Closet space. Please note that the MSBA does not object to including this space; however, square footage exceeding the MSBA guidelines will be considered ineligible for reimbursement. Please acknowledge.

    Response: Acknowledged

  - **Food Pantry** – The District is proposing (1) 300 nsf Food Pantry space. Please note that the MSBA does not object to including this space; however, square footage exceeding the MSBA guidelines will be considered ineligible for reimbursement. Please acknowledge.

    Response:

    On April 27, 2026, the School Building Committee voted to eliminate a dedicated Food Pantry space. This function will be incorporated into the Clothing Closet. The Space Summary has been revised to reflect this change.

- **Pool** – The District is proposing (1) 10,933 nsf Pool space. Please note and acknowledge that newly constructed Natatoriums (pools) cannot be included or incorporated in the scope of work and/or associated budget for projects seeking MSBA grants. If a District wishes to construct a Natatorium (pool) as a component of their school buildings in a new construction scenario, the procurement, design, and construction associated with this work must be separate from the MSBA project (scope and budget). Further, this work cannot be combined or 'bundled' in any contracts or bidding documents associated with the MSBA project, either as base scope or as a construction alternate. Please acknowledge.

  Response: Noted and acknowledged

  As previously communicated to the District and design team, and based on current practice, the MSBA would not support a project that includes a newly constructed swimming pool. Please acknowledge. The proposed design and space summary should be adjusted accordingly in advance of further development of new construction option. Please acknowledge.

  Response: Acknowledged

  Please also refer to the attached MSBA Guidance for Central Administration, Field House, and Natatorium Components (Project Advisory 96) regarding MSBA policies associated with Natatorium components.

  Also, refer to additional comments in "Attachment A", Section 3.1.1, Item 4 and Section 3.1.6, Item 4.

  Response: Acknowledged and addressed in "Attachment A"

- **Early Childhood Center** – The District is proposing a total of 3,280 nsf associated with Early Childhood Center spaces, which exceeds the MSBA guidelines. Please note that the MSBA does not object to including this space; however, square footage associated with this component will be considered ineligible for reimbursement. Please acknowledge.

  Response: Acknowledged

- **Medford Early Education Program ("MEEP")** – The District is proposing (11) 1,200 nsf Pre-Kindergarten Classrooms, totaling 13,200 nsf, which exceeds the MSBA guidelines. In response to these review comments, please review and respond to the following items:

  - As the project becomes further developed, please note and acknowledge that 1,100 nsf is the minimum size for all newly constructed Pre-Kindergarten Classrooms.

    Response: Acknowledged.

  - Provide further information that clarifies how the District calculated the number of classrooms needed for Pre-Kindergarten,

including the proposed enrollment numbers for half-day and full day programs.

Response:

We currently have 7 MEEP classrooms in which 5 provide half day programming (both AM and PM sessions) and only 2 that provide full day programming this year. Next year, we will be increasing to 4 full day programs. Each classroom will have a maximum of 15 students (7 students on IEPs and 8 community member "role models"). In an effort to meet community needs and request for more full day programming, we will be increasing to 11 full day programs. We have seen a decline in enrollment since the pandemic as caregiver feedback speaks to the difficulty of half day programming and the need for full day coverage/instruction. Due to current space constraints, we are not able to increase the number of MEEP classrooms at this time. As such, increasing to 11 full time classrooms through this project will provide more opportunity for the community and increase participation in our MEEP program.

Also, refer to additional comments for the Pre-Kindergarten category in "Attachment A", Section 3.1.2, Item 7.

Response: Acknowledged and addressed in "Attachment A".

- **Kids Corner Preschool** – The District is proposing a total of 6,550 nsf associated with Kids Corner Preschool spaces, which exceeds the MSBA guidelines. Please note that the MSBA does not object to including this space; however, square footage associated with this component will be considered ineligible for reimbursement. Please acknowledge.

  Also, refer to additional comments for the Pre-kindergarten category in "Attachment A", Section 3.1.2, Item 7.

  Response: Acknowledged and addressed in "Attachment A".

- **Medford Family Network ("MFN")** – The District is proposing a total of 3,115 nsf associated with Medford Family Network spaces, which exceeds the MSBA guidelines. Please note that the MSBA does not object to including this space; however, square footage associated with this component will be considered ineligible for reimbursement. Please acknowledge.

  Response: Acknowledged

- **Central Office** – The District is proposing a total of 13,430 nsf associated with Central Office spaces, which exceeds the MSBA guidelines. Please note that the MSBA does not object to including this space; however, square footage associated with this component will be considered ineligible for reimbursement. Please acknowledge.

Response: Acknowledged

Please also refer to the attached MSBA Guidance for Central Administration, Field House, and Natatorium Components (Project Advisory 96) regarding MSBA policies associated with Central Offices.

Response: Acknowledged

- **Welcome Center** – The District is proposing a total of 10,255 nsf associated with Welcome Center spaces. Please note that the MSBA does not object to including this space; however, square footage associated with this component will be considered ineligible for reimbursement. Please acknowledge.

  Response: Acknowledged

- **Teen Health Center** – The District is proposing a total of 1,460 nsf associated with Teen Health Center spaces. Please note that the MSBA does not object to including this space; however, square footage associated with this component will be considered ineligible for reimbursement. Please acknowledge.

  Response: Acknowledged

- **Medford Community Media** – The District is proposing a total of 1,820 nsf associated with Medford Community Media spaces. Please note that the MSBA does not object to including this space; however, square footage associated with this component will be considered ineligible for reimbursement. Please acknowledge.

  Response: Acknowledged

- **Community Partner Rental Spaces –** The District is proposing (1) 2,760 nsf Community Partner Rental Space. In response to these review comments, please provide the following:

  - Describe the desired adjacencies.
  - Describe the anticipated scheduling, staffing, and overall utilization of the Community Partner Rental Space.

  Response: Community Partner Rental spaces will be located near other public-facing spaces, with either a dedicated entrance or access to an entry vestibule that is separate from the high school's entrances. The Auditorium is another anticipated adjacency. These spaces will not be staffed by high school or District personnel; rather they are spaces available to community partner organizations that occupy and staff the spaces themselves, both during the week and weekends. It is important to note that currently there are Community Partner Spaces in Medford High School. However, the Building Committee will be discussing and reviewing this space at an upcoming meeting. The district will update the Space Summary and Ed Plan accordingly.

- **Non-Programmed Spaces** – Please note this section must be completed as part of the Schematic Design submittal. Please acknowledge.

  Response: Acknowledged

- **Total Building Net Floor Area** – The District is proposing to provide a total of 405,733 nsf, which exceeds the MSBA guidelines by 237,160 nsf, including 106,805 nsf in Vocations & Technology and 67,703 nsf in Other. Please address the comments provided in the categories above as part of the District's response to these comments.

  Response: Comments addressed above.

- **Total Building Gross Floor Area** – The District is proposing to provide a total of 607,250 gross square feet ("gsf") which exceeds the MSBA guidelines by 354,391 gsf. Please address the comments provided in the categories above as part of the District's response to these comments.

  Response: Comments addressed above.

Please note that upon moving forward into subsequent phases of the proposed project, the Designer will be required to provide, with each submission, a signed, updated space summary that reflects the design and demonstrates that the design remains, except as agreed to in writing by the MSBA, in accordance with the guidelines, rules, regulations and policies of the MSBA. Should the updated space summary demonstrate changes to the previous space summary include a narrative description of the change(s) and the reason for the proposed changes to the project.

Proposed Space Summary - High School

Addition / Renovation

Date: 5.13.2026 Preliminary Design Program

MEDFORD PUBLIC SCHOOLS MEDFORD HIGH SCHOOL	EXISTING CONDITIONS			PROPOSED PROGRAM									VARIATION TO MSBA GUIDELINES			MSBA GUIDELINES (DO NOT MODIFY) (Refer to Educational Facility Planning for additional information)			
				EXISTING TO REMAIN / RENOVATED			NEW CONSTRUCTION			TOTAL									
ROOM TYPE	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	COMMENTS
CORE ACADEMIC			**79,561**			**0**			**80,005**			**80,005**			**11,625**			**68,380**	Science Lab Guidelines
(List rooms of different sizes separately)																			
General Classroom	varies	61	50,048			0	950	48	45,600	950	48	45,600	50	1	3,300	900	47	42,300	825 NSF (minimum size) - 950 NSF (maximum size)
Teacher Planning	varies	3	1,488			0	500	9	4,500	500	9	4,500	400	-38	-200	100	47	4,700	
Small Group Seminar (20-30 seats)			0			0	500	3	1,500	500	3	1,500	0	0	0	500	3	1,500	
Science Classroom / Lab	varies	15	18,053			0	1,440	12	17,280	1,440	12	17,280	0	0	0	1,440	12	17,280	Assumed schedule: 3 x 85% utilization = 20 seats; 1 period per day per student; 1,440 NSF (minimum size); refer to the Science Lab Guidelines for additional information
Prep Room	varies	9	3,029			0	400	6	2,400	400	6	2,400	200	-6	0	200	12	2,400	(1) 200 NSF Prep Room required per Science Classroom / Lab
Central Chemical Storage Room	238	1	238			0	200	1	200	200	1	200	0	0	0	200	1	200	(1) 200 NSF Central Chemical Storage Room required
Medford Academy						0							0	0	0				
Classroom	varies	2	1,111			0	950	2	1,900	950	2	1,900	950	2	1,900				
Workspace			0			0	475	1	475	475	1	475	475	1	475				
Language Lab			0			0	1,200	1	1,200	1,200	1	1,200	1,200	1	1,200				
Large Group Instruction	varies	3	5,594			0	2,000	2	4,000	2,000	2	4,000	2,000	2	4,000				
Academic Support Hub			0			0	475	2	950	475	2	950	475	2	950				
SPECIAL EDUCATION			**21,257**			**0**			**31,875**			**31,875**			**18,275**			**13,600**	Special Education spaces require DESE review and approval.
(List rooms of different sizes separately)																			
Self-Contained Special Education Classroom			0			0	950	0	0	950	0	0	50	-10	-9,000	900	10	9,000	825 NSF (minimum size) - 950 NSF; equal to the size of the proposed General Classrooms that serve the same student population.
Self-Contained Special Education Toilet Room			0			0	60	0	0	60	0	0	0	-10	-600	60	10	600	
Resource Room	varies	10	8,239			0	475	5	2,375	475	5	2,375	-25	1	375	500	4	2,000	1/2 size of a General Classroom
Science Resource Room	varies	2	2,426			0	0	0	0	0	0	0	0	0	0				
Small Group Room			0			0	250	2	500	250	2	500	-250	-2	-1,500	500	4	2,000	1/2 size of a General Classroom
Breakout Room			0			0	150	10	1,500	150	10	1,500	150	10	1,500				
ACCESS Classroom	1,297	1	1,297			0	1,200	1	1,200	1,200	1	1,200	1,200	1	1,200				
ACCESS Toilet			0			0	120	1	120	120	1	120	120	1	120				
Living Lab	668	1	668			0	1,200	2	2,400	1,200	2	2,400	1,200	2	2,400				
Learning Group Program (LGP)	varies	4	3,437			0	950	4	3,800	950	4	3,800	950	4	3,800				
Reset Room			0			0	200	1	200	200	1	200	200	1	200				
Therapuetic Learning Program (TLP)	varies	2	1,500			0	950	4	3,800	950	4	3,800	950	4	3,800				
TLP Office/ Small Group			0			0	200	2	400	200	2	400	200	2	400				
TLP Toilet			0			0	60	2	120	60	2	120	60	2	120				
Connections			0			0	950	2	1,900	950	2	1,900	950	2	1,900				
Project Transition	1,293	1	1,293			0	950	2	1,900	950	2	1,900	950	2	1,900				
Workspace / Sensory			0			0	475	1	475	475	1	475	475	1	475				
Toilet			0			0	60	1	60	60	1	60	60	1	60				
Sensory Room			0			0	300	1	300	300	1	300	300	1	300				
OT	varies	2	204			0	160	1	160	160	1	160	160	1	160				
OT Evaluation			0			0	150	1	150	150	1	150	150	1	150				
Speech	varies	2	771			0	200	2	400	200	2	400	200	2	400				
PT / Alt PE			0			0	950	1	950	950	1	950	950	1	950				
PT Office			0			0	150	1	150	150	1	150	150	1	150				
Special Ed. Reading Small Group			0			0	475	1	475	475	1	475	475	1	475				
Special Ed. Office Suite										0	0	0	0	0	0				
Reception / Waiting			0			0	150	1	150	150	1	150	150	1	150				
Special Ed. Coordinator	200	1	200			0	150	1	150	150	1	150	150	1	150				
Special Ed. Admin. Assistant			0			0	100	1	100	100	1	100	100	1	100				
Evaluation Team Leader	varies	2	1,161			0	200	3	600	200	3	600	200	3	600				
Conference Room			0			0	300	1	300	300	1	300	300	1	300				
Records Room	61	1	61			0	100	1	100	100	1	100	100	1	100				
Public Day Education Spaces (List rooms separately below)									**7,140**			**7,140**							
Curtis-Tufts Therapeutic Day Program										0	0	0	0	0	0				
Classroom						0	950	4	3,800	950	4	3,800	950	4	3,800				
Toilet Rooms						0	60	4	240	60	4	240	60	4	240				
Games Room						0	300	1	300	300	1	300	300	1	300				

Proposed Space Summary - High School

Addition / Renovation

Date: 5.13.2026 Preliminary Design Program

MEDFORD PUBLIC SCHOOLS MEDFORD HIGH SCHOOL	EXISTING CONDITIONS			PROPOSED PROGRAM									VARIATION TO MSBA GUIDELINES			MSBA GUIDELINES (DO NOT MODIFY) (Refer to Educational Facility Planning for additional information)			
				EXISTING TO REMAIN / RENOVATED			NEW CONSTRUCTION			TOTAL									
ROOM TYPE	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	COMMENTS
Community / Lunch Room						0	950	1	950	950	1	950	950	1	950				
Breakout Rooms						0	150	2	300	150	2	300	150	2	300				
Sensory Room						0	250	1	250	250	1	250	250	1	250				
Waiting / Reception						0	200	1	200	200	1	200	200	1	200				
Principal's Office						0	300	1	300	300	1	300	300	1	300				
Admin. Assistant							100	1	100	100	1	100	100	1	100				
Adjustment Counselor Office						0	200	2	400	200	2	400	200	2	400				
Conference Room						0	300	1	300	300	1	300	300	1	300				
ART & MUSIC			**9,099**			**0**			**11,150**			**11,150**			**2,950**			**8,200**	
Art Classroom (25 seats)	varies	3	4,218			0	1,200	3	3,600	1,200	3	3,600	0	0	0	1,200	3	3,600	Assumed schedule: 25% total enrollment; 5 times per week
Art Workroom with Storage and Kiln	varies	3	235			0	150	3	450	150	3	450	0	0	0	150	3	450	
Band (50-100 seats)	1,190	1	1,190			0	2,000	1	2,000	2,000	1	2,000	500	0	500	1,500	1	1,500	Assumed schedule: 25% total enrollment; 5 times per week
Chorus / Orchestra (50-100 seats)	1,312	1	1,312			0	2,000	1	2,000	2,000	1	2,000	500	0	500	1,500	1	1,500	
Ensemble	551	1	551			0	950	1	950	950	1	950	750	0	750	200	1	200	
Music Practice	0	0	0			0	75	6	450	75	6	450	0	0	0	75	6	450	
Music Storage	673	1	673			0	500	1	500	500	1	500	0	0	0	500	1	500	
Music Classroom	920	1	920			0	1,200	1	1,200	1,200	1	1,200	1,200	1	1,200				
VOCATIONS & TECHNOLOGY			**58,330**			**0**			**118,865**			**118,865**			**118,705**			**123,425**	
Non-Chapter 74 Programs (List rooms separately below)			2,175						9,840			9,840			9,680			14,400	STE Guidelines Policy
Technology / Engineering Rooms			0			0			0	0	0	0	0	-10	-14,400	1,440	10	14,400	Assumed schedule: 100% total enrollment; 5 times per week; 825 NSF (minimum size) - 2,000 NSF (maximum size)
Digital Art / Photography Lab			0			0	1,440	1	1,440	1,440	1	1,440	1,440	1	1,440				
Media and Tech Lab	varies	2	992			0	1,440	2	2,880	1,440	2	2,880	1,440	2	2,880				
Makerspace	443	1	443			0	1,440	1	1,440	1,440	1	1,440	1,440	1	1,440				
Engineering / Robotics Lab			0			0	1,440	1	1,440	1,440	1	1,440	1,440	1	1,440				
F.A.C.S. Lab			0			0	1,440	1	1,440	1,440	1	1,440	1,440	1	1,440				
Scene Shop	740	1	740			0	1,200	1	1,200	1,200	1	1,200	1,200	1	1,200				
Chapter 74 Programs (List rooms separately below)			56,155						109,025			109,025			0			109,025	Inclusion of Chapter 74 Programs require DESE review and approval.
1 Automotive Technology Shop (18' clear ht)	6,013	1	6,013			0	8,250	1	8,250	8,250	1	8,250	0	0	0	8,250	1	8,250	
Related Classroom	1,039	1	1,039				950	1	950	950	1	950	0	0	0	950	1	950	
Storage Room	193	1	193				300	1	300	300	1	300	0	0	0	300	1	300	
Tool Room	197	1	197				200	1	200	200	1	200	0	0	0	200	1	200	
Office			0				120	1	120	120	1	120	0	0	0	120	1	120	
Toilet Rooms			0				130	1	130	130	1	130	0	0	0	130	1	130	30,750
Changing Area			0				170	1	170	170	1	170	0	0	0	170	1	170	
Loft	varies	2	778				500	1	500	500	1	500	0	0	0	500	1	500	
2 Biotechnology Shop (12' clear ht)	1,291	1	1,291			0	4,400	1	4,400	4,400	1	4,400	0	0	0	4,400	1	4,400	
Related Classroom	1,293	1	1,293				950	1	950	950	1	950	0	0	0	950	1	950	
Clean Room							incl in shop SF above			incl in shop SF above									
Storage Room	392	1	392				300	1	300	300	1	300	0	0	0	300	1	300	
Office			0				120	1	120	120	1	120	0	0	0	120	1	120	
Toilet Room			0				60	1	60	60	1	60	0	0	0	60	1	60	
Changing Area			0				140	1	140	140	1	140	0	0	0	140	1	140	
3 Business Marketing Shop (12' clear ht)	809	1	809				2,200	1	2,200	2,200	1	2,200	0	0	0	2,200	1	2,200	
Mustang Mall Retail Area	118	1	118				500	1	500	500	1	500	0	0	0	500	1	500	
Storage Room	varies	2	151				200	1	200	200	1	200	0	0	0	200	1	200	
4 Carpentry Shop (18' clear ht)	3,407	1	3,407			0	6,750	1	6,750	6,750	1	6,750	0	0	0	6,750	1	6,750	
Related Classroom	338	1	338				950	1	950	950	1	950	0	0	0	950	1	950	
Shared Mock House							incl in shop SF above			incl in shop SF above									
Storage Room	96	1	96				300	1	300	300	1	300	0	0	0	300	1	300	
Tool Room			0				200	1	200	200	1	200	0	0	0	200	1	200	
Office			0				120	1	120	120	1	120	0	0	0	120	1	120	
Toilet Room			0				130	1	130	130	1	130	0	0	0	130	1	130	
Changing Area	124	1	124				170	1	170	170	1	170	0	0	0	170	1	170	
Loft	769	1	769				500	1	500	500	1	500	0	0	0	500	1	500	

Proposed Space Summary - High School

Addition / Renovation

Date: 5.13.2026 Preliminary Design Program

MEDFORD PUBLIC SCHOOLS MEDFORD HIGH SCHOOL	EXISTING CONDITIONS			PROPOSED PROGRAM									VARIATION TO MSBA GUIDELINES			MSBA GUIDELINES (DO NOT MODIFY) (Refer to Educational Facility Planning for additional information)			
				EXISTING TO REMAIN / RENOVATED			NEW CONSTRUCTION			TOTAL									
ROOM TYPE	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	COMMENTS
5 Construction Craft Laborers Shop (18' clear ht - assumed)	4,025	1	4,025			0	6,750	1	6,750	6,750	1	6,750	0	0	0	6,750	1	6,750	
Related Classroom	883	1	883				950	1	950	950	1	950	0	0	0	950	1	950	
Shared Mock House							incl in shop SF above			incl in shop SF above									
Storage Room			0				300	1	300	300	1	300	0	0	0	300	1	300	
Tool Room	92	1	92				200	1	200	200	1	200	0	0	0	200	1	200	
Office	190	1	190				120	1	120	120	1	120	0	0	0	120	1	120	
Toilet Room			0				130	1	130	130	1	130	0	0	0	130	1	130	
Changing Area			0				170	1	170	170	1	170	0	0	0	170	1	170	
Loft	356	1	356				500	1	500	500	1	500	0	0	0	500	1	500	
6 Cosmetology Shop (Grades 11-12)	1,370	1	1,370			0	3,000	1	3,000	3,000	1	3,000	0	0	0	3,000	1	3,000	
Related Classroom (Grades 9-10)	1,141	1	1,141				950	1	950	950	1	950	0	0	0	950	1	950	
Aesthetics Room							300	1	300	300	1	300	0	0	0	300	1	300	
Storage Room	varies	2	249				200	1	200	200	1	200	0	0	0	200	1	200	
Office							120	1	120	120	1	120	0	0	0	120	1	120	
Toilet Room			0				130	1	130	130	1	130	0	0	0	130	1	130	
Changing Area			0				170	1	170	170	1	170	0	0	0	170	1	170	
7 Criminal Justice / Protective Services (12' clear ht - assumed)			0				2,200	1	2,200	2,200	1	2,200	0	0	0	2,200	1	2,200	
Related Classroom							950	1	950	950	1	950	0	0	0	950	1	950	
Storage Room			0				200	1	200	200	1	200	0	0	0	200	1	200	
Office			0				100	1	100	100	1	100	0	0	0	100	1	100	
8 Culinary Arts Shop / Kitchen (12' clear ht)	1,686	1	1,686			0	5,625	1	5,625	5,625	1	5,625	0	0	0	5,625	1	5,625	
Related Classroom	272	1	272				950	1	950	950	1	950	0	0	0	950	1	950	
Dry Goods Storage Room	varies	2	153				incl in shop SF above			incl in shop SF above									
Office	63	1	63				120	1	120	120	1	120	0	0	0	120	1	120	
Toilet Room							130	1	130	130	1	130	0	0	0	130	1	130	
Changing Area							170	1	170	170	1	170	0	0	0	170	1	170	
Bistro 489 (with patron toilets)	2,878	1	2,878				3,000	1	3,000	3,000	1	3,000	0	0	0	3,000	1	3,000	
9 Dental Assisting Shop (12' clear ht)			0			0	1,875	1	1,875	1,875	1	1,875	0	0	0	1,875	1	1,875	
X-Ray Room			0				150	1	150	150	1	150	0	0	0	150	1	150	
Sterilization Room			0				150	1	150	150	1	150	0	0	0	150	1	150	
Related Classroom			0				950	1	950	950	1	950	0	0	0	950	1	950	
Storage Room			0				200	1	200	200	1	200	0	0	0	200	1	200	
Office			0				100	1	100	100	1	100	0	0	0	100	1	100	
10 Early Education and Care Shop (12' clear ht)	1,175	1	1,175			0	1,500	1	1,500	1,500	1	1,500	0	0	0	1,500	1	1,500	
Related Classroom	1,007	1	1,007				950	1	950	950	1	950	0	0	0	950	1	950	
Storage Room	100	1	100				200	1	200	200	1	200	0	0	0	200	1	200	
Toilet Room	146	1	146				130	1	130	130	1	130	0	0	0	130	1	130	
Office			0				100	1	100	100	1	100	0	0	0	100	1	100	
11 Electricity Shop (18' clear ht)	3,375	1	3,375			0	6,750	1	6,750	6,750	1	6,750	0	0	0	6,750	1	6,750	
Related Classroom	978	1	978				950	1	950	950	1	950	0	0	0	950	1	950	
Shared Mock House							incl in shop SF above			incl in shop SF above									
Storage Room	varies	2	272				300	1	300	300	1	300	0	0	0	300	1	300	
Tool Room	104	1	104				200	1	200	200	1	200	0	0	0	200	1	200	
Office			0				120	1	120	120	1	120	0	0	0	120	1	120	
Toilet Room			0				130	1	130	130	1	130	0	0	0	130	1	130	
Changing Area			0				170	1	170	170	1	170	0	0	0	170	1	170	
12 Engineering and Robotics Shop (12' clear ht)	3,985	1	3,985			0	4,400	1	4,400	4,400	1	4,400	0	0	0	4,400	1	4,400	
Engineering Machine Shop	incl in shop SF above									incl in shop SF above									
Related Classroom	530	1	530				950	1	950	950	1	950	0	0	0	950	1	950	
Storage Room	varies	2	377				300	1	300	300	1	300	0	0	0	300	1	300	
Tool Room			0				200	1	200	200	1	200	0	0	0	200	1	200	
Office			0				120	1	120	120	1	120	0	0	0	120	1	120	
Toilet Room			0				130	1	130	130	1	130	0	0	0	130	1	130	
Changing Area			0				170	1	170	170	1	170	0	0	0	170	1	170	
13 Graphic Communications Shop (12' clear ht)	1,508	1	1,508			0	2,250	1	2,250	2,250	1	2,250	0	0	0	2,250	1	2,250	
Related Classroom	849	1	849				950	1	950	950	1	950	0	0	0	950	1	950	
Storage Room	varies	2	232				200	1	200	200	1	200	0	0	0	200	1	200	
Wide Format Room	246	1	246				incl in shop SF above			incl in shop SF above									
Office			0				100	1	100	100	1	100	0	0	0	100	1	100	

Proposed Space Summary - High School

Addition / Renovation

Date: 5.13.2026 Preliminary Design Program

MEDFORD PUBLIC SCHOOLS MEDFORD HIGH SCHOOL	EXISTING CONDITIONS			PROPOSED PROGRAM									VARIATION TO MSBA GUIDELINES			MSBA GUIDELINES (DO NOT MODIFY) (Refer to Educational Facility Planning for additional information)			
				EXISTING TO REMAIN / RENOVATED			NEW CONSTRUCTION			TOTAL									
ROOM TYPE	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	COMMENTS
14 Health Assisting Shop (12' clear ht)	1,880	1	1,880			0	5,625	1	5,625	5,625	1	5,625	0	0	0	5,625	1	5,625	
Assisted Living Model Apartment			0				incl in shop SF above			incl in shop SF above									
Mock Bathroom			0				incl in shop SF above			incl in shop SF above									
Sim Lab			0				incl in shop SF above			incl in shop SF above									
Sim Lab Observation Room			0				incl in shop SF above			incl in shop SF above									
Related Classroom	931	1	931				950	1	950	950	1	950	0	0	0	950	1	950	
Clean and Dirty Utility			0				incl in shop SF above			incl in shop SF above									
Storage Room	139	1	139				150	1	150	150	1	150	0	0	0	150	1	150	
Office	79	1	79				120	1	120	120	1	120	0	0	0	120	1	120	
Toilet Room			0				130	1	130	130	1	130	0	0	0	130	1	130	
Changing Area			0				170	1	170	170	1	170	0	0	0	170	1	170	
15 Information Support Services & Networking Shop (12' clear ht)			0			0	2,200	1	2,200	2,200	1	2,200	0	0	0	2,200	1	2,200	
Related Classroom			0				950	1	950	950	1	950	0	0	0	950	1	950	
Storage Room			0				200	1	200	200	1	200	0	0	0	200	1	200	
Office			0				100	1	100	100	1	100	0	0	0	100	1	100	
16 Metal Fabrication Shop (12' clear ht)	3,490	1	3,490			0	4,000	1	4,000	4,000	1	4,000	0	0	0	4,000	1	4,000	
Related Classroom	950	1	950				950	1	950	950	1	950	0	0	0	950	1	950	
Storage Room			0				300	1	300	300	1	300	0	0	0	300	1	300	
Tool Room	115	1	115				200	1	200	200	1	200	0	0	0	200	1	200	
Office			0				120	1	120	120	1	120	0	0	0	120	1	120	
Toilet Room			0				130	1	130	130	1	130	0	0	0	130	1	130	
Changing Area			0				170	1	170	170	1	170	0	0	0	170	1	170	
Loft	123	1	123				500	1	500	500	1	500	0	0	0	500	1	500	
17 Plumbing/HVAC Shop (18' clear ht)			0			0	2,250	1	2,250	2,250	1	2,250	0	0	0	2,250	1	2,250	
Related Classroom			0				950	1	950	950	1	950	0	0	0	950	1	950	
Shared Mock House							incl in shop SF above			incl in shop SF above									
Storage Room			0				300	1	300	300	1	300	0	0	0	300	1	300	
Tool Room			0				200	1	200	200	1	200	0	0	0	200	1	200	
Office			0				100	1	100	100	1	100	0	0	0	100	1	100	
Toilet Room			0				130	1	130	130	1	130	0	0	0	130	1	130	
Changing Area			0				170	1	170	170	1	170	0	0	0	170	1	170	
18 Programming / Web Development Shop (12' clear ht)	1,260	1	1,260			0	2,200	1	2,200	2,200	1	2,200	0	0	0	2,200	1	2,200	
Related Classroom			0				950	1	950	950	1	950	0	0	0	950	1	950	
Storage Room	varies	2	176				200	1	200	200	1	200	0	0	0	200	1	200	
Office			0				100	1	100	100	1	100	0	0	0	100	1	100	
19 Radio and Television Broadcasting Shop (12' clear ht)	763	1	763			0	2,500	1	2,500	2,500	1	2,500	0	0	0	2,500	1	2,500	
Related Classroom	866	1	866				950	1	950	950	1	950	0	0	0	950	1	950	
Storage Room	88	1	88				200	1	200	200	1	200	0	0	0	200	1	200	
Podcast Room	45	1	45																
Office			0				120	1	120	120	1	120	0	0	0	120	1	120	
CTE Commons			0			0	300	3	900	300	3	900	300	3	900				
HEALTH & PHYSICAL EDUCATION			**68,734**			**42,395**			**10,587**			**52,982**			**28,970**			**24,012**	Excess PE Spaces Policy
Gymnasium	29,305	1	29,305	29,305	1	29,305			0	29,305	1	29,305	17,305	0	17,305	12,000	1	12,000	
PE Alternatives						0			0	0	0	0	-3,000	-1	-3,000	3,000	1	3,000	
Gymnastics Gym	4,100	1	4,100	4,100	1	4,100				4,100	1	4,100	4,100	1	4,100				
Fitness Center/ Weight Training	3,237	1	3,237	3,237	1	3,237				3,237	1	3,237	3,237	1	3,237				
Yoga/ CPR	625	1	625	625	1	625			0	625	1	625	625	1	625				
Batting Cage	4,472	1	4,472	4,472	1	4,472				4,472	1	4,472	4,472	1	4,472				
Gym Storeroom	656	1	656	656	1	656			0	656	1	656	356	0	356	300	1	300	
Locker Rooms - Boys and Girls with Toilets	varies	14	22,503			0	3,906	2	7,812	3,906	2	7,812	-3,906	1	0	7,812	1	7,812	5.6 NSF per student (total enrollment)
PE Storage	varies	4	1,146			0	500	1	500	500	1	500	0	0	0	500	1	500	
Athletic Director's Office	512	1	512			0	175	1	175	175	1	175	25	0	25	150	1	150	
Health Instructor's Office with Shower and Toilet	varies	5	1,516			0	250	2	500	250	2	500	0	1	250	250	1	250	
Trainer's Room	varies	3	662			0	600	1	600	600	1	600	600	1	600				
Athletic Director's Admin. Assistant			0			0	100	1	100	100	1	100	100	1	100				
Wellness Room			0			0	300	3	900	300	3	900	300	3	900				

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MEDFORD PUBLIC SCHOOLS MEDFORD HIGH SCHOOL	EXISTING CONDITIONS			PROPOSED PROGRAM									VARIATION TO MSBA GUIDELINES			MSBA GUIDELINES (DO NOT MODIFY) (Refer to Educational Facility Planning for additional information)			
				EXISTING TO REMAIN / RENOVATED			NEW CONSTRUCTION			TOTAL									
ROOM TYPE	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	COMMENTS
MEDIA CENTER			**8,998**			**0**			**8,619**			**8,619**			**0**			**8,619**	
Media Center / Reading Room	7,737	1	7,737			0	7,719	1	7,719	7,719	1	7,719	-900	0	-900	8,619	1	8,619	
Quiet Rooms	0	0	0			0	150	2	300	150	2	300	150	2	300				
Office/ Workroom	183	1	183			0	300	1	300	300	1	300	300	1	300				
Café / Snack Shop			0			0	300	1	300	300	1	300	300	1	300				
Library Equipment / Book Overflow	1,078	1	1,078			0			0	0	0	0	0	0	0				
[Enter room type here]			0			0			0	0	0	0	0	0	0				
[Enter room type here]			0			0			0	0	0	0	0	0	0				
AUDITORIUM / DRAMA			**8,488**			**0**			**13,800**			**13,800**			**3,400**			**10,400**	Excess Auditorium Spaces Policy
Auditorium	3,330	1	3,330			0	10,000	1	10,000	10,000	1	10,000	2,500	0	2,500	7,500	1	7,500	2/3 total enrollment at 10 NSF per seat (750 seats maximum)
Balcony	1,864	1	1,864			0				0	0	0	0	0	0				
Stage	2,443	1	2,443			0	2,500	1	2,500	2,500	1	2,500	900	0	900	1,600	1	1,600	
Auditorium Storage			0			0	500	1	500	500	1	500	0	0	0	500	1	500	
Make-up / Dressing Rooms	260	1	260			0	200	3	600	200	3	600	-100	1	0	300	2	600	
Controls / Lighting / Projection	311	1	311			0	200	1	200	200	1	200	0	0	0	200	1	200	
Costume Storage	280	1	280			0			0	0	0	0	0	0	0				
DINING & FOOD SERVICE			**17,952**			**0**			**14,068**			**14,068**			**2,700**			**11,368**	
Cafeteria / Dining	varies	2	10,382			0	6,575	1	6,575	6,575	1	6,575	-400	0	-400	6,975	1	6,975	Based on 3 lunch seatings - 15 NSF per seat
Chair / Table Storage			0			0	499	1	499	499	1	499	0	0	0	499	1	499	
Scramble Serving Area	varies	2	2,100			0	2,250	1	2,250	2,250	1	2,250	1,650	0	1,650	600	1	600	
Kitchen	4,666	1	4,666			0	3,295	1	3,295	3,295	1	3,295	600	0	600	2,695	1	2,695	1,600 NSF for first 300 students + 1 NSF per additional student
Staff Lunch Room	502	1	502			0	599	1	599	599	1	599	0	0	0	599	1	599	20 NSF per student
Quiet Cafeteria	0	0	0			0	400	1	400	400	1	400	400	1	400				
Dishwashing	302	1	302			0	450	1	450	450	1	450	450	1	450				
MEDICAL			**1,250**			**0**			**1,660**			**1,660**			**450**			**1,210**	
Medical Suite Toilet	varies	2	83			0	60	2	120	60	2	120	0	1	60	60	1	60	
Nurses' Office / Waiting Room	574	1	574			0	250	1	250	250	1	250	0	0	0	250	1	250	
Interview Room	113	1	113			0	100	3	300	100	3	300	0	0	0	100	3	300	
Examination Room / Resting	150	1	150			0	100	6	600	100	6	600	0	0	0	100	6	600	
Nurse's Private Office	152	1	152			0	150	1	150	150	1	150	150	1	150				
Nurse's Shared Office			0			0	240	1	240	240	1	240	240	1	240				
Storage	178	1	178			0			0	0	0	0	0	0	0				
ADMINISTRATION & GUIDANCE			**14,003**			**0**			**14,104**			**14,104**			**8,891**			**5,213**	
General Office / Waiting Room with Toilet	1,138	1	1,138			0	698	1	698	698	1	698	1	0	1	698	1	698	
Teachers' Mail and Time Room	230	1	230			0	100	1	100	100	1	100	0	0	0	100	1	100	
Copy Room			0			0	200	1	200	200	1	200	0	0	0	200	1	200	
Records Room			0			0	200	1	200	200	1	200	0	0	0	200	1	200	
Principal's Office with Conference Area	592	1	592			0	375	1	375	375	1	375	0	0	0	375	1	375	
Principal's Secretary / Waiting			0			0	125	1	125	125	1	125	0	0	0	125	1	125	
Assistant Principal's Office - AP1	211	1	211			0	150	1	150	150	1	150	0	0	0	150	1	150	
Assistant Principal's Office - AP2	150	1	150			0	150	1	150	150	1	150	0	0	0	150	1	150	
Assistant Principal's Office - AP3	150	1	150			0	150	1	150	150	1	150	150	1	150				
Assistant Principal's Office - AP4	234	1	234			0	150	1	150	150	1	150	150	1	150				
Supervisory / Spare Office			0			0	120	1	120	120	1	120	0	0	0	120	1	120	
Conference Room			0			0	450	1	450	450	1	450	0	0	0	450	1	450	
Guidance Office	varies	6	888			0	150	6	900	150	6	900	0	-1	-150	150	7	1,050	
Guidance Waiting Room			0			0	100	0	0	100	0	0	0	-1	-100	100	1	100	
Guidance Storeroom			0			0	100	1	100	100	1	100	0	0	0	100	1	100	
Career Center	283	1	283			0	399	1	399	399	1	399	-100	0	-100	499	1	499	
Career Center Office			0			0	100	1	100	100	1	100	100	1	100				
Records Room			0			0	199	1	199	199	1	199	0	0	0	199	1	199	
Teachers' Work Room	273	1	273			0	698	1	698	698	1	698	1	0	1	698	1	698	
Dean of Student Success Office	202	1	202			0	175	1	175	175	1	175	175	1	175				
Campus / Security Monitor	449	1	449			0	200	1	200	200	1	200	200	1	200				
School Resource Officer	207	1	207			0	200	1	200	200	1	200	200	1	200				
CTE Reception / Waiting	545	1	545			0	250	1	250	250	1	250	250	1	250				

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				EXISTING TO REMAIN / RENOVATED			NEW CONSTRUCTION			TOTAL									
ROOM TYPE	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	COMMENTS
CTE Executive Director	289	1	289			0	375	1	375	375	1	375	375	1	375				
CTE Admin. Assistant	181	1	181			0	100	2	200	100	2	200	100	2	200				
CTE Conference Room	300	1	300			0	450	1	450	450	1	450	450	1	450				
CTE Co-Op Office	211	1	211			0	150	1	150	150	1	150	150	1	150				
CTE Office	varies	2	273			0	150	2	300	150	2	300	150	2	300				
Adjustment Counselor Office	varies	3	420			0	150	3	450	150	3	450	150	3	450				
Psychologist Office			0			0	150	2	300	150	2	300	150	2	300				
House Office Commons	varies	3	1,472			0	300	3	900	300	3	900	300	3	900				
House Office Reception / Waiting	varies	3	1,472			0	250	3	750	250	3	750	250	3	750				
House Office Admin. Assistant	338	2	676			0	0	0	0	0	0	0	0	0	0				
House Office Conference Room	varies	3	638			0	300	3	900	300	3	900	300	3	900				
House Office Restorative Room			0			0	150	3	450	150	3	450	150	3	450				
House Office Phone Booth			0			0	40	3	120	40	3	120	40	3	120				
Youth Wellness Coach/Officer			0			0	150	1	150	150	1	150	150	1	150				
STEPS			0			0				0	0	0	0	0	0				
STEPS Classroom	1,280	1	1,280			0	950	1	950	950	1	950	950	1	950				
Office			0			0	120	2	240	120	2	240	120	2	240				
Adjustment Counselor Office			0			0	150	1	150	150	1	150	150	1	150				
Conference/ Flex Room			0			0	250	1	250	250	1	250	250	1	250				
Toilet			0			0	80	1	80	80	1	80	80	1	80				
Phone Booth			0			0	40	1	40	40	1	40	40	1	40				
Paraprofessional Workroom			0			0	500	1	500	500	1	500	500	1	500				
Phone Booth			0			0	40	4	160	40	4	160	40	4	160				
Driver's Education	167	1	167			0	150	1	150	150	1	150	150	1	150				
Professional Development Room	516	1	516			0			0	0	0	0	0	0	0				
Student Activities	285	1	285			0			0	0	0	0	0	0	0				
Kitchenette	158	1	158			0			0	0	0	0	0	0	0				
Safe	113	1	113			0			0	0	0	0	0	0	0				
CUSTODIAL & MAINTENANCE			**2,241**			**0**			**2,822**			**2,822**			**151**			**2,671**	
Custodian's Office	327	1	327			0	150	1	150	150	1	150	0	0	0	150	1	150	
Custodian's Workshop			0			0	250	1	250	250	1	250	0	0	0	250	1	250	
Custodian's Storage	varies	2	702			0	375	1	375	375	1	375	0	0	0	375	1	375	
Recycling Room / Trash			0			0	400	1	400	400	1	400	0	0	0	400	1	400	
Receiving and General Supply	1,212	1	1,212			0	499	1	499	499	1	499	0	0	0	499	1	499	
Storeroom			0			0	798	1	798	798	1	798	1	0	1	798	1	798	
Network / Telecom Room			0			0	200	1	200	200	1	200	0	0	0	200	1	200	
Technology Support Office			0			0	150	1	150	150	1	150	150	1	150				
OTHER			**50,136**			**11,591**			**60,845**			**72,436**			**72,436**			**0**	
(List rooms separately below)																			
Pop-up Shop / Gallery			0			0	0	0	0	0	0	0	0	0	0				
Clothing Closet	858	1	858			0	300	1	300	300	1	300	300	1	300				
Food Pantry			0			0	0	0	0	0	0	0	0	0	0				
Cleaning Vendor's Office	1,170	1	1,170			0	0	0	0	0	0	0	0	0	0				
Senior Workspace	2,400	1	2,400			0	0	0	0	0	0	0	0	0	0				
E-Sports Room	1,731	1	1,731			0				0	0	0	0	0	0				
CCSR Classroom	967	1	967			0				0	0	0	0	0	0				
Pool			**11,591**			**11,591**			0			**11,591**			**11,591**				
Pool	8,787	1	8,787	8,787	1	8,787			0	8,787	1	8,787	8,787	1	8,787				
Boys Locker Room	970	1	970	970	1	970			0	970	1	970	970	1	970				
Girls Locker room	1,230	1	1,230	1,230	1	1,230			0	1,230	1	1,230	1,230	1	1,230				
Pool Storage	varies	2	604	604	1	604			0	604	1	604	604	1	604				
Early Education & Childcare Center			**7,821**						**30,820**			**30,820**			**30,820**				
Reception / Waiting							250	1	250	250	1	250	250	1	250				
Multipurpose Room			0				2,000	1	2,000	2,000	1	2,000	2,000	1	2,000				
Nurse's Office with Toilet			0			0	400	1	400	400	1	400	400	1	400				
Mother's Room			0				80	1	80	80	1	80	80	1	80				
Stroller Parking			0				300	1	300	300	1	300	300	1	300				
Laundry			0				250	1	250	250	1	250	250	1	250				

Proposed Space Summary - High School

Addition / Renovation

Date: 5.13.2026 Preliminary Design Program

MEDFORD PUBLIC SCHOOLS MEDFORD HIGH SCHOOL	EXISTING CONDITIONS			PROPOSED PROGRAM									VARIATION TO MSBA GUIDELINES			MSBA GUIDELINES (DO NOT MODIFY) (Refer to Educational Facility Planning for additional information)			
				EXISTING TO REMAIN / RENOVATED			NEW CONSTRUCTION			TOTAL									
ROOM TYPE	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	COMMENTS
MEEP (Preschool) (See "Special Education - MEEP" for support spaces)									**17,875**			**17,875**			**17,875**				
Preschool Classroom (with Toilet)			0			0	1,200	11	13,200	1,200	11	13,200	1,200	11	13,200				1,100 NSF (minimum size) - 1,300 NSF (maximum size)
Reception / Waiting			0			0	100	1	100	100	1	100	100	1	100				
Preschool Classrooms (See "Other", under Early Childhood Education Center")										0	0	0	0	0	0				
Director's Office			0			0	175	1	175	175	1	175	175	1	175				
Director's Admin. Assistant			0			0	100	1	100	100	1	100	100	1	100				
Team Chair			0			0	150	1	150	150	1	150	150	1	150				
Evaluation Team Leader			0			0	150	2	300	150	2	300	150	2	300				
Evaluation / Observation			0			0	150	2	300	150	2	300	150	2	300				
Related Services Office			0			0	150	2	300	150	2	300	150	2	300				
Conference Room			0			0	250	1	250	250	1	250	250	1	250				
OT			0			0	600	1	600	600	1	600	600	1	600				
PT			0			0	600	1	600	600	1	600	600	1	600				
Play Room			0			0	600	1	600	600	1	600	600	1	600				
Sensory Room			0			0	600	1	600	600	1	600	600	1	600				
Staff Room			0			0	300	1	300	300	1	300	300	1	300				
Breakout Room			0			0	150	2	300	150	2	300	150	2	300				
Kids Corner			**4,811**						**6,550**			**6,550**			**6,550**				
Infant Classroom (with Toilet)							950	2	1,900	950	2	1,900	950	2	1,900				
Classroom (with Toilet)	varies	4	4,146				1,200	3	3,600	1,200	3	3,600	1,200	3	3,600				
Office			0				150	2	300	150	2	300	150	2	300				
Staff Room	295	1	295				300	1	300	300	1	300	300	1	300				
Conference			0				250	1	250	250	1	250	250	1	250				
Storage	varies	2	370				200	1	200	200	1	200	200	1	200				
Medford Family Network			**3,010**			**0**			**3,115**			**3,115**			**3,115**				
Reception / Waiting			0				100	1	100	100	1	100	100	1	100				
Office / Testing	varies	2	529				150	2	300	150	2	300	150	2	300				
Shared Office							240	1	240	240	1	240	240	1	240				
Conference	267	1	267				250	1	250	250	1	250	250	1	250				
Open Area *(See program below for new)*	1,871	1	1,871						0			0	0	0	0				
Play Area			0				1,425	1	1,425	1,425	1	1,425	1,425	1	1,425				
Pantry			0				300	1	300	300	1	300	300	1	300				
Clothing Closet			0				300	1	300	300	1	300	300	1	300				
Toilet	112	1	112				100	1	100	100	1	100	100	1	100				
Storage	varies	2	231				100	1	100	100	1	100	100	1	100				
Central Office			**19,058**						**23,685**			**23,685**			**23,685**				
Reception / Waiting			0				250	1	250	250	1	250	250	1	250				
Copy / Mail Room			0				250	1	250	250	1	250	250	1	250				
Superintendent's Office	290	1	290				375	1	375	375	1	375	375	1	375				
Superintendent's Toilet	0	0	0				60	1	60	60	1	60	60	1	60				
Assistant Superintendent's Office	295	1	295				200	1	200	200	1	200	200	1	200				
Executive Admin. Assistant	285	1	285				120	1	120	120	1	120	120	1	120				
Conference Room	542	1	542				800	1	800	800	1	800	800	1	800				
Conference Room	472	1	472				250	2	500	250	2	500	250	2	500				
Chief Operations Officer	239	1	239				200	1	200	200	1	200	200	1	200				
Project Manager Office	132	1	132				150	1	150	150	1	150	150	1	150				
Facilities Director Office	346	1	346				175	1	175	175	1	175	175	1	175				
Facilities Admin. Assistant	200	1	200				100	1	100	100	1	100	100	1	100				
Director of Counseling and Behavioral Health	263	1	263			0	175	1	175	175	1	175	175	1	175				
Director of Counseling and Behavioral Health Admin. Assistant			0			0	100	1	100	100	1	100	100	1	100				
(Academic) Director's Office	varies	6	1,407				175	6	1,050	175	6	1,050	175	6	1,050				
(Academic) Director Admin. Assistant							100	2	200	100	2	200	100	2	200				
Director of CCSR	159	1	159				0	0	0	0	0	0	0	0	0				
Communications Director	184	1	184				175	1	175	175	1	175	175	1	175				
Human Resources										0	0	0	0	0	0				
Human Resources Open Office	513	1	513				120	1	120	120	1	120	120	1	120				
Human Resources Director			0				175	1	175	175	1	175	175	1	175				
Human Resources Asst. Director			0				150	1	150	150	1	150	150	1	150				
Human Resources Admin. Assistant			0				100	2	200	100	2	200	100	2	200				

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MEDFORD PUBLIC SCHOOLS MEDFORD HIGH SCHOOL	EXISTING CONDITIONS			PROPOSED PROGRAM									VARIATION TO MSBA GUIDELINES			MSBA GUIDELINES (DO NOT MODIFY) (Refer to Educational Facility Planning for additional information)			
				EXISTING TO REMAIN / RENOVATED			NEW CONSTRUCTION			TOTAL									
ROOM TYPE	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	COMMENTS
Finance										0	0	0	0	0	0				
Finance Director	211	1	211				175	1	175	175	1	175	175	1	175				
COO/ Finance Executive Assistant	108	1	108				120	1	120	120	1	120	120	1	120				
Budget Analyst			0				150	1	150	150	1	150	150	1	150				
Accounting Manager	104	1	104				150	1	150	150	1	150	150	1	150				
Payroll Supervisor	149	1	149				150	1	150	150	1	150	150	1	150				
Payroll Open Office	691	1	691				320	1	320	320	1	320	320	1	320				
Accounts Payable	234	1	234				240	1	240	240	1	240	240	1	240				
Payroll Records	455	1	455				100	1	100	100	1	100	100	1	100				
Payroll Storage and Kitchenette	164	1	164				0	0	0	0	0	0	0	0	0				
Grant Manager	213	1	213				150	1	150	150	1	150	150	1	150				
Technology																			
District Technology Director	341	1	341				175	1	175	175	1	175	175	1	175				
District Technology Asst. Director	178	1	178				150	1	150	150	1	150	150	1	150				
I.T. Director							175	1	175	175	1	175	175	1	175				
Network Administrator	272	1	272				150	1	150	150	1	150	150	1	150				
Data Analyst	412	1	412				150	1	150	150	1	150	150	1	150				
District Tech Support	varies	4	741				400	1	400	400	1	400	400	1	400				
Tech Storage	700	1	700				450	1	450	450	1	450	450	1	450				
Shared Open Office (Hoteling)							240	1	240	240	1	240	240	1	240				
Staff Room	77	1	77				300	1	300	300	1	300	300	1	300				
Mother's Room			0				80	1	80	80	1	80	80	1	80				
Phone Booth			0				40	2	80	40	2	80	40	2	80				
Central Office Storage	varies	2	2,762				2,700	1	2,700	2,700	1	2,700	2,700	1	2,700				
Maintenance Shop	954	1	954				1,000	1	1,000	1,000	1	1,000	1,000	1	1,000				
Maintenance Office	208	1	208				300	1	300	300	1	300	300	1	300				
Welcome Center										0	0	0	0	0	0				
Reception / Waiting			0				400	1	400	400	1	400	400	1	400				
Conference Room	279	1	279			0	250	1	250	250	1	250	250	1	250				
Conference Room			0			0	150	2	300	150	2	300	150	2	300				
Registration										0	0	0	0	0	0				
Registration Officer	324	1	324				150	1	150	150	1	150	150	1	150				
Registration Specialist	89	1	89				150	1	150	150	1	150	150	1	150				
Community, Family & Engagement Officer	131	1	131			0	150	1	150	150	1	150	150	1	150				
District Transportation Office	222	1	222			0	150	1	150	150	1	150	150	1	150				
Transportation Coordinator	160	1	160			0	150	1	150	150	1	150	150	1	150				
Student Services																			
Director of Student Services	220	1	220				175	1	175	175	1	175	175	1	175				
Student Services Admin. Assistant	226	1	226				100	1	100	100	1	100	100	1	100				
Special Ed. Coordinator	274	1	274			0	150	1	150	150	1	150	150	1	150				
Coordinator of Related Services			0			0	150	1	150	150	1	150	150	1	150				
Teacher of the Deaf	176	1	176			0	150	1	150	150	1	150	150	1	150				
Related Services Storage	1,302	1	1,302			0	1,000	1	1,000	1,000	1	1,000	1,000	1	1,000				
EL Services			0																
Director of EL	133	1	133				175	1	175	175	1	175	175	1	175				
EL Admin. Assistant	138	1	138				100	1	100	100	1	100	100	1	100				
EL Reception / Waiting	101	1	101			0	100	1	100	100	1	100	100	1	100				
EL Assessment	369	1	369			0	150	1	150	150	1	150	150	1	150				
Translator Office	30	2	60			0	150	2	300	150	2	300	150	2	300				
EL Storage	varies	2	122			0			0	0	0	0	0	0	0				
Health Services			0							0	0	0	0	0	0				
Director of Health Services	276	1	276				175	1	175	175	1	175	175	1	175				
Health Services Admin. Assistant	155	1	155				100	2	200	100	2	200	100	2	200				
Community Multipurpose Space						0	4,400	1	4,400	4,400	1	4,400	4,400	1	4,400				
Community Multipurpose Office						0	500	1	500	500	1	500	500	1	500				
Community Multipurpose Conference						0	730	1	730	730	1	730	730	1	730				
Teen Health Center									**1,460**			**1,460**			**1,460**				
Waiting / Reception						0	250	1	250	250	1	250	250	1	250				
Toilet						0	60	2	120	60	2	120	60	2	120				
Exam Room						0	120	2	240	120	2	240	120	2	240				
Office						0	150	4	600	150	4	600	150	4	600				
Staff Room						0	150	1	150	150	1	150	150	1	150				
Storage						0	100	1	100	100	1	100	100	1	100				

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				EXISTING TO REMAIN / RENOVATED			NEW CONSTRUCTION			TOTAL									
ROOM TYPE	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	COMMENTS
Medford Community Media			**1,762**						**1,820**			**1,820**			**1,820**				
Open Office	603	1	603			0	120	1	120	120	1	120	120	1	120				
Studio	775	1	775			0	1,200	1	1,200	1,200	1	1,200	1,200	1	1,200				
Control Booth	171	1	171			0	200	1	200	200	1	200	200	1	200				
Playback Room	87	1	87			0	100	1	100	100	1	100	100	1	100				
Edit Room	52	1	52			0	100	1	100	100	1	100	100	1	100				
Storage	74	1	74			0	100	1	100	100	1	100	100	1	100				
Community Partner Rental Spaces	varies	4	2,778			0	2,760	1	2,760	2,760	1	2,760	2,760	1	2,760				
Total Building Net Floor Area (NFA)			**340,049**			**53,986**			**368,400**			**422,386**			**145,288**			**277,098**	**Total Building Net Floor Area (NFA)**
Proposed Student Capacity / Enrollment																		**1,395**	**Enter Total Enrollment**
NON-PROGRAMMED SPACES					% of GFA	**26,993**		% of GFA	**184,200**		% of GFA	**211,193**							Complete this category with Schematic Design Submittal
Other Occupied Rooms (List rooms separately below)																			
Mother's Room				-	0.0000%		-	0.0290%	160	-	0.0253%	160							
Unoccupied MEP / FP Spaces				-	0.0000%		-	0.0000%		-	0.0000%	0							
Unoccupied Closets, Supply Rooms, and Storage Rooms				-	0.0000%		-	0.0000%		-	0.0000%	0							
Toilet Rooms				-	0.0000%		-	0.0000%		-	0.0000%	0							
Circulation (corridors, stairs, ramps and elevators)				-	0.0000%		-	0.0000%		-	0.0000%	0							
Remaining[3]			**182,151**	-	33.3333%	**26,993**	-	33.3044%	**184,040**	-	33.3081%	**211,033**						138,549	
Total Building Gross Floor Area (GFA)[2]			**522,200**			**80,979**			**552,600**			**633,579**			**217,932**			**415,647**	**Total Building Gross Floor Area (GFA)[2]**
Grossing Factor (GFA / NFA)			**1.54**			**1.50**			**1.50**			**1.50**			**0.00**			**1.50**	**Grossing Factor (GFA / NFA)**

[1] **Individual Room Net Floor Area (NFA)** Includes the net square footage measured from the inside face of the perimeter walls and includes all specific spaces assigned to a particular program area including such spaces as non-communal toilets and storage rooms.

[2] **Total Building Gross Floor Area (GFA)** Includes the entire building gross square footage measured from the outside face of exterior walls.

[3] **Remaining** Includes exterior walls, interior partitions, chases, and other areas not listed above. Do not calculate this area, it is assumed to equal the difference between the Total Building Gross Floor Area and area not accounted for. above.

Architect Certification

I hereby certify that all of the information provided in this "Proposed Space Summary" is true, complete and accurate and, except as agreed to in writing by the Massachusetts School Building Authority, in accordance with the guidelines, rules, regulations and policies of the Massachusetts School Building Authority to the best of my knowledge and belief. A true statement, made under the penalties of perjury.

Name of Architecture Firm: SMMA

Name of Principal Architect: Matt Rice, AIA, ALEP, LEED AP BD+C, MCPPO

Signature of Principal Architect:

Date: 05.13.2026

Proposed Space Summary - High School

New Construction

Date: 5.15.2026 Preliminary Design Program

MEDFORD PUBLIC SCHOOLS MEDFORD HIGH SCHOOL	EXISTING CONDITIONS			PROPOSED PROGRAM									VARIATION TO MSBA GUIDELINES			MSBA GUIDELINES (DO NOT MODIFY) (Refer to Educational Facility Planning for additional information)			
				EXISTING TO REMAIN / RENOVATED			NEW CONSTRUCTION			TOTAL									
ROOM TYPE	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	COMMENTS
CORE ACADEMIC			**79,561**			**0**			**80,005**			**80,005**			**11,625**			**68,380**	Science Lab Guidelines
(List rooms of different sizes separately)																			
General Classroom	varies	61	50,048			0	950	48	45,600	950	48	45,600	50	1	3,300	900	47	42,300	825 NSF (minimum size) - 950 NSF (maximum size)
Teacher Planning	varies	3	1,488			0	500	9	4,500	500	9	4,500	400	-38	-200	100	47	4,700	
Small Group Seminar (20-30 seats)			0			0	500	3	1,500	500	3	1,500	0	0	0	500	3	1,500	
Science Classroom / Lab	varies	15	18,053			0	1,440	12	17,280	1,440	12	17,280	0	0	0	1,440	12	17,280	Assumed schedule: 3 x 85% utilization = 20 seats; 1 period per day per student; 1,440 NSF (minimum size); refer to the Science Lab Guidelines for additional information
Prep Room	varies	9	3,029			0	400	6	2,400	400	6	2,400	200	-6	0	200	12	2,400	(1) 200 NSF Prep Room required per Science Classroom / Lab
Central Chemical Storage Room	238	1	238			0	200	1	200	200	1	200	0	0	0	200	1	200	(1) 200 NSF Central Chemical Storage Room required
Medford Academy						0							0	0	0				
Classroom	varies	2	1,111			0	950	2	1,900	950	2	1,900	950	2	1,900				
Workspace			0			0	475	1	475	475	1	475	475	1	475				
Language Lab			0			0	1,200	1	1,200	1,200	1	1,200	1,200	1	1,200				
Large Group Instruction	varies	3	5,594			0	2,000	2	4,000	2,000	2	4,000	2,000	2	4,000				
Academic Support Hub			0			0	475	2	950	475	2	950	475	2	950				
SPECIAL EDUCATION			**21,257**			**0**			**31,875**			**31,875**			**18,275**			**13,600**	Special Education spaces require DESE review and approval.
(List rooms of different sizes separately)																			
Self-Contained Special Education Classroom			0			0	950		0	950	0	0	50	-10	-9,000	900	10	9,000	825 NSF (minimum size) - 950 NSF; equal to the size of the proposed General Classrooms that serve the same student population.
Self-Contained Special Education Toilet Room			0			0	60		0	60	0	0	0	-10	-600	60	10	600	
Resource Room	varies	10	8,239			0	475	5	2,375	475	5	2,375	-25	1	375	500	4	2,000	1/2 size of a General Classroom
Science Resource Room	varies	2	2,426			0	0	0	0	0	0	0	0	0	0				
Small Group Room			0			0	250	2	500	250	2	500	-250	-2	-1,500	500	4	2,000	1/2 size of a General Classroom
Breakout Room			0			0	150	10	1,500	150	10	1,500	150	10	1,500				
ACCESS Classroom	1,297	1	1,297			0	1,200	1	1,200	1,200	1	1,200	1,200	1	1,200				
ACCESS Toilet			0			0	120	1	120	120	1	120	120	1	120				
Living Lab	668	1	668			0	1,200	2	2,400	1,200	2	2,400	1,200	2	2,400				
Learning Group Program (LGP)	varies	4	3,437			0	950	4	3,800	950	4	3,800	950	4	3,800				
Reset Room			0			0	200	1	200	200	1	200	200	1	200				
Therapuetic Learning Program (TLP)	varies	2	1,500			0	950	4	3,800	950	4	3,800	950	4	3,800				
TLP Office/ Small Group			0			0	200	2	400	200	2	400	200	2	400				
TLP Toilet			0			0	60	2	120	60	2	120	60	2	120				
Connections			0			0	950	2	1,900	950	2	1,900	950	2	1,900				
Project Transition	1,293	1	1,293			0	950	2	1,900	950	2	1,900	950	2	1,900				
Workspace / Sensory			0			0	475	1	475	475	1	475	475	1	475				
Toilet			0			0	60	1	60	60	1	60	60	1	60				
Sensory Room			0			0	300	1	300	300	1	300	300	1	300				
OT	varies	2	204			0	160	1	160	160	1	160	160	1	160				
OT Evaluation			0			0	150	1	150	150	1	150	150	1	150				
Speech	varies	2	771			0	200	2	400	200	2	400	200	2	400				
PT / Alt PE			0			0	950	1	950	950	1	950	950	1	950				
PT Office			0			0	150	1	150	150	1	150	150	1	150				
Special Ed. Reading Small Group			0			0	475	1	475	475	1	475	475	1	475				
Special Ed. Office Suite										0	0	0	0	0	0				
Reception / Waiting			0			0	150	1	150	150	1	150	150	1	150				
Special Ed. Coordinator	200	1	200			0	150	1	150	150	1	150	150	1	150				
Special Ed. Admin. Assistant			0			0	100	1	100	100	1	100	100	1	100				
Evaluation Team Leader	varies	2	1,161			0	200	3	600	200	3	600	200	3	600				
Conference Room			0			0	300	1	300	300	1	300	300	1	300				
Records Room	61	1	61			0	100	1	100	100	1	100	100	1	100				

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ROOM TYPE	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	COMMENTS
Public Day Education Spaces (List rooms separately below)									7,140			7,140							
Curtis-Tufts Alternative School Program										0	0	0	0	0	0				
Classroom						0	950	4	3,800	950	4	3,800	950	4	3,800				
Toilet Rooms						0	60	4	240	60	4	240	60	4	240				
Games Room						0	300	1	300	300	1	300	300	1	300				
Community / Lunch Room						0	950	1	950	950	1	950	950	1	950				
Breakout Rooms						0	150	2	300	150	2	300	150	2	300				
Sensory Room						0	250	1	250	250	1	250	250	1	250				
Waiting / Reception						0	200	1	200	200	1	200	200	1	200				
Principal's Office						0	300	1	300	300	1	300	300	1	300				
Admin. Assistant							100	1	100	100	1	100	100	1	100				
Adjustment Counselor Office						0	200	2	400	200	2	400	200	2	400				
Conference Room						0	300	1	300	300	1	300	300	1	300				
ART & MUSIC			9,099			0			11,150			11,150			2,950			8,200	
Art Classroom (25 seats)	varies	3	4,218			0	1,200	3	3,600	1,200	3	3,600	0	0	0	1,200	3	3,600	Assumed schedule: 25% total enrollment; 5 times per week
Art Workroom with Storage and Kiln	varies	3	235			0	150	3	450	150	3	450	0	0	0	150	3	450	
Band (50-100 seats)	1,190	1	1,190			0	2,000	1	2,000	2,000	1	2,000	500	0	500	1,500	1	1,500	Assumed schedule: 25% total enrollment; 5 times per week
Chorus / Orchestra (50-100 seats)	1,312	1	1,312			0	2,000	1	2,000	2,000	1	2,000	500	0	500	1,500	1	1,500	
Ensemble	551	1	551			0	950	1	950	950	1	950	750	0	750	200	1	200	
Music Practice	0	0	0			0	75	6	450	75	6	450	0	0	0	75	6	450	
Music Storage	673	1	673			0	500	1	500	500	1	500	0	0	0	500	1	500	
Music Classroom	920	1	920			0	1,200	1	1,200	1,200	1	1,200	1,200	1	1,200				
VOCATIONS & TECHNOLOGY			58,330			0			118,865			118,865			118,705			123,425	
Non-Chapter 74 Programs (List rooms separately below)			2,175						9,840			9,840			9,680				STE Guidelines Policy
Technology / Engineering Rooms			0			0			0	0	0	0	0	-10	-14,400	1,440	10	14,400	Assumed schedule: 100% total enrollment; 5 times per week; 825 NSF (minimum size) - 2,000 NSF (maximum size)
Digital Art / Photography Lab			0			0	1,440	1	1,440	1,440	1	1,440	1,440	1	1,440				
Media and Tech Lab	varies	2	992			0	1,440	2	2,880	1,440	2	2,880	1,440	2	2,880				
Makerspace	443	1	443			0	1,440	1	1,440	1,440	1	1,440	1,440	1	1,440				
Engineering / Robotics Lab			0			0	1,440	1	1,440	1,440	1	1,440	1,440	1	1,440				
F.A.C.S. Lab			0			0	1,440	1	1,440	1,440	1	1,440	1,440	1	1,440				
Scene Shop	740	1	740			0	1,200	1	1,200	1,200	1	1,200	1,200	1	1,200				
Chapter 74 Programs (List rooms separately below)			56,155						109,025			109,025			0			109,025	Inclusion of Chapter 74 Programs require DESE review and approval.
1 Automotive Technology Shop (18' clear ht)	6,013	1	6,013			0	8,250	1	8,250	8,250	1	8,250	0	0	0	8,250	1	8,250	
Related Classroom	1,039	1	1,039				950	1	950	950	1	950	0	0	0	950	1	950	
Storage Room	193	1	193				300	1	300	300	1	300	0	0	0	300	1	300	
Tool Room	197	1	197				200	1	200	200	1	200	0	0	0	200	1	200	
Office			0				120	1	120	120	1	120	0	0	0	120	1	120	
Toilet Rooms			0				130	1	130	130	1	130	0	0	0	130	1	130	30,750
Changing Area			0				170	1	170	170	1	170	0	0	0	170	1	170	
Loft	varies	2	778				500	1	500	500	1	500	0	0	0	500	1	500	
2 Biotechnology Shop (12' clear ht)	1,291	1	1,291			0	4,400	1	4,400	4,400	1	4,400	0	0	0	4,400	1	4,400	
Related Classroom	1,293	1	1,293				950	1	950	950	1	950	0	0	0	950	1	950	
Clean Room							incl in shop SF above			incl in shop SF above									
Storage Room	392	1	392				300	1	300	300	1	300	0	0	0	300	1	300	
Office			0				120	1	120	120	1	120	0	0	0	120	1	120	
Toilet Room			0				60	1	60	60	1	60	0	0	0	60	1	60	
Changing Area			0				140	1	140	140	1	140	0	0	0	140	1	140	
3 Business Marketing Shop (12' clear ht)	809	1	809				2,200	1	2,200	2,200	1	2,200	0	0	0	2,200	1	2,200	
Mustang Mall Retail Area	118	1	118				500	1	500	500	1	500	0	0	0	500	1	500	
Storage Room	varies	2	151				200	1	200	200	1	200	0	0	0	200	1	200	
4 Carpentry Shop (18' clear ht)	3,407	1	3,407			0	6,750	1	6,750	6,750	1	6,750	0	0	0	6,750	1	6,750	
Related Classroom	338	1	338				950	1	950	950	1	950	0	0	0	950	1	950	
Shared Mock House							incl in shop SF above			incl in shop SF above									
Storage Room	96	1	96				300	1	300	300	1	300	0	0	0	300	1	300	
Tool Room			0				200	1	200	200	1	200	0	0	0	200	1	200	
Office			0				120	1	120	120	1	120	0	0	0	120	1	120	
Toilet Room			0				130	1	130	130	1	130	0	0	0	130	1	130	

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New Construction

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MEDFORD PUBLIC SCHOOLS MEDFORD HIGH SCHOOL	EXISTING CONDITIONS			PROPOSED PROGRAM									VARIATION TO MSBA GUIDELINES			MSBA GUIDELINES (DO NOT MODIFY) (Refer to Educational Facility Planning for additional information)			
				EXISTING TO REMAIN / RENOVATED			NEW CONSTRUCTION			TOTAL									
ROOM TYPE	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	COMMENTS
Changing Area	124	1	124				170	1	170	170	1	170	0	0	0	170	1	170	
Loft	769	1	769				500	1	500	500	1	500	0	0	0	500	1	500	
5 Construction Craft Laborers Shop (18' clear ht - assumed)	4,025	1	4,025			0	6,750	1	6,750	6,750	1	6,750	0	0	0	6,750	1	6,750	
Related Classroom	883	1	883				950	1	950	950	1	950	0	0	0	950	1	950	
Shared Mock House							incl in shop SF above			incl in shop SF above									
Storage Room			0				300	1	300	300	1	300	0	0	0	300	1	300	
Tool Room	92	1	92				200	1	200	200	1	200	0	0	0	200	1	200	
Office	190	1	190				120	1	120	120	1	120	0	0	0	120	1	120	
Toilet Room			0				130	1	130	130	1	130	0	0	0	130	1	130	
Changing Area			0				170	1	170	170	1	170	0	0	0	170	1	170	
Loft	356	1	356				500	1	500	500	1	500	0	0	0	500	1	500	
6 Cosmetology Shop (Grades 11-12)	1,370	1	1,370			0	3,000	1	3,000	3,000	1	3,000	0	0	0	3,000	1	3,000	
Related Classroom (Grades 9-10)	1,141	1	1,141				950	1	950	950	1	950	0	0	0	950	1	950	
Aesthetics Room							300	1	300	300	1	300	0	0	0	300	1	300	
Storage Room	varies	2	249				200	1	200	200	1	200	0	0	0	200	1	200	
Office							120	1	120	120	1	120	0	0	0	120	1	120	
Toilet Room			0				130	1	130	130	1	130	0	0	0	130	1	130	
Changing Area			0				170	1	170	170	1	170	0	0	0	170	1	170	
7 Criminal Justice Shop (12' clear ht - assumed)			0				2,200	1	2,200	2,200	1	2,200	0	0	0	2,200	1	2,200	
Related Classroom							950	1	950	950	1	950	0	0	0	950	1	950	
Storage Room			0				200	1	200	200	1	200	0	0	0	200	1	200	
Office			0				100	1	100	100	1	100	0	0	0	100	1	100	
8 Culinary Arts Shop / Kitchen (12' clear ht)	1,686	1	1,686			0	5,625	1	5,625	5,625	1	5,625	0	0	0	5,625	1	5,625	
Related Classroom	272	1	272				950	1	950	950	1	950	0	0	0	950	1	950	
Dry Goods Storage Room	varies	2	153				incl in shop SF above			incl in shop SF above									
Office	63	1	63				120	1	120	120	1	120	0	0	0	120	1	120	
Toilet Room							130	1	130	130	1	130	0	0	0	130	1	130	
Changing Area							170	1	170	170	1	170	0	0	0	170	1	170	
Bistro 489 (with patron toilets)	2,878	1	2,878				3,000	1	3,000	3,000	1	3,000	0	0	0	3,000	1	3,000	
9 Dental Assisting Shop (12' clear ht)			0			0	1,875	1	1,875	1,875	1	1,875	0	0	0	1,875	1	1,875	
X-Ray Room			0				150	1	150	150	1	150	0	0	0	150	1	150	
Sterilization Room			0				150	1	150	150	1	150	0	0	0	150	1	150	
Related Classroom			0				950	1	950	950	1	950	0	0	0	950	1	950	
Storage Room			0				200	1	200	200	1	200	0	0	0	200	1	200	
Office			0				100	1	100	100	1	100	0	0	0	100	1	100	
10 Early Education and Care Shop (12' clear ht)	1,175	1	1,175			0	1,500	1	1,500	1,500	1	1,500	0	0	0	1,500	1	1,500	
Related Classroom	1,007	1	1,007				950	1	950	950	1	950	0	0	0	950	1	950	
Storage Room	100	1	100				200	1	200	200	1	200	0	0	0	200	1	200	
Toilet Room	146	1	146				130	1	130	130	1	130	0	0	0	130	1	130	
Office			0				100	1	100	100	1	100	0	0	0	100	1	100	
11 Electricity Shop (18' clear ht)	3,375	1	3,375			0	6,750	1	6,750	6,750	1	6,750	0	0	0	6,750	1	6,750	
Related Classroom	978	1	978				950	1	950	950	1	950	0	0	0	950	1	950	
Shared Mock House							incl in shop SF above			incl in shop SF above									
Storage Room	varies	2	272				300	1	300	300	1	300	0	0	0	300	1	300	
Tool Room	104	1	104				200	1	200	200	1	200	0	0	0	200	1	200	
Office			0				120	1	120	120	1	120	0	0	0	120	1	120	
Toilet Room			0				130	1	130	130	1	130	0	0	0	130	1	130	
Changing Area			0				170	1	170	170	1	170	0	0	0	170	1	170	
12 Engineering and Robotics Shop (12' clear ht)	3,985	1	3,985			0	4,400	1	4,400	4,400	1	4,400	0	0	0	4,400	1	4,400	
Engineering Machine Shop	incl in shop SF above									incl in shop SF above									
Related Classroom	530	1	530				950	1	950	950	1	950	0	0	0	950	1	950	
Storage Room	varies	2	377				300	1	300	300	1	300	0	0	0	300	1	300	
Tool Room			0				200	1	200	200	1	200	0	0	0	200	1	200	
Office			0				120	1	120	120	1	120	0	0	0	120	1	120	
Toilet Room			0				130	1	130	130	1	130	0	0	0	130	1	130	
Changing Area			0				170	1	170	170	1	170	0	0	0	170	1	170	
13 Graphic Communications Shop (12' clear ht)	1,508	1	1,508			0	2,250	1	2,250	2,250	1	2,250	0	0	0	2,250	1	2,250	
Related Classroom	849	1	849				950	1	950	950	1	950	0	0	0	950	1	950	
Storage Room	varies	2	232				200	1	200	200	1	200	0	0	0	200	1	200	
Wide Format Room	246	1	246				incl in shop SF above			incl in shop SF above									
Office			0				100	1	100	100	1	100	0	0	0	100	1	100	
14 Health Assisting Shop (12' clear ht)	1,880	1	1,880			0	5,625	1	5,625	5,625	1	5,625	0	0	0	5,625	1	5,625	
Assisted Living Model Apartment			0				incl in shop SF above			incl in shop SF above									

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MEDFORD PUBLIC SCHOOLS MEDFORD HIGH SCHOOL	EXISTING CONDITIONS			PROPOSED PROGRAM									VARIATION TO MSBA GUIDELINES			MSBA GUIDELINES (DO NOT MODIFY) (Refer to Educational Facility Planning for additional information)			
				EXISTING TO REMAIN / RENOVATED			NEW CONSTRUCTION			TOTAL									
ROOM TYPE	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	COMMENTS
Mock Bathroom			0				incl in shop SF above			incl in shop SF above									
Sim Lab			0				incl in shop SF above			incl in shop SF above									
Sim Lab Observation Room			0				incl in shop SF above			incl in shop SF above									
Related Classroom	931	1	931				950	1	950	950	1	950	0	0	0	950	1	950	
Clean and Dirty Utility			0				incl in shop SF above			incl in shop SF above									
Storage Room	139	1	139				150	1	150	150	1	150	0	0	0	150	1	150	
Office	79	1	79				120	1	120	120	1	120	0	0	0	120	1	120	
Toilet Room			0				130	1	130	130	1	130	0	0	0	130	1	130	
Changing Area			0				170	1	170	170	1	170	0	0	0	170	1	170	
15 Information Support Services & Networking Shop (12' clear ht)			0			0	2,200	1	2,200	2,200	1	2,200	0	0	0	2,200	1	2,200	
Related Classroom			0				950	1	950	950	1	950	0	0	0	950	1	950	
Storage Room			0				200	1	200	200	1	200	0	0	0	200	1	200	
Office			0				100	1	100	100	1	100	0	0	0	100	1	100	
16 Metal Fabrication Shop (12' clear ht)	3,490	1	3,490			0	4,000	1	4,000	4,000	1	4,000	0	0	0	4,000	1	4,000	
Related Classroom	950	1	950				950	1	950	950	1	950	0	0	0	950	1	950	
Storage Room			0				300	1	300	300	1	300	0	0	0	300	1	300	
Tool Room	115	1	115				200	1	200	200	1	200	0	0	0	200	1	200	
Office			0				120	1	120	120	1	120	0	0	0	120	1	120	
Toilet Room			0				130	1	130	130	1	130	0	0	0	130	1	130	
Changing Area			0				170	1	170	170	1	170	0	0	0	170	1	170	
Loft	123	1	123				500	1	500	500	1	500	0	0	0	500	1	500	
17 Plumbing Shop (18' clear ht)			0			0	2,250	1	2,250	2,250	1	2,250	0	0	0	2,250	1	2,250	
Related Classroom			0				950	1	950	950	1	950	0	0	0	950	1	950	
Shared Mock House							incl in shop SF above			incl in shop SF above									
Storage Room			0				300	1	300	300	1	300	0	0	0	300	1	300	
Tool Room			0				200	1	200	200	1	200	0	0	0	200	1	200	
Office			0				100	1	100	100	1	100	0	0	0	100	1	100	
Toilet Room			0				130	1	130	130	1	130	0	0	0	130	1	130	
Changing Area			0				170	1	170	170	1	170	0	0	0	170	1	170	
18 Programming / Web Development Shop (12' clear ht)	1,260	1	1,260			0	2,200	1	2,200	2,200	1	2,200	0	0	0	2,200	1	2,200	
Related Classroom			0				950	1	950	950	1	950	0	0	0	950	1	950	
Storage Room	varies	2	176				200	1	200	200	1	200	0	0	0	200	1	200	
Office			0				100	1	100	100	1	100	0	0	0	100	1	100	
19 Radio and Television Broadcasting Shop (12' clear ht)	763	1	763			0	2,500	1	2,500	2,500	1	2,500	0	0	0	2,500	1	2,500	
Related Classroom	866	1	866				950	1	950	950	1	950	0	0	0	950	1	950	
Storage Room	88	1	88				200	1	200	200	1	200	0	0	0	200	1	200	
Podcast Room	45	1	45																
Office			0				120	1	120	120	1	120	0	0	0	120	1	120	
CTE Commons			0			0	300	3	900	300	3	900	300	3	900				
[Enter room type here & shop capacity]			0			0			0	0	0	0	0	0	0				
HEALTH & PHYSICAL EDUCATION			**68,734**			**0**			**31,887**			**31,887**			**7,875**			**24,012**	Excess PE Spaces Policy
Gymnasium	29,305	1	29,305				18,000	1	18,000	18,000	1	18,000	6,000	0	6,000	12,000	1	12,000	
PE Alternatives							3,000	1	3,000	3,000	1	3,000	0	0	0	3,000	1	3,000	
Gymnastics Gym	4,100	1	4,100							0	0	0	0	0	0				
Fitness Center / Weight Training	3,237	1	3,237							0	0	0	0	0	0				
Yoga/ CPR	625	1	625						0	0	0	0	0	0	0				
Batting Cage	4,472	1	4,472							0	0	0	0	0	0				
Gym Storeroom	656	1	656				300	1	300	300	1	300	0	0	0	300	1	300	
Locker Rooms - Boys and Girls with Toilets	varies	14	22,503			0	3,906	2	7,812	3,906	2	7,812	-3,906	1	0	7,812	1	7,812	5.6 NSF per student (total enrollment)
PE Storage	varies	4	1,146			0	500	1	500	500	1	500	0	0	0	500	1	500	
Athletic Director's Office	512	1	512			0	175	1	175	175	1	175	25	0	25	150	1	150	
Health Instructor's Office with Shower and Toilet	varies	5	1,516			0	250	2	500	250	2	500	0	1	250	250	1	250	
Trainer's Room	varies	3	662			0	600	1	600	600	1	600	600	1	600				
Athletic Director's Admin. Assistant			0			0	100	1	100	100	1	100	100	1	100				
Wellness Room			0			0	300	3	900	300	3	900	300	3	900				

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				EXISTING TO REMAIN / RENOVATED			NEW CONSTRUCTION			TOTAL									
ROOM TYPE	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	COMMENTS
MEDIA CENTER			**8,998**			**0**			**8,619**			**8,619**			**0**			**8,619**	
Media Center / Reading Room	7,737	1	7,737			0	7,719	1	7,719	7,719	1	7,719	-900	0	-900	8,619	1	8,619	
Quiet Rooms	0	0	0			0	150	2	300	150	2	300	150	2	300				
Office/ Workroom	183	1	183			0	300	1	300	300	1	300	300	1	300				
Café / Snack Shop			0			0	300	1	300	300	1	300	300	1	300				
Library Equipment / Book Overflow	1,078	1	1,078			0			0	0	0	0	0	0	0				
AUDITORIUM / DRAMA			**8,488**			**0**			**13,800**			**13,800**			**3,400**			**10,400**	Excess Auditorium Spaces Policy
Auditorium	3,330	1	3,330			0	10,000	1	10,000	10,000	1	10,000	2,500	0	2,500	7,500	1	7,500	2/3 total enrollment at 10 NSF per seat (750 seats maximum)
Balcony	1,864	1	1,864			0				0	0	0	0	0	0				
Stage	2,443	1	2,443			0	2,500	1	2,500	2,500	1	2,500	900	0	900	1,600	1	1,600	
Auditorium Storage			0			0	500	1	500	500	1	500	0	0	0	500	1	500	
Make-up / Dressing Rooms	260	1	260			0	200	3	600	200	3	600	-100	1	0	300	2	600	
Controls / Lighting / Projection	311	1	311			0	200	1	200	200	1	200	0	0	0	200	1	200	
Costume Storage	280	1	280			0			0	0	0	0	0	0	0				
DINING & FOOD SERVICE			**17,952**			**0**			**14,068**			**14,068**			**2,700**			**11,368**	
Cafeteria / Dining	varies	2	10,382			0	6,575	1	6,575	6,575	1	6,575	-400	0	-400	6,975	1	6,975	Based on 3 lunch seatings - 15 NSF per seat
Chair / Table Storage			0			0	499	1	499	499	1	499	0	0	0	499	1	499	
Scramble Serving Area	varies	2	2,100			0	2,250	1	2,250	2,250	1	2,250	1,650	0	1,650	600	1	600	
Kitchen	4,666	1	4,666			0	3,295	1	3,295	3,295	1	3,295	600	0	600	2,695	1	2,695	1,600 NSF for first 300 students + 1 NSF per additional student
Staff Lunch Room	502	1	502			0	599	1	599	599	1	599	0	0	0	599	1	599	20 NSF per student
Quiet Cafeteria	0	0	0			0	400	1	400	400	1	400	400	1	400				
Dishwashing	302	1	302			0	450	1	450	450	1	450	450	1	450				
MEDICAL			**1,250**			**0**			**1,660**			**1,660**			**450**			**1,210**	
Medical Suite Toilet	varies	2	83			0	60	2	120	60	2	120	0	1	60	60	1	60	
Nurses' Office / Waiting Room	574	1	574			0	250	1	250	250	1	250	0	0	0	250	1	250	
Interview Room	113	1	113			0	100	3	300	100	3	300	0	0	0	100	3	300	
Examination Room / Resting	150	1	150			0	100	6	600	100	6	600	0	0	0	100	6	600	
Nurse's Private Office	152	1	152			0	150	1	150	150	1	150	150	1	150				
Nurse's Shared Office			0			0	240	1	240	240	1	240	240	1	240				
Storage	178	1	178			0			0	0	0	0	0	0	0				
ADMINISTRATION & GUIDANCE			**14,003**			**0**			**14,104**			**14,104**			**8,891**			**5,213**	
General Office / Waiting Room with Toilet	1,138	1	1,138			0	698	1	698	698	1	698	1	0	1	698	1	698	
Teachers' Mail and Time Room	230	1	230			0	100	1	100	100	1	100	0	0	0	100	1	100	
Copy Room			0			0	200	1	200	200	1	200	0	0	0	200	1	200	
Records Room			0			0	200	1	200	200	1	200	0	0	0	200	1	200	
Principal's Office with Conference Area	592	1	592			0	375	1	375	375	1	375	0	0	0	375	1	375	
Principal's Secretary / Waiting			0			0	125	1	125	125	1	125	0	0	0	125	1	125	
Assistant Principal's Office - AP1	211	1	211			0	150	1	150	150	1	150	0	0	0	150	1	150	
Assistant Principal's Office - AP2	150	1	150			0	150	1	150	150	1	150	0	0	0	150	1	150	
Assistant Principal's Office - AP3	150	1	150			0	150	1	150	150	1	150	150	1	150				
Assistant Principal's Office - AP4	234	1	234			0	150	1	150	150	1	150	150	1	150				
Supervisory / Spare Office			0			0	120	1	120	120	1	120	0	0	0	120	1	120	
Conference Room			0			0	450	1	450	450	1	450	0	0	0	450	1	450	
Guidance Office	varies	6	888			0	150	6	900	150	6	900	0	-1	-150	150	7	1,050	
Guidance Waiting Room			0			0	100	0	0	100	0	0	0	-1	-100	100	1	100	
Guidance Storeroom			0			0	100	1	100	100	1	100	0	0	0	100	1	100	
Career Center	283	1	283			0	399	1	399	399	1	399	-100	0	-100	499	1	499	
Career Center Office			0			0	100	1	100	100	1	100	100	1	100				
Records Room			0			0	199	1	199	199	1	199	0	0	0	199	1	199	
Teachers' Work Room	273	1	273			0	698	1	698	698	1	698	1	0	1	698	1	698	
Dean of Student Success Office	202	1	202			0	175	1	175	175	1	175	175	1	175				
Campus / Security Monitor	449	1	449			0	200	1	200	200	1	200	200	1	200				
School Resource Officer	207	1	207			0	200	1	200	200	1	200	200	1	200				
CTE Reception / Waiting	545	1	545			0	250	1	250	250	1	250	250	1	250				
CTE Executive Director	289	1	289			0	375	1	375	375	1	375	375	1	375				
CTE Admin. Assistant	181	1	181			0	100	2	200	100	2	200	100	2	200				
CTE Conference Room	300	1	300			0	450	1	450	450	1	450	450	1	450				

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				EXISTING TO REMAIN / RENOVATED			NEW CONSTRUCTION			TOTAL									
ROOM TYPE	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	COMMENTS
CTE Co-Op Office	211	1	211			0	150	1	150	150	1	150	150	1	150				
CTE Office	varies	2	273			0	150	2	300	150	2	300	150	2	300				
Adjustment Counselor Office	varies	3	420			0	150	3	450	150	3	450	150	3	450				
Psychologist Office			0			0	150	2	300	150	2	300	150	2	300				
House Office Commons	varies	3	1,472			0	300	3	900	300	3	900	300	3	900				
House Office Reception / Waiting	varies	3	1,472			0	250	3	750	250	3	750	250	3	750				
House Office Admin. Assistant	338	2	676			0	0	0	0	0	0	0	0	0	0				
House Office Conference Room	varies	3	638			0	300	3	900	300	3	900	300	3	900				
House Office Restorative Room			0			0	150	3	450	150	3	450	150	3	450				
House Office Phone Booth			0			0	40	3	120	40	3	120	40	3	120				
Youth Wellness Coach/Officer			0			0	150	1	150	150	1	150	150	1	150				
STEPS			0			0				0	0	0	0	0	0				
STEPS Classroom	1,280	1	1,280			0	950	1	950	950	1	950	950	1	950				
Office			0			0	120	2	240	120	2	240	120	2	240				
Adjustment Counselor Office			0			0	150	1	150	150	1	150	150	1	150				
Conference/ Flex Room			0			0	250	1	250	250	1	250	250	1	250				
Toilet			0			0	80	1	80	80	1	80	80	1	80				
Phone Booth			0			0	40	1	40	40	1	40	40	1	40				
Paraprofessional Workroom			0			0	500	1	500	500	1	500	500	1	500				
Phone Booth			0			0	40	4	160	40	4	160	40	4	160				
Driver's Education	167	1	167			0	150	1	150	150	1	150	150	1	150				
Professional Development Room	516	1	516			0			0	0	0	0	0	0	0				
Student Activities	285	1	285			0			0	0	0	0	0	0	0				
Kitchenette	158	1	158			0			0	0	0	0	0	0	0				
Safe	113	1	113			0			0	0	0	0	0	0	0				
CUSTODIAL & MAINTENANCE			**2,241**			**0**			**2,822**			**2,822**			**151**			**2,671**	
Custodian's Office	327	1	327			0	150	1	150	150	1	150	0	0	0	150	1	150	
Custodian's Workshop			0			0	250	1	250	250	1	250	0	0	0	250	1	250	
Custodian's Storage	varies	2	702			0	375	1	375	375	1	375	0	0	0	375	1	375	
Recycling Room / Trash			0			0	400	1	400	400	1	400	0	0	0	400	1	400	
Receiving and General Supply	1,212	1	1,212			0	499	1	499	499	1	499	0	0	0	499	1	499	
Storeroom			0			0	798	1	798	798	1	798	1	0	1	798	1	798	
Network / Telecom Room			0			0	200	1	200	200	1	200	0	0	0	200	1	200	
Technology Support Office			0			0	150	1	150	150	1	150	150	1	150				
OTHER			**50,136**			**0**			**71,778**			**71,778**			**71,778**			**0**	
(List rooms separately below)																			
Pop-up Shop / Gallery			0			0	0	0	0	0	0	0	0	0	0				
Clothing Closet	858	1	858			0	300	1	300	300	1	300	300	1	300				
Food Pantry			0			0	0	0	0	0	0	0	0	0	0				
Cleaning Vendor's Office	1,170	1	1,170			0	0	0	0	0	0	0	0	0	0				
Senior Workspace	2,400	1	2,400			0	0	0	0	0	0	0	0	0	0				
E-Sports Room	1,731	1	1,731			0				0	0	0	0	0	0				
CCSR Classroom	967	1	967			0				0	0	0	0	0	0				
Pool			**11,591**				10,933	1	**10,933**	10,933	1	**10,933**			**10,933**				
Pool	8,787	1	8,787						0	0	0	0	0	0	0				
Boys Locker Room	970	1	970						0	0	0	0	0	0	0				
Girls Locker room	1,230	1	1,230						0	0	0	0	0	0	0				
Pool Storage	varies	2	604						0	0	0	0	0	0	0				
Early Childhood Center			**7,821**						**30,820**			**30,820**			**30,820**				
Reception / Waiting							250	1	250	250	1	250	250	1	250				
Multipurpose Room			0				2,000	1	2,000	2,000	1	2,000	2,000	1	2,000				
Nurse's Office with Toilet			0			0	400	1	400	400	1	400	400	1	400				
Mother's Room			0				80	1	80	80	1	80	80	1	80				
Stroller Parking			0				300	1	300	300	1	300	300	1	300				
Laundry			0				250	1	250	250	1	250	250	1	250				

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				EXISTING TO REMAIN / RENOVATED			NEW CONSTRUCTION			TOTAL									
ROOM TYPE	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	COMMENTS
MEEP (Preschool) (See "Special Education - MEEP" for support spaces)									**17,875**			**17,875**			**17,875**				
Preschool Classroom (with Toilet)			0			0	1,200	11	13,200	1,200	11	13,200	1,200	11	13,200				1,100 NSF (minimum size) - 1,300 NSF (maximum size)
Reception / Waiting			0			0	100	1	100	100	1	100	100	1	100				
Preschool Classrooms (See "Other", under Early Childhood Center")										0	0	0	0	0	0				
Director's Office			0			0	175	1	175	175	1	175	175	1	175				
Director's Admin. Assistant			0			0	100	1	100	100	1	100	100	1	100				
Team Chair			0			0	150	1	150	150	1	150	150	1	150				
Evaluation Team Leader			0			0	150	2	300	150	2	300	150	2	300				
Evaluation / Observation			0			0	150	2	300	150	2	300	150	2	300				
Related Services Office			0			0	150	2	300	150	2	300	150	2	300				
Conference Room			0			0	250	1	250	250	1	250	250	1	250				
OT			0			0	600	1	600	600	1	600	600	1	600				
PT			0			0	600	1	600	600	1	600	600	1	600				
Play Room			0			0	600	1	600	600	1	600	600	1	600				
Sensory Room			0			0	600	1	600	600	1	600	600	1	600				
Staff Room			0			0	300	1	300	300	1	300	300	1	300				
Breakout Room			0			0	150	2	300	150	2	300	150	2	300				
Kids Corner			**4,811**						**6,550**			**6,550**			**6,550**				
Infant Classroom (with Toilet)							950	2	1,900	950	2	1,900	950	2	1,900				
Classroom (with Toilet)	varies	4	4,146				1,200	3	3,600	1,200	3	3,600	1,200	3	3,600				
Office			0				150	2	300	150	2	300	150	2	300				
Staff Room	295	1	295				300	1	300	300	1	300	300	1	300				
Conference			0				250	1	250	250	1	250	250	1	250				
Storage	varies	2	370				200	1	200	200	1	200	200	1	200				
Medford Family Network			**3,010**			**0**			**3,115**			**3,115**			**3,115**				
Reception / Waiting			0				100	1	100	100	1	100	100	1	100				
Office / Testing	varies	2	529				150	2	300	150	2	300	150	2	300				
Shared Office							240	1	240	240	1	240	240	1	240				
Conference	267	1	267				250	1	250	250	1	250	250	1	250				
Open Area *(See program below for new)*	1,871	1	1,871						0			0	0	0	0				
Play Area			0				1,425	1	1,425	1,425	1	1,425	1,425	1	1,425				
Pantry			0				300	1	300	300	1	300	300	1	300				
Clothing Closet			0				300	1	300	300	1	300	300	1	300				
Toilet	112	1	112				100	1	100	100	1	100	100	1	100				
Storage	varies	2	231				100	1	100	100	1	100	100	1	100				
Central Office			**19,058**						**23,685**			**23,685**			**23,685**				
Reception / Waiting			0				250	1	250	250	1	250	250	1	250				
Copy / Mail Room			0				250	1	250	250	1	250	250	1	250				
Superintendent's Office	290	1	290				375	1	375	375	1	375	375	1	375				
Superintendent's Toilet	0	0	0				60	1	60	60	1	60	60	1	60				
Assistant Superintendent's Office	295	1	295				200	1	200	200	1	200	200	1	200				
Executive Admin. Assistant	285	1	285				120	1	120	120	1	120	120	1	120				
Conference Room	542	1	542				800	1	800	800	1	800	800	1	800				
Conference Room	472	1	472				250	2	500	250	2	500	250	2	500				
Chief Operations Officer	239	1	239				200	1	200	200	1	200	200	1	200				
Project Manager Office	132	1	132				150	1	150	150	1	150	150	1	150				
Facilities Director Office	346	1	346				175	1	175	175	1	175	175	1	175				
Facilities Admin. Assistant	200	1	200				100	1	100	100	1	100	100	1	100				
Director of Counseling and Behavioral Health	263	1	263			0	175	1	175	175	1	175	175	1	175				
Director of Counseling and Behavioral Health Admin. Assistant			0			0	100	1	100	100	1	100	100	1	100				
(Academic) Director's Office	varies	6	1,407				175	6	1,050	175	6	1,050	175	6	1,050				
(Academic) Director Admin. Assistant							100	2	200	100	2	200	100	2	200				
Director of CCSR	159	1	159				0	0	0	0	0	0	0	0	0				
Communications Director	184	1	184				175	1	175	175	1	175	175	1	175				
Human Resources										0	0	0	0	0	0				
Human Resources Open Office	513	1	513				120	1	120	120	1	120	120	1	120				
Human Resources Director			0				175	1	175	175	1	175	175	1	175				
Human Resources Asst. Director			0				150	1	150	150	1	150	150	1	150				
Human Resources Admin. Assistant			0				100	2	200	100	2	200	100	2	200				

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				EXISTING TO REMAIN / RENOVATED			NEW CONSTRUCTION			TOTAL									
ROOM TYPE	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	COMMENTS
Finance										0	0	0	0	0	0				
Finance Director	211	1	211				175	1	175	175	1	175	175	1	175				
COO/ Finance Executive Assistant	108	1	108				120	1	120	120	1	120	120	1	120				
Budget Analyst			0				150	1	150	150	1	150	150	1	150				
Accounting Manager	104	1	104				150	1	150	150	1	150	150	1	150				
Payroll Supervisor	149	1	149				150	1	150	150	1	150	150	1	150				
Payroll Open Office	691	1	691				320	1	320	320	1	320	320	1	320				
Accounts Payable	234	1	234				240	1	240	240	1	240	240	1	240				
Payroll Records	455	1	455				100	1	100	100	1	100	100	1	100				
Payroll Storage and Kitchenette	164	1	164				0	0	0	0	0	0	0	0	0				
Grant Manager	213	1	213				150	1	150	150	1	150	150	1	150				
Technology										0	0	0	0	0	0				
District Technology Director	341	1	341				175	1	175	175	1	175	175	1	175				
District Technology Asst. Director	178	1	178				150	1	150	150	1	150	150	1	150				
I.T. Director							175	1	175	175	1	175	175	1	175				
Network Administrator	272	1	272				150	1	150	150	1	150	150	1	150				
Data Analyst	412	1	412				150	1	150	150	1	150	150	1	150				
District Tech Support	varies	4	741				400	1	400	400	1	400	400	1	400				
Tech Storage	700	1	700				450	1	450	450	1	450	450	1	450				
Shared Open Office (Hoteling)							240	1	240	240	1	240	240	1	240				
Staff Room	77	1	77				300	1	300	300	1	300	300	1	300				
Mother's Room			0				80	1	80	80	1	80	80	1	80				
Phone Booth			0				40	2	80	40	2	80	40	2	80				
Central Office Storage	varies	2	2,762				2,700	1	2,700	2,700	1	2,700	2,700	1	2,700				
Maintenance Shop	954	1	954				1,000	1	1,000	1,000	1	1,000	1,000	1	1,000				
Maintenance Office	208	1	208				300	1	300	300	1	300	300	1	300				
Welcome Center										0	0	0	0	0	0				
Reception / Waiting			0				400	1	400	400	1	400	400	1	400				
Conference Room	279	1	279			0	250	1	250	250	1	250	250	1	250				
Conference Room			0			0	150	2	300	150	2	300	150	2	300				
Registration										0	0	0	0	0	0				
Registration Officer	324	1	324				150	1	150	150	1	150	150	1	150				
Registration Specialist	89	1	89				150	1	150	150	1	150	150	1	150				
Community, Family & Engagement Officer	131	1	131			0	150	1	150	150	1	150	150	1	150				
District Transportation Office	222	1	222			0	150	1	150	150	1	150	150	1	150				
Transportation Coordinator	160	1	160			0	150	1	150	150	1	150	150	1	150				
Student Services										0	0	0	0	0	0				
Director of Student Services	220	1	220				175	1	175	175	1	175	175	1	175				
Student Services Admin. Assistant	226	1	226				100	1	100	100	1	100	100	1	100				
Special Ed. Coordinator	274	1	274			0	150	1	150	150	1	150	150	1	150				
Coordinator of Related Services			0			0	150	1	150	150	1	150	150	1	150				
Teacher of the Deaf	176	1	176			0	150	1	150	150	1	150	150	1	150				
Related Services Storage	1,302	1	1,302			0	1,000	1	1,000	1,000	1	1,000	1,000	1	1,000				
EL Services			0							0	0	0	0	0	0				
Director of EL	133	1	133				175	1	175	175	1	175	175	1	175				
EL Admin. Assistant	138	1	138				100	1	100	100	1	100	100	1	100				
EL Reception / Waiting	101	1	101			0	100	1	100	100	1	100	100	1	100				
EL Assessment	369	1	369			0	150	1	150	150	1	150	150	1	150				
Translator Office	30	2	60			0	150	2	300	150	2	300	150	2	300				
EL Storage	varies	2	122			0			0	0	0	0	0	0	0				
Health Services			0							0	0	0	0	0	0				
Director of Health Services	276	1	276				175	1	175	175	1	175	175	1	175				
Health Services Admin. Assistant	155	1	155				100	2	200	100	2	200	100	2	200				
Community Multipurpose Space						0	4,400	1	4,400	4,400	1	4,400	4,400	1	4,400				
Community Multipurpose Office						0	500	1	500	500	1	500	500	1	500				
Community Multipurpose Conference						0	730	1	730	730	1	730	730	1	730				
Teen Health Center									**1,460**			**1,460**			**1,460**				
Waiting / Reception						0	250	1	250	250	1	250	250	1	250				
Toilet						0	60	2	120	60	2	120	60	2	120				
Exam Room						0	120	2	240	120	2	240	120	2	240				
Office						0	150	4	600	150	4	600	150	4	600				
Staff Room						0	150	1	150	150	1	150	150	1	150				
Storage						0	100	1	100	100	1	100	100	1	100				

Proposed Space Summary - High School

New Construction

Date: 5.15.2026 Preliminary Design Program

MEDFORD PUBLIC SCHOOLS MEDFORD HIGH SCHOOL	EXISTING CONDITIONS			PROPOSED PROGRAM									VARIATION TO MSBA GUIDELINES			MSBA GUIDELINES (DO NOT MODIFY) (Refer to Educational Facility Planning for additional information)			
				EXISTING TO REMAIN / RENOVATED			NEW CONSTRUCTION			TOTAL									
ROOM TYPE	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	COMMENTS
Medford Community Media			**1,762**						**1,820**			**1,820**			**1,820**				
Open Office	603	1	603			0	120	1	120	120	1	120	120	1	120				
Studio	775	1	775			0	1,200	1	1,200	1,200	1	1,200	1,200	1	1,200				
Control Booth	171	1	171			0	200	1	200	200	1	200	200	1	200				
Playback Room	87	1	87			0	100	1	100	100	1	100	100	1	100				
Edit Room	52	1	52			0	100	1	100	100	1	100	100	1	100				
Storage	74	1	74			0	100	1	100	100	1	100	100	1	100				
Community Partner Rental Spaces	varies	4	2,778			0	2,760	1	2,760	2,760	1	2,760							
Total Building Net Floor Area (NFA)			**340,049**			**0**			**400,633**			**400,633**			**123,535**			**277,098**	**Total Building Net Floor Area (NFA)**
Proposed Student Capacity / Enrollment																		**1,395**	**Enter Total Enrollment**
NON-PROGRAMMED SPACES					% of GFA	**0**		% of GFA	**200,317**		% of GFA	**200,317**							Complete this category with Schematic Design Submittal
Other Occupied Rooms (List rooms separately below)																			
Mother's Room				-	#DIV/0!		-	0.0266%	160	-	0.0266%	160							
Unoccupied MEP / FP Spaces				-	#DIV/0!		-	0.0000%		-	0.0000%	0							
Unoccupied Closets, Supply Rooms, and Storage Rooms				-	#DIV/0!		-	0.0000%		-	0.0000%	0							
Toilet Rooms				-	#DIV/0!		-	0.0000%		-	0.0000%	0							
Circulation (corridors, stairs, ramps and elevators)				-	#DIV/0!		-	0.0000%		-	0.0000%	0							
Remaining[3]			**182,151**	-	#DIV/0!	**0**	-	33.3067%	**200,157**	-	33.3067%	**200,157**							
Total Building Gross Floor Area (GFA)[2]			**522,200**			**0**			**600,950**			**600,950**			**185,303**			**415,647**	**Total Building Gross Floor Area (GFA)[2]**
Grossing Factor (GFA / NFA)			**1.54**			**0.00**			**1.50**			**1.50**			**0.00**			**1.50**	**Grossing Factor (GFA / NFA)**

[1] **Individual Room Net Floor Area (NFA)** Includes the net square footage measured from the inside face of the perimeter walls and includes all specific spaces assigned to a particular program area including such spaces as non-communal toilets and storage rooms.

[2] **Total Building Gross Floor Area (GFA)** Includes the entire building gross square footage measured from the outside face of exterior walls.

[3] **Remaining** Includes exterior walls, interior partitions, chases, and other areas not listed above. Do not calculate this area, it is assumed to equal the difference between the Total Building Gross Floor Area and area not accounted for. above.

Architect Certification

I hereby certify that all of the information provided in this "Proposed Space Summary" is true, complete and accurate and, except as agreed to in writing by the Massachusetts School Building Authority, in accordance with the guidelines, rules, regulations and policies of the Massachusetts School Building Authority to the best of my knowledge and belief. A true statement, made under the penalties of perjury.

Name of Architecture Firm: SMMA

Name of Principal Architect: Matt Rice, AIA, ALEP, LEED AP BD+C, MCPPO

Signature of Principal Architect:

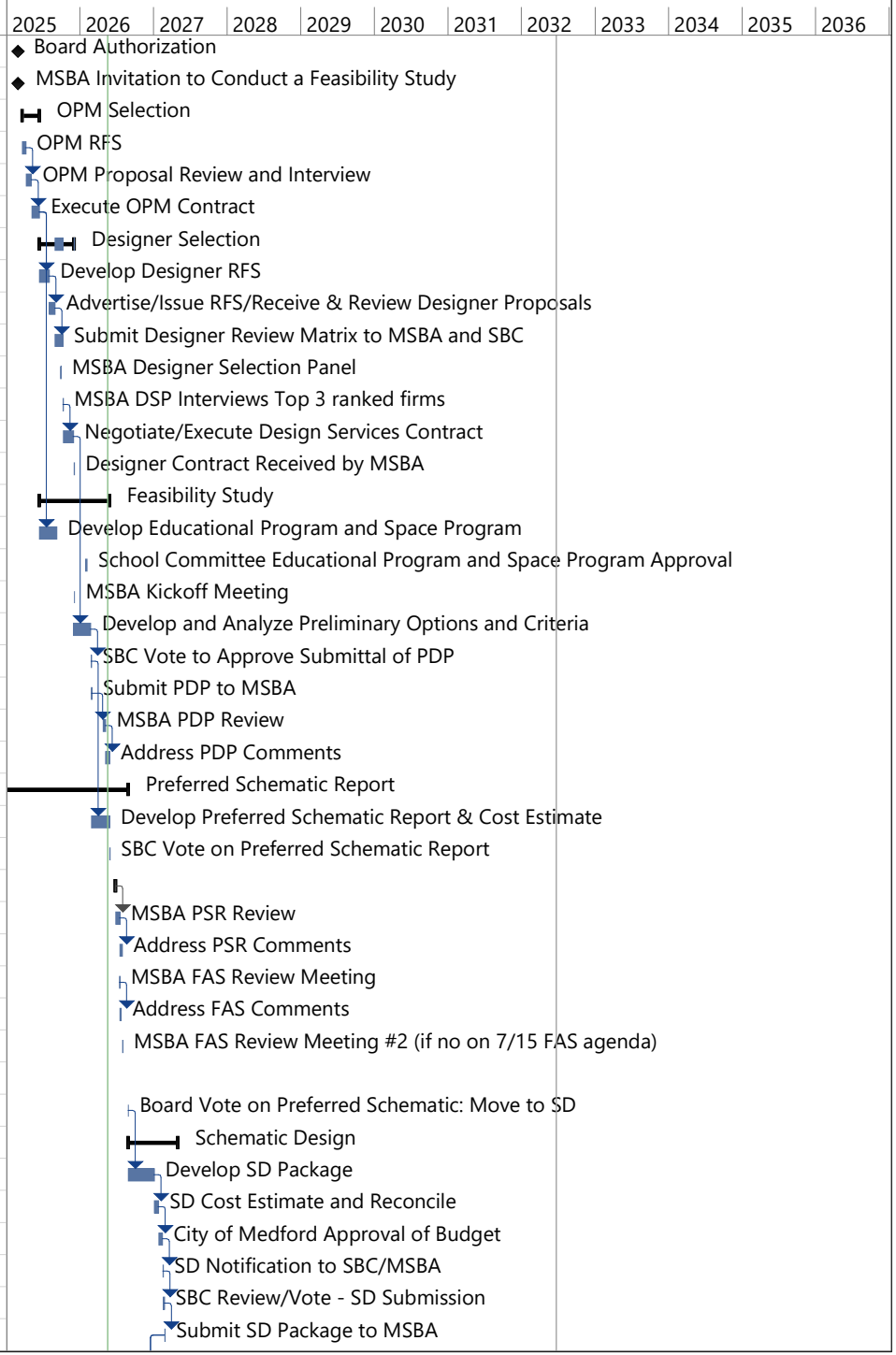
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THE RIGHT CHOICE IN PROJECT MANAGEMENT

MEDFORD HIGH SCHOOL - Preliminary Project Schedule

Monthly Report April 30, 2026

ID	Task Name	Start	Finish
1	**Board Authorization**	**Wed 2/26/25**	**Wed 2/26/25**
2	MSBA Invitation to Conduct a Feasibility Study	Wed 2/26/25	Wed 2/26/25
3	**OPM Selection**	**Wed 3/19/25**	**Wed 6/11/25**
4	OPM RFS	Wed 3/19/25	Fri 4/4/25
5	OPM Proposal Review and Interview	Mon 4/7/25	Fri 5/2/25
6	Execute OPM Contract	Mon 5/5/25	Wed 6/11/25
7	**Designer Selection**	**Thu 6/12/25**	**Mon 12/1/25**
8	Develop Designer RFS	Thu 6/12/25	Tue 7/29/25
9	Advertise/Issue RFS/Receive & Review Designer Proposals	Wed 7/30/25	Wed 8/27/25
10	Submit Designer Review Matrix to MSBA and SBC	Thu 8/28/25	Mon 10/6/25
11	MSBA Designer Selection Panel	Thu 9/25/25	Thu 9/25/25
12	MSBA DSP Interviews Top 3 ranked firms	Tue 10/7/25	Tue 10/7/25
13	Negotiate/Execute Design Services Contract	Wed 10/8/25	Wed 11/26/25
14	Designer Contract Received by MSBA	Mon 12/1/25	Mon 12/1/25
15	**Feasibility Study**	**Thu 6/12/25**	**Tue 5/26/26**
16	Develop Educational Program and Space Program	Thu 6/12/25	Fri 9/5/25
17	School Committee Educational Program and Space Program Approval	Mon 1/26/26	Mon 2/2/26
18	MSBA Kickoff Meeting	Tue 12/2/25	Tue 12/2/25
19	Develop and Analyze Preliminary Options and Criteria	Fri 11/28/25	Fri 2/20/26
20	SBC Vote to Approve Submittal of PDP	Mon 2/23/26	Mon 2/23/26
21	Submit PDP to MSBA	Wed 2/25/26	Wed 2/25/26
22	MSBA PDP Review	Thu 4/23/26	Tue 5/5/26
23	Address PDP Comments	Wed 5/6/26	Tue 5/26/26
24	**Preferred Schematic Report**	**Fri 7/29/16**	**Wed 8/26/26**
25	Develop Preferred Schematic Report & Cost Estimate	Tue 2/24/26	Tue 5/26/26
26	SBC Vote on Preferred Schematic Report	Wed 5/27/26	Wed 5/27/26
27	**Submit Preferred Schematic Report to MSBA**	**Thu 6/25/26**	**Thu 6/25/26**
28	MSBA PSR Review	Fri 6/26/26	Wed 7/15/26
29	Address PSR Comments	Thu 7/16/26	Tue 7/28/26
30	MSBA FAS Review Meeting	Wed 7/15/26	Wed 7/15/26
31	Address FAS Comments	Thu 7/16/26	Wed 7/22/26
32	MSBA FAS Review Meeting #2 (if no on 7/15 FAS agenda)	Wed 7/29/26	Wed 7/29/26
33	Address FAS Comments #2 (if 7/29 FAS is attended)	Fri 7/29/16	Fri 8/5/16
34	Board Vote on Preferred Schematic: Move to SD	Wed 8/26/26	Wed 8/26/26
35	**Schematic Design**	**Thu 8/27/26**	**Thu 4/29/27**
36	Develop SD Package	Thu 8/27/26	Fri 1/1/27
37	SD Cost Estimate and Reconcile	Mon 1/4/27	Fri 1/22/27
38	City of Medford Approval of Budget	Mon 1/25/27	Fri 2/12/27
39	SD Notification to SBC/MSBA	Mon 2/15/27	Mon 2/15/27
40	SBC Review/Vote - SD Submission	Tue 2/16/27	Mon 2/22/27
41	Submit SD Package to MSBA	Wed 2/24/27	Wed 2/24/27

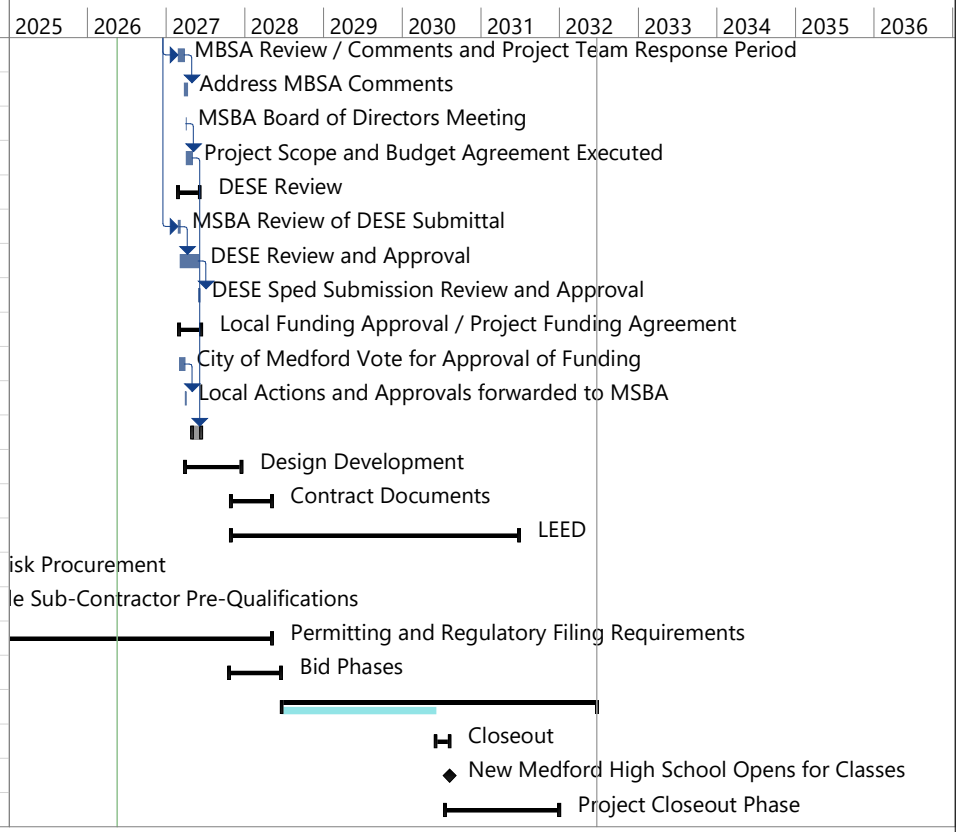


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THE RIGHT CHOICE IN PROJECT MANAGEMENT

MEDFORD HIGH SCHOOL - Preliminary Project Schedule

Monthly Report April 30, 2026

ID	Task Name	Start	Finish
42	MBSA Review / Comments and Project Team Response Period	Wed 2/24/27	Wed 3/24/27
43	Address MBSA Comments	Thu 3/25/27	Wed 4/7/27
44	MSBA Board of Directors Meeting	Thu 4/1/27	Thu 4/1/27
45	Project Scope and Budget Agreement Executed	Fri 4/2/27	Thu 4/29/27
46	**DESE Review**	**Wed 2/24/27**	**Fri 6/4/27**
47	MSBA Review of DESE Submittal	Wed 2/24/27	Thu 3/4/27
48	DESE Review and Approval	Fri 3/5/27	Fri 5/28/27
49	DESE Sped Submission Review and Approval	Mon 5/31/27	Fri 6/4/27
50	**Local Funding Approval / Project Funding Agreement**	**Mon 3/1/27**	**Fri 6/11/27**
51	City of Medford Vote for Approval of Funding	Mon 3/1/27	Fri 3/26/27
52	Local Actions and Approvals forwarded to MSBA	Mon 3/29/27	Fri 4/2/27
53	Project Funding Agreement	Fri 4/30/27	Fri 6/11/27
54	**Design Development**	**Mon 3/29/27**	**Wed 12/15/27**
63	**Contract Documents**	**Wed 10/27/27**	**Fri 5/5/28**
77	**LEED**	**Wed 10/27/27**	**Fri 6/27/31**
86	**CM at Risk Procurement**	**Fri 6/30/23**	**Tue 10/10/23**
96	**Trade Sub-Contractor Pre-Qualifications**	**Wed 10/11/23**	**Wed 4/3/24**
121	**Permitting and Regulatory Filing Requirements**	**Tue 12/1/20**	**Fri 5/5/28**
137	**Bid Phases**	**Wed 10/20/27**	**Fri 6/16/28**
140	**Construction (Final duration to be finalized per selected option)**	**Mon 6/19/28**	**Tue 6/22/32**
144	**Closeout**	**Wed 6/5/30**	**Wed 8/7/30**
150	**New Medford High School Opens for Classes**	**Wed 8/7/30**	**Wed 8/7/30**
151	**Project Closeout Phase**	**Wed 7/17/30**	**Tue 12/30/31**



Meeting Minutes
Medford Comprehensive High School Building Committee Meeting
March 23, 2026 at 6:30 p.m. at the MHS Library & on Zoom

I. Roll call

Voting Members: 15 Present, 0 Absent
Non-Voting Members: 8 Present, 2 Absent

II. Approval of Meeting Minutes
   A. Meeting Minutes from February 25, 2026 Full Committee Meeting
   B. Meeting Minutes from March 17, 2026 Full Committee Meeting

Motion to Approve Meeting Minutes by Ken Lord second by Libby Brown 15/0/0 - Motion Approved

III. Approval of February 2026 Project Invoices

Motion to Approve February 2026 Project Invoices by Ken Lord second by Aaron Olapade 15 /0/0 - Motion Approved

IV. Request to Approve Spending for Citywide Informational Mailer

Paul Ruseau asked if there are any procurement issues with needing three quotes. If there is anything over $10,000 it will need three quotes.

Mayor Lungo-Koehn asked if there could be a tax calculator created that could be accessed by a QR code on the mailer to inform residents about potential tax implications. Committee Chair Graham said that it is too early to outlay that calculator given that the final number has not been decided, reimbursement has not been defined by the MSBA, and there is no outline by the city to define how the figure will be reimbursed.

Luke Preisner wanted to be sure that there was an objective with the mailer. Dr. Galusi, Nicole Morell, Aaron Olapade, and Libby Brown supported the need for a mailer and to ensure that committee members are aware of what is included in the project and what it means to be a comprehensive high school.

Public Comment made to include posters in the library & also to improve communication efforts.

Motion to Approve Spending for Citywide Informational Mailer with the committee to provide feedback via blind carbon copy by the project team before it gets sent out by Mayor Lungo-Koehn, second by Nicole Morrell - 15/0/0 - Motion Approved

V. Vote to select 3-5 design alternatives to study during the Preferred Schematic Report Phase

Public Comments made before discussion of straw polling:
Chet Myers 197 Playstead Road: If the pool needs to be two separate votes, it might be a burden to ask people to offer two separate votes.
Roberta Camera on 12 North St: Importance of the community function of the gym and the pool. Prioritize solutions that preserve and offer funding for community spaces and flexibility.
Suni Dillard 39 Charmwood Rd: Not a clear awareness of how much MSBA funds and thinks that the committee should further review the space summary because square footage drives cost.
Erika DeRoche 260 Willis Ave: The committee should consider the long-term needs of the community and the regional community as it relates to the pool.
Kathy Burns: 166 Drums St: Reinforce to share what is a comprehensive high school and include what is in the high school.
Laura Barriton 25 Wyman St: Use the pool for own fitness, kids on the swim team, asset safety and recreation wise. Asked questions about funding for the pool and location pool.

> Chairperson Graham clarified that MSBA would not be involved in funding for the pool, the location hasn't been formalized yet, and also that the pool does not generate revenue for the district.

Norman Kaplan 23 Helen Way: Advocate for the pool and hopes that final decision will either be a new or renovated pool as opposed to elimination for the pool.
Lisa Vinneau 19 Paul Road: Spoke about the length of time it took for the Tufts University pool to open.
Dave Link 11 Bell Ave: Young family who wants to learn more about the pool. Asks what the different funding breakpoints are in the project and how each price point affects the burden on taxpayers.
Paul Materazzo 25 Barbara Lane: Consideration for site of new build on the existing land to encourage walking and potential traffic flow.
Faye Colon 9 Billings Ave: Spoke about the importance of the pool and proximity to the community.
Alicia Hunt 41 Wilson St: Said that space is the biggest driver of costs. Spoke about the importance of long-term flexibility of a new building and its importance. Also said to think about long-term groups of students, site circulation, bus drop-off, site location, and for people to remember that all community members benefit from smart and engaged students.
Jenna Cackle 22 Ronaely Road: Importance of pool and teaching the importance of water safety. Also spoke about the quality of structure.

Debbie Steiner Hayes 29 Damon Road : Asked for explanation of the designs and the process for narrowing down design options.
Andrew Oswald 59 George St: Has there been any modelling of what may be gained or losing depending on the designs. Also asked if there was a way to save some parts of the building.

Chairperson Graham clarified the Evaluation Criteria Matrix supports these needs.

Cheryl Haug 28 Monument St: Spoke about the impact of the new library on the community and that the high school can be that resource.

Motion to move forward C 3.3 and D 2.1 forward as finalists by Luke Presiner, second by Dr. Galusi - 15/0/0 - Motion Approved

Motion to remove all B Options from consideration except option B 4.2 Ken Lord, second by Aaron Olapade - 12/3/0 - Motion Approved

Motion to move forward with B 1.2 C 3.4 C 3.2 C 2.1 & C 2.2 & D 1.1 as finalists by Dr. Galusi, second by Aaron Olapade - 14/0/1 Motion Approved

Eight Minute Recess

Motion to declare five principles for choosing the finalists, with three of them being avoiding modular classrooms, support for first responders, amount of embodied carbon by Luke Preisner, second by Aaron Olapade - 2/12/1 Motion Fails

Motion to remove B 4.2 from consideration by Aaron Olapade, second by Nicole Morell - 8/6/1 - Motion Passes

Motion to remove C 2.1 from consideration by Libby Brown, second by Brian Hilliard - 14/0/1 - Motion Passes

Motion to remove D 1.1 by Aaron Olapade, second by Maria D'Orsi - 4/9/2 Motion Fails

Motion to remove C 3.3 by Brian Hilliard, second by Joan Bowen - 11/2/2 Motion Passes

Motion to remove C 3.4 Luke Preisner, second by Brian Hilliard - 5/7/2 Motion Fails

Motion to remove C 3.2 by Ken Lord, second by Mayor Lungo-Koehn - 8/5/2 Motion Passes

Rick Orlando asked the committee to be mindful of costs and reimbursable costs.
Jessica Parks 51 Quarry St: Up to 5% points are for reimbursement

Zac Bears 130 Arbour St #2: Incentive points and reimbursement rates could be a wash given the other effects of modular classrooms

Motion to move forward A.1, B.1.2, C 2.2, C3.4, D.1.1& D2.2 Design Options to the MSBA for the PSR Phase by Dr. Galusi, second by Libby Brown - 13/0/2 Motion Approved

VI. Adjournment

Motion to adjourn by Mayor Lungo-Koehn second by Dr. Galusi - 13/0/2 - Motion Approved

Meeting adjourned

These minutes were approved by the MCHSBC in a unanimous vote on April 15, 2026.

Jenny Graham, Chair
Medford Comprehensive High School Building Committee (MCHSBC)
Date: 5/13/26

3.1.6 Preliminary Evaluation of Alternatives

A. Analysis of School District Student School Assignment Practices and Available Space in other Schools in the District

The Medford Public School district consists of the following schools (enrollment is from the 2025-26 school year):

Elementary Schools

- Brooks Elementary School
  - 388 High Street
  - Grades: PK-5
  - Enrollment: 559
- John J. McGlynn Elementary School
  - 3002 Mystic Valley Parkway
  - Grades: K-5
  - Enrollment: 498
- Milton Fuller Roberts Elementary School
  - 35 Court Street
  - Grades: K-5
  - Enrollment: 534
- Missituk Elementary School
  - 37 Hicks Avenue
  - Grades: PK-5
  - Enrollment: 424

Middle Schools

- John J. McGlynn Middle School
  - 3002 Mystic Valley Parkway
  - Grades: 6-8
  - Enrollment: 439
- Madeleine Dugger Andrews Middle School
  - 3000 Mystic Valley Parkway
  - Grades: 6-8
  - Enrollment: 438

High Schools

- Curtis-Tufts High School, Therapeutic Day School
  - 437 Main Street
  - Grades 9-12
  - Enrollment: 18
- Medford High School
  - 489 Winthrop Street
  - Grades: 9-12
  - Enrollment: 1,210

All of the other schools are currently at or beyond capacity, or are not well-suited to accommodate Grades 9-12.

B. Tuition Agreement with Adjacent School Districts

Currently the Medford Public Schools accepts several students from other Towns and Cities into their CTE programs. There are no other existing tuition agreements that currently exist for the Medford Public School system. Below is a list of the individuals that are currently enrolled in the CTE programs at Medford High School.

City	YOG	CTE Program
Belmont	2026	CCL
Belmont	2026	Auto Technology
Stoneham	2026	Graphic Arts
Winchester	2026	CCL
Belmont	2027	CCL

C. Rental or Acquisition of Existing Buildings

As part of the site analysis process, the City analyzed other available sites and buildings for the Medford High School student population. Currently, there are no schools or commercial buildings for rent or sale within the district that could accommodate the needs of the school. There are no existing parcels in the City of Medford that could accommodate the Medford High School facility and so the project is proposed to be completed on the existing high school site

Construction Alternatives Including Cost Estimate and Schedules

Multiple construction alternatives for a grade 9-12 comprehensive high school with enrollment of 1,395 students were developed, including a base code upgrade option, twenty-five renovation and addition options, and three entirely new construction alternatives. The alternatives explore opportunities and constraints of building on the existing Medford High School site.

The following sections provide a description and evaluation of each construction alternative. A cost estimate, provided by AM Fogarty, is included as an Appendix to this report.

Summary of Cost Alternatives

	A. Code Upgrade	B. Renovation & Addition									
Alternative	A.1	B.1.1	B.1.2	B.2.1	B.2.2	B.3.1	B.3.2	B.4.1	B.4.2	B.5.1	B.6.1	B.6.2
Description	Code Upgrade to Building and Site	Renovate the existing school with some spatial reconfigurations to meet MSBA and Ed. Vision goals		Selective demolition of Wing A with addition		Selective demolition of Wing A & C with addition		Selective demolition of Wing A , B & C with Addition		Selective Demo of Wing A, B, C, G & H with Addition	Selective Demolition of Wing A, B, G & H with New Addition	

B.7.1	B.7.2	B.8.1	B.8.2
Selective demolition of A, B & G with Addition		Selective demolition of A, G & H with new addition	

	C. Renovation & Addition										
Alternative	C.1.1	C.1.2	C.1.3	C.1.4	C.2.1	C.2.2	C.2.2A-HS	C.3.1	C.3.2	C.3.3	C.3.4
Description	Retain and renovate Gym, Pool and Wing E with new addition on Site 1				Retain and renovate Gym, Pool, and Wing E with new addition on Site 2		High school-only option	Retain and renovate Gym, Pool and Wing E with new addition on Site 3			

	D. New Construction				
Alternative	D.1.1	D.1.2	D.1.1NP	D.2.1	D.2.1NP
Description	Demolish existing facility; Construct a new building on Site 1		Same as D.1.1, but with no new Pool building	Demolish existing facility; Construct a new building on Site 2	Same as D.2.1, but with no new Pool building

Summary of Construction Alternatives and Project Cost

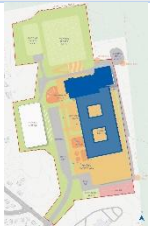
All Project Costs identified below are for the School Building Educational Program and site. All Addition / Renovation and New Construction Alternatives include gross floor area and costs associated with program elements in the “Other” space category from the Summary of Spaces.

Alt. A Code Upgrade	A.1
Total Project Cost	$437M
	

Alt. B Reno & Addition	B.1.1	B.1.2	B.2.1	B.2.2	B.3.1	B.3.2
Total Project Cost	$807M	$825M	$832M	$840M	$839M	$853M
						

Alt. B Reno & Addition	B.4.1	B.4.2	B.5.1	B.6.1	B.6.2	B.7.1
Total Project Cost	$861M	$875M	$872M	$880M	$869M	$858M
						

Alt. B Reno & Addition	B.7.2	B.8.1	B.8.2
Total Project Cost	$862M	$862M	$851M
			

Alt. C Reno & Addition	C.1.1	C.1.2	C.1.3	C.1.4
Total Project Cost	$838M	$841M	$850M	$855M
				

Alt. C Reno & Addition	C.2.1	C.2.2	C.2.2A-HS	C.3.1	C.3.2	C.3.3	C.3.4
Total Project Cost	$865M	$850M	$700M *	$855M	$853M	$815M	$833M
							

Alt. D New Const. Multi-Phase	D.1.1	D.1.1NP	D.1.2	D.2.1	D.2.1NP
Total Project Cost	$894M	$871M	$874M	$859M	$836M
		Same as D.1.1 but with no new pool building			Same as D.2.1 but with no new pool building

- * **Note:** The most recent PSR cost estimates (presented to the community on 5/20/26) represents a total project cost of $699,633,632 for Alternative C.2.2 with only the Grades 9-12 HS programs. Alternative C.2.2A was developed in response to the deed restriction that was recently identified, avoiding the portion of the property with the deed restriction. While Alternatives C.2.2 and C.2.2A are substantially similar in their approach and consequently their respective costs, the cost estimate for C.2.2A is currently being updated and is expected to be available by 5/27/26. Those updated costs for the high school-only version of C.2.2A (C.2.2A-HS) will be shared with the community and School Building Committee and will be included in the PSR submission.

D. Code Upgrade (No-New Build)

Construction Alternative A.1: Code Upgrade and Repair

The base repair and code upgrade alternative with no modification of existing spaces or their function meets neither the educational program nor the projected growth in student population. The existing four-story high school is approximately 522,200 square feet.

Description

The code upgrade and repair alternative requires an assessment of the impact and cost of addressing the following deficiencies, without a major building project:

- Life safety code compliance
- Accessibility code limitations
- Energy code compliance
- Physical plant deterioration
- Hazardous materials
- Capacity constraints

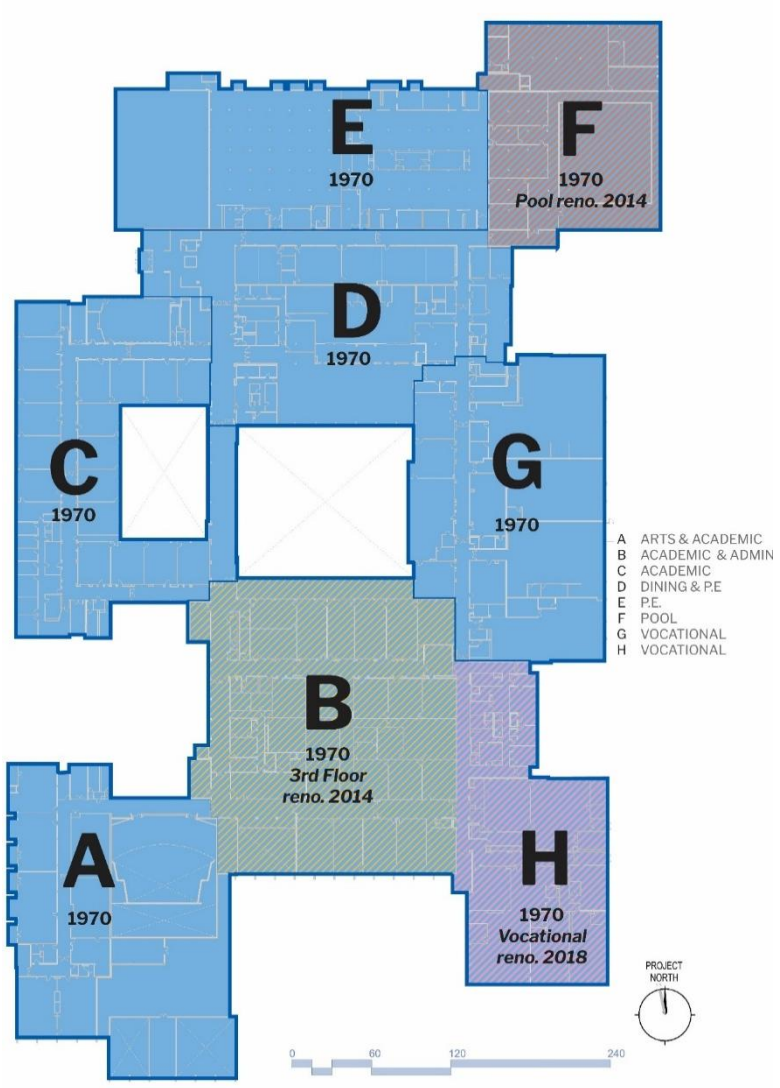
Life Safety Code Compliance

Stair guardrails do not meet minimum opening size requirements, nor require heights, nor provide adequate edge protection in many locations. Infill panels and vertical extensions will be provided at all stair guardrails to make them code compliant, and handrails will be added as required to meet code.

Accessibility Code Limitations

In general, the following items will be addressed in this alternative:

- Lower than required guardrails and handrails for ramps and stairs, without proper extensions
- Insufficient push/pull floor clearances at some doors
- Lack of ADA Door operators at most exterior entry doors
- Inaccessible seating locations in the theater and lecture halls
- Most drinking fountains are non-compliant (aside from those located in the 3rd floor B Wing science renovated area)
- Most toilet fixtures, lavatories and sinks are non-compliant (aside from those located in the 3rd floor B Wing science renovated area)
- Insufficient grab bars at most toilet rooms and all showers
- Exposed piping below sinks has neither compliant aprons nor pipe protections
- Lack of 5'-0" clear turning circle at some toilet rooms
- Non-accessible lavatory and sink faucets
- Non-compliant height at some urinals



Key Plan. High School Wings and Dates of Renovations

Energy Code Compliance

The City of Medford has adopted the Massachusetts Stretch Energy Code's Specialized Opt-In Code. The Code Upgrade option would require compliance with the Stretch Energy Code (Standard), as the Specialized Code does not apply to existing buildings. Enclosure Upgrades, MEP Systems upgrades will be required to comply with the Stretch Energy Code, with an Energy Use Intensity (EUI) target of 35 KBtu/SF/Yr. Building Enclosure upgrades will include mitigation of thermal bridges.

Site

Site work in this option focuses on meeting current accessibility codes. This includes providing an accessible walkway or ramp with a code compliant landing at the main entry doors. Existing walkways, ramps, guardrails, and handrails that do not meet current ADA standards would be replaced. Accessible routes from the designated accessible parking spaces to the main entrance would also be provided.

Architectural

On the exterior of the building, localized repointing and general cleaning of exterior masonry brick and exposed cast in place concrete will occur. Replacement of all exterior windows will be required with triple-glazed energy efficient units. Replacement of all exterior hollow metal doors and frames. Complete replacement of all membrane roofing (including different vintages), providing a high-albedo membrane roof with an energy code-compliant thickness of insulation. Given the lack of thermal insulation in the exterior walls, insulation will be added to the interior face of the exterior walls, mounted between the interior face of the exterior walls and added interior metal stud furring with a painted gypsum board finish and a "smart" one way vapor barrier behind it.

Any non-code compliant door hardware will be replaced with compliant hardware. Any non-code compliant door clearances will be addressed through the use of powered operators and actuator buttons.

All interior glazing that is potentially subject to impact will be replaced with laminated or tempered glass. Interior finishes such as flooring, wall tiles, and acoustic ceiling tiles will be replaced where damaged or deteriorated.

Interior masonry partitions that are located along structural grid lines (assume 30% throughout the building) will need to be demolished to allow for the installation of lateral system braces that need to be added to the existing structural frames. The partitions will be rebuilt as double stud interior partitions, each with two layers of gypsum board on each side of the partition, and with acoustic batt insulation within the stud cavities.

As noted in the Accessibility Code Limitations portion of this section, several spaces located throughout the school have inaccessible seating areas, due to tiers in the original lecture halls and inaccessible slopes and a balcony without dedicated elevator access in the auditorium. Cut-outs will be added in the front row of tiers to create inclusive seating positions down low, and ramps, a limited use limited access lift (LULA) and elevated seating positions will be added in the auditoirum. Added accessibility elements in these spaces will reduce the seating capacity slightly. All finishes in these spaces will be renovated to accommodate this alteration. In general, repairs to or replacement of finishes will occur wherever system upgrades are required.

Structural

Existing foundations and floor and roof framing will typically remain. At areas of steel framing at the roof, the tectum roof panels will be replaced with steel roof deck. Any areas of local slab on grade settlement will be reviewed further after geotechnical investigations and repaired. All exterior precast façade cracks and exposed rebar will be repaired. All cracks in interior non-load bearing CMU walls will be repaired. Any unreniforced masonry chimney or parpet extending 4 feet above the roof structure will be removed, have bracing installed, or anchored as needed to resist out-of-plane seismic forces. The weight of any new rooftop equipment (including PV panels) will be compared to the removal of old equipment to determine if structural reinforcement of the roof framing is required. Without existing drawings for the majority of the building, field testing and signficant structural measurements of existing members is required. All infill non-load bearing masonry walls will be seismically braced at the top of walls. New steel framing for floor and roof openings will be required at any new MEP shafts.

The pool deck concrete slab with exposed rebar requires repair, as well as other concrete beam and masonry wall cracks in the building.

The majority of the structural upgrades includes providing a new lateral system, as there is currently not a defined lateral system indicated in the existing drawings. Each Wing of the building requires multiple lateral frames in both directions. The expansion joints between the Wings will be increased to allow for proper movementment between isolated Wings. The lateral system will be either steel braced frames and/or infill concrete/CMU shear walls. New foundations below the new shear walls or modifications of existing foundations below the new lateral members is expected.

HVAC

The existing HVAC systems will be replaced with new, all-electric systems to comply with the current Massachusetts Stretch Energy Specialized Opt-In Code, as adopted by the City of Medford. A specific system approach is represented below, but alternative space heating and cooling approaches will be assessed to determine the preferred system.

Phased construction will require ongoing operation of portions of the existing HVAC systems to support the continued occupancy of existing building areas. Temporary measures will be included to ensure proper indoor air quality of existing spaces while construction occurs in nearby areas of the site (e.g., added filtration at outdoor air intakes or extending existing outdoor air intakes to be clear of construction zones).

The new heating and cooling systems will be based on a ground source geothermal system utilizing vertical boreholes. The geothermal loop will be 40% propylene glycol with distribution from a system of variable volume pumps in a mechanical room. Plate and frame heat exchangers will separate the ground source loop from the interior water loop and associated pumping system, which will support mechanical heating and cooling systems. Space heating and cooling will utilize above-ceiling heat pumps for classrooms and support spaces. Larger spaces will be supported by AHUs with water-source heat pumps.

Ventilation will be provided with rooftop DOAS units, configured with water-source heat pumps for conditioning of outdoor air to the classrooms and support spaces. VAV terminal units will manage ventilation to individual rooms based on CO2 control. Specialty systems will be included for ventilation of Science Labs, Kitchens, Kilns, Vocational spaces and other such installations. A new DDC building management system will provide control and monitoring of the HVAC systems and monitoring of selected Plumbing and Electrical equipment and metering.

Plumbing

The plumbing systems in general appear to be in adequate working conditions; however most of the plumbing systems are either at or beyond the end of their useful life expectancy. The major piping systems from visual inspection appear in fair to poor condition. In general, plumbing fixtures were replaced during renovations, but some conditions do not fully meet current ADA/MAAB requirements.

Water piping in general appears to be fair to poor condition. Due to the pipe age, there is a strong probability that the water service includes lead-containing solder. Lead free options for valves and fittings were limited at the time of construction. The domestic water system would require replacement throughout to meet current lead-free requirements.

Fixtures in general do not conform to current water saving standards (LEED). Fixtures to be replaced with low flow fixtures to meet the sustainability requirements. Kitchen equipment will also need to be replaced with low flow equipment in accordance with LEED requirements.

In order to meet the current Massachusetts Energy Code, including the Specialized Stretch Energy Code adopted by the City of Medford, the existing gas fired equipment will need to be removed and replaced with electric equipment.

The natural gas systems will be removed from the heating plant and domestic water heating system. The gas service for kitchen equipment, and science/lab classrooms will remain.

The gas fired water heaters will be replaced with electric water heaters. Final configuration/coordination would be required during design. The installation would not be as simple as a one for one replacement. The systems would need to be redesigned.

All the water closets, lavatories, etc. be modified to water conservation type fixture. Replace all faucets with new low flow fixtures, including handicap accessible fixtures.

All non-ADA fixtures that are required to be ADA compliant shall be replaced with ADA compliant fixtures and pre-formed pipe insulations. Replace all drinking fountains that are not operational with drinking water cooler and bottle filling station.

Overflow (secondary) drains or scuppers will be installed in parapets on the roof and where required by 780 CMR.

Any existing emergency eyewashes station that does have tepid water supply will be modified with tepid water system in accordance with 248 CMR and ANSI.

Observations of underground sanitary, vent, and storm piping are not possible. Testing, flushing, and possibly video inspection is required to determine the life expectancy left in the underground piping. Underground piping will be replaced unless proven to be fully functional.

Fire Protection

The existing 8" fire water service with 8" backflow preventer and 8" wet alarm check valve will remain. The entire building shall be protected throughout with a wet automatic fire suppression system and fed from the existing 8" Wet Riser Check Valve in the mechanical room Area G. The system will be a wet sprinkler system with control valve assemblies in multiple standpipe risers to limit the sprinkler area controlled to less than 52,000 s.f. as required by NFPA 13-2019. Each floor control station consists of a monitored shut-off valve, flow switch and an Inspector's test valve and sight glass.

A Manual Class I standpipe system shall be installed in accordance with NFPA Standard 14, 2019, and local Fire Department requirements. Standpipes will be located in each required egress stairway, and adjacent to the Stage. Additionally, standpipes will be located so that no part of the building is more than 200 feet from a standpipe valve. Each standpipe will be equipped with a 2 1/2" fire department hose valve with 1 1/2" reducer at the stair floor landing.
A new hydrant flow test shall be conducted, and the results of the test shall be analyzed to confirm the requirement of a Fire pump. if required, the Fire pump shall be an automatic electric driven horizontal split case fire pump with an automatic transfer switch. Preliminary calculations estimate that the fire pump shall be rated for 60 psi at 750 gpm and 50 HP motor. The jockey pump shall be rated for 2 HP. The fire pump room shall meet CMR 780 requirements.

Elevator Machine rooms and hoist ways will not be protected with automatic sprinklers in accordance with 780 CMR.

Sprinkler heads in areas with finished ceilings will be concealed pendant type and in areas with no suspended ceilings will be upright sprinkler heads. All sprinklers will be quick response heads. Sprinkler heads in mechanical rooms and Gym will be provided with Wire guards. Dry pipe system will be provided in areas subject to freezing.

A roof manifold will be provided at each roof level with a two-story or greater height.

Electrical

Utility Interconnection

The existing utility service will be replaced and upgraded to accommodate the new program, which includes an all-electric HVAC system, electric vehicle (EV) charging stations in a minimum of 2% of the total new off-street parking spaces (per zoning bylaws), provisions for future installation of EV charging stations for a minimum of 20% of the total new off-street parking spaces (per zoning bylaws), code required provisions for photovoltaic arrays, and battery energy storage systems (BESS). The electrical infrastructure to interconnect these systems will require additional coordination with utility, however early assumptions can include:

- Utility reclosure cabinet.
- CT / Metering cabinet (upstream of entire campus electrical interconnections)
- 15,000 Volt switchgear (owned by the school, operated by utility)
- Provisions for four (4) transformers (owned and operated by the school)
- Provisions for solar system interconnect switchboard for the photovoltaic panels and battery storage units.

All this equipment will be located on site, pad-mounted with underground conduit pathways. A screen wall to visually separate the electrical gear from street views will be required per zoning bylaws.

Renewable Energy System

Based on a target EUI of 35, early estimates suggest the size of the total solar system shall be 6.5 Megawatts, along with 4.8-Megawatt-hour battery energy storage systems (BESS). The total system will be made up of both roof-mounted photovoltaic (PV) panels, and ground-mounted PV canopies.

One transformer is dedicated to the photovoltaic (PV) system, feeding a 8000 Amp 277/480 V solar switchboard. The PV system and battery storage are anticipated to be designed as AC-coupled and will interconnect at the solar switchboard. This setup will allow for independent operation of the solar panel and battery storage for efficiency and reliability.

Power Distribution System

The existing electrical service will be replaced. The existing(3) services substations, 2400-Amp, 1200-Amp, and 600-Amp , 277/480 volt 3-phase 4 wire electrical services provides a power density of approximately 5.5 watts/sf, which is estimated to be significantly undersized for an all-electric code required program.

The new distribution system will consist of two (2) 4000 Amp, 277/480V 3-phase 4 wire switchboards with new underground secondary service conductors extended to pad-mounted transformers on site. Coordination with utility will be required, however at this time it is expected that two (2) transformers will be required for the demand of the high school.

Phased construction will require on-going operation of portions of the existing electrical systems to support the continued occupancy of existing building areas. Temporary measures will be included to ensure existing areas remain fully operational while construction occurs.

Lighting loads, the elevator, large mechanical equipment, and large kitchen electrical loads will be connected to 277/480V panelboards, and all other loads will be connected to 120/208V panelboards.

In the new construction areas, a system of new panelboards separated by use will be provided, located in dedicated electrical rooms throughout the building. Generally, the separate uses are lighting, mechanical and branch circuit loads.

Energy sub-metering system will be provided for monitoring all individual energy end uses that represent 10% or more of the total annual consumption of the building. Sub-meters will be connected to the new building DDC system.

Life Safety/Emergency System

The existing (2) 277/480 volt 3-phase, 4 wire diesel fueled emergency generator and generator distribution system is past it's usable life expectancy. The two generators have been noted to be non-functional and will be replaced with a new 1500kW 277/480 volt 3-phase, 4 wire diesel fueled emergency generator and distribution system will be provided. A docking station for a temporary roll-up generator shall be installed to allow the life safety distribution system to remain active during routine maintenance or generator failure, as well as new control wiring and pathways to comply with latest signal and wiring integrity codes. This will require excavating, replacing, and re-working the existing underground conduit between the generator and the service entrance equipment.

It is estimated that the following items will be connected to the generator system:

- Egress emergency lighting.
- Fire alarm system.
- IT Rooms (power and A/C) including network, door access, intrusion detection, CCTV, PA, telephones.
- Heating system as required to freeze protect the building.
- Elevators.
- Resiliency Level:
- Level 3 for the majority of building.
- Level 2, not including food prep requirement, applied to select areas of the building, such as the Gym (plan for attaching portable generator for cooking.

Lighting & Lighting Control

All new interior light fixtures with new, high efficient LED light fixtures fitted with dimmable drivers. Replace all exterior light fixtues with new, high efficient LED light fixtures fitted with dimmable drivers and full cut-off optics. A new lighting control system for a new, fully networked lighting control system compliant with the latest energy code. The lighting control system shall include the capability of communicating and controlling ON/OFF 120V power to receptacles in classrooms, offices, corridors, and other spaces required by energy code.

Fire Alarm

A fire alarm system is a fully addressable voice evacuation system consisting of four node panels throughout the campus. All new initiation and notification devices such as smoke detectors and speaker strobes will be provided. The system to communicate to the Fire Department via an antenna mounted on the roof, and an auto dialer, which is compliant with latest building codes. A bi-directional antenna (BDA) system shall be installed to comply with latest building code. The BDA system will have capabilities to boost fire department and police department radio communications within the building.

Lightning Protection System

The existing school does not have a lightning protection system. A lightning protection system is not required by code, although is recommended by NFPA Standards. A system should be assumed to be provided as part of code upgrade and any renovation options.

Telecommunications

The existing telecommunications copper and fiber optic cable infrastructure will be replaced to support data and voice transmission. CAT6A cable will be installed to the end points, with (12) strand OM4 multi-mode and (12) strand OS2 single-mode fiber optic cabling between the MDF and the IDFs. Existing network infrastructure electronics spaces in classrooms and storage spaces will be replaced with secure and climate-controlled rooms to better protect and maintain network electronic equipment. The MDF and IDFs will be replaced with new equipment cabinets, patch panels, and overhead cable management components.

The MDF and IDFs will be replaced with new rooms fitted with new cooling systems, lighting, and generator-backed power.

The existing Public Address and Master Clock Systems will be replaced. Classrooms and other learning spaces will be equipped with two-way talkback IP speakers. Corridors and larger spaces will be equipped with analog one-way speakers. Clocks will be synchronized and powered via low-voltage wiring. The Public Address and Master Clock systems will be interfaced at the head end.

Classroom technology infrastructure will be upgraded to provide new data and voice communications with a potential wireless access point location in the ceiling. Audiovisual cabling will be installed to allow projection of content from the instructor's computer to the wall-mounted interactive flat panel monitor.

Speech reinforcement systems will be installed in instructional spaces to provide even distribution of instructor and student speech throughout the space, as well as being interfaced to the interactive flat panel monitor to perform the audio functions for audiovisual presentations in the space. Current wireless access points will be purchased at the time of occupancy.

Security

The district recently completed a security enhancements project that included the installation of new cameras, card readers, and associated access control infrastructure at Medford High School. As part of the preliminary evaluation of alternatives for a new high school facility, an existing conditions walkthrough was performed to document current device locations and distinguish recently installed equipment from older legacy systems. This walkthrough has provided a clear understanding of where new cameras and card readers are deployed and allows the project team to quantify the number of devices that could potentially be salvaged and reused in the new building.

Based on this inventory, selective reuse of newer cameras, card readers, and related control hardware represents an opportunity for capital cost savings and reduced procurement time.

An early assessment of device age, condition, remaining useful life, and compatibility with the proposed security platform for the new facility will be essential to confirm which components are suitable for relocation. This information can be incorporated into the cost model to more accurately reflect potential reuse credits.

Any reuse strategy should be balanced against considerations such as warranty transferability, manufacturer support for redeployed equipment, cybersecurity standards, and the long-term maintenance implications of mixing reused and new devices. Coordination with district IT and security staff will be critical to develop a phased migration plan that maximizes reuse while maintaining system reliability, scalability, and overall campus security objectives.

Acoustics

New building utility equipment will incorporate sound attenuating measures, as necessary, for compliance with the community noise emissions requirements established in the Massachusetts Division of Air Quality Control (DAQC) Policy 90-001.

Additionally, new HVAC equipment and system components will be designed for compliance with the LEED Minimum Acoustics Performance prerequisite for HVAC background noise levels in core learning spaces.

Hazardous Materials

As expected for a building of this age, there are significant hazardous materials present, despite prior abatement activities that have occurred over the years. For a detailed report on the materials to be abated, see Section 3.1.4.N.

Capacity Constraints

The design capacity of 1,395 students noted in the MSBA Enrollment Projection, and the corresponding educational space needs cannot be adequately provided by a no-build option. No work related to increasing the capacity of the facility is included in the scope of this option.

Educational Program Requirements Fulfillment

A code-upgrade only renovation would not fulfill the Medford High School Educational Program and plan requirements, nor would it meet the projected enrollment capacity. While this option remedies life safety and accessibility concerns, the building would remain deficient in meeting the needs of the high school's educational delivery.

The current main entrance is neither near nor adjacent to the Main Administrative offices, which are located an entire level above the main entrance. Visitors check in at a Security desk in the main lobby, which is not secure.

The majority of the General Education classrooms and all of the Science Labs would remain undersized, compared to MSBA Guidelines. The spaces are too small for the type of collaborative and hands-on differentiated instruction that the District has outlined in their educational vision. The school would also continue to lack proper staff rooms and Teacher Planning Rooms for collaborative planning of curriculum.

As the classrooms are undersized, the code-upgrade renovation would not meet the Educational Program requirements for Special Education. Medford High School strives to deliver Special Education services in the least restrictive environments possible, primarily through a co-teaching model where a Special Education teacher pushes into the classroom alongside the General Education teacher. Co-teaching and differentiated instruction requires additional physical space for adults and instructional flexibility, and currently classrooms constrain the school's ability to consistently deliver inclusive support across all of the General Education classrooms.

MHS's goals include the right sizing of existing CTE Chapter 74 programs (in some cases, expansion of program enrollment) and the addition of four new programs. A code-upgrade only renovation would not satisfy this educational goal.

The school would not gain any informal break out or collaboration spaces that is part of the educational vision. Students would continue to gather by sitting on the floors in corridors as there are no existing spaces that facilitate peer-to-peer connections (social or educational).

The quality of the existing Physical Education spaces (from the standpoint of finishes, athletic equipment, and MEP systems perspective) is inadequate to support the school's educational goals to offer more variety in personal and lifetime fitness courses.

With only 333 seats (some of which are in need of repair and are currently unusable), the existing Auditorium would remain significantly undersized in its ability to adequately serve the current student population and the District's educational goal of 1,000 setas. The current Auditorium is well below the area outlined for this space in the MSBA Guidelines. This Alternative would also not allow for the inclusion of a Black Box, which is necessary to meet the District's educational goal of offering Performing and Technical Drama courses.

This Alternative would not change the lack of differentiated spaces within the footprint of the Media Center and would not support the school's goals for varied learning and seating opportunities within the space.

A code-upgrade only renovation would not meet the school's desire to offer more hands-on and varied course offerings, such as an Engineering and Robotics lab, a FACS lab, or a Digital Art and Production lab, as these spaces are often larger and have specialized technology for different kinds of curriculum.

This Alternative would also retain an undersized Medical Suite, inadequate in serving the student population size.

This option would also not remedy the school's goal to consolidate the multiple Dining Commons into one centralized Dining Commons.

The Alternative would not meet the projected enrollment capacity agreed upon by MSBA and the City of Medford, as it would not be able to house programs targeted to move to the high school. As part of the Statement of Interest, and in agreement with the MSBA, the District has an educational goal of bringing the Curtis Tufts Therapuetic Day Program and the Medford Early Education Program (MEEP, an integrated Pre-K program) to the Medford High School site. A code-upgrade only option would not provide enough space to allow these programs to move into the building.

Additional space constraints are outlined in the Deficiency Plans found in Section 3.1.3.B of this report.

Schedule Overview

Alternative A.1 would be implemented through multiple phases and intense summer phases over fifty-four (54) months.

Cost Overview

The estimated construction cost is:

$349,744,405

The estimated project cost is:

$437,180,506

Conclusion

The Pros and Cons are summarized as follows:

Pros

- Lower first costs when compared to other options which enhance the educational value of the building.

Cons

- The completed construction would not accommodate the future curriculum, nor the additional program elements that were identified in the Statement of Interest or envisioned in the Educational Program

E. Renovation(s) and Addition(s) to Existing Building(s)

Construction Alternative B.1.1: Addition/Renovation of existing building (existing footprint) with spatial reconfigurations

Construction of 117,674 Gross Square Feet (GSF) of new addition space, including the addition of 18,493 GSF of double-height CTE space outside of the existing building footprint and the remaining 99,181 GSF added as a new floor above the existing C and E Wings.

Light Renovation of the Pool Wing F at 36,902 GSF and Heavy Renovation of the remaining 485,303 GSF of Wings A, B, C, D, E and G and H. 116,802 Square Feet (SF) of tectum roof deck to be replaced

Alternative B.1.1 would be implemented through multiple phases over fifty-four (54) months.



B.1.1

Construction Alternative B.1.2: Addition/Renovation of existing building (existing footprint) with spatial reconfigurations, high-rise building designation

Partial Demolition of 23,836 GSF of floor area on the top two floors of Wing B to create a light well. Construction of 141,510 GSF of new area added as two new stories above the B and E Wings .

Light Renovation of the Pool Wing F at 36,902 GSF and Heavy Renovation of the remaining 461,467 Gross Square Feet (GSF) of Wings A, B, C, D, E, G and H. 107,754 SF of tectum roof deck to be replaced with metal roof deck.

Alternative B.1.2 would be implemented through multiple phases over fifty-four (54) months.



B.1.2

Construction Alternative B.2.1: Selective Demolition of Wing A with Addition

Full Demolition of Wing A. Partial Demolition of 13,274 GSF of Floor area across top two floors of Wing B to create a light well. Construction of 186,280 GSF of new area added as three new floors on 77,758 Square Feet of new footprint.

Light Renovation of the Pool Wing F at 36,902 GSF and Heavy Renovation of the remaining 416,697 GSF of Wings B, C, D, E, G and H. 107,754 Square Feet of Tectum roof deck to be replaced.

Alternative B.2.1 would be implemented through multiple phases over sixty-six (66) months.



B.2.1

Construction Alternative B.2.2: Selective Demolition of Wing A with Addition, high-rise building designation

Full Demolition of Wing A. Partial Demolition of 13,274 GSF of Floor area across the top two floors of Wing B to create a light well. Construction of 186,280 GSF of new area added as five new floors on 41,000 Square Feet of new footprint, with part of two top floors each wth 21,030 Square Feet of footprint extending over Wing B.

Light Renovation of the Pool Wing F at 36,902 GSF and Heavy Renovation of the remaining 416,697 GSF of Wings B, C, D, E, G and H. 107,754 Square Feet of Tectum roof deck to be replaced.

Alternative B.2.2 would be implemented through multiple phases over sixty-six (66) months.



B.2.2

Construction Alternative B.3.1: Selective Demolition of Wing A & C with Addition

Full Demolition of Wing A & C. Partial Demolition of 18,216 GSF of Floor area across the top two floors of Wing B to create a light well. Construction of 281,693 GSF of new area, added as four new floors, on a 65,668-square-foot new footprint.

Light Renovation of the Pool Wing F at 36,902 GSF and Heavy Renovation of the remaining 321,284 GSF of Wings B, D, E, G, and H. 107,754 Square Feet of Tectum roof deck to be replaced.

Alternative B.3.1 would be implemented through multiple phases over sixty-six (66) months.



B.3.1

Construction Alternative B.3.2: Selective Demolition of Wing A & C with Addition, high-rise building designation

Full Demolition of Wing A & C. Partial Demolition of 13,274 GSF of Floor area across top two floors of Wing B to create a light well. Construction of 276,751 GSF of new area added as five new floors on 56,191 SF of new footprint. With part of two top floors, each with 21,030 SF of footprint extending over Wing B.

Light Renovation of the Pool Wing F at 36,902 GSF and Heavy Renovation of the remaining 321,284 GSF of Wings B, D, E, G, and H. 107,754 Square Feet of Tectum roof deck to be replaced.

Alternative B.3.2 would be implemented through multiple phases over sixty-nine (69) months.



B.3.2

Construction Alternative B.4.1: Selective Demolition of Wing A, B & C with Addition

Full Demolition of Wing A, B & C. Construction of 385,677 GSF of new area, added as four new floors, on a 114,213-square-foot new footprint.

Light Renovation of the Pool Wing F at 36,902 GSF and Heavy Renovation of the remaining 217,300 GSF of Wings D, E, G and H. 107,754 Square Feet of Tectum roof deck to be replaced.

Alternative B.4.1 would be implemented through multiple phases over sixty-nine (69) months.



B.4.1

Construction Alternative B.4.2: Selective Demolition of Wing A, B &C with Addition, high-rise building designation

Full Demolition of Wing A, B & C. Construction of 385,677 GSF of new area, added as five new floors, on a 101,438-square-foot new footprint.

Light Renovation of the Pool Wing F at 36,902 GSF and Heavy Renovation of the remaining 217,300 GSF of Wings D, E, G and H. 107,754 SF of Tectum roof deck to be replaced.

Alternative B.4.2 would be implemented through multiple phases over sixty-nine (69) months.



B.4.2

Construction Alternative B.5.1: Selective Demolition of Wing A, C, G & H with Addition, high-rise building designation

Full Demolition of Wing A, C, G & H. Partial Demolition of 18,216 GSF of Floor area across top two floors of Wing B to create a light well. Construction of 349,080 GSF of new area added as five new floors on 117,629 SF of new footprint.

Light Renovation of the Pool Wing F at 36,902 GSF and Heavy Renovation of the remaining 235,681 GSF of Wings B, D & E. 86,822 SF of Tectum roof deck to be replaced.

Alternative B.5.1 would be implemented through multiple phases over sixty-nine (69) months.



B.5.1

Construction Alternative B.6.1: Selective Demolition of Wing A, B, G & H with Addition

Full Demolition of Wing A, B, G & H. Construction of 380,809 GSF of new area added as three new floors on 152,446 SF of new footprint.

Light Renovation of the Pool Wing F at 36,902 GSF and Heavy Renovation of the remaining 222,168 GSF of Wings C, D & E. 86,822 SF of Tectum roof deck to be replaced.

Alternative B.6.1 would be implemented through multiple phases over sixty (60) months.



B.6.1

Construction Alternative B.6.2: Selective Demolition of Wing A, B, G & H with Addition, high-rise building designation

Full Demolition of Wing A, B, G & H. Construction of 380,809 GSF of new area added as four new floors on 113,626 SF of new footprint.

Light Renovation of the Pool Wing F at 36,902 GSF and Heavy Renovation of the remaining 222,168 GSF of Wings C, D & E. 86,822 SF of Tectum roof to be replaced.

Alternative B.6.2 would be implemented through multiple phases over sixty (60) months.



B.6.2

Construction Alternative B.7.1: Selective Demolition of Wing A, B & G with Addition

Full Demolition of Wing A, B & G . Construction of 337,492 GSF of new area added as three new floors on 122,760 SF of new footprint.

Light Renovation of the Pool Wing F at 36,902 GSF and Heavy Renovation of the remaining 265,485 GSF of Wings C, D, E & H. 86,822 SF of Tectum roof deck to be replaced.

Alternative B.7.1 would be implemented through multiple phases over sixty (60) months.



B.7.1

Construction Alternative B.7.2: Selective Demolition of Wing A, B &G with Addition

Full Demolition of Wing A, B, & G Construction of 337,492 GSF of new area added as three new floors on 144,694 SF of new footprint.

Light Renovation of the Pool Wing F at 36,902 GSF and Heavy Renovation of the remaining 265,485 GSF of Wings C, D, E & H. 107,754 SF of Tectum roof deck above Wings D, E, F & H to be replaced.

Alternative B.7.2 would be implemented through multiple phases over sixty (60) months.



B.7.2

Construction Alternative B.8.1: Selective Demolition of Wing A, G & H with Addition

Full Demolition of Wing A, G & H . Partial Demolition of 18,216 GSF of Floor area across the top two floors of Wing B to create a light well. Construction of 276,825 GSF of new area added as three new floors on 133,369 SF of new footprint.

Light Renovation of the Pool Wing F at 36,902 GSF and Heavy Renovation of the remaining 326,152 GSF of Wings B, C, D, & E. 86,822 SF of Tectum roof deck to be replaced.

Alternative B.8.1 would be implemented through multiple phases over sixty (60) months.



B.8.1

Construction Alternative B.8.2: Selective Demolition of Wing A, G & H with Addition

Full Demolition of Wing A, G & H . Partial Demolition of 18,216 GSF of Floor area across the top two floors of Wing B to create a light well. Construction of 276,825 GSF of new area added as four new floors on 82,499 SF of new footprint.

Light Renovation of the Pool Wing F at 36,902 GSF and Heavy Renovation of the remaining 326,152 GSF of Wings B, C, D, & E. 86,822 SF of Tectum roof deck to be replaced.

Alternative B.8.2 would be implemented through multiple phases over sixty (60) months.



B.8.2

Construction Alternative C.1: Gym, Pool and Wing E Renovation. New Addition on Site 1 (Parking Lot)

Full Demolition of Wing A, B, C, G & H . Construction of 471,280 GSF of new area in the following configuration:

Alt C.1.1 - 4 Stories, 135,648 SF of New Footprint

Alt C.1.2 - 5 Stories, 116,961 SF of New Footprint (high-rise building designation)

Alt C.1.3 - 4 Stories, 179,085 SF of New Footprint

Alt C.1.4 - 4 Stories, 162,552 SF of New Footprint

Light Renovation of the Pool Wing F at 36,902 GSF and Heavy Renovation of the remaining 131,697 GSF of Wings D & E. 86,822 SF of Tectum roof deck to be replaced.

C.1 alternatives would be implemented through multiple phases over sixty (60) months.



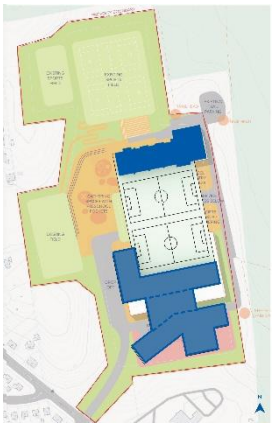
C.1.1



C.1.2



C.1.3



C.1.4

Construction Alternative C.2: Gym, Pool and Wing E Renovation. New Addition on Site 2 (Hybrid of Parking Lot & Edgerly Field Sites)

Full Demolition of Wing A, B, C, G & H . Construction of 471,280 GSF of new area in the following configuration for alternatives C.2.1 and C.2.2:

Alt C.2.1 - 7 Stories, 149,173 SF of New Footprint (high-rise building designation)

Alt C.2.2 – 5 Stories, 142,292 SF of New Footprint (high-rise building designation)

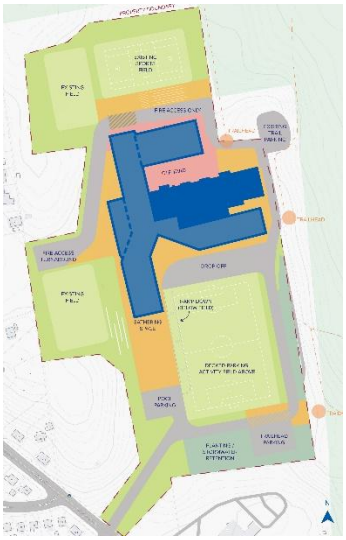
Alt C.2.2A-HS represents 458,273 SF of new area - in 5 Stories, with 155,814 SF of New Footprint (high-rise building designation)

Alts C.2.1 and C.2.2 include Light Renovation of the Pool Wing F at 36,902 GSF and Heavy Renovation of the remaining 131,697 GSF of Wings D & E. 86,822 SF of Tectum roof deck above Wings D, E & F to be replaced.

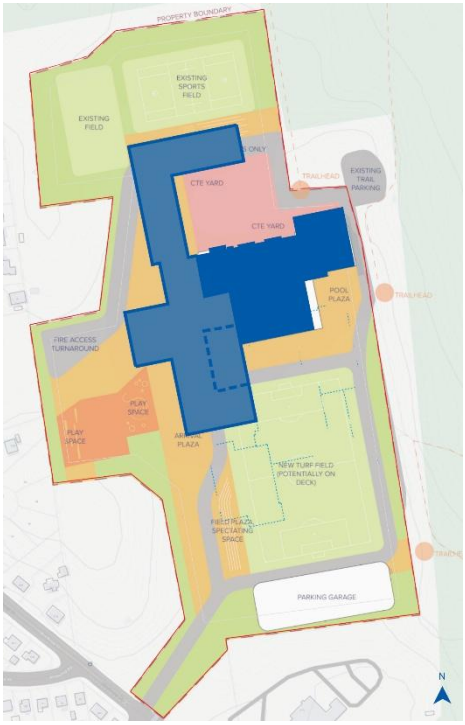
Alt C.2.2A-HS includes Light Renovation of the Pool Wing F at 25,358 GSF and Heavy Renovation of the remaining 90,325 GSF of Wings D & E. 64,983 SF of Tectum roof deck above Wings D, E & F to be replaced.

The C.2.1 and C.2.2 Aalternatives would be implemented through multiple phases over fifty-one (51) months.

The C.2.2A-HS Alternative would be implemented through multiple phases over eighty (80) months.



C.2.2A-HS



C.2.1



C.2.2

Construction Alternative C.3: Gym, Pool and Wing E Renovation. New Addition on Site 1 (Edgerly Field)

Full Demolition of Wing A, B, C, G & H . Construction of 586,247 GSF of new area in the following configuration:

Alt C.3.1 - 6 Stories, 161,401 SF of New Footprint (high-rise building designation)

Alt C.3.2 – 6 Stories, 155,913 SF of New Footprint (high-rise building designation)

Alt C.3.3 - 4 Stories, 184,027 SF of New Footprint

Alt C.3.4 - 4 Stories, 160,829 SF of New Footprint

Light Renovation of the Pool Wing F at 36,902 GSF and Heavy Renovation of the remaining 131,697 GSF of Wings D & E. 86,822 SF of Tectum roof deck above Wings D, E & F to be replaced.

C.3 alternatives would be implemented through multiple phases over fifty-one (51) months.

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C.3.1



C.3.2



C.3.3



C.3.4

Addition/Renovation Description

The Renovations and Additions to Existing Buildings Alternatives will include compliance with the Massachusetts Specialized Stretch Energy Code with an energy target EUI of 35 kBtu/SF/yr. or 30% better than ASHRAE 90.1-2019 whichever is lower, LEEDv5 for Schools Silver Certification minimum with a goal for Gold, and embodied carbon reduction strategies such as low carbon concrete and building materials.

Life Safety Code Compliance

All existing spaces and systems to remain will be reorganized, upgraded and/or constructed new to meet current life safety codes and standards. New addition portions of the building would be constructed in full compliance with current life safety codes and standards.

Accessibility Code Compliance

All existing spaces, systems, fixtures and equipment to remain will be renovated, reorganized and/or constructed new to meet current accessibility codes and standards. New additional portions of the building would be constructed in full compliance with current accessibility codes and standards.

Energy Code Compliance

The City of Medford has adopted the Massachusetts Specialized [Opt-in] Stretch Energy Code. The Renovations or Additions to Existing Buildings Alternative would require compliance with the Specialized [Opt-in] Stretch Energy Code, under the all-electric pathway and based on the major renovation/addition scope of work, with an Energy Use Intensity (EUI) target of 35 KBtu/SF/Yr. The Project will also be required to pursue LEEDv5 Certification under the MSBA Green School Policy, achieving a minimum of LEEDv5 Silver Certification and aspiration for Gold Certification.

Site

Site work within these addition/renovation alternatives will include the redevelopment of all vehicular and pedestrian circulation systems. Separation between bus circulation, van circulation, car circulation, and delivery circulation will be developed. Drop off and pick up areas for buses, vans and cars will be separated. New outdoor student spaces, including entrance plazas, outdoor learning environments, outdoor courtyards, and connections to resource areas for education will be developed.

All pedestrian circulation systems and outdoor gathering areas will meet ADA and MAAB accessibility requirements. Emergency access around the building will be a priority.

Site furnishings and plantings will be installed to compliment the new building and site. All disturbed existing mature tree canopy will be replaced on the site with native tree species.

Parking for an assumed 450 vehicles will be developed for the purposes of these alternatives. A final parking count will be developed and incorporated as the alternatives evolve.

The new parking areas will incorporate ADA and MAAB compliant accessibility from accessible parking and loading zones to all accessible building entrances.

Under Construction Alternative B.1.1 through B.8.2 the preferred site option removes about 90% of the existing surface parking and replaces it with a four-level parking garage located west of the school. Most of the current on-site roads will remain as they are. Edgerly Field and the nearby practice fields will not be altered.

Under Construction Alternative C.1.1 through C1.3. the four-level parking garage located west of the schools is preferred. As in the B options, most of the current on-site roads will remain as they are. Edgerly Field and the nearby practice fields will not be altered.

For Alternatives C.1.4. to C3.4. the preferred site design includes a decked parking structure beneath a new activity field. The existing on-site roadways are reconfigured to provide improved entry and exit access, as well as a large gathering area along the northwest edge of the potential building footprint. The option for turf fields and a parking structure is also compatible with these options.

The existing water main and sewer trunk in Steve Miller Drive will serve the new additions. Hydrants and the building will be served from the on-site distribution system. Sanitary waste will discharge via gravity to existing services in the streets. Kitchen waste will discharge via exterior grease traps sized

per Title 5. A new stormwater management system will be incorporated to comply with town and state standards to improve runoff quality and mitigate runoff quantity.

Architectural

All exterior envelope assemblies within the areas of new construction will be designed to meet the robust thermal requirements of the Specialized Stretch Energy Code. Exterior assemblies in renovated areas of the building will be cleaned, repaired and augmented to also meet current energy code requirements. Interior assemblies and materials will be selected to provide the necessary level of durability for the expected 50-75 year life span of the school.

Structural

Modifications to the existing building will require thorough field investigations of the existing structure as existing drawings for most of the building are not available.

All new roof top units will require new supporting roof grillage frames constructed 3 to 4 feet above the existing finished roof. Reinforcement of existing structure (beams, columns, and/or foundations) may also be required to support the new units.

All new roof and floor penetrations for ductwork and piping will require supplemental framing to support the existing roof and floor framing.

Any replacement or additions to utilities under the existing ground floor slab will require cutting out the existing concrete slab, excavating out the existing, and replacing with new utilities.

Options for new stories on the existing wings will require column and foundation reinforcements as well as more significant lateral upgrades for the increased building height.

An expansion joint will be between the existing structure and addition. The existing structure will be analyzed and reinforced for gravity and lateral loads from the current building code. Refer to Code Upgrade (No-New Build) for additional information for modifications of the existing structure. The addition shall be designed for all loads mandated by the current Massachusetts Building Code at the time of permitting.

For the addition, the new foundation systems will consist of isolated reinforced concrete spread footings bearing on bedrock at column locations and conventional reinforced concrete foundation walls with continuous strip footings. At locations of shallow bedrock, the new ground floor level will be a conventional 4” slab-on-grade reinforced with welded wire fabric in the classroom spaces, 5” slab-on-grade in the vocational and common spaces, and 6” slab-on-grade in the new mechanical and electrical rooms. Framed reinforced structural slabs will be included at locations of deeper bedrock. Elevator pits will be 10” thick reinforced concrete foundation walls supported on a continuous 12” thick reinforced concrete mat foundation.

Structural floor framing systems for new construction will consist of composite steel beams and girders framinged to wide flange steel columns. The floor slabs will be 2” x 18 gage galvanized composite steel deck with 5-1/4” of lightweight concrete topping reinforced with wilded wire fabric. All steel beams, girders, and columns will be spray fireproofed.

New roof framing will be wide flange steel beams and girders supported by wide flange steel columns. Steel joists will support the roof at the gymnasium, auditorium, and any other large column-free spaces. The roof framing will be 1-1/2” deep wide-rib meatal roof deck. Roof framing below new rooftop mechanical units will be composite steel beams and girders supporting a 2” galvanized composite deck with 6” of normal weight concrete topping reinforced with welded wire fabric. The concrete pads under the untis will extend at least 5 feet beyond the footprint of the unit on all sides. Galvanized HSS framing will support screenwalls to hide mechanical units from view.

The lateral system of the new addition will be diagonal braced frames, composed of HSS steel sections.

All new concrete will use low carbon mixes requiring Supplemental Cementious Materials (SCMs) and/or Type IL cement to meet or exceed a 10% reduction in Global Warming Potential (GWP) from the regional benchmark. All steel will require a high reycled content and, to the best extent possible, be fabricated at a manufacturering plant utilizing an Electric Arc Furnace.

HVAC

The existing HVAC systems in the renovated buildings will be replaced and the new additions will be provided with new, all-electric systems to comply with the current Massachusetts Energy Code, including the Specialized Stretch Energy Code adopted by the City of Medford. A specific system approach is represented below, but alternative space heating and cooling approaches will be assessed to determine the preferred system.

Phased construction will require on-going operation of portions of the existing HVAC systems to support the continued occupancy of existing building areas. Temporary measures will be included to ensure proper indoor air quality of existing spaces while construction occurs in nearby areas of the site (e.g., added filtration at outdoor air intakes or extending existing outdoor air intakes to be clear of construction zones).

The heating and cooling systems will be based on a ground source geothermal system utilizing vertical boreholes. The geothermal loop will be 40% propylene glycol with distribution from a system of variable volume pumps in a mechanical room. Plate and frame heat exchangers will separate the ground source loop from the interior water loop and associated pumping system, which will support mechanical heating and cooling systems. Space heating and cooling will utilize above-ceiling heat pumps for classrooms and support spaces. Larger spaces will be supported by AHUs with watersource heat pumps.

Ventilation will be provided with rooftop DOAS units, configured with water source heat pumps for conditioning of outdoor air to the classrooms, support spaces, administration, and vocational spaces. VAV terminal units will manage ventilation to individual rooms based on CO2 control.

Specialty systems will be included for ventilation of Science Labs, Kitchens, Kilns, specific vocational classrooms and other such installations.

A new DDC building management system will provide control and monitoring of the HVAC systems and monitoring of selected Plumbing and Electrical equipment and metering.

Plumbing

The existing plumbing systems in the renovated buildings will be replaced throughout the building and the new additions will be provided with new plumbing systems to comply with the current edition of Commonwealth of Massachusetts Building Code (780 CMR) and 248 CMR Fuel Gas and Plumbing Code . Phased construction will require on-going operation of portions of the existing plumbing systems to support the continued occupancy of existing building areas.

New domestic cold service tied from the main water service and a new hot water systems will be provided throughout the facility. A domestic water booster will be required for buildings with high-rise designation however, a hydrant flow test is required to confirm. The entire systems will be replaced, including reduced pressure backflow preventers pipe insulation, pipe labels with flow arrows and valve tags. Domestic hot water supply will be generated through central hot water heaters in mechanical room. The water source heat pump tied to the geothermal loop will be used to generate hot water and meet the domestic water demand. Four 500 gallon storage tanks will be used to meet peak demand.

A 120KW electrical water heater will be connected to the same loop to offset any temperature swing in the storage tank and shall meet the highest hourly demand. Domestic hot water demand for multiple sinks and in science labs will be provided by 24KW tankless water heaters located in each classroom of the science wing. A electrical water heater (approx. 90KW) will be dedicated for pool heating system.

Sanitary, waste and vent systems will be provided throughout the facility and will connect by gravity to the new exterior site sewer system. Where lower level/basement fixtures cannot be drained by gravity, duplex waste ejectors will be provided. Any existing underground piping to be reused will be evaluated for its integrity.

A kitchen waste system will be provided and will connect to a new exterior grease trap in the site by gravity. Point-of-use grease traps will be provided to receive the waste discharge at the triple pot sink, dishwasher, tilting kettle and other grease producing kitchen equipment and floor drains.

The kitchen waste main will run to an exterior grease interceptor. Vent piping will be installed from the exterior grease trap back into the building and to the roof independently.

Tepid water emergency wash systems will be provided throughout all science lab areas and any areas that are subjected to chemical spillage. Equipment will include new ADA compliant emergency shower/eyewash stations.

All emergency shower and eyewash units will include a thermostatic mixing valve set for 60 deg. F, fed from the domestic potable hot and cold-water distribution systems. Hot water will be recirculated to within 15 ft. of each mixing valve.

New above ground storm drainage systems will be provided throughout the facility, including primary and secondary roof drainage systems for each roof area. Primary storm drainage systems will connect to the exterior site storm drainage system by gravity. Overflow (secondary) drains or scuppers shall be installed and discharge independently to 18" above finished exterior grade. The rainwater system will be sized to handle a rainfall rate of 4 inches per hour, with a total runoff from the main roof and the roof deck of just under 1 cubic foot per second. The condition of existing underground storm piping will be evaluated for its integrity. The storm system will be installed in cast iron piping with all horizontal piping insulated to prevent condensation. The storm system will exit at various locations of the building and connect to the municipal storm system. Waste outlets to accept HVAC condensate and sprinkler discharge shall be provided as needed and connect to the storm water piping system.

Acid waste/vent from the Science room laboratory sinks will be discharged to an acid-neutralizing tank prior to the connection to the sewer connection. The acid-neutralizing tank will be placed outside in a concrete vault with pH monitoring system. Laboratory waste piping shall be polypropylene with fused joints. Lab waste Venting will combine and vent through the roof independently from the sanitary vent system.

New compressed air distribution will be provided to some science rooms and vocational training areas. The compressed air unit will consist of duplex compressors, air receiver tank and refrigerated dryer unit. Dedicated compressed air unit will be used for vocational training areas .

New plumbing fixtures will be provided throughout the facility. ADA compliant fixtures will be provided throughout in locations and quantities in accordance with MAAB requirements. Low flow fixtures meeting the requirements of 248 CMR will be provided throughout. 1.28 gal/flush water closets will be provided utilizing hands free and hard wired sensor type flush valves. Urinals will utilize 0.125 gal/flush hands free and hard wired sensor type flush valves.

Lavatories will likewise utilize hands free and hard wired sensor operated 0.35 gpm faucets. Sinks will utilize 1.5 gpm flow restrictors and showers will utilize 1.5 gpm flow shower heads.

Fire Protection

For non-High Rise Construction Options

The scope of the renovation and addition option is to replace the existing sprinkler system throughout and extend the new system into a new addition.

The building will be served by the new 8" fire service line from the campus hydrant line. Cross connection control shall be provided by using a supervised double check valve assembly backflow preventer on the fire service as it enters the building in the Fire pump room adjacent to the exterior building wall.

A new fire hydrant flow test shall be conducted, and the results shall be analyzed to confirm whether a fire pump is required or not. If required, the fire pump will be 750 GPM @ 60 PSI with a 50 HP motor and controller with ATS. A jockey pump will be 20 GPM @65 PSI with a 2 HP motor and controller.

The entire building shall be protected throughout with a wet automatic fire suppression system and fed from an 8" Wet Riser Check Valve in the fire pump room. The system will be a wet sprinkler system with control valve assemblies to limit the sprinkler area controlled to less than 52,000 s.f. as required by NFPA 13-2019. Each floor control station consists of a monitored shut-off valve, flow switch and an Inspector's test valve and sight glass.

A fire department Storz pumper connection will be provided at the exterior wall near site hydrant. The FDC will either be wall-mount or free-standing, depending on the final details and the preference of the Fire Department AHJ.

The system will be designed in accordance with NFPA Standard 13, 2019, the latest Massachusetts State Building Code and local jurisdiction.

Furnish and install all Supervisory Switches, Flow Switches, Pressure Switches, and other Alarm Devices. Install all such devices on the piping and coordinate with the Electrical Subcontractor who shall wire all such devices to the Fire Alarm System. Every shutoff valve installed on this project shall have a supervisory trouble switch wired to the Fire Alarm Panel.

At the Stage, fire department valves will be provided on each side of the stage with a 2 1/2" fire department hose valve with 1 1/2" reducer, cap and chain.

An 8" electric bell will be provided on the exterior.

Class 1 manual standpipe system will be supplied in all new required egress stairs. Standpipe system will be designed in accordance with NFPA Standard 14, 2019, and local Fire Department requirements. Standpipes will be located in each required egress stairway, and adjacent to the Stage. Additionally, standpipes will be located so that no part of the building is more than 200 feet from a standpipe valve. Each standpipe will be equipped with a 2 1/2" fire department hose valve with 1 1/2" reducer at the stair floor landing. At the Stage, fire department valves will be provided on each side of the stage with 1 1/2" hose and nozzle.

Sprinkler heads in areas with finished ceilings will be concealed pendant type and in areas with no suspended ceilings will be upright sprinkler heads. All sprinklers will be quick response heads. Sprinkler heads in mechanical rooms and Gym will be provided with Wire guards.

Elevator machine rooms and hoistways will not be protected with automatic sprinklers in accordance with 780 CMR. A roof manifold will be provided at each roof level with a two-story or greater height.

For High Rise Construction Options

The building will be served by the new 8" fire service line from the campus hydrant line. Cross connection control shall be provided by use a supervised double check valve assembly backflow preventer on the fire service as it enters the building in the Fire pump room adjacent to the exterior building wall.

A new fire pump will be required for the combination of sprinkler/standpipe systems. The fire pump room shall have direct access to the exterior or a 2-hour fire rated passageway to the exterior. The fire pump room shall be 2-hour fire resistance rated and shall be dedicated to fire pump equipment only. The fire pump room shall be minimum 200 sq. ft. The fire pump room should be located on the ground floor of the building. The new fire pump shall be an automatic electric driven horizontal split case fire pump with an automatic transfer switch.

Preliminary calculations estimate the fire pump shall be rated for 80 psi at 1000 gpm and 75 HP motor. Preliminary calculations estimate the jockey pump to be rated for 2 HP.

The entire building shall be protected throughout with a wet automatic fire suppression system and fed from an 8" Wet Riser Check Valve in the fire pump room. The system will be a wet sprinkler system with control valve assemblies to limit the sprinkler area controlled to less than 52,000 s.f. as required by NFPA 13-2019. Each floor control station consists of a monitored shut-off valve, flow switch and an Inspector's test valve and sight glass.

A fire department Storz pumper connection will be provided at the exterior wall near site hydrant. The FDC will either be wall-mount or free-standing, depending on the final details and the preference of the Fire Department AHJ. The system will be designed in accordance with NFPA Standard 13, 2019, the latest Massachusetts State Building Code and local jurisdiction.

Furnish and install all Supervisory Switches, Flow Switches, Pressure Switches, and other Alarm Devices. Install all such devices on the piping and coordinate with the Electrical Subcontractor who shall wire all such devices to the Fire Alarm System. Every shutoff valve installed on this project shall have a supervisory trouble switch wired to the Fire Alarm Panel.

At the Stage, fire department valves will be provided on each side of the stage with a 2 1/2" fire department hose valve with 1 1/2" reducer, cap and chain.

An 8" electric bell will be provided on the exterior.

Automatic Class I standpipe system in the high-rise building `shall be hydraulically designed to provide 100 psi at the topmost hydraulically most remote fire

department hose valve. The design flow shall be 500 gpm for the hydraulically most remote standpipe system riser and 250 gpm for each additional standpipe system riser. The total design flow does not need to exceed 1000gpm for this fully sprinklered building. Standpipes would be designed in accordance with NFPA Standard 14, 2019, and local Fire Department requirements. Standpipes will be located in each required egress stairway, and adjacent to the Stage. Additionally, standpipes will be located so that no part of the building is more than 200 feet from a standpipe valve. Each standpipe will be equipped with a 2 1/2" fire department hose valve with 1 1/2" reducer at the stair floor landing.

Sprinkler heads in areas with finished ceilings will be concealed pendant type and in areas with no suspended ceilings will be upright sprinkler heads. All sprinklers will be quick response heads. Sprinkler heads in mechanical rooms and Gym will be provided with Wire guards.

Elevator machine rooms and hoistways will not be protected with automatic sprinklers in accordance with 780 CMR.

Electrical

The existing utility service will be replaced and upgraded to accommodate the new program, which includes an all-electric HVAC system, electric vehicle (EV) charging stations in a minimum of 2% of the total new off-street parking spaces (per zoning bylaws), provisions for future installation of EV charging stations for a minimum of 20% of the total new off-street parking spaces (per zoning bylaws), code required provisions for photovoltaic arrays, and battery energy storage systems (BESS). The electrical infrastructure to interconnect these systems will require additional coordination with utility, however early assumptions can include:

- Utility reclosure cabinet.
- CT / Metering cabinet (upstream of entire campus electrical interconnections)
- 15,000 Volt switchgear (owned by the school, operated by utility)
- Provisions for four (4) transformers (owned and operated by the school)
- Provisions for solar system interconnect switchboard for the photovoltaic panels and battery storage units.

All this equipment will be located on site, pad-mounted with underground conduit pathways. A screen wall to visually separate the electrical gear from street views will be required per zoning bylaws.

Renewable Energy System

Based on a target EUI of 35, early estimates suggest the size of the total solar system should be 6.5 Megawatts, along with 4.8-Megawatt-hour battery energy storage systems (BESS). The total system will be made up of both roof-mounted photovoltaic (PV) panels, and ground-mounted PV canopies. One transformer is dedicated to the photovoltaic (PV) system, feeding a 8000 Amp 277/480 V solar switchboard. The PV system and battery storage are anticipated to be designed as AC-coupled and will interconnect at the solar switchboard. This setup will allow for independent operation of the solar panel and battery storage for efficiency and reliability.

Power Distribution System

The existing electrical service will be replaced. The existing(3) services substations, 2400-Amp, 1200-Amp, and 600-Amp , 277/480 volt 3-phase 4 wire electrical services provides a power density of approximately 5.5 watts/sf, which is estimated to be significantly undersized for an all-electric code required program.

The new distribution system will consist of two (2) 4000 Amp, 277/480V 3-phase 4 wire switchboards with new underground secondary service conductors extended to pad-mounted transformers on site. Coordination with utility will be required, however at this time it is expected that two (2) transformers will be required for the demand of the high school.

Phased construction will require on-going operation of portions of the existing electrical systems to support the continued occupancy of existing building areas. Temporary measures will be included to ensure existing areas remain fully operational while construction occurs.

Lighting loads, the elevator, large mechanical equipment, and large kitchen electrical loads will be connected to 277/480V panelboards, and all other loads will be connected to 120/208V panelboards.

In the new construction areas, a system of new panelboards separated by use will be provided, located in dedicated electrical rooms throughout the building. Generally, the separate uses are lighting, mechanical and branch circuit loads.

Energy sub-metering system will be provided for monitoring all individual energy end uses that represent 10% or more of the total annual consumption of the building. Sub-meters will be connected to the new building DDC system.

Life Safety/Emergency System

The existing (2) 277/480 volt 3-phase, 4 wire diesel fueled emergency generator and generator distribution system is past it's usable life expectancy. The two generators have been noted to be non-functional and will be replaced with a new 1500kW 277/480 volt 3-phase, 4 wire diesel fueled emergency generator and distribution system will be provided. A docking station for a temporary roll-up generator shall be installed to allow the life safety distribution system to remain active during routine maintenance or generator failure, as well as new control wiring and pathways to comply with latest signal and wiring integrity codes. This will require excavating, replacing, and re-working the existing underground conduit between the generator and the service entrance equipment.

It is estimated that the following items will be connected to the generator system:

- Egress emergency lighting.
- Fire alarm system.
- IT Rooms (power and A/C) including network, door access, intrusion detection, CCTV, PA, telephones.
- Heating system as required to freeze protect the building.
- Elevators.
- Resiliency Level:
- Level 3 for the majority of building.

Level 2, not including food prep requirement, applied to select areas of the building, such as the Gym (plan for attaching portable generator for cooking.

Lighting & Lighting Control

All new interior light fixtures with new, high efficient LED light fixtures fitted with dimmable drivers.

Replace all exterior light fixtures with new, high efficient LED light fixtures fitted with dimmable drivers and full cut-off optics.

A new lighting control system for a new, fully networked lighting control system compliant with the latest energy code. The lighting control system shall include the capability of communicating and controlling ON/OFF 120V power to receptacles in classrooms, offices, corridors, and other spaces required by energy code.

Fire Alarm

A fire alarm system is a fully addressable voice evacuation system consisting of four node panels throughout the campus.

All new initiation and notification devices such as smoke detectors and speaker strobes will be provided. The system to communicate to the Fire Department via an antenna mounted on the roof, and an auto dialer, which is compliant with latest building codes.

A bi-directional antenna (BDA) system shall be installed to comply with latest building code. The BDA system will have capabilities to boost fire department and police department radio communications within the building.

Lightning Protection System

The existing school does not have a lightning protection system. A lightning protection system is not required by code, although it is recommended by NFPA Standards. A system should be assumed to be provided as part of code upgrade and any renovation options.

Telecommunications

The existing telecommunications copper and fiber optic cable infrastructure will be replaced to support data and voice transmission. CAT6A cable will be installed to the end points, with (12) strand OM4 multi-mode and (6) strand OS2 single-mode fiber optic cabling between the MDF and the IDFs. Existing network infrastructure electronics spaces in classrooms and storage spaces will be replaced with secure and climate-controlled rooms to better protect and maintain network electronic equipment. The MDF and IDFs will be replaced with new equipment cabinets, patch panels and overhead cable management components.

The MDF and IDFs will be replaced with new rooms fitted with a new cooling systems, lighting, and generator backed power.

The existing Public Address and Master Clock Systems will be replaced. Classrooms and other learning spaces will be equipped with two-way talkback speakers. Corridors and larger spaces will be equipped with one-way speakers. Clocks will be synchronized and powered via low-voltage wiring. The Public Address and Master Clock systems will be interfaced at the head end.

Classroom technology infrastructure will be upgraded to provide new data and voice communications with a potential wireless access point location in the ceiling. Audiovisual cabling will be installed to allow projection of content from the instructor's computer to the wall-mounted interactive flat panel monitor.

Speech reinforcement systems will be installed in instructional spaces to provide even distribution of instructor and student speech throughout the space, as well as being interfaced to the interactive flat panel monitor to perform the audio functions for audiovisual presentations in the space.

Current wireless access points will be purchased at the time of occupancy.

Security

The district recently completed a security enhancements project that included the installation of new cameras, card readers, and associated access control infrastructure at Medford High School. As part of the preliminary evaluation of alternatives for a new high school facility, an existing conditions walkthrough was performed to document current device locations and distinguish recently installed equipment from older legacy systems. This walkthrough has provided a clear understanding of where new cameras and card readers are deployed and allows the project team to quantify the number of devices that could potentially be salvaged and reused in the new building.

Based on this inventory, selective reuse of newer cameras, card readers, and related control hardware represents an opportunity for capital cost savings and reduced procurement time. An early assessment of device age, condition, remaining useful life, and compatibility with the proposed security platform for the new facility will be essential to confirm which components are suitable for relocation. This information can be incorporated into the cost model to more accurately reflect potential reuse credits.

Any reuse strategy should be balanced against considerations such as warranty transferability, manufacturer support for redeployed equipment, cybersecurity standards, and the long-term maintenance implications of mixing reused and new devices.

Coordination with district IT and security staff will be critical to develop a phased migration plan that maximizes reuse while maintaining system reliability, scalability, and overall campus security objectives.

Audio / Visual

New audiovisual systems will be provided for the Auditorium (including backstage support spaces), music classrooms (including the Band, Chorus, and General Music Classroom), fitness areas (including the Gymnasium, Fitness Room, and Gymnastics Gym), Cafeteria and Large Group Instruction rooms. Where applicable, the systems will be provided with high-resolution video displays/projection, sound systems for speech reinforcement and audio playback, ADA-compliant assistive listening, and integrated AV controls. In addition, broadcast recording equipment will be provided for use by the students in the TV & Film CTE program.

Acoustics

New building utility equipment will incorporate sound attenuating measures, as necessary, for compliance with the community noise emissions requirements established in the Massachusetts Division of Air Quality Control (DAQC) Policy 90-001.

New HVAC equipment and system components and room finishes will be designed for compliance with the LEED Minimum Acoustics Performance prerequisite for HVAC background noise and reverberation time in renovated core learning spaces.

Specialty spaces, such as the auditorium, music classrooms, fitness areas, gymnasia, and large lecture rooms will incorporate room shaping, sizing, finish material strategies, and sound isolating surrounding construction to appropriately suit the acoustic needs of the users.

Hazardous Materials

As expected for a building of this age, there are significant hazardous materials present, despite prior abatement activities that have occurred over the years. For a detailed report on the materials to be abated, see Section 3.1.4.N. Hazardous material abatement is required for both renovated sections of the existing building to remain, as well as portions of the existing building that are to be demolished.

Capacity Constraints

The design capacity of 1,395 students plus the addition of district-wide Pre-K noted in the MSBA Enrollment Projection, and the corresponding educational space needs will be provided by the additions and renovations of these alternatives.

Educational Program Requirements Fulfillment

The Addition/Renovation Alternatives will fulfill Medford High School's Educational Program requirements and the enrollment capacity. However, adjacencies and positioning of some program functions may have limited ability to be optimized in comparison with new construction alternatives.

All elements of Medford High School's robust curriculum are accommodated in spaces that meet current standards by these renovations and additions. Depending on the level and extents of the renovation areas, existing low ceiling heights may remain in renovated sections of the building due to structural constraints. Lack of space above ceilings may place constraints on HVAC system design in those same areas, potentially affecting classroom layout and design in renovation areas.

Schedule Overview

The Addition and Renovation alternatives would require between fifty-one (51) and ~~sixty-nine~~eighty (~~69~~80) months to implement; and would all include multiple phases.

For the Addition and Renovation alternatives, portions of the building would come online over the course of the four to six years and students would rotate into those new or renovated portions while other areas of the buildings come offline. The existing B and C Wings cannot be taken offline at the same time given the high quantity of classrooms located in those two wings. There will be a need to have temporary accommodations for many spaces including classrooms, the auditorium and the gymnasium during the course of construction. The costs for modular classrooms have been included as the specific alternative requires. Larger functions such as the auditorium and gymnasium will need to occur in other City buildings/locations or be unavailable for some amount of time.

The phasing for Alternative C.2.2A-HS has been planned to avoid the need for modular classroom buildings. This has resulted in an extended duration for C.2.2A-HS due to additional phases being added.

Cost Overview

The estimated construction cost* is:			
B.1.1:	$626,927,180	B.8.1:	$658,109,604
B.1.2:	$641,799,548	B.8.2:	$649,746,428
B.2.1:	$647,195,083	C.1.1:	$645,774,364
B.2.2:	$653,865,236	C.1.2:	$647,865,413
B.3.1:	$652,900,266	C.1.3:	$655,465,818
B.3.2:	$664,255,958	C.1.4:	$659,314,722
B.4.1:	$670,822,833	C.2.1:	$673,291,873
B.4.2:	$681,519,145	C.2.2:	$661,725,306
B.5.1:	$679,453,385	**C.2.2A-HS: $573,470,190**	
B.6.1:	$672,222,320	C.3.1:	$665,396,025
B.6.2:	$663,994,121	C.3.2:	$664,251,990
B.7.1:	$661,186,282	C.3.3:	$651,942,477
B.7.2	$664,824,631	C.3.4:	$647,640,715

The estimated total project cost* is:			
B.1.1:	$806,618,975	B.8.1:	$861,997,005
B.1.2:	$825,209,435	B.8.2:	$851,543,036
B.2.1:	$831,953,853	C.1.1:	$838,377,955
B.2.2:	$840,291,545	C.1.2:	$840,991,766
B.3.1:	$839,085,333	C.1.3:	$850,492,272
B.3.2:	$853,279,947	C.1.4:	$855,303,402
B.4.1:	$861,488,541	C.2.1:	$864,574,842
B.4.2:	$874,858,931	C.2.2:	$850,116,633
B.5.1:	$872,276,732	**C.2.2A-HS: $699,633,632**	
B.6.1:	$879,637,899	C.3.1:	$854,705,032
B.6.2:	$869,352,651	C.3.2:	$853,274,987
B.7.1:	$857,642,852	C.3.3:	$814,928,096
B.7.2	$862,190,788	C.3.4:	$832,510,894

*All pricing is based on the total Gross Square Foot (GSF) listed in the Summary of Spaces, which does include costs for all of the spaces listed in the "Other" category in the Summary of Spaces. **Costs noted on this page for Alternative C.2.2A-HS are reflective of the PSR estimates for Alternative C.2.2 with Grade 9-12 high school programs omitted.**

Conclusion

The Pros and Cons are summarized as follows:

Pros

- Capitalizes on the embodied carbon and cultural significance of some portion of the existing structure by salvaging it.
- Students, staff and the community may get quicker access to a new or renovated portion of the building during an initial phase, rather than having to wait for the entirety of a new school to be completed.
- Renovating existing high value asset spaces such as the Gymnasium will allow Medford High School to maintain the large size of that existing facility rather than reducing it.
- Allows for the renovation of the pool to be considered as a potential scoping option.

Cons

- When compared to the New Construction alternatives, the Addition Renovation alternatives will have the largest adverse impact on education due to displacements during renovation work.
- Existing structural bays in the B and C wings are undersized for appropriately sized classrooms and labs, requiring inefficient layouts of new spaces.
- These alternatives are generally the most costly due to overhead costs incurred over increased durations of time and temporary accommodations associated with construction logistics.
- Having to work with and match low existing floor-to-floor heights will result in fewer options for HVAC systems.
- All but ~~one~~ two of these alternatives will incur added costs and inconvenience due to modular classroom buildings.

F. New Building Construction

Construction Alternative D.1.1: New Building on Site 1 (Parking Lot), High Rise Building designation

Full Demolition of Existing Facility. Construction of 607,250 GSF of new area across 6 Stories.

Alternative D.1.1 would be implemented through multiple phases over fifty-one (51) months.

Construction Alternative D.1.1NP: Same as D.1.1, except there would be no new Pool Building included with the project

Construction Alternative D.1.2: New Building on Site 1 (Parking Lot)

Full Demolition of the existing facility. Construction of 607,250 GSF of new area across 4 floors.

Alternative D.1.2 would be implemented through multiple phases over sixty-three (63) months.



D.1.1



D.1.2

Construction Alternative D.2.1: New Building on Site 2 (Edgerly Field), High Rise Building designation

Full Demolition of Existing Facility. Construction of 607,250 GSF of new area across 6 Stories.

Alternative D.2.1 would be implemented through multiple phases over fifty-one (51) months.

Construction Alternative D.2.1NP: Same as D.2.1, except there would be no new Pool Building included with the project



D.2.1

New Construction Description

Alternatives D.1.1 – D.2.1.NP include all New Construction on a combination of Edgerly Field or the southern parking lot, as well as on a portion of the existing building footprint. These alternatives enable the majority of the new school building to be constructed free of the existing high school footprint, which will mitigate impacts to the ongoing functioning of the existing school and minimizes the amount of time that will be required to have a substantially new building up and running. The configuration of the new construction will feature preferred interdisciplinary programmatic adjacencies within a four-to-six-story academic building and beneficial academic adjacencies.

All New Construction options feature a Health, Wellness and Athletics wing with an 18,000 NSF gymnasium, which represents a reduction of approximately 12,000 NSF from the current gymnasium size.

For school and community use the major public access spaces primarily within Performing Arts and Health and Wellness wings have the potential of being organized with direct connection to a central Commons space. This would allow academic wings to be compartmentalized and more easily secured after hours. The Media Center is also a primary public use space and together with the Auditorium and Gymnasium could be organized to connect to the Cafeteria/Commons as a major community gathering space.

Life Safety Code Compliance

The new building would be designed and constructed in full compliance with current life safety codes and standards.

Accessibility Code Compliance

The new building would be designed and constructed to meet all accessibility codes and requirements.

Energy Code Compliance

The City of Medford has adopted the Massachusetts Specialized [Opt-in] Stretch Energy Code. The Renovations or Additions to Existing Buildings Alternative would require compliance with the Specialized [Opt-in] Stretch Energy Code, under the all-electric pathway and based on the major renovation/addition scope of work, with an Energy Use Intensity (EUI) target of 35 KBtu/SF/Yr. The Project will also be required to pursue LEEDv5 Certification under the MSBA Green School Policy, achieving a minimum of LEEDv5 Silver Certification and aspiration for Gold Certification.

Site

Site work with a new building construction would include new vehicular and pedestrian circulation systems. Separation between bus circulation, van circulation, car circulation, and delivery circulation will be developed. Drop off and pick up areas for buses, vans and cars will be separated. New outdoor student spaces, including entrance plazas, outdoor learning environments, outdoor courtyards, and connections to resource areas for education will be developed. All pedestrian circulation systems and outdoor gathering areas will meet ADA and MAAB accessibility requirements. Emergency access around the building will be a priority.

Site furnishings and plantings will be installed to compliment the new building and site. All disturbed existing mature tree canopy will be replaced on the site with native tree species.

Parking for an assumed 450 vehicles will be developed for the purposes of these alternatives. A final parking count will be developed and incorporated as the alternatives evolve.

The new parking areas will incorporate ADA and MAAB compliant accessibility from accessible parking and loading zones to all accessible building entrances.

Under Construction Alternatives D.1.1, D.1.1NP, D.2.1 and D.2.1NP all parking is consolidated into decked parking beneath a large activity field. Site roadways are nearly entirely reorganized to accommodate decked parking entry and exit access. All gathering space and CTE yards are encouraged to hug adjacent areas of the proposed building footprint. In Alternatives D.1.1 and D.1.1NP only, the location of the existing fields remain unchanged, and they would be renovated in place.

Under Construction Alternative D.1.2. the four-level parking garage located west of the school is preferred. Edgerly Field will not be altered.

All gathering space and CTE yards are encouraged to hug adjacent areas of the proposed building footprint.

The existing water main and sewer trunk in Steve Miller Drive will serve the new additions. Hydrants and the building will be served from the on-site distribution system. Sanitary waste will discharge via gravity to existing services in the streets. Kitchen waste will discharge via exterior grease traps sized per Title 5. A new stormwater management system will be incorporated to comply with town and state standards to improve runoff quality and mitigate runoff quantity.

Architectural

New construction architectural scope will be similar to the new addition architectural scope that was described for the Addition and Renovation alternatives.

Structural

New construction structural systems will be similar to the new addition structural scope that was described for the Addition and Renovation alternatives.

HVAC

The new HVAC system will be similar to the Add/Reno scope with the exception that a temporary installation may be required to support the systems within the school if the geothermal field is located where the existing school is and cannot come online until this demo work is complete. This would entail the use of a boiler and cooling tower (or chiller).

Plumbing

New construction plumbing systems will be similar to the new addition plumbing scope that was described for the Addition and Renovation alternatives.

Fire Protection

New construction fire protection systems will be similar to the new addition fire protection scope that was described for the Addition and Renovation alternatives.

Electrical

The description for all Electrical, Telecommunications, Security and AV systems is similar to that provided for the Addition/Renovation scope.

Acoustics

New building utility equipment will incorporate sound attenuating measures, as necessary, for compliance with the community noise emissions requirements established in the Massachusetts Division of Air Quality Control (DAQC) Policy 90-001.

New HVAC equipment and system components and room finishes will be designed for compliance with the LEED Minimum Acoustics Performance prerequisite for HVAC background noise and reverberation time in renovated core learning spaces.

Specialty spaces, such as the auditorium, music classrooms, fitness areas, gymnasia, and large lecture rooms will incorporate room shaping, sizing, finish material strategies, and sound isolating surrounding construction to appropriately suit the acoustic needs of the users.

Educational Program Requirements Fulfillment

The New Construction Alternatives will fulfill Medford High School's Educational Program requirements and enrollment capacity.

All elements of Medford High School's educational and curriculum goals are accommodated in new spaces that meet current standards.

Schedule Overview

The New Construction alternatives would require between fifty-one (51) and sixty-three (63) months to implement; with one alternative having the potential to be built in a single phase because it does not overlap with the existing building footprint. Other alternatives would involve multiple phases.

The D.2.1 and D.2.1NP alternatives could be built without the need for modular classroom buildings on the site, whereas the D.1.1, D.1.1NP and D.1.2 alternatives would require the use of temporary modular classrooms.

In some of these alternatives there will be a need to have temporary accommodations for many spaces including classrooms, the auditorium and the gymnasium during the course of construction. The costs for modular classrooms have been included as the specific alternative requires. Larger functions such as the auditorium and gymnasium will need to occur in other City buildings/locations or be unavailable for some amount of time.

Cost Overview

The estimated construction cost* is:

D.1.1: $689,044,280

D.1.1NP:$671,504,480

D.1.2: $674,174,904

D.2.1: $686,625,299

D.2.1NP:$669,085,499

The estimated total project cost* is:

D.1.1: $893,653,373

D.1.1NP:$870,540,600

D.1.2: $873,878,630

D.2.1: $859,469,647

D.2.1NP:$836,356,874

The Pros and Cons of options D.1.1 – D.2.1NP are summarized as follows:

Pros

- Two alternatives (D.2.1 & D.2.1NP) offer the potential of the current building remaining in use throughout construction, resulting in minimized disruption to education and ongoing MHS building uses
- Single, economical construction phase is a potential with these alternatives
- Most freedom of educational planning and adjacencies
- No modulars is a potential with these alternatives

Cons

- Considerable reduction in the size of the gymnasium space at the school.
- Eliminates the potential of maintaining and renovating the existing pool building.
- Largest amount of congestion on site during construction due to the need to use site area for both the existing building and new building footprints concurrently.
- Requires construction of the new building to be at one extreme end of the site or the other, each of which presents access challenges and limits site design optionality.

Overall Conclusions

Many considerations were reviewed amongst the project team in the process of reducing the original 29 Alternatives studied to a smaller group that could support further evaluation of site and program study topics throughout the Preferred Schematic Report phase of the feasibility study. Evaluations were made through a combination of the completion of a detailed Evaluation Criteria Matrix, stakeholder input from a series of workshops and meetings with high school staff, the larger community and immediate abutters, and ultimately through discourse with the School Building Committee during their March 23rd, 2026 meeting. Documentation in the form of the Evaluation Criteria Matrix and the presentation from the March 23, 2026 School Building Committee meeting are appended at the end of this section for reference. Additionally, a summary table of the actions taken regarding each Alternative and the rationale for doing so is included at the end of this section.

Considerations for continued study in early stages of the PSR phase include different opportunities for providing the desired programmatic adjacencies within the massing for each Alternative, as well as opportunities to minimize travel distances & travel time between classes for students. Site opportunities for different combinations of fields and parking approaches will also be studied given the different locations of the proposed school building. Lastly, phasing opportunities will be studied to identify whether it is possible to reduce or eliminate the need for modular classroom buildings.

The **five Alternatives** whose further study during the PSR phase will provide the best and most cost-effective and educationally appropriate opportunities to meet the project goals are the following:

- **Alternative B.1.2** Full Renovation of the existing building with two Addition floors added above the Central Academic and PE/Dining Wings.
- **Alternative C.2.2** New Addition on the Hillside to the west of the school with Renovation of the existing Gym, PE & Dining, and Pool Wings.
- **Alternative C.3.4** New Addition surrounding the existing Gym and Pool Wings which are both Renovated.
- **Alternative D.1.1** New Construction on the southern Parking Lot and the southern portion of the existing building footprint, and New Construction of a stand-alone Pool Building.
- **Alternative D.2.1** New Construction on Edgerly Field and New Construction of a stand-alone Pool Building.

Additionally, the following ~~**three**~~ **four** **Alternatives** will also be be advanced into the PSR phase in accordance with MSBA standards, policies and guidelines:

- **Alternative A.1** Code Upgrade and Repair
- **Alternative C.2.2A-HS** Addition Renovation alternative that only includes space for programs associated with Grades 9-12 high school functions.
- **Alternative D.1.1NP** This New Construction alternative is identical to D.1.1, with the exception that it does not include a stand-alone New Construction Pool Building.
- **Alternative D.2.1NP** This New Construction alternative is identical to D.2.1, with the exception that it does not include a stand-alone New Construction Pool Building.

Design Alternative	SBC Action	Primary Reasons for Acceptance / Rejection
A.1 – Code Upgrade	Advanced to the PSR as a baseline for comparison (not a viable solution to meet the ed plan)	Lowest total project cost but does **not** meet the educational plan, expanded CTE needs, space for the Early Education Center or Curtis-Tufts School, universal access, equity, nor planned enrollment requirements.
B.1.1	Eliminated	Very high quantity of modular classrooms; major disruption to learning; daylighting limited by existing fenestration; existing structural grid will complicate obtaining right-sized classroom layouts; renovation cost not meaningfully lower than new construction.
B.1.2	Advanced for further study in the PSR phase	Preserves the most existing structure of the addition/renovation options and therefore maintains the most embodied carbon. This aspect of sustainability and the resultant higher reimbursement rate for renovated space was the main rationale behind choosing this option for additional study. Still requires extensive modulars, will have constrained layouts and limited educational flexibility when compared to new construction/addition-heavy options.
B.2.1	Eliminated	Longer construction duration; heavy reliance on modulars; limited flexibility for future expansion; complex phasing; no advantages identified relative to stronger C or D options. No offsetting benefits from a cost, schedule, or educational flexibility perspectives.
B.2.2	Eliminated	Longer construction duration; heavy reliance on modulars; limited flexibility for future expansion; complex phasing; no advantages identified relative to stronger C or D options. No offsetting benefits from a cost, schedule, or educational flexibility perspectives.
B.3.1	Eliminated	Longer construction duration; heavy reliance on modulars; limited flexibility for future expansion; complex phasing; no advantages identified relative to stronger C or D options. No offsetting benefits from a cost, schedule, or educational flexibility perspectives.
B.3.2	Eliminated	Longer construction duration; heavy reliance on modulars; limited flexibility for future expansion; complex phasing; no advantages identified relative to stronger C or D options. No offsetting benefits from a cost, schedule, or educational flexibility perspectives.
B.4.1	Eliminated	Longer construction duration; heavy reliance on modulars; limited flexibility for future expansion; complex phasing; no advantages identified relative to stronger C or D options. No offsetting benefits from a cost, schedule, or educational flexibility perspectives.

B.4.2	Eliminated	Longer construction duration; heavy reliance on modulars; limited flexibility for future expansion; complex phasing; no advantages identified relative to stronger C or D options. No offsetting benefits from a cost, schedule, or educational flexibility perspectives.
B.5.1	Eliminated	Longer construction duration; heavy reliance on modulars; limited flexibility for future expansion; complex phasing; no advantages identified relative to stronger C or D options. No offsetting benefits from a cost, schedule, or educational flexibility perspectives.
B.6.1	Eliminated	Longer construction duration; heavy reliance on modulars; limited flexibility for future expansion; complex phasing; no advantages identified relative to stronger C or D options. No offsetting benefits from a cost, schedule, or educational flexibility perspectives.
B.6.2	Eliminated	Longer construction duration; heavy reliance on modulars; limited flexibility for future expansion; complex phasing; no advantages identified relative to stronger C or D options. No offsetting benefits from a cost, schedule, or educational flexibility perspectives.
B.7.1	Eliminated	Longer construction duration; heavy reliance on modulars; limited flexibility for future expansion; complex phasing; no advantages identified relative to stronger C or D options. No offsetting benefits from a cost, schedule, or educational flexibility perspectives.
B.7.2	Eliminated	Longer construction duration; heavy reliance on modulars; limited flexibility for future expansion; complex phasing; no advantages identified relative to stronger C or D options. No offsetting benefits from a cost, schedule, or educational flexibility perspectives.
B.8.1	Eliminated	Longer construction duration; heavy reliance on modulars; limited flexibility for future expansion; complex phasing; no advantages identified relative to stronger C or D options. No offsetting benefits from a cost, schedule, or educational flexibility perspectives.
B.8.2	Eliminated	Longer construction duration; heavy reliance on modulars; limited flexibility for future expansion; complex phasing; no advantages identified relative to stronger C or D options. No offsetting benefits from a cost, schedule, or educational flexibility perspectives.
C.1.1	Eliminated	Longer construction duration; heavy reliance on modulars; complex phasing; no offsetting benefits from a cost or schedule perspective identified relative to stronger C options.
C.1.2	Eliminated	Longer construction duration; heavy reliance on modulars; complex phasing; no offsetting benefits from a cost or schedule perspective identified relative to stronger C options. Exterior enclosed courtyards were not seen as positive physical environments.

C.1.3	Eliminated	Longer construction duration; heavy reliance on modulars; complex phasing; no offsetting benefits from a cost or schedule perspective identified relative to stronger C options. Exterior enclosed courtyards were not seen as positive physical environments.
C.1.4	Eliminated	Longer construction duration; heavy reliance on modulars; complex phasing; no offsetting benefits from a cost or schedule perspective identified relative to stronger C options. Weaker educational configuration than other C options due to the gym and pool volumes being remote from the rest of the school.
C.2.1	Eliminated	Similar to C.2.2 from a cost, schedule and modular classroom perspective, but with alternative massing and two additional stories. Alternative C.2.2 was determined to be preferable amongst the two given that C.2.1 has seven stories.
C.2.2	Advanced for further study in the PSR phase	Siting of new addition on the hillside west of the existing school provides an opportunity to study a different area of the site. Lower overall height and a smaller number of stories made this preferable when compared to C.2.1.
C.3.1	Eliminated	No notable benefits from a modular, phasing complexity nor cost or schedule perspective identified relative to stronger C options. Six stories were viewed as a negative for student circulation, and the exterior enclosed courtyard was not seen as positive physical environment.
C.3.2	Eliminated	Pros included flexibility for expansion and ability to build away from active school, but concerns about the building height (number of stories) and the resulting student circulation challenges, as well as the proximity of the tallest portion of the school to abutters led to elimination.
C.3.3	Eliminated	Zero modular classrooms; short schedule; strongest overall matrix score; excellent maintenance, and educational flexibility. Even with these positives, this option was eliminated due to the position of the renovated gymnasium volume in front of the new addition when approaching the school, which would compromise the perception of the significant investment by the community. Additionally, other selected Alternatives – including D.2.1 and to some degree C.2.2 and C.3.4 - included some of the stronger features of this option.
C.3.4	Advanced for further study in the PSR phase	High community support; four stories represents a preferable circulation approach and solar potential due to increased building footprint and roof area; manageable abutter impacts due to location of the building.
D.1.1	Advanced for further study in the PSR phase	New construction on parking lot; best street visibility and potential first-responder access (to be confirmed with first responders) given proximity to Winthrop St. Higher cost and parking disruption acknowledged but retained for study to compare with the siting represented in Alternative D.2.1.
D.1.2	Eliminated	Higher cost, disruption and phasing complexity than Alternative D.1.1 due to greater expansion over the existing building footprint with no educational or operational benefit.

D.2.1	Advanced for further study in the PSR phase	Zero modulars; existing school remains fully operational during construction; fastest building completion with a clean one-phase move-in. Field and abutter impacts acknowledged but outweighed by schedule and disruption benefits.

Proposed Space Summary - High School

Addition / Renovation - High School ONLY

Date: 5.22.2026 Preliminary Design Program

MEDFORD PUBLIC SCHOOLS MEDFORD HIGH SCHOOL	EXISTING CONDITIONS			PROPOSED PROGRAM									VARIATION TO MSBA GUIDELINES			MSBA GUIDELINES (DO NOT MODIFY) (Refer to Educational Facility Planning for additional information)			
				EXISTING TO REMAIN / RENOVATED			NEW CONSTRUCTION			TOTAL									
ROOM TYPE	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	COMMENTS
CORE ACADEMIC			**79,561**			**0**			**80,005**			**80,005**			**11,625**			**68,380**	Science Lab Guidelines
(List rooms of different sizes separately)																			
General Classroom	varies	61	50,048			0	950	48	45,600	950	48	45,600	50	1	3,300	900	47	42,300	825 NSF (minimum size) - 950 NSF (maximum size)
Teacher Planning	varies	3	1,488			0	500	9	4,500	500	9	4,500	400	-38	-200	100	47	4,700	
Small Group Seminar (20-30 seats)			0			0	500	3	1,500	500	3	1,500	0	0	0	500	3	1,500	
Science Classroom / Lab	varies	15	18,053			0	1,440	12	17,280	1,440	12	17,280	0	0	0	1,440	12	17,280	Assumed schedule: 3 x 85% utilization = 20 seats; 1 period per day per student; 1,440 NSF (minimum size); refer to the Science Lab Guidelines for additional information
Prep Room	varies	9	3,029			0	400	6	2,400	400	6	2,400	200	-6	0	200	12	2,400	(1) 200 NSF Prep Room required per Science Classroom / Lab
Central Chemical Storage Room	238	1	238			0	200	1	200	200	1	200	0	0	0	200	1	200	(1) 200 NSF Central Chemical Storage Room required
Medford Academy						0							0	0	0				
Classroom	varies	2	1,111			0	950	2	1,900	950	2	1,900	950	2	1,900				
Workspace			0			0	475	1	475	475	1	475	475	1	475				
Language Lab			0			0	1,200	1	1,200	1,200	1	1,200	1,200	1	1,200				
Large Group Instruction	varies	3	5,594			0	2,000	2	4,000	2,000	2	4,000	2,000	2	4,000				
Academic Support Hub			0			0	475	2	950	475	2	950	475	2	950				
SPECIAL EDUCATION			**21,257**			**0**			**31,875**			**31,875**			**18,275**			**13,600**	Special Education spaces require DESE review and approval.
(List rooms of different sizes separately)																			
Self-Contained Special Education Classroom			0			0	950	0	0	950	0	0	50	-10	-9,000	900	10	9,000	825 NSF (minimum size) - 950 NSF; equal to the size of the proposed General Classrooms that serve the same student population.
Self-Contained Special Education Toilet Room			0			0	60	0	0	60	0	0	0	-10	-600	60	10	600	
Resource Room	varies	10	8,239			0	475	5	2,375	475	5	2,375	-25	1	375	500	4	2,000	1/2 size of a General Classroom
Science Resource Room	varies	2	2,426			0	0	0	0	0	0	0	0	0	0				
Small Group Room			0			0	250	2	500	250	2	500	-250	-2	-1,500	500	4	2,000	1/2 size of a General Classroom
Breakout Room			0			0	150	10	1,500	150	10	1,500	150	10	1,500				
ACCESS Classroom	1,297	1	1,297			0	1,200	1	1,200	1,200	1	1,200	1,200	1	1,200				
ACCESS Toilet			0			0	120	1	120	120	1	120	120	1	120				
Living Lab	668	1	668			0	1,200	2	2,400	1,200	2	2,400	1,200	2	2,400				
Learning Group Program (LGP)	varies	4	3,437			0	950	4	3,800	950	4	3,800	950	4	3,800				
Reset Room			0			0	200	1	200	200	1	200	200	1	200				
Therapuetic Learning Program (TLP)	varies	2	1,500			0	950	4	3,800	950	4	3,800	950	4	3,800				
TLP Office/ Small Group			0			0	200	2	400	200	2	400	200	2	400				
TLP Toilet			0			0	60	2	120	60	2	120	60	2	120				
Connections			0			0	950	2	1,900	950	2	1,900	950	2	1,900				
Project Transition	1,293	1	1,293			0	950	2	1,900	950	2	1,900	950	2	1,900				
Workspace / Sensory			0			0	475	1	475	475	1	475	475	1	475				
Toilet			0			0	60	1	60	60	1	60	60	1	60				
Sensory Room			0			0	300	1	300	300	1	300	300	1	300				
OT	varies	2	204			0	160	1	160	160	1	160	160	1	160				
OT Evaluation			0			0	150	1	150	150	1	150	150	1	150				
Speech	varies	2	771			0	200	2	400	200	2	400	200	2	400				
PT / Alt PE			0			0	950	1	950	950	1	950	950	1	950				
PT Office			0			0	150	1	150	150	1	150	150	1	150				
Special Ed. Reading Small Group			0			0	475	1	475	475	1	475	475	1	475				
Special Ed. Office Suite										0	0	0	0	0	0				
Reception / Waiting			0			0	150	1	150	150	1	150	150	1	150				
Special Ed. Coordinator	200	1	200			0	150	1	150	150	1	150	150	1	150				
Special Ed. Admin. Assistant			0			0	100	1	100	100	1	100	100	1	100				
Evaluation Team Leader	varies	2	1,161			0	200	3	600	200	3	600	200	3	600				
Conference Room			0			0	300	1	300	300	1	300	300	1	300				
Records Room	61	1	61			0	100	1	100	100	1	100	100	1	100				
Public Day Education Spaces (List rooms separately below)									**7,140**			**7,140**							
Curtis-Tufts Therapeutic Day Program										0	0	0	0	0	0				
Classroom						0	950	4	3,800	950	4	3,800	950	4	3,800				
Toilet Rooms						0	60	4	240	60	4	240	60	4	240				
Games Room						0	300	1	300	300	1	300	300	1	300				

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Date: 5.22.2026 Preliminary Design Program

MEDFORD PUBLIC SCHOOLS MEDFORD HIGH SCHOOL	EXISTING CONDITIONS			PROPOSED PROGRAM									VARIATION TO MSBA GUIDELINES			MSBA GUIDELINES (DO NOT MODIFY) (Refer to Educational Facility Planning for additional information)			
				EXISTING TO REMAIN / RENOVATED			NEW CONSTRUCTION			TOTAL									
ROOM TYPE	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	COMMENTS
Community / Lunch Room						0	950	1	950	950	1	950	950	1	950				
Breakout Rooms						0	150	2	300	150	2	300	150	2	300				
Sensory Room						0	250	1	250	250	1	250	250	1	250				
Waiting / Reception						0	200	1	200	200	1	200	200	1	200				
Principal's Office						0	300	1	300	300	1	300	300	1	300				
Admin. Assistant							100	1	100	100	1	100	100	1	100				
Adjustment Counselor Office						0	200	2	400	200	2	400	200	2	400				
Conference Room						0	300	1	300	300	1	300	300	1	300				
ART & MUSIC			9,099			0			11,150			11,150			2,950			8,200	
Art Classroom (25 seats)	varies	3	4,218			0	1,200	3	3,600	1,200	3	3,600	0	0	0	1,200	3	3,600	Assumed schedule: 25% total enrollment; 5 times per week
Art Workroom with Storage and Kiln	varies	3	235			0	150	3	450	150	3	450	0	0	0	150	3	450	
Band (50-100 seats)	1,190	1	1,190			0	2,000	1	2,000	2,000	1	2,000	500	0	500	1,500	1	1,500	Assumed schedule: 25% total enrollment; 5 times per week
Chorus / Orchestra (50-100 seats)	1,312	1	1,312			0	2,000	1	2,000	2,000	1	2,000	500	0	500	1,500	1	1,500	
Ensemble	551	1	551			0	950	1	950	950	1	950	750	0	750	200	1	200	
Music Practice	0	0	0			0	75	6	450	75	6	450	0	0	0	75	6	450	
Music Storage	673	1	673			0	500	1	500	500	1	500	0	0	0	500	1	500	
Music Classroom	920	1	920			0	1,200	1	1,200	1,200	1	1,200	1,200	1	1,200				
VOCATIONS & TECHNOLOGY			58,330			0			117,425			117,425			117,265			123,425	
Non-Chapter 74 Programs (List rooms separately below)			2,175						8,400			8,400			8,240			14,400	STE Guidelines Policy
Technology / Engineering Rooms			0			0			0	0	0	0	0	-10	-14,400	1,440	10	14,400	Assumed schedule: 100% total enrollment; 5 times per week; 825 NSF (minimum size) - 2,000 NSF (maximum size)
Digital Art / Photography Lab			0			0	1,440	1	1,440	1,440	1	1,440	1,440	1	1,440				
Media and Tech Lab	varies	2	992			0	1,440	2	2,880	1,440	2	2,880	1,440	2	2,880				
Makerspace	443	1	443			0	1,440	1	1,440	1,440	1	1,440	1,440	1	1,440				
Engineering / Robotics Lab			0			0	0	0	0	0	0	0	0	0	0				
F.A.C.S. Lab			0			0	1,440	1	1,440	1,440	1	1,440	1,440	1	1,440				
Scene Shop	740	1	740			0	1,200	1	1,200	1,200	1	1,200	1,200	1	1,200				
Chapter 74 Programs (List rooms separately below)			56,155						109,025			109,025			0			109,025	Inclusion of Chapter 74 Programs require DESE review and approval.
1 Automotive Technology Shop (18' clear ht)	6,013	1	6,013			0	8,250	1	8,250	8,250	1	8,250	0	0	0	8,250	1	8,250	
Related Classroom	1,039	1	1,039				950	1	950	950	1	950	0	0	0	950	1	950	
Storage Room	193	1	193				300	1	300	300	1	300	0	0	0	300	1	300	
Tool Room	197	1	197				200	1	200	200	1	200	0	0	0	200	1	200	
Office			0				120	1	120	120	1	120	0	0	0	120	1	120	
Toilet Rooms			0				130	1	130	130	1	130	0	0	0	130	1	130	30,750
Changing Area			0				170	1	170	170	1	170	0	0	0	170	1	170	
Loft	varies	2	778				500	1	500	500	1	500	0	0	0	500	1	500	
2 Biotechnology Shop (12' clear ht)	1,291	1	1,291			0	4,400	1	4,400	4,400	1	4,400	0	0	0	4,400	1	4,400	
Related Classroom	1,293	1	1,293				950	1	950	950	1	950	0	0	0	950	1	950	
Clean Room							incl in shop SF above			incl in shop SF above									
Storage Room	392	1	392				300	1	300	300	1	300	0	0	0	300	1	300	
Office			0				120	1	120	120	1	120	0	0	0	120	1	120	
Toilet Room			0				60	1	60	60	1	60	0	0	0	60	1	60	
Changing Area			0				140	1	140	140	1	140	0	0	0	140	1	140	
3 Business Marketing Shop (12' clear ht)	809	1	809				2,200	1	2,200	2,200	1	2,200	0	0	0	2,200	1	2,200	
Mustang Mall Retail Area	118	1	118				500	1	500	500	1	500	0	0	0	500	1	500	
Storage Room	varies	2	151				200	1	200	200	1	200	0	0	0	200	1	200	
4 Carpentry Shop (18' clear ht)	3,407	1	3,407			0	6,750	1	6,750	6,750	1	6,750	0	0	0	6,750	1	6,750	
Related Classroom	338	1	338				950	1	950	950	1	950	0	0	0	950	1	950	
Shared Mock House							incl in shop SF above			incl in shop SF above									
Storage Room	96	1	96				300	1	300	300	1	300	0	0	0	300	1	300	
Tool Room			0				200	1	200	200	1	200	0	0	0	200	1	200	
Office			0				120	1	120	120	1	120	0	0	0	120	1	120	
Toilet Room			0				130	1	130	130	1	130	0	0	0	130	1	130	
Changing Area	124	1	124				170	1	170	170	1	170	0	0	0	170	1	170	
Loft	769	1	769				500	1	500	500	1	500	0	0	0	500	1	500	

Proposed Space Summary - High School

Addition / Renovation - High School ONLY

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MEDFORD PUBLIC SCHOOLS MEDFORD HIGH SCHOOL	EXISTING CONDITIONS			PROPOSED PROGRAM									VARIATION TO MSBA GUIDELINES			MSBA GUIDELINES (DO NOT MODIFY) (Refer to Educational Facility Planning for additional information)			
				EXISTING TO REMAIN / RENOVATED			NEW CONSTRUCTION			TOTAL									
ROOM TYPE	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	COMMENTS
5 Construction Craft Laborers Shop (18' clear ht - assumed)	4,025	1	4,025			0	6,750	1	6,750	6,750	1	6,750	0	0	0	6,750	1	6,750	
Related Classroom	883	1	883				950	1	950	950	1	950	0	0	0	950	1	950	
Shared Mock House							incl in shop SF above			incl in shop SF above									
Storage Room			0				300	1	300	300	1	300	0	0	0	300	1	300	
Tool Room	92	1	92				200	1	200	200	1	200	0	0	0	200	1	200	
Office	190	1	190				120	1	120	120	1	120	0	0	0	120	1	120	
Toilet Room			0				130	1	130	130	1	130	0	0	0	130	1	130	
Changing Area			0				170	1	170	170	1	170	0	0	0	170	1	170	
Loft	356	1	356				500	1	500	500	1	500	0	0	0	500	1	500	
6 Cosmetology Shop (Grades 11-12)	1,370	1	1,370			0	3,000	1	3,000	3,000	1	3,000	0	0	0	3,000	1	3,000	
Related Classroom (Grades 9-10)	1,141	1	1,141				950	1	950	950	1	950	0	0	0	950	1	950	
Aesthetics Room							300	1	300	300	1	300	0	0	0	300	1	300	
Storage Room	varies	2	249				200	1	200	200	1	200	0	0	0	200	1	200	
Office							120	1	120	120	1	120	0	0	0	120	1	120	
Toilet Room			0				130	1	130	130	1	130	0	0	0	130	1	130	
Changing Area			0				170	1	170	170	1	170	0	0	0	170	1	170	
7 Criminal Justice / Protective Services (12' clear ht - assumed)			0				2,200	1	2,200	2,200	1	2,200	0	0	0	2,200	1	2,200	
Related Classroom							950	1	950	950	1	950	0	0	0	950	1	950	
Storage Room			0				200	1	200	200	1	200	0	0	0	200	1	200	
Office			0				100	1	100	100	1	100	0	0	0	100	1	100	
8 Culinary Arts Shop / Kitchen (12' clear ht)	1,686	1	1,686			0	5,625	1	5,625	5,625	1	5,625	0	0	0	5,625	1	5,625	
Related Classroom	272	1	272				950	1	950	950	1	950	0	0	0	950	1	950	
Dry Goods Storage Room	varies	2	153				incl in shop SF above			incl in shop SF above									
Office	63	1	63				120	1	120	120	1	120	0	0	0	120	1	120	
Toilet Room							130	1	130	130	1	130	0	0	0	130	1	130	
Changing Area							170	1	170	170	1	170	0	0	0	170	1	170	
Bistro 489 (with patron toilets)	2,878	1	2,878				3,000	1	3,000	3,000	1	3,000	0	0	0	3,000	1	3,000	
9 Dental Assisting Shop (12' clear ht)			0			0	1,875	1	1,875	1,875	1	1,875	0	0	0	1,875	1	1,875	
X-Ray Room			0				150	1	150	150	1	150	0	0	0	150	1	150	
Sterilization Room			0				150	1	150	150	1	150	0	0	0	150	1	150	
Related Classroom			0				950	1	950	950	1	950	0	0	0	950	1	950	
Storage Room			0				200	1	200	200	1	200	0	0	0	200	1	200	
Office			0				100	1	100	100	1	100	0	0	0	100	1	100	
10 Early Education and Care Shop (12' clear ht)	1,175	1	1,175			0	1,500	1	1,500	1,500	1	1,500	0	0	0	1,500	1	1,500	
Related Classroom	1,007	1	1,007				950	1	950	950	1	950	0	0	0	950	1	950	
Storage Room	100	1	100				200	1	200	200	1	200	0	0	0	200	1	200	
Toilet Room	146	1	146				130	1	130	130	1	130	0	0	0	130	1	130	
Office			0				100	1	100	100	1	100	0	0	0	100	1	100	
11 Electricity Shop (18' clear ht)	3,375	1	3,375			0	6,750	1	6,750	6,750	1	6,750	0	0	0	6,750	1	6,750	
Related Classroom	978	1	978				950	1	950	950	1	950	0	0	0	950	1	950	
Shared Mock House							incl in shop SF above			incl in shop SF above									
Storage Room	varies	2	272				300	1	300	300	1	300	0	0	0	300	1	300	
Tool Room	104	1	104				200	1	200	200	1	200	0	0	0	200	1	200	
Office			0				120	1	120	120	1	120	0	0	0	120	1	120	
Toilet Room			0				130	1	130	130	1	130	0	0	0	130	1	130	
Changing Area			0				170	1	170	170	1	170	0	0	0	170	1	170	
12 Engineering and Robotics Shop (12' clear ht)	3,985	1	3,985			0	4,400	1	4,400	4,400	1	4,400	0	0	0	4,400	1	4,400	
Engineering Machine Shop	incl in shop SF above									incl in shop SF above									
Related Classroom	530	1	530				950	1	950	950	1	950	0	0	0	950	1	950	
Storage Room	varies	2	377				300	1	300	300	1	300	0	0	0	300	1	300	
Tool Room			0				200	1	200	200	1	200	0	0	0	200	1	200	
Office			0				120	1	120	120	1	120	0	0	0	120	1	120	
Toilet Room			0				130	1	130	130	1	130	0	0	0	130	1	130	
Changing Area			0				170	1	170	170	1	170	0	0	0	170	1	170	
13 Graphic Communications Shop (12' clear ht)	1,508	1	1,508			0	2,250	1	2,250	2,250	1	2,250	0	0	0	2,250	1	2,250	
Related Classroom	849	1	849				950	1	950	950	1	950	0	0	0	950	1	950	
Storage Room	varies	2	232				200	1	200	200	1	200	0	0	0	200	1	200	
Wide Format Room	246	1	246				incl in shop SF above			incl in shop SF above									
Office			0				100	1	100	100	1	100	0	0	0	100	1	100	

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				EXISTING TO REMAIN / RENOVATED			NEW CONSTRUCTION			TOTAL									
ROOM TYPE	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	COMMENTS
14 Health Assisting Shop (12' clear ht)	1,880	1	1,880			0	5,625	1	5,625	5,625	1	5,625	0	0	0	5,625	1	5,625	
Assisted Living Model Apartment			0				incl in shop SF above			incl in shop SF above									
Mock Bathroom			0				incl in shop SF above			incl in shop SF above									
Sim Lab			0				incl in shop SF above			incl in shop SF above									
Sim Lab Observation Room			0				incl in shop SF above			incl in shop SF above									
Related Classroom	931	1	931				950	1	950	950	1	950	0	0	0	950	1	950	
Clean and Dirty Utility			0				incl in shop SF above			incl in shop SF above									
Storage Room	139	1	139				150	1	150	150	1	150	0	0	0	150	1	150	
Office	79	1	79				120	1	120	120	1	120	0	0	0	120	1	120	
Toilet Room			0				130	1	130	130	1	130	0	0	0	130	1	130	
Changing Area			0				170	1	170	170	1	170	0	0	0	170	1	170	
15 Information Support Services & Networking Shop (12' clear ht)			0			0	2,200	1	2,200	2,200	1	2,200	0	0	0	2,200	1	2,200	
Related Classroom			0				950	1	950	950	1	950	0	0	0	950	1	950	
Storage Room			0				200	1	200	200	1	200	0	0	0	200	1	200	
Office			0				100	1	100	100	1	100	0	0	0	100	1	100	
16 Metal Fabrication Shop (12' clear ht)	3,490	1	3,490			0	4,000	1	4,000	4,000	1	4,000	0	0	0	4,000	1	4,000	
Related Classroom	950	1	950				950	1	950	950	1	950	0	0	0	950	1	950	
Storage Room			0				300	1	300	300	1	300	0	0	0	300	1	300	
Tool Room	115	1	115				200	1	200	200	1	200	0	0	0	200	1	200	
Office			0				120	1	120	120	1	120	0	0	0	120	1	120	
Toilet Room			0				130	1	130	130	1	130	0	0	0	130	1	130	
Changing Area			0				170	1	170	170	1	170	0	0	0	170	1	170	
Loft	123	1	123				500	1	500	500	1	500	0	0	0	500	1	500	
17 Plumbing/HVAC Shop (18' clear ht)			0			0	2,250	1	2,250	2,250	1	2,250	0	0	0	2,250	1	2,250	
Related Classroom			0				950	1	950	950	1	950	0	0	0	950	1	950	
Shared Mock House							incl in shop SF above			incl in shop SF above									
Storage Room			0				300	1	300	300	1	300	0	0	0	300	1	300	
Tool Room			0				200	1	200	200	1	200	0	0	0	200	1	200	
Office			0				100	1	100	100	1	100	0	0	0	100	1	100	
Toilet Room			0				130	1	130	130	1	130	0	0	0	130	1	130	
Changing Area			0				170	1	170	170	1	170	0	0	0	170	1	170	
18 Programming / Web Development Shop (12' clear ht)	1,260	1	1,260			0	2,200	1	2,200	2,200	1	2,200	0	0	0	2,200	1	2,200	
Related Classroom			0				950	1	950	950	1	950	0	0	0	950	1	950	
Storage Room	varies	2	176				200	1	200	200	1	200	0	0	0	200	1	200	
Office			0				100	1	100	100	1	100	0	0	0	100	1	100	
19 Radio and Television Broadcasting Shop (12' clear ht)	763	1	763			0	2,500	1	2,500	2,500	1	2,500	0	0	0	2,500	1	2,500	
Related Classroom	866	1	866				950	1	950	950	1	950	0	0	0	950	1	950	
Storage Room	88	1	88				200	1	200	200	1	200	0	0	0	200	1	200	
Podcast Room	45	1	45																
Office			0				120	1	120	120	1	120	0	0	0	120	1	120	
CTE Commons			0			0	300	3	900	300	3	900	300	3	900				
HEALTH & PHYSICAL EDUCATION			**80,325**			**53,986**			**9,687**			**63,673**			**39,661**			**24,012**	Excess PE Spaces Policy
Gymnasium	29,305	1	29,305	29,305	1	29,305			0	29,305	1	29,305	17,305	0	17,305	12,000	1	12,000	
PE Alternatives						0			0	0	0	0	-3,000	-1	-3,000	3,000	1	3,000	
Gymnastics Gym	4,100	1	4,100	4,100	1	4,100				4,100	1	4,100	4,100	1	4,100				
Fitness Center/ Weight Training	3,237	1	3,237	3,237	1	3,237				3,237	1	3,237	3,237	1	3,237				
Yoga/ CPR	625	1	625	625	1	625			0	625	1	625	625	1	625				
Batting Cage	4,472	1	4,472	4,472	1	4,472				4,472	1	4,472	4,472	1	4,472				
Gym Storeroom	656	1	656	656	1	656			0	656	1	656	356	0	356	300	1	300	
Locker Rooms - Boys and Girls with Toilets	varies	14	22,503			0	3,906	2	7,812	3,906	2	7,812	-3,906	1	0	7,812	1	7,812	5.6 NSF per student (total enrollment)
PE Storage	varies	4	1,146			0	500	1	500	500	1	500	0	0	0	500	1	500	
Athletic Director's Office	512	1	512			0	175	1	175	175	1	175	25	0	25	150	1	150	
Health Instructor's Office with Shower and Toilet	varies	5	1,516			0	250	2	500	250	2	500	0	1	250	250	1	250	
Trainer's Room	varies	3	662			0	600	1	600	600	1	600	600	1	600				
Athletic Director's Admin. Assistant			0			0	100	1	100	100	1	100	100	1	100				
Wellness Room			0			0	0	0	0	0	0	0	0	0	0				
Pool			**11,591**			**11,591**			0			**11,591**			**11,591**				
Pool	8,787	1	8,787	8,787	1	8,787			0	8,787	1	8,787	8,787	1	8,787				
Boys Locker Room	970	1	970	970	1	970			0	970	1	970	970	1	970				
Girls Locker room	1,230	1	1,230	1,230	1	1,230			0	1,230	1	1,230	1,230	1	1,230				
Pool Storage	varies	2	604	604	1	604			0	604	1	604	604	1	604				

Proposed Space Summary - High School

Addition / Renovation - High School ONLY

Date: 5.22.2026 Preliminary Design Program

MEDFORD PUBLIC SCHOOLS MEDFORD HIGH SCHOOL	EXISTING CONDITIONS			PROPOSED PROGRAM									VARIATION TO MSBA GUIDELINES			MSBA GUIDELINES (DO NOT MODIFY) (Refer to Educational Facility Planning for additional information)			
				EXISTING TO REMAIN / RENOVATED			NEW CONSTRUCTION			TOTAL									
ROOM TYPE	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	COMMENTS
MEDIA CENTER			**8,998**			**0**			**8,619**			**8,619**			**0**			**8,619**	
Media Center / Reading Room	7,737	1	7,737			0	7,719	1	7,719	7,719	1	7,719	-900	0	-900	8,619	1	8,619	
Quiet Rooms	0	0	0			0	150	2	300	150	2	300	150	2	300				
Office/ Workroom	183	1	183			0	300	1	300	300	1	300	300	1	300				
Café / Snack Shop			0			0	300	1	300	300	1	300	300	1	300				
Library Equipment / Book Overflow	1,078	1	1,078			0			0	0	0	0	0	0	0				
[Enter room type here]			0			0			0	0	0	0	0	0	0				
[Enter room type here]			0			0			0	0	0	0	0	0	0				
AUDITORIUM / DRAMA			**8,488**			**0**			**13,800**			**13,800**			**3,400**			**10,400**	Excess Auditorium Spaces Policy
Auditorium	3,330	1	3,330			0	10,000	1	10,000	10,000	1	10,000	2,500	0	2,500	7,500	1	7,500	2/3 total enrollment at 10 NSF per seat (750 seats maximum)
Balcony	1,864	1	1,864			0				0	0	0	0	0	0				
Stage	2,443	1	2,443			0	2,500	1	2,500	2,500	1	2,500	900	0	900	1,600	1	1,600	
Auditorium Storage			0			0	500	1	500	500	1	500	0	0	0	500	1	500	
Make-up / Dressing Rooms	260	1	260			0	200	3	600	200	3	600	-100	1	0	300	2	600	
Controls / Lighting / Projection	311	1	311			0	200	1	200	200	1	200	0	0	0	200	1	200	
Costume Storage	280	1	280			0			0	0	0	0	0	0	0				
DINING & FOOD SERVICE			**17,952**			**0**			**14,068**			**14,068**			**2,700**			**11,368**	
Cafeteria / Dining	varies	2	10,382			0	6,575	1	6,575	6,575	1	6,575	-400	0	-400	6,975	1	6,975	Based on 3 lunch seatings - 15 NSF per seat
Chair / Table Storage			0			0	499	1	499	499	1	499	0	0	0	499	1	499	
Scramble Serving Area	varies	2	2,100			0	2,250	1	2,250	2,250	1	2,250	1,650	0	1,650	600	1	600	
Kitchen	4,666	1	4,666			0	3,295	1	3,295	3,295	1	3,295	600	0	600	2,695	1	2,695	1,600 NSF for first 300 students + 1 NSF per additional student
Staff Lunch Room	502	1	502			0	599	1	599	599	1	599	0	0	0	599	1	599	20 NSF per student
Quiet Cafeteria	0	0	0			0	400	1	400	400	1	400	400	1	400				
Dishwashing	302	1	302			0	450	1	450	450	1	450	450	1	450				
MEDICAL			**1,250**			**0**			**1,660**			**1,660**			**450**			**1,210**	
Medical Suite Toilet	varies	2	83			0	60	2	120	60	2	120	0	1	60	60	1	60	
Nurses' Office / Waiting Room	574	1	574			0	250	1	250	250	1	250	0	0	0	250	1	250	
Interview Room	113	1	113			0	100	3	300	100	3	300	0	0	0	100	3	300	
Examination Room / Resting	150	1	150			0	100	6	600	100	6	600	0	0	0	100	6	600	
Nurse's Private Office	152	1	152			0	150	1	150	150	1	150	150	1	150				
Nurse's Shared Office			0			0	240	1	240	240	1	240	240	1	240				
Storage	178	1	178			0			0	0	0	0	0	0	0				
ADMINISTRATION & GUIDANCE			**14,003**			**0**			**14,104**			**14,104**			**8,891**			**5,213**	
General Office / Waiting Room with Toilet	1,138	1	1,138			0	698	1	698	698	1	698	1	0	1	698	1	698	
Teachers' Mail and Time Room	230	1	230			0	100	1	100	100	1	100	0	0	0	100	1	100	
Copy Room			0			0	200	1	200	200	1	200	0	0	0	200	1	200	
Records Room			0			0	200	1	200	200	1	200	0	0	0	200	1	200	
Principal's Office with Conference Area	592	1	592			0	375	1	375	375	1	375	0	0	0	375	1	375	
Principal's Secretary / Waiting			0			0	125	1	125	125	1	125	0	0	0	125	1	125	
Assistant Principal's Office - AP1	211	1	211			0	150	1	150	150	1	150	0	0	0	150	1	150	
Assistant Principal's Office - AP2	150	1	150			0	150	1	150	150	1	150	0	0	0	150	1	150	
Assistant Principal's Office - AP3	150	1	150			0	150	1	150	150	1	150	150	1	150				
Assistant Principal's Office - AP4	234	1	234			0	150	1	150	150	1	150	150	1	150				
Supervisory / Spare Office			0			0	120	1	120	120	1	120	0	0	0	120	1	120	
Conference Room			0			0	450	1	450	450	1	450	0	0	0	450	1	450	
Guidance Office	varies	6	888			0	150	6	900	150	6	900	0	-1	-150	150	7	1,050	
Guidance Waiting Room			0			0	100	0	0	100	0	0	0	-1	-100	100	1	100	
Guidance Storeroom			0			0	100	1	100	100	1	100	0	0	0	100	1	100	
Career Center	283	1	283			0	399	1	399	399	1	399	-100	0	-100	499	1	499	
Career Center Office			0			0	100	1	100	100	1	100	100	1	100				
Records Room			0			0	199	1	199	199	1	199	0	0	0	199	1	199	
Teachers' Work Room	273	1	273			0	698	1	698	698	1	698	1	0	1	698	1	698	
Dean of Student Success Office	202	1	202			0	175	1	175	175	1	175	175	1	175				
Campus / Security Monitor	449	1	449			0	200	1	200	200	1	200	200	1	200				
School Resource Officer	207	1	207			0	200	1	200	200	1	200	200	1	200				
CTE Reception / Waiting	545	1	545			0	250	1	250	250	1	250	250	1	250				

Proposed Space Summary - High School

Addition / Renovation - High School ONLY

Date: 5.22.2026 Preliminary Design Program

MEDFORD PUBLIC SCHOOLS MEDFORD HIGH SCHOOL	EXISTING CONDITIONS			PROPOSED PROGRAM									VARIATION TO MSBA GUIDELINES			MSBA GUIDELINES (DO NOT MODIFY) (Refer to Educational Facility Planning for additional information)			
				EXISTING TO REMAIN / RENOVATED			NEW CONSTRUCTION			TOTAL									
ROOM TYPE	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	COMMENTS
CTE Executive Director	289	1	289			0	375	1	375	375	1	375	375	1	375				
CTE Admin. Assistant	181	1	181			0	100	2	200	100	2	200	100	2	200				
CTE Conference Room	300	1	300			0	450	1	450	450	1	450	450	1	450				
CTE Co-Op Office	211	1	211			0	150	1	150	150	1	150	150	1	150				
CTE Office	varies	2	273			0	150	2	300	150	2	300	150	2	300				
Adjustment Counselor Office	varies	3	420			0	150	3	450	150	3	450	150	3	450				
Psychologist Office			0			0	150	2	300	150	2	300	150	2	300				
House Office Commons	varies	3	1,472			0	300	3	900	300	3	900	300	3	900				
House Office Reception / Waiting	varies	3	1,472			0	250	3	750	250	3	750	250	3	750				
House Office Admin. Assistant	338	2	676			0	0	0	0	0	0	0	0	0	0				
House Office Conference Room	varies	3	638			0	300	3	900	300	3	900	300	3	900				
House Office Restorative Room			0			0	150	3	450	150	3	450	150	3	450				
House Office Phone Booth			0			0	40	3	120	40	3	120	40	3	120				
Youth Wellness Coach/Officer			0			0	150	1	150	150	1	150	150	1	150				
STEPS			0			0				0	0	0	0	0	0				
STEPS Classroom	1,280	1	1,280			0	950	1	950	950	1	950	950	1	950				
Office			0			0	120	2	240	120	2	240	120	2	240				
Adjustment Counselor Office			0			0	150	1	150	150	1	150	150	1	150				
Conference/ Flex Room			0			0	250	1	250	250	1	250	250	1	250				
Toilet			0			0	80	1	80	80	1	80	80	1	80				
Phone Booth			0			0	40	1	40	40	1	40	40	1	40				
Paraprofessional Workroom			0			0	500	1	500	500	1	500	500	1	500				
Phone Booth			0			0	40	4	160	40	4	160	40	4	160				
Driver's Education	167	1	167			0	150	1	150	150	1	150	150	1	150				
Professional Development Room	516	1	516			0			0	0	0	0	0	0	0				
Student Activities	285	1	285			0			0	0	0	0	0	0	0				
Kitchenette	158	1	158			0			0	0	0	0	0	0	0				
Safe	113	1	113			0			0	0	0	0	0	0	0				
CUSTODIAL & MAINTENANCE			**2,241**			**0**			**2,822**			**2,822**			**151**			**2,671**	
Custodian's Office	327	1	327			0	150	1	150	150	1	150	0	0	0	150	1	150	
Custodian's Workshop			0			0	250	1	250	250	1	250	0	0	0	250	1	250	
Custodian's Storage	varies	2	702			0	375	1	375	375	1	375	0	0	0	375	1	375	
Recycling Room / Trash			0			0	400	1	400	400	1	400	0	0	0	400	1	400	
Receiving and General Supply	1,212	1	1,212			0	499	1	499	499	1	499	0	0	0	499	1	499	
Storeroom			0			0	798	1	798	798	1	798	1	0	1	798	1	798	
Network / Telecom Room			0			0	200	1	200	200	1	200	0	0	0	200	1	200	
Technology Support Office			0			0	150	1	150	150	1	150	150	1	150				
OTHER			**38,545**			**0**			**300**			**300**			**300**			**0**	
(List rooms separately below)																			
Pop-up Shop / Gallery			0				0	0	0	0	0	0	0	0	0				
Clothing Closet	858	1	858				300	1	300	300	1	300	300	1	300				
Food Pantry			0				0	0	0	0	0	0	0	0	0				
Cleaning Vendor's Office	1,170	1	1,170				0	0	0	0	0	0	0	0	0				
Senior Workspace	2,400	1	2,400				0	0	0	0	0	0	0	0	0				
E-Sports Room	1,731	1	1,731							0	0	0	0	0	0				
CCSR Classroom	967	1	967							0	0	0	0	0	0				
Kids Corner			**4,811**						**0**			**0**			**0**				
Classroom (with Toilet)	varies	4	4,146				0	0	0	0	0	0	0	0	0				
Staff Room	295	1	295				0	0	0	0	0	0	0	0	0				
Storage	varies	2	370				0	0	0	0	0	0	0	0	0				
Medford Family Network			**3,010**									**0**			**0**				
Office / Testing	varies	2	529				0	0	0	0	0	0	0	0	0				
Conference	267	1	267				0	0	0	0	0	0	0	0	0				
Open Area *(See program below for new)*	1,871	1	1,871				0	0	0			0	0	0	0				
Toilet	112	1	112				0	0	0	0	0	0	0	0	0				
Storage	varies	2	231				0	0	0	0	0	0	0	0	0				
Central Office			**19,058**				0	0	**0**			**0**			**0**				
Superintendent's Office	290	1	290				0	0	0	0	0	0	0	0	0				
Assistant Superintendent's Office	295	1	295				0	0	0	0	0	0	0	0	0				
Executive Admin. Assistant	285	1	285				0	0	0	0	0	0	0	0	0				

Proposed Space Summary - High School

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Conference Room	542	1	542				0	0	0	0	0	0	0	0	0				
Conference Room	472	1	472				0	0	0	0	0	0	0	0	0				
Chief Operations Officer	239	1	239				0	0	0	0	0	0	0	0	0				
Project Manager Office	132	1	132				0	0	0	0	0	0	0	0	0				
Facilities Director Office	346	1	346				0	0	0	0	0	0	0	0	0				
Facilities Admin. Assistant	200	1	200				0	0	0	0	0	0	0	0	0				
Director of Counseling and Behavioral Health	263	1	263				0	0	0	0	0	0	0	0	0				
(Academic) Director's Office	varies	6	1,407				0	0	0	0	0	0	0	0	0				
Director of CCSR	159	1	159				0	0	0	0	0	0	0	0	0				
Communications Director	184	1	184				0	0	0	0	0	0	0	0	0				
Human Resources Open Office	513	1	513				0	0	0	0	0	0	0	0	0				
Finance Director	211	1	211				0	0	0	0	0	0	0	0	0				
COO/ Finance Executive Assistant	108	1	108				0	0	0	0	0	0	0	0	0				
Accounting Manager	104	1	104				0	0	0	0	0	0	0	0	0				
Payroll Supervisor	149	1	149				0	0	0	0	0	0	0	0	0				
Payroll Open Office	691	1	691				0	0	0	0	0	0	0	0	0				
Accounts Payable	234	1	234				0	0	0	0	0	0	0	0	0				
Payroll Records	455	1	455				0	0	0	0	0	0	0	0	0				
Payroll Storage and Kitchenette	164	1	164				0	0	0	0	0	0	0	0	0				
Grant Manager	213	1	213				0	0	0	0	0	0	0	0	0				
District Technology Director	341	1	341				0	0	0	0	0	0	0	0	0				
District Technology Asst. Director	178	1	178				0	0	0	0	0	0	0	0	0				
Network Administrator	272	1	272				0	0	0	0	0	0	0	0	0				
Data Analyst	412	1	412				0	0	0	0	0	0	0	0	0				
District Tech Support	varies	4	741				0	0	0	0	0	0	0	0	0				
Tech Storage	700	1	700				0	0	0	0	0	0	0	0	0				
Staff Room	77	1	77				0	0	0	0	0	0	0	0	0				
Central Office Storage	varies	2	2,762				0	0	0	0	0	0	0	0	0				
Maintenance Shop	954	1	954				0	0	0	0	0	0	0	0	0				
Maintenance Office	208	1	208				0	0	0	0	0	0	0	0	0				
Conference Room	279	1	279				0	0	0	0	0	0	0	0	0				
Registration Officer	324	1	324				0	0	0	0	0	0	0	0	0				
Registration Specialist	89	1	89				0	0	0	0	0	0	0	0	0				
Community, Family & Engagement Officer	131	1	131				0	0	0	0	0	0	0	0	0				
District Transportation Office	222	1	222				0	0	0	0	0	0	0	0	0				
Transportation Coordinator	160	1	160				0	0	0	0	0	0	0	0	0				
Director of Student Services	220	1	220				0	0	0	0	0	0	0	0	0				
Student Services Admin. Assistant	226	1	226				0	0	0	0	0	0	0	0	0				
Special Ed. Coordinator	274	1	274				0	0	0	0	0	0	0	0	0				
Teacher of the Deaf	176	1	176				0	0	0	0	0	0	0	0	0				
Related Services Storage	1,302	1	1,302				0	0	0	0	0	0	0	0	0				
Director of EL	133	1	133				0	0	0	0	0	0	0	0	0				
EL Admin. Assistant	138	1	138				0	0	0	0	0	0	0	0	0				
EL Reception / Waiting	101	1	101				0	0	0	0	0	0	0	0	0				
EL Assessment	369	1	369				0	0	0	0	0	0	0	0	0				
Translator Office	30	2	60				0	0	0	0	0	0	0	0	0				
EL Storage	varies	2	122				0	0	0	0	0	0	0	0	0				
Director of Health Services	276	1	276				0	0	0	0	0	0	0	0	0				
Health Services Admin. Assistant	155	1	155				0	0	0	0	0	0	0	0	0				

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Medford Community Media			**1,762**				0	0	**0**			**0**			**0**				
Open Office	603	1	603				0	0	0	0	0	0	0	0	0				
Studio	775	1	775				0	0	0	0	0	0	0	0	0				
Control Booth	171	1	171				0	0	0	0	0	0	0	0	0				
Playback Room	87	1	87				0	0	0	0	0	0	0	0	0				
Edit Room	52	1	52				0	0	0	0	0	0	0	0	0				
Storage	74	1	74				0	0	0	0	0	0	0	0	0				
Community Partner Rental Spaces	varies	4	2,778				0	0	0	0	0	0	0	0	0				
Total Building Net Floor Area (NFA)			**340,049**			**53,986**			**305,515**			**359,501**			**82,403**			**277,098**	**Total Building Net Floor Area (NFA)**
Proposed Student Capacity / Enrollment																		**1,395**	**Enter Total Enrollment**
NON-PROGRAMMED SPACES					% of GFA	**26,993**		% of GFA	**152,758**		% of GFA	**179,751**							Complete this category with Schematic Design Submittal
Other Occupied Rooms (List rooms separately below)																			
Mother's Room				-	0.0000%		-	0.0349%	160	-	0.0297%	160							
Unoccupied MEP / FP Spaces				-	0.0000%		-	0.0000%		-	0.0000%	0							
Unoccupied Closets, Supply Rooms, and Storage Rooms				-	0.0000%		-	0.0000%		-	0.0000%	0							
Toilet Rooms				-	0.0000%		-	0.0000%		-	0.0000%	0							
Circulation (corridors, stairs, ramps and elevators)				-	0.0000%		-	0.0000%		-	0.0000%	0							
Remaining[3]			**182,151**	-	33.3333%	**26,993**	-	33.2984%	**152,598**	-	33.3037%	**179,591**						138,549	
Total Building Gross Floor Area (GFA)[2]			**522,200**			**80,979**			**458,273**			**539,252**			**123,605**			**415,647**	**Total Building Gross Floor Area (GFA)[2]**
Grossing Factor (GFA / NFA)			**1.54**			**1.50**			**1.50**			**1.50**			**0.00**			**1.50**	**Grossing Factor (GFA / NFA)**

[1] **Individual Room Net Floor Area (NFA)** Includes the net square footage measured from the inside face of the perimeter walls and includes all specific spaces assigned to a particular program area including such spaces as non-communal toilets and storage rooms.

[2] **Total Building Gross Floor Area (GFA)** Includes the entire building gross square footage measured from the outside face of exterior walls.

[3] **Remaining** Includes exterior walls, interior partitions, chases, and other areas not listed above. Do not calculate this area, it is assumed to equal the difference between the Total Building Gross Floor Area and area not accounted for. above.

Architect Certification

I hereby certify that all of the information provided in this "Proposed Space Summary" is true, complete and accurate and, except as agreed to in writing by the Massachusetts School Building Authority, in accordance with the guidelines, rules, regulations and policies of the Massachusetts School Building Authority to the best of my knowledge and belief. A true statement, made under the penalties of perjury.

Name of Architecture Firm: SMMA

Name of Principal Architect: Matt Rice, AIA, ALEP, LEED AP BD+C, MCPPO

Signature of Principal Architect:

Date: 05.22.2026