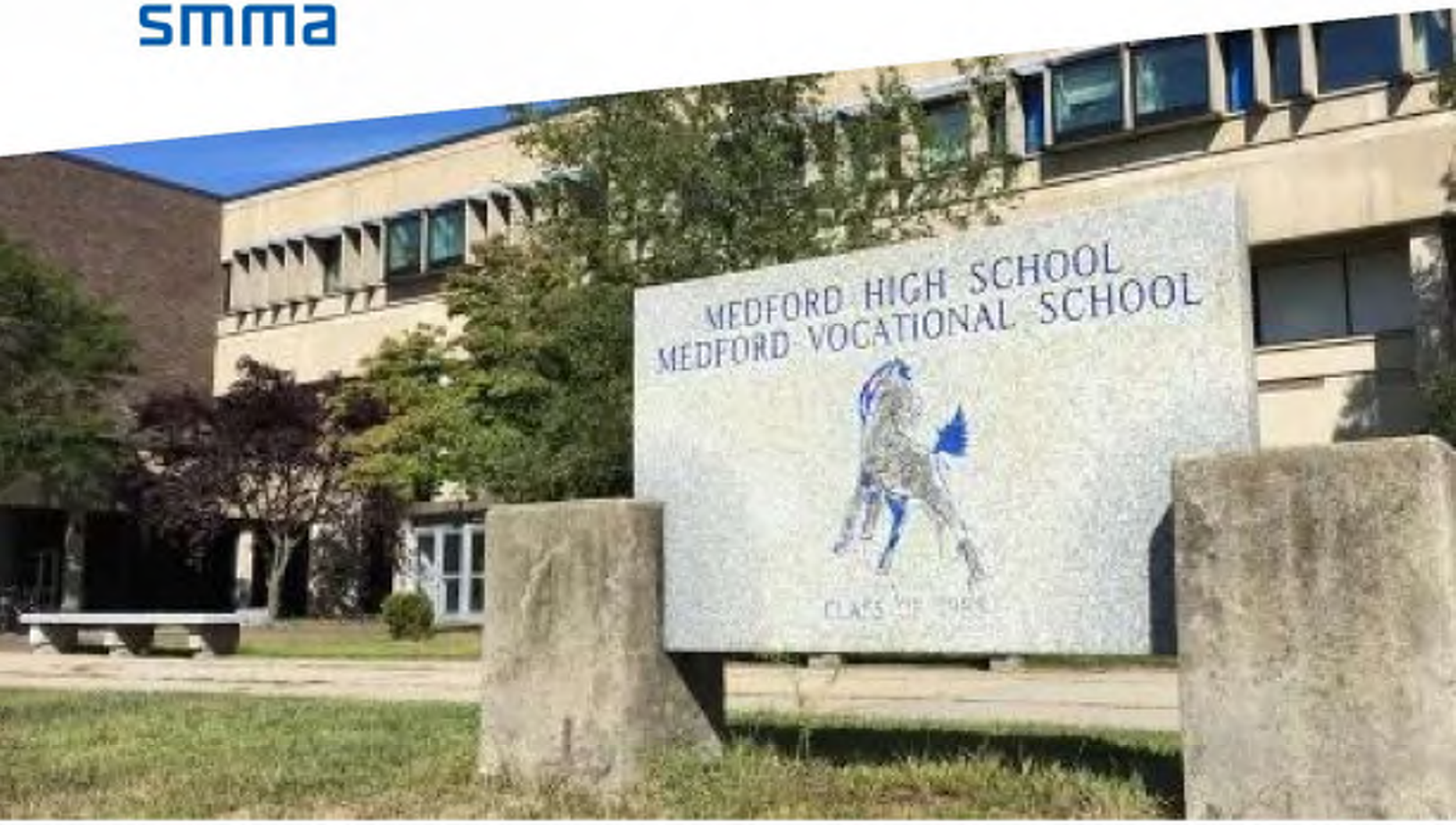
smma



Preliminary Design Program

Medford High School Study

489 Winthrop St, Medford, MA

February 25, 2026

Prepared by

SMMA
1000 Massachusetts Avenue
Cambridge, Massachusetts



Table of Contents

3.1.1 Introduction 5

A. Summary of Facility Deficiencies 6
B. Invitation to Conduct Feasibility Study 7
C. Executed Design Enrollment Certification 7
D. Capital Budget Statement and Target Budget 15
E. Project Directory 15
F. Updated Project Schedule 19

3.1.2 Educational Program 22

3.1.3 Initial Space Summary 81

A. Space Summary 82
B. Floor Plans of Existing Facility 106
C. Narrative Description of Reasons for all Variances 163

3.1.4 Evaluation of Existing Conditions 187

A. Background & Framework 188
B. Legal Title to Property 189
C. Determination that Property is Available for Development 198
D. Existing Historically Significant Features 198
E. Development Restrictions 198
F. Evaluation of Building Code Compliance 199
G. Evaluation of Access Code 199
H. Evaluation of Existing Conditions 264
   - Site Description
   - Building Description
   - Existing Structural Systems
   - Fire Protection
   - Plumbing
   - Mechanical
   - Electrical
   - Technology

I. Traffic Report 311
J. Wetland Resources 339
K. Geotechnical Evaluation 364
L. Environmental Site Assessments 365
M. Environmental Noise 1061
N. Assessment of Hazardous Materials 1062
O. Previous Existing Building and/or Site Reports, Studies, Drawings 1136

3.1.5 Site Development Requirements 1137

A. Structures + Fences 1139
B. Site access + Circulation 1140
C. Physical Features + Environment 1141
D. Parking and Paving 1142
E. Code Requirements 1143
F. Zoning Setbacks and Limitations 1143
G. Accessibility Requirements 1144
H. Easements 1145
I. Wetlands and/or Flood Restrictions 1146
J. Emergency Vehicle Access 1147
K. Safety and Security Requirements 1147
L. Utilities 1148
M. Athletic Fields and Outdoor Educational Spaces 1149
N. Site Orientation and Other Location Considerations 1150

3.1.6 Preliminary Evaluation of Alternatives 1151

A. Analysis of School District Student School Assignment Practices and Available Space in other Schools in District 1152
B. Tuition Agreement with Adjacent School Districts 1153
C. Rental or Acquisition of Existing Buildings 1153
D. Code Upgrade (No-New Build) 1158
E. Renovation(s) and/or Addition(s) to Existing Building(s) 1166
F. New Building Construction 1187

3.1.7 Local Actions and Approvals 1192

A. Signed Local Actions and Approvals Certification 1193
B. Certified Copies of School Building Committee Meeting Notes 1198

3.1.8 Appendices 1267

A. Current Statement of Interest
B. Advisory Team Meeting Minutes
C. City of Medford Annual Comprehensive Financial Report
D. LEED Preliminary Scorecard
E. Programming Meeting Minutes
F. Educational Visioning Report
G. PDP Comparative Cost Analysis and PDP Cost Estimate

3.1.1 Introduction

3.1.1 Introduction

A. Summary of Facility Deficiencies

Medford High School is a public high school located at 489 Winthrop Street, Medford, Massachusetts that supports grades 9-12 with a current enrollment of 1,210 students. It is also the home of the District's central offices, Kid's Corner Daycare and the Medford Family Network, a non-profit family support program.

The 29.4 acre site is bounded by Temple Shalom property to the southeast, Winthrop Street to the south, residential properties to the west, and the Middlesex Fells Reservation on the north and east. Along with the high school building, at-grade parking, vehicular and pedestrian circulation and the Edgerly Sports complex are developed features on site.

Constructed in the late 1960's, Medford High School and Medford Vocational Technical High School opened in fall 1970. In 2017, the Medford School Committee voted to unite the two schools, however, the current layout of the building has kept the academic and CTE programs separated, contrary to the District's desire for a comprehensive high school.

Since its opening in 1970, major physical building improvements have been primarily limited to a new roof in 2001 and boiler replacements in 2008 and 2014. In 2014, the third floor of the B wing was renovated to provide updated science labs, and the pool building underwent renovations that included structural repairs to the pool deck and basin as well as the pool equipment. Several interior renovations of CTE spaces, including the Culinary Arts restaurant, the Cosmetology salon and the Engineering and Robotics shop were completed by CTE staff and students in 2018.

While considerable effort has been put into trying to maintain the architectural and structural infrastructure of the building, outdated systems are in a constant state of developing localized failures, and the building envelope does not meet current standards of energy efficiency and weather tightness. The B Wing, renovated 12 years ago, also experiences ongoing roof leaks.

The building consumes vast utility resources due to energy losses through non-insulated walls, while also draining human resources due to the need for continual repairs to keep spaces habitable for students and staff. The existing facilities are far from suitable to support needs of the Medford community.

Plumbing, HVAC and Electrical systems have reached the end of their useful life expectancies and are in need of replacement.

The gross floor area (GFA) of the high school totals approximately 522,200 sf, yet despite its sprawling character the Medford High School facility suffers from overcrowding in spaces such as general academic classrooms, dining spaces and certain well enrolled CTE programs like Electrical and Culinary Arts. Spaces are commonly characterized by poor environmental controls and a general lack of flexibility to support modern curriculum and instructional methods.

As detailed in the Statement of Interest submitted to the MSBA on April 13, 2023, a large percentage of classrooms do not meet the District's program needs, and have limited access to equipment, power sources, and safety features.

With Medford's project goals including consolidation of its early education programs on this campus, locating the Curtis-Tufts therapeutic day high school on site, as well as right-sizing academic and CTE spaces and expanding CTE offerings, the improvement, expansion and/or replacement of the current high school building has become imperative.

B. Invitation to Conduct Feasibility Study

The MSBA invited Medford High School to conduct a Feasibility Study at the February 26, 2025.

A copy of the MSBA Board Action Letter is included in the at the end of this section.

C. Executed Design Enrollment Certification

The MSBA and City of Medford have agreed to a design enrollment of 1, 395 students in Grades 9–12.

A copy of the Design Enrollment Certification is included at the end of this section.

Massachusetts School Building Authority

Deborah B. Goldberg
Chair, State Treasurer

James A. MacDonald
Chief Executive Officer

Mary L. Pichetti
Executive Director / Deputy CEO

February 26, 2025

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

Re: City of Medford, Medford High School

Dear Mayor Lungo-Koehn:

I am pleased to report that the Board of the Massachusetts School Building Authority (the "MSBA") has voted to invite the City of Medford (the "City") to partner with the MSBA in conducting a Feasibility Study for the Medford High School. The Board's vote follows the City's timely completion of all of the requirements of the MSBA's Eligibility Period.

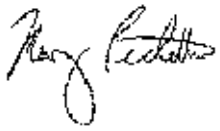
I do want to emphasize that this invitation to partner on a Feasibility Study is ***not*** approval of a project, but is strictly an invitation to the City to work with the MSBA to explore potential solutions to the problems that have been identified. Moving forward in the MSBA's process requires collaboration with the MSBA, and communities that "get ahead" of the MSBA without MSBA approval will not be eligible for grant funding. To qualify for any funding from the MSBA, local communities must follow the MSBA's statute, regulations, and policies which require MSBA collaboration and approval at each step of the process.

During the Feasibility Study phase, the City and the MSBA will partner pursuant to the terms of the Feasibility Study Agreement to find the most fiscally responsible and educationally appropriate solution to the problems identified at the Medford High School. The Feasibility Study, which will be conducted pursuant to the MSBA's regulations and policies, requires the City to work with the MSBA on the procurement of an Owner's Project Manager and Designer, which will help bring the City's Feasibility Study to fruition.

We will be contacting you soon to discuss these next steps in more detail. In the meantime, however, I wanted to share with you the Board's decision and provide a brief overview of what this means for the City of Medford.

I look forward to continuing to work with you as part of the MSBA's grant program. As always, feel free to contact me or my staff at (617) 720-4466 should you have any questions.

Sincerely,



Mary L. Pichetti
Executive Director

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

MSBA Project No. 202301760505

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

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

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

Mayor, City of Medford

12/24/24
Date

Duly Authorized Representative of School Committee

12/24/24
Date

Marie Edouard-Vincent
Superintendent of Schools

1/2/2025
Date

Massachusetts School Building Authority

Deborah B. Goldberg
Chair, State Treasurer

James A. MacDonald
Chief Executive Officer

Mary L. Pichetti
Executive Director / Deputy CEO

December 18, 2024

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

Re: City of Medford, Medford High School

Dear Mayor Lungo-Koehn:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Sincerely,

Michael F McGurl

Michael McGurl
Director of Capital Planning

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

D. Capital Budget Statement and Target Budget

The City of Medford 2024 Annual Comprehensive Financial Report included as Appendix C. The document includes a full financial report for the year 2023-2024, long term financial plans, and financial reports. Medford financial reports from the previous year have historically been issued in March of the following year. An updated financials report will be provided when Medford issues their 2025 report. Financing for this project will be based upon a successful debt exclusion override. The City of Medford is confident that it can acquire necessary support to fund the project when it is up for approval in the spring of 2027.

The Project Team has developed preliminary total costs in the range of $437M (base repair option) to $893M for the twenty nine options analyzed. The likely Total Project Budget will be approximately $437M to $893M. This budget is based on the approved Space Summary, the Educational Plan and all known conditions and constraints. During the pending Preferred Schematic Report Phase, as the preferred options are further analyzed, additional focus will be placed upon cost drivers for the project and ways to mitigate costs to arrive at a budget that the City can politically support. Further analysis is needed by both the City and Project Team.

E. Project Directory

The project directory provides information for all project stakeholders. This will be updated as additional participants are added.

A copy of the Project Directory is included at the end of this section.

MEDFORD HIGH SCHOOL - Medford, MA

COMMUNICATION AND DOCUMENT CONTROL PROTOCOL

PROJECT DIRECTORY

MSBA			
Krya Stark	Project Manager	MSBA	Kyra.Stark@MassSchoolBuildings.org
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Nina Bordeaux	Senior Project Coordinator	MSBA	Nina.Bordeaux@massschoolbuildings.org

School Building Committee / Owner			email
VOTING MEMBERS			
Joan Bowen	Director of Pupil Services	MCHSBC	jbowen@medford.k12.ma.us
Libby Brown	Architect, LEED accredited professional & parent	MCHSBC	libby.brown@goodyclancy.com
Marta Cabral	Medford High School Principal	MCHSBC	mcabral@medford.k12.ma.us
Maria D'Orsi	Medford High School staff member, grandparent	MCHSBC	mdorsi@medford.k12.ma.us
Marissa Desmond	Project manager, architect and parent	MCHSBC	mdesmond@medford.k12.ma.us
Dr. Suzanne B Galusi	Superintendent of Medford Public Schools	MCHSBC	sgalusi@medford.k12.ma.us
Jenny Graham	SBC Chair, School Committee member and parent	MCHSBC	jennygraham@medford.k12.ma.us
Brian Hilliard	Architect with MSBA experience and parent	MCHSBC	bhilliard@medford.k12.ma.us
Emily Lazzaro	City Councilor and parent	MCHSBC	eklazzaro@gmail.com
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Mayor Breanna Lungo-Koehn	Mayor of Medford and parent	MCHSBC	blungokoehn@medford-ma.gov
Paul Melone	Parent and performing arts management experience	MCHSBC	pmelone@medford.k12.ma.us
Nicole Morell	Communications & sustainability expert and parent	MCHSBC	nmorell@medford.k12.ma.us
Aaron Olapade	School Committee member	MCHSBC	aolapade@medford.k12.ma.us
Luke Preisner	Engineer and parent	MCHSBC	lpreisner@medford.k12.ma.us
NON-VOTING MEMBERS			
Bob Dickinson	City of Medford Finance Director		bdickinson@medford-ma.gov
Chad Fallon	Director of Career & Technical Education		cfallon@medford.k12.ma.us
Laurie Hodgdon	Principal of Curtis Tufts High School		lhodgdon@medford.k12.ma.us
Fiona Maxwell	City of Medford Chief Procurement Officer		fmaxwell@medford-ma.gov
John McLaughlin	Director of Facilities		jmclaughlin@medford.k12.ma.us

MEDFORD HIGH SCHOOL - Medford, MA

COMMUNICATION AND DOCUMENT CONTROL PROTOCOL

PROJECT DIRECTORY

Lisa Miller	CTE teacher & parent		lisamiller@medford.k12.ma.us
Will Pipicelli	Director of Communications		wpipicelli@medford.k12.ma.us
Paul Ruseau	School Committee member and parent		pruseau@medford.k12.ma.us
Philippe Santos	Civil Engineer and parent		santos.phil@outlook.com
Dr. Kim Talbot	Asst. Superintendent of Academics and Instruction		ktalbot@medford.k12.ma.us

Owner's Project Manager			
Jim Rogers	Principal in Charge	LeftField Project Management	jrogers@leftfieldpm.com
Lynn Stapleton	Project Advisor	LeftField Project Management	lstapleton@leftfieldpm.com
Jen Carlson	Project Director	LeftField Project Management	jcarlson@leftfieldpm.com
Matt Gulino	Project Manager	LeftField Project Management	mgulino@leftfieldpm.com
Linda Liporto	Project Manager	LeftField Project Management	lliporto@leftfieldpm.com
Jay Faxon	MEP Specialist	LeftField Project Management	jfaxon@leftfieldpm.com

Design Team			
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Rosemary Park	Educational Planner	SMMA	rpark@smma.com
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Laura Swan	Civil Engineer	SMMA	lswan@smma.com
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Emily Ehlers	Mechanical Engineer	SMMA	eehlers@smma.com
Andrew Barros	Electrical Engineer	SMMA	abarros@smma.com
Frank Scala	Telecom/Technology Designer	SMMA	fscala@smma.com
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Karen Maguire	Chapter 74 Programs Consultant	Dr. Maguire	kmaguire2019@gmail.com
Kate Tooke	Landcape Archiect	Agency	kate@agencylp.com
Anup Khatra	Plumbing Engineer	AKAL	khatra@akalengineering.com
James Job	Fire Protection Engineer	AKAL	james@akalengineering.com
Carrie Hawley	Lighting Design	HLB	chawley@hlblighting.com
Pete Timothy	Cost Estimator	AM Fogarty	ptim@amfogarty.com
Joanne Schiavone	Food Services Consultant	JMS Design	jms@schiavonedesigns.com
Ethan Casavant	Acoustical Consultant	Acentech	ecasavant@acentech.com
Brian Masiello	AV Consultant	Acentech	bmasiello@ACENTECH.com
Michael Mell	Theater Consultant	TDI	mmell@theaterdesigninc.com
Tomasso Bitossi	Sustainability Consultant	Transsolar	bitossi@transsolar.com

MEDFORD HIGH SCHOOL - Medford, MA			
COMMUNICATION AND DOCUMENT CONTROL PROTOCOL			
PROJECT DIRECTORY			
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J George	Accessibility Consultant	KMA	jgeorge@kmaccess.com
Susanne Angarano	FFE Consultant	Vaysen	susanne@vaysen.com
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Emily Straley	Wetlands Delineation	CDW	estraley@cdwconsultantss.com
Susan Cahalan	Hazardous Materials Consultant	CDW	scahalan@cdwconsultants.com
Scott Goldcamp	Geotechnical Consultant	Haley & Aldrich	SGoldkamp@haleyaldrich.com
Andrea Stiller	Geoenvironmental Consultant	ADS Environmental	astiller@adslsp.com
Wayne Keefner	Surveyor	Brennan	wkeefner@brennanconsults.com
William Lyons	Traffic Consultant	Fort Hill	wlyons@forthillcos.com
Mark Catalano	3D Scanning/Point Cloud	GPRS Existing Conditions	mark.catalano@gprsinc.com
Chris White	Solar/PV Consultant	SDA	cwhite@solardesign.com

F. Updated Project Schedule

The project schedule outlines the following milestone dates:

Preliminary Design Program Submission to MSBA	02.25.2026
Preferred Schematic Submission to MSBA	06.25.2026
MSBA Board Meeting approval to proceed to Schematic Design	08.26.2026
Schematic Design Submission	February 2027*
MSBA Board Meeting for Project Scope and Budget	April 2027*
Projected City of Medford vote to approve funding	May 2027*

All dates with an asterisk are tentative until the MSBA 2027 calendar is issued.

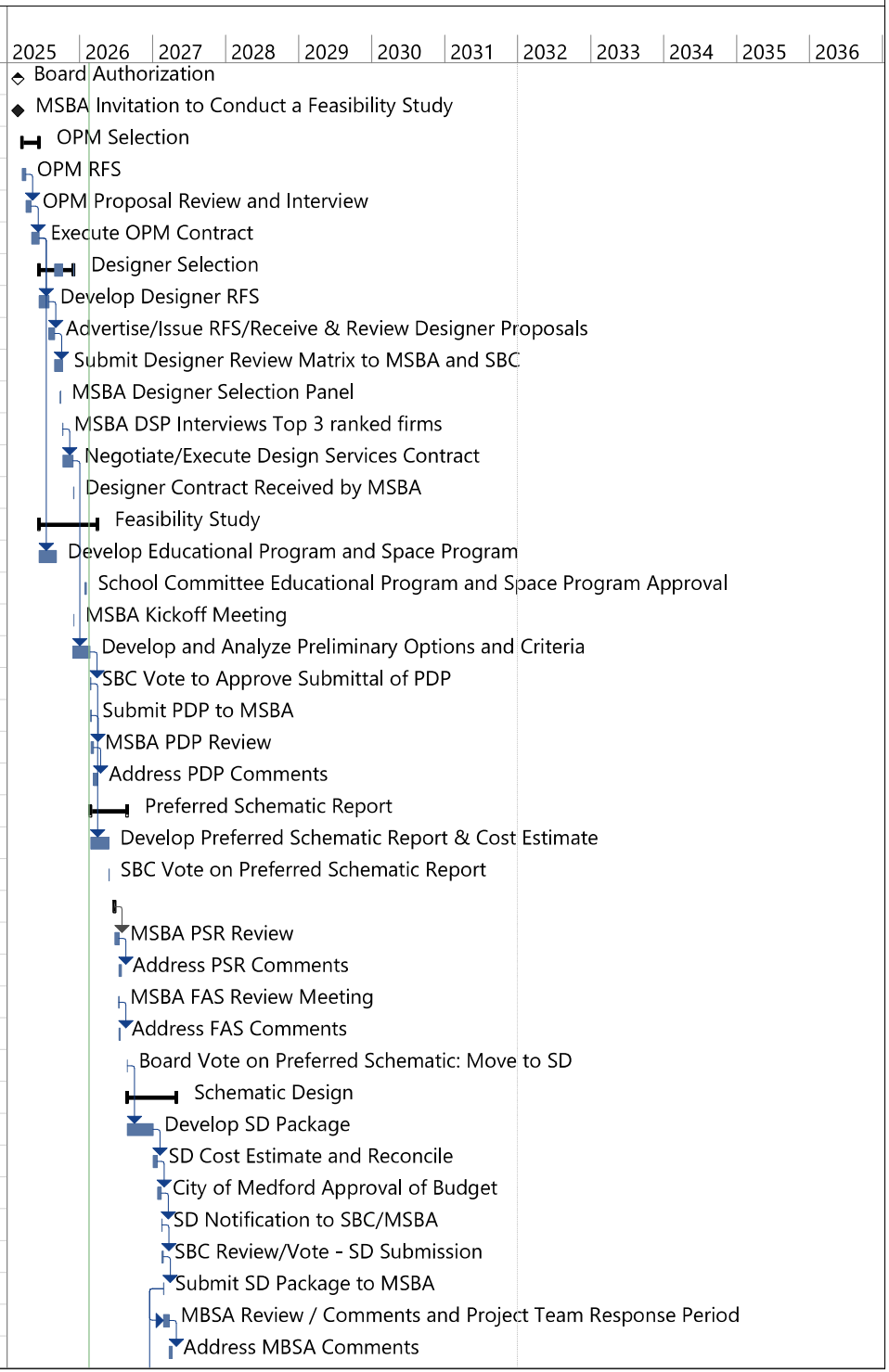
A copy of the Updated Project Schedule is included at the end of this section.

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MEDFORD HIGH SCHOOL - Preliminary Project Schedule

PDP Submission February 25, 2026

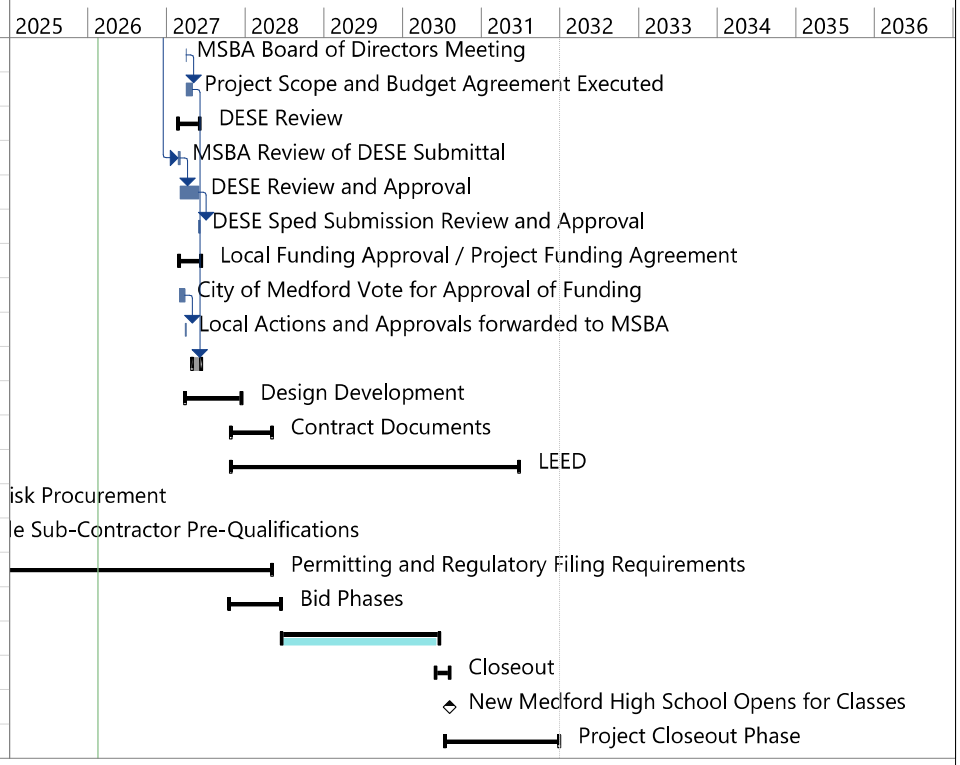
ID	Task Name	Start	Finish
1	**Board Authorization**	**Wed 2/26/25**	**Wed 2/26/25**
2	MSBA Invitation to Conduct a Feasibility Study	Wed 2/26/25	Wed 2/26/25
3	**OPM Selection**	**Wed 3/19/25**	**Wed 6/11/25**
4	OPM RFS	Wed 3/19/25	Fri 4/4/25
5	OPM Proposal Review and Interview	Mon 4/7/25	Fri 5/2/25
6	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**	**Mon 3/30/26**
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 2/26/26	Tue 3/10/26
23	Address PDP Comments	Tue 3/10/26	Mon 3/30/26
24	**Preferred Schematic Report**	**Tue 2/24/26**	**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	Board Vote on Preferred Schematic: Move to SD	Wed 8/26/26	Wed 8/26/26
33	**Schematic Design**	**Thu 8/27/26**	**Thu 4/29/27**
34	Develop SD Package	Thu 8/27/26	Fri 1/1/27
35	SD Cost Estimate and Reconcile	Mon 1/4/27	Fri 1/22/27
36	City of Medford Approval of Budget	Mon 1/25/27	Fri 2/12/27
37	SD Notification to SBC/MSBA	Mon 2/15/27	Mon 2/15/27
38	SBC Review/Vote - SD Submission	Tue 2/16/27	Mon 2/22/27
39	Submit SD Package to MSBA	Wed 2/24/27	Wed 2/24/27
40	MBSA Review / Comments and Project Team Response Period	Wed 2/24/27	Wed 3/24/27
41	Address MBSA Comments	Thu 3/25/27	Wed 4/7/27



MEDFORD HIGH SCHOOL - Preliminary Project Schedule

PDP Submission February 25, 2026

ID	Task Name	Start	Finish
42	MSBA Board of Directors Meeting	Thu 4/1/27	Thu 4/1/27
43	Project Scope and Budget Agreement Executed	Fri 4/2/27	Thu 4/29/27
44	**DESE Review**	**Wed 2/24/27**	**Fri 6/4/27**
45	MSBA Review of DESE Submittal	Wed 2/24/27	Thu 3/4/27
46	DESE Review and Approval	Fri 3/5/27	Fri 5/28/27
47	DESE Sped Submission Review and Approval	Mon 5/31/27	Fri 6/4/27
48	**Local Funding Approval / Project Funding Agreement**	**Mon 3/1/27**	**Fri 6/11/27**
49	City of Medford Vote for Approval of Funding	Mon 3/1/27	Fri 3/26/27
50	Local Actions and Approvals forwarded to MSBA	Mon 3/29/27	Fri 4/2/27
51	Project Funding Agreement	Fri 4/30/27	Fri 6/11/27
52	**Design Development**	**Mon 3/29/27**	**Wed 12/15/27**
61	**Contract Documents**	**Wed 10/27/27**	**Fri 5/5/28**
75	**LEED**	**Wed 10/27/27**	**Fri 6/27/31**
84	**CM at Risk Procurement**	**Fri 6/30/23**	**Tue 10/10/23**
94	**Trade Sub-Contractor Pre-Qualifications**	**Wed 10/11/23**	**Wed 4/3/24**
119	**Permitting and Regulatory Filing Requirements**	**Tue 12/1/20**	**Fri 5/5/28**
135	**Bid Phases**	**Wed 10/20/27**	**Fri 6/16/28**
138	**Construction**	**Mon 6/19/28**	**Sat 6/22/30**
142	**Closeout**	**Wed 6/5/30**	**Wed 8/7/30**
148	**New Medford High School Opens for Classes**	**Wed 8/7/30**	**Wed 8/7/30**
149	**Project Closeout Phase**	**Wed 7/17/30**	**Tue 12/30/31**



3.1.2 Educational Program

Medford Public Schools

Educational Plan

MODULE 3 – FEASIBILITY STUDY
MEDFORD HIGH SCHOOL EDUCATIONAL PLAN

1. Vision **2**
2. Grade and School Configuration Policies **3**
3. School Scheduling Method **6**
4. Teaching Methodology and Structure **8**
5. Teacher Planning **17**
6. Professional Development **18**
7. Pre-Kindergarten **19**
9. Lunch Programs **20**
10. Technology Instruction Policies and Program Requirements **22**
11. Media Center/Library **22**
12. Visual Art Programs **23**
13. Performing Arts Programs **25**
14. Physical Education Programs **28**
15. Special Education Programs **28**
16. Vocations and Technology Programs **33**
17. Transportation Policies **46**
18. Functional and Spatial Relationships **46**
19. Security and Visual Access Requirements **47**
20. Typical Day and Week in the Life of a Student **50**
21. Other Speciality Spaces **53**

1. Vision

This Educational Plan was developed by MHS educators in the spring and fall of 2025 and further informed by the work of our visioning team which included school visits, a student-shadow day, visioning sessions with the community, staff, and students, Education Leadership team meetings, and Education and Equity Community forums. The vision for teaching and learning in Medford Public Schools has been deeply influenced by a careful examination of values practices centered in the visioning process. This process surfaced a clear set of guiding educational goals that will shape future planning and design decisions for Medford High School:

- A school where every student, educator, and family feels seen, valued, and belongs
- A welcoming and accessible community hub that supports learning, engagement, and connection during and beyond the school day
- Learning experiences that are purposeful, relevant, rigorous, joyful, and connected to the real world
- Flexible, purposeful, and human-centered spaces that support collaboration, movement, and multiple modes of teaching and learning
- A place that centers student voice, agency, and leadership
- A future-ready building that is adaptable, sustainable, and able to evolve with changing student needs and educational practices (Visioning Report)

2. Grade and School Configuration Policies

Medford High School (MHS) currently serves students in grades 9-12. The ages of students at Medford High School range from 13-21. The current MHS configuration includes (5) substantially separate programs (Access, Learning Group, Therapeutic Learning Program, Resource rooms, and Project Transition) and 15 chapter 74 programs as well as other non chapter 74 programs.

Medford Academy:
The program is an alternative educational program within Medford High School that offers enrolled students flexible and responsive learning environments, schedules and instruction to support their academic success.

Access: This program is an extension of the middle school ACCESS program, but includes an enriched transitional component to facilitate community access, prevocational work skills, via on-campus and off-campus training opportunities, as well as focus on transition planning with community-based agencies. Methodology includes strong multi-disciplinary collaboration between instructional staff, related service providers and parents.

Learning Group: Curriculum aligned with Massachusetts Curriculum Frameworks, modified based on student needs, grade level academic courses including ELA, Reading, Math, Social Studies and Science, plus elective courses to build transition skills, while addressing executive functioning, organizational and social skills. Use of rule-based reading and writing programs are prominently woven within the program curriculum. With team recommendation and application process, students access CTE programs and related shops at the high school level.

Therapeutic Learning Program: Instruction to address individual learning needs of students with moderate-severe social, neurological, health or mental health disorders. Individual counseling, group counseling, and pragmatic language instruction are integrated elements. Facilitated inclusion components.

Resource Room Learning Centers: Small group academic instruction for Reading, ELA, Math, Science, Social Studies and Academic supports. Curriculum is fully aligned with the Massachusetts Curriculum Frameworks, with course specific skill focus.

The program in which students may stay until the age of 22 is described below:

> Project Transition: Project Transition is a transition program for students with Individualized Education Programs (IEPs) who have completed high school requirements but still need additional support to prepare for adult life.The focus of the program is on life skills, post-secondary employment, independent living, travel training, vocational training, and adaptive living skills. The curriculum is focused on individual student transition from school to adult life. Each student designs an individual transition plan, which is implemented through the collaborative efforts of the student, school team, family and state agencies as appropriate.

Chapter 74 programs are available to all students in a freshman rotation in the fall, at the end of which students enter a lottery for placement in a particular program for a January start. Enrollment and interest drive future staffing and programmatic decisions.

No grade configuration changes are planned to the existing 9-12 grade structure. However, we plan to add the Curtis Tufts High School to the Medford High School Campus. The co-location of the Curtis Tufts' therapeutic day program into the Medford High School setting can offer several advantages and benefits for students. We want to maximize accessibility to mental health services, strengthen stakeholder collaboration, and improve access to our vocational and extracurricular programs for the 20+ students who rely on this program. It has not previously been possible to co-locate this program because it relies on separate and dedicated space that is differently configured than Medford High School. We believe it's ideal to explore this at this time to both improve the student experience and reduce our reliance on an aging building that lacks modern and efficient infrastructure.

Additionally, 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. We know that 40% of our kindergartners (~120 annually) come to Kindergarten without any prior formalized education. We believe that this population could be served with expanded pre-K programming through our Medford Early Education Program (MEEP), a program for 3 and 4 year olds,that serves more full day enrollments. We cannot expand programming today because our elementary schools that currently house the programs are at or over capacity. Centralizing our Early Childhood portfolio will increase access to specialized services. We would also house our Medford Family Network (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.

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.

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.

The Early Childhood Center (Kids Corner, MFN, and MEEP) and the Curtis Tufts High School will be an isolated space with their own entrances in order to provide security and the integrity of the programs.

Students at both middle schools in the district are provided with an overview of Medford High School by the principal and the Executive Director of Career and Technical Education in March. In addition, an Open House for rising 8th grade students is held in October and April along with a formal orientation in August before the start of the academic school year. Medford High School also places two upperclass students in all freshman homerooms in order to support students throughout the school year.

Medford High School has a House Model structure where students are placed in a House in 9th grade. The student remains in the same House with the same support staff, including Assistant Principal, School Counselor and School Adjustment Counselor, for their high school career. As students progress through Medford High School, the house system supports student transitions from grade to grade. Throughout the visioning sessions, this structure has been named as a success and one the district intends to support and build upon in the future.

Class Size Policies

Because of the wide range of educational needs at every grade level, average class sizes by program/content area more accurately reflect Medford High School's curriculum structure than average class sizes by grade. Medford is in the first year of a new scheduling structure during the writing of the educational plan. As the schedule continues to evolve, class sizes will also change but remain within the guidelines of the Collective Bargaining Agreement (CBA). Currently, there are no proposed changes to the policy on class sizes. However, District and high school administrators agreed to set a maximum class size of 25 students for most curriculum offerings for program planning purposes (there may be some

variations based on safety or practical issues). This is consistent with the MSBA Guidelines regarding space programming and planning.

Maximum Class Size per the Medford Teacher Association CBA	
Band	150
Chorus	100
Physical Education	30
English, Social Studies, Mathematics, Foreign Language, Art	25
Science	24
Vocational Shop Subjects	18*
TLP Language Based, Learning Group, Access and Connections	Medford Public Schools will follow state laws and/or guidance as of January 2025

- *CTE Ch. 74 class sizes also follow the DESE guidelines regarding program teacher-student ratios (which, depending on the program, guidelines vary from 15-20 students to each instructor).*

3. School Scheduling Method

School leaders work together to develop a comprehensive school schedule which provides as many opportunities as possible for students. MHS uses a departmental approach to curriculum delivery aligned with the both the Massachusetts Curriculum Frameworks and the Mass Core requirements in the core subjects of Mathematics, Science, English, Social Studies, and World Languages; the vocational offerings through Career and Technical Education (CTE); Performing and Visual Arts; and Health and Physical Education. When building a schedule, student interest drives teacher assignments. The CBA provides guidelines about the number of different courses educators can teach but many courses are composed of students in multiple grades and many teachers teach multiple grades. Some teachers teach courses in multiple disciplines. The school schedule is revisited annually and adjustments are made based upon enrollment, student and programming needs, staffing levels, and contractual agreements around educator preparation. School counselors work with every student to establish a personal school schedule which aligns with their educational vision and goals. School leaders offer a curriculum night to all caregivers to review the scheduling process and course offerings.

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

The current scheduling structure for a school day at Medford High School is broken down into 7 periods for a total of 35 periods per week. Each period is 51 minutes in length. There is a morning advisory to allow for daily announcements and attendance which is 3 minutes in length. Students have 3 minutes to transition from one period to another. There are 2 lunches that are 24 minutes in duration with 3 minutes of passing time before and after the lunch period. Students enroll in 7 periods per year with each major course meeting 5 times per week. Each minor course meeting ranges from once to three times per week depending on its subject. All students in grade 9, except for those at Curtis-Tufts, are able to participate in Freshmen Exploratory which allows students to rotate through all CTE Programs during quarters 1 and 2. For students interested in one of our vocational programs, they then select their top three choices for grades 10 - 12 pathways. Some of the CTE programs in grades 11 & 12 then participate in a week on/week off schedule to balance the program and academics.

There are two advisory schedules (extended advisory and advisory activity). Each occurs once per month which alters the time of advisory to either 30 or 45 minutes. The advisory program is designed to offer a variety of student supports to benefit both students and teachers. During advisory periods, students have access to special presentations that assist or enrich students in the area of academics, social skills, test preparation, course selection, student and community leadership, and grade-specific information.

The advantage of the current scheduling structure is the quantity of periods per day to allow for a robust and varied educational experience for students.

Disadvantages we have identified in the schedule include the lack of the 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 supports and to reach out to staff during the school day.

Medford High School is continuously exploring ways to incorporate authentic learning experiences and project-based learning into the classroom. To provide students with the learning opportunities they need and deserve, we may need to adjust the schedule to ensure we are providing access and opportunity for all students. As we continually refine our tiered intervention model, we will also consider creating a flexible block that can be used for targeted interventions, enrichment, and continuous learning experiences such as seminars, career and college exploration, etc. 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). Discussion for these needs and others that are likely to arise is ongoing.

Additionally, through our CTE programming we are committed to equitable access for all students. This requires exploring strategies to ensure students receive both rigorous academics and the career skills needed for college and career readiness. By continuously exploring our schedule, we will ensure that students are equitably equipped.

In the 2028 school year, we will negotiate our Collective Bargaining Agreement and propose schedule modifications to address the disadvantages the current schedule creates.

4. Teaching Methodology and Structure

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. Students remain with the same counselors and assistant principals throughout their four years, which builds belonging, trust, and strong relationships with core support staff. This continuity helps students feel known, supported, and better prepared for academic and postsecondary success. One House Office suite, housing the counselors and Assistant Principal as well as several other district employees is located on each floor of the building. We are proposing that the House Suite remains and that only counselors and the House Assistant Principal assigned to the House are located within the suite.

In addition, one assistant principal is designated to oversee student engagement and school operations. The Assistant Principal of Operations and Engagement does not carry an individual caseload; instead, this administrator provides schoolwide support—including oversight of Career and Technical Education (CTE) programming—and collaborates with counselors, teachers, and House administrators to coordinate services, behavior supports, and engagement initiatives.

There is one building Principal that oversees Teaching and Learning and Operations for Medford High School.

Medford High School is not proposing any change to the building based administrative organization and/or structure.

Content Departments are currently overseen by District Content Directors that oversee the curriculum and implementation of grade K-12. There are a total of six content directors (Science, Math, Humanities, ELL, World Language, Media and Technology) and one Executive Director for Career and Technical Education. Moving forward, we would like to explore the implementation of Lead Teachers to support directors and teachers specifically with curriculum implementation and pedagogical best practices.

Currently, there is no structure as to how classroom assignments are assigned.

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.

The Future of Teaching and Learning at Medford High School - Universal Proposals

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.

Academic Discourse and Display of Work

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.

Future Flexibility and Integration Opportunities

Flexibility is prioritized and maximized in this vision. Classrooms are organized around common spaces - Academic Support Hubs - 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. To 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. Classrooms are large enough to allow for multiple adults and students to engage in co-teaching models. 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 a truly interdisciplinary model by providing collaborative spaces that encourage partnerships between departments, exemplified by our Biotechnology Program. Maintaining its placement in close proximity to the general Science wing is essential, as this intentional adjacency allows for the fluid exchange of ideas, shared access to specialized equipment, and the seamless integration of core scientific theory with technical application. To ensure long-term facility viability, general education spaces must be designed as 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 to foster collaboration and instructional coherence,

Opportunities for Collaboration and Real-World Application

In conjunction with Academic Support 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.

English Language Arts/Literacy and Social Studies (Humanities)

TheThe English language arts curriculum delivers well-developed UBD 2.0 units that encompass a calibrated, comprehensive curriculum following state frameworks. The curriculum focuses on delivering the skills attached to the state framework through a variety of integrated teaching methodologies. Diversification of these methodologies is critical to ensure that students can work independently and collaboratively. Emphasis is placed on classroom and small group discussion, presentation, Socratic seminars as well as conferencing, particularly for writing pieces. Classes meet everyday for 51 minutes.

The ELA curriculum is delineated as follows: Grade 9 (Literary Explorations I), Grade 10 (Literary Explorations II), Grade 11 (American Literature or Humanities American Studies) and Grade 12 (World Literature). ELA classrooms are dispersed throughout the building limiting the ability to engage in daily vertical or horizontal alignment. The teachers have access to hard copy books as well as digital texts and subscriptions. From a physical proximity perspective, access to these books occurs within a far distance from both English language arts classrooms and the directors office. Additionally, all fourteen classrooms are interspersed throughout the high school, hindering both planned and organic collaboration.

The Social studies curriculum delivers well-developed UBD 2.0 units that encompass comprehensive curriculum following state frameworks. World History is offered at the grade 9 level, United States History I at grade 10, United States History II at grade 11 as well as Honors Humanities American Studies at grade 11, Advanced Placement European History at grade 10 and Advanced Placement United States History at grade 11. In addition, the social studies department has been actively offering a plethora of social studies grade 12 electives that also include interdisciplinary options such as Art and Ideas, Painting through History, Psychology, Economics, Mock Trial, Successful Citizenship and Advanced Placement Government and Politics.

The curriculum focuses on delivering the skills attached to the state framework through a variety of integrated teaching methodologies and interdisciplinary approaches. Critical to this is digital access to primary sources in order to ensure that students are learning our history from multiple perspectives. A strong emphasis on student-centered engagement is also essential to the inquiry attached to our social studies curriculum. Emphasis is placed on classroom and small group discussion, presentation, debates and simulations. Classes meet everyday for 51 minutes.

Currently, all thirteen classrooms are interspersed throughout the high school, hindering the ability for social studies teachers to collaborate within their discipline and within the extended Humanities department (including English language arts staff) resulting in a lack of consistency and coherence within courses.

Proposed

In addition to the universal teaching and learning above, the Humanities teachers will work hard to increase the use of project-based learning along with flexible literature circles and independent work with more hands-on activities. Students will need access to flexible spaces and teachers will need easy access to myriad texts to support the literature circles. Authentic learning experiences include mentoring of students between classes and grade levels in engaging in complex text and writing. Finally, the speaking and listening components of the curriculum need to be elevated as students engage in debates, simulations, theater, engagement with students outside of the MHS walls, and other performance-based tasks.

World Languages

The proficiency-based curriculum is currently delivered through a progression of courses from Level I to AP.Level I introduces students to foundational skills in reading, writing, listening, and speaking.

Levels II–V deepen these skills through authentic communication tasks, cultural studies, literature, and project-based learning. AP Language and Culture courses challenge students with advanced grammar, thematic global issues, and critical analysis of authentic texts and media, preparing them for college-level proficiency. Instruction is enhanced with immersive activities, cultural events, and exchange opportunities. Teachers use a variety of instructional technologies and classroom-based resources, but language-specific facilities (e.g., a dedicated language lab) are not currently available, limiting opportunities for individualized listening, speaking, and interactive practice.

Proposed

Similar to the universal proposals and additional Humanities proposals, instruction in World Language needs to elevate the speaking and listening aspects of the curriculum as well as more authentic cultural connections and student showcases. Students need additional practice in authentic communication with each other and outside of the Medford walls to gain linguistic and cultural proficiency.

Mathematics

The Mathematics Department at Medford High School provides a rigorous 9-12 core program that moves beyond rote memorization to prioritize deep, conceptual discovery. Aligned with the 2017 Massachusetts Curriculum Frameworks, our high school instruction is designed around the philosophy that mistakes are valuable catalysts for reflection and that depth is achieved through engaging, collaborative problems.

To ensure all graduates are prepared for post-secondary success, students must complete a four-year sequence extending through a series of Integrated Mathematics I, II, and III courses and advanced 5-credit electives. The curriculum offers diverse, high-expectation pathways ranging from Personal Finance and Consumer Math to a robust suite of Advanced Placement (AP) courses in Calculus, Statistics, and Computer Science A (Java).

While our 14 mathematics faculty members are encouraged to configure their classrooms to enhance academic discourse, current facility constraints often hinder this pedagogical shift. Many classrooms feature inconvenient technology setups and furniture that is not feasible for the district's academic discourse initiatives, effectively discouraging the group configurations necessary for students to construct viable arguments and critique the reasoning of others. Furthermore, while teachers frequently invite students to the boards to make their thinking visible, many existing boards are unwriteable or consist of outdated chalkboards that lack the space required for effective station-based work and peer-to-peer modeling. Additionally, the department's current operational footprint is fragmented; the Math Director's office and essential department supplies are housed within Science Department resource and storage rooms, and guest speakers must utilize the Science Lecture Hall for presentations.

Proposed

A modern high school facility must resolve the departmental dependencies, as listed above, by providing dedicated math leadership spaces and flexible, technologically integrated classrooms that support the interactive, student-led discourse and digital modeling essential for current mathematical literacy. Math instruction must continue to promote academic discourse, which will require students to move from individual to group work with surface areas to support it. As the instruction continues to evolve, the Math department will need to support the faculty members with professional development.

Science

Applied Science, Allied Health, and Engineering Cluster

Science and Engineering require a balanced disciplinary approach as well as a hands-on curriculum that allows students to explore, investigate, inquire, and create. A Science, Allied Health, and Engineering cluster exists in practice at Medford High School; however, the CTE programs and the science curriculum classrooms exist in separate wings of the High School, except for Biotechnology. In a new school building , the Career and Technical Education programs would be adjacent to the most closely aligned Science course offerings. Below, we have identified naturally aligned programs and Scientific domains. Building on our positive experiences of the synergy between Biotechnology and science courses, we envision the creation of a disciplinary cluster to support our learners in seeing the direct connection between the Science disciplines and the careers in which those disciplines are applied.

Grade 9 students take Biology and the Biology MCAS exam. Some students will take an additional year to complete the Biology MCAS exam local diploma requirement. Grade 10 students are enrolled in Chemistry. Then, students in grades 11 and 12 can take Science electives: Anatomy & Physiology, Biochemistry (mini-course), Environmental Science, Forensics (mini-course), or Physics. In addition, students interested in advanced coursework can take AP Biology, AP Chemistry, and AP Physics C. Often, the Science course a student chooses depends upon their interests, their technical area, or their career or college plans.

The District currently has 17 Science labs where the Science courses are taught. Two of the Science labs are currently housing the Biotechnology Program. The laboratory spaces and adjoining preparation areas were rehabilitated in 2013-2014. In addition, the Science Wing at Medford High School is furnished with an oversized "Lecture Hall," which serves as a high-use room in which guest presentations, World Language testing, AP testing, Science Exposition, Guidance related presentations (college/career planning, course selection, and many others), Health/Wellness Education, and University Partnership presentations (MIT, Tufts University) occur regularly.The Science Lecture Hall is an invaluable resource space, and it is recommended that students have access to more spaces of similar size and design, given the use and demand across all disciplines.

Many of the shared resources make sense to exist in one location for ease of access as well as they have common uses. For example, incubators, Laminar flow hoods, Chemical Fume Hoods, large -80 degree Celsius freezers, autoclaves, ice machines, distilled water, HPLC, Bioreactors, the aquaponic/hydroponic system, and a centralized chemical storage room are all shared amongst the Science department faculty and the Biotechnology Program faculty. In addition, the curriculum scope of the Biotechnology Program and the Science program is very closely aligned, which makes the partnership ideal for many projects, lab activities and supplies, and lab skills.

Currently, Environmental Science is a multidisciplinary and thematic core Science course. Along with our adjacent "natural landscapes" of the Fells, the Mystic River Lakes, and the resultant flow of the Mystic River, which runs through the heart of Medford and into Boston Harbor, suggest that Medford can leverage its location within its curriculum. For example, over 10 years ago, the teachers collaborated to reintroduce the Marbled Salamander to the Middlesex Fells Reservation. Additionally, the Middle School and High School stadium are located along the banks of the Mystic River.

This past summer, we are certain that our students identified a second-generation Marbled Salamander in the release location, on our annual Fells Day celebration. This species was locally extinct and was reintroduced as part of a partnership with the Massachusetts Department of Conservation and Recreation, Zoo New England, and Medford High School. We are committed to continuing an emphasis on Servate Terram ("Protect the Earth"). Therefore, we feel that within the design of the future Medford High School, there should be spaces designated (or deliberately incorporated) for making meaningful connections to the local natural landscapes - community garden spaces, living wall, green view posts, outdoor classroom, and access to the Middlesex Fells Reservation for continued observations, study, and

recreation. In addition, it would be beneficial to have a weather station that can wirelessly transmit data directly into the spaces/classrooms or to the science area.

Anatomy and Physiology is also a very popular elective amongst our students, due to its applicability and career-focused themes. Another proposal is to closely align the Anatomy and Physiology classroom and the Health Assisting program space. This would spark the synergy between the Health Assisting program and this particular branch of the Science curriculum.

Finally, the Robotics and Engineering Program has a natural thematic affinity with our Physics curriculum, and here, as well, it would be beneficial to put the spaces closer together. Robotics and Engineering Program students would benefit greatly from this physical proximity and alignment of instructional resources, curriculum, and learning spaces. As the interest in Robotics grows among students in the Academics track, additional electives outside of CTE are being proposed for student selection as early as 2026-2027.

Proposed

Each of the proposed science classrooms should have the following equipment: ➢ Instructor's station ➢ Movable demo table ➢ 2 Wheelchair accessible tables ➢ 1 Wheelchair accessible counter ➢ 12 Movable tables including 1 wheelchair accessible table (12 total) ➢ An adjoining prep room with refrigerator and dishwasher, especially in the Chemistry/Biology classrooms ➢ 7 sinks, including hot & cold water, gas ➢ Electrical receptacles along walls➢ A teaching wall ➢ Plugs that retract on ceiling, especially in Physics classrooms ➢I-beam for physics demonstrations in the Physics classrooms.

English Learners (EL) Department

The vision for the English Learners (EL) Department is to ensure that English Learners have access to physical spaces and classroom resources designed to accelerate language acquisition, foster cultural engagement, and prepare students for college, careers, and full participation in the academic and social life of Medford High School.

The English Learner Department at Medford High School provides comprehensive instruction for students working toward English proficiency so they can fully participate in the academic and social life of the school. Instruction is delivered through a continuum of English Language Development (EL LA) courses, which build foundational skills in listening, speaking, reading, and writing while also preparing students to access grade-level academic content.

Sheltered instruction in Mathematics, Science, and Social Studies provides additional support, allowing EL students to progress toward mastery of academic standards while developing English proficiency.

Placement into EL LA courses (EL LA 1, EL 1.5, EL LA 2, EL LA 3, EL LA 4, or EL CTE) is based on initial assessment at the Medford High School Assessment Center. In subsequent years, student placement is guided by results from ACCESS for ELLs 2.0, MCAS performance, locally administered diagnostic

assessments, and additional district measures. This ensures that students receive instruction at the appropriate proficiency level and have access to both targeted language development and grade-level content.

Proposed

Proposed changes for this department align to the universal proposals as well as those for Humanities and World Language. In our future model, SEI and Newcomer classes ARE content-based classes and should be positioned as such throughout the building. Teachers plan together so that all students are accessing grade-level content. Classrooms are physically integrated throughout the school in the same fashion as all other classrooms. The primary difference is that in the SEI or Newcomer classrooms, the goal is also to strengthen students' cultural and linguistic identity through access to native language texts and resources.

Equipping EL instructional spaces and mainstream classrooms consistently ensures:

- Increased individualized listening and speaking practice through technology.
- Greater reliability and efficiency for teachers, minimizing lost instructional time.
- Enhanced sheltered content instruction across mainstream classes serving EL students.
- Improved student engagement through multimedia and interactive learning tools.
- Expanded opportunities for literacy development in both English and students' home languages.
- A visible celebration of the linguistic diversity of Medford High School, strengthening students' sense of identity and belonging.
- Equitable access to technology supports, including Chromebooks, charging stations, and headphones, that directly impact language acquisition.

Medford Academy

Medford Academy is an academic program designed to support students academically, socially, and emotionally. The Academy fosters a learning environment that supports students holistically. Individualized support is provided to help students attain their high school diploma.

Every student participating in Medford Academy will have the opportunity to earn a Medford High School diploma. The Academy offers students the opportunity to earn and recover credits while building confidence in themselves and their academic skills. The curriculum and instruction align with state curriculum frameworks, including the subjects assessed by MCAS and MassGrad requirements.

Additionally, staff work individually with each student to design personalized plans to help them reach their academic and personal goals. The program utilizes smaller group classes, credit recovery, mastery grading, project-based learning, independent study, internships, work experience, and online learning options.

Medford Academy offers courses in the four main content areas: English, Math, Science, and Social Studies. Teachers follow curriculum guidelines from the respective departments but may modify,

differentiate, or scaffold instruction based on student needs to ensure mastery of standards. There is a strong emphasis on literacy skills—reading (vocabulary, fluency, comprehension), writing, speaking, and listening—to prepare students for college and careers.

Classes are intentionally small, with 15 or fewer students, allowing for more personalized instruction and support. When appropriate and approved by the administrator, students may participate in elective classes within the mainstream setting. School avoidance behaviors, such as skipping or cutting classes, are more effectively managed due to the higher staff-to-student ratios. All students have access to a counselor and Dean for Student Success for social and emotional support, including group and individual counseling. Students are encouraged to join lunch, full-day field trips with age-appropriate peers, and participate in all school programs and clubs.

Academic Support Hubs

Medford's commitment to flexibility is ensuring that all students are able to access supports as needed. Academic Support Hubs provide space for students to get additional help from educators or peers in a dedicated space in the building. Ideally located near the library, these hubs centralize support for all students who may need them.

Student Guidance and Support Services

School leaders collaborate annually to develop and optimize a comprehensive schedule that maximizes student opportunities while balancing enrollment, programming needs, staffing, and contractual requirements. Medford High School (MHS) uses a departmental curriculum model aligned with the Massachusetts Curriculum Frameworks and MassCore across Mathematics, Science, English, Social Studies, World Languages, Career & Technical Education (CTE), Performing & Visual Arts, and Health & Physical Education. School counselors work with every student to build a personalized schedule aligned to their educational goals, and school leaders host a curriculum night for caregivers to review scheduling and course offerings.

The current high school schedule, expanded by one period in Fall 2025, consists of seven periods per day (35 periods per week), with each period lasting 51 minutes. There is a three-minute morning advisory for daily announcements and attendance, three-minute passing times between classes, and 24-minute lunch periods with three minutes of passing time before and after lunch. Students enroll in seven periods each year; major courses meet five times per week while minor courses meet one to three times per week depending on the subject. Ninth-grade students (except those at Curtis-Tufts) participate in Freshmen Exploratory during quarters 1 and 2, rotating through all CTE programs to inform pathway choices for grades 10–12. Some CTE programs in grades 11–12 operate on a week-on/week-off model to balance full-day vocational instruction with academics, enabling robust program time and Cooperative Education opportunities but sometimes limiting academic course offerings for those students. Two extended advisory formats (30 or 45 minutes) occur once per month to provide presentations and supports in academics, social skills, test preparation, course selection, leadership, and grade-specific guidance. The schedule's primary advantage is the number of daily periods, which allows for a varied and robust educational

program; identified drawbacks include limited longer blocks needed for advanced labs and projects, difficulty scheduling advanced academic courses for CTE students, and constrained time for students to access supports or staff during the school day. The impact of week-on/week-off schedules will continue to be reviewed.

The School Counseling and Behavioral Health Department comprises 14 staff serving approximately 1,400 students: one director, one administrative assistant, six school counselors, four school social workers, and two school psychologists, with two part-time (.4) Board Certified Behavior Analysts also based at MHS. The school operates within a house model led by an Assistant Principal; each house includes two school counselors and one school social worker, with two school psychologists located in house offices. These offices are co-located in a student support suite. This house model has been elevated as a successful structure and will continue. Counseling offices and one classroom are distributed throughout the building, and one social worker's office is located inside a hospital re-entry program. Currently, postsecondary planning is run from a single conference room, a space that no longer meets the needs of students and families.

The mission of the School Counseling Department is to facilitate academic, personal/social, and career development through developmentally appropriate programming delivered via workshops, individual counseling, and small-group interventions, with regular collaboration among school counselors, adjustment counselors, school psychologists, and BCBAs. The department coordinates a broad range of services, including college and career planning, new student enrollment and transitional activities, individual academic monitoring, psychological testing for special education, monitoring of graduation requirements, post-secondary and college application support, college tours, oversight of PSAT/SAT/AP testing, course scheduling, crisis intervention and safety assessments, re-entry meetings, development of transition plans, short-term counseling, and referrals to community mental health and other resources. A flagship program, STEPS (Students in Transition for Engagement, Progress and Success), provides intensive short-term support to students and caregivers returning to school after hospitalization or extended absences related to social, emotional, or medical challenges. The counseling department also oversees several after-hours programs and events, including Financial Aid Night, a College Fair, Scholarship Awards Night, college visit field trips, and transitional tours.

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 envisioned center would replace the inadequate single conference room and offer expanded seating, improved accessibility, and a welcoming environment for individual advising, small groups, workshops, presentations, and college or employer visits. 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. This hub would enhance outreach and ensure equitable access to college and career resources for all students. Ongoing work includes annual schedule reviews and program evaluations, including review of week-on/week-off CTE models to address identified disadvantages, explore expanded block time where feasible, increase student access to supports

during the school day, and ensure curricular and support structures align with student needs and post-secondary goals.

5. Teacher Planning

The future success of MHS students is predicated on belonging, consistency, and coherence.[1] To achieve this teachers need time to plan together within content areas and across content areas to support students at grade level. In order to meet the flexible needs of our students, teachers will also need to be flexible in the courses they teach and, as a result, the communities with whom they plan.

Currently there are no common planning spaces at MHS. Co-teachers have one period per week scheduled for co-planning with the general education teacher. We use one after school meeting per month to plan by grade level/content, and a second meeting is for 6-12 department needs. This is an area of need in order to improve curriculum delivery.

It is critical that we have collaborative spaces, adjacent to classrooms, for flexible groupings during content and grade level meetings. This year, 2025-2026, is the first year of a merged schedule with academics and CTE. We are working toward a more integrated schedule with students and staff and hope to reflect that in the next negotiated teacher contract.

Since MSBA guidelines require that instructional classrooms be actively used for learning for approximately 85% of the school day, most educators in the new Medford High School will not have an individually assigned classroom and will instead share instructional spaces. As we design this model, our priority is to minimize teacher movement and maintain consistency by hopefully keeping teachers within the same 1–2 classrooms whenever possible, organized by department to support coherence. This approach also strengthens collaboration, allowing teams to build shared student supports, such as anchor charts, instructional resources, and common routines so classrooms are “alive with learning” and aligned to student needs throughout the day. In addition, collaborative planning spaces will be intentionally located within instructional clusters across the building and will include a range of work areas, from shared team tables to quiet, private spaces for confidential calls and focused work. We are continuing to refine whether these collaborative planning spaces will be primarily departmental or interdisciplinary, based on what will best support both teaching practice and student learning.

6. Professional Development

Medford works hard to stay abreast of research-based practices and bring that learning and expertise to our teachers. Currently, Medford High School professional development takes place after the school day. One day each month teachers meet as a department in a classroom setting. Departments consist of between 20-50 teachers. One day per month grade level content areas meet for 60 minutes. These

[1] TNTP. (2024). The Opportunity Makers: How a Diverse Group of Public Schools Helps Students Catch Up -- And How Far More Can. https://tntp.org/publication/the-opportunity-makers/.

meetings have up to 40 people. There is one 20 minute campus-wide meeting for the full staff monthly as well.

The district has 4 district-wide full PD days and a " Launch" day. The launch day begins with all educators in the city convening at Medford High School for a convocation before returning to their buildings. Oftentimes the convocation is followed by a 1 hour department meeting across 10 departments with between 10 and 50 members in each. During the full day PD, the high school spaces are used to bring educators across the district together. Learning spaces of up to 100 adults are used to provide PD to educators.

The content of the professional development is based on classroom observational data, student outcome data, and educator requirements based on revised frameworks or Department of Elementary and Secondary Education regulations. We have already made strides in our professional development plan in educating our teachers about the instruction we are striving for. Often consultants provide the professional learning including publishers, leadership coaches such as Lynch Leadership Academy, and instructional support including UnBoundED and The HILL for Literacy.

We are proposing to move toward a more integrated and mutually supported PD model in order to remove the silos often found in secondary education. This would involve the need for flexible meeting spaces during the school day while students are also using the space. In particular we would need a collaborative gathering space for the Instructional Leadership Team (about 20 educators) to gather. We are also working toward including Common Planning Time expectations by content or grade level. This would also take place during the day and would require flexible spaces to accommodate between 5 and 20 educators.

The content of our PD will continue to be informed by emerging research-based practices that include teaching and learning as well as how to use our physical resources in a new building to support that.

Opportunities for students is a critical component of an MPS education. In order to maximize opportunities for students, the timing for adult planning during the school day needs to be flexible. The complexity of HS scheduling may result in multiple planning groups needing to meet at the same time while school is in session. A single adult learning space will not be sufficient.

7. Pre-Kindergarten

(e.g., Special Education only, tuition programs, locations, full day, half day, if applicable)

The Medford Early Education Program (MEEP) is an inclusive preschool program designed to serve students with and without disabilities. There are currently 10 MEEP classes with varying lengths of day:

- Brooks Elementary School - Three Classes
    - One Full Day Session
    - One AM Half-Day Session

    - One PM Half-Day Session
- Missituk Elementary - Seven Classes
    - Three Full Day Sessions
    - Two AM Half-Day Sessions
    - Two PM Half-Day Sessions

MEEP serves students ages 3 through 5 who are not yet eligible for kindergarten. There are up to 15 children in each class. Up to seven students in each class are students with disabilities whose IEP Teams have placed them in that specific classroom. Up to eight students in each class are students without disabilities who enter through the application process.

Each MEEP class is led by a teacher and has at least 1 paraprofessional. Related service providers such as Physical Therapists, Speech and Language Pathologists, Occupational Therapists, Teachers of the Deaf, Teachers of the Visually Impaired, Orientation and Mobility and Behavior Specialists may also spend time in the classrooms.

The MEEP teachers and staff recognize that the primary goals of early childhood education are to promote independence, self-confidence, self-esteem, and an enthusiasm for learning. These qualities are essential to future educational success.

The daily MEEP schedule differs by class but all schedules are intended to balance indoor and outdoor periods, active and quiet times, and individual, small group, and whole group activities. The program offers opportunities for a wide variety of experiences; paint, puzzles, clay, play-doh, water, sand, blocks, manipulatives, music, movement, books, and dramatic play. Children are encouraged and taught to make choices among a range of activities, especially those that are based on their own interests and experiences.

A major component of MEEP is to help children develop positive self-esteem and an enjoyment of learning. Emphasis is placed on the child's capacity to develop and enjoy friendships, to begin to learn to resolve conflicts and to learn respect for the feelings, ideas, and differences of others. The program values each child's unique abilities and facilitates development at a pace and level consistent with each child's ability.

MEEP is designed to provide children with a safe, secure, and nurturing environment in which they can learn about themselves, each other, and the world around them. MEEP follows the Massachusetts Curriculum Frameworks for Preschool, which address the development of the whole child in areas including cognition, communication, social interaction, play skills, motor abilities, and self-help skills. Students also receive early literacy instruction through the implementation of Lively Letters. Lively Letters™ is a research-based and clinically-proven, multi-sensory reading program that turns plain, abstract letters and sounds into lively characters.

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. This would allow for consistency and collaboration and provide opportunities for high school students enrolled in Early Childhood programs to participate in internships and observations. Currently, high school students must complete their internship hours off site.

All classrooms and programs are centrally located with separate designated outdoor playground spaces as well as a conference room to hold meetings. Office space for the Special Ed. Coordinator, ETL and Director and administrative assistant. A space to conduct evaluations that includes a table-top area and floor space for students to interact with materials and demonstrate fine and gross motor skills. Also, there needs to be bathrooms in each classroom that can be used for toileting needs; changing table, room for equipment to assist with toileting.

Establishing an Early Childhood Center (ECC) is a powerful investment in Medford's youngest learners and strengthens the district's ability to expand high-quality preschool opportunities across the city while also increasing access to reliable childcare and daycare programming for families. Housing early childhood programs in a centralized location will allow for meaningful collaboration and resource sharing through shared staffing expertise, coordinated supports, consistent routines, and aligned instructional practices, which we have not been able to fully realize with programs spread across the district. This approach fosters belonging by creating a dedicated, welcoming space where children and families feel connected from the very start of their MPS experience, while also strengthening consistency and coherence in early learning experiences that build a strong foundation for success in the grades ahead.

9. Lunch Programs

Currently, Medford High School has one large full-service kitchen with four total serving lines across two levels of the building, connected by a dedicated elevator. We serve 600-700 student lunches per day during 2 lunch periods. In order to limit student movement during the lunch periods, we offer the same menu items on each level via a hot/main menu option line and a grab-and-go line offering a variety of cold and hot sandwiches and entree salads. We have a centralized prep area in the kitchen that produces sandwiches, entree salads, specialty sides, and scratch-made sauces for distribution to our five other district kitchens. We also deliver meals daily to the Curtis-Tufts Therapeutic Day High School.

Breakfast is served on one serving line on the second floor of the building before the start of the school day, and we serve about 185 breakfasts per day. The Cafeterias are located far from the main entrance and bus loop entrance of the building and on a different building level, so we also offer a grab-and-go breakfast cart in the front entryway for the first hour of the school day, which serves about 75 breakfasts per day.

Food is received from vendors via the adjacent loading dock. The kitchen has one large walk-in freezer and two smaller, water-cooled freezer units. It has three smaller water-cooled walk-in refrigerators. There is a large, locked dry storage area for the storage of non-perishables and paper goods. The kitchen also includes a manager's office.

Student meals are charged to their accounts via a web-based point-of-sale system by the entry of their five-digit student ID numbers. The units are hard wired. Currently there are two 24-minute lunch periods, and up to 800 students (per lunch period) eat in the cafeterias adjacent to the serving lines on fixed-seat tables, or they often travel to other locations throughout the building to eat their lunch. The cafeterias have windows overlooking an internal courtyard with trees and a garden. Currently MPS Food Service Department does not offer snacks for purchase a la carte, but a variety of healthy snack options are available for students to select with their lunch meals.

Medford High School's kitchens and cafeterias have an institutional feel - the serving lines are fixed and limit the department's service options. The kitchen allows ample space for food preparation, but a new kitchen would include new walk-in refrigerators and freezers with ample storage space. The new cafeteria setup would ideally include a food court or college-style dining, with a waste diversion setup that includes liquids pour-off, recycling, and composting. Dining areas should include an ample supply of filtered, cold drinking water. In order to service the student population in this model, the schedule will be revised from 2 lunch periods to 3 lunch periods.

In addition, the design should reflect a more modern vision for how and when students access food throughout the school day, one that increases both convenience and student connection. This includes the continuation of our breakfast cart option as students enter the building, as well as breakfast service in the cafeteria, so students can start their day nourished and ready to learn. A new cafeteria should also be designed to meet the needs of all learners, with ample and flexible seating options, as well as a designated quiet dining area for students who need a calmer space. Our plan should include protected outdoor dining opportunities when weather permits, with these spaces designed for flexible community use during non-school hours and days, reinforcing the school's role as both a student-centered learning environment and a community hub.

We also envision expanding food options through a co-located café within the library/media center that serves food and beverages, creating a welcoming space where students can gather, connect, and build relationships. This type of environment strengthens school culture and reinforces belonging by offering students a comfortable, inclusive place to feel seen, supported, and part of the community beyond the classroom.

10. Technology Instruction Policies and Program Requirements

The Medford Public Schools Technology Department manages the technology hardware and software throughout the district. The technology and technology related equipment includes: desktop and mobile computing devices for staff and students, printers, Raptor security systems, projectors, Smart TVs, interactive display panels and software (purchases, licenses, updates, upgrades, subscriptions, and support) for faculty, staff, and students.

Currently, K-12 students are 1:1 with chromebooks, with grades 6-12 taking chromebook devices home. Students also use desktop computers, iPads, and other technology resources in the classrooms depending on their learning needs and programs.

Specialized computer labs and technology equipment are located throughout the high school complex to meet the educational needs of students in computer classes and vocational programs. The high school library houses a makerspace and student technology help desk program. The technology support staff are located in the library area where both library media and tech support staff can assist students and faculty throughout the school day.

In the current and new high school building, technology needs to provide students with wireless and wired devices to access curriculum, participate in assessments, create content, and fully engage in the digital teaching and learning environment. Adequate power outlets for technology resources are needed. Internet connectivity needs to have minimal latency and exceptional bandwidth to meet both the current data request loads as well as future increases to data request loads. It is important that some learning spaces are designed with remote meeting capability that allows educators and students to connect globally with other classrooms and host remote speakers.

11. Media Center/Library

The existing Medford High School library is a space shared by the entire high school complex. The technology support offices are included in the library space as are technology classrooms, a makerspace, and an esports room. The library is currently staffed by a full time librarian and a library assistant who work on different schedules to cover the hours the library is open. The librarian is a certified library teacher who works on collection selection, student library orientation for databases and collections, collaboration with classroom teachers, and teaches book club. The library assistant is responsible for circulation materials, chromebook distribution, and collection, reference services.

The library is currently open from 7:00am to 3:00pm. The library has many students who utilize the space before school for academic work, printing and social gathering, as well as a smaller group of students who utilize the space after school. Many administrative and professional development meetings are held in the central library space during afterschool hours. The esports teams use the esports room in

the library after school and may expand this use during the school day. The library is periodically closed for online testing as needed.

The MHS library was built to house a large print collection. Today the school library is used in a different way- most research is done through database subscriptions, online searches, and software programs. The new library should be designed to support the digital content, provide flexible learning space to support a range of learning activities. The current library has lost significant natural light from the subdivision to add classroom and office spaces.

A modern high school library is no longer just a place to store books, it is a central learning hub that supports the full academic and social life of a school. It should be intentionally designed to reflect how students learn today: through collaboration, inquiry, research, creativity, and connection. In a new Medford High School, the library should serve as a welcoming, high-functioning space where students and staff can gather, learn, and thrive throughout the day.

The new Medford High School library should sit at the heart of the academic wing and function as a true connector between the building's shared community spaces and its instructional areas. 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. The library should feel welcoming and student-centered, supporting problem-solving, collaboration, communication, and lifelong learning, while also elevating reading culture through an expanded collection and high-visibility displays for new titles and student-interest selections. To strengthen this space as a center of creativity and identity, art classrooms should be located nearby so student work can be showcased throughout the hub and celebrated as part of everyday learning.

This space should be built for constant use throughout the day and beyond, supporting everything from independent study and small-group work to student clubs, staff meetings, and community gatherings. The design should prioritize natural light, flexible furniture that can shift quickly for different purposes, and a range of small and large workspaces to meet diverse learning needs. 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. Rather than replicating the current model built around print storage, the new library must be intentionally designed with the lighting, layout, furniture, and strong technology infrastructure (outlets, charging stations, presentation tools, and digital resources) needed to serve students and staff before school, during the day, and after school.

12. Visual Art Programs

The Visual Arts curriculum at MHS offers a range of classes designed to engage students with varying skill levels and interests. While the course selection is somewhat limited, the program provides opportunities to explore diverse techniques and media.

Art electives typically meet three times per week, with some courses meeting twice per week and others—such as AP Art and select upper-level electives—meeting five times per week. In the 2025–2026 school year, 398 students are enrolled in visual art classes. All students, with the exception of those enrolled in the vocational program, are required to complete at least one fine art elective to satisfy graduation requirements, and visual arts courses meet this requirement.

Instruction takes place primarily in three dedicated studio classrooms equipped with natural light and flexible seating. Two additional courses, Photography and Art and Ideas, are taught by non–fine arts faculty in general classrooms, though they have access to the studio spaces when available. The facilities include:

- A classroom with donated Mac computers available for research and design (limited to Canva, without Adobe Creative Suite).
- A ceramics studio with two operational kilns and one donated throwing wheel.
- A photography class offered in a digital format only, as there is no functioning darkroom.

Currently, the program offers five introductory-level electives open to all students, along with seven advanced courses for those pursuing further study, including AP Art. Beyond coursework, students may also participate in extracurricular opportunities such as Art Club, Ceramics Club, and the National Art Honor Society.

The Visual Arts department seeks to expand and update its facilities to meet evolving student interests and industry standards. The following priorities are recommended:

- Studio Spaces: Maintain at least three dedicated studio classrooms with abundant natural light, flexible seating (mobile tables), tall drafting tables, and easels for students who prefer to work standing.
- Ceramics Studio: Add a third kiln and additional pottery wheels to meet high student demand. Provide temperature-controlled storage to preserve works in progress and prevent premature drying.
- Digital Arts Expansion: Establish a dedicated media/digital arts lab with current software platforms to expand digital art offerings and prepare students for careers in contemporary creative fields.
- Photography and Printmaking: Create a darkroom for film photography and silkscreen printmaking to diversify media options.

- Gallery Space: Develop a small, dedicated gallery to showcase student work, host local artists, and serve as a multipurpose community space for events such as open mics and small performances.
- Interdisciplinary Connections: Strengthen links with the graphics/printing and construction departments to foster cross-disciplinary learning.
- Infrastructure Needs: Provide large trough sinks in art rooms for efficient cleanup, as well as additional storage space (both in-classroom and external) for supplies, equipment, and larger works of art.

These enhancements will allow MHS to preserve traditional studio practices while expanding into digital and interdisciplinary art forms, thereby providing students with a more comprehensive and future-ready visual arts education.

Ultimately, these visual arts improvements are not just about adding equipment or space. They are about placing student creativity where it belongs, at the center of the academic experience. By strengthening the connection between traditional studio art and modern media/digital design, Medford High School can create authentic interdisciplinary opportunities that link the arts to literacy, technology, engineering, communication, and career pathways. Just as importantly, the building itself should reflect an "art and artisans" mindset where student work is not tucked away in a single hallway, but intentionally visible throughout the learning environment and elevated through a dedicated gallery space in the public portion of the school. When students see their art displayed, celebrated, and treated as real creative work, it deepens belonging, builds pride, and reinforces that the arts are not an add-on, they are a powerful, essential part of who we are and what we value as a school community.

13. Performing Arts Programs

Music

The Music Department at MHS is supported by two full-time faculty members and one orchestra teacher who teaches a single period of Orchestra daily. For the 2025–2026 school year, 203 students are enrolled in music classes.

Music electives typically meet three times per week, with some courses meeting twice per week and others—such as Band, Orchestra and Modern Music Ensemble meet up to five times per week.

The program offers a wide range of courses, including Band, Chorus, Orchestra, Guitar, Percussion, and Piano, as well as electives such as Music Technology, Songwriting, and Modern Music Ensemble. Five courses are designed to be accessible at the introductory level, with three continuing courses available for advanced study.

In addition to the academic program, students may participate in extracurricular opportunities including Marching Band, Winterguard, and Orchestra.

Despite the breadth of offerings, facilities limit the department's ability to deliver instruction effectively:

- Instruction takes place in one band room and one chorus room. Both rooms have leveled flooring which is not conducive to instrumental music classes. The orchestra teacher also teaches in the chorus room, which is overcrowded and not designed for orchestral setups.
- Guitar classes are held in a small, non-music classroom with no storage capacity.
- The band room doubles as both instructional space and storage for large instruments, as there is no dedicated instrument storage.
- The Music Technology classroom relies on donated Mac computers from Tufts University, which, although recently upgraded, are outdated. The connected keyboards are also outdated, and due to limited equipment and space, enrollment in these courses must be capped.
- None of the music classrooms have appropriate soundproofing or sound systems.

To support program growth and provide students with high-quality musical experiences, the following facility improvements are recommended:

- Ensemble Rooms: Create two large ensemble spaces, each with a capacity of 75–100 students, located near the auditorium.
    - Rooms should have flat floors and acoustic baffles on ceilings.
    - Proportions should mirror the usable stage area for seamless transitions between rehearsal and performance.
    - Spaces must include acoustic soundproofing and sound distribution systems, as well as recording and playback capabilities.
    - One room should be equipped with mobile risers and dedicated storage for them.

- Storage: Provide sufficient, dedicated storage for sheet music, uniforms, and instruments, including climate-controlled storage for string instruments.

- Practice & Breakout Spaces: 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.

These upgrades will provide students with access to appropriately designed rehearsal, instructional, and performance spaces. Improved acoustics, updated technology, and adequate storage will create an

environment that supports both traditional music education and modern, technology-integrated approaches.

Theater

MHS does not currently offer theater classes and does not employ a theater teacher. This is a significant gap in the curriculum, as the school has a thriving and robust Drama Club that produces both a fall play and a spring musical each year.

The existing theater has a seating capacity of approximately 340 but relies on outdated lighting and sound systems. The space is heavily used, not only for drama productions but also for assemblies, band and orchestra rehearsals and performances, and by numerous outside organizations and community groups.

The Theater program represents a high-need area for development. To align with student interests and community use, the following recommendations are made:

- Curricular Expansion: Hire a dedicated drama teacher and introduce both drama and technical theater classes to support students interested in theater arts and related careers.
    - On the vocational side, the high school's Media Technology program will also utilize theater/adjacent spaces for instruction in lighting, sound engineering, video production, and live event production, providing authentic, career-aligned learning experiences tied directly to industry standards. These uses reinforce the academic and technical integration of the space and ensure sustained utilization beyond a single program.
    - Technical & Interdisciplinary Connections: Create formal connections between the theater, carpentry, and media technology vocational programs to support set design, stagecraft, and production.
    - The auditorium and theater spaces will further function as secondary instructional classrooms for the music department. Orchestra, chorus, and band classes will regularly use the theater for rehearsal, performance preparation, acoustics-based instruction, and interdisciplinary projects, allowing these programs to operate more effectively while alleviating pressure on traditional classroom and rehearsal spaces.

- Instructional Space: Provide a dedicated classroom or small black box theater for instruction when the main theater is in use
- Stagecraft room will serve as a shared instructional space with heavy, consistent use throughout the school day. In addition to supporting all theater courses and co-curricular theater productions, the stagecraft room will be used by visual arts programs, including art and sculpture classes, for instruction in set design, large-scale construction, mixed-media work, and applied design projects that integrate artistic and technical skills.
    - This space could serve as an elective classroom space if we can incorporate some construction/carpentry electives for non CTE students (with upper level CTE Construction

and Carpentry students serving as teaching assistants) as discussed in our last session.

- New Theater Facility: Develop a new theater with a seating capacity of 1,000.
    - Include backstage circulation routes that allow movement from one side of the stage to the other without exiting the theater.
    - Position the theater near a building entrance with garage doors to facilitate the movement of large set pieces.
    - Provide a flexible lobby space to accommodate will call and concessions.
- Performance Support Spaces: Add a small dance and performance studio equipped with wall-to-wall mirrors and a sound system, usable by drama, music, and extracurricular performing groups. This educational experience could take place in other spaces, such as the Black Box theater or PE spaces if those spaces are designed for flexibility.

Theater/stagecraft Usage-

- 1 section of orchestra
- 1 section of band
- 2 modern music ensemble
- 1 chorus
- Full courseload of Drama classes
- 10, 11, 12th grade carpentry
- 10, 11, 12th grade media, film and tv
- Possible additional interdisciplinary CTE and art electives (carpentry, sculpture, etc)

Further consultation with staff and community partners will inform more detailed specifications for theater systems and infrastructure in subsequent drafts.

14. Physical Education Programs

Medford Public Schools provides a quality physical education/health education program for all students in grades K-12. The program is staffed with Massachusetts DESE highly qualified licensed teachers. The goal of the Physical Education & Health Education Department of Medford Public Schools is to enhance the wellbeing of the school community by creating a culture that integrates and balances the dimensions of wellness: social, physical, intellectual, occupational, emotional, environmental, financial and spiritual. The department strives to encourage an active, healthy lifestyle, healthy decision making, and a life-long commitment to wellness. The curriculum is based on state and national physical education and health education frameworks.

Presently all students at Medford High School are required to take physical education. Starting in 2026/2027 juniors and seniors can opt to complete a wellness independent study in place of a physical education class.
Medford High School physical education & health education requirements:

- **Four years of Physical Education (PE)**:
  - Freshman PE:1x per week during the Career and Technical Education (CTE) rotation.
  - Sophomore PE: 2x per week as part of the student schedule.
  - Junior and Senior Year PE: Electives 2x per week, or students can opt for a wellness independent study. (starting 2026-2027)
- **Two years of Health**:
  - Health 1: 2x per week as part of the student schedule.
  - Health 2: 2x per week as part of the student schedule.

A new Medford High School gives us the opportunity to design spaces and systems that treat wellness as both an instructional priority and a belonging priority, strengthening engagement, expanding meaningful student choice, and ensuring every learner can access school in an environment that is safe, modern, and responsive to who they are and what they need. Future PE/Health goals include expanding the Sports Medicine and personal fitness offerings, in addition to providing Nutrition courses, which would require hands-on cooking opportunities, through a Cooking or Family and Consumer Sciences lab.

15. Special Education Programs

Medford High School currently offers a range of specialized special education programs and services designed to meet diverse student needs, including Access, Project Transition (ages 18–22), Learning Group, Therapeutic Learning Program, Resource Rooms, Academic Support classrooms, and co-taught core academic classes, along with related services such as Speech-Language Therapy, Occupational Therapy, and Physical Therapy.

ACCESS High School Program	MHS	This program is an extension of the middle school ACCESS program , but includes an enriched transitional component to facilitate community access, prevocational work skills, via on-campus and off-campus training opportunities, as well as focus on transition planning with community-based agencies. Methodology includes strong multi-disciplinary collaboration between instructional staff, related service providers and parents.
Project Transition	MHS	This is a post-high school opportunity for students who will continue within a school program between the ages of 18-22. The curriculum is focused on individual student transition from school to adult life. Each student designs an individual transition plan, which is implemented through the collaborative efforts of the student, school team, family and state agencies as appropriate.
Connections Program	Projected Need MHS	Programming based on principles of ABA, use of direct teaching, natural environment teaching, peer modeling, and a total communication approach within both group and 1:1 settings, incorporated throughout the day to

		facilitate generalization of learned skills to the natural environment. Methodology includes strong multi-disciplinary collaboration between instructional staff, related service providers, outside agencies and parents.

Learning Group Program	MHS/MVTHS	Curriculum aligned with Massachusetts Curriculum Frameworks, modified based on student needs, grade level academic courses including ELA, Reading, Math, Social Studies and Science, plus elective courses to build transition skills, while addressing executive functioning, organizational and social skills. Use of rule-based reading and writing programs are prominently woven within the program curriculum. With team recommendation and application process, students access MVTHS CTE programs and related shops at the high school level.

Therapeutic Learning Program	MHS/MVTHS	Instruction to address individual learning needs of students with moderate-severe social, neurological, health or mental health disorders. Individual counseling, group counseling, and pragmatic language instruction are integrated elements. Facilitated inclusion components.

Resource Room Learning Centers	MHS/MVTHS	Small group academic instruction for Reading, ELA, Math, Science, Social Studies and Academic supports. Curriculum is fully aligned with the Massachusetts Curriculum Frameworks, with course specific skill focus.

While these programs and supports are in place and staffed with dedicated professionals, several aspects of the current physical environment have been identified locally and through state review as presenting significant barriers to fully meeting student needs. These challenges are not about the commitment or expertise of staff. They are about the limitations of the existing building and the spaces available for therapeutic, academic, and functional programming.

The Therapeutic Learning Program currently faces significant challenges due to its physical setting. Classrooms lack natural light, windows, and flexible breakout spaces, creating an environment that is not conducive to supporting students who require calm, sensory-responsive, and adaptable learning spaces. Without quiet areas for de-escalation or individualized support, students may experience increased stress, difficulty with regulation, and reduced engagement. Staff are also limited in their ability to deliver targeted interventions, small-group instruction, and private therapeutic support due to the lack of appropriate spaces.

The Access Program requires learning environments that support safety, dignity, and independence. Current limitations include:

- Need for easily accessible emergency exits to support safe evacuation without reliance on specialized equipment
- Need for adequate storage for mobility equipment such as standers, wheelchairs, gait trainers, and mats
- Need for appropriate toileting and changing facilities that include equipment necessary to support students with physical disabilities

A core part of special education at the high school level is preparing students for independence through daily living skills, vocational training, and community readiness. Currently, the school has a shared living lab (kitchen/apartment) used by Access and Project Transition, but the space is limited and does not fully meet the needs of multiple programs. There is a need for:

- A shared living lab for Access, Connections, and Learning Group
- A separate living lab for Project Transition (18–22) to support age-appropriate and individualized skill development
- Additional small breakout spaces that can support differentiated instruction, related services, behavioral processing, and private meetings

In the new high school, special education programming will be strengthened through spaces that are purposefully designed to support student learning, well-being, independence, and access to the full high school experience. All current programs and services will continue, and no programs are slated to be removed. The proposed design will address current deficiencies and enhance programming by creating environments that are flexible, dignified, and responsive to the level of care required across a wide range of student needs. Special education spaces will be intentionally woven throughout the building within academic clusters to promote inclusion, coherence, and meaningful access to grade-level learning and peer interactions. The Access Program will be improved through the inclusion of specialized medical and accessibility supports, including a wheelchair-accessible toileting and changing room with adult assistance features, a ceiling-mounted lift system, and space for PT equipment such as gait trainers and mobility supports. Daily living and functional skill development will be strengthened through expanded living lab spaces, including a shared model apartment with a kitchen, washer/dryer, bed, and shower for programs such as Connections and Access, as well as a separate living lab for Project Transition. Project Transition (ages 18–22) will also be enhanced through a larger, more adaptable space, along with a separate entrance and exit to support age-appropriate programming and increased independence. Across programs, the new building will also include small breakout spaces and therapeutic intervention areas that support differentiated instruction, related services, de-escalation, behavioral processing, and private meetings—ensuring students and staff have the right spaces to deliver the full scope of supports effectively.

MPS is not waiting for the new building to improve special education programming and student supports. We are actively taking steps now to strengthen systems, refine practices, and prepare for a smooth and

thoughtful transition into a modern, purpose-built environment. This work includes identifying facility barriers through both local review and state feedback so that the new design directly responds to documented needs, and clarifying program-level service requirements such as therapy spaces, breakout areas, toileting and changing facilities, mobility equipment storage, and daily living instructional spaces. Enhancements currently underway include the addition of a Connections Program with at least two classrooms to support students with Autism, using evidence-based approaches such as ABA, direct teaching, natural environment teaching, peer modeling, and total communication strategies, supported by strong multidisciplinary collaboration.

In addition, we are strengthening multidisciplinary collaboration among educators, related service providers, and families to ensure programming is aligned, consistent, and responsive to students' IEP needs. Together, these steps ensure we are building the systems and structures now that will allow the new high school to open with strong programming, clear expectations, and high-quality supports already in place. Additionally, to ensure students are educated in the least restrictive environment, a primary goal of the project is to support co-teaching in any classroom. This requires classrooms to be adequately sized and designed to accommodate multiple educators, all students, and flexible instructional arrangements without compromising learning or accessibility.

Medford High School offers a wide range of special education programs and services, but the current building limits our ability to deliver them in the most effective, dignified, and student-centered way. The new high school will preserve all existing programs while enhancing supports through improved therapeutic spaces, stronger accessibility features, dedicated daily living and transition learning environments, and flexible breakout areas. Special education spaces will also be intentionally integrated throughout academic clusters to strengthen inclusion, access, and coherence, ensuring students are supported academically, socially-emotionally, and functionally from day one.

Curtis Tufts High School (CTHS) is an in-district therapeutic day school within Medford Public Schools which is currently located approximately two miles from the current high school. The enrollment of the CTHS is approximately fifteen students with a maximum of forty students. Integrating a therapeutic day school program within a newly built comprehensive high school offers significant benefits for students, educators, and the broader school community. By bringing both programs under one roof, students in the therapeutic setting gain access to a wider range of academic, extracurricular, and social opportunities, reducing isolation and fostering a stronger sense of belonging. At the same time, the comprehensive high school benefits from the expertise and resources of therapeutic staff, who can provide valuable consultation, interventions, and professional development to help all faculty members better support students with diverse needs. This model aligns with best practices in inclusive education, ensuring that every student has equitable access to high-quality learning and mental health supports.

Resource sharing is another critical advantage of this integrated approach. Specialized staff, such as social workers, school psychologists, speech and language pathologists, occupational therapists and BCBA can serve both programs, leading to more efficient use of personnel and funding. Facilities such as gyms, libraries, CTE programs, science labs, and arts spaces can also be shared, ensuring that therapeutic day

students have access to the same high-caliber environments as their peers. Additionally, this integration can reduce stigma by normalizing support services within the larger school community, creating an environment where seeking help is seen as a natural part of student success. Ultimately, combining the therapeutic day school program with the comprehensive high school represents a forward-thinking, student-centered design that promotes inclusion, enhances well-being, and maximizes educational resources.

The co-location of the Curtis Tufts High School on the Medford High School Campus is a concrete way in which Medford lives out its core value of belonging. In particular, the co-location will have a positive impact in the following areas:

1. Convenience and Accessibility: By placing the therapeutic program within Medford High school, students can easily access mental health services without needing to leave the school premises. This reduces barriers to seeking help and increases the likelihood that students will utilize the services.
2. Integration with Academic Environment: Co-location allows for seamless integration of therapeutic interventions with the academic curriculum and school activities. Therapists and counselors can collaborate with teachers and administrators to support students' overall development and well-being.
3. Immediate Support for Crisis Situations: In cases of immediate need or crisis situations, having a therapeutic program on-site ensures that students can receive prompt intervention and support. This can prevent the escalation of issues and promote safety within the school community.
4. Support for At-Risk Students: Therapeutic programs often cater to students at risk of academic failure, dropout, or other negative outcomes. By providing targeted support, these programs can help these students stay engaged in school and achieve their full potential.
5. Fostering a Supportive Atmosphere: Co-location creates a supportive and inclusive school culture where mental health is prioritized. It sends a message that seeking help is normal and encouraged, thereby reducing the stigma associated with mental health challenges.
6. Collaboration and Coordination: Co-locating allows for better coordination and collaboration between therapists, counselors, teachers, and other school staff. They can work together to identify students who may benefit from additional support and develop personalized plans to meet their needs.
7. Tailored Interventions: Therapists in a co-located program can provide tailored interventions that address the specific needs of high school students, such as academic stress, social pressures, identity development, and family dynamics. This targeted approach can lead to more effective outcomes.
8. Educational and Emotional Growth: The integration of therapeutic services within the school environment supports not only students' emotional growth but also their educational success. Students are better equipped to manage challenges and fully engage in their academic pursuits.
9. Parental Involvement and Support: Co-location facilitates easier communication and parental or guardian involvement in their students' therapeutic journey. Parents or guardians can be more actively engaged in understanding and supporting their child's mental health needs.

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

Co-locating the Curtis Tufts therapeutic day program within the Medford High school setting can create a supportive and nurturing environment that enhances students' well-being, academic success, and overall development. It maximizes accessibility to mental health services and strengthens collaboration among stakeholders to better meet the diverse needs of students.

Therapeutic wing- Separate entrance, quiet area for lunch time, 4 academic classrooms with breakout rooms, counseling area, principal/director office, sensory space. Access to high school classes as students transition to a least restrictive setting, opportunities for participation in the school community including but not limited to sports and extracurricular activities.

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.

16. Vocations and Technology Programs

Visioning the Future of CTE at Medford High School

Building on insights gained through extensive visioning sessions, school tours, and collaborative planning, the future of Career and Technical Education (CTE) at Medford High School is poised for meaningful transformation. Currently, Medford High School proudly offers 15 high-quality CTE programs that prepare students for success in both post-secondary education and the workforce. However, our aspirations for the new Medford High School go beyond our current offerings.

Through collaborative working sessions, academic and Career-Technical educators expressed a strong desire to integrate CTE programs into areas of the building that feel connected to the broader campus. The goal is to move away from silos and allow students to feel part of a "one school community." As we look to open additional CTE programs in the new facility, we are committed to a design that balances this

integration with the need to preserve the distinct identity of each shop and the pride of the students within them.

The Student Experience and Sense of Belonging

Students report that within our CTE programs, they feel a profound sense of belonging and community. They appreciate the ability to devote significant amounts of time to their chosen disciplines, creating an environment where they can truly see themselves in their work and in the curriculum. These programs are designed to meet the needs of today's dynamic economy by providing rigorous academic instruction, hands-on training, and real-world experiences that align with current industry standards.

Each pathway is led by passionate instructors who do more than teach; they mentor, inspire, and model the professional skills students need to thrive. This supportive environment has led to remarkable growth. Over the past five years, enrollment in CTE programs has doubled, with approximately half of the MHS population now pursuing a career-technical pathway. To meet this demand, we have expanded instructional capacity through targeted staffing increases in high-demand programs like Auto Technology, Construction, Culinary Arts, Electrical, and Metal Fabrication.

Strategic Investment and Community Partnerships

MHS has benefited from strategic investments totaling more than $1.5 million over the past eight years through state and federal grants (including the Massachusetts Life Sciences Center and Skills Capital Grant Program). These funds have allowed us to upgrade facilities and purchase advanced equipment, ensuring our students train on technology that matches the evolving regional workforce.

Strong partnerships are central to our success. We maintain productive relationships with the Metro North Workforce Development Board, the Medford Chamber of Commerce, The Medford Rotary Club, Tufts University, and local businesses. Additionally, our active Program Advisory Committees meet twice annually to provide critical industry insight, creating a bridge from high school to career for our graduates.

Live Work: Connecting Classroom to Community

An essential component of the CTE experience is the abundance of "live work" that allows students to apply their skills in authentic settings. Shops open to the public—such as Bistro 489, the Auto Technology garage, the Cosmetology salon, and our Construction programs—allow students to provide valuable services to Medford residents. This reinforces the vision of students "seeing themselves in their work," as they directly impact their community through custom builds, graphic design services, and early childhood education at the Make Way for Kids Preschool.

Outcomes and Cooperative Education

Our Cooperative Education (Co-Op) Program is a cornerstone of this success, offering over 50 seniors annually the chance to gain paid, trade-specific work experience. These placements often lead to full-time employment offers, allowing students to transition directly into the workforce with a strong foundation.

The strength of our vision is evident in our outcomes: approximately 50% of our CTE students pursue further education at two- or four-year colleges, while the remaining 50% transition directly into skilled workforce positions. Guided by principles of equity and access—and aligned with Perkins V legislation—we ensure that all students, regardless of background, have the opportunity to explore their interests and achieve their career goals in a supportive, unified school community.

Existing Chapter 74 Programs	**Certifications**	**Industry Partners**
Freshmen Exploratory		
Auto Technology	❖ OSHA – 10 ❖ ASE	❖ Benjamin Franklin Institute of Technology ❖ Universal Technical Institute ❖ Ford ❖ WyoTech University ❖ New England Tech. ❖ McGovern Automotive Group ❖ Lyon-Waugh Automotive Group ❖ Volkswagen Of Boston ❖ Herb Chambers Automotive Group ❖ Burke Automotive ❖ Lexus Of Watertown ❖ Mirak Automotive Group ❖ Snap-On Tools ❖ Second Chance Cars ❖ Mathieu Ford ❖ Sentry Ford
Biotechnology	❖ OSHA-10 ❖ AHA CPR/First-Aid	❖ MassBioEd ❖ AddGene Inc.

		❖ BioBuilder Apprenticeship Challenge ❖ Bioscience Core Skills Institute
Business Marketing	❖ OSHA-10 ❖ Microsoft Office Specialist (Excel, PowerPoint, Word)	❖ Bentley University
Carpentry	❖ OSHA-30 Construction ❖ HotWorks ❖ First aid and AED/CPR certification ❖ Ladder Safety Certification	❖ Bunker Hill Community College ❖ Boston Carpenters Apprenticeship Training Center ❖ Eastern Massachusetts Carpenters Apprenticeship ❖ Construction Craft Laborers Apprenticeship Program ❖ CMP (The Compliance Mentoring Program)
Construction and Craft Laborers	❖ OSHA-30 Construction ❖ HotWorks ❖ First aid and AED/CPR certification ❖ Ladder Safety Certification ❖ MA Department of Transportation	❖ Laborers International Union ❖ CMP (The Compliance Mentoring Program)
Cosmetology	❖ Massachusetts Cosmetology License	❖ Catherine Hinds

	❖ OSHA-10 ❖ Barbacide Certification	❖ Salon Centric ❖ Lola Salon ❖ Hair Passions ❖ Park Ave Salon ❖ Silvestro's Barber Shop ❖ Anita Curl in Boston
Culinary Arts	❖ Serve-Safe ❖ OSHA-10	❖ Bunker Hill Community College ❖ Earl's Kitchen ❖ Goldilox Bagels
Early Childhood	❖ Massachusetts Department of EEC Preschool Teacher Certification, 150 hrs ❖ Massachusetts Department of EEC Infant/Toddler Teacher Certification, 150 hrs ❖ Pediatric First Aid / CPR AED the from American Heart Association ❖ OSHA-10 ❖ 51A Mandated Reporter Training ❖ Strong Start 2.0 training required via Early Education and Care Dept. (EEC)	❖ Launch and Learn ❖ Kid's Corner ❖ Creative Corner ❖ Graceworks ❖ Medford Early Education Program (MEEP)

	❖ CORI (Criminal Offender Record Information) background checks ❖ Fingerprinting requirement via the EEC/BRC Background Records Check	
Electrical	❖ OSHA-10 Construction ❖ HotWorks ❖ 1500 +/- On the job experience toward apprentice ❖ 300 Hours Education toward license	❖ IBEW Local 103 ❖ Gould Construction Institute
Engineering and Robotics	❖ OSHA-10 ❖ MACWIC	❖ The Mitre Corporation ❖ Watts Water Technologies
Film and Television	❖ OSHA-10 ❖ Adobe Premiere Pro ❖ Adobe Certified Professional (ACP) certification exams.	❖ Medford Community Media ❖ City of Medford
Graphic Design & Visual Communications	❖ OSHA - 10 ❖ Adobe Certification in Indesign, Photoshop,	❖ City of Medford ❖ Medford Public Schools

	Illustrator, and Premier	
Health Assisting	❖ OSHA-10 ❖ CPR-Healthcare Provider/First Aid ❖ Certified Nursing Assistant ❖ Alzheimer's Association Dementia Communication Training ❖ Home Health Aide Certification	❖ Winchester Lahey Clinic ❖ Winchester Rehabilitation and Nursing Center ❖ Aberjona Rehabilitation Nursing Center ❖ Woburn Rehabilitation and Nursing Center ❖ Medford Board of Health ❖ Walnut Street Industries ❖ Medford Council on Aging ❖ Medford Public Schools: Child Care ❖ Excel Physical Therapy ❖ Northshore Neurology
Metal Fabrication/Welding	❖ OSHA – 10 ❖ HotWorks	❖ Markham Metals
Programming and Web Development	❖ OSHA-10 ❖ Certiport IT Specialist - HTML & CSS	

Proposed Changes

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

Medford Public Schools is seeking **new program approval** in the following Chapter 74 program areas:

- Criminal Justice/Protective Services
- Dental Assisting
- Information Systems

- Plumbing/HVAC

School leadership presented evidence-based expansion plans to the Medford School Committee that align with our regional blueprints and local demand. Surveys from middle school students provided the following data:

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

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

vi. If the District's proposed Chapter 74 Programming remains unchanged from that included in the Chapter 74 Viability Submission processed during Eligibility Period, confirm in the educational program that the proposed programming remains unchanged from that reviewed during Eligibility Period.

The District's proposed Chapter 74 Programming (both expanded and new) remain generally unchanged from that included in the Chapter 74 Viability Submission processed during the eligibility period with the exception of the timeline being revised to appropriately reflect dates that coincide with new building occupancy. Formal (DESE) program approval and planning will take place at least one year from occupancy. Additionally, a third Auto Technology instructor was added for FY26.

vii. Schedule of implementation for the proposed programming adjustments regarding staffing, curriculum development and project program enrollment from start to full implementation

Expanded Chapter 74 Program Offerings	**Applicable School Year**	**Comment** *SY 28-29 reflects an anticipated occupancy of SY 29-30. These dates are subject to change.
Automotive Tech	SY 25-26	A third instructor was added to the Auto Technology Program. Increase capacity to 40.
Cosmetology	SY 28-29	In addition to space needs, the district will need to hire a third instructor to reach expanded capacity.

Electrical	SY 28-29	In addition to space needs, the district will need to hire a fourth instructor to reach expanded capacity.
Health Assisting	SY 28-29	In addition to space needs, the district will need to hire a third instructor to reach expanded capacity.

Proposed New Chapter 74 Programs	**Apply for Program Approval**	**Planning Phase** (During Program Approval Process)	**Launch** *SY 29-30 reflects an anticipated occupancy of SY 29-30
Dental Assisting	SY 28-29	Form Advisory Committees, develop scope and sequence and curriculum planning	SY 29-30
Criminal Justice/Protective Services	SY 28-29	Form Advisory Committees, develop scope and sequence and curriculum planning	SY 29-30
Plumbing/HVAC	SY 28-29	Form Advisory Committees, develop scope and sequence and curriculum planning	SY 29-30
Information Systems	SY 28-29	Form Advisory Committees, develop scope and sequence and curriculum planning	SY 29-30

Current CTE Program Offerings

Delivering Rigor, Relevance, and Industry Alignment

Automotive Technology

Our Automotive Technology program is evolving in lockstep with a dynamic industry defined by the rise of electric vehicles (EVs) and advanced computerized systems. Recognizing the demand for highly skilled technicians, our curriculum is rigorous and interdisciplinary. Automotive instructors collaborate closely with academic educators to integrate math and science concepts into technical tasks, aligning technical instruction with academic standards. This ensures students are prepared for both the complexity of modern vehicle repair and the critical thinking required for post-secondary success. Graduates often secure stable, competitive positions at dealerships and private facilities. **In the proposed new MHS, we seek to expand this program to meet the surging student interest.**

Biotechnology

Biotechnology at MVTHS offers a gateway to critical sectors including biomanufacturing, pharmaceuticals, and medical sciences. By integrating biology, chemistry, physics, and engineering, students utilize advanced technology to develop products for everyday living. The program mirrors the industry's increasing demand for skilled innovation and is notable for its inclusivity; our classroom demographics reflect the industry trend where women comprise 40-50% of the workforce—exceeding benchmarks for other STEM professions.

The District currently has 17 Science labs where the Science courses are taught. Two of the Science labs are currently housing the Biotechnology Program. The laboratory spaces and adjoining preparation areas were rehabilitated in 2013-2014; therefore, they follow MSBA guidelines for design. In addition, the Science Wing at Medford High School is furnished with an oversized "Lecture Hall," which serves as a high-use room in which guest presentations, World Language testing, AP testing, Science Exposition, Guidance related presentations (college/career planning, course selection, and many others), Health/Wellness Education, and University Partnership presentations (MIT, Tufts University) occur regularly. For the current enrollment, the District needs 15 MSBA-approved Science classrooms, at a minimum. The Science Lecture Hall is an invaluable resource space, and it is recommended that students have access to more spaces of similar size and design, given the use and demand across all disciplines.

The designated space for the Biotechnology Program, which occupies two adjoining Science classrooms, would be ideal to situate in very close proximity to the Science area classes, as it is now. Many of the shared resources make sense to exist in one location for ease of access as well as they have common uses. For example, incubators, Laminar flow hoods, Chemical Fume Hoods, large -80 degree Celsius freezers, autoclaves, ice machines, distilled water, HPLC, Bioreactors, the aquaponic/hydroponic system, and a centralized chemical storage room are all shared amongst the Science department faculty and the Biotechnology Program faculty. In addition, the curriculum scope of the Biotechnology Program and the Science program is very closely aligned, which makes the partnership ideal for many projects, lab activities and supplies, and lab skills.

Some of the challenges currently faced by the Biotechnology program are that the traditional classroom spaces are small relative to the equipment needs of the program, which include biomanufacturing and several large, sterile laminar flow hoods, sterilization equipment, chemical fume hoods, as well as large, negative 80°C freezers. It would be beneficial to increase the square footage of the research lab area and pair it with a separate classroom/theoretical instructional space. Importantly, there would be key benefits to incorporating, in addition to these two spaces, a growing area, an additional storage area, and an instructional preparation area - for the preparation of and safe-keeping of materials and supplies needed for laboratory experiments.

Business Marketing

Reflecting the modern workforce, our Business Marketing program prepares students for a landscape where digital presence and adaptability are paramount. With a curriculum aligned with the Massachusetts Frameworks, students engage in units covering essential questions, strategic concepts, and real-world

application. A core expectation is the attainment of industry-recognized credentials; students utilize *BrainBuffet* to prepare for and complete at least three Microsoft certifications (Excel, PowerPoint, & Word). The program also emphasizes the growing sectors of remote work and social media management.

Carpentry

Enrollment in Carpentry continues to rise, driven by a projected 4% national employment growth and strong local interest. To ensure our students are workforce-ready, the program adheres to a core principle of using exclusively professional-grade tools and equipment rather than educational kits. This commitment allows students to execute sophisticated projects and gain authentic experience. We also make a conscious effort to break down barriers in the trades; while women make up only 6% of the national carpenter workforce, they represent 16% of our Carpentry program. Currently, the program is space-constrained, limiting our ability to accept all interested applicants.

Construction and Craft Laborers

As urbanization drives the need for infrastructure, housing, and public projects, our Construction and Craft Laborers program serves as a critical pipeline for the region's building trades. This Chapter 74-approved curriculum is comprehensive and competency-based, covering multiple trades including carpentry, electricity, masonry, plumbing, welding, and glazing. Students acquire essential certifications in safety (OSHA) and hazardous materials handling. Upon completion, students present a portfolio containing a career plan, safety credentials, and a competency profile to earn the Certificate of Occupational Proficiency.

Cosmetology

Rigorous and state-regulated, our Cosmetology program provides the 1,000 hours of instruction required for the Massachusetts state licensing examination. Beyond technical skills, the curriculum emphasizes entrepreneurship, client consultation, and communication. We have intentionally modernized our curriculum to foster belonging, incorporating textured hair mannequins and braiding techniques to ensure students of color see themselves represented in the work. This inclusive approach has stabilized and increased enrollment. Upperclassmen now specialize in high-demand areas such as esthetics, lash extensions, and color services. **We will seek to expand this program in the proposed new MHS.**

Culinary Arts

The Culinary Arts program simulates a professional environment through our live working laboratory, *Bistro 489*. Students manage front-of-house operations, commercial baking, and banquet services, becoming proficient in industry standards for safety, sanitation, and quality. The program is a model of gender equity; while the national industry is 55% female, our program mirrors this closely with 55% female enrollment, providing an inclusive environment for all aspiring chefs and hospitality managers.

Early Childhood Education

With the demand for licensed childcare in Massachusetts rising by 22% since 2020, our Early Childhood Education program meets a vital community need. All students work toward certification from the Massachusetts Department of Early Education and Care (EEC). The rigorous 3.5-year vocational path includes supervised clinical hours in a variety of preschool and daycare settings, ensuring students meet both academic and practical requirements. While the field is historically female-dominated, our program is inclusive and welcomes students of all gender identities.

Electrical

The Electrical program is designed to bridge the gap between high school and a professional career in contracting or engineering. The curriculum is strictly aligned with the National Electrical Code (NEC)—the definitive standard for the industry in the United States. Students gain hands-on proficiency through nearly 100 in-shop projects and live work around the school district. Seniors often transition into the Cooperative Education program, working with local contractors to apply their skills in the field. **Due to the critical need for licensed electricians, we will seek to expand this program in the proposed new MHS.**

Engineering and Robotics

Though currently limited by physical space, our Engineering and Robotics program maintains steady enrollment and high rigor. We reject the use of educational kits in favor of professional equipment, enabling students to design sophisticated prototypes that rival post-secondary work. The program is also a champion for diversity in STEM; while women make up 15% of the engineering workforce nationally, they represent 18% of our program, a number we continue to bolster through targeted exploratory sessions highlighting female leaders in the field.

Film and Television Production

Driven by the explosion of streaming platforms and digital content, this program offers an immersive production experience. Students utilize industry-standard resources, including *Adobe Creative Cloud* (Premiere Pro and After Effects) and *StudioBinder*. The curriculum blends technical training with film history and theory, studying scripts and directors from diverse backgrounds. This ensures graduates are not only technically proficient editors and producers but also culturally literate storytellers ready for a rapidly expanding media landscape.

Graphic Design and Visual Communications

This program treats design as a powerful tool for communication and commerce. Students master the *Adobe Creative Cloud* suite to produce professional-grade print and digital media, including web design, animation, and user experience (UX) design. The curriculum focuses on building a professional digital portfolio—a critical asset for college applications and employment. By combining artistic theory with technical software skills, students develop the visual literacy required for success in post-secondary education and the workforce.

Health Assisting

Aligned with a healthcare sector projected to grow significantly through 2033, our Health Assisting program is a vital pathway for future medical professionals. Students have the opportunity to obtain Certified Nursing Assistant (CNA) certification, a federally recognized credential. We are actively working to diversify the field through recruitment efforts aimed at male students, challenging industry norms. Despite peer pressure, those who join find a pathway rich with opportunity. **We will seek to expand this program in the proposed new MHS.**

Metal Fabrication and Welding

Our Metal Fabrication program combines creativity with heavy industrial skills. Students progress through a comprehensive sequence of welding techniques, including Shielded Metal Arc (SMAW), Gas Metal Arc (GMAW), and Gas Tungsten Arc (GTAW) on both steel and aluminum. They learn to interpret blueprints and symbols to create everything from artistic sculptures to infrastructure components. Notably, we are successfully challenging the gender gap in the trades; while the national average for women in metal fabrication is 5%, our program is proud to be comprised of nearly 20% female students.

Programming and Web Development

This program prepares students for the high-demand digital economy, focusing on software development, cybersecurity, and data analysis. With the Bureau of Labor Statistics projecting an 8% growth for web developers and digital designers through 2033, our curriculum is forward-looking. Students gain the coding languages and analytical skills necessary to build e-commerce platforms, mobile applications, and secure web environments, positioning them for one of the fastest-growing career tracks in the modern economy.

17. Transportation Policies

Medford Public Schools provides transportation for elementary school students who live more than 1 mile from the school and for middle and high school students who live more than 2 miles from the school (Massachusetts General Laws requires transportation only for students in grades K-6 who live more than 2 miles from the school). There are some exceptions for bus stop locations when there is a particular safety concern.

For Medford High School, all students are entitled to a discounted MBTA student bus pass, allowing them half price rides on MBTA buses. For the one neighborhood that is not services by the MBTA, but is more than 2 miles from the school, there is a yellow bus provided. Eligible students are given a MHS bus pass to ride the yellow bus (eligible students must live in this one neighborhood and are also still entitled to receive a half price MBTA card).

Transportation is also provided, per Massachusetts law, for any student determined to have McKinney-Vento status or moved out of the city by DCF. Additionally, students who have transportation

listed on their IEP receive specialized transportation. The following 3 guidelines and policies also contribute to our transportation practices: DESE GUIDELINES, District POLICY , District BEHAVIOR POLICY (district)

The Medford Public Schools district is currently evaluating its transportation services to better meet the needs of Medford High School students. This review is focused on two primary objectives: expanding the availability of contracted yellow bus routes and simultaneously reducing the reliance on MBTA services, which currently present significant challenges for many students. Furthermore, in response to student feedback regarding limited transportation after the school day, the district is exploring the addition of late bus options to ensure students can consistently participate in extracurricular activities and academic support programs.

18. Functional and Spatial Relationships

A new Medford High School should be designed with flexibility in mind, allowing academic classrooms, offices, and shared spaces to evolve over time as programs shift and student needs change so the building remains efficient, adaptable, and future-ready. This is especially important given our current layout across multiple connected buildings and floors, which often requires students to spend significant time navigating corridors to move from class to class. A more intentional design can reduce travel time, strengthen daily flow, and keep the focus on learning and belonging.

To support stronger collaboration and reduce isolation across departments, we envision academics organized into learning community “clusters” that include centralized breakout spaces where students and educators can work together just outside classrooms. Within this structure, we would like to see content areas clustered intentionally, such as STEM and Humanities so educators can collaborate more naturally on unit design, interdisciplinary learning, and project-based experiences. We also see value in clustering CTE with Fine Arts and academics to strengthen connections, streamline student access, and support shared use of spaces and scheduling.

Guiding design principles and ideal adjacencies include embedding Special Education and English Learner spaces throughout learning communities (rather than separating them), with small group rooms located near clusters in a range of sizes (4–6 students and up to 10). A centrally located library should serve as a bridge between academic areas and art classrooms, with space designed for flexible learning, collaboration, and student support. Career and Technical Education should be integrated with core academics, embedded in clusters, when appropriate. Themed tech labs should be placed near related programs (for example, culinary tech spaces near culinary and the cafeteria) to reinforce whole school use and real-world learning connections.

The building should also reflect the school’s role as both a learning environment and a community hub. A welcoming, accessible Welcome Center near the main entrance should support both school operations and community access, with a separate entrance for community-facing spaces such as the auditorium, gym, and select CTE programs (Bistro, Shop, Cosmetology, Auto). Nursing support near the entrance would

strengthen student care and family coordination, and house offices should be stacked to improve efficiency and clarity of support structures. Finally, outdoor dining options should be intentionally supported to expand flexible space for students and strengthen school culture during the day and for community use when appropriate.

The guiding principles for our adjacency preferences are included in the narrative above.

19. Security and Visual Access Requirements

Behavioral and medical emergency response plans are updated every 3 years and submitted to DESE. These plans are subject to review at any time with input from Medford Police, Medford Fire and building/district leadership. Buildings and Grounds conduct twice yearly safety checks on all areas to meet NIOSH self-inspection checklist. The Medford Fire Department conducts periodic inspections of all buildings during the school year.

The following Emergency Response Plan was updated and submitted to DESE June 13, 2025

MEDFORD PUBLIC SCHOOLS EMERGENCY RESPONSE PLAN FOR MEDFORD HIGH SCHOOL 2025-2026	
ACTION	SPECIFICS
Communication Marta Cabral (Principal)	**School in Session:** School Nurse calls 911 and identifies need for EMT (Basic Life Support) or Paramedic (Advanced Life Support)
	Walkie-talkies, cell phones: Nurses, Security Personnel, Principal, Assistant Principals, Vocational Director, Office Secretaries, Physical Education Dept, Director of School Counseling & Behavioral Services
	Public Address System throughout building
	Fields: Use Walkie-Talkies
	After school activities: Coaches use personal cell phones; Athletic trainer or EMT/paramedic at all contact sports
	Club advisors, Fine Arts programs: Use classroom intercom systems or cell phones
Medical Response Time	**Armstrong Ambulance response time:** Maximum time 8 minutes, average time 5 minutes
Relevant Contacts and Information	**School in session:** Access through School Brains and student health information forms in nurses' office. School nurse notifies parent/caregiver, Director of Health Services, main office 781-393-2200 and vocational office 781-393-2260 as appropriate. Principal notifies superintendent's office. Superintendent notifies school committee members. School counselor 781-393-2288, or designee, accompanies student to hospital and remains until parent/caregiver or guardian arrives.

	Report safety issues: Facilities, 781-393-2208
	After School: School Brains or coaches' players' binder, kept in First Aid Kit. Coach is responsible for parent/caregiver/caregiver notification. Coach or designee accompanies student to hospital and remains until parent/caregiver or guardian arrives.
	Post event support: Collaborative decision made by administration, school counseling and school nursing. May include outside resources as appropriate, including Riverside Community Care (781-329-0909), Cambridge Health Alliance (833- 222-2030), MPS School Physician Dr Patrick Sabia (781-306-0200), Medford Board of Health (Mary Ann O'Connor (781-393-2565)
Direct Emergency Medical Services	**School in Session:** School nurses respond with emergency bag including EpiPen and Narcan. Security or School Resource Officer meets ambulance at top of school driveway and directs to scene. School nurse directs emergency procedures and care until the arrival of EMT/paramedic.
Direct Emergency Behavioral Services	**School in Session:**Alert building administration, school counselor, or nurse via walkie talkie or alerting through admin assistants to locate them. School staff contacts parent/caregiver. School counselor or Administrator responds to provide student support and determine next steps: 1. Emergency Transport via EMS 2. Emergency Mobile Crisis Team 3. Parent Transport to Care
	After School: After school staff, coach or club advisor contacts parent and consults with administrator to determine a next step of the following: ● Emergency Transport via EMS ● Emergency Mobile Crisis Team ● Parent Transport to Care After school staff, coach or club advisor ensures student is fully monitored until transfer of care to appropriate entity determined by level of care necessary.
CPR/AED Training	**Staff and teachers:** offered yearly through the MPS professional development program. **Coaches:** offered yearly through the Athletic Dept. **Students:** taught in health education in grades 11 & 12

	Trained personnel are identified yearly; list of trained staff is kept in nurses' and athletic offices.
Defibrillators	MHS has a public access defibrillator program. Portable defibrillators are located: 1st floor lobby, 2nd floor C building outside Café 2, 3rd floor across from PE cages, Fitness Center on wall next to door, Nurses' office and Vocational Office. Athletic trainer has a defibrillator for games, sports coaches each have a defibrillator for games and practices.
Safety Assessment	Safety assessments are provided in all classrooms and facilities by: Facilities conduct twice yearly safety checks on all areas to meet NIOSH self-inspection checklist and provides checklist to Principal. Medford HS has a safety manual chapter dedicated to each vocational shop. Medford Fire Department conducts periodic inspections of all buildings during the school year. Students are provided developmentally appropriate safety information in their classrooms and health/physical education programs.

To prepare the staff for the upcoming academic period, several administrative leaders oversee the notification and readiness of their respective teams. Assistant Principals, the Executive Director of CTE, and Department administrators are responsible for prepping their unit faculty and secretaries, while the Principal will handle the Main Office and Instructional Support staff. The Chief Operations Officer will coordinate with the high school administration, central office, security personnel and custodial staff to ensure all are fully prepared.

20. Typical Day and Week in the Life of a Student

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.

Special Education Rubric and Regulations

Special Education Rubric

The table below indicates questions to ask when reviewing facilities for students on IEPs.

Question	**Yes/No or Comment**
Ensuring Access	

1. Do the facilities and classrooms for eligible students maximize their inclusion into the life of the school?	No
2. Do all eligible students have access to school facilities including, but not limited to, those areas necessary to implement the student's IEP?	Yes
3. Are resource rooms and separate classrooms for students with disabilities given the same priority as general education programs for access to and use of instructional and other space in public schools?	No
4. Is the school providing whatever equipment and making whatever physical adaptations are necessary, including acoustical and lighting treatments to remove physical communication barriers for students who are visually impaired, deaf, or hard of hearing?	Yes
Ensuring Equality	
5. Are the facilities and classrooms serving only students with disabilities at least equal in all physical respects to the average standards of general education facilities and classrooms?	No
Minimizing Stigmatization	
6. Specifically, does the plan place a classroom serving only older students with disabilities in a part of the school building in which all the classrooms are occupied by elementary school students? Vice versa? (if yes, it's a violation)	No
7. Does the plan place all, or a significant proportion, of special education facilities together in one part of a school building? (if yes, it's a violation)	No
8. During a school construction project, is the plan to move classrooms of students with disabilities to locations apart from the general education program? (if yes, it's a violation)	No
9. Is the plan to place a sign saying "special class" or "resource room" on the front of a substantially separate classroom? (if yes, it's a violation)	No

Medford Public School's Special Education department meets the needs of a wide range of students with disabilities. Students have their needs met in inclusion settings, in substantially separate settings and in the community.

Students are included to the greatest extent possible, these decisions are made through a thoughtful planning process. Students may need support in the mainstream setting; this is provided by special education teachers, and/or paraprofessionals.

Special Education Regulations

State Regulations

603 CMR 28.03(1)(b)

(b) **Facilities**. The school district shall provide facilities and classrooms for eligible students to maximize the inclusion of such students into the life of the school. Facilities and classrooms serving only students with disabilities shall be at least equal in all physical respects to the average standards of general education facilities and classrooms. Resource rooms and separate classrooms for students with disabilities shall be given the same priority as general education programs for access to and use of instructional and other space in public schools in order to minimize the separation or stigmatization of eligible students.

1. All eligible students shall have access to school facilities including, but not limited to, those areas necessary to implement the student's IEP.
2. School districts shall provide whatever equipment and make whatever physical adaptations are necessary to comply with this provision, including acoustical and lighting treatments to remove physical communication barriers for students who are deaf or hard of hearing.
3. The Department may make unannounced inspections of facilities.
4. The following examples illustrate aspects of this requirement and shall not be construed as limiting or defining its scope:

    (a) Placing a classroom serving only older students with disabilities in a part of the school building in which all the classrooms are occupied by elementary school students would violate the requirements of 603 CMR 28.03(1)(b).

    (b) Placing a sign saying "special class on the front of a substantially separate classroom would violate the requirements of 603 CMR 28.03(1)(b).

    (c) Placing all special education facilities together in one part of a school building would violate the requirements of 603 CMR 28.03(1)(b).

    (d) Moving classrooms of students with disabilities to locations apart from the general education program because of financial or construction considerations violates the requirements of 603 CMR 28.03(1)(b).

Special Education Facilities and Classrooms – PQA review criterion #55

The school district provides facilities and classrooms for eligible students that:

1. Maximize the inclusion of such students into the life of the school;

2. Provide accessibility in order to implement fully each student's IEP;
3. Are at least equal in all physical respects to the average standards of general education facilities and classrooms;
4. Are given the same priority as general education programs in the allocation of instructional and other space in public schools in order to minimize the separation or stigmatization of eligible students; and
5. Are not identified by signs or other means that stigmatize such students.

Federal Requirements

Section 504 of the Rehabilitation Act of 1973

21. Other Speciality Spaces

There are several other programs that MHS and the District is proposing for the building, some of which support just the high school population, and some which support the high school and broader school district. Many of these programs already exist at MHS today, and the project is seeking to replicate (and improve) these spaces to meet the needs of the school and District.

Welcome Center

The Welcome Center was designed as a resource and hub for the Medford community, functioning as a centralized Parent Information Center and comprehensive registration office. This center provides a welcoming and efficient intake process where families can finalize enrollment, consult with Health and Student Services, and navigate specialized programming in one location. This intentional configuration ensures that families can complete assessments, clarify complex medical requests, and access native-language resources in a single, accessible location, replacing fragmented administrative hurdles with a unified, family-first environment that immediately connects new arrivals to the district's collective expertise and resources. Maintaining the Welcome Center for MPS is a key priority for the district.

Welcome Resource Area

Within the Welcome Center, we recommend expanding our current supports for new MPS families with the creation of a Welcome Resource Area. Here new students can "shop" for school supplies and select native language and English texts to take home. Designed as a fun and empowering experience, this space would:

- Provide backpacks, notebooks, pens, and other essential supplies.
- Offer a selection of high-interest books in both English and students' home languages.
- Allow students to choose their own items, creating a sense of ownership and excitement.
- Serve as an introduction to the school's culture of celebrating multilingualism and supporting academic success.

This resource area would help ensure that all new arrivals start their school journey fully equipped, while also reinforcing their linguistic and cultural identity further emphasizing our value of belonging.

Central Office

The proposed integration of the District Central Office near the Welcome Center is a strategic shift designed to transform administrative functions into a cohesive, family-centered hub. By co-locating essential departments, including Special Education, Health Services, and English Learner (EL) leadership, with the Superintendent, Human Resources, and Finance offices, the district ensures that the most critical decision-makers are directly accessible to the families they serve which underscores our commitment to ensure belonging of all stakeholders. This adjacency is vital for the success of the Welcome Center area as it allows for a seamless "one-stop" experience.

Integrating the District Central Office with the Welcome Center creates a high-visibility, family-centered hub that transforms administrative functions into a "one-stop" service experience. This strategic co-location serves the following key functions:

- Direct Family Support: By placing Special Education, Health Services, and EL leadership alongside the Superintendent, families can register, get clarity on sometimes complicated registration and medical requests, complete assessments, and access native-language resources without navigating separate sites.
- Integrated Leadership & Collaboration: A dedicated collective space for Academic Department Directors fosters cohesive planning, while adjacent quiet rooms remain available for confidential meetings. Additionally, the central location of Finance and Human Resources provides staff with streamlined access to manage both personal and professional business.
- Community Integration: The design also features a multi-use space tailored for both MHS and MPS community use, ensuring the building serves as a versatile resource beyond school hours.

Other proposed programs include:

- **Pool:** 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.
- **Pop-Up Shop / Gallery:** This new space will provide authentic-learning opportunities for students in Marketing, Business, or Art, allowing students to curate their own art shows.
- **Teen Health Center:** The Teen Health Center will provide on-site health services through a local healthcare partner to students to promote student wellness, access to care and coordination with MHS and District health initiatives.
- **Medford Community Media:** Medford Community Media (MCM) is a local access media/broadcast organization which is currently located at the high school building, and provides programming to the residents of Medford. The organization also supports community use of the MCM spaces, which allows residents to produce, edit and broadcast their own programs. Currently the Chapter 74 Radio and Television Broadcasting program shares the MCM studio and its support spaces, but this shared use model presents limitations for student use and generates

limitations for public access due to CORI check requirements for members of the public using the studio spaces.

- **Clothing Closet:** MHS has an existing Clothing Closet, known as the Mystic Exchange, run by the Counseling department and Project Transition, which addresses short-term clothing needs that may present a barrier to student participation, attendance, or comfort during the school day. The closet supports the District's equity and whole-child goals as well as the vocational hands-on training for the Project Transition students.
- **Food Pantry:** The existing pantry is intended to provide discreet and dignified access to food for students and families experiencing food insecurity, supporting student wellness and equity through wrap-around services. MHS anticipates that the Food Pantry will operate independently from the MHS Food Service Department.
- **Community Partner Spaces:** There are external Community Partners that rent space in the existing MHS today. These partners serve local communities and cultures which operate independently of district administrative function.

By placing leadership and collaborative services at the front door, the district eliminates administrative barriers, ensuring that the journey of every student and the professional experience of every staff member is backed by collective expertise and transparent, accessible support.



3.1.3 Initial Space Summary

3.1.3 Initial Space Summary

A. Space Summary

The Initial Space Summaries were developed to address the goals and vision of the Educational Program through a series of interviews with the Medford High School (MHS) administration, teachers, staff, and students, as well as with District Leadership, and other organizations that are currently housed (or will be) in the proposed building.

Space Summaries included with this submission are:

> Addition/Renovation Alternative for 1,395 high school students and 200 Preschool students, which proposes renovating the existing Physical Education and Pool spaces, and building all other program as new addition construction.
>
> New Construction Alternative for 1,395 high school students and 200 Preschool students, which proposes all program to be built as new construction.

The Code / Repair Upgrade Alternative does not have a separate Space Summary generated as it would only represent a replication of the existing program spaces.

The Space Summaries can be found at the end of this Section, 3.1.3.A.

Existing Building size confirmation: Medford High School was found to be approximately 522,200 gross square feet based on a review of existing documentation acquired.

Programming

SMMA conducted 49 initial Educational Programming meetings in November 2025, with educators, administrators, support staff and students at Medford High School; as well as representatives from the Curtis Tufts Therapuetic Day Program, Kids' Corner daycare, Medford Early Education Program, Medford Family Network, Medford Community Media, and Central Offices. SMMA held the following PDP Programming meetings:

1. Principals, Associate Principals, CTE Director - 1st meeting
2. Principals, Associate Principals, CTE Director - 2nd meeting
3. Academic Support
4. Admin. Assistants/ Admini/ Main Office / Dept Heads
5. Athletics/ Pool
6. School Counselors/ Psychologists / Adjustment Counselors
7. Custodian and Facilities
8. ELL
9. English
10. Food Service
11. Instructional Technology/ IT/ AV
12. Library/ Media Center
13. Math/ Computer Science
14. Media and Technology
15. Nurses
16. PE and Health
17. Performing Arts (Music and Drama)
18. Science
19. Social Studies
20. Special Ed - General Population
21. Special Ed - Specialized Programs
22. Students (a variety with different perspectives)
23. Visual Arts and Design (2D, 3D, Photography, Digital Art)
24. World Language
25. Chapter 74 Programs Kick-Off Meeting
26. Automotive
27. Biotechnology
28. Business Marketing
29. Carpentry
30. Construction Craft Laborers
31. Cosmetology
32. Culinary Arts
33. Early Education and Care
34. Electrical
35. Engineering and Robotics
36. Graphic Design
37. Film & TV
38. Health Assisting
39. Metal Fabrication & Welding
40. Programming and Web Development
41. New/Proposed Programs (with CTE Leadership)
42. Pre-K Program (MEEP)
43. Curtis-Tufts Therapeutic Day Program
44. Daycare - Kids' Corner
45. Central Office
46. After School/ Community Schools
47. Parent Information Center
48. Medford Family Network
49. Medford Community Media

All meetings were conducted in person. The meeting minutes from each of these meetings can be found in Appendix E of this report. The minutes do not represent a promise of inclusion of specific scope elements within the project, but identify participants' wants, as well as their thoughts about school organization and pedagogy for teaching and learning.

Visioning

The following Executive Summary of the MHS Visioning is an excerpt from the Medford High School Educational Visioning Report, written by the project team's Educational Planner, My Learning Place Integrated Design, after having conducted building tours, a student shadow day and several Visioning workshops. To view the full report, please refer to the full Educational Visioning Report, found in Appendix F of this report.

In the fall of 2025, members of Medford Public Schools participated in a series of Educational Visioning sessions facilitated by Educational Planner Mike Pirollo and Educational Consultant Paul White from My Learning Place Integrated Design, Inc., in collaboration with SMMA. Each session was part of a collaborative process designed to inform the Medford High School Building Project and align future design decisions with the district's educational priorities.

Through interactive workshops, structured protocols, and reflective discussions, participants engaged in a step-by-step process aimed at capturing high-level thinking around the following:

- Educational, Architectural, and Community Priorities
- Developmental Traits and Needs of Grades 9–12 Learners
- Current and Reimagined Student Experiences
- Vision of Teaching and Learning, Including Practices, Programs, and Structures
- Vision of Learning Environments that Support Belonging, Engagement, and Growth

Throughout the process, participants shared thoughtful insights about how students experience Medford High School today, what adolescents need to thrive, and how learning environments, schedules, and systems can be intentionally designed to support both academic success and social-emotional wellbeing in the future. The following summary highlights the key themes and outcomes that emerged, reflecting

Medford's collective vision for a future-ready, student-centered comprehensive high school.



Visioning – Building Tour



Visioning - Workshops

Overarching Project Goals & Priorities

The visioning process surfaced a clear set of guiding educational goals that will shape future planning and design decisions for Medford High School:

- A school where every student, educator, and family feels seen, valued, and belongs
- A welcoming and accessible community hub that supports learning, engagement, and connection during and beyond the school day
- Learning experiences that are purposeful, relevant, rigorous, joyful, and connected to the realworld
- Flexible, purposeful, and human-centered spaces that support collaboration, movement, and multiple modes of teaching and learning
- A Place That Centers Student Voice, Agency, and Leadership
- A future-ready building that is adaptable, sustainable, and able to evolve with changing student needs and educational practices

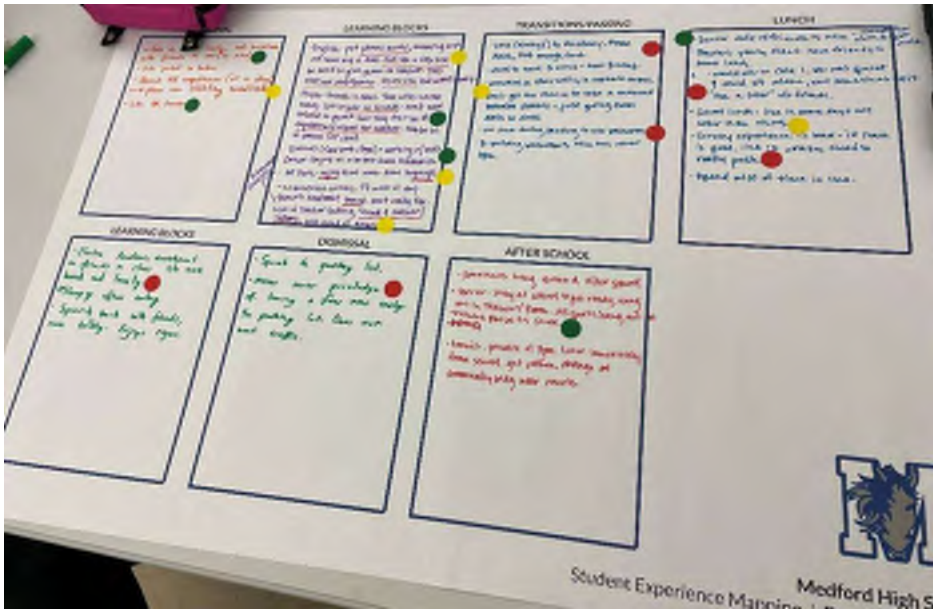
Together, these goals define a shared vision for Medford High School as a connected learning community that prioritizes equity, coherence, and opportunity for all students

Developmental Considerations & Impacts

Participants closely examined the developmental characteristics of high school learners, emphasizing the importance of environments that balance independence with structure, social connection with emotional regulation, and energy with purpose. Students in Grades 9–12 were described as highly social, emotionally sensitive, and increasingly motivated by peer relationships, identity exploration, and authentic learning experiences.

At the same time, participants noted the continued need for predictable routines, clear expectations, supportive adult relationships, and accessible systems of support.

These developmental insights translated into implications for scheduling, programming, and space design, including the need for intentional transitions, mentorship structures, flexible learning zones, opportunities for movement, and spaces that support both collaboration and quiet reflection.



Visioning – Student Experience Mapping

Teaching, Learning, and the Vision of the Future School

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.

Design and Physical Space Implications

Participants described a future Medford High School facility that is welcoming, adaptable, and intentionally organized to support both learning and wellbeing. Key design implications include:

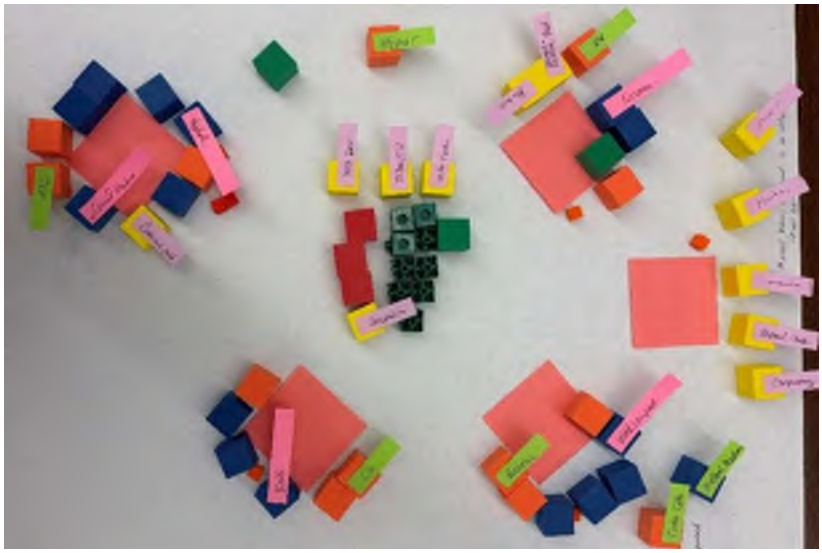
- Flexible learning neighborhoods that foster connection, collaboration, and student identity
- Instructional spaces that support hands-on, project-based, and interdisciplinary learning
- Centralized gathering areas that build community and support informal learning
- Calming and restorative spaces that promote regulation, wellness, and student support
- Clear wayfinding and accessible support spaces that help students navigate the building with confidence
- Opportunities throughout the building to showcase student work, creativity, and achievement

The building is envisioned not only as a place for instruction, but as an active contributor to school culture, relationships, and daily student experience.

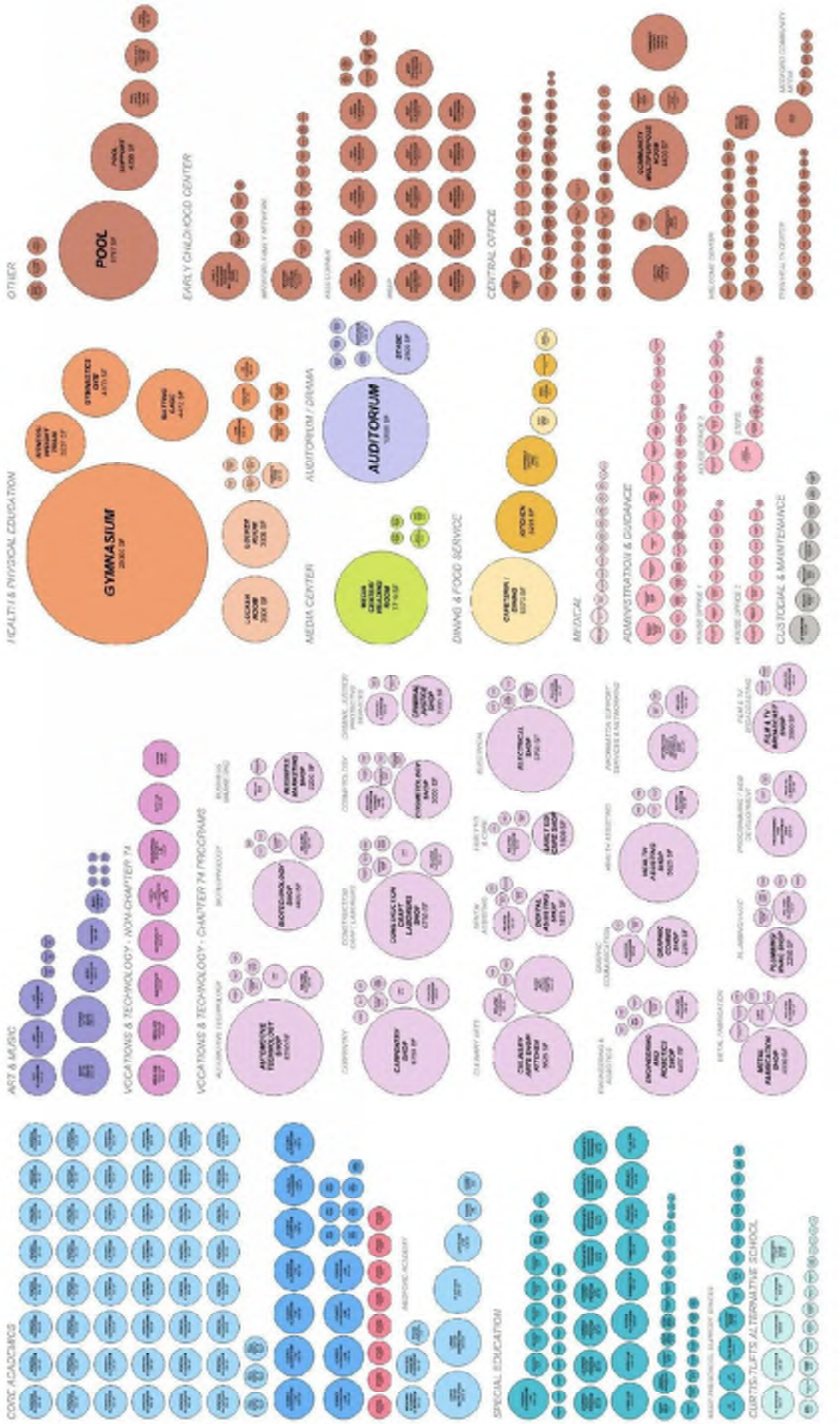
Community Vision

Ultimately, the Medford High School community envisions a school that places students at the center of every decision. A school that values belonging, coherence, and opportunity. A school that prepares young people not only academically, but socially, emotionally, and ethically for life beyond graduation.

The future Medford High School will reflect the district's commitment to equity, adaptability, and community, serving as a source of pride and possibility for students, families, and the City of Medford for generations to come.



Visioning – Educational Program Adjacency Work


OTHER
POOL
EARLY CHILDHOOD CENTER
CENTRAL OFFICE
HEALTH & PHYSICAL EDUCATION
GYMNASIUM
MEDIA CENTER
AUDITORIUM / DRAMA
AUDITORIUM
DINING & FOOD SERVICE
KITCHEN
MEDICAL
ADMINISTRATION & GUIDANCE
CUSTODIAL & MAINTENANCE
ART & MUSIC
VOCATIONS & TECHNOLOGY - NON-CHAPTER 74
VOCATIONS & TECHNOLOGY - CHAPTER 74 PROGRAMS
CORE ACADEMICS
SPECIAL EDUCATION
CURTIS/TUFTS ALTERNATIVE SCHOOL

Proposed Space Summary - High School

Addition / Renovation

Date: 2.18.2026 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**			**80,565**			**80,565**			**12,185**			**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	11	15,840	1,440	11	15,840	0	-1	-1,440	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				
Black Box			0			0	2,000	1	2,000	2,000	1	2,000	2,000	1	2,000				
Academic Support Hub			0			0	475	2	950	475	2	950	475	2	950				
SPECIAL EDUCATION			**21,257**			**0**			**37,990**			**37,990**			**24,390**			**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	1,440	0	0	1,440	0	0	1,380	-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	1,440	1	1,440	1,440	1	1,440	1,440	1	1,440				
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				

Proposed Space Summary - High School

Addition / Renovation

Date: 2.18.2026 Preliminary Design Program

MEDFORD PUBLIC SCHOOLS MEDFORD HIGH SCHOOL	EXISTING CONDITIONS			PROPOSED PROGRAM EXISTING TO REMAIN / RENOVATED			NEW CONSTRUCTION			TOTAL			VARIATION TO MSBA GUIDELINES			MSBA GUIDELINES (DO NOT MODIFY) (Refer to Educational Facility Planning for additional information)			
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 Support Spaces										0	0	0	0	0	0				
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				
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				
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				
Collaborative Program Spaces (List rooms separately below)																			
[Enter room type here]			0			0			0	0	0	0	0	0	0				
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				
[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				
[Enter room type here]			0			0			0	0	0	0	0	0	0				
VOCATIONS & TECHNOLOGY			58,330			0			120,305			120,305			120,145			123,425	
Non-Chapter 74 Programs (List rooms separately below)			2,175						11,280			11,280			11,120			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	2	2,880	1,440	2	2,880	1,440	2	2,880				
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				

Proposed Space Summary - High School

Addition / Renovation

Date: 2.18.2026 Preliminary Design Program

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				EXISTING TO REMAIN / RENOVATED			NEW CONSTRUCTION			TOTAL									
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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	
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	

Proposed Space Summary - High School

Addition / Renovation

Date: 2.18.2026 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
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									
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	

Proposed Space Summary - High School

Addition / Renovation

Date: 2.18.2026 Preliminary Design Program

MEDFORD PUBLIC SCHOOLS MEDFORD HIGH SCHOOL	EXISTING CONDITIONS			PROPOSED PROGRAM EXISTING TO REMAIN / RENOVATED			NEW CONSTRUCTION			TOTAL			VARIATION TO MSBA GUIDELINES			MSBA GUIDELINES (DO NOT MODIFY) (Refer to Educational Facility Planning for additional information)			
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
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**			**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				
[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				
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				
[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				
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				
[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				
[Enter room type here]			0			0			0	0	0	0	0	0	0				

Proposed Space Summary - High School

Addition / Renovation

Date: 2.18.2026 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
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				
[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				
ADMINISTRATION & GUIDANCE			**14,003**			**0**			**14,264**			**14,264**			**9,051**			**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				
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				
Mother's Room			0			0	80	2	160	80	2	160	80	2	160				

Proposed Space Summary - High School

Addition / Renovation

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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
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				
[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				
[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				
OTHER			**50,136**			**11,591**			**56,770**			**68,361**			**68,361**			**0**	
(List rooms separately below)																			
Pop-up Shop / Gallery			0			0	300	1	300	300	1	300	300	1	300				
Clothing Closet	858	1	858			0	300	1	300	300	1	300	300	1	300				
Food Pantry			0			0	300	1	300	300	1	300	300	1	300				
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**						**26,145**			**26,145**			**26,145**				
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				
MEEP (Preschool) (See "Special Education - MEEP" for support spaces)									**13,200**			**13,200**			**13,200**				
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)
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				

Proposed Space Summary - High School

Addition / Renovation

Date: 2.18.2026 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
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				
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				

Proposed Space Summary - High School

Addition / Renovation

Date: 2.18.2026 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
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				
School Committee Chambers						0	4,400	1	4,400	4,400	1	4,400	4,400	1	4,400				
School Committee Office						0	500	1	500	500	1	500	500	1	500				
School Committee 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				
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**			**372,600**			**426,586**			**149,488**			**277,098**	**Total Building Net Floor Area (NFA)**
Proposed Student Capacity / Enrollment																		**1,395**	**Enter Total Enrollment**

Proposed Space Summary - High School

Addition / Renovation

Date: 2.18.2026 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
NON-PROGRAMMED SPACES					% of GFA	**26,993**		% of GFA	**186,300**		% of GFA	**213,293**							Complete this category with Schematic Design Submittal
Other Occupied Rooms (List rooms separately below)																			
[Enter room type here]				-	0.0000%		-	0.0000%		-	0.0000%	0							
[Enter room type here]				-	0.0000%		-	0.0000%		-	0.0000%	0							
[Enter room type here]				-	0.0000%		-	0.0000%		-	0.0000%	0							
[Enter room type here]				-	0.0000%		-	0.0000%		-	0.0000%	0							
[Enter room type here]				-	0.0000%		-	0.0000%		-	0.0000%	0							
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**	-	33.3333%	**186,300**	-	33.3333%	**213,293**						138,549	
Total Building Gross Floor Area (GFA)[2]			**522,200**			**80,979**			**558,900**			**639,879**			**224,232**			**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.

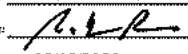
[3] **Remaining** Includes exterior walls, interior partitions, chases, and other areas not listed above. Do not calculate this area, it is assumed to equal the difference between the Total Building Gross Floor Area and area not accounted for. above.

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: Matthew Rice, AIA

Signature of Principal Architect: 

Date: 02/18/2026

Proposed Space Summary - High School

New Construction

Date: 2.18.2026 Preliminary Design Program

MEDFORD PUBLIC SCHOOLS MEDFORD HIGH SCHOOL	EXISTING CONDITIONS			PROPOSED PROGRAM EXISTING TO REMAIN / RENOVATED			NEW CONSTRUCTION			TOTAL			VARIATION TO MSBA GUIDELINES			MSBA GUIDELINES (DO NOT MODIFY) (Refer to Educational Facility Planning for additional information)			
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**			**80,565**			**80,565**			**12,185**			**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	11	15,840	1,440	11	15,840	0	-1	-1,440	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				
Black Box			0			0	2,000	1	2,000	2,000	1	2,000	2,000	1	2,000				
Academic Support Hub			0			0	475	2	950	475	2	950	475	2	950				
SPECIAL EDUCATION			**21,257**			**0**			**37,990**			**37,990**			**24,390**			**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	1,440		0	1,440	0	0	1,380	-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	1,440	1	1,440	1,440	1	1,440	1,440	1	1,440				
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				
MEEP Preschool Support Spaces										0	0	0	0	0	0				
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				

Proposed Space Summary - High School

New Construction

Date: 2.18.2026 Preliminary Design Program

MEDFORD PUBLIC SCHOOLS MEDFORD HIGH SCHOOL	EXISTING CONDITIONS			PROPOSED PROGRAM EXISTING TO REMAIN / RENOVATED			NEW CONSTRUCTION			TOTAL			VARIATION TO MSBA GUIDELINES			MSBA GUIDELINES (DO NOT MODIFY) (Refer to Educational Facility Planning for additional information)			
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
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				
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				
Collaborative Program Spaces (List rooms separately below)																			
[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				
[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				
[Enter room type here]			0			0			0	0	0	0	0	0	0				
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				
[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				
[Enter room type here]			0			0			0	0	0	0	0	0	0				
VOCATIONS & TECHNOLOGY			58,330			0			120,305			120,305			120,145			123,425	
Non-Chapter 74 Programs (List rooms separately below)			2,175						11,280			11,280			11,120				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	2	2,880	1,440	2	2,880	1,440	2	2,880				
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	

Proposed Space Summary - High School

New Construction

Date: 2.18.2026 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
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	
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	

Proposed Space Summary - High School

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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
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									
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				

Proposed Space Summary - High School

New Construction

Date: 2.18.2026 Preliminary Design Program

MEDFORD PUBLIC SCHOOLS MEDFORD HIGH SCHOOL	EXISTING CONDITIONS			PROPOSED PROGRAM EXISTING TO REMAIN / RENOVATED			NEW CONSTRUCTION			TOTAL			VARIATION TO MSBA GUIDELINES			MSBA GUIDELINES (DO NOT MODIFY) (Refer to Educational Facility Planning for additional information)			
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
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				
[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				
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				
[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				
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				
[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				
[Enter room type here]			0			0			0	0	0	0	0	0	0				
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				
[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				

Proposed Space Summary - High School

New Construction

Date: 2.18.2026 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
ADMINISTRATION & GUIDANCE			**14,003**			**0**			**14,264**			**14,264**			**9,051**			**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				
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				
Mother's Room			0			0	80	2	160	80	2	160	80	2	160				
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	

Proposed Space Summary - High School

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
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				
[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				
[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				
OTHER			**50,136**			**0**			**67,703**			**67,703**			**67,703**			**0**	
(List rooms separately below)																			
Pop-up Shop / Gallery			0			0	300	1	300	300	1	300	300	1	300				
Clothing Closet	858	1	858			0	300	1	300	300	1	300	300	1	300				
Food Pantry			0			0	300	1	300	300	1	300	300	1	300				
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**						**26,145**			**26,145**			**26,145**				
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				
MEEP (Preschool) (See "Special Education - MEEP" for support spaces)									**13,200**			**13,200**			**13,200**				
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)
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				

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(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				
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				
School Committee Chambers						0	4,400	1	4,400	4,400	1	4,400	4,400	1	4,400				

Proposed Space Summary - High School

New Construction

Date: 2.18.2026 Preliminary Design Program

MEDFORD PUBLIC SCHOOLS MEDFORD HIGH SCHOOL	EXISTING CONDITIONS			PROPOSED PROGRAM EXISTING TO REMAIN / RENOVATED			NEW CONSTRUCTION			TOTAL			VARIATION TO MSBA GUIDELINES			MSBA GUIDELINES (DO NOT MODIFY) (Refer to Educational Facility Planning for additional information)			
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
School Committee Office						0	500	1	500	500	1	500	500	1	500				
School Committee 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				
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**			**404,833**			**404,833**			**127,735**			**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	**202,417**		% of GFA	**202,417**							Complete this category with Schematic Design Submittal
Other Occupied Rooms (List rooms separately below)																			
[Enter room type here]				-	#DIV/0!		-	0.0000%		-	0.0000%	0							
[Enter room type here]				-	#DIV/0!		-	0.0000%		-	0.0000%	0							
[Enter room type here]				-	#DIV/0!		-	0.0000%		-	0.0000%	0							
[Enter room type here]				-	#DIV/0!		-	0.0000%		-	0.0000%	0							
[Enter room type here]				-	#DIV/0!		-	0.0000%		-	0.0000%	0							
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**	-	33.3333%	**202,417**	-	33.3333%	**202,417**							
Total Building Gross Floor Area (GFA)[2]			**522,200**			**0**			**607,250**			**607,250**			**191,603**			**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: Matthew Rice, AIA

Signature of Principal Architect:

Date: 02/18/2026

B. Floor Plans of the Existing Facility

Medford High School's existing building is sprawling, across a total of four occupiable levels. Classrooms are mostly organized by department, siloing disciplines and effectively disconnecting educators of different disciplines from one another. The majority of the CTE Chapter 74 programs are physically separated from the rest of the school, further contributing to a cultural divide between academic and CTE staff and students.

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, as well as the few Technology Labs which exist, are considered undersized when compared to MSBA Guidelines. The school lacks Teacher Planning Rooms for collaborative planning.

Most Physical Education space sizes currently exceed MSBA Guidelines, including the Gymnasium and several Alternative PE spaces located across the hallway from the Gymnasium. The quality of the PE spaces (from a finishes, athletic equipment and MEP systems standpoint) is currently inadequate to support the school's educational goals.

There is a pool located within the existing building that is used by the school occasionally as part of the PE curriculum, and which is also open to the community both during school and non-school hours.

The Auditorium is significantly undersized in its ability to adequately serve the current student population, and is well below the area outlined for this space in the MSBA Guidelines. The Auditorium currently has only 333 seats (some of which are in need of repair and are currently unusable), which are split between Level 1 and a disconnected balcony that is accessed from Level 2.

While the Media Center is adequately sized, a lack of differentiated spaces within the footprint of the Media Center does not support the school's goals for varied learning and seating opportunities within the space. The Media Center is not visible from the main entrance, and receives an extremely limited amount of natural daylighting.

The school is home to several non MHS-programs, including:

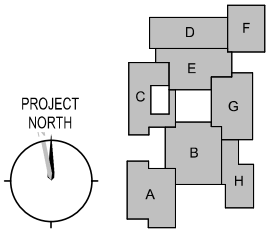
- Kids' Corner, a daycare from ages 2 months to Pre-K, primarily for Medford Public Schools' staff or students.
- Medford Family Network, a community-based organization that supports Medford families by providing resources and programs that promote early childhood development and parental/ family support.
- Central Office for the Medford Public Schools District Administration
- Medford Community Media, a community-based media and broadcast organization
- Community Partner Rentals: There are several organizations that currently lease space at the existing high school, which are included in the proposed program.

The Existing Plans and Deficiency Plans can be found at the end of this Section, 3.1.3.B.

MSBA PROGRAM LEGEND

- ADMINISTRATION AND GUIDANCE
- ART AND MUSIC
- AUDITORIUM / DRAMA
- CENTRAL OFFICE
- CHAPTER 74 PROGRAMS
- CIRCULATION
- CORE ACADEMIC
- CUSTODIAL AND MAINTENANCE
- MEDIA CENTER
- MECHANICAL / UNOCCUPIED
- NON-CHAPTER 74 PROGRAMS
- OTHER
- SPECIAL EDUCATION
- TEACHER PLANNING
- TOILETS
- VERTICAL CIRCULATION





1ST FLOOR PLAN

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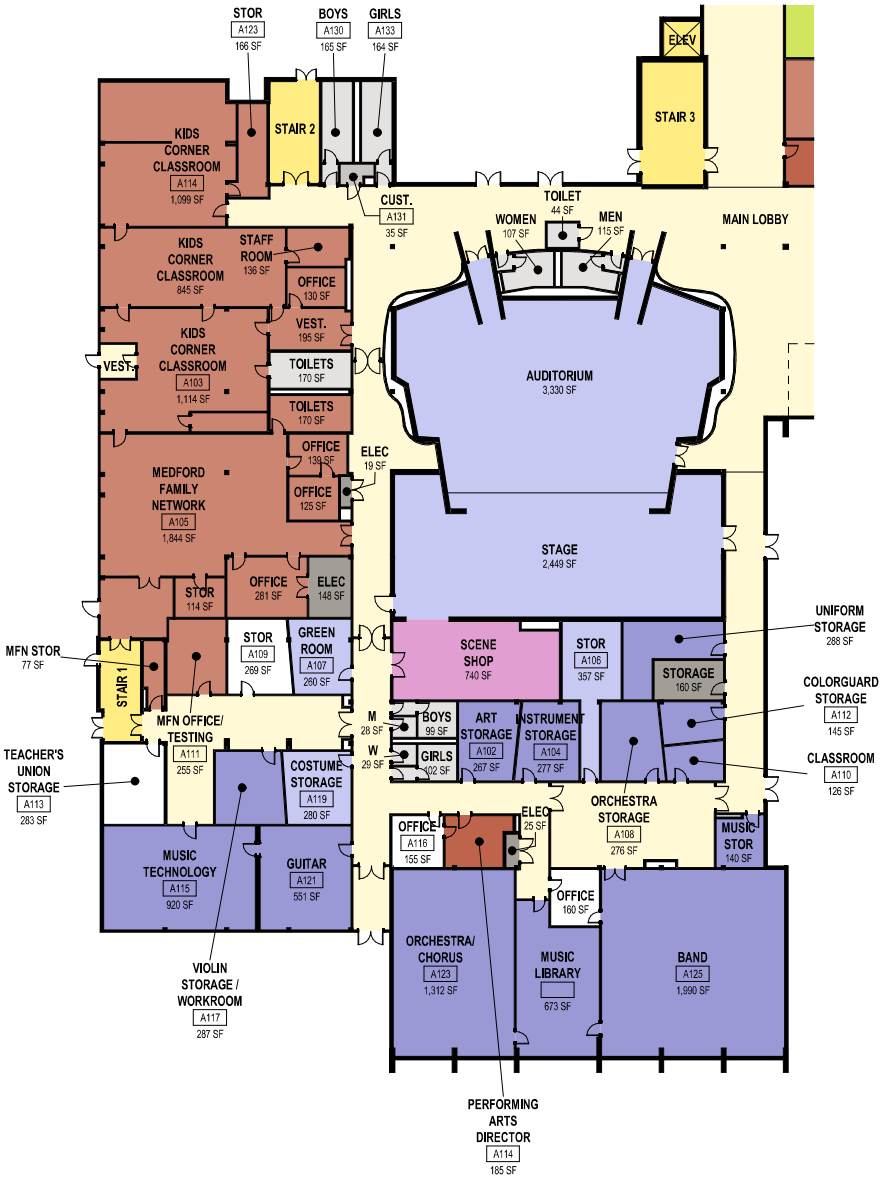
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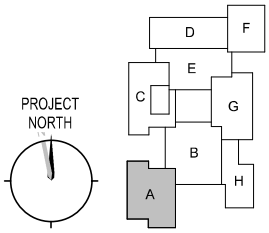
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Medford High School

MSBA PROGRAM LEGEND

- ART AND MUSIC
- AUDITORIUM / DRAMA
- CENTRAL OFFICE
- CIRCULATION
- CUSTODIAL AND MAINTENANCE
- MEDIA CENTER
- MECHANICAL / UNOCCUPIED
- NON-CHAPTER 74 PROGRAMS
- OTHER
- TOILETS
- VERTICAL CIRCULATION





1ST FLOOR PLAN - PART A

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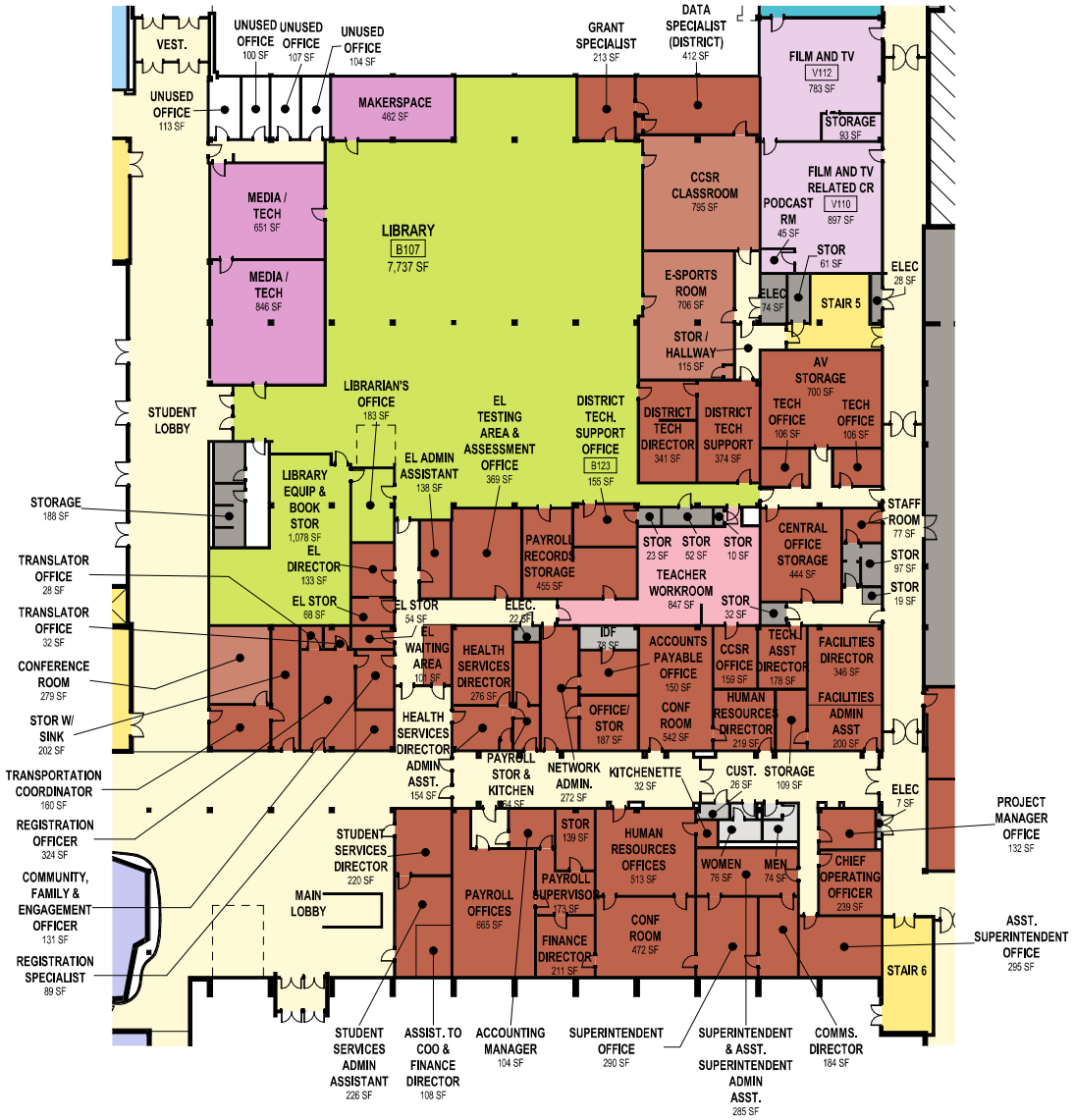
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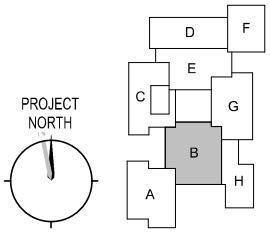
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Medford High School

MSBA PROGRAM LEGEND

- ADMINISTRATION AND GUIDANCE
- AUDITORIUM / DRAMA
- CENTRAL OFFICE
- CHAPTER 74 PROGRAMS
- CIRCULATION
- CORE ACADEMIC
- CUSTODIAL AND MAINTENANCE
- MEDIA CENTER
- MECHANICAL / UNOCCUPIED
- NON-CHAPTER 74 PROGRAMS
- OTHER
- SPECIAL EDUCATION
- TOILETS
- VERTICAL CIRCULATION

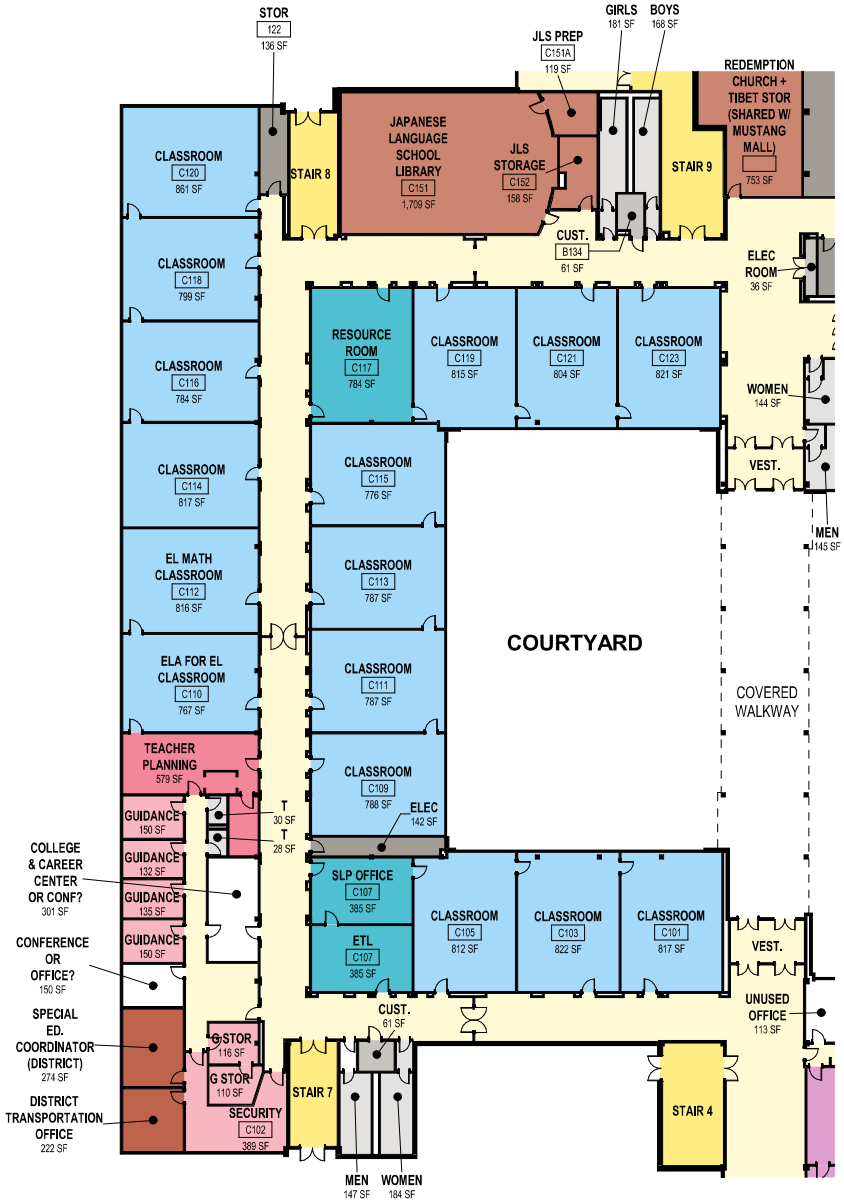


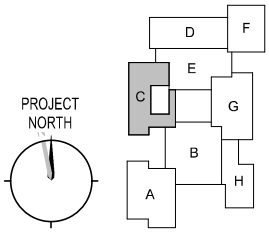


1ST FLOOR PLAN - PART B

MSBA PROGRAM LEGEND

- ADMINISTRATION AND GUIDANCE
- CENTRAL OFFICE
- CIRCULATION
- CORE ACADEMIC
- CUSTODIAL AND MAINTENANCE
- MEDIA CENTER
- MECHANICAL / UNOCCUPIED
- NON-CHAPTER 74 PROGRAMS
- OTHER
- SPECIAL EDUCATION
- TEACHER PLANNING
- TOILETS
- VERTICAL CIRCULATION





1ST FLOOR PLAN - PART C

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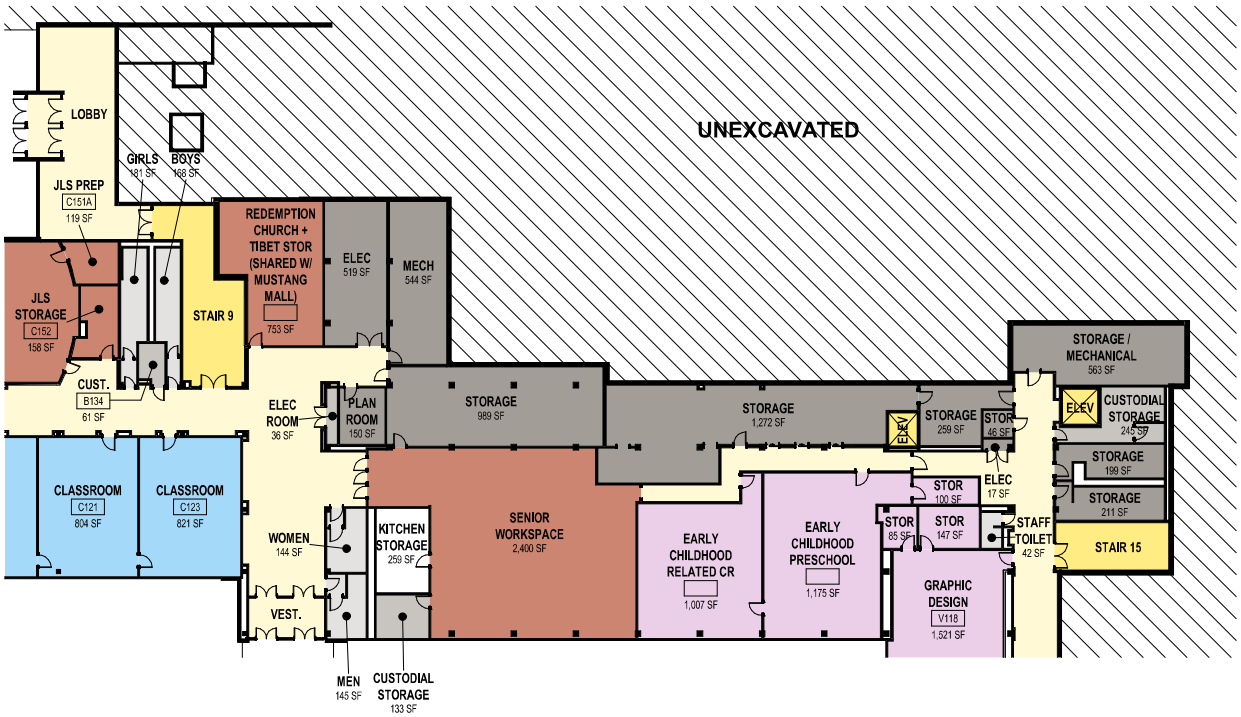
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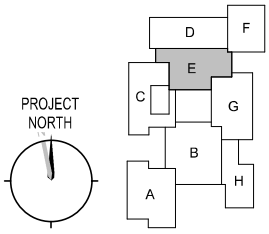
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Medford High School

MSBA PROGRAM LEGEND

- CHAPTER 74 PROGRAMS
- CIRCULATION
- CORE ACADEMIC
- CUSTODIAL AND MAINTENANCE
- MECHANICAL / UNOCCUPIED
- OTHER
- TOILETS
- VERTICAL CIRCULATION





1ST FLOOR PLAN - PART E

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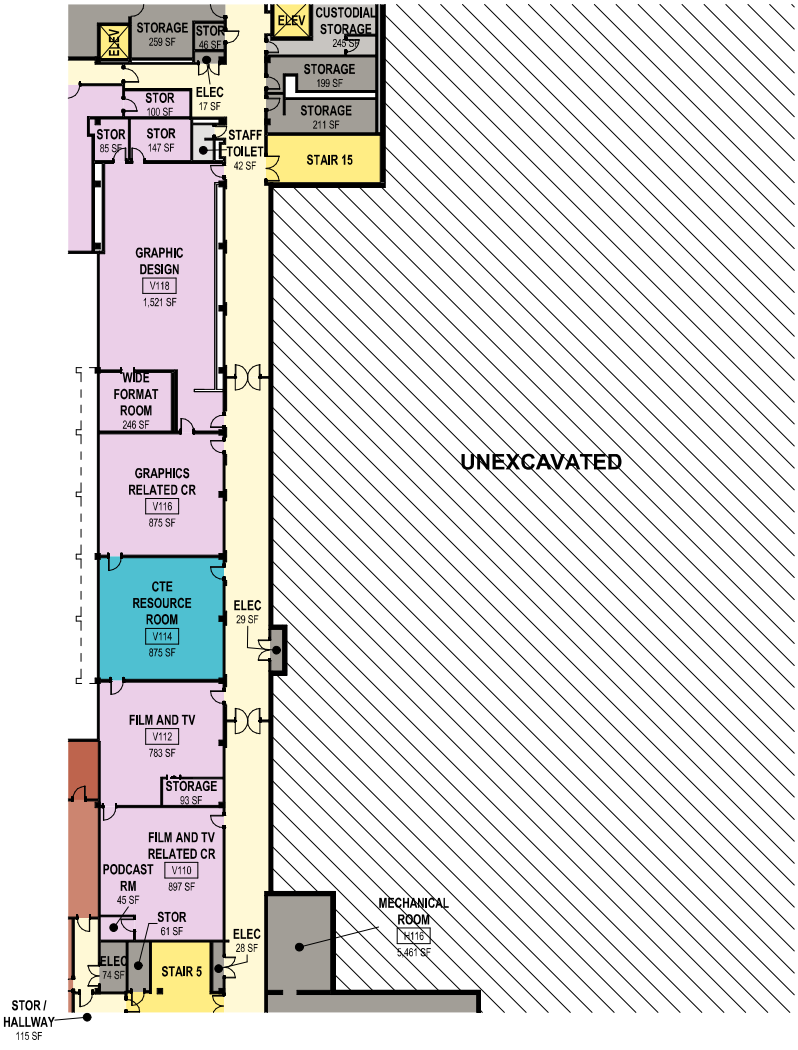
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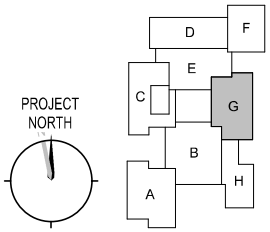
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Medford High School

MSBA PROGRAM LEGEND

- CENTRAL OFFICE
- CHAPTER 74 PROGRAMS
- CIRCULATION
- CUSTODIAL AND MAINTENANCE
- MEDIA CENTER
- MECHANICAL / UNOCCUPIED
- OTHER
- SPECIAL EDUCATION
- TOILETS
- VERTICAL CIRCULATION





1ST FLOOR PLAN - PART G

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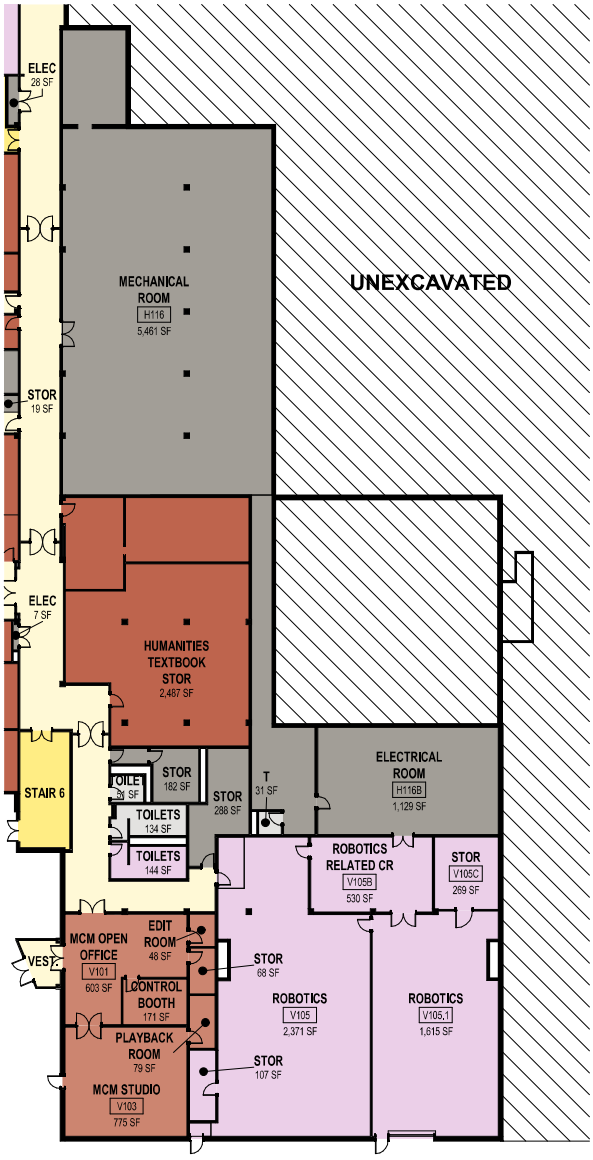
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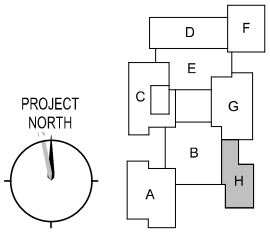
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Medford High School

MSBA PROGRAM LEGEND

- CENTRAL OFFICE
- CHAPTER 74 PROGRAMS
- CIRCULATION
- MECHANICAL / UNOCCUPIED
- OTHER
- TOILETS
- VERTICAL CIRCULATION





1ST FLOOR PLAN - PART H

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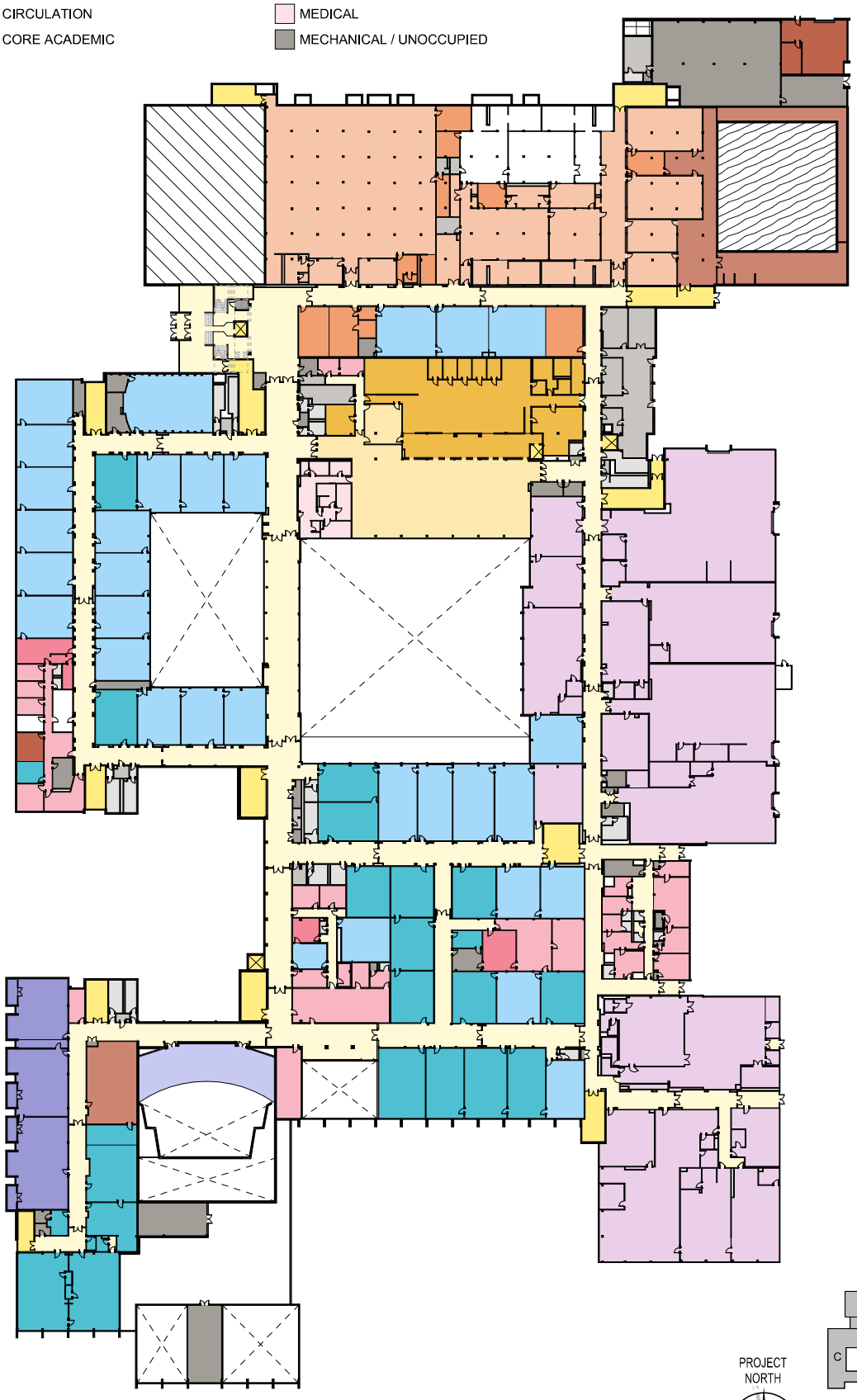
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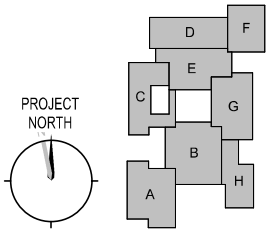
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Medford High School

MSBA PROGRAM LEGEND

- ADMINISTRATION AND GUIDANCE
- ART AND MUSIC
- AUDITORIUM / DRAMA
- CENTRAL OFFICE
- CHAPTER 74 PROGRAMS
- CIRCULATION
- CORE ACADEMIC
- CUSTODIAL AND MAINTENANCE
- DINING COMMONS
- FOOD SERVICE
- HEALTH AND PHYSICAL EDUCATION
- LOCKER ROOMS / PE OFFICES
- MEDICAL
- MECHANICAL / UNOCCUPIED
- OTHER
- SPECIAL EDUCATION
- TEACHER PLANNING
- TOILETS
- VERTICAL CIRCULATION





2ND FLOOR PLAN

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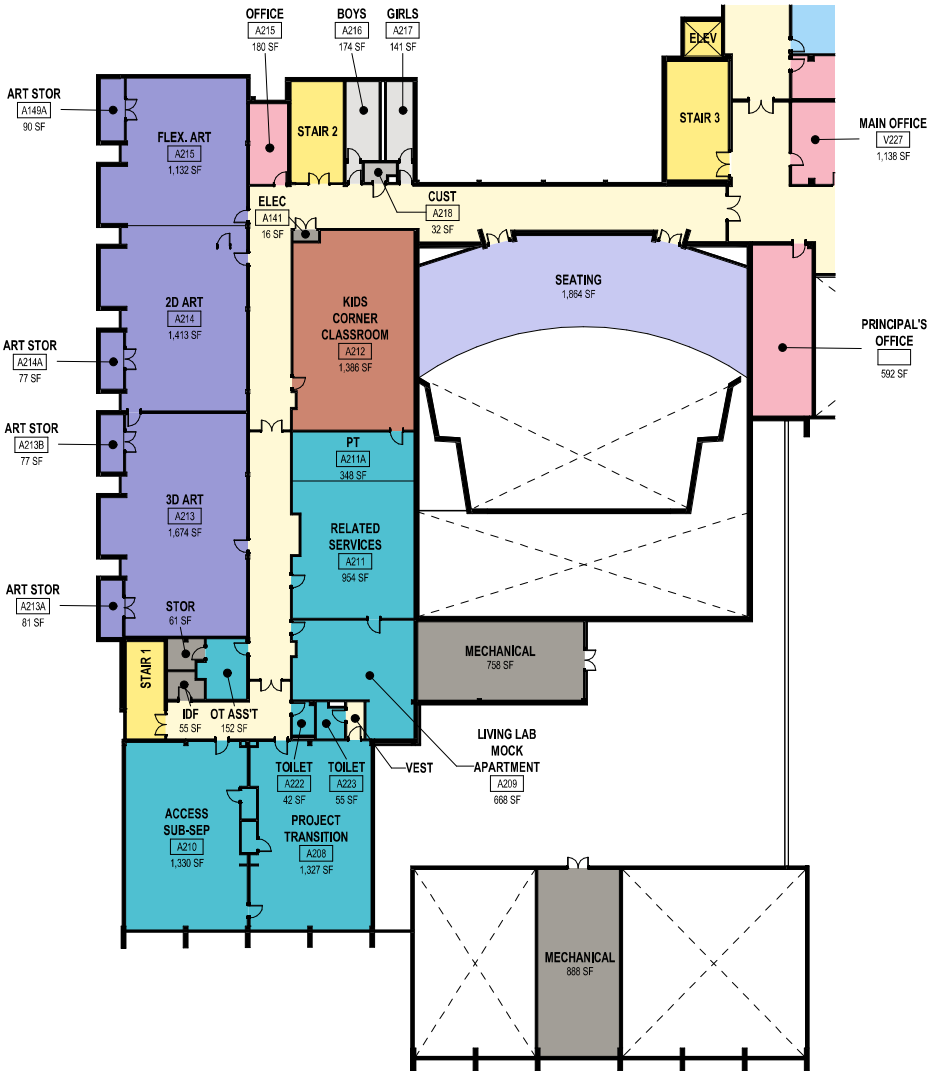
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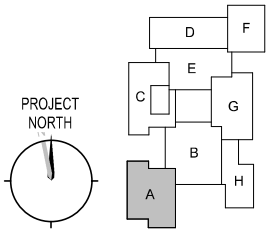
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Medford High School

MSBA PROGRAM LEGEND

- ADMINISTRATION AND GUIDANCE
- ART AND MUSIC
- AUDITORIUM / DRAMA
- CIRCULATION
- CORE ACADEMIC
- CUSTODIAL AND MAINTENANCE
- MECHANICAL / UNOCCUPIED
- OTHER
- SPECIAL EDUCATION
- TOILETS
- VERTICAL CIRCULATION



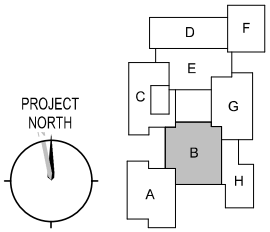


2ND FLOOR PLAN - PART A

MSBA PROGRAM LEGEND

- ADMINISTRATION AND GUIDANCE
- AUDITORIUM / DRAMA
- CHAPTER 74 PROGRAMS
- CIRCULATION
- CORE ACADEMIC
- CUSTODIAL AND MAINTENANCE
- MECHANICAL / UNOCCUPIED
- SPECIAL EDUCATION
- TEACHER PLANNING
- TOILETS
- VERTICAL CIRCULATION





2ND FLOOR PLAN - PART B

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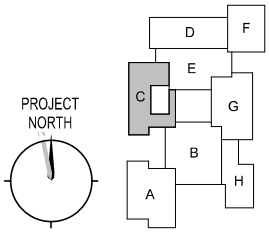
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Medford High School

MSBA PROGRAM LEGEND

- ADMINISTRATION AND GUIDANCE
- CENTRAL OFFICE
- CIRCULATION
- CORE ACADEMIC
- CUSTODIAL AND MAINTENANCE
- MEDICAL
- MECHANICAL / UNOCCUPIED
- SPECIAL EDUCATION
- TEACHER PLANNING
- TOILETS
- VERTICAL CIRCULATION





2ND FLOOR PLAN - PART C

smma

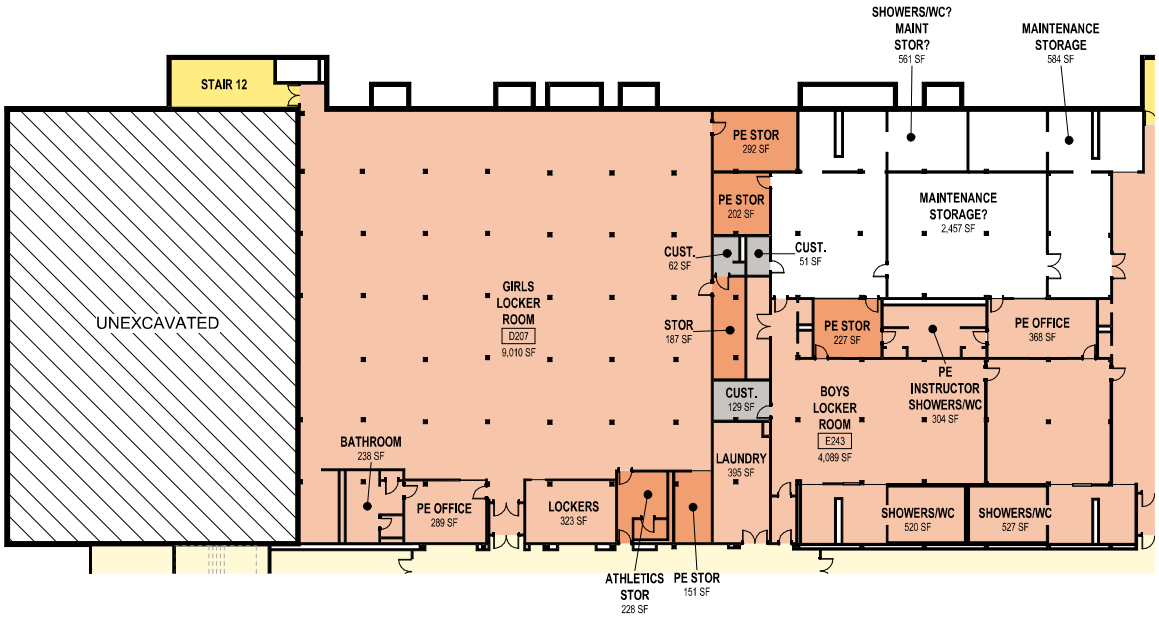
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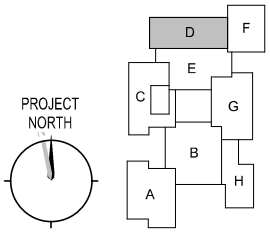
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Medford High School

MSBA PROGRAM LEGEND

- CIRCULATION
- CUSTODIAL AND MAINTENANCE
- HEALTH AND PHYSICAL EDUCATION
- LOCKER ROOMS / PE OFFICES
- VERTICAL CIRCULATION





2ND FLOOR PLAN - PART D

smma

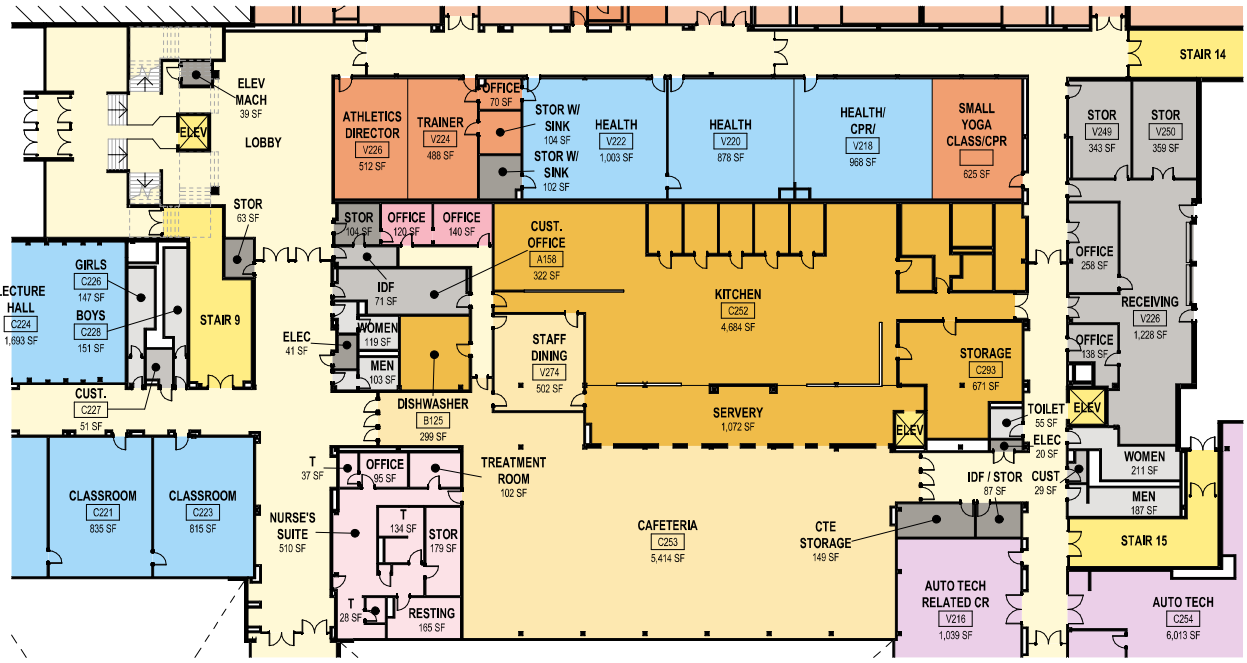
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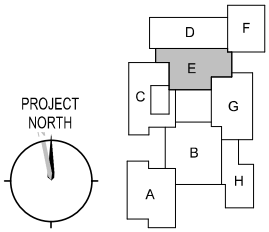
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Medford High School

MSBA PROGRAM LEGEND

- ADMINISTRATION AND GUIDANCE
- CHAPTER 74 PROGRAMS
- CIRCULATION
- CORE ACADEMIC
- CUSTODIAL AND MAINTENANCE
- DINING COMMONS
- FOOD SERVICE
- HEALTH AND PHYSICAL EDUCATION
- LOCKER ROOMS / PE OFFICES
- MEDICAL
- MECHANICAL / UNOCCUPIED
- OTHER
- TOILETS
- VERTICAL CIRCULATION

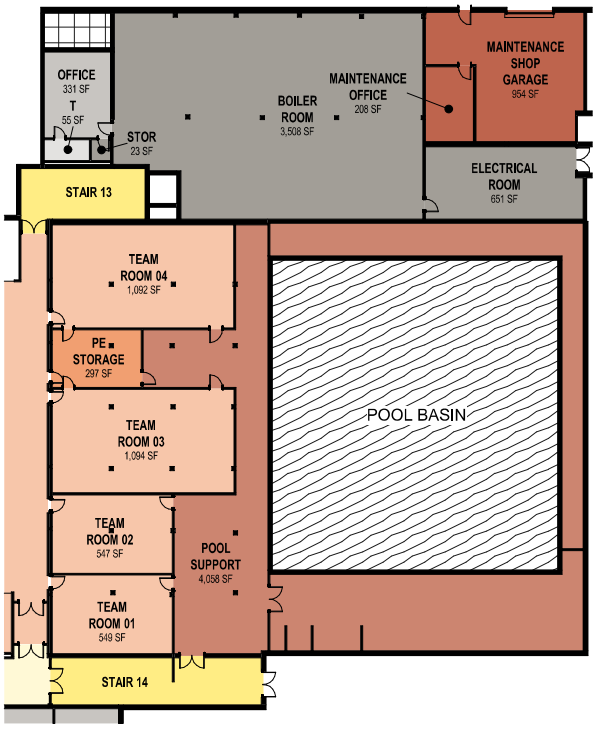


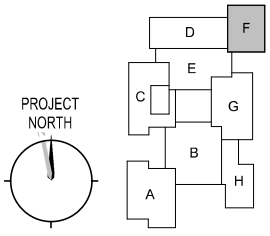


2ND FLOOR PLAN - PART E

MSBA PROGRAM LEGEND

- CENTRAL OFFICE
- CIRCULATION
- CUSTODIAL AND MAINTENANCE
- HEALTH AND PHYSICAL EDUCATION
- LOCKER ROOMS / PE OFFICES
- MECHANICAL / UNOCCUPIED
- OTHER
- TOILETS
- VERTICAL CIRCULATION

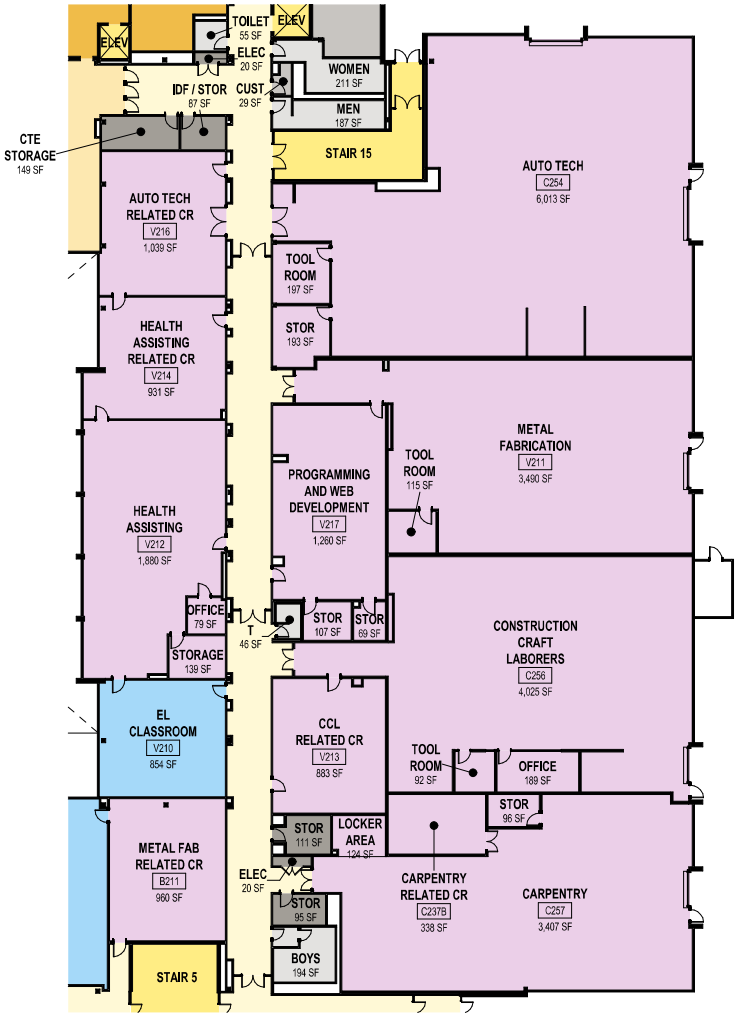


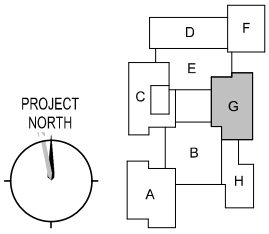


2ND FLOOR PLAN - PART F

MSBA PROGRAM LEGEND

- CHAPTER 74 PROGRAMS
- CIRCULATION
- CORE ACADEMIC
- CUSTODIAL AND MAINTENANCE
- DINING COMMONS
- FOOD SERVICE
- MECHANICAL / UNOCCUPIED
- TOILETS
- VERTICAL CIRCULATION

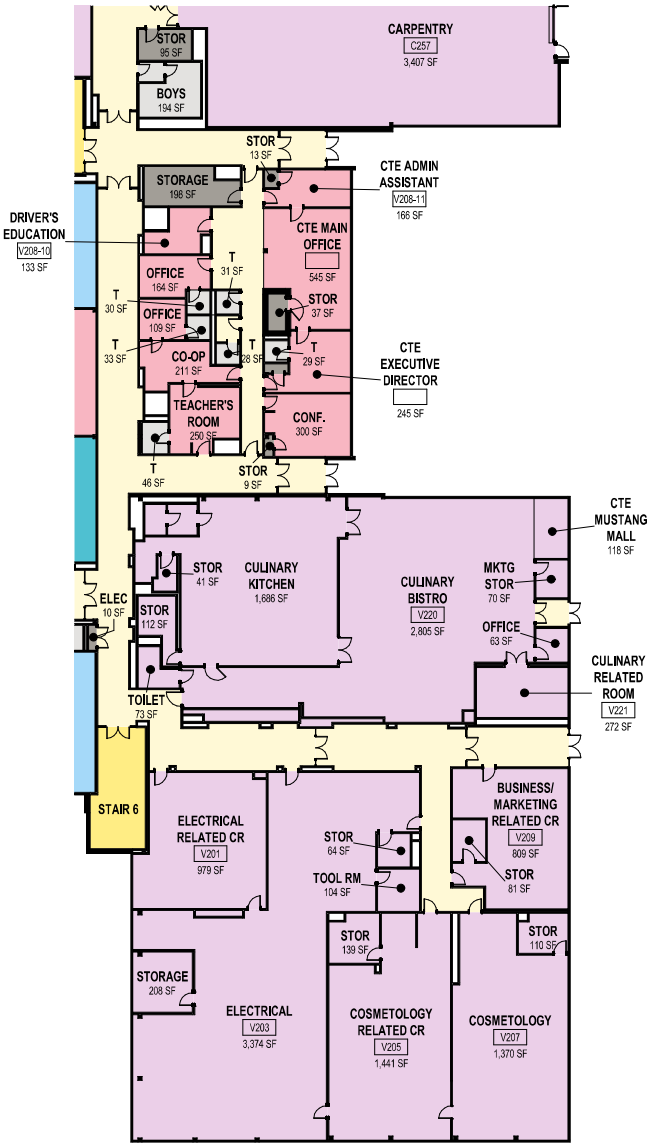


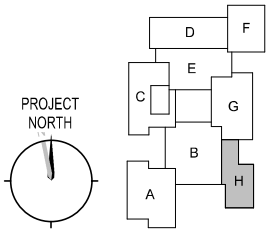


2ND FLOOR PLAN - PART G

MSBA PROGRAM LEGEND

- ADMINISTRATION AND GUIDANCE
- CHAPTER 74 PROGRAMS
- CIRCULATION
- CORE ACADEMIC
- MECHANICAL / UNOCCUPIED
- SPECIAL EDUCATION
- TOILETS
- VERTICAL CIRCULATION





2ND FLOOR PLAN - PART H

smma

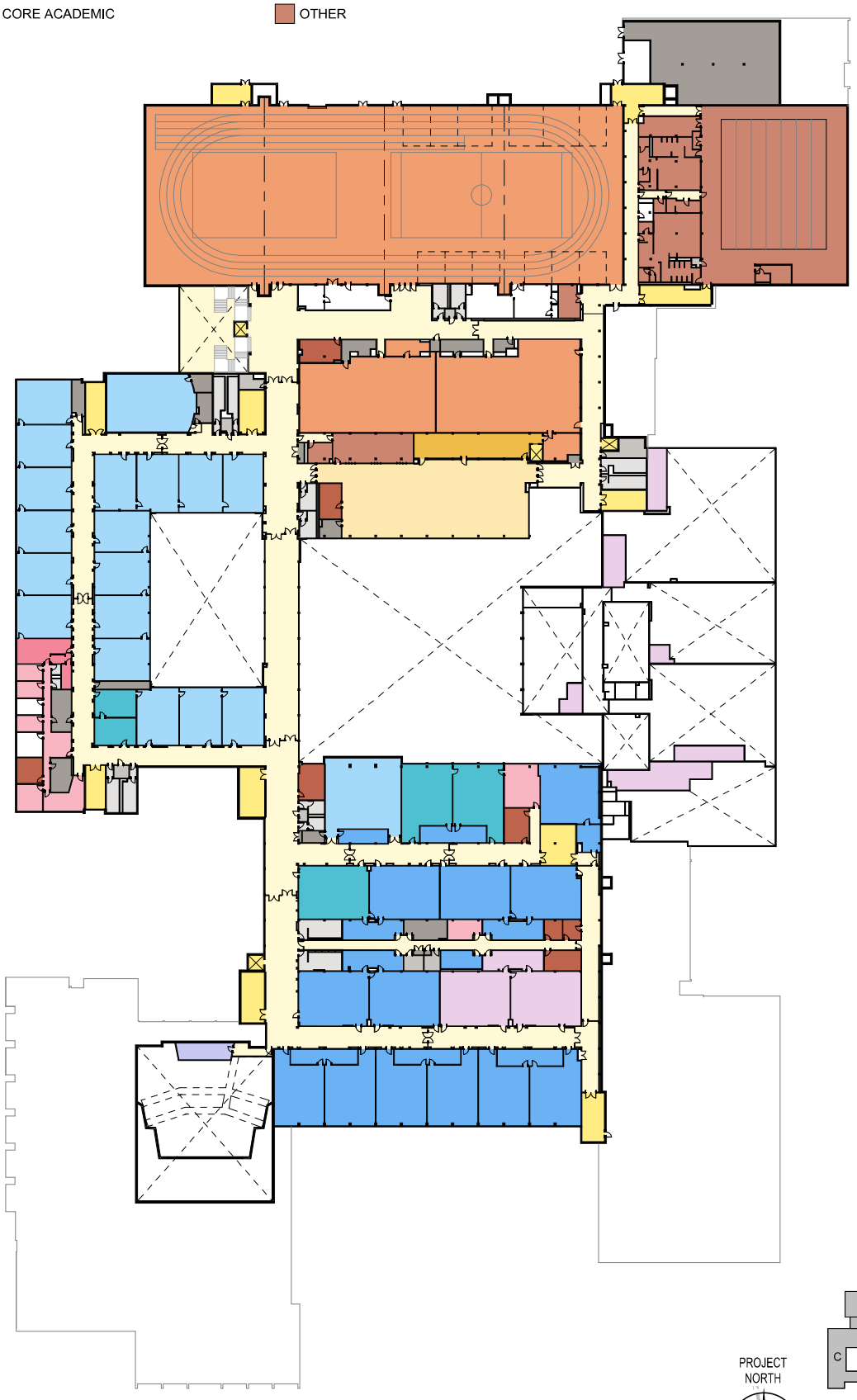
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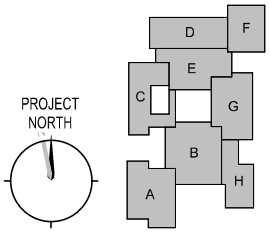
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Medford High School

MSBA PROGRAM LEGEND

- ADMINISTRATION AND GUIDANCE
- AUDITORIUM / DRAMA
- CENTRAL OFFICE
- CHAPTER 74 PROGRAMS
- CIRCULATION
- CORE ACADEMIC
- CUSTODIAL AND MAINTENANCE
- DINING COMMONS
- FOOD SERVICE
- HEALTH AND PHYSICAL EDUCATION
- MECHANICAL / UNOCCUPIED
- OTHER
- SCIENCE AND SUPPORT
- SPECIAL EDUCATION
- TEACHER PLANNING
- TOILETS
- VERTICAL CIRCULATION





3RD FLOOR PLAN

smma

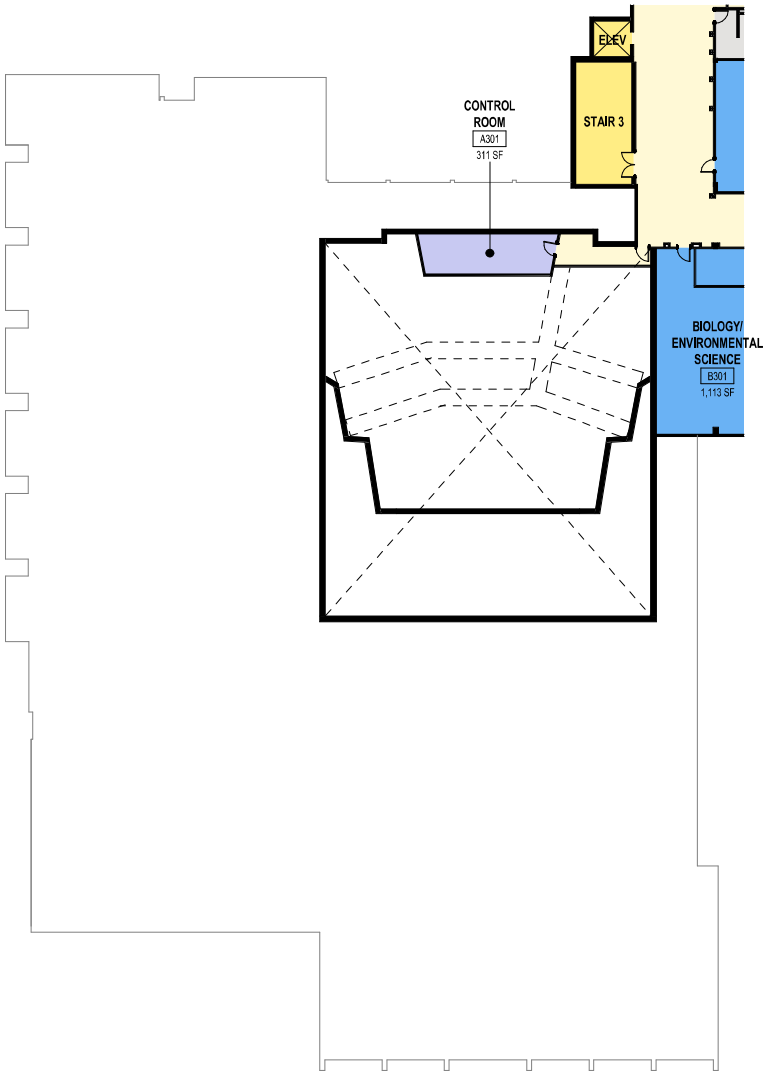
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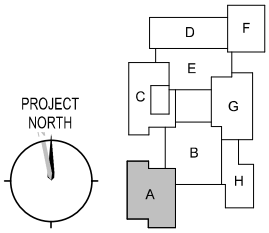
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MSBA PROGRAM LEGEND

- AUDITORIUM / DRAMA
- CIRCULATION
- SCIENCE AND SUPPORT
- TOILETS
- VERTICAL CIRCULATION





3RD FLOOR PLAN - PART A

smma

02/18/2026

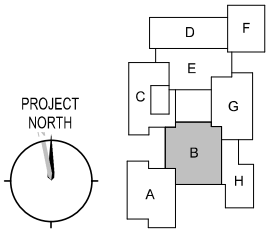
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MSBA PROGRAM LEGEND

- ADMINISTRATION AND GUIDANCE
- CENTRAL OFFICE
- CHAPTER 74 PROGRAMS
- CIRCULATION
- CORE ACADEMIC
- CUSTODIAL AND MAINTENANCE
- MECHANICAL / UNOCCUPIED
- SCIENCE AND SUPPORT
- SPECIAL EDUCATION
- TOILETS
- VERTICAL CIRCULATION





3RD FLOOR PLAN - PART B

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02/18/2026

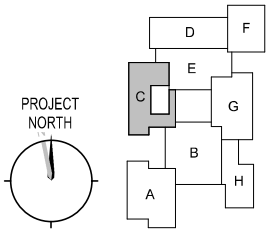
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MSBA PROGRAM LEGEND

- ADMINISTRATION AND GUIDANCE
- CENTRAL OFFICE
- CIRCULATION
- CORE ACADEMIC
- CUSTODIAL AND MAINTENANCE
- HEALTH AND PHYSICAL EDUCATION
- MECHANICAL / UNOCCUPIED
- OTHER
- SPECIAL EDUCATION
- TEACHER PLANNING
- TOILETS
- VERTICAL CIRCULATION





3RD FLOOR PLAN - PART C

smma

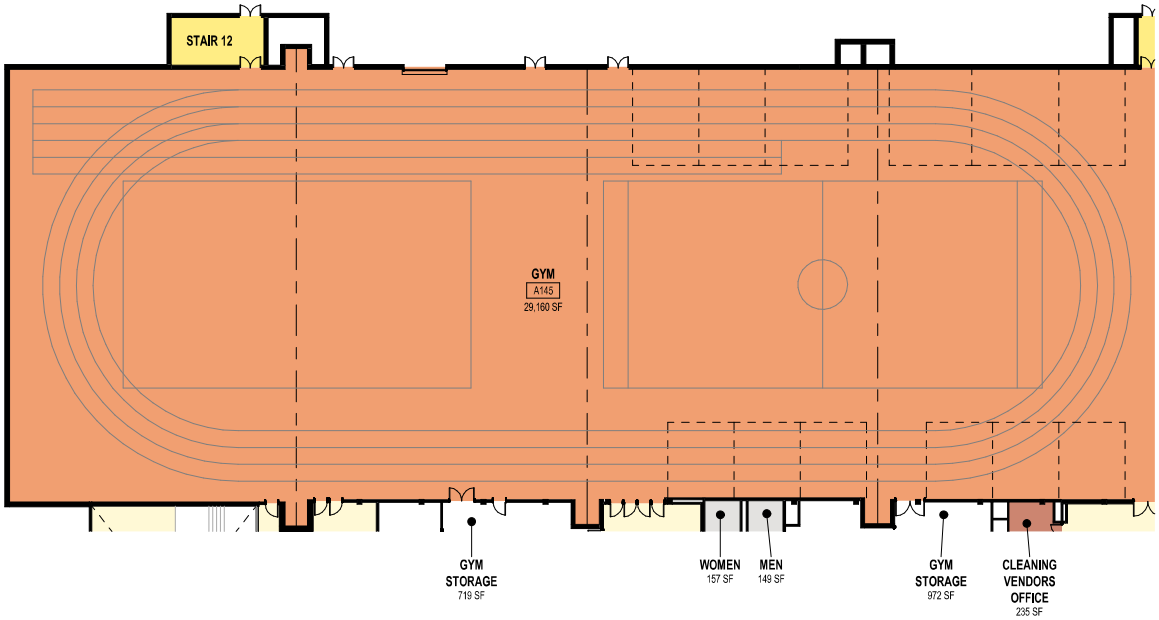
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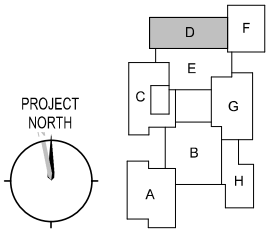
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MSBA PROGRAM LEGEND

- CIRCULATION
- HEALTH AND PHYSICAL EDUCATION
- OTHER
- TOILETS
- VERTICAL CIRCULATION

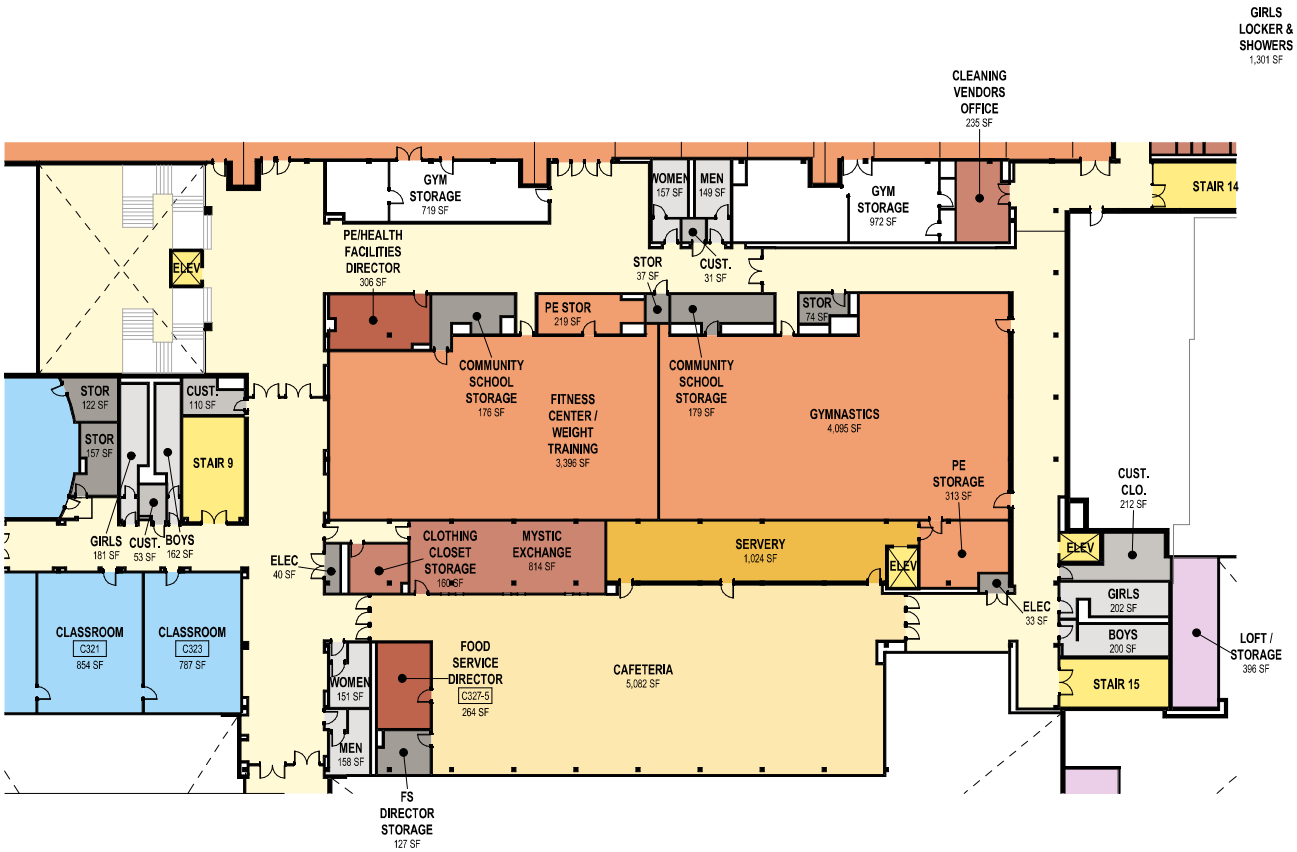


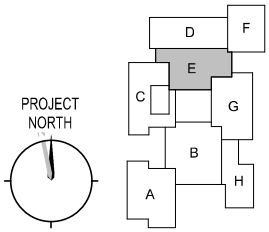


3RD FLOOR PLAN - PART D

MSBA PROGRAM LEGEND

- CENTRAL OFFICE
- CHAPTER 74 PROGRAMS
- CIRCULATION
- CORE ACADEMIC
- CUSTODIAL AND MAINTENANCE
- DINING COMMONS
- FOOD SERVICE
- HEALTH AND PHYSICAL EDUCATION
- MECHANICAL / UNOCCUPIED
- OTHER
- TOILETS
- VERTICAL CIRCULATION

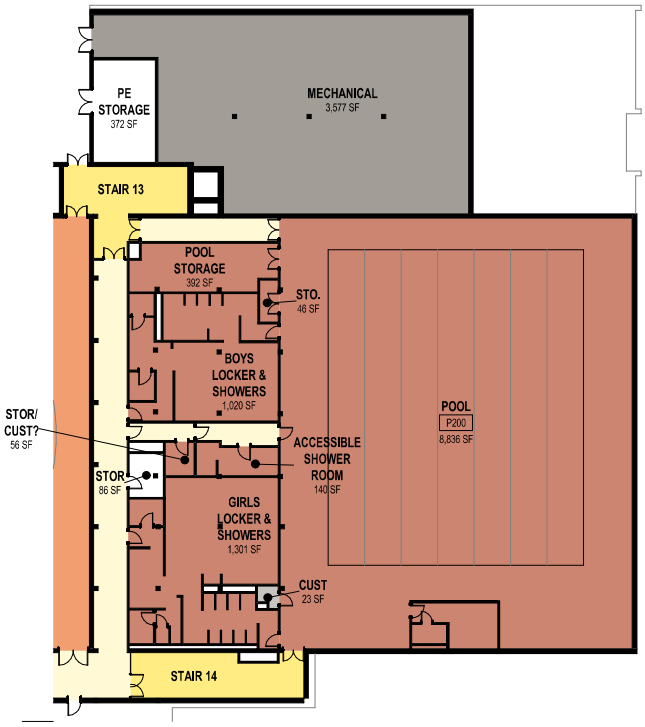


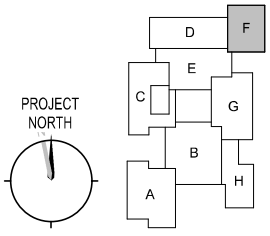


3RD FLOOR PLAN - PART E

MSBA PROGRAM LEGEND

- CIRCULATION
- CUSTODIAL AND MAINTENANCE
- HEALTH AND PHYSICAL EDUCATION
- MECHANICAL / UNOCCUPIED
- OTHER
- VERTICAL CIRCULATION

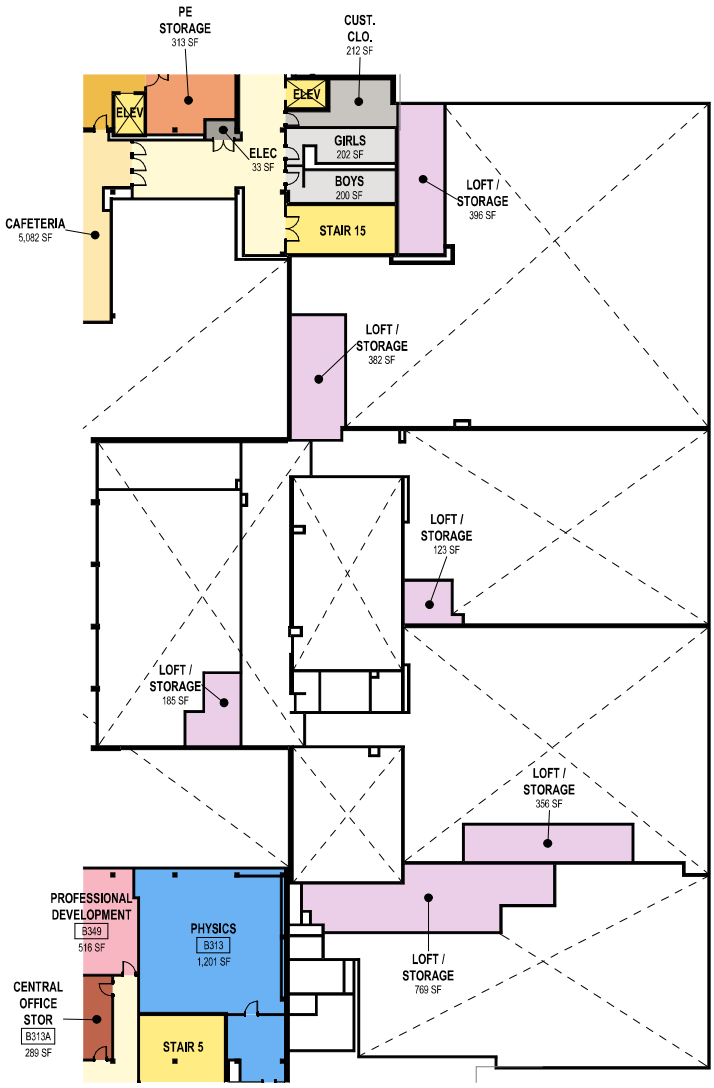


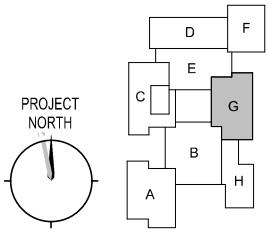


3RD FLOOR PLAN - PART F

MSBA PROGRAM LEGEND

- ADMINISTRATION AND GUIDANCE
- CENTRAL OFFICE
- CHAPTER 74 PROGRAMS
- CIRCULATION
- CUSTODIAL AND MAINTENANCE
- DINING COMMONS
- FOOD SERVICE
- HEALTH AND PHYSICAL EDUCATION
- MECHANICAL / UNOCCUPIED
- SCIENCE AND SUPPORT
- TOILETS
- VERTICAL CIRCULATION

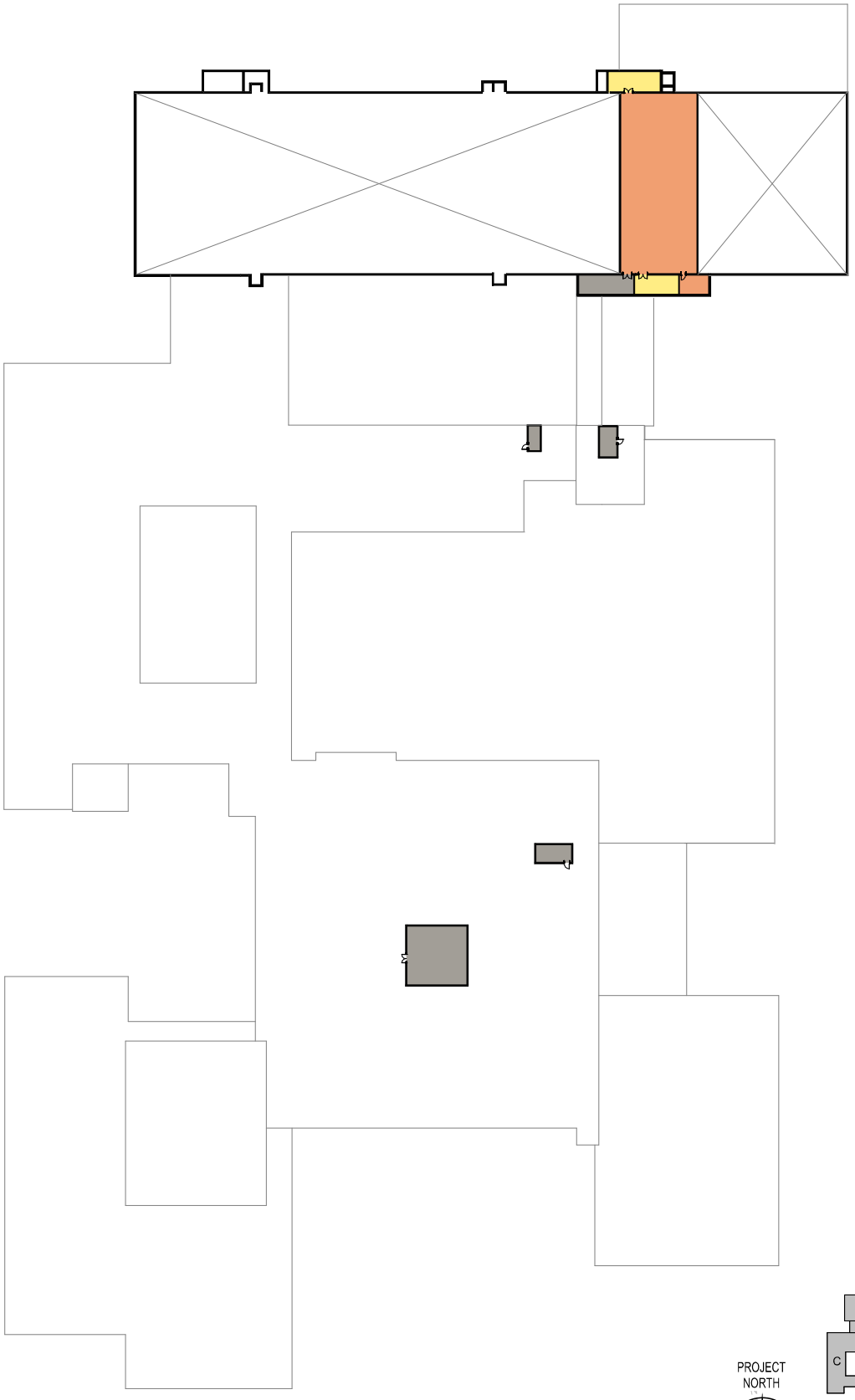


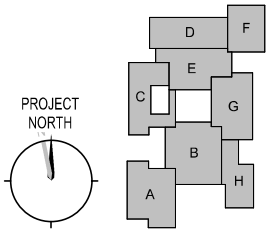


3RD FLOOR PLAN - PART G

MSBA PROGRAM LEGEND

- HEALTH AND PHYSICAL EDUCATION
- MECHANICAL / UNOCCUPIED
- VERTICAL CIRCULATION





4TH FLOOR / ROOF PLAN

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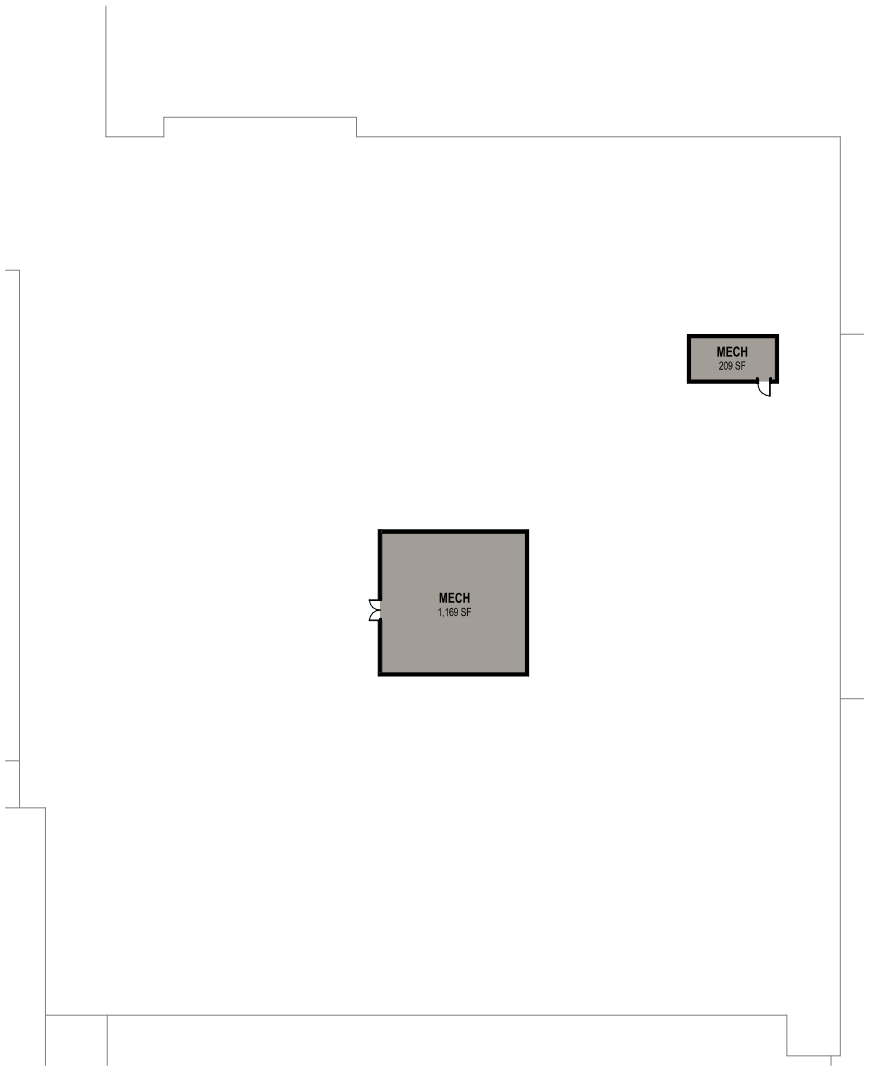
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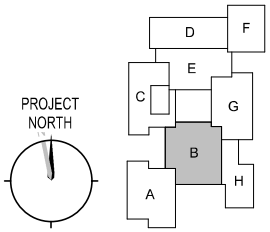
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MSBA PROGRAM LEGEND

MECHANICAL / UNOCCUPIED





4TH FLOOR / ROOF PLAN - PART B

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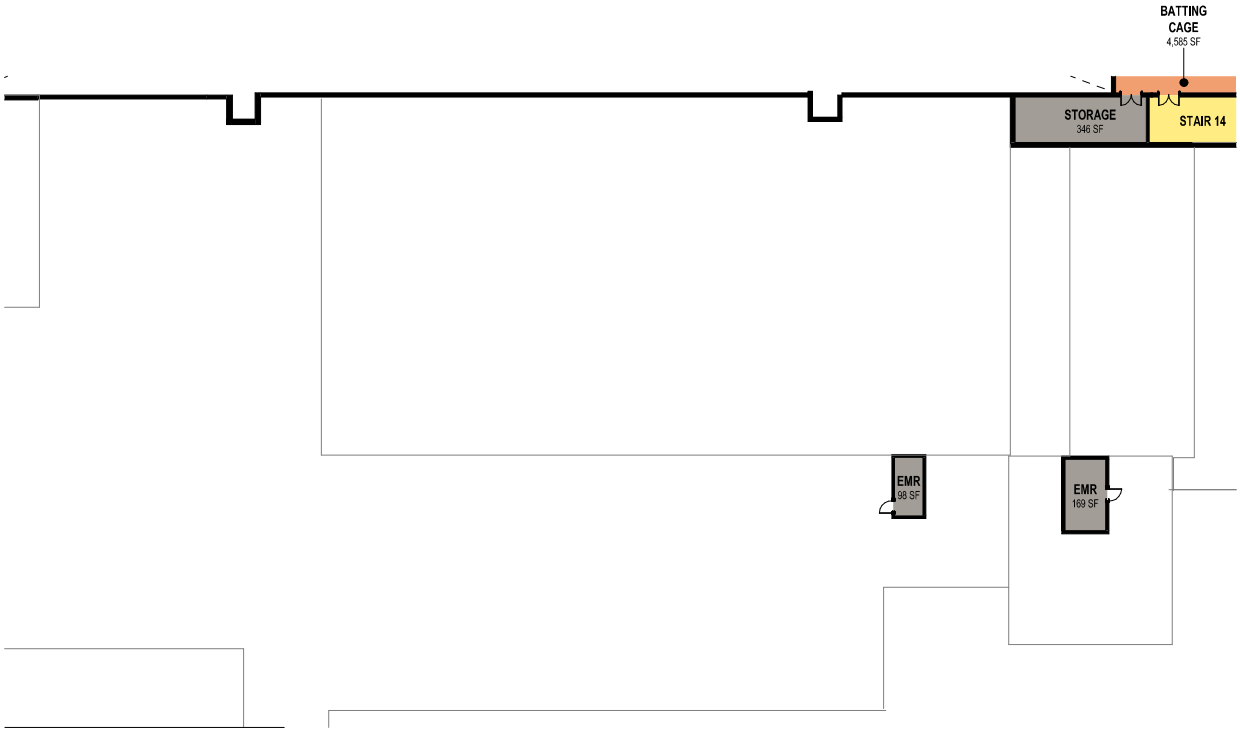
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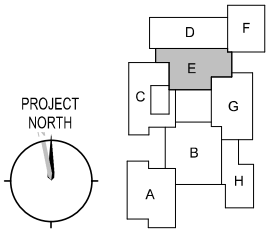
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MSBA PROGRAM LEGEND

- HEALTH AND PHYSICAL EDUCATION
- MECHANICAL / UNOCCUPIED
- VERTICAL CIRCULATION





4TH FLOOR / ROOF PLAN - PART E

smma

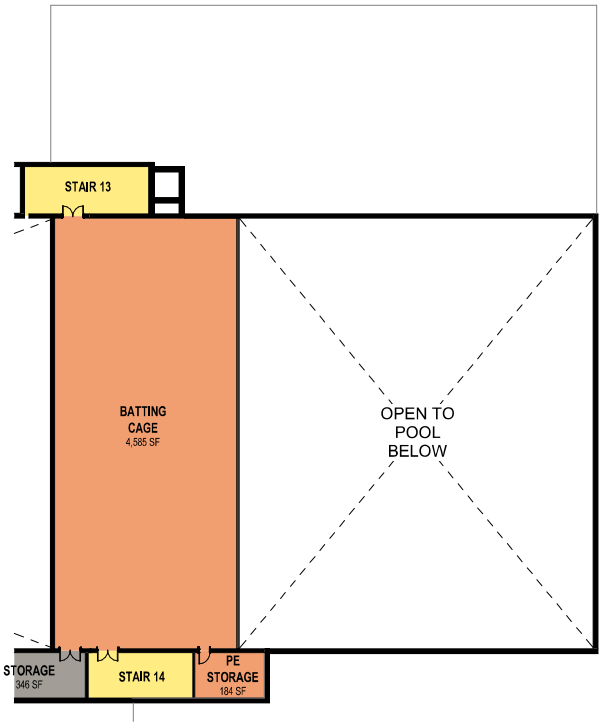
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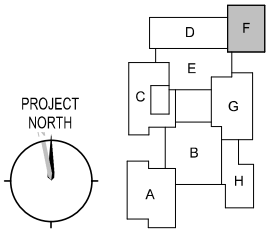
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MSBA PROGRAM LEGEND

- HEALTH AND PHYSICAL EDUCATION
- MECHANICAL / UNOCCUPIED
- VERTICAL CIRCULATION





4TH FLOOR / ROOF PLAN - PART F

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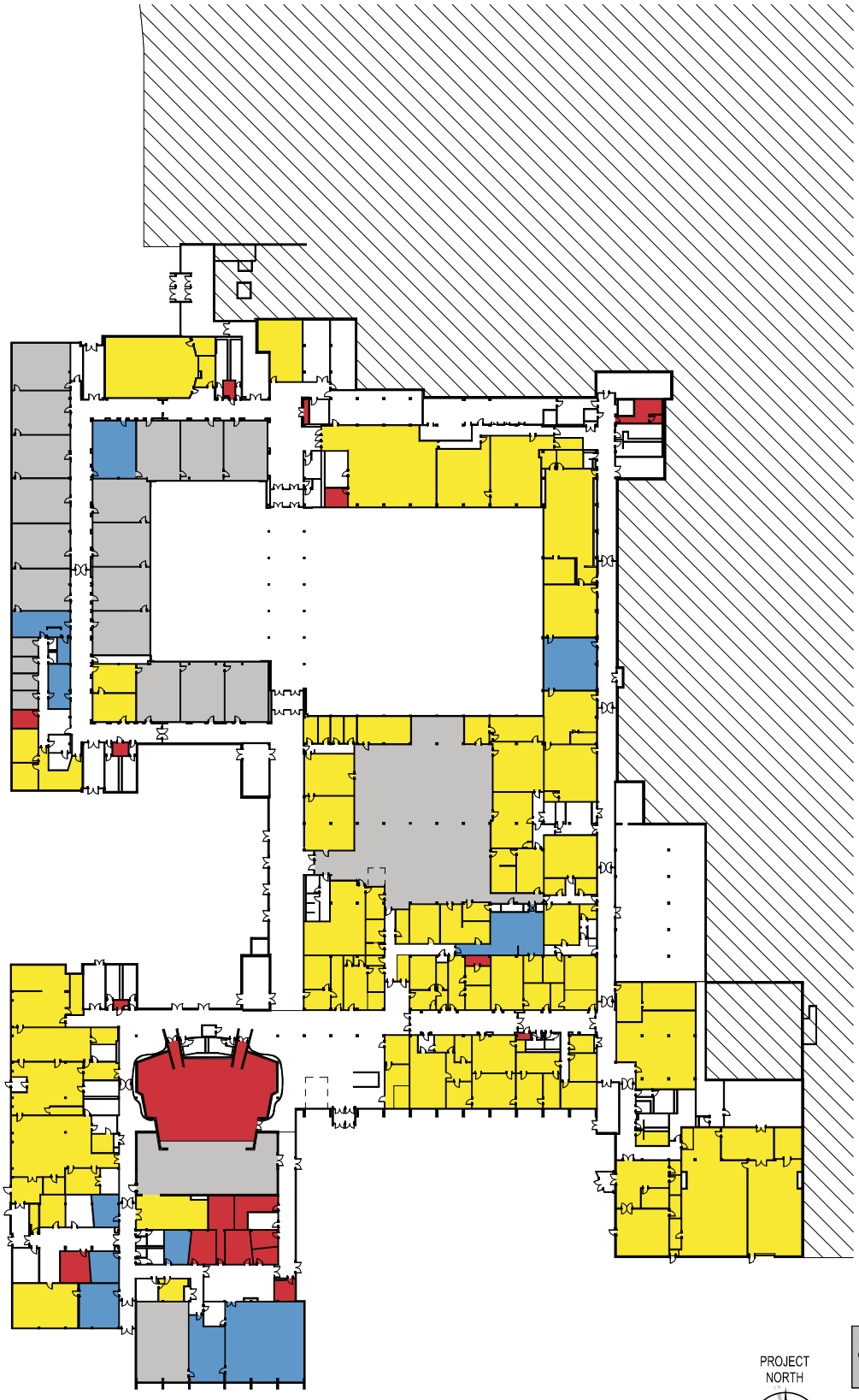
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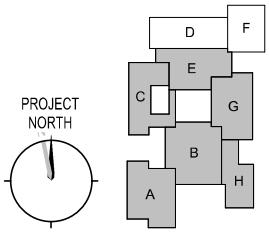
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MSBA DEFICIENCY PLAN

- NSF 10% GREATER THAN MSBA GUIDELINES
- NSF MEETS MSBA GUIDELINES (-20% TO +10%)
- NSF AT LEAST 20% LESS THAN MSBA GUIDELINES
- NOT INCLUDED IN A TYPICAL MSBA PROJECT
- NON-PROGRAMMED SPACES





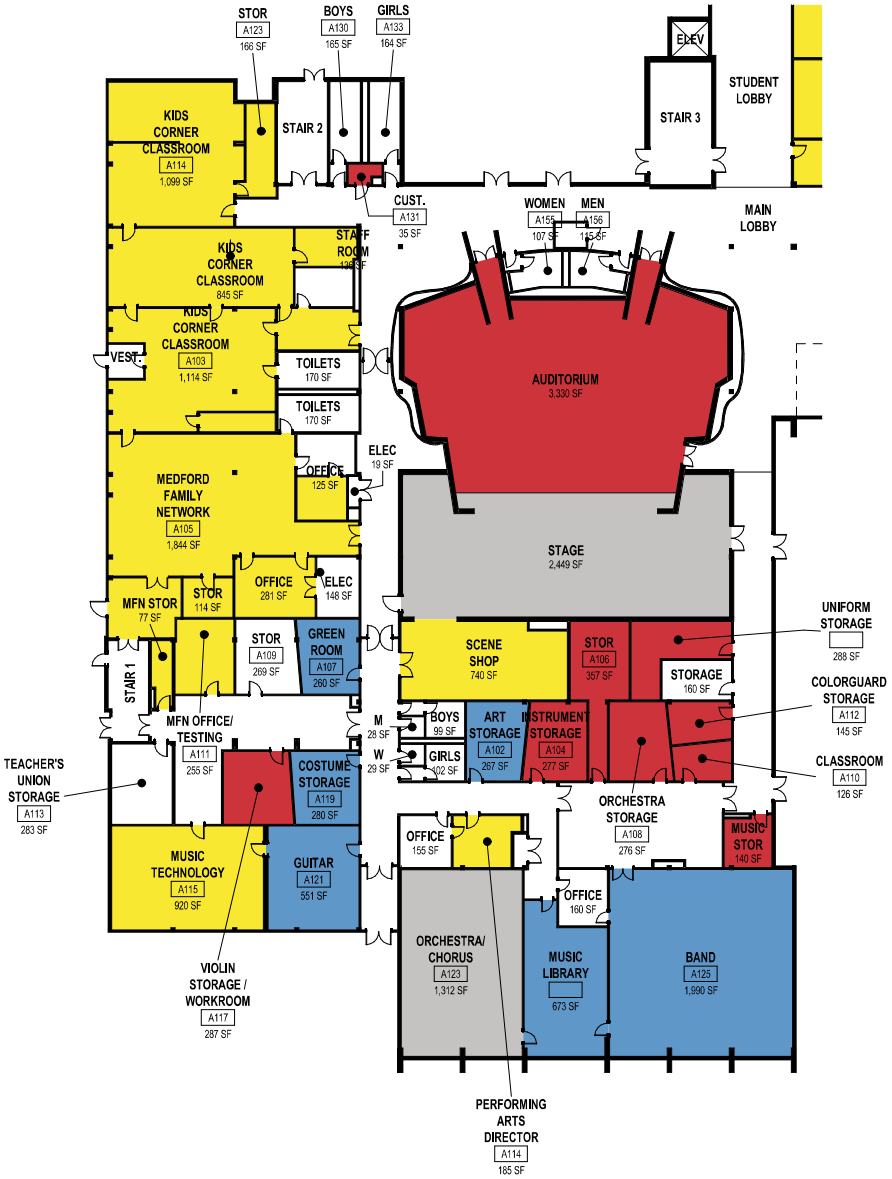
DEFICIENCY -1ST FLOOR PLAN

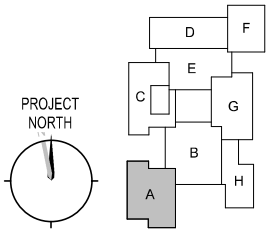
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DEFICIENCY - 1ST FLOOR PLAN - PART A

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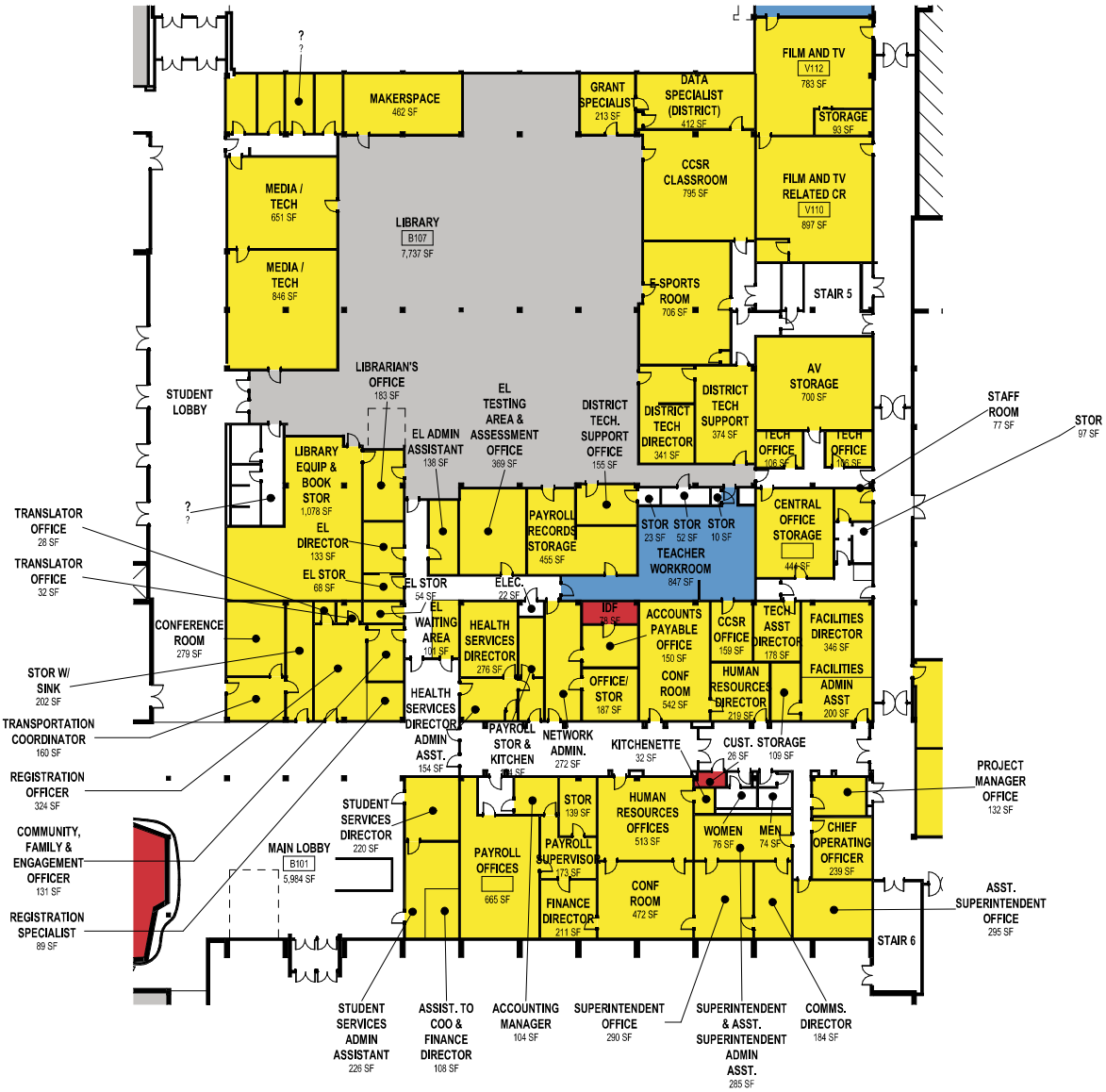
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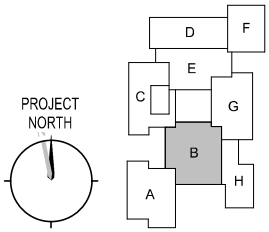
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MSBA DEFICIENCY PLAN

- NSF 10% GREATER THAN MSBA GUIDELINES
- NSF MEETS MSBA GUIDELINES (-20% TO +10%)
- NSF AT LEAST 20% LESS THAN MSBA GUIDELINES
- NOT INCLUDED IN A TYPICAL MSBA PROJECT
- NON-PROGRAMMED SPACES





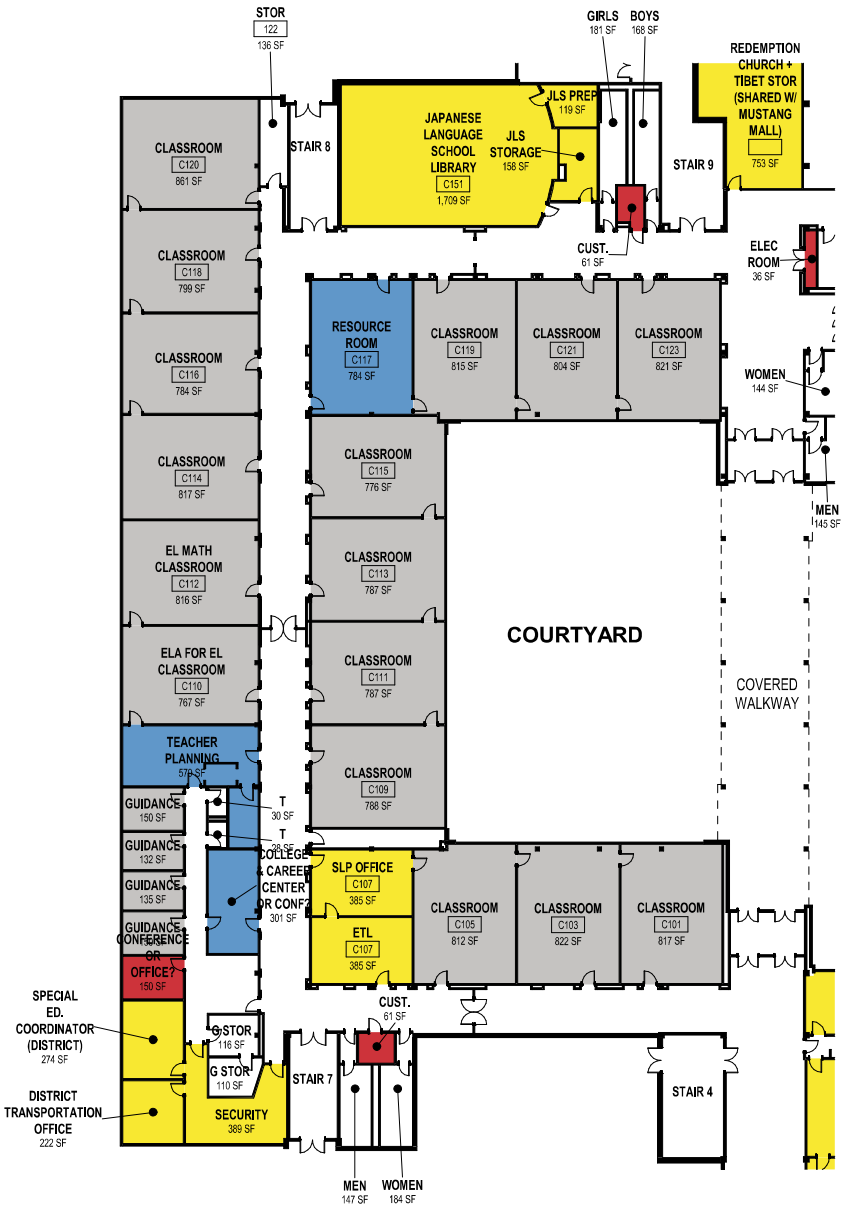
DEFICIENCY - 1ST FLOOR PLAN - PART B

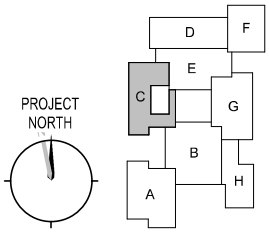
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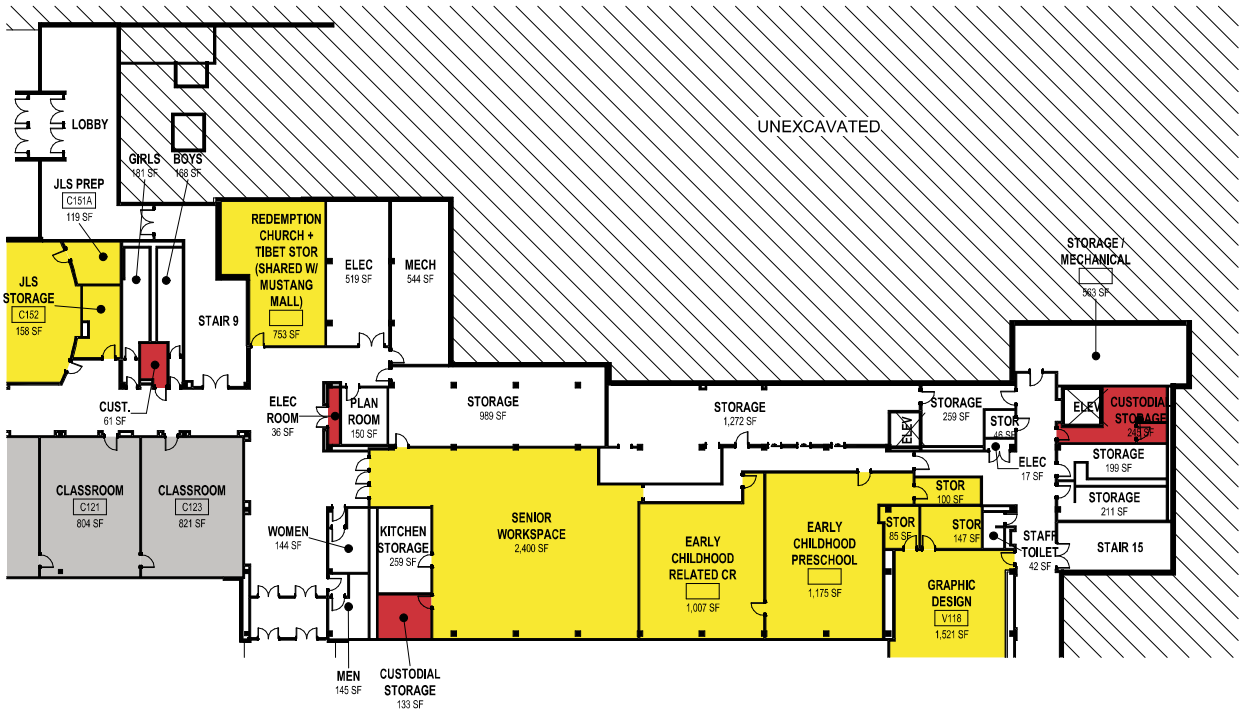


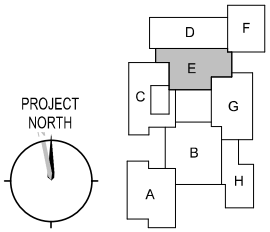


DEFICIENCY - 1ST FLOOR PLAN - PART C

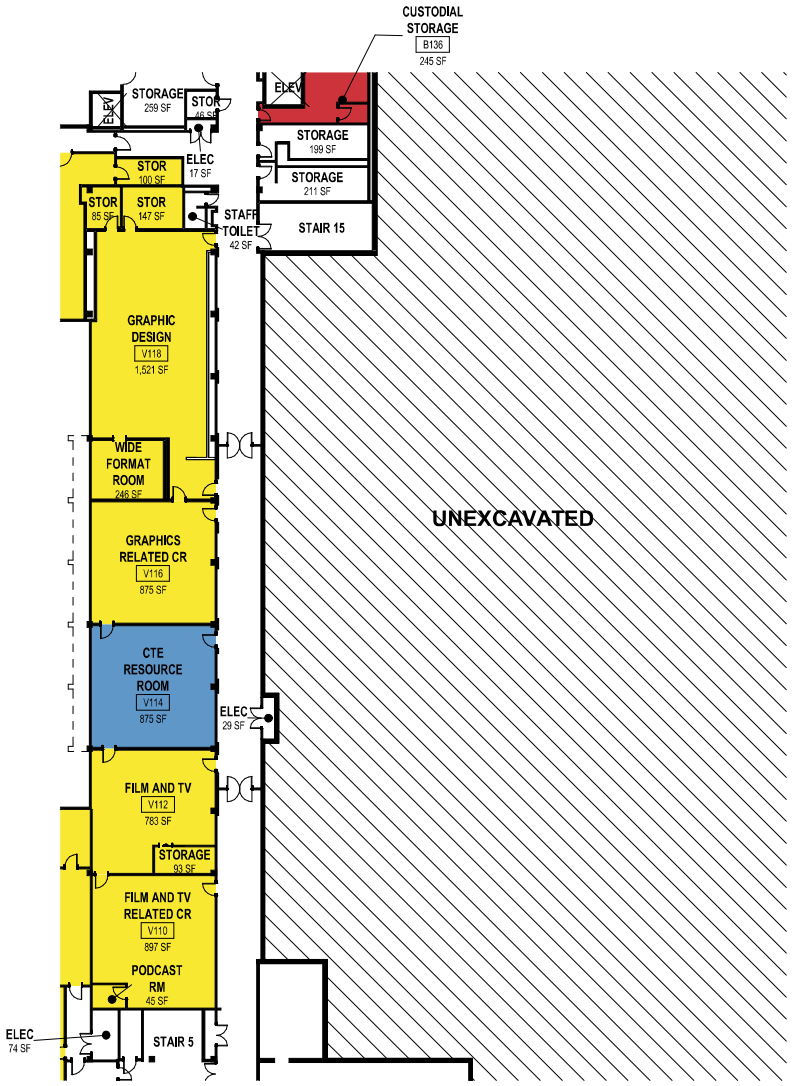
MSBA DEFICIENCY PLAN

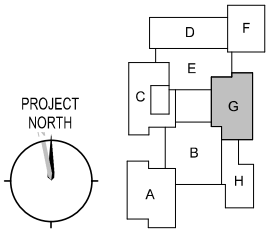
- NSF MEETS MSBA GUIDELINES (-20% TO +10%)
- NSF AT LEAST 20% LESS THAN MSBA GUIDELINES
- NOT INCLUDED IN A TYPICAL MSBA PROJECT
- NON-PROGRAMMED SPACES





DEFICIENCY - 1ST FLOOR PLAN - PART E



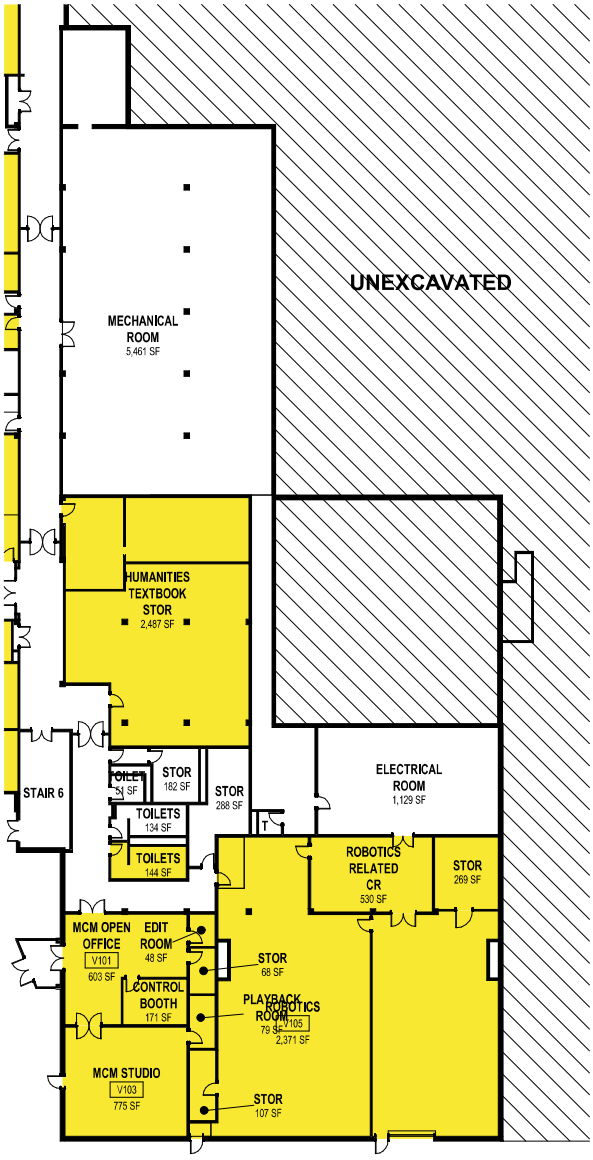


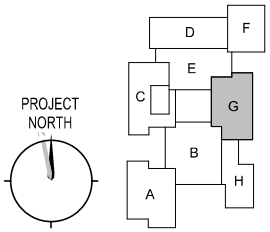
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MSBA DEFICIENCY PLAN

NOT INCLUDED IN A TYPICAL MSBA PROJECT

NON-PROGRAMMED SPACES





DEFICIENCY - 1ST FLOOR PLAN - PART H

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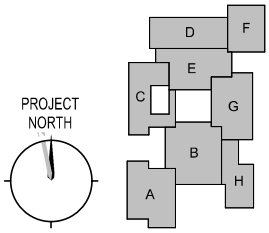
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Medford High School

MSBA DEFICIENCY PLAN

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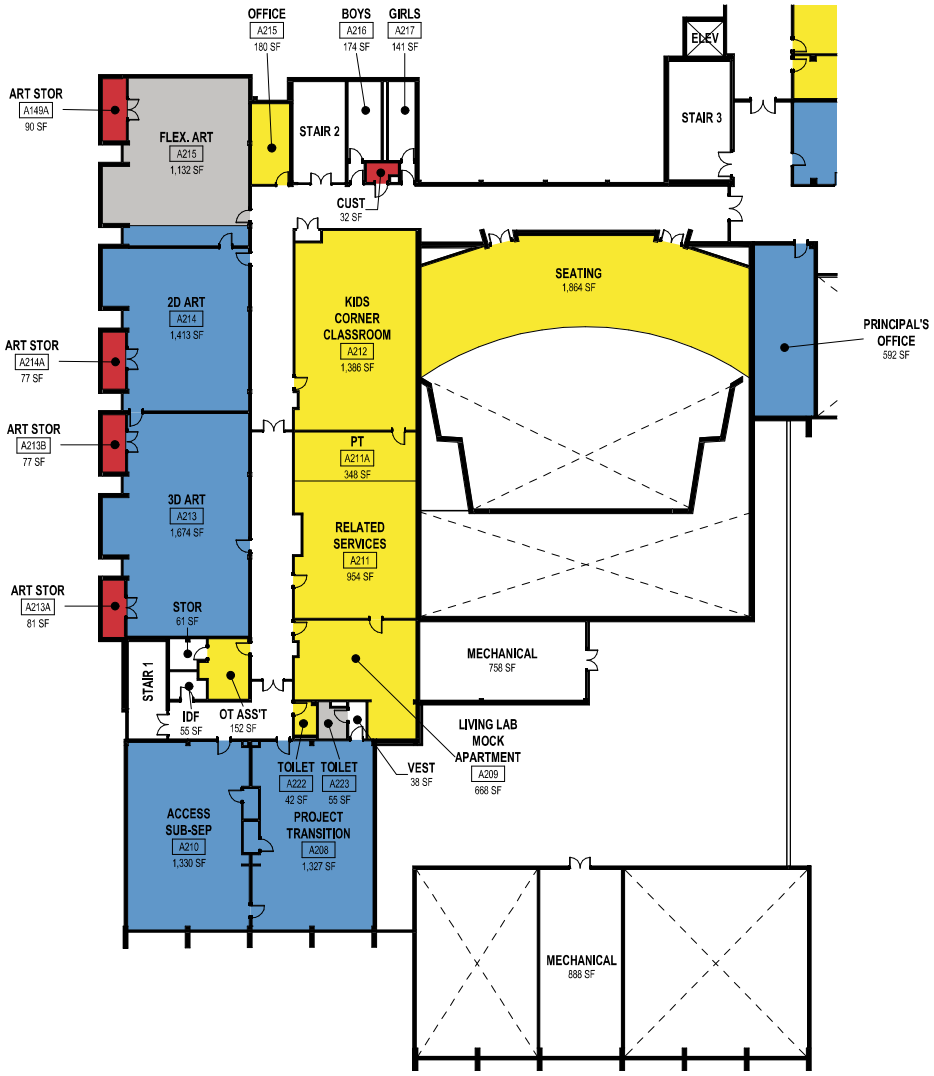
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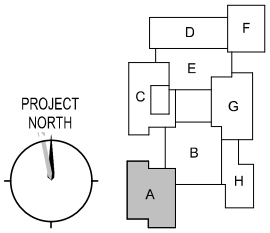
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Medford High School





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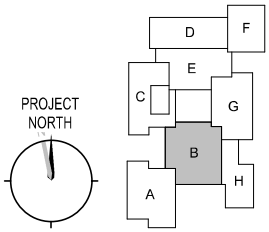
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Medford High School





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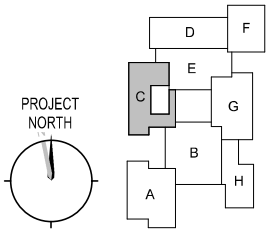
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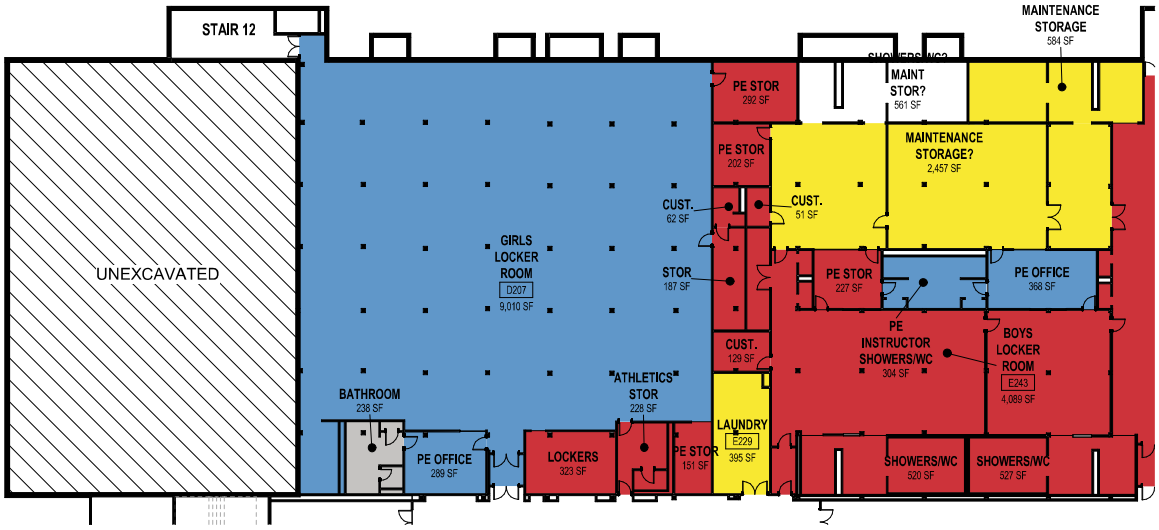
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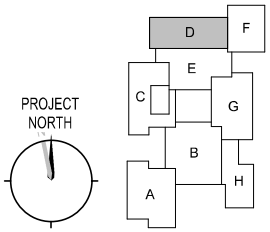
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DEFICIENCY - 2ND FLOOR PLAN - PART D

smma

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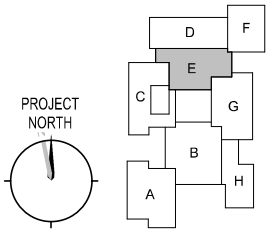
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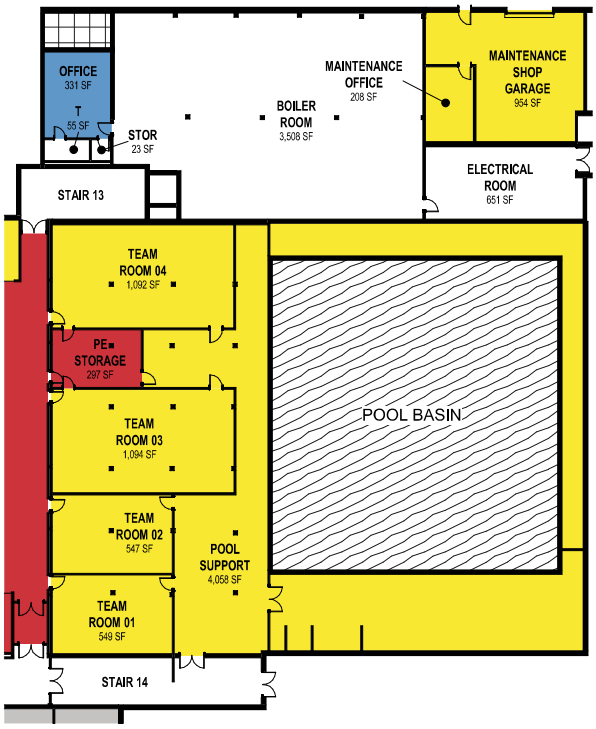


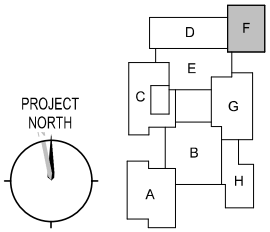
DEFICIENCY - 2ND FLOOR PLAN - PART E

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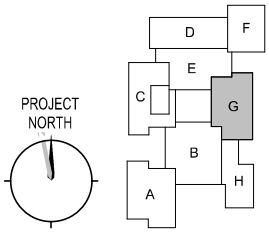
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Medford High School

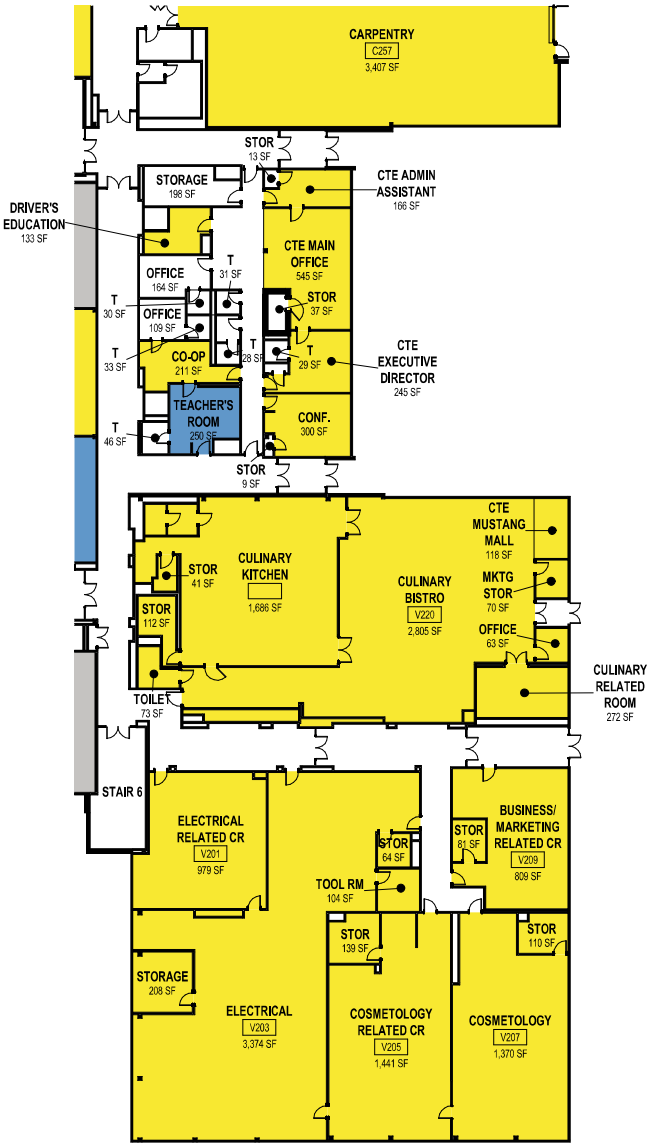


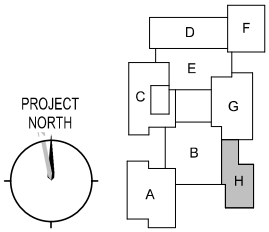


DEFICIENCY - 2ND FLOOR PLAN - PART G

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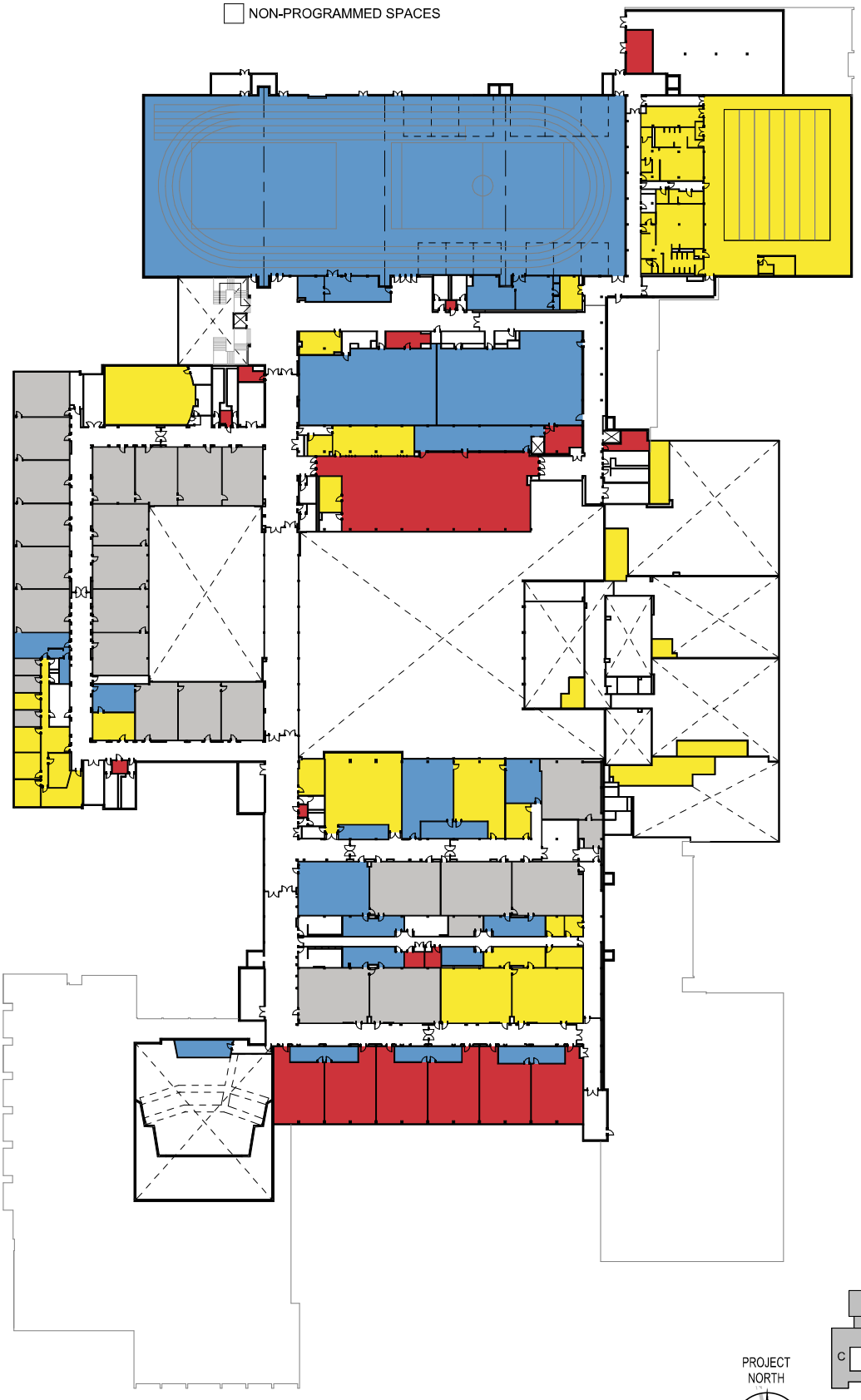


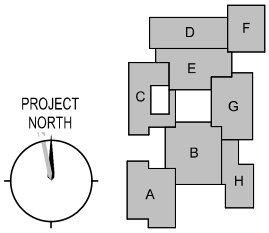


DEFICIENCY - 2ND FLOOR PLAN - PART H

MSBA DEFICIENCY PLAN

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DEFICIENCY - 3RD FLOOR PLAN

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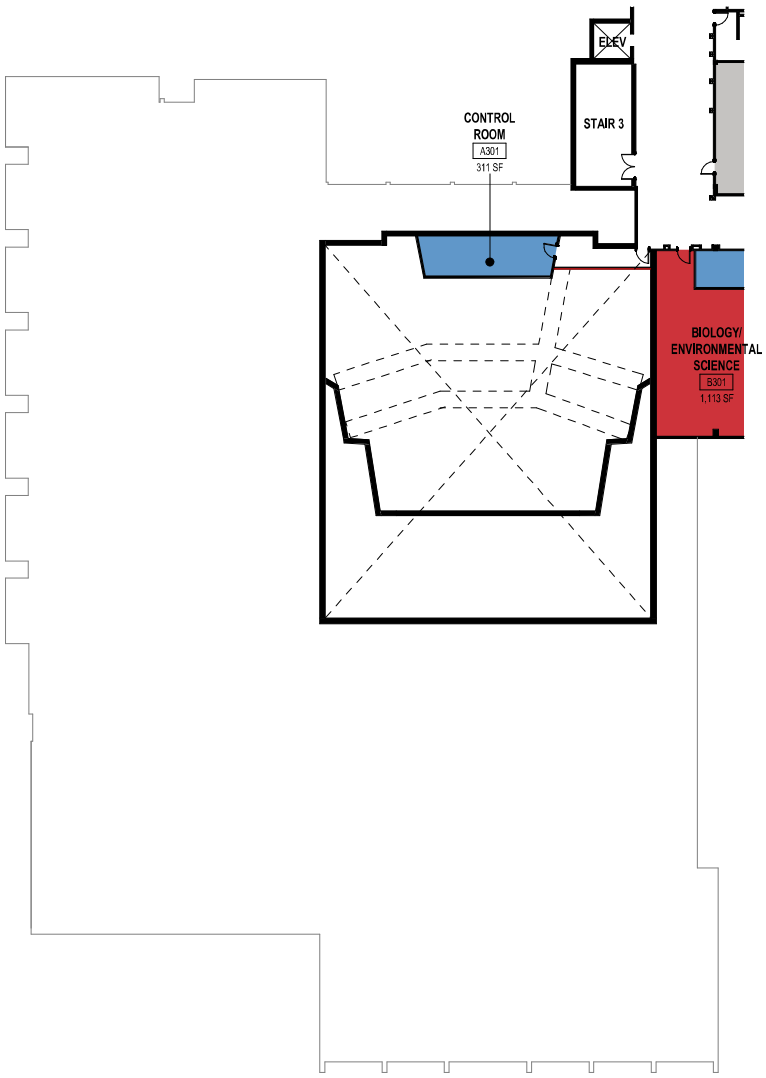
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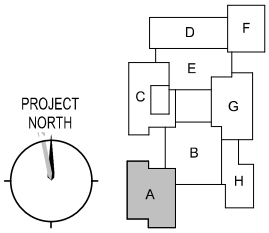
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Medford High School

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DEFICIENCY - 3RD FLOOR PLAN - PART A

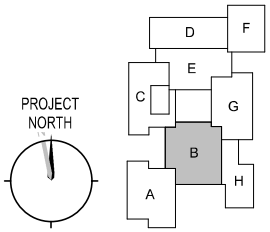
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Medford High School





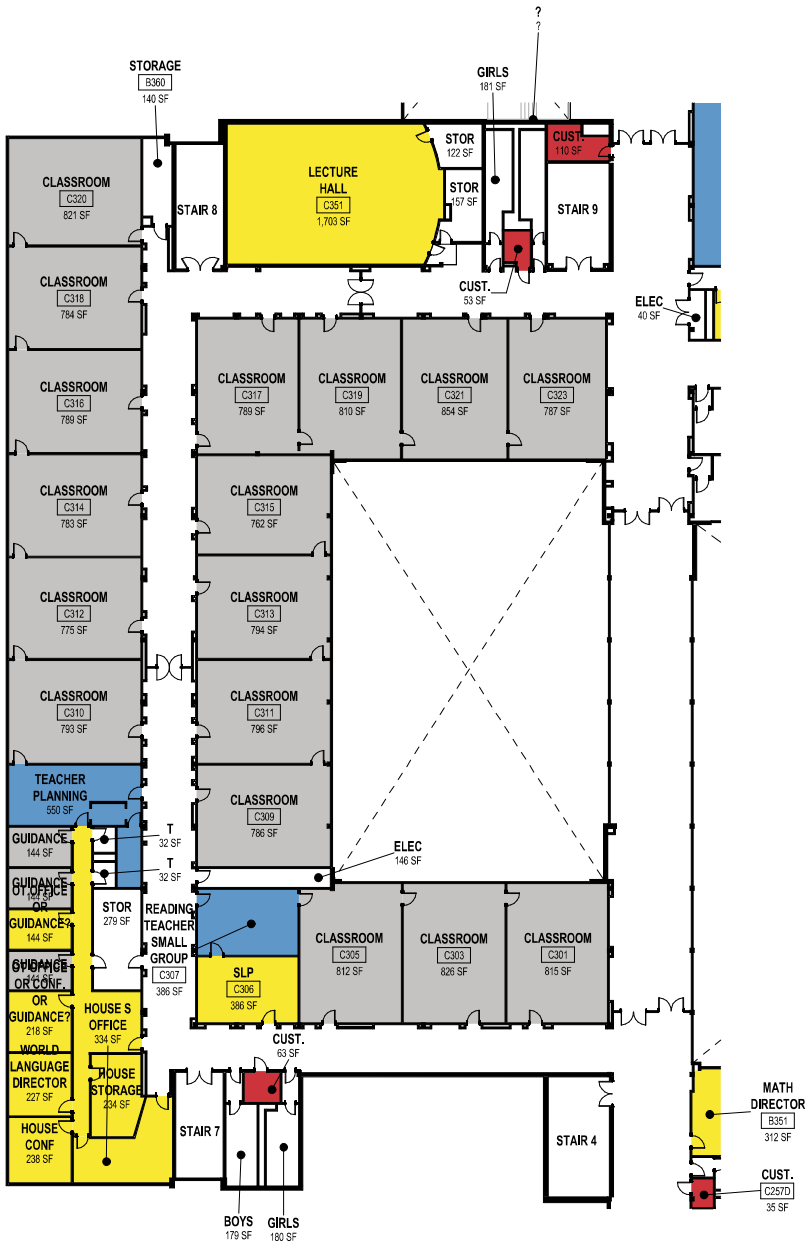
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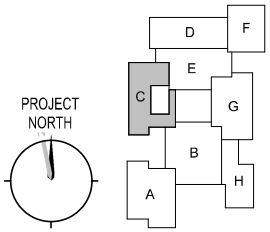
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Medford High School





DEFICIENCY - 3RD FLOOR PLAN - PART C

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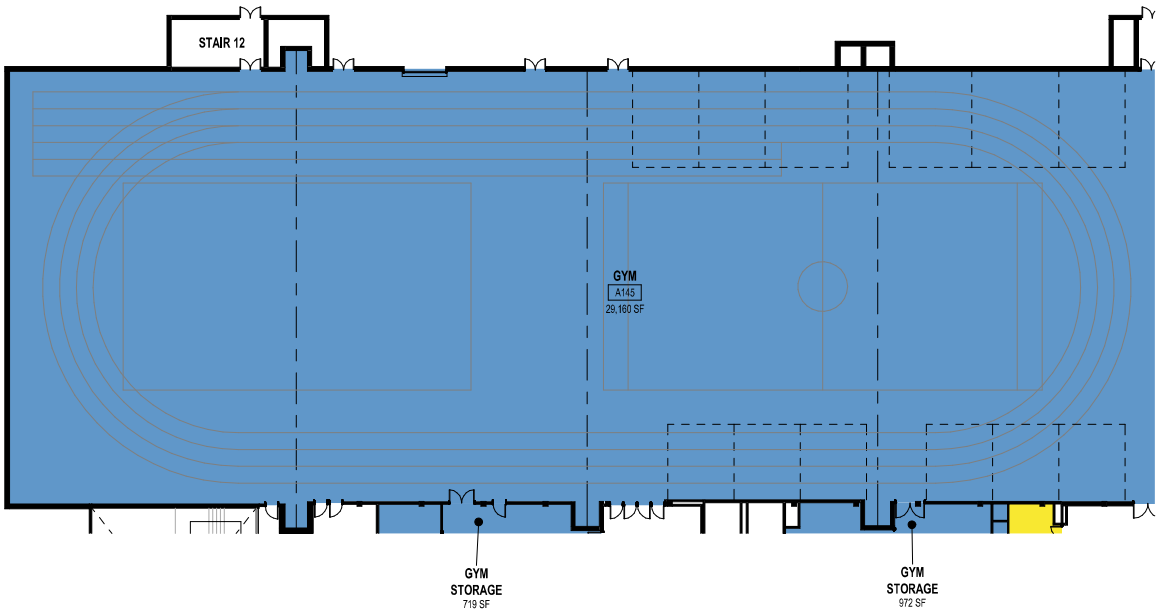
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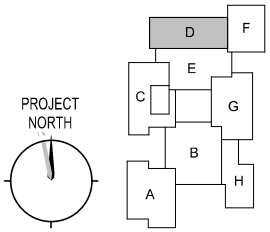
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Medford High School

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DEFICIENCY - 3RD FLOOR PLAN - PART D

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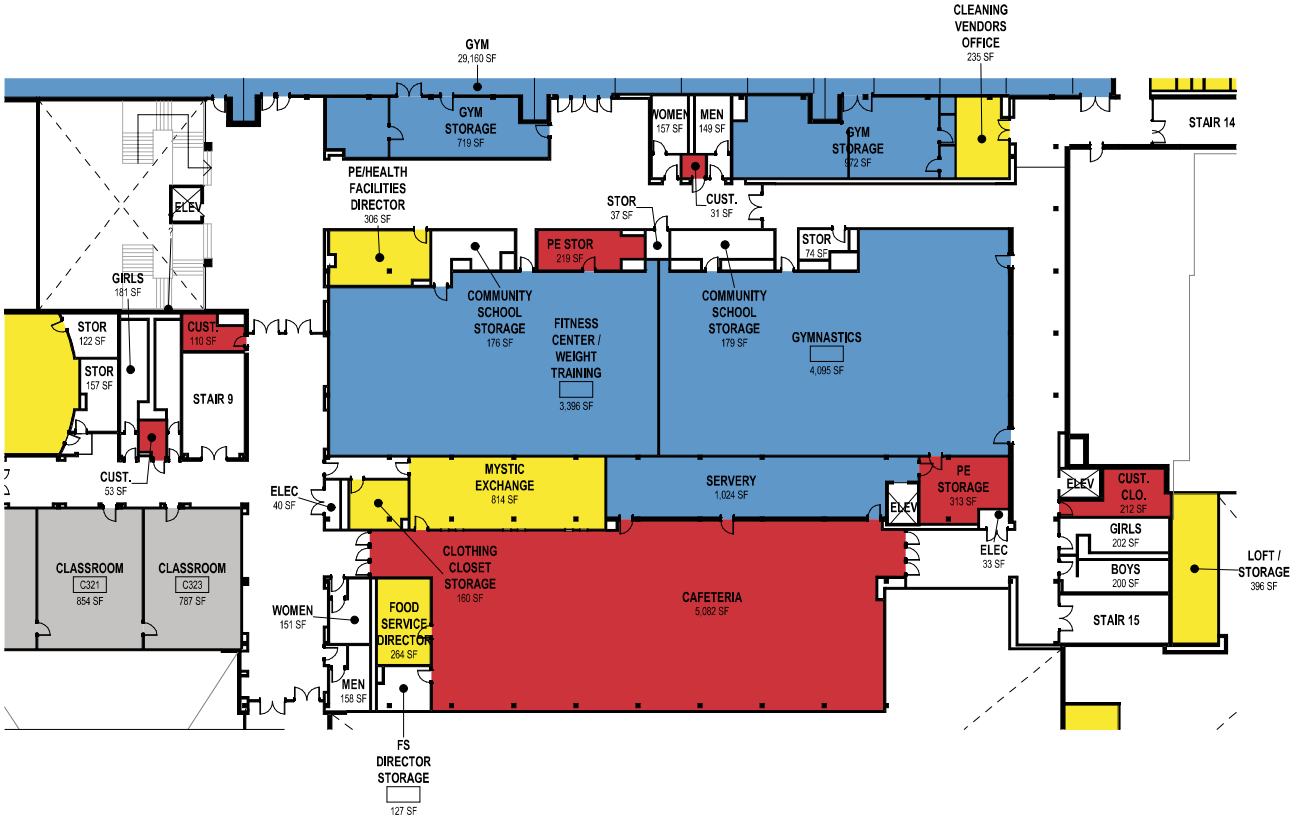
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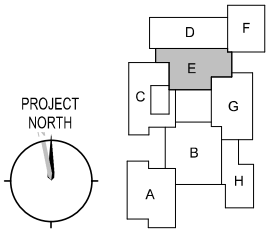
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DEFICIENCY - 3RD FLOOR PLAN - PART E

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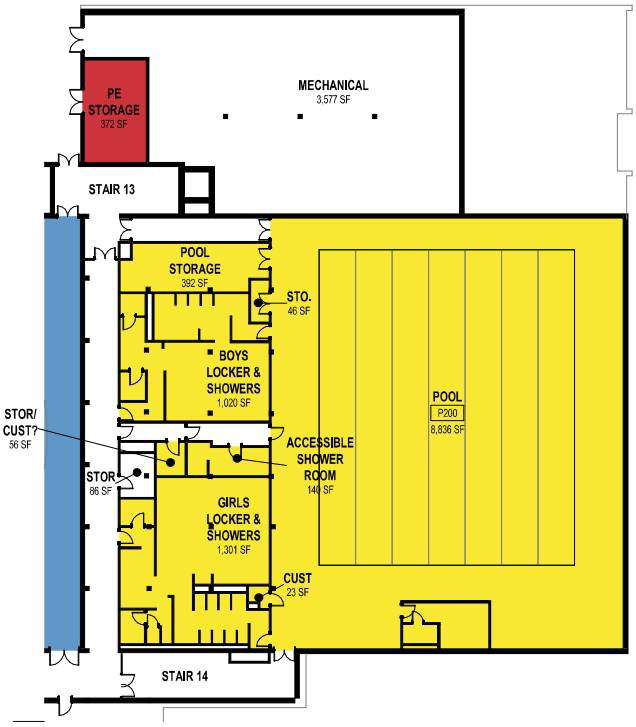
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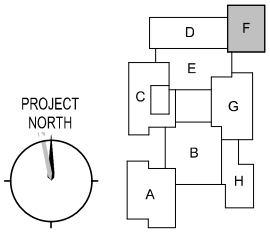
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Medford High School

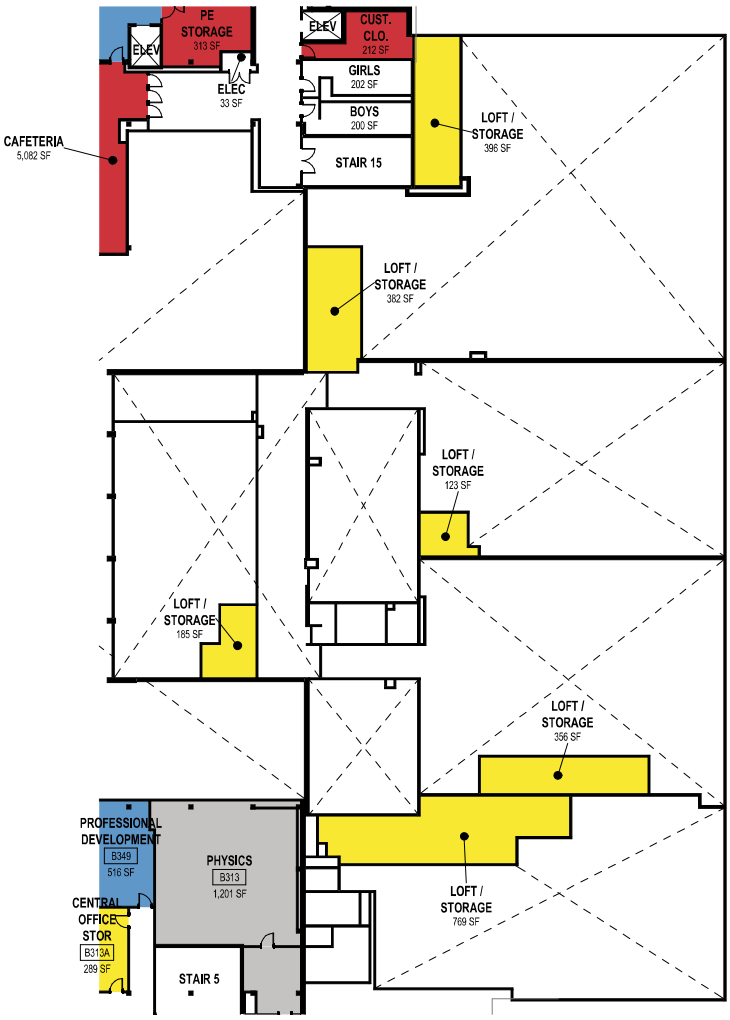
MSBA DEFICIENCY PLAN

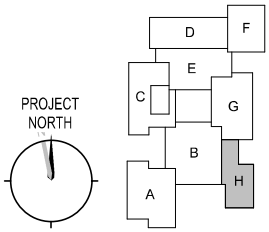
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DEFICIENCY - 3RD FLOOR PLAN - PART F

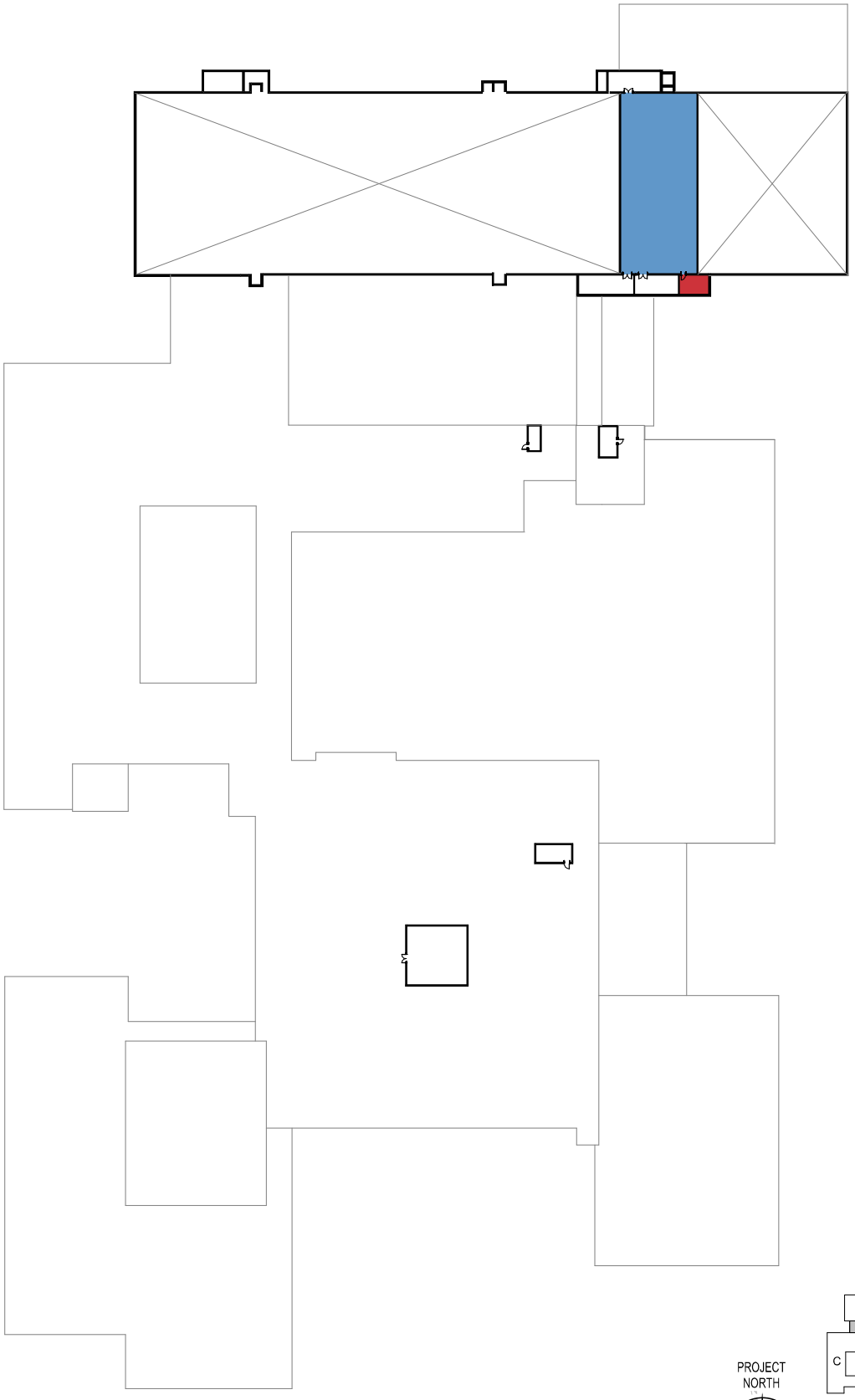


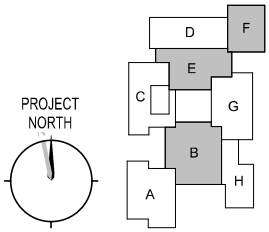


DEFICIENCY - 3RD FLOOR PLAN - PART H

MSBA DEFICIENCY PLAN

NSF 10% GREATER THAN MSBA GUIDELINES
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DEFICIENCY - 4TH FLOOR / ROOF PLAN

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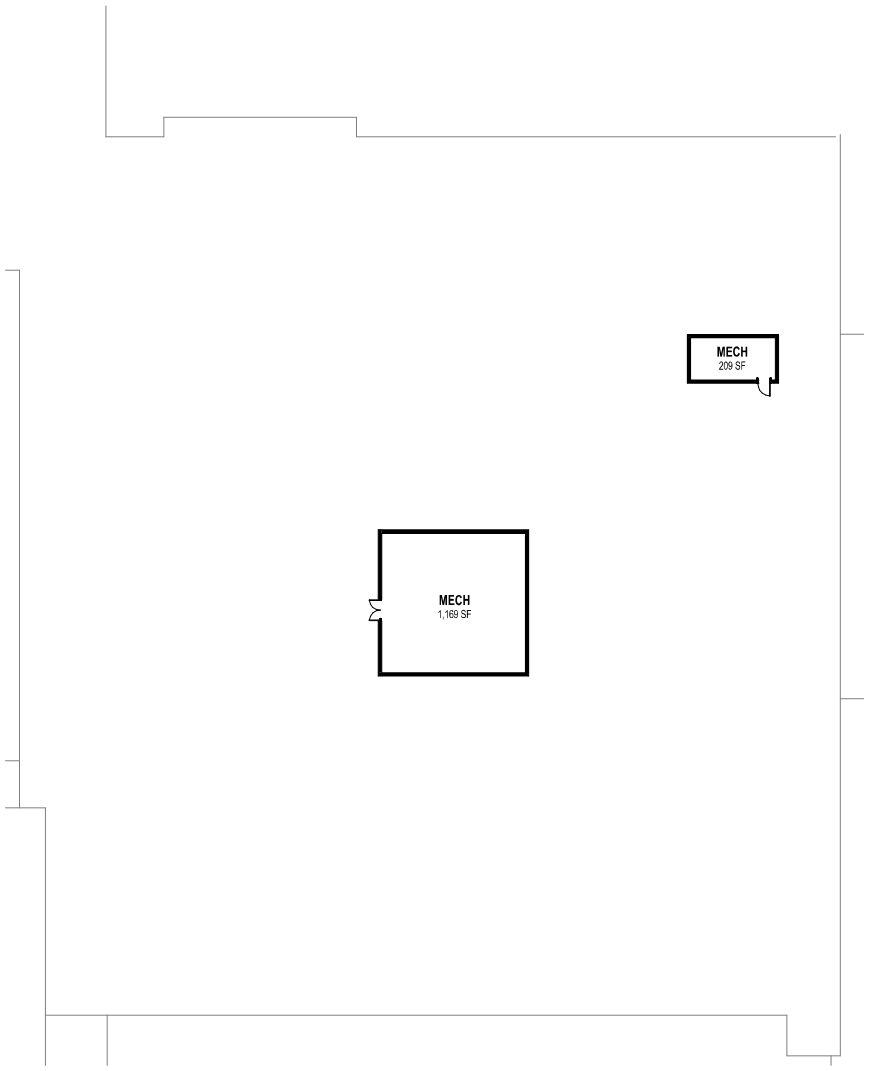
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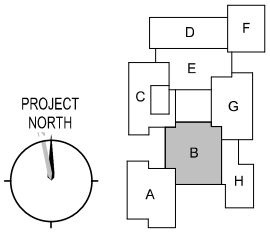
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Medford High School

MSBA DEFICIENCY PLAN

NON-PROGRAMMED SPACES



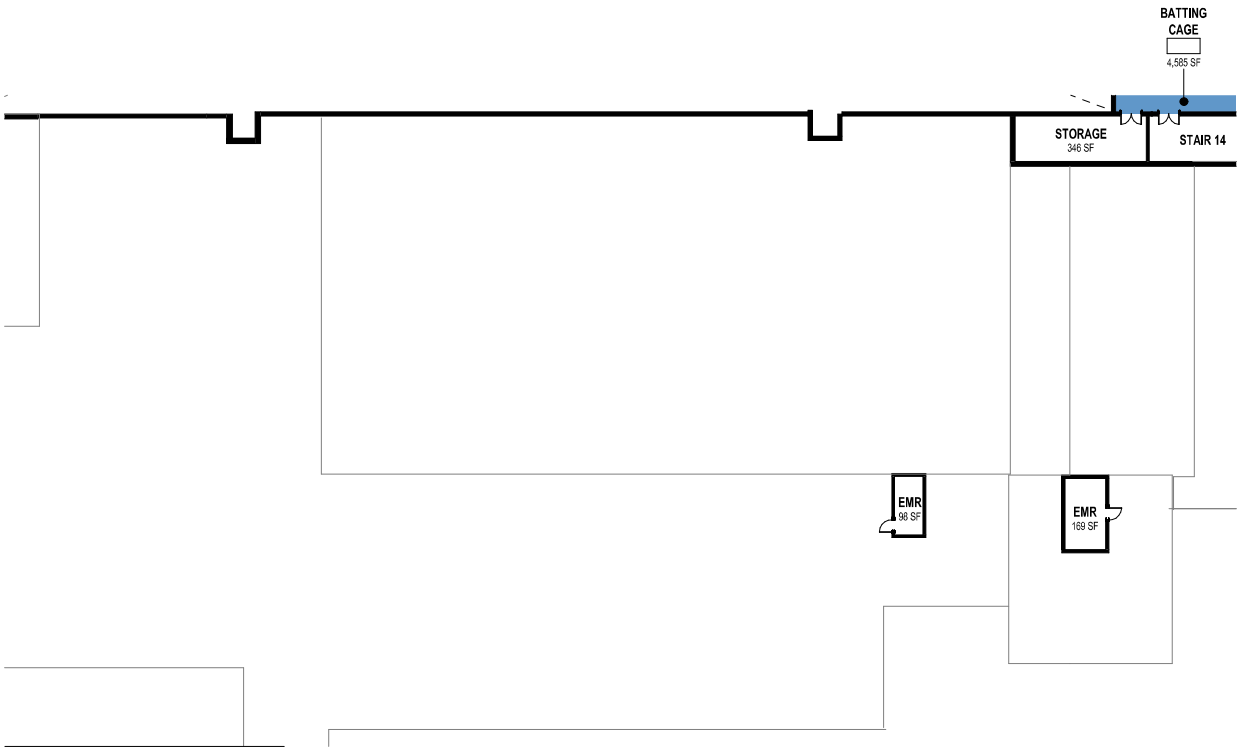


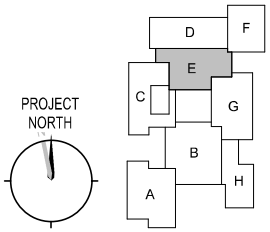
DEFICIENCY - 4TH FLOOR / ROOF PLAN - PART B

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NON-PROGRAMMED SPACES

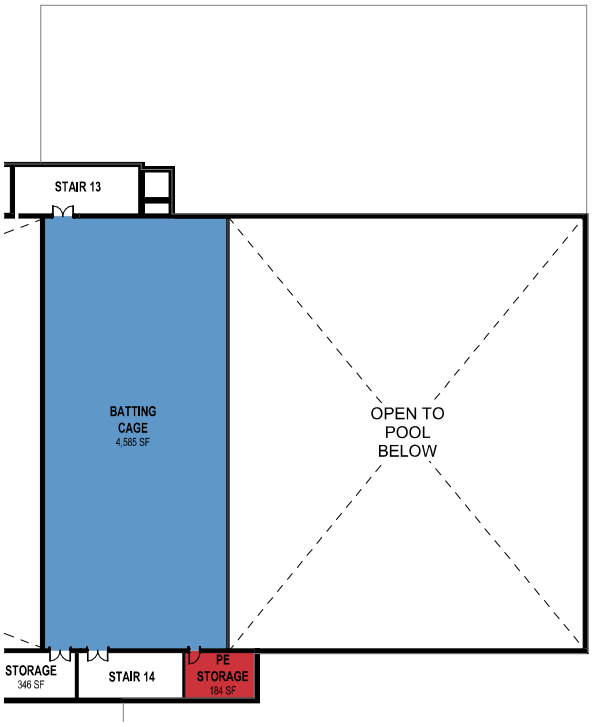




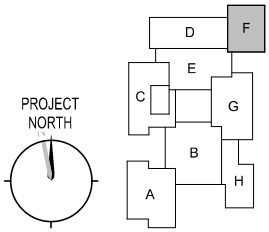
DEFICIENCY - 4TH FLOOR / ROOF PLAN - PART E

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DEFICIENCY - 4TH FLOOR / ROOF PLAN - PART F



C. Narrative Description of Reasons for all Variances

Proposed Program and MSBA Guidelines

Per the information provided, the following spaces are proposed to support the District's ability to deliver its educational program.

Core Academic Spaces:

Proposed: 80,565 sf

MSBA Guidelines: 68,380 sf

Classrooms – General:

- Proposed: 48 at 45,600 sf
- MSBA Guidelines: 47 classrooms at 42,300 sf

Medford High School (MHS) requires 48 General Classrooms to support its proposed educational goals. The average size of the proposed General Education classrooms are 950 sf to accommodate the school's inclusionary model of co-teaching, which needs to accommodate a full classroom of 23 students in addition to 2-4 staff. Classrooms need to support movement and instructional practices that include various classroom layouts (i.e: small group collaborative work, large group discussion, debate, etc). Through a curriculum and master schedule analysis, 48 General Education classrooms are required to adequately serve the school's projected enrollment.

Science Classroom / Labs:

- Proposed: 11 labs at 15,840 sf
- MSBA Guidelines: 12 labs at 30,240 sf

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.

Science Prep Rooms:

- Proposed: 6 Prep Rooms at 2,400 sf
- MSBA Guidelines: 12 Prep Rms at 2,400 sf

The MSBA Guidelines recommend one 200 sf Prep Room for each Science Lab. The Space Summary proposes consolidating two of these Prep Rooms into a single 400 sf space, for a ratio of one 400 sf Prep Room to every two Science Labs. As MHS requires 11 Science labs to support its Science curriculum, in addition to one Science Resource Room (see Special Education), 6 Prep Rooms are proposed.

Teacher Planning:

- Proposed: 9 Teacher Planning rooms at 4,500 sf
- MSBA Guidelines: 47 Teacher Planning rooms at 4,700 sf

The proposed space summary includes 9 Teacher Planning Rooms at 500 sf each, rather than the 47 100 sf rooms that the MSBA Guidelines recommend. Larger Teacher Planning Rooms will support the school's vision of collaborative and colleagial spaces for teachers.

Medford Academy - Classroom:

- Proposed: 2 Classrooms at 1,900 sf
- MSBA Guidelines: None listed

MHS currently has a General Education alternative school program within the high school building, which is referred to as Medford Academy. It provides an alternative setting with a smaller cohort for General Education students to learn Core Academics. It is not part of Special Education student support services. Two classrooms at 950 sf are required to support the program's needs.

Medford Academy - Workspace:

- Proposed: 475 sf
- MSBA Guidelines: None listed

Part of Medford Academy's program includes a collaborative workspace and affinity space for their students where small group work, breakout work, peer-to-peer tutoring and collaboration can occur outside of scheduled class time. 475 sf are required for the Workspace to support the program's needs.

Language Lab:

- Proposed: 1,200 sf
- MSBA Guidelines: None listed

MHS requires one Language Lab to support its World Language curriculum. The lab could also be used for other disciplines' language-based instruction as well.

Large Group Instruction (LGI):

- Proposed: 2 Large Group Instruction spaces at 4,000 sf
- MSBA Guidelines: None listed

The Space Summary proposes two 2,000 sf LGIs to 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) and the Black Box space which is described in the next section are intended to provide an analagous-yet-improved instructional resource within the proposed design.

Black Box:

- Proposed: 2,000 sf
- MSBA Guidelines: None listed

The Space Summary proposes a Black Box theater space at 2,000 sf to support the District’s need for an instructional space for small-scale and alternative format performances and Technical Drama courses. When not in use for Drama instruction, the space can be used flexibly as an additional Large Group Instructional space.

Academic Support Hub:

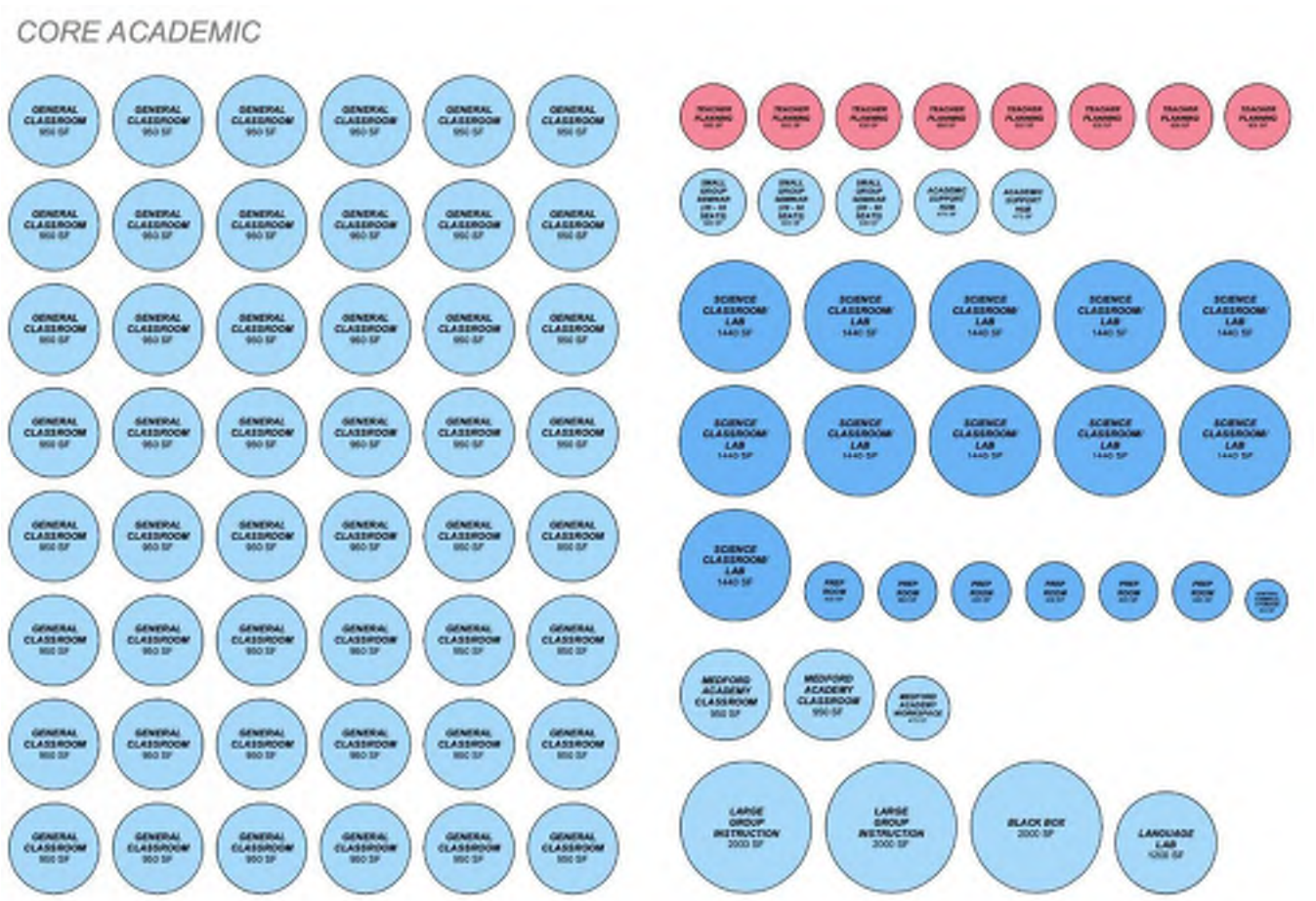
- Proposed: 2 Academic Support Hubs at 950 sf
- MSBA Guidelines: None listed

The Space Summary proposes two Academic Support Hubs at 475 sf each, to 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 gorup work.

Program with No Variation:

The following proposed Core Academic program elements do not vary from MSBA Guidelines:

- Small Group Seminar
- Central Chemical Storage Room


CORE ACADEMIC
GENERAL CLASSROOM
SCIENCE CLASSROOM/ LAB
1440 SF
MEDFORD ACADEMY CLASSROOM
LARGE GROUP INSTRUCTION
2000 SF
BLACK BOX
2000 SF
LANGUAGE LAB

Special Education (includes Collaborative Program Spaces)

Proposed: 37,900 sf

MSBA Guidelines: 13,600 sf

Special Education (Medford High School):

- Proposed: 30,850 sf

The proposed Special Education spaces respond to the existing programs' specialized needs at the school. MHS has several Special Education programs, which include both integrated programs and self-contained classrooms. The proposed spaces also accommodate professional space for Special Education staff needed to support these programs. While MHS's Special Education needs continue to grow, the school's practice of co-teaching provides the most inclusionary model of Special Education delivery to students.

Special Education Programs at the proposed MHS include:

- ACCESS (therapuetic support for students with intensive needs, with enriched transitional components to facilitate community access and prevocational work skills)
- Learning Group Program (LGP – support for executive functioning, organizational and social skills, rule-based reading and writing)
- Therapuetic Learning Program (TLP – support for moderate-severe social, neurological, physical or mental health disorders)
- Connections (new to the school – support for Autism Spectrum Disorder)
- Project Transition (18-22 years old)

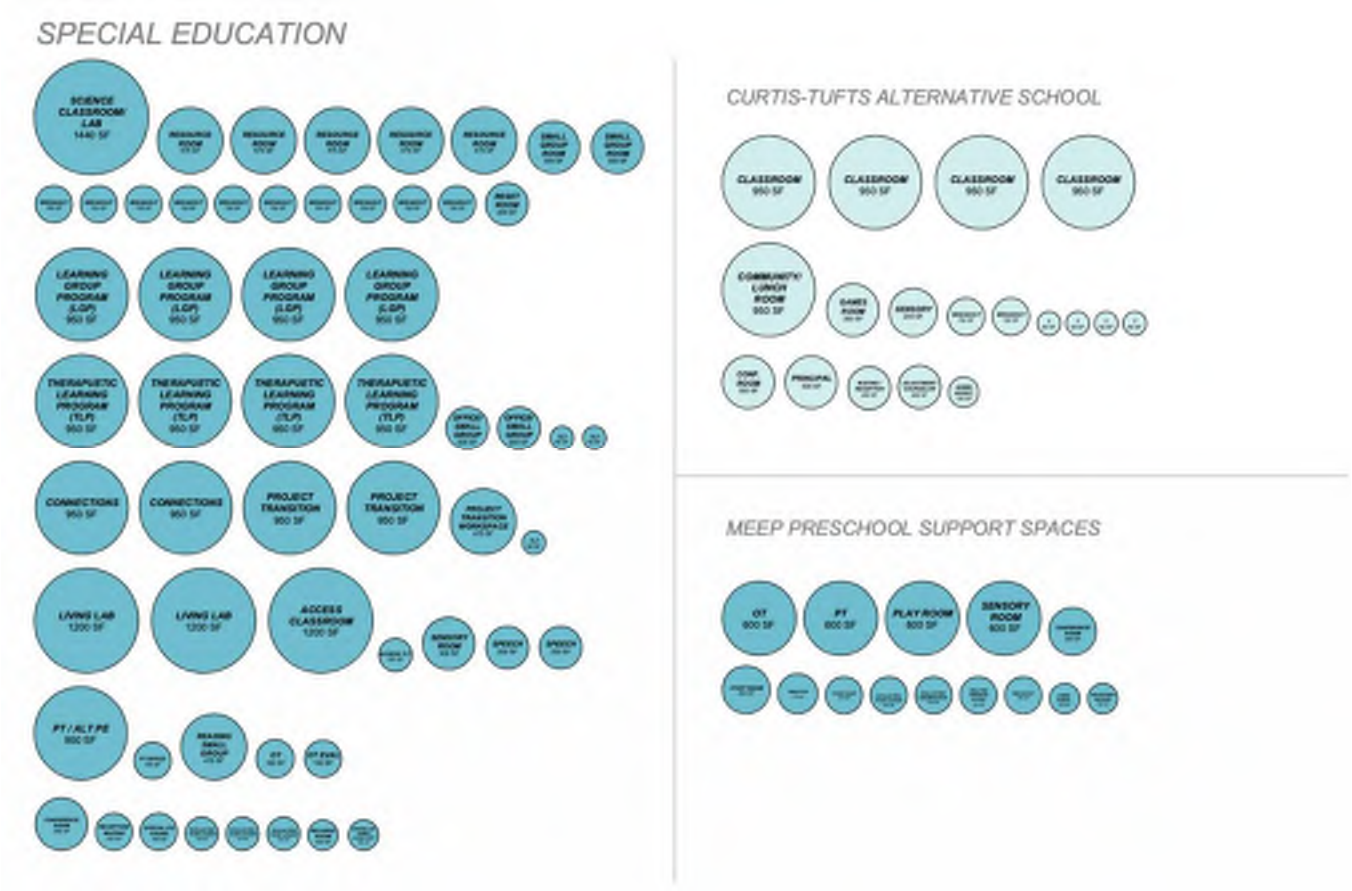
The Special Education program also includes space for the Medford Early Education Program (MEEP), which is an integrated preschool run by Medford Public Schools. Plans to include these preschool classrooms at the high school was identified and approved as part of the District's Statement of Interest (SOI). MEEP classrooms integrate identified students with general education students to provide an inclusive learning environment. The spaces identified in the MEEP Preschool Support Spaces category are required to support the program's needs. Eleven MEEP preschool classrooms are included below in the "Other" space category.

Curtis-Tufts Therapeutic Day Program:

Proposed: 7,140 sf

MSBA Guidelines: None provided

Medford Public Schools plans to incorporate the Curtis Tufts Therapuetic Day Program into the proposed school. Curtis-Tufts is a therapeutic day high school program, which provides students in Grades 9-12 who have IEPs with a more individualized education program in a smaller setting than a traditional high school. Spaces associated with Curtis-Tufts include classrooms, work spaces, affinity spaces, and offices for student support staff and administrative staff.


SPECIAL EDUCATION
CURTIS-TUFTS ALTERNATIVE SCHOOL
MEEP PRESCHOOL SUPPORT SPACES

Art and Music:

Proposed: 11,150 sf

MSBA Guidelines: 8,200 sf

Band:

- Proposed: 1 Band Room at 2,000 sf
- MSBA Guidelines: 1 Band Room at 1,500 sf

MHS requires a larger Band Room to accommodate the program's needs and the typical quantity of students enrolled in Band classes.

Chorus / Orchestra:

- Proposed: 1 Chorus/Orchestra Room at 2,000 sf
- MSBA Guidelines: 1 Chorus Room at 1,500 sf

MHS requires a larger Chorus/Orchestra Room to accommodate the program's needs, as this room will support both Chorus and Orchestra courses. The Orchestra program with many large instruments in the primary driver behind the need for a larger space.

Ensemble:

- Proposed: 1 Ensemble Room at 950 sf
- MSBA Guidelines: 1 Ensemble Room at 200 sf

MHS requires a larger Ensemble Room to accommodate the program's needs and the typical quantity of students enrolled in Ensemble classes.

Music Classroom:

- Proposed: 1 Music Classroom at 1,200 sf
- MSBA Guidelines: None provided

MHS requires a Music Classroom to support the existing curriculum's General Music and Piano classes.

Program with No Variation:

The following proposed Art & Music program elements do not vary from MSBA Guidelines:

- Art Classroom
- Art Workroom with Storage and Kiln
- Music Practice
- Music Storage



Vocations & Technology

Proposed: 120,305 sf

MSBA/DESE Guidelines: 123,425 sf

Non-Chapter 74 Programs:

- Proposed: 8 Technology/ Engineering Rooms at 11,280 sf
- MSBA Guidelines: 10 Technology/ Engineering Rooms at 14,400 sf

The proposed 8 Technology Labs, as identified in the Space Summary, are supported by the District's Educational Plan.

The Space Summary includes:

- (1) Digital Art/ Photography Lab at 1,440 sf, to support the school's Digital Art and Photography curriculum
- (2) Media and Technology Labs at 2,800 sf to support the school's Media and Computer Science curriculum
- (2) Makerspaces at 2,800 sf, to support the school's educational vision of providing more hands-on learning spaces
- (1) Engineering/ Robotics Lab at 1,440 sf, to support the future growth of Engineering and Robotics elective course offerings to non-Chapter 74 enrolled students
- (1) Family and Consumer Science (F.A.C.S) Lab at 1,440 sf, to support the 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. This space would support cooking opportunities and other hands-on activities.
- (1) Stage Craft Lab at 1,200 sf, to support MHS's Performing Arts program plans to implement curriculum for technical theater design.



Chapter 74 Programs:

- Proposed: 109,025 sf
- MSBA/DESE Guidelines: 109,025 sf

The Chapter 74 Career and Technical Education (CTE) programs include comprehensive suites of spaces designed to support industry-aligned hands-on education and related academic instruction. Spaces are organized to meet DESE Chapter 74 requirements, including appropriate shop sizes and clear heights, related classrooms, and necessary support spaces.

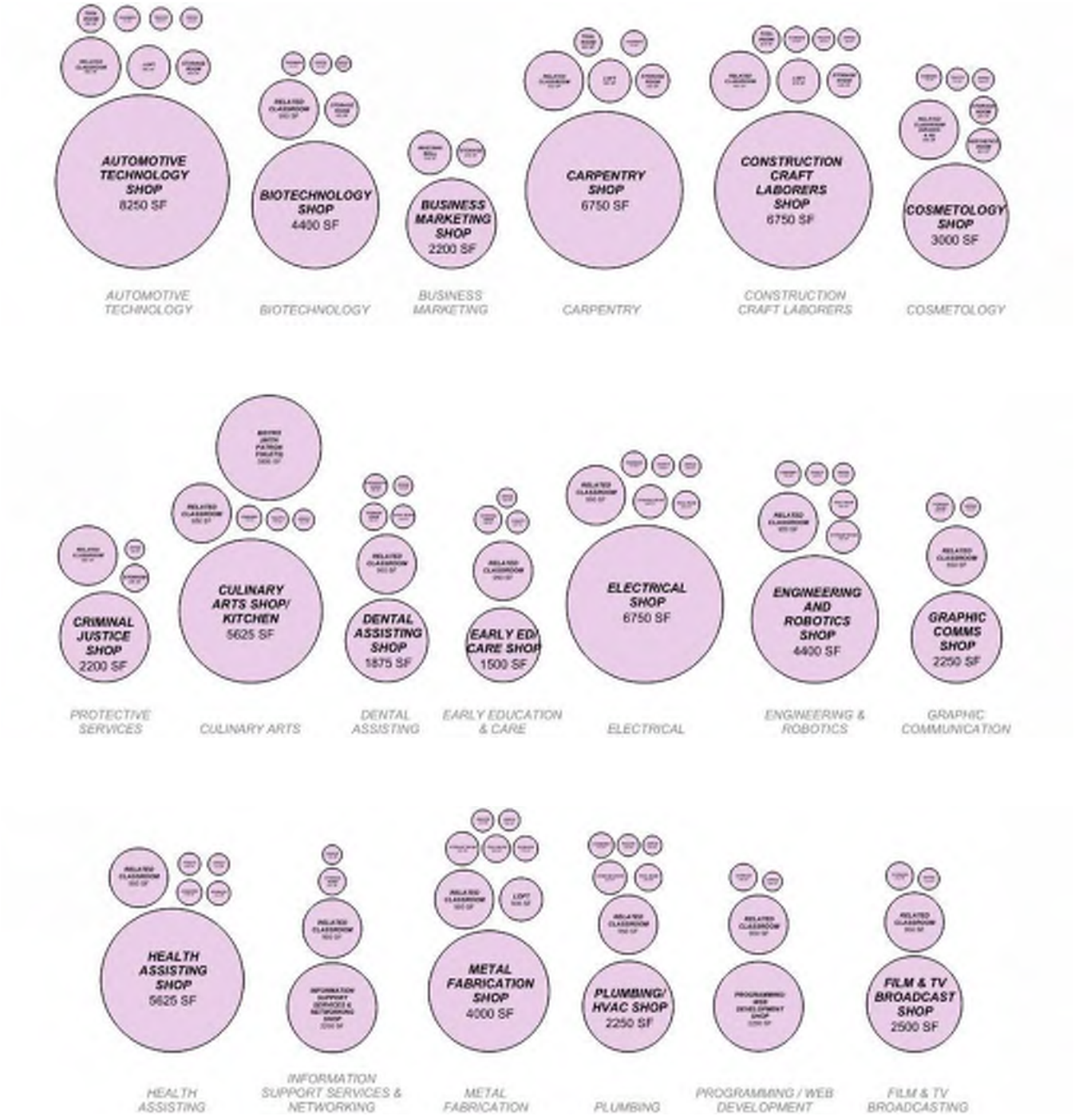
The Chapter 74 learning environments at Medford High School prepare students for meaningful careers while reinforcing belonging and pride in their growing skills. These spaces will reflect real-world work environments and support students in developing both technical vocational skills and a strong sense of identity as emerging professionals and/or college students.

Programs include:

- Automotive Technology (existing program)
- Biotechnology (existing program)
- Business Marketing (existing program)
- Carpentry (existing program)
- Construction Craft Laborers (existing program)
- Cosmetology (existing program)
- Culinary Arts (existing program)
- Criminal Justice (new proposed program)
- Dental Assisting (new proposed program)
- Early Education and Care (existing program)
- Electricity (existing program)
- Engineering & Robotics (existing program)
- Graphic Communications (existing program)
- Health Assisting (existing program)
- Information Support Services & Networking (new proposed program)
- Metal Fabrication (existing program)
- Plumbing (new proposed program)
- Programming / Web Development (existing program)
- Radio & Television Broadcasting (existing program)

All primary shop space sizes are aligned with DESE Chapter 74 vocational program sizing guidelines (where programs are included in the DESE guidelines), and are supplemented with support spaces such as related classrooms, storage rooms, tool rooms, dedicated student toilet rooms, changing areas and staff office spaces as required for the particular Chapter 74 program needs. For programs that do not have specific shop sizing recommendations in the DESE guidelines, the design team has used sizing criteria for the most proximate program from a curriculum, equipment and safety standpoint. All Chapter 74 program spaces must be reviewed and approved by DESE.

VOCATIONS & TECHNOLOGY - CHAPTER 74 PROGRAMS



The sizing of the primary shop spaces is informed by planned future student enrollment in Grades 10-12 and staff counts per program. Development of the planned program enrollments was based on current enrollments and waitlist data. Planning for the number of staff per program was performed in concert with the CTE Director, accounting for grants that have been awarded as well as staffing plans to support the growth of in-demand programs.

Chapter 74 programs at Medford High School currently follow one of two different scheduling approaches:

- A/B Schedule: Also referred to as a "week-on and week-off" schedule, where students will be in their shops, related classrooms, or out on cooperative job sites all day for an entire week and take academic non-shop related courses the following week.
- C Schedule: Students take academic non-shop related courses during the first few periods of the day every day, and are in their shops, related classrooms, and cooperative job sites during the remaining periods of the day. This schedule is consistent week-to-week.

The Space Summary includes (3) CTE Commons at 300 sf each. The CTE Commons are program-adjacent affinity and workspaces 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.

See the table on the following pages for details associated with the Chapter 74 per-program planned student enrollment and scheduling methods, as well as the associated DESE guidelines for the maximum number of students per teacher, minimum shop size and the required floor area per student that would be within a particular shop space at any one time. Text shown in blue within the table indicates that there are no DESE guidelines for the particular program. This can be because a program is a newer one where DESE not have specific sizing recommendations, or – in the case of Cosmetology – that the Board of Cosmetology and Barbering provides the necessary guidelines.

ROOM TYPE	PROPOSED PROGRAM			Schedule Type	Total No. Grades 10-12 Students	Max Students per Teacher	Min DESE Shop Size	Ch. 74 sf per Student	Max Students in Shop
	ROOM NFA[1]	# OF ROOMS	AREA TOTALS						
Chapter 74 Programs (List rooms separately below)			109,825						
1 Automotive Technology Program Total			10,620						
Automotive Technology Shop (18' clear ht)	8,250	1	8,250	A/B	45	15	4,125	275	30
Related Classroom	950	1	950						
Storage Room	300	1	300						
Tool Room	200	1	200						
Office	120	1	120						
Toilet Rooms	130	1	130						
Changing Area	170	1	170						
Loft	500	1	500						
2 Biotechnology Program Total			5,870						
Biotechnology Shop (12' clear ht)	4,400	1	4,400	C	40	20	2,200	110	40
Related Classroom	950	1	950						
Clean Room	incl in shop SF above								
Storage Room	300	1	300						
Office	120	1	120						
Toilet Room	60	1	60						
Changing Area	140	1	140						
3 Business Marketing Program Total			2,900						
Business Marketing Shop (12' clear ht)	2,200	1	2,200	C	20	20	2,200	110	20
Mustang Mall Retail Area	500	1	500						
Storage Room	200	1	200						
4 Carpentry Program Total			9,120						
Carpentry Shop (18' clear ht)	6,750	1	6,750	A/B	30	15	3,375	225	30
Related Classroom	950	1	950						
Shared Mock House	incl in shop SF above								
Storage Room	300	1	300						
Tool Room	200	1	200						
Office	120	1	120						
Toilet Room	130	1	130						
Changing Area	170	1	170						
Loft	500	1	500						
5 Construction Craft Laborers Program Total			9,120						
Construction Craft Laborers Shop (18' clear ht - assumed)	6,750	1	6,750	A/B	45	15	3,375	225	30
Related Classroom	950	1	950						
Shared Mock House	incl in shop SF above								
Storage Room	300	1	300						
Tool Room	200	1	200						
Office	120	1	120						
Toilet Room	130	1	130						
Changing Area	170	1	170						
Loft	500	1	500						
6 Cosmetology Program Total			4,870						
Cosmetology Shop (Grades 11-12)	3,000	1	3,000	A/B	45	15	1,875	na	30
Related Classroom (Grades 9-10)	950	1	950						
Aesthetics Room	300	1	300						
Storage Room	200	1	200						
Office	120	1	120						
Toilet Room	130	1	130						
Changing Area	170	1	170						
7 Criminal Justice Program Total			3,450						
Cybersecurity Shop (12' clear ht - assumed)	2,200	1	2,200	C	20	20	2,500	110	20
Related Classroom	950	1	950						
Storage Room	200	1	200						
Office	100	1	100						
8 Culinary Arts Shop / Kitchen Program Total			9,995						
Culinary Arts Shop / Kitchen (12' clear ht)	5,625	1	5,625	A/B	45	15	1,875	125	45
Related Classroom	950	1	950						
Storage Room	incl in shop SF above								
Office	120	1	120						
Toilet Room	130	1	130						
Changing Area	170	1	170						
Bistro 489 (with patron toilets)	3,000	1	3,000						

ROOM TYPE	PROPOSED PROGRAM			Schedule Type	Total No. Grades 10-12 Students	Max Students per Teacher	Min DESE Shop Size	Ch. 74 sf per Student	Max Students in Shop
	ROOM NSF[1]	# OF ROOMS	AREA TOTALS						
9 Dental Assisting Program Total			3,425						
Dental Assisting Shop (12' clear ht)	1,875	1	1,875	A/B	15	15	1,875	125	15
X-Ray Room	150	1	150						
Sterilization Room	150	1	150						
Related Classroom	950	1	950						
Storage Room	200	1	200						
Office	100	1	100						
10 Early Education and Care Program Total			2,880						
Early Education and Care Shop (12' clear ht)	1,500	1	1,500	A/B	20	20	1,500	75	20
Related Classroom	950	1	950						
Storage Room	200	1	200						
Toilet Room	130	1	130						
Office	100	1	100						
11 Electricity Program Total			8,620						
Electricity Shop (18' clear ht)	6,750	1	6,750	A/B	60	15	3,375	225	30
Related Classroom	950	1	950						
Shared Mock House	incl in shop SF above								
Storage Room	300	1	300						
Tool Room	200	1	200						
Office	120	1	120						
Toilet Room	130	1	130						
Changing Area	170	1	170						
12 Engineering and Robotics Program Total			6,270						
Engineering and Robotics Shop (12' clear ht)	4,400	1	4,400	C	40	20	2,200	110	40
Engineering Machine Shop	incl in shop SF above								
Related Classroom	950	1	950						
Storage Room	300	1	300						
Tool Room	200	1	200						
Office	120	1	120						
Toilet Room	130	1	130						
Changing Area	170	1	170						
13 Graphic Communications Program Total			3,500						
Graphic Communications Shop (12' clear ht)	2,250	1	2,250	C	25	15	2,250	150	15
Related Classroom	950	1	950						
Storage Room	200	1	200						
Wide Format Room	incl in shop SF above								
Office	100	1	100						
14 Health Assisting Program Total			7,345						
Health Assisting Shop (12' clear ht)	5,625	1	5,625	A/B	45	15	1,875	125	45
Assisted Living Model Apartment	incl in shop SF above								
Mock Bathroom	incl in shop SF above								
Sim Lab	incl in shop SF above								
Sim Lab Observation Room	incl in shop SF above								
Related Classroom	950	1	950						
Clean and Dirty Utility	incl in shop SF above								
Storage Room	150	1	150						
Office	120	1	120						
Toilet Room	130	1	130						
Changing Area	170	1	170						
15 Information Support Services & Networking Program Total			3,450						
Information Support Services & Networking Shop (12' clear ht)	2,200	1	2,200	C	20	20	2,200	110	20
Related Classroom	950	1	950						
Storage Room	200	1	200						
Office	100	1	100						
16 Metal Fabrication Program Total			6,170						
Metal Fabrication Shop (12' clear ht)	4,000	1	4,000	A/B	30	15	3,000	200	20
Related Classroom	950	1	950						
Storage Room	300	1	300						
Tool Room	200	1	200						
Office	120	1	120						
Toilet Room	130	1	130						
Changing Area	170	1	170						
Loft	500	1	500						

ROOM TYPE	PROPOSED PROGRAM			Schedule Type	Total No. Grades 10-12 Students	Max Students per Teacher	Min DFSF Shop Size	Ch. 74 sf per Student	Max Students in Shop
	ROOM NSA[1]	# OF ROOMS	AREA TOTALS						
17 Plumbing Program Total			**4,300**						
Plumbing Shop (16' clear ht)	2,250	1	2,250	A/B	25	15	2,250	150	15
Related Classroom	950	1	950						
Shared Mock House	incl in Shop SF above								
Storage Room	300	1	300						
Tool Room	200	1	200						
Office	100	1	100						
Toilet Room	130	1	130						
Changing Area	170	1	170						
18 Programming / Web Development Program Total			**3,450**						
Programming / Web Development Shop (12' clear ht)	2,200	1	2,200	C	25	20	2,200	110	20
Related Classroom	950	1	950						
Storage Room	200	1	200						
Office	100	1	100						
19 Radio and Television Broadcasting Program Total			**3,770**						
Radio and Television Broadcasting Shop (12' clear ht)	2,500	1	2,500	C	25	20	2,500	125	20
Related Classroom	950	1	950						
Storage Room	200	1	200						
Podcast Room									
Office	120	1	120						
					Total Projected Grades 10-12 Chapter 74 Enrollment:				
					620				

Health and Physical Education:

Proposed: 52,982 sf

MSBA Guidelines: 24,012 sf

Gymnasium:

- Proposed: 29,305 sf (existing to be renovated)
- MSBA Guidelines: 12,000 sf

MHS has an existing Gymnasium that the project proposes to renovate in place in any addition-renovation Alternative.

PE Alternate Spaces:

- Proposed: 1 Gymnastics Gym at 4,100 sf, 1 Fitness Center/ Weight Training 3,237 sf, 1 Yoga/CPR Room at 625 sf, and 1 Batting Cage at 4,472 sf
- MSBA Guidelines: 1 PE Alternative at 3,000 sf

MHS has several existing PE Alternate Spaces that the project proposes to renovate in place in any addition-renovation Alternative.

Gym Storeroom:

- Proposed: 1 Storerooms at 656 sf
- MSBA Guidelines: 300 sf

MHS has a Gym Storeroom that the project plans to renovate in place in any addition-renovation Alternative.

Athletic Director's Office:

- Proposed: 1 Office at 175 sf
- MSBA Guidelines: 150 sf

The Space Summary proposes that all District Directors' Offices are planned at 175 sf each.

Trainer:

- Proposed: 600 sf
- MSBA Guidelines: None provided

The school has existing Trainer's Rooms, and the Health and PE department has future plans to expand the existing Sports Medicine student support services at MHS.

Athletic Director's Admin. Assistant Office:

- Proposed: 1 Office at 100 sf
- MSBA Guidelines: None provided

The Space Summary proposes a 100 sf office for the Athletic Director's Administrative Assistant, which is required to support the program.

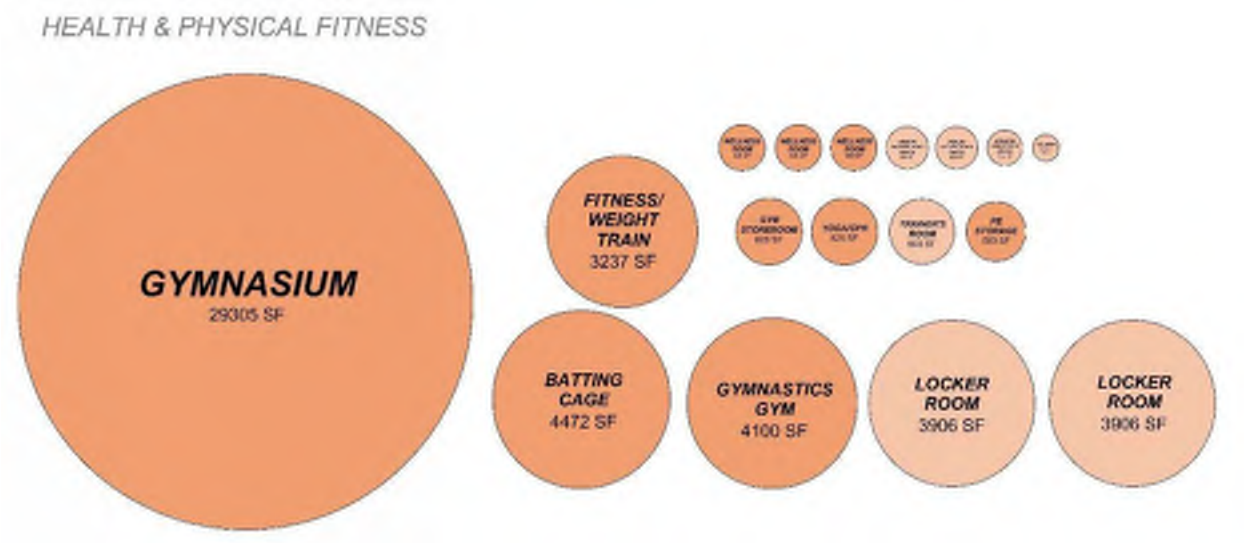
Wellness Room:

- Proposed: 3 Wellness Rooms at 900 sf
- MSBA Guidelines: none

MHS is committed to providing students with a nurturing environment which supports the whole student. By offering a safe space for students to manage stress, anxiety, or other emotional challenges, the school will foster the mental well-being of students.

The following proposed Health and PE programs do not vary from MSBA Guidelines:

- Locker Rooms (Note: While the existing locker rooms are located directly below the Gymnasium, renovation of these spaces in place is not envisioned as part of any alternative. The size of the existing locker rooms is excessive, there is gender inquity in the current suite of spaces, and the location of the spaces on a different level than the Gymnasium offers accessibility challenges. New locker rooms will likely be located on the same level as the Gymnasium in new construction or renovated floor areas.)
- PE Storage
- Health Instructor's Office (with shower and toilet)


HEALTH & PHYSICAL FITNESS
GYMNASIUM
29305 SF
FITNESS/
WEIGHT
TRAIN
3237 SF
BATTING
CAGE
4472 SF
GYMNASTICS
GYM
4100 SF
LOCKER
ROOM
3906 SF
LOCKER
ROOM
3906 SF

Media Center:

Proposed: 8,619 sf

MSBA Guidelines: 8,619 sf

Media Center:

- Proposed: 7,719 sf
- MSBA Guidelines: 8,619 sf

Quiet Rooms:

- Proposed: 2 Quiet Rooms at 300 sf
- MSBA Guidelines: None provided

Office / Workroom:

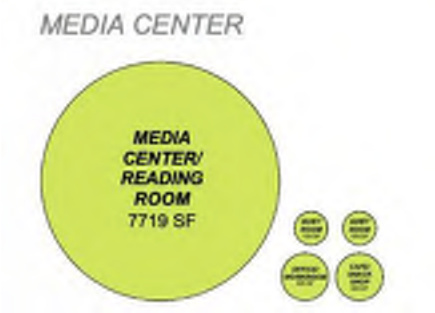
- Proposed: 300 sf
- MSBA Guidelines: None provided

Cafe/ Snack Shop:

- Proposed: 300 sf
- MSBA Guidelines: None provided

The proposed total square footage of the Media Center meets the MSBA guidelines and meets the needs of the school. The educators and students expressed a need for collaborative and quiet spaces in the Media Center to accommodate the diverse needs of the student population. Quiet Rooms provide students with the opportunity and place to do focused work away from larger groups of people. A private office/ workroom is required for the Librarians to repair and store books as needed, in addition to having meetings and private conversations.

The Space Summary includes a 300 sf Cafe/ Snack Shop which would be in the Media Center and open to the whole school. This space 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 may also provide vocational, authentic-learning opportunities for students to inventory and sell items.



Auditorium / Drama:

Proposed: 13,800 sf

MSBA Guidelines: 10,400 sf

Auditorium:

- Proposed: 10,000 sf
- MSBA Guidelines: 7,500 sf

The Auditorium is heavily used by the school's Performing Arts programs and the school wishes to expand upon course offerings to make the program more robust.

Stage:

- Proposed: 2,500 sf
- MSBA Guidelines: 1,600 sf

MHS's proposed Performing Arts program requires a larger stage with a sufficient quantity of line sets to support a variety of performances, rigging needs, and production types anticipated by the program.

Make-up / Dressing Rooms:

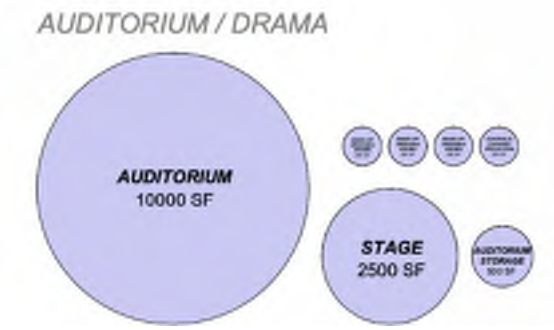
- Proposed: 3 Make-up / Dressing Rooms at 600 sf
- MSBA Guidelines: 2 Make-up / Dressing Rooms at 600 sf

While the total square footage of the proposed Make-up / Dressing Rooms equals the MSBA's guidelines, the Space Summary proposes 3 rooms at 200 sf each, to also provide an all-gender room, aligning with the District's goals of inclusion.

Program with No Variation:

The following proposed Auditorium/Drama program elements do not vary from MSBA Guidelines:

- Controls/ Lighting / Projection



Dining and Food Service:

Proposed: 14,068 sf

MSBA Guidelines: 11,368 sf

Cafeteria / Dining:

- Proposed: 6,575 sf
- MSBA Guidelines: 6,975 sf

The proposed Cafeteria / Dining space at 6,575 sf is slightly reduced from the MSBA Guideline area to allot some square footage to a Quiet Cafeteria (see below).

Scramble Serving Area:

- Proposed: 2,250 sf
- MSBA Guidelines: 600 sf

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

Kitchen:

- Proposed: 3,295 sf
- MSBA Guidelines: 2,695 sf

The Space Summary proposes a larger Kitchen 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 items such as pre-shredded lettuce, which saves on costs and improves quality of served food.

Quiet Cafeteria:

- Proposed: 400 sf
- MSBA Guidelines: None provided

The Space Summary proposes a Quiet Cafeteria space that supports the school's commitment to providing differentiated spaces for students who may be overstimulated in a larger (and louder) Dining Hall. This square footage was reallocated from the Cafeteria / Dining line item in the Space Summary.

Dishwashing:

- Proposed: 450 sf
- MSBA Guidelines: None provided

MHS and Medford Public Schools (MPS)'s goals towards a more sustainable future necessitate a sufficiently sized dishwashing area to minimize the use of single-use wares.

Program with No Variation:

The following proposed Dining and Food Service program elements do not vary from MSBA Guidelines:

- Chair / Table Storage
- Staff Lunchroom



Medical:

Proposed: 1,660 sf

MSBA Guidelines: 1,210 sf

Medical Suite Toilet:

- Proposed: 2 Medical Suite Toilet rooms at 120 sf
- MSBA Guidelines: 1 Medical Suite Toilet room at 60 sf

The Space Summary proposes two Medical Suite Toilet rooms at 60 sf each, to accommodate the enrollment size and to allow for one of the Toilet rooms to be used in case of quarantine or medical isolation.

Nurse's Private Office:

- Proposed: 150 sf
- MSBA Guidelines: None provided

A private office is required for sensitive conversations that need to occur within the Medical Suite.

Nurse's Shared Office:

- Proposed: 240 sf
- MSBA Guidelines: None provided

A shared office for 3 nurses is required for Nurses to be able to do paperwork, have meetings, and store items that must be secured behind a locked and supervised door.

Program with No Variation:

The following proposed Dining and Food Service program elements do not vary from MSBA Guidelines:

- Nurse's Office /Waiting Room
- Interview Room
- Examination Room / Resting



Administration & Guidance:

Proposed: 14,264 sf

MSBA Guidelines: 5,213 sf

Assistant Principal's Office

- Proposed: 4 AP offices at 150 sf each (total 600 sf)
- MSBA Guidelines: 2 AP offices at 150 sf each (total 300 sf)

Guidance Office:

- Proposed: 6 Guidance Counselor Offices at 900 sf
- MSBA Guidelines: 7 Guidance Counselor Offices at 1,050 sf

Guidance Waiting Room:

- Proposed: 0 sf
- MSBA Guidelines: 100 sf

Career Center:

- Proposed: 399 sf
- MSBA Guidelines: 499 sf

Career Center Office:

- Proposed: 100 sf
- MSBA Guidelines: None provided

Dean of Student Success:

- Proposed: 175 sf
- MSBA Guidelines: None provided

Campus Security/ Monitor:

- Proposed: 200 sf
- MSBA Guidelines: None provided

School Resource Officer:

- Proposed: 200 sf
- MSBA Guidelines: None provided

Adjustment Counselor Office

- Proposed: 3 offices at 450 sf
- MSBA Guidelines: None provided

Psychologist Office:

- Proposed: 2 offices at 300 sf
- MSBA Guidelines: None provided

House Office Commons:

- Proposed: 3 House Commons at 900 sf
- MSBA Guidelines: None provided

House Office Reception/ Waiting:

- Proposed: 3 House Office Reception / Waiting at 750 sf
- MSBA Guidelines: None provided

House Office Conference Room:

- Proposed: 3 Conference Rooms at 900 sf
- MSBA Guidelines: None provided

House Office Restorative Rooms:

- Proposed: 3 Restorative Rooms at 450 sf
- MSBA Guidelines: None provided

House Office Phone Booth:

- Proposed: 3 Phone Booths at 120 sf
- MSBA Guidelines: None provided

Youth Wellness Coach / Officer:

- Proposed: 150 sf
- MSBA Guidelines: None provided

Paraprofessional Workroom:

- Proposed: 500 sf
- MSBA Guidelines: None provided

Mother's Room:

- Proposed: 2 Mother's Rooms at 160 sf
- MSBA Guidelines: None provided

Phone Booth:

- Proposed: 4 Phone Booths at 160 sf
- MSBA Guidelines: None provided

The proposed administrative office areas respond to the administrative and counseling needs of MHS. The school's is committed to supporting students in a holistic way through a House model, with each House suite comprised of an Assistant Principal, two Guidance Counselors, and an Adjustment Counselor, ensuring that there is collaboration occurring between Guidance and the School Administration to minimize students "falling through the cracks".

House Office Suites will also have Restorative Rooms to provide students with a space for restorative or calming practices.

CTE Reception / Waiting:

- Proposed: 250 sf
- MSBA Guidelines: None provided

CTE Executive Director:

- Proposed: 375 sf
- MSBA Guidelines: None provided

CTE Admin. Assistant:

- Proposed: 2 Admin. Assistants at 200 sf
- MSBA Guidelines: None provided

CTE Conference Room:

- Proposed: 450 sf
- MSBA Guidelines: None provided

CTE Co-Op Office:

- Proposed: 150 sf
- MSBA Guidelines: None provided

CTE Office:

- Proposed: 2 Offices at 300 sf
- MSBA Guidelines: None provided

As a comprehensive school, MHS has additional administrative staff and associated support spaces that are dedicated to the CTE Chapter 74 programs.

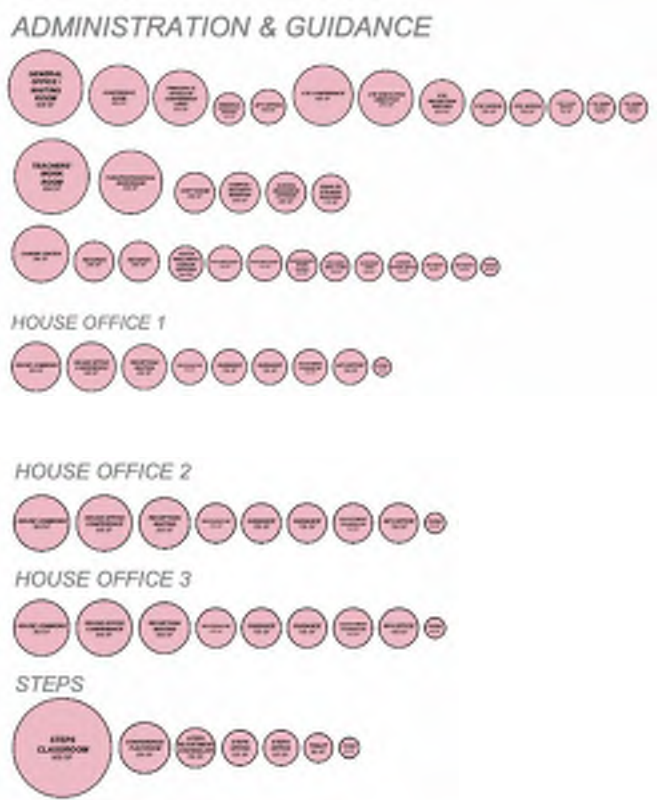
STEPS Suite:

- Proposed: 1,710 sf
- MSBA Guidelines: None provided

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 school environment.

Program with No Variation:

- General Office/ Waiting Room with Toilet
- Teacher's Mail and Time Room
- Copy Room
- Record Room
- Principal's Office w/ Conference Area
- Principal's Secretary / Waiting
- Supervisory / Spare Office
- Conference Room
- Guidance Storeroom
- Records Room (Guidance)
- Teacher's Workroom



Custodial & Maintenance:

Proposed: 2,822 sf

MSBA Guidelines: 2,671 sf

Technology Support Office

- Proposed: 150 sf
- MSBA Guidelines: None provided

The Space Summary proposes a 150 sf Technology Support Office for the MHS Technology Support staff.

Program with No Variation:

- Custodian's Office
- Custodian's Workshop
- Custodian's Storage
- Recycling Room/ Trash
- Receiving and General Supply
- Storeroom
- Network / Telecom Room



Other:

Proposed: 72,919 sf

MSBA Guidelines: 0 sf

Pop-Up Shop / Gallery:

- Proposed: 300 sf
- MSBA Guidelines: None provided

The Space Summary includes a Pop-Up Shop / Gallery to provide authentic-learning opportunities for students in Marketing, Business, or Art, allowing students to curate their own art shows.

Clothing Closet:

- Proposed: 300 sf
- MSBA Guidelines: None provided

MHS has an existing Clothing Closet, known as the Mystic Exchange. The proposed space, run by the Counseling department and Project Transition students, addresses short-term clothing needs that may present a barrier to student participation, attendance, or comfort during the school day. The closet supports the District's equity and whole-child goals, as well as the vocational hands-on training for the Project Transition students.

Food Pantry:

- Proposed: 300 sf
- MSBA Guidelines: None provided

The Space Summary includes a Food Pantry to support student wellness and equity through wrap-around services. The pantry is intended to provide discreet and dignified access to food for students and families experiencing food insecurity. The Food Pantry will operate independently from the MHS Food Service Department.

Pool:

- Proposed: 15,649 sf (existing to be renovated)
- MSBA Guidelines: None provided

The Space Summary includes existing Pool program spaces that are to be renovated in place as part of some Alternatives under consideration. Other Alternatives describe a brand new pool and support spaces, which would need to be designated as a fully stand-alone strucutre and would be conducted as a separate yet parrallel project with the main high school project.

Early Childhood Education Center:

- Proposed: 26,645 sf
- MSBA Guidelines: None provided

The Space Summary includes an Early Childhood Education Center as part of the non-MHS program, in the District's committment to providing the City with affordable access to early childhood education and support services. The Early Childhood Education Center includes the following programs:

- Medford Early Education Program (integrated preschool) - new to the campus. Refer to the Special Education space category description above for the support spaces associated with the preschool classrooms that are located in the "Other" category.
- Kids' Corner (daycare from ages 2 months to 5 years old) - currently occupies space at the existing MHS.
- Medford Family Network (a community-based organization that provides support to families and promotes child and family well-being) - currently occupies space at the existing MHS.

The Early Childhood Education Center will have some shared spaces among the three programs, to maximize efficiency and utilization.

Central Office:

- Proposed: 23,685 sf
- MSBA Guidelines: None provided

The Space Summary includes Central Offices for Medford Public Schools, which currently occupy space at the existing Medford High School. Central Office spaces include:

- District operational administration, District-wide Curriculum Department Heads, and support staff for the District.
- Welcome Center: A public-facing program for families accessing district services in one centralized location. Programs included here are Registration, Student Services, English Language Learner Services, and Health Services.
- Community Spaces, which will be available to the greater Medford community to reserve for functions or meetings.

Teen Health Center:

- Proposed: 1,460 sf
- MSBA Guidelines: None provided

The Teen Health Center will provide on-site health services through a local healthcare partner to students to promote student wellness, access to care and coordination with District and City health initiatives.

Medford Community Media:

- Proposed: 1,820 sf
- MSBA Guidelines: None provided

Medford Community Media (MCM) is a local access media/broadcast organization which is currently located at the high school building, and provides programming to the residents of Medford. The organization also supports community use of the MCM spaces, which allows residents to produce, edit and broadcast their own programs. Currently the Chapter 74 Radio and Television Broadcasting program shares the MCM studio and its support spaces, but this shared use model presents limitations for student use and generates limitations for public access due to CORI check requirements for members of the public using the studio spaces.

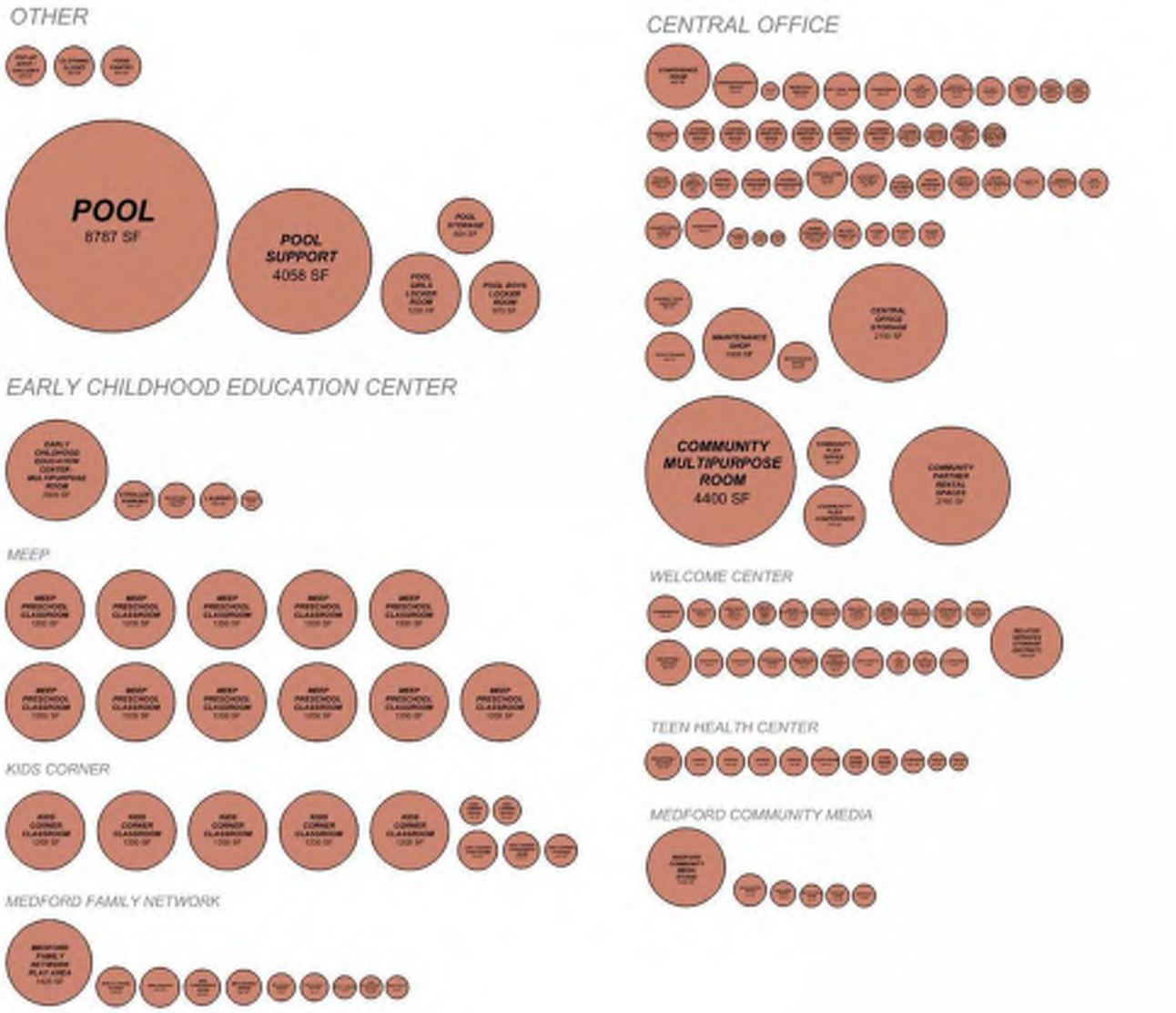
Community Partner Spaces:

- Proposed: 2,760 sf
- MSBA Guidelines: None provided

There are external Community Partners that rent space in the existing MHS today. These partners serve local communities and cultures which operate independently of district administrative function.

Potential Programs Not Listed in the Initial Space Summary:

There are no other potential programs that are under consideration.


OTHER
POOL
6757 SF
POOL SUPPORT
4058 SF
EARLY CHILDHOOD EDUCATION CENTER
MEEP
KIDS CORNER
MEDFORD FAMILY NETWORK
CENTRAL OFFICE
COMMUNITY MULTIPURPOSE ROOM
4400 SF
WELCOME CENTER
TEEN HEALTH CENTER
MEDFORD COMMUNITY MEDIA

3.1.4 Evaluation of Existing Conditions

3.1.4 Evaluation of Existing Conditions

A. Background and Framework

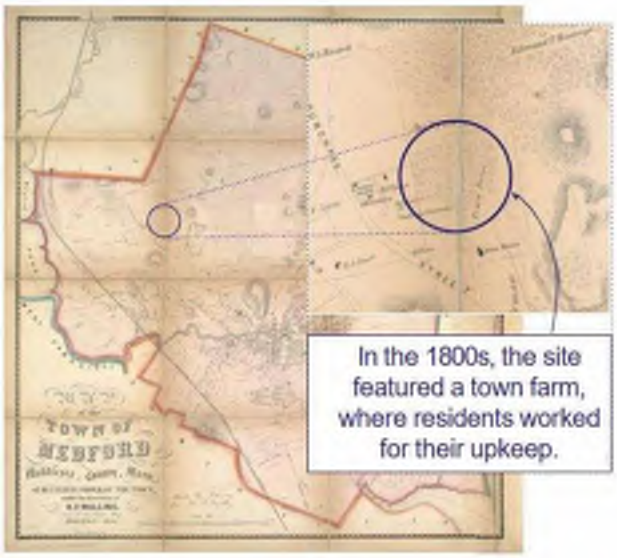
Originally the ancestral lands of the Naumkeag people, the city of Medford was first settled by western colonists in 1630 as a part of Charlestown.

Colonists laid claim to farmsteads throughout the west side of Medford in the 17th and 18th Centuries, and by the 1800s, the site that is now Medford High School was in use as a town-wide farm and almshouse, where residents without land could work for their upkeep. The turn of the last century saw the consolidation of many separate farmsteads into one of the state's largest public conservation areas - the Middlesex Fells, but the Town Farm persisted through the 1950s. Additionally, the site once hosted a dump site in the latter half of the 20th century. Having outgrown its original high school in the Square, the city opened the new Medford High School on the site in 1971.

Now in its 55th year on site, the High School has settled into a unique context bridging the City and the Fells. It reflects the urban context of a dynamic city as well as the rugged, rocky landscape characterizing one of the region's most beloved natural areas.

The existing Medford High School property is identified as Lot 1 on Assessor's Map 3-02 . The official Medford High School address is 489 Winthrop Street, which also includes the Edgerly Sports Complex. The property is bordered by Temple Shalom properties to the southeast, Winthrop Street to the south, residential properties to the west, and the Middlesex Fells Reservation on the north and east,

This 29.4 acre parcel of land houses Medford High School, vehicular circulation systems, parking lots, open space, athletic and recreational facilities.





B. Legal Title to Property

The existing Medford High School is located at 489 Winthrop Street in Medford, MA. The school campus, including associated parking lots and sports fields, spans the majority of the approximately 29.4-acre parcel. The property is located on Assessor's Map 3-02 Lot 1. The address listed for the lot on the Assessor's Map is 483 Winthrop Street, however, the official Medford High School address is 489 Winthrop Street.

A copy of the Legal Title to the Property and the Assessor's Map are attached in this section.



Existing Property Ownership

483 WINTHROP ST

Location	483 WINTHROP ST	**Mblu**	3-02/ 1/ / /
Acct#	10	**Owner**	MEDFORD CITY OF
Building Name		**Assessment**	$107,289,500
PID	10	**Building Count**	1

Current Value

Assessment			
Valuation Year	**Improvements**	**Land**	**Total**
2025	$89,107,300	$18,182,200	$107,289,500

Parcel Addreses

Additional Addresses
No Additional Addresses available for this parcel

Owner of Record

Owner	MEDFORD CITY OF	**Sale Price**	$0
Co-Owner	HIGH SCHOOL	**Certificate**	
Address	85 GEO P HASSETT DR MEDFORD, MA 02155	**Book & Page**	11325/0746
		Sale Date	04/18/1967

Ownership History

Ownership History
No Data for Ownership History

Building Information

Building 1 : Section 1

Year Built: 1970
Living Area: 530,113
Replacement Cost: $144,936,560
Building Percent Good: 61
Replacement Cost Less Depreciation: $88,411,300

Building Attributes	
Field	**Description**
Style:	Schools-Public
Model	Commercial
Grade	Average +10
Stories:	3
Occupancy	
Exterior Wall 1	Pre-cast Concr
Exterior Wall 2	
Roof Structure	Flat
Roof Cover	Tar & Gravel
Interior Wall 1	Minim/Masonry

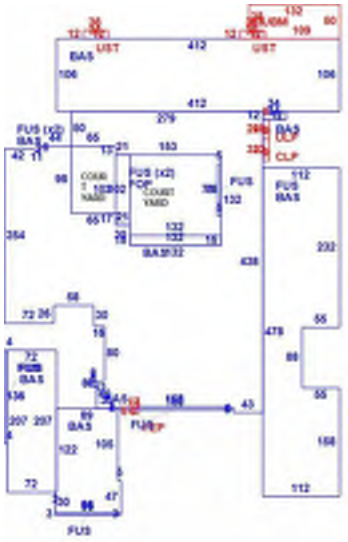
Building Photo



(https://images.vgsi.com/photos2/MedfordMAPhotos/\01\02\79\93.jpg)

Interior Wall 2	Plastered
Interior Floor 1	Vinyl/Asphalt
Interior Floor 2	Carpet
Heating Fuel	Gas
Heating Type	Hot Water
AC Type	None
Use:	Medford Education C
Total Rooms	
Total Bedrms	00
Total Baths	6
1st Floor Use:	9037
Heat/AC	NONE
Frame Type	MASONRY
Baths/Plumbing	AVERAGE
Ceiling/Wall	SUS-CEIL & WL
Rooms/Prtns	AVERAGE
Wall Height	10.00
% Comn Wall	0.00

Building Layout



(ParcelSketch.ashx?pid=10&bid=8)

Building Sub-Areas (sq ft)			
Code	Description	Gross Area	Living Area
FUS	Upper Story, Finished	294,300	294,300
BAS	First Floor	235,813	235,813
CLP	Loading Platform, Finished	288	0
FEP	Porch, Enclosed, Finished	65	0
FOP	Porch, Open, Finished	2,142	0
UBM	Basement, Unfinished	6,324	0
ULP	Loading Platform, Unfinished	252	0
UST	Utility, Storage, Unfinished	864	0
		540,048	530,113

Extra Features

Extra Features				
Code	Description	Size	Value	Bldg #
ELEV	ELEVATOR	3.00 STOPS	$281,000	1
ELEV	ELEVATOR	3.00 STOPS	$73,200	1
ELEV	ELEVATOR	3.00 STOPS	$73,200	1
ELEV	ELEVATOR	3.00 STOPS	$73,200	1

Outbuildings

Outbuildings						Legend
Code	Description	Sub Code	Sub Description	Size	Assessed Value	Bldg #
SPL1	POOL-INGR CONC			4500.00 S.F.	$13,200	1
PAV1	PAVING-ASPHALT			92028.00 S.F.	$138,000	1
PAV2	PAVING-CONC			9160.00 S.F.	$18,300	1
FN4	FENCE-8' CHAIN			100.00 L.F.	$1,000	1
LT1	LIGHTS-IN W/PL			12.00 UNITS	$16,200	1
LT2	W/DOUBLE LIGHT			1.00 UNITS	$2,000	1
FN1	FENCE-4' CHAIN			356.00 L.F.	$2,000	1
FN5	FENCE-10'CHAIN			390.00 L.F.	$4,700	1

Valuation History

Assessment			
Valuation Year	**Improvements**	**Land**	**Total**
2024	$85,708,200	$17,316,700	$103,024,900
2023	$75,503,900	$15,742,100	$91,246,000
2022	$68,705,800	$15,000,500	$83,706,300

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MAY 18 61 PM 3:50 24THE ***9.00

77-21/91

The City of Medford, a municipal corporation within the County of Middlesex and Commonwealth of Massachusetts, for consideration paid, grants to the Commonwealth of Massachusetts, through its Metropolitan District Commission, with quitclaim covenants, the land situated in Medford in said County and Commonwealth bounded and described as follows:

Parcel "A":

Beginning at a point in the northeasterly side line of Winthrop Street, which point is distant south 52° 22' 20" east one hundred thirty-one and 97/100 (131.97) feet from a concrete bound set in said side line of Winthrop Street at its intersection with the boundary line between Parcel 2 and Parcel 3 as shown on plan hereinafter mentioned;

Thence running southeasterly, northeasterly and northwesterly by a line curving to the left with a radius of twenty-six and 00/100 (26.00) feet sixty-two and 97/100 (62.97) feet to a point;

Thence north 11° 06' 15" west one hundred eighty-seven and 37/100 (187.37) feet by said Parcel 2 as shown on said plan to a point;

Thence north 40° 26' 20" east sixty-three and 85/100 (63.85) feet by land of the City of Medford to a drill hole in a stone wall at land now or formerly of the Medford Jewish Community Center, Inc.;

Thence south 11° 06' 15" east three hundred fifty-three and 23/100 (353.23) feet by land of the Medford Jewish Community Center, Inc. to a point in the northeasterly side line of Winthrop Street;

Thence north 52° 20' 22" west one hundred forty-four and 96/100 (144.96) feet by said northeasterly side line of Winthrop Street to the point of beginning and containing sixteen thousand two hundred twenty-one (16,221) square feet and shown as Parcel 1 on plan hereinafter mentioned.

Parcel "B":

Beginning at a stone bound set in the boundary line between land of the City of Medford shown as Parcel 6 and land of the Commonwealth of Massachusetts (Metropolitan District Commission) shown as Parcel 5 with the northeasterly boundary line of land of the City of Medford shown as Parcel 4 on said plan hereinafter mentioned;

Thence the line runs north 14° 11' 00" west one hundred fourteen and 15/100 (114.15) feet to a drill hole;

Thence south 89° 38' 40" west one hundred fifty-seven and 98/100 (157.98) feet to a drill hole in a concrete bound;

Thence north 10° 18' 05" west four hundred ninety-one and 87/100 (491.87) feet to a drill hole in a concrete bound;

Thence south 80° 17' 25" west fifteen and 96/100 (15.96) feet to a point in a stone wall at land of the Grantee in the northeasterly corner of Parcel 3 on said plan, the last four (4) courses and distances being by said land of the City of Medford;

Thence north 9° 18' 05" west seven hundred fifty-seven and 95/100 (757.95) feet to a stone bound;

Thence south 66° 19' 37" east two hundred ninety-nine and 01/100 (299.01) feet to a stone bound;

Thence south 9° 42' 48" east four hundred thirty-six and 68/100 (436.68) feet to a stone bound;

Thence south 10° 08' 23" east six hundred fifty-three and 74/100 (653.74) feet to a stone bound;

Thence south 5° 50' 00" east one hundred thirty-seven and 45/100 (137.45) feet to a stone bound, the last five (5) courses and distances being by land of the Grantee;

Thence south 82° 45' 00" east by Parcel 5 as shown on said plan sixty-four and 95/100 (64.95) feet to the bound first mentioned and point of beginning and containing six and 91/100 (6.91) acres more or less and shown as Parcel 6 on a plan entitled "Commonwealth of Massachusetts, Metropolitan District Commission, Parks Division, Middlesex Fells Reservation, Plan Showing Exchange of

SEE PLAN IN RECORD BOOK 11325 PAGE 747

547

Land Between the Commonwealth of Massachusetts and the City of Medford * * * January 1967, Benjamin W. Fink, Director of Park Engineering," being plan accession number 44653-V.T.

IN WITNESS WHEREOF the City of Medford has caused these presents to be signed, sealed, acknowledged and delivered in its name and on its behalf by Howard H. Reed , its City Manager, this 17th day of May 1967.

CITY OF MEDFORD

By: Howard H. Reed

Its City Manager

COMMONWEALTH OF MASSACHUSETTS

Middlesex ss. May 17, 1967.

Then personally appeared the above-named HOWARD H. REED, City Manager as aforesaid, and acknowledged the foregoing instrument to be his free act and deed and the free act and deed of the City of Medford

before me

Robert J. Rumansuch

Notary Public

My commission expires May 2, 1970

483 WINTHROP ST

Location	483 WINTHROP ST	**Mblu**	3-02/ 1/ / /
Acct#	10	**Owner**	MEDFORD CITY OF
Building Name		**Total Market Value**	$111,607,700
PID	10	**Building Count**	1
District	:		

Current Value

Assessment			
Valuation Year	**Improvements**	**Land**	**Total**
2026	$92,507,600	$19,100,100	$111,607,700

Parcel Addresses

Additional Addresses
No Additional Addresses available for this parcel

Owner of Record

Owner	MEDFORD CITY OF	**Sale Price**	$0
Co-Owner	HIGH SCHOOL	**Certificate**	
Address	85 GEO P HASSETT DR MEDFORD, MA 02155	**Book & Page**	11325/0746
		Sale Date	04/18/1967

Ownership History

Ownership History
No Data for Ownership History

Building Information

Building 1 : Section 1

Year Built:	1970
Living Area:	530,113

Replacement Cost: $150,508,790
Building Percent Good: 61
Replacement Cost Less Depreciation: $91,810,400

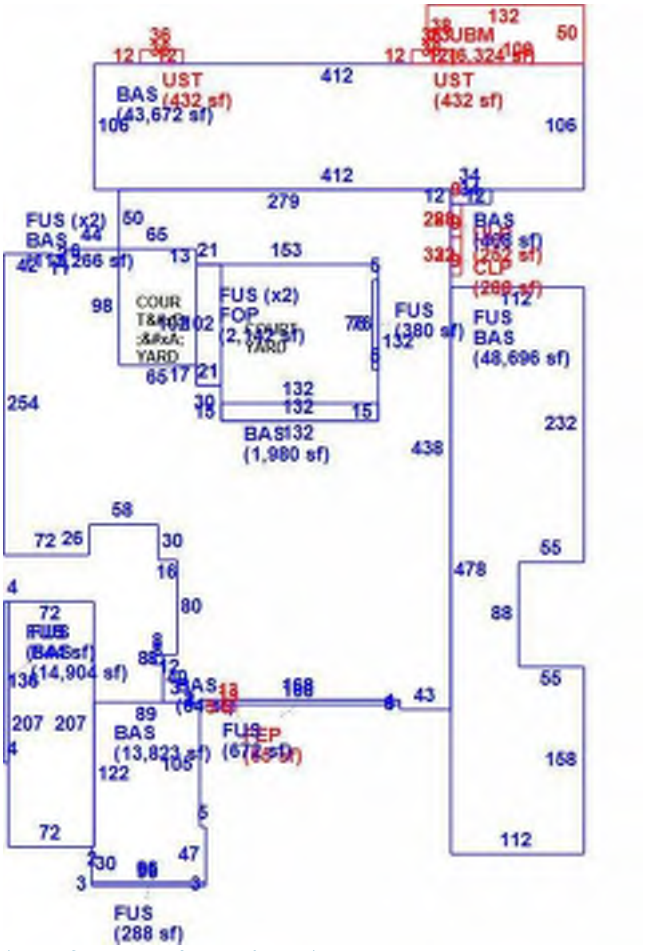
Building Attributes	
Field	**Description**
Style:	Schools-Public
Model	Commercial
Grade	Average +10
Stories:	3
Occupancy	
Exterior Wall 1	Pre-cast Concr
Exterior Wall 2	
Roof Structure	Flat
Roof Cover	Tar & Gravel
Interior Wall 1	Minim/Masonry
Interior Wall 2	Plastered
Interior Floor 1	Vinyl/Asphalt
Interior Floor 2	Carpet
Heating Fuel	Gas
Heating Type	Hot Water
AC Type	None
Use:	Medford Education C
Total Rooms	
Total Bedrms	00
Total Baths	6
1st Floor Use:	9037
Heat/AC	NONE
Frame Type	MASONRY
Baths/Plumbing	AVERAGE
Ceiling/Wall	SUS-CEIL & WL
Rooms/Prtns	AVERAGE
Wall Height	10.00
% Comn Wall	0.00

Building Photo



(https://images.vgsi.com/photos2/MedfordMAPhotos///0055/Screenshot%210-14%20140112_55921.png)

Building Layout



(ParcelSketch.ashx?pid=10&bid=8)

Building Sub-Areas (sq ft)			
Code	**Description**	**Gross Area**	**Living Area**
FUS	Upper Story, Finished	294,300	294,300
BAS	First Floor	235,813	235,813
CLP	Loading Platform, Finished	288	0
FEP	Porch, Enclosed, Finished	65	0

FOP	Porch, Open, Finished	2,142	0
UBM	Basement, Unfinished	6,324	0
ULP	Loading Platform, Unfinished	252	0
UST	Utility, Storage, Unfinished	864	0
		540,048	530,113

Extra Features

Extra Features				
Code	**Description**	**Size**	**Value**	**Bldg #**
ELEV	ELEVATOR	3.00 STOPS	$281,000	1
ELEV	ELEVATOR	3.00 STOPS	$73,200	1
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ELEV	ELEVATOR	3.00 STOPS	$73,200	1

Outbuildings

Outbuildings						Legend
Code	**Description**	**Sub Code**	**Sub Description**	**Size**	**Assessed Value**	**Bldg #**
SPL1	POOL-INGR CONC			4500.00 S.F.	$13,200	1
PAV1	PAVING-ASPHALT			92028.00 S.F.	$138,000	1
PAV2	PAVING-CONC			9160.00 S.F.	$18,300	1
FN4	FENCE-8' CHAIN			100.00 L.F.	$1,100	1
LT1	LIGHTS-IN W/PL			12.00 UNITS	$16,200	1
LT2	W/DOUBLE LIGHT			1.00 UNITS	$2,000	1
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FN5	FENCE-10'CHAIN			390.00 L.F.	$5,100	1

Valuation History

Assessment			
Valuation Year	**Improvements**	**Land**	**Total**
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2024	$85,708,200	$17,316,700	$103,024,900
2023	$75,503,900	$15,742,100	$91,246,000

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C. Determination that Property is Available for Development

The property is owned by the City of Medford and is available for development. As defined on the "Zoning Map, City of Medford, Massachusetts," dated April 13, 1965, the lot is zoned as Single Family 1, SF-1. According to the Medford Zoning Bylaw Chapter 94, Table A, dated March 15, 2022, use of land or structures for educational purposes on land owned by the City of Medford is permitted in the Single Family 1 zoning district.

D. Existing Historically Significant Features

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. According to the review of the MHC MACRIS, performed in December 2025, there are no structures on the site that are listed on the State Register of Historic Places.

A Project Notification form will be sent to the MHC to confirm if a review of the project is necessary and to receive state funding once the number of options has been narrowed during the PSR phase.

E. Development Restrictions

The environmental impact of the project will be reviewed with respect to Massachusetts Enviromental Policy Act (MEPA) thresholds, defined in 301 CMR 11.03. Environmental impacts regulated by MEPA include:

- Land
- State-listed species
- Wetlands
- Water
- Wastewater
- Transportation
- Energy
- Air
- Hazardous waste
- Historical and archaeological resources
- Areas of Critical Environmental Concern
- Regulations

As described in the previous section, portions of the property are within the Middlesex Fells Reservation, according to the Massachusetts Historical Commission, MHC. There are no structures on the site that are listed on the State Registrar of Historic Places. A Project Notification form will be sent to the MHC to confirm if a review of the project is necessary and to receive state funding.

F. Evaluation of Building Code Compliance

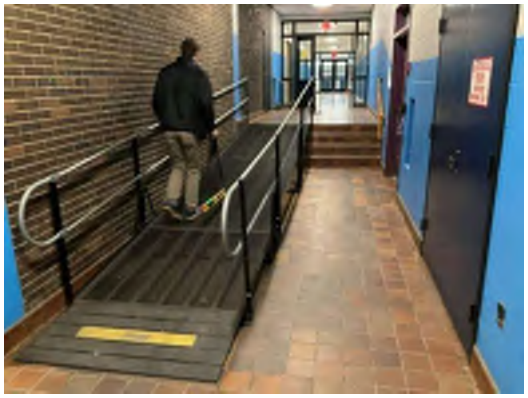
See Building Code Compliance report prepared by Building, Fire & Access, Inc. dated January 19, 2026, attached at the end of this section.

G. Evaluation of Access Code

See Accessibility Audit Report prepared by KMA dated December 15, 2025, attached at the end of this section.



Athletic Events Entrance



Ad-hoc ramps have been constructed in hallways that include stairs

BUILDING, FIRE & ACCESS, INC.

17 Brian Road ◇ Lancaster, MA 01523



Image Credit – Google Earth ©

MEDFORD HIGH SCHOOL

480 WINTHROP STREET – MEDFORD, MA 02155

Evaluation of Existing Conditions

Building Code Compliance

Prepared For:

SMMA

1000 Massachusetts Avenue

Cambridge, MA 02138

BFA # SMMA 25-071

January 19, 2026

Executive Summary

This report documents an evaluation of the existing conditions for building code compliance considerations of the existing Medford High School located at 480 Winthrop Street in Medford, MA. This information will be used relative to the evaluation of alternatives for a code upgrade, renovation, or addition & renovation options.

This evaluation considers the upgrades required to bring the current building into compliance with new construction criteria of the current Massachusetts State Building Code, 780 CMR 10th Edition.

Sprinklers

The building is required to be sprinklered throughout in accordance with NFPA 13 per the State Building Code (780 CMR) and the Massachusetts Enhanced Sprinkler Law (M.G.L. Chapter 148 Section 26G).

Currently, only the most recently renovated areas are equipped with sprinklers. The majority of the building is not protected with sprinklers. Providing sprinklers throughout the building is essential to the life safety of the occupants and first responders. The remainder of this report presumes sprinklers will be provided throughout.

780 CMR

The current Massachusetts State Building Code is 780 CMR 10th edition. This edition adopts and amends the 2021 edition of the International Building Code. All references herein are to that code unless otherwise indicated.

Occupancy Classification and Use

The building's primary occupancy classification is Educational Group E (305.1). Group E is permitted to have accessory assembly spaces without requiring the building to be classified as mixed use (303.1.3). However, in order to use this provision, the assembly spaces must be used solely for purposes related to the school function. If the assembly spaces are used for other purposes, such as open to the public facilities or community events outside the school function, then a mixed-use classification is required and the various assembly spaces used for those public use must be classified in the appropriate assembly classification. For example:

A. The pool is open to public use on a regular basis and not for just students in school related activities. Therefore, the pool is not classified as accessory to Group E, but rather Assembly Group A, and more specifically Group A-3 when there is no spectator viewing and Group A-4 when there is spectator viewing.

B. The Media Center and Library are generally not open to public use on a regular basis, and are considered accessory to Group E.

C. Auditoriums, gymnasiums and similar spaces can frequently be used for other than school activities. These are often classified as Assembly Groups A-1 and A-3.

D. The café is open to the public as a restaurant and is required to be classified as Group A-2.

Based on this information, it is appropriate to classify the building as mixed-use with the following primary uses:

- Educational, Group E,
- Assembly, Group A-1,
- Assembly, Group A-2,
- Assembly, Group A-3,
- Assembly Group A-4, and
- Business, Group B.

There are also numerous accessory assembly spaces which fall under Section 303.1.3.

Special Occupancy and Use

There are several special occupancies and uses in the building including the motor vehicle related occupancy in the vocational area, carpentry shop, beauty parlor, as well as stages and platforms. These areas will need to be brought in compliance with Chapter 4. This will include proper ventilation systems, gas detection systems, dust collection systems, hazardous materials storage and use compliance, stage protection, and platform compliance.

A review of hazardous materials is recommended to determine whether the materials within the building are below the Maximum Allowable Quantities (MAQs) or an appropriate H classification is satisfied. Hazardous materials can be found throughout various vocational spaces including flammable gases, flammable and combustible liquids and oxidizers. This can include unsuspecting spaces such as the pool, the salon and maintenance spaces. Unless otherwise established, the building is considered a single control area and the MAQ's are limited as noted in Appendix A.

Construction Classification

The original building is constructed of what most closely resembles Type IA construction. Type IA construction is characterized as entirely noncombustible rated construction. Ratings of the primary structure including bearing walls are 3 hours. The floors are rated for 2 hours, and the roof is rated for 1½ hours.

Further review is required to confirm construction type. It is possible that the building is Type IB construction. The difference between the two is that the primary structure is only rated for 2 hours instead of 3 hours and the roof is rated for 1 hour instead of 1½ hours.

Under Type IA or IB construction, unlimited height and area are permitted for the uses involved, and without the need for occupancy separations. This allowance considers an NFPA 13 sprinkler system installed throughout the building.

If an addition were to be considered, whether vertical or horizontal, the use of Type IA or IB materials would allow such an addition without the need for structurally independent fire walls.

If a vertical addition were considered, and the existing building is confirmed to be Type IA Construction, it may be possible to establish a 3-hour rated horizontal building separation between the existing and vertical addition. The vertical addition above could then use another type of construction such as mass timber or other combustible construction. This approach is referred to as the Horizontal Separation Building Allowance (510.2).

Fire and Smoke Protection Features

If the building is sprinklered throughout, then corridors are no longer required to be rated, and numerous existing building subdivisions by cross corridor doors and walls are necessary. Currently, there are numerous violations of existing required separations because the building is not protected with sprinklers.

Interior Finish & Decorations

Once the building is sprinklered throughout, Class C finishes are permitted throughout the building with the exception of enclosed exits serving the assembly spaces which must be Class B. There are possible existing violations of the interior finish criteria due to the lack of sprinklers.

Likewise, decorations placed on walls and ceilings are limited by the fire code. These allowances are more generous once the building is sprinklered.

Fire Protection and Life Safety Systems

The following fire protection systems are required for the building:

- Sprinkler system – A sprinkler system must be installed throughout in accordance with NFPA 13. Currently there is only a partial sprinkler system.
- Standpipe System – While a standpipe system may not be required based on the building's height, the enormous area of the building would require the stretching of excessive hose line lengths to reach interior areas from the exterior access doors. A standpipe system is necessary in my professional opinion.
- Fire Alarm System/Mass Notification System – The building lacks a modern and compliant vice alarm system as required by code. Schools, particularly of this size, are frequently provided with Mass Notification Systems to address the variety of potential safety and security concerns. A new voice alarm and Mass Notification system is strongly recommended although technically the building code only requires a voice fire alarm system.
- Emergency Responder Radio Coverage – If constructed new, the school would be required to have emergency responder radio coverage throughout. A complete emergency responder radio coverage system must be provided.
- Fire extinguishers are provided but will need to be updated to comply with the currently referenced NFPA 10.

All the above systems and features are required to establish code compliance with the building code and M.G.L. Ch. 148 s26G. Existing systems should be replaced and nonexistence systems added.

Means of Egress

The existing means of egress is sufficient for the calculated occupant loads. Overall egress is quite good in terms of number, capacity and arrangement. On existing stairs, numerous handrails and guards are not compliant with height and opening limitations. Door hardware is generally not compliant except in the most recently renovated areas

That said, the accessible means of egress is not properly provided particularly if a goal is to achieve "universal design." Accessible exits on levels other the discharge level can be achieved in a number of ways including areas of rescue assistance and horizontal exits. Accessible exits on the discharge level are required to be provided via ramps and pathways to the public way.

527 CMR

The site fire department vehicle access is compliant to the buildings. It is noted however, that there is only a single access point to the site from the public road system. Consideration should be given to providing a second access path to the ring road around the building is recommended.

Lastly, evacuation plans, and fire code compliance for schools should be updated to current methods and standards.

Table of Contents

Introduction 1
Background 1
Project Description 1
Applicable Codes 1
Assumptions and Considerations 1
Sprinklers 2
Building Code Review 3
Chapter 3 Use and Occupancy Classification 3
Mixed-Use 4
Chapter 4 - Special Occupancy and Use 4
Chapter 5 - Height, Area, and Construction Classification 4
Allowable Height & Area 4
Additions 4
Horizontal Separation Building Allowance 4
Chapter 6 – Construction 4
Exterior walls and Openings 5
Chapter 7 - Fire and Smoke Protection Features 5
Chapter 8 - Interior Finish 9
Chapter 9 - Fire Protection Systems 10
Chapter 10 - Means of Egress 16
Occupant Load 16
Number of Exits & Capacity 17
Other Means of Egress Considerations 19
Fire Code Considerations (527 CMR 1) 26
Appendix A – Maximum Allowable Quantities A1

List of Tables

Table 1 - Interior Finish Classifications....9
Table 2 - Interior Finish Requirements....10
Table 3 - Table of MAQ's For Combustible Liquids, Flammable Liquids, Flammable Gases and Oxidizing Gases....A1

List of Figures

Figure 1 - Missing Doors at Building Subdivision....5
Figure 2 - Door in Separation Missing Positive Latching Hardware....6
Figure 3 - Doors in Building Separation without Proper Hardware....7
Figure 4 - Corridor Doors Propped Open with Wood Wedges....8
Figure 5 - Various Blocks and Steel Used to Prop Open Auditorium Doors from Corridor....9
Figure 6 - Missing Ceiling Tile Required for Proper Activation of Sprinkler....11
Figure 7 - Fire Alarm Notification Appliance with Strobe Mounted Too High....12
Figure 8 - Remote Fire Alarm Annunciator with Microphone....13
Figure 9 - Manual Pull Station Mounted Too High....15
Figure 10 - Pull Station Obstructed by Furnishing....16
Figure 11 - Cabinet for Emergency Evacuation Device....18
Figure 12 - Emergency Evacuation Device Missing....19
Figure 13 - Noncompliant Handrails and Guards in Stair....20
Figure 14 Noncompliant Handrails and Guards in Stair....21
Figure 15 - Noncompliant Handrails and Guards in Stair....22
Figure 16 - Noncompliant Handrails and Guards in Stair....23
Figure 17 - Noncompliant Stair Nosing in Exit Stairway....24
Figure 18 - Noncompliant Nosing In Exit Stairway....25
Figure 19 - Fire Evacuation Sign....26

INTRODUCTION

BACKGROUND

SMMA has retained Building, Fire & Access, Inc. (BFA) to provide fire protection, life safety, and accessibility consulting services for the "Medford High School" Project (the Project) located on 480 Winthrop Street – Medford, MA 02155).

PROJECT DESCRIPTION

This report documents an evaluation of the existing conditions for building code compliance considerations of the existing Medford High School located at 480 Winthrop Street in Medford, MA. This information will be used relative to the evaluation of alternatives

APPLICABLE CODES

The following codes were used for this review. This report focuses on compliance considerations from the building code.

- **Building Code** - Massachusetts State Building Code 10th Edition (780 CMR). 780 CMR is an amended version of the 2021 International Building Code (IBC).
- **Energy Conservation Code** – 225 CMR 23 is an amended version of the 2021 International Energy Code (IECC). As of July 1, 2024, Appendix CC The Opt-In Specialized Energy Code is effective in Medford. While compliance is not strictly mandated to the Opt-In Code due the building being existing, consideration to comply with the Opt-In code should be taken in any such evaluations.
- **Mechanical** - International Mechanical Code, 2021, as adopted by 780 CMR 10th Edition (IMC).
- **Fire Code** - Massachusetts Comprehensive Fire Safety Code (527 CMR). 527 CMR 1:00 is an amended version of the 2021 NFPA 1, National Fire Code.
- **Electrical Code** - Massachusetts Electrical Code, 527 CMR 12.00. The Massachusetts Electrical Code is an amended version of the 2023 National Electrical Code (NFPA 70). An update to the 2026 National Electric Code is anticipated to occur in the near future.
- **Plumbing** - Massachusetts Fuel Gas and Plumbing Codes (248 CMR). 248 CMR is unique to Massachusetts.

ASSUMPTIONS AND CONSIDERATIONS

The code review and this report have been prepared based on the following specific assumptions and considerations.

- If any hazardous materials are to be located within the building now or in the future, the amount of such materials will be limited to the exempt amounts/Maximum Allowable Quantities (MAQ's) permitted by code.
- The building will be provided with all required fire protection systems and features including but not limited to sprinkler protection and fire alarm throughout.

SPRINKLERS

The building is required to be sprinklered throughout in accordance with NFPA 13 per the State Building Code (780 CMR) and the Massachusetts Enhanced Sprinkler Law (M.G.L. Chapter 148 Section 26G).

Currently, only the most recently renovated areas are equipped with sprinklers. The majority of the building is not protected with sprinklers. Providing sprinklers throughout the building is essential to the life safety of the occupants and first responders. The remainder of this report presumes sprinklers will be provided throughout.

BUILDING CODE REVIEW

As an existing building, 780 CMr presumes it is complaint with the codes in effect at the time of original construction and has been maintained with subsequent applicationof applicable codes through any permitted work since the original cosntruciton. This enables the building to use the provisions of the existing building code (Chapter 34).

However, as previously noted, this evaluation considers the upgrades required to bring the current building into compliance with new construction criteria of the current Massachusetts State Building Code, 780 CMR 10th Edition. Therefore, Chapter 34 allowances are not considered.

CHAPTER 3 USE AND OCCUPANCY CLASSIFICATION

The building's primary occupancy classification is Educational Group E (305.1). Group E is permitted to have accessory assembly spaces without requiring the building to be classified as mixed use (303.1.3). However, in order to use this provision, the assembly spaces must be used solely for purposes related to the school function. If the assembly spaces are used for other purposes, such as open to the public facilities or community events outside the school function, then a mixed-use classification is required and the various assembly spaces used for those public use must be classified in the appropriate assembly classification. For example:

A. The pool is open to public use on a regular basis and not for just students in school related activities. Therefore, the pool is not classified as accessory to Group E, but rather Assembly Group A, and more specifically Group A-3 when there is no spectator viewing and Group A-4 when there is spectator viewing.

B. The Media Center and Library are generally not open to public use on a regular basis, and are considered accessory to Group E.

C. Auditoriums, gymnasiums and similar spaces can frequently be used for other than school activities. These are often classified as Assembly Groups A-1 and A-3.

D. The café is open to the public as a restaurant and is required to be classified as Group A-2.

Based on this information, it is appropriate to classify the building as mixed-use with the following primary uses:

- Educational, Group E,
- Assembly, Group A-1,
- Assembly, Group A-2,
- Assembly, Group A-3,
- Assembly Group A-4, and
- Business, Group B.

There are also numerous accessory assembly spaces which fall under Section 303.1.3.

MIXED-USE

For buildings with multiple uses, a mixed occupancy approach is required. Per 780 CMR 508.3.2 a "nonseparated mixed-use" approach is the most flexible and requires less building separation. The most restrictive use governs for any provision related to fire protection and height & area. Other provisions are applied based on the use of the space.

CHAPTER 4 - SPECIAL OCCUPANCY AND USE

There are several special occupancies and uses in the building including the motor vehicle related occupancy in the vocational area, carpentry shop, beauty parlor, as well as stages and platforms. These areas will need to be brought in compliance with Chapter 4. This will include proper ventilation systems, gas detection systems, dust collection systems, hazardous materials storage and use compliance, stage protection, and platform compliance.

A review of hazardous materials is recommended to determine whether the materials within the building are below the Maximum Allowable Quantities (MAQs) or an appropriate H classification is satisfied. Hazardous materials can be found throughout various vocational spaces including flammable gases, flammable and combustible liquids and oxidizers. This can include unsuspecting spaces such as the pool, the salon and maintenance spaces. Unless otherwise established, the building is considered a single control area and the MAQ's are limited as noted in Appendix A.

CHAPTER 5 - HEIGHT, AREA, AND CONSTRUCTION CLASSIFICATION

The original building is constructed of what most closely resembles Type IA construction. Type IA construction is characterized as entirely noncombustible rated construction.

ALLOWABLE HEIGHT & AREA

Under Type IA or IB construction, unlimited height and area are permitted for the uses involved, and without the need for occupancy separations. This allowance considers an NFPA 13 sprinkler system installed throughout the building.

ADDITIONS

If an addition were to be considered, whether vertical or horizontal, the use of Type IA or IB materials would allow such an addition without the need for structurally independent fire walls.

HORIZONTAL SEPARATION BUILDING ALLOWANCE

If a vertical addition were considered, and the existing building is confirmed to be Type IA Construction, it may be possible to establish a 3-hour rated horizontal building separation between the existing and vertical addition. The vertical addition above could then use another type of construction such as mass timber or other combustible construction. This approach is referred to as the Horizontal Separation Building Allowance (510.2).

CHAPTER 6 – CONSTRUCTION

Ratings of the primary structure including bearing walls are 3 hours. The floors are rated for 2 hours, and the roof is rated for 1½ hours.

Further review is required to confirm construction type. It is possible that the building is Type IB construction. The difference between the two is that the primary structure is only rated for 2 hours instead of 3 hours and the roof is rated for 1 hour instead of 1½ hours.

EXTERIOR WALLS AND OPENINGS

There is ample fire separation distance around the perimeter of the building to allow unlimited unprotected openings and nonrated nonbearing exterior walls.

CHAPTER 7 - FIRE AND SMOKE PROTECTION FEATURES

If the building is sprinklered throughout, then corridors are no longer required to be rated, and numerous existing building subdivisions by cross corridor doors and walls are necessary.

Currently, there are numerous violations of existing required separations because the building is not protected with sprinklers.

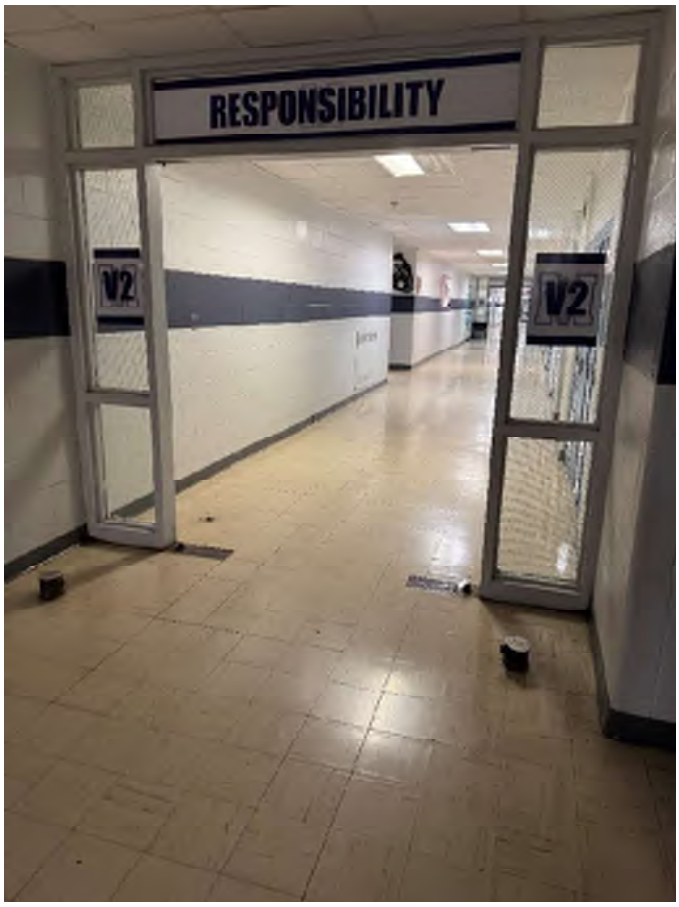


Figure 1 - Missing Doors at Building Subdivision



Figure 2 - Door in Separation Missing Positive Latching Hardware



Figure 3 - Doors in Building Separation without Proper Hardware

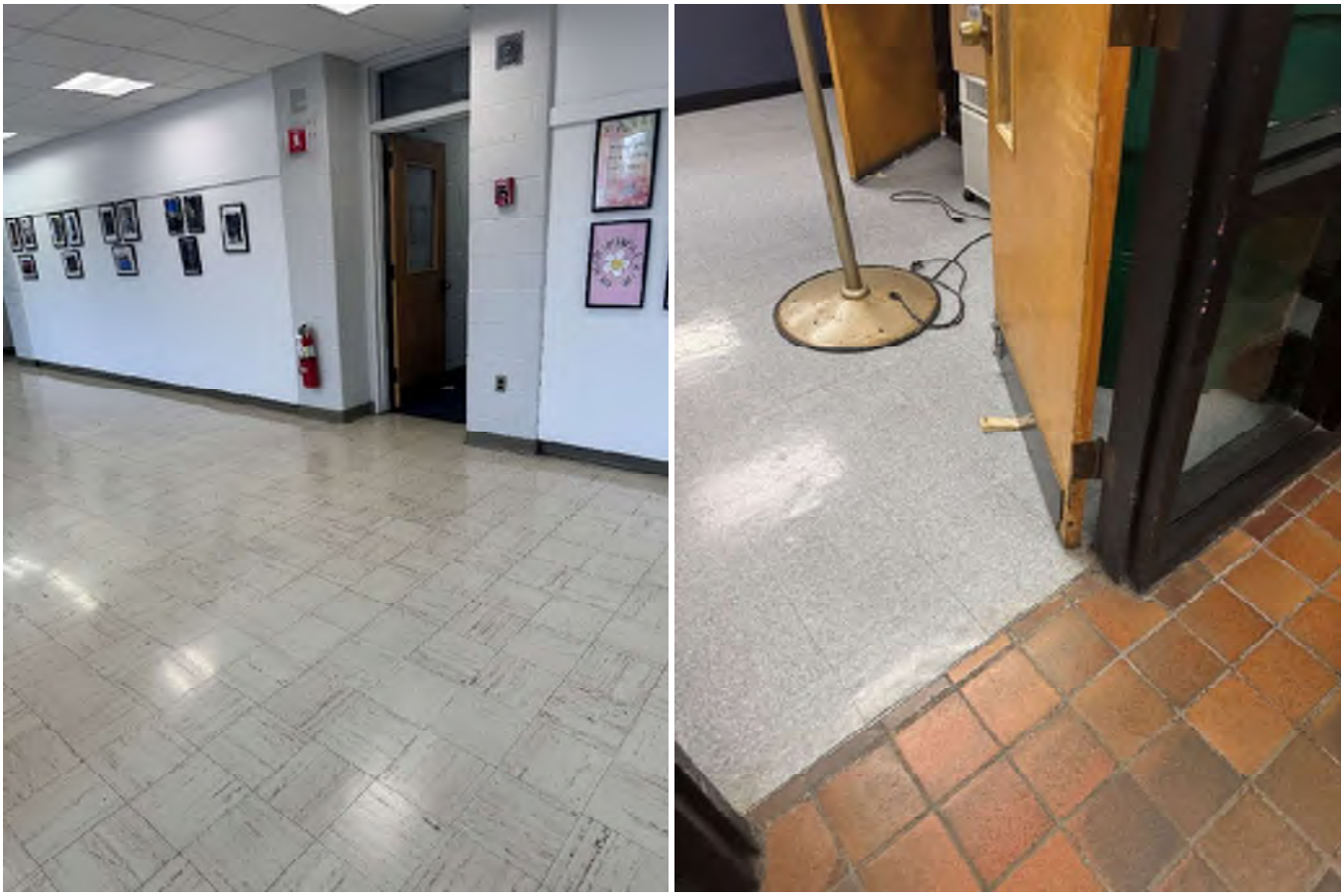


Figure 4 - Corridor Doors Propped Open with Wood Wedges



Figure 5 - Various Blocks and Steel Used to Prop Open Auditorium Doors from Corridor

CHAPTER 8 - INTERIOR FINISH

Chapter 8 regulates interior finish and trim of buildings. Interior finish includes all wall, ceiling and floor finishes, wainscoting and paneling or other finish applied structurally or for acoustical treatment, insulation, decoration or similar purposes (801.1). All interior finish materials and trim will be classified in accordance with ASTM E84, by their flame-spread rating as follows:

Interior Finish Classifications		
Classification	Flame Spread	Smoke Development
Class A	0 – 25	0 – 450
Class B	26 – 75	0 – 450
Class C	76 – 200	0 – 450

Table 1 - Interior Finish Classifications

Interior finish materials that have a flame-spread rating more than 200 or a smoke-developed rating more than 450 are not permitted. The interior finishes provided within the project should have flame-spread classifications that do not exceed the following classifications in the locations identified (Table 803.11):

Interior Finish Requirements (Table 803.9)			
Use Group	Required Vertical Exits and Passageways	Exit Access Corridors and Other Exit ways	Rooms or Enclosed Spaces
A	B	B	C
E, B, M	B	C	C
S	C	C	C

Table 2 - Interior Finish Requirements

Once the building is sprinklered throughout, Class C finishes are permitted throughout the building with the exception of enclosed exits serving the assembly spaces which must be Class B. There are possible existing violations of the interior finish criteria due to the lack of sprinklers.

Likewise, decorations placed on walls and ceilings are limited by the fire code. These allowances are more generous once the building is sprinklered.

CHAPTER 9 - FIRE PROTECTION SYSTEMS

The following fire protection systems are required for the building:

- Sprinkler system – A sprinkler system must be installed throughout in accordance with NFPA 13. Currently there is only a partial sprinkler system.
- Standpipe System – While a standpipe system may not be required based on the building's height, the enormous area of the building would require the stretching of excessive hose line lengths to reach interior areas from the exterior access doors. A standpipe system is necessary in my professional opinion.
- Fire Alarm System/Mass Notification System – The building lacks a modern and compliant vice alarm system as required by code. Schools, particularly of this size, are frequently provided with Mass Notification Systems to address the variety of potential safety and security concerns. A new voice alarm and Mass Notification system is strongly recommended although technically the building code only requires a voice fire alarm system.
- Emergency Responder Radio Coverage – If constructed new, the school would be required to have emergency responder radio coverage throughout. A complete emergency responder radio coverage system must be provided.
- Fire extinguishers are provided but will need to be updated to comply with the currently referenced NFPA 10.

All the above systems and features are required to establish code compliance with the building code and M.G.L. Ch. 148 s26G. Existing systems should be replaced and nonexistence systems added.



Figure 6 - Missing Ceiling Tile Required for Proper Activation of Sprinkler



Figure 7 - Fire Alarm Notification Appliance with Strobe Mounted Too High



Figure 8 - Remote Fire Alarm Annunciator with Microphone


B301

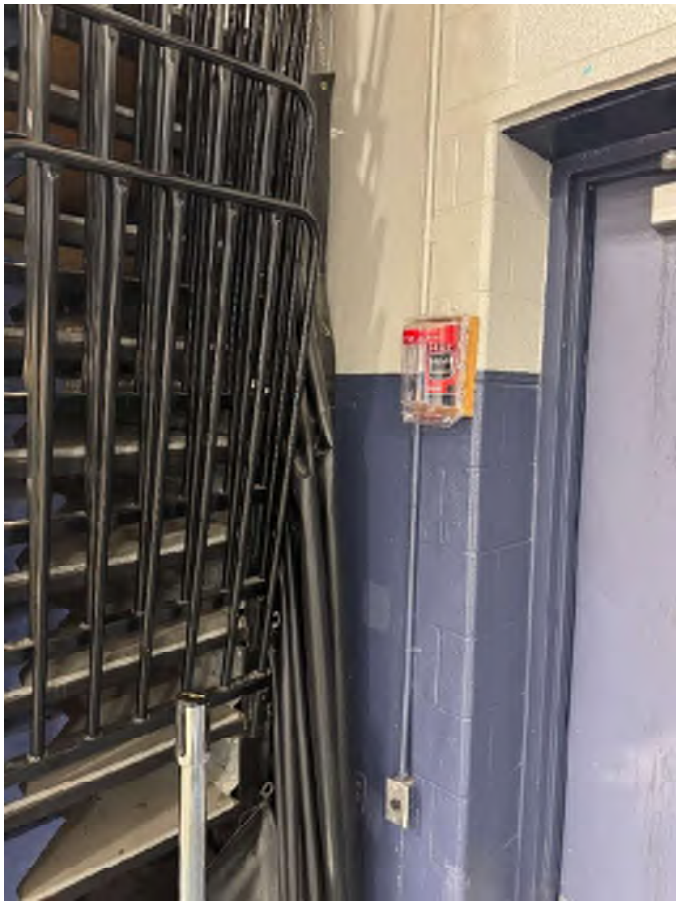


Figure 9 - Manual Pull Station Mounted Too High



Figure 10 - Pull Station Obstructed by Furnishing

CHAPTER 10 - MEANS OF EGRESS

OCCUPANT LOAD

The occupant loads for the project were determined using 1004.1 and 1004.6. A primary consideration is the occupant load factors use of net area versus gross areas.

> ***FLOOR AREA, GROSS.*** *The floor area within the inside perimeter of the exterior walls of the building under consideration, exclusive of vent shafts and courts, without deduction for corridors, stairways, ramps, closets, the thickness of interior walls, columns, or other features. The floor area of a building, or portion thereof, not provided with surrounding exterior walls shall be the usable area under the horizontal projection of the roof or floor above. The gross floor area shall not include shafts with no openings or interior courts.*
>
> ***FLOOR AREA, NET****. The actual occupied area not including unoccupied accessory areas such as corridors, stairways, ramps, toilet rooms, mechanical rooms, and closets.*

The calculated occupant load of the building is in excess of 4,000 people. With a calculated occupant load of more than 1,000 for a given floor. It is noted certain spaces on a floor may have less than 500 occupants.

NUMBER OF EXITS & CAPACITY

Number of Exits - Floor

Section 1006.3 requires 4 exits from each floor. Some areas only require 2 exits due to the circumstances of the space (for example the floor overlooking the pool area). Overall, the floors are provided with more than sufficient number of exits.

Number Exits - Rooms and Spaces

Two exits are required from every space unless the occupant load is 49 or less and with a common path of travel less than 100 feet, a single exit doorway is permitted (Table 1006.2.1).

Exit Separation

When two exits are required from a room or space, the exits will be separated by minimally one-third the maximum diagonal of the space served (1007.1.1 exception 2).

Capacity

The provided exits provide more than required capacity for the occupant loads served.

Accessible Means of Egress

At least one (1) accessible means of egress is provided from an accessible room or space. Where more than one (1) means of egress or exit is required from a floor, room or space at least two (2) accessible means of egress will be provided (1009.1). Accessible means of egress will provide a continuous path of travel to a public way (1009.2). All exterior exit doors on the levels of discharge will be accessible or provided with exterior areas of rescue assistance. Areas of refuge are not required.

While the accessible means of egress meets the requirements of the building code, the accessible means of egress is not properly provided if a goal is to achieve “universal design.” Accessible exits on levels other the discharge level can be achieved in a number of ways including areas of rescue assistance and horizontal exits.



Figure 11 - Cabinet for Emergency Evacuation Device



Figure 12 - Emergency Evacuation Device Missing

OTHER MEANS OF EGRESS CONSIDERATIONS

Travel Distance

Exits are located such that the maximum length of exit access travel, measured from the most remote point to an approved exit along the natural and unobstructed line of travel does not exceed 250 feet.

Door Swing & Hardware

Egress doors serving an occupant load greater than 50 persons are required to swing in the direction of egress travel (1010.1.2).

Door hardware is generally not compliant except in the most recently renovated areas.

Stairway Handrails and Guards

On existing stairs, numerous handrails and guards are not compliant with height and opening limitations.

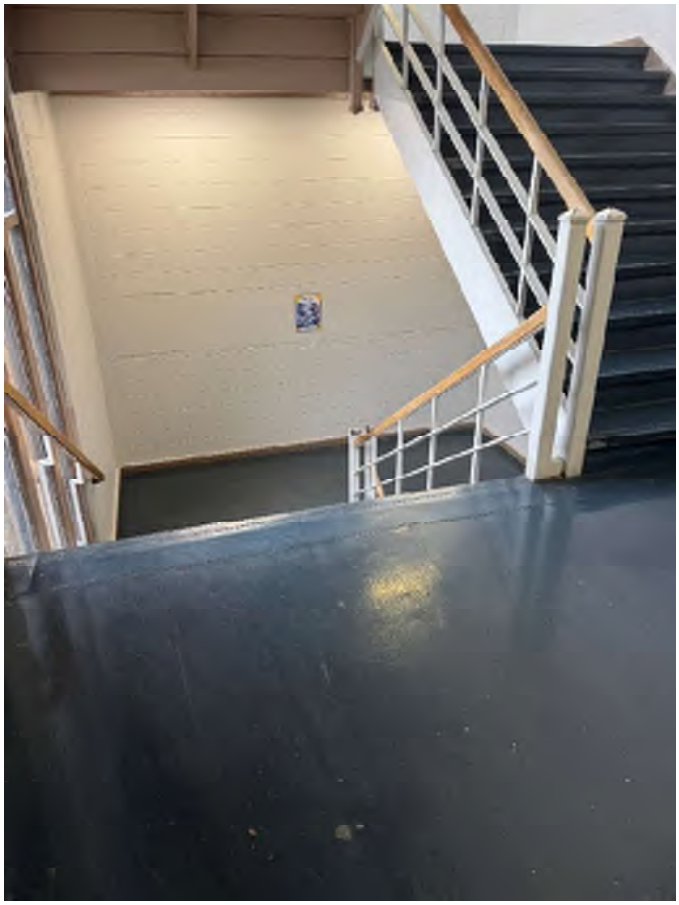


Figure 13 - Noncompliant Handrails and Guards in Stair

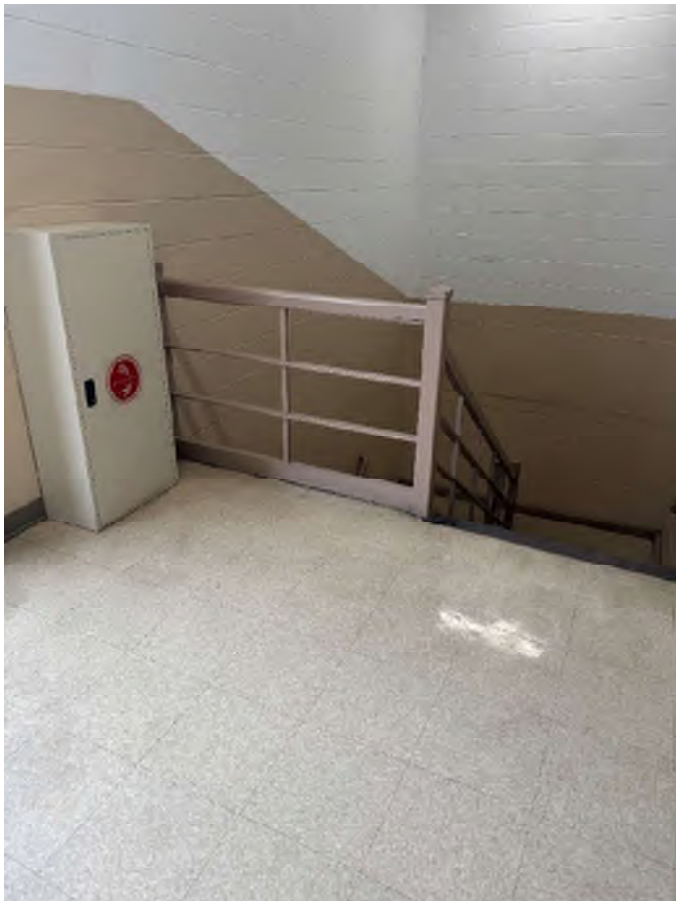


Figure 14 Noncompliant Handrails and Guards in Stair



Figure 15 - Noncompliant Handrails and Guards in Stair

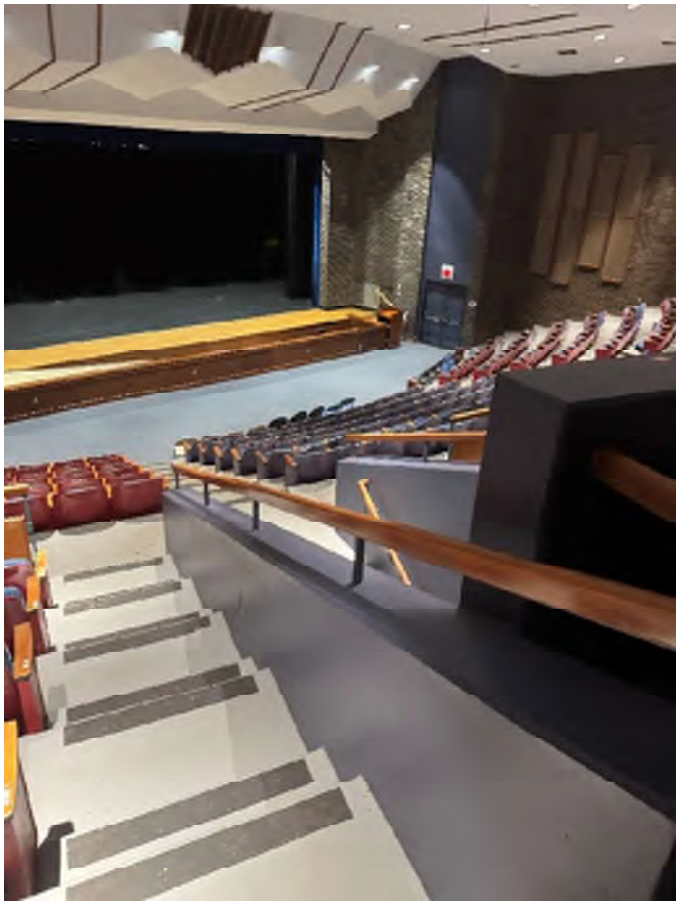


Figure 16 - Noncompliant Handrails and Guards in Stair



Figure 17 - Noncompliant Stair Nosing in Exit Stairway



Figure 18 - Noncompliant Nosing In Exit Stairway

Dead Ends

The length of a dead-end passageway or corridor cannot exceed 20-feet or 2½ x the width of the passageway or corridor. The 20 foot limitation is due to the nonseparated mixed-use with assembly spaces. If areas are adequately separate and do not share egress components, E spaces may have dead ends up to 50 feet.

Emergency Lighting

The means of egress is equipped with artificial lighting facilities to provide the required intensity of illumination continuously during the time that condition of occupancy of the building requires that the exits be available. Lighting is also provided to illuminate the exit discharge (1008.1). The means of egress lighting in the building, rooms, or spaces required to have more than 1 exit or exit access, is connected to an emergency electrical system that complies with the Electrical Code (1008.1) to ensure continued illumination for a duration of not less than 90 minutes in case of emergency or primary power loss (1008.3).

FIRE CODE CONSIDERATIONS (527 CMR 1)

The site fire department vehicle access is compliant to the buildings. It is noted however, that there is only a single access point to the site from the public road system. Consideration should be given to providing a second access path to the ring road around the building is recommended.

Lastly, evacuation plans, and fire code compliance for schools should be updated to current methods and standards.

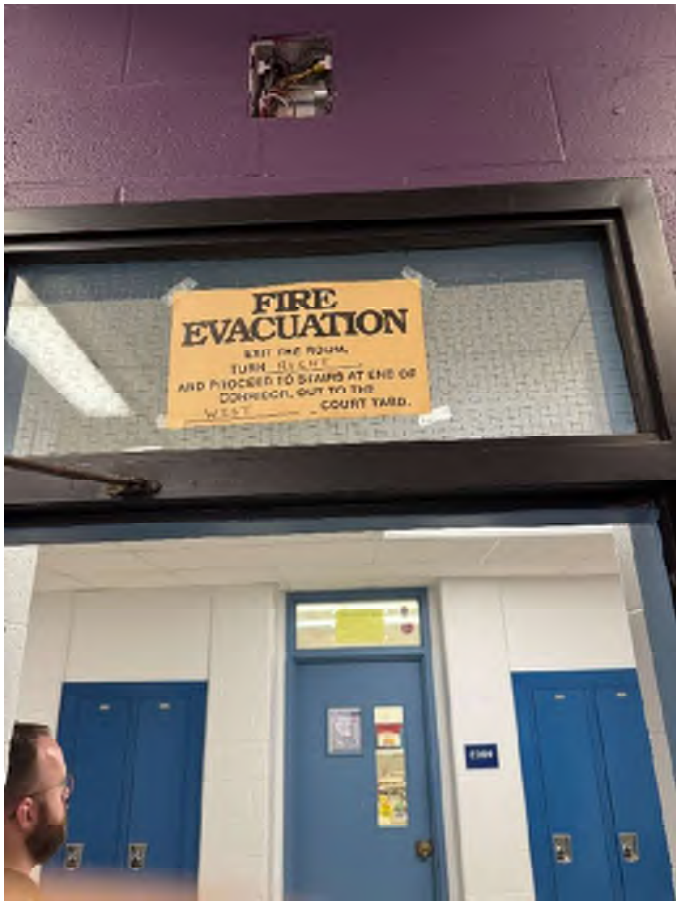


Figure 19 - Fire Evacuation Sign

End of Report

APPENDIX A – MAXIMUM ALLOWABLE QUANTITIES

Material	Class	Group if MAQ is Exceeded	Storage			Closed System Use			Open System	
			Solid Pounds (Cu.Ft.)	Liquid Gallons (Pounds)	Gas Cu. Ft.	Solid Pounds (Cu.Ft.)	Liquid Gallons	Gas Cu. Ft.	Solid Pounds (Cu.Ft.)	Liquid Gallons
Combustible Liquid	II	H-2 or H-3		120			120			30
	IIIA	H-2 or H-3		330			330			80
	IIIB	NA		13,200			13,200			3,300
Flammable Gas	Gaseous	H-2			1,000					
	Liquified	H-2		(150)		(150)				
Flammable Liquid	IA	H-2 or H-3		30		30				10
	IB and IC	H-2 or H-3		120		120				30
	Combination	H-2 or H-3		120		120				30
Oxidizing Gas	Gaseous	H-3			1,500			1,500		
	Liquid	H-3		(150)			(150)			

Table 3 - Table of MAQ's For Combustible Liquids, Flammable Liquids, Flammable Gases and Oxidizing Gases

Table is not the entire listing but reflects the materials while walking through various shops and spaces. These amounts may increase in some cases for sprinklers and ventilated storage and use.

ACCESSIBILITY AUDIT REPORT

December 15, 2025

To: Helen Fantini, SMMA
From: J George
Cc: Emmanuel Andrade

Re: Medford High School – Accessibility Audit

KMA
ARCHITECTURE
+ACCESSIBILITY
ONE BRIDGE ST
NEWTON MA
02458-1132
KMACCESS.COM
617.641.2802

On Friday, November 21, 2025, KMA auditors J George and Mark Simonin performed a comprehensive accessibility audit of the immediate site, entrances, and all public and employee spaces at Medford High School, located at 489 Winthrop Street, Medford, MA. The purpose of this audit was to identify conditions that do not comply with either the Americans with Disabilities Act (ADA) or 521 CMR: the Rules and Regulations of the MA Architectural Access Board (MAAB).

Renovations are being considered for this building that are expected to exceed 30% of the full and fair cash value of the building, which will trigger full compliance with 521 CMR. SMMA has been hired as the architect of record and understands that any existing architectural barriers within the project area will need to be mitigated, or a variance from the MAAB sought. The architects will use the findings of this report as a basis for their work.

Building Description

Medford High School is a three-story school with a fourth-floor mezzanine serving students in Grades 9-12. The building was originally constructed in 1967, and the sports complex was constructed in 2009. Renovations occurred in 2015 within the third-floor science labs and 2016 within the first-floor Cable Access Television studio. There are two public elevators serving all floors except the mezzanine. The school includes both traditional and vocational classrooms, various administrative offices, lecture halls, an auditorium, gymnasium, batting cage, indoor pool, two cafeterias, a library, toilet rooms, and locker rooms. Exterior elements include a courtyard, various playground areas for the Early Childhood Education Center, the Edgerly Sports Complex, and the Mustang Loop Trailhead. There is a surface parking lot serving the facility spread across five areas which includes EV charging stations and various designated accessible parking spaces.

Jurisdictional Overview

Medford High School is defined under the Americans with Disabilities Act as a *place of public accommodation* and under 521 CMR as a *public building.* As such, it will be

subject to certain accessibility requirements when the planned alterations are made to the building.

521 CMR

521 CMR: the Rules and Regulations of the MAAB is a section of 780 CMR: the MA Amendments to the International Building Code. 521 CMR governs the "design, construction, and renovation of public buildings to make them accessible to, functional for, and safe for use by persons with disabilities." The specific scoping provisions for renovations are reproduced in part here:

3.3 EXISTING BUILDINGS

All additions to, reconstruction, remodeling, and alterations or repairs of existing public buildings or facilities, which require a building permit, or which are so defined by a state or local inspector, shall be governed by all applicable subsections in 521 CMR 3.00: JURISDICTION.

3.3.1 If the work being performed amounts to less than 30% of the *full and fair cash value of the building* and

a. if the work costs less than $100,000, then only the work being performed is required to comply with 521 CMR; or

b. if the work costs $100,000 or more, then the work being performed is required to comply with 521 CMR. In addition, an accessible public entrance and an accessible toilet room, telephone, drinking fountain (if toilets, telephones and drinking fountains are provided) shall also be provided in compliance with 521 CMR.

3.3.2 If the work performed, including the exempted work, amounts to 30% or more of the full and fair cash value of the building (see definitions in 521 CMR 5.00), the entire building is required to comply with 521 CMR.

3.3.3 Alterations by a tenant do not trigger the requirements of 521 CMR 3.3.1b and 3.3.2 for other tenants. However, alterations, reconstruction, remodeling, repairs, construction, and changes in use falling within 521 CMR 3.3.1b and 3.3.2, will trigger compliance with 521 CMR in areas of public use, for the owner of the building.

KMA understands that the City is considering renovations to the entire building. Because this renovation is expected to cost greater than 30% of the full and fair cash value of the building, Section 3.3.2 will apply. This means that the City will have to bring the entire building into compliance with 521 CMR – or request variances not to do so on an issue-by-issue basis, on the basis of *impracticability*.

2010 ADA Standards

Title II of the Americans with Disabilities Act (ADA) prohibits discrimination on the basis of disability in State and Local Government Services. It further requires buildings and facilities providing these services to be designed, constructed, and altered in compliance with the accessibility standards established under the ADA.

There are two requirements under Title II of the ADA that require a public entity such as the City to remove existing barriers to bring an end to and to prevent discrimination against a person or people with disabilities. These two requirements are:

1. Program Access: requires that individuals with disabilities be provided an equally effective opportunity to participate in or benefit from a public entity's programs and services. The ADA requires that public entities provide physical and communication access to each program service or activity. The City needs to identify and correct policies and practices that have the effect of discriminating against individuals with disabilities.
2. Alterations: Any alterations that are performed must conform to the version of the ADA Standards in force at the time of the alterations. Alterations may trigger an obligation to perform additional barrier removal outside the planned scope of work. The ADA accessible path of travel requirement states: "When alterations are made to a primary function area that affect the usability of that area, alterations to provide an accessible path of travel to the altered area must also be made unless the cost is disproportionate." Further, the City is required to maintain its existing facilities to ensure continued, unfettered, and uninterrupted access to persons with disabilities.

Program Access: To provide Program Access, the City's fundamental obligation is to consider who uses their programs and services, and to ensure that individuals with disabilities are afforded an equally effective opportunity to participate in, or

benefit from, these programs and services, subject only to the limitations of fundamental alteration and/or undue burden. Therefore, the City will need to implement policy changes, if necessary, so that persons with disabilities can have full access. Further, the City will need to continue to make changes to prevent discrimination and continually work to increase accessibility.

Alterations: Alterations to a primary function area require an accessible path of travel to (entrance) and through (route) the area. Buildings and elements altered after January 23rd, 1993 were required to comply with the 1991 ADA Accessibility Guidelines ("ADAAG"). Buildings and elements altered after March 15, 2012 are required to comply with the 2010 ADA Standards, with the exception that anything altered prior to March 15, 2012 that complies with the 1991 ADA Standards is not required to proactively be brought into compliance with the 2010 ADA Standards.

The alteration requirements under Section 202.4 state in part that "an *alteration* that affects or could affect the usability of or access to an area containing a primary function shall be made so as to ensure that, to the maximum extent feasible, the path of travel to the *altered* area, including the rest rooms, telephones, and drinking fountains serving the *altered* area, are readily *accessible* to and usable by individuals with disabilities." This means that the City must establish an accessible entrance to the building and eliminate any instances of non-compliance along the path of travel leading to or within the building.

Summary of Findings

The following table details the barriers noted during our audit that would need to be mitigated in order to satisfy the above requirements under the ADA and 521 CMR. Please note that this was a comprehensive audit, and so any items within the project area that are not mentioned may be assumed to fully comply with 521 CMR and the ADA Standards.

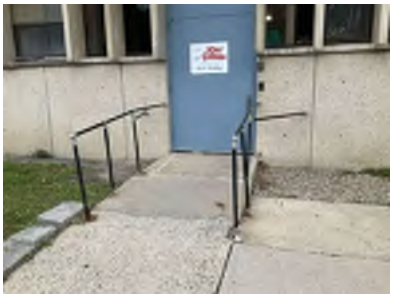
EXTERIOR & ENTRANCE ISSUES		
#	Barrier	Photo
1.	**Entrances (Typical)** 521 CMR 25.1 requires all public entrances of a building or tenancy in a building to be accessible. Public entrances under 521 CMR are any entrances that are not solely service or loading entrances. *Note: KMA is unaware of the intended function of all exterior doors. Therefore, exterior doors with hardware were identified as entrances during our audit.*	
2.	**Egress Doors (Typical)** Many egress doors are not accessible due to steps at the landing or interior/exterior stairs. Many egress doors lack level landings, @ up to 10.2%. Many egress doors have adjacent walkways with running slopes >5%, @ up to 10.2%. Most doors are recessed >6", @ up to 10 ½", and lack the required 12" push side maneuvering clearance. On most doors, the threshold is >½" high, @ 1". When provided, double doors lack at least one leaf that provides the required 32" minimum clearance, @ 29". The exterior doors require >15lbs of force to open. When provided on doors, the bottom of the glazed vision panel is >43" AFF, @ 48". *Note: Not all means of egress must necessarily be made accessible. If one means of egress is provided in a public space, then it must be accessible under 521 CMR 20.11.1. Where more than one means of egress is required under 780 CMR, then at least two accessible means of egress must be provided.*	  

3.	**Exterior Stairs (Typical)** The projecting stair nosings are not curved or beveled. Handrails are not provided on one or both sides of most stairs. Where provided, the handrail is not mounted 34"-38" AFF, @ 32", and lacks the required extensions at the top and bottom of the stairs. *Observed at most exterior stairs near the main entrance, west entrance, northwest entrance, parking areas, and various egress doors.* *Note: All exterior stairs are required to comply with the requirements of 521 CMR.*	  
4.	**Walkways (Typical)** The walkways have cross-slopes >2%, @ up up to 4%, and/or abrupt changes in level >½" due to material deterioration. *Observed along most, if not all, accessible routes to various site elements, designated accessible parking spaces, entrances, and means of egress.*	 

5.	**Intersections and Crosswalks (Typical)** Curb ramps are not provided at each corner of each intersection along all pedestrian paths of travel and crosswalks. *Observed throughout the site on all sides of the building.*	
6.	**Passenger Loading Zone** There are no accessible passenger loading zones provided for every continuous 100 linear feet of loading zone space per 2010 ADAS 209.	
7.	**Parking Spaces near Main Entrance** The designated accessible parking spaces and access aisles have slopes >2%, @ 4%.	
8.	**Curb Ramp near Main Entrance** The curb ramp has running slopes >8.3%, @ 11.3%. The transition from the street to the curb ramp has abrupt changes in level. The 48” minimum top landing depth at the curb ramp is obstructed by the nearby ramp’s bottom handrail extensions.	 

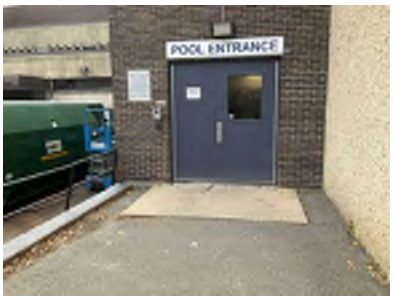
9.	**Ramp to Main Entrance** The ramp has running slopes >8.3%, @ up to 8.6%. The ramp lacks edge protection on both sides. The upper handrails are not 34”-38” AFF, @ 33”.	
10.	**Route to Main Entrance** The ramp has running slopes >8.3%, @ up to 11.3%. The ramp lacks handrails and edge protection on both sides.	
11.	**Main Entrance** The double doors lack at least one leaf that provides the required 32” minimum clearance, @ 28”. The intercom is mounted >48” AFF to the highest operable part, @ 56”. The intercom, card reader, and automatic door opener lack the required level clear floor space, @ 5.1%. The automatic door opener within the vestibule is located <18” from an interior corner. *Note: Doors equipped with automatic door openers are exempt from the requirements for maneuvering clearances and door opening force but must meet all other requirements under 521 CMR.*	  

12.	**Route from Winthrop St to Steve Miller Dr** The accessible route from the site entry point along Winthrop Street has running slopes >5% and cross slopes >2%. Curb ramps are not provided at each corner of each intersection. The curb ramps are not positioned in the direction of travel to the walkways and crosswalks. The curb ramp has running slopes >8.3%, @ 14.4%. The transition from the street to the curb ramp has abrupt changes in level. *Note: 521 CMR 21.2.2 requires reciprocal curb ramps on the opposite side of the street to comply where such side is controlled by the same owner. It is KMA's understanding that the City controls the curb ramps on school property and along Winthrop Street. Therefore, if the curb ramps on school property are reconstructed, then their reciprocal curb ramps along Winthrop Street must be brought into compliance as well at the time of construction.*	 
13.	**Early Childhood Center Playground (Southwest)** The playground lacks the required number of ground-level play components and an accessible route between elements due to the woodchip surface. There is no accessible route to the playgrounds due to the woodchip and grass surfaces. The gate lacks a 10" high minimum smooth surface on the push side for the full width of the gate.	 

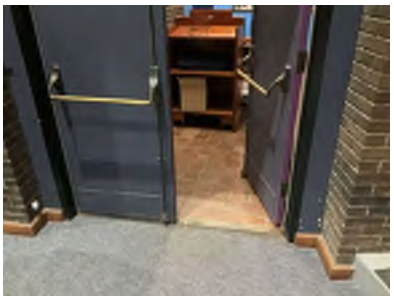
14.	**Early Childhood Center Entrance** The door lacks the required 18" min. maneuvering clearance on the latch pull side. The door lacks a level landing, @ 12.9%. The card reader and intercom lack the required 30"x48" level clear floor space adjacent to the controls. The intercom controls are >48" AFF. The ramp has running slopes >8.3%, @ 12.9%, and lacks edge protection and compliant handrails.	
15.	**Early Childhood Center Playgrounds (West)** The playgrounds lack the required number of ground-level play components and an accessible route between elements due to the engineered wood fiber surface. There is no accessible route to the playgrounds due to the engineered wood fiber surfaces. The gate lacks a 10" high minimum smooth surface on the push side for the full width of the gate.	
16.	**Ramps to West Entrance** The ramps have running slopes >8.3%, @ up to 9.9%. The upper handrails are not 34"-38" AFF, @ 32". The transition from the walkway to the ramp has abrupt changes in level.	 

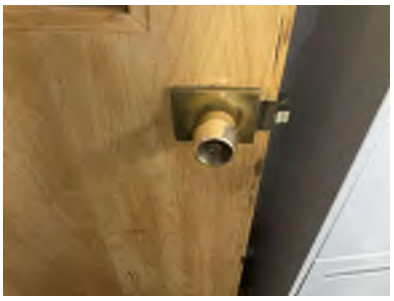
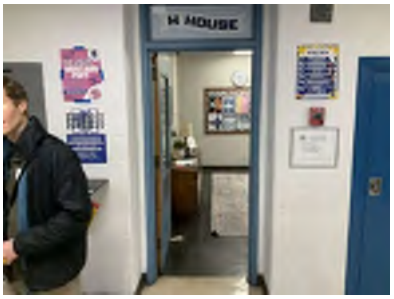
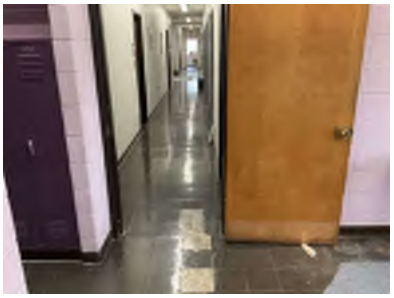
17.	**Curb Ramp to West Entrance** The curb ramp has running slopes >8.3%, @ 11%. The transition from the street to the curb ramp has abrupt changes in level.	
18.	**West Entrance** The transition from the walkway to the curb ramp has abrupt changes in level. The curb ramp has flared sides with slopes >10%, @ 10.2%.	
19.	**Parking Spaces near Northwest Entrance** The designated accessible parking spaces and access aisles have slopes >2%, @ 5%.	
20.	**Ramps to Northwest Entrance** The ramps have running slopes >8.3%, @ up to 9.5%. The ramp near the parking lot lacks a level landing at the bottom, @ 4.1%. Portions of the ramps lack edge protection on one or both sides. The handrails lack the required extensions at the top and bottom of the ramp runs.	 

21.	**Northwest Entrance** The doors lack level landings, @ 3.1%. The double doors lack at least one leaf that provides the required 32" minimum clearance, @ 29". The threshold is >½" high, @ ¾" due to the deteriorated surface. The interior vestibule has abrupt changes in level due to the deteriorated surface and walk-off mat.	 
22.	**Parking Spaces near Edgerly Sports Complex** The parking signs are mounted <60" AFF measured to the bottom of the sign, @ 27 ½". The designated accessible parking spaces and access aisles have slopes >2%, @ up to 4.3%. The access aisle is not marked to discourage parking.	
23.	**Ramp to Edgerly Sports Complex** The ramp has running slopes >8.3%, @ up to 8.9%, and cross slopes >2%, @ up to 3.6%. The ramp lacks level landings, @ up to 3%. The upper handrails are not 34"-38" AFF, @ 33 ½". The lower handrails are not 18"-20" AFF, @ 17 ½".	
24.	**Bleachers at Edgerly Sports Complex** There is no accessible route to the bleachers due to their location on artificial turf. The wheelchair spaces in the front row of the bleachers are not level, due to variations in the ground surface. *Note: The MAAB does not consider artificial turf to be a stable, firm, and slip resistant ground surface.*	

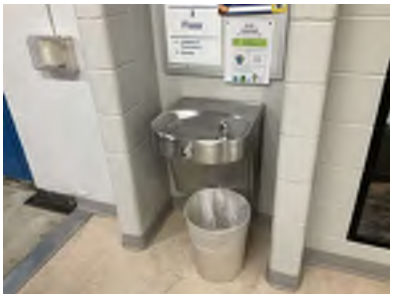
25.	**Drinking Fountain at Edgerly Sports Complex** The transition between surface materials creates abrupt changes in level within the required clear floor space at the drinking fountain. There is no drinking fountain for standing persons provided in addition to the drinking fountain for seated persons.	
26.	**Parking Spaces near Pool Rear Entrance** The designated accessible parking spaces and access aisles have slopes >2%, @ up to 3.1%.	
27.	**Pool Rear Entrance** The door lacks a level landing, @ 6.9%. The double doors lack at least one leaf that provides the required 32" minimum clearance, @ 29". The threshold is >½" high, @ ¾" due to the deteriorated surface.	
28.	**Pool Main Entrance** The intercom is mounted >48" AFF to the highest operable part, @ 50". The threshold is >½" high, @ ¾" due to the deteriorated surface. The door lacks a level landing, @ 2.8%, and has abrupt changes in level within the required maneuvering clearance.	 

29.	**Mustang Loop Trailhead** The designated accessible parking spaces are not distributed to be located on the shortest route to the trailhead.	
30.	**EV Charging Station** There is no accessible route to the EV charging station controls, due to the curb and grass surface.	
31.	**Parking Spaces near Bistro Entrance** The designated accessible parking spaces and access aisle have slopes >2%, @ 3%. The parking sign is mounted <60" AFF measured to the bottom of the sign.	
32.	**Curb Ramp near Bistro Entrance** The curb ramp has running slopes >8.3%, @ 13%.	
33.	**Ramp to Bistro Entrance** The ramp lacks edge protection on one side. The handrails lack the required 12" minimum extensions at the top and bottom of the ramp. The lower handrails are not 18"-20" AFF, @ 24".	

INTERIOR ISSUES		
34.	**Illuminated Exit Signage (Typical)** The illuminated exit signs at all accessible means of egress are not identified with the International Symbol of Accessibility (ISA).	
35.	**Stairs (Typical)** The projecting stair nosings are not curved or beveled. Handrails are not provided on one or both sides of all stairs. Where provided, handrails are not mounted 34”-38” AFF and lack the required extensions at the top and bottom of the stairs. The inside handrails on the switchback stairs are not continuous. *Observed at all interior stairs within the auditorium, lecture halls, classrooms, stairwells, and corridors.* Some stairs reduce the required 80” min. headroom. *Observed in the main lobby on the first floor.*	  
36.	**Double Doors (Typical)** The double doors lack at least one leaf that provides the required 32” minimum clearance, @ 29” or less. *Observed at all double doors leading to the auditorium, all doors separating corridors, and most vocational classrooms.*	

37.	**Door Vision Panels (Typical)** The bottom of the glazed vision panel is >43" AFF, @ 56" or higher. *Observed at double-doors separating corridors, doors to the cafeterias, and some vocational classroom doors.*	
38.	**Door Hardware (Typical)** The door hardware requires tight grasping, pinching, and/or twisting of the wrist to operate. *Observed at most doors throughout the building.*	
39.	**Door Clearances (Typical)** Many doors lack the required 18" maneuvering clearance on the latch pull side for a forward approach, @ 12" or less. *Observed throughout the building within main corridors, toilet rooms, locker rooms, the pool, and administrative areas.* Many doors are located within recesses >6" deep, @ 7" or greater, and does not provide the required push side maneuvering clearance. *Observed throughout the building at doors with both latches and closers.* Many doors lack the required 32" minimum clearance, @ 27". *Observed throughout the building at doors within secondary corridors in administrative areas and most toilet rooms.*	  

40.	**Expansion Joint Thresholds (Typical)** The threshold is > ¼" and is not beveled 1:2. *Observed throughout the building along corridors.*	
41.	**Tactile/Braille Signage (Typical)** Where provided, tactile/braille signage is not located 48" AFF min. measured from the baseline of the lowest tactile character and 60" AFF max. measured from the baseline of the highest tactile character. Most rooms lack the required tactile/Braille signage mounted on the latch side of the door. *Observed throughout the building.*	 
42.	**Light Switches (Typical)** The light switch control is mounted >48" AFF measured to the highest operable part when switched to the 'on' position, @ 50". *Observed throughout the building.*	
43.	**Intercoms (Typical)** The intercom controls are >48" AFF, @ 58". *Observed in all classrooms.*	

44.	**Emergency Fire Alarm Stations (Typical)** The fire alarm station controls are >48" AFF, @ 62 ½". *Observed throughout the building.*	
45.	**Drinking Fountains (Typical)** At least 50% of the total drinking fountains provided per floor are not for standing persons. Many drinking fountains protrude >4" into the circulation space, @ 18". Many drinking fountains for seated persons are located in alcoves <30" wide, @ 28". Some drinking fountains for seated persons have spouts >36" AFF, @ 37". Some knee clearance at drinking fountains for seated persons are <27" AFF, @ 26 ½". *Observed throughout the building within corridors, classrooms, cafeterias, and locker rooms.*	 
46.	**Staff Kitchenettes (Typical)** The sink is >34" AFF, @ 36". *Observed at all staff breakrooms.* The U-shaped kitchenette lacks the required 60" minimum clearance between the counters and walls, @ 48 ½". *Observed at all staff breakrooms in Building C.*	 